

Ocean Springs test scores

These are the results of the 2011-12 Mississippi Curriculum Test, 2nd Edition, for the Ocean Springs School District.

Language Arts

Grade level	No. tested	Mean scale score	% Minimal	% Basic	% Proficient	% Advanced
3	415	155.9	5.5	19.0	41.9	33.5
4	428	154.5	5.4	21.0	52.3	21.3
5	427	154.4	7.7	21.1	50.1	21.1
6	455	154.0	6.8	23.5	56.5	13.2
7	437	155.1	5.3	19.7	63.4	11.7
8	427	156.0	5.4	18.0	61.6	15.0

Mathematics

3	415	158.3	3.1	14.5	54.7	27.7
4	428	155.6	5.6	20.6	57.5	16.4
5	426	155.1	7.5	22.8	47.9	21.8
6	455	152.8	14.9	20.9	49.7	14.5
7	437	155.2	8.2	19.9	47.1	24.7
8	426	158.3	3.8	14.1	52.6	29.6

Source: Mississippi Dept. of Education

Press-Register graphic

Mct2 Mississippi Grade Scale

Shundria Summers Shaffer

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the author's name.

Mct2 Mississippi Grade Scale:

Predicting Mississippi Curriculum Testing Program, Second Edition Performance Using the Northwest Evaluation Association Measures of Academic Progress Mary Cole, 2014 The purpose of this study was to determine if the Northwest Evaluation Association NWEA Measures of Academic Progress MAP reading and math assessments are a valid predictor of performance on the language arts and mathematics Mississippi Curriculum Test 2nd Edition MCT2 Additionally the researcher sought to determine whether student characteristics of gender ethnicity and economically disadvantaged status added statistically to the prediction of MCT2 scores The researcher used a correlational research design to answer the research questions that guide this study Regression analyses were performed using IBM Statistical Package for the Social Sciences SPSS version 22 Data were collected from a Southern Mississippi school district Scores from 676 6th grade students and 659 8th grade students were used in this study The results of simple linear regression indicate that NWEA MAP reading and mathematics assessments are a valid predictor of language arts and mathematics MCT2 scale scores for 6th and 8th grade students Results of multiple regression indicate that the linear combination of fall reading NWEA MAP RIT scores spring reading NWEA MAP RIT scores student characteristics of gender ethnicity and economically disadvantaged status was significantly related to MCT2 language arts scale scores for sixth grade students likewise the linear combination of fall reading NWEA MAP RIT scores spring reading NWEA MAP RIT scores student characteristics of gender ethnicity and economically disadvantaged status was significantly related to MCT2 language arts scale scores for eighth grade students Similarly multiple regression analyses indicate that the linear combination of fall mathematics NWEA MAP RIT scores spring mathematics NWEA MAP RIT scores student characteristics of gender ethnicity and economically disadvantaged status was significantly related to MCT2 mathematics scale scores for sixth grade students similarly the linear combination of fall mathematics NWEA MAP RIT scores spring mathematics NWEA MAP RIT scores student characteristics of gender ethnicity and economically disadvantaged status was significantly related to MCT2 mathematics scale scores for eighth grade students

Examination of Mississippi Fourth and Eighth Grade Students' Reading Performance on the Mississippi Curriculum Test, Mississippi Curriculum Test 2, and National Assessment of Educational Progress Shundria Summers Shaffer, 2011 High stakes testing in reading demands that educators are providing the appropriate instruction to ensure student s success on state and national assessments Causal comparative research was conducted to examine the research questions 6 reading assessments were used for the study a the 2007 administration of the fourth and eighth grade NAEP b the 2006 2007 administration of the fourth and eighth grade MCT and c the 2007 2008 administration of the fourth and eighth grade MCT2 Data were drawn from the Mississippi Department of Education s website and from the National Assessment of Education Progress website District level data were available for both Mississippi Curriculum Tests and state level data were available for the NAEP Results revealed that there were statistically significant differences between achievement levels for fourth and

eighth grade students on the MCT and MCT2 Comparison of the means for the two reading tests at the fourth and eighth grade level indicated that students scored statistically significant lower on the MCT2 than they did on the MCT Results also revealed that there were higher percentages of fourth grade students scoring minimal on NAEP than on the MCT and MCT2 In the basic category there were higher percentages of students scoring basic on the MCT2 and higher percentages of students scoring proficient and advanced on the MCT Relying on the targeted percentage of students at the achievement levels of proficient and advanced the percentages of students on the MCT and MCT2 exceeded NAEP levels At the eighth grade level there were higher percentages of students scoring minimal and basic on NAEP and higher percentages of students scoring proficient and advanced on the MCT Relying on the targeted percentage of students at the achievement levels of proficient and advanced the percentages of students on the MCT and MCT2 exceeded NAEP levels Based on the above findings the MCT2 is more aligned to NAEP given that there were statistically significant differences between the MCT and MCT2 Further studies are needed in other subject areas to ensure state tests alignment with NAEP

The Educational Implications of DIBELS Oral Reading Fluency Assessments and Mississippi Curriculum Test 2 in Reading First Schools Debra A. Dace, 2010 The purpose of this study was to examine the predictive strength and decision making utility of oral reading fluency as it relates to reading comprehension The relationship of DIBELS ORF scores and the Language Arts LA Mississippi Curriculum Test 2 MCT2 scores was explored Specifically the research questions addressed were 1 Is there a significant relationship between third grade students Oral Reading Fluency score on DIBELS and Reading Achievement level on the third grade Mississippi Curriculum Test second edition MCT2 for language arts 2 Is there a significant relationship between third grade students obtained MCT2 proficiency levels of minimal basic proficient and advanced and DIBELS Oral Reading Fluency performance levels and 3 Is there a significant relationship between third grade students obtained MCT2 language arts scale score student achievement and other factors gender lunch status and attendance When DIBELS ORF scores and MCT2 Language Arts scores were compared using the Pearson Product Moment Correlation a positive correlation existed for the data collected from 261 third grade students in the Mississippi delta region 2007 2008 and 2008 2009 cohorts A Two Way Chi Square revealed that students who performed at the low risk benchmark for DIBELS ORF also performed in the proficient and above ranges on the MCT2 LA Finally an Independent Samples T Test demonstrated that other factors such as gender and attendance were not significant in predicting MCT2 LA performance However lunch status showed some significance with one cohort of third grade students Nevertheless the findings from this study are in alignment with other states such that a high correlation between the state assessment MCT2 and DIBELS ORF exists The researcher found evidence that the use of DIBELS ORF as a formative assessment tool along with other variables may provide useful data to educators to identify students at risk of reading failure on the third grade end of year MCT2 LA The information provided from this research supports the contention that DIBELS ORF data may be used to inform intervention decisions in order to

prevent future reading failure The Effectiveness of Using the Mississippi Student Progress Monitoring System to Improve a District's State Test Scores ,2012 The purpose of this study was to determine if there were differences in MCT2 scores between students who attended a school district that used MSPMS and students who attended a school district that did not use MSPMS The data for this study were archived and consisted of math and language arts MCT2 scores for two groups of students The independent variable was the use of MSPMS for progress monitoring and the dependent variable was student scores on the MCT2 All data were analyzed using the Analysis of Covariance ANCOVA statistical procedure In this study the 2008 2009 math and language arts MCT2 scores were the covariate Hypothesis one stated that there was no statistically significant difference in the MCT2 language scores of students in Grades 4 8 in a school district using MSPMS and MCT2 language scores of students in Grades 4 8 in a district not using MSPMS while controlling for pre test differences The results of the first hypothesis indicated that there was a statistically significant difference between the 2009 2010 language arts MCT2 scores of a school district that used MSPMS and a district that did not use MSPMS The district that did not use the MSPMS had higher MCT2 Language Arts overall and higher scores in fourth and sixth grades Hypothesis two stated that there was no statistically significant difference in the MCT2 math scores of students in grades 4 8 in a school district that used the MSPMS and MCT2 math scores of students in grades 4 8 in a district that did not use the MSPMS while controlling for pre test differences The results of the second hypothesis indicated that there was not a significant difference in the 2009 2010 math MCT2 scores of the school district that used the MSPMS and the school district that did not use the MSPMS The district that did not use the MSPMS had higher MCT2 Math scores overall and higher scores in sixth grade The district that did use the MSPMS had higher MCT2 math scores in eighth grade Further study should explore larger populations

assessment instruments of different lengths and fidelity of teacher implementation **Using Mathematics-curriculum Based Measures to Predict Outcomes on the Mathematics Portion of the Mississippi Curriculum Test, Second Edition** Lenora Hogan-Samuel,2012 The nation is challenged with improving the mathematics achievement of its students No Child Left Behind holds schools districts and states accountable for improving student achievement Because high stakes tests are given at the end of the school year schools are presented with the challenging task of developing or purchasing reliable assessments that provide accurate information describing how well students understand the skills that will be measured on the end of the year high stakes tests Curriculum based measurements are used periodically to measure student progress toward meeting objectives during the school year The problem exists that schools are utilizing limited resources of time and money on a tool with little evidence of effectiveness in increasing mathematics scores on state assessments The purpose of this study was to determine the relationships between the scores of the three assessments of the mathematics Curriculum Based Measures M CBM and the scores from the mathematics MCT2 for sixth grade students A correlational research design is used to fulfill the purpose and test the three null hypotheses Hypothesis 1 for this study states that there

is no relationship between the August 2009 M CBM scores and the May 2010 mathematics MCT2 scores Hypothesis 2 states that there is no relationship between the December 2009 M CBM scores and the May 2010 mathematics MCT2 scores Hypothesis 3 states that there is no relationship between the April 2010 M CBM scores and the May 2010 mathematics MCT2 scores To test the three null hypotheses correlation coefficients were computed using the Pearson r The results from all three hypotheses indicated that there were moderate positive correlations between scores of the M CBM and scores of the mathematics portion of the MCT2 with the strongest relationship being between the April M CBM and the mathematics MCT2 scores Further analysis was done to determine if the relationship between M CBM and mathematics MCT2 scores continued to exist when examined by mathematics MCT2 proficiency levels The results of this analysis indicated that relationships between M CBM and the mathematics portion of the MCT2 scores only existed for students scoring in the proficient range

The Impact MCT2 Has on an Elementary and Middle School Reading and Language Arts Classroom Instruction in Mississippi Sarah Elizabeth Campbell, 2009 The purpose of this study was to understand what No Child Left Behind NCLB meant to teachers in Mississippi and to determine what impact this reform had on reading and language arts classroom instruction for teachers Qualitative research methods in the form of interview data and classroom observations were used to examine teachers perceptions of accountability and its effects on classroom instruction Teachers were asked to answer a set of research interview questions related to research questions The specific research questions used to explore teachers perceptions about accountability were 1 What are reading and language arts teachers perceptions of accountability 2 What are teachers perceptions of the influence of state testing on reading and language arts classroom instruction and 3 How do elementary and middle school teachers prepare students for end of year reading and language arts state test The researcher gathered qualitative data from five teachers with teaching experience ranging from 5 years to 30 years of teaching experience Each teacher who participated in this study was familiar with administering Mississippi Curriculum Test 2 MCT2 at the elementary and middle school level The results of this study indicated that teachers believe that the Mississippi accountability system is effective for improving the teaching and learning process but not for holding schools and districts accountable Each teacher in this study believed that test scores alone were not effective for addressing the familial and societal issues many schools face on a day to day basis and as a result using test scores to determine school quality was unrealistic Of the five teachers interviewed four reported engaging students in meaningful learning activities that put emphasis on the significance of language arts in daily life These teachers were also observed placing more emphasis on rubric based assessments classroom writing activities and student centered activities as a result of the 2006 Mississippi Language Arts Framework Revised and MCT2 Recommendations for further research include investigating whether the impact of teachers professional experience influences student achievement or whether the impact of the building principal s perceptions of the framework impact classroom instruction and teachers perceptions

Success For Mississippi Success

for All Foundation, Baltimore, MD.,2004 Mississippi elementary schools using the Success for All reading program have once again made outstanding gains on the Mississippi Curriculum Test MCT reading scale Students in grades 2 5 in Success for All schools gained 7 8 percentage points in students scoring at proficient or advanced from 2002 to 2004 Mississippi students as a whole gained 5 4 points Success for All is the most extensively researched of all comprehensive reform models for Title I elementary schools It incorporates scientifically based principles of reading cooperative learning professional development tutoring and family support This document lists the schools in Mississippi that made particularly outstanding gains

Single Gender Language Arts Classes and the Impact on Achievement of Males Brock English,2014 The purpose of this causal comparative research design was to analyze the relationship between Language Arts scale scores of elementary male students on the Mississippi Curriculum Test Version 2 MCT2 and the type of classroom mixed gender or single gender The study also analyzed the percentage of questions answered correctly on the MCT2 in the English Language Arts sub categories of vocabulary reading comprehension writing and grammar Archival data of 222 students was used 100 male students in single gender classes and 122 students in mixed gender classes The study was conducted in an urban elementary public school with a diverse population in northeast Mississippi The study did not reveal any significant differences in the overall achievement of third and fourth grade males in single gender classes compared to mixed gender classes however significant differences were found in fifth grade overall scale scores in the single gender classes Furthermore the study did not reveal any significant differences in the percentages of questions answered correctly in vocabulary reading comprehension writing and grammar of third and fourth grade males in single gender classes However significant differences were found in the overall percent correct for fifth grade reading comprehension and writing Results indicate there is no advantage in terms of achievement in English Language Arts for third and fourth grade males in single gender classes but there is a moderate effect of single gender education on fifth grade scale scores reading comprehension and writing Suggestions for further research are also included Harcourt Journeys Mississippi Houghton Mifflin

Harcourt,2011-09-23 **The Effect of National Board Certified Teachers on Mathematics Achievement for Students in a Title I School** Watress Lashun Harris,2013 The purpose of the study was to determine if there is a difference in mathematics mean scale score growth on the MCT2 mathematics assessment between students taught by national board certified teachers NBCTs and those taught by non NBCTs in a low socioeconomic high minority Title I school For this study a causal comparative research design and a statistical analysis procedure of ANCOVA were used to answer two research questions First is there a statistically significant difference in mathematics mean scale score growth on the MCT2 mathematics assessment between fourth grade African American and Caucasian students taught by NBCTs and those taught by non NBCTs while controlling socioeconomic status and 3rd grade MCT2 mathematics scale scores Second is there a statistically significant difference in mathematics mean scale score growth on the MCT2 mathematics assessment between

fourth grade students by socioeconomic status based on eligibility for free reduced or full pay lunch taught by NBCTs and those taught by non NBCTs while controlling race and 3rd grade MCT2 mathematics scale scores The results of the analysis for research question one indicated that there was not a statistically significant difference in mathematics mean score growth on the MCT2 mathematics assessment between students by race taught by NBCTs and those taught by non NBCT African American and Caucasian students taught by NBCTs had a comparable mathematics mean scale score growth with African American and Caucasian students taught by non NBCTs The results of the analysis for research question two indicated that there was a statistically significant difference in mathematics mean score growth on the MCT2 mathematics assessment between students by socioeconomic status based on eligibility for full pay lunch taught by NBCTs and those students taught by non NBCTs Students identified as full pay lunch taught by NBCTs had a higher mathematics mean scale score growth than those students identified as full pay lunch taught by non NBCTs Students identified as free reduced lunch status taught by non NBCTs had comparable mean scale score growth with those students identified as free reduced lunch status taught by NBCTs but not statistically significant

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