

**OFFICE OF CHIEF ACCOUNTABILITY OFFICER**  
**Summary of State Board of Education Agenda Items**  
**August 16, 2018**

**OFFICE OF DISTRICT AND SCHOOL PERFORMANCE**

04.B. Action: Approval of a temporary rule and to begin the Administrative Procedures Act process: To revise the business rules of the Mississippi Statewide Accountability System to assign a grade classification to all schools in accordance with Miss. Code Ann. § 37-17-6(5) and Every Student Succeeds Act (ESSA) effective for school year 2017-2018 [Goals 1, 2, 3, 4, 5, and 6 – MBE Strategic Plan]

Background Information: The Commission on School Accreditation (CSA) met in a special-called meeting on Tuesday, August 14, 2018, and approved the recommendation to assign a grade classification to all schools in accordance with state and federal law.

The following revisions to the business rules of the Mississippi Statewide Accountability System are necessary to comply with state and federal law:

- 1) Business Rule 3.1.1: Revise the business rule to provide alternate measures of performance for schools not meeting the minimum N-count.
- 2) Business Rule 22.3: Revise the business rule to clarify that grades will be assigned to schools with only Pre-Kindergarten and Kindergarten students.
- 3) Business Rule 23.2.1: Delete the business rule stating Mississippi School for the Blind (MSB) and Mississippi School for the Deaf (MSD) will not have grades assigned.

The temporary rule and final action is necessary to implement the revisions to the business rules for the Mississippi Statewide Accountability System effective for the 2017-2018 school year immediately upon its filing with the Secretary of State in accordance with Miss. Code Ann. § 25-43-3.113(2)(b)(ii). For a rule to become effective immediately upon its filing, the Board is required to make a finding that the rule only confers a benefit or removes a restriction on the public or some segment thereof.

This item references Goals 1, 2, 3, 4, 5, and 6 of the *Mississippi Board of Education 2016-2020 Strategic Plan*.

Recommendation: Approval

Back-up material attached

## Excerpts from the Business Rules of the Mississippi Statewide Accountability System

### 3. *N-Count Minimums*

#### 3.1 School Totals

- 3.1.1 In order for a school to earn a grade, the school must have a minimum of ten (10) valid test scores in each of the required components. Schools that do not have the minimum of ten (10) valid test scores for each of the components ~~but meet the 95% minimum participation requirements, the available data will be reported but the school will not receive a grade. If a school does not meet the minimum of ten (10) valid test scores requirement because they do not meet the 95% minimum participation requirement, the school will receive a grade based on the available data for each component. will have data from prior years combined with the current year (up to three years of data) in order to achieve the minimum N-count.~~ (See Sections 15, 22 and 24 for exceptions to this rule.)

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

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

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

### 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:

## Excerpts from the Business Rules of the Mississippi Statewide Accountability System

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

### Example 3, Pre-K through 4th Grade:

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

### Example 4, 6th and 7<sup>th</sup> grade:

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

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

22.1.3 Beginning with the 2014-2015 school year, the cut-points established for elementary/middle schools that do not have science scores will remain static in succeeding years. The cut-points will be reviewed following the administration of a new assessment.

## 22.2 High Schools

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

22.3 Schools with only Pre-Kindergarten and/or Kindergarten will ~~not~~ be assigned ~~a~~ the school grade label of the next level school to which that school feeds. If the school feeds to multiple schools, the grade will be assigned from a weighted average of the composite scores of the schools to which it feeds.

## Excerpts from the Business Rules of the Mississippi Statewide Accountability System

### 23. State and Other Special Schools

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

- 23.1.1 The Mississippi School of the Arts and Mississippi School for Math and Science will not earn grades.
- 23.1.2 If a student takes a high school end-of-course assessment for the first time while at MSA or MSMS, his/her scores will be sent back to their school/district of origin and rolled into the state totals.
- 23.1.3 Students enrolled at MSA and/or MSMS during the time of the Senior Snapshot will have their ACT scores sent to their high school of origin.
- 23.1.4 For students enrolled at MSMS or MSA, the school/district of origin is defined as the school/district where the student was enrolled and met FAY requirements in the school year immediately prior to enrollment at MSMS or MSA.

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

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

#### 23.3 Other State/Special Schools

- 23.3.1 State agencies (i.e., Hudspeth, Ellisville State School, etc.) will not earn grades.
- 23.3.2 Students placed in non-public schools (special private schools; i.e., Millcreek, CARES, etc.) but are enrolled in regular Mississippi public schools will have their scores included in the calculations of the school/district in which he/she is enrolled in MSIS.
- 23.3.3 Students enrolled in schools 200 and 500 have no enrollment and are not used for any of the usual statistical and reporting purposes. If a student is enrolled in a public school during the testing window, he/she would have to be tested (and counted in the testing participation rates) and his/her score (if FAY) would be used for accountability purposes.

#### 23.4 Students in Correctional Facilities/Juvenile Justice System

- 23.4.1 According to the USDE, these facilities are considered “programs” not schools and would not be assigned accountability labels.
- 23.4.2 If a student, who is still enrolled in MSIS, is in such a program and is not tested, the student will count as “not tested” in the participation rate calculations of the school/district. If the student is tested, his/her scores will count at his/her MSIS resident school.

#### 23.5 Virtual Public Schools

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