

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

Background Information: 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 will 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
<p>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?</p>	<p>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.</p>
<ol style="list-style-type: none"> 1. 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. 2. The introduction of data procedures that reflect enrollment "continuing without interruption" is new and could result in much smaller denominators for schools. 3. 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. 	<ol style="list-style-type: none"> 1. This section is deleted in the final version. 2. 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. 3. 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.
<p>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 .</p>	<p>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.</p>

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

3500 Government Street PO Box 7002
Ocean Springs, Mississippi 39564
Phone (228) 875-4263

Alison Block
Principal

Ann-Marie Porter
Assistant Principal

February 26, 2018

Dr. Paula A. Vanderford, Chief Accountability Officer
Office of Accreditation
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 a 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 on to the next campus/grade. The high stakes assessment of passing the Reading Gate is already an insurmountable stress for nine year olds. If we truly wanted to win in the current accountability model, it would behoove our 3rd grade students to limit themselves in their performance. However, we are in the business of stretching students to their maximum potential, 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 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,

Susan Dollar



Oak Park Elementary
2230 Government Street
P. O. Box 7002
Ocean Springs, MS 39564-7002

Jennifer F. Pope, Ed.D.
Principal

Joey Lee, Ed.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 area". 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 students seems to negatively impact high performing schools because there are fewer opportunities for the schools to receive the additional growth point. More growth points are given to lower performing schools that move students from a PL1 to PL3. While I am a proponent of measuring growth, I believe growth points for maintaining the top performance level should have an impact on the growth model. I respectfully ask for your consideration to increase the number of growth points for maintaining a PL 5 from 1 point to 1.25 points. Your consideration in this matter is greatly appreciated.

Respectfully,

A handwritten signature in blue ink that reads "Jennifer Pope".

Jennifer F. Pope, Ed.D.
Principal

Believe, Expect, Empower!

Ocean Springs Middle School

3600 Hanshaw Road

P.O. Box 7002

Ocean Springs, MS

39566-7002

Adelle Register, Principal
Cynthia Afford, Asst. Principal
Aldo Morton, Asst. Principal



February 26, 2018

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

Re: Consideration for changes in growth points

Dr. Vandertord:

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 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 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 PL 5. 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 growth model. I respectfully ask for your consideration to increase the growth points for those maintaining a PL 5 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 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 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 their 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 become 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: Billy Ellzey
To: Accreditation
Subject: business rules
Date: Wednesday, February 28, 2018 4:18:16 PM

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
Kosciusko 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.



Post Office Box 1359 • Brandon, MS 39013 • p 601.425.5599 • f 601.828.2618 • www.rcsd.ms

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, Mississippi 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

a. ~~deleted~~

- 6.1 Growth is determined by whether or not a student increases in performance/proficiency levels from year (1) year to the year based on the following criteria:
- An increase of ANY performance/proficiency level
 - Staying at the same performance/proficiency level as the previous Proficient Pass 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: from on half of Basic to the half of Basic.

Following the representation of two scenarios, a linking/relating process will be used to establish comparable weights across the two and old assessments and to determine the credits for meeting growth as defined above.

6.2 ~~Deleted~~ ~~weight~~ will be determined as per the following increases:

- ~~Any increase in Advanced Proficient (3) will be given a weight of 4.25~~
- Any increase of two (2) or more performance/proficiency levels will be given a weight = 2.5
- Any increase to the highest performance/proficiency level will be given a weight = 4.25
- An increase within the highest performance/proficiency level and any other increase will be given a weight = 1.

~~Note: Because each year/weight is given 1.0, it is mathematically possible for a school or district's growth value to be greater than 100 points for any of the four (4) growth components.~~

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."

Superintendent of Education



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- Rule 26 Senior Snapshot

26 Senior Snapshot

The Senior Snapshot is a method of identifying high school students for the high school completion performance table, for the 100% and 100%+ graduation rates. It is required by the 100% graduation rate law. The Senior Snapshot is a method of identifying high school students for the high school completion performance table, for the 100% and 100%+ graduation rates. It is required by the 100% graduation rate law. The Senior Snapshot is a method of identifying high school students for the high school completion performance table, for the 100% and 100%+ graduation rates. It is required by the 100% graduation rate law.

We are requesting two points of clarification for the revised language:

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 Senior Snapshot 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 Out code (e.g., F5 Out of State or F8 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 10th grade" may be counterproductive to the desired result. Some students may not begin Month 1 in the 10th grade, and yet are still enrolled for three school years prior to completion. For example, a student who is lacking one course in order to meet a district's promotion policy might begin the year with a 9th grade status, but enter 10th grade later in the year, and then matriculate through 11th and 12th grade with his or her cohort. Based upon the language above, this student would be excluded from the calculation. Further, stipulating the 10th grade status could omit early graduates who never have a 10th grade status. 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.

Sincerely,

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

Superintendent of Education

From: [Brian Harvey](#)
To: [Accreditation](#)
Subject: Change to Business Rules for Early Graduation and Advanced Students
Date: Monday, March 05, 2018 9:29:55 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,

A handwritten signature in blue ink, appearing to read 'Bonita Coleman', written over a horizontal line.

Bonita Coleman, PhD
Superintendent of Schools

From: Marni Herrington
To: Accreditation
Subject: comments on revisions
Date: 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 Davidson Elementary School
662-226-4870*

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From: Steven Hurdle

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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OAK GROVE HIGH SCHOOL
5136 Old Hwy 11
Hattiesburg, MS 39402

PRINCIPALS

Head Principal

- Helen Price

Assistant Principals

- Lany Alsworth
- Kalin Bounds
- James Gardner
- Cynthia Venson

COUNSELORS

- Nafiyah Kirkland
- Dennis McNelis
- Miriam Forcz
- Stephanie Quorns
- Rebecca Yavin

ATHLETIC DIRECTOR

- Chris McCardle

LEAD TEACHER

- Michelle Sisaon

MAIN OFFICE

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ATTENDANCE

OFFICE

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oahs.lamarock-myschools.org

March 5, 2018

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

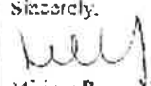
Dr. Vanderford,

The purpose of this letter is to express our support in favor of revising section 6 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 judgments 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/EOC assessments. With fewer questions having an Advanced PLD there is less of an opportunity for a student to score Advanced. Second, because the cut 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 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 assessments. As a student's MAAP/EOC scores increase the CSEM associated with their score decreases. Therefore a score classified as Advanced is more accurate 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 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 incentivizing schools and districts to focus on student growth. We wholeheartedly support incentivizing 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.

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,


Miriam Perez MA Ed, MS, Psy
OGHS Counselor



OAK GROVE HIGH SCHOOL
5192 Old Hwy 11
Hattiesburg, MS 39402

PRINCIPALS

Head Principal

- Helen Price

Assistant Principals

- Lety Answorth

- Keith Bourne

- James Garner

- Cynthia Venson

COUNSELORS

- Hafiyah Givland

- Dennis McNair

- Maria Perez

- Stephanie Quera

- Rebecca Yawn

ATHLETIC DIRECTOR

- Chris McDermie

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oghs.inparcounttyachos.s.org

March 6, 2018

Paula A. Vanderford, PhD
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 (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 judgments 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 continuously 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.

Respectfully,

Helen H. Price
OGHS Principal



OAK GROVE HIGH SCHOOL
5136 Old Hwy 11
Hattiesburg, MS 39402

PRINCIPALS

Head Principal

- Hider Price

Assistant Principals

- Larry Ainsworth

- Keith Bounds

- James Gardner

- Cynthia Venson

COUNSELORS

- Nafiyah Kirkland

- Dennis McNeil

- William Perez

- Stephanie Quera

- Rebecca Yawn

ATHLETIC DIRECTOR

- Chris McCaree

LEAD TEACHER

- Michelle Sisson

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Fax: 601-264-0100

ATTENDANCE

OFFICE

Phone: 601-264-9240

Fax: 601-266-7715

WEBSITE:

oghs.lanhamcountyschools.org

March 6, 2018

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

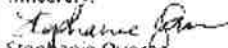
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Sincerely,


Stephanie Quera
OGHS Counselor



LAMAR COUNTY SCHOOL DISTRICT

empowering learners

March 6, 2019

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

Dr. Vanderford,

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Respectfully,

Tess R. Smith
LCS.D, Superintendent



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

March 6, 2018

Paula A. Vanderford, Ph.D.
Chief Accountability Officer
Mississippi Department of Education
P.O. Box 171
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 judgments 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,

A handwritten signature in black ink, appearing to be "By [unclear]".



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 (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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**LAMAR COUNTY
SCHOOL DISTRICT**

empowering learners

March 6, 2018

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

RECEIVED

MAR 22 2018

Office of Accountability

Dr. Vanderford,

The purpose of this letter is to express our support in favor of keeping 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 judgement 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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Respectfully,

Frank Bunnell
Purvis Middle School



March 6, 2018

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

Dr. Vanderford,

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cerely,
Stephanie Chakert
nie



5279 West 4th Street
Hattiesburg, Mississippi 39402
Phone: 601-264-3858
Fax: 601-261-6892

March 6, 2018

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

RECEIVED
MAR 14 2018
Office of Accountability

Dr. Vanderford,

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Sincerely,

Angela McCarty

* Principal Angela McCarty * Assistant Principal - Leslie Thompson, PhD * Lead Teacher - Amy Bynum



**LAMAR COUNTY
SCHOOL DISTRICT**
empowering learners

P.O. Box 1089
474 Martin Luther King Drive
Purvis, MS 39475
Phone: 601-794-1090 Fax: 601-794-1012
www.lamarcountyschools.org

March 6, 2018

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

RECEIVED

MAR 21 2018

Office of Accountability

Dr. Vanderford,

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

Brant St.

PETAL SCHOOL DISTRICT

www.petalschools.com

March 8, 2018

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

RECEIVED
MAR 8 2018
Office of Accountability

Dr. Vanderford,

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Petal School District
Office of Student Assessment
P.O. Box 223
Cata, MS 39145

Office of Student Assessment
Dr. Steven Hampton, Director

Phone: 601-596-4772
Fax: 601-591-4348
steven.hampton@petaschools.com

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,



Steven Hampton, Ph.D.
Director of Student Assessment

Petal School District
Office of Student Assessment
P. O. Drawer 923
Patterson, MS 39463

Office of Student Assessment
Dr. Steven Hampton, Director

Phone: 601-584-1972
Fax: 601-583-4348
steven.hampton@petalschools.org



**LAMAR COUNTY
SCHOOL DISTRICT**
empowering learners

P.O. Box 609
424 Martin Luther King Drive
Purvis, MS 39475
Phone: 601-794-1030 Fax: 601-794-1312
www.lamarcountyschools.org

March 9, 2018

RECEIVED

MAR 21 2018

Office of Accountability

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

Dr. Vanderford,

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Sumrall Middle School 1217 Highway 42, Sumrall, MS 39482

incere

Shana Bodin

PETAL SCHOOL DISTRICT

www.petalschools.com

DISTRICT STAFF

Dr. Matthew L. Dillon
Superintendent

Andy Schwegel
Assistant Superintendent and
Chief Operations Officer

Dr. Dedie Smith
Assistant Superintendent and
Director of Center for Families
and Children

Marvyn Hoyle
School Counselor and
Title I Federal Coordinator

Bodie Churchville
Director of Special Services

Donald M. Dillman
Director of Child Safety

Gavin Guy
Finance Officer

Dr. Niven Hampton
Director of Student Assessment

Bill Eott
Director of Technology and
Information

John Kerner
Director of Technology

Marcelle Jones
Director of Learning Resources
and Federal Programs

William Wheat
Chief Financial Officer

ADMINISTRATIVE OFFICES

115 East Central Ave.
P. O. Drawer 513
Petal, MS 39465
Phone: 601-545-3002
Fax: 601-545-1329



March 9, 2018

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

Dr. Vanderford,

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 hinges 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 advanced 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 schools/districts; however, this growth multiplier is equitable for all. The model is already tailored 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

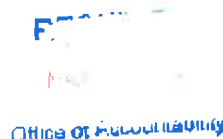

Bruce Magee, Chairman
Jerry DeFatta, Vice Chairman
Troy Wickton, Secretary
Dr. Greg Bullock, Member
Dr. Chuck Harrell, Member



P.O. Box 600
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Purvis, MS 39475
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www.lamarcountryschools.org

March 9, 2018

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



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MAR 21 2018

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 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 judgments 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/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 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 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 assessments. As a student's MAAP/EOC score increase the CSEM associated with their score decreases. Therefore a score classified as Advanced is more accurate 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 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 incentivizing schools and districts to focus on student growth. We wholeheartedly support incentivizing 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.

Sunnall Middle School - 1217 Highway 42, Sunnall, MS 39482

He Rudy



**LAMAR COUNTY
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Purvis, MS 39475
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March 9, 2018

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MAR 11 2018

Office of Accountability

Paula A. Vanderford, Ph.D.
Chief Accountability Officer
Mississippi Department of Education
PO Box 771
Jackson, MS 39202-0771

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 2013-2018. 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/EOC assessments. With fewer questions having an Advanced PLD there is less of an opportunity for a student to score Advanced. Second, because the cut 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 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 assessments. As a student's MAAP/EOC scores increase the CSEM associated with their score decreases. Therefore a score classified as Advanced is more accurate than a score classified as Proficient, Pass, or Basic. This means there is less of a chance a student can pass 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 50% of 400 point Elementary Schools, is disproportionately greater than the other categories being measured. It is our understanding these percentages were set with the intention of incentivizing schools and districts to focus on student growth. We wholeheartedly support incentivizing 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.

Sumrall Middle School • 1217 Highway 42, Sumrall, MS 39482

Ty Sld
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Middle

March 14, 2018

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

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MAR 14 2018

Office of Accountability

Dr. Vanderford,

High ability students represent a reservoir of unlimited potential for the Magnolia State, and we must ensure they have the resources and support they need to be successful. It is our responsibility as guardians of our public schools to create policies to ensure our most talented students are prepared for rigorous academic work and rewarded for their efforts. To demonstrate our commitment to Mississippi's bright future, students who maintain an Advanced Performance Level from year to year on our state assessments should be awarded 1.25 points for growth.

Following two years of administering the Mississippi Academic Assessment Program to students, it has become evident how hard students must work to achieve and sustain an Advanced Performance Level 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 to answer a substantially larger number of questions correctly on extremely rigorous state assessments. Simply stated, these students must master all of the grade level standards at their deepest levels again and again. Consequently, it is imperative that we incentivize the efforts of both the students who are reaching for the highest levels of excellence and the schools responsible for educating them. This change will benefit children from all school districts across our state by shining a light on a group of children who are often overlooked in our noble efforts to meet the needs of so many others who struggle. These children represent the future of the state of Mississippi, and we owe it to them and to our communities to ensure they are well prepared to take on the mantle of leadership as we pass the torch from one generation to the next.

Reaching academic excellence is an issue of both equity and human capital. High-achieving students deserve 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 arenas. If we cannot bring ourselves to push smart kids as far as they can go, we will watch and eventually weep as other states surpass us in producing tomorrow's inventors, entrepreneurs, artists, and scientists. Rewarding sustained advanced work is the next logical step in our shared mission of creating a world class education system for all Mississippi students. Thank you for your consideration of this matter and for your work on behalf of students and educators across our great state.

Sincerely,



Emily K. Branch, Principal
Petal Upper Elementary School
Petal School District

Brenda Shelby

From: Sharman Lumpkin <slumpkin@pre.<12.ms.us>
Sent: Wednesday, March 14, 2018 2:48 PM
To: Accreditation
Subject: I agree

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

March 18, 2018

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MAR 21 2018

Office of Accountability

Dr. Vanderford,

On behalf of both 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 opportunities to actively partake in steps for continued 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 importance is the understanding, our advance students' future happenings rely heavily on the foundation provided for them during their school years. We must advocate for ALL students, in all areas, in all academic situations.

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. It 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,



Allyson Puckett
5th Grade Science PLC Leader
Petal Upper Elementary School
Petal School District

March 18, 2016

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

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MAR 18 2016

Office of Accountability

Dr. Vanderford,

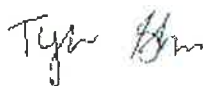
On behalf of the teachers at Petal Upper Elementary School, we are writing to request that students who perform Advanced from one year to the next be awarded 1.25 points rather than the current 1 point in the Mississippi Statewide Accountability System.

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 have to show growth in order to maintain their advanced status from one grade level to the next. The cut scores from tests 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 aiming for their students to score a level 5 Advanced, then why are we not incentivizing 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 Accountability System from a 1 to 1.25 for students who stay at an Advanced level from one year to the next.

Sincerely,



Tyler Shows
5th Grade Math PLC Leader
Petal Upper Elementary
Petal School District

PETAL SCHOOL DISTRICT

www.petalschools.com

PETAL MIDDLE
SCHOOL

Michael Douglas
Principal

Shirley Hampton
Assistant Principal

March 19, 2018

Petal Middle School
Eighth Grade ELA Department
203 East Central Avenue
Petal, MS 39485

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MAR 21 2018

Office of Accountability

Dr. Vanderford,

On behalf of the Eighth 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, 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 advantage 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 requires 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.

Sincerely,



Mrs. Leah Avenmarg
Eighth Grade PLC Leader/ELA Teacher
Petal Middle School

203 East Central Avenue
Petal, MS 39465
Phone: 601-584-4303
Fax: 601-584-4716





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March 19, 2018

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MAR 21 2018

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 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 scoring 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 judgments 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/EOC assessments. With fewer questions having an Advanced PLD there is less of an opportunity for a student to score Advanced. Second, because the cut 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 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 assessments. As a student's MAAP/EOC scores increase the CSEM associated with their score decreases. Therefore a score classified as Advanced is more accurate 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 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 incentivizing schools and

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

disincentive to focus on student growth. We wholeheartedly support incentivizing 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.

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,

Annaliese Babin
Assistant Principal

PETAL ELEMENTARY SCHOOL

www.peta.schools.com

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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MAR 22 2018
Office of Accountability

Dr. 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 an 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.

I appreciate your consideration on this matter.

Sincerely,



Kelli Brown
Principal

Petal Elementary School
1179 Highway 42
Peta, MS 39166

Kelli Brown
Principal

Phone: 601 582 7454
Fax: 601 584 9400
kelli.brown@petaschools.com



LAMAR COUNTY SCHOOL DISTRICT

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Oak Grove Lower Elementary

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Hattiesburg, MS. 39402

Phone: 601-264-3862

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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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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 business rules to add students staying at Advanced from one (1) year to the next will be given a weight = 1.25.

Sincerely,



Vicki Brumfield
Assistant Principal



LAMAR COUNTY SCHOOL DISTRICT

empowering learners

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434 Martin Luther King Drive
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March 19, 2018

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MAR 26 2018

Office of Accountability

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

Dr. Vanderford,

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

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Sincerely,

Helen Carmille
Counselor
Oak Grove Primary School

PETAL SCHOOL DISTRICT

www.petalschools.com

PETAL
ELEMENTARY
SCHOOL

Kelli Brown
Principal

Jennifer Carr
Assistant Principal
District Test Coordinator

March 19, 2018

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

RECEIVED
MAR 20 2018
Office of Accountability

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. Currently, 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 an 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.

I appreciate your consideration on this matter.

Sincerely,



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

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





Purvis Upper Elementary
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March 19, 2018

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

RECEIVED

MAR 21 2018

Office of Accountability

Dr. Vanderford,

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Respectfully,

Amanda S. Cleveland, Ed.S.
Lead Teacher, Purvis Upper Elementary



**LAMAR COUNTY
SCHOOL DISTRICT**

Empowering Learners

Oak Grove Lower Elementary
1762 Old Hwy 24
Hattiesburg, MS 39402
Phone 601-264-3862
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MAR 22 2018

March 19, 2018

Office of Accountability

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

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Sincerely,



Kara Cochran
Lead Teacher

PETAL ELEMENTARY SCHOOL

www.petalschools.com

March 19, 2018

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

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MAR 21 2018
Office of Accountability

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 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 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,

X. Courtney

LaQuisha Courtney

Sherrill Adams

Sherrill Adams

Keri Rhian

Keri Rhian

Hannah Parker

Hannah Parker

Emily Stewart

Emily Stewart

Amy Farris

Amy Farris

Brandon McLain

Brandon McLain

Dustin Crawford

Dustin Crawford

Andrea Robbins

Andrea Robbins

LeAnn Murphy

LeAnn Murphy

Petal Elementary School
175 Highway 42
Petal, MS 39088

Kelli Brown
Principal

Phone: 601.582.7059
Fax: 601.584.0030
kelli.brown@petalschools.com

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

RECEIVED
MAR 21 2018
Office of Accountability

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 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,


Anne Conner Dickerson


Tracy Fagan


Jennifer Johnson


Tarika Moffett


Andrea Pickett


Katie Scully


Jennifer Updegraff

Peta Flower 405 School
1170 Highway 42
Peta, MS 39465

Kelli Brown
Principa

Phone: 601.592.7454
Fax: 601.592.5400
eMail: petaschools@petalschools.com

March 16, 2018

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

RECEIVED

MAR 23 2018

Office of Accountability

Dr. Vanderford:

As a teacher of gifted students at Petal Upper Elementary, I see a need for change in the current accountability model. If students perform "Advanced" on the MAAP assessments two years consecutively, I believe they should receive 1.25 accountability points instead of only 1 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 diligently year to year to maintain an Advanced performance level and not gain the recognition or incentive that they deserve. Every year a new curriculum is added that these students must master. By awarding these students and districts a 1.25 to maintain an Advanced performance level, it acknowledges the rigorous effort and determination that is earned.

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

Sincerely,



Lacy Dykes
Gifted Studies PLC Leader
Gifted Contact Person
Petal Upper Elementary
Petal School District

Brenda Shelby

From: Todd English <tenglish@boonevilleschools.org>
Sent: Monday, March 19, 2018 10:28 AM
To: Accreditation
Subject: APA comments for additional weights
Attachments: 1.25 APA Commemments (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.

Thank you,

Todd English, Ed. D.

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

PETAL SCHOOL DISTRICT

www.petalschools.com

PETAL MIDDLE
SCHOOL

Michael Hagan
Principal

Sandy Hampton
Assistant Principal

March 19, 2018

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

RECEIVED

MAR 21 2018

Office of Accountability

Dr. Vanderford,

The purpose of this letter is to express my support in favor 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 level, 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 Advanced 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(MC CRS), the teacher's level of experience, and outside influences that may affect their teacher's attendance. Third, the current accountability model is disproportionately greater than the other categories being measure which favors lower-performing districts by allowing more points for more growth. Students who perform at Advanced level need motivation for earning 1.25 instead of 1 just as students are motivated to increase from Proficient to Advanced earning 1.25 points.

As a 7th grade math teacher, the students that I have taught work just as 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 maintain 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.

Sincerely,

Darrinda Ford

Darrinda Ford
7th grade math teacher

203 East Central Avenue
Petal, MS 39465
Phone: 601-584-6301
Fax: 601-584-4716



PETAL SCHOOL DISTRICT

www.petalschools.com

PETAL HIGH SCHOOL

Rob Knight
Principal

And Brown
Assistant Principal

Andrea Short
Assistant Principal

Wanda Pittman
English Department
Chair and Teacher
Assistant Principal

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

RECEIVED

MAR 23 2018

Office of Accountability

March 19, 2018

Dear 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 standards and ensuring students' access to a high quality education. Increasing the points awarded for advanced performance ratings supports these goals.

In order to score advanced from year to year, and at times across multiple years, students must continuously grow as they pursue more rigorous standards. In English, this not only means students are building more sophisticated skills, but they are also utilizing a comprehensive skill-set across texts increasing in complexity and length. The level of growth demanded to maintain an advanced performance by both student and teacher is, in my experience, more of a challenge than achieving growth across other performance levels. Awarding one point to advanced performers does not honor the demand for student or teacher.

If our state tests are designed to ensure a fair and equitable education for all students, the accountability formula must also be designed to protect those qualities and accurately communicate our performance toward those 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,



Amanda Peoples Garcia, Ed.S., NBCT
English Department Chair
Petal High School
amanda.garcia@petalschools.com



LAMAR COUNTY SCHOOL DISTRICT

Empowering Learners

Oak Grove Middle School

2543 Old Highway 24

Hattiesburg, MS. 39402

March 19, 2018

Patric 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 from 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 judgments 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/EOC assessments. With fewer questions having an Advanced PLD there is less of an opportunity for students to score Advanced. Second, because the cut 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 13 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 assessments. As a student's MAAP/EOC scores decrease the CSEM associated with their scores decreases. Therefore a score classified as Advanced is more accurate than a score classified as Proficient, Pass, or Basic. That 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 total points assigned to student growth, 40% of 1,000 point High Schools and Districts, and 57% of 770 point Elementary Schools, is disproportionately greater than the other categories being measured. It is our understanding these percentages were set with the intention of incentivizing schools and districts to focus on student growth. We wholeheartedly support incentivizing student growth, not under the current business rules all the incentives are given to students performing at Minimum, Basic, Pass, and Proficient. It is not fair or 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 in 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,

Patricia S. Gray, Ph.D.
Principal



**LAMAR COUNTY
SCHOOL DISTRICT**

Empowering Learners

Oak Grove Middle School

2543 Old Highway 24

Hattiesburg, MS 39402

March 19, 2018

Paula A. Vanderford, Ph.D.
Chief Accountability Officer
Mississippi Department of Education
P.O. Box 3774
Jackson, MS 39205-0774

Dr. Vanderford,

The purpose of this letter is to express our support in favor of revising section 6.2.2 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/EOC assessments. With fewer questions having an Advanced PLD, there is less of an opportunity for a student to score Advanced. Second, because the cut 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 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 assessments. As a student's MAAP/EOC scores increase the CSEM associated with their score decreases. Therefore a score classified as Advanced is more accurate 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 total points assigned to student growth, 40% of 1,000 point High Schools and Districts, and 50% 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 incentivizing schools and districts to focus on student growth. We wholeheartedly support incentivizing 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.

In closing, we know that there are people who would agree 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,

Carlene Rufford
6th Grade Dept. Principal
Oak Grove Middle School

Name
Position



**LAMAR COUNTY
SCHOOL DISTRICT**
Empowering Learners

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

March 19, 2013

Paul A. Vanderford, Ph.D.
Chief Accountability Officer
Mississippi Department of Education
P.O. Box 771
Jackson, MS 39202-0771

Dr. Vanderford,

The purpose of this letter is to express our support in favor of revising section 6 Item 5.2 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 new accountability model, effective judgments 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/EOC assessments. With fewer questions having an Advanced PLD there is less of an opportunity for a student to score Advanced. Second, because the cut 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 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 assessments. As a student's MAAP/EOC scores increase the CSEM associated with their score decreases. Therefore a score classified as Advanced is more accurate 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 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 motivating schools and districts to focus on student growth. We wholeheartedly support incentivizing 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.

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,

Robin Ryder
Asst. Principal
Oak Grove Middle School



**LAMAR COUNTY
SCHOOL DISTRICT**

Empowering Learners

Oak Grove Middle School

2543 Old Highway 24

Hattiesburg, MS 39402

March 19, 2018

Patricia A. Vanderford, Ph.D.
Chief Accountability Officer
Mississippi Department of Education
PO Box 771
Jackson, MS 39201-0771

Dr. Vanderford,

The purpose of this letter is to express our support in favor of reversing 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 highlighting 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 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 student to score Advanced. Second, because the cut 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 following year's assessment to maintain their Advanced performance level. The next reason involves the Conditional Standard Based on Measurement (CSBM) with the MAAP/EOC assessments. As a student's MAAP/EOC scores increase the CSBM associated with their score decreases. Therefore a score classified as Advanced is more accurate 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 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 incentivizing schools and districts to focus on student growth. We wholeheartedly support incentivizing 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.

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,

Fanisha Turner, M.Ed.

Fanisha Turner, M.Ed.
Asst. Principal
Oak Grove Middle School



**LAMAR COUNTY
SCHOOL DISTRICT**
Empowering Learners

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

March 19, 2018

Paul A. Vanderford, Ph.D.
Chief Accountability Officer
Mississippi Department of Education
PO Box 751
Jackson, MS 39205-0751

Dr. Vanderford,

The purpose of this letter is to express our support in favor of revising section 6 from 6.1 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 of 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 judgments can be made about the equity and fairness of the current business rules. The following paragraph outlines some of the justifications for our support of students who continuously 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 MAAPEOC assessments. With fewer questions having an Advanced PLD there is less of an opportunity for a student to score Advanced. Second, because the cut score for Advanced varies from one grade to the next and from one MAAPEOC 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 MAAPEOC assessments. As a student's MAAPEOC score increases, the CSEM associated with their score decreases. Therefore a score classified as Advanced is more accurate 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 total points are good to modest 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 incentivizing schools and districts in terms of student growth. We wholeheartedly support incentivizing 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.

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 of 1.25.

Sincerely,

Jennifer Clark
Lead Teacher
Oak Grove Middle School



**LAMAR COUNTY
SCHOOL DISTRICT**

Empowering Learners

Oak Grove Middle School

2543 Old Highway 24

Hattiesburg, MS. 39402

March 19, 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 (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 judgments 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 consistently 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 administrative of the MAAPEOC assessments. With fewer questions having an Advanced PLD there is less of an opportunity for students to score Advanced. Second, because the cut score for Advanced varies from one grade to the next and from one MAAPEOC 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 MAAPEOC assessments. As a student's MAAPEOC scores increase the CSEM associated with their score decreases. Therefore a score classified as Advanced is more accurate 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 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. If our understanding these percentages were set with the intention of incentivizing schools and districts to focus on student growth. We wholeheartedly support incentivizing 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.

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,

Angela A. Johnson
Guidance Counselor
Oak Grove Middle School



LAMAR COUNTY SCHOOL DISTRICT

Empowering Learners

Oak Grove Middle School

2543 Old Highway 24

Hattiesburg, MS. 39402

March 19, 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 (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 judgments 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 MAAPEOC assessments. With fewer questions having an Advanced PLD there is less of an opportunity for a student to score Advanced. Second, because the cut score for Advanced varies from one grade to the next and from one MAAPEOC 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 MAAPEOC assessments. As a student's MAAPEOC scores increase the CSEM associated with their score decreases. Therefore a score classified as Advanced is more accurate 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 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 incentivizing schools and districts to focus on student growth. We wholeheartedly support incentivizing 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.

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,

Kimberly Ray

Kimberly Ray
Counselor
Oak Grove Middle School



**LAMAR COUNTY
SCHOOL DISTRICT**
Empowering Learners

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

March 19, 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 (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 judgments 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/EOC assessments. With fewer questions having an Advanced PLD there is less of an opportunity for a student to score Advanced. Second, because the cut scores 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 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 assessments. As a student's MAAP/EOC scores increase the CSEM associated with their score decreases. Therefore a score classified as Advanced is more accurate 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 total points assigned to student growth, 40% of 1,000 point High Schools and Districts, and 37% 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 incentivizing schools and districts to focus on student growth. We wholeheartedly support incentivizing 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.

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,

Quinn Young Counselor

Name
Position



LAMAR COUNTY SCHOOL DISTRICT

empowering learners

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

RECEIVED

MAR 26 2018

Office of Accountability

March 19, 2018

Patricia 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 (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 judgments 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/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 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 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 assessments. As a student's MAAP/EOC scores increase the CSEM associated with their score decreases. Therefore a score classified as Advanced is more accurate 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 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 incentivizing schools and

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

districts to focus on student growth. We wholeheartedly support incentivizing 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.

In closing, we know that there are people who would argue that student 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,

Frankie Harris



P.O. Box 603
424 Martin Luther King Drive
Purvis, MS 39475
Phone: 601-794-1030 Fax: 601-794-1012
www.lamarcountyschools.org

March 19, 2018

RECEIVED

MAR 26 2018

Office of Accountability

Paula A. Vanterford, Ph.D.
Chief Accountability Officer
Mississippi Department of Education
P.O. Box 771
Jackson, Ms. 39405-4771

Dr. Vanterford:

The purpose of this letter is to express our support in favor of revising the section 6 (from 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 2017-18. 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 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 point for growth.

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Sunrall High School - 104 Center Street, Sunrall, 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 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,



==

21



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Phone: 601 794 1030 Fax: 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

Dr. Vanderford,

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

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Sincerely,

A handwritten signature in blue ink, reading "Debra Lee Sanders". The signature is written in a cursive style with a large, stylized "D" and "S".

PETAL SCHOOL DISTRICT

www.petal-schools.com

PETAL MIDDLE
SCHOOL

Michael Hogue
Principal

Sandy Hampton
Assistant Principal

March 19, 2018

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

RECEIVED

MAR 21 2018

Office of Accountability

Dr. Vanderford,

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, 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 advantage 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 requires 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.

Sincerely,



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

203 East Central Avenue
Petal, MS 39465
Phone: 601-584-6301
Fax: 601-584-4716



PETAL SCHOOL DISTRICT

www.petalschools.com

PETAL MIDDLE
SCHOOL

Michael Higdon
Principal

Sandy Hampton
Assistant Principal

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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MAR 23 2018

Office of Accountability

Dr. Vanderford,

On behalf of the mathematics department at Petal Middle School, I would like to express our support for increasing the accountability measure for the Advanced performance level for two consecutive years. Beginning this year, 2017-18, we support the implementation of increasing from 1 to 1.25 for maintaining performance at this level. We support 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 lower 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, as well as their teachers, work hard to maintain this level in several ways. Not only is the material presented at each level more advanced than the previous year, but lower questions are offered with Advanced PFD in order to maintain the level. Many more questions are offered at the lower PFD levels. The cut score for maintaining Advanced also varies from year to year which presents a greater and wavering challenge.

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

Sincerely,



Jackie Miller
Petal Middle School Mathematics
Department Chair

203 East Central Avenue
Petal, MS 39465
Phone: 601-584-6701
Fax: 601-584-4716





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March 19, 2018

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MAR 25 2018

Office of Accountability

Paula A. Vanderford, Ph.D.
Chief Accountability Officer
Mississippi Department of Education
PO Box 771
Jackson, Ms. 39405-0771

Dr. Vanderford,

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 staying at Advanced from one (1) year 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 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 point for growth.

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Sumrall High School - 184 Center Street, Sumrall, MS 39487

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 continuously 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,





Purvis Upper Elementary
P.O. Box 1155, 110 Mitchell Avenue
Purvis, MS 39475
Phone: 601-791-2959 / Fax: 601-794-1038
www.lamarcountyschools.org

March 19, 2018

Paul A. Vanderford, Ph.D.
Chief Accountability Officer
Mississippi Department of Education
190 Box 771
Jackson, MS 39203-0771

Dr. Vanderford,

The purpose of this letter is to express our support in favor of revising section 6 Item 6.2 in 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 judgments 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 consistently 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 Description (PLD) of Advanced on each administration of the MAAP/EOC assessments. With lower questions having an Advanced PLD there is less of an opportunity for a student to score Advanced. Second, because the cut score for Advanced varies from one grade to the next and from one MAAP/EOC administration to the next, there are students who will never 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 assessments. As a student's MAAP/EOC scores increase the CSEM associated with their score decreases. Therefore a score classified as Advanced is more accurate 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 total points assigned to student growth, 40% of 1,600 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 encouraging schools and districts to focus on student growth. We wholeheartedly support incentivizing student growth, but under the current business rules all the incentives are given to students performing at Advanced, 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 business rules to add students staying at 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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MAR 20 2018

Office of the Chief Accountability Officer

Dr. Vanderford,

On behalf of the fifth grade English Language Arts and Social Studies department at Petal 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 garner 1.25 growth points.

I have had the opportunity to work with Questar on two occasions, and have seen how the test becomes incrementally more complex across grade levels. In addition, the questions are written to the grade level standards, with very few 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. Students that do so are performing at the very top of their grade level, and this achievement should be rewarded fairly and equitably. Not only are these students demonstrating that they have mastered all 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 on 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 remain at the Advanced level count for 1.25 points. Thank you for your time and consideration in this matter.

Sincerely,



Meredith Myers, M Ed
5th grade ELA/SS PLC Leader
Petal Upper Elementary School
Petal School District



**LAMAR COUNTY
SCHOOL DISTRICT**
empowering learners

P.O. Box 609
424 Martin Luther King Drive
Purvis, MS 39475
Phone: 601-794-3030 Fax: 601-794-1012
www.lamarcountyschools.org

March 19, 2018

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MAR 21 2018

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 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 staying at Advanced (from one (1) year 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 judgments can be made about the equity and fairness of the current business rules. The following paragraph explains 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

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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 continuously 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,

Harry Pace, 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

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MAR 21 2018
Office of Accountability

Dr. 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,

Kelley Rinebold



Mary Roberts



Cindy Lomas



Petal Elementary School
1176 Highway 12
Pett: MS 39465

Colleen
Principal

Phone: 601.583.7454
Fax: 601.584.9400
kel@petalschools.com

March 13, 2019

To the Mississippi Board of Education.

Please accept this letter as my support of weighing the students who remain at a level 5 on the MAAP tests as 1.25 growth points. This change benefits students, teachers and schools.

Currently, we have students and teachers in our school who do not receive the full benefit in scoring on the accountability model when students score a consecutive level 5. I feel it is worthy to reward these students and teachers for their hard work by granting them 1.25 growth points when the scenario arises where the student maintains a level 5. The current method prevents students and teachers from receiving the highest points when they have no option to score higher.

I appreciate your consideration in this matter. Also, I appreciate the hard work you all put into making Mississippi public education better.

Respectfully,

Ho Bardin
Principal
Bloomville 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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MAR 22 2018

Dr. Vanderford,

Office of Accountability

Please accept this letter 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

Petal School District
Administrative Offices
115 East Central Avenue
Petal, MS 39165

Office of the Superintendent
Andy Schoggin, Assistant Superintendent/Chief
Operations Officer

Phone: 601-545-1000
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andy.schoggin@petalschools.com



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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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Respectfully,
Cheri Smith, Counselor



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empowering learners

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RECEIVED

MAR 26 2018

Office of Accountability

March 19, 2018

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

Dr. Vanderford,

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Oak Grove Primary School - 70 Leaf Lane, Hattiesburg, MS 39407

districts to focus on student growth. We wholeheartedly support incentivizing 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.

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

Oak Grove Primary School



**LAMAR COUNTY
SCHOOL DISTRICT**
empowering learners

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

March 19, 2018

RECEIVED

MAR 21 2018

Office of Accountability

Patricia A. Vanderford, Ph. D.
Chief Accountability Officer
Mississippi Department of Education
PO Box 771
Jackson, Ms. 39405-0771

Dr. Vanderford,

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 staying at Advanced from one (1) year 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 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 point 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 students to score Advanced. Second, because the cut score of 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 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 assessments. As a student's MAAP/EOC scores increase the CSEM associated with their score decreases. Therefore a score classified as Advanced is more accurate 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 total points assigned in Elementary Schools is disproportionately greater than the other categories being measured. It is our understanding these percentages were set with the intention of incentivizing schools and districts to focus on student growth. We wholeheartedly support incentivizing 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

Sumrall High School - 184 Center Street, Sumrall, MS 39481

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,

Angela M. Sumrall
Sumrall High School
Guidance Counselor



**LAMAR COUNTY
SCHOOL DISTRICT**

Empowering Learners

Oak Grove Lower Elementary
1782 Old Hwy 24
Hattiesburg, MS. 39402
Phone: 601-264-3882
www.lamarcounty.k12.ms.us

March 19, 2018

RECEIVED

MAR 22 2018

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 letter is to express our support in favor of revising section 6 item 6.2 of the Mississippi Statowide 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 Statowide 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/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 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 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 assessments. As a student's MAAP/EOC scores increase the CSEM associated with their score decreases. Therefore a score classified as Advanced is more accurate 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 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 incentivizing schools and districts to focus on student growth. We wholeheartedly support incentivizing 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.

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,



Matt Thomas
Principal

PETAL SCHOOL DISTRICT

www.petalschools.com

PETAL MIDDLE
SCHOOL

Michael Hogan
Principal

Brendy Humphreys
Assistant Principal

March 19, 2018

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

RECEIVED

MAR 22 2018

Office of Accountability

Dr. Vanderford,

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 from one (1) year to the next will be given a weight = 1.25 beginning school year 2017-2018. The following paragraph 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 fewer 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 incentives 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 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. Janet Ficknell

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

203 East Central Avenue
Petal, MS 39065
Phone: 601-584-6341
Fax: 601-584-4716



PETAL PRIMARY 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

RECEIVED

MAR 22 2018

Office of Accountability

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 responsibilities is to provide a foundation for our young students 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 academic students. Our students come to us with varying levels of background knowledge and experiences. We take students with essentially blank slates and develop them into flourishing readers, writers, and mathematicians. The teachers at Petal Primary School work very closely with the teachers on other campuses in our district as well as with educators across the state to ensure we are growing our students to be not only Mississippi good, but to compete nationally. It is our desire to ensure students develop a deep conceptual understanding 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 evolve 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 school, 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.

Sincerely,



Tessa Trimm
Principal, Petal Primary School

Petal Primary School
601 Herrington Blvd
Petal, MS 39465

Tessa Trimm
Principal

Phone: 601-554-2244
Fax: 601-554-2246
Website: petalschools.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
Jackson, MS 39205-0771

Dr. Vanderford,

Collectively, we represent the Third Grade Math 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 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 effect this school year for the 2017-2018 assessment results. We appreciate your consideration on this matter.

Sincerely,



Heather Brown



Candis Crigler



Kelly Ervin



Lindsey Lee



Julie Lofton



Anna Scott

Petal Elementary School
1179 Highway 49
Petal, MS 39062

Kelli Green
Principal

Phone: 601.682.7404
Fax: 601.682.7400
kelli.green@petalschools.com

March 20, 2018

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

RECEIVED

MAR 20 2018

Office of Accountability

Dr. Vanderford,

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 not to rest on their laurels but rather to continue working just as tirelessly to maintain their advanced standing be deemed less valuable than those of students who attain this level for the first time? Scoring advanced is rare; scoring advanced in consecutive years is even rarer—only 4.8% of students in math and 2.9% of students in ELA did 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 advantageous to those districts that are already high-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 for all. Students do not currently have equal access to the maximum points to be awarded with the de facto 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 toward reaching those values. I truly hope that we value the growth and success of *all* students and, if so, that our measures will reflect that.

Sincerely,



Luke Daniels, 2017-2018 Mississippi 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
Jackson, MS 39205-0771

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MAR 23 2018

Office of Accountability

Dr. Vanderford,

As a representative of the 6th Grade Science Department of the Petal School 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 another with the following factors possibly affecting growth: the quality of instruction a student receives can vary from year to year due to the teacher'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 just as challenging, if not more so, as moving from a Proficient to Advanced, which reaps 1.25 accountability points.

By changing the accountability growth 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,



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

Jana Bennett
Theresa Steele

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 Level 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
Algebra 1 Teacher
Booneville School District

PETAL SCHOOL DISTRICT

www.petalschools.com

PETAL MIDDLE
SCHOOL

Michael Hogan
Principal

Sandy Hampton
Assault Principal

March 20, 2018

RL

ME

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 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 not 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 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.

Sincerely,

Michael Hogan

Michael Hogan
Principal, Petal Middle School

RECEIVED

MAR 23 2018

Office of Accountability

205 East Central Avenue
Petal, MS 39465
Phone: 601-584-5301
Fax: 601-584-4716



PETAL SCHOOL DISTRICT

www.petalschools.com

PETAL MIDDLE
SCHOOL

Michael Hinson
Principal

Shady Hampton
Assistant Principal

March 20, 2018

Paula A. Vanderford, Ph.D.
Chief Accountability Officer
Mississippi Department of Education
PO Box 771
Jackson, MS 39205-9771

RECEIVED

MAR 23 2018

Office of Accountability

Dr. Vanderford,

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 continue 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 level.

Therefore I 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,



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

205 East Central Avenue
Petal, MS 39465
Phone: 601-584-6301
Fax: 601-584-4716





Sumrall Elementary School
 198 Tuck Road
 Sumrall, MS 39482
 Phone: 601-758-4289 / Fax: 601-758-4203
www.lamarcountyschools.org

March 21, 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 (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 judgments 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 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 each administration of the MAAP/BOC 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/BOC 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/BOC assessments. As a student's MAAP/BOC scores increase the CSEM associated with their score decreases. Therefore a score classified as Advanced is more accurate 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 total points assigned to student growth, 40% of 1,000 point High Schools and Districts, and 37% 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 incentivizing schools and districts to focus on student growth. We wholeheartedly support incentivizing 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.

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.

Respectfully,

Leah R. Bodie

PETAL SCHOOL DISTRICT

www.petalschools.com

PETAL HIGH SCHOOL

Bob Knight
Principal

Jack Bowman
Assistant Principal

Andrea Sympel
Assistant Principal

Wayne Pittman
James A. Richard
Peterson Director and
Assistant Principal

March 21, 2018

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

RECEIVED

MAR 23 2018

Office of Accountability

Dr. Vanderford,

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 held 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, yet 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 favors 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 far 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,

James Joel Bowman
Assistant Principal, Petal High School

1145 Highway 42
Petal, MS 39465
Phone: 601-583-3536
Fax: 601-545-1229





Sumrall Elementary School
198 Todd Road
Sumrall, MS 39482
Phone: 601-758-4289 / Fax: 601-758-4203
www.lamarcountryschools.org

March 21, 2018

Paula A. Vanderford, Ph.D.
Chief Accountability Officer
Mississippi Department of Education
PO Box 771
Jackson, MS 39201-0771

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 judgments 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/EOC assessments. With fewer questions having an Advanced PLD there is less of an opportunity for a student to score Advanced. Second, because the cut 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 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 assessments. As a student's MAAP/EOC scores increase the CSEM associated with their score decreases. Therefore a score classified as Advanced is more accurate 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 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 incentivizing schools and districts to focus on student growth. We wholeheartedly support incentivizing 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.

In closing, we know that there are people who would argue that students performing Advanced from one year to the next by 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.

Respectfully,

Cheryl Jones
Assistant Principal



Summell Elementary School
198 Todd Road
Summell, MS 39482
Phone: 601-758-4289 / Fax: 601-758-4203
www.lamarcountryschools.org

March 21, 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 (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 judgments 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/EOC assessments. With fewer questions having an Advanced PLD there is less of an opportunity for a student to score Advanced. Second, because the cut 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 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 assessments. As a student's MAAP/EOC scores increase the CSEM associated with their score decreases. Therefore a score classified as Advanced is more accurate 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 total points assigned to student growth, 40% of 1,000-point High Schools and Districts, and 57% of 760-point Elementary Schools, is disproportionately greater than the other categories being measured. It is our understanding these percentages were set with the intention of incentivizing schools and districts to focus on student growth. We wholeheartedly support incentivizing 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.

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.

Respectfully,

Leigh Malone

**R.H. Long
Booneville Middle School**

355-A George E. Allen Drive
Booneville, MS 38629

Phone: 662-728-5845
Brad Mason - Principal

Fax: 662-728-2427
Brian Witham - Assistant Principal

March 21, 2018

To the Mississippi Board of Education:

Thank you for your leadership over our schools in the state of Mississippi. As we work together, our students are making great strides in their academic success and are better prepared for their future.

I also want to thank you for considering allowing students that score a level 5 on the MAAP assessment and maintain a level 5 to receive 1.25 growth points. This letter is written in support of keeping any student who remains a level 5 to receive 1.25 points for growth. Students and teachers work very hard to achieve the best results possible on MAAP and this change will greatly benefit students, teachers, and schools.

Under the current business rule concerning the growth of level 5 students, any student who reaches level 5 receives 1.25 points for growing growth. This is a great accomplishment for teachers and students. However, an issue arises for next year when a student remains a level 5. This same student loses 1.25 points from the previous year.

In closing, I fully support the recent legislation to allow students that remain a level 5 on MAAP to receive 1.25 points for growth. Thank you for considering this matter.

Sincerely,



Brad Mason
Principal
Booneville Middle School
Booneville School District



Summell Elementary School
198 Todd Road
Summell, MS 39182
Phone: 601-758-4289 / Fax: 601-758-4203
www.lamarcountyschools.org

March 21, 2013

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 (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 judgments 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/EOC assessments. With fewer questions having an Advanced PLD there is less of an opportunity for a student to score Advanced. Second, because the cut 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 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 assessments. As a student's MAAP/EOC scores increase the CSEM associated with their score decreases. Therefore a score classified as Advanced is more accurate 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 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 incentivizing schools and districts to focus on student growth. We wholeheartedly support incentivizing 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.

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.

Respectfully,

Erin Parish

PETAL SCHOOL DISTRICT

www.petalschools.com

PETAL HIGH
SCHOOL

Rob Knight
Principal

Joel Marshall
Assistant Principal

Andrea Short
Assistant Principal

Wayne Pittman
Curriculum & Technology Director and
Assistant Principal

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

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MAR 23 2018

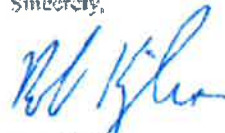
Office of Accountability

Dr. Vanderford,

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 understand that a major component to the accountability model is to reward student growth, and I 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, should be receive maximum points for that growth. Since there is no level higher than advanced to which to "grow," it only makes sense that achieving 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 change 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.

Sincerely,



Rob Knight
Principal
Petal High School

1145 Highway 42
Petal, MS 39465
Phone: 601-563-3538
Fax: 601-545-1220



PETAL SCHOOL DISTRICT

www.petalschools.com

PETAL HIGH SCHOOL

Rob Knight
Principal

Joel Thompson
Assistant Principal

Andrew Rhoads
Assistant Principal

Wayne Pittman
Assistant Principal
Public Information Officer
Community Outreach

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MAR 21 2018

Office of Accountability

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

Dr. Vanderford,

As an Algebra I teacher at Petal High School, I would like to join with my administrators and colleagues 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 I state test, a student who earns an advanced score should receive the maximum number of growth points possible. As a teacher, I find it to be much more challenging to help a student stay at a level 5 in Algebra I than helping a student in a lower proficiency band move forward. An advanced score requires meticulous work, a deep understanding of the subject matter, and the ability to make mathematical connections to solve problems. There is very little room for student error in the advanced level on the Algebra I MAAP test. A student who earns an advanced score in Algebra I has truly demonstrated a mastery of the course content and should be rewarded for that achievement.

As I work in the classroom to help all of my students grow to their full potential, it is disheartening to consider that talented students who achieve at the highest level are not being rewarded at the same level as their peers. If our goal is truly to have everyone student be mathematically proficient or advanced, then offering the maximum 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 Mississippi School Accountability Model fair and equitable for all students and schools.

Sincerely,

Teresa Loper

Teresa Loper
Mathematics Teacher
Petal High School

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SUPERINTENDENT OF EDUCATION
Dr. Ronnie McGehee

BOARD OF EDUCATION
William Grissett, President
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Wayne Jimenez
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TO: Mr. Walt Drane
Executive Director
Mississippi Department of Education, Office of District and School Performance

FROM: Ronnie McGehee, Ph.D.
Superintendent

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

DATE: March 23, 2018

SUBJECT: Administrative Procedures 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 clarity of the below rule is in question.

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 with n 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.

MCS believes that the fourth bullet 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 so that the fourth bullet reads as follows: "Any other increase is given a weight = 1." This adjustment will produce consistency 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:

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

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

		A	≥	787
679	≤	B	<	787
612	≤	C	<	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:

		A	≥	668
599	≤	B	<	668
536	≤	C	<	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 of ten (10) valid test scores requirement because they do not meet the 95% minimum participation requirement, the school will receive a grade based on the available data for each component. (See Sections 22 and 24 for exceptions to this rule.)

3.2 Lowest Performing Students Subgroup N-Count Minimums

- 3.2.1 This subgroup must have a minimum of 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.

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 at least 4 on the IB exam. For AICE courses, the student must obtain a passing score on the exam. (Passing scores of “A”, “B”, “C”, “D”, and “E” on the AICE exams are not based on the American “A-F” grading scale.) For industry certification courses, the student must pass the exam.
 - 9.2.1 College courses must be credit-bearing courses with a minimum of 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): $(\text{Participation}-70\%/\text{Performance}-30\%) \div 2$
 - b. Year 2 (2016-2017): $(\text{Participation}-60\%/\text{Performance}-40\%) \div 2$
 - c. Year 3 (2017-2018) and beyond: $(\text{Participation}-50\%/\text{Performance}-50\%) \div 2$
- 9.4 Calculation of Participation
 - 9.4.1 The numerator for the Participation component calculation will be the number of students taking accelerated courses and/or related exams 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,
 - 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., Hudspeeth, 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: $(\text{Math} + \text{English/Reading}) \div 2$
- 25.3 A student will be included in the numerator for Mathematics if he/she is considered College & 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