

OFFICE OF EDUCATIONAL ACCOUNTABILITY
Summary of State Board of Education Agenda Items
September 12-13, 2013

OFFICE OF ACCREDITATION

05. Approval to begin the Administrative Procedures Act process: To approve the proposed recommendations for the Statewide Accountability System beginning school year 2013-2014

On September 10, 2013, the Commission on School Accreditation approved the recommendations of the Accountability Task Force and Technical Review Team for the Statewide Accountability System beginning school year 2013-2014.

Recommendation: Approval

Back-up material attached



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Proposed Combined State/Federal Accountability System

Presented to the Mississippi State Board of Education

September 12, 2013

Senate Bill 2396

Accreditation of schools; prescribe standards for single “A” through “F” school and school district accountability system

- The state and federal accountability systems will be combined into one (federally-approved) system
- Discontinue the use of the performance classifications of “Star, High Performing, Successful, Low-Performing, At Risk of Failing” and replace with “A, B, C, D, & F”
- Incorporates a standards-based growth model
- The use of the HSCI and QDI will be discontinued
- The federally approved 4-year graduation rate will be used
- Standards increase when 75% of students are Proficient and/or when 65% of schools or districts earn a “B” or higher grade
- All schools will be assigned a label/grade

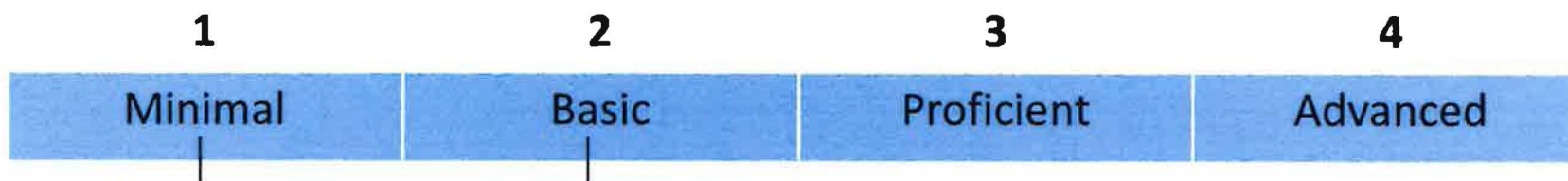


Defining Progress

Progress is when a student:

- Increases an Achievement Level with additional credit being given for students who progress two (2) or more levels
- Stays at the same Proficient or Above Achievement Level
 - Example: Student Stays in Proficient Achievement Level from 4th to 5th grade
- Moves up sufficiently within the lowest two Achievement Levels
 - Example: A student progresses from the bottom half of Basic to the top half of Basic

Achievement Levels



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Elementary and Middle Schools

Reading	Math	Science
Proficiency	Proficiency	Proficiency
Growth All Students	Growth All Students	An equating process will be used to adjust scores of elementary/middle schools with no 5 th or 8 th grade.
Growth Lowest 25%	Growth Lowest 25%	

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9/12/2013

Grading Elementary Schools with No Tested Grades/Subjects in Reading/Math

- Any elementary 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, at the current school and for anywhere in the district for the years in between if there is a gap in years.
- Pending a legislative technical amendment, Pre-K – K schools will be exempt and will not have assigned labels.

Elementary and Middle Schools

	A	B	C	D	F
Points	≥518	≥455	≥400	≥325	<325
Percent of Eligible Students Tested*	At least 95%	At least 95%	At least 95%	At least 95%	At least 95%

UPDATE: The SBE previously approved a requirement that schools/districts be dropped one letter grade for not meeting a specified target in either of the components for growth of the bottom 25%. The Accountability Task Force and Technical Review Team are recommending that requirement be removed.

*Although subgroup participation rates will be reported, this penalty will apply to the overall participation rate only. (A 94.5% participation rate will not be rounded to 95%.)

9/12/2013

Elementary and Middle School Grades

Points in each category represent the percent of students meeting the established criteria

Reading	Math	Science
Proficiency 81.4% = 81.4 points	Proficiency 84.5% = 84.5 points	Proficiency 79.2% = 79.2 points
Growth All Students 72.7% = 72.7 points	Growth All Students 74.1% = 74.1 points	
Growth Lowest 25% 39.6% = 39.6 points	Growth Lowest 25% 55.3% = 55.3 points	Total: 487 Points = B

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9/12/2013



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Grading High Schools

High school grades calculation to include:

- Graduation rates for all students (4-year rate)
- Acceleration rates (both performance and participation)
 - Number of students taking and passing Advanced Placement, International Baccalaureate, AICE, dual credit, dual enrollment or industry certification courses
- A College & Career Readiness component (pending legislative mandates/funding)



4-year Graduation Rate

The 4-year (federally approved) graduation rate will be used -

- Students who graduate in four years from a school/district with a “Regular High School Diploma”
- “Regular High School Diploma” is the standard high school diploma and does not include GED, certificate of attendance, etc.

College & Career Readiness

Upon legislative action, the College & Career Readiness component will be based on ACT Scores.

ACT will be administered state-wide to juniors.

The highest sub-score will be used in the calculations, regardless of which administration, but before a cut-off date during the senior year (TBD).

A student's score will be applied to the school that "owns" the student during the Senior Snapshot process.

Impact data for 2012-2013 will be published without ACT data. (SB2396)

High School Grades

Reading	Math	Other Subjects	Graduation 4 year	Acceleration	College Readiness
Proficiency	Proficiency	Science Proficiency	All Students Rate	Participation Proficiency	Rate
Growth All Students	Growth All Students	U.S. History Proficiency		70/30 Y1 60/40 Y2 50/50 Y3	ACT Math 22 and Reading 22 or English 18
Growth Lowest 25%	Growth Lowest 25%			Phase in: Y1: 15-16 Y2: 16-17 Y3: 17-18	Math: 50% R/E: 50%

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High School Grades

Points in each category represent the percent of students meeting the established criteria

The cut-points below are the required cut-points based on the model without the College & Career Readiness Indicator.

	A	B	C	D	F
Points	≥695	≥623	≥540	≥422	<422
Percent of Eligible Students Tested*	At least 95%	At least 95%	At least 95%	At least 95%	At least 95%

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UPDATE: The SBE previously approved a requirement that schools/districts be dropped one letter grade for not meeting a specified target in either of the components for growth of the bottom 25%. The Accountability Task Force and Technical Review Team are recommending that requirement be removed.

*Although subgroup participation rates will be reported, this penalty will apply to the overall participation rate only. (A 94.5% participation rate will not be rounded to 95%.)

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Full Academic Year (FAY)

In order for a student to meet FAY he/she must have been enrolled (regardless of attendance) for at least 75% of the days from September 1 of the 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. Calculations will be based on calendar days, not instructional days. Weekends and holidays will be included in the calculations.

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Schools with Missing Components

- Any school that does not have science scores because the school does not have the required grade level(s), an equating process to adjust the point requirements will be used to adjust for the missing component.
- Schools with missing data for components specific to high schools (U.S. History, graduation rates, etc.,) will have proxy data (i.e., district average, historical average, etc.,) applied if available. If no proxy data is available, an equating process will be used to adjust for the missing components.

Rounding

In the calculation of each of the components in the accountability system that are reported to schools, the final value of each component will be rounded to one decimal place (tenths place). These values will be summed then rounded to a whole number and reported for the final grade value calculation.

Business rules regarding rounding in other calculations have also been clarified.

Example: A school with a 94.6% participation rate, does NOT meet the minimum 95% participation rate requirements.



Technical Review Team

Member	District/Agency/Company
Dr. J. P. Beaudoin	Research in Action
Dr. William Buchanan	Harvard Strategic Data Fellow/MDE
Dr. Lee Childress (CSA/Task Force Representative)	Corinth
Dr. Irene Dearman	University of Southern Mississippi
Mr. Roy Gill (Task Force Representative)	Harrison County
Dr. Christy Hovanetz	Foundation for Excellence in Education
Mr. Richard Morrison (SBE/Task Force Representative)	Rankin County
Dr. Sharon Schattgen	University of Missouri
Jennifer Weeks	DeSoto County

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Accountability Task Force

Member	Position	District
Dr. Lee Childress -Chair (CSA Representative)	Superintendent	Corinth
Mr. Dennis Dupree	Superintendent	Clarksdale
Mr. Roy Gill	Director of Curriculum and Instruction/Accountability	Harrison County
Ms. Kim Hubbard	Teacher (4 th grade)	Rankin County
Dr. Rebecca Ladner	Superintendent	Bay-Waveland
Mr. Richard Morrison (SBE Representative)	Assistant Superintendent	Rankin County
Ms. Therese Palmertree	Superintendent (retired)	McComb
Dr. Eddie Peasant	Principal	Clinton
Dr. Adam Pugh	Superintendent	Lafayette County

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Accountability labels will be assigned based on the following school grading assignments:

Schools with no 12th grade will have seven (7) components, each worth 100 points, totaling 700 possible points:

1. Reading Proficiency
2. Reading Growth – All Students
3. Reading Growth – Low 25% of Students
4. Math Proficiency
5. Math Growth – All Students
6. Math Growth – Low 25% of Students
7. Science Proficiency

Prior to the 2015-2016 school year, High Schools (schools with a grade 12) will have 10 components, each worth 100 points, totaling 1000 possible points:

1. Reading Proficiency
2. Reading Growth – All Students
3. Reading Growth – Low 25% of Students
4. Math Proficiency
5. Math Growth – All Students
6. Math Growth – Low 25% of Students
7. Science Proficiency
8. U.S. History Proficiency
9. Graduation Rate – All Students
10. College & Career Readiness (Math 50% and English/Reading 50%) **(Contingent upon legislative funding)**

Beginning with the 2015-2016 school year, High Schools (schools with a grade 12) will have 11 components, each worth 100 points, totaling 1100 possible points:

1. Reading Proficiency
2. Reading Growth – All Students
3. Reading Growth – Low 25% of Students
4. Math Proficiency
5. Math Growth – All Students
6. Math Growth – Low 25% of Students
7. Science Proficiency
8. U.S. History Proficiency
9. Graduation Rate – All Students
11. College & Career Readiness (Math 50% and English/Reading 50%) **(Contingent upon legislative funding)**
10. Acceleration (Participation and Performance Combined) on the following sliding scale:
 - a. Year 1 (2015-2016): Participation - 70%/Performance - 30%
 - b. Year 2 (2016-2017): Participation - 60%/Performance - 40%
 - c. Year 3 (2017-2018) and beyond: Participation - 50%/Performance - 50%

The following business rules will apply:

1. Assignment of Grade Classifications

1.1 Standards for student, school, and school district performance will be increased when student proficiency is at a seventy-five percent (75%) and/or when sixty-five percent (65%) of schools and/or districts are earning a grade of "B" or higher, in order to raise the standard on performance after targets are met. (SB2396)

1.2 Grades for elementary/middle schools will be determined based on the following cut-points:

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

1.3 Grades for schools with a 12th grade will be determined based on the following cut-points (without the College & Career Readiness component):

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

(These cut-points were derived from an equating process using the same data and cut-points that were recommended by the Accountability Task Force to be used with the College & Career Readiness Component in Section 1.4)

1.4 Grades for schools with a 12th grade will be determined based on the following cut-points (with the College & Career Readiness component):

- A \geq 762
- 687 \leq B < 762
- 595 \leq C < 687
- 461 \leq D < 595
- F < 461

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%.

2.2 For students in 4x4 block scheduled districts, FAY for the Fall semester will be calculated from September 1 of the school year to the first day of Fall primary test administration. The specific date will be published yearly by MDE. FAY for the Spring semester will be calculated from February 1 to the first day of Spring testing, the same day as schools using a traditional school calendar. These dates will be published yearly by MDE.

2.3 The beginning and ending dates will be included in the calculations. Calculations will be based on calendar days, not instructional days. Weekends and holidays will be included in the calculations.

2.4 If a student meets FAY at a school other than the school where he/she is enrolled at the time of testing his/her scores will count at the school where he/she met FAY.

2.5 This definition of FAY will not be applied to students for previous years where a previous definition of FAY was applied. In the event that no FAY was calculated for a student in a previous year, this method will be applied.

3. N-Count Minimums

3.1 School Totals

3.1.1 In order for a school to earn a grade, the school must have a minimum of 10 valid test scores in each of the required components.

3.2 Low 25% N-Count Minimums

3.2.1 This subgroup must have a minimum of 10 valid test scores. If there are less than 10 (<10) students in the Low 25% subgroup, the subgroup will consist of All students except for the students scoring at the highest achievement level. If this calculation still results in a number less than 10, then ALL students will be included in the calculation of the Low 25% subgroup.

4. Participation Rates

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

4.2 Elementary schools with no assessments (K, 1, and 2) will not be assigned a participation rate. Therefore, these schools will not be impacted by the participation rate minimum requirements.

4.3 Students may be removed from the denominator of testing participation calculations if he/she meets the criteria set forth by the Office of Student Assessment as having a Significant Medical Emergency which made participation in the state testing impossible. For details regarding the definition of Significant Medical Emergency and the process of requesting a student be removed from the calculations, please contact the Office of Student Assessment.

4.4 High School participation rates will be calculated based on the Senior Snapshot. Data from all state-required high-school level end-of-course assessments will be used in the participation calculations. This rule will also apply to the ACT assessment if, and when, it becomes a state required assessment.

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.

5.2 Assessments included in the proficiency calculations will consist of all statewide assessments in Reading/Language Arts/English, Mathematics, Science, and U.S. History. This includes all Alternate Assessments based on Alternate Achievement Standards (AA-AAS) for SCD students. (This rule will need to be reviewed with the implementation of any new statewide assessments.)

6. Growth

6.1 Growth is determined by whether or not a student increases in performance/proficiency levels from one (1) year to the next based on the following criteria:

- An increase of ANY performance/proficiency level
- Staying at the same performance/proficiency that is at or above Proficient from one (1) year to the next
- An increase within the lowest two (2) performance/proficiency levels that crosses over the mid-point of the level. (Example: Bottom half of Basic to top half of Basic)

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

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

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

6.3 Any decrease in performance/proficiency levels = 0.

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

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

(Rules regarding the splitting of the lowest two (2) performance/proficiency levels are subject to review and change with the implementation of any new assessments.)

6.5 Assessments used for calculation of growth will include:

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

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

6.6 Students taking Algebra I in 7th or 8th grade are required by No Child Left Behind (NCLB) to also take the grade-level assessment in mathematics. Therefore, these students will have two (2) growth calculations: grade-level to grade-level and grade-level to Algebra I. The grade-level to grade-level growth calculation will be applied to the current school. The grade-level to Algebra I growth calculation will be banked until the student's 10th grade year.

6.7 To calculate growth for the High Schools for Math-All Students, Math-Low 25%, Reading-All Students and Reading-Low 25%, 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, then his/her 7th grade grade-level assessments will be used as the baseline and banked until the student is in the 10th grade.
- If a student takes Algebra I in the 7th grade, his/her 6th grade grade-level math assessment will be used as the baseline and banked until the student is in the 10th grade.

6.8 If a student does not have the previous year's grade-level assessment, the student will be excluded from the growth calculation(s) except in the cases of the high school level assessments.

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

6.10 If a student does not take the required High School level assessments until his/her 11th or 12th grade, growth will be calculated and applied in the first year he/she has a valid score.

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

6.12 For K-3 schools, growth of 4th grade students in the district will be used for the growth calculations of the K-3 school in which they met FAY. Growth of the 3rd grade students who are retained will be included with the 4th grade student growth calculations.

6.13 The student must meet FAY for the current year in order to be included in the growth calculations but is not required to meet FAY for the previous year.

6.14 Growth will not be calculated for students who take the Alternate Assessment in the current year but took the grade-level general education assessment the previous year or vice versa.

6.15 The denominator for the growth calculation includes any FAY student with two (2) valid assessment scores (as defined above). The numerator will include any student included in the denominator who has demonstrated growth as defined above, and weighted accordingly.

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

7. Lowest 25% of Students

7.1 Calculation Methodology

7.1.1 The lowest 25% in reading and the lowest 25% in mathematics are determined using the same method but applied separately to reading data and to mathematics data. The procedure used to identify the lowest 25% of the students in a school is applied separately by grade, and the identified students are combined across all grades to comprise the Low 25% and to determine learning gains.

The process:

The first step is to rank the scores of all students in the grade from highest to lowest based on their prior year scale scores. (Students without a score from the prior year, or students in high school without a prior test, are not included.)

The second step is to identify the scale score that corresponds to the percentile rank of 25. This scale score becomes the boundary score. Any student who has a score equal to or below the boundary score is included in the lowest 25%. Students from all grades are combined to form the lowest 25%.

If the total number of students in the lowest 25% does not equal the minimum N-count, each student will be assigned a percentile ranking within his or her grade. After the lowest 25% is identified through the process described in the preceding steps, the remaining students are ranked together based on the percentile rank that was assigned to each within his or her grade. Of these students, the one with the lowest percentile ranking is added to the lowest performing group. If the group still numbers less than the minimum N-count, the student with the next lowest percentile ranking is added to the group, and so on, until the number of the group reaches the minimum N-count. It is possible for the group to exceed the minimum N-count if there are students with a tied percentile ranking who are added at the last step. It is also possible for the bottom 25% to be more than 25%. (See Section 3 for more details on N-Count minimums.)

7.2 The lowest 25% for a district will be identified using the same method described above (i.e., the district will be calculated as if it were one school). Therefore, it is possible that some students may be identified as the lowest 25% for their school but not for their district, or for their district but not their school.

7.3 The lowest 25% for the state will be identified using the same method (i.e., the state will be calculated as if it were one school).

7.4 Scores from the alternate assessment for SCD students will not be included in the identification of the bottom 25%.

8. Graduation Rate

8.1 The federally-approved 4-year graduation rate will be used. (SB2396)

Definition: The number of students who graduate in four (4) years from a school and LEA with a **regular high-school diploma** divided by the number of students who entered four years earlier as first-time 9th graders, with adjustments for deaths, emigration, and transfers in and out. Ninth-grade students who repeat 9th grade will stay in their original cohort.

Definition: A “regular high school diploma” is the standard high-school diploma that is fully aligned with the state’s academic content standards. No exceptions are made for students with disabilities (SCD students or non-SCD students) or students receiving an occupational diploma, GED, certificate of attendance, etc.

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

9. Acceleration

9.1 Beginning in school year 2015-2016, high schools will have an Acceleration component in their calculations.

9.2 The Acceleration component refers to the percentage of students taking and passing the assessment associated with the accelerated courses such as Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or industry certification courses. For students taking dual credit and dual enrollment courses, passing refers to students who are passing the course with a “C” or above. For AP courses, the student must score at least 3 on the AP exam. For IB courses, the student must score at least 4 on the IB exam. For AICE courses, the student must obtain a passing score on the exam. (Passing scores of “A”, “B”, “C”, “D”, and “E” on the AICE exams are not based on the American “A-F” grading scale.) For industry certification courses, the student must pass the exam.

9.3 The Acceleration component will consist of a Participation and a Performance component. These two components will be combined for one score worth 100 points and phased in on the following sliding scale:

- a. Year 1 (2015-2016): Participation - 70%/Performance - 30%
- b. Year 2 (2016-2017): Participation - 60%/Performance - 40%
- c. Year 3 (2017-2018) and beyond: Participation - 50%/Performance - 50%

9.4 Calculation of Participation

9.4.1 The numerator for the Participation component calculation will be the number of students taking accelerated courses such as AP, IB, AICE, dual credit, dual enrollment or industry certification courses based on the definition above.

9.4.2 The denominator for the Participation component calculation shall include all students not identified as Significant Cognitive Disabilities (SCD) students whose Mississippi Student Information System (MSIS) grade or peer-grade equivalent is 11th or 12th grade plus any 9th or 10th grade students who are taking and passing these assessments/courses plus any 11th or 12th grade SCD students who are taking and passing these assessments/courses. (9th and 10th grade students and SCD students will not be included in the denominator unless they are also included in the numerator.)

9.4.3 Students participating in multiple accelerated courses during the same school year will be given additional weighting in the numerator as follows:

- 2 courses: 1.1
- 3 courses: 1.2
- 4 courses: 1.3
- 5 courses: 1.4

9.5 Calculation of Performance

9.5.1 The numerator for the Performance component calculation will be the number of students taking and passing accelerated assessments/courses such as AP, IB, AICE, dual credit, dual enrollment, or industry certification courses based on the definition above.

9.5.2 The denominator for the Performance component calculation shall consist of all non-SCD students whose MSIS grade or peer-grade equivalent are 11th or 12th graders plus any 9th or 10th grade students and any 11th or 12th grade SCD students who are taking and passing these assessments/courses. (9th and 10th grade students and 11th and 12th grade SCD students will not be included in the denominator unless they are also included in the numerator.) No additional weights will be applied to the denominator for students taking multiple courses.

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

9.7 Students who take an accelerated course during their 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.

10. Banking Scores: Algebra I and Biology I taken below 10th grade

10.1 Scores of students taking Algebra I and Biology I end-of-course assessments in a grade below 10th grade will be “banked” for proficiency/achievement and growth calculations until that student is in the 10th grade and then applied to a) the student’s school of origin where he/she took Algebra I and/or Biology I and b) the student’s 10th grade school (if the student met full academic year (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 district before or during their 10th grade year, his/her scores (achievement and growth) will be applied to the school of origin (if FAY was met) but not to the receiving school in the new district.

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

11. Focus Schools

11.1 Schools identified as “D” schools will also be identified as “Focus” schools. (SB2396)

11.2 If at least 10% of the schools in the state are not graded as “D” schools, the lowest 10% of schools, which are not already identified as Priority Schools, will be identified as Focus Schools. (SB2396)

11.3 Beginning with the 2013-2014 grade assignments, any school designated as “Focus” and was designated as “D” or “F” for the preceding two (2) school years, will implement Focus School interventions for a minimum of two (2) years.

12. Priority Schools

12.1 Schools identified as “F” schools will also be identified as “Priority” schools. (SB2396)

12.2 If at least 5% of the schools in the state are not graded as “F” schools, the lowest 5% of school grade point designees will be identified as Priority Schools. (SB2396)

12.3 Beginning with the 2013-2014 grade assignments, any school designated as “Priority” and was designated as “F” for the preceding two (2) school years, will implement Priority School interventions for a minimum of three (3) years.

13. Reward Schools

13.1 Schools identified as “A” schools will also be identified as “Reward” schools. (SB2396)

14. Annual Measurable Objectives (AMOs)

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

15. English Learners (EL)

15.1 Scores of English Learners (EL) will be included in the calculations UNLESS the district requests that the scores of an EL student who is first year in the country be excluded from their proficiency (not participation) calculations.

15.1.1 A student whose HLS (Home Language Survey) indicates the presence of a language other than English must be assessed for English-language proficiency within thirty (30) days of enrollment at the

beginning of the school year. Students who register after the beginning of the school year must be assessed within two (2) weeks of enrollment. LEAs have the option to exclude the test scores for recently arrived EL students. "Recently Arrived" applies to the amount of time the student has been served in any school within the United States, NOT to the length of time the student has lived in the United States. LEAs must identify first year EL students designated for exclusion on or before February 1, annually. (For more information, contact the Office of Federal Programs.)

16. Students with Significant Cognitive Disabilities (SCD)

16.1 United States Department of Education (ED) regulations limit the number of scores of children taking alternate assessments for students with significant cognitive disabilities scoring proficient or above to 1% of the students at the state and district level. This rule does not apply at the school level because these regulations recognize that some schools offer specialized services or are near specialized medical facilities that attract higher numbers of students with significant special needs. Therefore, if a district has >1% of their total population scoring proficient or above on an alternate assessment the percent above 1% will be adjusted to reflect a score of non-proficient.

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

17. Duplicate Test Scores

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

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

18. Invalid Test Scores

18.1 Students with invalid test scores will be counted as "not tested" for participation calculations. The first VALID test score will be used in the proficiency, growth, and participation calculations.

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

19. Rounding

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

Example:

Reading Proficiency	80.5
Reading Growth – All Students	80.5
Reading Growth – Low 25% of Students	80.5
Math Proficiency	80.5
Math Growth – All Students	80.5
Math Growth – Low 25% of Students	80.5
Science Proficiency	80.5
Total Score	564

20. School Reconfigurations or Redrawing of District Lines

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

21. Alternative Schools

21.1 No school grades or differentiated accountability labels will be assigned to "alternative schools". Scores of students attending an alternative school will be included in the school grade of the student's official MSIS home school of enrollment.

22. Schools Without Tested Subjects or Grades

22.1 Elementary/Middle Schools

22.1.1 Any elementary/middle school that does not have reading or math scores because the school does not have the required grade level, the scores from the students in the next higher grade in the tested subject within the same district will be applied back to the student's lower elementary school of

origin. In order for the scores to be applied, the student must meet FAY at the lower grade school, the current school and if there is a gap in years, anywhere in the district for the years in between.

Example 1, K-2 School:

- Reading and Math Proficiency- The reading and math scores from students in grade 3 who attended the K-2 school and are still in the same district will be used to calculate the math and reading proficiency for that K-2 school.
- Science Proficiency – An equating process will be used to adjust the scores for this component.
- Growth - The reading and math scores from students in grade 4 who attended the K-2 school and are still in the same district will be used to calculate the growth for Reading-All Students, Math-All Students, Reading-Low 25%, and Math-Low 25% for that K-2 school. The students would have to have met FAY
 - in the K-2 school during 2nd grade
 - the 4th grade school in the same district; and
 - any school within the same district during 3rd grade.

Example 2, K-3 School:

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

Example 3, K-4 School:

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

Example 4, 6-7 School:

- Reading and Math Proficiency- The reading and math scores from students in grades 6 and 7 at the school will be used to calculate the math and reading proficiency for that 6-7 school.
- Science Proficiency – An equating process will be used to adjust the scores for this component.
- Growth - The reading and math scores from students in grades 6 and 7 at the school will be used to calculate the growth for Reading-All Students, Math-All Students, Reading-Low 25%, and Math-Low 25% for that 6-7 school.
- All applicable FAY rules will apply.

22.1.2 An equating process to adjust the points required will be used for elementary/middle schools that do not have science scores because the school does not have a 5th or 8th grade.

22.2 High Schools

22.2.1 Schools with missing data for components specific to high schools (U.S. History, graduation rates, etc.) will have proxy data (i.e., district average, historical average, etc.) applied if available. If no proxy data is available, an equating process will be used to adjust for the missing components.

22.3 Schools with only Pre-Kindergarten and/or Kindergarten will not be assigned a school grade label. **(Pending legislative amendment)**

23. State and other Special Schools

23.1 Mississippi School of the Arts (MSA) and Mississippi School for Math and Science (MSMS)

23.1.1 The Mississippi School of the Arts and Mississippi School for Math and Science will not earn grades. **(Pending technical amendment to SB2396)**

23.1.2 If a student takes a high-school end-of course assessment for the first time while at MSA or MSMS, his/her scores will be sent back to their school/district of origin and rolled into the state totals.

23.1.3 (Pending the implementation of the College Readiness component) Students enrolled at MSA and/or MSMS during the time of the Senior Snapshot will have their scores sent to their high school of origin.

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

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

23.3 Other State/Special Schools

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

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

23.4 Students in Correctional Facilities/Juvenile Justice System

23.4.1 According to the USDE, these facilities are considered “programs” not schools and would not be assigned accountability labels.

23.4.2 If a student, who is still enrolled in MSIS, is in such a program and is not tested, the student will count as “not tested” in the participation rate calculations of the school/district. If the student is tested, his/her scores will count at his/her MSIS resident school.

23.5 Virtual Public Schools

23.5.1 Only schools classified under the U.S. Department of Education’s EDEN (Education Data Exchange Network) reporting requirements as a separate school entity will receive a grade.

24. 9th Grade Only Schools

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

25. College & Career Readiness Indicator

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

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

25.2 Mathematics will comprise 50% of the College & Career Readiness component. English/Reading will comprise 50% of the College & Career Readiness component.

25.3 A student will be included in the numerator for Mathematics if he/she is considered College & Career Ready in Mathematics by having a score on the Mathematics component of the ACT at or above the ACT College Readiness Benchmark for the Mathematics component at the time of the student's assessment.

25.4 A student will be included in the numerator for English/Reading if he/she is considered College & Career Ready in English/Reading by having a score on the English component of the ACT at or above the ACT College Readiness Benchmark OR if his/her score on the Reading component of the ACT is at or above the ACT College Readiness Benchmark at the time of the student's assessment.

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

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

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

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

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

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

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

25.11 A student's score will be applied to the school in which the student is enrolled in MSIS at the time of the Senior Snapshot.

25.12 No other assessments will be allowed as a substitution for the ACT in the College & Career Readiness component.