

Office of the State Auditor
Performance Audit Division



State of Mississippi

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AUDITOR

**A Review of the Reading Program of the
Mississippi Department of Education**

May 22, 1998

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The Honorable Kirk Fordice
Governor, State of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Fordice:

The Office of the State Auditor has completed "*A Review of the Reading Program of the Mississippi Department of Education.*" The audit field work began in January 1998 and concluded in April 1998. The results of the audit are presented to you in the report published herein.

This review was initiated on your request to determine if the Mississippi Department of Education's reading instructional program activities help to achieve the statutory goal of a functionally literate school population.

We hope the results of this audit will be helpful to the Mississippi Department of Education as they work to improve the reading instructional program for the children of Mississippi.

Respectfully yours,

Phil Bryant
State Auditor

PB:cml

Enclosure

TABLE OF CONTENTS

	<u>Page</u>
Executive Summary	
Introduction	1
Purpose	1
Scope	1
Method	1
Background	2
<i>Public Policy for a Reading Instructional Program</i>	2
<i>Departmental Authority for a Reading Instructional Program</i>	4
<i>Public Education Organizational Structure and Operating Style</i>	5
Department Organization	6
School District Organization	7
Reading Instructional Program Related Activities Within the Department	9
Academic Instructional Programs	9
Reading Instructional Program	10
The Mississippi Reading Initiative	11
Training Activities of the Department Related to the Reading Instructional Program . . .	13
Reading Instructional Program Funding Sources, Amounts and Purpose	14
Reading Instructional Program Budget and Personnel Data	15
Assistant Teacher Program	15
Writing to Read	16
Federal Funds	17
Assessment of the Reading Instructional Program	19
Statewide Assessment	19
Fourth Grade Reading Test Results	20
Conclusion	22
Responses to Report	
Appendix A - 1997 Accreditation Requirements of the State Board of Education	A-1
Appendix B - Mississippi Language Arts Framework	B-1
Appendix C - Mississippi Reading Initiative	C-1
Appendix D - Iowa Tests of Basic Skills (ITBS) -- Fourth Grade Reading Scores	D-1

A Review of the Reading Program of the Mississippi Department of Education

EXECUTIVE SUMMARY

May 22, 1998

Purpose of Review

The Governor of Mississippi requested the Office of the State Auditor to conduct a performance review of the reading program of the Mississippi Department of Education (Department) from fiscal year 1993 until the present. The purpose of the review is to examine the Department's reading instructional program activities which help to achieve the statutory goal of a functionally literate school population and assess the Department's effectiveness.

A reading instructional program is an integral part of the state of Mississippi's (State) public education system for which the Department has joint and shared statutory authority and responsibility. Mississippi's public school districts, however, have sole legislative authority to implement and carry out a reading instructional program.

Our engagement was limited to components of the reading instructional program for which the Department has responsibility. We focused on the following specific matters related to the Department's role in the reading instructional program:

- ! its present plan and structure
- ! funding sources, amounts and purposes from 1993 to the present

- ! number, duties and salaries of Department personnel from 1993 to the present
- ! present instructional methods and materials used, endorsed or encouraged
- ! test scores from 1994 through 1997

Conclusion

Based on the information reviewed for this report, the Department is competently performing its statutory duties for a reading instructional program and those duties are appropriate to administer a statewide educational system. Providing a reading instructional program containing minimum core competencies along with optional objectives, teaching methods and materials to school districts allows the school districts flexibility to meet the individual needs of their respective students.

With the Department providing technical assistance to school districts, the Department is able to help the ones wishing to be helped. If a school district does not wish to be helped it would make little difference what assistance was provided.

As currently structured, school districts have the statutory authority and responsibility to educate the children within their districts. Under current law, the Department can only

provide direction, assistance, and monitoring of the school districts. Only in extreme instances, when a district has failed, either financially or academically, can the Department intervene. The Department cannot make any school district perform in any specific way unless the Governor has declared a state of emergency, in which case the school district will lose some or all of its autonomy from the Department.

The Department provides the material and assistance to foster a successful program, however the final impact of those services is reliant on each school district's management

competence and the receptiveness and implementation of that material and assistance. In addition, research indicates there are other factors outside the control of both the Department and the school districts which may contribute to low reading scores. These factors include parental educational attainment, number of parents in the home, poverty status, community safety, etc.

This report should be read in its entirety to gain a full understanding of results of our review.

INTRODUCTION

Purpose

The Governor of Mississippi requested the Office of the State Auditor to conduct a performance review of the reading program of the Mississippi Department of Education (Department) from fiscal year 1993 until the present. The Governor asked that the review determine if the Department's reading instructional program activities help to achieve the statutory goal of a functionally literate school population and assess the Department's effectiveness.

Scope

A reading instructional program is an integral part of the state of Mississippi's (State) public education system for which the Department has joint and shared statutory authority and responsibility. Mississippi's public school districts, however, have sole legislative authority to implement and carry out a reading instructional program.

Our engagement was limited to components of the reading instructional program for which the Department has responsibility. We focused on the following specific matters related to the Department's role in the reading instructional program:

- ! its present plan and structure
- ! funding sources, amounts and purposes from 1993 to the present
- ! number, duties and salaries of Department personnel from 1993 to the present
- ! present instructional methods and materials used, endorsed or encouraged
- ! test scores from 1994 through 1997

Method

We performed the following procedures:

- ! interviewed appropriate Department personnel
- ! reviewed Mississippi statutes related to the Department
- ! reviewed a report of the Joint Legislative Committee on Performance Evaluation and Expenditure Review related to the Department

- ! reviewed Department policies and procedures
- ! analyzed relevant Department financial and statistical information
- ! interviewed appropriate school district personnel
- ! performed other tests and procedures we considered necessary

Background

In 1994, the most recent national comparison of fourth grade reading proficiency resulting from the National Assessment of Educational Progress (NAEP), the State's score ranked almost last when compared to the rest of the nation. In this comparison, *The NAEP 1994 Reading Report Card for the Nation and the States*, the State consistently scored at or near the bottom on all cross-state comparisons of reading performance. For example, the State's average NAEP reading proficiency score for the fourth grade was below the average for the Southeast region, and 36th out of 39 states tested nationwide. The 1994 scores indicate that 55 percent of the State's fourth grade students were reading below the basic proficiency level, only better than California and Louisiana. However, in contrast to the rest of the nation, from 1992 to 1994 the State was one of seven states that showed a significant increase in the percentage of fourth grade students reading at or above the advanced level. Also, from 1992 to 1994 the State had a significant increase in the percentage of fourth grade students reading at or above the proficient level. The next NAEP nationwide testing of fourth grade reading proficiency is currently being conducted.

State results for NAEP's fourth grade reading proficiency is based on the testing of a representative sample of students. The State's average fourth grade reading test score for the Department's statewide assessment system is based on the test results of all eligible students of the State and measured against the performance of other students. As shown on page 20, the State average on the fourth grade reading test scores of the statewide assessment system has continued to increase from 1994 through 1997.

The Legislature has determined that the quality of public education and its effect upon the social, cultural and economic enhancement of the people of the State is a matter of public policy, the objects of which are the education and performance of its children and youth so they can become productive members of society.

Public Policy for a Reading Instructional Program

Section 37-1-2, Mississippi Code of 1972 (Annotated), establishes the State's policy regarding responsibility for a quality education. The following is a portion of the policy relating to a reading instructional program:

- ! That the students, parents, general citizenry, local school teachers and administrators, local governments, local school boards and state government have a joint and shared responsibility for the quality of education delivered through the public education system in the state of Mississippi.
- ! Produce a functionally literate school population.
- ! Improve instructional and administrative quality, to relate the education community to other policy makers, to achieve increased competency among students, teachers and administrators, to provide for continuing professional development for teachers, counselors and administrators, to assure that the budget process, the planning function and the allocation of personnel of the Department are commensurate with its educational goals.
- ! The return on public education which is the single largest investment for the State be the effectiveness of the delivery system and the product it is designed to produce.
- ! Emphasis must be placed upon early mastery of the skills necessary to success in school and that quality, performance-based early childhood education programs are an essential element of a comprehensive education system.
- ! School districts and their public schools be required to account for the product of their efforts.
- ! Establish an accreditation system based upon measurable elements in schools known to be related to instructional effectiveness, establish a credible process for measuring and rating schools, establish a method for monitoring continued performance and provide for a state response when performance is inadequate.

Figure 1, page 4, displays the statutory responsibilities of the Department and school districts for integral components of a reading instructional program.

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Figure 1

STATE OF MISSISSIPPI Statutory Responsibilities of The Mississippi Department of Education and School Districts for Integral Components of a Reading Instructional Program		
Responsibility	Department	Districts
Set standards and issue certificates of qualification for teachers and administrators	X	
Employ certified teachers and administrators		X
Set teacher and administrator salaries (subject to state minimums)		X
Provide a reading instructional program containing minimum core competencies for school districts (page 10)	X	
Adopt the state-provided or another reading instructional program		X
Offer reading instructional technical assistance to school districts (page 13)	X	
Provide in-service reading teacher training		X
Provide a list of state-adopted reading textbooks	X	
Purchase state-adopted reading textbooks or any other reading textbooks		X
Implement a program of statewide assessment of basic skills, including reading (page 19)	X	
Assess individual student reading achievement, both formally and informally		X
Establish school accreditation standards and determine accreditation levels based on multiple factors, including reading achievement	X	

Departmental Authority for a Reading Instructional Program

The Department’s authority for mandating reading instructional methods and materials is limited. Sections 37-3-49 and 37-43-31, Mississippi Code of 1972 (Annotated), as well as federal regulations, provide for the following:

- ! A school district may adopt the Department’s instructional program or any other program of equal or greater quality.
- ! A school district may purchase state-adopted textbooks or any other non-adopted textbooks using state-appropriated funds.
- ! Federal regulations prohibit the Department from mandating teaching methods for programs funded by the federal government.

The Department’s reading instructional program, in accordance with Section 37-3-49, consists of providing a language arts curriculum which includes the following:

- ! a set of competencies which a school district must adopt
- ! suggested, not required, objectives, instructional practices and resources that help teachers organize instruction

The Department’s reading instructional program also provides for technical assistance in compliance with Section 37-1-3, Mississippi Code of 1972 (Annotated).

These limitations on the Department’s authority result in school districts having the authority to select flexible reading instructional methods and materials to address individual student needs. While this flexibility provides for local control of schools, it reduces the authority and enforceability of the Department to directly influence increased reading scores.

Public Education Organizational Structure and Operating Style

The Department is an agency of the State, whereas the State’s school districts are special-purpose, locally-controlled entities which operate autonomous from the Department, unless pursuant to Section 37-17-6, Mississippi Code of 1972 (Annotated), the Governor has declared a state of emergency in a school district. This may be done in the following situations:

- ! When accreditation deficiencies are not corrected or removed by the end of a probationary period, the State Board of Education (Board) may request the Governor to declare a state of emergency in the school district.
- ! The Board, with concurrence of the State Auditor, may request the Governor to declare a state of emergency in a school district if the Board determines that an extreme emergency exists which jeopardizes the safety, security, or educational interests of the students and the emergency is related to a serious violation or violations of accreditation standards or state or federal law.

Since the amendment to Section 37-17-13 in 1996, the Governor has declared a state of emergency in one school district causing the school district to lose some of its autonomy from the Department. This statute was amended to allow the Department to take control of school districts with serious financial problems.

The Board, through the Commission on School Accreditation, exercises significant influence over school districts through its accreditation standards. School districts which fail to meet minimum accreditation standards are subject to increased Department oversight through corrective action plans which must be approved by the Board.

Appendix A is a description of the 1997 accreditation standards. The fourth grade reading score analyzed in this report is one of 39 performance standards and 61 process standards used to determine accreditation levels. As can be seen on Appendix D, there is no correlation between the fourth grade reading scores and the accreditation levels.

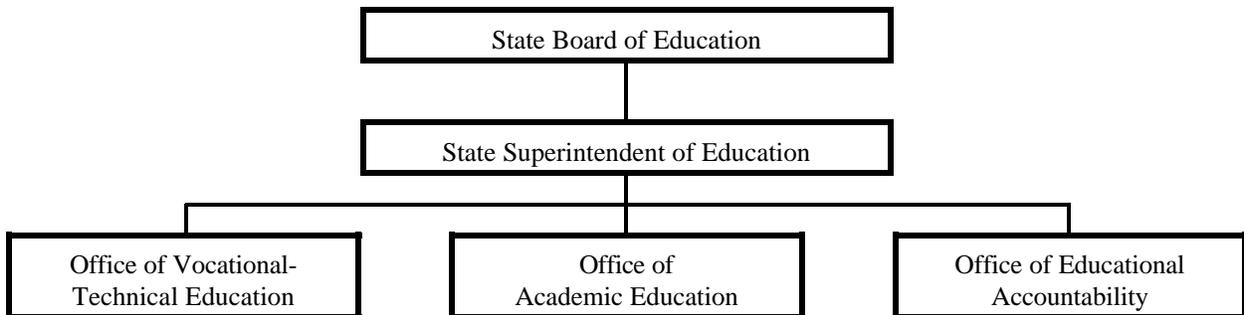
Department Organization

The Board is the governing body of the Department. The nine-member Board, serving staggered nine-year terms, are appointed as follows:

- P five by the governor
- P two by the lieutenant governor
- P two by the speaker of the house of representatives

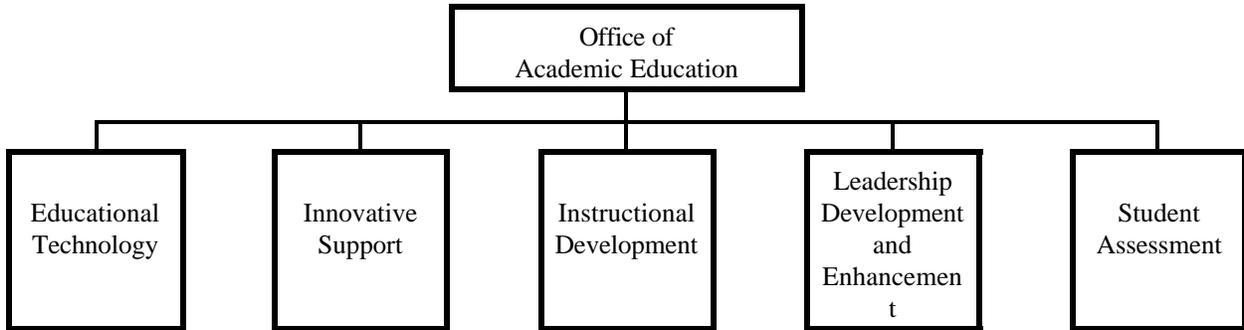
Section 37-1-3 states the function of the Board is . . . “seek to implement the policies set forth in Section 37-1-2.” (page 2) The Board appoints the state superintendent of education, the chief executive officer of the Department, who implements Board policies.

As shown in the following abbreviated chart the Department is divided into three major functional areas. The Department’s primary responsibilities for a reading instructional program are administered by the Office of Academic Education (Academics).



Department activities can be characterized as being either service-oriented or regulatory. Reading instructional program activities are primarily service-oriented. Most of the regulatory activities are performed by the Department's Office of Educational Accountability. The regulatory activities consist of enforcing state statutes and Board-adopted regulations promulgated by committees, independent of the Department, established by the Legislature to address education issues.

As shown in the following abbreviated chart Academics, a service deliverer to all of the State's public school districts, is comprised of five offices.



The Office of Instructional Development is charged with the following:

- ! Provide an instructional program which public schools may elect to adopt or public schools may adopt any other program which meets or exceeds the Department's criteria.
- ! Use its personnel and other resources effectively to enhance technical assistance to school districts in instruction and management therein.

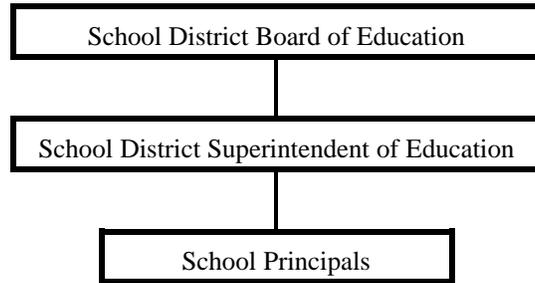
The Department separates service delivery from regulatory activities. School districts may request and receive technical assistance from Academics to correct weaknesses before they become cited regulatory deficiencies through the accreditation process.

School District Organization

Currently there are 152 public school districts in the State. Each has a governing body whose members are either popularly elected or appointed by other local government officials. Each school district's governing body is responsible for setting local policies. While the Commission on School Accreditation establishes minimum process and performance standards, a school board may adopt more rigid standards for the school district to aspire.

Generally speaking, the line of authority for the operation of school districts is as shown in the following abbreviated chart, page 8. A school district's board of education sets policy and its

superintendent of education, assisted by school principals and other administrative staff, carry out policy.



Each school district is fiscally independent of any other entity because its board of education has sole authority to:

- P levy taxes for its support
- P approve its operating budget
- P issue bonded indebtedness

Powers of school district boards of education include, in part, the following:

- ! organize and operate the schools
- ! be custodians of real and personal school property
- ! prescribe and enforce rules and regulations not inconsistent with law or with the regulations of the Board
- ! enforce in the schools the courses of study and the use of the textbooks prescribed by the proper authorities
- ! select all school district personnel in the manner provided by law and provide such employee fringe benefit programs deemed necessary and appropriate by the local school board
- ! provide for employee in-service training
- ! enter contracts with instructional and non-instructional staff

Policies adopted by local school boards of education have a greater influence and impact on the operations of a school district and the resulting reading scores than policies adopted by the State Board of Education.

READING INSTRUCTIONAL PROGRAM RELATED ACTIVITIES WITHIN THE DEPARTMENT

The Department is responsible for developing instructional programs with mandatory core competencies for all subject areas and providing them to school districts. The Department has adopted procedures for developing these instructional programs. The following information describes procedures common to all subject areas and specific procedures used to develop the current reading instructional program. Information is also provided on the Department's new reading initiative developed to address the needs of reading improvement in the State.

Academic Instructional Programs

Instructional programs, containing mandatory core competencies, are developed by teams of individuals and adopted by the Board. Each school district has the opportunity to review and comment on the programs prior to adoption. This is an effective method of developing instructional programs because school districts and teachers are more likely to accept instructional programs after having input into their development. A school district may adopt the Department's instructional programs or it may adopt other programs that, at a minimum, include the mandatory core competencies.

The Department's academic instructional program consists of the following curricula:

- P Business Technology
- P English/Foreign Language
- P Fine Arts
- P Health and Physical Education
- P Mathematics
- P Reading/Language Arts
- P Science
- P Social Studies

The Office of Instructional Development assigns education specialists to each curriculum except for Health and Physical Education which is the responsibility of the Office of Innovative Support. The specialists function as facilitators for the development of each separate curriculum.

In facilitating development of an instructional program, an education specialist works with a project team composed of qualified Mississippian's who volunteer their time to research and write the instructional program. After development, the instructional program is subjected to due process procedures prior to Board adoption. Each instructional program contains mandatory core competencies, accompanied by objectives, instructional practices and resources for optional use since Section 37-3-49 expresses the Legislature's desire "not to limit teachers in the way they teach."

Appendix B includes the following information from the Board-adopted reading instructional program: 1) the goals of the language arts program; 2) the scope and sequence continuum of competencies; 3) the standardized curriculum format; and 4) the language arts instructional program for the fourth grade.

A school district may adopt the Department's instructional programs or it may adopt other programs that, at a minimum, include the mandatory core competencies.

The Department's policy is that each curriculum instructional program is reviewed every six years and updated, if necessary, based on current research and methodology.

Mandating core competencies for an instructional program establishes a uniform framework for teaching the basics to all students. By providing school districts the flexibility to add to instructional programs and to tailor teaching methods and materials, individual student needs can be met more effectively. However, this flexibility places the responsibility to implement effective instructional programs on the school districts.

Reading Instructional Program

In addition to providing the mandatory core competencies, the instructional program for reading stresses the Department's position of using a balanced approach in teaching reading skills and includes a supplement of teaching methods and materials. These supplements are optional, thus allowing school districts the flexibility to meet the specific needs of their students. However, a reading instructional program's ability to improve reading skills is primarily dependent on a school's personnel and students within the school.

The Department provided a revised Reading/Language Arts instructional program, the *Mississippi Language Arts Framework*, to all school districts for the current school year, 1997-1998. The framework provides a description of what students should know and do in English, language arts and reading classrooms in kindergarten through grade 12. The framework addresses the interrelatedness of reading, writing, speaking, listening and viewing. The Department's position on reading instruction is a balanced approach to teaching reading skills (phonemic awareness, sight words, vocabulary development, context clues and comprehension).

The framework includes a resource supplement which provides for systematic direct reading intervention strategies. It includes the following three components:

- P specific benchmarks -- what children should know and be able to do
- P informal assessment -- how to continuously determine if a student is meeting benchmarks
- P instructional strategies -- how to teach a child a different way if benchmarks are not met

Providing optional teaching methods and materials with the core competencies is an effective method of furnishing a variety of proven teaching techniques to school districts. After a sufficient period of time the reading scores will be used by the Department as one indicator as to the effectiveness of the new reading instructional program. However, school districts are responsible for selecting teaching methods and materials that will best fit their students' needs.

The Mississippi Reading Initiative

The Department recognizes the need to improve the reading skills of students in the State. The reading initiative is representative of the Department's emphasis on improving these reading skills. It establishes goals and action steps to address the need for reading improvement. The Department is a key player in carrying out the action steps and obtaining the goals but the final results are dependent on the school districts because of the Department's limited authority and school district autonomy.

The Department has made reading its number one priority in 1998. The *Mississippi Reading Initiative* is the Department's written plan designed to "break the mold." The initiative, composed of several goals and action steps, was developed in 1997 by the Superintendent's Management Team and the Board to strategically address the needs of reading improvement in the State. While the initiative provides direction for the Department and school districts, the autonomy of the school districts places the primary responsibility for improving reading in the State on each school district, not the Department.

The strategic plan for the initiative has been built on a foundation of educational research in the United States. However, very little educational research has been conducted under conditions specific to Mississippi. Major themes of research considered when developing the *Mississippi Reading Initiative* include the following:

- P early readiness preparation and pre-kindergarten programs
- P direct reading instruction in kindergarten
- P reduced class size
- P extended school year programs
- P professional development
- P emphasis on high yet attainable standards for academic achievement

The initiative proclaims the following goals:

- ! All children will exit kindergarten with appropriate readiness skills.
- ! All first through third grade students will demonstrate growth toward proficiency in reading to ensure they exit third grade as readers.

- ! All fourth through ninth grade reading scores will improve.
- ! Mississippi students will reach or exceed the national average in reading within the next decade.

Appendix C presents the status and timetable for the initiative.

The Board has given primary responsibility for the *Mississippi Reading Initiative* to the Office of Academic Education. The collaboration of offices within the Department that can have an affect on an instructional reading program is evidence of the Department's emphasis on improving reading skills of students. The Department created a Reading Initiative Cross Management Team composed of the following offices:

- P Instructional Development
- P Innovative Support
- P Leadership Development and Enhancement
- P Student Assessment
- P Educational Technology
- P School Enhancement
- P Special Education
- P Vocational Technology and Instruction

Reading support teams, who are working in schools, have been formed using education specialists from these offices. Emphasis is being directed first to the school districts with the greatest needs, levels 1 and 2 accreditation.

The five offices of Academic Education have collaborated for fiscal 1998 to combine their individual training and technical assistance budgets. The Office of Academic Education has contracted with a regional center located in each of Mississippi's five congressional districts to provide training and technical assistance to teachers, administrators, and parents across the state.

Through workshops, seminars, and on-site assistance, as requested, the regional centers are working to meet the needs of school districts by covering topics such as planning, networking, parent involvement, linking assessment and instruction, and promoting school readiness.

In addition, the regional centers are delivering training modules such as reading and the language arts framework, science with integrated math methods encouraging reading, implementing the social studies framework, topics for school administrators, and topics for school board members.

These training and technical assistance opportunities are available to all school districts at no cost to them. The original contracts with the regional education consortiums for the 1997-1998 fiscal year are being funded as follows:

Educational Technology	\$ 230,000
Innovative Support	950,000
Instructional Development	250,000
Leadership Development and Enhancement	190,000
Student Assessment	<u>50,000</u>
Total	<u>\$1,670,000</u>

The team approach currently used by the Department began in early 1997. It takes time for such efforts to produce results of improved reading scores, therefore, it is too early to evaluate its effectiveness. This approach is helping the Department to meet its statutory requirement to provide technical assistance effectively.

The two primary risks to the success of the *Mississippi Reading Initiative* are as follows:

- P inadequate funding
- P key personnel turnover

Certain initiative action steps call for the creation and the distribution of printed material such as the pamphlet, *Every Child a Reader...Getting Ready for Kindergarten*. As shown in Appendix C, these pamphlets are to be distributed to school districts in early 1998 and to be disseminated to all parents when pre-registering children for kindergarten. This action step will not have any affect on the readiness of children for kindergarten for the current school year. The continuation of this endeavor is dependent on annual, continuing funding from the Legislature through the Department.

Maintaining key personnel in a project such as the *Mississippi Reading Initiative* is important because the information provided to school districts must be consistent and reliable. Training new employees requires additional time and can delay the implementation of action steps. The Department has recently experienced employee turnover in both management and nonmanagement positions. Some of the turnover may be attributed to a substantial amount of job-related travel. Additionally, often Departmental salaries are less than amounts paid by school districts. Turnover of key reading initiative personnel will impede the progress of the program.

TRAINING ACTIVITIES OF THE DEPARTMENT RELATED TO THE READING INSTRUCTIONAL PROGRAM

The Department sponsors reading instructional program training sessions for school districts. The lack of participation by school districts needing help with their reading instructional programs limits the effect the Department can have on improving a school district. Beginning in 1998, the Department is encouraging all accreditation level 1 and 2 school districts to include attendance at Department sponsored training sessions as part of each school district's corrective action plan or improvement plan.

As part of the Department's responsibility to provide technical assistance to school districts, the Department sponsors training sessions on various educational subjects. During fiscal year 1997 the Office of Instructional Development sponsored three reading instructional program training sessions. These training sessions were offered free of charge to participants.

Operating with a limited budget, the Office of Instructional Development limited the number of participants in each training session, therefore, a train-the-trainer approach was used. A train-the-trainer approach provides that participants teach the material to other teachers in their respective school districts.

Due to the limited number of participants allowed in each training session, reservations for attendance were made on a first-come, first-serve basis. None of the three training sessions had maximum participation because each training session experienced a high rate of no-shows who failed to cancel their reservations, making it impossible to get replacement participants.

Many of the 40 school districts with a 1996-1997 performance index below 3.0 either sent no participants to one, two or three of the training sessions, or failed to send at least one participant to each of the three sessions. Included in this group were Jefferson Davis County, Hollandale, Okolona Separate, and Yazoo City Municipal school districts.

The lack of participation in training sessions by school districts needing help with their reading instructional programs limits the effect the Department can have on improving a school district's program. In an effort to address this problem, beginning in 1998 the Department is encouraging all accreditation level 1 and 2 school districts to include attendance at Department sponsored training sessions as part of each school district's corrective action plan or improvement plan.

READING INSTRUCTIONAL PROGRAM FUNDING SOURCES, AMOUNTS AND PURPOSES

Within the Department, funds used specifically for the reading instructional program cover instructional development salaries and benefits and training costs. School districts may receive financing for activities related to the reading instructional program from various sources (i.e., local, state, federal, private) with the amount from each source varying from school district to school district. The following information provided by the Department addresses funds used within the Department for the reading instructional program as well as funds passed through the Department either restricted to the reading instructional program or may be used for the reading instructional program at the discretion of each school district board of education. There is no information presented in this report about funds provided to school districts for regular teacher salaries under the State's Minimum Education Program.

Reading Instructional Program Budget and Personnel Data

The Department has increased the number of reading instructional specialists in the Office of Instructional Development within the last year. The duties of a reading instructional specialist include, in part, facilitate the development of the reading instructional program, serve as a member of reading support teams, assist with training programs, and provide technical assistance to school districts requesting assistance on reading issues. While the reading instructional specialist will go to a school to assist a teacher with teaching methods, it is not the duty of the reading instructional specialist to assume classroom duties from the teacher. Figure 2 is a summary of selected Academic’s Office of Instructional Development budget and personnel data.

Figure 2

STATE OF MISSISSIPPI Department of Education’s Office of Instructional Development Budget And Personnel Data Fiscal Years 1993 Through 1998						
Item	1993	1994	1995	1996	1997	1998
Total Budget	\$509,000	\$633,000	\$980,000	\$974,000	\$721,000	\$871,000
Total Number of Instructional Specialists	6	6	6	6	7	8
Reading Specialists Salaries & Benefits	\$50,000	\$50,000	\$50,000	\$54,000	\$82,000	\$125,000
Number of Instructional Specialists - Reading	1	1	1	1	2	3

Source: Mississippi Department of Education

Because of the statutory flexibility and autonomy of the school districts and the Department’s role related to the reading instructional program, in our opinion, the number of personnel and their duties in the Office of Instructional Development assigned to the reading instructional program are adequate to effectively and efficiently fulfill the Department’s statutory responsibilities.

Assistant Teacher Program

Section 37-21-7, Mississippi Code of 1972 (Annotated), establishes the *Mississippi Elementary Schools Assistant Teacher Program*, originally passed as the *Mississippi Assistant Reading Instructor Program*. The Legislature changed the name in 1996 to reflect the intent of the legislation, which is to provide an early childhood education program that assists in the instruction of basic skills. Basic

skills reach beyond reading and can be defined as verbal/linguistic skills (language development, reading, writing, speaking, listening and viewing), logical/mathematical skills (problem-solving, math skills) and social skills (the education of the total child). The name change also reflected the manner in which assistant teachers were being used in schools as reported in *An Evaluation of Mississippi's Assistant Reading Instructor Program* by the Joint Legislative Committee on Performance Evaluation and Expenditure Review in 1994.

The Board is authorized, empowered and directed to implement a statewide system of assistant teachers in K-3. Funds are allotted under the State's Minimum Education Program to each school district for the appropriate number of assistant teachers.

While intended to help all educational aspects, funds for assistance teachers cannot be attributed as expenditures specifically to enhance reading scores. Assessing the impact of the assistant teacher program on improving reading skills was outside the scope of our engagement.

Writing To Read

In 1989 the Legislature began providing matching funds, through the Department, for the *Writing to Read Matching Grant Program* established by Reading Mississippi, Inc., a private not-for-profit corporation. The purpose of the program was to create learning centers, using computer equipment and software, for kindergarten and first grade students in the State's public schools.

Each year's funding for the program was included in the Department's appropriation bill. In accordance with Legislative intent, the Department donated the funds to Reading Mississippi, Inc. Reading Mississippi, Inc. was responsible for the following:

- ! Paying or arranging for all costs of purchase, delivery and installation of the Writing to Read learning center in each school.
- ! Providing training to the Writing to Read coordinators, teachers and assistant teachers.
- ! Making information resources available.

The Legislature ended its funding of the *Writing to Read Matching Grant Program* in 1996. Figure 3, page 17, is a summary of funding for 1993 through 1998.

Figure 3

STATE OF MISSISSIPPI Funding of The Writing to Read Matching Grant Program Fiscal Years 1993 Through 1998	
Fiscal Year	Amount
1993	\$750,000
1994	\$640,299
1995	\$575,000
1996	\$738,000
1997	\$ 0
1998	\$ 0

Source: Mississippi Department of Education

While the Legislature has ended its funding of the *Writing to Read Matching Grant Program*, during an interview a school official commented that schools are able to compete for program grants directly from the Rord Foundation. Assessing the impact of the *Writing to Read Matching Grant Program* on improving reading skills was outside the scope of our engagement.

Federal Funds

The federal government provides financial support for basic education skills improvement (reading and mathematics) through its Title I of the Improving America's Schools Act (IASA). In 1994, the IASA reauthorized the major Elementary and Secondary Education Act (ESEA) programs through fiscal year 1999, retaining a focus on children with special learning needs. The reauthorized ESEA shifts the focus of federal education policy from compliance with federal requirements to emphasis on flexibility to improve teaching and learning coupled with accountability for improved student achievement.

Although the Title I law and regulations place no limits on the subjects that may be taught, Title I instruction focuses overwhelmingly on reading, mathematics and language arts.

Title I, Part A of IASA provides supplemental financial assistance to school districts through the Department to improve the teaching and learning of children who are at risk of not meeting challenging academic standards and who reside in areas with high concentrations of children from low-income families.

Figure 4 is a summary of Title I grants to the State and how they have or will be expended.

Figure 4

STATE OF MISSISSIPPI Title I Grants Fiscal Years 1993 Through 1998				
Fiscal Year	Program Administration^①	Program Improvement^①	Grants to Local School Districts	Total
1993	\$1,096,993	\$435,374	\$120,288,820	\$121,821,187
1994	\$1,010,109	\$424,676	\$112,592,320	\$114,027,105
1995	\$1,005,503	\$422,731	\$115,920,476	\$117,348,710
1996	\$1,216,175	\$1,116,582	\$120,908,757	\$123,241,514
1997	\$1,227,329	\$610,587	\$120,895,103	\$122,733,019
1998	\$1,260,914	\$630,457	\$122,783,417	\$124,674,788

Source: Mississippi Department of Education

^①In accordance with federal regulations, the Department is using approximately one percent of the State's Title I funds for program administration activities and approximately one-half percent to carry out school improvement activities. In 1997 and 1998, the Department used program administration and program improvement funds, in part, to pay for the following:

- ! salaries, benefits and travel for six education specialists in the Office of Innovative Services
- ! salaries, benefits and travel for four education specialists in the Office of School Enhancement
- ! salaries, benefits and travel for one reading specialist in the Office of Instructional Development
- ! contracted training and technical assistance for teachers and school administrators

The ten education specialists in the Offices of Innovative Services and School Enhancement perform the following duties restricted to the administration of the Title I program:

- P review and approve school district projects
- P review and approve school district amendments to projects
- P research program rules and regulations
- P perform on-site observations at each school district
- P issue reports following on-site observations
- P provide technical assistance to school districts

Each school, using a needs assessment of basic skills, determines how it will spend its project grants passed through the Department. The Department's role in the use of funds is limited to ensuring that each school district's project application addresses the district's needs assessment.

In accordance with federal regulations, the Department uses approximately 1.5 percent of the total Title I funds for Department activities with the remaining 98.5 percent distributed to school districts. Assessing the impact of the federal funds on improving reading skills was outside the scope of our engagement.

ASSESSMENT OF THE READING INSTRUCTIONAL PROGRAM

In addition to developing and adopting the instructional reading program, the Department is responsible for implementing a statewide testing program. As part of the testing program, reading skills of students in grades four through nine are tested and reported to assist school districts in evaluating their instructional reading programs. The Department also uses test scores as measurements to, in part, determine school district accreditation levels.

Statewide Assessment

The Department's statewide assessment system used to evaluate reading skills can provide information about the performance of individual students, schools, districts and the state as a whole. The testing instrument should allow the comparison of five or six years' results to assist in evaluating the reading instructional program. However, the statewide assessment system does not take into account socioeconomic and other factors that can have an impact, yet unmeasurable, on test scores.

Section 37-16-3, Mississippi Code of 1972 (Annotated) directs the Department to implement a program of statewide assessment which shall provide for the improvement of the operation and management of the public schools. It requires the Department to establish minimum performance standards for reading and conduct a uniform statewide testing program in grades deemed appropriate.

The statewide testing program adopted by the Department consists of a norm-referenced achievement testing program administered to selected grades and a criterion-referenced testing program which assesses basic skills and knowledge and application of selected high school subjects. A norm-referenced test provides information about student performance relative to other students who took the same test. A criterion-referenced test provides information about a student's specific knowledge or skills. His or her scores indicate what the student knows or can perform, rather than their relation to the scores of some external reference group.

The statewide testing program does not factor in sociological and economical influences on student test performance. The State's current testing program is appropriate because it holds school districts

accountable only for factors they can influence, the instructional needs of students. While sociological and economical factors can affect test scores, Board expectations for students are not lowered because of these factors.

The Early Childhood Task Force, formed for the *Mississippi Reading Initiative*, recommends that children not be assessed formally until the fourth grade. Rather, assessments should be informal, ongoing and continuous, in the opinion of the task force.

Reading skills of students in grades four through nine are evaluated through the use of the statewide assessment system. The statewide assessment system is part of the Department's performance-based accreditation system. In April 1993, the State Superintendent's Task Force on Accountability and Learning submitted initial recommendations for a new statewide assessment system. A Norm-Referenced Assessment Implementation Committee, which was formed in August 1993 to address the norm-referenced assessment component, recommended that the norm-referenced component of the statewide assessment system be a combination of selected response items and constructed response exercises.

A request for proposal was prepared, bids were received, and a four-year contract was awarded on the norm-referenced assessment component. The new norm-referenced assessment component was piloted in the Fall of 1994 and became live in the Fall of 1995. This change in the norm-referenced assessment component makes the comparison of reading test scores from 1994 forward to reading test scores prior to 1994 meaningless because of the change in norm-referenced assessment component.

The purpose of the norm-referenced reading component of the statewide assessment system is to provide group data which allows for national and international comparison of achievement, to provide data for analysis of curricular strengths and weaknesses at the school and district level, and to provide data disaggregated by special groups to assess the progress of identified populations.

Fourth Grade Reading Test Results

The State average of the fourth grade reading test scores has increased for the past four years. Fourth grade reading test results on the norm-referenced component of the statewide assessment system provides one measurement of what students have learned in K-3. When using these test results as measurements, one should remember that students are not held accountable for their success or failure, therefore, students may not perform at their highest level.

In the 1994 NAEP national comparison of fourth grade reading proficiency, the State's score ranked almost last when compared to the rest of the nation. In this comparison, *The NAEP 1994 Reading Report Card for the Nation and the States*, the State's average fourth grade reading proficiency was 202 compared to the national and Southeast regional averages of 212 and 208, respectively. As

pointed out in NAEP's report, from 1992 to 1994 the State made a significant increase in the percentage of fourth grade students reading at or above the proficient level, 14 percent to 18 percent. The 1994 national and Southeast regional percentage of students reading at or above the proficient level was 28 percent and 23 percent, respectively. Based on the report, the following list recaps the number of states in each range of percentages for students reading at or above the proficient level:

Percentage of Students Reading At or Above Proficient	Number of States
15% -- 19%	4*
20% -- 24%	7
25% -- 29%	10
30% -- 34%	10
35% -- 39%	7
40% -- 44%	1

* includes Mississippi

The NAEP is currently conducting a new nationwide testing of fourth grade reading proficiency.

A comparison of the fourth grade reading test scores of the current norm-referenced component of the statewide assessment system shows the State's average score moving toward the norm-referenced score of 50, as indicated in Figure 5.

Figure 5

STATE OF MISSISSIPPI Fourth Grade Reading Test Scores of the Norm-referenced Component of the Statewide Assessment System 1994 Through 1997							
1994 Score	1995 Score	Change	1996 Score	Change	1997 Score	Change	Change From 1994 To 1997
45.1	45.5	+0.4	45.7	+0.2	45.8	+0.1	+0.7

Source: Mississippi Department of Education

Appendix D contains a detail listing of the fourth grade reading test scores for each school district and school within the school district for 1994 through 1997.

An analysis of the fourth grade reading test scores of the current norm-referenced component of the statewide assessment system for 1994 through 1997 produced the following facts:

- ! Over one-third of the school districts and individual schools scored 48 or better, with a net increase by both groups of two percent from 1994 to 1997.

- ! Approximately 70 percent of the school districts and individual schools scored 40, the minimum acceptable performance score being used in the Department's pilot accreditation model, or better, with little net change in the percentage from 1994 to 1997.
- ! Approximately 90 percent of the school districts and approximately 80 percent of the individual schools scored 37, the acceptable performance score used by the Department for accreditation in 1997, or better, with a net increase of seven percent for school districts and two percent for individual schools from 1994 to 1997.
- ! Approximately 60 percent of the school districts and the individual schools scoring less than 48 in 1994 have a net increase in their scores from 1994 to 1997.
- ! Of the 16 school districts that were level 1 or had their accreditation withdrawn in 1996, approximately 60 percent had a net increase in their scores from 1996 to 1997.

There is a standard error of measurement associated with the fourth grade reading test scores of the norm-referenced component of the statewide assessment system. Factors other than a student's knowledge can affect his or her test score. Included are motivation, feelings, and classroom conditions. The smaller the group the test score represents, the larger the standard error measurement.

It is difficult for the State average and school districts scoring 45 and above to make substantial improvement to test scores because of the level of accomplishment already being achieved and the number of students with improved scores needed to change the average.

CONCLUSION

Based on the information reviewed for this report, the Department is competently performing its statutory duties for a reading instructional program and those duties are appropriate to administer a statewide educational system. Providing a reading instructional program containing minimum core competencies along with optional objectives, teaching methods and materials to school districts allows the school districts flexibility to meet the individual needs of their respective students.

With the Department providing technical assistance to school districts, the Department is able to help the ones wishing to be helped. If a school district does not wish to be helped it would make little difference what assistance was provided.

As currently structured, school districts have the statutory authority and responsibility to educate the children within their districts. Under current law, the Department can only provide direction, assistance, and monitoring of the school districts. Only in extreme instances, when a district has failed, either financially or academically, can the Department intervene. The Department cannot make

any school district perform in any specific way unless the Governor has declared a state of emergency, in which case the school district will lose some or all of its autonomy from the Department.

The Department provides the material and assistance to foster a successful program, however the final impact of those services is reliant on each school district's management competence and the receptiveness and implementation of that material and assistance. In addition, research indicates there are other factors outside the control of both the Department and the school districts which may contribute to low reading scores. These factors include parental educational attainment, number of parents in the home, poverty status, community safety, etc.

RESPONSES TO REPORT

Mississippi Department of Education

Richard A. Boyd, Ed.D., Interim State Superintendent of Education

Office of Academic Education

Susan M. Rucker, Ed.D. · Director Instructional Development · 601-359-3778 · Fax: 601-359-1818

May 19, 1998

Mr. Mitchell H. Adcock, Director
Department of Performance Audit
Office of the State Auditor
3750 I-55 North Frontage Road
Jackson, MS 39211

Dear Mitchell:

I appreciate the opportunity to respond to the draft report written by your office on the reading program at the Mississippi Department of Education. The report was received and discussed with the appropriate individuals in the Mississippi Department of Education for inaccuracies, misstatements, or conclusions which appear to be in error.

Your staff did a good job in reporting accurate information. We do not have questions nor suggestions for change. Your staff was cordial at all times and portrayed a professional attitude that was much appreciated. I thank you for the time spent in completing the review and the thoroughness of the report.

Sincerely,

Susan M. Rucker
Director, Instructional Development

SMR:dgh

c: Dr. Richard Boyd
Dr. Walter Moore

"Quality Education for Ever, Child,"

Central High School Building · 359 North West Street · P. O. Box M1 · Jackson, MS 39205-0771

Appendix A

1997 Accreditation Requirements of the State Board of Education

*1997 ACCREDITATION REQUIREMENTS OF THE
STATE BOARD OF EDUCATION*

PERFORMANCE STANDARDS

INTRODUCTION

There are 149 public school districts and three separate agricultural high schools participating in the performance-based accreditation system. Since the agricultural high schools are comprised of a limited number of grades (9-12), the number of performance measures that can be used to determine the performance level for each agricultural high school is also limited. Thus, a separate procedure has been established to determine the annual performance level for the agricultural high schools. (See Performance Standards for Agricultural High Schools.) The performance standards for the 149 public school districts are described below.

PERFORMANCE STANDARDS FOR PUBLIC SCHOOL DISTRICTS

The performance standards for public school districts are implemented in two phases. Phase 1 applies 36 Level 3 performance standards to each public school district. The percentage of Level 3 performance standards met by a district results in the assignment of a performance Level of 1, 2, or 3. Districts that meet the criteria for performance Level 3 then enter Phase 2 of the system, and 39 Level 5 performance standards are applied to those districts. Based upon the percentage of Level 5 performance standards met, a district will either remain at Level 3 or be assigned Level 4 or 5.

Table 1 lists the Level 3 performance standards, as well as the absolute minimum and maximum values that establish the ranges within which each annual minimum value must fall.

Table 2 lists the Level 5 performance standards and annual minimum values.

Figure 1 illustrates the two-phase process for assigning annual performance levels.

ANNUAL MINIMUM VALUES

Annual minimum scaled score values are established for the reading, writing, and mathematics subtests of the Functional Literacy Examination (FLE), the Performance Assessments for the Iowa Tests of Basic Skills (ITBS) and the Tests of Achievement and Proficiency (TAP), and for the Algebra I and U.S. History subject area tests. Annual minimum normal curve equivalent (NCE) score values are established for the reading, language, and mathematics subtests of the ITBS/TAP Survey Battery.

HOW THE ANNUAL MINIMUM VALUES ARE SET

Phase 1: The level 3 annual minimum values for the FLE subtests, the ITBS/TAP Survey Battery subtests, the Performance Assessments for the ITBS/TAP, and the Algebra I and U.S. History subject area tests are set to fall within a narrow range bound by an absolute minimum value and a maximum criterion value. To determine the annual minimum values, the student level standard deviation for the state is calculated for each test variable. One-half standard deviation is then subtracted from the state mean for the FLE subtests, the ITBS/TAP Survey Battery subtests, and the Algebra I and U.S. History subject area tests, and one standard deviation is subtracted from the state mean for the ITBS/TAP Performance Assessments.

- 1) If the calculated value falls within the allowable band, the Level 3 annual minimum value for that test is set at that point (one or one-half standard deviation below the state mean).
- 2) If the calculated value falls below the absolute minimum value, the absolute minimum value is used as the annual minimum value for that test.
- 3) If the calculated value falls above the maximum value, the maximum value is used as the annual minimum value for that test.

The Level 3 annual minimum value for the “percentage of students in the lower quarter” (Q1) variable is set at 30%. To meet the Level 3 Q1 performance standard, the percentage of students with scores below Q1 (the 25th percentile) must be 30% or less on seven of the nine tests (the ITBS/TAP Survey Battery Total for grades 4-9, the FLE Composite, and the Algebra I and U.S. History subject area tests).

Once the annual minimum values have been set, the percentage of the Level 3 performance standards met by each district is calculated. Based upon the percentage of the performance standards met, districts are assigned a performance level of 1 (Probation), 2 (Warned), or 3 (Successful). Districts that meet Level 3 performance requirements then enter Phase 2 of the accreditation system.

Phase 2: The Level 5 annual minimum values for the FLE subtests, the ITBS/TAP Survey Battery subtests, the Performance Assessments for the ITBS/TAP, the Algebra I and U.S. History subject area tests, and the ACT are set at the mean of the districts that meet Level 3 performance requirements as described in Phase 1. (Means for all tests or subtests except the ACT are calculated using all non-excluded students who participated. For the ACT, means are calculated using scores from ACT core students only.)

The Level 5 annual minimum value for the “percentage of students in the lower quarter” (Q1) variable is set at 25%. To meet the Level 5 Q1 performance standard, the percentage of students with scores below Q1 (the 25th percentile) must be 25% or less on seven of nine tests (the ITBS/TAP Survey Battery Total for grades 4-9, the FLE Composite, and the Algebra I and U.S. History subject area tests).

The Level 5 annual minimum value for the percentage of students in ACT core is set at 35%.

The Level 5 annual minimum value for district graduation rate is set at 75%.

Once the Level 5 annual minimum values have been set, the percentage of the Level 5 performance standards met by each district is calculated. Based upon the percentage of Level 5 performance standards met, districts are assigned a performance level of 3 (Successful), 4 (Advanced), or 5 (Excellent).

DETERMINING THE ANNUAL PERFORMANCE LEVEL

The following illustrates how a district's performance on the Phase 1 and Phase 2 criteria determines the performance level that is assigned. See Figure 1 for a flowchart of this process.

Level 1: Met less than 70% of the Level 3 (Phase 1) performance standards.

Level 2: Met 70% to 89% of the Level 3 (Phase 1) performance standards.

Level 3: Met 90% or more of the Level 3 (Phase 1) performance standards, but less than 85% of the Level 5 (Phase 2) performance standards.

Level 4: Met Level 3 accreditation requirements and between 85% and 99% of Level 5 (Phase 2) performance standards.

Level 5: Met Level 3 accreditation requirements and 100% of the Level 5 (Phase 2) performance standards.

NOTE: **Regardless of a district's performance level, continued failure to comply with an accreditation process standard will result in the assignment of Level 1 accreditation.**

THE ANNUAL PERFORMANCE INDEX

The annual performance index allows a district to track its performance rating from year to year. There may be differences in performance among the districts assigned to the same level, and a district's performance may be different from year to year even if it continues to be assigned to the same accreditation level. To allow comparisons within performance levels and to assess improvement in performance ratings, the performance-based accreditation system includes an annual performance index for all districts.

The 1997-98 Performance Index is located in Table 3.

- 1) In order to assess improvement toward higher performance levels, the performance index for Levels 1, 2, and 3 is based upon the percentage of Level 3 performance standards met, and the performance index for Levels 3, 4, and 5 is based upon the percentage of Level 5 performance standards met.
- 2) The performance index ranges from 1.0 to 5.0 and represents a district's position within a performance level. The index increases as the percentage of performance standards met increases, and the whole digit part of the index changes by 1 as each succeeding performance level is reached. For example, an annual performance index of 3.0 indicates that a district has just reached Level 3 accreditation (slightly lower performance would have placed this district in Level 2); 3.5 indicates solid "middle" Level 3 performance; 3.9 indicates that a district might reach Level 4 with a slight increase in performance.

Although a district that is in violation of an accreditation process standard would officially be assigned an accreditation Level 1 (Probation), the annual performance index will still indicate the percentage of either Level 3 or Level 5 performance standards met by the district. For example, a district on probation for a process standard violation may still have a performance index of 2.0 or higher.

Table 1

Level 3 Performance Standards

Phase 1

Performance Standard	Absolute Minimum Value	Annual Minimum Value	Maximum Value
1. FLE Reading	246.0	TBD ²	257.5
2. FLE Math	243.0	TBD	257.5
3. FLE Written Comm.	240.0	TBD	255.0
4. ITBS GR4 Reading	37.0	TBD	40.0
5. ITBS GR4 Lang	37.0	TBD	40.0
6. ITBS GR4 Math	37.0	TBD	40.0
7. PA ¹ GR4 Int. Lang Arts	400.0	TBD	500.0
8. PA GR4 Math	400.0	TBD	500.0
9. ITBS GR5 Reading	37.0	TBD	40.0
10. ITBS GR5 Lang	37.0	TBD	40.0
11. ITBS GR5 Math	37.0	TBD	40.0
12. PA GR5 Int. Lang Arts	400.0	TBD	500.0
13. PA GR5 Math	400.0	TBD	500.0
14. ITBS GR6 Reading	37.0	TBD	40.0
15. ITBS GR6 Lang	37.0	TBD	40.0
16. ITBS GR6 Math	37.0	TBD	40.0
17. PA GR6 Int. Lang Arts	400.0	TBD	500.0
18. PA GR6 Math	400.0	TBD	500.0
19. ITBS GR7 Reading	37.0	TBD	40.0
20. ITBS GR7 Lang	37.0	TBD	40.0
21. ITBS GR7 Math	37.0	TBD	40.0
22. PA GR7 Int. Lang Arts	400.0	TBD	500.0
23. PA GR7 Math	400.0	TBD	500.0
24. ITBS GR8 Reading	37.0	TBD	40.0
25. ITBS GR8 Lang	37.0	TBD	40.0
26. ITBS GR8 Math	37.0	TBD	40.0
27. PA GR8 Int. Lang Arts	400.0	TBD	500.0
28. PA GR8 Math	400.0	TBD	500.0
29. TAP GR9 Reading	37.0	TBD	40.0
30. TAP GR9 Lang	37.0	TBD	40.0
31. TAP GR9 Math	37.0	TBD	40.0
32. PA GR9 Int. Lang Arts	400.0	TBD	500.0
33. PA GR9 Math	400.0	TBD	500.0
34. SATP Algebra I	285.0	TBD	290.0
35. SATP U.S. History	285.0	TBD	290.0
36. Percent < Q1	N/A	< 30% on 7 of 9 tests	N/A

¹Performance Assessment

²TBD indicates that the annual minimum value is “to be determined.” The annual value on these variables will always fall between the absolute minimum and maximum values established by the State Board of Education. The procedure used for establishing the annual minimum values for these variables is described in the narrative under the heading “How the Annual Minimum Values Are Set”.

Table 2

Level 5 Performance Standards

Phase 2

Performance Standard	Annual Minimum Value
1. FLE Reading	Mean of L3 districts ²
2. FLE Math	Mean of L3 districts
3. FLE Written Comm.	Mean of L3 districts
4. ITBS GR4 Reading	Mean of L3 districts
5. ITBS GR4 Lang	Mean of L3 districts
6. ITBS GR4 Math	Mean of L3 districts
7. PA ¹ GR4 Int. Lang Arts	Mean of L3 districts
8. PA GR4 Math	Mean of L3 districts
9. ITBS GR5 Reading	Mean of L3 districts
10. ITBS GR5 Lang	Mean of L3 districts
11. ITBS GR5 Math	Mean of L3 districts
12. PA GR5 Int. Lang Arts	Mean of L3 districts
13. PA GR5 Math	Mean of L3 districts
14. ITBS GR6 Reading	Mean of L3 districts
15. ITBS GR6 Lang	Mean of L3 districts
16. ITBS GR6 Math	Mean of L3 districts
17. PA GR6 Int. Lang Arts	Mean of L3 districts
18. PA GR6 Math	Mean of L3 districts
19. ITBS GR7 Reading	Mean of L3 districts
20. ITBS GR7 Lang	Mean of L3 districts
21. ITBS GR7 Math	Mean of L3 districts
22. PA GR7 Int. Lang Arts	Mean of L3 districts
23. PA GR7 Math	Mean of L3 districts
24. ITBS GR8 Reading	Mean of L3 districts
25. ITBS GR8 Lang	Mean of L3 districts
26. ITBS GR8 Math	Mean of L3 districts
27. PA GR8 Int. Lang Arts	Mean of L3 districts
28. PA GR8 Math	Mean of L3 districts
29. TAP GR9 Reading	Mean of L3 districts
30. TAP GR9 Lang	Mean of L3 districts
31. TAP GR9 Math	Mean of L3 districts
32. PA GR9 Int. Lang Arts	Mean of L3 districts
33. PA GR9 Math	Mean of L3 districts
34. SATP Algebra I	Mean of L3 districts
35. SATP U.S. History	Mean of L3 districts
36. Percent < Q1	< 25% on 7 of 9 tests
37. ACT (Core students only)	Mean of L3 districts
38. % ACT Core	35.0%
39. Graduation Rate	75.0%

¹Performance Assessment

²The average NCE or scaled score of the districts that meet the required percentage of Level 3 performance standards.

Figure 1

Mississippi Performance-Based Accreditation System
Flowchart of Two-Phase Process for
Assigning Performance Levels to Public School Districts

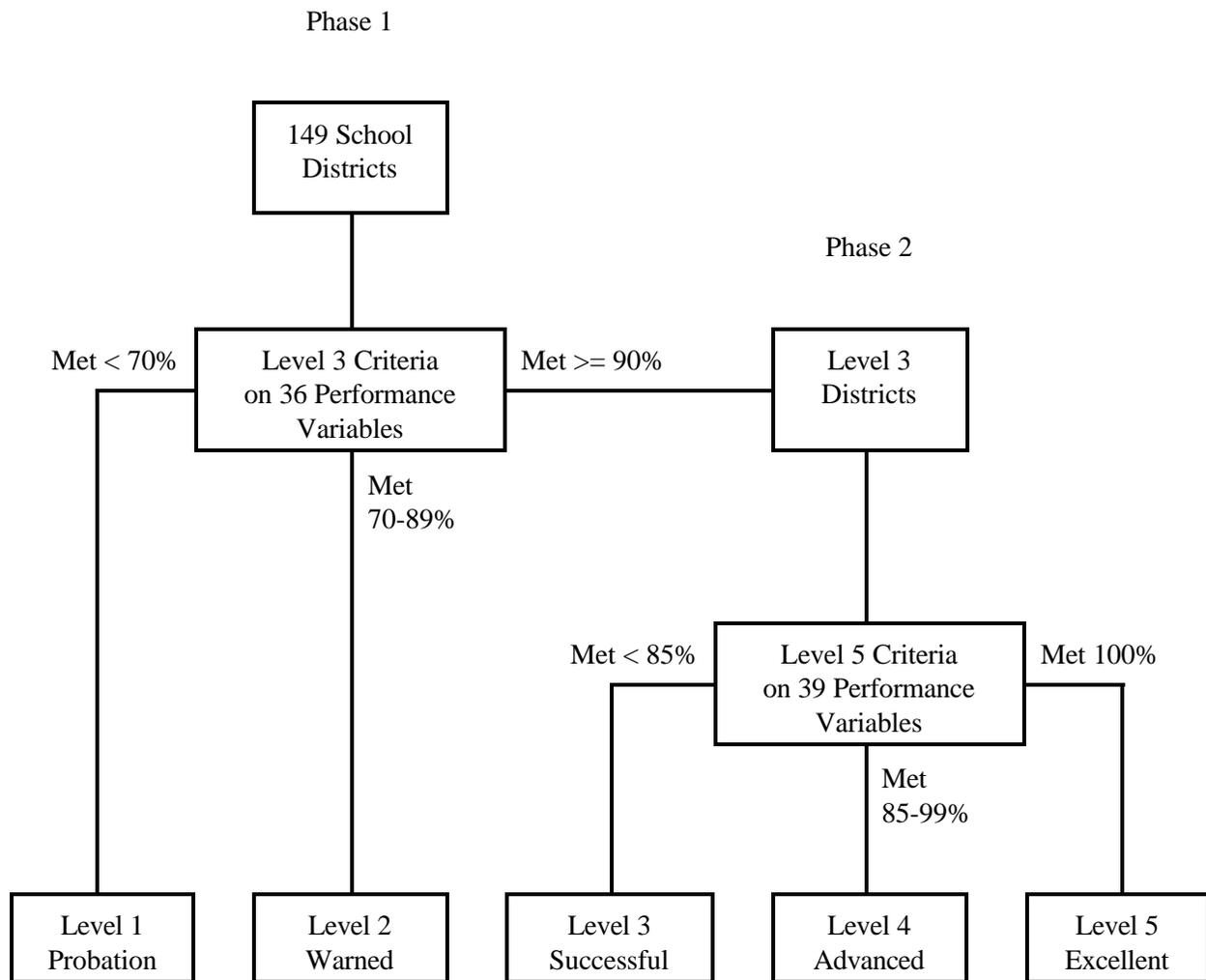


Table 3
1997-1998 Performance Index

	Level	Number of Variables	Number Met	Percent Met	Index
P H A S E 2	5	39	39	100.0%	5.0
	4	39	38	97%	4.9
		39	37	94%	4.7
		39	36	92%	4.5
		39	35	89%	4.3
		39	34	87%	4.1
	3	39	32-33	82-84%	3.9
		39	30-31	76-79%	3.8
		39	28-29	71-74%	3.7
		39	26-27	66-69%	3.6
		39	24-25	61-64%	3.5
		39	22-23	56-58%	3.4
		39	20-21	51-53%	3.3
		39	18-19	46-48%	3.2
		39	16-17	41-43%	3.1
39		<= 15	< 41%	3.0	
P H A S E 1	3	36	33-36	90-100%	3.0
	2	36	32	88%	2.9
		36	31	86%	2.8
		36	30	83%	2.6
		36	29	80%	2.5
		36	28	77%	2.3
		36	27	75%	2.2
		36	26	72%	2.0
	1	36	25	69%	1.9
		36	24	66%	1.8
		36	23	63%	1.7
		36	22	61%	1.6
		36	21	58%	1.5
		36	20	55%	1.4
		36	19	52%	1.3
		36	18	50%	1.2
		36	17	47%	1.1
		36	<= 16	< 47%	1.0

PERFORMANCE STANDARDS FOR AGRICULTURAL HIGH SCHOOLS

Agricultural high schools are held accountable for student performance in grades 9-12 except for the norm-referenced tests (NRT) administered each fall in grade 9, since the 9th grade NRT is a measure of grade 8 performance. There are only six performance measures that can be applied [3 FLE subtests, Algebra I, U.S. History, and the percentage of students in the lower quarter (Q1 variable)]. Due to the limited number of performance measures, agricultural high schools can only be assigned to performance Levels 1, 2, or 3, which means that they only participate in Phase 1. The fact that these schools cannot attain Level 4 or Level 5 does not indicate in any way that they are not performing well; rather, it reflects the limited number of variables in the performance model that apply to these schools.

ANNUAL MINIMUM VALUES

The annual minimum values for the FLE subtests and the Algebra I and U.S. History subject area tests are the same as those for the public school districts. (See Table 1.)

The limited number of performance measures also impacts the Q1 standard. The percentage of students in the lower quarter can only be calculated for the FLE Composite and the Algebra I and U.S. History subject area tests. To meet this standard, the percentage of students in an agricultural high school with scores below Q1 (the 25th percentile) must be 30% or less on two of the three tests.

DETERMINING THE ANNUAL PERFORMANCE LEVEL

The criteria for assigning an annual performance level to agricultural high schools are as follows:

Level 1 Probation: Met three or fewer of the six applicable performance standards.

Level 2 Warned: Met four of the six applicable performance standards.

Level 3 Successful: Met at least five of the six applicable performance standards.

Note: Regardless of the annual performance level, continued failure to comply with an accreditation process standard will result in the assignment of Level 1 accreditation.

THE ANNUAL PERFORMANCE INDEX

The limited number of performance measures does not lend itself to the computation of an annual performance index for the agricultural high schools. Therefore, an annual performance index is not assigned.

ADDITIONAL PERFORMANCE STANDARDS

Whenever changes are made in the statewide assessment system, data from new testing programs are examined for inclusion in the performance model. For 1997-98, results from the Algebra I and U.S. History subject area tests will be included in the variables used to assign actual performance levels. New tests currently in the pilot phase that will be examined for inclusion in the model for 1998-99 or 1999-2000 are the Biology subject area test and the WorkKeys component of the Mississippi Career Planning and Assessment System.

PERFORMANCE SCREENS

Beginning in school year 1997-98, two additional performance standards (Reading and Disparity) have been added to the accreditation system on a pilot basis. District performance on these two standards will be reported in March 1998, March 1999, and March 2000, but will not affect the actual performance levels assigned to districts. These two standards do not function as additional variables in Phase 1 of the model. They are applied after the district's Phase 1 performance has been determined. If these standards become "live" in the accreditation system (after three years as pilot standards), a district will have to meet the standards in order to be assigned upper levels of accreditation. In other words, these two standards will function as "screens" within the accreditation system.

Description of the Reading Screen

In an effort to promote district accountability for reading performance in grades K-3, a reading screen has been added to the model on a pilot basis. Because the statewide testing program does not include assessments in grades K-3, the reading performance of third grade students will be assessed using results on the grade 4 ITBS Reading subtest. Fourth grade reading scores are a reflection of a district's instructional program in grades K-3.

An NCE score of 40.0 has been set as the pilot criterion value for the reading screen. Any district whose Grade 4 ITBS Reading score is below this value would not be allowed to attain an accreditation level of 3 or higher if this screen were "live." The three year pilot results will be reported in March 1998, March 1999, and March 2000 and will be used to assign accreditation levels in March 2001.

Description of the Disparity Model

In some cases, a district can achieve a high accreditation level even though a single school in that district is performing poorly. This is because high performance by most students in the district can compensate for the performance of students at the low performing school resulting in an overall district mean that exceeds the annual minimum value. This represents a "disparity" in school performance within the district. To address this problem and identify districts where significant disparity exists, a separate disparity model was developed.

There are schools within a district at which disparity is expected (e.g., alternative schools). The model takes such schools into account. The disparity model can only be applied when a variable (test) is measured in at least two schools within a district. If there is only one school in the district where a particular test is administered, there can be no performance disparity on that test.

To determine disparity for a given variable, the difference between a school's performance and the average of all school means within its district (this is not the same as the district mean) is calculated. The statewide mean and standard deviation of all school differences is then computed. If a school difference is more than one statewide standard deviation below the average school performance for that district, that variable is flagged for that school.

If disparity is found to exist within a district on 30% or more of the statewide testing variables assessed within the accreditation model, the district would not be assigned an accreditation level higher than Level 3 if the standard were "live." The three year pilot results will be reported in March 1998, March 1999, and March 2000 and will be used to assign accreditation levels in March 2001.

INDEX TO PROCESS STANDARDS

I. ACTIVE EDUCATIONAL LEADERSHIP

A.	School Board	Standards 1 - 6
B.	District Staff and Administration	Standards 7 - 13
C.	Certified Staff	Standard 14
D.	Personnel Appraisal	Standard 15
E.	School District Finance and Business Operations	Standards 16 - 19
F.	Student Entry/Enrollment Requirements	Standards 20 - 23
G.	Student Permanent and Cumulative Records	Standard 24

II. INSTRUCTIONALLY FOCUSED ORGANIZATION

A.	Strategic Planning	Standard 25
B.	Student Attendance/Dropout Prevention	Standards 26 - 27
C.	Community/Parental Involvement	Standards 28 - 29
D.	Instructional Time	Standard 30
E.	Graduation Requirements	Standard 31
F.	Mississippi Assessment Program Requirements	Standard 32
G.	Library-Media Services and Student Support Services	Standards 33 - 34
H.	Science Laboratory	Standard 35
I.	Textbooks	Standard 36
J.	Special State/Federal Programs	Standards 37 - 38
K.	Instructional Management	Standard 39
L.	Promotion/Retention	Standard 40
M.	Summer Programs	Standard 41
N.	Alternative/GED School Programs	Standard 42

III. EFFECTIVE INSTRUCTION

A.	Teaching Strategies and Resources	Standard 43
B.	Teacher Planning and Preparation	Standards 44 - 45
C.	Analysis of Student Performance	Standard 46
D.	Basic Curriculum	Standards 47 - 48
E.	Special Programs	Standards 49 - 51
F.	Student/Teacher Ratio	Standards 52 - 55

IV. PROFESSIONAL DEVELOPMENT Standards 56 - 58

V. SCHOOL CLIMATE

A.	Health and Safety	Standards 59 - 60
B.	Discipline	Standard 61

I. ACTIVE EDUCATIONAL LEADERSHIP

A. School Board

1. Each school district is governed by a policy-making board that holds regular monthly meetings. {MS Code 37-6-7, 9, 11}
2. School board members are bonded in accordance with state law. {MS Code 37-6-15}
3. School board members complete required basic and continuing education programs provided through the School Executive Management Institute. {MS Code 37-3-4(5) and 37-7-306(1)}
4. School board policies serve as the basis of operation for the district, and current copies of school board policies are published and available for public review. {MS Code 25-61-1 through 17}
5. School board policies follow federal laws related to nondiscriminatory practices in the operation of the school district. {Federal Civil Rights Act of 1964}
6. School board policies follow state and federal laws and related regulations and procedures for employment, retention, and dismissal of all personnel. {MS Code 37-9-1 through 75, 37-9-101 through 113, and 37-7-301(p)(w)}

B. District Staff and Administration

7. The school board assigns all executive and administrative duties to the superintendent, who is properly certified and chosen in the manner prescribed by law. {MS Code 37-6-3(3); 37-9-7, 13, 14; 37-19-1(d); and 37-61-9}
8. The school district employs an appropriately certified full-time principal at each school. {MS Code 37-9-7, 15}
9. The school district employs in each school with a student enrollment of 499 or less a half-time certified librarian or media specialist (who devotes no more than one-fourth of the workday to library/media administrative activities). {MS Code 37-17-6(3)(a-d)}
10. The school district employs in each school with a student enrollment of 500 or more a full-time certified librarian or media specialist (who devotes no more than one-fourth of the workday to library/media administrative activities). {MS Code 37-17-6(3)(a-e)}

Note: Required library services are found in standards 33.1 and 33.2.

11. Student support services are provided in each high school by at least a half-time appropriately certified guidance counselor. Students in elementary schools have access to student support services provided by a counselor or a social worker or a nurse or other student support personnel.

Note: Required student support services are found in standard 34.

12. The school district employs a school business officer/administrator whose qualifications meet the criteria established by the Mississippi Department of Education and whose primary job responsibilities are conducting, supervising, and/or directing the financial affairs and operations of the school district. (SB Policy GBBA)

13. A school district staff member other than the superintendent is designated to supervise and evaluate all components of the transportation program.

C. Certified Staff

14. At least 90% of the professional staff in the school district have valid certificates appropriate for assigned area(s) of work.
 - 14.1 The professional staff in each school is comprised of no more than 5% of individuals working outside their area of certification.
 - 14.2 The teaching staff in each school is comprised of no more than 5% of non-certified professionals who teach for no more than three periods a day and who have been approved by the Office of Educator Licensure. {MS Code 37-3-2(12)} **L4 AND L5 EXEMPT**

Note: Appropriate certification is required of superintendents, principals, librarians, and high school guidance counselors. (See standards 7 through 11.) Also, secondary teachers who teach academic core subjects in departmentalized grades 5 and 6 for which their certificates show endorsements are appropriately certified, and individuals holding expert citizen teacher certificates are appropriately certified. Assistant principals may be included in the 5% who work outside their area of certification, provided that an assistant principal without appropriate certification as an administrator does not act in the place of a principal.

D. Personnel Appraisal

15. The school district implements a formal personnel appraisal system for certified staff that includes assessment of employee on-the-job performance. {MS Code 37-3-2, 46} (SB Policy GBI)

E. School District Finance and Business Operations

16. The board of education adopts an original budget for the school district by July 15 of the current fiscal year. The budget includes all funds that are under the control of the board of education that are required to be budgeted in accordance with generally accepted accounting principles. Revisions to the budget are approved by the board of education and are incorporated into the minutes by spreading them on the minutes or by attaching them as an addendum to the minutes. The actual expenditures for each fund of the school district do not exceed the amounts budgeted for that fund. {MS Code 37-61-9, 17, 19, and 21 }
17. The financial accounting data and the corresponding annual audit report as submitted to the Mississippi Department of Education reflects at least a zero fund balance (as defined by generally accepted accounting principles) for all funds of the school district. {MS Code 37-61-9 }
18. The school district operates with a financial accounting system as prescribed by the State Auditor's Office. The most recent annual audit report of the school district, as conducted under the guidelines of the State Auditor's Office, indicates that the auditor has issued an unqualified opinion (as defined by generally accepted auditing standards) on the general purpose financial statements of the school district, except for the General Fixed Assets Account Group. {MS Code 37-9-18, 37-37-1, and 37-61-23 }
 - 18.1 The board of education has implemented a fixed asset system of accountability that complies with the standards established by the State Auditor's Office for the

verification of fixed assets and the auditing of fixed assets records. {MS Code 37-17-6}

19. The board of education budgets and expends from District Maintenance Fund (fund #1120), Special Education Fund (fund #1130), Alternative School Fund (fund #1140), and/or the Vocational Education Fund (fund #2711) a minimum of \$15.00 per student for instructional and library supplies (excluding equipment) of which \$7.00 of the \$15.00 shall be spent on library supplies. The \$15.00 expenditure is in addition to the expenditures of the Education Enhancement Funds (fund #2440) for classroom supplies, materials, and equipment.
 - 19.1 Funds available for classroom supplies, materials, and equipment from the Education Enhancement Fund (fund #2440) are allotted and expended in compliance with Section 37-61-33, Mississippi Code of 1972, as amended, and State Board of Education policy.

F. Student Entry/Enrollment Requirements

20. The school district complies with state law and State Board of Education policy on residency requirements of students enrolled. {MS Code 37-15-29} (SB Policy JBCA)
21. All students enrolled in kindergarten and first grade in each school are in compliance with age of entry requirements. {MS Code 37-15-9} **EXCEPTION:** Any child who transfers from an out-of-state school whose state law provides for an enrollment date subsequent to September 1 may be enrolled if specific provisions of this statute are met.
22. Any transfer student from a school or program (correspondence, tutorial, or home study) not accredited by a regional or state agency is given either a standardized achievement test(s) or teacher-made special subject test(s) to determine the appropriate classification of the student. {MS Code 37-15-33}

Note: The administrative head of each public school shall ensure that each pupil applying for transfer shall be tested within thirty days after the filing of such application for transfer. Notice of the administering of such test(s) shall be given to the applicant not less than five days prior to the date of the administration of such test.

23. All students enrolled in the school district comply with immunization requirements. {MS Code 37-7-301(i), 37-15-1, and 41-23-37}

G. Student Permanent and Cumulative Records

24. Permanent records and cumulative folders for individual students contain all required data and are collected, maintained, and disseminated in compliance with state law, the Family Educational Rights and Privacy Act of 1974, and the Confidentiality Section of P. L. 94-142. {MS Code 37-15-1 through 3}

II. INSTRUCTIONALLY FOCUSED ORGANIZATION

A. Strategic Planning

25. The school district engages in annual strategic planning to review the educational status of the district and to address specific actions to improve the quality of its educational programs.

B. Student Attendance/Dropout Prevention

26. The school district implements procedures for monitoring and reporting student absences as specified in the Mississippi Compulsory Attendance Law. {MS Code 37-13-91}
27. The school district implements programs designed to keep students in school and to lower student dropout rates. {MS Code 37-3-46(c)}

C. Community/Parental Involvement

28. There is an organized system to encourage community and business involvement in school district decision making. {MS Code 37-7-337}
29. There are established avenues for parental communication and involvement in decisions related to students' school experiences. (SB Policy KO)

D. Instructional Time

30. The academic year provides a minimum of 180 teaching days that meet the following criteria: {MS Code 37-13-63, 37-19-1(h)}
 - 30.1 The opening date of the school year for students is scheduled no earlier than August 1 and the closing date no later than June 15. {MS Code 37-13-61} (SB Policy AEA)
 - 30.2 The teaching day must provide at least 330 minutes of instruction per day or 27.5 hours per five-day week. The school district must ensure that during the academic school year a minimum of 135 hours of instruction is provided for each Carnegie unit of credit offered.
 - 30.3 The district superintendent may close any school because of an emergency prevailing in the school district. All such schools so closed shall operate for the required full time after being reopened during the scholastic year. {MS Code 37-13-65} **Note: Exceptions to the full school term requirement are defined in MS Code 37-19-35(e).**
 - 30.4 Two of the 180 days may be 60% days provided that there are 198 minutes of actual instruction or testing and the remainder of each day is used for professional development or other activities related to instruction.
 - 30.5 Athletic activities (practice, competition, or travel) are prohibited during the teaching day if the school is on a six-period day. If the teaching day in the school is comprised of seven or more periods, the student may participate in one class period that involves physical education or athletic practice. Travel time for the purpose of competition may be scheduled during the seventh period if the student involved is scheduled for athletic activities during that period.

- 30.6 The scheduling of **competition** in extracurricular activities (K-12) such as athletics, band, speech, debate, drama, choral groups, etc., is prohibited during days that tests included in the statewide testing program are administered. This prohibition extends to the day before testing begins, but does not include days scheduled for make-up testing.
- 30.7 The school district schedules preparation for graduation ceremonies in such manner that graduating seniors are absent from classes for no more than three days prior to the end of the school year (177 days).

E. Graduation Requirements

- 31. The school district requires each student, in order to receive a high school diploma, to have met the requirements established by its local board of education and by the State Board of Education. {MS Code 37-16-7} (SB Policy IHF-1, 2, 3)
 - 31.1 Each student has earned a minimum of 20 units (22 units for entering ninth graders of 1996-97) with no more than one (1) unit of the 20 or 22 units earned through completion of an approved correspondence course. Permission to enroll in a correspondence course must be granted by the principal. {MS Code 37-1-3(2)}
 - 31.2 Each student receiving a regular diploma has achieved a passing score on the state high school exit examination. {MS Code 37-16-7}
 - 31.3 Each student who has completed the secondary curriculum for special education may be issued a diploma or certificate which states: “This student has successfully completed an Individualized Education Program.” {MS Code 37-16-11}
 - 31.4 The student who fails to meet the graduation requirements is not permitted to participate in the graduation exercises.

F. Mississippi Assessment Program Requirements

- 32. The district adheres to all requirements of the Mississippi Assessment System. {MS Code 37-16-1 through 4} (SB Policy IIB-1 through 3)

G. Library-Media Services and Student Support Services

- 33. The school district meets the following requirements for library-media services:
 - 33.1 Each school has a library-media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.
 - 33.2 The library staff offers an organized program of service to students and staff by providing access to the materials and equipment, by providing training/instruction in the use of the materials/equipment, and by working with teachers and other staff members to design/provide learning activities for the students.
- 34. The school district provides student support services that include appraisal, academic and/or personal advisement, and educational and/or occupational planning and referral.

H. Science Laboratory

35. The school district provides each secondary school (grades 9-12) a laboratory that is equipped to meet the instructional requirements of the science program.

I. Textbooks

36. The school district provides each student in each school with current or otherwise appropriate textbooks that are in good condition. {MS Code 37-43-1, 37-9-14(b), and 37-7-301(ff)}

J. Special State/Federal Programs

37. All information required by federal and/or state requirements is accurate and submitted on or before the date requested by the Mississippi Department of Education. In extenuating circumstances, the Department may give a written extension of time. {MS Code 37-9-14(2)(d)(o) and 37-19-34} (SB Policy DFBG-2)
38. The school district is in compliance with state and/or federal requirements for the following programs:
- 38.1 Early Childhood Programs (kindergarten and teacher assistance) {MS Code 37-21-1 et. seq.} (SB Policy IDAC) **L4 AND L5 EXEMPT TEACHER ASSISTANTS ONLY**
 - 38.2 Vocational-Technical Education {MS Code 37-31-1 et. seq.} (SB Policies CT, DCK, DCL, DFBC, ECK, FJ, GBEA, IDAA, IL, JHF) and Federal Code
 - 38.3 Special Education {MS Code 37-23-1 through 9} (SB Policy IDDF-1) and Federal Code
 - 38.4 Child Nutrition {MS Code 37-11-7} and Federal Code
 - 38.5 Improving America's School Act: Titles I, II, IV, and VI
 - 38.6 Technology in the Classroom {MS Code 37-151-19(3)}
 - 38.7 Driver Education {MS Code 37-25-1 et. seq.} (SB Policy IDDE)

K. Instructional Management

39. The school district implements an instructional management system that has been adopted by the school board and that includes, at a minimum, the competencies required in the curriculum frameworks approved by the State Board of Education. {MS Code 37-3-49} **L4 AND L5 EXEMPT**

L. Promotion/Retention

40. The district follows an established board policy that defines criteria for the academic promotion/progression/retention of students from one grade or level to the next. *Such criteria prohibit the retention of students for extracurricular purposes. (SB Policies CRB-2 and IHE)

***Note: This portion of the standard will be jointly monitored and enforced by the State Board of Education and the Mississippi High School Activities Association.**

M. Summer Programs

41. The school district is in compliance with the following summer program requirements:
 - 41.1 The program is under the leadership of the district superintendent and the supervision of a principal.
 - 41.2 Each program is housed in a school building.
 - 41.3 A definite schedule of classes is followed.
 - 41.4 All staff are appropriately certified.
 - 41.5 The instructional program and management system are consistent with that used in the regular session.
 - 41.6 Students enrolled from other schools inside or outside the district provide written approval from the principal of their home schools.
 - 41.7 The schedule of secondary summer school courses reflects a minimum of 67.5 hours of instruction per half unit course and 135 hours per full unit course.
 - 41.8 Students enrolled in an extended year program complete all remaining course/subject requirements/objectives before credit for the course/subject is issued.
 - 41.9 Students enrolled in summer school program are limited to earning one Carnegie unit of credit during the summer school session.

N. Alternative/GED School Programs

42. The school district provides an alternative educational program for the categories of students identified in MS Code 37-13-92 and the program meets the guidelines established by the State Board of Education.

III. EFFECTIVE INSTRUCTION

A. Teaching Strategies and Resources

43. Suggested teaching strategies, resources, and assessment strategies are available to teachers in each school for selection and use in teaching the required competencies. {MS Code 37-3-49} **L4 AND L5 EXEMPT**

B. Teacher Planning and Preparation

44. Each classroom teacher, excluding vocational teachers whose class periods exceed 50 minutes, has an unencumbered period of time during the teaching day to be used for individual or departmental planning.
 - 44.1 Instructional planning time for the secondary school teacher is either 50 or 55 minutes per day or an equivalent portion of planning time per week or per instructional cycle.
 - 44.2 Instructional planning time for the elementary school teacher is no less than 150 minutes per week, exclusive of lunch period.
45. Individual teachers (grades 9-12) are limited to three course preparations per day or four at the discretion of the teacher.

C. Analysis of Student Performance

46. The district conducts an annual analysis of student performance and takes action to improve the curriculum, instructional delivery, and/or evaluation components when the review of student performance indicates weaknesses in the instructional management system. {MS Code 37-3-49} **L4 AND L5 EXEMPT**

D. Basic Curriculum

47. The basic curriculum of each high school (9-12) consists of required and approved courses that generate at least 32 Carnegie units annually. {MS Code 37-1-3(2)}

Note: Any request for exemption from teaching the courses listed in Appendix B must be approved by the Commission on School Accreditation.

48. The basic curriculum of each elementary or middle school (any configuration of grades K-8) consists of reading/language arts, mathematics, science, social studies, and the arts, which may be taught by a regular classroom teacher. {MS Code 37-1-3(2)}

E. Special Programs

49. All vocational-technical educational components of the district meet the requirements of the program review standard as published in *Mississippi Statewide System of Core Measures and Standards of Performance*.

50. DELETED (State Board Action 6-20-97)

51. The district conducts appropriate identification and assessment procedures to determine the need for special education services. Eligible students with disabilities are appropriately placed and are provided free and appropriate education.

F. Student/Teacher Ratio

52. Student teacher ratios do not exceed 27 to 1 in classrooms serving grades 1 through 4 unless SBE approved. {MS Code 37-19-5(1)} (SB Policy IEC) **L4 AND L5 EXEMPT**

53. Student teacher ratios do not exceed 30 to 1 in self-contained classes serving grades 5-8. (SB Policy IEC)

54. Student teacher ratios do not exceed 33 to 1 in departmentalized academic core classes serving grades 5-12.

55. The total number of students taught by an individual teacher in academic core subjects at any time during the school year shall not exceed 150. {MS Code 37-19-5(1)}

IV. PROFESSIONAL DEVELOPMENT

56. The district implements a professional development program that complies with the Mississippi Professional Development Model and its guiding Principles of Excellence. {MS Code 37-17-8} **L4 AND L5 EXEMPT**
57. The district uses some professional development time for working on the instructional program. {MS Code 37-3-49} (SB Policy GAD-1) **L4 AND L5 EXEMPT**
58. The superintendent, all principals, and other central office administrators/supervisors attend required sessions of the School Executive Management Institute. {MS Code 37-3-4} (SB Policy GAD-1, 2) **L4 AND L5 EXEMPT**

V. SCHOOL CLIMATE

A. Health and Safety

59. The district complies with the applicable rules and regulations of the State Board of Education in the operation of its transportation program. {MS Code 37-41-53} (SB Policies ED-3, JGG-1, IDDE)
 - 59.1 All buses are inspected on a quarterly basis and are well-maintained and clean.
 - 59.2 Each bus driver has a valid bus driver certificate and a commercial driver's license and operates the bus according to all specified safety procedures. The school district has on file a yearly motor vehicle report on each driver and evidence that each driver has received two hours of in-service training per semester.
 - 59.3 Bus schedules ensure arrival of all buses at their designated school site prior to the start of the instructional day.
 - 59.4 Emergency bus evacuation drills are conducted at least two times each year.
60. The school district provides facilities that meet the following criteria: {MS Code 37-7-301(c)(d)(j), 37-11-5, 49, and 45-11-101}
 - 60.1 The school district provides facilities that are clean.
 - 60.2 The school district provides facilities that are safe.
 - 60.3 The school district provides operational facilities that are equipped to meet the instructional needs of students and staff.
 - 60.4 The school district provides air conditioning in all classrooms in each school. {MS Code 37-17-6(2)}

B. Discipline

61. The school district complies with state law and local board policy on student discipline. {MS Code 37-7-301(e)(g), 37-9-14(r)(w)(x), and 37-11-18 through 23, 29-35, 53-57} (SB Policies EBBH, JDF-1, and JGFH)
 - 61.1 The disciplinary policy includes a code of student conduct developed in consultation with teachers, school personnel, students, and parents or guardians and is based on the rules governing discipline and student conduct adopted by the board.
 - 61.2 The code of conduct includes specific grounds for disciplinary action, procedures to be followed for acts requiring discipline, and an explanation of specific responsibilities and rights of students as citizens of the school district.

Appendix B

Mississippi Language Arts Framework

Mississippi Language Arts Framework

K-12 Goals

The vision of any language arts program is that students will be proficient language users. Competence in reading, writing, speaking, listening, and viewing influences productivity, encourages self-sufficiency, and increases enjoyment of life. The following goals have been established in an effort to achieve this vision. These goals form the foundation for the curriculum competencies contained in this document.

Students will:

- 1) Use language to communicate, express, and exchange ideas in a variety of forms for different audiences.
- 2) Access, organize, and evaluate information.
- 3) Use language to work individually and cooperatively to analyze and interpret information, to make decisions, to solve problems, and to reflect.
- 4) Discover the heritage and beauty of language and literature from various cultures and perspectives.
- 5) Read and respond to literature and other forms of print.
- 6) Show increasing competence in understanding and using standard English to produce oral and written communication that is readily understood by others.
- 7) Use language for continuous learning.

Chart of Scope and Sequence Continuum of Competencies

Goals	K-3 Competencies	4-8 Competencies	9-12 Competencies
<p>Use of language to communicate, express, and exchange ideas in a variety of forms for different audiences.</p>	<p>Interact with others for various purposes in classroom and school communities based on first-hand experiences using reading, writing, listening, speaking, and viewing.</p> <p>Use an appropriate writing process (pre-writing, drafting, revising, editing, and publishing) to express and communicate personal ideas and feelings.</p>	<p>Communicate for a variety of purposes through different forms of writing using processes of reading, writing, listening, and viewing for an expanding audience.</p> <p>Speak coherently and listen effectively to exchange ideas and opinions for a variety of purposes and audiences.</p> <p>Complete projects and tasks in an organized and coherent manner.</p>	<p>Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.</p> <p>Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.</p>
<p>Access, organize, and evaluate information.</p>	<p>Gather and organize information using a variety of resources and present it through writing, speaking, and various art forms.</p>	<p>Read, listen to, and view multimedia sources to select and use information.</p>	<p>Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.</p>
<p>Use language to work individually and cooperatively to analyze and interpret information, to make decisions, to solve problems, and to reflect.</p>	<p>Develop individual skills for working independently and cooperatively while engaging in small and large group activities.</p> <p>Assess through self-evaluation and group conferences the quality of work in progress and work completed.</p>	<p>Develop self-monitoring skills to work independently and cooperatively.</p> <p>Participate cooperatively while engaging in small group activities to analyze and interpret information, to make decisions, to solve problems, and to produce a given product.</p>	<p>Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.</p> <p>Complete oral and written presentations which exhibit interaction and consensus within a group.</p>

Goals	K-3 Competencies	4-8 Competencies	9-12 Competencies
Discover the heritage and beauty of language and literature from various cultures and perspectives.	<p>Read and listen to works of literature representing various cultures and historical periods.</p> <p>Experience a variety of literary forms and styles to discover the meaning and beauty of language.</p>	<p>Discover the history and inherent beauty of cultural expression in language and literature.</p> <p>Read and use print and non-print media to experience the rhythm, energy, and pictorial qualities of language.</p>	<p>Explore cultural contributions to the history of the English language and its literature.</p> <p>Discover the power and effect of language by reading and listening to selections from various literary genres.</p>
Read and respond to literature and other forms of print.	<p>Develop an ability to read with increasing fluency and understanding by using writing and a variety of other reading strategies.</p> <p>Read, interpret, and respond to ideas, information, and events in written materials with familiar content and a limited range of unfamiliar content.</p>	<p>Read independently with fluency and for meaning using a variety of strategies.</p> <p>Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources.</p>	Read, discuss, analyze, and evaluate literature from various genres and other written material.
Show increasing competence in understanding and using standard English to produce oral and written communication that is readily understood by others.	Demonstrate continuous progress toward the use of penmanship, grammar, mechanics, and standard English in the context of writing and speaking.	<p>Demonstrate continuous progress toward control of penmanship, grammar, mechanics, sentence structure, and usage of standard English in the context of writing and speaking.</p> <p>Acquire and use appropriate vocabulary and spelling concepts.</p>	Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.

Goals	K-3 Competencies	4-8 Competencies	9-12 Competencies
Use language for continuous learning.	Use language to facilitate continuous learning, to record observations, to clarify thought, to synthesize information, and to analyze and evaluate language, as appropriate.	<p>Use language to record observations, to clarify thoughts, to synthesize information, and to analyze and evaluate language in order to facilitate continuous learning.</p> <p>Construct meaning by applying personal experiences and by reading, writing, speaking, listening, and viewing.</p>	Use language and critical thinking strategies to serve as tools for learning.

Sample Standardized Curriculum Format

The following has been adopted as the official format for Mississippi's curriculum frameworks. The part of the framework that is required to be taught is the competencies. The objectives are suggested, not mandated. The strands are reading, writing, speaking, listening, and viewing abbreviated R, W, S, L, and V respectively.

[COURSE NAME]

COURSE DESCRIPTION

Grade [0]; [course duration]

[Course description text]

COMPETENCIES and Suggested Objectives

Strands: (R - Reading) (W - Writing) (S - Speaking) (L - Listening) (V - Viewing)

Teaching Strategies: (A - Auditory) (V - Visual) (K - Kinesthetic)

Assessment Methods: (F - Fixed Response) (O - Open-ended Response) (R - Rubric)

1. [Competency Text]. (R, W, S, L, V)

- Suggested Teaching Strategies: (A - Auditory) (V - Visual) (K - Kinesthetic)
- Suggested Assessment Methods: (F - Fixed Response) (O - Open-ended Response) (R - Rubric)

a. [Objective].

- Suggested Teaching Strategies: (A - Auditory) (V - Visual) (K - Kinesthetic)
- Suggested Assessment Methods: (F - Fixed Response) (O - Open-ended Response) (R - Rubric)

b. [Objective].

- Suggested Teaching Strategies: (A - Auditory) (V - Visual) (K - Kinesthetic)
- Suggested Assessment Methods: (F - Fixed Response) (O - Open-ended Response) (R - Rubric)

c. [Objective].

- Suggested Teaching Strategies: (A - Auditory) (V - Visual) (K - Kinesthetic)
- Suggested Assessment Methods: (F - Fixed Response) (O - Open-ended Response) (R - Rubric)

d. [Objective].

- Suggested Teaching Strategies: (A - Auditory) (V - Visual) (K - Kinesthetic)
- Suggested Assessment Methods: (F - Fixed Response) (O - Open-ended Response) (R - Rubric)

2. [Competency Text]. (R, W, L)

- Suggested Teaching Strategies: (A - Auditory) (V - Visual) (K - Kinesthetic)
- Suggested Assessment Methods: (F - Fixed Response) (O - Open-ended Response) (R - Rubric)

a. [Objective].

- Suggested Teaching Strategies: (A - Auditory) (V - Visual) (K - Kinesthetic)
- Suggested Assessment Methods: (F - Fixed Response) (O - Open-ended Response) (R - Rubric)

b. [Objective].

- Suggested Teaching Strategies: (A - Auditory) (V - Visual) (K - Kinesthetic)
- Suggested Assessment Methods: (F - Fixed Response) (O - Open-ended Response) (R - Rubric)

c. [Objective].

- Suggested Teaching Strategies: (A - Auditory) (V - Visual) (K - Kinesthetic)
- Suggested Assessment Methods: (F - Fixed Response) (O - Open-ended Response) (R - Rubric)

FOURTH GRADE

COURSE DESCRIPTION

Grade 4; one-year course

The curriculum for Grade 4 describes in general terms what students are expected to know and do throughout the year to become more adept language users. It is designed to be taught through an integrated approach. Reading and language arts go hand-in-hand and should not be taught as isolated subjects. Language should be used individually and cooperatively to communicate, express, and exchange ideas in a variety of forms of print using standard English; access, organize, and evaluate information; read and respond to literature and other forms of print; discover the rhythm, heritage, and beauty of language; and, above all, to use language for continuous learning.

The competencies are the part of the document that is required to be taught. They combine the strands of reading, writing, speaking, listening, and viewing to emphasize these interrelationships in language. They may be taught throughout the year in any order and combined with other competencies. They are not ranked in order of importance. Rather, the sequence of competencies relates to the broader seven K-12 language arts goals and to the language arts philosophy on pages 11-15. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills. Fourth grade competencies introduce many concepts and skills that will be expanded throughout the middle grades.

The sample objectives are optional, not mandatory. They indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. Districts may adopt the objectives, modify them, or write their own.

Suggested teaching and assessment strategies are also optional, not mandatory. They are not meant to be a comprehensive list nor do they represent rigid guidelines. They are merely examples of the many dimensions of choice which foster the development of growing sophistication in the use of language. Good teacher-selected strategies include selection of appropriate works of literature modeling problem-solving techniques and reading/writing processes that help accomplish classroom instructional goals. When students emulate problem solving and strategic thinking modeled by their teacher, they develop confidence and skill while becoming independent problem-solvers and thinkers. Particular works of literature mentioned are also for illustration only. Teachers are encouraged to choose strategies and literature for their particular needs and according to their district policy. Appendices to this document contain a glossary and more detailed descriptions of suggested assessment methods.

COMPETENCIES and Suggested Objectives

Strands:	(R - Reading) (W - Writing) (S - Speaking) (L - Listening) (V - Viewing)
Teaching Strategies:	(A - Auditory) (V - Visual) (K - Kinesthetic)
Assessment Methods:	(F - Fixed Response) (O - Open-ended Response) (R - Rubric) (C - Checklist) (T - Teacher Observation) (A - Anecdotal Record)

1. Communicate for a variety of purposes through different forms of writing using processes of reading, writing, listening, and viewing for an expanding audience. (R, W, L, V)

- a. Accomplish a writing process through planning, drafting, revising, editing, publishing, and self-reflecting on written communications such as personal experiences, narrative, creative compositions, research, etc. (Each teacher will determine the appropriate number of products to be taken through the writing process.)
- b. Write in various forms such as social notes, friendly letters, book reports, journals, poems, etc.
- c. Write a reaction to, interpretation of, or summary of what has been read or heard.
- d. Revise to ensure effective introductions, conclusions, wording, supporting details, and topic sentences.

Suggested Teaching Strategies:

- *Students will write letters to their favorite authors telling what they like about their books, suggestions for future books, questions they want to ask, etc. (Assessment using R instrument.)*
- *Students will write cinquain (see Glossary) poems on thematic units such as holidays, seasons, special events, etc. (Assessment using A, R instruments.)*

2. Speak coherently and listen effectively to exchange ideas and opinions for a variety of purposes and audiences. (S, L)

- a. Speak in complete sentences using standard English.
- b. Contribute to class discussions by expressing individual ideas and opinions.
- c. Present short planned and rehearsed oral presentations.
- d. Tell or retell a story to a small group of students.
- e. Listen to determine the main idea.

Suggested Teaching Strategies:

- *Students will read their own writing to peers. Peers will first give positive comments to the student telling specific reasons why they like the piece based upon what was read. The peers will then give constructive criticism on their ideas about how the pieces could be improved. Students are to realize that they are the authors and they can use/not use the constructive criticism. (Assessment using R instrument.)*
- *Students will choose persons in relation to the activity being covered (family history, occupations, units of study, etc.) to interview. They will brainstorm questions to ask during the interview, orally interview, and make a tape recording of the interview. Using the taped interview as a guide, students will write reports of the interviews. (Assessment using A, R instruments.)*

3. Complete projects and tasks in an organized and coherent manner. (R, W, S, L, V)

- a. Identify purpose of and audience for a project or task.
- b. Use reading as a source of ideas and information for a project or task.
- c. Follow a logical sequence/multi-step directions to complete a product.
- d. Alphabetize to sixth letter.

Suggested Teaching Strategies:

- *Students will develop big books for younger students (e.g., use a content area theme, rewrite a fairy tale, create a story, etc.). (Assessment using R instrument.)*
- *Students will research planets from our solar system. Using this information, they will develop a commercial to advertise their planet (pictures, props, travel brochures, etc.). The commercial will be presented and videotaped. (Assessment using T, R instruments.)*

4. Read, listen to, and view multimedia sources to select and use information. (R, W, S, L, V)

- a. Begin to acknowledge resources (ideas, images, print, i.e., any information obtained from others).
- b. Locate and use a variety of multimedia sources such as thesaurus, telephone book, atlas, almanac, dictionary, computer, encyclopedia, newspaper, and electronic technology to gain information.
- c. Apply skills to create research projects using multimedia technology and other materials.

- d. Read and interpret information from charts, graphs, maps, tables, schedules, timelines, etc.
- e. Take notes to summarize and form generalizations from information.
- f. Compose a variety of oral, visual, and written presentations from information gathered.
- g. Use a card catalog to identify book, author, title, key word, topic, and illustrator.
- h. Use a table of contents to find information.

Suggested Teaching Strategies:

- *Students will read, listen to, or view information about topics. They may use books, slides, filmstrips, videos, CD-ROMs, laser discs, the Internet, etc., to take notes and summarize. Using these notes, the students will create research projects such as models, science or social studies displays, dioramas, etc. (Assessment using R instrument.)*
- *Student will poll the classroom on their favorite foods, tally the results, and compose graphs showing their finds. (These types of polls can be used in many science/social studies unites.) (Assessment using R instrument.)*
- *Students will research major Mississippi cities using travel brochures, Mississippi magazines, books, etc. They will decide which five cities to visit and use a Mississippi map to plot the shortest circular route from beginning destination (round trip). (Assessment using R instrument.)*

**5. Develop self-monitoring skills to work independently and cooperatively.
(R, W, S, L, V)**

- a. Assume a given role in a group such as recorder, reporter, encourager, leader, time keeper, artist, etc.
- b. Assess and monitor individual contributions to the group's effort.

Suggested Teaching Strategies:

- *Students will work in cooperative groups to complete round robin language arts activities. A student will assume one of the following given roles: recorder, reporter, encourager, timekeeper, and artist. The teacher will give the group a story starter and each student, in turn, will orally add a sentence to make a complete story as the recorder writes the story in sequence. The story will be illustrated by the artist and read orally to the class by the reporter. (Assessment using C, R instruments.)*

- *Student will complete individual checklists to monitor their behaviors, contributions, and actions on given group and individual activities. (Assessment using C instrument.)*

6. Participate cooperatively while engaging in small group activities to analyze and interpret information, to make decisions, to solve problems, and to produce a given product. (R, W, S, L, V)

- Participate in team building through concrete and abstract activities.
- Continue to develop strategies for listening and speaking that respect the rights and contributions of others.
- Analyze, evaluate, and compromise to arrive at consensus.
- Reorganize ideas and information to achieve a designated purpose.

Suggested Teaching Strategies:

- *The teacher will develop an activity that will require group cooperation to complete such as giving students a piece of a puzzle which they must work together to complete. (Assessment using F instrument.)*
- *The teacher will create the atmosphere of a hat shop. Students need to know what size hats to order for the new season. Working with a partner, they will measure their head sizes and tally the results. Using this information, students will determine which head sizes are the most prevalent and order five dozen hats. (Assessment using R instrument.)*

7. Discover the history and inherent beauty of cultural expression in language and literature. (R, W, S, L, V)

- Read an increasingly wider variety of literature to investigate issues common to all people, including multi-cultural experiences, through literature, language, and culture.
- Begin to recognize the interrelatedness of language, literature, and culture.
- Use prefixes and suffixes to modify the meaning of root words as found in context.

Suggested Teaching Strategies:

- *Students will work individually or cooperatively to research Eastern Woodland and Plains Indians' artistic crafts. Using big sheets of butcher paper, they will draw two large overlapping circles to construct Venn diagrams. Students will fill in the likenesses and differences of the crafts. Students will find place names and vocabulary adopted from Indian words. (Assessment using R instrument.)*

8. Read and use print and non-print media to experience the rhythm, energy, and pictorial qualities of language. (R, W, S, L, V)

- a. Incorporate the use of the arts such as drama, music, multimedia, etc., to internalize language that has been read.
- b. Express what has been read through performance of arts such as poetry, plays, dance, etc.
- c. Recognize characteristics of literature such as rhyme, rhythm, repetition, and figurative language, and incorporate them into written and oral forms.

Suggested Teaching Strategies:

- *Students will read biographies. They will dress as the subjects of the biographies and tell the persons' stories in oral presentation. (Assessment using R instrument.)*

9. Read independently with fluency and for meaning using a variety of strategies. (R, W, S, L, V)

- a. Use comprehension and reading strategies (skim, scan, predict, infer, modify or confirm original predictions, draw a conclusion, compare, contrast, etc.) to respond to literary selections and to enhance fluency and meaning.
- b. Begin to adjust reading strategies for different purposes.
- c. Read materials for information, communications, pleasure, and to perform a task, using a variety of strategies.
- d. Use prior knowledge to identify commonalities between personal experiences and story elements.
- e. Use word recognition strategies (phonics, contextual clues, reference guides, etc.) and resources to gain meaning from print.
- f. Evaluate what is read, heard, or viewed and connect it to prior knowledge for critical analysis.
- g. Read, listen, or view in a focused manner for periods of time as determined by teacher.
- h. Model by reading aloud (student and/or teacher).

Suggested Teaching Strategies:

- *Students will read given selections to identify the story elements (characters, setting, and plot). Students will then assume roles of characters and tell how they would resolve the conflicts based on selections. (Assessment using O, R instruments.)*
- *Student will fill boxes or bags with artifacts that reflect what they found most interesting and affecting to them about a piece of literature they have read. Students will then exchange their boxes with other students to determine the identity of characters and why the artifacts were chosen. (Assessment using O, R instruments.)*

10. Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources. (R, W, S, L, V)

- Paraphrase the main idea and important details from multimedia resources.
- Depict characters or scenes from stories using a variety of artistic media.
- Describe story elements such as the setting, characters, mood, motivation, problems/conflict, events/plot, solution, conclusion.
- Distinguish the author's purpose as informative, persuasive, or entertaining.
- Determine if the author's purpose is achieved.
- Recognize the main idea of paragraphs or other written passages.
- Recognize sequence of events.
- Identify and determine meaning of figurative language (idioms, similes, metaphors) in written passages including poems.
- Identify first-person narrative in written passages.
- Write a reaction to, interpretation of, or summary of what has been read.

Suggested Teaching Strategies:

- *Students will work in groups. The teacher will assign each group specific pages of a story to read. Each group will read the story (reader), paraphrase the story as a group, write it (recorder), and read to the class (reporter). (Assessment using O, R instruments.)*
- *Student will be given different pictures/sentences/paragraphs. Students will view or read these in random order. Students will line up in sequential order to complete the paragraph or story. The complete selection will be read orally to assess correctness. (Assessment using T, O instruments.)*

11. Demonstrate continuous progress toward control of penmanship, grammar, mechanics, sentence structure, and usage of standard English in the context of writing and speaking. (R, W, S, L, V)

- a. Demonstrate knowledge of grammar and usage, including, but not limited to, prepositions, adverbs, conjunctions, articles, interjections, and subject-verb agreement, capitalization, and punctuation.
- b. Interact with increasing competency in using standard English skills when writing and speaking in a variety of situations.
- c. Apply correct grammar skills in speaking and writing.
- d. Apply correct usage in speaking, writing, and editing/proofreading.
- e. Use correct sentence structure in speaking, writing, and editing/proofreading.
- f. Increase proficiency in cursive writing.

**Suggested Teaching Strategies:*

- *Students will self-edit and peer-edit a variety of writing selections (teacher-given selections, student-written selections, peer selections, etc.).*
- *The teacher will write incorrect capitalization, punctuation, and usage sentences for students to correct in writing or orally.*
- *Students will produce final drafts that are grammatically correct using standardized spelling. (All writings will not be completed as a final draft form.) Grammatical skills will be taught through teacher-generated situations (mini-lesson) or by identification perceived through student/teacher conferences regarding the students' own writing. (Assessment using T, O, R, C instruments.)*
- * *Basic grammar skills, usage, and sentence structure are taught within meaningful communication activities.*

12. Acquire and use appropriate vocabulary and spelling concepts. (R, W, S, L, V)

- a. Make transition from invented spelling to standardized spelling while using a writing process.
- b. Utilize the dictionary, thesaurus, and/or computerized spell check as reference tools.
- c. Demonstrate appropriate spelling skills in context.
- d. Use appropriate vocabulary for specific situations, purposes, and audiences.

Suggested Teaching Strategies:

- *Students will strive to use 50 “adult” words (i.e., use words such as enormous instead of big) even if misspelled. They will correct their spelling before the final draft. This increases their self-worth because they are so proud of themselves for using the “adult” word. This is to encourage the use of the thesaurus and vocabulary development. (Assessment using T, R instruments.)*
- *Student will self-edit and peer-edit a variety of writing selections (teacher-given selections, student-written selections, peer selections, etc.).*

13. Use language to record observations, to clarify thoughts, to synthesize information, and to analyze and evaluate language in order to facilitate continuous learning.

(R, W, S, L, V)

- a. Interpret oral, visual, and written language in order to think critically and to solve problems.
- b. Begin to identify and locate information from community resources through inquires, interviews, research, etc., to form ideas and opinions.

Suggested Teaching Strategies:

- *Students will research a Mississippi Native American to find information and a picture. The picture will be used to draw a formal portrait. Students will use material scraps, wallpaper, feathers, etc., to make the portraits three-dimensional. Upon completion of the portraits, students will write third-person narratives about their portraits. The teacher will introduce how to write a bibliography to use in writing the narrative. (Assessment using T, R instruments.)*
- *Students will research issues related to the Brazilian rain forest: the unlawful killing of wildlife by timber cartels in order to harvest mahogany. Students will divide into cooperative groups to brainstorm a response and solution for this problem. A format of a business letter will be introduced. Each group will cooperatively write a letter to be sent to the Brazilian consulate expressing their views and solutions. (Assessment using R, T, O instruments.)*
- *Students will design a medieval coat-of-arms. Using symbols to represent different aspects of their personalities, they will create a coat-of-arms that reflects their life during medieval times. After designing the coat-of-arms, students will write a story in first person of their experiences during medieval times. (Assessment using T, R instruments.)*

14. Construct meaning by applying personal experiences and by reading, writing, speaking, listening, and viewing. (R, W, S, L, V)

- a. Identify and locate information to solve real-life problems.

- b. Integrate speaking, listening, writing, and reading to study and solve problems.

Suggested Teaching Strategies:

- *Students will conduct a mock election by researching the candidates' platforms. Groups of students will be divided into these categories: candidates, campaign managers, publicity workers, poll workers, and voters. The voters will complete voter's registration forms in order to become registered voters. Students in all the categories will locate information to fulfill their assigned duties. The candidates will present their platforms and the voters will cast their votes after distinguishing what is fact and what is opinion. (Assessment using T, O, C instruments.)*
- *Students will research major Mississippi cities using travel brochures, Mississippi magazines, books, etc. They will decide which five cities to visit and use a Mississippi map to plot the shortest circular route from beginning destination (round trip). (Assessment using R instrument.)*

Appendix C

Mississippi Reading Initiative

Mississippi Reading Initiative

Initiative Status and Timetable

The following presents a snapshot of activities occurring around the *Mississippi Reading Initiative*. Many of these steps are collaborative, ongoing efforts, not only within the Department, but also in conjunction with other agencies.

ALL CHILDREN WILL EXIT KINDERGARTEN WITH APPROPRIATE READINESS SKILLS.

- ➔ *Collaborate with other agencies and groups to develop an early childhood awareness campaign.*

January 1997 -- an interagency collaboration entitled BRIDGES was begun. The scope of work for this group was to address the needs of children birth to age five. BRIDGES intends to provide access to information, resources for intervention, and training for educators, parents and care providers for children.

September 1997 -- the first BRIDGES conference was held in Jackson. Over 600 people attended this conference. Training modules developed to help children in the 0-5 age range were presented.

- ➔ *Develop a booklet that discusses the early educational needs of children for school districts to distribute to parents.*

July 1997 -- a 21-member Early Childhood Task Force was appointed. The main purpose of this task force was to address readiness skills for children prior to entering the public school system. The task force, considering the work developed by BRIDGES, began their work by drafting an informational booklet for parents that emphasizes a child's readiness needs for entrance to kindergarten.

January 1998 -- the booklet, *Every Child A Reader . . . Getting Ready for Kindergarten*, was distributed to every school district. Schools will disseminate this booklet to all parents that are pre-registering children for kindergarten in the public schools. This information will also be made available to any other organization that provides pre-school services to children, such as Head Start.

- ➔ *Offer training for school districts to help children make smooth transitions from home to school.*

October 1997 -- the Early Childhood Task Force addressed the needs of children who experience a difficult time in their transition from home to school by recommending specific training for schools and kindergarten teachers.

January/February 1998 -- training was developed and offered regionally in each of Mississippi's five congressional districts. This training, *Models for Success: Awesome Beginnings for Children*, was conducted twice in each region. Administrators and teachers worked together to define transitions, discuss the importance of facilitating transitions, study transitions in special settings, and plan for effective transitions.

- ➔ *Identify readiness assessments that provide information on cognitive development, motor skills, and social development.*

October 1997 -- the task force concluded their work by making recommendations concerning assessments for children in the primary grades. The recommendation stated that children should not be assessed formally until the fourth grade. Rather, assessments should be informal, ongoing, and continuous. These assessments should not be utilized to label or retain a child, but to address individual needs of children and begin an intervention process for those children experiencing difficulty and showing areas of weakness.

- ➔ *Provide a resource supplement to the "Mississippi Language Arts Framework" with a variety of teaching strategies and daily opportunities for children to develop language and literacy skills which include phonemic knowledge, letter name knowledge, and sound-symbol correspondence.*

October 1997 -- the Board appointed a K-3 Reading Work Group. This 27-member group was appointed to address reading in the primary grades. After listening to the top authorities in reading (Dr. John Manning, Dr. G. Reid Lyon, and Dr. Jerry Granerio) in November and December, this group set about its task. Their charge was to:

1. review the current Mississippi kindergarten guidelines
2. determine expectations in reading for children at each primary grade
3. develop a list of diagnostic tools for ongoing assessment
4. develop a guide of instructional intervention strategies to meet established expectations according to research
5. develop and recommend training for K-3 teachers in the use of the newly developed instructional intervention guide during the summer of 1998

ALL FIRST THROUGH THIRD GRADE STUDENTS WILL DEMONSTRATE GROWTH TOWARD PROFICIENCY IN READING TO ENSURE THEY EXIT THIRD GRADE AS READERS.

- ➔ *Provide a resource supplement to the "Mississippi Language Arts Framework" (grades 1-3) with a variety of instructional reading strategies to ensure a balanced approach.*

February 1998 -- the resource supplement was completed by the K-3 Reading Work Group. Information concerning their work is described in the preceding action step.

- ➔ *Develop strategies to reduce class size in the primary grades.*

February 1998 -- a document on reducing class size will be published and disseminated.

This is a joint effort between the Department and school districts. The Offices of Innovative Support, Special Education, Assessment, Instructional Development, and School Enhancement are proposing options to reduce class size without placing financial hardship on the school district.

Efforts to assist school districts in the reduction of class size in the primary grades are underway. School districts now have the option of not replacing assistant teachers when openings become available; school districts may use assistant teacher funds to hire additional certified personnel. School districts can also reallocate federal funds to reduce pupil-teacher ratios.

- ➔ *Provide professional development in reading for teachers, administrators, and local board members through regional centers.*

October 1997-June 1998 -- professional development is being offered through the five regional centers. Four training modules that enhance reading in each content area are being offered in each congressional district for the Office of Instructional Development.

- P *Reading and the Language Arts Framework (Teachers)*
- P *SWIMMER (Science with Integrated Mathematics Methods Encouraging Reading)*
- P *LITA (Leadership Institute for Teachers in the Arts)*
- P *The Mississippi Social Studies Framework*

The Office of Leadership Development and Enhancement is offering the following professional development for administrators and school board members.

- P *Reading and the Language Arts Framework (Administrators)*
- P *Effective Reading Instruction (School Board Members)*

- ➔ *Provide school districts with tools to assess students' reading ability in the primary grades to determine the need for reading instructional intervention.*

January-March 1998 -- the K-3 Reading Work Group will identify diagnostic tools for ongoing assessment.

June 1998 -- the diagnostic tools for ongoing assessment and the resource guide will be used in training.

- ➔ *Encourage extended school year services for students reading below grade level using appropriate individualized intervention strategies.*

May 1998 -- the Federal Program Application developed by the Department's Office of Innovative Support requires school districts who receive federal dollars under the Improving America's School Act to include information about their Extended School Year (ESY) Programs.

School districts are encouraged to use research-based best practices when implementing these programs and to coordinate funds such as Title I and Title IV (Safe and Drug-Free Schools and Communities) monies when funding the ESY Programs. In addition, school districts may utilize the regional service centers for assistance in developing and implementing successful ESY Programs. School districts have shown initiative in choosing to seek competitive dollars to support innovative ESY Programs targeting reading and math improvement in the early grades.

- ➔ *Set higher expectations for all students in reading by raising accreditation standards.*

August 1997 -- the Commission on School Accreditation, with the recommendation of the Office of Student Assessment, is monitoring reading achievement. The Commission adopted a reading screen at the fourth grade, using the Iowa Test of Basic Skills (ITBS) as the measurement instrument.

March 2001 -- a district must score a minimum of 40 NCE's (Normal Curve Equivalent) on the fourth grade reading subtest of the ITBS in order to advance beyond a level 2. During a three-year pilot period, scores will be reported, and the Department will assist school districts in addressing needs in reading.

- ➔ *Review and revise teacher preparation programs.*

Ongoing -- the Department is participating in the Educational Alliance. The Alliance is composed of representatives nominated by the Department, the Board of Institutions of Higher Learning, the Board of Community and Junior Colleges, and the Public Education Forum. One of the goals of this group is to reinvent teacher education programs in order to prepare adequately teachers for the next decade.

ALL FOURTH THROUGH NINTH GRADE READING SCORES WILL IMPROVE.

- ➔ *Provide academically deficient school districts with intensive support in their reading instructional program through the Department's Offices of Instructional Development and School Enhancement.*

September 1997 -- collaboration has been established within the Department to structure support teams for reading in level 1 districts. These teams are currently working four days a month in three school districts, to provide classroom demonstrations and hands-on training for kindergarten and first grade teachers. Teams of specialists from the Offices of Instructional Development and School Enhancement are currently offering technical assistance to these school districts.

Some school districts have established instructional support teams (principals, teachers by grade level and subject area, and a special educator) that are planning, implementing, evaluating, and revising instruction with the school. The teams are enhancing instruction, aligning and implementing curriculum, and supporting teachers using a new integrated textbook, while participating in the learning process in their roles as team members.

June 1998 -- a training institute to address strategies for improving reading instruction in the classroom will be provided.

- ➔ *Encourage school districts to conduct continuous assessments of students' reading ability in grades four through nine to determine the need for instruction intervention.*

November 1997 -- a task force was appointed by the Board to review the current norm-referenced assessment model and make recommendations that support teaching and learning. The first meeting of this task force was held in January 1998.

- ➔ *Increase instructional time in reading by integrating reading instruction into each content area.*

1998-1999 -- the professional development discussed in Goal Two is a way to train teachers in integrating reading instruction into each content area. Plans for further training modules offered through the Office of Instructional Development during the 1998-1999 school year will be finalized in May 1998.

- ➔ *Provide professional development in reading for teachers, administrators, and local board members through regional centers.*

Refer to action step under Goal Two.

- ➔ *Implement, in the 1998-1999 academic school year, a revised student assessment model that supports teaching and learning.*

1997-1998 -- after a period of development and pilot testing, all subject area tests (Algebra I, Biology I, and U.S. History from 1877) were "live" for the first time.

January 1998 -- two task forces were named to determine what, if any, changes will be made in the norm-referenced testing and in the high school exit exam. These changes or adjustments to improve the testing system will begin implementation during the 1998-1999 school year.

Spring 1998 -- the task forces will report their findings. The vocational assessment components of the Career Planning and Assessment System (CPAS) will be “live,” as will the Workkeys component of the system.

➡ *Review and revise teacher preparation programs.*

Refer to action step under Goal Two.

Appendix D

Iowa Tests of Basic Skills (ITBS) -- Fourth Grade Reading Scores

IOWA TESTS OF BASIC SKILLS (ITBS) -- FOURTH GRADE READING SCORES
For School Districts and Individual Schools

DISTRICT NAME/ SCHOOL NAME	1995			1996			1997			SCORE CHANGE FROM 1994 To 1997	
	1994 SCORE	ACCR. LEVEL	1995 SCORE	CHANGE	1996 ACCR. LEVEL	1996 SCORE	CHANGE	1997 ACCR. LEVEL	1997 SCORE		
STATE	45.1		45.5	0.4		45.7	0.2		45.8	0.1	0.7
Aberdeen School District	38.0	[2]	38.1	0.1	[3]	40.7	2.6	[3]	41.2	0.5	3.2
Aberdeen Middle	38.0		38.1	0.1		40.7	2.6		41.2	0.5	3.2
Alcorn School District	51.1	[4]	54.0	2.9	[5]	54.2	0.2	[4]	52.5	-1.7	1.4
Alcorn Central Elementary	54.2		51.8	-2.4		54.5	2.7		50.9	-3.6	-3.3
Biggersville Elementary	46.3		54.8	8.5		48.6	-6.2		53.4	4.8	7.1
Glendale Elementary	45.8		59.1	13.3		48.3	-10.8		46.6	-1.7	0.8
Kossuth Elementary	50.6		54.5	3.9		55.7	1.2		54.3	-1.4	3.7
Rienzi Elementary	49.1		59.1	10.0		56.3	-2.8		59.7	3.4	10.6
Amite County School District	37.6	[2]	36.6	-1.0	[3]	41.1	4.5	[3]	39.0	-2.1	1.4
Gloster Elementary	33.7		35.4	1.7		39.2	3.8		38.5	-0.7	4.8
Liberty Elementary	40.3		37.7	-2.6		43.1	5.4		39.3	-3.8	-1.0
Amory School District	50.8	[3]	46.2	-4.6	[3]	49.7	3.5	[3]	52.0	2.3	1.2
Amory Elementary	50.8		46.2	-4.6		49.7	3.5		52.0	2.3	1.2
Attala County School District	41.6	[3]	41.9	0.3	[3]	41.8	-0.1	[3]	37.1	-4.7	-4.5
Greenlee Attendance Center	43.3		41.8	-1.5		44.3	2.5		41.1	-3.2	-2.2
Long Creek Attendance Center	40.2		42.1	1.9		38.4	-3.7		34.4	-4.0	-5.8
Baldwyn Separate School District	46.6	[3]	47.0	0.4	[3]	49.2	2.2	[3]	41.6	-7.6	-5.0
Baldwyn Elementary	46.6		47.0	0.4		49.2	2.2		41.6	-7.6	-5.0
Bay St. Louis-Waveland School District	47.2	[3]	46.9	-0.3	[3]	51.4	4.5	[3]	51.4	0.0	4.2
Bay Middle	47.2		46.9	-0.3		51.4	4.5		51.4	0.0	4.2
Benoit School District	25.6	[1]	30.7	5.1	[2]	33.0	2.3	[2]	28.6	-4.4	3.0
Ray Brooks School (Nugent Center)	25.6		30.7	5.1		33.0	2.3		28.6	-4.4	3.0
Benton County School District	38.9	[2]	36.7	-2.2	[3]	40.5	3.8	[3]	41.2	0.7	2.3
Ashland Elementary	37.0		34.3	-2.7		37.3	3.0		38.8	1.5	1.8
Hickory Flat Attendance Center	42.3		43.8	1.5		45.6	1.8		45.1	-0.5	2.8

IOWA TESTS OF BASIC SKILLS (ITBS) -- FOURTH GRADE READING SCORES
For School Districts and Individual Schools

DISTRICT NAME/ SCHOOL NAME	1995			CHANGE	1996			CHANGE	1997			SCORE CHANGE FROM 1994 To 1997
	1994 SCORE	ACCR. LEVEL	SCORE		ACCR. LEVEL	SCORE	CHANGE		ACCR. LEVEL	SCORE	CHANGE	
Biloxi Public School District	48.6	[4]	48.5	-0.1	[4]	50.0	1.5	[4]	50.8	0.8	2.2	
Beauvoir Elementary	46.8		52.2	5.4		52.5	0.3		53.6	1.1	6.8	
Dukate Elementary	45.4		42.4	-3.0		49.6	7.2		48.8	-0.8	3.4	
Gorenflo Elementary	44.7		42.6	-2.1		45.9	3.3		41.7	-4.2	-3.0	
Howard II Elementary	45.0		45.0	0.0		40.5	-4.5		47.1	6.6	2.1	
Jeff Davis Elementary	56.6		56.6	0.0		56.7	0.1		54.0	-2.7	-2.6	
Lopez Elementary	47.4		42.1	-5.3		45.2	3.1		45.2	0.0	-2.2	
Popp's Ferry Elementary	52.4		50.2	-2.2		51.9	1.7		55.1	3.2	2.7	
Booneville School District	57.6	[4]	57.4	-0.2	[5]	58.3	0.9	[5]	51.6	-6.7	-6.0	
Anderson Elementary	57.6		57.4	-0.2		58.3	0.9		51.6	-6.7	-6.0	
Brookhaven School District	45.8	[3]	44.8	-1.0	[3]	46.1	1.3	[3]	49.0	2.9	3.2	
Brookhaven Elementary	n/a		n/a	0.0		46.6	n/a		49.5	2.9	n/a	
Mullins Elementary	45.8		44.8	-1.0		28.0	-16.8		34.0	6.0	-11.8	
Calhoun County School District	45.8	[3]	45.4	-0.4	[3]	46.7	1.3	[3]	47.6	0.9	1.8	
Bruce Elementary	45.7		49.7	4.0		50.3	0.6		47.4	-2.9	1.7	
Calhoun City Elementary	45.9		40.4	-5.5		44.0	3.6		47.7	3.7	1.8	
Vardaman Elementary	45.7		44.1	-1.6		43.3	-0.8		48.1	4.8	2.4	
Canton Public School District	32.5	[1]	36.3	3.8	[1]	34.7	-1.6	[2]	47.4	12.7	14.9	
Canton Elementary	n/a		n/a	0.0		32.0	n/a		n/a	n/a	n/a	
Nichols Elementary	32.5		36.3	3.8		34.7	-1.6		47.4	12.7	14.9	
Carroll County School District	35.3	[2]	35.9	0.6	[2]	36.4	0.5	[2]	37.1	0.7	1.8	
Hathorn Elementary	35.2		35.5	0.3		37.4	1.9		39.9	2.5	4.7	
Marshall Elementary	35.4		36.3	0.9		35.8	-0.5		35.3	-0.5	-0.1	
Chickasaw County School District	34.8	[2]	35.7	0.9	[3]	39.0	3.3	[3]	36.3	-2.7	1.5	
Houlka Attendance Center	34.8		35.7	0.9		39.0	3.3		36.3	-2.7	1.5	
Choctaw County School District	47.1	[3]	44.9	-2.2	[3]	45.0	0.1	[3]	46.4	1.4	-0.7	
Ackerman Elementary	48.6		48.0	-0.6		45.7	-2.3		48.2	2.5	-0.4	
French Camp Elementary	59.8		46.0	-13.8		52.5	6.5		58.2	5.7	-1.6	
Weir Attendance Center	41.2		37.9	-3.3		40.3	2.4		37.4	-2.9	-3.8	
Claiborne County School District	32.2	[1]	49.7	17.5	[1]	45.7	-4.0	[2]	53.3	7.6	21.1	
A W Watson, Jr. Elementary	32.2		49.7	17.5		45.7	-4.0		53.3	7.6	21.1	

IOWA TESTS OF BASIC SKILLS (ITBS) -- FOURTH GRADE READING SCORES
For School Districts and Individual Schools

DISTRICT NAME/ SCHOOL NAME	1995		CHANGE	1996		CHANGE	1997		CHANGE	SCORE FROM 1994 To 1997	
	1994 SCORE	ACCR. LEVEL		1995 SCORE	ACCR. LEVEL		1996 SCORE	ACCR. LEVEL			1997 SCORE
Clarksdale Separate School District	37.5	[1]	38.6	1.1	[1]	38.8	0.2	[1]	38.8	0.0	1.3
Booker T Washington	38.0		37.5	-0.5		44.1	6.6		36.5	-7.6	-1.5
George H Oliver Elementary	35.8		34.2	-1.6		37.5	3.3		38.3	0.8	2.5
Heidelberg School	46.6		49.2	2.6		43.0	-6.2		48.9	5.9	2.3
J W Stamply Elementary	31.1		30.0	-1.1		30.7	0.7		31.9	1.2	0.8
Kirkpatrick School	40.6		46.7	6.1		44.2	-2.5		40.3	-3.9	-0.3
Myrtle Hall III Elementary	36.8		38.2	1.4		38.0	-0.2		40.6	2.6	3.8
Myrtle Hall IV Elementary	35.2		37.8	2.6		33.6	-4.2		36.0	2.4	0.8
Clay County School District	36.9	[1]	38.8	1.9	[1]	37.3	-1.5	[1]	40.7	3.4	3.8
West Clay Elementary	36.9		38.8	1.9		37.3	-1.5		40.7	3.4	3.8
Cleveland School District	39.8	[3]	41.2	1.4	[3]	40.1	-1.1	[3]	41.3	1.2	1.5
Bell Elementary	30.1		33.9	3.8		32.8	-1.1		34.9	2.1	4.8
Cypress Park Elementary	37.7		31.0	-6.7		33.7	2.7		33.8	0.1	-3.9
Cooper Central Math/Science	51.6		56.2	4.6		51.4	-4.8		53.5	2.1	1.9
Nailor Elementary	30.3		39.5	9.2		37.1	-2.4		33.9	-3.2	3.6
Parks Elementary	47.1		44.5	-2.6		46.4	1.9		53.4	7.0	6.3
Pearman Elementary	38.4		39.7	1.3		41.4	1.7		41.9	0.5	3.5
Clinton Public School District	52.7	[4]	53.0	0.3	[5]	55.0	2.0	[5]	54.1	-0.9	1.4
Eastside Elementary	52.7		53.0	0.3		55.0	2.0		54.1	-0.9	1.4
Coahoma County School District	32.5	[1]	39.2	6.7	[1]	34.7	-4.5	[1]	28.5	-6.2	-4.0
Friars Point Elementary	33.2		31.6	-1.6		31.3	-0.3		31.6	0.3	-1.6
Jonestown Middle School	34.8		49.0	14.2		39.3	-9.7		25.2	-14.1	-9.6
Lyon Elementary	26.3		39.9	13.6		31.8	-8.1		29.1	-2.7	2.8
Roundaway	37.5		32.3	-5.2		n/a	n/a		n/a	n/a	n/a
Sherard Elementary	35.9		35.4	-0.5		32.3	-3.1		34.6	2.3	-1.3
Coffeeville School District	46.2	[2]	35.2	-11.0	[2]	38.2	3.0	[2]	38.6	0.4	-7.6
Coffeeville Elementary	47.0		35.8	-11.2		37.7	1.9		37.2	-0.5	-9.8
Oakland Elementary	44.9		34.0	-10.9		38.9	4.9		41.2	2.3	-3.7
Columbia School District	48.7	[3]	51.4	2.7	[3]	52.5	1.1	[3]	51.5	-1.0	2.8
Columbia Elementary	48.7		51.4	2.7		52.5	1.1		51.5	-1.0	2.8

IOWA TESTS OF BASIC SKILLS (ITBS) -- FOURTH GRADE READING SCORES
For School Districts and Individual Schools

DISTRICT NAME/ SCHOOL NAME	1995			1996			1997			SCORE CHANGE FROM 1994 To 1997	
	1994 SCORE	ACCR. LEVEL	1995 SCORE	CHANGE	1996 ACCR. LEVEL	1996 SCORE	CHANGE	1997 ACCR. LEVEL	1997 SCORE		
Columbus Municipal School District	43.0	[3]	44.4	1.4	[3]	42.6	-1.8	[3]	41.1	-1.5	-1.9
Coleman Elementary	36.9		38.6	1.7		n/a	n/a		n/a	n/a	n/a
Demonstration	52.5		55.6	3.1		53.2	-2.4		42.9	-10.3	-9.6
Fairview Elementary	n/a		n/a	n/a		31.5	n/a		37.8	6.3	n/a
Franklin Academy	48.7		48.1	-0.6		48.8	0.7		47.8	-1.0	-0.9
Hughes (Columbus) Alternative School	n/a		n/a	n/a		54.0	n/a		33.1	-20.9	n/a
Hughes Elementary	47.4		46.6	-0.8		n/a	n/a		n/a	n/a	n/a
Joe Cook Middle	n/a		n/a	n/a		49.2	n/a		40.9	-8.3	n/a
Mitchell Memorial	42.3		45.9	3.6		38.4	-7.5		44.9	6.5	2.6
Sale Elementary	n/a		n/a	n/a		46.3	n/a		44.6	-1.7	n/a
Stokes Beard Elementary	34.5		36.5	2.0		29.2	-7.3		34.2	5.0	-0.3
Union Academy	33.8		36.8	3.0		36.5	-0.3		34.4	-2.1	0.6
Copiah County School District	44.0	[3]	43.6	-0.4	[3]	40.9	-2.7	[3]	44.8	3.9	0.8
Crystal Springs Elementary	41.3		41.3	0.0		39.3	-2.0		42.0	2.7	0.7
Wesson Attendance Center	48.6		50.1	1.5		46.5	-3.6		52.7	6.2	4.1
Corinth School District	52.0	[4]	51.9	-0.1	[5]	52.9	1.0	[5]	54.1	1.2	2.1
East Corinth Elementary	52.0		51.9	-0.1		52.9	1.0		54.1	1.2	2.1
Covington County School District	44.5	[3]	42.8	-1.7	[3]	43.3	0.5	[3]	40.4	-2.9	-4.1
Collins Elementary	47.4		46.2	-1.2		44.8	-1.4		40.4	-4.4	-7.0
Hopewell	30.9		31.4	0.5		31.8	0.4		28.2	-3.6	-2.7
Mt Olive Attendance Center	40.6		37.3	-3.3		33.5	-3.8		33.6	0.1	-7.0
Seminary Attendance Center	49.9		48.0	-1.9		51.6	3.6		47.4	-4.2	-2.5
DeSoto County School District	52.6	[3]	53.2	0.6	[4]	52.2	-1.0	[4]	52.8	0.6	0.2
Chickasaw Elementary	53.1		53.7	0.6		n/a	n/a		n/a	n/a	n/a
Greenbrook Elementary	58.4		58.5	0.1		57.6	-0.9		56.5	-1.1	-1.9
Hope Sullivan Elementary	53.4		58.3	4.9		56.7	-1.6		57.8	1.1	4.4
Horn Lake Elementary	51.6		51.4	-0.2		50.7	-0.7		n/a	n/a	n/a
Oak Grove Central	48.0		49.0	1.0		52.2	3.2		52.3	0.1	4.3
Olive Branch Intermediate	n/a		n/a	n/a		49.1	n/a		54.6	5.5	n/a
Shadow Oaks Elementary	52.1		51.5	-0.6		49.7	-1.8		n/a	n/a	n/a
Southaven Elementary	53.3		57.0	3.7		54.6	-2.4		52.7	-1.9	-0.6
Walls Elementary	52.1		47.1	-5.0		51.9	4.8		51.5	-0.4	-0.6

IOWA TESTS OF BASIC SKILLS (ITBS) -- FOURTH GRADE READING SCORES
For School Districts and Individual Schools

DISTRICT NAME/ SCHOOL NAME	1995		CHANGE	1996		CHANGE	1997		CHANGE	SCORE FROM 1994 To 1997	
	1994 SCORE	ACCR. LEVEL		1995 SCORE	ACCR. LEVEL		1996 SCORE	ACCR. LEVEL			1997 SCORE
Drew School District	38.1	[1]	35.8	-2.3	[2]	37.0	1.2	[2]	37.9	0.9	-0.2
A W James Elementary	38.1		35.8	-2.3		37.0	1.2		37.9	0.9	-0.2
Durant School District	38.3	[2]	33.6	-4.7	[3]	40.4	6.8	[3]	48.3	7.9	10.0
Durant Public	38.3		33.6	-4.7		40.4	6.8		48.3	7.9	10.0
East Jasper Consolidated School District	39.8	[2]	42.6	2.8	[2]	38.1	-4.5	[2]	38.2	0.1	-1.6
William J Berry Elementary	39.8		42.6	2.8		38.1	-4.5		38.2	0.1	-1.6
East Tallahatchie Consolidated School District	38.9	[3]	38.7	-0.2	[3]	42.2	3.5	[3]	43.0	0.8	4.1
Charleston Middle	38.9		38.7	-0.2		42.2	3.5		43.0	0.8	4.1
Enterprise School District	46.4	[3]	48.1	1.7	[3]	44.9	-3.2	[3]	48.3	3.4	1.9
Enterprise Elementary	46.4		48.1	1.7		44.9	-3.2		48.3	3.4	1.9
Forest Municipal School District	44.5	[3]	46.9	2.4	[3]	45.4	-1.5	[3]	45.6	0.2	1.1
Forest Elementary	44.5		46.9	2.4		45.4	-1.5		45.6	0.2	1.1
Forrest County School District	49.6	[3]	48.3	-1.3	[3]	49.4	1.1	[3]	50.4	1.0	0.8
Dixie Attendance Center	52.2		48.1	-4.1		51.1	3.0		51.6	0.5	-0.6
Earl Travillion	36.1		39.5	3.4		38.3	-1.2		35.6	-2.7	-0.5
North Forrest Attendance Center	52.9		56.7	3.8		54.7	-2.0		54.1	-0.6	1.2
Rawls Springs	57.5		44.4	-13.1		47.8	3.4		47.1	-0.7	-10.4
South Forrest	51.0		50.4	-0.6		48.5	-1.9		54.9	6.4	3.9
Franklin County School District	43.8	[3]	43.2	-0.6	[3]	47.6	4.4	[3]	42.4	-5.2	-1.4
Franklin Upper Elementary	43.8		43.2	-0.6		47.6	4.4		42.4	-5.2	-1.4
George County School District	48.0	[1]	47.9	-0.1	[1]	47.3	-0.6	[3]	49.1	1.8	1.1
Agricola Elementary	50.1		54.5	4.4		55.3	0.8		50.5	-4.8	0.4
Central Elementary	44.1		43.2	-0.9		46.7	3.5		49.6	2.9	5.5
Lucedale Intermediate	47.8		46.5	-1.3		42.4	-4.1		46.5	4.1	-1.3
Rocky Creek Elementary	50.8		50.0	-0.8		49.2	-0.8		51.3	2.1	0.5
Greene County School District	47.1	[3]	48.2	1.1	[3]	47.0	-1.2	[3]	49.6	2.6	2.5
Leakesville Elementary	48.6		47.6	-1.0		46.4	-1.2		51.9	5.5	3.3
McLain Elementary	38.7		40.8	2.1		44.1	3.3		41.1	-3.0	2.4
Sand Hill Elementary	48.3		54.7	6.4		51.7	-3.0		48.1	-3.6	-0.2

IOWA TESTS OF BASIC SKILLS (ITBS) -- FOURTH GRADE READING SCORES
For School Districts and Individual Schools

DISTRICT NAME/ SCHOOL NAME	1995			1996			1997			SCORE CHANGE FROM 1994 To 1997	
	1994 SCORE	ACCR. LEVEL	1995 SCORE	CHANGE	1996 SCORE	CHANGE	1997 SCORE	CHANGE			
Greenville Public School District	36.1	[3]	39.2	3.1	[3]	38.2	-1.0	[2]	38.6	0.4	2.5
Akin Elementary	49.0		43.2	-5.8		42.5	-0.7		44.7	2.2	-4.3
Armstrong Elementary	29.3		32.7	3.4		37.4	4.7		35.8	-1.6	6.5
Boyd Elementary	36.1		41.5	5.4		41.3	-0.2		41.5	0.2	5.4
Darling Elementary	33.9		39.1	5.2		50.0	10.9		32.4	-17.6	-1.5
Fulwiler Elementary	33.2		39.6	6.4		30.5	-9.1		31.1	0.6	-2.1
Manning Elementary	39.9		39.5	-0.4		47.4	7.9		43.8	-3.6	3.9
McBride Elementary	32.0		45.2	13.2		29.3	-15.9		31.7	2.4	-0.3
Stern Elementary	30.5		37.3	6.8		34.7	-2.6		34.1	-0.6	3.6
Trigg Elementary	34.8		38.5	3.7		37.0	-1.5		39.6	2.6	4.8
Webb Elementary	32.5		34.1	1.6		29.4	-4.7		38.8	9.4	6.3
Weddington Elementary	40.6		38.0	-2.6		40.1	2.1		43.3	3.2	2.7
Greenwood Public School District	40.1	[2]	39.7	-0.4	[3]	42.6	2.9	[3]	42.9	0.3	2.8
Bankston Elementary	51.6		51.7	0.1		50.4	-1.3		52.8	2.4	1.2
Davis Upper Elementary / Davis Primary	36.1		36.2	0.1		40.8	4.6		41.7	0.9	5.6
Dickerson Elementary	33.7		35.3	1.6		38.4	3.1		36.9	-1.5	3.2
W C Williams Elementary	42.2		38.6	-3.6		40.8	2.2		41.0	0.2	-1.2
Grenada School District	45.2	[3]	44.5	-0.7	[3]	41.2	-3.3	[3]	48.6	7.4	3.4
Grenada Upper Elementary	45.5		44.8	-0.7		41.6	-3.2		48.6	7.0	3.1
Tie Plant Elementary	43.5		41.2	-2.3		37.2	-4.0		n/a	n/a	n/a
Gulfport School District	48.0	[3]	47.2	-0.8	[3]	50.0	2.8	[3]	46.9	-3.1	-1.1
Anniston Avenue Elementary	52.7		55.7	3.0		57.5	1.8		51.4	-6.1	-1.3
Bayou View Elementary	58.7		54.3	-4.4		60.9	6.6		55.4	-5.5	-3.3
Central Elementary	42.1		46.6	4.5		44.3	-2.3		42.4	-1.9	0.3
East Ward Elementary	48.3		44.5	-3.8		36.8	-7.7		n/a	n/a	n/a
Gaston Point Elementary	n/a		n/a	n/a		34.9	n/a		48.0	13.1	n/a
Pass Road Elementary	48.6		45.6	-3.0		50.9	5.3		41.5	-9.4	-7.1
West Elementary	42.6		41.6	-1.0		43.5	1.9		39.7	-3.8	-2.9
28th Street Elementary	37.7		34.7	-3.0		40.6	5.9		42.1	1.5	4.4

IOWA TESTS OF BASIC SKILLS (ITBS) -- FOURTH GRADE READING SCORES
For School Districts and Individual Schools

DISTRICT NAME/ SCHOOL NAME	1995				1996				1997				SCORE CHANGE FROM 1994 To 1997
	1994 SCORE	ACCR. LEVEL	1995 SCORE	CHANGE	1996 ACCR. LEVEL	1996 SCORE	CHANGE	1997 ACCR. LEVEL	1997 SCORE	CHANGE			
Hancock County School District	51.5	[3]	50.3	-1.2	[3]	50.9	0.6	[3]	50.1	-0.8	-1.4		
Charles Murphy Elementary	50.1		48.9	-1.2		48.9	0.0		49.2	0.3	-0.9		
Gulfview Elementary	52.6		47.7	-4.9		50.4	2.7		48.5	-1.9	-4.1		
Hancock North Central	51.1		52.1	1.0		51.5	-0.6		51.3	-0.2	0.2		
Harrison County School District	47.4	[3]	47.3	-0.1	[3]	47.2	-0.1	[3]	47.9	0.7	0.5		
Bel Aire Elementary	43.9		48.6	4.7		44.1	-4.5		48.4	4.3	4.5		
D'Iberville Elementary	47.2		47.0	-0.2		46.8	-0.2		47.8	1.0	0.6		
Lizana Elementary	47.2		48.9	1.7		51.2	2.3		50.6	-0.6	3.4		
Lyman Elementary	49.7		50.0	0.3		50.5	0.5		46.5	-4.0	-3.2		
Orange Grove Elementary	45.8		48.5	2.7		46.6	-1.9		48.7	2.1	2.9		
Pineville Elementary	51.7		45.2	-6.5		47.7	2.5		38.0	-9.7	-13.7		
Saucier Elementary	50.3		48.0	-2.3		47.9	-0.1		44.1	-3.8	-6.2		
Three Rivers Elementary	n/a		45.8	n/a		50.1	4.3		49.8	-0.3	n/a		
Wool market Elementary	49.4		42.6	-6.8		43.0	0.4		49.1	6.1	-0.3		
Hattiesburg Public School District	44.2	[3]	41.0	-3.2	[3]	43.0	2.0	[3]	40.7	-2.3	-3.5		
F B Woodley Elementary	44.7		43.4	-1.3		44.4	1.0		45.8	1.4	1.1		
W H Jones Elementary	39.8		39.4	-0.4		39.7	0.3		39.1	-0.6	-0.7		
W I Thames	46.8		41.0	-5.8		44.4	3.4		39.2	-5.2	-7.6		
Hazlehurst City School District	36.7	[3]	39.1	2.4	[3]	37.9	-1.2	[3]	39.5	1.6	2.8		
Hazlehurst Elementary	36.7		39.1	2.4		37.9	-1.2		39.5	1.6	2.8		
Hinds County School District	44.4	[3]	43.2	-1.2	[3]	40.7	-2.5	[3]	41.4	0.7	-3.0		
Carver Elementary	39.3		38.7	-0.6		35.9	-2.8		39.1	3.2	-0.2		
Edwards Attendance Center	35.9		35.9	0.0		33.2	-2.7		36.8	3.6	0.9		
Gary Road Elementary	53.1		51.0	-2.1		49.8	-1.2		47.0	-2.8	-6.1		
Perryman Elementary	43.0		n/a	n/a		n/a	n/a		n/a	n/a	n/a		
Reuben Elementary	31.7		30.1	-1.6		30.4	0.3		33.9	3.5	2.2		
Utica Mixon Elementary	35.9		33.4	-2.5		28.8	-4.6		30.8	2.0	-5.1		
Hollandale School District	33.0	[3]	36.8	3.8	[3]	36.0	-0.8	[2]	34.5	-1.5	1.5		
Chambers Middle / Simmons Elementary	30.1		36.8	6.7		36.0	-0.8		34.5	-1.5	4.4		
Holly Springs School District	36.4	[2]	33.1	-3.3	[2]	31.4	-1.7	[1]	33.4	2.0	-3.0		
Holly Springs Intermediate	36.4		33.1	-3.3		31.4	-1.7		33.4	2.0	-3.0		

IOWA TESTS OF BASIC SKILLS (ITBS) -- FOURTH GRADE READING SCORES
For School Districts and Individual Schools

DISTRICT NAME/ SCHOOL NAME	1995		CHANGE	1996		CHANGE	1997		CHANGE	SCORE FROM 1994 To 1997	
	1994 SCORE	ACCR. LEVEL		1995 SCORE	1996 SCORE		ACCR. LEVEL	1997 SCORE			ACCR. LEVEL
Holmes County School District	32.6	[1]	45.1	12.5	[1]	42.2	-2.9	[1]	39.1	-3.1	6.5
Goodman Pickens Elementary	28.4		30.0	1.6		37.4	7.4		35.1	-2.3	6.7
Lexington Elementary	37.8		52.1	14.3		53.2	1.1		48.2	-5.0	10.4
Mileston Elementary	32.5		44.8	12.3		30.2	-14.6		25.4	-4.8	-7.1
S V Marshall Elementary	29.7		40.6	10.9		36.3	-4.3		33.4	-2.9	3.7
Williams-Sullivan High	28.6		47.0	18.4		29.7	-17.3		33.0	3.3	4.4
Houston Separate School District	44.7	[3]	45.9	1.2	[3]	44.1	-1.8	[3]	45.7	1.6	1.0
Houston Upper Elementary	44.7		45.9	1.2		44.1	-1.8		45.7	1.6	1.0
Humphreys County School District	31.8	[1]	34.0	2.2	[2]	33.4	-0.6	[1]	35.3	1.9	3.5
O M McNair Upper Elementary	31.8		34.0	2.2		33.4	-0.6		35.3	1.9	3.5
Indianola School District	35.0	[2]	37.0	2.0	[2]	38.5	1.5	[2]	35.7	-2.8	0.7
Robert Merritt Middle / Carver Elem	31.8		33.9	2.1		36.8	2.9		34.5	-2.3	2.7
Lockard Elementary	43.2		49.8	6.6		46.9	-2.9		41.4	-5.5	-1.8
Itawamba County School District	51.1	[3]	51.4	0.3	[3]	49.6	-1.8	[4]	50.5	0.9	-0.6
Dorsey Elementary	52.3		52.7	0.4		49.9	-2.8		51.8	1.9	-0.5
Fairview Junior High	42.6		48.8	6.2		53.5	4.7		53.2	-0.3	10.6
Fulton Elementary	54.6		53.0	-1.6		49.8	-3.2		49.5	-0.3	-5.1
Mantachie Attendance Center	46.8		47.3	0.5		48.1	0.8		49.0	0.9	2.2
Tremont High	54.9		56.8	1.9		50.3	-6.5		55.7	5.4	0.8
Jackson County School District	54.8	[4]	56.2	1.4	[4]	55.5	-0.7	[4]	53.3	-2.2	-1.5
East Central Elementary	56.1		57.4	1.3		57.5	0.1		56.3	-1.2	0.2
St Martin East Elementary	53.9		54.6	0.7		57.4	2.8		52.5	-4.9	-1.4
St Martin North Elementary	53.9		56.4	2.5		53.2	-3.2		50.3	-2.9	-3.6
Vancleave Elementary	55.0		56.2	1.2		52.8	-3.4		52.4	-0.4	-2.6
Jackson Public School District	42.8	[3]	41.8	-1.0	[3]	40.7	-1.1	[3]	40.6	-0.1	-2.2
APAC Power School	72.6		71.1	-1.5		69.7	-1.4		69.4	-0.3	-3.2
Baker Magnet (Baker Elementary)	42.8		40.7	-2.1		41.1	0.4		34.8	-6.3	-8.0
Barr Elementary	37.8		31.2	-6.6		31.1	-0.1		30.1	-1.0	-7.7
Boyd Magnet	44.4		42.7	-1.7		38.1	-4.6		42.7	4.6	-1.7
Bradley Elementary	36.0		35.9	-0.1		42.8	6.9		36.8	-6.0	0.8
Brown Elementary	25.8		36.1	10.3		35.2	-0.9		32.0	-3.2	6.2
Clausell Elementary	37.3		35.1	-2.2		33.3	-1.8		35.4	2.1	-1.9

IOWA TESTS OF BASIC SKILLS (ITBS) -- FOURTH GRADE READING SCORES
For School Districts and Individual Schools

DISTRICT NAME/ SCHOOL NAME	1995		CHANGE	1996		CHANGE	1997		CHANGE	SCORE FROM 1994 To 1997	
	1994 SCORE	ACCR. LEVEL		1995 SCORE	1996 SCORE		ACCR. LEVEL	1997 SCORE			ACCR. LEVEL
Jackson Public School District -- Cont.	42.8	[3]	41.8	-1.0	[3]	40.7	-1.1	[3]	40.6	-0.1	-2.2
Davis Magnet	43.3		46.6	3.3		48.0	1.4		52.2	4.2	8.9
Emma French Elementary	39.3		40.7	1.4		37.1	-3.6		38.2	1.1	-1.1
Emma Green Elementary	37.0		38.7	1.7		40.6	1.9		38.3	-2.3	1.3
Emmalee Isabel Elementary	32.5		33.2	0.7		30.8	-2.4		30.3	-0.5	-2.2
G B Dawson Elementary	34.8		31.7	-3.1		34.4	2.7		34.3	-0.1	-0.5
G N Smith Elementary	35.8		42.4	6.6		45.1	2.7		46.8	1.7	11.0
Galloway Elementary	28.8		36.0	7.2		36.1	0.1		29.3	-6.8	0.5
George Elementary	39.6		38.6	-1.0		28.7	-9.9		35.8	7.1	-3.8
Hattie Casey Elementary	49.4		54.1	4.7		43.7	-10.4		47.4	3.7	-2.0
Iola T Wilkins Elementary	45.4		35.9	-9.5		41.7	5.8		37.2	-4.5	-8.2
John Hopkins Avenue Elementary	40.7		41.0	0.3		41.7	0.7		42.9	1.2	2.2
Johnson Elementary	32.0		34.4	2.4		32.7	-1.7		41.7	9.0	9.7
Key Elementary	53.2		42.6	-10.6		45.1	2.5		39.6	-5.5	-13.6
Laura R Lester Elementary	45.1		39.4	-5.7		36.5	-2.9		34.6	-1.9	-10.5
Marshall Elementary	49.0		47.1	-1.9		44.3	-2.8		44.3	0.0	-4.7
Mary Ida Raines Elementary	36.9		39.1	2.2		40.6	1.5		37.4	-3.2	0.5
Mary Morrison Elementary	32.1		38.1	6.0		34.4	-3.7		38.3	3.9	6.2
McLeod Elementary	57.7		58.2	0.5		47.8	-10.4		50.3	2.5	-7.4
North Jackson Elementary	49.3		43.2	-6.1		45.3	2.1		48.3	3.0	-1.0
Oak Forest Elementary	45.9		47.8	1.9		43.8	-4.0		44.8	1.0	-1.1
Pearl Spann Elementary	50.1		51.5	1.4		48.7	-2.8		38.6	-10.1	-11.5
Pecan Park Elementary	38.8		34.5	-4.3		39.9	5.4		37.4	-2.5	-1.4
Poindexter Elementary	35.5		33.6	-1.9		36.6	3.0		30.9	-5.7	-4.6
Robert E Lee Elementary	43.6		43.9	0.3		42.1	-1.8		45.7	3.6	2.1
Sykes Elementary	47.7		48.3	0.6		44.5	-3.8		45.8	1.3	-1.9
Tiberlawn Elementary	46.3		44.3	-2.0		42.5	-1.8		42.1	-0.4	-4.2
Van Winkle Elementary	41.9		35.0	-6.9		37.8	2.8		36.0	-1.8	-5.9
Viola E Lake Elementary	37.6		37.2	-0.4		34.3	-2.9		34.7	0.4	-2.9
Walton Elementary	31.9		37.9	6.0		36.2	-1.7		35.5	-0.7	3.6
Watkins Elementary	33.0		35.9	2.9		35.4	-0.5		30.9	-4.5	-2.1
Woodville Heights Elementary	74.7		48.9	-25.8		47.5	-1.4		46.6	-0.9	-28.1

IOWA TESTS OF BASIC SKILLS (ITBS) -- FOURTH GRADE READING SCORES
For School Districts and Individual Schools

DISTRICT NAME/ SCHOOL NAME	1995		CHANGE	1996		CHANGE	1997		CHANGE	SCORE FROM 1994 To 1997	
	1994 SCORE	ACCR. LEVEL		1995 SCORE	1996 ACCR. LEVEL		1996 SCORE	1997 ACCR. LEVEL			1997 SCORE
Jefferson County School District	32.3	[2]	42.8	10.5	[1]	50.1	7.3	[1]	35.2	-14.9	2.9
Jefferson County Elementary	32.3		42.8	10.5		50.1	7.3		35.2	-14.9	2.9
Jefferson Davis County School District	41.8	[3]	42.4	0.6	[3]	38.3	-4.1	[3]	41.8	3.5	0.0
Bassfield Elementary	42.4		42.9	0.5		36.3	-6.6		43.3	7.0	0.9
Prentiss Elementary	41.4		42.1	0.7		39.8	-2.3		40.6	0.8	-0.8
Jones County School District	49.1	[3]	49.1	0.0	[4]	49.4	0.3	[4]	51.5	2.1	2.4
Calhoun Elementary	49.8		47.5	-2.3		47.4	-0.1		53.0	5.6	3.2
Ellisville Upper Elementary	46.2		47.3	1.1		50.2	2.9		50.5	0.3	4.3
Glade Elementary	49.4		49.9	0.5		46.8	-3.1		50.6	3.8	1.2
Moselle Elementary	46.9		51.2	4.3		48.4	-2.8		53.9	5.5	7.0
Myrick Elementary	48.4		50.4	2.0		49.6	-0.8		46.8	-2.8	-1.6
Powers Elementary	54.7		49.8	-4.9		46.8	-3.0		52.5	5.7	-2.2
Sandersville Elementary	47.5		49.7	2.2		55.5	5.8		56.4	0.9	8.9
Shady Grove Elementary	53.4		51.5	-1.9		52.2	0.7		51.1	-1.1	-2.3
Sharon Elementary	47.7		46.7	-1.0		49.3	2.6		48.0	-1.3	0.3
Soso Elementary	53.6		50.6	-3.0		49.3	-1.3		52.0	2.7	-1.6
Kemper County School District	39.3	[1]	38.5	-0.8	[2]	37.7	-0.8	[1]	36.1	-1.6	-3.2
East Kemper Elementary	37.0		34.7	-2.3		35.9	1.2		33.4	-2.5	-3.6
West Kemper Elementary	40.3		40.5	0.2		38.6	-1.9		37.6	-1.0	-2.7
Kosciusko School District	53.1	[4]	49.8	-3.3	[4]	51.5	1.7	[4]	51.3	-0.2	-1.8
Kosciusko Middle / Kosciusko Upper Elen	53.1		49.8	-3.3		51.5	1.7		51.3	-0.2	-1.8
Lafayette County School District	47.0	[3]	48.4	1.4	[4]	52.0	3.6	[4]	50.1	-1.9	3.1
Lafayette Elementary	47.0		48.4	1.4		52.0	3.6		50.1	-1.9	3.1
Lamar County School District	56.2	[4]	55.5	-0.7	[4]	55.8	0.3	[5]	54.5	-1.3	-1.7
Baxterville Attendance Center	54.7		48.3	-6.4		54.3	6.0		42.5	-11.8	-12.2
Oak Grove Attendance Center	58.4		57.5	-0.9		57.8	0.3		58.2	0.4	-0.2
Purvis Attendance Center	56.3		54.2	-2.1		55.8	1.6		50.5	-5.3	-5.8
Sumrall Attendance Center	51.5		54.3	2.8		51.0	-3.3		53.4	2.4	1.9

IOWA TESTS OF BASIC SKILLS (ITBS) -- FOURTH GRADE READING SCORES
For School Districts and Individual Schools

DISTRICT NAME/ SCHOOL NAME	1995				1996				1997				SCORE CHANGE FROM 1994 To 1997
	1994 SCORE	ACCR. LEVEL	1995 SCORE	CHANGE	1996 ACCR. LEVEL	1996 SCORE	CHANGE	1997 ACCR. LEVEL	1997 SCORE	CHANGE			
Lauderdale County School District	46.8	[3]	46.8	0.0	[3]	46.6	-0.2	[3]	46.5	-0.1	-0.3		
Clarkdale Attendance Center	49.4		51.2	1.8		50.2	-1.0		48.4	-1.8	-1.0		
NE Lauderdale Elementary	44.0		44.5	0.5		46.6	2.1		46.7	0.1	2.7		
Southeast Attendance Center	41.8		44.3	2.5		42.5	-1.8		41.7	-0.8	-0.1		
West Lauderdale Attendance Center	53.0		50.1	-2.9		48.0	-2.1		48.8	0.8	-4.2		
Laurel School District	44.1	[3]	43.1	-1.0	[3]	41.2	-1.9	[3]	43.2	2.0	-0.9		
Mason Elementary	49.1		55.6	6.5		49.0	-6.6		54.7	5.7	5.6		
Nora Davis Magnet	56.8		51.3	-5.5		50.3	-1.0		55.5	5.2	-1.3		
Oak Park Elementary	35.4		32.0	-3.4		31.1	-0.9		30.9	-0.2	-4.5		
Stainton Elementary	32.4		32.2	-0.2		33.0	0.8		33.1	0.1	0.7		
Lawrence County School District	46.1	[3]	48.4	2.3	[3]	45.8	-2.6	[3]	51.0	5.2	4.9		
Monticello Elementary	48.5		50.7	2.2		47.5	-3.2		52.8	5.3	4.3		
New Hebron Attendance Center	43.3		37.2	-6.1		42.1	4.9		42.0	-0.1	-1.3		
Topeka Tilton Attendance Center	41.3		54.9	13.6		46.5	-8.4		52.8	6.3	11.5		
Leake County School District	39.3	[3]	41.5	2.2	[3]	42.2	0.7	[3]	39.9	-2.3	0.6		
Carthage Junior High	41.2		44.0	2.8		46.3	2.3		42.2	-4.1	1.0		
Edinburg Attendance Center	44.1		44.5	0.4		40.7	-3.8		48.7	8.0	4.6		
South Leake Elementary	34.0		37.9	3.9		37.8	-0.1		35.4	-2.4	1.4		
Thomastown Attendance Center	39.5		37.0	-2.5		39.9	2.9		34.0	-5.9	-5.5		
Lee County School District	47.2	[3]	49.2	2.0	[3]	45.7	-3.5	[3]	47.2	1.5	0.0		
Mooreville	49.2		52.5	3.3		49.3	-3.2		51.8	2.5	2.6		
Plantersville	43.1		49.9	6.8		41.9	-8.0		44.3	2.4	1.2		
Saltillo Att Center / Saltillo Elementary	52.4		50.7	-1.7		49.8	-0.9		50.0	0.2	-2.4		
Shannon Elementary	43.4		47.1	3.7		42.7	-4.4		44.4	1.7	1.0		
Verona	44.3		44.9	0.6		40.3	-4.6		40.5	0.2	-3.8		
Leflore County School District	35.0	[2]	36.6	1.6	[2]	39.5	2.9	[2]	42.0	2.5	7.0		
Amanda Elzy Elementary	32.8		36.3	3.5		41.2	4.9		42.3	1.1	9.5		
East Elementary	36.8		39.8	3.0		39.5	-0.3		45.1	5.6	8.3		
Leflore County High / Leflore Co Elem	34.5		35.5	1.0		37.0	1.5		38.1	1.1	3.6		
T Y Fleming	34.7		34.3	-0.4		46.1	11.8		47.1	1.0	12.4		
Leland School District	35.4	[2]	34.9	-0.5	[2]	41.3	6.4	[2]	38.8	-2.5	3.4		
Leland Middle / Leland Elementary	35.4		34.9	-0.5		41.3	6.4		38.8	-2.5	3.4		

IOWA TESTS OF BASIC SKILLS (ITBS) -- FOURTH GRADE READING SCORES
For School Districts and Individual Schools

DISTRICT NAME/ SCHOOL NAME	1995			1996			1997			SCORE CHANGE FROM 1994 To 1997	
	1994 SCORE	ACCR. LEVEL	1995 SCORE	CHANGE	1996 ACCR. LEVEL	1996 SCORE	CHANGE	1997 ACCR. LEVEL	1997 SCORE		
Lincoln County School District	52.9	[3]	52.0	-0.9	[3]	48.7	-3.3	[3]	51.1	2.4	-1.8
Bogue Chitto	56.8		47.3	-9.5		49.2	1.9		49.7	0.5	-7.1
Enterprise	52.5		51.0	-1.5		42.4	-8.6		48.9	6.5	-3.6
Loyd Star	52.7		52.6	-0.1		51.2	-1.4		51.2	0.0	-1.5
West Lincoln	50.4		56.1	5.7		49.4	-6.7		53.5	4.1	3.1
Long Beach School District	53.0	[4]	52.2	-0.8	[4]	56.6	4.4	[4]	53.4	-3.2	0.4
H McCaughan Elementary	50.3		53.9	3.6		58.1	4.2		55.5	-2.6	5.2
T L Reeves Elementary	55.4		53.2	-2.2		57.4	4.2		56.3	-1.1	0.9
W J Quarles Elementary	53.4		49.5	-3.9		53.5	4.0		48.2	-5.3	-5.2
Louisville Municipal School District	41.3	[3]	42.7	1.4	[3]	41.5	-1.2	[3]	43.4	1.9	2.1
Louisville Elementary	38.2		39.8	1.6		38.7	-1.1		41.0	2.3	2.8
Nanah Waiya Attendance Center	50.5		52.0	1.5		53.8	1.8		52.0	-1.8	1.5
Noxapater High	50.1		46.6	-3.5		51.1	4.5		47.1	-4.0	-3.0
Lowndes County School District	47.5	[3]	46.2	-1.3	[3]	46.7	0.5	[3]	46.8	0.1	-0.7
Caledonia Elementary	47.2		44.2	-3.0		46.4	2.2		47.9	1.5	0.7
New Hope Elementary	51.4		50.3	-1.1		51.4	1.1		49.7	-1.7	-1.7
West Lowndes Elementary	32.8		36.7	3.9		30.2	-6.5		32.7	2.5	-0.1
Lumberton Public School District	40.5	[3]	44.7	4.2	[3]	45.6	0.9	[3]	44.2	-1.4	3.7
Lumberton Elementary	40.5		44.7	4.2		45.6	0.9		44.2	-1.4	3.7
Madison County School District	54.8	[4]	53.3	-1.5	[5]	52.4	-0.9	[5]	53.1	0.7	-1.7
East Flora Elementary	43.5		44.3	0.8		39.8	-4.5		37.8	-2.0	-5.7
Luther Branson	36.2		35.9	-0.3		36.3	0.4		35.1	-1.2	-1.1
Madison Avenue Elementary	62.1		60.8	-1.3		61.1	0.3		60.2	-0.9	-1.9
Madison Station Elementary	56.8		58.0	1.2		55.3	-2.7		56.5	1.2	-0.3
Ridgeland Elem / Olde Towne Elem	59.4		56.2	-3.2		58.0	1.8		57.8	-0.2	-1.6
Velma Jackson High	37.6		35.0	-2.6		32.0	-3.0		29.7	-2.3	-7.9
Marion County School District	44.0	[3]	45.9	1.9	[3]	40.8	-5.1	[3]	40.5	-0.3	-3.5
East Marion High	40.3		42.9	2.6		37.8	-5.1		37.6	-0.2	-2.7
West Marion	47.5		48.8	1.3		43.7	-5.1		43.1	-0.6	-4.4

IOWA TESTS OF BASIC SKILLS (ITBS) -- FOURTH GRADE READING SCORES
For School Districts and Individual Schools

DISTRICT NAME/ SCHOOL NAME	1995		CHANGE	1996		CHANGE	1997		CHANGE	SCORE FROM 1994 To 1997	
	1994 SCORE	ACCR. LEVEL		1995 SCORE	1996 ACCR. LEVEL		1996 SCORE	1997 ACCR. LEVEL			1997 SCORE
Marshall County School District	37.8	[3]	40.2	2.4	[3]	39.5	-0.7	[3]	36.0	-3.5	-1.8
Galena Elementary	30.5		39.5	9.0		33.3	-6.2		27.3	-6.0	-3.2
H W Byers Attendance Center	36.2		32.7	-3.5		39.4	6.7		32.1	-7.3	-4.1
Henry Junior High	38.4		42.0	3.6		41.0	-1.0		39.0	-2.0	0.6
Potts Camp Attendance Center	42.9		46.4	3.5		39.8	-6.6		40.0	0.2	-2.9
McComb School District	44.5	[3]	44.3	-0.2	[3]	44.2	-0.1	[3]	39.5	-4.7	-5.0
Kennedy Elementary	44.5		44.3	-0.2		44.2	-0.1		39.5	-4.7	-5.0
Meridian Public School District	43.6	[3]	42.4	-1.2	[3]	44.6	2.2	[3]	42.3	-2.3	-1.3
Crestwood Elementary	42.4		44.9	2.5		46.4	1.5		42.6	-3.8	0.2
Oakland Heights Elementary	39.1		40.7	1.6		45.7	5.0		41.1	-4.6	2.0
Parkview Elementary	48.1		45.7	-2.4		44.3	-1.4		41.8	-2.5	-6.3
Poplar Springs Elementary	56.9		55.0	-1.9		57.1	2.1		54.3	-2.8	-2.6
West End Elem / Harris Upper Elem	35.8		31.9	-3.9		35.5	3.6		35.9	0.4	0.1
West Hills Elementary	46.2		51.7	5.5		50.9	-0.8		45.1	-5.8	-1.1
Witherspoon Elementary	29.8		29.8	0.0		30.4	0.6		30.8	0.4	1.0
Monroe County School District	49.5	[3]	47.6	-1.9	[4]	48.2	0.6	[4]	44.2	-4.0	-5.3
Becker Elementary	39.7		47.9	8.2		39.0	-8.9		40.1	1.1	0.4
Hamilton High	49.0		47.2	-1.8		49.7	2.5		43.2	-6.5	-5.8
Hatley High	49.0		45.5	-3.5		46.2	0.7		41.7	-4.5	-7.3
Smithville High / Smithville Elem	55.3		51.8	-3.5		54.2	2.4		51.0	-3.2	-4.3
Montgomery County School District	39.9	[2]	36.6	-3.3	[3]	39.3	2.7	[3]	37.2	-2.1	-2.7
Duck Hill Elementary	39.5		29.7	-9.8		35.8	6.1		38.2	2.4	-1.3
Kilmichael Elementary	40.2		41.3	1.1		43.9	2.6		36.5	-7.4	-3.7
Moss Point School District	41.8	[3]	45.0	3.2	[3]	41.6	-3.4	[3]	39.2	-2.4	-2.6
Charlotte Hyatt	42.0		44.5	2.5		39.2	-5.3		38.8	-0.4	-3.2
East Park Elementary	35.0		38.4	3.4		34.0	-4.4		33.9	-0.1	-1.1
Escatawpa Elementary	46.8		47.4	0.6		45.9	-1.5		43.7	-2.2	-3.1
Kreole Elementary	35.0		38.3	3.3		35.3	-3.0		33.6	-1.7	-1.4
Orange Lake Elementary	50.9		56.9	6.0		46.0	-10.9		39.6	-6.4	-11.3
West Elementary	39.1		46.6	7.5		45.5	-1.1		44.1	-1.4	5.0

IOWA TESTS OF BASIC SKILLS (ITBS) -- FOURTH GRADE READING SCORES
For School Districts and Individual Schools

DISTRICT NAME/ SCHOOL NAME	1995		CHANGE	1996		CHANGE	1997		CHANGE	SCORE FROM 1994 To 1997	
	1994 SCORE	ACCR. LEVEL		1995 SCORE	1996 SCORE		ACCR. LEVEL	1997 SCORE			ACCR. LEVEL
Mound Bayou Public School District	29.7	[2]	32.5	2.8	[2]	36.2	3.7	[1]	30.8	-5.4	1.1
I T Montgomery Elementary	29.7		32.5	2.8		36.2	3.7		30.8	-5.4	1.1
Natchez-Adams School District	40.3	[3]	40.3	0.0	[3]	40.7	0.4	[3]	41.3	0.6	1.0
McLaurin Elementary	41.0		41.5	0.5		42.0	0.5		44.4	2.4	3.4
Morgantown Elementary	39.8		39.4	-0.4		39.4	0.0		39.0	-0.4	-0.8
Neshoba County School District	48.5	[3]	50.6	2.1	[3]	49.5	-1.1	[3]	48.7	-0.8	0.2
Neshoba Central Elementary	48.5		50.6	2.1		49.5	-1.1		48.7	-0.8	0.2
Nettleton School District	46.1	[3]	43.5	-2.6	[3]	49.3	5.8	[3]	49.8	0.5	3.7
Nettleton Elementary	46.1		43.5	-2.6		49.3	5.8		49.8	0.5	3.7
New Albany Public School District	53.5	[4]	51.7	-1.8	[4]	50.5	-1.2	[4]	46.9	-3.6	-6.6
Ford Elementary	53.5		51.7	-1.8		50.5	-1.2		46.9	-3.6	-6.6
Newton County School District	52.3	[3]	49.7	-2.6	[4]	49.9	0.2	[4]	55.6	5.7	3.3
Newton County Elementary	52.3		49.7	-2.6		49.9	0.2		55.6	5.7	3.3
Newton Municipal School District	44.8	[3]	45.5	0.7	[3]	49.2	3.7	[3]	47.7	-1.5	2.9
Newton Elementary	44.8		45.5	0.7		49.2	3.7		47.7	-1.5	2.9
North Bolivar School District	30.6	[1]	45.5	14.9	[2]	38.7	-6.8	[1]	36.9	-1.8	6.3
Shelby School	30.6		45.5	14.9		38.7	-6.8		36.9	-1.8	6.3
North Panola Consolidated School District	32.7	[1]	32.2	-0.5	[1]	31.8	-0.4	[1]	39.9	8.1	7.2
Como Elementary	29.6		26.9	-2.7		28.1	1.2		32.3	4.2	2.7
Crenshaw Elementary	28.5		32.0	3.5		31.5	-0.5		59.9	28.4	31.4
Greenhill Elementary	36.6		37.0	0.4		35.0	-2.0		34.5	-0.5	-2.1
North Pike Consolidated School District	50.7	[3]	47.1	-3.6	[3]	53.9	6.8	[3]	51.8	-2.1	1.1
North Pike Elementary	50.7		47.1	-3.6		53.9	6.8		51.8	-2.1	1.1
North Tippah School District	53.3	[3]	51.4	-1.9	[3]	50.8	-0.6	[3]	53.5	2.7	0.2
Chalybeate Elementary	59.4		50.0	-9.4		53.2	3.2		55.0	1.8	-4.4
Falkner Elementary	50.7		50.7	0.0		49.9	-0.8		55.0	5.1	4.3
Walnut Attendance Center	54.7		54.4	-0.3		49.3	-5.1		50.4	1.1	-4.3
Noxubee County School District	35.5	[1]	34.2	-1.3	[1]	33.9	-0.3	[1]	36.5	2.6	1.0
Earl Nash Elementary	37.1		38.0	0.9		38.6	0.6		36.9	-1.7	-0.2
Reed Attendance Cnetr	36.3		30.8	-5.5		35.9	5.1		37.4	1.5	1.1
Wilson Elementary	29.6		27.8	-1.8		25.7	-2.1		35.7	10.0	6.1

IOWA TESTS OF BASIC SKILLS (ITBS) -- FOURTH GRADE READING SCORES
For School Districts and Individual Schools

DISTRICT NAME/ SCHOOL NAME	1995		CHANGE	1996		CHANGE	1997		CHANGE	SCORE FROM 1994 To 1997	
	1994 SCORE	ACCR. LEVEL		1995 SCORE	1996 SCORE		ACCR. LEVEL	1997 SCORE			ACCR. LEVEL
Ocean Springs School District	59.0	[4]	57.4	-1.6	[5]	56.8	-0.6	[5]	57.9	1.1	-1.1
Magnolia Park Elementary	60.3		60.9	0.6		61.1	0.2		59.4	-1.7	-0.9
Oak Park Elementary	57.1		54.2	-2.9		53.3	-0.9		57.5	4.2	0.4
Pecan Park Elementary	59.5		55.8	-3.7		55.4	-0.4		56.7	1.3	-2.8
Okolona Separate School District	38.1	[3]	38.0	-0.1	[3]	31.8	-6.2	[1]	39.2	7.4	1.1
Okolona Elementary	38.1		38.0	-0.1		31.8	-6.2		39.2	7.4	1.1
Oktibbeha County School District	34.2	[1]	34.0	-0.2	[WD]	35.4	1.4	[WD]	35.1	-0.3	0.9
Alexander High	29.9		23.9	-6.0		24.9	1.0		29.3	4.4	-0.6
Moore Attendance Center	30.3		30.7	0.4		32.5	1.8		33.2	0.7	2.9
Sturgis Attendance Center	42.2		49.8	7.6		48.1	-1.7		41.7	-6.4	-0.5
Wicks Elementary	36.7		37.8	1.1		37.6	-0.2		34.4	-3.2	-2.3
Oxford School District	51.3	[3]	52.6	1.3	[5]	53.4	0.8	[5]	57.6	4.2	6.3
Oxford Elementary	51.3		52.6	1.3		53.4	0.8		57.6	4.2	6.3
Pascagoula Separate School District	50.7	[3]	51.2	0.5	[3]	51.0	-0.2	[3]	50.1	-0.9	-0.6
Arlington Heights Elementary	53.5		51.5	-2.0		49.2	-2.3		47.7	-1.5	-5.8
Beach Elementary	56.0		61.9	5.9		66.3	4.4		60.7	-5.6	4.7
Central Elementary	53.3		54.6	1.3		53.9	-0.7		45.1	-8.8	-8.2
Cherokee Elementary	53.7		53.1	-0.6		54.2	1.1		49.2	-5.0	-4.5
College Park Elementary	43.0		47.1	4.1		45.0	-2.1		48.8	3.8	5.8
Eastlawn Elementary	53.4		53.9	0.5		51.5	-2.4		48.9	-2.6	-4.5
Fair Elementary	50.4		n/a	n/a		n/a	n/a		n/a	n/a	n/a
Gautier Elementary	50.2		50.4	0.2		51.0	0.6		54.2	3.2	4.0
Jackson Elementary	47.4		48.1	0.7		46.5	-1.6		46.7	0.2	-0.7
Lake Elementary	58.9		52.5	-6.4		52.3	-0.2		54.8	2.5	-4.1
Singing River Elementary	49.0		47.0	-2.0		51.4	4.4		51.6	0.2	2.6
South Elementary	47.1		58.3	11.2		n/a	n/a		n/a	n/a	n/a
Pass Christian Public School District	49.9	[3]	50.2	0.3	[4]	51.4	1.2	[4]	54.3	2.9	4.4
Delisle Elementary	51.7		56.0	4.3		55.0	-1.0		53.9	-1.1	2.2
Pass Christian Elementary	48.5		45.5	-3.0		48.8	3.3		54.7	5.9	6.2
Pearl Public School District	48.5	[3]	47.9	-0.6	[4]	47.8	-0.1	[4]	45.9	-1.9	-2.6
Pearl Upper Elementary	48.5		47.9	-0.6		47.8	-0.1		45.9	-1.9	-2.6

IOWA TESTS OF BASIC SKILLS (ITBS) -- FOURTH GRADE READING SCORES
For School Districts and Individual Schools

DISTRICT NAME/ SCHOOL NAME	1995				1996				1997				SCORE CHANGE FROM 1994 To 1997
	1994 SCORE	ACCR. LEVEL	1995 SCORE	CHANGE	1996 ACCR. LEVEL	1996 SCORE	CHANGE	1997 ACCR. LEVEL	1997 SCORE	CHANGE			
Pearl River County School District	48.8	[3]	50.4	1.6	[3]	51.8	1.4	[3]	52.0	0.2	3.2		
Pearl River Central Elementary	48.8		50.4	1.6		51.8	1.4		52.0	0.2	3.2		
Perry County School District	49.0	[2]	44.9	-4.1	[2]	42.5	-2.4	[3]	47.2	4.7	-1.8		
Beaumont Elementary	45.7		42.6	-3.1		38.3	-4.3		41.7	3.4	-4.0		
New Augusta Elementary	48.8		47.4	-1.4		43.5	-3.9		51.4	7.9	2.6		
Runnelstown Elementary	52.9		45.7	-7.2		47.6	1.9		45.9	-1.7	-7.0		
Petal School District	57.0	[4]	56.4	-0.6	[5]	58.4	2.0	[5]	58.4	0.0	1.4		
W L Smith Elementary	57.0		56.4	-0.6		58.4	2.0		58.4	0.0	1.4		
Philadelphia Public School District	41.4	[3]	43.7	2.3	[3]	42.8	-0.9	[3]	37.2	-5.6	-4.2		
Philadelphia Elementary	41.4		43.7	2.3		42.8	-0.9		37.2	-5.6	-4.2		
Picayune School District	50.1	[3]	48.4	-1.7	[3]	48.8	0.4	[3]	47.4	-1.4	-2.7		
Nicholson Elementary	47.6		49.8	2.2		50.3	0.5		48.1	-2.2	0.5		
Roseland Park Elementary	53.5		55.8	2.3		50.5	-5.3		47.5	-3.0	-6.0		
South Side Elementary	47.7		43.5	-4.2		43.9	0.4		46.2	2.3	-1.5		
West Side Elementary	53.8		44.2	-9.6		54.5	10.3		48.3	-6.2	-5.5		
Pontotoc City School District	52.2	[5]	57.3	5.1	[5]	59.9	2.6	[5]	63.1	3.2	10.9		
D T Cox Elementary	52.2		57.3	5.1		59.9	2.6		63.1	3.2	10.9		
Pontotoc County School District	53.4	[4]	55.0	1.6	[5]	55.3	0.3	[5]	56.5	1.2	3.1		
North Ponotoc Attendance Center	54.0		53.0	-1.0		56.8	3.8		56.3	-0.5	2.3		
South Ponotoc Attendance Center	52.9		56.8	3.9		53.5	-3.3		56.7	3.2	3.8		
Poplarville Separate School District	48.1	[3]	54.9	6.8	[4]	52.7	-2.2	[4]	48.5	-4.2	0.4		
Poplarville Upper Elementary	48.1		54.9	6.8		52.7	-2.2		48.5	-4.2	0.4		
Prentiss County School District	50.3	[4]	48.8	-1.5	[4]	48.4	-0.4	[4]	49.8	1.4	-0.5		
Hills Chapel	53.8		47.3	-6.5		47.2	-0.1		52.5	5.3	-1.3		
Jumpertown High	45.6		48.1	2.5		52.0	3.9		48.6	-3.4	3.0		
Marietta Elementary	49.2		51.7	2.5		56.1	4.4		52.2	-3.9	3.0		
Thrasher Attendance Center	48.9		53.1	4.2		44.2	-8.9		48.4	4.2	-0.5		
Wheeler Attendance Center	49.7		46.7	-3.0		46.1	-0.6		46.3	0.2	-3.4		
Quitman Consolidated School District	41.7	[3]	44.0	2.3	[3]	41.5	-2.5	[3]	42.9	1.4	1.2		
Quitman Upper Elementary	41.7		44.0	2.3		41.5	-2.5		42.9	1.4	1.2		

IOWA TESTS OF BASIC SKILLS (ITBS) -- FOURTH GRADE READING SCORES
For School Districts and Individual Schools

DISTRICT NAME/ SCHOOL NAME	1995		CHANGE	1996		CHANGE	1997		CHANGE	SCORE FROM 1994 To 1997	
	1994 SCORE	ACCR. LEVEL		1995 SCORE	1996 SCORE		ACCR. LEVEL	1997 SCORE			ACCR. LEVEL
Quitman County School District	34.7	[1]	36.5	1.8	[1]	33.6	-2.9	[2]	35.2	1.6	0.5
Falcon Junior High	29.3		33.6	4.3		n/a	n/a		n/a	n/a	n/a
South Side Junior High	38.1		35.0	-3.1		n/a	n/a		n/a	n/a	n/a
Quitman Co Middle (West Side Jr High)	37.9		41.6	3.7		33.6	-8.0		35.2	1.6	-2.7
Rankin County School District	51.2	[4]	50.2	-1.0	[4]	53.1	2.9	[5]	53.4	0.3	2.2
Brandon Elementary	57.2		51.8	-5.4		55.8	4.0		55.5	-0.3	-1.7
Florence Middle	50.8		52.3	1.5		54.8	2.5		53.3	-1.5	2.5
Flowood Elementary	54.5		52.8	-1.7		53.6	0.8		49.4	-4.2	-5.1
McLaurin Att Center / McLaurin Elem	43.3		43.4	0.1		50.1	6.7		51.4	1.3	8.1
Pelahatchie Attendance Center	35.9		41.7	5.8		40.8	-0.9		43.8	3.0	7.9
Pisgah Elementary	47.4		47.2	-0.2		49.2	2.0		46.9	-2.3	-0.5
Puckett Attendance Center	40.3		41.3	1.0		42.1	0.8		43.0	0.9	2.7
Richland Middle	47.8		46.3	-1.5		51.2	4.9		52.9	1.7	5.1
Vine Street Elementary	55.0		56.5	1.5		58.1	1.6		59.4	1.3	4.4
Richton School District	48.0	[3]	48.0	0.0	[3]	51.3	3.3	[3]	48.5	-2.8	0.5
Richton Elementary	48.0		48.0	0.0		51.3	3.3		48.5	-2.8	0.5
Scott County School District	44.7	[3]	42.1	-2.6	[3]	43.1	1.0	[3]	42.5	-0.6	-2.2
Lake Att Center / Lake Middle	42.7		40.8	-1.9		42.8	2.0		41.9	-0.9	-0.8
Morton Elem / Betty Mae Jack Middle	46.9		42.3	-4.6		43.1	0.8		43.0	-0.1	-3.9
Scott Central Attendance Center	41.9		42.4	0.5		40.3	-2.1		41.8	1.5	-0.1
Sebastopol Attendance Center	45.1		42.6	-2.5		46.9	4.3		43.0	-3.9	-2.1
Senatobia Municipal School District	53.4	[4]	52.7	-0.7	[4]	51.4	-1.3	[4]	54.1	2.7	0.7
Senatobia Middle	53.4		52.7	-0.7		51.4	-1.3		54.1	2.7	0.7
Shaw School District	34.8	[2]	35.5	0.7	[2]	33.8	-1.7	[2]	39.9	6.1	5.1
McEvans School	34.8		35.5	0.7		33.8	-1.7		39.9	6.1	5.1
Simpson County School District	44.5	[3]	44.8	0.3	[3]	47.2	2.4	[3]	44.3	-2.9	-0.2
Magee High / Magee Elementary	47.1		45.1	-2.0		45.8	0.7		42.3	-3.5	-4.8
Mendenhall Elementary	41.5		44.3	2.8		48.6	4.3		45.9	-2.7	4.4
Simpson Central Elementary	44.5		44.9	0.4		47.8	2.9		45.8	-2.0	1.3

IOWA TESTS OF BASIC SKILLS (ITBS) -- FOURTH GRADE READING SCORES
For School Districts and Individual Schools

DISTRICT NAME/ SCHOOL NAME	1995		CHANGE	1996		CHANGE	1997		CHANGE	SCORE FROM 1994 To 1997	
	1994 SCORE	ACCR. LEVEL		1995 SCORE	ACCR. LEVEL		1996 SCORE	ACCR. LEVEL			1997 SCORE
Smith County School District	48.2	[3]	45.9	-2.3	[3]	48.1	2.2	[3]	46.3	-1.8	-1.9
Mize Attendance Center	46.0		50.9	4.9		52.9	2.0		48.1	-4.8	2.1
Raleigh High	46.9		42.5	-4.4		44.9	2.4		45.4	0.5	-1.5
Taylorsville High	51.4		48.6	-2.8		49.7	1.1		46.2	-3.5	-5.2
South Delta Consolidated School District	31.3	[2]	33.8	2.5	[1]	28.9	-4.9	[1]	33.0	4.1	1.7
South Delta Elementary	31.3		33.8	2.5		28.9	-4.9		33.0	4.1	1.7
South Delta Primary	31.4		n/a	n/a		n/a	n/a		n/a	n/a	n/a
South Panola School District	44.6	[3]	42.3	-2.3	[3]	45.1	2.8	[3]	43.5	-1.6	-1.1
Batesville Intermediate	45.0		42.0	-3.0		45.8	3.8		42.1	-3.7	-2.9
Pope Elementary	42.4		43.7	1.3		42.6	-1.1		49.5	6.9	7.1
South Pike Consolidated School District	46.0	[2]	46.6	0.6	[2]	45.1	-1.5	[2]	42.7	-2.4	-3.3
Eva Gordon Elementary	46.1		51.4	5.3		43.7	-7.7		41.5	-2.2	-4.6
Magnolia Elementary	45.7		41.2	-4.5		46.2	5.0		44.3	-1.9	-1.4
Osyka Elementary	46.7		44.2	-2.5		46.9	2.7		42.5	-4.4	-4.2
South Tippah School District	49.7	[3]	50.8	1.1	[4]	49.7	-1.1	[4]	48.4	-1.3	-1.3
Blue Mountain High	42.5		50.8	8.3		42.7	-8.1		54.6	11.9	12.1
Pine Grove High	52.2		54.8	2.6		53.3	-1.5		48.4	-4.9	-3.8
Ripley Elementary	50.3		49.8	-0.5		49.7	-0.1		47.4	-2.3	-2.9
Starkville School District	45.0	[3]	45.7	0.7	[3]	45.0	-0.7	[3]	47.6	2.6	2.6
Ward Elementary	45.0		45.9	0.9		45.0	-0.9		47.6	2.6	2.6
Stone County School District	53.6	[3]	51.9	-1.7	[3]	48.5	-3.4	[3]	52.2	3.7	-1.4
Perkinston Elementary	49.9		49.5	-0.4		50.5	1.0		54.4	3.9	4.5
Stone Elementary	55.3		53.5	-1.8		46.9	-6.6		50.7	3.8	-4.6
Sunflower County School District	33.7	[2]	35.6	1.9	[2]	35.3	-0.3	[1]	33.8	-1.5	0.1
East Moorehead Elementary	37.5		34.2	-3.3		29.6	-4.6		33.4	3.8	-4.1
East Sunflower	32.4		36.3	3.9		39.0	2.7		33.7	-5.3	1.3
Inverness	39.2		50.0	10.8		53.8	3.8		45.0	-8.8	5.8
Ruleville Central Elementary	25.7		31.6	5.9		32.2	0.6		30.2	-2.0	4.5
Tate County School District	41.3	[3]	43.5	2.2	[3]	40.2	-3.3	[3]	39.7	-0.5	-1.6
Coldwater Elementary	34.6		35.1	0.5		34.4	-0.7		31.4	-3.0	-3.2
East Tate Elementary	n/a		47.1	n/a		43.5	-3.6		41.8	-1.7	n/a
Strayhorn Elementary	43.5		50.3	6.8		54.2	3.9		46.6	-7.6	3.1

IOWA TESTS OF BASIC SKILLS (ITBS) -- FOURTH GRADE READING SCORES
For School Districts and Individual Schools

DISTRICT NAME/ SCHOOL NAME	1995				1996				1997				SCORE CHANGE FROM 1994 To 1997
	1994 SCORE	ACCR. LEVEL	1995 SCORE	CHANGE	1996 ACCR. LEVEL	1996 SCORE	CHANGE	1997 ACCR. LEVEL	1997 SCORE	CHANGE			
Tishomingo County Special Municipal School Dist	54.9	[4]	54.1	-0.8	[4]	55.4	1.3	[4]	54.3	-1.1	-0.6		
Belmont	54.9		49.9	-5.0		54.2	4.3		52.7	-1.5	-2.2		
Burnsville Elementary	52.2		53.6	1.4		52.1	-1.5		51.0	-1.1	-1.2		
Iuka Elementary	57.0		55.6	-1.4		57.8	2.2		59.6	1.8	2.6		
Tishomingo Elementary	53.5		58.4	4.9		56.7	-1.7		52.5	-4.2	-1.0		
Tunica County School District	30.3	[1]	31.8	1.5	[WD]	30.4	-1.4	[WD]	33.9	3.5	3.6		
Rosa Fort Elementary	30.3		31.8	1.5		30.4	-1.4		33.9	3.5	3.6		
Tupelo Public School District	48.5	[4]	48.8	0.3	[5]	52.6	3.8	[5]	51.9	-0.7	3.4		
Church Street Elementary	47.7		52.6	4.9		56.3	3.7		56.5	0.2	8.8		
Joyner Elementary	45.5		45.0	-0.5		52.9	7.9		51.2	-1.7	5.7		
Lawhon Elementary	43.9		46.0	2.1		47.6	1.6		47.0	-0.6	3.1		
Pierce Street Elementary	54.2		52.6	-1.6		54.6	2.0		49.8	-4.8	-4.4		
Rankin Elementary	50.7		48.8	-1.9		55.4	6.6		55.2	-0.2	4.5		
Thomas Street	50.0		49.1	-0.9		51.2	2.1		53.2	2.0	3.2		
Union County School District	55.1	[4]	51.3	-3.8	[4]	52.3	1.0	[4]	48.6	-3.7	-6.5		
East Union Attendance Center	52.1		48.7	-3.4		53.2	4.5		49.3	-3.9	-2.8		
Ingomar Attendance Center	58.4		52.9	-5.5		52.0	-0.9		51.3	-0.7	-7.1		
Myrtle Attendance Center	54.1		52.0	-2.1		48.3	-3.7		44.6	-3.7	-9.5		
West Union Attendance Center	57.3		52.1	-5.2		55.0	2.9		50.0	-5.0	-7.3		
Union Public School District	48.7	[3]	52.4	3.7	[4]	49.3	-3.1	[4]	47.5	-1.8	-1.2		
Union High	48.7		52.4	3.7		49.3	-3.1		47.5	-1.8	-1.2		
Vicksburg-Warren School District	43.8	[3]	43.5	-0.3	[3]	42.5	-1.0	[3]	43.8	1.3	0.0		
Beechwood Elementary	34.1		34.0	-0.1		36.1	2.1		35.8	-0.3	1.7		
Bovina Elementary	43.2		45.3	2.1		43.0	-2.3		47.7	4.7	4.5		
Bowmar Avenue	54.6		56.7	2.1		59.5	2.8		52.9	-6.6	-1.7		
Culkin Elementary	47.2		44.1	-3.1		45.1	1.0		48.0	2.9	0.8		
Grove Street Elementary	42.2		39.4	-2.8		32.9	-6.5		36.0	3.1	-6.2		
Halls Ferry Elementary	35.9		36.6	0.7		37.8	1.2		34.7	-3.1	-1.2		
Jett School / Cedars School	33.7		38.3	4.6		34.5	-3.8		39.9	5.4	6.2		
Redwood School	45.8		41.4	-4.4		39.9	-1.5		43.3	3.4	-2.5		
South Park Elementary	51.6		50.8	-0.8		50.3	-0.5		47.7	-2.6	-3.9		
Warrenton Elementary	48.6		47.7	-0.9		47.6	-0.1		48.8	1.2	0.2		

IOWA TESTS OF BASIC SKILLS (ITBS) -- FOURTH GRADE READING SCORES
For School Districts and Individual Schools

DISTRICT NAME/ SCHOOL NAME	1995		CHANGE	1996		1997		SCORE CHANGE FROM 1994 To 1997			
	1994 SCORE	1995 ACCUR. LEVEL		1996 ACCUR. LEVEL	1997 ACCUR. LEVEL	1997 SCORE	1997 CHANGE				
Walthall County School District	42.9	[3]	42.4	-0.5	[3]	38.7	-3.7	[3]	39.3	0.6	-3.6
Dexter High	44.2		51.9	7.7		31.9	-20.0		34.6	2.7	-9.6
Salem High	46.8		45.7	-1.1		46.1	0.4		48.4	2.3	1.6
Tylertown Elementary	41.7		40.1	-1.6		37.9	-2.2		37.8	-0.1	-3.9
Water Valley School District	48.0	[3]	45.9	-2.1	[3]	54.3	8.4	[3]	51.4	-2.9	3.4
Water Valley High / Water Valley Elem	48.0		45.9	-2.1		54.3	8.4		51.4	-2.9	3.4
Wayne County School District	47.3	[3]	45.9	-1.4	[3]	48.0	2.1	[3]	45.9	-2.1	-1.4
Beat Four Elementary	44.5		45.0	0.5		43.3	-1.7		46.8	3.5	2.3
Buckatunna Elementary	50.4		44.4	-6.0		48.2	3.8		41.7	-6.5	-8.7
Clara Elementary	52.6		49.8	-2.8		52.8	3.0		54.6	1.8	2.0
Waynesboro Elementary	46.2		45.3	-0.9		47.5	2.2		44.1	-3.4	-2.1
Webster County School District	46.4	[3]	46.0	-0.4	[3]	46.6	0.6	[3]	51.3	4.7	4.9
East Webster Elementary	43.0		46.0	3.0		46.4	0.4		50.7	4.3	7.7
Eupora Elementary	48.2		46.0	-2.2		46.7	0.7		51.8	5.1	3.6
West Bolivar School District	42.1	[1]	37.2	-4.9	[2]	38.9	1.7	[2]	37.0	-1.9	-5.1
West Bolivar Elementary	41.0		37.2	-3.8		38.9	1.7		37.0	-1.9	-4.0
Bob Woods Elementary	49.3		n/a	n/a		n/a	n/a		n/a	n/a	n/a
West Jasper Consolidated School District	40.7	[3]	43.4	2.7	[3]	40.6	-2.8	[3]	41.1	0.5	0.4
Bay Springs Elementary	38.3		40.6	2.3		36.6	-4.0		36.6	0.0	-1.7
Stringer Attendance Center	43.9		49.9	6.0		46.8	-3.1		51.6	4.8	7.7
West Point School District	38.7	[3]	37.5	-1.2	[3]	37.4	-0.1	[2]	35.4	-2.0	-3.3
South Side Elem / Central School	38.7		37.5	-1.2		37.4	-0.1		35.4	-2.0	-3.3
West Tallahatchie Consolidated School District	33.1	[1]	34.8	1.7	[1]	44.1	9.3	[1]	39.4	-4.7	6.3
Black Bayou Elementary	31.5		42.6	11.1		51.5	8.9		36.7	-14.8	5.2
R H Bearden Elementary (West District)	33.7		33.3	-0.4		44.2	10.9		40.3	-3.9	6.6
Western Line School District	36.2	[3]	39.1	2.9	[3]	42.5	3.4	[3]	42.1	-0.4	5.9
Glen Allan Attendance Center	29.9		33.9	4.0		38.2	4.3		37.3	-0.9	7.4
O Bannon Attendance Center	32.8		37.1	4.3		40.4	3.3		39.5	-0.9	6.7
Riverside Attendance Center	41.9		43.2	1.3		46.8	3.6		47.5	0.7	5.6
Wilkinson County School District	37.1	[3]	41.7	4.6	[1]	37.0	-4.7	[2]	46.9	9.9	9.8
Finch School	38.4		56.7	18.3		46.9	-9.8		53.2	6.3	14.8
Wilkinson County Elementary	36.7		35.0	-1.7		33.3	-1.7		43.2	9.9	6.5

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DISTRICT NAME/ SCHOOL NAME	1995		1996		1997		SCORE CHANGE FROM 1994 To 1997				
	1994 SCORE	ACCR. LEVEL	1995 SCORE	CHANGE	1996 SCORE	CHANGE		1997 SCORE	CHANGE		
Winona Separate School District	41.2	[3]	39.7	-1.5	[3]	37.9	-1.8	[3]	45.5	7.6	4.3
Winona Elementary	41.2		39.7	-1.5		37.9	-1.8		45.5	7.6	4.3
Yazoo City Municipal School District	34.1	[2]	35.4	1.3	[2]	37.1	1.7	[2]	37.2	0.1	3.1
B E Woolfolk Elementary	34.1		35.4	1.3		37.1	1.7		37.4	0.3	3.3
Yazoo County School District	41.8	[3]	41.4	-0.4	[3]	43.5	2.1	[3]	42.5	-1.0	0.7
Bentonia/Gibbs Elementary	43.8		44.1	0.3		42.7	-1.4		44.9	2.2	1.1
Holly Bluff	45.4		45.1	-0.3		45.1	0.0		45.3	0.2	-0.1
Linwood Elementary	38.6		37.2	-1.4		44.0	6.8		38.2	-5.8	-0.4

1994 scores were based on the pilot of the ITBS test and were not reflected in the 1993-1994 Report on Mississippi's Public School Districts.

1995 Scores -- The first year the ITBS test was used and presented in the 1994-95 Report on Mississippi's Public School Districts.

1996 Scores -- The second year the ITBS test was used and presented in the 1995-96 Report on Mississippi's Public School Districts.

1997 Scores -- The third year the ITBS test was used and will be presented in the 1996-97 Report on Mississippi's Public School Districts.

1995 Accr. Level -- The first accreditation level to be determined under the current accreditation model. The accreditation level was assigned to districts in March of 1996 and is shown in the 1994-1995 Report on Mississippi's Public School Districts.

1996 Accr. Level -- The second accreditation level to be determined under the current accreditation model. The accreditation level was assigned to districts in March of 1997 and is shown in the 1995-1996 Report on Mississippi's Public School Districts.

1997 Accr. Level -- The third accreditation level to be determined under the current accreditation model. The accreditation level was assigned to districts in March of 1998 and is shown on the "Accreditation Level Summary Report" of the Office of Accreditation dated March 26, 1998.