

**OFFICE OF CHIEF SCHOOL PERFORMANCE OFFICER**  
**Summary of State Board of Education Agenda Items**  
**May 21, 2015**

**OFFICE OF ACCOUNTABILITY**

03. Approval to revise the business rules of the Mississippi Statewide Accountability System effective 2014-2015 [Goals 1 and 2 – MDE Strategic Plan]  
(Has cleared the Administrative Procedures Act process with public comments)

A new Accountability Task Force was established during school year 2014-2015. The purpose of the new Accountability Task Force was to:

- 1) Review standards for school and district accountability and make the processes more accurate (not lower or easier to attain),
- 2) Make adjustments required by changes to state or federal expectations (including the recommendations of 2013-14 Accountability Results Audit);
- 3) Add clarifications noted during the 2013-14 implementation of the model, and
- 4) Review recommendations of stakeholders for adjustments and consider revisions, as needed.

The original Accountability Task Force and the Technical Review Team met on April 8, 2015, to review the recommendations made by the 2014-2015 Accountability Task Force prior to submission to the Commission on School Accreditation for approval.

On April 14, 2015, the Commission on School Accreditation approved the proposed revisions from the Accountability Task Force and Technical Review Team to revise the business rules of the Mississippi Statewide Accountability System effective school year 2014-2015.

The proposed revisions are in response to the changes in state and federal regulations and clarification needed following the first year of implementation.

After receiving comments during the Administrative Procedures Act process (APA), some changes were made to clarify the business rules. The changes made after APA are highlighted in **yellow** in the final version of the Mississippi Statewide Accountability System.

This item references Goals 1 and 2 of the *Mississippi Department of Education 2016-2020 Strategic Plan*.

Recommendation: Approval

Back-up material attached

Beginning with the 2013-2014 school year, accountability labels will be assigned based on the following school grading assignments:

**Schools (and Districts) with no 12<sup>th</sup> 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 Students
4. Math Proficiency
5. Math Growth – All Students
6. Math Growth – - Lowest Performing Students
7. Science Proficiency

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

**During the 2013-2014 school year**, schools (and districts) with a grade 12 will have 9 components, totaling 900 possible points:

1. Reading Proficiency (100 points)
2. Reading Growth – All Students (100 points)
3. Reading Growth – Lowest Performing Students (100 points)
4. Math Proficiency (100 points)
5. Math Growth – All Students (100 points)
6. Math Growth – Lowest Performing Students (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 a grade 12 will have 9 components, totaling 900 possible points:

1. Reading Proficiency (100 points)
2. Reading Growth – All Students (100 points)
3. Reading Growth – Lowest Performing Students (100 points)
4. Math Proficiency (100 points)
5. Math Growth – All Students (100 points)
6. Math Growth – Lowest Performing Students (100 points)
7. Science Proficiency (50 points)
8. U.S. History Proficiency (50 points)
9. Graduation Rate – All Students (200 points)
10. (Deleted)

**Beginning with the 2015-2016 school year**, schools (and districts) with a grade 12 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 Students (100 points)
4. Math Proficiency (100 points)
5. Math Growth – All Students (100 points)
6. Math Growth – Lowest Performing Students (100 points)
7. Science Proficiency (50 points)
8. U.S. History Proficiency (50 points)
9. Graduation Rate – All Students (200 points)
10. College & Career Readiness (Math 50% and English/Reading 50%) (50 points)  
*(Note: This component is contingent upon legislative funding.)*
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)

The following business rules will apply:

## **1. Assignment of Grade Classifications**

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**1.1** Standards for student, school, and school district performance will be increased when student proficiency is at a seventy-five percent (75%) and/or when sixty-five percent (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. (SECTION 37-17-6, MS CODE OF 1972)

**1.2** Grades for schools (and districts) with no 12<sup>th</sup> grade (elementary/middle schools) will be determined based on the following cut-points:

- A  $\geq$  518
- 455  $\leq$  B < 518
- 400  $\leq$  C < 455
- 325  $\leq$  D < 400
- F < 325

**1.3** Grades for schools (and districts) with a 12<sup>th</sup> grade will be determined based on the following cut-points for the 2013-2014 school year:

- A  $\geq$  695
- 623  $\leq$  B < 695
- 540  $\leq$  C < 623
- 422  $\leq$  D < 540
- F < 422

**1.4** Cut-points for schools with a 12<sup>th</sup> grade will be reset with the implementation of the College & Career Readiness component and the Acceleration component.

**1.5** Assignment of district grades will be calculated by treating the district as one large school based on the same grading assignments used for schools.

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

## **2. Full Academic Year (FAY)**

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**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 calculations. 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. In the event that 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 grade assignment 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 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.

### **3. N-Count Minimums**

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#### **3.1 School Totals**

**3.1.1** In order for a school to earn a grade, the school must have a minimum of 10 valid test scores in each of the required components. Schools that do not have the minimum of 10 valid test scores for each of the components but meet the 95% minimum participation requirements, the available data will be reported but the school will not receive a grade. If a school does not meet the minimum of 10 valid test scores requirement because they do not meet the 95% minimum participation requirement, the school will receive a grade based on the available data for each component. See Sections 22 and 24 for exceptions to this rule.

**3.2 Lowest Performing Students Subgroup N-Count Minimums**

**3.2.1** This subgroup must have a minimum of 10 valid test scores. If there are less than 10 (<10) students in the Lowest Performing Students 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 10, then ALL students will be included in the calculation of the Lowest Performing Students subgroup.

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

**Note:** See Section 7 for more information on the Lowest Performing Students subgroup.

## 4. Participation Rates

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**4.1** If a school/district does not meet the 95% minimum participation rate, the school/district will automatically be dropped a letter grade. Although subgroup participation rates will be reported, this penalty will apply to the overall participation rate only. (A 94.5% participation rate will not be rounded to 95%.)

**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 high-school level end-of-course assessments required for graduation 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 high school level end-of-course 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. (Refer to rule 4.5 for additional clarification.)

**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** If and when the ACT assessment becomes a state required assessment, it will be included in the 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

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**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.

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**5.1.2** The science proficiency component for schools with a 12<sup>th</sup> grade will be based on all science assessments administered at that school. Therefore, for schools with a 12<sup>th</sup> grade that also have a 5<sup>th</sup> and/or 8<sup>th</sup> 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 high-school level end-of-course assessments required for graduation. This includes all Alternate Assessments based on Alternate Achievement Standards (AA-AAS) for SCD students. (This rule will need to be reviewed with the implementation of any new statewide assessments.)

## **6. Growth**

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**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 the same performance/proficiency that is at or above Proficient from one (1) year to the next
- An increase within the lowest two (2) 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:

- Any increase of two (2) or more performance/proficiency levels will be given a weight = 1.2.
- Any increase to the highest performance/proficiency level will be given a weight = 1.25.
- An increase within the highest performance/proficiency level and any other increase is given a weight = 1.

(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 two (2) performance/proficiency levels will be split into half at the mid-point of the range. In the event that 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 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 two (2) performance/proficiency levels into half at the mid-point range is not intended to create two (2) 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.

(Rules regarding the splitting of the lowest two (2) 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 assessment in **English** Language Arts;
- High School-level assessments in Mathematics;
- Alternate Assessment (3-8 and High School) in **English Language Arts**; and
- Alternate Assessment (3-8 and High School) in Mathematics.

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

**6.6** Students taking Algebra I in 7<sup>th</sup> or 8<sup>th</sup> grade are required by No Child Left Behind (NCLB) 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 10<sup>th</sup> 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 8<sup>th</sup> 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 8<sup>th</sup> grade year, his/her 7<sup>th</sup> grade grade-level assessments will be used as the baseline and banked until the student is in the 10<sup>th</sup> grade.
- If a student takes Algebra I in the 7<sup>th</sup> grade, his/her 6<sup>th</sup> grade grade-level math assessment will be used as the baseline and banked until the student is in the 10<sup>th</sup> 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 high school level assessments.

**6.9** For students taking high school level assessments in grades lower than 10<sup>th</sup> grade, growth will be banked until the student's 10<sup>th</sup> grade year and then applied.

**6.10** If a student does not take the required High School level assessments until 11<sup>th</sup> or 12<sup>th</sup> 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 8<sup>th</sup> grade and does not take the high school level alternate assessment until 11<sup>th</sup> or 12<sup>th</sup> grade, he/she will not be included in the growth calculations.

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

**6.12** For K-3 schools, growth of 4<sup>th</sup> 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 3<sup>rd</sup> grade students who are retained will be included with the 4<sup>th</sup> 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.

**6.16** After the implementation of the assessments **for the Mississippi College and Career Readiness Standards**, if a student comes to Mississippi from another state and has taken the same assessment as **the one** given in Mississippi, his/her score will be used to calculate growth for the student and the student's growth will be included in the calculations (provided that he/she meets FAY). If the student took an assessment (in another state) that is different from the assessments given in Mississippi, he/she will not have a growth calculation.

## **7. Lowest Performing Students**

### **7.1 Calculation methodology for students whose baseline assessment score is 3<sup>rd</sup> – 7<sup>th</sup> grade:**

**7.1.1** The Lowest Performing Students subgroup in reading and the Lowest Performing Students 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 Students subgroup and to determine learning gains.

**Note: The Lowest Performing Students subgroup will be determined by identifying the percentage (e.g., 25%) of students, as defined by MS Code 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.

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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. Growth and Rule 7.1.3 for additional clarification).
3. Divide the number of students in the list by four (4).<sup>1</sup> 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 Students subgroup for that subject/grade.
6. Repeat the process for each grade for the subject then combine students to form the Lowest Performing Students subgroup for the school for the subject.

Note: The number of students in the Lowest Performing Students 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 for more details on N-Count minimums.)

It is possible for the Lowest Performing Students subgroup to be more than 25% when steps 5 and 6 are applied.

#### **7.1.2 (Deleted)**

**7.1.3** The Lowest Performing Students subgroup for schools whose highest grade is lower than fourth grade will be identified based on the students who attended the school, not based on their fourth grade school's Lowest Performing Students subgroup. Therefore, a student may be identified in the Lowest Performing Students subgroup in one school, but not the other.

**7.2** The Lowest Performing Students 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 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 Students subgroup for the state will be identified using the same method (i.e., the state will be calculated as if it were one school).

#### **7.4 (Deleted)**

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<sup>1</sup> The Mississippi Statewide Accountability System determines 25% of the student population by multiplying the number of students by 0.25.

## 8. Graduation Rate

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**8.1** The federally-approved 4-year graduation rate will be used. (SECTION 37-17-6, MS CODE OF 1972)

**Definition:** The number of students who graduate in four (4) years from a school and LEA with a **regular high-school diploma** divided by the number of students who entered four years earlier as first-time 9<sup>th</sup> graders, with adjustments for deaths, emigration, and transfers in and out. Ninth-grade students who repeat 9<sup>th</sup> 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. No exceptions are made for students with disabilities (SCD students or non-SCD students) or students receiving an occupational diploma, GED, certificate of attendance, etc.

**8.2** (Deleted)

**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** The methodology used for the calculation of the graduation rates for schools/districts are outlined in the **Graduation Rates Technical Manual**.

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

## 9. Acceleration

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**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 the accelerated courses such as Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or SBE-approved industry certification courses. For students taking dual credit and dual enrollment courses, passing refers to students who are passing the course with a “C” or above. For AP courses, the student must score at least 3 on the AP exam. For IB courses, the student must score at least 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** College courses must be credit-bearing courses with a minimum of 3 semester hours credit and may be in any subject/content area.

**9.3** The Acceleration component will consist of a Participation and a Performance component. These two components will be combined for one score worth 50 points and phased in on the following sliding scale:

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- a. Year 1 (2015-2016): (Participation - 70%/Performance - 30%) ÷ 2
- b. Year 2 (2016-2017): (Participation - 60%/Performance - 40%) ÷ 2
- c. Year 3 (2017-2018) and beyond: (Participation - 50%/Performance - 50%) ÷ 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 such as AP, IB, AICE, dual credit, dual enrollment or industry certification courses based on the definition above.

**9.4.2** The denominator for the Participation component calculation shall include all students not identified as Significant Cognitive Disabilities (SCD) students whose Mississippi Student Information System (MSIS) grade or peer-grade equivalent is 11<sup>th</sup> or 12<sup>th</sup> grade plus any 9<sup>th</sup> or 10<sup>th</sup> grade students who are taking and passing these assessments/courses plus any 11<sup>th</sup> or 12<sup>th</sup> grade SCD students who are taking and passing these assessments/courses. (9<sup>th</sup> and 10<sup>th</sup> grade students and SCD 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 identified in the participation calculations but with no additional weight applied for students taking multiple courses.

**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 courses, the additional weighting used in the participation calculations will be applied. Example: A student taking and passing two (2) courses would count as one (1) student in the denominator and 1.1 in the numerator. A student taking two (2) courses but only passing one (1) will count as 1 in both the numerator and the denominator.

**9.7** Students who take an accelerated course during their 11<sup>th</sup> grade year but do not take an accelerated course during their 12<sup>th</sup> grade year will be counted in the denominator both years, but in the numerator during their 11<sup>th</sup> grade year only.

**9.8** FAY requirements will not be applied to the participation or proficiency calculations in the Acceleration component.

## **10. Banking Scores: High school end-of-course assessments taken before 10th grade**

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

**10.2** If a student transfers out of district before or during their 10<sup>th</sup> grade year, his/her scores (achievement and growth) will not be applied to the school of origin or receiving school in the new district.

*Refer to Section 4 (Participation) and 6 (Growth) for additional information.*

## **11. Focus Schools**

**11.1** Schools identified as “D” or “F” schools for two (2) consecutive years and not identified as “Priority” will be identified as “Focus” schools. (SECTION 37-17-6, MS CODE OF 1972)

**11.2** If at least 10% of the schools in the state are not graded as “D” schools, the lowest 10% of schools, which are not already identified as Priority Schools, will be identified as Focus Schools. (SECTION 37-17-6, MS CODE OF 1972)

**11.3** Beginning with the 2013-2014 grade assignments, any school designated as “Focus” will implement Focus School interventions for a minimum of two (2) years. If the school’s grade level improves the school will take the higher grade level but continue to be considered as a “Focus School” for federal reporting and will continue to implement the Focus school interventions for the two-year minimum.

## **12. Priority Schools**

**12.1** Schools identified as “F” schools for two consecutive years will also be identified as “Priority” schools. (SECTION 37-17-6, MS CODE OF 1972)

**12.2** If at least 5% of the schools in the state are not graded as “F” schools, the lowest 5% of school grade point designees will be identified as Priority Schools. (SECTION 37-17-6, MS CODE OF 1972)

**12.3** Beginning with the 2013-2014 grade assignments, any school designated as “Priority” will implement Priority School interventions for a minimum of three (3) years. If the school’s grade level improves the school will take the higher grade level but continue to be considered as a “Priority School”

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for federal reporting and will continue to implement the Priority school interventions for the three-year minimum.

### **13. Reward Schools**

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**13.1** Schools identified as “A” schools will also be identified as “Reward” schools. (SECTION 37-17-6, MS CODE OF 1972)

**13.1.1** Any school also meeting the federal criteria for “Reward-High Progress” or “Reward-High Performing” will be recognized.

### **14. Annual Measurable Objectives (AMOs)**

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**14.1** AMOs will be reported for federal requirements but will not be factored into the calculations for the assigning of A-F accountability labels.

**14.1.1** (Deleted)

### **15. English Learners (EL)**

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**15.1** Scores of English learners (EL) will be included in all calculations (e.g., Proficiency, Growth – All Students, Growth – Lowest Performing Students) UNLESS the district requests that the scores of an English learner who has attended a U.S. school for less than 12 months be excluded. The scores of English learners who have attended a U.S. school for less than 12 months will only be included in the participation calculations. (For more information on English learners who have attended a U.S. school for less than 12 months, contact the Office of Federal Programs.)

**15.1.1** LEAs must 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. (For more information, contact the Office of Federal Programs.)

**15.1.2** (Deleted)

**15.1.3** Any English learner student whose scores are excluded based on rule 15.1 will have their score invalidated in the accountability calculations. Therefore, the score will NOT be used the following year as a baseline for any growth calculations.

## 16. Students with Disabilities

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**16.1** United States Department of Education (ED) regulations limit the number of scores of children taking alternate assessments for students with significant cognitive disabilities (SCD) scoring proficient or above to 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 >1% of their total population scoring proficient or above on an alternate assessment the percent above 1% will be adjusted.

**16.2** All eligible SCD students will be expected to participate in statewide assessments **per the schedule provided by the Office of Student Assessment.** (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 will be considered not valid.

**16.4** Students with disabilities will be those students whose SPED indicator in MSIS is "Y" (Yes) at the end of month 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

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**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. In the event that MSIS records indicate two valid assessment scores for the same assessment on the same date, the higher of the two scores will be used in the school/district accountability calculations.

## 18. Invalid Test Scores

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**18.1** Students with invalid test scores will be counted as "not tested" for participation calculations. 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 grade classifications have been assigned, the school/district's grade 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** 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. (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 high-school end-of-course assessments or high school alternate assessments.)

## **19. Rounding**

**19.1** In the calculation of each of the components in the 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 grade value calculation.

Example:

Reading Proficiency	80.5
Reading Growth – All Students	80.5
Reading Growth – <b>Lowest Performing Students</b>	80.5
Math Proficiency	80.5
Math Growth – All Students	80.5
Math Growth – <b>Lowest Performing Students</b>	80.5
Science Proficiency	80.5
Total Score	<b>564</b>

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 Full Academic Year rules at the time of testing (see Section 2 for details on Full Academic Year). 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, & Vocational Schools**

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**21.1** No school grades or differentiated accountability labels will be assigned to alternative, career, technical, and/or vocational schools. Scores of students attending these schools will be included in the school grade of the student's official MSIS home school of enrollment.

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

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### **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, K-2 School:

- **Reading and Math Proficiency**- The reading and math scores from students in grade 3 who attended the K-2 school and are still in the same district will be used to calculate the math and reading proficiency for that K-2 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 grade 4 who attended the K-2 school and are still in the same district will be used to calculate the growth for Reading-All Students, Math-All Students, Reading-Low 25%, and Math-Low 25% for that K-2 school. The students would have to have met FAY
  - in the K-2 school during 2<sup>nd</sup> grade
  - the 4<sup>th</sup> grade school in the same district; and
  - any school within the same district during 3<sup>rd</sup> grade.

Example 2, K-3 School:

- **Reading and Math Proficiency**- The reading and math scores from students in grade 3 at the school will be used to calculate the math and reading proficiency for that K-3 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 grade 4 who attended the K-3 school and are still in the same district will be used to calculate the growth for Reading-All Students, Math-All Students, Reading-Low 25%, and Math-Low 25% for that K-3 school.
- All applicable FAY rules will apply.

Example 3, K-4 School:

- **Reading and Math Proficiency**- The reading and math scores from students in grades 3 and 4 at the school will be used to calculate the math and reading proficiency for that K-4 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 grades 3 and 4 at the school will be used to calculate the growth for Reading-All Students, Math-All Students, Reading-low 25%, and Math-Low 25% for that K-3 school.
- All applicable FAY rules will apply.

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**Example 4, 6-7 School:**

- **Reading and Math Proficiency**- The reading and math scores from students in grades 6 and 7 at the school will be used to calculate the math and reading proficiency for that 6-7 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 grades 6 and 7 at the school will be used to calculate the growth for Reading-All Students, Math-All Students, Reading-Low 25%, and Math-Low 25% for that 6-7 school.
- 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 5<sup>th</sup> or 8<sup>th</sup> grade.

**22.1.3** Beginning with the 2014-2015 school year, the cut-points established for elementary/middle schools that do not have science scores will remain static in **succeeding** years. The cut-points will 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 (U.S. History, graduation rates, etc.) will have proxy data (i.e., district average, historical average, etc.) applied if available. 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 not be assigned a school grade label.

**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 earn grades.

**23.1.2** If a student takes a high-school end-of course 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** (Pending the implementation of the College Readiness component) 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.

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

**23.2.1** The Mississippi School for the Blind and the Mississippi School for the Deaf will not earn grades but will have results reported to meet federal regulations. (Minimum N-counts and FAY rules will apply.)

### 23.3 Other State/Special Schools

**23.3.1** State agencies (i.e. Hudspeth, Ellisville State School, etc.,) will not earn grades.

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

**23.3.3** Students enrolled in schools 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 accountability labels.

**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 U.S. Department of Education’s EDEN (Education Data Exchange Network) reporting requirements as a separate school entity will receive a grade.

## **24. 9<sup>th</sup> Grade Only Schools**

**24.1** Scores of a 9<sup>th</sup> 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 school grade because it will be based on the same data calculations.

## **25. College & Career Readiness Indicator**

**The College & Career Readiness component will be dependent on legislative action. The following rules will apply only if the state legislature mandates state-wide ACT testing and appropriates funding for such testing.**

**25.1** The ACT will be used as the College & Career Readiness Indicator.

**25.2** The College and Career Readiness component will be comprised of a Mathematics and an English/Reading component. These two components will be equally weighted and combined for one score worth 50 points:

$$(\text{Math} + \text{Reading/English}) \div 2$$

**25.3** A student will be included in the numerator for Mathematics if he/she is considered College & 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 & 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.

NOTE: As of September 1, 2013 the ACT College Readiness Benchmarks are as follows:  
English - 18; Reading - 22; Mathematics - 22

**25.5** Science ACT sub-scores will not be included in the College & Career Readiness component.

**25.6** ACT Composite scores will not be included in the College & Career Readiness component. (Rationale: ACT does not designate a composite score to indicate college readiness.)

**25.7** The highest sub-score for each student (at the time of the Senior Snapshot) in Mathematics and Reading/English, as described above, will be used in the College & Career Readiness Indicator accountability calculations.

**25.7.1** Students included in the senior snapshot will have until February (pending the availability of the data) of the academic year to participate in the ACT and have their highest subscores in English/Reading and Mathematics included in the college and career readiness component.

**25.8** Contingent upon legislative funding, the state will pay for one state-wide ACT administration to be held in the Spring for students classified in MSIS as juniors. Ungraded students whose birthdates link them to the cohort of students identified as juniors will also be included. Students may take the ACT as many additional times as they choose, at their own expense.

**25.9** Students identified in MSIS as SCD will not be required to participate but may participate if the IEP committee deems it appropriate.

**25.10** The ACT scores of all students identified in the Senior Snapshot will be included in the calculation except students identified in MSIS as SCD. However, if a student identified in MSIS as SCD takes the ACT, his/her score will be included in the calculations.

**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 & 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.

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**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**

The Senior Snapshot (SS) is a method of identifying high school students for the high school assessment participation rate calculation required by the ED. Because students may take the high school level assessment at any time during high school to meet federal regulations, MDE uses this method to capture the status of students before the end of their fourth year in high school. The SS captures ALL students who have been enrolled in a MS public school for three (3) years (grades 10-12). If the student does not meet the 3-year enrollment criteria, he/she will not be included in the denominator for participation rate calculations.

## **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** For 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)

Beginning with the 2013-2014 school year, accountability labels will be assigned based on the following school grading assignments:

**Schools (and Districts) with no 12<sup>th</sup> 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 – ~~Low 25% of~~ Lowest Performing Students
4. Math Proficiency
5. Math Growth – All Students
6. Math Growth – ~~Low 25% of~~ Lowest Performing Students
7. Science Proficiency

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

**During the 2013-2014 school year**, schools (and districts) with a grade 12 will have 9 components, totaling 900 possible points:

1. Reading Proficiency (100 points)
2. Reading Growth – All Students (100 points)
3. Reading Growth – ~~Low 25% of~~ Lowest Performing Students (100 points)
4. Math Proficiency (100 points)
5. Math Growth – All Students (100 points)
6. Math Growth – ~~Low 25% of~~ Lowest Performing Students (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 a grade 12 will have ~~10~~ 9 components, totaling ~~950~~ 900 possible points:

1. Reading Proficiency (100 points)
2. Reading Growth – All Students (100 points)
3. Reading Growth – ~~Low 25% of~~ Lowest Performing Students (100 points)
4. Math Proficiency (100 points)
5. Math Growth – All Students (100 points)
6. Math Growth – ~~Low 25% of~~ Lowest Performing Students (100 points)
7. Science Proficiency (50 points)
8. U.S. History Proficiency (50 points)
9. Graduation Rate – All Students (200 points)
- ~~10. — College & Career Readiness (Math 50% and English/Reading 50%) (50 points) (Deleted)~~  
*(Note: This component is contingent upon legislative funding. If for any reason this component is not implemented, the components and their corresponding weights used during the 2013-2014 calculations will be applied.)*

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**Beginning with the 2015-2016 school year**, schools (and districts) with a grade 12 will have 11 components, totaling 1000 possible points:

1. Reading Proficiency (100 points)
2. Reading Growth – All Students (100 points)
3. Reading Growth – ~~Low 25% of~~ **Lowest Performing** Students (100 points)
4. Math Proficiency (100 points)
5. Math Growth – All Students (100 points)
6. Math Growth – ~~Low 25% of~~ **Lowest Performing** Students (100 points)
7. Science Proficiency (50 points)
8. U.S. History Proficiency (50 points)
9. Graduation Rate – All Students (200 points)
10. College & Career Readiness (Math 50% and English/Reading 50%) (50 points)  
*(Note: This component is contingent upon legislative funding.)*
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)



The following business rules will apply:

## **1. Assignment of Grade Classifications**

**1.1** Standards for student, school, and school district performance will be increased when student proficiency is at a seventy-five percent (75%) and/or when sixty-five percent (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. (SECTION 37-17-6, MS CODE OF 1972)

**1.2** Grades for schools (and districts) with no 12<sup>th</sup> grade (elementary/middle schools) will be determined based on the following cut-points:

- A  $\geq$  518
- 455  $\leq$  B < 518
- 400  $\leq$  C < 455
- 325  $\leq$  D < 400
- F < 325

**1.3** Grades for schools (and districts) with a 12<sup>th</sup> grade will be determined based on the following cut-points for the 2013-2014 school year:

- A  $\geq$  695
- 623  $\leq$  B < 695
- 540  $\leq$  C < 623
- 422  $\leq$  D < 540
- F < 422

**1.4** Cut-points for schools with a 12<sup>th</sup> grade will be reset with the implementation of the College & Career Readiness component and the Acceleration component.

**1.5** Assignment of district grades will be calculated by treating the district as one large school based on the same grading assignments used for schools.

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

## **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.

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**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 calculations. 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. In the event that 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 grade assignment 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 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.

### **3. N-Count Minimums**

#### **3.1 School Totals**

**3.1.1** In order for a school to earn a grade, the school must have a minimum of 10 valid test scores in each of the required components. Schools that do not have the minimum of 10 valid test scores for each of the components but meet the 95% minimum participation requirements, the available data will be reported but the school will not receive a grade. If a school does not meet the minimum of 10 valid test scores requirement because they do not meet the 95% minimum participation requirement, the school will receive a grade based on the available data for each component. See Sections 22 and 24 for exceptions to this rule.

**3.2 Low-25%- Lowest Performing Students Subgroup N-Count Minimums**

**3.2.1** This subgroup must have a minimum of 10 valid test scores. If there are less than 10 (<10) students in the Low-25%- Lowest Performing Students 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 10, then ALL students will be included in the calculation of the Low-25%- Lowest Performing Students subgroup.

**3.2.2** At the grade-level, a minimum of 4 students with valid scale scores are required to identify the Low-25% Lowest Performing Students subgroup. If a grade has less than 4 students with valid scale scores for the subject, there will be no students identified as being in the Low-25%- Lowest Performing Students subgroup for that grade level for that subject.

## **4. Participation Rates**

**4.1** If a school/district does not meet the 95% minimum participation rate, the school/district will automatically be dropped a letter grade. Although subgroup participation rates will be reported, this penalty will apply to the overall participation rate only. (A 94.5% participation rate will not be rounded to 95%.)

**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 high-school level end-of-course assessments required for graduation 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 high school level end-of-course 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. (Refer to rule 4.5 for additional clarification.)

~~Note: This proposed revision to the business rules was approved by the SBE on March 21, 2014, and is currently in the APA process.~~

**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** If and when the ACT assessment becomes a state required assessment, it will be included in the 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.

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**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 12<sup>th</sup> grade will be based on all science assessments administered at that school. Therefore, for schools with a 12<sup>th</sup> grade that also have a 5<sup>th</sup> and/or 8<sup>th</sup> 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 high-school level end-of-course assessments required for graduation. This includes all Alternate Assessments based on Alternate Achievement Standards (AA-AAS) for SCD students. (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 the same performance/proficiency that is at or above Proficient from one (1) year to the next
- An increase within the lowest two (2) 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:

- Any increase of two (2) or more performance/proficiency levels will be given a weight = 1.2.
- Any increase to the highest performance/proficiency level will be given a weight = 1.25.
- An increase within the highest performance/proficiency level and any other increase is given a weight = 1.

(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 two (2) performance/proficiency levels will be split into half at the mid-point of the range. In the event that 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 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.)

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The splitting of the lowest two (2) performance/proficiency levels into half at the mid-point range is not intended to create two (2) 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.

(Rules regarding the splitting of the lowest two (2) 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 Reading/Language Arts;
- Grade-level (3-8) assessments in Mathematics;
- High School-level assessment in Reading/Language Arts;
- High School-level assessments in Mathematics;
- Alternate Assessment (3-8 and High School) in Reading; and
- Alternate Assessment (3-8 and High School) in Mathematics.

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

**6.6** Students taking Algebra I in 7<sup>th</sup> or 8<sup>th</sup> grade are required by No Child Left Behind (NCLB) 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 10<sup>th</sup> grade year.

**6.7** To calculate growth for the High Schools for Math-All Students, Math ~~Low-25% Lowest Performing Students~~, Reading-All Students and Reading ~~Low-25% Lowest Performing Students~~, the 8<sup>th</sup> 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 8<sup>th</sup> grade year, his/her 7<sup>th</sup> grade grade-level assessments will be used as the baseline and banked until the student is in the 10<sup>th</sup> grade.
- If a student takes Algebra I in the 7<sup>th</sup> grade, his/her 6<sup>th</sup> grade grade-level math assessment will be used as the baseline and banked until the student is in the 10<sup>th</sup> 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 high school level assessments.

**6.9** For students taking high school level assessments in grades lower than 10<sup>th</sup> grade, growth will be banked until the student's 10<sup>th</sup> grade year and then applied.

**6.10** If a student does not take the required High School level assessments until 11<sup>th</sup> or 12<sup>th</sup> 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 8<sup>th</sup> grade and does not take the high school level alternate assessment until 11<sup>th</sup> or 12<sup>th</sup> grade, he/she will not be included in the growth calculations.

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

**6.12** For K-3 schools, growth of 4<sup>th</sup> 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 3<sup>rd</sup> grade students who are retained will be included with the 4<sup>th</sup> 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.

**6.16** After the implementation of the Common Core assessments, if a student comes to Mississippi from another state and has taken the same Common Core assessment as given in Mississippi, his/her score will be used to calculate growth for the student and the student's growth will be included in the calculations (provided that he/she meets FAY). If the student took a Common Core assessment (in another state) that is different from the assessments given in Mississippi, he/she will not have a growth calculation.

## **7. Lowest 25% of Lowest Performing Students**

### **7.1 Calculation methodology for students whose baseline assessment score is 3<sup>rd</sup> – 7<sup>th</sup> grade:**

**7.1.1** The Lowest 25% - Lowest Performing Students subgroup in reading and the Lowest 25% - Lowest Performing Students 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 25% of the students - lowest performing students in a school is applied separately by grade, and the identified students are combined across all grades to comprise the Lowest 25% - Lowest Performing Students subgroup and to determine learning gains.

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.

~~1.2. Rank-Sort~~ the standardized scores of all FAY students in ~~the a~~ grade from highest to lowest based on their prior year scale-standardized scores. Students without an n eligible score from the ~~prior year, or students in high school without an 8<sup>th</sup> grade test score, previous year~~ are not included. (See Section 6. Growth and Rule ~~s~~ 7.1.2 and 7.1.3 for additional clarification). ~~Do not include scale scores from the alternate assessment. (See Rule 7.4)~~

~~2.3.~~ Divide the number of students in the list by four (4).<sup>1</sup> If the result is not a whole number then automatically round up to meet the 25% minimum.

~~3.4.~~ Count, from the lowest score up, the number of students identified in step ~~2.3~~. Then identify the scale-standardized score that corresponds to that student. This scale-standardized score becomes the boundary score.

~~4.5.~~ Identify all students with the boundary score determined in step ~~3.4~~. All students with the same boundary score or lower scale-standardized score will be included in the Lowest 25% group- Lowest Performing Students subgroup for that subject/grade.

~~5.6.~~ Repeat the process for each grade for the subject then combine students to form the Lowest 25% Lowest Performing Students subgroup for the school for the subject.

Note: The number of students in the Lowest 25% group- Lowest Performing Students 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 for more details on N-Count minimums.)

It is possible for the Lowest 25% - Lowest Performing Students subgroup to be more than 25% when steps ~~4.5~~ and ~~5.6~~ are applied.

~~7.1.2 The Lowest 25% for high schools will be identified based on their 8<sup>th</sup> grade cohort and their 8<sup>th</sup> grade-grade level assessment score. The exception will be for those students who take a high school level course before the 10<sup>th</sup> grade, in which case, those students will be excluded from the Lowest 25% group. (Deleted)~~

~~7.1.3~~ The Lowest 25% - Lowest Performing Students subgroup for schools whose highest grade is lower than fourth grade will be identified based on the students who attended the school, not based on their fourth grade school's Lowest 25% group- Lowest Performing Students subgroup. Therefore, a student may be identified in the Lowest 25% - Lowest Performing Students subgroup in one school, but not the other.

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<sup>1</sup> The Mississippi Statewide Accountability System determines 25% of the student population by multiplying the number of students by 0.25.



**7.2** The ~~Lowest 25% Lowest Performing Students 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 school). Therefore, it is possible that some students may be identified as members of the Lowest 25% Lowest Performing Students subgroup for their school but not for their district, or for their district but not their school.

**7.3** The ~~Lowest 25% Lowest Performing Students subgroup~~ for the state will be identified using the same method (i.e., the state will be calculated as if it were one school).

~~7.4 Scores from the alternate assessment for SCD students will not be included in the identification of the Lowest 25%. (Deleted)~~

## **8. Graduation Rate**

**8.1** The federally-approved 4-year graduation rate will be used. (SECTION 37-17-6, MS CODE OF 1972)

**Definition:** The number of students who graduate in four (4) years from a school and LEA with a **regular high-school diploma** divided by the number of students who entered four years earlier as first-time 9<sup>th</sup> graders, with adjustments for deaths, emigration, and transfers in and out. Ninth-grade students who repeat 9<sup>th</sup> 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. No exceptions are made for students with disabilities (SCD students or non-SCD students) or students receiving an occupational diploma, GED, certificate of attendance, etc.

~~8.2 For schools with a 12<sup>th</sup> grade that have been in existence for less than four (4) years, the district’s graduation rate will be applied to the school’s graduation component calculation. (Deleted)~~

**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 The methodology used for calculation of the graduation rates for schools/districts are outlined in TBD.~~

~~8.5 The school/district graduation rate applied in the graduation component is lagged one 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 the accelerated courses such as Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or SBE-approved industry certification courses. For students taking dual credit and dual enrollment courses, passing refers to students who are passing the course with a “C” or above. For AP courses, the student must score at

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least 3 on the AP exam. For IB courses, the student must score at least 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** College courses must be credit-bearing courses with a minimum of 3 semester hours credit and may be in any subject/content area.

**9.3** The Acceleration component will consist of a Participation and a Performance component. These two components will be combined for one score worth 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 such as AP, IB, AICE, dual credit, dual enrollment or industry certification courses based on the definition above.

**9.4.2** The denominator for the Participation component calculation shall include all students not identified as Significant Cognitive Disabilities (SCD) students whose Mississippi Student Information System (MSIS) grade or peer-grade equivalent is 11<sup>th</sup> or 12<sup>th</sup> grade plus any 9<sup>th</sup> or 10<sup>th</sup> grade students who are taking and passing these assessments/courses plus any 11<sup>th</sup> or 12<sup>th</sup> grade SCD students who are taking and passing these assessments/courses. (9<sup>th</sup> and 10<sup>th</sup> grade students and SCD 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 identified in the participation calculations but with no additional weight applied for students taking multiple courses.

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**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 courses, the additional weighting used in the participation calculations will be applied. Example: A student taking and passing two (2) courses would count as one (1) student in the denominator and 1.1 in the numerator. A student taking two (2) courses but only passing one (1) will count as 1 in both the numerator and the denominator.

**9.7** Students who take an accelerated course during their 11<sup>th</sup> grade year but do not take an accelerated course during their 12<sup>th</sup> grade year will be counted in the denominator both years, but in the numerator during their 11<sup>th</sup> grade year only.

**9.8** FAY requirements will not be applied to the participation or proficiency calculations in the Acceleration component.

## **10. Banking Scores: High school end-of-course assessments taken before 10th grade**

**10.1** Scores of students taking Algebra I, Biology I, English II, or US History end-of-course assessments in a grade below 10<sup>th</sup> grade will be “banked” for proficiency/achievement and growth calculations until the student is in the 10<sup>th</sup> grade and then applied to ~~a) the student’s school of origin where he/she took the assessment and b) the student’s 10<sup>th</sup> grade school~~ (if the student met FAY requirements the year he/she was assessed and during his/her 10<sup>th</sup> grade year). (See Section 6 for additional clarification on Growth).

**10.2** If a student transfers out of district before or during their 10<sup>th</sup> grade year, his/her scores (achievement and growth) will ~~be applied to the school of origin (if FAY was met) but not to the receiving school in the new district~~ not be applied to the school of origin or receiving school in the new district.

*Refer to Section 4 (Participation) and 6 (Growth) for additional information.*

## **11. Focus Schools (Pending USDE approval)**

**11.1** Schools identified as “D” or “F” schools for two (2) consecutive years and not identified as “Priority” will be identified as “Focus” schools. (SECTION 37-17-6, MS CODE OF 1972)

**11.2** If at least 10% of the schools in the state are not graded as “D” schools, the lowest 10% of schools, which are not already identified as Priority Schools, will be identified as Focus Schools. (SECTION 37-17-6, MS CODE OF 1972)

**11.3** Beginning with the 2013-2014 grade assignments, any school designated as “Focus” will implement Focus School interventions for a minimum of two (2) years. If the school’s grade level improves the school will take the higher grade level but continue to be considered as a “Focus School” for federal reporting and will continue to implement the Focus school interventions for the two-year minimum.

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**12. Priority Schools ~~(Pending USDE approval)~~**

**12.1** Schools identified as “F” schools for two consecutive years will also be identified as “Priority” schools. (SECTION 37-17-6, MS CODE OF 1972)

**12.2** If at least 5% of the schools in the state are not graded as “F” schools, the lowest 5% of school grade point designees will be identified as Priority Schools. (SECTION 37-17-6, MS CODE OF 1972)

**12.3** Beginning with the 2013-2014 grade assignments, any school designated as “Priority” will implement Priority School interventions for a minimum of three (3) years. If the school’s grade level improves the school will take the higher grade level but continue to be considered as a “Priority School” for federal reporting and will continue to implement the Priority school interventions for the three-year minimum.

**13. Reward Schools ~~(Pending USDE approval)~~**

**13.1** Schools identified as “A” schools will also be identified as “Reward” schools. (SECTION 37-17-6, MS CODE OF 1972)

**13.1.1** Any school also meeting the federal criteria for “Reward-High Progress” or “Reward-High Performing” will be recognized.

**14. Annual Measurable Objectives (AMOs) ~~(Pending USDE approval)~~**

**14.1** AMOs will be reported for federal requirements but will not be factored into the calculations for the assigning of A-F accountability labels.

~~14.1.1 All “C,” “D,” and “F” schools not identified as Priority or Focus will develop an action plan regarding subgroups not meeting AMOs. (Deleted)~~

**15. English Learners (EL)**

**15.1** Scores of English Learners (EL) will be included in ~~the~~all calculations ~~(e.g., Proficiency, Growth – All Students, Growth – Lowest Performing Students)~~ UNLESS the district requests that the scores of an EL student who is first year in the country be excluded. The scores of EL students who are first year in the country will only be included in the participation calculations from their proficiency (not participation) calculations. (For the definition of EL students who are first year in the country, contact the Office of Federal Programs.)

~~15.1.1 A student whose HLS (Home Language Survey) indicates the presence of a language other than English must be assessed for English language proficiency within thirty (30) days of enrollment at the beginning of the school year. Students who register after the beginning of the school year must be assessed within two (2) weeks of enrollment. LEAs have the option to exclude the test scores for~~

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~~recently arrived EL students. "Recently Arrived" applies to the amount of time the student has been served in any school within the United States, NOT to the length of time the student has lived in the United States.~~ LEAs must identify first year EL students designated for exclusion on or before February 1, annually. (For more information, contact the Office of Federal Programs.)

~~15.1.2 "Recently arrived" ELs may also be excluded from the Acceleration component and College and Career Readiness component. These students will automatically be included (if FAY is met) unless the district requests these students be excluded. The process for requesting the exclusion will be communicated by the MDE. (Deleted)~~

**15.1.3** Any EL student whose scores are excluded based on rule 15.1 will have their score invalidated in the accountability calculations. Therefore, the score will NOT be used the following year as a baseline for any growth calculations.

## **16. Students with Disabilities**

**16.1** United States Department of Education (ED) regulations limit the number of scores of children taking alternate assessments for students with significant cognitive disabilities (SCD) scoring proficient or above to 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 >1% of their total population scoring proficient or above on an alternate assessment the percent above 1% will be adjusted.

**16.2** All eligible SCD students who are enrolled before or during the January MSIS data submission will be expected to participate in statewide assessments. If an SCD student, who would otherwise be eligible to participate in the alternate assessment, is enrolled after the January MSIS data submission, he/she may be removed from the denominator of participation calculations if the IEP committee determines that there is insufficient time for the teacher to gather both baseline and final assessment data that would yield a valid assessment for that student. The district will need to notify the Office of Student Assessment of any such student that may need to be removed from the participation calculations. If the student transfers from another school within the state after this deadline, and it is verified by the Office of Student Assessment that no baseline data from the school of origin is available, the district must notify the Office of Student Assessment and request that this student be removed from the participation calculations. (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 will be considered not valid.

**16.4** Students with disabilities will be those students whose SPED indicator in MSIS is "Y" (Yes) at the end of month 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.

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**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. In the event that MSIS records indicate two valid assessment scores for the same assessment on the same date, the higher of the two 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. 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 grade classifications have been assigned, the school/district’s grade 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** 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. (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 high-school end-of-course assessments or high school alternate assessments.)

## **19. Rounding**

**19.1** In the calculation of each of the components in the 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 grade value calculation.

Example:

Reading Proficiency	80.5
Reading Growth – All Students	80.5
Reading Growth – Low 25% of Students	80.5

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Math Proficiency	80.5
Math Growth – All Students	80.5
Math Growth – Low 25% of Students	80.5
Science Proficiency	80.5
Total Score	<b>564</b>

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 Full Academic Year rules at the time of testing (see Section 2 for details on Full Academic Year). 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, & Vocational Schools**

**21.1** No school grades or differentiated accountability labels will be assigned to alternative, career, technical, and/or vocational schools. Scores of students attending these schools will be included in the school grade of the student's official MSIS home school of enrollment.

## **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, K-2 School:

- **Reading and Math Proficiency**- The reading and math scores from students in grade 3 who attended the K-2 school and are still in the same district will be used to calculate the math and reading proficiency for that K-2 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 grade 4 who attended the K-2 school and are still in the same district will be used to calculate the growth for Reading-All Students, Math-All Students, Reading-Low 25%, and Math-Low 25% for that K-2 school. The students would have to have met FAY
  - in the K-2 school during 2<sup>nd</sup> grade
  - the 4<sup>th</sup> grade school in the same district; and
  - any school within the same district during 3<sup>rd</sup> grade.

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**Example 2, K-3 School:**

- Reading and Math Proficiency- The reading and math scores from students in grade 3 at the school will be used to calculate the math and reading proficiency for that K-3 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 grade 4 who attended the K-3 school and are still in the same district will be used to calculate the growth for Reading-All Students, Math-All Students, Reading-Low 25%, and Math-Low 25% for that K-3 school.
- All applicable FAY rules will apply.

**Example 3, K-4 School:**

- Reading and Math Proficiency- The reading and math scores from students in grades 3 and 4 at the school will be used to calculate the math and reading proficiency for that K-4 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 grades 3 and 4 at the school will be used to calculate the growth for Reading-All Students, Math-All Students, Reading-low 25%, and Math-Low 25% for that K-3 school.
- All applicable FAY rules will apply.

**Example 4, 6-7 School:**

- Reading and Math Proficiency- The reading and math scores from students in grades 6 and 7 at the school will be used to calculate the math and reading proficiency for that 6-7 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 grades 6 and 7 at the school will be used to calculate the growth for Reading-All Students, Math-All Students, Reading-Low 25%, and Math-Low 25% for that 6-7 school.
- 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 5<sup>th</sup> or 8<sup>th</sup> grade.

22.1.3 Beginning with the 2014-2015 school year, the cut-points established for elementary/middle schools that do not have science scores will remain static in preceding years. The cut-points will 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 (U.S. History, graduation rates, etc.,) will have proxy data (i.e., district average, historical average, etc.,) applied if available. 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 not be assigned a school grade label. ~~(Pending legislative amendment)~~

## **23. State and other Special Schools**

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 Proposed Revisions Approved by Accountability Task Force/Technical Review Team on April 8, 2015  
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 Approved by the State Board of Education on April 17, 2015



**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 earn grades. ~~(Pending technical amendment to SB2396)~~

**23.1.2** If a student takes a high-school end-of course 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** (Pending the implementation of the College Readiness component) 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.

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

**23.2.1** The Mississippi School for the Blind and the Mississippi School for the Deaf will not earn grades but will have results reported to meet federal regulations. (Minimum N-counts and FAY rules will apply.) (Pending technical amendment to SB2396)

**23.3 Other State/Special Schools**

**23.3.1** State agencies (i.e. Hudspeth, Ellisville State School, etc.,) will not earn grades.

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

**23.3.3** Students enrolled in schools 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 accountability labels.

**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 U.S. Department of Education’s EDEN (Education Data Exchange Network) reporting requirements as a separate school entity will receive a grade.

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## **24. 9<sup>th</sup> Grade Only Schools**

**24.1** Scores of a 9<sup>th</sup> 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 school grade because it will be based on the same data calculations.

## **25. College & Career Readiness Indicator**

**The College & Career Readiness component will be dependent on legislative action. The following rules will apply only if the state legislature mandates state-wide ACT testing and appropriates funding for such testing.**

**25.1** The ACT will be used as the College & Career Readiness Indicator.

**25.2** The College and Career Readiness component will be comprised of a Mathematics and an English/Reading component. These two components will be equally weighted and combined for one score worth 50 points:

$$(\text{Math} + \text{Reading/English}) \div 2$$

**25.3** A student will be included in the numerator for Mathematics if he/she is considered College & 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 & 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.

NOTE: As of September 1, 2013 the ACT College Readiness Benchmarks are as follows:  
English - 18; Reading - 22; Mathematics - 22

**25.5** Science ACT sub-scores will not be included in the College & Career Readiness component.

**25.6** ACT Composite scores will not be included in the College & Career Readiness component. (Rationale: ACT does not designate a composite score to indicate college readiness.)

**25.7** The highest sub-score for each student (at the time of the Senior Snapshot) in Mathematics and Reading/English, as described above, will be used in the College & Career Readiness Indicator accountability calculations.

**25.7.1 Students included in the senior snapshot will have until February (pending the availability of the data) of the academic year to participate in the ACT and have their highest subscores in English/Reading and Mathematics included in the college and career readiness component.**

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**25.8** Contingent upon legislative funding, the state will pay for one state-wide ACT administration to be held in the Spring for students classified in MSIS as juniors. Ungraded students whose birthdates link them to the cohort of students identified as juniors will also be included. Students may take the ACT as many additional times as they choose, at their own expense.

**25.9** Students identified in MSIS as SCD will not be required to participate but may participate if the IEP committee deems it appropriate.

**25.10** The ACT scores of all students identified in the Senior Snapshot will be included in the calculation except students identified in MSIS as SCD. However, if a student identified in MSIS as SCD takes the ACT, his/her score will be included in the calculations.

**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 & 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**

The Senior Snapshot (SS) is a method of identifying high school students for the high school assessment participation rate calculation required by the ED. Because students may take the high school level assessment at any time during high school to meet federal regulations, MDE uses this method to capture the status of students before the end of their fourth year in high school. The SS captures ALL students who have been enrolled in a MS public school for three (3) years (grades 10-12). If the student does not meet the 3-year enrollment criteria, he/she will not be included in the denominator for participation rate calculations.

## **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** For 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

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foreign exchange student excluded from the accountability calculations, the request should be made through the Internal Review Process.

~~27.2.2 Beginning in school year 2014-2015, MSIS will have a "Foreign Exchange Student Exemption" flag that schools/districts may use to identify and request exemption for these students. Schools/districts will be required to provide supporting documentation. (Deleted)~~

**Business Rules**  
**Mississippi Statewide Accountability**  
**System**

**APA COMMENTS**

**April 17 – May 14, 2015**

**APA Comments Summary Chart**

Narrative of Rule	Topic	Comments		
		Supporting	Concerns	Total
Revisions to the Business Rules of the Mississippi Statewide Accountability System Effective School Year 2014-2015 and thereafter.		1	7	
<b>TOTAL COMMENTS</b>		<b>1</b>	<b>7</b>	<b>8</b>

## Business Rules

### Mississippi Statewide Accountability System

#### APA Comments Summary Chart

Role	Number of Commenters
Superintendents/Conservators	1
Assistant Superintendents	1
District School Board Members	
Teachers	
Librarians/Media Specialists	
Federal Programs Directors	
Curriculum Directors	
Special Education Directors	
Principals	2
Assistant Principals	
Vocational School Directors	
Other District Personnel	
Instructional Specialists/Academic Coaches	
Advocacy Groups	
MDE Offices	3
Citizens (Parents)	
Unknown	
State Organizations	
<b>TOTAL</b>	<b>7</b>

Four (4) school districts were represented through the APA comments received.

**Business Rules**  
**Mississippi Statewide**  
**Accountability System**

**APA COMMENTS**

**April 17 – May 14, 2015**



I have a few questions and comments about the new model.

First, do we not have to make the assumption that test difficulty doesn't change from year to year in order to run the new model the way it is set up? In simpler terms, mean or median scores and score dispersion is not taken into account with the new model. Our old model did account for these at its inception; however, we failed to re-run the model in successive years. Considering that a change in mean or standard deviation could cause changes in the final growth score for students, schools, and districts, I wonder why this wasn't done. Many schools and districts either made or missed the mark by thousandths of a point. Other than setting cut scores each year, how are we taking test difficulty and score dispersions into account from year to year and from grade to grade?

Using the new accountability model, do we not also make the assumption that students at differing levels of performance learn at similar rates? Again, in the old model, every student was given a target based on their own scores using a regression. Multiple variables were used to set these targets individually. The assumption that students learn at similar paces (in a group) based on their individual scores in a single test is a cause for concern.

Growth within a category and between categories is also a cause for concern. For example, a teacher may have 15 students that are 5 points (each) from reaching the next plateau. Another classroom may have 15 students that are 1 point from reaching the next plateau. The first teacher grows her students 4 points each, but still misses the target with them. The next teacher moves (by the standards set forth in this new system) her students 1 point and reaches that next plateau. Did the first teacher do a bad job? Did the second teacher do a great job? Again, the point here is a simple one - students need individual goals to accurately describe their "growth". Also, with reading and reading comprehension being such a large part of Common Core, wouldn't a regression with multiple variables (including reading) be a much better fit for both students and teachers?

*Chris Chism*  
*Principal - Pearl High School*

**The accountability model for K-3 schools does not represent their true performance since 2/3 of it shows performance at another school.**

Growth for language and math for all students (1/3) and the lowest performing group (1/3) takes place where fourth grade students attend at another school. Growth needs to be measured at the K-3 level. Also, the scale score cut points for K-3 schools are contingent on students' performance on the science test at the middle school level. The K-3 schools do not have knowledge of their scale until accountability results are approved. The scale score cut points should be set so that teachers will know what is required for each performance level. In essence, each school should stand on its own merit.

In regards to **Business Rule 10.1**, from the memo sent to the superintendents on January 29, 2015, the U.S. Department of Education does not approve the use of banked scores of a student **for more than one school's accountability**. In light of the fact that USDE has ruled that test scores of the student cannot be for more than one school's accountability, as with Algebra I, then wouldn't this apply to fourth grade scores as well. Logic tells me this is the same situation for K-3 schools using 4th grade growth scores for their school and the 4-8 schools. Just another reason that schools without tested subjects or grades need more options for accountability that pertains to that school.

Rickey Clopton,

Superintendent of Education  
Cotiah County School District  
601-894-1341

**From:** Dina Holland [<mailto:dholland@jcsd.k12.ms.us>]

**Sent:** Tuesday, May 05, 2015 9:23 AM

**To:** Staci Curry

**Subject:** Re: [accountability] Reminder: MSAS Business Rules in APA

I do agree that the lowest performing sound more inclusive.

**From:** Tom Duncan  
**To:** Accountability  
**Subject:** APA comments  
**Date:** Wednesday, May 06, 2015 1:12:23 PM

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Please accept these comments regarding the APA revisions proposed to the State's Accountability Ranking System:

Section 3.2 on Lowest Performing Students appears to provide an opportunity for confusion if the subgroup n-count is less than 10. If I interpret it correctly we would include all students in the category of lowest performing if the n-count of 10 is not reached in a minimal score category of a state assessment. We have a small rural school that does very well (currently ranked A) and their class sizes by grade are sometimes as low as 50 students in a grade level. I can see an n-count by grade level of less than 10 scoring minimal in several situations. Does 3.2 mean by default all students in that grade level who do not score advanced are then classified as lowest performing? The section I am referring to is copied below. I see this as unfair to smaller school sites.

### **3.2 Low 25%- Lowest Performing Students Subgroup N-Count Minimums**

**3.2.1** This subgroup must have a minimum of 10 valid test scores. If there are less than 10 (<10) students in the Low 25%- Lowest Performing Students 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 10, then ALL students will be included in the calculation of the Low 25% Lowest Performing Students subgroup.

As for a realistic perspective on accountability rankings, I do not think the current system allows for judgements between schools as intended until the State of Mississippi decides to adopt an international standard for assessment like the ACT or SAT and the feeder assessments that lead up to the high school assessment. We had an opportunity to get the ACT Aspire and the ACT and see how we stack up against the rest of the states and the world and we are spinning our wheels introducing yet another assessment company. If you want to know if MS students are college ready then give them the same tests colleges use to determine that – the ACT or SAT.

Dr. Tom M. Duncan  
Associate Superintendent  
Simpson County School District  
111 Education Lane  
Mendenhall, MS 39114  
Phone (601) 847-8000  
Fax (601) 847-8001  
Email: [tduncan@simpson.k12.ms.us](mailto:tduncan@simpson.k12.ms.us)

**From:** [Sarita Donaldson](#)  
**To:** [Accountability](#)  
**Subject:** APA Comments on vague explanation of Lowest Performing Student  
**Date:** Tuesday, April 28, 2015 10:01:27 AM

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Lowest Performing Students is not defined. Is this the lowest 10 students ????. What defines the lowest performing students?

<b>From:</b> Sarita Donaldson	<b>Sent:</b> Tue 4/28/2015 10:00 AM
<b>To:</b> Accountability	
<b>Cc:</b>	
<b>Subject:</b> 8.4 Graduation Rate Calculation is not explained or defined.	

[8.4 The methodology used for calculation of the graduation rates for schools/districts are outlined in](#)

**From:** [Bobby Richardson](#)  
**To:** [Accountability](#)  
**Cc:** [Walt Crane](#); [Tollie Thielen](#); [Staci Curry](#); [Billy Buchanan](#); [Sheron Prestridge](#); [Bobby Richardson](#); [Richard Bellio](#)  
**Subject:** Proposed revisions to accountability business rules  
**Date:** Tuesday, May 05, 2015 10:46:43 AM

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The highlighted areas are the parts that need revised. The suggested edits are in blue. Walt, in 6.5 does the gen. ed. need to be revised as well to have English Language Arts?

## 6. Growth

6.5 Assessments used for calculation of growth will include:

- Grade-level (3-8) assessments in **Reading/Language Arts**;
- Grade-level (3-8) assessments in Mathematics;
- High School-level assessment in **Reading/Language Arts**;
- High School-level assessments in Mathematics;
- Alternate Assessment (3-8 and High School) in **Reading**; and
- Alternate Assessment (3-8 and High School) in Mathematics.

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

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

## 16. Students with Disabilities

16.2 All eligible SCD students who are enrolled before or during the January MSIS data submission will be expected to participate in statewide assessments. If an SCD student, who would otherwise be eligible to participate in the alternate assessment, is enrolled after the January MSIS data submission, he/she may be removed from the denominator of participation calculations if the IEP committee determines that there is insufficient time for the teacher to gather both baseline and final assessment data that would yield a valid assessment for that student. The district will need to notify the Office of Student Assessment of any such student that may need to be removed from the participation calculations. If the student transfers from another school within the state after this deadline, and it is verified by the Office of Student Assessment that no baseline data from the school of origin is available, the district must notify the Office of Student Assessment and request that this student be removed from the participation calculations. (This rule will need to be updated and revised with the implementation of any new alternate assessment.)

My suggested revision for 16.2 - All eligible SCD students will be expected to participate in the statewide alternate assessment(s) per the schedule provided by the Office of Student Assessment. If the student transfers from another school within the state before or during the testing window, the student is expected to complete the assessment(s).

**Bobby L. Richardson, Educator in Residence**  
Office of Student Assessment

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## **4. Participation Rates**

**4.4.1** For the 2013-2014 school year, the Senior Snapshot process used for calculating participation rates in high school level end-of-course 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. (Refer to rule 4.5 for additional clarification.)

Both of these dates have past. The first sentence could be removed as could the highlighted first part of the second sentence.

## **6. Growth**

**6.16** After the implementation of the Common Core assessments, if a student comes to Mississippi from another state and has taken the same Common Core assessment as given in Mississippi, his/her score will be used to calculate growth for the student and the student's growth will be included in the calculations (provided that he/she meets FAY). If the student took a Common Core assessment (in another state) that is different from the assessments given in Mississippi, he/she will not have a growth calculation.

Replace Common Core with Mississippi College and Career Readiness Standards.

## **15. English Learners (EL)**

**15.1** Scores of English Learners (EL) will be included in the all calculations (e.g., Proficiency, Growth – All Students, Growth – Lowest Performing Students) UNLESS the district requests that the scores of an EL student who is first year in the country be excluded. The scores of EL students who are first year in the country will only be included in the participation calculations from . their proficiency (not participation) calculations. (For the definition of EL students who are first year in the country, contact the Office of Federal Programs.)

Replace "the country" with "a U.S. school".

Replace "EL students" with "English learners".

Replace "English Learners (EL)" with "English learners (EL)

**15.1.3** Any EL student whose scores are excluded based on rule 15.1 will have their score invalidated in the accountability calculations. Therefore, the score will NOT be used the following year as a baseline for any growth calculations.

Replace "any EL student" with "First year English learner(s)"

## **16. Students with Disabilities**

**16.2** All eligible SCD students who are enrolled before or during the January MSIS data submission will be expected to participate in statewide assessments. If an SCD student, who would otherwise be eligible to participate in the alternate assessment, is enrolled after the January MSIS data submission, he/she may be removed from the denominator of participation calculations if the IEP committee determines that there is insufficient time for the teacher to gather both baseline and final assessment data that would yield a valid assessment for that student. The district will need to notify the Office of Student Assessment of any such student that may need to be removed from

the participation calculations. If the student transfers from another school within the state after this deadline, and it is verified by the Office of Student Assessment that no baseline data from the school of origin is available, the district must notify the Office of Student Assessment and request that this student be removed from the participation calculations. (This rule will need to be updated and revised with the implementation of any new alternate assessment.)

The areas in yellow must be reconsidered based on the new AA-AAS for 2015-2016.

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

A student with a disability who has an IEP falls under IDEA and is a Special Education student.

A student with a Section 504 Plan falls under Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990. A student with a Section 504 Plan is a student with a disability but not necessarily a student that falls under the Special Education indicator.

Therefore, why isn't the IEP indicator or the 504 indicator required to distinguish between the two groups?

**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.

Why isn't the IEP indicator also required in light of my comments in 16.4?

**Sharon Prestridge**, Special Populations Coordinator

Office of Student Assessment

**MISSISSIPPI DEPARTMENT OF EDUCATION**

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