

OFFICE OF CHIEF ACCOUNTABILITY OFFICER
Summary of State Board of Education Agenda Items
May 26, 2022

OFFICE OF DISTRICT AND SCHOOL PERFORMANCE

02. Action: Approval to revise Miss. Admin. Code 7-24: *Mississippi Public School Accountability Standards, 2021* specifically the business rules of the Mississippi Statewide Accountability System, Section 10, *Banking Scores: End-of-course, subject area assessments taken before 10th grade*, Section 11, *Comprehensive Support and Improvement Schools (CSI)*, Section 12, *Targeted Support and Improvement Schools (TSI)*, and Section 13, *Additional Targeted Support and Improvement Schools (ATSI)* [Goals 1, 2, 3, 4, 5, and 6 – MBE Strategic Plan]
(Has cleared the Administrative Procedures Act process with public comments)

Background Information: The MDE and the Technical Advisory Committee (TAC) have determined that adjustments to accountability calculations are needed for end-of-course assessments. In this case, the Academic Achievement indicator may be missing assessment scores from the 2019-2020 school year, either for use in growth, proficiency, or both measures. Also, changes are necessary for exit criteria for school improvement designations.

The public comment period was open from April 21, 2022, through 5:00 p.m. May 17, 2022. The MDE received five (5) public comments.

This item references Goals 1, 2, 3, 4, 5, and 6 of the *Mississippi Board of Education 2018-2022 Strategic Plan*.

Recommendation: Approval

Back-up material attached

Summary of Administrative Procedures Act (APA) Comments

Approval to Revise Miss. Admin. Code 7-24: Mississippi Public School Accountability Standards, 2021 specifically the business rules of the Mississippi Statewide Accountability System, Section 10, Banking Scores: End-of-course, subject area assessments taken before 10th grade, Section 11, Comprehensive Support and Improvement Schools (CSI), Section 12, Targeted Support and Improvement Schools (TSI), and Section 13, Additional Targeted Support and Improvement Schools (ATSI).

The Office of Accountability received the following APA comment(s) regarding the proposed revisions to Miss. Admin. Code 7-24: Mississippi Public School Accountability Standards, 2021 specifically the business rules of the Mississippi Statewide Accountability System, Section 10, Banking Scores: End-of-course, subject area assessments taken before 10th grade, Section 11, Comprehensive Support and Improvement Schools (CSI), Section 12, Targeted Support and Improvement Schools (TSI), and Section 13, Additional Targeted Support and Improvement Schools (ATSI).

#	Summary of Comment	MDE Response
1.	<p>Dr. Talia Lock, Superintendent, Long Beach School District</p> <p>I just want to take this time to thank everyone who took the time to listen to our fears and concerns of the proposed changes to the accountability standards. I can't tell you how much it means to me that our voices were heard. I know nothing is finalized yet, but just knowing that 34 comments were received and read gave me such hope. I greatly appreciate your time and consideration of this matter. Thank you again for making educators around the state feel recognized, acknowledged, and validated. It means more than you know.</p>	<p>In support</p>
2.	<p>Dr. Lundy Brantley, Superintendent, Neshoba County School District</p> <p>If the current plan of using 7th grade scores to determine growth for English II is kept, Neshoba Central High School will lose 100 points in English II growth. The majority of the points lost are in the bottom 25%. This is real data, not benchmark, in that we are a 4x4 block schedule.</p> <p>This would be in no way a reflection of our actual performance. This method will artificially decrease high school and district scores. The cut scores change so much between 7th to 10th grade.</p> <p>I suggest "bridging" the scores from past English II scores. The rules/laws say to measure growth, not how to</p>	<p>Data regarding the performance of students during the pandemic and following the pandemic is comparable in regard to the assessment and the use of Grade 7 prior scores. The MDE recognizes and expects that the impact of the pandemic will be seen in accountability calculations this year and likely in the next few years.</p> <p>The MDE does not currently recommend the use of a statistical adjustment in the growth</p>

Summary of Administrative Procedures Act (APA) Comments

Approval to Revise Miss. Admin. Code 7-24: Mississippi Public School Accountability Standards, 2021 specifically the business rules of the Mississippi Statewide Accountability System, Section 10, Banking Scores: End-of-course, subject area assessments taken before 10th grade, Section 11, Comprehensive Support and Improvement Schools (CSI), Section 12, Targeted Support and Improvement Schools (TSI), and Section 13, Additional Targeted Support and Improvement Schools (ATSI).

#	Summary of Comment	MDE Response
	measure growth.	calculation, as this would not impact districts equally.
3.	<p>Ryan Kuykendall, Director of Accountability & Research for DeSoto County School ...if we must have accountability, including growth based on 21-22 results, the new recommendation by the MDE is a much better option to calculate 21-22 letter grades.</p> <ul style="list-style-type: none"> • Growth should measure from “there” to “here.” The current proposal does this. • This is the fairest option for all districts that may or may not have middle school Algebra I/Biology I. • This option is the only way to do what the state board and Dr. Wright said they wanted on March 17th. This option gets the closest to measuring where we are now compared to where we were before the pandemic. • Grade 10 to grade 7 growth issues that other APA statements will point out will have less impact (but some impact) than the previous proposal. English II Low Performing growth will have the greatest impact for high schools since it is compared to pre-pandemic data and nothing else is. However, unless we want to create another “high school bridge,” this is your only way to have grade 10 growth and, therefore, high school growth. • This option could keep any letter grade cuts from getting reset while the previous option would absolutely have caused letter grade cuts to get reset. • To make sure letter grade cuts do not have to get reset with this option and since we have high school growth issues, we should add the no high school growth option discussed at the last Accountability Task Force meeting combined with 	<p>In support</p> <p>In support</p> <p>In support</p> <p>The MDE does not currently recommend the use of a statistical adjustment in the growth calculation, as this would not impact districts equally.</p> <p>Miss. Code Ann §37-17-6(5)(c)(ii) requires an individual student growth component be included in the Mississippi Statewide Accountability System.</p> <p>The USDE will not approve a “higher of the two” approach in the identification of schools.</p>

Summary of Administrative Procedures Act (APA) Comments

Approval to Revise Miss. Admin. Code 7-24: Mississippi Public School Accountability Standards, 2021 specifically the business rules of the Mississippi Statewide Accountability System, Section 10, Banking Scores: End-of-course, subject area assessments taken before 10th grade, Section 11, Comprehensive Support and Improvement Schools (CSI), Section 12, Targeted Support and Improvement Schools (TSI), and Section 13, Additional Targeted Support and Improvement Schools (ATSI).

#	Summary of Comment	MDE Response
	<p> this current recommendation as a higher of the two options.</p> <p>In conclusion, since this recommendation or any recommendation for full accountability is not going to be perfect and not completely “apples to apples” with 2018-2019, combined with the unexpected lingering Covid-19 related issues districts faced in 2021-2022; the state board may be wise to add to the current proposal to publish the 2018-2019 and the 2021-2022 letter grade, and the district and school are assigned the higher of the two (if allowed by state law).</p>	<p>The MDE does not recommend the continuation of 2018-2019 letter grade assignments.</p>
<p>4.</p>	<p>Tyler C. Hansford, Ed.D, Superintendent, Union Public School District</p> <p>As a practitioner on the ground, I have deep concerns about the growth calculation this year in Mississippi high schools. This concern specifically centers around English II. At Union, a typically high performing school, we stand to lose <u>at least</u> 100 points in ELA growth alone. I suspect the number could be higher than that. This is not an accurate reflection of what is going on in our schools and others. It seems as though we are trying really hard to make something work that is simply not going to work.</p> <p>The numbers as they will run would be in no way an accurate reflection of our students' learning this year. This data is dealing with students from 4 years ago. This data is comparing pre-pandemic to post-pandemic. This method will <u>artificially</u> decrease high school and district scores in Union and across this state. Surely with all the educated people we have around this state there is a way to bridge this issue in a way that more accurately reflects the perseverance and grit of our students and staff. The rules/laws say to measure growth, not how to measure growth.</p>	<p>Data regarding the performance of students during the pandemic and following the pandemic is comparable in regard to the assessment and the use of Grade 7 prior scores. The MDE recognizes and expects that the impact of the pandemic will be seen in accountability calculations this year and likely in the next few years.</p> <p>The MDE does not currently recommend the use of a statistical adjustment in the growth calculation, as this would not impact districts equally.</p>

Summary of Administrative Procedures Act (APA) Comments

Approval to Revise Miss. Admin. Code 7-24: Mississippi Public School Accountability Standards, 2021 specifically the business rules of the Mississippi Statewide Accountability System, Section 10, Banking Scores: End-of-course, subject area assessments taken before 10th grade, Section 11, Comprehensive Support and Improvement Schools (CSI), Section 12, Targeted Support and Improvement Schools (TSI), and Section 13, Additional Targeted Support and Improvement Schools (ATSI).

#	Summary of Comment	MDE Response
5.	<p>Mrs. Charlotte Seals, Superintendent, Greg Paczak, Ph.D., Director of Research & Development, & Elizabeth Wells, Ph.D., Research and Development Analyst, Madison County School District</p> <p>The MDE acknowledges that when applying skip-year growth to the accountability model for the 2018-2019 school year, some schools showed a decrease in their growth calculations.</p> <p>In addition to skip-year growth being applied to determine letter grades for high schools, there are additional factors that may impact the overall calculation for the 21-22 accountability cycle.</p> <p>During accountability cycles when there has been a transition between methods to measure student performance, the MDE has allowed schools and districts to take the higher between current calculated values/letter grades and a previous year calculation/letter grade.</p> <p>Possible Alternative – Note this alternative consists of two parts. Part 1. Measure growth and report these values to the public using skip-year growth. Part 2. Allow high schools and districts to take the higher of the following options. Option 1. Use current proposed skip-growth calculations to determine letter grades. Option 2. Remove the four growth components at the high school and district level from the calculation and use an equating process, which already exists in the business rules, to equate a 600-point scale to a 1000-point scale.</p>	<p>Data regarding the performance of students during the pandemic and following the pandemic is comparable in regard to the assessment and the use of Grade 7 prior scores. The MDE recognizes and expects that the impact of the pandemic will be seen in accountability calculations this year and likely in the next few years.</p> <p>The MDE does not recommend the continuation of 2018-2019 letter grade assignments.</p> <p>The USDE will not approve a “higher of the two” approach in the identification of schools.</p> <p>Miss. Code Ann §37-17-6(5)(c)(ii) requires an individual student growth component be included in the Mississippi Statewide Accountability System.</p>

From: Talia Lock <talia.lock@lbsdk12.com>
Sent: Wednesday, April 13, 2022 4:47 PM
To: Alan Burrow; Accreditation Shared
Subject: Fwd: APA Concerns and Fears for Proposed Changes to Accountability Standards

Dr. Kitchens, Dr. Burrow, Office of Accreditation,

I just want to take this time to thank everyone who took the time to listen to our fears and concerns of the proposed changes to the accountability standards. I can't tell you how much it means to me that our voices were heard. I know nothing is finalized yet, but just knowing that 34 comments were received and read gave me such hope. I greatly appreciate your time and consideration of this matter. Thank you again for making educators around the state feel recognized, acknowledged and validated. It means more than you know.

Respectfully,

Talia Lock
Superintendent
Long Beach School District

From: Lundy Brantley <lbrantley@neshobacentral.com>
Sent: Monday, May 16, 2022 2:13 PM
To: Accreditation Shared
Subject: APA Comment on English II Growth

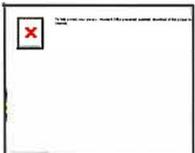
APA Comment on English II Growth:

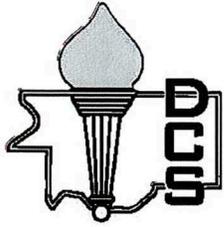
If the current plan of using 7th grade scores to determine growth for English II is kept, Neshoba Central High School will lose 100 points in English II growth. The majority of the points lost are in the bottom 25%. This is real data, not benchmark, in that we are a 4x4 block schedule.

This would be in no way a reflection of our actual performance. This method will artificially decrease high school and district scores. The cut scores change so much between 7th to 10th grade.

I suggest "bridging" the scores from past English II scores. The rules/laws say to measure growth, not how to measure growth.

--
Dr. Lundy Brantley
Superintendent
Neshoba County School District





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To whom it may concern,

Please accept this as an APA statement regarding the accountability business rules change from the April 21, 2022, state board meeting...

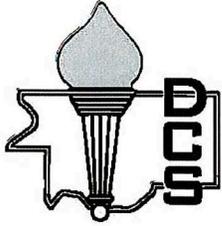
RE: On **April 21, 2022**, the State Board of Education (SBE) granted approval to begin the Administrative Procedures Act (APA) process to revise the following:

The recommendations are to revise the business rules of the Mississippi Statewide Accountability System, Section 10, Banking Scores: End-of-course, subject area assessments taken before 10th grade, Section 11, Comprehensive Support and Improvement Schools (CSI), Section 12, Targeted Support and Improvement Schools (TSI), and Section 13, Additional Targeted Support and Improvement Schools (ATSI).

The best option from a culture, real-world, and data position is and always has been not to have full accountability this year and let this year set the baseline for next year's (2022-2023) growth. That is the only way not to have some lingering issues into next year. However, since the USDE requires school improvement designations and state law requires letter grades, we have been told we must have full accountability.

Therefore, if we must have accountability, including growth based on 21-22 results, the new recommendation by the MDE is a **much better** option to calculate 21-22 letter grades. This is why the Accountability Task Force approved this option by a vote of 11-3. It is not perfect as no option is. You will likely see APA statements that say there will be some areas with inflated growth, it will make growth harder next year to duplicate and we will have low English II growth. These statements are not wrong. However, we have no better option than this proposal to have full accountability if we must also have full growth at every level. Let me explain why:

- We must use 2020-2021 scores as the baseline for grade 3-9 growth since grade 3-5 students do not have a 2018-2019 score from a pure data standpoint. Some APA statements may say to create a median score, bridge, average, etc., between the 2018-2019 and 2020-2021 scores. How can we do that when half the students needed for growth do not have a 2018-2019 score? The TAC would have to build some type of prediction bridge. Is that even possible? I would argue that is not the best thing to do even if it is possible since, after the 2020-2021 school year, the students "were" what those scores showed. Growth should measure from "there" to "here." The current proposal does this.
- If we have growth numbers in some areas for 2021-2022 that we cannot duplicate in 2022-2023, then next year is the year to deal with that as opposed to this year. This is because we will have three consecutive years of data after 2022-2023, which provides more options than we have now since we have no data for most of the students in growth from 2018-2019 and 2019-2020.
- This is the fairest option for all districts that may or may not have middle school Algebra I/Biology I. With the previous option, districts with middle school Algebra I were going to have a huge advantage. This was because middle school students enrolled in Algebra I in 2019-2020 were going to have their previous 2018-2019 MAAP math count for those schools, while 9th grade students that actually took the test in the fall of 2019 or were in the class in 2019-2020 were not going to count with the previous proposal. As I said in my last APA statement, this was completely inequitable. With this option, students count this year no matter the grade level and count the year they are in 10th grade. No 2019-2020 students are counting. As I said before, if any 2019-2020 (pre-pandemic) students count in 2021-2022, it must be all or none, meaning it must be 7th, 8th, AND 9th since none of those



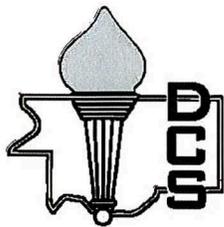
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students have ever factored in accountability, and they are all pre-pandemic. Another reason why this must be the case is while it is true schools with middle school Algebra I/Biology I have their “highest” students take the courses in middle school, it is equally true that schools without middle school Alg I/Bio I have their “highest” students take the courses in 9th grade and not 10th grade. It is usually a little more split between 9th/10th grade for schools with high school EOC only. Using any pre-pandemic data in the numerator could make up a large percentage for some schools and none for other schools simply because of how they schedule. For example, 4x4 districts without middle school Algebra I/Biology I can give students as many or more opportunities for higher courses so that should not be a “punishment.” Districts do what is best for their students so we would now be back to the data reflecting a “decision” and not because of current student performance. All or none is the only fair way for all here. And since this new option has the potential to keep all letter grade cuts from getting reset (especially if combined with the no high school growth option discussed below), then districts/schools are not competing with each other. The former recommendation would cause schools with a lot of middle school Algebra I/Biology I to have an advantage for higher letter grades when those cuts were reset as they absolutely would have been with the previous recommendation.

- This option is the only way to do what the state board and Dr. Wright said they wanted on March 17th. This option gets the closest to measuring where we are now compared to where we were before the pandemic. This is because this is the only option that puts all areas but English II and a very small % of Algebra I on the same exact playing field. This compares post-pandemic data to in-pandemic data at every other grade level for Math and ELA. We can see where we are compared to where we were in 2018-2019 (pre-pandemic). The fact that most of English II and a small % of Algebra I growth is not on this same exact playing field is unfortunate. This is another reason there is no perfect way to have full accountability with full growth. See the next couple points for a follow-up to this.
- Grade 10 to grade 7 growth issues that other APA statements will point out will have less impact (but some impact) than the previous proposal. This is because the main issue with the previous proposal is that it compared in-pandemic data to pre-pandemic data and that the pre-pandemic level is much harder to meet than ever before. This was because 2020-2021 (in-pandemic) 9th grade math scores compared to 2018-2019 7th grade scores would have a MAJOR impact. However, 2021-2022 (post-pandemic) 10th grade scores (most of which will be ELA) compared to 18-19 7th grade scores (most of which will be ELA) will not have the same impact but will have some impact. 7th grade ELA is much closer to 8th grade ELA in this state than 7th and 8th grade Math. Also, now with this proposal, teachers have a year to catch students up to where they were pre-pandemic. Because more time is needed for lower performing students, English II Low Performing growth will have the greatest impact for high schools since it is compared to pre-pandemic data and nothing else is. However, unless we want to create another “high school bridge,” this is your only way to have grade 10 growth and, therefore, high school growth. See the upcoming bullets for a way to address this.
- This option could keep any letter grade cuts from getting reset while the previous option would absolutely have caused letter grade cuts to get reset. Not resetting 2018-2019 letter grade cuts is essential this year to truly see where we were in 2018-2019 and where we are in 2021-2022. This option has a shot of allowing us to do that, but it is not guaranteed. See the next point to make sure it is guaranteed based on data we have calculated.
- To make sure letter grade cuts do not have to get reset with this option and since we have high school growth issues, we should add the no high school growth option discussed at the last Accountability Task Force meeting combined with this current recommendation as a higher of the two option. We would total all points for the remaining categories and equate the 600 points to the 1000 points just like we already do for the 600 scale to the 700 scale. The reason to do this would be that high school growth is still the one area where we have a difference with post-pandemic being compared to pre-pandemic for most of English II and a small % of Algebra I compared with grade 3-9 growth that is comparing post-pandemic to in-pandemic data. Running data with all possible options shows this combination allows for all letter grade cuts to 100% stay the same from a numerical standpoint. **See the above bullet for why that is so important.** This is true for our school district in schools with



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higher than average proficiency percentages and schools with lower than average proficiency percentages, and this typically means that the state would be impacted in a similar manner since we are the only microcosm of the state. Eliminating high school growth would be a major change to the accountability model. There is no denying that. However, 10th grade growth is different than other areas, so things are still different even with the current proposal. This would not impact the 700 scale schools. Grade 3-8 growth would still be included on this scale since this is all the same comparison. The district scale, since high school growth is included in a district's data and eliminating high school growth from the data set would disadvantage districts, should follow suit with no growth with equating the 600 remaining points to the 1000 points as an option. The best way to do this would be calculate accountability as the current proposal says exactly for all scales (growth at all levels and for all scales) and then also calculate the schools on the 1000 scale and the districts on the district scale with no growth (but keeping the banking rules in the current proposal as is). The higher of the two actually factor in accountability for the 1000 scale and the district.

- Since letter grade cuts may not have to get reset with this option (especially if combined with no high school growth as described in the above bullet), if any schools have what some have termed "inflated" growth; then the impact on other schools is less since we are not competing for a letter grade. With the previous option, letter grade cuts were going to be reset at the 1000 scale and possibly the 700 and district scale. We still had 2020-2021 as the baseline for most of a district's growth. So, this same possible "inflation" issue was present with the previous option but was going to have a HUGE impact since districts may have been competing with each other for letter grade spots. Again, we do not want inflated growth anywhere, I understand that. However, as we said in the beginning, to have growth this year, you will have some issues with ANY option. Another point regarding the "inflated" growth is that Covid-19 made things much harder this year at certain points than anyone expected. This "inflated" growth concern that many thought coming into 2021-2022 would be such a problem has been drastically reduced.

In conclusion, since this recommendation or any recommendation for full accountability is not going to be perfect and not completely "apples to apples" with 2018-2019, combined with the unexpected lingering Covid-19 related issues districts faced in 2021-2022; the state board may be wise to add to the current proposal to publish the 2018-2019 and the 2021-2022 letter grade, and the district and school are assigned the higher of the two (if allowed by state law).

Ryan Kuykendall,
Director of Accountability & Research

From: Tyler Hansford <hansfordt@unionyellowjackets.org>
Sent: Tuesday, May 17, 2022 9:31 AM
To: Accreditation Shared
Cc: Admins; SchoolBoard
Subject: APA Comment on English II Growth

As a practitioner on the ground, I have deep concerns about the growth calculation this year in Mississippi high schools. This concern specifically centers around English II. At Union, a typically high performing school, we stand to lose at least 100 points in ELA growth alone. I suspect the number could be higher than that. This is not an accurate reflection of what is going on in our schools and others. It seems as though we are trying really hard to make something work that is simply not going to work.

The numbers as they will run would be in no way an accurate reflection of our students' learning this year. This data is dealing with students from 4 years ago. This data is comparing pre-pandemic to post-pandemic. This method will artificially decrease high school and district scores in Union and across this state. Surely with all the educated people we have around this state there is a way to bridge this issue in a way that more accurately reflects the perseverance and grit of our students and staff. The rules/laws say to measure growth, not how to measure growth.

Tyler C. Hansford, Ed.D
Superintendent
Union Public School District
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Union, MS 39365
hansfordt@unionyellowjackets.org

Follow me on Twitter at [@tyler_hansford](https://twitter.com/tyler_hansford)

TO: Dr. Paula Vanderford
Chief Accountability Officer
Mississippi Department of Education, Office of District and School Performance

FROM: Mrs. Charlotte Seals
Superintendent

Dr. Greg Paczak
Director of Research & Development

Dr. Elizabeth Wells
Research & Development Analyst

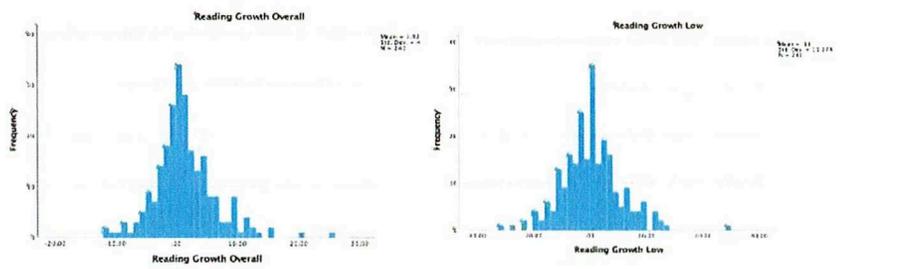
DATE: May 12, 2022

SUBJECT: Administrative Procedures Act (APA) Process Response to the Proposed Mississippi Statewide Accountability System Revisions from the April 2022 State Board Meeting

The Mississippi Department of Education (MDE) has engaged stakeholders by acknowledging and addressing concerns on the proposed revisions to the accountability system. This task is a major undertaking. We are grateful to the MDE for allowing our voices to be heard and providing feedback.

During the State Board of Education Meeting on April 21, 2022, the MDE shared data to illustrate the differences in school growth values when using skip-year growth. Though some schools did not show that this method yields a negative impact on growth values, based on Figure 1, there are numerous schools that can be negatively impacted when using the skip-year approach to calculate growth.

Figure 1. *Differences in Reading When Using Skip-Year Growth*



Retrieved from livestream of MDE State Board Meeting on April 21, 2022.



The MDE acknowledges that when applying skip-year growth to the accountability model for the 2018-2019 school year, some schools showed a decrease in their growth calculations. Based on Figure 2, if a skip-year growth approach had been utilized in 2018-2019, a high school’s point value would have dropped by almost 100 points if that high school experienced the maximum decrease in each of the 4 growth components.

Figure 2. *MDE Skip-Growth Summary Analysis*

		Statistics			
		Math Growth Overall	Math Growth Low	Reading Growth Overall	Reading Growth Low
N	Valid	240	240	240	240
	Missing	0	0	0	0
Mean		-1.3783	-1.6717	1.4163	.5292
Median		-.3000	-.4000	.8000	.6500
Mode		.00	.00	.70 ^a	.70
Minimum		-18.40	-35.00	-11.30	-32.00
Maximum		12.10	31.30	25.80	49.40
Percentiles	25	-2.1000	-4.1500	-1.3000	-5.7250
	50	-.3000	-.4000	.8000	.6500
	75	.1000	2.1500	3.7000	6.0250

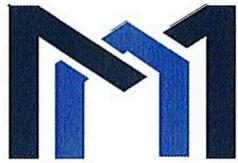
a. Multiple modes exist. The smallest value is shown

Retrieved from livestream of MDE State Board Meeting on April 21, 2022.

Given that calculations provided by the MDE were solely based on pre-pandemic data, a drop such as this in points does not reflect the impact of the pandemic, but rather the impact of the applied calculation.

In addition to skip-year growth being applied to determine letter grades for high schools, there are additional factors that may impact the overall calculation for the 21-22 accountability cycle. These factors include:

- 1) U.S. History Test Results – Since standard setting occurred during the pandemic, the National Center for Educational Assessment stated that “establishing stable performance standards” was an issue and recommended “that MDE conduct a performance standard review and validation process following the 2021-2022 academic year.” Based on this recommendation, it is possible that adjustments may need to be made to U.S. History cut scores. These adjustments would have an impact on student proficiency calculations.
- 2) Low 25 Percent Population – Implementation of a new process will occur at the high school level.
- 3) Updated ELA and Math Assessments – The performance task is now excluded on the Algebra I assessment, and updated assessment blueprints indicate that students are supposed to be assessed at a higher DOK level.



**MADISON COUNTY
SCHOOLS**

MARK OF EXCELLENCE

SUPERINTENDENT OF EDUCATION
Charlotte A. Seals

BOARD OF EDUCATION
Dr. Pollia Griffin, President
Sam Kelly, Secretary
Dr. Jason Dean
William Grissett
Philip Huskey

During accountability cycles when there has been a transition between methods to measure student performance, the MDE has allowed schools and districts to take the higher between current calculated values/letter grades and a previous year calculation/letter grade.

Though there is no perfect alternative to address the issues with measuring growth, it is possible to have a fair solution that meets the needs of all schools as we continue to transition out of the impact of the pandemic.

Possible Alternative – Note this alternative consists of two parts.

Part 1. Measure growth and report these values to the public using skip-year growth.

Part 2. Allow high schools and districts to take the higher of the following options.

- *Option 1.* Use current proposed skip-growth calculations to determine letter grades.
- *Option 2.* **Remove the four growth components at the high school and district level** from the calculation and use an equating process, which already exists in the business rules, to equate a 600-point scale to a 1000-point scale.

Title 7: Education

Part 24: MS Public School Accountability Standards, 2021

MISSISSIPPI

PUBLIC SCHOOL ACCOUNTABILITY STANDARDS

2021



**MISSISSIPPI
PUBLIC SCHOOL
ACCOUNTABILITY STANDARDS**

2021

MISSISSIPPI DEPARTMENT OF EDUCATION

OFFICE OF THE CHIEF ACCOUNTABILITY

OFFICER OFFICE OF ACCREDITATION

Mississippi Statewide Accountability System: Business Rules

1. *Assignment of Performance Classifications*

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

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

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

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

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

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

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

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

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

- 1.5 Assignment of district performance classifications shall be calculated by treating the district as one (1) large school based on the same performance classifications used for schools.
- 1.6 Cut-points for schools/districts shall be reviewed following the implementation of a new assessment.
- 1.7 Schools with grade configurations that include both 12th grade and grades below 9th grade shall have a performance classification assigned consistent with Section 1.3, but the composite score

shall be adjusted to account for the inclusion of performance measures for students below 9th grade. The following process shall apply:

1. Compute a composite score separately for students in grades below 9th grade and for students in 9th through 12th grades.
2. Transform the composite score for students in grades below 9th grade to the scale consistent with Section 1.3.
3. Weight each composite score by the percentage of students represented in the calculation and add the two (2) weighted scores together to obtain the adjusted composite score.
 - 1.7.1 The adjustment provided for in this section shall not be applied in the calculation of cut-points for districts and schools.
 - 1.7.2 The adjustment provided for in this section shall only apply in the assignment of the performance classification and shall not apply to federally-required school identification measures.

2. Full Academic Year (FAY)

- 2.1 In order for a student to meet Full Academic Year (FAY) and be included in the proficiency and growth calculations, he/she must have been enrolled (regardless of attendance) for at least 75% ($\geq 75\%$) of the days from September 1 (of school year) to the first day of testing. This date will be published yearly by the MDE and will be the same for all schools, students, and assessments. For schools on a traditional school calendar, the date will be in the spring.
Note: 74.5% will not be rounded up to 75%.
 - 2.1.1 Enrollment is defined as enrollment at the school/district level except for students in 4x4 block scheduled courses.
- 2.2 For students in 4x4 block scheduled courses, FAY for the Fall semester will be calculated from September 1 of the school year to the first day of Fall primary test administration. The specific date will be published yearly by MDE. FAY for the Spring semester will be calculated from February 1 to the first day of Spring testing, the same day as schools using a traditional school calendar. These dates will be published yearly by MDE.
- 2.3 The beginning and ending dates will be included in the calculation of FAY. Calculations will be based on calendar days, not instructional days. Weekends and holidays will be included in the calculations.
- 2.4 If a student meets FAY at a school other than the school where he/she is enrolled at the time of testing, his/her scores will count at the school where he/she met FAY.
- 2.5 This definition of FAY will not be applied to students for previous years where a previous definition of FAY was applied. If no FAY was calculated for a student in a previous year, this method will be applied.
- 2.6 FAY will be calculated at the school level as well as at the district level. Therefore, it is possible for a student who transfers within a district to meet FAY for a district and be included in the calculations for the performance classification for the district but not be included in the calculations for a school. Scores of all students will be included in the state level calculations regardless of FAY status.
- 2.7 If a student enrolls and withdraws in the same or different school on the same day, the student will be considered as having been enrolled for one (1) day in the receiving school.
- 2.8 (Deleted) Rule 2.9 supersedes.
- 2.9 If FAY cannot be calculated or discerned because of incorrect MSIS coding, the student will be forced to meet FAY at the school/district if the movement of the student appears to be within the same school/district.
- 2.10 If a student drops out of school and re-enrolls within the same school year, the re-entry date of the student will be included as the next enrollment date for the student.
- 2.11 If a student has concurrent enrollment in more than one (1) school/district, the period of concurrent enrollment will be included in FAY calculations at both locations.

3. N-Count Minimums

- 3.1 School Totals
 - 3.1.1 In order for a school to earn a performance classification, the school must have a minimum

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

- 3.2 N-Count Minimums for the Lowest Performing Twenty-Five Percent Student Subgroup
 - 3.2.1 This subgroup must have a minimum of ten (10) valid test scores. If there are less than ten (<10) students in the Lowest Performing Twenty-Five Percent Student subgroup, the subgroup will consist of all students except for the students scoring at the highest achievement level. If this calculation still results in a number less than ten (<10), then all students will be included in the calculation of the Lowest Performing Twenty-Five Percent Student subgroup.
 - 3.2.2 At the grade-level, a minimum of four (4) students with valid scale scores are required to identify the Lowest Performing Twenty-Five Percent Students-subgroup. If a grade has less than four (<4) students with valid scale scores for the subject, there will be no students identified as being in the subgroup for that grade level for that subject.

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

4. Participation Rates

- 4.1 If a school/district does not meet an overall 95% participation rate, the school/district will automatically be dropped one (1) performance classification and will have 95% of its enrollment included in proficiency calculations, as required by federal regulation. Participation rates are not rounded.
- 4.2 Elementary schools with no assessments (K, 1, and 2) will not be assigned a participation rate. Therefore, these schools will not be impacted by the participation rate minimum requirements.
- 4.3 Students may be removed from the denominator of testing participation calculations if he/she meets the criteria set forth by the Office of Student Assessment as having a Significant Medical Emergency which made participation in the state testing impossible. For details regarding the definition of Significant Medical Emergency and the process of requesting a student be removed from the calculations, please contact the Office of Student Assessment.
- 4.4 High School participation rates will be calculated based on the Senior Snapshot. Data from all statewide end-of-course, subject area assessments will be used in the participation calculations.
 - 4.4.1 For the 2013-2014 school year, the Senior Snapshot process used for calculating participation rates in end-of-course, subject area assessments will remain consistent with previous years. Beginning with the 2014-2015 school year, U.S. History will be included in the participation rate calculations.
- 4.5 Students with significant cognitive disabilities (SCD) with no U.S. History assessment scores will be removed from the denominator for the participation rate calculation for U.S. History.
- 4.6 Beginning with the 2015-2016 academic year, the ACT assessment will be included in participation rate calculations. *See Section 25.*
- 4.7 If a student is expelled but is still enrolled in MSIS for the school/district during the testing window, he/she will be included in the denominator. If the student does not test, the student will count as "not tested."

5. Proficiency

- 5.1 Proficiency will be determined by the percentage of students who achieve a performance/proficiency of Proficient and above. No additional credit will be given for students scoring in a performance/proficiency level above proficient (e.g., "Advanced"). No partial credit will be given for students scoring in any performance level below proficient.
 - 5.1.1 For proficiency components worth 50 points, the weighted percentage of students proficient will be multiplied times 0.5 to determine the points applied to the component.
 - 5.1.2 The science proficiency component for schools with a 12th grade will be based on all science assessments administered at that school. Therefore, for schools with a 12th grade

that also have a 5th and/or 8th grade, the science component for that school will still be worth 50 points.

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

6. Growth

- 6.1 Growth is determined by whether or not a student increases in performance/proficiency levels from one (1) year to the next based on the following criteria:
- An increase of ANY performance/proficiency level
 - Staying at Proficient from one (1) year to the next
 - An increase within the lowest three (3) performance/proficiency levels that crosses over the mid-point of the level. Example: Bottom half of Basic to top half of Basic.

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

- 6.2 Additional weight in the numerator is given for the following increases:
- Staying at Advanced from one (1) year to the next will be given a weight = 1.25.
 - Any increase of two (2) or more performance/proficiency levels will be given a weight = 1.25.
 - Any increase to the highest performance/proficiency level will be given a weight = 1.25.

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

- 6.3 Any decrease in performance/proficiency levels = 0.

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

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

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

- 6.5 Assessments used for calculation of growth will include:
- Grade-level (3-8) assessments in English Language Arts;
 - Grade-level (3-8) assessments in Mathematics;
 - High School level assessments in English Language Arts;
 - High School level assessments in Mathematics;
 - Alternate Assessments (3-8 and High School) in English Language Arts; and
 - Alternate Assessments (3-8 and High School) in Mathematics. Note: Growth will not be calculated for Science or U.S. History.

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

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

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

7. *Lowest Performing Students*

- 7.1 Calculation methodology for students whose baseline assessment score is 3rd through 7th grade:
 - 7.1.1 The Lowest Performing Twenty-Five Percent Student subgroup in reading and the Lowest Performing Twenty-Five Percent Student subgroup in mathematics are determined using the same method but applied separately to reading data and to mathematics data. The procedure used to identify the lowest performing students in a school is applied separately by grade, and the identified students are combined across all grades to comprise the Lowest Performing Twenty-Five Percent Student subgroup and to determine learning gains.

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

The process:

1. Beginning with the 2014-2015 school year, the scores of all students participating in the general education and alternate assessments will be standardized by subject area, grade level, assessment type, and school year.
2. Sort the standardized scores of all FAY students in a grade from highest to lowest

based on their prior year standardized scores. Students without an eligible score from the previous year are not included. See Section 6 and Rule 7.1.3 for additional clarification.

3. Divide the number of students in the list by four (4). If the result is not a whole number, then automatically round up to meet the 25% minimum.
4. Count, from the lowest score up, the number of students identified in step 3. Then identify the standardized score that corresponds to that student. This standardized score becomes the boundary score.
5. Identify all students with the boundary score determined in step 4. All students with the same boundary score or lower standardized score will be included in the Lowest Performing Twenty-Five Percent Student subgroup for that subject/grade.
6. Repeat the process for each grade for the subject then combine students to form the Lowest Performing Twenty-Five Percent Student subgroup for the school for the subject.

Note: The number of students in the Lowest Performing Twenty-Five Percent Student subgroup must meet the minimum N-count as defined in Section 3.2. If the minimum N-count is not met, the rules outlined in Section 3.2 will be applied. See Section 3.

It is possible for the Lowest Performing Twenty-Five Percent Student subgroup to be more than 25% when steps 5 and 6 are applied.

7.1.2 Deleted

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

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

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

8. Graduation Rate

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

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

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

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

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

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

9. Acceleration

- 9.1 Beginning in school year 2015-2016, high schools will have an Acceleration component in their calculations.
- 9.2 The Acceleration component refers to the percentage of students taking and passing the assessment associated with accelerated courses which include Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), dual credit or SBE-approved industry certification courses. For students taking dual credit courses, passing refers to students who are passing the course with an unweighted “C” or above. For AP courses, the student must score at least three (3) on the AP exam. For IB courses, the student must score at least four (4) on the IB exam. For AICE courses, the student must obtain a passing score on the exam. (Passing scores of “A”, “B”, “C”, “D”, and “E” on the AICE exams are not based on the American “A-F” grading scale.) For industry certification courses, the student must pass the exam.
- 9.2.1 Dual credit courses must be credit-bearing courses with a minimum of three (3) semester hours credit, and beginning in school year 2019 - 2020, shall be limited to the list of articulated courses found in Appendix V of the current *Procedures Manual for the State of Mississippi Dual Enrollment and Accelerated Programs* document. Refer to the current edition of the *Approved Courses for Secondary Education* for approved Career and Technical Education (CTE) courses.
- 9.2.2 Beginning in school year 2020 – 2021, schools must enter non-weighted course grades for dual credit courses in MSIS. These non-weighted grades will be used in the performance measure for dual credit courses.
- 9.3 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:
- Year 1 (2015-2016): (Participation-70%/Performance-30%) ÷ 2
 - Year 2 (2016-2017): (Participation-60%/Performance-40%) ÷ 2
 - Year 3 (2017-2018) and beyond: (Participation-50%/Performance-50%) ÷ 2
- 9.4 Calculation of Participation
- 9.4.1 The numerator for the Participation component calculation will be the number of students taking accelerated courses and/or related exams as defined in Section 9.2.
- 9.4.2 The denominator for the Participation component calculation shall include all students whose Mississippi Student Information System (MSIS) grade or peer-grade equivalent is 11th or 12th grade plus any 9th or 10th grade students who are taking and passing these assessments/courses. Ninth (9th) and 10th grade students will not be included in the denominator unless they are also included in the numerator.)
- 9.4.3 Students participating in multiple accelerated courses during the same school year will be given additional weighting in the numerator as follows:
- 2 courses: 1.1
 - 3 courses: 1.2
 - 4 courses: 1.3
 - 5 courses: 1.4
- 9.5 Calculation of Performance
- 9.5.1 The numerator for the Performance component calculation will be the number of students taking and passing accelerated assessments/courses such as AP, IB, AICE, dual credit, dual enrollment, or industry certification courses based on the definition above.
- 9.5.2 The denominator for the Performance component calculation will consist of all students participating in the courses and/or tests identified in the participation calculations.
- 9.5.3 Students who are enrolled in accelerated courses but do not take the required assessment will be considered as “not proficient” in the performance calculations.
- 9.6 For students taking and passing multiple dual credit courses, the additional weighting used in the participation calculations will be applied.
- 9.7 In the calculation of participation, students who take an accelerated course during their 11th grade year but do not take an accelerated course during their 12th grade year will be counted in the denominator both years, but in the numerator during their 11th grade year only.

- 9.8 FAY requirements will not be applied to the participation or proficiency calculations in the Acceleration component.
- 9.9 For students taking and passing accelerated courses in AP, IB, AICE, or industry certification that have a normed, end-of-course assessment, the numerator will be doubled in weight.
- 9.10 For students in 9th through 12th grade that participate in accelerated courses as described in Section 9.2 that are designed with a two (2) year curriculum and do not have an associated assessment in the first year, the student will be included in participation calculations but will be excluded from performance measures in the first year and will be included in both participation and performance measures in year two (2).

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

- 10.1 Scores of students taking Algebra I, Biology, English II, or U.S. History end-of-course, subject area tests assessments in a grade below 10th grade will be “banked” for proficiency/achievement and growth calculations until the student is in the 10th grade and then applied to the student’s 10th grade school (if the student met FAY requirements the year he/she was assessed and during his/her 10th grade year). See Section 6 for additional clarification on Growth.
- 10.2 If a student transfers out of the district before or during their 10th grade year, his/her scores (achievement and growth) will not be applied to the school of origin or receiving school in the new district. Note: See Section 4 (Participation) and 6 (Growth) for additional information.
- 10.3 If a student matriculates from the 9th grade to the 11th grade without enrolling in the 10th grade, banked scores will be included in accountability measures when the student is enrolled in the 11th grade.

Note: For the 2021-2022 school year only, accountability measures in proficiency and growth will not include banked scores from prior years but will include all high school, end-of-course, subject area assessments taken during the 2021-2022 school year, regardless of grade level. For any schools with end-of-course assessments that do not contain 12th grade, scores will be assigned to the high school that the current school feeds to. Scores will also be banked in accordance with Rule 10.1 for use in future school years; therefore, some students’ scores will be included in accountability measures twice.

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

11. Comprehensive Support and Improvement Schools (CSI)

- 11.1 Title IA High Schools with a graduation rate less than or equal to 67 percent shall be identified as a Comprehensive Support and Improvement school. This identification will occur on a three (3) year cycle.

Note: For the 2022 -2023 Academic School Year Only, the identification cycle is reduced to one (1) year.

- 11.2 Title IA schools with a composite accountability score in the bottom five (5) percent of overall accountability index will be identified as a Comprehensive Support and Improvement school. This identification will occur on a three (3) year cycle.

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

- 11.3 Beginning with the 2022-2023 academic year, a school previously identified as an Additional Targeted Support and Improvement school with three (3) consecutive years of subgroup score in ELA or math at or below that of all students in the bottom five (5) percent of Title IA schools shall be identified as a Comprehensive Support and Improvement school. This identification will occur annually.

Note: Performance data from the 2019-2020 and 2020-2021 school years will not be used in the identification described in Section 11.3.

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

12. Targeted Support and Improvement Schools (TSI)

12.1 A school with a subgroup composite score that is in the lowest 50 percent and in the lowest quartile of the three (3) year average gap-to-goal, and in the lowest quartile of the three (3) year improvement toward gap-to-goal closure shall be identified as a Targeted Support and Improvement school.

Note: Performance data from the 2019-2020 and 2020-2021 school years will not be used in the three (3) year average.

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

13. Additional Targeted Support and Improvement Schools (ATSI)

13.1 A school with a three (3) year average subgroup performance score at or below that of all students in the lowest performing five (5) percent of Title IA schools shall be identified as an Additional Targeted Support and Improvement school.

Note: Performance data from the 2019-2020 and 2020-2021 school years will not be used in the three (3) year average.

14. Deleted

15. English Learners (EL)

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

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

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

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

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

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

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

program in the prior year.

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

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

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

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

16. *Students with Disabilities*

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

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

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

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

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

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

17. *Duplicate Test Scores*

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

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

18. *Invalid Test Scores*

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

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

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

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

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

19. Rounding

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

Example:

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

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

20. School Reconfigurations or Redrawing of District Lines

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

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

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

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

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

22. Schools without Tested Subjects or Grades

22.1 Elementary/Middle Schools

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

in years, anywhere in the district for the years in between.

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

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

Example 2, Pre-K through 3rd Grade:

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

Example 3, Pre-K through 4th Grade:

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

Example 4, 6th and 7th grade:

- Reading and Math Proficiency - The reading and math scores from students in 6th and 7th grade at the school will be used to calculate the math and reading proficiency for that school.
- Science Proficiency - An equating process will be used to adjust the scores for this component.

- Growth - The reading and math scores from students in 6th and 7th grade at the school will be used to calculate the growth for Reading-All Students, Math-All Students, Reading-Lowest Performing Students, and Math-Lowest Performing Students for 6th and 7th grade.
 - All applicable FAY rules will apply.
- 22.1.2 An equating process to adjust the points required will be used for elementary/middle schools that do not have science scores because the school does not have a 5th or 8th grade.
- 22.1.3 Beginning with the 2014-2015 and ending with the 2017-2018 school year, the cut-points established for elementary/middle schools that do not have science scores will remain static in succeeding years. In subsequent years, the cut-points shall be reviewed following the administration of a new assessment.
- 22.2 High Schools
 - 22.2.1 Schools with missing data for components specific to high schools will have available proxy data applied in the following order of availability; three (3) year historical school average, two (2) year historical school average, prior year school score, current year district score, prior year district score. If no proxy data is available, an equating process will be used to adjust for the missing components.
- 22.3 Schools with only Pre-Kindergarten and/or Kindergarten will be assigned the school performance classification of the next level school to which that school feeds. If the school feeds to multiple schools, the performance classification will be assigned from a weighted average of the composite scores of the schools to which it feeds.

23. State and Other Special Schools

- 23.1 Mississippi School of the Arts (MSA) and Mississippi School for Math and Science (MSMS)
 - 23.1.1 The Mississippi School of the Arts and Mississippi School for Math and Science will not be assigned performance classifications but will have performance on available indicators reported consistent with other schools/districts.
 - 23.1.2 If a student takes an end-of-course, subject area assessment for the first time while at MSA or MSMS, his/her scores will be sent back to their school/district of origin and rolled into the state totals.
 - 23.1.3 Students enrolled at MSA and/or MSMS during the time of the Senior Snapshot will have their 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 MSB and MSD will not be assigned performance classifications but will have performance on available indicators reported consistent with other schools/districts.
 - 23.2.2 Students enrolled in the MSB and MSD will have performance measures included in the performance classification of the school/district of residence.
- 23.3 Other State/Special Schools
 - 23.3.1 State agencies (i.e., Hudspeth, Ellisville State School, etc.) will not be assigned performance classifications.
 - 23.3.2 Students placed in non-public schools (special private schools; i.e., Millcreek, CARES, etc.) but are enrolled in regular Mississippi public schools will have their performance measures included in the calculations of the school/district in which he/she is enrolled in MSIS.
 - 23.3.3 Students enrolled in special/non-public schools with codes 200 and 500 have no enrollment and are not used for any of the usual statistical and reporting purposes. If a student is enrolled in a public school during the testing window, he/she would have to be tested (and counted in the testing participation rates) and his/her score (if FAY) would be used for accountability purposes.
 - 23.3.4 University-based schools will not receive performance classifications.

- 23.4 Students in Correctional Facilities/Juvenile Justice System
 - 23.4.1 According to the USDE, these facilities are considered “programs” not schools and would not be assigned performance classifications.
 - 23.4.2 If a student, who is still enrolled in MSIS, is in such a program and is not tested, the student will count as “not tested” in the participation rate calculations of the school/district. If the student is tested, his/her scores will count at his/her MSIS resident school.
- 23.5 Virtual Public Schools
 - 23.5.1 Only schools classified under the USDE’s Education Data Exchange Network (EDEN) reporting requirements as a separate school entity will receive a performance classification.
- 23.6 Early College High Schools
 - 23.6.1 Students enrolled in an Early College High School will have their performance measures included in the performance classification of the school/district of residence.
 - 23.6.2 Early College High Schools will not be assigned performance classifications but will have performance on available indicators reported consistent with other high schools.

24. 9th Grade Only Schools

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

25. College- and Career-Readiness Indicator

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

- 25.1 The ACT or ACT WorkKeys assessment will be used in the College- and Career-Readiness Indicator.
- 25.2 The College- and Career-Readiness component will be comprised of a Mathematics and an English/Reading component. These two (2) components will be equally weighted and combined for one (1) score worth 50 points: $(\text{Math} + \text{English/Reading}) \div 2$
- 25.3 A student will be included in the numerator for Mathematics if he/she is considered College- and Career-Ready in Mathematics by having a score on the Mathematics component of the ACT at or above the ACT College Readiness Benchmark for the Mathematics component at the time of the student’s assessment.
- 25.4 A student will be included in the numerator for English/Reading if he/she is considered College- and Career- Ready in English/Reading by having a score on the English component of the ACT at or above the ACT College Readiness Benchmark OR if his/her score on the Reading component of the ACT is at or above the ACT College-Readiness Benchmark at the time of the student’s assessment.
- 25.5 Science ACT sub-scores will not be included in the College- and Career-Readiness component.
- 25.6 ACT Composite scores will not be included in the College- and Career-Readiness component. (Rationale: ACT does not designate a composite score to indicate college readiness.)
- 25.7 The highest available sub-score for each student at the end of month nine (9) in Mathematics and English/Reading, as described above, will be used in the College- and Career-Readiness Indicator accountability calculations.
- 25.8 Contingent upon legislative funding, the state will pay for one (1) statewide ACT administration to be held in the spring for students classified in MSIS as 11th graders. Ungraded students whose birthdates link them to the cohort of students identified as 11th graders will also be included. Students may take the ACT as many additional times as they choose, at their own expense.
- 25.9 If the IEP committee deems it appropriate, an SCD student may participate in the administration of the ACT.
- 25.10 Deleted.
- 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 In lieu of the performance requirements established in Sections 25.3, and 25.4, a student may obtain

a Silver level or higher National Career Readiness Certificate administered through the ACT WorkKeys assessment and successfully complete an industry certification or career pathway recognized by the Mississippi Department of Education. A student who achieves a Gold or Platinum level National Career Readiness Certificate administered through the ACT WorkKeys does not have to meet the additional requirement of successful completion of an industry certification or career pathway.

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 calculation.

26. Senior Snapshot

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

27. Other

27.1 Deceased Students

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

27.2 Foreign Exchange Students

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

27.2.2 Deleted

MISSISSIPPI

PUBLIC SCHOOL ACCOUNTABILITY STANDARDS

2021



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MISSISSIPPI DEPARTMENT OF EDUCATION

OFFICE OF THE CHIEF ACCOUNTABILITY

OFFICE OF ACCREDITATION

Mississippi Statewide Accountability System: Business Rules

1. *Assignment of Performance Classifications*

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

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

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

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

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

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

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

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

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

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

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

1.7 Schools with grade configurations that include both 12th grade and grades below 9th grade shall have a performance classification assigned consistent with Section 1.3, but the composite score

shall be adjusted to account for the inclusion of performance measures for students below 9th grade. The following process shall apply:

1. Compute a composite score separately for students in grades below 9th grade and for students in 9th through 12th grades.
2. Transform the composite score for students in grades below 9th grade to the scale consistent with Section 1.3.
3. Weight each composite score by the percentage of students represented in the calculation and add the two (2) weighted scores together to obtain the adjusted composite score.
 - 1.7.1 The adjustment provided for in this section shall not be applied in the calculation of cut-points for districts and schools.
 - 1.7.2 The adjustment provided for in this section shall only apply in the assignment of the performance classification and shall not apply to federally-required school identification measures.

2. Full Academic Year (FAY)

- 2.1 In order for a student to meet Full Academic Year (FAY) and be included in the proficiency and growth calculations, he/she must have been enrolled (regardless of attendance) for at least 75% ($\geq 75\%$) of the days from September 1 (of school year) to the first day of testing. This date will be published yearly by the MDE and will be the same for all schools, students, and assessments. For schools on a traditional school calendar, the date will be in the spring.
Note: 74.5% will not be rounded up to 75%.
 - 2.1.1 Enrollment is defined as enrollment at the school/district level except for students in 4x4 block scheduled courses.
- 2.2 For students in 4x4 block scheduled courses, FAY for the Fall semester will be calculated from September 1 of the school year to the first day of Fall primary test administration. The specific date will be published yearly by MDE. FAY for the Spring semester will be calculated from February 1 to the first day of Spring testing, the same day as schools using a traditional school calendar. These dates will be published yearly by MDE.
- 2.3 The beginning and ending dates will be included in the calculation of FAY. Calculations will be based on calendar days, not instructional days. Weekends and holidays will be included in the calculations.
- 2.4 If a student meets FAY at a school other than the school where he/she is enrolled at the time of testing, his/her scores will count at the school where he/she met FAY.
- 2.5 This definition of FAY will not be applied to students for previous years where a previous definition of FAY was applied. If no FAY was calculated for a student in a previous year, this method will be applied.
- 2.6 FAY will be calculated at the school level as well as at the district level. Therefore, it is possible for a student who transfers within a district to meet FAY for a district and be included in the calculations for the performance classification for the district but not be included in the calculations for a school. Scores of all students will be included in the state level calculations regardless of FAY status.
- 2.7 If a student enrolls and withdraws in the same or different school on the same day, the student will be considered as having been enrolled for one (1) day in the receiving school.
- 2.8 (Deleted) Rule 2.9 supersedes.
- 2.9 If FAY cannot be calculated or discerned because of incorrect MSIS coding, the student will be forced to meet FAY at the school/district if the movement of the student appears to be within the same school/district.
- 2.10 If a student drops out of school and re-enrolls within the same school year, the re-entry date of the student will be included as the next enrollment date for the student.
- 2.11 If a student has concurrent enrollment in more than one (1) school/district, the period of concurrent enrollment will be included in FAY calculations at both locations.

3. N-Count Minimums

- 3.1 School Totals
 - 3.1.1 In order for a school to earn a performance classification, the school must have a minimum

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

- 3.2 N-Count Minimums for the Lowest Performing Twenty-Five Percent Student Subgroup
 - 3.2.1 This subgroup must have a minimum of ten (10) valid test scores. If there are less than ten (<10) students in the Lowest Performing Twenty-Five Percent Student subgroup, the subgroup will consist of all students except for the students scoring at the highest achievement level. If this calculation still results in a number less than ten (<10), then all students will be included in the calculation of the Lowest Performing Twenty-Five Percent Student subgroup.
 - 3.2.2 At the grade-level, a minimum of four (4) students with valid scale scores are required to identify the Lowest Performing Twenty-Five Percent Students-subgroup. If a grade has less than four (<4) students with valid scale scores for the subject, there will be no students identified as being in the subgroup for that grade level for that subject.

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

4. Participation Rates

- 4.1 If a school/district does not meet an overall 95% participation rate, the school/district will automatically be dropped one (1) performance classification and will have 95% of its enrollment included in proficiency calculations, as required by federal regulation. Participation rates are not rounded.
- 4.2 Elementary schools with no assessments (K, 1, and 2) will not be assigned a participation rate. Therefore, these schools will not be impacted by the participation rate minimum requirements.
- 4.3 Students may be removed from the denominator of testing participation calculations if he/she meets the criteria set forth by the Office of Student Assessment as having a Significant Medical Emergency which made participation in the state testing impossible. For details regarding the definition of Significant Medical Emergency and the process of requesting a student be removed from the calculations, please contact the Office of Student Assessment.
- 4.4 High School participation rates will be calculated based on the Senior Snapshot. Data from all statewide end-of-course, subject area assessments will be used in the participation calculations.
 - 4.4.1 For the 2013-2014 school year, the Senior Snapshot process used for calculating participation rates in end-of-course, subject area assessments will remain consistent with previous years. Beginning with the 2014-2015 school year, U.S. History will be included in the participation rate calculations.
- 4.5 Students with significant cognitive disabilities (SCD) with no U.S. History assessment scores will be removed from the denominator for the participation rate calculation for U.S. History.
- 4.6 Beginning with the 2015-2016 academic year, the ACT assessment will be included in participation rate calculations. See Section 25.
- 4.7 If a student is expelled but is still enrolled in MSIS for the school/district during the testing window, he/she will be included in the denominator. If the student does not test, the student will count as “not tested.”

5. Proficiency

- 5.1 Proficiency will be determined by the percentage of students who achieve a performance/proficiency of Proficient and above. No additional credit will be given for students scoring in a performance/proficiency level above proficient (e.g., “Advanced”). No partial credit will be given for students scoring in any performance level below proficient.
 - 5.1.1 For proficiency components worth 50 points, the weighted percentage of students proficient will be multiplied times 0.5 to determine the points applied to the component.
 - 5.1.2 The science proficiency component for schools with a 12th grade will be based on all

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

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

6. **Growth**

- 6.1 Growth is determined by whether or not a student increases in performance/proficiency levels from one (1) year to the next based on the following criteria:
- An increase of ANY performance/proficiency level
 - Staying at Proficient from one (1) year to the next
 - An increase within the lowest three (3) performance/proficiency levels that crosses over the mid-point of the level. Example: Bottom half of Basic to top half of Basic.

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

- 6.2 Additional weight in the numerator is given for the following increases:
- Staying at Advanced from one (1) year to the next will be given a weight = 1.25.
 - Any increase of two (2) or more performance/proficiency levels will be given a weight = 1.25.
 - Any increase to the highest performance/proficiency level will be given a weight = 1.25.

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

- 6.3 Any decrease in performance/proficiency levels = 0.

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

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

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

- 6.5 Assessments used for calculation of growth will include:
- Grade-level (3-8) assessments in English Language Arts;
 - Grade-level (3-8) assessments in Mathematics;
 - High School level assessments in English Language Arts;
 - High School level assessments in Mathematics;
 - Alternate Assessments (3-8 and High School) in English Language Arts; and
 - Alternate Assessments (3-8 and High School) in Mathematics. Note: Growth will not be calculated for Science or U.S. History.

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

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

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

7. Lowest Performing Students

- 7.1 Calculation methodology for students whose baseline assessment score is 3rd through 7th grade:
- 7.1.1 The Lowest Performing Twenty-Five Percent Student subgroup in reading and the Lowest Performing Twenty-Five Percent Student subgroup in mathematics are determined using the same method but applied separately to reading data and to mathematics data. The procedure used to identify the lowest performing students in a school is applied separately by grade, and the identified students are combined across all grades to comprise the Lowest Performing Twenty-Five Percent Student subgroup and to determine learning gains.

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

The process:

1. Beginning with the 2014-2015 school year, the scores of all students participating in the general education and alternate assessments will be standardized by subject area, grade level, assessment type, and school year.

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

Note: The number of students in the Lowest Performing Twenty-Five Percent Student subgroup must meet the minimum N-count as defined in Section 3.2. If the minimum N-count is not met, the rules outlined in Section 3.2 will be applied. See Section 3.

It is possible for the Lowest Performing Twenty-Five Percent Student subgroup to be more than 25% when steps 5 and 6 are applied.

7.1.2 Deleted

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

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

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

8. **Graduation Rate**

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

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

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

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

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

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

9. Acceleration

- 9.1 Beginning in school year 2015-2016, high schools will have an Acceleration component in their calculations.
- 9.2 The Acceleration component refers to the percentage of students taking and passing the assessment associated with accelerated courses which include Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), dual credit or SBE-approved industry certification courses. For students taking dual credit courses, passing refers to students who are passing the course with an unweighted “C” or above. For AP courses, the student must score at least three (3) on the AP exam. For IB courses, the student must score at least four (4) on the IB exam. For AICE courses, the student must obtain a passing score on the exam. (Passing scores of “A”, “B”, “C”, “D”, and “E” on the AICE exams are not based on the American “A-F” grading scale.) For industry certification courses, the student must pass the exam.
 - 9.2.1 Dual credit courses must be credit-bearing courses with a minimum of three (3) semester hours credit, and beginning in school year 2019 - 2020, shall be limited to the list of articulated courses found in Appendix V of the current *Procedures Manual for the State of Mississippi Dual Enrollment and Accelerated Programs* document. Refer to the current edition of the *Approved Courses for Secondary Education* for approved Career and Technical Education (CTE) courses.
 - 9.2.2 Beginning in school year 2020 – 2021, schools must enter non-weighted course grades for dual credit courses in MSIS. These non-weighted grades will be used in the performance measure for dual credit courses.
- 9.3 The Acceleration component will consist of a Participation and a Performance component. These two (2) components will be combined for one (1) score worth fifty (50) points and phased in on the following sliding scale:
 - a. Year 1 (2015-2016): (Participation-70%/Performance-30%) ÷ 2
 - b. Year 2 (2016-2017): (Participation-60%/Performance-40%) ÷ 2
 - c. Year 3 (2017-2018) and beyond: (Participation-50%/Performance-50%) ÷ 2
- 9.4 Calculation of Participation
 - 9.4.1 The numerator for the Participation component calculation will be the number of students taking accelerated courses and/or related exams as defined in Section 9.2.
 - 9.4.2 The denominator for the Participation component calculation shall include all students whose Mississippi Student Information System (MSIS) grade or peer-grade equivalent is 11th or 12th grade plus any 9th or 10th grade students who are taking and passing these assessments/courses. Ninth (9th) and 10th grade students will not be included in the denominator unless they are also included in the numerator.)
 - 9.4.3 Students participating in multiple accelerated courses during the same school year will be given additional weighting in the numerator as follows:
 - 2 courses: 1.1
 - 3 courses: 1.2
 - 4 courses: 1.3
 - 5 courses: 1.4
- 9.5 Calculation of Performance
 - 9.5.1 The numerator for the Performance component calculation will be the number of students taking and passing accelerated assessments/courses such as AP, IB, AICE, dual credit, dual enrollment, or industry certification courses based on the definition above.
 - 9.5.2 The denominator for the Performance component calculation will consist of all students participating in the courses and/or tests identified in the participation calculations.
 - 9.5.3 Students who are enrolled in accelerated courses but do not take the required assessment will be considered as “not proficient” in the performance calculations.
- 9.6 For students taking and passing multiple dual credit courses, the additional weighting used in the participation calculations will be applied.

- 9.7 In the calculation of participation, students who take an accelerated course during their 11th grade year but do not take an accelerated course during their 12th grade year will be counted in the denominator both years, but in the numerator during their 11th grade year only.
- 9.8 FAY requirements will not be applied to the participation or proficiency calculations in the Acceleration component.
- 9.9 For students taking and passing accelerated courses in AP, IB, AICE, or industry certification that have a normed, end-of-course assessment, the numerator will be doubled in weight.
- 9.10 For students in 9th through 12th grade that participate in accelerated courses as described in Section 9.2 that are designed with a two (2) year curriculum and do not have an associated assessment in the first year, the student will be included in participation calculations but will be excluded from performance measures in the first year and will be included in both participation and performance measures in year two (2).

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

- 10.1 Scores of students taking Algebra I, Biology, English II, or U.S. History end-of-course, subject area tests assessments in a grade below 10th grade will be “banked” for proficiency/achievement and growth calculations until the student is in the 10th grade and then applied to the student’s 10th grade school (if the student met FAY requirements the year he/she was assessed and during his/her 10th grade year). See Section 6 for additional clarification on Growth.
- 10.2 If a student transfers out of the district before or during their 10th grade year, his/her scores (achievement and growth) will not be applied to the school of origin or receiving school in the new district. Note: See Section 4 (Participation) and 6 (Growth) for additional information.
- 10.3 If a student matriculates from the 9th grade to the 11th grade without enrolling in the 10th grade, banked scores will be included in accountability measures when the student is enrolled in the 11th grade.

Note: For the 2021-2022 school year only, accountability measures in proficiency and growth will not include banked scores from prior years but will include all high school, end-of course, subject area assessments taken during the 2021-2022 school year, regardless of grade level. For any schools with end-of-course assessments that do not contain 12th grade, scores will be assigned to the high school that the current school feeds to. Scores will also be banked in accordance with Rule 10.1 for use in future school years; therefore, some students’ will be included in accountability measures twice.

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

11. Comprehensive Support and Improvement Schools (CSI)

- 11.1 Title IA High Schools with a graduation rate less than or equal to 67 percent shall be identified as a Comprehensive Support and Improvement school. This identification will occur on a three (3) year cycle.

Note: For the 2022 -2023 Academic School Year Only, the identification cycle is reduced to one (1) year.

- 11.2 Title IA schools with a composite accountability score in the bottom five (5) percent of overall accountability index will be identified as a Comprehensive Support and Improvement school. This identification will occur on a three (3) year cycle.

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

- 11.3 Beginning with the ~~2021-2022~~ 2022-2023 academic year, a school previously identified as an Additional Targeted Support and Improvement school with three (3) consecutive years of subgroup ~~proficiency performance score~~ in ELA or math at or below that of all students in the bottom five (5) percent of Title IA schools shall be identified as a Comprehensive Support and Improvement school. This identification will occur annually.

Note: Performance data from the 2019-2020 and 2020-2021 school years will not be used in the identification described in Section 11.3.

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

12. Targeted Support and Improvement Schools (TSI)

12.1 A school with a subgroup composite score that is in the lowest 50 percent and in the lowest quartile of the three (3) year average gap-to-goal, and in the lowest quartile of the three (3) year improvement toward gap-to-goal closure shall be identified as a Targeted Support and Improvement school.

Note: Performance data from the 2019-2020 and 2020-2021 school years will not be used in the three (3) year average.

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

13. Additional Targeted Support and Improvement Schools (ATSI)

13.1 A school with a three (3) year average subgroup performance score at or below that of all students in the lowest performing five (5) percent of Title IA schools shall be identified as an Additional Targeted Support and Improvement school.

Note: Performance data from the 2019-2020 and 2020-2021 school years will not be used in the three (3) year average.

14. Deleted

15. English Learners (EL)

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

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

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

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

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

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

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

program in the prior year.

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

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

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

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

16. *Students with Disabilities*

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

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

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

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

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

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

17. *Duplicate Test Scores*

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

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

18. *Invalid Test Scores*

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

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

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

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

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

19. Rounding

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

Example:

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

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

20. School Reconfigurations or Redrawing of District Lines

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

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

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

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

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

22. Schools without Tested Subjects or Grades

22.1 Elementary/Middle Schools

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

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

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

Example 2, Pre-K through 3rd Grade:

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

Example 3, Pre-K through 4th Grade:

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

Example 4, 6th and 7th grade:

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

Students, Reading-Lowest Performing Students, and Math-Lowest Performing Students for 6th and 7th grade.

- All applicable FAY rules will apply.
- 22.1.2 An equating process to adjust the points required will be used for elementary/middle schools that do not have science scores because the school does not have a 5th or 8th grade.
- 22.1.3 Beginning with the 2014-2015 and ending with the 2017-2018 school year, the cut-points established for elementary/middle schools that do not have science scores will remain static in succeeding years. In subsequent years, the cut-points shall be reviewed following the administration of a new assessment.
- 22.2 High Schools
- 22.2.1 Schools with missing data for components specific to high schools will have available proxy data applied in the following order of availability; three (3) year historical school average, two (2) year historical school average, prior year school score, current year district score, prior year district score. If no proxy data is available, an equating process will be used to adjust for the missing components.
- 22.3 Schools with only Pre-Kindergarten and/or Kindergarten will be assigned the school performance classification of the next level school to which that school feeds. If the school feeds to multiple schools, the performance classification will be assigned from a weighted average of the composite scores of the schools to which it feeds.

23. State and Other Special Schools

- 23.1 Mississippi School of the Arts (MSA) and Mississippi School for Math and Science (MSMS)
- 23.1.1 The Mississippi School of the Arts and Mississippi School for Math and Science will not be assigned performance classifications but will have performance on available indicators reported consistent with other schools/districts.
- 23.1.2 If a student takes an end-of-course, subject area assessment for the first time while at MSA or MSMS, his/her scores will be sent back to their school/district of origin and rolled into the state totals.
- 23.1.3 Students enrolled at MSA and/or MSMS during the time of the Senior Snapshot will have their 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 MSB and MSD will not be assigned performance classifications but will have performance on available indicators reported consistent with other schools/districts.
- 23.2.2 Students enrolled in the MSB and MSD will have performance measures included in the performance classification of the school/district of residence.
- 23.3 Other State/Special Schools
- 23.3.1 State agencies (i.e., Hudspeth, Ellisville State School, etc.) will not be assigned performance classifications.
- 23.3.2 Students placed in non-public schools (special private schools; i.e., Millcreek, CARES, etc.) but are enrolled in regular Mississippi public schools will have their performance measures included in the calculations of the school/district in which he/she is enrolled in MSIS.
- 23.3.3 Students enrolled in special/non-public schools with codes 200 and 500 have no enrollment and are not used for any of the usual statistical and reporting purposes. If a student is enrolled in a public school during the testing window, he/she would have to be tested (and counted in the testing participation rates) and his/her score (if FAY) would be used for accountability purposes.
- 23.3.4 University-based schools will not receive performance classifications.
- 23.4 Students in Correctional Facilities/Juvenile Justice System
- 23.4.1 According to the USDE, these facilities are considered “programs” not schools and would

not be assigned performance classifications.

- 23.4.2 If a student, who is still enrolled in MSIS, is in such a program and is not tested, the student will count as “not tested” in the participation rate calculations of the school/district. If the student is tested, his/her scores will count at his/her MSIS resident school.
- 23.5 Virtual Public Schools
 - 23.5.1 Only schools classified under the USDE’s Education Data Exchange Network (EDEN) reporting requirements as a separate school entity will receive a performance classification.
- 23.6 Early College High Schools
 - 23.6.1 Students enrolled in an Early College High School will have their performance measures included in the performance classification of the school/district of residence.
 - 23.6.2 Early College High Schools will not be assigned performance classifications but will have performance on available indicators reported consistent with other high schools.

24. 9th Grade Only Schools

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

25. College- and Career-Readiness Indicator

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

- 25.1 The ACT or ACT WorkKeys assessment will be used in the College- and Career-Readiness Indicator.
- 25.2 The College- and Career-Readiness component will be comprised of a Mathematics and an English/Reading component. These two (2) components will be equally weighted and combined for one (1) score worth 50 points: $(\text{Math} + \text{English/Reading}) \div 2$
- 25.3 A student will be included in the numerator for Mathematics if he/she is considered College- and Career-Ready in Mathematics by having a score on the Mathematics component of the ACT at or above the ACT College Readiness Benchmark for the Mathematics component at the time of the student’s assessment.
- 25.4 A student will be included in the numerator for English/Reading if he/she is considered College- and Career-Ready in English/Reading by having a score on the English component of the ACT at or above the ACT College Readiness Benchmark OR if his/her score on the Reading component of the ACT is at or above the ACT College-Readiness Benchmark at the time of the student’s assessment.
- 25.5 Science ACT sub-scores will not be included in the College- and Career-Readiness component.
- 25.6 ACT Composite scores will not be included in the College- and Career-Readiness component. (Rationale: ACT does not designate a composite score to indicate college readiness.)
- 25.7 The highest available sub-score for each student at the end of month nine (9) in Mathematics and English/Reading, as described above, will be used in the College- and Career-Readiness Indicator accountability calculations.
- 25.8 Contingent upon legislative funding, the state will pay for one (1) statewide ACT administration to be held in the spring for students classified in MSIS as 11th graders. Ungraded students whose birthdates link them to the cohort of students identified as 11th graders will also be included. Students may take the ACT as many additional times as they choose, at their own expense.
- 25.9 If the IEP committee deems it appropriate, an SCD student may participate in the administration of the ACT.
- 25.10 Deleted.
- 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 In lieu of the performance requirements established in Sections 25.3, and 25.4, a student may obtain a Silver level or higher National Career Readiness Certificate administered through the ACT WorkKeys assessment and successfully complete an industry certification or career pathway

recognized by the Mississippi Department of Education. A student who achieves a Gold or Platinum level National Career Readiness Certificate administered through the ACT WorkKeys does not have to meet the additional requirement of successful completion of an industry certification or career pathway.

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 calculation.

26. Senior Snapshot

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

27. Other

27.1 Deceased Students

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

27.2 Foreign Exchange Students

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

27.2.2 Deleted