OFFICE OF CHIEF ACCOUNTABILITY OFFICER Summary of State Board of Education Agenda Items Consent Agenda April 19, 2018

OFFICE OF DISTRICT AND SCHOOL PERFORMANCE

R. <u>Approval to revise Mississippi Public School Accountability Standards, 2017</u> <u>specifically, the business rules of the Mississippi Statewide Accountability</u> <u>System to revise the definition of senior snapshot and add additional weights to</u> <u>the growth component beginning in school year 2017-2018</u> (Has cleared the Administrative Procedures Act process with public comments)

<u>Background Information</u>: The proposed revisions to Senior Snapshot will allow for the inclusion of students that graduate early in participation calculations and the College and Career Readiness indicator. Revisions to growth with provide an additional reward for a student maintaining an advanced performance level from one year to the next and will equalize incentive points for students with exceptional growth. The public comment period was open through March 23, 2018 with one (1) non-substantive change to Section 6: Growth.

Recommendation: Approval

Back-up material attached

APA Comments on Revisions to Senior Snapshot and Growth

The Office of District and School Performance received the following APA comments regarding revisions to the *Mississippi Public School Accountability Standards, 2017,* specifically the business rules of the Mississippi Statewide Accountability System.

Summary of Comment	MDE Response
I am concerned about the boost for students remaining at level 5 or advanced being a benefit to some districts and not to other districts. The way I understood the original scope of the new model was to have everyone proficient. While I would like all students to be advanced I don't believe we have that happening across the state. Some districts have a much a higher percentage of advanced to start the year and can benefit from this much more than others. We also work very hard to maintain students in the level 4 or proficient range as well so I don't understand why we would give more emphasis to those in level 5 by increasing that number but not increasing the proficiency growth number. So why not have the 1.25 boost for proficient students as well?	The intent of the change is to create an incentive to provide supports to high-performing students as well as lower- performing students and to allow for equal opportunity of growth points for all students. Currently, an advanced student only has the opportunity to earn 1 point, while all others have the opportunity to earn 1.25.
 The fourth bullet under rule 6.2 is contradicting the proposed new first bullet, as "Advanced" is the "highest performance/proficiency level." The phrase "An increase within the highest performance/proficiency level and" (i.e., "Advanced") should be deleted to ensure consistency in the rules. The introduction of data procedures that reflect enrollment "continuing without interruption" is new and could result in much smaller denominators for schools. The intent of the change is to create an incentive to provide supports to high-performing students as well as lower- performing students and to allow for equal opportunity of growth points for all students. Currently, an advanced student only has the opportunity to earn 1 point, while all others have the opportunity to earn 1.25. 	 This section is deleted in the final version. The change does not reduce the population, it increases the population and ensures that students meet intended minimum enrollment requirements in the measurement of high school performance. Students captured in Senior Snapshot are currently required to have a month 1 enrollment in 10th grade, so this starting month is not a change.
The weighting for maintaining advanced status seems in my opinion to inordinately advantage schools which are already high performing and have a high percentage of advanced students. It seems that this is simply a means to ensure that the high achieving schools remain at the top and allays there concern that they cannot maintain growth , while also creating a larger gap between these " A " schools and those below them .	The intent of the change is to create an incentive to provide supports to high-performing students as well as lower- performing students and to allow for equal opportunity of growth points for all students. Currently, an advanced student only has the opportunity to earn 1 point, while all others have the opportunity to earn 1.25.

APA Comments on Revisions to Senior Snapshot and Growth

Summary of Comment	MDE Response	
There were 80 additional comments submitted in support of the proposed changes. These are included in backup, in addition to those expressing concerns that required a response outlined above.	None required.	



Magnolia Park Elementary School

J500 Government Street PO Box 7002 Ocean Springs, Mississippi 39564 Phone (228) 875-4263 Albon Block Principal

Ann-Marie Porter Assistant Principal

February 26, 2018

Dr. Paula A. Vanderford, Chief Accountability Officer Office of Accred dation Mississippi Department of Education Post Office Box 771 Jackson, MS 39205

Re: Proposed Revision to Accountability Model

Dr. Vanderford-

The purpose of this written correspondence is to present consideration for adjusting the accountability model. It appears justifiable to increase the points given for maintaining an advanced performance level. Please consider allowing an increase of 1.25 for students maintaining performance level 5 in English Language Arts and Math.

As n K-3 elementary school, the current accountability model presents us with a major disadvantage. It is practically impossible to fully monitor/control growth when students have moved or to the text campus/grade. The high stakes assessment of passing the Reading Gate is already an insurmountable stress for time year olds. If we truly wanted to win in the current accountability model, it would behave our 3^{rd} grade students to limit themselves in their performance. However, we are in the business of stretching students to their maximum petential, so we strive for performance levels of 4 and 5.

I whole heartedly agree with advancing students to their maximum potential and for them to maintain and continue to grow. However, I also understand the frameworks to change at each grade level. So to maintain a score is like comparing apples and oranges. If students are able to maintain their performance level, it justifies crediting the school for growth.

Advanced performance level 5 means to "consistently perform in a manner clearly beyond what is required to be successful in the grade or course in the content area. These students are able to

February 26, 2018

Dr. Vanderford,

As we approach the 2018 MAAP testing window, I would like to present for your consideration justification for increasing the growth point given for maintaining a performance level 5 in English Language Arts and Math from 1 point to 1.25 points. According to the Mississippi Department of Education's Family Guide to the MAP Score Report, a student scoring advanced level 5 "consistently perform in a manner clearly beyond what is required to be successful in the grade or course in the content area. These students are able to perform at a high level of difficulty, complexity, or fluency as specified by the grade-level content standards." The curriculum standards have been created to increase in difficulty and complexity of students' content knowledge as students progress academically through the grades. In order for a student to maintain a level 5 each year, it requires teachers to differentiate instruction challenging those advanced students in depth and complexity of the content standards and to expand the student's knowledge base beyond the grade-level expectations. The range of cut-scores for this performance level is narrower adding to the difficulty of students maintaining a level 5 performance score from year to year. Having a high number of advanced students penalizes high performing schools because there are fewer opportunities for these schools to get the additional growth points like those that are given to lower performing schools that move students from a PL1 to PL3. While I applaud these schools and want all students in our state to advance. I would like the growth points for maintaining the top performance level to have a greater impact on the arowth model.

I respectfully ask for your consideration to increase the growth points for those maintaining a PL5 from one year to the next to 1.25. I appreciate your consideration.

Respectfully,

Susan Dollar



Oak Park Elementary

2230 Government Street P. O. Box 7002 Ocean Springs, MS 39564-7002 Jennifer F. Pope, Ed.D. Principal

laey ee, -d.S. Assistant Principal

Phone: 228-875-5847 Fax: 228-875-3496

February 26, 2018

Dear Dr. Vanderford.

I am writing this letter as a request for your consideration in increasing the growth point given for students who maintain a performance level 5 in ELA and Math from 1 point to 1.25 points

Currently a student scoring advanced level 5 "consistently performs in a manner clearly beyond what is required to be successful in the grade or course in the content orea". These students are performing above grade level standards. The standards were created to increase in difficulty and complexity as a student progresses academically through the grades. In order to maintain a level 5, students must be challenged, and teachers must continue to provide more challenging instruction. Having a large number of advanced statents seems to negatively impact high performing schools because there are fewer opportunities for the schools to receive the sociational growth point. More growth points are given to lower performing schools that move stalents from a PL 4 to PL3. While I am a proportent of measuring growth, I believe growth points for a anitation to increase the number of growth points for main aiming a PL5 from 1 point at 1,25 points. Your consideration in this matter is greatly appreciated.

Respectfully.

finniper tope

Jennifer F. Pope, Fd.D

Principal

Believe, Expect, Empower!

Ocean Springs Middle School 3600 Hanshaw Road P.O. Box 7002 Ocean Springs, MS 39566-7002



Adelle Register, Princi of Gina Afford, Azet, Principal Aldo Moran, Azet, Principal

February 26, 2018

Dr. Paula Vanderford, Chief Accountability Officer Mississippi Department of Education Post Office Box 771 Jackson, MS 39205

Re: Consideration for changes in growth points

Dr. Vanderford:

As we approach the 2018 MAAP testing window, I would like to present for your consideration justification for increasing the growth point given for maintaining a performance level 5 in English Language Arts and Mathematics from 1 point to 1.25 points.

According to the Mississippi Department of Education's Family Guide to the MAP Score Report, a student scoring advanced level 5 "consistently perform in a manner clearly beyond what is required to be successful in the grade or course in the content area. These students are able to perform at a high level of difficulty, complexity, or funency as specified by the grade-level content standards." The curriculum standards have been created to increase in difficulty and complexity of students' content knowledge as they progress academically through the grades. In order for a student to maintain a performance level 5 each year, it requires teachers to differentiate instruction, challenge those advanced students in depth and complexity of the content standards, and to expand the student's knowledge base beyond the grade-level expectations.

The range of cut-scores for this performance level is narrower adding to the difficulty of students maintaining a level 5 performance score from year to year. Having a high number of advanced students penalizes high performing schools because there are fewer opportunities for these schools to receive the additional growth points like those that are given to lower performing schools that move students from a PL1 to P1.5. While I applied these schools and want all students in our state to advance. I would like the growth points for maintaining the top performance level to have a greater impact on the growth model. I respectfully ask for your consideration to increase the growth points for those maintaining a PL5 from one year to the next to 1.25. I appreciate your consideration.

Respectfully. Adelle Register

Chris LeBatard, Principal

Sue Green, Assistant Principal

Phone (228) 875-2851 Fax (228) 875-0547

PECAN PARK ELEMENTARY SCHOOL 504 Hanley Road Post Office Box 7002 Ocean Springs, MS 39566-7002

February 27, 2018

Dr. Vanderford,

As we approach the 2018 MAAP testing window, I would like to present for your consideration justification for increasing the growth point given for maintaining a performance level 5 in English Language Arts and Math from 1 point to 1.25 points.

According to the Mississippi Department of Education's Family Guide to the MAP Score Report, a student scoring advanced level 5 "consistently perform in a manner clearly beyond what is required to be successful in the grade or course in the content area. These students are able to perform at a high level of difficulty, complexity, or fluency as specified by the grade-level content standards." The curriculum standards have been created to increase in difficulty and complexity of students' content knowledge as students progress academically through the grades. In order for a student to maintain a level 5 each year, it requires teachers to differentiate instruction challenging those advanced students in depth and complexity of the content standards and to expand the student's knowledge base beyond the grade-level expectations. The range of cut-scores for this performance level is narrower adding to the difficulty of students maintaining a level 5 performance score from year to year. Having a high number of advanced students penalizes high performing schools because there are fewer opportunities for these schools to get the additional growth points like those that are given to lower performing schools that move students from a PL1 to PL3. While I appland these schools and want all students in our state to advance. I would like the growth points for maintaining the top performance level to have a greater impact on the growth model.

I respectfully ask for your consideration to increase the growth points for those maintaining a PL5 from one year to the next to 1.25. I appreciate your consideration.

Respectfully,

Chris LeBatard

From: Warren Woodrow (mailto:wwoodrow@westjasper.k12.ms.us) Sent: Tuesday, February 27, 2018 10:43 AM Subject: Additional weight for students maintaining advanced

Walt,

I am submitting comments as advised for APA. The weighting for maintaining advanced status seems in my opinion to inordinately advantage schools which are already high performing and have a high percentage of advanced students. It seems that this is simply a means to ensure that the high achieving schools remain at the top and allays there concern that they can not maintain growth, while also creating a larger gap between these " A " schools and those below them. It also seems that over time the use of a formula that demands a certain percentage of schools be rated " A " will thus ensure that most schools which have not been in that " A " category will have an even tougher time being able to reach " A ' status. The process has becoming irrational and appears to ensure that regardless of improvement we will always have an accountability model which ensures that there are schools recognized as high achieving and schools recognized as low achieving when in fact this does not accurately depict what is happening in the schools in our state .

Warren Woodrow

West Jasper

From:	Dilly Ellony
The	Accreditation
Subject	business rules
Date:	Wednesday, February 28, 2018 4:18:16 PH

I am concerned about the boost for students remaining at level 5 or advanced being a benefit to some districts and not to other districts. The way I understood the original scope of the new model was to have everyone proficient. While I would like all students to be advanced I don't believe we have that happening across the state. Some districts have a much a higher percentage of advanced to start the year and can benefit from this much more than others. We also work very hard to maintain students in the level 4 or proficient range as well so I don't understand why we would give more emphasis to those in level 5 by increasing that number but not increasing the proficiency growth number. So why not have the 1.25 boost for proficient students as well? If we truly believe we want all students a level 4 (proficient) or higher we could also simply use that as meeting growth for our level 5 (advanced students). If a student is level 4 or 5 and stayed at least level 4 then he/she would meet growth. So advanced level 5 students scoring a level 4 proficient would meet growth but dropping below proficient would not of course.

Just a thought from another perspective

Billy Ellzey Koscinsko Schools

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Ocean Springs School District

2300 Government Street (39564)

Post Office Box 7002 (39566-7002)

Ocean Springs, Mississippi

Phone (228) 875-7706

Christopher J. Williams, Sr., Ph.D.

Assistant Superintendent Curriculum and Instruction

February 28, 2018

Paula A. Vanderford, Ph.D. Chief Accountability Officer Mississippi Department of Education PO Box 771 Jackson, MS 39205-0771

Dr. Vanderford,

On behalf of the Department of Curriculum of Ocean Springs School District, we would like to request the increase in the accountability measure of students performing "Advanced" on the MAAP assessments for two years consecutively. As of now, if a student scores Advanced on an ELA or math MAAP and maintains that performance level the next year, the school receives 1 accountability point. However, we have found that maintaining the Advanced performance level is as difficult as, if not more difficult than, moving up from one performance level to another. We believe that maintaining an Advanced performance level from year to year could be just as challenging as moving from a Proficient to Advanced, which garners 1.25 accountability points.

The accountability growth table as is favors lower-performing districts by allowing more points for more growth. However, higher-performing districts are hitting a ceiling that cannot be passed. Once a student performs at the Advanced level, motivation to maintain that level tends to waiver. Students performing at lower levels have a motivation of reaching the goal of Advanced. Students already reaching that goal are not as motivated. Teachers then must not only continue to teach the standards to achieve mastery, but they also must motivate the higher-performing students to keep reaching for Advanced.

We request that schools receive 1.25 accountability points for students who maintain an Advanced performance level on MAAP assessments from year to year instead of only 1 accountability point. Thank you for this consideration.

Sincerely, Christopher Williams, Ph.D. Assistant Superintendent of Curriculum & Instruction Lori Brennan, Ed.S. Literacy Curriculum Coordinator Susan Jarvis, Ed.S.

Math/Science Curriculum Coordinator



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March 1, 2018

Walt Drane, Ed.S., Executive Director Office of Student Assessment Office of District and School Performance Mississippi Department of Education Post Office Box 771 Jackson, Mississ.ppi 39205-0771

Re: Proposed Revisions to Mississippi Statewide Accountability System: Business Rules

Mr. Drane,

We are writing regarding the proposed business rules to the Mississippi Statewide Accountability System. We agree with the intent of the proposed changes; however, we have additional questions and/or concerns for consideration:

Rule 6, Growth

- 14.2 Growth is determined by administration or next a student instances in participation problems y leaves term can (1) your to the weat terms on the bit owing others . An lownam of ABY pictornersal profession (and

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The fourth bullet under rule 6.2 is contradicting the proposed new first bullet, as "Advanced" is the "highest performance/proficiency level." The phrase "An increase within the highest performance/proficiency level and" (i.e., "Advanced") should be deleted to ensure consistency in the rules. Therefore, the fourth bullet should read "Any other increase is given a weight = 1."

Succentrendent of Education



Post Office Box 1399 - Brandon MD 39043 + p 501 825,5590 + 1 603 625,2518 - WWW.Head and

Rule 25 Senior Snapshot

The Service Servers - Molitike weethod of Control Aying Fuglicus Low Adultation (M. Undergot admost Services) percling enforms the selection and control method of an information of the service of the s

We are requesting two points of clanification for the revised anguage:

- 1 The introduction of data procedures that reflect enrollment "continuing without interruption" is new and could result in much smaller denominators for schools. In the past, a student would be included in the Serior Stapshot even with interruption in enrollment as reflected in MSIS. For example, students sometimes leave the state/country for a few months and then return. Based upon the proposed language, students with any Transfer Oat code (e.g., 15 Oat of State or 18 Homeschool) in MSIS would be excluded from the denominator.
- 2 The stipulation to capture "ALL students who have been enrolled in a MS public school starting in month 1 of the 10° grade" may be counterproductive to the desired result. Some students may not begin Month 1 in the 10° grade, and yet are still enrolled for three school years prior to completion. For example, a student who is backing one course in order to meet a district's promotion policy might begin the year with a 9° grade status, but enter 10° grade later in the year, and then mariculate through 11° and 12° grade with his or her cohort. Based upon the language above, this student would be excluded from the calculation. Further, stipulating the 10° grade status could omit early graduates who never have a 10° grade datus. Given the varying promotion and retention policies across the state, determining the denominator based on grade placement alone can prove problematic and could continue to exclude the very students this revision intended to capture.

Thank you for the opportunity to comment on the proposed changes. Your time and consideration are appreciated.

Sur Lowend

Sue Lownsend, Ph.D. Superintendent of Education Rankin County School District

Superintendent of Education

From:	Brian Harvery
Ten	Acceditation
Subject	Change to Business Rules for Early Graduation and Advanced Students
Date:	Monday, March 05, 2018 8:29:55 PM

Mr. Drane,

I commend the Department for proposing these changes. Schools should not be punished because they have provided the coursework necessary for students to graduate early. Additionally, students and schools who work hard to make sure that they stay in the Advanced category should be rewarded with additional points on the accountability model. This was a flaw in the previous model and it needs to be fixed. As Superintendent of the Oxford School District I fully support these two changes.

Brian Harvey Superintendent Oxford School District 224 Bramlett Blvd. Oxford, MS 38655 662-234-3541 bharvey@oxfordsd.org

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Ocean Springs School District



2300 Government Street (39564) Post Office Box 7002 (39566-7002) Ocean Springs, Mississippi Phone (228) 875-7706

Bonita Coleman, Ph.D. Superintendent of Schools

March 5, 2018

Walt Drane

Dear Mr. Drane

Please accept this letter in support of the Accountability Model change that would result in the increase of the growth points provided for students maintaining a Level 5 year to year on the MAAP assessments. The Ocean Springs School District supports this change which would result in 1.25 points being assigned for continued high performance. It is important to note that according to MDE's documents that provide information on MAAP, a Level 5 means that the student consistently performs in a manner clearly beyond what is required to be successful. This change will also provide greater balance to the state's accountability model and also recognize the hard work of MS teachers and students.

In addition, we are appreciative of the modification that you have offered in changing the senior snapshot. This change will accommodate students who have achieved their Carnegie units and plan to exit high school prior to May of their graduation year. This change clearly supports the foundation of the new graduation requirements, which are based in mastery of content, needed to be successful as opposed to following a traditional formula that is not outcome related nor based on student needs.

Thank you for listening to our concerns and taking the steps necessary to remedy issues as we move forward together.

Sincerely

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Bonita Coleman, PhD Superintendent of Schools

From:	Marmi Herritogilon	
The	Accorditation	
Subject	comments on revisions	
Dates	Tuesday, March 06, 2018 1:25:00 PM	

I am writing in support of the revisions to the Mississippi Public School Accountability Standards 2017. The revision to the growth component that will provide additional reward for a student maintaining an advanced performance level from one year to the next and will equalize incentive points for students with exceptional growth is so important for our schools. Students who maintain an advanced level of performance from year to year should be rewarded with the same measures as other students who scored advanced. I believe this revision would reward our schools and teachers who continue to push our advanced students to remain advanced from year to year on state standards.

Marni Herrington Principal Della Davidion Elementary School 1982-225-4870

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To: Accreditation

Subject: Accountability changes

Date: Tuesday, March 06, 2018 4:47:04 AM

I am writing in support of the proposed changes to the MS accountability model. Both proposed changes make sense for the schools and students of MS. First, students who graduate early should be counted in the graduation rate. We reward AP and Dual Credit, so then we should also realize this will mean some students will finish high school, with a diploma, early. Next, students who maintain an advanced standing are going above and beyond what is required, or even expected, (proficiency). To be advanced one year in no way guarantees a student to be even proficient the following year. It is simply the right thing to do to recognize the efforts of schools and students who go above and beyond from year to year. Thank you for your consideration.

Steve Hurdle, Principal

Oxford Intermediate School

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18



OAK GROVE HIGH SCHOOL 5136 Old Hwy 11 Hat osburg, MS (39402

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March 5, 2018

Paula A. Vanderford, Ph.D. Chief Accountability Officer Mississippi Department of Education PO Box 771 Jackson, MS 39205-0771

Dr. Vanderford,

The purpose of this letter is to express our support in favor of revising section 6 irom 6.2 of the Mississippi Statewide Accountability System business rules to add students staying al Advanced from one (1) year to the next will be given a weight = 1.25 beginning school year 2017-2018. Now that we have three consecutive years of comparable Statewide Assessment data being applied to the same accountability mode, effective judgements can be mide about the equity and fairness of the current business rules. The following paragraph contains some of the justifications for our support of students who continually perform at the highest level of academic achievement to receive 1.25 points for growth.

The first reason is a result of the low number of questions assigned a Performance Level Descriptor (PLD) of Advanced on each administration of the MAAP/EOC assessments. With fewer questions having an Advanced PLD there is less of an opportunity for a students to score Advanced. Second, because the out score for Advanced varies from one grade to the next and from one MAAP/EOC administration to the next, there are students who will have to answer up to an additional 15 questions correctly on the fellowing year's assessment to maintain their Advanced performance level. The next reason involves the Conditional Standard Error of Measurement (CSEM) with the MAAP/EOC assessments. As a student's MAAP/EOC scores increase the CSUM associated with their score decreases. Therefore a score classified as Advanced is more accurate than a score classified as Proficient, Pass, or Busic. This means there is less of a chance a student can guess on the assessment and still receive a score classified as Advanced. The Jinal reason is that in the current accountability model the total points assigned to student growth, 40% of 1,000 point High Schools and Districts, and 57% of 700 paint Elementary Schools, is dispreperionately greater than the other categories being measured. It is our understanding these percentages were set with the intention of incentivising achools and distriers to focus on student growth. We wholeheartedly support incontivising student prowth, but under the current business rules all the incentives are given to students performing at Minimum, Basic, Pass, and Proficient. It is not hir nor equitable to withhold incentives that would encourage our state's highest performing students to conditue to work hard and perform at the highest level.

In closing, we know that there are people who would argue that andonts performing Advanced from one year to the next is not showing growth. We have concluded that it is just as difficult, if not more difficult for a student to continually perform at the Advanced level. Therefore we support your proposal requesting the State School Board of Education approve the change to the Mississingi Statewide Accountability System business rules to add students staying at Advanced from one (1) year to the next will be given a weight = 1.25.

Sincerely.

Miriam Perez MA Ed. MS Psy OGHS Counselor



OAK GROVE HIGH SCHOOL 5193 ON 109 11 Hadiarda (j. 175 (56402

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March 6, 2018

Paule A. Vanderford, Ph.D. Chief Accountability Officer Mississippi Department of Education PD Box 771 Jackson, MS 35205-077

Dr. Vanderferc.

The purpose of this lefter is to express our support in favor of covising section 6 itera 6.2 of the Missingippi Statewide Accountability System memory in tes to add students surging at Advanced from one (1) year to the next will be given a weight = 1.25 beginning schem year (2017-2018). Now that we have chose consecutive years of comparishe Statewide Accountability model, effective judgment can be made about the squity and fairness of the current business rules. The following paragraph contains some of the judgifications for due support of students the continues parafraphic law high set beve, of accounts achievement to precise 1.25 points for growth.

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In closing, we know that lines are prople who would argue that students performing Advanced from one year to the next is not showing growth. We have concluded that it is just as difficult, if inclusive efficient to continually perform at the Advanced level. Therefore we support year proposed requesting the State Suncel Board by Islands and access the dampe to the Missiscippi Statewide Accountability System submets rules to add sublicits staying at Advanced from on (1) year to the next will be given a weight = 1.25.

Respectful Frico

Holen H. Price OGUS Prineipal



OAK GROVE HIGH SCHOOL 5196 Old Hwy 11 Haltrestung, MS 30402

PRINCIPALS

- Head Principal
- Helen Price.
- Assistant Principala
- Larry Ainsworth
- Keilh Bounds

- Jamea Cardnar

+ Cyrthia Venson

COUNSELORS

- Nefryah Kirkland
- Denna McNelis
- Miriam Perez
 Stephania Cuerna
- Rebecca Yawn

ATHLETIC DIRECTOR

= Onris MoCarole

LEAD TEACHER

Michelle Sissor.

MAIN OFFICE

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ATTENDANCE

OFFICE

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WEDSITE:

oghs lamatopuntyschools.org

March 6, 2018

Paula A. Vanderfore, Ph.D. Chief Accountability Officer Mississippi Department of Education PO Box 771 Jackson, MS 39205-077.

Dr. Vanderford,

The purpose of this letter is to express our support in favor of revising section 6 item 6.2 of the Mississippi Statewide Accountability System business rules to add students staying an Advanced from one (1) year to the next will be given a weight = 1.25 beginning school year 2017-2018. New that we have three consecutive years of comparable Statewide Assessment data being applied to the same accountability model, effective judgements can be inade about the equity and fairness of the entrem this pose rules. The following paragraph contains some of the justifications for our support of students who continually perform at the highest level of academic achievement to receive 1.25 points for growth.

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Sincerely, Lophanie Querte OGUS Counselor



March 6, 2015

Panla A. Venderford, Ph.D. Chief Accountability Officer Mississippi Department of Education PO Box 771 Jackaor, MS 39205-0771

Dr. Vanderford.

The purpose of this letter is to express our support in favor of revising species 6 item 6.2 of the Mississippi Skilewide Augmentability System business rules to add students slaving at Advanced from one (1) year to the next will be give raiweight = :.25 beginning school year 2017-2018. Now that we have three consecutive years of comparable Statewide Assessment data being applied to the same accountability model, effective judgments can be made about the equips and fairness of the current business rules. The following paragraph contains some of the justifications for our support of students who continually perform at the bighest level of academic achievement to receive 1.25 points for growth.

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Respectfully,

Tess R. Smith LCSD, Superintendent



P.O. 8ex 609 424 Martin Luther King Orive Purvis, MS 39475 Phone: 601-794-1030 Fax: 601-794-1012 vww.lamarcountyschools.org

March 6, 2018

Paula A, Vanderford, Ph Y) Chief Accountability Officer Missis signi Department of Education PO Box 771 Jackson, MS 39205-0771

Dr. Vandstierd

The purpose of this letter is to express our support in favor of revising section 6 item 6.2 of the Mississippi Statewide Accountability System business rules to add shiften is sloving at Advanced from end (1) year to the next will be given a weight -1.25 explaining school year 2017-2018. Now that we have three consecutive years of comparable Statewide Assessment cats being applied to the same accountability model, effective integraph contains some of the justifications for our support of students who continually perform at the highest level of academic vicinievement to receive 1.25 points for growin.

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support your proposal requesting the State School Board of Education approve the change to the Mississippi Statewide Accountability System business rules to add students maying at Advanced from one (1) year to the next will be given a weight = 1.25.

Sincerely,

Byto



March 6, 2018

Paula A. Vanderford, Ph.D. Chief Accountability Officer Mississippi Department of Education PO Box 771 Jackson, MS 39205-0771

Dr. Vanderford,

The purpose of this letter is to express our support in favor of revising section 6 item 6.2 of the Mississippi Statewide Accountability System business rules to add students staying at Advanced from one (T) year to the next will be given a weight = 1.25 beginning school year 2017-2018. Now that we have three consecutive years of comparable Statewide Assessment data being applied to the same accountability model, effective judgements can be made about the equity and fairness of the correct business rules. The following paragraph contains some of the justifications for our support of students who continually perform at the highest level of academic achievement to receive 1.25 points for growth.

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March 6, 2015

Poula A., Vanderford, Ph.D., Uhef Acostunfability October Mississippi Department of Education PO Box 771 Judepon, MS 33205-0771

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Dr. Vanderford,

Office of Contrability

The purpose of this error is to express that support in two of leveling section 6 item 6.2 of the Massissippi Sumwide Accountability System business miles to add students anying at Ado-modification of (1) year to the next will in given a weight = 1.25 beginning set to your 2017-2018. Now that we have these consecutive years of comparable Statewide Assessment data being applied to the tame accountate ity model, effective jurgements one be made about the equity and futuress of the context business rules. The following peragraph contains sense of the justifications for our surgent of students where containedly perform at the highest level of contenties exhibition to reactive 1.25 points for growth.

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Respectfulle, Prank Bundel

Parvis Middle School



March 6, 2018

Paula A. Vanderford, Ph.D. Chief Accountability Officer Mississippi Department of Education PO Box 771 Jackson, MS 39205-0771

Dr. Vanderford,

The purpose of this lefter is to express our support in favor of covising section 6 item 6.2 of the Mississippi Slatewide Accountability System business rules to add students staying at Advanced from one (1) year to the next will be given a weight = 1.25 beginning school year 2017-2018. Now that we have three consecutive years of comparable Statewide Assessment data being applied to the same accountability model, effective judgements can be made about the equity and fairness of the current business rules. The following paragraph contains some of the justifications for our support of students who continually perform at the highest level of academic achievement to receive 1.25 pends for growth.

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Stephanie Chabert



5279 West 4th Street Hattiesburg, Mississippi 39402 Phone: 601-26**4-**3858 Fax: 601-261-6892

Paula A. Vanderford, Ph.D. Chief Accountability Officer Mississippi Department of Education PO Box 771 Jackson, MS (392054077)



Dr. Vanderfined,

The purpose of this letter is to express our support in favor of revising soction 6 item 6.2 of the Mississippi Statewide Accountability System business rules to add students staying at Advanced from one (1) year to the rest will be given a weight 1.25 beginning school year 2017-2018. Now that we have three consecutive years of comparable Statewide Assessment data being applied to the same accountability model, effective indgements can be made about the equity and furness of the current business rules. The following paragraph contains some of the justifications for our support of students who continually perform at the highest level of academic achievement to receive 1.25 points for growth.

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In clusing, we know that there are people who would argue that students performing Advanced from one year to the next is not showing growth. We have concluded that it is just as difficult, if not more difficult for a student to continuely perform at the Advanced level. Therefore we support your proposal requesting the State School Board of Education approve the change to the Mississippi Statewide Accountability System business rules to add students staying at Advanced from one (1) year to the next will be given a weight = 1.25

Sincerely,

angela Wilarty

* Frincipal Angela McCarly * Assistant Principal - Leslie Thompson, PhD * Lead Teachar Arry Bynum



P.O. 0ox 609 474 Martin Luther King Drive Purvis, MS 39475 Phome: 601-794-1030 Fax: 501-794-1012 www.lamar.ourltyschools.org

March 6, 2018

Paula A. Vanderford, Ph.D. Chief Accountability Officer Mississippi Department of Education PO Box 771 Jackson, MS 39205-0771 RECEIVED

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Office of Accountability

Dr. Vanderford,

The purpose of this letter is to express our support in favor of revising section 6 item 6.2 of the Mississippi Statewide Accountability System business roles to addi students staying at Advanced from one (1) year to the next will be given a weight 1.25 beginning school year 2017-2018. Now that we have three consecutive years of comparable Statewide Assessment data being applied to the same accountability model, effective judgements can be made about the equity and fairness of the current business rules. The following paragraph contains some of the justifications for our support of students who continually perform at the highest level of academic achievement to receive 1.25 points for growth.

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Purvis High School - P.O. Box 1089 - 220 School Street, Purvis, MS 39475

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PETAL SCHOOL DISTRICT

www.petalschools.com

March 8, 2018

Paula A. Vanderford, Ph.D. Chief Accountab.lity Officer Mississippi Department of Education PO Box 771 Jackson, MS 39205-0771

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Office of According

Dr. Vanderford,

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Point School Unified Diffice with million Assessment F. C. Ensigner 323 Data, MS, 19395 Office of Student Assimums Le Bresch Bampinn, Director Phane: nBL-586-1872 Fus: 681-583-4348 Action:hompon@postbabouic.com

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PETAL SCHOOL DISTRICT

www.petalschools.com

In closing, we know that there are people who would argue that students performing Advanced from one year to the next is not showing growth. We have concluded that it is just as difficult, if not more difficult for a student to continually perform at the Advanced level. Therefore we support your proposal requesting the State School Board of Education approve the change to the Mississippi Statewide Accountability System business rules to add students staying at Advanced from one (1) year to the next will be given a weight = 1.25.

Sincerely.

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Hem

Stoven Hampion, Ph.D. Director of Student Assessment

Popul School Distrier Office of Schlami Assessment F. O. Dravsur (23) Popul MS 19463 Office of Student Assumation Dr. Summer Manageria, Dissource Phyme: 604-584-4792 Fran; 604-583-4344 Adv. un. franceiona (persischero)a.cerr

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P.O. 0cx 609 424 Martin Lother King Drive Purvis, MS 39475 Phone: 601-794-1030 Fax: 601-794-1012 www.lamarcountyschools.org

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MAR 2 1 2018

Office of Accountability

March 91 2018

Paula A, Vanderford, Ph.D. Chief Acomunability Officer Mississippi Department of Education PO Box 771 Jackson, MS 35205-0771

Dr. Vanderford,

The purpose of this latter is to express our support in layer of revising section 6 item 6.2 of the Mississippi Statewide Accountability System business rules to add students slaying at Advanced from one (1) year to the next will be given a weight = 1.25 beginning school year 3017 2018. Now that we have three consecutive years of comparable Statewide Accessment data being applied to the same accountability model, effective judgements can be made about the equity and fairness of the current business rules. The following paragraph contains same of the justifications for our support of students who continually perform at the highest level of academic achievement to receive 1.25 points for growth

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Sumrall Middle School 1217 Highway 42, Sumrall, MS 39482

Shana Boden

PETAL SCHOOL DISTRICT

www.netalschools.com

Dr. Matthew I., Dillos

Analy Schuegin Associal Supermanders and Utref Occulions Officer

DISTRICT STAFF

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Dr., Dedi: Smith Antistial Supernormized and Dataget of Derive for Constant and Coldern

Maryos Hoyles Whete Disco pat-Head Febrical Cales

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Dr. Steven Hampton Himmunol Wilder Accessory

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ADMINISTRATIVE OFFICES 115 East Central Avc. P. O. Drawer 523 Petal, MS 19965 Phone: 601-545-3002 Fax: 601-545-1323



Paula A. Vanderford, Ph.D. Chief Accountability Officer Mississippi Department of Folgeation P. O. Box 773 Jackson, MS 39205-0771



Dr. Vanderford,

March 9, 2018

On behalf of the Petal School District Board of Trustees and the Petal School District, we are writing in support of changing the advanced growth multiplier from 1 point to 1.25 points. The justification behind this support linges on the fact that advanced students have to earn a higher score from one year to the next to stay in the highest category. It is not simply maintaining to stay in advanced; rather, the student must grow to earn an informed rating. In addition, advanced is the highest category a student can achieve and should receive the maximum amount of growth points possible.

Some may argue this is advantageous for high performing scheeds/districts; however, this growth coaltiplier is equitable for all. The model is already railored to low performing districts and it is equally important for high performing students and staff to get credit for their work. The heavily weighted growth model makes it more challenging for high performing districts from year to year.

Since this proposal originated from the Accountability Taskforce and has been approved by both the Commission on School Accreditation and the Mississippi State Board of Education, we feel this should go into effect this school year and apply to MAAP assessment results for the 2017-2018 school year. Thank you for your consideration on this matter.

Sincerely

Matthew L. Dillon, Ph.D. Superintendent, Petal School District

Petal School District Board of Trustees

Bun Mages

Bruce Magee, Chairman Jerry Delfatta, Vice Chairman Troy Wicktom, Secretary Dr. Greg Bullock, Member Dr. Chuck Harrell, Member



P.O. Box 609 424 Martin Luther King Drive Purvis, MS 39475 Phone: 601-794-1030 Fox: 601-794-1017 www.lamarcouncyschools.org



March 9, 2018

Paulo A, Vunderford Ph.D. Chief Accountability Officer Mississippi Department of Education PO Box 771 Jackson, MS 39205-0721 Office of Accounting

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Office of Accountability

D: Vanderford,

The purpose of this letter is to express our support in favor of revising section 6 from 6.2 of the Mississippi Statewide Accountability System business rules to add autoents staying at Advanced from one (1) year to the next will be given a weight = 1.25 beginning school year 2017-20.5. New that we have three consecutive years of comparable Statewide Assessment data being applied to the same accountability model, effective judgements can be made about the equity and fairness of the current business rules. The following paragraph contains some of the justifications for our support of students who continually perform at the highest level of academic solic solicity model. 25 points for provide

The first vesson is a result of the low number of questions assigned a Performance Level Descriptor (PLD) of Advanced on each administration of the MAAP/DOC assessments. With fewer questions having an Advanced PLD there is less of an opportunity for a students to score Advanced. Second, because the CM sobre for Advanced varies from one grade to the next and from one MAAP/EOC administration to the next, there are students who will have to answer up to an additional 15 questions concertly on the following year's assessment to maintain their Advanced performance level. The next reason involves the Conditional Second Dirive of Measurement (CNFM) with the MAAP/EOC assessments. As a student's MAAP/EOC scores increase the CSEM associated with their score decremes. Therefore a arrow classified as Advanced is nore accurate than a score classified as Proficient, Pass, or Basic. This means there is less of a chance 4 student can guess on the assessment and still receive a score classified as Advanced. The final reason is that in the current accountability model the total points assigned to state or growth, 40% of 1,000 prim High Schools and Districts, and 57% of 700 point Elementary Schools, is disproportionarely greater that the order categories being measured. It is our understanding these percentages were set with the intention of incentivision schools and districts to from on student growth. We wholeheartedly support incentivising student growth, but under the current business rules all the incentives are given to students performing at Miximum, Basit, Pass, and Proficient, h is not fair no equitable to withhold incentives that would encourage our state's bighest performing students to couring to work hard and perform at the highest level.

Sumrall Middle School - 1217 H utway 42, Sumrall, MS 39482

Au Rudy



P.O. Box 600 424 Marcin Lether Xing Orlve Purels, MS 39475 Phone: 601-794 1030 Fax: 601 794 3032 www.lemarcountyschools.org

March V., 29, 8

Paula A. Vonderford, Fh.D.

Jackson, MS 09205-0071

Chief As countability Officer Mississippi Department of Education RECEIVED

MAR (2.) 2018

Office of Accountability

Dr. Vanderford.

PO Box 271

the purpose of this letter is to expressions support in favor of posising section 6 from 6.7 of the Mississippi Statewide Accountability System business rules to add students staying at Advanced from one (1) year to the next will be given a weight = . 25 beginning school year 2017-2018. Now that we have three consecutive years of comparable Statewide Assessment data being applied to the same accountability model, effective judgements can be made about the equity and fuirness of the current business rules. The following paragraph contains some of the justifications for our support of students who continually perform at the highest level of academic achievement to receive 1.25 points for growth

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Sumrall Middle School - 1717 Highway 42, Sumrall, MS, 19482

mith. Midale

March 14, 2018

Paula A. Vanderford, Ph.D. Chief Accountability Office: Mississippi Department of Education PQ Box 771 Jackson, MS (39205-0771)

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Dr. Vandenbrid,

High ability students represent a reasoned of inflimited potential for the Magnolui State, and we must ensure they have the resources and support they need to be successful. It is our responsibility as guardness of our public schools to create policies to ensure our most talented students are present for rigorous sendemic work and reveated for their efforts. To demonstrate our commitment to Mississippi's bright future, students who maintain an Advanced Polifornance Level from year to year on our state assessments should be awarded 1.25 points for growth.

Following two years of administrating the Mississippi Academic Assessment Program to students, it has become evident how hard students must work to achieve and sustain an Advanced Performance I evel as they progress from one grade to the next. Year after year, advanced students are completing a larger volume of work at a higher degree of complexity than their average peers and are required in answer a substantially larger number of questions converted unexturely tigorous state assessments. Simply wated, these students must master all of the grade level stendards at their deepest levels again and again Consequently, it is importable that we incentivize the efforts of both the students who are reaching for the higher from all achieve that we incentivize the efforts of both the students who are reaching for the higher from all achieve distributes across out state by shining a light, on a group of children who are origined overlooked in our noble efforts to meet the needs of so many others who struggle. These children represent the former of the state of Mississippi, and we owe if to form and to an origination in the next.

Boosting conductio excellence is an issue of both equity and human capital: High-achieving students, detertive appropriate resources and attention, and our state must develop these students," abilities and reward their success in order to remain competitive in both national and international around. If we exactly bring ourselves to push smart kids as far as they can go, we will witch and everythally weap as other states and advanced work is the next logical step in our sharest mission of attaining a world class education cystem for all Missiscippi students. Thank you for your consideration of this matter and educators across our great state.

Sincerely,

Twily R. Branch

Fmily K., Bränch, Principa, Potal Upper Flomeniscy School Potal School District

Brenda Shelby

From: Sent: To: Subject: Sharman Lumpkin <slumpkin@prc.<12,ms,us> Wednesday, March 14, 2013 2;48 PM Accreditation Lagree

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Please put me as stating that I agree with the revisions to the Accountability Standards. Shannan Lumpkin

RECEARCE

March 18, 2018

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Office of Accountability

Di. Vanderford,

On behalf of beth educators and students located within higher-performing school districts, we would like to express our support in revising section 6, item 6.2, of the Mississippi Statewide Accountability System. As of now, students scoring advanced whom achieved a prior advanced score, receive 1 accountability point. Students remaining in the advanced category have not only maintained their advanced ranking, but continued to show growth in order to reach the advanced ranking, yet again. The 1 accountability point received does not adequately uphold the feat conquered.

The accountability system currently favors those districts deemed low performing as they have more lead way in which to evidence growth. Lower performing students are given the opport unities to actively partake in steps for cuntinued development in order to progress into the higher bracket. Students in possession of the advance rankings motivation falters due to lack of adequate growth ratio incentive. Once reaching advanced status, students often plateau. We as educators are forced into a position of maintaining this advanced level with very little enticement for the students.

While our schools focus on the subgroups found within, our advance students go unnoticed. Educators' focal point tends to revolve around the students in need of remediation in order to reach set goals and testing criteria. What is of the utmost impurtance is the understanding, our advance students' future happenings rely heavily on the 'ouncation provided for them during their school years. We must advocate for ALL students, in all areas, in all academic students.

At this time, we are requesting schools receive 1.25 accountability points for students who maintain an Advanced level on MAAP assessments from year to year. If is most warranted in hopes students existing, as advanced will remain advanced and continue to set the example for all to follow. We appreciate your consideration in this matter.

Sincerely,

Allackett

Allyson Puckett 5th Grade Science PLC Leader Petal Upper Llementary School Petal School District March 18, 2016

Paula A. Variderford, Ph.D. Chief Accountability Officer Mississippi Department of Education PO Box 771 Jackson, MS 39205-0771

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Dr. Vanderford,

Office of An

On behalf of the teachers at Patal Upper Elementary School, we are writing to request that students who perform Advanced from one year to the next be awarded 1.25 points rather than the current 1 point in the Mississippi Statewide Accountability System.

In the current model, students scoring at the Advanced level are not prioritized. Growth points are awarded to students scoring minimal, basic, pass, and proficient, but students scoring at the advanced level are not eligible for these points. Students who stay at the Advanced level still view to show growth in order to maintain their advanced status from one grade level to the next. The cut scores from lests vary from grade to grade; therefore, students may have to answer more questions correct than the previous year in order to maintain their advanced status.

If our goal is to have all schools in the state of Mississippi aming to their students to score a level 5 Advanced, then why are we not incentivising them both getting to Advanced and also staying Advanced? Some may fear that this would only widen the gap between high performing and low performing districts. However, with this change, low performing districts will potentially begin to prioritize all students - low and high performing. Putting an equal focus on advanced earners would improve the overall quality of education in Mississippi.

We recognize that there are some who would argue that maintaining an Advanced performance level is not showing growth. In our experience, it is equally difficult, if not more difficult for a student to continue to perform at the Advanced level. We support your proposal requesting the change to the Mississippi Statewide Advanced level. System from a 1 to 1.25 for students who stay at an Advanced level from one year to the next.

Sincerely,

Type Br

Fyler Shows 6th Grade Math PLC Leader Petal Upper Stementary Petal School District

PETAL SCHOOL DISTRICT

www.petalschools.com

March 19, 2018

Petal Middle School Eighth Grade ELA Department 203 East Central Avenue Petal, MS 39465

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Office of Accountability

Dr. Vanderford,

Sincerely

Mrs. Leah Avenmarg

Petal Midole School

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Eighth Grade PLC Leader/ELA Teacher

On behalf of the Eighth Grace ELA Department of Petal Middle School, we would like to request an increase in the accountability measure of students performing 'Advanced' on the MAAP assessments for the next two academic school years. As it stands at this time, if a student scores "Advanced" on an ELA MAAP assessment and maintains that performance level the next year, the school receives 1 accountability point. We are of the opinion that maintaining an 'Advanced' performance level from year to year can be List as challenging as moving from a 'Proficient' to 'Advanced' level. The movement from "Proficient' to 'Advanced' level currently awards 1.25 accountability points to that school. Maintaining the 'Advanced' performance level is as difficult as, if not more difficult than, moving up from one performance level to another, and therefore should be awarded the same number of points.

There is a skewed acvantage toward lower-performing school districts due to the set up of the accountability growth table. It allows these districts to achieve more points as it measures only growth and not maintenance of scores. Each academic year recuires students to grow and achieve expectations for their new grade level. If a student maintains an "Advanced" placement from one grade to the next, it does not mean they did not grow, but instead that they worked to achieve "Advanced" in their new grade. If a student maintains an "Advanced" level from one grade to the next, but does not receive credit for it, they are likely to become less motivated to work towards maintaining the goals they have set for themselves. This is causing a disservice to our "Advanced" level students by implying that their hard work is not worth anything since they did not change levels.

As a group of teachers, we believe this disservice would best be rectified by allowing schools to receive 1.25 accountability points for students who maintain an "Advanced" performance level on MAAP assessments. This would allow students to feel pride in, and receive credit for, their accomplishments within each academic year. Thank you for your consideration.

203 East Central Avenue Petal, MS 39465 Phone: 601-584-6303 Fax: 601-584-4716



- PICTAL MIDDLE SCHOOL

> Michael Dogan Principal

Sniedy Hampton Awisom Principal



P.O. Box 600 424 Martin Luther King Drive Purvis, MS 39475 Fixane: 601-754-1030 Fox; 601 794 1012 Www.lamarcountyschools.org

March 19, 2018

Paula A. Vanderford, Ph.D. Chief Accountability Officer Mississippi Department of Education PO Box 771 Jackson, MS 39205-0771

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Office of Accountability

Dr. Vanderford.

The purpose of this letter is to express our support in favor of revising section 6 item 6.2 of the Mississippi Statewide Accountability System business rules to add students storing at Advanced from one (1) year to the next will be given a weight. 1.25 beginning school year 2017-2018. Now that we have three consecutive years of comparable Statewide Assessment data being applied to the same accountability model, effective judgements can be made about the equity and fairness of the current business rules. The following paragraph contains some of the justifications for our support of students who curringally perform at the highest level of academic achievement to receive 1.25 points for growth.

The first reason is a result of the low number of questions assigned a Performance Fevel Descriptor (PLD) of Advanced on each administration of the MAAP/EOC assessments. With fewer questions having an Advanced PLD there is less of an opportunity for a students to score Advanced. Second, because the cut score for Advanced varies riom one grade to the next and from one MAAP/EOC administration to the next, there are students who will have to answer up to an additional 15 questions correctly on the following year's assessment to maintain their Advanced performance level. The next reason involves the Conditional Standard Error of Measurement (CSEM) with the MAAP/LOC assessments. As a student's MAAP/EOC scores increase the CSEM associated with their soore decreases. Therefore a score classified as Advanced is more docurate than a score classified as Proficient, Pass, or Basic. This means there is less of a chance a student can guess on the assessment and still receive a score classified as Advanced. The final reason is that in the current accountability model the lotal points assigned to student growth, 40% of 1,000 point High Schools and Districts, and 57% of 789 point Elementary Schools, is disproportionately greater than the other categories being measured. It is our understanding these percentages were set with the intention of incentivising schools and

Oak Grove Primary School - 70 Leaf Lane, Jattiesburg, MS 39402

districts to focus on student growth. We wholeheartedly support incentivising arident growth, but under the current business rules all the incentives are given to students performing at Minimum, Basic, Pass, and Proficient. It is not fair nor equitable to withhold incentives that would encourage our state's highest performing students to continue to work hard and perform at the highest level.

In closing, we know that there are people who would argue that students performing Advanced from one year to the next is not showing growth. We have concluded that it is just as difficult, if not more difficult for a student to continually perform at the Advanced level. Therefore we support your proposal requesting the State School Board of Education approve the change to the Mississippi Statewide Accountability System be, since a rules to add students staying at Advanced from one (1) year to the next will be given a weight = 1.25.

Sincerely,

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PETAL ELEMENTARY SCHOOL

www.peta.schools.com

March 19, 2018

Paula A. Vandertord, Ph.D. Chief Accountability Officer Mississippi Department of Education PO Box 771 Jackson, MS 39205-0771

RECEIVED MAR 2 2 2018 Office of Accountability

Bc Vanderford,

On behalf of the faculty and students of Petal Elementary School, I am writing in support of changing the growth multiplier for students performing "Advanced" on the MAAP assessments for two consecutive years. Currently, if a student scores advanced on one of the assessments and maintains that level the following year, the school receives 1 accountability point. I believe that students who maintain an advanced performance level from year to year should receive 1.25 accountability points. Each year, a student must grow, even within this highest level, in order to maintain this performance category from one year to the next. In addition, since advanced is the highest category a student can achieve students should receive the maximum amount of growth points possible.

I am requesting that schools receive 1.25 accountability points for students who maintain and Advanced performance level on MAAP assessments from year to year. Moreover, since this proposal originated from the Accountability Taskforce and has been approved by both the Commission on School Accreditation and the Mississippi State Board of Education I feel this increased multiplier should go into effect this year and apply to assessment results for the 2017-2018 school year.

appreciate your consideration on this matter.

Sincerely,

Kelli how

Kelli Brown Principal

Potal Elementary School 1179 Highway 42 Petal, MS JSNos

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Fhone: 601 582 7454 Tes: 601-584 9400 kottienevn@zecalschicols.com



March 19, 2018

Paula A., Vanderford, Ph.D. Chief Accountability Officer Mississippi Depayment of Education PO Box 771 Jackson, MS 39205-0771 Oak Grove Lower Elementary 1762 Old Hwy 24 Hattesburg, MS. 39402 Phone: 601-264-3862 www.lamarcountyschools.org

RECEIVED D MAR 2 2 2018 Office of Accountability Office & Construction

Dr. Vancerford,

The purpose of this letter is to express our support in favor of revising section 6 item 6.2 of the Mississippi Statewide Accountability System husiness rules to add students staying at Advanced from one (1) year to the next will be given a weight = 1.25 beginning school year 2017-2018. Now that we have three consocurive years of comparable Statewide Assessment data being applied to the same accountability model, effective judgements can be made about the equity and fairness of the current business rules. The following paragraph contains some of the justifications for our support of students who continually perform at the highest level of academic achievement to receive 1.25 points for growth

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In closing, we know that there are people who would argue that students performing Advanced from one year to the next is not showing growth. We have concluded that it is just as difficult if not more difficult for a student to continually perform at the Advanced level. Therefore we support your proposal requesting the State School Board of Education approve the change to the Mississippi Statewide Accountability System business rules to add students staying at Advanced from one (1) year to the next will be given a weight = 1.25.

Sincerely.

ie:

thek Buffele Vicki Brumfield

Vicki Brumfield Assistant Principal



P.O. Box 609 424 Martin Luther King Drive Purvis, M5 39475 Phone: 601-704-1030 Hax: 601-704-1012 www.lamarcountyschools.org

March 19, 2018

Paula A, Vanderford, Ph.D. Chief Accountability Officer Mississippi Department of Education PO Box 771 Jackson, MS 39205-0771

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Office of Accountability

Dr. Vanderford,

The purpose of this letter is to express our support in favor of revising section 6 item 6.2 of the Mississippi Statewide Accountability System business rules to add students staying at Advanced from one (1) year to the pext will be given a weight = 1.25 beginning school year 2017-2018. Now that we have three consecutive years of comparable Statewide Assessment data being applied to the same accountability model, effective judgements can be made about the equity and fairness of the current business rules. The following paragraph contains some of the justifications for our support of students who continually perform at the highest level of academic achievement to receive 1.25 points for growth.

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Cak Grove Primary School - 70 Leaf Lane, Hattieshurg, MS 39402

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In closing, we know that there are people who would argue that students performing Advanced from one year to the next is not showing growth. We have concluded that it is just as difficult, if not more difficult for a student to continually perform at the Advanced level. Therefore we support your proposal requesting the State School Board of Education, approve the change to the Mississippi Statewide Accountability System business rules to add students staying at Advanced from one (1) year to the next will be given a weight = 1.25.

Sincerely,

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Fran Carmille Counselor Cal Grove Primary School

PETAL SCHOOL DISTRICT

www.potalschools.com

March 19, 2018

Paula A. Vanderford, Ph.D. Chief Accountability Officer Mississippi Department of Education PO Box 771 Jackson, MS 39205-0771



Dr. Vanderford.

On behalf of the Petal School District, I am writing in support of changing the growth multiplier for students performing "Advanced" on the MAAP assessments for two consecutive years. Unrently, if a student scores advanced on one of the assessments and maintains that level the following year, the school receives 1 accountability point. It is my opinion that students who maintain an advanced performance level from year to year should receive 1.25 accountability points. Students must grow each year, even within this highest level, in order to maintain this performance category from one year to the next. With advanced as the highest category a student can achieve students should receive the maximum amount of growth points possible.

I am requesting that schools receive 1.25 accountability points for students who maintain and Advanced performance level on MAAP assessments from year to year. Moreover, since this proposal originated from the Accountability Taskforce and has been approved by both the Commission on School Accreditation and the Mississippi State Board of Education I feel this increased multiplier should go into effect this year and apply to assessment results for the 2017-2018 school year.

Lappreciate your consideration on this matter.

Sincerely,

1179 Highway 42 Petal, MS 39465 Phone: 601-582-7454 Fax: 601-584-9400

PETAL ELEMENTARY SCHOOL

Nelli Brown Price Lel Jeonifer Carr Assi-tan Principa Datist Tee Condinate

Jennifer Carr District Test Coordinator, Petal School District Assistant Principal, Petal Elementary School



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Putvis Upper Elementary P.O. Box (150/310 M tobell Avenue Putvis, MS 39475 Phota.601.794 (2959 / Upp.601, 794,1028 www.lancarcountyschuols.org

March 19:2018

Paula A. Vasiderford, Ph.D. Chief Accountability Officer Mitaisaippi Department of Education PO Bax 771 Jackson, MS 39205-0771 RE SIVED

Office of Accountability

Or. Vanderford,

The purpose of this letter is to express our support in favor of sevising section 6 tem 6.2 of the Missianippi Statewide Accountability System business rules to add students staying at Advanced from one (1) year to the next will be given a weight - 1.25 beginning sector) year 2017-2018. Now that we have three consecutive years of comparable Statewide Assessment stats being applied to the same accountability model, effective judgements can be made about the aquity and laimess of the content business rules. The following paragraph contains some of the rules for our support of students who continues takes the following paragraph contains some of the rules for our support of students who continues to business the highest level of academic achievement to receive 1.25 points for growth.

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Respectfully, Alustand

Anianda S. Claveland, Ed.S. Lead Teacher, Purvis Lipper Riemoniary



Oak Grove Lower Elementary 1762 Old Hwy 24 Hattlesburg, MS 39402 Phone: 601-264-3862 www.lamarcountyschools.org RECEIVED

March 19, 2018

MAR 2.2 2018

Office of Accountability

Paula A. Vanderford, Ph.D. Chiof Accountability Officer Mississippi Department of Education PO Box 771 Jackson, MS 39205-0771

Dr. Vanderford

The purpose of this letter is to express our support in favor of revising section 6 item 6.2 of the Mississippi Statewide Accountability System business rules to add students staying at Advanced from one (1) year to the next will be given a weight = 1.25 beginning school year 2017-2018. Now that we have three consecutive years of comparable Statewide Assessment data being applied to the same accountability model, effective judgements can be made about the equity and fairness of the current business rules. The following paragraph contains some of the justifications for our support of students who continually perform at the highest level of academic achievement to receive 1.25 points for growth.

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Sincerely MNI Lama

Kana Cochran Lead Teacher

PETAL ELEMENTARY SCHOOL

www.petalschools.com

March 19, 2018

Paula A, Vanderford, Ph.D. Chief Accountability Officer Mississippi Department of Education PO Box 771 Jackson, MS 39205-0771

RECEIVER MAR La 2011 Office of Ann

Dr. Vanderford,

Collectively, we represent the Third Grade Language Arts department at Petal Elementary School. Each day we work to make sure that our students are given opportunities which can help them become responsible citizens according to our district's mission. We understand the state accountability mode and the MAAP assessment is used to monitor the academic growth of our students. We are requesting the increase in the accountability measure of students performing advanced on the state assessments for two consecutive years be changed from 1 point to 1.25 accountability points. We have found that maintaining a student at the advanced performance level is as difficult as moving up from one performance level to the next. In fact, in some cases it is even more difficult. It is not simply maintaining to stay in advanced; rather, the student must grow academically and demonstrate consistently high levels of motivation to continue at this rigor.

We are requesting that schools receive 1.25 accountability points for students who maintain an advanced performance level on MAAP assessments from year to year and feel that this change should go into effect this school year for the 2017-2018 assessment results. We appreciate your consideration on this matter.

Sincerely,

Emily Stewart Emily Stewart Ham Munphy LeAnr Murphy Kerikhian Harrah Parker aQuisha courtney Brandon McLain Custir Crawford Ondrea Robbins

Petz Llementary School 1 75 Nglwasy 42 Porr - 345 30-65 Kelli 6 Casi Frincipal Phone: 001 582 7454 Fax: 001 584 9419 keil prown@petalschools.com

PETAL ELEMENTARY SCHOOL

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March 19, 2018

Paula A. Vanderford, Ph.D. Chief Accountability Officer Mississippi Department of Education PO 8ox 771 Jackson, MS 39205-0771



Dr. Vanderford,

Collectively, we represent the Fourth Grade Language Arts department at Petal Elementary School. Each day we work to make sure that our students are given opportunities which can help them become responsible citizens according to our district's mission. We understand the state accountability model and the MAAP assessment is used to monitor the academic growth of our students. We are requesting the increase in the accountability measure of students performing advanced on the state assessments for two consecutive years be changed from 1 point to 1.25 accountability points. We have found that maintaining a student at the advanced performance level is as difficult as moving up from one performance level to the next. In fact, in some cases it is even more difficult. It is not simply maintaining to stay in advanced; rather, the student must grow academically and demonstrate consistently high levels of multivation to continue at this rigor.

We are requesting that schools receive 1.25 accountability points for students who maintain and advanced performance level on MAAP assessments from year to year and feel that this change should go into effect this school year for the 2017-2018 assessment results. We appreciate your consideration on this matter

Sincerely.

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Catio Scull

Pote Floore wy Second 11/0 Highway 47 Pete , MIS 39465

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Phone: 511 482 7454 Fost 600 584 5400 cell, arrown it antals movie, com

March 16, 2018

Paula A. Vancerford, Ph.D. Chief Accountability Officer Mississippi Department of Education PO Box 771 Jackson, MS 39205-0771

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MAR 2 3 2018

Office of Accountability

D1 Vanderford.

As a teacher of gifted students at Petal Joper Elementary, I see a need for change in the current accountability model. If students perform "Advanced" on the MAAP accosmonts two years consecutively. Loelieve may should receive 1.25 accountability points instead of only "I they are receiving currently. From working with higher performing students, I see the challenge. Firsthand to maintain an Advanced performance level from year to year. It is just as difficult as moving from a Proficient to Advanced performance level.

It is a challenging job for teachers to teach and motivate the higher-performing students to keep reaching for Advanced. It is not fair to the higher performing students or their educators to work drigently year to year to maintain an Advanced performance level and not gain the recognition or incentive that they deserve. Every year a new corriculum is added that these students must master. By awarding trace students and districts a 1.25 to maintain an Advanced performance level, if acknowledges the rigorous effort and determination, half is earned.

As an educator of a majority of higher verturning students, i would like to request that schools receive 1.25 accountability points for students who maintain an Auvanced performance level on MAAP assessments from year to year. Thank you for your consideration

Sincerely

Lacy Die

Giffed Studies PLC Leader Giffed Contact Person Petal Upper Elementary Petal School District

Brenda Shelby

From:	Tadd English <tenglish@boonevilleschools.org></tenglish@boonevilleschools.org>
Sent:	Monday, March 19, 2018 10:28 AM
To:	Accreditation
Subject:	APA comments for additional weights
Attachments:	1.25 APA Commements (Booneville School District).docx

Attached is my letter for support of providing 1.25 points for students that are a Level 5 and stay a Level 5. Let me know if you have any other questions.

1

Thank you,

.....

Todd English, Ed. D.

Superintendent Booneville School District 201 N. First Street Booneville, MS 38829

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PETAL SCHOOL DISTRICT

www.petatxchools.com

PRTAL MIDDLE SCHOOL

Michael Hingon A travi

Sandy Dampton Assisted Frankpil March 19, 2018

Paula A. Vanderford, Ph.D. Chief Accountability Officer Mississippi Department of Education PO Box 771 Jackson, Ms 39205-0771

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Office of Accountability

Dr. Vanderfand,

The purpose of this letter is to express my support in layor of increasing the accountability measure to a weight of 1.25 beginning school year 2017-2018 of students performing "Advanced" on the MAAP assessment from one year to the next. I believe maintaining an Advanced performance level from year to year is just as challenging as moving from the Proficient level to Advanced tevel, which students are given 1.25 accountability points.

First, the cut score for Advanced varies from one grade to the next from one MAAP administration to the next. There are students who will have to answer up to an additional 15 questions correctly on the following year's assessment to maintain their Advance performance level. Second, the student's performance can vary due to the quality of instruction the student receives from year to year due to their teacher's level of understanding of the standards(MCCRS), the teacher's level of experience, and outside influences that may affect their teacher's attendance. Third, the current accountability model is dispreportionately greater than the other encoderies being measure which favors tower-performing districts by allowing more points for more growth. Students who perform at Advanced level meet more for a to Advanced earning 1.25 points.

As a 7th grade math teacher, the students that I have taught work just us hard or harder to keep their advanced level and still grow. With each passing year, there is an increase in difficulty, not only on the rigor of the curriculum, but in personal lives, as well; however, if a student is able to minimum a 5, despite these changes in their personal and school lives. Their ability to achieve that should weigh just the same as one who has reached in moving from a 4 to a 5. Therefore, please consider making the change for the growth weight to change from 1 point to 1.25 points (if a student maintains an Advanced level from year to year.

203 East Control Avenue Patal, MS 39465 Phone: W1-584-6301 Fex: 501-584-4716



Darrinda Ford 7th grade math teacher

Dowinda Jord

Sincerely,

PETAL SCHOOL DISTRICT

www.petalschools.com

Paula A. Vanderford, Ph.D. Chief Accountability Officer Mississippi Department of Education PO Box 771 Jackson, MS (39205-0771

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Office of Accountability

March 19, 2018

Dum Dr. Vanderford:

I would like to take time in this letter to support changing the advanced growth multiplier from 1 to 1.25 points. From my perspective as a MS English teacher, state tests serve a two-fold purpose ensuring students' achievement of grade-level stundards and ensuring students' access to a high quality education. Increasing the points awarded for advanced performance racing supports these costs.

In order to score advanced from year to year, and at times across multiple years, students must communistly grow as they purgue more rigorous standards. In English, this not only means students are building more sophisticated skills, but they are also by Using a comprehensive skill-set across texts increasing in complexity and length. The level of growth demanded to maintain an advanced performance by both stude is and lenguer is, in my experience, more of a obellenge that achieving growth across other performance levels. Awarding one point to advanced performers does not benow the domand for student or mapper.

15 our state tests are designed to ensure a fair and equitable education for all atudents, the accommobility formula must also be designed to protect those custories and accurately communicate our performance toward these goals to the public. By changing the advanced multiplier to 1.25, this will honor and promote the equitable access to a challenging curriculum for all learners.

Sincerely,

Umandot 2:0101

Annuda Pooples Garcia, Ed.S. NBCT English Department Chair Peral High School amanda.gorciare.petabehools.com

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LAMAR COUNTY SCHOOL DISTRICT Employments Learners

Oak Grove Middle School 2543 Old Highway 24 Hettiesburg, MS. 39402

March 19, 3018

Pacle A. Vanderford, Ph.D. Chief Accountability Officer Nississippi Department of Education (PO Res 77) Jackson, M3 (39205-077)

Dr. Vandestreed.

The purpose of this letter is to express our support in favor of rovising section 6 item 6.2 of the Missika-api Sintewide Accountability System business rules to add students waying at Advanced from one (1) year to the reter will be given a weight = 1.25 beginning school year 2013-2013. Now this we have three consecutive years of comparable Sectowide Assessment data being applied to the same accountability model, collective judgements can be rule about the equip and three so the commit busings rules. The following principal perdation some of the lunt, fractional for cur support of sudents whe conflocable, performed to higher level of scalemic achievement to reache 1.25 points for growth.

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In closing, we know that there are people who would argue that attacents performing Advanced from one year to the next is not showing grow h. We have concluded that it is just as difficult, it nut is not difficult for s studient is continuelly perform at the Advanced level. Therefore we appear your proposal requesting the Siste School Board of Education approve the charge in the Ministorippi Statistic Accountability System business rates to add suder is slaying at Advanced from one (1) sent to the next will be given a weight = 1.25.

Smoorely.

Botale D. HIM

Patrick S. Gray, Ph.D. Principa



Oak Grove Middle School 2543 Old Highway 24 Haltiesburg, MS, 39402

March 19, 2018

Paula A. Vanderford, Ph.D. Chief Accountability Officer Mississippi Department of Education 20 Bas 774 Ladson, MS 39205 0273

Dr. Vanslerfand,

The purpose of this feder is to express our support in favor of revising section if item 5.2 of the Mississippi Statewide Accountability System business rules to add stricents staying at Advanced from one (1) year to the next will be given a weight = 1.25 beginning school year 2017-2018. Now frat we have three consecutive years of comparable Statewide Assessment data using applied to the same accountability model, effective judgements can be made about the equity and faitness of the current maintees rules. The following puragraph contains rune of the justifications for growth.

The first reason is a result of the low number of questions assigned a Performance Level Descriptor (PLD) of Advanced on each simulation of the MAAP/EOC assessments. With fever questions having an Advanced PLD here is has of in opportunity for a students in some Advanced. Second, because the out some for Advanced viries from one grade to the rest and from one MAAP/EOC additional to the next, there are students who will have to an additional 15 cuestions contextly exited for fillewing year's assessment to main aim their Advanced performance level. The max mean involves the Continuant to main aim their Advanced performance level. The max mean involves the Continuant Standard Error of Measurement (CSEM) with the MAAP/EOC atomicities and their accurate the source description a source classified as Advanced is more accurate them a source classified as Advanced with their source description a source of a standard Error of Measurement (CSEM) with the MAAP/EOC atomicities as Advanced is more accurate them a source classified as Proficient, Pass, or desire. This means there is less of a classe of a student or protein additional still receive a score classified as Advanced with the trend points assigned to student growth, 40% of 1,000 point Herman Max and the trend points assigned to student growth, 40% of 1,000 point Herman Max and Districts, and 5% of 70% point Elementary Schools, is disproportionately average then the other accurate the students adding these performances were at with the the current business index and districts to focus an addent growth. We wholehearterily orport incentivising student growth, but under the current business and distributes that would encourage our wate's highest performing student to work hard and performance as the students performance as well as a store classifier to accurate the students performance as the stude

In closing, we know that there are people what would acgue that students performing Advanced from one year to the next is not showing growth. We have concluded that it is just as difficult, if her more difficult for a vadent to continually perform at the Advanced level. Therefore we support your proposal equetting the State School Board of Education approve the change to the Misalistippi Statewide Accountability System organese rules to add students staying at Advanced from one (1) year to the next will be given a weight = 1.25.

Sincerely,

Carlon Genefort , 64 Stade Cost Monegal Ook Strove Michelle School

Name Position



Oak Grove Middle Schoo 2543 Cld Highway 24 Hattiesburg, MS 39402

March 19, 2018

Paula A. VandadKrid, Ph.D. Chief Accountability Office Mississippi Department al Economous PD Ros 771 Jackson, MS (39205-6771

Dr. Vanderford.

The purpose of this letter is to express our support in favor of revising settion 6 item 5.2 of the Mississippi Statewide Accountability System business rules to add students slaying at Advanced from sup (1) year to the part will be given a weight 1.25 beginning scheel year 2017-2018. New that we have three consecutive years of comparable Statewide Advestment on a being applier to the same accountability model, effortive informents can be made social the equipy suc Darcess of the current business rules. The following paragraph constants some of the justifications for our support of sudents who can includ y parformat the highest level of scademic addigment to receive 1.25 points for growth

The first reason is a result of the low number of questions assigned a Performance Level Treatintor (PLD) of Advance on each administration of the MAAP/EOC assessments. With fewer questions having an Advanced PLD there is less of an apprehanity for a students to score Advanced. Second, because the out accore for Advanced variate feature on grade to the use and Advanced variation to the next and Advanced variate feature on additional 13 energies correctly on MAAP/TOO administration to the next, there are outdone who will have to unower up to an additional 13 energies correctly on the following year is assessment to maintain their Advanced performance level. The next meson involves the Conditional Southerd Terror of Mesonement (CSEM) with the MAAP/EOC assessments. As a student's MAAP/EOC scores increase the CSEM associated with their accore decreases. Therefore a score classified as Advanced is more accurate than a score of assiled as Proficient, Pans, or Pacie. This means there is less of a chance a student or mole at the total points assigned to student accurate allossified as Advanced. This means there is less of a chance a student or marks are the total points assigned to student accurate allossified as Advanced. This means there is less of a chance a student or pare at the total point assigned to student accurate accurate the score to associate accurate accountability model the total point assigned to student account. One accurate sheing measured. It is our understanding these percentages we dest with the intention or meastively greater than the under the intentions the score being accurate performing student growth, but order the current basines in last of the intentives the growth with the performing student she performing the dent with the intention of accurate the accurate withhold intentives the avould encourage our staticity student she combine to work, but order the current basines in last of the intentives the avould encourage our statichty performing student s to combinion to work hou

In closing, we know that there are people who would argue that students performing Advanced from one year to the next is not showing growth. We have concluden that it is just as difficult if not more difficult for a student to continually perform at the Advanced level. Therefore we support your proposal requesting the State School Board of Education approve the damage to the Mississippi Statewide Accountability System business relation and students students students anylog at 1.25.

Subsciely.

my D' Ryder

Robin Ryder Asst. Principul Oak Litove Middle School



Oak Grove Middle School 2543 Old Highway 24 Hattiesburg, MS 39402

March 19, 2018

Puch A. Vanderford, Ph.D. Chief Ascountshifty Officer Mississippi Unperformed of Education // Box 773 Jackson, MS 39205-0771

Dr. Manderford,

The purpose of this letter is to express our support in favor of revising section 6 item 6.2 of the Mississippi Statewide Accomptibility System business rules to add stations staying at Advanced from one (1) year to the next will be given a weight – 1.25 heghnalog school year 2017-2018. Now that we have three consecutive years of comparable Statewide Assessment data being applied to the same accountability model, effective judgements can be made about the equity and Eimers of the current leadings rules. The following paragraph containers of the judgements can be made about the equity and Eimers of the current the higher level of existence in the container to receive 1.25 points for our support of students who continually perform at the higher level of existence in existence to receive 1.25 points for growth.

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In closing, we know that there are people who would argue that students performing Advanced front one year to the next is net aboving growth. We have concluded that it is just as difficult, if not note difficult for a student to continually perform at the Advanced layer. Therefore we support your proposal equivalent the State School Board of Education approve the change to the Mississippi Statewide Accountability System business rules to add nucleus staying at Advanced from one (1) year to the next will be given a weight = 1.25.

Smoenely

terrell, MEd.

Fanosha Torsell, M.Bd. Aser, Peincipel Ouk Grave Middle School



LAMAR COUNTY SCHOOL DISTRICT Oak Grove Middle School 2543 Old Highway 24 Hattiesburg, MS, 39402

March 19, 2018

Pavis A. Vanderford, Ph.D. Chief Accountability Officer Mississipp: Department of Education PO Box 771 Jacason, MS 39205-0771

Dr. Vandarfard,

The purpose of his lefter is to express our support in favor of ensing section 6 from 6.2 of the Mississippi Statewide Accountability Syx are broir are infer to add in taken is strying at Advanced from are (1) year to the next off be given a weight – ...25 beginning which year 2017-2018. Now that we have three reasonative years of comparable Statewide Assessment data being applied to fire same accountability model, effective independences on a support of students who coariously per form at business rules. The following part more to excise of the justificances for our support of students who coariously per form at the highest level of another account to excise a 22 prints for growth.

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In closing, we know that there are people who would argue that students performing Advanced from one year to the next is not showing gravith. We have concluded that it is just as difficult, if that more difficult for a student to continuelly perform at the Advanced level. Therefore we support your proposal remesting the State School Board of Education approve the chapter in the Measureppi Statewide Accountability System beamest rules to add students staying at Advanced from one (1) year to the deat will be given a weight -1, 35.

Staceraly,

or Jaik

Jermifer Clark Gest Toscher Oak Grove Mitalle School



Oak Grove Middle School 2543 Old Highway 24 Hatlesburg, MS. 39402

Marsh 19, 2018

Paula A. Vanderford, Ph.D. Chief Accountability Officer Missioningi Department of Education PO Brox 271 Jackano, MS 29205 (1977)

Dr Vanderford,

The purpose of this latter is to express our support in flavor of rowking, social 6.2 of the Mithianppi Stateolde Accountability System business rules to add students atoying at Advanced from one (1) year to the next will be given a weight 1.3 beginning rebool year 2017-2018. Now that we have, three connectivity years of comparable Stateolde Assessment data being applied to the same accountability model, effective judgements can be made about the quity and fairness of the current, humans value. The following paragraph contains some of the justifications for our support of students who containedly perform as the highest level of academic achievement to receive 1.25 points for growth.

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In closing, we know that there are people who would argue that students performing Advanced from one year to the next is not showing growth. We have concluded that it is just as difficult of national difficult for a student to continually perform at fru-Advanced level. Unrefore we support your proposal requesting the State School Board of Education approve the change to the Minnedppi Rimewide Accumutability System hovings rules to add students staying at Advanced from one (1) year of the next will be given a weight = 1.21.

Sincurely.

AUG Anjera Ek Johnson

Guidance Coursellor Unit Growt Middle School



LAMAR COUNTY SCHOOL DISTRICT Community Lossons

Oak Grove Middle School 2543 Old Highway 24 Hatliesburg, MS. 39402

Morch 19, 2018

Pauls A. Vandorford, Ph.D. Chief Accountribility Officer Mississippi Department 6, Education PO Box 771 Jackson, MS 30205-077.

Dr. Vanderford,

The purpose of this letter is to express our support in favor of coviding section 6 item 6.2 of the Mississippi Starcovide Accountability System business rules to add students strying at Advenced from one (1) year to the fact will be given a secipit = 1.23 beginning island year 2017-2018. Now that we have three connective years of comparable Statuwith. Accessmer, size heing ganfied to the same accountability model, effective judgements can be made about the equity and fairness of the current by super cultes. The dollowing paragraph contains some of the justifications for our support of stations, who continued to partite the highest level of stations, by perform at the highest level of academic achievement is onesive 1.25 mints for growth.

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In classing, we know that, here are people who would argue that walknes performing Adverted from the year to the next is not showing growth. We have concluded that it is just as difficult, if net more difficult for a tracket to continually perform at the Advanced level. Therefore we support year proposed requesting the State School Brand millikecation approve the change to the Mississippi Statewide Accountability System business roles to add students any ng at Advanced from one (1) year to the way will be given a weight -1/23.

Sincerely,

Kimbuly Kay

Kimberly Ray Counsider Oak Grave Middle School



Oak Grove Middle School 2543 Old Highway 24 Hattiesburg, MS. 39402

March 19, 2018

Paula A. Vanderford, Ph.D. Chief Accountability Officer Missiasippi Department of Education 10 Box 771 Jackson, MS 59205-0771

Dr. Vunderford,

The purpose of this letter is to express our support in favor of revising section 6 item 6.2 of the Mississippi Statewide Accountability System business rules to add students duying at Advanced from one (1) year to the next will be given a weight = 1.25 beginning school year 2017-2018. Now that we have three consecurive years of comparable Statewide Assessment that being upplied to the same accountability model, effective judgements can be made about the equily and fairness of the current business cales. The following paragraph contains some of the justifications for our support of students who continually perform at the highest level of academic achievement to negate 1.25 points for growth.

The First reason is a result of the low number of questions assigned a Performance Lovel Descriptor (PLD) of Accanced on each administration of the MAAP/EOC assessments. With fewer questions having an Advanced PLD there is less of an opportunity for a students to score Advanced. Secured, increase the out score hir Advanced verify from one grade to the next and from one MAAP/EOC administration to the next, there are students who will have to narrow up to an additional 15 questions correctly on the following year's assessment to maintain their Advanced performance level. The next reason involves the Conditional Standard Error of Measurement (CSEM) with the MAAP/EOC ascessments. Advanced is more accurate here are students who will have to answer up to an additional 15 questions correctly on the following year's assessment to maintain their Advanced performance level. The next reason involves the Conditional Standard Error of Measurement (CSEM) with the MAAP/EOC ascessments. As a stident's MAAP/EOC scores increase free CSEM associated with their score decreases. Therefore a score of avoid an advanced is more accurate her a score of well as a devanced. The associated with their score decreases. Therefore a score of avoid case associated is more accurate her a score of well as Advanced. The associated with their score decreases. Therefore a score of avoid case associated is more accurate her a score of a volont can guess on the assessment standard gravith, 40% of 1.000 point High Schools and Districts, and 57% of 100 point Elementary Schools, is dispropertionately gravet; than the other categories heing measured. It is our andersanding these persontages were set with the intention of incentivising schools and distribut to flow the study apport incently ling sudent growth, but under the outrem balance rules all the intentives are given to students performing at Minimum, Basic, Fass, and Proficient, It is not fair nor equilable to withhold incentives that would encourage our state's biggest performing students continue

In closing, we know that there are people who would argue that students performing Advanced from one year to the next is nor showing growth. We have combuted that it is just as difficult, if not more difficult for a student to combuted that it is next Advanced level. Therefore we support your proposal requesting the State Schoel Board of Education approve the change to the Wississippi State with Accommobility System institues to add student subging at Advanced from end (1) year to the next will be given a weight = 1.25.

Sincerely,

Aut young Courselor. Name

Position



P. O. Box (09) 424 Martin Luther King Drive Purvis: MS-39475 Phone: 601-794-1030 - Fax: 601-794-1012 www.lamarcuuntyschuols.urg

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Office of Accountability

March 19, 2018

Pania A, Vanderford, Ph.D. Chief Accountability Officer Missiasippi Department of Falmation PO Box 771 Jackson, MS 39205-0771

Dr. Vanderford.

The purpose of this letter is to express our support in favor of revising section 6 item 6.2 of the Mississippi Statewide Accountability System business rules to add students staying at Advanced from one (1) year to the next will be given a weight = 1.25 beginning school year 2017-2018. Now that we have three consecutive years of comparable Statewide Assessment data being applied to the same accountability model, effective judgements can be made about the equity and formors of the current business rules. The following paragraph contains some of the justifications for our support of students who continually perform at the highest level of academic achievement to receive 1.25 points for growth.

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Oak Grove Printary School - 70 Leaf Lane, Hattlesburg, MS (39402

districts to focus on student growth. We wholehearthally support incentivising student growth, but under the current business rules all the incentives are given to students performing at Minimum. Basic, Pass, and Proficient. It is not fair nor equilable to withhold incentives that would encourage our state's highest performing students to continue to work hard and perform at the highest level.

In closing, we know that there are people who would argue that students performing Advanced from one year to the next is not showing growth. We have concluded that it is just as difficult, if not more difficult for a student to continually perform at the Advanced level. Therefore we support your proposal requesting the State School Board of Education approve the change to the Mississippi Statewide Accountability System business rules to add students staying at Advanced from one (1) year to the next will be given a weight = 1.25.

Sincerely,

Znankie Havies



P.O. Box 663 424 Martin Luther King Drive Porvis, MS 39475 Phone: 601 794 1030 Fax: 601-794-1012 www.lamarcountyschools.org

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MAR 2 6 2018

Office of Accountability

March 19, 2018

Paula A. Vanvierford, Ph. D. Chief Accountability (Jillicer Minoissippi Department of Education PO Box 771 Jackson, Ma. 39405-4771

Dr Similarland

The propose of this letter is to explose our support in favor of reviewe the socials if item 6.2 of the Mississippi Subovide Accountability System between nules to add students staying at Advanced from now (1) year to the next will be given a weight-1.25 beginning school year 2017-13. Now that we have three consecutive years of comparable Statewide Accountent data being applied to the same accountability model, effective judgements can be made about the equily and fubrices of the current bosiness rules. The following prograph contains some of the justifications for our support of students who continually perform at the highest tere, of academic activements to reveive 1.25 point for growth.

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Sumrall High School - 184 Center Street, Sumrall, MS 39482

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Sincerely,

Sheila Krills



P. 0. Box 609 424 Martin Lucher King Drive Purvis, MS 39475 Phone: 601 794 1030 Fax: 601 794 1012 www.lamarcountyschools.prg

March 19, 2018

Paula A, Vanderford, Ph.D. Chief Accountability Officer Mississippi Department of Education PO Box 771 Jackaon, MS 39205-0771

Dr. Vanderford,

The purpose of this letter is to express our support in favor of revising section 6 item 6.2 of the Mississippi Statewide Accountability System business rules to add students staying at Advanced from one (1) year to the next will be given a weight = 1.25 beginning school year 2017-2018. Now that we have three consecutive years of comparable Statewide Assessment data being applied to the same accountability multiple effective judgements can be made about the equity and fairness of the current business rules. The following paragraph contains some of the justifications for our support of students who continually perform at the highest level of academic achievement to receive 1.25 points for growth.

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Oak Grove Primary School = 70 Leaf Lane, Hattiesburg, MS 39402

districts to focus on student growth. We whaleheartedly support incentivising student growth, but under the current business rules all the incentives are given to students performing at Minimum, Basic, Pass, and Proficient. It is not fair nor equitable to withhold incentives that would encourage our state's highest performing students to continue to work hard and perform at the highest level.

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Sincerely,

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PETAL SCHOOL DISTRICT

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Michael Hogun Pline of

Sands Halliproa A THIS PILLING PILLING

Petal Middle School 7th Grade ELA Depertment 203 East Central Avenue Petal, MS 39465

Dr. Vandenford,

March 19, 2018

Office of Accountability On behalf of the 7th Grade ELA Department of Petal Middle School, we would like to request an increase in the accountability measure of students performing 'Advanced' on the MAAP assessments for the next two academic school years. As it stands at this time, if a student scores "Advanced" on an ELA MAAP assessment and maintains that performance level the next year, the school receives 1 accountability point. We are of the opinion that maintaining an 'Advanced' performance level from year to year can be just as challenging as moving from a "Proficient" to 'Advanced" level. The movement from "Proficient" to "Advanced" level currently awards 1.25 accountability points to that school. Maintaining the "Advanced" performance level is as difficult as, it not more difficult than, moving up from one performance level to another, and therefore should be awarded the same number of points

There is a skewed advantage toward lower-performing school distocts due to the set up of the accountability growth table. It allows these districts to achieve more points as it measures only growth and not maintenance of scores. Each academic year requires sludents to grow and achieve expectations for their new grade level. If a student maintains an 'Advanced' placement from one grade to the next, it does not mean they did not grow, but instead that they worked to achieve "Advanced" in their new grade. If a student maintains an "Advanced" level from one grade to the next, but does not receive credit for it, they are likely to become less motivated to work towards maintaining the goals they have set for themselves. This is causing a disservice to our "Advanced' level students by implying that their hard work is not worth anything since they cid not charge levels.

As a group of teachers, we believe this disservice would best be rectified by allowing schools to receive 1.25 accountability points for students who maintain an 'Advanced' performance level on MAAP assessments. This would allow students to feel pride in, and receive credit for, their accomplishments within each academic year. Thank you for your consideration.

Sincerely,

203 East Cantral Avenue Petal, NS 30455 Phone: 601-584-6301 Fax: 601-584-4716



Mrs. Jan McKay Seventh Grade PLC Leader/ELA Teacher Petal Middle School

Mrs Jo McKey

PETAL SCHOOL DISTRICT

www.petalsohools.com

March 19, 2018

Michael Hogan Fracipal Sandy Hungton Assistant Dissist

PETAL MIDDLE SCHOOL

> Paula A. Vanderford, Ph.D. Chief Accountability Officer Miasissippi Department of Education PO Box 771 Jackson, Ms 39205-0771



Dr. Vanderford,

On behalf of the mathematics department at Petal Middle School, I would like to express our support for increasing the accountability incasure for the Advanced performance level for two consecutive years. Heginning this year, 2017-18, we support the implementation of increasing from 1 to 1.25 for maintaining performance at this level. We suppor, this increase based on our experience working with these higher performing students and the hard work associated with maintaining this level.

We feel the current rating system favors loser performing districts because of the points awarded for growth. There is no higher category for motivating students who have already reached the advanced level. These students, is well as their usehers, work hard to maintain this level in several ways. Not only is the material mesented at each level more advanced than the previous year, but lower questions are offered with Advanced PI D in order to maintain the level. Many more questions are offered at the lower PLD levels. The out score for maintaining Advanced also varies from year to year which presents a greater and waivering challenge.

While we whateheartedly support the encouragement of growth for students in lower performing categories, we also strive to challenge our high achievers to continue their quest to know more at even higher levels. We feel it is only fair that these high performent be rewarded for their hard work as well. We respectfully request you to consider arising the current accountability score from 1 to 1.25 for students who score advanced for two consecutive years on the MAAP.

Sincenely. allu

Petal Middle School Mathematics

Jackie Miller

Department Chair

203 East Central Avenue Petal, MS 19465 Phone: 601-564-6301 Fax: 801-589-6716



Office of Accountability



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March 19, 2018

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Office of Accountability

Mississippi Department of Education PO Box 771 Jackson, Ma. 59465-0771

Paula A. Vendertors, Ph. D.

Chief Accountability Officer

Dr. Vauderford,

Fire purpose of this letter is to express our support in favor of recising the southing h item 6.2 of the Mississigni Statewide Accountability System business rules to add students staying at Advanced from one (1) year to the next will be given a weight-1.25 deginning school year 2017-18. New that we have three consecutive years of comparable Statewide Accessment data here, applied to the same accountability model, effective judgements can be made about the equity and fairness of the surrent losiness rules. The following paragraph constances of the justifications for our support of students who continually perform at the highest level of academic scheroment to movine 1.25 point for growth

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Sumrall High School - 184 Center Street, Sumrall, MS 39482

highest performing students to continue to work hard and perform at the highest level.

In closing, we know that there are people who would argue that students performing Advanced from one year to the next is not showing growth. We have concluded that it is just as difficult, if not more difficult for a student to continually perform at the Advanced level. Therefore we support your proposal requesting the State School Board of Education approve the change to the Missianippi Statewide Accountability System business rules to add students staying at Advanced from one (1) year to the next will be given a weight = 1.25.

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Sincerely, Richordonk



Purvis Upper Flementary P.O. Box 1150/ 110 Mitchell Averal Purvis, MS 29475 Photo:601 794 2959 / Noc.601,794,1058 www.lanacoumryschools.org

Mcreb 19, 2018

Panin A., Vandectord, Ph.D. Chest Accountability Officer Mississippi Department of Education PO Box 771 Jackson, MS, 39203-0771

Dr. Vanderfend,

The purpose of this letter is to express our support in favor of revising section 6 item 6.2 n. the Wississippy Statewide Accountability by some business rules to add students staying at advanced from one (1) year to find our will be given a weight = 1.25 beginning school year 2017-2018. Now that we have three consectsive years of comparable Statewide Assessment data being upplied to the same accountability model officering indigeneous can be made about he equip and liness of the runner business tries. The following paragraph contains some of the justifications for our support of students who continually perform in the highest level of academic achievement to relative 1.25 points for growth.

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In plasing, we know that faces are people who would argue that students performing Advanced (now one year to the next of net showing growth. We have unnotated that it is just as difficult, if not more difficult for a student to continually perform at the Advanced level. Therefore we support sucr proposal requesting the None School Beard of Education approve the obtained to Miserssippi Statewide Accountability System promotes to add stated a staging of Advanced from one (1) year to the next will be given a weight = 1.25.

Respectfully, Jennifer Moore, Principal March 19, 2018

Paula A. Vanderford, Ph.D. Chief Accountability Officer Mississippi Department of Education PO Box 77 Jackson, MS (39205-0771

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Office

Dr. Vanderford,

On behalf of the fifth grade English Language Arts and Social Studies department at Petel Upper Elementary School, we would like to request a change to the Mississippi Statewide Accountability System. Currently, students who achieve the "Advanced" performance level count only as one point for their school. However, we believe that remaining "Advanced" should gamer 1.25 growth points.

I have had the opportunity to work with Questar on two accusions, and have seen how the test becomes incrementally more complex scross grade levels. In addition, the questions are written to the grade level standards, with very lew of them offering an opportunity to demonstrate advanced knowledge. The implications of this are that it is really difficult for students to achieve an Advanced scoring, and even more difficult to remain Advanced in consecutive years. Surfares that do so are performing at the very top of their grade level, and this achievement should be rewarded firsty and equitably. Not only are these students demonstrating that they have mastered still of the grade level standards, but that they have gained skill with material well beyond the majority of their peers.

It is very demotivating for high performing districts to be surpassed by lower performing districts simply based or growth. If the purpose of state testing is to hold schools accountable for teaching students to the highest levels, then scores need to be reflective of that as well as growth. We urge you to revise the rules so that students who termain at the Advanced level count for 1.25 points. Thank you for your time and consideration in this matter.

Sincerely.

Mendelly Marers

Merideth Myers, M Ed. 5th grade ELA/SS PUC Leader Potal Upper Elementary School Potal School District



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March 19, 2016

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MAR 2 1 2018

panla A. Vanderford, Ph. D. Chief Accountability Officer Vississippi Department of Education PO Box 771 Jackson, Ma. 39405-0771

Office of Accountability

Dr. Vandsciurd,

The purpose of this letter is to express our support in favor of revising the section 6 item 6.2 of the Mississippi Statewide Accountability System business rules to add students anying at Advanced from one (1) year to the next will be given a weight 1.25 buginning school year 2017-18. Now that we have lines consecutive years of comparable Statewide Assessment data being applied to the same accountability model, effective judgements can be made about the equity and fairness of the current bosiness rules. The following paragraph contains were of the justifications for our support of students whe continuelly perform at the higgest level of academic achievement to receive 1.25 point for growth.

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bigless performing students to certificate to work have and perform at the lifehest level.

In closing, we know that there are people who would argue that attidents performing Advanced from one year to the next is not showing growth. We have concluded that it is just as difficult, if not more difficult for a suclear to continue by perform at the Arivanced level. Therefore we support your proposal requesting the State School Board of Education approve the charge to the Mississippi Statewide Accountability System business rules to add students staying at Advanced from one (1) year to the next will be given a weight = 1.25.

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Sincerely,

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Stany Vare, school counselor

PETAL ELEMENTARY SCHOOL

www.petalschools.com

March 19, 2018

Paula A. Vanderford, Ph.D. Chief Accountability Officer Mississippi Department of Education PO Box 771 Jackson, MS 39205-0771



Br. Vanderford,

Collectively, we represent the Third/Fourth grade Gifted department at Petal Elementary School. Each day we work to make sure that our students are given opportunities which can help them become responsible citizens according to our district's mission. We understand the state accountability model and the MAAP assessment is used to monitor the academic growth of our students. We are requesting the increase in the accountability measure of students performing advanced on the state assessments for two consecutive years be changed from 1 point to 1.25 accountability points. We have found that maintaining a student at the advanced performance level is as difficult as moving up from one performance level to the next. In fact, in some cases it is even more difficult. It is not simply maintaining to stay in advanced; rather, the student must grow academically and demonstrate consistently high levels of motivation to continue at this rigor.

We are requesting that schools receive 1.25 accountability points for students who maintain and advanced performance level on MAAP assessments from year to year and feel that this change should go into effect this school year for the 2017-2018 assessment results. We appreciate your consideration on this matter

Sincerely,

Ke ley Rinebold

Kelley Pinelield

Mary Roberts

Mary Roberts

Cindy Lomas

Cindy Somas

Pet - Tenter andSchool 1176 Alghway 42 Pet: INS 30465 Kati Brown Prinsigal Phone: 501 582 7454 Hox: 501 584 9400 kefiltrown:Spetalst polytom Marst: 19, 2018

to the Mississipp Board of Education.

Please accept this letter as my expect of weighting the students who remain a uncel 5 on the MAAP tests is 1.25 growth public. This change centralis students, teachers and schools,

Utrantly, we have students and teachers in our school who do not receive the full ternefit in scoring of the ecountautily include when students more a contexture level 5. There is in worthy to revard these students and teachers for their Lac works by granting them 1.25 growth points when the score and and and are for their Lac works by granting them 1.25 growth points when the score and and and are for their Lac works by granting them 1.25 growth points when the score and and and are for their lace works by granting them 1.25 growth points when the score and and and the student maintains a level 5. The current morted proverts students and teachers them reacting the highest paints when they nave no option to ecore higher.

Enppresente your consistential on an trismalter. Alwa, Lappresigne the hard work you all out into making Vissosiupi justice extremion better.

Pespectully,

Ho Sendin Procipil Hooneville High School

PETAL SCHOOL DISTRICT

www.petalschools.com

March 19, 2018

Paula A. Vanderford, Ph.D. Chief Accountability Officer Mississippi Department of Education

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Dr. Vanderlörd,

Office of Accountability

Please accept this tetter on behalf of the secondary schools within the Petal School District in support of the recommended changes to the Mississippi Statewide Accountability System Business Rules, specifically as it relates to rule 6.2

The distinction of a student's ability to score within the advanced category for consecutive years in order to gain the 1.25 growth indicator is indicative of achieved growth. While it may seem that student achievement did not "grow" to another level, and only maintained within the same performance level, this is inaccurate. The advanced performance level descriptor is the highest level of achievement students can attain. To reach this level, students must consistently perform in a manner beyond that required to be successful in grade appropriate material. As such, remaining within this performance level is attaining growth, as the raw score and scale score points required as grade levels advance are more and more difficult to attain.

As a school district, our goal is to increase achievement for all of our students. However, the fact that the top percentage of our students are not afforded the ability to measurably display their growth within the current business rules excludes this cohort of students across all grade spans.

Our request is to approve the recommended change in order for students who perform at the advanced level from one year to the next to receive the 1.25 growth points.

Respectfully.

Andy Schoggin Assistant Superintendent/Chief Operations Officer

Penti Keratal District Administrative Olitota U.5 East Contral Avenue Patal, MS 39465 Office of the Super standers Andy Schuppin - Assistent Superinterders/CH of Discontors Office Diate: 691-545 0641 Parc 601-541-1922 anily-schoggin(spots schools com



Putwis Upper Diementary P.O. Box (10)// (10) which all swemme Putvis, MS (1947)5 Phone:601 (294,2039) / Pax(60)(794,1038 www.lanausounty.climits.org

March 19, 2018

Paula A. Venderford, Ph.D. Chief Accountability Officer Mississippi Depuetment of Education PC(Box 77) Jackson, MS, 19205-0721

Dr. Vandei Kird,

The pulpose of this fetter is to express our support in favor of revising section 6 item 6.2 of the Mississippi Statewise Accountability System anxiness miles to add statebus staying at Advanced, from one (1) year to be next will be given a weight = 1.25 beginning school year 2017-2015. Now that we have three consecutive years of comparable Statewise Assessment data her graphied to the sume accountability model, effective programmers can be made about the equity and fairness of the current business rules. The following paragraph contains stone of the paraticetions for on support of stateauts who continue (1) performs a the highest level of academic act evenum to traction 1.25 points for gravelli.

The first reason is a result of the low number of questions unsigned a Perticinance Love. Descriptor (PLO) in Advanced on each administration of the MAAP/EOC assessments, Will hower questions: having an Advanced PLD there is less of an opportunity for a students to soore Advanced. Second, because the cut store for Advanced varies from one grade to the must and from one MAAP-FOC administration (e the next, discrease students who will have to answer up to an additional 15 questions concernly on the following year's assessment to meintain their 4 dospeed performance level. The next reason involves the Conditional Standard Error of Measurement (CSEM) with the WAAPPECK assusments. As a student's MAAP BOC scores increase the UNE Massociated with their score decreases. Therefore a some classified as Advanced is more accurate than a some classifier as Proficient, Pais, or Bosie. This means there is less of a change a student can guess on the apressment and still receive a work class if ed as Advances. The final reason is that in the correct accountability model the local points assigned to student growth. 40% of 1.053 point High Schools and Districts, and 57% of 703 point 1 tementory Schools, is disproportional, by groater than the other categories being measured. It is our undertranding those percentages were set with the intention of recentivising schools and districts to focus on student growth. We wholehearedly support incontrivising student provide, but under the entrem business rules all the meanines are given to students performing at foliminant Basic, Pass, and Proticient, It is not fair ner equipible to withheld incentives that would concourse our state y highest performing students to continue to work hard and perform at the lightest level

in closing, we know that there are people who would argue that students performing Advanced from one year to the next is obtained by a transformer to the next is obtained. We have concluded that this just as difficult it motimate difficult for a student late continually perform at the Advanced level. Therefore we support your proposal trajecting the State school flower of Unbeation approve the shared to the Mississippi Statewide Associatability System bioiness to add students straying at Advanced from one (1) year to the next will be given a weight = 1.25.

Respectfully: Cheri Smith, Counselly:



P.O. Box 609 424 Martin Luther King Drive Purvis, MS 30475 Phone: 601-704-1030 Fax: 601-794-1012 www.lamarcountyschools.org

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MAR 2.6 2018

Office of Accountability

March 19, 2018

Panto A. Vanderford, Ph.D. Chief Accountability Officer Mississippi Department of Education PO Box 771 Jackson, MS 39205-0771

Dr. Vanderford,

The purpose of this letter is to express our support in favor of rovising section 6 item 6.2 of the Mississippi Statewide Accountability System business rules to add students staying at Advanced from one (1) year to the next will be given a weight = 1.25 beginning school year 2017-2018. Now that we have three consecutive years of comparable Statewide Assessment data being applied to the same accountability model, effective judgements can be made about the equity and fairness of the current business rules. The following paragraph contains some of the justifications for our support of students who continually perform at the highest level of academic achievement to receive 1.25 points for growth.

The first reason is a result of the low number of questions assigned a Performance Level Descriptor (PLD) of Advanced on each administration of the MAAP/UOC assessments. With fewer questions having an Advanced PLD there is less of an opportunity for a students to score Advanced. Second, because the cut score for Advanced varies from one grade to the next and from one MAAP/TOC administration to the next, there are students who will have to answer up to an additional 15 questions correctly on the following year's assessment to maintain their Advanced performance level. The pext reason involves the Conditional Standard Error of Measurement (CSUM) with the MAAP/EOC assessments. As a student's MAAP/EOC scores increase the OSEM associated with their score degreases. Therefore a score classified as Advanced is more accurate than a score classified as Proficient, Pass, or Basic. This means there is leas of a chance a student can guess on the assessment and still receive a score classified as Advanced. The final reason is that in the current accountability model the total points assigned to student growth, 40% of 1,000 point High Schools and Districts, and 57% of 700 point Elementary Schools, is disproportionately greater than the other categories being measured. It is our understanding these percentages were set with the intention of incentivising schools and

Dak Grove Primary School - 70 Leaf Lane, Hattiesburg, MS 39402

districts to focus on student growth. We wholeheartedly support incentivising student growth, but under the current business rules all the incentives are given to students performing at Minimum, Basic, Puss, and Proficient. It is not fair nor equitable to withhold incentives that would encourage our state's highest performing students to continue to work hard and perform at the highest level.

In closing, we know that there are people who would argue that students performing Advanced from one year to the next is not showing growth. We have concluded that it is just as difficult, if not more difficult for a student to continually perform at the Advanced level. Therefore we support your proposal requesting the State School Board of Education approve the change to the Mississippi Statewide Accountability System business rules to add students staying at Advanced from one (1) year to the next will be given a weight = 1.25.

Sincerely,

Sandra Stuart

Lead Teacher Dak Grove Primary School



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March 19, 2018

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Pania 5, Vanderford, Ph. D. Opici (reconstrability Officer Mississippi Expartment of Education (20 Box 77) Jackson, Ms. 19405-0771

Office of Accountability

Dr. Vanderfund.

The purpose of this latter is to express our support in favor of consing the section 6 item 6.2 of the Mississippi Statewide Accountability System intenses rules to add students staying as Advanced from one (Dyren to the next will be given a weight=1.25 beginning school year 2017-18. Now that we have three consecutive years of comparable Statewide Assessment data being applied to the same accountability model, effective indgements can be neade about the equity and frimess of the current business rules. The following paragraph contains some of the justifications for our support of students who continually perform at the highest level of academic achievement to receive 1.25 point for growth

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Sumrall High School - 184 Center Street, Sumrall, MS 39482

highest performing underts in commute to work hard and perform at the inglicit level

In closing, we know that there are people who would argue that stodents performing Advanced from one year to the next is not showing growth. We have concluded that it is just as difficult, if not more difficult for a student to continue by perform at the Advanced level. Therefore we support your (copean requesting the State School Board of Education approve the change to the Mississippi Statewide Accountability System business rules to add students staying at Advanced from one (1) year to the next will be given a weight = 1.25.

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Angela M. Sumrall Sumerall High School Guidance Councilor Sincerely,

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Oak Grove Lower Flementary 1762 Old Hwy 24 Hattjesburg, MS, 39402 Phone: 601-264-3862 www.lamarcountyschools.org

March 19, 2018

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Office of Accountability

Paula A. Vanderford, Ph.D. Chief Accountability Officer Mississippi Department of Education PO Box 771 Jackson, MS 39205-0771

Dr. Vanderford

The purpose of this fatter is to express our support in favor of revising section 6 item 6.2 of the Mississippi Statewide Accountability System business rules to add students slaving at Advanced from one (1) year to the next will be given a weight = 1.25 beginning achord year 2017-2018. Now that we have three consecutive years of comparable Statewide Assessment data being applied to the same accountability model, effective judgements can be made about the equity and taimeas of the current business rules. The following paragraph contains some of the justifications for our support of students who continually perform at the highest level of academic achievement to receive 1.25 points for growth.

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Sincerchy.

Matt Thomas Principal

PETAL SCHOOL DISTRICT

www.peailschools.com

PETAL MIDDLE SCHOOL

Michael Hogan Tropal

Sundy Humpton Assident Principa

Paula A. Vanderford, Ph.D.
Chief Accountability Officer
Mississippi Department of Education
PO Box 771
Jackson, MS (39205-0771)

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Dr. Vanderford,

March 19, 2018

The purpose of this letter is to express my support in favor of revising section 6 item 6.2 of the Mississippi Statewide Accountability System business rules to add students staying at Advanced front one (1) year to the next will be given a weight -1.25 beginning school year 2017-2018. The following puragraph contains my justification for our support of students who continually perform at the highest level of academic achievement to receive 1.25 points for growth.

My reason for supporting the change is due to the low number of questions assigned a Performance Level Descriptor (PLD) of Advanced on each administration of the MAAP/EOC assessments. With lewer questions having an Advanced PLD there is less of an opportunity for a students to score Advanced. It is not fair nor equitable to withhold incernives that would encourage our state's highest performing students to continue to work hard and perform at the highest level.

Therefore I support your proposal requesting the State School Board of Education approve the change to the Missistippi Statewide Accountability System, cusiness rules to add students staying at Advanced from one (1) year to the next will be given a weight = 1.25.

S'neerely.

Mo Janet Tukiel

Mrs Janet Tichnell Eighth Grade PLC Leader/ Science Teacher Petal Middle School Petal, MS

203 East Central Avanus Petal, A15 39065 Phone: 601-584-6301 Pax: 601-584-4716



PETAL PRIMARY SCHOOL

www.petslschools.com

Maroli 19, 2018.

Paula A. Vanderford, Ph.D. Chief Accountability Officer Mississippi Department of Education PO Box 771 Jackson, MS 39205-0771



Dr. Vanderford.

On behalf of Petal Primary School, we are writing in support of changing the advanced growth multiplier from 1 point to 1.25 points. As a primary school serving students in preschool through second grade, some may wonder how the inner working details of the accountability model impact our students, teachers, and our campus in general. One of our most important mapons bilities is to provide a foundation for our young andents so they will become responsible adults. We strive to build the social and emotional needs of each of our students in order to impact their ability to become strong analomic students. Our students come to us with varying levels of background knowledge and experiences. We take students with ossentially blank slates and develop them into flowcishing readers, writers, and mathematicians. The teachers at Petal Primary School work very closely with the ustehors on other exappises in our district as well as with educators across the state to ensure we are growing our studients to be not only Mississippi usual, but to compete nationally. It is our desire to ensure atuitents develop a deep conceptual understand up of the curriculum which includes the subject concepts' as well as the unifying subject concepts across all disciplines. Students who develop a deep conceptual understanding must have skills of inquiry, problem solving, and analysis. These skills do not simply avolve in young learners, they must be taught through exploration, discussion, cooperative learning, and many other modes of learning. This deep understanding of concepts helps to develop a superior, advanced learner. We believe as a schoo, these superior, advanced learners deserve credit for not only reaching this achievement, but also for maintaining it as well. Thank you for your consideration on this matter.

Smeenely,

Jasan Jrim

Tessa Trimm Principal, Petat Primary School

Peter Puttory School (4) Here oglour Guad Pattor, NS 20465 Fessa Fallom Princeal Planar - 601-554-7244 1955 - 901-554-7266 Wasatriker &Spectracheds com

PETAL ELEMENTARY SCHOOL

www.petalschools.com

March 20, 2018

Paula A: Vanderford, Ph.D. Chief Accountability Officer Mississippi Department of Education PO Box 771 lackson, MS 39205-0771



Dr. Vanderford.

Collectively, we represent the Third Grade Math department at Petal Flementary School. Each day we work to make sure that our students are given opportunities which can help them become responsible citizens according to our district's mission. We understand that the state accountability model and the MAAP assessment are used to monitor the academic growth of our students. We are requesting the increase in the accountability measure of students performing advanced on the state assessments for two consecutive years be changed from 1 point to 1.25 accountability points. We have found that maintaining a student at the advanced performance level is as difficult as moving up from one performance level to the next. In fact, in some cases it is even more difficult. It is not simply maintaining to stay in advanced; rather, the student must grow academically and demonstrate consistently high levels of motivation to continue at this rigor.

We are requesting that schools receive 1.25 accountability points for students who maintain an advanced performance level on MAAP assessments from year to year and feel that this change should go into effort this school year for the 2017-2018 assessment results. We appreciate your consideration on this matter:

Sincerely.

Heather Brown

ANDIS GUGKET Candis Crigler

indsey Lec

Julie Lofton

LUMENM Kelly Ervir:

Anna Scott

Shaff's neutry's boat 11/0 Eightsoid 47 republic in 194000

Kelli Green Dier as

Phone: 501-582 /454 March 20, 2018

Paula A. Vanderlind, Ph.D. Chief Accountability Officer Mississippi Department of Education PO Box 771 Jackson, MS (39205-0771

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Office of /u

Dr. Vandeelord,

As a classroom teacher who has been part of various committees responsible for the design, creation, and scoring of our state assessments, I would like to request that the points awarded within our accountability model for students maintaining a level of Advanced from one year to the next be increased from 1 point to 1.25 points. Having spoken with members of the committee who helped in the creation of the current accountability model, it is clear that the *intent* was to incentivize all students to continue to grow in their levels of mastery, a noble goal. If working toward a level of advanced mastery is the goal, then how can the accomplishments of students who reach that level and choose dot to reat on their learers but rather to continue working just as thelessly to maintain their advanced standing he deemed less valuable than those of students who uttain this level for the First time? Seering advanced is rare; scoring advanced in Consecutive years is even rarer—only 4.8% of students to math and 3.9% of students in FLA doi: so over the past two years.

I recognize that there are those who oppose making such a change, holding to the argument that doing so would be disproportionately advantageout to those districts that are already bigh-performing. Some would even venture to call it inequitable, as if rewarding the highest-performing students somehow punishes lower-performing students. Equity, in my eyes, however, can be defined as equal access to all. Students do nor currently have equal access to the maximum points to be awarded with the defacte penalty placed on our highest performing students, so I view the *current* scoring as inequitable. I believe that an effective accountability model should identify a state's values and then measure schools' progress roward reaching those values. I thuly hope that we value the growth and success of *all* students and, if so, that our measures will reflect that.

Sincerely,

amila

Lake Daniels, 2017-2018 Mississipp: Teacher of the Year Petal Upper Elementary School Mathematics Department March 20, 2018

Paula A, Vanderford, Ph.D Chief Accountability Officer Mississippi Department of Education PO Box 771 Tackson, MS 39205-0771

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MAR 1 3 2018

Office of Accountability

Dr. Vanderford,

As a representative of the 6th Grade Science Department of the Petal Schoel District, we would appeal to you to increase the accountability measure of students performing "Advanced" on the MAAP assessments for two years consecutively. Currently, if a student scores "Advanced" on an ELA or math MAAP and maintains that performance level the next year, the school receives 1 accountability point. It is challenging for students to maintain the "Advanced" level from one year to mother with the following factors possibly affecting growth; the quality of instruction a student receives can vary from year to year due to the reacher's level of experience, understanding of the MCCRS, and outside influences that may affect their teacher's attendance. It is the belief of our department that maintaining an "Advanced" level from year to year could be nist as challenging, if not more so, as moving from a Proficient to Advanced, which reaps 1.25 accountability points.

By changing the accountability prowth table, high performing students in all districts, from the lowest performing to the highest performing, would be encouraged to maintain this highest level of achievement. While we support incentives, for those students who perform at Minimum, Basic, Pass, and Proficient, we believe the highest performing students should receive an equivalent incentive.

We request that schools receive a 1.25 accountability points for students who maintain an "Advanced" performance level on MAAP assessments from year to year instead of only 1 accountability point. Thank you for this consideration.

Sincerely

tan Scanan Kåren Fordham

6th Grade Science PLC Leader Petal Upper Elementary Petal School District

Jana Bennett Theresa Sceele March 20, 2018

To the Mississippi Board of Education:

Thank you for your dedication to our student and teacher education in the state of Mississippi. Please accept this letter as my support of weighting the students who remain a Level 5 score on the MAAP tests as 1.25 growth points. This change benefits students, teachers, and Mississippi schools.

As a high school subject area Algebra 1 teacher, I strive to bring points for our school in the accountability model. I push my students on a daily basis to exceed their potential in order to achieve at a greater level. Presently, our accountability model rewards the school and district 1.25 if the students raise their score to a flevel 5. However, if a student previously scored a Level 5 on their test, the school and district receives only 1 point for maintaining that Advanced Level Score and the school loses .25 points.

With this formula, students who reach and maintain the highest level actually lose points in our accountability model, therefore punishing the school and district for an Advanced score in a consecutive year. Students performing at this level should be rewarded with 1.25 points, thus not discouraging students and the district to perform at an Advanced Level annually. We should push our students to higher expectations and reward them.

In closing, I highly urge you to consider this change in thought of our children. Dedicated and hardworking students performing at Level 5 should be rewarded for their perseverance and diligence throughout our tested areas. Scoring a Level 5 consecutively is a feat that should be compensated.

Sincerely,

Hannah Hastings Algehra 1 Teacher Booneville School District

PETAL SCHOOL DISTRICT

www.petalschools.com

PUTAL MIDDLE SCHOOL

Michael Hogen Trusinal

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March 20, 2018

Office

Dr. Vanderford,

As principal of Petal Middle School, I am writing in full support of adjusting the advanced growth multiplier from the current 1 point to 1.25 points. One of the many responsibilities of my position is to assure that all students are provided opportunities that will maximize their unique potential in terms of academic growth. While I do understand the current accountability model. I must advocate on behalf at this time of students who have scored advanced on the state test. Students who have already earned advanced must continually earn a higher score from one year to the next to remain in the advanced category. Clearly, this represents a tremendous challenge at that level. Remaining advanced, then, is no: simply maintaining. Rather, a student must, in effect, grow to earn an advanced rating in the coming year. Maintaining at the advanced level does equate to growth. In addition, advanced is the highest rating that a student can earn and a should therefore receive the highest number of growth points possible on the state model for accountability.

The argument that such a change would place high performing schools/districts simply is not viable when the needs of and fairness to the actual students is the primary consideration. The current model is weighted to benefit lower performing schools and students I submit that it is equally important for high performing students and their teachers to receive credit for their effort and work. These students and their teachers must work even harder to maintain credit points for an advanced rating/distinction. The heavily weighted growth model makes it more challenging for high performers from year to year. The proposed change to the model would level the playing field at both ends of the spectrum and provide the maximum points to the highest achievers who can sustain the highest levels of competence.

Again, I am requesting that the accountability model be adjusted so that 1.25 accountability points are awarded for students who maintain an advanced performance level on MAAP assessments from year to year. In order to be responsive to the immediate need, I am requesting that this change go into effect for the current school year and apply to MAAP assessment, results for the 2017-2018 school year. Thank you for your consideration of this very important matter.

S ncerely

Unhalt togan

Michael Hogan Principal, Petal Middle School

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MAR 2 3 2018

Office of Accountability



203 East Central Avenue

Petal, MS 39465

Phone: 681-584-5303

PETAL SCHOOL DISTRICT

www.petalschools.com

PRTAL MIDDLE SCHOOL

Michael flogan. Winges

Sandy Humpton Assizant Foundard

Paula A. Vanderford, Ph.D. Chiel Accountability Officer Mississippi Department of Education PO Box 771 Jackson, MS 39205 0771

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MAR 2.3 2018

Office of Accountability

Dr. Vanderford,

March 20, 2018

The purpose of this letter is to express my support of revising section 6 item 6.2 of the Mississippi Statewide Accountability System business rules to add students staying at Advanced from one (1) year to the next to be given a weight = 1.25 beginning school year 2017-2018. The following paragraph contains my justification for my support of students who continually perform at the highest level of academic achievement to receive 1.25 points for growth.

One of my reasons for supporting the change is due to the low number of questions assigned a Performance Level Descriptor (PLD) of Advanced on each administration of the MAAP/EOC assessments. With fewer questions having an Advanced PLD there is less of an opportunity for a students to score Advanced. It is not fair to withhold incentives that would encourage our state's highest performing students to centinue to work hard and perform at the highest level.

Another reason I support the change is that the cut score for Advanced varies from one grade to the next and from one MAAP/EOC administration to the next. In other words, there are students who will have to answer up to an additional 15 questions correctly on the following year's assessment to maintain their Advanced performance tevel.

Therefore I suppor, your proposal requesting the State School Board of Education approve the change to the Mississippi Statewide Accountability System business rules to add students staying at Advanced from one (1) year to the next will be given a weight = 1.25.

Sincerely.

Mrs. Christy Sheffield Seventh Grade PLC Leader/ Science Teacher Petal Middle School Petal, MS

203 East Central Americe Potal, Nrt 19455 Phone: 601-584-6301 Fax: 601-584-63716



@054/446



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March 21, 2018

Paula A, Vanderford, Ph.D. Chiet Accountability Officer Mississippi Department of Education PO Box 771 Jackson, MS 39205-0771

Dr. Vanderford,

The purpose of this letter is to express our support in favor of revising section 6 item 6.2 of the Mississippi Statewide Accountability System business rules to add students anying at Advanced from one (1) year to the east will be given a weight ~ 1.25 beginning school year 2017-2018. Now that we have face consocutive years of comparable Statewide Assessment data being applied to the same accountability model, offsetive indgement can be made about the equipy and falmess of the current business rules. The following paragraph contains some of the justifications for our support of students who continually perform at the highest level of academic achievement in receive 1.25 points for growth.

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Respectfully,

Heah R. Bodie

PETAL SCHOOL DISTRICT

www.petalschouls.com

March 21, 2018

Paula A. Vanderford, Ph.D. Chief Accountability Officer Mississippi Department of Education PO Box 771 Jackson, MS 39205-0773 RECEIVED

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Office of Accountability

PETAL HIGH SCHOOL Rob Kalalo

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Dr. Vunderford,

First of all, I would like to thank you for the work that you are doing to ensure that our students and schools are accurately assessed and hele accountable for that assessment. I appreciate your dedication to this state and our students.

I would like to write to you expressing my support for changing the advanced growth multiplier to 1.25 points. Currently, students maintaining an advanced level do not receive the additional .25 points, yot they must correctly answer more questions in order to receive that same advanced score, which indicates that they have, in fact, grown. The current model levers growth from the Minimal, Basic, and Proficient level students growing, yet students performing at the highest levels do not receive that same incentive despite consistently performing near the top amongst their peers. This encouragement of growth is not consistent for these students and is seemingly unequal. This is done despite the fact that scoring Advanced is a for more accurate according to The Conditional Standard Error of Measurement, meaning students scoring in this range have a much more valid score.

I do believe that the growth model is a vital measurement of a school's success. Schools should be pathways to stretching students to reach their highest potential, however, to ensure that all students are fairly measured according to this model, please consider changing this advanced growth multiplier from 1 to 1.25 points. Thank you for your consideration.

Sincerely. lames Joel Bowmar

Assistant Principal, Petal High School



1145 Highway 42

Potol, MS 39465 Phone: 501-553-3535

Fax: 001-545-1229

KC32/306



Sumraff Elementary School 198 Todd Road Samraff, MS 39442 Phone:601-758-4289 / Pan.601-758-4203 www.lamarchuntyschools.org

March 21, 2018

Paula A. Veoriorford, Ph.D. Chief Accountability Offices Mississippi Department of Education PO Box 7/1 Jackson, MS 39205-0771

Dr. Vanderford,

The purpose of this latter is in express our support in theor of revising section 6 item 6.2 of the Mississippl Statewide Accountability System business rules to add acudents staying at Advanced from one (1) year to the next will be given a weight = 1.25 beginning achool year 2017-2018. Now that we have three consocutive years of comparable Statewide Assessment data being applied to the same accountability model, effective judgements can be nearly about the could and families of the encert business rules. The following paragraph contains some of the justifications for our support of students who continually perform at the following paragraph contains achievement to receive 1.25 points for growth.

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In closing, we know that there are people who would argue that students performing Advanced from one year to the next is not showing growib. We have concluded that it is just as difficult, if not more difficult for a student to continually perform at the Advanced level. Therefore we support your proposal requesting the State School Board of Education approve the change to the Mississippi Statewide Accountability System business rules to add students taying at Advanced from one (1) year to the next will be given a weight = 1.25.

They over Principal



Summall Elementary School 198 Tudd Road Summall, MS 39482 Phone:601-758-4289 / Fux:601-758-4209 www.lantacouncyschools.org

March 21, 2018

Paula A. Vanderford, Ph.D. Chief Accountability Officer Mussissippi Department of Education PO Box 771 Jackson, MS 35205-0771

Dr. Vanderford,

The purpose of this letter is to express our support in favor of revising section 6 item 6.2 of the Mississippi Statewide Accountability System business rules to add students staying at Advanced from one (1) year to the next will be given a weight - 1.25 beginning school year 2017-2018. Now that we have three consecutive years of comparable Statewide Assessment data being applied to the same accountability model, effective judgements can be made about the equity and fairness of the current business rules. The following paragraph qualmins some of the justifications for our support of students who continually perform at the highest lavel of nondemic achievement in receive 1.25 points for growth.

The first reason is a result of the low number of questions assigned a Performance Level Descriptor (PLD) of Advanced on such administration of the MAAP/EOC essessments, will: fewer questions having an Advanced PLD there is less of an opportunity for a students to score Advanced. Second, because the cut score for Advanced varies from one grade to the next and from one MAAP/EOC administration in the next, there are students who will have to answer up to an additional 15 quastions correctly on the following year's assessment to maintain their Advanced performance lavel. The next reason involves the Conditional Standard Error of Measurement (CSEM) with the MAAP/ECC! assessments. As a student's MAAP/EOC scores uncrease the CSEM associated will their score decreases. Therefore a more classified as Advanced is more accurate than a acure classified as Proficienc, Pass, or Basic. This means there is loss of a change a student can guess on the savesoment and still receive a score classified. as Advanced. The final reason is that in the current accountability model the lotal points assigned to and out growth. 41% of 1,000 point High Schools and Districts, and 57% of 700 point Elementary Schools, to disproportionarchy graner than the other categories being measured. It is our understanding these percentages were set with the intention of incentivising schools and districts to focus on student growth. We whelsh surtedly support incendivising sludent growth, but under the current business rules all the incentives are given to students performing at Minimum, Basic, Pass, and Profiolent. It is not fair nor equitable to withhold incontives data would encottenge our state's highest performing audents to continue to work hard and perform at the highest level.

In closing, we know that there are people who would argue that shidents performing Advanced from one year to the neat is not showing growth. We have concluded that it is just as difficult, if not more difficult for a student to continually perform at he Advanced level. Therefore we support your proposal requesting the State School Board of Education approve the change to the Mississippi Statewide Accountability System business rules to add students slaving at Advanced from one (1) year to the west will be given a weight = 1.25.

Respectfully.

Leigh Malone

R.H. Long **Booneville Middle School** 300-A George E. Allen Urive Rounev Le. MS 38539

Phone: 652-728-5845 Bred Mixon - Philippid

Find 662-728-2427 Brian Wittehgen - Assistant Principal

March 21, 2018

To the Meetes ppl Board of Education:

Thenk you for your fearleastive or our actionity in the state of Missipsipp . As the Work lugarither, duri allubatis are making great relider in their assignt a subcess and are setter prepared for their factors.

New wars to thank you for cowe dering ultawing students that access a level 5 or the WAAP assessment and maintain a level 5 to receive 1.25 gravits points. This feature and written in 4 etcasor of inscripting any student one remains a Level 5 to receive 1.26 points for growth. Students and Machine twentwent was chose an outlevel to built results pussible on MAAP and this change will greetly benefit students, starte as, and schools.

Under the pursue business rule concerning the prover of least 5 students, any situation with response least 5 resolves 1.25 points for anowing providin Trife is a gradula accompositive of reaching and subdents. However, an issue and and year when a students or least a 5. This same sautom code. 25 collide frame lines the accious year.

te clasting, Little support the record mendation to allow alluative distination in revel 5 on MAAP to preserve in grouph. Thank you for considering this mather.

Sciently,

Buch Min Grand MERCAN Principal Ricoraville Maste Schoo Ricoraville School District

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Sumcall Elementary Solicol 198 Todd Road Sumeall, MS 19482 Phone-601-755-4289 / Pax:601-758-4203 www.lamarcountyschools.org

March 21, 2018

Paula A. Vanderbrd, Ph.D. Chief Accountability Officer Mississippi Department of Education PO Box 771 Justicon, M3 39205-0771

Dr. Vanderford,

The putyons of this letter is to express our support in favor of revising section 6 item 6.2 of the Mississippi Statewide Accountability System business rules to add students staying at Advanced from me (1) year to the next will be given a weight = 1.25 beginning school year 2017-2018. Now that we have three consecutive years of comparable Statewide Assessment data being applied to the same accountability model, effective jurgements can be made about the equity and faintees of the current business rules. The following paragraph containt some of the justifications for our support of students who continually parform at the highest level of academic achievement to receive 1.25 points for growth.

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In closing, we know that there are people who would argue that students performing Advanced from one year to the next is not showing growth. We have concluded that it is just as difficult, if not name difficult for a student to continually perform at the Advanced level. Therefore we support your proposal requesting the State School Board of Education approve the charge to the Misslasippi Smewide Accountability System business rules to did attidents staying at Advanced from one (1) year to the next will be given a weight = 1.25.

Respectfully,

Erin Parrish

PETAL SCHOOL DISTRICT

www.petalschools.com

Paula A. Vanderford, PhD. Chief Accountability Officer Mississippi Department of Education P.O. Box 771 Jackson, MS 39205-0771

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MAR (3 2018

Office of Accountsbillity

Dr. Vanderfard

As principal of Petal High School, I would like to write you this letter on behalf of my support for the potential change for the advanced growth multiplier from 1 point to 1.25. I uncerstand that a major component to the accountability model is to reward student growth, and 1 agree with that premise. Our goal at Petal High School is to challenge each and every student to meet their maximum potential and grow academically and emotionally each year. A student must grow academically to maintain an advanced score from year to year, and it only stands to reason that those students, and the school, shoold be receive maximum points for that growth. Since there is no level higher than advanced to which to "grow," it only makes sense that admeving the advanced level should allow for the maximum amount of growth points, which in this case would be the 1.25 multiplier.

It is my belief that this proposed charge will benefit all schools equally, but more importantly, it will reward students who are performing at the highest level. It is for these reasons, that I support the proposal that schools receive the 1.25 accountability points for students who maintain the advanced level on the MAAP assessments from year to year. It seems to be the most fair and equitable way to account for our student's achievement. Thank you so much for your time and consideration.

1145 Highvay 42 Potal, M8 30405 Phone: 601-563-35 38 Fax: 601-545-1220



Sincercly,

Rob Knight Principal Publi High School

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PSTALINGH SCHOOL Rob Kolds

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PETAL SCHOOL DISTRICT

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Office of Accountrability

Dr. Vanderford,

P.O. Bux 771

Paula A. Vanderford, PhD.

Jackson, MS 39205-0771

Chief Accountability Officer

Mississippi Department of Education

As an Algebra I teacher at Petal High School, I would like to prin with my administrators and co leagues to encourage the Mississippi State Department of Education to strongly consider rewarding students and their schools with a 1.25 multiplier for achieving advanced levels of performance on the Mississippi State Assessment Instruments.

Considering the rigor of the Algebra 1 state test, a student who sums an advanced score should receive the maximum number of growth points possible. As a teacher, 1 find if to be much more challenging to help a student stay at a level 5 in Algebra 1 than helping a statent in a lower proficiency band nove forward. An advanced score requires meticateus work, a deep understanding of the subject number, and the ability to make mathematical connections to solve problems. There is very little room for student caror in the advanced level on the Algebra 1 MAAP test. A student who came an advanced score in Algebra 1 has truly demonstrated a mastery of the course context and should be rewarded for that achievement.

As I work in the classroom to help all of my students grow to their fail potential, it is disheattening to carsider that utlented students who achieve at the highest level are not being rewaread or the same level as their poets. If our goul is truly to have everyone student be mathematically proficient or advanced, then offering the maximum r incentive for achieving and maintaining these levels would be in our state's best interest as well.

Thank you for considering these thoughts as you work to make the Mizziszippi

School Accountability Model fair and equitable for all studen s and schools.

1145 Highway 42 Petal, MS 39465 Phone: 401-583-3638 Pax: 401-345-1229



Teresa Loper

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Varhomatics Teacher Petal High School

Jeresa Imer



SUPERINTENDENT DETEDUCATION Dr. Ronnie McGebee

> INDARD (8° CDUCATION William Grissed, President Phillip Huskey, Scenesary Dr. Pollia Griffin Wayne (interez Sam Kelly

- TO: Mr. Walt Drane Executive Director Mississippi Department of Education, Office of District and School Performance
- FROM: Ronnie McGehoo, Ph.D. Superintendent

Greg Paczak, Ph.D. Director of Research & Development

DATE: Viarch 23, 2018

SUBJECT: Administrative Proceshires Act (APA) Process Response for the Proposed Accountability Growth Revisions

Madison County Schools (MCS) is in agreement concerning the growth revision for students maintaining an advance performance level from one year to the next that will earn them additional credit valued at 1.25. Also, MCS concurs with making all other exceptional growth incentives congruent to the 1.25 value; however, the claricy of the below rule is in question.

6.2

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

Staving at Advanced from one (1) year to the rexcivil be a ven a wordt = 1.25.
 Any increase of two (2) or more performance/proficiency levels will be given a weight = 1.25.
 Any increase to the highest performance/proficiency level will be given a weight = 1.25.
 An increase with n the highest performance/proficiency level and any other increase is given a weight = 1.

Note: Because additional weight is given, it is makematically possible for a school or district's growth value to be greater than 100 points for any/all of the four (4) growth components.

MCS believes that the fourth bullet is contradicting the proposed new first bullet, as "Advancea" is the "highest performance/proficiency level." The phrase "An increase within the highest performance/proficiency level and" (i.e., "Advanced") should be deleted so that the fourth bullet reads as follows: "Any other increase is given a weight – 1." This adjustment will produce equivisioney in Rule 6.2.

Mississippi Statewide Accountability System: Business Rules

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. (Miss. Code Ann. § 37-17-6)
- 1.2 Grades for schools (and districts) with no 12th grade (elementary/middle schools) will be determined based on the following cut-points effective with the 2016 2017 school year:

		Α	≥	442
377	≤	В	<	442
328	≤	С	<	377
269	≤	D	<	328
		F	<	269

1.3 Grades for schools with a 12th grade will be determined based on the following cut-points effective with the 2016 - 2017 school year:

		Α	≥	787
679	≤	В	<	787
612	≤	С	<	679
547	≤	D	<	612
		F	<	547

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

		Α	≥	668
599	≤	В	<	668
536	≤	С	<	599
489	≤	D	<	536
		F	<	489

- 1.5 Assignment of district grades will be calculated by treating the district as one (1) 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% (≥ 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 meet FAY at the school/district if the movement of the student appears to be within the same school/district.
- 2.10 If a student drops out of school and re-enrolls within the same school year, the re-entry date of the student will be included as the next enrollment date for the student.

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 ten (10) valid test scores in each of the required components. Schools that do not have the minimum of ten (10) valid test scores for each of the components 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 participation requirement, the school 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 ten (10) valid test scores. If there are less than ten (<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 ten (<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 four (4) students with valid scale scores are required to identify the Lowest Performing Students. If a grade has less than four (<4) students

with valid scale scores for the subject, there will be no students identified as being in the Lowest Performing Students for that grade level for that subject.

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

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.)
- 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.
 - 5.1.1 For proficiency components worth fifty (50) points, the weighted percentage of students proficient will be multiplied times 0.5 to determine the points applied to the component.
 - 5.1.2 The science proficiency component for schools with a 12th grade will be based on all science assessments administered at that school. Therefore, for schools with a 12th grade that also have a 5th and/or 8th grade, the science component for that school will still be worth fifty (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 Proficient from one (1) year to the next
 - An increase within the lowest three (3) performance/proficiency levels that crosses over the mid-point of the level. (Example: Bottom half of Basic to top half of Basic)

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

- 6.2 Additional weight in the numerator is given for the following increases:
 - Staying at Advanced from one (1) year to the next will be given a weight = 1.25.
 - Any increase of two (2) or more performance/proficiency levels will be given a weight = 1.25.
 - Any increase to the highest performance/proficiency level will be given a weight = 1.25.
 - 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 three (3) 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 thirteen (13) scale score points, the bottom half of the range will be seven (7) scale score points and the upper half of the range will be six (6) scale score points.)

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

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

- 6.5 Assessments used for calculation of growth will include:
 - Grade-level (3-8) assessments in English Language Arts;
 - Grade-level (3-8) assessments in Mathematics;
 - High School level assessments in English Language Arts;
 - High School level assessments in Mathematics;
 - Alternate Assessments (3-8 and High School) in English Language Arts; and
 - Alternate Assessments (3-8 and High School) in Mathematics.

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

6.6 Students taking Algebra I in 7th or 8th grade are required by Federal regulation to also take the grade-level assessment in mathematics. Therefore, these students will have two (2) growth calculations: grade-level to grade-level and grade-level to Algebra I. The grade-level to grade-

level growth calculation will be applied to the current school. The grade-level to Algebra I growth calculation will be banked until the student's 10th grade year.

- 6.7 To calculate growth for the High Schools for Math-All Students, Math-Lowest Performing Students, Reading-All Students and Reading-Lowest Performing Students, the 8th grade grade-level assessments will be used as the baseline. The exceptions to this are as follows:
 - If a student takes Algebra I during his/her 8th grade year, his/her 7th grade grade-level assessments will be used as the baseline and banked until the student is in the 10th grade.
 - If a student takes Algebra I in the 7th grade, his/her 6th grade grade-level math assessment will be used as the baseline and banked until the student is in the 10th grade.
- 6.8 If a student does not have the previous year's grade-level assessment, the student will be excluded from the growth calculation(s) except in the cases of the high school level assessments.
- 6.9 For students taking high school level assessments in grades lower than 10th grade, growth will be banked until the student's 10th grade year and then applied.
- 6.10 If a student does not take the required high school level assessments until 11th or 12th grade year, growth will be calculated and applied in the first year he/she has a valid score. The exception to this will be for students taking the alternate assessment. For students taking the alternate assessment, a cap of two (2) years will be applied to the growth calculations. Therefore, if a student takes the alternate assessment in 8th grade and does not take the high school level alternate assessment until 11th or 12th grade, he/she will not be included in the growth calculations.
- 6.11 Students who are retained in grades 3-8 will have a growth calculation based on the retained grade from the previous year. (Example: A 4th grade student who was retained will have growth calculated based on his/her previous year's 4th grade assessment scores.)
- 6.12 For K-3 schools, growth of 4th grade students in the district will be used for the growth calculations of the K-3 school in which they met FAY. Growth of the 3rd grade students who are retained will be included with the 4th grade student growth calculations.
- 6.13 The student must meet FAY for the current year in order to be included in the growth calculations but is not required to meet FAY for the previous year.
- 6.14 Growth will not be calculated for students who take the Alternate Assessment in the current year but took the grade-level general education assessment the previous year or vice versa.
- 6.15 The denominator for the growth calculation includes any FAY student with two (2) valid assessment scores (as defined above). The numerator will include any student included in the denominator who has demonstrated growth as defined above, and weighted accordingly.
- 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 3rd 7th 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 the 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 Miss. Code Ann. § 37-17-6, who are the lowest performing students in a given subject area.

The process:

- 1. Beginning with the 2014-2015 school year, the scores of all students participating in the general education and alternate assessments will be standardized by subject area, grade level, assessment type, and school year.
- 2. Sort the standardized scores of all FAY students in a grade from highest to lowest based on their prior year standardized scores. Students without an eligible score from the previous year are not included. (See Section 6. Growth and Rule 7.1.3 for additional clarification.)
- 3. Divide the number of students in the list by four (4).^{*} If the result is not a whole number, then automatically round up to meet the 25% minimum.
- 4. Count, from the lowest score up, the number of students identified in step 3. Then identify the standardized score that corresponds to that student. This standardized score becomes the boundary score.
- 5. Identify all students with the boundary score determined in step 4. All students with the same boundary score or lower standardized score will be included in the 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 4th grade will be identified based on the students who attended the school, not based on their 4th grade school's Lowest Performing Students subgroup. Therefore, a student may be identified in the Lowest Performing Students subgroup in one (1) 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 (1) school]. Therefore, it is possible that some students may be identified as members of the Lowest Performing Students subgroup for their school but not for their district, or for their district but not their school.
- 7.3 The Lowest Performing Students subgroup for the state will be identified using the same method [i.e., the state will be calculated as if it were one (1) school].
- 7.4 Deleted

8. Graduation Rate

8.1 The federally-approved four-year graduation rate will be used. (Miss. Code Ann. § 37-17-6) Definition: The number of students who graduate in four (4) years from a school and LEA with a regular high school diploma divided by the number of students who entered four (4) years

^{*} The Mississippi Statewide Accountability System determines 25% of the student population by multiplying the number of students by 0.25.

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earlier as first-time 9th graders, with adjustments for deaths, emigration, and transfers in and out. Ninth grade students who repeat 9th grade will stay in their original cohort.

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

- 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 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 three (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 (2) components will be combined for one (1) score worth fifty (50) points and phased in on the following sliding scale:
 - a. Year 1 (2015-2016): (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 and/or related exams 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 11th or 12th grade plus any 9th or 10th grade students who are taking and passing these assessments/courses. (9th and 10th grade students will not be included in the denominator unless they are also included in the numerator.)
 - 9.4.3 Students participating in multiple accelerated courses during the same school year will be given additional weighting in the numerator as follows:
 - 2 courses: 1.1
 - 3 courses: 1.2

- 4 courses: 1.3
- 5 courses: 1.4
- 9.5 Calculation of Performance
 - 9.5.1 The numerator for the Performance component calculation will be the number of students taking and passing accelerated assessments/courses such as AP, IB, AICE, dual credit, dual enrollment, or industry certification courses based on the definition above.
 - 9.5.2 The denominator for the Performance component calculation will consist of all students participating in the courses and/or tests identified in the participation calculations.
 - 9.5.3 Students who are enrolled in accelerated courses but do not take the required assessment will be considered as "not proficient" in the performance calculations.
- 9.6 For students taking and passing multiple courses, the additional weighting used in the participation calculations will be applied.
- 9.7 In the calculation of participation, students who take an accelerated course during their 11th grade year but do not take an accelerated course during their 12th grade year will be counted in the denominator both years, but in the numerator during their 11th grade year only.
- 9.8 FAY requirements will not be applied to the participation or proficiency calculations in the Acceleration component.

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 U.S. History end-of-course assessments in a grade below 10th grade will be "banked" for proficiency/achievement and growth calculations until the student is in the 10th grade and then applied to the student's 10th grade school (if the student met FAY requirements the year he/she was assessed and during his/her 10th grade year). (See Section 6 for additional clarification on Growth.)
- 10.2 If a student transfers out of the district before or during their 10th grade year, his/her scores (achievement and growth) will not be applied to the school of origin or receiving school in the new district.

Note: 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. (Miss. Code Ann. § 37-17-6)
- 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. (Miss. Code Ann. § 37-17-6)
- 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 (2) consecutive years will also be identified as "Priority" schools. (Miss. Code Ann. § 37-17-6)
- 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. (Miss. Code Ann. § 37-17-6)

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

- 13.1 Schools identified as "A" schools will also be identified as "Reward" schools. (Miss. Code Ann. § 37-17-6)
 - 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)

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)

- 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 Local Education Agencies (LEA) 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

- 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

- 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 (2) valid assessment scores for the same assessment on the same date, the higher of the two (2) scores will be used in the school/district accountability calculations.

18. Invalid Test Scores

- 18.1 Students with invalid test scores will be counted as "not tested" for participation calculations. 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 – Lowest Performing Students	80.5
Math Proficiency	80.5
Math Growth – All Students	80.5
Math Growth – Lowest Performing Students	80.5

Science Proficiency	80.5
Total Score	564

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

20. School Reconfigurations or Redrawing of District Lines

- 20.1 A school's accountability calculations will be based on the grade configuration of the school (and the students in that school) on the date that corresponds with the 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, and 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, Pre-K through 2nd grade School:

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

Example 2, Pre-K through 3rd Grade:

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

Example 3, Pre-K through 4th Grade:

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

Example 4, 6th and 7th grade:

- Reading and Math Proficiency The reading and math scores from students in 6th and 7th grade at the school will be used to calculate the math and reading proficiency for that 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 6th and 7th grade at the school will be used to calculate the growth for Reading-All Students, Math-All Students, Reading-Lowest Performing Students, and Math-Lowest Performing Students for 6th and 7th grade.
- All applicable FAY rules will apply.
- 22.1.2 An equating process to adjust the points required will be used for elementary/middle schools that do not have science scores because the school does not have a 5th or 8th grade.
- 22.1.3 Beginning with the 2014-2015 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 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 schools (special private schools; i.e., Millcreek, CARES, etc.) but are enrolled in regular Mississippi public schools will have their 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 USDE's EDEN (Education Data Exchange Network) reporting requirements as a separate school entity will receive a grade.

24. 9th Grade Only Schools

24.1 Scores of a 9th grade only school will be combined with the high school to which that school feeds and calculated as one (1) school but reported as two (2) separate schools. In other words,

both schools will earn the same school grade because it will be based on the same data calculations.

25. College & Career Readiness Indicator

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

- 25.1 The ACT will be used as the College & Career Readiness Indicator.
- 25.2 The College & Career Readiness component will be comprised of a Mathematics and an English/Reading component. These two (2) components will be equally weighted and combined for one (1) score worth fifty (50) points: (Math + English/Reading) ÷ 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.
- 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 English/Reading, 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 availability of 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 (1) statewide 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

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

27. Other

- 27.1 Deceased Students
 - 27.1.1 Students indicated in MSIS as deceased will not be included in any accountability calculations.
- 27.2 Foreign Exchange Students
 - 27.2.1 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