

Mississippi SUCCEEDS

State Plan for the
Every Student Succeeds Act

June 2018

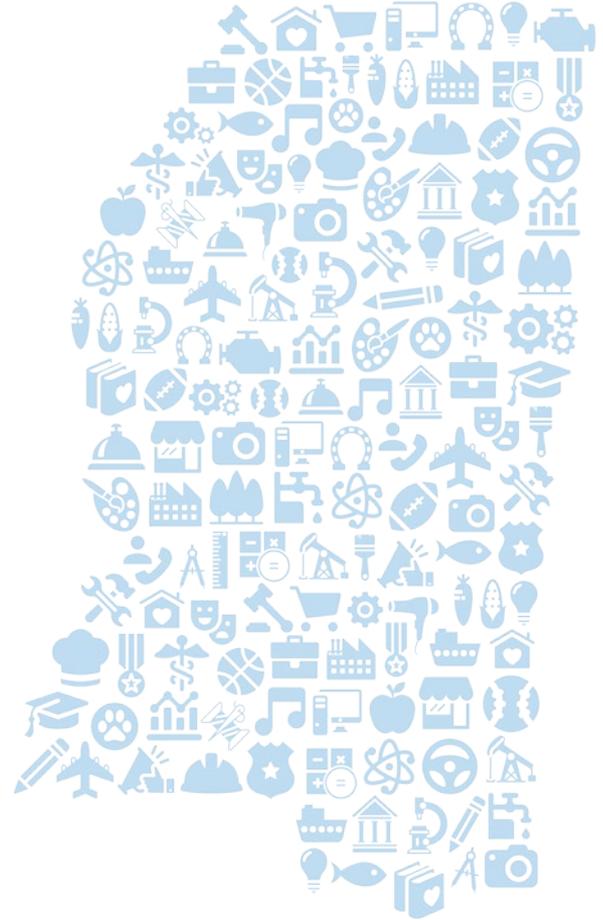


MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

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VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

MISSISSIPPI STATE BOARD OF EDUCATION
STRATEGIC PLAN GOALS

1

All Students Proficient and Showing Growth in All Assessed Areas



2

Every Student Graduates from High School and is Ready for College and Career



3

Every Child Has Access to a High-Quality Early Childhood Program



4

Every School Has Effective Teachers and Leaders



5

Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes



6

Every School and District is Rated "C" or Higher



What is ESSA?

What is the Every Student Succeeds Act?

The federal Every Student Succeeds Act (ESSA) is the latest version of the nation's main K-12 law that has a longstanding commitment to equal opportunity for all students.

ESSA aims to scale back the hands-on federal role in elementary and secondary education found in No Child Left Behind (NCLB) legislation.

In Mississippi, ESSA is essentially the refinement of activities supporting the Mississippi Board of Education's Strategic Plan.

Feedback and Plan Development

Mississippi Succeeds Listening Tour Feedback

Overview

- 15 regional public meetings in 8 communities; 6 regional meetings with district superintendents
- Online survey to gather additional feedback
- Over 7,300 feedback points from face-to-face meetings and the online survey
- Feedback from parents, teachers, administrators, postsecondary staff, advocacy groups, business leaders, school board members, and public officials
- Feedback shared with work groups to inform their work, with understanding that full breadth of comments could not be implemented

Mississippi Succeeds Listening Tour Feedback

- Characteristics and indicators of student success
- What families need to help students succeed
- Characteristics of school and district success
- Supports to help low-performing schools and districts
- Characteristics of effective teachers and leaders
- Evaluating school quality

Mississippi Succeeds Plan Development

- Using listening tour feedback, a core work group and multiple thematic work groups crafted the plan through an iterative process
- An advisory committee comprised of teachers, administrators, parents, legislative and executive leaders, postsecondary officials, charter school representatives, private school representatives, and non-profit leaders reviewed plan details and provided input regularly
- MDE leadership met with the State Board of Education and the Governor to share plan details during the development stage
- A draft plan was approved by the State Board and additional public feedback was gathered prior to submission to the United States Department of Education

Mississippi's Plan

Executive Summary and State Plan

Executive Summary

- Provides a high-level overview of state efforts related to instruction, assessment, and accountability
- Outlines Mississippi's response to the required components of the ESSA Consolidated State Plan

ESSA Consolidated State Plan

- Built on framework provided by the United States Department of Education
- Addresses state plan for standards, assessments, accountability, effective educators, and supports for struggling schools and students

Plan Approval

Mississippi received plan approval from the United States Department of Education on March 29, 2018.

Long-term Goals

Mississippi Academic Assessment Program (MAAP) Achievement

ENGLISH LANGUAGE ARTS STUDENTS SCORING PROFICIENT OR ADVANCED



MATHEMATICS STUDENTS SCORING PROFICIENT OR ADVANCED



Long-term Goals

- As a long-term goal, Mississippi aims to eliminate the proficiency gap between Black students and all students entirely, as the overall student proficiency rate increases to 70% by 2025.
- As a long-term goal, Mississippi aims to close the graduation rate gap between students with disabilities and all students. This gap will be reduced to 20%, as the overall graduation rate increases to 90% by 2025.
- As a long-term goal, Mississippi aims to have 70% of English learners making expected progress toward English language proficiency by 2025.

Long-term Goals: Student Proficiency

Long-term Goals: Graduation Rate

Accountability

Summary of Major Plan Edits

- An Algebra II assessment will not be implemented, but rather Algebra I scores will be banked for 8th graders as in the past.
- Mississippi will add an English Learner progress to proficiency indicator, at an overall weight of 5% in the model, borrowing points from all other indicators.
- Mississippi will not change the calculation of low-25% growth.

Summary of Major Plan Edits

- In the fall of 2018, Mississippi will use the full model (including EL progress) to identify schools for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI), but will assign official grades for schools and districts excluding the EL progress component.
- Both calculations (with and without EL progress) will be reported.

English Learner Progress to Proficiency

- An annual EL progress goal will be calculated for each student each year, based on reaching proficiency within five years of EL program entry or by high school graduation.
- The annual progress goal will be equal to the minimum score needed to reach proficiency (at year five or graduation), minus the prior year score, divided by the number of years the student had remaining to exit the prior year.
- Each student will earn a score between 0 and 1 depending on progress made.
- Any school or district with an average score of 0.9 or higher will earn the maximum points in this component.

700-Point Elementary and Middle Schools

READING	MATH	SCIENCE	ENGLISH LANGUAGE PROGRESS
Proficiency 95 PTS	Proficiency 95 PTS	Proficiency 95 PTS	
Growth All Students 95 PTS	Growth All Students 95 PTS		
Growth Lowest 25% 95 PTS	Growth Lowest 25% 95 PTS		
			Progress to Proficiency 35 PTS

1,000-Point Schools and Districts

READING	MATH	OTHER SUBJECTS	GRADUATION 4-YEAR	ACCELERATION	COLLEGE & CAREER READINESS	ENGLISH LANGUAGE PROGRESS
Proficiency 95 PTS	Proficiency 95 PTS	Science Proficiency 47.5 PTS	4-year Cohort Rate 190 PTS	Performance 23.75 PTS	ACT Math Performance 23.75 PTS	
Growth All Students 95 PTS	Growth All Students 95 PTS	U.S. History Proficiency 47.5 PTS		Participation 23.75 PTS	ACT Reading or English Performance 23.75 PTS	
Growth Lowest 25% 95 PTS	Growth Lowest 25% 95 PTS					
						Progress to Proficiency 50 PTS

Schools with Less Than Minimum N-Count

- For schools in which the minimum n-count is not met for the English Language Proficiency indicator to be included in calculations, the 5% of total points typically assigned to the ELP indicator will be distributed proportionally among the remaining indicators.
- This will keep the overall points available consistent at 700 or 1,000 points, depending on the grade-level configuration of the school.

School Improvement

Comprehensive Support and Improvement (CSI)

IDENTIFICATION	EXIT
<p>METHOD 1: graduation rate less than or equal to 67% (identification in 2018-19 based on 2017-18 data; subsequent identification every 3rd year); OR</p>	<p>METHOD 1: graduation rate over 67% after 3 years</p>
<p>METHOD 2: bottom 5% of Title I A schools (identification in 2018-19 based on 2017-18 data; subsequent identification every 3rd year)</p>	<p>METHODS 2 and 3: above the bottom 5% of Title I A schools after 3 years; AND</p>
<p>METHOD 3: previously identified Additional Targeted Support and Improvement school with 3 consecutive years of subgroup proficiency performance (ELA or math) at or below that of all students in the bottom 5% of Title I A schools (identification for this group to begin in 2021-22)</p>	<p>an increase in the accountability letter grade; OR an increase in the accountability letter grade that crosses over the midpoint of the letter grade. (For example, bottom half of "F" to top half of "F")</p>

Targeted Support and Improvement (TSI)

IDENTIFICATION

Subgroup in the lowest 50% of overall accountability index; AND

Subgroup in lowest quartile of 3-year average gap-to-goal; AND

Subgroup scores in lowest quartile of 3-year improvement toward gap-to-goal closure

Schools with a subgroup meeting all 3 of the above criteria will be rank-ordered annually, using overall accountability index, and the bottom 5% of all schools not identified for CSI will be identified for TSI

EXIT

School no longer meets criteria that led to identification

AND

3-year average growth in subgroup proficiency exceeds target proficiency growth rate projected for the same statewide subgroup

Consistently Underperforming Subgroup

As required by ESSA Section 1111(c)(4)(C)(iii), each state must provide a definition for a “consistently underperforming subgroup” to be used for the identification of Targeted Support and Improvement (TSI) schools.

A “consistently underperforming” subgroup is a subgroup of students that (a) scores in the **lowest 50% on the overall accountability index results**, (b) scores in the **lowest quartile of average reading/language arts or mathematics gap-to-goal** (current percent proficient less the 70% long-term goal) for the most recent three years of accountability calculations, and (c) scores in the **lowest quartile of improvement toward reading/language arts or mathematics gap-to-goal closure over three years**.

TSI Identification

1. Create list of all schools not identified for CSI.
2. Calculate an accountability score for each subgroup.
3. Flag the bottom 50% of schools by subgroup accountability score for each subgroup.
4. Calculate and rank gap and improvement by subgroup for ELA and math as compared to long-term subgroup goals.
5. Flag schools with gap and improvement indicators both in bottom 25% for ELA or math.
6. Using overall accountability score, identify lowest 5% of schools with a subgroup flagged for both gap and improvement in either ELA or math.

Additional Targeted Support and Improvement (A-TSI)

IDENTIFICATION

For all schools, 3-year average subgroup performance is at or below that of all students in the lowest performing schools (bottom 5% of Title I A schools) (identification in 2018-19 based on 2015-16, 2016-17, and 2017-18 data; subsequent annual identification based on most recent 3-year data trend)

EXIT

Subgroup performance above that of all students in the lowest performing schools (bottom 5% of Title I A schools), based on identification year data

AND

an increase in the accountability letter grade; OR an increase in the accountability letter grade that crosses over the midpoint of the letter grade. (For example, bottom half of "F" to top half of "F")

School Improvement

Key Principles

- Providing strong leadership
- Ensuring effective teaching and improved instruction
- Increasing learning time
- Strengthening schools instructional program
- Using data to inform instruction for continuous improvement
- Improving school safety and discipline
- Providing ongoing mechanism for family and community engagement
- Ensuring school receives ongoing assistance and related support

School Improvement

Categories

- Achievement School District (ASD) – established by state law, the ASD will launch in 2018-19, to include **entire districts**; eligible districts will have been rated an “F” for 2 consecutive years or 2 of 3 years
- District of Transformation – established by state law, an interim superintendent is assigned to districts where Governor has declared a state of emergency
- Comprehensive Support and Improvement (CSI) – bottom 5% of Title I A schools, or schools with graduation rate less than or equal to 67%
- Targeted Support and Improvement (TSI) – bottom 5% of Title I A schools not identified for CSI in which school subgroup performance is poor

Comprehensive Support and Improvement

SUPPORTS for CSI:

- CSI Support Level 1: [bottom 30% (at a minimum)]: face-to-face embedded coaching support; access to formula grants; priority access to professional development (literacy, leadership, blended learning concepts, other content areas); quarterly regional leadership team meetings (3-4 people per school); quarterly regional leadership webinars
- CSI Support Level 2: virtual coaching support; access to formula grants; priority access to professional development (literacy, leadership, blended learning concepts, other content areas); quarterly regional leadership team meetings (3-4 people per school); quarterly regional leadership webinars

Comprehensive Support and Improvement

- All "F" schools, regardless of identification for support, will have priority access to the following supports: professional development (literacy, leadership, blended learning concepts, other content areas); quarterly regional leadership team meetings (3-4 people per school); and quarterly regional leadership webinars
- For more information on how schools are identified for school improvement, please see Mississippi's ESSA Consolidated State Plan, linked on the right side of www.mdek12.org/essa

Targeted Support and Improvement

SUPPORTS for TSI (METHOD #1 AND #2)

- Evidence-based interventions as outlined in TSI plan approved by the local school board and implemented by the school district; if funding is available once CSI schools are served, TSI schools will have access to formula or competitive grants; training on utilizing data to build capacity and improve instruction

Supporting Educators and Students

Supporting Effective Instruction: Teachers and Leaders

PRIORITIES

- Attract and recruit educators through Grow-Your-Own programs
- Increase rigor of educator preparation programs
- Support teacher mentoring and induction programs
- Implement Professional Growth System
- Continue implementation of Professional Development Menu of Services
- Increase diversity in Mississippi's teacher pipeline
- Expand opportunities for teacher leaders
- Improve skills for current teachers

Supporting Struggling Learners

- Strengthen identification and exit procedures for English Learners (ELs); provide webinars and regional professional development to general education teachers and tutors who work with ELs; embed EL instructional approaches within teacher preparation program
- Offer collaborative professional development for special education and general education teachers to enhance content knowledge of all teachers
- Focus on ABCs (attendance, behavior, and course performance) to identify students who may need academic or behavioral interventions to be successful in school
- Ensure that students have access to well-rounded educational opportunities, including pre-K programs, advanced coursework, STEM, and arts programs

New Professional Development Menu & Online Offerings

TECHNICAL ASSISTANCE AND
PROFESSIONAL DEVELOPMENT

MENU *of* SERVICES

Mississippi Department of Education
OFFICE OF PROFESSIONAL DEVELOPMENT
Spring 2018



MISSISSIPPI DEPARTMENT OF EDUCATION
OFFICE OF PROFESSIONAL DEVELOPMENT
Wendy Clemmons, Bureau Director
(601) 359-2869
Spring 2018

Ensuring a bright future for every child

SESSION TOPIC AND DESCRIPTION	GRADE BAND				DURATION			
	K-2	3-5	6-8	9-12	2 HRS	3 HRS	4 HRS	1 DAY
ENGLISH LANGUAGE ARTS Teaching Effective Reading Comprehension Strategies Participants will become familiar with the reciprocal teaching strategy along with several other research-based comprehension strategies to improve instruction before, during, and after reading. <i>Available online February 2018</i>	✓	✓	✓	✓	☐	✓	✓	✓
Redefining the Reading Block Providing students with an uninterrupted and well-planned literacy block is essential to their development as readers and writers. This session is designed to assist teachers in effectively understanding how to integrate the five components of reading into both their whole-group and small-group instruction to meet that goal. Teachers will be provided samples of effective reading blocks and given the opportunity to help develop their own schedules for their classrooms. <i>Available online May 2018</i>	✓	✓			☐	✓		
Learning Walk This service is intended to assist building-level administrators in identifying the professional development needs of their school. During the Learning Walk, administrators and Professional Development Coordinators will visit ELA classrooms and reflect on teaching practices, learning strategies, student interaction, and student engagement. After the Learning Walk is complete, administrators will use the evidence obtained to develop a meaningful professional development plan.	✓	✓	✓	✓	✓	✓	✓	✓
Support Services: From Professional Development to Practice Each professional development session may be followed-up with a request for additional support services. This assistance can be ongoing and customized to meet the needs of the teachers and/or goals of the school/district. Some of the assistance provided may include model lessons of instructional strategies, follow-up teacher observations with feedback, or assistance with development of unit plan(s) and/or lesson plan(s) within a unit. <i>A Support Services Request Form must be completed for this service.</i>	✓	✓	✓	✓	✓	✓	✓	✓

NOTE: Follow-up support services are available for each PD topic delivered.

☐ Available online

Professional Development Requests & Calendar

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Mississippi Department of Education Blogs



Dr. Carey M. Wright
State Superintendent of Education

For information and updates from Dr. Carey Wright, State Superintendent, [click here](#).

MDE Hot Topics	MDE News	MDE Quick Links
<ul style="list-style-type: none">• Jackson Public Schools Audit Report• Charter Schools• Early Learning Collaborative Act• Every Student Succeeds Act (ESSA)• Graduation Ready Options• Literacy-Based Promotion• Mississippi College and Career ready Standards• Mississippi State Board of Education Strategic Plan• Reading and State Standards Educator Resources• State Board of Education Policy Manual	<p><i>Mississippi Students Selected for United States Senate Youth Program, Receive Scholarships</i> Dec 18, 2017</p> <p><i>State Board of Education Delays Decision on Achievement School District</i> Dec 14, 2017</p> <p><i>MDE Releases Achievement Gap Data for the 2016-17 School Year</i> Dec 14, 2017</p>	<ul style="list-style-type: none">• Report Fraud, Waste and Abuse• Mississippi State Board of Education Members• Professional Development Calendar• Request Professional Development• EdUpdate• Family Guides to Student Success• Mississippi School Superintendents• Mississippi Board of Education Agenda• Mississippi Exemplar Units and Lessons• Mississippi Virtual Public School• Mississippi E-Learning for Educators• APA Notification Listserv Signup• GoSignMeUp Registration• State, District, and School Report Cards• 2017 Legislative Reports

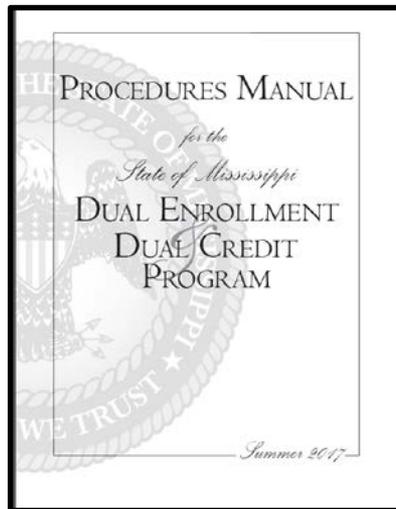
Mississippi Department of Education P.O. Box 771 Jackson, MS 39205-0771 General Information: 801-359-3513

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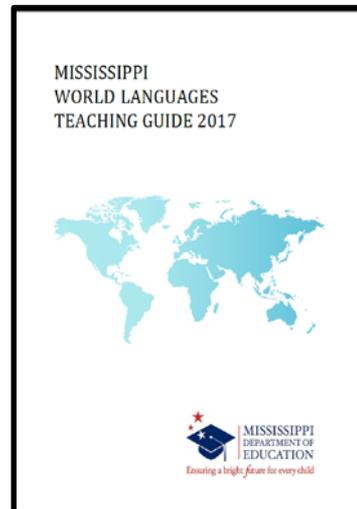
Resources & Publications for Teachers



Advanced Learning and Gifted
Program Webinar Series



*Dual Enrollment / Dual Credit
Program Procedures Manual*
http://www.mississippi.edu/oasa/downloads/dual_enrollment_credit_procedures_manual.pdf



MS World Language Teaching Guide 2017
<http://www.mde.k12.ms.us/docs/secondary-education/mississippi-world-language-teaching-guide-2017.pdf?sfvrsn=2>



*Integrated Kindergarten Centers
Activities*
(Transdisciplinary, Kindergarten)

Resources & Publications for Teachers



Literacy Focus of the Month

Literacy Focus of the Month

(Transdisciplinary: Grades PK – 12)

ENGLISH LANGUAGE ARTS		MATHEMATICS	
L.E. 1.0 - 1.2		M.1.0 - M.2.0	
PRE-K	PK - 1	PK - 1	PK - 1
Lesson 1	Lesson 2	Lesson 1	Lesson 2
Lesson 3	Lesson 4	Lesson 3	Lesson 4
Lesson 5	Lesson 6	Lesson 5	Lesson 6
Lesson 7	Lesson 8	Lesson 7	Lesson 8
Lesson 9	Lesson 10	Lesson 9	Lesson 10
Lesson 11	Lesson 12	Lesson 11	Lesson 12
Lesson 13	Lesson 14	Lesson 13	Lesson 14
Lesson 15	Lesson 16	Lesson 15	Lesson 16
Lesson 17	Lesson 18	Lesson 17	Lesson 18
Lesson 19	Lesson 20	Lesson 19	Lesson 20
Lesson 21	Lesson 22	Lesson 21	Lesson 22
Lesson 23	Lesson 24	Lesson 23	Lesson 24
Lesson 25	Lesson 26	Lesson 25	Lesson 26
Lesson 27	Lesson 28	Lesson 27	Lesson 28
Lesson 29	Lesson 30	Lesson 29	Lesson 30
Lesson 31	Lesson 32	Lesson 31	Lesson 32

Kellogg Grant Exemplar Lesson & Unit Plans

(ELA and Math, Grades PK – HS)



GRADE 8 The Number System

Know that there are numbers that are not rational, and approximate them by rational numbers.

Desired Student Performance	A student should be able to do
<p>8.NS.1 Know that numbers that are not rational are approximately equal to a rational number, and compare approximate decimal expansions for equality. Approximate irrational numbers as rational numbers, and compare approximate decimal expansions for equality.</p> <p>A student should know</p> <ul style="list-style-type: none"> Real numbers include the set of rational numbers together with the set of irrational numbers. A rational number is a number expressed in the form $\frac{a}{b}$ or as the decimal fraction $\frac{a}{b}$. The rational numbers include the integers. Every real number can be represented by a number line that extends in both directions. Every number on the number line can be expressed as the sum of a rational number and an irrational number. The decimal form of a fraction is called a repeating or terminating decimal. A repeating decimal is the decimal form of a rational number. Repeating decimals have a bar to show only one digit repeats that number. For example, $0.33333... = \frac{1}{3}$. An irrational number is not the decimal form of a rational number. For example, $\sqrt{2}$. 	<ul style="list-style-type: none"> Using a number line, compare and order rational numbers and approximate irrational numbers by locating them on a number line. Using a number line, compare and order rational numbers and approximate irrational numbers by locating them on a number line. Using a number line, compare and order rational numbers and approximate irrational numbers by locating them on a number line. Using a number line, compare and order rational numbers and approximate irrational numbers by locating them on a number line.

Instructional Scaffolding Document

(ELA & Math: Grades PK-8)



English Learner Videos and Resources

- 1. Determining evidence-based practices**
 - What evidence-based practices are used?
 - What evidence-based practices are used?
 - What evidence-based practices are used?
- 2. Forming an implementation team**
 - Who, what, and how often will the implementation team meet and how often will the implementation team meet?
 - Who, what, and how often will the implementation team meet?
- 3. Creating a logic model for implementing evidence-based literacy practices**
 - What is the logic model?
 - Logic model: A tool for describing the relationship between activities, strategies, and outcomes.
 - Logic model: A tool for describing the relationship between activities, strategies, and outcomes.
 - Logic model: A tool for describing the relationship between activities, strategies, and outcomes.
- 4. Self-efficacy of teachers for implementing literacy practices**
 - How can we build self-efficacy of teachers for implementing literacy practices?
 - How can we build self-efficacy of teachers for implementing literacy practices?
 - How can we build self-efficacy of teachers for implementing literacy practices?

Implementing Evidence-based Literacy Practices

(Grades K-12)

Multi-Tiered System of Supports Documentation Packet

Intervention Services
Office of Elementary Education and Reading
Published 2015

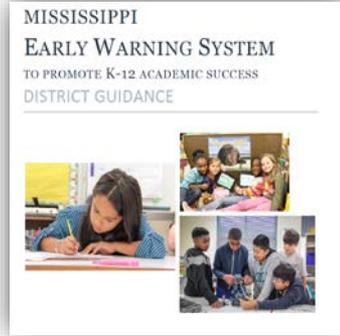
Multi-Tiered System of Supports

(Transdisciplinary, Grades PK-12)

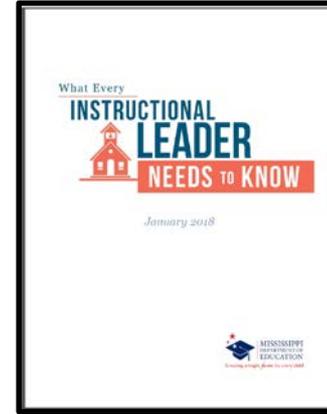
Resources & Publications for Administrators



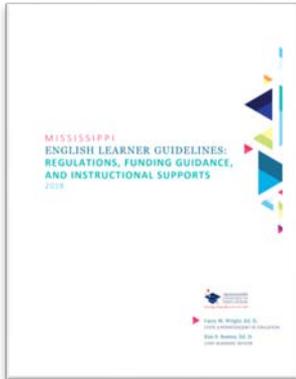
*Educational Stability for Children in Foster Care
(Foster Care Guidance Document)*



*Early Warning System
(College and Career Readiness
Data Guidance Document)*



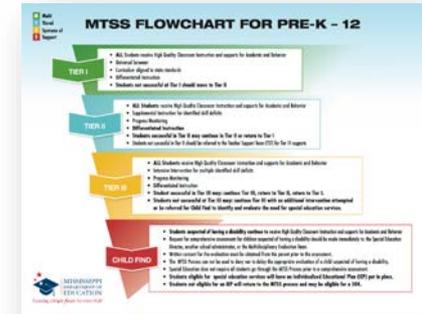
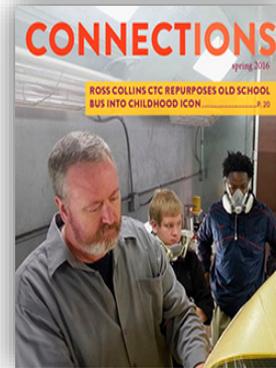
*What Ever Instructional Leader Needs to Know
(January 2018 Edition)*



English Learner Guidelines

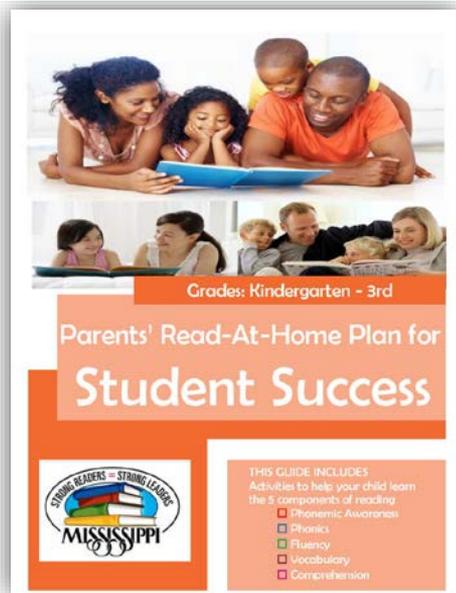


*A Glimpse into Mississippi K-12 and CTE Classrooms
(Transdisciplinary: Grades K-12)*

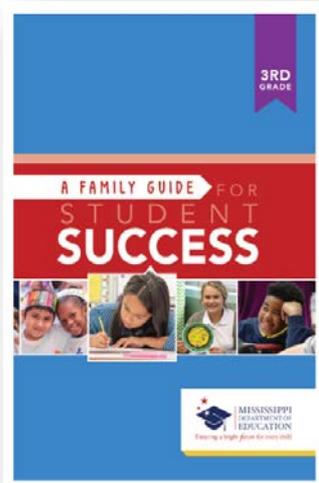


Multi-Tiered System of Support

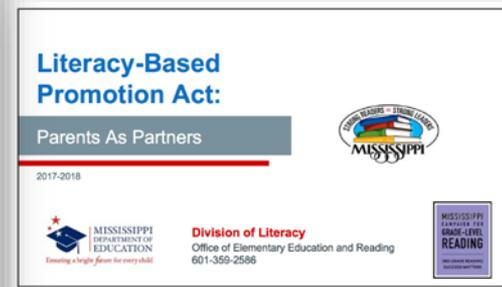
Resources & Publications for Parents



[Parents' Read-At-Home Plan](#)
(Literacy-Based Promotion Act
Parent Document)



[Family Guides for Student Success](#)
(Reading & Math: Grades PK-8)



[Parents As Partners: An Overview of the 3rd Grade Assessment and the LBPA](#)
(Literacy-Based Promotion Act
Parent Presentation K-3)

Mississippi Succeeds Report Card

A New Vision

ESSA requires that the State prepare and disseminate widely a State report card that is:

- Concise
- Presented in an understandable and uniform format
- Widely accessible to the public on a single webpage

ESEA Sec. 1111(h)(1)

State Requirements

Mississippi Code also requires that an annual report card be published in local newspapers and on the district's website by November 1 each year

- Prior years' report cards can be located on the Reporting portal of the MDE website

Mississippi Code § 37-3-53(1)(c)

Report Card Requirements

- Accountability grade and component data, including subgroup breakouts
- Accountability English Learner (EL) component, with grade if EL was included in official grade
- Detailed assessment data, including participation and performance data, with subgroup breakouts
- English Learner (EL) proficiency rates

Report Card Requirements

- District and school information, including superintendent/principal name and email address
- CSI/TSI designation
- Teacher and school leader data, including the number of experienced, emergency/provisional, and out-of-field teachers

Report Card Requirements

- Postsecondary enrollment
- Discipline data, including in-school and out-of-school suspensions, expulsions, and incidents of violence
- School-based arrests and referrals to law enforcement (from Office of Civil Rights)

Report Card Requirements

- Chronic absenteeism
- Preschool enrollment
- Accelerated coursework participation
- Per-pupil expenditures by source of funds

Report Card Requirements

- NAEP performance
- Progress toward long-term goals for Academic Achievement, Graduation Rates, and EL Proficiency
- Comparisons of school, district, and state performance

Report Card Design

- Stakeholder groups convened to elicit feedback for the report card design
- Desire for easy-to-use and simplified views of information

Report Card Design

- Single website with easy search function
- Printable overview for newspaper postings and handouts
- Data export for detailed information
- Expand features and data in future years

Report Card Example



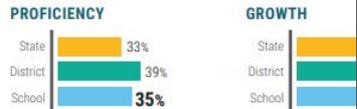
School Report Card ▶ 2017-2018

For more detailed information, please visit [web address](#).

Northwest
Rankin County
Grade
B
Identified for **Target**

SCHOOL ACCOUNTABILITY GRADE COMPONENT
The Mississippi Statewide Accountability System is a single 7-point accountability system. Grades are based on student achievement testing, and other academic measures.

Math
Measurements of student performance on the statewide math assessments



English Language Arts
Measurements of student performance on the statewide English Language Arts assessments



OTHER DATA



35%

Chronic Absenteeism



35%

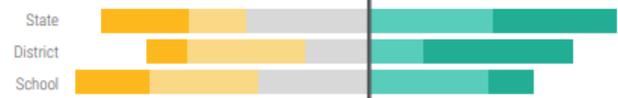
SCHOOL NON-ACCOUNTABILITY GRADE COMPONENTS

Student Performance

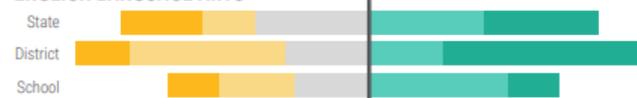
Student performance shows detailed information about each level of performance on statewide assessments by student subgroups.



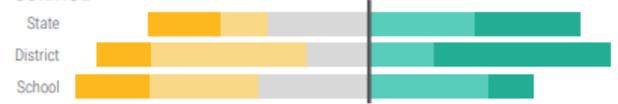
MATH



ENGLISH LANGUAGE ARTS



SCIENCE



Report Card Website



Mississippi Succeeds Report Cards



Search for state, school or district data below.

Go

Statewide Accountability Performance Results

The Mississippi Statewide Accountability System is a single "A" through "F" school and district accountability system. Grades are based on student achievement, student growth, student participation in testing, and other academic measures.



State Average

Learn more about the state results and subgroup breakdowns.



State Average

Download the full dataset in spreadsheet format.



Users Guide

Get an in-depth understanding of how to use this site.

Report Card Website

The Data

Every school and District has an overall accountability grade and score. The data is accompanied by assessment, teacher, and environment data that gives an overview of school performance with the ability to link to more detailed data.

District or School Information

Find basic information such as address, superintendent, overall Accountability Grade.

Detailed Accountability Data

Tiles represent a logical grouping of data. Click a tile to access detailed information like school/district/state comparisons and breakdowns by gender, subgroup and special populations.



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Questions?

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