MISSISSIPPI
DEPARTMENT OF
EDUCATION
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Mississippi School and District Grading System

The A-F grading scale is a way to identify how well students are performing in school, especially on tests and assignments. For school or district grades, it is important to understand that several factors are taken into consideration.

Mississippi's school grading system considers several indicators, including how well students perform on state tests, whether students are showing improvement on those tests from year to year and whether students are graduating within four years. The system also factors in how well schools are helping their lowest achieving students make progress toward proficiency.

History and Goal:

- The Mississippi Legislature passed, in 2013, Sections 37-18-1 through 7 of the Mississippi Code of 1972, Annotated, which required the state to implement an A-F grading scale for schools.
- Section 37-17-6, as amended in 2013, includes the following definitions for Proficiency and Growth: The State Department of Education shall establish five (5) performance categories ("A," "B," "C," "D," and "F") for the accountability system based on the following criteria:
    - o Student Achievement: the percent of students proficient and advanced on the current state assessments
    - o Individual Student Growth: the percent of students making one (1) year's progress in one (1) year's time on the state assessment, with an emphasis on the progress of the lowest 25 percent of students in the school or district
- The goal is to help parents and the public better understand how well a school is performing and to begin conversations to continually improve education.

What the Grades Represent:

- How well students are performing in math and English language arts on state assessments.
- Whether students in the school are meeting annual expected growth in math and English language arts.
- How well students are performing in U.S. History and Science
- Whether high school students are graduating on time.
- Whether students are participating in and performing well in accelerated coursework, such as Advanced Placement (AP), International Baccalaureate (IB) classes, and dual credit college courses.
- How students perform on ACT
- Whether there are large differences between the achievement levels among students, especially students who receive additional educational services.
- Whether a school is performing above expectations.

What the Grades Are Not:

- They do not measure how well an individual student or teacher is doing.
- They do not take into consideration other things the school may be doing well, such as meeting students' emotional/social or health needs or how well students are performing in other subject areas.

Who Was Involved in the Development of the Accountability Model?

- Legislators
- Superintendents
- Administrators
- Mississippi Department of Education
- Business and Policy Leaders

What Parents Can Do:

- Become aware of how well schools are performing in the community.
- Talk with teachers and school officials about how to help the school.
- Volunteer at school and engage in areas that need improvement.
- Ensure children have excellent attendance, complete all assignments, and are engaged in learning.

School Grades and Grading Scale

Elementary and Middle Schools - 700 points
A= 455 to 700 points
B = 385 to 454 points
C = 330 to 384 points
D = 277 to 329 points
F = Less than 277 points

High Schools – 1,000 Points
A = 738 to 1,000 points
B = 626 to 737 points
C = 552 to 625 points
D= 470 to 551 points
F = Less than 470 points

School Districts – 1,000 Points
A = 672 to 1,000 points
B =588 to 671 points
C = 523 to 587 points
D= 464 to 522 points
F = Less than 464 points

Grades are assigned to schools based on points earned. Schools earn points in several categories, such as performance, growth, and graduation rate (for high schools). Additional information about categories and points possible for each category can be found here.

Performance Level Classifications: 700 Point Schools

Rating	Descriptor	Characteristic
A	Reading, Mathematics, and Science proficiency rates are in the top quartile of performance. Reading and Mathematics growth in the all students group is above the state median for the given year. The lowest 25% subgroup earned at least 50 points in the Reading and Mathematics growth component.	Highest Status Highest Growth Subgroup Growth
B	Reading, Mathematics, and Science proficiency rates are above the state median for the given year. Reading or Mathematics growth in the all students group is above the state median for the given year. The lowest 25% subgroup earned at least 50 points in the Reading and Mathematics growth component.	High Status Typical Growth Subgroup Growth
C	Reading, Mathematics, or Science proficiency rates are above the state median for the given year; however, no rate is in the lowest quartile. Reading and Mathematics growth in the all students group is above the state median for the given year. The lowest 25% subgroup earned at least 50 points in the Reading or Mathematics growth component.	Typical Status Typical Growth Subgroup Growth
D	Reading, Mathematics, and Science proficiency rates are below the state median for the given year. Reading or Mathematics growth in the all students group is below the state median for the given year. The lowest 25% subgroup did not earn at least 50 points in the Reading or Mathematics growth component.	Low Status Low Growth Low Subgroup Growth
F	Reading, Mathematics, and Science proficiency rates are in the first quartile for the given year. Reading and Mathematics growth in the all students group is below the state median for the given year. The lowest 25% subgroup did not earn at least 50 points in the Reading or Mathematics growth component.	Lowest Status Low Growth Low Subgroup Growth

Performance Level Classifications: 1000 Point Schools & Districts

Rating	Descriptor	Characteristic
A	Reading, Mathematics, and Science proficiency rates are in the top quartile of performance. Reading and Mathematics growth in the all students group is above the state median for the given year. The lowest 25% subgroup earned at least 50 points in the Reading and Mathematics growth component.	Highest Status Highest Growth Subgroup Growth
B	Reading, Mathematics, and Science proficiency rates are above the state median for the given year. Reading or Mathematics growth in the all students group is above the state median for the given year. The lowest 25% subgroup earned at least 50 points in the Reading and Mathematics growth component.	High Status Typical Growth Subgroup Growth
C	Reading, Mathematics, or Science proficiency rates are above the state median for the given year; however, no rate is in the lowest quartile. At least three of the five additional performance indicators (Reading growth, Mathematics growth, History proficiency, graduation rates, college & career readiness, and acceleration in the all students group) are above the state median for the given year. The lowest 25% subgroup earned at least 50 points in the Reading or Mathematics growth component.	Typical Status Typical Growth Subgroup Growth
D	Reading, Mathematics, and Science proficiency rates are below the state median for the given year. Reading or Mathematics growth in the all students group is below the state median for the given year. At least two of the three additional performance indicators (History proficiency, graduation rates, college & career readiness, and acceleration in the all students group) are below the state median for the given year. The lowest 25% subgroup did not earn at least 50 points in the Reading or Mathematics growth component.	Low Status Low Growth Low Subgroup Growth
F	Reading, Mathematics, and Science proficiency rates are in the first quartile for the given year. Reading or Mathematics growth in the all students group is not above the first quartile for the given year. The three additional performance indicators (History proficiency, graduation rates, college & career readiness, and acceleration in the all students group) are below the state median for the given year. The lowest 25% subgroup did not earn at least 50 points in the Reading or Mathematics growth component.	Lowest Status Lowest Growth Low Subgroup Growth