

OFFICE OF CHIEF ACCOUNTABILITY OFFICER
Summary of State Board of Education Agenda Items
September 19, 2019

OFFICE OF ACCREDITATION

02. Action: Begin the Administrative Procedures Act process: To revise Miss. Admin. Code 7-3: 36.4, State Board Policy Chapter 36, Rule 36.4: Assessments Required for Graduation [Goals 1, 2, 4, and 6 - MBE Strategic Plan]

Background Information: The Commission on School Accreditation (CSA) met on Monday, August 19, 2019 in a special-called meeting to consider the vote of the Assessment Task Force and the results of the teacher survey regarding the continuance of the U.S. History End-of-Course exam. The CSA voted unanimously to submit a request to the SBE to begin the APA process to eliminate the U.S. History End-of-Course assessment.

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

Recommendation: Approval

Back-up material attached

Chapter 36: Graduation Requirements

Rule 36.4 Assessments Required for Graduation

1. All students enrolled in one of the four (4) end-of-course Subject Area Test courses ***must*** pass the course and participate in the applicable end-of-course Subject Area Test in order to earn the Carnegie Unit.

Beginning with school year 2020-2021, students will be no longer be required to take the U.S. History end-of-course assessment. All students enrolled in one (1) of the three (3) end-of-course Subject Area Test courses ***must*** pass the course and participate in the applicable end-of-course assessment in order to earn the Carnegie Unit. The three (3) end-of-course Subject Area Test course are:

- Algebra I
- Biology I
- English II

2. Beginning with school year 2014-2015, students shall graduate by passing the course and meeting **one** (1) of the following options:

- Passing the applicable end-of-course Subject Area Test, or
- Using options outlined in Chapter 36, Rule 36.5, or
- Using the end-of-course Subject Area Test score with the overall course grade based on the Concordance Table for each of the four (4) end-of-course Subject Area Test as provided to school districts by the Mississippi Department of Education. (Students must be enrolled in order to utilize this option.)

3. Beginning with school year 2015-2016, in addition to number two (2) above, all students enrolled may achieve a combined minimum score from the end-of-course Subject Area Test to meet the requirement for graduation in lieu of passing the applicable end-of-course Subject Area Test.

4. Any Mississippi public school student who fails to pass a required end-of-course Subject Area Test, prior to school year 2016-2017, will be offered opportunities to retake the test.

Archived Information Regarding Chapter 36, Rule 36.4 for Students Graduating Prior to School Year 2014-2015:

Academic end-of-course Subject Area Tests were phased in during the 2001-2002 school year to replace the Functional Literacy Examination (FLE) as a requirement for graduation.

1. Students who began 9th grade PRIOR to 1999-2000 must pass the Functional Literacy Examination (FLE).
2. Students who began 9th grade in school year 1999-2000 must pass the Functional Literacy Examination (FLE) plus the Subject Area Test in U.S. History.
3. Students who began 9th grade in school year 2000-2001 must pass the mathematics section of the FLE plus the Subject Area Tests in U.S. History and English II.

4. Students who began 9th grade in 2001-2002 must pass the mathematics section of the FLE plus the Subject Area Tests in U.S. History, English II, and Biology.
5. Students who began 9th grade in 2002-2003 must pass the end-of-course Subject Area Tests in U. S. History, English II, Biology, and Algebra I. Students who began 9th grade in 2003-2004 and each year thereafter must pass all required end-of-course Subject Area Tests in U.S. History, English II, Biology, and Algebra I.

Source: *Miss Code Ann.* §§ 37-17-6 and 37-16-7 (Revised 4/2015, 4/2016, 6/2018, **TBD**)

Letting Teachers Talk: Results of the Teacher Survey on Student Testing

Report to the Mississippi Department of Education
Student Testing Task Force

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Executive Summary

The Mississippi Department of Education (MDE) established the Mississippi Student Testing Task Force to examine current student testing on the state and local school district levels. The Task Force decided that surveys of district superintendents and teachers were needed to gather their perceptions of student testing. Findings from the study of school district superintendents are reported elsewhere. This report contains results from a survey of 10,106 teachers, about one-third of all public school teachers in the state. Of the respondents, 3,904 teach a subject that is required by the state to be tested (i.e., tested-subject teacher) and 6,202 (61.4%) do not (i.e., non-tested-subject teacher). Survey respondents also included teachers who work in pre-kindergarten, kindergarten, and elementary schools (31.7%), middle schools (23.0%), high schools (29.9%), and some who teach non-graded subjects (4.2%).

Key findings:

- The overwhelming majority of teachers surveyed believe that there is too much state (76.5%) and district-level (70.4%) testing. Attitudes about the amount of testing vary somewhat depending on years of teaching experience, grades taught, and whether she/he teaches a tested or not-tested subject.
- Written responses to the open-ended question on teachers' concerns about student testing expounded upon the theme of too much testing in terms of the amount of testing, the frequency of testing, the length of some assessments, and redundancy of using different tests to obtain similar results.
- Teachers also perceive that the amount of testing is associated with a number of negative outcomes, including increased stress for students and teachers, lower student motivation for performing well on tests, and loss of instructional time. Some teachers noted that the emphasis placed on testing is causing teachers to "teach to the test".
- Both teachers of tested and non-test subjects mostly commonly reported that the purpose of student testing is to enable teachers to make instructional decisions (e.g., skill remediation).
- Most teachers reported that student testing is somewhat helpful (62.3%). Only 26.9% deem assessments as "very helpful", and 9.5% rated assessments as "not at all helpful".
- Despite acknowledgement that testing can be helpful, teachers commented negatively on the quality of the tests and data from the tests. Many reported the tested subject matter did not fit with curriculum/standards. A great many teachers indicated that the tests are not developmentally appropriate for young children or children with disabilities or in special education. Moreover, teachers complained that testing took away important time from classroom instruction and about the overall disruption caused by testing in the school day.

- Information was also collected on the types of tests administered. The STAR reading and math assessments were the most common, closely followed by the i-Ready language arts and math assessments.
- The time to administer and obtain results of a typical standardized test varies widely by district.
- Technology issues were frequently cited as the reason for prolonged time to conduct student testing.

Based on teacher comments, the following recommendations are made:

- Increase consistency in expectations and appropriate class content across curriculum, district required tests, and state required tests to minimize concerns about the quality of the testing data.
- Use the ACT as the high school exit exam to help prepare students for the next step, decrease the time and logistics required for testing, and decrease the financial burden for the state.
- Shift funding to support teachers and classrooms rather than paying for external testing or external test preparation to help with teacher stress and student preparation for their next step.
- Provide the opportunity for some tests to be paper and pencil tests to decrease technological and logistical problems with computer-based testing and to provide more developmentally-appropriate tests for younger students and students with disabilities.
- Prioritize tests that are vital to funding and decrease unnecessary testing to increase time teachers spend teaching and decrease the overall burden on teachers, students, and school systems.

Introduction

The federal Every Student Succeeds Act (ESSA; 2015) mandates that states test all students annually in grades 3-8 and at least once in high school in both mathematics and English language arts (ELA). These scores must be used in states' school accountability systems. The ESSA has a clear focus on evaluating and enhancing equality of educational opportunity. Thus, each state's assessment system is meant to measure the extent to which students have an opportunity to meet the intended learning goal. Many states are also attempting to promote excellence in education, which mandates a very different type of assessment system. Pursuit of both goals requires careful consideration of the assessment system employed.

In May 2018, the Mississippi Department of Education (MDE) established the Mississippi Student Testing Task Force to examine current student testing on the state and local school district levels and to determine best practices for monitoring student progress in meeting grade-level and subject-area learning goals.

In the April 16, 2018 press release announcing the formation of the task force, Dr. Carey Wright, State Superintendent of Education, MDE said

“We have heard concerns from parents, lawmakers and educators about the amount of testing on the state and district levels and the time spent on test preparation in schools. We believe that through the work of the task force we can come up with reasonable recommendations that will address these concerns, while ensuring accountability among schools and districts to prepare our students for their next step, whether it's the next grade, the workforce, military, or college.”

The goals of the task force are:

- to determine the types, quality, and amount of tests students take on the state and district level;
- to provide recommendations on ways to ensure student testing is streamlined but measures the learning goals designed by Mississippi teachers;
- to discover and recommend best practices for student testing on the state and district level.

The Task Force decided that surveys of district superintendents and teachers were needed to gather their use of standardized tests and their perceptions of student testing. The purpose of this report is to document the process and findings from a statewide survey of public school teachers in Mississippi.

Methods

The Mississippi Department of Education (MDE) hired the Survey Research Laboratory (SRL) of the Social Science Research Center (SSRC) at Mississippi State University (MSU) to survey all public school teachers in the state of Mississippi regarding state, district, or school-mandated standardized student testing and assessment. The SRL worked in conjunction with Dr. Angela Robertson, Associate Director of the SSRC; Patrice Guilfoyle, APR Communications Director; MDE Office of Communications and Government Relations; and members of the Mississippi Student Testing Task Force to refine and administer the survey instrument.

The SRL conducts telephone, online, mail, and multi-mode surveys. Since 1982, the laboratory has completed over 700 scientifically-based surveys with local, state, and national samples. These surveys have covered a broad range of research topics including: healthcare, education, behavioral risk factors, children's wellbeing, vocational rehabilitation, watershed management, disaster response, and the state of the economy. Examples of recent clients include Oak Ridge National Laboratory, Centers for Disease Control and Prevention, National Institutes of Health, Mississippi State Department of Health, Robert Wood Johnson Foundation, The Walton Family Foundation, and the American Academy of Pediatrics.

To reach the approximately 30,000 public school teachers in the state, the research team employed a web-based survey, which is the typical mode of survey administration for special population studies. For most special population studies, the research team contracting with the SRL provides the sample of potential respondents, and the SRL either attempts to contact those potential respondents in order to administer the survey or distributes the survey to be self-administered. Unfortunately, MDE does not have direct email addresses to every teacher in the state. Therefore, rather than the SRL distributing the web-based survey to all 30,000 Mississippi public school teachers, the survey was conducted through a general email to school and district teachers. SRL provided a single, anonymous link to the survey to Patrice Guilfoyle, who then sent an email under the name of Dr. Carey Wright, State Superintendent of Education, to all superintendents and principals on the MDE listserv. The recruitment email explained the purpose of the survey, the link to access the survey, and a request that the email be shared with all teachers.

The first recruitment email was sent to superintendents and principals on February 13, 2019, with a deadline for survey completion set for February 22nd. Teachers began to contact SSRC directly to report that they had not received the email invite with the link to access the survey. A review of response rates following the first email showed that almost 1/3 of districts had no/zero respondents. A second recruitment email was sent to superintendents and principals on February 21, 2019, with a deadline for survey completion set for March 1st.

The procedure of routing the recruitment email through MDE to school districts and to principals caused some unanticipated impacts on the overall response rate.

- 1) There was a significant delay in forwarding the recruitment emails to the teachers. This delay occurred across multiple levels, ranging from the offices of the superintendents to those of the principals. After 2 emails were provided to MDE for distribution, there remained 16 school districts that had no participation in the survey.
- 2) A week after the first recruitment email was sent, it was discovered that a significant number of teachers were unable to access survey because some school-level IT systems automatically deactivated the web-based survey link provided in the recruitment emails.
- 3) A publication in the Administrator News section of the EdUpdate promoted the survey to teachers across the state of Mississippi. While the purpose of this announcement was not to provide a link to the survey, many teachers looked to this article for information about participating in the survey. This caused confusion among the teachers with regard to properly accessing the survey. Several contacted the research team directly to request access to the survey.

The survey link that was ultimately shared with Mississippi public school teachers allowed those teachers to access the survey instrument via the Qualtrics Survey Software Platform. Qualtrics is a secure, web-based survey data collection platform used by academic and industry organizations, including multiple colleges and research centers across Mississippi State University. The data collected by Qualtrics are stored on secure servers. Only SRL personnel are able to access the survey instruments, samples, and data stored on the Qualtrics server.

Upon accessing the survey via the anonymous link, the teacher was presented with an introductory statement informing him/her that:

- 1) Participation in the survey is completely voluntary,
- 2) Responses cannot be traced back to individual participants,
- 3) Beginning the survey did not carry with it any obligation to complete the survey, and
- 4) Participants could opt to skip any survey items that made them uncomfortable or that they did not wish to answer for any other reason.

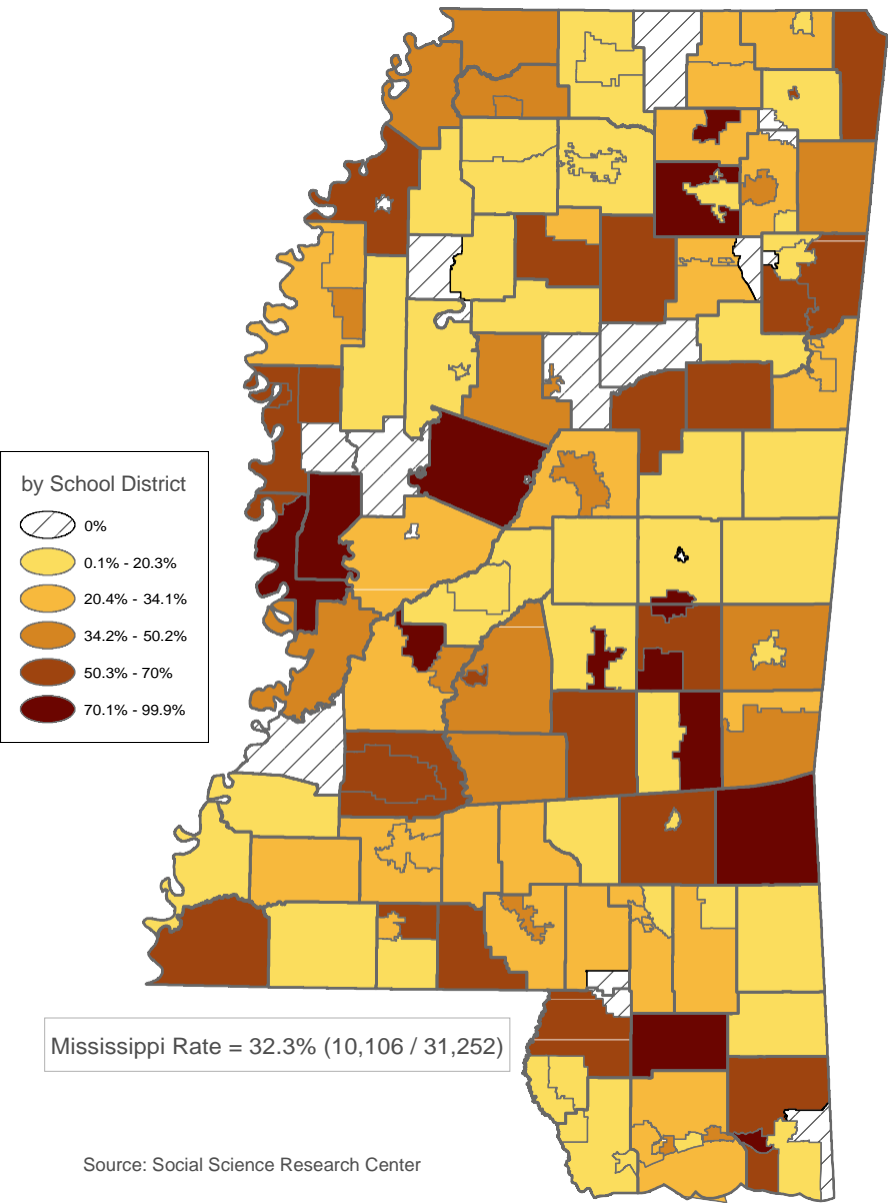
At the conclusion of the data collection period, all survey responses were extracted from the Qualtrics software and processed into an aggregated dataset appropriate for sharing with all members of the research team. An archived copy of the dataset is stored on a password-protected secured drive at the Social Science Research Center and will be retained for a period of at least five years, in accordance with federal regulations.

Response Rate

According to MDE, there were a total of 31,252 classroom teachers working during school year 2017-2018. By the end of the extended survey deadline, the SRL received 10,106 surveys, for an overall response rate of 32.34% of the 31,252. Response rates varied significantly by district and ranged from zero to almost 90%. Detailed response rates by district can be found in Appendix A. According to MDE, there were a total of 1148 classroom teachers working during school year 2017-2018 in the districts with no teacher participation in the survey, i.e., zero response rate. There were also 20 districts where the response rate was less than 5%. Among these very low response rate districts, there were 2976 classroom teachers working in during the 2017-2018 school year. Therefore, it appears likely that if all public school teachers had directly received the email inviting them to take the survey that the number of responses and the response rate overall would have been higher.

Response rates by county and school districts within counties are displayed on a map of Mississippi (Figure 1). The map indicates that surveys were completed by teachers working in all parts of the state.

Figure 1: Teacher Survey Response Rates by School District



Survey Instrument

The survey instrument was designed to solicit teacher input about the amount and quality of assessments administered on the state and district level (See Appendix B for a copy of the survey instrument). All respondents were asked to provide information on the district in which they teach, the grades and subjects they teach, and the number of years of teaching experience. All respondents were also asked to give their opinion on the amount of state-level and district-level testing as either “too much”, “just right”, or “not enough”.

Thereafter, two sets of questions were administered depending upon whether the teacher taught a state tested subject or not, referred to hereafter as tested and non-tested subjects. Tested subjects included 3rd, 4th, 5th, 6th, 7th and 8th grade English Language Arts and Mathematics, 5th and 8th grade Science, Algebra I, Biology, U.S. History, and English II. Non-tested subjects include Pre-kindergarten, Kindergarten, 1st and 2nd grades, Art, Music, Health/Physical Education, Gifted Education, Social Studies/Civics, English (I, III, or IV), Advanced Placement (English, Math, Science, History, Computer Science, etc.), Advanced Mathematics (Algebra II, Geometry, Calculus), Physical Science, Advanced Sciences (Chemistry, Physics), History (European, World, Mississippi), and Economics and Government.

Tested-subject teachers were asked to select the name of every vendor-created assessment that he/she used in the 2017-2018 school year for all students. A list of 35 assessments was provided and teachers could also report other vendor-created assessments used that were not listed. Tested-subject teachers were asked questions about how they used these assessments, their understanding of the intended purpose of these assessments, and the degree of helpfulness of these assessments. There were also questions on the length in minutes for the average administration of a typical assessment, the number of school days to test all students for one administration of a typical assessment, the time it took to receive test results, and issues related to test administration. Finally, tested-subject teachers were asked about challenges that testing may pose for daily classroom instruction.

Non-tested-subject teachers were asked three additional questions. They were asked if they were provided the results of any district or state assessment for their students, the primary way in which he/she used these results, and challenges that testing may pose for daily classroom instruction.

Finally, both tested subject and non-tested-subject teachers were asked the following open-ended question: “Are there any other questions/concerns you wish to share?” Teachers were given generous space to write in a response.

Qualitative Methods

The open-ended question inviting teachers to share their thoughts about student testing generated 2,034 responses from teachers in tested and non-tested subject areas.

These text responses were analyzed utilizing qualitative methods involving the identification of themes or categories of responses. The coding structure was developed by a master's level staff member and a graduate research assistant. They reviewed 100 responses from tested and 100 responses from non-tested teachers and collaboratively identified 12 themes. Raters discussed additional themes or themes that could be better clarified and three categories were added as other themes were observed during the coding process, for a total of 15 categories. The qualitative coding structure involved giving a short descriptive name to each of the 15 themes, along with a definition of the theme and example quotes. The developers of the coding structure then trained three undergraduate research assistants, who completed a training procedure in which they coded 100 teacher comments from tested and non-tested teachers. Their coding of responses was then compared with those of the staff who developed the coding scheme. Training continued until a good interrater reliability threshold was reached ($\kappa < .70$).

All text responses to the open-ended question were coded into one or more themes by two or more researchers. Many teachers wrote lengthy responses, such that their comments could be categorized as fitting into multiple categories. The categories, description, and examples of representative teacher comments are presented in Appendix D.

Results

Characteristics of Survey Respondents

Of the total sample, 3,904 (38.6%) teach a subject required for state testing (i.e., tested-subject teacher) and 6,202 (61.4%) do not (i.e., non-tested-subject teacher). About one-third (31.7%) of respondents teach pre-kindergarten, kindergarten, and elementary school (grades 1 through 5), 23.0% teach middle school grades (grades 6 through 8), 29.9% teach High School (grades 9 through 12), 4.2% teach a non-graded subject, and 11.2% did not answer the question on grades taught.

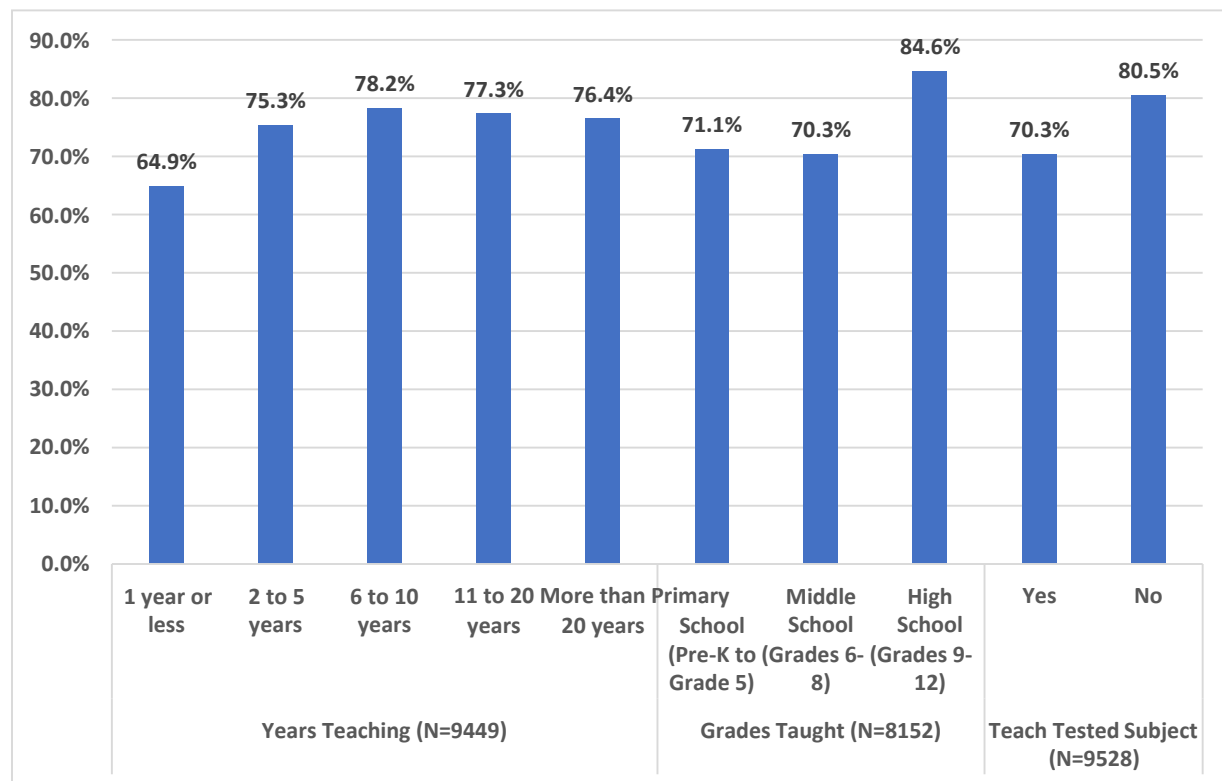
Based on the number of years of teaching experience, teachers were placed into five groups: 5.1% have taught one year or less; 16.1% have taught 2 to 5 years; 20.6% have taught 6 to 10 years; 36.5% have taught 11 to 20 years; and 21.7% have taught more than 20 years. Thus the majority of survey respondents are very experienced teachers, with six or more years of teaching experience.

Perceptions of State and District-level Testing

When asked to think about state-level testing, the majority (76.5%) of respondents said that the amount of testing was “too much”, 20.8% said it was “just right”, less than one percent (0.6%) said the amount of testing was “not enough”, and 2.1% did not know. Differences were observed between teachers based on their years of experience, the grades they taught, and whether they taught a tested subject (See Figure 2). Teachers

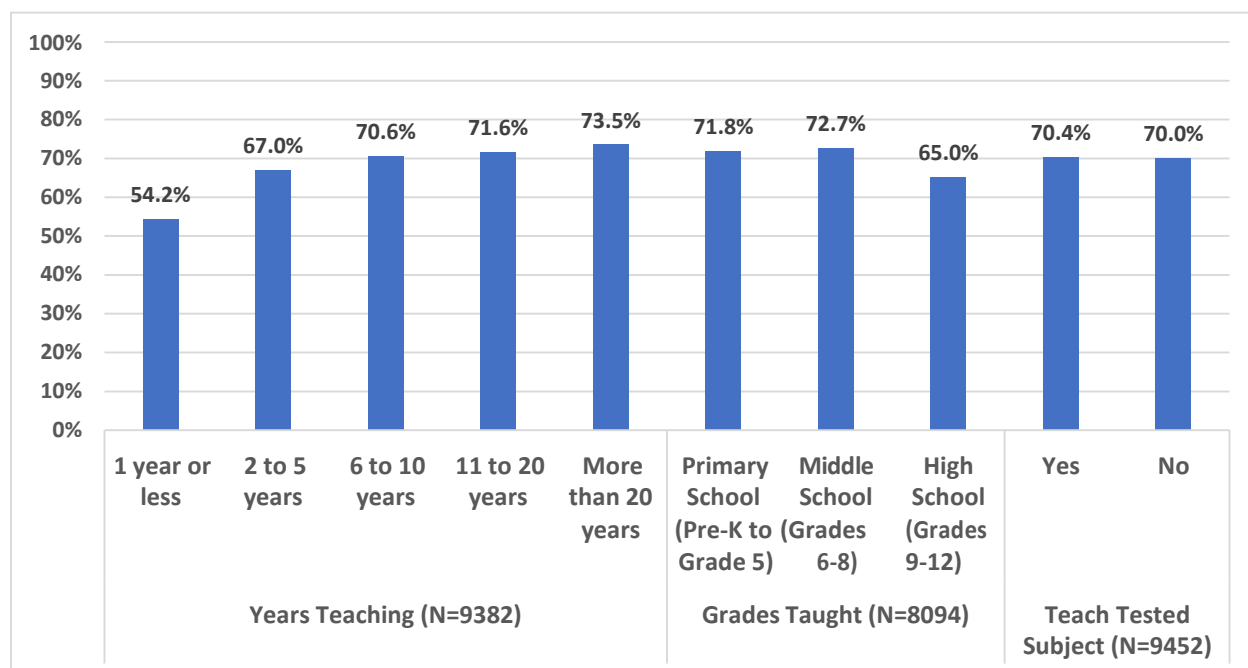
with more years of experience were more likely to say “too much” than inexperienced teachers with one year of teaching experience or less. High school teachers were more likely to say “too much” (85%) than middle school (70%) and primary school teachers (71%). Tested-subject teachers were less likely (70%) to say “too much” than non-tested-subject teachers (80.5%).

Figure 2: Percentage of Teachers Who Believe There is Too Much State Level Testing



Teachers were also asked about the amount of district-level testing. Overall, the majority (70.4%) said that the amount of testing was “too much”, 26.4% said it was “just right”, 1.3% said the amount of testing was “not enough”, and 1.9% did not know. See Figure 3 for differences in the percentage of teachers who believe that there is too much district-level testing. Compared to teachers with 1 year of teaching experience or less (54%), teachers with greater teaching experience were more likely to say “too much” (67% - 73.5%). High school teachers were less likely to say “too much” (65%) than middle school (73%) and primary school teachers (72%). There was no difference between the percentage of tested-subject teachers (70%) and non-tested-subject teachers (70%) in selecting the “too much” response option. Instead, they differed in “just right” (26% vs 24%) and “don’t know” (1.9% vs 5.3%). In other words, tested-subject teachers are more likely to say that the amount of district-level testing is “just right” and less likely to not have an opinion than non-tested-subject teachers.

Figure 3: Percentage of Teachers Who Believe There is Too Much District Level Testing



Survey results were consistent with teacher's reports to the open-ended questions. The theme of "too much" testing was the most commonly mentioned. The "too much" theme arose out of comments referring to the amount of testing, the length of testing, and any general complaint about how much testing occurs. For example, one teacher wrote "Test are good but not *too many* [emphasis added]. You defeat the whole purpose of testing for knowledge and comprehension, by testing the student *too much* [emphasis added]..." This comment refers to the amount of testing done. Alternatively, another teacher comment in the category noted, "Testing is done *too frequently* [emphasis added]..." Other comments focused on the length of the test, rather than quantity or frequency, such as, "Students struggle to stay focused on the *lengthy test* [emphasis added]." It is clearly consistent with the quantitative data emphasizing teachers' views that there is overall too much testing in the school system.

It is worthwhile to note that teachers perceived that the amount of testing was associated with negative consequences for student stress, teacher stress, student motivation for testing, and loss of instructional time. For example, many of the themes mentioned are present in the following comment,

"District testing is really redundant, in that we are simply using a different test to give us similar results. Also, how can it possibly be good for high school students and teachers alike to be *tested every 2 1/2 weeks for block scheduling*. It really *takes away so much instructional time*. It is horrible that our K-12 students are put through so much testing on a regular basis. *They stay stressed out and are just feeling like a number*. Please, let us teach our kids and test twice a year or

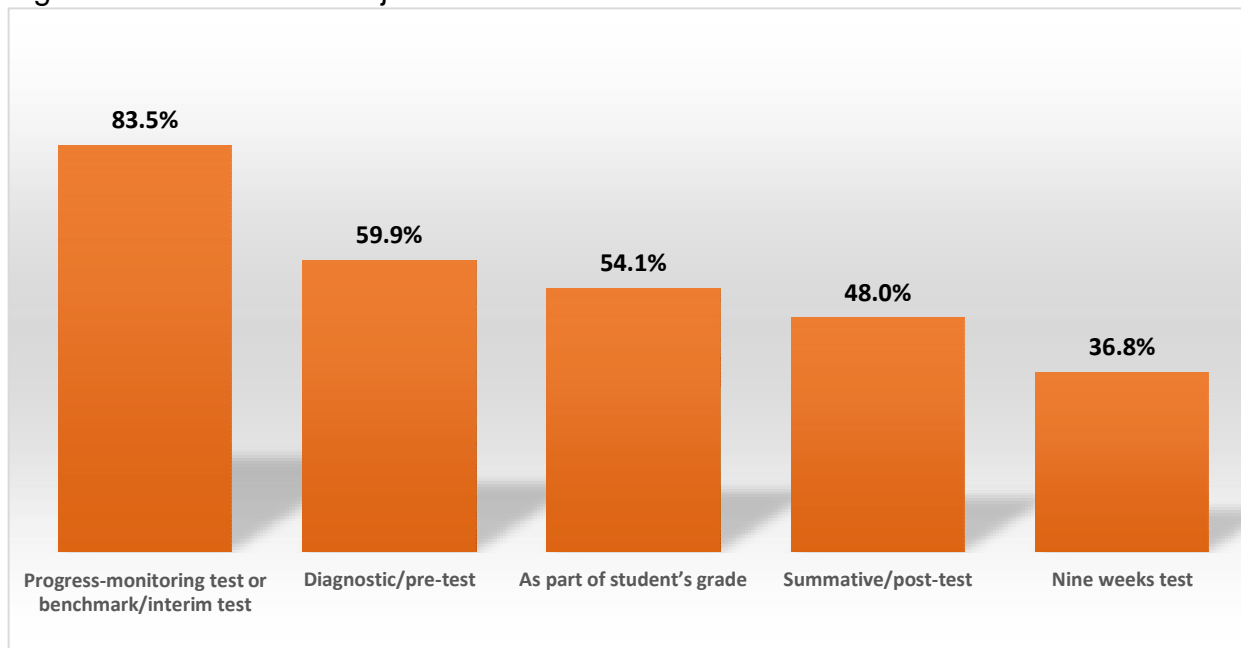
as little as possible. Why are our superintendents adding so much testing on top of what is required? *We are losing so many great teachers and administrators to this testing epidemic and it is so sad for our state.* [emphasis added].”

Purpose of Student Testing

Tested-subject teachers (n= 3,904) were asked about the use or intended purposes of student assessments. As to who is expected to use the results of these district assessments, the majority of tested-subject teachers (91.7%) indicated that the results were for the teachers. Three-quarters indicated administration. Approximately 61.5% said the results were for the students, and 38.7% believed the assessment results would be used by parents. Just over one percent marked “Not Sure”.

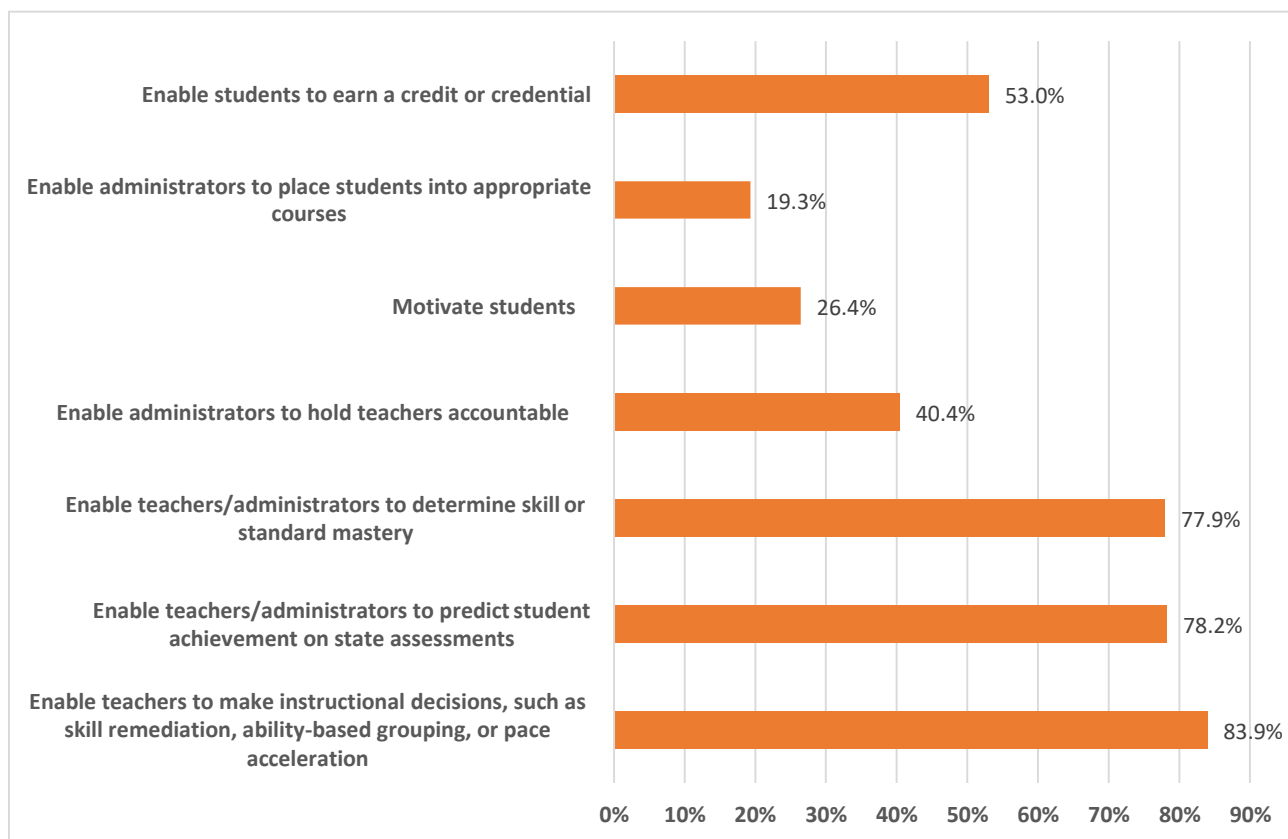
Most teachers who teach a tested subject noted that tests are used for progress monitoring and use the information to make instructional decisions (See Figure 4). Testing also enables teachers and administrators to predict student achievement on state assessments and to determine whether students have mastered the material (See Figure 5). Almost 60% said that student testing is used for diagnostic purposes, as part of the students’ grades, or to earn course credit. About one-quarter of teachers say that testing motivates students and less than one-fifth believe that testing is used for student placement into courses.

Figure 4: How Tested-Subject Teachers Use Assessments



Note: Percentages exceed 100% because teachers could mark all that apply.

Figure 5: What Tested-Subject Teachers Believe Are the Intended Purposes of Assessments

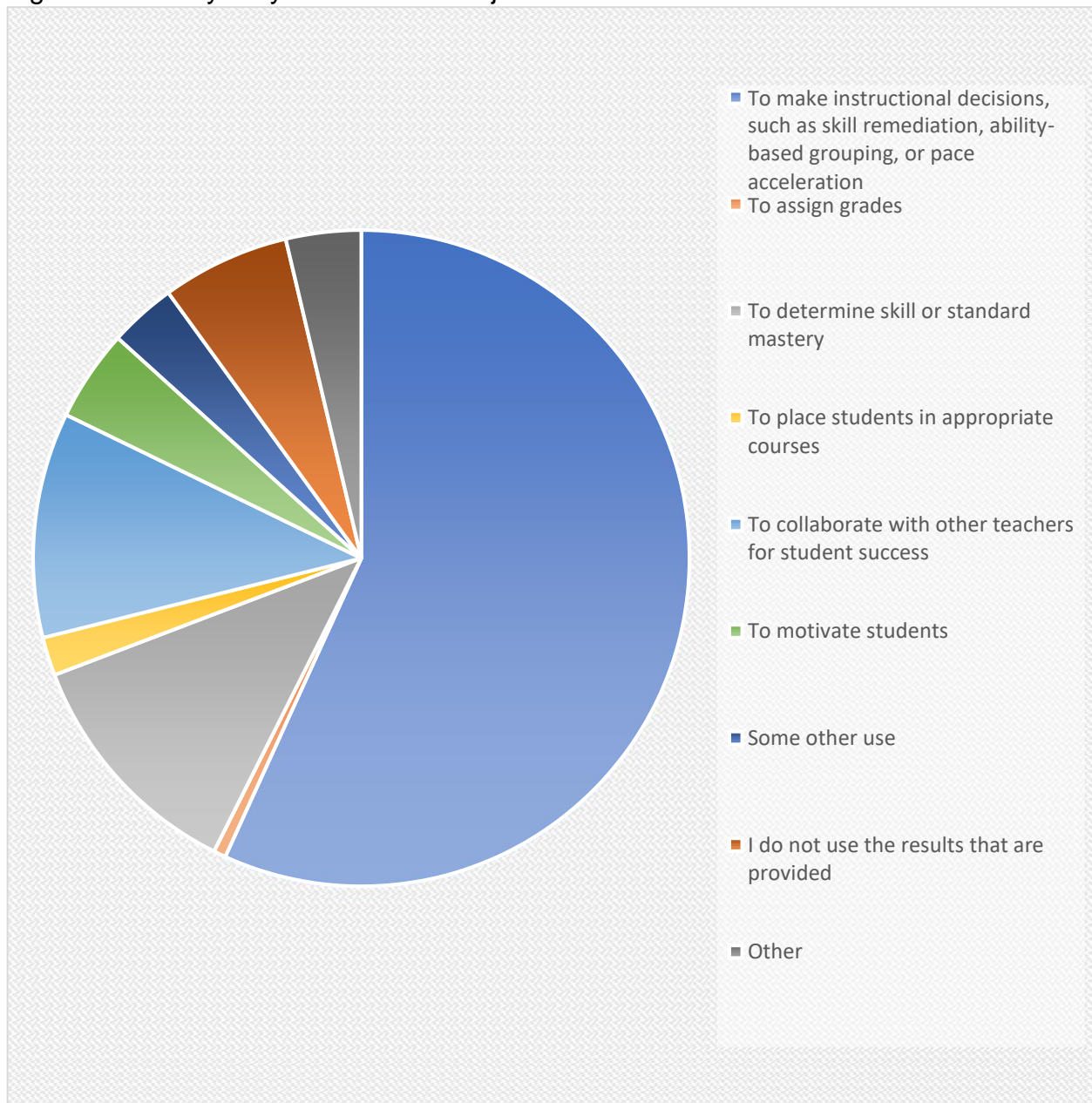


Note: Percentages exceed 100% because teachers could mark all that apply.

Non-tested-subject teachers (n=6,202) were asked if they were provided any district or state assessment results for the students they teach. Most (76.3%) said that they were; 11.4% reported that they did not receive results; 3.6% were not sure and 8.7% did not answer the question.

Non-tested-subject teachers were asked to select the primary use of test results from a list. Non-tested-subject teachers use assessment results for many of the same reasons as tested-subject teachers (See Figure 6). Among those who stated they receive results from state or district assessment, 57% said that they use these results to make instructional decisions. The next most frequent uses of test results were to determine skill or standard mastery (12%) and to collaborate with other teachers for student success. Only about 5% said that they use test results to motivate students. Non-subject tested teachers were given the option to write in other uses of test results and the most frequently cited reason was special education accommodations.

Figure 6: Primary Way Non-Tested-subject teachers Use Test Results



Although the most common use of student assessments includes making instructional decisions, some teachers reported that the quality of tests and the scores were poor making it difficult to use the tests in decision making. For example, “I am always testing students. I have trouble getting to their IEP objectives because of the testing accommodations... *Then the grades are curved, so the tests are really useless* [emphasis added]...”

A subset of the teachers reported that they use tests to motivate students, yet this is inconsistent with a significant group of teacher comments, which complain about

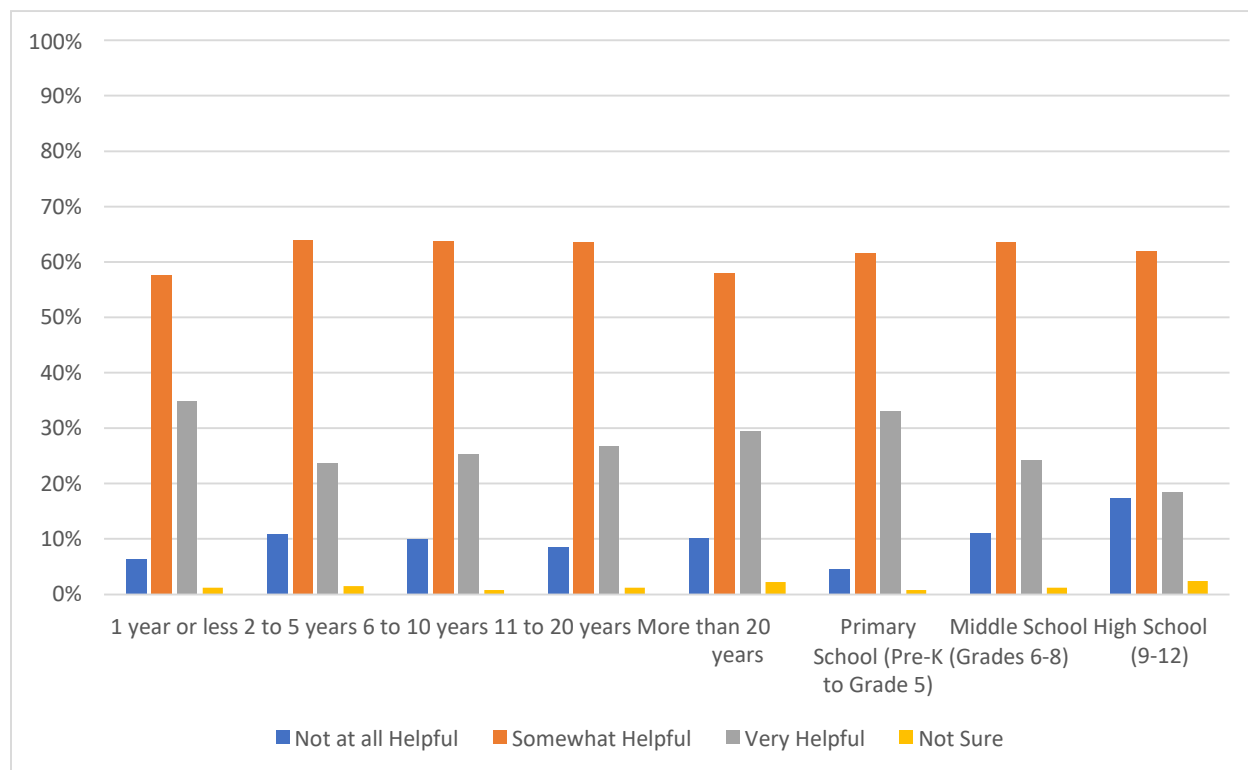
decreased student motivation due to testing. One teacher commented, “Last year my students were tested out. By the time the real test occurred in May, their *motivation was at 0. They simply did not care* [emphasis added]...” Some teachers may use test scores to increase student motivation, whereas other teachers may perceive tests as decreasing student motivation.

Perceived Helpfulness of Student Testing

Tested-subject teachers were asked the degree of helpfulness of assessments. The response options were “not at all helpful”, “somewhat helpful”, “very helpful”, and “not sure.” The majority (62.3%) of respondents felt that assessments were “somewhat helpful”, followed by 26.9% saying that assessments are “very helpful”. Less than ten percent (9.5%) say that assessments are “not at all helpful”, and 1.4% are not sure.

Differences in opinion were observed between teachers based on their years of teaching experience and the grade(s) they teach (See Figure 7). Teachers with greater teaching experience were less likely to say “very helpful” (24% - 29.5%) than teachers with one year or less experience. High school teachers were less likely to say “very helpful” (18%) than middle school (24%) and primary school teachers (33%).

Figure 7: How Helpful Teachers Deem Assessments



Examination of the qualitative responses may provide insight and clarity into teachers' responses of "somewhat helpful" or lower. The two most relevant themes related to the utility of the assessments are "Bad tests/Bad Data" and "One size does not fit all." Assessment results are not useful if the assessment itself is developmentally inappropriate for young children or those students with disabilities or who are in special education programs (e.g. "Why are students being taught subjects that clearly are NOT developmentally appropriate based upon brain research?"). Additionally, many teachers referenced their requirement to provide differentiated instruction, when the testing is the same for all students, and that testing may not fit the child/parent goals for their child(ren) (e.g. "Every lesson is required to be differentiated to meet student instructional goals, yet the testing standards expect all students to make gains and progress evenly, across the board.").

Responses to the open-ended questions also provide numerous concerns related to the quality of the tests, the lack of fit between the assessments and curriculum/standards, as well as the validity and evaluative ability of the tests. For example, one teacher commented "Some of the questions have ambiguous answers, the tests aren't the same length, and they don't seem to follow the same test map."

Other Issues Associated with Student Testing

Teachers were asked to rank prospective challenges that district testing posed to their daily classroom instruction from biggest challenge to the smallest. By far, the greatest concern was time taken away from daily instruction. Second was stress for teachers and students, followed by student motivation and engagement, technology issues, and the availability of adequate resources. The rank ordering results were consistent with teacher responses to open-ended questions. Teachers frequently commented on student and teacher stress, loss of instructional time due to testing, difficulties with student motivation, and technological and logistical issues associated with testing.

One teacher directly responded to this question on challenges:

Each of the challenges listed in the prior question could be ranked as high concern, and were only "ranked from greatest to least," because the question required it. Resources for testing are limited and issues with technology is always abundant, students lack motivation because they are over tested, which stresses teachers out as we know these scores reflect on us.

District-level findings

Teacher responses were aggregated to examine district-level differences. To provide a more reliable estimate of testing and maintain teacher anonymity, district-level analyses were only conducted for districts with 10% or higher response rates based on the number of teachers per district as provided by MDE. The number of teachers per district ranged from 2 to 275.

Types of Tests

A list of vendor-created assessments and the frequency of use across districts are displayed in Table 1. The most common tests reported include STAR Reading/Early Literacy by Renaissance Learning (92.16%), STAR Math by Renaissance Learning (88.2%), and NWEA MAP Math by NWEA (79.41%). Other assessments that were frequently reported by teachers to be used in their districts are i-Ready ELA by Curriculum Associates, i-Ready Math by Curriculum Associates, and DIBELS by the University of Oregon. Additionally, the majority of teachers reported an “other” test (80.4%) is being used in their district that was not included in the list of vendor-created assessments provided in the survey. Appendix C lists the assessments used in each school district.

Table 1: Frequency of Assessment Use Across Districts (102 Districts)

Assessment Name	Number of School Districts	Percent of Use
STAR Reading/Early Literacy by Renaissance Learning	94	92.16%
STAR Math by Renaissance Learning	90	88.24%
i-Ready ELA by Curriculum Associates	80	78.43%
i-Ready Math by Curriculum Associates	73	71.57%
DIBELS by the University of Oregon	44	43.14%
Reading Inventory by Houghton Mifflin Harcourt	25	24.51%
Developmental Reading Assessment (DRA) by Pearson	18	17.65%
Istation Indicators of Progress (ISIP) by Istation	5	4.90%
mCLASS Reading 3D by Amplify	3	2.94%
FAST: Adaptive Reading, CBMReading, and earlyReading English (suite of three administered together) by FastBridge Learning	6	5.88%
NWEA MAP ELA by NWEA	80	78.43%
NWEA MAP Math by NWEA	81	79.41%
NWEA MAP Algebra I by NWEA	33	32.35%
NWEA MAP Science by NWEA	55	53.92%
CASE ELA by TE21	63	61.76%
CASE English II by TE21	39	38.24%
CASE Math by TE21	50	49.02%
CASE Algebra I by TE21	35	34.31%
CASE Science by TE21	44	43.14%
CASE Biology I	42	41.18%
CASE US History by TE21	46	45.10%
Orleans-Hanna by Pearson	1	0.98%
Cambridge Primary Checkpoint-English	2	1.96%
Cambridge Primary Checkpoint-Mathematics	2	1.96%
Cambridge Primary Checkpoint-Science	2	1.96%
Cambridge Lower Secondary-English	4	3.92%
Cambridge Lower Secondary-Mathematics	1	0.98%
Cambridge Lower Secondary-Science	1	0.98%
Cambridge IGCSE-English Language	0	0.00%
Cambridge IGCSE-English Literature	0	0.00%
Cambridge IGCSE-Math II	0	0.00%
Cambridge IGCSE-Biology	4	3.92%
Cambridge IGCSE-Chemistry	1	0.98%
Cambridge IGCSE-World History	0	0.00%
Cambridge IGCSE-US History	7	6.86%
Other	82	80.39%

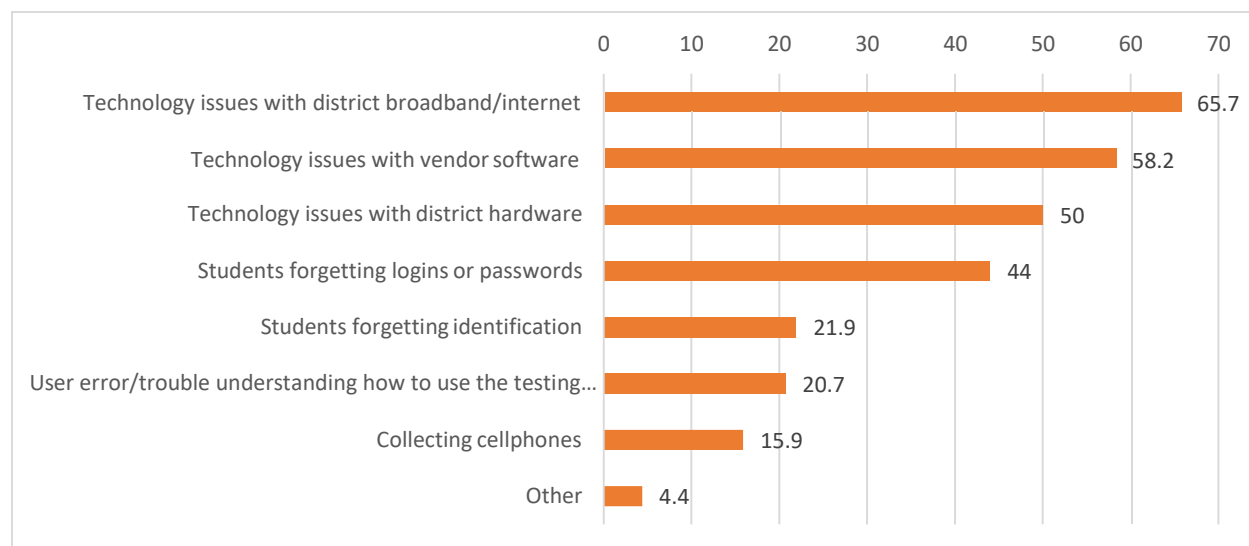
*note. Only for those schools/districts with a response rate of 10% or more (n = 102).

Time to Administer an Assessment

An issue related to the amount or number of tests administered is the length of time it takes to administer a single test. Teachers were asked to report the time in minutes required to administer a *typical* assessment rather than a specific assessment. The range of responses were set to a minimum of 10 minutes and a maximum of 300 minutes or 5 hours. Overall, the average length of time to administer a typical assessment is 81.5 minutes (SD=42.2). The average, standard deviation (SD), and the range of the length of test administration is report by school district in Table 2. Inspection of the test administration times by district shows great variability between school districts.

Teachers were asked about possible reasons for test administration exceeding their expectations for how long it should take to administer a single, typical assessment. The most common factors associated with prolonged test administration were technology issues (See Figure 8).

Figure 8: Factors that may prolong test administration beyond expected administration time



Note: Teachers could mark all that apply.

One hundred fifty-four respondents (4.4%) wrote in additional reasons for prolonged test administration. These included accommodations for students in Special Education (15.6%), student distraction or discipline (14.3%), student absence or illness (11%), and use of paper and pencil tests (1.9%).

Time to Test all Students and Receive Test Results

Also displayed in Table 2 are teachers' estimates of the number of school days it takes to test all students for one administration of a typical assessment and the number of school days to receive results of the test after all students have been tested. The range for days to administer a typical test was set at 1 to 20 days. Overall, the average number of days to administer a typical test to all of the teacher's students is 2.7 (SD= 2.95) with one-third of respondents reporting that it takes one day. Because some tests are administered on a computer and test results are immediate upon completion of the test, the minimum value was set at zero to designate same day and the maximum was set at 90 days. Although teachers reported this was the average time for each test, teachers commented on the amount of time spent testing (e.g., "Kids this year have been over tested! We have already wasted 20-26 days of precious time.") Overall, the average number of school days to receive test results is 6.8 (SD=15.9); 36.6% of respondents reported that test results were available the same day.

An examination of the differences between school districts indicates that districts are statistically significantly different from each other on minutes and days to administer an assessment, as well as school days to receive results for the assessment. The results presented in Table 11 are meant to be illustrative and may not be valid as the data used for calculation in some cases were based on less than 10 teachers per school/school district.

Table 2: Assessment types, Administration Time, and other results aggregated to the district-level

District Name	Average length of test administration in minutes		Average number of days to administer assessments		Average number of days to receive assessment results	
	Mean (SD)	Range	Mean (SD)	Range	Mean (SD)	Range
STATE SPECIAL SCHOOL DISTRICT (MSMS, MSA, MSB, MSD)	182.5 (166.17)	65-300	2.5 (.71)	2-3	37 (35.53)	14-60
ABERDEEN SCHOOL DIST	72.67 (23.29)	45-120	2.47 (1.66)	1-6	0.71 (.77)	0-90
ALCORN SCHOOL DIST	85 (32.47)	40-180	3.07 (3.62)	1-15	10.85 (18.13)	1-45
ATTALA CO SCHOOL DIST	99 (27.56)	60-150	4.44 (3.88)	1-14	13.11 (12.87)	0-90
BILOXI PUBLIC SCHOOL DIST	67.84 (27.84)	20-170	1.76 (1.37)	1-7	3.16 (13.23)	0-90
BOONEVILLE SCHOOL DIST	82.63 (33.06)	45-180	1.63 (.76)	1-3	5.84 (20.46)	0-90
BROOKHAVEN SCHOOL DIST	84.47 (31.22)	30-150	2.17 (.86)	1-3	4.44 (10.26)	0-35
CALHOUN CO SCHOOL DIST	80.88 (25.71)	45-138	2 (1.84)	1-10	6.32 (13.1)	0-60
CARROLL COUNTY SCHOOL DIST	53.33(14.79)	30-75	3 (3.27)	1-11	7.78 (19.65)	0-60
CHICKASAW CO SCHOOL DIST	78.29 (45.17)	35-138	2.81 (4.2)	1-20	3.28 (3.45)	0-10
CHOCTAW CO SCHOOL DIST	55.38 (16.91)	20-90	2.81 (4.2)	1-18	3.73 (8.75)	0-40
CLEVELAND SCHOOL DIST	59.85 (26.51)	10-120	4.15 (4.78)	1-20	8.84 (23.87)	0-90
CLINTON PUBLIC SCHOOL DIST	97.21 (46.39)	10-280	2.18 (1.82)	1-14	15.37 (15.83)	0-90
COAHOMA COUNTY SCHOOL DISTRICT	74 (36.49)	20-145	1.85 (1.14)	1-5	12.62 (16.56)	0-61
COFFEEVILLE SCHOOL DIST	57.5 (14.58)	45-90	2.1 (1.66)	1-5	1 (1.56)	0-5
COLUMBIA SCHOOL DISTRICT	166 (28.21)	40-240	2.74 (1.56)	1-7	11.63 (27.75)	0-90
COLUMBUS MUNICIPAL SCHOOL DIST	69.81 (34.07)	30-180	4.29 (5.26)	1-20	3.21 (5.27)	0-25
COPIAH CO SCHOOL DIST	81.43 (41.24)	30-250	2.8 (3.84)	1-20	11.15 (18.38)	0-90
CORINTH SCHOOL DIST	82.27 (64.56)	40-240	2.91 (1.14)	1-4	38.45 (32.77)	0-90
DESOTO CO SCHOOL DIST	107. 91 (48.12)	10-300	3.2 (3.82)	1-20	9.06 (15.73)	0-90
EAST JASPER CONSOLIDATED SCH DIST	204.27 (64.56)	30-240	1.6 (.7)	1-3	3.2 (4.64)	0-14
ENTERPRISE SCHOOL DIST	62.91 (32.03)	12-120	1.64 (1.21)	1-5	8.91 (18.79)	0-60

District Name	Average length of test administration in minutes		Average number of days to administers assessments		Average number of days to receive assessment results	
	Mean (SD)	Range	Mean (SD)	Range	Mean (SD)	Range
FOREST MUNICIPAL SCHOOL DIST	72.04 (23.83)	30-120	1.76 (1.12)	1-5	3.11 (11.47)	0-60
FORREST COUNTY AG HIGH SCHOOL	105 (21.21)	90-120	2 (0)	2	0 (0)	0
FORREST COUNTY SCHOOL DISTRICT	72.63 (28.82)	30-150	2.56 (2.03)	1-10	2.96 (6.15)	0-30
FRANKLIN CO SCHOOL DIST	47.31 (28.98)	15-130	1.69 (1.32)	1-5	7.62 (24.78)	0-90
GEORGE CO SCHOOL DIST	103.75(42.36)	45-180	5.84 (6.18)	1-20	32.25 (36.48)	0-90
GREENVILLE PUBLIC SCHOOLS	66.54 (33.97)	10-140	3.09 (3.12)	1-20	8.17 (19.49)	0-90
GREENWOOD PUBLIC SCHOOL DISTRICT	82 (27.75)	50-120	2.33 (1.51)	1-5	1 (.89)	0-2
HANCOCK CO SCHOOL DIST	75.22 (25.90)	45-150	2.56 (1.38)	1-7	3.89 (4.66)	0-14
HATTIESBURG PUBLIC SCHOOL DIST	70.16 (31.59)	30-150	1.63 (.76)	1-3	3.74 (13.68)	0-60
HAZLEHURST CITY SCHOOL DISTRICT	60.63 (30.76)	30-120	2.67 (1.63)	1-5	3 (5.6)	0-15
HINDS CO SCHOOL DIST	87.03 (42.92)	20-240	2.25 (1.88)	1-10	4.56 (15.73)	0-90
HOLMES CO SCHOOL DIST	69.14 (30.74)	30-145	4.38 (5.49)	1-20	3.39 (4.3)	0-20
HOUSTON SCHOOL DIST	66.9 (34.3)	20-120	1.73 (1.01)	1-4	0.9 (.99)	0-3
ITAWAMBA CO SCHOOL DIST	57.5 (31.53)	10-180	2.86 (3.07)	1-20	6.66 (14.1)	0-90
JACKSON CO SCHOOL DIST	82.29 (44.70)	30-300	3.21 (3.52)	1-20	12.08 (27.89)	0-90
JACKSON PUBLIC SCHOOL DIST	74.5 (36.76)	10-300	3.65 (3.35)	1-20	4.47 (10.77)	0-90
JEFFERSON DAVIS CO SCHOOL DIST	98.4 (75.97)	45-300	2.1 (.32)	2-3	3.64 (4.57)	0-14
JONES CO SCHOOL DIST	54.51 (27.94)	10-180	2.55 (3.15)	1-20	5.63 (17.22)	0-90
KEMPER CO SCHOOL DIST	85 (49.5)	50-120	3.5 (.71)	3-4	4 (1.41)	3-5
KOSCIUSKO SCHOOL DISTRICT	90.42 (43.82)	10-165	2.15 (.8)	1-3	2.54 (2.6)	0-7
LAFAYETTE CO SCHOOL DIST	95.83 (16.25)	75-120	2.67 (1.86)	1-6	3.67 (3.08)	0-7
LAMAR COUNTY SCHOOL DISTRICT	89.28 (36.4)	10-240	2.77 (2.36)	1-15	11.27 (25.27)	0-90
LAUDERDALE CO SCHOOL DIST	78.08 (42.2)	10-200	2.47 (1.93)	1-15	6.87 (19.45)	0-90
LAWRENCE CO SCHOOL DIST	68.64 (32.1)	30-120	4.45 (5.22)	1-15	3 (6.21)	0-21
LELAND SCHOOL DIST	48.75 (20.49)	10-75	2 (1.15)	1-4	3.43 (5.71)	0-15
LINCOLN CO SCHOOL DIST	54.32 (33.68)	10-150	3 (3.28)	1-14	8.32 (16.73)	0-60

District Name	Average length of test administration in minutes		Average number of days to administers assessments		Average number of days to receive assessment results	
	Mean (SD)	Range	Mean (SD)	Range	Mean (SD)	Range
LONG BEACH SCHOOL DIST	73.52 (44.14)	30-180	2.6 (2.21)	1-10	5.2 (13.42)	0-60
LOUISVILLE MUNICIPAL SCHOOL DIST	81 (32.69)	30-130	3.38 (5.16)	1-20	4.38 (6.51)	0-20
LOWNDES CO SCHOOL DIST	70.25 (52.97)	10-300	1.9 (1.57)	1-10	6.23 (16.44)	0-90
MARION CO SCHOOL DIST	73.44 (24.41)	40-120	2.47 (2.29)	1-10	3.47 (5.73)	0-20
MARSHALL CO SCHOOL DIST	120 (84.85)	60-180	7.5 (9.19)	1-14	1 (0)	1
MONROE CO SCHOOL DIST	74.27 (33.89)	30-180	2.28 (3.01)	1-20	37 (3.51)	0-60
NATCHEZ-ADAMS SCHOOL DIST	71.67 (40.75)	25-160	3.08 (3.5)	1-14	4.33 (12.89)	0-45
NEW ALBANY PUBLIC SCHOOLS	90.11 (47.84)	10-200	2.07 (1.2)	1-7	8.33 (14.07)	0-90
NEWTON COUNTY SCHOOL DISTRICT	58.48 (18.61)	45-120	2.87 (4.15)	1-20	3.72 (7.58)	0-30
NEWTON MUNICIPAL SCHOOL DISTRICT	85.42 (25.16)	30-120	1.81 (1.03)	1-5	4.42 (4.33)	0-15
NORTH BOLIVAR CONS SCH	49 (15.42)	30-75	2.18 (1.54)	1-5	2.55 (3.08)	0-10
NORTH PIKE SCHOOL DIST	57.22 (36.24)	20-200	2.94 (3.26)	1-18	7.58 (19.76)	0-90
NORTH TIPPAAH SCHOOL DIST	90 (30.98)	45-157	2.29 (2.2)	1-10	1.48 (2.58)	0-10
OCEAN SPRINGS SCHOOL DIST	83.81 (33.53)	30-240	2.3 (1.58)	1-11	3.36 (10.8)	0-90
OXFORD SCHOOL DISTRICT	87.5 (27.52)	60-120	1.57 (.53)	1-2	11 (21.92)	1-60
PASCAGOULA GAUTIER SCHOOL DIST	65.56 (19.15)	35-120	2.09 (1.63)	1-10	14.81 (29.52)	0-90
PASS CHRISTIAN PUBLIC SCHOOL DIST	70 (22.56)	35-120	2.09 (1.3)	1-5	0.73 (1.1)	0-3
PEARL PUBLIC SCHOOL DIST	112.40 (57.71)	10-300	2.47 (2.75)	1-20	6.98 (11.25)	0-75
PEARL RIVER CO SCHOOL DIST	62.22 (29.59)	10-90	4.5 (6.44)	1-20	15.38 (31.88)	0-90
PERRY CO SCHOOL DIST	62.14 (16.29)	40-90	2 (.82)	1-3	1 (1.83)	0-5
PETAL SCHOOL DIST	108.97 (49.78)	45-192	2.45 (2.25)	1-12	2.88 (13.11)	0-77
PICAYUNE SCHOOL DIST	76 (46.86)	45-180	1.75 (.87)	1-3	4 (12.93)	0-45
PONTOTOC CO SCHOOL DIST	103.51 (42.44)	10-240	2.4 (1.64)	1-10	2.31 (11.72)	0-90
POPLARVILLE SEPARATE SCHOOL DIST	59.11 (26.25)	20-148	1.76 (1.09)	1-5	11.9 (29.05)	0-90
QUITMAN CO SCHOOL DIST	80.71 (59.33)	35-210	2 (1.1)	1-4	9.67 (7.84)	1-21
RANKIN CO SCHOOL DIST	95.18 (39)	10-300	2.86 (2.94)	1-20	7.79 (10.07)	0-90

District Name	Average length of test administration in minutes		Average number of days to administers assessments		Average number of days to receive assessment results	
	Mean (SD)	Range	Mean (SD)	Range	Mean (SD)	Range
SENATOBIA MUNICIPAL SCHOOL DIST	91.23 (37.71)	45-180	1.75 (1.14)	1-5	3 (4.39)	0-14
SIMPSON CO SCHOOL DIST	68.78 (34.94)	10-180	2.66 (1.91)	1-10	3.33 (9.84)	0-60
SMITH CO SCHOOL DIST	76 (32.33)	30-150	3.39 (3.65)	1-15	5.17 (5.82)	0-21
SOUTH DELTA SCHOOL DISTRICT	49.09 (11.58)	30-70	1.36 (.67)	1-3	1.82 (2.4)	0-7
SOUTH PANOLA SCHOOL DISTRICT	78.57 (29.24)	45-120	2.64 (2.66)	1-10	0.7 (1.66)	0-7
SOUTH TIPPAAH SCHOOL DIST	71.32 (44.64)	30-200	2.04 (1.1)	1-5	6.85 (17.99)	0-90
STARKVILLE- OKTIBBEHA CONS SD	81.71 (30.53)	30-150	3.71 (4.2)	1-20	8.89 (9.13)	0-40
STONE CO SCHOOL DIST	77.06 (33.39)	10-156	3.06 (2.91)	1-15	5.29 (18)	0-90
TATE CO SCHOOL DIST	85.65 (28.89)	30-150	1.83 (1.23)	1-5	5.04 (6.92)	0-30
TISHOMINGO CO SP MUN SCH DIST	71.09 (44.26)	10-210	2.69 (3.08)	1-17	7.38 (20.14)	0-90
TUNICA COUNTY SCHOOL DISTRICT	98.61 (73.42)	10-300	2.58 (1.57)	1-7	0.74 (.81)	0-3
TUPELO PUBLIC SCHOOL DIST	107.04 (48.41)	45-300	2.06 (1.34)	1-10	6.44 (14.94)	0-90
UNION CO SCHOOL DIST	67.86 (18.16)	30-90	1.54 (.66)	1-3	6.15 (4.85)	0-18
UNION PUBLIC SCHOOL DIST	66.09 (22.21)	30-120	1.54 (.66)	1-3	5.83 (13.48)	0-60
VICKSBURG WARREN SCHOOL DIST	90.96 (57.85)	10-270	2.79 (2.67)	1-20	4.95 (15.42)	0-90
WALTHALL CO SCHOOL DIST	75.86 (33.49)	10-145	3.88 (4.3)	1-20	16.22 (27.5)	0-90
WATER VALLEY SCHOOL DISTRICT	84 (36.19)	60-180	2.9 (1.52)	1-5	1.7 (2.41)	0-7
WAYNE CO SCHOOL DIST	82.53 (41.97)	20-240	2.73 (3.16)	1-20	3.23 (10.53)	0-90
WEST BOLIVAR CONS SCH	58.08 (25.46)	10-120	3.91 (5.49)	1-20	14.18 (26.73)	0-90
WESTERN LINE SCHOOL DISTRICT	51.33 (19.47)	25-100	1.62 (.98)	1-5	2.03 (5.5)	0-30
WILKINSON CO SCHOOL DIST	66.43 (32.31)	30-120	2.46 (1.51)	1-5	1 (1.47)	0-5
WINONA SEPARATE SCHOOL DIST	76.08 (53.14)	30-180	3.31 (5.07)	1-20	4.58 (12.78)	0-45
YAZOO CO SCHOOL DIST	57.5 (9.87)	50-75	1.4 (.55)	1-2	7 (6.63)	0-14

Note. only for those schools/districts with a response rate of 10% or more.

Summary of Qualitative Findings

The most common comments expressed the belief that overall there is too much testing occurring in the schools, which commonly lead to student stress, teacher stress, and an overall loss of instruction time. Another frequent topic of comment included complaints about the assessments and their data, such as the validity of the tests, the mismatch between in-class instruction and topics covered on the tests, and incorrect answers or confusing questions included as part of the testing. It is worthwhile to note that the teacher concerns in the quantitative section heavily overlap with teacher comments for open-ended questions.

Based on teacher comments, the following recommendations are made:

- Increase consistency in expectations and appropriate class content across curriculum, district required tests, and state required tests to minimize concerns about the quality of the testing data.
- Use the ACT as the high school exit exam to help prepare students for the next step, decrease the time and logistics required for testing, and decrease the financial burden for the state.
- Shift funding to support teachers and classrooms rather than paying for external testing or external test preparation to help with teacher stress and student preparation for their next step.
- Provide the opportunity for some tests to be paper and pencil tests to decrease technological and logistical problems with computer-based testing and to provide more developmentally-appropriate tests for younger students and students with disabilities.
- Prioritize tests that are vital to funding and decrease unnecessary testing to increase time teachers spend teaching and decrease the overall burden on teachers, students, and school systems.

The majority of teacher comments met criteria for more than one category (57.8%). Number of themes per comment ranged from 1 to 9 themes. The average number of themes for comments was 2.14 themes (SD = 1.38).

Themes are listed below in order from most to least frequent:

1. Bad Tests/Bad Data (27.6% of comments). This category includes comments referring to the quality of the tests, the fit with curriculum/standards, validity of tests, evaluative ability of tests, developmentally inappropriate, and not a good fit for children with disability or in special education programs.
2. Too Much (Testing; 27.4% of comments). This category includes comments referring to the amount of testing, the length of testing, and any general complaint how much testing occurs.

3. Student Stress (25.2% of comments). This category includes comments referring to students' stress/pressure, poor physical or mental health related to testing, and dislike of school due to testing.
4. Teacher Stress (18.6% of comments). This category includes comments referring to teachers' stress/pressure, poor physical or mental health related to testing, and dislike of school or teaching due to testing.
5. Loss of Instructional Time (18.3% of comments). This category includes comments referring to not having enough to teach the material due to testing, teachers being unable to fully cover a topic or curriculum due to testing demands, students being pulled out of class to test or receive intensive tutoring for testing, schools stopping other classes due to testing occurring in the school, or teachers or assistant teachers proctoring testing in other classes.
6. Student Motivation (14.4% of comments). This category includes comments referring to student or teacher burn out, difficulty helping students maintain motivation, or changes in effort around testing due to number of tests.
7. Teachers must teach to the test not skills (13.3% of comments). This category includes comments referring to teachers being required to teach test taking skills, emphasis on "teaching to the test", and teachers or students being unable to explore or create due to test preparation or testing requirements.
8. One size does not fit all (13% of comments). This category includes comments referring to developmental inappropriateness of the tests (particularly for younger children), fit for children with disability or in special education programs, teachers required to do differentiated instruction yet testing is the same for all, and testing may not fit child/parent goals for student.
9. Too much emphasis on testing process & consequences (12.6% of comments). This category includes comments referring to emphasis of testing for teachers/students/administrators.
10. Testing logistics problems (11.3% of comments). This category includes comments referring to technical problems (ex: netbooks running out of battery), unstandardized testing situations, not enough physical resources, non-tested teacher subjects being requested proctor tests, and non-tested teachers being moved from their classroom to provide room for testing, and when teachers/administrators receive testing results.
11. Tests inadequate prep for... (9.1% of comments). This category includes comments referring to preparing students for the next grade, college/university/trade schools, or careers.
12. Supporting use of ACT (8% of comments). This category includes comments referring to use the ACT for exit testing or substituting other tests for high school students, and ACT associated with community college or university success.
13. Stop/Reduce testing! (7.1% of comments). This category includes comments referring to requests to stop test, significantly decrease testing, or decrease multiple tests in favor of a single test (e.g., ACT). These comments are arguing or actively calling for needed decrease in testing.
14. Money concerns (3.7% of comments). This category includes comments referring to the amount of money or cost of completing testing.
15. Non-testing comment/Other (4% of comments). This category includes comments referring to any other comments that do not include references to testing and are

generally about the school or culture. Only include in this category if comments do not fit in any other category.

APPENDIX A: Response Rates By District

District Name	Total Classroom Teacher	Survey Responses Total	Survey Responses Rates
State Special School District (MSMS, MSA, MSB, MSD)	130	16	12.31%
Authorized Public Charter Schools ¹	47	2	4.26%
MIDTOWN PUBLIC CHARTER SCHOOL	15		
REIMAGINE PREP	21		
SMILOW PREP	11		
ABERDEEN SCHOOL DIST	84	52	61.90%
ALCORN SCHOOL DIST	248	70	28.23%
AMITE CO SCHOOL DIST	85	2	2.35%
AMORY SCHOOL DIST	113	13	11.50%
ATTALA CO SCHOOL DIST	91	31	34.07%
BALDWIN SCHOOL DISTRICT	63	0	0.00%
BAY ST LOUIS WAVELAND SCHOOL DIST	126	11	8.73%
BENTON CO SCHOOL DIST	88	0	0.00%
BILOXI PUBLIC SCHOOL DIST	386	157	40.67%
BOONEVILLE SCHOOL DIST	86	51	59.30%
BROOKHAVEN SCHOOL DIST	199	54	27.14%
CALHOUN CO SCHOOL DIST	170	107	62.94%
CANTON PUBLIC SCHOOL DIST	197	1	0.51%
CARROLL COUNTY SCHOOL DIST	70	25	35.71%
CHICKASAW CO SCHOOL DIST	36	11	30.56%
CHOCTAW CO SCHOOL DIST	127	80	62.99%
CLAIBORNE CO SCHOOL DIST	84	0	0.00%
CLARKSDALE MUNICIPAL SCHOOL DIST	140	0	0.00%
CLEVELAND SCHOOL DIST	226	92	40.71%
CLINTON PUBLIC SCHOOL DIST	304	229	75.33%
COAHOMA CO AGRICULTURAL HIGH SCHOOL	12	0	0.00%
COAHOMA COUNTY SCHOOL DISTRICT	85	45	52.94%
COFFEEVILLE SCHOOL DIST	40	22	55.00%
COLUMBIA SCHOOL DISTRICT	101	50	49.50%
COLUMBUS MUNICIPAL SCHOOL DIST	271	74	27.31%
COPIAH CO SCHOOL DIST	156	89	57.05%
CORINTH SCHOOL DIST	153	20	13.07%
COVINGTON CO SCHOOLS	204	2	0.98%
DESOTO CO SCHOOL DIST	2073	768	37.05%
DURANT PUBLIC SCHOOL DIST(1)	22	0	0.00%

¹ All charter schools were collapsed into a single response option on the survey

EAST JASPER CONSOLIDATED SCH DIST	48	43	89.58%
EAST TALLAHATCHIE CONSOL SCH DIST	82	1	1.22%
ENTERPRISE SCHOOL DIST	80	23	28.75%
FOREST MUNICIPAL SCHOOL DIST	99	72	72.73%
FORREST COUNTY AG HIGH SCHOOL	41	10	24.39%
FORREST COUNTY SCHOOL DISTRICT	187	53	28.34%
FRANKLIN CO SCHOOL DIST	97	33	34.02%
GEORGE CO SCHOOL DIST	274	53	19.34%
GREENE COUNTY SCHOOL DISTRICT	140	1	0.71%
GREENVILLE PUBLIC SCHOOLS	287	171	59.58%
GREENWOOD PUBLIC SCHOOL DISTRICT	156	21	13.46%
GRENADA SCHOOL DIST	250	1	0.40%
GULFPORT SCHOOL DIST	401	24	5.99%
HANCOCK CO SCHOOL DIST	288	37	12.85%
HARRISON CO SCHOOL DIST	887	291	32.81%
HATTIESBURG PUBLIC SCHOOL DIST	295	67	22.71%
HAZLEHURST CITY SCHOOL DISTRICT	66	38	57.58%
HINDS CO SCHOOL DIST	373	85	22.79%
HOLLANDALE SCHOOL DIST	39	0	0.00%
HOLLY SPRINGS SCHOOL DIST	75	5	6.67%
HOLMES CO SCHOOL DIST(1)	114	84	73.68%
HOUSTON SCHOOL DIST	123	32	26.02%
HUMPHREYS CO SCHOOL DIST	70	0	0.00%
ITAWAMBA CO SCHOOL DIST	268	126	47.01%
JACKSON CO SCHOOL DIST	592	320	54.05%
JACKSON PUBLIC SCHOOL DIST	1451	605	41.70%
JEFFERSON CO SCHOOL DIST	80	1	1.25%
JEFFERSON DAVIS CO SCHOOL DIST	90	25	27.78%
JONES CO SCHOOL DIST	561	302	53.83%
KEMPER CO SCHOOL DIST	88	16	18.18%
KOSCIUSKO SCHOOL DISTRICT	156	64	41.03%
LAFAYETTE CO SCHOOL DIST	199	21	10.55%
LAMAR COUNTY SCHOOL DISTRICT	676	154	22.78%
LAUDERDALE CO SCHOOL DIST	441	215	48.75%
LAUREL SCHOOL DISTRICT	215	3	1.40%
LAWRENCE CO SCHOOL DIST	144	43	29.86%
LEAKE CO SCHOOL DIST	174	8	4.60%
LEE COUNTY SCHOOL DISTRICT	477	149	31.24%
LEFLORE CO SCHOOL DIST	147	1	0.68%
LELAND SCHOOL DIST	63	41	65.08%
LINCOLN CO SCHOOL DIST	195	45	23.08%

LONG BEACH SCHOOL DIST	204	74	36.27%
LOUISVILLE MUNICIPAL SCHOOL DIST	193	32	16.58%
LOWNDES CO SCHOOL DIST	382	117	30.63%
LUMBERTON PUBLIC SCHOOL DISTRICT	50	0	0.00%
MADISON CO SCHOOL DIST	921	67	7.27%
MARION CO SCHOOL DIST	148	42	28.38%
MARSHALL CO SCHOOL DIST	207	10	4.83%
MCCOMB SCHOOL DISTRICT	160	48	30.00%
MERIDIAN PUBLIC SCHOOL DIST	378	1	0.26%
MONROE CO SCHOOL DIST	173	98	56.65%
MONTGOMERY CO SCHOOL DIST	27	0	0.00%
MOSS POINT SEPARATE SCHOOL DIST	144	0	0.00%
NATCHEZ-ADAMS SCHOOL DIST	208	35	16.83%
NESHOBA COUNTY SCHOOL DISTRICT	193	18	9.33%
NETTLETON SCHOOL DIST	86	2	2.33%
NEW ALBANY PUBLIC SCHOOLS	144	128	88.89%
NEWTON COUNTY SCHOOL DISTRICT	131	78	59.54%
NEWTON MUNICIPAL SCHOOL DISTRICT	71	88	123.94%
NORTH BOLIVAR CONS SCH	69	22	31.88%
NORTH PANOLA SCHOOLS	100	9	9.00%
NORTH PIKE SCHOOL DIST	160	99	61.88%
NORTH TIPPAAH SCHOOL DIST	97	32	32.99%
NOXUBEE COUNTY SCHOOL DISTRICT	99	2	2.02%
OCEAN SPRINGS SCHOOL DIST	381	277	72.70%
OKOLONA SEPARATE SCHOOL DIST	52	0	0.00%
OXFORD SCHOOL DISTRICT	294	32	10.88%
PASCAGOULA GAUTIER SCHOOL DIST	563	104	18.47%
PASS CHRISTIAN PUBLIC SCHOOL DIST	136	29	21.32%
PEARL PUBLIC SCHOOL DIST	265	171	64.53%
PEARL RIVER CO SCHOOL DIST	196	26	13.27%
PERRY CO SCHOOL DIST	81	25	30.86%
PETAL SCHOOL DIST	276	56	20.29%
PHILADELPHIA PUBLIC SCHOOL DIST	65	0	0.00%
PICAYUNE SCHOOL DIST	217	32	14.75%
PONTOTOC CITY SCHOOLS	159	14	8.81%
PONTOTOC CO SCHOOL DIST	232	166	71.55%
POPLARVILLE SEPARATE SCHOOL DIST	133	90	67.67%
PRENTISS CO SCHOOL DIST	202	30	14.85%
QUITMAN CO SCHOOL DIST	83	1	1.20%
QUITMAN SCHOOL DIST	119	43	36.13%
RANKIN CO SCHOOL DIST	1308	533	40.75%

RICHTON SCHOOL DIST	47	1	2.13%
SCOTT CO SCHOOL DIST	263	16	6.08%
SENATOBIA MUNICIPAL SCHOOL DIST	116	55	47.41%
SIMPSON CO SCHOOL DIST	227	114	50.22%
SMITH CO SCHOOL DIST	187	100	53.48%
SOUTH DELTA SCHOOL DISTRICT	45	37	82.22%
SOUTH PANOLA SCHOOL DISTRICT	295	56	18.98%
SOUTH PIKE SCHOOL DIST	116	1	0.86%
SOUTH TIPPAAH SCHOOL DIST	191	63	32.98%
STARKVILLE- OKTIBBEHA CONS SD	350	226	64.57%
STONE CO SCHOOL DIST	173	142	82.08%
SUNFLOWER CO CONSOLIDATE SCH DIST	238	2	0.84%
TATE CO SCHOOL DIST	156	73	46.79%
TISHOMINGO CO SP MUN SCH DIST	225	155	68.89%
TUNICA COUNTY SCHOOL DISTRICT	149	54	36.24%
TUPELO PUBLIC SCHOOL DIST	486	192	39.51%
UNION CO SCHOOL DIST	182	40	21.98%
UNION PUBLIC SCHOOL DIST	73	55	75.34%
VICKSBURG WARREN SCHOOL DIST	520	219	42.12%
WALTHALL CO SCHOOL DIST	129	82	63.57%
WATER VALLEY SCHOOL DISTRICT	71	20	28.17%
WAYNE CO SCHOOL DIST	255	186	72.94%
WEBSTER CO SCHOOL DIST	121	0	0.00%
WEST BOLIVAR CONS SCH	84	25	29.76%
WEST JASPER CONSOLIDATED SCHOOLS	101	5	4.95%
WEST POINT CONSOLIDATED SCHOOL DIST	220	20	9.09%
WEST TALLAHATCHIE SCHOOL DISTRICT	58	0	0.00%
WESTERN LINE SCHOOL DISTRICT	128	79	61.72%
WILKINSON CO SCHOOL DIST	70	38	54.29%
WINONA SEPARATE SCHOOL DIST	83	36	43.37%
YAZOO CITY MUNICIPAL SCHOOL DIST	113	0	0.00%
YAZOO CO SCHOOL DIST	105	25	23.81%
Total	31,252	10,106	32.34%

APPENDIX B: MDE Teacher Survey

Start of Block: Default Question Block

Q1.1 This survey is designed to solicit input from Mississippi's teachers about the amount and quality of assessments administered on the state and district level. The survey will require about 8-12 minutes to complete. The survey respondents will remain confidential. No teacher identifying information will be shared with school districts. We know your time is extremely valuable, so this survey was designed to be as easy as possible for you to complete. The survey is confidential, and therefore cannot be resumed after it has been started. Please plan to complete the survey in one sitting.

Q1.2 Select the name of the district in which you teach

▼ State Special School District (MSMS, MSA, MSB, MSD) (1) ... Yazoo County (139)

Q1.3 What grade(s) do you teach? Select all that apply.

☐ PK (1)

☐ K (2)

☐ 1 (3)

☐ 2 (4)

☐ 3 (5)

☐ 4 (6)

☐ 5 (7)

☐ 6 (8)

☐ 7 (9)

☐ 8 (10)

☐ 9 (11)

☐ 10 (12)

☐ 11 (13)

☐ 12 (14)

☐ Nongraded (15)

☒ *Select this option to skip this question* (16)

Q1.4 What subject(s) do you teach? Select all that apply.

☐ Pre-Kindergarten (1)

☐ Kindergarten (2)

☐ 1st grade (3)

- ☐ 2nd grade (4)
- ☐ 3rd grade English language arts (5)
- ☐ 3rd grade Mathematics (6)
- ☐ 4th grade English language arts (7)
- ☐ 4th grade Mathematics (8)
- ☐ 5th grade English language arts (9)
- ☐ 5th grade Mathematics (10)
- ☐ 5th grade Science (11)
- ☐ 6th grade English language arts (12)
- ☐ 6th grade Mathematics (13)
- ☐ 7th grade English language arts (14)
- ☐ 7th grade Mathematics (15)
- ☐ 8th grade English language arts (16)
- ☐ 8th grade Mathematics (17)
- ☐ 8th grade Science (18)
- ☐ Algebra I (19)
- ☐ Biology (20)
- ☐ U.S. History (21)
- ☐ English I (22)
- ☐ English II (23)

- ☐ English III (24)
- ☐ English IV (25)
- ☐ AP (Any Subject) (26)
- ☐ Advanced Sciences (27)
- ☐ History (other than US History) (28)
- ☐ Economics and Government (29)
- ☐ Social Studies/Civics (30)
- ☐ Art (31)
- ☐ Music (32)
- ☐ Health/Physical Education (33)
- ☐ Gifted Education (34)
- ☐ Exceptional Education (35)
- ☐ Other (36) _____

Page Break _____



Q1.5 How many years of teaching experience do you have?

Q1.6 Thinking about **state-level testing**, would you say that the amount of state-level testing is...

- ☐ Too much (1)
- ☐ Just right (2)
- ☐ Not enough (3)
- ☐ Don't Know (5)
- ☐ *Select this option to skip this question (4)*

Q1.7 Thinking about **district-level testing**, would you say that the amount of district-level testing is...

- ☐ Too much (1)
- ☐ Just right (2)
- ☐ Not enough (3)
- ☐ Don't Know (5)
- ☐ *Select this option to skip this question (4)*

End of Block: Default Question Block

Start of Block: Tested-subject teachers

Q2.1

Please select the name of every vendor-created assessment that you used in 2017-2018 for ALL students. Do not include assessments created by the district using a vendor item bank.

- ☐ STAR Reading/Early Literacy by Renaissance Learning (1)
- ☐ STAR Math by Renaissance Learning (2)
- ☐ i-Ready ELA by Curriculum Associates (3)
- ☐ i-Ready Math by Curriculum Associates (4)
- ☐ DIBELS by the University of Oregon (5)
- ☐ Reading Inventory by Houghton Mifflin Harcourt (6)
- ☐ Developmental Reading Assessment (DRA) by Pearson (7)
- ☐ Istation Indicators of Progress (ISIP) by Istation (8)
- ☐ mCLASS Reading 3D by Amplify (9)
- ☐ FAST: Adaptive Reading, CBMReading, and earlyReading English (suite of three administered together) by FastBridge Learning (10)
- ☐ NWEA MAP ELA by NWEA (11)
- ☐ NWEA MAP Math by NWEA (12)
- ☐ NWEA MAP Algebra I by NWEA (13)
- ☐ NWEA MAP Science by NWEA (14)
- ☐ CASE ELA by TE21 (15)
- ☐ CASE English II by TE21 (16)
- ☐ CASE Math by TE21 (17)
- ☐ CASE Algebra I by TE21 (18)
- ☐ CASE Science by TE21 (19)

- ☐ CASE Biology I (20)
 - ☐ CASE US History by TE21 (21)
 - ☐ Orleans-Hanna by Pearson (22)
 - ☐ Cambridge Primary Checkpoint-English (23)
 - ☐ Cambridge Primary Checkpoint-Mathematics (24)
 - ☐ Cambridge Primary Checkpoint-Science (25)
 - ☐ Cambridge Lower Secondary-English (26)
 - ☐ Cambridge Lower Secondary-Mathematics (27)
 - ☐ Cambridge Lower Secondary-Science (28)
 - ☐ Cambridge IGCSE-English Language (29)
 - ☐ Cambridge IGCSE-English Literature (30)
 - ☐ Cambridge IGCSE-Math II (31)
 - ☐ Cambridge IGCSE-Biology (32)
 - ☐ Cambridge IGCSE-Chemistry (33)
 - ☐ Cambridge IGCSE-World History (34)
 - ☐ Cambridge IGCSE-US History (35)
 - ☐ Other Vendor-Created Assessments (Please Specify) (36)
-
- ☐ ☒ *Select this option to skip this question* (37)
-

Q2.2 How do you use these assessments? Check all that apply.

- ☐ Diagnostic/pre-test (1)
 - ☐ Progress-monitoring test or benchmark/interim test (2)
 - ☐ Summative/post-test (3)
 - ☐ Nine weeks test (4)
 - ☒ I do not use these assessments (5)
 - ☒ *Select this option to skip this question* (6)
-

Q2.3 Are the results of any of these assessments used as part of a student's grade?

- ☐ Yes (1)
 - ☐ No (2)
 - ☐ *Select this option to skip this question* (3)
-

Q2.4 What is the intended purpose of these assessments? Check all that apply.

- ☐ Enable teachers to make instructional decisions, such as skill remediation, ability-based grouping, or pace acceleration (1)
- ☐ Enable teachers/administrators to determine skill or standard mastery (2)
- ☐ Enable teachers/administrators to predict student achievement on state assessments (3)
- ☐ Enable administrators to place students into appropriate courses (4)
- ☐ Enable administrators to hold teachers accountable (5)
- ☐ Enable students to earn a credit or credential (6)
- ☐ Motivate students (7)
- ☐ Other (Please Specify) (8)

- ☒ Not Sure (9)
- ☒ *Select this option to skip this question* (10)

Page Break

Q2.5 Who is expected to use the results of these assessments? Check all that apply.

- ☐ Teachers (1)
- ☐ Administrators (2)
- ☐ Students (3)
- ☐ Parents (4)
- ☒ Not Sure (5)
- ☒ *Select this option to skip this question* (6)
-



Q2.6 To what degree do you as a teacher find these assessments helpful?

- ☐ Not at all Helpful (1)
- ☐ Somewhat Helpful (2)
- ☐ Very Helpful (3)
- ☐ Not Sure (4)
- ☐ *Select this option to skip this question* (5)
-



Q2.7 What is the length **in minutes** for the average administration of a typical assessment?

Q2.8 Below is a list of common factors that may prolong test administration beyond the expected administration time. Please check any of these that have been prolonged test administration time for your students. Check all that apply.

- ☐ Technology issues with vendor software (1)
- ☐ Technology issues with district hardware (2)
- ☐ Technology issues with district broadband/internet (3)
- ☐ Students forgetting logins or passwords (4)
- ☐ Students forgetting identification (5)
- ☐ Collecting cellphones (6)
- ☐ User error/trouble understanding how to use the testing platform (7)
- ☐ Other (8) _____
- ☒ *Select this option to skip this question* (9)



Q2.9 How many school days does it take you to test all of your students for **one** administration of a typical assessment?



Q2.10 For a typical assessment, how many school days must you wait to receive results **after** all students have tested? (If you are unsure, please provide your best estimate. If students receive results on the same day they complete the assessment, please enter 0).



Q2.12 Please consider the following challenges that district testing may pose for your daily classroom instruction. Please rank these from 1 (the biggest challenge) to 5 (the smallest challenge).

- _____ Time taken away from daily instruction (1)
 - _____ Technology issues (2)
 - _____ Stress for teachers and students (3)
 - _____ Student motivation and engagement (4)
 - _____ Adequate Resources (5)
-

Q2.11 Are there any other concerns about district level testing you wish to share?

End of Block: Tested-subject teachers

Start of Block: NonTested-subject teachers

Q3.1 Are you provided any district or state assessment results for the students that you teach?

- ☐ Yes (1)
 - ☐ No (2)
 - ☐ Not Sure (3)
 - ☐ *Select this option to skip this question* (4)
-

Display This Question:

If Are you provided any district or state assessment results for the students that you teach? = Yes

Q3.2 What is the primary way you use these results?

- ☐ To make instructional decisions, such as skill remediation, ability-based grouping, or pace acceleration (1)
- ☐ To assign grades (2)
- ☐ To determine skill or standard mastery (3)
- ☐ To place students in appropriate courses (4)
- ☐ To collaborate with other teachers for student success (5)
- ☐ To motivate students (6)
- ☐ Some other use (please specify) (7)

- ☐ I do not use the results that are provided (8)
- ☐ *Select this option to skip this question* (9)



Q3.3 Please consider the following challenges that district testing may pose for your daily classroom instruction. Please rank these from 1 (the biggest challenge) to 5 (the smallest challenge).

- _____ Time taken away from daily instruction (1)
- _____ Technology issues (2)
- _____ Stress for teachers and students (3)
- _____ Student motivation and engagement (4)
- _____ Adequate Resources (5)

Q3.4 Are there any other questions/concerns you wish to share?

End of Block: NonTested-subject teachers

APPENDIX C: Assessment Use By District

District Name**STATE SPECIAL SCHOOL DISTRICT (MSMS, MSA, MSB, MSD)**

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- DIBELS by the University of Oregon
- Developmental Reading Assessment (DRA) by Pearson
- Choice CASE US History by TE21

ABERDEEN SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- Reading Inventory by Houghton Mifflin Harcourt
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE ELA by TE21
- Choice CASE English II by TE21
- Choice CASE Math by TE21
- Choice CASE Algebra I by TE21
- Choice CASE Science by TE21

ALCORN SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- Reading Inventory by Houghton Mifflin Harcourt
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE ELA by TE21
- Choice CASE English II by TE21
- Choice CASE Math by TE21
- Choice CASE Algebra I by TE21
- Choice CASE Science by TE21
- Choice CASE Biology I by TE21
- Choice CASE US History by TE21
- Other

AMORY SCHOOL DIST**ATTALA CO SCHOOL DIST**

- STAR Reading/Early Literacy by Renaissance Learning

- STAR Math by Renaissance Learning
- Reading Inventory by Houghton Mifflin Harcourt
- Choice NWEA MAP Science by NWEA
- Choice CASE ELA by TE21
- Choice CASE Math by TE21
- Choice CASE Algebra I by TE21
- Choice CASE Science by TE21

BILOXI PUBLIC SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- Developmental Reading Assessment (DRA) by Pearson
- Istation Indicators of Progress (ISIP) by Istation
- mCLASS Reading 3D by Amplify
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Algebra I by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE ELA by TE21
- Choice CASE English II by TE21
- Choice CASE Math by TE21
- Choice CASE Algebra I by TE21
- Choice CASE Science by TE21
- Choice CASE Biology I by TE21
- Choice CASE US History by TE21
- Other

BOONEVILLE SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Other

BROOKHAVEN SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA

- Choice NWEA MAP Algebra I by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE ELA by TE21
- Choice CASE Science by TE21
- Choice Cambridge IGCSE-US History
- Other

CALHOUN CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- DIBELS by the University of Oregon
- Reading Inventory by Houghton Mifflin Harcourt
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Algebra I by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE ELA by TE21
- Choice CASE English II by TE21
- Choice CASE Math by TE21
- Choice CASE Algebra I by TE21
- Choice CASE Science by TE21
- Choice CASE Biology I by TE21
- Choice CASE US History by TE21
- Other

CARROLL COUNTY SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready Math by Curriculum Associates
- Reading Inventory by Houghton Mifflin Harcourt
- Choice NWEA MAP Math by NWEA
- Choice CASE ELA by TE21
- Choice CASE Math by TE21
- Other

CHICKASAW CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready Math by Curriculum Associates
- Choice NWEA MAP ELA by NWEA
- Other

CHOCTAW CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- DIBELS by the University of Oregon
- Reading Inventory by Houghton Mifflin Harcourt
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice CASE ELA by TE21
- Choice CASE English II by TE21
- Choice CASE Algebra I by TE21
- Choice CASE Science by TE21
- Choice CASE Biology I by TE21
- Choice CASE US History by TE21
- Other

CLEVELAND SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- DIBELS by the University of Oregon
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE ELA by TE21
- Choice CASE Math by TE21

CLINTON PUBLIC SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- DIBELS by the University of Oregon
- Reading Inventory by Houghton Mifflin Harcourt
- Developmental Reading Assessment (DRA) by Pearson
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice CASE ELA by TE21
- Choice CASE English II by TE21
- Choice CASE Math by TE21

- Choice CASE Algebra I by TE21
- Choice CASE Science by TE21
- Choice CASE Biology I by TE21
- Choice CASE US History by TE21
- Other

COAHOMA COUNTY SCHOOL DISTRICT

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- DIBELS by the University of Oregon
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE ELA by TE21
- Choice CASE Math by TE21
- Other

COFFEEVILLE SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- DIBELS by the University of Oregon
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE Science by TE21
- Other

COLUMBIA SCHOOL DISTRICT

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- DIBELS by the University of Oregon
- Reading Inventory by Houghton Mifflin Harcourt
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Other

COLUMBUS MUNICIPAL SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning

- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- DIBELS by the University of Oregon
- Istation Indicators of Progress (ISIP) by Istation
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Algebra I by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE ELA by TE21
- Choice CASE English II by TE21
- Choice CASE Math by TE21
- Choice CASE Algebra I by TE21
- Choice CASE Science by TE21
- Choice CASE Biology I by TE21
- Choice CASE US History by TE21
- Other

COPIAH CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- DIBELS by the University of Oregon
- Reading Inventory by Houghton Mifflin Harcourt
- Choice NWEA MAP ELA by NWEA
- Choice CASE ELA by TE21
- Choice CASE English II by TE21
- Choice CASE Math by TE21
- Choice CASE Algebra I by TE21
- Choice CASE Science by TE21
- Choice CASE Biology I by TE21
- Choice CASE US History by TE21
- Other

CORINTH SCHOOL DIST

- i-Ready Math by Curriculum Associates
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Science by NWEA
- Choice Cambridge Primary Checkpoint-English
- Choice Cambridge Primary Checkpoint-Mathematics
- Choice Cambridge Primary Checkpoint-Science

- Choice Cambridge Lower Secondary-English
- Choice Cambridge Lower Secondary-Mathematics
- Choice Cambridge Lower Secondary-Science

DESOTO CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- DIBELS by the University of Oregon
- Reading Inventory by Houghton Mifflin Harcourt
- Developmental Reading Assessment (DRA) by Pearson
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Algebra I by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE ELA by TE21
- Choice CASE English II by TE21
- Choice CASE Math by TE21
- Choice CASE Algebra I by TE21
- Choice CASE Science by TE21
- Choice CASE Biology I by TE21
- Choice CASE US History by TE21
- Choice Cambridge IGCSE-Biology
- Choice Cambridge IGCSE-US History
- Other

EAST JASPER CONSOLIDATED SCH DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- Choice CASE ELA by TE21
- Choice CASE English II by TE21
- Choice CASE Math by TE21
- Choice CASE Algebra I by TE21
- Choice CASE Science by TE21
- Choice CASE Biology I by TE21
- Choice CASE US History by TE21
- Other

ENTERPRISE SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning

- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- Other

FOREST MUNICIPAL SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- DIBELS by the University of Oregon
- Developmental Reading Assessment (DRA) by Pearson
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice CASE ELA by TE21
- Choice CASE Math by TE21
- Choice CASE US History by TE21
- Other

FORREST COUNTY AG HIGH SCHOOL

- Other

FORREST COUNTY SCHOOL DISTRICT

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- DIBELS by the University of Oregon
- Developmental Reading Assessment (DRA) by Pearson
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Algebra I by NWEA
- Choice NWEA MAP Science by NWEA

FRANKLIN CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Algebra I by NWEA
- Choice NWEA MAP Science by NWEA

GEORGE CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning

- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Algebra I by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE US History by TE21
- Choice Cambridge IGCSE-US History
- Other

GREENVILLE PUBLIC SCHOOLS

- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- DIBELS by the University of Oregon
- mCLASS Reading 3D by Amplify
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Algebra I by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE ELA by TE21
- Choice CASE English II by TE21
- Choice CASE Math by TE21
- Choice CASE Algebra I by TE21
- Choice CASE Science by TE21
- Choice CASE Biology I by TE21
- Choice CASE US History by TE21
- Other

GREENWOOD PUBLIC SCHOOL DISTRICT

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- DIBELS by the University of Oregon
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Science by NWEA
- Other

HANCOCK CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning

- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- DIBELS by the University of Oregon
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE ELA by TE21
- Choice CASE Math by TE21
- Choice CASE Science by TE21
- Other

HATTIESBURG PUBLIC SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- Developmental Reading Assessment (DRA) by Pearson
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Algebra I by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE ELA by TE21
- Choice CASE Math by TE21
- Choice CASE Algebra I by TE21
- Choice CASE Science by TE21
- Other

HAZLEHURST CITY SCHOOL DISTRICT

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice CASE ELA by TE21
- Choice CASE Math by TE21
- Choice CASE US History by TE21

HINDS CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates

- i-Ready Math by Curriculum Associates
- FAST: Adaptive Reading, CBMReading, and earlyReading English (suite of three administered together) by FastBridge Learning
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice CASE ELA by TE21
- Choice CASE Math by TE21
- Other

HOLMES CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- Reading Inventory by Houghton Mifflin Harcourt
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice CASE Math by TE21
- Choice CASE Biology I by TE21
- Choice CASE US History by TE21
- Other

HOUSTON SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Other

ITAWAMBA CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- DIBELS by the University of Oregon
- FAST: Adaptive Reading, CBMReading, and earlyReading English (suite of three administered together) by FastBridge Learning
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Algebra I by NWEA
- Choice NWEA MAP Science by NWEA
- Choice Cambridge Lower Secondary-English
- Other

JACKSON CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- Reading Inventory by Houghton Mifflin Harcourt
- Developmental Reading Assessment (DRA) by Pearson
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Algebra I by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE ELA by TE21
- Choice CASE English II by TE21
- Choice CASE Math by TE21
- Choice CASE Algebra I by TE21
- Choice CASE Science by TE21
- Choice CASE Biology I by TE21
- Choice CASE US History by TE21
- Choice Cambridge Lower Secondary-English
- Choice Cambridge IGCSE-Biology
- Choice Cambridge IGCSE-Chemistry

JACKSON PUBLIC SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning\
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- DIBELS by the University of Oregon
- Reading Inventory by Houghton Mifflin Harcourt
- Developmental Reading Assessment (DRA) by Pearson
- FAST: Adaptive Reading, CBMReading, and earlyReading English (suite of three administered together) by FastBridge Learning
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE ELA by TE21
- Choice CASE English II by TE21
- Choice CASE Algebra I by TE21
- Choice CASE Science by TE21
- Choice CASE Biology I by TE21
- Choice CASE US History by TE21
- Choice Cambridge Lower Secondary-English

- Choice Cambridge IGCSE-US History
- Other

JEFFERSON DAVIS CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- Reading Inventory by Houghton Mifflin Harcourt
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice CASE ELA by TE21
- Choice CASE English II by TE21
- Choice CASE English II by TE21
- Choice CASE Math by TE21
- Choice CASE Science by TE21
- Other

JONES CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- DIBELS by the University of Oregon
- Developmental Reading Assessment (DRA) by Pearson
- Istation Indicators of Progress (ISIP) by Istation
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Algebra I by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE English II by TE21
- Choice CASE Biology I by TE21
- Choice CASE US History by TE21
- Other

KEMPER CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- Choice NWEA MAP ELA by NWEA
- Choice CASE ELA by TE21
- Choice CASE US History by TE21

KOSCIUSKO SCHOOL DISTRICT

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- Choice CASE ELA by TE21
- Other

LAFAYETTE CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- Choice NWEA MAP Math by NWEA
- Choice CASE ELA by TE21
- Choice CASE Math by TE21
- Other

LAMAR COUNTY SCHOOL DISTRICT

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- DIBELS by the University of Oregon
- Reading Inventory by Houghton Mifflin Harcourt
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Algebra I by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE ELA by TE21
- Choice CASE English II by TE21
- Choice CASE Biology I by TE21
- Other

LAUDERDALE CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- DIBELS by the University of Oregon
- Developmental Reading Assessment (DRA) by Pearson
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Algebra I by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE ELA by TE21

- Choice CASE Biology I by TE21
- Other

LAWRENCE CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready Math by Curriculum Associates
- DIBELS by the University of Oregon
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Algebra I by NWEA

LEAKE CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning

LEE COUNTY SCHOOL DISTRICT

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- Reading Inventory by Houghton Mifflin Harcourt
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice CASE ELA by TE21
- Choice CASE English II by TE21
- Choice CASE Biology I by TE21
- Choice CASE US History by TE21
- Choice Cambridge IGCSE-US History
- Other

LELAND SCHOOL DIST

- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- Choice CASE ELA by TE21
- Choice CASE Math by TE21
- Choice CASE Algebra I by TE21
- Choice CASE Science by TE21
- Other

LINCOLN CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- DIBELS by the University of Oregon

- Reading Inventory by Houghton Mifflin Harcourt
- Developmental Reading Assessment (DRA) by Pearson
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Algebra I by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE US History by TE21
- Other

LONG BEACH SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Other

LOUISVILLE MUNICIPAL SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- DIBELS by the University of Oregon
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice CASE ELA by TE21
- Choice CASE Math by TE21
- Choice CASE Algebra I by TE21
- Choice CASE Science by TE21
- Choice CASE Biology I by TE21
- Choice CASE US History by TE21
- Other

LOWNDES CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- Istation Indicators of Progress (ISIP) by Istation
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Algebra I by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE Biology I by TE21

- Choice CASE US History by TE21
- Other

MARION CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- DIBELS by the University of Oregon
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Algebra I by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE ELA by TE21
- Choice CASE English II by TE21
- Choice CASE Math by TE21
- Choice CASE Algebra I by TE21
- Choice CASE Science by TE21
- Choice CASE Biology I by TE21
- Choice CASE US History by TE21
- Other

MARSHALL CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE ELA by TE21
- Choice CASE Math by TE21
- Choice CASE Science by TE21

MONROE CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- DIBELS by the University of Oregon
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice CASE ELA by TE21
- Choice CASE English II by TE21
- Choice CASE Math by TE21
- Choice CASE Algebra I by TE21
- Choice CASE Science by TE21
- Choice CASE Biology I by TE21

- Choice CASE US History by TE21

NATCHEZ-ADAMS SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE ELA by TE21
- Other

NEW ALBANY PUBLIC SCHOOLS

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- DIBELS by the University of Oregon
- Developmental Reading Assessment (DRA) by Pearson
- FAST: Adaptive Reading, CBMReading, and earlyReading English (suite of three administered together) by FastBridge Learning
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Algebra I by NWEA
- Choice CASE ELA by TE21
- Choice CASE English II by TE21
- Choice CASE Math by TE21
- Choice CASE Algebra I by TE21
- Choice CASE Science by TE21
- Choice CASE Biology I by TE21
- Choice CASE US History by TE21
- Other

NEWTON COUNTY SCHOOL DISTRICT

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- Choice NWEA MAP Math by NWEA

NEWTON MUNICIPAL SCHOOL DISTRICT

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates

- DIBELS by the University of Oregon
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice CASE ELA by TE21
- Choice CASE English II by TE21
- Choice CASE Math by TE21
- Choice CASE Algebra I by TE21
- Choice CASE Science by TE21
- Choice CASE Biology I by TE21
- Choice CASE US History by TE21
- Other

NORTH BOLIVAR CONS SCH

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE ELA by TE21
- Choice CASE Math by TE21
- Choice CASE Science by TE21

NORTH PIKE SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- FAST: Adaptive Reading, CBMReading, and earlyReading English (suite of three administered together) by FastBridge Learning
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE ELA by TE21
- Choice CASE Biology I by TE21
- Other

NORTH TIPPAH SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA

- Choice NWEA MAP Algebra I by NWEA
- Choice CASE ELA by TE21
- Choice CASE Science by TE21
- Other

OCEAN SPRINGS SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- DIBELS by the University of Oregon
- FAST: Adaptive Reading, CBMReading, and earlyReading English (suite of three administered together) by FastBridge Learning
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Algebra I by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE ELA by TE21
- Choice CASE English II by TE21
- Choice CASE Math by TE21
- Choice CASE Algebra I by TE21
- Choice CASE Science by TE21
- Choice CASE Biology I by TE21
- Choice CASE US History by TE21
- Other

OXFORD SCHOOL DISTRICT

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Algebra I by NWEA
- Choice NWEA MAP Science by NWEA
- Other

PASCAGOULA GAUTIER SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Algebra I by NWEA

- Choice NWEA MAP Science by NWEA
- Choice CASE English II by TE21
- Choice CASE Algebra I by TE21
- Choice CASE Biology I by TE21
- Choice CASE US History by TE21
- Choice Orleans-Hanna by Pearson
- Other

PASS CHRISTIAN PUBLIC SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- DIBELS by the University of Oregon
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE ELA by TE21
- Choice CASE English II by TE21
- Choice CASE Math by TE21
- Other

PEARL PUBLIC SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice CASE ELA by TE21
- Choice CASE English II by TE21
- Choice CASE Math by TE21
- Choice CASE Algebra I by TE21
- Choice CASE Science by TE21
- Choice CASE Biology I by TE21
- Choice CASE US History by TE21
- Other

PEARL RIVER CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates

- Choice NWEA MAP Math by NWEA
- Choice CASE Biology I by TE21
- Other

PERRY CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- DIBELS by the University of Oregon
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Algebra I by NWEA
- Choice NWEA MAP Science by NWEA
- Other

PETAL SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- DIBELS by the University of Oregon
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Science by NWEA
- Other

PICAYUNE SCHOOL DIST

- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- Choice CASE Algebra I by TE21
- Choice CASE Biology I by TE21
- Other

PONTOTOC CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Algebra I by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE ELA by TE21
- Choice CASE English II by TE21
- Choice CASE Math by TE21
- Choice CASE Algebra I by TE21

- Choice CASE Science by TE21
- Choice CASE US History by TE21
- Other

POPLARVILLE SEPARATE SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Science by NWEA
- Other

PRENTISS CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- Reading Inventory by Houghton Mifflin Harcourt
- Developmental Reading Assessment (DRA) by Pearson
- Choice NWEA MAP Math by NWEA
- Other

QUITMAN SCHOOL DIST

- Choice CASE ELA by TE21
- Choice CASE English II by TE21
- Choice CASE Algebra I by TE21
- Choice CASE Biology I by TE21
- Choice CASE US History by TE21
- Other

RANKIN CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- Reading Inventory by Houghton Mifflin Harcourt
- Developmental Reading Assessment (DRA) by Pearson
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Algebra I by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE ELA by TE21
- Choice CASE English II by TE21

- Choice CASE Math by TE21
- Choice CASE Algebra I by TE21
- Choice CASE Science by TE21
- Choice CASE Biology I by TE21
- Choice CASE US History by TE21
- Other

SENATOBIA MUNICIPAL SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice CASE ELA by TE21
- Choice CASE English II by TE21
- Choice CASE Math by TE21
- Choice CASE Algebra I by TE21
- Choice CASE Science by TE21
- Choice CASE Biology I by TE21
- Choice CASE US History by TE21
- Other

SIMPSON CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- DIBELS by the University of Oregon
- Developmental Reading Assessment (DRA) by Pearson
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE ELA by TE21
- Choice CASE English II by TE21
- Choice CASE Algebra I by TE21
- Choice CASE Biology I by TE21
- Choice CASE US History by TE21
- Other

SMITH CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning

- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- DIBELS by the University of Oregon
- Developmental Reading Assessment (DRA) by Pearson
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE ELA by TE21
- Choice CASE English II by TE21
- Choice CASE Math by TE21
- Choice CASE Algebra I by TE21
- Choice CASE Science by TE21
- Choice CASE Biology I by TE21
- Choice CASE US History by TE21
- Other

SOUTH DELTA SCHOOL DISTRICT

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- Choice CASE ELA by TE21
- Choice CASE Math by TE21
- Choice CASE Algebra I by TE21
- Choice CASE Science by TE21
- Choice CASE US History by TE21
- Other

SOUTH PANOLA SCHOOL DISTRICT

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE ELA by TE21
- Choice CASE Math by TE21
- Choice CASE Science by TE21

SOUTH TIPPAH SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates

- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Science by NWEA
- Other

STARKVILLE- OKTIBBEHA CONS SD

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- DIBELS by the University of Oregon
- Reading Inventory by Houghton Mifflin Harcourt
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Algebra I by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE ELA by TE21
- Choice CASE English II by TE21
- Choice CASE Math by TE21
- Choice CASE Algebra I by TE21
- Choice CASE Science by TE21
- Choice CASE Biology I by TE21
- Choice CASE US History by TE21
- Other

STONE CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- Developmental Reading Assessment (DRA) by Pearson
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Algebra I by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE ELA by TE21
- Choice CASE Math by TE21
- Other

TATE CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- DIBELS by the University of Oregon

- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Algebra I by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE ELA by TE21
- Choice CASE Math by TE21
- Choice CASE Science by TE21
- Choice CASE Biology I by TE21
- Choice CASE US History by TE21
- Other

TISHOMINGO CO SP MUN SCH DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- DIBELS by the University of Oregon
- Reading Inventory by Houghton Mifflin Harcourt
- Istation Indicators of Progress (ISIP) by Istation
- mCLASS Reading 3D by Amplify
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Algebra I by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE US History by TE21
- Choice Cambridge Primary Checkpoint-English
- Choice Cambridge Primary Checkpoint-Mathematics
- Choice Cambridge Primary Checkpoint-Science
- Choice Cambridge IGCSE English Language
- Choice Cambridge IGCSE-Biology
- Choice Cambridge IGCSE-US History
- Other

TUNICA COUNTY SCHOOL DISTRICT

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- DIBELS by the University of Oregon
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice CASE ELA by TE21
- Choice CASE English II by TE21

- Other

TUPELO PUBLIC SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- DIBELS by the University of Oregon
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Algebra I by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE ELA by TE21
- Choice CASE English II by TE21
- Choice CASE Math by TE21
- Choice CASE Algebra I by TE21
- Choice CASE Science by TE21
- Choice CASE Biology I by TE21
- Other
- Choice CASE US History by TE21

UNION CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- Choice NWEA MAP Math by NWEA
- Choice CASE ELA by TE21
- Choice CASE Math by TE21
- Choice CASE US History by TE21
- Other

UNION PUBLIC SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice CASE Math by TE21
- Choice CASE Biology I by TE21
- Choice Cambridge IGCSE English Language
- Choice Cambridge IGCSE-Biology
- Choice Cambridge IGCSE-US History
- Other

VICKSBURG WARREN SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- DIBELS by the University of Oregon
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE ELA by TE21
- Choice CASE English II by TE21
- Choice CASE Math by TE21
- Choice CASE Algebra I by TE21
- Choice CASE Science by TE21
- Choice CASE Biology I by TE21
- Choice CASE US History by TE21
- Other

WALTHALL CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- DIBELS by the University of Oregon
- Reading Inventory by Houghton Mifflin Harcourt
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Science by NWEA
- Other

WATER VALLEY SCHOOL DISTRICT

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- DIBELS by the University of Oregon
- Choice CASE ELA by TE21
- Choice CASE English II by TE21
- Choice CASE Math by TE21
- Choice CASE Science by TE21
- Other

WAYNE CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- DIBELS by the University of Oregon
- Reading Inventory by Houghton Mifflin Harcourt
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Algebra I by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE Science by TE21
- Choice CASE Biology I by TE21
- Other

WEST BOLIVAR CONS SCH

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- Choice NWEA MAP ELA by NWEA
- Choice CASE ELA by TE21
- Choice CASE US History by TE21
- Other

WESTERN LINE SCHOOL DISTRICT

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- DIBELS by the University of Oregon
- Reading Inventory by Houghton Mifflin Harcourt
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice CASE Math by TE21
- Choice CASE Science by TE21
- Choice CASE Biology I by TE21
- Other

WILKINSON CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates

- Reading Inventory by Houghton Mifflin Harcourt
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE ELA by TE21
- Choice CASE English II by TE21
- Choice CASE US History by TE21
- Other

WINONA SEPARATE SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- STAR Math by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice NWEA MAP Science by NWEA
- Choice CASE Science by TE21
- Other

YAZOO CO SCHOOL DIST

- STAR Reading/Early Literacy by Renaissance Learning
- i-Ready ELA by Curriculum Associates
- i-Ready Math by Curriculum Associates
- Choice NWEA MAP ELA by NWEA
- Choice NWEA MAP Math by NWEA
- Choice CASE ELA by TE21
- Choice CASE English II by TE21
- Choice CASE Math by TE21
- Choice CASE Biology I by TE21
- Choice CASE US History by TE21

APPENDIX D: Qualitative Codebook

Too Much (Testing)

Includes comments referring to the amount of testing, the length of testing, and any general complaint how much testing occurs.

Representative Teacher Comments

- I agree there needs to be some form of testing to be able to determine where our teachers and students are at, but I think there are much easier and more beneficial testing methods. Testing as we are using it now, it too much.
- The amount of testing by the state and the way scores are used is absolutely ridiculous. Politicians that have no educational experience and absolutely no classroom experience make our decisions. It is crazy. The state gives us the standards to teach but then on our kindergarten test there are questions on there that are not in the standards you have given us. ACT should be the measure kids are tested on. It's what is used for college! But YOU voted against that. It seems to be it's all about money and politics.
- Students test so much that they don't even take tests seriously. They need to enjoy learning and not put so much emphasis on a test score.
- Too much testing is causing student and teacher burnout.

Bad Tests/Bad Data

Includes comments referring to the quality of the tests, the fit with curriculum/standards, validity of tests, evaluative ability of tests, developmentally inappropriate, and not a good fit for children with disability or in special education programs.

Representative Teacher Comments

- Test results are not received until after students leave the courses for which they take EOC exams. The results cannot be used by those teachers for the students they are currently teaching. It is more for helping the teacher find the concepts and skills he or she did not cover very well. Test results can help teachers make better decisions about teaching and student achievement, but being that it is not done until the end of the course, it is difficult for that teacher to use that data to impact student success. As a special education teacher, I find that it is especially disheartening for my students who are capable of learning a great deal of information, but may not be able to take the entire test and pass it. In some cases, they are able to prove mastery of a concept, but cannot master it at a high school level. This leaves them without the option of a regular diploma in many situations. They COULD, however, earn some other kind of diploma that would be acceptable for them working jobs that do not require higher-level thinking, like algebra skills, knowledge of biology, tenth grade English skills, and in-depth knowledge of United States History.
- district testing does not include useful data for exceptional students for planning and remediating.

- I believe a kindergartener cannot accurately be assessed by a standardized, computer test. So many factors can skew the results. I have an extremely hard time being able to use the data it provides because the results are drastically different from what I see in my classroom on a daily basis.
- I am more concerned about the tests that the district creates for grade level subject area testing. They are incredibly difficult and inappropriate for children at their development level, as well as impossibly long. The tests cause high levels of stress for the teachers and students. They are poorly written. When teachers put their heads together to try to determine the answer to a question, something is ridiculously wrong.

Student Stress

This category includes comments referring to students' stress/pressure, poor physical or mental health related to testing, and dislike of school due to testing.

Representative Teacher Comments

- There is way too much testing!!! Teachers can't enjoy teaching and students can't enjoy learning without the pressures of added stress over testing. Teachers are expected to teach so many different ways and so many different things that aren't even necessary. In reality there are so many of these things and ways that the students will not even use later in life. We need to let children be children again and allow them to learn at a young age to get along with others and things like that. Starting in Kindergarten these kids are made to sit in chair and do work, work, work, and test, test, test. They get to upper grades and can't even get along with peers or know how to critique and help each other because they haven't had the opportunity in lower grades to even learn to get along with others. Not all children go to day care and pre-K, nor should they have to. They need to be a kid and not have to worry about testing on the computer for hours at a time. This has become ridiculous, from a teacher and a parent's perspective.!!! These scores amount to nothing when these kids are in high school, college, or get a job. A test score does NOT truly tell the ability or worth of a student nor does it tell that of a teacher!!! A student and a teacher is more than a test score!!
- My involvement with testing is minimal as a therapist, but I have listened to countless students worry over taking tests and receiving results. Especially for my students who already struggle with academic work, the anxiety that these students endure with regards to testing seems unnecessary. Also, the fact that 3rd grade students have to be placed in "test anxiety groups" I believe the mental and emotional well-being is more important than standardized assessments. Teachers are trained to teach and assess children and what they know via classroom work and class-level assignments/tests. I think we're overdoing it.
- Students are tested so much and so often that they burn out on testing. Having three state tests drives this. There is so much importance placed on testing that students and teachers are stressed beyond measure. Testing has lost sight of what is healthy for students. I understand how important data is. I base my decisions and programming on it, but at some point, it becomes too much. I have students get

psychically ill at the stress of performing. I also know of teachers who are so stressed to the point of becoming psychically ill. This is not a conducive environment for success.

Loss of Instructional Time

Includes comments referring to not having enough to teach the material due to testing, teachers being unable to fully cover a topic or curriculum due to testing demands, students being pulled out of class to test or receive intensive tutoring for testing, schools stopping other classes due to testing occurring in the school, or teachers or assistant teachers proctoring testing in other classes.

Representative Teacher Comments

- Kids this year have been over tested! We have already wasted 20-26 days of precious time.
- Our district requires us to give Common Assessments in the subject area classes every 4.5 week. This is too much time taken out of class for testing. I cannot focus on teaching my class because of the amount of days used for testing. Students, parents, and teachers are frustrated with the amount of time we spend testing.
- Our district requires us to give Common Assessments in the subject area classes every 4.5 week. This is too much time taken out of class for testing. I cannot focus on teaching my class because of the amount of days used for testing. Students, parents, and teachers are frustrated with the amount of time we spend testing.

Teacher Stress

Includes comments referring to teachers' stress/pressure, poor physical or mental health related to testing, and dislike of school or teaching due to testing.

Representative Teacher Comments

- There are two big areas of concern that I have. 1.) The increase in district testing has increased so dramatically that I feel I do more testing than actual teaching. I see an increase in the amount of stress this creates for the teachers and the students. 2.) Teachers are no longer able to expand on teachable moments because the schedules are so demanding there is nowhere to fit it in. This causes a decrease in the joy of learning for the students and teachers.
- Students and teachers are so stressed over testing that it causes anxiety for both. Students cry and become ill over testing stress. Teachers are judged and belittled over results if not up to principal's desire
- Students are tired, frustrated, and feel discouraged. Teachers feels discouraged and don't have adequate time to teach skills the students need remediation in because they are trying to catch up for the end of the year assessment.
- An overabundance of standardized testing on both the state and district level is a major component in the teacher shortage in tested subject. Both teachers and

students alike are subject to undue stress that is a byproduct of high stakes testing at such a demanding level. Classroom instruction is no longer tailored to developing positive young thinkers who are informed and problem solvers, but rather must be geared to test taking strategies and tricks to be efficient on standardized tests.

Student Motivation

Includes comments referring to student or teacher burn out, difficulty helping students maintain motivation, or changes in effort around testing due to number of tests.

Representative Teacher Comments

- When we test too much, the students get burned out and stop trying to do their best each time.
- Students feel over tested and lose motivation for doing well when they are tested frequently. We've tried many different motivational strategies, but they are exhausted with other things that are required as we throw weeks of long-testing in with other assignments.
- Students have lost motivation by the end of the year to do well on state tests because they are burned out on testing. They are responsible for so much at such a young age. A standards mastery should not be multiple passages and questions long. It should be brief so that you check for mastery and move on.

Teachers must teach to the test not skills

Includes comments referring to teachers being required to teach test taking skills, emphasis on "teaching to the test", and teachers or students being unable to explore or create due to test preparation or testing requirements.

Representative Teacher Comments

- I feel that the pressure put on students during state testing is needlessly stressful and detrimental to their development. So many important skills are being thrown to the side because the test is the "most important thing". I have seen a huge decline in fine motor skills and social skills every year since I have started teaching and students are unable to think outside of the test. Imagination has gone by the wayside and students expect you to tell them how to think because that is what has to be done in order to get ready for these ridiculous state test.
- We spend too much time teaching to the test! We use over 10 Weeks to complete all the test we have Exams, District, and State. This is 3/4 of the School year students are not learning in the classroom. Students are sick and tired of testing and they have no accountability to do good. There are tons of students that say they don't try and teachers are held accountable for their mood that day. We also implement tutoring and some different kind of useless days that take away from more educational days.

- I feel like our school district over-tests our students. We place too much value on test scores. Teachers are no longer allowed to teach; instead, we are preparing students to take a test. What quality of education does this give our students? All it does is place everyone under unnecessary stress. In the end, is it worth it? Are we really preparing our students for successful futures instead of for success on a state test? I feel like I cannot do my job anymore because it has changed so dramatically since I began teaching 12 years ago. It is no longer about giving students the best possible education I can offer. Schools no longer value creativity, invention, or arts. Instead, school districts are only concerned with one thing- test prep. Why do we have to do it? It doesn't matter how fluent my students are, how amazing their writing, or how much they know about so many topics; they must be able to sit for two hours straight, read 4-6 reading selections, and answer approximately 50 questions. They must also write two essays in two hours. Furthermore, since there's so much pressure on our school to maintain our B status, I am pushing my students to start next year with the highest "label" they can get (because, with these tests, students DO get labeled, and the state is the biggest "label lover" of them all). Do we get the graded tests back? No! We get "scores," but no graded tests. Have there been reports about not having any examples of a "perfect" writing score? Yes! Have we gotten any feedback? No! Why not? I don't know. How am I supposed to teach my students to write an essay for a writing prompt on the state test if I have no example to show them? I just want to teach. I just want to make learning come alive for my students. I just want to make a difference.

One size does not fit all

Includes comments referring to developmental inappropriateness of the tests (particularly for younger children), fit for children with disability or in special education programs, teachers required to do differentiated instruction yet testing is the same for all, and testing may not fit child/parent goals for student.

Representative Teacher Comments

- I do not feel that state testing in Kindergarten is necessary. Kindergarten students grow in different areas at different times. They may be developing social skill quicker than academic skills at the moment they are taking the test. Also, the processing that goes along with computer skills state testing is not developmentally appropriate for kindergarten students. I also feel that there is too much "weight" put on state testing for kindergarten. I do not feel like it is an accurate assessment of how they are growing. Also, we are losing sight of the student and it is becoming more about test scores. Teachers are feeling major stress and focus more on teaching to the test rather than sticking with our standards and teaching them the best we can. We spend many planning hours talking about data rather than planning for our classroom time. As kindergarten teachers we know what our students need to work on. We pull leveled small groups daily to work on skills that they need to have. When we look at data from the test we are then made to rearrange our groups and do extra paper work to show intervention progress. This then takes away time from teaching. The object of using the data to help guide instruction is fine but in kindergarten I do not

find it to be completely helpful or accurate. As a teacher we know our students and what they need to grow. Also, some teachers are feeling the pressure in kindergarten to back away from helping students not only grow academically but socially. This will hurt their problem solving skills in the future and will therefore hurt their academic skills. There is so much being given to us with the weight of test scores that we cannot focus on excelling our teaching skills one way and getting really great at it. Our focus should be on the child and helping them grow in every way possible. I cannot speak for other grades, but I highly believe it is inappropriate for kindergarten. It does not motivate them to do better.

- They are not always feasible for special education students. The assessments (such as standards mastery) are on grade level which is fine to see how they may do on state testing if they are third grade and above or if they are meeting grade standards, but it is frustrating to students K-2 who already know they are not on grade level. When they see the majority of test items as things they can't do, they stop trying. It discourages them. If the assessment was on the grade level the student is working on, then the student could see their growth, feel confident because it is material they have seen and have been working on. It would confirm in their mind that they are able to learn and do well.
- Testing begins for most districts in the early Spring. I am an EL teacher this year and so our LAS Links testing will begin the first week of March. I feel that teachers are stressed because they are expected to teach rigorous standards in a time span 3 nine weeks or less. So teachers feel rushed to pack in 4 nine weeks worth of difficult skills into 3 nine weeks. Also considering that all students learn in different ways at different levels, this becomes an even greater stress. Also, because of the strict testing rules, schools feel more like prisons during testing season. The atmosphere is tense and stressful. In teaching the EL population, I am so stressed for my students. Studies show that it can take up to 9 years for an ELL to be fluent in academic English. However, we are requiring these students to be proficient in 5 years.....?? This doesn't match up to me. Our district is glad to have so many ELL... my school has around 220. However, I am the only certified EL teacher helping them. We need more certified EL teachers, especially if our districts and schools are going to be graded on their proficiency according to the new accountability model. For our district and school to be compared to schools that have little to no EL population is truly unfair, especially considering the lack of staff that we have to give these students the extra help that they need to succeed.

Tests inadequate prep for...

Includes comments referring to preparing students for the next grade, college/university/trade schools, or careers.

Representative Teacher Comments

- 36 states do not give state required exit exams, why would MS not be among this group? Something is needed like the ACT but we have made school into a testing factory. Our schools do not allow for creativity, problem solving, and wonder like in

years past. All we do is drill and practice taking test that are poorly written and lacking in transferable real world skills. No wonder industries and colleges are disappointed in our students. In addition, you are running teachers with real skills and a love of teachers out of the profession and replacing them with place holders who give work sheets as drill sergeants.

- I hate it. It does not help students on the college and career ready path. It only delays graduation and gears teaching towards testing. My students leaving learning less than they should because of the restrictions of a pacing guide.
- We take common assessments every 4.5 weeks, as well as NWEA progress monitoring 3x per year. With holidays and school related issues that arise, instruction time is very small between common assessments. Teachers feel that they are having to prepare for an assessment instead of teach college and career readiness standards. Instead of preparing them for life, we are preparing them to effectively take an assessment. Since teachers are held to very high accountability with student scores, we feel pressured to prepare students for the assessment. By the time we dissect data from one common assessment and change our instruction accordingly, it is time to assess again on new skills that students haven't had time to master. This makes the gap even wider. I am not against common assessments, and I am sure not against a progress monitoring tool, but I feel that these assessments could be administered every 6 or 9 week period instead of every 4.5 weeks. This would allow students time to show progress and growth. It would also allow teachers time to instruct and cover standards needed to be successful on the test. We spend the bulk of our time doing data, then preparing to do new data.

Testing logistics problems

Includes comments referring to technical problems (ex: netbooks running out of battery), unstandardized testing situations, not enough physical resources, non-tested teacher subjects being requested proctor tests, and non-tested teachers being moved from their classroom to provide room for testing, and when teachers/administrators receive testing results.

Representative Teacher Comments

- I am certain that the general public does not understand the amount of time devoted to testing in our schools. At my current school, we begin testing after Thanksgiving and test daily until right before end-of-semester exams. In the spring the testing starts even earlier, usually immediately after spring break and lasting until one week prior to the end of school. The number of teachers that are pulled from their teaching duties is astronomical. Their students have to be absorbed into other classrooms, so for every one teacher used to administer or proctor a test, two classrooms each block are disrupted. At my previous school which was much smaller, the interruption in classroom instruction was even greater as that school went into testing lockdown. Students went to 1st block and did not move until testing was complete. Essentially

that school shuts down for testing, losing anywhere from 6-8 weeks of classroom instruction.

- As a parent of a child in a Mississippi public school and as a teacher in a Mississippi public school, I feel the amount of testing done causes undue stress on teachers and students. When I see my child stressed out over an upcoming test and hear about other teacher's children crying over the testing, I feel like pulling him out of school and placing him in a private school. As for my kindergarten students, I have to ask myself, why do these babies need to be pushed so hard at 5-6 years old. I feel like I spend all my time ramming information down their throats instead of focusing on developmentally appropriate concepts and skills. Also, I feel that the data gathered from the current tests are invalid for kindergarten. Most of my students are only accustomed to playing games on iPads so they rush through the tests thinking there is some sort of in game prize at the end. They also don't have the motor skills to maneuver/scroll a mouse if placed on a computer. The final question I ask myself is that if all this data is so important and the testing of 5-6 year old's is so important, why is kindergarten not a required grade in the state of Mississippi?

Supporting use of ACT

Includes comments referring to use the ACT for exit testing or substituting other tests for high school students, and ACT associated with community college or university success.

Representative Teacher Comments

- The ever changing nature of the testing/assessment business should preclude these assessments from being a requirement for graduation. The ACT has more credibility and value to students preparing for college.
- ACT should replace all state testing on the high school level
- The State-Testing system in Mississippi is ridiculous. The proposed ACT system should be established immediately. It's stressful for teachers and students, it serves absolutely no purpose on many levels, and it turns our children into "test robots".

Too much emphasis on testing process & consequences

Includes comments referring to emphasis of testing for teachers/students/administrators.

Representative Teacher Comments

- Entirely too much emphasis is placed on pre-testing, testing, teaching to the test, remediating the test, etc. to the detriment of actual instruction and learning. Students are convinced that the sole purpose of learning is to pass a test rather than to improve life skills and grow as human beings. They are frustrated, unmotivated, uninformed, and ultimately unprepared to meet the opportunities and struggles of

higher education and/or the workplace. We need to abandon useless, expensive state testing in favor of good, solid education with the ACT as the state exit exam.

- We test entirely too much! By the time it's time for our students to take the end of the year test, they are worn out and already have tested so much it's hard to get them to do their best and motivate them. We also put way too much emphasis on a test that we take three times a year!

Stop/Reduce testing!

Includes comments referring to requests to stop test, significantly decrease testing, or decrease multiple tests in favor of a single test (e.g., ACT). These comments are arguing or actively calling for needed decrease in testing.

Representative Teacher Comments

- State level testing is a waste of time and money. They do not allow legitimate comparisons from state to state in many cases. Do away with all state testing, put the money into teacher pay and let the "state test" be the ACT. That is comparable between and among states.
- GET RID OF TESTING REQUIREMENTS FOR GRADUATION

Money concerns

Includes comments referring to the amount of money or cost of completing testing.

Representative Teacher Comments

- State Testing is completely out of hand. We are forced to test our students an extreme amount of times from the time they enter kindergarten through graduation. High-stakes testing is not an accurate description of what children know and can do. It is a snapshot of what they can do at the specific time of the test. It does not include any environmental factors that could hurt or help a child's ability to perform. We should adopt the ACT as the high school exit exam statewide. It would save the state money, and take stress off of students, parents, and teachers. If ACT is a "good enough" picture of what a student knows for college entrance, it should be "good enough" for high school exit. I could go on and on about how much I dislike state testing, but I doubt there are enough characters in this text box.
- Aren't there better ways to spend money on education than to see if a student can pass a test?

Non-testing comment/Other

Includes comments referring to any other comments that do not include references to testing and are generally about the school or culture. Only include in this category if comments do not fit in any other category.

Representative Teacher Comments

- STUDENT DISCIPLINE NEEDS TO IMPROVE
- Gifted teachers tutor 3rd reading during on gifted time. [REDACTED] Elementary