MISSISSIPPI

PUBLIC SCHOOL ACCOUNTABILITY STANDARDS

2025

MISSISSIPPI DEPARTMENT OF EDUCATION

Revised August 5, 2025

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2025

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OFFICE OF THE CHIEF OF ACCOUNTABILITY
OFFICE OF ACCREDITATION

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MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS

THE HISTORY OF ACCREDITATION IN MISSISSIPPI ..... **viii**

ACCREDITATION POLICIES OF THE STATE BOARD OF EDUCATION **13**
1.0 ADMINISTRATIVE POLICY **13**
1.1 Membership of the Commission on School Accreditation **13**
1.2 Appointment **13**
1.3 Terms of Office **13**
1.4 General Duties of Commission on School Accreditation **13**
1.5 Officers **13**
1.6 Meetings **13**
1.7 Expenses **14**
1.8 Staff **14**
2.0 DISTRICT ACCREDITATION POLICY **14**
2.1 Assignment of District Accreditation **14**
2.2 Process Standards **14**
2.3 Accreditation Statuses Defined **15**
2.4 Notification of Deficiencies After Assignment of Status **15**
2.5 Factors That May Affect an Immediate Change in Accreditation Status **15**
2.6 Resolving Accreditation Controversies **16**
2.7 Consolidation of School Districts or Reconfigurations of Schools **16**
2.8 Corrective Action Plan (CAP) and Withdrawal of Accreditation **16**
2.9 Conditions of Emergency Status and Withdrawal of Accreditation **18**
3.0 PERFORMANCE CLASSIFICATION POLICY **20**
3.1 Assignment of Performance Classifications **21**
3.2 Performance Standards **21**
3.3 Performance Classifications **21**
3.4 Schools At-Risk **22**
4.0 RECOGNITION AND EXEMPTIONS **23**
4.1 Recognition **23**
4.2 Exemptions **23**
5.0 ACCREDITATION MONITORING PROCEDURES **24**
5.1 On-Site Evaluations **24**
5.2 Investigative Audits (Complaints Against Districts) **24**
5.3 Special Test Audits **25**
5.4 Summer Program Audits **26**
5.5 Unannounced Audits **26**
5.6 Other State/Federal Program Audits **26**
5.7 Analysis and Verification of Accreditation Information **26**
5.8 Compilation of the Audit Report **26**
6.0 HEARING AND APPEAL PROCEDURES **27**
6.1 Request for Hearing **27**
6.2 Authorized Representative of the Commissioner **27**
6.3 Hearing Procedures **27**
6.4 Appeal Procedures **28**
7.0 ANNUAL REPORT **28**

PROCESS STANDARDS **29**
ADMINISTRATION AND PERSONNEL **29**
SCHOOL OPERATIONS **32**
INSTRUCTIONAL PRACTICES **35**
SAFE AND HEALTHY SCHOOLS **38**

PERFORMANCE STANDARDS **39**
INTRODUCTION **39**
INCLUSION OF STUDENTS WITH DISABILITIES AND ENGLISH LEARNERS (EL) **39**

MISSISSIPPI STATEWIDE ACCOUNTABILITY SYSTEM **40**
BUSINESS RULES **42**

APPENDICES ..... **58 - 115**
Appendix A-1 ..... **58**
Appendix A-2 ..... **59**
Appendix A-3 ..... **60**
Appendix A-4 ..... **61**
Appendix A-5 ..... **62**
Appendix A-6 ..... **68**
Appendix A-7 ..... **72**
Appendix A-8 ..... **76**
Appendix A-9 ..... **80**
Appendix A-10 ..... **84**
Appendix A-11 ..... **87**
Appendix A-12 ..... **89**
Appendix A-13 ..... **96**
Appendix B-1 ..... **98**
Appendix B-2 ..... **99**
Appendix C-1 ..... **101**
Appendix C-2 ..... **102**
Appendix D **103**
Appendix E **104**
Appendix F **105**
Appendix G **114**
Appendix H **115**

Glossary **116**

THE HISTORY OF ACCREDITATION IN MISSISSIPPI

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

In 1918, the effort to regulate the program of studies in secondary schools was strengthened when the University requested the Mississippi Education Association to appoint a committee to classify the affiliated high schools. The Association appointed five (5) members to a High School Classifying Committee and required this group to establish standards of classification, to devise a system for grouping high schools, and to assign each high school to its appropriate group. The responsibilities and workload of this subsidiary committee of the Mississippi Education Association continued to grow, and the need for full-time statewide supervision of high schools soon became apparent. This need was met in 1919 when the position of state supervisor of secondary schools was created in the Mississippi Department of Education (MDE). In May of 1920, the High School Classifying Committee became the State High School Accrediting Commission, a standing committee of the Mississippi Education Association. The State Supervisor of Secondary Schools chaired the first Commission, whose membership consisted of representatives from two (2) high schools, the A and M College, Millsaps College, Mississippi College, the Mississippi State College for Women, and the University of Mississippi. This Commission required high schools to meet eleven (11) minimum standards before being accredited and defined an accredited high school as one that meets all requirements and, after inspection, has been approved by the Commission.

Accreditation of elementary schools was not addressed until 1926. During that year, the Mississippi Education Association created the Elementary School Accrediting Commission to perform the same duties in regulating programs for elementary schools that the High School Accrediting Commission did for secondary schools. The Elementary Commission consisted of ten (10) members, with the newly appointed State Elementary School Supervisor serving as executive secretary of the group.

Operating as separate entities, these two (2) Commissions regulated the elementary and secondary programs in white schools until 1949 when they were discontinued by the Mississippi Education Association, and the Mississippi Accrediting Commission was formed.

The first efforts to accredit colored schools began in 1935 when the Mississippi Association for Teachers in Colored Schools organized the Negro Accrediting Commission. In 1947, the Mississippi Association for Teachers in Colored Schools became the Mississippi Teachers Association, and the Commission continued to operate under the renamed Teachers' association until 1959. During that year, the name was changed to the State Accrediting Commission, and one (1) of the first official actions of this group was to adopt the existing rules and regulations of the Mississippi Accrediting Commission.

1960-1980

The sixties found these two (2) Commissions sharing responsibilities for accrediting black and white schools; and, in carrying out their duties, both groups made extensive use of officials in the SBE. The director of the Division of Instruction and his staff served as liaison personnel in distributing, collecting, and processing accreditation information. This practice of "separate but equal" accreditation terminated in the Summer of 1970 when the State

Board of Education (SBE) assumed the responsibility, thus adding a legal dimension to a voluntary process designed to improve schools.

The accreditation law of 1970 gave the SBE the power and authority to prescribe the standards and procedures for the accreditation of schools and placed the responsibility for enforcement in the MDE. The law further mandated the SBE to appoint a Commission on School Accreditation (CSA), whose membership would consist of three (3) representatives from each of the five (5) Congressional districts and whose primary purpose would be to continually review the accreditation system. Contrary to the general perception of the public, the law did not make accreditation compulsory for any school. The process continued to be voluntary and open to any elementary, secondary, or special school in the state.

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

1980-PRESENT

As the eighties approached, the state was set for reform in education and in school accreditation. The public wanted the emphasis in accrediting schools shifted from measures of quantity to those of quality. A series of significant legislative mandates passed during the past 20 years have been instrumental in not only creating the current public school accreditation model and accountability system, but also establishing Mississippi as a nationally recognized leader in the school improvement and accountability movement.

Governor William Winter recognized the need for education reform and initiated the accountability movement in Mississippi beginning with the Education Reform Act of 1982. This landmark legislation established a task force to study and propose a plan to establish guidelines and criteria for a permanent performance-based system of school accreditation for all public elementary and secondary schools. The legislation created and authorized the CSA to establish a system for assuring the quality of school programs in Mississippi. This new system, appropriately deemed performance-based school accreditation, was based upon measures that focus on the extent to which schools help students master defined content and objectives. The law shifted the emphasis in school accreditation to the outcomes of education, specifically those related to student achievement, and changed the accreditation process from voluntary to compulsory for all public elementary and secondary schools.

Legislation enacted in 1994 maintained the emphasis on student achievement and mandated that the SBE strengthen and expand the performance-based accreditation system. The 1994 legislation required the system to include: rigorous minimum standards levels above the minimum that demand High Performing performance and strict accountability measures for districts that fail to meet minimum standards.

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

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

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

In 2007, an Accountability Task Force began working on what a new accountability system should look like considering the new curriculum framework in Language Arts, Mathematics and corresponding assessments that were being implemented. Furthermore, the SBE had established three (3) Bold Goals:

(1) Reduce the dropout rate to 13% by 2013,
(2) Reach the national average on national assessments by 2013, and
(3) Ensure that all students exit 3rd grade reading on grade level by 2020.

Based on this commitment, the Accountability Task Force and the CSA shaped an accountability system aimed at moving Mississippi schools toward national performance standards.

In the Fall of 2008, the Accountability Task Force began developing recommendations to present to the CSA for the revised accountability system. The CSA finished these recommendations and submitted for approval to the SBE. This accountability system received SBE approval on March 20, 2009.

This accountability system focused on several key issues. First, a performance classification designation would be issued to both schools and districts. In addition to an achievement component and a growth component, a graduation/dropout component was included for high schools and school districts. Another key point for consideration in this accountability system was that the performance classification issued to schools and districts should differ from the previous labeling system so there could be no comparisons between the two (2) models. A final consideration was that the district performance classification should be based on the performance of all students in the district, treating the district as one (1) K-12 school.

The SBE set a very bold goal of reaching the national average on national assessments by 2013. When the SBE passed this accountability rating system on March 20, 2009, they took an important step toward reaching that goal and made a tremendous commitment to prepare Mississippi children to compete on a national and international level. This system placed Mississippi standards on par with standards in other states and allowed greater transparency in school, district, and state performance.

The Legislature enacted the *Children First Act of 2009* to create a task force to study and report the status of underperforming schools and school districts, enhancement of accountability, and sanctions imposed on those schools and school districts. As a result of the task force study and recommendation, Governor Haley Barbour approved the *Children First Act (CFA)* on April 8, 2009.

During a session of public meetings and workshops held in the Summer of 2012 through the Fall of 2013 the MDE Accountability Task Force developed many recommendations. The recommendations of the Accountability Task Force are directly aligned with the vision and mission of the SBE. The SBE set forth the following vision:

- To create a world-class education system that gives students the knowledge and skills to be successful in college and the workforce and flourish as parents and citizens. To do so, the state must provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community.

The following Accountability Task Force recommendations support the three (3) SBE goals:

- Goal 1: To mobilize resources and supplies to help ensure that all students exit third grade reading on grade level.
- Goal 2: To reduce the dropout rate to 13% by 2015.
- Goal 3: To have 60% of students scoring proficient and advanced on assessments of the Common Core State Standards by 2016 with incremental increases of 3% each year thereafter.

The authority for Mississippi's system of school accountability is addressed in Mississippi statutes and rules. The Mississippi Statewide Accountability System was based on Federal laws as required under the Elementary and Secondary Education Act Flexibility Waiver, Miss. Code Ann. § 37-17-6, and the recommendations from the Accountability Task Force and Technical Review Committee which was formed in the Fall of 2013. A new Accountability Task Force is created annually to continue to review and make recommendations to revise the business rules of the Mississippi Statewide Accountability System.

In 2013, the Educational Principles and Practices Task Force was created through a mandate from the SBE to review and revise the *Mississippi Public School Accountability Standards, 2012*. The task force members consisted of 9 (nine) District Superintendents, 1 (one) SBE member, and 1 (one) MDE Representative. Through the assistance of SEDL's Southeast Comprehensive Center (SECC), the final version of the updated Accountability Standards was approved by the SBE in April 2014 and became official July 1, 2014, for the 2014-2015 School Year.

In October of 2014 the SBE approved accreditation audit procedures that may lead to the declaration of a State of Emergency in accordance with Miss. Code Ann. §§ 37-17-6 (12)(a) and (b) and Accreditation Policy 5.0. Accreditation Policy 5.0 gives the SBE and CSA the authority to call an on-site audit or investigation of a school district at any time. Accreditation Policy 5.2 also authorizes public school district audits to be conducted in response to formal complaints being received by the MDE.

In December of 2014 the SBE unveiled a 5-year Strategic Plan for 2016-2020, which sets the roadmap for changing the trajectory of public education in Mississippi. The plan detailed five (5) goals to improve educational outcomes for every public school student in the state. The five (5) goals are:

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

In August of 2016, the SBE updated the plan with a sixth goal. The sixth goal is:

6. Every School and District is Rated "C" or Higher

The 5-year plan builds upon the Board's existing priorities of improving literacy, particularly among K-3 students, reducing the dropout rate and improving overall student proficiency. Embedded in the plan is the Board's full commitment to maintaining Mississippi's College- and Career-Readiness Standards.

In the Spring of 2017, a Task Force was established to review and update Process Standards 29, 30, and 31 as well as their related checklists and monitoring forms. Editorial changes were made to the Process Standards while the monitoring forms, checklists, and related documents were updated with a scheduled release date for the 2017/2018 school year.

In June of 2017 the SBE approved Mississippi's Every Student Succeeds Act (ESSA) plan, the federal law that reauthorizes and modifies the Elementary Education and Secondary Education Act (ESEA). The SBE adopted the ESEA plan to improve transparency, provide support for underperforming schools and districts, increase accountability for results, and focus professional training for better quality teachers and school leaders to positively impact public education in Mississippi.

ACCREDITATION POLICIES OF THE STATE BOARD OF EDUCATION

1.0 ADMINISTRATIVE POLICY

The Education Reform Act of 1982 created the Commission on School Accreditation (CSA) to continuously review the standards on accreditation and the enforcement thereof and to make recommendations thereon to the SBE. Miss. Code Ann. § 37-17-3

1.1 MEMBERSHIP OF THE COMMISSION ON SCHOOL ACCREDITATION

The CSA shall be composed of fifteen (15) members, as prescribed in Miss. Code Ann. § 37-17-3 and shall consist of two (2) classroom teachers, two (2) principals of schools, two (2) school district superintendents, two (2) local school board members, and seven (7) individuals who are not actively engaged in the education profession.

No local school district shall be permitted to have more than one (1)-member representative on the CSA.

1.2 APPOINTMENT

Each member of the CSA is appointed by the SBE upon recommendation of the State Superintendent of Public Education.

1.3 TERMS OF OFFICE

The length of a regular term is four (4) years. Upon acceptance of appointment, each member is eligible to serve for two (2) consecutive terms. If a member changes employment or accepts a position that is no longer reflective of the category for which he or she was appointed, or if a member moves out of the Congressional district he or she was appointed to represent, that member must resign, and a new member will be appointed to fill the unexpired term. A member of the CSA who is appointed to fill an unexpired term is eligible for appointment to his or her own term(s) of office.

1.4 GENERAL DUTIES OF COMMISSION ON SCHOOL ACCREDITATION

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

1.5 OFFICERS

The CSA annually elects a chairperson and vice-chairperson. The CSA may designate a member to serve as presiding officer in the event the chairperson and vice-chairperson are unable to preside.

1.6 MEETINGS

The CSA meets on call of the State Superintendent of Public Education. Any official action taken by the CSA requires the presence of a quorum, which is defined as a majority of the membership. The CSA shall provide notice of the meetings, which notice shall include the date, time, place, and purpose of each CSA meeting. Any member of the CSA may participate in an official meeting by teleconference or video means.

1.6.1 Agenda

The Executive Secretary, in consultation with the Chairperson, shall prepare the agenda which is to be considered by the CSA.

All requests to be placed on the agenda shall be received in writing by the Executive Secretary no later than ten (10) days before a scheduled meeting. Agenda items received after this deadline may only be added if approved by a majority vote of the CSA.

The Executive Secretary shall provide the proposed agenda, with supporting documents, to each CSA member, no later than seven (7) days prior to a scheduled meeting.

Further distribution of the agenda shall be made to all interested parties, all persons appearing before the CSA, and to the media.

1.6.2 Minutes

The Executive Secretary shall prepare the minutes of the CSA. The Executive Secretary may secure such assistance as is necessary for the preparation of the minutes.

All proposed minutes shall be provided to each CSA member within seven (7) days prior to any scheduled meeting.

All proposed minutes shall become the official minutes, after adoption by the CSA.

1.7 EXPENSES

In accordance with Miss. Code Ann. §§ 25-3-41 and 25-3-69, each member of the CSA is reimbursed for per diem, travel, and other allowable expenses that are incurred when attending meetings of the CSA.

1.8 STAFF

Staff assigned to the CSA consists of personnel in the MDE. An appropriate staff member of the MDE shall be designated and assigned by the State Superintendent of Public Education to serve as Executive Secretary and coordinator for the CSA.

2.0 DISTRICT ACCREDITATION POLICY

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

2.1 ASSIGNMENT OF DISTRICT ACCREDITATION STATUSES

In the fall of each year, the CSA determines the annual accreditation status of all public school districts based on verified accreditation data from the previous school year. An annual district accreditation status is assigned based on compliance with Process Standards. Information concerning district compliance with Process Standards is reported to the CSA on an annual basis. See Policy 2.2.

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

After the CSA acts on accreditation records presented, during the fall, the district superintendent and the chairperson of the local school board are notified of the assigned status. The decision of the CSA is final unless appealed by the school board of the school district to the SBE in accordance with the appeal procedures in Policy 6.0 of this document. If a school board of the school district does not request a hearing before the CSA, they waive their right to any appeal of the CSA's decision.

2.2 PROCESS STANDARDS

Process (input) Standards address accepted educational principles and practices that promote educational quality. Any verified violation of a Process Standard is noted on the record summary of a school district at the time of discovery within any school year; however, it does not affect the current accreditation status of the district. *See* Policy 2.5 for the exceptions. If a noted violation of a Process Standard has not been corrected by

the following school year when accreditation statuses are assigned, the violation is reported to the CSA for appropriate action.

The SBE, acting through the CSA, reserves the right to suspend school district compliance of any Process Standard that is not mandated by state or federal law. *See* Policy 4.2 for Rewards.

2.3 ACCREDITATION STATUSES DEFINED

Districts are assigned an annual accreditation status based on compliance with Process Standards and Accreditation Policies.

ACCREDITED is assigned to a district that complies with Accreditation Policies and 100% of the Process Standards. (See exceptions in Appendices F and H.)

PROBATION is assigned to a district that fails to comply with 100% of the Accreditation Policies and Process Standards. The district will be required to develop and implement a Corrective Action Plan (CAP) with defined timelines to address the deficiencies. See Policy 2.8.

WITHDRAWN is assigned to a district that has previously been assigned a PROBATION status and has failed to comply with its CAP within the approved timelines. It may also be assigned to a district found in violation of any Process Standards contained in Policy 2.5.2. Any school district placed in a District of Transformation may have its accreditation withdrawn. The district will be required to develop and implement a CAP with defined timelines to address the deficiencies. *See Policy 2.8.*

2.4 NOTIFICATION OF DEFICIENCIES AFTER ASSIGNMENT OF STATUS

After the annual assignment of a district's accreditation status in the fall, the process of determining statuses for the following school year begins. Whenever information on file with the MDE indicates that a school district may be in violation of a standard, the superintendent and the school board of the district are notified in writing by appropriate MDE staff responsible for monitoring compliance with the standard. School district officials are given forty-five (45) calendar days from the date of receipt of notification to provide a written response verifying accuracy or inaccuracy of the notice of possible noncompliance with the standard.

If the written response includes sufficient evidence to correct or refute the alleged violation, the superintendent of the district is notified by appropriate MDE staff responsible for monitoring compliance with the standard. Any verified violation of a standard is reported in writing to the Office of Accreditation, where it is noted on the current Accreditation Record Summary of the district. The Office of Accreditation notifies the superintendent of the district in writing of the verified violation.

2.5 FACTORS THAT MAY AFFECT AN IMMEDIATE CHANGE IN ACCREDITATION STATUS

An assigned accreditation status may remain unchanged during that school year except in those cases where verified noncompliance of accreditation standards may downgrade an accreditation status immediately, in accordance with Policy 2.5.1 or 2.5.2.

2.5.1 Recommended Accreditation Status – PROBATION

Districts in violation of any of the following standards may be presented to the CSA for action, that may include downgrading the district's accreditation status to Probation:

- Accreditation Policy 2.1, reporting false information,
- Standard 1.1 and 1.3, failure to implement appropriate standards of governance,
- Standard 1.2, failure to comply with school board policies that meet state and federal statutes, rules, and regulations,
- Standards 4 and 5, failure to comply with financial accountability requirements,
- Standard 14, failure to comply with graduation requirements,

- Standard 16, failure to comply with test security procedures required by the Mississippi Statewide Assessment System,
- Standards 17.1-17.8, failure to comply with state/federal regulations,
- Standard 20, failure to comply with Instructional Practices, or
- Standards 29, 30, and 31, failure to comply with standards that sustain a safe school climate.

2.5.2 Recommended Accreditation Status – WITHDRAWN

Districts in violation of any of the following standards may be presented to the CSA for action, that may include withdrawal of the district's accreditation:

- Accreditation Policy 2.1, reporting false information,
- Standard 1.1 and 1.3, failure to implement appropriate standards of governance,
- Standard 1.2, failure to comply with school board policies that meet state and federal statutes, rules, and regulations,
- Standards 4 and 5, failure to comply with financial accountability requirements of a serious nature,
- Standard 14, failure to comply with graduation requirements specified in Standards 14.1,14.2, and 14.5,
- Standard 16, failure to comply with test security procedures required by the Mississippi Statewide Assessment System in Appendix F, numbers 8 and 9,
- Standards 17.4-17.6, federal programs whose regulations call for strong sanctions for continued patterns of noncompliance,
- Standard 20, failure to comply with Instructional Practices, or
- Standards 29, 30, and 31, failure to comply with standards that pose life-threatening conditions for students and staff.

2.6 RESOLVING ACCREDITATION CONTROVERSIES

All controversies involving the accreditation statuses of school districts are initially heard by a duly authorized representative of the CSA in accordance with Miss. Code Ann. § 37-17-5, and Policy 6.0, unless a recommendation is made regarding a State of Emergency under Miss. Code Ann. §37-17-6(12)(b). See Policy 2.9.

2.7 CONSOLIDATION OF SCHOOL DISTRICTS OR RECONFIGURATIONS OF SCHOOLS

2.7.1 When two (2) or more school districts consolidate, the affected school district(s) may, depending on the nature and applicability, have any current citations applied to the consolidated district until the consolidated district has provided evidence of compliance of the violation and the Office of Accreditation has verified compliance.

2.7.2 When a local school board approves the reconfiguration of a school within the same district the school district may be allowed to maintain its accreditation status.

See Section 20 of the Business Rules of the Mississippi Statewide Accountability System for additional explanation of how performance classifications (grades) are assigned to reconfigured schools/districts.

2.8 CORRECTIVE ACTION PLAN (CAP) AND WITHDRAWAL OF ACCREDITATION

2.8.1 Corrective Action Plan (CAP) with Definitive Timelines

When a school district has been assigned a PROBATION or WITHDRAWN accreditation status, the school district shall develop a Corrective Action Plan (CAP) with defined timelines in which to correct the district's deficiencies.

The school district is required to submit a CAP within sixty (60) calendar days of notification. The plan shall stipulate what will be done to remove the deficiencies and the timeline required in accordance with Miss. Code Ann. § 37-17-6(11)(b). The plan shall be approved by the local school board as documented by official minutes and bear the signatures of the school board chairperson/president and district superintendent. The SBE has final approval on the CAP and the timelines. When corrective action has been implemented to remove a citation, the school district shall submit documentary evidence confirming such to the Office of Accreditation. Assigned MDE staff may conduct follow-up visits as necessary to verify corrective action and compliance.

2.8.2 Withdrawal of Accreditation

If the district fails to correct the deficiencies during the time specified in the CAP, the school district may have its accreditation withdrawn by the CSA in accordance with Miss. Code Ann. § 37-17-6(12)(a). The status of the district will be listed as WITHDRAWN NOT ACCREDITED, and the record of that district will continue to be maintained.

2.8.2.1 Hearings

Before requesting approval from the SBE to withdraw the accredited status of a district, the CSA shall conduct a hearing to allow the officials of the affected district to present evidence or other reasons why its accreditation should not be withdrawn. *See* Miss. Code Ann. § 37-17- 6(12)(a) and Policy 6.0.

2.8.2.2 Results of Hearings

Upon consideration of the transcribed record and recommendation of the CSA's representative, the CSA shall meet, make a decision, and notify all parties in writing by certified mail. Within forty- five (45) calendar days of the conclusion of the hearing and after consideration of the results of the hearing, the CSA shall be authorized, with the approval of the SBE, to withdraw the accreditation of the district and may issue a request to the Governor that a state of emergency be declared in that district in accordance with Miss. Code Ann. § 37-17-6(12)(a). If the decision is made not to withdraw the accredited status of the district, a new timeline is established in the district's Corrective Action Plan (CAP).

2.8.2.3 Public Notice

If a state of emergency has been declared, the CSA files a public notice 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(13).

2.8.2.4 Access to School District Records

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

2.8.2.5 Reinstatement of an Accredited Status

Based on the recommendation from the Office of Accreditation or the State Superintendent of Public Education, the superintendent and school board chairperson/president of a school district whose accreditation has been withdrawn may file a petition with the CSA on School Accreditation for reinstatement of accreditation to be effective on January 1 or July 1. The CSA shall require all school districts that petition for reinstatement of accreditation to appear before the CSA to furnish evidence

satisfactory to the CSA that the school district is compliant with all accreditation standards prior to the reinstatement of accreditation.

2.9 CONDITIONS OF EMERGENCY STATUS AND WITHDRAWAL OF ACCREDITATION

2.9.1 Declaration of State of Emergency

The SBE may request the Governor to declare a state of emergency in any school district in accordance with Miss. Code Ann. § 37-17-6. Upon the declaration of the state of emergency by the Governor, the SBE may take all such action for dealing with the school districts as authorized under Miss. Code Ann.§ (12) or (15), including the withdrawal of the district's accreditation.

2.9.2 State of Emergency Hearing Procedures

Pursuant to Miss. Code Ann. § 37-17-6(12), there are several avenues for the SBE to make a request to the Governor to declare a state of emergency.

2.9.2.1 Withdrawal of Accreditation Hearing and Subsequent State of Emergency

In accordance with Miss. Code Ann. § 37-17-6(12)(a), the CSA shall conduct a hearing to determine whether a school district's accreditation should be withdrawn based on failure to comply with their CAP or violations of accreditation standards that may require immediate action. Based on the CSA's consideration, if the CSA, with the approval of the SBE, withdraws the accreditation of a school district, the SBE shall be authorized to request to the Governor that a state of emergency be declared in the district. *See* Miss. Code Ann. § 37-17-5, Policy 2.8.2, and Policy 6.0 for hearing procedure.

2.9.2.2 Extreme Emergency Situation Hearing

In accordance with Miss. Code Ann. § 37-17-6(12)(b), the MDE's Office of Accreditation shall present evidence to the CSA to support the existence of an extreme emergency situation in the school district that jeopardizes the safety, security, and educational interests of the children and the belief that the emergency situation is related to a serious violation or violations of accreditation standards or state or federal law or failure to meet academic standards as evidenced by a continued pattern of poor student performance. This presentation shall not exceed forty (40) minutes.

Following the MDE's Office of Accreditation's presentation, district representative(s) which shall include, the superintendent and school board chairperson/president, will address the CSA. While the district may have legal representation, *only* district employees and/or school board members may address the CSA during the forty (40) minutes allowed for the district to present evidence pertinent to this matter.

Following the presentations, the CSA will be allowed to address MDE staff and local district representatives to ask any clarifying questions.

Once all questions have been asked by the CSA, the attorney for the district (if applicable), and the attorney for the MDE, will be allowed ten (10) minutes each to provide closing arguments.

Based on the evidence presented, the CSA acts in one of the following manners:

- Accepts the recommendation of MDE and determines that an extreme emergency exists. The CSA submits the resolution to the State Superintendent of Public Education and the State Board of Education; or
- Rejects the recommendation of MDE.

In accordance with the resolution from the CSA that an extreme emergency exists, the SBE meets to:

- Accept the CSA's determination that an extreme emergency exists, and requests the Governor to declare a state of emergency; or
- Reject the CSA's determination that an extreme emergency exists.

Any request made to the Governor shall contain an expiration date, which automatically rescinds the request to the Governor if the Governor fails to declare a state of emergency after a specified time period. This expiration date shall be set by the SBE.

2.9.2.3 Failing District

The MDE Office of Accreditation may present evidence to the SBE that the school district meets the SBE's definition of a failing school district ("F" designation) for two (2) consecutive years. No prior action by the CSA is necessary.

The SBE may request the Governor to declare a state of emergency in that school district.

2.9.2.4 More than 50% of the schools are Schools At-Risk

The MDE Office of Accreditation may present evidence to the SBE that more than 50% of the schools within the school district are "schools at-risk" (i.e., failing schools identified as "F") in any one (1) year. No prior action by the CSA is necessary.

The SBE may request the Governor to declare a state of emergency in that school district.

2.9.3 Achievement School District

In the alternative, the SBE may consider a school district for inclusion in the Achievement School District (ASD), in accordance with Miss. Code Ann. § 37-17-17 if it meets the definition of Failing District or More than 50% of the schools are Schools At Risk, as found in Policy 2.9.2.3 and 2.9.2.4, and meets the following criteria established by the State Board of Education:

- The Mississippi Achievement School District shall only take over the number of districts for which it has the capacity to serve; and
- District must have been identified as an "F" district for two (2) consecutive years or two (2) of three (3) consecutive years; and
- 50% or more of the schools are rated as an "F" school; and/or
- 50% or more of the students in the district are in an "F" school.

2.9.4 Penalty for the Withdrawal of Accreditation

Policy 2.9.3 is effective one (1) calendar year following the Withdrawal of Accreditation by the CSA and the SBE.

The withdrawal of a school district's accreditation by the CSA will result in the following:

- A school or schools within a district shall be limited to participation in no more than fifty percent (50%) of the regular season of any interscholastic activity, which shall include division/district/regional games,
- The interscholastic season schedule for a school or schools within a district shall not include the opening day of season or any type of post season participation, as determined by the Office of Accreditation, and
- Cheerleading, drill and dance squads, speech and debate, choral music, and band may participate in district or state contest, but shall not be eligible to receive ratings.

All schedule requests must be submitted in writing to the MDE's Office of Accreditation at least thirty (30) days prior to the beginning of the season. The Office of Accreditation shall pre-approve all

schedules and participation in interscholastic activities. In addition to the suspension of all post-season activities, the school district shall not be allowed to participate in jamborees, special games, parades, tournaments, holiday tournaments, or competitions of any nature.

Failure to comply with section 2.9.3 will result in the suspension of ALL interscholastic activities.

Failure of a district to have its accreditation reinstated by the CSA after a period of two (2) calendar years from the date of the withdrawal of accreditation shall result in the immediate suspension of ALL interscholastic activities until the district's accreditation status is reinstated.

Note: Interscholastic activities include, but are not limited to, football, basketball, baseball, track and field, cross country, tennis, golf, volleyball, softball (fast pitch and slow pitch), soccer, wrestling, swimming, power lifting, bowling, archery, cheerleading, drill, and dance squads, speech and debate, choral music, and band.

3.0 PERFORMANCE CLASSIFICATION POLICY

The SBE, acting through the CSA, is required to establish and implement a process for accountability at the individual public school level and district level in accordance with Miss. Code Ann.§ 37-17-6. Individual schools and districts are held accountable for: 1) student proficiency, 2) student growth, and 3) graduation, 4) acceleration, 5) college- and career-readiness, and 6) participation, if applicable, and receive an annual School Performance Classification and District Performance Classification.

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

3.1 ASSIGNMENT OF PERFORMANCE CLASSIFICATIONS

3.1.1 School Performance Classification

Information concerning school performance is reported to the CSA on an annual basis, and performance classifications are assigned in the fall of each school year. In accordance with Miss. Code Ann. § 37-17- 6(5), each public school will be assigned an annual performance classification. In addition, the graduation rate will be included in determining the performance classification of schools with a Grade 12. *See* Miss. Admin. Code 7-3: 7.1 and 7.2, State Board Policy Chapter 7, Rules 7.1 and 7.2 and the Glossary for definition of alternative school. Note: Refer to the Business Rules of the Mississippi Statewide Accountability System for exceptions.

3.1.2 District Performance Classification

Information concerning district performance is reported to the CSA on an annual basis, and performance classifications are assigned in the fall of each school year. Each public school district will be assigned an annual performance classification based on proficiency, growth, graduation rate, acceleration, college- and career- readiness, and participation. A district performance level is assigned based on the performance of all students in the district [i.e., the district will be treated as one (1) K-12 school].

3.1.3 Internal Review of Preliminary Accountability Results

If the school district has reason to believe the preliminary results of the statewide accountability system applied to a district or school are incorrect due to a calculation or data error, the school district may submit written evidence to the Office of District and School Performance, to support the

position of the school district. All requests for review shall be submitted in writing based on the timeline published each year by the Office of District and School Performance. Any requests not submitted based upon the published timeline shall not be considered after the deadline for submission.

The Office of District and School Performance will review these requests and present them to an Internal Review Committee for consideration. The Internal Review Committee will consist of, at a minimum, four (4) MDE staff, and one (1) external chairperson.

The Office of District and School Performance shall present the decision(s) of the Internal Review Committee to the CSA for consideration.

3.1.4 Review or Appeal of Final Accountability Results

If the school district disagrees with the decision of the SBE, the school district may submit written evidence to appeal the final results of the statewide accountability system approved by the SBE. Only appeals based on results believed to be incorrect due to a calculation or data error, shall be considered. The appeal shall be submitted to the Executive Secretary of the SBE within ten (10) calendar days of the SBE's approval. Only school districts that have contested preliminary results may seek an appeal of the decision of the SBE. Any school districts that have not contested preliminary results will have waived their rights to appeal the final results of the statewide accountability system.

For those applicable appeals to the final results, the same process shall be followed as a request for review (i.e., Internal Review Committee, CSA, and SBE); however, during the appeal of the final results, school districts will receive notification of the Internal Review Committee's decision prior to presentation to the CSA. The district superintendent may request to address the CSA regarding the appeal of the results. The district superintendent shall be allotted thirty (30) minutes to address the CSA. The MDE shall also be allotted thirty (30) minutes to address the CSA. The CSA may ask questions of either the District or the MDE following their presentation. The CSA shall not consider any new factual evidence, not previously provided to the Internal Review Committee. The CSA will make a recommendation to the SBE for approval. At the SBE meeting, the district superintendent shall be allotted ten (10) minutes to address the SBE. The MDE shall also be allotted ten (10) minutes to address the SBE. The SBE may question either the district superintendent or the MDE following their presentation. The SBE shall not consider any new factual evidence. The SBE may either affirm or deny a school district's appeal. The SBE makes the final determination of the appeal's disposition.

3.2 PERFORMANCE STANDARDS

Performance (output standards) address selected components of the statewide assessment program and other outcome measures related to the performance of a school and/or district. The SBE also considers factors such as proficiency and growth, graduation rates, dropout rates, college- and career- readiness, acceleration, participation, and any other factors the SBE deems appropriate.

3.3 PERFORMANCE CLASSIFICATIONS

The performance classification assigned to a school or district will be determined by performance indicators as defined in the Mississippi Statewide Accountability System. These indicators are scored and combined to assign performance classifications of **A, B, C, D, and F**. *See* Performance Standards.

A school may not receive a school performance classification if test data have been invalidated, and the school performance classification will be noted as Test Data Invalidated. (*See* Section 18 of the Business Rules of the Mississippi Statewide Accountability System for exceptions.) *See* Appendix F.

3.4 SCHOOLS AT-RISK

Following an analysis of school data each year, the MDE shall identify those schools that are deficient in educating students and need improvement in accordance with Miss. Code Ann. §§ 37-18-3 and 37-18-5. This analysis shall indicate individual school performance based on the annual performance classifications (grades).

3.4.1 Designation

A school shall be identified as a School At-Risk and in need of assistance if the school is designated as an F as identified by the SBE. A school that is failing and that is identified as Comprehensive Support and Improvement (CSI), Target Support and Improvement (TSI), or Additional Target Support and Improvement (ATSI), as outlined in the Mississippi Consolidated State Plan (Mississippi Succeeds), shall be recognized as a School At-Risk.

3.4.1.1 Comprehensive Support and Improvement (CSI) Identification

- **METHOD 1:** graduation rate less than or equal to 67% (identification in 2018-19 based on 2017-18 data; subsequent identification every 3rd year); or
- **METHOD 2:** bottom 5% of Title I A schools (identification in 2018-19 based on 2017-18 data; subsequent identification every 3rd year)
- **METHOD 3:** previously identified Additional Targeted Support and Improvement school with 3 consecutive years of subgroup proficiency performance (ELA or math) at or below that of all students in the bottom 5% of Title I A schools (identification for this group to begin in 2021-2022)

3.4.1.2 Target Support and Improvement (TSI) Identification

- Subgroup in the lowest 50% of overall accountability index; and
- Subgroup in lowest quartile of 3-year average gap-to-goal; and
- Subgroup scores in lowest quartile of 3-year improvement toward gap-to-goal closure; then
- Schools with a subgroup meeting all three (3) of the above criteria will be rank ordered annually, using overall accountability index, and the bottom 5% of all schools not identified for CSI will be identified for TSI.

3.4.1.3 Additional Target Support and Improvement (ATSI) Identification

For all schools, 3-year average subgroup performance is at or below that of all students in the lowest performing schools (bottom 5% of Title I A schools) (for example: identification in 2018- 2019 based on 2015-2016, 2016-2017, and 2017-2018 data; subsequent annual identification based on most recent 3-year data trends).

3.4.2 Notification

Within fifteen (15) days after a School At-Risk has been identified, written notice shall be sent by the MDE, on behalf of the SBE, by e-mail and mail to the school principal, local superintendent, and the local board of education.

For All Schools At-Risk and CSI schools, the district shall create a team, consisting of the superintendent, a board member, the principal, specified district level staff, a content area teacher, and a parent or community member representative from the identified school, to participate in a cross-agency interview with MDE personnel to address the school's performance. The school team shall lead a presentation from a template provided by the MDE, addressing topics, including but

not limited to, leading and lagging data, equitable access, leadership, instructional transformation, talent development, and culture shift. Following the interview, the superintendent shall receive verbal and written feedback on the presentation prepared by the interview team and shall utilize this feedback to inform decision-making and plan for school improvement.

3.4.3 Plan of Improvement

The school shall complete a plan for improvement, which shall be approved by the local board of education as documented by official minutes and bear the signatures of the school board chairperson/president and district superintendent. The MDE shall provide final approval for school improvement plans of schools with a CSI designation. The MDE will monitor the plan implementation of failing schools that are identified as CSI. The local school district shall monitor the plan implementation of Schools At-Risk that are not identified as CSI.

The principal or designee shall provide an update addressing progress toward the plan's action steps each month to the community during the monthly local school board meetings. The update and a copy of the school board meeting agenda shall be submitted to the MDE. The school will continue to implement the approved plan until the release of the accountability performance ratings in the subsequent year.

4.0 RECOGNITION AND EXEMPTIONS

The SBE shall provide special recognition to individual schools or school districts meeting the highest level of performance as defined as a school or district with a performance classification of an "A."

The SBE may provide certain exemptions to individual schools or school districts assigned the performance classifications of an "A" or "B."

4.1 RECOGNITION

Special recognition shall be provided to all schools meeting the highest level of performance. Examples of recognition include, but are not limited to, public and/or media announcements and events.

4.2 EXEMPTIONS

4.2.1 Exemptions for Schools Assigned a Performance Classification of "A" or "B"

Schools assigned a performance classification of "A" or "B" may be exempt from citations of noncompliance with the Process Standards listed below:

- Library Media/Organized Collection (Standard 18.1)
- Library Media Program of Service (Standard 18.2)
- Limit on Course Preparations (Standard 25)
- Student Teacher Ratios in Grades 1-4 (Standard 28.2)
- Limit of 150 Students Per Teacher in Academic Core Subjects (Standard 28.5)

4.2.2 Exemptions for Districts Assigned a Performance Classification of "A" or "B"

School districts assigned a performance classification of "A" or "B" may be exempt from citations of noncompliance with the Process Standards listed below:

- Community Involvement, Parental Communication, and Business Partnerships (Standard 12)
- Senior Preparation for Graduation Ceremonies (Standard 13.4)
- Summer School Program Requirements (Standard 13.5)
- Professional Development Plan/Program (Standard 15)
- Early Childhood Programs (kindergarten and teacher assistant) (Standard 17.1)

- Instructional Management System (Standard 20)
- Suggested Teaching Strategies, Resources, and Assessment Strategies (Standard 2)

4.2.3 Financial Rewards

See Miss. Code Ann. § 37-19-10 for information regarding the School Recognition Program.

5.0 ACCREDITATION MONITORING PROCEDURES

The MDE continuously monitors school districts to verify compliance with applicable accreditation requirements and state and federal laws.

5.1 ON-SITE EVALUATIONS

The SBE, the State Superintendent of Public Education, or the CSA has the authority to call for an on-site evaluation or investigation of a school district at any time. If deficiencies are found in meeting accreditation standards or state and/or federal laws, the district superintendent shall be notified in writing and given forty- five (45) calendar 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.

5.2 INVESTIGATIVE AUDITS (COMPLAINTS AGAINST DISTRICTS)

All formal complaints made against schools or districts must be submitted to the Office of Accreditation in writing and include the name and contact information (valid phone number or valid e-mail address) of the individual(s) filing the complaint. The written complaint shall contain specific details concerning alleged violations. While the Office of Accreditation may receive anonymous complaints, these complaints are not considered formal. Additionally, the Office of Accreditation shall not provide any details regarding the status of a complaint and/or investigation.

5.2.1 Areas Over Which the Commission on School Accreditation Has No Authority

If the complaint addresses an area over which the CSA has no authority, receipt of the complaint is acknowledged with instructions of where to direct the complaint, and the complaint is filed in the Office of Accreditation. The CSA does not have authority to overturn decisions made by local school boards, nor does it have jurisdiction to investigate allegations of discrimination, harassment, and hostile work environment, or violations of the Public Records Act. The Equal Employment Opportunity Commission (EEOC) and/or Office of Civil Rights and the Mississippi Ethics Commission have jurisdiction over these matters. The MS Ethics Commission also has authority to enforce the provisions of the Open Meetings Act and issue civil penalties for violations.

5.2.2 Areas Over Which the Commission on School Accreditation Does Have Authority

If the complaint addresses an area over which the CSA has authority, the superintendent may be notified in writing of the nature of the complaint and given forty-five (45) calendar days to provide a written response to the allegations and to present documentation of compliance. The district superintendent may also be notified that the district is subject to an unannounced investigative audit.

5.2.3 Unannounced On-Site Investigative Audits

The SBE, the State Superintendent of Public Education, or the CSA has the authority to call for an on- site investigation of a school district at any time. Procedures for conducting investigative audits are as follows:

5.2.3.1 The auditor(s) may arrive in the district without prior notification. The number of auditors involved will depend on the nature and seriousness of the allegations.

5.2.3.2 The auditor(s) inform the district superintendent of the purpose of the audit and of the procedures to be followed. The auditor(s) will provide the district superintendent with a letter of notice from the State Superintendent of Public Education.

5.2.3.3 The auditor(s) may use various methods to collect the data needed to verify or discredit the complaint, including, but not limited to, examination of official records, anonymous surveys, interviews with school personnel, and observations.

5.2.3.4 The auditor(s) may attend all regularly scheduled and special-called board meetings of the district. The district superintendent and board chair shall notify the auditor(s) in advance of the date and time of all regularly scheduled and special-called board meetings.

5.2.3.5 Near the completion of the on-site investigation, the auditor(s) will schedule a time to meet with the superintendent and school board chair to conduct an exit conference.

5.2.3.6 Upon completion of the investigation, the auditor(s) compile a written report in accordance with Policy 5.8 that shall be provided to the district superintendent and the chairman of the school board, and depending on the recommendation of the MDE, may be addressed with the CSA.

5.3 SPECIAL TEST AUDITS

Reports regarding potential testing irregularities or test security violations are referred to the Office of Student Assessment. Such reports shall include, but are not limited to, statistical analyses of test data conducted after each test administration, self-reported incidents, third-party allegations regarding violations of testing requirements, and irregularities noted during test security audits. Regular test security audits may be conducted prior to, during, and following each test administration to promote the integrity and security of the Mississippi Assessment System. The Office of Student Assessment will report to the Office of Accreditation each testing irregularity that has been verified as a violation of a testing requirement.

5.3.1 Self-reports or third-party allegations regarding testing irregularities may be either formal written reports (signed or unsigned) or verbal reports or complaints that may be made officially or anonymously and with or without documentary evidence.

5.3.2 If a third-party allegation addresses an area over which the SBE has no authority, the individual filing the allegation will be notified.

5.3.3 A self-report or allegation shall identify specific details concerning alleged violations of test security and/or testing irregularities to warrant an investigative audit.

5.3.4 Any statistical analysis that indicates a potential testing irregularity or test security violation will be reviewed and evaluated by staff in the Office of Student Assessment. If the review and evaluation of the statistical analysis indicate that further information is required to resolve or confirm the testing irregularity, the Office of Student Assessment may require that a school district investigate the potential irregularity and report its findings to the Office of Student Assessment. Any verified testing irregularity is reported to the Office of Accreditation for appropriate action.

5.3.5 Procedures for test security audits are as follows:

5.3.5.1 The auditor may arrive at the school without prior notification.

5.3.5.2 The auditor informs the school administrator of the purpose of the audit and of the procedures to be followed.

5.3.5.3 The auditor requests that the district superintendent be notified that a test audit is in progress.

5.3.5.4 The auditor uses the same methods to collect data as described in Appendix F.

5.3.5.5 The auditor reports the audit findings to the Office of Student Assessment. If the audit findings indicate that a testing irregularity has occurred, the Office of Student Assessment will notify the district superintendent. If the response from the district superintendent does not resolve the irregularity, the irregularity is reported to the Office of Accreditation for appropriate action.

5.4 SUMMER PROGRAM AUDITS

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

5.5 UNANNOUNCED AUDITS

Unannounced audits are conducted by MDE staff or MDE-trained auditors under contract with the MDE. A limited number of accreditation standards are audited, and depending on the size of the district, this audit may include only a sample review of schools.

5.6 OTHER STATE/FEDERAL PROGRAM AUDITS

When audits or evaluations of other state or federal programs reveal verified noncompliance with state or federal program regulations, the areas of noncompliance are filed with the Office of Accreditation and placed on the district's Accreditation Record.

5.7 ANALYSIS AND VERIFICATION OF ACCREDITATION INFORMATION

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

5.8 COMPILATION OF THE AUDIT REPORT

Procedures followed when reporting, interpreting, and responding to on-site audit findings are outlined in Policy 5.8.

5.8.1 A report of the on-site audit findings, including corrective actions with timelines, is compiled within forty-five (45) calendar days from the close of the audit. If additional time is needed for the compilation of the report, MDE will provide written notice of this timeline. The report, along with a cover letter stating the process standard(s) that the district failed to comply with will be mailed, e- mailed, or hand-delivered to the district. The cover letter will also provide MDE's recommendation to the CSA. Copies of the report shall be provided to the superintendent and the school board chair/president, and the CSA/SBE, if applicable.

5.8.2 If the MDE's recommendation to the CSA is to downgrade the district's accreditation status to Probation, the MDE shall inform the superintendent and the school board of the district in writing that the district's accreditation status may be downgraded in accordance with Policy 2.5.1. Upon receipt of the notification from the MDE, the school board of a school district may request a hearing in accordance with Policy 6.0.

5.8.3 If the MDE's recommendation to the CSA is to withdraw the district's Accreditation, the MDE shall inform the superintendent and the school board of the district in writing that the district's accreditation status may be withdrawn in accordance with Policy 2.5.2. and Policy 6.0. The MDE's recommendation is only related to the withdrawal of the district's Accreditation status and not related to declaring a state of emergency.

5.8.4 If the MDE's recommendation to the CSA is to determine whether a state of emergency exists, then the MDE will follow the procedure prescribed in Policy 2.9.2.

6.0 HEARING AND APPEAL PROCEDURES

All controversies involving the accreditation of schools or school districts are initially heard by a duly authorized representative of the CSA before whom a complete record is made in accordance with Miss Code Ann.§ 37-17-5 unless a recommendation is being made to declare a state of emergency under Miss. Code Ann § 37-17-6(120(b). See Policy. 2.9.2. This does not apply to appeals of the Mississippi Statewide Accountability System.

6.1 REQUEST FOR HEARING

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

6.2 AUTHORIZED REPRESENTATIVE OF THE COMMISSION

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

6.3 HEARING PROCEDURES

6.3.1 The CSA's representative sets the time, place, and date for a hearing and notifies all parties of the time, place, and date of the hearing by certified mail, return receipt requested. All parties may be represented by counsel at the expense of the party. The hearing is conducted in such a manner as to afford all parties a fair and reasonable opportunity to present witnesses and other evidence pertinent to the issues and to cross-examine witnesses presented by the opposing party. The CSA's representative may permit any portion of the evidence to be submitted in the form of depositions or affidavits; and in case affidavits are received, an opportunity to present counter-affidavits is provided.

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

6.3.3 At least fourteen (14) calendar days prior to the hearing, parties represented by counsel and/or producing witness will provide a list containing the name, address, and telephone number of counsel and/or witnesses, and copies of all exhibits that will be produced at the hearing, to the other party or parties, and the CSA.

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

6.3.5 After presentation by the MDE regarding recommended action and policy in support thereof, the party filing the written notice of hearing has the burden of going forward with the evidence, and at the conclusion of the hearing, the CSA's representative grants any party the

opportunity to present a statement in such party's own behalf, either in person or by such party's attorney.

6.3.6 All hearings held before the CSA's representative are recorded and transcribed by a court reporter whose fees and costs of transcription are paid by the school district involved within forty-five (45) calendar days after having been notified of such costs and fees by the CSA. Within thirty (30) calendar days of receipt of the transcribed record of the hearing, the CSA's representative files a written recommendation to the CSA as to the resolution of the controversies. Upon consideration of the transcribed record and recommendation of its representative, the CSA shall meet, make its decision, and notify all parties in writing by certified mail, return receipt requested. The decision of the CSA is final unless the school board of the school district involved elects to appeal to the SBE.

6.4 APPEAL PROCEDURES

6.4.1 The school board of the school district may appeal the SBE by filing a written notice of appeal with the State Superintendent of Public Education within fifteen (15) calendar days or receipt of the decision on the CSA.

6.4.2 The notice of appeal should state with particularity the matters which, in the opinion of the school district, have been overlooked or mistakenly conceived in the decision of the CSA. An appeal to the SBE is on the record previously made before the CSA's representative and the CSA and is not intended as an opportunity for rearguing the entire case. No new factual evidence will be considered.

6.4.3. Upon receipt of the transcript, the SBE, through the State Superintendent of Public Education, notifies the parties involved that the transcript has been filed and that the appealing party has fifteen (15) calendar days to file any written argument not to exceed twenty-five (25) pages. The CSA is allowed fifteen (15) calendar days from the filing of the appealing party's filed written argument to file a responsive written argument not to exceed twenty-five (25) pages. Any written argument in rebuttal by the appealing party must be filed ten (10) calendar days of the filing of the CSA's response. The appealing party may not exceed ten (10) pages in its rebuttal. An original and nine (9) copies of the written argument must be provided. The SBE considers all appeals within thirty (30) calendar days of the last written argument filed. There will be no oral argument before the SBE. The written decision of the SBE is transmitted to the parties involved within fifteen (15) calendar days of its decision.

6.4.4 School districts that appeal a final decision of the SBE shall be on the record and shall be filed in accordance with the state law and local rules of procedures.

7.0 ANNUAL REPORT

By November 1 of each year, each local school district shall be required to develop and publish an annual report as prescribed by the SBE. The report shall be published in a newspaper having general circulation in the county and posted on the school district's website in a printable format. The public notice shall include information on the report's availability on the district's website, with the website address, and the location(s) in the school district where a copy of the report can be obtained. Miss. Code Ann. § 37-3-53 (1) (c), Miss. Admin. Code 7-3:18.1, State Board Policy Chapter 18, Rule 18.1.

PROCESS STANDARDS

ADMINISTRATION AND PERSONNEL

1. The local school board and the superintendent of schools shall exercise due diligence in performing the respective duties of each office in accordance with applicable law. The local school board's responsibilities shall pertain to matters of setting policy and shall not interfere in the day-to-day operations of the school district that include, but are not limited to, such duties as those relating to personnel and management decisions. Failure to comply shall result in the immediate downgrade of the district's accreditation status to Probation or Withdrawn as indicated in Accreditation Policy 2.5. Miss. Code Ann. §§ 25-41-1 et al.; § 25-61-1 through 17; § 37-3-4(5); §§ 37-6-7, 9, 11, and 15; §37-7-306(1-4); §§ 37-9-1 through 75; §§ 37-9-101 through 113; §37-7-301(p)(w); § 37-6-3(3-4); § 37-9-7, 13, 14; § 37-61-9; § 37-151-5(h); and *Federal Civil Rights Act of 1964.*

1.1 The school board assigns all executive and administrative duties to the superintendent, who is properly licensed and chosen in the manner prescribed by law. Miss. Code Ann. § 37-6-3(3-4); § 37-9-7, 13, 14; § 37-61-9; and § 37-151-5(h).

1.2 School board policies that comply with state and federal statutes, rules, and regulations serve as the basis of operation for the district, and current copies (print or electronic) of school board policies are published and available for public review. Miss. Code Ann. § 25-41-7; §§ 25-61-1 through 17; §§ 37- 9- 1 through 75; §§ 37-9-101 through 113; § 37-7-301(p)(w); and *Federal Civil Rights Act of 1964*.

1.3 School board members complete required basic and continuing education programs in order to effectively perform their duties in the manner prescribed by law. Miss. Code Ann. §§ 25-41-1 et. al; §§ 25-61-1 through 17; § 37-3-4(5); § 37-6-7, 9, 11, and 15; and § 37-7-306(1-4).

2. All district professional positions requiring licensed staff are filled by staff that are properly licensed and endorsed as required by state law and federal requirements of the *Elementary and Secondary Education Act* (ESEA). Miss. Code Ann. § 37-9-77, Miss. Admin. Code 7-3: 80.1 and 80.2. State Board Policy Chapter 80, Rules 80.1and 80.2, and ESEA, and Federal Code. (NOTE: Teachers with endorsements in grades 7-12 content areas may teach the content in which they are endorsed in grades 5 and 6, if departmentalized.)

2.1 The school district employs an appropriately licensed full-time principal at each school. The principal may not have any other job duties assigned in areas that require a specific work area code unless a waiver is granted by the Commission on School Accreditation. This standard does not apply to assistant principals. Miss. Code Ann. § 37-9-7, § 37-9-15, and § 37-151-5(g).

2.2 The professional (certified) staff in each school shall not have more than 5% of Full Time Equivalent (FTE) units working outside of the area(s) of endorsement. This exception does not apply to:

- course codes that fall within the academic core content areas (English/Language Arts, Mathematics, Social Studies, Science, World Languages, and the Arts),
- Health and Physical Education teachers teaching subjects where a Carnegie Unit Credit is being awarded (See *Miss. Admin. Code 7-3: 38.12, State Board Policy Chapter 38, Rule 38.12*),
- Career and Technical Education courses (See *Miss. Admin. Code 7-3: 92.1 State Board Policy Chapter 92, Rule 92.1),*
- Driver's Education (See *Miss. Code Ann. §37-25-5 and Miss. Admin. Code 7-3: 29.1, State Board Policy Chapter 29, Rule 29.1),*
- Federally funded special education teachers,
- alternative school teachers (See Miss. Admin. Code 7-3: 7.1, State Board Policy Chapter 7, Rule 7.1), or

- other subjects that require a specific endorsement as determined by the federal and state statute.

An appropriate license is required for superintendents, principals, librarians, guidance counselors, and speech language pathologists. Assistant principals and administrative interns who are not properly endorsed may be included in the 5% FTE working outside their area of endorsement, provided they do not act in the place of the principal.

2.3 The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth (¼) of the workday to library/media administrative activities. Miss. Code Ann. § 37- 17- 6(3) (a-e).

2.3.1 If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required.

2.3.2 If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required.

2.4 Student support services (appraisal, academic, and/or personal advisement, and educational and/or career planning and referral) are provided in each school by qualified student support personnel. Student support personnel may include professional school counselors and/or other appropriately licensed student support staff, including nurses, social workers, psychometrists, psychologists, etc. Other student support personnel may only provide those services and activities in the area(s) he/she specifically qualified, trained, and certified to provide. All student support services personnel shall use an appropriate job title that reflects the area of training, expertise, and licenses.

2.4.1 If a professional school counselor is employed to provide student support services, the professional school counselor shall provide services in accordance with Miss. Code Ann. § 37-9-79. A professional school counselor shall not assume any non-counseling duties (e.g., administrator, teacher, test coordinator, interventionist, etc.).

2.5 The school district employs a school business officer/administrator whose qualifications meet the criteria established by the Mississippi Department of Education and whose primary job responsibilities are conducting, supervising, and/or directing the financial affairs and operations of the school district. (Miss. Admin. Code 7-3: 71.1 and 71.2, State Board Policy Chapter 71, Rules 71.1 and 71.2.)

3. The school district implements an annual, formal personnel appraisal system for licensed staff that includes assessment of employee on-the-job performance. Miss. Code Ann. § 37-3-46(b)

3.1 Superintendent Evaluation using the assessment benchmarks established by the Mississippi School Boards Association (MSBA) and consistent with assessment components defined in Miss. Code Ann. § 37-7-301.

3.2 Principal and Assistant Principal Effectiveness using the Professional Growth System (PGS) for Administrators.

3.3 Teacher Effectiveness using the Professional Growth System (PGS) for Teachers.

3.4 Counselor Effectiveness using the Professional Growth System (PGS) for Counselors.

3.5 Annual employee performance data shall be submitted to the MDE following the guidelines in the MDE Educator and Administrator Professional Growth System Guidelines. Districts shall adhere to revision dates as determined by the MDE and implement only the current version.

3.6 Administrators who rate school-level administrators, counselors, librarians, and teachers, and teacher- observers shall complete an MDE-approved Professional Growth System (PGS) training.

3.7 Other, non-licensed, district staff evaluations as determined by local school board policy.

4. The local school board obtains an annual financial audit of the school district, as conducted under the guidelines of the Office of the State Auditor, no later than nine months after the end of the district's fiscal year. Miss. Code Ann. § 7-7-211(e) (Miss. Admin. Code 7- 3: 10.1, State Board Policy Chapter 10, Rule 10.1., 2 C.F.R. Part 200.

4.1 The most recent annual financial audit report of the school district, as conducted under the guidelines of the Office of the State Auditor, indicates a fixed asset system of accountability that provides verification of fixed assets and fixed assets records. Miss. Code Ann. § 37-17-6(18).

4.2 The most recent annual financial audit report of the school district, as conducted under the guidelines of the Office of the State Auditor, indicates no less than a zero fund balance (as defined by generally accepted accounting principles) for all funds of the school district. Miss. Code Ann. § 37-61-19.

4.3 The most recent annual financial audit report of the school district, as conducted under the guidelines of the Office of the State Auditor, verifies the process for distributing Educational Enhancement Fund procurement cards to all eligible teachers. Miss. Code Ann. § 37-61-33(3)(iii), Miss. Admin. Code 7-3: 32.1, State Board Policy Chapter 32, Rule 32.1.

4.4 The most recent annual financial audit report of the school district, as conducted under the guidelines of the Office of the State Auditor, indicates an unqualified opinion (as defined by generally accepted auditing standards) on the financial statements of the school district. Miss. Code Ann. § 37-9-18(2) and § 37-61-29.

4.5 The most recent annual financial audit report of the school district, as conducted under the guidelines of the Office of the State Auditor, verifies the local school board has received, reviewed, and discussed, as reflected in official minutes of the regularly scheduled monthly meeting, the financial reports required by state law and/or the State Board of Education. Miss. Code Ann. § 37-9-18(1), § 37-37- 7(2)(e), § 37-37-13, Miss. Admin. Code 7-3: 71.3, State Board Policy Chapter 71, Rule 71.3.

4.6 The most recent annual financial audit report of the school district, as conducted under the guidelines of the Office of the State Auditor, verifies the accuracy and timely compilation and reporting of all financial data, including the year-end data provided through the Financial Exchange Transfer System (FETS), required for submission to the MS Department of Education by the fifteenth day of October, each year, in accordance with state law and/or the State Board of Education. Miss. Code Ann. § 37-37- 7(2)(e), § 37-61-21(2), and § 37-37-13.

4.7 The most recent annual financial data of the school district, as submitted to the MS Department of Education, verifies a 7% fund balance of the district maintenance fund. Miss. Code Ann. § 37-61-8.

5. The most recent annual financial audit report of the school district, as conducted under the guidelines of the Office of the State Auditor, verifies the following:

5.1 The local school board submits the annual budget to the levying authority and the prescribed budgetary information to the MS Department of Education by the fifteenth day of August, each

year, in accordance with state law and/or the State Board of Education. Miss. Code Ann. § 37-61-9(1) through (3).

5.2 The local school board budgets and expends funds under the Public School Health Insurance Plan as required by state law and State Board policy. Failure to remit premiums, interest penalties, and/or late charges in a timely manner may result in withholding a school district's adequate education program funds Miss. Code Ann. § 37-151-95, Miss. Admin. Code 7-3: 48.4, State Board Policy Chapter 48, Rule 48.4.

SCHOOL OPERATIONS

6. The school district complies with state law and State Board of Education policy on enrollment requirements.

6.1 Residency requirements. Miss. Code Ann. § 37-15-29, Miss. Admin. Code 7-3: 68.1, State Board Policy Chapter 68, Rule 68.1

6.2 Immunization requirements. Miss. Code Ann. § 37-7-301(i), § 37-15-1, and § 41-23-37

6.3 Age of entry requirements. Miss. Code Ann. §37-15-9

7. Any transfer student from a school or program (correspondence, tutorial, or home study) not accredited regionally or by a state board of education [or its designee(s)] is given either a standardized achievement test(s) or teacher-made special subject test(s) to determine the appropriate classification of the student within thirty (30) days after filing for transfer. Notice of the administering of such test(s) shall be given to the applicant not less than five (5) days prior to the date of the administration of such test. Miss. Code Ann. § 37-15-33, Miss. Admin. Code 7-3: 36.2, 36.4, State Board Policy Chapter 36, Rules 36.2-36.4.

8. Permanent records and cumulative folders for individual students contain all required data and are collected, maintained, and disseminated in compliance with state law, the *Family Educational Rights and Privacy Act of 1974*, and the Confidentiality Section of the *Individuals with Disabilities Act, 1997* Amendments. See Appendix E and the current edition of the *Mississippi Cumulative Folders and Permanent Records Manual of Directions*. Miss. Code Ann. §§ 37-15-1 through 3; § 37-15-6; § 37-15-10.

9. The school district engages in planning to review the educational status of each school in the district and to address specific actions relative to accreditation and performance separately. Miss. Code Ann. § 37-3- 49(2)(e).

10. The school district implements procedures for monitoring and reporting student absences as specified in the Mississippi Compulsory Attendance Law. Miss. Code Ann. § 37-13-91, Miss. Admin. Code 7-3: 30.1 and 30.2, State Board Policy Chapter 30, Rules 30.1 and 30.2.

10.1 The most recent annual audit report of the school district, as conducted under the guidelines of the State Auditor's Office, verifies the accuracy, validity, and timely reporting of all student data submitted to the MDE, including, but not limited to, the electronic transmission of student enrollment, attendance, transportation, absenteeism, graduation, dropouts, and any other student data and administrative functions as deemed necessary. Miss. Code Ann. § 37-37-7(2)(b)(c)(d) and § 37-37-13.

11. The school district shall develop and implement a program designed to keep students in school and to lower student dropout rates. Miss. Code Ann. § 37-13-80, Miss. Admin. Code 7-3: 30.5, State Board Policy Chapter 30, Rule 30.5.

12. There is an organized system to encourage community involvement, parental communication, and business partnerships in school district decision-making. Miss. Code Ann. § 37-7-337 (Districts Meeting the Highest Levels of Performance are exempted.)

12.1 A school district that has been designated as Failing (F) as defined by the State Board of Education shall establish a community-based pre-kindergarten through higher education (P-16) council. Miss. Code Ann. § 37-18-5(4)

12.2 A district and/or a school designated as a D or F shall establish a community-based pre-kindergarten through higher education (P-16) council.

13. The academic year provides a minimum of 180 teaching days in which both teachers and pupils are in regular attendance for scheduled classroom instruction. Any request for an exception to this standard must be submitted in writing to the Commission on School Accreditation for review and action. If the Governor has declared a disaster emergency or the President of the United States has declared an emergency or major disaster to exist in this state, the local school board may request approval from the State Board of Education to operate the schools in its district for less than one hundred eighty (180) days. Miss. Code Ann. § 37-151-7(3)(c), Miss. Code Ann. § 37-3-49, §§ 37-13-61 through 69, § 37-151-5(j), and § 37-151-7(3)(c).

13.1 The teaching day must provide at least 330 minutes of instruction per day. Miss. Code Ann. 37-13- 67.

13.2 The school district must ensure that during the academic school year a minimum of 140 hours of instruction is provided for each Carnegie unit of credit offered and 70 hours for each one-half (½) unit offered, except for remedial instructional programs, dual enrollment/dual credit, correspondence courses, and innovative programs authorized by the State Board of Education.

13.3 No more than two (2) of the 180 days may be 60% days. Both teachers and pupils must be in attendance for not less than 60% of the normal school day. Miss. Code Ann. § 37-151-5(j).

13.4 The school district schedules preparation for graduation ceremonies in such manner that graduating seniors are absent from classes for no more than three (3) days prior to the end of the school year. (Districts Meeting the Highest Levels of Performance are exempted.)

13.5 The summer school/extended year program [not Extended School Year (ESY) provided through special education programs] meets all applicable requirements of the general school program. Miss. Code Ann. § 37-3-49.

13.5.1 Students from other schools enrolled in summer programs provide written approval from the principal of their home schools.

13.5.2 Students enrolled in an extended year program complete all remaining course/subject requirements/objectives before credit for the course/subject is issued. Miss. Code Ann. § 37-3-49.

13.5.3 Students enrolled in a summer program are limited to earning one (1) Carnegie unit of credit during a traditional summer school session, which does not apply to extended year programs and approved virtual courses. (Districts Meeting the Highest Levels of Performance may be exempted under Miss. Code Ann. § 37-17-11.)

14. The school district requires each student, in order to receive a high school diploma, to have met the requirements established by its local board of education and by the State Board of Education. Miss. Code Ann. § 37-16-7, Miss. Admin. Code 7-3: 36.2-36.4, State Board Policy Chapter 36, Rules 36.2 through 36.4.

14.1 Each student receiving a standard high school diploma has earned the minimum number of Carnegie units as specified in Appendix A. (See Appendix A) (Miss. Admin. Code 7- 3: 28.2 and 28.3, State Board Policy Chapter 28, Rules 28.2 and 28.3.) Students receiving a standard diploma shall select from graduation pathways as specified by the local school district's graduation requirements, which must include the diploma endorsement options outlined in Process Standards 14.1.4, 14.1.5, and 14.1.6. Diploma endorsement options shall be required of all school districts effective with the incoming ninth graders of 2019-2020. Prior cohorts of students shall be eligible to earn endorsement(s) if all applicable requirements are met.

14.1.1 Beginning in school year 2018-2019, all seventh-grade students are required to have an Individual Success Plan (ISP) prior to exiting the seventh grade.

14.1.2 Innovative Programs

14.1.3 Entering ninth graders in 2018-2019 and thereafter, are required to have a minimum of 24 Carnegie units as specified in Appendix A-6.

14.1.4 Entering ninth graders in 2018-2019 and thereafter, are required to have a minimum of 26 Carnegie units and meet additional requirements as specified in Appendix A-7 to earn a Traditional Diploma with a Career and Technical Endorsement.

14.1.5 Entering ninth graders in 2018-2019 and thereafter, are required to have a minimum of 26 Carnegie units and meet additional requirements as specified in Appendix A-8 to earn a Traditional Diploma with an Academic Endorsement.

14.1.6 Entering ninth graders in 2018-2019 and thereafter, are required to have a minimum of 28 Carnegie units and meet additional requirements as specified in Appendix A-9 to earn a Traditional Diploma with a Distinguished Academic Endorsement.

14.1.7 Entering ninth graders with a significant cognitive disability in 2018-2019 and thereafter, are required to have a minimum of 24 Credits as described in Appendix A-10 to earn an Alternate Diploma.

14.2 Each student receiving a standard diploma has met assessment requirements on each of the required high school end-of-course subject area tests or assessments or met one (1) of the options in lieu of passing the test (or assessment) as outlined in Appendix A-5. Miss. Code Ann. § 37-16-7, Miss. Admin. Code 7-3: 36.3, and 36.4, State Board Policy Chapter 36, Rules 36.3, and 36.4. See Appendix A- 5.

14.3 Beginning with incoming ninth graders of 2018-2019, each student who has met the criteria for the certification of completion, may be issued a certificate of completion. Students receiving a certificate of completion may participate in high school graduation exercises. Miss. Code Ann. § 37-16-11(1). See Appendix A-11.

14.4 Ending with the incoming ninth grade class of 2016-2017, each student with disabilities receiving a Mississippi Occupational Diploma has successfully completed all minimum requirements established by the State Board of Education. Miss. Code Ann. § 37-16-11(2). See Appendix G.

14.5 The student who fails to meet the graduation requirements is not permitted to participate in the graduation exercises.

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

15. The school district implements a professional development program aligned with the Learning Forward Standards for Professional Learning. (Districts Meeting the Highest Levels of Performance are exempted.) Miss. Code Ann. § 37-17-8, Miss. Admin. Code 7-3: 44.1, State Board Policy Chapter 44, Rule 44.1.

16. The school district adheres to all requirements of the Mississippi Statewide Assessment System. See Appendix F. Miss. Code Ann. §§ 37-16-1 through 4 and § 37-16-9, and Miss. Admin. Code 7-3: 78.1 and 78.7, State Board Policy Chapter 78, Rules 78.1 and 78.7.

INSTRUCTIONAL PRACTICES

17 The school district is in compliance with state and/or federal requirements for the following programs:

17.1 Early Childhood Programs (kindergarten and teacher assistant). Miss. Code Ann. § 37-21-1, et seq., Miss. Admin. Code 7-3: 42.1, State Board Policy Chapter 42, Rule 42.1, and Miss. Admin. Code 7-3:

62.6, State Board Policy Chapter 62, Rule 62.6, Refer to the *Mississippi Kindergarten Guidelines*.

(Districts Meeting the Highest Levels of Performance are exempted from Miss. Code Ann. § 37-21-7(4).)

17.2 Pre-Kindergarten. Miss. Code Ann. § 37-7-301(ss), Miss. Admin. Code 7-3: 28.4, State Board Policy Chapter 28, Rule 28.4. Refer to the *Mississippi Early Learning Guidelines*. Miss. Code Ann. § 37-7-301 (zz).

17.3 Career-Technical Education. Miss. Code Ann. § 37-31-1, et seq., Miss. Admin. Code 7-3: 83-96, State Board Policy Chapters 83 through 96, and Federal Code.

17.4 Special Education. Miss. Code Ann. §37-11-57, § 37-23-1 through § 37-23-9, Miss. Admin. Code 7-3: 74.1, 74.3 through 74.6, 74.8, 74.10 through 74.14, and 74.19, State Board Policy Chapter 74, Rules 74.1, 74.3 through 74.6, 74.8, 74.10 through 74.14, and 74.19, and Federal Code. See State Policies Regarding Children with Disabilities under the Individuals with Disabilities Education Act of 2004 (IDEA 2004).

17.5 Child Nutrition. Miss. Code Ann. § 37-11-7, Miss. Admin. Code 7-3: 17.1, 17.2, 17.4, 17.7, and 17.9, State Board Policy Chapter 17, Rules 17.1, 17.2, 17.4, 17.7, and 17.9 and Federal Code.
17.5.1 School Wellness Policy.

17.6 Elementary and Secondary Education Act: Titles I, II, III, IV, V, VI, X, and any other federally funded programs and grants. Miss. Admin. Code 7-3: 80.1-80.3, State Board Policy Chapter 80, Rules 80.1 through 80.3, and Federal Code.

17.7 Driver Education. Miss. Code Ann. § 37-25-1, et seq., Miss. Admin. Code 7-3: 29.1, State Board Policy Chapter 29, Rule 29.1.

17.8 Gifted Education. Miss. Code Ann. §§ 37-23-171 through 181, Miss. Admin. Code 7-3: 35.1, State Board Policy Chapter 35, Rule 35.1. Refer to the current edition of the *Regulations for Gifted Education Programs in Mississippi* and the *Gifted Education Program Standards*.

17.9 Mental Health and Suicide Prevention Training. Miss. Code Ann. §§ 37-3-83(9), 37-3-101, and 37-3-103.

18. Each school has a library media center. Refer to the current edition of the Mississippi School Library Media Guide. Miss. Code Ann. §§ 37-17-6(3)(a-e).

18.1 Each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology (Accreditation Policy 4.2.1 - Exemptions for Schools Meeting the Highest Levels of Performance).

18.2 The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students (Accreditation Policy 4.2.1 - Exemptions for Schools Meeting the Highest Levels of Performance).

19. The school district is compliant with state law and State Board of Education policies for state adopted textbooks. Miss. Code Ann. §§ 37-43-1, 37-43-24, 37-43-31(2), 37-43-51, 37-9-14(2)(b), and 37-7-301(ff) Miss. Admin. Code 7-3: 79.1 and 79.2, State Board Policy Chapter 79, Rules 79.1 and 79.2. Refer to the current edition of the *Textbook Administration Handbook Rules and Regulations*.
19.1 Each school district provides students in each school with access to current or otherwise

appropriate textbooks that are in good condition. See glossary for definition of textbook. Miss. Code Ann. § 37-43-1, § 37-9-14(2)(b), and § 37-7-301(ff).

19.2 Each school district shall keep an active and surplus inventory for each school in the district to be completed by June 15 of each year. The district shall report the inventory in the Textbook Inventory Management System. Miss. Code Ann. § 37-43-51. Refer to the current edition of the *Textbook Administration Handbook Rules and Regulations*.

20. The school district meets the following instructional management requirements Miss. Code Ann. §§ 37-3-49(2)(a-c) and 37-3-49(5), Miss. Admin. Code 7-3: 41.1, State Board Policy Chapter 41, Rule 41.1.

20.1 The school district implements an instructional management system that has been adopted by the school board and includes, at a minimum, the competencies and objectives required in the curriculum frameworks approved by the State Board of Education that are available to all teachers in each school. (Districts Meeting the Highest Levels of Performance are exempted.)

20.2 The instructional management system includes a tiered instructional model in accordance with Miss. Admin. Code 7-3: 41.1, State Board Policy Chapter 41, Rule 41.1, including academic interventions, behavioral interventions, and *Literacy-Based Promotion Act* requirements.

21. The district follows an established board policy that defines criteria for the academic promotion/progression/retention of students. Such criteria prohibit the retention of students for extracurricular purposes.

21.1 The school district implements a uniform grading policy. Miss. Admin. Code 7-3: Chapter 2, Rule 2.3, State Board Policy Chapter 2, Rule 2.3, Miss. Code Ann. § 37-11-64 and 37-11-66.

21.2 A student who is enrolled in any grade higher than Grade 6 in a school district must be suspended from participation in any extracurricular or athletic activity sponsored or sanctioned by the school district after a semester in which the student's cumulative grade point average is below 2.0 on a 4.0 scale in accordance with the Mississippi High School Activities Association (MHSAA). This portion of the standard will be jointly monitored and enforced by the State Board of Education and the MHSAA. Miss. Code Ann. § 37-11-65.

22. The school district provides access to an alternative education program that meets the program guidelines outlined in Miss. Code Ann. § 37-13-92 and the guidelines established by the State Board of Education. Miss. Admin. Code 7-3:7.1, State Board Policy, Chapter 7, Rule 7.1. See guidelines for Alternative/GED School Programs.

23. The school district, in its discretion, may provide access to a GED Option program that meets the program guidelines outlined in Miss. Code Ann. § 37-13-92(4) and Miss. Admin Code 7-3: 7.2, State Board Policy Chapter 7, Rule 7. See guidelines for Alternative/GED Programs.

24. Each full-time classroom teacher has an unencumbered period during the teaching day/week to be used for individual or departmental planning.

24.1 If the school utilizes a traditional six-period or seven-period day schedule, the instructional planning time provided for secondary teachers is a minimum of 225 minutes per week, exclusive of lunch period. If the school utilizes any form of a modular/block schedule, the instructional planning time provided is a minimum of either 225 minutes per week or an average of 225 minutes per week per instructional cycle, exclusive of lunch period.

24.2 Instructional planning time for the elementary school teacher is no less than 150 minutes per week, exclusive of lunch period.

25. Individual teachers (grades 9-12) are limited to three (3) course preparations per scheduling cycle or five (5) in the same subject/content area. Any request for an exception must be submitted in writing to the Commission on School Accreditation for review and action.

26. The curriculum of each high school at a minimum consists of required and approved courses that generate at least 33½ Carnegie units annually. Any request for an exemption from teaching the courses listed in Appendix B must be submitted in writing to the Commission on School Accreditation for review and action. (See Appendix B), Miss. Code Ann. § 37-1-3(2), and Miss. Admin. Code 7-3: 28.2 and 28.3, State Board Policy Chapter 28, Rules 28.2 and 28.3.

27. The curriculum of each elementary or middle school (any configuration of grades K-8) at a minimum consists of reading/language arts, mathematics, science, social studies, the arts, health education, elementary computer science and physical education (which may be taught by the classroom teacher). Miss. Code Ann.§§ 37-1-3(2), 37-13-134, and 37-13-201.

27.1 In any configuration of grades K-8, the curriculum must include 150 minutes of activity-based instruction per week and 45 minutes of instruction in health education per week.

27.2 Implementation of the activity-based instruction must meet or exceed the standards as approved by the State Board of Education.

27.3 A general education classroom teacher may provide instruction in the arts, health education, and physical education in a self-contained classroom setting.

27.4 In any elementary configuration of grades K-6, the curriculum must include 60 minutes of computer science instruction per week. Miss. Code Ann. §37-13-201.

28. In accordance with Miss. Code Ann. § 37-151-213 and Miss. Admin. Code 7-3: 19.1 State Board Policy Chapter 19, Rule 19.1, student teacher ratios do not exceed the following:

28.1 Student teacher ratios do not exceed 22 to 1 in kindergarten, except in instances in which a full-time assistant teacher is in the classroom. If a full-time assistant teacher is employed, 27 may be enrolled. See Mississippi Kindergarten Guidelines.

28.2 Student teacher ratios do not exceed 27 to 1 in classrooms serving grades 1 through 4 unless approved by the State Board of Education. A one-year waiver may be requested for classes that do not exceed more than two (2) students beyond the allowable student teacher ratio. Schools Meeting the Highest Levels of Performance may include a 29 to 1 ratio without requesting a waiver. No waivers will be allowed for student teacher ratios exceeding 29 to 1.

28.3 Student teacher ratios do not exceed 30 to 1 in classes serving grades 5-8 (excluding special education self-contained classrooms). A one-year waiver may be requested for classes that do not exceed more than two (2) students beyond the allowable student teacher ratio. Schools Meeting the Highest Levels of Performance may include a 32 to 1 ratio without requesting a waiver. No waivers will be allowed for student teacher ratios exceeding 32 to 1.

28.4 Student teacher ratios do not exceed 33 to 1 in departmentalized academic core classes serving grades 5-12. A one-year waiver may be requested for classes that do not exceed more than two (2) students beyond the allowable student teacher ratio. Schools Meeting the Highest Levels of Performance may include a 35 to 1 ratio without requesting a waiver. No waivers will be allowed for student teacher ratios exceeding 35 to 1.

28.5 The total number of students taught by an individual teacher in academic core subjects at any time during the school year shall not exceed 150. A teacher who provides instruction through intra-district or inter-district distance learning or supervises students taking virtual courses will be exempt from the 150-student limitation. A lab facilitator or principal designee will be responsible for the assignment of grades and related activities at the receiving school. Schools Meeting the Highest Levels of Performance are exempted.

28.6 Teachers of rotational courses in any school with a grade configuration that includes grades K-6 that traditionally include more students than outlined in Process Standards 28.2, 28.3, 28.4, and 28.5 (i.e., elementary physical education, music, arts, speech-language therapist, etc.,) may exceed the ratios outlined in those standards. However, schools shall ensure adequate supervision by certified staff of those students at all times.

28.7 Teachers of courses in any school with a grade configuration that includes grades 6-12 that traditionally include more students than outlined in Process Standards 28.3, 28.4, and 28.5 (i.e., team sports, band, musical performance, speech-language therapist, etc.,) may exceed the ratios outlined in those standards. However, schools shall ensure adequate supervision by certified staff of those students at all times.

SAFE AND HEALTHY SCHOOLS

29. The school district complies with the applicable policies of the State Board of Education and state and federal laws in the operation of its transportation program. The school district implements Nathan's Law as a priority for promoting school bus safety. Miss. Code Ann. §§ 37-41-53, 63-3-615, 63-1-73, 97-3-7, and 63-1-33, Miss. Admin. Code 7-3: 81.3, 81.4, 81.6, 81.7, 81.9, State Board Policy Chapter 81, Rules 81.3, 81.4, 81.6, 81.7, and 81.9.

29.1 All buses are inspected on a quarterly basis and are well-maintained and clean. Miss. Admin. Code 7- 3: 81.9, State Board Policy Chapter 81, Rule 81.9.

29.2 Each bus driver has a valid bus driver certificate and a commercial driver's license and operates the bus according to all specified safety procedures. The school district has on file a yearly motor vehicle report on each driver and evidence that each driver has received two (2) hours of in-service training per semester. Miss. Code Ann. § 63-3-615, Miss. Admin. Code 7-3: 81.3 and 81.6, State Board Policy Chapter 81, Rules 81.3 and 81.6.

29.3 Bus schedules ensure arrival of all buses at their designated school sites prior to the start of the instructional day.

29.4 Emergency bus evacuation drills are conducted at least two (2) times each year. Miss. Admin. Code 7-3: 81.4, State Board Policy Chapter 81, Rule 81.4.

30. The school district provides clean and sanitary facilities in a safe and secure environment. All classrooms in each school will be air conditioned. Miss. Code Ann. §§ 37-7-301(c) (d) and (j), 37-11-5, 37-11-49; and 45-11-101.

31. The school district complies with State Board Policies and State and Federal laws to provide Safe Schools. Each school has a comprehensive School Safety Plan on file that has been approved annually by the local school board. Miss. Code Ann. §§ 37-3-81, 37-3-82, 37-3-83, 37-7-321, 37-11-5, 37-11-29, 37-11-53, 37-11-67, and 37-11-69, and the *Mississippi School Safety Manual.*

32. The school district complies with state statute and State Board of Education policy for education of juveniles in youth detention centers.

32.1 Educational requirements. Miss. Code Ann. § 42-21-321, Miss. Admin. Code 7-3: 30.6, State Board Policy Chapter 30, Rule 30.6.

32.2 Financial reimbursement requirement. Miss. Admin. Code 7-3: 30.6, State Board Policy Chapter 30, Rule 30.6. See the current edition of the *Guidebook for Educating Juveniles in Detention Centers*.

PERFORMANCE STANDARDS

INTRODUCTION

The Mississippi Statewide Accountability System is designed to improve student achievement and increase the level of accountability for both school districts and individual schools. The accountability system focuses on student performance at each school and at the district level. Performance standards have been established, and student data from established performance metrics are used to determine individual school performance classifications and district level performance classifications.

The following specifications for establishing school and district performance standards and accountability requirements are addressed in Miss. Code Ann. §37-17-6(5), §§ 37-18-1 through 37-18-7.

The SBE shall establish, design, and implement a program for identifying and rewarding public schools that improve. The SBE shall apply an "A," "B," "C," "D," and "F" designation to the school and school district statewide accountability performance classifications outlined in Miss. Code Ann. §37-17-6(5).

A school shall be identified as a School At-Risk and in need of assistance if the school is designated as an "F," as identified by the SBE. *See* Accreditation Policy 3.4

INCLUSION OF STUDENTS WITH DISABILITIES AND ENGLISH LEARNERS (EL)

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

School districts are allowed to exclude the academic achievement results only for first-year English Learners (EL) students (on a case-by-case basis) from determinations of Mississippi Statewide Accountability System results, consistent with the requirements of the *Elementary and Secondary Education Act* (ESEA), as reauthorized by the *Every Student Succeeds Act* (ESSA).

Performance classifications will be assigned based on the following school grading assignments:

Schools (and Districts) with no 12th grade will have seven (7) components, each worth 100 points, totaling 700 possible points:

1. Reading Proficiency
2. Reading Growth – All Students
3. Reading Growth – Lowest Performing Twenty-Five Percent Student Subgroup
4. Math Proficiency
5. Math Growth – All Students
6. Math Growth – Lowest Performing Twenty-Five Percent Student Subgroup
7. Science Proficiency

Schools (and districts) with 12th grade will have 9 components, totaling 1000 possible points:

1. Reading Proficiency (100 points)
2. Reading Growth – All Students (100 points)
3. Reading Growth – Lowest Performing Twenty-Five Percent Student Subgroup (100 points)
4. Math Proficiency (100 points)
5. Math Growth – All Students (100 points)
6. Math Growth – Lowest Performing Twenty-Five Percent Student Subgroup (100 points)
7. Science Proficiency (50 points)
8. Graduation Rate – All Students (200 points)
9. Readiness (150 points)
    a. Acceleration (50 points)
    b. Achievement (50 points)
    c. Assessment (50 points)

1. Assignment of Performance Classifications

1.1 Standards for student, school, and school district performance will be increased when student proficiency is at a 75% and/or when 65% of schools and/or districts are earning a grade of "B" or higher, in order to raise the standard on performance after targets are met. *See* Miss. Code Ann. § 37-17-6.

1.1.1 When performance classification cut-points are established, the following percentiles shall apply:

		A	**≥**	**90th Percentile**
63rd Percentile	**≤**	**B**	**<**	**90th Percentile**
38th Percentile	**≤**	**C**	**<**	**63rd Percentile**
14th Percentile	**≤**	**D**	**<**	**38th Percentile**
		F	**<**	**14th Percentile**

1.2 Grades for schools (and districts) with no 12th grade (elementary/middle schools) shall be determined based on the following cut-points effective with the 2016 - 2017 school year:

		A	**≥**	**442**
377	**≤**	**B**	**<**	**442**
328	**≤**	**C**	**<**	**377**
269	**≤**	**D**	**<**	**328**
		F	**<**	**269**

1.3 Grades for schools with a 12th grade will be determined based on the following cut-points effective with the 2017 - 2018 school year:

		A	**≥**	**754**
648	**≤**	**B**	**<**	**754**
584	**≤**	**C**	**<**	**648**
510	**≤**	**D**	**<**	**584**
		F	**<**	**510**

1.4 Grades for districts shall be determined based on the following cut-points effective with the 2016-2017 school year:

		A	**≥**	**668**
599	**≤**	**B**	**<**	**668**
536	**≤**	**C**	**<**	**599**
489	**≤**	**D**	**<**	**536**
		F	**<**	**489**

1.5 Assignment of district performance classifications shall be calculated by treating the district as one (1) large school based on the same performance classifications used for schools.

1.6 Cut-points for schools/districts shall be reviewed following the implementation of a new assessment.

1.7 Schools with grade configurations that include both 12th grade and grades below 9th grade shall have a performance classification assigned consistent with Section 1.3, but the composite score shall be adjusted to account for the inclusion of performance measures for students below 9th grade. The following process shall apply:

1. Compute a composite score separately for students in grades below 9th grade and for students in 9th through 12th grades.
2. Transform the composite score for students in grades below 9th grade to the scale consistent with Section 1.3.
3. Weight each composite score by the percentage of students represented in the calculation and add the two (2) weighted scores together to obtain the adjusted composite score.

1.7.1 The adjustment provided for in this section shall not be applied in the calculation of cut- points for districts and schools.

1.7.2 The adjustment provided for in this section shall only apply in the assignment of the performance classification and shall not apply to federally required school identification measures.

2. Full Academic Year (FAY)

2.1 In order for a student to meet Full Academic Year (FAY) and be included in the proficiency and growth calculations, he/she must have been enrolled (regardless of attendance) for at least 75% (≥75%) of the days from September 1 (of school year) to the first day of testing. This date will be published yearly by the MDE and will be the same for all schools, students, and assessments. For schools on a traditional school calendar, the date will be in the spring.
Note: 74.5% will not be rounded up to 75%.

2.1.1 Enrollment is defined as enrollment at the school/district level except for students in 4x4 block scheduled courses.

2.2 For students in 4x4 block scheduled courses, FAY for the Fall semester will be calculated from September 1 of the school year to the first day of Fall primary test administration. The specific date will be published yearly by MDE. FAY for the Spring semester will be calculated from February 1 to the first day of Spring testing, the same day as schools using a traditional school calendar. These dates will be published yearly by MDE.

2.3 The beginning and ending dates will be included in the calculation of FAY. Calculations will be based on calendar days, not instructional days. Weekends and holidays will be included in the calculations.

2.4 If a student meets FAY at a school other than the school where he/she is enrolled at the time of testing, his/her scores will count at the school where he/she met FAY.

2.5 This definition of FAY will not be applied to students for previous years where a previous definition of FAY was applied. If no FAY was calculated for a student in a previous year, this method will be applied.

2.6 FAY will be calculated at the school level as well as at the district level. Therefore, it is possible for a student who transfers within a district to meet FAY for a district and be included in the calculations for the performance classification for the district but not be included in the calculations for a school. Scores of all students will be included in the state level calculations regardless of FAY status.

2.7 If a student enrolls and withdraws in the same or different school on the same day, the student will be considered as having been enrolled for one (1) day in the receiving school.

2.8 (Deleted) Rule 2.9 supersedes.

2.9 If FAY cannot be calculated or discerned because of incorrect MSIS coding, the student will be forced to meet FAY at the school/district if the movement of the student appears to be within the same school/district.

2.10 If a student drops out of school and re-enrolls within the same school year, the re-entry date of the student will be included as the next enrollment date for the student.

2.11 If a student has concurrent enrollment in more than one (1) school/district, the period of concurrent enrollment will be included in FAY calculations at both locations.

3. N-Count Minimums

3.1 School Totals

3.1.1 In order for a school to earn a performance classification, the school must have a minimum often (10) valid test scores in each of the required components. Schools that do not have the minimum of ten (10) valid test scores for each of the components will have data from prior years combined with the current year [up to three (3) years of data] in order to achieve the minimum N-count. *See* Sections 15, 22, and 24 for exceptions to this rule.

3.2 N-Count Minimums for the Lowest Performing Twenty-Five Percent Student Subgroup

3.2.1 This subgroup must have a minimum of ten (10) valid test scores. If there are less than ten (<10) students in the Lowest Performing Twenty-Five Percent Student subgroup, the subgroup will consist of all students except for the students scoring at the highest achievement level. If this calculation still results in a number less than ten (<10), then all students will be included in the calculation of the Lowest Performing Twenty-Five Percent Student subgroup.

3.2.2 At the grade-level, a minimum of four (4) students with valid scale scores are required to identify the Lowest Performing Twenty-Five Percent Students subgroup. If a grade has less than four (<4) students with valid scale scores for the subject, there will be no students identified as being in the subgroup for that grade level for that subject.

3.2.3 In order to ensure the inclusion of students with disabilities in the Lowest Performing Twenty-Five Percent Student subgroup, no N-Count minimum will apply in the identification of the Lowest Performing Twenty-Five Percent Student subgroup for students taking the alternate assessment.

Note: *See* Section 7 for more information on the Lowest Performing Twenty-Five Percent Student subgroup.

4. Participation Rates

4.1 If a school/district does not meet an overall 95% participation rate, the school/district will automatically be dropped one (1) performance classification and will have 95% of its enrollment included in proficiency calculations, as required by federal regulation. Participation rates are not rounded.

4.2 Elementary schools with no assessments (K, 1, and 2) will not be assigned a participation rate. Therefore, these schools will not be impacted by the participation rate minimum requirements.

4.3 Students may be removed from the denominator of testing participation calculations if he/she meets the criteria set forth by the Office of Student Assessment as having a Significant Medical Emergency which made participation in the state testing impossible. For details regarding the definition of Significant Medical Emergency and the process of requesting a student be removed from the calculations, please contact the Office of Student Assessment.

4.4 High School participation rates will be calculated based on the Senior Snapshot. Data from all statewide end-of-course, subject area assessments, and the ACT will be used in the participation calculations. Students enrolled in grades 3-8 with any month 8 enrollment will be included in participation calculation for each required assessment in the school/district of final enrollment in month 8.

4.5 Deleted

4.6 Deleted

4.7 If a student is expelled but is still enrolled in MSIS for the school/district during the testing window, he/she will be included in the denominator. If the student does not test, the student will count as "not tested."

5. Proficiency

5.1 Proficiency will be determined by the percentage of students who achieve a performance/proficiency of Proficient and above. No additional credit will be given for students scoring in a performance/proficiency level above proficient (e.g., "Advanced"). No partial credit

will be given for students scoring in any performance level below proficient.

5.1.1 For proficiency components worth 50 points, the weighted percentage of students proficient will be multiplied times 0.5 to determine the points applied to the component.

5.1.2 The science proficiency component for schools with a 12th grade will be based on all science assessments administered at that school. Therefore, for schools with a 12th grade that also have a 5th and/or 8th grade, the science component for that school will still be worth 50 points.

5.2 Assessments included in the proficiency calculations will consist of all federally required statewide assessments in Reading/Language Arts/English, Mathematics and Science, and any additional end- of-course, subject area assessments. This includes all Alternate Assessments based on Alternate Achievement Standards (AA-AAS) for SCD students. Note: This rule will need to be reviewed with the implementation of any new statewide assessments.

6. Growth

6.1 Growth is determined by whether or not a student increases in performance/proficiency levels from one (1) year to the next based on the following criteria:

- An increase of ANY performance/proficiency level
- Staying at Proficient from one (1) year to the next
- An increase within the lowest three (3) performance/proficiency levels that crosses over the mid-point of the level. Example: Bottom half of Basic to top half of Basic.

Following the implementation of new assessments, a linking/equating process will be used to establish comparable scales across the new and old assessments and to determine the criteria for meeting growth as defined above.

6.2 Additional weight in the numerator is given for the following increases:

- Staying at Advanced from one (1) year to the next will be given a weight = 1.25.
- Any increase of two (2) or more performance/proficiency levels will be given a weight = 1.25.
- Any increase to the highest performance/proficiency level will be given a weight = 1.25.

Note: Although this section allows for additional weight in the student growth calculation, no accountability component may exceed the maximum allocated points for the component.

6.3 Any decrease in performance/proficiency levels = 0.

6.4 The lowest three (3) performance/proficiency levels will be split into half at the mid-point of the range. If the range is an odd number and cannot be split into two (2) equal halves, the lower half of the performance/proficiency level will be one (1) point larger than the upper half. (Example: If the range of the performance/proficiency level is thirteen (13) scale score points, the bottom half of the range will be seven (7) scale score points and the upper half of the range will be six (6) scale score points.)

The splitting of the lowest three (3) performance/proficiency levels into half at the mid-point range is not intended to create three (3) new separate performance/proficiency levels. Therefore, students who move from the bottom half of the lowest performance/proficiency level to the bottom half of the second lowest performance/proficiency level will not be given additional weight for increasing two (2) performance/proficiency levels. That student will be considered to have increased one (1) performance/proficiency level.

Note: Rules regarding the splitting of the lowest three (3) performance/proficiency levels are subject to review and change with the implementation of any new assessments.

6.5 Assessments used for calculation of growth will include:

- Grade-level (3-8) assessments in English Language Arts;
- Grade-level (3-8) assessments in Mathematics;
- High School level assessments in English Language Arts;

- High School level assessments in Mathematics;
- Alternate Assessments (3-8 and High School) in English Language Arts; and
- Alternate Assessments (3-8 and High School) in Mathematics.

6.6 Students taking Algebra I, in 7th or 8th grade, are required by federal regulation to also take the grade-level assessment in mathematics. Therefore, these students will have two (2) growth calculations: grade-level to grade-level and grade-level to Algebra I. The grade-level to grade-level growth calculation will be applied to the current school. The grade-level to Algebra I growth calculation will be banked until the student's 10th grade year.

6.7 To calculate growth for the high schools for Math-All Students, Math-Lowest Performing Students, Reading-All Students and Reading-Lowest Performing Students, the 8th grade grade-level assessments will be used as the baseline. The exceptions to this are as follows:

- If a student takes Algebra I during his/her 8th grade year, his/her 7th grade grade-level assessments will be used as the baseline and banked until the student is in the 10th grade.
- If a student takes Algebra I in the 7th grade, his/her 6th grade grade-level math assessment will be used as the baseline and banked until the student is in the 10th grade.

6.8 If a student does not have a previous year assessment, the student will be excluded from the growth calculation(s) except in the cases of the end-of-course, subject area assessments.

6.9 For students taking end-of-course, subject area assessments in grades lower than 10th grade, growth will be banked until the student's 10th grade year and then applied.

6.10 If a student does not take the end-of-course, subject area assessments until 11th or 12th grade year, growth will be calculated and applied in the first year he/she has a valid score. The exception to this will be for students taking the alternate assessment. For students taking the alternate assessment, a cap of two (2) years will be applied to the growth calculations. Therefore, if a student takes the alternate assessment in 8th grade and does not take the high school level alternate assessment until 11th or 12th grade, he/she will not be included in the growth calculations.

6.11 Students who are retained in 3rd through 8th grades will have a growth calculation based on the retained grade from the previous year. (Example: A 4th grade student who was retained will have growth calculated based on his/her previous year's 4th grade assessment scores.)

6.12 For K-3 schools, growth of 4th grade students in the district will be used for the growth calculations of the K-3 school in which they met FAY. Growth of the 3rd grade students who are retained will be included with the 4th grade student growth calculations.

6.13 The student must meet FAY for the current year in order to be included in the growth calculations but is not required to meet FAY for the previous year.

6.14 Growth will not be calculated for students who take the Alternate Assessment in the current year but took the grade-level general education assessment the previous year or vice versa.

6.15 The denominator for the growth calculation includes any FAY student with two (2) valid assessment scores (as defined above). The numerator will include any student included in the denominator who has demonstrated growth as defined above and weighted accordingly.

7. Lowest Performing Students

7.1 Calculation methodology for students whose baseline assessment score is 3rd through 7th grade:

7.1.1 The Lowest Performing Twenty-Five Percent Student subgroup in reading and the Lowest Performing Twenty-Five Percent Student subgroup in mathematics are determined using the same method but applied separately to reading data and to mathematics data. The procedure used to identify the lowest performing students in a school is applied separately by grade, and the identified students are combined across all grades to comprise the Lowest Performing Twenty-Five Percent Student subgroup and to determine learning gains.

Note: The Lowest Performing Twenty-Five Percent Student subgroup will be determined by identifying the percentage of students, as defined by Miss. Code Ann. § 37-17-6, who are the lowest performing students in a given subject area.

The process:

1. Beginning with the 2014-2015 school year, the scores of all students participating in the general education and alternate assessments will be standardized by subject area, grade level, assessment type, and school year.
2. Sort the standardized scores of all FAY students in a grade from highest to lowest based on their prior year standardized scores. Students without an eligible score from the previous year are not included. *See* Section 6 and Rule 7.1.3 for additional clarification.
3. Divide the number of students in the list by four (4). If the result is not a whole number, then automatically round up to meet the 25% minimum.
4. Count, from the lowest score up, the number of students identified in step 3. Then identify the standardized score that corresponds to that student. This standardized score becomes the boundary score.
5. Identify all students with the boundary score determined in step 4. All students with the same boundary score or lower standardized score will be included in the Lowest Performing Twenty-Five Percent Student subgroup for that subject/grade.
6. Repeat the process for each grade for the subject then combine students to form the Lowest Performing Twenty-Five Percent Student subgroup for the school for the subject.

Note: The number of students in the Lowest Performing Twenty-Five Percent Student subgroup must meet the minimum N-count as defined in Section 3.2. If the minimum N- count is not met, the rules outlined in Section 3.2 will be applied. *See* Section 3.
It is possible for the Lowest Performing Twenty-Five Percent Student subgroup to be more than 25% when steps 5 and 6 are applied.

7.1.2 Deleted

7.1.3 The Lowest Performing Twenty-Five Percent Students subgroup for schools whose highest grade is lower than 4th grade will be identified based on the students who attended the school, not based on their 4th grade school's Lowest Performing Twenty-Five Percent Student subgroup. Therefore, a student may be identified in the Lowest subgroup in one (1) school, but not the other.

7.1.4 In order to ensure the inclusion of students with disabilities, the Lowest Performing Twenty-Five Percent Student subgroup for students taking the alternate assessment will be identified by subject but not by each grade level.

7.2 The Lowest Performing Twenty-Five Percent Student subgroup for a district will be identified using the same method described above [i.e., the district will be calculated as if it were one (1) school]. Therefore, it is possible that some students may be identified as members of the Lowest Performing Students subgroup for their school but not for their district, or for their district but not their school.

7.3 The Lowest Performing Twenty-Five Percent Student subgroup for the state will be identified using the same method [i.e., the state will be calculated as if it were one (1) school].

7.4 Because students may take end-of-course assessments prior to the 9th grade, any assessment scores used in the identification of the Lowest Performing Twenty-Five Percent Student

subgroup for grades 10 through 12 will be standardized to the 8th grade-level assessment for the identification process.

8. Graduation Rate

8.1 The federally approved four-year graduation rate will be used. Miss. Code Ann. § 37-17-6 **Definition**: The number of students who graduate in four (4) years from a school and LEA with a regular high school diploma or state-defined alternate diploma divided by the number of students who entered four (4) years earlier as first-time 9th graders, with adjustments for deaths, emigration, and transfers in and out. Ninth (9th) grade students who repeat 9th grade will stay in their original cohort.

Definition: A "regular high school diploma" is the standard high school diploma that is fully aligned with the state's academic content standards.

8.2 Ungraded students will be assigned to their peer-age cohort, based on the year in which the student obtains the age of 14 prior to September 1.

8.3 The schools/district graduation rate will be multiplied by 2.0 to calculate the points applied to the graduation component for schools/districts.

8.4 In the calculation of graduation rates, students are assigned to the school and district of longest enrollment during the federally defined, four-year adjusted cohort window. In the event a student has equal enrollment in one (1) or more schools or districts, the student will be assigned to the school and district of final enrollment.

8.5 The school/district graduation rate applied in the graduation component is lagged one (1) year.

9. Acceleration (Readiness) Indicator

9.1 Beginning in school year 2015-2016, high schools will have an Acceleration component in their calculations.

9.2 The Acceleration component refers to the percentage of students taking and passing the assessment associated with accelerated courses which include Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), dual credit or SBE-approved industry certification courses and associated assessments administered through the MDE. For students taking dual credit courses, passing refers to students who are passing the course with an unweighted "C" or above. For AP courses, the student must score at least three (3) on the AP exam. For IB courses, the student must score at least four (4) on the IB exam. For AICE courses, the student must obtain a passing score on the exam. (Passing scores of "A", "B", "C", "D", and "E" on the AICE exams are not based on the American "A-F" grading scale.) For industry certification courses, the student must pass the exam.

9.2.1 Dual credit courses must be credit-bearing courses at both the high school and postsecondary institution with a minimum of three (3) semester hours credit, and beginning in school year 2019 - 2020, shall be limited to the list of articulated courses found in Appendix V of the current *Procedures Manual for the State of Mississippi Dual Enrollment and Accelerated Programs* document. Refer to the current edition of the *Approved Courses for Secondary Education* for approved Career and Technical Education (CTE) courses.

9.2.2 Beginning in school year 2020 – 2021, schools must enter non-weighted course grades for dual credit courses in MSIS. These non-weighted grades will be used in the performance measure for dual credit courses.

9.2.3 AP assessments must be reported directly by the college board to the MDE to be included in the acceleration indicator.

9.3 The Acceleration component will consist of a Participation and a Performance component. Each of these components will have a score calculated by dividing the numerator by the denominator and multiplying the resulting value by 50. These two (2) components scores will then be added together and reported as one (1) score worth a maximum of fifty (50) points.

9.4 Calculation of Participation

9.4.1 The numerator for the Participation component calculation will be the number of students taking accelerated courses and/or related exams as defined in Section 9.2.

9.4.2 The denominator for the Participation component calculation shall include all students whose Mississippi Student Information System (MSIS) grade or peer-grade equivalent is 11th or 12th grade plus any 9th or 10th grade students who take and pass accelerated assessments and associated courses where applicable.

9.5 Calculation of Performance

9.5.1 The numerator for the Performance component calculation will be the number of successful accelerated assessments/courses such as AP, IB, AICE, dual credit, dual enrollment, or industry certification courses based on the definition above.

9.5.2 The denominator for the Performance component calculation will consist of all accelerated assessments/courses attempted.

9.5.3 Students who are enrolled in accelerated courses but do not take the required assessment will be considered as "not proficient" in the performance calculations.

9.6 For students taking and passing multiple accelerated courses, an additional tenth of a point will be applied to the performance numerator for each additional assessment/course beyond the first.

9.7 In the calculation of participation, students who take an accelerated course during their 11th grade year but do not take an accelerated course during their 12th grade year will be counted in the denominator both years, but in the numerator during their 11th grade year only.

9.8 Students enrolled in a block schedule must meet FAY either in the fall or spring to be included in the acceleration component. Students enrolled in a traditional schedule must meet FAY for the traditional schedule to be included in the acceleration component.

9.9 Deleted

9.10 For students in 9th through 12th grade that participate in IB courses as described in Section 9.2 that are designed with a two (2) year curriculum and do not have an associated assessment in the first year, the student will be included in participation calculations but will be excluded from performance measures in the first year and will be included in both participation and performance measures in year two (2).

9.11 In the event that accelerated credential, as defined in Section 9.2, is reported for a student that is not associated with a course, the credential will be included in the calculation for the final school in which the student meets FAY.

9.12 SCD students, as defined in 16.4.1, will not be included in participation or performance measures once the student has enrolled in grade 13.

10. Banking Scores: End-of-course, subject area assessments taken before 10th grade

10.1 Scores of students taking Algebra I, Biology, or English II end-of-course, subject area assessments in a grade below 10th grade will be "banked" for proficiency/achievement and growth calculations until the student is in the 10th grade and then applied to the student's 10th grade school (if the student met FAY requirements the year he/she was assessed and met traditional schedule FAY during his/her 10th grade year). *See* Section 6 for additional clarification on Growth.

10.2 If a student transfers out of the district before or during their 10th grade year, his/her scores (achievement and growth) will not be applied to the school of origin or receiving school in the new district. Note: *See* Section 4 (Participation) and 6 (Growth) for additional information.

10.3 If a student matriculates from the 9th grade to the 11th grade without enrolling in the 10th grade, banked scores will be included in accountability measures when the student is enrolled in the 11th grade.

Note: For the 2021-2022 School year only, accountability measures in proficiency and growth will not include banked scores from prior years but will include all high school, end-of-course, subject area assessments taken during the 2021-2022 school year, regardless of grade level. For any schools

with end-of-course assessments that do not contain 12th grade, scores will be assigned to the high school that the current school feeds to. Scores will also be banked in accordance with Rule 10.1 for use in future school years; therefore, some students' scores will be included in accountability measures twice.

For 10th grade students taking end-of-course assessments included in accountability calculations during the 2021-2022 school year that do not have a prior-year score due to the suspension of assessments during the 2019-2020 school year, growth will be measured using the 2018-2019 school year as the baseline year.

Districts with ten (10) or more 7th grade students enrolled in Algebra I during the spring of the 2019- 2020 school year, will have scores from 7th grade Algebra I students testing during the 2022-2023 school year included in accountability measures in 2022-2023. For any schools with end-of-course assessments that do not contain 12th grade, scores will be assigned to the high school that the current school feeds to. Scores will also be banked in accordance with Rule 10.1 for use in future school years; therefore, some students' scores will be included in accountability measures twice.

11. Comprehensive Support and Improvement Schools (CSI)

11.1 High Schools with a graduation rate less than or equal to 67 percent shall be identified as a Comprehensive Support and Improvement school. This identification will occur on a three (3) year cycle.
Note: For the 2022-2023 Academic School Year Only, the identification cycle is reduced to one (1) year.

11.2 Title IA schools with a three (3) year average composite accountability score in the bottom five (5) percent of overall accountability index will be identified as a Comprehensive Support and Improvement school. This identification will occur on a three (3) year cycle.
Note: For the 2022-2023 school year, the identification cycle is reduced to one (1) year.

11.3 Beginning with the 2023-2024 academic year, a school previously identified as an Additional Targeted Support and Improvement school that fails to exit after 3 years and has three (3) consecutive years of subgroup score in ELA or math at or below that of all students in the bottom five (5) percent of Title IA schools shall be identified as a Comprehensive Support and Improvement school. This identification will occur on a three-year cycle.
Note: Performance data from the 2019-2020 and 2020-2021 school years will not be used in the identification described in Section 11.3.

For the 2022-2023 school year, the identification cycle is reduced to one (1) year.

12. Targeted Support and Improvement Schools (TSI)

12.1 A school with a subgroup composite score that is in the lowest 50 percent and in the lowest quartile of the three (3) year average gap-to-goal, and in the lowest quartile of the three (3) year improvement toward gap-to-goal closure shall be eligible to be identified as a Targeted Support and Improvement school.
Note: Performance data from the 2019-2020 and 2020-2021 school years will not be used in the three (3) year average.

12.2 Schools meeting the requirements in Section 12.1 will be rank-ordered, using the composite accountability score, and the bottom five (5) percent of all schools not identified for Comprehensive Support and Improvement will be identified as a Targeted Support and Improvement school. This identification will occur on an annual cycle.

13. Additional Targeted Support and Improvement Schools (ATSI)

13.1 A school with a three (3) year average subgroup performance score at or below that of all students

in the lowest performing five (5) percent of Title IA schools shall be identified as an Additional Targeted Support and Improvement school.

Note: Performance data from the 2019-2022 and 2020-2021 school years will not be used in the three (3) year average. This identification will occur on a three-year cycle.

14. Deleted

15. English Learners (EL)

15.1 The scores of English learners who have attended a U.S. school for less than 12 months will only be included in participation calculations in the first (1st) year. In the second (2nd) year, growth will be included, and in the third (3rd) year, growth and proficiency will be included in accountability measures.

15.1.1 Local Education Agencies (LEA) shall identify English learner students, who have attended a U.S. school for less than 12 months, to be designated for exclusion on or before February 1, annually. Note: For more information, contact the Office of Federal Programs.

15.2 An EL performance component will be calculated for each school and district beginning with the 2017 - 2018 school year and will be included in the calculation of accountability grades beginning in the 2018 - 2019 school year. The EL performance component will be equal to the average EL progress rate of students as defined in Section 15.4, multiplied by the total points assigned to the EL component for that school/district.

15.2.1 Each school or district must meet the minimum N-count for EL students in order to have an EL performance measure calculated.

15.2.2 The performance measure will be equal to 5% of total available points in the accountability system. All other components will be reduced by a total of 5% when the EL performance measure is included.

15.2.3 The component score for districts and schools will be adjusted such that an average student rate of 0.9 or higher shall receive the maximum score for this component. This adjustment will be applied uniformly to all other averages below 0.9, effectively increasing each value by 10 percent.

15.3 Progress toward proficiency will be calculated for all EL students using the state English Language Proficiency Test (ELPT). An annual progress goal will be calculated for each student based on reaching overall proficiency on the ELPT within five (5) years of entry into an EL program. The annual progress goal will be equal to the minimum overall scale score needed to achieve proficiency at year five (5), minus the prior year overall scale score, divided by the number of years the student had remaining to exit the EL program in the prior year.

15.3.1 In year five (5) and beyond, the annual progress goal is equal to the minimum scale score needed to achieve overall proficiency, minus the prior year overall scale score.

15.4 EL performance will be measured by the annual progress achieved by EL students. Each student will have a rate ranging between zero (0) and one (1) based on the student's current year ELPT overall scale score, minus the prior year overall scale score, divided by the annual progress goal as defined in 15.3. Any student who does not demonstrate progress will have a rate of zero (0). No student will receive a rate higher than one (1).

15.4.1 The student must meet FAY requirements in the current year but is not required to meet FAY requirements in the prior year.

15.4.2 The student must have a prior year score to be included in the calculation.

15.4.3 EL students who have reached overall proficiency on the ELPT shall not be included in the EL Performance component in subsequent years.

16. Students with Disabilities

16.1 United States Department of Education (USDE) regulations limit the number of scores of children taking alternate assessments for SCD students scoring proficient or above to one percent (1%)

of the students at the state and district level. This rule does not apply at the school level because these regulations recognize that some schools offer specialized services or are near specialized medical facilities that attract higher numbers of students with significant special needs. Therefore, if a district has greater than one percent (1%) of their total population scoring proficient or above on an alternate assessment, the percent above one percent (1%) will count as not proficient in accountability calculations.

16.2 All eligible SCD students will be expected to participate in statewide assessments per the schedule provided by the Office of Student Assessment. Note: This rule will need to be updated and revised with the implementation of any new alternate assessment.

16.3 Non-SCD students are not allowed to participate in alternate assessments. If any such students have alternate assessment data, the test data shall be considered invalid.

16.4 Students with disabilities will be those students whose SPED indicator in MSIS is "Y" (Yes) at the end of month eight (8) (closest approximation to the test administration dates).

16.4.1 In order for a student to be counted as SCD, his/her SCD indicator and SPED indicator must be set to "Y" (Yes) in MSIS.

17. Duplicate Test Scores

17.1 If a student takes the general education (grade-level) assessment AND the alternate assessment, the scores from the general education assessment will be used in the school/district accountability calculations.

17.2 If MSIS records indicate two (2) valid assessment scores for the same assessment in the same year, the score from the first administration date will be used. If MSIS records indicate two (2) valid assessment scores for the same assessment on the same date, the higher of the two (2) scores will be used in the school/district accountability calculations.

18. Invalid Test Scores

18.1 Students with invalid test scores will be counted as "not tested" for participation calculations.

18.1.1 Following an invalidated score, when a student retests, the first valid test score will be used in the proficiency, growth, and participation calculations.

18.2 If an invalid score is validated after the accountability calculations are performed and final school/district performance classifications have been assigned, the school/district's performance classifications will not be recalculated and adjusted to reflect the validated score. If during the next year, the student tests again and has a valid test score, that test score, although it was not the student's first test score, will be used during the next year's calculations. Please refer to the Office of Student Assessment regarding deadlines for appealing invalid test scores.

18.3 For students in 3rd grade through eighth 8th grade, if a student's MSIS grade level does not match his/her assessment grade level, the student's scores will not be included in the numerator for participation, growth, or proficiency calculations, and the student will count as not proficient, not meeting growth, and not tested. Likewise, the student's scores will not be used the following year in growth calculations.

Note: This rule does not apply to end-of-course, subject area assessments or high school alternate assessments.

19. Rounding

19.1 In the calculation of each of the components in the statewide accountability system, the final value of each component will be rounded to one (1) decimal place (tenths place). Any weighting of components is then applied to the rounded value. After the weighted components are summed, the total value will be rounded to a whole number and reported for the final performance classification calculation.

Note: Other rounding rules are embedded in the explanations of the specific components.

20. School Reconfigurations or Redrawing of District Lines

20.1 A school's accountability calculations will be based on the grade configuration of the school (and the students in that school) on the date that corresponds with the FAY at the time of testing. *See* Section 2 for details on FAY. The calculations are applied to the school the following year, regardless of any reconfiguration or redistricting that takes place during the summer after testing or during the school year before testing.

20.2 Consolidated districts/schools who maintain the same grade configuration and/or student population as existing in the previous school district will receive the eligible scores or statuses of students who previously attended the school in the previous school district.

21. Alternative, Career, Technical, and Child Development Centers

21.1 Effective before and with the 2017 – 2018 academic year, no performance classifications will be assigned to alternative, career and/or technical programs, or child development centers authorized in Miss Code Ann. §37-23-91. Scores of students attending these programs will be included in the accountability calculations of the student's official MSIS home school of residence.

21.2 Performance data on available indicators will be reported for students enrolled in child development centers.

22. Schools without Tested Subjects or Grades

22.1 Elementary/Middle Schools

22.1.1 For any elementary/middle school that does not have reading or math scores because the school does not have the required grade level, the scores from the students in the next higher grade in the tested subject within the same district will be applied back to the student's lower elementary school of origin. In order for the scores to be applied, the student must meet FAY at the lower grade school, the current school and if there is a gap in years, anywhere in the district for the years in between.

Example 1, Pre-K through 2nd grade School:

- Reading and Math Proficiency - The reading and math scores from students in 3rd grade who attended the Pre-K through 2nd grade school and are still in the same district will be used to calculate the math and reading proficiency for Pre-K through 2nd grade school.
- Science Proficiency - An equating process will be used to adjust the scores for this component.
- Growth - The reading and math scores from students in 4th grade who attended the Pre-K through 2nd grade school and are still in the same district will be used to calculate the growth for Reading-All Students, Math-All Students, Reading-Lowest Performing Students, and Math-Lowest Performing Students for that Pre-K through 2nd grade school. The students would have to have met FAY in
    - the Pre-K through 2nd grade school during 2nd grade,
    - the 4th grade school in the same district, and
    - any school within the same district during 3rd grade.

Example 2, Pre-K through 3rd Grade:

- Reading and Math Proficiency - The reading and math scores from students in the3rd grade will be used to calculate the math and reading proficiency for that school.
- Science Proficiency - An equating process will be used to adjust the scores for this component.
- Growth - The reading and math scores from students in 4th grade who attended the Pre-K through 3rd grade and are still in the same district will be used to calculate the

growth for Reading-All Students, Math-All Students, Reading-Lowest Performing Students, and Math-Lowest Performing Students for Pre-K through 3rd grade.
- All applicable FAY rules will apply.

Example 3, Pre-K through 4th Grade:
- Reading and Math Proficiency - The reading and math scores from students in 3rd and 4th grades at the school will be used to calculate the math and reading proficiency for Pre-K through 4th grade.
- Science Proficiency - An equating process will be used to adjust the scores for this component.
- Growth - The reading and math scores from students in 3rd and 4th grades at the school will be used to calculate the growth for Reading-All Students, Math-All Students, Reading-Lowest Performing Students, and Math-Lowest Performing Students for Pre-K through 3rd grade.
- All applicable FAY rules will apply.

Example 4, 6th and 7th grade:
- Reading and Math Proficiency - The reading and math scores from students in 6th and 7th grade at the school will be used to calculate the math and reading proficiency for that school.
- Science Proficiency - An equating process will be used to adjust the scores for this component.
- Growth - The reading and math scores from students in 6th and 7th grade at the school will be used to calculate the growth for Reading-All Students, Math-All Students, Reading-Lowest Performing Students, and Math-Lowest Performing Students for 6th and 7th grade.
- All applicable FAY rules will apply.

22.1.2 An equating process to adjust the points required will be used for elementary/middle schools that do not have science scores because the school does not have a 5th or 8th grade.

22.2 High Schools

22.2.1 Schools with missing data for components specific to high schools will have available proxy data applied in the following order of availability; three (3) year historical school average, two (2) year historical school average, prior year school score, current year district score, prior year district score. If no proxy data is available, an equating process will be used to adjust for the missing components.

22.3 Schools with only Pre-Kindergarten and/or Kindergarten will be assigned the school performance classification of the next level school to which that school feeds. If the school feeds to multiple schools, the performance classification will be assigned from a weighted average of the composite scores of the schools to which it feeds.

22.4 Charter Schools

For any charter school that does not have reading or math scores because the school does not have the required grade level, the scores from the students in the next higher grade in the tested subject within the same served area (within the geographic boundaries of the traditional local education agency or agencies in which the charter school operates) will be applied back to the student's school of origin. In order for the scores to be applied, the student must meet FAY at the lower grade school, the current school and if there is a gap in years, anywhere in the served area for the years in between.

23. State and Other Special Schools

23.1 Mississippi School of the Arts (MSA) and Mississippi School for Math and Science (MSMS)

23.1.1 The Mississippi School of the Arts and Mississippi School for Math and Science will not be assigned performance classifications but will have performance on available indicators reported consistent with other schools/districts.

23.1.2 If a student takes an end-of-course, subject area assessment for the first time while at MSA or MSMS, his/her scores will be sent back to their school/district of origin and rolled into the state totals.

23.1.3 Students enrolled at MSA and/or MSMS during the time of the Senior Snapshot will have their Assessment and Acceleration (Readiness) Indicator scores sent to their high school of origin.

23.1.4 For students enrolled at MSMS or MSA, the school/district of origin is defined as the school/district where the student was enrolled and met FAY requirements in the school year immediately prior to enrollment at MSMS or MSA.

23.2 Mississippi School for the Blind (MSB) and the Mississippi School for the Deaf (MSD)

23.2.1 The MSB and MSD will not be assigned performance classifications but will have performance on available indicators reported consistent with other schools/districts.

23.2.2 Students enrolled in the MSB and MSD will have performance measures included in the performance classification of the school/district of residence.

23.3 Other State/Special Schools

23.3.1 State agencies (i.e., Hudspeth, Ellisville State School, etc.) will not be assigned performance classifications.

23.3.2 Students placed in non-public schools (special private schools, i.e., Millcreek, CARES, etc.) but are enrolled in regular Mississippi public schools will have their performance measures included in the calculations of the school/district in which he/she is enrolled in MSIS.

23.3.3 Students enrolled in special/non-public schools with codes 200 and 500 have no enrollment and are not used for any of the usual statistical and reporting purposes. If a student is enrolled in a public school during the testing window, he/she would have to be tested (and counted in the testing participation rates) and his/her score (if FAY) would be used for accountability purposes.

23.3.4 University-based schools will not receive performance classifications.

23.4 Students in Correctional Facilities/Juvenile Justice System

23.4.1 According to the USDE, these facilities are considered "programs" not schools and would not be assigned performance classifications.

23.4.2 If a student, who is still enrolled in MSIS, is in such a program and is not tested, the student will count as "not tested" in the participation rate calculations of the school/district. If the student is tested, his/her scores will count at his/her MSIS resident school.

23.5 Virtual Public Schools

23.5.1 Only schools classified under the USDE's Education Data Exchange Network (EDEN) reporting requirements as a separate school entity will receive a performance classification.

23.6 Early College High Schools

23.6.1 Students enrolled in an Early College High School will have their performance measures included in the performance classification of the school/district of residence.

23.6.2 Early College High Schools will not be assigned performance classifications but will have performance on available indicators reported consistent with other high schools.

24. 9th Grade Only Schools

24.1 Scores of a 9th grade only school will be combined with the high school to which that school feeds and calculated as one (1) school but reported as two (2) separate schools. In other words, both schools will earn the same performance classification because it will be based on the same data calculations.

25. Assessment (Readiness) Indicator

25.1 The ACT Superscore or ACT National Career Readiness Certificate (NCRC), SAT, and ASVAB assessments will be used in the Assessment measure of the Readiness Indicator.

25.2 The highest available ACT Superscore, ACT NCRC, SAT score, or ASVAB score for each student at the end of month nine (9) will be used in the Readiness Indicator.

25.3 A student's scores will be applied to the school in which the student is enrolled in MSIS at the time of the Senior Snapshot.

25.4 The participation rate numerator will include the state administration or non-state administration of the ACT. The denominator will include all students in the Senior Snapshot.

25.5 The denominator for the Assessment measure of the Readiness Indicator will consist of all students identified in the Senior Snapshot.

25.6 He numerator for the Assessment measure of the Readiness indicator will be calculated per student with a score between 0 and 1 as follows:

Numerator	0	.25	.50	.75	1
Student Measure	No Qualifying Score	ACT: 15-16 SAT: 850-929 NCRC: Bronze ASVAB: 31-49	ACT: 17-19 SAT: 930-1039 NCRC: Silver ASVAB: 50-64	ACT: 20-24 SAT: 1040-1209 NCRC: Gold ASVAB: 65-92	ACT ≥ 25 SAT ≥ 1210 NCRC: Platinum ASVAB ≥ 93

26. Achievement Measure (Readiness Indicator)

26.1 The denominator for the Assessment measure of the Readiness indicator will consist of all students identified in the Senior Snapshot.

26.2 The numerator for the Achievement measure of the Readiness indicator will be calculated per student with a score between 0 and 1 based on the withdrawal or completion status entered by June 30th of the Senior year as follows:

Numerator	0	.25	.50	.75	1
Student Measure	No Qualifying Completion	Diploma Equivalency or Traditional Diploma in 5th year	Traditional or Alternate Diploma	Diploma with Academic, CTE, or JROTC Endorsement	Distinguished Diploma

26.3 A diploma equivalency is defined for the purposes of 26.2 as a high school diploma equivalency issued by the school district, or successful completion of a high school diploma equivalency issued by the Mississippi Community College Board as reported directly to the MDE through the MIBEST program.

26.4 Traditional diploma and diploma endorsements are defined for the purposes of 26.2 in Appendix A.

26.5 Distinguished Diploma includes a Distinguished Academic Diploma as defined in Appendix A-9, or a diploma with a CTE or JROTC endorsement as defined in Appendix A-7 in which the student also earns 28 credits, an overall GPA of 3.0 or greater, and a gold or platinum NCRC WorkKeys certificate.

26.6 Students included in the Senior Snapshot that do not have a withdrawal or completion status by June 30th of the fourth year of their graduation rate cohort will be carried forward to the next year for inclusion in the fifth-year measure. The final status of these students will be the withdrawal or completion status entered by month nine of the fifth year.

26.7 Students included in the Senior Snapshot that have a completion status entered after June 30th of their fourth year of the graduation rate cohort will be included in the Achievement Measure in the following year.

26.8 Credit for endorsements or distinction as defined in 26.2 will only be given for students that receive a diploma with the four year federally defined graduation rate cohort window.

27. Senior Snapshot

27.1 Senior Snapshot is a method of identifying high school students for the high school assessment participation rate calculation and Readiness Indicator. Senior Snapshot captures ALL students who have been enrolled in a Mississippi public school starting in month one (1) of the 10th grade and continuing without interruption until either the end of month 9 of the 12th grade or until a completion status is entered, whichever comes first. If the student does not meet the enrollment criteria, he/she will not be included in the denominator for participation rate calculations or Achievement and Assessment (Readiness) measures.

27.2 Each required end-of-course assessment and the ACT are included in Senior Snapshot participation calculations.

27.3 Beginning with the 2025-2026 school year, students with a dropout status entered in month 9 or later of the 11th grade or at any time in the 12th grade will be included in the Senior Snapshot in the same manner as a student with an early completion status, as described in 27.1.

28. Other

28.1 Deceased Students

28.1.1 Students indicated in MSIS as deceased will not be included in any accountability calculations.

28.2 Foreign Exchange Students

28.2.1 Beginning in school year 2013-2014, foreign exchange students will automatically be included in accountability calculations just as any other students. However, if a district wishes to have a foreign exchange student excluded from the accountability calculations, the request should be made through the Internal Review Process and documentation of the student's participation in the foreign exchange program must be provided in the request.

Effective school year 2020 – 2021 Appendix A-1 is no longer applicable.

Effective school year 2020 – 2021 Appendix A-2 is no longer applicable.

Effective school year 2020 – 2021 Appendix A-3 is no longer applicable.

Effective school year 2020 – 2021 Appendix A-4 is no longer applicable.

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)
ACT	17	17	17	17
Dual Credit/ Enrollment	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
ASVAB + Industry Certification	ASVAB (PICAT prescreen scores are not allowable) score of 36 **plus** 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.)			
ACT Work Keys + Industry Certification	WorkKeys Silver Level **plus** 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

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.

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.

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3. Course Components and Expected Outcomes:

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

- **Build a Professional Portfolio:** Students shall work collaboratively with the school counselor, Work-Based Learning teacher, Career Coach (if the school participates in the State, regional or district Career Coach Model) and/or the MS Department of Vocational Rehabilitation to develop a comprehensive Commencement Level Career Plan that includes at the minimum:
  - Academic achievements (projects, essays, assessments).
  - Extracurricular involvement (clubs, sports, volunteer work).
  - Career-related documents (professional resumes, cover letters, certificates).
  - Personal reflections on the learning process and career aspirations.
- **Professional Resume:** Students shall create a professional resume tailored to a specific job or career path of interest. This resume should highlight skills, achievements, and work experiences, giving students a practical tool for post-graduation employment or college applications.
- **Training and Credentials:** Students shall have the opportunity to complete specific training programs or earn certifications 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.

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4. Outcomes:

Upon successful completion of the course, students will have:

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

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.

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 [1]	English I
		English II
MATHEMATICS	4 [2]	Algebra 1
SCIENCE	3 [3]	Biology
SOCIAL STUDIES	3 ½	1 World History [4]
		1 U. S. History [4]
		½ U. S. Government [4]
		½ Economics [4]
		½ Mississippi Studies [4]
PHYSICAL EDUCATION	½ [7]	½ Physical Education
HEALTH	½ [8]	½ Contemporary Health
TECHNOLOGY or COMPUTER SCIENCE	1 [9]	
THE ARTS	1 [10]	
COLLEGE- and CAREER-READINESS	1 [11]	
ELECTIVES	5 ½	
TOTAL UNITS REQUIRED	**24** [12, 13, 14]	

[1]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.

[2]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 8th grade or 9th grade students. Foundations of Algebra shall only be available for 9th 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.

[3]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.

[4]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.

[5]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.

[6]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.

[7]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.

[8]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.

[9]For approved course substitutions see Appendices A-12 and A-13.

[10]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.

[11]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

[12]Additional requirements above the 24 Carnegie units and the assessment requirements include:

- Students must identify an endorsement area prior to entering 9th 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. Seniors that have not met the benchmarks to qualify for early release (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 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

[13] For early graduation, refer to Rule 36.7 Early Graduation Policy.

[14]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 [1]	English I
		English II
MATHEMATICS	4 [2]	Algebra 1
SCIENCE	3 [3]	Biology
SOCIAL STUDIES	3 ½	1 World History [4]
		1 U. S. History [4]
		½ U. S. Government [4]
		½ Economics [4]
		½ Mississippi Studies [4]
PHYSICAL EDUCATION	½ [7]	½ Physical Education
HEALTH	½ [8]	½ Contemporary Health
TECHNOLOGY or COMPUTER SCIENCE	1 [9]	
THE ARTS	1 [10]	
COLLEGE- and CAREER-READINESS	1 [11]	
CAREER and TECHNICAL/JROTC	4	
ELECTIVES	3 ½	
TOTAL UNITS REQUIRED	**26** [12, 13, 14]	

[1]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.

[2]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 8th grade or 9th grade students. Foundations of Algebra shall only be available for 9th 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.

[3]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 Principals 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.

[4]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.

[5]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.

[6]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.

[7]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.

[8]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.

[9]For approved course substitutions see Appendices A-12 and A-13.

[10]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.

[11]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

[12]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 and earn a C or higher in the course.
  - 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. Seniors that have not met the benchmarks to qualify for early release (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 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

[13]Additional recommendations (not requirements) above 26 Carnegie Units and assessment requirements include:

- For early graduation, refer to Rule 36.7 Early Graduation Policy.
- Students should take a math or math equivalency senior year.

[14]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 [1]	English I
		English II
		Two (2) additional English Courses above English II
MATHEMATICS	4 [2]	Algebra 1
		Two (2) additional Math Courses above Algebra I
SCIENCE	3 [3]	Biology
		Two (2) additional science courses above Biology
SOCIAL STUDIES	3 ½	1 World History [4]
		1 U. S. History [4]
		½ U. S. Government [4]
		½ Economics [4]
		½ Mississippi Studies [4]
PHYSICAL EDUCATION	½ [7]	½ Physical Education
HEALTH	½ [8]	½ Contemporary Health
TECHNOLOGY or COMPUTER SCIENCE	1 [9]	
THE ARTS	1 [10]	
COLLEGE- and CAREER-READINESS	1 [11]	
ELECTIVES	7 ½	Must include two (2) advanced electives of the College Preparatory Curriculum requirements (This information is available from Institutions of Higher Learning.)
TOTAL UNITS REQUIRED	**26** [12, 13, 14]	

[1]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.

[2]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 8th grade or 9th grade students. Foundations of Algebra shall only be available for 9th 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.

[3]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.

[4]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.

[5]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.

[6]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.

[7]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.

[8]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.

[9]For approved course substitutions see Appendices A-12 and A-13.

[10]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.

[11]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

[12]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. Seniors that have not met the benchmarks to qualify for early release (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 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

[13]Additional recommendations (not requirements) above 26 Carnegie Units and assessment requirements include:
- For early graduation, refer to Rule 36.7 Early Graduation Policy.
- Students should take a math or math equivalency senior year.

[14]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 [1]	English I
		English II
		Two (2) additional English Courses above English II
MATHEMATICS	4 [2]	Algebra 1
		Two (2) additional Math Courses above Algebra I
SCIENCE	4 [3]	Biology
		Two (2) additional science courses above Biology
SOCIAL STUDIES	4	1 World History [4]
		1 U. S. History [4]
		½ U. S. Government [4]
		½ Economics [5]
		½ Mississippi Studies [6]
PHYSICAL EDUCATION	½ [7]	½ Physical Education
HEALTH	½ [8]	½ Contemporary Health
TECHNOLOGY or COMPUTER SCIENCE	1 [9]	
THE ARTS	1 [10]	
COLLEGE- and CAREER-READINESS	1 [11]	
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** [12, 13, 14]	

[1]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.

[2]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 8th grade or 9th grade students. Foundations of Algebra shall only be available for 9th 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.

[3]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.

[4]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.

[5]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.

[6]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.

[7]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.

[8]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.

[9]For approved course substitutions see Appendices A-12 and A-13.

[10]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.

[11]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

[12]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. Seniors that have not met the benchmarks to qualify for early release (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 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

[13]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.

[14]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 ALTERNATE DIPLOMA OPTION
NOTE: This option shall be offered by districts for incoming ninth graders with significant cognitive disabilities in 2018-2019 and thereafter.

Only students identified by their Individualized Education Program Committee as having a significant cognitive disability, as defined by the current edition of *Testing Students with Disabilities Regulations* and Miss. Admin Code 7-3: 78.1, State Board Policy Chapter 78, Rule 78.1, may be eligible to earn the Alternate Diploma. Each student graduating from a secondary school in an accredited school district with the Alternate Diploma will have earned the required units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the State Board approved Alternate Academic Achievement 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 with significant cognitive disabilities enrolled in grades 7 – 12 may be awarded a credit provided the course content is a credit bearing course in the current edition of the *Approved Courses for the Secondary Schools of Mississippi.*

Any student with a significant cognitive disability who completes the minimum graduation requirements as specified below and has achieved a level of Passing or Proficient on the end-of-course alternate assessments, is eligible to receive an Alternate Diploma. Students must participate in the alternate assessments during the year the student is enrolled in the corresponding courses (Alternate Biology, Alternate English II, Alternate Algebra). The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

The Alternate Diploma meets the requirements for graduation rate in the same manner as a Traditional Diploma. Students with this diploma must contact the postsecondary institution to determine Ability to Benefit (ATB) and eligibility for enrollment.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS	GENERAL EDUCATION COURSE SUBSTITUTION
ENGLISH	4 [1]	Alternate English I	CCR English I
		Alternate English II	CCR English II
		Alternate English III Alternate English IV	CCR English III CCR English IV Broadcast Journalism Debate Foundations of Journalism Mississippi Writers Oral Communications Print Journalism Survey of African American Writing Technical and Workplace Writing World Literature
MATHEMATICS	4 [2]	Alternate Math I	CCR Compacted Math 7 CCR Compacted Math Grade 8 with Algebra I (prior to entering HS) Foundations of Algebra (Grade 9 only)
		Alternate Math II	CCR Compacted Math Grade 8 with Algebra I (prior to entering HS) Foundations of Algebra (Grade 9 only) Advanced Technical Mathematics
		Alternate Math III	Advanced Technical Mathematics (must be taken prior to CCR Algebra I)

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS	GENERAL EDUCATION COURSE SUBSTITUTION
			CCR Geometry CCR Algebra II (contingent on passing CCR Algebra I)
		Alternate Algebra	CCR Algebra I
SCIENCE	2	Alternate Biology	Biology
		Alternate Science II	Courses worth 1 Carnegie Unit Physical Science Earth and Space Science Human Anatomy and Physiology Foundations of Biology OR Courses worth ½ Carnegie Unit Environmental Science Genetics Geology Zoology I Zoology II Astronomy Botany Foundations of Science Literacy
SOCIAL STUDIES	2	Alternate History	US History
		Alternate Social Studies	Courses worth 1 Carnegie Unit World History Courses worth ½ Carnegie Unit Economics US Government Mississippi Studies Psychology Sociology World Geography
HEALTH	½ [3]	Alternate Health	Contemporary Health Healthcare & Clinical Services I Theory and Application of Health Sciences JROTC I and II
PHYSICAL EDUCATION	½ [4]	Physical Education	Physical Education
CAREER READINESS	4 [5]	Career Readiness I-IV	Career Readiness was designed specifically for the Alternate Diploma
LIFE SKILLS DEVELOPMENT	4 [5]	Life Skills Development I-IV	Life Skills Development was designed specifically for the Alternate Diploma
THE ARTS	1 [6]	The Arts	
ELECTIVES	2		Any Carnegie unit credit bearing courses or a combination of ½ Carnegie unit credit bearing courses
TOTAL UNITS REQUIRED	**24**		

[1]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.

[2]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.

[3]Successful completion in JROTC I and JROTC II shall be accepted as requirement met for Contemporary Health to meet graduation requirement for one-half (1/2) 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.

[4]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.

[5]Evidence of proficiency in technology is embedded in the course strands for both Career Readiness and Life Skills Development so that students with significant cognitive disabilities may be taught these skills within the natural environment, assuring greater application and generalization of the skills.

[6]The Arts refers to Dance, Media Arts, Music, Theatre, and Visual 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.

GRADUATION REQUIREMENTS
STANDARD 14
CERTIFICATE OF COMPLETION
Note: This option shall be offered by districts for incoming freshmen beginning in school year 2018-2019 and thereafter.

A Certificate of Completion is not a high school diploma or an Alternate Diploma, but rather an acknowledgement of the student's participation in and completion of his/her Individualized Education Program (IEP). Students eligible to receive a Certificate of Completion should fall into one (1) of the following categories:

1. Students without a Significant Cognitive Disability at the end of 8th grade who:
   - Are 16 years old or older; **AND**
   - At least three (3) or more grade levels below their peers in reading and math; **AND**
   - Have a signed statement from a parent acknowledging the Certificate of Completion is not a traditional high school diploma and will not meet the requirements for entry into careers or post-secondary opportunities requiring a diploma.

2. Students without a Significant Cognitive Disability who have not yet turned sixteen (16) by the end of the eighth grade should transition to the ninth grade on a diploma path.

3. Students with a Significant Cognitive Disability at the end of 8th grade who:
   - Have extremely limited or no receptive and expressive communication skills **AND**
   - Have a signed statement from a parent acknowledging the Certificate of Completion is not a traditional high school diploma and will not meet the requirements for entry into careers or post- secondary opportunities requiring a diploma.

4. Students with or without a Significant Cognitive Disability at the end of their third year of high school (6 semesters) who:
   - Have not earned at minimum of 3 English units, 3 math units, 2 science units, 2 social studies units, and 5 electives; **AND**
   - Have a signed statement from a parent acknowledging the Certificate of Completion is not a traditional high school diploma and will not meet the requirements for entry into careers or post-secondary opportunities requiring a diploma; **AND**
   - Have evidence of 3 or more years of intensive intervention implemented in middle and/or high school to earn Carnegie units. Evidence may include, but is not limited to:
     - Progress monitoring data from reading intervention programs or math intervention programs
     - Documentation of accommodations and modifications provided in the general education courses and assessments
     - Course schedules outlining dedicated time for intervention.

The student's IEP committee determines the course of study for the Certificate of Completion. Areas of instruction should be developed based on the unique needs of the individual student. Course work shall be appropriate for the student and may include:

- Intensive remediation in deficit area skills
- Career preparation courses
- Life skills courses

Students earning the Certificate of Completion should have completed at least four (4) years of high school and/or be at least 19 years of age at the time of graduation.

Students pursuing a Certificate of Completion are required to participate in the Mississippi Statewide Assessment Program deemed appropriate by their Individualized Educational Plan (IEP) Committee.

Students working toward the Certificate of Completion who meet the criteria for a Significant Cognitive Disability are required to participate in the high school end-of-course alternate assessment during the school year the student is enrolled in the corresponding alternate course (Alternate Biology, Alternate English II, Alternate Algebra).

Students working toward the Certificate of Completion who do not meet the criteria for a Significant Cognitive Disability are required to participate in the regular high school end-of course subject area test(s) during the school year the student is enrolled in the corresponding course(s).

It is ultimately the responsibility and decision of the IEP Committee to determine the appropriate exit option for a student with disabilities based on the appropriate data.

ACCEPTABLE SECONDARY COURSE SUBSTITUTIONS FOR TECHNOLOGY AND\OR COMPUTER SCIENCE

Career and Technical Acceptable Course Substitutions for Appendices A-6, A-7, A-8, A-9 CTE Curriculum Name (Course Code)	Equivalent HS Graduation Requirements Met	Equivalent IHL College Preparatory Curriculum (CPC) Credit
Agriculture, Food, and Natural Resources		
AEST Science of Agricultural Plants I (991013) (No longer offered) AEST Science of Agricultural Plants II (991023) (No longer offered) **OR** AEST Science of Agricultural Animals I (991010) (No longer offered) AEST Science of Agricultural Animals II (991020) (No longer offered) **OR** AEST Science of Agricultural Environment I (991011) (No longer offered) AEST Science of Agricultural Environment II (991021) (No longer offered) **Note:** The above courses end with freshman cohort class 2021-2022	1 unit of science (other than Biology I) may be awarded as a Requirement Met upon completion of the single course. No additional Carnegie units awarded other than the 1 Carnegie unit for the CTE course.	No CPC Credit
Agriculture & Natural Resources I (991100) Agriculture & Natural Resources II (991101) **OR** Fundamentals of Ag. & Nat. Resources (991102) Ag. & Nat. Res.: Soils and Ag. Lab Operations (991103) Ag. & Nat. Res.: Environmental Science (991104) Ag. & Nat. Res.: Equipment Operation and Business Management (991105)	2 units of science (other than Biology I) may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Science Credit **OR** 1 Advanced Elective Credit
Aquaculture Concepts (991600) Aquaculture Application (991601) **OR** Introduction to Aquaculture (991602) Basic Aquaculture (991603) Advanced Aquaculture (992604) Application of Aquaculture (991605)	2 units of science (other than Biology I) may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Science Credit **OR** 1 Advanced Elective Credit
Forestry I (991500) Forestry II (991501) **OR** Forestry Introduction (991502) Forestry Surveying and Measurements (991503) Forestry Cruising (991504) Forestry Marketing (991505)	2 units of science (other than Biology I) may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course	1 Science Credit **OR** 1 Advanced Elective Credit
Horticulture I (991400) Horticulture II (991401) OR	2 units of science (other than Biology I) may be awarded as a Requirement Met upon	1 Science Credit **OR** 1 Advanced Elective Credit

Career and Technical Acceptable Course Substitutions for Appendices A-6, A-7, A-8, A-9 CTE Curriculum Name (Course Code)	Equivalent HS Graduation Requirements Met	Equivalent IHL College Preparatory Curriculum (CPC) Credit
Introduction to Horticulture (991402) Horticulture Plant Processes (991403) Horticulture Nursery (991404) Horticulture Landscape and Turfgrass (991405)	completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	
Principles of Agriscience (993460) **AND ANY TWO OF THE FOLLOWING:** Diversified Agriculture Animals Core (993423) Diversified Agriculture Environment Core (993424) Diversified Agriculture Food Science (993425) Diversified Agriculture Mechanization Core (993426) Diversified Agriculture Plants Core (993427) Diversified Agriculture Poultry Science (993428) Diversified Agriculture Veterinary Science (993429) Diversified Agriculture Precision Agriculture (993432) Diversified Agriculture Turfgrass Management (993431) **PLUS** Diversified Agriculture Capstone (993433)	2 units of science (other than Biology I) may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Science Credit **OR** 1 Advanced Elective Credit
Principles of Agriscience (993460)	1 unit of science (other than Biology I) may be awarded as a Requirement Met upon completion of the single course. No additional Carnegie units awarded other than the 1 Carnegie unit for the CTE course.	No CPC Credit
Concepts of Agriscience (991000) (No longer offered) **Note:** The above course ends with freshman cohort class 2021-2022	1 unit of science (other than Biology I) may be awarded as a Requirement Met upon completion of the single course. No additional Carnegie units awarded other than the 1 Carnegie unit for the CTE course.	No CPC Credit
Introduction to Agriscience (029990) (No longer offered) **Note:** The above course ends with freshman cohort class 2021-2022	1 unit of science (other than Biology I) may be awarded as a Requirement Met upon completion of the single course. No additional Carnegie units awarded other than the 1 Carnegie unit for the CTE course.	No CPC Credit
Architecture and Construction		
Architectural Design & Drafting I (994300) Architectural Design & Drafting II (994301) **OR**	1 unit of **Technology** and 1 unit of **Math** (other than Algebra I) may be awarded as a Requirement	1 Technology Credit **OR** 1 Math Credit

Career and Technical Acceptable Course Substitutions for Appendices A-6, A-7, A-8, A-9 CTE Curriculum Name (Course Code)	Equivalent HS Graduation Requirements Met	Equivalent IHL College Preparatory Curriculum (CPC) Credit
Concepts of Drafting (994302) Drafting and Design (994303) Architectural Drafting (994304) Architectural Drafting Application (994305)	Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	**OR** 1 Advanced Elective Credit
Arts, Audio-Visual Technology, and Communications		
Digital Media Technology I (994100) Digital Media Technology II (994101) **OR** Orientation to Digital Media (994108) Fundamentals of Digital Media (994109) Theory and Applications of Digital Media I (994110) Theory and Applications of Digital Media II (994111)	1 unit of Technology and 1 unit of Art may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Technology **OR** 1 Art Credit **OR** 1 Advanced Elective Credit
Simulation and Animation Design I (994400) Simulation and Animation Design II (994401) **OR** Ethics, Design Theory, and Photography (994402) Design Visualization and Character Development (994403) Audio and Video Production (994404) Business, Evaluation, and Development of Simulation and Animation Projects (994405)	1 unit of Technology/Computer Science and 1 unit of Art may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Technology Credit **OR** 1 Advanced Elective Credit
Multimedia Core (10801) **AND ANY TWO OF THE FOLLOWING:** Multimedia – Broadcast Foundations (10890) Multimedia – Advanced Broadcast Production (10891) Multimedia – Digital Design (10892) Multimedia – Digital Video Production (10893) **PLUS** Multimedia – Capstone (TBD for'25-'26)	1 unit of Technology and 1 unit of Art may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Technology **OR** 1 Art Credit **OR** 1 Advanced Elective Credit
Broadcasting Journalism I (994600) Broadcasting Journalism II (994601) **OR** Television Broadcasting and Production I (994602) Television Broadcasting and Production II (994603) Television Broadcasting and Production III (994604) Television Broadcasting and Production IV	1 unit of Technology and 1 unit of Art may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Technology Credit **OR** 1 Advanced Elective Credit

Career and Technical Acceptable Course Substitutions for Appendices A-6, A-7, A-8, A-9 CTE Curriculum Name (Course Code)	Equivalent HS Graduation Requirements Met	Equivalent IHL College Preparatory Curriculum (CPC) Credit
(994605)		
Business, Marketing, and Finance		
Business Fundamentals (992300) (No longer offered) **OR** Business Fundamentals I (992301) (No longer offered) Business Fundamentals II (992302) (No longer offered) **Note:** The above courses end with freshman cohort class 2021-2022	May be accepted in lieu of the ½ Economics requirement for graduation.	½ Social Studies Credit
Business, Marketing, and Finance I (992004) Business, Marketing, and Finance II (992005) **OR** Fundamentals of Business & Entrepreneurship (992404) Marketing (992403) Management (992309) Finance (992003)	Completion of the 4 Carnegie units may satisfy the ½ unit Personal Finance requirement. **AND** Completion of the 4 Carnegie units may satisfy the ½ unit Economics requirement for graduation.	1 Social Studies Credit **OR** 1 Advanced Elective Credit
Health Science		
Health Science Core (995100) Healthcare and Clinical Services (995101) **OR** Health Science Core I (995102) Health Science Core II (995103) Healthcare and Clinical Services I (995104) Healthcare and Clinical Services II (995105)	2 units of science (other than Biology I) may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Science Credit **OR** 1 Advanced Elective Credit
Health Science Core (995100) **OR** Health Science Core I (995102) Health Science Core II (995103)	Requirement Met for ½ credit of Contemporary Health. No additional Carnegie units are awarded.	No CPC Credit
Health Science Core (995100) Sports Medicine and Therapeutic Services (9952000) **OR** Health Science Core I (995102) Health Science Core II (995103) Sports Medicine Theory and Application I (995202) Sports Medicine Theory and Application II (995203)	2 units of science (other than Biology I) may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Science Credit **OR** 1 Advanced Elective Credit
Information Technology		
Information Technology I (992206) Information Technology II (992207) **OR** Information Technology Fundamentals I (992208) Information Technology Fundamentals	1 unit of Technology may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE	1 Technology Credit **OR** 1 Advanced Elective Credit

Career and Technical Acceptable Course Substitutions for Appendices A-6, A-7, A-8, A-9 CTE Curriculum Name (Course Code)	Equivalent HS Graduation Requirements Met	Equivalent IHL College Preparatory Curriculum (CPC) Credit
II (992209) Information Technology Networking I (992210) Information Technology Networking II (992211)	course.	
Science, Technology, Engineering, and Mathematics		
Engineering I **(**994000) Engineering II (994001) **OR** Engineering Fundamentals (994002) Engineering Applications (994003) Engineering Design (994004) Engineering Systems (994005)	2 units of science (other than Biology I) may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Science Credit **OR** 1 Advanced Elective Credit
Engineering (994000) Engineering II (994001) **OR** Engineering Fundamentals (994002) Engineering Applications (994003) Engineering Design (994004) Engineering Systems (994005)	1 unit of Technology and 1 unit of Science (other than Biology I) may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Technology Credit **OR** 1 Advanced Elective Credit
Polymer Science I (994500) Polymer Science II (994501 **OR** Introduction to Polymer Science I (994502) Introduction to Polymer Science II (994503) Advanced Topics in Polymer Science (994504) Careers in Polymer Science (994505)	2 units of science (other than Biology I) may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Science Credit **OR** 1 Advanced Elective Credit
Unmanned Aircraft Systems I (235100) Unmanned Aircraft Systems II (235110) **OR** Introduction to Unmanned Aerial Systems (235130) Foundations of Unmanned Aerial Systems (235125) Applications of Unmanned Aerial Systems (235120) Advanced Unmanned Aerial Systems (235115)	1 unit of Technology may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Technology Credit **OR** 1 Advanced Elective Credit
Manufacturing		
Instrumentation I (235050) Instrumentation II (235051) **OR** Fundamentals of Instrumentation (235060) Application of Instrumentation (235061) Theory of Instrumentation (235062) Advanced Skills of Instrumentation	1 unit of Technology may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Technology Credit **OR** 1 Advanced Elective Credit

Career and Technical Acceptable Course Substitutions for Appendices A-6, A-7, A-8, A-9 CTE Curriculum Name (Course Code)	Equivalent HS Graduation Requirements Met	Equivalent IHL College Preparatory Curriculum (CPC) Credit
(235063)		
Precision Machining I (993403) Precision Machining II (993404) **OR** Fundamentals of Precision Machining (993405) Application of Precision Machining (993406) Theory of Precision Machining (993407) Advanced Skills of Precision Machining (993408)	1 unit of Technology may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Technology Credit **OR** 1 Advanced Elective Credit
NOTE: Maximum of 2 units may be awarded as graduation requirements met for science.		
Technology/Computer Science Credits		
Technology Foundations (992307 & 110630) (No longer offered)	1 unit of Technology may be awarded as Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded.	1 Technology Credit
ICT II (CTE: 000272) (Academic: 110620) (No longer offered after SY 2020-2021)	1 unit of Technology may be awarded as Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded.	1 Technology Credit
STEM Applications (000273) (No longer offered)	1 unit of Technology may be awarded as Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded.	1 Technology Credit
Cyber Foundations I (000284)	1 unit of Technology/Computer Science may be awarded as Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded.	1 Technology Credit
Cyber Foundations II (000286)	1 unit of Technology/Computer Science may be awarded as Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded.	1 Technology Credit
Exploring Computer Science (000283)	1 unit of Technology/Computer Science may be awarded as Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded.	1 Technology Credit
Computer Science and Engineering (000287)	1 unit of Technology/Computer Science may be awarded as	1 Technology Credit

Career and Technical Acceptable Course Substitutions for Appendices A-6, A-7, A-8, A-9 CTE Curriculum Name (Course Code)	Equivalent HS Graduation Requirements Met	Equivalent IHL College Preparatory Curriculum (CPC) Credit
	Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded.	
E-Commerce (993430)	1 unit of Technology may be awarded as Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded.	1 Technology Credit
Exploring Careers (990002) *	1 unit of Technology may be awarded as Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded.	No CPC Credit
***Please check the latest SBE-approved guidelines for Exploring Careers, formerly Keystone, as the technology credit awarded for this course should end after the 2020-2021 school year.**		
Web and Programming Concepts (902147) Client-side Programming (902148) SQL Programming (902105) Python I (902110)	1 unit of Technology/Computer Science may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Technology Credit **OR** 1 Advanced Elective Credit

Acceptable Secondary Course Substitutions for Technology and/or Computer Science

Curriculum Name (Course Code)	Equivalent HS Graduation Requirements Met
Media Arts	
AP - 2-D Art and Design (500738)	1 unit of Technology or Art Credit
AP - 3-D Art and Design (500739)	1 unit of Technology or Art Credit
Media Arts – Animation (Grade 9-12) (500162)	1 unit of Technology or Art Credit
Media Arts – Digital Sound Design (Grade 9-12) (500163)	1 unit of Technology or Art Credit
Media Arts – Graphic Arts and Web Design (Grade 9-12) (500169)	1 unit of Technology or Art Credit
Media Arts – Interactive & Game Design (Grade 9-12) (500167)	1 unit of Technology or Art Credit
Media Arts – Interdisciplinary Media Design (Grade 9-12) (500165)	1 unit of Technology or Art Credit
Media Arts – Introduction to Media Arts (Grade 9-12) (500160)	1 unit of Technology or Art Credit
Media Arts – Moving Image (Grade 9-12) (500161)	1 unit of Technology or Art Credit
Media Arts – Performance Design and Documentation (Grade 9-12) (500170)	1 unit of Technology or Art Credit
Media Arts – Virtual Design (Grade 9-12) (500166)	1 unit of Technology or Art Credit
Theatre – High-Tech Video Production (500522)	1 unit of Technology or Art Credit
Graphic Design I (070333)	0.5 unit of Technology or Art Credit
Graphic Design II (070334)	0.5 unit of Technology or Art Credit
DL – Web Page Design (110197)	1 unit of Technology or Art Credit
Broadcast Journalism (100104)	1 unit of Technology or Art Credit
Electronic Communication Production I (Grades 10-12) (100191)	1 unit of Technology or Art Credit
Business Classes	
E-Commerce (110735)	1 unit of Technology Credit
Information and Web Services	
Introduction to Information Technology (110600)	1 unit of Technology Credit
PLTW: Cyber Security – CTE (232080)	1 unit of Technology Credit
PLTW: Cyber Security – Secondary (561054)	1 unit of Technology Credit
Web Design (110705)	1 unit of Technology Credit
Web Design II (110706)	1 unit of Technology Credit
Web Design and Media Rich Content (110700)	1 unit of Technology Credit
Engineering	
Engineering II: Robotics (450258)	1 unit of Technology Credit

Curriculum Name (Course Code)	Equivalent HS Graduation Requirements Met
PLTW: Engineering: Essentials (Academic) (561055)	1 unit of Technology Credit
PLTW: Engineering: Aerospace Engineering (Academic) (561017)	1 unit of Technology Credit
PLTW Engineering: Computer Integrated Manufacturing (Academic) (561019)	1 unit of Technology Credit
PLTW Engineering: Digital Electronics (Academic) (561022)	1 unit of Technology Credit
PLTW Engineering: Engineering Design and Development (Academic) (561021)	1 unit of Technology Credit
PLTW Engineering: Introduction to Engineering Design (Academic) (561024)	1 unit of Technology Credit
PLTW Engineering: Principles of Engineering (561023)	1 unit of Technology Credit
PLTW: Engineering: Aerospace Engineering (CTE) (561012)	1 unit of Technology Credit

All CS credits can count for a Technology credit.

Curriculum Name (Course Code)	Equivalent HS Graduation Requirements Met
AP Computer Science A (110141)	1 Unit of Computer Science Credit
Client – Side Programming (110138)	1 Unit of Computer Science Credit
AP Computer Science Principles (110145)	1 Unit of Computer Science Credit
Concepts in Programming and Web (110137)	1 Unit of Computer Science Credit
Concepts in SQL and Database (110136)	1 Unit of Computer Science Credit
Visual Basic Programming Language (110139)	1 Unit of Computer Science Credit
PLTW: Computer Science A (232070)	1 Unit of Computer Science Credit
PLTW: Computer Science Essentials (Academic) (561054)	1 Unit of Computer Science Credit
PLTW: Computer Science Principles (Academic) (232065)	1 Unit of Computer Science Credit
PLTW: Computer Science Essentials (561036)	1 Unit of Computer Science Credit
PLTW: Cybersecurity – (CTE) (232080)	1 Unit of Computer Science Credit
PLTW: Cybersecurity – Academic (561054)	1 Unit of Computer Science Credit
Computer Science and Engineering (000287)	1 Unit of Computer Science Credit
CSC 1113 Computer Concepts	1 Unit of Computer Science Credit
CSC 1123 Computer Applications I	1 Unit of Computer Science Credit

Cambridge and International Baccalaureate technology and computer science courses may meet the required technology/computer science requirement for graduation per MDE Office of Secondary Education approval.

Effective school year 2021-2022 APPENDIX B-1 is no longer applicable.

Required Courses in the Curriculum of Each Secondary School
STANDARD 26
Effective Beginning in School Year 2021-2022

CURRICULUM AREA	COURSES	UNITS
ENGLISH	English I	1
	English II	1
	English III	1
	English IV	1
	Essentials for College Literacy	1
MATHEMATICS	Algebra	1
	Geometry	1
	Algebra II	1
	Essentials for College Math	1
	Elective Mathematics Courses	1
SCIENCE	Biology	1
	Chemistry	1
	Physics	1
	Elective Science Courses [1]	3
SOCIAL STUDIES	US History	1
	US Government	½
	Mississippi Studies	½
	World History	1
	Economics	½
TECHNOLOGY OR COMPUTER SCIENCE [2]	Any one (1) credit Technology or Computer Science	1
HEALTH/PHYSICAL EDUCATION	Contemporary Health	½
	Physical Education	½
THE ARTS [3]	Any approved Arts course	1
COLLEGE AND CAREER READINESS [4]	College and Career Readiness	1
CAREER & TECHNICAL	Any combination of CTE courses	4
ADVANCED PLACEMENT COURSES [5]	At least one (1) advanced placement course in each of the four (4) core areas. AP Course in Mathematics, AP Course in Science, AP Course in English Language Arts, AP Course in Social Studies	4
ELECTIVES	Any other Advanced Elective defined by the IHL Preparatory Curriculum, as noted in Appendix C	
TOTAL UNITS REQUIRED		33 ½

[1]For approved Career and Technical course substitutions se Appendix A-12.

[2]For approved course substitutions see Appendices A-12 and A-13.

[3]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.

[4]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.

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

[5]A school offering the International Baccalaureate Diploma Program and Cambridge (AICE) is exempt. Distance learning approved on-line vendor courses, or approved Mississippi Online Course Approval (MOCA) courses may be used as an appropriate alternative for the delivery of these required Advanced Placement (AP) courses.

Effective school year 2021-2022 APPENDIX C-1 is no longer applicable.

Effective school year 2022-2023 APPENDIX C-2 is no longer applicable.
This information is available from the Institution of Higher Learning.

Appendix D is no longer applicable.

STUDENT RECORDS
STANDARD 8

1. Student records are collected, maintained, and disseminated as required by Miss. Code Ann. §§ 37- 15-1 through 37-15-3, as amended, the *Family Educational Rights and Privacy Act of 1974*, as amended, 20 USC Section 1231, and the Confidentiality Section of the *Individuals with Disabilities Act, 1997 Amendments.*

2. Permanent records are kept in perpetuity for every person who has enrolled or is enrolled in a school.

3. The permanent record contains (a) legal name and address of the student, (b) date of birth as verified by birth certificate, (c) courses taken and grades or proficiency level earned, (d) immunization record, (e) date of withdrawal or graduation, (f) social security number {optional}, (g) record of performance on the required graduation tests, and (h) any other information determined by the State Board of Education.

4. Active permanent records are maintained in a secure and fire-resistant location in each school until the student withdraws or graduates, at which time the record may be transferred and/or placed on photographic film or microfilm in a central, fire-resistant depository.

5. Cumulative records are maintained for each student currently enrolled in a school.

6. The cumulative record (folder) contains the same information as the permanent record, as well as results of standardized tests and other information required by school board policies or prescribed by the State Board of Education.

7. Active cumulative records are maintained in a secure, fire-resistant location in each school.

8. Cumulative records of students who transfer or who are promoted to another school within or outside the district are to be sent to the head of the school to which the student transfers.

9. Cumulative records may be destroyed by order of the school board of the school district in not less than five (5) years after the permanent record of the student has become inactive and has been transferred to the central depository of the district.

10. Permanent and active cumulative records of any school (public or nonpublic) that closes are transferred to the central depository of the school district wherein the closed school is located.

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

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 3rd 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 (5th month) shall be tested.

Fall Block

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

Spring Block

- Students enrolled in a course at the end of March (7th 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 3rd 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 3rd 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 U.S. History 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

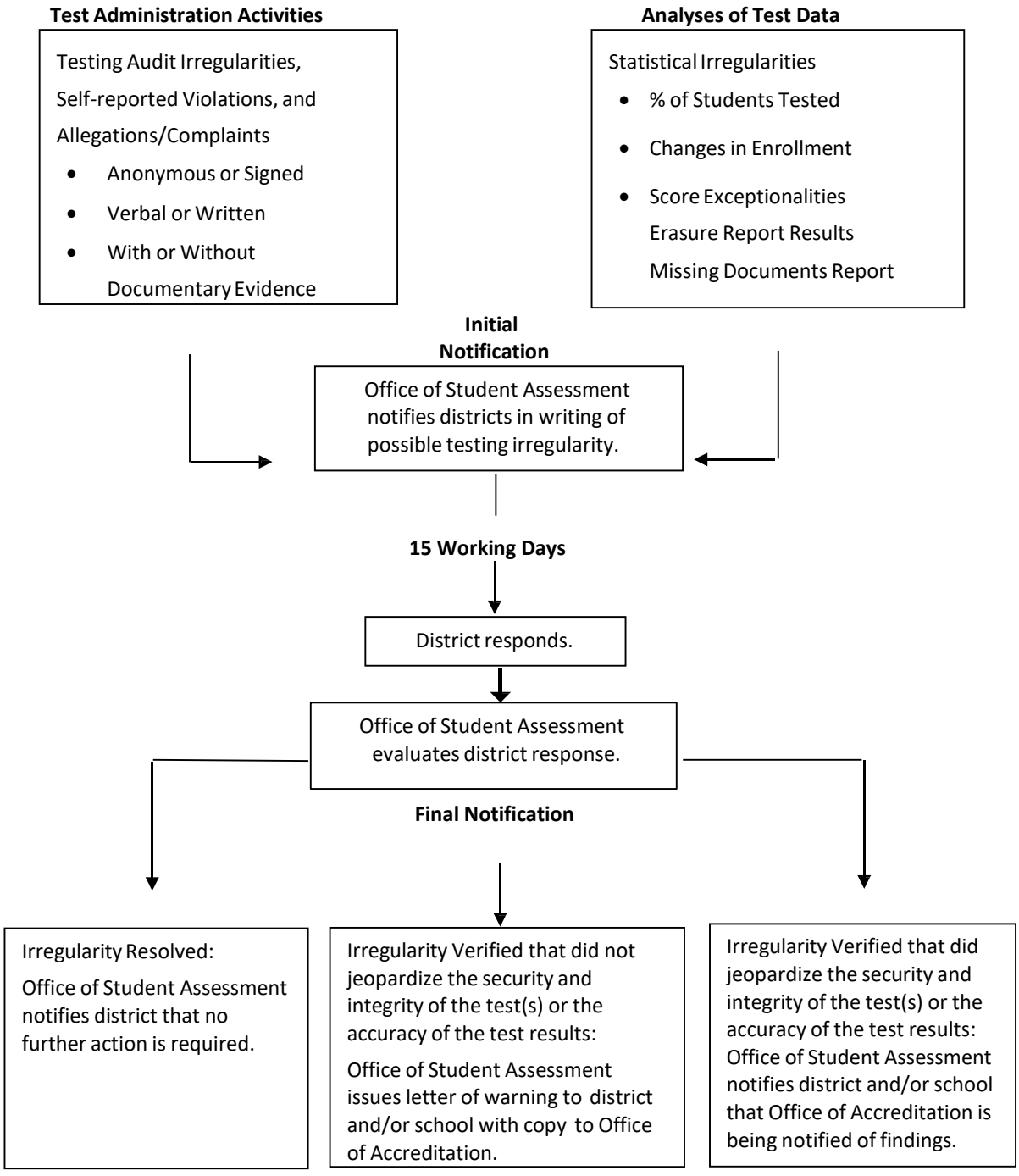
In the case of findings that reveal misconduct at the district or school level, the State Superintendent of Education may order the local school district to have students retake the examination(s) at the district's expense for all areas in question. Should the local district choose not to have students 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.)



Effective school year 2024-2025 APPENDIX G is no longer applicable.

CONSEQUENCES FOR NONCOMPLIANCE WITH FINANCIAL ACCOUNTABILITY REQUIREMENTS STANDARDS 4 AND 5

The Office of Internal Accountability will review the accreditation standards to determine if there is a violation. The following consequences will be implemented for violations of the financial accountability requirements and accreditation standards.

A. LETTER OF WARNING: MINOR ACCOUNTING OR AUDIT VIOLATION

If a violation of financial accountability requirements has been verified, then the Office of Internal Accountability will notify the Office of Accreditation. The Office of Accreditation will issue a letter of warning to the school district and place the letter of warning in the district file. Four (4) consecutive violations of the same process standard reported to the Office of Accreditation will result in a citation placed on the district's Accreditation Record Summary. (See Section B below.)

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

When four (4) consecutive violations of the same process standard have been verified, then the Office of Internal Accountability will notify the Office of Accreditation. A citation of noncompliance will be placed on the district's Accreditation Record Summary, and the Office of Accreditation will notify the district superintendent and school board chairperson of this action. No immediate action to downgrade the district's accreditation status will be recommended. The deficiencies will remain on record until the district has successfully demonstrated compliance with all financial accountability requirements and accreditation standards. If the deficiencies remain on record at the time annual accreditation statuses are assigned, the district's accreditation status will be downgraded, and the district will be required to develop a corrective action plan to address the deficiencies.

Note: Districts that missed the March 31, 2023, deadline for FY2022 audits, will be held harmless for the SY22-23 violation. Any previous violations on record for failure to meet the deadlines established by the Office of the State Auditor will continue to apply and accumulate toward the district's cumulative record until cleared by the Office of the State Auditor.

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

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

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

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

The following definitions are established for the purpose of implementing the *Mississippi Public School Accountability Standards* established by the State Board of Education and authorized under 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. Academic core subjects include English, reading, language arts, mathematics, science, world language, civics, government, economics, arts, history and geography) *Source: Guidelines for Mississippi Educator Licensure, Appendix G.*

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 thirty (30) days from the receipt of notification to provide a written response. The report of findings is filed in the current accreditation records in the Office of Accreditation. (See Accreditation Policy 5.0)

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
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.

MISSISSIPPI DEPARTMENT OF EDUCATION OFFICE OF ACCREDITATION STANDARDS AND EVALUATION

PROGRAM	ACCREDITATION STANDARD	PROGRAM OFFICE CONTACT	OFFICE TELEPHONE
Accreditation	1, 1.1, 1.2, 1.3, 2, 2.1, 2.2, 2.5, 6, 6.1, 6.2, 6.3, 7, 8, 9, 12, 12.1, 12.2, 13, 13.1, 13.2, 13.3, 13.4, 13.5,13.5.1, 13.5.2, 13.5.3, 14, 14.1, 14.1.1, 14.1.2, 14.1.3, 14.1.4, 14.1.5, 14.1.6, 14.2, 14.4, 21, 21.1, 21.2, 24, 24.1, 24.2, 25, 26, 28, 28.1, 28.2, 28.3, 28.4, 28.5 Appendix A Appendix B Appendix C Appendix E	Jo Ann Malone JMalone@mdek12.org Shulawnda Johnson SJohnson@mde12.org J. Chris Haynes JCHaynes@mdek12.org Melissa Biggs MBiggs@mdek12.org	601-359-3764
Licensure	3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7	Cory Murphy CMurphy@mdek12.org Courtney Van Cleve CVancleve@mdek12.org	601-359-3631
Library Media Programs	2.3, 2.3.1, 2.3.2, 18, 18.1, 18.2	Michelle Nowell MNowell@mdek12.org Elizabeth Simmons ESimmons@mdek12.org	601-359-2586 601-359-2448
Student Support Services/ Professional School Counselors	2.4 14.1.1	Wendy Clemons WClemons@mdek12.org	601-359-3987
School Financial Services	2.5	Shelia Franklin-Buie SBFuie@mdek12.org Letitia Johnson LJohnson@mdek12.org	601-359-3294
Internal Accountability	4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5, 5.1, 5.2 Appendix H	Samantha Atkinson Satkinson@mdek12.org	601-359-9714
Compulsory School Attendance/ Dropout Prevention/ Alternative Education/GED	10 11 22 23	Armerita Tell ATell@mdek12.org	601-359-3178

MISSISSIPPI DEPARTMENT OF EDUCATION OFFICE OF ACCREDITATION STANDARDS AND EVALUATION

Early Childhood Education	**17.1, 17.2**	**Jill Dent** **JDent@mdek12.org** **Joyce Greer** **JGreer@mde12.org**	**601-359-2932**
Career-Technical Programs	**17.3**	**Brett Robinson** **BRobinson@mdek12.org**	**601-359-3463**
Special Education Programs	**17.4** **Appendix G**	**Jennifer Boykin** **JBoykin@mdek12.org**	**601-359-3498**
Child Nutrition	**17.5**	**Scott Clements** **SClements@mdek12.org**	**601-576-5000**
Federal Programs	**17.6**	**Judy Nelson** **JNelson@mdek12.org**	**601-359-3499**
Student Assessment Program	**16** **Appendix F**	**Jackie Sampsell** **JSampsell@mdek12.org**	**601-359-3052**
Pupil Transportation Program	**17.7, 29, 29.1, 29.2, 29.3, 29.4**	**Brian McGairty** **BMcgairty@mdek12.org** **Jonathan Tillman** **JTillman@mdek12.or g**	**601-359-1028**
School Buildings	**30**	**Brian McGairty** **BMcgairty@mdek12.or g** **Tyrone Dixon** **TDixon@mdek12.org**	**601-359-1028**
Textbooks	**19, 19.1, 19.2**	**Michelle Nowell** **MNowell@mdek12.org** **Elizabeth Simmons** **ESimmons@mdek12.org**	**601-359-2586** **601-359-2448**
Professional Development	**15**	**Lea Johnson** **LJohnson@mdek12.org**	**601-359-2957**
Gifted Education	**17.8**	**Michelle Nowell** **MNowell@mdek12.org** **Mat Sheriff** **MSheriff@mdek12.org**	**601-359-2586**

Mental Health and Suicide Prevention	**17.9**	**Wendy Clemons** **WClemons@mdek12.org**	**601-359-3974**
Instructional Management	**20**	**Wendy Clemons** **WClemons@mdek12.org** **Michelle Nowell** **MNowell@dek12.org**	**601-359-3974** **601-359-2586**
Accreditation	**26**	**Jo Ann Malone** **JMalone@mdek12.org** **Wendy Clemons** **WClemons@mdek12.org**	**601-359-3764** **601-359-3987**
Elementary Education **Secondary Education**	**27**	**Michelle Nowell** **MNowell@mdek12.org** **Wendy Clemons** **WClemons@mdek12.org**	**601-359-2586** **601-359-3974**
School Recovery School Improvement Grants (SIG)	**12, 12.1, 12.2**	**Sonja Robertson** **SRobertson@mdek12.org**	**601-359-1003**
School Safety	**31**	**Brian McGairty** **BMcgairty@mdek12.org** **William Dickson** **WDickson@mdek12.org**	**601-359-1028**
Youth Detention Centers	**32, 32.1,32.2**	**Armerita Tell** **ATell@mdek12.org**	**601-359-3178**

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

SCHOOL DISTRICT SUPERINTENDENT

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
1	The local school board and the superintendent of schools shall exercise due diligence in performing the respective duties of each office in accordance with applicable law. The local school board's responsibilities shall pertain to matters of setting policy and shall not interfere in the day-to-day operations of the school district that include, but are not limited to, such duties as those relating to personnel and management decisions. Failure to comply shall result in the immediate downgrade of the district's accreditation status to Probation or Withdrawn as indicated in Accreditation Policy 2.5. Miss. Code Ann. §§ 25-41-1 et al.; § 25-61-1 through 17; § 37-3-4(5); §§ 37-6-7, 9, 11, and 15; §37-7-306(1-4); §§ 37-9-1 through 75; §§ 37-9-101 through 113; §37-7-301(p)(w); § 37-6-3(3-4); § 37-9-7, 13, 14; § 37-61-9; § 37-151-5(h); and Federal Civil Rights Act of 1964.			Office of Accreditation	

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

SCHOOL DISTRICT SUPERINTENDENT

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
1.1	The school board assigns all executive and administrative duties to the superintendent, who is properly licensed and chosen in the manner prescribed by law. Miss. Code Ann. § 37-6-3(3-4); § 37- 9-7, 13, 14; § 37-61-9; and § 37-151-5(h).	Check board policy Check license Check minutes Interview staff	Conduct staff interviews	Office of Accreditation	Personnel Report Accreditation Edit Report

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Has the school board assigned all executive and administrative duties to the superintendent? Note: It is the responsibility of the superintendent to implement the approved board policies as the chief school administrator. If no, describe details.				
b) Is the superintendent properly licensed?				
c) Was the superintendent chosen in the manner prescribed by law?				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

SCHOOL DISTRICT SUPERINTENDENT

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
1.2	School board policies that comply with state and federal statutes, rules, and regulations serve as the basis of operation for the district, and current copies (print or electronic) of school board policies are published and available for public review. Miss. Code Ann. § 25-41-7; §§ 25-61-1 through 17; §§ 37- 9- 1 through 75; §§ 37-9-101 through 113; § 37-7-301(p)(w); and Federal Civil Rights Act of 1964.	Review policy manual and minutes books		Office of Accreditation	

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Is the school governed through official policies adopted by a board of trustees or the official agency under which the school operates?				
b) Do school board policies comply with state and federal statues, rules, and regulations?				
c) Are the policies and procedures used in the daily operation of each school consistent with the approved official school board policies?				
d) Are the policies and procedures published in the student handbook (and any other publications or documents) for each school consistent with the approved board policies?				
e) Are current copies of approved school board policies published and available for public review upon request?				
f) Does the district maintain minutes of all official actions taken at each board meeting?				
g) Are school board policies reviewed at least annually and if necessary revised?				
h) Do the school board policies prohibit discriminatory practices in the operation of the school?				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

SCHOOL DISTRICT SUPERINTENDENT

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
1.3	School board members complete required basic and continuing education programs in order to effectively perform their duties in the manner prescribed by law. Miss. Code Ann. §§ 25-41-1 et. al; §§ 25-61-1 through 17; § 37-3-4(5); § 37-6-7, 9, 11, and 15; and § 37-7-306(1-4).	Check documentation on file Review school board minutes Conduct interviews		Office of Accreditation	

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Is documentation on file to verify that each school board member has completed the required basic and continuing education programs? If no, list names below:				
b) Is documentation on file to verify that each school board member is bonded as required by law? If no, list names below:				
d) Do school board members effectively perform their duties in the manner prescribed by law? Note: It is the responsibility of the school board to develop policies and evaluate effectiveness. *If there are any issues of micromanagement, describe details and attach copies of examples, such as board minutes, local newspaper articles, etc.*				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

PROFESSIONAL POSITIONS

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
2	All district professional positions requiring licensed staff are filled by staff that are properly licensed and endorsed as required by state law and federal requirements of the Elementary and Secondary Education Act (ESEA). Miss. Code Ann. § 37-9-7 7, Miss. Admin. Code 7-3: 80.1 and 80.2. State Board Policy Chapter 80, Rules 80.1 and 80.2, and ESEA, and Federal Code.	Check published list of staff and job titles Get copy of Personnel Data Report MSIS Personnel Edits	Cross-reference master schedule with Personnel Data Report Get copy of List of Staff and master	Office of Accreditation	Personnel Report Accreditation Edit Report MSIS Course/Work Area Codes Manual for Endorsements

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Do all district professional staff (including both employees and contractual staff) hold a current and valid license? Miss. Code Ann. § 37-9-7: All professional staff, including contractual staff, employed by the district shall hold a valid license. Refer to the MIS List of Work/Course Area Codes for endorsements and/or other qualifications.				
b) If No, list names and job titles below:				
c) Are long-term subs employed?				
d) Is the principal appropriately licensed?				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

SCHOOL PRINCIPAL

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
2.1	The school district employs an appropriately licensed full-time principal at each school. The principal may not have any other job duties assigned in areas that require a specific work area code unless a waiver is granted by the Commission on School Accreditation. This standard does not apply to assistant principals. Miss. Code Ann. § 37-9-7, § 37-9-15, and § 37-151-5(g).	Check files for current license	Verify duties and schedule	Office of Accreditation	Personnel Report Accreditation Edit Report

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Does each school have a full-time principal? {Full-time means no other assigned school district duties such as Coaching, Head Coach, Director of Athletics, Curriculum Coordinator, District Test Coordinator, 21st Century Grant, etc.}				
b) Is the principal appropriately licensed?				
c) Is the principal located at the school site full-time?				
d) Does the principal have any other job duties assigned a specific work area code?				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

5% OF PROFESSIONAL STAFF OUT OF FIELD

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
2.2	The professional (certified) staff in each school shall not have more than 5% of Full Time Equivalent (FTE) units working outside of the area(s) of endorsement. This exception does not apply to: • course codes that fall within the academic core content areas (English/Language Arts, Mathematics, Social Studies, Science, Foreign Language, and the Arts), • Health and Physical Education teachers teaching subjects where a Carnegie Unit Credit is being awarded (See Miss. Admin. Code 7-3: 38.12, State Board Policy Chapter 38, Rule 38.12), • Career and Technical Education courses (See Miss. Admin. Code 7-3: 92.1 State Board Policy Chapter 92, Rule 92.1), • Driver's Education (See Miss. Code Ann. §37-25-5 and Miss. Admin. Code 7-3: 29.1, State Board Policy Chapter 29, Rule 29.1), • federally funded special education teachers, • alternative school teachers (See Miss. Admin. Code 7-3: 7.1, State Board Policy Chapter 7, Rule 7.1), or • other subjects that require a specific endorsement as determined by the federal and state statute. An appropriate license is required for superintendents, principals, librarians, guidance counselors, and speech language pathologist. Assistant principals and administrative interns who are not properly endorsed may be included in the 5% FTE working outside their area of endorsement, provided they do not act in the place of the principal.	Check published list of staff and job titles	Cross-reference master schedule with Personnel Data Report	Office of Accreditation	Personnel Report Accreditation Edit Report

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

5% OF PROFESSIONAL STAFF OUT OF FIELD continued

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) With the exception of academic core subjects, is the professional staff of each school comprised of no more than 5% of Full Time Equivalent (FTE) units working outside the area or areas of endorsement? Note: The FTE is computed for each school per teacher per period based on instructional minutes reported in MSIS. (1.0 FTE = 100%)				
b) If "No" to a. above, list names and job titles below:				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

LICENSED LIBRARY/MEDIA SPECIALIST

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
2.3	The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth (¼) of the workday to library/media administrative activities. Miss. Code Ann. § 37- 17- 6(3) (a-e).	Verify License	Check daily/weekly schedules and other assigned duties	Office of Elementary Education	Personnel Report
2.3.1	If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required.	Verify enrollment	Check daily/weekly schedules and other assigned duties	Office of Elementary Education	School Library Monitoring Rubric *Section 2.1 Certified Staff*
2.3.2	If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required.	Verify enrollment	Check daily/weekly schedules and other assigned duties	Office of Elementary Education	School Library Monitoring Rubric *Section 2.1 Certified Staff*

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) (2.3.1): If student enrollment = 499 or less, is a half-time librarian/media specialist employed? Note: Other duties may be assigned during the remaining half-day. Librarians serving more than one school library is considered a full-time librarian regardless of number of students. Librarians are not to serve as a substitute teacher.				
b) (2.3.2): If student enrollment = 500 or more, is a full-time librarian/media specialist employed? Note: Full time means that there are no other duties assigned during the school day such as teaching regular education classes, keeping study hall, substitute teacher, etc. Library duties may include supervising students assigned to work in the library, teaching media skills, providing reading enrichment, etc.				
c) Is the librarian/media specialist appropriately licensed? (Has a current 440 endorsement)				
d) Does the library/media specialist devote no more than one-fourth of the workday to library/media administrative activities? Note: Library administrative activities include weeding collection, purchasing materials, collaborating with teachers, processing, or repairing materials, collection inventory, etc.				
e) Is there a flexible schedule that promotes open access to library resources and services for students and teachers.				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

ACCREDITATION AND ACCOUNTABILITY STANDARDS

SCHOOL LIBRARY MONITORING

2018 PUBLIC SCHOOL AUDITOR RUBRIC

This Rubric is a monitoring document for the following:

ACCOUNTABILITY STANDARDS 2.3, 2.3.1, 2.3.2, 3, 3.6, 18, 18.1, and 18.2.

Instructions: Place a check in the box beside each indicator that you find present in the Library/Media Center. Refer to the current Mississippi Public and Nonpublic School Library Guide for more complete information about the expectations for meeting the standards.

ADMINISTRATION AND PERSONNEL

2.3 The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth (¼) of the workday to library/media administrative activities. {Miss. Code Ann. § 37-17-6(3)(a-e)}

2.3.1 If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required.

2.3.2 If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required.

1. The school district implements an annual, formal personnel appraisal system for licensed staff that includes assessment of employee on-the-job performance. {Miss. Code Ann. § 37-3-46(b)}

3.6 Administrators who rate as school-level administrators, counselors, librarians, and teachers, and teacher-observers shall complete an MDE-approved Professional Growth System (PGS) training.

INSTRUCTIONAL PRACTICES

18. Each school has a library media center. Refer to the current edition of the *Mississippi Public and Nonpublic School Library Guide*. {Miss. Code Ann. § § 37-176(3) (a-e)}

18.1 Each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.

18.2 The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.

DOMAIN I: LIBRARY COLLECTION

1.1 Automated Management System: All library collections shall be cataloged in a web-based automated system, including fiction, nonfiction, easy, reference, professional collection, and non-print items, including CDs/DVDs and eBooks. The school library shall barcode and place correct spine labels on the physical item and add all record information in the automated system.

Evidence: *Collection Statistics; Training Documents; OPAC Lessons*

Minimum Requirements	*Progressive (Minimum +)*
☐ Circulation/Cataloging Capacity	☐ 2 management computers
☐ Librarian Management computer	☐ Online access to materials available in the school library throughout the school facility/remote sites
☐ Barcode scanner	☐ Remote circulation and inventory capabilities
☐ Online access to materials available in the school library	
☐ All equipment and materials cataloged	
☐ Cataloging, processing, and shelving of resources according to the Dewey Decimal Classification System	
☐ Teacher and student OPAC (Online Public Access Catalog) training	
☐ Inventory capabilities	

Library Guide	*Evidence*	*Notes*
☐ Section 4.7: Cataloging and Processing	☐ Collection Statistics ☐ Training Documents ☐ OPAC Lessons	

1.2 General Collection: Collection shall include nonfiction, fiction, and easy titles. The collection shall be consistently weeded, and assessments shall be used to guide selection of materials. Collection can also include ebooks that can be circulated or tracked through the library's automated system.

Evidence: *Historical Collection Report; Weeding Report; Requisitions; Collection Development Plan*

Minimum Requirements	***Progressive (Minimum +)***
☐ A goal of 10 books per student that are in good condition and that support the school's instructional program and provide titles for pleasure reading ☐ A well-balanced, diverse collection that is both age and content appropriate	☐ A goal of 15 - 20 books per student that are in good condition and that support the school's instructional program ☐ Average copyright of nonfiction collection (excluding biography) is less than 10 years old (print and digital formats) ☐ A collection that caters to student populations (i.e., Pre-Kindergarten, English Learners, Migrant Students, Gifted Students, or Special Education Students)

Library Guide	***Evidence***	***Notes***
☐ Section 4.2: Selection Tools ☐ Section 4.4: Collection Guidelines ☐ Section 4.5: Weeding of Collection Resources	☐ Historical Collection Report ☐ Weeding Report ☐ Requisitions ☐ Collection Development Plan	

1.3 Reference Materials: Collection shall include print and/or digital Encyclopedias, Dictionaries, Almanacs, Thesauruses, and Atlases. Print and/or non-print periodicals such as newspapers and magazines shall be included in this collection.

Evidence: *Weeding Report; Requisitions; Reference Lessons; Collection Development Plan*

Minimum Requirements	***Progressive (Minimum +)***
☐ A core reference collection that is in good condition that supports the school's **current** instructional program ☐ A **well-balanced** collection that is both **age** and **content** appropriate	☐ Not Applicable

Library Guide	***Evidence***	***Notes***
☐ Section 3.6: Planning for Instruction ☐ Section 4.4: Collection Guidelines ☐ Section 4.5: Weeding of Collection Resources ☐ Section 4.7: Cataloging and Processing	☐ Reference Lessons ☐ Weeding Report ☐ Requisitions ☐ Collection Development Plan	

1.4 Non-Print Resources: Collection shall include internet resources, MAGNOLIA, audio/visual, technology, and/or digital and eBook subscriptions.

Evidence: *Websites; Trainings and Lesson Plans; CD/DVD Curriculum Connection*	
Minimum Requirements	***Progressive (Minimum +)***
☐ School library website available on school home page for classroom and school site access which includes librarian's name, schedule, and email ☐ Maintain a list of **credible** and **age-appropriate** websites that support the **current** curriculum ☐ MAGNOLIA Database available for students and teachers with links on library computers/website and advertised in the library ☐ Emerging formats available to support the **current** curriculum ☐ Training on non-print resources	☐ Additional databases available, i.e., World Book Online, JSTOR, SIRS, etc. ☐ School library website available on school home page for classroom, school site and remote site access

Library Guide	***Evidence***	***Notes***
☐ Section 3.12: MAGNOLIA Database ☐ Section 4.4: Collection Guidelines ☐ Section 5.3: Digital Resources ☐ Section 5.6: Cataloging Digital Resources	☐ Websites ☐ Trainings and Lesson Plans ☐ CD/DVD Curriculum Connection	

1.5 Professional Collection: Resources shall support Mississippi Department of Education Professional Development Accountability Standard 15 {Miss. Code Ann. § 37-17-8} (7 Miss. Admin. Code Pt. 3, Ch. 44, R. 44.1) as well as the professional growth of teachers, administrators, and school librarians.

Evidence: *Promotion of Professional Development Resources*	
Minimum Requirements	***Progressive (Minimum +)***
☐ A goal of 20 print and/or digital current professional titles ☐ Access to print and/or electronic professional periodicals ☐ Current credible websites for professional development purposes available through the school library website	☐ Not Applicable

Library Guide	***Evidence***	***Notes***
☐ Section 2.5: Professional Development ☐ Section 3.12: MAGNOLIA Resources ☐ Section 4.4: Collection Guidelines ☐ Section 4.5: Weeding of Collection Resources ☐ Section 4.7: Cataloging and Processing ☐ Section 5.3: Digital Resources	☐ Promotion of Professional Development Resources	

DOMAIN II: LIBRARY MANAGEMENT

2.1 Certified Staff: A certified school librarian shall be assigned to the school library Miss. Code Ann. § 37-17-6(3) (a-e). The librarian shall offer an organized program of service to students and staff. The librarian shall function 100% in the library position, either ½ or full time, depending on the school population. The librarian shall not serve as a substitute teacher.

Evidence: *Library Schedule; Board-approved Job Description; Other Assigned Duties; Inventory Report*

Minimum Requirements	*Progressive (Minimum +)*
☐ A certified school librarian is assigned to the school library (half-time if school enrollment is 0-499; full-time if school enrollment is 500 or more)	☐ 1 + school librarian is assigned to the library full time
☐ Flexible scheduling/Open access is incorporated into the school library schedule especially during a non-traditional school day (i.e., testing, school programs, and professional development meetings)	☐ Library support staff is **strongly** recommended for school libraries with populations more than 500
☐ Time is allotted at the beginning and end of the school year for necessary library maintenance tasks including inventory	☐ Large districts may employ a designated Library Program Supervisor at the district level
☐ Ample time (at least 25% half-or full-time) is allotted throughout the school week to complete and management and administrative library tasks (planning, weeding, shelving, ordering, etc.) and is shown on the librarian's schedule	

Library Guide	*Evidence*	*Notes*
☐ Section 3.7: Promotion Flexible, Open Access	☐ Library Schedule (Standard 2.3)	
☐ Section 6.1: Personnel	☐ Job Description	
	☐ Other Assigned Duties	
	☐ Inventory Report	

2.2 Needs Assessments: The school library program shall participate in periodic reviews and ongoing informal and formal assessments used to develop short- and long-range strategic plans for improvement.

Evidence: *Library Goals; Surveys and Requests; Evaluation; Student Learning Outcomes; PGS Training*

Minimum Requirements	***Progressive (Minimum +)***
☐ Program assessment is based on informal and formal assessment which includes input from administrators, faculty and students (MDE Librarian Growth Rubric) ☐ The school librarian sets annual goals which are reported to the administration no later than September of the current school year ☐ Needs assessments, inventories, professional tools, curriculum objectives, and input from the Library Advocacy Committee are used by the school librarian to establish annual goals	☐ Not Applicable

Library Guide	***Evidence***	***Notes***
☐ Section 6.5: Librarian Evaluation ☐ Section 6.8: SMART Goals	☐ Library SMART Goals (3 years) ☐ Teacher and Student Surveys ☐ Teacher Request ☐ Completed Evaluation (Standard 3) ☐ Student Learning Outcome ☐ PGS Training (Standard 3.6)	

2.3 School Library Policies and Procedures: A library handbook of library policies and procedures shall be developed, adopted, and used in each library. The handbook shall include procedures concerning circulation, maintenance, inventory of materials, and weeding of the collection.

Evidence: *School Library Handbook; District-Approved Policies; Circulation Policy*

Minimum Requirements	***Progressive (Minimum +)***
☐ There is a **district-approved** policy used for selection of materials, challenges to materials, copyrights, donated materials, and Internet use are standards in the school library's collection development policy	☐ Not Applicable

Library Guide	***Evidence***	***Notes***
☐ Section 1.4: Intellectual Freedom ☐ Section 1.5: Freedom to Read ☐ Section 3.4: Using Data ☐ Section 4.1: Understanding Collection Development ☐ Section 4.5: Weeding of Collection Resources ☐ Section 4.6: Challenged Materials ☐ Section 4.7: Cataloging and Processing ☐ Section 6.9: Policies and Procedures Handbook	☐ School Library Handbook ☐ District-Approved Policies (Selection, Gifts, Weeding, and Challenged Materials) ☐ Circulation Policy	

2.4 Funding: School districts shall provide sufficient funding for the purchase and maintenance of current resources for the school library.

Evidence: *Budget Expenditures; Current Budget Plan; Current Operating Budget; Additional Funding*

Minimum Requirements	*Progressive (Minimum +)*
☐ The school library meets the minimum basic collection requirements as stated in the guidelines for Section 1: Library Collection ☐ The school district is required to provide **consistent, sustained** library funding to maintain and upgrade library collections, equipment, and facilities ☐ The school librarian must administer the approved school library budget and monitor acquisitions in order to meet all of the instructional and informational needs of the school's learning community ☐ The school librarian must submit an annual budget plan which can include requests to the school principal/administrator no later than February of the current school year ☐ The school librarian should prepare annual reports documenting how each source of funding for the library program was spent	☐ The school library meets the Progressive (Minimum +) collection suggestions as stated in the guidelines for school library collection development section of this document ☐ The district or school provides some additional funding to purchase library resources to support federally or state mandated initiatives, information access, and student achievement ☐ Fundraising and/or grant writing is used to increase resources and programs to support federally or state-mandated initiatives, information access, and student achievement

Library Guide	*Evidence*	*Notes*
☐ Section 6.2: Budget and Funding	☐ Budget Expenditures ☐ Current Budget Plan ☐ Current Operating Budget ☐ Additional Funding	

2.5 Library Advocacy Committee: The school library program shall establish an advocacy committee for the school library program within the school and beyond.

Evidence: *Library Advocacy Committee Documents; Library Advocacy Committee Goals and Objectives*	
Minimum Requirements	***Progressive (Minimum +)***
☐ The advocacy committee includes: ☐ Library staff ☐ Principal/administrator ☐ Teachers ☐ Parents ☐ Students (when age appropriate) ☐ The advocacy committee meets as needed for program planning and discussion of procedural issues	☐ Not Applicable

Library Guide	***Evidence***	***Notes***
☐ Section 3.8: Encouraging Advocacy	☐ Library Advocacy Committee Documents: members, meeting schedule, agendas ☐ Library Advocacy Committee Goals and Objectives	

2.6 Public Relations: The school librarian shall use a public relations plan to promote advocacy for the school library program.

Evidence: *School Library Public Relations Plan; Public Relation Examples*	
Minimum Requirements	***Progressive (Minimum +)***
☐ The school librarian uses a variety of communications and methods to publicize the school library and its resources and services	☐ The school librarian partners with school and/or community groups to sponsor events that promote the school library program

Library Guide	*Evidence*	*Notes*
☐ Section 3.8: Encouraging Advocacy ☐ Section 3.9: Library Promotional Events	☐ School Library Public Relations Plan ☐ Public Relation Examples	

DOMAIN III: LIBRARY FACILITIES

Library Arrangement: The school library shall be arranged to: (1) accommodate flexible access by classes and individual students; (2) perform basic functions of a curriculum integrated school library program; (3) provide a climate conducive to learning and student achievement; and (4) provide equitable access to information and resources within the school, community, and global networks.

Evidence: *Compliance with Section 6.7: School Library Facility Recommendations*

Minimum Requirements	*Progressive (Minimum +)*
□ The school library is neat and well-organized	□ Various methods of display, furniture selection, and room treatments are utilized to provide an atmosphere of welcome and productivity
□ The atmosphere is one of welcome and productivity	□ The school library goes beyond minimum guidelines providing larger spaces than required **OR** additional support areas for viewing, production, communication activities, displays, wiring/network
□ Shelving and furniture are age appropriate	
□ The arrangement of the school library supports use by a minimum of one (1) class and individual students	
□ In addition to adequate space for print/non-print collections, space arrangements should include specific areas for: □ Circulation □ Large group use/instruction □ Small group use or individual use □ Storytelling area for elementary students □ Leisure reading area (soft surfaces) □ Library management area □ Use of technology □ Secure storage of library resources and materials □ Displays/quality signage	
□ The school library is accessible by persons with disabilities in accordance with Public Law 101-476 Education of the Handicapped Act Amendments 1990	
□ The school library is equipped with temperature control	
□ Lighting and electrical accommodations have been integrated effectively	
□ All books are shelved from left to right on the shelf, read from top to bottom, and should accommodate for growth	

Library Guide	Pictures	Notes
☐ Section 6.7: School Library Facility Recommendations	☐ Overall Library Facility ☐ Circulation Area ☐ Library Collection ☐ Instructional/Computer Area ☐ Workroom/Storage Area	

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2023

SUPPORT SERVICES

Standard #	Accreditation Standard	To do at District and School:	Program Office	Report or Compliance Checklist	
2.4	Student support services (appraisal, academic, and/or personal advisement, and educational and/or career planning and referral) are provided in each school by qualified student support personnel. Student support personnel may include professional school counselors and/or other appropriately licensed student support staff, including nurses, social workers, psychometrists, psychologist, etc. Other student support personnel may only provide those services and activities in the area(s) he/she specifically qualified, trained, and certified to provide. All student support services personnel shall use an appropriate job title that reflects the area of training, expertise, and licenses.	**DISTRICT:** □ Check qualification of staff □ Staff can only provide the services that they are qualified to provide. **SCHOOLS:** □ Check to see if all students have access to support services (e.g., counseling, comprehensive school counseling program, etc.)	Student Support Services	□ Yes □ No	Personnel Report
				□ Yes □ No	Accreditation Edit Report
				□ Yes □ No	Do all students have access to the following student support services: academic, social/emotional, and college/career within a comprehensive school counseling program?
				□ Yes □ No	Are student support services being provided by a qualified, trained, and certified student support staff?
				□ Yes □ No	Master's Degree in Guidance and Counseling or School Counseling, or Professional School Counselor Miss. Code Ann. § 37- 9-79.
				□ Yes □ No	Mississippi Educator Licenses # 436
				□ Yes □ No	Educational Degree(s)
				□ Yes □ No	Professional School Counselor must have reasonable access to office accommodations that provides for confidentiality as outlined by ASCA. Miss. Code Ann. § 37- 9-79.
2.4.1	If a professional school counselor is employed to provide student support services, the professional school counselor shall provide services in accordance with Miss. Code Ann. § 37- 9-79. A professional school counselor shall not assume any non-counseling duties (e.g., administrator, teacher, test coordinator, interventionist, etc.).			□ Yes □ No	Annual Administrative Conference (Completed entirely with counselor and principal signature, *ASCA National Model 4th ed. Template*)
				□ Yes □ No	Office Hours and Operation (Daily schedule posted visible for stakeholders)
				□ Yes □ No	Calendar
				□ Yes □ No	Sign-In and Sign-Out Log
				□ Yes □ No	Annual Student Outcome Goals (ASCA National Model 4th ed.)
				□ Yes □ No	School Counselor Professional Growth System (Revised rubric, 2022)
				□ Yes □ No	Advisory Council (ASCA National Model 4th ed. Template)
				□ Yes □ No	Mission and Vision Statement
				□ Yes □ No	School Data Summary
				□ Yes □ No	Artifacts: Portfolio/Binder, SCUTA, ASCA Model APP, Etc.

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

Artifacts: Check for at the minimum of 3 artifacts for each domain/standard and all (*) is required			
Domains and Standards	**Possible Sources of Evidence**	**Standard Met (Yes/No)**	**Recommendation**
Domain I: Counseling Program Planning **Standard 1:** Partners with multiple stakeholders to plan the implementation of a comprehensive school counseling program that is developmentally, preventative, responsive, and aligns with the school's goals and mission.	• Annual Administrative Conference* • Advisory Council Meeting documents (agenda, minutes, handouts, and sign in/sign out sheet) * • Stakeholder Presentations • Supplemental data from stakeholders (surveys, evaluations, assessments, etc.) • Detailed Calendar (weekly, monthly, annually) * • Action Plan(s) and Results Report (s) (Closing the Gap, Classroom and Group) • Mindsets and Behaviors, Annual Student Outcome Goal Plan, etc.) • Action Plan(s) and Result Report(s) reports listing specific indirect services (Parent- Teacher Conferences, Parent Nights, etc.) • Collaborate and consult with stake holders		
Standard 2: Plans and organizes a data-driven comprehensive school counseling program that positively impacts students' academic achievement, college/career, and social/emotional outcomes and the overall school/learning environment.	• Data (attendance, discipline, achievement, Needs Assessment, school performance reports, etc.) • Action Plan(s) and Results Report (s) • (Closing the Gap, Classroom and Group Mindsets and Behaviors) • Supplemental data from stakeholders (surveys, evaluations, assessments, etc.) • Annual Student Outcome Goals * • Participation, Mindsets & Behaviors, and Outcome data		
Delivery of Direct and Indirect Services **Standard 3:** Provides evidence-based direct and indirect school counseling services in support of student success in individual students' academic achievement, college/career, and social/emotional development.	• Direct Observation • Student Sign-In Sheets or Logs * • Detailed Calendar (weekly, monthly, annually) * • Direct services (classroom instruction, counseling (individual or group), appraisal and advisement) • Indirect services (consultation, collaboration, referrals)		

Standard 4: Collaborates and consults with stakeholders in order to provide referrals on behalf of students to support the academic, college/career, and social/emotional development.	▪ Direct Observation ▪ Referral Source ▪ Parent/guardian, school, and community communication (emails, call logs, school letters, etc.) ▪ Detailed Calendar (weekly, monthly, annually) * ▪ Action Plan(s) and Result Report(s) reports listing specific indirect services (Parent- Teacher Conferences, Parent Nights, etc.) ▪ Collaborate and consult with stakeholders		
Standard 5: Adjusts the comprehensive school counseling program and service delivery by analyzing student achievement, behavior, school climate data and feedback from stakeholders in order to continually improve student outcomes	▪ School Counselor Program Assessment/ Self-Reflection Tool * ▪ Pre-/Post tests and surveys ▪ School Improvement Data ▪ Classroom and Group Mindsets & Behaviors Action Plans/ Results Reports ▪ Data (attendance, discipline, achievement, Needs Assessment, school performance reports, etc.) ▪ Supplemental data from stakeholders (surveys, evaluations, assessments, etc.)		
Culture and Learning Environment **Standard 6:** Establishes a culture for learning in collaboration with others, promotes preventive and responsive services that enhance learning and fosters social/emotional well-being.	▪ Detailed Calendar (weekly, monthly, annually) * ▪ Advisory Council Meeting documents (agenda, minutes, handouts, and sign- in/sign-out sheet) * ▪ Annual Administrative Conference * ▪ Data (i.e., attendance, discipline, achievement, Needs Assessment, etc.) ▪ Early Warning System, Multi-Tiered System of Supports, and/or Positive Behavior Intervention System learning opportunities for stakeholders (i.e. faculty meeting agenda, meeting minutes, professional learning communities, school letters, sign-in, etc.)		

Standard 7: Leads and advocates for systemic change to create an equitable, inclusive, safe, and respectful learning environment for all students.	▪ Advisory Council Meeting documents (agenda, minutes, handouts, and sign- in/sign-out sheet) * ▪ Annual Administrative Conference* ▪ Action Plan(s) and Result(s) Report (i.e., Closing the Gap, Classroom and Group Mindsets and Behaviors, Annual Student Outcome Goal Plan*, etc.) ▪ Stakeholders Survey and/or Needs Assessment ▪ Documentation of Multilingual Communication		
Professional Responsibilities **Standard 8:** Adheres to the American School Counselor Association's ethical standards of the profession, engages in ongoing professional learning, and refines their work through self-reflection.	▪ School counseling ethics training completed each school year (agenda, certificate, records of completion, webinar, etc.) * ▪ Professional Development documents (requests, agendas, handouts, etc.) * ▪ Professional Organization Memberships (certificate or membership card) ▪ Self-Reflection Tool * ▪ Annual Administrative Conference *		
Standard 9: Demonstrates the scope of school counseling practice in the educational setting and participates in responsibilities as a leader, collaborator, advocate, and agent for systemic change.	▪ Programs, brochures, or agendas for professional development sessions for training related to theories of practice as defined in the Counselor Growth Rubric Guidebook ▪ Evidence of professional advocacy activities at district, state, or national level (photographs or recordings of interactions with legislators, minutes from meetings, etc.) ▪ Leadership roles in school, district, or community committees focused on student success ▪ Credential and qualification (degree, state licenses, National Board Certified Counselor, certifications, etc.) *		

General Comments and/or Recommendations:			
Counselor's Signature		**Date:**	
Administrator's Signature		**Date:**	
Reviewer's Signature		**Date:**	

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2023

SCHOOL BUSINESS OFFICER

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
2.5	The school district employs a school business officer/administrator whose qualifications meet the criteria established by the Mississippi Department of Education and whose primary job responsibilities are conducting, supervising, and/or directing the financial affairs and operations of the school district. (Miss. Admin. Code 7-3: 71.1 and 71.2, State Board Policy Chapter 71, Rules 71.1 and 71.2.)	Check documentation of qualifications.		Office of School Financial Services	Personnel Report

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Does the school district employ a school business officer/administrator, whose primary job responsibilities are conducting, supervising, and/or directing the financial affairs and operations of the school district?				
b) Does the school district employ a school business officer/administrator whose qualifications meet the criteria established by the Mississippi Department of Education?				
c) After June 30, 2012, does any new hire the district employs as a licensed School Administrator hold the proper license from the Mississippi Department of Education, Office of Teacher License?				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

PERSONNEL APRAISAL SYSTEM

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
3	The school district implements an annual, formal personnel appraisal system for licensed staff that includes assessment of employee on-the-job-performance. Miss. Code Ann. § 37-3-46(b)	Check board policy and plan.	Interview staff to verify implementation.	Office of Teaching and Leading	
3.1	Superintendent Evaluation using the assessment benchmarks established by the Mississippi School Boards Association (MSBA) and consistent with assessment components defined in Miss. Code Ann. § 37-7-301.				
3.2	Principal and Assistant Principal Effectiveness using the Professional Growth System (PGS) for Administrators				
3.3	Teacher Effectiveness using the Professional Growth System (PGS) for Teachers				
3.4	Counselor Effectiveness using the Professional Growth System (PGS) for Counselors				
3.5	Annual employee performance data shall be submitted to the MDE following the guidelines in the MDE Educator and Administrator Professional Growth System Guidelines. Districts shall adhere to revision dates as determined by the MDE and implement only the current version.				
3.6	Administrators who rate school-level administrators, counselors, librarians, and teachers, and teacher-observers shall complete an MDE-approved Professional Growth System (PGS) training.				
3.7	Other, non-licensed, district staff evaluations as determined by local school board policy.				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Has the school board approved a formal personnel appraisal system for licensed staff? Date approved by the Board:				
b) Does the formal personnel appraisal system for licensed staff include assessment of employee on-the-job performance?				
c) Has the personnel appraisal system been explained to professional staff?				
d) Is documentation on file to verify the implementation of the correct Professional Growth System tools for licensed staff?				
e) Was annual employee performance data shall be submitted to the MDE for the previous school year?				
f) Is documentation on file to verify that administrators who rate school-level administrators, counselors, librarians, and teachers completed an MDE-approved Professional Growth System (PGS) training?				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

FINANCIAL ACCOUNTING SYSTEM

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
4	The local school board obtains an annual financial audit of the school district, as conducted under the guidelines of the Office of the State Auditor, no later than nine months after the end of the district's fiscal year. Miss. Code Ann. § 7-7-211(e) (Miss. Admin. Code 7- 3: 10.1, State Board Policy Chapter 10, Rule 10.1. 2 C.F.R. Part 200.			Office of Internal Accountability	Annual Audit Report
4.1	The most recent annual financial audit report of the school district, as conducted under the guidelines of the Office of the State Auditor, indicates a fixed asset system of accountability that provides verification of fixed assets and fixed assets records. Miss. Code Ann. § 37-17-6(18).			Office of Internal Accountability	Annual Audit Report
4.2	The most recent annual financial audit report of the school district, as conducted under the guidelines of the Office of the State Auditor, indicates no less than a zero-fund balance (as defined by generally accepted accounting principles) for all funds of the school district. Miss. Code Ann. § 37-61-19.			Office of Internal Accountability	Annual Audit Report
4.3	The most recent annual financial audit report of the school district, as conducted under the guidelines of the Office of the State Auditor, verifies the process for distributing Educational Enhancement Fund procurement cards to all eligible teachers. Miss. Code Ann. § 37-61-33(3)(iii), Miss. Admin. Code 7-3: 32.1, State Board Policy Chapter 32, Rule 32.1.			Office of Internal Accountability	Annual Audit Report
4.4	The most recent annual financial audit report of the school district, as conducted under the guidelines of the Office of the State Auditor, indicates an unqualified opinion (as defined by generally accepted auditing standards) on the financial statements of the school district. Miss. Code Ann. § 37-9-18(2) and § 37-61-29.			Office of Internal Accountability	Annual Audit Report

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

FINANCIAL ACCOUNTING SYSTEM

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
4.5	The most recent annual financial audit report of the school district, as conducted under the guidelines of the Office of the State Auditor, verifies the local school board has received, reviewed and discussed, as reflected in official minutes of the regularly scheduled monthly meeting, the financial reports required by state law and/or the State Board of Education. Miss. Code Ann. § 37-9-18(1), § 37-37-7(2)(e), § 37-37-13, Miss. Admin. Code 7-3: 71.3, State Board Policy Chapter 71, Rule 71.3.			Office of Internal Accountability	Annual Audit Report
4.6	The most recent annual financial audit report of the school district, as conducted under the guidelines of the Office of the State Auditor, verifies the accuracy and timely compilation and reporting of all financial data, including the year-end data provided through the Financial Exchange Transfer System (FETS), required for submission to the MS Department of Education by the fifteenth day of October, each year, in accordance with state law and/or the State Board of Education. Miss. Code Ann. § 37-37- 7(2)(e), § 37-61-21(2), and § 37-37-13.			Office of Internal Accountability	Annual Audit Report
4.7	The most recent annual financial data of the school district, as submitted to the MS Department of Education, verifies a 7% fund balance of the district maintenance fund. Miss. Code Ann. § 37-61-8.			Office of Internal Accountability	Annual Audit Report

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

EVALUATION CHECKLIST

MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) (4.0) What is the date of the most recent annual financial audit report of the school district on file with the Office of the State Auditor?				
b) (4.1) Does the audit report indicate any violation of the guidelines established by the Office of the State Auditor in the accountability or verification of fixed assets or fixed asset records?				
c) (4.2) Does the audit report indicate any violation of less than a zero fund balance for any funds of the school district?				
d) (4.3) Does the audit report indicate any violation of the process of distribution of the EEF procurement cards to all eligible teachers?				
e) (4.4) Does the audit report reflect an unqualified opinion on the general-purpose financial statements of the school district?				
f) (4.5) Does the audit report indicate any violation that the official school board minutes do not reflect that the required reports were received, reviewed and discussed at the monthly meetings?				
g) (4.6) Does the audit report indicate any violation that the school district has reported required data accurately and in a timely manner?				
h) (4.7) Does the annual financial data verify a 7% fund balance of the district maintenance fund based upon the total revenues deposited into the district maintenance fund?				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

REPORTING & BUDGET

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
5	The most recent annual financial audit report of the school district, as conducted under the guidelines of the Office of the State Auditor, verifies the following:	Check most recent audit report.		Office of Internal Accountability	Annual Audit Report
5.1	The local school board submits the annual budget to the levying authority and the prescribed budgetary information to the MS Department of Education by the fifteenth day of August, each year, in accordance with state law and/or the State Board of Education. {Miss. Code Ann. § 37-61-9(1-3)}			Office of Internal Accountability	Annual Audit Report
5.2	The local school board budgets and expends funds under the Public-School Health Insurance Plan as required by state law and State Board policy. Failure to remit premiums, interest penalties, and/or late charges in a timely manner may result in withholding a school district's adequate education program funds {Miss. Code Ann. § 37-151-95} Miss. Admin. Code 7-3: 48.4, State Board Policy Chapter 48, Rule 48.4.			Office of Internal Accountability	Annual Audit Report

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) (5.1) Has the local school board submitted the annual budget to the levying authority and the Budget Certification Form to the MDE by August 15?				
b) (5.2) Does the audit report indicate any violation of the Public-School Health Insurance Plan as required by state law and State Board policy?				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

ENROLLMENT REQUIREMENTS
Residency

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
6	The school district complies with state law and State Board of Education policy on enrollment requirements.	Check policy. Check web site. Get copy of district policy, procedures, and forms.	Check residency verification documentation on file for a sampling of all students.	Office of Accreditation	
6.1	Residency requirements. Miss. Code Ann. § 37-15-29, Miss. Admin. Code 7-3: 68.1, State Board Policy Chapter 68, Rule 68.1			Office of Accreditation	

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Has the school board approved a local policy that complies with state law and State Board of Education policy on Residency Verification requirements? Board Approval Date: _____				
b) Is documentation on file to verify the legal residence of each student enrolled?				
c) Is the residency verification documentation on file complete and accurate? • Signed by district official • Date verified _____ Required documentation attached				
d) If the residency verification documentation is kept in the cumulative folder, is there a procedure in place to remove that documentation when the student transfers out of the school district?				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

ENROLLMENT REQUIREMENTS
Immunizations

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
6.2	Immunization requirements. Miss. Code Ann. § 37-7-301(i), § 37-15-1, and § 41-23-37			Office of Accreditation	

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Does the cumulative folder for each student have an immunization compliance form on file?				
b) Does the annual report to the Health Department verify 100% compliance?				
c) Does each school have a procedure in place to ensure follow-up when a student is enrolled with a Temporary Compliance form?				
d) Beginning with school year 2012-2013, have all 7th graders presented an updated form 121 documenting an additional immunization (Tdap) for school entry?				

Age

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
6.3	Age of entry requirements. Miss. Code Ann. §37-15-9			Office of Accreditation	

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Were all students who enrolled in kindergarten age 5 on or before September 1 of each school year?				
b) Were all who enrolled in first grade age 6 on or before September 1 of the school year?				
Note: See state law for exceptions for students who move in from another state.				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

MISSISSIPPI DEPARTMENT OF EDUCATION

OFFICE OF ACCREDITATION (2023)

STUDENT RECORDS EVALUATION (STDS 6, 8, 13, 14, 20)

District: _____ **Evaluator:** _____

School: _____ **Date:** _____

Directions: Review a representative sampling of records and attach the Student Records Checklist.

YES NO 1. Does a review of a sampling of permanent and cumulative records verify that the records include at least the following information? [Attach the Student Records Checklist and report the total number of records reviewed and the total number of records with a specific problem as noted below.] (STD 8)

- Student's legal name and address
- Date of birth as verified by certificate (STD 6.3)
- Record of daily attendance
- Date of enrollment, withdrawal, or graduation
- Courses taken/grades recorded
- Immunization record (STD 6.2)
- Standardized test results
- Data match on permanent and cumulative records

YES NO 2. Has the school board approved a local policy that complies with state law and State Board of Education policy on Residency Verification Requirements? (STD 6.1)

YES NO 3. Is documentation on file to verify the legal residence of each student enrolled? (STD 6.1)

YES NO 4. Is the residency verification documentation on file complete and accurate? (Signed by district official, date verified, and required documentation attached) (STD 6.1)

YES NO 5. If the residency verification documentation is kept in the cumulative folder, is there a procedure in place to remove that documentation when the student transfers out of the school district? (STD 6.1)

YES NO 6. Does the cumulative folder for each student have an immunization compliance form on file? (STD 6.1)

YES NO 7. Does the annual report to the Health Department verify 100% compliance? (STD 6.2)

YES NO 8. Does the school have a procedure in place to ensure follow-up when a student is enrolled with a Temporary Compliance form? (STD 6.2)

YES NO 9. Were all students who enrolled in kindergarten age 5 on or before September 1 of the school year? (STD 6.3)

YES NO 10. Were all students who enrolled in first grade age 6 on or before September 1 of the school year? (STD 6.3)

YES NO 11. Does the district have an approved board policy concerning enrollment of students who transfer from a non-accredited school? (STD 7)

YES NO 12. Are transfer students from out-of-state- not permanently enrolled until a copy of the student's birth certificate has been received? (STD 7)

YES NO 13. Are the permanent and cumulative records stored in a fire-resistant container or vault? (STD 8)

YES NO 14. Does the principal ensure that the security and integrity of the records is protected? (STD 8)

YES NO 15. Are student records disseminated in compliance with the Family Educational Rights and Privacy Act of 1974? (STD 8)

YES NO 16. In the event a cumulative folder is lost or destroyed, does the principal of the school where the student last attended initiate a new record? (STD 8)

YES NO 17. Do the graduation requirements published in the student handbook conform to the approved school board policies? (STD 14)

YES NO 18. Does the permanent record verify that each student issued a diploma earned the number of Carnegie units required by the local school district? (STD 14)

MISSISSIPPI DEPARTMENT OF EDUCATION

OFFICE OF DISTRICT ACCREDITATION

STUDENT RECORDS CHECKLIST STANDARDS 6.1, 6.2, 6.3, 8

DISTRICT: _____ **EVALUATOR:** _____

SCHOOL: _____ **DATE:** _____

	Student Name	Residency Verified (STD 6.1)	DOB Verified & Initials (STD 6.3)	Daily Attendance Record	Dates Enrolled/ Withdrawn/ Graduation	Courses Taken & Grades	Immunization (STD 6.2)	Standardized Test Results	Data Match Permanent Record
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									
16.									

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

TRANSFERS FROM NON-ACCREDITED SCHOOLS

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
7	Any transfer student from a school or program (correspondence, tutorial, or home study) not accredited regionally or by a state board of education [or its designee(s)] is given either a standardized achievement test(s) or teacher-made special subject test(s) to determine the appropriate classification of the student within thirty (30) days after filing for transfer. Notice of the administering of such test(s) shall be given to the applicant not less than five (5) days prior to the date of the administration of such test. Miss. Code Ann. § 37-15-33, Miss. Admin. Code 7-3: 36.2, 36.4, State Board Policy Chapter 36, Rules 36.2-36.4.	Check policy. Get copy of local policy and procedures. .	Interview appropriate staff member(s) concerning transfer students and testing procedures.	Office of Accreditation	

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Does the district have an approved board policy concerning enrollment of students who transfer from a non- accredited school? Date of Board approval: _____				
b) Does the approved policy give the parents at least 5 days' notice of the required assessment?				
c) Does the approved policy require completion of the assessment process within 30 days?				
d) Does the approved policy specify what tests will be administered and how placement decisions will be made?				
e) Are transfer students from out-of-state not permanently enrolled until a copy of the student's birth certificate has been received? **Note: A 60-day period is allowed.**				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

PERMANENT RECORDS & CUMULATIVE FOLDERS

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
8	Permanent records and cumulative folders for individual students contain all required data and are collected, maintained, and disseminated in compliance with state law, the Family Educational Rights and Privacy Act of 1974, and the Confidentiality Section of the Individuals with Disabilities Act, 1997 Amendments. See Appendix E and the current edition of the Mississippi Cumulative Folders and Permanent Records Manual of Directions. Miss. Code Ann. §§ 37-15-1 through 3; § 37-15-6; § 37-15-10.		Review a sampling of approximately 20 records in more than one grade level in each school; select additional records in larger schools.	Office of Accreditation	Student Records Checklist (See Manual of Directions for Students Records)

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Is the following information complete on each cumulative folder and permanent record? • Student's legal name and address • DOB (as verified by initials on the cumulative folder) • Record of daily attendance • Date enrolled and date withdrawn • Courses taken and grades earned for each course • Standardized test results				
b) Is the data on the permanent record consistent with the data on the cumulative folder?				
c) Are the permanent & cumulative records stored in a fire-resistant container or vault?				
d) Does the school principal ensure that the security and integrity of the records is protected?				
e) Are student records disseminated in compliance with the Family Educational Rights & Privacy Act of 1974? (See confidentiality procedures and release of information.)				
f) In the event a cumulative folder is lost or destroyed, does the principal of the school where the student last attended initiate a new record?				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

MISSISSIPPI DEPARTMENT OF EDUCATION
OFFICE OF ACCREDITATION (2023)
STUDENT RECORDS EVALUATION (STDS 6, 8, 13, 14, 20)

District: _____ **Evaluator:** _____

School: _____ **Date:** _____

Directions: Review a representative sampling of records and attach the Student Records Checklist.

YES NO 1. Does a review of a sampling of permanent and cumulative records verify that the records include at least the following information? [Attach the Student Records Checklist and report the total number of records reviewed and the total number of records with a specific problem as noted below.] (STD 8)

- Student's legal name and address
- Date of birth as verified by certificate (STD 6.3)
- Record of daily attendance
- Date of enrollment, withdrawal, or graduation
- Courses taken/grades recorded
- Immunization record (STD 6.2)
- Standardized test results
- Data match on permanent and cumulative records

YES NO 2. Has the school board approved a local policy that complies with state law and State Board of Education policy on Residency Verification Requirements? (STD 6.1)

YES NO 3. Is documentation on file to verify the legal residence of each student enrolled? (STD 6.1)

YES NO 4. Is the residency verification documentation on file complete and accurate? (Signed by district official, date verified, and required documentation attached) (STD 6.1)

YES NO 5. If the residency verification documentation is kept in the cumulative folder, is there a procedure in place to remove that documentation when the student transfers out of the school district? (STD 6.1)

YES NO 6. Does the cumulative folder for each student have an immunization compliance form on file? (STD 6.1)

YES NO 7. Does the annual report to the Health Department verify 100% compliance? (STD 6.2)

YES NO 8. Does the school have a procedure in place to ensure follow-up when a student is enrolled with a Temporary Compliance form? (STD 6.2)

YES NO 9. Were all students who enrolled in kindergarten age 5 on or before September 1 of the school year? (STD 6.3)

YES NO 10. Were all students who enrolled in first grade age 6 on or before September 1 of the school year? (STD 6.3)

YES NO 11. Does the district have an approved board policy concerning enrollment of students who transfer from a non-accredited school? (STD 7)

YES NO 12. Are transfer students from out-of-state- not permanently enrolled until a copy of the student's birth certificate has been received? (STD 7)

YES NO 13. Are the permanent and cumulative records stored in a fire-resistant container or vault? (STD 8)

YES NO 14. Does the principal ensure that the security and integrity of the records is protected? (STD 8)

YES NO 15. Are student records disseminated in compliance with the Family Educational Rights and Privacy Act of 1974? (STD 8)

YES NO 16. In the event a cumulative folder is lost or destroyed, does the principal of the school where the student last attended initiate a new record? (STD 8)

YES NO 17. Do the graduation requirements published in the student handbook conform to the approved school board policies? (STD 14)

YES NO 18. Does the permanent record verify that each student issued a diploma earned the number of Carnegie units required by the local school district? (STD 14)

MISSISSIPPI DEPARTMENT OF EDUCATION

OFFICE OF DISTRICT ACCREDITATION

STUDENT RECORDS CHECKLIST STANDARDS 6.1, 6.2, 6.3, 8

DISTRICT: _____ **EVALUATOR:** _____

SCHOOL: _____ **DATE:** _____

	Student Name	Residency Verified (STD 6.1)	DOB Verified & Initials (STD 6.3)	Daily Attendance Record	Dates Enrolled/ Withdrawn/ Graduation	Courses Taken & Grades	Immunization (STD 6.2)	Standardized Test Results	Data Match Permanent Record
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

STRATEGIC PLANNING

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
9	The school district engages in planning to review the educational status of each school in the district and to address specific actions relative to accreditation and performance separately. Miss. Code Ann. § 37-3-49(2)(e).	Check Strategic Plan. Check board minutes.	Interview staff about the development of the plan, goals, etc.	Office of Accreditation	Student Records Checklist

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Does the district annually review the educational status of the district and each school?				
b) Does the district annually engage in planning to address improvement in the district and at each school?				
c) Does the district have a Strategic Plan that addresses specific actions relative to improve identified accreditation issues and school performance for each school?				
d) Has the Strategic Plan been approved by the school board? Date of board approval: _____				
e) Does the Strategic Plan contain both long-range and short-range goals?				
f) Are timelines given for both short-range and long-range goals?				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

MISSISSIPPI COMPULSORY SCHOOL ATTENDANCE

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
10	The school district implements procedures for monitoring and reporting student absences as specified in the Mississippi Compulsory Attendance Law. Miss. Code Ann. § 37-13-91, Miss. Admin. Code 7-3: 30.1 and 30.2, State Board Policy Chapter 30, Rules 30.1 and 30.2.	Check board policy.	Cross-reference policies in the student handbook Check the documentation of contacts with the Attendance Officer.	Office of Compulsory School Attendance and Dropout Prevention	
10.1	The most recent annual audit report of the school district, as conducted under the guidelines of the State Auditor's Office, verifies the accuracy, validity, and timely reporting of all student data submitted to the MDE, including, but not limited to, the electronic transmission of student enrollment, attendance, transportation, absenteeism, graduation, dropouts, and any other student data and administrative functions as deemed necessary. Miss. Code Ann. § 37-37-7(2)(b)(c)(d) and § 37-37-13.				

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Does the school district implement procedures for monitoring and reporting student absences as specified in the Mississippi Compulsory Attendance Law?				
b) Is the Compulsory School Attendance Officer notified immediately of unlawful absences following timelines established by law?				
c) Does the school district have documentation on file to verify contacts and reports to the School Attendance Officer?				
d) Do the school district attendance policies comply with state law?				
e) Are the attendance policies published in the student handbook consistent with approved school board policies?				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

Mississippi Department of Education
Compulsory School Attendance Enforcement and Dropout Prevention
Accreditation Standard 10

School District: _____ **Date:** _____

School: _____ **MDE Monitor:** _____

INDICATOR	COMPLIANCE INDICATOR	YES	NO	EVIDENCE OF COMPLIANCE
INDICATOR 1	The district/school has a compulsory school attendance policy that complies with the Mississippi Compulsory School Attendance Law.			
INDICATOR 2	The district/school has a policy and procedure in place that describes what constitutes valid excuses for attendance.			
INDICATOR 3	The district/school reports unexcused absences to the school attendance officer once a student has accumulated 5, 10, and 12 unexcused days.			
INDICATOR 4	The district/school has evidence that the district's attendance policy is followed.			
INDICATOR 5	The superintendent, or his designee, reports any student suspensions or student expulsions to the school attendance officer when they occur.			
INDICATOR 6	The district/school ***does not*** have a policy or procedure implemented that recognizes a certain number tardies as equivalent to an unexcused absence.			

Mississippi Department of Education
Compulsory School Attendance Enforcement and Dropout Prevention
Accreditation Standard 10

INDICATOR	COMPLIANCE INDICATOR	YES	NO	EVIDENCE OF COMPLIANCE
INDICATOR 7	The district/school reports all compulsory school-age students who have not enrolled within 15 days after the beginning of the school year to the school attendance officer.			
INDICATOR 8	The district/school reports absences within two (2) school days or within five calendar days, whichever is less, to the school attendance officer.			
INDICATOR 9	The district/school has a board approved policy which defines a school day as not less than 5 ½ hours of actual teaching.			
INDICATOR 10	The district/school reports suspensions as unexcused absences.			
INDICATOR 11	The district does not identify in-school suspension as unexcused absences.			

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

DROPOUT PREVENTION PLAN

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
11	The school district shall develop and implement a program designed to keep students in school and to lower student dropout rates. Miss. Code Ann. § 37-13-80, Miss. Admin. Code 7-3: 30.5, State Board Policy Chapter 30, Rule 30.5.	Ensure the district's Dropout Prevention Plan is adopted as evident in the School Board Minutes and posted on the website.	Interview staff to verify implementation of planned activities, programs, and services.	Office of Compulsory School Attendance Enforcement and Dropout Prevention	Alternative Education/GED Evaluation Checklist

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Does the school district implement procedures designed to keep students in school and to lower student dropout rates?				
b) Has a dropout prevention plan been approved by the school board? List types of services and programs in the plan below:				
c) Is documentation on file to annually review the dropout rate?				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

Mississippi Department of Education
Compulsory School Attendance Enforcement and Dropout Prevention
Accreditation Standard 11

Monitoring Questions	Comments
Is there a school, within the district, with a Graduation Rate that is less than 85%? If yes, has the school board approved a Dropout Prevention Restructuring Plan? Date approved _____	
Does the school district have a Dropout Prevention Plan?	
Does staff have knowledge of the school district's Dropout Prevention Plan?	
Has the school district implemented a procedure to reduce its dropout rate?	
Has the school district implemented a procedure to **identify** the reason(s) for students dropping out?	
Has the school district implemented programs that **target** decreasing the district's dropout rate?	
Has the school district developed policies and procedures to address decreasing the dropout rate?	
Does the school district focus on student centered goals and objectives that are measurable?	

Mississippi Department of Education
Compulsory School Attendance Enforcement and Dropout Prevention
Accreditation Standard 11

Monitoring Questions	Comments
The school district has developed procedures for reducing the district's retention rate in grades: Kindergarten:_____ First: _____ Second: _____	
Has the school district identified, if any, subgroups that need additional assistance to meet graduation requirements?	
Does the school district have a transitional plan in place that addresses procedures for students returning from a Juvenile Detention Center?	

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

COMMUNITY, PARENT, BUSINESS PARTNERSHIPS

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
12	There is an organized system to encourage community involvement, parental communication, and business partnerships in school district decision-making. Miss. Code Ann. § 37-7-337 (Districts Meeting the Highest Levels of Performance are exempted.)	Check for policies and procedures.	Check documentation of activities.	Office of School Improvement	Refer to the updated Guidelines for Community Engagement Councils.
12.1	A school district that has been designated as Failing (F) as defined by the State Board of Education shall establish a community-based pre-kindergarten through higher education (P-16) council. Miss. Code Ann. § 37-18-5(4)			Office of School Improvement	
12.2	A district and/or a school designated as a D or F shall establish a community-based pre-kindergarten through higher education (P-16) council.			Office of School Improvement	

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Does the school district have an organized system to encourage community involvement? List types of activities:				
b) Does the school district have an organized system to encourage parental communications in school district decision-making? List types of activities:				
c) Does the school district have an organized system to encourage business partnerships? List types of activities:				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

Community Engagement Councils (CEC)	YES	NO	Evidence of Program Implementation	Notes: (Cite notes of evidence compliant/non- compliant and why)
Description: There is an organized system to encourage community involvement, parental communication, and business partnerships in school district decision-making. (*Miss. Code Ann. § 37-7-337)* (Districts Meeting the Highest Levels of Performance are exempted.)				
Process Standard: 12.1 A school district that has been designated as Failing (F) as defined by the State Board of Education shall establish a community-based pre-kindergarten through higher education council. *(Miss. Code Ann. § 37-18-5(4)).* **12.2** A district and/or a school designated as a D or F shall establish a community-based pre-kindergarten through higher education council.				
• Initiators Meeting to create independent council; date: _____ • Selection Meeting to select council members; date: _____ • Identification of eligible members of council within local school district among six (6) member categories: 1. Local community-based organization _____ 2. Local Parent Teacher Association/Organization _____ 3. Member student government association (SGA) or student organization, Ex: FBLA, choir, band _____ 4. Community leader, elected/public official, business owner _____ 5. Community member-at-large _____ 6. School District-based Council, school board member, administrator, faculty, and staff _____ • Total number council members _____ • Initial CEC meeting; date: _____			**ALL REQUIRED:** ✓ *Types of Evidence* ☐ meeting dates, agendas, sign-in sheets, minutes of meetings, total number of members (by category) **COMPLIANCE:** ✓ *District CEC is* ☐ compliant ☐ non-compliant	

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

MINIMUM 180 TEACHING DAYS

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
13	The academic year provides a minimum of 180 teaching days in which both teachers and pupils are in regular attendance for scheduled classroom instruction. Any request for an exception to this standard must be submitted in writing to the Commission on School Accreditation for review and action. If the Governor has declared a disaster emergency or the President of the United States has declared an emergency or major disaster to exist in this state, the local school board may request approval from the State Board of Education to operate the schools in its district for less than one hundred eighty (180) days. Miss. Code Ann. § 37-151- 7(3)(c), Miss. Code Ann. § 37-3-49, §§ 37-13-61 through 69, § 37-151-5(j), and § 37-151-7(3)(c).	Check district calendars for 180 days. Print calendars from MSIS.	Check school calendars for 180 days. Get copy of calendar used at each school.	Office of Accreditation	Student Records Checklist
13.1	The teaching day must provide at least 330 minutes of instruction per day. Miss. Code Ann. 37-13- 67.			Office of Accreditation	
13.2	The school district must ensure that during the academic school year a minimum of 140 hours of instruction is provided for each Carnegie unit of credit offered and 70 hours for each one-half (½) unit offered, except for remedial instructional programs, dual enrollment/dual credit, correspondence courses, and innovative programs authorized by the State Board of Education.			Office of Accreditation	
13.3	No more than two (2) of the 180 days may be 60% days. Both teachers and pupils must be in attendance for not less than 60% of the normal school day. Miss. Code Ann. § 37-151-5(j).			Office of Accreditation	
13.4	The school district schedules preparation for graduation ceremonies in such manner that graduating seniors are absent from classes for no more than three (3) days prior to the end of the school year. (Districts Meeting the Highest Levels of Performance are exempted.)			Office of Accreditation	

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
13.5	The summer school/extended year program [not Extended School Year (ESY) provided through special education programs] meets all applicable requirements of the general school program. Miss. Code Ann. § 37-3-49.			Office of Accreditation	
13.5.1	Students from other schools enrolled in summer programs provide written approval from the principal of their home schools.			Office of Accreditation	
13.5.2	Students enrolled in an extended year program complete all remaining course/subject requirements/objectives before credit for the course/subject is issued. Miss. Code Ann. § 37-3-49.			Office of Accreditation	
13.5.3	Students enrolled in a summer program are limited to earning one (1) Carnegie unit of credit during a traditional summer school session, which does not apply to extended year programs and approved virtual courses. (Districts Meeting the Highest Levels of Performance may be exempted under Miss. Code Ann. § 37-17-11.			Office of Accreditation	

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Does each school provide at least 180 teaching days for students? (13)				
b) Does each school calendar include at least 330 minutes of instructional time per day? (13.1) Attach copy of master schedule.				
c) Is a minimum of 140 hours of instruction provided for each Carnegie unit of credit offered? (13.2)				
d) Is a minimum of 70 hours of instruction provided for each ½ Carnegie unit of credit offered? (13.2)				
e) Does each traditional 7 period day schedule provide at least 48 minutes per period? (13.2) (7x48=336)				
f) Does each block schedule (4x4 and A/B) provide at least 94 minutes per period (based on a minimum of 180 teaching days)? (13.2)				
g) Are no more than 2 of the 180 teaching days designated as 60% days that provide at least 198 minutes of instruction for students? (13.3)				
h) Are at least 177 teaching days provided for graduating seniors? (13.4) Last day of school for all students: _____ Graduation date: _____				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

GRADUATION REQUIREMENTS

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
14	The school district requires each student, in order to receive a high school diploma, to have met the requirements established by its local board of education and by the State Board of Education. Miss. Code Ann. § 37-16-7, Miss. Admin. Code 7-3: 36.2-36.4, State Board Policy Chapter 36, Rules 36.2 through 36.4.	Check board policy.	Get a list of graduates. Check the permanent records of graduates from the previous class.	Office of Accreditation	List of Graduates MSIS
14.1	Each student receiving a standard high school diploma has earned the minimum number of Carnegie units as specified in Appendix A. (See Appendix A) (Miss. Admin. Code 7- 3: 28.2 and 28.3, State Board Policy Chapter 28, Rules 28.2 and 28.3.) Students receiving a standard diploma shall select from graduation pathways as specified by the local school district's graduation requirements, which must include the diploma endorsement options outlined in Process Standards 14.1.4, 14.1.5, and 14.1.6. Diploma endorsement options shall be required of all school districts effective with the incoming ninth graders of 2019-2020. Prior cohorts of students shall be eligible to earn endorsement(s) if all applicable requirements are met.	Check board policy.	Check student handbook. Get a copy of the handbook.	Office of Accreditation	
14.1.1	Beginning in school year 2018-2019, all seventh-grade students are required to have an Individual Success Plan (ISP) prior to exiting the seventh grade.			Office of Accreditation	
14.1.2	Innovative Programs			Office of Accreditation	
14.1.3	Entering ninth graders in 2018-2019 and thereafter, are required to have a minimum of 24 Carnegie units as specified in Appendix A-6.			Office of Accreditation Office of Secondary Education	
14.1.4	Entering ninth graders in 2018-2019 and thereafter, are required to have a minimum of 26 Carnegie units and meet additional requirements as specified in Appendix A-7 to earn a Traditional Diploma with a Career and Technical Endorsement.				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
14.1.5	Entering ninth graders in 2018-2019 and thereafter, are required to have a minimum of 26 Carnegie units and meet additional requirements as specified in Appendix A-8 to earn a Traditional Diploma with an Academic Endorsement.			Office of Secondary Education	
14.1.6	Entering ninth graders in 2018-2019 and thereafter, are required to have a minimum of 28 Carnegie units and meet additional requirements as specified in Appendix A-9 to earn a Traditional Diploma with a Distinguished Academic Endorsement.			Office of Accreditation	
14.1.7	Entering ninth graders with a significant cognitive disability in 2018-2019 and thereafter, are required to have a minimum of 24 Credits as described in Appendix A-10 to earn an Alternate Diploma.			Office of Accreditation	
14.2	Each student receiving a standard diploma has met assessment requirements on each of the required high school end-of-course subject area tests or assessments or met one (1) of the option in lieu of passing the test (or assessment) as outlined in Appendix A-5. Miss. Code Ann. § 37-16-7, Miss. Admin. Code 7-3: 36.3, and 36.4, State Board Policy Chapter 36, Rules 36.3, and 36.4. See Appendix A- 5.			Office of Accreditation	
14.3	Beginning with incoming ninth graders of 2018-2019, each student who has met the criteria for the certification of completion, may be issued a certificate of completion. Students receiving a certificate of completion may participate in high school graduation exercises. Miss. Code Ann. § 37-16- 11(1). See Appendix A-11.			Office of Secondary Education	
14.4	Ending with the incoming ninth grade class of 2016-2017, each student with disabilities receiving a Mississippi Occupational Diploma has successfully completed all minimum requirements established by the State Board of Education. Miss. Code Ann. § 37-16-11(2). See Appendix G.			Office of Accreditation	

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
14.5	The student who fails to meet the graduation requirements is not permitted to participate in the graduation exercises.			Office of Accreditation	
	Note: Students enrolled in grades 7 – 12 may be awarded a Carnegie unit credit provided the course content is a Carnegie unit bearing course in the current edition of the Approved Courses for the Secondary Schools of Mississippi Manual.				

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Is the school district in compliance with state law and SBE policy?				
b) Has each student receiving a MS Occupational Diploma (MOD) earned a minimum of 20/21 course credits along with 540 hours of paid employment or a minimum of 20/21 course credits along with completion of a two-year career technical program as defined by Career and Technical Education?				
c) Do the graduation requirements published in the student handbook conform to the approved school board policies?				
d) Does the permanent record verify that each student issued a diploma earned the number of Carnegie units required by the local school district?				
e) Has each student issued a diploma completed the required courses as specified in Appendix A of the *Mississippi Public School Accountability Standards*?				
f) Has each student issued a diploma passed the required high school exit exams?				
g) Has each student issued a diploma completed all additional local district requirements established for graduation?				
h) Is the school district in compliance with state law and SBE policy concerning a special diploma or certificate?				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

MISSISSIPPI DEPARTMENT OF EDUCATION
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Mississippi Public School Accountability Standards, 2023

Carnegie Unit Credit and Graduation Requirements

Appendix A-6 Traditional Diploma

(Entering ninth graders in 2018-2019 and thereafter)

Process Standard 14.1.3

Student Name	**District** _____ **School** _____

CURRICULUM AREA	REQUIRED SUBJECTS & ELECTIVES (Date/Year Taken)		UNIT	REQUIRED NUMBER OF CARNEGIE UNITS BY DISTRICT	MDE
ENGLISH	_____ *English I _____ *English II _____ English III _____ English IV	_____Dual Credit Comp I _____Dual Credit Comp II _____SREB Literacy Ready _____World Literature	1 1		4
MATHEMATICS _____**CCSS Math 8** _____**CCSS Math 8 With Algebra**	_____ Pre-Algebra _____ Foundations to Algebra _____ *Algebra 1 or Integrated Math I _____ Geometry or Integrated Math _____ II Algebra II or Integrated Math _____ III Advanced Algebra _____ Trigonometry _____ Pre-Calculus _____ Calculus _____ AP Calculus AB _____ AP Calculus BC _____ Discreet Mathematics Statistics _____ AP Statistics	_____Dual Credit Algebra _____ Dual Credit Trig _____Essentials for College Math _____SREB Math Ready	1		4
SCIENCE	_____ Intro to Biology _____ *Biology I _____ Chemistry _____ Physics _____ Biology II _____ Physical Science _____ Chemistry _____ Lab Based _____ Chemistry II _____ Human A & P _____ Environmental Science (1/2) _____ Marine Science _____ Zoology I _____ Zoology II _____ Earth/Space Science (1/2) _____ Botany	_____AP Chemistry _____Dual Credit Biology I _____Dual Credit Biology II _____Dual Credit Lab	1		3

CURRICULUM AREA		REQUIRED SUBJECTS & ELECTIVES (Date/Year Taken)	UNIT	REQUIRED NUMBER OF CARNEGIE UNITS BY DISTRICT	MDE
SOCIAL STUDIES	_____ _____ _____ _____ _____ _____	*World History *U.S. History *U.S. Government *Mississippi Studies Geography * Economics	1 1 ½ ½ ½ ½		3 ½
HEALTH & PHYSICAL EDUCATION	_____	*Contemporary Health And *Physical Education	1		1
TECHNOLOGY or COMPUTER SCIENCE _____	_____	Project Lead the Way Computer Science Essentials, Project Lead the Way Introduction to Computer Science, Project Lead the Way Introduction to Engineering, **Also see Appendix A-12**			1
THE ARTS _____	_____	Any approved 500.000 course or completion of the 2-course sequence for Computer Graphics Technology I & II.	1		1
COLLEGE AND CAREER READINESS _____	_____ _____	_____ _____ _____ _____ _____	1		1
ELECTIVES	_____	_____ _____ _____ _____			5 ½
TOTAL MDE REQUIRED MINIMUM UNITS					24

***Required Courses**

NOTES:

_____

_____

_____

MISSISSIPPI DEPARTMENT OF EDUCATION
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Mississippi Public School Accountability Standards, 2023

Carnegie Unit Credit and Graduation Requirements

Appendix A-7 Traditional Diploma with Career and Technical Endorsement

(Entering ninth graders in 2018-2019 and thereafter)

Process Standard 14.1.4

Student Name _____	**District** _____
MSIS # _____	**School** _____

CURRICULUM AREA	REQUIRED SUBJECTS & ELECTIVES (Date/Year Taken)		UNIT	REQUIRED NUMBER OF CARNEGIE UNITS BY DISTRICT	MDE
ENGLISH	_____ *English _____ *English II _____ English III _____ English IV	_____Dual Credit Comp I _____Dual Credit Comp II _____SREB Literacy Ready _____World Literature	1 1		4
MATHEMATICS _____**CCSS Math 8** _____**CCSS Math 8 With Algebra**	_____ Pre- Algebra _____ Foundations to Algebra _____ *Algebra 1 or Integrated Math I _____ Geometry or Integrated Math II _____ Algebra II or Integrated Math III _____ Advanced Algebra III _____ Trigonometry _____ Pre-Calculus _____ Calculus _____ AP Calculus AB _____ AP Calculus BC _____ Discreet Mathematics _____ Statistics	_____Dual Credit Algebra _____ Dual Credit Trig _____SREB Math Ready _____Essentials for College Math	1		4
SCIENCE	_____ Intro to Biology _____ *Biology I _____ Chemistry _____ Physics _____ Biology II _____ Physical Science _____ Chemistry Lab Based _____ Human A & P _____ Environmental Science (1/2) _____ Marine Science _____ Zoology **I** _____ Zoology II _____ Earth/Space Science (1/2) _____ Botany	_____AP Chemistry _____Dual Credit Biology I _____Dual Credit Biology II _____Dual Credit Lab	1		3

CURRICULUM AREA	REQUIRED SUBJECTS & ELECTIVES (Date/Year Taken)		UNIT	REQUIRED NUMBER OF CARNEGIE UNITS BY DISTRICT	MDE
SOCIAL STUDIES	_____ _____ _____ _____ _____ _____	*World History *U.S. History *U.S. Government *Mississippi Studies Geography *Economics	1 1 ½ ½ ½ ½		3 ½
HEALTH & PHYSICAL EDUCATION	_____ _____	*Contemporary Health and *Physical Education	½ ½		1
TECHNOLOGY OR COMPUTER SCIENCE _____	_____	Project Lead the Way Computer Science Essentials, Project Lead the Way Introduction to Computer Science, Project Lead the Way Introduction to Engineering, **Also see Appendix A-12**	1		1
THE ARTS _____	_____	Any approved 500.000 course or completion of the 2-course sequence for Computer Graphics Technology I & II.	1		1
COLLEGE AND CAREER READINESS	_____	_____ _____	1		1
CAREER AND TECHNICAL	_____	_____ _____ _____ _____	4		4
ELECTIVES	_____ _____ _____ _____	_____ _____ _____ _____			3 ½
TOTAL MDE REQUIRED MINIMUM UNITS					26

***Required Courses**

NOTES: _____

Mississippi Public School Accountability Standards, 2023

Carnegie Unit Credit and Graduation Requirements

A-8 Traditional Diploma with an Academic Endorsement

(Entering ninth graders in 2018-2019 and thereafter)

Process Standard 14.1.5

Student Name	**District** _____ **School** _____

CURRICULUM AREA	**REQUIRED SUBJECTS & ELECTIVES (Date/Year Taken)**		**UNIT**	**REQUIRED NUMBER OF CARNEGIE UNITS BY**	
				DISTRICT	**MDE**
ENGLISH **Required: Two (2) additional English Courses must be ABOVE English II**	_____ _____ _____ _____	*English _____Dual Credit Comp I *English II _____Dual Credit Comp II English III _____SREB Literacy Ready English IV _____World Literature	1 1		4
MATHEMATICS **Required: Two (2) additional Math Courses must be ABOVE Algebra I**	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	Pre-Algebra Foundations to Algebra *Algebra 1 or Integrated Math I Geometry or Integrated Math II Algebra II or Integrated Math III Advanced Algebra III Trigonometry _____Dual Credit Algebra Pre-Calculus _____ Dual Credit Trig Calculus AP Calculus AB _____SREB Math Ready AP Calculus BC Discreet Mathematics Statistics _____Essentials for College Math	1		4
SCIENCE **Required: Two (2) additional Science Courses must be ABOVE Biology**	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	Intro to Biology *Biology I Chemistry _____AP Chemistry Physics _____Dual Credit Biology I Biology II _____Dual Credit Biology II Physical Science _____Dual Credit Lab Chemistry Lab Based Human A & P Environmental Science (1/2) Marine Science Zoology I Zoology II Earth/Space Science (1/2) Botany	1		3

CURRICULUM AREA		REQUIRED SUBJECTS & ELECTIVES (Date/Year Taken)	UNIT	REQUIRED NUMBER OF CARNEGIE UNITS BY DISTRICT	MDE
SOCIAL STUDIES	_____ _____ _____ _____ _____ _____	*World History *U.S. History *U.S. Government *Mississippi Studies Geography * Economics	1 1 ½ ½ ½ ½		3 ½
HEALTH & PHYSICAL EDUCATION	_____ _____	*Contemporary Health and *Physical Education	½ ½		1
TECHNOLOGY or COMPUTER SCIENCE _____	_____ _____	Project Lead the Way Computer Science Essentials, Project Lead the Way Introduction to Computer Science, Project Lead the Way Introduction to Engineering, **Also see Appendix A-12**			1
THE ARTS _____	_____	Any approved 500.000 course or completion of the 2-course sequence for Computer Graphics Technology I & II.			1
COLLEGE AND CAREER READINESS	_____	_____ _____	1		1
ELECTIVES **Required: Must include two (2) advanced electives of the College Preparatory Curriculum requirements See Appendix C**		_____ _____ _____ _____ _____			7 ½
TOTAL MDE REQUIRED MINIMUM UNITS					26

***Required Courses**

NOTES: _____

_____

_____

Mississippi Public School Accountability Standards, 2023

Carnegie Unit Credit and Graduation Requirements

Appendix A-9 Traditional Diploma with a Distinguished Academic Endorsement

(Entering ninth graders in 2018-2019 and thereafter)

Process Standard 14.1.6

Student Name	**District** _____ **School** _____

CURRICULUM AREA		**REQUIRED SUBJECTS & ELECTIVES (Date/Year Taken)**	**UNIT**	**REQUIRED NUMBER OF CARNEGIE UNITS BY**	
				DISTRICT	**MDE**
ENGLISH **Required: Two (2) additional English Courses must be ABOVE English II**	_____ _____ _____ _____	*English I *English II English III English IV	1 1		4
MATHEMATICS **Required: Two (2) additional Math Courses must be ABOVE Algebra I**	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	*Algebra 1 or Integrated Math I (equivalent course) Geometry or Integrated Math II Algebra II or Integrated Math III Advanced Algebra Trigonometry Pre-Calculus Calculus AP Calculus AB AP Calculus BC Discreet Mathematics Statistics AP Statistics	1		4
SCIENCE **Required: Two (2) additional Science Courses must be ABOVE Biology**	_____ _____ _____ _____ _____ _____ _____	*Biology I Chemistry Physics Biology II Physical Science Chemistry Lab Based	1		4

CURRICULUM AREA	REQUIRED SUBJECTS & ELECTIVES (Date/Year Taken)		UNIT	REQUIRED NUMBER OF CARNEGIE UNITS BY	
				DISTRICT	MDE
SOCIAL STUDIES	_____ _____ _____ _____ _____ _____	*World History *U.S. History *U.S. Government *Mississippi Studies Geography * Economics	1 1 ½ ½ ½ ½		4
HEALTH & PHYSICAL EDUCATION	_____ _____	*Contemporary Health and * Physical Education	1		1
TECHNOLOGY or COMPUTER SCIENCE _____	_____	Project Lead the Way Computer Science Essentials, Project Lead the Way Introduction to Computer Science, Project Lead the Way Introduction to Engineering, **Also see Appendix A-12**	1		1
THE ARTS _____	_____	Any approved 500.000 course or completion of the 2-course sequence for Computer Graphics Technology I & II.	1		1
COLLEGE AND CAREER READINESS	_____	_____ _____	1		1
ELECTIVES **Required: Must include two (2) advanced electives of the College Preparatory Curriculum requirements See Appendix C**	_____	_____ _____ _____ _____			8
TOTAL MDE REQUIRED MINIMUM UNITS					28

***Required Courses**

NOTES: _____

_____

_____

MISSISSIPPI DEPARTMENT OF EDUCATION
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Mississippi Public School Accountability Standards, 2023

Graduation Assessment Options

Process Standard 14.2

Student: _____	Date: _____
District: _____	School: _____

Each student receiving a standard diploma has achieved a passing score on each of the required high school exit examinations (Option 1 – Std. 14.2) or has met Option 2 or 3.

Option I – Passing the applicable end-of-course Subject Area Test. (Entering ninth graders effective school year 2002-2003)

Subject Area Test	Score	Date
Algebra I		
Biology I		
English II		
U.S. History		

Option 2 – Using alternate measures outlined in State Board Policy Chapter 36, Rule 36.2.* (Effective school year 2013-2014)

Subject Area Test	ACT Score/Date	Dual Credit/Dual Enrollment	ASVAB + MS-CPAS2 OR Industry Certification	ACT WorkKeys + MS-CPAS2 OR Industry Certification
Algebra I				
Biology I				
English II				
U.S. History				

Option 3 – Using the end-of-course Subject Area Test score with the overall course grade in accordance with State Board Policy Chapter 36 Rule 36.5. (Effective school year 2014-2015)**

Subject Area Test	Score	Overall Course Grade
Algebra I		
Biology I		
English II		
U.S. History		

*Retroactive - Students are not required to be enrolled in school to use this option.

**Not retroactive - Students must be enrolled in school to use this option.

NOTE: Include all documentation to verify compliance with each of these options. It is recommended to file this information in the student's cumulative folder.

14.1.1 Monitoring Instrument

School Name: _____

Grade Level Examined: _____

Name of Auditor: _____ **Date of Records Review:** _____

Components	Description of Evidence	Dates of Contact	# with evidence/ Total students
Documented that all students participated in career explorations.			
A 5-year plan is developed prior to students exiting the 7th grade.			
Each student has selected a career pathway.			
The plan is revisited and revised each year until graduation with data to support each component.			

Additional Notes: _____

_____

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

PROFESSIONAL DEVELOPMENT

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
15	The school district implements a professional development program aligned with the Learning Forward Standards for Professional Learning. (Districts Meeting the Highest Levels of Performance are exempted.) Miss. Code Ann. § 37-17-8, 7 Miss. Admin. Code 7-3: 44.1, State Board Policy Chapter 44, Rule, Ch. 44, R. 44.1.	Check the plan and board approval. Get a copy of the plan.	Check development of the plan. Check implementation of the plan.	Office of Professional Development	

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Does the school district implement a professional development program?				
b) Has the district professional development plan been approved by the school board? Date of Board approval? _____				
c) Does the professional development plan comply with the guidelines published in Professional Development for the New Millennium?				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

MISSISSIPPI DEPARTMENT OF EDUCATION PROFESSIONAL LEARNING CHECKLIST
ACCOUNTABILITY STANDARD 15

School _____ **Evaluator** _____ **Date** _____

Instructions: Place a check in the box beside each indicator that you find present in the school/district. Each box checked must be based upon documentary evidence and/or interview evidence. Be sure to check the appropriate box for evidence used or explain if answer based on other evidence. Note any pertinent comments in the space provided. Refer to the 2022 Mississippi Professional Learning Standards Guidelines for more complete information about the expectations for meeting the standards.

Standard	Indicator	Evidence
Learning Communities	☐ School and district leaders create policies and organizational structures that support implementation of collegial learning. ☐ Learning teams meeting regularly and frequently using agendas and protocols that focus teamwork on learning for all students. ☐ **All** educators participate in learning communities that align collaborative work with school improvement goals and focus on continuous improvement. ☐ Learning communities share collective responsibility for all students in the school or district. ☐ Learning community members exchange feedback about their practice with one another, visiting each other's classrooms or work settings, and sharing resources.	☐Board policies and school/district procedures ☐School schedules ☐Professional Development Plan (schools and district) ☐School Improvement Plans ☐Copies of team agendas, norms, protocols, and minutes ☐Visitation or observation schedules ☐Interview with administrators ☐Interview with teachers ☐Other (Explain)

Standard	Indicator	Evidence
	☐ Learning teams develop and employ norms of collaboration and relational trust. ☐ Team members and faculties hold themselves collectively accountable for student results. ☐ Leaders create policies and provide support aligned with an explicit vision and goals for successful learning communities.	Comments:
Leadership	☐ Teachers serve in variety of leadership roles. ☐ Faculty is involved in planning and implementing professional learning. ☐ Administrators participate in professional learning with staff. ☐ Administrators model instructional leadership and continuous improvement. ☐ The school culture supports continuous improvement through team learning. ☐ Resources (money, materials and time) are equitably utilized to accomplish learning goals.	☐List of committee assignments ☐ Sign-in sheets from planning meetings ☐ Sign-in sheets from professional learning experiences (team meetings, presentations, etc.) ☐ Budget ☐ School Schedule ☐ Interview with principal ☐ Interviews with staff ☐ Other (explain) Comments:
Resources	☐ Resources are targeted to small number of high priority goals for student and educator learning. ☐ School schedule allows for professional learning time during the school day.	☐ Professional learning plan ☐ Budget ☐ School Schedule

Standard	Indicator	Evidence
	☐ Resources are allocated for technology to support student and educator learning. ☐ The uses of resources are tracked and monitored. ☐ Multiple sources of funding are coordinated and aligned to stated learning goals. ☐ Teachers and administrators have responsibility for allocation of resources.	☐ Interviews with administrators ☐ Interviews with staff ☐ Other (explain) Comments:
Data	☐ Teachers and administrators analyze student data to identify adult learning priorities at the classroom, school, and district levels. ☐ Teachers/ teams analyze student data to make decisions about student progress and adjustments needed to increase student learning. ☐ Teachers/teams use student data to assess the effectiveness of the application of their new learning to make ongoing adjustments to increase student results. ☐ School leaders use data to monitor implementation of professional learning and its effects on educator practice and student learning. ☐ Educators develop a theory of change and a framework to evaluate professional learning. ☐ Educators work together to evaluate their learning designs, their collaboration, learning and results, and the design, content and duration of professional learning.	☐ Copies of data analysis used in developing PLP ☐ Copy of the Professional Development Plan ☐ Formative assessment data for students ☐ Formative assessment data for professional learning ☐ Copy of the framework to evaluate professional learning ☐ Copy of the evaluation for the plan for the former year ☐ Interview with administrators ☐ Interview with lead teachers/instructional coaches ☐ Interview with teachers ☐ Other (Specify) Comments:

Standard	Indicator	Evidence
Learning Designs	☐ School and district plans focus on team and whole-school learning. ☐ Most professional learning occurs as part of the workday. ☐ Adult learners engage in using the processes they will use with students. ☐ School and district plans provide multiple practices of the new learning with feedback and coaching. ☐ Learners are actively engaged with other learners and the content during the learning process. ☐ Educators work in teams to collaboratively construct, analyze, evaluate, and synthesize knowledge and practices.	☐Copies of school and district professional learning plans ☐School schedules ☐Board policies ☐Professional learning schedule ☐Copies of team agendas, minutes and sign in sheets ☐Interviews with administrators ☐Interviews with team leaders, lead teachers and instructional coaches ☐Other (Specify) Comments:
Implementation	☐ Educators commit to long-term change by setting clear goals and maintaining high expectations for implementation with fidelity. ☐ School and district leaders provide and align resources to initiate and sustain implementation. ☐ Leaders model outstanding practices and maintain a sustained focus on the goals and strategies for achieving them. ☐ Schools and districts provide three to five years of ongoing implementation support focusing on deepening understanding	☐ Copies of school and district professional learning plans ☐School schedules ☐Board policies ☐School and district budgets ☐Professional learning schedule ☐Copies of team agendas, minutes and sign in sheets ☐Interviews with administrators

	and addressing problems associated with the new practice. ☐ Educators provide specific information to assess practice in relationship to established expectations and to adjust practice to achieve those expectations. ☐ Learners engage in reflection and provide constructive feedback on his/her own or others' practices.	☐Interviews with team leaders, lead teachers and instructional coaches ☐Other (Specify) Comments:
Outcomes	☐ Educator learning is focused on student learning outcomes. ☐ Professional learning is driven by what teachers need to know and be able to do in order to provide effective learning for all students. ☐ Learning goals are based on analysis of educator and student data. ☐ Professional learning is focused on proven effective classroom strategies and practices. ☐ Learning outcomes are aligned with educator performance standards and student learning goals. ☐ All professional learning includes appropriate follow up.	☐ Professional learning plan ☐ Copy of data analysis results ☐ Educator performance standards ☐ Interviews with administrators ☐ Interviews with staff ☐ Other (explain) Comments:

QUESTIONS

YES	NO	QUESTION	EVIDENCE
		1.Has the professional learning plan been designed for the purpose of continuous improvement of student learning and performance?	☐ Professional Learning Plan – compare student and adult learning needs identified in data to plan goals and activities Comments:
		2. Are school and district professional learning plans evaluated annually using multiple data sources to include at a minimum: • Participants reactions to professional learning activities • Changes in educator behavior and practices in the classroom and workplace related to the goals • Changes in student results related to the goals	☐ Summary report from previous year's evaluation ☐ Methods of evaluation from previous year ☐ Evaluation forms from previous year Comments:
		3.Is the annual evaluation data shared with participants and the school board?	☐ Board minutes ☐ Faculty meeting agendas ☐ Administrator meeting agendas ☐ Memoranda ☐ Interviews – random Comments:

YES	NO	QUESTION	EVIDENCE
		4. Are the results of the annual evaluation used by the school and district professional learning committee to review and/or revise the program?	☐ Committee agendas ☐ Committee minutes ☐ Plan for subsequent year Comments:
		5. Does the school plan and implement a professional learning plan that complies with **Mississippi Standards for Professional Learning Guidelines?**	☐ Standards checklist Comments:



Mississippi Standards for Professional Learning Guidelines

MISSISSIPPI DEPARTMENT OF EDUCATION

July 2017

INTRODUCTION

Educators must continually improve their ability to retool teaching, update curricula, integrate research-based methods into instructional practice, meet the growing list of the sociopolitical needs of students, and improve student learning. This can only happen through ongoing, high-quality professional learning that provides educators with the knowledge and skills to meet the needs of all students.

Professional learning is a continuous process of individual and collective examination of practice. It should empower individual educators and communities of educators to make complex decisions, identify and solve problems, and connect theory, practice, and student learning. Professional learning should also enable teachers to offer students the learning opportunities that will prepare them to meet standards in given content areas and to successfully assume adult responsibilities for citizenship and work.

In conjunction with other educational organizations, Learning Forward has developed a definition of professional learning and a set of professional learning standards that focus on improving student learning. Implementation of the definition and standards will result in professional learning that is job-embedded, results based and data driven. The definition and standards provide a set of principles that can assist schools in improving student learning through an improvement of educator learning.

This document provides schools and districts with a vision of professional learning that can improve student learning in this state. The state, districts, schools, individuals, and other organizations all have a role in school improvement as well as responsibilities for ensuring that educators improve their knowledge and skills as they work with students.

DEFINITION

All schools and districts need to have a clear understanding of what constitutes effective professional learning. The definition below should clarify the meaning and provide common language among educators.

Adapted from a definition developed by the National Staff Development Council (now Learning Forward) and its allies and advocates who promote effective professional learning

PROFESSIONAL LEARNING The term "professional learning" means a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement

(A) Professional learning fosters collective responsibility for improved student performance and must be comprised of professional learning that:

(1) is aligned with rigorous state student academic achievement standards as well as related local educational agency and school improvement goals;

(2) is conducted among educators at the school and facilitated by well-prepared school principals and/or school-based professional learning coaches, mentors, master teachers, or other teacher leaders;

(3) primarily occurs several times per week among established teams of teachers, principals, and other instructional staff members where the teams of educators engage in a continuous cycle of improvement that:

(i) evaluates student, teacher, and school learning needs through a thorough review of data on teacher and student performance;

(ii) defines a clear set of educator learning goals based on the rigorous analysis of the data;

(iii) achieves the educator learning goals identified in subsection (A)(3)(ii) by implementing coherent, sustained, and evidenced-based learning strategies, such as lesson study and the development of formative assessments, that improve instructional effectiveness and student achievement;

(iv) provides job-embedded coaching or other forms of assistance to support the transfer of new knowledge and skills to the classroom;

(v) regularly assesses the effectiveness of the professional learning in achieving identified learning goals, improving teaching, and assisting all students in meeting challenging state academic achievement standards;

(vi) informs ongoing improvements in teaching and student learning; and

(vii) that may be supported by external assistance,

(B) The process outlin0ed in (A) may be supported by activities such as courses, workshops, institutes, networks, and conferences that:

(1) must address the learning goals and objectives established for professional learning by educators at the school level;

(2) advance the ongoing school-based professional learning; and

(3) are provided by for-profit and nonprofit entities outside the school such as universities, education service agencies, technical assistance providers, networks of content-area specialists, and oer education organizations and associations.

THE VISION

Implementation of high-quality, standards-based professional learning will build capacity for teachers and administrators to implement new curricula and increase student achievement. The definition of professional learning and the professional learning standards will enable educators to:

- Invest in quality opportunities to grow individually and collaboratively
- Enhance job-related skills
- Acquire new knowledge
- Share expertise and insights

The vision for professional learning begins with the teacher, because quality teaching is the single factor having the greatest impact on student learning. When teachers and students both learn on a daily basis, high levels of performance will follow. Teachers are assigned to learning teams/learning communities of peers at their school, with each teacher participating in at least one team. The teams, preferably ranging in size from two to eight, are organized by grade level, subject area or interdisciplinary themes.

Schools can arrange times for learning teams to meet in a variety of ways throughout the school workday. By meeting throughout the day, the administrator/instructional coach/ school staff developer will have the flexibility to attend several team meetings rather than just one if held before or after school. Regardless of how teams are organized or how times are arranged, the school's schedule assures teams a minimum of three times per week for collaborative professional learning.

After schools organize into learning teams, team members must agree to take collective responsibility for the success of the students represented by the team, e.g. grade level - all fourth graders or subject area – all high school English students. Schools may also address school improvement goals by organizing teams that accept collective responsibility for student success around a school-wide priority.

The time scheduled for the important work of learning teams is always focused on student learning. The work is accomplished through a cycle of continuous improvement, and meetings follow a strict protocol. Facilitated by a team leader, team members study data and explore solutions to problems. Minutes of team meetings are taken and filed to assist the team in tracking efforts, evaluating successes, and assisting with future planning.

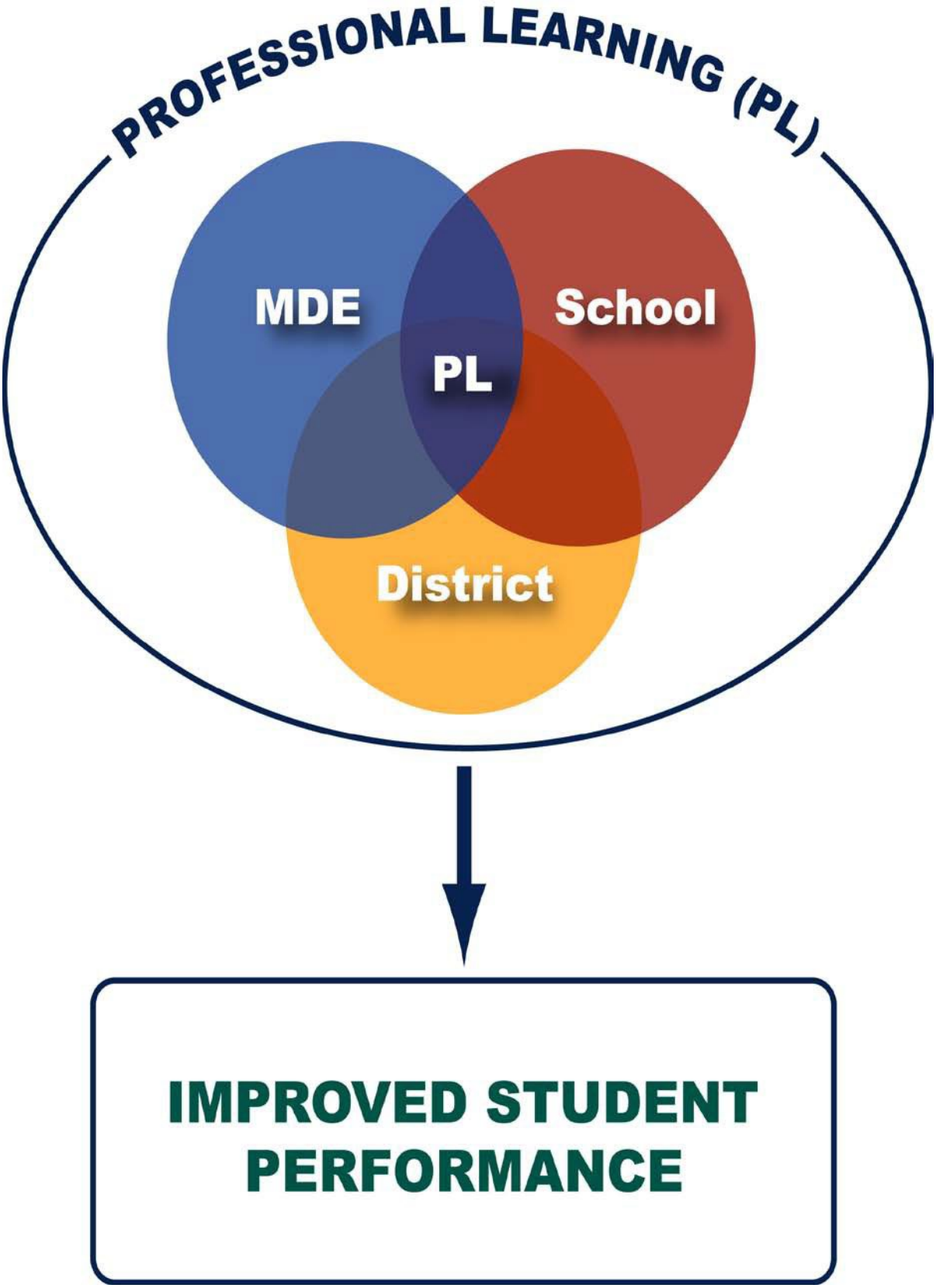
Learning teams are focused on achieving school goals. Each school has a school leadership team comprised of the principal, representatives from all learning teams, instructional coaches, and preferably a parent, a central office representative, and a community representative. The school leadership team supports learning teams in many ways, including adopting goals, monitoring progress toward goals, establishing organization and focus of specialized learning teams, and recommending priorities for structuring and scheduling learning teams. Many schools currently have school improvement teams or site-based advisory committees; these teams may serve as the school leadership team if they accept the responsibilities for school leadership.

The principal is ultimately responsible for orchestrating the smooth operation of all learning teams and thus the achievement of the vision. The principal must be a strong instructional leader with the vision, commitment, and skill to move the school through a significant path of improvement. The principalship is a complex position, and to ensure effective teaching a principal must skillfully perform many tasks such as leading the school improvement process, ensuring educators experience effective professional learning as a

part of each work day, holding educators accountable for effective teaching every day, and prioritizing resources.

The teacher teams and principals all need outstanding support to provide quality professional learning that leads to improved student learning. Each school must set goals based on student data, provide standards-based professional learning as identified by learning teams and school leadership teams, provide resources, and ensure quality professional learning for all educators, including administrators and other school leaders who must lead school improvement processes.

Schools and systems must provide support that leads to successful implementation of content and strategies teachers and administrators acquire in professional learning activities. As schools and districts work toward the vision, they will utilize additional research-based professional learning strategies that are more aligned with the needs of adult learners. Studies indicate a direct correlation between increased student learning and professional learning that meets the best practices described in this vision.


PROFESSIONAL LEARNING (PL)
MDE
School
PL
District
IMPROVED STUDENT PERFORMANCE

The primary purpose of professional learning is to improve educator practice and student results. Continuous improvement of individuals, schools, and school systems depends on high-quality professional learning. For professional learning to deliver on this promise, its conception and design must be based on research and successful practice, and professional learning must be consistently implemented and supported. The newly revised Standards for Professional Learning, the third version of these standards since 1995, define the essential elements of and conditions for professional learning if improvements in educator effectiveness and student learning are to be realized.

Standards for Professional Learning enumerate the conditions, processes, and content of professional learning to support continuous improvement in leadership, teaching, and student learning. The standards stress that effective professional learning is embedded in a culture committed to continuous improvement and informed by data and research on student performance. The standards emphasize that continuous learning and development are essential for the entire education workforce, community members, and government officials who share responsibility for improving student learning. (Stephanie Hirsh, Standards for Professional Learning, Learning Forward, 2011)

The 2011 Standards for Professional Learning encompass the seven essential elements of professional learning that must work together in synergy to increase educator effectiveness and results for all students. The seven essential elements are:

Learning Communities
Leadership

Resources
Data

Learning Design
Implementation
Outcomes

The development of the standards is based on three underlying assumptions:

- **Educator learning:** By making learning the focus, those who are responsible for professional learning will concentrate their efforts on ensuring that learning for educators leads to learning for ALL students, not just some. For too long, practices associated with professional development have treated educators as individual, passive recipients of information, and school systems have expected little or no change in practice.
- **Educator effectiveness**: When professional learning incorporates the indicators of effectiveness defined in its standards, educator effectiveness and student learning increase. Increased educator effectiveness makes possible a shift from current reality to the preferred outcomes of enhanced student learning results a goal to which all educators subscribe
- **Student and educator excellence**: The Standards for Professional Learning have as their core

purpose to increase the effectiveness and equity of education for all students regardless of their circumstance or postal code. Additionally, the standards describe a set of expectations for effective professional learning to ensure equity and excellence in educator learning.

The seven standards focus attention on educator learning that relates to successful student learning. Implicit

in the standards are several prerequisites for effective professional learning. They are so fundamental that the standards do not identify or describe them. These prerequisites reside where professional learning intersects with professional ethics. The prerequisites are:

- **Educators' commitment to students, all students, is the foundation of effective professional learning**. Committed educators understand that they must engage in continuous improvement to know enough and be skilled enough to meet the learning needs of all students. As professionals, they seek to deepen their knowledge and expand their portfolio of skills and practices.
- **Each educator involved in professional learning comes to the experience ready to learn.** Professional learning is a partnership among professionals who engage with one another to access or construct knowledge, skills, practices, and dispositions; however, it cannot be effective if educators resist learning.
- **Because there are disparate experience levels and use of practice among educators, professional learning can foster collaborative inquiry and learning that enhances individual and collective performance**. This cannot happen unless educators listen to one another, respect one another's experiences and perspectives, hold their students' best interests at the forefront, trust that their colleagues share a common vision and goals, and are honest about their abilities, practices, challenges, and results.
- **Like all learners, educators learn in different ways and at different rates**. Because some educators have different learning needs than others, professional learning must engage each educator in timely, high-quality learning that meets his or her particular learning needs.

Each of the standards begins with the same stem, "Professional learning that increases **educator effectiveness** and **results** for **all students** ." This statement confirms the link between educator practice and results for students. The link between educator learning and learning for every student is the purpose of professional learning, and the stem makes that link evident. The words in bold represent the core concepts of the stem:

- **Educator**: Describes the members of the education workforce, those employed within schools and school systems and in other education agencies to provide direct or indirect services to students. Educators include the professional and support staff who contribute to student learning. For example, school secretaries and central office staff provide indirect support to students, while teachers provide direct support to students.
- **Effectiveness**: Refers to educators' capacity to meet performance expectations, implement evidence-based practices, create and sustain conditions for effective learning, and increase student learning. Effectiveness is evident in performance as defined by role expectations and professional standards and by the results of an educator's work.
- **Results**: Refers to all aspects of student growth and development. Academic success is the primary results area, and it is coupled with social and emotional learning in the overall development of students. Student learning is assessed through multiple measures, both formative and summative, that provide evidence that students are succeeding in meeting the expected curriculum outcomes and development indicators.
- ***All* students**: Signifies that educators' professional responsibility and professional learning are driven by the belief that education for all students, not just some, is fundamental to the well-being of a global society.

Adapted from Learning Forward's (formerly the National Staff Development Council) Standards for Professional Learning

STANDARDS FOR PROFESSIONAL LEARNING OVERVIEW

The information in this section is taken from *Standards for Professional Learning* published by Learning Forward in 2011 and is intended to give the reader basic knowledge about each standard.

LEARNING COMMUNITIES:

Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Professional learning within communities requires continuous improvement, promotes collective responsibility, and supports alignment of individual, team, school, and school system goals. Learning communities convene regularly and frequently during the workday to engage in collaborative professional learning to strengthen their practice and increase student results. Learning community members are accountable to one another to achieve the shared goals of the school and school system and work in transparent, authentic settings that support their improvement.

Core Elements:

- Engage in continuous improvement
- Develop collective responsibility
- Create alignment and accountability

What it looks like …	What it doesn't look like …

Engage in continuous improvement: • School and district leaders creating policies and organizational structures that support implementation of collegial learning • Ensuring that teachers and school/district administrators are prepared to be skillful members and leaders of learning teams • Learning teams meeting regularly and frequently • Educators using agendas and protocols that focus team work on learning for all students • **All** educators participating in learning communities that align collaborative work with school improvement goals and focus on continuous improvement	• Having no policies or procedures to support implementation of learning communities • Teachers and administrators being told that they will implement learning communities without any training on what they are or how they operate • Teams meeting randomly only whenever an issue arises • Team meetings having no structure and becoming gripe sessions • Teams established only for elementary grade level teachers or secondary teachers of major content areas
Develop collective responsibility: • Learning communities sharing collective responsibility for all students in the school or district • Learning community members exchanging feedback about their practice with one another, visiting each other's classrooms or work settings, and sharing resources • Developing and employing norms of collaboration and	• Teachers taking responsibility for learning of only those students in their classroom • Teachers developing their own lesson plans and strategies and not sharing with others • Team has no rules for how team meetings are

relational trust **What it looks like …** • Using technology to facilitate and expand learning community interaction **Create alignment and accountability:** • Team members and faculties holding themselves collectively accountable for student results • Leaders creating policies and providing support aligned with an explicit vision and goals for successful learning communities • Learning communities bridging the knowing-doing gap between development of knowledge and skills (macro-level learning) and practices and refinements (micro-level learning) necessary for full implementation in the classroom or workplace	conducted **What it doesn't look like …** • Team members or whole faculty not trusting each other • Team members and faculty blaming each other for poor student results • Policies not existing to align vision or goals for learning communities • Support provided does not align with goals for successful learning communities • Professional learning usually focused on just knowledge and skills

LEADERSHIP:

Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Leaders throughout the pre-K-12 education community recognize effective professional learning as a key strategy for supporting significant school and school system improvements to increase results for all students. Whether they lead from classrooms, schools, school systems, technical assistance agencies, professional associations, universities, or public agencies, leaders develop their own and others' capacity to learn and lead professional learning, advocate for it, provide support systems, and distribute leadership and responsibility for its effectiveness and results.

Core Elements:

- Develop capacity for learning and leading
- Advocate for professional learning
- Create support systems and structure

What it looks like …	What it doesn't look like …
Develop capacity for learning and leading: • Teachers in a variety of leadership roles • Faculty involved in planning and implementing high quality professional learning • Administrators participating in professional learning with staff	• Teachers with no roles other than in the classroom • Professional learning planned and implemented only by administrators or outside consultants • Administrators busy with other things while teachers learn
Advocate for professional learning: • Teachers articulating the benefits and intended results of professional learning on teacher practice • Administrators modeling instructional leadership, continuous improvement, and professional learning	• Teachers complaining that everyone has enough to do without participating in professional learning • Administrators managing the school/district with little emphasis on instructional leadership
Create support systems and structures: • Administrators creating a school culture that supports continuous improvement through team learning • Resources, including time, equitably distributed to accomplish learning goals • Policies and guidelines in place to ensure effective professional learning	• A negative school culture with little emphasis on learning and working together • Little attempt made to find time for professional learning in the school day or to allocate adequate financial and material resources • Absence of school/district policies or guidelines for effective professional learning

RESOURCES:

Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Effective professional learning requires human, fiscal, material, technology, and time resources to achieve student learning goals. How resources are allocated for professional learning can overcome inequities and achieve results for educators and students. The availability and allocation of resources for professional learning affect its quality and results. Understanding the resources associated with professional learning and actively and accurately tracking them facilitates better decisions about and increased quality and results of professional learning.

Core Elements:

- Prioritize human, fiscal, material, technology, and time resources
- Monitor resources
- Coordinate resources

What it looks like …	What it doesn't look like …
Prioritize human, fiscal, material, technology, and time resources: • Resources focused on small number of high priority goals for student and educator learning • Resources allocated to support job-embedded professional learning in the school • School schedule designed to provide time in the school day for professional learning • Expertise within the school/district utilized for professional learning • Resources allocated for technology to support student learning	• Resources given to any program or learning opportunity that is available • Resources utilized for external training rather than school-based professional learning • Schedules created with no attention to professional learning time • Costly external facilitators and/or training utilized for professional learning • Resources allocated for technology for purposes other than student learning
Monitor resources: • Process in place to track and monitor resources • Inequities in learning needs and opportunities to learn addressed in decision-making process	• Resources utilized with no process to monitor effectiveness • Decisions about allocation of resources made with little regard to student/educator learning needs
Coordinate resources: • All sources of funding coordinated and aligned to school/district learning goals • Responsibility for allocation of resources shared among all educators	• Funding from each source allocated separately with little or no regard to coordination or alignment to specific goals • Decisions for resource allocation made by a few administrators without input from school staff

DATA:

Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Data from multiple sources enrich decisions about professional learning that leads to increased results for every student. Multiple sources include both quantitative and qualitative data, such as common formative and summative assessments, performance assessments, observations, work samples, performance metrics, portfolios, and self-reports. The use of multiple sources of data offers a balanced and more comprehensive analysis of student, educator, and system performance than any single type or source of data can.

Core Elements:

- Analyze student, educator, and system data
- Assess progress
- Evaluate professional learning

What it looks like .	What it doesn't look like ...
Analyze student, educator, and system data: • Teachers and administrators analyzing student data to identify adult learning priorities at the classroom, school, and district levels • Teachers/ teams analyzing student data to make decisions about student progress and adjustments needed to increase student learning • Planners considering educator preparation, work performance, perceptions along with student data to set goals for educator learning • School and district leaders collecting and analyzing data to determine changes in policies, procedures, resource allocation etc needed to support team, school and district professional learning	• Professional Learning Committee considering only data from state assessments to determine student results • Administrator/counselor/consultant analyzing data and telling teachers what the data says and how to improve • Planners developing plans that do not take into account level of employee background and experiences • Leaders not collecting data and determining changes needed
Assess Progress: • Teachers/teams using student data to assess the effectiveness of the application of their new learning • School leaders using data to monitor implementation of professional learning and its effects on educator practice and student learning • Educators frequently collecting and using data to make ongoing adjustments to increase results for students, educators, schools, and districts	• Teams, schools or districts establishing no benchmarks for success • Implementation of concepts and practices from professional learning not monitored for classroom application • Teachers, teams, schools or districts making no adjustments to educator learning during the year
Evaluate Professional Learning: • Educators developing a theory of change and a framework to evaluate professional learning • Educators working together collecting data to determine changes in educator knowledge, skills, and dispositions, changes in classroom practice and changes in student learning • Educators working together to evaluate their learning designs, their collaboration, learning and results, and the design, content and duration of professional learning	• Having no theory of change or evaluation • Data collection focusing on educator likes or dislikes • Evaluation conducted only by consultants • Evaluation based on just student data

LEARNING DESIGNS:

Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcome.

Integrating theories, research, and models of human learning into the planning and design of professional learning contributes to its effectiveness. Several factors influence decisions about learning designs, including the goals of the learning, characteristics of the learners, their comfort with the learning process and one another, their familiarity with the content, the magnitude of the expected change, educators' work environment, and resources available to support learning. The design of professional learning affects its quality and effectiveness.

Core Elements:

What it looks like …	What it doesn't look like …
Apply Learning Theories, Research and Models: • School and district plans focus on team and whole-school learning • Most professional learning occurs as part of the workday. • Technology enhances and extends opportunities for professional learning.	• Professional learning basically scheduled outside the contractual workday or in summer • Taking a trip to attend a workshop not tied to learning goals of the school/district/state • Technology use not integrated to facilitate achieving student or educator learning goals
Select Learning Designs: • Educator and student outcomes determine best designs for delivery of professional learning • Adult learners engaging in using the processes they will use with students • Providing multiple practices of the new learning with feedback and coaching • Professional Learning Plan includes more than one way to learn or have support for learning new practices	• Using workshops or courses as the format for all or most professional learning • Educators expected to immediately implement new learning with no follow-up or feedback • Professional learning planned as "One size fits all"
Promote Active Engagement: • Learners actively engaged with other learners and the content during the learning process • Active learning processes may include writing, dialogue and discussion, demonstrations, inquiry, reflection, practice with feedback, coaching, modeling, problem solving and constructing knowledge collaboratively • Educators working in teams to collaboratively construct, analyze, evaluate, and synthesize knowledge and practices	• Passive delivery of information by a speaker with little or no interaction among participants • Educators usually working alone to learn • Plan including mostly "Sit and Get" workshops

IMPLEMENTATION:

Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

The primary goals for professional learning are changes in educator practice and increases in student learning. This is a process that occurs over time and requires support for implementation to embed the new learning into practices. Those responsible for professional learning apply findings from change process research to support long-term change in practice by extending learning over time. They integrate a variety of supports for individuals, teams, and schools. Finally, they integrate constructive feedback and reflection to support continuous improvement in practice that allows educators to move along a continuum from novice to expert through application of their professional learning.

Core Elements:

- Apply change research
- Sustain implementation
- Provide constructive feedback

What it looks like …	What it doesn't look like…
Apply change research: • Educators committing to long-term change by setting clear goals and maintaining high expectations for implementation with fidelity • School and district leaders providing and aligning resources to initiate and sustain implementation • Leaders modeling outstanding practices and maintaining a sustained focus on the goals and strategies for achieving them • Leaders creating and maintaining a culture of support opportunities	• Educators committed to short-term change • Providing resources for consultants but no follow-up • Leaders choosing to not be a part of professional learning • Leaders focused only on budgets. construction and athletics
Sustain implementation: • Professional learning producing changes in educator practice and student learning when it sustains implementation over time • Three to five years of ongoing implementation support focusing on deepening understanding and addressing problems associated with the new practice • Ongoing implementation support taking many forms but occurring at the implementation site • School or district coaches providing extended learning opportunities for new practices	• Episodic or occasional professional learning • Supporting implementation only for a few weeks or months • Professional learning with no planned follow-up learning after the introductory session • School or district choosing to use only technology for all follow-up support • A single event defined by a predetermined number of hours
Constructive feedback:	

• Educators providing specific information to assess practice in relationship to established expectations and to adjust practice to achieve those expectation • Learners engaging in reflection and providing constructive feedback on his/her own or others' practices • Feedback is focused, objective, relevant, valid, and purposeful. • Giving and receiving feedback require skillfulness in clear, nonjudgmental communication based on evidence, commitment to continuous improvement trusting relationships	• Feedback given only for formal evaluations • Plan has no clear expectations for learning • Feedback lacking in the formative stages of implementation • Feedback given is judgmental with no supporting evidence

OUTCOMES:

Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

For all students to learn, educators and professional learning must be held to high standards. Professional learning that increases results for all students addresses the learning outcomes and performance expectations education systems designate for students and educators. When the content of professional learning integrates student curriculum and educator performance standards, the link between educator learning and student learning becomes explicit, increasing the likelihood that professional learning contributes to increased student learning. When systems increase the stakes for students by demanding high, equitable outcomes, the stakes for professional learning increase as well.

Core Elements:

- Meet performance standards
- Address learning outcomes
- Build coherence

What it looks like …	What it doesn't look like …

Meet performance standards: • Professional learning goals aligned to educator performance standards and student learning goals • Professional learning driven by what teachers need to know and be able to do in order to provide effective learning for every student • Learning goals based on analysis of educator and student data • Specific expectations for administrator, teacher and student performance delineated **Address learning outcomes:** • Educator learning focused on student learning outcomes	• Professional learning planned on a "whim" rather than based on educator or student learning goals • Professional learning addressing topics extraneous to learning such as school law, CPR, etc • Professional learning planned by district with little regard to educator or learner needs at specific schools • No explicit expectations for educator or student performance or expectations unclear • Educator learning loosely related or unrelated to student learning

• Professional learning focused on proven effective strategies and practices to be implemented in classroom • Educator learning goals based on how to improve learning and growth of ALL students **Build coherence:** • Learning outcomes and pedagogy aligned with educator performance standards and student learning goals • Professional learning built on earlier professional learning/what educators have already learned • Learning followed up with later, more advanced work to assure that learning leads to practice	• Professional learning focused on a number of different topics with little relationship to each other • Educator learning focused on a small segment of the school population rather than on ALL students • Weak or no link between learning outcomes and educator standards or student learning goals • "Stand-alone" professional learning without regard to current knowledge and skills of educators • "One shot" professional learning with no follow up to assure its effectiveness

RESPONSIBILITIES:
STATE, DISTRICT, SCHOOL, AND INDIVIDUAL

In order to effectively implement the Standards for Professional Learning, the state, district, school, and individual educator each have their own set of responsibilities.

State Responsibilities

ile the emphasis for design and delivery of effective professional learning is a school and district responsibility, it is the state's responsibility to encourage and provide resources for and information about professional learning. The state makes available to local school districts information on improvement strategies supported by current research and provides opportunities for professional learning and continuous growth. The state creates and supports the capacity for local professional learning with the goal of ensuring that every student has highly qualified teachers and school leaders.

In order to assist schools and districts in implementing effective professional learning, state leadership shall:

1. Implement a coherent statewide professional learning system that targets resources, programs and personnel to identified needs of school districts and schools.
2. Identify effective educational and professional learning practices and provide information about them to school personnel.
3. Ensure that state policies, rules, and regulations provide guidance and flexibility to school districts and schools in developing and carrying out professional learning.
4. Ensure that professional growth and learning needs are identified in needs assessment and planning processes.
5. Establish criteria for professional learning plans which relate directly to identified student needs and are consistent with professional learning standards and state curriculum standards.
6. Create opportunities to build learning communities across the state among educators. Provide schools and districts with information about developing learning communities, and provide training, support and coaching for the process.

School District Responsibilities

Each district must create the capacity for ongoing professional learning by providing resources and information to schools and to individual teachers and administrators. School districts must work with schools in planning and implementing a school-focused professional learning program.

In order to create the capacity for effective professional learning the school district leadership shall:

1. establish a climate and policies in support of professional growth and learning for all employees by adopting policies and allocating sufficient resources for professional learning;
2. engage all school leaders in planned, integrated, continuous learning to improve student learning;
3. provide training and support to schools as they become learning communities;
4. conduct a professional learning needs assessment, support schools in establishing their specific

professional learning needs in relation to standards and data on student achievement, and assist schools in locating available resources to meet these needs;

5. focus professional learning to enhance educator knowledge of the subject content related to state curriculum standards, use of data and assessments to inform classroom practice, and strategies to meet the needs of all students including English language learners and students with special needs;
6. establish a system to regularly evaluate the impact of professional learning on increased teacher effectiveness and improved student learning; and
7. consider professional learning implications of any comprehensive change process focused on improving student learning.

School Responsibilities

A school focused on student learning establishes an organizational structure and information system for implementing its own professional learning plan consistent with its goals and school improvement process. The school assesses its needs continuously and makes adjustments in its professional learning plan. Teacher and administrator learning is an integral part of school life, and time is allocated for it, preferably embedded within the school day.

In order to implement an effective professional learning plan the school leadership shall:

1. assess the professional learning needs in relation to standards and implement professional learning that meets school, system, state, and federal goals;
2. establish a process to ensure that professional learning plans are consistent with the Mississippi Standards for Professional Learning;
3. implement school, grade and/or content area professional learning communities;
4. provide time and resources for teachers and administrators to collaborate on common goals, observe examples of good practice both within and outside of the school and school district, and reflect on their practice;
5. ensure that professional growth and learning is continuous, ongoing, and job-embedded and includes follow-up and support for implementation and further learning;
6. model effective learning processes; provide opportunities to reflect on new learning and to demonstrate and share knowledge;
7. base content of professional learning on analysis of actual student performance data and educator performance;
8. provide continuous evaluation of professional learning with the results used for planning and revising for future professional learning; and
9. evaluate the professional learning's effectiveness in affecting educators' knowledge, skills, and behaviors and in increasing student learning.

Individual Educator Responsibilities

Teachers and administrators assume responsibility for their own continuous learning and contribute their knowledge to colleagues in their school. Individual educators strive to create a professional learning community and to help create conditions that allow all educators to work well together. They channel their

efforts toward a clear, commonly shared purpose for student learning and toward fulfilling the school's instructional goals.

In assuming responsibility for their learning the individual educator shall:

1. deepen content knowledge related to the state curriculum standards/common core in the subjects they teach;
2. seek professional learning opportunities to access additional strategies that provide effective instruction for their students;
3. participate actively in learning communities; and
4. reflect on their own professional practices, continually evaluate the effect their instruction has on students, and use the information to modify instruction to meet identified student needs.

STEPS FOR DEVELOPING EFFECTIVE PROFESSIONAL LEARNING

1. **Establish the need for the professional learning**

   - Careful analysis of student assessment data and identification of student learning needs
   - Review of student data such as attendance and discipline referrals
   - Clear statements of what teachers need to know and be able to do to address the student learning needs
   - Identification and description of teacher knowledge and skills necessary to address student learning needs, explicitly grounded in research and/or evidence from successful practice

2. **Specify professional learning outcomes and related indicators that address the need for the activity**

   - Outcomes defined in terms of participants' mastery and/or application of new professional knowledge, skills and behaviors
   - The need for the activity explicitly addressed for each outcome
   - Each outcome accompanied by at least one indicator that is measurable and observable
   - Specified expectations and evidence of success
   - Expectations for when each of the outcomes (and related indicators) will be achieved
   - Clear indication of which school, district, or state goals, objectives, and priorities are addressed by each of the outcomes

3. **Describe learning activities, follow-up, role of principals and other school leaders, and relationship to other professional learning**

   - Description of the professional learning activities and follow-up to ensure that participants achieve the intended outcomes on the projected timeline
     - Specific professional learning programs, strategies, or interventions based on research and/or proven effective practice
     - Matched to educator/student learning needs
   - Selection of appropriate learning designs to achieve the specified outcomes, taking into consideration the complexity of the goals, resources needed, learner characteristics, magnitude of expected change, etc.
   - Description of strategies to ensure full participation in all of the professional learning activities
   - Clear expectations for how principals and other school leaders participate and support teacher participation

- Description of the links between the planned professional learning and other professional learning in which the participants are involved

4. Create evaluation plan

*** Remember: the ultimate goal of professional learning is improved student performance ***

- Explanation of how each evaluation question will be addressed
- xplanation of how the evaluation will focus on each of the intended outcomes and related indicators
- Description of data-collection instruments and strategies for data analysis and reporting
- Timeline and assignment for conducting the evaluation and reporting the results
- Five levels of assessment included:
    1. participant reactions
    2. participant learning
    3. organizational support and learning
    4. participant implementation of new knowledge or skills
    5. student learning outcomes

5. Identify resources

- Detailed budget showing books, materials, etc needed and source of funding
- Description of amount of time to be allocated to the intended professional learning, including both initial and follow-up time
- Identification of personnel to serve as facilitators of learning

APPENDIX A

Legislative Mandate: Section 37-17-8, Mississippi Code of 1972, amended 2009

§ 37-17-8. Comprehensive in-service staff development plans; exemption of certain school districts [Repealed effective June 30, 2009].

(1) The State Board of Education, through the Commission on School Accreditation, shall establish criteria for comprehensive in-service staff development plans. These criteria shall: (a) include, but not be limited to, formula and guidelines for allocating available state funds for in-service training to local school districts; (b) require that a portion of the plans be devoted exclusively for the purpose of providing staff development training for beginning teachers within that local school district and for no other purpose; and (c) require that a portion of the school district's in-service training for administrators and teachers be dedicated to the application and utilization of various disciplinary techniques. The board shall each year make recommendations to the Legislature concerning the amount of funds which shall be appropriated for this purpose.

(2) School districts shall not be required to submit staff development plans to the Commission on School Accreditation for approval. However, any school district accredited at Level 1 or Level 2 shall include, as a part of any required corrective action plan, provisions to address staff development in accordance with State Board of Education requirements. All school districts, unless specifically exempt from this section, must maintain on file staff development plans as required under this section. The plan shall have been prepared by a district committee appointed by the district superintendent and consisting of teachers, administrators, school board members, and lay people, and it shall have been approved by the district superintendent.

(3) In order to ensure that teachers are not overburdened with paperwork and written reports, local school districts and the State Board of Education shall take such steps as may be necessary to further the reduction of paperwork requirements on teachers.

(4) Districts meeting Level 4 or 5 accreditation standards, as defined by the State Board of Education, shall be exempted from the mandatory provisions of this section relating to staff development plans.

Sources: Laws, 1982, Ex Sess, ch. 17, § 13; Laws, 1992, ch. 519, § 6; Laws, 1998, ch. 544, § 9; Laws, 2006, ch. 417, § 8, eff from and after July 1, 2006.

RESOURCES

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August 2011,Vol. 32, No. 4 *Standards for Professional Learning*

October 2011, Vol. 32, No. 5 *Learning Designs*
April 2012, Vol. 33, No. 2 *Implementation*
February 2012, Vol. 33, No. 1 *Resources*

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Phase I: Wei, R. C., Darling-Hammond, L., Andree, A., Richardson, N., & Orphanos, S. (2009). *Professional learning in the learning profession: A status report on teacher development in the United States and abroad*

Phase II: Wei, R. C., Darling-Hammond, L., and Adamson, F. *Professional Development in the United States: Trends and Challenges*

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Websites

All Things PLC - http://www.allthingsplc.info/

Site created to serve as a collaborative, objective resource for educators and administrators who are committed to enhancing student achievement. Find the latest research, articles, tools and other education resources for building a PLC – professional learning community.

Annenberg Institute for School Reform - http://www.annenberginstitute.org

Tools for school improvement, including guidance and protocols for critical friends groups

Coalition for Essential Schools - http://www.essentialschools.org

Ideas and tools, including guidance and protocols for *critical friends groups,* as well as a large data base

about professional learning practices such as peer coaching, learning communities, etc., and curriculum, instruction and assessment

Council of Chief State School Officers - http://www.ccsso.org

Publications featuring good professional development practices. Standards for teachers and school leaders that serve as the basis for quality teaching and leadership

Regional Educational Labs - http://ies.ed.gov/ncee/edlabs/regions/index.asp

These websites have current information about professional learning and other related topics.

Learning Forward (formerly the National Staff Development Council) - http://www.learningforward.org
Information about the national organization, journals, videos and other publications about effective professional learning; some articles are free to read online.

Learning Forward Mississippi (formerly the Mississippi Staff Development Council) – http://www.learningforwardmississippi.org

Information about the state organization, conferences, and links to other professional learning websites

New Teacher Center - http://www.newteachercenter.org
Training materials and training for working with mentors

MISSISSIPPI

Standards for Professional Learning

Mississippi Department of Education

July 2016

Why Are Standards for Professional Learning Part of Accreditation Standard 15?

- The primary purpose of professional learning is to **improve educator practice** and **student results**.

- Standards for professional learning:
  - make explicit that the purpose of professional learning is for educators to develop the knowledge, skills, practices, and dispositions to help students perform at high levels;
  - guide the design, implementation, and evaluation of professional learning; and
  - allow for consistent, statewide implementation of a professional learning system.

About the Standards for Professional Learning

- Developed by Learning Forward and representatives from **20 other** professional organizations

- Define the essential elements of professional learning if improvements in **educator effectiveness** and **student learning** are to be realized

- Enumerate the conditions, processes, and content of professional learning to support **continuous improvement** in leadership, teaching, and student learning

- Stress continuous**, job-embedded**, **collaborative** learning based on data

The Role of the Standards for Professional Learning

- Provide the essential elements of professional learning that function together to enable educators to increase their effectiveness and student learning

- Describe the attributes of effective professional learning to guide decisions and practices

- Serve as a template for organizing professional learning

- Define what all educators should expect of their professional learning and what their responsibilities are as participants

The Link to Student Results

- 20 years of research confirms the strong relationship between teacher practice and student learning.
- Research concludes that effective professional learning positively influences educator practice.
- Research about effective schools identifies collaboration and professional learning as two characteristics appearing in schools that substantially increase student learning.
- Studies name professional learning as one of the top 5 components of reform efforts.

Prerequisites for Effective Professional Learning

- Educators' **commitment** to ALL students is the foundation of effective professional learning.
- Each educator involved in professional learning comes to the experience **ready to learn**.
- Because of the varying experience levels and use of practice among educators, professional learning can foster **collaborative inquiry** and learning that enhances individual and **collective performance**.
- Like all learners, educators **learn in different ways** and at **different rates.**

Standards for Professional Learning

- 7 standards = 7 essential elements of professional learning
- Although listed and described individually the standards must work together in synergy to be effective.
- All standards share the same stem, “Professional learning that increases educator effectiveness and results for all students … .”

Core Concepts of the Stem

- The stem confirms the link between educator practice and results for students which is the purpose of professional learning.

- Underlined core concepts:

  - Educator: **All** members of the education workforce

  - Effectiveness: Educators' **capacity** to meet expectations, implement best practices, create and sustain conditions for effective learning, and increase student learning

  - Results: All aspects of student growth and development

  - ALL students: Educators' responsibility and training driven by belief that education for ALL students is fundamental

The Standards for Professional Learning

- Learning Communities
- Leadership
- Resources
- Data
- Learning Design
- Implementation
- Outcomes

Learning Communities

Professional learning that increases educator effectiveness and results for all students ***occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.***

Core elements

- Engage in continuous improvement
- Develop collective responsibility
- Create alignment and accountability

Leadership

Professional learning that increases educator effectiveness and results for all students ***requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.***

Core elements:

- Develop capacity for learning and leading
- Advocate for professional learning
- Create support systems and structures

Resources

Professional learning that increases educator effectiveness and results for all students ***requires prioritizing, monitoring, and coordinating resources for educator learning.***

Core Elements

- Prioritize human, fiscal, material, technology, and time resources
- Monitor resources
- Coordinate resources

Data

Professional learning that increases educator effectiveness and results for all students ***uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning***.

Core Elements

- Analyze student, educator, and system data
- Assess progress
- Evaluate professional learning

Learning Designs

Professional learning that increases educator effectiveness and results for all students ***integrates theories, research, and models of human learning to achieve its intended outcomes.***

Core Elements

- Apply learning theories, research, and models
- Select learning designs
- Promote active engagement

Implementation

Professional learning that increases educator effectiveness and results for all students ***applies research on change and sustains support for implementation of professional learning for long-term change.***

Core Elements

- Apply change research
- Sustain implementation
- Provide constructive feedback

Outcomes

Professional learning that increases educator effectiveness and results for all students ***aligns its outcomes with educator performance and student curriculum standards***.

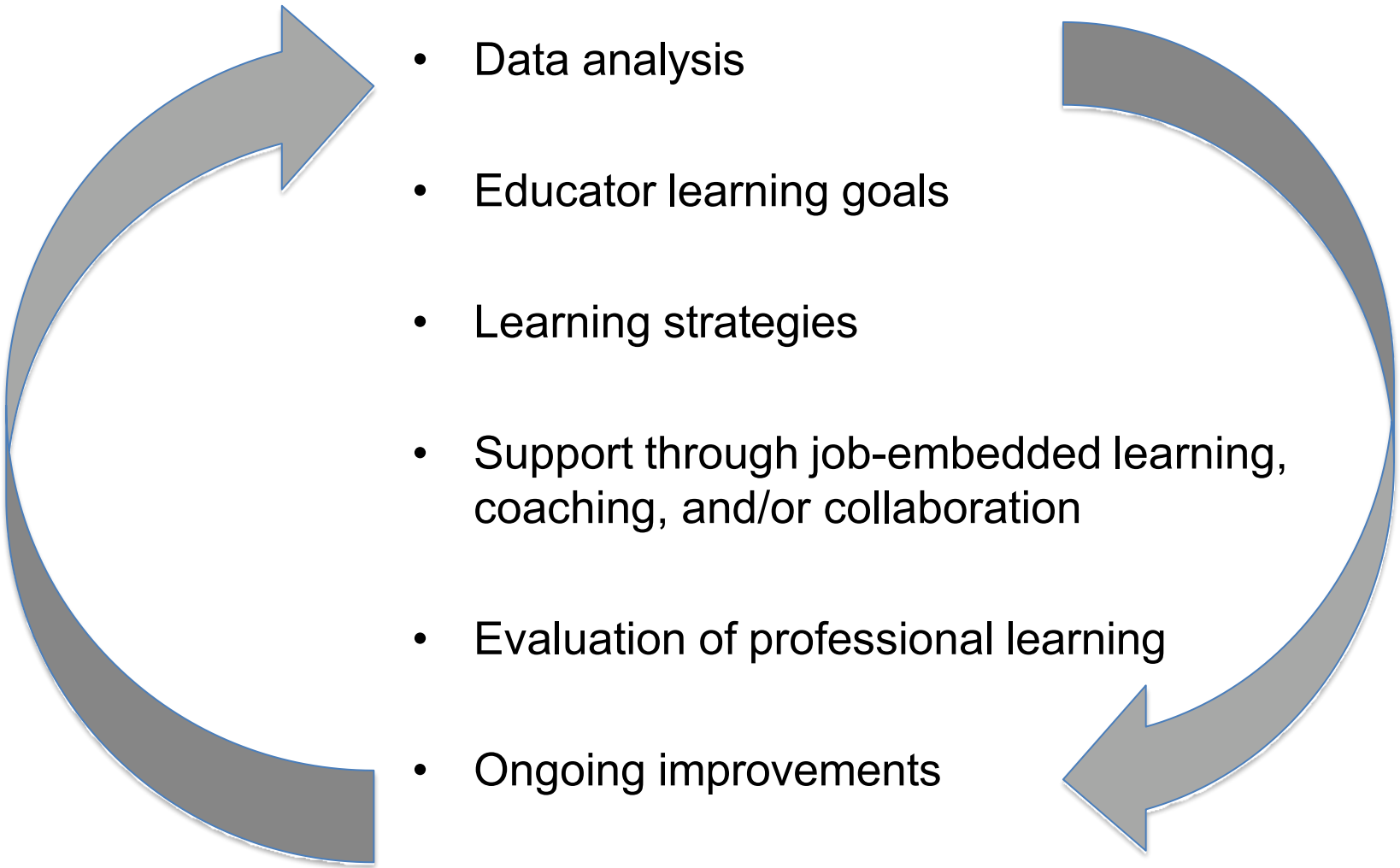
Core Elements

- Meet performance standards
- Address learning outcomes
- Build coherence

Careful planning and implementation of effective professional learning which utilizes the Standards for Professional Learning yields positive results -

IMPROVED STUDENT LEARNING

Cycle of Continuous Improvement



- Data analysis
- Educator learning goals
- Learning strategies
- Support through job-embedded learning, coaching, and/or collaboration
- Evaluation of professional learning
- Ongoing improvements

Standards-Based Planning

Action Steps
Examine data from student assessments and other sources to identify goals for student learning
Set goals for educator learning and identify designs/strategies for accomplishing those goals
Engage in professional learning
Apply knowledge and practices from professional learning in classroom practices
Examine student work and/or assessments and reflect on how the new practices influenced student learning
Refine professional learning practices and structures

Resources

- *Standards for Professional Learning,* Learning Forward, 2011
- www.learningforward.org
- www.learningforwardmississippi.org

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

STATE ASSESSMENTS

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
16	The school district adheres to all requirements of the Mississippi Statewide Assessment System. See Appendix F. Miss. Code Ann. §§ 37-16-1 through 4 and § 37-16-9, and Miss. Admin. Code 7-3: 78.1 and 78.7, State Board Policy Chapter 78, Rules 78.1 and 78.7.	Check the plan and board approval. Get a copy of the plan.	Check development of the plan. Check implementation of the plan.	Office of Accreditation	Document Analysis Checklist

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Does the school district implement a professional development program?				
b) Does the school district adhere to all requirements of the Mississippi Statewide Assessment System? {Miss. Code Ann. § 37-16-1 through 4} Miss. Admin. Code 7-3: Ch. 34, Miss. Admin. Code 7-3: 74.20, State Board Policy Chapter 74, Rule 74.20, and Miss. Admin. Code 7-3: 78.1 and 78.7, State Board Policy Chapter 78, Rules 78.1 and 78.7.				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

MAAP Test Security Auditing Checklist and Observations

MDE Auditor: Report to the building 20-30 minutes before the test administration begins.

District Name		School Name	
DTC Name		Audit/Observation Date	
Assessment Name and Grade/Subject		STC Name	
Test Administrator Name		Proctor Name	
Audit Start Time/End Time		# Students Testing	
MDE Auditor		Signature of Auditor	

Section 1: Before Test Administration **The Audit team performs Quality Control (QC) checks of required documents and the handling of secure materials at the school site.**	**Yes**	**No**	**NA (or unable to observe)**
a. ★ Verifies the STC has the following required test audit documentation on site: 1. Signed District Test Security Plan. 2. Signed School Test Security Plan. Verify the school's plan contains processes for testing general ed students and special population students, addresses potential technology issues, test irregularities, medical monitoring (as needed), and other emergencies that could occur.			
b. ★ Verifies the STC has assessment training materials available for review and documentation demonstrating that staff performing a role in State testing have completed test security training and understand the consequences for violations to test security. Verification of acknowledgement for test security expectations must be documented via a signed *Test Security Confidentiality Agreement*.			
c. Verifies the assessment to be administered that day is the same assessment listed on the schedule provided for this school by the district.			
d. Verifies that secure test materials are stored in a secure, locked area with limited personnel access before the testing session.			
e. ★ Verifies there is a record of the chain of custody for the checking out/ checking in of secure materials from the secure material room/ closet at the school site; and that secure materials are always accompanied by two trained staff members when checked out for testing.			
f. Verifies test materials are prepared and ready for use for the day's scheduled assessment prior to your (auditor) arrival. The STC has student testing tickets printed and organized, test administration manuals with appropriate directions script, scratch paper, clock/ timer (if needed), approved calculators, and seating charts that are already prepared.			
g. Verifies test materials for students requiring accommodations were prepared and ready for use for the day's scheduled accommodated assessment before your arrival. Materials may include paper tests, large print tests, braille tests, approved supplemental aids, scratch paper, pencils, read aloud scripts, headsets, headphones, or earbuds for text-to-speech functions.			
h. ★ Verifies the completed seating chart provided by the STC to the TA maintains the following: 1. Date of test, 2. Subject area and grade level (applicable for 3-8 MAAP), 3. Name and license number of Test Administrator (TA), 4. Name of proctor(s), 5. Accommodation Codes provided are listed by respective students' name (accommodated test sessions only) or listed on a student roster, 6. Chart's layout is reflective of the testing room 7. Legibility			
i. ★ Verifies the accommodations and accessibility features being provided to each student are as listed on their respective IEP, LSP, or a 504 plan utilizing the correct accommodation and assesibility codes. (Codes updated in July 2022, see accomodations manual for current code numbers.)			

j. Verifies that the bulletin boards, classroom displays, fact tables, charts and diagrams and other relevant instruction materials pertaining to the subject area test being administered have been removed/ covered that would give assistance or advantage during testing. It is acceptable if different subject area content is displayed other than the subject area test to be administered in the room.			
k. Verifies the required testing signage and/ or other appropriate testing-related signage is posted in and around the testing area to identify those areas as such.			
l. ★ Verifies that during the distribution of secure test materials to TAs the STC utilizes sign in/ sign out sheet to track the distribution of secure test material to each TA so that the same number of tickets, scratch paper, read aloud scripts, etc. will be returned to the STC once the assessment session finishes.			

Use the space below to write additional comments about observations of the above factors.

Section 2: During Test Administration **The MDE Audit team always exhibits professional and unobtrusive behavior while observing.**	**Yes**	**No**	**NA (or unable to observe)**
a. Observe that the TA asks each student to state their own name as it reads on the testing ticket before their ticket being issued to the student.			
b. Observe their seating arrangements provide adequate spacing amongst students in the testing room to prevent students from being able to see each other's computer screens. If adequate spacing cannot be achieved, then cardboard dividers must be placed between students.			
c. Observe testing environment: Verify there is an adequate number of Proctors for the number of students testing in the room as indicated in the Test Security Materials provided by the MDE. (One Proctor for every 30 students) For example, a room of 65 students would require 1 TA and 3 Proctors.			
d. Observe that the TA reads test directions to students from the test administration manual (TAM), The TA must read the directions as they are written.			
e. Observe that the TA records and displays the start and scheduled stop time (if applicable) of the assessment. A clock displaying the current time should be visible; A countdown timer on a smart board or projector in place of a clock is acceptable.			
f. Observe both the TA/ Proctor actively engage in the monitoring of students during the administration of the test. (Walking around, scanning the room for student questions, monitoring for cheating)			
g. Observe that both the TA and Proctor are addressing a student when he or she has his/ her hand raised; to ensure accountability and corroboration of conversation by two adults.			
h. ★ Observes the TA and Proctor are maintaining a system to track the distribution and collection of scratch paper to students during test administration.			
i. Observes both the TA/Proctor are exhibiting professional and ethical behavior throughout the testing session (i.e., did not prompt testing strategies, did not rephrase items, did not coach or cue students, did not read from ELA passage to students, did not give meaning of words or text, did not tell students to redo or rework any portion of the test, did not translate any portion of the test).			
j. Observes for testing incidents: Is the TA/Proctor monitoring students for testing improprieties and testing irregularities? Each testing room maintains a log to document any irregularities during the test session. (i.e., interruptions to testing (technology/ power issues, unauthorized electronic devices; sick students, improper application of accommodations, lost or missing secure test materials)			
k. Observe student(s) ending test sessions: The TA or Proctor verifies that students submitted their exam and are logged out of the vendor platform.			
l. Observe that the TA or Proctor collects test materials of students who complete the test prior to the expiration of the allotted test time of 180 minutes. (Exceptions to the 180-minute rule: The writing portion of ELA assessments is 90 minutes; any subject area assessment testing students that requires accommodation code 20 -extra time)			
m. Observes the TA and Proctor have collected and accounted for all testing materials ★ including accommodated materials from all students before their dismissal. (i.e., test login tickets, scratch paper, reference sheets, calculators)			

Use the space below to write additional comments about observations of the above factors (i.e., unusual situations).

Section 3: Accommodations/Accessibility features used during Testing. **Please reference the Mississippi Testing Accommodations Manual (2022) for guidance.**	**Yes**	**No**	**NA (or unable to observe)**
a. Observes administration of Paper and Pencil: Observes students marking their answers on the paper copy of the assessment or calling out answers to the scribe.			
b. Human reader can be used with online or paper testing: Observes students listening to human reader and marking their answers on the paper copy of the assessment or calling out answers to the scribe.			
c. Observes administration of Text-to-Speech (TTS): Observes students listening to test from headsets and puts answers into the computer or calls out answers to the scribe.			
d. Observes student use of embedded or non-embedded accommodations in forms of Large Print, Braille, approved assisted technology) List accommodations students are using during the observation.			

Please contact Sharon Prestridge for any questions: (601)- 359-1970

Reminder:

- **Using Incorrect Accommodation Codes:** Ensure the codes listed on the Statewide Assessment Program Accommodations summary page of the student's IEP/LSP/504 plan utilizes the same code numbers listed in the Mississippi Testing Accommodations Manual (MTAM). (Section 1, Question i.)
- **Setting Incorrect Accommodations in the Testing Platform**: Accommodations and accessibility features provided to students need to be verified. If you do not have time to verify the student(s) accommodations as listed on the State Testing accommodations summary page of their IEP/LSP/504 plan, then check after the assessment is complete. These issues may result in the district/school initiating the accommodations reset request process. (Section 1, Question i.)

Use space below to write additional comments about observations of the use of any accommodations or accessibility features.

Section 4: After the Assessment	Yes	No	NA (or unable to observe)
a. Observed that computers are returned to the pre-testing screen.			
b. Observed that prior to the collection of test materials from TAs and the dismissal of students from the testing room, the STC utilizes the appropriate vendor platform on their laptop to verify all students submitted their assessments.			
c. ★ Observed the STC re-counts test tickets, scratch paper, and other secure materials turned back in by the TA and Proctor, accounting for all secure materials distributed to each testing room. The collected secure materials are escorted by two trained staff members back to the secure storage area.			
d. Remind STC about making sure calculators are cleared; scratch paper is shredded (The process is different for each district. Some allow STCs to shred while others have all schools' materials for shredding sent to the district for DTC to do).			
e. **Did you check no to any of the questions denoted with a star symbol?** If yes, complete the attached ***Assessment Violation*** sheet and have the STC or DTC sign it. Once signed, ask them to make a copy of the violation sheet (Page 7). Keep the copy of the form they give you and give the original to the STC to complete the corrective action section. Once completed, the DTC will submit the completed form to MDE via the Caveon Core test security application as a testing irregularity. *AUDITORS* YOU KEEP THE AUDIT OBSERVATION FORM AND THE COPY OF THE *ASSESSMENT VIOLATION* SHEET FOR SUBMISSION in your Microsoft Teams auditor folder.			

Use the space below to write additional comments about observations of the above factors (i.e., unusual situations).

After the Observation, if time allows, ask additional questions and record answers (approximately 15 minutes). All questions below are not required. *Attach Details on additional sheet to this report. Include who answered the questions (i.e., DTC, STC, TA, etc.)*

1. Describe the district's protocol for assigning and document student testing accommodation features in preparation for the test administration.
   (a) How are accommodations documented for the students and entered in computer?
   (b) Did the scribes receive training and protocols for entering information into computer?

2. For online testing, in what ways did students in your school practice using the online testing environment prior to testing?

3. What is the process for testing a student who was absent during the regular test session?

4. Describe you district/school's protocol for handling test incidents such as student cheating or possession of a cellular device?

5. How did your training prepare you to handle unexpected testing incidences, such as, missing test materials, school/weather emergency, sick student, disruptive student(s), technology failure, etc.?

6. In what ways could the Mississippi Office of Student Assessment provide support to your district/school in the future (i.e., TA preparation, additional training, resources, etc.)?

Thank you for your assistance in the Mississippi Assessment Program Auditing Process. Please complete all notes, notify the MDE of any irregularity (601-359-3052) and scan this report and post in your folder on Microsoft Teams. Maintain your original hard copy/copies of all audits to return to the MDE at the end of the auditing period.

ASSESSMENT VIOLATION

MDE AUDITOR: _____

DATE: _____

DISTRICT/SCHOOL: _____

DTC / STC: _____

VIOLATION TYPE: SECURE MATERIALS ACCOMODATIONS DOCUMENTS

Description of observed violation: (If you marked NO to any question denoted with a STAR symbol, record that question below.) *COMPLETED BY AUDITOR*

Description of corrective action to be taken by school or district: *COMPLETED BY DTC / STC*

Auditor Signature: _____

Auditors mark yes for question E of Section 4. (After the assessment) on the Auditor Checklist and Observations form when completing this document.

I hereby certify that I have received a copy of this notice and will correct the deficiency prior to the next testing cycle of the current administration window taking place in (FALL / Spring) of 20 ___.

STC Signature: _____

STCs give this to your DTC for submission.

DTCs, the purpose of this notice is to call to your attention the assessment violation and give you an opportunity to correct it. Please complete the *corrective action to be taken by school or district* section of this form and submit it along with any supporting documentation demonstrating violation resolution as a testing irregularity within the Caveon Core test security application.

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

EARLY CHILDHOOD PROGRAMS

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
17.0	The school district is compliance with state and/or federal requirements for the following programs:				
17.1	Early Childhood Programs (kindergarten and teacher assistant). Miss. Code Ann. § 37-21-1, et seq., Miss. Admin. Code 7-3: 42.1, State Board Policy Chapter 42, Rule 42.1, and Miss. Admin. Code 7-3: 62.6, State Board Policy Chapter 62, Rule 62.6, Refer to the Mississippi Kindergarten Guidelines. Districts Meeting the Highest Levels of Performance are exempted from Miss. Code Ann. § 37-21-7(4).	Check staff qualifications and professional development hours if not available at school site. Complete checklist (if applicable).	Observe, interview and check documentation of school and teacher requirements as listed in the Audit Checklist 17.1. Complete checklist.	Office of Early Childhood	Kindergarten Public Standard Audit Checklist 17.1
17.2	Pre-Kindergarten. Miss. Code Ann. § 37-7-301(ss), Miss. Admin. Code 7-3: 28.4, State Board Policy Chapter 28, Rule 28.4. Refer to the Mississippi Early Learning Guidelines. Miss. Code Ann. § 37-7-301 (zz).	Check staff qualifications and professional development hours if not available at school site.	Observe, interview and check documentation of school and teacher requirements as listed in the Audit Checklist 17.2.	Office of Early Childhood	Kindergarten Public Standard Audit Checklist 17.2

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Is the school/district in compliance with all of the state and/or federal requirements of the Mississippi Kindergarten Guidelines?				
b) Is the school/district in compliance with all of the state and/or federal requirements of the Mississippi Early Learning Guidelines for Classrooms Serving Three-and Four-Year Old Children?				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Audit Checklist 17.1 – Kindergarten
Public Standard

Reviewer _____ School _____ Date _____

Directions: Utilize this checklist to document items reviewed on-site at the school. Documentation may be collected through a cumulative record review, document review, observation, and interviewing the teachers and/or administrators. The bolded words before each item indicate how to obtain the information.

Place a check in the "yes" column if the school meets the indicator or a check in the "no" column if the school does not meet the indicator. Place any notes regarding the items in the notes box following each section.

Entrance Age	Yes	No
Document Review: Cumulative records of students reflect that kindergarten students shall have reached the age of five years on or before September 1.		
Evidence may include a birth certificate.		
Document Review: A birth certificate and current immunization record are in the cumulative record for each Kindergarten student.		
Evidence will include a birth certificate and a current immunization record.		
Notes:		

Physical Settings (Existing Structures)	Yes	No
Observation: The classroom shall consist of no less than 35 square feet per child with a minimum of 600 square feet.		
Observation: Kindergarten classrooms shall be located at ground level.		
Observation: Every closet latch shall be such that children can open the door from the inside.		
Observation: The maximum distance to an exit from any point in the building shall not exceed 150 feet. The maximum distance from the classroom door at the corridor to an exit shall not exceed 100 feet.		
Observation: Safety covers are placed on all wall sockets which are not in use.		
Observation: Every toilet room door lock (applicably only for restroom attached to classrooms) shall be designed to permit opening of the locked door from the outside in an emergency, and the opening device shall be readily accessible to the staff.		
Observation: The classroom will not be located more than 125 feet from a bathroom. In the event of an emergency, adults shall be able to get to students, regardless of the student restroom location (classroom or hallway).		
Observation: Furniture shall be of an appropriate height and will vary to meet the needs of all children. Tables and chairs shall be the primary furniture.		
Observation: Each classroom shall have an area to be used for large group meetings.		
Notes:		

Physical Settings (New Structures Established after July 2017)	Yes	No
Observation: The classroom shall be a minimum of 1,000 square feet. The minimum classroom width shall be 24 feet except in pod-type structures.		
Observation: Classroom lighting shall contain operable standard fluorescent lights with area controls that provide adequate lighting. Switches with reach of the children will be located at the doors. Toilet rooms shall contain lighting fixtures.		
Observation: The maximum distance to an exit from any point in the building shall not exceed 150 feet. The maximum distance from the interior classroom door at the corridor to an exit shall not exceed 100 feet.		
Observation: Kindergarten classrooms are to be located at ground level.		

Physical Settings (New Structures Established after July 2017)	Yes	No
Observation: Each classroom shall contain a minimum of one bathroom that shall consist of a toilet and lavatory, or the lavatory may be omitted if the work counter area is equipped with a sink and is in close proximity to the toilet room door.		
Observation: A toilet paper holder is required and is to be placed within a child's reach from the toilet.		
Observation: Individual toilet rooms are required to accommodate the physically handicapped.		
Observation: Every toilet room door lock (applicable only for restrooms attached to classrooms) shall be designed to permit opening of the locked door from the outside in an emergency, and the opening device shall be readily accessible to the staff.		
Observation: The furniture shall be of appropriate height and variety to meet the needs of all children. Tables and chairs shall be the primary type of student furniture.		
Observation: Classroom areas, not carpeted, must be covered with resilient flooring or other easily cleaned material.		
Observation: Open storage units shall be provided for each student.		
Observation: Wall receptacles shall be placed 10 feet to 15 feet apart in each classroom. Any receptacle in the counter area should not be located near a sink. A minimum of 6 outlets is required. Safety covers should be provided for wall sockets not in use.		
Observation: Every closet latch shall be such that children can open the door from the inside.		
Observation: Built-in cabinets or portable storage areas shall be constructed to promote accessibility of materials to the child in order to encourage the selection of activities, to facilitate room clean-up and to serve as learning center dividers.		
Notes:		

Organizational Procedures	Yes	No
Document Review: The teacher-pupil ratio shall be 1:22 maximum. If a full-time assistant teacher is assigned to the kindergarten classroom, the teacher-pupil ratio shall not exceed 2:27. Evidence may include a class roster.		
Document Review: The length of the school day and school term shall be the same as that of the other grades of the elementary school. Evidence may include a master schedule.		
Document Review: Students shall participate in physical activity for a minimum of 30 minutes during the school day. The 30 minutes does not have to be continuous. Evidence may include a master schedule or class schedule.		
Notes:		

Staff	Yes	No
Document Review: Public school kindergarten teachers must hold one of the following endorsements: • Pre-K– K (153) • Elementary Education K – 3 (116) • Elementary Education K – 4 (152) • Elementary Education K –6 (120) • Elementary Education K – 9 (115) • Nursery – Kindergarten (151)		
Evidence will include an educator license(s).		
Document Review: Assistant teachers shall have met one of the following: A. Completed at least 2 years of study or 48 credit hours at an institution of higher education B. Obtained an associate's (or higher) degree C. High School Diploma and passed the Work Keys Assessment		
Evidence may include college transcript, college degree or Work Keys Score Sheet.		
Document Review: School systems must provide a minimum of eight (8) hours of training related to principles and methods of early childhood education and reading instruction for all kindergarten teachers, assistant teachers, and program administrators. Training should reflect appropriate best practices for early childhood (Pre-K through Grade 3) and should be evidence- or research-based.		
Evidence may include sign-in sheets from district-providing training, CEU/contact hour certificates, and agendas from attended trainings.		
Notes:		

Curriculum	Yes	No
Document Review: The instructional day shall include large and small group activities, learning center activities, and individual instructional activities.		
Evidence may include a class roster or lesson plans.		
Document Review: Subjects for kindergarten shall be integrated through a unit/thematic format.		
Evidence may include lesson plans.		
Document Review: The curriculum shall include integrated language arts (reading, listening, thinking, speaking, writing, and viewing), music, art, math, social studies, science, dramatic play, and physical activities.		
Evidence may include lesson plans and the master schedule.		
Observation and Document Review: Teachers shall have copies of and use the state-adopted kindergarten standards and reference the standards in the lesson plans.		
Evidence may include lesson plans.		
Observation, Document Review, and/or Interview: A minimum of 4 learning centers (3 primary centers/1 teacher-led small group) containing books, manipulatives, and creative art materials shall be organized, arranged, and labeled so that they are accessible to children. They should be in simultaneous use. All centers should include non-fiction and fiction books, writing materials, and creative arts materials that are appropriate to children's developmental states.		
Evidence may include class schedule and lesson plans.		
Document Review: Every child enrolled in a kindergarten program should be engaged in learning center activities for the purpose of learning and mastery of performance standards for a minimum of 120 minutes per day.		
Evidence may include class schedules and lesson plans.		
Notes:		

Educational Materials	Yes	No
Records Review: The initial expenditure for any new classroom for equipment, instructional materials and consumable supplies shall be adequate to equip a classroom of 27 five-year-old children.		
Evidence may include budget reports, purchase orders, or invoices.		
Records Review: The district shall spend a minimum of $1,000 per classroom per year on instructional materials and consumable supplies. This money is in addition to the Educational Enhancement Fund monies allocated to each teacher. Review budget and expenditures.		
Evidence may include budget reports, purchase orders, or invoices.		
Notes:		

Assessment	Yes	No
Document Review: Schools must conduct vision and hearing screenings for all kindergarten students within the first 45 days of enrollment.		
Evidence may include a log of completed screenings, screening results reports, or letters to parents regarding the results.		
Document Review: All kindergarten students are required to participate in the state-approved kindergarten readiness assessment.		
Evidence may include class rosters of students' names with completion dates or scores or result reports.		
Document Review: A continuous evaluation through use of a variety of techniques, procedures, and tools shall be used to determine individual students' social, emotional, and academic enrichment needs. The evaluation shall be based on the learning outcomes in the required curriculum standards.		
Evidence may include examples of blank evaluation tools or completed student tools/results.		
Notes:		

Family Engagement	Yes	No
Document Review: Each school district shall develop and distribute a parent handbook. The handbook should include information that addresses the kindergarten philosophy, goals, and information unique to a kindergarten program (e.g. curriculum, credentials, and assessments).		
Evidence will include a copy of the district/school handbook.		
Document Review: Parent/teacher conferences shall be conducted at least two times during the school year to inform parents or guardians of the child's progress.		
Evidence may include sign-in sheets from parent-teacher conferences, letters to parents regarding conferences, and master calendar with marked conference dates.		
Notes:		

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Audit Checklist 17.2 – Pre-Kindergarten
Public Standard

Reviewer _____ School _____ Date _____

Directions: Utilize this checklist to document items reviewed on-site at the school. Documentation may be collected through a cumulative record review, document review, observation, and interviewing the teachers and/or administrators. The bolded words before each item indicate how to obtain the information.

Place a check in the "yes" column if the school meets the indicator or a check in the "no" column if the school does not meet the indicator. Place any notes regarding the items in the notes box following each section.

Entrance Age	Yes	No
Document Review: Cumulative records of students reflect that pre-kindergarten students shall have reached the age of three or four years on or before September 1.		
Evidence may include a birth certificate.		
Document Review: A birth certificate and current immunization record are in the cumulative record for each pre-kindergarten student.		
Evidence will include a birth certificate and a current immunization record.		
Notes:		

Physical Settings (Existing Structures)	Yes	No
Observation: The classroom shall consist of no less than 35 square feet per child with a minimum of 600 square feet.		
Observation: Pre-kindergarten classrooms shall be located at ground level.		
Observation: Every closet latch shall be such that children can open the door from the inside.		
Observation: The maximum distance to an exit from any point in the building shall not exceed 150 feet. The maximum distance from the classroom door at the corridor to an exit shall not exceed 100 feet.		
Observation: Safety covers are placed on all wall sockets which are not in use.		
Observation: Every toilet room door lock (applicably only for restroom attached to classrooms) shall be designed to permit opening of the locked door from the outside in an emergency, and the opening device shall be readily accessible to the staff.		
Observation: The classroom will not be located more than 125 feet from a bathroom. In the event of an emergency, adults shall be able to get to students, regardless of the student restroom location (classroom or hallway).		
Observation: Furniture shall be of an appropriate height and will vary to meet the needs of all children. Tables and chairs shall be the furniture.		
Notes:		

Physical Settings (New Structures Established after July 2017)	Yes	No
Observation: The classroom shall be a minimum of 1,000 square feet. The minimum classroom width shall be 24 feet except in pod-type structures.		
Observation: Classroom lighting shall contain operable standard fluorescent lights with area controls that provide adequate lighting. Switches within reach of the children will be located at the doors. Toilet rooms shall contain lighting fixtures.		
Observation: The maximum distance to an exit from any point in the building shall not exceed 150 feet. The maximum distance from the interior classroom door at the corridor to an exit shall not exceed 100 feet.		
Observation: Pre-kindergarten classrooms are to be located at ground level.		

Physical Settings (New Structures Established after July 2017)	Yes	No
Observation: Each classroom shall contain a minimum of one bathroom that shall consist of a toilet and lavatory, or the lavatory may be omitted if the work counter area is equipped with a sink and is in close proximity to the toilet room door.		
Observation: A toilet paper holder is required and is to be placed within a child's reach from the toilet.		
Observation: Individual toilet rooms are required to accommodate the physically handicapped.		
Observation: Every toilet room door lock (applicable only for restrooms attached to classrooms) shall be designed to permit opening of the locked door from the outside in an emergency, and the opening device shall be readily accessible to the staff.		
Observation: The furniture shall be of appropriate height and variety to meet the needs of all children. Tables and chairs shall be the student furniture.		
Observation: Classroom areas, not carpeted, must be covered with resilient flooring or other easily cleaned material.		
Observation: Open storage units shall be provided for each student.		
Observation: Wall receptacles shall be placed 10 feet to 15 feet apart in each classroom. Any receptacle in the counter area should not be located near a sink. A minimum of 6 outlets is required. Safety covers should be provided for wall sockets not in use.		
Observation: Every closet latch shall be such that children can open the door from the inside.		
Observation: Built-in cabinets or portable storage areas shall be constructed to promote accessibility of materials to the child in order to encourage the selection of activities, to facilitate room clean-up and to serve as learning center dividers.		
Notes:		

Outside Play Area	Yes	No
Observation: A designated area for supervised outside periods during the pre-kindergarten day shall be provided.		
Observation: All new and remodeled playgrounds shall be readily accessible to and usable by individuals with disabilities.		
Observation: The outside play area shall have defined boundaries to protect children from environmental hazards. Developmentally appropriate play premises and/or equipment shall be provided to facilitate learning and ensure safety.		
Interview: Pre-kindergarten students do not simultaneously share an area with students in first grade or above during designated outside play periods.		
Notes:		

Organizational Procedures	Yes	No
Document Review: The teacher-pupil ratio shall be 1:10 for four-year-olds and 1:7 for three-year-olds. If a full-time assistant teacher is assigned to the pre-kindergarten classroom, the teacher-pupil ratio shall not exceed 2:20 for four-year-olds or 2:14 for three-year-olds. A classroom with a mix of three- and four-year olds shall follow the three- year-old ratio guidelines. Evidence may include a class roster.		
Document Review: The length of the school day for full-day programs should be at least 6 hours and provide 360 minutes of instruction. The length of the school day for half-day programs should be at least 3 hours and provide 180 minutes of instruction. Evidence may include a master schedule or class schedule.		

Organizational Procedures	Yes	No
Document Review: Students shall participate in physical activity for a minimum of 40 minutes and a maximum of 60 minutes in full-day programs and a minimum of 20 minutes and a maximum of 30 minutes in half-day programs. The physical activity does not have to be continuous.		
Evidence may include a class schedule.		
Document Review: Students should engage in a minimum of 30 minutes and a maximum of 60 minutes of quiet time each day in full-day programs.		
Evidence may include a class schedule.		
Notes:		

Staff	Yes	No
Document Review: Public school pre-kindergarten teachers must have one of the following endorsements/credentials: • Pre-K/K endorsement (153) or Pre-K 122 endorsement • K-Grade 3 endorsement (116) WITH 12 hours early childhood coursework • K-Grade 4 endorsement (152) WITH 12 hours early childhood coursework • K-Grade 6 endorsement (120) WITH 12 hours early childhood coursework • Special Education endorsement (211) • Special Education endorsement (221) WITH 12 hours early childhood coursework • Special Education endorsement (222) WITH 12 hours early childhood coursework • Special Education endorsement (223) WITH 12 hours early childhood coursework		
Evidence will include an educator license(s) and transcript.		
Document Review: Assistant teachers shall have met one of the following: A. Early Childhood/Child Development Associate Degree B. Associate Degree or 60 College Credit Hours WITH 12 hours early childhood coursework or Certificate of Completion of an early childhood training program C. High School Diploma/GED & Verification of WorkKeys Scores WITH 12 hours early childhood coursework or Completion of an early childhood training program		
Evidence may include college degree, certificate, transcript and/or WorkKeys Score Sheet.		
Document Review: Pre-kindergarten teachers, assistant teachers, and program administrators must complete at least 15 hours of professional development specific to early childhood content approved by the MDE or the Mississippi Department of Health each year.		
Evidence may include sign-in sheets from district-providing training, CEU/contact hour certificates, and agendas from attended trainings.		
Notes:		

Curriculum	Yes	No
Document Review: The instructional day shall include large and small group activities, learning center activities, and individual instructional activities.		
Evidence may include a class roster or lesson plans.		
Document Review: Subjects for pre-kindergarten shall be integrated through a unit/thematic format.		
Evidence may include lesson plans.		
Document Review: Teachers shall use a research-based curriculum that places an emphasis on early literacy and is aligned to the *Mississippi Early Learning Standards for Classrooms Serving Infants Through Four-Year-Old Children.*		
Evidence may include lesson plans.		
Notes:		

Curriculum	Yes	No
Observation and Document Review: Teachers shall use the *Mississippi Early Learning Standards for Infants through Four-Year-Old Children* in lesson plan development.		
Evidence may include lesson plans.		
Observation, Document Review, and/or Interview: A minimum of 5 learning centers containing manipulatives, and creative art materials shall be organized, arranged, and labeled so that they are accessible to children. They should be in simultaneous use. Non-fiction and fiction books, writing materials, and creative arts materials that are appropriate to children's developmental states should be accessible to children throughout the day.		
Evidence may include class schedule and lesson plans.		
Document Review: Every child enrolled in a pre-kindergarten program should be engaged in learning center activities for the purpose of learning and mastery of performance standards for a minimum of 120 minutes per day.		
Evidence may include class schedules and lesson plans.		
Notes:		

Educational Materials	Yes	No
Records Review: The initial expenditure for any new classroom for equipment, instructional materials and consumable supplies shall be adequate to equip a classroom of 20 children or the number being served if more than 20.		
Evidence may include budget reports, purchase orders, or invoices.		
Records Review: The district shall replenish the consumable supplies and instructional materials in each classroom at least once yearly.		
Evidence may include budget reports, purchase orders, or invoices.		
Notes:		

Assessment	Yes	No
Document Review: All pre-kindergarten students are required to participate in the state-approved kindergarten readiness assessment.		
Evidence may include class rosters of with completion dates or scores or results reports.		
Document Review: A continuous evaluation through use of a variety of techniques, procedures, and tools shall be used to determine individual students' social, emotional, and academic enrichment needs. The evaluation shall be based on the learning outcomes in the required curriculum standards.		
Evidence may include examples of blank evaluation tools or completed student tools/results.		
Document Review: Schools must conduct vision/hearing screenings for all pre-kindergarten students within the first 45 school calendar days.		
Evidence may include a log of completed screenings, screening result reports, or letters to parents regarding results.		
Notes:		

Family Engagement	Yes	No
Document Review: Each school district shall develop and distribute a parent handbook. The handbook should include information that addresses the pre-kindergarten philosophy, goals, and information unique to a pre-kindergarten program (e.g. curriculum, credentials, and assessments). Evidence will include a copy of the district/school handbook.		
Document Review: Parent/teacher conferences shall be conducted at least three times during the school year to inform parents or guardians of the child's progress. Evidence may include sign-in sheets from parent-teacher conferences, letters to parents regarding conferences, and master calendar with marked conference dates.		
Notes:		

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2023

CAREER TECHNICAL EDUCATION

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
17.3	Career-Technical Education. Miss. Code Ann. § 37-31-1, et seq., Miss. Admin. Code 7-3: 83-96, State Board Policy Chapters 83 through 96, and Federal Code.			Office of Career & Technical Education	

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Is the school district in compliance with state and/or federal requirements for Career and Technical Education?				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2023

SPECIAL EDUCATION

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
17.4	Special Education. Miss. Code Ann. §37-11-57, § 37-23-1 through § 37-23-9, Miss. Admin. Code 7- 3: 74.1, 74.3 through 74.6, 74.8, 74.10 through 74.14, and 74.19, State Board Policy Chapter 74, Rules 74.1, 74.3 through 74.6, 74.8, 74.10 through 74.14, and 74.19, and Federal Code. See State Policies Regarding Children with Disabilities under the Individuals with Disabilities Education Act of 2004 (IDEA 2004).			Office of Special Education	

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Is the school district in compliance with all state and/or federal requirements for Special Education programs?				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

MISSISSIPPI DEPARTMENT OF EDUCATION – OFFICE OF SPECIAL EDUCATION
ACCOUNTABILITY STANDARD 17.4
RULE 74.19
ON-SITE MONITORING RECORD REVIEW FORM
CHILD FIND – INITIAL EVALUATIONS ONLY

<table>
<tr><td colspan="3">Monitor's Name</td><td colspan="3">Date of Review:</td></tr>
<tr><td colspan="3">District:</td><td colspan="3">School:</td></tr>
<tr><td colspan="2">Student's Name:</td><td>Date of Birth:</td><td>Age:</td><td colspan="2">Grade:</td></tr>
<tr><td>Eligibility Category:</td><td colspan="2">Secondary Eligibility:</td><td colspan="3">Eligibility Date:</td></tr>
<tr><td colspan="6">NOTES:</td></tr>
</table>

MISSISSIPPI DEPARTMENT OF EDUCATION – OFFICE OF SPECIAL EDUCATION
ACCOUNTABILITY STANDARD 17.4
RULE 74.19
ON-SITE MONITORING RECORD REVIEW FORM
CHILD FIND – INITIAL EVALUATIONS ONLY

Record Review Item	Regulation 34 C.F.R. or SBP 74.19	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CFI-1	300.300(a)(1)(i)	Did the public agency obtain informed consent from the parent of the child before conducting the evaluation?	YES	The file shows evidence of signed permission to conduct an evaluation.	MET meeting documentation form Eligibility Determination form
			NO	The file **does not** show evidence of signed permission to conduct an evaluation.	
CFI-2	300.304(a)	Did the public agency provide notice to the parents that describes any evaluation procedures the agency proposes to conduct?	YES	The files shows evidence of documents describing the evaluation process and areas of proposed assessment.	Evaluation Plan
			NO	The files **does not** show evidence of documents describing the evaluation process and areas of proposed assessment.	
CFI-3	300.304(c)(4)	Did the public agency assess the child in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities?	YES	All areas related to the suspected disability were assessed.	Evaluation Plan Evaluation Report Eligibility Determination form
			NO	All areas related to the suspected disability **were not** assessed.	

MISSISSIPPI DEPARTMENT OF EDUCATION – OFFICE OF SPECIAL EDUCATION
ACCOUNTABILITY STANDARD 17.4
RULE 74.19
ON-SITE MONITORING RECORD REVIEW FORM
CHILD FIND – INITIAL EVALUATIONS ONLY

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CFI-4	300.304(b) 300.304(c)	Did the public agency conduct the evaluations: 1) Using a variety of assessment tools and strategies to gather relevant functional, developmental and academic information provided by the parent, that may assist in determining whether the child is a child with a disability. 2) Not use any single measure or assessment as the sole criterion for determining an appropriate educational program; 3) Use technically sound instruments that may assess cognitive and behavioral factors, in addition to physical or developmental factors; 4) Are not discriminatory on a racial or cultural basis; 5) Provided and administered in the child's native language or other mode of communication 6) Administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the assessment?	YES	The public agency conducted the evaluations in accordance with CFR 300.304.	Eligibility Determination Form Evaluation reports Eligibility Criteria Form
			NO	The public agency failed to address one or more components for the evaluations in accordance with CFR 300.304.	

MISSISSIPPI DEPARTMENT OF EDUCATION – OFFICE OF SPECIAL EDUCATION
ACCOUNTABILITY STANDARD 17.4
RULE 74.19
ON-SITE MONITORING RECORD REVIEW FORM
CHILD FIND – INITIAL EVALUATIONS ONLY

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CFI-5	300.301(c)(1) 300.301(d) 300.301(e) 300.309(c) 300.311(b)(7)	Did the public agency conduct the initial evaluation within **60** calendar days of receiving parental consent for the evaluation? Exemptions to the timeframe are: A parent repeatedly fails or refuses to make a child available for the evaluation; A child enrolls in a school of another public agency after an evaluation has begun, but prior to determining eligibility; or The public agency is making sufficient progress to ensure a prompt completion of the evaluation, and the parent agree to a specific time when the evaluation will be completed. The public agency is conducting an evaluation using a Response to Intervention (RtI) process and the data do not indicate the presence or absence of a disability after 60 calendar days and the parent and public agency agree in writing to extend the timeframe.	YES	Evaluations and reports are completed within 60 calendar days of the day the parent gives written consent for an initial evaluation on the consent forms except in the following situations: *Parents repeatedly fail or refuse to make their child available *Child transfers to a school in another agency after evaluations have begun, but before determinations of eligibility have been made *Evaluations are conducted using RtI data and parents and public agency agree in writing to extend the timeframes.	Signed parental consent forms Evaluation report(s) with dates report(s) were completed
			NO	All assessments were not completed within 60 calendar days of the day the parent gave written consent. [No exemptions apply.] All assessments were completed, but the evaluation report(s) was not completed within 60 calendar days of the day the parent gave written consent. [No exemptions apply.]	

MISSISSIPPI DEPARTMENT OF EDUCATION – OFFICE OF SPECIAL EDUCATION
ACCOUNTABILITY STANDARD 17.4
RULE 74.19
ON-SITE MONITORING RECORD REVIEW FORM
CHILD FIND – INITIAL EVALUATIONS ONLY

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CFI-6	300.8 300.301 300.304 300.305(a)(1)(2)	Did the public agency proceed with a referral for a comprehensive evaluation for a child with a suspected disability without delaying referral because the child has not participated in an RtI process?	YES	The record shows that MET did not require the child to participate in the RtI process when the child was suspected of having a disability under 34 CRF 300.8.	Teacher Support Team Documentation Referral form MET meeting documentation forms Data from interventions (Progress monitoring screening data, etc. Evaluation report(s) Referral form Eligibility Determination Report
			NO	The record shows contains information indicating that the LEA required the child to participate in the RtI process when the child was suspected of having a disability.	
			NA	MET did not suspect the child of having an obvious disability.	
CFI-7	300-307 300.311(7)	Did the public agency proceed with a referral for a comprehensive evaluation for a child suspected of having a specific learning disability without delaying the referral because the child has not participated in an RtI process?	YES	The record shows evidence of scientific research-based intervention data and provides a summary of the interventions that have been implemented prior to referral **or** during the evaluation process.	Teacher Support Team Documentation Referral form MET meeting documentation forms Data from interventions (Progress monitoring screening data, etc.) Evaluation report(s) Referral form Eligibility Determination Report
			NO	The student record contains no evidence that interventions were provided to the child.	
			NA	Interventions are not warranted for this student. MET suspected this child of having an obvious disability.	

MISSISSIPPI DEPARTMENT OF EDUCATION – OFFICE OF SPECIAL EDUCATION
ACCOUNTABILITY STANDARD 17.4
RULE 74.19
ON-SITE MONITORING RECORD REVIEW FORM
CHILD FIND – INITIAL EVALUATIONS ONLY

Record Review Item	Regulation 34 C.F.R. or SBP 74.19	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CFI-8	SBP 300.301(b)	Did the public agency have a process for receiving and documenting verbal and written requests for a comprehensive evaluation from parent, public agency, teacher and/or Teacher Support Team?	YES	Child Find procedures are followed for receiving and documenting written and verbal requests for a comprehensive evaluation from (a) parents, (b) public agencies, and (c) TST committees.	Child Find procedures (procedures manual) MET referral forms MET meeting documentation forms
			NO	Child Find procedures for documenting a written or verbal request are non-existent, insufficient, or inconsistent with SBP 72.19. Child Find procedures for documenting a written or verbal request are not followed resulting in a failure to document requests received and/or responding to requests in a timely manner.	
CFI-9	SBP 300.301(b)(1) Special Education Eligibility Determination pp. 291-329	Did the public agency hold MET meetings **with** the participation of appropriate members within 14 calendar days of receiving request to determine the need for comprehensive evaluations?	YES	All of the appropriate members, including parents and others knowledgeable of the child, are invited to participate in the MET meetings using available methods. MET meetings occur within 14 calendar days of receiving requests for comprehensive evaluations.	Documentation of TST referrals with dates Documentation of MET referrals with dates Documentation of invitations to MET meetings Records of MET meetings with dates of

				A decision is made whether or not to proceed with a comprehensive evaluations.	the meetings and list of participants.
			NO	The public agency fails to invite the parent and/or other appropriate MET members (i.e. special education teacher, regular education teacher with knowledge of student, psychometrists, psychologist, speech pathologist, school nurse, etc.) to participant in the MET meeting. MET meeting did not occur within 14 calendar days of receiving requests for comprehensive evaluations.	

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ACCOUNTABILITY STANDARD 17.4
RULE 74.19
ON-SITE MONITORING RECORD REVIEW FORM
CHILD FIND – INITIAL EVALUATIONS ONLY

Record Review Item	Regulation 34 C.F.R. or SBP 74.19	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CFI-10	SBP 300-301(b)(1)(i)(a) 300-301(b)(1)(ii)(a) 300-301(b)(1)(iii)(a)	Did the public agency provide written notice of the committee's decision to the parent within 7 days of the MET meeting?	YES	There is evidence that the parent was given written notice of the MET committee's decision within 7 days of the meeting.	Written Prior Notice for Initial Evaluation Written Prior Notice for Refusal to Evaluate
			NO	There is **no** evidence that the parent was given written notice of the MET committee's decision within 7 days of the meeting.	
CFI-11	SBP 300.306(a)(2)	Did the public agency provide parents all of the required documents 7 calendar days prior to the meeting to determine initial eligibility? (For children transitioning from Part C required documents provided at transition meeting.)	YES	Copies of all eligibility reports are given to the parent at least 7 calendar days prior to meeting. Paperwork is available to prove that the parent waived the right for notice of meeting 7 calendar days prior to the meeting and/or paperwork is available to prove that the parent waived the right to have a copy of the eligibility report 7 calendar days prior to the meeting.	Records of MET meetings with dates of the meetings Copies of Prior Written Notice provided to parents with dates provided Documentation of provision of Procedural Safeguards Notices with dates provided Records of transition planning conferences from Part C to B. Record of IEP or IFSP in place by 3rd birthday
			NO	The public agency **did not** provide parents all of the required documents, and/or did not meet the required 7 calendar days prior to the MET meeting unless there is documentation to show that the parent waived that right. The public agency provides parents the WPN on the same day of the MET meeting	

MISSISSIPPI DEPARTMENT OF EDUCATION – OFFICE OF SPECIAL EDUCATION
ACCOUNTABILITY STANDARD 17.4
RULE 74.19
ON-SITE MONITORING RECORD REVIEW FORM
CHILD FIND – INITIAL EVALUATIONS ONLY

Record Review Item	Regulation 34 C.F.R. or SBP 74.19	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CFI-12 ***Preschool Initial Evaluation Only***	300.124 300.321(f)	For children transitioning from Part C, did the public agency utilize child information from the Individual Family Service Plan (IFSP) and other documentation provided by First Steps Early Intervention in suspecting or when determining eligibility for Part B supports and services?	YES	Information from Part C must be documented and <u>can</u> include: Observations in more than one setting and in multiple activities; Interviews (information provided by parents or caregiver); Results of evaluations.	First Steps Early Intervention Forms Records from the Transition Conference Evaluation Team Report Referral Form Prior Written Notice
			NO	There is no evidence the data indicated above is documented as part of the decision-making process for suspecting a disability or determining eligibility.	
			NA	The child is not transitioning from C to B.	
CFI-13	300.323(e)(2)(f)(1) (Transfer from out-of-state)	Did the public agency conduct an evaluation (if determined to be necessary) for a student that transferred from an out-of-state agency?	YES	There is evidence the public agency conducted an evaluation and/or reviewed prior evaluation data to determine the student is eligible for special education services.	Previous Eligibility Report from Out-of-State Eligibility Determination Form Evaluation reports Eligibility Criteria Form
			NO	There is no evidence the public agency	

					Signed parental consent forms

MISSISSIPPI DEPARTMENT OF EDUCATION –OFFICE OF SPECIAL EDUCATION
ACCOUNTABILITY STANDARD 17.4
RULE 74.19
ON-SITE MONITORING RECORD REVIEW FORM
CHILD FIND – REEVALUATIONS ONLY

Monitor's Name		Date of Review:	
DISTRICT:		SCHOOL:	
Student's Name:	Date of Birth:	Age:	Grade:
Eligibility Category:	Secondary Eligibility:	Eligibility Date:	
NOTES:			

MISSISSIPPI DEPARTMENT OF EDUCATION –OFFICE OF SPECIAL EDUCATION
ACCOUNTABILITY STANDARD 17.4
RULE 74.19
ON-SITE MONITORING RECORD REVIEW FORM
CHILD FIND – REEVALUATIONS ONLY

Record Review Item	Regulation 34 C.F.R. or SBP 72.19	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CFR-1	300.303(1)(2)	Did the public agency provide a reevaluation within the required 3 year period?	YES	The record shows that a reevaluation was conducted at least once every three (3) years.	Eligibility Determination Form
			NO	The record shows that a reevaluation was not conducted within a three (3) year period.	
CFR-2	300.304(a) 300.305(d)(1)(i)(ii)	Did the public agency provide notice to the parents of a child with a disability that describes any evaluation procedures the agency proposes to conduct?	YES	The record contains documentation that the public agency notified the child's parents of – 1. That determination and the reasons for the determination 2. The rights of the parents to request an assessment to determine whether the child continues to be a child with a disability, and to determine the child's educational needs	Notice for Reevaluation - No Additional Assessment Requested Notice for Reevaluation – Additional Assessment Requested Prior Written Notice
			NO	The record does not show that the parent was notified in writing about the IEP/MET committee's decision.	

MISSISSIPPI DEPARTMENT OF EDUCATION –OFFICE OF SPECIAL EDUCATION
ACCOUNTABILITY STANDARD 17.4
RULE 74.19
ON-SITE MONITORING RECORD REVIEW FORM
CHILD FIND – REEVALUATIONS ONLY

Record Review Item	Regulation 34 C.F.R. or SBP 72.19	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CFR-3	300.305(e)(1)	Did the public agency conduct a reevaluation before determining that the child no longer is a child with a disability and/or continues to need special education services?	YES	The record shows that the public agency conducted a reevaluation before determining that the child is no longer a child with a disability and in need of special education services.	Child Find procedures (procedures manual) MET referral forms MET meeting documentation forms Eligibility Determination form Prior Written Notice
			NO	There is no documentation to show that a reevaluation was conducted to determine the child is no longer a child with a disability. (i.e., the child no longer receives L/S services on the current IEP, but no documentation is available to prove the child has been dismissed from these services.)	
			NA	The child has not had a change in services and continues to be a child with a disability.	

MISSISSIPPI DEPARTMENT OF EDUCATION –OFFICE OF SPECIAL EDUCATION
ACCOUNTABILITY STANDARD 17.4
RULE 74.19
ON-SITE MONITORING RECORD REVIEW FORM
CHILD FIND – REEVALUATIONS ONLY

Record Review Item	Regulation 34 C.F.R. or SBP 72.19	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CFR-4	300.305(a) 300.306(a)(1)	Did the public agency invite parents and others with knowledge of the child to participate in the IEP Committee meeting to review existing evaluation data to determine the need or comprehensive evaluation? MET/IEP Team members may participate by (1) Being present at the meeting; (2) Using an alternate technology (e.g., phone conference); or (3) Submitting written information or opinions.	YES	All of the appropriate members, including parents and others knowledgeable of the child, are invited to participate in the MET meetings using available methods. All appropriate members participate in the MET meetings using available methods.	Documentation of MET referrals with dates Documentation of invitations to MET meetings Records of MET meetings with dates of the meetings and list of participants IEP Review/Revision section of members present Prior Written Notice
			NO	All of the appropriate members, including parents and others knowledgeable of the child, were not invited to participate in the MET meetings using available methods.	

MISSISSIPPI DEPARTMENT OF EDUCATION –OFFICE OF SPECIAL EDUCATION
ACCOUNTABILITY STANDARD 17.4
RULE 74.19
ON-SITE MONITORING RECORD REVIEW FORM
CHILD FIND – REEVALUATIONS ONLY

Record Review Item	Regulation 34 C.F.R. or SBP 72.19	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CFR-5	SBP 300.303(a) 300.304 300.305 300.306 Special Education Eligibility Determination Guidelines pp. 303-305	If the child was initially determined to be eligible with a ruling of Developmentally Delayed (DD), did the public agency conduct a reevaluation prior to the child's 10th birthday?	YES	There is evidence that a comprehensive reevaluation was conducted prior to the child's 10th birthday and a new eligibility other than Developmental Delay (DD) was in place by that date.	Eligibility Determination Report MSIS Screen IEP Review/Revision Dates MET/IEP Documentation Date of Comprehensive Reevaluation Reports
			NO	There is evident that a comprehensive reevaluation was not completed prior to the child's 10th birthday and a new eligibility other than Developmental Delay (DD) was not in place by that date.	
			NA	The child's original eligibility was not Developmental Delay (DD)	

MISSISSIPPI DEPARTMENT OF EDUCATION – OFFICE OF SPECIAL EDUCATION
ON-SITE MONITORING RECORD REVIEW FORM
2019/2020 DELIVERY OF SERVICES/FAPE/LRE

Monitor's Name		Date of Review:	
District:		School:	
Student's Name:	Date of Birth:	Age:	Grade:
Eligibility Category:	Secondary Eligibility:	Eligibility Date:	
NOTES:			

MISSISSIPPI DEPARTMENT OF EDUCATION – OFFICE OF SPECIAL EDUCATION
ON-SITE MONITORING RECORD REVIEW FORM
2019/2020 DELIVERY OF SERVICES/FAPE/LRE

Record Review Item	Regulation 34 C.F.R. or SPB 74.19	Record Review Question	Compliant	Evidence	Potential Sources of Documentation
DS-1	300.320(a) 300.323(a)	Did the public agency have an IEP in effect for the child?	YES	The public agency has an IEP in effect for the child.	Current IEP
			NO	The public agency did not have an IEP in effect for the child.	
DS-2	300.321(1)(1)(2) (3)(4)(i)(ii)(iii) (5)(6)(7)	Did the public agency ensure that the IEP Committee for the child include a) Parents; b) General Education Teacher; c) Special Education Teacher; d) Agency Representative e) Related Service Personnel as appropriate; f) Child as appropriate	YES	The IEP Committee includes all persons as stated in SBP 300.321 regulation.	IEP-Signature Page
			NO	The IEP Committee does not include required members as stated in SBP 300.321 regulation and/or no excusal form included in file.	
DS-3	300.321(b)(1)(i)(ii)	Did the public agency ensure the IEP Committee review/revises the IEP as appropriate to address a) Any lack of expected progress toward the annual goals; b) The results of any reevaluation; c) Information about the child provided to or by the parents; d) The child's anticipated needs.	YES	Invitation to Committee Meeting Prior Written Notices Summary of review/revisions	IEP-Signature Page IEP-Goal Page
			YES	The IEP Committee did not review/revised the IEP as appropriate.	
			NA	No revision required during this audit	
DS-4	300.320(A)(1)(i)(ii)	Did the IEP include a statement of how the student's disability affects the child's involvement and progress in general education?	YES	Impact statement explains how the disability affects performance.	IEP-PLAAFP
			NO	No impact statement. OR Statement does not address all areas of involvement and progress in the general curriculum.	

MISSISSIPPI DEPARTMENT OF EDUCATION – OFFICE OF SPECIAL EDUCATION
ON-SITE MONITORING RECORD REVIEW FORM
2019/2020 DELIVERY OF SERVICES/FAPE/LRE

Record Review Item	Regulation 34 C.F.R. or SPB 74.19	Record Review Question	Compliant	Evidence	Potential Sources of Documentation
DS-5	300.324(a)(1)(i)-(iv)	Does the IEP include student's strengths?	YES	IEP includes the student's strengths.	IEP-PLAAFP IEP-SCD Determination Section
			NO	IEP does not includes the student's strengths.	
		Does the IEP include concerns of the parents?	YES	IEP includes concerns of the parents.	
			NO	IEP does not include concerns of the parents.	
		Does the IEP include results of the most recent evaluation?	YES	IEP includes results of the most recent evaluation.	
			NO	IEP does not include results of the most recent evaluation.	
		Does the IEP include the student's academic needs?	YES	IEP includes the student's academic needs.	
			NO	IEP does not include the student's academic needs.	
			NA	No academic needs identified	
		Does the IEP include developmental and functional needs?	YES	IEP does include developmental and functional needs.	
			NO	IEP does not include developmental and functional needs.	
			NA	The student has no developmental and/or functional needs.	

MISSISSIPPI DEPARTMENT OF EDUCATION – OFFICE OF SPECIAL EDUCATION
ON-SITE MONITORING RECORD REVIEW FORM
2019/2020 DELIVERY OF SERVICES/FAPE/LRE

Record Review Item	Regulation 34 C.F.R. or SPB 74.19	Record Review Question	Compliant	Evidence	Potential Sources of Documentation
DS-6	300.324(a)(2)(i)-(v)	Does the IEP address if appropriate; a) A child whose behavior impedes the child's learning or that of others; b) A child with limited English proficiency (consider the language needs of the child); c) A child who is blind or visually impaired; d) A child who is deaf or hard of hearing e) A child's needs of assistive technology devices and services	YES NO NA	There is alignment between the academic/behavioral/functional needs identified in the IEP and the annual goals or evidence in the IEP that the IEP Committee based on the severity of needs, decided to prioritize addressing the needs.	IEP-PLAAFP IEP-ANNUAL GOALS Special Consideration page

Record Review Item	Regulation 34 C.F.R. or SPB 74.19	Record Review Question	Compliant	Evidence	Potential Sources of Documentation
DS-7	300.320(a)(2)(i) 300.324(b)(i)	Do annual goals address the child's academic area(s) of need?	YES	There is alignment between the academic needs identified in the IEP and the annual goals **or** evidence in the IEP that the IEP Committee, based on the severity of needs, decided to prioritize addressing the needs, (i.e. if student is in 9th grade reading on the 3rd grade level there should be a reading/decoding goal, not just identify the main idea, etc.) The PLAAFP summary identifies baseline functioning data. There must be a direct relationship between each measurable annual goal and the present levels of academic achievement and functional performance that precede it.	IEP-PLAAFP IEP-ANNUAL GOALS
			NO	Annual goals fail to address the child's academic needs identified in the IEP.	
			NA	Annual goals addressing the child's academic area(s) of need are not necessary at this time.	

Record Review Item	Regulation 34 C.F.R. or SPB 74.19	Record Review Question	Compliant	Evidence	Potential Sources of Documentation
DS-8	300.320(A)(2)(i)	Do annual goals address the child's functional area(s) of need?	YES	There is alignment between the functional needs identified in the IEP and the annual goals. Functional means nonacademic, as in "routine activities of everyday living." There must be a direct relationship between each measurable annual goal and the present levels of academic achievement and functional performance that precede it.	ANNUAL GOALS
			NO	The annual goals fail to reasonably address functional area(s) of need identified in the IEP.	
			NA	Annual goals addressing the child's functional area(s) of need are not necessary at this time.	

Record Review Item	Regulation 34 C.F.R. or SPB 74.19	Record Review Question	Compliant	Evidence	Potential Sources of Documentation
DS-9	300.320(a)(2)(i) 300.324(b)(1)	Are annual goals stated in measurable terms? (Performance criteria desired: the level the child must demonstrate for mastery and the number of times the child must demonstrate the skill or behavior.)	YES	Measurable annual goals are statements in measurable terms that describe what can be taught to the child using specially-designed instruction within a twelve-month period. A measurable annual goal must contain the following: • Clearly defined behavior: the specific action the child will be expected to perform. • The condition (situation, setting or given material) under which the behavior is to be performed.	IEP (Measurable Annual Goals)
			NO	The annual goals do not describe what can be taught to the child using specially-designed instruction, and do not include the above.	

MISSISSIPPI DEPARTMENT OF EDUCATION – OFFICE OF SPECIAL EDUCATION
ON-SITE MONITORING RECORD REVIEW FORM
2019/2020 DELIVERY OF SERVICES/FAPE/LRE

Record Review Item	Regulation 34 C.F.R. or SPB 74.19	Record Review Question	Compliant	Evidence	Potential Sources of Documentation
DS-10	300.320(a)(3)(i) 300.320(a)(3)(ii)	Does the IEP include a description of how the child's progress toward meeting the annual goals will be measured? (Method of Measure)	YES	The IEP includes a description of how the child's progress toward meeting the annual goals will be measured.	IEP-Current Level of Performance (CLP) for Report of Progress
			NO	The IEP does not includes a description of how the child's progress toward meeting the annual goals will be measured	
		Does the IEP include periodic reports on the progress the child is making toward meeting the annual goals?	YES	There is evidence to determine sufficient and/or insufficient progress was made.	If audit occurs prior to progress monitoring time, refer to previous year IEP.
			NO	The IEP does not include evidence or documentation of sufficient and/or insufficient progress reported appropriately or the areas are left blank.	
DS-11	300.324(a)(2) 300.324(b)(2)	Does the IEP address Special Consideration?	YES	The IEP specifically identifies the provision of Special Considerations that aligns with the needs of the child and supports achievement of annual goals.	IEP-Special Considerations Page
			NO	The IEP does not specifically identify the provision of Special Considerations that aligns with the needs of the child and supports achievement of annual goals.	

Record Review Item	Regulation 34 C.F.R. or SPB 74.19	Record Review Question	Compliant	Evidence	Potential Sources of Documentation
DS-12	SBP 300.39(b)(3)	Does the IEP include a statement of specifically designed instruction that addresses the needs of the child and supports annual goals to enable the child- a) To advance appropriately toward attaining the annual goals; b) To be involved in and make progress in the general education curriculum.	YES	SBP 74.19 300.39(b)(3) The IEP specifically identifies the provision of specifically-designed instruction and describes the nature of the instruction that aligns with the needs of the child and supports the achievement of annual goals. Examples: *Graph-phonic strategies (visual/auditory) including letter/sound knowledge, phonemic awareness, de-coding * Explicit instruction on how to use a graphic organizer * Direct instruction and support for specialized software and equipment *Explicit instruction in the writing process including prewriting activities, writing, revising, editing, and publishing *Multi-sensory teaching strategies *Direct instruction in computation and reasoning strategies	*Specially designed instruction* means adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction— (i) To address the unique needs of the child that result from the child's disability; and (ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards
			NO	The IEP does not identify specially designed instruction and supports the achievement of annual goals.	

Record Review Item	Regulation 34 C.F.R. or SPB 74.19	Record Review Question	Compliant	Evidence	Potential Sources of Documentation
DS-13	300.320(a)(7)	Does the statement of specially-designed instruction indicate: a) Location b) Beginning/ending dates of services c) Duration/frequency of those services.	YES	The IEP specifically identifies the location, beginning/ending dates of services and duration/frequency of those services.	IEP-Description of Specially-Designed Instruction
			NO	The IEP does not specifically identifies the location, beginning/ending dates of services and duration/frequency of those services.	
DS-14	300.320(a)(4)	Does the IEP identify modifications to enable the child to be involved in and make progress in the general education curriculum?	YES	Modifications mean changes made to the content that students are expected to learn where amount or complexity of materials is altered from grade level curriculum expectations. When an instructional or curriculum modification is made, either the specific subject matter is altered or the performance expected of the student is changed.	IEP-Description of Specially-Designed Instruction-Program Modifications
			NO	The IEP does not describe the type of modifications and the extent of the modifications provided to the child-or-modifications are listed as: “as needed”, “at the discretion of the teacher”, or “as requested by the student”.	
			NA	Based on the needs of the child, modifications were not identified at this time.	

Record Review Item	Regulation 34 C.F.R. or SPB 74.19	Record Review Question	Compliant	Evidence	Potential Sources of Documentation
DS-15	300.34 300.320(a)(4)	Does the IEP identify related services that address the needs of the child and support annual goals?	YES	The IEP specifically identifies the provision of related services that aligns with the needs of the child and supports achievement of annual goals. Related Services may include but limited to: speech-language pathology and audiology, interpreting, psychological, physical therapy, occupational therapy, recreation including therapeutic recreation, counseling including rehabilitation, orientation and mobility, social work, health and school nurse.	IEP -Description(s) of Specially-Designed Instruction-Related Services
			NO	The IEP does not specifically identify the provision of related services that aligns with the needs of the child and supports achievement of annual goals.	
			NA	Based on the needs of the child, related services were not identified at this time.	
DS-16	300.320(a)(7)	Does the statement of related services indicate the location, duration, and frequency of the related services?	YES	The IEP specifically indicates the location of where the services will be provided, the duration and frequency.	IEP -Description(s) of Specially-Designed Instruction-Related Services
			NO	The IEP does not specifically indicates the location of where the services will be provided, the duration and frequency.	
			NA	Based on the needs of the child, related services were not identified at this time.	

MISSISSIPPI DEPARTMENT OF EDUCATION – OFFICE OF SPECIAL EDUCATION
ON-SITE MONITORING RECORD REVIEW FORM
2019/2020 DELIVERY OF SERVICES/FAPE/LRE

Record Review Item	Regulation 34 C.F.R. or SPB 74.19	Record Review Question	Compliant	Evidence	Potential Sources of Documentation
DS-17	300.324(a)(3)(ii)	Does the IEP include Supports for Personnel to include location, duration, and frequency of supports?	YES	The IEP specifically identify supports for personnel to include location, duration, and frequency of supports.	IEP Description(s) of Specially-Designed Instruction-Support for Personnel
			NO	The IEP does not specifically identify supports for personnel to include location, duration, and frequency of supports.	
			NA	Based on the needs of the child, support for personnel was not identified at this time.	
DS-18	300.320(6)(ii) 300.321(6)(A)	Did the IEP Committee determine the child must take an alternate assessment instead of a particular regular State or districtwide assessment?	YES	The IEP specifically identifies an alternate assessment instead of a particular regular State or districtwide assessment.	IEP-Statewide Assessment Program Section IEP-Significant Cognitive Disability Section
			NO	The IEP does not specifically identify an alternate assessment instead of a particular regular State or districtwide assessment.	
			NA	Student will not take any assessment or will participate in standard assessment.	
		Did the IEP Committee determine the child meets the criteria for Significant Cognitive Disability? (All 3 criterion must be marked as YES to meet SCD)	YES	All three (3) SCD standards are marked as YES.	
			NO	The student is marked as SCD, but all three (3) standards are not marked YES or standard was inappropriately marked as YES.	
		The student is not identified as SCD or will not participate in any State or districtwide assessment.	NA	Does not meet criteria for SCD or will not take any State or districtwide assessment.	
DS-19	300.321(6)(i)	Does the IEP include individual appropriate accommodations that are necessary to measure the academic achievement and functional performance on State and districtwide assessments?	YES	The IEP includes individual accommodations that are necessary to measure academic achievement and functional performance on State and districtwide assessments.	IEP-Statewide/Districtwide Test Accessibility / Accommodations Sections

			NO	The IEP does not **i**nclude individual accommodations that are necessary to measure academic achievement and functional performance on State and districtwide assessments.	
			NA	The student will not participate in any State or districtwide assessment where individual accommodations are necessary to measure academic achievement and functional performance.	

MISSISSIPPI DEPARTMENT OF EDUCATION – OFFICE OF SPECIAL EDUCATION
ON-SITE MONITORING RECORD REVIEW FORM
2019/2020 DELIVERY OF SERVICES/FAPE/LRE

Record Review Item	Regulation 34 C.F.R. or SPB 74.19	Record Review Question	Compliant	Evidence	Potential Sources of Documentation
DS-20 (1)	300.43 SBP 300.320(b)	Does the public agency have in place beginning not later than the first IEP to be in effect when the child turns fourteen (14), or younger if determined appropriate by the IEP Committee, and updated annually, transition services in the IEP that will reasonably enable the child to meet his or her postsecondary goals?	YES	The IEP contains transition services in the IEP.	IEP-Transition Section
		The public agency does not have in place beginning not later than the first IEP to be in effect when the child turns fourteen (14) transition services in the IEP that will reasonably enable the child to meet his or her postsecondary goals?	NO	The IEP does not contain transition services in the IEP for a student fourteen (14) or younger if determined appropriate.	
		The child is not fourteen (14) or above. **Continue on to DS-21**	NA	The child is not fourteen (14) or above. **Continue on to DS-21**	
DS-20 (2)	300.321(a)(7)(b)	Is there evidence that the student was invited to the IEP Committee meeting where transition services were discussed?	YES	There is documented evidence in the IEP or file that the student was invited to attend the IEP meeting.	IEP-Signature Page Letter inviting the student to attend Notice of Committee Meeting
			NO	There is no documented evidence in the IEP or file that the student was invited to attend the IEP meeting.	
DS-20 (3)	300.320(b) 300.324(c)	Are appropriate measurable postsecondary goals included in the areas of training, education, employment, and where appropriate, independent living skills?	YES	The goals were addressed/updated in conjunction with the IEP.	IEP-Transition Section
			NO	Postsecondary goals are not stated.	

MISSISSIPPI DEPARTMENT OF EDUCATION – OFFICE OF SPECIAL EDUCATION
ON-SITE MONITORING RECORD REVIEW FORM
2019/2020 DELIVERY OF SERVICES/FAPE/LRE

Record Review Item	Regulation 34 C.F.R. or SPB 74.19	Record Review Question	Compliant	Evidence	Potential Sources of Documentation
DS-20 (4)	300.321(b)(1)	Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment(s)?	YES	Transition assessments used for the postsecondary goals are evident in the student's file.	IEP-Transition Section IEP Indicator 13 Checklist
			NO	Transition assessments used for the postsecondary goals are not evident in the student's file.	
DS-20 (5)	300.43(2)(i)(ii)(iii)(iv)(v)	Are there transition services based on the child's needs, taking into account the child's strengths, preferences and interests; and includes a) Instruction b) Related Services c) Community Experiences d) The development of employment and other post-school adult living objectives e) Acquisition of daily living skills and functional vocational evaluation	YES	There are transition services based on the child's needs, taking into account the child's strengths, preferences and interests; and includes instruction; related services; community experiences; development of employment and other post-school adult living objectives; and acquisition of daily living skills and functional vocational evaluation.	IEP-Transition Section
			NO	There are **no** transition services based in the IEP that will reasonably enable the student to meet his/her postsecondary goals or one or more areas mentioned.	

MISSISSIPPI DEPARTMENT OF EDUCATION – OFFICE OF SPECIAL EDUCATION
ON-SITE MONITORING RECORD REVIEW FORM
2019/2020 DELIVERY OF SERVICES/FAPE/LRE

Record Review Item	Regulation 34 C.F.R. or SPB 74.19	Record Review Question	Compliant	Evidence	Potential Sources of Documentation
DS-20 (6)	300.320(b)(2)	Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?	YES	The transition services include courses of study that align with the student's postsecondary goals.	IEP-Transition Section
			NO	The transition services do not include courses of study that align with the student's postsecondary goals or there are no course of study listed.	
DS-20 (7)	300.321(b)(3) 300.324(c)	If appropriate, is there evidence that a representative of any participating agency was invited to the IEP meeting with the prior consent of the parent or student who has reached the age of majority?	YES	There is evidence in the IEP that representatives of an outside agency were invited to participate in the IEP development. Prior consent was obtained from the parent (or student who has reached the age of majority).	IEP-Transition Section Outside agency representative may include but not limited to: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for the postsecondary goals.
			NO	There is no evidence in the IEP of an outside agency being invited to participate in the IEP meeting. Prior consent was not obtained from parent (or student who has reached the age of majority).	
			NA	An outside agency is not required or appropriate to meet the unique needs of the student.	

MISSISSIPPI DEPARTMENT OF EDUCATION – OFFICE OF SPECIAL EDUCATION
ON-SITE MONITORING RECORD REVIEW FORM
2019/2020 DELIVERY OF SERVICES/FAPE/LRE

Record Review Item	Regulation 34 C.F.R. or SPB 74.19	Record Review Question	Compliant	Evidence	Potential Sources of Documentation
DS-21	300.115(a)(b)	Does the IEP Committee consider placement options for the child?	YES	The IEP includes a description of placement options considered while determining the child's LRE.	IEP-Placement Considerations and LRE Determinations Section
			NO	The IEP does not includes a description of placement options considered while determining the child's LRE.	
DS-22	300.320(a)(5)	Does the IEP describe the extent to which the child does not participate with his/her non-disabled peers?	YES	The IEP describes the extent to which the child participates with his/her non-disabled peers.	IEP-Non-participation with Non-Disabled Peers Section
			NO	The IEP does not describe the extent to which the child participates with his/her non-disabled peers.	
			NA	The student receives services at a school/facility that only provides special education services.	

MISSISSIPPI DEPARTMENT OF EDUCATION – OFFICE OF SPECIAL EDUCATION
ON-SITE MONITORING RECORD REVIEW FORM
2019/2020 DELIVERY OF SERVICES/FAPE/LRE

Record Review Item	Regulation 34 C.F.R. or SPB 74.19	Record Review Question	Compliant	Evidence	Potential Sources of Documentation
FAPE-1	300.106(a)(1)(2)	Does the public agency ensure that extended school year (ESY) services are available as necessary to provide FAPE? If the student is eligible, are targeted goals listed? If regression/recoupment is the criterion, is there evidence of data collection in the student's file? (Refer to the previous year ESY determination review if the audit takes place prior to the determination for the current year)	YES	The ESY determination page has both the documentation of eligibility and the criterion used for determination. If student is eligible, there are targeted goals. If regression/ recoupment is the criterion, there is evidence of appropriate data collection for the required amount of time.	IEP-ESY Determination Page
			NO	The ESY determination page is blank or the following is missing: • eligibility determination • criterion used for determination Regression/Recoupment data (if applicable) is not present in student records. Student is eligible, but there are no targeted goals identified on the IEP.	

MISSISSIPPI DEPARTMENT OF EDUCATION – OFFICE OF SPECIAL EDUCATION
ACCOUNTABILITY STANDARD 17.4
RULE 74.19
ON-SITE MONITORING RECORD REVIEW FORM
DISCIPLINE
***For students who have been suspended ≥10 days or expelled**

Monitor's Name		Date of Review:	
DISTRICT:		SCHOOL:	
Student's Name:	Date of Birth:	Age:	Grade:
Eligibility Category:	Secondary Eligibility:	Eligibility Date:	
NOTES:			

MISSISSIPPI DEPARTMENT OF EDUCATION – OFFICE OF SPECIAL EDUCATION
ACCOUNTABILITY STANDARD 17.4
RULE 74.19
ON-SITE MONITORING RECORD REVIEW FORM
DISCIPLINE
***For students who have been suspended ≥10 days or expelled**

Record Review Item	Regulation 34 C.F.R. or SBP 72.19	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DIS-1	300.530(a)(1)	Did the public agency conduct a manifestation determination to determine a) Conduct was caused by or had a direct and substantial relationship to the child's disability; or b) If the conduct in question was the direct result of the public agency failure to implement the IEP?	YES	A manifestation determination was completed by the IEP Committee.	Manifestation Determination Review Form Written Prior Notice
			NO	A manifestation determination **was not** completed by the IEP Committee.	
DIS-2	300.530(e)(1) 300.530(g) 300.536	Was the manifestation determination conducted within 10 school days of the district's decision to change the placement of a child with a disability? *Change of placement is disciplinary removal of a child for violation of student code of conduct and removal if for more than ten consecutive school days or if a series of removals constitute a pattern.*	YES	The date of the manifestation determination review is within 10 school days from the date of the decision to change the placement of the child with a disability through a suspension or expulsion.	Student discipline record documenting cumulative days of out-of-school suspension or expulsion, from which the manifestation determination review timeline can be calculated.
		Special Circumstances: 1. Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function; 2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; 3. Has inflicted serious bodily injury upon another person	NO	The date of the manifestation determination review is more than 10 school days from the date of the decision to change the placement of the child with a disability through a suspension or expulsion.	
			NA	Special Circumstances: School personnel may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without	

		while at school, on school premises, or at a school function		regard to whether the behavior is determined to be a manifestation of the child's disability for possession of a weapon, possession of or use of illegal drugs, or inflicting serious bodily injury.	

MISSISSIPPI DEPARTMENT OF EDUCATION – OFFICE OF SPECIAL EDUCATION
ACCOUNTABILITY STANDARD 17.4
RULE 74.19
ON-SITE MONITORING RECORD REVIEW FORM
DISCIPLINE
***For students who have been suspended ≥10 days or expelled**

Record Review Item	Regulation 34 C.F.R. or SBP 72.19	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DIS-3	300.530(b)(2)	If required, did the public agency continue to provide services to the student after he or she has been removed from his or her current placement for 10 school days in the same year, during any subsequent days of removal?	YES	There is evidence regarding the provision of educational services following the tenth day of removal. There is evidence regarding the offer to provide educational services following the tenth day of removal, but the child did not participate in the services.	Attendance Records Service Provider Logs Revisions to the IEP to discuss change in placement Student discipline records documenting cumulative days of out-of-school suspension or expulsion from which the manifestation determination review timeline can be calculated.
			NO	There is no evidence documenting the provision of educational services following the tenth day of removals. The child did not receive educational services.	

MISSISSIPPI DEPARTMENT OF EDUCATION – OFFICE OF SPECIAL EDUCATION
ACCOUNTABILITY STANDARD 17.4
RULE 74.19
ON-SITE MONITORING RECORD REVIEW FORM
DISCIPLINE
***For students who have been suspended ≥10 days or expelled**

Record Review Item	Regulation 34 C.F.R. or SBP 72.19	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DS-4	300.17 300.101 300.530(d)(1) 300.530(f)(1)(i)(ii) SBP 300.530(d)	Did the district conduct a functional behavioral assessment (FBA) after the manifestation determination? (Unless the district conducted the FBA before the behavior that resulted in the change in placement. If the FBA had already been developed, did the district review the FBA after the manifestation determination and modify it as necessary to address the child's behavior?)	YES	An FBA is included in the student's file. The FBA meets the requirements of SBP 300.530(d).	Functional Behavior Assessment
			NO	Disciplinary change of placement that would exceed ten school days is determined not to be a manifestation of the child's disability. Disciplinary change of placement for a violation of a code of conduct to an interim alternative educational setting for not more than forty-five school days for weapons, drugs or serious bodily injury.	
			NA	The IEP Committee determined that the conduct was not a manifestation of the student's disability.	

MISSISSIPPI DEPARTMENT OF EDUCATION – OFFICE OF SPECIAL EDUCATION
ACCOUNTABILITY STANDARD 17.4
RULE 74.19
ON-SITE MONITORING RECORD REVIEW FORM
DISCIPLINE
***For students who have been suspended ≥10 days or expelled**

Record Review Item	Regulation 34 C.F.R. or SBP 72.19	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DIS-5	SBP 300.530(d)(1)(ii)(a)	Did the FBA meet the requirements of SBP 300.530(d) by including:		A Functional Behavior Assessment is an assessment utilized to evaluate a child's behavior and determine the purpose or function of that behavior. The result of an FBA must lead to the development/modification and implementation of a behavior intervention plan.	Functional Behavior Assessment
		a) A clear description of the problematic behavior;	YES NO		
		b) Identification of the antecedent events, times, and situations that predict when the problem behavior will not occur;	YES NO		
		c) Identification and consequences of the problem behavior;	YES NO		
		d) Development of hypotheses and summary statements that describe the problem behavior and its functions;	YES NO		
		e) Collection of data from a variety of sources: interviews, direct observation data, etc.	YES NO		

MISSISSIPPI DEPARTMENT OF EDUCATION – OFFICE OF SPECIAL EDUCATION
ACCOUNTABILITY STANDARD 17.4
RULE 74.19
ON-SITE MONITORING RECORD REVIEW FORM
DISCIPLINE
***For students who have been suspended ≥10 days or expelled**

Record Review Item	Regulation 34 C.F.R. or SBP 72.19	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DIS-6	300.17 300.101 300.530(d)(1) 300.530(f)(1)	Did the district develop a behavioral intervention plan (BIP) for the child as a result of the FBA? ***OR*** If the BIP had already been developed, did the district review the BIP after the manifestation determination and modify it as necessary to address the child's behavior?	YES	A BIP is included in the student's file.	Behavior Intervention Plan
			NO	A BIP is <u>not</u> included in the student's file. The BIP is included, but it **does not** meet the requirements of SBP 300.530(d).	
			NA	The team determined that the conduct **was not** a manifestation of the student's disability.	

MISSISSIPPI DEPARTMENT OF EDUCATION – OFFICE OF SPECIAL EDUCATION
ACCOUNTABILITY STANDARD 17.4
RULE 74.19
ON-SITE MONITORING RECORD REVIEW FORM
DISCIPLINE
***For students who have been suspended ≥10 days or expelled**

Record Review Item	Regulation 34 C.F.R. or SBP 72.19	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
DIS-7	SBP 300.530(d)(1)(ii)	Did the BIP meet the requirements of SBP 300.530(d) by including **ALL** of the following?		A Behavior Intervention Plan **must** use the information gathered from the FBA to develop a concrete plan of action for improving student's behavior.	Functional Behavior Assessment
		a) Observable and measurable description of the problem behavior;	YES NO		
		b) Identified purpose of the problem behavior as a result of the FBA;	YES NO		
		c) General strategy or combination of strategies for changing problem behavior;	YES NO		
		d) Written description of when, where, and how often the strategy will be implemented;	YES NO		
		e) Consistent system for monitoring and evaluating the effectiveness of the plan.	YES NO		

MISSISSIPPI DEPARTMENT OF EDUCATION – OFFICE OF SPECIAL EDUCATION
ACCOUNTABILITY STANDARD 17.4
RULE 74.19
ON-SITE MONITORING DOCUMENT REVIEW AND INTERVIEW FORM
POLICIES/PROCEDURES/DISTRICTWIDE IMPLEMENTATION

Team Leader:	District:
Date of Review:	
NOTES:	

MISSISSIPPI DEPARTMENT OF EDUCATION – OFFICE OF SPECIAL EDUCATION
ACCOUNTABILITY STANDARD 17.4
RULE 74.19
ON-SITE MONITORING DOCUMENT REVIEW AND INTERVIEW FORM
POLICIES/PROCEDURES/DISTRICTWIDE IMPLEMENTATION

Record Review Item	Regulation 34 C.F.R. or SPB 74.19	Record Review Question	Compliant	Evidence	Potential Sources of Documentation
CF-A	300.111(a) 300.111(c) 300.131(a)	Does the public agency have Child Find (CF) policies and procedures in effect, including those addressing special populations, and specifically state requests for an evaluation may not be limited by the number per year or time of year a request is received? Special population include: • Homeless children • Wards of the State • Private School children • Children advancing from grade to grade, and • Highly mobile and/or migrant children.	YES	CF Policies CF policies are consistent with IDEA and SBP 72.14 CF procedures provide sufficient guidance to implement CF policies CF procedures are in effect to address each of the special populations CF procedures are not limited by the number of requests or evaluations per year.	Board approved policies Policy manual procedures Interviews
			NO	The public agency **does not** have Child Find (CF) policies and procedures in effect, or policies and procedures do not sufficiently address the following special population: • Homeless children • Wards of the State • Private School children • Children advancing from grade to grade, and • Highly mobile and/or migrant children.	

				CF procedures are limited by the number of requests or evaluations per year.	

MISSISSIPPI DEPARTMENT OF EDUCATION – OFFICE OF SPECIAL EDUCATION
ACCOUNTABILITY STANDARD 17.4
RULE 74.19
ON-SITE MONITORING DOCUMENT REVIEW AND INTERVIEW FORM
POLICIES/PROCEDURES/DISTRICTWIDE IMPLEMENTATION

Record Review Item	Regulation 34 C.F.R. or SPB 74.19	Record Review Question	Compliant	Evidence	Potential Sources of Documentation
FAPE- A	300.101 Miss. Admin Code 7-3: 74.19(1)(b)	Does the public agency have policies that have been approved by the local school board and procedures in effect that address the provisions of Free Appropriate Public Education (FAPE) for students with disabilities?	YES	The public agency has documented policies approved by the school board and procedures to guide implementation.	Board Approved Policies Procedures Manual
			NO	Policies and procedures are nonexistent, insufficient, or inconsistent with SBP 72.19/IDEA.	
FAPE-B	300.108	Does the public agency have physical education (PE) available to all students with disabilities?	YES	All students with disabilities receive PE. If students are not receiving PE, there is a documented medical reason.	Random samples of class schedules for students in self- contained placements. Files for students not receiving PE.
			NO	There are students who **do not** receive PE and have no documentation of a medical reason in the student's file.	

Record Review Item	Regulation 34 C.F.R. or SPB 74.19	Record Review Question	Compliant	Evidence	Potential Sources of Documentation
FAPE-C	300.101 Miss. Admin Code 7-3: 74.19	Does the public agency have policies that have been approved by the local school board and procedures in effect that addresses the following provisions of a Free Appropriate Public Education (FAPE) for students with disabilities?			School Master Schedule IEP Discipline Report School Bell Schedule Interviews
		a) Students receive comparable instructional time as their non-disabled peers (i.e. buses arrive and pick-up at comparable times to non-disabled peers)	YES	Students receive comparable instructional time as their non-disabled peers (i.e. buses arrive and pick-up at comparable times to non-disabled peers)	

			NO	Transportation schedules indicate arrival and departure times that are not comparable to non-disabled students.	
		b) Students on shortened school day have individual justifications for their placement on their IEPs and have been agreed upon by parents.	YES	Students on shortened school day have individual justifications for their placement on their IEPs and have been agreed upon by parents.	
			NO	Students on shortened school day **do not** have individual justifications for their placement on their IEPs and have been agreed upon by parents.	
			NA	No students reported on shortened school day.	
		c) Students in alternate school placement or who have been suspended for longer than 10 days receive special education and/or related services.	YES	Students in alternate school placement or who have been suspended for longer than 10 days receive special education and/or related services.	
			NO	Students in alternate school placement or who have been suspended for longer than 10 days **do not** receive special education and/or related services.	
			NA	There are no students in alternative school, and/or no students that have been suspended for 10 days or longer.	

MISSISSIPPI DEPARTMENT OF EDUCATION – OFFICE OF SPECIAL EDUCATION
ACCOUNTABILITY STANDARD 17.4
RULE 74.19
ON-SITE MONITORING DOCUMENT REVIEW AND INTERVIEW FORM
POLICIES/PROCEDURES/DISTRICTWIDE IMPLEMENTATION

Record Review Item	Regulation 34 C.F.R. or SPB 74.19	Record Review Question	Compliant	Evidence	Potential Sources of Documentation
FAPE-D	Miss Admin. Code 7-3: 36.1	Does the public agency have policies that have been approved by the local school board and procedures in effect that addresses the graduation requirements?	YES	The public agency has documented policies approved by the local school board and procedures for graduation requirements.	Board approved polices
			NO	The public agency **does not have** documented policies approved by the local school board and procedures for graduation requirements.	
DIS-A	300.107(a)	Does the public agency have discipline policies that have been approved by the local school board and procedures in effect that ensure compliance with IDEA and SBP 72.19 for discipline of students with disabilities?	YES	The public agency have discipline policies that have been approved by the local school board and procedures in effect that ensure compliance with IDEA and SBP 72.19 for discipline of students with disabilities.	Board approved policies
			NO	The public agency **does not have** discipline policies that have been approved by the local school board and procedures in effect that ensure compliance with IDEA and SBP 72.19 for discipline of students with disabilities. Policies or procedures are non-existent, insufficient, or inconsistent with IDEA or SBP 72.19.	

MISSISSIPPI DEPARTMENT OF EDUCATION – OFFICE OF SPECIAL EDUCATION
ACCOUNTABILITY STANDARD 17.4
RULE 74.19
ON-SITE MONITORING DOCUMENT REVIEW AND INTERVIEW FORM
POLICIES/PROCEDURES/DISTRICTWIDE IMPLEMENTATION

Record Review Item	Regulation 34 C.F.R. or SPB 74.19	Record Review Question	Compliant	Evidence	Potential Sources of Documentation
LRE-A	300.115(a)(b)	Does the public agency have policies and procedures in effect to ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related and the continuum of alternative placement is not separate from non-disabled peers?	YES	The public agency has documented policies approved by the school board and procedures for determining the continuum of alternative placements including instruction in: • General Education • Special Classes • Special Schools • Child's Home • Hospitals or Institutions Make provisions for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with general education class placement.	IEP – Special Education and Related Services Section IEP-Description of Specifically Designed Services IEP-Special Considerations Section IEP-Placement Consideration and LRE Determinations Location of Special Education Classrooms
			NO	The public agency does not have policies and procedures for the continuum of alternative placements to meet the needs of children with disabilities. No provision for supplementary services to be provided in conduction with general education placement.	

MISSISSIPPI DEPARTMENT OF EDUCATION – OFFICE OF SPECIAL EDUCATION
ACCOUNTABILITY STANDARD 17.4
RULE 74.19
ON-SITE MONITORING DOCUMENT REVIEW AND INTERVIEW FORM
POLICIES/PROCEDURES/DISTRICTWIDE IMPLEMENTATION

Record Review Item	Regulation 34 C.F.R. or SPB 74.19	Record Review Question	Compliant	Evidence	Potential Sources of Documentation
LRE-B	300.107(a)	Does the public agency provide opportunity for students with disabilities to have equal opportunities to participate in non-academic and extracurricular services and activities with the use of supplementary aids and services?	YES	There is documentation that students with disabilities participate in non-academic and extracurricular activities with their non-disabled peers. (e.g. Students in self- contained classes eat in the cafeteria with their non- disabled peers.)	Lists of self-contained classes/students Interviews On-site observations Schedules
			NO	There is **no** documentation that students with disabilities do not participate in non- academic and extracurricular activities with their non- disabled peers. (e.g. Students in self-contained classes do not eat in the cafeteria with their non- disabled peers.) Special education classrooms are located in separate/isolated areas of the school.	

Mississippi Department of Education
Office of Special Education

TARGETED FISCAL MONITORING PROTOCOL

LEA and Reviewer Information

LEA or Subrecipient	
Funding Sources	
Date of Review	
Review Conducted By	

Person (s) Interviewed or Contacted During the Review

Name	Title	Phone/Email

PURPOSE

As a requirement of the Office of Management and Budget Uniform Grant Guidance, fiscal monitoring is conducted by the Mississippi Department of Education, Office of Special Education Fiscal Team, to ensure Local Education Agencies (LEAs) or sub recipients of IDEA subgrants are in compliance with Federal, State, and Local laws and regulations.

Monitoring efforts are conducted to assess and measure compliance of LEAs to grant rules and regulations in order to:

- Monitor activities to ensure grant funds are used for authorized purposes in compliance with laws and regulations,
- Assess organization internal controls to ensure reliable financial reporting and accountability, and
- Identify areas of noncompliance and recommend areas of improvement to improve administrative efficiencies and programmatic effectiveness.

SECTION 1. COST PRINCIPLES AND EXPENDITURES

Examples of Evidence:

- Revenue and Expenses Report or General Ledger – to include revenue, expenditures, and remaining balance
- Budget– to include budgets and may also include actual expenses
- Gross salary pay report by cost center – to include positions, names, and amounts
- Detailed Ledger– to include detailed expenditure transactions: type of expense, vendor name, date, and amount
- Budget Report for the previous year if the LEA is reporting carryover in the current year
- Accounting report by school identifying salaries & benefits for positions paid for with IDEA Part B 611 and 619 Funds
- List of all staff, including FTEs and funding sources
- Interview with the business manager, if needed
- Interview with the special education director, if needed
- Budget report for IDEA federal program to ensure alignment with budgets submitted during the submission of funding application

Section 1. Compliance	**Yes/No/NA**
1. Are expenditures and budgets tracked and reported separately per federal grant in the accounting system?	
2. Are expenditures used for allowable and approved activities?	
3. Were expenditures reported and requested through MCAPS on a reimbursable basis?	
4. Are expenditures supported by proper source documentation including, but not limited to, purchase orders (POs), original invoices, packing slips, cancelled checks, accounting journal entries, and other pertinent records necessary to facilitate the tracing of grant funds?	
5. Does the cost allocation of invoices match the LEA methods of cost allocation narrative?	
6. Does the agency ensure that the payment transaction references a PO, contractual agreement, or other prior approval?	

Section 1. Compliance	Yes/No/NA
7. Does the agency ensure that costs charged to grant funds were not also billed and/or reimbursed by other funding sources such as Medicaid?	
8. Expenditures selected for testing are: a. Necessary, reasonable, and allocable b. Conform with Federal law and grant terms c. Consistent with State and Local policies d. Consistently treated as either a direct cost or indirect cost e. In accordance with GAAP f. Allowable in accordance with IDEA 34 CFR & and Uniform Grant Guidance 2 CFR Part 200 Subpart E	

Section 1. Findings

Section 1. Recommendations and Corrective Action

SECTION 2. TIME AND EFFORT

Examples of Evidence:

- System of internal controls which provides reasonable assurance that the charges are accurate, allowable, and properly allocated (i.e. signatures, periodical time and effort certification)
- Official records
- Documentation that reasonably reflects total activity for which the employee is compensated, not exceeding 100% of compensated activities
- Documentation of both Federally assisted, and all other activities compensated by the District on an integrated basis
- Accounting policies and practices
- Documentation that shows support the distribution of the employee's salary or wages among specific activities of cost objectives

Section 2. Compliance	Yes/No/NA
1. Charges to Federal awards for salaries and wages, including stipends, must be based on records that accurately reflect the work performed, salary distribution, and semiannual certification (2 CFR 200.430, 200.403(a))	

Section 2. Findings

Section 2. Recommendations and Corrective Action

SECTION 3. IDEA FISCAL REQUIREMENTS

Examples of Evidence:

Accounting record identifying distributions or payments for:

- Parentally Placed Private School Children
- CEIS
- Schoolwide program

Section 3. Compliance	Yes/No/NA
1. The LEA ensures that it accurately tracks and reports expenditures for maintenance of effort (MOE).	
2. The LEA ensures that it accurately tracks and reports expenditures related to proportionate share.	
3. The LEA ensures that it accurately tracks and reports expenditures for Voluntary Coordinated Early Intervention Services (CEIS) or Comprehensive (required) Coordinated Early Intervention Services (CCEIS) for allowability of costs and adequate internal controls.	

Section 3. Findings

Section 3. Recommendations and Corrective Action

SECTION 4. FINANCIAL SYSTEM REVIEW

Examples of Evidence:

- Copy of the LEA's fiscal policies and procedures manual
- LEA cost center or cost allocation plan
- Inspect LEA budget vs expense report spreadsheets or accounting system output
- LEA chart of accounts
- Office of Grants Management indirect cost rate agreement letter
- Bank reconciliation report
- Accrual reports
- Salary distribution in accounting system

Please note that while highlighted items will not be included as part of the monitoring process, they are important aspects of internal controls and may be monitored in subsequent years.

Section 4. Compliance	Yes/No/NA
1. Does the LEA maintain a financial management system that accurately identifies the source and amount of funds awarded to them?	
2. Does the LEA have a method to compare actual costs to budgeted costs to ensure that programs are operating within their budgets?	
3. Does the LEA's accounting system ensure that grant funds are not commingled with other funds or other grants?	
4. Does the LEA have a copy of their current approved IDEA Part B budget?	
5. Are budget modifications requested and approved prior to expenditure?	
6. Is the indirect cost rate used approved by OGM?	
7. Does the LEA perform monthly bank reconciliations?	
8. Is the LEA on a cash or accrual basis?	

9. If the LEA is on a cash basis, are year-end accruals supported by the general ledger?	

Section 4. Compliance	Yes/No/NA
10. Does the LEA ensure the separation of duties for all accounting transactions? List the names and titles of the indicator(s) and approver(s) 2 CFR 200.303	

Section 4. Findings

Section 4. Recommendations and Corrective Action

SECTION 5. WRITTEN FISCAL POLICIES AND PROCEDURES

Examples of Evidence:

- Evidence that the LEA has a funding manual that sets forth the policies and procedures used by the LEA to administer federal funds

Section 5. Compliance	Yes/No/NA
1. Does the LEA have written policies and procedures in compliance with the Uniform Grant Guidance? • Cost principles 2 CFR §200. Subpart E • Procurement 2 CFR §200.318 • Time and effort 2 CFR §200.430, 403 (a) • Inventory management 2 CFR §200.313 • Cash management 2 CFR §200.305 • Conflict of interest policy 2 CFR §200.319 (c), 318 • Fiscal records must be retained for a period of three years from the date of submission of the final expenditure report– 2 CFR §200.334 and MDE records retention policies • Separation of duties 2 CFR §200.303	

Section 5. Findings

Section 5. Recommendations and Corrective Action

Fiscal Monitoring Reviewer Signature

Fiscal Monitoring Reviewer Signature

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2023

CHILD NUTRITION AND SCHOOL WELLNESS

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
17.5	Child Nutrition. Miss. Code Ann. § 37-11-7, Miss. Admin. Code 7-3: 17.1, 17.2, 17.4, 17.7, and 17.9, State Board Policy Chapter 17, Rules 17.1, 17.2, 17.4, 17.7, and 17.9 and Federal Code. 17.5.1 School Wellness Policy.			Office of Child Nutrition	
17.5.1	School Wellness Policy				

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Does the District have a school safety plan?				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

Administrative Review Off-site Assessment Tool

General Instructions/Intent

The *Off-site Assessment Tool* encompasses questions about and requests for information from the School Food Authority (SFA) with regard to several of the monitoring areas of the Administrative Review. This tool is designed to decrease the amount of time needed for the on-site portion of the review, as well as provide both the State Agency (SA) and SFA with essential information to help the reviewer focus on any areas of non-compliance and target any technical assistance that may be necessary while on-site.

The Tool is intended to be completed off-site prior to the on-site portion of the administrative review and used by the SA as a method to gather some of the information necessary to complete the administrative review. Some of the requested information may already be on-file at the SA, while other areas may require input from the School Food Service Director, or other appropriate SFA points of contact. The SA may contact the SFA for input on these questions using whatever method is most appropriate (email, phone call, etc.), and should work collaboratively with the SFA to gather all requested information. Electronic submission of documentation is encouraged wherever possible. The SA may begin completing the *Off-site Assessment Tool* as far in advance of the on-site review as is deemed necessary, provided the minimum required timeframes established herein are met. If the tool is utilized as intended, the reviewer should be prepared to provide any technical assistance that may be necessary during the on-site portion of the review.

Resource Management is the only section in which the completion of an off-site assessment is required. The SA must secure the SFA's answers to the Resource Management questions contained in the *Off-site Assessment Tool* at least four weeks prior to the scheduled on-site review. The goal of collecting the SFA's answers in the Resource Management section of the *Off-site Assessment Tool* is so that the SA can determine if a comprehensive Resource Management will be needed for any of the four Resource Management areas. If a comprehensive review is necessary, the SA must work with the SFA to determine if any comprehensive review of any resource management areas will occur on-site or off-site. If the SA will be unable to secure the necessary documentation to conduct the review off-site, the SA must conduct the Resource Management Comprehensive review on-site. All other sections of the *Off-site Assessment Tool* may be completed on-site at the discretion of the SA. Regardless of format and timing, all responses to all other sections must be completed no later than the first day of the on-site portion of the review.

In addition to the completion of the *Off-site Assessment Tool*, the SA is required to select sites for review (see Site Selection Procedures in Administrative Review Manual). Once site selection has been completed, SA must complete the *Meal Compliance Risk Assessment Tool* for each site selected for review. The site with the highest score is most at risk for noncompliance with the required meal pattern and must receive a targeted menu review (see Dietary Specifications and Nutrient Analysis module for options to complete targeted menu review). If the SA chooses to use the *Dietary Specifications Assessment Tool* to complete the targeted menu review, an off-site review of documentation is required.

During the off-site assessment phase, the SA should document any technical assistance provided and any corrective action implemented by the SFA. Regardless of when corrective action occurs, all findings must be documented in the final report.

Section II: Meal Access and Reimbursement

Reminders:
The SA should attempt to answer questions using available data before contacting the SFA.

In addition to completing the questions on the *Off-site Assessment Tool*, the SA should follow the instructions for selecting the students for certification and benefit issuance review as described in the Certification and Benefit Issuance Module in the Administrative Review Manual.

The SA must ensure that the information the SFA provides to answer these questions mirrors the current free and reduced-price policy statement on file with the SA.

The SA should notify the SFA that all verification materials must be available at the SFA's central office for the on-site portion of the review.

Section III: Meal Pattern and Nutritional Quality

Reminders:
In order to complete this section of the *Off-site Assessment Tool,* the SA must complete the *Meal Compliance Risk Assessment Tool* for **each of the sites selected for review** (see site selection procedures in Administrative Review Manual). The results of the *Meal Compliance Risk Assessment Tool* will determine which site shall receive the targeted menu review, using one of the four options as described in the Administrative Review Manual.

Prior to the on-site portion of the review, the SA should notify the SFA that each site selected for review must be prepared to provide meal pattern compliance documentation demonstrating that daily/weekly meal component requirements for one week of the review period are met. If appropriate, SA can request this documentation from the SFA prior to the beginning of the on-site review.

Reviewers may examine any food crediting documentation, including but not limited to food labels, product formulation statements, CN labels, and bid documentation to ensure meal pattern compliance. (This documentation will be examined for all reviewed sites. For the site selected, this documentation will also be used for the targeted menu review process.)

For efficiency, the SA should review the same menus, production records, and standardized recipes from the week the SA reviewed in the Module: Meal Components and Quantities as selected for the targeted menu review.

NOTE: If the SA has chosen Option #1 (Completion of the *Dietary Specifications Assessment Tool*) for completing the targeted menu review, the required documentation must be submitted to the SA within a sufficient timeframe to allow the SA to properly assess the documentation and determine the risk level of the site selected for the targeted menu review.

Section IV: Resource Management

Reminders:
This section is designed to capture information from the SFA concerning the modules contained within the Resource Management section. Using the SFA's responses to the *Off-site Assessment Tool*, the SA will apply specific risk indicators to the SFA and determine whether a resource management comprehensive review of any one, or multiple area(s) is warranted. Before beginning the risk indicator approach, the SA should first review all of the modules under Resource Management to obtain context and understanding for how the risk indicators are determined. The SA must secure the SFA's answers to the questions included in the Resource Management section of the *Off-site Assessment Tool* and complete the *Resource Management Risk Indicator Tool* at least 4 weeks prior to the start of the on-site review.

Important: Any failure, whether by the SFA or SA, to adhere to the timeframes prescribed above requires that a resource management comprehensive review of all areas will be conducted.

Recommended: The State agency is strongly encouraged to utilize specialized staff to the extent practicable to collect and evaluate responses in this section.

Risk Indicators for Resource Management:
When evaluating the responses to questions 700-711, follow the risk assessment for Resource Management module in the *Administrative Review Manual* to determine whether a resource management comprehensive review of any or all areas is necessary. Some sections contain multiple questions that may indicate risk (referred to as a "risk indicator"). Prior Administrative Review procedures required SAs to conduct comprehensive reviews of all Resource Management areas if three or more risk indicators were assessed. **Beginning in SY 2016-2017, State agencies must conduct a comprehensive review of any RM area under which one or more risk indicators are triggered.** However, State agencies are no longer required to assess all areas of the Resource Management module unless an SFA receives risk indicators in each of the four RM areas or the RM Risk Indicator Tool is not completed at least four weeks prior to the on-site Administrative Review.

During the on-site review of the breakfast and lunch meal services, the reviewer should assess if the information provided by the SFA as part of the Off-site Assessment Tool – Resource Management section is consistent with the reviewer's observations of the SFA's meal services. For instance, if the SFA indicated it charged the target paid lunch price at all of its school sites and thus did not receive a risk indicator under the Paid Lunch Equity, the reviewer should look at the paid lunch price charged during site reviews to see if the lunches were priced at or above the

target paid lunch price. If there appear to be any discrepancies between the information reported by the SFA and the reviewer's on-site observations, the SA must follow up with the SFA to determine if a RM Comprehensive Review is necessary in RM areas that did not initially receive a risk indicator.

Section V: General Program Compliance

Reminders:
The SA may assist the SFA with the completion of this section, if necessary. If this section is not returned to the SA for evaluation prior to the on-site review, this section and applicable documentation must be available for SA review at the start of the on-site portion of the review.

Section VI: Other Federal Programs

Reminders:
This section is intended to be completed by the SA. If this section is not completed by the SA prior to the on-site review, this section must be completed by the SA during the on-site portion of the review.

If the SA elects to conduct the claim validation for the Fresh Fruit and Vegetable Program during the off-site phase, complete questions 1900 - 1902 of the *On-site Assessment Tool*.
Separate review forms have been provided for the review of the Afterschool Snack Program, Special Milk Program, and Seamless Summer Option. The SA may complete any applicable portion of those forms off-site at their discretion. Any section of the applicable forms that are not completed prior to the on-site portion of the review must be completed during the on-site portion of the review if necessary.

Section IX: Special Provision Options

The intent of this section is for the SA to understand the Special Provision Option policies and procedures in place at the SFA. The review addresses the implementation and operation of Provision 1, 2, and 3 sites and sites operating CEP.

SCHOOL FOOD AUTHORITY: **School Year:**			
Module: Certification and Benefit Issuance			
100.	Does the SFA meet one of the following criteria: ☐ SFA-wide Special Provision Non-Base Year (Provision 2/3) ☐ RCCI, **without** day students ☐ SFA-wide Community Eligibility Provision Note: If one of the above is checked, skip questions 101 – 205 and proceed to question 300. If the SFA does not meet one of the above criteria answer the following questions (101-205).	**YES**	**NO**
☐ N/A			
101.	Who is the determining official for certifying household applications?		
(Names and/or position titles):			

102.		**Electronic**	**Manual**
	a. Does the SFA use an electronic applications approval system or a manual **application approval system**? If a combination of electronic and manual is used check both boxes.	a. ☐	a. ☐
	b. Does the SFA use an electronic benefit issuance system or a manual **benefit issuance system**? If a combination of electronic and manual check both boxes.	b. ☐	b. ☐
Electronic application system means household applications are submitted by the household through a web-based or scanned application system. The system has limited to virtually no manual data entry by the SFA. Records are kept at the SFA electronically. All direct certification matches at the SFA level are completed with a computer match.			

Manual application system means household applications are submitted by the household to the SFA. SFA completes eligibility determination and direct certification matches and enters data manually into a system and/or keeps written records. Hard copy records are kept on file at the SFA.
If the SFA has implemented an electronic system, but one or more aspect of the application processing is conducted manually (e.g., applications are submitted online, and also on paper – SFA staff processes paper applications) the reviewer will consider it a manual/combination system. This would include instances where SFA staff are entering paper applications into the online electronic system for determinations.

Electronic benefit issuance system means that the transfer of a student's benefits to the Point of Service document is completed through a computerized system. The system has limited to virtually no manual data entry by the SFA; however, updates to benefits may be made manually in the electronic system. Benefit issuance identification and rosters are kept electronically.
Manual benefit issuance system means that the transfer of a student's benefits to the POS document is completed manually by the SFA. All updates to benefits are made manually by the SFA. Benefit issuance identification and rosters are manually developed. Hard copy records are kept on file at the SFA.
If the SFA has implemented an electronic system, but one or more aspect of the benefit issuance process is conducted manually (i.e., the SFA has an electronic benefit issuance system at most sites, but utilizes rosters/ tickets/tokens or any other benefit issuance method at some sites and SFA staff must manually make updates to those alternate systems), the reviewer will consider it a manual/combination system.

103.	At the beginning of the school year, how is benefit status handled for children who have not submitted an application for the current school year?
Comments:	
104.	**If the SFA has an electronic application approval system**, answer the below questions, if not proceed to the next question. a. How are records maintained and for how long? b. Describe the backup to the electronic-based approval system. c. List the method used to obtain household signature.

Comments: a. b. c.	
105.	How long does the applications approval take from the date the SFA receives the application from the household?
Comments:	
106.	Within the SFA, who has access to the applications within the system?
(Names and/or position titles):	
107.	a. When and how are households notified of students' certified eligibility? b. How are denied households notified? Review copy of the application approval/denial notification letter.
Comments: a. b.	

108.	Who is the hearing official?

(Name and/or position title):

109.	Who at the SFA receives the direct certification documents from the state or local agency, and who is responsible for issuing and updating the benefit list?

Program	Name/title of person receiving direct certification documents from SA	Name/title of person issuing direct certification benefits to students
SNAP		
TANF		
FDPIR		
Homeless		
Migrant		
Foster Children		
Head Start		

110.	Does the SFA use the direct certification notification letter provided by the State agency?	**YES**	**NO**	
	If no, does the letter contain all required information, and is it approved by the State agency? (**Obtain a copy of the letter used**.)	**YES**	**NO**	**N/A**

Comments:

Section II: Meal Access and Reimbursement

111.	What is the SFA's procedure for extending free school meal eligibility to all children who are members of a household in which one person in that household is receiving SNAP, TANF, or FDPIR benefits?		
Comments:			
112.	Does the benefit issuance system identify how eligibility was determined? (e.g., through application, direct certification, etc.)	**YES**	**NO**
Comments:			
113.	a. Who has access to the benefit issuance system and/or documentation? b. What safeguards are in place to ensure that only authorized individuals have access to the benefit issuance system and/or documentation?		
a. (Names and/or position titles): b.			
114.	How are benefits issued and distributed to students? (e.g., via electronic system with code numbers for students, ticket system)		
Comments:			
115.	How are eligibility determinations transferred to the benefit issuance document?		
Comments:			

116.	How are benefit issuance document(s) transferred to the point of service system?		
Comments:			
117.	How are eligibility status updates made to the point of service and to the benefit issuance document(s)?		
Comments:			
118.	How frequently are updates made to the point of service and benefit issuance document(s)?		
Comments:			
119.	Does the benefit issuance document indicate the date the eligibility status changes were made?	**YES**	**NO**
Comments:			
120.	How and when are the following changes made to the point of service and benefit issuance document: a. new students b. transfer students c. withdrawn students d. 30 day carryover of prior eligibility		
Comments: a. b. c. d.			

121.	a. Is there a backup system for updating benefit issuance document(s)? b. If yes, describe the backup system for updating benefit issuance document(s).	**YES**	**NO**
Comments:			

Module: Verification			
200.	Obtain a copy of the SFA's most recently submitted FNS-742 (Verification Collection Report).	**YES**	**NO**
	a. Did the SFA choose the correct verification sample size?		
	b. Did the SFA verify the correct number of applications based on their verification sample size?		
	c. Was the most recent report timely and accurate?		
	If no, is this a recurring problem?		
Comments:			
201.	Who serves as the SFA's verifying official?		
(Name and/or position title):			
202.	Who serves as the confirming official?		
(Name and/or position title or software used is acceptable):			

203.	Describe the SFA's verification process (including SFA's verification for cause process).		
Comments:			
204.	Does the SFA use an electronic system to identify error-prone applications? If yes, explain in the comments what software the SFA uses?	**YES**	**NO**
Comments:			

Module: Meal Counting and Claiming			
300.	Does the SFA use an electronic or manual system to count and consolidate reimbursable meals? If a combination of electronic and manual is used check both boxes.	**Electronic**	**Manual**
		☐	☐

Electronic System means meal counts are generated by an automated Point of Service (POS) system that may connect to the claim for reimbursement. Electronic systems have the ability to identify a student's benefit category, tally daily meal counts, transfer daily meal counts to the SFA, consolidate meal counts for the SFA, and/or submit the claim for reimbursement. The system is limited to virtually NO MANUAL data entry at the POS. Meal counts are kept electronically.

Manual System means meal counts are generated by a manual Point of Service system. Meal counts are manually tallied, consolidated, and transferred to the SFA. Consolidation of meal counts by the SFA is completed manually. Hard copy records are kept on file.
If the SFA has implemented an electronic system, but one or more aspect of the benefit issuance process is conducted manually (e.g., the SFA has an electronic POS, but utilizes a roster at an alternate service location and SFA staff manually enters meal counts from the alternate service location), the reviewer will consider it a manual/combination system.

Section II: Meal Access and Reimbursement

301.	How does the SFA's point of service system identify a student's eligibility? Include all types of distinct counting methods (e.g., check-off list for grades 1-3, tickets for grades 4-8).		
Comments:			
302.	Does the SFA have a backup system to their primary meal counting and claiming system should the primary system fail/not operate? If YES, describe backup system in the comments.	**YES**	**NO**
Comments:			
303.	How often are cashiers and substitute cashiers trained on the meal counting and claiming system (including the backup system)?		
Comments:			
304.	At the end of meal service, how does the SFA obtain the daily meal counts by category from each school's point(s) of service?		
Comments:			
305.	What are the SFA's meal counting and claiming policies and procedures for the following situations:		
a) Offer vs. Serve?			**N/A**

Section II: Meal Access and Reimbursement

b) Incomplete/Non-Reimbursable Meals?		**N/A**
c) Second Meals?		**N/A**
d) Visiting student meals?		**N/A**
e) Adult and non-student meals?		**N/A**
f) Student worker meals?		**N/A**
g) A la carte?		**N/A**
h) Field trips?		**N/A**
i) Lost, stolen, misused, forgotten, or destroyed tickets, tokens, IDs, and PINS?		**N/A**
j) Charged and/or pre-billed/prepaid meals?		**N/A**
k) Students without funds to pay for meals?		**N/A**

l) New students without approved certification of free or reduced-price benefits?		**N/A**

306.	What procedures are used as internal controls to ensure the meal counts do not exceed enrollment or attendance adjusted enrollment?			
Comments:				
307.	**Electronic Systems Only**: Are meal counts automatically consolidated? If YES, does the software program contain edits and internal controls? If NO, when and how are edit checks and internal controls completed?	**YES**	**NO**	**N/A**
Comments:				
308.	Have alternate points of service been approved by the SA? If there are alternative points of service, describe in the comments the number and types of alternate points of service operating during each meal service (e.g., meals in classrooms, bus).	**YES**	**NO**	**N/A**
Comments:				
309.	If a school has more than one meal service line, how does the point of service system prevent duplicate or second meals from being claimed?			
Comments:				

Section II: Meal Access and Reimbursement

310.	At the site level, how are the total daily meal counts by category submitted to the SFA for consolidation?
Comments:	
311.	Describe the SFA's procedures for consolidating daily meal counts by category for each site to process the claim for reimbursement, if applicable.
Comments:	

Module: Dietary Specifications and Nutrition Analysis	
600.	Based on the results of the *Meal Compliance Risk Assessment Tool*, what site has been selected for the targeted menu review?
School selected for targeted menu review:	
601.	How will the SA proceed with the targeted menu review?
☐ ***Option 1: Complete the Dietary Specifications Assessment Tool*** ☐ ***Option 2: Validate Existing Nutrient Analysis*** ☐ ***Option 3: Conduct Nutrient Analysis*** ☐ ***Option 4: Use FNS-approved Process Utilizing FNS-Approved Menu Planning Tools***	
602.	If Option 1 is selected, what initial risk level has been assigned for the targeted menu review site based on the results of the *Dietary Specifications Assessment Tool*?
☐ N/A Risk Level:	

Module: Maintenance of Nonprofit School Food Service Account				
700.	Did the SFA have a separate financial account designated for the nonprofit school food service?	YES		NO
Comments:				
701.	Did the SFA conduct a year-end review of total revenues and expenses to determine the school food service's nonprofit status?	YES		NO
Comments:				
702.	After including the beginning fund balance, did the SFA have year-end expenses in excess of revenues, requiring a general fund transfer to cover the balance?	YES	NO	
Comments:				
703.	Did the SFA transfer funds out of the nonprofit school food service account to support other school operations during, or at the end of, the school year?	YES		NO
Comments:				
704.	Did the SFA complete a process to ensure its compliance with the net cash resources limitation to a level at or below three months' average expenses?	YES		NO
Comments:				
705.	Did the SFA have internal control procedures in place to ensure that only allowable costs were charged to the nonprofit school food service account?	YES		NO
Comments:				

Module: Paid Lunch Equity				
706.	Did the SFA charge the weighted minimum average paid lunch price at all sites or use the USDA *Paid Lunch Equity Tool* to evaluate the need to raise its paid lunch prices?	**YES**	**NO**	**N/A***
Comments: *N/A selection is only allowable if all sites at the SFA are nonpricing				
707.	Did the SFA use non-Federal funds to support its paid lunch prices?	**YES**	**NO**	**N/A***
Comments: *N/A selection is only allowable if all sites at the SFA are nonpricing				
708.	Did the SFA have a State agency exemption to the Paid Lunch Equity requirement during the resource management review period/previous school year?	**YES**	**NO**	**N/A***
Comments: *N/A selection is only allowable if all sites at the SFA are nonpricing				
709.	Did the SFA increase its paid lunch prices at the level required by the USDA *Paid Lunch Equity Tool* or comparable mechanism? If yes, explain which mechanism was used to address the required raise in prices and provide detail on how much the SFA raised its paid lunch prices and/or how much in non-Federal funds the SFA transferred into its nonprofit school food service account to comply with the PLE requirements.	**YES**	**NO**	**N/A***
Comments: *N/A selection is only allowable if all sites at the SFA are nonpricing				

Section VI: Other Federal Programs

Module: Revenue from Nonprogram Foods			
710.	Did the SFA sell nonprogram foods including, but not limited to, a la carte foods (e.g., milk; 2nd entrees; Smart Snacks), catering (e.g., foods/beverages for school board meetings; foods for outside entities & programs), and/or adult meals (e.g., meals for teachers, parents, etc.)?	**YES**	**NO**
Comments:			

Module: Indirect Costs			
711.	Were indirect costs charged to the SFA's nonprofit school food service account?	**YES**	**NO**
Comments:			

Module: Civil Rights	
800.	What is the non-discrimination statement that is used for appropriate Program materials? Please provide exact language.
Comments:	
801.	Provide a copy of the School Food Authority's public release. RCCIs are not required to submit a public release unless their enrollment includes day students.
802.	What services does the SFA provide to Limited English Proficient (LEP) households?
Comments:	

803.	What is the SFA's procedure for receiving and processing complaints alleging discrimination within FNS School Meal Programs? Provide a copy.		
Comments:			
804.	Has the School Food Authority received any written or verbal complaints alleging discrimination in FNS Programs in the current or prior school year? **If yes, obtain the following information: date, nature of complaint, and agency complaint was reported to.**	**YES**	**NO**
Comments:			
805.	How are students with special dietary needs accommodated?		
Comments:			
806.	a. When was the SFA's most recent civil rights training for staff who interact with program applicants or participants (e.g., cafeteria staff, F/R application approval staff) and their supervisors? b. Who attended these trainings? c. What topics were covered by the training? Provide supporting documentation for the responses.		
Comments: a. b. c.			

807.	a. How does the SFA collect racial/ethnic data? b. How often is this information collected? c. Provide documentation to support the response.
Comments: a. b. c.	

Module: SFA On-site Monitoring			
900.		**YES**	**NO**
	a. Was the on-site monitoring of breakfast completed prior to February 1st?		
	b. Was the on-site monitoring of lunch completed prior to February 1st?		
	c. How does the SFA ensure that all schools are meeting program requirements? For example, list in the comments, how and when the monitoring is conducted?		
Comments: c.			

Module: Local School Wellness Policy	
1000.	Provide a copy or appropriate web address of the current Local School Wellness Policy. Are the minimum required elements written into the Local School Wellness Policy?
Comments:	
1001.	How does the public know about the Local School Wellness Policy? Provide documentation to support the response (or appropriate web address(es)).
Comments:	
1002.	When and how does the review and update of the Local School Wellness Policy occur? Provide documentation to support the response (or appropriate web address(es)).
Comments:	
1003.	a. Who is involved in reviewing and updating the Local School Wellness Policy? b. What is their relationship with the SFA?
Comments: a. b.	
1004.	How are potential stakeholders made aware of their ability to participate in the development, review, update, and implementation of the Local School Wellness Policy? Provide documentation to support the response (or appropriate web address(es)).
Comments:	

1005.	Obtain a copy of the most recent assessment on the implementation of the Local School Wellness Policy.
1006.	How does the public know about the results of the most recent assessment on the implementation of the Local School Wellness Policy? Provide documentation to support the response (or appropriate web address(es)).
Comments:	

Module: Smart Snacks	
1100.	What are the SFA's food sale policies? List all types of food/beverage sales to include the selling of non-food items in combination with food items.
Comments:	
1101.	What is the SFA's process for determining compliance with non-packaged or recipe food items (combination foods that do not have a label)?
Comments:	
1102.	How does the SFA account for accompaniments when determining whether food items meet the Smart Snack standards?
Comments:	

Section VI: Other Federal Programs

1103.	Who is responsible for tracking Smart Snacks compliance at the: a. SFA level: b. School level: c. For foodservice:
Comments: a. b. c.	

Module: Professional Standards		
1200.	What is the LEA student enrollment? (select one)	
a) 2,499 or less		
b) 2,500 – 9,999		
c) 10,000 or more		
1201.	List the employee count for each of the following:	
Directors		
Managers		
Other Full-Time Nutrition Staff >20 hours/week		

Part-Time Nutrition Staff <20 hours/week		
Staff hired after January 1 of the School Year being reviewed		
Non-school nutrition staff that have responsibilities that include duties related to the program		

		YES	NO
1202.	a) Has the SFA hired any new directors on or after July 1, 2015? If no, proceed to Question 1204.		
	b) If a new School Nutrition Program Director has been hired, did they meet the hiring standards requirements?		
Comments:			

		YES	NO
1203.	a. If a new School Nutrition Program Director has been hired, did they complete food safety training within 30 days of being hired?		
	b. If yes, proceed to question 1204. If no, was previous food safety certification obtained in the last 5 years? If yes, list the date of certification in comments.		
Comments:			

1204.		**YES**	**NO**
	Did School Nutrition Program Directors meet the training requirement?		
	If no, after review of the scheduled/planned trainings for the remainder of the school year is the School Nutrition Program Director expected to meet annual training requirements? List completed training hours and expected/planned training hours in the comments.		
Comments:			
1205.	Did School Nutrition Program Managers, if applicable, meet the training requirements? If not, after review of scheduled/planned trainings for the remainder of the school year, is the School Nutrition Program Manager expected to meet the annual training requirements? List completed training hours and expected/planned training hours in the comments.	**YES**	**NO**
Comments:			
1206.		**YES**	**NO**
	Did Full-Time school nutrition staff meet the training requirements?		
	If not, after review of scheduled/planned trainings for the remainder of the school year are School Nutrition staff expected to meet the annual training requirements?		

	List completed training hours and expected/planned training hours in the comments.		
Comments:			
1207.	Has the State Agency allowed the SFA flexibility to complete annual training requirements over a 2-year period? If yes, list in the comments section, the first school year to which the flexibility was applied.	**YES**	**NO**
Comments:			
1208.	Is the SFA tracking training hours on an annual basis? If not, please describe how training hours are being tracked.	**YES**	**NO**
Comments:			
1209.		**YES**	**NO**
	a. Are there any employees hired on or after January 1 of the current school year? If no, proceed to Question 1210.		
	b. If yes, did the employees meet at least half of the annual training requirements? If no, after review of scheduled/planned trainings for the remainder of the school year, are they expected to meet the annual training requirements? List completed training hours and expected/planned training hours in the comments.		
Comments:			

1210.	Did the employees that work outside of the school nutrition program whose responsibilities include duties related to the operation of the school nutrition program receive training applicable to their duties related to the program? If yes, list their names and job titles in the comments.	**YES**	**NO**
Comments:			
1211.	Did Part-Time staff meet the training requirements? If no, explain in the comments below.	**YES**	**NO**
Comments:			

Module: School Breakfast and Summer Food Service Program Outreach ☐ **Not applicable**	
1600.	How did the SFA inform households of the availability of the School Breakfast Program prior to (or at the beginning) of the school year and provide reminders about the availability of the School Breakfast Program throughout the school year?
Comments:	
1601.	How did the SFA inform eligible households about the availability and location of free meals for students via the Summer Food Service Program?
Comments:	

Indicate any additional federal programs operated by the SFA:

- ☐ **Afterschool Snack Program**
- ☐ **Seamless Summer Option**
- ☐ **Fresh Fruit and Vegetable Program**
- ☐ **Special Milk Program**

Section IX: Special Provision Options

**** For Provision 2 ONLY****

☐ **Not applicable (if no schools in the SFA operate Provision 2, skip this page)**

2100.	Are non-federal funds being properly allocated to account for the difference of offering all meals to students at no charge and the Federal reimbursement?	**YES**	**NO**
Comments:			
2101.	What procedures are/were used to calculate the Base Year claiming percentages for each school implementing Provision 2?		
Comments:			
2102.	What procedures are used to apply the Base Year claiming percentages to the Non-base Year's claims for reimbursement?		
Comments:			
2103.	If applicable, were adjustments made to the claiming percentages established during the Base Year? If yes, describe the procedure used for the adjustment.	**YES**	**NO**
Comments:			
2104.	Has the SFA ensured all meals are provided at no cost to all enrolled students during Provision 2 Base Year? If no, explain.	**YES**	**NO**
Comments:			

Section IX: Special Provision Options

**** For Provision 3 ONLY ****

☐ **Not applicable (if no schools in the SFA operate Provision 3, skip this page)**

2105.	Are non-federal funds being properly allocated to account for the difference of offering all meals to students at no charge and the Federal reimbursement?	**YES**	**NO**
Comments:			
2106.	What procedures are/were used to calculate the Base Year level of federal assistance for each school implementing Provision 3?		
Comments:			
2107.	What procedures are used to apply the Base Year level of federal assistance to the Non-base Year's claims for reimbursement?		
Comments:			
2108.	If applicable, were adjustments made to the level of federal assistance established during the Base Year? If yes, describe the procedure used for the adjustment.	**YES**	**NO**
Comments:			

Section IX: Special Provision Options

**** For Community Eligibility Provision ONLY ****

☐ **Not applicable (if no schools in the SFA operate Community Eligibility Provision, skip this page)**

2109.	Are non-federal funds being properly allocated to account for the difference of offering all meals to students at no charge and the Federal reimbursement?	**YES**	**NO**
Comments:			
2110.	What procedures are used to apply the established ISPs to the current School Year's claims for reimbursement? (Documentation supporting establishment of ISP and corresponding claiming percentages will be verified during completion of the On-site Review Assessment Tool) If applicable, were adjustments made to the ISP and corresponding claiming percentages in the current SY? If yes, describe the procedure used for the adjustment.		
Comments:			

**** For Provision 1 ONLY ****

☐ **Not applicable (if no schools in the SFA operate Provision 1, skip this page)**

2111.	Are all households provided meal applications and allowed to apply for meal benefits each school year?	**YES**	**NO**
Comments:			

Section IX: Special Provision Options

**** For Provision 3 ONLY ****

☐ **Not applicable (if no schools in the SFA operate Provision 3, skip this page)**

2105.	Are non-federal funds being properly allocated to account for the difference of offering all meals to students at no cost?	**YES**	**NO**
Comments:			
2106.	What procedures are/were used to calculate the Base Year level of federal assistance for each school implementing Provision 3?		
Comments:			
2107.	What procedures are used to apply the Base Year level of federal assistance to the Non-base Year's claims for reimbursement?		
Comments:			
2108.	If applicable, were adjustments made to the level of federal assistance established during the Base Year? If yes, describe the procedure used for the adjustment.	**YES**	**NO**
Comments:			

Section IX: Special Provision Options

**** For Community Eligibility Provision ONLY ****

☐ **Not applicable (if no schools in the SFA operate Community Eligibility Provision, skip this page)**

2109.	Are non-federal funds being properly allocated to account for the difference of offering all meals to students at no cost?	**YES**	**NO**
Comments:			
2110.	What procedures are used to apply the established ISPs to the current School Year's claims for reimbursement? (Documentation supporting establishment of ISP and corresponding claiming percentages will be verified during completion of the On-site Review Assessment Tool) If applicable, were adjustments made to the ISP and corresponding claiming percentages being utilized in the current SY? If yes, describe the procedure used for the adjustment.		
Comments:			

Section IX: Special Provision Options

**** For Provision 1 ONLY ****

☐ **Not applicable (if no schools in the SFA operate Provision 1, skip this page)**

2111.	Are all households provided meal applications and allowed to apply for meal benefits each school year?	**YES**	**NO**
Comments:			

Administrative Review Off-site Assessment Tool

General Instructions/Intent

The *Off-site Assessment Tool* encompasses questions about and requests for information from the School Food Authority (SFA) with regard to several of the monitoring areas of the Administrative Review. This tool is designed to decrease the amount of time needed for the on-site portion of the review, as well as provide both the State Agency (SA) and SFA with essential information to help the reviewer focus on any areas of non-compliance and target any technical assistance that may be necessary while on-site.

The Tool is intended to be completed off-site prior to the on-site portion of the administrative review and used by the SA as a method to gather some of the information necessary to complete the administrative review. Some of the requested information may already be on-file at the SA, while other areas may require input from the School Food Service Director, or other appropriate SFA points of contact. The SA may contact the SFA for input on these questions using whatever method is most appropriate (email, phone call, etc.), and should work collaboratively with the SFA to gather all requested information. Electronic submission of documentation is encouraged wherever possible. The SA may begin completing the *Off-site Assessment Tool* as far in advance of the on-site review as is deemed necessary, provided the minimum required timeframes established herein are met. If the tool is utilized as intended, the reviewer should be prepared to provide any technical assistance that may be necessary during the on-site portion of the review.

Resource Management is the only section in which the completion of an off-site assessment is required. The SA must secure the SFA's answers to the Resource Management questions contained in the *Off-site Assessment Tool* at least four weeks prior to the scheduled on-site review. The goal of collecting the SFA's answers in the Resource Management section of the *Off-site Assessment Tool* is so that the SA can determine if a comprehensive Resource Management will be needed for any of the four Resource Management areas. If a comprehensive review is necessary, the SA must work with the SFA to determine if any comprehensive review of any resource management areas will occur on-site or off-site. If the SA will be unable to secure the necessary documentation to conduct the review off-site, the SA must conduct the Resource Management Comprehensive review on-site. All other sections of the *Off-site Assessment Tool* may be completed on-site at the discretion of the SA. Regardless of format and timing, all responses to all other sections must be completed no later than the first day of the on-site portion of the review.

In addition to the completion of the *Off-site Assessment Tool*, the SA is required to select sites for review (see Site Selection Procedures in Administrative Review Manual). Once site selection has been completed, SA must complete the *Meal Compliance Risk Assessment Tool* for each site selected for review. The site with the highest score is most at risk for noncompliance with the required meal pattern and must receive a targeted menu review (see Dietary Specifications and Nutrient Analysis module for options to complete targeted menu review). If the SA chooses to use the *Dietary Specifications Assessment Tool* to complete the targeted menu review, an off-site review of documentation is required.

During the off-site assessment phase, the SA should document any technical assistance provided and any corrective action implemented by the SFA. Regardless of when corrective action occurs, all findings must be documented in the final report.

Section II: Meal Access and Reimbursement

Reminders:
The SA should attempt to answer questions using available data before contacting the SFA.

In addition to completing the questions on the *Off-site Assessment Tool*, the SA should follow the instructions for selecting the students for certification and benefit issuance review as described in the Certification and Benefit Issuance Module in the Administrative Review Manual.

The SA must ensure that the information the SFA provides to answer these questions mirrors the current free and reduced-price policy statement on file with the SA.

The SA should notify the SFA that all verification materials must be available at the SFA's central office for the on-site portion of the review.

Section III: Meal Pattern and Nutritional Quality

Reminders:
In order to complete this section of the *Off-site Assessment Tool,* the SA must complete the *Meal Compliance Risk Assessment Tool* for **each of the sites selected for review** (see site selection procedures in Administrative Review Manual). The results of the *Meal Compliance Risk Assessment Tool* will determine which site shall receive the targeted menu review, using one of the four options as described in the Administrative Review Manual.

Prior to the on-site portion of the review, the SA should notify the SFA that each site selected for review must be prepared to provide meal pattern compliance documentation demonstrating that daily/weekly meal component requirements for one week of the review period are met. If appropriate, SA can request this documentation from the SFA prior to the beginning of the on-site review.

Reviewers may examine any food crediting documentation, including but not limited to food labels, product formulation statements, CN labels, and bid documentation to ensure meal pattern compliance. (This documentation will be examined for all reviewed sites. For the site selected, this documentation will also be used for the targeted menu review process.)

For efficiency, the SA should review the same menus, production records, and standardized recipes from the week the SA reviewed in the Module: Meal Components and Quantities as selected for the targeted menu review.

NOTE: If the SA has chosen Option #1 (Completion of the *Dietary Specifications Assessment Tool*) for completing the targeted menu review, the required documentation must be submitted to the SA within a sufficient timeframe to allow the SA to properly assess the documentation and determine the risk level of the site selected for the targeted menu review.

Section IV: Resource Management

Reminders:
This section is designed to capture information from the SFA concerning the modules contained within the Resource Management section. Using the SFA's responses to the *Off-site Assessment Tool*, the SA will apply specific risk indicators to the SFA and determine whether a resource management comprehensive review of any one, or multiple area(s) is warranted. Before beginning the risk indicator approach, the SA should first review all of the modules under Resource Management to obtain context and understanding for how the risk indicators are determined. The SA must secure the SFA's answers to the questions included in the Resource Management section of the *Off-site Assessment Tool* and complete the *Resource Management Risk Indicator Tool* at least 4 weeks prior to the start of the on-site review.

Important: Any failure, whether by the SFA or SA, to adhere to the timeframes prescribed above requires that a resource management comprehensive review of all areas will be conducted.

Recommended: The State agency is strongly encouraged to utilize specialized staff to the extent practicable to collect and evaluate responses in this section.

Risk Indicators for Resource Management:
When evaluating the responses to questions 700-711, follow the risk assessment for Resource Management module in the *Administrative Review Manual* to determine whether a resource management comprehensive review of any or all areas is necessary. Some sections contain multiple questions that may indicate risk (referred to as a "risk indicator"). Prior Administrative Review procedures required SAs to conduct comprehensive reviews of all Resource Management areas if three or more risk indicators were assessed. **Beginning in SY 2016-2017, State agencies must conduct a comprehensive review of any RM area under which one or more risk indicators are triggered.** However, State agencies are no longer required to assess all areas of the Resource Management module unless an SFA receives risk indicators in each of the four RM areas or the RM Risk Indicator Tool is not completed at least four weeks prior to the on-site Administrative Review.
During the on-site review of the breakfast and lunch meal services, the reviewer should assess if the information provided by the SFA as part of the Off-site Assessment Tool – Resource Management section is consistent with the reviewer's observations of the SFA's meal services. For instance, if the SFA indicated it charged the target paid lunch price at all its school sites and thus did not receive a risk indicator under the Paid Lunch Equity, the reviewer should look at the paid lunch price charged during site reviews to see if the lunches were priced at or above the

target paid lunch price. If there appear to be any discrepancies between the information reported by the SFA and the reviewer's on-site observations, the SA must follow up with the SFA to determine if a RM Comprehensive Review is necessary in RM areas that did not initially receive a risk indicator.

Section V: General Program Compliance

Reminders:
The SA may assist the SFA with the completion of this section, if necessary. If this section is not returned to the SA for evaluation prior to the on-site review, this section and applicable documentation must be available for SA review at the start of the on-site portion of the review.

Section VI: Other Federal Programs

Reminders:
This section is intended to be completed by the SA. If this section is not completed by the SA prior to the on-site review, this section must be completed by the SA during the on-site portion of the review.

If the SA elects to conduct the claim validation for the Fresh Fruit and Vegetable Program during the off-site phase, complete questions 1900 - 1902 of the *On-site Assessment Tool*.
Separate review forms have been provided for the review of the Afterschool Snack Program, Special Milk Program, and Seamless Summer Option. The SA may complete any applicable portion of those forms off-site at their discretion. Any section of the applicable forms that are not completed prior to the on-site portion of the review must be completed during the on-site portion of the review if necessary.

Section IX: Special Provision Options

The intent of this section is for the SA to understand the Special Provision Option policies and procedures in place at the SFA. The review addresses the implementation and operation of Provision 1, 2, and 3 sites and sites operating CEP.

SCHOOL FOOD AUTHORITY: **School Year:**			
Module: Certification and Benefit Issuance			
100.	Does the SFA meet one of the following criteria: ☐ SFA-wide Special Provision Non-Base Year (Provision 2/3) ☐ RCCI, **without** day students ☐ SFA-wide Community Eligibility Provision Note: If one of the above is checked, skip questions 101 – 205 and proceed to question 300. If the SFA does not meet one of the above criteria answer the following questions (101-205).	**YES**	**NO**
☐ N/A			
101.	Who is the determining official for certifying household applications?		
(Names and/or position titles):			
102.		**Electronic**	**Manual**
	a. Does the SFA use an electronic applications approval system or a manual **application approval system**? If a combination of electronic and manual is used check both boxes.	a. ☐	a. ☐
	b. Does the SFA use an electronic benefit issuance system or a manual **benefit issuance system**? If a combination of electronic and manual check both boxes.	b. ☐	b. ☐
Electronic application system means household applications are submitted by the household through a web-based or scanned application system. The system has limited to virtually no manual data entry by the SFA. Records are kept at the SFA electronically. All direct certification matches at the SFA level are completed with a computer match.			

Manual application system means household applications are submitted by the household to the SFA. SFA completes eligibility determination and direct certification matches and enters data manually into a system and/or keeps written records. Hard copy records are kept on file at the SFA.
If the SFA has implemented an electronic system, but one or more aspect of the application processing is conducted manually (e.g., applications are submitted online, and also on paper – SFA staff processes paper applications) the reviewer will consider it a manual/combination system. This would include instances where SFA staff are entering paper applications into the online electronic system for determinations.

Electronic benefit issuance system means that the transfer of a student's benefits to the Point of Service document is completed through a computerized system. The system has limited to virtually no manual data entry by the SFA; however, updates to benefits may be made manually in the electronic system. Benefit issuance identification and rosters are kept electronically.
Manual benefit issuance system means that the transfer of a student's benefits to the POS document is completed manually by the SFA. All updates to benefits are made manually by the SFA. Benefit issuance identification and rosters are manually developed. Hard copy records are kept on file at the SFA.
If the SFA has implemented an electronic system, but one or more aspect of the benefit issuance process is conducted manually (i.e., the SFA has an electronic benefit issuance system at most sites, but utilizes rosters/ tickets/tokens or any other benefit issuance method at some sites and SFA staff must manually make updates to those alternate systems), the reviewer will consider it a manual/combination system.

103.	At the beginning of the school year, how is benefit status handled for children who have not submitted an application for the current school year?
Comments:	
104.	**If the SFA has an electronic application approval system**, answer the below questions, if not proceed to the next question. a. How are records maintained and for how long? b. Describe the backup to the electronic-based approval system. c. List the method used to obtain household signature.

Comments: a. b. c.	
105.	How long does the applications approval take from the date the SFA receives the application from the household?
Comments:	
106.	Within the SFA, who has access to the applications within the system?
(Names and/or position titles):	
107.	a. When and how are households notified of students' certified eligibility? b. How are denied households notified? Review copy of the application approval/denial notification letter.
Comments: a. b.	

108.	Who is the hearing official?
(Name and/or position title):	
109.	Who at the SFA receives the direct certification documents from the state or local agency, and who is responsible for issuing and updating the benefit list?

Program	Name/title of person receiving direct certification documents from SA	Name/title of person issuing direct certification benefits to students
SNAP		
TANF		
FDPIR		
Homeless		
Migrant		
Foster Children		
Head Start		

110.	Does the SFA use the direct certification notification letter provided by the State agency?	**YES**	**NO**	
	If no, does the letter contain all required information, and is it approved by the State agency? (**Obtain a copy of the letter used**.)	**YES**	**NO**	**N/A**

Comments:

Section II: Meal Access and Reimbursement

111.	What is the SFA's procedure for extending free school meal eligibility to all children who are members of a household in which one person in that household is receiving SNAP, TANF, or FDPIR benefits?		
Comments:			
112.	Does the benefit issuance system identify how eligibility was determined? (e.g., through application, direct certification, etc.)	**YES**	**NO**
Comments:			
113.	a. Who has access to the benefit issuance system and/or documentation? b. What safeguards are in place to ensure that only authorized individuals have access to the benefit issuance system and/or documentation?		
a. (Names and/or position titles): b.			
114.	How are benefits issued and distributed to students? (e.g., via electronic system with code numbers for students, ticket system)		
Comments:			
115.	How are eligibility determinations transferred to the benefit issuance document?		
Comments:			

Section II: Meal Access and Reimbursement

116.	How are benefit issuance document(s) transferred to the point of service system?		
Comments:			
117.	How are eligibility status updates made to the point of service and to the benefit issuance document(s)?		
Comments:			
118.	How frequently are updates made to the point of service and benefit issuance document(s)?		
Comments:			
119.	Does the benefit issuance document indicate the date the eligibility status changes were made?	**YES**	**NO**
Comments:			
120.	How and when are the following changes made to the point of service and benefit issuance document: a. new students b. transfer students c. withdrawn students d. 30-day carryover of prior eligibility		
Comments: a. b. c. d.			

121.	a. Is there a backup system for updating benefit issuance document(s)? b. If yes, describe the backup system for updating benefit issuance document(s).	**YES**	**NO**
Comments:			

Module: Verification			
200.	Obtain a copy of the SFA's most recently submitted FNS-742 (Verification Collection Report).	**YES**	**NO**
	a. Did the SFA choose the correct verification sample size?		
	b. Did the SFA verify the correct number of applications based on their verification sample size?		
	c. Was the most recent report timely and accurate?		
	If no, is this a recurring problem?		
Comments:			
201.	Who serves as the SFA's verifying official?		
(Name and/or position title):			
202.	Who serves as the confirming official?		
(Name and/or position title or software used is acceptable):			

203.	Describe the SFA's verification process (including SFA's verification for cause process).		
Comments:			
204.	Does the SFA use an electronic system to identify error-prone applications? If yes, explain in the comments what software the SFA uses?	**YES**	**NO**
Comments:			

Module: Meal Counting and Claiming			
300.	Does the SFA use an electronic or manual system to count and consolidate reimbursable meals? If a combination of electronic and manual is used check both boxes.	**Electronic**	**Manual**
		☐	☐

Electronic System means meal counts are generated by an automated Point of Service (POS) system that may connect to the claim for reimbursement. Electronic systems have the ability to identify a student's benefit category, tally daily meal counts, transfer daily meal counts to the SFA, consolidate meal counts for the SFA, and/or submit the claim for reimbursement. The system is limited to virtually NO MANUAL data entry at the POS. Meal counts are kept electronically.

Manual System means meal counts are generated by a manual Point of Service system. Meal counts are manually tallied, consolidated, and transferred to the SFA. Consolidation of meal counts by the SFA is completed manually. Hard copy records are kept on file.
If the SFA has implemented an electronic system, but one or more aspect of the benefit issuance process is conducted manually (e.g., the SFA has an electronic POS, but utilizes a roster at an alternate service location and SFA staff manually enters meal counts from the alternate service location), the reviewer will consider it a manual/combination system.

Section II: Meal Access and Reimbursement

301.	How does the SFA's point of service system identify a student's eligibility? Include all types of distinct counting methods (e.g., check-off list for grades 1-3, tickets for grades 4-8).		
Comments:			
302.	Does the SFA have a backup system to their primary meal counting and claiming system should the primary system fail/not operate? If YES, describe backup system in the comments.	**YES**	**NO**
Comments:			
303.	How often are cashiers and substitute cashiers trained on the meal counting and claiming system (including the backup system)?		
Comments:			
304.	At the end of meal service, how does the SFA obtain the daily meal counts by category from each school's point(s) of service?		
Comments:			
305.	What are the SFA's meal counting and claiming policies and procedures for the following situations:		
a) Offer vs. Serve?			**N/A**

b) Incomplete/Non-Reimbursable Meals?		**N/A**
c) Second Meals?		**N/A**
d) Visiting student meals?		**N/A**
e) Adult and non-student meals?		**N/A**
f) Student worker meals?		**N/A**
g) A la carte?		**N/A**
h) Field trips?		**N/A**
i) Lost, stolen, misused, forgotten or destroyed tickets, tokens, IDs, and PINS?		**N/A**
j) Charged and/or pre-billed/prepaid meals?		**N/A**
k) Students without funds to pay for meals?		**N/A**

l) New students without approved certification of free or reduced-price benefits?		**N/A**

306.	What procedures are used as internal controls to ensure the meal counts do not exceed enrollment or attendance adjusted enrollment?			
Comments:				
307.	**Electronic Systems Only**: Are meal counts automatically consolidated? If YES, does the software program contain edits and internal controls? If NO, when and how are edit checks and internal controls completed?	**YES**	**NO**	**N/A**
Comments:				
308.	Have alternate points of service been approved by the SA? If there are alternative points of service, describe in the comments the number and types of alternate points of service operating during each meal service (e.g., meals in classrooms, bus).	**YES**	**NO**	**N/A**
Comments:				
309.	If a school has more than one meal service line, how does the point of service system prevent duplicate or second meals from being claimed?			
Comments:				

Section II: Meal Access and Reimbursement

310.	At the site level, how are the total daily meal counts by category submitted to the SFA for consolidation?
Comments:	
311.	Describe the SFA's procedures for consolidating daily meal counts by category for each site to process the claim for reimbursement, if applicable.
Comments:	

Module: Dietary Specifications and Nutrition Analysis	
600.	Based on the results of the *Meal Compliance Risk Assessment Tool*, what site has been selected for the targeted menu review?
School selected for targeted menu review:	
601.	How will the SA proceed with the targeted menu review?
☐ ***Option 1: Complete the Dietary Specifications Assessment Tool*** ☐ ***Option 2: Validate Existing Nutrient Analysis*** ☐ ***Option 3: Conduct Nutrient Analysis*** ☐ ***Option 4: Use FNS-approved Process Utilizing FNS-Approved Menu Planning Tools***	
602.	If Option 1 is selected, what initial risk level has been assigned for the targeted menu review site based on the results of the *Dietary Specifications Assessment Tool*?
☐ N/A Risk Level:	

Module: Maintenance of Nonprofit School Food Service Account				
700.	Did the SFA have a separate financial account designated for the nonprofit school food service?	**YES**		**NO**
Comments:				
701.	Did the SFA conduct a year-end review of total revenues and expenses to determine the school food service's nonprofit status?	**YES**		**NO**
Comments:				
702.	After including the beginning fund balance, did the SFA have year-end expenses in excess of revenues, requiring a general fund transfer to cover the balance?	**YES**	**NO**	
Comments:				
703.	Did the SFA transfer funds out of the nonprofit school food service account to support other school operations during, or at the end of, the school year?	**YES**		**NO**
Comments:				
704.	Did the SFA complete a process to ensure its compliance with the net cash resources limitation to a level at or below three months' average expenses?	**YES**		**NO**
Comments:				
705.	Did the SFA have internal control procedures in place to ensure that only allowable costs were charged to the nonprofit school food service account?	**YES**		**NO**
Comments:				

Module: Paid Lunch Equity				
706.	Did the SFA charge the weighted minimum average paid lunch price at all sites or use the USDA *Paid Lunch Equity Tool* to evaluate the need to raise its paid lunch prices?	**YES**	**NO**	**N/A***
Comments: *N/A selection is only allowable if all sites at the SFA are nonpricing				
707.	Did the SFA use non-Federal funds to support its paid lunch prices?	**YES**	**NO**	**N/A***
Comments: *N/A selection is only allowable if all sites at the SFA are nonpricing				
708.	Did the SFA have a state agency exemption to the Paid Lunch Equity requirement during the resource management review period/previous school year?	**YES**	**NO**	**N/A***
Comments: *N/A selection is only allowable if all sites at the SFA are nonpricing				
709.	Did the SFA increase its paid lunch prices at the level required by the USDA *Paid Lunch Equity Tool* or comparable mechanism? If yes, explain which mechanism was used to address the required raise in prices and provide detail on how much the SFA raised its paid lunch prices and/or how much in non-Federal funds the SFA transferred into its nonprofit school food service account to comply with the PLE requirements.	**YES**	**NO**	**N/A***
Comments: *N/A selection is only allowable if all sites at the SFA are nonpricing				

Section VI: Other Federal Programs

Module: Revenue from Nonprogram Foods			
710.	Did the SFA sell nonprogram foods including, but not limited to, a la carte foods (e.g., milk; 2nd entrees; Smart Snacks), catering (e.g., foods/beverages for school board meetings; foods for outside entities & programs), and/or adult meals (e.g., meals for teachers, parents, etc.)?	**YES**	**NO**
Comments:			

Module: Indirect Costs			
711.	Were indirect costs charged to the SFA's nonprofit school food service account?	**YES**	**NO**
Comments:			

Module: Civil Rights	
800.	What is the non-discrimination statement that is used for appropriate Program materials? Please provide exact language.
Comments:	
801.	Provide a copy of the School Food Authority's public release. RCCIs are not required to submit a public release unless their enrollment includes day students.
802.	What services does the SFA provide to Limited English Proficient (LEP) households?
Comments:	

803.	What is the SFA's procedure for receiving and processing complaints alleging discrimination within FNS School Meal Programs? Provide a copy.		
Comments:			
804.	Has the School Food Authority received any written or verbal complaints alleging discrimination in FNS Programs in the current or prior school year? **If yes, obtain the following information: date, nature of complaint, and agency complaint was reported to.**	**YES**	**NO**
Comments:			
805.	How are students with special dietary needs accommodated?		
Comments:			
806.	a. When was the SFA's most recent civil rights training for staff who interact with program applicants or participants (e.g., cafeteria staff, F/R application approval staff) and their supervisors? b. Who attended these trainings? c. What topics were covered by the training? Provide supporting documentation for the responses.		
Comments: a. b. c.			

807.	a. How does the SFA collect racial/ethnic data? b. How often is this information collected? c. Provide documentation to support the response.
Comments: a. b. c.	

Module: SFA On-site Monitoring			
900.		**YES**	**NO**
	a. Was the on-site monitoring of breakfast completed prior to February 1st?		
	b. Was the on-site monitoring of lunch completed prior to February 1st?		
	c. How does the SFA ensure that all schools are meeting program requirements? For example, list in the comments, how and when the monitoring is conducted?		
Comments: c.			

Module: Local School Wellness Policy	
1000.	Provide a copy or appropriate web address of the current Local School Wellness Policy. Are the minimum required elements written into the Local School Wellness Policy?
Comments:	
1001.	How does the public know about the Local School Wellness Policy? Provide documentation to support the response (or appropriate web address(es)).
Comments:	
1002.	When and how does the review and update of the Local School Wellness Policy occur? Provide documentation to support the response (or appropriate web address(es)).
Comments:	
1003.	a. Who is involved in reviewing and updating the Local School Wellness Policy? b. What is their relationship with the SFA?
Comments: a. b.	
1004.	How are potential stakeholders made aware of their ability to participate in the development, review, update, and implementation of the Local School Wellness Policy? Provide documentation to support the response (or appropriate web address(es)).
Comments:	

1005.	Obtain a copy of the most recent assessment on the implementation of the Local School Wellness Policy.
1006.	How does the public know about the results of the most recent assessment on the implementation of the Local School Wellness Policy? Provide documentation to support the response (or appropriate web address(es)).
Comments:	

Module: Smart Snacks	
1100.	What are the SFA's food sale policies? List all types of food/beverage sales to include the selling of non-food items in combination with food items.
Comments:	
1101.	What is the SFA's process for determining compliance with non-packaged or recipe food items (combination foods that do not have a label)?
Comments:	
1102.	How does the SFA account for accompaniments when determining whether food items meet the Smart Snack standards?
Comments:	

Section VI: Other Federal Programs

1103.	Who is responsible for tracking Smart Snacks compliance at the: a. SFA level: b. School level: c. For foodservice:
Comments: a. b. c.	

Module: Professional Standards		
1200.	What is the LEA student enrollment? (select one)	
a) 2,499 or less		
b) 2,500 – 9,999		
c) 10,000 or more		
1201.	List the employee count for each of the following:	
Directors		
Managers		
Other Full-Time Nutrition Staff >20 hours/week		

Part-Time Nutrition Staff <20 hours/week				
Staff hired after January 1 of the School Year being reviewed				
Non-school nutrition staff that have responsibilities that include duties related to the program				
1202.	a) Has the SFA hired any new directors on or after July 1, 2015? If no, proceed to Question 1204. b) If a new School Nutrition Program Director has been hired, did they meet the hiring standards requirements?		**YES**	**NO**
Comments:				
1203.	a. If a new School Nutrition Program Director has been hired, did they complete food safety training within 30 days of being hired?		**YES**	**NO**
	b. If yes, proceed to question 1204. If no, was previous food safety certification obtained in the last 5 years? If yes, list the date of certification in comments.			
Comments:				

1204.	Did School Nutrition Program Directors meet the training requirement?	**YES**	**NO**
	If no, after review of the scheduled/planned trainings for the remainder of the school year is the School Nutrition Program Director expected to meet annual training requirements? List completed training hours and expected/planned training hours in the comments.		
Comments:			
1205.	Did School Nutrition Program Managers, if applicable, meet the training requirements? If not, after review of scheduled/planned trainings, trainings for the remainder of the school year is the School Nutrition Program Manager expected to meet the annual training requirements? List completed training hours and expected/planned training hours in the comments.	**YES**	**NO**
Comments:			
1206.	Did Full-Time school nutrition staff, meet the training requirements?	**YES**	**NO**
	If not, after review of scheduled/planned trainings, trainings for the remainder of the school year are School Nutrition staff expected to meet the annual training requirements?		

	List completed training hours and expected/planned training hours in the comments.		
Comments:			
1207.	Has the State Agency allowed the SFA flexibility to complete annual training requirements over a 2-year period? If yes, list in the comments section, the first school year to which the flexibility was applied.	**YES**	**NO**
Comments:			
1208.	Is the SFA tracking training hours on an annual basis? If not, please describe how training hours are being tracked.	**YES**	**NO**
Comments:			
1209.		**YES**	**NO**
	a. Are there any employees hired on or after January 1 of the current school year? If no, proceed to Question 1210.		
	b. If yes, did the employees meet at least half of the annual training requirements? If no, after review of scheduled/planned trainings for the remainder of the school year, are they expected to meet the annual training requirements? List completed training hours and expected/planned training hours in the comments.		
Comments:			

Section VI: Other Federal Programs

1210.	Did the employees that work outside of the school nutrition program whose responsibilities include duties related to the operation of the school nutrition program receive training applicable to their duties related to the program? If yes, list their names and job titles in the comments.	**YES**	**NO**
Comments:			
1211.	Did Part-Time staff meet the training requirements? If no, explain in the comments below.	**YES**	**NO**
Comments:			

Module: School Breakfast and Summer Food Service Program Outreach ☐ **Not applicable**	
1600.	How did the SFA inform households of the availability of the School Breakfast Program prior to (or at the beginning) of the school year and provide reminders about the availability of the School Breakfast Program throughout the school year?
Comments:	
1601.	How did the SFA inform eligible households about the availability and location of free meals for students via the Summer Food Service Program?
Comments:	

Indicate any additional federal programs operated by the SFA:
☐ **Afterschool Snack Program** ☐ **Seamless Summer Option** ☐ **Fresh Fruit and Vegetable Program** ☐ **Special Milk Program**

Section IX: Special Provision Options

**** For Provision 2 ONLY****

☐ **Not applicable (if no schools in the SFA operate Provision 2, skip this page)**

2100.	Are non-federal funds being properly allocated to account for the difference of offering all meals to students at no charge and the Federal reimbursement?	**YES**	**NO**
Comments:			
2101.	What procedures are/were used to calculate the Base Year claiming percentages for each school implementing Provision 2?		
Comments:			
2102.	What procedures are used to apply the Base Year claiming percentages to the Non-base Year's claims for reimbursement?		
Comments:			
2103.	If applicable, were adjustments made to the claiming percentages established during the Base Year? If yes, describe the procedure used for the adjustment.	**YES**	**NO**
Comments:			
2104.	Has the SFA ensured all meals are provided at no cost to all enrolled students during Provision 2 Base Year? If no, explain.	**YES**	**NO**
Comments:			

Section IX: Special Provision Options

**** For Provision 3 ONLY ****

☐ **Not applicable (if no schools in the SFA operate Provision 3, skip this page)**

2105.	Are non-federal funds being properly allocated to account for the difference of offering all meals to students at no charge and the Federal reimbursement?	**YES**	**NO**
Comments:			
2106.	What procedures are/were used to calculate the Base Year level of federal assistance for each school implementing Provision 3?		
Comments:			
2107.	What procedures are used to apply the Base Year level of federal assistance to the Non-base Year's claims for reimbursement?		
Comments:			
2108.	If applicable, were adjustments made to the level of federal assistance established during the Base Year? If yes, describe the procedure used for the adjustment.	**YES**	**NO**
Comments:			

Section IX: Special Provision Options

**** For Community Eligibility Provision ONLY ****

☐ **Not applicable (if no schools in the SFA operate Community Eligibility Provision, skip this page)**

2109.	Are non-federal funds being properly allocated to account for the difference of offering all meals to students at no charge and the Federal reimbursement?	**YES**	**NO**
Comments:			
2110.	What procedures are used to apply the established ISPs to the current School Year's claims for reimbursement? (Documentation supporting establishment of ISP and corresponding claiming percentages will be verified during completion of the On-site Review Assessment Tool) If applicable, were adjustments made to the ISP and corresponding claiming percentages in the current SY? If yes, describe the procedure used for the adjustment.		
Comments:			

**** For Provision 1 ONLY ****

☐ **Not applicable (if no schools in the SFA operate Provision 1, skip this page)**

2111.	Are all households provided meal applications and allowed to apply for meal benefits each school year?	**YES**	**NO**
Comments:			

Office of Healthy Schools2023 – 2024 Monitoring Tool

School District_____ **Superintendent**_____

School_____ **Principal**_____

School Health Coordinator_____

Number of Students Served_____ **Grades Served**_____

Staff Monitor _____ **Date** _____

Monitoring Instrument Summary

The Office of Healthy Schools understands and promotes the relationship between student health and academic achievement. To support the implementation of quality school health programs and policies, the Office of Healthy Schools provides a policy guide and a monitoring instrument for local districts/schools to use as resources. These resources were developed based on state and federal policy, State Board of Education policy, and Mississippi Public School Accountability Standards.

The Local School Wellness Policy Guide provides all minimum policies and examples of optional policies for physical education/physical activity, health education, nutrition, marketing, implementation, counseling/psychological services, healthy school environment, staff wellness, food safe schools, family/community engagement, and health services. This guide is developed to provide school districts with the minimum requirements for implementation and optional policy statements for schools to use to meet the needs of students at the local level based on data collection and a needs assessment. The Local School Wellness Policy Guide can be downloaded at http://www.mde.k12.ms.us/ohs/home.

The Office of Healthy Schools Monitoring Instrument was developed as a resource for school districts to conduct a self-assessment of implementation of school health policies. Also, this resource is used by Mississippi Department of Education Staff to conduct onsite evaluations that ensure quality implementation of policies, to identify successes and to evaluate the need for future training opportunities. The Office of Healthy Schools Monitoring Instrument can be downloaded at http://www.mde.k12.ms.us/ohs/home.

The following documents provide the authority for the requirements contained in the Office of Healthy Schools Monitoring Instrument.

Mississippi Code of 1972, Annotated, Section 37-13-134

- Requires 150 minutes per week of activity-based instruction and 45 minutes per week of health education instruction in grades K-8,
- Requires the establishment of a local school health council; and
- Requires the recommendations of a school health council to be based on a coordinated approach to school health.

Mississippi Code 37-13-17

- Requires that every school district have a sex-related education policy, either abstinence-only or abstinence-plus and that sex-related education be taught
- Requires that every school district select sex-related curricula from an approved list
- Requires that parents must sign permission for students to receive instruction (opt-in)

Mississippi Public School Accountability Standards

Standard 27 requires physical education and health education to be a part of the basic curriculum in any configuration of grades K-8.

Standard 20 and Appendix A-3 requires ½ Carnegie unit for graduation in physical education and ½ Carnegie unit for graduation in health education.

Standard 17.5.1 requires every school to have a local school wellness policy. This policy must be based on a coordinated approach to school health, developed with input from a local school health council, and approved annually by the local school board.

State Board of Education Policy

Rule 17.10 Smart Snacks Standards for All Foods and Beverages Sold in MS Schools
Rule 38.12 Comprehensive Health and Physical Education Rules and Regulations

Senate Bill 2185 (effective 2015-2016) - Beginning with the 2015-2016 Ninth Grade class, an instructional component on the proper administration of cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED) shall be included as part of the physical education or health education curriculum.

The Office of Healthy Schools routinely conducts onsite monitoring visits in school districts to ensure the necessary technical assistance is provided to local school districts to confirm implementation of quality programs. Also, the Office of Healthy Schools staff will participate in onsite monitoring visits as part of the evaluation team when a complete audit is conducted by the Office of Accreditation. **If deficiencies are found in meeting accreditation standards or state and federal laws, the district will be notified, and the deficiencies will be noted on their Accreditation Records Summary. If the deficiencies are not cleared prior to assigning an accreditation status by the Commission on School Accreditation, the districts accreditation status may be adversely affected.**

For more information, please contact the Office of Healthy Schools at (601) 359-1737.

Directions: Place a checkmark in the box to indicate "yes" or "no" for the following criteria:

Criteria	Yes	No
1. Does your school have a **local** school wellness policy as required by Section 37-13-134 Mississippi Code of 1972 annotated Mississippi Public School Accountability Standard 17.5.1, and the 2004 (PL#108-265) Child Nutrition and WIC Reauthorization Act? *Your policy should include the Coordinated School Health Components listed below. During your monitoring visit, the Office of Child Nutrition and the Office of Healthy Schools will be evaluating these components:* **Office of Child Nutrition:** ___Nutrition Guidelines ___Nutrition Education ___Implementation ___Food Safe Schools ___Marketing **Office of Healthy Schools:** ___Health Education ___Physical Education/ Physical Activity (Move to Learn, Recess) ___Health Services ___Healthy School Environment ___Family and Community Engagement ___Counseling/Psychological Services ___Employee Wellness 2. Is your School Wellness Policy presented and approved by your local school board yearly? 3. Does your school have a school health council that meets at least three times per year? (provide a list of the names of members of your council) 4. Does your school health council assess the health and wellness needs of your school using the School Health Index (SHI) or the Mississippi Healthy School Self-Assessment? Code 37-11-71)		
5. Is health education and physical education a part of the basic curriculum in any configuration of grades K-8? (Mississippi Public School Accountability Standard 27)		
6. Does the school offer sequentially planned, age appropriate health education based on the **2012 Mississippi Contemporary Health Curriculum**?		
7. Does the school offer sequentially planned, age appropriate physical education based on the **2013 Mississippi Physical Education Frameworks**?		
8. Does the district have a sex-related education policy? (Code 37-13-17) Abstinence Only _____ Abstinence Plus At what grade levels is sex-related education being taught? _____ Who is providing the instruction? _____ What curriculum is being taught? _____		

9. Does the school meet the minimum requirements in **grades 9-12** for health education? (Mississippi Public School Accountability Standard 20-1/2 Carnegie unit for graduation) # of certified Health Teachers _____		
10. Does the school meet the minimum requirements in **grades 9-12** for physical education? (Mississippi Public School Accountability Standard 20-1/2 Carnegie unit for graduation) # of certified Physical Education Teachers _____ 11. Does your school provide an instructional component on the proper administration of cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED) as part of the health education or physical education curriculum? (Senate Bill 2185) 12. Does your school have a Concussion Management and Return to Play Policy? (House Bill 48)		
13. Is there evidence the school conducts fitness testing for all **fifth grade** students?		
14. Is there evidence the school conducts **fitness testing for high school** students during the year they acquire the ½ Carnegie unit in physical education as required for graduation by the MS Healthy Students Act?		
15. Does your school nurse work under the guidelines of the *Mississippi School Nurse Procedures and Standards of Care*? (State Board of Education Policy # 4008) Does your nurse(s) serve students full time, or are they shared within the district? Ratio of students to school nurse at this school site _____		
16. Are there Asthma Action Plans on file for students with asthma? (Code 37-11-71) 17. Does your school have a required policy authorizing a school nurse or trained school employee to administer auto-injectable epinephrine to a student who it is believed, in good faith, to be having an anaphylaxis reaction, whether or not the student has a prescription for epinephrine? (Senate Bill 2218) 18. As an option, does your school maintain a supply of auto-injectable epinephrine in a locked secure, easily accessible location? (Senate Bill 2218)		
19. Does your district have a policy prohibiting bullying and harassing behavior? (Code 37-11-67) Does your district/school provide training in anti-bullying for employees?		
20. Does your district/school have a plan in place to provide suicide-prevention training for new employees? (Code 37-3-103)		

21. Does the school provide employee wellness programming? 22. Does your school have a marketing plan used for Family and Community Engagement regarding health and wellness activities? (school newsletter, website, media releases and signage with themes related to school health)		

Reviewer should collect the following documents:

____Copy of local school wellness policy
____List of School Health Council Members
____Documentation of evidence of implementation of the minimum requirements for health education instruction in grades K-8 or 9-12 (lesson plans, master schedule, etc.)
____Documentation of evidence of implementation of the minimum requirements for activity-based instruction in grades K-8 or 9-12 (lesson plans, master schedule, etc.)

Mississippi Department of Education
The Office of Healthy Schools
P.O. Box 771
Jackson, Mississippi 39205-0771
601.359.1737

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2023

FEDERAL PROGRAMS

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
17.6	Elementary and Secondary Education Act: Titles I, II, III, IV, V, VI, X, and any other federally funded programs and grants. Miss. Admin. Code 7-3: 80.1-80.3, State Board Policy Chapter 80, Rules 80.1 through 80.3, and Federal Code.				

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Is the school district in compliance with all state and/or federal requirements for the Elementary and Secondary Education Act?				
Title I				
Title II				
Title III				
Title IV				
Title V				
Title VI				
Title X				
Others				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child

Comprehensive Monitoring Instrument

for

ESSA Programs

ESSER Programs (if applicable)

FY24 Monitoring

SY 2022-2023 Documentation

Offices of Federal Programs and Grants Management

Monitoring Process and Procedures FY24 Monitoring

Mississippi Department of Education

Office of Federal Programs (OFP)

Office of Grants Management (OGM)

1. The Office of Federal Programs will contact subrecipient to establish a Primary Point of Contact for monitoring. The primary point of contact for monitoring should be the federal programs director (LEAs) or program/project coordinator (subgrantees).

2. The MDE OFP compliance and monitoring coordinator works with the subrecipient to schedule dates for the on-site/virtual monitoring visit.

3. The MDE OFP compliance and monitoring coordinator emails official notification of the upcoming monitoring to the Program/Project Coordinator or LEA superintendent, a copy to federal programs director and business manager. The notification includes the purpose and date and time of the visit.

4. Two weeks prior to the monitoring, the subrecipient is responsible for uploading requested documentation in MCAPS to support compliance indicators outlined in the *MDE Federal Programs Comprehensive Monitoring Instrument*. **If the information is not uploaded or uploaded in the incorrect format, it could increase the time for on-site monitoring.**

5. The monitoring team will review upload documents prior to the on-site/virtual monitoring. Additional documents maybe requested prior to or during the on- site/virtual monitoring.

6. Monitoring may include visits to randomly selected participating private schools, schoolwide programs, and targeted assistance Title I programs, and other federally funded programs administered by OFP.

7. All key subrecipient staff should be available during the monitoring visit.

8. The subrecipient must maintain sufficient documentary evidence to verify full compliance with all state and federal program requirements.

9. The on-site/virtual monitoring will begin with an entrance conference with members of the Monitoring Team and subrecipient personnel.

10. The on-site/virtual monitoring may last from one to five days, depending upon the scope of the visit.

11. During monitoring, the MDE OFP monitoring team reviews policies, procedures, evidence of implementation, supporting program documentations, interviews subrecipient staff and stakeholders, and possibly visits selected school/program sites.

12. The subrecipient has five (5) business days at the conclusion of the monitoring visit to provide additional documentation to address any areas of concern.

13. Following the monitoring, the MDE OFP compliance and monitoring coordinator will email the subrecipient the official monitoring report with appropriate cover letter, typically within 45 days of monitoring. However, there are instances that will require a longer internal review process of monitoring reports prior to release, causing the OFP and OGM to go beyond the typical timeline.

14. The report contains findings of noncompliance that provide an analysis of the implementation of the federal programs that were monitored and required corrective actions that must be enacted.

15. Upon receipt of the MDE OFP monitoring report, the subrecipient has thirty (30) calendar days to respond to findings of noncompliance by completing a Corrective Action Plan (CAP). The CAP delineates the response to noncompliance which includes: the steps taken to address the indicator(s), a timeline for completion, and the documentary support available to demonstrate compliance. Should the subrecipient need additional time to submit the CAP, a request must be submitted in writing to the executive director of the Office of Federal Programs who will determine whether an extension is warranted.

16. MDE OFP compliance and monitoring coordinator will respond to the subrecipient's CAP within 30 calendar days of receipt. However, there are instances that will require a longer time to respond and may go beyond the typical timeline.

17. OFP and OGM staff review the subrecipient's CAP to determine if it is sufficient to clear any citations of noncompliance and to ensure appropriate corrective action has been developed and implemented.

18. The MDE OFP Compliance and Monitoring Coordinator will determine whether follow- up on CAP is needed. This is typically accomplished within 12 months of the monitoring visit. However, there are instances that will require a period longer than twelve months based upon feasibility of the corrective action or scheduling.

19. In instances of continued non-compliance beyond twelve months and/or failure to implement appropriate corrective action, the citations of non-compliance may be reported to the Office of Accreditation for placement on the LEA's accreditation record. For Non-LEAs, such continued non-compliance may result in a termination of the federal grant award and will adversely impact future applications for funding.

20. A clearance letter will be emailed to subrecipient once all findings have been cleared.

For additional resources, subrecipients contact the Mississippi Department of Education, Office of Federal Programs at 601-359-3499.

BOARD POLICIES AND/OR PROCEDURES
MINIMUM REQUIREMENTS

The following listing of Board Policies and/or Procedures is not an all-inclusive list of policies and/or procedures that may be required for an LEA/Subgrantee. However, the Board Policies and/or Procedures should include, **at a minimum**, the following:

- Budget and Budget Revisions (EDGAR 200.403-408):
  - Who is responsible for the budget/revision?
  - When is the budget/revision prepared?
  - Who must approve the budget/revision (including journal entries)?
  - Where is the approved budget/revision filed in MCAPS?
  - Who is responsible for line-item transfers and transfers between major budget categories?
  - What are the procedures for federal programs budget changes or revisions?
  - What are the procedures for allowability of cost?

- Travel (EDGAR 200.474):
  - Who is entitled to reimbursement and is it program related?
  - What authorizations are required (including appropriate federal programs supervisor)?
  - What are the reimbursement guidelines for mileage, meals or per diem, lodging, airfare, miscellaneous charges?
  - What procedures/forms are required for reimbursement?
  - How are reimbursements approved for payments (including appropriate federal programs supervisor)?

- Purchase/Procurement (EDGAR 200.318-326 and Uniform Guidance Appendix II to 2 CFR Part 200):
  - What are the WRITTEN procurement procedures (EDGAR 80.36)?
  - Who is authorized to make purchases (routine, special, emergency, etc.)?
  - What forms (requisition, purchase order, etc.) and authorizations are required, including federal programs supervisor?
  - When are bids required?
  - What is the bidding process and acceptance criteria?
  - What exemptions from competitive bidding are in place, if applicable?
  - What is the policy for vendor relations?

- Contracts (Uniform Guidance Appendix II to 2 CFR Part 200):
  - Who has the authority to enter into contracts?
  - What are the criteria for awarding contracts?
  - What are the WRITTEN code of standards of conduct for any employees involved in award/administration of contracts (EDGAR 80.36 (b)(3))?

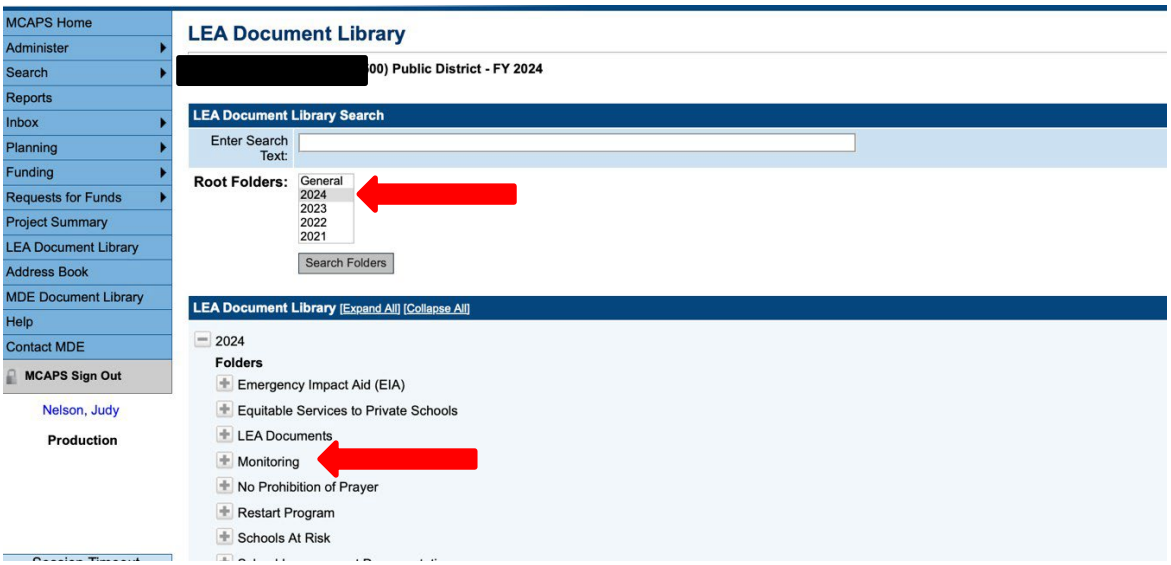
- Equipment (EDGAR 200.313-314):
    - How does the LEA/Subgrantee define equipment?
    - What are the inventory/equipment procedures, including physical inventory policy (at least annually)?
    - How does the LEA/Subgrantee conduct sale and/or disposition of equipment, including highest possible return? (Must include a policy/procedure for equipment with a value greater than $5,000, even if n/a to system)?
    - What are the policy/procedures for adequate maintenance of equipment?

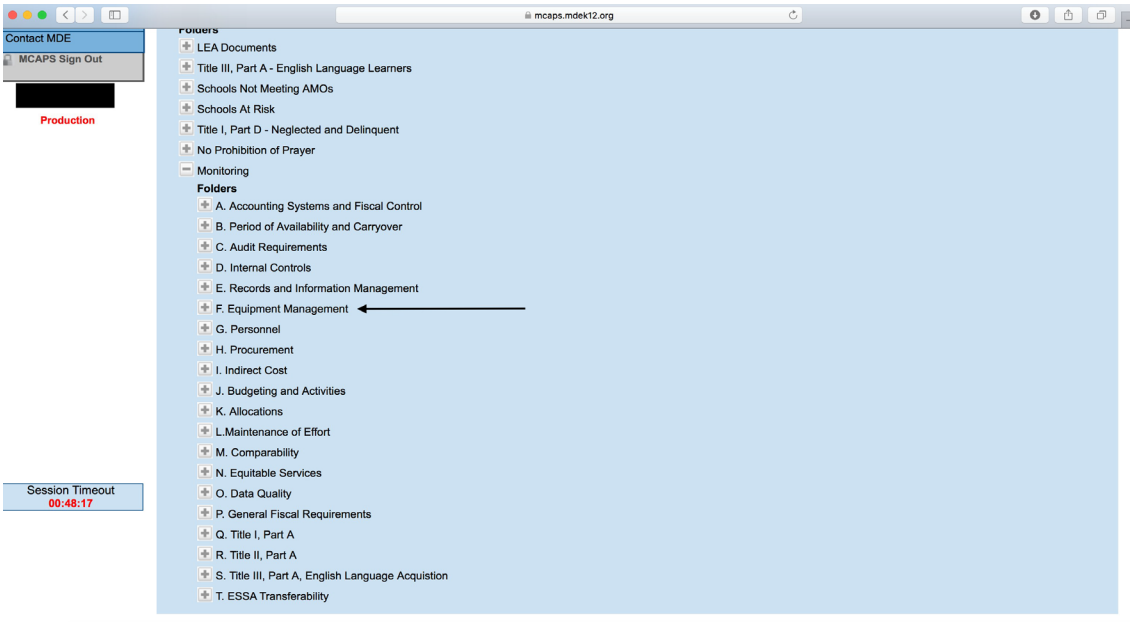
- Compensation (EDGAR 200.430):
    - What is the policy and/or procedure for compensation that includes the following:
        - Compensation guides and contracts for certified personnel
        - Salary schedule approval (Board approved)
        - Differentiated Pay (Supplements/stipends, extended school year or after school)
        - Time and Effort
        - Board approval

- Records Retention and Access (EDGAR 200.303(e), 200.333):
    - What are the WRITTEN policies/procedures to document internal controls?
    - What policy/procedures safeguard personally identifiable information?
    - How does the policy/procedures address record retention for five (5) years?

How to Upload Evidence of Implementation Documents

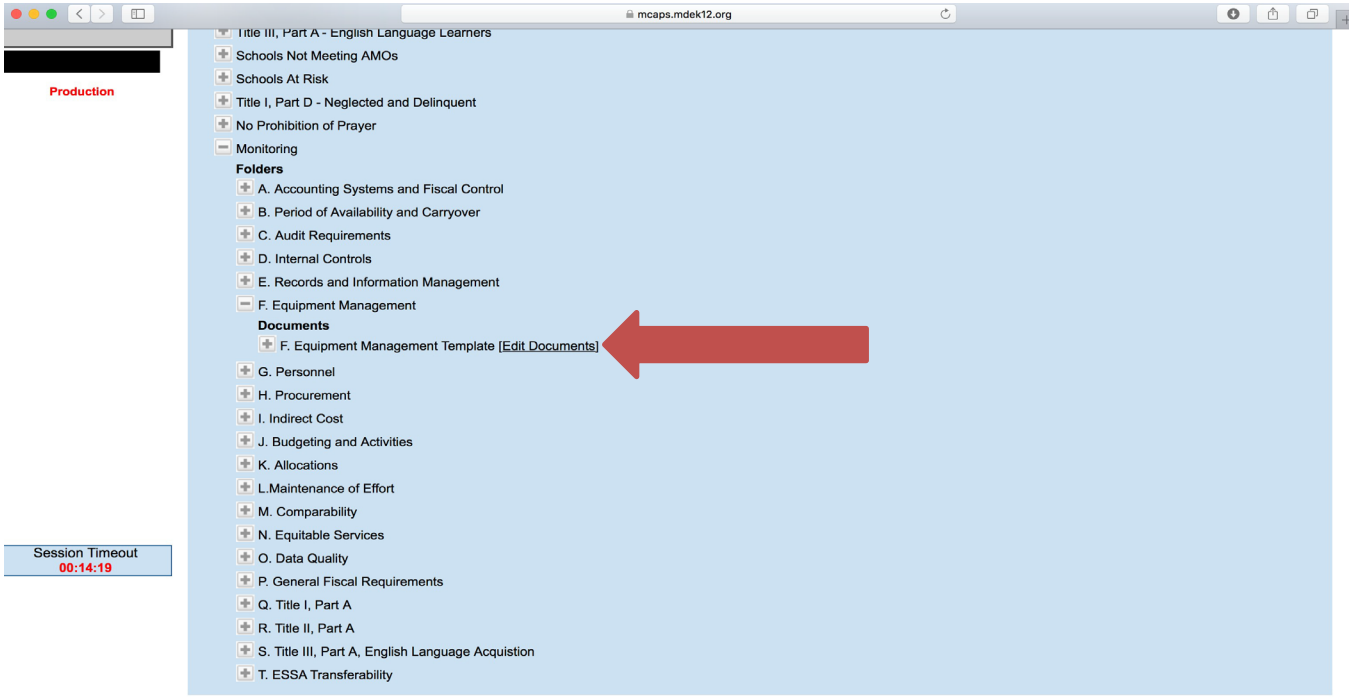
- The LEA will use MCAPS to upload monitoring documents in appropriate folders.
    - LEA Document Library ➔ 2024 ➔ Monitoring



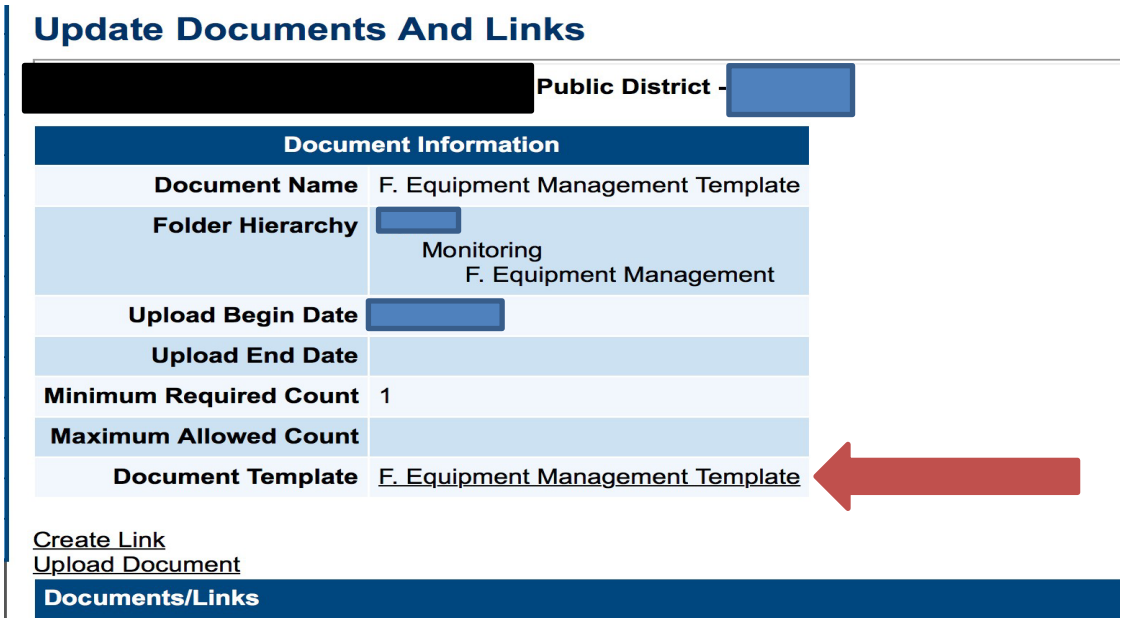


- Select appropriate indicator folder to upload document.

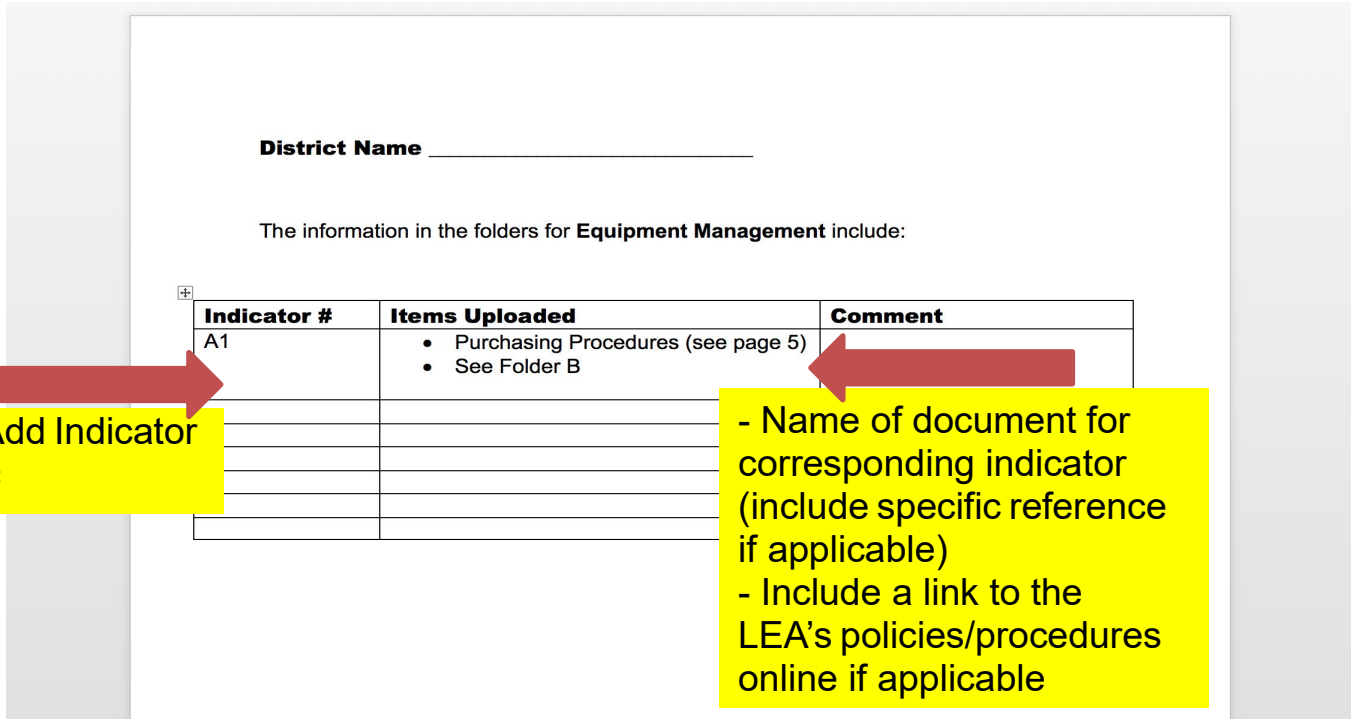
Select “Edit Documents.”



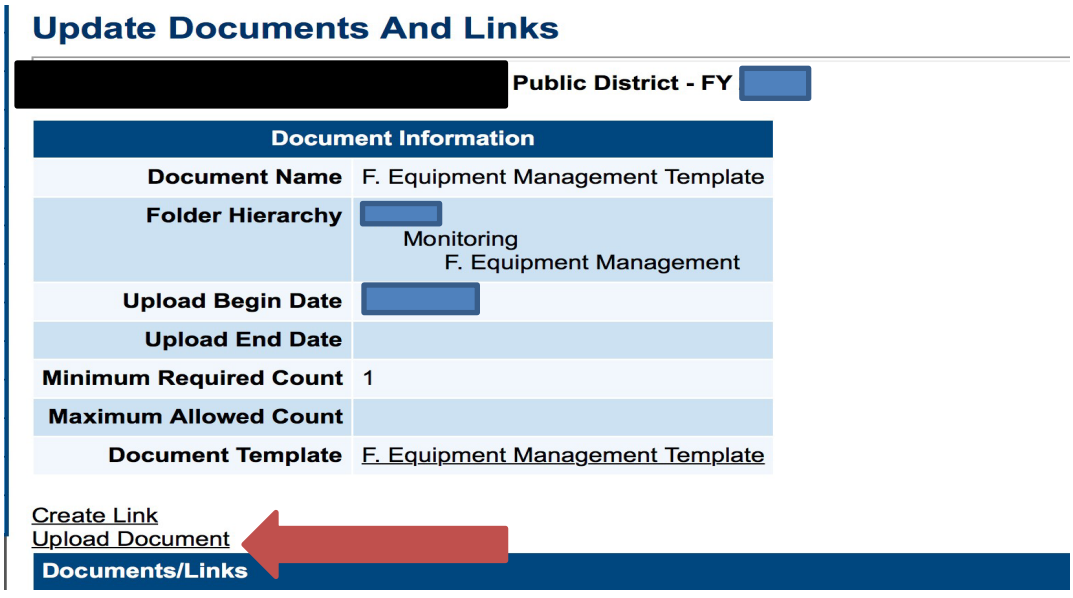
- Select the Indicator Document Template. (Document Template is the Indicator Cover Page)



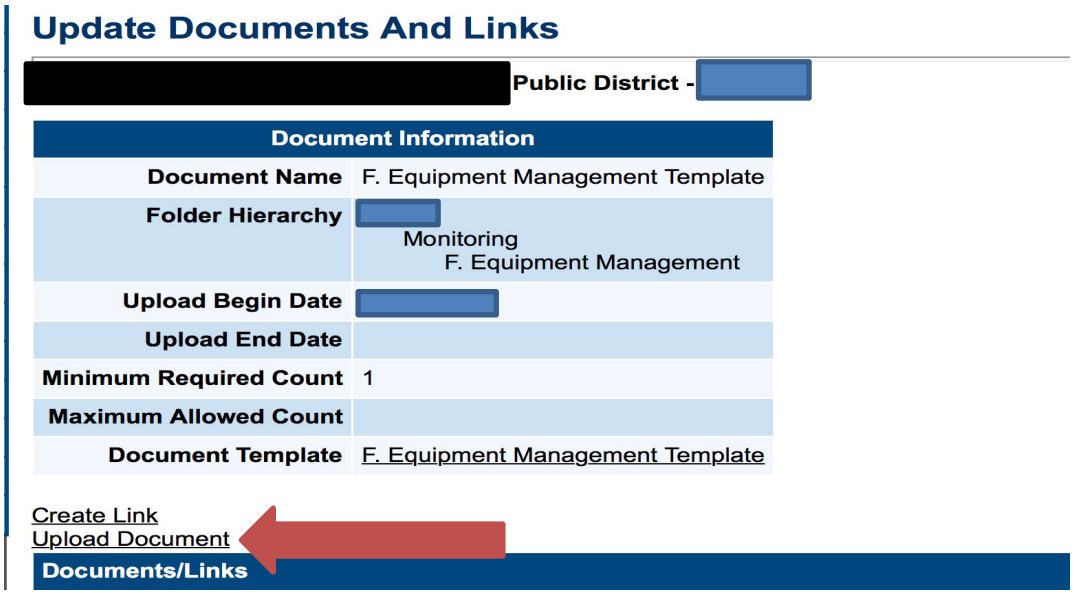
- Complete the Indicator Document Template.



- Upload Template Document. (e.g., F. Equipment Management Cover Page)



- Continue to upload document according to indicator cover page.



- Name the document by indicator and description. (e.g., A1. Purchasing Procedure)

- If multiple indicators require the same document, then upload the document once, and refer to the document on the indicator cover page. (e.g., See Folder C, Indicator C2)

FY24 Monitoring Instrument Summary

Fiscal Indicators

- Blue Header: Cross-cutting Indicator
- Purple Header: Title I Only Indicator

Programmatic Indicator

- Title I, Part A: LEA-Level Reservation and Allocations
- Title I, Part A: General Requirements
- Title I, Part A: McKinney Vento Homeless Education Requirements
- Title I, Part A: Foster Care
- Title I, Part A: Early Childhood
- Title I, Part A: Parent and Family Engagement/Parental Notifications
- Title I, Part A: Schoolwide Programs
- Title I, Part A: Targeted Assistance Programs
- Equitable Services
- Title I, Part A: Services for Neglected Children
- Title I, Part D, Subpart 2: Prevention and Intervention Programs for Children Who Are Neglected, Delinquent, or At-risk
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: Language Instruction for English Learners and Immigrant Students
- Title IV, Part A: Student Support and Academic Enrichment
- Title IV, Part B: 21st Century Community Learning Centers
- Title V, Part B: Rural Education Initiative
- Title IX, Part A: McKinney-Vento Homeless Education Subgrant

Orange – Program Specific

Red – Not Reviewed/Not Applicable (for some)

FY24 Monitoring Companion Document

Fiscal

In order to satisfy the requirements of indicators A, B, G, H and I, Q1, R1, U1, AA3, AA- 4, CC-1, EE-1, JJ-7, KK-1, LL-1, MM-1, MM-3, NN-14, OO-3, QQ-2, and RR-2 the following reports are necessary.

Required Documents for Indicator A

- Expenditure and Budget Reports, showing the amount allocated and amount expended through the specified period for the grant and funding year monitored, summarized by major object, and sorted by location. These reports will be compared with the MCAPS approved budget and your MCAPS draws.
    - In Marathon, this report may be run by
        - General Ledger/Reports/Expenditure Budget/Expenditure Budget List/Report Order by Major Object (separate report for each location)
    - In Integrity, this report may be run by
        - General Ledger/Reports/Expenditure Budget/Fund/Function/Major Object Detail (separate report for each location)
    - Other accounting systems should run reports to provide the requested information (separate report for each location)

- Generally, the reports should be for the Funding year monitored, for the period ending June 30 for each year of availability, and to include through the most recent completed month for current fiscal year, plus September 30 of the second funding year. Run a separate report for each location overall and cost pool.
    - For example, when monitoring the 2023 Funding year in March of 2024, reports would be required for June 30, 2023, September 30, 2023, and February 28, 2024.

- Journal History or other transaction reports to show debits (and credits) to every expenditure account and for any prior period adjustment credit for the specified period for the funding year monitored.

- July 1 through June 30 of each completed year, plus July 1 through end of last completed month in the current year

In Marathon, the report may be run by:
General Ledger/Reports/Journal/History Transaction
GLC 900 through 999
(and GLC 800 through 899 if any Prior Period Adjustments)

In Integrity, the report may be run by
General Ledger/Reports/Journals/Multiple Journals by Account
GLC 900 through 999
(and GLC 800-899 if any Prior Period Adjustments

For example, the district uses Program Code 023 to indicate the 2023 Funding Year; Starting Account: 2211-900-0000-023-300-999 Ending Account: 2211-999-9999-023-999-999 (to omit salary and fringes from the history).

Other accounting systems should run reports to provide the requested information.

Required Documents from Indicator B

- Details of any items obligated, but not paid at the end of the 15th month (September 30 of 2nd year) to document that carry-over was met.

Required Documents from Indicator G

- Payroll reports showing the wages and fringes charged for the funding year monitored for employees paid with federal funds (payroll distribution report by local and federal).
- Chart of employees: list of all federally funded employees (Salary employees) that includes name, job title, location, funding source, and funding percentage (see example chart below).
- Once the monitoring team has had the opportunity to review these reports, additional information will be requested which may include, but is not limited to:
    - Contracts, Board Action, Wage Scales, PARs, Semi-Annuals, Job Descriptions, timesheets, or other documentation to match approved wages to payroll charges for selected employees/positions/charges.

Name	Job Title	Location	Funding Source	Funding Percentage
Harry Potter	Teacher	Hogwarts (012)	Title I	75%
Bella Swan	Federal Programs Director	Central Office	Cost Pool	100%
Peter Parker	Instructional Coach	Avengers High School (020)	Title I Title II	75% 25%

Required Documents for Indicator H- (will advise in 3-day document)

Procurement packets, including documentation of competition, detailing all elements pertaining to selected purchases.

- Requisition or request for purchase
- Proof of competitiveness, if applicable (i.e., 2nd quote)
- Purchase order
- Receipt of goods/services
- Invoice
- Evidence of payment

Travel

- Request and approval for travel
- Verification of attendance

RFP/Bids

- Proof of advertisement
- Copy of RFP
- Selection/justification of vendor

- Board approval, if applicable

Required Documents for Indicator I

- Details of calculation of all indirect cost charges

<u>Programmatic</u>

MCAPS Application Reference (Evidence of Implementation as stated in the MCAPS Application)

- AA-5: LEA Funding – School Eligibility and PPA
- BB-3: LEA Plan – LEA Planning Team
- BB-4: LEA Plan – Title I, Part A, Question #1
- BB-5: LEA Plan – Title I, Part A, Question #5
- BB-6: LEA Plan – Title I, Part A, Question #12
- BB-7: LEA Plan – Title I, Part A, Question #13
- BB-8: LEA Plan – Title I, Part A, Question #14 and #15

- CC-1: LEA Funding – District Set Asides, Homeless Reservation; LEA Plan, Title I, Part A, Question #8

- EE-1: LEA Funding – District Set Asides, Preschool Programs Reservation; LEA Plan, Title I, Part A, Question #10
- EE-2: LEA Funding – Preschool Service Details

- FF-1: LEA Funding – District Set Asides, Parent & Family Engagement for Public Schools and Additional Parent & Family Engagement for Public Schools
- FF-2: LEA Plan – Parent and Family Engagement, Question #3
- FF-6: LEA Plan – Parent and Family Engagement, Question #2
- FF-13: LEA Plan – Parent and Family Engagement, Question #1

- GG-1: LEA Funding - School Eligibility

- JJ-1: LEA Funding – Non-Public Equitable Services (all identified programs)

- KK-1: LEA Funding – District Set Asides, Neglected Reservation; LEA Funding, Program Details, Question #1 and #3
- KK-3: LEA Funding – Title I-A, Neglected, Program Details, Question #2

- LL-1: LEA Funding – Title I, Part D Subpart 2, Program Details
- LL-3: LEA Funding – Title I, Part D Subpart 2, Evaluation Report, Performance Measure
- LL-4: LEA Funding – Title I, Part D Subpart 2, Evaluation Report, Narrative Box # 2
- LL-5: LEA Funding – Title I, Part D Subpart 2, Program Details, Question # 11
- LL-7: LEA Funding – Title I, Part D Subpart 2, Program Details, Quention # 7

- LL-8: LEA Funding – Title I, Part D Subpart 2, Program Details, Question #2
- LL-9: LEA Funding – Title I, Part D Subpart 2, Evaluation Report, Narrative Box #3

- MM-1: LEA Plan – Title II, Part A, Question #3
- MM-2: LEA Plan – Title II, Part A, Question #4
- MM-3: LEA Funding – Title II, Program Details, Coordination of Funds
- MM-4: LEA Plan – Title II, Part A, Question #1
- MM-5: LEA Plan – Title II, Part A, Question #2
- MM-6: LEA Funding – Title II, Program Details, Class Size Reduction

- NN-9: LEA Funding – Title III, EL, Program Details, Question #1 and #2
- NN-10: LEA Funding – Title III, EL, Program Details, Question #3, #4, and #5
- NN-12: LEA Funding – Title III, EL, Program Details, Question #6

- QQ-2: LEA Funding – Title V, Program Details

- RR-1: McKinney Vento Homeless Assistance – Program Evaluation, Narrative a, b, c, and d

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Office of Federal Program
FY24 Monitoring (Review of SY 2022-2023)

		LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21st CCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
	A. ACCOUNTING SYSTEMS AND FISCAL CONTROLS (2 C.F.R. 200.302 AND 34 C.F.R. 76.702)									
A-1	The LEA/Subgrantee maintains written policy and/or procedure for determining the allowability of costs.	☐ Board Policy # _____ ☐ procedure Pg. # _____			**☐ LEA/Subgrantee policy and/or procedure uploaded to MCAPS** **☐ Evidence of implementation of policy and/or procedure (See A-6)**					
A-2	The LEA/Subgrantee maintains written policy and/or procedure to ensure that the LEA (and/or its schools) only uses Federal Funds for allowable expenditures as defined in the Federal cost principles.	☐ Board Policy # _____ ☐ procedure Pg. # _____			**☐ LEA/Subgrantee policy and/or procedure uploaded to MCAPS** **☐ Evidence of implementation of policy and/or procedure (See A-6)**					
A-3	The LEA/Subgrantee maintains written policy and/or procedure to limit access to its accounting system, segregate duties within its system, or otherwise protect against unauthorized obligations of Federal funds.	☐ Board Policy # _____ ☐ procedure Pg. # _____			**☐ LEA/Subgrantee policy and/or procedure uploaded to MCAPS** **☐ Evidence of implementation of policy and/or procedure (See A-6)**					
A-4	The LEA/Subgrantee has an accounting system and maintains written policy and/or procedure that includes controls to prevent the over- obligation of program funds, misstatement of unliquidated obligations, duplicate payments, or other inappropriate changes to grant programs.	☐ Board Policy # _____ ☐ procedure Pg. # _____			**☐ LEA/Subgrantee policy and/or procedure uploaded to MCAPS** **☐ Evidence of implementation of policy and/or procedure (See A-6)**					

		LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21st CCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
A-5	The LEA/Subgrantee maintains written policy and/or procedure to periodically review its accounts to ensure that all transactions (including refunds and recoded transactions) have been accurately and properly recorded.	☐ Board Policy # _____ ☐ procedure Pg. # _____			**☐ LEA/Subgrantee policy and/or procedure uploaded to MCAPS** **☐ Evidence of implementation of policy and/or procedure**					
A-6	The LEA/Subgrantee maintains written policy and/or procedure to ensure that the LEA's budget and accounting record align with the approved funding application, maintaining separate accounting records for each federal grant which reflects the approved line items and amount by program year.	☐ Board Policy # _____ ☐ procedure Pg. # _____			**ALL REQUIRED** **☐ LEA/Subgrantee policy and/or procedure uploaded to MCAPS** **☐ Current approved application aligns with LEA/Subgrantee accounting software budget** **☐ Upload expenditure reports (function, major objects, location) (June 30, 2020) (All locations combined by individual locations-schools and district) (Cost pool/admin, every program)** **☐ Evidence of implementation of policy and/or procedure** **All references to Indicator A-6 must refer back to the FY23 Monitoring Companion Document starting on page 11 of the monitoring packet.**					

		LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21st CCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
	B. PERIOD OF AVAILABILITY AND CARRYOVER {2 C.F.R. 200.309, 2 C.F.R. 200.343(b), 34 C.F.R. 76.707, 34 C.F.R. 76.709}									
B-1	The LEA/Subgrantee maintains written policy and/or procedure to demonstrate the process for the following: ● ensuring that it meets the limitations on the amount of carryover funds or otherwise minimize the amount of funds it carries over into a subsequent fiscal year ● monitoring award balances during the fiscal year ● planning for carryover funds, when applicable, for the subsequent fiscal year ● clearly capturing the separate fiscal year funding ● ensuring that carryover funds are prioritized over the use of current years funds.	☐ Board Policy # _____ ☐ procedure Pg. # _____			✓MCAPS Carryover Document ☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ **Evidence of implementation of policy and/or procedure**					
	C. AUDIT REQUIREMENTS (2 C.F.R. 200.303(d), 2 C.F.R. 200.331(d)(3), 2 C.F.R. 200.331(f), 2 C.F.R. 200.508, 2 C.F.R. 200.511(a), 2 C.F.R. 200.512)									
C-1	The LEA/Subgrantee maintains written policy and/or procedure that assigns an individual or office to promptly follow up and take corrective action on any audit finding.	☐ Board Policy # _____ ☐ procedure Pg. # _____			☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ **Upload LEA/Subgrantee organizational chart if applicable** ☐ **Upload job description if applicable**					

		LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21st CCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
C-2	The LEA/Subgrantee maintains written policy and/or procedure for the development of a corrective action plan (CAP) for the Single Audit finding(s).	☐ Board Policy # _____ ☐ procedure Pg. # _____			☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ **Upload CAP from most recent audit if applicable** ☐ Evidence of implementation of policy and/or procedure **if applicable** (During Visit)					
	D. INTERNAL CONTROLS {2 C.F.R. 200.303}									
D-1	The LEA/Subgrantee maintains written policy and/or procedure to demonstrate the segregation of duties among LEA staff that provides an adequate system of checks and balances emphasizing the importance of integrity and ethical values within the LEA.	☐ Board Policy # _____ ☐ procedure Pg. # _____			☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ Travel requests Procurement Package (must include requsitions (During Visit) ☐ Purchase orders (During Visit) ☐ Receipts/Invoices (During Visit) ☐ Expenditure budget reports, general ledger details (See Indicator A-6) ☐ Evidence of implementation of policy and/or procedure (During Visit)					
D-2	The LEA/Subgrantee maintains written policy and/or procedure to demonstrate controls that protect against waste, fraud and abuse for identifying and assessing risks to compliance and successful operation within different elements of the organization and how to respond to any identified risks.	☐ Board Policy # _____ ☐ procedure Pg. # _____			☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ Interview (During Visit) ☐ Evidence of implementation of policy and/or procedure (During Visit)					

		LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21st CCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
D-3	The LEA/Subgrantee maintains written policy and/or procedure to demonstrate the evaluation of the performance of its internal controls systems, who will conduct evaluation, who will monitor compliance with internal controls requirements/effectiveness of the internal controls system, and how the results of evaluation of its internal controls will be revised or implemented.	☐ Board Policy # _____ ☐ procedure Pg. # _____			☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ Evidence of evaluation of internal control system (During Visit) ☐ Evidence of implementation of policy and/or procedure (During Visit)					
	E. RECORDS AND INFORMATION MANAGEMENT { 2 C.F.R. 200.79, 2 C.F.R. 200.303(e), 2 C.F.R. 200.333, 2 C.F.R. 200.336(a), 34 C.F.R. 76.730-731}									
E-1	The LEA/Subgrantee maintains written policy and/or procedure that it will NOT disclose personally identifiable information.	☐ Board Policy # _____ ☐ procedure Pg. # _____			☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ Interview and observation (During Visit) ☐ Letters have been sent out to parents for disclosure of PII (During Visit) ☐ Evidence of MOU with third parties documenting PII released (During Visit) ☐ Evidence of implementation of policy and/or procedure (During Visit)					
E-2	The LEA/Subgrantee requires staff who work with personally identifiable information to receive training on practices for protecting PII to ensure the integrity and security of information.	☐ Source Documents			☐ **Upload evidence of training and/or dissemination of information (e.g. sign-in sheets, certificate of completion, etc.)** ☐ **Upload FERPA training documentation** ☐ **Upload Employee and/or Student Handbook**					

		LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21st CCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
E-3	The LEA/Subgrantee maintains written policy and/or procedure to place controls or otherwise limit access to its information systems to ensure that only authorized individuals have access to LEA/Subgrantee information systems.	☐ Board Policy # _____ ☐ procedure Pg. # _____			☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ **Upload documentation of implementation of policy and/or procedure (e.g. Data governance handbook, technology usage agreement, acceptable use policy, etc.)** ☐ Current User Access List (During Visit)					
E-4	The LEA/Subgrantee maintains written policy and/or procedure for maintaining all financial records and programmatic records, supporting documents, statistical and other records are maintained for 5 years or until the resolution of any litigation, claim, negotiation, audit, or other action involving records. (OIG may request records up to 5 years after a grant has closed).	☐ Board Policy # _____ ☐ procedure Pg. # _____			☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ Documentation/Evidence indicating records are on file for five years (During Visit)					
E-5	The LEA/Subgrantee maintains written policy and/or procedure for providing military recruiters and Institution of Higher Learner (IHL), upon request, required directory information for students. (Sec. 8525)	☐ Board Policy # _____ ☐ procedure Pg. # _____			☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ **Upload LEA Notice for Directory Information** ☐ **Upload LEA Written "Opt-Out" Notice** ☐ **Upload evidence of implementation of policy and/or procedure**					

		LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21st CCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
F. EQUIPMENT MANAGEMENT {2 C.F.R. 200.313-314, Mississippi Public School Asset Management Manual}										
F-1	The LEA/Subgrantee maintains written policy and/or procedure for a database which contain the following elements: ● description of the item, ● serial number and other identifying numbers, ● vendor, ● acquisition date, ● cost, ● percentage of Federal participation in the cost, ● physical location of property by building and room, ● use and condition, and ● disposition data (date, method of disposition, sale price-if applicable, and when property retired from service.	☐ Board Policy # _____ ☐ procedure Pg. # _____			☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ **Upload one-two page report that show all required elements** ☐ Requisitions/Purchase orders (During Visit) ☐ Invoices (During Visit) ☐ Evidence of receipt of goods (packing slips, sign-off, receiving report, etc.) (During Visit) ☐ Check/expenditure (During Visit) ☐ Equipment log/Database (During Visit) ☐ Inventory (During Visit)					
F-2	The LEA/Subgrantee maintains written policy and/or procedure for a physical inventory of the property, at least annually, that includes the names and title of responsible individuals, as well as the frequency of the inventory process.	☐ Board Policy # _____ ☐ procedure Pg. # _____			☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ **Upload evidence of physical inventory report with dates**					

		LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21st CCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
F-3	The LEA/Subgrantee maintains written policy and/or procedure to demonstrate control system to ensure adequate safeguards to prevent loss, damage or theft of the property (includes notifying local law enforcement and ensuring that a police report is filed when it is discovered equipment has been stolen).	☐ Board Policy # _____ ☐ procedure Pg. # _____			☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ After pulling a sample of items from the log/database, verify each item sampled can be located and has a barcode or other tag identifying it as property of the federal program (During Visit)					
F-5	The LEA/Subgrantee maintains written policy and/or procedure to demonstrate adequate maintenance procedure to keep the property in good condition.	☐ Board Policy # _____ ☐ procedure Pg. # _____			☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ Maintenance records if applicable (During Visit) ☐ Evidence of implementation of policy and/or procedure (During Visit)					
F-6	The LEA/Subgrantee maintains written policy and/or procedure to demonstrate disposition of equipment that is obsolete or no longer needed for the original program from which it was purchased.	☐ Board Policy # _____ ☐ procedure Pg. # _____			☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ **Upload disposition list with board minutes if applicable** ☐ Evidence of implementation of policy and/or procedure (During Visit)					
F-7	The LEA/Subgrantee maintains written policy and/or procedure to demonstrate proper disposal of equipment which includes ensuring the highest possible return if the LEA is authorized or required to sell equipment if applicable.	☐ Board Policy # _____ ☐ procedure Pg. # _____			☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ Requisitions/Purchase orders (During Visit) ☐ Invoices (During Visit) ☐ Evidence of receipt of goods (packing slips, sign-off, receiving report, etc.) (During Visit) ☐ Evidence of implementation of policy and/or procedure (During Visit)					

		LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21st CCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
F-8	The LEA/Subgrantee maintains written policy and/or procedure to demonstrate proper disposal of equipment that addresses the disposal of equipment with a fair market value of >$5,000.	☐ Board Policy # _____ ☐ procedure Pg. # _____			☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ **Upload disposition list and board minutes, if applicable** ☐ Documentation of price determination (During Visit) ☐ Evidence of implementation of policy and/or procedure (During Visit)					
F-9	The LEA/Subgrantee maintains written policy and/or procedure to ensure that any equipment was essential to and purchased for the benefit of the program from which it was funded.	☐ Board Policy # _____ ☐ procedure Pg. # _____			☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ Documentation of price determination (During Visit) ☐ Locate equipment and determine who is using the equipment and for what purpose (During Visit) ☐ Evidence of implementation of policy and/or procedure (During Visit)					

		LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21st CCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
	G. PERSONNEL {2 C.F.R. 200.430}									
G-1	The LEA/Subgrantee maintains written policy and/or procedure to demonstrate: ● that specific officials are designated to approve employee time and effort documentation and charges that have firsthand knowledge of work performed ● the internal process to evaluate the accuracy and reliability of its time and effort system ● where employees are funded 100% with a single federal award, the LEA has on file certifications that the employees worked solely on that program for the period covered by the certification. Certificates are completed at least twice a year ● employees who work on multiple activities funded from different sources have personnel activity record that support the distribution of their salaries/wages	☐ Board Policy # _____ ☐ procedure Pg. # _____			✓ MCAPS Funding Application ✓ MCAPS Budget Revisions ☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ **Upload listing of all federally-funded personnel with name, funding source and percentage, job title, and location** ☐ **Upload job description for all federally funded personnel** ☐ Evidence of implementation of policy and/or procedure (During Visit) ☐ Personnel schedule (During Visit) ☐ Expenditure report **(See Indicator A-6)** ☐ Upload payroll distribution sheets ☐ Corrective journal entries (During Visit) ☐ List: _____					

		LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21st CCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
G-2	The LEA/Subgrantee has personnel activity records that meet the following standards: ● reflect an after-the-fact distribution of the actual activity and signed by employee at least monthly and ● reconcile actual cost to budgeted amounts at least quarterly based on monthly activity reports (cost charged to federal awards are adjusted as necessary).	☐ Source Documents			☐ Personnel activity report (During Visit)					
G-3	The LEA/Subgrantee has certification records that meet the standard for employees who are 100% funded with a single federal award.	☐ Source Documents			☐ Semi-Annual certifications (During Visit)					
G-4	The LEA/Subgrantee maintains written policy and/or procedure to ensure that fringe benefits charged to the program are reasonable and in compliance with requirements.	☐ Board Policy # _____ ☐ procedure Pg. # _____			☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ Accounting records **(See Indicator A-6)** ☐ Evidence of implementation of policy and/or procedure (During Visit)					

		LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21st CCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
	H. PROCUREMENT {2 C.F.R. 200.318, 2 C.F.R. 200.319, 2 C.F.R. 200.320, 2 C.F.R. 200.322, 2 C.F.R. 200.326, Appendix II to Part 200}									
H-1	The LEA/Subgrantee maintains written policy and/or procedure for procurement which comply with federal and state regulations and ensure that the director/supervisor of each federal program documents prior approval of purchases, including full and open competition when conducting procurement transactions.	☐ Board Policy # _____ ☐ procedure Pg. # _____			☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ Requisitions/Purchase orders (During Visit) ☐ Invoices (During Visit) ☐ Evidence of receipt of goods (packing slips, sign-off, receiving report, etc.) (During Visit) ☐ **Upload History Transaction (Detailed General Ledger; Objects 300's-900's)** ☐ Sample procurement package (During Visit) ☐ Evidence of implementation of policy and/or procedure (During Visit)					
H-2	The LEA/Subgrantee maintains written policy and/or procedure for procurement that ensures, to the greatest extent possible, avoidance of acquisition of unnecessary or duplicative items.	☐ Board Policy # _____ ☐ procedure Pg. # _____			☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ During Visit Interview ☐ Evidence of implementation of policy and/or procedure (During Visit)					

		LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21st CCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
H-3	The LEA/Subgrantee maintains written policy and/or procedure for analyzing the procurement process to determine the most economical approach.	☐ Board Policy # _____ ☐ procedure Pg. # _____			☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ Requisitions/Purchase orders (During Visit) ☐ Invoices (During Visit) ☐ Evidence of receipt of goods (packing slips, sign-off, receiving report, etc.) (During Visit) ☐ Expenditure budget report (See Indicator A-6) ☐ Sample procurement package (During Visit) ☐ Evidence of implementation of policy and/or procedure (During Visit)					
H-4	The LEA/Subgrantee maintains written policy and/or procedure to review and/or audit the content of its procurement files to ensure completeness of its procurement records and outlines the frequency that it is performed.	☐ Board Policy # _____ ☐ procedure Pg. # _____			☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ Evidence of implementation of policy and/or procedure (During Visit)					
H-5	The LEA/Subgrantee maintains written policy and/or procedure to determines that purchases with federal funds comply with federal cost principles (e.g. reasonable, necessary, allocable, etc.).	☐ Source Documents			☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ Multiple bids (During Visit) ☐ Documents showing purchases impacted targeted population (During Visit) ☐ LEA/Subgrantee prorates expenditures between federal, state, and/or local funding sources when purchases supported more than one funding purpose (During Visit)					

		LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21st CCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
H-6	The LEA/Subgrantee maintains written policy and/or procedure for awarding contracts that ensures the appropriate approval and contain all applicable provisions stated in the Uniform Guidance (Appendix II to Part 200). Supervisor of each federal program has internal controls for developing and awarding contracts.	☐ Board Policy # _____ ☐ procedure Pg. # _____			☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ Signed/Dated contract (During Visit) ☐ Evidence of bids (if applicable) (During Visit) ☐ Evidence of implementation of policy and/or procedure (During Visit)					
H-7	The LEA/Subgrantee maintains written policy and/or procedure to monitor the work of contractors to ensure work is performed in accordance with agreement and Federal requirements.	☐ Board Policy # _____ ☐ procedure Pg. # _____			☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ Evaluation of contract services (During Visit) ☐ Invoices (During Visit) ☐ Other Evidence of implementation of policy and/or procedure (During Visit)					
H-8	The LEA/Subgrantee maintains written policy and/or procedure to follow where contractors fail to perform according to the terms of agreements or otherwise fail to provide adequate goods and/or services.	☐ Board Policy # _____ ☐ procedure Pg. # _____			☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ Documentation of implementation of policy and/or procedure if applicable (During Visit)					
H-9	The LEA/Subgrantee maintains a written code of standards of conduct for any employee involved in the award or administration of contracts, including conflicts of interests; accepting gifts, favors, etc.	☐ Board Policy # _____ ☐ procedure Pg. # _____			☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ Evidence of implementation of policy and/or procedure (During Visit)					

		LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21st CCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
H-10	The LEA/Subgrantee maintains written policy and/or procedure to establish that all procurement requirements have been met for each transaction, including: • how procurement documentation is safeguarded and stored • documented rationale for method of procurement • details pertaining to the selection or rejection • description of the contract type • basis for the contract price	☐ Board Policy # _____ ☐ procedure Pg. # _____			☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ Sample procurement package (During Visit) ☐ Evidence of implementation of policy and/or procedure (During Visit)					
H-11	The LEA/Subgrantee maintains written policy and/or procedure for ensuring that it does not contract with parties who have been suspended or debarred.	☐ Board Policy # _____ ☐ procedure Pg. # _____			☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ General ledger (See Indicator A-6) ☐ Evidence of implementation of policy and/or procedure (During Visit) ☐ Purchase order supporting documentation (During Visit) ☐ SAM.gov documentation (During Visit)					
	I. INDIRECT COST {2 C.F.R. 200.414, 34 C.F.R. 76.560-569}									
I-1	The LEA/Subgrantee maintains written policy and/or procedure that applies indirect cost rates to actual amounts expended when making indirect cost charges for Federal award.	☐ Source Documents			✓MCAPS Reimbursement Request ☐ **General Ledger (See Indicator A-6)** ☐ This LEA/Subgrantee does not take indirect cost (During Visit)					

		LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21st CCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
I-2	The LEA/Subgrantee maintains written policy and/or procedure to demonstrate action taken when it identifies excess indirect cost charges.	☐ Board Policy # _____ ☐ procedure Pg. # _____			☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ **Evidence of implementation of policy and/or procedure**					
	J. BUDGETING AND ACTIVITIES (2 C.F.R. 200.403-408, 2 C.F.R. 200.420-475, EDGAR 80.30(c)(2))									
J-1	The LEA/Subgrantee maintains written policy and/or procedure governing the preparation and approval of budgets and budget revisions for the LEA and the schools.	☐ Board Policy # _____ ☐ procedure Pg. # _____			✓MCAPS Consolidated Application & Budget ✓MCAPS Budget Revisions, if applicable ☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ Approved budget reflected in LEA/Subgrantee accounting software **(See Indicator A-6)** ☐ **Evidence of implementation of policy and/or procedure**					
J-2	The LEA/Subgrantee maintains written policy and/or procedure that outline the type of input that is received from the school during the budget preparation process and how that input is incorporated prior to the submission to MDE.	☐ Board Policy # _____ ☐ procedure Pg. # _____			✓MCAPS Consolidated Application & Budget ✓MCAPS Budget Revisions, if applicable ☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ Approved budget reflected in LEA/Subgrantee accounting software **(See Indicator A-6)** ☐ **Upload evidence of implementation of policy and/or procedure**					

		LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21st CCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
J-3	The LEA/Subgrantee maintains written policy and/or procedure to ensure that every effort is made to coordinate efforts and implement activities across programs featuring similar goals, objectives or action steps.	☐ Board Policy # _____ ☐ procedure Pg. # _____			✓MCAPS Consolidated Application & Budget ☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ **Upload evidence of implementation of policy and/or procedure** ☐ Other: _____					
J-4	The LEA/Subgrantee maintains written policy and/or procedure to ensure that the development of programs with federal funds is seamless with the process used in the development of State and local funds.	☐ Board Policy # _____ ☐ procedure Pg. # _____			✓MCAPS Consolidated Application & Budget ☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ **Upload evidence of implementation of policy and/or procedure** ☐ Other: _____					
J-5	The LEA/Subgrantee maintains written policy and/or procedure that outline the process that will be followed to amend an approved application.	☐ Board Policy # _____ ☐ procedure Pg. # _____			✓MCAPS Consolidated Application & Budget ✓MCAPS Budget Revisions, if applicable ☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ **Upload evidence of implementation of policy and/or procedure**					

		LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21st CCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
J-6	The LEA/Subgrantee maintains written policy and/or procedure that evaluate the relative value received from different types of expenditures made using program funds.	☐ Board Policy # _____ ☐ procedure Pg. # _____			**ALL REQUIRED** ☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ Documentation of comprehensive needs assessments, school plans, and evaluation of programs and expenditures (During Visit) ☐ **Evidence of implementation of policy and/or procedure**					
	K. ALLOCATIONS (§1003, §1113, §1124, §1124A, §1125, §1126(b), §2102 et seq., §3111-§3116, 34 C.F.R. 76.50-51, 34 C.F.R.76.300, 34 C.F.R. 76.789)									
K-1	The LEA/Subgrantee maintains written policy and/or procedure for the development of each of the covered program's applications (e.g., what type of LEA staff members are involved in the development and review process, how potential projects are identified and developed, etc.).	☐ Board Policy # _____ ☐ procedure Pg. # _____			☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ **Upload evidence of implementation of policy and/or procedure**					
K-2	The LEA maintains written policy and/or procedure for determining site level allocations using Title I funds.	☐ Board Policy # _____ ☐ procedure Pg. # _____			✓Per-pupil allocation page from MCAPS ☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS, AND** ☐ **Upload evidence of implementation of policy and/or procedure**					

		LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21st CCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
	L. MAINTENANCE OF EFFORT (MOE) {§8521}									
L-1	The LEA maintains written policy and/or procedure to demonstrate: • the calculation of MOE • process if it fails to meet the MOE requirements • the monitoring process used during the fiscal year to ensure it meets the MOE requirements for expenditures levels	☐ Board Policy # _____ ☐ procedure Pg. # _____			✓MCAPS MOE Document ☐ **LEA policy and/or procedure uploaded to MCAPS** ☐ **Upload evidence of implementation of policy and/or procedure**					
	M. COMPARABILITY {§1118}									
M-1	The LEA follows the procedure set by the MDE for the annual determination of comparability.	☐ Source Documents			✓MCAPS Comparability Letter for monitored year. ☐ **Source documents of annual comparability demonstration for the monitored year.**					
	N. EQUITABLE SERVICES {§1117, §8501, 34 C.F.R. 76.661, 2 C.F.R. 200.331(a)(2)}									
	☐ No Private School				☐ Participating Private School					
	☐ Non-Participating Private School				☐ Contributing Funds for Private School in Another LEA					

		LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21st CCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
N-1	The LEA/Subgrantee maintains written policy and/or procedure for timely and meaningful consultation with private school officials that included discussion of the following as applicable: • Identification of eligible students • Services to be provided to student • How, where and by whom will services be performed • How will services be academically evaluated for effectiveness • Size and scope of services that will be provided • Data source to be used to determine effectiveness • How and when decision about delivery of services will be made (third party contractor) • Complaint process • Parent and family engagement • Professional development activities for school officials and staff.	☐ Board Policy # _ ☐ procedure Pg. # _____			**ALL REQUIRED:** **✓MDE MCAPS Documentation** **☐ LEA/Subgrantee policy and/or procedure uploaded to MCAPS** **☐ Upload agreement with Private Schools** **☐ Upload contact logs** **☐ Upload consultation documentation** **☐ Upload evidence of implementation of policy and/or procedure** ☐ Invoices (During Visit)					
N-2	The LEA/Subgrantee maintains written policy and/or procedure for calculating equitable services to private schools.	☐ Board Policy # _____ ☐ procedure Pg. # _____			**☐ LEA/Subgrantee policy and/or procedure uploaded to MCAPS** **☐ Upload evidence of implementation of policy and/or procedure**					

		LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21st CCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
N-3	The LEA/Subgrantee maintains written policy and/or procedure for providing equitable services to eligible students attending private schools (or in the case of Title II providing professional development services to teachers of eligible students attending private schools).	☐ Board Policy # _____ ☐ procedure Pg. # _____			☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ **Upload evidence of implementation of policy and/or procedure**					
N-4	The LEA/Subgrantee maintains written policy and/or procedure for ensuring the appropriate use of any equipment or supplies purchased using funds reserved for equitable services.	☐ Board Policy # _____ ☐ procedure Pg. # _____			☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ **Upload evidence of implementation of policy and/or procedure**					
	O. DATA QUALITY {§1111(h)(5), 2 C.F.R. 200.303, 2 C.F.R. 200.328}									
O-1	The LEA/Subgrantee maintains written policy and/or procedure for reviewing the LEA/Subgrantee and school level data. The policy and/or procedure include data quality checks, including automated business rules and manual data quality rules, to ensure the accuracy of reporting data, and to ensure that it is identifying problems in the data (e.g., setting appropriate thresholds) (Sec. 2104(b))	☐ Board Policy # _____ ☐ procedure Pg. # _____			☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ **Upload evidence of implementation of policy and/or procedure** ☐ Interview (During Visit) ☐ MSIS Data Reporting (Personnel, EL, Homeless, Foster Care, Neglected/Delinquent) (Do Not Upload)					

		LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21st CCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
O-2	The LEA/Subgrantee maintains written policy and/or procedure that describe the management certification (or verification, sign-off, or related) process the LEA requires of schools to ensure that reported data are accurate and complete (e.g., review process for determining data are ready for certification, how responsibility for the certification is assigned, consequences for certifying inaccurate data).	☐ Board Policy # _____ ☐ procedure Pg. # _____			☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ **Upload evidence of implementation of policy and/or procedure** ☐ Interview (During Visit) ☐ MSIS Data Reporting (Personnel, EL, Homeless, Foster Care, Neglected/Delinquent) (Do Not Upload)					
O-3	The LEA/Subgrantee maintains written policy and/or procedure that describe how the LEA monitors schools to ensure they have processes in place so that reported data are accurate and complete (e.g., periodic monitoring, review of school business rules, audits of submitted data).	☐ Board Policy # _____ ☐ procedure Pg. # _____			☐ **LEA/Subgrantee policy and/or procedure uploaded to MCAPS** ☐ **Upload evidence of implementation of policy and/or procedure** ☐ Interview (During Visit) ☐ MSIS Data Reporting (Personnel, EL, Homeless, Foster Care, Neglected/Delinquent) (Do Not Upload)					
O-4	The LEA/Subgrantee has records to demonstrate training to building the capacity of staff responsible for data management	☐ Source Documents			☐ **Upload evidence of training/professional development** ☐ Interview (During Visit)					
	P. GENERAL FISCAL REQUIREMENTS									
P-1	The LEA/Subgrantee has records to demonstrate whether funds were obligated and liquidated within the approved grant period.	☐ Source Documents			✓ MCAPS Reimbursements ☐ Most Recent Single Audit (See state auditor's website for most recent single audit) ☐ Purchase orders/Contracts (During Visit)					

		LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21st CCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
P-2	The LEA/Subgrantee has records to demonstrate funds are drawn down from MCAPS or requested regularly in correlation to expenditures.	☐ Source Documents			✓ MCAPS Reimbursements Requests or School Payment Request for Funds ☐ **Upload cash balance statement**					
P-3	The LEA/Subgrantee has records to demonstrate training to building the capacity of staff responsible for data management	☐ Source Documents			✓ MCAPS Reimbursements ☐ **Expenditure/Budget report (See Indicator A-6)**					
	Q. TITLE I, PART A									
Q-1	The LEA has records to demonstrate Title I funds are used to supplement funds made available from non-federal sources.	☐ Source Documents			✓ MCAPS Comparability Report ☐ State Budget documents, budget/expenditures; funding source for all instructional salaries by school (REQUIRED) (Current Year) (During Visit) ☐ Evidence of budget calculation (Current Year) (During Visit) ☐ Methodology of budget calculation (Current Year) (Uploaded in MCAPS)					
Q-2	The LEA has records to demonstrate that it uses Title I administrative funds appropriately.	☐ Source Documents			✓ MCAPS Cost Pool Budget or Administrative Budget ☐ **Job descriptions (Title I admin funds are only used to administer Title I programs)** ☐ **Personnel salary distribution report (See Indicator G-1)**					
Q-3	The LEA has records to demonstrate that all transfers are made in accordance with consolidated administration and all fiscal records are maintained to reflect the transfers.	☐ Source Documents			☐ **Journal entries (See Indicator A-6)**					

		LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21st CCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
	R. TITLE II, PART A									
R-1	The LEA has records to demonstrate that Title II A funds are used to supplement state and local funds. (Sec. 2301)	☐ Source Documents			☐ Monthly CSR calculation **if applicable** (During Visit) ☐ General ledger **(See Indicator A-6)** ☐ Payroll records **(See Indicator G-1)**					
R-2	The LEA has records to demonstrate that the LEA reserved no more than the allowable percent for administrative costs	☐ Source Documents			✓MCAPS Consolidated Application & Budget ☐ Expenditure budget reports, general ledger details **(See Indicator A-6)**					
	S. TITLE III, PART A, ENGLISH LANGUAGE ACQUISITION									
S-1	The LEA has records to demonstrate that Title III funds are used to supplement not only state and local funds, but also other federal funds.	☐ Source Documents			**☐ General ledger (See Indicator A-6)**					
S-2	The LEA has records to demonstrate that the LEA reserved no more than the allowable 2 percent for administrative costs? ESEA sec. 3115(b)	☐ Source Documents			✓MCAPS Consolidated Application & Budget **☐ Expenditure budget reports, general ledger details (See Indicator A-6)**					
	T. TITLE IV, PART A									
T-1	The LEA has records to demonstrate that the LEA uses Title IV, Part A administrative funds appropriately. Ensure administrative cost does not exceed 2% of the LEA's Title IV, Part A Allocation. (Sec. 4105(c))	☐ Source Documents			☐ General Ledger **(See Indicator A-6)** ☐ N/A					

		LEA and/or Subgrantee Policy and/or procedure	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	ESSA	21st CCLC	Homeless	CAP	Notes (Sample size may be expanded if issues are noted in one program.)
T-2	The LEA has records to demonstrate that the LEA adheres to earmarking requirements for LEAs that receive at least $30,000 of Title IV, Part A fund (Sec. 4106(e)(2)(C)-(E))	☐ Source Documents			✓MCAPS Consolidated Application & Budget ☐ Expenditure budget reports, general ledger details **(See Indicator A-6)**					
T-3	The LEA has records to demonstrate that the LEA adheres to 15% cap on technology infrastructure (Sec. 4109(b))	☐ Source Documents			✓MCAPS Consolidated Application & Budget ☐ Expenditure budget reports, general ledger details **(See Indicator A-6)**					
T-4	The LEA has records to demonstrate that the LEA ensures the programs and activities supported with Title IV, Part A fund are consistent with the types of programs and activities. (Sec. 4107, 4108, 4109)	☐ Source Documents			✓MCAPS Consolidated Application & Budget ☐ Expenditure budget reports, general ledger details **(See Indicator A-6)**					
T-5	The LEA has records to demonstrate that Title IV, Part A funds are used to supplement and not supplant state and local funds. (Sec. 4110)	☐ Source Documents			☐ General ledger **(See Indicator A-6)**					
	U. ESSA TRANSFERABILITY									
U-1	The LEA has records to demonstrate that the LEA transfers funds between formula programs.	☐ Source Documents			✓MCAPS Consolidated Application & Budget ☐ **Expenditure budget reports, general ledger details (See Indicator A-6)** ☐ **Affirmation of consultation for transfer (Equitable Service)**					

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
	AA. TITLE I, PART A: LEA-LEVEL RESERVATIONS AND ALLOCATIONS TO TITLE I SCHOOLS					
AA-1	Optional reservation for financial incentives and rewards to teachers who serve in Title I eligible schools identified for comprehensive or targeted supported and improvement (up to 5%) (Sec. 1113(c)(4))				☐ Did the LEA reserve funds for this purpose? If so: ✓ How much did the LEA reserve? ✓ How did the LEA ensure the incentives and rewards go to teachers in Title I eligible schools identified for targeted support and improvement?	
AA-2	Optional reservation for school choice transportation for students in a school identified for comprehensive support and improvement who transfer to another public school (if the LEA chooses to allow such transfers) (up to 5%) (Sec. 1111(d)(1)(D))				☐ Did the LEA reserve funds for this purpose? If so: ✓ How much did the LEA reserve? ✓ How did the LEA give priority to the lowest-achieving children from low-income families?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
AA-3	Optional reservation for administration of Title I program (20% limitation) (34 CFR § 200.77(f); Miss. Admin. Code 7-3:80.2, State Board Policy Chapter 80, Rule 80.2)	☐ LEA financial records showing how the reserved funds were spent **(See Indicator A-6)** ☐ See MCAPS>Funding Application>Cost Pool> Program Details ☐ See MCAPS>Funding Application>Title I, Part A>Programs Details ☐ Upload evidence of administration of the Title I program			☐ Did the LEA reserve funds for this purpose? If so: ✓ How much did the LEA reserve?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
AA-4	Optional reservation for district-managed initiatives (34 CFR § 200.77(g))	☐ LEA financial records showing how the **District Set Aside** funds were spent **(See Indicator A-6)** ☐ Upload evidence of the implementation of district initiatives ☐ See MCAPS>Funding Application>Title I, Part A>District Set Asides and Overview ☐ Upload evidence of districtwide initiatives benefiting all served Title I schools			☐ Did the LEA reserve funds for this purpose? If so: ✓ How much did the LEA reserve? ✓ What activities did the LEA support with the reserved funds? ✓ How did the LEA ensure that all reservations taken off the top benefit all served Title I schools?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
AA-5	Ranking and serving Title I schools (Sec. 1113(a)(3))	☐ Upload evidence used to rank and serve schools. (Documentation used to complete the MCAPS School Eligibility section, including MSIS Month 7 report by location, poverty data to determine the number of low-income students, etc. ☐ See MCAPS>Funding Application>Title I, Part A>School Eligibility			☐ What data sources did the LEA use in its calculations? ☐ When determining the number of students from low-income families in secondary schools, did the LEA use the option for ranking by grade span? If so, did most of secondary schools approve the use grade span method? ☐ Did the LEA use the option to serve high schools with poverty factors between 50% and 75% before it began to serve other schools below 75% poverty? If so, was the process consistent with Sec. 1113(a)(3)(B)?	
					☐ Did the LEA serve any schools below 35% poverty? If so, how did the LEA apply the "125 percent" rule when serving these schools?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
	BB. TITLE I, PART A: GENERAL REQUIREMENTS					
BB-1	Assessments and accountability (Sec. 1111)	☐ Test Security Plan ☐ Documentation of student participation in State assessments (available on MDE website) ☐ Interview			☐ Can the LEA provide an overview of the LEA's participation in state assessments? How are test security procedures implemented? ☐ Who was responsible for ensuring the LEA followed appropriate test security procedures?	
BB-2	Annual report card (Sec. 1111(h)(2)(A) & (C))	☐ Annual Report Card (available on MDE website) ☐ Upload evidence of dissemination of annual report card ☐ Interview			☐ Who is responsible for the LEA's preparation and dissemination of the required annual report card that includes the information required by Sec. 1111(h)(1)(C)? ☐ How is the annual report card disseminated? ☐ How did the LEA analyze and communicate assessment results to stakeholders?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
BB-3	Stakeholder engagement (Sec. 1112(a)(1)(A))	☐ Upload evidence of stakeholder engagement (any artifacts from meetings) ☐ See MCAPS>LEA Plan> Parent and Family Engagement>Question #6; ☐ See MCAPS>LEA Plan> Title I, Part A>Question #9 ☐ See MCAPS>School Plan>School Plan Needs Assessment>School Plans-Parent and Family Engagement>Questions 1 & 2 ☐ Interview			☐ Describe the LEA's process for engaging stakeholders in the planning of the LEA plan. ☐ Describe what occurred at the last meeting where the LEA involved stakeholders.	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
BB-4	Monitoring and supporting student progress (Sec. 1112(b)(1))	☐ Upload evidence of monitoring and supporting student progress to strengthen academic programs and improve school conditions for students. ☐ See MCAPS>LEA Plan> Title I, Part A>Questions 1 & 4 ☐ See MCAPS>School Plan>School Planning Summary ☐ Interview			☐ How did the LEA monitor the school's implementation of the action steps in their School Plan? ☐ What supports have been provided to Schools to ensure that students are progressing in meeting state academic standards? ☐ What support is the LEA providing to schools to identify students who may be at risk for academic failure?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
					☐ What type of additional assistance to struggling students did the LEA provide to schools? ☐ How did the LEA identify and implement strategies to strengthen academic programs and improve school conditions for students? ☐ How did the LEA monitor the progress of struggling students (Identify specific progress monitoring tools)?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
BB-5	Teacher equity (Sec. 1112(b)(2))	☐ Upload evidence of how the LEA identified and addressed disparities that result in low-income and minority students being taught at higher rates than other student by ineffective, inexperienced, or out-of-field teachers ☐ See MCAPS>LEA Plan>Title I, Part A>Question #5 ☐ Interview			☐ How did the LEA identify and address disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers? ☐ What did the LEA have in place to support teachers who may be deemed ineffective, inexperienced, or out-of-field teachers working with low-income and minority students?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
BB-6	Effective transitions (Sec. 1112(b)(8), Sec 112(b)(10))	☐ Upload evidence of transition activities for students in early childhood programs to elementary, from middle to high school, and from high school to postsecondary education ☐ See MCAPS>LEA Plan>Title I, Part A>Questions 10, 12a & 12b ☐ See MCAPS>School Plan>Curriculum and Instructions>Question #3 ☐ Interview			☐ Describe the activities the LEA takes to provide effective transitions for students in early childhood programs to elementary, from one grade span to the next, and from high school to postsecondary education.	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
BB-7	Reducing overuse of discipline practices (Sec. 1112(b)(11))	☐ Upload evidence of support to reduce the overuse of discipline practices that removes students from the classroom. ☐ See MCAPS>LEA Plan>Title I, Part A>Question #13 ☐ See MCAPS>School Plan>School Climate and Culture>Question #2 ☐ Interview			☐ What options did the LEA use to reduce the overuse of discipline practices that remove students from the classroom?	
BB-8	CTE and workforce development (served high school only) (Sec. 1112(b)(12))	☐ Upload evidence of coordinated and integrated academic and career and technical education instructional support ☐ See MCAPS>LEA Plan>Title I, Part A>Question #14 ☐ Upload evidence of work-based learning opportunities ☐ Interview			☐ For served High Schools, how did the LEA coordinate academic content between the regular core curriculum and CTE curriculum, including work-based learning opportunities?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
BB-9	Teacher and paraprofessional qualifications (Sec. 1112(c)(6))	☐ Upload evidence of Teacher and/or paraprofessional verification that meets applicable state certification and licensure requirements. ☐ Interview			☐ When did the LEA check the qualifications of teachers and paraprofessionals to ensure they meet State requirements? How often did the LEA verify qualifications? ☐ What did the LEA do if a person is not licensed or out-of-area?	
BB-10	Nondiscrimination in admission or exclusion (Sec. 1112(e)(3)(D))	☐ Upload evidence of the Civil Rights Enforcement Process ☐ Interview			☐ Discuss the LEA's nondiscrimination policy. ☐ Who is responsible for any complaints that are received?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
	CC. TITLE I, PART A: GENERAL MCKINNEY-VENTO HOMELESS EDUCATION REQUIREMENTS					
CC-1	Mandatory reservation for students experiencing homelessness (Sec. 1113(c)(3)(A)(i)) (REQUIRED)	☐ Budget documents showing the reservation was budgeted (MCAPS) ☐ Financial records showing how the reserved funds were spent **(See Indicator A-6)**			☐ How did the LEA determine how much to reserve? ☐ Generally, how did the LEA spend the reserved funds? ☐ How did the LEA track spending on the required reservation? ☐ The LEA served how many homeless students in the monitored year?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
CC-2	Identification and enrollment of students experiencing homelessness and transmission of data to MDE (McKinney-Vento Act Section 722(g)(1)(F)(ii); Section 722(e)(3)(E)(I, ii, iii) Section 722(g)(1)(H) Section 722(g)(1)(2)(C) Section 722(g)(1)(B) Section 722(g)(1)(C) Section 7229(g)(7))	☐ Upload LEA/Subgrantee policy and/or procedures that address identification, school selection (including feeder school protocol, if applicable), immediate enrollment, transportation, disputes, and credit for full or partial coursework completed in a prior school ☐ Upload LEA/Subgrantee policy and/or procedures that indicate a recent revision and/or review to identify and remove any barriers for homeless students, **if applicable** ☐ Month 9 MSIS Report **(do not upload)** ☐ Upload evidence of validating homeless data			☐ Did the LEA have written procedures for educating homeless children and youth and identifying and removing barriers? ☐ Did the written procedures include identification, school selection (including feeder school protocol if applicable), enrollment, transportation, disputes, and credit for full or partial coursework?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		☐ Enrollment/Registration Packets **(MDE will provide names during the visit; redact all PII)**				
CC-3	Homeless Liaison (McKinney-Vento Act Sec. 722(g)(6))	☐ Upload the name of the LEA's homeless liaison and evidence of homeless contact information on the LEA's website for the monitored year ☐ Upload verification of the homeless liaison's attendance at the annual statewide homeless conference hosted by MDE ☐ Upload documentation of professional development activities received by LEA personnel responsible for the implementation of the McKinney-Vento program			☐ Did the LEA designate a liaison for homeless children and youth with sufficient training, resources, and time to carry out the duties of the McKinney-Vento Act?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
CC-4	Homeless awareness (McKinney-Vento Act Sec. 722(g)(6)(A)(v, vi, ix); Sec. 722(g)(6)(B); and Sec. 722(g)(5)(C)(iii))	☐ Upload copies of flyers, handouts, written procedures for notifying stakeholders, program brochures, and/or posters that identify the Homeless liaison with contact information posted in schools and community locations frequented by homeless families ☐ Upload evidence of communication with public and organizational entities to inform the community of the needs of homeless students ☐ Upload a list of community locations and schools where the LEA posted the information ☐ Upload documentation of training for all school personnel			☐ Did the LEA have procedures for providing awareness and contact information for the homeless liaison to parents, guardians, and school personnel?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
CC-5	Transportation services (McKinney-Vento Act Sec. 722(g)(6)(viii); Section 722(g)(1)(J)(iii); Section 722(g)(4)(A))	☐ Upload documentation of collaborative planning with the LEA transportation department personnel to inform and facilitate transportation coordination, **if applicable** ☐ Upload documentation of trainings and/or meetings with parents/guardians and unaccompanied homeless youth regarding transportation options, **if applicable**			☐ Did the LEA ensure that parents or guardians are fully informed of all transportation services, including to and from the school of origin, and that the LEA must provide appropriate assistance to transportation services?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
CC-6	Comparable services (McKinney-Vento Act Sec. 722 (e)(3)(C)(i)(III)(cc); Sec. 722(g)(1)(F)(iii); Sec. 722 (g)(4) Sec. 722(g)(5)(C)(ii)	☐ Upload documentation that demonstrates comparable services are provided (ex. Title I, EL, IDEA, career technical education, gifted and talented programs, and school nutrition programs) ☐ Student schedules **(MDE will provide names during the visit; redact all PII)** ☐ Interview			☐ Did the LEA provide services comparable to those offered to other school students? ☐ How did the LEA ensure homeless students are treated equally/comparably to all students? ☐ What measures did the LEA take to ensure the inclusiveness of homeless students in curricular and extracurricular programs?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
CC-7	Collaboration of services (McKinney-Vento Act Sec. 722(g)(5))	☐ Upload a list of additional coordinating agencies, their mission, and services provided to homeless children and youth, if applicable ☐ Upload evidence of collaboration of services such as communications exchange, meeting notes, etc. ☐ Upload sample or referral form (for example, housing, clothing, mental health needs, etc.) **(MDE will provide names during the visit; redact all PII)**			☐ Did the LEA collaborate with state, local, non-profit, and social service agencies or programs to ensure available services for homeless children and youth?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
CC-8	Meeting educational needs of the homeless children and youth, including unaccompanied homeless youth (McKinney-Vento Act Sec. 722(g)(5)(C))	☐ Upload documentation of educational support to meet the needs of homeless children and youth, including unaccompanied homeless youth, using data and justification of services, **if applicable** ☐ See MCAPS>LEA Plan> Title I, Part A>Question #8 ☐ See MCAPS>Funding Application>Title I, Part A>District Set Aside and Overview ☐ Interview			☐ Did the LEA identify the educational needs of the homeless children and youth, including unaccompanied homeless youth? ☐ Did the LEA have evidence of educational support or services and justification of support or services? ☐ How did the LEA meet the educational identified needs of the homeless children and youth, including unaccompanied homeless youth? (See MSIS Homeless Services Provided, interventions)	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
CC-9	Coordination of preschool programs (McKinney-Vento Act Sec. 722(g)(1)(F)(i))	☐ Upload LEA/Subgrantee policy and/or procedures for the coordination of preschool programs for Homeless Children and Youth ☐ Upload evidence of coordination and communication of preschool programs, including Head Start, Early Learning Collaboratives ☐ Referral Form, **if applicable**			☐ Did the LEA ensure coordination among LEA preschool programs, Head Start, and/or Early Learning Collaboratives? ☐ Did the policy and/or procedures ensure homeless children have access to public preschool programs administered by the LEA? ☐ Did the LEA have evidence of communication with the preschool program regarding the availability, entry, and success of homeless students?	
CC-10	Counselor assistance for college and career readiness (McKinney-Vento Act Sec. 722(g)(1)(K))	☐ Upload evidence of counselor engagement with homeless students (middle and high school) ☐ Upload evidence unaccompanied homeless youth are notified of their independent status on the FAFSA, **if applicable**			☐ Did the LEA ensure homeless students receive assistance from counselors consistently to advise, prepare, and improve their readiness for college and/or career in conjunction with social/emotional counseling?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
CC-11	Dispute resolution process (Miss. Admin. Code 7-3:40.1, State Board Policy Chapter 40, Rule 40.1)(McKinney-Vento Act Sec. 722(g)(1)(C) and Sec. 722(g)(3)E))	☐ Upload LEA/Subgrantee policy aligned to State Board Policy 40.1 ☐ Upload evidence of written notification to parents and unaccompanied homeless youth regarding placement decisions when they are different from what was requested, **if applicable** ☐ Upload evidence that the LEA implements a process for the prompt resolution of disputes (e.g., phone log, notes, email messages), **if applicable**			☐ Did the LEA have a dispute resolution process regarding the eligibility, enrollment, and educational services aligned to State Board Policy 40.1?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		☐ Upload evidence of implementing "Best Interest Determination" when or if enrollment disputes occur, **if applicable** ☐ Upload evidence of continued services during the dispute process, including transportation, **if applicable** ☐ Upload evidence of parent/unaccompanied homeless youth's opportunity to appeal at multiple levels, **if applicable**				
	DD. TITLE I, PART A: FOSTER CARE					
DD-1	Foster care point of contact (Sec. 1112(c)(5)(A))	☐ Upload the name of the foster care point of contact			☐ Did the LEA collaborate with the appropriate Department of Human Services to designate a foster care point of contact?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
DD-2	Best interest determination (Sec. 1111(g)(1)(E))	☐ Upload LEA/Subgrantee policy and/or procedures for the best determination process for students in foster care			☐ Did the LEA collaborate with the Department of Human Services to ensure that foster care students can remain in their school of origin if it is in their best interest? ☐ If it is not in a child's best interest to remain in the school of origin, Did the LEA ensure the child is immediately enrolled in a new school, even if the child cannot produce records usually required for enrollment?	
DD-3	Transportation services for students in foster care (Sec. 1112(c)(5)(B)	☐ Upload LEA/Subgrantee policy and/or procedures for transportation services for students in foster care			☐ Describe the LEA procedures on how the LEA will provide transportation to students in foster care to maintain their school of origin when in their best interest? ☐ Did the LEA follow these procedures?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
	EE. TITLE I, PART A: EARLY CHILDHOOD					
EE-1	Optional reservation for early childhood education (Sec. 1113(C)(5))	☐ LEA financial records showing the reserved funds were spent **(See Indicator A-6)** ☐ See MCAPS>Funding Application>District Set Aside and Overview ☐ Upload evidence of the implementation of the early childhood education program ☐ See MCAPS>LEA Plan>Title I, Part A>Question #10			☐ Did the LEA reserve funds for this purpose? If so: ✓ How much did the LEA reserve? ✓ Generally, how did the LEA spend the reserved funds? ✓ How did the LEA determine which children are eligible for services supported with the reserved funds? ✓ How did the LEA ensure preschool services supported with reserved funds comply with Head Start performance standards? ✓ What type of professional development is provided to early childhood program staff?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
EE-2	Performance standards for early childhood (Sec. 1112 (c)(7))* *Applies if an LEA uses Title I Part A funds to provide early childhood education	☐ Upload an agreement with the local Head Start agency to carry out the required activities. (If there is no Head Start agency in the LEA, then this is not applicable.) ☐ Upload evidence of compliance with the performance standards for Head Start ☐ See MCAPS>Funding Application>Title I, Part A>Preschool Service Details ☐ Interview (PreK Program Details)			☐ If the LEA or its schools use Title I, Part A funds to provide early childhood education to low-income children below the age of compulsory school attendance, How did the LEA ensure that these services comply with the performance standards established under Sec. the Head Start Act? ☐ How did the LEA use early childhood screeners and assessments? ☐ How did the LEA provide developmental progress to parents?	
					☐ Describe how the LEA collaborated with other early childhood agencies and/or programs. ☐ Describe how the LEA provided professional development to early childhood staff.	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
EE-3	Coordination with preschool programs (Sec. 1119(a)&(b))* *Applies to all LEAs (whether they use Title I, Part A funds to provide early childhood education or not)	☐ Upload evidence of coordination of activities, such as record-sharing and other policies and procedures, meeting notes, and training, **if applicable** ☐ See MCAPS>LEA Plan>Title I, Part A>Question #10 ☐ Interview			☐ How did the LEA carry out activities to increase coordination with Head Start agencies and, if feasible, other early childhood providers? Coordination activities include: ✓ Developing and implementing record-sharing procedures (with parental consent), ✓ Establishing channels of communication between school staff and their counterparts, ✓ Conducting meetings between parents and teachers to discuss the needs of individual students, ✓ Joint, transition-related training, of staff training, and ✓ Linking educational services provided.	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
	FF. TITLE I, PART A: PARENT AND FAMILY ENGAGEMENT/PARENTAL NOTIFICATIONS					
FF-1	Mandatory reservation for parent and family engagement for LEAs that receive over $500,000 of Title I, Part A funds (at least 1% and at least 90% of which must be distributed to Title I schools, with priority to high-need schools) (Sec. 1116(a)(3)(A),(C)&(D))	☐ Upload evidence of how the LEA distributed reserved funds to schools and what priority did the LEA give to high-need schools (documentation to determine this-needs assessment, CSI, TSI, ATSI designation, etc.) (The mandatory reservation amount is located in MCAPS.) ☐ See MCAPS>Funding Application>District Set Aside and Overview and PPA List ☐ Upload evidence of how the LEA involved parents and family members of Title I children in decisions about how to spend the reserved funds?			☐ How did the LEA distribute reserved funds to schools, and how did the LEA give priority to high-need schools? ☐ How did the LEA involve parents and family members of Title I children in decisions about how to spend the reserved funds?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		☐ Are the funds reserved at the district level used for at least one of the following activities: ✓ Supporting schools and nonprofit organizations in providing professional development for the LEA and school personnel regarding parent and family engagement strategies; ✓ Supporting programs that reach parents and family members at home, in the community, and at school; ✓Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members;				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		✓ Collaborating or providing sub-grants to schools to enable schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement; or ✓ Engaging in other activities and strategies the LEA determined appropriate and consistent with the district parent and family engagement policy?				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
FF-2	LEA parent and family engagement policy (Sec. 1116(a)(1)-(2))	☐ Upload written parent and family engagement policy that describe how the LEA will (all required) ✓ Involve parents and family members in the joint development of Title I activities (under Sec. 1112) and the development of CSI and TSI plans; ✓ Provide coordination, technical assistance, and other support to Title I schools on planning and implementing effective parent and family engagement activities; ✓ Coordinate and integrate Title I parent and family engagement strategies with other relevant federal, state, and local laws and programs to the extent feasible;			☐ Did the LEA have a written parent and family engagement policy that describes all the required elements? ☐ What was the LEA's process for involving parents and family members of Title I students in the policy's development? ☐ How was the policy distributed to parents and family members of Title I students?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		✓ Conduct an annual evaluation of the parent and family engagement policy in improving the academic quality of Title I schools; ✓ Use the finding of such evaluation to design evidence based strategies for more effective parental involvement and, if necessary, to revise parent and family engagement policies; and ✓ Involve parents in Title I school activities. ☐ Evidence of parent and family member involvement in the policy's development				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		☐ Evidence of technical assistance and support provided to Title I schools ☐ See MCAPS>LEA Plan>Parent and Family Engagement>Questions #4, 5, and 6				
FF-3	Title I school-level parent and family engagement plan (Sec. 1116(b))	☐ Upload a written school-level parent and family engagement plan that describes how the school will carry out required parental engagement activities			☐ Did each Title I school have a school-level written parent and family engagement plan that describes how the school will carry out required parental engagement activities?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
FF-4	School-level parent and family engagement activities (Sec. 1116(c))	☐ Upload documentation to support that each Title I school carried out the following required activities? ✓ Convene an annual meeting at a convenient time to inform parents of Title I requirements and the right of parents to be involved; ✓ Offer a flexible number of meetings (school may provide transportation, child care, or home visits with Title I funds if related to parental involvement); ✓ Involve parents in the planning, review, and improvement of the Title I program, including the school parent and family engagement policy and schoolwide plan (when applicable);			☐ When was the annual meeting? ☐ Describe the parent involvement in the planning, reviewing, and improving Title I programs. ☐ Describe how the schools provided the required information to parents of Title I children. ☐ Did parent comments on schoolwide plans, **if applicable?**	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		✓ Provide parents of Title I children: ➢ Timely information about Title I programs, ➢ A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards, ➢ If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		✓ If the schoolwide plan (where applicable) is not satisfactory to the parents of participating children, submit any parent comments when the school makes the plan available to the LEA. ☐ See MCAPS>School Plan>Parent and Family Engagement				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
FF-5	Title I school-parent compact (Sec. 1116(d))	☐ Upload sample school-parent compacts that: ✓ Describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I children to meet challenging State academic standards and how each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and			☐ Did each Title I school have a school-parent compact that addressed all required components?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		✓ Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum: ➢ Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement, ➢ Frequent reports to parents on their children's progress,				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		➢ Reasonable access to staff, opportunities to volunteer and participate in their child's class, observe classroom activities, and ➢ Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand?				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
FF-6	Building capacity for parent and family engagement (Sec. 1116(e))	☐ Upload documentation of activities the LEA and each Title I school used to carry out the required activities to build capacity ✓ Provide assistance to parents of Title I children in understanding such topics as state academic standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children; ✓ Provide materials and training to help parents to work with their children to improve their children's achievement;			☐ Did the LEA and each Title I school carry out the required activities to build capacity?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		✓ Educate school leadership and staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; ✓ Coordinate and integrate parent involvement programs and activities with other Federal, State, and local ☐ See MCAPS>LEA Plan>Parent and Family Engagement>Question #4b				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		✓ Ensure that information related to school and parent programs, meetings, and other activities are sent to the parents of Title I children in a format and, to the extent practicable, a language the parents can understand; and ✓ Provide other reasonable support for parental engagement activities				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
FF-7	Right-to-know notice to parents regarding teacher qualifications and paraprofessional instruction (Sec. 1112(e)(1)(A))	☐ Upload LEA notification to Title I parents whether the student's teacher: ✓ Has meet state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction, ✓ Is teaching under emergency or other provisional status, and ✓ Is teaching in the teacher's field of discipline of teacher's certification, and ✓ Whether the student is provided services by paraprofessionals and, if so, their qualifications			☐ How, at the beginning of each school year, Did the LEA notify parents of students in Title I schools that they may request information from the LEA about the professional qualifications of the student's classroom teachers?	
FF-8	Parent information on student achievement (Sec. 1112(e)(1)(B)(i))	☐ Upload documentation to demonstrate how each Title I school provided information to each parent on the level of achievement and academic growth of the student on each of the Title I required state assessments?			☐ How did each Title I school provide information to each parent on the student's achievement level and academic growth on each of the Title I required state assessments?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
FF-9	Parent information about teacher certification/licensing status (Sec. 1112(e)(1)(B)(ii))	☐ Upload documentation to demonstrate how each Title I school provides timely notice to each parent if their child has been assigned to, or has been taught for four or more consecutive weeks by, a teacher who does not meet relevant state certification or licensure requirements (when applicable).			☐ How did each Title I school provide timely notice to each parent if their child has been assigned to, or has been taught for four or more consecutive weeks by, a teacher who does not meet relevant state certification or licensure requirements (when applicable)?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
FF-10	Testing transparency (Sec. 1112(e)(2))	☐ Notifications to parents on assessment participation requirements ☐ Link to website with required assessment information ☐ Copies of letters, notices, etc. with required assessment information			☐ How did the LEA notify parents of students in Title I schools that they may request information regarding any state or LEA policy on student participation in required assessments, including parental rights to opt out where applicable? ☐ How did the LEA make information about required assessments for each grade served by the LEA widely available through public means, including: ✓ the subject matter assessed; ✓ the purpose for which the assessment is designed and used; ✓ the source of the requirement for the assessment?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
FF-11	Parent notification for parents of EL students placed in Language Instruction Educational Program (LIEPs) (if the LEA used Title I, Part A or Title III, Part A funds to provide an LIEP) (Sec. 1112(e)(3)(A)&(B))	☐ Upload evidence the LEA informs parents of EL students identified for participation in the LIEP of the following: ✓ The reasons for their child's identification as an EL and in need of placement in an LIEP; ✓ The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement; ✓ The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs;			☐ How did the LEA inform parents of EL students identified for participation in the LIEP?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		✓ How the program in which their child is, or will be, participating will meet the child's educational strengths and needs; ✓ How such a program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation; ✓ The specific exit requirements for the program, including the expected rate of transition into classrooms that are not tailored for ELs, and, if Title I, Part A funds are used in high schools, the expected graduation rate for such program;				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		✓ In the case of a child with a disability, how such program meets the objectives of the child's IEP; and ✓ Information about parental rights that includes written guidance: ➢ Detailing the right parents to have their child immediately removed from such program upon their request; ☐ See MCAPS>Funding Application>Title III-EL>Program Details>Questions 3 & 4				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		➢ Detailing the options parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and ➢ Assisting parents in selecting various programs and instruction methods if more than one is offered. ☐ Upload evidence the LEA provided notices within 30 days of the start of school or if a child is identified during the school year within the first two weeks of the child beginning the LIEP				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
FF-12	Outreach to parents of EL students (Sec. 1112(e)(C)(3))	☐ Upload evidence the LEA implements an effective means of outreach to parents of EL students to inform them about how they can: ✓ Be involved in the education of their children; and ✓ Be active participants in assisting their children to— ➢ Attain English proficiency; ➢ Achieve at high levels within a well-rounded education; and ➢ Meet the challenging State academic standards expected of all students.			☐ How did the LEA implement an effective means of outreach to parents of EL students? ☐ How often did the LEA hold meetings for parents of EL students?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		☐ Upload copies of letters or notices to parents ☐ Upload meeting documentation (notifications of meetings, agendas, materials shared with parents at the meeting, etc.) ☐ See MCAPS>Funding Application>Title III-EL>Program Details>Questions #3 & 4				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
FF-13	Notice and format of information provided to parents (Sec. 1112(e)(4))	☐ Upload evidence the LEA ensures the information provided to parents is in an understandable and uniform format, and to the extent practicable, in a language, the parents can understand ☐ Upload copies of letters or notices to parents ☐ Upload meeting documentation (notifications of meetings, agendas, materials shared with parents at the meeting, etc.) ☐ See MCAPS>LEA Plan>Parent and Family>Question #1 ☐ See MCAPS>School Plan>Parent and Family Engagement>Question #4			☐ How did the LEA ensure the information provided to parents is in an understandable and uniform format, and to the extent practicable, in a language the parents can understand?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
	GG. TITLE I, PART A: SCHOOLWIDE PROGRAMS					
GG-1	School eligibility requirement (Sec. 1114(a)(1))	☐ See AA-5 for documentation ☐ See MCAPS>Funding Application>Title I, Part A>School Eligibility			☐ Did each school that operates a schoolwide program have at least 40% poverty or a waiver from MDE?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
GG-2	Schoolwide plan (Sec. 1114)(b))	☐ Schoolwide plans in MCAPS must be completed and approved by the LEA for the monitored year ☐ Upload evidence the plan was shared with parents and the community (letter, website, etc.) ☐ Interview with school-level personnel ☐ Evidence of implementation of the identified school's action step(s) **(Schools will be identified on the two-day list)** ☐ See MCAPS>School Plan>School Plan Overview>Action Steps			☐ How did the LEA ensure schools implement programs consistent with their plans? ☐ Please have a school-level representative available to answer the following: 1. Did each Title I schoolwide school have an approved schoolwide plan based on a comprehensive needs assessment? 2. What methods did the LEA use in each school to strengthen the core academic program and increase the amount and quality of learning time?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
					3. Describe strategies for meeting the educational needs of students who are failing or most at risk of failing the state's challenging academic achievement standards? 4. Was the schoolwide plan developed with the involvement of parents and community members? 5. What are some examples of the action steps implemented with the School Plan? Did the school meet its goal? Provide evidence.	
					6. What are some examples of parent engagement activities implemented to improve student learning?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
GG-3	Plan monitoring and revision (Sec. 1114(b)(3))	☐ Upload annual evaluation documentation that the plan and its implementation were regularly monitored and revised as necessary based on student's needs ☐ Interview ☐ See MCAPS>LEA Plan>Title I, Part A>Questions #1 & 4 ☐ See MCAPS>School Plan>School Planning Summary			☐ How did the LEA ensure schools regularly monitor and revise their schoolwide plans as necessary based on student needs? (Note schools operating schoolwide programs must evaluate the implementation of, and results achieved by, the schoolwide program annually.)	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
	HH. TITLE I, PART A: TARGETED ASSISTANCE PROGRAMS					
HH-1	Student eligibility and identification (Sec. 1115(c))	☐ List of participating students ☐ Supporting documentation of poverty calculation			☐ How did the LEA identify Title I eligible students? ☐ How did the LEA ensure economically disadvantaged children, children with disabilities, migrant children, and English learners are considered eligible for services on the same basis as other students? ☐ How did the LEA determine which students from among the eligible students will participate in the Title I program? ☐ How do schools ensure only identified students participate in Title I-funded activities?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
HH-2	Targeted assistance program strategies (Sec. 1115(b))	☐ Documentation of how the targeted assistance program provided students the opportunity to meet the challenging State academic standards consistent with all requirements			☐ How did the LEA ensure targeted assistance schools implement programs consistent with the requirements of Sec. 1115(b)?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
	JJ. EQUITABLE SERVICES					
	Applicable to Title I, PART A; Title II, Part A; Title III, Part A; Title IV, Part A; and Title IV, Part B					
JJ-1	Mandatory reservation for equitable services for private school students (Sec. 1117(a)(4)(A)(i)) (Sec. 8501(a)(4))	✓MCAPS Consolidated Application & Budget **If no private schools exist in district:** ☐ Letter uploaded to MCAPS (LEA Doc Library, Intent to Participate subfolder) stating "No private schools in district." **If private schools exist in district:** ☐ Initial Contact/Intent to Participate (ItP) returned by each private school in district's MCAPS private school list, and uploaded to MCAPS LEA Doc Library (ItP subfolder). --OR--			☐ What was the LEA's process for calculating the reservation of equitable services? ☐ What data sources Did the LEA use in its calculations? (e.g., for I-A: Household Income, Address, and Grade Level Survey to identify low-income students; for II-A/IV-A: total student enrollment reflected in Intent to Participate form and updated for March if necessary in Consultation Checklist/Written Plan. For other Title Programs - special counting methods, reflected in Consultation Checklist/Written Plan)	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		☐ Evidence of: mailing of ItP and additional contact attempts (emails and phone log) for any private school that did not return an ItP. Uploaded to MCAPS LEA Doc Library (ItP subfolder). ☐ In MCAPS Consolidated Application, participating private schools indicated on Program non-public pages match ItP forms, and student counts match ItP forms (for II-A and IV-A total enrollment), and equitable share apportioned.			☐ If Transferring funds, must use the Affirmation of Consultation for Transfer form to evidence pre-transfer consultation with impacted private school.)	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		☐ See MCAPS>Funding Application>Non-Public Equitable Services for all applicable programs ☐ For private schools participating in Title I-A, evidence of how low-income student count was generated (household income surveys or other methods). ☐ See the transfer form, if equitable services affected				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
JJ-2	Timely and meaningful consultation (Sec. 1117(b)) (Sec. 8501(c))	☐ Evidence of consultation with private school representative (documentary evidence) ☐ Consultation checklist utilized, or similar document showing evidence of required points of consultation: ✓the amount of funds available for services, and how that amount was determined; ✓whether to pool funds to provide services for school groupings, or use a school-by-school approach ✓whether to coordinate services using Title I-A funds and non-Title I-A funds to target I-A participants			☐ How did the LEA conduct timely and meaningful consultations? ☐ How did the LEA identify and contact private schools with eligible students? ☐ Did the LEA uses MDE's Consultation Checklist?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
		✓how student's needs will be identified; ✓what services will be offered; ✓how, where, when, and by whom the services will be provided; options discussed; ✓how the services will be assessed; how assessment results will be used to improve the services; ✓how and when the LEA will make decisions about problems with the delivery of services.				
		☐ EQUITABLE SERVICES PLAN showing •amount of equitable share for program in Box 1, and •affirmation of plan (last page) signed by private school. ☐ TRANSFER form, if funds are transferred. Completed accurately and signed by the private school on the Affirmation section.				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
JJ-3	Written explanation of disagreement (Sec. 8501(c)(2))	☐ If private school disagrees with Plan on Written Affirmation portion, the reasons for the disagreement are documented by the LEA. •For Title I-A: disagreement on any issue, documented in writing. •For other Title programs: If the LEA disagrees with the views of private school officials on the provision of services through a contract, documentation of reasons in writing.			☐ Title I-A: If the LEA disagrees with the private school on any issue, did the LEA provide private school officials with a written explanation of its reasons? [For all other Title Programs]: If the LEA disagrees with the views of private school officials on the provision of services through a contract, did the LEA provide private school officials with a written explanation of its reasons?	
JJ-4	Written affirmation (Sec.1117(b)(5)) (Sec. 8501(c)(5))	☐ Private school representative must have marked Agree or Disagree and signed Written Affirmation • last page of Equitable Services Plan; • also, on the Transfer Affirmation of Consultation form, if a transfer impacted equitable services.			☐ Did the LEA have a written affirmation signed by each participating private school documenting meaningful consultation? ☐ Did the affirmation provide the option for private school officials to indicate their belief that timely and meaningful consultation has not occurred or that the program design is not equitable?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
JJ-5	Services to private school students in a timely manner (Sec. 1117(a)) (Sec. 8501(a)(3)(A))	☐ Documents showing service delivery (contracts, invoices, work schedules, and/or other appropriate records) (**MDE will provide names during the visit; redact all PII)**			☐ What types of services are provided? ☐ How did the LEA ensure services are provided in a timely manner? ☐ Do teachers and families of participating children participate consistently with requirements? ☐ How did the LEA ensure services, materials, and equipment are secular, neutral, and nonideological?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
JJ-6	Public control of funds (Sec. 1117(d)) (Sec. 8501(d)(1))	☐ Payments by LEA to vendors or individual staff (reimbursement for PD expenses), never reimbursement to private school, any private school staff paid as tutors, etc., work only during the non-compensated time (records, agreement, etc.) ☐ equipment and materials are secular, neutral, and nonideological (review of documented purchases) ☐ equipment adequately recorded in the inventory of LEA, recovered during non-use in summer, etc. (records)			☐ How did the LEA maintain control of the funds reserved for equitable services and title to materials, equipment, and property purchased with the funds? ☐ How did the LEA ensure the appropriate use of any equipment or supplies purchased using funds reserved for equitable services?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
JJ-7	Obligation of funds (Sec. 8501(a)(4)(B))	☐ Financial records showing the amount reserved for equitable services, the amount obligated, and the amount spent **(See Indicator A-6)** •Amounts in MCAPS non-public pages: budgeted. •Records showing expenditures by LEA of budgeted amounts. •Records related to the delivery of services. •Records showing carryover if yearly amount not expended.			☐ What steps did the LEA take to ensure funds reserved for equitable services are obligated within the same fiscal year they were received? ☐ Did the LEA have unobligated equitable services funds remaining at the end of last year? If so, why? Were the funds carried over and spent for equitable services the next year? ☐ Did the LEA have written equitable services plan showing equitable share for each Title program, and listing to the extent possible planned activities and approximate costs throughout the school year and following summer?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
	KK. TITLE I, PART A: SERVICES FOR NEGLECTED CHILDREN (MANDATORY NEGLECTED SET-ASIDE)					
KK-1	Mandatory reservation for children in local institutions for neglected children, or neglected children in community day programs (Sec. 1113(c)(3)(A)(ii)-(iii))	☐ Budget document(s) showing the neglected reservation **(See Indicator A-6)** ☐ Documentation of how the neglected reservation was spent (procurement packets, time and effort documents, etc.) **(See Indicator A-6)** ☐ See MCAPS>Funding Application>Title I, Part A>District Set Aside and Overview ☐ See MCAPS>Funding Application>Title I, Part A Neglected>Program Details>Question #1 ☐ Evidence of implementation of services provided to children within the identified facilities			☐ Were there any local institutions for neglected children or community day programs for neglected children in the LEA? If so: ✓ How did the LEA spend and track the reserved funds? ✓ How did the LEA determine the use of the reserved funds?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
KK-2	Identification of children in local institutions for neglected children. ESEA Sec. 1112(B); Sec. 1113(c)(3)(ii)	☐ Upload the most recent Annual Count Survey confirmation of submission ☐ Interview			☐ How did the LEA determine the eligibility of the neglected facility? ☐ How did the LEA identify the eligible children on the Annual Survey?	
KK-3	Consultation with institutions regarding educational plans and budget. ESEA Sec. 1113(c)(3)(A)	☐ Upload documentation of consultation between the LEA and neglected facility personnel (communications artifacts) ☐ See MCAPS>Funding Application>Title I, Part A Neglected>Program Details>Question #2			☐ Did the LEA consult with the neglected facility staff? ☐ How were the needs of the students determined? ☐ What staff, if any, are funded through the neglected reservation? ☐ How did the LEA document the work of staff funded through the reservation?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
	LL. TITLE I, PART D, SUBPART 2: PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK					
LL-1	Evidence that the LEA and facility is implementing the planned and approved Title I, Part D activities. (Sec. 1423)	☐ Upload evidence of implementation of the approved Title I, Part D application ☐ Budget and expenditure reports **(See Indicator A-6)** ☐ See MCAPS>Funding Application>Title I, Part D, Subpart 2>Program Details ☐ See MCAPS>LEA Plan>Title I, Part A>Question #7			☐ How did the LEA implement the Part D activities as approved in its application?	
LL-2	Identification of children in local institutions for delinquent children. (Sec. 1113(3)(A)(iii) and Sec. 1422(a))	☐ Upload the most recent Annual Count Survey confirmation of submission ☐ Interview			☐ How did the LEA determine the eligibility of the delinquent facility? ☐ How did the LEA identify the eligible children on the Annual Survey?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
LL-3	Collects and uses data to drive planning and instruction. (Sec. 1431(c))	☐ Upload documentation of data used for planning and instruction (**MDE will provide names during the visit; redact all PII**) ☐ Interview ☐ See MCAPS>Funding Application>Title I, Part D, Subpart 2>Evaluation Report			☐ What data is used to drive planning and instruction? ☐ How is data used to improve instruction and student outcomes?	
LL-4	High quality instruction grounded on evidence-based research.	☐ Upload instructional plans for students that are evidence-based ☐ Interview ☐ See MCAPS>Funding Application>Title I, Part D, Subpart 2>Evaluation Report>Question #2			☐ What is the basis of the student's instructional plan? ☐ Were evidence-based strategies implemented as described in the Title I, Part D funding application?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
LL-5	Special education services provided as needed. (Sec. 1423(12))	☐ Documentation of IDEA services being provided based on the students' schedules and IEPs **(do not upload)** ☐ See MCAPS>Funding Application>Title I, Part D, Subpart 2>Program Details>Question #11			☐ How did the LEA identify students in need of IDEA services? ☐ How are the services provided aligned with the IEP?	
LL-6	Consultations with institutions regarding educational plans and budgets. (Sec. 1423(3))	☐ Upload evidence of consultations (communication artifacts)			☐ Did the LEA consult with the delinquent facility? ☐ How were the needs of the students determined? ☐ What staff, if any, are funded through the Part D allocation? How did the LEA ensure the Part D funds supplement the state funds?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
LL-7	Assurance that institutions implement a parent or family engagement plan in order to increase student achievement and, if appropriate, decrease delinquent behavior. (Sec. 1423(8))	☐ Upload evidence of engagement of parents/guardians of students in the facility (brochures, letters, meeting notes/sign-in sheets, phone logs, communication logs between the LEA and parents of students inside the juvenile detention center) ☐ See MCAPS>Funding Application>Title I, Part D, Subpart 2>Program Details>Question #7			☐ How are parents or family members engaged in the student's educational needs? ☐ What support or resources are shared with parents or family members to decrease delinquent behavior?	
LL-8	Maintains documentation of any formal agreements between an LEA and delinquent facility governing the use of subpart 2 funds. (Sec. 1423(2)(A)(B))	☐ Upload MOU between LEA and delinquent facility regarding Part D funds for supplemental educational services ☐ See MCAPS>Funding Application>Title I, Part D, Subpart 2>Program Details>Question #2			☐ What are the responsibilities of the facilities and LEA for the Part D program?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
LL-9	Program specific evaluation reports that include the Title I, Part D, Subpart 2 Program. (Sec. 1431)	☐ Upload the Evaluation Report for Title I, Part D Subpart 2 ☐ See MCAPS>Funding Application>Title I, Part D, Subpart 2>Evaluation Report>Evaluation Results			☐ How is data used to evaluate and improve the Part D program?	
	MM. TITLE II PART A: SUPPORTING EFFECTIVE INSTRUCTION					
MM-1	Prioritizing funds to CSI and TSI schools (Sec. 2102(b)(2)(C))	☐ Expenditure reports by location **(See Indicator A-6)** (Review School Improvement List) ☐ See MCAPS>LEA Plan>Title II, Part A>Question #3 ☐ Interview			☐ How did the LEA prioritize CSI and TSI schools for Title II, Part A services?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
MM-2	Use of ongoing stakeholder consultation and data to update and improve Title II, Part A activities (Sec. 2102(b)(2)(D) and Sec. 2102(b)(3)(B))	☐ Upload data and evidence of stakeholder engagement used to update and improve Title II activities (surveys, evaluations, etc.) ☐ See MCAPS>LEA Plan>Title II, Part A>Question #4			☐ What data or other factors Did the LEA consider when deciding what activities to support with Title II, Part A funds? ☐ How did the LEA solicit and consider input from stakeholders such as teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, parents, charter school representatives (if relevant), community partners, and other relevant stakeholders? ☐ How did the LEA continue to engage stakeholders when updating and improving Title II, Part A funded activities? ☐ What strategic plans or similar documents were used in the LEA's planning process?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
MM-3	Coordination of professional development activities (Sec. 2101(b)(2)(F))	☐ Procurements packets to show the use of other funding sources to coordinate professional development activities (LEA Funding – Title II, Program Details, Coordination of Funds) **(See Indicator A-6)** ☐ See MCAPS>Funding Application>Title II, Part A>Program Details>Coordination Section			☐ If the LEA used Title II, Part A funds for professional development activities, How did it coordinate those activities with professional development activities supported through other funding sources? ☐ What did the LEA use for the planning process (strategic plans or similar documents)?	
MM-4	Alignment to challenging State academic standards (Sec. 2102(b)(2)(A))	☐ Professional Development Plans that show the title and a description of the activity and its alignment with the State's academic standards ☐ See MCAPS>LEA Plan> Title II, Part A>Question #1			☐ How did the LEA align Title II, Part A activities to Mississippi's challenging academic standards?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
MM-5	High-quality personalized PD that is evidence based for educators focused on improving teaching and student learning and achievement (Sec. 2103(b)(3)(E))	☐ Upload evidence-based research that supports the Professional Development Plan or activities ☐ See MCAPS>Funding Application>Title II, Part A>Program Details>Activity Chart			☐ Did the LEA maintain documentation of the evidence-based requirements supporting the implemented professional development? ☐ How did the LEA determine if professional development is high-quality and personalized?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
MM-6	Class size reduction in schools across the entire grade span to a level that is evidence-based, if applicable (Sec. 2103(b)(3)(D)).	☐ Class Size Reduction (CSR) teaching assignment (student-teacher ratio 17:1) ☐ Class Roster **(do not upload)** ☐ See MCAPS>Funding Application>Title II, Part A>Program Details>Class Size Reduction Section			☐ If the LEA used Title II, Part A funds for class-size reduction, what grade level were class sizes reduced? ☐ Did the LEA reduce all classes in the grade level (in the school) to an evidence-based student-teacher ratio? ☐ Did the LEA ensure that each class in the grade level (in the school) remained at or under the evidence-based student-teacher ratio for the entire school year? ☐ Did the LEA maintain documentation of the evidence-based requirements that supports reducing class sizes?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
	NN. ENGLISH LEARNER (EL) PROGRAM AND TITLE III (LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS & IMMIGRANT STUDENTS)					
NN-1	EL/Immigrant admittance/enrollment policy/procedure (Plyer v. Doe, 457 U.S. 202 (1982); Title VI of the Civil Rights Act (1964); Sec. 3116; Current Mississippi English Learner Guidelines) **Required for ALL LEAs**	☐ Upload LEA board-approved policy ☐ LEA approved EL plan (During Visit) ☐ Upload evidence of LEA board approval (Note: LEA board must approve the EL plan annually) ☐ Upload written communication and dated documentation of annual dissemination of EL policies and procedures			☐ Did the LEA have a policy of admitting students of immigrant status or English-speaking status? ☐ Did the LEA have evidence that the applicable LEA policy and supporting procedures for EL services are communicated systematically to all school and LEA personnel? ☐ Did the LEA have a system of assigning a student number if an enrolling student does not have a social security number? ☐ Did the LEA have a procedure for enrolling a student pending receipt of the required immunization record?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
NN-2	Home Language Survey Compliance (Current Mississippi Guidelines for English Language Learners) **Required for EL Program**	☐ EL student Home Language Surveys **(MDE will provide names during the visit; redact all PII before upload)** ☐ Upload procedural guidelines for completing and retaining the surveys			☐ Is there evidence that: a. The LEA had an approved Home Language Survey; b. All schools demonstrate that the Home Language Survey was completed for all students enrolled in the LEA; c. The Home Language Survey filed in the permanent record for all students enrolled in the LEA?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
NN-3	Standardized statewide entrance requirements (Sec. 3113) **Required for EL Program**	☐ Upload LEA's policy, procedures, or processes related to following standardized statewide entrance requirements for English Learners ☐ EL student files **(MDE will provide names during the visit) (Redact all PII before upload)** ✓ EL Placement Test ✓Parent Notification ✓Language Service Plan (LSP)			☐ Did the LEA follow standardized statewide entrance procedures and screened all potential English learners within 30 days of enrollment or within 10 days of enrollment after the beginning of the school year? ☐ Did the LEA notify parents or guardians of their children's recommended placement in an EL program? ☐ Was the Language Service Plan (LSP) updated annually until the student exits the EL program?	
NN-4	Standardized statewide exit requirements (Sec. 3113) **Required for EL Program**	☐ Upload LEA's policy, procedures, or processes related to following standardized statewide exit requirements for English Learners			☐ Did the LEA follow student exit criteria outlined in the Mississippi Guidelines for English Language Learners?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
NN-5	Comparable services (Current Mississippi English Learner Guidelines) **Required for EL Program**	☐ Upload documentation of EL coordination of comparable services **(Redact all PII prior to uploaded)** ☐ See MCAPS>Funding Application>Title III, EL>Program Details>Question #5			☐ Did the LEA have procedures and Title I schools demonstrate practices to ensure: a. EL students are not excluded from special opportunity programs, such as programs for the academically gifted or other specialized activities, based on English language proficiency b. English learners are allowed to participate in Title I services on the same basis as all students in Title I participating schools c. Language minority students identified via the Home Language Survey are screened utilizing the MDE adopted assessment instrument?	
NN-6	Assessment participation (Sec. 1111(b)(3)(c)) **Required for EL Program**	☐ Documentation of EL Assessment participation (see MDE website) **(Redact all PII prior to uploaded)**			☐ Did the LEA ensure that all EL students in the LEA participate in required statewide assessments?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
NN-7	English language proficiency assessment (Sec. 1111 (b)(2)(G)) **Required for EL Program**	☐ MDE Language proficiency assessment reports **(ELPT; MDE will provide names during the visit; redact all PII prior to upload)** ☐ See MCAPS>Funding Application>Title III, EL>Program Details>Question #2			☐ Did the LEA annually administer the MDE-adopted English language proficiency assessment to all EL students?	
NN-8	Testing administrators (Current Mississippi Guidelines for English Language Learners) **Required for EL Program**	☐ Upload certificate or documentation of the training (District/School) on the state-adopted language proficiency instrument.			☐ Did the LEA train test administrators to administer the state-adopted language proficiency instrument?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
NN-9	Implementation of effective language instruction educational programs (Sec. 3115(c)(1) & 3121(a)(2-6)) **Required for EL Program**	☐ Upload evidence of the implementation of language instruction education programs ☐ See MCAPS>Funding Application>Title III, EL>Program Details>Questions #1, 2, & Activity Chart ☐ Interview			☐ Did the LEA provide effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing English language proficiency and student academic achievement?	
NN-10	Implementation of other effective activities and strategies that enhance or supplement language instruction for English Learners, (Sec. 3115(c)(3)) **Required for EL Program**	☐ Upload evidence of EL parent, family, and community engagement ☐ See MCAPS>Funding Application>Title III, EL>Program Details>Questions #3, 4, & 5 ☐ Interview with EL coordinator			☐ Did the LEA provide and implement other effective activities and strategies that enhance or supplement language instruction for English Learners, which must include parent, family, and community engagement activities and may include strategies that coordinate and align related programs? (Must be in the language of the parents)	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
NN-11	**Title III-EL Funding ONLY** EL teacher verification for Title III funded teacher (Sec. 3116(c))	☐ Upload a signed assurance statement from the superintendent, principal, or letter from human resources ☐ Upload a copy of the certification, **if applicable**			☐ Certification that all teachers in any language instruction educational program for English learners that is, or will be, funded with Title III are fluent in English and any other language used for instruction, including having written and oral communications skills.	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
NN-12	**Title III-EL Funding ONLY** Effective professional development (PD) to classroom teachers (including teachers not in classroom settings for language instruction programs), administrators, leadership and other school or community-based organizational personnel (Sec. 3115(c)(2)(A-D))	☐ Upload documentation of professional development (professional development artifacts) ☐ See MCAPS>Funding Application>Title III, EL>Program Details>Question #6			☐ Did the LEA provide effective professional development (PD) to classroom teachers (including teachers not in classroom settings for language instruction programs), administrators, leadership, and other school or community-based organizational personnel that is: A. designed to improve instruction and assessment of ELs, B. designed to enhance the ability of trainees to implement curricula, assessments, and instructional strategies for ELs, C. effective in increasing children's English language proficiency or substantially increasing teachers' subject matter knowledge and teaching knowledge/skills, and	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
					D. of sufficient intensity/duration (which shall not include 1-day or short-term workshops and conferences – unless these are components of a long-term, comprehensive, needs-based PD plan approved by the LEA) to have a positive, lasting impact on the teachers' classroom performance?	
NN-13	**Title III-EL Funding ONLY** Annual evaluation of the effectiveness of its English language instruction education program (Sec. 3121(a)(7))	☐ Upload evidence of annual evaluation of the English Language instruction program's effectiveness **(LIEP only)**			☐ Are there evidence that the LEA conducted an annual evaluation of the effectiveness of its English language instruction educational program and that program modifications were made as needed based on the evaluation?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
NN-14	**Title III-Immigrant Funding ONLY** Compliance of ESEA with Immigrant funding (Sec. 3114(d)(1) & Sec. 3115(e)(1)(A-G))	☐ Upload a narrative describing the LEA's specific plan to support the unique, non-linguistic needs of its immigrant students ☐ Record of expenditures using Immigrant funds, including a list of activities performed and materials purchased **(See Indicator A-6)** ☐ See MCAPS>Funding Application>Title III, Immigrant>Program Details			☐ For LEAs receiving Immigrant funding under ESEA sec. 3114(d)(1), did the LEA expend immigrant funding in compliance with ESEA?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
	OO. TITLE IV, PART A: STUDENT SUPPORT AND ACADEMIC ENRICHMENT					
OO-1	Needs assessment (required for LEAs that receive at least $30,000 of Title IV, Part A funds) in the allocation of funds. (Sec. 4106(a)(2) & (d))	☐ Upload the needs assessment as it relates to Title IV-A ☐ See MCAPS>Funding Application>Title IV, Part A>Program Details			☐ Did the LEA complete a comprehensive needs assessment within the last three years of its to identify the following: ✓ Access to, and opportunities for, a well-rounded education for all students, ✓ School conditions for student learning to create a safe and healthy environment, and ✓ Access to personalized learning experiences supported by technology and professional development to effectively use data and technology? ☐ What data and/or information did the LEA consider as part of its needs assessment?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
OO-2	Continued stakeholder consultation required to improve Title IV, Part A activities and to coordinate them with related community activities (Sec. 4106 (c)(1)(2))	☐ Upload documentation of stakeholder engagement related to Title IV, Part A (engagement artifacts)			☐ How did the LEA solicit and consider input from stakeholders such as parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives, Indian tribes or tribal organizations (where applicable), charter schools (where applicable), and others with relevant expertise? ☐ How did the LEA identify community activities that might be related to and coordinated with, Title IV, Part A activities?	
					☐ How did the LEA continue to engage stakeholders when determining how the LEA can improve Title IV, Part A funded activities?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
OO-3	Program objectives and intended outcomes (required) (Sec. 4106(e)(1)(E))	☐ Budget documents showing the reservation was budgeted **(See Indicator A-6)** ☐ Financial records showing the reserved funds were spent **(See Indicator A-6)** ☐ Documentation of Implemented Activities **(See Indicator A-6)** ☐ See MCAPS>Funding Application>Title IV, Part A> Program Details ☐ Upload documentation of evaluation of Title IV, Part A activities ☐ See MCAPS>LEA Plan>Title IV, Part A>Question #2			☐ How did the LEA set objectives and intended outcomes for its Title IV, Part A activities? ☐ How did the LEA periodically evaluate the effectiveness of its Title IV, Part A activities based on those objectives and outcomes?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
OO-4	Priorities for certain schools (required) (Sec. 4106(e)(2)(A))	☐ Upload documentation prioritizing the distribution of funds to schools served by the LEA, or consortium of such agencies that prioritize activities for schools			☐ How did the LEA prioritize activities for schools: ✓ With the greatest needs as determined by the LEA, ✓ With the highest percentages of low-income and other Title I formula children, ✓ Identified for CSI, ✓ Implementing TSI plans, or ✓ Identified as persistently dangerous under Sec. 8532.	
	PP. TITLE IV, PART B: 21ST CENTURY COMMUNITY LEARNING CENTERS					
PP-1	21st CCLC Programs primarily targets students who attend schools eligible for schoolwide programs under Sec. 1114 and the families of such students (Sec. 4204(b)(2)(F))	☐ RFP Cover sheet				
PP-2	Written policies and procedures to promote effective program management (Sec. 4204(b)(2)(N))	☐ Program Handbook				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
PP-3	Attendance policy to encourage attendance and reduce absenteeism for participants (Sec. 4204(b)(2)(N))	☐ Attendance policy or attendance requirements from program handbook				
PP-4	Program staff communicates regularly and effectively with school day staff to supplement regular school educational activities and to inform and receive information from in-school teachers on students' academic and behavioral progress (Sec. 4204(b)(2)(D))	☐ Correspondence between school and program staff ☐ Homework logs/Weekly skill sheets ☐ Student Progress Reports (academic and behavioral) ☐ Other_____				
PP-5	Procedures to ensure parents participate in the decision-making and planning of the program operation (Sec. 4204(b)(2)(N))	☐ Parent meetings (agendas, sign-in sheets, minutes) ☐ Surveys ☐ Other_____				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
PP-6	Procedures for enlisting volunteers that includes how volunteers are recruited, screened, and trained effectively to work in the 21st Century program (Sec. 4204(b)(2))	All are required: ☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Recruitment procedures ☐ Job descriptions ☐ Background check documentation ☐ Training materials (agendas, sign-in sheets, minutes) ☐ Other_____				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
PP-7	Procedures , plan, or calendar regarding the professional development of staff; ongoing professional development provided to all staff, and specific to the 21st Century program (Sec. 4204(b)(2))	All are required (Must relate to 21st CCLC): ☐ Description of training ☐ Documentation of training (sign in sheets, agendas, minutes, training handouts) ☐ Professional development plan/calendar ☐ Other_____				
PP-8	Procedures to address chronic absenteeism or implement dropout prevention activities (Sec. 4204(b)(2)(N))	☐ LEA dropout plan ☐ Activity schedule ☐ Other_____				
PP-9	Security procedures and adequate security (Sec. 4204(b)(2)(N))	☐ Program Handbook ☐ Other_____				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
PP-10	Services provided in a safe and easily accessible environment (Sec. 4204(b)(2)(A)(i))	☐ Compliance with MDE Safe School Standards ☐ Emergency drill records (during 21st CCLC) ☐ Other_____				
PP-11	Evidence of efforts to sustain the program once funding ends; efforts made to secure other sources of funding or in-kind resources to maintain the same level of program services as grant support decreases (Sec. 4204(b)(2)(K))	☐ Sustainability plan ☐ Description of resources (e.g. grants, leveraged funds, documented in-kind donations) ☐ Other_____				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
PP-12	Provide and demonstrate practices that ensure the following for participating non-public schools: a. Equitable services to eligible students attending non-public schools, including equitable professional development and parenting activities to participating non-public schools b. Timely and meaningful consultation with appropriate non-public school personnel c. Public control of funds (Sec. 9501)	☐ 21st CCLC continuation plan's private school form ☐ Documentation of timely and meaningful consultation (agendas, sign-in sheets, minutes) ☐ Student lists				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
PP-13	Dissemination of information about the community learning center (including its location) to the community in a manner that is understandable and accessible (Sec. 4204(b)(A)(iii))	☐ Program Handbook ☐ Website, correspondence, flyers, press releases, exhibits ☐ Other_____				
PP-14	Procedures and consistently applied clear standards for student behavior (Sec. 4204(b)(2)(N))	☐ Student behavior techniques/interventions ☐ Program Handbook ☐ Classroom discipline rules ☐ Incident reports ☐ Other_____				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
PP-15	Program offers a variety of academic enrichment activities and character education activities to all students (Sec. 4205(a))	☐ Schedule of activities (variety of activities) ☐ Lesson plans ☐ Activity logs/descriptions ☐ Other_____				
PP-16	Daily nutritious snacks provided for all participants of the community learning center (Sec. 4204(b)(2)(N))	☐ Daily snack logs ☐ Weekly or daily menu ☐ Other_____				
PP-17	Procedures to provide safe travel to/from program activities (Sec. 4204(b)(2)(A)(ii))	☐ Sign-in/out logs ☐ Method of transportation ☐ Bus seating charts ☐ Other_____				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
PP-18	Families of students served by the community learning center provided opportunities for literacy and related educational development (Sec. 4201(a)(3))	☐ Correspondence (flyers/announcements) ☐ Family attendance records (sign-in sheets) ☐ Activities/schedules (agendas) ☐ Training handouts ☐ Other_____				
PP-19	Program advisory board meets at least two times per year and includes parents, students, and public and private community members (Sec. 4204(b)(2)(N))	☐ Advisory Board members list ☐ Correspondence ☐ Meeting agendas, sign-in sheets, minutes ☐ Other_____				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
PP-20	Written agreements between grantee, schools, and collaborating partners that describe the programs and/or services in accordance with the approved grant (Sec. 4204(b)(2)(N))	☐ Correspondence/ Participation Letters ☐ Written contracts and/or letters of agreement ☐ Description of services ☐ Other_____				
PP-21	Partners and/or collaborators provide programs and/or services in accordance with the approved grant (Sec. 4204(b)(2))	☐ Documentation of services/activities ☐ Other_____				
PP-22	Registration forms for all participants that include student demographics (race/ethnicity, limited English proficiency, free/reduced-price lunch, new to school), and attendance records broken down to 30 days or more, and fewer than 30 days (Sec. 4204(b)(2)(N))	☐ Registration forms ☐ Attendance forms ☐ 21APR data ☐ Other_____				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
PP-23	Program hours, activity schedules, and locations available, accessible, and implemented as stated in the application (Sec. 4204(b)(2)(N))	☐ Reference 21st CCLC Application ☐ Registration information, flyers ☐ Evidence of program hours, activity schedules, location, student attendance records ☐ Program Handbook ☐ Other_____				
PP-24	Procedures for signing children in and out of the 21st Century program, for locating children at all times, or other evidence to indicate the safety of the students is being addressed (Sec. 4204(b)(2)(N))	☐ Student tracking system ☐ Daily student attendance records ☐ Other_____				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
PP-25	Maintenance of written plans for activities and forms to track student participation in activities (Sec. 4204(b)(2)(N))	☐ Program schedules ☐ Description of services/activities ☐ Other_____				
PP-26	Experience or promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students (Sec. 4204(b)(2)(J))	☐ Documentation of scientifically-based and evidenced-based researched programs ☐ Evidence of prior success (data) ☐ Anecdotal records ☐ Other_____				
PP-27	Grantee maintains: a. Organizational chart listing all personnel b. Written job description for each employee for the 21st Century program c. Certifications and qualifications for all key staff (Sec. 4204(b)(2)(N))	☐ Organizational chart ☐ Job descriptions ☐ Background checks ☐ Teacher licenses and/or resumes ☐ Other_____				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
PP-28	Grantee ensures that funds under this part will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant Federal, State, local, or non-Federal funds (Sec. 4204(b)(2)(G))	☐ Expenditure Reports ☐ Salary/account distribution report ☐ List of all employees paid with federal program dollars ☐ Job description of all federal program employees ☐ Time and effort documentation of all employees paid with federal funds				
PP-29	System of accountability and continuous evaluation in place to support program improvement, ensure parent and participants' satisfaction, and identify necessary changes (Sec. 4205(b)(2))	☐ Program modifications ☐ Program amendments (if applicable) ☐ Evaluation reports (External evaluator) ☐ Other_____				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
PP-30	Grantee evaluates the effectiveness of the program (Sec. 4205(b)(2))	☐ Evaluation reports ☐ Surveys and results from key stakeholders, including parents, students, and collaborators/partners ☐ Other_____				
PP-31	Evaluation findings regularly and effectively communicated to staff, collaborators, partners, parents, students, and other key stakeholders (Sec. 4205(b)(2)(B)(ii))	☐ Evaluation reports ☐ Executive summary ☐ Meeting agendas, sign-in sheets, minutes ☐ Newsletters/press releases ☐ Other_____				

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
PP-32	Grantee coordinated other Federal, state, and local programs for effective use of resources to meet mutual goals including Title I, USDA Food & Nutrition Services, Summer Food Service, etc. (Sec. 4204(b)(2)(N))	☐ Meeting notes/Agendas ☐ Email/written/phone correspondence ☐ Other_____				
	QQ. TITLE V, PART B, SUBPART 2: RURAL EDUCATION INITIATIVE					
QQ-1	RLIS program activities were allowable under Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A or Parental Involvement activities (Sec. 5222)	☐ See MCAPS>Funding Application>Title V>Program Details			☐ Describe the different programs funded by Title V.	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
QQ-2	RLIS program application implemented as approved (Sec. 5223)	**See Indicator A-6** ☐ Budget documents showing the reservation was budgeted ☐ Financial records showing the reserved funds were spent ☐ Documentation of Implemented Activities ☐ See MCAPS>Funding Application>Title V>Program Details			☐ Did the LEA implement the RLIS program as described in the approved application?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
	RR. TITLE IX, PART A - SUBGRANTEES ONLY MCKINNEY-VENTO ACT SEC. 723					
RR-1	Annual Evaluation (McKinney-Vento Act Sec. 723(c)(3)E)) **(N/A for first-time grantees in their first year.)**	☐ Upload evaluation report ☐ Most recent reports of statewide assessment performance of homeless students enrolled in the LEA for the last year ☐ Upload progress toward the standards and indicators referenced in the approved RFP ☐ Upload evidence of activities and services provided ☐ See McKinney-Vento Program Evaluation			☐ Did the LEA conduct an annual evaluation of the effectiveness of local grant-funded services?	

		Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
RR-2	Local Use of Funds (McKinney-Vento Act Sec. 723))	☐ Approved McKinney-Vento application **(do not upload)** ☐ Budget documents showing the reservation was budgeted **(See Indicator A-6)** ☐ Financial records showing how the reserved funds were spent **(See Indicator A-6)** ☐ Evidence the subgrantee expands/improves services provided as part of the regular academic program **(do not upload)**			☐ Did the LEA have internal fiscal controls in place to account for the use of subgrant funds in a way that meets federal requirements?	
		☐ Evidence the LEA implemented required and authorized activities as described in the approved McKinney-Vento application **(See Indicator A-6)** ☐ Upload the current list of all personnel paid with McKinney-Vento subgrant funds, if applicable				

Appendix

LOCATION ASSET NO	DESCRIPTION	LOC	BUILD	ROOM		SERIAL NO	ACQ DATE	VALUE
						0843163005	09/19/2005	898.0
16984	COMPUTER, HOWARD	036	001	071	**-SECR**			1,849.0
	CART, WIRELESS MOBILE						11/21/2005	
17382	COMPUTER, LAPTOP DELL	036	001	235	-CLOS	N/A		883.0
	COMPUTER, LAPTOP DELL					HNBNLQ1	11/14/2011	
22515	COMPUTER, LAPTOP DELL	036	001	065	-C213	HBVWLQ1		883.0
	COMPUTER, LAPTOP DELL					HBWJMQ1	11/14/2011	
22516	COMPUTER, LAPTOP DELL	036	001	095	-C201	HBTHMQ1		883.0
	COMPUTER, LAPTOP DELL					HBSWLQ1	11/14/2011	
22519	COMPUTER, LAPTOP DELL	036	001	**046**	**-DRED**	HSWRLQ1		62.4
	COMPUTER, LAPTOP DELL					HBTMMQ1	11/14/2011	
225900	COMPUTER, LAPTOP DELL	036	001	235	-CLOS	HBVOMQ1		883.0
	COMPUTER, LAPTOP DELL					HBWFMQ1	11/14/2011	
22591	COMPUTER, LAPTOP DELL	036	001	235	-CLOS	HBTQLQ1		883.0
	COMPUTER, LAPTOP DELL					HBW4LQ1	11/14/2011	
22592	COMPUTER, LAPTOP DELL	036	001	235	-CLOS	HBVKMQ1		883.0
	COMPUTER, LAPTOP DELL					HBHWLQ1	11/14/2011	
22593	COMPUTER, LAPTOP DELL	036	001	235	-CLOS	HBTFLQ1		883.0
	COMPUTER, LAPTOP DELL					HBVJLQ1	11/14/2011	
22594	COMPUTER, LAPTOP DELL	036	001	235	-CLOS	HBW5LQ1		883.0
	COMPUTER, LAPTOP DELL					HBTXLQ1	11/14/2011	
22595	COMPUTER, LAPTOP DELL	036	001	235	-CLOS	HBVSLQ1		883.0
	COMPUTER, LAPTOP DELL					HBTNLQ1	11/14/2011	
22597	COMPUTER, LAPTOP DELL	036	001	235	-CLOS	HBTPLQ1		883.0
22598		036	001	235	-CLOS		11/14/2011	883.0
22599		036	001	235	-CLOS		11/14/2011	883.0
22600		036	001	235	-CLOS		11/14/2011	883.0
22601		036	001	235	-CLOS		11/14/2011	883.0
22602		036	001	235	-CLOS		11/14/2011	883.0
22603		036	001	235	-CLOS		11/14/2011	883.0
22604		036	001	235	-CLOS		11/14/2011	883.0
22605		036	001	235	-CLOS		11/14/2011	883.0
22606		036	001	235	-CLOS		11/14/2011	883.0
22607		036	001				11/14/2011	

REPORT TOTALS
ASSET COUNT 22
PURCHASE AMT 19,586.49
SALE AMOUNT 0.00
SALVAGE VALUE
GAIN/LOSS

[redacted]

Summary Asset List By Asset Number

Asset No:	ALL	Vendors:	ALL Donated: ALL
Acq Date:	[redacted]	Disposal Date	ALL
Status:	ACTIVE	Depreciate:	ALL
Group:	ALL	PO No	ALL
Classification	ALL	Fund:	0,2211,2213,2291,2560,2814
Condition:	ALL	Function:	ALL
Location:	062	Description:	ALL
Building:	ALL	Serial No	ALL
Room:	ALL	User Defined	ALL

Asset No	Bar Code	Description	Loe	BUlid	Room	Class	Model
000000100319	000000100319	SMART PANEL INSTRUCTIONAL	062	000001	118	735	4065
000000100320	000000100320	SMART PANEL INSTRUCTIONAL	062	000001	108	735	4065
000000100321	000000100321	SMART PANEL INSTRUCTIONAL	062	000001	116	735	4065
000000100322	000000100322	SMART PANEL INSTRUCTIONAL	062	000001	205	735	4065
000000100365	000000100365	SMART BOARD	062	000001	114	735	6065
000000100468	000000100468	SMARTBOARD	062	000001	117	735	N/A
000000100469	000000100469	SMARTBOARD	062	000001	113	735	N/A
000000100470	000000100470	SMARTBOARD	062	000001	119	735	N/A
000000100471	000000100471	SMARTBOARD	062	000001	112	735	N/A
000000100472	000000100472	SMARTBOARD	062	000001	208	735	N/A
000000100473	000000100473	SMARTBOARD	062	000001	201	735	N/A
000000100474	000000100474	SMARTBOARD	062	000001	202	735	N/A
000000100475	000000100475	SMARTBOARD	062	000001	209	735	N/A
000000100476	000000100476	SMARTBOARD	062	000001	206	735	N/A
000000100477	000000100477	SMARTBOARD	062	000001	207	735	N/A
000000100478	000000100478	SMARTBOARD	062	000001	217	735	N/A
000000100479	000000100479	SMARTBOARD	062	000001	215	735	N/A
000000100480	000000100480	SMARTBOARD	062	000001	212	735	N/A
000000100481	000000100481	SMARTBOARD	062	000001	211	735	N/A

000000100482
000000100482
SMARTBOARD

062

000001

216

735 N/A

000000100483
000000100483
SMARTBOARD

062

000001

219

735 N/A

000000113830

0000000138300THINKPAD

000

0620000001LIBRAR735T460INSTRUCTION

0001138 3

INSTRUCTION

Marathon powered by CA - [redacted]

Serial No	Amount	Acq. Date
M102IW22C3076	$3,604.35	08/09/2016
M102IW22C3089	$3,604.35	08/09/2016
M102IW22C3065		
M102IW22C3086	$3,604.35	08/09/2016
K012JW13U0183	$3,604.35	08/09/2016
K012KW11U0765		
K012KW11U0766	$3,485.50	05/16/2017
K012KW11U0762	$3,550.75	10/03/2018
K012KW15U0572	$3,550.75	10/03/2018
K012KW15U0567	$3,550.75	10/03/2018
K012KW17U0356	$3,550.75	10/03/2018
K012KW17U0359	$3,550.75	10/03/2018
K012KW11U0769	$3,550.75	10/03/2018
K012KW15U0561	$3,550.75	10/03/2018
K012KW17U0360	$3,550.75	10/03/2018
KO12KW 15U0540	$3,550.75	10/03/2018
KO12KW 15U0555	$3,550.75	10/03/2018
K012KW15U0575	$3,550.75	10/03/2018
K012KW15U0574	$3,550.75	10/03/2018
KO12KW 15U0557	$3,550.75	10/03/2018
K012KW11U077 1	$3,550.75	10/03/2018
PC0H4KU3	$3,550.75	10/03/2018
PC0H4KU7	$3,550.75	10/03/2018
	$3,550.75	10/03/2018
	$1,150.00	12/07/2016
	$1,150.00	12/07/2016

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[redacted]

Summary By Asset Number
Asset List

Asset No	Bar Code	Description	Loe	BUlid	Room	Class	Model	Serial No	Amount	Acq. Date
000000131722	000000131722	75CHROMEBOOKS	062	000001	LIBRAR	735	81MC	P207B7DM	$431.00	02/04/202
000000131723	000000131723	75CHROMEBOOKS	062	000001	LIBRAR	735	81MC	P207B7FW	$431.00	02/04/202
000000131724	000000131724	75CHROMEBOOKS	062	000001	LIBRAR	735	81MC	P207KJGK	$431.00	02/04/202
000000131725	000000131725	75CHROMEBOOKS	062	000001	LIBRAR	735	81MC	P207KJGF	$431.00	02/04/202
000000131726	000000131726	75CHROMEBOOKS	062	000001	LIBRAR	735	81MC	P207B7C7	$431.00	02/04/202
000000131727	000000131727	75CHROMEBOOKS	062	000001	LIBRAR	735	81MC	P207KJPX	$431.00	02/04/202
000000131728	000000131728	75CHROMEBOOKS	062	000001	LIBRAR	735	81MC	P207BCN7	$431.00	02/04/202
000000131729	000000131729	75CHROMEBOOKS	062	000001	LIBRAR	735	81MC	P207BBJ9	$431.00	02/04/202
000000131730	000000131730	75CHROMEBOOKS	062	000001	LIBRAR	735	81MC	P207BC48	$431.00	02/04/202
000000131731	000000131731	75CHROMEBOOKS	062	000001	LIBRAR	735	81MC	P207BCG6	$431.00	02/04/202
000000131732	000000131732	75CHROMEBOOKS	062	000001	LIBRAR	735	81MC	P207BCWR	$431.00	02/04/202
000000131733	000000131733	75CHROMEBOOKS	062	000001	LIBRAR	735	81MC	P207BCM2	$431.00	02/04/202
000000131734	000000131734	75CHROMEBOOKS	062	000001	LIBRAR	735	81MC	P207BCQN	$431.00	02/04/202
000000131735	000000131735	75CHROMEBOOKS	062	000001	LIBRAR	735	81MC	P207BCJF	$431.00	02/04/202
000000131736	000000131736	75CHROMEBOOKS	062	000001	LIBRAR	735	81MC	P207BCY7	$431.00	02/04/202
000000131737	000000131737	75CHROMEBOOKS	062	000001	LIBRAR	735	81MC	P207BCYC	$431.00	02/04/202
000000131738	000000131738	75CHROMEBOOKS	062	000001	LIBRAR	735	81MC	P207BCSJ	$431.00	02/04/202
000000131739	000000131739	75CHROMEBOOKS	062	000001	LIBRAR	735	81MC	P207BCXV	$431.00	02/04/202
000000131740	000000131740	75CHROMEBOOKS	062	000001	LIBRAR	735	81MC	P207BCWS	$431.00	02/04/202
000000131741	000000131741	75CHROMEBOOKS	062	000001	LIBRAR	735	81MC	P207BCXS	$431.00	02/04/202
							Grand Total		507 $443,495.16	

Office of School Improvement (OSI) Fiscal and Programmatic Monitoring Tool Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) Schools

The **Office of School Improvement Fiscal and Programmatic Monitoring Tool** is designed to meet the statutory requirements as outlined in both the Federal Register and the Federal Guidance for School Improvement Grants 1003. The Every Student Succeeds Act (ESSA), a federal law, requires that each state identify schools for support and improvement: Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI).

The Office of School Improvement utilizes the following crosscutting fiscal indicators that are also utilized by the Office of Federal Programs:

Cross-Cutting Fiscal Indicators

A. Accounting Systems and Fiscal Controls
B. Period of Availability
C. Audit Requirements
D. Internal Controls
E. Records and Information Management
F. Equipment Management
G. Personnel
H. Procurement
I. Indirect Cost
J. Budget and Activities
K. Allocations
L. Maintenance of Effort (*N/A for School Improvement)*
M. Comparability (*N/A for School Improvement)*
N. Equitable Services *(N/A for School Improvement)*
O. Data Quality

OSI Fiscal Monitoring Tool for CSI, TSI and ATSI Schools

	Description of Fiscal Requirements	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Comments
	A. ACCOUNTING SYSTEMS AND FISCAL CONTROLS (2 C.F.R. 200.302 AND 34 C.F.R. 76.702)					
	Description: An LEA/Subgrantee shall expend and account for Federal funds in accordance with State laws and Procedures for expending and accounting for State Funds. The LEA/Subgrantee accounting systems must satisfy Federal requirements regarding the ability to track the use of funds and permit the disclosure of financial results. The LEA/Subgrantee must have written policies and or Procedures for determining cost allowability and must have effective control over all funds.					
	Fiscal Controls: Allowable Cost					
A-1	The LEA/Subgrantee maintains written policy and/or procedures for determining the allowability of costs.	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Evidence of implementation (On-site)	
A-2	The LEA/Subgrantee has written policy and/or procedures to ensure that the LEA (and/or its schools) only uses Federal Funds for allowable expenditures as defined in the Federal cost principles.	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Evidence of implementation (On-site)	

	Description of Fiscal Requirements	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Comments
	Fiscal Controls: Accounts Management					
A-3	The LEA/Subgrantee has written policy and/or procedures to limit access to its accounting system, segregate duties within its system, or otherwise protect against unauthorized obligations of Federal funds.	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Evidence of implementation (On-site)	
A-4	The LEA/Subgrantee has an accounting system and written policy and/or procedures that includes controls to prevent the over-obligation of program funds, misstatement of unliquidated obligations, duplicate payments, or other inappropriate changes to grant programs.	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Evidence of implementation (On-site)	

	Description of Fiscal Requirements	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Comments
	Fiscal Controls: Account Maintenance					
A-5	The LEA/Subgrantee maintains written policy and/or procedures to periodically review its accounts to ensure that all transactions (including refunds and recoded transactions) have been accurately and properly recorded.	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Evidence of implementation (On-site)	
A-6	The LEA/Subgrantee maintains written policy and/or procedures to ensure that the LEA's budget and accounting record align with the approved funding application, maintaining separate accounting records for each federal grant which reflects the approved line items and amount by program year.	☐ Board Policy # _ ☐ Procedures Pg. # _			ALL REQUIRED ☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Current approved application aligns with LEA/Subgrantee accounting software budget ☐ Expenditure reports (function, major objects, location) (June 30, 2019) (All locations combined by individual locations) (Cost pool/admin, every program) ☐ Evidence of implementation (On-site)	

	Description of Fiscal Requirements	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Comments
	B. PERIOD OF AVAILABILITY AND CARRYOVER {2 C.F.R. 200.309, 2 C.F.R. 200.343(b), 34 C.F.R. 76.707, 34 C.F.R. 76.709}					
	Description: The LEA/Subgrantee may only charge a grant program for allowable costs incurred during the period of performance and any pre-award costs that have been authorized by the MDE. Unless the MDE authorizes an extension, the LEA/Subgrantee must liquidate all obligations incurred under the award not later than 90 calendar days after the end date of the first fiscal year. If the LEA fails to obligate all funds by the end of the award year, it can "carryover" the remaining funds for a period of one additional fiscal year (Title I – 15% Carryover Limit without a waiver). Any funds not obligated by the LEA/Subgrantee by the end of the carryover period must be returned by the MDE to the Federal government as an unobligated balance.					
	LEA Carryover					
B-1	The LEA has board policy and/or procedures in place to demonstrate the process for the following: ● ensuring that it meets the limitations on the amount of carryover funds or otherwise minimize the amount of funds it carries over into a subsequent fiscal year ● monitoring award balances during the fiscal year ● planning for carryover funds, when applicable, for the subsequent fiscal year ● clearly capturing the separate fiscal year funding ● ensuring that carryover funds are prioritized over the use of current years funds.	☐ Board Policy # _ ☐ Procedures Pg. # _			✓MCAPS Carryover Document ☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Evidence of implementation (On-site)	

	Description of Fiscal Requirements	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Comments
	C. AUDIT REQUIREMENTS (2 C.F.R. 200.303(d), 2 C.F.R. 200.331(d)(3), 2 C.F.R. 200.331(f), 2 C.F.R. 200.508, 2 C.F.R. 200.511(a), 2 C.F.R. 200.512)					
	Description: If an LEA/Subgrantee receives cumulative Federal funds in excess of the Federal audit threshold for a given fiscal year, it must ensure that it completes and submits a Single Audit in accordance with established timelines.					
	Audit Resolution					
C-1	The LEA/Subgrantee has a policy and/or procedure that assigns an individual or office to promptly follow up and take corrective action on any audit finding.	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ LEA/Subgrantee organizational chart ☐ Job description	
C-2	The LEA/Subgrantee has policy and/or procedures for the development of a corrective action plan (CAP) for the Single Audit finding(s).	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ CAP from most recent audit if citations were issued ☐ Evidence of implementation (On-site)	

	Description of Fiscal Requirements	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Comments
	D. INTERNAL CONTROLS {2 C.F.R. 200.303}					
	Description: The LEA/Subgrantee shall establish and maintain a system of effective internal controls over Federal awards that provides reasonable assurance that the LEA/Subgrantee is managing Federal awards in compliance with Federal statutes, regulations, and the terms and conditions of Federal awards. These internal controls should be in accordance with guidance stated in the "Standards of Internal Control in the Federal Government" (GAO Green Book) or the "Internal Controls Integrated Framework" (Treadway Commission).					
	Control Environment					
D-1	The LEA has board policy and/or procedures in place to demonstrate the segregation of duties among LEA staff that provides an adequate system of checks and balances emphasizing the importance of integrity and ethical values within the LEA.	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Travel requests (On-site) ☐ Purchase orders (On-site) ☐ Receipts/Invoices (On-site) ☐ Expenditure budget reports, general ledger details ☐ Evidence of implementation (On-site)	

	Description of Fiscal Requirements	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Comments
	Control Activities and Risk Mitigation					
D-2	The LEA has board policy and/or procedures in place to demonstrate controls that protect against waste, fraud and abuse for identifying and assessing risks to compliance and successful operation within different elements of the organization and how to respond to any identified risks.	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Interview (On-site) ☐ Evidence of implementation (On-site)	
	Internal Controls Monitoring and Evaluation					
D-3	The LEA has board policy and/or procedures in place to demonstrate the evaluation of the performance of its internal controls systems, who will conduct evaluation, who will monitor compliance with internal controls requirements/effectiveness of the internal controls system, and how the results of evaluation of its internal controls will be revised or implemented.	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Evidence of evaluation of internal control system (e.g. Single audit report) ☐ Evidence of implementation (On-site)	

	Description of Fiscal Requirements	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Comments
	E. RECORDS AND INFORMATION MANAGEMENT { 2 C.F.R. 200.79, 2 C.F.R. 200.303(e), 2 C.F.R. 200.333, 2 C.F.R. 200.336(a), 34 C.F.R. 76.730-731}					
	Description: An LEA/Subgrantee shall keep records that fully show the amount of funds under a subgrant, how funds were used, the total costs of Federally supported projects, the share of costs provided from other sources, records to show compliance with program requirements, and any other records needed to facilitate an effective audit. An LEA/Subgrantee shall also take reasonable measures to safeguard and protect personally identifiable information (PII). PII is information that can be used to distinguish or trace an individual's identity, either alone or when combined with other personal or identifying information that is linked or linkable to a specific individual.					
E-1	LEA/Subgrantee has a policy and/or procedures that it will NOT disclose personally identifiable information.	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Interview and observation (On-site) ☐ Letters have been sent out to parents for disclosure of PII (On-site) ☐ Evidence of MOU with third parties documenting PII released (On-site) ☐ Evidence of implementation (On-site)	

	Description of Fiscal Requirements	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Comments
E-2	LEA/Subgrantee requires staff who work with personally identifiable information to receive training on practices for protecting PII to ensure the integrity and security of information.	☐ Source Documents			☐ Evidence of training and/or dissemination of information (e.g. sign-in sheets, certificate of completion, etc.) ☐ FERPA training documentation (On-site) ☐ Employee and/or Student Handbook (On-site)	
E-3	LEA/Subgrantee has a policy and/or procedures to place controls or otherwise limit access to its information systems to ensure that only authorized individuals have access to LEA/Subgrantee information systems.	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Documentation of implementation of policy and/or procedures (e.g. Data governance handbook, technology usage agreement, acceptable use policy, etc.) (On-site) ☐ Current User Access List (On-site)	

	Description of Fiscal Requirements	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Comments
E-4	LEA/Subgrantee has a policy and/or procedures for maintaining all financial records and programmatic records, supporting documents, statistical and other records are maintained for 5 years or until the resolution of any litigation, claim, negotiation, audit, or other action involving records. (OIG may request records up to 5 years after a grant has closed).	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Documentation/ Evidence indicating records are on file for five years (On-site)	
E-5	LEA/Subgrantee has a policy and/or procedures for providing military recruiters and Institution of Higher Learner (IHL), upon request, required directory information for students. (Sec. 8525)	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ LEA Notice for Directory Information uploaded to MCAPS ☐ LEA Written "Opt-Out" Notice uploaded to MCAPS ☐ Evidence of implementation (On-site)	

	Description of Fiscal Requirements	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Comments
	F. EQUIPMENT MANAGEMENT {2 C.F.R. 200.313-314, Mississippi Public School Asset Management Manual}					
	Description: An LEA/Subgrantee must use, manage and dispose of equipment and supplies purchased using Federal funds in accordance with all relevant State laws and Procedures. The LEA/Subgrantee must also ensure that equipment and supplies are used only for authorized purposes of the project during the period of performance (or until no longer needed).					
F-1	The LEA/Subgrantee has written policy and/or procedures regarding equipment that comply with state and federal regulations.	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Budget documents (On-site) ☐ Visual inspection (On-site) ☐ Evidence of implementation (On-site)	

	Description of Fiscal Requirements	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Comments
	The LEA/Subgrantee has written policy and/or procedures for all the following:					
F-2	A database which contain the following elements: ● description of the item, ● serial number and other identifying numbers, ● vendor, ● acquisition date, ● cost, ● percentage of Federal participation in the cost, ● physical location of property by building and room, ● use and condition, and ● disposition data (date, method of disposition, sale price-if applicable, and when property retired from service.	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Requisitions/ Purchase orders (On-site) ☐ Invoices (On-site) ☐ Evidence of receipt of goods (packing slips, sign-off, receiving report, etc.) (On-site) ☐ Check/expenditure (On-site) ☐ Equipment log/Database (On-site) ☐ Inventory (On-site)	
F-3	A physical inventory of the property, at least annually, that includes the names and title of responsible individuals, as well as the frequency of the inventory process.	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Documentation of physical inventory report with dates (On-site) ☐ Evidence of implementation (On-site)	

	Description of Fiscal Requirements	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Comments
F-4	A control system to ensure adequate safeguards to prevent loss, damage or theft of the property (includes notifying local law enforcement and ensuring that a police report is filed when it is discovered equipment has been stolen).	☐ Board Policy # _____ ☐ Procedures Pg. # _			☐ After pulling a sample of items from the log/database, verify each item sampled can be located and has a barcode or other tag identifying it as property of the federal program (On-site)	
F-5	Adequate maintenance Procedures to keep the property in good condition.	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ Maintenance records if applicable (On-site) ☐ Evidence of implementation (On-site)	
F-6	Disposition of equipment that is obsolete or no longer needed for the original program from which it was purchased.	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ Disposition list if applicable (On-site) ☐ Evidence of implementation (On-site)	

	Description of Fiscal Requirements	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Comments
F-7	Proper disposal of equipment which includes ensuring the highest possible return if the LEA is authorized or required to sell equipment if applicable.	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Requisitions/ Purchase orders (On-site) ☐ Invoices (On-site) ☐ Evidence of receipt of goods (packing slips, sign-off, receiving report, etc.) (On-site) ☐ Evidence of implementation (On-site)	
F-8	Proper disposal of equipment that addresses the disposal of equipment with a fair market value of >$5,000.	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Disposition list (On-site) ☐ Documentation of price determination (On-site) ☐ Evidence of implementation (On-site)	

	Description of Fiscal Requirements	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Comments
F-9	Ensure that any equipment was essential to and purchased for the benefit of the program from which it was funded.	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Documentation of price determination (On-site) ☐ Locate equipment and determine who is using the equipment and for what purpose (On-site) ☐ Evidence of implementation (On-site)	
	G. PERSONNEL {2 C.F.R. 200.430}					
	Description: An LEA/Subgrantee must ensure that charges to Federal awards for salaries are based on records that accurately reflect the work performed. These records must be supported by a system of internal controls which provide reasonable assurances that the charges are accurate, allowable, and properly allocated.					
	Personnel System Controls					
G-1	The LEA/Subgrantee has board policy and/or procedures in place to demonstrate: ● that specific officials are designated to approve employee time and effort documentation and charges that have firsthand knowledge of work performed ● the internal process to evaluate the accuracy and reliability of its time and	☐ Board Policy # _ ☐ Procedures Pg. # _			✓ MCAPS Funding Application ✓ MCAPS Budget Revisions ☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Listing of all federally-funded personnel with name, funding source and percentage, job title, and location ☐ Job description for all federally funded personnel	

	Description of Fiscal Requirements	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Comments
	effort system ● where employees are funded 100% with a single federal award, the LEA has on file certifications that the employees worked solely on that program for the period covered by the certification. Certificates are completed at least twice a year ● employees who work on multiple activities funded from different sources have personnel activity record that support the distribution of their salaries/wages				☐ Evidence of implementation (On-site) ☐ Personnel schedule ☐ Expenditure report ☐ Payroll distribution sheets ☐ Corrective journal entries (On-site) ☐ List: _____	
G-2	The LEA/Subgrantee has personnel activity documentation that meets the following standards: ● reflect an after-the-fact distribution of the actual activity and signed by employee at least monthly and ● reconcile actual cost to budgeted amounts at least quarterly based on monthly activity reports (cost charged to federal awards are adjusted as necessary).	☐ Source Documents			☐ Personnel activity report (On-site)	

	Description of Fiscal Requirements	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Comments
G-3	The LEA/Subgrantee has certification documentation that meets the standard for employees who are 100% funded with a single federal award.	☐ Source Documents			☐ Semi-Annual certifications (On-site)	
	Fringe Benefits					
G-4	The LEA/Subgrantee has board policy and/or procedures in place that ensure that fringe benefits charged to the program are reasonable and in compliance with requirements.	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Accounting records (On-site) ☐ Evidence of implementation (On-site)	

	Description of Fiscal Requirements	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Comments
	H. PROCUREMENT {2 C.F.R. 200.318, 2 C.F.R. 200.319, 2 C.F.R. 200.320, 2 C.F.R. 200.322, 2 C.F.R. 200.326, Appendix II to Part 200}					
	Description: An LEA/Subgrantee must ensure that all relevant Federal and State procurement Procedures are followed when procuring goods and services using Federal funds. An LEA/Subgrantee must also maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specification of their contracts.					
	LEA/Subgrantee Procurement Processes					
H-1	The LEA/Subgrantee has written procurement Procedures which comply with federal and state regulations and ensure that the director/supervisor of each federal program documents prior approval of purchases, including full and open competition when conducting procurement transactions.	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐Requisitions/ Purchase orders (On-site) ☐ Invoices (On-site) ☐ Evidence of receipt of goods (packing slips, sign-off, receiving report, etc.) (On-site) ☐ History Transaction (Detailed General Ledger); Objects 300's-900's (On-site) ☐ Sample procurement package (On-site) ☐ Evidence of implementation (On-site)	

	Description of Fiscal Requirements	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Comments
H-2	The LEA/Subgrantee has board policy and/or procedures for procurement that ensures, to the greatest extent possible, avoidance of acquisition of unnecessary or duplicative items.	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ On-site Interview ☐ Evidence of implementation (On-site)	
H-3	The LEA/Subgrantee has board policy and/or procedures for analyzing the procurement process to determine the most economical approach.	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Requisitions/ Purchase orders (On-site) ☐ Invoices (On-site) ☐ Evidence of receipt of goods (packing slips, sign-off, receiving report, etc.) (On-site) ☐ Expenditure budget report (On-site) ☐ Sample procurement package (On-site) ☐ Evidence of implementation (On-site)	

	Description of Fiscal Requirements	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Comments
H-4	The LEA/Subgrantee has board policy and/or procedures to review and/or audit the content of its procurement files to ensure completeness of its procurement records and outlines the frequency that it is performed.	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Documentation of implementation of policy and/or procedures (On-Site)	
	General Purchase Requirements					
H-5	The LEA/Subgrantee determines that purchases with federal funds comply with federal cost principles (e.g. reasonable, necessary, allocable, etc.).	☐ Source Documents			☐ Multiple bids (On-site) Documents showing purchases impacted targeted population (On-site) ☐ LEA/Subgrantee prorates expenditures between federal, state, and/or local funding sources when purchases supported more than one funding purpose (On-site)	

	Description of Fiscal Requirements	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Comments
	Contractor Oversight					
H-6	The LEA/Subgrantee has a policy and/or procedures for awarding contracts that ensures the appropriate approval and contain all applicable provisions stated in the Uniform Guidance (Appendix II to Part 200). Supervisor of each federal program has internal controls for developing and awarding contracts.	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Signed/Dated contract (On-site) ☐ Evidence of bids (if applicable) (On-site) ☐ Evidence of implementation (On-site)	
H-7	The LEA/Subgrantee has a policy and/or procedures to monitor the work of contractors to ensure work is performed in accordance with agreement and Federal requirements.	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Evaluation of contract services (On-site) ☐ Invoices (On-site) ☐ Other evidence of implementation (On-site)	

	Description of Fiscal Requirements	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Comments
H-8	The LEA/Subgrantee has a policy and/or procedures to follow where contractors fail to perform according to the terms of agreements or otherwise fail to provide adequate goods and/or services.	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Documentation of implementation of policy and/or procedures if applicable (On-site)	
H-9	The LEA/Subgrantee maintains a written code of standards of conduct for any employee involved in the award or administration of contracts, including conflicts of interests, accepting gifts, favors, etc.	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Evidence of implementation (On-site)	

	Description of Fiscal Requirements	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Comments
	Procurement Files					
H-10	The LEA/Subgrantee has policy and/or procedures for documentation that is maintained to establish that all procurement requirements have been met for each transaction, including: ● how procurement documentation is safeguarded and stored ● documented rationale for method of procurement ● details pertaining to the selection or rejection ● description of the contract type ● basis for the contract price	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Sample procurement package (On-site) ☐ Evidence of implementation (On-site)	

	Description of Fiscal Requirements	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Comments
	Suspension and Debarment					
H-11	The LEA/Subgrantee has policy and/or procedures for ensuring that it does not contract with parties who have been suspended or debarred.	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ General ledger (On-site) ☐ Evidence of implementation (On-site) ☐ Purchase order supporting documentation (On-site) ☐ SAM.gov documentation (On-site)	
	I. INDIRECT COST {2 C.F.R. 200.414, 34 C.F.R. 76.560-569}					
	Description: An LEA/Subgrantee must ensure that indirect costs are only charged at the correct indirect cost rate. An indirect cost is a cost that is incurred for the benefit of the entire organization.					
I-1	The LEA/Subgrantee applies indirect cost rates to actual amounts expended when making indirect cost charges for Federal award.	☐ Source Documents			✓MCAPS Reimbursement Request ☐ General Ledger (On-site) ☐ This LEA/Subgrantee does not take indirect cost (On-site)	
I-2	The LEA/Subgrantee has procedures in place that are taken when it identifies excess indirect cost charges.	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Evidence of implementation (On-site)	

	Description of Fiscal Requirements	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Comments
	J. BUDGETING AND ACTIVITIES (2 C.F.R. 200.403-408, 2 C.F.R. 200.420-475, EDGAR 80.30(c)(2))					
	Description: The LEA/Subgrantee shall expend program funds for allowable costs, as defined in the Uniform Administrative Requirements, Cost Principles, and Audit Requirements (2 C.F.R. §200), which include, among other things, the requirement that costs be reasonable and necessary for the accomplishment of program objectives.					
	Budgets Preparation					
J-1	The LEA/Subgrantee has board policy and/or procedures governing the preparation and approval of budgets and budget revisions for the LEA and the schools.	☐ Board Policy # _ ☐ Procedures Pg. # _			✓MCAPS Consolidated Application & Budget ✓MCAPS Budget Revisions, if applicable ☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Approved budget reflected in LEA/Subgrantee accounting software ☐ Evidence of implementation (On-site)	

	Description of Fiscal Requirements	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Comments
J-2	The LEA/Subgrantee has board policy and/or procedures that outline the type of input that is received from the school during the budget preparation process and how that input is incorporated prior to the submission to MDE.	☐ Board Policy # _ ☐ Procedures Pg. # _			✓MCAPS Consolidated Application & Budget✓MCAPS Budget Revisions, if applicable ☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Approved budget reflected in LEA/Subgrantee accounting software ☐ Evidence of implementation (On-site)	
J-3	The LEA/Subgrantee has board policy and/or procedures to ensure that every effort is made to coordinate efforts and implement activities across programs featuring similar goals, objectives or action steps.	☐ Board Policy# _____ ☐ Procedures Pg. # _			✓MCAPS Consolidated Application & Budget ☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Evidence of implementation (On-site) ☐ Other: _____	

	Description of Fiscal Requirements	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Comments
J-4	The LEA/Subgrantee has board policy and/or procedures to ensure that the development of programs with federal funds is seamless with the process used in the development of State and local funds.	☐ Board Policy # _ ☐ Procedures Pg. # _			✓MCAPS Consolidated Application & Budget ☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Evidence of implementation (On-site) ☐ Other: _____	
	LEA/Subgrantee Program Budgets/Plan					
J-5	The LEA/Subgrantee has board policy and/or procedures that outline the process that will be followed to amend an approved application.	☐ Board Policy # _ ☐ Procedures Pg. # _			✓MCAPS Consolidated Application & Budget ✓MCAPS Budget Revisions, if applicable ☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Evidence of implementation (On-site)	

	Description of Fiscal Requirements	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Comments
	Cost Effectiveness and Sustainability					
J-6	The LEA/Subgrantee has board policy and/or procedures that evaluate the relative value received from different types of expenditures made using program funds.	☐ Board Policy # _ ☐ Procedures Pg. # _			ALL REQUIRED ☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Documentation of comprehensive needs assessments, school plans, and evaluation of programs and expenditures (On-site) ☐ Evidence of implementation (On-site)	
	K. ALLOCATIONS (§1003, §1113, §1124, §1124A, §1125, §1126(b), §2102 et seq., §3111-§3116, 34 C.F.R. 76.50-51, 34 C.F.R.76.300, 34 C.F.R. 76.789)					
	Sub-award Applications					
K-1	The LEA/Subgrantee has policy and/or procedures for the development of each of the covered programs applications (e.g., what type of LEA staff members are involved in the development and review process, how potential projects are identified and developed, etc.).	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Documentation of participation ☐ Evidence of implementation (On-site)	

	Description of Fiscal Requirements	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Comments
	Title I Within- District Allocations					
K-2	The LEA has policy and/or procedures for determining site level allocations using Title I funds.	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS, AND ☐ Per-pupil allocation page from MCAPS ☐ Evidence of implementation (On-site)	
	L. MAINTENANCE OF EFFORT (MOE) {§8521} **Note: (*N/A for School Improvement)***					
	Description: The LEA's combined fiscal effort in the proceeding year shall not fall below 90% of the combined fiscal effort in the second preceding year.					
	MOE Calculation/Review Process					
L-1	The LEA has board policy and/or procedures in place to demonstrate: ● the calculation of MOE ● process if it fails to meet the MOE requirements ● the monitoring process used during the fiscal year to ensure it meets the MOE requirements for expenditures levels	☐ Board Policy # _ ☐ Procedures Pg. # _			✓MCAPS MOE Document ☐ LEA policy and/or procedures uploaded to MCAPS ☐ Evidence of implementation (On-site)	

	Description of Fiscal Requirements	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Comments
	M. COMPARABILITY {§1118} ***Note: (*N/A for School Improvement*)**					
	Description: LEA/Subgrantee may receive an award for Title I funds if State and local funds will be used in schools served by Federal programs to provide services that, on the whole, are at least comparable to services in schools that are not receiving Title I funds.					
	Comparability Calculations					
M-1	The LEA follows the Procedures set by the MDE for the determination of comparability.	☐ Source Documents			ALL REQUIRED ✓MCAPS Comparability Documentation ✓MCAPS Comparability Letter for current and/or previous fiscal year ☐ Evidence of implementation (On-site)	
M-2	The LEA has a board policy and/or Procedures in place to monitor comparability throughout the school year.	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ On-site interview ☐ Evidence of implementation (On-site)	

	Description of Fiscal Requirements	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Comments
	N. EQUITABLE SERVICES {§1117, §8501, 34 C.F.R. 76.661, 2 C.F.R. 200.331(a)(2)} ***Note: (*N/A for School Improvement*)**					
	Description: An LEA shall use a portion of program funds received to provide benefits to eligible children enrolled in private schools and to ensure that teachers and families of participating private school children participate on an equitable basis. These services must be provided by the LEA in accordance with established requirements.					
	☐ No Private School				☐ Participating Private School	
	☐ Non-Participating Private School				☐ Contributing Funds for Private School in Another LEA	
	Provision of Equitable Services					
N-1	The LEA/Subgrantee has board policy and/or procedures for timely and meaningful consultation with private school officials that included discussion of the following as applicable: ● Identification of eligible students ● Services to be provided to student ● How, where and by whom will services be performed ● How will services be academically evaluated for effectiveness	☐ Board Policy # _ ☐ Procedures Pg. # _			ALL REQUIRED: ✓MDE MCAPS Documentation ☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Agreement with Private Schools (On-site) ☐ Contact logs (On-site) ☐ Invoices (On-site) ☐ Consultation documentation (On-site) ☐ Evidence of implementation (On-site)	

	Description of Fiscal Requirements	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Comments
	● Size and scope of services that will be provided					
	● Data source to be used to determine effectiveness					
	● How and when decision about delivery of services will be made (third party contractor)					
	● Complaint process					
	● Parent and family engagement					
	● Professional development activities for school officials and staff.					
N-2	The LEA/Subgrantee has board policy and/or procedures for calculating equitable services to private schools.	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Evidence of implementation (On-site)	

	Description of Fiscal Requirements	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Comments
N-3	The LEA/Subgrantee has board policy and/or procedures for providing equitable services to eligible students attending private schools (or in the case of Title II providing professional development services to teachers of eligible students attending private schools).	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Evidence of implementation (On-site)	
N-4	The LEA/Subgrantee has board policy and/or procedures for ensuring the appropriate use of any equipment or supplies purchased using funds reserved for equitable services.	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ Evidence of implementation (On-site)	

	Description of Fiscal Requirements	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Comments
	O. DATA QUALITY {§1111(h)(5), 2 C.F.R. 200.303, 2 C.F.R. 200.328}					
	Description: LEAs are required to have appropriate Procedures in place to ensure that the data reported to the public and reported to the Department of Education are high quality. "High quality" means that data are timely, complete, accurate, valid, and reliable.					
	Review Process					
O-1	The LEA/Subgrantee has board policy and/or procedures for reviewing the LEA/Subgrantee and school level data. The policy and/or procedures include data quality checks, including automated business rules and manual data quality rules, to ensure the accuracy of reporting data, and to ensure that it is identifying problems in the data (e.g., setting appropriate thresholds)(Sec. 2104(b))	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ On-site interview ☐ Evidence of implementation (On-site) ☐ MSIS Data Reporting (Personnel, EL, Homeless, Foster Care, Neglected/Delinquent)	

	Description of Fiscal Requirements	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Comments
O-2	The LEA/Subgrantee has board policy and/or procedures that describe the management certification (or verification, sign-off, or related) process the LEA requires of schools to ensure that reported data are accurate and complete (e.g., review process for determining data are ready for certification, how responsibility for the certification is assigned, consequences for certifying inaccurate data).	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ On-site interview ☐ Evidence of implementation (On-site) ☐ MSIS Data Reporting (Personnel, EL, Homeless, Foster Care, Neglected/Delinquent)	
O-3	The LEA/Subgrantee has board policy and/or procedures that describe how the LEA monitors schools to ensure they have processes in place so that reported data are accurate and complete (e.g., periodic monitoring, review of school business rules, audits of submitted data).	☐ Board Policy # _ ☐ Procedures Pg. # _			☐ LEA/Subgrantee policy and/or procedures uploaded to MCAPS ☐ On-site interview ☐ Evidence of implementation (On-site) ☐ MSIS Data Reporting (Personnel, EL, Homeless, Foster Care, Neglected/Delinquent)	

	Description of Fiscal Requirements	LEA and/or Subgrantee Policy and/or procedures	YES	NO	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	Comments
O-4	Training to building the capacity of staff responsible for data management	☐ Source Documents			☐ On-site interview ☐ Documentation of professional development ☐ Evidence of implementation (On-site)	
	P. GENERAL FISCAL REQUIREMENTS					
P-1	The LEA/Subgrantee has records to support whether funds were obligated and liquidated within the approved grant period.	☐ Source Documents			✓ MCAPS Reimbursements ☐ Most Recent Single Audit (On-site) ☐ Purchase orders/Contracts (On-site)	
P-2	Funds are drawn down from MCAPS or requested regularly in correlation to expenditures.	☐ Source Documents			✓ MCAPS Reimbursements Requests or School Payment Request for Funds ☐ Cash balance statement (On-site)	
P-3	Funds are being requested and reported as expended monthly to satisfy the intent of each federal program.	☐ Source Documents			✓ MCAPS Reimbursements ☐ Expenditure/Budget report (On-site)	

OSI Programmatic Monitoring Tool for CSI, TSI and ATSI Schools

O

	Description of Program Requirements	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
	SS. TITLE I, PART A: COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI) SCHOOL (COMPLETE THIS SECTION ONLY IF ONE OR MORE SCHOOLS HAVE BEEN IDENTIFIED AS CSI)					
SS-1	**Local Education Agency (LEA), School, and Parents have been informed of schools that have been identified as CSI based on the following criteria:** • the school has a graduation rate less than or equal to 67%; • the school has been ranked in the bottom 5% of Title I-A schools; or • the school has been previously identified as an Additional Targeted Support and Improvement (ATSI) school with three consecutive years of subgroup performance at or below that of all students in the bottom 5% of Title I-A schools (the third criteria for identification will begin with the 2021-22 school year). *(Sec. 1111(D)(c)(i) (I) (II) (III))*	☐ Documentation supporting the State Education Agency (SEA) notified the LEA of the schools' identification status ☐ Documentation supporting the LEA notified the parents of the school's identification status (*Documentation of the dated notification disseminated to the parent may have been sent by the school)			☐ Is there evidence that after receiving notification of CSI school status, the school provided notification of CSI school status to parents of each child enrolled, and the notices contained the following information? ✓ **School's identification** ✓ **Reason(s) for identification**	

	Description of Program Requirements	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
	SS. TITLE I, PART A: COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI) SCHOOL (COMPLETE THIS SECTION ONLY IF ONE OR MORE SCHOOLS HAVE BEEN IDENTIFIED AS CSI)					
SS-2	**Local Education Agency (LEA) has an approved plan informed by the reason for identification based on one of the following criteria:** • the school has a graduation rate less than or equal to 67%; • the school has been ranked in the bottom 5% of Title I-A schools; or • the school has been previously identified as an Additional Targeted Support and Improvement (ATSI) school with three consecutive years of subgroup performance at or below that of all students in the bottom 5% of Title I-A schools (the third criteria for identification will begin with the 2021-22 school year). *(Sec. 1111(D)(c)(i) (I) (II) (III))*	☐ LEA School Board approved current CSI Plan (Approval Signature Page). ☐ LEA School Board approved Title I 1003 Funding Application – signed page uploaded in the Related Documents section of the Mississippi Comprehensive Automated Performance-Based System (MCAPS).			☐ Does each school identified as CSI have both a current plan and a Title I 1003 application approved by the LEA school board? ✓ **School Plan Approved** Yes _____ No _____ ✓ **MCAPS Funding Application Approved** Yes _____ No _____	

	Description of Program Requirements	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
	SS. TITLE I, PART A: COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI) SCHOOL (COMPLETE THIS SECTION ONLY IF ONE OR MORE SCHOOLS HAVE BEEN IDENTIFIED AS CSI)					
SS-3	**CSI Plan Selection of Evidence-Based Interventions** (Sec. 1111(d)(2)(B)(ii))	☐ Documentation supporting the inclusion of evidence based intensive interventions, strategies, or activities (i.e., leadership, high quality instructional materials, technology integration, on-going, job-embedded professional development, increased learning time, early childhood (Pre-K) programs, or other as identified in the application)			☐ Does each CSI plan include one or more Evidence-Based Interventions? ☐ Is the Plan implemented as approved and do activities supported with 1003 funds meet the strong, moderate, or promising levels of evidence as defined under ESSA? ✓ Strong evidence from at least 1 well-designed and well- implemented experimental study; ✓ Moderate evidence from at least 1 well-designed and well- implemented quasi-experimental study; or ✓ Promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.	

	Description of Program Requirements	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
	SS. TITLE I, PART A: COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI) SCHOOL (COMPLETE THIS SECTION ONLY IF ONE OR MORE SCHOOLS HAVE BEEN IDENTIFIED AS CSI)					
SS-4	**CSI Stakeholder Engagement** *(Sec. 1111(d)(2)(B))*	☐ Evidence of outreach to stakeholders (for example, emails, web notifications, meeting notes, if applicable, surveys, etc.)			☐ How did the district partner with stakeholders (including principals and other school leaders, teachers, and parents) in developing CSI plan(s)?	
SS-5	**Development of CSI Plan(s)** (Sec. 1111(d)(1)(B)(i))	☐ Documentation supporting the CSI plan(s) was/were developed by the district in partnership with stakeholders (including principals and other school leaders, teachers, and parents), and was it developed through the comprehensive needs' assessment process			☐ Is there evidence supporting the development of the CSI plan(s) by the district? ✓ Copy of documented meetings agendas, sign-in sheets, and minutes	
SS-6	**Implementation of CSI plan(s)** *(Sec. 1111(d)(1)(B))*	☐ Documentation supporting the implementation of the CSI plan(s) (i.e., interventions, activities, or strategies)			☐ How does the LEA ensure CSI schools are implementing CSI plans? ☐ What support does the LEA provide to CSI schools? ☐ Have there been any challenges in implementing CSI plan(s)? If so, what are they and have adjustments been made? ☐ Are there indications that outcomes are improving for students (MAAP, Interim Assessment Data, etc.)?	

	Description of Program Requirements	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
	SS. TITLE I, PART A: COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI) SCHOOL (COMPLETE THIS SECTION ONLY IF ONE OR MORE SCHOOLS HAVE BEEN IDENTIFIED AS CSI)					
SS-7	**LEA Monitoring of Plan Implementation (Sec. 1111(d)(2)(B)(iv)-(v))))**	☐ Documentation that the LEA monitors records (i.e., reports (if relevant), data reviewed, notes from school visits, etc.)			☐ How does the LEA monitor the implementation of CSI plan(s)?	

	Description of Program Requirements	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
	SS. TITLE I, PART A: COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI) SCHOOL (COMPLETE THIS SECTION ONLY IF ONE OR MORE SCHOOLS HAVE BEEN IDENTIFIED AS CSI)					
SS-8	**2019 MS Public School Accountability Standard** • 12. There is an organized system to encourage community involvement, parental communication, and business partnerships in school district decision-making. {MS Code § 37-7-337} (Districts meeting the Highest Levels of Performance are exempted.) • 12.1 A school district that has been designated as Failing (F) as defined by the State Board of Education shall establish a community-based pre-kindergarten through higher education (P-16) council. {Miss. Code Ann. § 37-18-5(4) • 12.2 A district and/or a school designated as a D or F shall establish a community-based pre- kindergarten through higher education (P-16) council.	☐ Documentation of Initiators' Meeting and Community Council meetings (agendas, sign-in sheets, minutes, etc.)			☐ Is there evidence that each CSI school "rated below C" has established a Pre-Kindergarten through higher education Community Engagement Council that meets consistently and actively participates in the implementation of the school's plan (District or School Level)?	

	Description of Program Requirements	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
	SS. TITLE I, PART A: COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI) SCHOOL (COMPLETE THIS SECTION ONLY IF ONE OR MORE SCHOOLS HAVE BEEN IDENTIFIED AS CSI)					
SS-9	**District/School Utilization of Funds** Local use of funds (MS Consolidated State Plan, page 36)	CFPA ☐ Documentation of evidence in the Consolidated Federal Programs Application (CFPA) that the school reserved 20% of its allocation (see Program Details) in CFPA for school improvement activities ☐ Documentation of budgeted evidence-based interventions in the MCAPS budget (Required 20% reservation from Consolidated Application) 1003 Budget ☐ Documentation of evidence that the school's 1003 funds were expended in accordance with its approved plan			☐ Is the school a Title I school? Yes _____(go to the next question) No _____(go to the next indicator) ☐ Has the school reserved and expended the funds as approved in the CFPA (Required 20% reservation the schools Title I Allocation)? ☐ Did the school expend the 1003 funds in accordance with the approved 1003 funding application expenditures? ☐ Were funds obligated and liquidated within the period of availability?	

	Description of Program Requirements	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
	TT. TITLE I, PART A: Targeted Support and Improvement (TSI) SCHOOL (COMPLETE THIS SECTION ONLY IF ONE OR MORE SCHOOLS HAVE BEEN IDENTIFIED AS TSI)					
TT-1	**Local Education Agency (LEA), School, and Parents have been informed of schools that have been identified as TSI based on the following criteria:** • the school has one or more subgroups with performance in the lowest 50% of the overall accountability index; • the school has one or more subgroups with performance in the lowest quartile of the 3-year average gap-to-goal; • the school has one or more subgroups with performance scores in the lowest quartile of the 3-year improvement towards the gap-to-goal closure; **and** • the school has one or more subgroups in the bottom 5% of the eligible, rank-ordered subgroups identified through steps one, two, and three of this criteria. (Sec. 1111(d)(2)(A), (MS Consolidated State Plan)	☐ Documentation supporting the State Education Agency (SEA) notified the LEA of the schools' identification status ☐ Documentation supporting that the LEA notified the school of its identification status ☐ Documentation supporting the school notified parents of the school's identification status (*Documentation of the dated notification disseminated to parents)			☐ Is there evidence that after receiving notification of TSI school status, the school provided notification of TSI school status to parents of each child enrolled, and the notices contained the following information? ✓ **School's identification** ✓ **Reason(s) for identification**	

	Description of Program Requirements	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
	TT. TITLE I, PART A: Targeted Support and Improvement (TSI) SCHOOL (COMPLETE THIS SECTION ONLY IF ONE OR MORE SCHOOLS HAVE BEEN IDENTIFIED AS TSI)					
TT-2	**Local Education Agency (LEA) has an approved plan informed by the reason for identification based on the following criteria:** • the school has one or more subgroups with performance in the lowest 50% of the overall accountability index; • the school has one or more subgroups with performance in the lowest quartile of the 3-year average gap-to-goal; • the school has one or more subgroups with performance scores in the lowest quartile of the 3-year improvement towards the gap-to-goal closure; **and** • the school has one or more subgroups in the bottom 5% of the eligible, rank-ordered subgroups identified through steps one, two, and three of this criteria. (Sec. 1111(d)(2)(A), (MS Consolidated State Plan)	☐ LEA School Board approved current TSI Plan (Approval Signature Page). ☐ LEA School Board approved Title I 1003 Funding Application – signed page uploaded in the Related Documents section of the Mississippi Comprehensive Automated Performance-Based System (MCAPS)			☐ Does each school identified as TSI have both a current School Plan and a Title I 1003 application approved by the LEA school board? ✓ **School Plan Approved** Yes _____ No _____ ✓ **MCAPS Funding Application Approved** Yes _____ No _____	

	Description of Program Requirements	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
	TT. TITLE I, PART A: Targeted Support and Improvement (TSI) SCHOOL (COMPLETE THIS SECTION ONLY IF ONE OR MORE SCHOOLS HAVE BEEN IDENTIFIED AS TSI)					
TT-3	**TSI Plan Selection of Evidence-Based Interventions** (Sec. 1111(d)(2)(B)(ii))	☐ Documentation supporting the inclusion of evidence based intensive interventions, strategies, or activities (i.e., leadership, high quality instructional materials, technology integration, on-going, job-embedded professional development, increased learning time, early childhood (Pre-K) programs, or other as identified in the application)			☐ Does each TSI plan include one or more Evidence-Based Interventions? ☐ Is the plan implemented as approved, and do activities supported with 1003 funds meet the strong, moderate, or promising levels of evidence as defined under ESSA? ✓ Strong evidence from at least 1 well-designed and well- implemented experimental study; ✓ Moderate evidence from at least 1 well-designed and well- implemented quasi-experimental study; or ✓ Promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.	

	Description of Program Requirements	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
	TT. TITLE I, PART A: Targeted Support and Improvement (TSI) SCHOOL (COMPLETE THIS SECTION ONLY IF ONE OR MORE SCHOOLS HAVE BEEN IDENTIFIED AS TSI)					
TT-4	**TSI Stakeholder Engagement** *(Sec. 1111(d)(2)(B))*	☐ Evidence of outreach to stakeholders (i.e., emails, web notifications, meeting notes, if applicable, surveys, etc.)			☐ How did TSI schools' partner with stakeholders (including principals and other school leaders, teachers and parents) in developing TSI plans?	
TT-5	**Development of TSI Plan(s)** *(Sec. 1111(d)(2)(B))*	☐ Documentation supporting the TSI plan(s) was/were developed by the school in partnership with stakeholders (including principals and other school leaders, teachers, and parents), and was it developed through the comprehensive needs' assessment process			☐ Is there evidence supporting the development of the TSI plan(s) by the school? ✓ Copy of documented meetings agendas, sign-in sheets, minutes	
TT-6	**Implementation of TSI Plan(s)** *(Sec. 1111(d)(1)(B))*	☐ Documentation supporting the implementation of the TSI plan(s) (i.e., interventions, activities or strategies)			☐ How does the LEA ensure TSI schools are implementing TSI plans? ☐ What support does the LEA provide to TSI schools? ☐ Have there been any challenges in implementing TSI plans? If so, what are they and have adjustments been made? ☐ Are there indications that outcomes are improving for students (MAAP, Interim Assessment Data,	

	Description of Program Requirements	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
	TT. TITLE I, PART A: Targeted Support and Improvement (TSI) SCHOOL (COMPLETE THIS SECTION ONLY IF ONE OR MORE SCHOOLS HAVE BEEN IDENTIFIED AS TSI)					
TT-7	**TSI Accountability Indicators** ***(Sec. 1111(d)(2)(B)(i))***	☐ Documentation the TSI school plan(s) was/were based on the accountability indicators ☐ Documentation each school's TSI plan(s) address the subgroup(s) that is/are consistently under-performing ☐ Evidence the TSI schools are implementing their approved plans (i.e., documentation showing schools carried out the activities described in their plan)			☐ How did TSI schools consider all the indicators in Mississippi's accountability system to inform their TSI plans?	
TT-8	**LEA Monitoring of Plan Implementation (Sec. 1111(d)(2)(B)(iv)-(v))))**	☐ Documentation that the LEA monitors records (i.e., correspondence with schools, reports (if relevant), data reviewed, notes from school visits, etc.)			☐ How does the LEA monitor the implementation of the TSI plan(s)? ☐ What additional actions will the LEA take if the TSI plan(s) is/are not successful in improving subgroup outcomes after a number of years of implementation?	

	Description of Program Requirements	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
	TT. TITLE I, PART A: Targeted Support and Improvement (TSI) SCHOOL (COMPLETE THIS SECTION ONLY IF ONE OR MORE SCHOOLS HAVE BEEN IDENTIFIED AS TSI)					
TT-9	**2019 MS Public School Accountability Standard** • 12. There is an organized system to encourage community involvement, parental communication, and business partnerships in school district decision-making. {MS Code § 37-7-337} (Districts meeting the Highest Levels of Performance are exempted.) • 12.1 A school district that has been designated as Failing (F) as defined by the State Board of Education shall establish a community-based pre- kindergarten through higher education (P-16) council. {Miss. Code Ann. § 37-18-5(4) • 12.2 A district and/or a school designated as a D or F shall establish a community-based pre-kindergarten through higher education (P-16) council.	☐ Documentation of Initiators' Meeting and Community Council meetings (agendas, sign-in sheets, minutes, etc.)			☐ Is there evidence that each TSI school "rated below C" has established a Pre-Kindergarten through higher education Community Engagement Council that meets consistently and actively participates in the implementation of the school's plan (District or School Level)?	

	Description of Program Requirements	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
	TT. TITLE I, PART A: Targeted Support and Improvement (TSI) SCHOOL (COMPLETE THIS SECTION ONLY IF ONE OR MORE SCHOOLS HAVE BEEN IDENTIFIED AS TSI)					
TT-10	**District/School Utilization of Funds** Local use of funds (MS Consolidated State Plan, page 36)	CFPA ☐ Documentation of evidence in the Consolidated Federal Programs Application (CFPA) that the school reserved 20% of its allocation (see Program Details) in CFPA for school improvement activities ☐ Documentation of budgeted evidence-based interventions in the MCAPS budget (Required 20% reservation from Consolidated Application) 1003 Budget ☐ Documentation of evidence that the school's 1003 funds were expended in accordance with their approved plan			☐ Is the school a Title I school? Yes _____(go to the next question) No _____(go to the next indicator) ☐ Has the school reserved and expended the funds as approved in the CFPA (Required 20% reservation the schools Title I Allocation)? ☐ Did the school expend the 1003 funds in accordance with the approved 1003 funding application expenditures? ☐ Were funds obligated and liquidated within the period of availability?	

	Description of Program Requirements	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
	UU. TITLE I, PART A: Additional Targeted Support and Improvement (ATSI) SCHOOL (COMPLETE THIS SECTION ONLY IF ONE OR MORE SCHOOLS HAVE BEEN IDENTIFIED AS ATSI)					
UU-1	**Local Education Agency (LEA), School, and Parents have been informed of schools that have been identified as ATSI based on the following criteria:** • the school has one or more schools with a 3-year subgroup average performance that is at or below that of all students in the lowest-performing Title I-A schools. (Sec. 1111(d)(2)(A), (MS	☐ Documentation supporting the State Education Agency (SEA) notified the LEA of the schools' identification status ☐ Documentation supporting the LEA notified the school of its identification status ☐ Documentation supporting the school notified the parents of the school's identification status (*Documentation of dated notification disseminated to the parent)			☐ Is there evidence that after receiving notification of ATSI school status, the school provided notification of ATSI school status to parents of each child enrolled, and the notices contained the following information? ✓ **School's identification** ✓ **Reason(s) for identification**	
UU -2	**Local Education Agency (LEA) has an approved plan informed by the reason for identification based on the following criteria:** • the school has one or more schools with a 3-year subgroup average performance that is at or below that of all students in the lowest-performing Title I-A schools. (Sec. 1111(d)(2)(A), (MS Consolidated State Plan)	☐ LEA School Board approved current ATSI Plan (Approval Signature Page) ☐ LEA School Board approved Title I 1003 Funding Application – signed page uploaded in the Related Documents section of the Mississippi Comprehensive Automated Performance-Based System (MCAPS)			☐ Does the school identified as an ATSI School have both a current School Plan and a Title I 1003 application approved by the LEA school board? ✓ **School Plan Approved** Yes _____ No _____ ✓ **MCAPS Funding Application Approved** Yes _____ No _____	

	Description of Program Requirements	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
	UU. TITLE I, PART A: Additional Targeted Support and Improvement (ATSI) SCHOOL (COMPLETE THIS SECTION ONLY IF ONE OR MORE SCHOOLS HAVE BEEN IDENTIFIED AS ATSI)					
UU-3	**ATSI Plan Selection of Evidence-Based Interventions** (Sec. 1111(d)(2)(B)(ii))	☐ Documentation supporting the inclusion of evidence based intensive interventions, strategies or activities (i.e., leadership, high quality instructional materials, technology integration, on-going, job-embedded professional development, increased learning time, early childhood (Pre-K) programs, or other as identified in the application)			☐ Does each ATSI plan include one or more Evidence-Based Interventions? ☐ Is the Plan implemented as approved and do activities supported with 1003 funds meet the strong, moderate, or promising levels of evidence as defined under ESSA? ✓ Strong evidence from at least 1 well-designed and well- implemented experimental study; ✓ Moderate evidence from at least 1 well-designed and well- implemented quasi-experimental study; or ✓ Promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.	

	Description of Program Requirements	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
	UU. TITLE I, PART A: Additional Targeted Support and Improvement (ATSI) SCHOOL (COMPLETE THIS SECTION ONLY IF ONE OR MORE SCHOOLS HAVE BEEN IDENTIFIED AS ATSI)					
UU-4	**ATSI Stakeholder Engagement** *(Sec. 1111(d)(2)(B))*	☐ Evidence of outreach to stakeholders (i.e., emails, web notifications, meeting notes, if applicable, surveys, etc.)			☐ How did the ATSI school(s) partner with stakeholders (including principals and other school leaders, teachers, and parents) in developing ATSI plans?	
UU-5	**Development of ATSI Plan(s)** *(Sec. 1111(d)(2)(B))*	☐ Documentation supporting the ATSI plan(s) was/were developed by the school in partnership with stakeholders (including principals and other school leaders, teachers, and parents), and was it developed through the comprehensive needs' assessment process			☐ Is there evidence supporting the development of the ATSI plan by the school? ✓ Copy of documented meetings agendas, sign-in sheets, minutes	
UU-6	**Implementation of ATSI Plan(s)** *(Sec. 1111(d)(1)(B))*	☐ Documentation supporting the implementation of the ATSI plan(s) (i.e. interventions, activities, or strategies)			☐ How does the LEA ensure ATSI schools are implementing ATSI plans? ☐ What support does the LEA provide to ATSI schools? ☐ Have there been any challenges in implementing ATSI plans? If so, what are they and have adjustments been made? ☐ Are there indications that outcomes are improving for students (MAAP, Interim Assessment Data, etc.)?	

	Description of Program Requirements	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
	UU. TITLE I, PART A: Additional Targeted Support and Improvement (ATSI) SCHOOL (COMPLETE THIS SECTION ONLY IF ONE OR MORE SCHOOLS HAVE BEEN IDENTIFIED AS ATSI)					
UU-7	**ATSI Accountability Indicators** ***(Sec. 1111(d)(2)(B)(i))***	☐ Documentation the ATSI school plan(s) was/were based on the accountability indicators ☐ Documentation each school's ATSI plan address the subgroup(s) that is/are low-performing ☐ Evidence the ATSI schools are implementing their plans (i.e., documentation showing schools carried out the activities described in their plan)			☐ How did ATSI schools consider all the indicators in Mississippi's accountability system to inform their ATSI plans?	
UU-8	**LEA Monitoring of Plan Implementation (Sec. 1111(d)(2)(B)(iv)-(v))))**	☐ Documentation that LEA monitors records (i.e., correspondence with schools, reports (if relevant), data reviewed, notes from school visits, etc.)			☐ How does the LEA monitor the implementation of the ATSI plan(s)? What additional actions will the LEA take if ATSI plan(s) is not successful in improving subgroup outcomes after a number of years of implementation?	

	Description of Program Requirements	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
	UU. TITLE I, PART A: Additional Targeted Support and Improvement (ATSI) SCHOOL (COMPLETE THIS SECTION ONLY IF ONE OR MORE SCHOOLS HAVE BEEN IDENTIFIED AS ATSI)					
UU-9	**2019 MS Public School Accountability Standard** • 12. There is an organized system to encourage community involvement, parental communication, and business partnerships in school district decision-making. {MS Code § 37-7-337} (Districts meeting the Highest Levels of Performance are exempted.) • 12.1 A school district that has been designated as Failing (F) as defined by the State Board of Education shall establish a community- based pre-kindergarten through higher education (P- 16) council. {Miss. Code Ann. § 37-18-5(4) • 12.2 A district and/or a school designated as a D or F shall establish a community-based pre- kindergarten through higher education (P-16) council.	☐ Documentation of the Initiators' Meeting and Community Council meetings (agendas, sign-in sheets, minutes, etc.)			☐ Is there evidence that each school "rated below C" has established a Pre Kindergarten through higher education Community Council that meets consistently and actively participates in the implementation of the school's plan (District or School Level)?	

	Description of Program Requirements	Evidence of Program Implementation Required MCAPS upload by LEA/Subgrantee/MDE Reviews MCAPS Prior to Visit	YES	NO	Questions	Comments
	UU. TITLE I, PART A: Additional Targeted Support and Improvement (ATSI) SCHOOL (COMPLETE THIS SECTION ONLY IF ONE OR MORE SCHOOLS HAVE BEEN IDENTIFIED AS ATSI)					
UU-10	**District/School Utilization of Funds** Local use of funds (MS Consolidated State Plan, page 36)	CFPA ☐ Documentation of evidence in the Consolidated Federal Programs Application (CFPA) that the school reserved 20% of its allocation (see Program Details) in CFPA for school improvement activities ☐ Documentation of budgeted evidence-based interventions in the MCAPS budget (Required 20% reservation from Consolidated Application) 1003 Budget ☐ Documentation of evidence that the school's 1003 funds were expended in accordance with their approved plan			☐ Is the school a Title I school? Yes _____(go to the next question) No _____(go to the next indicator) ☐ Has the school reserved and expended the funds as approved in the CFPA (Required 20% reservation the schools Title I Allocation)? ☐ Did the school expend the 1003 funds in accordance with the approved 1003 funding application expenditures? Were funds obligated and liquidated within the period of availability?	

Additional Comments/Notes: _____

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2023

DRIVER EDUCATION

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
17.7	Driver Education. Miss. Code Ann. § 37-25-1, et seq., Miss. Admin. Code 7-3: 29.1, State Board Policy Chapter 29, Rule 29.1.			Safe & Orderly Schools Transportation	

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Is the school district in compliance with all state and/or federal requirements for Drivers Education?				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

Driver Education Program

Evaluation Instrument

Process Standard 17.7

1. Does the school district have an "approved" Driver Education application on file in the Mississippi Department of Education office of Driver Education?

   Yes _____ No _____

2. Does the district have a teacher that meets the Mississippi Department of Education driver education certification standards?

   Yes _____ No _____

3. Is there a valid Motor Vehicle Record (MVR) report for the driver education teacher in the personnel file?

   Yes _____ No _____

4. Is there documentation on the student's permanent record showing that he or she received the appropriate number of hours in classroom, behind the wheel or simulation training?

   Yes _____ No _____

5. Is there a properly marked driver education car with a dual control brake?

   Yes _____ No _____

6. Is the school district's Driver Education teacher in compliance with the Mississippi Driver License Standards?

   Yes _____ No _____

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2023

GIFTED EDUCATION

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
17.8	Gifted Education. Miss. Code Ann. §§ 37-23-171 through 181, Miss. Admin. Code 7-3: 35.1, State Board Policy Chapter 35, Rule 35.1. Refer to the current edition of the Regulations for Gifted Education Programs in Mississippi and the Gifted Education Program Standards.			Office of Secondary Education	

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Is the school district in compliance with all state and/or federal requirements for Gifted Education?				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

Mississippi Department of Education
Office of Elementary Education & Reading
Gifted Education Program Monitoring Visit Report

School District:	Visit Date(s):
Gifted Contact Persons:	

Documentation	Compliance	Exemplary
<u>Portfolio I</u> **Gifted Program Instruction** Related Principles: Criterion I; Principles 1, 2, 4, 5, and 6 Criterion V; Principles 1, 2, 3, 4 **Options for High Ability Learners** Related Principle: Criterion I; Principle 3	___Instruction based on Outcomes for Gifted Education Programs 2017 ___District provides options for all high ability learners	___District identifies and meets the individual needs of students ___Information regarding how individual gifted students learn is distributed to school personnel and parents ___Information is publicized and school personnel approach individual students regarding participation ___Counselors receive training related to the needs of gifted children ___Counselors provide individualized counseling for at-risk gifted children

Portfolio I Directions:

Folders 1 – 6 - Create one folder for each of the six competencies from the Outcomes for Gifted Education Programs 2017. Include student work samples with labeled outcomes from every classroom, grade level, and teacher in the district, creating an instructional picture of the district's GEP.

Folder 7 - Provide documentation related to options for high ability learners. This can be documented through the district handbook, website, or information provided by the counseling departing.

Gifted Education Program Monitoring Visit Report

Documentation	Compliance	Exemplary
<u>Portfolio II</u> **GEP Schedule(s) and Class Roll(s)** Related Principles: Criterion II, Principle 3 Criterion III, Principles 1, 2, and 4 **List(s) of GEP Resources** Related Principles: Criterion II, Principle 7	_Gifted students receive 240 (150 due to June 2020 wavier from State Board of Education) minutes gifted of instruction per week _Ratio of Gifted Students to Gifted Teachers is no larger than 60:1 ___GEP has adequate resources that are equitable to other programs with the district	___Gifted students receive more than 240 (more than 150 based on June 2020 wavier from State Board of Education) minutes of gifted instruction per week ___Resources are shared between instructional personnel ___There are plans for future acquisitions

Portfolio II Directions:

Folder 1 – Provide each gifted program teacher's class roll attached to his or her daily schedule. Each schedule should include arrival and dismissal time, assigned duties, instructional time, planning time, assessment time (if warranted), and any breaks in gifted instruction (lunch, enrichment/special classes, recess). If the gifted program teacher has assignments outside of the gifted program, that assignment should be included in the schedule as well.

Folder 2 - Provide the list or lists of gifted education program resources. Include school maps with gifted classrooms marked. Do not include furniture as a resource.

Gifted Education Program Monitoring Visit Report

Documentation	Compliance	Exemplary
<u>Portfolio III</u> **Personnel** Related Principles: Criterion II; Principle 7 Criterion VI; Principles 1, 2, 3, 4, and 5 Criterion VII; Principle 10	___License information for all Gifted Education personnel, including Gifted Contact Persons ___District trains **all personnel*** involved in the identification and assessment of potentially gifted students ___District provides professional development regarding the education of gifted students; gifted program teachers are required to attend ___District allows gifted program teachers to attend non-district professional development regarding the education of gifted students annually ___District makes professional development materials pertaining to gifted education available	___At least one person involved in the GEP holds a master's degree in Gifted Education or an administrative endorsement ___Assessment training for all personnel includes characteristics of gifted children ___Gifted program teachers actively participate at the state and/or national level in professional organization(s) for gifted education ___All school staff is provided ongoing training related to the nature and needs of gifted children ___Gifted program teachers are allowed to attend state or national gifted education conferences ___Materials are easily accessed by all school staff ___GCP and assessment personnel complete regular training regarding identification and assessment

Portfolio III Directions:
Folder 1 – Copies of licenses
Folder 2 – PD documentation to include agendas, sign in sheets, and/or minutes or proof of content
Folder 3 – PD materials list including accessibility

***Note:** Personnel involved in the identification of gifted children should be trained annually. This includes administrators, general education teachers, and special education teachers who serve students in grades 1 – 6. Personnel who serve grades 7 – 8 should be trained if the district offers programming at those grade levels.

Gifted Education Program Monitoring Visit Report

Documentation	Compliance	Exemplary
<u>Portfolio IV</u> **Gifted Student Identification** Related Principles: Criterion III; Principle 3 Criterion V; Principle 5 Criterion VII; Principle 1, 2, 3, 4, 7, and 8 Regulations are noted by **page number**.	___District policy ___Measures of minimum criteria approved by the local school board ___District provides written documentation regarding gifted education (see below) ___Universal screening occurs and one grade level ___Underachieving gifted students are identified and served	___Information is publicized and school personnel approach individual students regarding participation ___Universal screening occurs at two grade levels ___Team that includes the gifted teacher works with gifted students to reverse the patterns of underachievement
Portfolio IV Directions: Create one folder that contains all documentation.		

<u>Required Written Documentation</u>

___Mission and philosophy statements

___Gifted program options

___Characteristics of gifted children

___Gifted student identification procedures

___Referrals accepted from anyone

___Underachieving gifted students are identified and served

___Parental consent for testing and placement

___Notification of results

___Annual reassessment

___Student exiting

___Parent appeals policy

___Hearing policy

Mississippi Department of Education
Office of Elementary Education & Reading
Gifted Education Program Monitoring Visit Report

Documentation	Compliance	Exemplary
<u>Portfolio V</u> **Communication with all Stakeholders** Related Principles: Criterion II, Principles 3, 4, 5, and 6 Criterion IV, Principles 1, 2, and 3	<u>Communication:</u> ___Advocacy Groups ___MDE ___Parents ___Instructional Staff ___Administration <u>Program Evaluations:</u> ___Annual self-evaluation ___Annual program evaluation ___Program evaluation report	___Local parent advocacy group established __Parents are invited to share input on GEP ___Gifted coordinator involved in district planning ___GCP presents to the local school board regarding the GEP annually ___GEP reviewed by gifted education expert ___Program evaluation completed annually, includes all stake holders ___Program evaluation report encourages follow-through
Portfolio V Directions: Folder 1 – Communication with all groups Folder 2 – Program evaluations and report		

Gifted Education Program
Monitoring Visit Report
Gifted Student Files

Documentation	Compliance	Required Components
Related Principles: Criterion VII; Principles 5, 6, and 9 Regulations are noted by **page number**. **Note:** All students should **not** be given the same assessment measures. Please refer to Criterion VII, Principle 5.3, and Principle 9.2	___Files are maintained appropriately **(p. 3)** ___Access to files is restricted **(p. 3)** ___Parents are informed of rights under FERPA **(p. 3)** ___Established LSC (signature on GPPDS) **(p. 3)** ___Assessment measures **(p. 2)** are - Reliable - Valid - Based on the individual needs of students	___Parental consent for placement/service **(p. 5 and 7)** ___GPPDS (complete with signatures and eligibility date) ___Assessment report (**p. 7**) ___Referral documentation - Objective measure(s) - Subjective measure(s) - Individual assessment ___Assessment protocols

- Up to 25% of gifted student files will be reviewed including ineligible student files
- Monitor will choose student names at random from provided class rolls

Number of Files Reviewed:

File Notes:

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2023

MENTAL HEALTH AND SUICIDE PREVENTION TRAINING

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	PROGRAM OFFICE		REPORT OR CHECKLIST
17.9	Mental Health and Suicide Prevention Training. Miss. Code Ann. §§ 37-3-83(9), 37-3-101, and 37-3-103.	Mental Health and Suicide Prevention Assurance Form Check Personnel Report and training certificates to ensure that all certified and non-certified have been trained. * New employees have 90 days to complete their training after they are hired	Student Support Services	□ Yes □ No	Mental Health and Suicide Training Assurance completed entirely with signature(s) and date (s). **(Compliance can be achieved by any of the approved trainings below - only one training is required)** 1. The Alliance Project 2. The Jason Foundation, Inc. (JFI) Staff Development Training Modules 3. Making Educators Partners in Youth Suicide Prevention: Act on Facts – National Version 4. Shatter the Silence: Suicide- The Secret You Shouldn't Keep 5. Youth Mental Health First Aid 6. Classroom WISE: Well-Being Information and Strategies for Educators 7. Vector Solution

Compliance Questions	Yes	No	Not Applicable	Not Evaluated

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

LICENSED LIBRARY MEDIA SERVICES

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
18	Each school has a library media center. Refer to the current edition of the Mississippi School Library Media Guide. Miss. Code Ann. §§ 37-17-6(3) (a-e).			Office of Elementary Education	
18.1	Each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology (Accreditation Policy 4.2.1 - Exemptions for Schools Meeting the Highest Levels of Performance).		Check collection statistics, weeding report, collection development plan, and credible and age-appropriate digital resources.	Office of Elementary Education	School Library Monitoring Rubric *Sections 1.1 Automated System, 1.2 General Collection, 1.3 Reference Materials, 1.4 Non-Print Resources,* and *1.5 Professional Collection*
18.2	The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students (Accreditation Policy 4.2.1 - Exemptions for Schools Meeting the Highest Levels of Performance).		Check training or lesson plans, short-and long-term goals, teacher/student surveys and requests, student learning outcomes, policies and procedures, current budget reports, library advocacy committee, public relations plan, and library facilities.	Office of Elementary Education	School Library Monitoring Rubric *Sections 2.2 Needs Assessment, 2.3 School Library Policies and Procedures, 2.4 Funding, 2.5 Library Advocacy, 2.6 Public Relations,* and *3 Library Facilities*

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Does each school have a library-media center with an organized collection of materials and equipment? Note: School libraries are not to be organized by reading levels. All resources should be barcoded and placed in the web-based automated system.				
b) Does the collection of materials represent a broad range of current learning media, including instructional technology?				
c) Does the librarian systematic program of services to students and staff by providing access to materials and equipment?				
d) Does the librarian provide training/instruction in the use of materials/equipment to both students and staff?				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
e) Does the librarian collaborate with teachers and other staff members to design and/or provide reading enrichment programs to students?				
f) Does the librarian survey students and teachers to build the library collection or create library programs?				
g) Is there a library policy and procedure handbook that includes a circulation policy and district-approved policies?				
h) Is the library arranged to: (1) accommodate flexible access by classes and individual students; (2) perform basic functions of a curriculum integrated school library program; (3) provide a climate conducive to learning and student achievement; and (4) provide equitable access to information and resources within the school, community, and global networks?				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

ACCREDITATION AND ACCOUNTABILITY STANDARDS

SCHOOL LIBRARY MONITORING

2018 PUBLIC SCHOOL AUDITOR RUBRIC

This Rubric is a monitoring document for the following:

ACCOUNTABILITY STANDARDS 2.3, 2.3.1, 2.3.2, 3, 3.6, 18, 18.1, and 18.2.

Instructions: Place a check in the box beside each indicator that you find present in the Library/Media Center. Refer to the current Mississippi Public and Nonpublic School Library Guide for more complete information about the expectations for meeting the standards.

ADMINISTRATION AND PERSONNEL

2.3 The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth (¼) of the workday to library/media administrative activities. {Miss. Code Ann. § 37-17-6(3) (a-e)}

2.3.1 If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required.

2.3.2 If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required.

3. The school district implements an annual, formal personnel appraisal system for licensed staff that includes assessment of employee on-the-job performance. {Miss. Code Ann. § 37-3-46(b)}

3.6 Administrators who rate as school-level administrators, counselors, librarians, and teachers, and teacher-observers shall complete an MDE-approved Professional Growth System (PGS) training.

INSTRUCTIONAL PRACTICES

18. Each school has a library media center. Refer to the current edition of the *Mississippi Public and Nonpublic School Library Guide*. {Miss. Code Ann. § § 37-176(3) (a-e)}

18.1 Each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.

18.2 The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.

DOMAIN I: LIBRARY COLLECTION

1.1 Automated Management System: All library collections shall be cataloged in a web-based automated system, including fiction, nonfiction, easy, reference, professional collection, and non-print items, including CDs/DVDs and eBooks. The school library shall barcode and place correct spine labels on the physical item and add all record information in the automated system.

Evidence: *Collection Statistics; Training Documents; OPAC Lessons*

Minimum Requirements	*Progressive (Minimum +)*
☐ Circulation/Cataloging Capacity	☐ 2 management computers
☐ Librarian Management computer	☐ Online access to materials available in the school library throughout the school facility/remote sites
☐ Barcode scanner	☐ Remote circulation and inventory capabilities
☐ Online access to materials available in the school library	
☐ All equipment and materials cataloged	
☐ Cataloging, processing, and shelving of resources according to the Dewey Decimal Classification System	
☐ Teacher and student OPAC (Online Public Access Catalog) training	
☐ Inventory capabilities	

Library Guide	*Evidence*	*Notes*
☐ Section 4.7: Cataloging and Processing	☐ Collection Statistics ☐ Training Documents ☐ OPAC Lessons	

1.2 General Collection: Collection shall include nonfiction, fiction, and easy titles. The collection shall be consistently weeded, and assessments shall be used to guide selection of materials. Collection can also include ebooks that can be circulated or tracked through the library's automated system.

Evidence: *Historical Collection Report; Weeding Report; Requisitions; Collection Development Plan*

Minimum Requirements	*Progressive (Minimum +)*
☐ A goal of 10 books per student that are in good condition and that support the school's instructional program and provide titles for pleasure reading ☐ A well-balanced, diverse collection that is both age and content appropriate	☐ A goal of 15 - 20 books per student that are in good condition and that support the school's instructional program ☐ Average copyright of nonfiction collection (excluding biography) is less than 10 years old (print and digital formats) ☐ A collection that caters to student populations (i.e., Pre-Kindergarten, English Learners, Migrant Students, Gifted Students, or Special Education Students)

Library Guide	*Evidence*	*Notes*
☐ Section 4.2: Selection Tools ☐ Section 4.4: Collection Guidelines ☐ Section 4.5: Weeding of Collection Resources	☐ Historical Collection Report ☐ Weeding Report ☐ Requisitions ☐ Collection Development Plan	

1.3 Reference Materials: Collection shall include print and/or digital Encyclopedias, Dictionaries, Almanacs, Thesauruses, and Atlases. Print and/or non-print periodicals such as newspapers and magazines shall be included in this collection.

Evidence: *Weeding Report; Requisitions; Reference Lessons; Collection Development Plan*

Minimum Requirements	***Progressive (Minimum +)***
☐ A core reference collection that is in good condition that supports the school's **current** instructional program ☐ A **well-balanced** collection that is both **age** and **content** appropriate	☐ Not Applicable

Library Guide	***Evidence***	***Notes***
☐ Section 3.6: Planning for Instruction ☐ Section 4.4: Collection Guidelines ☐ Section 4.5: Weeding of Collection Resources ☐ Section 4.7: Cataloging and Processing	☐ Reference Lessons ☐ Weeding Report ☐ Requisitions ☐ Collection Development Plan	

1.4 Non-Print Resources: Collection shall include internet resources, MAGNOLIA, audio/visual, technology, and/or digital and ebook subscriptions.

Evidence: *Websites; Trainings and Lesson Plans; CD/DVD Curriculum Connection*

Minimum Requirements	*Progressive (Minimum +)*
☐ School library website available on school home page for classroom and school site access which includes librarian's name, schedule, and email ☐ Maintain a list of **credible** and **age-appropriate** websites that support the **current** curriculum ☐ MAGNOLIA Database available for students and teachers with links on library computers/website and advertised in the library ☐ Emerging formats available to support the **current** curriculum ☐ Training on non-print resources	☐ Additional databases available, i.e., World Book Online, JSTOR, SIRS, etc. ☐ School library website available on school home page for classroom, school site and remote site access

Library Guide	*Evidence*	*Notes*
☐ Section 3.12: MAGNOLIA Database ☐ Section 4.4: Collection Guidelines ☐ Section 5.3: Digital Resources ☐ Section 5.6: Cataloging Digital Resources	☐ Websites ☐ Trainings and Lesson Plans ☐ CD/DVD Curriculum Connection	

1.5 Professional Collection: Resources shall support Mississippi Department of Education Professional Development Accountability Standard 15 {Miss. Code Ann. § 37-17-8} (7 Miss. Admin. Code Pt. 3, Ch. 44, R. 44.1) as well as the professional growth of teachers, administrators, and school librarians.

Evidence: *Promotion of Professional Development Resources*	
Minimum Requirements	***Progressive (Minimum +)***
☐ A goal of 20 print and/or digital current professional titles ☐ Access to print and/or electronic professional periodicals ☐ Current credible websites for professional development purposes available through the school library website	☐ Not Applicable

Library Guide	***Evidence***	***Notes***
☐ Section 2.5: Professional Development ☐ Section 3.12: MAGNOLIA Resources ☐ Section 4.4: Collection Guidelines ☐ Section 4.5: Weeding of Collection Resources ☐ Section 4.7: Cataloging and Processing ☐ Section 5.3: Digital Resources	☐ Promotion of Professional Development Resources	

DOMAIN II: LIBRARY MANAGEMENT

2.1 Certified Staff: A certified school librarian shall be assigned to the school library Miss. Code Ann. § 37-17-6(3)(a-e). The librarian shall offer an organized program of service to students and staff. The librarian shall function 100% in the library position, either ½ or full time, depending on the school population. The librarian shall not serve as a substitute teacher.

Evidence: *Library Schedule; Board-approved Job Description; Other Assigned Duties; Inventory Report*

Minimum Requirements	*Progressive (Minimum +)*
☐ A certified school librarian is assigned to the school library (half-time if school enrollment is 0-499; full-time if school enrollment is 500 or more) ☐ Flexible scheduling/Open access is incorporated into the school library schedule especially during a non-traditional school day (i.e., testing, school programs, and professional development meetings) ☐ Time is allotted at the beginning and end of the school year for necessary library maintenance tasks including inventory ☐ Ample time (at least 25% half-or full-time) is allotted throughout the school week to complete and management and administrative library tasks (planning, weeding, shelving, ordering, etc.) and is shown on the librarian's schedule	☐ 1 + school librarian is assigned to the library full time ☐ Library support staff is **strongly** recommended for school libraries with populations more than 500 ☐ Large districts may employ a designated Library Program Supervisor at the district level

Library Guide	*Evidence*	*Notes*
☐ Section 3.7: Promotion Flexible, Open Access ☐ Section 6.1: Personnel	☐ Library Schedule (Standard 2.3) ☐ Job Description ☐ Other Assigned Duties ☐ Inventory Report	

2.2 Needs Assessments: The school library program shall participate in periodic reviews and ongoing informal and formal assessments used to develop short- and long-range strategic plans for improvement.

Evidence: *Library Goals; Surveys and Requests; Evaluation; Student Learning Outcomes; PGS Training*

Minimum Requirements	*Progressive (Minimum +)*
☐ Program assessment is based on informal and formal assessment which includes input from administrators, faculty and students (MDE Librarian Growth Rubric) ☐ The school librarian sets annual goals which are reported to the administration no later than September of the current school year ☐ Needs assessments, inventories, professional tools, curriculum objectives, and input from the Library Advocacy Committee are used by the school librarian to establish annual goals	☐ Not Applicable

Library Guide	*Evidence*	*Notes*
☐ Section 6.5: Librarian Evaluation ☐ Section 6.8: SMART Goals	☐ Library SMART Goals (3 years) ☐ Teacher and Student Surveys ☐ Teacher Request ☐ Completed Evaluation (Standard 3) ☐ Student Learning Outcome ☐ PGS Training (Standard 3.6)	

2.3 School Library Policies and Procedures: A library handbook of library policies and procedures shall be developed, adopted, and used in each library. The handbook shall include procedures concerning circulation, maintenance, inventory of materials, and weeding of the collection.

Evidence: *School Library Handbook; District-Approved Policies; Circulation Policy*

Minimum Requirements	***Progressive (Minimum +)***
☐ There is a **district-approved** policy used for selection of materials, challenges to materials, copyrights, donated materials, and Internet use are standards in the school library's collection development policy	☐ Not Applicable

Library Guide	***Evidence***	***Notes***
☐ Section 1.4: Intellectual Freedom ☐ Section 1.5: Freedom to Read ☐ Section 3.4: Using Data ☐ Section 4.1: Understanding Collection Development ☐ Section 4.5: Weeding of Collection Resources ☐ Section 4.6: Challenged Materials ☐ Section 4.7: Cataloging and Processing ☐ Section 6.9: Policies and Procedures Handbook	☐ School Library Handbook ☐ District-Approved Policies (Selection, Gifts, Weeding, and Challenged Materials) ☐ Circulation Policy	

2.4 Funding: School districts shall provide sufficient funding for the purchase and maintenance of current resources for the school library.

Evidence: *Budget Expenditures; Current Budget Plan; Current Operating Budget; Additional Funding*

Minimum Requirements	*Progressive (Minimum +)*
☐ The school library meets the minimum basic collection requirements as stated in the guidelines for Section 1: Library Collection ☐ The school district is required to provide **consistent, sustained** library funding to maintain and upgrade library collections, equipment, and facilities ☐ The school librarian must administer the approved school library budget and monitor acquisitions in order to meet all of the instructional and informational needs of the school's learning community ☐ The school librarian must submit an annual budget plan which can include requests to the school principal/administrator no later than February of the current school year ☐ The school librarian should prepare annual reports documenting how each source of funding for the library program was spent	☐ The school library meets the Progressive (Minimum +) collection suggestions as stated in the guidelines for school library collection development section of this document ☐ The district or school provides some additional funding to purchase library resources to support federally or state mandated initiatives, information access, and student achievement ☐ Fundraising and/or grant writing is used to increase resources and programs to support federally or state-mandated initiatives, information access, and student achievement

Library Guide	*Evidence*	*Notes*
☐ Section 6.2: Budget and Funding	☐ Budget Expenditures ☐ Current Budget Plan ☐ Current Operating Budget ☐ Additional Funding	

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

TEXTBOOKS

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
19	The school district is in compliance with state law and State Board of Education policies for state adopted textbooks. {Miss. Code Ann. § 37-43-1, 37-43-24, 37-43-31(2), 37-43-51, 37-9-14(2)(b), and 37-7-301(ff)} (7 Miss. Admin. Code Pt. 3, Ch. 79, R. 79.1, R. 79.2) (Refer to the current edition of Textbook Administration Handbook Rules and Regulations.)		Interview principal and several teachers. Observe materials in classes.	Office of Elementary Education and Reading	Reports from the Office of Elementary Education and Reading
19.1	Each school district provides student in each school with access to current or otherwise appropriate textbooks that are in good condition. (See glossary for definition of textbook. {Miss. Code Ann. § 37-43-1, 37-9-14(2)(b), and 37- 7-301(ff)}		Interview principal and several teachers. Observe materials in classes.		Reports from the Office of Elementary Education and Reading
19.2	Each school district shall keep an active and surplus inventory for each school in the district to be completed by June 15 of each year. The district shall report the inventory in the Textbook Inventory Management System. {Miss. Code Ann. § 37-43-51} (Refer to the current edition of the Textbook Administration Handbook Rules and Regulations.)				

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Does the school district provide each student with current or otherwise appropriate textbooks/instructional materials, including instructional technology?				
b) Does the school district provide each student with textbooks/instructional materials that are in good condition?				
c) Does each student have a copy of each required textbook or other required instructional materials for the course?				
d) Does the school district meet the minimum requirements for Textbook Inventory Management System?				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

EVALUATION CHECKLIST

MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

ACCREDITATION ACCOUNTABILITY STANDARDS

INSTRUCTIONAL MATERIALS

2023 SCHOOL TEXTBOOK RUBRIC

School Textbook Coordinator	Date of Observation	Grade Levels
School Name	**District Name**	**Number of Students**

TIMS Update **Website Address**

Type of Audit

☐ **Unofficial Audit** ☐ **MDE Scheduled Audit** ☐ **Legislative Audit** ☐ **Non-Public/Special** ☐ **Public**

This Rubric is a monitoring document for the following:

NON-PUBLIC ACCOUNTABILITY STANDARDS 16, 16.1, and 16.2.

PUBLIC ACCOUNTABILITY STANDARDS 19, 19.1, and 19.2.

Instructions: Place a check in the box beside each indicator that you find present in terms of instructional materials. Refer to the current *Mississippi Textbook Administration Handbook Rules and Regulations* for more complete information about the expectations for meeting the standards.

INSTRUCTIONAL PRACTICES

The school district is in compliance with state law and State Board of Education policies for state adopted textbooks. {Miss. Code Ann. § 37-43-1, 37-43-24, 37-43-31(2), 37-43-51, 37-9-14(2)(b), and 37-7-301(ff)} (7

Miss. Admin. Code Pt. 3, Ch. 79. R. 79.1, R. 79.2) (Refer to the current edition of *Mississippi Textbook Administration Handbook Rules and Regulations*).

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

Each school district provides student in each school with access to current or otherwise appropriate textbooks that are in good condition. (See glossary for definition of textbook. {Miss. Code Ann. § 37-43- 1, 37-9-14(2)(b), and 37-301(ff)}

Each school district shall keep an active and surplus inventory for each school in the district to be completed by June 15 of each year. The district shall report the inventory in the Textbook Inventory Management System. {Miss. Code Ann. § 37-43-51} (Refer to the current edition of the *Mississippi Textbook Administration Handbook Rules and Regulations*).

Source: Miss. Code Ann. § 37-43-1 (Adopt 2016)

STANDARD 16 | 19: COMPLIANCE

Requirements

☐ The school district provides each student with current or otherwise appropriate textbooks/instructional materials, including instructional technology.

Textbook Handbook	*Evidence*	*Notes*
☐ Section	☐ Observations ☐ Interviews ☐ Storage Room	

STANDARD 16.1 | 19.1: ACCESS

Requirements

☐ The school district provides each student with textbooks/instructional materials that are in good conditions.

☐ Each student has a copy of each required textbook or other required instructional materials for the course?

Textbook Handbook	*Evidence*	*Notes*
☐ Section ☐ Section	☐ Systematic Plan ☐ Student Enrollment ☐ Interviews	

STANDARD 16.2 | 19.2: INVENTORY SYSTEM

Requirements

☐ The school district meets the minimum requirements for Textbook Inventory Management System.

Textbook Handbook	*Evidence*	*Notes*
☐ Section	☐ Current TIMS Report	

ENGLISH

Grade	Students	Textbooks	HQIM (Y/N)	Copyright	Title | ISBN
K					
1					
2					
3					
4					
5					
6					
7					
8					

READING

Grade	Students	Textbooks	HQIM (Y/N)	Copyright	Title | ISBN
K					
1					
2					
3					
4					
5					
6					
7					
8					

LITERATURE

Grade	Students	Textbooks	HQIM (Y/N)	Copyright	Title | ISBN
K					
1					
2					
3					
4					
5					
6					
7					
8					

MATH

Grade	Students	Textbooks	HQIM (Y/N)	Copyright	Title | ISBN
K					
1					
2					
3					
4					
5					
6					
7					
8					

SCIENCE

Grade	Students	Textbooks	HQIM (Y/N)	Copyright	Title | ISBN
K					
1					
2					
3					
4					
5					
6					
7					
8					

SOCIAL STUDIES

Grade	Students	Textbooks	HQIM (Y/N)	Copyright	Title | ISBN
K					
1					
2					
3					
4					
5					
6					
7					
8					

OTHER

Grade	Students	Textbooks	HQIM (Y/N)	Copyright	Title | ISBN
K					
1					
2					
3					
4					
5					
6					
7					
8					

EVALUATION CHECKLIST

MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

ACCREDITATION ACCOUNTABILITY STANDARDS

INSTRUCTIONAL MATERIALS

2023 SCHOOL TEXTBOOK RUBRIC

School Textbook Coordinator	Date of Observation	Grade Levels
School Name	**District Name**	**Number of Students**

TIMS Update **Website Address**

Type of Audit

☐ **Unofficial Audit** ☐ **MDE Scheduled Audit** ☐ **Legislative Audit** ☐ **Non-Public/Special** ☐ **Public**

This Rubric is a monitoring document for the following:

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Instructions: Place a check in the box beside each indicator that you find present in terms of instructional materials. Refer to the current *Mississippi Textbook Administration Handbook Rules and Regulations* for more complete information about the expectations for meeting the standards.

INSTRUCTIONAL PRACTICES

The school district is in compliance with state law and State Board of Education policies for state adopted textbooks. {Miss. Code Ann. § 37-43-1, 37-43-24, 37-43-31(2), 37-43-51, 37-9-14(2)(b), and 37-7-301(ff)} (7

Miss. Admin. Code Pt. 3, Ch. 79. R. 79.1, R. 79.2) (Refer to the current edition of *Mississippi Textbook Administration Handbook Rules and Regulations*).

Each school district provides student in each school with access to current or otherwise appropriate textbooks that are in good condition. (See glossary for definition of textbook. {Miss. Code Ann. § 37-43-1, 37-9-14(2)(b), and 37-301(ff)}

Each school district shall keep an active and surplus inventory for each school in the district to be completed by June 15 of each year. The district shall report the inventory in the Textbook Inventory

Management System. {Miss. Code Ann. § 37-43-51} (Refer to the current edition of the *Mississippi Textbook Administration Handbook Rules and Regulations*).

STANDARD 16 | 19: COMPLIANCE

Requirements

☐ The school district provides each student with current or otherwise appropriate textbooks/instructional materials, including instructional technology.

Textbook Handbook	*Evidence*	*Notes*
☐ Section	☐ Observations ☐ Interviews ☐ Storage Room	

STANDARD 16.1 | 19.1: ACCESS

Requirements

☐ The school district provides each student with textbooks/instructional materials that are in good conditions.

☐ Each student has a copy of each required textbook or other required instructional materials for the course?

Textbook Handbook	*Evidence*	*Notes*
☐ Section ☐ Section	☐ Systematic Plan ☐ Student Enrollment ☐ Interviews	

STANDARD 16.2 | 19.2: INVENTORY SYSTEM

Requirements

☐ The school district meets the minimum requirements for Textbook Inventory Management System.

Textbook Handbook	*Evidence*	*Notes*
☐ Section	☐ Current TIMS Report	

ENGLISH | LITERATURE

Subject	Students	Textbooks	HQIM (Y/N)	Copyright	Title | ISBN
ENGLISH I *Grade:*					
ENGLISH II *Grade:*					
ENGLISH III *Grade:*					
ENGLISH IV *Grade:*					
LITERATURE I *Grade:*					
LITERATURE II *Grade:*					
LITERATURE III *Grade:*					
LITERATURE IV *Grade:*					

MATHEMATICS

Subject	Students	Textbooks	HQIM (Y/N)	Copyright	Title | ISBN
ALGEBRA I *Grade:*					
GEOMETRY *Grade:*					
ALGEBRA II *Grade:*					
ALGEBRA III *Grade:*					
INTEGRATED MATH I *Grade:*					
INTEGRATED MATH II *Grade:*					
INTEGRATED MATH III *Grade:*					
CALCULUS *Grade:*					
ADVANCED MATH PLUS *Grade:*					

AP CALCULUS AB *Grade:*					
AP CALCULUS BC *Grade:*					
AP STATISTICS *Grade:*					

SCIENCE

Subject	Students	Textbooks	HQIM (Y/N)	Copyright	Title | ISBN
INTRO TO BIOLOGY *Grade:*					
BIOLOGY I *Grade:*					
BIOLOGY II *Grade:*					
CHEMISTRY *Grade:*					
ORGANIC CHEMISTRY *Grade:*					
PHYSICS *Grade:*					

PHSYICAL SCIENCE *Grade:*					
GENETICS *Grade:*					
MICRO-BIOLOGY *Grade:*					
BOTANY *Grade:*					
ZOOLOGY *Grade:*					
MARINE AND AQUATIC *Grade:*					
HUMAN A&P *Grade:*					
BIOMEDICAL RESEARCH *Grade:*					
EARTH AND SPACE *Grade:*					
ENVIRON-MENTAL *Grade:*					

GEOLOGY ***Grade:***					
AP CHEMISTRY ***Grade:***					
AP BIOLOGY ***Grade:***					
PHYSICS ***Grade:***					

WORLD LANGUAGES

Subject	Students	Textbooks	HQIM (Y/N)	Copyright	Title | ISBN
SPANISH I ***Grade:***					
SPANISH II ***Grade:***					
FRENCH I ***Grade:***					
FRENCH II ***Grade:***					

SOCIAL STUDIES

Subject	Students	Textbooks	HQIM (Y/N)	Copyright	Title | ISBN
MISS STUDIES *Grade:*					
US GOVERNMENT *Grade:*					
INTRO TO GEOGRAPHY *Grade:*					
WORLD HISTORY *Grade:*					
US HISTORY *Grade:*					
ECONOMICS *Grade:*					
ADVANCED GEOGRAPHY *Grade:*					
PSYCHOLOGY *Grade:*					
SOCIOLOGY *Grade:*					

AP US HISTORY *Grade:*					
AP WORLD HISTORY *Grade:*					
AP GOVERNMENT *Grade:*					

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

INSTRUCTIONAL MANAGEMENT

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
20	The school district meets the following instructional management requirements {Miss. Code Ann. §§ 37-3-49(2) (a-c) and 37-3-49(5)} Miss. Admin. Code 7-3: 41.1, State Board Policy Chapter 41, Rule 41.1.	Review IMS Policy	Complete Checklist.	Office of Elementary Education & Reading, Office of Secondary Education	Instructional Management Checklist
20.1	The school district implements an instructional management system that has been adopted by the school board and includes, at a minimum, the competencies and objectives required in the curriculum frameworks approved by the State Board of Education that are available to all teachers in each school. (Districts Meeting the Highest Levels of Performance are exempted.)				
20.2	The instructional management system includes a tiered instructional model in accordance with Miss. Admin. Code 7-3: 41.1, State Board Policy Chapter 41, Rule 41.1, including academic interventions, behavioral interventions, and Literacy-Based Promotion Act requirements.				

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Has the instructional management system been approved by the local school board? Date approved by the local school board:				
b) Does the instructional management system include the competencies required in the curriculum frameworks approved by the State Board of Education as well as suggested teaching strategies, assessment strategies resources, and supports available to teachers for selection and use in teaching the required competencies?				
c) Does the instructional management system include a tiered instructional model that provides teachers with the necessary supports and strategies to incorporate academic and behavioral interventions as well as the requirements of the Literacy-Based Promotion Act?				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

Mississippi Department of Education
Office of Elementary Education &
Reading MTSS Program Monitoring
Visit Report

Standard 20

School District:	Visit Date(s):
MTSS Contact Person:	
School:	Team:
Number of Students in Tier II:	Number of Students in Tier III:
25% of Folders Reviewed:	Dyslexia Screener Dates:
How many teachers in the building?	How many classrooms in the building?

Instructional Management System	Yes	No
Approved by School Board		
Date of Board Approval		
Pacing Guide		
Current State Standards		
Lesson Plans		
Tiered Instructional Model		
Evidence of LBPA		
Professional Development Plan		

Monitoring Team will choose student files at random from provided intervention rolls.

DOCUMENTATION REVIEW											
	1	2	3	4	5	6	7	8	9	10	Notes
Student Profile Sheet											
High Quality Teacher Instruction											
IRP completed/parent guidance provided (if applicable)											
Supplemental or Intensive Doc.											
Tier II and III Progress Monitoring											
TST Referral and Meeting Doc.											
Parent Notification Letter											
Evidence of Intervention											
20 Day MSIS meeting form/date of meeting (if applicable)											
Intervention Integrity Checks											
Notes:											

Tier II Interventions carried out by:

- ☐ Teacher
- ☐ Interventionist

Tier III Interventions carried out by:

Evidence of:	
_____Tier III Instructional Model	_____Interventions being implemented within two weeks after referral to TST
_____TST Meetings being conducted within the first 20 days of school (Date: _____)	_____TST meetings being conducted for students being referred to Tier III
_____documented review after eight weeks of intervention	_____documented second review completed after sixteen weeks of intervention
_____decision being made after sixteen weeks of intervention	

Academic Interventions are:	
_____designed to address deficit areas	_____evidence-based
_____implemented as designed by the TST (review meeting notes)	_____supported by data regarding effectiveness of interventions

Behavior Interventions are:	
_____designed to address deficit areas	_____evidence-based
_____implemented as designed by the TST (review meeting notes)	_____supported by data regarding effectiveness of interventions

Progress Monitoring is:	
_____determining if students are making adequate progress	_____identifying students as soon as they begin to fall behind
_____modifying instruction early enough to ensure each student gains essential skills	_____an ongoing process that may be measured through informal classroom assessment, benchmark assessment, and large-scale assessments
_____matched to the implemented intervention	

STANDARD 20. The school district meets the following instructional management requirements:

STANDARD 20.1. The school district implements an instructional management system that has been adopted by the school board and includes, at a minimum, the competencies and objectives required in the curriculum frameworks approved by the State Board of Education that are available to all teachers in each school. (Districts meeting the highest levels of performance are exempted.)

STANDARD 20.2. The instructional management system includes a tiered instructional model in accordance with (7

Miss. Admin. Code Pt. 3, Ch. 41, R. 41.1), including academic interventions, behavioral interventions, and *Literacy- Based Promotion Act* requirements.

REGULATIONS. Miss. Code Ann. §§ 37-3-49(2) (a-c) and 37-3-49(5); and 7 Miss. Admin. Code Pt. 3, Ch. 41, R. 41.1

Specific Notes and Findings:

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

PROMOTION/PROGRESSION RETENTION

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
21	The district follows an established board policy that defines criteria for the academic promotion/progression/retention of students. Such criteria prohibit the retention of students for extracurricular purposes.	Check board policy.	Cross-reference policies in student handbook. Obtain copy of handbook.	Office of Accreditation	
21.1	The school district implements a uniform grading policy. {Miss. Code Ann. § 37-11-64 and 37-11-66} State Board Policy Chapter 2, Rule 2.3, Miss. Code Ann. § 37-11-64 and 37-11-66.			Office of Accreditation	
21.2	A student who is enrolled in any grade higher than Grade 6 in a school district must be suspended from participation in any extracurricular or athletic activity sponsored or sanctioned by the school district after a semester in which the student's cumulative grade point average is below 2.0 on a 4.0 scale in accordance with Mississippi High School Activities Association (MHSAA). This portion of the standard will be jointly monitored and enforced by the State Board of Education and the MHSAA. {Miss. Code Ann. § 37-11-65}			Office of Accreditation	

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Does the district follow an established board policy that defines criteria for the academic promotion, progression and retention of students? Date approved by board?				
b) Does the approved board policy for the academic promotion/progression/retention of students prohibit the retention of students for extracurricular purposes?				
c) Do the policies for the academic promotion/progression/retention of students that is published in the student handbook and other written documents provided conform to SBE policy 403, HB 696 (2012) and approved school board policy?				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

ALTERNATIVE EDUCATION

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
22	The school district provides access to an alternative education program that meets the program guidelines outlined in Miss. Code Ann. § 37-13-92 and the guidelines established by the State Board of Education. Miss. Admin. Code 7-3:7.1, State Board Policy, Chapter 7, Rule 7.1. See guidelines for Alternative/GED School Programs.	Check policies.	Complete checklist.	Office of Compulsory School Attendance Enforcement and Dropout Prevention	Alternative Education/GED Checklist

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Does the district provide an alternative education program for the categories of students identified in Miss. Code Ann. § 37-13-92?				
b) Does the alternative education program meet the guidelines established by the State Board of Education?				
c) Does the district provide a GED program as specified in Miss. Code Ann. §§ 37-13-92 and 37-35-1 through 37-35-11?				
d) Does the GED program meet the guidelines established by the State Board of Education?				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

Mississippi Department of Education
Office of Compulsory School Attendance Enforcement and Dropout Prevention
Accreditation Standard 22 Alternative Education Monitoring Instrument

School District: _____ **Date:** _____

School: _____ **MDE Monitor:** _____

Indicator	Compliance Indicator	Yes	No	N/A	Evidence of Compliance
Systemic Approach					
Indicator 1	The district has a local school board approved policy that governs the alternative education program.				
Indicator 2	Is there an approved Mississippi Department of Education contract in place for two or more school adjacent districts (must provide local school board approved agreement with lead school district identified)? Please provide supporting documentation.				
Indicator 3	The home school district receives educational results for students enrolled in the alternative education program.				
Indicator 4	Is the alternative school program housed on an existing campus? If "NO" please provide the name and license for the administrator.				

Indicator	Compliance Indicator	Yes	No	N/A	Evidence of Compliance
Indicator 5	Counseling is provided for parents and students. Please provide supporting documentation.				
Philosophy and Mission					
Indicator 6	The district follows local board-approved procedures which meet the due process requirements for removal of a student from a traditional education setting to an alternative school program for disciplinary reasons (see, e.g. Goss v. Lopez, 419 U.S. 565 (1975)).				
Indicator 7	Students in the alternative education program receive educational opportunities comparable to students in a traditional education setting (i.e. meals, transportation, programmatic requirements and opportunities, and for the number of days and hours as their peers).				
Indicator 8	The school district provides clear program guidelines that are provided to students and parents at the time of placement.				
Indicator 9	The school district adheres to state law and policies, including a description of the type of students that will be placed in the alternative education program.				
Referral and Entry					
Indicator 10	The alternative school placement is for, but not limited to, compulsory school age students who meet the following criteria:				

Indicator	Compliance Indicator	Yes	No	N/A	Evidence of Compliance
	a. presence in the classroom is a disruption to the educational environment of the school or a detriment to the best interest and welfare of the students and teacher; b. suspended for more than ten (10) days or expelled from school, except for any student expelled for possession of a weapon or other felonious acts; c. referred by the dispositive order of a chancellor or youth court judge, with the consent of the school district's superintendent, and; d. referred by the parent, legal guardian or custodian of such child due to disciplinary problems.				
Indicator 11	The school district has clear and concise criteria for placement into the alternative school.				
Indicator 12	Alternative school placement is determined individually on a case-by-case basis and applied consistently.				
Indicator 13	Students are approved by the district superintendent/designee according to state/federal laws and policies.				
Indicator 14	The alternative school program is designed to have a process for educational review to				

Indicator	Compliance Indicator	Yes	No	N/A	Evidence of Compliance
	develop the student's Individualized Instruction Plan.				
Indicator 15	Alternative school placement is determined by a team. Alternative school placement, for students with ***IDEA*** eligibility, is determined by the student's Individualized Education Program (IEP) team.				
Indicator 16	For students with disabilities, manifestation determination was completed.				
Flexibility and Options					
Indicator 17	Does the alternative school's program structure, policies, and practices allow flexibility and options, for staff, to accommodate and address the circumstances and challenges to meet the individual needs of students placed in the alternative school program?				
Policies, Rules, and Practices					
Indicator 18	Does the program adhere to the district's attendance reporting policy?				
Indicator 19	Is attendance taken daily?				

Indicator	Compliance Indicator	Yes	No	N/A	Evidence of Compliance
Indicator 20	Is there an effective process for enforcing the attendance policies?				
Indicator 21	Are attendance policies posted and/or published?				
Indicator 22	The disciplinary policy describes the appointment of a committee consisting of classroom teachers, and other appropriate professional personnel to ensure a continuation of educational services.				
Indicator 23	The disciplinary committee includes the school counselor to ensure appropriateness of alternative placement.				
Indicator 24	Is transportation provided for students?				
Instructional Program					
Indicator 25	Does the program provide the appropriate services to meet the educational needs of ALL students?				
Indicator 26	Are teachers certified? Please attach a copy of all licenses.				
Indicator 27	Does the program utilize the state's College and Career Readiness Standards?				
Indicator 28	Are students provided with 330 minutes of educational services?				
Indicator 29	Students are engaged and alert during class. If "YES", what are the procedures utilized to ensure student engagement?				
Indicator 30	Is character education part of the program?				
Indicator 31	Are students participating in the Mississippi Academic Assessment Program (MAAP) in accordance with established guidelines?				

Indicator	Compliance Indicator	Yes	No	N/A	Evidence of Compliance
Indicator 32	An Individualized Instruction Plan (IIP) has been developed for each student in the program, excluding student with IEPs.				
Indicator 33	Does the IIP ensure that students are making adequate progress toward graduation requirements?				
Indicator 34	The IIP emphasizes academic goals, behavior goals, functional skills and career education.				
Indicator 35	Are IEPs reviewed and revised, if needed, to meet the educational needs of students?				
Indicator 36	Is classroom instruction relevant to the educational and career interest of students?				
Indicator 37	Are lesson plans developed to meet the needs of the students?				
Indicator 38	Is technology utilized to maximize student engagement and instructional effectiveness?				
Indicator 39	Students' progress is evaluated at regular intervals and appropriate records maintained.				
Indicator 40	The district has a process, aligned to district policy, to award grades/credits? Please provide supporting documentation.				
Indicator 41	The district routinely conducts evaluations to determine progress toward the program's mission and standards.				
Exit and Completion					
Indicator 42	Are students, who are likely to succeed in the alternative school program and not the				

Indicator	Compliance Indicator	Yes	No	N/A	Evidence of Compliance
	traditional education program, allowed to remain in the program?				
Indicator 43	Does the district have procedures for transitioning students to the home school?				
Facilities					
Indicator 44	The alternative education program facilities are clean, safe, functional and are comparable to facilities provided to other students by the local school district.				
Indicator 45	Does the facility meet the safety code guidelines? Please provide supporting documentation.				

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

GED Option

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
23	The school district, in its discretion, may provide access to a GED Option program that meets the program guidelines outlined in Miss. Code Ann. § 37-13-92(4) and the guidelines established by the State Board of Education. Miss. Admin Code 7-3: 7.2, State Board Policy Chapter 7, Rule 7. See guidelines for Alternative/GED Programs.	Check policies.	Complete checklist.	Office of Compulsory School Attendance Enforcement and Dropout Prevention	Alternative Education/GED Checklist

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Does the district provide an alternative education program for the categories of students identified in Miss. Code Ann. § 37-13-92?				
b) Does the alternative education program meet the guidelines established by the State Board of Education?				
c) Does the district provide a GED program as specified in Miss. Code Ann. §§ 37-13-92 and 37-35-1 through 37-35-11?				
d) Does the GED program meet the guidelines established by the State Board of Education?				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

Mississippi Department of Education
Office of Compulsory School Attendance
Enforcement and Dropout Prevention
Accreditation Standard 23
High School Equivalency Program Monitoring Instrument

School District: _____ **Date:** _____

School: _____ **MDE Monitor:** _____

Indicator	Compliance Indicator	Yes	No	N/A	Evidence of Compliance
Program Requirements					
Indicator 1	The HS Equivalency Program is defined through written policies approved by the local school board.				
Indicator 2	Documentation is on file indicating that the parent(s) agreed to the placement of student into the HS Equivalency Program.				
Indicator 3	The students participating in the HS Equivalency Program are at least 16 years old and have taken every opportunity to participate in coursework leading to a high school diploma.				

Indicator	Compliance Indicator	Yes	No	N/A	Evidence of Compliance
Indicator 4	The students enrolled in the HS Equivalency Program are at least (1) grade level behind or have less than 4 Carnegie units.				
Indicator 5	The HS Equivalency Program is under the supervision of the Alternative Education Administrator.				
Indicator 6	The students enrolled in the HS Equivalency Program receive counseling by certified counselors throughout their participation in the program.				
Indicator 7	The Individual Education and Career Plan (IECP) is completed for each student by a team consisting of an academic counselor, academic teachers, principal and vocational personnels.				
Indicator 8	The district does not circumvent the Compulsory School Attendance Law by allowing students to receive a HS equivalency diploma prior to their age equivalent peers unless written approval from MDE has been granted.				

Indicator	Compliance Indicator	Yes	No	N/A	Evidence of Compliance
Indicator 9	The HS Equivalency Program is not housed in the vocational building unless a request for the waiver, which should be on file in the district, has been granted by the State Board of Education.				
Indicator 10	The facility is comparable to the facilities provided to other students by the local school district and meets the minimum accreditation standards for public school buildings.				
Indicator 11	Students receive official school recognition for their achievement in completing the HS Equivalency Program.				
Indicator 12	The graduation ceremony for these students is separate from the traditional graduation ceremony.				
Indicator 13	The recognition ceremony for the students enrolled in the program is held near the same time as the HS diploma graduation ceremony.				

Indicator	Compliance Indicator	Yes	No	N/A	Evidence of Compliance
Indicator 14	The district has a program referral/placement committee comprised of teachers, campus administrators, counselors, vocational representatives, and/or other support staff.				
Indicator 15	Documentation of committee recommendations are on file for the placement of students in the program.				
Indicator 16	There is documentation on file containing the superintendent's approval for placement into the program.				
Indicator 17	There are not any students with current discipline problems enrolled in the program.				

Course Content/Instruction					
Indicator 18	The students in the program receive a minimum of 15 hours of program instruction.				
Indicator 19	The students in the program receive 330 minutes of instructional time per day.				
Indicator 20	The students have a career component established as a part of the 27.5 hours of instructional time?				

Indicator	Compliance Indicator	Yes	No	N/A	Evidence of Compliance
Indicator 21	Do all teachers have a license? Provide copies of all licenses				
Indicator 22	The student teacher ratio is 15:1 with the exception of 20:1 when an aide is employed full time to assist the teacher.				
Indicator 23	The curriculum and instructional methodology address the needs of each student as specified in the Individual Education and Career Plan (IECP) developed at the time of placement.				
Indicator 24	The curriculum and instructional methodology emphasize the academic and/or instructional needs of the student, job readiness skills, and work experience options.				
Indicator 25	Educational content includes instructor-prepared material, standardized instructional material from publishers, instructional materials from secondary publishers and developers. Workforce development instruction and activities focus on knowledge, skills, and abilities required for securing and maintaining employment.				
Indicator 26	The instructional content aligned with core content measured by the HS School Equivalency test (high school mathematics, writing, social studies, reading and science).				

	Student Assessment				
Indicator 27	Students are appropriately assessed and evaluated (i.e. TABE (Test of Adult Basic Education) or Official Practice Test) at regular intervals.				
Indicator 28	The reading and math levels for students entering the program are appropriate and based on the TABE or other assessment instruments (8th grade level recommended).				
Indicator	**Compliance Indicator**	**Yes**	**No**	**N/A**	**Evidence of Compliance**
Indicator 29	Does the school district contact and coordinate a testing schedule with a Testing Center at a MS Community and/or Junior College?				
Indicator 30	Is the pre-assessment information on students required by the MS Community College Board provided to the testing coordinator prior to the testing date?				
Indicator 31	The district complies with the HS Equivalency Testing guidelines provided by the MS Community College Board.				
Indicator 32	Are the students that were enrolled in a subject area course through January 31 (traditional schedule) or through October 31 (block schedule) or through March 31 (block schedule) prior to their enrollment in the HS Equivalency program scheduled to take the subject area test as required?				

Indicator	Compliance Indicator	Yes	No	N/A	Evidence of Compliance
	Student Records				
Indicator 33	Are the cumulative folders and permanent records of each eligible student enrolled in the HS Equivalency Program maintained by the school district of origin?				
Indicator 34	Are the progress reports completed at regular intervals and kept on file for each student enrolled in the program?				
Indicator 35	Does the school district submit data requested by MDE on an annual basis?				
Indicator 36	Does the school district complete an annual report provided by the HS Equivalency Testing Service at the end of each school year?				
	Consortium Programs				
Indicator 37	The school district has approval from the MS Board of Education on file to operate within a consortium with another district's HS Equivalency program.				

Indicator	Compliance Indicator	Yes	No	N/A	Evidence of Compliance
Indicator 38	The district designated as the LEAD district is responsible for the operation and governance of the HS Equivalency program.				
Indicator 39	The district provides transportation for the students from the district of origin to the LEAD district.				
Indicator 40	Is there an approved letter on file from MDE that grants permission to operate an independent HS Equivalency Program separate from its alternative education program that is under consortium with another school district?				

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

UNENCUMBERED PLANNING PERIOD

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
24	Each full-time classroom teacher has an unencumbered period during the teaching day/week to be used for individual or departmental planning.	Check board policy.	Check master schedule or teachers' schedules. Obtain a copy of master schedule and/or individual schedules.	Office of Accreditation	Accreditation Edit Report
24.1	If the school utilizes a traditional six-period or seven-period day schedule, the instructional planning time provided for secondary teachers is a minimum of 225 minutes per week, exclusive of lunch period. If the school utilizes any form of a modular/block schedule, the instructional planning time provided is a minimum of either 225 minutes per week or an average of 225 minutes per week per instructional cycle, exclusive of lunch period.		Check teacher schedules.	Office of Accreditation	Accreditation Edit Report
24.2	Instructional planning time for the elementary school teacher is no less than 150 minutes per week, exclusive of lunch period.		Check teacher schedules.	Office of Accreditation	Accreditation Edit Report

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Does each secondary teacher (grades 7-12) have at least 225 minutes of unencumbered planning time per week or per instructional cycle?				
b) Does each elementary teacher (grades Pre-K-6) have at least 150 minutes of unencumbered planning time per week?				
Note: Unencumbered means no other assigned duties or supervision of students or staff.				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

COURSE PREPARATIONS

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
25	Individual teachers (grades 9-12) are limited to three course preparations per scheduling cycle or five in the same subject/content area.	Check board policy.	Check master schedule. Check for any exemptions. **Get copy of master schedule and/or individual schedules.**	Office of Accreditation	Accreditation Edit Report CSA Minutes
Note: Any request for an exception to the above standard must be submitted in writing to the Commission on School Accreditation for review and action.					

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Are individual teachers in grades 9-12 who teach Carnegie unit courses limited to no more than three different course preparations per scheduling cycle or no more than five different course preparations in the same subject/content area? **Note: Does not include special education courses with no Carnegie unit credit.**				
b) Does the district have any approved exemptions on record approved by the Commission on School Accreditation?				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

SECONDARY CURRICULUM

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
26	The curriculum of each high school at a minimum consists of required and approved courses that generate at least 33½ Carnegie units annually. Any request for an exemption from teaching the courses listed in Appendix B must be submitted in writing to the Commission on School Accreditation for review and action. (See Appendix B), Miss. Code Ann. § 37-1-3(2), and Miss. Admin. Code 7-3: 28.2 and 28.3, State Board Policy Chapter 28, Rules 28.2 and 28.3.		Review master schedule and course selections forms. Compare with Appendix B. Check for CSA exemptions. **Obtain a copy of master schedule and/or individual schedules.**	Office of Accreditation	Accreditation Edit Report CSA Minutes

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Does the basic curriculum of each high school (grades 9-12) include the required and approved courses that generate at least 33½ Carnegie units annually? **See Appendix B.**				
b) Does the district have any approved exemptions from teaching the courses listed in Appendix B from the Commission on School Accreditation?				
c) Is there evidence in school cumulative folders that AP, dual credit, or other advanced curriculum were offered to students in math, social studies, science, and English language arts?				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

ELEMENTARY CURRICULUM

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
27	The curriculum of each elementary or middle school (any configuration of grades K-8) at a minimum consists of reading/language arts, mathematics, science, social studies, the arts, health education, elementary computer science and physical education (which may be taught by the classroom teacher.) Miss. Code Ann. §§ 37-1-3(2), 37-13-134, and 37-13-201.		Review teachers' schedules. **Get copy of master schedule and/or individual schedules.**	Office of Elementary Education and Reading	Accreditation Edit Report
27.1	In any configuration of grades K-8, the curriculum must include 150 minutes of activity-based instruction per week and 45 minutes of instruction in health education per week.				
27.2	Implementation of the activity-based instruction must meet or exceed the standards as approved by the State Board of Education.				
27.3	A general education teacher may provide instruction in the arts, health education, and physical education in a self-contained classroom setting.				
27.4	In any elementary configuration of grades K-6, the curriculum must include 60 minutes of computer science instruction per week. Miss. Code Ann. §37-13-201.				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

ELEMENTARY CURRICULUM

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Does the basic curriculum of each elementary school (K-8) include all of the following?				
Reading/language arts				
Mathematics				
Science				
Social studies				
The arts, which may be taught by a regular classroom teacher				
Health education, which may be taught by a regular classroom teacher				
Physical education, which may be taught by a regular classroom teacher				
Computer science (K-6), which may be taught by a teacher assistant under the direction of a teacher				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

Instructional Management System Questions and Artifacts

Current MSCCRS Available?	ELA	Math	Science	Social Studies	Computer Science
Pre-K					
K					
1					
2					
3					
4					
5					
6					
7					
8					

K-8 curriculum includes 150 minutes of activity-based instruction.	Yes	No
Lesson plans or schedules include 45 minutes of health instruction per day.		

Grade Level Lesson Plans and Instructional Observations

Grade level_____Subject_____

Lesson plans created by _____

Today's standard covered _____

Is instruction aligned with the standard above and on grade level with differentiating occurring as needed? Provide evidence and examples to support:

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

STUDENT TEACHER RATIOS

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
28	Student teacher ratios do not exceed the following: {Miss. Code Ann. § 37-151-77}			Office of Accreditation	
28.1	Student teacher ratios do not exceed 22 to 1 in kindergarten, except in instances in which a full-time assistant teacher is in the classroom. If a full-time assistant teacher is employed, 27 may be enrolled. Miss. Code Ann. § 37-151-77, See Mississippi Kindergarten Guidelines, Miss. Admin. Code 7-3: 19.1, State Board Policy Chapter 19, Rule 19.1.	Print MSIS Overload Report.	**Check current enrollment**	Office of Accreditation	Accreditation Edit Report Personnel Report
28.2	Student teacher ratios do not exceed 27 to 1 in classrooms serving grades 1 through 4 unless approved by the State Board of Education. Schools Meeting the Highest Levels of Performance are exempted. Miss. Code Ann. § 37-151-77. Miss. Admin. Code 7-3: 19.1, State Board Policy Chapter 19, Rule 19.1.	Check for exemptions of overloads.	Check current enrollment. Check exemptions for overloads.	Office of Accreditation	Personnel Report Overload Report for Grades 1-4 and SBE Waivers Granted/Denied
28.3	Student teacher ratios do not exceed 30 to 1 in self-contained classes serving grades 5-8. Miss. Code Ann. § 37-151-77. A one-year waiver may be requested for classes that do not exceed more than two (2) students beyond the allowable student teacher ratio.			Office of Accreditation	CSA waivers granted or denied
28.4	Student teacher ratios do not exceed 33 to 1 in departmentalized academic core classes serving grades 5-12. Miss. Code Ann. § 37-151-77. A one-year waiver may be requested for classes that do not exceed more than two (2) students beyond the allowable student teacher ratio.			Office of Accreditation	CSA waivers granted or denied
28.5	The total number of students taught by an individual teacher in academic core subjects at any time during the school year shall not exceed 150. A teacher who provides instruction through intra-district or inter-district distance learning or supervises students taking virtual courses will be exempt from the 150-student limitation. A lab facilitator or principal designee will be responsible for the assignment of grades and related activities at the receiving school. **Schools Meeting the Highest Levels of Performance are exempted.**	Check for exemptions		Office of Accreditation	

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) If there is **no full-time assistant,** is the student teacher ratio in **kindergarten** within the established limit of no more than 22 students per teacher?				
b) If there is a full-time assistant, is the student teacher ratio in kindergarten within the established limit of no more than 27 students per teacher? **Note: Full-time means not shared with any other teachers**				
c) In grades 1 through 4, is the student teacher ratio within the established limit of no more than 27 students per teacher, unless the district has an approved waiver from the State Board of Education? (Level A and B schools are exempted.)				
d) In self-contained classes in grades five through eight, is the student teacher ratio within the established limit of no more than 30 students to one teacher, unless the district has an approved waiver from the State Board of Education?				
e) In departmentalized academic core classes serving grades five through twelve, is the student teacher ratio within the established limit of 33 students to one teacher, unless the district has an approved waiver from the State Board of Education?				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

TRANSPORTATION

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
29	The school district complies with the applicable policies of the State Board of Education and state and federal laws in the operation of its transportation program. The school district implements Nathan's Law as a priority for promoting school bus safety. {Miss. Code Ann. §§ 37-41-53, 63-3-615, 63-1-73, 97-3-7, and 63-1-33} State Board Policy Chapter 81, Rules 81.3, 81.4, 81.6, 81.7, and 81.9.	Check policies.	Complete checklist.	Office of Safe and Orderly Schools: Division of Pupil Transportation	Transportation Checklist
29.1	All buses are inspected on a quarterly basis and are well-maintained and clean. Miss. Admin. Code 7-3: 81.9, State Board Policy Chapter 81, Rule 81.9.	Check buses.	Check buses.	Office of Safe and Orderly Schools: Division of Pupil Transportation	Transportation Checklist
29.2	Each bus driver has a valid bus driver certificate and a commercial driver's license and operates the bus according to all specified safety procedures. The school district has on file a yearly motor vehicle report on each driver and evidence that each driver has received two (2) hours of in-service training per semester. {Miss. Code Ann. § 63-3- 615} (7 Miss. Admin. Code Pt. 3, Ch. 81, R. 81.3, R. 81.6)	Verify current license for each driver. Check documentation on file for each driver.	Check safety of loading, unloading, traffic, etc. at each school.	Office of Safe and Orderly Schools: Division of Pupil Transportation	Transportation Checklist
29.3	Bus schedules ensure arrival of all buses at their designated school sites prior to the start of the instructional day.	Check schedules and documentation on file.	Check daily absentee/tardy reports for late arrivals.	Office of Safe and Orderly Schools: Division of Pupil Transportation	Transportation Checklist
29.4	Emergency bus evacuation drills are conducted at least two (2) times each year. Miss. Admin. Code 7-3: 81.4, State Board Policy Chapter 81, Rule 81.4.	Check documentation of drills on file.		Office of Safe and Orderly Schools: Division of Pupil Transportation	Transportation Checklist

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

TRANSPORTATION

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) {29.1} Does the documentation on file verify that all buses are inspected on a quarterly basis? Are all buses clean and well maintained?				
b) {29.2} Does each bus driver have a valid bus driver certificate and a commercial driver's license? Does each bus driver operate the bus according to all specified safety procedures? Does the district have on file a yearly motor vehicle report on each driver? Does the district have evidence that each driver has received two hours of in-service training per semester?				
c) {29.3} Do the bus schedules ensure arrival of all buses at their designated school sites prior to the start of the instructional day?				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

SCHOOL BUS INSPECTION CHECKLIST 2023

Item No.	Items To Be Checked	Bus #
	I. BRAKES	
1.	Brake pedal, excessive play:	
2.	Brake, parking (won't hold needs adjusting):	
3.	Brake drum(s) and pads;	
4.	Brake lines (leaks):	
	II. CLEANLINESS	
5.	Exterior needs cleaning:	
6.	Interior needs cleaning:	
	III. DOORS	
7.	Emergency door brace ('93 & later models):	
8.	Emergency door buzzer:	
9.	Emergency door handle guard, missing or loose:	
10.	Emergency door handles & latch, inside & out:	
11.	Emergency door labeling:	
12.	Emergency door stop:	
13.	Service door:	
	IV. EMERGENCY EQUIPMENT	
14.	Body fluid clean-up kit ('93 & later models):	
15.	Fire extinguisher (charged, tagged & annually inspected):	
16.	First aid kit:	
17.	Reflector kit:	
	V. EXHAUST SYSTEM	
18.	Handers:	
19.	Manifold:	
20.	Muffler:	
21.	Tail pipe:	
	VI. LIGHTING SYSTEM	
22.	Amber lights, front & rear:	
23.	Back-up lights:	
24.	Brake lights, upper & lower:	
25.	Clearance lights, front, back & sides:	
26.	Hazard lights, front & rear:	
27.	Headlights, high & low beam:	
28.	Red warning lights, front & rear:	
29.	Tail lights:	
30.	Turn signals, front & rear:	
	VII. MIRRORS	
31.	Mirror, interior rear view:	
32.	Mirrors, crossover, left & right:	
33.	Mirrors, exterior rear view, left & right:	

SCHOOL BUS INSPECTION CHECKLIST 2023

Item No.	Items To Be Checked	Bus #
	VIII. GLASS, CRACKS, AND BREAKAGE	
34.	Wind deflector, driver's:	
35.	Window, driver's:	
36.	Windows, passenger:	
37.	Windows, emergency door:	
38.	Windows, rear:	
39.	Windows, service door:	
40.	Windshields, left & right:	
	XI. SEATS AND SEAT BELTS	
41.	Seat belt, driver's:	
42.	Seat belts, passengers':	
43.	Seat cushions, unattached to frames:	
44.	Seat frames needing repair:	
45.	Seats (need patching, detached or partially detached from floor or side rail:	
	X. STEP WELL	
46.	Crash barrier needs repair/replacing:	
47.	Cross bar padding:	
48.	Handrail, replace/repair:	
49.	Stanchion flanges, secure to roof/floor:	
50.	Stanchion padding, replace/repair:	
51.	Step well trends:	
	XI. STEERING SYSTEM	
52.	King pins & bushings, replace:	
53.	Steering column, excessive play:	
54.	Tie rod (straighten bent rod):	
55.	Tie rod ends (replace worn ends):	
56.	Toe-in adjustment (reset):	
	XII. SUSPENSION SYSTEM	
57.	Anchor spring leafs, front & rear:	
58.	Shock absorbers, front & rear:	
59.	Spring leaf brackets, front & rear:	
60.	Springs, front & rear:	
61.	U bolts, front & rear:	
	XIII. TIRES AND WHEELS	
62.	Hub oil seal leak(s):	
63.	Stud nut(s) missing:	
64.	Tire(s), inadequate tread depth:	
65.	Wheel stud(s), broken:	

SCHOOL BUS INSPECTION CHECKLIST 2023

Item No.	Items To Be Checked	Bus #
	XIV. WARNING DEVICES, AUDIBLE, AND VISUAL	
66.	Back up beeper (’87 & later models):	
67.	Horn (won’t blow or blows sporadically):	
68.	Stop arm & lights:	
69.	Crossing control arm missing or broken:	
	XV. MISCELLANEOUS	
70.	Hood latch:	
71.	Inspection sticker:	
72.	Pedal pads (clutch, brake, & accelerator):	
73.	Pinion seal leak:	
74.	Sun shield (needs replacing):	
75.	Tag, license:	

Mississippi Department of Education

Staff Monitor: _____

Monitoring Office: _____

Date: _____

Phone Number: _____

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

STUDENT TEACHER RATIOS

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
30	The school district provides clean and sanitary facilities in a safe and secure environment. All classrooms in each school will be air conditioned. {Miss. Code Ann. §§ 37-7-301(c) (d) and (j); § 37-11-5, § 37-11-49; and § 45-11-101}		Complete the checklist.	Office of Safe and Orderly Schools: Division of School Buildings	Facilities Checklist

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Is each school clean?				
b) Is each school safe?				
c) Does each school provide facilities that are operational and equipped to meet the instructional needs of students and staff?				
d) Are all classrooms (areas used for instruction) air-conditioned? Note: Classrooms are considered all areas used for instruction.				

ACCOUNTABILITY STANDARD 30
SCHOOL FACILITY SAFETY ASSESSMENT INSTRUMENT

School District _____ **School Superintendent**_____

School Name & Address _____

Principal(s) _____

Date of Assessment _____

Facility Assessment

Exterior Review

1.	**Parking**
	A. Has the school designated and appropriately labeled parking for handicap individuals? B. Are visitor parking spaces marked and in close proximity to the office? C. Is there appropriate means of access to the building? D. Are the grounds and parking areas properly maintained?
2.	**Utilities**
	A. Are main utilities shut-offs properly identified by signage outside? B. Has access to mechanical/storage areas been secured?
3.	**Maps**
	A. Has a campus map been prepared and posted in the (Main Office) identifying main utility shut-off points on campus? 1. Electricity 2. Natural Gas or Propane 3. Water
4.	**Sidewalks/Steps**
	A. Do the walkways and steps provide adequate access to all buildings? B. Are steps in good repair? C. Are handrails provided?
5.	**Fire Prevention**
	A. Are fire hydrants near the building unobstructed?
6.	**Playground area**
	A. Are all playgrounds fenced? B. Are there barriers in place to separate children from vehicular traffic flow? C. Is the playground surface shock absorbent? D. Is playground equipment properly installed, adequately spaced, and free of sharp edges? E. Does the playground comply with the Handbook for Public Playground Safety published by the U. S. Consumer Safety Commission?

Interior Review

1.	**Corridors**
	A. Is clear egress provided?

	B. Does the area have emergency lighting? C. Do lighted egress signs identify each egress point? D. Are fire extinguishers provided no farther than 75 feet from any area?
2.	**Classrooms**
	A. Can classroom doors be secured from the inside? B. Do classrooms have evacuation maps posted? C. Does each classroom have two means of egress? D. Is the second means of egress unobstructed and labeled? E. Does each classroom have a two-way means of communication with the office? F. Are extension cords being for a permanent power source? G. Were surge protectors plugged into wall outlets? H. Are electrical wall outlets covered? I. Were there any classrooms with more than 20% of walls covered with paperwork?
3.	**Dietary/Dining Area**
	A. Is there emergency lighting in dining room? B. Are evacuation maps posted in dining room? C. Are portable fire extinguishers available in dining room? D. Do lighted egress signs identify each egress point? E. Are extension cords being for a permanent power source? F. Are the kitchen ranges, and hoods free from grease or dust build-up? G. Is an automatic fire suppression system provided to protect the cooking surface? H. Is automatic fire suppression system inspected and tagged bi-annually? I. Is there at least one portable fire extinguisher with a 40B rating? J. Is there a Type K fire extinguisher in the cooking area? K. Has staff participated in fire safety training annually? L. Are temperature charts for freezers, coolers, refrigerators, maintained (current) and located in the appro work area? M. Is food covered and stored on shelves or pallets in freezers/coolers? N. Are food and cleaning supplies stored separately? O. Are storage materials stored less than 24 inches from the ceiling in non- sprinkled buildings and 18 inc sprinkled buildings? P. Is the Department of Health certificate current and displayed? Q. Are there any open blanks in the electrical panel?
4.	**Gymnasium/Auditorium (Public Assembly Area)**
	A. Are at least two exits provided clearly marked by illuminated exit signs? B. Do egress doors have functional panic hardware? _____ C. Are exits free of obstruction? _____ D. Is a fire extinguisher provided for each 3,000 square feet of floor space and placed in a position no farther than 75 feet from any area? E. Are occupancy loads posted? F. Does the area have emergency lighting? G. Are there at least two portable fire extinguishers on the playing surface of the gym? H. Is there a portable fire extinguisher in the stage area? I. Are there open blanks in the stage area electrical panels? J. If stage area has floor lights, are they covered?

5.	**Laboratories**
	A. Is there an eye wash station available? B. Does laboratory have protective eyewear for each student? C. Is there a portable fire extinguisher available? D. Are there emergency utility cutoffs near the teaching station? E. Does the laboratory have a functional vent-a-hood? F. Are workstations kept in a safe condition? G. Are there any unprotected electrical outlets on students work stations? H. Does the school have a policy and procedure, which outlines the safe use of laboratory equipment and chemicals?
6.	**Chemicals and Storage Area**
	A. Is there a complete inventory of chemicals on hand? B. Are Material Safety Data Sheets (MSDS) available for each chemical? C. Are chemicals labeled and dated? D. Does the school have a central storage area for chemicals? 1. Is the storage area vented? 2. Are shelves in good condition? 3. Are hazardous chemicals (such as strong acids and bases) stored separately? 4. Is area secured?
7.	**Shops/Vocational Areas**
	A. Are equipment/tools protected with covers/guards? B. Does area provide protective eyewear for each student? C. Are power tools and equipment secured properly (drill press, air compressors, etc.)? D. Are aisles/storage bins kept neatly and uncluttered? E. Do lighted egress signs identify each egress point? F. Are extension cords being used for a permanent power source? G. Are there open blanks in the electrical panels? H. Are there any unprotected electrical outlets?
8.	**Mechanical/Electrical/Custodial/Storage Areas**
	A. Is storage orderly and appropriate? B. Are storage materials stored less than 24 inches from the ceiling in non- sprinkled buildings and 18 inches in sprinkled buildings? C. Is storage separated from heaters and heat-producing devices? D. Is there ventilation in the storage area? E. Are flammable liquids stored properly? F. Is lawn equipment and gasoline stored properly? G. Are custodial/storage areas kept locked?
9.	**Restrooms**
	A. Do water closets, urinals, lavatories operate properly? B. Do the facilities accommodate handicap individuals? C. Are partitions in good working order? D. Does the area have proper ventilation? E. Is there evidence that area has been serviced on a routine basis?
10.	**Facility Wide**

	A. Is the school protected by an automated fire alarm system? It must function) B. Did the school have an automated sprinkler system? C. Are gas/LP fired heaters/boilers properly vented to the outside? D. Have pressure vessels (hot water heaters, boilers, air compressors) above 200,000 BTU been inspected a tagged with current license?
11.	**Asbestos Management**
	A. Does the school have an Asbestos Management Plan on file? B. Has the school complied with the AHERA three-year re-inspection? C. Has the school sent parents and employee notification on an annual basis? D. Have 6-month inspections been performed?
12.	**Lighting**
	A. Is interior lighting adequate in all areas? B. Are interior lights working and in good repair? C. Are covers provided for all lights?
13.	**Stairs**
	A. Do stairs have handrails? B. Are stairs a minimum of six feet wide and leading to major exits on the ground floor? C. Are stair treads in good condition? D. Is there a plan for handicapped egress from second floor? E. Do stairwells have emergency lighting?
14.	**Heating/AC/Ventilation**
	A. Is there evidence that system has been serviced on a routine basis?
15.	**Electrical System**
	A. Are electrical panels secured (blank spacers missing)? B. Are electrical panels labeled properly?
16.	**Ingress/Egress Doors**
	A. Do egress doors have functional panic hardware? B. Do all egress doors open outward? C. Are any egress doors chained and/or padlocked?

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

SCHOOL SAFETY PLAN

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
31	The school district complies with State Board Policies and State and Federal laws to provide Safe Schools. Each school has a comprehensive School Safety Plan on file that has been approved annually by the local school board. {Miss. Code Ann. § 37-3-81, § 37-3-82, § 37-3-83, § 37-7-321, § 37-11-5, § 37-11-29, § 37-11-53, § 37-11- 67, and § 37-11-69, the Mississippi School Safety Manual and the MDE Occupational Safety and Crisis Response Planning Manual.	Review School Safety plan Check minutes documenting board approval **Get copy of School Safety Plan**	Conduct a School Safety Evaluation at each school site	Office of Safe and Orderly Schools: Division of School Safety	School Safety Evaluation

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Does each school have a current School Safety Plan on file?				
b) Has the School Safety Plan been approved by the local school board? Date of Board approval: _____				
c) Is each school in compliance with all School Safety requirements? If No, list issues below:				
d) Has Board approved an Anti-Bullying Policy? Date:_____				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

Office of Safe and Orderly Schools
School Safety Division Monitoring Instrument 2017
Accreditation Standard 31

District Code _____ District Name _____ School Name _____

Standard 31:

The school district complies with State Board Policies and State and Federal laws to provide Safe Schools. Each school has a comprehensive School Safety Plan on file that has been approved annually by the local school board. {Miss. Code Ann. § 37-3-81; 37-3-83(2); 37-11-67 and 37-11-69} (See the templates for MDE's School Safety Manual and the School Occupational Safety and Crisis Response Plan.) SRO/SSOs are deployed in accordance with MS Code 37-3-82. http://www.mde.k12.ms.us/safe-and-orderly-schools/school-safety

References: Miss. Code Ann. §§ 37-3-81, 37-3-82, 37-3-83, 37-11-67, 37-11-69,
Mississippi School Safety Manual and the MDE Occupational Safety and Crisis Response Planning Manual.

I. Crisis Response Plan

A. Has the crisis response plan bee approved by the local school board within the last twelve months?

Yes _____ No _____ Pending Approval _____

B. Does the plan contain provisions for the following crisis at a minimum?
   1. Fire/Explosion
   2. Tornado/Inclement Weather
   3. Bomb Threat/Lockdown/Active Shooter
   4. Earthquake
   5. Internal/External Hazardous Materials
   6. Threat unique to the geographic area

C. Are staff familiar with the crisis plan?

Yes _____ No _____

D. Does the school have documentation of the following:
   1. Fire Drills (Monthly) Yes _____ No _____
   2. Tornado Drills (twice/year) Yes _____ No _____
   3. Lockdown (Once per year) Yes _____ No _____

*An actual emergency counts as a drill.

E. Does the school have a family reunification point designated?

Yes _____ No _____

F. Are all classroom doors locked when students are present?

Yes _____ No _____

II. Policy/Code Compliance

A. Does the district possess and disseminate a student code of conduct IAW Section 37-11-53, Mississippi Code of 1972, Annotated?

Yes _____ No _____

B. Does the school enforce the discipline plan IAW Section 37-9-69, Mississippi Code of 1972, Annotated?

Yes _____ No _____

C. Are all crimes reported to law enforcement and youth court IAW the provisions of Section 37-11-53, Mississippi Code of 1972, Annotated?

Yes _____ No _____

D. Does the school district have in effect the following policies IAW the provisions of Section 37-9-69/37-11-29, Mississippi Code of 1972, Annotated?

1. Restraint policy IAW the provisions of Section 37-11-69, Mississippi Code of 1972, Annotated, and Section VI of the School Safety manual?

   Yes _____ No _____
2. Search policy for students, personal property, and vehicles IAW the provisions of Section 37-11-69, Mississippi Code of 1972, Annotated?

   Yes _____ No _____
3. Enforced visitor control policy IAW the provisions of Sections 37-11-69, Mississippi Code of 1972, Annotated?

   Yes _____ No _____

E. Are school safety/law enforcement personnel:

1. Certified by MDE IAW the provisions of Section 37-7-321, Mississippi Code of 1972, Annotated?

   Yes _____ No _____
2. Supervised by a designee of the superintendent other than a principal?

   Yes _____ No _____
3. Are all SROs Mississippi Board of Peace Officers Standards and Training Certified <u>FULL-TIME</u> police officers?

   Yes _____ No _____
4. Have all SROs qualified with weapons every six months?

   Yes _____ No _____

5. Have all school safety personnel received 40 hours in-service training during the last 12 months?

   Yes _____ No _____

6. Are officers deployed in accordance with the provisions of 37-3-82?

   Yes _____ No _____

7. Do officers routinely perform liaison with the local youth court?

   Yes _____ No _____

8. Have the officers been afforded GREAT or DARE certification is MCOPs funded?

   Yes _____ No _____

Annex I

Accreditation Standards and the School Safety Plan

The School Safety Plan is essentially the foundation the school uses to maintain a safe and secure educational environment. The existence of a comprehensive school safety plan is a generally accepted standard of school safety as well as a mandatory requirement of Section 37 -3 -83, Mississippi Code of 1972, Annotated, and Mississippi Public School Accountability Standards (process standard # 37). Specific accreditation standards for school safety include:

1. The school must have a crisis response plan that at a minimum includes specific staff response protocols for: (Crisis Plan Review)
    a. Fire
    b. Bomb Threat/Explosion
    c. Tornado/Hurricane/Inclement Weather
    d. Armed/Unarmed Intruder
    e. Earthquake
    f. Interior/Exterior Hazardous Materials
    g. Threats unique to the geographical location of the school.
2. Staff members must be familiar with the crisis response plan. (Staff Interviews)
3. Drills must be documented in accordance with the following schedule: (Drill File)
    a. Fire Drills-Monthly
    b. Tornado Drills-twice per year
    c. Lockdown/Intruder-twice per year
4. The school must have a family reunification point designated. (Crisis Plan)
5. The school must be compliant with all pertinent Mississippi Codes: (District Policy and Procedure manual Review)
    a. 37-11-53-Dissemination of the Student Code of Conduct.
    b. Must possess **and enforce** the Student Disciplinary Plan.

c. Must report all crimes in accordance with the provisions of 37-11-29.

d. Must have a restraint policy in accordance with Appendix VI of this manual..

e. Must have a search policy for students, personal property, and vehicles.

f. Must have an enforced visitor control procedure.

g. School Safety Personnel:

1. SROs and SSOs are certified by MDE within 2 years of appointment.

2. All school safety personnel must be supervised by the superintendent or their designee excluding principals.

3. SROs must be certified full time police officers.

4. SROs must be armed and deployed in accordance with generally accepted standards of police practice. They must qualify with firearms bi annually.

5. All school safety personnel must receive a minimum of 40 hours service training as approved by MDE each year.

Annex II

SEC. 37-11-53. School district discipline plans; appearance by parents, guardians or custodians at discipline conferences; recovery from parents for damage or destruction of school property.

(1) A copy of the school district's discipline plan shall be distributed to each student enrolled in the district, and the parents, guardian or custodian of such student shall sign a statement verifying that they have been given notice of the discipline policies of their respective school district. The school board shall have its official discipline plan and code of student conduct legally audited on an annual basis to insure that its policies and procedures are currently in compliance with applicable statutes, case law and state and federal constitutional provisions. As part of the first legal audit occurring after July 1, 2001, the provisions of this section, Section 37-11-55 and Section 6 of Senate Bill No. 2239, 2001 Regular Session, shall be fully incorporated into the school district's discipline plan and code of student conduct.

(2) All discipline plans of school districts shall include, but are not limited to the following:

(a) A parent, guardian or custodian of a compulsory-school-age child enrolled in a public school district shall be responsible financially for his or her minor child's destructive acts against school property or persons;

(b) A parent, guardian or custodian of a compulsory-school-age child enrolled in a public school district may be requested to appear at school by the school attendance officer or an appropriate school official for a conference regarding acts of the child specified in paragraph (a) of this subsection, or for any other discipline conference regarding the acts of the child;

(c) Any parent, guardian or custodian of a compulsory-school-age child enrolled in a school district who refuses or willfully fails to attend such discipline conference specified in paragraph (b) of this section may be summoned by proper notification by the superintendent of schools or the school attendance officer and be required to attend such discipline conference; and

(d) A parent, guardian or custodian of a compulsory-school-age child enrolled in a public school district shall be responsible for any criminal fines brought against such student for unlawful activity * * * occurring on school grounds or buses.

(3) Any parent, guardian or custodian of a compulsory-school-age child who (a) fails to attend a discipline conference to which such parent, guardian or custodian has been summoned under the provisions of this section, or

(a) refuses or willfully fails to perform any other duties imposed upon him or her under the provisions of this section, shall be guilty of a misdemeanor and, upon conviction, shall be fined not to exceed Two Hundred Fifty Dollars ($250.00).

(4) Any public school district shall be entitled to recover damages in an amount not to exceed Twenty Thousand Dollars ($ 20,000.00), plus necessary court costs, from the parents of any minor under the age of eighteen (18) years and over the age of six (6) years, who maliciously and willfully damages or destroys property belongs to such school district. However, this section shall not apply to parents whose parental control of such child has been removed by court order or decree. The action authorized in this section shall be in addition to all other actions which the school district is entitled to maintain and nothing in this section shall preclude recovery in a greater amount from the minor or from a

person, including the parents, for damages to which such minor or other person would otherwise be liable.

(5) A school district's discipline plan may provide that as an alternative to suspension, a student may remain in school by having the parent, guardian, or custodian, with the consent of the student's teacher or teachers, attend class with the student for a period of time specifically agreed upon by the reporting teacher and school principal. If the parent, guardian, or custodian does not agree to attend class with the student or fails to attend class with the student, the student shall be suspended in accordance with the code of student conduct and discipline policies of the school district.

TRANSLATION: The district's discipline plan must be disseminated to all students and parents and parents must sign a statement of receipt. Annually, the school board shall have the discipline plan and code of conduct legally audited. Parents may be legally compelled to attend disciplinary conferences related to their financial responsibility for their child's destructive acts against school property or persons. The district may allow parents to attend class with the student as an alternative to suspension.

Annex III

SEC. 37-9-69. General duties of superintendents, principals, and teachers.

It shall be the duty of each superintendent, principal, and teacher in the public schools of this state to enforce in the schools the courses of study prescribed by law or by the state board of education, to comply with the law in distribution and use of free textbooks, and to observe and enforce the statutes, rules and regulations prescribed for the operation of schools. Such superintendents, principals and teachers shall hold the pupils to strict account for disorderly conduct at school, on the way to and from school, on the playgrounds, and during recess.

TRANSLATION: The above personnel are required by law to observe and *strictly* enforce statutes, rules and regulations regarding schools to include school safety on school buses, playgrounds and breaks.

Annex IV

SEC. 37-11-29. Reporting of unlawful activity or violent act on educational property or during school related activity; authority of law enforcement officers; reporting of disposition of charges against student; liability of school personnel participating in reporting.

(1) Any principal, teacher or other school employee who has knowledge of any unlawful activity which occurred on educational property or during a school related activity or which may have occurred shall report such activity to the superintendent of the school district or his designee who shall notify the appropriate law enforcement officials as required by this section. In the event of an emergency or if the superintendent or his designee is unavailable, any principal may make a report required under this subsection.

(2) Whenever any person who shall be an enrolled student in any school or educational institution in this state supported in whole or in part by public funds, or who shall be an enrolled student in any private school or educational institution, is arrested for, and lawfully charged with, the commission of any crime and convicted upon the charge for which he was arrested, or convicted of any crime charged against him after his arrest and before trial, the office or law enforcement department of which the arresting officer is a member, and the justice court judge and any circuit judge or court before whom such student is tried upon said charge or charges, shall make or cause to be made a report thereof to the superintendent or the president or chancellor, as the case may be, of the school district or other educational institution in which such student is enrolled.

If the charge upon which such student was arrested, or any other charges preferred against him are dismissed or nol prossed, or if upon trial he is either convicted or acquitted of such charge or charges, same shall be reported to said respective superintendent or president, or chancellor, as the case may be. A copy of said report shall be sent to the Secretary of The Board of Trustees of State Institutions of Higher Learning of the State of Mississippi, at Jackson, Mississippi.

Said report shall be made within one (1) week after the arrest of such student and within one (1) week after any charge placed against him is dismissed or nol prossed, and within one (1) week after he shall have pled guilty, been convicted, or have been acquitted by trial upon any charge placed against him. This section shall not apply to ordinary traffic violations involving a penalty of less than Fifty Dollars ($ 50.00) and costs.

(3) When the superintendent or his designee has a reasonable belief that an act has occurred on educational property or during a school related activity involving any of the offenses set forth in subsection (6) of this section, the superintendent or his designee shall immediately report the act to the appropriate local law enforcement agency. For purposes of this subsection, “school property” shall include any public-school building, bus, public school campus, grounds, recreational area or athletic field in the charge of the superintendent. The State Board of Education shall prescribe a form for making reports required under this subsection. Any superintendent or his designee who fails to make a report required by this section shall be subject to the penalties provided in Section 37-11-15.

(4) The law enforcement authority shall immediately dispatch an officer to the educational institution and with probable cause the officer is authorized to make an arrest if necessary, as provided in Section 9-3-7.

(5) Any superintendent, principal, teacher, or other school personnel participating in the making of a required report pursuant to this section or participating in any judicial proceeding resulting therefrom shall be presumed to be acting in good faith. Any person reporting in good faith shall be immune from any civil liability that might otherwise be incurred or imposed.

(6) For purposes of this section, "unlawful activity" means any of the following:

(a) Possession or use of a deadly weapon, as defined in Section 97-37-1;
(b) Possession, sale or use of any controlled substance;
(c) Aggravated assault, as defined in Section 97-3-7;
(d) Simple assault, as defined in Section 97-3-7, upon any school employee;
(e) Rape, as defined under Mississippi law;
(f) Sexual battery, as defined under Mississippi law;
(g) Murder, as defined under Mississippi law;
(h) Kidnapping, as defined under Mississippi law; or
(i) Fondling, touching, handling, etc., a child for lustful purposes, as defined in Section 97-5-23.

TRANSLATION: In accordance with AG opinion 97-0739 (See Appendix VII), all crimes committed on campus must be reported under this statute. When any school employee has knowledge of one of the above crimes committed on campus it must be reported and the superintendent is required to notify law enforcement authorities. Notification of MDE is mandatory as it is acting in behalf of the Board of Education. This statute covers policies regarding mandatory referral of violent crimes to law enforcement. It is not within authority of administrators to refrain from reporting these crimes and only handle matters administratively. Upon noting a violation of this statute, MDE notifies the AG for ultimate prosecution. This carries a penalty of a $1000 fine per occurrence as well as other sanctions as may be sought by the Attorney General for noncompliance.

Annex V

SEC. 37-7-321. Employment and designation of peace officer;

The school board of any school district within the State of Mississippi, in its discretion, may employ one or more persons as security personnel and may designate such persons as peace officers in or on any property operated for school purposes by such board upon their taking such oath and making such bond as required of a constable of the county in which the school district is situated.

Any person employed by a school board as a security guard or school resource officer or in any other position that has the powers of a peace officer must receive a minimum level of basic law enforcement training, as jointly determined, and prescribed by the Board on Law Enforcement Officer Standards and Training and the State Board of Education, within two (2) years of the person's initial employment in such position. Upon the failure of any person employed in such position to receive the required training within the designated time, the person may not exercise the powers of a peace officer in or on the property of the school district.

The school board is authorized and empowered, in its discretion, and subject to the approval of the Federal Communications Commission, to install and operate a noncommercial radio broadcasting and transmission station for educational and vocational educational purposes.

TRANSLATION: The local school board has the authority to commission its own law enforcement officer subject to bonding at the constable level and training proscribed by the Board of Law Enforcement Training and Standards (BLETS) and MDE.

This officer may be an SRO with a Police Officer Certification (qualified to work full time for any law enforcement agency with MDE Basic Training), or a Campus Enforcement Officer (Reserve Police Officer). MDE does not provide professional training for School Enforcement Officers. It does, however, provide professional training for SROs and SSOs.

The school district may commission its own law enforcement personnel. The two law enforcement classifications available to the district are the School Resource Officer who meets the requirements as specified in the Appendix V and the Campus Enforcement Officer, who meets the requirements specified. The MDE and the Board of Law Enforcement Standards and Training jointly establish the minimum training standards for these officers. Recommended training standards and definitions are established by the Board of Education.

Annex VI

§ 37-3-82. Mississippi Community Oriented Policing Services in Schools grant program established; purpose; use of funds

(1) There is hereby established the Mississippi Community Oriented Policing Services in Schools (MCOPS) grant program in the State Department of Education to provide funding, pursuant to specific appropriation by the Legislature therefor, to assist law enforcement agencies in providing additional School Resource Officers to engage in community policing in and around primary and secondary schools. The MCOPS program shall authorize the State Department of Education to make grants to increase deployment of law enforcement officers in order (a) to increase or enhance community policing in this state, (b) that trained, sworn enforcement officers assigned to schools play an integral part in the development and/or enhancement of a comprehensive school safety plan, and (c) that the presence of these officers shall provide schools with a direct link to local law enforcement agencies.

(2) The MCOPS program shall meet the following requirements and standards:

(a) This program shall provide an incentive for law enforcement agencies to build collaborative partnerships with the school community and to use community policing efforts to combat school violence and implement educational programs to improve student and school safety.

(b) The additional School Resource Officers must devote at least seventy-five percent (75%) of their time to work in and around primary and secondary schools, in addition to the time that School Resource Officers are devoting in the absence of the MCOPS in Schools grant.

(c) The MCOPS in Schools program shall provide a maximum state contribution of up to Ten Thousand Dollars ($ 10,000.00) per officer position over the one-year grant period, to be matched from local funds on a 50/50 matching basis. Officers paid with MCOPS funds may be employed by the local law enforcement agency or by the local school district. MCOPS funds may be used to pay for entry-level salaries and benefits of newly trained additional School Resource Officers and may be used to pay the salaries and benefits of School Resource Officers employed prior to July 1, 2013. All jurisdictions that apply must demonstrate that they have primary law enforcement authority over the school(s) identified in their application and demonstrate their inability to implement this project without state assistance. Schools or law enforcement agencies may not reduce its overall federal, state, locally funded level of sworn officers (including other School Resource Officers or other sworn officers assigned to the schools) as a result of applying for or receiving MCOPS in Schools grant funding. MCOPS in Schools funding may be used to rehire sworn officers previously employed who have been laid off for financial reasons unrelated to the availability of the MCOPS in Schools grant but must obtain prior written approval from the State Department of Education.

(d) School Resource Officers (SROs) may serve in a variety of roles, including, but not limited to, that of a law enforcement officer/ safety specialist, law-related educator, and problem-solver/community liaison. These officers may teach programs such as crime prevention, substance abuse prevention, and gang resistance as well as monitor and assist troubled students through mentoring programs. The School Resource Officer(s) may also identify physical changes in the environment that may reduce crime in and around the schools, as well as assist in developing school policies which address criminal activity and school safety. The application must also include a Memorandum of Understanding (MOU), signed by the law enforcement executive and the appropriate school official(s), to document the roles and responsibilities to be undertaken by the law enforcement agency and the educational school partner(s) through this collaborative effort. The application must also include a Narrative Addendum to document that the School Resource Officer(s) will be assigned to work in and around primary or secondary schools and provide supporting documentation in the following areas: problem identification and justification, community policing strategies to be used by the officers, quality, and level of commitment to the effort, and the link to community policing.

(e) All agencies receiving awards through the MCOPS in Schools program are required to send the School Resource Officer position(s) funded by this grant, to the Mississippi Law Enforcement Officers' Training Academy where they shall be required to participate in training through the Advanced Law Enforcement Rapid Response Training Program at the academy, with the cost to be defrayed from the MCOPS program. The MCOPS Office of the State Department of Education will reimburse grantees for training, per diem, travel, and lodging costs for attendance of required participants up to a maximum of One Thousand Two Hundred Dollars ($ 1,200.00) per person attending. Applicants receiving an MCOPS in Schools grant, will receive additional training information following notification of the grant award. The MCOPS in Schools training requirement must be completed prior to the end of twelve-month grant funding for officer positions.

(f) The State Department of Education shall promulgate rules and regulations prescribing procedures for the application, expenditure requirements and the administration of the Mississippi Community Oriented Policing Services in Schools (MCOPS) program established in this section and shall make a report on the implementation of the MCOPS program with any recommendations to the 2014 Regular Session of the Legislature.

HISTORY: SOURCES: Laws, 2013, ch. 546, § 1, eff from and after July 1, 2013

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABLITY STANDARDS, 2024

STUDENT TEACHER RATIOS

STANDARD #	ACCREDITATION STANDARD	TO DO at DISTRICT	TO DO at SCHOOLS	PROGRAM OFFICE	REPORT OR CHECKLIST
32	The school district complies with state statute and State Board of Education policy for education of juveniles in youth detention centers.	Check documentation on file. Review School Board minutes. Conduct Interviews.		Office of Compulsory School Attendance Enforcement and Dropout Prevention	
32.1	Educational requirements Miss. Code Ann. § 42-21-321, Miss. Admin. Code 7-3: 30.6, State Board Policy Chapter 30, Rule 30.6.				
32.2	Financial reimbursement requirement. Miss. Admin. Code 7-3: 30.6, State Board Policy Chapter 30, Rules 30.6. See the current edition of the Guidebook for Educating Juveniles in Detention Centers.				

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Is documentation on file to verify that the district is in compliance with state statute and State Board of Education policy regarding the education of youth in juvenile detention centers?				

DISTRICT CODE _____ DISTRICT NAME _____ DATE _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE _____ SCHOOL NAME _____ EVALUATOR _____

Monitoring/Evaluation Instrument for Juvenile Detention Centers

Date: _____

County of Detention Center: _____

Sponsoring School District: _____

Persons in Attendance (with titles):

_____

_____

_____

_____

_____

_____

Name of primary (district-funded) teacher: _____

Certificate Number: _____Endorsement(s): _____

Names of any additional teacher(s): _____

Certificate Number(s): _____ Endorsement(s):_____

Do the teachers have any specialized credentials with respect to special education or LEP instruction?

_____

Are there any supplemental instructional staff, such as resource teachers or instructional assistants, available at the school? _____

Are any instructors teaching outside their subject area? _____

How many school districts formally comprise your detention center area? _____
Please list:

Comments:

What is the capacity of the Juvenile Detention Center? _____

males _____ females _____

Comments:

How many students are currently housed at the Juvenile Detention Center? _____

What is the average number of students housed at the Juvenile Detention Center? _____

What is the "average" length of stay for students in this Juvenile Detention Center?

_____days

Comments:

CHILD FIND 34 C.F.R § 300.111

The Sponsoring School District Uses Reliable Screening Methods and Ensures the Timely Evaluation of Children Suspected of having a Disability.

Action	Evidence
The sponsoring school district has written Child Find policies and procedures to identify, locate and evaluate students suspect of having a disability. The sponsoring school district uses an intake form that adequately addresses components of child find. The sponsoring school district utilizes an educational intake form, which gathers pertinent information needed for Child Find.	☐ Child find policies and procedures. ☐ Educational program collects data from student regarding educational experiences. ☐ Educational program collects data from detainee's home school district that addresses attendance, grades, behavior, and current classes. ☐ Protocol for record gathering included on the intake form. ☐ Educational program uses data from social/emotional screener upon initial intake *FBA Profiler or SEARS (Social emotional assets resilience scale)* STRONG Series (Curriculum)
JDC uses social/emotional screener for each detainee upon first day in educational setting	☐ Case manager administer social/emotional screener to detainee ☐ Case manager conference with teachers at JDC and LEA special education director ☐ Teachers at JDC documents and charts behaviors from discipline referrals
JDC has documentation of MET meetings with appropriate school personnel	☐ MET meeting documentation ☐ List of student referred to the MET ☐ Documentation of data collected

The Sponsoring School District Obtains Education Records for ALL Students Entering the Detention Center.	
Action	Evidence
JDC obtain educational records of all detainees from district of record in a timely manner (contact district within 3 hours of detainee arrival) JDC has protocols for record gathering included on the intake form.	☐ Copy of cumulative record insert ☐ Copy of current grades ☐ Copy of current attendance ☐ Copy of current classes ☐ Copy of current disciplinary records ☐ **Copy of current IEP (if applicable)** ☐ Copy of current behavior support plan (if applicable) ☐ Copy of TST information (if applicable)

Action	Evidence
JDC has a list of district contacts for detention centers to utilize to aid in the transmittal of detainee records	☐ List of district contacts.
The Sponsoring School District Promptly obtains IEPs from a Student's Home School	
Action	**Evidence**
JDC educational staff has access to MSIS	☐ Case manager uses MSIS to print personal identifiable information related to the detainee
The sponsoring school district maintains contact logs of contacts made to the student's home school district	☐ Copy of contact logs are made available during site visit ☐ Contact logs indicate person contacted, date, information being requested and name of detainee
JDC educational staff receives copy of current IEPs within three hours of first day for educational services	☐ Case manager contacts detainee's home school district ☐ Case manager receives current IEP by 11:30 a.m. on the first day of educational services
34 C.F.R. § 300.101 and (7 Miss. Admin. Code PT.3, Ch. 74 R. 74.19) § 300.101 Free appropriate public education (FAPE) 34. C.F.R. § 300.39 and (7 Miss. Admin. Code Pt. 3, Ch. 74 R. 74.19), § 300.39 Special Education	
Mississippi should provide individualized special education and related services to students with disabilities	

Action	Evidence	Comments
JDC has policies and procedures in effect that address the provision of a Free appropriate public education (FAPE) for students with disabilities including the provisions of all special education and related services. Teachers complete comprehensive lesson plans that addresses specialize instruction	☐ Copy of policies and procedures that address the provision of FAPE for students with disabilities ☐ Lesson plans contain strategies to address learning needs as related to the goals/objectives as outlined in each detainee's IEPs	Is there a Special Education Teacher available from the sponsoring school district to address specialized instruction? Are there any supplemental instructional staff, such as resource teachers or teacher assistances available at the JDC? JDC educational staff is properly licensed and endorsed (Miss. Code Ann. § 37-9-7)

	☐ Lesson plans contain strategies to address accommodations and/or modifications as outlined in each detainee's IEP ☐ Lesson plans outline standards as it relates to language arts/reading, math, history, science, transition, social skills training	How many hours a day are educational services provided? (330 Instructional minutes per day)
Teachers are actively engaged in the instruction	☐ Lesson plans outline the responsibilities of each teacher ☐ Learning stations are established and utilized ☐ During the use of computer based program for instruction, teacher actively monitor interactions of detainees and progress in the program ☐ Teachers print report of progress of each detainee at the end of the instructional day for review and comments to the detainee the following day ☐ Case manager will send back to the detainee home school district, copy of the report of progress from the instructional computer base program.	Review of previous and current year IEPs to determine Educational Benefit for all goals and objectives listed on the IEPs

JDC teachers will participate in on-going professional development activities and/or professional learning communities	☐ Copy of professional development calendar are made available for review. ☐ Teachers provide summary statements from each professional development activities attended. ☐ Teachers attend professional development activities on IEP development, differentiated instruction, behavior management and learning strategies.	
JDC provides documentation of related services provided to identified detainee	☐ Copy of current IEP indicating if related services are needed ☐ Schedule of all related service staff ☐ Documentation of related services provided	

JDC provides a Physical Education component to all students including students with disabilities • How many hours each week are allocated for physical education?	☐ Copy of student schedules ☐ Copy of student's current IEP ☐ Copy of master schedule	
The sponsoring school district provides a counseling /behavior modification component to the educational program, if appropriate.	☐ Copy of Functional Behavioral Assessment ☐ Copy of Behavior Intervention Plan ☐ Copy of Related Service Logs	

Individualized Education Programs

34 C.F.R. §§ 300.320-300.324 and (7 Miss Admin. Code Pt. 3, Ch. 74 R. 74.19)

The Sponsoring School District Develops, Implements, and Reviews IEPs for Students with Disabilities

Action	Evidence	Comments
JDC educational staff and identified individuals from LEA will review and/or revise each IEP received for appropriateness. Are goals and objectives implemented in accordance with the IEP.	☐ The JDC educational staff reviews IEPs received from detainee home district. ☐ IEP meeting held to review and/or revise current IEP. ☐ Special education teacher will complete report of progress prior to detainee exit from JDC. ☐ The IEPs address all components, goals, and objectives and are individualized based on the needs of the students.	

JDC maintains special education files in a separate locked file with confidentiality sheets posted in each student's file. JDC files contain the required documents, including IEPs		

What are the assessed disabilities of all youth identified for special education?

What are the languages spoken by all youth identified as LEP by grade level?

Are any of the youth identified as migratory students?

Are special education files kept separate from other education files?

Do the files contain the required documents, including IEPs, review hearing documentation, and service records?

Do services provided match the youth's needs?

Instructional Process

Please describe the intake process for students. Attach any sample forms used.

Review of diagnostic assessment for each student.

Ensure that a team consisting of a certified teacher provided by the local sponsoring school district, or a private provider agreed upon by the youth court judge and sponsoring school district, the appropriate official from the home school district, and the youth court counselor or representative will develop an individualized education program for the detainee. The detainee's parent or guardian shall participate on the team unless excused by the youth court judge. Failure of any party to participate shall not delay implementation of this education program.
{Miss. Code Ann. § 43-21-321(q)}

Does the Instructional plan address the weaknesses identified on the diagnostic assessment? _____ yes _____ no

Do teachers engage students? Is classroom work limited to individual seat work or does any interactive instruction take place?

- Is meaningful work occurring?
- Are students on task?
- Are there unnecessary distractions (e.g., class in noisy space, staff talking in close proximity, and more than one class in the same room)?

Comments:

Attendance Data

Please describe the process in place for transmitting student attendance data to local school districts: Comments:

Review the records of services provided to youth who are on disciplinary status or otherwise unable to attend school.

How are the individual academic work and grades transmitted to and from the center?

Are there any teacher vacancies? How are the positions being filled in the interim?

How often are teachers absent? Is there a process for providing substitute teachers or are youth sent back to their units when teachers are absent?

Do students enrolled in school attend regularly? Are excused and unexcused absences recorded with reasons for the absences?

Education Resources

**Note: Per legislation, education services are to be provided to any child held beyond 48 hours.

How many hours a day are educational services provided? _____

Have comprehensive lesson plans been developed for each subject area? _____ yes _____ no

If so, are they aligned with the home district's approved curriculum? _____ yes _____ no

Character Education

Is there a Character Education component to your education program?
_____yes _____no

- If yes, approximately how many hours each week are allocated for this component? _____hours.
- If yes, is the component offered online? _____yes _____no
  Name _____
- If yes, is the component offered as a face-to-face program? _____yes _____no
- If yes, are external partners/organizations involved in offering this component?
  _____yes _____no

Comments:

Physical Education

Is there a Physical Education component to your education program?

_____yes _____no

If yes, approximately how many hours each week are allocated for this component? _____hours.

Comments:

Counseling/Behavior Modification Component

Is there a Counseling/Behavior Modification component to your education program?
_____yes _____no

- If yes, approximately how many hours each week are allocated for this component? _____hours.
- If yes, is the component offered online? _____yes _____no
  Name _____
- If yes, is the component offered as a face-to-face program? _____yes _____no
- If yes, are external partners/organizations involved in offering this component? _____yes _____no

  Comments:

Additional Programs

Please describe any additional components of your education program:

Transition Teams

**Note: Per legislation, transition teams only need to be in place for students in a detention center for 10 or more days. Please describe the transition team process used for your detention center, in terms of participants/frequency:

Is the teacher a part of the transition team? _____yes ____no

Request sample forms currently in use.

Comments:

What type of decorations are on the walls of the classrooms? Are they interesting and varied? Do

they recognize student achievement?

What strategies are in place, if any, to provide LEP youth access to the core curriculum?

Do any of the teaching staff speak a language other than English?

Are there instructional aides available who speak the languages of the LEP youth?

Observe transportation of youth to class.

- Do classes start at the time they are scheduled to start?
- Does variation from the schedule result in substantial reduction of education time?

Compliance Letters

Are School Attendance Officers notified when students are released from the detention center? If yes, how?

Any additional comments?