

# MISSISSIPPI

## PUBLIC SCHOOL ACCOUNTABILITY STANDARDS

2019





**MISSISSIPPI  
PUBLIC SCHOOL  
ACCOUNTABILITY STANDARDS**

**2019**

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**MISSISSIPPI DEPARTMENT OF EDUCATION  
OFFICE OF THE CHIEF ACCOUNTABILITY OFFICER  
OFFICE OF ACCREDITATION**

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Suite 203  
Jackson, Mississippi 39201  
(601) 359-3511**

# MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS

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## THE HISTORY OF ACCREDITATION IN MISSISSIPPI

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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 in 1918 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 3<sup>rd</sup> 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, checklist, 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

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### 1.0 ADMINISTRATIVE POLICY

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*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 State Board of Education (SBE). (Miss. Code Ann. § 37-17-3)*

#### 1.1 MEMBERSHIP OF THE COMMISSION ON SCHOOL ACCREDITATION

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The CSA is composed of fifteen (15) members, with three (3) representatives from each of the five (5) Congressional Districts as established at the time the CSA was authorized by Miss. Code Ann. § 37-17-3. The membership consists 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. All appointments to the CSA shall comply with Miss. Code Ann. § 37-17-3.

#### 1.2 APPOINTMENT

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

#### 1.3 TERMS OF OFFICE

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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 of office.

#### 1.4 GENERAL DUTIES OF COMMISSION ON SCHOOL ACCREDITATION

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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

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The CSA annually elects a chairperson and vice-chairperson.

#### 1.6 MEETINGS

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The CSA meets on call of the State Superintendent of Education. Any official action taken by the CSA requires the presence of a quorum, which is defined as a majority of the present membership. Superintendents of school districts will receive written notice of the place, time, and date of each CSA meeting. Individuals and/or groups who request a time slot on the agenda are required to submit such in writing to the executive secretary. All requests for agenda consideration must be received by the executive secretary no later than

seven (7) days prior to the meeting of the CSA. Agenda items received after this deadline may be added if approved by a majority vote of the CSA.

## **1.7 EXPENSES**

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According to 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. The expenses are paid out of any funds available for the operation of the Mississippi Department of Education (MDE).

## **1.8 STAFF**

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Staff assigned to the CSA consists of personnel in the MDE. The State Superintendent of Education designates one (1) staff member to serve as executive secretary.

## **2.0 DISTRICT ACCREDITATION POLICY**

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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**

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The CSA determines the annual accreditation status of all public school districts in the fall of each school year 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 below.)

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 takes action on accreditation records presented, the district superintendent and the chairperson of the local school board are notified of the status assigned. 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.

### **2.2 PROCESS STANDARDS**

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Process (input) Standards address accepted educational principles and practices that are believed to promote educational quality. Any verified violation of a Process Standard is noted on the record of a school district at the time of discovery within any school year, but 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 Accreditation Process Standard that is not directly mandated by state or federal law. (See Policy 4.2 for Rewards.)

## 2.3 ANNUAL ACCREDITATION STATUSES

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In the fall of each year, every public school district will be 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 complies with fewer than 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 still does not comply with its Corrective Action Plan (CAP). Any school district placed in conservatorship may have its accreditation withdrawn. 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.)

## 2.4 NOTIFICATION OF DEFICIENCIES AFTER ASSIGNMENT OF STATUS

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After the annual assignment of a district's accreditation status, the process of determining statuses for the following school year begins. When information on file in the MDE indicates that a school district may be in violation of a standard, the superintendent and the school board of the district are informed in writing by appropriate staff in the Department responsible for monitoring compliance with the standard. School district officials are given thirty (30) 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 appropriate evidence to correct or refute the alleged violation, the superintendent of the district is notified by appropriate staff in the Department 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. (See Glossary for definition of Accreditation Record Summary.) The appropriate staff member in 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

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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 Sections 2.5.1 or 2.5.2.

### ***2.5.1 Recommended Accreditation Status – PROBATION***

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Districts in violation of any of the following standards will be presented to the CSA for action. That action 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, or
- Standards 29, 30, and 31, failure to comply with standards that sustain a safe school climate.

### **2.5.2 Recommended Accreditation Status – WITHDRAWN**

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Districts in violation of any of the following standards will be presented to the CSA for action. That action 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, 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**

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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.

## **2.7 CONSOLIDATION OF SCHOOL DISTRICTS OR TRANSFER OF GRADES**

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When two (2) or more school districts consolidate or when two (2) or more school boards approve the transfer of a grade or grades, the affected school district(s) may be allowed to maintain its accreditation status for a period of time to be determined upon application to the CSA. The CSA shall review the application of any such affected school district(s) and submit a recommendation to the SBE for approval.

## **2.8 CORRECTIVE ACTION PLAN (CAP) AND WITHDRAWAL OF ACCREDITATION**

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### **2.8.1 Corrective Action Plan (CAP) with Definitive Timelines**

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When a school district has been assigned a PROBATION or WITHDRAWN accreditation status, the school district with assistance from the MDE shall develop a Corrective Action Plan (CAP) with defined timelines in which to correct the district's deficiencies. The SBE implements the program of development in each district assigned a PROBATION or WITHDRAWN status in accordance with Miss. Code Ann. § 37-17-6(11).

The school district is required to submit a Corrective Action Plan (CAP) within sixty (60) days of notification. The plan must stipulate what will be done to remove the deficiencies and the timeline required. The plan must be approved by the local school board as documented by official minutes and bear the signatures of the school board chairperson and district superintendent. When corrective action has been implemented to remove a citation, the school district must 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**

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If the district's deficiencies are not removed during the time specified in the Corrective Action Plan (CAP), the school district is subject to having its accreditation withdrawn by the CSA in accordance with Miss. Code Ann. § 37-17-6. 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 conducts a hearing (See Policy 2.9 for exception) to allow the officials of the affected district to present evidence or other reasons why its accreditation should not be withdrawn. Miss. Code Ann. § 37-17-6(12)(a)

### **2.8.2.2 Results of Hearings**

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**

After 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 conservatorship.

### **2.8.2.5 Reinstatement of an Accredited Status**

Based on the recommendation from the Office of Accreditation or the State Superintendent of Education, the superintendent and school board 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 in compliance with all accreditation standards prior to the reinstatement of accreditation.

## **2.9 CONDITIONS OF EMERGENCY STATUS AND WITHDRAWAL OF ACCREDITATION**

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### **2.9.1 Declaration of State of Emergency**

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The SBE may request the Governor to declare a state of emergency in any school district when any of the following emergency situations occur. 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 subsection (12) or (15) of Miss. Code Ann. § 37-17-6, including the withdrawal of the district's accreditation.

#### 2.9.1.1 Emergency Situation

The SBE and the CSA determine that an extreme emergency situation exists in a school district which jeopardizes the safety, security, or educational interests of the children enrolled in the schools in that district, and such emergency situation is believed to be related to a serious violation or violations of accreditation standards or state or federal law. For purposes of this paragraph, the declarations of a state of emergency shall not be limited to those instances when a school district's impairments are related to a lack of financial resources, but also shall include serious failure to meet minimum academic standards, as evidenced by a continued pattern of poor student performance. Miss. Code Ann. § 37-17-6(12)(b)

#### 2.9.1.2 Failing School District

A school district meets the SBE's definition of a failing school district for two (2) consecutive full school years. Miss. Code Ann. § 37-17-6(12)(b)

#### 2.9.1.3 Schools At-Risk

A school continues to be designated a School At-Risk after three (3) years of implementing a school improvement plan, or in the event that more than fifty percent (50%) of the schools within the school district are designated as Schools At-Risk in any one (1) year. Miss. Code Ann. § 37-17-6 (12) (b) (See Policy 3.4.1 for Schools At-Risk designation.)

### 2.9.2 Penalty for the Withdrawal of Accreditation

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Policy 2.9.2 will become 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, 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 2.9.2 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**

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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. Individual schools and districts are held accountable for: 1) student achievement, 2) student growth, and 3) graduation, if applicable, and receive an annual School Performance Classification and District Performance Classification. (See Glossary for definitions of an attendance center and school.)

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 achievement data used to assign school performance classifications will follow the guidelines established in the School Performance Standards and School Performance Model.

### **3.1 ASSIGNMENT OF PERFORMANCE CLASSIFICATIONS**

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#### **3.1.1 School Performance Classification**

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Information concerning school performance is reported to the CSA on an annual basis, and annual performance classifications will be assigned in the fall of each school year. Each public school that has both achievement and growth data 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. An alternative school will not be assigned a school performance classification. (See 7 Miss. Admin. Code Pt. 3, Ch. 7, R. 7.1, R. 7.2 and the Glossary for definition of alternative school.)

#### **3.1.2 District Performance Classification**

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Information concerning district performance is reported to the CSA on an annual basis, and annual performance classifications will be assigned in the fall of each school year. Each public school district will be assigned an annual performance classification based on achievement, growth, and graduation rate. 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**

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If the school district has reason to believe the preliminary results of the state or federal accountability system applied to a district or school are incorrect due to a calculation or data error or other substantive reasons, the school district may submit written evidence to the MDE, the Offices of Accreditation and District and School Performance, to support the position of the school district. All requests for review must be submitted in writing based on the timeline published each year by the Offices of Accreditation and District and School Performance. Any requests not submitted based upon the timeline published by the Offices of Accreditation and District and School Performance will not be considered after the deadline for submission.

The Offices of Accreditation and 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, one (1) external chairperson and four (4) MDE representatives.

The Office of Accreditation as well as the Office of District and School Performance will present the decisions of the Internal Review Committee to the CSA.

### **3.1.4 Review or Appeal of Final Accountability Results**

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The school district must submit written evidence to appeal the final results of the statewide accountability system approved by the CSA and the SBE. The appeal must be submitted to the Offices of Accreditation and District and School Performance within ten (10) calendar days of the SBE's approval.

Any appeal to the final results will follow the same process 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 on School Accreditation. The district superintendent may request to address the CSA regarding the appeal of the final results. The CSA will recommend a final decision to the SBE for approval. The SBE makes the final determination of the appeal's disposition.

## **3.2 PERFORMANCE STANDARDS**

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Performance (output or product) standards address selected components of the statewide testing program and other outcome measures related to the performance of a school and/or district. (See Performance Standards.) The SBE may also take into account such factors as graduation rates, dropout rates, completion rates, College- and Career-Readiness and Acceleration, the extent to which the school or district employs qualified teachers in every classroom, and any other factors deemed appropriate by the SBE.

## **3.3 PERFORMANCE CLASSIFICATIONS –**

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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 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 Appendix F.)

## **3.4 SCHOOLS AT-RISK**

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Following an analysis of school data each year, the MDE shall identify those schools that are deficient in educating students and are in need of improvement in accordance with Miss. Code Ann. § 37-18-3 and § 37-18-5. This analysis shall indicate individual school performance in two (2) areas: (a) meeting its assigned yearly growth expectation and (b) percentage of the students in the school that are proficient.

### **3.4.1 Designation**

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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 or
- (b) Is identified as an F School as designated by the SBE.

### **3.4.2 Notification**

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

### **3.4.3 Evaluation Teams and Evaluation Report**

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Within fifteen (15) days after notification, the SBE shall assign an evaluation team to the school, subject to the availability of funding. 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.

The evaluation team shall analyze the School At-Risk's data to determine probable areas of weakness before conducting an on-site audit. After completing the evaluation of the School At-Risk, the team shall prepare and adopt its school evaluation report, which shall be submitted to the State Superintendent of Education for approval within ninety (90) calendar days. The evaluation report shall identify any personnel who were found by the evaluation team to be in need of improvement and need to participate in a professional development plan.

Following the State Superintendent's approval of the report, a representative of the State Superintendent and the evaluation team leader shall present the report to the principal of the School At-Risk, the school district superintendent, and school board members of the local school district. Following this presentation, the evaluation report shall be presented to the community served by the School At-Risk at an advertised public meeting.

### **3.4.4 School Improvement Plan**

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Based on the findings of the evaluation report and the results of the public meeting, the MDE and evaluation team leader shall assist the school principal and other local school officials in the development of a school improvement action plan.

The school improvement action 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 of the school. If the plan is not approved, the SBE may approve and implement the plan in the school.

The State Department of Education shall provide technical assistance and shall assist in identifying funding to the School At-Risk in the implementation of the school improvement action plan, including the implementation of any recommended professional development plan, and the department may contract with the Institutions of Higher Learning to provide such technical assistance. The assistance team shall collaborate with school and school district employees in the implementation and monitoring of the school improvement action plan and the State Department of Education shall ensure that a report is issued monthly to the local school board and the local community-based advisory council.

A school district that has been designated as an F as defined by the SBE or a district and/or a school designated below a C, shall establish a community-based pre-kindergarten through higher education (P-16) council comprised of a broad spectrum of the community, including economic developers, elected officials, civic leaders, business leaders, faith-based leaders, social services, nonprofit organizations, school attendance officers, law enforcement officials, health department officials, day care providers, librarians, parents, and others with the knowledge and resources that can be leveraged to build strong communities. The SBE shall develop procedures for appointments to the council, which shall not be appointed solely by the school board. The council will serve as a community-led group that is inclusive, accountable, and required to publicly report progress to the community as a whole.

### **3.4.5 Professional Development Plan for Educators**

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As part of the school improvement action plan for a School At-Risk, a professional development plan shall be prepared for those school administrators, teachers, or other employees who are identified by the evaluation team as needing improvement.

## **4.0 RECOGNITION AND REWARDS**

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The SBE shall provide special recognition and/or rewards to individual schools or school districts meeting the highest levels of accreditation standards as defined by the SBE. A school or district with a Letter Grade in the top two (2) ranges will be identified as meeting the highest level of accreditation standards.

### **4.1 RECOGNITION**

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Special recognition will be provided to all schools meeting the highest levels of accreditation standards. Examples of recognition include, but are not limited to the following:

- Public announcements and events;
- Special recognition of student progress and effort;
- Certificates of recognition and plaques for teachers, principals, superintendents, support and classified personnel, and parents; and
- Media announcements utilizing the services of the Mississippi Educational Television.

### **4.2 REWARDS**

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Rewards may be provided for schools and school districts assigned the highest levels of performance as defined by the SBE as follows:

#### **4.2.1 Exemptions for Schools Meeting the Highest Levels of Performance**

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Schools Meeting the Highest Levels of Performance may be exempted from citations of noncompliance with the Process Standards listed below. For specific details, refer to each process standard referenced 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 Meeting the Highest Levels of Performance**

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School districts assigned the Highest Levels of Performance may be exempted from citations of noncompliance with the Process Standards listed below. For specific details, refer to each process standard referenced 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 20)

#### **4.2.3 Financial Rewards**

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If funds are appropriated by the legislature, Schools Meeting the Highest Levels of Performance may apply to the SBE for monetary incentives to be used for selected school needs, as identified by a vote of all licensed and instructional personnel employed at the school. These incentive funds may be used for specific needs, including, but not limited to the following:

- Funding for professional development activities; staff participating in such activities will report to the school and school district about the benefits and lessons learned from such training;
- Technology needs;
- Sabbaticals for teachers or administrators, or both, to pursue additional professional development or educational enrichment;
- Paid professional leave; and
- Training for parents, including, but not limited to, curriculum, Title I, special need students, student rights and responsibility, school and community relations, and effective parenting.

### **5.0 ACCREDITATION MONITORING PROCEDURES**

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

#### **5.1 ON-SITE EVALUATIONS**

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The SBE, the State Superintendent of 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 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.

#### **5.2 INVESTIGATIVE EVALUATIONS (COMPLAINTS AGAINST DISTRICTS)**

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All formal complaints made against schools or districts must be submitted to the Office of Accreditation in writing and bear the signature of the individual(s) filing the complaint. The written complaint shall contain specific details concerning alleged violations.

##### **5.2.1 Areas Over Which the Commission On School Accreditation Has No Authority**

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If the complaint addresses an area over which the CSA has no authority, the individual filing the complaint is acknowledged and the complaint is filed in the Office of Accreditation.

##### **5.2.2 Areas Over Which the Commission On School Accreditation Does Have Authority**

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If the complaint addresses an area over which the CSA does have authority, the superintendent may be notified in writing of the nature of the complaint and given thirty (30) days to provide a written response to the allegations and to present documentation of compliance. The superintendent may also be notified that the District is subject to an unannounced audit to investigate the allegations.

##### **5.2.3 Unannounced On-Site Investigative Evaluations**

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

###### **5.2.3.1** The auditors may arrive in the district without prior notification.

**5.2.3.2** The auditor(s) inform the superintendent of the purpose of the audit and of the procedures to be followed.

**5.2.3.3** The auditor(s) discuss procedures with the principal of the school if appropriate.

**5.2.3.4** The auditor(s) may use various methods to collect the data needed to verify or discredit the complaint, including examination of official records, anonymous surveys, and interviews with school personnel, and observations.

**5.2.3.5** Upon completion of the audit, the auditor(s) compile a written report that is sent to the superintendent and the chairman of the school board.

## **5.3 SPECIAL TEST AUDITS**

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Reports regarding potential testing irregularities or test security violations are referred to the Office of Student Assessment. Such reports include 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 in order 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 must identify specific details concerning alleged violations of test security and/or testing irregularities in order 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 in order 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 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 policy.

**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 superintendent does not resolve the irregularity, the irregularity is reported to the Office of Accreditation for appropriate action.

#### **5.4 SUMMER PROGRAM AUDITS**

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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 OTHER STATE/FEDERAL PROGRAM AUDITS/EVALUATIONS**

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

#### **5.6 ANALYSIS AND VERIFICATION OF ACCREDITATION INFORMATION**

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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 must provide documentation necessary to validate compliance with accreditation requirements.

#### **6.0 HEARING AND APPEAL PROCEDURES**

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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.

##### **6.1 REQUEST FOR HEARING**

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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**

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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**

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**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 registered or 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** 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.

**6.3.4** After presentation by the executive secretary of the CSA 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.

**6.3.5** 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) 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 makes its decision and notifies all parties in writing by certified or registered 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. The school board of the school district may appeal to the SBE by filing a written notice of appeal with the State Superintendent of Education within fifteen (15) calendar days of receipt of the decision of the CSA.

## **6.4 APPEAL PROCEDURES**

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**6.4.1** An appeal to the SBE is on the record previously made before the CSA's representative or the CSA.

**6.4.2** Upon receipt of the transcript, the SBE, through the State Superintendent of 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 in length. The CSA is allowed thirty (30) calendar days from the filing of the transcript with the SBE to file a responsive written argument not to exceed twenty-five (25) pages in length. Any written argument in rebuttal by the appealing party must be filed within forty (40) calendar days of the filing of the transcript. The appealing party may not exceed twenty-five (25) pages as the combined total for its original and rebuttal arguments. 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. The written decision of the SBE is transmitted to the parties involved within fifteen (15) calendar days of its decision.

## **7.0 ANNUAL REPORT**

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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 web site in a printable format. The public notice shall include information on the report's availability on the district's web site, with the web site 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) (7 Miss. Admin. Code Pt. 3, Ch. 18, R. 18.1)

## PROCESS STANDARDS

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### ADMINISTRATION AND PERSONNEL

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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. § 37-9-7 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.
  - 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 With the exception of academic core subjects, the professional staff in each school is comprised of no more than 5% of Full Time Equivalent (FTE) units working outside the area or areas of endorsement. 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. An appropriate license is required for superintendents, principals, librarians, and guidance counselors.
  - 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 only provide those services and activities in the area(s) that each

- individual is specifically qualified to provide and will use only job titles that reflect same. Miss. Code Ann. § 37-9-79.
- 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, Rules 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

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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, MS Virtual Public School 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 regular 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: 36.1-36.4, State Board Policy Chapter 36, Rules 36.1 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 may select from graduation pathways as specified by the local school district's graduation requirements.
- 14.1.1 Entering ninth graders in 2005-2006 and ending with incoming ninth graders of 2017-18 are required to have a minimum of 21 Carnegie units as specified in Appendix A-1.
- 14.1.2 Entering ninth graders in 2008-2009 and ending with incoming ninth graders of 2017-2018 are required to have a minimum of 24 Carnegie units as specified in Appendix A-2, unless, in accordance with school board policy, their parent/guardian requests to opt the student out of Appendix A-2 requirements. This student would be required to complete the graduation requirements specified in Appendix A-1.
- 14.1.3 Entering eleventh graders in 2010-2011 and ending with incoming ninth graders of school year 2016-2017 who chose the Career Pathway Option are required to earn the minimum graduation requirements specified in Appendix A-3. Miss. Code Ann. § 37-16-7
- 14.1.4 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.
- 14.1.5 Innovative Programs
- 14.1.6 Early Exit Diploma shall end with incoming 9th graders of school year 2017-2018.
- 14.1.7 Entering ninth graders in 2018-2019 and thereafter, are required to have a minimum of 24 Carnegie units as specified in Appendix A-6.
- 14.1.8 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.
- 14.1.9 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.
- 14.1.10 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.
- 14.1.11 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 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: 34.1, 36.3, and 36.4, State Board Policy Chapter 34, Rule 34.1, 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 completed the secondary curriculum for special education may be issued a certificate of completion, which states: "This student has successfully completed an Individualized Education Program." 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, 7 Miss. Admin. Code 7-3: 44.1, State Board Policy Chapter 44, Rule, Ch. 44, R. 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, 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.

## INSTRUCTIONAL PRACTICES

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- 17. 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).
  - 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. § 37-23-1 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*.
- 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 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 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: Ch. 2, R. 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 classroom teacher, excluding career-technical teachers whose class periods exceed 50 minutes, has an unencumbered period during the teaching day 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 278.3, 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, and physical education, which may be taught by a regular classroom teacher. Miss. Code Ann. §§ 37-1-3(2) and 37-13-134.
  - 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 regular classroom teacher may provide instruction in the arts, health education, and physical education in a self-contained classroom setting.
28. 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. 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.
  - 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.
  - 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.
  - 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.

- 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.

## SAFE AND HEALTHY SCHOOLS

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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, the *Mississippi School Safety Manual* and the *MDE Occupational Safety and Crisis Response Planning 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, Rules 30.6. See the current edition of the *Guidebook for Educating Juveniles in Detention Centers*.

## PERFORMANCE STANDARDS

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### PERFORMANCE STANDARDS

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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)

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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).

## **MISSISSIPPI STATEWIDE ACCOUNTABILITY SYSTEM, EFFECTIVE 2013-2014**

*Beginning with the 2013-2014 school year, performance classifications will be assigned based on the following school grading assignments:*

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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

For schools (and districts) with 12th grade, the following schedule will be used:

During the 2013-2014 school year, schools (and districts) with 12th grade will have nine (9) components, totaling 900 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. U.S. History Proficiency (50 points)
9. Graduation Rate – All Students (200 points)

During the 2014-2015 school year, schools (and districts) with 12th grade will have nine (9) components, totaling 900 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. U.S. History Proficiency (50 points)
9. Graduation Rate – All Students (200 points)

Beginning with the 2015-2016 school year, schools (and districts) with 12th grade will have 11 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. U.S. History Proficiency (50 points)
9. Graduation Rate – All Students (200 points)
10. College- and Career-Readiness (Math 50% and English/Reading 50%) (50 points)
11. Acceleration (Participation and Performance Combined) on the following sliding scale:
  - a. Year 1 (2015-2016): Participation - 70%/Performance - 30% (50 points)
  - b. Year 2 (2016-2017): Participation - 60%/Performance - 40% (50 points)
  - c. Year 3 (2017-2018) and beyond: Participation - 50%/Performance - 50% (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:

		<b>A</b>	<b>≥</b>	<b>90<sup>th</sup> Percentile</b>
<b>63<sup>rd</sup> Percentile</b>	<b>≤</b>	<b>B</b>	<b>&lt;</b>	<b>90<sup>th</sup> Percentile</b>
<b>38<sup>th</sup> Percentile</b>	<b>≤</b>	<b>C</b>	<b>&lt;</b>	<b>63<sup>rd</sup> Percentile</b>
<b>14<sup>th</sup> Percentile</b>	<b>≤</b>	<b>D</b>	<b>&lt;</b>	<b>38<sup>th</sup> Percentile</b>
		<b>F</b>	<b>&lt;</b>	<b>14<sup>th</sup> Percentile</b>

- 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:

		<b>A</b>	<b>≥</b>	<b>442</b>
<b>377</b>	<b>≤</b>	<b>B</b>	<b>&lt;</b>	<b>442</b>
<b>328</b>	<b>≤</b>	<b>C</b>	<b>&lt;</b>	<b>377</b>
<b>269</b>	<b>≤</b>	<b>D</b>	<b>&lt;</b>	<b>328</b>
		<b>F</b>	<b>&lt;</b>	<b>269</b>

- 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:

		<b>A</b>	<b>≥</b>	<b>754</b>
<b>648</b>	<b>≤</b>	<b>B</b>	<b>&lt;</b>	<b>754</b>
<b>584</b>	<b>≤</b>	<b>C</b>	<b>&lt;</b>	<b>648</b>
<b>510</b>	<b>≤</b>	<b>D</b>	<b>&lt;</b>	<b>584</b>
		<b>F</b>	<b>&lt;</b>	<b>510</b>

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

		<b>A</b>	<b>≥</b>	<b>668</b>
<b>599</b>	<b>≤</b>	<b>B</b>	<b>&lt;</b>	<b>668</b>
<b>536</b>	<b>≤</b>	<b>C</b>	<b>&lt;</b>	<b>599</b>
<b>489</b>	<b>≤</b>	<b>D</b>	<b>&lt;</b>	<b>536</b>
		<b>F</b>	<b>&lt;</b>	<b>489</b>

- 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% ( $\geq 75\%$ ) 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 of ten (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.
- 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 will be used in the participation calculations.
  - 4.4.1 For the 2013-2014 school year, the Senior Snapshot process used for calculating participation rates in end-of-course, subject area assessments will remain consistent with previous years. Beginning with the 2014-2015 school year, U.S. History will be included in the participation rate calculations.

- 4.5 Students with significant cognitive disabilities (SCD) with no U.S. History assessment scores will be removed from the denominator for the participation rate calculation for U.S. History.
- 4.6 Beginning with the 2015-2016 academic year, the ACT assessment will be included in participation rate calculations. See Section 25.
- 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: Because additional weight is given, it is mathematically possible for a school or district’s growth value to be greater than 100 points for any/all of the four (4) growth components.
- 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.

Note: Growth will not be calculated for Science or U.S. History.

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 the previous year's grade-level 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.

7.2 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].

## **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**

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. 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 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 2019 – 2020, non-weighted, course grades for dual credit courses must be provided by the post-secondary institution issuing credit for the course.
- 9.3 The Acceleration component will consist of a Participation and a Performance component. These two (2) components will be combined for one (1) score worth fifty (50) points and phased in on the following sliding scale:
  - a. Year 1 (2015-2016):  $(\text{Participation}-70\%/\text{Performance}-30\%) \div 2$
  - b. Year 2 (2016-2017):  $(\text{Participation}-60\%/\text{Performance}-40\%) \div 2$
  - c. Year 3 (2017-2018) and beyond:  $(\text{Participation}-50\%/\text{Performance}-50\%) \div 2$
- 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 are taking and passing these assessments/courses. Ninth (9th) and 10th grade students will not be included in the denominator unless they are also included in the numerator.)
  - 9.4.3 Students participating in multiple accelerated courses during the same school year will be given additional weighting in the numerator as follows:
    - 2 courses: 1.1
    - 3 courses: 1.2
    - 4 courses: 1.3
    - 5 courses: 1.4
- 9.5 Calculation of Performance
  - 9.5.1 The numerator for the Performance component calculation will be the number of students taking and passing 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 students participating in the courses and/or tests identified in the participation calculations.
  - 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 dual credit courses, the additional weighting used in the participation calculations will be applied.
- 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 FAY requirements will not be applied to the participation or proficiency calculations in the Acceleration component.
- 9.9 For students taking and passing accelerated courses in AP, IB, AICE, or industry certification that have a normed, end-of-course assessment, the numerator will be doubled in weight.

- 9.10 For students in 9th through 12th grade that participate in accelerated 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).

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

- 10.1 Scores of students taking Algebra I, Biology, English II, or U.S. History end-of-course, subject area tests 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 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.

**11. *Comprehensive Support and Improvement Schools (CSI)***

- 11.1 Title IA 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.
- 11.2 Title IA schools with a 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.
- 11.3 Beginning with the 2021-2022 academic year, a school previously identified as an Additional Targeted Support and Improvement school with three (3) consecutive years of subgroup proficiency performance 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 annually.

**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 identified as a Targeted Support and Improvement school.
- 12.2 Schools meeting the requirements in Section 12.1 will be rank-ordered annually, 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.

**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.

**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 proficiency on the ELPT within five (5) years of entry into an EL program. The annual progress goal will be equal to the minimum score needed to achieve proficiency at year five (5), minus the prior year 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 score needed to achieve proficiency, minus the prior year 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 score, minus the prior year 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.

## **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.
- 16.5 Students with disabilities who are coded as "ungraded" (56 or 58) in MSIS will be assigned a peer-grade calculation based on his/her age on September 1 of the current school year.

#### **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 (or peer grade level for ungraded students) 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 that are reported to schools, the final value of each component will be rounded to one (1) decimal place (tenths place). After the components are summed, the total value will be rounded to a whole number and reported for the final performance classification calculation.

Example:

Reading Proficiency	80.5
Reading Growth – All Students	80.5
Reading Growth – Lowest Performing Students	80.5
Math Proficiency	80.5
Math Growth – All Students	80.5
Math Growth – Lowest Performing Students	80.5
Science Proficiency	80.5
Total Score	564

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 reconfigurations 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.

## **22. *Schools without Tested Subjects or Grades***

- 22.1 Elementary/Middle Schools
- 22.1.1 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 the 3rd 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.
- 22.1.3 Beginning with the 2014-2015 and ending with the 2017-2018 school year, the cut-points established for elementary/middle schools that do not have science scores will remain static in succeeding years. In subsequent years, the cut-points shall be reviewed following the administration of a new assessment.
- 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.

### **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.
  - 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 ACT 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.
- 23.3 Other State/Special Schools
  - 23.3.1 State agencies (i.e., Hudspeeth, 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.
- 23.4 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.

**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. College- and Career- Readiness Indicator**

The following rules will apply only if the state legislature mandates statewide ACT testing and appropriates funding for such testing.

- 25.1 The ACT will be used as the College- and Career- Readiness Indicator.
- 25.2 The College- and Career- Readiness component will be comprised of a Mathematics and an English/Reading component. These two (2) components will be equally weighted and combined for one (1) score worth 50 points:  $(\text{Math} + \text{English/Reading}) \div 2$
- 25.3 A student will be included in the numerator for Mathematics if he/she is considered College- and Career- Ready in Mathematics by having a score on the Mathematics component of the ACT at or above the ACT College Readiness Benchmark for the Mathematics component at the time of the student's assessment.
- 25.4 A student will be included in the numerator for English/Reading if he/she is considered College- and Career- Ready in English/Reading by having a score on the English component of the ACT at or above the ACT College Readiness Benchmark OR if his/her score on the Reading component of the ACT is at or above the ACT College-Readiness Benchmark at the time of the student's assessment.
- 25.5 Science ACT sub-scores will not be included in the College- and Career- Readiness component.
- 25.6 ACT Composite scores will not be included in the College- and Career- Readiness component. (Rationale: ACT does not designate a composite score to indicate college readiness.)
- 25.7 The highest available sub-score for each student at the end of month nine (9) in Mathematics and English/Reading, as described above, will be used in the College- and Career- Readiness Indicator accountability calculations.
- 25.7.1 DELETED
- 25.8 Contingent upon legislative funding, the state will pay for one (1) statewide ACT administration to be held in the spring for students classified in MSIS as 11th graders. Ungraded students whose birthdates link them to the cohort of students identified as 11th graders will also be included. Students may take the ACT as many additional times as they choose, at their own expense.
- 25.9 If the IEP committee deems it appropriate, an SCD student may participate in the administration of the ACT.
- 25.10 The ACT scores of all students identified in the Senior Snapshot will be included in the calculation.
- 25.11 A student's score will be applied to the school in which the student is enrolled in MSIS at the time of the Senior Snapshot.
- 25.12 No other assessments will be allowed as a substitution for the ACT in the College- and Career- Readiness component.
- 25.13 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.
- 25.14 The denominator for the College- and Career-Readiness component calculation will consist of all students participating in the ACT as identified in the participation calculations.

**26. Senior Snapshot**

Senior Snapshot is a method of identifying high school students for the high school assessment participation rate calculation and College- and Career- measures. 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 College- and Career -Readiness measures.

**27. Other**

**27.1 Deceased Students**

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

**27.2 Foreign Exchange Students**

27.2.1 Beginning in school year 2013-2014, foreign exchange students will automatically be included in accountability calculations just as any other students. However, if a school/district wishes to have a foreign exchange student excluded from the accountability calculations, the request should be made through the Internal Review Process.

27.2.2 DELETED

**APPENDIX A-1  
GRADUATION REQUIREMENTS  
STANDARD 14  
DISTRICT OPTION**

**Note: Ending with incoming ninth graders of 2017-2018.**

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 Manual. Enrollment in online courses listed in this book 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.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 <sup>1</sup>	English I English II
MATHEMATICS	4 <sup>2</sup>	Algebra I
SCIENCE	3 <sup>3</sup>	Biology I
SOCIAL STUDIES	3 <sup>4&amp;6</sup>	1 World History <sup>4</sup> 1 U.S. History <sup>4</sup> ½ U.S. Government <sup>4</sup> ½ Mississippi Studies <sup>6</sup>
HEALTH	½ <sup>7&amp;8</sup>	Contemporary Health <sup>9</sup>
TECHNOLOGY or COMPUTER SCIENCE	1 <sup>10</sup>	
THE ARTS	1 <sup>11</sup>	
ELECTIVES	4½ <sup>12</sup>	
TOTAL UNITS REQUIRED	21	

**APPENDIX A-1 (Continued)**  
**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**DISTRICT OPTION**

<sup>1</sup>Carnegie units earned for Compensatory 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. Beginning school year 2014-2015, Compensatory English may be taken only if a credit-bearing English course is taken in the same school year. Accelerated English 9 can be accepted in lieu of English I. Accelerated English 10 can be accepted in lieu of English II. Beginning school year 2010-2011 for all entering ninth graders, English I is a required prerequisite course for English II. English I may not be taken after a student completes English II.

<sup>2</sup>Carnegie units earned for Compensatory 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. Compensatory 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 one (1) of the four (4) required mathematics Carnegie units must be earned in courses higher than the CCR Algebra I course. The Ready for High School Mathematics course shall only be available for 8<sup>th</sup> grade or 9<sup>th</sup> grade students. Foundations of Algebra shall only be available for 9<sup>th</sup> grade students. MYP Geometry, MYP Algebra II, IB-DP Mathematics I, IB-DP Mathematics II, IB-DP Mathematical Studies I, and IB-DP Mathematical Studies II are allowable mathematics courses higher than Algebra I for IB students. One (1) of the four (4) required Carnegie units for mathematics may be in Architecture & Drafting if the student completes the two-course sequence for Architecture & Drafting I & II.

<sup>3</sup>For science Carnegie units, the following Career and Technical (CTE) courses may be used to fulfill science requirements for graduation: one (1) unit may be in Concepts of Agriscience or Introduction to Agriscience, and a second unit may be earned by completing two (2) of the following three (3) courses: Science of Agriculture Plants, Science of Agriculture Animals, and Science of Agricultural Environment. Two (2) units may be in the following courses if the student completes the required course sequence ending with Healthcare & Clinical Services II, Aquaculture II, Forestry II, Robotics/Engineering II, Polymer Science II or Careers in Polymer Science, Horticulture II or Horticulture Landscape and Turf grass, Engineering II or Applied Engineering Concepts, Health Sciences II or Workplace and Employment Skills in Health Sciences, Sports Medicine or Sports Medicine Theory and Application I and Sports Medicine Theory and Application II. Effective with school year 2013-14, up to two (2) of the four (4) required science units (excluding Biology I) may be earned by completing Agriculture and Natural Resources I & II. Effective with eighth graders of school year 2013-14, Introduction to Agriscience may be taken in the eighth grade for Carnegie unit credit.

<sup>4</sup>Based on the 2018 Mississippi College and Career Readiness Standards for Social Studies, AP World History, DC World Civilization I, AP European History, or DC Western Civilization I may be accepted in lieu of the required World History from the Age of Enlightenment to Present course. AP United States History or DC United States History II may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course. A student taking an AP or DC course in lieu of a course with a required end-of-course state test shall take the requisite MAAP test. AP Government and Politics: United States and DC American National may be accepted in lieu of the required United States Government course. IB-DP History of the Americas I may be accepted in lieu of the required U.S. History course for students enrolled in the IB program. IB-DP History of the Americas II may be accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U.S. Government may be accepted in lieu of the required Government course for students enrolled in the IB

**APPENDIX A-1 (Continued)**  
**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**DISTRICT OPTION**

program. Cambridge IGCSE American History or Cambridge International AS level history may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course.

<sup>5</sup>Carnegie units earned for Business Fundamentals or Business Fundamentals II may be accepted in lieu of one-half (½) unit in Economics. AP Macroeconomics, AP Microeconomics, DC Principles of Macroeconomics, or DC Principles of Microeconomics may be accepted in lieu of the required Economics course.

<sup>6</sup>The Carnegie units earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other one-half (½) unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other one-half (½) unit social studies course.

<sup>7</sup>Carnegie units earned in Healthcare & Clinical Services I, Health Sciences I, or Theory and Application of Health Sciences I may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half (½) Carnegie unit in Health.

<sup>8</sup>Successful completion of JROTC I and JROTC II may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half (½) Carnegie unit in Health beginning in the 2010-2011 school year and thereafter.

<sup>9</sup>Comprehensive Health or Family and Individual Health meet the health requirement if taken prior to the 2014-2015 school year.

<sup>10</sup>The following courses meet the Carnegie unit requirement for Technology or Computer Science: ICT II (Information & Communication Technology II), STEM (Science, Technology, Engineering, & Mathematics), Keystone, Technology Foundations, Project Lead the Way Computer Science Essentials, Project Lead the Way Introduction to Computer Science, Project Lead the Way Introduction to Engineering, Exploring Computer Science, AP Computer Science Principles, Cyber Foundations I, Cyber Foundations II, and Computer Science and Engineering.

<sup>11</sup>The Arts refers to Dance, Media Arts, Music, Theatre, and Visual Arts. For a listing of approved secondary course codes please reference the current *Approved Courses for the Secondary Schools of Mississippi* manual's Arts section or the Mississippi Online Course Approval (MOCA) section. Digital Media may be accepted in lieu of the art requirement for students.

<sup>12</sup>Only one (1) elective unit in physical education including participation in interscholastic athletic activities, band, performance choral, show choir, dance 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 state units. If a local district has graduation requirements above the state requirements, they may award additional credits as outlined in the local Board policy.

**APPENDIX A-2**  
**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**(Ending with incoming ninth graders of 2017-2018)**

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 Manual*. Enrollment in online courses 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 2008-2009 and ending with school year 2017-2018, all entering ninth graders will be required to have a minimum of 24 Carnegie units as specified below, unless their parent/guardian requests to opt the student out of Appendix A-2 requirements in accordance with local school board policy. All students must meet one of the graduation options as specified in the appendices. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7. NOTE: This option will no longer be available for entering ninth graders after the 2017-2018 school year. New graduation requirements will go into effect for entering ninth graders for 2018-2019.

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

**APPENDIX A-2 (Continued)**  
**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**(Ending with incoming ninth graders of 2017-2018)**

<sup>1</sup>Carnegie units earned for Compensatory 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. Beginning school year 2014-2015, Compensatory English may be taken only if a credit-bearing English course is taken in the same school year. Accelerated English 9 can be accepted in lieu of English I. Accelerated English 10 can be accepted in lieu of English II. Beginning school year 2010-2011 for all entering ninth graders, English I is a required prerequisite course for English II. English I may not be taken after a student completes English II.

<sup>2</sup>Carnegie units earned for Compensatory 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. Compensatory 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 a course higher than the CCR Algebra I course. The Ready for High School Mathematics course shall only be available for 8<sup>th</sup> grade or 9<sup>th</sup> grade students. Foundations of Algebra shall only be available for 9<sup>th</sup> grade students. MYP Geometry, MYP Algebra II, IB-DP Mathematics I, IB-DP Mathematics II, IB-DP Mathematical Studies I, and IB-DP Mathematical Studies II are allowable mathematics courses higher than Algebra I for IB students. One (1) of the four (4) required Carnegie units for mathematics may be in Architecture & Drafting if the student completes the two-course sequence for Architecture & Drafting I & II.

<sup>3</sup>For science Carnegie units, the following Career and Technical (CTE) courses may be used to fulfill science requirements for graduation: one (1) unit may be in Concepts of Agriscience or Introduction to Agriscience, and a second unit may be earned by completing two (2) of the following three (3) courses: Science of Agriculture Plants, Science of Agriculture Animals, and Science of Agricultural Environment. Two (2) units may be in the following courses if the student completes the required course sequence ending with Healthcare & Clinical Services II, Aquaculture II, Forestry II, Robotics/Engineering II, Polymer Science II or Careers in Polymer Science, Horticulture II or Horticulture Landscape and Turf grass, Engineering II or Applied Engineering Concepts, Health Sciences II or Workplace and Employment Skills in Health Science, Sports Medicine or Sports Medicine Theory and Application I and Sports Medicine Theory and Application II. Effective with school year 2013-2014, up to two (2) of the four (4) required science units (excluding Biology I) may be earned by completing Agriculture and Natural Resources I & II. Effective with eighth graders of school year 2013-2014, Introduction to Agriscience may be taken in the eighth grade for Carnegie unit credit.

<sup>4</sup>Based on the 2018 Mississippi College and Career Readiness Standards for Social Studies, AP World History, DC World Civilization I, AP European History, or DC Western Civilization I may be accepted in lieu of the required World History from the Age of Enlightenment to Present course. AP United States History or DC United States History II may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course. A student taking an AP or DC course in lieu of a course with a required end-of-course state test shall take the requisite MAAP test. AP Government and Politics: United States and DC American National may be accepted in lieu of the required United States Government course. IB-DP History of the Americas I may be accepted in lieu of the required U.S. History course for students enrolled in the IB program. IB-DP History of the Americas II may be accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U.S. Government may be accepted in lieu of the required Government course for students enrolled in the IB

**APPENDIX A-2 (Continued)**  
**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**(Ending with incoming ninth graders of 2017-2018)**

program. Cambridge IGCSE American History or Cambridge International AS level history may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course.

<sup>5</sup>Carnegie units earned for Business Fundamentals or Business Fundamentals II may be accepted in lieu of one-half (½) unit in Economics. AP Macroeconomics, AP Microeconomics, DC Principles of Macroeconomics, or DC Principles of Microeconomics may be accepted in lieu of the required Economics course.

<sup>6</sup>The Carnegie unit earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other one-half (½) unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other one-half (½) unit social studies course.

<sup>7</sup>Carnegie units earned in Healthcare & Clinical Services I, Health Sciences I, or Theory and Application of Health Sciences I may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half (½) Carnegie unit in Health.

<sup>8</sup>Successful completion of JROTC I and JROTC II may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half (½) Carnegie unit in Health beginning in the 2010-2011 school year and thereafter.

<sup>9</sup>Comprehensive Health or Family and Individual Health meet the health requirement if taken prior to the 2014-2015 school year. The graduation requirement for one-half (½) unit in physical education may include participation in interscholastic athletic activities, band, show choir, dance and 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.

<sup>10</sup>The following courses meet the Carnegie unit requirement for Technology or Computer Science: ICT II (Information & Communication Technology II), STEM (Science, Technology, Engineering, & Mathematics), Keystone, Technology Foundations, Information & Communication Technology, Project Lead the Way Computer Science Essentials, Project Lead the Way Introduction to Computer Science and Project Lead the Way Introduction to Engineering, Exploring Computer Science, and AP Computer Science Principles, Cyber Foundations I, Cyber Foundations II, Computer Science and Engineering.

<sup>11</sup>Digital Media may be accepted in lieu of the art requirement for students.

<sup>12</sup>Only one (1) elective unit in physical education including participation in interscholastic athletic activities, band, performance choral, show choir, dance 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 state units. If a local district has graduation requirements above the state requirements, they may award additional credits as outlined in the local Board policy.

**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**CAREER PATHWAY OPTION**  
**SENIORS OF SCHOOL YEAR 2011-2012**

**(Entering eleventh graders 2010-2011 ending with incoming ninth graders in 2016-2017)**

In 2010, Mississippi state policymakers passed legislation to create multiple pathways to a standard diploma. The 2010 legislative actions created a career pathway to a standard diploma, with the goal of improving Mississippi graduation rates and providing students with career and technical training that prepares students for postsecondary credential or certification programs and employable workplace skills. This legislative change created Miss. Code Ann. § 37-16-17, to provide for high school career option programs and career track curricula for students not wishing to pursue a baccalaureate degree.

Enrollment in online and correspondence courses listed in this book must have prior approval granted by the principal.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 <sup>1</sup>	English I English II
MATHEMATICS	3 <sup>2</sup>	Algebra I
SCIENCE	3 <sup>3</sup>	Biology I
SOCIAL STUDIES	3 <sup>4&amp;5</sup>	1 U.S. History ½ U.S. Government ½ Mississippi Studies
HEALTH or PHYSICAL EDUCATION	½ <sup>6</sup>	½ Contemporary Health or ½ Physical Education <sup>10</sup>
CAREER and TECHNICAL	4 <sup>7</sup>	(Selected from Student's Program of Study)
TECHNOLOGY or COMPUTER SCIENCE	1 <sup>8</sup>	
ELECTIVES	2½ <sup>9</sup>	Courses selected from the student's approved program of study
TOTAL UNITS REQUIRED	21	

**NOTE:** Mississippi's Institutions of Higher Learning requirements differ from minimum graduation requirements for this diploma pathway.

**APPENDIX A-3 (Continued)**  
**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**CAREER PATHWAY OPTION**  
**SENIORS OF SCHOOL YEAR 2011-2012**  
**(Entering eleventh graders 2010-2011 ending with incoming ninth graders in 2016-2017)**

<sup>1</sup>Carnegie units earned for Compensatory 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. Beginning school year 2014-2015, Compensatory English may only be taken if a credit-bearing English course is taken in the same school year. Accelerated English 9 can be accepted in lieu of English I. Accelerated English 10 can be accepted in lieu of English II. Beginning school year 2010-2011 for all entering ninth graders, English I is a required prerequisite score for English II. English I cannot be taken after a student completes English II. The two (2) additional English credits must be from the student's program of study which includes Technical Writing, Creative Writing, English III, English IV, or any college-level dual credit courses.

<sup>2</sup>Carnegie units earned for Compensatory Mathematics courses cannot be included in the three (3) mathematics Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Compensatory Mathematics may be taken only if a credit-bearing Math course is taken in the same school year. CCR Mathematics 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. For students pursuing the Career Pathway Graduation Option, at least one (1) of the required mathematics Carnegie units must be earned in a course higher than Algebra I and selected from the student's program of study. Foundations of Algebra shall only be available for ninth grade students.

<sup>3</sup>For students pursuing the Career Pathway Graduation Option, at least one (1) of the required science Carnegie units must be earned in a course higher than Biology I and selected from the student's program of study for science Carnegie units, the following Career and Technical (CTE) courses may be used to fulfill science requirements for graduation: one (1) unit may be in Concepts of Agriscience (AEST) or Introduction to Agriscience, and a second science unit may be earned by completing a two-course sequence selected from the following options: Science of Agricultural Animals, Science of Agricultural Plants, or Science of Agricultural Environment. Two (2) units may be in the following courses if the student completes the two-course sequence: Healthcare & Clinical Services I & II, Health Science I & II; Sports Medicine or Sports Medicine Theory and Application I and Sports Medicine Theory and Application II; Aquaculture I & II; Forestry I & II; Horticulture I & II; Polymer Science I & II; and Engineering I & II. Effective with school year 2013-14, up to two (2) of the three (3) required science units (excluding Biology I) may be earned by completing Agriculture and Natural Resources I & II. Effective with eighth graders of school year 2013-14, Introduction to Agriscience may be taken in the eighth grade for Carnegie unit credit.

<sup>4</sup>AP U.S. History or DC United States History II may be accepted in lieu of the required U.S. History Post-reconstruction to Present. A student taking an AP or DC course in lieu of a course with a required end-of-course state test shall take the requisite MAAP test. 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. 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. The third social studies credit should be selected based on the student's program of study.

<sup>5</sup>The Carnegie unit earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year may be accepted in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other one-half (½) unit social studies course may be accepted. An out-of-state student

**APPENDIX A-3 (Continued)**  
**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**CAREER PATHWAY OPTION**  
**SENIORS OF SCHOOL YEAR 2011-2012**  
**(Entering eleventh graders 2010-2011 ending with incoming ninth graders in 2016-2017)**

who transfers after the junior year may substitute any other one-half ( $\frac{1}{2}$ ) unit social studies course. Credit earned for Business Fundamentals or Business Fundamentals II may be accepted in lieu of one-half ( $\frac{1}{2}$ ) unit in Economics. AP Macroeconomics, AP Microeconomics, DC Principles of Macroeconomics, or DC Principles of Microeconomics may be accepted in lieu of the required Economics course.

<sup>6</sup>Carnegie unit earned in Healthcare & Clinical Services I/Health Science I may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half ( $\frac{1}{2}$ ) Carnegie unit in Health. Interscholastic athletic activities, band, show choir and ROTC, if they meet the instructional requirements specified in the *Fitness through Physical Education Framework*, may also be accepted.

<sup>7</sup>Career and Technical Education (CTE) courses must be based on the student's program of study and should include dual credit/dual enrollment options as found in Miss. Code Ann. § 37-15-38.

<sup>8</sup>Evidence of proficiency in technology is accepted in lieu of the required courses if the student earns one (1) unit in a technology-rich academic or career technical course related to their program of study. The following courses meet the Carnegie unit requirement for Technology or Computer Science: ICT II (Information & Communication Technology II), STEM (Science, Technology, Engineering, & Mathematics), Keystone, Technology Foundations, Project Lead the Way Computer Science Essentials, Project Lead the Way Introduction to Computer Science Project Lead the Way Introduction to Engineering, Exploring Computer Science, AP Computer Science Principles, Cyber Foundations I, Cyber Foundations II, and Computer Science and Engineering.

<sup>9</sup>Electives must be selected from courses related to the student's program of study. Credits earned not approved for that student's program of study will not be counted toward graduation requirements.

<sup>10</sup>Comprehensive Health or Family and Individual Health meet the health requirement if taken prior to the 2014-2015 school year.

**APPENDIX A-4  
GRADUATION REQUIREMENTS  
STANDARD 14  
MISSISSIPPI EARLY EXIT DIPLOMA  
(ending with incoming ninth graders in 2017-2018)**

Qualification for a Mississippi Early Exit Diploma signifies to students that they are ready to do college level work without remediation and opens up a variety of education and career pathways within and beyond high school.

In order to qualify for a Mississippi Early Exit Diploma, in addition to earning the Carnegie units listed below, students must meet college- and career-qualification scores in all core content areas on a series of end-of-course exams (see the following page for Equivalency Chart for Innovative Programs - Authorized by the State Board of Education) and/or the required benchmarks for college readiness on the ACT (18 in English Composition; 22 in Mathematics; 22 in Reading; 23 in Science) or Institutions of Higher Learning (IHL) approved college entrance exam.

Enrollment in online and correspondence courses listed in this book must have prior approval granted by the principal.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	2	English II (equivalent Course)
MATHEMATICS	3	Algebra I (Equivalent Course)
SCIENCE	2	Biology I (Equivalent Course)
SOCIAL STUDIES	2½	1 World History 1 U.S. History (Equivalent Courses) ½ Mississippi Studies
HEALTH and PHYSICAL EDUCATION	1	Any combination of Health and Physical Education
TECHNOLOGY or COMPUTER SCIENCE	1	
THE ARTS	1	
ELECTIVES	5	(Should focus on college admission or national certification requirements)
TOTAL UNITS REQUIRED	17½	

**Equivalency Curriculum Chart for MS Tested Areas**

MS Curriculum	Cambridge
Algebra I or Integrated Math I	Cambridge IGCSE Mathematics I Or Cambridge IGSE Extended Sequence
Biology I	Coordinated Science I Or Cambridge IGCSE Biology
English II	Cambridge IGCSE English Language
US History	Cambridge IGCSE American History

**Equivalency Test Chart for MS Tested Areas**

MS Curriculum	Cambridge
Algebra I	Cambridge Mathematics End of Sequence Test
Biology I	Coordinated Science I or Cambridge IGCSE Biology End of Course (EOC) Test
English II	Cambridge IGCSE English Language EOC Test
US History	Cambridge IGCSE American History EOC Test

**Appendix A-5**  
**ADDITIONAL OPTIONS IN LIEU OF SATP**  
**MISS. ADMIN. CODE 7-3: 36.4, STATE BOARD POLICY CHAPTER 36, RULE, 36.4**  
**(EFFECTIVE 2013-2014 SCHOOL YEAR)**

Miss. 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 Subject Area Test requirements for graduation through approved alternate measures. Miss. 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 Subject Area Test one (1) time.

The following graduation options provide opportunities for students to obtain a certain score or level on the ACT, ASVAB, ACT WorkKeys, MS-CPAS2, 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 assessments.
- The college credit option is only applicable if the student is enrolled in high school and college at the same time.
- The Graduation Options listed below are applicable to any Subject Area Testing Program assessment.

Assessment Options	Math	Science	English	Social Studies
<b>ACT</b>	17	17	17	17
<b>Dual Credit/Enrollment</b>	C or higher in College Algebra	C or higher in College Biology	C or higher in English Comp I	C or higher in American History
<b>ASVAB + MS-CPAS2 OR Industry Certification</b>	ASVAB (PICAT prescreen scores are not allowable) score of 36 <b>plus</b> one (1) of the following: 1. CPAS score that meets the attainment level assigned by Federal Perkins requirements <b>OR</b> 2. Earn approved Industry Certification specified in the Career Pathway’s Assessment Blueprint			
<b>ACT Work Keys + MS-CPAS2 OR Industry Certification</b>	WorkKeys Silver Level <b>plus</b> one (1) of the following: 1. CPAS score that meets the attainment level assigned by Federal Perkins requirements <b>OR</b> 2. Earn approved Industry Certification specified in the Career Pathway’s Assessment Blueprint.			

### Concordance Tables

#### MISS. ADMIN. CODE 7-3: 36.4(2) State Board Policy Chapter 36, Rule 36.4(2) (EFFECTIVE 2014-2015 SCHOOL YEAR)

Concordance tables provide opportunities for students who do not obtain a passing score on an End-of-Course (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. Districts are required to use the concordance table specific to when the student took the assessment.

#### MAAP English II (Fall 2018)

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

The passing score for MAAP English II is 1050.

#### MAAP English II (Spring 2018)

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

The passing score for MAAP English II is 1050.

#### MAAP English II (Spring 2019, Fall 2017, Spring 2017)

Concordance Table	Scale Score			
Grade	1049-1048	1047	1046-1045	1044
A	PASS	PASS	PASS	PASS
B	PASS	PASS	PASS	FAIL
C	PASS	PASS	FAIL	FAIL
D	PASS	FAIL	FAIL	FAIL

The passing score for MAAP English II is 1050.

**MAAP English II (Fall 2016)**

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

The passing score for MAP English II is 1050.

**MAAP English II (Senior Only Retest: Feb. 2017 & Spring 2016)**

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

The passing score for MAP English II is 1050.

**MAAP Algebra I (Spring 2018 & Fall 2017)**

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

\*The passing score for MAP Algebra I is 1050.

**MAAP Algebra I (Spring 2019, Fall 2018, & Spring 2017)**

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

The passing score for MAP Algebra I is 1050.

**MAAP Algebra I (Senior Only Retest: Feb. 2017, Fall 2016, & Spring 2016)**

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

The passing score for MAP Algebra I is 1050.

**MAAP Biology I (Fall 2018\*, Spring 2018, & Fall 2017)**

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

The passing score for MAAP Biology I is 645.

\* The Fall 2018 Biology concordance table can only be used for 2019 graduating students and previously exited students needing a Biology Score as a graduation option. This table is not to be used with 2018-2019 students classified in grades 9-11.

**MAAP Biology (Spring 2019\*\*) Grades 9-11**

\*\*The Concordance table will not be released until the completion of the Standard Setting Process in Summer 2019.

**MAAP U.S. History (Spring 2019, Fall 2018, Spring 2018, & Fall 2017)**

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

The passing score for MAAP US History is 641.

**PARCC Fall 2014 & Spring 2015-English II**

<b>Concordance Table</b>	<b>Scale Score</b>			
<b>Grade</b>	<b>724-722</b>	<b>721-719</b>	<b>718-716</b>	<b>715</b>
<b>A</b>	PASS	PASS	PASS	PASS
<b>B</b>	PASS	PASS	PASS	FAIL
<b>C</b>	PASS	PASS	FAIL	FAIL
<b>D</b>	PASS	FAIL	FAIL	FAIL

The passing score for PARCC English II is 725.

**PARCC Fall 2014 & Spring 2015-Algebra I**

<b>Concordance Table</b>	<b>Scale Score</b>			
<b>Grade</b>	<b>724-722</b>	<b>721-719</b>	<b>718-716</b>	<b>715</b>
<b>A</b>	PASS	PASS	PASS	PASS
<b>B</b>	PASS	PASS	PASS	FAIL
<b>C</b>	PASS	PASS	FAIL	FAIL
<b>D</b>	PASS	FAIL	FAIL	FAIL

The passing score for PARCC Algebra I is 725.

**SATP2 English II**

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

The passing score for SATP2 English II is 645.

**SATP2 Algebra I**

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

The passing score from SATP2 Algebra I is 647.

**SATP2 Biology I**

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

The passing score for SATP2 Biology I is 645.

**SATP2 U.S. History**

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

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

**Composite (Combined) Score**  
**MISS. ADMIN. CODE 7-3: 36.4(3) State Board Policy Chapter 36, Rule 36.4(3)**  
**(EFFECTIVE 2015-2016 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 646. Scale scores from the PARCC and MAP assessments will need to be transformed according to the guidance provided in Sections 1, 3, and 4.

**Section 1 (Only SATP2 Assessments)**

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

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

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

**Section 2 (SATP2 and PARCC Assessments)**

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

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

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

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

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

### **Section 3 (SATP2 and MAP Assessments)**

- I. Calculate the Transformed Score for the MAP assessments by using the following formulas:
  - To transform a MAP Algebra I Score:  
Student's MAP Algebra I Scale Score – 403 points
  - To transform a MAP English II Score:  
Student's MAP English II Scale Score – 405 points
- II. Calculate the student's composite (combined) score by determining the average score across all four assessments.

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

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

### **Section 4 (SATP2, PARCC, and MAP Assessments)**

- I. Calculate the Transformed Score for the PARCC and MAP assessments by using the following formulas:
  - To transform a PARCC Algebra I Score:  
Student's PARCC Algebra I Scale Score – 78 points
  - To transform a PARCC English II Score:  
Student's PARCC English II Scale Score – 80 points
  - To transform a MAP Algebra I Score:  
Student's MAP Algebra I Scale Score – 403 points
  - To transform a MAP English II Score:  
Student's MAP English II Scale Score – 405 points

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

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

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

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

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

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

**APPENDIX A-6  
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 Manual*. Enrollment in online courses listed in this book must have prior approval granted by the principal.

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

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

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

**APPENDIX A-6 (Continued)**  
**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**TRADITIONAL DIPLOMA**  
**(Entering ninth graders in 2018-2019 and thereafter)**

<sup>1</sup>Carnegie units earned for Compensatory 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. Compensatory English may be taken only if a credit-bearing English course is taken in the same school year. Accelerated English 9 can be accepted in lieu of English I. Accelerated English 10 can be accepted in lieu of English II. English I is a required prerequisite course for English II. English I may not be taken after a student completes English II.

<sup>2</sup>Carnegie units earned for Compensatory 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. Compensatory Mathematics may be taken only if a credit-bearing Math course is taken in the same school year. CCR Mathematics Grade 8, Ready for High School Mathematics, and Foundations of Algebra cannot be taken after a student has received a Carnegie unit in the CCR Algebra I course. The Ready for High School Mathematics course shall only be available for 8<sup>th</sup> grade or 9<sup>th</sup> grade students. Foundations of Algebra shall only be available for 9<sup>th</sup> grade students. MYP Geometry, MYP Algebra II, IB-DP Mathematics I, IB-DP Mathematics II, IB-DP Mathematical Studies I, and IB-DP Mathematical Studies II are allowable mathematics courses higher than Algebra I for IB students. One (1) of the four (4) required Carnegie units for mathematics may be in Architecture & Drafting if the student completes the two-course sequence for Architecture & Drafting I & II.

<sup>3</sup>For science Carnegie units, the following Career and Technical (CTE) courses may be used to fulfill science requirements for graduation: one (1) unit may be in Concepts of Agriscience or Introduction to Agriscience, and a second unit may be earned by completing two (2) of the following three (3) courses: Science of Agriculture Plants, Science of Agriculture Animals, and Science of Agricultural Environment. Two (2) units may be in the following courses if the student completes the required course sequence ending with Healthcare & Clinical Services II, Aquaculture II, Forestry II, Robotics/Engineering II, Polymer Science II or Careers in Polymer Science, Horticulture II or Horticulture Landscape and Turf grass, Engineering II or Applied Engineering Concepts, Health Sciences II or Workplace and Employment Skills in Health Sciences, Sports Medicine or Sports Medicine Theory and Application I and Sports Medicine Theory and Application II. A maximum of two (2) of the four (4) required science units (excluding Biology I) may be earned by completing Agriculture and Natural Resources I & II.

<sup>4</sup>Based on the 2018 Mississippi College and Career Readiness Standards for Social Studies, AP World History, DC World Civilization I, AP European History, or DC Western Civilization I may be accepted in lieu of the required World History from the Age of Enlightenment to Present course. AP United States History or DC United States History II may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course. A student taking an AP or DC course in lieu of a course with a required end-of-course state test shall take the requisite MAAP test. AP Government and Politics: United States and DC American National may be accepted in lieu of the required United States Government course. IB-DP History of the Americas I may be accepted in lieu of the required U.S. History course for students enrolled in the IB program. IB-DP History of the Americas II may be accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U.S. Government may be accepted in lieu of the required Government course for students enrolled in the IB program. Cambridge IGCSE American History or Cambridge International AS level history may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course.

**APPENDIX A-6 (Continued)**  
**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**TRADITIONAL DIPLOMA**  
**(Entering ninth graders in 2018-2019 and thereafter)**

<sup>5</sup>Carnegie units earned for Business Fundamentals or Business Fundamentals II may be accepted in lieu of one-half (½) unit in Economics. AP Macroeconomics, AP Microeconomics, DC Principles of Macroeconomics, or DC Principles of Microeconomics may be accepted in lieu of the required Economics course.

<sup>6</sup>The Carnegie credit earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other one-half (½) unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other one-half (½) unit social studies course. IB-DP History of the Americas II is accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program.

<sup>7</sup>The graduation requirement for one-half (½) unit in physical education may include participation in interscholastic athletic activities, band, show choir, dance and 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, band, performance choral, show choir, dance 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 state units. If a local district has graduation requirements above the state requirements, they may award additional credits as outlined in the local Board policy.

<sup>8</sup>Carnegie credit earned in Healthcare & Clinical Services I, Health Sciences I, or Theory and Application of Health Sciences I may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half (½) Carnegie unit in Health. Successful completion of JROTC I and JROTC II may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half (½) Carnegie unit in Health.

<sup>9</sup>The following courses meet the Carnegie unit requirement for Technology or Computer Science:  
ICT II (Information & Communication Technology II), STEM (Science, Technology, Engineering, & Mathematics), Technology Foundations, Project Lead the Way Computer Science Essentials, Project Lead the Way Introduction to Computer Science, Project Lead the Way Introduction to Engineering, Exploring Computer Science, AP Computer Science Principles, Cyber Foundations I, Cyber Foundations II, and Computer Science and Engineering.

<sup>10</sup>The Arts refers to Dance, Media Arts, Music, Theatre, and Visual Arts. For a listing of approved secondary course codes please reference the current *Approved Courses for the Secondary Schools of Mississippi* manual's Arts section or the Mississippi Online Course Approval (MOCA) section. Digital Media may be accepted in lieu of the art requirement for students.

<sup>11</sup> The College- and Career-Readiness course is to provide planning and instruction for postsecondary transition. Courses that meet College- and Career-Readiness must be approved through the Mississippi Department of Education. Courses may be taught during the junior or senior year unless the course is taught through a four-year sequence and the student completes all four years.

**APPENDIX A-6 (Continued)**  
**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**TRADITIONAL DIPLOMA**  
**(Entering ninth graders in 2018-2019 and thereafter)**

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

- Students must identify an endorsement area prior to entering 9<sup>th</sup> grade. Endorsement requirements can only be changed with parental permission this includes dropping the endorsement to earn only the Traditional diploma.
- For early release, students must meet College- and Career-Readiness benchmarks of 17 in English and 19 in Math on the ACT sub-score OR earn a Silver level on the ACT WorkKeys suite of assessments. For seniors that have not meet the benchmarks, to qualify for early release (work release) students must meet the following requirements:
  - Have a GPA of 2.5 and have passed or meet the assessment option requirements for all four end-of-course assessments
  - Are on track to meet the diploma requirements
  - Are concurrently enrolled in the appropriate Essentials for Math and/or Essentials for College Literacy

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

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

**APPENDIX A-7**  
**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**TRADITIONAL DIPLOMA WITH CAREER AND TECHNICAL 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 Manual*. Enrollment in online courses listed in this book must have prior approval granted by the principal.

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

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

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

**APPENDIX A-7 (Continued)**  
**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**TRADITIONAL DIPLOMA WITH CAREER AND TECHNICAL ENDORSEMENT**  
**(Entering ninth graders in 2018-2019 and thereafter)**

<sup>1</sup>Carnegie units earned for Compensatory 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. Compensatory English may be taken only if a credit-bearing English course is taken in the same school year. Accelerated English 9 can be accepted in lieu of English I. Accelerated English 10 can be accepted in lieu of English II. English I is a required prerequisite course for English II. English I may not be taken after a student completes English II.

<sup>2</sup>Carnegie units earned for Compensatory 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. Compensatory Mathematics may be taken only if a credit-bearing Math course is taken in the same school year. CCR Mathematics Grade 8, Ready for High School Mathematics, and Foundations of Algebra cannot be taken after a student has received a Carnegie unit in the CCR Algebra I course. The Ready for High School Mathematics course shall only be available for 8<sup>th</sup> grade or 9<sup>th</sup> grade students. Foundations of Algebra shall only be available for 9<sup>th</sup> grade students. MYP Geometry, MYP Algebra II, IB-DP Mathematics I, IB-DP Mathematics II, IB-DP Mathematical Studies I, and IB-DP Mathematical Studies II are allowable mathematics courses higher than Algebra I for IB students. One (1) of the four (4) required Carnegie units for mathematics may be in Architecture & Drafting if the student completes the two-course sequence for Architecture & Drafting I & II.

<sup>3</sup>For science Carnegie units, the following Career and Technical (CTE) courses may be used to fulfill science requirements for graduation: one (1) unit may be in Concepts of Agriscience or Introduction to Agriscience, and a second unit may be earned by completing two (2) of the following three (3) courses: Science of Agriculture Plants, Science of Agriculture Animals, and Science of Agricultural Environment. Two (2) units may be in the following courses if the student completes the required course sequence ending with Healthcare & Clinical Services II, Aquaculture II, Forestry II, Robotics/Engineering II, Polymer Science II or Careers in Polymer Science, Horticulture II or Horticulture Landscape and Turf grass, Engineering II or Applied Engineering Concepts, Health Sciences II or Workplace and Employment Skills in Health Sciences, Sports Medicine or Sports Medicine Theory and Application I and Sports Medicine Theory and Application II. A maximum of two (2) of the four (4) required science units (excluding Biology I) may be earned by completing Agriculture and Natural Resources I & II.

<sup>4</sup>Based on the 2018 Mississippi College and Career Readiness Standards for Social Studies, AP World History, DC World Civilization I, AP European History, or DC Western Civilization I may be accepted in lieu of the required World History from the Age of Enlightenment to Present course. AP United States History or DC United States History II may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course. A student taking an AP or DC course in lieu of a course with a required end-of-course state test shall take the requisite MAAP test. AP Government and Politics: United States and DC American National may be accepted in lieu of the required United States Government course. IB-DP History of the Americas I may be accepted in lieu of the required U.S. History course for students enrolled in the IB program. IB-DP History of the Americas II may be accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U.S. Government may be accepted in lieu of the required Government course for students enrolled in the IB program. Cambridge IGCSE American History or Cambridge International AS level history may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course.

**APPENDIX A-7 (Continued)**  
**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**TRADITIONAL DIPLOMA WITH CAREER AND TECHNICAL ENDORSEMENT**  
**(Entering ninth graders in 2018-2019 and thereafter)**

<sup>5</sup>Carnegie units earned for Business Fundamentals or Business Fundamentals II may be accepted in lieu of one-half (½) unit in Economics. AP Macroeconomics, AP Microeconomics, DC Principles of Macroeconomics, or DC Principles of Microeconomics may be accepted in lieu of the required Economics course.

<sup>6</sup>The Carnegie credit earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other one-half (½) unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other one-half (½) unit social studies course. IB-DP History of the Americas II is accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program.

<sup>7</sup>The graduation requirement for one-half (½) unit in physical education may include participation in interscholastic athletic activities, band, show choir, dance and 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, band, performance choral, show choir, dance 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 state units. If a local district has graduation requirements above the state requirements, they may award additional credits as outlined in the local Board policy.

<sup>8</sup>Carnegie credit earned in Healthcare & Clinical Services I, Health Sciences I, or Theory and Application of Health Sciences I may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half (½) Carnegie unit in Health. Successful completion of JROTC I and JROTC II may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half (½) Carnegie unit in Health.

<sup>9</sup>The following courses meet the Carnegie unit requirement for Technology and Computer Science: ICT II (Information & Communication Technology II), STEM (Science, Technology, Engineering, & Mathematics), Technology Foundations, Information & Communication Technology, Project Lead the Way Computer Science Essentials, Project Lead the Way Introduction to Computer Science, Project Lead the Way Introduction to Engineering, Exploring Computer Science, AP Computer Science Principles, Cyber Foundations I, Cyber Foundations II, and Computer Science and Engineering.

<sup>10</sup>The Arts refers to Dance, Media Arts, Music, Theatre, and Visual Arts. For a listing of approved secondary course codes please reference the current *Approved Courses for the Secondary Schools of Mississippi* manual's Arts section or the Mississippi Online Course Approval (MOCA) section. Digital Media may be accepted in lieu of the art requirement for students.

<sup>11</sup> The College- and Career-Readiness course is to provide planning and instruction for postsecondary transition. Courses that meet College- and Career-Readiness must be approved through the Mississippi Department of Education. Courses may be taught during the junior or senior year unless the course is taught through a four-year sequence and the student completes all four years.

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

- Earn an overall GPA of 2.5
- Earn silver level on ACT WorkKeys
- Must successfully complete **one** of the following:
  - One CTE dual credit
  - A Career Pathway Experience
  - Earn a State Board of Education approved national credential

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

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

**APPENDIX A-8**  
**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 book 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 Manual*.

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

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 <sup>1</sup>	English I English II Two additional English Courses above English II
MATHEMATICS	4 <sup>2</sup>	Algebra I Two additional Math Courses above Algebra I
SCIENCE	3 <sup>3</sup>	Biology I Two additional science courses above Biology I
SOCIAL STUDIES	3½	1 World History <sup>4</sup> 1 U.S. History <sup>4</sup> ½ U.S. Government <sup>4</sup> ½ Economics <sup>5</sup> ½ Mississippi Studies <sup>6</sup>
PHYSICAL EDUCATION	½ <sup>7</sup>	½ Physical Education
HEALTH	½ <sup>8</sup>	½ Contemporary Health
TECHNOLOGY or COMPUTER SCIENCE	1 <sup>9</sup>	
THE ARTS	1 <sup>10</sup>	
COLLEGE- and CAREER-READINESS	1 <sup>11</sup>	
ELECTIVES	7½	Must Include 2 advanced electives of the College Preparatory curriculum requirements (See Appendix C.)
TOTAL UNITS REQUIRED	26 <sup>12&amp;13</sup>	

<sup>1</sup>Carnegie units earned for Compensatory 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. Compensatory English may be taken only if a credit-bearing English course is taken in the same school year. Accelerated English 9 can be accepted in lieu of English I. Accelerated English 10 can be accepted in lieu of English II. English I is a required prerequisite course for English II. English I may not be taken after a student completes English II.

<sup>2</sup>Carnegie units earned for Compensatory 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. Compensatory Mathematics may be taken only if a credit-bearing Math course is taken in the same school year. CCR Mathematics Grade 8, Ready for High School Mathematics, and Foundations of Algebra cannot be taken after a student has received a Carnegie unit in the CCR Algebra I course. At least two (2) of the four (4) required mathematics Carnegie units must be earned in courses higher than the CCR Algebra I course. The Ready for High School Mathematics course shall only be available for 8<sup>th</sup> grade or 9<sup>th</sup> grade students. Foundations of Algebra shall only be available for 9<sup>th</sup> grade students. MYP Geometry, MYP Algebra II, IB-DP Mathematics I, IB-DP Mathematics II, IB-DP Mathematical Studies I, and IB-DP Mathematical Studies II are allowable mathematics courses higher than Algebra I for IB students. One (1) of the four (4) required Carnegie units for mathematics may be in Architecture & Drafting if the student completes the two-course sequence for Architecture & Drafting I & II.

<sup>3</sup>For science Carnegie units, the following Career and Technical (CTE) courses may be used to fulfill science requirements for graduation: one (1) unit may be in Concepts of Agriscience or Introduction to Agriscience, and a second unit may be earned by completing two (2) of the following three (3) courses: Science of Agriculture Plants, Science of Agriculture Animals, and Science of Agricultural Environment. Two (2) units may be in the following courses if the student completes the required course sequence ending with Healthcare & Clinical Services II, Aquaculture II, Forestry II, Robotics/Engineering II, Polymer Science II or Careers in Polymer Science, Horticulture II or Horticulture Landscape and Turf grass, Engineering II or Applied Engineering Concepts, Health Sciences II or Workplace and Employment Skills in Health Sciences, Sports Medicine or Sports Medicine Theory and Application I and Sports Medicine Theory and Application II. A maximum of two (2) of the four (4) required science units (excluding Biology I) may be earned by completing Agriculture and Natural Resources I & II.

<sup>4</sup>Based on the 2018 Mississippi College and Career Readiness Standards for Social Studies, AP World History, DC World Civilization I, AP European History, or DC Western Civilization I may be accepted in lieu of the required World History from the Age of Enlightenment to Present course. AP United States History or DC United States History II may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course. A student taking an AP or DC course in lieu of a course with a required end-of-course state test shall take the requisite MAAP test. AP Government and Politics: United States and DC American National may be accepted in lieu of the required United States Government course. IB-DP History of the Americas I may be accepted in lieu of the required U.S. History course for students enrolled in the IB program. IB-DP History of the Americas II may be accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U.S. Government may be accepted in lieu of the required Government course for students enrolled in the IB program. Cambridge IGCSE American History or Cambridge International AS level history may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course.

<sup>5</sup>Carnegie units earned for Business Fundamentals or Business Fundamentals II may be accepted in lieu of one-half ( $\frac{1}{2}$ ) unit in Economics. AP Macroeconomics, AP Microeconomics, DC Principles of Macroeconomics, or DC Principles of Microeconomics may be accepted in lieu of the required Economics course.

**APPENDIX A-8 (Continued)**  
**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**TRADITIONAL DIPLOMA with an ACADEMIC ENDORSEMENT**  
**(Entering ninth graders in 2018-2019 and thereafter)**

<sup>6</sup>The Carnegie credit earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other one-half (½) unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other one-half (½) unit social studies course. IB-DP History of the Americas II is accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program.

<sup>7</sup>The graduation requirement for one-half (½) unit in physical education may include participation in interscholastic athletic activities, band, show choir, dance and 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, band, performance choral, show choir, dance 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 state units. If a local district has graduation requirements above the state requirements, they may award additional credits as outlined in the local Board policy.

<sup>8</sup>Carnegie credit earned in Healthcare & Clinical Services I, Health Sciences I, or Theory and Application of Health Sciences I may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half (½) Carnegie unit in Health. Successful completion of JROTC I and JROTC II may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half (½) Carnegie unit in Health.

<sup>9</sup>The following courses meet the Carnegie unit requirement for Technology and Computer Science: ICT II (Information & Communication Technology II), STEM (Science, Technology, Engineering, & Mathematics), Technology Foundations, Project Lead the Way Computer Science Essentials, Project Lead the Way Introduction to Computer Science, Project Lead the Way Introduction to Engineering, Exploring Computer Science, AP Computer Science Principles, Cyber Foundations I, Cyber Foundations II, and Computer Science and Engineering.

<sup>10</sup>The Arts refers to Dance, Media Arts, Music, Theatre, and Visual Arts. For a listing of approved secondary course codes please reference the current *Approved Courses for the Secondary Schools of Mississippi* manual's Arts section or the Mississippi Online Course Approval (MOCA) section. Digital Media may be accepted in lieu of the art requirement for students.

<sup>11</sup> The College- and Career-Readiness course is to provide planning and instruction for postsecondary transition. Courses that meet College- and Career-Readiness must be approved through the Mississippi Department of Education. Courses may be taught during the junior or senior year unless the course is taught through a four-year sequence and the student completes all four years.

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

- Earn an overall GPA of 2.5
- Courses must meet MS IHL college preparatory curriculum (CPC) requirements
- Earn MS college readiness benchmarks (ACT sub scores of 17 in English and 19 in Math or completion of

appropriate Essentials of College Math or Essentials of College Literacy with an 80 or above (in senior year) or on the SAT as defined by IHL

**APPENDIX A-8 (Continued)**

**GRADUATION REQUIREMENTS**

**STANDARD 14**

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

- Must successfully complete **one** of the following:
  - One AP course with a C or higher and take the appropriate AP exam
  - One Diploma Program-IB course with a C or higher and take the appropriate IB exams
  - One dual credit course and earn a C or higher in the course

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

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

**APPENDIX A-9  
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 book 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 Manual*.

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

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 <sup>1</sup>	English I English II Two additional English Courses above English II
MATHEMATICS	4 <sup>2</sup>	Algebra I Two additional Math Courses above Algebra I
SCIENCE	4 <sup>3</sup>	Biology I Two additional science courses above Biology I
SOCIAL STUDIES	4	1 World History <sup>4</sup> 1 U.S. History <sup>4</sup> ½ U.S. Government <sup>4</sup> ½ Economics <sup>5</sup> ½ Mississippi Studies <sup>6</sup>
PHYSICAL EDUCATION	½ <sup>7</sup>	½ Physical Education
HEALTH	½ <sup>8</sup>	½ Contemporary Health
TECHNOLOGY or COMPUTER SCIENCE	1 <sup>9</sup>	
THE ARTS	1 <sup>10</sup>	
COLLEGE- and CAREER-READINESS	1 <sup>11</sup>	
ELECTIVES	8	Must Include two IHL advanced electives Must meet College Preparatory Curriculum (CPC) (See Appendix C.)
TOTAL UNITS REQUIRED	28 <sup>12&amp;13</sup>	

**APPENDIX A-9 (Continued)**  
**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**TRADITIONAL DIPLOMA with a DISTINGUISHED ACADEMIC ENDORSEMENT**  
**(Entering ninth graders in 2018-2019 and thereafter)**

<sup>1</sup>Carnegie units earned for Compensatory 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. Compensatory English may be taken only if a credit-bearing English course is taken in the same school year. Accelerated English 9 can be accepted in lieu of English I. Accelerated English 10 can be accepted in lieu of English II. English I is a required prerequisite course for English II. English I may not be taken after a student completes English II.

<sup>2</sup>Carnegie units earned for Compensatory 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. Compensatory Mathematics may be taken only if a credit-bearing Math course is taken in the same school year. CCR Mathematics Grade 8, Ready for High School Mathematics, and Foundations of Algebra cannot be taken after a student has received a Carnegie unit in the CCR Algebra I course. At least two (2) of the four (4) required mathematics Carnegie units must be earned in courses higher than the CCR Algebra I course. The Ready for High School Mathematics course shall only be available for 8<sup>th</sup> grade or 9<sup>th</sup> grade students. Foundations of Algebra shall only be available for 9<sup>th</sup> grade students. MYP Geometry, MYP Algebra II, IB-DP Mathematics I, IB-DP Mathematics II, IB-DP Mathematical Studies I, and IB-DP Mathematical Studies II are allowable mathematics courses higher than Algebra I for IB students. One (1) of the four (4) required Carnegie units for mathematics may be in Architecture & Drafting if the student completes the two-course sequence for Architecture & Drafting I & II.

<sup>3</sup>For science Carnegie units, the following Career and Technical (CTE) courses may be used to fulfill science requirements for graduation: one (1) unit may be in Concepts of Agriscience or Introduction to Agriscience, and a second unit may be earned by completing two (2) of the following three (3) courses: Science of Agriculture Plants, Science of Agriculture Animals, and Science of Agricultural Environment. Two (2) units may be in the following courses if the student completes the required course sequence ending with Healthcare & Clinical Services II, Aquaculture II, Forestry II, Robotics/Engineering II, Polymer Science II or Careers in Polymer Science, Horticulture II or Horticulture Landscape and Turf grass, Engineering II or Applied Engineering Concepts, Health Sciences II or Workplace and Employment Skills in Health Sciences, Sports Medicine or Sports Medicine Theory and Application I and Sports Medicine Theory and Application II. A maximum of two (2) of the four (4) required science units (excluding Biology I) may be earned by completing Agriculture and Natural Resources I & II.

<sup>4</sup>Based on the 2018 Mississippi College and Career Readiness Standards for Social Studies, AP World History, DC World Civilization I, AP European History, or DC Western Civilization I may be accepted in lieu of the required World History from the Age of Enlightenment to Present course. AP United States History or DC United States History II may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course. A student taking an AP or DC course in lieu of a course with a required end-of-course state test shall take the requisite MAAP test. AP Government and Politics: United States and DC American National may be accepted in lieu of the required United States Government course. IB-DP History of the Americas I may be accepted in lieu of the required U.S. History course for students enrolled in the IB program. IB-DP History of the Americas II may be accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U.S. Government may be accepted in lieu of the required Government course for students enrolled in the IB program. Cambridge IGCSE American History or Cambridge International AS level history may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course.

**APPENDIX A-9 (Continued)**  
**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**TRADITIONAL DIPLOMA with a DISTINGUISHED ACADEMIC ENDORSEMENT**  
**(Entering ninth graders in 2018-2019 and thereafter)**

<sup>5</sup>Carnegie units earned for Business Fundamentals or Business Fundamentals II may be accepted in lieu of one-half ( $\frac{1}{2}$ ) unit in Economics. AP Macroeconomics, AP Microeconomics, DC Principles of Macroeconomics, or DC Principles of Microeconomics may be accepted in lieu of the required Economics course.

<sup>6</sup>The Carnegie credit earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other one-half ( $\frac{1}{2}$ ) unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other one-half ( $\frac{1}{2}$ ) unit social studies course. IB-DP History of the Americas II is accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program.

<sup>7</sup>The graduation requirement for one-half ( $\frac{1}{2}$ ) unit in physical education may include participation in interscholastic athletic activities, band, show choir, dance and 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, band, performance choral, show choir, dance 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 state units. If a local district has graduation requirements above the state requirements, they may award additional credits as outlined in the local Board policy.

<sup>8</sup>Carnegie credit earned in Healthcare & Clinical Services I, Health Sciences I, or Theory and Application of Health Sciences I may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half ( $\frac{1}{2}$ ) Carnegie unit in Health. Successful completion of JROTC I and JROTC II may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half ( $\frac{1}{2}$ ) Carnegie unit in Health.

<sup>9</sup>The following courses meet the Carnegie unit requirement for Technology and Computer Science: ICT II (Information & Communication Technology II), STEM (Science, Technology, Engineering, & Mathematics), Technology Foundations, Project Lead the Way Computer Science Essentials, Project Lead the Way Introduction to Computer Science, Project Lead the Way Introduction to Engineering, Exploring Computer Science, AP Computer Science Principles, Cyber Foundations I, Cyber Foundations II, and Computer Science and Engineering.

<sup>10</sup>The Arts refers to Dance, Media Arts, Music, Theatre, and Visual Arts. For a listing of approved secondary course codes please reference the current *Approved Courses for the Secondary Schools of Mississippi* manual's Arts section or the Mississippi Online Course Approval (MOCA) section. Digital Media may be accepted in lieu of the art requirement for students.

<sup>11</sup> The College- and Career-Readiness course is to provide planning and instruction for postsecondary transition. Courses that meet College- and Career-Readiness must be approved through the Mississippi Department of Education. Courses may be taught during the junior or senior year unless the course is taught through a four year sequence and the student completes all four years.

**APPENDIX A-9 (Continued)**  
**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**TRADITIONAL DIPLOMA with a DISTINGUISHED ACADEMIC ENDORSEMENT**  
**(Entering ninth graders in 2018-2019 and thereafter)**

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

- Earn an overall GPA of 3.0
- Courses must meet MS IHL CPC recommended requirements
- Earn national college readiness benchmarks on each subtest established by ACT of 18 in English and 22 in Math or on the SAT as defined by IHL.
- Must successfully complete one of the following:
  - One AP course with a B or higher and take the appropriate AP exam
  - One Diploma Program- IB course with a B or higher and take the appropriate IB exams
  - One dual credit course earning a B or higher in the course

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

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

**APPENDIX A-10  
GRADUATION REQUIREMENTS  
ALTERNATE DIPLOMA OPTION**

**NOTE: This option may be offered by districts for incoming ninth graders of 2018-2019 for students with significant cognitive disabilities.**

Only students identified by their Individualized Education Program Committee as having a significant cognitive disability, as defined by the Testing Students with Disabilities Regulations and 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 credits 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 Manual.

Any student with a significant cognitive disability who completes the minimum graduation requirements as specified below and has achieved a score (to be determined) or higher on each of the required high school alternate assessments is eligible to receive an Alternate 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.

CURRICULUM AREA	CREDITS	REQUIRED SUBJECTS
ENGLISH	4	Alternate English I-IV
MATHEMATICS	4	Alternate Math I-III, Alternate Algebra
SCIENCE	2	Alternate Biology Alternate Science II
SOCIAL STUDIES	2	Alternate History Alternate Social Studies
HEALTH	$\frac{1}{2}$	Alternate Health
PHYSICAL EDUCATION	$\frac{1}{2}$ <sup>1</sup>	Physical Education
CAREER READINESS	4 <sup>2</sup>	Career Readiness I-IV
LIFE SKILLS DEVELOPMENT	4	Life Skills Development I-IV
THE ARTS	1	
ELECTIVES	2 <sup>3</sup>	
TOTAL UNITS REQUIRED	24	

**APPENDIX A-10 (Continued)**  
**GRADUATION REQUIREMENTS**  
**ALTERNATE DIPLOMA OPTION**

**NOTE: This option may be offered by districts for incoming ninth graders of 2018-2019 for students with significant cognitive disabilities.**

<sup>1</sup>Elective units in physical education include participation in interscholastic athletic activities, band, performance choral, dance and 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.

<sup>2</sup>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.

<sup>3</sup>Only one (1) elective unit in physical education including participation in interscholastic athletic activities, band, performance choral, dance 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 state units. If a local district has graduation requirements above the state requirements, they may award additional credits as outlined in the local Board policy

## **GRADUATION REQUIREMENTS STANDARD 14**

### **Certificate of Completion**

Note: This option may be offered by districts for incoming freshmen beginning in school year 2018-2019.

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 must fall into one (1) the following categories:

1. Students without a Significant Cognitive Disability at the end of 8<sup>th</sup> grade who:
  - Are 16 years old or older; AND
  - At least 3 or more grade levels below their peers in reading and math; AND
  - Have a signed statement from the parent that they understand that the Certificate of Completion is not a standard diploma and will not meet the requirements for entry into any career or post-secondary opportunity that requires a diploma.
2. Students with a Significant Cognitive Disability at the end of 8<sup>th</sup> grade who:
  - Have extremely limited or no receptive and expressive communication skills AND
  - Have a signed statement from the parent that they understand that the Certificate of Completion is not a standard diploma and will not meet the requirements for entry into any career or post-secondary opportunity that requires a diploma.
3. Students with or without a Significant Cognitive Disability at the end of their third school year of high school (6 semesters) who:
  - Have not earned at minimum of 3 English credits, 3 math credits, 2 science credits, 2 social studies credits, and 5 electives; AND
  - Have a signed statement from the parent and student that they do not wish for the student to be given services through age 20 and understand that the Certificate of Completion is not a standard diploma and will not meet the requirements for entry into any career or post-secondary opportunity that requires a diploma; AND
  - Have evidence of 3 or more years of intensive intervention to earn Carnegie Unit bearing courses (Or Alternate Diploma Course Credits for students with a Significant Cognitive Disability). Evidence could 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 needs of the individual student. Course work could include, as appropriate for the student:

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

Students earning the certificate of completion must have completed at least four years of high school or be at least 19 years of age at the time of graduation.

All students are required to participate in the Mississippi Academic Assessment Program.

## APPENDIX B

### REQUIRED COURSES IN THE CURRICULUM OF EACH SECONDARY SCHOOL

#### STANDARD 26

(Ending in School Year 2020-2021)

CURRICULUM AREA	COURSES	UNITS	TOTAL UNITS
ENGLISH	English I English II English III English IV Essentials for College Literacy	1 1 1 1 1	5
MATHEMATICS	Algebra I Geometry Algebra II Essentials for College Math Elective Mathematics Courses	1 1 1 1 1	5
SCIENCE	Biology I Chemistry Physics Elective Science Courses <sup>1</sup>	1 1 1 3 <sup>1</sup>	6
SOCIAL STUDIES	U.S. History U.S. Government Mississippi Studies World History Economics Intro to Geography	1 $\frac{1}{2}$ $\frac{1}{2}$ 1 $\frac{1}{2}$ $\frac{1}{2}$	4
TECHNOLOGY OR COMPUTER SCIENCE	Any one credit from the following: Technology Foundations; Information and Communication Technology (ICT) II; Science, Technology, Engineering, and Mathematics (STEM); <b>Keystone</b> ; Project Lead The Way (PLTW) Computer Science Essentials; PLTW Introduction to Computer Science; PLTW Introduction to Engineering; Exploring Computer Science; Cyber Foundations I; Cyber Foundations II; Computer Science and Engineering; AP Computer Science Principles	1	1
HEALTH/PHYSICAL EDUCATION	Contemporary Health Physical Education	$\frac{1}{2}$ $\frac{1}{2}$	1
THE ARTS <sup>2</sup>	Any approved course	1	1
FAMILY & CONSUMER SCIENCE	Family Dynamics	$\frac{1}{2}$	$\frac{1}{2}$
CAREER & TECHNICAL	Any combination of CTE courses <sup>4</sup>	4 <sup>4</sup>	4

	At least one (1) accelerated course in each of the four (4) core areas. Mathematics Science Language Arts Social Studies	 1 1 1 1	4
ELECTIVES	Foreign Language (IHL) or Advanced World Geography (IHL) Any other Elective	1 1	2
<b>TOTAL UNITS REQUIRED</b>			<b>33½</b>

<sup>1</sup>Two (2) of the three (3) elective science units may be offered through the following courses: Introduction to Agriscience, Concepts of Agriscience, Science of Agricultural Plants, Science of Agricultural Animals, Science of Agricultural Environment, Healthcare & Clinical Services I & II, Aquaculture I & II, Forestry I & II, Horticulture I & II, Agriculture and Natural Resources I & II, and Robotics/Engineering I & II.

<sup>2</sup>The Arts refers to Dance, Media Arts, Music, Theatre, and Visual Arts. For a listing of approved secondary course codes please reference the current *Approved Courses for the Secondary Schools of Mississippi* manual's Arts section or the Mississippi Online Course Approval (MOCA) section.

<sup>3</sup>Accelerated courses include Advanced Placement (AP), Cambridge Advanced International Certificate of Education (AICE), International Baccalaureate Diploma Program (IB), and dual credit courses listed with the prefixes BIO, CHE, ELA, HIS, and MAT in Appendix V of the current *Procedures Manual for the State of Mississippi Dual Enrollment and Accelerated Programs* document.

## REQUIRED COURSES IN THE CURRICULUM OF EACH SECONDARY SCHOOL

## STANDARD 26

Effective Beginning in School Year  
2021-2022

CURRICULUM AREA	COURSES	UNITS	TOTAL UNITS
ENGLISH	English I English II English III English IV Essentials for College Literacy	1 1 1 1 1	5
MATHEMATICS	Algebra I Geometry Algebra II Essentials for College Math Elective Mathematics Courses	1 1 1 1 1	5
SCIENCE	Biology I Chemistry Physics Elective Science Courses <sup>1</sup>	1 1 1 3	6
SOCIAL STUDIES	U.S. History U.S. Government Mississippi Studies World History Economics	1 $\frac{1}{2}$ $\frac{1}{2}$ 1 $\frac{1}{2}$	3 $\frac{1}{2}$
TECHNOLOGY OR COMPUTER SCIENCE	Any one credit from the following: Technology Foundations; Information and Communication Technology (ICT) II; Science, Technology, Engineering, and Mathematics (STEM); Project Lead The Way (PLTW) Computer Science Essentials; PLTW Introduction to Computer Science; PLTW Introduction to Engineering; Exploring Computer Science; Cyber Foundations I; Cyber Foundations II; AP Computer Science Principles	1	1
HEALTH/PHYSICAL EDUCATION	Contemporary Health Physical Education	$\frac{1}{2}$ $\frac{1}{2}$	1
THE ARTS <sup>2</sup>	Any approved course	1	1
COLLEGE AND CAREER READINESS	College and Career Readiness	1	1
CAREER & TECHNICAL	Any combination of CTE courses	4	4

<b>ACCELERATED COURSES<sup>3</sup></b>	<b>At least one (1) accelerated course in each of the four (4) core areas; mathematics, science, English language arts, and history</b>	<b>4</b>	<b>4</b>
<b>ELECTIVES</b>	<b>Any other Advanced Elective defined by the IHL College Preparatory Curriculum, as noted in Appendix C</b>	<b>2</b>	<b>2</b>
<b>TOTAL UNITS REQUIRED</b>			<b>33½</b>

<sup>1</sup>Two (2) of the three (3) elective science units may be offered through the following courses: Concepts of Agriscience; Science of Agricultural Plants; Science of Agricultural Animals; Science of Agricultural Environment; Aquaculture; Healthcare & Clinical Services I & II; Forestry I & II; Horticulture I & II; Agriculture and Natural Resources I & II; or Robotics/Engineering I & II.

<sup>2</sup>The Arts refers to Dance, Media Arts, Music, Theatre, and Visual Arts. For a listing of approved secondary course codes please reference the current *Approved Courses for the Secondary Schools of Mississippi* manual's Arts section or the Mississippi Online Course Approval (MOCA) section.

<sup>3</sup>Accelerated courses include Advanced Placement (AP), Cambridge Advanced International Certificate of Education (AICE), International Baccalaureate Diploma Program (IB), and dual credit courses listed with the prefixes BIO, CHE, ELA, HIS, and MAT in Appendix V of the current *Procedures Manual for the State of Mississippi Dual Enrollment and Accelerated Programs* document.

**FRESHMAN ADMISSION REQUIREMENTS FOR UNIVERSITY SYSTEM INSTITUTIONS  
(COLLEGE PREPARATORY CURRICULUM)**

*The high school course requirements set forth below are applicable to students  
graduating from high school and entering a public institution of higher learning.*

<b>The minimum REQUIRED CPC for full admission into a Mississippi public university is as follows:</b>	<b>The minimum RECOMMENDED CPC for full admission into a Mississippi public university is as follows:</b>
<b>English: 4 Carnegie units</b> <ul style="list-style-type: none"> <li>All must require substantial communication skills (i.e., reading, writing, listening, and speaking). Compensatory Reading and Writing may not be included.</li> </ul>	<b>English: 4 Carnegie units</b> <ul style="list-style-type: none"> <li>All must require substantial communication skills (i.e., reading, writing, listening, and speaking). Compensatory Reading and Writing may not be included.</li> </ul>
<b>Mathematics: 3 Carnegie units</b> <ul style="list-style-type: none"> <li>Algebra I or its equivalent</li> <li>Math higher than Algebra I (2 units)</li> </ul>	<b>Mathematics: 4 Carnegie units</b> <ul style="list-style-type: none"> <li>Algebra I or its equivalent</li> <li>Math higher than Algebra I (3 units)</li> </ul>
<b>Science: 3 Carnegie units</b> <ul style="list-style-type: none"> <li>Biology I or its equivalent</li> <li>Science higher than Biology I (2 units)</li> </ul>	<b>Science: 4 Carnegie units</b> <ul style="list-style-type: none"> <li>Biology I or its equivalent</li> <li>Science higher than Biology I (3 units)</li> </ul>
<b>Social Studies: 3 Carnegie units</b> <ul style="list-style-type: none"> <li>U.S. History</li> <li>World History</li> <li>U.S. Government (½ unit)</li> <li>Economics (½ unit) or Introduction to World Geography (½ unit)</li> </ul>	<b>Social Studies: 4 Carnegie units</b> <ul style="list-style-type: none"> <li>U.S. History</li> <li>World History</li> <li>U.S. Government (½ unit)</li> <li>Economics (½ unit)</li> <li>Introduction to World Geography (½ unit)</li> <li>Mississippi Studies (or state/local government course in any other state)</li> </ul>
<b>Arts: 1 Carnegie unit</b> <ul style="list-style-type: none"> <li>Includes any one Carnegie unit (or two ½ units) of visual and performing arts course(s) meeting the requirements for high school graduation.</li> </ul>	<b>Arts: 1 Carnegie unit</b> <ul style="list-style-type: none"> <li>Includes any one Carnegie unit (or two ½ units) of visual and performing arts course(s) meeting the requirements for high school graduation.</li> </ul>
<b>Advanced Electives: 2 Carnegie units</b> <ul style="list-style-type: none"> <li>Option 1: Foreign Language I and Foreign Language II</li> <li>Option 2: Foreign Language I and Advanced World Geography</li> <li>Option 3: Any combination of English, Mathematics higher than Algebra I, Science higher than Biology I, Advanced Elective category, any AP course, any IB course</li> </ul>	<b>Advanced Electives: 2 Carnegie units</b> <ul style="list-style-type: none"> <li>Option 1: Foreign Language I and Foreign Language II</li> <li>Option 2: Foreign Language I and Advanced World Geography</li> <li>Option 3: Any combination of English, Mathematics higher than Algebra I, Science higher than Biology I, Advanced Elective category, any AP course, any IB course</li> </ul>

**APPENDIX C-1 (Continued)**  
**FRESHMAN ADMISSION REQUIREMENTS FOR UNIVERSITY SYSTEM INSTITUTIONS**  
**(COLLEGE PREPARATORY CURRICULUM)**

<p><b>Technology: ½ Carnegie unit</b></p> <ul style="list-style-type: none"> <li>A course that emphasizes the use of technology as a productivity tool. Instruction should include utilizing various forms of technology to create, collaborate, organize, and publish information. The application of technology as a productivity tool, rather than specific hardware and/or software packages should be the focus of the course.</li> </ul>	<p><b>Technology: ½ Carnegie unit</b></p> <ul style="list-style-type: none"> <li>A course that emphasizes the use of technology as a productivity tool. Instruction should include utilizing various forms of technology to create, collaborate, organize, and publish information. The application of technology as a productivity tool, rather than specific hardware and/or software packages should be the focus of the course.</li> </ul>
<b>Total Carnegie units: 16½</b>	<b>Total Carnegie units: 19½</b>
<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li><b>Pre-High School units:</b> Courses taken prior to high school will be accepted for admission provided the course earns Carnegie credit and the content is the same as the high school course.</li> <li><b>Substitutions:</b> Advanced Placement (AP) and International Baccalaureate (IB) courses can be substituted for each requirement in the College Preparatory Curriculum.</li> <li><b>Course Acceptance:</b> A course may not be used to satisfy more than one requirement.</li> <li>The Required and Recommended College Preparatory Curricula (CPC) are approved by the IHL Board of Trustees. The Mississippi Department of Education maintains the MDE Secondary Course Manual with CPC Classifications.</li> </ul>	

**IHL Board Policy §602.B. FULL ADMISSION**

Full admission to any of the eight public universities will be granted to the following:

1. Complete the College Prep Curriculum (CPC) with a minimum 3.2 high school grade point average (GPA) on the CPC; **OR**
2. Complete the CPC with a minimum 2.5 high school GPA or a class rank in the top 50 percent and a score of 16 or higher on the ACT\* (Composite); **OR**
3. Complete the CPC with a minimum 2.0 high school GPA on the CPC and a score of 18 or higher on the ACT\* (Composite);
4. **OR** NCAA Division I standards for student-athletes who are “full-qualifiers” or “academic redshirts” are accepted as equivalent to the admission standards established by the Board.

*\*In lieu of the ACT scores, students may submit equivalent SAT scores. Students scoring below 16 on the ACT (Composite) or the equivalent SAT are encouraged to participate in the Year-Long Academic Support Program during their freshman year.*

**IHL Board Policy §608. INTERMEDIATE COURSES**

- A. All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT Mathematics subtest score of 16 or less will be required to take Intermediate Mathematics during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose Mathematics subtest score is 17, 18, or 19 may be required to take Intermediate Mathematics. Students with a minimum ACT Mathematics subtest score of 15 who have completed the Mississippi

**APPENDIX C-1 (Continued)**  
**FRESHMAN ADMISSION REQUIREMENTS FOR UNIVERSITY SYSTEM INSTITUTIONS**  
**(COLLEGE PREPARATORY CURRICULUM)**

Department of Education approved mathematics transitional course with a grade of “80” or higher will not be required to take Intermediate Mathematics and should be enrolled in a college-level mathematics course during their first semester of enrollment.

- B. All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT English subtest score of 16 or less will be required to take Intermediate English during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose English subtest score is 17, 18, or 19 may be required to take Intermediate English. Students with a minimum ACT English subtest score of 15 who have completed the Mississippi Department of Education approved literacy transitional course with a grade of “80” or higher will not be required to take Intermediate English and should be enrolled in a college-level English course during their first semester of enrollment.
- C. All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT Reading subtest score of 16 or less will be required to take Intermediate Reading during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose Reading subtest score is 17, 18, or 19 may be required to take Intermediate Reading. Students taking Intermediate Reading should not be permitted to take reading-intensive courses, such as History. Students with a minimum ACT Reading subtest score of 15 who have completed the Mississippi Department of Education approved literacy transitional course with a grade of “80” or higher will not be required to take Intermediate Reading.
- D. Students taking two or more intermediate courses must enroll in the year-long Academic Support Program or some other IHL-recognized intervention strategy to promote success in the courses in which they are not fully prepared, according to ACT subtest scores and will not be permitted to take more than 17 hours.
- E. Intermediate courses may be delivered through a co-requisite model coupled with a credit bearing gateway course.
- F. Regarding course placement using an ACT subtest score, exemptions to this policy based on prior high school course performance, postsecondary course performance, or other academic experiences must be approved by the institution’s Chief Academic Officer or designee.

**APPENDIX C-1 (Continued)**  
**FRESHMAN ADMISSION REQUIREMENTS FOR UNIVERSITY SYSTEM INSTITUTIONS**  
**(COLLEGE PREPARATORY CURRICULUM)**

**IHL Board Policy §608** establishes 17 as the minimum ACT subtest scores for mathematics, English, and reading; however, it gives each IHL university the authority to require higher ACT subtest scores.

University	College-level English	College-level Math	College-level Reading
Alcorn State University	17	17	17
Delta State University	17	20	17
Jackson State University	17	17	17
Mississippi State University	17	19	17
Mississippi University for Women	17	19	17
Mississippi Valley State University	17	20	17
University of Mississippi	17	19	17
University of Southern Mississippi	20	20	17

IHL, 05/09/18

A secondary math equivalency chart is provided below.

**Equivalency Curriculum Chart for Secondary Mathematics**

Traditional Model	Cambridge
Algebra I	Cambridge IGCSE Mathematics I or Cambridge Mathematics I Extended Sequence
Geometry	Cambridge IGCSE Mathematics I or Cambridge Mathematics I Extended Sequence
Algebra II	Cambridge IGCSE Mathematics II or Cambridge Mathematics II Extended Sequence

## APPENDIX C-2

### FRESHMAN ADMISSION REQUIREMENTS FOR UNIVERSITY SYSTEM INSTITUTIONS (COLLEGE PREPARATORY CURRICULUM)

***Begins with incoming students of 2022.***

*The high school course requirements set forth below are applicable to students graduating from high school and entering a public institution of higher learning.*

The minimum <b>REQUIRED</b> CPC for full admission into a Mississippi public university is as follows:	The minimum <b>RECOMMENDED</b> CPC for full admission into a Mississippi public university is as follows:
<b>English: 4 Carnegie units</b> <ul style="list-style-type: none"> <li>Units must require substantial communication skills (i.e., reading, writing, listening, and speaking). Compensatory Reading and Writing may not be included.</li> </ul>	<b>English: 4 Carnegie units</b> <ul style="list-style-type: none"> <li>Units must require substantial communication skills (i.e., reading, writing, listening, and speaking). Compensatory Reading and Writing may not be included.</li> </ul>
<b>Mathematics: 4 Carnegie Units</b> <ul style="list-style-type: none"> <li>Algebra I or its equivalent</li> <li>Math higher than Algebra I (2 units)</li> </ul>	<b>Mathematics: 4 Carnegie units</b> <ul style="list-style-type: none"> <li>Algebra I or its equivalent</li> <li>Math higher than Algebra I (3 units)</li> </ul>
<b>Science: 3 Carnegie units</b> <ul style="list-style-type: none"> <li>Biology I or its equivalent</li> <li>Science higher than Biology I (2 units)</li> </ul>	<b>Science: 4 Carnegie units</b> <ul style="list-style-type: none"> <li>Biology I or its equivalent</li> <li>Science higher than Biology I (3 units)</li> </ul>
<b>Social Studies 3 ½ Carnegie Units</b> <ul style="list-style-type: none"> <li>Units must include integrated courses of social sciences and humanities promoting civic competence.</li> </ul>	<b>Social Studies: 4 Carnegie units</b> <ul style="list-style-type: none"> <li>Units must include integrated courses of social sciences and humanities promoting civic competence.</li> </ul>
<b>Arts: 1 Carnegie unit</b> <ul style="list-style-type: none"> <li>Includes any one Carnegie unit (or two ½ units) of visual and performing arts course(s) meeting the requirements for high school graduation.</li> </ul>	<b>Arts: 1 Carnegie unit</b> <ul style="list-style-type: none"> <li>Includes any one Carnegie unit (or two ½ units) of visual and performing arts course(s) meeting the requirements for high school graduation.</li> </ul>
<b>Advanced Electives: 2 Carnegie units</b> <ul style="list-style-type: none"> <li>Option 1: Foreign Language I and Foreign Language II</li> <li>Option 2: Foreign Language I and one unit from Option 3</li> <li>Option 3: Any combination of advanced electives above the required Carnegie units in: (a) English, math, science, computer science and/or (b) any Advanced Placement (AP), Academic or Career Technical Dual Credit (DC), International Baccalaureate (IB) or Advanced International Certificate of Education (AICE). (2) Completion of any two-year Career and Technical course may</li> </ul>	<b>Advanced Electives: 2 Carnegie units</b> <ul style="list-style-type: none"> <li>Option 1: Foreign Language I and Foreign Language II</li> <li>Option 2: Foreign Language I and one unit from Option 3</li> <li>Option 3: Any combination of advanced electives above the required Carnegie units in: (a) English, math, science, computer science and/or (b) any Advanced Placement (AP), Academic or Career Technical Dual Credit (DC), International Baccalaureate (IB) or Advanced International Certificate of Education (AICE). (2) Completion of any two-</li> </ul>

count as one unit. Example: completion of both Health Sciences I & II will count as an advanced elective.	year Career and Technical course may count as one unit. Example: completion of both Health Sciences I & II will count as an advanced elective.
<b>Technology or Computer Science Course: 1 Carnegie Unit</b> <ul style="list-style-type: none"> <li>• A course that emphasizes the use of technology as a productivity tool. Instruction should include utilizing various forms of technology to create, collaborate, organize, and publish information. The application of technology as a productivity tool, rather than specific hardware and/or software packages should be the focus of the course.</li> <li>• A computer science course emphasizes computational thinking to solve problems. Courses will involve the study of computers and algorithmic processes, including their principles, their hardware and software designs, their applications, and their impact on society and should include focus on one or more of the following core concepts: computing systems, networks and the internet, data and analysis, algorithms and programming, and impacts of computing.</li> <li>• Course equivalent or additional advanced elective may be acceptable for non-Mississippi residents.</li> </ul>	<b>Technology or Computer Science Course: 1 Carnegie Unit</b> <ul style="list-style-type: none"> <li>• A course that emphasizes the use of technology as a productivity tool. Instruction should include utilizing various forms of technology to create, collaborate, organize, and publish information. The application of technology as a productivity tool, rather than specific hardware and/or software packages should be the focus of the course.</li> <li>• A computer science course emphasizes computational thinking to solve problems. Courses will involve the study of computers and algorithmic processes, including their principles, their hardware and software designs, their applications, and their impact on society and should include focus on one or more of the following core concepts: computing systems, networks and the internet, data and analysis, algorithms and programming, and impacts of computing.</li> <li>• Course equivalent or additional advanced elective may be acceptable for non-Mississippi residents.</li> </ul>
<b>Total Carnegie units:</b> 18 ½ Carnegie Units	<b>Total Carnegie units:</b> 20 Carnegie Units
<b>Notes:</b> <ul style="list-style-type: none"> <li>• The required CPC for full admission aligns with the course recommendations for the Mississippi Department of Education Academic Endorsement.</li> <li>• The recommended CPC for full admission aligns with the course recommendations for the Mississippi Department of Education Distinguished Endorsement.</li> <li>• <b>Pre-High School units:</b> Courses taken prior to high school will be accepted for admission provided the course earns Carnegie credit and the content is the same as the high school course.</li> <li>• <b>Substitutions:</b> Advanced Placement (AP), International Baccalaureate (IB), Academic or Career and Technical Dual Credit (DC), and Advanced International Certificate of Education (AICE) courses may be substituted for each requirement in the College Preparatory Curriculum</li> <li>• <b>Course Acceptance:</b> A course may not be used to satisfy more than one requirement.</li> </ul> <p>The Required and Recommended College Preparatory Curricula (CPC) are approved by the IHL Board of Trustees. The Mississippi Department of Education maintains the MDE Secondary Course Manual with CPC Classifications.</p>	

**APPENDIX C-2**  
**FRESHMAN ADMISSION REQUIREMENTS FOR UNIVERSITY SYSTEM INSTITUTIONS**  
**(COLLEGE PREPARATORY CURRICULUM)**  
*Begins with incoming students of 2022.*

**IHL Board Policy §602.B. FULL ADMISSION**

Full admission to any of the eight public universities will be granted to the following:

1. Complete the College Prep Curriculum (CPC) with a minimum 3.2 high school grade point average (GPA) on the CPC; **OR**
2. Complete the CPC with a minimum 2.5 high school GPA or a class rank in the top 50 percent and a score of 16 or higher on the ACT\* (Composite); **OR**
3. Complete the CPC with a minimum 2.0 high school GPA on the CPC and a score of 18 or higher on the ACT\* (Composite); **OR**
4. NCAA Division I standards for student-athletes who are “full-qualifiers” or “academic redshirts” are accepted as equivalent to the admission standards established by the Board.

*\*In lieu of the ACT scores, students may submit equivalent SAT scores. Students scoring below 16 on the ACT (Composite) or the equivalent SAT are encouraged to participate in the Year-Long Academic Support Program during their freshman year.*

**IHL Board Policy §608. INTERMEDIATE COURSES**

- A. All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT Mathematics subtest score of 16 or less will be required to take Intermediate Mathematics during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose Mathematics subtest score is 17, 18, or 19 may be required to take Intermediate Mathematics. Students with a minimum ACT Mathematics subtest score of 15 who have completed the Mississippi Department of Education approved mathematics transitional course with a grade of “80” or higher will not be required to take Intermediate Mathematics and should be enrolled in a college-level mathematics course during their first semester of enrollment.
- B. All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT English subtest score of 16 or less will be required to take Intermediate English during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose English subtest score is 17, 18, or 19 may be required to take Intermediate English. Students with a minimum ACT English subtest score of 15 who have completed the Mississippi Department of Education approved literacy transitional course with a grade of “80” or higher will not be required to take Intermediate English and should be enrolled in a college-level English course during their first semester of enrollment.
- C. All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT Reading subtest score of 16 or less will be required to take Intermediate Reading during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose Reading subtest score is 17, 18, or 19 may be required to take Intermediate Reading. Students taking Intermediate Reading should not be permitted to take reading-intensive courses, such as History. Students with a minimum ACT Reading subtest score of 15 who have completed the Mississippi Department of Education approved literacy transitional course with a grade of “80” or higher will not be required to take Intermediate Reading.
- D. Students taking two or more intermediate courses must enroll in the year-long Academic Support Program or some other IHL-recognized intervention strategy to promote success in the courses in which

## APPENDIX C-2

### FRESHMAN ADMISSION REQUIREMENTS FOR UNIVERSITY SYSTEM INSTITUTIONS (COLLEGE PREPARATORY CURRICULUM) *Begins with incoming students of 2022.*

they are not fully prepared, according to ACT subtest scores and will not be permitted to take more than 17 hours.

- E. Intermediate courses may be delivered through a co-requisite model coupled with a credit bearing gateway course.
- F. Regarding course placement using an ACT subtest score, exemptions to this policy based on prior high school course performance, postsecondary course performance, or other academic experiences must be approved by the institution's Chief Academic Officer or designee.

**IHL Board Policy §608** establishes 17 as the minimum ACT subtest scores for mathematics, English, and reading; however, it gives each IHL university the authority to require higher ACT subtest scores.

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Jackson State University	17	17	17
Mississippi State University	17	19	17
Mississippi University for Women	17	19	17
Mississippi Valley State University	17	20	17
University of Mississippi	17	19	17
University of Southern Mississippi	20	20	17

IHL, 05/09/18

A secondary math equivalency chart is provided below.

#### Equivalency Curriculum Chart for Secondary Mathematics

Traditional Model	Cambridge
Algebra I	Cambridge IGCSE Mathematics I or Cambridge 9 <sup>th</sup> Core Mathematics Extended Sequence
Geometry	Cambridge IGCSE Mathematics I or Cambridge Mathematics I Extended Sequence
Algebra II	Cambridge IGCSE Mathematics II or Cambridge Mathematics II Extended Sequence

**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 U.S.C. 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. In order 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.

**II. DEFINITIONS**

Secure test materials include certain test administrator manuals, test booklets, answer documents, and other materials as specified by the Office of Student Assessment.

A possible testing irregularity is any incident in the test handling or administration that leads to a question regarding the security of the test or the accuracy of the test data.

A verified testing irregularity is a violation of a testing requirement.

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

The school district will release test score information to parents, legal representatives, teachers, students, other 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. A decision or characterization that will have a major impact on an individual student is not made on the basis of a single test score. Additional retesting opportunities will be made available for any “high stakes” test.

**IV. REQUIREMENTS**

The following is not an exhaustive list of requirements.

1. The District Test Coordinator or a designated representative of the school district must attend applicable training sessions sponsored by the Office of Student Assessment.
2. A District Test Security Plan is prepared each new school year no later than September 30.
  - a. The District Test Security Plan contains all components as required by the Office of Student Assessment.

**APPENDIX F (Continued)**  
**REQUIREMENTS OF THE MISSISSIPPI STATEWIDE ASSESSMENT SYSTEM**  
**STANDARD 16**

- b. The District Test Security Plan is signed by the district superintendent, the district test coordinator, and the chairman of the school board. The School Test Security Plan, which is a part of the District Test Security Plan, is signed by the school principal, school test coordinator, and the district test coordinator.
  - c. The District Test Security Plan identifies **all** individuals who have access to the secure storage area at district and school sites.
3. Except during actual test administration, secure test materials are kept under lock and key, and access to secure test materials is limited to individuals identified in the test security plan as responsible for their security. While secure test materials are in the District, anyone listed as having access to the secure storage area must be accompanied by a second person when entering the secure storage area. To ensure that security is maintained from year to year, it is the responsibility of the District each year to review the list of individuals who have access to the secure storage area and to ensure that only those individuals listed have access to the secure area by way of keys or vault combination.
- a. Secure test materials are kept in locked storage before testing at both the district and school levels.
  - b. Access to secure test materials is limited to those individuals identified in the test security plan. Test administrators and proctors will have access as described in the district test security plan. Access to test materials means handling the materials, not reviewing and analyzing test items, unless reading accommodations are required. The superintendent or a specified designee shall designate the personnel who are authorized to have access to test materials.
  - c. Test materials are not to be removed from security packaging prior to the time indicated on instructions from the Office of Student Assessment.
  - d. Secure test materials are kept in locked storage after testing at both the District and school levels unless otherwise directed by the Office of Student Assessment.
4. All secure test materials are accounted for before, during, and after testing as specified in the District Test Security Plan. Test administrators and proctors will have access as described in the district test security plan. Access to test materials means handling the materials, not reviewing and analyzing test items, unless reading accommodations are required. The superintendent or a specified designee shall designate the personnel who are authorized to have access to test materials.
- a. All secure test materials are accounted for before testing at the district level.
  - b. All secure test materials are accounted for before testing at the school level.
  - c. Test administrators account for all secure test materials before students are allowed to leave the testing room.
  - d. All secure test materials are accounted for after testing at the school level.
  - e. All secure test materials are accounted for after testing at the district level.
  - f. All secure materials are returned according to the schedule published by the Office of Student Assessment. In the event that a secure testing document has been contaminated by bodily

**APPENDIX F (Continued)**  
**REQUIREMENTS OF THE MISSISSIPPI STATEWIDE ASSESSMENT SYSTEM**  
**STANDARD 16**

fluids or other health-related hazards, the district test coordinator will follow procedures for disposal as outlined during District Test Coordinator training, and include these procedures in the District Test Security Plan.

- g. If supplementary materials, such as scratch paper, maps, and manipulatives are provided, procedures for disposal are outlined in the District Test Security Plan and followed.
5. Any person involved in any phase of the testing program has been trained in appropriate assessment administration and test security procedures.
- a. Test administrators shall be licensed school personnel.
  - b. Due to the need for the one-on-one administration of the English language proficiency test for English Language Learners, which includes component subtests such as reading, writing, speaking, listening, the test administrator may be a non-licensed employee as long as the proctor for the administration is a licensed staff member.
  - c. For only the English language proficiency test for English Language Learners, if a licensed employee is the test administrator, the District is not obligated to provide a second person as proctor.
  - d. The District conducts professional development training on proper assessment administration procedures and test security for all individuals involved in the handling and administration of each test.
  - e. The District maintains complete records of all professional development related to assessment.
  - f. The District has documentation that training related to assessment included information on test security violations and the consequences of violations.
6. Both a test administrator and a proctor are present and actively monitoring students during the entire test administration.
- a. At least two (2) people are present from the time that testing materials are distributed to the test administrator until all test materials have been returned to the secure area.
  - b. A seating chart is required for each room/site used for any statewide assessment; the seating chart must be signed and dated by the test administrator, proctor, and school test coordinator.
7. Students are not allowed access to test questions prior to testing and are not allowed access to answers at any time.
8. Reproducing (by any means) or disclosing secure test material (including pilot material) and student responses before, during, or after test administration are 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 as outlined in the test administrator's manual. Use of unreleased test items in any form (including rewording of such test items) is strictly prohibited.

**APPENDIX F (Continued)**  
**REQUIREMENTS OF THE MISSISSIPPI STATEWIDE ASSESSMENT SYSTEM**  
**STANDARD 16**

9. 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, chalkboards, charts, bulletin boards, posters, computers, hand signals) or allowing students to alter responses after the scheduled test administration.
10. All eligible students are tested. (See also *Testing Students with Disabilities Regulations and Guidelines for English Language Learners: Policies, Procedures, and Assessments*.) Miss. Admin. Code 7-3: 34.1 and 78.1, State Board Policy Chapter 34, Rule 34.1 and Chapter 78, Rules 78.1, Miss. Code Ann. § 37-16-3(2).
  - a. Accurate exclusions, absences, and other required data are compiled for each test for each school.
  - b. Exclusions and absences data for each test for each school are maintained on file in the District.
  - c. Students who drop a course for which an end-of-course Subject Area Test is required after the dates noted below shall still take the appropriate end-of-course Subject Area Test.
    - Traditional Schedule
      - Students enrolled in a course at the end of January (5<sup>th</sup> month) must be tested.
    - Fall Block
      - Students enrolled in a course at the end of October (2<sup>nd</sup> month) must be tested.
    - Spring Block
      - Students enrolled in a course at the end of March (7<sup>th</sup> month) must be tested.
  - d. Students enrolled in and taking courses for the first time for which end-of-course Subject Area Tests are required shall take the appropriate Subject Area Tests. These students shall take the appropriate end-of-course Subject Area Test, even if the course title in *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 shall take the appropriate Subject Area Test only if the student has not previously passed the Subject Area Test.
  - f. Each student shall take the appropriate end-of-course Subject Area Test at the end of the course regardless of the grade level in which the course is offered.
  - g. Students enrolled in a Mississippi public school will be required to pass end-of-course Subject Area Test in a course for which the school accepts Carnegie units earned by the student through enrollment in summer school, virtual school, or any other non-standard school as defined by the Office of Accreditation.
11. Only appropriate allowable testing accommodations are provided for students as specified in the current edition of *Testing Students with Disabilities Regulations* and the current edition of *Guidelines for English Language Learners: Policies, Procedures, and Assessments*. See Miss. Admin. Code 7-3: 34.1, 78.1 and 78.10, State Board Policy Chapter 34, Rules 34.1., State Board

**APPENDIX F (Continued)**  
**REQUIREMENTS OF THE MISSISSIPPI STATEWIDE ASSESSMENT SYSTEM**  
**STANDARD 16**

Policy Chapter 78, Rules 78.1 and 78.10. The use of any accommodation not listed in these documents or in the current edition of the *Testing Accommodations Manual* published by the Office of Student Assessment must first be approved by the Office of Student Assessment.

12. Makeup testing is provided for students who are absent during the regularly scheduled test administration.
13. Tests are administered according to the standard procedures defined in the test administrator's manuals and related documents and according to the schedule published by the Office of Student Assessment.
14. Anyone with knowledge of or information regarding a possible testing irregularity or alleged security violations reports the alleged irregularity/violation to an appropriate authority. See Miss. Code Ann. § 37-16-4(1)(f).
15. Test administrators and proctors keep written records of any testing irregularities occurring during testing and report these to the school test coordinator who then reports to the District Test Coordinator. The District Test Coordinator reports all irregularities for a test administration to the district superintendent for investigation. Documentation regarding testing irregularities is maintained on file in the district.
16. The superintendent of the District investigates all reports of alleged violations of test security and/or potential testing irregularities and submits a report of findings to the Office of Student Assessment within fifteen (15) working days after the alleged violation and/or potential irregularity has been reported to him or her.
17. No statistically significant similar or identical patterns of responses and/or erasures are noted in students' answer documents.
18. No statistically significant group or individual scores that are inconsistent with established patterns of achievement are noted.
19. The school prohibits the possession and/or use of any electronic communication device, including, but not limited to, iPods, MP3 players, Bluetooth devices, cell phones, and/or other personal digital assistance devices during the administration of scheduled statewide tests.
20. Tests are to be administered in an environment that provides an adequate test setting for students. Such an environment should provide adequate lighting, reduced noise level, and spacing to ensure that students cannot see the answers being bubbled (or answers being selected during computer-based online testing) by other students.

**APPENDIX F (Continued)**  
**REQUIREMENTS OF THE MISSISSIPPI STATEWIDE ASSESSMENT SYSTEM**  
**STANDARD 16**

**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.

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 VI.*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

**APPENDIX F (Continued)**  
**REQUIREMENTS OF THE MISSISSIPPI STATEWIDE ASSESSMENT SYSTEM**  
**STANDARD 16**

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 PERSONAL 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 conduct an investigation into the allegation and report 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 and Administrator Education, Certification and licensure and development and that the Commission is required to take action pursuant to the authority granted in Miss. Code Ann. § 37-16-4. 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.

**APPENDIX F (Continued)**  
**REQUIREMENTS OF THE MISSISSIPPI STATEWIDE ASSESSMENT SYSTEM**  
**STANDARD 16**

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

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

**1. Multiple Letters of Warning**

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

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

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

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

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

**APPENDIX F (Continued)**  
**REQUIREMENTS OF THE MISSISSIPPI STATEWIDE ASSESSMENT SYSTEM**  
**STANDARD 16**

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 Subject Area Administration of the U.S. History Test, the next scheduled administration for the same test will be the December Subject Area administration the following year.

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

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

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

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

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

**D. INVALIDATION OF SCORES**

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

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

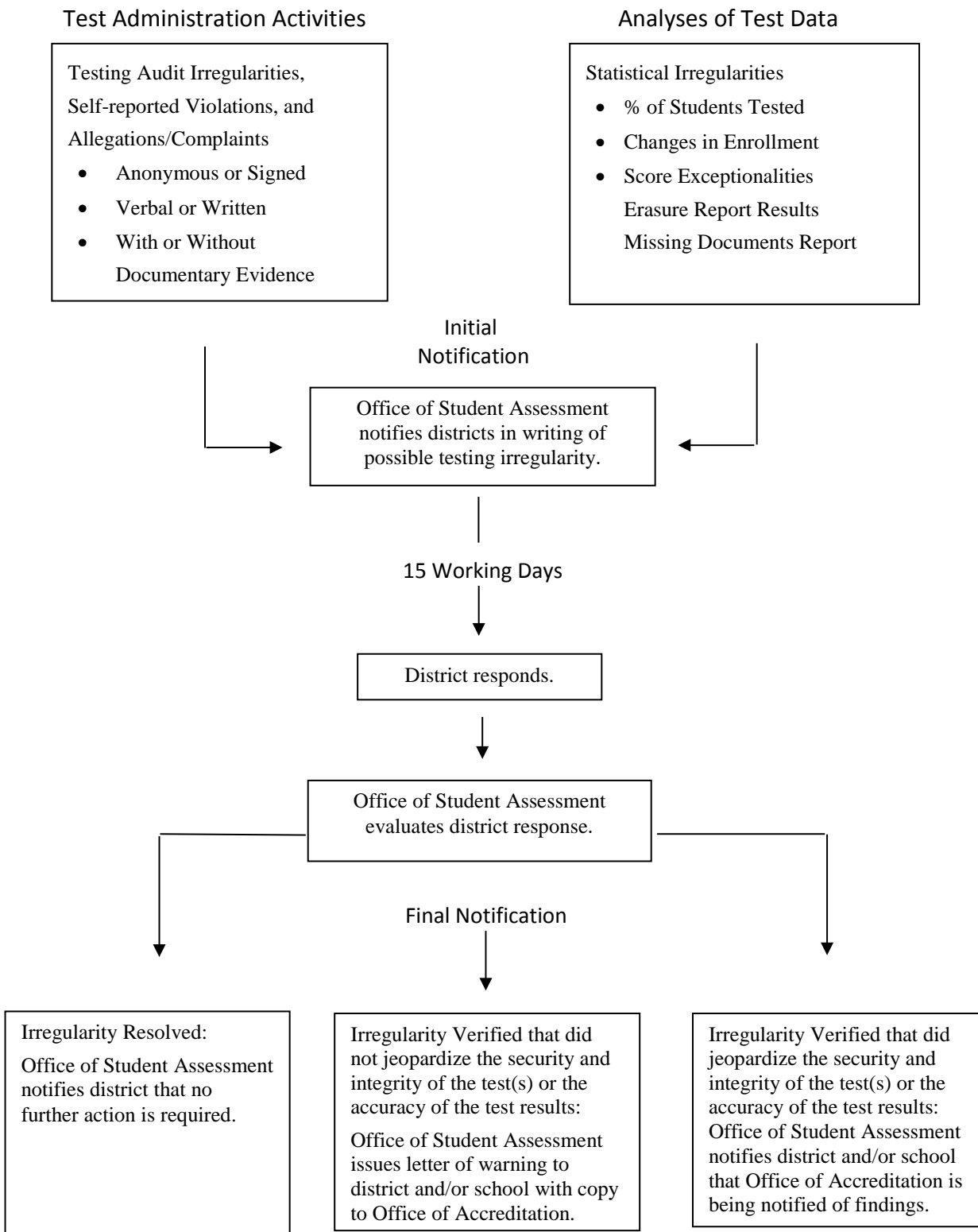
**APPENDIX F (Continued)**  
**REQUIREMENTS OF THE MISSISSIPPI STATEWIDE ASSESSMENT SYSTEM**  
**STANDARD 16**

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 refusal to do so by the district superintendent, 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 of a nature 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.

**MISSISSIPPI OCCUPATIONAL DIPLOMA  
STANDARD 14.4****SENIORS OF SCHOOL YEAR 2008-2009  
(Ending with entering ninth graders in 2016-2017)**

In accordance with Miss. Code Ann. § 37-16-11(2), the State Board of Education has approved criteria for an occupational diploma for students with disabilities who entered the 9th grade prior to the 2017-2018 school year. The Mississippi Occupational Diploma will no longer be an option for students with disabilities beginning with students entering 9th grade in the 2017-2018 school year. The Mississippi Occupational Diploma provides an option for students with disabilities that emphasizes high expectations in both academics and work experiences. The primary postgraduate goal for these students is competitive employment.

- The decision regarding participation in the Mississippi Occupational Diploma program will be made by the student's Individualized Education Program (IEP) committee, which must include a school counselor. Instructional program and diploma options are to be reviewed annually by the IEP committee and revisions made as necessary.
- The Mississippi Occupational Diploma program may be implemented in any Least Restrictive Environment deemed appropriate by the IEP committee. Students in the occupational diploma program may earn credits by successfully completing course work selected from the general education curriculum and/or special education courses as agreed upon by the student's IEP committee.
- Students with disabilities choosing to participate in the Mississippi Occupational Diploma program must earn a minimum of 21 course credits and complete an occupational diploma portfolio containing a collection of evidence of the student's knowledge, skills, and abilities.
- Students with disabilities choosing to participate in the Mississippi Occupational Diploma program must successfully complete a two (2) year Career/Technical (Vocational) Program. In lieu of completing a two-year Career/Technical (Vocational) Program, students with disabilities may document a minimum of five hundred forty (540) hours of successful, paid or unpaid employment, paid or unpaid internships, or paid or unpaid apprenticeships.
- Prior to graduation, an exit IEP committee meeting must be held to evaluate accomplishment of the goals and objectives on the IEP and the completion of all requirements for the Mississippi Occupational Diploma. At this meeting, the student will present the completed Mississippi Occupational Diploma Portfolio for review by the IEP committee.
- The final Mississippi Occupational Diploma Portfolio will be reviewed and approved prior to graduation by the principal or a designee.

For additional details, see the State Board of Education approved guidelines for the Mississippi Occupational Diploma at <https://www.mdek12.org/OSE/IP>.

**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.

**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.

**APPENDIX H (Continued)**  
**CONSEQUENCES FOR NONCOMPLIANCE WITH FINANCIAL ACCOUNTABILITY REQUIREMENTS**  
**STANDARDS 4 AND 5**

**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.

## GLOSSARY

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The following definitions are established for the purpose of implementing the *Mississippi Public School Accountability Standards* established by the State Board of Education and authorized under Miss. Code Ann. §§ 37-17-1 through 13 and §§ 37-18-1 through 7.

### **ACADEMIC CORE**

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

### **ACADEMIC YEAR**

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

### **ACCELERATED COURSES**

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

### **ACCOUNTABILITY SYSTEM**

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

### **ACCREDITATION RECORD SUMMARY**

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

### **ACCREDITATION STANDARDS**

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

### **ACCREDITATION STATUS**

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

**ADEQUATE YEARLY PROGRESS (AYP)**

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

**ADMINISTRATOR**

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

**ADVANCED PLACEMENT (AP)**

A program of college level courses and examinations for secondary school students administered by the College Board, 3700 Crestwood Pkwy. NW, Suite 700, Duluth, GA 30096, Telephone (866) 392-4088. 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 ( $\frac{1}{2}$ ) 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.

**CORRESPONDENCE COURSE**

Independent study carried on through lessons and exercises that are provided to non-resident students by approved university extensions. See the *Approved Courses for Secondary Schools in Mississippi*.

**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 school board and that includes rules, regulations, and processes.

**CRITERION-REFERENCED TEST (CRT)**

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

**CURRICULUM**

The course content listed in the *Mississippi Curriculum Frameworks*.

**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.

**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*, *Mississippi Elementary School Assistant Teacher Program Regulations*, and *Mississippi Reading Improvement Program Regulations* 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.

**END-OF-COURSE SUBJECT AREA ASSESSMENT****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) approved by the State Board of Education.

#### **FULL ACADEMIC YEAR**

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

#### **FUNCTIONAL LITERACY SKILLS**

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

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

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

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

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

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

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

#### **GROWTH EXPECTATION**

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

**GUIDANCE COUNSELOR**

See School Guidance Counselor.

**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*.)

**LAB-BASED SCIENCE COURSE**

A science course in which at least 20% of the instructional time is required to include laboratory experiences.

**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 EARLY EXIT DIPLOMA**

A performance-based diploma available to students on a voluntary basis beginning in the 2013-2014 academic year. In order to qualify, students must earn required Carnegie units and must meet College & Career qualification scores in all content areas. See Appendix A-4.

#### **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.

#### **MISSISSIPPI OCCUPATIONAL DIPLOMA**

The State Board of Education shall develop and issue criteria for a Mississippi Occupational Diploma for students having a disability as defined by the federal *Individuals with Disabilities Education Act*. See Miss. Code Ann. § 37-16-11(2) and Appendix G.

#### **MISSISSIPPI VIRTUAL PUBLIC SCHOOLS**

The Mississippi Virtual Public School Program is a free web-based educational program offered by the Mississippi Department of Education to provide Mississippi students with access to a wider range of course work. Technology will be used to deliver instruction to students via the Internet in a virtual or remote setting.

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

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

#### **ON-LINE COURSE**

Instruction delivered via the Internet. (See the *Approved Courses for Secondary Schools in Mississippi*.)

#### **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 30.)

**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.





**Allowing evaluators access to all official school and district records will expedite the audit process and ensure that it is completed as efficiently and quickly as possible. The district is asked to provide a place for the evaluators to work. The following documents should be provided for review. The superintendent is asked to fax the school level list to each school principal to prepare for MDE evaluators.**

## **DISTRICT LEVEL**

1. SCHOOL BOARD MINUTES FOR THE PAST TWO YEARS
2. AGENDAS AND **ALL** BACK UP MATERIALS FOR SCHOOL BOARD MINUTES FOR PAST TWO YEARS (including claims dockets)
3. NOTICES FOR SCHOOL BOARD MEETINGS FOR PAST TWO YEARS
4. DOCUMENTATION OF PAYMENTS FOR BOARD MEMBERS' BONDS
5. DOCUMENTATION OF THE SCHOOL BOARD'S PARTICIPATION IN MSBA TRAINING
6. SCHOOL BOARD POLICIES
7. PERSONNEL REPORT AND THE ACCREDITATION EDIT REPORT FOR PAST TWO YEARS.
8. CURRENT MASTER SCHEDULE FOR EACH SCHOOL INDICATING LOCATIONS OF TEACHERS AND CLASSES AND INCLUDING BELL SCHEDULES
9. CONTRACTS AND JOB DESCRIPTIONS FOR ALL EMPLOYEES AND CONTRACTUAL STAFF FOR PAST TWO YEARS
10. SALARY SCHEDULES FOR **ALL** DISTRICT POSITIONS (PROFESSIONAL INCLUDING ADMINISTRATORS, NONCERTIFICATED AND CONTRACTUAL)
11. TIME SHEETS AND JOB DESCRIPTIONS FOR STAFF/TEACHERS PAID FROM MULTIPLE FUNDING SOURCES
12. LIST OF ALL PARAPROFESSIONALS
13. FUNDS-BY-EMPLOYEE PRINTOUT FOR PAST TWO YEARS
14. CURRENT FUND BALANCE AND LAST MONTH'S BILL PAYMENTS APPROVED BY THE BOARD
15. INVENTORY REPORT ON ALL EQUIPMENT FOR DISTRICT OFFICE AND EACH SCHOOL
16. APPROVED SUMMER SCHOOL/ESY PROGRAMS AND MSIS REPORT(S)
17. BOARD-ADOPTED INSTRUCTIONAL MANAGEMENT PLAN
18. COPY OF LICENSE AND JOB DESCRIPTIONS FOR: SUPERINTENDENTS, BUSINESS MANAGERS, PRINCIPALS, AND LIBRARIANS.
19. CURRENT ATTENDANCE REPORT FOR EACH SCHOOL IN THE DISTRICT
20. COPY OF DROPOUT PREVENTION PLAN
21. COPY OF STRATEGIC PLAN

18. BOARD-ADOPTED STRATEGIC PLAN INCLUDING DOCUMENTATION OF DEVELOPMENT PROCESS AND INPUT
19. BOARD-ADOPTED PROFESSIONAL DEVELOPMENT PLAN, DOCUMENTATION OF DEVELOPMENT, CALENDAR OF SCHEDULED ACTIVITIES, AGENDAS FOR COMPLETED ACTIVITIES WITH SIGN-IN SHEETS, ETC.
20. DOCUMENTATION OF A SYSTEM OF ENCOURAGING COMMUNITY AND BUSINESS INVOLVEMENT IN DISTRICT PLANNING
21. STUDENT HANDBOOK(S)
22. EMPLOYEE/PERSONNEL HANDBOOK/POLICY MANUAL
23. DISTRICT SCHOOL CALENDAR FOR PAST TWO YEARS
24. SCHEDULES FOR WEEKS CONTAINING EARLY RELEASE DAYS INCLUDING SCHEDULE FOR EARLY RELEASE DAY

## **DISTRICT TRANSPORTATION**

1. QUARTERLY MAINTENANCE REPORT (BUSES)
2. BUS DRIVER PROFESSIONAL DEVELOPMENT REPORT
3. BUS DRIVER REPORT (LISTING INFORMATION ON EACH DRIVER INCLUDING DRIVER'S LICENSE ENDORSEMENTS, ECT.)



**Allowing evaluators access to all official school and district records will expedite the audit process and ensure that it is completed as efficiently and quickly as possible. The district is asked to provide a place for the evaluators to work. The following documents should be provided for review. The superintendent is asked to fax the school level list to each school principal to prepare for MDE evaluators.**

## **SCHOOL LEVEL**

1. MULTIPLE STUDENT HANDBOOK
2. LIST OF ALL STUDENT TRANSFERS INTO THE DISTRICT FOR THE CURRENT YEAR
3. LIST OF ALL KINDERGARTEN STUDENTS WITH THEIR BIRTHDATES
4. LIST OF ALL FIRST GRADE STUDENTS WITH THEIR BIRTHDATES
5. STUDENT PRE-REGISTRATION PACKET INCLUDING RESIDENCY DOCUMENTATION FORMS
6. COURSE OFFERINGS SHEET (SECONDARY)
7. PROFESSIONAL DEVELOPMENT CALENDAR/SCHEDULE
8. OCTOBER/DECEMBER REPORT TO THE HEALTH DEPARTMENT REGARDING IMMUNIZATION REQUIREMENTS
9. SCHEDULES FOR 60% DAYS AND/OR SCHEDULES FOR EARLY RELEASE DAY(S)
10. MULTIPLE COPIES OF CURRENT MASTER SCHEDULE INDICATING LOCATION OF TEACHERS AND CLASSES
11. BELL SCHEDULE
12. PERSONNEL EVALUATION DATA AND PROCESS, INCLUDING PRINCIPAL'S COMPLETED EVALUATION FORMS (No copies should be provided, only access)
13. PRE-K AND KINDERGARTEN CLASS ROSTER
14. PRE-K AND KINDERGARTEN TEACHERS CLASS SCHEDULES
15. STAFF CREDENTIAL DOCUMENTS FOR TEACHERS AND ASSISTANTS (REVIEW ONLY)
16. PRE-K AND KINDERGARTEN LESSON PLANS
17. EXPENDITURES FOR EDUCATIONAL MATERIALS PRE-K AND KINDERGARTEN (FOR REVIEW ONLY)
18. SAMPLE EVALUATION TOOLS/ASSESSMENTS
19. PARENT PARTICIPATION DOCUMENTATION
20. PROFESSIONAL DEVELOPMENT DOCUMENTATION RELATED SPECIFICALLY TO EARLY CHILDHOOD (15 HOURS FOR PRE-K)

**NOTE:** SCHOOLS SHALL MAKE AVAILABLE ACCESS TO ALL PRE-K AND KINDERGARTEN RECORDS

21. BLANK PERSONNEL EVALUATION FORMS

## **SCHOOL LEVEL SAFE & ORDERLY SCHOOLS**

1. SCHOOL SAFETY PLAN
2. CRISIS RESPONSE PLAN
3. RECORD OF EMERGENCY DRILLS
4. SCHOOL WELLNESS PLAN



**MISSISSIPPI  
DEPARTMENT OF  
EDUCATION**

Ensuring a bright future for every child

## MISSISSIPPI DEPARTMENT OF EDUCATION OFFICE OF ACCREDITATION STANDARDS AND EVALUATORS

PROGRAM	ACCREDITATION STANDARD	PROGRAM OFFICE CONTACT	OFFICE TELEPHONE
<b>Accreditation</b> <b>Office of Accountability</b>	1, 1.1, 1.2, 1.3, 2, 2.1, 2.2, 2.3, 2.4, 2.5, 3, 3.1, 3.2, 3.3, 6, 6.1, 6.2, 6.3, 7, 8, 9, 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, 14.5, 21, 21.1, 21.2, 24, 24.1, 24.2, 25, 26, 27, 28, 28.1, 28.2, 28.3, 28.4, 28.5  Appendix A Appendix B Appendix C Appendix E	Jo Ann Malone <a href="mailto:jmalone@mdek12.org">jmalone@mdek12.org</a>  Teresa Jones <a href="mailto:tjones@mdek12.org">tjones@mdek12.org</a>  Cory Murphy <a href="mailto:cmurphy@mdek12.org">cmurphy@mdek12.org</a>	601-359-3764
<b>Library Media Programs</b> <b>Office of Elementary Education and Reading</b>  <b>Office of Academic Education</b>	2.3, 2.3.1, 2.3.2, 18, 18.1, 18.2	Tenette Smith <a href="mailto:tenette.smith@mdek12.org">tenette.smith@mdek12.org</a>  Elizabeth Simmons <a href="mailto:ESimmons@mdek12.org">ESimmons@mdek12.org</a>	601-359-2586
<b>Student Support Services/ School Guidance Counselors</b> <b>Office of Secondary Education and Technical Education</b>  <b>Office of Academic Education</b>	2.4	Wendy Clemons <a href="mailto:WClemons@mdek12.org">WClemons@mdek12.org</a>  Chandrea Walker <a href="mailto:cswalker@mdek12.org">cswalker@mdek12.org</a>	601-359-3934
<b>School Financial Services</b>  <b>Office of Chief Operations</b>	2.5, 4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5, 5.1  Appendix H	Vacant	601-359-3294
<b>Internal Accountability</b>  <b>Office of Educational Accountability</b>	4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5, 5.1, 5.2  Appendix H	Brad Feaster <a href="mailto:bfeaster@mdek12.org">bfeaster@mdek12.org</a>	601-359-2994
<b>Office of Compulsory School Attendance &amp; Alternative Education</b> <b>Office of Secondary Education and Technical Assistance</b>  <b>Office of Academic Education</b>	10	Toni Kersh <a href="mailto:tkersh@mdek12.org">tkersh@mdek12.org</a>	601-359-3178
<b>Dropout Prevention</b> <b>Attendance &amp; Alternative Education</b> <b>Office of Secondary Education and Technical Assistance</b>  <b>Office of Academic Education</b>	11	Wendy Clemons <a href="mailto:WClemons@mdek12.org">WClemons@mdek12.org</a>  Chandrea Walker <a href="mailto:cswalker@mdek12.org">cswalker@mdek12.org</a>	601-359-3178
<b>School Improvement</b> <b>Community Involvement – P16</b>  <b>Office of Academic Education</b>	12, 12.1, 12.2, 17.6	Sonja Robertson <a href="mailto:srobertson@mdek12.org">srobertson@mdek12.org</a>	601-359-3078
<b>Office of Special Education</b>	17.4, 14.3, 14.4	Margaret Ellmer <a href="mailto:mellmer@mdek12.org">mellmer@mdek12.org</a>	601-359-3498

PROGRAM	ACCREDITATION STANDARD	PROGRAM OFFICE CONTACT	OFFICE TELEPHONE
Office of Academic Education Professional Development	Appendix G 15	Sebrina Palmer <a href="mailto:spalmer@mdek12.org">spalmer@mdek12.org</a>	601-359-2869
Office of Academic Education Student Assessment Program	16 Appendix F	Jackie Sampsell <a href="mailto:jsampsell@mdek12.org">jsampsell@mdek12.org</a>	601-359-3052
Office of Accountability Early Childhood Programs Office of Elementary Education and Reading Office of Academic Education	17.1, 17.2	Tenette Smith <a href="mailto:tenette.smith@mdek12.org">tenette.smith@mdek12.org</a>  Jill Dent <a href="mailto:jdent@mdek12.org">jdent@mdek12.org</a>	601-359-2586
Office of Secondary Education and Technical Education Office of Academic Education	17.3, 14.1.3, 14.1.4	Wendy Clemons <a href="mailto:WClemons@mdek12.org">WClemons@mdek12.org</a>  Thomas Wallace <a href="mailto:twallace@mdek12.org">twallace@mdek12.org</a>	601-359-3974
Office of Child Nutrition School Wellness Office of Academic Education	17.5, 17.5.1	Scott Clements <a href="mailto:sclements@mdek12.org">sclements@mdek12.org</a>  Ginger Gibson <a href="mailto:ggibson@mdek12.org">ggibson@mdek12.org</a>	601-576-5000
Office of Federal Programs Office of Academic Education	17.6	Quentin Ransburg <a href="mailto:QRansburg@mdek12.org">QRansburg@mdek12.org</a>	601-359-3499
Office of Pupil Transportation Office of Safe and Orderly Schools Office of Accountability	29, 29.1, 29.2, 29.3, 29.4	Bill Welch <a href="mailto:bwelch@mdek12.org">bwelch@mdek12.org</a>  Janice Grant <a href="mailto:jgrant@mdek12.org">jgrant@mdek12.org</a>	601-359-1028
Gifted Education Office of Elementary Education and Reading Office of Academic Education	17.8	Robin Lemonis <a href="mailto:rlemonis@mdek12.org">rlemonis@mdek12.org</a>  Jen Cornett <a href="mailto:jcornett@mdek12.org">jcornett@mdek12.org</a>	601-359-2586
Textbooks Office of Elementary Education and Reading Office of Academic Education	19, 19.1, 19.2	Tenette Smith <a href="mailto:tenette.smith@mdek12.org">tenette.smith@mdek12.org</a>  Chauncey Spears <a href="mailto:cspears@mdek12.org">cspears@mdek12.org</a>	601-576-4950
Instructional Management Office of Elementary Education and Reading Office of Secondary Education and Technical Education Office of Academic Education	20, 20.1, 20.2	Elementary Education  Tenette Smith <a href="mailto:tenette.smith@mdek12.org">tenette.smith@mdek12.org</a>  Secondary Education  Wendy Clemons <a href="mailto:WClemons@mdek12.org">WClemons@mdek12.org</a> Dana Bullard <a href="mailto:dbullard@mdek12.org">dbullard@mdek12.org</a>	601-359-2586  601-359-3090
Driver Education Office of Safe and Orderly Schools Office of Accountability	17.7	Bill Welch <a href="mailto:bwelch@mdek12.org">bwelch@mdek12.org</a>  Janice Grant <a href="mailto:jgrant@mdek12.org">jgrant@mdek12.org</a>	601-359-1028

PROGRAM	ACCREDITATION STANDARD	PROGRAM OFFICE CONTACT	OFFICE TELEPHONE
Office of Compulsory School Attendance & Alternative Education Office of Secondary Education and Technical Assistance  Office of Academic Education	22, 23	Toni Kersh <a href="mailto:tkersh@mdek12.org">tkersh@mdek12.org</a>	601-359-3178
High School Curriculum (Required Courses-32 ½)  Office of Secondary Education and Technical Education  Office of Academic Education	26	Dana Bullard <a href="mailto:dbullard@mdek12.org">dbullard@mdek12.org</a>  Wendy Clemons <a href="mailto:WClemons@mdek12.org">WClemons@mdek12.org</a>	601-359-3090
Elementary & Middle School Curriculum Office of Elementary Education and Reading  Office of Academic Education	27, 27.1, 27.2, 27.3	Tenette Smith <a href="mailto:tenette.smith@mdek12.org">tenette.smith@mdek12.org</a>	601-359-2586
School Buildings Office of Safe and Orderly Schools  Office of Accountability	30	Bill Welch <a href="mailto:bwelch@mdek12.org">bwelch@mdek12.org</a>  Mark Hobson <a href="mailto:mhobson@mdek12.org">mhobson@mdek12.org</a>  Dennis Meador <a href="mailto:dmeador@mdek12.org">dmeador@mdek12.org</a>	601-359-1488
School Safety Office of Safe and Orderly Schools  Office of Accountability	31	Bill Welch <a href="mailto:bwelch@mdek12.org">bwelch@mdek12.org</a>  Darin Dorsey <a href="mailto:ddorsey@mdek12.org">ddorsey@mdek12.org</a>	601- 359-1028  601-942-2445  601-506-1786
Educating juveniles in Youth Detention Centers  Office of Academic Education	32, 32.1, 32.2	Toni Kersh <a href="mailto:tkersh@mdek12.org">tkersh@mdek12.org</a>  Jessica Michael <a href="mailto:jmichael@mdek12.org">jmichael@mdek12.org</a>	601-359-3178



**EVALUATION CHECKLIST**  
**MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018**

**SCHOOL BOARD MEMBERS**

Standard #	Accreditation Standard	To do at DISTRICT:	To do at SCHOOLS:	Program Office	Report or Checklist
<b>1</b>	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 ACCOUNTABILITY STANDARDS, 2018**

**SCHOOL DISTRICT SUPERINTENDENT**

Standard #	Accreditation Standard	To do at DISTRICT:	To do at SCHOOLS:	Program Office	Report or Checklist
<b>1.1</b>	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 ACCOUNTABILITY STANDARDS, 2018**

**SCHOOL BOARD POLICIES**

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 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 statutes, 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 ACCOUNTABILITY STANDARDS, 2018**

**SCHOOL BOARD EDUCATION REQUIREMENTS**

Standard #	Accreditation Standard	To do at DISTRICT:	To do at SCHOOLS:	Program Office	Report or Checklist
<b>1.3</b>	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:				
c) 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.  <i>If there are any issues of micro management, describe details and attach copies of examples, such as board minutes, local newspaper articles, etc.</i>				

DISTRICT CODE: \_\_\_\_\_DISTRICT NAME: \_\_\_\_\_DATE: \_\_\_\_\_ IN COMPLIANCE? YES \_\_\_\_\_NO \_\_\_\_\_

SCHOOL CODE: \_\_\_\_\_ SCHOOL NAME: \_\_\_\_\_EVALUATOR: \_\_\_\_\_



**EVALUATION CHECKLIST**  
**MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018**

**LICENSED PROFESSIONAL STAFF**

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 <i>No Child Left Behind Act of 2001</i> (NCLB). {Miss. Code Ann. § 37-9-7} Miss. Admin. Code 7-3: 80.1 and 80.2. State Board Policy Chapter 80, Rules 80.1 and 80.2, and NCLB, and Federal Code)	Check published list of staff and job titles.  <b>Get copy of Personnel Data Report.</b> <b>MSIS Personnel Edits</b>	Cross-reference master schedule with Personnel Data Report. <b>Get copy of List of Staff and master</b>	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 (includes 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 ACCOUNTABILITY STANDARDS, 2018**

**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. {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 ACCOUNTABILITY STANDARDS, 2018**

**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	With the exception of academic core subjects, the professional staff in each school is comprised of no more than 5% of Full Time Equivalent (FTE) units working outside the area or areas of endorsement. An appropriate license is required for superintendents, principals, librarians, and guidance counselors.	Check published list of staff and job titles.	Cross-reference master schedule with Personnel Data Report.	Office of Accreditation	Personnel Report  Accreditation Edit Report

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%) FTE = 5% X the total number of professional staff				
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 ACCOUNTABILITY STANDARDS, 2018

### LICENSED LIBRARY MEDIA SPECIALIST

Standard #	Accreditation Standard	To do at DISTRICT:	To do at SCHOOLS:	Program Office	Report or Checklist
<b>2.3</b>	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
<b>2.3.1</b>	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 <i>Section 2.1 Certified Staff</i>
<b>2.3.2</b>	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 <i>Section 2.1 Certified Staff</i>

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.				

DISTRICT CODE: \_\_\_\_\_ DISTRICT NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ IN COMPLIANCE? YES \_\_\_\_\_ NO \_\_\_\_\_

SCHOOL CODE: \_\_\_\_\_ SCHOOL NAME: \_\_\_\_\_ EVALUATOR: \_\_\_\_\_

**EVALUATION CHECKLIST**  
**MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018**

e) Is there a flexible schedule that promotes open access to library resources and services for students and teachers.				
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DISTRICT CODE: \_\_\_\_\_ DISTRICT NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ IN COMPLIANCE? YES \_\_\_\_\_ NO \_\_\_\_\_

SCHOOL CODE: \_\_\_\_\_ SCHOOL NAME: \_\_\_\_\_ EVALUATOR: \_\_\_\_\_



# Mississippi Public School Library Monitoring Rubric (2018)

This Rubric is a monitoring document for the following  
ACCOUNTABILITY STANDARDS 2.3, 2.3.1, 2.3.2, 3, 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. Each box checked must be based upon the required evidence and/or answers to the key questions. 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. Select the appropriate Corrective Action Plan that reflects the true findings of the Library/Media Center. Please answer all portions of the monitoring rubric and return all required documents, completed rubric, and final report to Elizabeth Simmons, MDE School Library Media Specialist. 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)}

## 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.



# 1. 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.

## **MINIMUM**

- ☐ Circulation/Cataloging Capacity
- ☐ Librarian Management computer
- ☐ Barcode scanner
- ☐ 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

## **PROGRESSIVE (Minimum +)**

- ☐ 2 management computers
- ☐ Online access to materials available in the school library and throughout the school facility/remote sites
- ☐ Remote circulation and inventory capabilities

**REQUIRED EVIDENCE**   ☐ Collection Statistics - Summary (current circulation, age, and value)   ☐ Training documents   ☐ OPAC Lessons

**FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE** Section 4.7 - Cataloging and Processing

## **KEY QUESTIONS**

Choose a book from the shelf, and ask the librarian to check it out to make certain the scanner is in working condition, and that he/she knows how to use it.

What type of automated system does the library have? \_\_\_\_\_

Is the library automated system working?   Yes   No      When was the automated system last updated? \_\_\_\_\_

Do you provide in-service training to teachers on library resources and how to use the automated system?   Yes   No

Do you teach students how to use the library automated system?   Yes   No

Consistent and correct Dewey Decimal Ranges in automated system?   Yes   No      Everything in automated system?   Yes   No

### **CORRECTIVE ACTION PLAN**

In accordance with *Miss. Code Ann. § 37-17-6(3)(a-e)*, the school shall provide a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology. 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. Review and ensure compliance with **Section 4.7 Cataloging and Processing** in the current *Mississippi Public and Nonpublic School Library Guide*.

- All library collections shall be cataloged in the automated system, including fiction, non-fiction, 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.
- Library records for all materials and items shall be current and valid in order to verify the number and/or age of various collections. Library records for all materials and items shall match the Dewey Decimal call number and barcode found in the library facility.
- The district shall provide an automated library system to establish circulation procedures for easy access to the library's collection and maintain accurate records and statistics on the use of materials.
- The school librarian shall attend professional development or training on the operations of the automated system.
- The school librarian shall count only 5 copies of 1 title in the system. Sets of reference materials, chapter books, professional development, and resource kits shall be organized and barcoded accordingly so that the sets/kits are accounted for but do not skew the circulation or collection analysis reports.
- Each librarian shall use Dewey Decimal call numbers in cataloging materials. Special collections such as professional, reference, easy, picture books, and/or audio/visual shall have consistent Dewey Decimal call numbers throughout the system. A cataloging and processing guidelines are located on the MDE school library website. [www.mde.k12.ms.us/docs/elementary-education-and-reading-library/catalogingandprocessingpractices-\(1\).pdf?sfvrsn=2](http://www.mde.k12.ms.us/docs/elementary-education-and-reading-library/catalogingandprocessingpractices-(1).pdf?sfvrsn=2)
- The school librarian shall provide training to students and faculty on how to use the automated system and how to locate resources in the library.

**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 includes ebooks that can be circulated or tracked through the library's automated system.

### **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

### **PROGRESSIVE (Minimum +)**

- 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)

### **REQUIRED EVIDENCE**

- Historical Collection Report (circulation statistics for a particular time frame)
- Weeding Report
- Requisitions .
- Collection Development Plan

**FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE** Section 4.2 - Selection Tools; Section 4.4 - Collection Guidelines; Section 4.5 - Weeding of Collection Resources

### **KEY QUESTIONS**

Ask for all reports listed in the **Required Evidence** section from the automated system. Check the number of fiction, easy, nonfiction, ebooks, and the age of the collection.

Average copyright of the overall collection: \_\_\_\_\_

Total number of titles in the overall collection: \_\_\_\_\_

Average copyright of the fiction collection: \_\_\_\_\_

Total number of titles in the fiction collection: \_\_\_\_\_

Average copyright of the nonfiction collection: \_\_\_\_\_

Total number of titles in the nonfiction collection: \_\_\_\_\_

Average copyright of the easy collection: \_\_\_\_\_

Total number of titles in the easy collection: \_\_\_\_\_

Average copyright of the ebooks collection: \_\_\_\_\_

Total number of titles in the ebooks collection: \_\_\_\_\_

How will you help circulate books that haven't been used in the past couple of years? \_\_\_\_\_

- Automated System
- Barcodes
- Correct Spine Labels
- Classroom Sets/Kits
- Trade or mass-market paperbacks

Does the library provide resources to Pre-Kindergarten and/or Kindergarten learning centers and classroom library centers?    Yes    No

### **CORRECTIVE ACTION PLAN**

In accordance with *Miss. Code Ann. § 37-17-6(3)(a-e)*, the school shall provide a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology. Review and ensure compliance with **Section 4.2 Selection Tools**, **Section 4.4 Collection Guidelines**, and **Section 4.5 Weeding** in the current *Mississippi Public and Nonpublic School Library Guide*.

- The school librarian shall develop a proposed budget addressing the general collection needs of the library center.
- To provide a balanced, diverse, and updated collection, and one that meets the needs of the learning community and the school's curriculum, each librarian shall weed aged, inaccurate, irrelevant, and worn beyond repair items. A weeding overview can be found on the MDE School Library website to aid in weeding. [www.mde.k12.ms.us/docs/elementary-education-and-reading-library/weeding-overview-final.pdf?sfvrsn=2](http://www.mde.k12.ms.us/docs/elementary-education-and-reading-library/weeding-overview-final.pdf?sfvrsn=2)
- Each librarian shall conduct a formal needs assessment that includes input from teacher and/or students, an interest inventory, and instructional program needs. Assessment results and input shall guide selection of print and non-print materials and learning resources. The librarian shall use the Collection Evaluation and Collection Development Plan forms located on the MDE School Library website to develop a Collection Development Plan. [www.mde.k12.ms.us/ESE/LM/section-4-library-collection](http://www.mde.k12.ms.us/ESE/LM/section-4-library-collection)
- To maintain circulation records and aid users in finding titles located in the general collection, the school librarian shall barcode and place correct spine labels on the physical item and all record information in the automated system.
- The school librarian shall provide resources to Pre-Kindergarten and/or Kindergarten learning centers and classroom library centers in accordance to *MS Pre-K Guidelines, Section IV, A2a* and *MS K Guidelines (2015), Section IV, A3a*.

**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.

### **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

**REQUIRED EVIDENCE**   □ Weeding Report   □ Requisitions   □ Reference Lessons   □ Collection Development Plan

**FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE** Section 3.6 - Planning for Instruction; Section 4.4 - Collection Guidelines; Section 4.5 - Weeding of Collection Resources; Section 4.7 Cataloging and Processing

### KEY QUESTIONS

Does the library have a reference section? Yes/No    Reference copyright date: \_\_\_\_\_    Reference collection total: \_\_\_\_\_

How is the reference section being circulated? \_\_\_\_\_

☐ Automated System    ☐ Barcodes    ☐ Correct Spine Labels    ☐ Classroom Sets/Kits (in the system    Yes    No)    ☐ Multiple encyclopedias

### CORRECTIVE ACTION PLAN

In accordance with *Miss. Code Ann. § 37-17-6(3)(a-e)*, the school shall provide a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology. Review and ensure compliance with **Section 3.6 Planning for Instruction**, **Section 4.4 Collection Guidelines**, **Section 4.5 Weeding**, and **Section 4.7 Cataloging and Processing** in the current *Mississippi Public and Nonpublic School Library Guide*.

- ☐ The school librarian shall develop a proposed budget addressing the reference collection needs of the library center.
- ☐ To provide a balanced, diverse, and updated reference collection, and one that meets the needs of the learning community and the school's curriculum, each librarian shall weed aged, inaccurate, irrelevant, and worn beyond repair items. The school librarian shall use the Reference Collection Overview, located on the MDE School Library website, to weed and create reference collections that connect to the College-and-Career Readiness Standards.  
[www.mde.k12.ms.us/docs/elementary-education-and-reading-library/21st-century-reference-collection.pdf?sfvrsn=2](http://www.mde.k12.ms.us/docs/elementary-education-and-reading-library/21st-century-reference-collection.pdf?sfvrsn=2)
- ☐ School librarian shall collaborate regularly with administrators and teachers on ways to integrate curriculum with the information literacy standards and indicators for student learning. Reference collection shall be used to meet College-and Career-Readiness ELA Standards such as RI.3.5; L.4.4; and W.6.8.
- ☐ A core Reference collection shall consist of dictionaries, thesauruses, atlas, almanacs, and encyclopedias with access to MAGNOLIA.
- ☐ Each school library shall keep the most current edition of print encyclopedias and other reference materials and discard all other editions. Please review the Weeding Overview document found on the MDE School Library website  
[www.mde.k12.ms.us/docs/elementary-education-and-reading-library/weeding-overview-final.pdf?sfvrsn=2](http://www.mde.k12.ms.us/docs/elementary-education-and-reading-library/weeding-overview-final.pdf?sfvrsn=2).
- ☐ To maintain circulation records and aid users in finding titles located in the reference collection, the school librarian shall barcode and place correct spine labels on the physical item and all record information in the automated system.

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

### MINIMUM

- ☐ School library website available on school home page for classroom and school site access which includes librarian's name, schedule, and email

### PROGRESSIVE (Minimum +)

- ☐ Additional databases available, i.e. World Book Online, JSTOR, SIRS, etc.
- ☐ School library website available on school home page for classroom, school

- 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

site and remote site access

### **REQUIRED EVIDENCE**

- List of credible and age-appropriate websites
- Lesson plans or training using non-print resources
- CDs/ DVDs curriculum connection

**FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE** Section 3.12 - MAGNOLIA Database; Section 4.4 - Collection Guidelines; Section 5.3 - Digital Resources; Section 5.6 - Cataloging Digital Resources

### **KEY QUESTIONS**

Does the library center have computers in good working order available for students and teachers to access internet resources? Yes No

Is MAGNOLIA Database website available? Yes No

Is it visibly advertised throughout the library? Yes No

How is MAGNOLIA promoted and used in the library? \_\_\_\_\_

Do you provide in-service training to teachers on using MAGNOLIA for classroom and professional use? Yes/No

Does the library have a webpage on the school's homepage? Yes/No Last website update? \_\_\_\_\_

Is the librarian's name, email, and schedule online? Yes/No

Total number of audio/visual: \_\_\_\_\_ Copyright date of audio/visual: \_\_\_\_\_

- Automated System
- Barcodes
- Correct Spine Labels

### **CORRECTIVE ACTION PLAN**

In accordance with *Miss. Code Ann. § 37-17-6(3)(a-e)*, the school shall provide a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology. 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. Review and ensure compliance with **Section 3.12 MAGNOLIA Database, Section 4.4 Collection Guidelines, Section 5.3 Digital Resources, and Section 5.6 Cataloging and Processing Digital Resources** in the current *Mississippi Public and Nonpublic School Library Guide*.

- The school library shall promote a curriculum-rich environment by providing balanced, up-to-date, diverse digital format materials for class-related research, individual investigation, independent reading, and personal inquiry. School librarian shall work with teachers on building the electronic resource collection which connects to the College-and-Career Readiness standards. An audio/visual curriculum connection form can be found on the MDE school library website. [www.mde.k12.ms.us/docs/elementary-education-and-reading-library/avcurriculumconnection-\(1\).pdf?sfvrsn=2](http://www.mde.k12.ms.us/docs/elementary-education-and-reading-library/avcurriculumconnection-(1).pdf?sfvrsn=2)
- The school librarian shall work with technology specialist to design a library webpage that contains library news, book reviews, unit project, recommended titles, and links to website to serve as an advocacy tool for the school library. The school website shall be linked to the school website. The school library website shall contain the librarian's name, email, and library schedule.
- The school library webpage shall contain online access to materials available in the school library, a list of credible, age-appropriate websites that support the curriculum, a link to the MAGNOLIA database, as well as other databases. MAGNOLIA and other databases shall be visibly promoted in the library.
- The district shall allow the school librarian to receive training on MAGNOLIA K-12 database which provides online research databases for publicly funded K-12 schools.
- The school librarian shall provide training to students and faculty members on the school library website contents and MAGNOLIA Database.
- The school librarian shall develop a proposed budget addressing the electronic resources needs of the library center.
- Computers in the libraries shall be maintained in good working order with, priority given to the installation of new hardware providing students and teachers with access to materials and resources.
- Any audio or visual materials shall be connected to the College-and Career-Readiness Standards and shall not be used for entertainment purposes only.
- To maintain circulation records and aid users in finding titles located in the non-print collection, the school librarian shall barcode and place correct spine labels on the physical item and all record information in the automated system.

**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.

#### **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

**REQUIRED EVIDENCE** □ Promotion of Professional Development resources

**FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE** 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 Resources; Section 5.3 - Digital

**KEY QUESTIONS**

Does the library have a professional collection?    Yes    No    Multiple Copies of Titles?    Yes    No

Professional copyright date: \_\_\_\_\_ Professional collection total: \_\_\_\_\_

Does the professional collection have recent materials from professional developments that teachers and administrators attended? Yes/No

☐ Automated System      ☐ Barcodes      ☐ Correct Spine Labels

**CORRECTIVE ACTION PLAN**

In accordance with *Miss. Code Ann. § 37-17-6(3)(a-e)*, the school shall provide a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology. Review and ensure compliance with **Section 2.5 Professional Development, Section 3.12 MAGNOLIA Resources, Section 4.4 Collection Guidelines, Section 4.5 Weeding, Section 4.7 Cataloging and Processing, Section 5.3 Digital Resources, and Section 5.6 Cataloging and Processing Digital Resources** in the current *Mississippi Public and Nonpublic School Library Guide*.

- ☐ The school librarian shall develop a proposed budget addressing the professional collection needs of the library center. The school librarian shall collaborate with administrators and teachers to keep current resource materials for professional growth and development to meet 21st century learning needs of the staff.
- ☐ The school librarian shall collaborate with administrators and teachers to keep current resource materials for professional growth and development to meet 21st century learning needs of the staff and shall support the required professional development resources in accordance with the *Mississippi Department of Public School Accountability Standard 15* {*Miss. Code Ann. § 37-17-8*} (7 Miss. Admin. Code Pt. 3, Ch. 44, R. 44.1).
- ☐ To maintain circulation records and aid users in finding titles located in the professional collection, the school librarian shall barcode and place correct spine labels on the physical item and all record information in the automated system.

## 2. 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.

### 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

### PROGRESSIVE

- 1 + school librarian is assigned to the library full time
- Library support staff is **strongly** recommended for school libraries with populations in excess of 500
- Large districts may employ a designated Library Program Supervisor at the district level

### REQUIRED EVIDENCE

- Detailed Library Schedule
- Board-approved Job Description
- Other Assigned Duties
- Yearly Inventory Report

**FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE** Section 3.7 - Promotion Flexible, Open Access; Section 6.1 - Personnel

### KEY QUESTIONS

- Library Science Degree
- PRAXIS (Classroom Teacher)
- Alternate Route

How many years of experience do you have as a school librarian? \_\_\_\_\_

Do you have volunteers who help in the library on a regular basis?    Yes    No    Do you have student helpers?    Yes    No

How are these volunteers trained? What are their duties? \_\_\_\_\_

### **CORRECTIVE ACTION PLAN**

In accordance with *Miss. Code Ann. § 37-17-6(3)(a-e)*, 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. Review and ensure compliance with **Section 3.7 Promoting Flexible, Open Access** and **Section 6.1 Personnel** in the current *Mississippi Public and Nonpublic School Library Guide*.

- The District shall provide professional development for librarian in regards to library administrative duties.
- The administrator shall ensure the librarian's schedule allows time during the workday for library administrative duties and collaborate with teachers.
- The librarian must offer an organized program of service to students and staff. The librarian must function 100% in the library position, either ½ or full time, depending on the school population.
- The school librarian shall develop a library schedule which provides open and flexible access for all students and teachers.
- The school librarian shall develop and maintain records showing the use of the library resources which includes budget request/justification and collection statistics.
- The District shall create a non-traditional school day or mobile library policy that explains how the librarian is to function when removed from the normal library location or schedule.
- The librarian shall not serve as a substitute teacher and shall not be removed from the library to act as a long-term substitute.

**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.

### **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

### **REQUIRED EVIDENCE**

- Library short-and long-term goals for improvement for the last three years      □ Teacher and students surveys (responses)      □ Teacher Requests
- Evaluation using the MDE Librarian Growth Rubric      □ Student Learning Outcome

**FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE** Section 6.5 - Librarian Evaluation; Section 6.8 - Short-and Long-Term Goals

### KEY QUESTIONS

Have the short-and long-term goals been updated and addressed in the previous three year?    Yes    No

How often do you conduct student/teacher surveys? \_\_\_\_\_    Format of survey: ☐ Electronic    ☐ Paper/Pencil    ☐ Other: \_\_\_\_\_

How many times has your administrator conducted an informal evaluation? \_\_\_\_\_    Formal evaluation? \_\_\_\_\_    Post-Conference Observation? \_\_\_\_\_

### CORRECTIVE ACTION PLAN

In accordance with *Miss. Code Ann. § 37-17-6(3)(a-e)*, the school shall provide a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology. 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. Review and ensure compliance with **Section 6.8 Short-and Long-Term Goals** in the current *Mississippi Public and Nonpublic School Library Guide*.

In accordance with *Miss. Code Ann. § 37-3-46(b)*, the school district implements an annual, formal personnel appraisal system for licensed staff that includes assessment of employee on-the-job performance. Review and ensure compliance with **Section 6.5 Librarian Evaluation** in the current *Mississippi Public and Nonpublic School Library Guide*.

- ☐ Goals for short-and long-range strategic plans for library improvement shall be developed. Periodic program assessments, inventories, and input from all stakeholders shall be utilized in developing the improvement goals. Goals shall be updated and addressed each year by the librarian and the administrators.
- ☐ The district shall ensure the librarian is being evaluated using the current MS Librarian Growth Rubric located on the Mississippi Department of Education library website.

**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.

### 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

### REQUIRED EVIDENCE

- ☐ School Library Policy Manual (Handbook)
- ☐ District Approved Policies (Selection, Gift, Weeding, and Challenged Materials)
- ☐ Circulation Policy

**FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE** 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 -

### **CORRECTIVE ACTION PLAN**

In accordance with *Miss. Code Ann. § 37-17-6(3)(a-e)*, the school shall provide a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology. 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. Review and ensure compliance with **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,** and **Section 6.9 Policies and Procedures Handbook** in the current *Mississippi Public and Nonpublic School Library Guide*.

- The district shall approve board policies to address selection of materials, challenges to materials, donated materials, and weeded materials.
- 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.
- The school library circulation policy shall not hinder students from open access to all the library's resources. Students shall be able to check-out books that are related to their Lexile level and interests.

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

### **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

### **PROGRESSIVE**

- 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

- The school librarian should prepare annual reports documenting how each source of funding for the library program was spent

### **REQUIRED EVIDENCE**

- Budget expenditures for the past three years
- Current budget plan and operating budget
- Budget plan for the past three years
- Additional Funding

**FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE** Section 6.2 - Budget and Funding

### **KEY QUESTIONS**

- Operational budget for the past three years (total amounts)

Year 1 \_\_\_\_\_

Year 2 \_\_\_\_\_

Year 3 \_\_\_\_\_

□ Current operational budget    430: Repairs \_\_\_\_\_    580: Travel \_\_\_\_\_    610: Supplies \_\_\_\_\_    652: Books \_\_\_\_\_

735: Furniture/Equipment \_\_\_\_\_    740: Technology \_\_\_\_\_    Dues & Fees: \_\_\_\_\_    Additional Funds: \_\_\_\_\_

Total Budget \_\_\_\_\_    Amount Per Student \_\_\_\_\_

### **CORRECTIVE ACTION PLAN**

In accordance with *Miss. Code Ann. § 37-17-6(3)(a-e)*, the school shall provide a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology. Review and ensure compliance with **Section 6.2 Budget** in the current *Mississippi Public and Nonpublic School Library Guide*.

- Each librarian shall submit an annual budget plan to the school administrator, utilizing input from all stakeholders (administrators, faculty, students, school committees).
- Each librarian shall prepare an annual budget report on expenditures by funding sources and keep records for three years. A budget template can be found on the MDE school library website.  
[www.mde.k12.ms.us/docs/elementary-education-and-reading-library/fillable-budget-report-\(3\)F9A501E38E04.pdf?sfvrsn=2](http://www.mde.k12.ms.us/docs/elementary-education-and-reading-library/fillable-budget-report-(3)F9A501E38E04.pdf?sfvrsn=2)
- The district shall provide consistent, sustained library funding to provide current books, reference materials, magazines, periodicals, newspapers, electronic resources, equipment, other emerging technologies, reaching the goal of 10 books per student.
- The district shall provide consistent, sustained library funding to provide current resources and materials to create a library environment that is conducive to building collaborative relationships with teachers and increasing student achievement.

- The District shall require schools to purchase classroom sets of chapter books, reference materials and/or kits with instructional funds and not purchase items with library funds.
- The District shall require schools to purchase supplies used only in the library from 610 funds or any other designated library funds. This does not include projector bulbs, lamination film, butcher paper, toner, die cut shapes, copy paper, office supplies and any other instructional materials used by the entire school community.

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

### **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

### **REQUIRED EVIDENCE**

- Library Advocacy Committee members, meeting schedule, and meeting agendas
- Library Advocacy Committee goals and objectives

**FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE** Section 3.8 - Encouraging Advocacy

### **KEY QUESTIONS**

How have you used the American Association of School Librarians advocacy tools?    Yes    No

What are the goals of the Library Advocacy Committee? \_\_\_\_\_

How have those goals been accomplished? \_\_\_\_\_

### **CORRECTIVE ACTION PLAN**

In accordance with *Miss. Code Ann. § 37-17-6(3)(a-e)*, the school shall provide a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology. 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. Review and ensure compliance with **Section 3.8 Encouraging Advocacy** in the current *Mississippi Public and Nonpublic School Library Guide*.

- Each school librarian shall establish an advocacy committee for the school library program within the school and beyond. The advocacy committee shall include: Library staff, Principal/administrator, Teachers, Parents, Students (when age appropriate). Advocacy committee shall link students with learning opportunities, increase available resources, and secure community support.
- The advocacy committee shall meet regularly, or a minimum of each semester, for program planning, procedures, public relations initiatives, and collection development.
- The school librarian shall create Library Advocacy meeting schedule, goals and objectives, and meeting agendas. A basic agenda template can be found <http://www.mde.k12.ms.us/docs/elementary-education-and-reading-library/library-advocacy-agenda-fillable.pdf?sfvrsn=2>.
- The school librarian shall reference the American Association of School Librarians (AASL) which provides advocacy tools for school library programs at [www.aasl.org](http://www.aasl.org).

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

### **MINIMUM**

- The school librarian uses a variety of communications and methods to publicize the school library and its resources and services

### **PROGRESSIVE (Minimum +)**

- The school librarian partners with school and/or community groups to sponsor events that promote the school library program

### **REQUIRED EVIDENCE**

- School Library Public Relations Plan      □ Public Relations examples

**FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE** Section 3.8 - Encouraging Advocacy; Section 3.9 Library Promotional Events

### **KEY QUESTIONS**

How do you publicize the school library and its resources and services? \_\_\_\_\_

Show what you have done to promote the library; example: newspaper clippings, PTA newsletters, website, etc.

### **CORRECTIVE ACTION PLAN**

In accordance with *Miss. Code Ann. § 37-17-6(3)(a-e)*, the school shall provide a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology. 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. Review and ensure compliance with **Section 3.8 Encouraging Advocacy** in the current *Mississippi Public and Nonpublic School Library Guide*.

- The school's Library Advocacy Committee shall develop a Public Relations Plan to communicate regularly with all stakeholders regarding library programs and resources through print newsletters, library website, social media, displays, and public announcements. A basic Public Relations Plan template can be found [http://www.mde.k12.ms.us/docs/elementary-education-and-reading-library/librarypublicrelationsoverview-\(1\).pdf?sfvrsn=2](http://www.mde.k12.ms.us/docs/elementary-education-and-reading-library/librarypublicrelationsoverview-(1).pdf?sfvrsn=2).
- The school librarian shall work with district or school Public Relations contact person to send library information to local news outlets and post to the district's website.

### 3. 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.

#### MINIMUM

- The school library is neat and well-organized
- The atmosphere is one of welcome and productivity
- 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
  - Individual research
  - Storytelling area for elementary students
  - Leisure reading
  - 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

#### PROGRESSIVE (Minimum +)

- Various methods of display, furniture selection, and room treatments are utilized to provide an atmosphere 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

- 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.

**REQUIRED EVIDENCE** Please take multiple pictures of all areas of the library.

**FOR MORE INFORMATION, REFERENCE MS SCHOOL LIBRARY GUIDE** Section 6.7 - School Library Facility Recommendations

### **CORRECTIVE ACTION PLAN**

In accordance with *Miss. Code Ann. § 37-17-6(3)(a-e)*, the school shall provide a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology. Review and ensure compliance with **Section 6.7 School Library Facilities Recommendations** in the current *Mississippi Public and Nonpublic School Library Guide*.

- The school library shall be arranged for a variety of uses by large groups, small groups, and individuals as well as leisure reading. Library furniture shall be age appropriate in each school library.
- Books and materials shall be shelved appropriately so that they are physically accessible by age level. Books shall be shelved from left to right and from top to bottom on the library shelves.
- Provide an inviting environment for students and staff with appropriately shelved and labeled resources. Quality signage shall be provided to label various sections of the library's materials and resources.
- Storage, teacher resource areas, and office spaces shall be provided and kept organized, uncluttered, resources shall be easily accessible for staff. Additional storage space shall be provided near the library for working equipment to be stored out of sight if needed.
- The school library shall be arranged to provide equitable access to information and resources within the school, community, and global networks. Library furniture shall be age appropriate.
- The school librarian shall review Section 6.7 when arranging the school library to ensure that it meets the approved standards for services, design considerations, and technology infrastructure.
- The District shall provide network or server areas with adequate ventilation and space that does not interfere with the everyday use of the school library facility.
- School libraries that serve dual purposes such as auditoriums or computer labs shall provide mobile shelving to allow for maximum flexibility in usage of school library space.

## 4. Library Recommendations

**Instruction:** If there is anything else that needs to be noted regarding the library facility, librarian, collection, and/or library management, then write those additions in the comments box below along with any helpful corrective actions.

### **OTHER SCHOOL LIBRARY CORRECTIVE ACTION STATEMENTS**

In accordance with *Miss. Code Ann. § 37-17-6(3)(a-e)*, 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.

- School librarians shall collaboratively plan lessons with teachers in each grade level/ subject area.
- School librarians shall be allowed to attend school subject area meetings.
- The district shall review the current Mississippi Library Monitoring Rubric. Librarians shall refer to the current *Mississippi Public and Nonpublic School Library Guide* that can be found on the School Library page at [www.mde.k12.ms.us/ESE/LM](http://www.mde.k12.ms.us/ESE/LM). This guide includes information on selecting new materials, weeding, understanding the role of the school librarian in the local technology program, budget and funding, and organizing a library advisory committee. Please contact Elizabeth Simmons ([esimmons@mdek12.org](mailto:esimmons@mdek12.org)) in the Office of Elementary Education and Reading for assistance in developing a plan of correction.

**COMMENTS**

# LIBRARY MONITORING: QUESTIONS FOR ADMINISTRATORS



Upon arrival ask to speak with the building principal and ask the questions below. Let the principal know that you need to speak with the school librarian for a period of time. If it is an elementary librarian, then you need to speak with the school librarian without a scheduled class in the library.

## SCHOOL LIBRARY INFORMATION Please complete the school library information below.

DISTRICT NAME	SCHOOL NAME
SCHOOL LIBRARIAN NAME	
GRADE LEVELS	NUMBER OF STUDENTS

### Personnel (Standards 2.3 and 3)

1. What are the duties for this person as a librarian? What are the other duties of your librarian? **Request a copy of the job description.**
2. How is the media specialist evaluated? Explain the process.
3. Does your librarian attend Professional Development? If so, what have she/he attended this year? Did he/she share with the staff any of the information?

### Media Center (Standard 18)

1. Are you aware of the policies and procedures in the library handbook?
2. Does the library have an annual budget? Explain the process. Does your library receive any additional funding - fundraisers, donations, fines, or grants? If so, is this placed in a library activity fund? How is it used? **Request a copy of the library budget.**
3. How does your librarian collaborate with teachers and other educational specialists in the building? Does your librarian do an in-service training for all teachers at some point throughout the year? Does your librarian attend grade-level or subject-area meetings?
4. What are the annual goals for the librarian? Are they part of the strategic plan?
5. What is the current professional development focus for the school district?



# EVALUATION CHECKLIST

## MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018

### STUDENT SUPPORT SERVICES AND QUALIFIED STAFF

Standard #	Accreditation Standard	To do at DISTRICT:	To do at SCHOOLS:	Program Office	Report or Checklist
2.4	<p>Student support services (academic/educational, personal advisement, and career/college planning and referral) are provided in each school by qualified student support personnel:</p> <ul style="list-style-type: none"> <li>-Counselor school sites ( Professional School Counselors) provide these services and meet these areas via {Miss. Code Ann. § 37-9-79} {SB2423}</li> <li>-Non- Counselor school sites must have a “qualified” person(s) assigned to provide these services and a plan to provide the above defined support services to students.</li> </ul>	<p>Check qualifications of staff. Staff can only provide the services that they are qualified to provide.</p>	<p>Check to see if all students have access to services.</p>	<p>Student Support Services/Professional School Counselors</p>	<p>Personnel Report</p> <p>Accreditation Edit Report</p> <p>Mississippi Counselor Appraisal Rubric</p> <p>Annual Agreement</p>

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Secondary Schools Are student support services provided in each high school by at least a half-time appropriately licensed guidance counselor?				
b) I Elementary Schools Are student support services provided in each elementary school by *qualified student support staff?				
Note: Federal funds may not be the sole funding source to meet minimum state standards				
c) Do all students have access to the following student support services: academic planning, responsive services (personal/social and crisis counseling), and career/college preparation.				
d) Is this a non-counselor school site? d.1) Is there a written ‘plan’ that provides students with access to above mentioned services? d.2) Are Qualified person (s) or agencies verified in the following areas? Academic/Education planning Responsive Services Career and College preparation				

#### \*Qualified persons for 2.4

Schools must have a plan to accomplish the student support services goals. In the absence of a Professional School Counselor, the mandatory areas for supporting students listed above require that a “qualified” person provide services.

Some suggested “qualified person (s)” assigned to assist students with access to the above services may include such staff as:

- Academic/Educational/Career - Licensed teachers, librarians, administrators, curriculum coordinators, etc.
- Responsive Services – Licensed and professionally trained social workers, mental health counselors, nurses, psychologist etc.

DISTRICT CODE: -----DISTRICT NAME: -----DATE: ----- IN COMPLIANCE? YES \_\_\_\_\_ NO \_\_\_\_\_

SCHOOL CODE: \_\_\_\_\_ SCHOOL NAME: \_\_\_\_\_ EVALUATOR: \_\_\_\_\_



**Mississippi Department of Education  
Office of Counseling & Support Services  
Accreditation Standard 2.4  
Miss. Code Ann. § 37-9-79  
Evaluation Instrument**

<b>Date:</b>	
<b>School:</b>	
<b>Reviewer:</b>	
<b>Counselor:</b>	
<b>Administrator:</b>	

Qualification	Qualification Met (Yes/No)	Recommendation
Master's Degree in Guidance and Counseling {Miss. Code Ann. § 37-9-79}		
Valid Mississippi Department of Education Certification {Miss. Code Ann. § 37-9-79}		
Professional School Counselors must have reasonable access to office accommodations that provides for confidentiality as outlined by ASCA. {Miss. Code Ann. § 37-9-79}		

Program Delivery	Possible Sources of Evidence Circle and provide dates of contact	Standard Met (Yes/No)	Recommendation
<b>Plans and provides direct and indirect services to students for 80% of time</b> <ul style="list-style-type: none"> <li>Provides instruction in school counseling core curriculum career, and personal/social development for all students' achievement and success</li> <li>Provides individual student planning to assist students in educational, career, and personal goals</li> <li>Provides individual and small-group counseling that promotes school success through academic, career, and personal/social development for all students</li> <li>Refers students and parents to appropriate school and community resources to support student</li> <li>Provides prevention and crisis intervention strategies</li> </ul>	<ul style="list-style-type: none"> <li>Referrals</li> <li>Instruction</li> <li>Small Group Sessions</li> <li>Counseling, Individual, and/or Group</li> <li>Sign-in Sheets</li> <li>Time Management Assessment</li> <li>Consultation</li> <li>Crisis Response</li> <li>RtI Documentation</li> <li>Collaboration</li> <li>Detailed Calendars (Weekly, Monthly, Annually)</li> <li>Group Activities</li> </ul>		
<b>Engages in positive interactions with students</b> <ul style="list-style-type: none"> <li>Creates routines and expectations for students to safely voice opinions and ask questions</li> <li>Communicates clearly and listens responsively to students, colleagues, parents/guardians, and other stakeholders in order to identify issues and barriers that impede student success</li> <li>Adapts communication in response to students' behavior and needs</li> <li>Works appropriately closely with students to set and monitor goals and recognize success</li> </ul>	<ul style="list-style-type: none"> <li>Posted Communications (bulletin boards, routines, procedures)</li> <li>Lesson Plans/Activities</li> <li>Parent/Community Outreach Materials</li> <li>Student Data (Early Warning System-attendance, grades, behavior)</li> <li>Student Expression (i.e. observation, physical classroom management, samples of written communication: surveys/evaluations)</li> <li>Email, Newsletters, Memos, Website, Announcements, Reports</li> <li>Agendas</li> <li>Student Assignments &amp; Instructions</li> <li>Professional Development Presentations</li> <li>Student/Parent/Staff Surveys and/or Feedback Comments</li> </ul>		

<b>Data Use</b>	<b>Possible Sources of Evidence Circle and provide dates of contact</b>	<b>Standard Met (Yes/No)</b>	<b>Recommendation</b>
<b>Plans and delivers services utilizing academic performance, behavioral, and attendance data</b> <ul style="list-style-type: none"> <li>• Uses data to adjust programs to meet students' needs</li> <li>• Uses data to identify students' needs and school and community trends</li> <li>• Uses data from program activities to evaluate program effectiveness annually and set improvement goals</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Agreement</li> <li>• Process, Perceptions, &amp; Outcome Data</li> <li>• Needs Assessments</li> <li>• Early Warning System (attendance, grades, behavior)</li> <li>• Graduation Rates</li> <li>• ACT &amp; AP Test Data</li> <li>• Pre-Post Tests</li> <li>• Promotion Rates</li> <li>• Closing the Gap Activities</li> <li>• Action Plans</li> <li>• Program Evaluations &amp; Activities</li> </ul>		

<b>Professional Responsibilities</b>	<b>Possible Sources of Evidence Circle and provide dates of contact</b>	<b>Standard Met (Yes/No)</b>	<b>Recommendation</b>
<b>Engages in professional learning</b> <ul style="list-style-type: none"> <li>• Effectively participates in appropriate professional learning based on self-analysis of strengths and areas in need of improvement</li> <li>• Applies current research and best practices to enhance student outcomes</li> <li>• Stays current on best practices, legal concerns and training through membership in professional organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Development Requests</li> <li>• Mentor Log, Agenda &amp; Notes</li> <li>• Self-Assessment</li> <li>• Professional Development Attendance Log</li> <li>• Professional Organization Membership (certificate, membership card)</li> <li>• List of Resources</li> <li>• National Board Certifications</li> <li>• Calendar</li> </ul>		

<b>Professional Responsibilities</b>	<b>Possible Sources of Evidence Circle and provide dates of contact</b>	<b>Standard Met (Yes/No)</b>	<b>Recommendation</b>
<b>Collaborates with colleagues</b> <ul style="list-style-type: none"> <li>Engages with colleagues in creating a positive school culture</li> <li>Is an active member of a professional learning community within the school/district</li> <li>Works collaboratively with administrator(s) to promote positive student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Building/District Committee Participation (PD, PLC, etc)</li> <li>Evaluation/Performance Rubrics</li> <li>Staff Surveys</li> <li>Annual Agreement</li> <li>Emails, Memos, Reports, Newsletters, Brochures, Website</li> <li>Professional Development Presentation Materials</li> </ul>		
<b>Demonstrates high ethical standards</b> <ul style="list-style-type: none"> <li>Acts in alignment with MS Code of Ethics and the American School Counselor Association's Ethical Standards for School Counselors</li> <li>Complies with school and district regulations and timelines</li> <li>Uses information and technology ethically and maintains confidentiality of students records as required by law</li> </ul>	The following are posted and/or accessible: <ul style="list-style-type: none"> <li>American School Counselor Association (ASCA) Model</li> <li>ASCA Code of Ethics</li> <li>Posted Policies &amp; Procedures</li> <li>School/District Handbook</li> <li>Informed Consent Forms</li> </ul>		

<b>Stakeholder Involvement</b>	<b>Possible Sources of Evidence Circle and provide dates of contact</b>	<b>Standard Met (Yes/No)</b>	<b>Recommendation</b>
<b>Establishes and maintains effective communication with stakeholders</b> <ul style="list-style-type: none"> <li>Provides clear, understandable information to parents/guardians and students to establish mutual expectations and counseling support for student success</li> <li>Establishes and convenes an advisory council for the school counseling program</li> </ul>	<ul style="list-style-type: none"> <li>Mission, Vision, &amp; Goals (posted or accessible)</li> <li>Parent/Community Activities</li> <li>Student/Parent/Staff Surveys</li> <li>Advisory Council (member list, invitation letter, agenda, sign-in sheets)</li> <li>Student Activity Sponsor Log</li> </ul>		

<ul style="list-style-type: none"> <li>Effectively communicates program goals and results to stakeholders and advisory committee members to elicit feedback</li> </ul>	<ul style="list-style-type: none"> <li>Newsletters, Brochures, Websites, Memos, Emails</li> <li>Parent/Community Contact Log</li> <li>Parent Conferences</li> <li>Attendance at School Functions (concerts, sporting events, etc.)</li> <li>Meeting Logs, Notes &amp; Agendas</li> </ul>		
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<b>General Comments</b>			
<b>Counselor's Signature:</b>		<b>Date:</b>	
<b>Administrator's Signature:</b>		<b>Date:</b>	
<b>Reviewer's Signature:</b>		<b>Date:</b>	



**EVALUATION CHECKLIST**  
**MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018**

**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 ACCOUNTABILITY STANDARDS, 2018**

**PERSONNEL APPRAISAL SYSTEM**

Standard #	Accreditation Standard	To do at DISTRICT:	To do at SCHOOLS:	Program Office	Report or Checklist
<b>3</b>	The school district implements a 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 Accreditation	
<b>3.1</b>	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.			Office of Accreditation	
<b>3.2</b>	Mississippi Principal Evaluation System (MPES)				
<b>3.3</b>	Mississippi Teacher Evaluation System				
<b>3.4</b>	Other district staff evaluations as determined by local school board policy.				

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 a formal personnel appraisal system for licensed staff?				

DISTRICT CODE: -----DISTRICT NAME: -----DATE: ----- IN COMPLIANCE? YES \_\_\_\_\_ NO \_\_\_\_\_

SCHOOL CODE: \_\_\_\_\_ SCHOOL NAME: \_\_\_\_\_ EVALUATOR: \_\_\_\_\_



**EVALUATION CHECKLIST**  
**MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018**

**FINANCIAL ACCOUNTING SYSTEM**

Standard #	Accreditation Standard	To do at DISTRICT:	To do at SCHOOLS:	Program Office	Report or Checklist
<b>4</b>	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- 3:10.1, State Board Policy Chapter 10, Rule 10.1. 2 C.F.R. Part 200.			Office of Internal Accountability	Annual Audit Report
<b>4.1</b>	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
<b>4.2</b>	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
<b>4.3</b>	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

**DISTRICT CODE:** -----**DISTRICT NAME:** -----**DATE:** ----- **IN COMPLIANCE? YES** \_\_\_\_\_ **NO** \_\_\_\_\_

**SCHOOL CODE:** \_\_\_\_\_ **SCHOOL NAME:** \_\_\_\_\_ **EVALUATOR:** \_\_\_\_\_

**EVALUATION CHECKLIST**  
**MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018**

Standard #	Accreditation Standard	To do at DISTRICT:	To do at SCHOOLS:	Program Office	Report or Checklist
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
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, Rules 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

DISTRICT CODE: -----DISTRICT NAME: -----DATE: ----- IN COMPLIANCE? YES \_\_\_\_\_ NO \_\_\_\_\_

SCHOOL CODE: \_\_\_\_\_ SCHOOL NAME: \_\_\_\_\_ EVALUATOR: \_\_\_\_\_

**EVALUATION CHECKLIST**  
**MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018**

Standard #	Accreditation Standard	To do at DISTRICT:	To do at SCHOOLS:	Program Office	Report or Checklist
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 School Financial Services	MSIS Fund Balance Report

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?				

DISTRICT CODE: -----DISTRICT NAME: -----DATE: ----- IN COMPLIANCE? YES \_\_\_\_\_ NO \_\_\_\_\_

SCHOOL CODE: \_\_\_\_\_ SCHOOL NAME: \_\_\_\_\_ EVALUATOR: \_\_\_\_\_



**EVALUATION CHECKLIST**  
**MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018**

**REPORTING & BUDGET**

Standard #	Accreditation Standard	To do at DISTRICT:	To do at SCHOOLS:	Program Office	Report or Checklist
<b>5</b>	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 School Financial Services	Annual Audit Report
<b>5.1</b>	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 School Financial Services	School Financial Services - District SharePoint Folder
<b>5.2</b>	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 ACCOUNTABILITY STANDARDS, 2018**

**ENROLLMENT REQUIREMENTS**

Standard #	Accreditation Standard	To do at DISTRICT:	To do at SCHOOLS:	Program Office	Report or Checklist
<b>6</b>	The school district complies with state law and State Board of Education policy on the following 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	
<b>6.1</b>	Residency requirements {Miss. Code Ann. § 37-15-29} Miss. Admin. Code 7-3: 68.1, State Board Policy Chapter 68, Rule 68.1				

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 ACCOUNTABILITY STANDARDS, 2018**

**IMMUNIZATION REQUIREMENTS**

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?				

DISTRICT CODE: -----DISTRICT NAME: -----DATE: ----- IN COMPLIANCE? YES \_\_\_\_\_ NO \_\_\_\_\_

SCHOOL CODE: \_\_\_\_\_ SCHOOL NAME: \_\_\_\_\_ EVALUATOR: \_\_\_\_\_

**EVALUATION CHECKLIST**  
**MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018**

**AGE OF ENTRY**

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 DISTRICT ACCREDITATION (2016)**

**STUDENT RECORDS EVALUATION (STDS 6, 8, 35.'14.'42)**

**District:** \_\_\_\_\_ **Evaluator:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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

- |                 |   |
|-----------------|---|
| <b>YES   NO</b> | 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) <ul style="list-style-type: none"><li>• Student's legal name and address</li><li>• Date of birth as verified by certificate (STD 6.3)</li><li>• Record of daily attendance</li><li>• Date of enrollment, withdrawal, or graduation</li><li>• Courses taken/grades recorded</li><li>• Immunization record (STD 6.2)</li><li>• Standardized test results (MCT2, SATP2)</li><li>• Data match on permanent and cumulative records</li></ul> |
| <b>YES   NO</b> | 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)  |
| <b>YES   NO</b> | 3. Is documentation on file to verify the legal residence of each student enrolled? (STD 6.1)   |
| <b>YES   NO</b> | 4. Is the residency verification documentation on file complete and accurate? (Signed by district official, date verified, and required documentation attached) (STD 6.1)   |
| <b>YES   NO</b> | 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)  |
| <b>YES   NO</b> | 6. Does the cumulative folder for each student have an immunization compliance form on file? (STD 6.2)  |
| <b>YES   NO</b> | 7. Does the annual report to the Health Department verify 100% compliance? (STD 6.2)  |
| <b>YES   NO</b> | 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)   |

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|------------|-----------|--|
| <b>YES</b> | <b>NO</b> | 9. Were all students who enrolled in kindergarten age 5 on or before September 1 of the school year? (STD 6.3)   |
| <b>YES</b> | <b>NO</b> | 10. Were all students who enrolled in first grade age 6 on or before September 1 of the school year? (STD 6.3)   |
| <b>YES</b> | <b>NO</b> | 11. Does the district have an approved board policy concerning enrollment of students who transfer from a non-accredited school? (STD 7)                   |
| <b>YES</b> | <b>NO</b> | 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)            |
| <b>YES</b> | <b>NO</b> | 13. Are the permanent and cumulative records stored in a fire-resistant container or vault? (STD 8)  |
| <b>YES</b> | <b>NO</b> | 14. Does the principal ensure that the security and integrity of the records is protected? (STD 8)   |
| <b>YES</b> | <b>NO</b> | 15. Are student records disseminated in compliance with the Family Educational Rights and Privacy Act of 1974? (STD 8)                                     |
| <b>YES</b> | <b>NO</b> | 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) |
| <b>YES</b> | <b>NO</b> | 17. Do the graduation requirements published in the student handbook conform to the approved school board policies? (STD 14)                               |

<p><b>Note:</b> For questions 18-23, review a representative sampling of records of graduating seniors from the previous school year and attach the Student Records Checklist for Graduates.</p>
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- |            |           |  |
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| <b>YES</b> | <b>NO</b> | 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)  |
| <b>YES</b> | <b>NO</b> | 19. Has each student issued a diploma completed the required courses as specified in Appendix A of the <i>Mississippi Public School Accountability Standards</i> ? (STD 14)  |
| <b>YES</b> | <b>NO</b> | 20. Has each student issued a diploma passed the required high school exit exams? (STD 14)   |
| <b>YES</b> | <b>NO</b> | 21. Has each student issued a diploma completed all additional local district requirements established for graduation? (STD 14)  |
| <b>YES</b> | <b>NO</b> | 22. Is the school district in compliance with state law and SBE policy concerning a special diploma or certificate? (STD 14)   |
| <b>YES</b> | <b>NO</b> | 23. Has each student receiving a MS Occupational Diploma (MOD) earned a minimum of 21 course credits along with 540 hours of paid employment or a minimum of 21 course credits along with the completion of a two-year career technical program as defined by Career Technical Education? (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 MCT2/SATP2	Data Match Permanent Record



# EVALUATION CHECKLIST

## MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018

### 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 30 days after filing for transfer. Notice of the administering of such test(s) shall be given to the applicant not less than five 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? <b>Note: A 60-day period is allowed.</b>				

DISTRICT CODE: -----DISTRICT NAME: -----DATE: ----- IN COMPLIANCE? YES \_\_\_\_\_ NO \_\_\_\_\_

SCHOOL CODE: \_\_\_\_\_ SCHOOL NAME: \_\_\_\_\_ EVALUATOR: \_\_\_\_\_



# EVALUATION CHECKLIST

## MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018

### PERMANENT RECORDS AND 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 Mississippi Cumulative Folders and Permanent Records Manual of Directions.){Miss. Code Ann. § 37-15-1 through 13; § 37-5-6; § 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 g) initiate a new record?				

DISTRICT CODE: -----DISTRICT NAME: -----DATE: ----- IN COMPLIANCE? YES \_\_\_\_\_ NO \_\_\_\_\_

SCHOOL CODE: \_\_\_\_\_ SCHOOL NAME: \_\_\_\_\_ EVALUATOR: \_\_\_\_\_



**MISSISSIPPI DEPARTMENT OF EDUCATION  
OFFICE OF DISTRICT ACCREDITATION (2019)**

**STUDENT RECORDS EVALUATION (STDS 6, 8, 35.'14.'42)**

**District:** \_\_\_\_\_ **Evaluator:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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

- |               |   |
|---------------|---|
| <b>YES NO</b> | 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) <ul style="list-style-type: none"><li>• Student's legal name and address</li><li>• Date of birth as verified by certificate (STD 6.3)</li><li>• Record of daily attendance</li><li>• Date of enrollment, withdrawal, or graduation</li><li>• Courses taken/grades recorded</li><li>• Immunization record (STD 6.2)</li><li>• Standardized test results (MCT2, SATP2)</li><li>• Data match on permanent and cumulative records</li></ul> |
| <b>YES NO</b> | 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)  |
| <b>YES NO</b> | 3. Is documentation on file to verify the legal residence of each student enrolled? (STD 6.1)   |
| <b>YES NO</b> | 4. Is the residency verification documentation on file complete and accurate? (Signed by district official, date verified, and required documentation attached) (STD 6.1)   |
| <b>YES NO</b> | 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)  |
| <b>YES NO</b> | 6. Does the cumulative folder for each student have an immunization compliance form on file? (STD 6.2)  |
| <b>YES NO</b> | 7. Does the annual report to the Health Department verify 100% compliance? (STD 6.2)  |
| <b>YES NO</b> | 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)   |

- |            |           |  |
|------------|-----------|--|
| <b>YES</b> | <b>NO</b> | 9. Were all students who enrolled in kindergarten age 5 on or before September 1 of the school year? (STD 6.3)   |
| <b>YES</b> | <b>NO</b> | 10. Were all students who enrolled in first grade age 6 on or before September 1 of the school year? (STD 6.3)   |
| <b>YES</b> | <b>NO</b> | 11. Does the district have an approved board policy concerning enrollment of students who transfer from a non-accredited school? (STD 7)                   |
| <b>YES</b> | <b>NO</b> | 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)            |
| <b>YES</b> | <b>NO</b> | 13. Are the permanent and cumulative records stored in a fire-resistant container or vault? (STD 8)  |
| <b>YES</b> | <b>NO</b> | 14. Does the principal ensure that the security and integrity of the records is protected? (STD 8)   |
| <b>YES</b> | <b>NO</b> | 15. Are student records disseminated in compliance with the Family Educational Rights and Privacy Act of 1974? (STD 8)                                     |
| <b>YES</b> | <b>NO</b> | 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) |
| <b>YES</b> | <b>NO</b> | 17. Do the graduation requirements published in the student handbook conform to the approved school board policies? (STD 14)                               |

<p><b>Note:</b> For questions 18-23, review a representative sampling of records of graduating seniors from the previous school year and attach the Student Records Checklist for Graduates.</p>
--

- |            |           |  |
|------------|-----------|--|
| <b>YES</b> | <b>NO</b> | 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)  |
| <b>YES</b> | <b>NO</b> | 19. Has each student issued a diploma completed the required courses as specified in Appendix A of the <i>Mississippi Public School Accountability Standards</i> ? (STD 14)  |
| <b>YES</b> | <b>NO</b> | 20. Has each student issued a diploma passed the required high school exit exams? (STD 14)   |
| <b>YES</b> | <b>NO</b> | 21. Has each student issued a diploma completed all additional local district requirements established for graduation? (STD 14)  |
| <b>YES</b> | <b>NO</b> | 22. Is the school district in compliance with state law and SBE policy concerning a special diploma or certificate? (STD 14)   |
| <b>YES</b> | <b>NO</b> | 23. Has each student receiving a MS Occupational Diploma (MOD) earned a minimum of 21 course credits along with 540 hours of paid employment or a minimum of 21 course credits along with the completion of a two-year career technical program as defined by Career Technical Education? (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 MCT2/SATP2	Data Match Permanent Record



**EVALUATION CHECKLIST**  
**MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018**

**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 ACCOUNTABILITY STANDARDS, 2018**

**MS COMPULSORY SCHOOL ATTENDANCE LAW**

Standard #	Accreditation Standard	To do at DISTRICT:	To do at SCHOOLS:	Program Office	Report or Checklist
<b>10</b>	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 student handbook Check documentation of contacts with Attendance Officer.	Office of Compulsory School Attendance	

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 Compulsory School attendance Officer?				
d) Do the school district attendance policies conform to 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  
Accreditation Standard 10**

School District: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

MDE Monitor: \_\_\_\_\_

Indicator	Compliance Indicator	Yes	No	Evidence of Compliance
<b>Indicator 1</b>	The district/school has a compulsory school attendance policy that complies with the Mississippi Code of 1972 section 37-13-91.			
<b>Indicator 2</b>	The district/school has a policy and procedure in place that describes what constitutes valid excuses for attendance. {37-13-91}			
<b>Indicator 3</b>	The district/school reports unexcused absences to the school attendance officer once a student has accumulated five 5, 10 and 12 unexcused days.{37-13-91}			
<b>Indicator 4</b>	The district/school has evidence that the districts attendance policy is followed.			

Indicator	Compliance Indicator	Yes	No	Evidence of Compliance
<b>Indicator 5</b>	The superintendent, or his designee, reports any student suspensions or student expulsions to the school attendance officer when they occur. {Miss. Code Ann. § 37-13-91}			
<b>Indicator 6</b>	The district/school <b><u>does not</u></b> have a policy or procedure implemented that recognizes tardies as equivalent to an unexcused absence.			
<b>Indicator 7</b>	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. {Miss. Code Ann. § 37-13-91}			
<b>Indicator 8</b>	The district/school reports absences within two (2) school days or within five calendar days whichever, is less to the school attendance officer. {Miss. Code Ann. § 37-13-91}			
<b>Indicator 9</b>	The district/school has a board approved policy which defines a school day as not less than 5 1/2 hours of actual teaching. {Miss. Code Ann. § 37-13-91}			

<b>Indicator 10</b>	The district/school reports suspensions as unexcused absences. {Miss. Code Ann. § 37-13-91}			
<b>Indicator 11</b>	The district does not identify in-school suspension as unexcused absences.			
<b>Additional Information:</b>				



**EVALUATION CHECKLIST**  
**MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018**

**DROPOUT PREVENTION PLAN**

Standard #	Accreditation Standard	To do at DISTRICT:	To do at SCHOOLS:	Program Office	Report or Checklist
<b>11</b>	The school district develops a dropout prevention plan and implements programs designed to keep students in school and to lower student dropout rates in accordance with MS Code. {Miss. Code Ann. § 37-13-80} Miss. Admin. Code 7-3: 30.5, State Board Policy Chapter 30, Rule 30.5.	Check plan. Board Minutes	Interview staff to verify implementation of planned activities, programs, and services.	Office of Compulsory School Attendance and Alternative/GED Programs	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? {Prompt: Does the district have a dropout prevention plan?}				
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  
Office of Dropout Prevention and Compulsory School Attendance Enforcement  
Accreditation Standard 11 – Dropout Prevention (2017)

Monitoring Questions "*****"	*****Comments
Is there a school, within the district, with a Graduation Rate that is less than 80%? If yes, has the school board approved a Dropout Prevention Restructuring Plan?	
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 <b>identify</b> the reason for students dropping out?	
Has the school district implemented programs that <b>target</b> 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?	

Does 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 juvenile detention center?	



# EVALUATION CHECKLIST

## MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018

### COMMUNITY INVOLVEMENT, PARENTAL COMMUNICATIONS AND BUSINESS PARTNERSHIPS

Standard #	Accreditation Standard	To do at DISTRICT:	To do at SCHOOLS:	Program Office	Report or Checklist
<b>12</b>	There is an organized system to encourage community involvement, parental communications, 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 Accreditation	Parent/Community Checklist Refer to the pilot edition of the Guidelines for P-16 Community Engagement Council.
<b>12.1</b>	A school district that has been designated as Failing 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)}			Office of Accreditation	
<b>12.2</b>	A district and/or a school designated as a D or F shall establish a community-based prekindergarten through high (P-16) council.			Office of Accreditation	

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: \_\_\_\_\_

	YES	NO	Evidence of Program Implementation	Notes: (Cite notes of evidence compliant/non-compliant and why)
<b>P16 Community Engagement Council:</b> ( <i>Miss. Code Ann. § 37-7-337</i> ) <u>Guidelines for P-16 Community Engagement Councils</u> ( <i>MS Admin. Code 7-20</i> ).				
<b>Description:</b> There is an organized system to encourage community involvement, parental communication, and business partnerships in school district decision-making. ( <i>Miss. Code Ann. § 37-7-337</i> ) (Districts Meeting the Highest Levels of Performance are exempted.)				
<b>Process Standard: 12.1</b> 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. ( <i>Miss. Code Ann. § 37-18-5(4)</i> ). <b>12.2</b> 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.				
<ul style="list-style-type: none"> <li>Initiators Meeting to create independent council and developed mission statement; date: _____</li> </ul>			<b>ALL REQUIRED:</b> ✓ Types of Evidence <input type="checkbox"/> meeting dates, agendas, sign-in sheets, minutes of meetings, total number of members (by category)  <b>COMPLIANCE:</b> ✓ District P16 Council is <input type="checkbox"/> compliant <input type="checkbox"/> non-compliant	
<ul style="list-style-type: none"> <li>Selection Meeting to select council members; date: _____</li> </ul>				
<ul style="list-style-type: none"> <li>Identification of eligible members of council within local school district among six (6) constituent member categories:               <ol style="list-style-type: none"> <li>Local community-based organization _____</li> <li>Local Parent Teacher Association/Organization _____</li> <li>Member student government association (SGA) or student organization, Ex: FBLA, choir, band _____</li> <li>Community leader, elected/public official, business owner _____</li> <li>Community member-at-large _____</li> <li>School District-based Council, school board member, administrator, faculty, staff _____</li> </ol> </li> <li>Total number council members _____</li> </ul>				
<ul style="list-style-type: none"> <li>Initial P-16 Council meeting; date: _____</li> </ul>				



**EVALUATION CHECKLIST**  
**MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018**

INSTRUCTIONAL TIME (SCHOOL YEAR)

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. {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

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Does each school provide at least 180 teaching days for students?				

DISTRICT CODE: -----DISTRICT NAME: -----DATE: ----- IN COMPLIANCE? YES \_\_\_\_\_ NO \_\_\_\_\_

SCHOOL CODE: \_\_\_\_\_ SCHOOL NAME: \_\_\_\_\_ EVALUATOR: \_\_\_\_\_

**EVALUATION CHECKLIST**  
**MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018**

**INSTRUCTIONAL TIME (DAILY/WEEKLY)**

Standard #	Accreditation Standard	To do at DISTRICT:	To do at SCHOOLS:	Program Office	Report or 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	

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Does each school calendar include at least 330 minutes of instructional time per day? Attach copy of master schedule.				

DISTRICT CODE: \_\_\_\_\_DISTRICT NAME: \_\_\_\_\_DATE: \_\_\_\_\_ IN COMPLIANCE? YES \_\_\_\_\_NO \_\_\_\_\_

SCHOOL CODE: \_\_\_\_\_SCHOOL NAME: \_\_\_\_\_EVALUATOR: \_\_\_\_\_

**EVALUATION CHECKLIST**  
**MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018**

**INSTRUCTIONAL TIME AND CARNEGIE UNIT CREDIT**

Standard #	Accreditation Standard	To do at DISTRICT:	To do at SCHOOLS:	Program Office	Report or Checklist
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 of each one-half (1/2) unit offered, except for remedial instructional programs, dual enrollment/dual credit, correspondence courses, MS Virtual Public School courses, and innovative programs authorized by the State Board of Education.			Office of Accreditation	

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Is a minimum of 140 hours of instruction provided for each Carnegie unit of credit offered?				
b) Is a minimum of 70 hours of instruction provided for each ½ Carnegie unit of credit offered?				
c) Does each traditional 7 period day schedule provide at least 48 minutes per period?				
d) (7x48=336)				
e) Does each block schedule (4x4 and A/B) provide at least 94 minutes per period (based on a minimum of 180 teaching days)?				

DISTRICT CODE: -----DISTRICT NAME: -----DATE: ----- IN COMPLIANCE? YES \_\_\_\_\_ NO \_\_\_\_\_

SCHOOL CODE: \_\_\_\_\_ SCHOOL NAME: \_\_\_\_\_ EVALUATOR: \_\_\_\_\_

**EVALUATION CHECKLIST**  
**MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018**

**INSTRUCTIONAL TIME (180 DAYS)**

Standard #	Accreditation Standard	To do at DISTRICT:	To do at SCHOOLS:	Program Office	Report or Checklist
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	

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Are no more than 2 of the 180 teaching days designated as 60% days that provide at least 198 minutes of instruction for students?				

DISTRICT CODE: -----DISTRICT NAME: -----DATE: ----- IN COMPLIANCE? YES \_\_\_\_\_ NO \_\_\_\_\_

SCHOOL CODE: \_\_\_\_\_ SCHOOL NAME: \_\_\_\_\_ EVALUATOR: \_\_\_\_\_

**EVALUATION CHECKLIST**  
**MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018**

**INSTRUCTIONAL TIME (180 DAYS)**

Standard #	Accreditation Standard	To do at DISTRICT:	To do at SCHOOLS:	Program Office	Report or Checklist
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	

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Are at least 177 teaching days provided for graduating seniors? 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 ACCOUNTABILITY STANDARDS, 2018**

**I GRADUATION REQUIREMENTS**

Standard #	Accreditation Standard	To do at DISTRICT:	To do at SCHOOLS:	Program Office	Report or Checklist
<b>14</b>	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: 36.1-36.4, State Board Policy Chapter 36, Rules 36.1 through 36.4.	Check board policy.	<b>Get a list of graduates.</b> Check the permanent records of graduates from the previous class.	Office of Accreditation	List of Graduates
<b>14.1</b>	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 14.1.8, 14.1.9, and 14.1.10.	Check board policy.	Check student handbook.  <b>Get a copy of the handbook.</b>	Office of Accreditation	
<b>14.1.1</b>	Entering ninth graders in 2005-2006 and thereafter (seniors of school year 2008-2009 and later) are required to have a minimum of 21 Carnegie units as specified in Appendix A-1			Office of Accreditation	
<b>14.1.2</b>	Entering ninth graders in 2008-2009 and thereafter (seniors of school year 2011-2012 and later) are required to have a minimum of 24 Carnegie units as specified in Appendix A-2, unless, in accordance with local school board policy, their parent/guardian requests to opt the student out of Appendix A-2 requirements. This student would be required to complete the graduation requirements specified in A-1.			Office of Accreditation	

DISTRICT CODE: -----DISTRICT NAME: -----DATE: ----- IN COMPLIANCE? YES \_\_\_\_\_ NO \_\_\_\_\_

SCHOOL CODE: \_\_\_\_\_ SCHOOL NAME: \_\_\_\_\_ EVALUATOR: \_\_\_\_\_

# Mississippi Public School Accountability Standards, 201

Carnegie Unit Credit and Graduation Requirements

## Appendix A-1 (District Option)\*\*

Seniors of School Year 2011 – 2012 (and thereafter)

(Entering ninth graders in 2008-2009)

### Process Standard 14.1

Student Name _____			District _____		
			School _____		
CURRICULUM AREA	REQUIRED SUBJECTS & ELECTIVES (Date/Year Taken)		UNIT	REQUIRED NUMBER OF CARNEGIE UNITS BY	
				DISTRICT	MDE
ENGLISH	_____	*English I	1		4
	_____	*English II	1		
	_____	English III			
	_____	English IV			
MATHEMATICS	_____	*Algebra 1 or Integrated Math I	1		4
	_____	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				
SCIENCE	_____	*Biology I	1		3
	_____	Chemistry			
	_____	Physics			
	_____	Biology II			
	_____	Physical Science			
	_____	Chemistry			
	_____	Lab Based			

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 $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$		3
HEALTH & PHYSICAL EDUCATION	_____	*Contemporary Health	$\frac{1}{2}$		$\frac{1}{2}$
BUSINESS & TECHNOLOGY	_____	Technology Foundations; Information & Communication Technology (ICT) II; Science, Technology, Engineering, and Mathematics (STEM); or $\frac{1}{2}$ Keyboarding and $\frac{1}{2}$ Computer Applications			1
THE ARTS	_____	Any approved 500.000 course or completion of the 2-course sequence for Computer Graphics Technology I & II.	1		1
ELECTIVES	_____	_____			4 $\frac{1}{2}$
TOTAL MDE REQUIRED MINIMUM UNITS					21
TOTAL LOCAL SCHOOL DISTRICT UNITS					

\*Required Courses

\*\* Parents Must Request to Opt the Student Out of Appendix A-2 in Accordance with Local School Board Policy.

NOTES: \_\_\_\_\_

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# Mississippi Public School Accountability Standards, 201

Carnegie Unit Credit and Graduation Requirements

## Appendix A-2

Seniors of School Year 2011 – 2012 (and thereafter)

(Entering ninth graders in 2008-2009)

### Process Standard 14.1

Student Name _____			District _____		
			School _____		
CURRICULUM AREA	REQUIRED SUBJECTS & ELECTIVES (Date/Year Taken)		UNIT	REQUIRED NUMBER OF CARNEGIE UNITS BY	
				DISTRICT	MDE
ENGLISH	_____	*English I	1		4
	_____	*English II	1		
	_____	English III			
	_____	English IV			
MATHEMATICS	_____	*Algebra 1 or Integrated Math I	1		4
	_____	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			
SCIENCE	_____	*Biology I	1		4
	_____	Chemistry			
	_____	Physics			
	_____	Biology II			
	_____	Physical Science			
	_____	Chemistry			
	_____	Lab Based			

CURRICULUM AREA	REQUIRED SUBJECTS & ELECTIVES (Date/Year Taken)		UNIT	REQUIRED NUMBER OF CARNEGIE UNITS BY	
				DISTRICT	MDE
SOCIAL STUDIES	_____	*World History	1		4
	_____	*U.S. History	1		
	_____	*U.S. Government	½		
	_____	*Mississippi Studies	½		
	_____	*Geography	½		
	_____	*Economics	½		
HEALTH & PHYSICAL EDUCATION	_____	*Contemporary Health	½		1
	_____	<u>Or</u>			
	_____	Family and Individual Health	½		
	_____	<u>And</u>			
	_____	*Physical Education	½		
BUSINESS & TECHNOLOGY	_____	Technology Foundations; Information & Communication Technology (ICT) II; Science, Technology, Engineering, and Mathematics (STEM); or ½ Keyboarding and ½ Computer Applications			1
THE ARTS	_____	Any approved 500.000 course or completion of the 2-course sequence for Computer Graphics Technology I & II.	1		1
ELECTIVES	_____	_____			5
	_____	_____			
	_____	_____			
	_____	_____			
	_____	_____			
TOTAL MDE REQUIRED MINIMUM UNITS					24
TOTAL LOCAL SCHOOL DISTRICT UNITS					

\*Required Courses

NOTES: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Mississippi Public School Accountability Standards, 201

Carnegie Unit Credit and Graduation Requirements

## A-3 Career Pathway Option

Seniors of School Year 2011 – 2012 (and thereafter)

(Entering eleventh graders in 2010-2011 and thereafter)

### Process Standard 14.1

Student Name _____			District _____		
			School _____		
CURRICULUM AREA	REQUIRED SUBJECTS & ELECTIVES (Date/Year Taken)		UNIT	REQUIRED NUMBER OF CARNEGIE UNITS BY	
				DISTRICT	MDE
ENGLISH	_____	*English I	1		4
	_____	*English II	1		
	_____	English III			
	_____	English IV			
MATHEMATICS	_____	*Algebra 1 or Integrated Math I	1		3
	_____	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			
SCIENCE	_____	*Biology I	1		3
	_____	Chemistry			
	_____	Physics			
	_____	Biology II			
	_____	Physical Science			
	_____	Chemistry			
	_____	Lab Based			

CURRICULUM AREA	REQUIRED SUBJECTS & ELECTIVES (Date/Year Taken)		UNIT	REQUIRED NUMBER OF CARNEGIE UNITS BY	
				DISTRICT	MDE
SOCIAL STUDIES	_____	World History	1		3
	_____	*U.S. History	1		
	_____	*U.S. Government	½		
	_____	*Mississippi Studies	½		
	_____	Geography	½		
	_____	Economics	½		
HEALTH & PHYSICAL EDUCATION	_____	*Contemporary Health	½		½
	_____	<u>Or</u>			
	_____	*Physical Education	½		
CAREER AND TECHNICAL	_____	*(Selected from Student's Program of Study)			4
BUSINESS & TECHNOLOGY	_____	Technology Foundations; Information & Communication Technology (ICT) II; Science, Technology, Engineering, and Mathematics (STEM); or ½ Keyboarding and ½ Computer Applications			1
ELECTIVES	_____	_____			2 ½
	_____	_____			
	_____	_____			
		*Courses selected from the student's approved program of study			
TOTAL MDE REQUIRED MINIMUM UNITS					21
TOTAL LOCAL SCHOOL DISTRICT UNITS					

\*Required Courses

NOTES: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Mississippi Public School Accountability Standards, 201

Carnegie Unit Credit and Graduation Requirements

## Appendix A-4 Mississippi Early Exit Diploma

Seniors of School Year 2013 – 2014 (and thereafter)

(Entering ninth graders in 2011-2012)

### Process Standard 14.1

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 (equivalent course) English III English IV	1		2
MATHEMATICS	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	*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		3
SCIENCE	_____ _____ _____ _____ _____ _____ _____	*Biology I Chemistry Physics Biology II Physical Science Chemistry Lab Based	1		2

CURRICULUM AREA	REQUIRED SUBJECTS & ELECTIVES (Date/Year Taken)		UNIT	REQUIRED NUMBER OF CARNEGIE UNITS BY	
				DISTRICT	MDE
<b>SOCIAL STUDIES</b>	_____ _____ _____ _____ _____ _____	*World History *U.S. History (equivalent course) U.S. Government *Mississippi Studies Geography Economics	1 1 ½ ½ ½ ½		2 ½
<b>HEALTH &amp; PHYSICAL EDUCATION</b>	_____	Any combination of Health and Physical Education			1
<b>BUSINESS &amp; TECHNOLOGY</b>	_____	Technology Foundations; Information & Communication Technology (ICT) II; or Science, Technology, Engineering, and Mathematics (STEM);			1
<b>THE ARTS</b>	_____	Any approved 500.000 course or completion of the 2-course sequence for Computer Graphics Technology I & II.	1		1
<b>ELECTIVES</b>	_____ _____ _____ _____ _____	(Should focus on college admission or national certification requirements) _____ _____ _____ _____ _____			5
<b>TOTAL MDE REQUIRED MINIMUM UNITS</b>					17 ½
<b>TOTAL LOCAL SCHOOL DISTRICT UNITS</b>					

**\*Required Courses**

**NOTES:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**EVALUATION CHECKLIST**  
**MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018**

**I GRADUATION REQUIREMENTS**

Standard #	Accreditation Standard	To do at DISTRICT:	To do at SCHOOLS:	Program Office	Report or Checklist
14.1.3	Entering eleventh graders in 2010-2011 and ending with incoming ninth graders of school year 2016-2017 who chose the Career Pathway Option are required to earn the minimum graduation requirements specified in Appendix A-3. {Miss. Code Ann. § 37-16-7}			Office of Accreditation Office of Secondary Education	
14.1.4	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 Secondary Education	
14.1.5	Innovative Programs			Office of Accreditation	
14.1.6	Early Exit Diploma shall end with incoming 9th graders of school year 2018-2019.			Office of Accreditation	
14.1.7	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	
14.1.8	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.			Office of Accreditation	
14.1.9	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 Accreditation	
14.1.10	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	
14.1.11	Entering ninth graders with a significant cognitive disability in 2018-2019 and thereafter, are required to have a minimum of			Office of Accreditation Office of Special Education	

DISTRICT CODE: \_\_\_\_\_ DISTRICT NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ IN COMPLIANCE? YES \_\_\_\_\_ NO \_\_\_\_\_

SCHOOL CODE: \_\_\_\_\_ SCHOOL NAME: \_\_\_\_\_ EVALUATOR: \_\_\_\_\_

**EVALUATION CHECKLIST**  
**MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018**

	24 Credits as described in Appendix A-10 to earn an Alternate Diploma.				
<b>14.2</b>	Each student receiving a standard diploma has met assessment requirements on each of the required end-of-course Subject Area Tests or one of the options in lieu of a passing score. {Miss. Code Ann. § 37-16-7} (7 Miss. Admin. Code Pt. 3, Ch. 34, R. 34.1) Miss. Admin. Code 7-3: 34.1, 36.3, and 36.4, State Board Policy Chapter 34, Rule 34.1, State Board Policy Chapter 36, Rules 36.3, and 36.4. See Appendix A-5.			Office of Accreditation	
<b>14.3</b>	Beginning with incoming ninth graders of 2018-2019 each student who has completed the secondary curriculum for special education may be issued a certificate of completion, which states: "This student has successfully completed an Individualized Education Program." (Appendix A-11) {Miss. Code Ann. § 37-16-11(1)}			Office of Special Education	
<b>14.4</b>	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 Special Education	
<b>14.5</b>	The student who fails to meet the graduation requirements is not permitted to participate in the graduation exercises.			Office of Accreditation	

DISTRICT CODE: \_\_\_\_\_ DISTRICT NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ IN COMPLIANCE? YES \_\_\_\_\_ NO \_\_\_\_\_

SCHOOL CODE: \_\_\_\_\_ SCHOOL NAME: \_\_\_\_\_ EVALUATOR: \_\_\_\_\_

**Mississippi Public School Accountability Standards, 2017**  
**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 1 – 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 3804.\* (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 3803.\*\* (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.

# 14.1.4 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 career exploration opportunity is shown for all students.			
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 ACCOUNTABILITY STANDARDS, 2018**

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.	Interview high school counselor and check graduation program.		Office of Accreditation	

Compliance Questions		Yes	No	Not Applicable	Not Evaluated
a)	Is the school district in compliance with state law and SBE policy concerning a special diploma or certificate?				
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?				

DISTRICT CODE: -----DISTRICT NAME: -----DATE: ----- IN COMPLIANCE? YES \_\_\_\_\_ NO \_\_\_\_\_

SCHOOL CODE: \_\_\_\_\_ SCHOOL NAME: \_\_\_\_\_ EVALUATOR: \_\_\_\_\_



# EVALUATION CHECKLIST

## MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018

### COMMUNITY INVOLVEMENT, PARENTAL COMMUNICATIONS AND BUSINESS PARTNERSHIPS

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	Parent/Community Checklist Refer to the pilot edition of the Guidelines for P-16 Community Engagement Council.

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  
OFFICE OF ACCREDITATION  
PROFESSIONAL LEARNING CHECKLIST  
ACCOUNTABILITY STANDARD 15 (2016)**

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 2012 Mississippi Professional Learning Standards Guidelines for more complete information about the expectations for meeting the standards.

Standard	Indicator	Evidence
<b>Learning Communities</b>	<input type="checkbox"/> School and district leaders create policies and organizational structures that support implementation of collegial learning.  <input type="checkbox"/> Learning teams meeting regularly and frequently using agendas and protocols that focus teamwork on learning for all students.  <input type="checkbox"/> <b>All</b> educators participate in learning communities that align collaborative work with school improvement goals and focus on continuous improvement.  <input type="checkbox"/> Learning communities share collective responsibility for all students in the school or district.  <input type="checkbox"/> Learning community members exchange feedback about their practice with one another, visiting each other's classrooms or work settings, and sharing resources.	<input type="checkbox"/> Board policies and school/district procedures  <input type="checkbox"/> School schedules  <input type="checkbox"/> Professional Development Plan (schools and district)  <input type="checkbox"/> School Improvement Plans  <input type="checkbox"/> Copies of team agendas, norms, protocols and minutes  <input type="checkbox"/> Visitation or observation schedules  <input type="checkbox"/> Interview with administrators  <input type="checkbox"/> Interview with teachers  <input type="checkbox"/> Other (Explain)

	<input type="checkbox"/> Learning teams develop and employ norms of collaboration and relational trust.  <input type="checkbox"/> Team members and faculties hold themselves collectively accountable for student results.  <input type="checkbox"/> Leaders create policies and provide support aligned with an explicit vision and goals for successful learning communities.	Comments:
<b>Leadership</b>	<input type="checkbox"/> Teachers serve in variety of leadership roles.  <input type="checkbox"/> Faculty is involved in planning and implementing professional learning.  <input type="checkbox"/> Administrators participate in professional learning with staff.  <input type="checkbox"/> Administrators model instructional leadership and continuous improvement.  <input type="checkbox"/> The school culture supports continuous improvement through team learning.  <input type="checkbox"/> Resources (money, materials and time) are equitably utilized to accomplish learning goals.	<input type="checkbox"/> List of committee assignments  <input type="checkbox"/> Sign-in sheets from planning meetings  <input type="checkbox"/> Sign-in sheets from professional learning experiences (team meetings, presentations, etc)  <input type="checkbox"/> Budget  <input type="checkbox"/> School Schedule  <input type="checkbox"/> Interview with principal  <input type="checkbox"/> Interviews with staff  <input type="checkbox"/> Other (explain)  Comments:
<b>Resources</b>	<input type="checkbox"/> Resources are targeted to small number of high priority goals for student and educator learning.  <input type="checkbox"/> School schedule allows for professional learning time during the school day.	<input type="checkbox"/> Professional learning plan  <input type="checkbox"/> Budget  <input type="checkbox"/> School Schedule

	<input type="checkbox"/> Resources are allocated for technology to support student and educator learning.  <input type="checkbox"/> The uses of resources are tracked and monitored.  <input type="checkbox"/> Multiple sources of funding are coordinated and aligned to stated learning goals  <input type="checkbox"/> Teachers and administrators responsibility for allocation of resources.	<input type="checkbox"/> Interviews with administrators <input type="checkbox"/> Interviews with staff <input type="checkbox"/> Other (explain)  Comments:
<b>Data</b>	<input type="checkbox"/> Teachers and administrators analyze student data to identify adult learning priorities at the classroom, school, and district levels.  <input type="checkbox"/> Teachers/ teams analyze student data to make decisions about student progress and adjustments needed to increase student learning.  <input type="checkbox"/> Teachers/teams use student data to assess the effectiveness of the application of their new learning to make ongoing adjustments to increase student results.  <input type="checkbox"/> School leaders use data to monitor implementation of professional learning and its effects on educator practice and student learning.  <input type="checkbox"/> Educators develop a theory of change and a framework to evaluate professional learning.  <input type="checkbox"/> Educators work together to evaluate their learning designs, their collaboration, learning and results, and the design, content and duration of professional learning.	<input type="checkbox"/> Copies of data analysis used in developing PLP <input type="checkbox"/> Copy of the Professional Development Plan <input type="checkbox"/> Formative assessment data for students <input type="checkbox"/> Formative assessment data for professional learning  <input type="checkbox"/> Copy of the framework to evaluate professional learning  <input type="checkbox"/> Copy of the evaluation for the plan for the former year  <input type="checkbox"/> Interview with administrators <input type="checkbox"/> Interview with lead teachers/instructional coaches <input type="checkbox"/> Interview with teachers <input type="checkbox"/> Other (Specify)  Comments:

<b>Learning Designs</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School and district plans focus on team and whole-school learning.</li> <li><input type="checkbox"/> Most professional learning occurs as part of the workday.</li> <li><input type="checkbox"/> Adult learners engage in using the processes they will use with students.</li> <li><input type="checkbox"/> School and district plans provide multiple practices of the new learning with feedback and coaching.</li> <li><input type="checkbox"/> Learners are actively engaged with other learners and the content during the learning process.</li> <li><input type="checkbox"/> Educators work in teams to collaboratively construct, analyze, evaluate, and synthesize knowledge and practices.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Copies of school and district professional learning plans</li> <li><input type="checkbox"/> School schedules</li> <li><input type="checkbox"/> Board policies</li> <li><input type="checkbox"/> Professional learning schedule</li> <li><input type="checkbox"/> Copies of team agendas, minutes and sign in sheets</li> <li><input type="checkbox"/> Interviews with administrators</li> <li><input type="checkbox"/> Interviews with team leaders, lead teachers and instructional coaches</li> <li><input type="checkbox"/> Other (Specify)</li> </ul> <p>Comments:</p>
<b>Implementation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Educators commit to long-term change by setting clear goals and maintaining high expectations for implementation with fidelity.</li> <li><input type="checkbox"/> School and district leaders provide and align resources to initiate and sustain implementation.</li> <li><input type="checkbox"/> Leaders model outstanding practices and maintain a sustained focus on the goals and strategies for achieving them.</li> <li><input type="checkbox"/> Schools and districts provide three to five years of ongoing implementation support focusing on deepening understanding</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Copies of school and district professional learning plans</li> <li><input type="checkbox"/> School schedules</li> <li><input type="checkbox"/> Board policies</li> <li><input type="checkbox"/> School and district budgets</li> <li><input type="checkbox"/> Professional learning schedule</li> <li><input type="checkbox"/> Copies of team agendas, minutes and sign in sheets</li> <li><input type="checkbox"/> Interviews with administrators</li> </ul>

	<p>and addressing problems associated with the new practice.</p> <p><input type="checkbox"/> Educators provide specific information to assess practice in relationship to established expectations and to adjust practice to achieve those expectations.</p> <p><input type="checkbox"/> Learners engage in reflection and provide constructive feedback on his/her own or others' practices.</p>	<p><input type="checkbox"/> Interviews with team leaders, lead teachers and instructional coaches</p> <p><input type="checkbox"/> Other (Specify)</p> <p>Comments:</p>
<b>Outcomes</b>	<p><input type="checkbox"/> Educator learning is focused on student learning outcomes.</p> <p><input type="checkbox"/> Professional learning is driven by what teachers need to know and be able to do in order to provide effective learning for all students.</p> <p><input type="checkbox"/> Learning goals are based on analysis of educator and student data.</p> <p><input type="checkbox"/> Professional learning is focused on proven effective classroom strategies and practices.</p> <p><input type="checkbox"/> Learning outcomes are aligned with educator performance standards and student learning goals.</p> <p><input type="checkbox"/> All professional learning includes appropriate follow up.</p>	<p><input type="checkbox"/> Professional learning plan</p> <p><input type="checkbox"/> Copy of data analysis results</p> <p><input type="checkbox"/> Educator performance standards</p> <p><input type="checkbox"/> Interviews with administrators</p> <p><input type="checkbox"/> Interviews with staff</p> <p><input type="checkbox"/> Other (explain)</p> <p>Comments:</p>

## QUESTIONS

YES	NO	QUESTION	EVIDENCE
		1.Has the professional learning plan been designed for the purpose of continuous improvement of student learning and performance?	<input type="checkbox"/> 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: <ul style="list-style-type: none"> <li>• Participants reactions to professional learning activities</li> <li>• Changes in educator behavior and practices in the classroom and workplace related to the goals</li> <li>• Changes in student results related to the goals</li> </ul>	<input type="checkbox"/> Summary report from previous year’s evaluation <input type="checkbox"/> Methods of evaluation from previous year <input type="checkbox"/> Evaluation forms from previous year  Comments:
		3.Is the annual evaluation data shared with participants and the school board?	<input type="checkbox"/> Board minutes <input type="checkbox"/> Faculty meeting agendas <input type="checkbox"/> Administrator meeting agendas <input type="checkbox"/> Memoranda <input type="checkbox"/> 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?	<input type="checkbox"/> Committee agendas <input type="checkbox"/> Committee minutes <input type="checkbox"/> Plan for subsequent year Comments:
		5. Does the school plan and implement a professional learning plan that complies with <b>Mississippi Standards for Professional Learning Guidelines</b> ?	<input type="checkbox"/> 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 outlined 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 other education organizations and associations.

DRAFT

## 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.

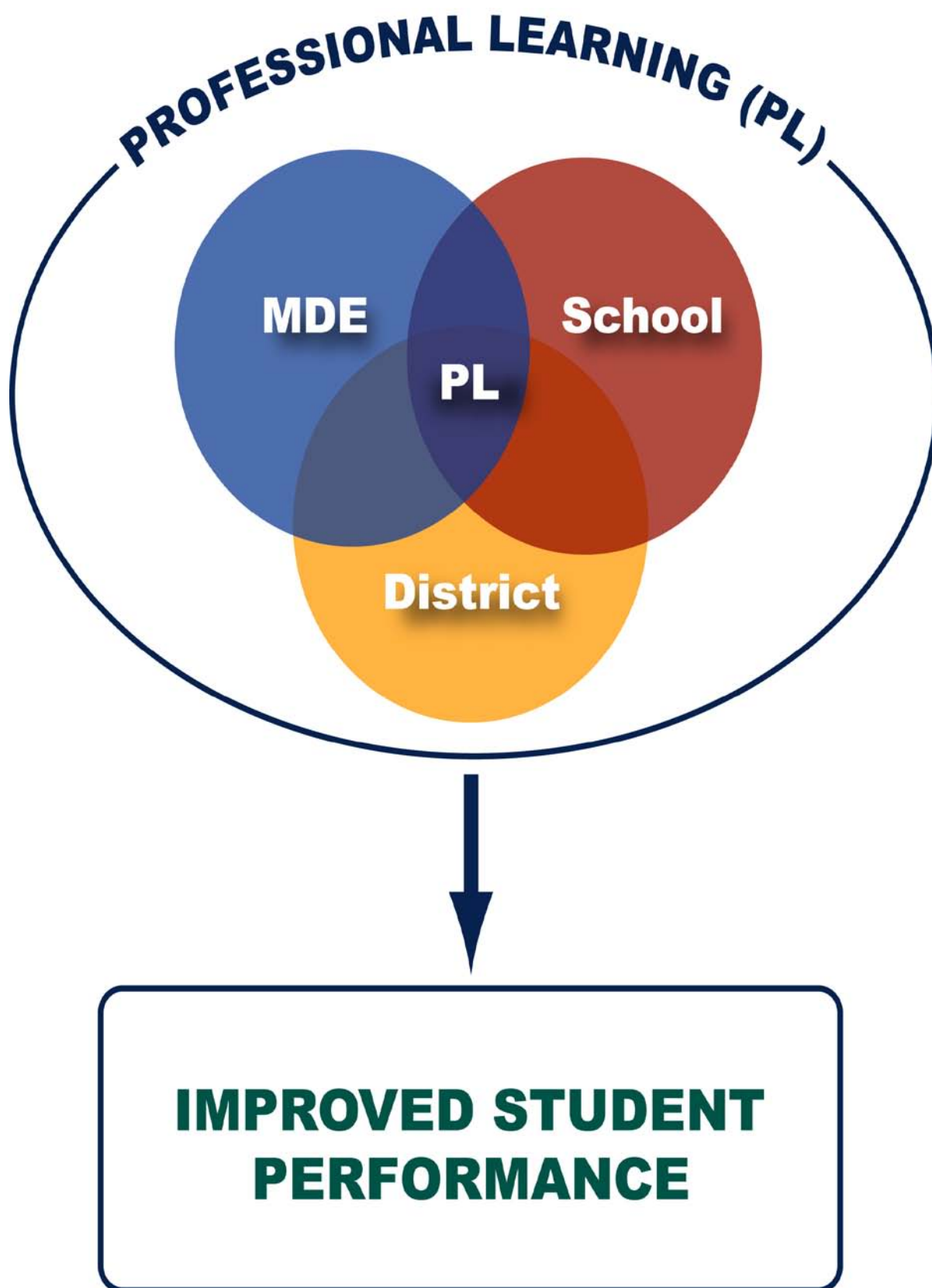
The principal is ultimately responsible for orchestrating the smooth operation of all learning teams and thus the achievement of the vision. The principal must be a strong instructional leader with the vision, commitment, and skill to move the school through a significant path of improvement. The principalship 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.

DRAFT



**ABOUT THE STANDARDS**

*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 ...
<p><b>Engage in continuous improvement:</b></p> <ul style="list-style-type: none"><li>• School and district leaders creating policies and organizational structures that support implementation of collegial learning</li><li>• Ensuring that teachers and school/district administrators are prepared to be skillful members and leaders of learning teams</li><li>• Learning teams meeting regularly and frequently</li><li>• Educators using agendas and protocols that focus team work on learning for all students</li><li>• <b>All</b> educators participating in learning communities that align collaborative work with school improvement goals and focus on continuous improvement</li></ul> <p><b>Develop collective responsibility:</b></p> <ul style="list-style-type: none"><li>• Learning communities sharing collective responsibility for all students in the school or district</li><li>• Learning community members exchanging feedback about their practice with one another, visiting each other's classrooms or work settings, and sharing resources</li><li>• Developing and employing norms of collaboration and</li></ul>	<ul style="list-style-type: none"><li>• Having no policies or procedures to support implementation of learning communities</li><li>• Teachers and administrators being told that they will implement learning communities without any training on what they are or how they operate</li><li>• Teams meeting randomly only whenever an issue arises</li><li>• Team meetings having no structure and becoming gripe sessions</li><li>• Teams established only for elementary grade level teachers or secondary teachers of major content areas</li></ul> <ul style="list-style-type: none"><li>• Teachers taking responsibility for learning of only those students in their classroom</li><li>• Teachers developing their own lesson plans and strategies and not sharing with others</li><li>• Team has no rules for how team meetings are</li></ul>

<p>relational trust</p> <p><b>What it looks like ...</b></p> <ul style="list-style-type: none"> <li>Using technology to facilitate and expand learning community interaction</li> </ul> <p><b>Create alignment and accountability:</b></p> <ul style="list-style-type: none"> <li>Team members and faculties holding themselves collectively accountable for student results</li> <li>Leaders creating policies and providing support aligned with an explicit vision and goals for successful learning communities</li> <li>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</li> </ul>	<p>conducted</p> <p><b>What it doesn't look like ...</b></p> <ul style="list-style-type: none"> <li>Team members or whole faculty not trusting each other</li> <li>Team members and faculty blaming each other for poor student results</li> <li>Policies not existing to align vision or goals for learning communities</li> <li>Support provided does not align with goals for successful learning communities</li> <li>Professional learning usually focused on just knowledge and skills</li> </ul>
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## 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 structures

What it looks like ...	What it doesn't look like ...
<p><b>Develop capacity for learning and leading:</b></p> <ul style="list-style-type: none"> <li>Teachers in a variety of leadership roles</li> <li>Faculty involved in planning and implementing high quality professional learning</li> <li>Administrators participating in professional learning with staff</li> </ul> <p><b>Advocate for professional learning:</b></p> <ul style="list-style-type: none"> <li>Teachers articulating the benefits and intended results of professional learning on teacher practice</li> <li>Administrators modeling instructional leadership, continuous improvement, and professional learning</li> </ul> <p><b>Create support systems and structures:</b></p> <ul style="list-style-type: none"> <li>Administrators creating a school culture that supports continuous improvement through team learning</li> <li>Resources, including time, equitably distributed to accomplish learning goals</li> <li>Policies and guidelines in place to ensure effective professional learning</li> </ul>	<ul style="list-style-type: none"> <li>Teachers with no roles other than in the classroom</li> <li>Professional learning planned and implemented only by administrators or outside consultants</li> <li>Administrators busy with other things while teachers learn</li> </ul> <ul style="list-style-type: none"> <li>Teachers complaining that everyone has enough to do without participating in professional learning</li> <li>Administrators managing the school/district with little emphasis on instructional leadership</li> </ul> <ul style="list-style-type: none"> <li>A negative school culture with little emphasis on learning and working together</li> <li>Little attempt made to find time for professional learning in the school day or to allocate adequate financial and material resources</li> <li>Absence of school/district policies or guidelines for effective professional learning</li> </ul>

## 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 ...
<p><b>Prioritize human, fiscal, material, technology, and time resources:</b></p> <ul style="list-style-type: none"> <li>Resources focused on small number of high priority goals for student and educator learning</li> <li>Resources allocated to support job-embedded professional learning in the school</li> <li>School schedule designed to provide time in the school day for professional learning</li> <li>Expertise within the school/district utilized for professional learning</li> <li>Resources allocated for technology to support student learning</li> </ul> <p><b>Monitor resources:</b></p> <ul style="list-style-type: none"> <li>Process in place to track and monitor resources</li> <li>Inequities in learning needs and opportunities to learn addressed in decision-making process</li> </ul> <p><b>Coordinate resources:</b></p> <ul style="list-style-type: none"> <li>All sources of funding coordinated and aligned to school/district learning goals</li> <li>Responsibility for allocation of resources shared among all educators</li> </ul>	<ul style="list-style-type: none"> <li>Resources given to any program or learning opportunity that is available</li> <li>Resources utilized for external training rather than school-based professional learning</li> <li>Schedules created with no attention to professional learning time</li> <li>Costly external facilitators and/or training utilized for professional learning</li> <li>Resources allocated for technology for purposes other than student learning</li> </ul> <ul style="list-style-type: none"> <li>Resources utilized with no process to monitor effectiveness</li> <li>Decisions about allocation of resources made with little regard to student/educator learning needs</li> </ul> <ul style="list-style-type: none"> <li>Funding from each source allocated separately with little or no regard to coordination or alignment to specific goals</li> <li>Decisions for resource allocation made by a few administrators without input from school staff</li> </ul>

## 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 ...
<p><b>Analyze student, educator, and system data:</b></p> <ul style="list-style-type: none"> <li>Teachers and administrators analyzing student data to identify adult learning priorities at the classroom, school, and district levels</li> <li>Teachers/ teams analyzing student data to make decisions about student progress and adjustments needed to increase student learning</li> <li>Planners considering educator preparation, work performance, perceptions along with student data to set goals for educator learning</li> <li>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</li> </ul> <p><b>Assess Progress:</b></p> <ul style="list-style-type: none"> <li>Teachers/teams using student data to assess the effectiveness of the application of their new learning</li> <li>School leaders using data to monitor implementation of professional learning and its effects on educator practice and student learning</li> <li>Educators frequently collecting and using data to make ongoing adjustments to increase results for students, educators, schools, and districts</li> </ul> <p><b>Evaluate Professional Learning:</b></p> <ul style="list-style-type: none"> <li>Educators developing a theory of change and a framework to evaluate professional learning</li> <li>Educators working together collecting data to determine changes in educator knowledge, skills, and dispositions, changes in classroom practice and changes in student learning</li> <li>Educators working together to evaluate their learning designs, their collaboration, learning and results, and the design, content and duration of professional learning</li> </ul>	<ul style="list-style-type: none"> <li>Professional Learning Committee considering only data from state assessments to determine student results</li> <li>Administrator/counselor/consultant analyzing data and telling teachers what the data says and how to improve</li> <li>Planners developing plans that do not take into account level of employee background and experiences</li> <li>Leaders not collecting data and determining changes needed</li> </ul> <ul style="list-style-type: none"> <li>Teams, schools or districts establishing no benchmarks for success</li> <li>Implementation of concepts and practices from professional learning not monitored for classroom application</li> <li>Teachers, teams, schools or districts making no adjustments to educator learning during the year</li> </ul> <ul style="list-style-type: none"> <li>Having no theory of change or evaluation</li> <li>Data collection focusing on educator likes or dislikes</li> <li>Evaluation conducted only by consultants</li> <li>Evaluation based on just student data</li> </ul>

## 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.**

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:

- Apply learning theories, research, and models
- Select learning designs
- Promote active engagement

What it looks like ...	What it doesn't look like ...
<p><b>Apply Learning Theories, Research and Models:</b></p> <ul style="list-style-type: none"> <li>• School and district plans focus on team and whole-school learning</li> <li>• Most professional learning occurs as part of the workday.</li> <li>• Technology enhances and extends opportunities for professional learning.</li> </ul> <p><b>Select Learning Designs:</b></p> <ul style="list-style-type: none"> <li>• Educator and student outcomes determine best designs for delivery of professional learning</li> <li>• Adult learners engaging in using the processes they will use with students</li> <li>• Providing multiple practices of the new learning with feedback and coaching</li> <li>• Professional Learning Plan includes more than one way to learn or have support for learning new practices</li> </ul> <p><b>Promote Active Engagement:</b></p> <ul style="list-style-type: none"> <li>• Learners actively engaged with other learners and the content during the learning process</li> <li>• Active learning processes may include writing, dialogue and discussion, demonstrations, inquiry, reflection, practice with feedback, coaching, modeling, problem solving and constructing knowledge collaboratively</li> <li>• Educators working in teams to collaboratively construct, analyze, evaluate, and synthesize knowledge and practices</li> </ul>	<ul style="list-style-type: none"> <li>• Professional learning basically scheduled outside the contractual workday or in summer</li> <li>• Taking a trip to attend a workshop not tied to learning goals of the school/district/state</li> <li>• Technology use not integrated to facilitate achieving student or educator learning goals</li> <li>• Using workshops or courses as the format for all or most professional learning</li> <li>• Educators expected to immediately implement new learning with no follow-up or feedback</li> <li>• Professional learning planned as "One size fits all"</li> <li>• Passive delivery of information by a speaker with little or no interaction among participants</li> <li>• Educators usually working alone to learn</li> <li>• Plan including mostly "Sit and Get" workshops</li> </ul>

## 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...
<p><b>Apply change research:</b></p> <ul style="list-style-type: none"><li>• Educators committing to long-term change by setting clear goals and maintaining high expectations for implementation with fidelity</li><li>• School and district leaders providing and aligning resources to initiate and sustain implementation</li><li>• Leaders modeling outstanding practices and maintaining a sustained focus on the goals and strategies for achieving them</li><li>• Leaders creating and maintaining a culture of support opportunities</li></ul> <p><b>Sustain implementation:</b></p> <ul style="list-style-type: none"><li>• Professional learning producing changes in educator practice and student learning when it sustains implementation over time</li><li>• Three to five years of ongoing implementation support focusing on deepening understanding and addressing problems associated with the new practice</li><li>• Ongoing implementation support taking many forms but occurring at the implementation site</li><li>• School or district coaches providing extended learning opportunities for new practices</li></ul> <p><b>Constructive feedback:</b></p>	<ul style="list-style-type: none"><li>• Educators committed to short-term change</li><li>• Providing resources for consultants but no follow-up</li><li>• Leaders choosing to not be a part of professional learning</li><li>• Leaders focused only on budgets, construction and athletics</li></ul> <ul style="list-style-type: none"><li>• Episodic or occasional professional learning</li><li>• Supporting implementation only for a few weeks or months</li><li>• Professional learning with no planned follow-up learning after the introductory session</li><li>• School or district choosing to use only technology for all follow-up support</li><li>• A single event defined by a predetermined number of hours</li></ul>

<ul style="list-style-type: none"> <li>• Educators providing specific information to assess practice in relationship to established expectations and to adjust practice to achieve those expectation</li> <li>• Learners engaging in reflection and providing constructive feedback on his/her own or others' practices</li> <li>• Feedback is focused, objective, relevant, valid, and purposeful.</li> <li>• Giving and receiving feedback require skillfulness in clear, nonjudgmental communication based on evidence, commitment to continuous improvement trusting relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback given only for formal evaluations</li> <li>• Plan has no clear expectations for learning</li> <li>• Feedback lacking in the formative stages of implementation</li> <li>• Feedback given is judgmental with no supporting evidence</li> </ul>
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## 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 ...
<p><b>Meet performance standards:</b></p> <ul style="list-style-type: none"> <li>• Professional learning goals aligned to educator performance standards and student learning goals</li> <li>• Professional learning driven by what teachers need to know and be able to do in order to provide effective learning for every student</li> <li>• Learning goals based on analysis of educator and student data</li> <li>• Specific expectations for administrator, teacher and student performance delineated</li> </ul> <p><b>Address learning outcomes:</b></p> <ul style="list-style-type: none"> <li>• Educator learning focused on student learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Professional learning planned on a “whim” rather than based on educator or student learning goals</li> <li>• Professional learning addressing topics extraneous to learning such as school law, CPR, etc</li> <li>• Professional learning planned by district with little regard to educator or learner needs at specific schools</li> <li>• No explicit expectations for educator or student performance or expectations unclear</li> </ul> <ul style="list-style-type: none"> <li>• Educator learning loosely related or unrelated to student learning</li> </ul>

<ul style="list-style-type: none"> <li>• Professional learning focused on proven effective strategies and practices to be implemented in classroom</li> <li>• Educator learning goals based on how to improve learning and growth of ALL students</li> </ul> <p><b>Build coherence:</b></p> <ul style="list-style-type: none"> <li>• Learning outcomes and pedagogy aligned with educator performance standards and student learning goals</li> <li>• Professional learning built on earlier professional learning/what educators have already learned</li> <li>• Learning followed up with later, more advanced work to assure that learning leads to practice</li> </ul>	<ul style="list-style-type: none"> <li>• Professional learning focused on a number of different topics with little relationship to each other</li> <li>• Educator learning focused on a small segment of the school population rather than on ALL students</li> </ul> <ul style="list-style-type: none"> <li>• Weak or no link between learning outcomes and educator standards or student learning goals</li> <li>• “Stand-alone” professional learning without regard to current knowledge and skills of educators</li> <li>• “One shot” professional learning with no follow up to assure its effectiveness</li> </ul>
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## **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**

While 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
- Explanation 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 insure 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.

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JSD, Learning Forward's Journal <http://www.learningforward.org>  
Series of issues devoted to the 2011 revision of the *Standards for Professional Learning*. Additional future issues to focus on each of the other four standards

[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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*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*

**Phase III:** Jaquith, A., Mindich, D., Wei, R. C., and Darling-Hammond, L. *Teacher Professional Learning in the United States: State Studies of Policies and Strategies*

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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.***

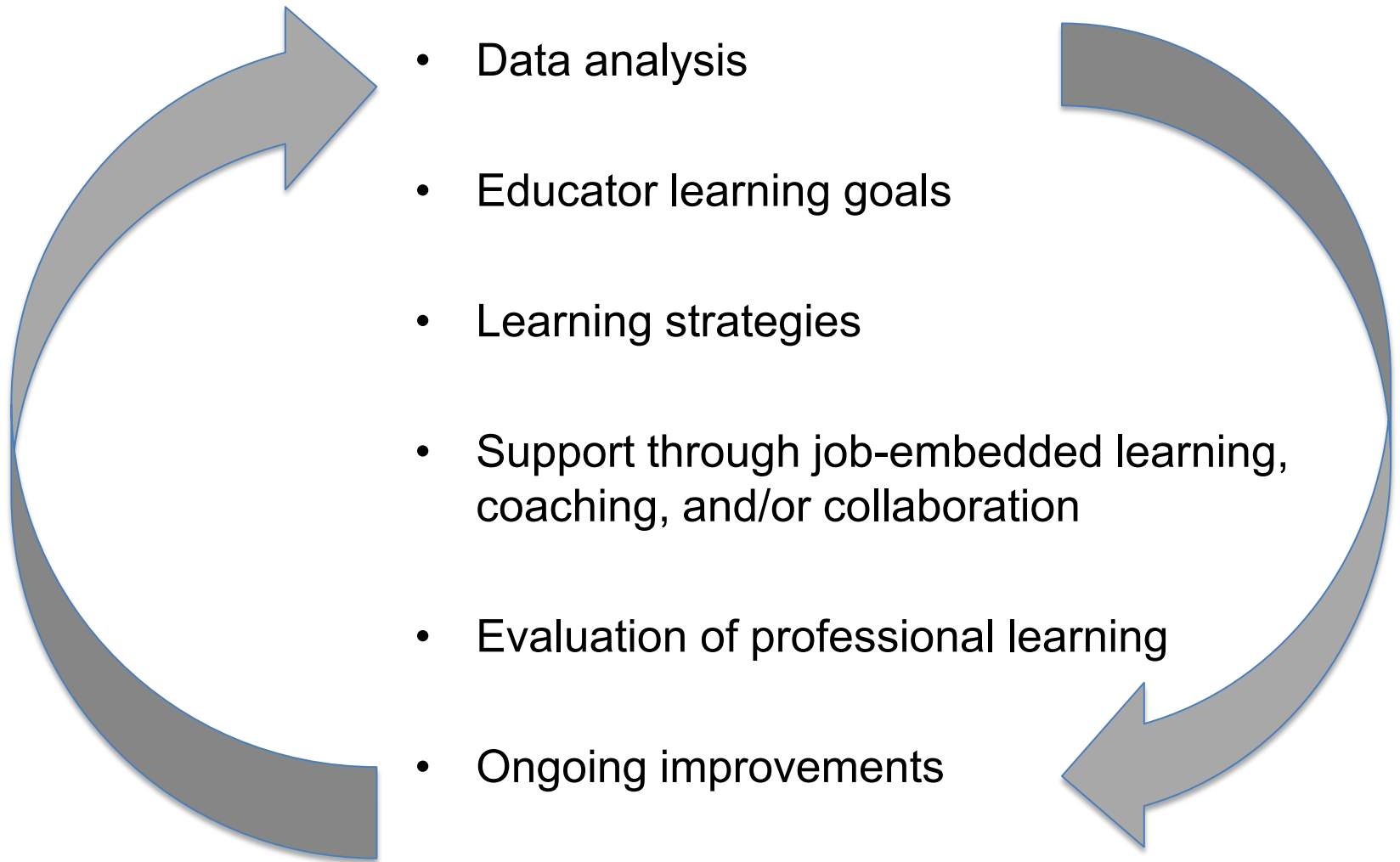
## Core Elements

- 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 -

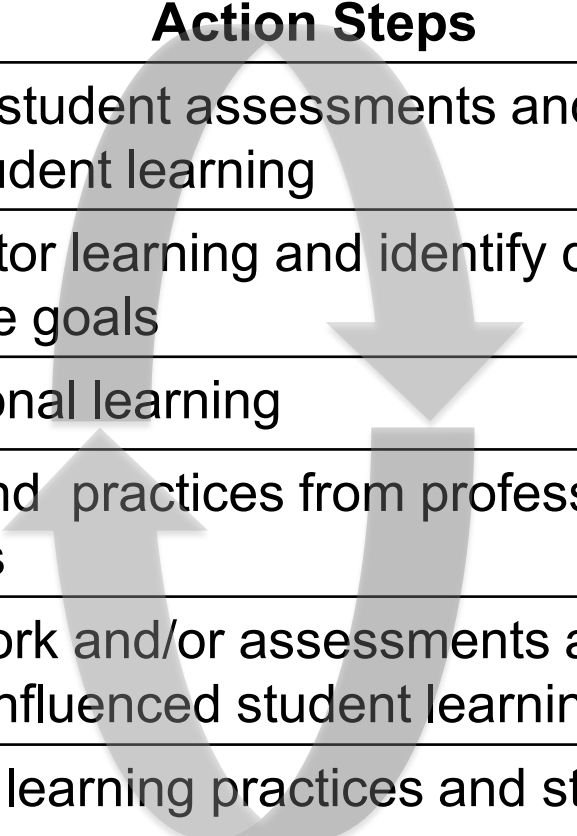
***IMPROVED STUDENT LEARNING***

# Cycle of Continuous Improvement



# 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](http://www.learningforward.org)
- [www.learningforwardmississippi.org](http://www.learningforwardmississippi.org)



**EVALUATION CHECKLIST**  
**MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018**

**STATEWIDE ASSESSMENT**

Standard #	Accreditation Standard	To do at DISTRICT:	To do at SCHOOLS:	Program Office	Report or Checklist
<b>16</b>	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} 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.	Check the plan and board approval. Get a copy of the plan.	Check development of the plan. Check implementation of the plan.	Office of District 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: \_\_\_\_\_

1. Date of Audit \_\_\_\_\_
2. Name of Test Audited \_\_\_\_\_
3. Name of District \_\_\_\_\_
4. Name of School \_\_\_\_\_
5. Name of School Test Coordinator \_\_\_\_\_
6. Date, time, and method of Principal/Superintendent notification: \_\_\_\_\_  
\_\_\_\_\_

7. Auditor time in school/district \_\_\_\_\_ Start time \_\_\_\_\_ End time \_\_\_\_\_

***\*\*For the following items, indicate N/A if you do not have the opportunity to observe.\*\****

8. Prior to conducting the audit, please confirm that the school has a signed school and/or district test security plan, including training sign-in sheets, agenda, seating charts, and handouts, etc., on file in SharePoint. ( Appendix F Requirements 2 and 6b) \_\_\_Yes \_\_\_No. If no, please provide specific details about the missing elements. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. Were the secure test materials in a secure location (under lock and key) before testing began? (Appendix F Requirement 3) \_\_\_Yes \_\_\_No If no, please provide specific details. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. Name and title all school personnel with access to the secure storage area. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. Briefly explain the procedure for distributing test materials to the test administrators. Were at least two school personnel present when the test materials were distributed **and** during the entire test administration? (Appendix F Requirements 4 and 6) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
12. View testing area(s). Were walls, bulletin boards, and blackboards free of any relevant material that would provide assistance to the students taking the test you observed? (Appendix F Requirement 9) \_\_\_Yes \_\_\_No If no, please provide specific details. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
13. Is the testing environment adequate in regard to noise level, size, organization, computer spacing for online testing, etc.? (Appendix F Requirement 20) \_\_\_Yes \_\_\_No If no, please provide specific details. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

14. Review the following items. (Appendix F Requirements 10 and 11)

a. Were ELL students tested? ☐ Yes ☐ No If yes, were the appropriate procedures followed for testing ELL students? ☐ Yes ☐ No If no, please provide specific details. \_\_\_\_\_

\_\_\_\_\_

b. For ELL students receiving accommodations, did the school/district have documentation to support the accommodation(s)? ☐ Yes ☐ No If no, please provide specific details. \_\_\_\_\_

\_\_\_\_\_

c. Were there any SPED students testing? ☐ Yes ☐ No If yes, were the appropriate procedures followed for testing these students? ☐ Yes ☐ No If no, please provide (specific details. \_\_\_\_\_

\_\_\_\_\_

d. For SPED students receiving accommodations, did the school/district have documentation to support the accommodation in the IEPs? ☐ Yes ☐ No If no, please provide specific details. \_\_\_\_\_

\_\_\_\_\_

15. Were the appropriate procedures followed for collecting test materials after the test was completed? Briefly explain the procedure for returning the test materials to the school test coordinator and/or secure area after the test administration. Were at least two school personnel present? Was the secure storage area locked after the test materials were returned? (Appendix F Requirements 3, 4, and 6) \_\_\_\_\_

\_\_\_\_\_

16. Did you observe or encounter any unusual circumstances? (Appendix F Requirements 13 and 14) ☐ Yes ☐ No If yes, please provide specific details. \_\_\_\_\_

\_\_\_\_\_

I certify that the above information for the specific audit indicated is true and accurate in all respects to the best of my knowledge.

\_\_\_\_\_  
Signature of Auditor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
MDE Program Office

\_\_\_\_\_  
Auditor's Phone Number



# EVALUATION CHECKLIST

## MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018

### Early Childhood Programs

Standard #	Accreditation Standard	To do at DISTRICT:	To do at SCHOOLS:	Program Office	Report or Checklist
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 17.2. Complete checklist.	Office of Early Childhood	Pre-kindergarten Public Standard Audit Checklist 17.2
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 17.1.	Office of Early Childhood	Kindergarten Public Standard Audit Checklist 17.1

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 Early Learning Guidelines for Classrooms Serving Three-and Four-Year Old Children?				
b) Is the school/district in compliance with all of the state and/or federal requirements of the Mississippi Kindergarten Guidelines?				

DISTRICT CODE: \_\_\_\_\_ DISTRICT NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ IN COMPLIANCE? YES \_\_\_\_\_ NO \_\_\_\_\_

SCHOOL CODE: \_\_\_\_\_ SCHOOL NAME: \_\_\_\_\_ EVALUATOR: \_\_\_\_\_

**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
<b>Document Review:</b> 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.		
<b>Document Review:</b> 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.		
<b>Notes:</b>		

Physical Settings (Existing Structures)	Yes	No
<b>Observation:</b> The classroom shall consist of no less than 35 square feet per child with a minimum of 600 square feet.		
<b>Observation:</b> Kindergarten classrooms shall be located at ground level.		
<b>Observation:</b> Every closet latch shall be such that children can open the door from the inside.		
<b>Observation:</b> 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.		
<b>Observation:</b> Safety covers are placed on all wall sockets which are not in use.		
<b>Observation:</b> 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.		
<b>Observation:</b> 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).		
<b>Observation:</b> 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.		
<b>Observation:</b> Each classroom shall have an area to be used for large group meetings.		
<b>Notes:</b>		

Physical Settings (New Structures Established after July 2017)	Yes	No
<b>Observation:</b> The classroom shall be a minimum of 1,000 square feet. The minimum classroom width shall be 24 feet except in pod-type structures.		
<b>Observation:</b> 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.		
<b>Observation:</b> 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.		
<b>Observation:</b> Kindergarten classrooms are to be located at ground level.		

Audit Checklist 17.1 – Kindergarten  
Public Standard

Physical Settings (New Structures Established after July 2017)	Yes	No
<b>Observation:</b> 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.		
<b>Observation:</b> A toilet paper holder is required and is to be placed within a child's reach from the toilet.		
<b>Observation:</b> Individual toilet rooms are required to accommodate the physically handicapped.		
<b>Observation:</b> 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.		
<b>Observation:</b> 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.		
<b>Observation:</b> Classroom areas, not carpeted, must be covered with resilient flooring or other easily cleaned material.		
<b>Observation:</b> Open storage units shall be provided for each student.		
<b>Observation:</b> 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.		
<b>Observation:</b> Every closet latch shall be such that children can open the door from the inside.		
<b>Observation:</b> 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.		
<b>Notes:</b>		

Outside Play Area	Yes	No
<b>Observation:</b> A designated area for supervised outside periods during the kindergarten day shall be provided.		
<b>Observation:</b> All new and remodeled playgrounds shall be readily accessible to and usable by individuals with disabilities.		
<b>Observation:</b> 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.		
<b>Interview:</b> Kindergarten students do not simultaneously share an area with students in grades 3 or above during designated outside play periods.		
<b>Notes:</b>		

Organizational Procedures	Yes	No
<b>Document Review:</b> 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.		
<b>Document Review:</b> 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.		
<b>Document Review:</b> 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.		
<b>Notes:</b>		

**Audit Checklist 17.1 – Kindergarten  
Public Standard**

<b>Staff</b>	<b>Yes</b>	<b>No</b>
<b>Document Review:</b> Public school kindergarten teachers must hold one of the following endorsements: <ul style="list-style-type: none"> <li>• Pre-K– K (153)</li> <li>• Elementary Education K – 3 (116)</li> <li>• Elementary Education K – 4 (152)</li> <li>• Elementary Education K –6 (120)</li> <li>• Elementary Education K – 9 (115)</li> <li>• Nursery – Kindergarten (151)</li> </ul>		
Evidence will include an educator license(s).		
<b>Document Review:</b> Assistant teachers shall have met one of the following: <ul style="list-style-type: none"> <li>A. Completed at least 2 years of study or 48 credit hours at an institution of higher education</li> <li>B. Obtained an associate's (or higher) degree</li> <li>C. High School Diploma and passed the Work Keys Assessment</li> </ul>		
Evidence may include college transcript, college degree or Work Keys Score Sheet.		
<b>Document Review:</b> 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 certificates, and agendas from attended trainings.		
<b>Notes:</b>		

<b>Curriculum</b>	<b>Yes</b>	<b>No</b>
<b>Document Review:</b> 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.		
<b>Document Review:</b> Subjects for kindergarten shall be integrated through a unit/thematic format.		
Evidence may include lesson plans.		
<b>Document Review:</b> 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.		
<b>Observation and Document Review:</b> 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.		
<b>Observation, Document Review, and/or Interview:</b> 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.		
<b>Document Review:</b> 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.		
<b>Notes:</b>		

Audit Checklist 17.1 – Kindergarten  
Public Standard

<b>Educational Materials</b>	<b>Yes</b>	<b>No</b>
<b>Records Review:</b> 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.		
<b>Records Review:</b> 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.		
<b>Notes:</b>		

<b>Assessment</b>	<b>Yes</b>	<b>No</b>
<b>Document Review:</b> 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.		
<b>Document Review:</b> 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.		
<b>Document Review:</b> 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.		
<b>Notes:</b>		

<b>Family Engagement</b>	<b>Yes</b>	<b>No</b>
<b>Document Review:</b> 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.		
<b>Document Review:</b> 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.		
<b>Notes:</b>		

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
<b>Document Review:</b> 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.		
<b>Document Review:</b> 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.		
<b>Notes:</b>		

Physical Settings (Existing Structures)	Yes	No
<b>Observation:</b> The classroom shall consist of no less than 35 square feet per child with a minimum of 600 square feet.		
<b>Observation:</b> Pre-kindergarten classrooms shall be located at ground level.		
<b>Observation:</b> Every closet latch shall be such that children can open the door from the inside.		
<b>Observation:</b> 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.		
<b>Observation:</b> Safety covers are placed on all wall sockets which are not in use.		
<b>Observation:</b> 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.		
<b>Observation:</b> 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).		
<b>Observation:</b> Furniture shall be of an appropriate height, and will vary to meet the needs of all children. Tables and chairs shall be the furniture.		
<b>Notes:</b>		

Physical Settings (New Structures Established after July 2017)	Yes	No
<b>Observation:</b> The classroom shall be a minimum of 1,000 square feet. The minimum classroom width shall be 24 feet except in pod-type structures.		
<b>Observation:</b> 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.		
<b>Observation:</b> 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.		
<b>Observation:</b> Pre-kindergarten classrooms are to be located at ground level.		

Audit Checklist 17.2 – Pre-Kindergarten  
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Physical Settings (New Structures Established after July 2017)	Yes	No
<b>Observation:</b> 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.		
<b>Observation:</b> A toilet paper holder is required and is to be placed within a child's reach from the toilet.		
<b>Observation:</b> Individual toilet rooms are required to accommodate the physically handicapped.		
<b>Observation:</b> 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.		
<b>Observation:</b> The furniture shall be of appropriate height and variety to meet the needs of all children. Tables and chairs shall be the student furniture.		
<b>Observation:</b> Classroom areas, not carpeted, must be covered with resilient flooring or other easily cleaned material.		
<b>Observation:</b> Open storage units shall be provided for each student.		
<b>Observation:</b> 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.		
<b>Observation:</b> Every closet latch shall be such that children can open the door from the inside.		
<b>Observation:</b> 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.		
<b>Notes:</b>		

Outside Play Area	Yes	No
<b>Observation:</b> A designated area for supervised outside periods during the pre-kindergarten day shall be provided.		
<b>Observation:</b> All new and remodeled playgrounds shall be readily accessible to and usable by individuals with disabilities.		
<b>Observation:</b> 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.		
<b>Interview:</b> Pre-kindergarten students do not simultaneously share an area with students in first grade or above during designated outside play periods.		
<b>Notes:</b>		

Organizational Procedures	Yes	No
<b>Document Review:</b> 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.		
<b>Document Review:</b> 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.		

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Organizational Procedures	Yes	No
<b>Document Review:</b> 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.		
<b>Document Review:</b> 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.		
<b>Notes:</b>		

Staff	Yes	No
<b>Document Review:</b> Public school pre-kindergarten teachers must have one of the following endorsements/credentials: <ul style="list-style-type: none"> <li>• Pre-K/K endorsement (153) or Pre-K 122 endorsement</li> <li>• <u>K-Grade 3 endorsement (116)</u> WITH 12 hours early childhood coursework</li> <li>• <u>K-Grade 4 endorsement (152)</u> WITH 12 hours early childhood coursework</li> <li>• <u>K-Grade 6 endorsement (120)</u> WITH 12 hours early childhood coursework</li> <li>• Special Education endorsement (211)</li> <li>• <u>Special Education endorsement (221)</u> WITH 12 hours early childhood coursework</li> <li>• <u>Special Education endorsement (222)</u> WITH 12 hours early childhood coursework</li> <li>• <u>Special Education endorsement (223)</u> WITH 12 hours early childhood coursework  <i>(All underlined endorsements will be accepted as a stand-alone until August 1, 2020)</i> </li> </ul> Evidence will include an educator license(s) and transcript.		
<b>Document Review:</b> Assistant teachers shall have met one of the following: <ol style="list-style-type: none"> <li>A. Early Childhood/Child Development Associate Degree</li> <li>B. <u>Associate Degree</u> or 60 <u>College Credit</u> Hours WITH 12 hours early childhood coursework or Certificate of Completion of an early childhood training program</li> <li>C. <u>High School Diploma/GED &amp; Verification of WorkKeys Scores</u> WITH 12 hours early childhood coursework or Completion of an early childhood training program  <i>(All underlined credentials will be accepted as a stand-alone until August 1, 2020)</i> </li> </ol> Evidence may include college degree, certificate, transcript and/or WorkKeys Score Sheet.		
<b>Document Review:</b> 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 certificates, and agendas from attended trainings.		
<b>Notes:</b>		

Curriculum	Yes	No
<b>Document Review:</b> 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.		
<b>Document Review:</b> Subjects for pre-kindergarten shall be integrated through a unit/thematic format. Evidence may include lesson plans.		
<b>Document Review:</b> Teachers shall use a research-based curriculum that places an emphasis on early literacy and is aligned to the <i>Mississippi Early Learning Standards for Classrooms Serving Infants Through Four-Year-Old Children</i> . Evidence may include lesson plans.		

Audit Checklist 17.2 – Pre-Kindergarten  
Public Standard

<b>Notes:</b>		
<b>Curriculum</b>	<b>Yes</b>	<b>No</b>
<b>Observation and Document Review:</b> Teachers shall use the <i>Mississippi Early Learning Standards for Infants through Four-Year-Old Children</i> in lesson plan development.		
Evidence may include lesson plans.		
<b>Observation, Document Review, and/or Interview:</b> 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.		
<b>Document Review:</b> 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.		
<b>Notes:</b>		

<b>Educational Materials</b>	<b>Yes</b>	<b>No</b>
<b>Records Review:</b> 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.		
<b>Records Review:</b> 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.		
<b>Notes:</b>		

<b>Assessment</b>	<b>Yes</b>	<b>No</b>
<b>Document Review:</b> 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.		
<b>Document Review:</b> 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.		
<b>Document Review:</b> 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.		
<b>Notes:</b>		

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Family Engagement	Yes	No
<b>Document Review:</b> 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.		
<b>Document Review:</b> 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.		
<b>Notes:</b>		



**EVALUATION CHECKLIST**  
**MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018**

**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 ACCOUNTABILITY STANDARDS, 2018**

**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. § 37-23-1 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: \_\_\_\_\_

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ACCOUNTABILITY STANDARD 17.4  
RULE 74.19  
ON-SITE MONITORING RECORD REVIEW FORM  
CHILD FIND – INITIAL EVALUATIONS ONLY**

Monitor's Name		Date of Review:	
DISTRICT:		SCHOOL:	
Student's Name:	Date of Birth:	Age:	Grade:
Eligibility Category:	Secondary Eligibility:	Eligibility Date:	
NOTES:			

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<b>Record Review Item</b>	<b>Regulation 34 C.F.R. or SBP 74.19</b>	<b>Record Review Question</b>	<b>Compliant</b>	<b>Evidence</b>	<b>Potential Source(s) of Documentation</b>
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	The file shows evidence of the evaluations conducted in all required areas for the suspected disability.	Evaluation Plan  Eligibility Determination form
			NO	The file does not show evidence of evaluations in one or more required areas of the suspected disability.	

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Record Review Item	Regulation 34 C.F.R. or SBP 74.19	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
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	YES	The public agency conducted the evaluations in accordance with CFR 300.304.	Eligibility Determination Form
			NO	The public agency failed to address one or more components for the evaluations in accordance with CFR 300.304.	Evaluation reports  Eligibility Criteria Form

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		with any instructions provided by the producer of the assessment?			
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Record Review Item	Regulation 34 C.F.R. or SBP 74.19	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CFI-5	300.301(c)(1) 300.301(d) 300.301(e) 300.309(c) 300.311(b)(7)	<p>Did the public agency conduct the initial evaluation within <b>60</b> calendar days of receiving parental consent for the evaluation?</p> <p>Exemptions to the timeframe are:  A parent <u>repeatedly</u> fails or refuses to make a child available for the evaluation;</p> <p>A child enrolls in a school of another public agency after an evaluation has begun, but prior to determining eligibility; or</p> <p>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.</p> <p>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.</p>	YES	<p>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.</p>	<p>Signed parental consent forms</p> <p>Evaluation report(s) with dates report(s) were completed</p>
			NO	<p>All assessments were not completed within 60 calendar days of the day the parent gave written consent. [No exemptions apply.]</p> <p>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.]</p>	

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Record Review Item	Regulation 34 C.F.R. or SBP 74.19	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
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 Rtl process?	YES	The record shows that MET did not require the child to participate in the Rtl process when the child was suspected of having a disability under 34 CRF 300.8.	Teacher Support Team Documentation Referral form
			NO	The record shows contains information indicating that the LEA required the child to participate in the Rtl process when the child was suspected of having a disability.	MET meeting documentation forms
			NA	MET did not suspect the child of having an obvious disability.	Data from interventions (Progress monitoring screening data, etc. Evaluation report(s) Referral form  Eligibility Determination Report
CFI-7	300-307(a)(2)(3)	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 Rtl 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 <b>or</b> during the evaluation process.	Teacher Support Team Documentation Referral form
			NO	The student record contains no evidence that interventions were provided to the child.	MET meeting documentation forms
			NA	Interventions are not warranted for this student. MET suspected this child of having an obvious disability.	Data from interventions (Progress monitoring screening data, etc.)  Evaluation report(s) Referral form  Eligibility Determination Report

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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 <b>with</b> 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

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				A decision is made whether or not to proceed with a comprehensive evaluations.	the meetings and list of participants.
			NO	<p>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.</p> <p>MET meeting did not occur within 14 calendar days of receiving requests for comprehensive evaluations.</p>	

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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
			NO	There is no evidence that the parent was given written notice of the MET committee's decision within 7 days of the meeting.	Written Prior Notice for Refusal to Evaluate
CFI-11	SBP 300.306(a)(2)	Did the public agency provide parents a copy of the eligibility report 7 calendar days prior to the meeting to determine initial eligibility?  (For children transitioning from Part C required documents provided at transition meeting.)	YES	Documentation that a copy of eligibility reports are given to parents at least 7 calendar days prior to meeting.  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.	Documentation of the provision of eligibility report  Documentation of provision of Procedural Safeguards Notices with dates provided
			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 eligibility 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	Records of transition planning conferences from Part C to B.

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Record Review Item	Regulation 34 C.F.R. or SBP 74.19	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
CFI-12  <i><b>Preschool Initial Evaluation Only</b></i>	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.	

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Monitor's Name		Date of Review:	
DISTRICT:		SCHOOL:	
Student's Name:	Date of Birth:	Age:	Grade:
Eligibility Category:	Secondary Eligibility:	Eligibility Date:	
NOTES:			

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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 – <ul style="list-style-type: none"> <li>1. That determination and the reasons for the determination</li> <li>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</li> </ul>	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.	

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**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 no longer a child with a disability and in need of special education services.	Child Find procedures (procedures manual)
			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.)	MET referral forms MET meeting documentation forms Eligibility Determination form Prior Written Notice
			NA	The child has not had a change in services and continues to be a child with a disability.	

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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
			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.	IEP Review/Revision section of members present  Prior Written Notice

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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 10 <sup>th</sup> birthday?	YES	There is evidence that a comprehensive reevaluation was conducted prior to the child's 10 <sup>th</sup> 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 10 <sup>th</sup> 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)	

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Monitor's Name		Date of Review:		
DISTRICT:		SCHOOL:		
Student's Name:		Date of Birth:	Age:	Grade:
Eligibility Category:	Secondary Eligibility:		Eligibility Date:	
NOTES:				

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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/revise 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
			NO	The IEP Committee did not review/revise the IEP as appropriate.	
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.	
			YES	Annual goals fail to address the child's academic needs identified in the IEP.	
			NO		
			NA	Annual goals addressing the child's academic area(s) of	

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				need are not necessary at this time.	
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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.	
			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.	

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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	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
			NO		

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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	<p>There is alignment between the academic needs identified in the IEP and the annual goals <b>or</b> 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 9<sup>th</sup> grade reading on the 3<sup>rd</sup> grade level there should be a reading/decoding goal, not just identify the main idea, etc.)</p> <p>The PLAAFP summary identifies baseline functioning data.</p> <p>There must be a direct relationship between each measurable annual goal and the present levels of academic achievement and functional performance that precede it.</p>	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.	

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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	<p>There is alignment between the functional needs identified in the IEP and the annual goals.</p> <p>Functional means nonacademic, as in "routine activities of everyday living."</p> <p>There must be a direct relationship between each measurable annual goal and the present levels of academic achievement and functional performance that precede it.</p>	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.	

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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: <ul style="list-style-type: none"> <li>Clearly defined behavior: the specific action the child will be expected to perform.</li> <li>The condition (situation, setting or given material) under which the behavior is to be performed.</li> </ul>	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.	

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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.	
			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.	

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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)	<p>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-</p> <ul style="list-style-type: none"> <li>a) To advance appropriately toward attaining the annual goals;</li> <li>b) To be involved in and make progress in the general education curriculum.</li> </ul>	YES	<p>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.</p> <p>Examples:            *Graph-phonetic 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</p>	<p><i>Specially designed instruction</i> 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</p>
			NO	The IEP does not identify specially designed instruction and supports the achievement of annual goals.	

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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 identify 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.	

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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.	

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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
			NO	The IEP does not specifically identify an alternate assessment instead of a particular regular State or districtwide assessment.	IEP-Significant Cognitive Disability Section
		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 will not participate in a particular regular State or districtwide assessment.	NA	The student is not SCD and/or will not participate in 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 include individual accommodations that are necessary to measure	

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				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.	

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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. <b>Continue on to DS-22</b>	NA	The child is not fourteen (14) or above. Continue on to DS-22	
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.	

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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 <b>no</b> transition services based in the IEP that will reasonably enable the student to meet his/her postsecondary goals or one or more areas mentioned.	

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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 require or appropriate to meet the unique needs of the student.	

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<b>Record Review Item</b>	<b>Regulation 34 C.F.R. or SPB 74.19</b>	<b>Record Review Question</b>	<b>Compliant</b>	<b>Evidence</b>	<b>Potential Sources of Documentation</b>
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 remains in the general education setting for the entire school day.	

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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)	<p>Does the public agency ensure that extended school year (ESY) services are available as necessary to provide FAPE?</p> <p>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?</p>	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	<p>The ESY determination page is blank or the following is missing:</p> <ul style="list-style-type: none"> <li>• eligibility determination</li> <li>• criterion used for determination</li> </ul> <p>Regression/Recoupment data (if applicable) is not present in student records.</p> <p>Student is eligible, but there are no targeted goals identified on the IEP.</p>	
			NA	The student does not meet the criteria for ESY services.	

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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:			

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**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	YES	A manifestation determination was completed by the IEP Committee.	Manifestation Determination Review Form
		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?	NO	A manifestation determination <b>was not</b> completed by the IEP Committee.	Written Prior Notice
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? <i>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.</i>	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	

**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**

		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.	
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**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**

<b>Record Review Item</b>	<b>Regulation 34 C.F.R. or SBP 72.19</b>	<b>Record Review Question</b>	<b>Compliant</b>	<b>Evidence</b>	<b>Potential Source(s) of Documentation</b>
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	<p>There is evidence regarding the provision of educational services following the tenth day of removal.</p> <p>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.</p>	<p>Attendance Records</p> <p>Service Provider Logs</p> <p>Revisions to the IEP to discuss change in placement</p> <p>Student discipline records documenting cumulative days of out-of-school suspension or expulsion from which the manifestation determination review timeline can be calculated.</p>
			NO	<p>There is no evidence documenting the provision of educational services following the tenth day of removals.</p> <p>The child did not receive educational services.</p>	

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<b>Record Review Item</b>	<b>Regulation 34 C.F.R. or SBP 72.19</b>	<b>Record Review Question</b>	<b>Compliant</b>	<b>Evidence</b>	<b>Potential Source(s) of Documentation</b>
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**

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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:		<p>A Functional Behavior Assessment is an assessment utilized to evaluate a child's behavior and determine the purpose or function of that behavior.</p> <p>The result of an FBA must lead to the development/modification and implementation of a behavior intervention plan.</p>	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		

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**ON-SITE MONITORING RECORD REVIEW FORM**

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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?  <b>OR</b> 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 <b>does not</b> meet the requirements of SBP 300.530(d).	
			NA	The team determined that the conduct <b>was not</b> a manifestation of the student's disability.	

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**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 <b>ALL</b> of the following?		A Behavior Intervention Plan <b>must</b> 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  
DISTRICT FISCAL SERVICES – ON-SITE FISCAL MONITORING PROTOCOL**

Name of District: \_\_\_\_\_ District Code: \_\_\_\_\_

Date of Review: \_\_\_\_\_ Staff Name: \_\_\_\_\_

**GENERAL**

Item	Regulation	Requirement	Evidence	Notes Observations Comments	Results of Review	Potential Source(s) of Documentation
1	34 CFR 300.202 2 CFR 200.302	Does the LEA have adequate policy and procedures to ensure IDEA funds are spent only on allowable costs?			<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	Board Policies Procedures Manual
2	EDGAR 76.702 2 CFR 200.302 Special Education Code List Accounting Manual for Mississippi Public School Districts EDGAR 76.702 34 CFR 300.162 2 CFR 200.303	Does the LEA use function and object codes established in the Special Education Code List to the project application? Does the LEA track expenditures paid with IDEA separately from other expenditures?			<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	General Ledger Project Application Expenditure Reports
3	34 CFR 300.517 EDGAR 76.702 2 CFR 200.302 Special Education Code List Accounting Manual for Mississippi Public School Districts	Are any legal expenses being paid from IDEA funds? Does the LEA use function and object codes established in the Special Education Code List to the project application?			<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	General Ledger Expenditure Reports
4	EDGAR 76.702 34 CFR 300.162 2 CFR 200.303	Does the LEA track expenditures paid with IDEA separately from other expenditures?			<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	General Ledger Expenditure Reports

**MISSISSIPPI DEPARTMENT OF EDUCATION-OFFICE OF SPECIAL EDUCATION  
DISTRICT FISCAL SERVICES – ON-SITE FISCAL MONITORING PROTOCOL**

**INTERNAL CONTROL**

Item	Regulation	Requirement	Evidence	Notes Observations Comments	Results of Review	Potential Source(s) of Documentation
5	EDGAR 80.20 2 CFR 200.61 2 CFR 200.62 2 CFR 200.302	Did the LEA ensure all purchases for goods and services paid with any portion of IDEA funds were supported by the proper documentation including a purchase order and invoice?			<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Unsatisfactory	Purchase Orders  Invoices  Receiving Records
6	EDGAR 80.20 2 CFR 200.62 2 CFR 200.305	Did the LEA ensure supporting documents were reviewed prior to the payment being issued/approved?			<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Unsatisfactory	Purchase Orders  Invoices  Receiving Records  LEA Procedures

**MISSISSIPPI DEPARTMENT OF EDUCATION-OFFICE OF SPECIAL EDUCATION  
DISTRICT FISCAL SERVICES – ON-SITE FISCAL MONITORING PROTOCOL**

**PROCUREMENT**

Item	Regulation	Requirement	Evidence	Notes Observations Comments	Results of Review	Potential Source(s) of Documentation
7	2 CFR 200.319 2 CFR 200.326	Does the LEA ensure contractors/vendors were not debarred, suspended, or include on the Excluded Parties List (EPLS) before issuing a contract to be paid with IDEA funds?			<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Unsatisfactory	Contractor Vendor Search Results  LEA Policies  LEA Procedures
8	2 CFR 200.326, Appendix II to Part 200	Do the contractual services contracts include appropriate terms and conditions to include beginning and ending dates, scope of work and rate of pay?			<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Unsatisfactory	Contracts  Policies Procedures  MS Agency Accounting Policies & Procedures (MAAPP)
9	2 CFR 200.415	Does the Special Education Director and LEA Superintendent sign all contracts/agreements for services paid with IDEA funds?			<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Unsatisfactory	Contracts  Policies Procedures  Agency Accounting Policies & Procedures (MAAPP)
10	2 CFR 200.34 2 CFR 200.415	Did the contractor submit documentation of services when invoicing for payment that includes who, what, where, when and rate of pay?			<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Unsatisfactory	Purchase Orders  Invoices  Policies Procedures

**MISSISSIPPI DEPARTMENT OF EDUCATION-OFFICE OF SPECIAL EDUCATION  
DISTRICT FISCAL SERVICES – ON-SITE FISCAL MONITORING PROTOCOL**

**PERSONNEL**

Item	Regulation	Requirement	Evidence	Notes Observations Comments	Results of Review	Potential Source(s) of Documentation
11	2 CFR 200.104 2 CFR 200.403 2 CFR 200.403	Does the LEA have any employees being paid with IDEA funds?			<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Unsatisfactory	Project Application  Employee Payroll Listing  Personnel Report  Discretionary Grants
12	2 CFR 200.104 2 CFR 200.403 2 CFR 200.430	Are the positions consistent with the approved project application?			<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Unsatisfactory	Project Application  Personnel Report
13	2 CFR 200.403 2 CFR 200.431	Are the fringe benefits being prorated in accordance with the employees' salary?			<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Unsatisfactory	Employee Payroll Listing  Personnel Report  Employee Distribution Listing
14	Project Application Procedures	Does the LEA amend its project application to align with the Mississippi Adequate Education Program snapshot if needed?			<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Unsatisfactory	Project Application Amendments  MAEP Personnel Snapshot
15	2 CFR 200.401	Are any 504 or Gifted personnel being paid with IDEA funds?			<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Unsatisfactory	Personnel Report  Employee Payroll Listing  Employee Distribution Listing

**MISSISSIPPI DEPARTMENT OF EDUCATION-OFFICE OF SPECIAL EDUCATION  
DISTRICT FISCAL SERVICES – ON-SITE FISCAL MONITORING PROTOCOL**

**PERSONNEL**

Item	Regulation	Requirement	Evidence	Notes Observations Comments	Results of Review	Potential Source(s) of Documentation
16	2 CFR 200.430	Does the LEA have on file certifications signed and dated by the employee and/or supervisor that the employee worked solely on one cost objective?			<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Unsatisfactory	Project Application Employee  Distribution Listing  Semi-annual Certification Forms
17	2 CFR 200.430	Does the LEA have personnel activity reports (PAR) on file for those employees who worked on multiple cost objectives?			<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Unsatisfactory	Project Application  Employee Distribution Listing  Time Sheets
18	Special Education Code List Accounting Manual for Mississippi Public School Districts	Does the LEA's payroll documentation for all personnel listed in the approved project application reflect the funding source and object code?			<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Unsatisfactory	Project Application  Employee Distribution Listing
19	2 CFR 200.430	Did the LEA ensure the Semi-Annual Certification forms were completed twice during the school year (semi-annually)			<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Unsatisfactory	LEA Policies  Semi-annual Certification Forms
20	2 CFR 200.430	Do the semi-annual certification forms have beginning and ending dates that include month/day/year?			<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Unsatisfactory	Semi-annual Certifications Forms  LEA Policies  LEA Procedures

**MISSISSIPPI DEPARTMENT OF EDUCATION-OFFICE OF SPECIAL EDUCATION  
DISTRICT FISCAL SERVICES – ON-SITE FISCAL MONITORING PROTOCOL**

**PERSONNEL**

Item	Regulation	Requirement	Evidence	Notes Observations Comments	Results of Review	Potential Source(s) of Documentation
21	2 CFR 200.430	Do the semi-annual certification forms have signatures that are affixed and dated after the work has been completed?			<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Unsatisfactory	Semi-annual Certifications Forms  LEA Policies  LEA Procedures
22	2 CFR 200.430	Do the LEA's PAR forms include all required components such as the specific cost objective, number of hours worked, and time worked on each cost objective?			<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Unsatisfactory	Semi-annual Certifications Forms  LEA Policies  LEA Procedures
23	2 CFR 200.430	Do the PAR forms have all required signatures and are signed on or after the end of the PAR date? ( i.e. January 1 2015 thru January 31, 2015)			<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Unsatisfactory	Time Sheets  LEA Policies  LEA Procedures

**MISSISSIPPI DEPARTMENT OF EDUCATION-OFFICE OF SPECIAL EDUCATION  
DISTRICT FISCAL SERVICES – ON-SITE FISCAL MONITORING PROTOCOL**

**EQUIPMENT**

Item	Regulation	Requirement	Evidence	Notes Observations Comments	Results of Review	Potential Source(s) of Documentation
24	2 CFR 200.313 MS Public School Asset Management Manual	Does the LEA maintain an updated equipment list of all equipment purchased with IDEA funds?			<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Unsatisfactory	LEA Equipment Listing  Project Application Equipment Request Page  LEA Fixed Asset Listing
25	2 CFR 200.313 MS Public School Asset Management Manual	Does the LEA maintain adequate controls to account for the location, custody and security of equipment purchased with IDEA funds?			<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Unsatisfactory	LEA Policies  LEA Procedures  LEA Fixed Asset Listing  Hand Receipts Transfer of Equipment Form  Disposal Form
26	2 CFR 200.313 MS Public School Asset Management Manual	Has the LEA conducted a physical inventory within the past two years?			<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Unsatisfactory	LEA Policies  LEA Procedures  Inventory Report
27	2 CFR 200.313 MS Public School Asset Management Manual	Has the LEA tagged all equipment purchased with IDEA funds with an IDEA tag?			<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Unsatisfactory	LEA Equipment Listing  Project Application Equipment Request Page  LEA Fixed Asset Listing

**MISSISSIPPI DEPARTMENT OF EDUCATION-OFFICE OF SPECIAL EDUCATION  
DISTRICT FISCAL SERVICES – ON-SITE FISCAL MONITORING PROTOCOL**

28	2 CFR 200.313 MS Public School Asset Management Manual	Does the LEA have policies or procedures that address the disposal of equipment?			<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Unsatisfactory	LEA Policies  LEA Procedures
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**MISSISSIPPI DEPARTMENT OF EDUCATION-OFFICE OF SPECIAL EDUCATION  
DISTRICT FISCAL SERVICES – ON-SITE FISCAL MONITORING PROTOCOL**

**EQUIPMENT**

Item	Regulation	Requirement	Evidence	Notes Observations Comments	Results of Review	Potential Source(s) of Documentation
29	2 CFR 200.313 MS Public School Asset Management Manual	Does the LEA have policies and procedures that address lost or stolen equipment?			<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Unsatisfactory	LEA Policies  LEA Procedures
30	2 CFR 200.313 MS Public School Asset Management Manual	Did the LEA purchase equipment with IDEA funds?			<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Unsatisfactory	Project Application  Purchase Order Listing by Fund Code  LEA Fixed Asset Listing  LEA Equipment Listing
31	2 CFR 200.313 MS Public School Asset Management Manual	Are the equipment purchases consistent with the project application?			<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Unsatisfactory	LEA Equipment Listing  Project Application Equipment Request Page  LEA Fixed Asset Listing
32	2 CFR 200.313 MS Public School Asset Management Manual	Are “highly walkable” items accounted for?			<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Unsatisfactory	Project Application  Purchase Order  Listing by Fund Code  LEA Fixed Asset Listing  LEA Equipment Listing

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						Hand Receipts Policies Procedures
33	2 CFR 200.313 MS Public School Asset Management Manual	Can the items selected for verification be located and the location is consistent with the project application?			<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Unsatisfactory	Project Application  Purchase Order Listing by Fund Code  LEA Fixed Asset Listing LEA Equipment Listing  Hand Receipts  Policies  Procedures

**MISSISSIPPI DEPARTMENT OF EDUCATION-OFFICE OF SPECIAL EDUCATION  
DISTRICT FISCAL SERVICES – ON-SITE FISCAL MONITORING PROTOCOL**

**COORDINATED EARLY INTERVENING SERVICES**

Item	Regulation	Requirement	Evidence	Notes Observations Comments	Results of Review	Potential Source(s) of Documentation
34	34 CFR 330.226	Is the LEA required to set-aside 15% of its Part B and Preschool allocations?			<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Unsatisfactory	CEIS 2012-2013 Listing  CEIS Letter  CEIS Report Form
35	34 CFR 300.208	Did the LEA voluntarily set-aside funds for CEIS activities?			<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Unsatisfactory	Project Application  CEIS Report Form
36	34 CFR 330.226	Did the LEA use the required funds for CEIS activities as outlined in the project application?			<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Unsatisfactory	Project Application  Purchase Order Invoices
37	34 CFR 330.226	Did the LEA track CEIS expenditures separately from other expenditures?			<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Unsatisfactory	Expenditure Report  History Transaction Listing
38	34 CFR 330.226	Does the LEA track students who are receiving CEIS services?			<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Unsatisfactory	CEIS Tracker Student Listing  CEIS Report
39	34 CFR 330.226	Does the LEA track students who received CEIS services and who are now receiving special education and related services?			<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Unsatisfactory	CEIS Tracker Student Listing  Eligibility Documentation  CEIS Report

**MISSISSIPPI DEPARTMENT OF EDUCATION-OFFICE OF SPECIAL EDUCATION  
DISTRICT FISCAL SERVICES – ON-SITE FISCAL MONITORING PROTOCOL**

**PROPORTIONATE SHARE (PRIVATE SCHOOL PARTICIPATION)**

Item	Regulation	Requirement	Evidence	Notes Observations Comments	Results of Review	Potential Source(s) of Documentation
40	34 CFR 300.132	Is the LEA required to provide proportionate share?			<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	Project Application  Private School Participation Form  Private School Affirmation Form
41	34 CFR 300.134	Does the LEA have documentation on file to support the consultation process?			<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	Private School Affirmation and Consultation Form  Meeting notes
42	34 CFR 300.137	Does the LEA have a policy that allows for participation in district programs for home school students?			<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	Policies  Procedures
43	34 CFR 300.132 (c)(1)(2)(3)	Does the LEA have documentation on file to support the number of students being served?			<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	Service Plans  Private School Participation Form
44	34 CFR 300.133	Did the LEA track proportionate share expenditures separately from other expenditures?			<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	General Ledger Expenditure Report  History Transaction Listing
45	34 CFR 300.142	If applicable, did the LEA have salaried employees of the LEA that also are paid from proportionate share funds complete a Personnel Activity Report (PAR) that documents time spent providing proportionate share services?			<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Not Applicable	Personnel Activity Report  Employee Payroll Listing  Time & Effort Sheet  Employee Distribution Listing

**MISSISSIPPI DEPARTMENT OF EDUCATION-OFFICE OF SPECIAL EDUCATION  
DISTRICT FISCAL SERVICES – ON-SITE FISCAL MONITORING PROTOCOL**

**PROFESSIONAL DEVELOPMENT**

Item	Regulation	Requirement	Evidence	Notes Observations Comments	Results of Review	Potential Source(s) of Documentation
46	34 CFR 300.119 34 CFR 300.704	Does the LEA have documentation of a needs assessment for professional development activities?			<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	Policies Procedures Needs Assessment Survey
47	34 CFR 300.156 34 CFR 300.704	Does the LEA have a professional development calendar?			<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	Professional Calendar Listing of Professional Activities Policies Procedures
48	34 CFR 300.704	Does the LEA have documentation of professional development conducted?			<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	Sign-in Sheets Agenda Purchase Order Listing Contracts
49	34 CFR 300.704	Did the LEA track professional development expenditures separately from other expenditures?			<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	Expenditure Reports Purchase Order Listing
50	34 CFR 300.704	Does the LEA have valid contracts and licenses for personnel conducting professional development activities?			<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	Contracts Copies of Licenses

**MISSISSIPPI DEPARTMENT OF EDUCATION-OFFICE OF SPECIAL EDUCATION  
DISTRICT FISCAL SERVICES – ON-SITE FISCAL MONITORING PROTOCOL**

**PARENTAL INVOLEMENT**

Item	Regulation	Requirement	Evidence	Notes Observations Comments	Results of Review	Potential Source(s) of Documentation
51	34 CFR 300.34	Does the LEA have policies on parental involvement?			<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	Policies  Procedures
52	34 CFR 300.34	Does the LEA have documentation of activities conducted as outlined in the project application?			<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	Project Application  Agendas  Sign-in Sheets  Purchase Order Listing Contracts
53	34 CFR 300.34 34 CFR 300.702	Did the LEA track parental involvement expenditures separately from other expenditures?			<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	Expenditure Reports  Project Application

**MISSISSIPPI DEPARTMENT OF EDUCATION-OFFICE OF SPECIAL EDUCATION  
DISTRICT FISCAL SERVICES – ON-SITE FISCAL MONITORING PROTOCOL**

**MAINTENANCE OF EFFORT / EXCESS COST**

Item	Regulation	Requirement	Evidence	Notes Observations Comments	Results of Review	Potential Source(s) of Documentation
54	34 CFR 300.203	Did the LEA meet maintenance of effort?			<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	Maintenance of Effort Listing
55	34 CFR 300.204	Does the LEA have documentation to support the exception used to meet maintenance of effort?			<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	Justification for Maintenance of Effort  Maintenance of Effort Chart Clearance Letter
56	34 CFR 300.16	Does the LEA have documentation to verify excess cost requirement?			<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	Excess Cost Spreadsheet

**MISSISSIPPI DEPARTMENT OF EDUCATION-OFFICE OF SPECIAL EDUCATION  
DISTRICT FISCAL SERVICES – ON-SITE FISCAL MONITORING PROTOCOL**

**EXTENDED SCHOOL YEAR SERVICES**

Item	Regulation	Requirement	Evidence	Notes Observations Comments	Results of Review	Potential Source(s) of Documentation
57	34 CFR 300.106	If applicable, did the LEA provide Extended School Year services?			<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Not Applicable	ESY Application
58	2 CFR 200.303	Did the LEA track ESY expenditures separately from other expenditures?			<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	History Transaction Listing Expenditure Report ESY Request for Reimbursement
59	ESY Application	Does the LEA have documentation to submit the request for reimbursement?			<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	Invoices Purchase Orders Payroll Listing Contracts

**MISSISSIPPI DEPARTMENT OF EDUCATION-OFFICE OF SPECIAL EDUCATION  
DISTRICT FISCAL SERVICES – ON-SITE FISCAL MONITORING PROTOCOL**

**PRIVATE PLACEMENTS**

<b>Item</b>	<b>Regulation</b>	<b>Requirement</b>	<b>Evidence</b>	<b>Notes Observations Comments</b>	<b>Results of Review</b>	<b>Potential Source(s) of Documentation</b>
60	34 CFR 300.104 34 CFR 300.16 34 CFR 300.202	Did the LEA allocate IDEA funds for placements in a private facility?			<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Unsatisfactory	Program Application  Educable Child Approval Letters
61	34 CFR 300.147 34 CFR 300.146	Does the LEA conduct semi-annual visit to the facilities?			<input type="checkbox"/> Satisfactory  <input type="checkbox"/> Unsatisfactory	Semi-Annual Visit Report

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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  
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**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)	<p>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?</p> <p>Special population include:</p> <ul style="list-style-type: none"> <li>• Homeless children</li> <li>• Wards of the State</li> <li>• Private School children</li> <li>• Children advancing from grade to grade, and</li> <li>• Highly mobile and/or migrant children.</li> </ul>	YES	<p>CF Policies</p> <p>CF policies are consistent with IDEA and SBP 72.14</p> <p>CF procedures provide sufficient guidance to implement CF policies</p> <p>CF procedures are in effect to address each of the special populations</p> <p>CF procedures are not limited by the number of requests or evaluations per year.</p>	<p>Board approved policies</p> <p>Policy manual procedures</p> <p>Interviews</p>
			NO	<p>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:</p> <ul style="list-style-type: none"> <li>• Homeless children</li> <li>• Wards of the State</li> <li>• Private School children</li> <li>• Children advancing from grade to grade, and</li> <li>• Highly mobile and/or migrant children.</li> </ul>	

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				CF procedures are limited by the number of requests or evaluations per year.	
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<b>Record Review Item</b>	<b>Regulation 34 C.F.R. or SPB 74.19</b>	<b>Record Review Question</b>	<b>Compliant</b>	<b>Evidence</b>	<b>Potential Sources of Documentation</b>
CF-B	300.131(c)	Does the public agency conduct sufficient CF activities for all children residing in their area and children attending private schools located in their jurisdiction?	YES	Child Find activities are conducted at least annually using multiple methods and involving all required partners.	District Child Find Report  Interviews
			NO	There is no documentation that Child Find activities are conducted annually.  Child Find activities fail to use multiple methods.	

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<b>Record Review Item</b>	<b>Regulation 34 C.F.R. or SPB 74.19</b>	<b>Record Review Question</b>	<b>Compliant</b>	<b>Evidence</b>	<b>Potential Sources of Documentation</b>
FAPE- A	300.101 7 Miss Admin. Code. Pt. 3. Chapter 74.1(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 have the opportunity to receive PE.  If students do not have the opportunity to receive 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 have the opportunity to receive PE and have no documentation of a medical reason in the student's file.	

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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 7 Miss. Admin. Code Part 3 Chapter 74	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	YES	Students in alternate school placement or who have been suspended for longer than 10	

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		days receive special education and/or related services.		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.	

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<b>Record Review Item</b>	<b>Regulation 34 C.F.R. or SPB 74.19</b>	<b>Record Review Question</b>	<b>Compliant</b>	<b>Evidence</b>	<b>Potential Sources of Documentation</b>
FAPE-D	7 Miss Admin. Code Pt. 3, Ch. 36	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.	

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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	<p>The public agency has documented policies approved by the school board and procedures for determining the continuum of alternative placements including instruction in:</p> <ul style="list-style-type: none"> <li>• General Education</li> <li>• Special Classes</li> <li>• Special Schools</li> <li>• Child's Home</li> <li>• Hospitals or Institutions</li> </ul> <p>Make provisions for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with general education class placement.</p>	<p>IEP – Special Education and Related Services Section</p> <p>IEP-Description of Specifically Designed Services</p> <p>IEP-Special Considerations Section</p> <p>IEP-Placement Consideration and LRE Determinations</p> <p>Location of Special Education Classrooms</p>
			NO	<p>The public agency does not have policies and procedures for the continuum of alternative placements to meet the needs of children with disabilities.</p> <p>No provision for supplementary services to be provided in conjunction with general education placement.</p>	

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<b>Record Review Item</b>	<b>Regulation 34 C.F.R. or SPB 74.19</b>	<b>Record Review Question</b>	<b>Compliant</b>	<b>Evidence</b>	<b>Potential Sources of Documentation</b>
LRE-B	300.107(a)	Does the public agency provide equal opportunities for students with disabilities 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
			NO	There is no documentation that students with disabilities 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.	



**EVALUATION CHECKLIST**  
**MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018**

**CHILD NUTRITION & SCHOOL WELLNESS**

Standard #	Accreditation Standard	To do at DISTRICT:	To do at SCHOOLS:	Program Office	Report or Checklist
<b>17.5</b>	Child Nutrition. Miss. Code Ann. § 37-11-7, Miss 17.1, 17.2, 17.4, 17.7, and 17.9, Miss. Admin. Code 17.4, 17.7, and 17.9, State Board Policy Chapter 17.4, 17.7, and 17.9 and Federal Code.	Admin. Code 7-3: 17.1, 17.2, 17, Rules 17.1, 17.2,		Office of Career & Technical Education	
<b>17.5.1</b>	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.

## Administrative Review Off-site Assessment Tool

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.**

## Administrative Review Off-site Assessment Tool

**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

## **Administrative Review Off-site Assessment Tool**

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.

# Administrative Review Off-site Assessment Tool Questions

## Section II: Meal Access and Reimbursement

<b>SCHOOL FOOD AUTHORITY:</b>			
<b>School Year:</b>			
<b>Module: Certification and Benefit Issuance</b>			
100.	Does the SFA meet one of the following criteria: <input type="checkbox"/> SFA-wide Special Provison Non-Base Year (Provison 2/3) <input type="checkbox"/> RCCI, <b>without</b> day students <input type="checkbox"/> 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).	<b>YES</b>	<b>NO</b>
<input type="checkbox"/> N/A			
101.	Who is the determining official for certifying household applications?		
(Names and/or position titles):			
102.		<b>Electronic</b>	<b>Manual</b>
	a. Does the SFA use an electronic applications approval system or a manual <b>application approval system</b> ? If a combination of electronic and manual is used check both boxes.	a. <input type="checkbox"/>	a. <input type="checkbox"/>
	b. Does the SFA use an electronic benefit issuance system or a manual <b>benefit issuance system</b> ? If a combination of electronic and manual check both boxes.	b. <input type="checkbox"/>	b. <input type="checkbox"/>
<i>Electronic application system</i> 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.			

## Administrative Review Off-site Assessment Tool Questions

### Section II: Meal Access and Reimbursement

*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.

## Administrative Review Off-site Assessment Tool Questions

### Section II: Meal Access and Reimbursement

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.

# Administrative Review Off-site Assessment Tool Questions

## Section II: Meal Access and Reimbursement

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?			
	<b>Program</b>	<b>Name/title of person receiving direct certification documents from SA</b>	<b>Name/title of person issuing direct certification benefits to students</b>	
	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
Comments:				

## Administrative Review Off-site Assessment Tool Questions

### 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.)	<b>YES</b>	<b>NO</b>
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:			

## Administrative Review Off-site Assessment Tool Questions

### Section II: Meal Access and Reimbursement

<b>116.</b>	How are benefit issuance document(s) transferred to the point of service system?		
Comments:			
<b>117.</b>	How are eligibility status updates made to the point of service and to the benefit issuance document(s)?		
Comments:			
<b>118.</b>	How frequently are updates made to the point of service and benefit issuance document(s)?		
Comments:			
<b>119.</b>	Does the benefit issuance document indicate the date the eligibility status changes were made?	<b>YES</b>	<b>NO</b>
Comments:			
<b>120.</b>	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.			

## Administrative Review Off-site Assessment Tool Questions

### Section II: Meal Access and Reimbursement

121.	a. Is there a backup system for updating benefit issuance document(s)?	<b>YES</b>	<b>NO</b>
	b. If yes, describe the backup system for updating benefit issuance document(s).		
Comments:			

Module: Verification			
200.	Obtain a copy of the SFA's most recently submitted FNS-742 (Verification Collection Report).	<b>YES</b>	<b>NO</b>
	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):			

## Administrative Review Off-site Assessment Tool Questions

### Section II: Meal Access and Reimbursement

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?	<b>YES</b>	<b>NO</b>
Comments:			

<b>Module: Meal Counting and Claiming</b>			
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.	<b>Electronic</b>	<b>Manual</b>
		<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Electronic System</i> 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.</p> <p><i>Manual System</i> 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.</p> <p>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.</p>			

## Administrative Review Off-site Assessment Tool Questions

### 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.	<b>YES</b>	<b>NO</b>
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?			<b>N/A</b>

**Administrative Review Off-site Assessment Tool Questions**

**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

## Administrative Review Off-site Assessment Tool Questions

### Section II: Meal Access and Reimbursement

1) 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.	<b>Electronic Systems Only:</b> 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:				

**Administrative Review Off-site Assessment Tool Questions**

**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:	

## Administrative Review Off-site Assessment Tool Questions

### Section III: Nutritional Quality and Meal Pattern

#### 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:

# Administrative Review Off-site Assessment Tool Questions

## Section VI: Other Federal Programs

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:			

# Administrative Review Off-site Assessment Tool Questions

## Section VI: Other Federal Programs

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Module: Paid Lunch Equity				
706.	Did the SFA charge the weighted minimum average paid lunch price at all sites or use the USDA <i>Paid Lunch Equity Tool</i> 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 <i>Paid Lunch Equity Tool</i> 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				

## Administrative Review Off-site Assessment Tool Questions

### Section VI: Other Federal Programs

<b>Module: Revenue from Nonprogram Foods</b>			
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.)?	<b>YES</b>	<b>NO</b>
Comments:			

<b>Module: Indirect Costs</b>			
711.	Were indirect costs charged to the SFA's nonprofit school food service account?	<b>YES</b>	<b>NO</b>
Comments:			

<b>Module: Civil Rights</b>	
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:	

## Administrative Review Off-site Assessment Tool Questions

### Section VI: Other Federal Programs

803.	<p>What is the SFA's procedure for receiving and processing complaints alleging discrimination within FNS School Meal Programs?</p> <p>Provide a copy.</p>		
<p>Comments:</p>			
804.	<p>Has the School Food Authority received any written or verbal complaints alleging discrimination in FNS Programs in the current or prior school year?</p> <p><b>If yes, obtain the following information: date, nature of complaint, and agency complaint was reported to.</b></p>	<p><b>YES</b></p>	<p><b>NO</b></p>
<p>Comments:</p>			
805.	<p>How are students with special dietary needs accommodated?</p>		
<p>Comments:</p>			
806.	<p>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?</p> <p>b. Who attended these trainings?</p> <p>c. What topics were covered by the training? Provide supporting documentation for the responses.</p>		
<p>Comments:</p> <p>a.</p> <p>b.</p> <p>c.</p>			

## Administrative Review Off-site Assessment Tool Questions

### Section VI: Other Federal Programs

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.		<b>YES</b>	<b>NO</b>
	a. Was the on-site monitoring of breakfast completed prior to February 1 <sup>st</sup> ?		
	b. Was the on-site monitoring of lunch completed prior to February 1 <sup>st</sup> ?		
	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.			

## Administrative Review Off-site Assessment Tool Questions

### Section VI: Other Federal Programs

<b>Module: Local School Wellness Policy</b>	
<b>1000.</b>	<p>Provide a copy or appropriate web address of the current Local School Wellness Policy.</p> <p>Are the minimum required elements written into the Local School Wellness Policy?</p>
<p>Comments:</p>	
<b>1001.</b>	<p>How does the public know about the Local School Wellness Policy? Provide documentation to support the response (or appropriate web address(es)).</p>
<p>Comments:</p>	
<b>1002.</b>	<p>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)).</p>
<p>Comments:</p>	
<b>1003.</b>	<p>a. Who is involved in reviewing and updating the Local School Wellness Policy? b. What is their relationship with the SFA?</p>
<p>Comments:</p> <p>a.</p> <p>b.</p>	
<b>1004.</b>	<p>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)).</p>
<p>Comments:</p>	

## Administrative Review Off-site Assessment Tool Questions

### Section VI: Other Federal Programs

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:	

## Administrative Review Off-site Assessment Tool Questions

### 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		

## Administrative Review Off-site Assessment Tool Questions

### Section VI: Other Federal Programs

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?	<b>YES</b>	<b>NO</b>
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?  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.	<b>YES</b>	<b>NO</b>
Comments:			

# Administrative Review Off-site Assessment Tool Questions

## Section VI: Other Federal Programs

1204.	<p>Did School Nutrition Program Directors meet the training requirement?</p> <p>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?</p> <p>List completed training hours and expected/planned training hours in the comments.</p>	<b>YES</b>	<b>NO</b>
Comments:			
1205.	<p>Did School Nutrition Program Managers, if applicable, meet the training requirements?</p> <p>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?</p> <p>List completed training hours and expected/planned training hours in the comments.</p>	<b>YES</b>	<b>NO</b>
Comments:			
1206.	<p>Did Full-Time school nutrition staff, meet the training requirements?</p> <p>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?</p>	<b>YES</b>	<b>NO</b>

## Administrative Review Off-site Assessment Tool Questions

### Section VI: Other Federal Programs

	List completed training hours and expected/planned training hours in the comments.		
Comments:			
1207.	<p>Has the State Agency allowed the SFA flexibility to complete annual training requirements over a 2 year period?</p> <p>If yes, list in the comments section, the first school year to which the flexibility was applied.</p>	<b>YES</b>	<b>NO</b>
Comments:			
1208.	<p>Is the SFA tracking training hours on an annual basis? If not, please describe how training hours are being tracked.</p>	<b>YES</b>	<b>NO</b>
Comments:			
1209.	<p>a. Are there any employees hired on or after January 1 of the current school year? If no, proceed to Question 1210.</p> <p>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?</p> <p>List completed training hours and expected/planned training hours in the comments.</p>	<b>YES</b>	<b>NO</b>
Comments:			

## Administrative Review Off-site Assessment Tool Questions

### Section VI: Other Federal Programs

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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.	<b>YES</b>	<b>NO</b>
Comments:			
1211.	Did Part-Time staff meet the training requirements? If no, explain in the comments below.	<b>YES</b>	<b>NO</b>
Comments:			

<b>Module: School Breakfast and Summer Food Service Program Outreach</b>	
<input type="checkbox"/> <b>Not applicable</b>	
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:	

**Administrative Review Off-site Assessment Tool Questions****Section VI: Other Federal Programs**

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:	
<b>Indicate any additional federal programs operated by the SFA:</b>	
<input type="checkbox"/> <b>Afterschool Snack Program</b> <input type="checkbox"/> <b>Seamless Summer Option</b> <input type="checkbox"/> <b>Fresh Fruit and Vegetable Program</b> <input type="checkbox"/> <b>Special Milk Program</b>	

# Administrative Review Off-site Assessment Tool Questions

## 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?	<b>YES</b>	<b>NO</b>
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.	<b>YES</b>	<b>NO</b>
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.	<b>YES</b>	<b>NO</b>
Comments:			

# Administrative Review Off-site Assessment Tool Questions

## 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?	<b>YES</b>	<b>NO</b>
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?	<b>YES</b>	<b>NO</b>
If yes, describe the procedure used for the adjustment.			
Comments:			

## Administrative Review Off-site Assessment Tool Questions

### 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.	<p>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)</p> <p>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.</p>		
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:			

# Administrative Review Off-site Assessment Tool

## 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?	<b>YES</b>	<b>NO</b>
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.	<b>YES</b>	<b>NO</b>
Comments:			

## Administrative Review Off-site Assessment Tool

### 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.	<p>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)</p> <p>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.</p>		
Comments:			

**Administrative Review Off-site Assessment Tool**

**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.

## Administrative Review Off-site Assessment Tool

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.**

## Administrative Review Off-site Assessment Tool

**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

## **Administrative Review Off-site Assessment Tool**

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.

# Administrative Review Off-site Assessment Tool Questions

## Section II: Meal Access and Reimbursement

<b>SCHOOL FOOD AUTHORITY:</b>			
<b>School Year:</b>			
<b>Module: Certification and Benefit Issuance</b>			
100.	Does the SFA meet one of the following criteria: <input type="checkbox"/> SFA-wide Special Provison Non-Base Year (Provison 2/3) <input type="checkbox"/> RCCI, <b>without</b> day students <input type="checkbox"/> 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).	<b>YES</b>	<b>NO</b>
<input type="checkbox"/> N/A			
101.	Who is the determining official for certifying household applications?		
(Names and/or position titles):			
102.		<b>Electronic</b>	<b>Manual</b>
	a. Does the SFA use an electronic applications approval system or a manual <b>application approval system</b> ? If a combination of electronic and manual is used check both boxes.	a. <input type="checkbox"/>	a. <input type="checkbox"/>
	b. Does the SFA use an electronic benefit issuance system or a manual <b>benefit issuance system</b> ? If a combination of electronic and manual check both boxes.	b. <input type="checkbox"/>	b. <input type="checkbox"/>
<i>Electronic application system</i> 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.			

## Administrative Review Off-site Assessment Tool Questions

### Section II: Meal Access and Reimbursement

*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.

## Administrative Review Off-site Assessment Tool Questions

### Section II: Meal Access and Reimbursement

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.

# Administrative Review Off-site Assessment Tool Questions

## Section II: Meal Access and Reimbursement

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?			
	<b>Program</b>	<b>Name/title of person receiving direct certification documents from SA</b>	<b>Name/title of person issuing direct certification benefits to students</b>	
	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:				

## Administrative Review Off-site Assessment Tool Questions

### 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.)	<b>YES</b>	<b>NO</b>
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:			

## Administrative Review Off-site Assessment Tool Questions

### 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?	<b>YES</b>	<b>NO</b>
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.			

## Administrative Review Off-site Assessment Tool Questions

### Section II: Meal Access and Reimbursement

121.	a. Is there a backup system for updating benefit issuance document(s)?	<b>YES</b>	<b>NO</b>
	b. If yes, describe the backup system for updating benefit issuance document(s).		
Comments:			

Module: Verification			
200.	Obtain a copy of the SFA's most recently submitted FNS-742 (Verification Collection Report).	<b>YES</b>	<b>NO</b>
	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):			

## Administrative Review Off-site Assessment Tool Questions

### Section II: Meal Access and Reimbursement

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?	<b>YES</b>	<b>NO</b>
Comments:			

<b>Module: Meal Counting and Claiming</b>			
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.	<b>Electronic</b>	<b>Manual</b>
		<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Electronic System</i> 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.</p> <p><i>Manual System</i> 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.</p> <p>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.</p>			

## Administrative Review Off-site Assessment Tool Questions

### 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.	<b>YES</b>	<b>NO</b>
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?			<b>N/A</b>

**Administrative Review Off-site Assessment Tool Questions**

**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

## Administrative Review Off-site Assessment Tool Questions

### Section II: Meal Access and Reimbursement

1) 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.	<b>Electronic Systems Only:</b> 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:				

**Administrative Review Off-site Assessment Tool Questions**

**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:	

## Administrative Review Off-site Assessment Tool Questions

### Section III: Nutritional Quality and Meal Pattern

#### 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:

# Administrative Review Off-site Assessment Tool Questions

## Section VI: Other Federal Programs

<b>Module: Maintenance of Nonprofit School Food Service Account</b>			
700.	Did the SFA have a separate financial account designated for the nonprofit school food service?	<b>YES</b>	<b>NO</b>
Comments:			
701.	Did the SFA conduct a year-end review of total revenues and expenses to determine the school food service's nonprofit status?	<b>YES</b>	<b>NO</b>
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?	<b>YES</b>	<b>NO</b>
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?	<b>YES</b>	<b>NO</b>
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?	<b>YES</b>	<b>NO</b>
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?	<b>YES</b>	<b>NO</b>
Comments:			

# Administrative Review Off-site Assessment Tool Questions

## Section VI: Other Federal Programs

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Module: Paid Lunch Equity				
706.	Did the SFA charge the weighted minimum average paid lunch price at all sites or use the USDA <i>Paid Lunch Equity Tool</i> 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 <i>Paid Lunch Equity Tool</i> 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				

## Administrative Review Off-site Assessment Tool Questions

### Section VI: Other Federal Programs

<b>Module: Revenue from Nonprogram Foods</b>			
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.)?	<b>YES</b>	<b>NO</b>
Comments:			

<b>Module: Indirect Costs</b>			
711.	Were indirect costs charged to the SFA's nonprofit school food service account?	<b>YES</b>	<b>NO</b>
Comments:			

<b>Module: Civil Rights</b>	
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:	

## Administrative Review Off-site Assessment Tool Questions

### Section VI: Other Federal Programs

803.	<p>What is the SFA's procedure for receiving and processing complaints alleging discrimination within FNS School Meal Programs?</p> <p>Provide a copy.</p>		
<p>Comments:</p>			
804.	<p>Has the School Food Authority received any written or verbal complaints alleging discrimination in FNS Programs in the current or prior school year?</p> <p><b>If yes, obtain the following information: date, nature of complaint, and agency complaint was reported to.</b></p>	<p><b>YES</b></p>	<p><b>NO</b></p>
<p>Comments:</p>			
805.	<p>How are students with special dietary needs accommodated?</p>		
<p>Comments:</p>			
806.	<p>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?</p> <p>b. Who attended these trainings?</p> <p>c. What topics were covered by the training? Provide supporting documentation for the responses.</p>		
<p>Comments:</p> <p>a.</p> <p>b.</p> <p>c.</p>			

## Administrative Review Off-site Assessment Tool Questions

### Section VI: Other Federal Programs

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.		<b>YES</b>	<b>NO</b>
	a. Was the on-site monitoring of breakfast completed prior to February 1 <sup>st</sup> ?		
	b. Was the on-site monitoring of lunch completed prior to February 1 <sup>st</sup> ?		
	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.			

## Administrative Review Off-site Assessment Tool Questions

### Section VI: Other Federal Programs

<b>Module: Local School Wellness Policy</b>	
<b>1000.</b>	<p>Provide a copy or appropriate web address of the current Local School Wellness Policy.</p> <p>Are the minimum required elements written into the Local School Wellness Policy?</p>
<p>Comments:</p>	
<b>1001.</b>	<p>How does the public know about the Local School Wellness Policy? Provide documentation to support the response (or appropriate web address(es)).</p>
<p>Comments:</p>	
<b>1002.</b>	<p>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)).</p>
<p>Comments:</p>	
<b>1003.</b>	<p>a. Who is involved in reviewing and updating the Local School Wellness Policy? b. What is their relationship with the SFA?</p>
<p>Comments:</p> <p>a.</p> <p>b.</p>	
<b>1004.</b>	<p>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)).</p>
<p>Comments:</p>	

## Administrative Review Off-site Assessment Tool Questions

### Section VI: Other Federal Programs

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:	

## Administrative Review Off-site Assessment Tool Questions

### 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		

# Administrative Review Off-site Assessment Tool Questions

## Section VI: Other Federal Programs

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.	<p>a) Has the SFA hired any new directors on or after July 1, 2015? If no, proceed to Question 1204.</p> <p>b) If a new School Nutrition Program Director has been hired, did they meet the hiring standards requirements?</p>	<p><b>YES</b></p>	<p><b>NO</b></p>
Comments:			
1203.	<p>a. If a new School Nutrition Program Director has been hired, did they complete food safety training within 30 days of being hired?</p> <p>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.</p>	<p><b>YES</b></p>	<p><b>NO</b></p>
Comments:			

# Administrative Review Off-site Assessment Tool Questions

## Section VI: Other Federal Programs

1204.	<p>Did School Nutrition Program Directors meet the training requirement?</p> <p>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?</p> <p>List completed training hours and expected/planned training hours in the comments.</p>	<b>YES</b>	<b>NO</b>
Comments:			
1205.	<p>Did School Nutrition Program Managers, if applicable, meet the training requirements?</p> <p>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?</p> <p>List completed training hours and expected/planned training hours in the comments.</p>	<b>YES</b>	<b>NO</b>
Comments:			
1206.	<p>Did Full-Time school nutrition staff, meet the training requirements?</p> <p>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?</p>	<b>YES</b>	<b>NO</b>

## Administrative Review Off-site Assessment Tool Questions

### Section VI: Other Federal Programs

	List completed training hours and expected/planned training hours in the comments.		
Comments:			
1207.	<p>Has the State Agency allowed the SFA flexibility to complete annual training requirements over a 2 year period?</p> <p>If yes, list in the comments section, the first school year to which the flexibility was applied.</p>	<b>YES</b>	<b>NO</b>
Comments:			
1208.	<p>Is the SFA tracking training hours on an annual basis? If not, please describe how training hours are being tracked.</p>	<b>YES</b>	<b>NO</b>
Comments:			
1209.	<p>a. Are there any employees hired on or after January 1 of the current school year? If no, proceed to Question 1210.</p> <p>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?</p> <p>List completed training hours and expected/planned training hours in the comments.</p>	<b>YES</b>	<b>NO</b>
Comments:			

## Administrative Review Off-site Assessment Tool Questions

### Section VI: Other Federal Programs

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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:			

<b>Module: School Breakfast and Summer Food Service Program Outreach</b>	
<input type="checkbox"/> <b>Not applicable</b>	
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:	

**Administrative Review Off-site Assessment Tool Questions****Section VI: Other Federal Programs**

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:	
<b>Indicate any additional federal programs operated by the SFA:</b>	
<input type="checkbox"/> <b>Afterschool Snack Program</b> <input type="checkbox"/> <b>Seamless Summer Option</b> <input type="checkbox"/> <b>Fresh Fruit and Vegetable Program</b> <input type="checkbox"/> <b>Special Milk Program</b>	

# Administrative Review Off-site Assessment Tool Questions

## 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?	<b>YES</b>	<b>NO</b>
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?	<b>YES</b>	<b>NO</b>
	If yes, describe the procedure used for the adjustment.		
Comments:			
2104.	Has the SFA ensured all meals are provided at no cost to all enrolled students during Provision 2 Base Year?	<b>YES</b>	<b>NO</b>
	If no, explain.		
Comments:			

# Administrative Review Off-site Assessment Tool Questions

## 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?	<b>YES</b>	<b>NO</b>
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?	<b>YES</b>	<b>NO</b>
If yes, describe the procedure used for the adjustment.			
Comments:			

**Administrative Review Off-site Assessment Tool Questions****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?	<b>YES</b>	<b>NO</b>
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?	<b>YES</b>	<b>NO</b>
Comments:			



**Office of Healthy Schools  
2016-2017 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
<p>1. Does your school have a <b>local</b> 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?</p> <p><i>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:</i></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b><u>Office of Child Nutrition:</u></b></p> <p><input type="checkbox"/> Nutrition Guidelines</p> <p><input type="checkbox"/> Nutrition Education</p> <p><input type="checkbox"/> Implementation</p> <p><input type="checkbox"/> Food Safe Schools</p> <p><input type="checkbox"/> Marketing</p> </div> <div style="width: 45%;"> <p><b><u>Office of Healthy Schools:</u></b></p> <p><input type="checkbox"/> Health Education</p> <p><input type="checkbox"/> Physical Education/ Physical Activity (Move to Learn, Recess)</p> <p><input type="checkbox"/> Health Services</p> <p><input type="checkbox"/> Healthy School Environment</p> <p><input type="checkbox"/> Family and Community Engagement</p> <p><input type="checkbox"/> Counseling/Psychological Services</p> <p><input type="checkbox"/> Employee Wellness</p> </div> </div>		
<p>2. Is your School Wellness Policy presented and approved by your local school board yearly?</p>		
<p>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)</p>		
<p>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)</p>		
<p>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)</p>		
<p>6. Does the school offer sequentially planned, age appropriate health education based on the <b>2012 Mississippi Contemporary Health Curriculum?</b></p>		
<p>7. Does the school offer sequentially planned, age appropriate physical education based on the <b>2013 Mississippi Physical Education Frameworks?</b></p>		
<p>8. Does the district have a sex-related education policy? (Code 37-13-17)</p> <p>Abstinence Only _____ Abstinence Plus _____</p> <p>At what grade levels is sex-related education being taught? _____</p> <p>Who is providing the instruction? _____</p> <p>What curriculum is being taught? _____</p>		

<p>9. Does the school meet the minimum requirements in <b>grades 9-12</b> for health education? (Mississippi Public School Accountability Standard 20-1/2 Carnegie unit for graduation)</p> <p># of certified Health Teachers _____</p>		
<p>10. Does the school meet the minimum requirements in <b>grades 9-12</b> for physical education? (Mississippi Public School Accountability Standard 20-1/2 Carnegie unit for graduation)</p> <p># of certified Physical Education Teachers _____</p> <p>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)</p> <p>12. Does your school have a Concussion Management and Return to Play Policy? (House Bill 48)</p>		
<p>13. Is there evidence the school conducts fitness testing for all <b>fifth grade</b> students?</p>		
<p>14. Is there evidence the school conducts <b>fitness testing for high school</b> students during the year they acquire the ½ Carnegie unit in physical education as required for graduation by the MS Healthy Students Act?</p>		
<p>15. Does your school nurse work under the guidelines of the <i>Mississippi School Nurse Procedures and Standards of Care</i>? (State Board of Education Policy # 4008)</p> <p>Does your nurse(s) serve students full time, or are they shared within the district?</p> <p>Ratio of students to school nurse at this school site _____</p>		
<p>16. Are there Asthma Action Plans on file for students with asthma? (Code 37-11-71)</p> <p>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)</p> <p>18. As an option, does your school maintain a supply of auto-injectable epinephrine in a locked secure, easily accessible location? (Senate Bill 2218)</p>		
<p>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?</p>		
<p>20. Does your district/school have a plan in place to provide suicide-prevention training for new employees? (Code 37-3-103)</p>		

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 ACCOUNTABILITY STANDARDS, 2018**

**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.			Office of Federal Programs	

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

Consolidated Federal Programs  
Monitoring Instrument

Dr. Carey M. Wright, State Superintendent of Education

2014-15 Monitoring Instrument  
Documentation: FY 2013-2014

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Instructions
<b>Local Educational Agency (LEA) Identifying Information</b>
The Local Educational Agency (LEA) section of the District Monitoring Data Sheet <b>MUST</b> be completed by the LEA prior to the monitoring visit. This sheet will be collected during the monitoring pre-conference meeting.
<b>A. Federal Programs</b>
<ul style="list-style-type: none"> <li>• Instrument <i>A. Federal Programs</i> must be completed by all districts.</li> <li>• Indicators marked with an asterisk (*) will be documented at the school or site level.</li> <li>• MDE monitors will review ALL documentation at the LEA district office.</li> <li>• Evidence of Compliance: <ul style="list-style-type: none"> <li>○ Items listed are not intended to be all-inclusive.</li> <li>○ Each indicator must be fully addressed. It is not necessary to include every evidence item listed except where specifically noted, "All Required."</li> <li>○ It is the responsibility of the LEA to demonstrate compliance with each indicator.</li> </ul> </li> <li>• Cross-cutting evidence for Indicators A1 through A9 – Must be provided for each federal grant program (Title I-A, Title II-A, Private Schools, Title I-D, Title III, Title IV-B, Title VI, Title X, Transferability) received.</li> <li>• Documentation does not have to be duplicated. "Reference" to a previous document is appropriate.</li> </ul>
<b>B. - K. Program-Specific Instruments</b>
<ul style="list-style-type: none"> <li>• Instruments <i>B. – D.</i> are to be completed only for schools with those designations.</li> <li>• Instruments <i>E. – K.</i> are to be completed only by an LEA receiving funds from the respective program.</li> <li>• Instrument <i>G. Title III - Language Instruction for Limited English Proficient and Immigrant Students</i>: LEAs that are monitored separately on Title III are also responsible for A12 – A22 of the Title I English Language Learners Indicators section in the <i>A. Federal Programs Section</i>.</li> <li>• Instrument <i>H. Title IV, Part B-21<sup>st</sup> Century Community Learning Centers</i> – Non-school district grantees must demonstrate compliance with indicators A1 – A9.</li> <li>• Instrument <i>J. Title X, Part C - McKinney-Vento Education for Homeless Children and Youth Program</i>: LEAs that are monitored separately on Homeless are also responsible for A24 – A37 of the Title I Homeless Indicators section in the <i>A. Federal Programs Section</i>.</li> </ul>

## District Monitoring Data Sheet

### To be completed by LEA

Local Educational Agency (LEA) Identifying Information			
LEA Name		LEA Telephone	LEA Fax
LEA Address	City	State	Zip Code
LEA Superintendent			
LEA Business Manager			
LEA Monitoring Visit Contact			
LEA Title I, Part A Coordinator			
LEA Title II, Part A (Teacher/Principal Quality) Coordinator			
LEA Title III (Language Instruction for Limited English Proficient and Immigrant Students) Coordinator			
LEA Title IV, Part B (21 <sup>st</sup> Century Community Learning Centers) Coordinator			
LEA Title VI, Part B, Subpart 2 (Rural and Low-Income Schools) Coordinator			
LEA Title X (Homeless Children and Youth) Coordinator			

### To be completed by MDE

Monitoring Information					
Title I, Part A		Private Schools (Fiscal Agents)		Title IV, Part B	
Approaching Target Schools		Title I, Part D, Subpart 2		Title VI, Part B, Subpart 2	
Focus Schools		Title II, Part A		Title X, Part C	
Priority Schools		Title III		Transferability	
Monitors:					
Monitoring Visit Dates:					

Mississippi Department of Education  
Office of Federal Programs  
Consolidated Federal Programs Monitoring Instrument

A. Federal Programs

School District	Date
Monitor	

Cross-Cutting Indicators	
<u>All districts must complete this section.</u>	
A1.	<p>Is it evident that budgets and expenditures for <u>all federal programs</u> are:</p> <ul style="list-style-type: none"> <li>a. Allocable</li> <li>b. Reasonable and necessary</li> <li>c. Meeting program intent and purposes</li> <li>d. Aligned with the approved application and amendments on file at MDE</li> <li>e. Obligated and liquidated in accordance with the approved plan within the approved grant period</li> </ul> <p><i>OMB Circular A-87; 34 CFR 80.20(b)(4) and 80.30</i></p>
Evidence of Compliance	Comments
<p>Please have the following documents/reports printed for the day of the visit.</p> <p><b>ALL REQUIRED:</b></p> <p>1. Budget documentation</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> MDE approved application for each grant program, including all budget pages from the most recent budget amendment</li> <li><input type="checkbox"/> District expenditure budget report for each program, totaled by function and major object codes (i.e. group 100s, 200s, etc.; see Appendix 1)</li> <li><input type="checkbox"/> Expenditure budget reports (by site) for each program, totaled by function and major object codes (i.e. group 100s, 200s, etc.; see Appendix 1)</li> <li><input type="checkbox"/> Most recent district single audit report</li> <li><input type="checkbox"/> All approved amendment forms, including submitted documentation in chronological order</li> </ul> <p>2. School Payment Systems (SPS) Request for Funds Documentation</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SPS drawdown report</li> <li><input type="checkbox"/> Supporting documentation substantiating request for reimbursement (e.g., balance sheet, expenditure budget reports, worksheets, etc.)</li> </ul> <p>3. Accounts payable</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> For the year monitored, a detailed expenditure budget report for all federal programs that includes at a minimum, purchase order #, check #, and vendor name                             <ul style="list-style-type: none"> <li>▪ A sampling will be requested onsite</li> </ul> </li> </ul> <p><i>Note: This indicator applies to the following: Title I-A, 1003(a), Title II-A, Title I-D, Private Schools, Title III, Title IV-B, Title VI, Title X, Transferability.</i></p>	<p style="text-align: center;">Yes ____ No ____</p>

A2.	Does the LEA ensure that all federal programs are used only to supplement and not supplant the funds that would, in the absence of such Federal funds, be made available from non-federal sources (or other federal sources, as applicable)? <i>Mississippi Accountability Standards {MS Code 37-151-77}; Section 1120A(b)(1); Section 1306(b)(2); Section 1415(b); Section 2123(b); Section 2413(b)(6); Section 3115(g); Section 4204(b)(2)(G), Section 6232; Section 723(3)</i>	
Evidence of Compliance		Comments
<p><b>ALL REQUIRED:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Calculations for placement of Title II class size reduction teachers by school (MSIS ADA Report for Month 1) -- Name and grade of each CSR teacher, # of district funded teachers in the grade, and # of students in the grade</li> <li><input type="checkbox"/> Calculations for placement of Title I funded classroom teachers (MSIS ADA Report for Month 1) -- Name of Title I teacher(s), # of district funded teachers in the school, and # of students in the school</li> <li><input type="checkbox"/> Salary/account distribution report (shows all funds contributing to an employee's salary) of all employee salaries paid in whole or in part with federal funds</li> <li><input type="checkbox"/> List of all employees paid with federal program dollars</li> <li><input type="checkbox"/> Job descriptions of all federal program employees</li> <li><input type="checkbox"/> Time and effort documentation of all employees paid with federal funds</li> </ul> <p>Reference: Application of <i>Supplement not Supplant</i> test—see pp. 316-319 of Thompson Title I book, 7<sup>th</sup> Edition</p> <p>Note: This indicator applies to the following: Title I-A, 1003(a), Title II-A, Title I-D, Private Schools, Title III, Title IV-B, Title VI, Title X, Transferability.</p>		<p>Yes ____ No ____</p>

A3.	Is time and effort documentation available, approved, signed, and dated by appropriate individuals, if applicable? <i>OMB Circular A-87, Appendix B to Part 225, 8(h)</i>	
Evidence of Compliance		Comments
<ul style="list-style-type: none"> <li><input type="checkbox"/> Semi Annual Certifications (as applicable)</li> <li><input type="checkbox"/> Personnel Activity Reports (PARs) (as applicable)</li> </ul> <p>Note: This indicator applies to the following: Title I-A, 1003(a), Title II-A, Title I-D, Private Schools, Title III, Title IV-B, Title VI, Title X, Transferability.</p>		<p>Yes ____ No ____ N/A ____</p>

A4.	Is there evidence that the LEA annually conducts a physical inventory and documentation including signatures and dates is on file, and the LEA has accounted for any inventory discrepancies? <i>MS Public School Asset Management Manual, LEA Fixed Asset Policy</i>	
<b>Evidence of Compliance</b>		<b>Comments</b>
<input type="checkbox"/> Copy of signed and dated physical/fixed asset inventory conducted by school/district (REQUIRED) <input type="checkbox"/> Law enforcement report for stolen equipment for the year being monitored (if applicable) <input type="checkbox"/> Board minutes documenting disposition of lost property and notarized affidavit signed by the responsible party assigned the property (if applicable)		Yes ____ No ____

A5.	Does the LEA maintain an inventory of equipment purchased with federal funds including the following identified evidentiary requirements? a. Description of the item b. Serial number and other identifying numbers (barcode or other local identifying number) c. Acquisition cost and date d. Percentage of federal participation in the cost of the property (funding source) e. Physical location of property f. Use and condition of property g. Disposition data (date, method of disposition, sales price if applicable) when property is retired from service <i>34 CFR Section 80.32; MS Public School Asset Management Manual</i>	
<b>Evidence of Compliance</b>		<b>Comments</b>
<input type="checkbox"/> Fixed asset records by program		Yes ____ No ____ N/A ____

A6.	Does the LEA have a policy for equipment purchases and inventory? a. Does the LEA have written policies and procedures for control of all equipment purchased with federal funds? b. Does the LEA's policies and procedures indicate local law enforcement is to be notified, and a police report is to be filed when it is discovered equipment has been stolen? <i>34 CFR Section 80.32; MS Public School Asset Management Manual</i>	
<b>Evidence of Compliance</b>		<b>Comments</b>
<input type="checkbox"/> District policies/procedures for equipment and inventory (fixed assets)		Yes ____ No ____

A7.	*After pulling a sample of items from the fixed asset records, is there evidence that the items sampled can be located and the location is consistent as indicated? <i>34 CFR Section 80.32; MS Public School Asset Management Manual</i>	
<b>Evidence of Compliance</b>		<b>Comments</b>
<input type="checkbox"/> Fixed asset inventory of federal equipment (by school) from district financial accounting system on date of monitoring		Yes ____ No ____ N/A ____
<input type="checkbox"/> Monitors will sample fixed assets at selected school sites.		

A8.	Does the LEA reserve an appropriate amount of Title I funds for services to homeless children and youth who do not attend Title I schools? <i>Section 1113(c)(3)(A)</i>	
<b>Evidence of Compliance</b>		<b>Comments</b>
<input type="checkbox"/> CFPA budget (homeless set-aside)		Yes ____ No ____ N/A ____
<i>Note: If all schools are Title I schools, this indicator is not applicable.</i>		

A9.	Is it evident that contracts and agreements for products and services are made in accordance with applicable federal, state, and local regulations as well as audit guidelines? <i>34 CFR 80.36</i>	
<b>Evidence of Compliance</b>		<b>Comments</b>
<b>ALL REQUIRED:</b> <input type="checkbox"/> LEA purchasing policies and procedures <input type="checkbox"/> Copies of contracts and/or agreements		Yes ____ No ____ N/A ____
<i>Note: This indicator applies to the following: Title I-A, 1003(a), Title II-A, Title I-D, Private Schools, Title III, Title IV-B, Title VI, Title X, Transferability.</i>		

Title I, Part A and Title II, Part A Program Indicators All districts must complete this section.		
A10.	Is there evidence that the CFPA has been developed in consultation with teachers, principals, administrators, other appropriate personnel, and parents of children in schools served under Title I, Part A and Title II, Part A? <i>Section 1112(d)(1); Section 2122(b)(7)</i>	
<b>Evidence of Compliance</b>		<b>Comments</b>
<input type="checkbox"/> Evidence of process used to develop CFPA (minutes, agendas, sign-in sheets, list of committee members, etc.)		Yes ____ No ____

A11.	Is there evidence that the LEA uses state and local funds in its schools to provide services that, taken as a whole, are substantially comparable to services in schools that are not receiving funds under Title I, Part A? <i>Section 1120A(c)</i>	
<b>Evidence of Compliance</b>		<b>Comments</b>
<input type="checkbox"/> Documentation of determination of comparability through records that are updated at least once every year <input type="checkbox"/> Methods and worksheets used to determine comparability <input type="checkbox"/> Equivalency policy/policies among school curriculum and supplies, administrators, and staff <input type="checkbox"/> District-wide salary schedule <input type="checkbox"/> Other _____		Yes ____ No ____

**Title I, Part A English Language Learners (ELL) Indicators**  
**All districts must complete this section.**

<b>A12.</b>	Does the LEA have a policy of admitting students regardless of immigrant status or English-speaking status? <i>Plyler v. Doe, 457 U.S. 202 (1982, Title VI of the Civil Right Act(1964)</i>
<b>Evidence of Compliance</b>	
<b>ALL REQUIRED:</b> <input type="checkbox"/> LEA approved ELL plan <input type="checkbox"/> LEA board approved policy	
<b>Comments</b>	
Yes ____ No ____	

<b>A13.</b>	Is there evidence that the applicable LEA policy and supporting procedures for ELL services are communicated systematically to all school and LEA personnel? a. System of assigning a student number if an enrolling student does not have a social security number b. Procedure for enrolling a student pending receipt of the required record of immunizations <i>Section 3116; Current Mississippi Guidelines for English Language Learners</i>
<b>Evidence of Compliance</b>	
<input type="checkbox"/> Written communication and dated documentation of dissemination of ELL policies and procedures	
<b>Comments</b>	
Yes ____ No ____	

<b>A14.</b>	*Does the LEA have procedures and do Title I schools demonstrate practices that ensure the following? a. ELL 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 language 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 <i>Current Mississippi Guidelines for English Language Learners</i>
<b>Evidence of Compliance</b>	
<input type="checkbox"/> District ELL Plan <input type="checkbox"/> Documentation of ELL students' equitable opportunities for Title I services, academically gifted services, or other specialized activities or services <input type="checkbox"/> Documentation of ELL student schedules <input type="checkbox"/> Numbers of ELL students in academically gifted, special education, and extracurricular activities <input type="checkbox"/> State adopted language proficiency instrument on file with accurate and appropriate testing dates <input type="checkbox"/> Other examples of documentation might include: Guidelines for assessing gifted students; Title I services such as computer lab services; student rosters for pull out services	
<b>Comments</b>	
Yes ____ No ____	

A15.	Does the LEA ensure that parents of ELL students are notified not later than 30 days after the beginning of the school year or within 2 weeks of the child being placed in the language instruction educational program, and does the notification contain all components required by law? <i>Section 1112 (g)(1)(A); Section 1112 (g)(3); Section 3302(a); Section 3302(d)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Sample student records indicating enrollment date and dated notification letter including: <ul style="list-style-type: none"> <li>a. Reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program</li> <li>b. Child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement</li> <li>c. Method 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, including how such programs differ in content, instruction goals, and use of English and a native language in instruction</li> <li>d. How the program, in which their child is or will be participating, will meet the educational strengths and needs of the child</li> <li>e. How such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation</li> <li>f. Specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools</li> <li>g. In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child</li> <li>h. Information pertaining to parental rights that includes written guidance             <ul style="list-style-type: none"> <li>(1) detailing —                 <ul style="list-style-type: none"> <li>(a) the right that parents have to have their child immediately removed from such program upon their request; and</li> <li>(b) the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and</li> </ul> </li> <li>(2) assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.</li> </ul> </li> </ul>		Yes ____ No ____

A16.	<p>*Is there evidence that the LEA:</p> <p>a. Implements an effective means of outreach to parents of limited English proficient children to inform such parents of how they can be involved in the education of their children, and be active participants in assisting their children</p> <p>(1) to learn English</p> <p>(2) to achieve at high levels in core academic subjects; and</p> <p>(3) to meet the same challenging State academic content and student academic achievement standards as all children are expected to meet</p> <p>b. Provides for effective notifications and communications with parents of language minority and ELL students in a format and language they can understand</p> <p><i>Section 1112 (g)(2) and (4); Section 3302 (c) and (e)</i></p>	
Evidence of Compliance		Comments
<input type="checkbox"/> Copies of parent communications <input type="checkbox"/> Documented outreach efforts to parents		Yes ____ No ____

A17.	<p>*Is there evidence that:</p> <p>a. The LEA has an approved Home Language Survey</p> <p>b. All schools demonstrate that the Home Language Survey is completed for all students enrolled in the LEA</p> <p>c. The Home Language Survey is filed in the permanent record for all students enrolled in the LEA</p> <p><i>Current Mississippi Guidelines for English Language Learners</i></p>	
Evidence of Compliance		Comments
<input type="checkbox"/> Samples of completed Home Language Surveys <input type="checkbox"/> Procedural guidelines for completing and retaining the surveys		Yes ____ No ____

A18.	<p>Does the LEA follow student exit criteria, as outlined in the <i>Mississippi Guidelines for English Language Learners</i>?  <i>Section 3121(a)(4); Current Mississippi Guidelines for English Language Learners</i></p>	
Evidence of Compliance		Comments
<input type="checkbox"/> English language proficiency assessment score reports <input type="checkbox"/> Student records specified in the current <i>Mississippi Guidelines for English Language Learners</i>		Yes ____ No ____ N/A ____

A19.	<p>Does the LEA provide professional development (PD) programs and activities to prepare teachers, pupil services personnel, administrators, and other educational personnel to address the needs of ELL students?  <i>Section 1112(b)(1)(D); Section 2122(b)(9)(A)</i></p>	
Evidence of Compliance		Comments
<input type="checkbox"/> Documentation of PD opportunities		Yes ____ No ____

A20.	<p>Does the LEA ensure that all ELL students in the LEA participate in required statewide assessments?  <i>Section 1111(b)(3)(C)</i></p>	
Evidence of Compliance		Comments
<input type="checkbox"/> MDE assessment reports		Yes ____ No ____ N/A ____

A21.	Does the LEA annually administer the MDE-adopted English language proficiency assessment to all ELL students? <i>Section 1111(b)(7)</i>	
<b>Evidence of Compliance</b>		<b>Comments</b>
<input type="checkbox"/> MDE language proficiency assessment reports		Yes ____ No ____ N/A ____

A22.	Have test administrators been trained to administer the state-adopted language proficiency instrument? <i>Current Mississippi Guidelines for English Language Learners</i>	
<b>Evidence of Compliance</b>		<b>Comments</b>
<input type="checkbox"/> Certificate or documentation of the training on the state-adopted language proficiency instrument		Yes ____ No ____

Private Schools Indicator All districts must complete this section.		
A23.	Does the LEA provide timely and meaningful consultation, as appropriate, with non-public school officials on the availability of funds to provide services to eligible private school students? a. Private school officials made aware of procedures to file a complaint to MDE regarding timely and meaningful consultation provided by the LEA b. Maintenance by LEA of written affirmation(s) of the timely and meaningful consultation provided to public school officials <i>Section 1120(b)</i>	
<b>Evidence of Compliance</b>		<b>Comments</b>
<input type="checkbox"/> Working notes of follow-up verbal notification and/or attempts to notify <input type="checkbox"/> Complaint procedures <input type="checkbox"/> Documentation of consultation		Yes ____ No ____ N/A ____

Title I Homeless Indicators All districts must complete this section.		
A24.	Is there evidence that the LEA reviews and revises, as needed, board policies, procedures, and/or practices that may act as barriers to the enrollment, retention, and success of homeless students? <i>Section 721(2)</i>	
<b>Evidence of Compliance</b>		<b>Comments</b>
<input type="checkbox"/> LEA board approved policy <input type="checkbox"/> Procedures and/or practices		Yes ____ No ____

A25.	Has the LEA designated a homeless liaison? <i>Section 722(g)(1)(J)(ii)</i>	
<b>Evidence of Compliance</b>		<b>Comments</b>
<input type="checkbox"/> Name of liaison		Yes ____ No ____

A26.	How does the LEA identify homeless students? <i>Section 722(g)(1)(B)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Parent interview sheet <input type="checkbox"/> Enrollment form <input type="checkbox"/> McKinney-Vento survey <input type="checkbox"/> Other _____		Yes ____ No ____

A27.	Does the LEA maintain a list of students identified? <i>Section 724(h)(1)(A)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Homeless student list from MSIS		Yes ____ No ____

A28.	*Is there evidence that: a. The LEA has a procedure for communicating information regarding enrollment in public schools for homeless families b. Schools are knowledgeable of the policies and procedures <i>Section 722(g)(3)(B)(ii); 722(g)(3)(C)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Posting of information in shelters, community/service agencies used by homeless families <input type="checkbox"/> Mass media (i.e. newspaper, radio, TV, billboards) <input type="checkbox"/> PTO/PTA/PTSA Meetings <input type="checkbox"/> School or district newsletters <input type="checkbox"/> Other _____		Yes ____ No ____

A29.	Does the LEA have a procedure for resolving disputes regarding the enrollment and educational services of homeless children and youth? <i>Section 722(g)(3)(E)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Dispute procedure		Yes ____ No ____

A30.	If a dispute arises over school selection or enrollment in a school, does the LEA provide to the parent or the guardian of a child or youth, a written explanation of the school's decision regarding school selection or enrollment, including the rights of the parent, guardian, or youth to appeal the decision? <i>Section 722(g)(3)(B)(ii) and (iii)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Copy of written notification(s) <input type="checkbox"/> Copy of sample notification <input type="checkbox"/> Other _____ <i>Note: A sample letter should exist even if no decisions about placement have been made.</i>		Yes ____ No ____

A31.	Does the LEA ensure that homeless students are not separated from the mainstream school environment? <i>Section 722(e)(3)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Classroom rosters <input type="checkbox"/> Other _____		Yes ____ No ____ N/A ____

A32.	Is there evidence that the LEA provides the same services to homeless students as is offered to non-homeless students, including transportation services? <i>Section 721(4) and Section 722(g)(4)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Services provided <input type="checkbox"/> Documentation of homeless students receiving services <input type="checkbox"/> Other _____		Yes ____ No ____ N/A ____

A33.	Are procedures in place to ensure students have access to Title I services, such as free/reduced lunch and academic services? <i>Section 722(g)(4)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Copy of procedures <input type="checkbox"/> Other _____		Yes ____ No ____

A34.	Is there evidence that the LEA ensures homeless preschool age children have equal access to the same public preschool programs (i.e. Head Start, Title I Preschool, Pre-K) as provided for non-homeless children? <i>Section 721(1)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Parent interview sheet <input type="checkbox"/> Other _____ <input type="checkbox"/> N/A (district has no preschool)		Yes ____ No ____ N/A ____

A35.	Does the LEA coordinate with state and local social service agencies and other agencies or programs providing services to homeless children and their families (i.e., clothes, food, medical, dental, shelter)? <i>Section 722(g)(6)(A)(iii)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> List of service providers for potential referrals <input type="checkbox"/> Contracts and agreements <input type="checkbox"/> Documentation of meetings <input type="checkbox"/> Other _____		Yes ____ No ____

A36.	Does the LEA have a procedure for assisting homeless unaccompanied youth? <i>Section 722(g)(3)(B)(iii)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Copy of procedures <input type="checkbox"/> Other _____		Yes ____ No ____

A37.	Does the LEA provide specific in-service training/staff development for district and school personnel in meeting the needs of homeless students? <i>Section 723(d)(3)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Meeting agenda(s) <input type="checkbox"/> Educational materials/handouts <input type="checkbox"/> Sign-in sheets <input type="checkbox"/> Training/staff development plan		Yes ____ No ____

Parental Involvement Indicators All districts must complete this section.		
A38.	*Does the LEA and each Title I school ensure that parents have been informed and participate in the decisions how the 1% reservation set-aside amount (with 95% of the 1% reserved for use at the school level) for parental involvement activities is used? <i>Section 1118(a)(3)(B)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Reference CFPA <input type="checkbox"/> Documentation of notifications to parents (flyers, web notices, newsletters, agendas, meeting minutes, sign-in sheets, etc.) <input type="checkbox"/> Participation: Planning meeting sign-in sheets, agendas, minutes		Yes ____ No ____ N/A ____

A39.	<p>Does the LEA have a written Parental Involvement Policy that describes the following components?</p> <ul style="list-style-type: none"> <li>a. How the LEA will involve parents in the joint development of the LEA Title I plan under section 1112, and the process of school review and improvement under section 1116 (except as waived in the <i>Mississippi ESEA Flexibility Request</i>)</li> <li>b. How the LEA will provide coordination, technical assistance, and any other support necessary to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance</li> <li>c. How the LEA will assist schools in building capacity for strong parental involvement</li> <li>d. How the LEA will coordinate and integrate parental involvement strategies with parental involvement strategies under other programs, such as Head Start, Early Reading First, Parents as Teachers program, Home Instruction Program for Preschool Youngsters, and State-run preschool programs</li> <li>e. How the LEA will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy, and use the findings to design strategies for more effective parental involvement, and to revise the Parental Involvement Policy, as necessary</li> <li>f. How the LEA will assist Title I schools in developing strategies to involve parents in the activities at the schools</li> </ul> <p><i>Section 1118(a)(2); Mississippi ESEA Flexibility Request</i></p>	
<b>Evidence of Compliance</b>		<b>Comments</b>
<input type="checkbox"/> LEA board approved Parental Involvement Policy, with indicators a-f labeled		Yes ____ No ____

A40.	<p>Is there evidence that each component of the Parental Involvement Policy is being implemented?</p> <ul style="list-style-type: none"> <li>a. How the LEA will involve parents in the joint development of the LEA Title I plan under section 1112, and the process of school review and improvement under section 1116 (except as waived in the <i>Mississippi ESEA Flexibility Request</i>)</li> <li>b. How the LEA will provide coordination, technical assistance, and any other support necessary to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance</li> <li>c. How the LEA will assist schools in building capacity for strong parental involvement</li> <li>d. How the LEA will coordinate and integrate parental involvement strategies with parental involvement strategies under other programs, such as Head Start, Early Reading First, Parents as Teachers program, Home Instruction Program for Preschool Youngsters, and State-run preschool programs</li> <li>e. How the LEA will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy and use the findings to design strategies for more effective parental involvement and to revise the Parental Involvement Policy as necessary</li> <li>f. How the LEA will assist Title I schools in developing strategies to involve parents in the activities at the schools</li> </ul> <p><i>Section 1118(a)(2); Mississippi ESEA Flexibility Request</i></p>	
<b>Evidence of Compliance</b>		<b>Comments</b>
<input type="checkbox"/> Sample implementation documentation for each indicator a-f		Yes ____ No ____

A41.	*Is there evidence that each Title I school has a Parental Involvement Plan that was developed jointly with, agreed on with, and distributed to parents of Title I participating students? <i>Section 1118(b)(1)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> School Parental Involvement Plan <input type="checkbox"/> Sign-in sheets, agendas, and minutes		Yes ____ No ____

A42.	*Does each Title I participating school ensure that the following required components are described in its Parental Involvement Plan?  <div style="margin-left: 40px;">           a. Plan provides an assurance that the school will convene an annual meeting of all parents of participating children, at a convenient time, to inform parents of Title I participation, its requirements, and their right to be involved            b. School offers a flexible schedule of meetings, such as meetings in the morning or evening            c. School involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including planning, review, and improvement of the School Parental Involvement Plan            d. School provides parents of participating children timely information about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessment used, and if requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children            e. School submits comments/concerns to the LEA if the Schoolwide Plan is not satisfactory to parents            f. School-parent compact is jointly developed with parents of participating students: how it is used, reviewed, and updated            g. School builds teachers' and parents' capacity for strong parental involvement            h. School, to the extent practical, provides opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children         </div> <i>Section 1118(c-f)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> School approved Parent Involvement Plan with required components a-h highlighted		Yes ____ No ____

A43.	<p>*Is there evidence that each component of the Parental Involvement Plan is being implemented?</p> <ul style="list-style-type: none"> <li>a. Plan provides an assurance that the school will convene an annual meeting of all parents of participating children, at a convenient time, to inform parents of Title I participation, its requirements, and their right to be involved</li> <li>b. School offers a flexible schedule of meetings, such as meetings in the morning or evening</li> <li>c. School involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including planning, review, and improvement of the School Parental Involvement Plan</li> <li>d. School provides parents of participating children timely information about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessment used, and if requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children</li> <li>e. School submits comments/concerns to the LEA if the Schoolwide Plan is not satisfactory to parents</li> <li>f. School-parent compact is jointly developed with parents of participating students: how it is used, reviewed, and updated</li> <li>g. School builds teachers' and parents' capacity for strong parental involvement</li> <li>h. School, to the extent practical, provides opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children</li> </ul> <p><i>Section 1118(c-f)</i></p>	
Evidence of Compliance		Comments
<input type="checkbox"/> Sample implementation documentation for each indicator a-h	Yes ____ No ____	

A44.	<p>*Has each Title I school developed and distributed to parents a school-parent compact which describes the partnership needed for children to achieve the state's high academic standards? At elementary schools, have the compacts been reviewed and discussed with parents at the parent-teacher conference (elementary only)?</p> <p><i>Section 1118(d)</i></p>	
Evidence of Compliance		Comments
<input type="checkbox"/> School-parent compact sample <input type="checkbox"/> Documentation of distribution of compacts to parents <input type="checkbox"/> Documentation of review and discussion of compacts with parents with elementary school students	Yes ____ No ____	

A45.	<p>*Is there evidence that each LEA Title I participating school distributed to parents the required Parents Right-to-Know information?</p> <p>a. Professional qualifications of the student's classroom teachers (and paraprofessionals if applicable)</p> <p>b. Level of achievement of the parent's child in each statewide academic assessment</p> <p>c. Notification to parents of children taught for 4 or more consecutive weeks by a teacher who is not highly qualified</p> <p>d. Notices and information under the Parents Right-to-Know in an understandable and uniform format, and to the extent practicable, in a language that parents can understand</p> <p><i>Section 1111(h)(6)</i></p>	
Evidence of Compliance		Comments
<input type="checkbox"/> Copy of dated notification of Parents Right-to-Know <input type="checkbox"/> Documentation of MCT2/SATP assessment report dissemination <input type="checkbox"/> Copy of notification letter of non-highly-qualified teacher <input type="checkbox"/> Dated notification letter to parents of children taught for 4 or more consecutive weeks by a teacher who is not highly qualified (if applicable) <input type="checkbox"/> Sampling of translated notices		Yes ____ No ____

A46.	<p>Does the LEA disseminate the annual state prepared local education agency report card?</p> <p><i>Section 1111(h)(2)(A)(i)</i></p>	
Evidence of Compliance		Comments
<input type="checkbox"/> Documentation of dissemination of MDE ESEA report card <input type="checkbox"/> Parent notification that the district report card is posted on website		Yes ____ No ____

<p><b>Title I, Part A – Qualifications for Teachers and Paraprofessionals Indicators</b></p> <p><b><u>All districts must complete this section.</u></b></p>		
A47.	<p>Is there evidence that the LEA has ensured that all core academic subject teachers who teach in a Title I Schoolwide Program, or who are paid from Title I funds in a Targeted Assistance Program, are highly qualified?</p> <p><i>Section 1119(a)(1)</i></p>	
Evidence of Compliance		Comments
<input type="checkbox"/> Educator Licensure Management System Report (ELMS) found under the District Assignments/HQT Report tab <ul style="list-style-type: none"> <li>▪ Must be printed annually by location prior to June 30</li> </ul> <input type="checkbox"/> NCLB Report Card HQT section for year being monitored <input type="checkbox"/> LEA highly qualified teacher plan <input type="checkbox"/> Individual teacher plans for non-highly qualified teachers		Yes ____ No ____

A48.	<p>*Does the principal of each school operating a Schoolwide or Targeted Assistance Program attest annually in writing to whether such school is in compliance with the highly qualified requirements? Are copies of attestations maintained at each school of the LEA and are made available to any member of the general public on request?</p> <p><i>Section 1119(h)(l); Section 1119(i)(2)(A-B)</i></p>	
Evidence of Compliance		Comments
<input type="checkbox"/> Signed copies of attestation letters		Yes ____ No ____

A49.	Is there evidence that the LEA has ensured that all paraprofessionals who work in an instructional capacity in a Title I Schoolwide Program or are paid from Title I funds in a Targeted Assistance Program are highly qualified? <i>Section 1119(c)(1)(A-C); Section 1119(d)</i>		
Evidence of Compliance		Comments	
<input type="checkbox"/> List of all instructional paraprofessionals in a Schoolwide Program <input type="checkbox"/> List of Title I funded instructional paraprofessionals in a Targeted Assistance Program <input type="checkbox"/> Access to documentation of credentials/qualifications (ACT Work Keys Scores or college transcript)		Yes ____ No ____ N/A ____	

A50.	*Does the LEA ensure that any paraprofessional working in a Title I school is working under the direct supervision of a teacher who is highly qualified? <i>Section 1119(g)(3)(A)</i>		
Evidence of Compliance		Comments	
<input type="checkbox"/> Schedules/assignments of paraprofessional(s) with supervising teacher(s) indicated		Yes ____ No ____ N/A ____	

**Title I, Part A Schoolwide Indicators**  
**Complete this section only if you have a Schoolwide Program.**

A51.	<p><b>*Do Title I schools operating a Schoolwide Program have a current year Title I Schoolwide Plan, approved by the LEA that contains the required components?</b></p> <ul style="list-style-type: none"> <li>a. Comprehensive needs assessment based on current data</li> <li>b. Schoolwide reform strategies</li> <li>c. Instruction by highly qualified teachers (HQT)</li> <li>d. High-quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards</li> <li>e. Strategies to attract high-quality, highly qualified teachers (HQT) to high-needs schools</li> <li>f. Strategies to increase parental involvement</li> <li>g. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Early Reading First, or a State-run preschool program, to local elementary programs</li> <li>h. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program</li> <li>i. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels on State assessments are provided with effective, timely additional assistance</li> <li>j. Coordination and integration of federal, state, and local services and programs including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training</li> </ul> <p><i>Section 1114(b)(1)(A-J)</i></p>
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Evidence of Compliance	Comments
<ul style="list-style-type: none"> <li><input type="checkbox"/> Schoolwide Plan, with indicators a-j labeled</li> <li><input type="checkbox"/> LEA-approved Schoolwide Plan, with date of approval</li> <li><input type="checkbox"/> MDE Title I <i>Schoolwide Plan Review Guide Sheet</i>, with "Implement" checked</li> <li><input type="checkbox"/> Other formal LEA approval process</li> </ul>	<p style="text-align: center;">Yes ____ No ____</p>

A52.	<p>*Is the Schoolwide Plan implemented as approved?</p> <ul style="list-style-type: none"> <li>a. Comprehensive needs assessment based on current data</li> <li>b. Schoolwide reform strategies</li> <li>c. Instruction by highly qualified teachers (HQT)</li> <li>d. High-quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards</li> <li>e. Strategies to attract high-quality, highly qualified teachers (HQT) to high-needs schools</li> <li>f. Strategies to increase parental involvement</li> <li>g. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Early Reading First, or a State-run preschool program, to local elementary programs</li> <li>h. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program</li> <li>i. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels on State assessments are provided with effective, timely additional assistance</li> <li>j. Coordination and integration of federal, state, and local services and programs including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training?</li> </ul> <p><i>Section 1114(b)(1)(A-J)</i></p>	
	<b>Evidence of Compliance</b>	<b>Comments</b>
	<input type="checkbox"/> Sample implementation documentation for each indicator a-j	Yes ____ No ____

A53.	<p>*Is there evidence that the Schoolwide Plan was developed with the involvement of parents, other members of the community to be served, and individuals who will carry out the plan, including teachers, principals, and LEA-level administrators of programs combined in the plan? (This group should include students from a secondary school.)</p> <p><i>Section 1114(b)(2)(B)(ii)</i></p>	
	<b>Evidence of Compliance</b>	<b>Comments</b>
	<input type="checkbox"/> List of planning team members by position and affiliation <input type="checkbox"/> Sign-in sheets, agendas, and minutes for Schoolwide Plan planning meetings.	Yes ____ No ____

A54.	<p>*Is there evidence that the school provided individual student academic assessment results in a language that parents can understand, including an interpretation of those results?</p> <p><i>Section 1114(b)(2)(A)(iv)</i></p>	
	<b>Evidence of Compliance</b>	<b>Comments</b>
	<input type="checkbox"/> Documentation of individual student academic achievement results and interpretation of those results in a language that parents can understand	Yes ____ No ____ N/A ____

**Title I, Part A – Targeted Assistance Program Indicators**  
**Complete this section only if you have a Targeted Assistance Program.**

A55.	<p>*Do Title I schools operating a Targeted Assistance Program have a current year Title I Targeted Assistance Plan, approved by the LEA that contains the required components?</p> <ul style="list-style-type: none"> <li>a. Program resources used only to help participating children meet Mississippi's challenging student academic achievement standards</li> <li>b. Incorporation of the Targeted Assistance Plan into existing school planning</li> <li>c. Effective methods and instructional strategies that are based on scientifically-based research that strengthens the core academic program of the school and:               <ul style="list-style-type: none"> <li>i. Provides extended learning opportunities</li> <li>ii. Provides accelerated curriculum</li> <li>iii. Minimizes removing students from the regular classroom during regular school hours</li> </ul> </li> <li>d. Coordinates with the regular classroom program including transitional strategies, which may include services to assist preschool children in the transition from early childhood programs to elementary school programs</li> <li>e. Provides instruction by highly qualified teachers</li> <li>f. Provides opportunities for high-quality ongoing professional development for teachers and other staff who work with participating children in the Title I program or in the regular education program</li> <li>g. Provides strategies to increase parental involvement</li> <li>h. Coordinates and integrates federal, state, and local services and programs including violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training</li> </ul> <p><i>Section 1115(c)(1)(A-H)</i></p>
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Evidence of Compliance	Comments
<ul style="list-style-type: none"> <li><input type="checkbox"/> Targeted Assisted Plan, with indicators a-h labeled</li> <li><input type="checkbox"/> LEA-approved Targeted Assistance Plan, with date of approval</li> <li><input type="checkbox"/> Other formal district approval process</li> </ul>	<p>Yes ____ No ____ N/A ____</p>

A56.	<p>*Is the Targeted Assistance Plan implemented as approved by the LEA?</p> <ul style="list-style-type: none"> <li>a. Program resources used only to help participating children meet Mississippi's challenging student academic achievement standards</li> <li>b. Incorporation of the Targeted Assistance Plan into existing school planning</li> <li>c. Effective methods and instructional strategies that are based on scientifically-based research that strengthens the core academic program of the school and:               <ul style="list-style-type: none"> <li>i. Provides extended learning opportunities</li> <li>ii. Provides accelerated curriculum</li> <li>iii. Minimizes removing students from the regular classroom during regular school hours</li> </ul> </li> <li>d. Coordinates with the regular classroom program including transitional strategies, which may include services to assist preschool children in the transition from early childhood programs to elementary school programs</li> <li>e. Provides instruction by highly qualified teachers</li> <li>f. Provides opportunities for high-quality ongoing professional development for teachers and other staff who work with participating children in the Title I program or in the regular education program</li> <li>g. Provides strategies to increase parental involvement</li> <li>h. Coordinates and integrates federal, state, and local services and programs including violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training</li> </ul> <p><i>Section 1115(c)(1)(A-H)</i></p>	
	<b>Evidence of Compliance</b>	<b>Comments</b>
	<input type="checkbox"/> Sample implementation documentation for each indicator a-h	Yes ____ No ____

A57.	<p>*Does the school operating a Targeted Assistance Program identify children who are failing, or most at risk of failing, to meet Mississippi's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures?</p> <p><i>Section 1115(b)</i></p>	
	<b>Evidence of Compliance</b>	<b>Comments</b>
	<input type="checkbox"/> Multi-criterion procedural guidelines <input type="checkbox"/> Copies of worksheets for determining eligibility and selecting students <input type="checkbox"/> List of eligible students	Yes ____ No ____

A58.	<p>*Is there evidence that the LEA uses Title I, Part A funds only for Targeted Assistance Programs that provide services to eligible children identified as having the greatest need for special academic assistance?</p> <p><i>Section 1115(b)(B)</i></p>	
	<b>Evidence of Compliance</b>	<b>Comments</b>
	<input type="checkbox"/> Review of Title I expenditures <input type="checkbox"/> Rank order listing of eligible students	Yes ____ No ____

A59.	*In a Targeted Assistance Program, is it evident that Title I, Part A paid personnel are serving only identified eligible students? <i>Section 1115(a)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> List of students being served <input type="checkbox"/> Payroll records <input type="checkbox"/> Teacher/assistant schedules		Yes ____ No ____ N/A ____

Title II, Part A – Teacher/Principal Quality Indicators All districts must complete this section.		
A60.	Does the LEA use Title II, Part A funds for activities according to the approved CFPA and the results of the comprehensive needs assessment? <i>Section 2122(c); Section 2123; OMB Circular A-87</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Comparison of CFPA with actual activities evidenced by trainings, classes, personnel, etc. <input type="checkbox"/> Comparison of comprehensive needs assessment with actual activities evidenced by trainings, classes, personnel, etc. <input type="checkbox"/> Other _____		Yes ____ No ____

A61.	Does the LEA meet the requirements of <i>Section 1119 – Qualifications for Teachers and Paraprofessionals?</i> <i>Section 2122(b)(10)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Educator Licensure Management System Report (ELMS District Assignments/HQT Report) <input type="checkbox"/> NCLB Report Card HQT section for year being monitored (if available) <input type="checkbox"/> “NCLB NOT Highly Qualified Teacher Report” (if available) <input type="checkbox"/> LEA highly qualified teacher plan <input type="checkbox"/> Access to teacher licenses at the LEA <input type="checkbox"/> Copy of individual teacher plans for non-HQ teachers <input type="checkbox"/> Other _____		Yes ____ No ____

A62.	Does the LEA ensure that all class size reduction (CSR) teachers paid by Title II, Part A funds are identified as highly qualified for the courses they are teaching and are supplemental in nature? <i>Section 2123(a)(B)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> List of CSR teachers paid with Title II, Part A funds <input type="checkbox"/> CSR teaching assignments <input type="checkbox"/> Copy of CSR teacher licenses <input type="checkbox"/> Other _____		Yes ____ No ____ N/A ____

A63.	Does the LEA assure coordination of professional development activities authorized under Title II, Part A with professional development activities provided through other federal, state, and local programs? <i>Section 2122(b)(4)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> LEA professional development plan <input type="checkbox"/> School professional development plans <input type="checkbox"/> Other _____		Yes ____ No ____

Educator Evaluation System All districts must complete this section.		
A64.	Is there evidence that the LEA implemented the statewide teacher and principal evaluation systems that include student achievement as a significant component? <i>Mississippi ESEA Flexibility Request, Section 2.D and Attachments 10a and 10b</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Starting FY2013-2014: Completion of Mississippi Principal Evaluation System <i>Form 1: Master Documentation</i> for each school principal <input type="checkbox"/> Starting FY2014-2015: Sample of Mississippi Teacher Evaluation System documentation [Standards based teacher actions (M-STAR), student learning outcomes, and professional growth goals]		Yes ____ No ____

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**B. Title I, Part A – Approaching Target Schools**

School District	Date
Monitor	

Title I, Part A – Approaching Target Schools	
Complete this section only if one or more schools have been designated as an Approaching Target school.	
B1.	<p>*Do Title I schools identified as Approaching Target have a current Action Plan based on at least three indicators, as specified in the <i>Mississippi ESEA Flexibility Request</i>?</p> <p><i>Mississippi ESEA Flexibility Request, Section 2.F and Attachment 8b1</i></p>
Evidence of Compliance	
	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <input type="checkbox"/> Current Action Plan(s) in <i>Mississippi SOARS</i>  <input type="checkbox"/> Current alternate plan addressing identified indicators   <p><i>Note: Incorporating identified indicators into the Schoolwide Plan may suffice as the district's alternate plan.</i></p> </div> <div style="width: 30%; text-align: center;"> <p>Yes ____ No ____</p> </div> </div>

B2.	<p>*Is the school's current Action Plan implemented as designed?</p> <p><i>Mississippi ESEA Flexibility Request, Section 2.F</i></p>
Evidence of Compliance	
	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <input type="checkbox"/> Documentation of continuous review and revision of the school's current Action Plan  <input type="checkbox"/> Meeting agendas, sign-in sheets, minutes               <ul style="list-style-type: none"> <li>▪ Data team</li> <li>▪ <i>Indicators in Action</i> video series</li> <li>▪ MDE training opportunities</li> </ul> </div> <div style="width: 30%; text-align: center;"> <p>Yes ____ No ____</p> </div> </div>

B3.	<p>Is there evidence that the LEA is monitoring and supporting the school's current Action Plan?</p> <ol style="list-style-type: none"> <li>a. Ensures schools are planning and implementing interventions that will make positive impacts on the academic achievement of student sub-groups not meeting AMOs</li> <li>b. Attends training with school staff as required to ensure implementation</li> <li>c. Intervenes in school implementation when necessary</li> </ol> <p><i>Mississippi ESEA Flexibility Request, Section 2.F</i></p>
Evidence of Compliance	
	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <input type="checkbox"/> AMO reports and corresponding interventions  <input type="checkbox"/> Documentation (agendas, PowerPoint presentations, handouts, etc.) of attendance at trainings  <input type="checkbox"/> Documentation of LEA-provided technical assistance, monitoring, and, as needed, intervention               </div> <div style="width: 30%; text-align: center;"> <p>Yes ____ No ____</p> </div> </div>

**Note: This indicator applies only to Approaching Target schools who do not make progress within two years (applicable in SY2014-2015).**

B4.	<p>*Approaching Target schools that <u>do not make progress within two years</u> will move toward a more directive intervention from MDE. MDE will notify schools that have not achieved sufficient AMOs' improvement. Only schools that receive that notification are required to implement each of the following:</p> <ol style="list-style-type: none"> <li>Attendance at MDE offered trainings related to areas of deficiency</li> <li>Participation in MDE remediation sessions by students who have failed the SATP2 state tests</li> <li>Participation in the Office of Student Assessment's remediation best practices for administrators</li> <li>Use of Title II funds to pay for additional days of onsite training to meet the needs of related areas of deficiency</li> <li>Use of Title I funds to employ a master teacher to provide support in the targeted area(s)</li> <li>Assurance that schools demonstrating the greatest need based on data receive the highest percentage of resources</li> </ol> <p><i>Mississippi ESEA Flexibility Request, Section 2.F</i></p>
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Evidence of Compliance	Comments
<input type="checkbox"/> Agendas, sign-in sheets, handouts, travel documentation, etc. <input type="checkbox"/> Registration for students who attended SATP2 training <input type="checkbox"/> Documentation of attendance (travel documentation, certificate of completion, etc.) at Office of Student Assessment trainings <input type="checkbox"/> Title II application, including expenditure budget reports <input type="checkbox"/> Job description and contract for master teacher <input type="checkbox"/> Documentation that schools demonstrating the greatest need based on data receive the highest percentage of resources	Yes ____ No ____ N/A ____

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C. Title I, Part A – Focus Schools

School District	Date
Monitor	

Title I, Part A – Focus Schools	
Complete this section only if one or more schools have been designated as a Focus school.	
C1.	<p><b>*Do Title I schools identified as Focus Schools have a current Title I 1003(a) application approved by the LEA school board that includes the required components of the <i>Mississippi ESEA Flexibility Request</i>?</b></p> <ul style="list-style-type: none"> <li>a. Addresses areas of deficiency (gaps and/or lowest performing subgroup)</li> <li>b. Defines continuous improvement objectives</li> <li>c. Defines a system of continuous monitoring and evaluation of the school's progress</li> </ul> <p><i>Mississippi ESEA Flexibility Request, Section 2.E</i></p>
Evidence of Compliance	
	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <input type="checkbox"/> LEA school board approved current Title I 1003(a) application </div> <div style="width: 35%; text-align: center;"> Yes ____ No ____ </div> </div> <p><i>Note: The 1003(a) application containing the Action Plan Summary must be LEA school board approved.</i></p>

C2.	<p><b>*Is the Action Plan implemented as approved?</b></p> <p><i>Mississippi ESEA Flexibility Request, Section 2.E</i></p>
Evidence of Compliance	
	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <input type="checkbox"/> Documentation supporting the implementation of intensive interventions (i.e. supplemental materials, targeted professional development, extended learning time, tutorial/remediation schedules)   <input type="checkbox"/> <i>Mississippi SOARS</i> online planning, monitoring, and reporting on the target areas </div> <div style="width: 35%; text-align: center;"> Yes ____ No ____ </div> </div>

C3.	<p><b>*Is there evidence that each Focus school has established a prekindergarten through higher education Community Council that meets consistently and actively participates in the implementation of the school's Action Plan?</b></p> <p><i>Mississippi ESEA Flexibility Request, Section 2.E</i></p>
Evidence of Compliance	
	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <input type="checkbox"/> Documentation of Community Council meetings (agendas, sign-in sheets, minutes, etc.)   <input type="checkbox"/> <i>Mississippi SOARS</i> documentation </div> <div style="width: 35%; text-align: center;"> Yes ____ No ____ </div> </div>

C4.	<p>*Is there evidence that within 30 working days of receiving notification of Focus school status, the school provided notification of Focus school status to parents of each child enrolled, and the notices contained the following information?</p> <ul style="list-style-type: none"> <li>a. School status</li> <li>b. Reasons for identification</li> <li>c. Overall proficiency levels in reading/language arts and math</li> <li>d. Graduation rate for high schools</li> <li>e. Description and explanation of interventions addressing the reason(s) for identification of Focus school status</li> <li>f. Development and implementation by school of Action Plan addressing areas of deficiency</li> <li>g. Establishment of Community Council with active participation in Action Plan implementation</li> </ul> <p><i>Mississippi ESEA Flexibility Request, Section 2.E</i></p>	
<b>Evidence of Compliance</b>		<b>Comments</b>
<input type="checkbox"/> Parent notification <input type="checkbox"/> Documentation of dated notification to parents		Yes ____ No ____

C5.	<p>Has the LEA/school expended the funds as approved in the CFPA and/or Title I 1003(a) application?</p> <ul style="list-style-type: none"> <li>a. Amount approved in district's CFPA school budget page(s)</li> <li>b. Title I 1003(a) funds</li> </ul> <p><i>Mississippi ESEA Flexibility Request, Section 2.E</i></p>	
<b>Evidence of Compliance</b>		<b>Comments</b>
<input type="checkbox"/> CFPA/1003(a) budget pages <input type="checkbox"/> Expenditure budget reports		Yes ____ No ____

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D. Title I, Part A – Priority Schools

School District	Date
Monitor	

<b>Title I, Part A – Priority Schools</b> Complete this section only if one or more schools have been designated as a Priority school.	
<b>D1.</b>	*Do Title I schools identified as Priority Schools have a current Transformation Plan approved by the LEA school board that includes the required components of the <i>Mississippi ESEA Flexibility Request</i> ? a. Addresses areas of deficiency b. Defines continuous improvement objectives c. Defines a system for continuous monitoring and evaluation d. Aligns with the eight ESEA Flexibility turnaround principles e. Establishes annual goals for leading and lagging (achievement) indicators <i>Mississippi ESEA Flexibility Request, Section 2.D</i>
Evidence of Compliance	
	<input type="checkbox"/> Transformation Plan(s) <input type="checkbox"/> LEA school board minutes <input type="checkbox"/> <i>Mississippi SOARS</i> documentation
Comments	
Yes ____ No ____	

<b>D2.</b>	*Is the Transformation Plan implemented as approved by LEA School Board? <i>Mississippi ESEA Flexibility Request, Section 2.D</i>
Evidence of Compliance	
	<input type="checkbox"/> Documentation supporting the implementation of intensive interventions (i.e. supplemental materials, targeted professional development, extended learning time, tutorial/remediation schedules) <input type="checkbox"/> <i>Mississippi SOARS</i> online planning, monitoring, and reporting on the target areas
Comments	
Yes ____ No ____	

<b>D3.</b>	*Is there evidence that each Priority School has a prekindergarten through higher education Community Council that meets consistently and actively participates in the implementation of the school's Transformation Plan? <i>Mississippi ESEA Flexibility Request, Section 2.D</i>
Evidence of Compliance	
	<input type="checkbox"/> Documentation of Community Council meetings (agendas, sign-in sheets, and minutes) <input type="checkbox"/> <i>Mississippi SOARS</i> documentation
Comments	
Yes ____ No ____	

D4.	<p>*Is there evidence that within 30 working days of receiving notification of Priority school status, the school provided notification of Priority school status to parents of each child enrolled, and the notice contained the following information?</p> <ul style="list-style-type: none"> <li>a. School status</li> <li>b. Reasons for the identification</li> <li>c. Overall proficiency levels in reading/language arts and math</li> <li>d. Graduation rate for high schools</li> <li>e. Description and explanation of interventions addressing the reason(s) for identification of Priority school status</li> <li>f. Development and implementation by school of Transformation/Action Plan addressing areas of deficiency</li> <li>g. Establishment of Community Council with active participation in Transformation/Action Plan implementation</li> </ul> <p><i>Mississippi ESEA Flexibility Request, Section 2.D</i></p>	
<b>Evidence of Compliance</b>		<b>Comments</b>
<input type="checkbox"/> Parental notification <input type="checkbox"/> Documentation of dated notification to parents		Yes ____ No ____

D5.	<p>Has the LEA/school expended the following on implementation of the intensive interventions outlined in the Transformation Plan?</p> <ul style="list-style-type: none"> <li>a. Up to 20 percent of the LEA's Title I, Part A budget [for non 1003(g) funded Priority Schools only]</li> <li>b. Title I 1003(a) funds, if allocated</li> </ul> <p><i>Mississippi ESEA Flexibility Request, Section 2.D</i></p>	
<b>Evidence of Compliance</b>		<b>Comments</b>
<input type="checkbox"/> CFPA/1003(a) budget pages <input type="checkbox"/> Expenditure budget reports		Yes ____ No ____

D6.	<p>Is there evidence that the LEA has established an office/staff to provide oversight for the implementation and ongoing monitoring of the schools' Transformation Plan?</p> <p><i>Mississippi ESEA Flexibility Request, Section 2.D</i></p>	
<b>Evidence of Compliance</b>		<b>Comments</b>
<input type="checkbox"/> <i>Mississippi SOARS</i> documentation <input type="checkbox"/> Names of persons responsible for implementing and monitoring plan		Yes ____ No ____

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E. Title I, Part D, Subpart 2 – Education of Neglected/Delinquent Children (N/D)

School District	Date
Monitor	

<b>Title I, Part D, Subpart 2 – Education of Neglected/Delinquent Children Indicators</b> <b>Complete this section only if the LEA operates an N/D facility.</b>	
<b>E1.</b>	Does the LEA exercise administrative control and assume responsibility for monitoring the funded programs to ensure compliance with any formal agreements and applicable statutory requirements? <i>34 CFR 80.40(a)</i>
Evidence of Compliance	Comments
<input type="checkbox"/> LEA level person assigned to administer and monitor the program(s) <input type="checkbox"/> Written records/schedules of LEA monitoring visits of facilities <input type="checkbox"/> Budget and expenditure reports	Yes ____ No ____

E2.	<p>Does the LEA have a current N/D Plan approved by MDE and does the plan contain the following components?</p> <ul style="list-style-type: none"> <li>a. Description of the program to be assisted</li> <li>b. Description of formal agreements between the local educational agency, correctional facilities, and alternative school programs serving children and youth involved with the juvenile justice system</li> <li>c. As appropriate, a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend</li> <li>d. Description of the program operated by participating schools for children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth</li> <li>e. Description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth</li> <li>f. As appropriate, a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility</li> <li>g. As appropriate, a description of any partnerships with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring services for participating students</li> <li>h. As appropriate, a description of how the program will involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities</li> <li>i. Description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of Public Law 105-220 and vocational and technical education programs serving at-risk children and youth</li> <li>j. Description of how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable</li> <li>k. As appropriate, a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities</li> <li>l. Description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program; and</li> <li>m. As appropriate, a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a regular public school program.</li> </ul> <p><i>Section 1423(1-13)</i></p>				
<table border="1"> <thead> <tr> <th data-bbox="115 1371 1003 1409">Evidence of Compliance</th> <th data-bbox="1003 1371 1510 1409">Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="115 1409 1003 1871"> <input type="checkbox"/> Approved N/D application  <input type="checkbox"/> Reference budget and expenditure reports  <input type="checkbox"/> On-site visits to facilities </td> <td data-bbox="1003 1409 1510 1871"> <p>Yes ____ No ____</p> </td> </tr> </tbody> </table>	Evidence of Compliance	Comments	<input type="checkbox"/> Approved N/D application <input type="checkbox"/> Reference budget and expenditure reports <input type="checkbox"/> On-site visits to facilities	<p>Yes ____ No ____</p>	
Evidence of Compliance	Comments				
<input type="checkbox"/> Approved N/D application <input type="checkbox"/> Reference budget and expenditure reports <input type="checkbox"/> On-site visits to facilities	<p>Yes ____ No ____</p>				

E3.	Is the LEA implementing the N/D Plan as approved? <i>Section 1423(3-13)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Sample documentation of implemented actions and activities for each of the above c-m components, of the Neglected and Delinquent Plan <input type="checkbox"/> Agendas, sign-in sheets, and minutes <input type="checkbox"/> Other relevant documents where appropriate <i>Note: Indicators c-m are equivalent to items 3-13 in Title I, Part D, Subpart 2.</i>		Yes ____ No ____

E4.	*Are funds used to operate at least one of the following? a. Programs that serve children and youth returning to local schools from correctional facilities to assist in the transition of children and youth to the school environment and help them remain in school in order to complete their education b. Dropout prevention program that targets at-risk children and youth c. Coordination of health and social services for children and youth that will improve the likelihood that such individuals will complete their education d. Special programs to meet the unique academic needs of participating children and youth e. Programs providing mentoring and peer mediation <i>Section 1424</i>  <i>Note: An LEA that serves a school operated by a correctional facility is not required to provide a program of support if more than 30% of the students will reside outside the boundaries of the LEA after leaving the facility.</i> <i>Section 1422(b)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Reference approved N/D application for: <ul style="list-style-type: none"> <li>▪ Written N/D program descriptions</li> <li>▪ Written agreement(s) between LEA and facility/facilities</li> </ul>		Yes ____ No ____

E5.	Does evidence support the student counts submitted in the annual survey? <i>Section 1422(a)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Annual survey <input type="checkbox"/> Working notes for selecting schools and/or students <input type="checkbox"/> Verification of student counts reported to MDE		Yes ____ No ____

E6.	Does the LEA use multiple and appropriate measures of student progress? <i>Section 1426; Section 1431(a-c)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Data sources and data used to measure and report student progress <input type="checkbox"/> <i>Consolidated State Performance Report (CSPR)</i>		Yes ____ No ____

E7.	Does the LEA use the results of evaluations to plan and improve subsequent programs for participating children and youth? <i>Section 1431(d)(2)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/>	Documentation of use of evaluation results	Yes ____ No ____

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F. Private Schools  
(LEAs Operating Private School Programs)

School District	Date
Monitor	

**Complete this section only if the district provides services to private school children, their teachers, or families.**

NOTE: The following section applies to all federal fund sources regarding services to students and teachers in private schools:  
 Title I, Part A – Participation of Children Enrolled in Private Schools  
 Title I, Part C – Education of Migratory Children  
 Title II, Part A – Teacher/Principal Quality  
 Title III – Language Instruction for Limited English Proficient and Immigrant Students

- |     |   |
|-----|---|
| F1. | <p>Is there evidence that the local educational agency consulted with appropriate private school officials during the design and development of the Title I program on issues such as:</p> <ul style="list-style-type: none"> <li>a. How the children's needs will be identified</li> <li>b. What services will be offered</li> <li>c. How, where, and by whom the services will be provided</li> <li>d. How the services will be academically assessed and how the results of that assessment will be used to improve those services</li> <li>e. Size and scope of the equitable services to be provided to the eligible private school children, and the proportion of funds that is allocated under subsection (a)(4) for such services</li> <li>f. Method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools</li> <li>g. How and when the agency will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers</li> <li>h. How, if the agency disagrees with the views of the private school officials on the provision of services through a contract, the local educational agency will provide in writing to such private school officials an analysis of the reasons why the local educational agency has chosen not to use a contractor</li> </ul> |
|-----|---|

*Section 1120(b)(1)(A-H)*

Evidence of Compliance	Comments
<input type="checkbox"/> Documentation from consultation process pertaining to the joint development of the plan (agenda, sign-in sheets, minutes)	Yes ____ No ____

F2.	Is there evidence that the LEA, in conjunction with non-public school officials, has established multiple educationally related objective criteria to identify Title I eligible non-public school students that have the greatest need for special academic assistance, and is there evidence that students with the greatest need are receiving such services? <i>Section 1120(a)(1)</i>	
<b>Evidence of Compliance</b>		<b>Comments</b>
<input type="checkbox"/> Multi-criterion student needs assessment <ul style="list-style-type: none"> <li>▪ Achievement tests</li> <li>▪ Teacher referrals and recommendations based on objective educationally related criteria</li> <li>▪ Grades</li> </ul> <input type="checkbox"/> List of students and rank-ordered eligibility list <input type="checkbox"/> Cut-off scores <input type="checkbox"/> Alternate assessment tool		Yes ____ No ____

F3.	Is it evident that the LEA provides equitable services to Title I eligible students attending non-public schools, including Title I parenting activities to participating non-public schools and equitable professional development? <i>Section 1120; Section 9501</i>	
<b>Evidence of Compliance</b>		<b>Comments</b>
<input type="checkbox"/> See CFPA reference copy <input type="checkbox"/> Title I parenting activities <ul style="list-style-type: none"> <li>▪ Agenda, sign-in sheets, minutes/handouts</li> <li>▪ Evidence of expenditures (purchase orders, invoices, contracts, staffing, etc.)</li> </ul> <input type="checkbox"/> Title I professional development activities <ul style="list-style-type: none"> <li>▪ Agenda, sign-in sheets, minutes/handouts</li> <li>▪ Evidence of expenditures (purchase orders, invoices, contracts, staffing, etc.)</li> </ul>		Yes ____ No ____

F4.	Are the educational services or other benefits, including materials and equipment, secular, neutral, and non-ideological? <i>Section 1120(a)(2); Section 9501</i>	
<b>Evidence of Compliance</b>		<b>Comments</b>
<input type="checkbox"/> Review of services provided to eligible non-public school students <input type="checkbox"/> On-site visits		Yes ____ No ____

F5.	Does the LEA maintain and administer control of the non-public school services: a. Materials, equipment, and property b. Title I personnel and/or contractors <i>Section 1120(d)</i>	
<b>Evidence of Compliance</b>		<b>Comments</b>
<input type="checkbox"/> Review of services provided to non-public school students <ul style="list-style-type: none"> <li>▪ Evidence of expenditures (purchase orders, invoices, contracts, staffing, etc.)</li> </ul> <input type="checkbox"/> Fixed asset inventory <input type="checkbox"/> On-site visits <input type="checkbox"/> Administrator interview		Yes ____ No ____

F6.	Does the LEA offer to consult with private schools about Title services for: a. EL students b. Migrant students <i>Section 9501(b)(1)</i>	
<b>Evidence of Compliance</b>		<b>Comments</b>
<input type="checkbox"/> Documentation from consultation (agenda, sign-in sheets, minutes, etc.)		Yes ____ No ____

F7.	Does the LEA offer to consult with private schools about Title II services for private school teachers and administrators? <i>Section 9501(b)(1)</i>	
<b>Evidence of Compliance</b>		<b>Comments</b>
<input type="checkbox"/> Documentation from consultation (agenda, sign-in sheets, minutes, etc.)		Yes ____ No ____

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**G. Title III, Part A - Language Instruction for Limited English Proficient and Immigrant Students**

School District	Date
Monitor	

<b>Title III, Part A – Language Instruction for LEP and Immigrant Students Indicators</b> <b>Complete this section only if the LEA receives Title III, Part A funds.</b>	
<b>G1.</b>	Is it evident that the LEA expended no more than the amount approved in the application (maximum allowable 2 percent) for administrative costs? <i>Section 3115(b)</i>
Evidence of Compliance	
	<input type="checkbox"/> Title III application <input type="checkbox"/> Expenditure budget reports
<div style="text-align: right;"> <b>Comments</b>          Yes ____ No ____       </div>	

<b>G2.</b>	If the Annual Measurable Achievement Objectives (AMAOs) were not met for 2 consecutive years, did the LEA develop an improvement plan that ensures: a. The LEA will meet such objectives b. The plan specifically addresses the factors that prevented the LEA from achieving such objectives <i>Section 3122(b)(2)</i>
Evidence of Compliance	
	<input type="checkbox"/> LEA ELL improvement plan <input type="checkbox"/> Strategies for implementation of the plan
<div style="text-align: right;"> <b>Comments</b>          Yes ____ No ____ N/A ____       </div>	

<b>G3.</b>	Has the LEA developed high-quality, scientifically-based researched, age-appropriate English language instruction educational programs designed to meet the needs of ELL and/or immigrant children and youth? <i>Section 3115(c-d); Section 3241; Section 3247(a)(1-6)</i>
Evidence of Compliance	
	<input type="checkbox"/> Design/description of programs <input type="checkbox"/> Schoolwide plans
<div style="text-align: right;"> <b>Comments</b>          Yes ____ No ____       </div>	

<b>G4.</b>	Does the LEA implement English language services by a classroom teacher who has received appropriate, scientifically-based researched, approved training for working with ELL and/or immigrant children and youth? <i>Section 3115(c)(2); Section 3247(a)(2)</i>
Evidence of Compliance	
	<input type="checkbox"/> Documentation of training (agendas, sign-in sheets, and handouts)
<div style="text-align: right;"> <b>Comments</b>          Yes ____ No ____       </div>	

G5.	Are the ELL teachers fluent in written and oral English? <i>Section 3116(c)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Signed letter of attestation from superintendent, principal		Yes ____ No ____

G6.	Has the LEA provided separate notification (from the identification letter) within 30 days to the parents of ELL children participating in a Title III language instruction educational program of any failure of the program to make progress on the AMAOs? <i>Section 3302(b)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Dated copy of the parent letter signifying AMAO status		Yes ____ No ____ N/A ____

G7.	Does the LEA provide evidence of ELL student progress toward learning English, including the number or percentage of ELL children who: <ul style="list-style-type: none"> <li>a. Are making progress in attaining English proficiency based on ACCESS scores (AMAO 1)</li> <li>b. Have met proficiency target (AMAO 2)</li> <li>c. Have met proficiency target on state assessments (AMAO 3)</li> </ul> <i>Section 3122(a)(3)(A)</i>	
Evidence of Compliance		Comments
<b>ALL REQUIRED:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Number or percentage of ELL students making progress in attaining English proficiency based on ACCESS scores (AMAO 1)</li> <li><input type="checkbox"/> Number or percentage of ELL students meeting English proficiency target (AMAO 2)</li> <li><input type="checkbox"/> Annual Measurable Objective for the ELL subgroup measured at the LEA level</li> </ul>		Yes ____ No ____

G8.	Is there evidence that the LEA conducts an annual evaluation of the effectiveness of its English language instruction educational program and that program modifications are made as needed based on the evaluation? <i>Section 3121(a-b)</i>	
Evidence of Compliance		Comments
<b>ALL REQUIRED:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluation conducted</li> <li><input type="checkbox"/> Program modifications based on evaluation</li> </ul>		Yes ____ No ____

G9.	Is there evidence that the LEA is expending funds for activities that provide enhanced instructional opportunities for immigrant children and youth? <i>Section 3115(e)</i>	
Evidence of Compliance		Comments
<b>ALL REQUIRED:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Approved Title III English Language Acquisition Program Application for Immigrant Children and Youth</li> <li><input type="checkbox"/> Documentation of services provided as outlined in the approved application</li> </ul>		Yes ____      No ____      N/A ____

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H. Title IV, Part B – 21<sup>st</sup> Century Community Learning Centers (CCLC)

School District	Date
Monitor	

**Title IV, Part B – 21<sup>st</sup> Century Community Learning Centers (CCLC) Indicators**  
Complete this section only if the LEA receives 21<sup>st</sup> CCLC funds.

**Note: All entities, public and private, must complete Section A. Federal Programs, Cross-cutting indicators A1-A9.**

**Fiduciary Indicators**

H1.	*Does the grantee maintain a copy of the approved application, amendments, revised budgets, and needs assessment results? <i>Section 4204(b)(2)</i>
<b>Evidence of Compliance</b>	
<b>Comments</b>	
	<input type="checkbox"/> 21 <sup>st</sup> CCLC application <input type="checkbox"/> Approved amendment(s) (If applicable)
	Yes ____ No ____

H2.	*Did the grantee expend project funds, in accordance with OMB Circulars A-87 and/or A-122, within the period of availability? <i>Section 4204; OMB Circulars A-87 and A-122</i>
<b>Evidence of Compliance</b>	
<b>Comments</b>	
REQUIRED:	
<input type="checkbox"/> Indicators A1-A9 cross-cutting documentation *See <a href="http://www.mde.k12.ms.us/federal-programs/federal-programs-compliance-and-monitoring">www.mde.k12.ms.us/federal-programs/federal-programs-compliance-and-monitoring</a>	
	Yes ____ No ____

H3.	*Does the grantee maintain a list of project-related travel taken during the past year along with records of who participated in the travel? <i>Section 4204</i>
<b>Evidence of Compliance</b>	
<b>Comments</b>	
	<input type="checkbox"/> Travel expense form (mileage, lodging, etc.) <input type="checkbox"/> Training/meeting agendas (when applicable) <input type="checkbox"/> Travel Log (for in-district travel) <input type="checkbox"/> Other _____
	Yes ____ No ____ N/A ____

## Program Indicators

H4.	<p>*Does the grantee primarily target students who attend schools eligible for schoolwide programs under section 1114 and the families of such students?</p> <p><i>Section 4204(b)(2)(F)</i></p>
Evidence of Compliance	Comments
<input type="checkbox"/> Participant list by school <input type="checkbox"/> List of schools eligible for Schoolwide services	Yes ____ No ____

H5.	<p>*Has the grantee developed written policies and procedures to promote effective management?</p> <p><i>Section 4204(b)(2)(N)</i></p>
Evidence of Compliance	Comments
<input type="checkbox"/> Policies/procedures <input type="checkbox"/> Program handbook <input type="checkbox"/> Other _____	Yes ____ No ____

H6.	<p>*Has the grantee established an attendance policy to encourage attendance and reduce absenteeism for participants?</p> <p><i>Section 4204(b)(2)(N)</i></p>
Evidence of Compliance	Comments
<input type="checkbox"/> Written attendance policy/procedures from program handbook <input type="checkbox"/> Attendance policy <input type="checkbox"/> Other _____	Yes ____ No ____

H7.	<p>*Does the program staff communicate 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?</p> <p><i>Section 4204(b)(2)</i></p>
Evidence of Compliance	Comments
<input type="checkbox"/> Homework logs <input type="checkbox"/> Teacher class schedules <input type="checkbox"/> Correspondence <input type="checkbox"/> Student progress reports (academic and behavioral) <input type="checkbox"/> Other _____	Yes ____ No ____

H8.	<p>*Do parents participate in the decision-making and planning of the program operation?</p> <p><i>Section 4204(b)(2)(N)</i></p>
Evidence of Compliance	Comments
<input type="checkbox"/> Parent meetings (agendas, sign-in sheets, minutes) <input type="checkbox"/> Surveys <input type="checkbox"/> Other _____	Yes ____ No ____

H9.	*Are volunteers recruited, screened, and trained effectively to work in the 21 <sup>st</sup> Century program? <i>Section 4204(b)(2)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Recruitment procedures <input type="checkbox"/> Job descriptions <input type="checkbox"/> Background check documentation <input type="checkbox"/> Training materials (agendas, sign-in sheets, minutes) <input type="checkbox"/> Other _____		Yes ____ No ____

H10.	*Is professional development ongoing, provided to all staff, and specific to the 21 <sup>st</sup> Century program? <i>Section 4204(b)(2)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Description of training <input type="checkbox"/> Agenda, sign-in sheets, minutes, training handouts <input type="checkbox"/> Professional development plan/calendar <input type="checkbox"/> Other _____		Yes ____ No ____

H11.	*Does the LEA implement dropout prevention activities (for 2010 grantees forward) in the program? <i>Section 4204(b)(2)(N)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> LEA dropout plan <input type="checkbox"/> Activity schedule <input type="checkbox"/> Other _____		Yes ____ No ____

H12.	*Does the grantee have adequate security in place? <i>Section 4204(b)(2)(N)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Written security policies/procedures <input type="checkbox"/> Other _____		Yes ____ No ____

H13.	*Does the grantee provide services in a safe and easily accessible environment? <i>Section 4204(b)(2)(A)(i)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Compliance with MDE Safe School Standards <input type="checkbox"/> Emergency drill records <input type="checkbox"/> Other _____		Yes ____ No ____

H14.	*Is there evidence of efforts to sustain the program once funding ends, and have efforts been made to gain other sources of funding or in-kind resources to maintain the same level of program services as grant support decreases? <i>Section 4204(b)(2)(K)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Sustainability plan <input type="checkbox"/> Description of resources (e.g. grants, leveraged funds, documented in-kind donations) <input type="checkbox"/> Other _____		Yes ____ No ____

Services Indicators		
H15.	*Does the grantee 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 <i>Section 9501</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Reference 21 <sup>st</sup> CCLC application <input type="checkbox"/> Documentation of timely and meaningful consultation (agendas, sign-in sheets, minutes) <input type="checkbox"/> Student lists <input type="checkbox"/> Corroboration of the budget and plans during on-site visit		Yes ____ No ____ N/A ____

H16.	*Does the grantee disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible? <i>Section 4204(b)(A)(iii)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Program handbook <input type="checkbox"/> Website, correspondence, flyers, press releases, exhibits <input type="checkbox"/> Other _____		Yes ____ No ____

H17.	*Has the grantee adopted and consistently applied clear standards for student behavior? <i>Section 4204(b)(2)(N)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Student behavior techniques/interventions <input type="checkbox"/> Classroom discipline rules <input type="checkbox"/> Incident reports <input type="checkbox"/> Other _____		Yes ____ No ____

H18.	*Does the grantee offer a variety of academic enrichment activities and character education activities to all students? <i>Section 4205(a)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Lesson plans <input type="checkbox"/> Activity logs/descriptions <input type="checkbox"/> Other _____		Yes ____ No ____

H19.	*Does the grantee provide daily nutritious snacks for all participants of the community learning center? <i>Section 4204(b)(2)(N)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Daily snack log <input type="checkbox"/> Other _____		Yes ____ No ____

H20.	*Does the center provide safe travel to/from activities? <i>Section 4204(b)(2)(A)(ii)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Sign-in/out logs <input type="checkbox"/> Method of transportation <input type="checkbox"/> Bus seating charts <input type="checkbox"/> Other _____		Yes ____ No ____ N/A ____

H21.	*Are families of students served by the community learning center provided opportunities for literacy and related educational development? <i>Section 4201(a)(3)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Correspondence (flyers/announcements) <input type="checkbox"/> Family attendance records (sign-in sheets) <input type="checkbox"/> Activities/schedules (agendas) <input type="checkbox"/> Other _____		Yes ____ No ____

Collaboration Indicators		
H22.	*Does the program maintain a 21 <sup>st</sup> CCLC advisory board that meets at least two times per year and includes parents, students, and public and private community members? <i>Section 4204(b)(2)(N)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Advisory Board members list <input type="checkbox"/> Correspondence <input type="checkbox"/> Meeting agendas, sign-in sheets, minutes <input type="checkbox"/> Other _____		Yes ____ No ____

H23.	*Are there written agreements between grantee, schools, and collaborating partners that describe the programs and/or services in accordance with the approved grant? <i>Section 4204(b)(2)(N)</i>	
<b>Evidence of Compliance</b>		<b>Comments</b>
<input type="checkbox"/> Written contracts and/or letters of agreement <input type="checkbox"/> Description of services <input type="checkbox"/> Correspondence <input type="checkbox"/> Other _____		Yes ____ No ____

H24.	*Do partners and/or collaborators provide programs and/or services in accordance with the approved grant? <i>Section 4204(b)(2)</i>	
<b>Evidence of Compliance</b>		<b>Comments</b>
<input type="checkbox"/> Documentation of services/activities <input type="checkbox"/> Other _____		Yes ____ No ____

Documentation Indicators		
H25.	*Does the grantee have 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? <i>Section 4204(b)(2)(N)</i>	
<b>Evidence of Compliance</b>		<b>Comments</b>
<input type="checkbox"/> Registration forms <input type="checkbox"/> Attendance forms <input type="checkbox"/> Profile and Performance Information Collection System (PPICS) data <input type="checkbox"/> Other _____		Yes ____ No ____

H26.	*Are the program hours, activity schedules, and locations available, accessible, and implemented as stated in the plan? <i>Section 4204(b)(2)(N)</i>	
<b>Evidence of Compliance</b>		<b>Comments</b>
<input type="checkbox"/> Reference 21 <sup>st</sup> CCLC Plan from indicator H1 (highlight and tab hours, schedules, locations) <input type="checkbox"/> Registration information, flyers <input type="checkbox"/> Documentation of: <ul style="list-style-type: none"> <li>▪ Program hours</li> <li>▪ Activity schedules</li> <li>▪ Locations</li> <li>▪ Student attendance records</li> </ul> <input type="checkbox"/> Other _____		Yes ____ No ____

H27.	*Is there a system for signing children in and out of the 21 <sup>st</sup> Century program, for locating children at all times, or other evidence to indicate the safety of the students is being addressed? <i>Section 4204(b)(2)(N)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Written policies/procedures <input type="checkbox"/> Student tracking system <input type="checkbox"/> Daily student attendance records <input type="checkbox"/> Other _____		Yes ____ No ____

H28.	*Does the grantee maintain written plans for activities and forms to track student participation in activities? <i>Section 4204(b)(2)(N)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Program schedules <input type="checkbox"/> Description of services/activities <input type="checkbox"/> Other _____		Yes ____ No ____

H29.	Does the eligible entity have 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? <i>Section 4204(b)(2)(J)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Scientifically-based researched programs <input type="checkbox"/> Evidence of prior success <input type="checkbox"/> Anecdotal records <input type="checkbox"/> Other _____		Yes ____ No ____

H30.	Does the grantee maintain: a. Organizational chart listing all personnel b. Written job description for each employee for the 21 <sup>st</sup> Century program c. Certifications and qualifications for all key staff <i>Section 4204(b)(2)(N)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Organizational chart <input type="checkbox"/> Job descriptions <input type="checkbox"/> Background checks <input type="checkbox"/> Teacher licenses and/or resumes <input type="checkbox"/> Other _____		Yes ____ No ____

H31.	Does the LEA ensure 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? <i>Section 4204(b)(2)(G)</i>	
<b>Evidence of Compliance</b>		<b>Comments</b>
<b>ALL REQUIRED:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Expenditure budget reports</li> <li><input type="checkbox"/> Salary/account distribution report (shows all funds contributing to an employee's salary) of all employee salaries paid in whole or in part with federal funds</li> <li><input type="checkbox"/> List of all employees paid with federal program dollars</li> <li><input type="checkbox"/> Job descriptions of all federal program employees</li> <li><input type="checkbox"/> Time and effort documentation of all employees paid with federal funds</li> </ul>		Yes ____ No ____

Evaluation Indicators		
H32.	*Is there a system of accountability and continuous evaluation in place to support program improvement, ensure parent and participants' satisfaction, and identify necessary changes? <i>Section 4205(b)(2)</i>	
<b>Evidence of Compliance</b>		<b>Comments</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Program modifications</li> <li><input type="checkbox"/> Amendments (if applicable)</li> <li><input type="checkbox"/> Evaluation reports</li> <li><input type="checkbox"/> Other _____</li> </ul>		Yes ____ No ____

H33.	*Does the grantee evaluate the effectiveness of the program? <i>Section 4205(b)(2)</i>	
<b>Evidence of Compliance</b>		<b>Comments</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluation reports</li> <li><input type="checkbox"/> Surveys and results from key stakeholders, including parents, students, and collaborators/partners</li> <li><input type="checkbox"/> Other _____</li> </ul>		Yes ____ No ____

H34.	*Are evaluation findings regularly and effectively communicated to staff, collaborators, partners, parents, students, and other key stakeholders? <i>Section 4205(b)(2)(B)(ii)</i>	
<b>Evidence of Compliance</b>		<b>Comments</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluation reports</li> <li><input type="checkbox"/> Executive summary</li> <li><input type="checkbox"/> Meeting agendas, sign-in sheets, minutes</li> <li><input type="checkbox"/> Newsletters/press releases</li> <li><input type="checkbox"/> Other _____</li> </ul>		Yes ____ No ____

\*Site level documentation

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**I. Title VI, Part B, Subpart 2 – Rural and Low-Income Schools (RLIS) Program**

School District	Date
Monitor	

**Title VI, Part B, Subpart 2 – Rural and Low-Income Schools (RLIS) Program Indicators**  
Complete this section only if the LEA receives RLIS funds.

<b>I1.</b>	Is the Title VI, Part B, Subpart 2 - RLIS program application implemented as approved? <i>Section 6223(b)</i>
<b>Evidence of Compliance</b>	
	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <input type="checkbox"/> Approved Title VI, Part B application  <input type="checkbox"/> Documentation of implemented activities  <input type="checkbox"/> Expenditure budget reports </div> <div style="width: 35%; text-align: center;"> Yes ____ No ____ </div> </div>

<b>I2.</b>	Is it evident that the LEA expended no more than the amount approved in the application for administrative costs? <i>Title VI Rural and Low-Income School Program Application</i>
<b>Evidence of Compliance</b>	
	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <input type="checkbox"/> Reference Title VI, Part B application  <input type="checkbox"/> Applicable Restricted Indirect Cost Rate  <input type="checkbox"/> Expenditure budget reports </div> <div style="width: 35%; text-align: center;"> Yes ____ No ____ N/A ____ </div> </div>

<b>I3.</b>	Are Title VI funds used to address needs that have been identified through a comprehensive needs assessment? <i>USDE Guidance on the Rural Education Achievement Program (REAP) III-D-1; Section 1111(b)(3)</i>
<b>Evidence of Compliance</b>	
	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <input type="checkbox"/> Reference Title VI, Part B application  <input type="checkbox"/> Results of comprehensive needs assessment  <input type="checkbox"/> Expenditure budget reports </div> <div style="width: 35%; text-align: center;"> Yes ____ No ____ </div> </div>

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J. Title X, Part C – McKinney-Vento Education for Homeless Children and Youth Program

School District	Date
Monitor	

<b>Title X, Part C – McKinney-Vento Education for Homeless Children and Youth Program Indicators</b> <b>Complete this section only if the LEA receives McKinney-Vento funds.</b>	
<b>J1.</b>	Is the LEA program based on an assessment of the educational and related needs of homeless children and youths in the area served by the LEA (which may be undertaken as part of needs assessments for other disadvantaged groups)? <i>Section 723(b)(1)</i>
Evidence of Compliance	
	<input type="checkbox"/> Needs assessment summary <input type="checkbox"/> Description of services <input type="checkbox"/> Other _____
Comments	
Yes ____ No ____	

<b>J2.</b>	Is there evidence that the LEA is implementing the McKinney-Vento program as described in the approved application? <i>Section 723(b)</i>
Evidence of Compliance	
	<input type="checkbox"/> Approved McKinney-Vento application <input type="checkbox"/> Documentation of services provided as outlined in the approved application <input type="checkbox"/> Other _____
Comments	
Yes ____ No ____	

<b>J3.</b>	Does the LEA evaluate the program/project by using performance data and multiple stakeholder input? <i>MDE Requirement; ED 6/23/11 email</i>
Evidence of Compliance	
	<input type="checkbox"/> Academic assessment data <input type="checkbox"/> Teacher observations of students <input type="checkbox"/> Comprehensive needs assessment results <input type="checkbox"/> Other _____
Comments	
Yes ____ No ____	

J4.	Did the amounts expended during the grant period agree with the activities in the approved application? <i>34 CFR 80.20(b)(4)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Reference McKinney-Vento application <input type="checkbox"/> For the year monitored, a detail expenditure budget report for all federal programs that includes at a minimum, purchase order #, check #, and vendor name ▪ A sampling will be requested onsite <input type="checkbox"/> Other _____		Yes ____ No ____

J5.	Does the LEA maintain separate accounting records of funds made available under the McKinney-Vento program? <i>34 CFR 80.20(b)(2)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Expenditure reports <input type="checkbox"/> Review and observation of accounting procedures <input type="checkbox"/> Other _____		Yes ____ No ____

J6.	Do services provided under McKinney-Vento program expand or improve, but do not replace, services provided as part of a school's regular academic program? <i>Section 723(a)(2)(A)(iii)</i>	
Evidence of Compliance		Comments
<input type="checkbox"/> Description of McKinney-Vento services provided		Yes ____ No ____

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**K. Transferability**

School District	Date
Monitor	

Transferability Indicators	
Complete this section only if the district has transferred funds.	
K1.	<p>If the LEA has transferred funds among programs, is documentation on file to support that the amount transferred did not reduce the hold-harmless amount based upon the LEA's FY 2001 allocations under the former Eisenhower Professional Development and Class-Size Reduction programs?</p> <p><i>Mississippi ESEA Flexibility Request</i></p>
<b>Evidence of Compliance</b>	
	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <input type="checkbox"/> Transferability form  <input type="checkbox"/> Notifications  <input type="checkbox"/> <i>Demographic Page and District Budget Summary Page (CFPA)</i> </div> <div style="width: 35%; text-align: center;"> <p>Yes ____ No ____</p> </div> </div>

K2.	<p>If the LEA has transferred funds among programs, is documentation on file to support that all transferred resources have been used in accordance with the allowable activities of the ED Title program(s) into which the funds have been transferred, including requirements regarding private schools?</p> <p><i>Section 6123(e)(2); Section 9401(c)(5); Mississippi ESEA Flexibility Request</i></p>
<b>Evidence of Compliance</b>	
	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <input type="checkbox"/> Reference CFPA budget pages  <input type="checkbox"/> Other _____ </div> <div style="width: 35%; text-align: center;"> <p>Yes ____ No ____</p> </div> </div>





**MISSISSIPPI DEPARTMENT OF EDUCATION**  
**OFFICE OF SPECIAL EDUCATION**  
**TEACHER SUPPORT TEAM (TST) TIER 3**  
**STUDENT REFERRAL LIST**  
**ACCOUNTABILITY STANDARD 17.4 (RULE 74.19)**

District Name				District Code		Date			School Name	
Student Name	Grade	Age	Race/Ethnicity	Referring Teacher's Name	Reason for Referral <sup>1</sup>	Date of Referral	Was the student referred for a comprehensive evaluation?		If applicable, eligibility determination	
							YES	NO		
							YES	NO		
							YES	NO		
							YES	NO		
							YES	NO		
							YES	NO		
							YES	NO		
							YES	NO		
							YES	NO		
							YES	NO		

<sup>1</sup>Indicate academic area of concern and/or behavior.



# Mississippi Department of Education

## Accreditation Standards 32 and 17.4



### Monitoring/Evaluation Instrument for Juvenile Detention Centers

Date: \_\_\_\_\_

County of Detention Center: \_\_\_\_\_

Sponsoring School District: \_\_\_\_\_

Persons in Attendance (with titles)

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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 areas?

Determine whether outside substitutes have taught when teachers were on leave, rather than pulling administrators and special service providers from their duties.

How many school districts **formally** comprise your detention center area? \_\_\_\_\_

Please list:

Comments:

<p>What is the <b>capacity</b> of the juvenile detention center? _____  males _____ females _____</p> <p>Comments:</p>   <p>How many students are currently housed at the detention center? _____ What is the average number of students housed at the detention center? _____</p>	
<p>What is the <b>"average"</b> length of stay for students in this juvenile detention center? _____ days</p> <p>Comments:</p>	
<b>CHILD FIND 34 C.F.R § 300.111</b>	
<b>The Sponsoring School District Uses Reliable Screening Methods and Ensure the Timely Evaluation of Children Suspected of having a Disability.</b>	
<b>Action</b>	<b>Evidence</b>
<p>The sponsoring school district has written Child Find policies and procedures to identify, locate and evaluate students suspect of having a disability.</p> <p>The sponsoring school district uses an intake form that adequately addresses components of child find.</p> <p>The sponsoring school district utilizes an educational intake form, which gathers pertinent information needed for Child Find.</p>	<p>( ) Child find policies and procedures.</p> <p>( ) Educational program collects data from student regarding educational experiences.</p> <p>( ) Educational program collects data from detainee's home school district that addresses attendance, grades, behavior and current classes.</p> <p>( ) Protocol for record gathering included on the intake form.</p> <p>( ) Educational program uses data from social/emotional screener upon initial intake <i>FBA Profiler</i> or <i>SEARS (Social emotional assets resilience scale)</i> STRONG Series (Curriculum)</p>
<p>JDC uses social/emotional screener for each detainee upon first day in educational setting</p>	<p>( ) Case manager administer social/emotional screener to detainee</p> <p>( ) Case manager conference with teachers at JDC and LEA special education director</p> <p>( ) Teachers at JDC documents and charts behaviors from discipline referrals</p>
<p>JDC has documentation of MET meetings with appropriate school personnel</p>	<p>( ) MET meeting documentation</p> <p>( ) List of student referred to the MET</p> <p>( ) Documentation of data collected</p>
<b>The Sponsoring School District Obtains Education Records for All Students Entering the Detention Center</b>	
<b>Action</b>	<b>Evidence</b>
<p>JDC obtain educational records of all detainees from district of record in a timely manner (contact district within 3 hours of detainee arrival)</p> <p>JDC has protocols for record gathering included on the intake form.</p>	<p>( ) Copy of cumulative record insert</p> <p>( ) Copy of current grades</p> <p>( ) Copy of current attendance</p> <p>( ) Copy of current classes</p> <p>( ) Copy of current disciplinary records</p> <p>( ) <b>Copy of current IEP (if applicable)</b></p> <p>( ) Copy of current behavior support plan (if applicable)</p>

	( ) 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 obtain 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 State Board Policy 7219, § 300.101 Free appropriate public education (FAPE)		
34 C.F.R. § 300.39 and State Board Policy 7219, § 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 IEP ( ) 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	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 (MS Code 37-9-7)  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	Review of previous and current year IEPs to determine Educational Benefit for all goals and objectives listed on the IEPs

	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	
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 <ul style="list-style-type: none"> <li>How many hours each week are allocated for physical education?</li> </ul>	( ) 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 State Board Policy 7219**

**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	( ) The JDC educational staff reviews IEPs received from detainee home district ( ) IEP meeting held to review and/or revise current IEP	
Are goals and objectives implemented in accordance with	( ) Special education teacher will complete report of progress	

the IEP	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 and 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.  
{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 is 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 lessons plans been developed for each subject area? \_\_\_\_\_yes \_\_\_\_\_no

If so, are they aligned with the home district's approved curriculum? \_\_\_\_\_yes \_\_\_\_\_no

**Attach sample plans.**

Is there a schedule for library use that affords regular access for all youth?

Is there an appropriate variety of books to accommodate youths' interests, educational needs, and languages spoken by youth at the facility?

Do the books appear to have been used? Are they in good condition?

How is the student's progress evaluated? \_\_\_\_\_

Attach a copy of the daily class schedule.

Is there a Special Education Teacher available from the sponsoring school district? \_\_\_\_\_ yes \_\_\_\_\_ no

If yes, is this person available on a full time \_\_\_\_\_ or part time/as needed \_\_\_\_\_ basis?

Comments:

For students identified under **IDEA**, are the goals and objectives implemented in accordance to the IEP?  
\_\_\_\_\_ yes \_\_\_\_\_ no

Please describe the types of education resources used in your **READING** program:

- Online resources \_\_\_\_\_
- Student homework \_\_\_\_\_
- School textbooks \_\_\_\_\_

Please describe the types of education resources used in your **MATH** program:

- Online resources \_\_\_\_\_
- Student homework \_\_\_\_\_
- School textbooks \_\_\_\_\_

Please describe the types of education resources used in your **GED** program (if offered):

- Online resources \_\_\_\_\_
- Student homework \_\_\_\_\_
- School textbooks \_\_\_\_\_

Are there appropriate instructional materials in class, including those for LEP youth?

Do youth have access to textbooks or do they use worksheets?

To what extent do youth have access to computers?

Are the programs language-accessible?

Are youth engaged in educational activities on the computers (as opposed to playing solitaire)?

Do special education teachers and other service providers have appropriate space to do their work with youth?

Comments:

### **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 detention 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 are the decorations 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?



**EVALUATION CHECKLIST**  
**MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018**

**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				

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 ACCOUNTABILITY STANDARDS, 2018**

**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.				

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:**

**Date of Visit:**

**Gifted Contact Persons:**

<b>Criteria I: Curriculum and Instruction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Gifted program differs from regular education.				
2. Differentiated curriculum is provided.				
3. Options for high ability students are provided.				
4. IMP is based on the MDE gifted program outcomes.				
5. IMP includes career exploration and life skills.				
6. Visual and performing arts are included.				

<b>Criteria II: Program Administration and Management</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Gifted contact person holds a gifted endorsement.				
2. Students receive at least 4 hours per week of services.				
3. Established means of communication with advocacy groups is provided.				
4. Established means of communication with the MDE is provided.				
5. Established means of communication with parents is provided.				
6. Established means of community with instructional, administrative, and district personnel is provided.				
7. Adequate resources and materials are provided.				

<b>Criteria III: Program Design</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Services are available to all IG students (grades 2-6)				
2. District makes appropriate use of state funds.				
3. Program is comprehensive and sound. -Program is reviewed and evaluated annually. -Mission/philosophy statements address needs.				
4. Gifted students are grouped together.				
5. Local district policy exists.				

<b>Criteria IV: Program Evaluation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Evaluation is based on accomplishment of stated goals.				
2. Evaluation is conducted competently and ethically. -Evaluation is conducted regularly and solicits relevant information from all stakeholders. -Individual data are held confidential.				
3. Written evaluation report is available.				

**Mississippi Department of Education  
Office of Elementary Education & Reading  
Gifted Education Program Monitoring Visit Report**

<b>Criteria V: Socio-Emotional Guidance and Counseling</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Program addresses socio-emotional needs.				
2. Program provides career guidance.				
3. Program provides counseling services for at-risk students.				
4. Program addresses the affective needs of students.				
5. Underachieving students are identified and served.				

<b>Criteria VI: Professional Development (PD)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Comprehensive staff development program and materials are provided to all staff involved in the education of gifted students.				
2. Gifted program teachers and district staff are provided opportunities to attend non-district professional development regarding gifted education				
3. Materials pertaining to gifted education are available in the district and updated regularly.				
4. Training for developing differentiated curriculum appropriate to the needs of gifted students is available to teachers of the gifted.				
5. Gifted teacher has the gifted endorsement.				

<b>Criteria VII: Student Identification &amp; Assessment</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Written information about the district's gifted education program, including how to refer and identify students, is available to all school faculty members and the community at large.				
2. All students comprise the initial pool of potential recipients for gifted education services and universal screening for gifted education services occurs at one grade level.				
3. Referrals are accepted from anyone who believes the student might be eligible for gifted program services.				
4. Parents are provided information regarding characteristics of giftedness and gifted programming options offered by the district.				
5. The student assessment process utilizes multiple assessment measures that include both objective and subjective instruments.				
6. Assessment instruments used are reliable and valid for identifying gifted students and are in compliance with MDE requirements.				
<b>Criteria VII: Student Identification &amp; Assessment</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

**Mississippi Department of Education  
Office of Elementary Education & Reading  
Gifted Education Program Monitoring Visit Report**

7. The district has written procedures for student identification, informed consent, notification of results, student reassessment, and student exiting.				
8. The district has written procedures and guidelines for parent appeals in policy.				
9. The assessment instruments selected by assessment personnel make provisions for students with limited English proficiency, cultural differences, economic considerations, environmental factors, achievement levels, and disabilities.				
10. The district provides professional development for all personnel involved in the assessment and identification of potentially gifted students				

<b>Gifted Regulations</b>	<b>No</b>	<b>Yes</b>
1. Eligibility records are maintained appropriately.		
2. Access to information is restricted.		
3. Parents are notified of rights under FERPA.		
4. Local Survey Committee is established.		
5. Grades nor achievement test scores can eliminate students.		
6. Measures and acceptable criteria have been approved by local school board.		
7. Annual Reassessment Committee adheres to criteria.		
8. IMP satisfies the minimum criteria.		
9. Current proposal is on file at the MDE.		
10. Annual self-evaluation is on file at the MDE.		
Other:		

**Notes:**

\_\_\_\_\_  
Jen Cornett, Gifted Education Specialist  
Office of Elementary Education & Reading

\_\_\_\_\_  
Date

\_\_\_\_\_  
Nathan Oakley, Executive Director  
Office of Elementary Education & Reading

\_\_\_\_\_  
Date



# EVALUATION CHECKLIST

## MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018

### LICENSED LIBRARY MEDIA SERVICES

Standard #	Accreditation Standard	To do at DISTRICT:	To do at SCHOOLS:	Program Office	Report or Checklist
<b>18</b>	Each school has a library media center. Refer to the current edition of the <i>Mississippi Public and Nonpublic School Library Guide</i> . {Miss. Code Ann. § § 37-176(3)(a-e)}			Office of Elementary Education	
<b>18.1</b>	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.		Check collection statistics, weeding report, collection development plan, and credible and age-appropriate digital resources.	Office of Elementary Education	School Library Monitoring Rubric <i>Sections 1.1 Automated System, 1.2 General Collection, 1.3 Reference Materials, 1.4 Non-Print Resources, and 1.5 Professional Collection</i>
<b>18.2</b>	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.		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 <i>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</i>

DISTRICT CODE: \_\_\_\_\_ DISTRICT NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ IN COMPLIANCE? YES \_\_\_\_\_ NO \_\_\_\_\_

SCHOOL CODE: \_\_\_\_\_ SCHOOL NAME: \_\_\_\_\_ EVALUATOR: \_\_\_\_\_

**EVALUATION CHECKLIST**  
**MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018**

<b>Compliance Questions</b>	<b>Yes</b>	<b>No</b>	<b>Not Applicable</b>	<b>Not Evaluated</b>
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?				
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 Library Monitoring Rubric (2017)

This Rubric is a monitoring document for the following

**ACCOUNTABILITY STANDARDS 2.3, 2.3.1, 2.3.2, 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. 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 2014 Mississippi 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 ( $\frac{1}{4}$ ) of the workday to library/media administrative activities. {MS Code 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.

## **INSTRUCTIONAL PRACTICES**

18. Each school has a library media center. Refer to the current edition of the Mississippi School Library Media Guide. {MS Code 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.

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.



# Mississippi Library Monitoring Rubric (2017)

School/District \_\_\_\_\_ Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Focus: Collection Development		
RESOURCE TYPE	MINIMUM	PROGRESSIVE (Minimum +)
Automated Management System	<input type="checkbox"/> Circulation/Cataloging Capacity <input type="checkbox"/> Librarian Management computer <input type="checkbox"/> Barcode scanner <input type="checkbox"/> Online access to materials available in the school library	<input type="checkbox"/> 2 management computers <input type="checkbox"/> Online access to materials available in the school library and throughout the school facility/ remote sites <input type="checkbox"/> Remote circulation and inventory capabilities
Comments:		
<u>General Collection:</u>  Fiction, Easy and Non-Fiction titles	<input type="checkbox"/> A minimum of 10 books per student that are in good condition and that support the school's instructional program and provide titles for pleasure reading <input type="checkbox"/> A <b>well-balanced</b> collection that is <u>both</u> <b>age</b> and <b>content</b> appropriate	<input type="checkbox"/> <u>Goal</u> : 15 - 20 books per student that are in good condition and that support the school's instructional program <input type="checkbox"/> <u>Average</u> copyright of non-fiction (NF) collection (excluding biography) is less than 10 years old (print and digital formats)
Comments:		

## Mississippi Library Monitoring Rubric (2017)

School/District \_\_\_\_\_ Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Focus: Collection Development		
RESOURCE TYPE	MINIMUM	PROGRESSIVE (Minimum +)
<u>Reference Materials:</u> Includes, but is not limited to: Encyclopedias, Dictionaries, Almanacs, Thesauruses, Atlases, Periodicals, Newspapers, Handbooks, i.e., Quotations, Poetry, First Facts, Trivia, Natural Science, Geographical Dictionary, Biographical References, Subject References (print and digital formats)	<input type="checkbox"/> Needs assessments, professional tools and curriculum objectives are used by school librarians to establish a basic reference collection. Appropriate quantities of materials are determined by: <input type="checkbox"/> Student enrollment <input type="checkbox"/> Demographic data <input type="checkbox"/> Instructional program <input type="checkbox"/> Information needs	
Comments:		

# Mississippi Library Monitoring Rubric (2017)

School/District \_\_\_\_\_ Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Focus: Collection Development		
RESOURCE TYPE	MINIMUM	PROGRESSIVE (Minimum +)
Internet Resources	<input type="checkbox"/> Maintained list of <u>credible and age-appropriate</u> websites that support the curriculum <input type="checkbox"/> MAGNOLIA Database available, for students and teachers <input type="checkbox"/> School library website available on school home page for classroom and school site access	<input type="checkbox"/> Additional databases available, i.e. World Book Online, JSTOR, SIRS, etc. <input type="checkbox"/> School library website available on school home page for classroom, school site and remote site access
Comments:		
Electronic Resources	<input type="checkbox"/> CDs/DVDs and emerging formats available to support the curriculum	<input type="checkbox"/> E-books available
Comments:		
Professional Collection	Minimum of: <input type="checkbox"/> 25 - 50 professional titles (books to support professional growth of teachers) <input type="checkbox"/> 2 professional periodicals	<input type="checkbox"/> 50 - 75 or more professional titles <input type="checkbox"/> 5 + professional periodicals <input type="checkbox"/> Current credible websites for professional development purposes available through the school library website
Comments:		

# Mississippi Library Monitoring Rubric (2017)

School/District \_\_\_\_\_ Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Focus: School Library Program		
RESOURCE TYPE	MINIMUM	PROGRESSIVE (Minimum +)
<p>A certified school librarian is assigned to the school library.</p> <p>MS Code 37-17-6(3)(a-e)</p>	<p><input type="checkbox"/> 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).</p> <p><input type="checkbox"/> The school librarian does not serve as a substitute teacher.</p>	<p><input type="checkbox"/> 1 + school librarian is assigned to the library full time.</p> <p><input type="checkbox"/> Library support staff is <b>strongly</b> recommended for school libraries with populations in excess of 500.</p>
<p>Comments:</p>		
<p>School districts provide sufficient funding for the purchase and maintenance of current resources for the school library.</p>	<p><input type="checkbox"/> The school library meets the minimum basic collection requirements as stated in the guidelines for school library collection development section of this document.</p> <p><input type="checkbox"/> Funding is recommended for basic maintenance and upgrades for technology and equipment.</p>	<p><input type="checkbox"/> The school library meets the Progressive (Minimum +) collection suggestions as stated in the guidelines for school library collection development section of this document.</p>
<p>Comments:</p>		

# Mississippi Library Monitoring Rubric (2017)

School/District \_\_\_\_\_ Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Focus: School Library Program		
RESOURCE TYPE	MINIMUM	PROGRESSIVE (Minimum +)
The school librarian manages the financial, staff, and physical resources for the school library.	<input type="checkbox"/> There is a district-approved policy used for selection of materials. <input type="checkbox"/> Budget policies as mandated by the state are used for expenditures of state funds. <input type="checkbox"/> The school librarian must submit an annual budget request to the school principal/administrator. <input type="checkbox"/> 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. <input type="checkbox"/> The school librarian should prepare annual reports documenting how each source of funding for the library program was spent. The documents should be retained a minimum of 5 years. <input type="checkbox"/> No more than 25 % of the designated school day is spent in the management of the school library (planning, weeding, shelving, ordering, etc.). <input type="checkbox"/> Time is allotted at the beginning and end of the school year for necessary library maintenance tasks. <input type="checkbox"/> Cataloging, processing, and shelving of resources according to the Dewey Decimal Classification System or another recognized library classification system.	<input type="checkbox"/> The district or school provides some additional funding to purchase library resources to support federally or state mandated initiatives, information access, and student achievement. <input type="checkbox"/> Fund raising and/or grant writing is used to increase resources and programs to support federally or state-mandated initiatives, information access, and student achievement.

## Mississippi Library Monitoring Rubric (2017)

School/District \_\_\_\_\_ Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Focus: School Library Program		
RESOURCE TYPE	MINIMUM	PROGRESSIVE (Minimum +)
	<input type="checkbox"/> Standard procedures set by the district are used to circulate, maintain, do inventory, and weed the collection. <input type="checkbox"/> Written district-approved policies on challenges to materials, copyrights, donated materials, and Internet use are standards in the school library's collection development policy. <input type="checkbox"/> Flexible scheduling/Open access is incorporated into the school library schedule. <input type="checkbox"/> Duties of support staff and volunteers are arranged to optimize student/teacher services and the efficiency of the school library operations.	
Comments:		

# Mississippi Library Monitoring Rubric (2017)

School/District \_\_\_\_\_ Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Focus: School Library Program		
RESOURCE TYPE	MINIMUM	PROGRESSIVE (Minimum +)
The school library program participates in periodic reviews and ongoing informal and formal assessments used to develop short and long range strategic plans for improvement.	<input type="checkbox"/> Program assessment is based on informal and formal assessment which includes input from administrators, faculty and students. <input type="checkbox"/> The school librarian sets annual goals which are reported to the administration.	<input type="checkbox"/> The school librarian uses program assessments, inventories, and input from administrators, faculty, students, school committees, and other members of the learning community to set short and long range goals for improvement.
Comments:		
The school library program has an established advocacy committee for the school library program within the school and beyond.	<input type="checkbox"/> The advocacy committee includes: <ul style="list-style-type: none"> <li><input type="checkbox"/> Library staff</li> <li><input type="checkbox"/> Principal/administrator</li> <li><input type="checkbox"/> Teachers</li> <li><input type="checkbox"/> Parents</li> <li><input type="checkbox"/> Students (when age appropriate)</li> </ul> <input type="checkbox"/> The advocacy committee meets as needed for program planning and discussion of procedural issues.	
Comments:		

**Mississippi Library Monitoring Rubric (2017)**

School/District \_\_\_\_\_ Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Focus: School Library Program		
RESOURCE TYPE	MINIMUM	PROGRESSIVE (Minimum +)
There may be a designated Library Program Supervisor at the district level.		<input type="checkbox"/> Large districts may employ a designated Library Program Supervisor at the district level.
Comments:		
The school librarian uses a public relations plan to promote advocacy for the school library program.	<input type="checkbox"/> The school librarian uses a variety of communications and methods to publicize the school library and its resources and services.	<input type="checkbox"/> The school librarian partners with school and community groups to sponsor events that promote the school library program.
Comments:		

# Mississippi Library Monitoring Rubric (2017)

School/District \_\_\_\_\_

Evaluator \_\_\_\_\_

Date \_\_\_\_\_

Focus: Library Facilities		
RESOURCE TYPE	MINIMUM	PROGRESSIVE (Minimum +)
<p>The school library is arranged to:</p> <ul style="list-style-type: none"> <li>Accommodate flexible access by classes and individual students.</li> <li>Perform basic functions of a curriculum integrated school library program.</li> <li>Provide a climate conducive to learning and student achievement.</li> <li>Provide equitable access to information and resources within the school, community, and global networks.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school library is neat and well organized.</li> <li><input type="checkbox"/> The atmosphere is one of welcome and productivity.</li> <li><input type="checkbox"/> Shelving and furniture are age appropriate.</li> <li><input type="checkbox"/> The arrangement of the school library supports use by a minimum of one (1) class and individual students.</li> <li><input type="checkbox"/> In addition to adequate space for print/non-print collections, space arrangements should include specific areas for:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Circulation</li> <li><input type="checkbox"/> Large group use/instruction</li> <li><input type="checkbox"/> Small group use</li> <li><input type="checkbox"/> Individual research</li> <li><input type="checkbox"/> Storytelling area for elementary students</li> <li><input type="checkbox"/> Leisure reading</li> <li><input type="checkbox"/> Library management/office</li> <li><input type="checkbox"/> Use of technology</li> <li><input type="checkbox"/> Storage of equipment</li> <li><input type="checkbox"/> Displays</li> </ul> </li> <li><input type="checkbox"/> The school library is accessible by persons with disabilities in accordance with Public Law 101-476 Education of the Handicapped Act Amendments 1990.</li> <li><input type="checkbox"/> The school library is equipped with temperature control.</li> <li><input type="checkbox"/> Lighting and electrical accommodations have been integrated effectively.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Various methods of display, furniture selection, and room treatments are utilized to provide an atmosphere of welcome and productivity.</li> <li><input type="checkbox"/> The shelving accommodates growth.</li> <li><input type="checkbox"/> Arrangement of the school library supports use by a minimum of one (1) class, small groups and individual students.</li> <li><input type="checkbox"/> The school library goes beyond minimum guidelines providing larger spaces than required OR additional support areas for viewing, production, communication activities, displays, wiring/network.</li> <li><input type="checkbox"/> The school library is equipped with temperature/humidity control.</li> <li><input type="checkbox"/> Lighting/electrical accommodations have been integrated effectively.</li> </ul>
<p>Comments:</p>		



# EVALUATION CHECKLIST

## MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018

### STATE ADOPTED TEXTBOOKS

Standard #	Accreditation Standard	To do at DISTRICT:	To do at SCHOOLS:	Program Office	Report or Checklist
<b>19</b>	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 Curriculum and Instruction	Reports from the Office of Curriculum and Instruction
<b>19.1</b>	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 Curriculum and Instruction
<b>19.2</b>	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: \_\_\_\_\_



## Textbook Audit Sheet Public Elementary/Middle School

*Standard 19, 19.1, 19.2– The school district provides each student in each school with current or otherwise appropriate textbooks that are in good condition. { A log" 7cXY 5bb" "Y 37-43-1, 37-9-14(2)(b), and 37-7-301(ff) }*

<b>District Name</b>		<b>School Number</b>	
<b>School Name</b>		<b>Date of Review</b>	

Subject	Grade	Number of Students Enrolled	Number of Textbooks	Textbook Current  YES	Copyright Date	Textbook Current  NO	Copyright Date  NO	ISBN
English	K							
English	1							
English	2							
English	3							

## Textbook Audit Sheet Public Elementary/Middle School

*Standard 19, 19.1, 19.2– The school district provides each student in each school with current or otherwise appropriate textbooks that are in good condition. { A log"7cXY'5bb"Y' 37-43-1, 37-9-14(2)(b), and 37-7-301(ff)}*

<b>District Name</b>		<b>School Number</b>	
<b>School Name</b>		<b>Date of Review</b>	

Subject	Grade	Number of Students Enrolled	Number of Textbooks	Textbook Current YES	Copyright Date	Textbook Current NO	Copyright Date NO	ISBN
English	4							
English	5							
English	6							
English	7							

## Textbook Audit Sheet Public Elementary/Middle School

*Standard 19, 19.1, 19.2– The school district provides each student in each school with current or otherwise appropriate textbooks that are in good condition. { A log"7cXY'5bb"·Y· 37-43-1, 37-9-14(2)(b), and 37-7-301(ff) }*

<b>District Name</b>		<b>School Number</b>	
<b>School Name</b>		<b>Date of Review</b>	

Subject	Grade	Number of Students Enrolled	Number of Textbooks	Textbook Current  YES	Copyright Date	Textbook Current  NO	Copyright Date  NO	ISBN
English	8							
Reading	K							
Reading	1							
Reading	2							

## Textbook Audit Sheet Public Elementary/Middle School

*Standard 19, 19.1, 19.2– The school district provides each student in each school with current or otherwise appropriate textbooks that are in good condition. { A log"7cXY'5bb"Y' 37-43-1, 37-9-14(2)(b), and 37-7-301(ff)}*

<b>District Name</b>		<b>School Number</b>	
<b>School Name</b>		<b>Date of Review</b>	

Subject	Grade	Number of Students Enrolled	Number of Textbooks	Textbook Current  YES	Copyright Date	Textbook Current  NO	Copyright Date  NO	ISBN
Reading	3							
Reading	4							
Reading	5							
Reading	6							

## Textbook Audit Sheet Public Elementary/Middle School

*Standard 19, 19.1, 19.2– The school district provides each student in each school with current or otherwise appropriate textbooks that are in good condition. { A log"7cXY'5bb"Y 37-43-1, 37-9-14(2)(b), and 37-7-301(ff)}*

<b>District Name</b>		<b>School Number</b>	
<b>School Name</b>		<b>Date of Review</b>	

Subject	Grade	Number of Students Enrolled	Number of Textbooks	Textbook Current  YES	Copyright Date	Textbook Current  NO	Copyright Date  NO	ISBN
Literature	6							
Literature	7							
Literature	8							
Math	K							

## Textbook Audit Sheet Public Elementary/Middle School

*Standard 19, 19.1, 19.2– The school district provides each student in each school with current or otherwise appropriate textbooks that are in good condition. { A log"7cXY'5bb"Y' 37-43-1, 37-9-14(2)(b), and 37-7-301(ff)}*

<b>District Name</b>		<b>School Number</b>	
<b>School Name</b>		<b>Date of Review</b>	

Subject	Grade	Number of Students Enrolled	Number of Textbooks	Textbook Current  YES	Copyright Date	Textbook Current  NO	Copyright Date  NO	ISBN
Math	1							
Math	2							
Math	3							
Math	4							

## Textbook Audit Sheet Public Elementary/Middle School

*Standard 19, 19.1, 19.2– The school district provides each student in each school with current or otherwise appropriate textbooks that are in good condition. { A log"7cXY'5bb"Y' 37-43-1, 37-9-14(2)(b), and 37-7-301(ff)}*

<b>District Name</b>		<b>School Number</b>	
<b>School Name</b>		<b>Date of Review</b>	

Subject	Grade	Number of Students Enrolled	Number of Textbooks	Textbook Current YES	Copyright Date	Textbook Current NO	Copyright Date NO	ISBN
Math	5							
Math	6							
Math	7							
Math	8							

## Textbook Audit Sheet Public Elementary/Middle School

*Standard 19, 19.1, 19.2– The school district provides each student in each school with current or otherwise appropriate textbooks that are in good condition. { A log"7cXY'5bb"Y' 37-43-1, 37-9-14(2)(b), and 37-7-301(ff)}*

<b>District Name</b>		<b>School Number</b>	
<b>School Name</b>		<b>Date of Review</b>	

Subject	Grade	Number of Students Enrolled	Number of Textbooks	Textbook Current  YES	Copyright Date	Textbook Current  NO	Copyright Date  NO	ISBN
Science	K							
Science	1							
Science	2							
Science	3							

## Textbook Audit Sheet Public Elementary/Middle School

*Standard 19, 19.1, 19.2– The school district provides each student in each school with current or otherwise appropriate textbooks that are in good condition. { A log"7cXY'5bb"Y'37-43-1, 37-9-14(2)(b), and 37-7-301(ff)}*

<b>District Name</b>		<b>School Number</b>	
<b>School Name</b>		<b>Date of Review</b>	

Subject	Grade	Number of Students Enrolled	Number of Textbooks	Textbook Current  YES	Copyright Date	Textbook Current  NO	Copyright Date  NO	ISBN
Science	4							
Science	5							
Science	6							
Science	7							

## Textbook Audit Sheet Public Elementary/Middle School

*Standard 19, 19.1, 19.2– The school district provides each student in each school with current or otherwise appropriate textbooks that are in good condition. { A log"7cXY'5bb"Y' 37-43-1, 37-9-14(2)(b), and 37-7-301(ff)}*

<b>District Name</b>		<b>School Number</b>	
<b>School Name</b>		<b>Date of Review</b>	

Subject	Grade	Number of Students Enrolled	Number of Textbooks	Textbook Current  YES	Copyright Date	Textbook Current  NO	Copyright Date  NO	ISBN
Science	8							
Social Studies	K							
Social Studies	1							
Social Studies	2							

## Textbook Audit Sheet Public Elementary/Middle School

*Standard 19, 19.1, 19.2– The school district provides each student in each school with current or otherwise appropriate textbooks that are in good condition. { A log"7cXY'5bb"Y' 37-43-1, 37-9-14(2)(b), and 37-7-301(ff)}*

<b>District Name</b>		<b>School Number</b>	
<b>School Name</b>		<b>Date of Review</b>	

Subject	Grade	Number of Students Enrolled	Number of Textbooks	Textbook Current  YES	Copyright Date	Textbook Current  NO	Copyright Date  NO	ISBN
Social Studies	3							
Social Studies	4							
Social Studies	5							
Social Studies	6							

## Textbook Audit Sheet Public Elementary/Middle School

*Standard 19, 19.1, 19.2– The school district provides each student in each school with current or otherwise appropriate textbooks that are in good condition. { A log"7cXY'5bb"Y' 37-43-1, 37-9-14(2)(b), and 37-7-301(ff)}*

<b>District Name</b>		<b>School Number</b>	
<b>School Name</b>		<b>Date of Review</b>	

Subject	Grade	Number of Students Enrolled	Number of Textbooks	Textbook Current  YES	Copyright Date	Textbook Current  NO	Copyright Date  NO	ISBN
Social Studies	7							
Social Studies	8							
Other								

## Textbook Audit Sheet Public Elementary/Middle School

*Standard 19, 19.1, 19.2– The school district provides each student in each school with current or otherwise appropriate textbooks that are in good condition. { A log"7cXY'5bb"Y' 37-43-1, 37-9-14(2)(b), and 37-7-301(ff)}*

<b>District Name</b>		<b>School Number</b>	
<b>School Name</b>		<b>Date of Review</b>	

Subject	Grade	Number of Students Enrolled	Number of Textbooks	Textbook Current  YES	Copyright Date	Textbook Current  NO	Copyright Date  NO	ISBN
Other								
Other								
Other								
Other								

## Textbook Audit Sheet Public Elementary/Middle School

*Standard 19, 19.1, 19.2– The school district provides each student in each school with current or otherwise appropriate textbooks that are in good condition. { A log"7cXY'5bb"·Y· 37-43-1, 37-9-14(2)(b), and 37-7-301(ff) }*

<b>District Name</b>		<b>School Number</b>	
<b>School Name</b>		<b>Date of Review</b>	

NOTES



**EVALUATION CHECKLIST**  
**MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018**

**Instructional Management**

Standard #	Accreditation Standard	To do at DISTRICT:	To do at SCHOOLS:	Program Office	Report or Checklist
<b>20</b>	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, and the Office of Secondary Education	Instructional Management Checklist
<b>20.1</b>	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.)				
<b>20.2</b>	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:** \_\_\_\_\_



**Mississippi Public School Accountability Standards (2014)**  
**Standard 20 Monitoring Instrument**

School District: \_\_\_\_\_

District Superintendent: \_\_\_\_\_

School (if applicable): \_\_\_\_\_

School Principal (if applicable): \_\_\_\_\_

Date of Visit: \_\_\_\_\_

Curriculum Coordinator: \_\_\_\_\_

Visit the district central office and classrooms in each school to check for compliance with this standard. One form should be completed for the district and for each school.

Standard 20: 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.) {MS Code 37-3-49(2)(a-c) and 37-3-49(5)} (SB Policy 4300)

	COMPETENCIES / OBJECTIVES / STANDARDS												
SUBJECT	K	1	2	3	4	5	6	7	8	9	10	11	
Math													
ELA													
Science													
Social Studies													
Health													
PE													
VAPA													
Bus. Tech.													
AP													
Electives													

Instructional Management System approved by local school board:

\_\_\_\_\_ Yes                      \_\_\_\_\_ No

Date of approval: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

KEY: ☐ = no evidence to support compliance

☒ = partial evidence to support compliance

☒ = substantial evidence to support compliance



**EVALUATION CHECKLIST**  
**MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018**

**PROMOTION/PROGRESSION/RETENTION**

Standard #	Accreditation Standard	To do at DISTRICT:	To do at SCHOOLS:	Program Office	Report or Checklist
<b>21</b>	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. <b>Obtain copy of handbook.</b>	Office of Accreditation	
<b>21.1</b>	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	
<b>21.2</b>	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 ACCOUNTABILITY STANDARDS, 2018**

**ALTERNATIVE EDUCATION/GED**

<b>Standard #</b>	<b>Accreditation Standard</b>	<b>To do at DISTRICT:</b>	<b>To do at SCHOOLS:</b>	<b>Program Office</b>	<b>Report or Checklist</b>
<b>22</b>	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 Alternative Education/GED Programs	Alternative Education/GED Checklist

<b>Compliance Questions</b>	<b>Yes</b>	<b>No</b>	<b>Not Applicable</b>	<b>Not Evaluated</b>
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  
Accreditation Standard-22  
Alternative Education Monitoring Instrument - 2016**

School District: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

MDE Monitor: \_\_\_\_\_

Indicator	Compliance Indicator	Yes	No	N/A	Evidence of Compliance
<b>Program Requirements</b>					
<b>Indicator 1</b>	The district has a board approved policy that governs the alternative education program. Code Ann. § 37-13-92 (2c); SBP 901 (1)				
<b>Indicator 2</b>	Students in the alternative education program are offered instruction in all core courses. Code Ann. § 37-13-92 (1, 5); SBP 901 (6)				
<b>Indicator 3</b>	The alternative education administrator requires verification from the appropriate guidance counselor regarding suitability. Code Ann. § 37-13-92 (2)				

Indicator	Compliance Indicator	Yes	No	N/A	Evidence of Compliance
<b>Indicator 4</b>	Counseling is provided for parents and students. Miss. Code Ann. § 37-13-92 (7) (i)				
<b>Indicator 5</b>	The district/school assesses and evaluates students placed in alternative school who are returning from a dispositional placement, group home, mental health care system, and/or the custody of the Department of Human Services, Division of Youth and Family Services to validate alternative education placement. Miss. Code Ann. § 37-13-92 (1e, i, ii, iii)				
<b>Indicator 6</b>	If a school district approves an alternative program, the district must provide transportation consistent with Miss. Code Ann. § 37-13-92 (6)				
<b>Disciplinary Policy</b>					
<b>Indicator 7</b>	The school district has a board-approved disciplinary policy. Miss. Code Ann. § 37-13-92 (2c); SBP 901 (1)				
<b>Indicator 8</b>	The district superintendents ensures that the written disciplinary policy is followed by the district staff. Miss. Code Ann. § 37-13-92 (2c); SBP 901 (1)				

Indicator	Compliance Indicator	Yes	No	N/A	Evidence of Compliance
<b>Indicator 9</b>	The superintendent ensures that the disciplinary policy has been distributed to students and parents/guardians. Miss. Code Ann. § 37-13-92 (2c); SBP 901 (9)				
<b>Indicator 10</b>	The disciplinary policy describes due process requirements and procedures for the placement of a student into an alternative education program. T ã•ÖÖ[ ã^ÁÖ } Ė h 37-13-92 (7a); SBP 901 (2)				
<b>Indicator 11</b>	The disciplinary policy includes a process for the removal of a student from the alternative education program whose behavior poses a continuing danger to persons or property, or is an ongoing threat of disrupting the school or class. T ã•ÖÖ[ ã^ÁÖ } Ė h 37-13-92 (9); SBP 901 (2)				
<b>Indicator 12</b>	The disciplinary policy identifies categories of behavior for which placement of a student into an alternative education program is appropriate. T ã•ÖÖ[ ã^ÁÖ } Ė h 37-13-92 (1a-d); SBP 901 (1,3)				

Indicator	Compliance Indicator	Yes	No	N/A	Evidence of Compliance
<b>Instructional Staff</b>					
<b>Indicator 13</b>	The student-teacher ratio greater than 15:1 in any classroom. SBP 901 (4)				
<b>Indicator 14</b>	The school district has a written waiver approved by the MDE for any class where the student-teacher ratio is greater than 15:1. SBP 901 (4)				
<b>Indicator 15</b>	The school district has adequate instructional staff assigned to ensure the continuing education of students and classroom supervision at all times. SBP 901 (5)				
<b>Indicator 15</b>	Subjects are taught by certified classroom teachers. T ă • ă [ ă ^ ă } ă ă ă 7-13-92 (3); SBP 901 (6)				
<b>Indicator 15</b>	The alternative education staff members aware of the requirement to report any unlawful activity committed on school property to the appropriate authorities? T ă • ă [ ă ^ ă } ă ă ă 7-13-92 (9); SBP 901 (13)				

Indicator	Compliance Indicator	Yes	No	N/A	Evidence of Compliance
<b>Individualized Instruction Plans (IIP)</b>					
<b>Indicator 17</b>	The alternative education program has an Individualized Instruction Plan (IIP) on file for each student and a process in place for the development of an IIP. T ă•ĖŎ[ ă^ÁŎ } ĖŎÁ §7-13-92 (2a, 7); SBP 901 (3)				
<b>Indicator 18</b>	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. T ă•ĖŎ[ ă^ÁŎ } ĖŎÁ 37-13-92 (2a); SBP 901 (3, 5, 6)				
<b>Indicator 19</b>	The IIPs provide the student with a full academic day 330 minutes of rigorous workload in courses required for graduation and minimal non-instructional time. T ă•ĖŎ[ ă^ÁŎ } ĖŎÁ §7-13-92 (2a,3, 5, 7); SBP 901 (16)				
<b>Indicator 20</b>	The IIP emphasizes academic goals, behavior goals, functional skills and career education. MS. Code §7-13-92 (2a, 7); SBP 901 (3)				

Indicator	Compliance Indicator	Yes	No	N/A	Evidence of Compliance
<b>Student Assessment</b>					
<b>Indicator 21</b>	The students enrolled in the alternative education program participate in the Mississippi Assessment System in accordance with established guidelines regarding student grade levels and eligibility? T ã• ÆÖ[ ã^ÁÖ } Æ^ÁÖ7-13-92 (3, 5); SBP 901 (14)				
<b>Indicator 22</b>	Students' progress is evaluated at regular intervals and appropriate records maintained. T ã• ÆÖ[ ã^ÁÖ } Æ^ÁÖ7-13-92 (2a, 7g); SBP 901 (15)				
<b>Indicator 23</b>	The home school district receives educational results for students enrolled in the alternative education program? T ã• ÆÖ[ ã^ÁÖ } Æ^ÁÖ7-13-92 (3, 5); SBP 901 (14)				
<b>Facilities</b>					
<b>Indicator 24</b>	If the alternative school program is housed in a free standing facility separate from the regular school program, is there is a certified administrator assigned to supervise the program? SBP 901 (7)				

Indicator	Compliance Indicator	Yes	No	N/A	Evidence of Compliance
<b>Indicator 25</b>	If the alternative school program is housed in an existing school, is the safety of regular staff and students ensured by appropriate supervision and/or isolation? SBP 901 (8)				
<b>Indicator 26</b>	The alternative education program facilities are clean, safe, functional and commensurate with facilities provided to other students by the local school district. SBP 901 (10)				
<b>Consortium Programs</b>					
<b>Indicator 27</b>	Is there an approved Mississippi Department of Education contract in place for two or more school adjacent districts, does the MDE approved contract indicate which school district will house and operate the alternative education program? SBP 901 (8)				
<b>Indicator 28</b>	If the alternative education program is operated by two or more adjacent school districts, and the lead school district is named in the MDE approved contract; does said lead district serve as the governing board of the alternative school program?				

Indicator	Compliance Indicator	Yes	No	N/A	Evidence of Compliance
	MS 7-13-92 SBP 901 (6)				



**EVALUATION CHECKLIST**  
**MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018**

**GED Option**

<b>Standard #</b>	<b>Accreditation Standard</b>	<b>To do at DISTRICT:</b>	<b>To do at SCHOOLS:</b>	<b>Program Office</b>	<b>Report or Checklist</b>
<b>23</b>	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 Alternative Education/GED Programs	Alternative Education/GED Checklist

<b>Compliance Questions</b>	<b>Yes</b>	<b>No</b>	<b>Not Applicable</b>	<b>Not Evaluated</b>
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  
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
<b>Program Requirements</b>					
<b>Indicator 1</b>	The HS Equivalency Program is defined through written policies approved by the local school board. MS. Code §37-13-92 (4); SBP 902 (1)				
<b>Indicator 2</b>	Documentation is on file indicating that the parent(s) agreed to the placement of student into the HS Equivalency Program. MS. Code §37-13-92 (4); SBP 902 (3)				
<b>Indicator 3</b>	The students participating in the HS Equivalency Program at least 16 years old and have taken every opportunity to participate in coursework leading to a high school diploma. MS. Code §37-13-92 (4); SBP 902 (2a, 2c)				

Mississippi Department of Education  
Office of Compulsory School Attendance Enforcement

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Indicator	Compliance Indicator	Yes	No	N/A	Evidence of Compliance
<b>Indicator 4</b>	The students enrolled in the HS Equivalency Program are at least (1) grade level behind or have less than 4 Carnegie units. MS. Code §37-13-92 (4); SBP 902 (2b)				
<b>Indicator 5</b>	The HS Equivalency Program is under the supervision of the Alternative Education Administrator. MS. Code §37-13-92 (4); SBP 902 (6)				
<b>Indicator 6</b>	The students enrolled in the HS Equivalency Program receive counseling by certified counselors throughout their participation within the program. MS. Code §37-13-92 (7i); SBP 902 (5)				
<b>Indicator 7</b>	The Individual Education and Career Plan (IECP) is completed for each student by a team consisting of an academic counselor, academic teacher, principal and vocational personnel. MS. Code §37-13-92 (4); SBP 902 (10)				

Indicator	Compliance Indicator	Yes	No	N/A	Evidence of Compliance
<b>Indicator 8</b>	The district does not circumvent the Compulsory School Attendance Law by allowing students to receive HS equivalency diploma prior to their age equivalent peers unless written approval from MDE has been granted. MS. Code §37-13-92 (4); SBP 902 (11)				
<b>Indicator 9</b>	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. MS. Code §37-13-92 (4); SBP 902 (14)				
<b>Indicator 10</b>	The facility is proportional with the facilities provided to other students by the local school district and meet minimum accreditation standards for public school buildings. MS. Code §37-13-92 (4); SBP 902 (14)				
<b>Indicator 11</b>	The students receive official school recognition for their achievement in completing the HS Equivalency program. MS. Code §37-13-92 (4); SBP 902 (21)				

Indicator	Compliance Indicator	Yes	No	N/A	Evidence of Compliance
<b>Indicator 12</b>	The graduation ceremony for these students is separate from the traditional graduation ceremony. MS. Code §37-13-92; SBP 902 (21)				
<b>Indicator 13</b>	The recognition ceremony for the students enrolled in the program is held near the same time as the HS diploma graduation ceremony. MS. Code §37-13-92; SBP 902 (21)				
<b>Indicator 16</b>	The district has a program referral/placement committee comprised of teachers, campus administrators, counselors, vocational representatives, and/or other support staff. MS. Code §37-13-92 (4); SBP 902 (10)				
<b>Indicator 17</b>	Documentation of committee recommendations are on file for the placement of students in the program. MS. Code §37-13-92 (4); SBP 902 (2)				

Indicator	Compliance Indicator	Yes	No	N/A	Evidence of Compliance
<b>Indicator 18</b>	There is documentation on file containing the superintendent's approval for placement into the program. MS. Code §37-13-92 (4); SBP 902 (3)				
<b>Indicator 19</b>	There are not any students with current discipline problems enrolled in the program. MS. Code §37-13-92 (4); SBP 902 (2)				
<b>Course Content/Instruction</b>					
<b>Indicator 20</b>	The students in the program receive a minimum of 15 hours of program instruction? MS. Code §37-13-92 (4); SBP 902 (8)				
<b>Indicator 21</b>	The students in the program receive a 330 minutes of instructional time per day. Accountability Standard (19.2); SBP 902 (8)				
<b>Indicator 22</b>	The students have a career component established as a part of the 27.5 hours of instructional time? MS. Code §37-13-92 (4); SBP 902 (8, 10)				

Indicator	Compliance Indicator	Yes	No	N/A	Evidence of Compliance
<b>Indicator 23</b>	The students have qualified instructors school district teachers must have MDE licensure. MS. Code §37-13-92 (4); SBP 902 (8)				
<b>Indicator 24</b>	The student teacher ratio 15:1 with the exception of 20:1 when an aide is employed full time to assist the teacher. MS. Code §37-13-92 (4); SBP 902 (9)				
<b>Indicator 25</b>	The curriculum and instructional methodology addresses the needs of each student as specified in the Individual Education and Career Plan (IECP) developed at the time of placement. MS. Code §37-13-92 (4); SBP 902 (10)				
<b>Indicator 26</b>	The curriculum and instructional methodology emphasize the academic and/or instructional needs of the student, job readiness skills, and work experience options. MS. Code §37-13-92 (4); SBP 902 (10)				

Indicator	Compliance Indicator	Yes	No	N/A	Evidence of Compliance
<b>Indicator 27</b>	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. MS. Code §37-13-92 (4); SBP 902 (8).				
<b>Indicator 28</b>	The instructional content aligned with core content measured by the HS School Equivalency test (high school mathematics, writing, social studies, reading and science). MS. Code §37-13-92; SBP 902 (7)				
	<b>Student Assessment</b>				
<b>Indicator 29</b>	Students are appropriately assessed and evaluated (i.e. TABE (Test of Adult Basic Education) or Official Practice Test) at regular intervals. MS. Code §37-13-92 (4); SBP 902 (18)				
<b>Indicator 30</b>	The reading and math levels for students entering the program are appropriate and based on the TABE or other assessment instruments (8 <sup>th</sup> grade level recommended). MS. Code §37-13-92 (4)				

Indicator	Compliance Indicator	Yes	No	N/A	Evidence of Compliance
<b>Indicator 31</b>	Does the school district contact and coordinate a testing schedule with a Testing Center at a MS Community and/or Junior college? MS. Code §37-13-92 (4)				
<b>Indicator 32</b>	Is the pre-assessment information on students required by the MS Community College Board provided to the testing coordinator prior to the testing date? MS. Code §37-13-92				
<b>Indicator 33</b>	The district complies with the HS Equivalency Testing guidelines provided by the MS Community College Board. MS. Code §37-13-92; SBP 902 (12)				
<b>Indicator 34</b>	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? MS. Code §37-13-92 (4); SBP 902 (20)				

Indicator	Compliance Indicator	Yes	No	N/A	Evidence of Compliance
	<b>Student Records</b>				
<b>Indicator 35</b>	Are the cumulative folders and permanent records of each eligible student enrolled in the HS Equivalency program maintained by the school district of origin? MS. Code §37-13-92 (4); SBP 902 (16)				
<b>Indicator 36</b>	Are the progress reports completed at regular intervals and kept on file for each student enrolled in the program? MS. Code §37-13-92 (4); SBP 902 (13, 17); GEDTS (1-2)				
<b>Indicator 37</b>	Does the school district submit data requested by MDE on an annual basis? MS. Code §37-13-92 (4); SBP 902 (19)				
<b>Indicator 38</b>	Does the school district complete an annual report provided by the HS Equivalency Testing Service at the end of each school year? MS. Code §37-13-92; SBP 902 (19e)				
	<b>Consortium Programs</b>				
<b>Indicator 39</b>	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. MS. Code §37-13-92 (4); SBP 902 (15a)				

Indicator	Compliance Indicator	Yes	No	N/A	Evidence of Compliance
<b>Indicator 40</b>	The district designated as the LEAD district is responsible for the operation and governance of the HS Equivalency program. MS. Code §37-13-92 (4); SBP 902 (15b)				
<b>Indicator 41</b>	The district provides transportation for the students from the district of origin to the LEAD district. MS. Code §37-13-92 (4); SBP 902 (15c)				
<b>Indicator 42</b>	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 ACCOUNTABILITY STANDARDS, 2018**

**INSTRUCTIONAL PLANNING TIME**

Standard #	Accreditation Standard	To do at DISTRICT:	To do at SCHOOLS:	Program Office	Report or Checklist
<b>24</b>	Each classroom teacher, excluding vocational teachers whose class periods exceed 50 minutes, has an unencumbered period of time during the teaching day to be used for individual or departmental planning.	Check board policy.	Check master schedule or teachers' schedules. <b>Obtain a copy of master schedule and/or individual schedules.</b>	Office of Accreditation	Accreditation Edit Report
<b>24.1</b>	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
<b>24.2</b>	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?				
<b>Note: Unencumbered means no other assigned duties or supervision of students or staff.</b>				

DISTRICT CODE: -----DISTRICT NAME: -----DATE: ----- IN COMPLIANCE? YES \_\_\_\_\_ NO \_\_\_\_\_

SCHOOL CODE: \_\_\_\_\_ SCHOOL NAME: \_\_\_\_\_ EVALUATOR: \_\_\_\_\_



**EVALUATION CHECKLIST**  
**MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018**

**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. <b>Get copy of master schedule and/or individual schedules.</b>	Office of Accreditation	Accreditation Edit Report  CSA Minutes
<b>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.</b>					

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?				
<b>Note: Does not include special education courses with no Carnegie unit credit.</b>				
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 ACCOUNTABILITY STANDARDS, 2018**

**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 Appendices B and C) {Miss. Code Ann. § 37-1-3(2)} Miss. Admin. Code 7-3: 28.2 and 278.3, 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. <b>Obtain a copy of master schedule and/or individual schedules.</b>	Office of Accreditation	Accreditation Edit Report  CSA Minutes
<b>Note: Any request for an exemption from teaching the courses listed in Appendix B must be submitted in writing to the Commission on School Accreditation.</b>					

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?  <b>See Appendix B.</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 ACCOUNTABILITY STANDARDS, 2018**

**SECONDARY 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, and physical education, which may be taught by a regular classroom teacher. {Miss. Code Ann. § 37-1-3(2) and § 37-13-134}		Review teachers' schedules. <b>Get copy of master schedule and/or individual schedules.</b>	Office of Accreditation	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 regular classroom teacher may provide instruction in the arts, health education, and physical education in a self-contained classroom setting.				

Compliance Questions	Yes	No
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		

DISTRICT CODE: \_\_\_\_\_ DISTRICT NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ IN COMPLIANCE? YES \_\_\_\_\_ NO \_\_\_\_\_

SCHOOL CODE: \_\_\_\_\_ SCHOOL NAME: \_\_\_\_\_ EVALUATOR: \_\_\_\_\_

**School Name:****Auditor's Name:**

Date & Time	Date & Time	Date & Time	Date & Time
Teacher	Teacher	Teacher	Teacher
Grade	Grade	Grade	Grade
Subject	Subject	Subject	Subject
Student #	Student #	Student #	Student #
Hallway transitions (urgency/no urgency)	Hallway transitions (urgency/no urgency)	Hallway transitions (urgency/no urgency)	Hallway transitions (urgency/no urgency)
Hallways at the bell (percentage of students on time/late)	Hallways at the bell (percentage of students on time/late)	Hallways at the bell (percentage of students on time/late)	Hallways at the bell (percentage of students on time/late)
Tardy consequence or warning given/ no consequence warning	Tardy consequence or warning given/ no consequence warning	Tardy consequence or warning given/ no consequence warning	Tardy consequence or warning given/ no consequence warning
Hallways during class time; empty, students out of area, dangerous	Hallways during class time; empty, students out of area, dangerous	Hallways during class time; empty, students out of area, dangerous	Hallways during class time; empty, students out of area, dangerous
Lesson plans available? Yes/ no Plans personalized to teacher? Yes/no Plans match dates? Yes/No	Lesson plans available? Yes/ no Plans personalized to teacher? Yes no Plans match dates? Yes/ No	Lesson plans available? Yes/ no Plans personalized to teacher? Yes no Plans match dates? Yes/ No	Lesson plans available? Yes/ no Plans personalized to teacher? Yes no Plans match dates? Yes/ No
Plans match lesson in the room? Yes/ no Lesson Topic:	Plans match lesson in the room? Yes/ no Lesson Topic:	Plans match lesson in the room? Yes/ no Lesson Topic:	Plans match lesson in the room? Yes/ no Lesson Topic:
Instructional methods: 10 minutes ___ T Lecture/notes on board ___ S work in groups ___ S Writing notes/ diagrams ___ T grading at her/his desk ___ T grading at pupils' desks ___ T Demonstrating experiments ___ T Working with individual S ___ T Answering pupil questions ___ S Group recitation ___ Question and answer ___ Other _____	Instructional methods: 10 minutes ___ T Lecture/notes on board ___ S work in groups ___ S Writing notes/ diagrams ___ T grading at her/his desk ___ T grading at pupils' desks ___ T Demonstrating experiments ___ T Working with individual S ___ T Answering pupil questions ___ S Group recitation ___ Question and answer ___ Other _____	Instructional methods: 10 minutes ___ T Lecture/notes on board ___ S work in groups ___ S Writing notes/ diagrams ___ T grading at her/his desk ___ T grading at pupils' desks ___ T Demonstrating experiments ___ T Working with individual S ___ T Answering pupil questions ___ S Group recitation ___ Question and answer ___ Other _____	Instructional methods: 10 minutes ___ T Lecture/notes on board ___ S work in groups ___ S Writing notes/ diagrams ___ T grading at her/his desk ___ T grading at pupils' desks ___ T Demonstrating experiments ___ T Working with individual S ___ T Answering pupil questions ___ S Group recitation ___ Question and answer ___ Other _____
Observed attitude of the students in the class. Are they engaged?	Observed attitude of the students in the class. Are they engaged?	Observed attitude of the students in the class. Are they engaged?	Observed attitude of the students in the class. Are they engaged?

**School Name:**

**Auditor's Name:**

Talkative? Working with others? Enjoying the classroom experience? Hostile/defiant?	Talkative? Working with others? Enjoying the classroom experience? Hostile/defiant?	Talkative? Working with others? Enjoying the classroom experience? Hostile/defiant?	Talkative? Working with others? Enjoying the classroom experience? Hostile/defiant?
What are the pupils doing? ___ Writing ___ Drawing ___ Solving problems ___ Giving choral answers ___ Reading out loud ___ Reading silently ___ Asking questions of T ___ Answering teacher's questions ___ Talking with other pupils ___ Misbehaving: sleeping, texting ___ Other _____	What are the pupils doing? ___ Writing ___ Drawing ___ Solving problems ___ Giving choral answers ___ Reading out loud ___ Reading silently ___ Asking questions of T ___ Answering teacher's questions ___ Talking with other pupils ___ Misbehaving: sleeping, texting ___ Other _____	What are the pupils doing? ___ Writing ___ Drawing ___ Solving problems ___ Giving choral answers ___ Reading out loud ___ Reading silently ___ Asking questions of T ___ Answering teacher's questions ___ Talking with other pupils ___ Misbehaving: sleeping, texting ___ Other _____	What are the pupils doing? ___ Writing ___ Drawing ___ Solving problems ___ Giving choral answers ___ Reading out loud ___ Reading silently ___ Asking questions of T ___ Answering teacher's questions ___ Talking with other pupils ___ Misbehaving: sleeping, texting ___ Other _____
Rigor of Lesson: ___ above level of Students ___ challenging and tiered for S ___ Low-level ___ No instruction observed. ___ Other _____	Rigor of Lesson: ___ above level of Students ___ challenging and tiered for S ___ Low-level ___ No instruction observed. ___ Other _____	Rigor of Lesson: ___ above level of Students ___ challenging and tiered for S ___ Low-level ___ No instruction observed. ___ Other _____	Rigor of Lesson: ___ above level of Students ___ challenging and tiered for S ___ Low-level ___ No instruction observed. ___ Other _____
Learning environment: ___ Clean classroom ___ appropriately-sized furniture ___ safe classroom ___ colorful wall decorations ___ student work on walls ___ positive messaging on walls ___ T managing behavior ___ S in control of classroom ___ S empowered to learn	Learning environment: ___ Clean classroom ___ appropriately-sized furniture ___ safe classroom ___ colorful wall decorations ___ student work on walls ___ positive messaging on walls ___ T managing behavior ___ S in control of classroom ___ S empowered to learn	Learning environment: ___ Clean classroom ___ appropriately-sized tables/chairs ___ safe classroom ___ colorful wall decorations ___ student work on walls ___ positive messaging on walls ___ T managing behavior ___ S in control of classroom ___ S empowered to learn	Learning environment: ___ Clean classroom ___ appropriately-sized tables/chairs ___ safe classroom ___ colorful wall decorations ___ student work on walls ___ positive messaging on walls ___ T managing behavior ___ S in control of classroom ___ S empowered to learn
How does the T discipline S? ___ No discipline observed ___ Raises voice at students ___ Goes through discipline ladder (ie. Green light, yellow light, red light, or other metaphor) ___ Quietly reminds 1 S of the rules	How does the T discipline S? ___ No discipline observed ___ Raises voice at students ___ Goes through discipline ladder (ie. Green light, yellow light, red light, or other metaphor) ___ Quietly reminds S of the rules	How does the T discipline S? ___ No discipline observed ___ Raises voice at students ___ Goes through discipline ladder (ie. Green light, yellow light, red light, or other metaphor) ___ Quietly reminds 1 S of the rules	How does the T discipline S? ___ No discipline observed ___ Raises voice at students ___ Goes through discipline ladder (ie. Green light, yellow light, red light, or other metaphor) ___ Quietly reminds 1 S of the rules

**School Name:**

**Auditor's Name:**

____ Separates S from others ____ Other _____	____ Separates S from others ____ Other _____	____ Separates S from others ____ Other _____	____ Separates S from others ____ Other _____
How does the teacher praise students? ____ No praise observed ____ Compliments students ____ Hugs/high-fives students ____ Gives the student a reward (sticker, food, sweets, etc.)	How does the teacher praise students? ____ No praise observed ____ Compliments students ____ Hugs/high-fives students ____ Gives the student a reward (sticker, food, sweets, etc.)	How does the teacher praise students? ____ No praise observed ____ Compliments students ____ Hugs/high-fives students ____ Gives the student a reward (sticker, food, sweets, etc.)	How does the teacher praise students? ____ No praise observed ____ Compliments students ____ Hugs/high-fives students ____ Gives the student a reward (sticker, food, sweets, etc.)
Arts Integration (This block will only be used as an alternative monitoring tool if <b>no</b> licensed arts instructor is on staff at the school.) ____ Evidence of student participation/work in at least one of the 5 arts disciplines (circle appropriate): Dance, Media arts, Music, Theatre, Visual arts ____ None observed. ____ Other _____	Arts Integration (This block will only be used as an alternative monitoring tool if <b>no</b> licensed arts instructor is on staff at the school.) ____ Evidence of student participation/work in at least one of the 5 arts disciplines (circle appropriate): Dance, Media arts, Music, Theatre, Visual arts ____ None observed. ____ Other _____	Arts Integration (This block will only be used as an alternative monitoring tool if <b>no</b> licensed arts instructor is on staff at the school.) ____ Evidence of student participation/work in at least one of the 5 arts disciplines (circle appropriate): Dance, Media arts, Music, Theatre, Visual arts ____ None observed. ____ Other _____	Arts Integration (This block will only be used as an alternative monitoring tool if <b>no</b> licensed arts instructor is on staff at the school.) ____ Evidence of student participation/work in at least one of the 5 arts disciplines (circle appropriate): Dance, Media arts, Music, Theatre, Visual arts ____ None observed. ____ Other _____
Concerns:	Concerns:	Concerns:	Concerns:
Notes:	Notes:	Notes:	Notes:



**EVALUATION CHECKLIST**  
**MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018**

Standard #	Accreditation Standard	To do at DISTRICT:	To do at SCHOOLS:	Program Office	Report or Checklist
<b>28</b>	Student teacher ratios do not exceed the following: { Miss. Code Ann. § 37-151-77}			Office of Accreditation	
<b>28.1</b>	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.) (7 Miss. Admin. Code Pt. 3, Ch. 19, R. 19.1)	Print MSIS Overload Report.	<b>Check current enrollment</b>	Office of Accreditation	Accreditation Edit Report Personnel Report
<b>28.2</b>	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
<b>28.3</b>	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	
<b>28.4</b>	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	

DISTRICT CODE: \_\_\_\_\_ DISTRICT NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ IN COMPLIANCE? YES \_\_\_\_\_ NO \_\_\_\_\_

SCHOOL CODE: \_\_\_\_\_ SCHOOL NAME: \_\_\_\_\_ EVALUATOR: \_\_\_\_\_

**EVALUATION CHECKLIST**  
**MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018**

Standard #	Accreditation Standard	To do at DISTRICT:	To do at SCHOOLS:	Program Office	Report or Checklist
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.) <b>Compliance</b>			Office of Accreditation	

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) If there is <b>no full-time assistant</b> , is the student teacher ratio in <b>kindergarten</b> within the established limit of no more				
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 4 and 5 schools are exempted.)				

DISTRICT CODE: \_\_\_\_\_ DISTRICT NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ IN COMPLIANCE? YES \_\_\_\_\_ NO \_\_\_\_\_

SCHOOL CODE: \_\_\_\_\_ SCHOOL NAME: \_\_\_\_\_ EVALUATOR: \_\_\_\_\_



# EVALUATION CHECKLIST

## MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018

### TRANSPORTATION

Standard #	Accreditation Standard	To do at DISTRICT:	To do at SCHOOLS:	Program Office	Report or Checklist
<b>29</b>	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
<b>29.1</b>	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
<b>29.2</b>	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
<b>29.3</b>	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
<b>29.4</b>	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

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?				

DISTRICT CODE: \_\_\_\_\_ DISTRICT NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ IN COMPLIANCE? YES \_\_\_\_\_ NO \_\_\_\_\_

SCHOOL CODE: \_\_\_\_\_ SCHOOL NAME: \_\_\_\_\_ EVALUATOR: \_\_\_\_\_

**EVALUATION CHECKLIST**  
**MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018**

b) Does the alternative education program meet the guidelines established by the State Board of Education?				
c) {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?				
d) {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 2019

Item No.	Items To Be Checked	Bus #
	<b>I. BRAKES</b>	
1.	Brake pedal, excessive play:	
2.	Brake, parking (won't hold needs adjusting):	
3.	Brake drum(s) and pads;	
4.	Brake lines (leaks):	
	<b>II. CLEANLINESS</b>	
5.	Exterior needs cleaning:	
6.	Interior needs cleaning:	
	<b>III. DOORS</b>	
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:	
	<b>IV. EMERGENCY EQUIPMENT</b>	
14.	Body fluid clean-up kit ('93 & later models):	
15.	Fire extinguisher (charged, tagged & annually inspected):	
16.	First aid kit:	
17.	Reflector kit:	
	<b>V. EXHAUST SYSTEM</b>	
18.	Handers:	
19.	Manifold:	
20.	Muffler:	
21.	Tail pipe:	
	<b>VI. LIGHTING SYSTEM</b>	
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:	
	<b>VII. MIRRORS</b>	
31.	Mirror, interior rear view:	
32.	Mirrors, crossover, left & right:	
33.	Mirrors, exterior rear view, left & right:	

## SCHOOL BUS INSPECTION CHECKLIST 2019

Item No.	Items To Be Checked	Bus #
	<b>VIII. GLASS, CRACKS, AND BREAKAGE</b>	
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:	
	<b>XI. SEATS AND SEAT BELTS</b>	
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:	
	<b>X. STEP WELL</b>	
46.	Crash barrier needs repair/replacing:	
47.	Cross bar padding:	
48.	Hand rail, replace/repair:	
49.	Stanchion flanges, secure to roof/floor:	
50.	Stanchion padding, replace/repair:	
51.	Step well trends:	
	<b>XI. STEERING SYSTEM</b>	
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):	
	<b>XII. SUSPENSION SYSTEM</b>	
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:	
	<b>XIII. TIRES AND WHEELS</b>	
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 2019

Item No.	Items To Be Checked	Bus #
	<b>XIV. WARNING DEVICES, AUDIBLE, AND VISUAL</b>	
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:	
	<b>XV. MISCELLANEOUS</b>	
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: \_\_\_\_\_

Date: \_\_\_\_\_

Monitoring Office: \_\_\_\_\_

Phone Number: \_\_\_\_\_



**EVALUATION CHECKLIST**  
**MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018**

**FACILITIES**

Standard #	Accreditation Standard	To do at DISTRICT:	To do at SCHOOLS:	Program Office	Report or Checklist
<b>30</b>	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 checklist.	Office of Safe and Orderly Schools: Division of School Buildings	Facilities Checklist

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Each school clean?				
b) 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 = all areas used for instructional purposes.				

DISTRICT CODE: \_\_\_\_\_ DISTRICT NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ IN COMPLIANCE? YES \_\_\_\_\_ NO \_\_\_\_\_

SCHOOL CODE: \_\_\_\_\_ SCHOOL NAME: \_\_\_\_\_ EVALUATOR: \_\_\_\_\_



## ACCOUNTABILITY STANDARD 30

### SCHOOL FACILITY SAFETY ASSESSMENT INSTRUMENT 2019

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 Product 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 paper work? \_\_\_\_\_

### **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 appropriate 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 inches in 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? \_\_\_\_\_ (If so 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 and 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? \_\_\_\_\_
- D. Are exits completely unobstructed? \_\_\_\_\_



**EVALUATION CHECKLIST**  
**MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018**

**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. <b>Get copy of School Safety Plan.</b>	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 4239  
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. {O kuu0Eqf g'C'p0E'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: O kuu0Eqf g'C'p0E'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 been 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. Lock Down (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 37-11-29, 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 IAW the provisions of Section 37-11-69, Mississippi Code of 1972, Annotated?

3. Enforced visitor control policy IAW the provisions of Section 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 FULL TIME 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 if 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 not be 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

(b) 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 belonging 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 ( \$0.00) 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 officers; operation of radio broadcasting and transmission station.**

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.

(f) 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.

(g) 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.

(3) 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 ACCOUNTABILITY STANDARDS, 2018**

**JUVENILE DETENTION CENTERS**

Standard #	Accreditation Standard	To do at DISTRICT:	To do at SCHOOLS:	Program Office	Report or Checklist
<b>32</b>	The school district complies with state statute and State Board of Education policy for education juveniles in youth detention centers.	Check documentation on file. Review School Board minutes. Conduct Interviews.		Office of Compulsory School Attendance Enforcement	
<b>32.1</b>	Educational requirements Miss. Code Ann. § 42-21-321} (7 Miss. Admin. Code Pt. 3, Ch. 30, R. 30.6)				
<b>32.2</b>	Financial reimbursement requirements Miss. Admin. Code 7-3: 30.6, State Board Policy Chapter 30, Rule 30.6. Refer to 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 juveniles in youth detention centers?				

DISTRICT CODE: \_\_\_\_\_ DISTRICT NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ IN COMPLIANCE? YES \_\_\_\_\_ NO \_\_\_\_\_

SCHOOL CODE: \_\_\_\_\_ SCHOOL NAME: \_\_\_\_\_ EVALUATOR: \_\_\_\_\_



# Mississippi Department of Education

## Accreditation Standards 32 and 17.4



### Monitoring/Evaluation Instrument for Juvenile Detention Centers

Date: \_\_\_\_\_

County of Detention Center: \_\_\_\_\_

Sponsoring School District: \_\_\_\_\_

Persons in Attendance (with titles)

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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 areas?

Determine whether outside substitutes have taught when teachers were on leave, rather than pulling administrators and special service providers from their duties.

How many school districts **formally** comprise your detention center area? \_\_\_\_\_

Please list:

Comments:

<p>What is the <b>capacity</b> of the juvenile detention center? _____          males _____ females _____</p> <p>Comments:</p>   <p>How many students are currently housed at the detention center? _____ What is the average number of students housed at the detention center? _____</p>	
<p>What is the <b>"average"</b> length of stay for students in this juvenile detention center? _____ days</p> <p>Comments:</p>	
<b>CHILD FIND 34 C.F.R § 300.111</b>	
<b>The Sponsoring School District Uses Reliable Screening Methods and Ensure the Timely Evaluation of Children Suspected of having a Disability.</b>	
Action	Evidence
<p>The sponsoring school district has written Child Find policies and procedures to identify, locate and evaluate students suspect of having a disability.</p> <p>The sponsoring school district uses an intake form that adequately addresses components of child find.</p> <p>The sponsoring school district utilizes an educational intake form, which gathers pertinent information needed for Child Find.</p>	<p>( ) Child find policies and procedures.</p> <p>( ) Educational program collects data from student regarding educational experiences.</p> <p>( ) Educational program collects data from detainee's home school district that addresses attendance, grades, behavior and current classes.</p> <p>( ) Protocol for record gathering included on the intake form.</p> <p>( ) Educational program uses data from social/emotional screener upon initial intake <i>FBA Profiler</i> or <i>SEARS (Social emotional assets resilience scale)</i> STRONG Series (Curriculum)</p>
<p>JDC uses social/emotional screener for each detainee upon first day in educational setting</p>	<p>( ) Case manager administer social/emotional screener to detainee</p> <p>( ) Case manager conference with teachers at JDC and LEA special education director</p> <p>( ) Teachers at JDC documents and charts behaviors from discipline referrals</p>
<p>JDC has documentation of MET meetings with appropriate school personnel</p>	<p>( ) MET meeting documentation</p> <p>( ) List of student referred to the MET</p> <p>( ) Documentation of data collected</p>
<b>The Sponsoring School District Obtains Education Records for All Students Entering the Detention Center</b>	
Action	Evidence
<p>JDC obtain educational records of all detainees from district of record in a timely manner (contact district within 3 hours of detainee arrival)</p> <p>JDC has protocols for record gathering included on the intake form.</p>	<p>( ) Copy of cumulative record insert</p> <p>( ) Copy of current grades</p> <p>( ) Copy of current attendance</p> <p>( ) Copy of current classes</p> <p>( ) Copy of current disciplinary records</p> <p>( ) <b>Copy of current IEP (if applicable)</b></p> <p>( ) Copy of current behavior support plan (if applicable)</p>

	( ) 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 obtain 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 IEP ( ) 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	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)  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	Review of previous and current year IEPs to determine Educational Benefit for all goals and objectives listed on the IEPs

	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	
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 <ul style="list-style-type: none"> <li>How many hours each week are allocated for physical education?</li> </ul>	( ) 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	( ) The JDC educational staff reviews IEPs received from detainee home district ( ) IEP meeting held to review and/or revise current IEP	
Are goals and objectives implemented in accordance with	( ) Special education teacher will complete report of progress	

the IEP	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 and 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 is 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 lessons plans been developed for each subject area? \_\_\_\_\_yes \_\_\_\_\_no

If so, are they aligned with the home district's approved curriculum? \_\_\_\_\_yes \_\_\_\_\_no

**Attach sample plans.**

Is there a schedule for library use that affords regular access for all youth?

Is there an appropriate variety of books to accommodate youths' interests, educational needs, and languages spoken by youth at the facility?

Do the books appear to have been used? Are they in good condition?

How is the student's progress evaluated? \_\_\_\_\_

Attach a copy of the daily class schedule.

Is there a Special Education Teacher available from the sponsoring school district? \_\_\_\_\_ yes \_\_\_\_\_ no

If yes, is this person available on a full time \_\_\_\_\_ or part time/as needed \_\_\_\_\_ basis?

Comments:

For students identified under **IDEA**, are the goals and objectives implemented in accordance to the IEP?  
\_\_\_\_\_ yes \_\_\_\_\_ no

Please describe the types of education resources used in your **READING** program:

- Online resources \_\_\_\_\_
- Student homework \_\_\_\_\_
- School textbooks \_\_\_\_\_

Please describe the types of education resources used in your **MATH** program:

- Online resources \_\_\_\_\_
- Student homework \_\_\_\_\_
- School textbooks \_\_\_\_\_

Please describe the types of education resources used in your **GED** program (if offered):

- Online resources \_\_\_\_\_
- Student homework \_\_\_\_\_
- School textbooks \_\_\_\_\_

Are there appropriate instructional materials in class, including those for LEP youth?

Do youth have access to textbooks or do they use worksheets?

To what extent do youth have access to computers?

Are the programs language-accessible?

Are youth engaged in educational activities on the computers (as opposed to playing solitaire)?

Do special education teachers and other service providers have appropriate space to do their work with youth?

Comments:

### **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 detention 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 are the decorations 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?