Mississippi

SUCCEEDS

The *Every Student Succeeds Act* and the Mississippi Statewide Accountability System

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Nathan Oakley, Ph.D., Chief Academic Officer
Office of Academic Education
noakley@mdek12.org

Paula Vanderford, Ph.D., Chief Accountability Officer
Office of Accountability
pavanderford@mdek12.org

C. Alan Burrow, Director
Office of District and School Performance
aburrow@mdek12.org
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?
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
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
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

• 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

Both documents are online at www.mdek12.org/essa.
• 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.
• 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.
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

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>28.7%</td>
<td>37.1%</td>
<td>36.0%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>29.8%</td>
<td>32.6%</td>
<td>31.3%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>28.1%</td>
<td>34.1%</td>
<td>37.3%</td>
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<tr>
<td>Grade 6</td>
<td>29.3%</td>
<td>29.2%</td>
<td>40.0%</td>
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<tr>
<td>Grade 7</td>
<td>31.2%</td>
<td>31.1%</td>
<td>30.1%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>31.1%</td>
<td>33.3%</td>
<td>34.2%</td>
</tr>
<tr>
<td>English II</td>
<td>49.3%</td>
<td>37.1%</td>
<td>36.0%</td>
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</table>

MATHMATICS  STUDENTS SCORING PROFICIENT OR ADVANCED

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>33.1%</td>
<td>32.2%</td>
<td>40.1%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>27.2%</td>
<td>32.2%</td>
<td>35.6%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>25.1%</td>
<td>30.0%</td>
<td>33.7%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>24.5%</td>
<td>32.5%</td>
<td>37.7%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>20.2%</td>
<td>34.2%</td>
<td>43.8%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>28.1%</td>
<td>30.9%</td>
<td>36.6%</td>
</tr>
<tr>
<td>Algebra I</td>
<td>27.4%</td>
<td>31.4%</td>
<td>31.4%</td>
</tr>
</tbody>
</table>

Proficient students are considered at or above grade level on MAAP tests.
• 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.
<table>
<thead>
<tr>
<th></th>
<th><strong>ENGLISH LANGUAGE ARTS</strong></th>
<th></th>
<th><strong>MATH</strong></th>
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<tbody>
<tr>
<td></td>
<td><strong>CURRENT</strong></td>
<td><strong>INTERIM</strong></td>
<td><strong>CURRENT</strong></td>
</tr>
<tr>
<td></td>
<td>Proficient</td>
<td>Proficient Targets</td>
<td>Proficient</td>
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<tr>
<td><strong>2015-2016</strong></td>
<td>32.6%</td>
<td>45.1%</td>
<td>31.1%</td>
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<tr>
<td><strong>2018-2019</strong></td>
<td></td>
<td>57.5%</td>
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<tr>
<td><strong>2021-2022</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>2024-2025</strong></td>
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</table>

Long-term Goals: Student Proficiency
### Long-term Goals: Graduation Rate

<table>
<thead>
<tr>
<th></th>
<th>CURRENT Graduation Rate</th>
<th>INTERIM Graduation Rate Targets</th>
<th>LONG-TERM Graduation Rate Goal</th>
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</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>82.3%</td>
<td>2018-2019</td>
<td>2021-2022</td>
</tr>
<tr>
<td></td>
<td></td>
<td>84.8%</td>
<td>87.4%</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>2024-2025</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>90.0%</td>
</tr>
</tbody>
</table>
School Improvement
<table>
<thead>
<tr>
<th>IDENTIFICATION</th>
<th>EXIT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>METHOD 1:</strong> graduation rate less than or equal to 67% (identification in 2018-19 based on 2017-18 data; subsequent identification every 3rd year); OR</td>
<td><strong>METHOD 1:</strong> graduation rate over 67% after 3 years</td>
</tr>
<tr>
<td><strong>METHOD 2:</strong> bottom 5% of Title I A schools (identification in 2018-19 based on 2017-18 data; subsequent identification every 3rd year)</td>
<td><strong>METHODS 2 and 3:</strong> above the bottom 5% of Title I A schools after 3 years; 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”)</td>
</tr>
<tr>
<td><strong>METHOD 3:</strong> 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)</td>
<td></td>
</tr>
<tr>
<td>IDENTIFICATION</td>
<td>EXIT</td>
</tr>
<tr>
<td>----------------</td>
<td>------</td>
</tr>
<tr>
<td>Subgroup in the lowest 50% of overall accountability index; AND</td>
<td>School no longer meets criteria that led to identification</td>
</tr>
<tr>
<td>Subgroup in lowest quartile of 3-year average gap-to-goal; AND</td>
<td>AND</td>
</tr>
<tr>
<td>Subgroup scores in lowest quartile of 3-year improvement toward gap-to-goal closure</td>
<td>3-year average growth in subgroup proficiency exceeds target proficiency growth rate projected for the same statewide subgroup</td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
</tbody>
</table>
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.
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)

<table>
<thead>
<tr>
<th>IDENTIFICATION</th>
<th>EXIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>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”)</td>
</tr>
</tbody>
</table>
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
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
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
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
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

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.
Available online February 2018

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.
Available online May 2018

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. A Support Services Request Form must be completed for this service.

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

Available online
Finally Monday
Creativity
November 27, 2017

Advanced Learning and Gifted Program Webinar Series

Dual Enrollment / Dual Credit Program Procedures Manual

MS World Language Teaching Guide 2017

Integrated Kindergarten Centers Activities
(Transdisciplinary, Kindergarten)
Resources & Publications for Teachers

Literacy Focus of the Month
(Transdisciplinary: Grades PK – 12)

Instructional Scaffolding Document
(ELA & Math: Grades PK-8)

English Learner Videos and Resources

Kellogg Grant Exemplar Lesson & Unit Plans
(ELA and Math, Grades PK – HS)

Implementing Evidence-based Literacy Practices
(Grades K-12)

Multi-Tiered System of Supports
(Transdisciplinary, Grades PK-12)
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
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
• 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
• 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

Northwest Rankin County

Grade B

School Accountability Grade Components

The Mississippi Statewide Accountability System is a single accountability system. Grades are based on student achievement, testing, and other academic measures.

Math

Proficiency: 33%
Growth: 39%

English Language Arts

Proficiency: 33%
Growth: 39%

Science

Proficiency: 33%
Growth: 39%

Student Performance

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

Math

State: [Graph]
District: [Graph]
School: [Graph]

English Language Arts

State: [Graph]
District: [Graph]
School: [Graph]

Science

State: [Graph]
District: [Graph]
School: [Graph]

Chronic Absenteeism

35%

OTHER DATA
Mississippi Succeeds Report Cards

Search for state, school or district data below.

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.

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.
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, subgroups, and special populations.
Questions?

Nathan Oakley, Ph.D., Chief Academic Officer
Office of Academic Education
noakley@mdek12.org

Deborah Donovan, Director
Office of Data Analysis and Reporting
ddonovan@mdek12.org
Accountability
Accountability Changes for 2018

- The SCD exclusion for Acceleration and College and Career Readiness has been removed.
- Weighted growth measures have changed.
- An English Learner progress to proficiency indicator has been added.
- The definition of Senior Snapshot has been changed so that early completers are included.
- Data review periods/processes have changed.
Calculation of Growth

Earning Growth Points:

- Moving 1 Growth* level = 1 pt
- Moving 2 Proficiency* levels = 1.25 pts
- Moving from any lower level to level 5 = 1.25 pts
- Staying at level 5 = 1.25 pts

*there are 5 Proficiency Levels and 8 Growth Levels
English Learner (EL) Component

• EL students are expected to achieve English proficiency within 5 years of entering an EL program in Mississippi, or graduation.
• First year students will be exempt from the EL component.
• Students must have a valid EL assessment score for the current and prior year.
• Students must meet FAY for current year, but not prior year.
• Individual student scores will range between 0 and 1.
  – A student who regresses on his/her EL assessment will receive a score of 0.
  – A student meeting the progress target will receive a score of 1.
• Only schools/districts with at least 10 eligible EL students will have an EL component included.
• The average of the points earned for all EL students will be calculated for eligible schools/districts.
• Points for schools and districts are then scaled to attenuate the impact on accountability points, such that schools/districts with a student average $\geq 0.90$ will receive full accountability points for the EL component.
## 700-Point Elementary and Middle Schools

<table>
<thead>
<tr>
<th></th>
<th>READING</th>
<th>MATH</th>
<th>SCIENCE</th>
<th>ENGLISH LANGUAGE PROGRESS</th>
</tr>
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<tbody>
<tr>
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<td><strong>Proficiency</strong></td>
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<td><strong>95 PTS</strong></td>
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<td><strong>Growth All Students</strong></td>
<td><strong>Growth All Students</strong></td>
<td><strong>Growth All Students</strong></td>
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<td>---------</td>
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<td>Proficiency</td>
<td>Proficiency</td>
<td>Science Proficiency</td>
<td>4-year Cohort Rate</td>
<td>Performance</td>
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<td>95 PTS</td>
<td>95 PTS</td>
<td>47.5 PTS</td>
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<tr>
<td>Growth All Students</td>
<td>Growth All Students</td>
<td>U.S. History Proficiency</td>
<td>Performance</td>
<td>Participation</td>
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<tr>
<td>95 PTS</td>
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<td>23.75 PTS</td>
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<tr>
<td>Growth Lowest 25%</td>
<td>Growth Lowest 25%</td>
<td>95 PTS</td>
<td>95 PTS</td>
<td></td>
</tr>
</tbody>
</table>

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.
Senior Snapshot is a method of identifying high school students for the high school assessment participation rate calculation and College and Career Readiness measures. Senior Snapshot captures ALL students who have been enrolled in a MS public school starting in month 1 of the 10th grade and continuing without interruption until either the end of month 9 of the 12th grade or until a completion status is entered, whichever occurs first. If the student does not meet the enrollment criteria, he/she will not be included in the denominator for participation rate calculations or College and Career Readiness measures.
## Performance Level Cut Scores for 2016-2017 and Forward

<table>
<thead>
<tr>
<th>Grade</th>
<th>Districts</th>
<th>700 Point Schools</th>
<th>1,000 Point Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>668</td>
<td>442</td>
<td>787</td>
</tr>
<tr>
<td>B</td>
<td>599</td>
<td>377</td>
<td>679</td>
</tr>
<tr>
<td>C</td>
<td>536</td>
<td>328</td>
<td>612</td>
</tr>
<tr>
<td>D</td>
<td>489</td>
<td>269</td>
<td>547</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 489</td>
<td>&lt; 269</td>
<td>&lt; 547</td>
</tr>
</tbody>
</table>
Annual Accountability Schedule

Districts should review/update monthly:
- Entry and withdrawal status
- Demographics
- Completion and withdrawal

ACT Statewide Administration
Graduation Rates to SBE
MAAP Administration
All student information updates should be complete
Preliminary MAAP Data to Districts
Preliminary Accountability results to districts for review
Final Accountability Results to SBE

School Year Ends
Final Assessment Data to Districts/OTSS
Entry of Summer activity completed
What’s Next?

• Implementation of ESSA related changes
  - EL Component will not affect grades in 2018
  - All other changes will be in effect for 2018

• Consideration of additional measures for College and Career Readiness

• Grade assignment for K-12 attendance centers

• New Accountability Task Force for 2018-2019
The ATF will assist the MDE by providing stakeholder engagement/feedback regarding any changes to the Statewide Accountability System. If you or someone you know would like the possibility of serving in this capacity, please complete the below referenced survey prior to 5:00 p.m. on July 20, 2018. After a review of all nominations, the MDE will notify selected candidates, and the initial meeting will take place in the fall.

https://cspr.mde.k12.ms.us/TakeSurvey.aspx?SurveyID=l2KJ8m53#
Anna Furniss, Director of Data Analytics
Office of District and School Performance
(601) 359-1060
afurniss@mdek12.org

C. Alan Burrow, Director
Office of District and School Performance
(601) 359-3514
aburrow@mdek12.org
Questions?

Paula Vanderford, Ph.D., Chief Accountability Officer
Office of Accountability
pavanderford@mdek12.org