

Mississippi
Mississippi Subject Area Testing Program (SATP)

Part I: Policy Trends

Type of test	End-of-course, criterion-referenced
Purpose	<p>The purpose of the exam is to:</p> <ul style="list-style-type: none"> • Determine prospective high school graduates' mastery of the state curriculum • Provide data to state policymakers on student attainment of state education goals to inform education policy decisions • Increase alignment of local curriculum and programs of instruction with state education standards • Meet a state graduation mandate • Meet NCLB requirements (English II and Algebra I)
Major changes in exit exam policy since the 2007-08 school year or any pending changes	A new Biology I assessment will be effective in the 2010-11 school year. U.S. history will pilot a new assessment in the 2011-12 school year.
Status of the state's decision regarding the Common Core State Standards and impact of that decision on exit exam policies	The state has adopted the Common Core State Standards in both English language arts and math. The impact on the current exit exam is yet to be determined.
Test used by colleges or universities for undergraduate admission?	Mississippi Subject Area Testing Program (SATP) results are not used to make decisions about undergraduate admissions, scholarships, or course placement in the state's public institutions of higher education. Students can be admitted into a community college if they have a GED, but they cannot be admitted into a public university without a diploma.
Year first administered	Tests in Algebra I, Biology I, English II (with a writing component), and U.S. history in their current form were all administered in 2000-01. Algebra I and English II have new curriculum frameworks that were implemented during the 2007-08 school year. Exit exams were revised to align with the new curriculum.
Year diplomas first withheld	To earn a high school diploma in previous years, Mississippi students had to pass the Functional Literacy Exam, a minimum-competency exam introduced in the mid-1980s. In

September 2000, the state board of education adopted the SATP tests as the new exit exam. The SATP was phased in over a five-year period while the Functional Literacy Exam was phased out.

The requirement to pass U.S. history applied to the graduation class of 2003; the requirement to pass English II applied to the graduation class of 2004; the requirement to pass Biology I applied to the graduation class of 2005. With the requirement to pass Algebra I added for 2006, the class of 2006 became the first required to pass all four SATP end-of-course tests to graduate. (See the phase-in schedule at www.mde.k12.ms.us/acad/osa/grad.pdf.)

Subjects tested

Algebra I, English II (with a writing component), Biology I, U.S. history from 1877. Content is based on the Mississippi Curriculum Frameworks.

Types of questions

Multiple-choice for all four tests, plus a writing component for the English II test that asks students to respond to one of two informative essays. In school year 2008-09, students enrolled in English II had to write either an expository or position paper. In school year 2009-10, students enrolled in English II had to write an expository paper, a position paper, or a response to a literature piece.

Grade first administered

Students take the exams at different grade levels, depending on when they are enrolled in the course being tested.

Grade(s) exam aligned to

The tests are aligned to course content rather than to grade levels. However, most students take Algebra I and Biology I in 9th grade, English II in 10th grade, and U.S. history in 11th grade.

Number of retakes allowed before end of grade 12

A minimum of three each school year. [This sounds like the answer to a diff. question—number of retakes *offered*. Should it be a *maximum* of three each year?]

Retakes after grade 12

Students who have completed all graduation requirements except passing the exit exam may retake the tests until they achieve a passing score. There is no time limit that restricts a person from taking the test.

Does the state have reciprocity with other states?

Yes. Transfer students are exempted from taking an end-of-course exam if they have passed a course equivalent to the tested course and are granted credit for this course by the new

Exit exam used for No Child Left Behind?	<p>school.</p> <p>Results from the first time students take the Algebra I and English II tests are reported for NCLB. If a student passes a test such as the Algebra I test for the first time in 8th or 9th grade, the results will be reported for NCLB accountability purposes when the student is in 10th grade.</p>
Same cut score for graduation and NCLB?	<p>No. Cut scores for proficient performance for NCLB are higher than the score required for graduation. To be considered proficient for NCLB, students must attain the following scores:</p> <p>Algebra I: 344 Algebra I New Curriculum Test: 650 English II: 346 English II New Curriculum Test: 650 Biology I: 335 (Not used for NCLB) U.S. history: 347 (Not used for NCLB)</p> <p>Graduation cut scores are 300 on the old tests, and for the new tests, 647 for Algebra I and 645 for English II.</p>
Evaluations of state exit exam	<p>An alignment evaluation was done by Dr. Norman Webb, senior research scientist emeritus with the Wisconsin Center for Education Research.</p> <p>The evaluation of the English II, Algebra I, and Biology I tests was initially conducted in 2005, and an alignment reevaluation of the current revised assessments for the English II, Algebra I (based upon revised frameworks), and Biology (based upon revisions to the test) was conducted in March 2008. A report of the evaluation is available by request.</p>
State test contractor	NCS Pearson, Inc. (formerly Harcourt Assessment Inc.)
Does the state provide students with alternate paths to graduation?	<p>Yes. Students who fail a subject area test by 1 point on three separate occasions and have participated in remediation designed to assist students in passing the appropriate subject area test may submit an appeal for an alternative assessment as a substitute evaluation which relies on other evidence to demonstrate their mastery of the subject, and may be able to receive a regular diploma. Students who do not receive a regular diploma because they fail the SATP can continue to take the SATP until they pass it and receive a regular diploma. Students who have completed all other requirements for graduation and are no longer enrolled in high school remain eligible to retest. These students include those who enroll in a GED program, those who enroll in a community college, and those who join the work force.</p>

In the 2008-09 school year, 281 general education students (0.3% of all graduates) used a substitute evaluation to meet graduation requirements, and in 2009-10, 342 general education students (0.4% of all graduates) used this alternative route.

Alternate paths to graduation specifically for English language learners (ELLs)

No. However, English language learners may use the same alternate paths available to general education students.

English language learners who qualify to receive accommodations on state tests and who are pursuing a regular diploma may use only allowable accommodations when taking the subject area end-of-course tests to meet graduation requirements.

In the 2008-09 school year, 805 ELL students (0.9% of all graduates) used a substitute evaluation to fulfill this graduation requirement. In 2009-10, 399 ELL students (0.4% of all graduates) used this alternative route.

Alternate paths to graduation specifically for students with disabilities

Students with disabilities can receive a certificate of completion or an occupational diploma. These students must participate in subject-area testing for NCLB reporting, but these alternate paths do not require that students pass the subject area tests. Students with disabilities pursuing a regular diploma may participate in the High-Stakes Alternative Assessment after their initial participation in subject area testing. This alternate assessment is available only for students with disabilities who are pursuing a regular diploma but would need an unallowable testing accommodation in order to take the general assessment.

Students with disabilities who have a current individualized education program (IEP) or 504 Accommodation Plan may take the subject area tests with accommodations. If the student is pursuing a regular diploma, the student must take the test(s) using only allowable accommodations.

In the 2008-09 school year, 2,891 students with disabilities (13.6% of all graduates) took a high-stakes alternative assessment to fulfill this graduation requirement. In 2009-10, 3,024 students with disabilities (14.7% of all graduates) used this alternative path.

Who makes decisions on

The student's IEP committee.

whether a student is eligible to use alternate paths?

No. Only students who earned a traditional diploma by passing the exit exams are counted in the graduation rate.

When calculating the graduation rate for adequate yearly progress (AYP) purposes, does the state count students taking alternate paths together with graduates who passed the high school exit exams?

Three staff members in the Office of Student Assessment

How many full-time equivalent staff in the state department of education are involved in implementing alternate paths?

Types of assistance the state provides for all districts to raise *initial* pass rates for all students on the high school exit exam

The state offers technical assistance to help:

- All teachers prepare students for the exam, which includes online assistance, specialist(s) in the state education agency, and train-the-trainer workshops;
- Teachers become more proficient in their content area, which includes specialist(s) in the state education agency and train-the-trainer workshops;
- Schools identify and target students for assistance, which includes the Three Tier Instructional Model adopted by the state board of education on January 21, 2005, designed to meet the needs of every student;
- Schools implement comprehensive school reform, which includes specialist(s) in the state education agency and field-based specialists;
- Districts improve formative uses of assessment, which includes online assistance and train-the-trainer workshops;
- Districts improve the instructional leadership provided by administrators, which includes online assistance and train-the-trainer workshops.

The state also provides state-developed courses specifically designed to prepare students for the exam and exam preparation materials for students and teachers.

Types of assistance or remediation the state provides for all districts to help students who have failed to

The state does *not* provide assistance or remediation to all districts to help students who have failed in their initial attempt to pass the exit exam. Remediation is provided at the school level.

pass the exit exam

Does the state provide funding for remediation? No

Are districts mandated by law to provide remediation? No

Are students required to participate in remediation? No, but it is strongly recommended that students attend remediation. Most districts provide remediation classes.

Part II: Student Performance

Initial pass rates, 2008-09

Percentage of Students Passing Exit Exam on First Attempt, 2008-09					
Student Group	Algebra I	Biology I	English II	U.S. History	All Subjects
All students	72.0%	87.6%	69.0%	96.9%	80.8%
White	83.2%	96.2%	84.0%	99.0%	90.3%
African American	61.2%	79.6%	55.2%	94.7%	71.7%
Latino	84.4%	91.7%	71.1%	97.3%	85.4%
Asian	93.4%	98.5%	87.8%	99.3%	94.5%
Native American	81.0%	91.1%	71.4%	95.8%	84.4%
English language learners	80.6%	82.9%	47.7%	92.6%	74.7%
Migrant	87.8%	84.2%	76.7%	93.8%	84.8%
Students with disabilities	32.5%	52.9%	18.5%	89.0%	40.8%
Free or reduced-price lunch eligible	62.7%	81.1%	56.7%	94.8%	72.6%
Passing score	647	300	645	300	300

Note: Data provided by the state department of education.

Denominator used when calculating these rates: Number of students enrolled in each course.

Initial pass rates, 2009-10

Percentage of Students Passing Exit Exam on First Attempt, 2009-10					
Student Group	Algebra I	Biology I	English II	U.S. History	All Subjects
All students	79.6%	86.2%	68.0%	93%	81.3%
White	88.5%	95.7%	81.9%	97.6%	90.8%
African American	71.5%	77.4%	55.3%	88.7%	73.1%
Latino	84.2%	90.5%	74.8%	95.7%	85.6%
Asian	93.3%	96.2%	88.9%	95.6%	93.7%

Native American	78.5%	84.2%	89.2%	95.8%	81.5%
English language learners	75.6%	77.9%	48.7%	86.6%	71.7%
Migrant	72.9%	79.6%	60.5%	95.7%	74.6%
Students with disabilities	37.3%	46.0%	17.0%	75.9%	39.2%
Free or reduced-price lunch eligible	73.8%	80.2%	57.4%	89.7%	74.8%
Passing score	647	300	645	300	300

Note: Data provided by the state department of education.

Denominator used when calculating these rates: Number of students enrolled in each course.

Cumulative pass rates, 2008-09

Percentage of Students Passing by the End of 12 th Grade, 2008-09					
Student Group	Algebra I	Biology I	English II	U.S. History	All Subjects
All students	87.5%	90.2%	88.6%	91.6%	89.5%
White	90.1%	92.6%	92.6%	94.3%	92.4%
African American	85.5%	88.4%	85.1%	89.1%	87.0%
Latino	78.1%	82.9%	80.3%	88.0%	82.3%
Asian	78.1%	83.7%	84.8%	92.2%	84.7%
Native American	85.7%	85.7%	83.3%	90.5%	86.3%
English language learners	65.2%	75.9%	63.4%	85.7%	72.5%
Migrant	96.8%	90.3%	100.0%	100.0%	96.8%
Students with disabilities	30.5%	36.4%	29.3%	32.4%	32.2%
Free or reduced-price lunch eligible	85.2%	88.0%	84.9%	88.6%	86.7%

Note: Data provided by the state department of education.

Denominator used when calculating these rates: Number of students enrolled by the end of 12th grade.

Cumulative pass rates, 2009-10

Percentage of Students Passing by the End of 12 th Grade, 2009-10					
Student Group	Algebra I	Biology I	English II	U.S. History	All Subjects
All students	88.4%	90.9%	87.7%	92.3%	89.8%
White	90.9%	93.0%	92.7%	94.9%	92.9%
African American	86.3%	89.1%	83.3%	89.9%	87.1%
Latino	83.5%	86.2%	81.6%	91.6%	85.7%
Asian	82.6%	89.0%	86.7%	94.3%	88.2%
Native American	86.7%	84.4%	88.9%	91.1%	87.8%
English language learners	75.0%	73.0%	59.0%	85.0%	73.0%
Migrant	83.3%	88.9%	88.9%	83.3%	86.1%
Students with disabilities	35.7%	41.1%	30.1%	36.9%	35.9%
Free or reduced-price lunch eligible	86.8%	89.6%	84.5%	90.3%	87.8%

Note: Data provided by the state department of education.

Denominator used when calculating these rates: Number of students enrolled by the end of 12th grade.

Student Group	State Graduation Rates	
	2008-09	2009-10
All students	71.6%	NA
White	78.2%	NA
African American	65.6%	NA
Latino	72.6%	NA
Asian	88.3%	NA
Native American	61.7%	NA
English language learners	69.4%	NA
Migrant	NA	NA
Students with disabilities	19.3%	NA
Free or reduced-price lunch eligible	61.9%	NA

Note: Data provided by the state department of education.

Current state graduation rate calculation formula for AYP purposes

The state's accountability workbook with graduation rate formula can be found at <http://orshome.mde.k12.ms.us/ors/accountability/2010/index.html>