OFFICE OF INSTRUCTIONAL PROGRAMS AND SERVICES
Summary of State Board of Education Agenda Items
August 18-19, 2005

OFFICE OF INSTRUCTIONAL PROGRAMS AND SERVICES

01. Approval to revise the Consolidated State Application Accountability Workbook
(Has cleared the Administrative Procedures Act process with no public comment)

The revision in the workbook reflects the changes to be made and applied only for the 2005 AYP model. As indicated in the revision history directly following the cover page, the changes appear on pages 22 and 59 (Appendix C). Only pages with revisions are included with changes highlighted in green.

Back-up material attached

Recommendation: Approval

Mississippi Statewide Accountability System

Revisions:
March 21, 2003
October 10, 2003
March 25, 2004
May 28, 2004
May 9, 2005
June 10, 2005

Consolidated State Application Accountability Workbook

for State Grants under Title IX, Part C, Section 9302 of the Elementary and Secondary Education Act (Public Law 107-110)

U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202

Chronological Listing of Revisions
(Original Workbook Plus Amendments)

March 21, 2003 Original Workbook (USDE approval letter dated 03/18/2003)

October 10, 2003 First Revision (USDE approval letter dated 10/17/2003)

Critical Element 1.1 (page 11)
Critical Element 3.2 (pages 22-23)
Critical Element 7.2 (page 46)
Critical Element 7.3 (page 47)

March 25, 2004 Second Revision (USDE approval letter dated 05/28/2004)

Critical Element 2.1 (page 17)
Critical Element 5.3 (page 39)
Critical Element 5.4 (page 40)

May 28, 2004 Third Revision

Critical Element 2.1 (page 17)
Critical Element 5.3 (page 39)
Critical Element 5.4 (page 40)
Critical Element 10.1 (page 52)

May 9, 2005 Fourth Revision (USDE approval letter dated 05/09/2005)

Critical Element 1.3 (page 13) – Proficiency Index "Partial Credit" Logic
Critical Element 3.1 (pages 20 & 23) – Confidence interval changed to 99%
Critical Element 3.2 (page 22) – Split grade spans model for LEA improvement

June 10, 2005 Fifth Revision (USDE approval letter dated 06/XX/2005)

Critical Element 3.2 (pages 22 & 59) – Transitional flexibility for 2005 only

PART I: Summary of Required Elements for State Accountability Systems

Instructions

The following chart is an overview of States' implementation of the critical elements required for approval of their State accountability systems. States must provide detailed implementation information for each of these elements in Part II of this Consolidated State Application Accountability Workbook.

For each of the elements listed in the following chart, States should indicate the current implementation status in their State using the following legend:

F: State has a final policy, approved by all the required entities in the State (e.g., State Board of Education, State Legislature), for implementing this element in its accountability system.

P: State has a proposed policy for implementing this element in its accountability system, but must still receive approval by required entities in the State (e.g., State Board of Education, State Legislature).

W: State is still working on formulating a policy to implement this element in its accountability system.

Summary of Implementation Status for Required Elements of State Accountability Systems

Status		State Accountability System Element
Principle 1: All Schools		
F	1.1	Accountability system includes *all schools and districts in the state*.
F	1.2	Accountability system holds *all schools to the same criteria*.
F	1.3	Accountability system incorporates the *academic achievement standards*.
F	1.4	Accountability system provides *information in a timely manner*.
F	1.5	Accountability system includes *report cards*.
F	1.6	Accountability system includes *rewards and sanctions*.
Principle 2: All Students		
F	2.1	The accountability system includes *all students*
F	2.2	The accountability system has a consistent definition of *full academic year*.
F	2.3	The accountability system properly includes *mobile students*.
Principle 3: Method of AYP Determinations		
F	3.1	Accountability system expects *all student subgroups, public schools, and LEAs to reach proficiency by 2013-14*.
F	3.2	Accountability system has a method for determining whether *student subgroups, public schools, and LEAs made adequate yearly progress.*
F	3.2 a	Accountability system establishes a *starting point*.
F	3.2 b	Accountability system establishes *statewide annual measurable objectives*.
F	3.2c	Accountability system establishes *intermediate goals*.
Principle 4: Annual Decisions		
F	4.1	The accountability system *determines annually the progress* of schools and districts.

STATUS Legend:
F – Final state policy (Approved by SBOE on January 17, 2003)
P – Proposed policy, awaiting State approval
W – Working to formulate policy

Principle 5: Subgroup Accountability

F	5.1	The accountability system *includes all the required student subgroups*.
F	5.2	The accountability system holds *schools and LEAs accountable for the progress of student subgroups*.
F	5.3	The accountability system includes *students with disabilities*.
F	5.4	The accountability system includes *limited English proficient students*.
F	5.5	The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.
F	5.6	The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and LEAs are making adequate yearly progress on the basis of disaggregated subgroups.

Principle 6: Based on Academic Assessments

F	6.1	Accountability system is based *primarily on academic assessments*.

Principle 7: Additional Indicators

F	7.1	Accountability system includes *graduation rate for high school*s.
F	7.2	Accountability system includes an *additional academic indicator for elementary and middle school*s.
F	7.3	Additional indicators are valid and reliable.

Principle 8: Separate Decisions for Reading/Language Arts and Mathematics

F	8.1	Accountability system holds students, schools and districts separately accountable for *reading/language arts* and *mathematics*.

Principle 9: System Validity and Reliability

F	9.1	Accountability system produces *reliable decisions*.
F	9.2	Accountability system produces *valid decisions*.
F	9.3	State has a plan for addressing *changes in assessment and student population*.

Principle 10: Participation Rate

F	10.1	Accountability system has a means for calculating the *rate of participation* in the statewide assessment.
F	10.2	Accountability system has a means for *applying the 95% assessment criteria to student subgroups and small schools.*

STATUS Legend:

F – Final policy (Approved by SBOE on January 17, 2003)
P – Proposed Policy, awaiting State approval
W– Working to formulate policy

PART II: State Response and Activities for Meeting State Accountability System Requirements

Instructions

In Part II of this Workbook, States are to provide detailed information for each of the critical elements required for State accountability systems. States should answer the questions asked about each of the critical elements in the State's accountability system. States that do not have final approval for any of these elements or that have not finalized a decision on these elements by January 31, 2003, should, when completing this section of the Workbook, indicate the status of each element that is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

Important information regarding the state responses in this workbook...

Text describing how the state has or will meet the requirements related to the critical element is shown in bold. References to external documentation are listed. The set of documentation containing each external reference is denoted by a letter in brackets. Note: The external documentation referenced in this document was prepared for use by the peer review committee.

Text describing problems and concerns (particularly technical issues related to measurement, data comparability, reliability, and validity) with certain requirements in NCLB or in the final regulations for Title I is shown in italics.

Text providing background information and describing previous state procedures in the areas of assessment and accountability is shown using a standard font.

PRINCIPLE 1. A single statewide Accountability System applied to all public schools and LEAs.

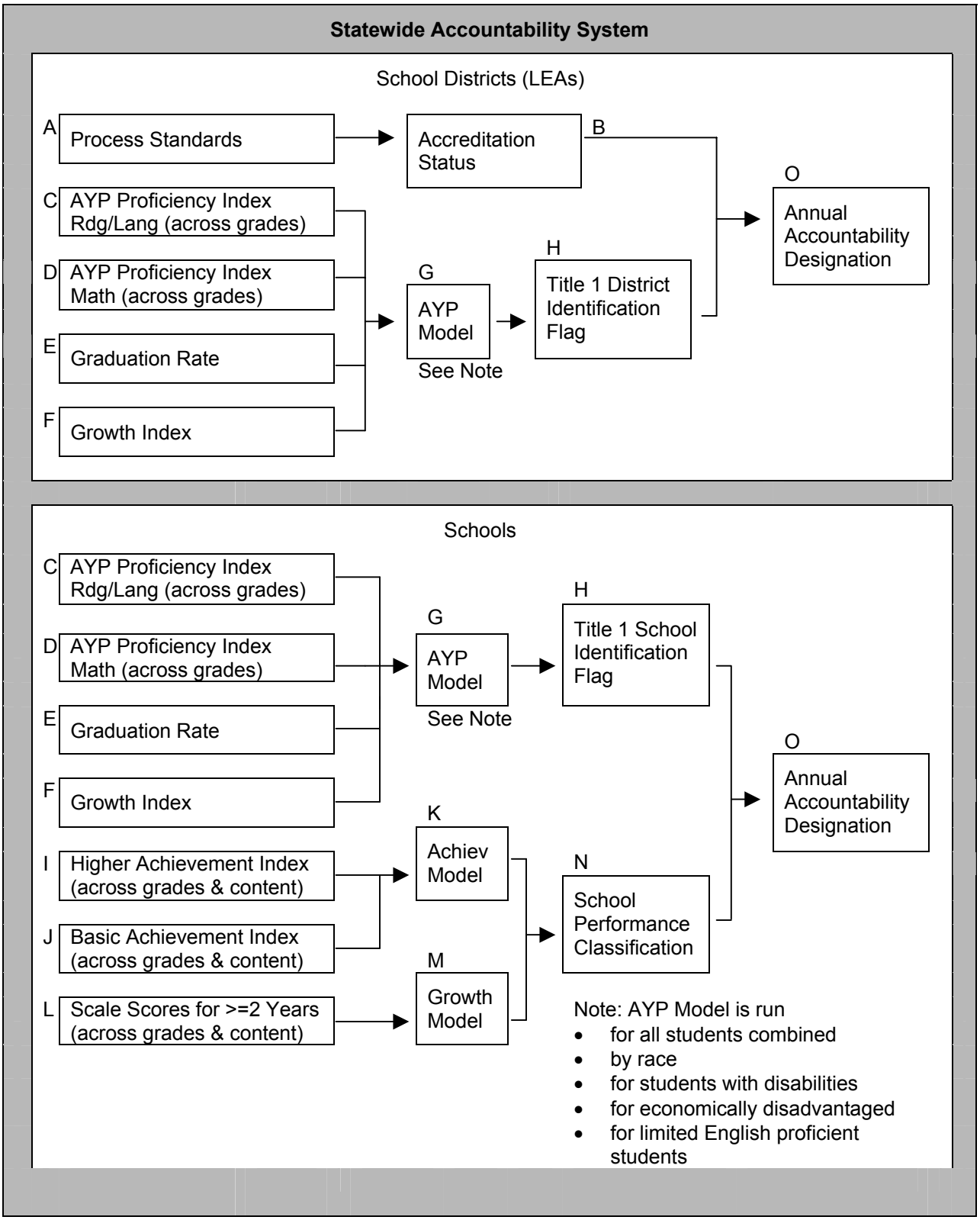
CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
1.1 How does the State Accountability System include every public school and LEA in the State? § 200.12(a)(2) [which references §200.13 § 200.20] § 200.13(a)(…) §200.12(a)(2) §200.13(a) §200.13(b)(4) §200.13(b)(6) § 200.13(c)	Every public school and LEA is required to make adequate yearly progress and is included in the State Accountability System. State has a definition of "public school" and "LEA" for AYP accountability purposes. • The State Accountability System produces AYP decisions for all public special populations (e.g., alternative public schools, juvenile institutions, state public schools for the blind) and public charter schools. It also holds accountable public	A public school or LEA is not required to make adequate yearly progress and is not included in the State Accountability System. State policy systematically excludes certain public schools and/or LEAs. "Public" is key term. Need state definitions. No specific reference. Proposed § 200.13(d) was removed. Regs cite § 200.20(e) and § 200.21(b). FR67 (p. 71741) Discussion says, "schools in which no student has attended for a full academic year is not subject to AYP.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Every public school and district/LEA is included in the Mississippi Statewide Accountability System -- this includes participation in the Adequate Yearly Progress (AYP) model. Information concerning how the schools and LEAs (school districts) are included in the system is provided under the separate critical elements in this workbook.

- **The conceptual framework for the Mississippi Statewide Accountability System is presented on pages 8-10. [Internal Reference]**
- **The definitions for "LEA" and "public school" are on page 11.**
- **A complete list of Mississippi LEAs (districts) and public schools is available. [A]**
- **The use of AYP proficiency indexes (described in 3.1, 3.2, and 3.2a) ensures that the AYP model can be applied to public schools with assessment data regardless of the grade configuration at the school.**
- **The procedure for determining AYP for schools that enroll any students for a full academic year, but have no assessment data (or fewer than 40 total students), is shown on page 11.**

Mississippi Statewide Accountability System: A Conceptual Framework



Explanation of Terms used in the Conceptual Framework
(Keyed to Lettered Boxes in the Figure on Page 8)

A. Process Standards The standards in *Mississippi Public School Accountability Standards*, Mississippi Department of Education, 2001, pages 15-20.

B. Accreditation Status The status assigned to a school district based on its compliance with the process standards. Same reference, pages 5-7.

C. AYP Proficiency Index Rdg/Lang An index (achievement measure) based on the percentage of students scoring proficient or above on the state reading/language assessments. An adjustment is required in order to combine the test data across grade levels.

D. AYP Proficiency Index Math Same as above, except the index is for mathematics achievement.

E. Graduation Rate NCLB mandates the use of graduation rate as an additional indicator for determining adequate yearly progress at the secondary school level. The legislation does not mandate a particular formula for calculating graduation rate, but it must be accurate.

F. Growth Index NCLB mandates that one additional indicator be selected and used for determining adequate yearly progress at the elementary school level. The growth index would be a value based on the degree to which a school (or school district, as required under NCLB) met its growth expectation. Growth expectations and the growth model are described below.

G. AYP Model The model or formula specified in NCLB for determining whether schools and school districts have met adequate yearly progress criteria. Under the specified procedure, the model does not actually consider growth at the school or school district. It holds all schools and districts (and certain subgroups of students within the schools and districts) to a fixed set of annual objectives based primarily on the results of statewide assessments. The criteria are established using a "starting point" that is determined using the procedure specified in NCLB. The starting point is set at either the performance in the lowest performing subgroup or the performance at the 20th percentile school in the state weighted by enrollment. A line is projected from the starting point to 100% proficiency over a maximum period of 12 years. There is an alternate method for determining whether a school or district has met AYP based on improvement in student achievement.

H. Title 1 District (or School) Identification Flag Title I districts and schools not meeting the annual AYP objectives for two years or more must be identified for improvement, corrective action, or restructuring. These actions, described in detail in the law, are applied as follows (a school or district's failure to meet AYP in any year will be reported in the Report Card):

1st year failure to meet AYP = Reported
2nd year failure to meet AYP = Improvement (Year 1)
3rd year failure to meet AYP = Improvement (Year 2)
4th year failure to meet AYP = Corrective Action
5th year failure to meet AYP = Restructuring

I. Higher Achievement Index An achievement index similar to that described for C and D except that the data are adjusted then combined across both grade levels and content areas to yield an overall value for the school. The "higher achievement index" would be calculated using the percentage of students scoring *Proficient or Above.* This index comprises a measure of higher achievement than does the index below.

J. Basic Achievement Index An achievement index similar to I, except that it is calculated using the percentage of students scoring at *Basic and Above* on the state tests. This index comprises a measure of "basic performance"--not high, but not unacceptable.

K. Achiev[ement] Model A model that establishes the minimal achievement index values (based on the percentage of students achieving at certain levels) that a school must meet to be assigned to

(1) one of the higher school performance classifications--using the "higher achievement index" since it is the better measure of high achievement -or-

(2) one of the lower school performance classifications--using the "basic achievement index" since it is the better measure of adequate achievement.

L. Scale Scores for >= 2 Years Appropriate measures of student achievement for use within an accurate prediction-based growth model. The Mississippi Curriculum Test, for example, yields a developmental scale score that can be used to measure growth for individual students over time.

M. Growth Model A model that uses student assessment data and, possibly, other variables to set a reasonable achievement expectation for a school. The actual achievement at the school is compared to the expected achievement to determine the degree to which the school has met or exceeded its expectation. Technically, the value resulting from the comparison of actual and predicted values is called a residual. A residual value of zero (0) indicates that the achievement at the school was exactly as expected. A positive residual value represents achievement above expectation and a negative residual signifies that the school failed to meet its achievement expectation.

N. School Performance Classification A value or label assigned to a school based on "achievement and growth." That is, based on the school's performance on both the achievement model and the growth model.

Note: There are five school performance Classifications.

- 5 Superior-Performing
- 4 Exemplary
- 3 Successful
- 2 Under Performing
- 1 Low Performing

O. Annual Accountability Designation A label used for reporting the overall performance of a school or district on the statewide accountability system. The label will indicate a school's performance classification or a district's accreditation status and will clearly show the improvement status for Title 1 schools and districts.

Special Definitions and Procedures Related to AYP

Definition of "LEA"

An LEA is defined as any one of the 152 public school districts in Mississippi.

> **148 of the districts contain one or more public schools and serve grades K-12.**
> **One district contains a single school serving grades K-6.**
> **Three "districts" contain only an agricultural high school serving grades 9-12.**
> **Each public school district is identified by a unique 4-digit code.**

References:
2001-2002 Mississippi Public Schools Fall Enrollment, Mississippi Department of Education, April 2002. [A]
Annual Report 2002, Mississippi Department of Education, January 2002. [A]

Definition of "Public School"

A public school is defined as any school within the above defined LEAs that enrolls any student for a full academic year (see state definition of full academic year).

> **The total number of elementary, secondary, and combined elementary and secondary schools with any student enrollment in 2001-2002 was 880.**
>
> **For purposes of AYP, certain academic schools serving students statewide (e.g., Mississippi School for Math and Science, School for the Arts (opening in the future), Mississippi School for the Blind, and Mississippi School for the Deaf will be included in the AYP model in the same way as any other public school. Those schools do not fall within any of the 152 public school districts, but are under the jurisdiction of the Mississippi Department of Education.**

References:
2001-2002 Mississippi Public Schools Fall Enrollment, Mississippi Department of Education, April 2002. [A]
Annual Report 2002, Mississippi Department of Education, January 2002. [A]

AYP for Schools with No Data or Fewer than 40 Students

For (approximately 38) public schools with no accountability assessment data, the AYP decision will be based on an alternative procedure. For schools with only grades below grade 3, the AYP decision will be derived from the school receiving the students. For a very small number (<6) of unique schools enrolling fewer than 40 students, the AYP determination will be based on an application of the regular AYP model even though the n-count falls below the minimum of 40. In these cases, the reported AYP results will include a statement indicating that the results may be unreliable due to the small number of students.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination? § 200.16(c)(1) § 200.18(b)(1) § 200.20 [all]	All public schools and LEAs are systematically judged on the basis of the same criteria when making an AYP determination. If applicable, the AYP definition is integrated into the State Accountability System.	Some public schools and LEAs are systematically judged on the basis of alternate criteria when making an AYP determination. FR67 (p. 71711) and comments/discussion (p. 71740)

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

All AYP decisions are based on the same state definitions of proficiency on the statewide assessments (see 1.3 and 3.1) and the same annual measurable objectives (see 3.2b) that are based on the same starting points (see 3.2a) and intermediate goals (see 3.2c). The procedures for the alternate method of making AYP (see 3.2) is the same, the required assessment participation rate (see 3.2, 10.1, and 10.2) is the same, the AYP subgroups (see 5.1 - 5.4) are the same, the definition for full academic year (see 2.2 and 2.3) is the same, the minimum n for determining AYP (see 5.5) is the same, the additional academic indicators (see 7.1-7.3) are the same, and the process used for judging the reliability and validity of the AYP decisions (see 9.1 and 9.2) are the same -- for all public schools and for all districts/LEAs.

The AYP definition is integrated into the State Accountability System. See the conceptual framework for the Mississippi Statewide Accountability System on pages 8-10.

References:
For purposes of critical element 1.2, the references/documentation are those cited for each of the critical elements denoted above in parentheses.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
1.3 Does the State have, at a minimum, a definition of *basic*, *proficient* and *advanced* student achievement levels in reading/language arts and mathematics? § 200.1(c)(A)(1) § 200.1(c)(A)(2) →	State has defined three levels of student achievement: *basic*, *proficient* and *advanced*.[1] Student achievement levels of *proficient* and *advanced* determine how well students are mastering the materials in the State's academic content standards; and the *basic* level of achievement provides complete information about the progress of lower-achieving students toward mastering the *proficient* and *advanced* levels.	Standards do not meet the legislated requirements.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

All the assessments used for determining AYP yield student performance information based on four achievement levels: Minimal, Basic, Proficient, and Advanced. The proficient level is the goal for all students in Mississippi.

Consistent with the NCLB rule regarding the *basic* level of achievement (§ 200.1(c)(A)(2)), the following logic is used when calculating proficiency indexes for reading/language arts and mathematics:

(1) Students scoring *minimal* will contribute no credit (0.0) to the proficiency index.

(2) Students scoring *basic* will contribute half credit (0.5) to the proficiency index.

(3) Students scoring *proficient* or *advanced* will contribute full credit (1.0) to the proficiency index.

References:

- **SBOE action approving the student standards. The documentation includes the general descriptors for each achievement level. [C]**
- **"Student Performance Standards" document previously submitted to USDE (November 20, 2001; revised August 7, 2002 and November 24, 2002). [C]**
- **Development data/reports and description of procedures from the standard setting meetings. SATP #1 (July 2001), MCT (September 2001), SATP #2 (July 2002), and SATP #3 (November 2002). [D]**
- **Copies of student level, list, and summary reports illustrating how student achievement levels are reported. [E]**

[1] System of State achievement standards will be reviewed by the Standards and Assessments Peer Review. The Accountability Peer Review will determine that achievement levels are used in determining AYP.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
1.4 How does the State provide accountability and adequate yearly progress decisions and information in a timely manner? 1116(b)(1)(D) § 200.32(a)(2) § 200.31[review] *9.3 § 200.50[general] § 200.50(c)[review]	State provides decisions about adequate yearly progress in time for LEAs to implement the required provisions before the beginning of the next academic year. State allows enough time to notify parents about public school choice or supplemental educational service options, time for parents to make an informed decision, and time to implement public school choice and supplemental educational services.	Timeline does not provide sufficient time for LEAs to fulfill their responsibilities before the beginning of the next academic year. § 200.37(a) § 200.39(a)(1)(i) § 200.44(a)(2) § 200.32(f) § 200.45 [no specific date] § 200.50(g)[+ref. to §200.44]

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

An accountability system that judges schools and LEAs on the basis of student achievement and applies significant sanctions on schools and LEAs for failure to perform must be reliable, valid, and equitable, and must reflect the true effectiveness of the schools and LEAs with specific cohorts of students. Since most accountability systems are based on an academic year (school year), the measures of student achievement should occur close to the end of the year. While that is the most appropriate time for measuring student achievement (especially for measures involving secondary courses), it creates some problems for producing and distributing assessment results (and accountability decisions based on those results) in a timely manner.

In Mississippi, the results of assessments conducted in late April and early May (assessments that include both multiple-choice items and constructed-response items) are produced as quickly as possible and are distributed to school districts by the middle of July each year. Student level data files provided to the Mississippi Department of Education in mid to late July are used for implementing the Statewide Accountability System.

Initial accountability reports will be provided to LEAs and schools (who will review the data - see 9.2) by August 8. Schools who are identified for improvement on the initial accountability report must immediately notify parents and allow them to take advantage of school choice or supplemental services, as appropriate.

Final accountability reports will be approved by the State Board of Education by the middle of September each year. Immediately following approval by the Board, the results will be posted publicly on the internet as part of the annual Mississippi Report Card.

References:

- **Contracts with test vendors. [F]**

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
1.5 Does the State Accountability System produce an annual State Report Card? § 200.30(d) § 200.51(b) 1111(h)	The State Report Card includes all the required data elements [see Appendix A for the list of required data elements].	The State Report Card does not include all the required data elements.
	The State Report Card is available to the public at the beginning of the academic year.	The State Report Card is not available to the public. 1111(h)(1)(A) 2002-2003, implies same timeframe annually
	The State Report Card is accessible in languages of major populations in the State, to the extent possible.	1111(h)(1)(A) 2002-2003, implies same timeframe annually
1111(h)(1)(C) only calls for disaggregation of the optional other academic indicators. Other required indicators disaggregated only for § 200.20(b)(2) [see 1111(b)(2)(I)(i)]	Assessment results and other academic indicators (including graduation rates) are reported by student subgroups.	

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Mississippi has produced a state report card annually since 1993. the report cards contained a variety of information at the district/LEA level (student demographics, financial, student assessment, and accountability) as well as student assessment data at the school level. Beginning in 1998, the assessment results were reported separately for students with disabilities as required by IDEA97. Beginning with the 2000-2001 school year, data from the Mississippi Student Information System (MSIS) was used to disaggregate assessment results by the subgroups required under IASA94 and NCLB2001.

For the 2001-2002 school year, major changes were made to the report card format, release timing, and distribution process to comply with specific requirements in NCLB. The report card is being released in two parts. Part A comprises report cards at three levels--school, district/LEA, and state--containing the accountability, instructional personnel, and assessment data required under NCLB. Part A was made available to school districts via a secure web site in September 2002 for the purpose of printing school report cards and distributing them to parents. The web site containing the school, district, and state level report cards was made public in October. Part B will contain the district level data that had been included in the pre-NCLB report cards, but which cannot be compiled until the fall each year. The release of Part B is scheduled for February or March 2003. The two-part release of report cards will continue in future years, but Part A will be released earlier. Preliminary reports are scheduled to be provided to school districts in August with public release occurring in early or mid September (see 1.4 and 9.2).

References:

- **Mississippi Report Card for 2001-2002 (Part A: NCLB) is available on the web. [G]**
- **Table of NCLB Report Card Requirements, Hebbler, S. (original and CCSSO versions). [H]**

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
1.6 How does the State Accountability System include rewards and sanctions for public schools and LEAs?[2] § 200.12(b)(4)	State uses one or more types of rewards and sanctions, where the criteria are: • Set by the State; • Based on adequate yearly progress decisions; and, • Applied uniformly across public schools and LEAs.	State does not implement rewards or sanctions for public schools and LEAs based on adequate yearly progress. § 200.12(b)(4) See notes from 12/17/02 Conference call w/USDE

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The Mississippi Statewide Accountability System incorporates achievement, growth, and AYP into a single statewide system (see 1.1). Rewards for Title I and non-Title I schools and LEAs are based on achievement, growth, and AYP. Sanctions for Title I and non-Title I schools reflect those specified in state law. Only Title I schools/LEAs will be subject to sanctions in NCLB Sec. 1116.

Criterion for [R]eward or [S]anction	Applicable Reward or Sanction(s)	
	Title I	Non-Title I
[R] Schools achieving School Perf. Classification of Level 5	Superior-Performing School Recognition[1]	Superior-Performing School Recognition[1]
[R] Schools achieving School Perf. Classification of Level 4	Exemplary School Recognition[1]	Exemplary School Recognition[1]
[R] Schools/LEAs making AYP for 2 or more consecutive years	Exceptional AYP Recognition[2]	Exceptional AYP Recognition[2]
[R] Schools/LEAs closing gaps between NCLB subgroups	Closing the Gaps Recognition[2]	Closing the Gaps Recognition[2]
[S] Schools designated as Priority Schools under state law	Evaluation/School Improv. > Personnel Action > Takeover	Evaluation/School Improv. > Personnel Action > Takeover
[S] Schools and LEAs failing to meet AYP in consecutive years.	Improv/Choice > Suppl. Svcs > Corrective Action > Restructuring (NCLB 1116)	AYP determinations (including AYP failure over consecutive years) will be reported publicly.

[1]Public recognition--monetary rewards possible only through specific legislative appropriation (§37-18-1 MS Code).
[2]Public recognition (NCLB Sec. 1117(b))--monetary rewards intended in accordance with Sec. 1003(a) and 1003(g).

References:
- **Mississippi Code 1972 Annotated; § 37-18-1 through § 37-18-7. [I]**
- **NCLB Section 1111(b)(2)(A)(ii). [J]**
- **34 CFR § 200.12(b)(4). [K]**

Mississippi Statewide Accountability System -- Conceptual Framework (See pages 8-10)

[2] The state must provide rewards and sanctions for all public schools and LEAs for making adequate yearly progress, except that the State is not required to hold schools and LEAs not receiving Title I funds to the requirements of section 1116 of NCLB [§200.12(b)(40)]. ← Note: "40" is a typo.

PRINCIPLE 2. All students are included in the State Accountability System.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
2.1 How does the State Accountability System include all students in the State? § 200.12(b)(2) § 200.13(a)(1) § 200.13(b)(1)	All students in the State are included in the State Accountability System. The definitions of "public school" and "LEA" account for all students enrolled in the public school district, regardless of program or type of public school.	Public school students exist in the State for whom the State Accountability System makes no provision. No specific requirement. See 1.1 ["all"] § 200.13(c)

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

See 1.1 "State Accountability System includes every public school and LEA in the State."

All students in Mississippi public schools are required to participate in the statewide assessment program and the data for all students who have been in the school (or district or state, as appropriate) for a full academic year (see 2.2 and 2.3) are included in the achievement, growth, and AYP calculations.

Although students with disabilities and limited English proficient students may receive certain testing accommodations or modifications, the only students who may be exempted from parts of the assessment or accountability system are certain LEP students who satisfy the requirements under the USDE transitional rule ("Dear Colleague," Rod Paige, February 20, 2004) and students who satisfy the state criteria for a medical emergency (see letter from USDE, Rod Paige, March 29, 2004) during the test administration window.

See 5.3 "How are students with disabilities included in the State's definition of adequate yearly progress?"

See 5.4 "How are students with limited English proficiency included in the State's definition of adequate yearly progress?"

References:
Mississippi Public School Accountability Standards, Mississippi Department of Education, 2001. [B]
Mississippi State Board of Education Policy IIB-3 [B]
Mississippi Code 1972 Annotated § 37-16-3(2). [I]

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
2.2 How does the State define "full academic year" for identifying students in AYP decisions? § 200.20(e) Ref. ?	The State has a definition of "full academic year" for determining which students are to be included in decisions about AYP. The definition of full academic year is consistent and applied statewide.	LEAs have varying definitions of "full academic year." The State's definition excludes students who must transfer from one district to another as they advance to the next grade. The definition of full academic year is not applied consistently.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The following definition of full academic year was approved by the Mississippi State Board of Education in October 2002. The definition is consistent and applied statewide for determining which students are to be included in decisions about AYP and in the calculations for the achievement and growth models. Although the definition specifically relates to student enrollment within the same school for a full academic year, the same logic is used to determine whether the student was enrolled in the same district/LEA and in the state for AYP decisions at those levels.

Spring Testing Data (MCT and Traditional Schedule SATP)

- **End of Month 8 School = Same School on 6 of the 7 Earlier End of Month Records (Month 1 through Month 7) -- 75%**
- **End of Month 7 School = Same School on all 6 of the Earlier End of Month Records (Months 1 through 6) -- 75%**

Fall Testing Data (SATP Semester/Block Schedule)

- **End of Month 3 School = Same School on End of Month 1 and Month 2 Records -- 67%**

Spring Testing Data (SATP Semester/Block Schedule)

- **End of Month 8 School = Same School on End of Month 5, 6, and 7 Records -- 75%**

References:

School Level Accountability Model Based on Achievement and Growth: Approved by the Mississippi State Board of Education for Use in Fall 2003, Mississippi Department of Education, October 2002. [M]

The School Accountability Model: Understanding the School Level Models for Achievement and Growth and Using the School Accountability Model Reports, Mississippi Department of Education, November 2002, p. 22. [N]

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
2.3 How does the State Accountability System determine which students have attended the same public school and/or LEA for a full academic year? § 200.20(e)(2) § 200.20(e)(1) § 200.20(e)	State holds public schools accountable for students who were enrolled at the same public school for a full academic year. State holds LEAs accountable for students who transfer during the full academic year from one public school within the district to another public school within the district.	State definition requires students to attend the same public school for more than a full academic year to be included in public school accountability. State definition requires students to attend school in the same district for more than a full academic year to be included in district accountability. State holds public schools accountable for students who have not attended the same public school for a full academic year.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The state's definition of "full academic year" (presented in 2.2) uses monthly enrollment snapshots from the Mississippi Student Information System (MSIS) to implement the decision logic. Every student enrolled in a public school in Mississippi has a single master record in MSIS. Monthly transmissions from various data management computer applications used by the school districts/LEAs create separate "indicator" records for each student. The monthly indicator record shows where the student was enrolled at the end of each month. Using the district and school codes on the student indicator records within the full academic year definition allows the state to closely estimate the amount of "time" any student has been enrolled in a particular school, a particular district, or the state. When the definition is applied, the achievement, growth, and AYP models include all students who were enrolled in the school (or district/LEA or state) for between 70% and 100% of the instructional time prior to the time of testing.

Note: Transient students are included in the Mississippi Student Information System the first time they enroll in any Mississippi public school. As transient students withdraw and re-enroll in the same school, or move from school to school within the state, this enrollment information in tracked in the monthly indicator records.

PRINCIPLE 3. State definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and mathematics no later than 2013-2014.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
3.1 How does the State's definition of adequate yearly progress require all students to be proficient in reading/language arts and mathematics by the 2013-2014 academic year?	The State has a timeline for ensuring that all students will meet or exceed the State's proficient level of academic achievement in reading/language arts[3] and mathematics, not later than 2013-2014.	State definition does not require all students to achieve proficiency by 2013-2014. State extends the timeline past the 2013-2014 academic year.

§ 200.13(b)(5) [Subjects]; § 200.15 [Timeline] & See 8.1

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Using the state's standards for proficiency on the Mississippi Curriculum Test (MCT) and Subject Area Testing Program (SATP), data from school year 2001-2002 were used to establish AYP starting points using the procedure specified in NCLB (see 3.2a). A linear trajectory was projected between each starting point and a value of 100% in 2013-2014. The trajectories were used to establish intermediate goals (see 3.2c) and annual measurable objectives (see 3.2b). If all students in all subgroups in all schools meet the annual measurable objectives, all students in the state will be proficient in reading/language and in mathematics by the end of the 2013-2014 school year.

Example of the Mathematics proficiency index for a hypothetical school with grades 4 and 5 (the process is repeated for each subgroup using the same annual measurable objectives):

- **Grade 4 Mathematics Annual Measurable Objective for 2003 = 49% Proficient**
  Percentage of Grade 4 Hispanic students (N=20) proficient or above in 2003 = 54%
  Difference for Hispanic students on the Grade 4 assessment = (54%-49%) = +5%
- **Grade 5 Mathematics Annual Measurable Objective for 2003 = 35% Proficient**
  Percentage of Grade 5 Hispanic students (N=30) proficient or above in 2003 = 20%
  Difference for Hispanic students on the Grade 5 assessment = (20%-35%) = -15%
- **Weighting constants (Grade n/Total n): Grade 4 = (20/50) = .4; Grade 5 = (30/50) = .6**
- **Hispanic Mathematics Proficiency Index = .4 (+5%) + .6 (-15%) = (+2%) + (-9%) = -7%**

The Hispanic n-count of 50 is above the minimum. The proficiency index shows that the Hispanic subgroup is below the annual measurable objective by 7 percentage points. The 99% confidence interval for n=50 is now applied to determine AYP for the subgroup. If a difference of 7% is significant at the .01 level, then the Hispanic subgroup failed to make adequate yearly progress.

Reference:
Making Valid and Reliable Decisions in Determining Adequate Yearly Progress, CCSSO (State Collaboratives on Comprehensive Assessment Systems for Title I and Accountability Systems and Reporting), December, 2002. [O]

[3] If the state has separate assessments to cover its language arts standards (e.g., reading and writing), the State must create a method to include scores from all the relevant assessments.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
3.2 How does the State Accountability System determine whether each student subgroup, public school and LEA makes AYP? § 200.20(a)(1)(i) See 3.2b § 200.20(a)(1)(ii) [aggregate] See 7.1 § 200.20(b)(1) § 200.20(c)(1)(i)	For a public school and LEA to make adequate yearly progress, each student subgroup must meet or exceed the State annual measurable objectives, each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State's requirement for other academic indicators. However, if in any particular year the student subgroup does not meet those annual measurable objectives, the public school or LEA ~~may be considered to have made~~ AYP, if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments for that year decreased by 10% of that percentage from the preceding ~~public~~ school year; that group made progress on one or more of the State's academic indicators; and that group had at least 95% participation rate on the statewide assessment.	State uses different method for calculating how public schools and LEAs make AYP. § 200.20(c)(1)(i) See 10.1 See notes from 12/17/02 conference call w/USDE. § 200.20(b) actual text: "…the school or LEA **makes** AYP…" § 200.20(b)(2)

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The method used for determining whether each subgroup, public school, and district/LEA makes AYP is stated below and is illustrated on the flowchart on the next page.

For a public school and LEA to make adequate yearly progress in reading/language arts or in mathematics, each student subgroup must meet or exceed the State annual measurable objectives and each student subgroup must have at least a 95% participation rate in the statewide assessments. However, if in any particular year the student subgroup does not meet those annual measurable objectives, the public school or LEA makes AYP, if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments for that year decreased by 10% of that percentage from the preceding public school year; that group made progress on one or more of the State's academic indicators; and that group had at least 95% participation rate on the statewide assessment. In order to meet AYP on the other academic indicator(s), the school/LEA must meet the State's criteria for other academic indicators.

The sequence of steps used in determining AYP is important. The sequence, shown clearly on the flowchart (for steps 1-4), follows.

1. **Calculate the n-count for the subgroup (or aggregate group, as appropriate) and compare the value to the minimum n criterion (see 5.5). If the n-count is smaller than the minimum n criterion, the subgroup is not used in determining AYP. Note: A subgroup with an n-count too small to count toward AYP at the school level may be large enough to count toward AYP at the district/LEA and/or state levels.**
2. **Calculate the assessment participation rate value for the subgroup [or student aggregate] (see 10.1 and 10.2). If the participation rate does not meet the criterion of 95%, in reading/language arts or in mathematics, the subgroup did not make AYP in that subject area.**
3. **If the participation rate is at least 95%, apply the appropriate confidence interval to the subgroup's proficiency percentage to determine whether the subgroup met the annual measurable objectives.**
4. **If the subgroup did not make AYP under the criteria in step 3, apply the test to determine whether AYP was met under the alternative method (sometimes called "safe harbor".**
5. **Apply test against additional academic indicator(s) for the aggregate (not the subgroups).**

The determination of AYP will be made annually for each public school and each district/LEA in three areas – reading/language arts, mathematics, and other academic indicators. The AYP determinations from steps 1-5 above will be reported annually in the NCLB Report Cards.

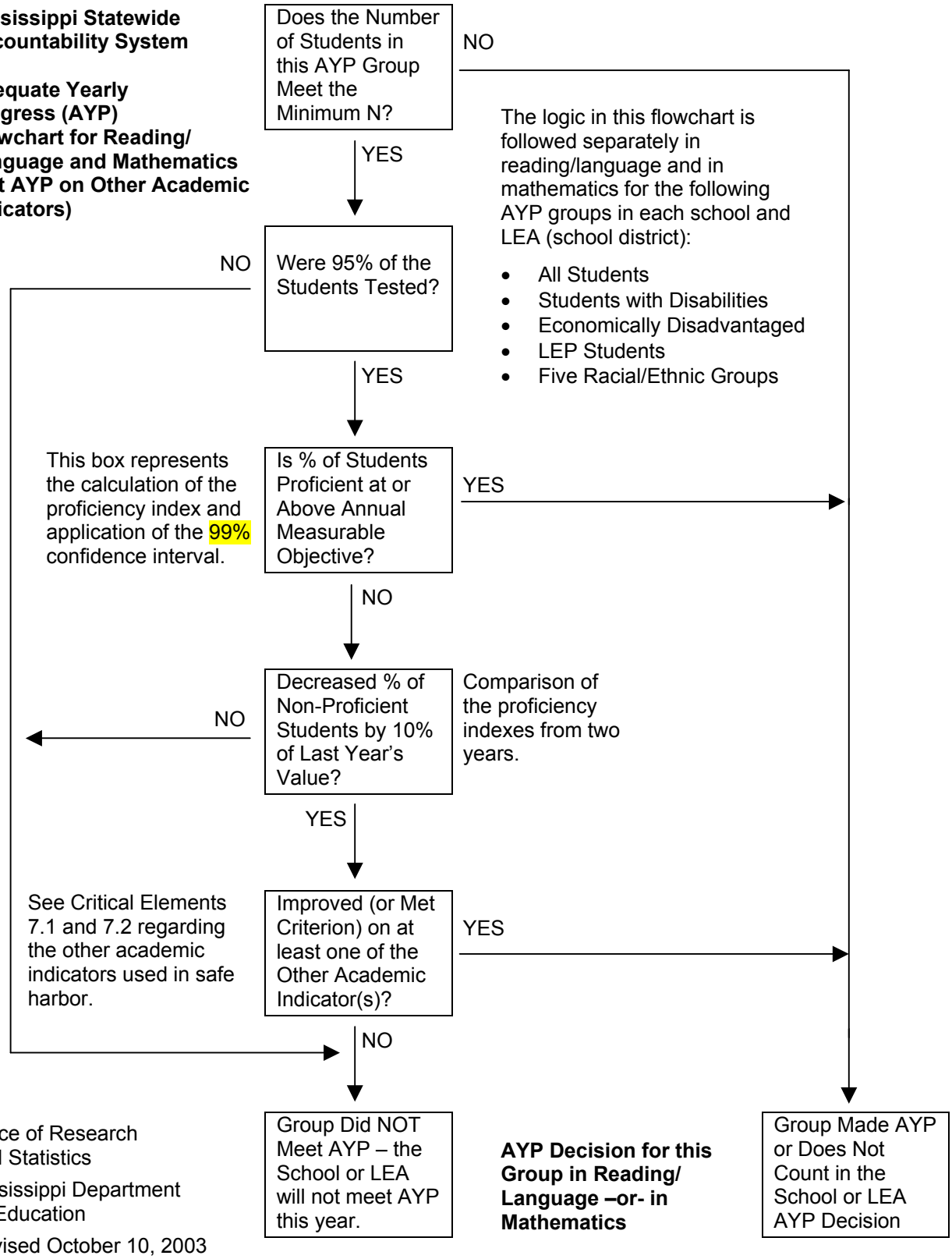
For 2005 AYP Only. See Appendix C for transitional flexibility that applies to certain schools.

School Improvement. Failure to make AYP over consecutive years -- defined as failure of ANY subgroup or the student aggregate failing to make AYP in the same content area (reading/language or mathematics) or the student aggregate failing to make progress on the other academic indicator(s) – will result in a Title I school being identified for improvement, corrective action, or restructuring as specified in NCLB. For a school to exit from improvement status, it must meet AYP for two consecutive years in the area(s) that triggered improvement.

LEA Improvement. For LEAs, Title I improvement status will be determined by tracking annual results on the "split grade spans" model. For reading/language arts and mathematics, separate proficiency indexes are calculated for each grade span (3-5, 6-9, 10-12). The LEA meets the subject area criterion if all subgroups meet the criterion in at least one of the grade spans. For other academic indicators, the LEA meets the criterion if either the attendance rate criterion (elementary/middle) or the graduation rate criterion (high school) is met. An LEA that fails to meet the criterion in any area (reading/language, mathematics, or other academic indicators) for two consecutive years will be identified for improvement. For an LEA to exit from improvement status, it must meet the "split grade spans" criteria above for two consecutive years in the area(s) that triggered improvement. See Appendix B for additional information on the split grade spans model..

Mississippi Statewide Accountability System

Adequate Yearly Progress (AYP) Flowchart for Reading/ Language and Mathematics (not AYP on Other Academic Indicators)



Office of Research
And Statistics

Mississippi Department
Of Education

Revised October 10, 2003

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
3.2a What is the State's starting point for calculating Adequate Yearly Progress? § 200.14 [general] § 200.16 § 200.16(a) § 200.16(b) § 200.13(c)(2) "all like schools" not in the law or regs. § 200.16(c)(1) = "each starting point must be the same throughout the state for each school, each LEA, and each group of students under § 200.13(b)(7)."	Using data from the 2001-2002 school year, the State established separate starting points in reading/language arts and mathematics for measuring the percentage of students meeting or exceeding the State's proficient level of academic achievement. Each starting point is based, at a minimum, on the higher of the following percentages of students at the proficient level: (1) the percentage in the State of proficient students in the lowest-achieving student subgroup; or, (2) the percentage of proficient students in a public school at the 20th percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level. A State may use these procedures to establish separate starting points by grade span; however, the starting point must be the same for all like schools (e.g., one same starting point for all elementary schools, one same starting point for all middle schools…).	The State Accountability System uses a different method for calculating the starting point (or baseline data). The grade spans of 3-5, 6-9, and 10-12 dictate ranges in which there must be assessments. Those ranges do not, necessarily, reflect "types of schools" in every state. The AYP model must accommodate schools with any grade configuration. The key is § 200.20(d)(2) that allows combining data across grades in a school or LEA. Unless the same test form is used across several grades (unlikely), the raw percentages will need to be standardized. Setting the starting points by grade (i.e., by test) then combining data across grades to yield an index solves the problem and allows adequate reliability as required in § 200.13(b)(2).

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The state's starting points for calculating AYP were established using the procedures specified in NCLB and in the USDE final regulations for Title I. The procedure used for determining AYP and ensuring that the AYP decisions for student subgroups, public schools, and districts/LEAs are valid and reliable accomplishes those goals by incorporating the following features.

- **A method of accurately combining data from different assessments across grade levels as allowed under NCLB (§ 1111(b)(2)(J)(iii) and 34 CFR § 200.13(b)(2)). This method requires separate trajectories and separate starting points for each assessment.**
- **A comparison of student achievement on each assessment to the annual measurable objective and the calculation of a "difference" score for each assessment.**
- **A procedure to weight the difference scores based on the number of students taking each assessment.**
- **Production of proficiency indexes in reading/language and in mathematics. These indexes have the necessary characteristics since the data from the different assessments were standardized (for comparability) and weighted to ensure that each student counts equally within the subgroup's proficiency index.**

The use of different starting points (and trajectories) for each assessment serves as a post-hoc statistical equating method. Although the MCT scale score is vertically equated across test levels (i.e., grades) within content area, the proficiency cut scores for the MCT and the SATP reflect the standards set appropriately by the standard setting committees (see 1.3). Raw proficiency percentages are meaningful within grade levels and content areas, but they cannot simply be combined (averaged, etc.) across grades or across the MCT reading and language tests.

The tables and graphs on pages 27-32 show the starting points established for each assessment. The starting points are the values in the first column of each table and the first data point for each test on each graph (they are labeled "2003").

References:

Making Valid and Reliable Decisions in Determining Adequate Yearly Progress, CCSSO (State Collaboratives on Comprehensive Assessment Systems for Title I and Accountability Systems and Reporting), December, 2002. [O]

Accountability Systems: Implications of Requirements of the No Child Left Behind Act of 2001, Linn, R., Baker, E. and Betebenner, D., Educational Researcher, 31:6, pp. 3-16. [P]

Adequate Yearly Progress Under the ESEA: Provisions, Issues, and Options Regarding House and Senate Versions of H.R. 1, Riddle, W., Congressional Research Service, Library of Congress #RL31035, July 2001. [Q]

Starting Points for Measures of Proficiency in Reading and Mathematics: Documentation of Calculations, Mississippi Department of Education, November 2002. [R]

Starting Points for Measures of Proficiency in Language: Documentation of Calculations, Mississippi Department of Education, December 2002. [R]

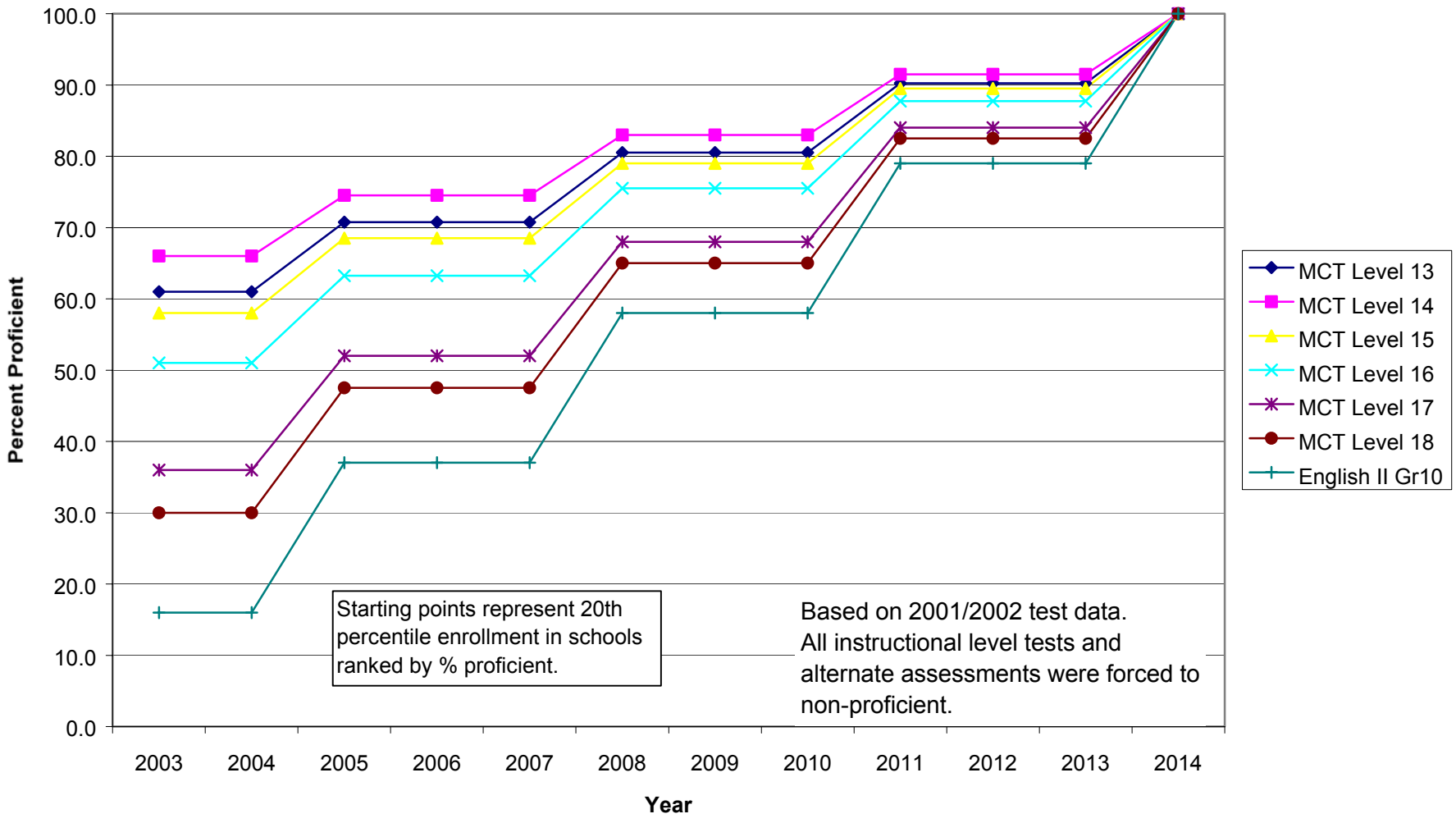
Starting Points and Intermediate Goals for Creating Proficiency Indexes in Reading/Language[a] and Mathematics Based on Four Equal Increases over 12 Years

AYP READING Starting Points and Intermediate Goals For Creating a READING Index												
Assessment Variable	Goals: Percentage of Proficient Students Based on Previous School Year Test Data											
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
MCT Grade 3 Reading	61	61	71	71	71	81	81	81	90	90	90	100
MCT Grade 4 Reading	66	66	75	75	75	83	83	83	92	92	92	100
MCT Grade 5 Reading	58	58	69	69	69	79	79	79	90	90	90	100
MCT Grade 6 Reading	51	51	63	63	63	76	76	76	88	88	88	100
MCT Grade 7 Reading	36	36	52	52	52	68	68	68	84	84	84	100
MCT Grade 8 Reading	30	30	48	48	48	65	65	65	83	83	83	100
English II Grade 10	16	16	37	37	37	58	58	58	79	79	79	100

Starting points represent 20th percentile enrollment in schools ranked by percentage of proficient students.
Based on 2001/2002 test data.
All instructional level tests and alternate assessments forced to non-proficient.

[a]The tables and graphs on pages 27-30 present starting points, intermediate goals, and annual measurable objectives for reading and language separately and reference a Reading Index and a Language Index. In practice, the subgroup and aggregate difference values (see text in 3.2a) across all the reading and language annual measurable objectives will be weighted and summed to yield the Reading/Language Index.

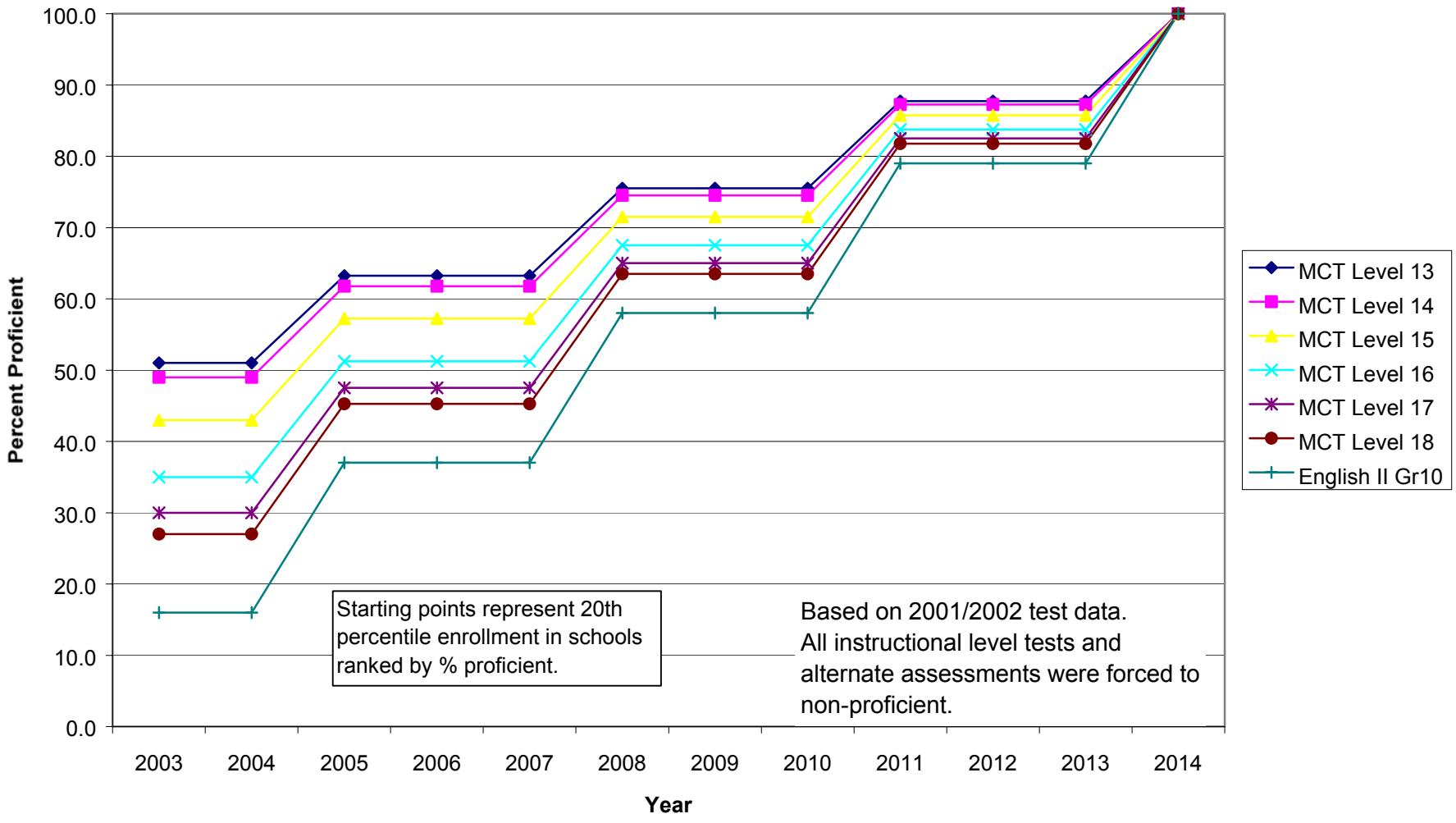
AYP READING Starting Points and Intermediate Goals For Creating a READING/LANGUAGE Index



AYP Starting Points and Intermediate Goals For Creating a LANGUAGE Index												
Assessment Variable	Goals: Percentage of Proficient Students Based on Previous School Year Test Data											
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
MCT Grade 3 Language	51	51	63	63	63	76	76	76	88	88	88	100
MCT Grade 4 Language	49	49	62	62	62	75	75	75	87	87	87	100
MCT Grade 5 Language	43	43	57	57	57	72	72	72	86	86	86	100
MCT Grade 6 Language	35	35	51	51	51	68	68	68	84	84	84	100
MCT Grade 7 Language	30	30	48	48	48	65	65	65	83	83	83	100
MCT Grade 8 Language	27	27	45	45	45	64	64	64	82	82	82	100
English II Grade 10	16	16	37	37	37	58	58	58	79	79	79	100

Starting points represent 20th percentile enrollment in schools ranked by percentage of proficient students.
Based on 2001/2002 test data.
All instructional level tests and alternate assessments forced to non-proficient.

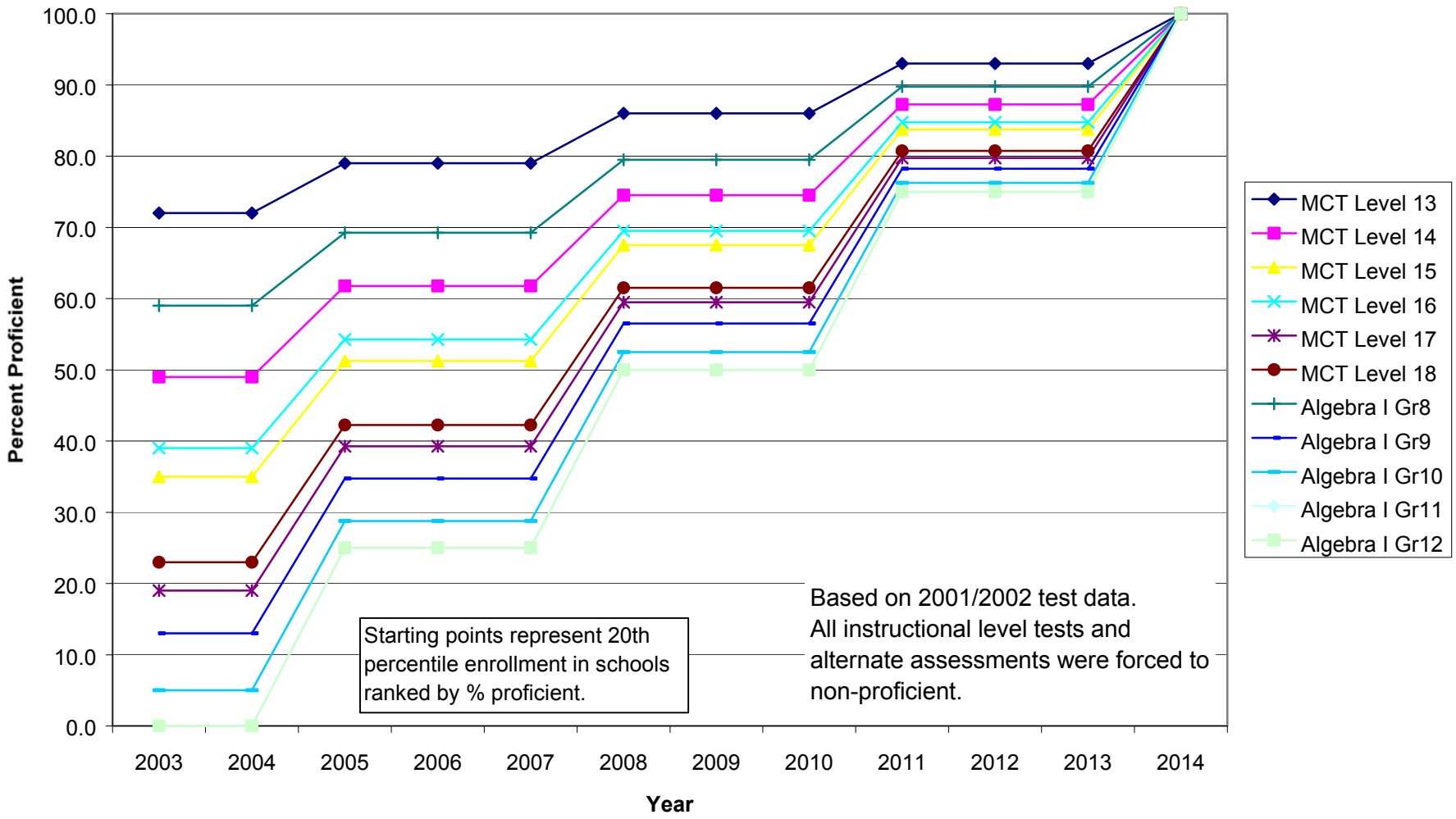
AYP LANGUAGE Starting Points and Intermediate Goals For Creating a READING/LANGUAGE Index



AYP Starting Points and Intermediate Goals For Creating a MATHEMATICS Index												
Assessment Variable	Goals: Percentage of Proficient Students Based on Previous School Year Test Data											
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
MCT Grade 3 Math	72	72	79	79	79	86	86	86	93	93	93	100
MCT Grade 4 Math	49	49	62	62	62	75	75	75	87	87	87	100
MCT Grade 5 Math	35	35	51	51	51	68	68	68	84	84	84	100
MCT Grade 6 Math	39	39	54	54	54	70	70	70	85	85	85	100
MCT Grade 7 Math	19	19	39	39	39	60	60	60	80	80	80	100
MCT Grade 8 Math	23	23	42	42	42	62	62	62	81	81	81	100
Algebra I Grade 8	59	59	69	69	69	79	79	79	89	89	89	100
Algebra I Grade 9	13	13	35	35	35	56	56	56	78	78	78	100
Algebra I Grade 10	5	5	28	28	28	52	52	52	76	76	76	100
Algebra I Grade 11	0	0	25	25	25	50	50	50	75	75	75	100
Algebra I Grade 12	0	0	25	25	25	50	50	50	75	75	75	100

Starting points represent 20th percentile enrollment in schools ranked by percentage of proficient students.
Based on 2001/2002 test data.
All instructional level tests and alternate assessments forced to non-proficient.

AYP Starting Points and Intermediate Goals For Creating a MATHEMATICS Index



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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
3.2b What are the State's annual measurable objectives for determining adequate yearly progress? § 200.14 [general] See 3.2(c) § 200.18(a)(1) § 200.18(a)(2) § 200.18(b)(1)	State has annual measurable objectives that are consistent with a state's intermediate goals and that identify for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on the State's academic assessments. The State's annual measurable objectives ensure that all students meet or exceed the State's proficient level of academic achievement within the timeline. The State's annual measurable objectives are the same throughout the State for each public school, each LEA, and each subgroup of students.	The State Accountability System uses another method for calculating annual measurable objectives. The State Accountability System does not include annual measurable objectives. § 200.15

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The state's annual measurable objectives are set at the intermediate goals described in 3.2c.

The annual measurable objectives established for each assessment are presented in the tables and graphs on pages 27–32. The measurable objective for each year is labeled with the year corresponding to the end of the school term (e.g., the measurable objective for the 2004-2005 school year is labeled, "2005").

Note: This critical element addresses annual measurable objectives on the state's academic assessments that are the primary determinants of AYP (see 6.1). The other academic indicators that the state uses in determining AYP are addressed in 7.1, 7.2, and 7.3. The final regulations for Title I state that a school (i.e., the aggregate student group) must "meet or exceed the State's other academic indicators" (§ 200.20(a)(1)(ii)), that a subgroup or the school must "make progress on one or more of the State's academic indicators" to make AYP under the alternative method (§ 200.20(b)(2)), and that the state "may, but is not required to, increase the goals of its other academic indicators over the course of the timeline" (§ 200.19(d)(1)). None of the critical elements ask for the state's goals on its other academic indicators.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
3.2c What are the State's intermediate goals for determining adequate yearly progress? § 200.17 [general] § 200.17(a) § 200.17(b)	State has established intermediate goals that increase in equal increments over the period covered by the State timeline. • The first incremental increase takes effect not later than the 2004-2005 academic year. • Each following incremental increase occurs within three years.	The State uses another method for calculating intermediate goals. The State does not include intermediate goals in its definition of adequate yearly progress.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The state's intermediate goals for determining adequate yearly progress were established in accordance with the specifications in NCLB. The intermediate goals increase in equal increments from 2002-2003 through 2013-2014 beginning at the starting point and reaching 100% in 2013-2014. The first incremental increase takes effect in the 2004-2005 academic year and each following incremental increase occurs within three years.

The intermediate goals established for each assessment are presented in the tables and graphs on pages 27-32. The intermediate goal for each year is labeled with the year corresponding to the end of the school term (e.g., the measurable objective for the 2004-2005 school year is labeled, "2005").

PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State made AYP?	AYP decisions for each public school and LEA are made annually.[4] § 200.18 & § 200.20 "adequate **yearly** progress"	AYP decisions for public schools and LEAs are not made annually.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
The procedure for determining whether each student subgroup, each public school, and each LEA made adequate yearly progress is described in 3.2. The process described in that section (and illustrated using the flowchart on page 23) is conducted annually resulting in an AYP decision every year. Also see 1.4 that describes the timeline for releasing assessment results and accountability information on an annual basis.		

[4] Decisions may be based upon several years of data and data may be averaged across grades within a public school [§1111(b)(2)(J)].

PRINCIPLE 5. All public schools and LEAs are held accountable for the achievement of individual subgroups.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
5.1 How does the definition of adequate yearly progress include all the required student subgroups? § 200.13(b)(7)(i) § 200.13(b)(7)(ii)(A-D)	Identifies subgroups for defining adequate yearly progress: economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency. Provides definition and data source of subgroups for adequate yearly progress.	State does not disaggregate data by each required student subgroup. No requirement in law or regs. 9101(5) defines SWD 9101(25) defines LEP There is no references to definition for LEP. Racial/ Ethnic groups discussed in FR67 (pp 71740-71741).

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The procedure for determining whether each student subgroup made adequate yearly progress is described in 3.2. The process described in that section (and illustrated using the flowchart on page 23) is conducted separately for each of the listed subgroups. All of the subgroups in the school or district/LEA must make AYP for the school or district/LEA to make AYP. The subgroups are

- **All Students**
- **Students with Disabilities**
- **Economically Disadvantaged**
- **LEP Students**
- **Five Racial/Ethnic Groups**
  - **Black**
  - **White**
  - **Asian**
  - **Hispanic**
  - **Native American**

Also, see 5.2.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
5.2 How are public schools and LEAs held accountable for the progress of student subgroups in the determination of adequate yearly progress?	Public schools and LEAs are held accountable for student subgroup achievement: economically disadvantaged, major ethnic and racial groups, students with disabilities, and limited English proficient students.	State does not include student subgroups in its State Accountability System.

§ 200.13(b)(7)(i), § 200.13(b)(7)(ii)(A-D)

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The procedure for determining whether each student subgroup made adequate yearly progress is described in 3.2. The process described in that section (and illustrated using the flowchart on page 23) is conducted separately for each of the listed subgroups. All of the subgroups in the school or district/LEA must make AYP for the school or district/LEA to make AYP. The subgroups are

- **All Students**
- **Students with Disabilities**
- **Economically Disadvantaged**
- **LEP Students**
- **Five Racial/Ethnic Groups**
  - **Black**
  - **White**
  - **Asian**
  - **Hispanic**
  - **Native American**

Also, see 5.1.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
5.3 How are students with disabilities included in the State's definition of adequate yearly progress? § 200.6(a)(2)(i-ii) [regarding assessment, not use of the data for accountability] is not consistent with IDEA97, regs, guidance. 1111(b)(3)(C)(iii & xii) require valid and reliable data for instructional use.	All students with disabilities participate in statewide assessments: general assessments with or without accommodations or an alternate assessment based on grade level standards for the grade in which students are enrolled. State demonstrates that students with disabilities are fully included in the State Accountability System.	The State Accountability System or State policy excludes students with disabilities from participating in the statewide assessments. State cannot demonstrate that alternate assessments measure grade-level standards for the grade in which students are enrolled. § 200.6(a)(2) and future regs can specify "how" for AYP

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

All students in Mississippi public schools are required to participate in the statewide assessment program and the data for all students who have been in the school (or district or state, as appropriate) for a full academic year (see 2.2 and 2.3) are included in the achievement, growth, and AYP calculations. Although students with disabilities may receive certain testing accommodations or modifications, they may not be exempted from the assessment or accountability system based on demographics, instructional program, or type of school. See Critical Element 2.1, for exceptions based on a medical emergency.

In Mississippi, testing modifications include instructional level testing on the MCT and the use of alternate assessments, if those options are recommended by the student's IEP team. Instructional level tests and low stakes alternate assessments are based, appropriately, on the learning goals and objectives in the student's IEP. With few exceptions, students participating in instructional level testing and alternate assessments are not proficient at their peer grade levels. To ensure valid and reliable assessment information for instructional purposes and comply with the USDE Title I regulations requiring that AYP decisions be made based on student performance on grade level standards, the data for students participating in instructional level testing and alternate assessments will be considered "not proficient," except for a limited number of students with Severe Cognitive Disabilities who score "proficient" or "advanced" on an instructional level test. The limitation (cap) for including those "proficient" scores will be consistent with the USDE final rule (34 CFR, Part 200, December 9, 2003) and any subsequent flexibility specifically granted to the State by the Secretary.

Although test data from instructional level testing and alternate assessment will be considered "not proficient" for purposes of AYP, students whose IEP committees recommend those options will not automatically be administered tests corresponding to their peer grade levels. Such tests would produce data that would be meaningless for instructional purposes and would violate 1111(b)(3)(C)(iii & xii).

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

References:

Legal Corner: Alternate Assessment, Phillips, S., NCME Newsletter, 10:3, September 2002. [T]
Assessing One and All: Educational Accountability for Students with Disabilities, Elliott, S., Braden, J., and White, J., Council for Exceptional Children, 2001. [T]
Making Valid and Reliable Decisions in Determining Adequate Yearly Progress, CCSSO (CAS and ASR SCASS Study Groups), December 2002, p. 84. [O]

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
5.4 How are students with limited English proficiency included in the State's definition of adequate yearly progress? No specific references regarding "how for AYP." There are assessment requirements.	All LEP student participate in statewide assessments: general assessments with or without accommodations or a native language version of the general assessment based on grade level standards. State demonstrates that LEP students are fully included in the State Accountability System.	LEP students are not fully included in the State Accountability System.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

See 1.1 "State Accountability System includes every public school and LEA in the State."

See 2.1 "How does the State Accountability System include all students in the State?"

All students in Mississippi public schools are required to participate in the statewide assessment program and the data for all students who have been in the school (or district or state, as appropriate) for a full academic year (see 2.2 and 2.3) are included in the achievement, growth, and AYP calculations.

Although students with limited English proficiency may receive certain testing accommodations, the only LEP students who may be exempted from parts of the assessment or accountability system are those who satisfy the requirements under the USDE transitional rule ("Dear Colleague," Rod Paige, February 20, 2004) and students who satisfy the state criteria for a medical emergency (see letter from USDE, Rod Paige, March 29, 2004) during the test administration window.

Limited English proficient students will be students with an LEP eligibility flag in MSIS at the time of spring testing (i.e., the end of month 8 enrollment snapshot).

Reference (Applicable to LEP students as well as students with disabilities under IDEA): Critical Questions to Ask When Interpreting or Reporting Trends in the Large-Scale Test Performance of Students with Disabilities, CCSSO (State Collaborative on Assessing Special Education Students), June 2001. [S]

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
5.5 What is the State's definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes? Statistical reliability and validity are mentioned several times referring to different data (see below)	State defines the number of students required in a subgroup for reporting and accountability purposes, and applies this definition consistently across the State.[5] Definition of subgroup will result in data that are statistically reliable. What?	State does not define the required number of students in a subgroup for reporting and accountability purposes. Definition is not applied consistently across the State. Definition does not result in data that are statistically reliable.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

§ 200.7(a)(1) references the report card [1111(h)] and identification for school or LEA improvement [1116] which is triggered by not meeting AYP over consecutive years. "A state may not use disaggregated data…if the number of students is insufficient to yield statistically reliable information."
§ 200.13(b)(2) State's definition of AYP must be statistically valid and reliable.
§ 200.19(c)(1) Other academic indicators must be valid and reliable.
§ 200.20(a)(2) For use in AYP, number of students must be sufficient for statistical reliability.
§ 200.20(c)(ii) For determining AYP, group must be of sufficient size for statistically reliable results.
§ 200.31(b)(1) Review of school level data – "in error for statistical or other…reasons."
§ 200.50(c) Review of LEA level data – "in error for statistical or other…reasons."
§ 200.51(b) "…including statistically sound disaggregated results in accordance with § 200.7. But results of school level review [§ 200.30(d)] has no reference to minimum n, validity, or reliability.

Note: The n-count can affect the reliability and validity of the data/results, but it is only one factor. There are many other technical issues in assessment and evaluation that must be considered. See notes from 12/17/02 conference call with USDE.

The following are applied consistently across the state.

- **The minimum n-count for reporting purposes is 10.**
- **A minimum n-count for purposes of determining AYP under the conjunctive standards paradigm specified in NCLB will be set at 40 (per subgroup, not per variable). This value will maximize statistical reliability in the AYP calculations while holding schools accountable for the maximum number of students. The minimum n-count will be used in conjunction with a confidence interval applied to the reading/language and mathematics proficiency indexes (see 3.1 and 3.2).**

References:
Making Valid and Reliable Decisions in Determining Adequate Yearly Progress, CCSSO (State Collaboratives on Comprehensive Assessment Systems for Title I and Accountability Systems and Reporting), December 2002, pp. 60-66. [O]
Minimum Group Size for Measuring Adequate Yearly Progress, Linn, R., Baker, E. and Herman, J., The CRESST Line, National Center for Research on Evaluation, Standards, and Student Testing, Fall 2002. [U]

[5] The minimum number is not required to be the same for reporting and accountability.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?	Definition does not reveal personally identifiable information.[6] § 200.7(b) and § 200.51 [references § 200.7]	Definition reveals personally identifiable information.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The minimum n-count for reporting purposes is 10.

If the proficiency percentage value (or other information) for a subgroup would reveal the performance of all students in the subgroup (e.g., 0% proficient or 100% proficient), the data will be fuzzed to provide reportable data without compromising student confidentiality.

References:
Confidentiality, Reliability, and Calculation Alternatives for No Child Left Behind, Ligon, G., Jennings, J. and Clements, S., Evaluation Software Publishing, Unpublished Draft Manuscript for CCSSO, June 2002, pp. 8-14. [O]

[6] The Family Education Rights and Privacy Act (FERPA) prohibits an LEA that receives Federal funds from releasing, without the prior written consent of a student's parents, any personally identifiable information contained in a student's education record.

PRINCIPLE 6. State definition of AYP is based primarily on the State's academic assessments.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
6.1 How is the State's definition of adequate yearly progress based primarily on academic assessments? § 200.12(a)(1)	Formula for AYP shows that decisions are based primarily on assessments.[7] Plan clearly identifies which assessments are included in accountability.	Formula for AYP shows that decisions are based primarily on non-academic indicators or indicators other than the State assessments.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The procedure for determining whether each student subgroup made adequate yearly progress is described in 3.2. The process described in that section (and illustrated using the flowchart on page 23) relies primarily on student assessment data from the Mississippi Curriculum Test and the Subject Area Testing Program.

The degree to which academic assessments are used for calculating proficiency indexes in reading/language and mathematics and determining whether each student subgroup, each public school, and each district/LEA made AYP is apparent from the annual measurable objectives for each assessment shown on pages 27-32.

[7] State Assessment System will be reviewed by the Standards and Assessments Peer Review Team.

PRINCIPLE 7. State definition of AYP includes graduation rates for public High schools and an additional indicator selected by the State for public Middle and public Elementary schools (such as attendance rates).

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
7.1 What is the State definition for the public high school graduation rate? § 200.14(e) [general] § 200.19(a)(1)(i) § 200.19(a)(1)(i)(A) § 200.19(a)(1)(i)(B) § 200.19(a)(1)(i)(B) § 200.20(a)(1)(ii) § 200.20(b)(2) See discussion on 1.5 regarding disaggregation of other academic indicators.	State definition of graduation rate: • Calculates the percentage of students, measured from the beginning of ~~the school year~~, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state's academic standards) in the standard number of years; or, • Uses another more accurate definition that has been approved by the Secretary; and • Must avoid counting a dropout as a transfer. Graduation rate is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause[8] to make AYP.	State definition of public high school graduation rate does not meet these criteria. Typo – should be "beginning of high school," See § 200.19(a)(1)

[8] See USC 6311(b)(2)(I)(i), and 34 C.F.R. 200.20(b)

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The following definition of graduation rate is from Mississippi Report Card for 2000-2001, Mississippi Department of Education, March 2002.

The graduation rate is calculated by dividing the number of graduates by the number of ninth grade students four years earlier. The ninth grade enrollment number has been adjusted to reflect the number of new students entering the system, the number moving out, the number failing, and the number of deaths. Students who were originally coded by school districts as dropouts who later are determined to be transfer students may not be included in the calculations.

In the past, graduation rates were calculated and reported only at the district/LEA and state levels.

The data collected for calculating and reporting district graduation rates are collected by school and will be used to calculate graduation rates for individual high schools.

Graduation rates will be included for the student aggregate at each school and used to determine whether that group makes AYP.

For purposes of implementing the alternate method of making AYP (for subgroups), one of the following procedures (both deemed allowable by the USDE) will be used:

1. **Each high school will have a growth index (i.e., the same "other academic indicator" used at the elementary and middle school grade levels and described in 7.2). In the interim, the growth index will be used as the other academic indicator for high schools when implementing the alternate AYP method.**

2. **A one-year graduation rate will be calculated for each subgroup. That graduation rate will be used as the other academic indicator for high schools when implementing the alternate AYP method.**

At the end of the 2004-2005 school year, there will be four years of data for each individual student in the Mississippi Student Information System (MSIS). At that time, graduation rates for NCLB subgroups and the student aggregate at each school will be calculated by tracking individual students in MSIS and those values will be used in the AYP model.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
7.2 What is the State's additional academic indicator for public elementary schools for the definition of AYP? For public middle schools for the definition of AYP? § 200.14(e) [general] § 200.19(a)(2) § 200.20(b)(2)	State defines the additional academic indicators, e.g., additional State or locally administered assessments not included in the State assessment system, grade-to-grade retention rates or attendance rates.[9] An additional academic indicator is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause to make AYP.	State has not defined an additional academic indicator for elementary and middle schools. § 200.20(a)(ii) § 200.19(d)(2)(i) says "for the purposes of 1111(h)", but 1111(h) only requires the optional indicators to be disaggregated. See 1.5 and also FR67 (p 71742). The discussion includes incorrect information.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The state's additional academic indicator for public schools containing elementary and middle grades is attendance rate. Attendance rate is calculated by dividing the average daily attendance across months 1-9 by the average net membership across months 1-9 and multiplying by 100. That yields an average attendance rate for the school year.

Note: Until disaggregated graduation rates and attendance rates can be calculated (in 2004-2005), the growth index may be used as the other academic indicator for schools when implementing the alternate AYP method (also see 7.1).

The growth model uses a set of regression equations to predict the amount of growth in MCT scale scores (or the SATP scale score) each student should make each year. The individual student regression residuals (the degree to which each student missed, met, or exceeded his/her expectation) are averaged for each student cohort (i.e., for each test variable) to yield a school level average residual value. The average residual values are standardized for comparability, weighted according to the number of students in the cohort (the minimum n for this step is 10), and summed to yield a growth composite for the school. The development of the growth model is documented in the references cited below.

References:

The School Accountability Model: Understanding the School Level Models for Achievement and Growth and Using the School Accountability Model Reports, Mississippi Department of Education, November 2002, pp. 13-17. [N]

Reports and associated documents chronicling the development and pilot testing of the school level accountability system, including the growth component. Mississippi Department of Education, August 2002 through October 2002. [V]

[9] NCLB only lists these indicators as examples.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
7.3 Are the State's academic indicators valid and reliable? § 200.19(c)(1) § 200.19(c)(2)	State has defined academic indicators that are valid and reliable. State has defined academic indicators that are consistent with nationally recognized standards, if any. § 200.19(c)(3)	State has an academic indicator that is not valid and reliable. State has an academic indicator that is not consistent with nationally recognized standards. State has an academic indicator that is not consistent within grade levels.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The graduation rates calculated for schools and districts/LEAs are valid and reliable. The formula used to calculate graduation rates is consistent with the formulas used throughout the nation and with the procedures specified in NCLB. Graduation rates calculated using individual student records in MSIS (beginning in 2005) will also be valid and reliable.

The attendance rates calculated for districts/LEAs are valid and reliable. Disaggregated attendance rates calculated using individual student records in MSIS (beginning in 2005) will also be valid and reliable.

The school and LEA growth indexes (used only in calculations related to safe harbor in reading/language and in mathematics) are valid and reliable. The development of the growth model that is used to generate the growth indexes is documented in the references cited below. Analyses conducted during the development and pilot testing of the growth model established a relationship between the growth composite for each school and the level of student achievement.

References:

<u>The School Accountability Model: Understanding the School Level Models for Achievement and Growth and Using the School Accountability Model Reports</u>, Mississippi Department of Education, November 2002, pp. 13-17. [N]

Reports and associated documents chronicling the development and pilot testing of the school level accountability system, including the growth component. Mississippi Department of Education, August 2002 through October 2002. [V]

PRINCIPLE 8. AYP is based on reading/language arts and mathematics achievement objectives.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
8.1 Does the state measure achievement in reading/language arts and mathematics separately for determining AYP? § 200.13(b)(5) See 3.1	State AYP determination for student subgroups, public schools and LEAs separately measures reading/language arts and mathematics. [10] AYP is a separate calculation for reading/language arts and mathematics for each group, public school, and LEA.	State AYP determination for student subgroups, public schools and LEAs averages or combines achievement across reading/language arts and mathematics.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Using the state's standards for proficiency on the Mississippi Curriculum Test (MCT) and Subject Area Testing Program (SATP), data from school year 2001-2002 were used to establish annual measurable objectives (see 3.2b). Subgroup performance is compared to the annual measurable objectives and differences (the degree to which students in the subgroup met the objective) are weighted and summed to yield an index of proficiency in reading/language and an index of proficiency in mathematics.

Note: The Language section of the MCT has been added to the Reading section to yield a reading/language proficiency index. Writing assessments are reported (including disaggregated), but are not included in the accountability system due to reliability/validity issues.

Reference:
<u>The School Accountability Model: Understanding the School Level Models for Achievement and Growth and Using the School Accountability Model Reports</u>, Mississippi Department of Education, November 2002, p. 22. [N]

There is no specific reference in the law, regulations, or comments supporting this note.
1111(b)(3)(C)(v)(I) & 1111(b)(3)(C)(vii) "mathematics and reading **or** language arts."
§ 200.1(a)(3) "Include at least mathematics, reading/language arts…"
§ 200.200.2(a)(1) "assessments in mathematics, reading/language arts…"
1111(b)(2)(G)(i) "separately for the assessments of mathematics and reading **or** language arts."
§ 200.13(b)(5) "measures progress separately for reading/language arts and for mathematics."
Note: There is no discussion in FR67 regarding this point (see pp. 71740-70741).

[10] If the state has more than one assessment to cover its language arts standards, the State must create a method for including scores from all the relevant assessments.

PRINCIPLE 9. State Accountability System is statistically valid and reliable.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
9.1 How do AYP determinations meet the State's standard for acceptable reliability? § 200.13(b)(2) "definition that is statistically valid and reliable"?? See notes from 12/17/02 conference call w/USDE. See 9.2 There is no specific reference in the law or regs. This text [in § 200.19(c) "professional standards" refers only to the State's other academic indicators.	State has defined a method for determining an acceptable level of reliability (decision consistency) for AYP decisions. State provides evidence that decision consistency is (1) within the range deemed acceptable to the State, and (2) meets professional standards and practice. State publicly reports the estimate of decision consistency, and incorporates it appropriately into accountability decisions. State updates analysis and reporting of decision consistency at appropriate intervals.	State does not have an acceptable method for determining reliability (decision consistency) of accountability decisions, e.g., it reports only reliability coefficients for its assessments. State has parameters for acceptable reliability; however, the actual reliability (decision consistency) falls outside those parameters. State's evidence regarding accountability reliability (decision consistency) is not updated. No reference in law or regs.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The most important thing a state can do to ensure accurate and reliable AYP decisions is to incorporate procedures within the AYP process that reduce error. This begins with valid and reliable assessments (and other indicators), continues with procedures to ensure data comparability, and ends with adequate controls for errors related to random fluctuation from year to year that will occur within a system based on many conjunctive standards. Due to the complex nature of the AYP process and the fact that decisions will involve schools with diverse grade configurations and student populations, there is probably no clean "statistical" test that can be applied to accurately estimate the reliability of the state's AYP decisions.

The state's AYP decision model (see 3.2a) includes the following error reduction procedures.

- **Use of the same criteria for all public schools and districts/LEAs (see 1.2)**
- **Inclusion of all students (see 2.1, 5.3, and 5.4 [but also the caveat in 5.4])**
- **Valid and reliable assessments and other academic indicators (see 7.3)**
- **Adequate group size -- minimum n-count criterion (see 5.5)**
- **Use of proficiency indexes to allow assessment data to be combined (see 3.2 and 3.2a)**
- **Confidence interval applied to indexes to determine AYP each year (see 3.2 - item 3)**

References:

Making Valid and Reliable Decisions in Determining Adequate Yearly Progress, CCSSO (CAS and ASR SCASS Study Groups), December, 2002. [O]
Accountability Systems: Implications of Requirements of the No Child Left Behind Act of 2001, Linn, R., Baker, E. and Betebenner, D., Educational Researcher, 31:6, pp. 3-16. [P]
Adequate Yearly Progress Under the ESEA: Provisions, Issues, and options Regarding House and Senate Versions of H.R. 1, Riddle, W., Congressional Research Service, Library of Congress #RL31035, July 2001. [Q]

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
9.2 What is the State's process for making valid AYP determinations? § 200.13(b)(2), See 9.1	State has established a process for public schools and LEAs to appeal an accountability decision.	State does not have a system for handling appeals of accountability decisions. § 200.31, § 200.50(c)

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The state response for 9.1 describes the process the state will use for making valid AYP decisions and highlights the specific procedures that contribute to the identification of the correct schools and LEAs by reducing various errors that lower reliability and cause schools to be identified for improvement based on chance (random data fluctuations) alone. The error reducing procedures in the AYP model are used to increase the probability of identifying the correct schools for improvement (and reducing the probability of misclassifying schools that are successful or those that need improvement) -- not simply to reduce the number of schools that would be identified [this is an important distinction].

The review/appeal process required in NCLB is described below.

The review process will, to the extent possible, be implemented within the following timeline: (All dates below will be adjusted annually to account for weekends, etc.)

- **July 15 Districts receive assessment results from test vendors.**
- **July 15-31 MDE receives student level data files from test vendors.**
- **Aug. 1-8 MDE prepares data files with student test data matched to MSIS records.**
- **Aug. 1-8 MDE runs the accountability model and provides initial reports to districts.**
- **Aug. 11-20 Districts and schools review and respond concerning potential identification. They also inform parents of school choice and supplemental services options.**
- **Aug. 21-30 MDE makes final determination of AYP for districts and schools.**
- **Sept. 1-5 Recommendation by Mississippi Commission on School Accreditation (meeting).**
- **Sept. 8-12 Approval by Mississippi State Board of Education Meeting (early meeting date).**

In accordance with both the final regulations for Title I, and the state's procedures for handling accountability decisions for districts and schools through the district superintendents' offices, the review process will be implemented as follows.

- **Notification that an LEA suspects that its identification (on the initial report) is in error will be provided to the MDE by the date specified under the signature of the district superintendent. Supporting evidence must be submitted with the notification letter/form.**
- **Notification that a school principal (or a majority of parents) suspects that its identification is in error will be provided to the MDE by the date specified under the signature of the district superintendent. Supporting evidence must be submitted with the notification letter/form.**
- **MDE will consider all notifications and the supporting evidence and make a final determination. Final determinations will be provided to districts on reports delivered before the middle of September.**
- **The accountability results will be made public immediately following approval by the SBOE and within the 30-day window required under NCLB.**

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
9.3 How has the State planned for incorporating into its definition of AYP anticipated changes in assessments? There are no references in the law or the regs concerning this important technical consideration. See notes from 12/17/02 conference call w/USDE. An index onto which new variables can be scaled?	State has a plan to maintain continuity in AYP decisions necessary for validity through planned assessment changes, and other changes necessary to comply fully with NCLB.[11] State has a plan for including new public schools in the State Accountability System. State has a plan for periodically reviewing its State Accountability System, so that unforeseen changes can be quickly addressed.	State's transition plan interrupts annual determination of AYP. State does not have a plan for handling changes: e.g., to its assessment system, or the addition of new public schools.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The procedure used for determining AYP and ensuring that the AYP decisions for student subgroups, public schools, and districts/LEAs are valid and reliable accomplishes those goals by incorporating the following features.

- **A method of accurately combining data from different assessments across grade levels as allowed under NCLB (§ 1111(b)(2)(J)(iii) and 34 CFR § 200.13(b)(2)). This method requires separate trajectories and separate starting points for each assessment.**
- **A comparison of student achievement on each assessment to the annual measurable objective and the calculation of a "difference" score for each assessment.**
- **A procedure to weight the difference scores based on the number of students taking each assessment.**
- **Production of proficiency indexes in reading/language and in mathematics. These indexes have the necessary characteristics since the data from the different assessments were standardized (for comparability) and weighted to ensure that each student counts equally within the subgroup's proficiency index.**

The procedures described above make it easy to "scale" additional assessment variables into the AYP model while maintaining the required reliability and validity.

References:
Making Valid and Reliable Decisions in Determining Adequate Yearly Progress, CCSSO (State Collaboratives on Comprehensive Assessment Systems for Title I and Accountability Systems and Reporting), December 2002. [O]
Accountability Systems: Implications of Requirements of the No Child Left Behind Act of 2001, Linn, R., Baker, E. and Betebenner, D., Educational Researcher, 31:6, pp. 3-16. [P]

[11] Several events may occur which necessitate such a plan. For example, (1) the State may need to include additional assessments in grades 3-8 by 2005-2006; (2) the State may revise content and/or academic achievement standards; (3) the State may need to recalculate the starting point with the addition of new assessments; or (4) the State may need to incorporate the graduation rate or other indicators into its State Accountability System. These events may require new calculations of validity and reliability.

PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95% of the students enrolled in each subgroup.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
10.1 What is the State's method for calculating participation rates in the State assessments for use in AYP determinations? § 200.20(c)(1)(i) = 95% required for making AYP. Since used for high-stakes decisions, need accurate and reliable data (See 10.2).	State has a procedure to determine the number of absent or untested students (by subgroup and aggregate). State has a procedure to determine the denominator (total enrollment) for the 95% calculation (by subgroup and aggregate). Public schools and LEAs are held accountable for reaching the 95% assessed goal.	The state does not have a procedure for determining the rate of students participating in statewide assessments. Public schools and LEAs are not held accountable for testing at least 95% of their students. See 10.2

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The state uses the Mississippi Student Information System (MSIS) to identify all students enrolled in public schools who are required to be tested (i.e., those students who are in the grades and courses where statewide assessments are administered and certain students with disabilities who are assigned no specific grade, but are the same age as non-disabled peers who must be tested. The state began using a pre-ID label procedure in 2002-2003 to increase the accuracy of the MSIS ID numbers on the student level test data files. However, there are still many students for whom demographic data must be hand gridded on their answer documents.

The appeals process plus a new MSIS ID verification/correction process developed in spring 2003 provide ways for schools and LEAs to detect data problems resulting from incorrectly coded MSIS ID numbers and provide corrected information to MDE. The final accountability reports will reflect accurate participation rates.

The following special procedure will be used for calculating secondary level mathematics participation rates as required by the USDE.

All students enrolled in grade 10 will comprise the denominator for calculating the secondary mathematics participation rate. Students taking the Algebra I test at 10th grade that school year will be counted as tested in mathematics. For students not taking Algebra I in 10th grade that school year, the students will be counted as tested if they took the Algebra I test at any school in the state at any time prior to their enrollment in grade 10 (this information is based on a match between the Algebra I test data file each year and MSIS). The participation rate will be calculated by dividing the sum of all grade 10 students tested in mathematics by the denominator value.

The participation rate used within the AYP model each year will be higher of (1) the rate for the current school year, (2) the average of the current school year and the previous school year, or (3) the average of the current school year and the two prior school years (see letter from USDE, Rod Paige, March 29, 2004).

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
10.2 What is the State's policy for determining when the 95% assessed requirement should be applied?	State has a policy that implements the regulation regarding the use of 95% allowance when the group is statistically significant according to State rules.	State does not have a procedure for making this determination.
No reference in law/regs		§ 200.20(a)(2) But what about the reliability of the % tested value? It affects validity of the AYP decision for the group.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

See 3.2 and 9.1 regarding the use of participation rates in AYP decisions.

The procedure for calculating testing participation rates is explained in 10.1. The participation rate is included as a requirement for AYP for any group where the number of students enrolled in the school or district/LEA for a full academic year meets or exceeds the minimum n value (see 5.5).

Appendix A
Required Data Elements for State Report Card

1111(h)(1)(C)

1. Information, in the aggregate, on student achievement at each proficiency level on the State academic assessments (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

2. Information that provides a comparison between the actual achievement levels of each student subgroup and the State's annual measurable objectives for each such group of students on each of the academic assessments.

There must be a comparison for each subgroup and the school aggregate for at least reading/language and mathematics. Depending on how each state defines AYP, there may not (and probably won't be) a comparison for each academic assessment. Most or all states will elect to use some way to combine data across grades. This is part of the AYP reporting, not the general assessment reporting.

3. The percentage of students not tested (disaggregated by the student subgroups), except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

4. The most recent 2-year trend in student achievement in each subject area, and for each grade level, for the required assessments.

5. Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards disaggregated by student subgroups.

6. Graduation rates for secondary school students disaggregated by student subgroups.

7. Information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under section 1116.

8. The professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which (for this purpose) means schools in the top quartile of poverty and the bottom quartile of poverty in the State.

Appendix B

The Split Grade Spans District Level AYP Model

The U.S. Department of Education approved an amendment to the way the state runs the AYP model for school districts in order to reduce misclassification error. The Split Grade Spans methodology will be used for district level Title I Improvement Status decisions. For purposes of reporting district level reading/language arts (RLA), mathematics (MTH) other academic indicator (OAI) AYP determinations each year the original combined grades model will be used.

The rest of this paper describes the Split Grades model and how the results from that model will be used to track district performance from year to year for purposes of identifying districts for "improvement" (Year 1, Year 2, Corrective Action) under NCLB.

The basic logic used in the original district level AYP model and in the Split Grade Spans model is exactly the same:

(1) Determine whether the district met AYP in reading/language arts (RLA)
(2) Determine whether the district met AYP in mathematics (MTH)
(3) Determine whether the district met AYP on the Other Academic Indicators (OAI)
(4) Use the RLA, MTH, and OAI determinations along with the determinations from prior years to determine whether certain NCLB sanctions need to be applied or removed.

The Split Grade Spans district level AYP model produces special RLA and MTH AYP determinations that will be used only for improvement tracking purposes. In the following explanation, the special "split grade spans" AYP determinations are labeled RLAT and MTHT. The original district level AYP method is described in more detail below and the Split Grade Spans method is described on pages 2 through 4. Page 4 also contains an example showing how the Split Grade Spans AYP model would work under one scenario.

Original District Level AYP Model

A. Reading/Language Arts (RLA) – All Grades Combined
1. Run AYP (Basic [% Tested + Proficiency w/CI] + Safe Harbor [Improvement + OAI])
   - For All Students if N>=40 – Met = Yes, *Yes, No, or <Min
   - For Subgroup 1 if N>=40 – Met = Yes, *Yes, No, or <Min
   - [Same for Subgroups 2-8]
2. If any Met value for above bullets = No, district level AYP for **RLA** is NO, otherwise, OK.

B. Mathematics (MTH) – All Grades Combined
1. Run AYP (Basic [% Tested + Proficiency w/CI] + Safe Harbor [Improvement + OAI])
   - For All Students if N>=40 – Met = Yes, *Yes, No, or <Min
   - For Subgroup 1 if N>=40 – Met = Yes, *Yes, No, or <Min
   - [Same for Subgroups 2-8]
2. If any Met value for above bullets = No, district level AYP for **MTH** is NO, otherwise, OK.

C. Other Academic Indicators (OAI)
1. Apply criteria for attendance rate and graduation rate
2. If for either criterion, Met = No, district level AYP for OAI is NO, otherwise, OK.

Split Grade Spans District Level AYP Model

A_E. Reading/Language Arts (RLA) – **Elementary Grades (3-5)** Data Only

1. Run AYP (Basic [% Tested + Proficiency w/CI] + Safe Harbor [Improvement + OAI])
   - For All Students if N>=40 – Met = Yes, *Yes, No, or <Min
   - For Subgroup 1 if N>=40 – Met = Yes, *Yes, No, or <Min
   - [Same for Subgroups 2-8]
2. If any Met value for above bullets = No, **RLAT Elementary Level** is NO, otherwise, OK.

A_M. Reading/Language Arts (RLA) – **Middle Grades (6-8[1])** Data Only

1. Run AYP (Basic [% Tested + Proficiency w/CI] + Safe Harbor [Improvement + OAI])
   - For All Students if N>=40 – Met = Yes, *Yes, No, or <Min
   - For Subgroup 1 if N>=40 – Met = Yes, *Yes, No, or <Min
   - [Same for Subgroups 2-8]
2. If any Met value for above bullets = No, **RLAT Middle Level** is NO, otherwise, OK.

A_H. Reading/Language Arts (RLA) – **High School (English II MC[1])** Data Only

1. Run AYP (Basic [% Tested + Proficiency w/CI] + Safe Harbor [Improvement + OAI])
   - For All Students if N>=40 – Met = Yes, *Yes, No, or <Min
   - For Subgroup 1 if N>=40 – Met = Yes, *Yes, No, or <Min
   - [Same for Subgroups 2-8]
2. If any Met value for above bullets = No, **RLAT High School Level** is NO, otherwise, OK.

A_X. Use the grade span RLAT decisions to make a district level RLAT AYP determination.
If **more than 2** grade span decisions = No, district level **RLAT** is NO otherwise, OK.

[1]Note: NCLB specifies three grade spans – 3-5, 6-9, and 10-12. For RLA, Mississippi's approved AYP plan uses MCT reading and language data at grades 3-8 and English II data (used when and at the grade and district/school at which student took the course & test). NCLB does not require assessment at Grade 9.

(Split Grade Spans Model continues on the next page)

Split Grade Spans District Level AYP Model (continued)

B_E. Mathematics (MTH) – **Elementary Grades (3-5)** Data Only

1. Run AYP (Basic [% Tested + Proficiency w/CI] + Safe Harbor [Improvement + OAI])
   - For All Students if N>=40 – Met = Yes, *Yes, No, or <Min
   - For Subgroup 1 if N>=40 – Met = Yes, *Yes, No, or <Min
   - [Same for Subgroups 2-8]
2. If any Met value for above bullets = No, **MTHT Elementary Level** is NO, otherwise, OK.

B_M. Mathematics (MTH) – **Middle Grades (6-8[1])** Data Only

1. Run AYP (Basic [% Tested + Proficiency w/CI] + Safe Harbor [Improvement + OAI])
   - For All Students if N>=40 – Met = Yes, *Yes, No, or <Min
   - For Subgroup 1 if N>=40 – Met = Yes, *Yes, No, or <Min
   - [Same for Subgroups 2-8]
2. If any Met value for above bullets = No, **MTHT Middle Level** is NO, otherwise, OK.

B_H. Mathematics (MTH) – **High School (Algebra I[1])** Data Only

1. Run AYP (Basic [% Tested + Proficiency w/CI] + Safe Harbor [Improvement + OAI])
   - For All Students if N>=40 – Met = Yes, *Yes, No, or <Min
   - For Subgroup 1 if N>=40 – Met = Yes, *Yes, No, or <Min
   - [Same for Subgroups 2-8]
2. If any Met value for above bullets = No, **MTHT High School Level** is NO, otherwise, OK.

B_X. Use the grade span MTH decisions to make a district level MTH AYP determination.
If **more than 2** grade span decisions = No, district level **MTHT** is NO otherwise, OK.

[1]Note: NCLB specifies three grade spans – 3-5, 6-9, and 10-12. For MTH, Mississippi's approved AYP plan uses MCT mathematics data at grades 3-8 and Algebra I data (used when the student is in grade 10 regardless of grade and district/school at which student took the course & test). NCLB does not require assessment at Grade 9.

(Split Grade Spans Model continues on the next page)

Split Grade Spans District Level AYP Model (continued)

$C_{E/M}$. Other Academic Indicator – **Elementary/Middle (Attendance Rate)** Data Only
If district does not meet OAI criterion, **OAIT Elementary/Middle** is NO, otherwise, OK.

C_H. Other Academic Indicator – **High School (Graduation Rate)** Data Only
If district does not meet OAI criterion, **OAIT Elementary/Middle** is NO, otherwise, OK.

Note: The above are applied only for "All Students," not for separate AYP subgroups.

C_X. Use the grade span OAI decisions to make a district level OAI AYP determination.
If **both** grade span decisions = No, district level **OAIT** is NO otherwise, OK.

D. Use the district level **RLAT**, **MTHT**, and **OAIT** AYP determinations along with determinations from prior years to make decisions regarding NCLB sanctions.

These are the district level RLAT, MTHT, and OAIT decisions based on the split grade spans methodology (i.e., from steps A, B, and C shown on the last three pages).

Example of the Split Grade Spans Model

RLAT Elementary Grade Results

All Students	Met = Yes	Elementary Decision is **OK** 0 "No"s
SPED Students	Met = Yes	
Black Students	Met = Yes	
White Students	Met = Yes	

RLAT Middle Grade Results

All Students	Met = Yes	Middle Decision is **No** At least 1 "No"
SPED Students	Met = No	
Black Students	Met = Yes	
White Students	Met = Yes	

RLAT High School Grade Results

All Students	Met = Yes	High School Decision is **No** At least 1 "No"
SPED Students	Met = No	
Black Students	Met = No	
White Students	Met = No	

District Level Determination:
RLAT = Yes
(2 "No"s are allowed)

The same logic would be applied to the three grade spans in mathematics to get a district level **MTHT** determination.

Appendix C

Implementation of Option 1 Transitional Flexibility in the 2005 AYP Model

The system of computer programs will run the entire approved AYP model for districts and schools and make separate AYP determinations for reading/language arts (RLA), mathematics (MTH), and other academic indicators (OAI). The district level results from this run of the model will be the values used for reporting district level AYP (although tracking of district level Title I improvement status will involve "split grade spans" logic – a third amendment approved by USDE).

The school level results from the above AYP run will be captured in a SAS dataset. A computer program will read those results and determine whether each school meets the criterion for having the transitional 2% rule applied. The program will examine each school's AYP determinations in RLA and MTH. If the school missed AYP solely due to the performance if the IEP subgroup (i.e., all other subgroups met the testing participation and proficiency requirements) and the participation rate for the IEP group was 95% or greater, the transitional 2% rule will be applied.

Under "Option 1," a proficiency adjustment constant must be calculated based on the total enrollment in the grades assessed and the percentage of students that are IDEA eligible (classified as students with disabilities for NCLB reporting and AYP purposes). Using the USDE formula, the percentage of IDEA students equivalent in size (student count) to 2% of the enrollment (student count) in the grades assessed will comprise the proficiency adjustment constant.

For each school that meets the criteria to have the transitional 2% rule applied, the proficiency adjustment constant will be added to the IEP subgroup proficiency index calculated in the basic AYP model. Mississippi's AYP model uses a proficiency index that allows data to be combined across grade levels. The resulting index value is a measure of how far above or below the AMO the subgroup fell and is in the form of a "proficiency percentage difference." A proficiency index value of 0 or greater indicates that the subgroup met the AMO. A negative proficiency index indicates that the subgroup proficiency fell below the AMO. During the basic AYP run, a confidence interval is applied to the subgroup proficiency index for making the RLA and MTH AYP determinations.

When applying the transitional 2% rule for schools satisfying the criteria, the proficiency adjustment constant will be added to the IEP subgroup proficiency index. If the sum is 0 or greater, the AYP determination for the IEP group will be "Met." The sum of the raw proficiency index and the constant must be at least 0 – no confidence interval will be used when applying the transitional 2% rule.

For each school at which the transitional 2% rule is applied, the adjusted AYP determination(s) will replace the AYP determination(s) in the school level AYP results SAS dataset. All adjusted AYP determinations will be flagged in the final file so that they can be identified on the school level AYP reports.

The computer program for identifying schools satisfying the criteria for the transitional 2% rule, making proficiency level adjustments, and making AYP determinations for RLA and MTH will be used only for running the 2005 AYP model. Subsequent changes in the state's AYP model will be based on the final 2% rule (final regulations).