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# Mississippi SUCCEEDS

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

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## **VISION**

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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**

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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?

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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

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- 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

# Summary of Major Plan Edits

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- An Algebra II assessment will not be implemented, but rather Algebra I scores will be banked for 8<sup>th</sup> 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

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- 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.

# Plan Approval

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

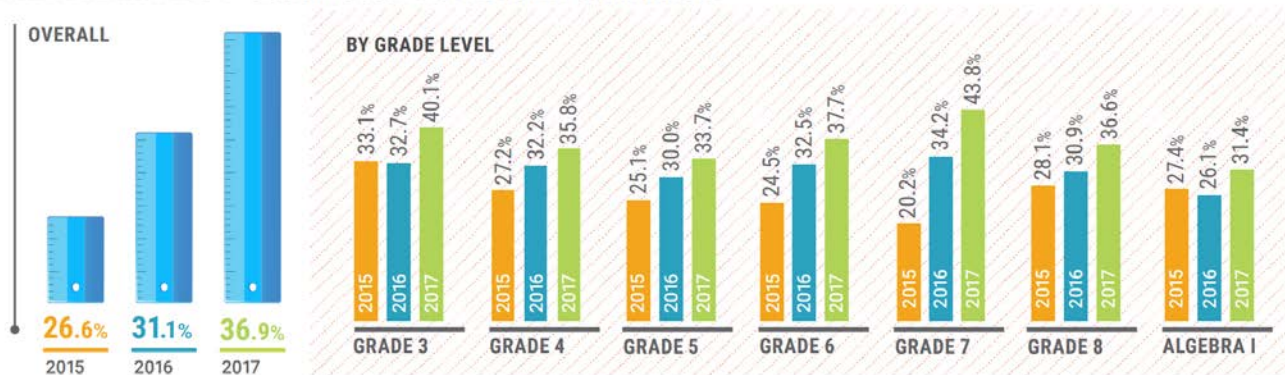
# Long-term Goals

# 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

ENGLISH LANGUAGE ARTS			
CURRENT Proficient	INTERIM Proficient Targets		LONG-TERM Proficient Goal
2015-2016	2018-2019	2021-2022	2024-2025
32.6%	45.1%	57.5%	70.0%

MATH			
CURRENT Proficient	INTERIM Proficient Targets		LONG-TERM Proficient Goal
2015-2016	2018-2019	2021-2022	2024-2025
31.1%	44.1%	57.0%	70.0%

# Long-term Goals: Graduation Rate

CURRENT Graduation Rate	INTERIM Graduation Rate Targets		LONG-TERM Graduation Rate Goal
2015-2016	2018-2019	2021-2022	2024-2025
82.3%	84.8%	87.4%	90.0%

# School Improvement

# Comprehensive Support and Improvement (CSI)

IDENTIFICATION	EXIT
<p><b>METHOD 1:</b> 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><b>METHOD 1:</b> graduation rate over 67% after 3 years</p>
<p><b>METHOD 2:</b> bottom 5% of Title I A schools (identification in 2018-19 based on 2017-18 data; subsequent identification every 3rd year)</p>	<p><b>METHODS 2 and 3:</b> above the bottom 5% of Title I A schools after 3 years; AND</p>
<p><b>METHOD 3:</b> 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

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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

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## 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](http://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
<b>ENGLISH LANGUAGE ARTS</b>  <b>Teaching Effective Reading Comprehension Strategies</b> 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>	✓	✓	✓	✓	☐	✓	✓	✓
<b>Redefining the Reading Block</b> 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>	✓	✓			☐	✓		
<b>Learning Walk</b> 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.	✓	✓	✓	✓	✓	✓	✓	✓
<b>Support Services: From Professional Development to Practice</b> 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

Home About MDE News MS Schools Reports Public Notices Careers Contact Us

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"><li>• Jackson Public Schools Audit Report</li><li>• Charter Schools</li><li>• Early Learning Collaborative Act</li><li>• Every Student Succeeds Act (ESSA)</li><li>• Graduation Ready Options</li><li>• Literacy-Based Promotion</li><li>• Mississippi College and Career ready Standards</li><li>• Mississippi State Board of Education Strategic Plan</li><li>• Reading and State Standards Educator Resources</li><li>• State Board of Education Policy Manual</li></ul>	<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"><li>• Report Fraud, Waste and Abuse</li><li>• Mississippi State Board of Education Members</li><li>• Professional Development Calendar</li><li>• Request Professional Development</li><li>• EdUpdate</li><li>• Family Guides to Student Success</li><li>• Mississippi School Superintendents</li><li>• Mississippi Board of Education Agenda</li><li>• Mississippi Exemplar Units and Lessons</li><li>• Mississippi Virtual Public School</li><li>• Mississippi E-Learning for Educators</li><li>• APA Notification Listserv Signup</li><li>• GoSignMeUp Registration</li><li>• State, District, and School Report Cards</li><li>• 2017 Legislative Reports</li></ul>

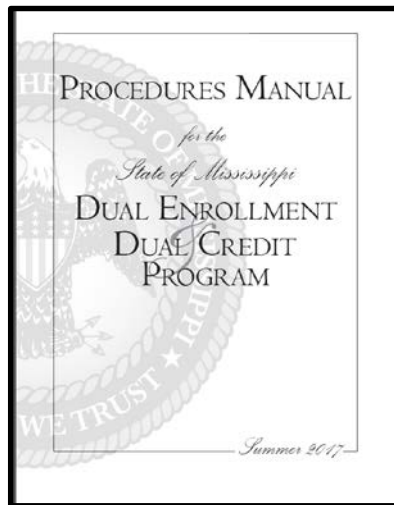
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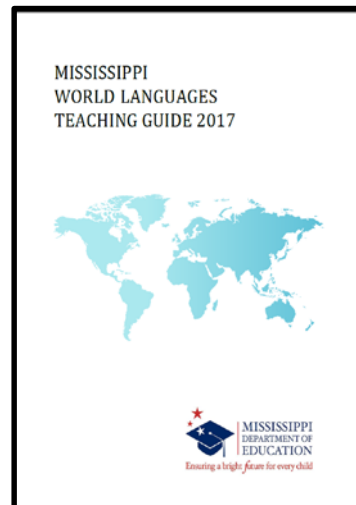
# Resources & Publications for Teachers



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](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)

MISSISSIPPI EXEMPLAR Units & Lessons

Exemplar Unit Feedback

ENGLISH LANGUAGE ARTS		MATHEMATICS	
L.E. 1.0 - READING/WRITING		M.1.0 - NUMBER AND OPERATIONS	
PAGE 1000-1009		PAGE 1010-1019	
L1010	Lesson 1	L1010	Lesson 1
L1011	Lesson 2	L1010	Lesson 2
L1012	Lesson 3	L1010	Lesson 3
L1013	Lesson 4	L1010	Lesson 4
L1014	Lesson 5	L1010	Lesson 5
L1015	Lesson 6	L1010	Lesson 6
L1016	Lesson 7	L1010	Lesson 7
L1017	Lesson 8	L1010	Lesson 8
L1018	Lesson 9	L1010	Lesson 9
L1019	Lesson 10	L1010	Lesson 10
L1020	Lesson 11	L1010	Lesson 11
L1021	Lesson 12	L1010	Lesson 12
L1022	Lesson 13	L1010	Lesson 13
L1023	Lesson 14	L1010	Lesson 14
L1024	Lesson 15	L1010	Lesson 15
L1025	Lesson 16	L1010	Lesson 16
L1026	Lesson 17	L1010	Lesson 17
L1027	Lesson 18	L1010	Lesson 18
L1028	Lesson 19	L1010	Lesson 19
L1029	Lesson 20	L1010	Lesson 20
L1030	Lesson 21	L1010	Lesson 21
L1031	Lesson 22	L1010	Lesson 22
L1032	Lesson 23	L1010	Lesson 23
L1033	Lesson 24	L1010	Lesson 24
L1034	Lesson 25	L1010	Lesson 25
L1035	Lesson 26	L1010	Lesson 26
L1036	Lesson 27	L1010	Lesson 27
L1037	Lesson 28	L1010	Lesson 28
L1038	Lesson 29	L1010	Lesson 29
L1039	Lesson 30	L1010	Lesson 30
L1040	Lesson 31	L1010	Lesson 31
L1041	Lesson 32	L1010	Lesson 32
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L1066	Lesson 57	L1010	Lesson 57
L1067	Lesson 58	L1010	Lesson 58
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L1069	Lesson 60	L1010	Lesson 60
L1070	Lesson 61	L1010	Lesson 61
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L1101	Lesson 92	L1010	Lesson 92
L1102	Lesson 93	L1010	Lesson 93
L1103	Lesson 94	L1010	Lesson 94
L1104	Lesson 95	L1010	Lesson 95
L1105	Lesson 96	L1010	Lesson 96
L1106	Lesson 97	L1010	Lesson 97
L1107	Lesson 98	L1010	Lesson 98
L1108	Lesson 99	L1010	Lesson 99
L1109	Lesson 100	L1010	Lesson 100

Kelloq Grant Exemplar Lesson & Unit Plans

(ELA and Math, Grades PK – HS)



College- and Career-Readiness Standards for Mathematics

### GRADE 8 The Number System

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

**8.NS.1** Know that numbers that are not rational are not closed under addition, subtraction, multiplication, and division. Understand addition, subtraction, multiplication, and division of rational numbers as operations on fractions and understand how to add, subtract, multiply, and divide mixed numbers and positive and negative rational numbers in any form, and convert a repeating decimal to a fraction. Represent addition, subtraction, multiplication, and division of rational numbers as operations on fractions and understand how to add, subtract, multiply, and divide mixed numbers and positive and negative rational numbers in any form, and convert a repeating decimal to a fraction.

**A student should know**

- Real numbers are closed under addition, subtraction, multiplication, and division.
- A rational number is a number expressed in the form  $\frac{a}{b}$  or as the ratio between two integers. The rational numbers include the integers.
- The real number system is closed under addition, subtraction, multiplication, and division. The real number system is not closed under division by zero.
- The decimal form of a fraction is called a repeating or terminating decimal.
- A repeating decimal in the decimal form of a rational number. Repeating decimals can be converted into the fraction form. For example,  $0.\overline{3333} = \frac{1}{3}$ .
- An integer is a whole number or its opposite. For example,  $3$  and  $-3$ .

**A student should understand**

- Real numbers are either rational or irrational.
- That the set of real numbers can be represented with a number diagram.

**A student should be able to do**

- Identify a number as either rational or irrational.
- Convert a repeating decimal to a fraction or a fraction to a repeating decimal.
- Convert a repeating decimal to a fraction or a fraction to a repeating decimal.
- Convert a repeating decimal to a fraction or a fraction to a repeating decimal.
- Convert a repeating decimal to a fraction or a fraction to a repeating decimal.

Instructional Scaffolding Document

(ELA & Math: Grades PK-8)



English Learner Videos and Resources

This roadmap was developed to help state education agencies (SEAs) and local education agencies (LEAs) implement evidence-based literacy practices in their classrooms by following the suggestions of the roadmap below in the right steps below.

- 1. Determine existing evidence-based practices**
  - 1.1. What evidence-based practices are currently in place?
  - 1.2. What evidence-based practices are currently in place?
  - 1.3. What evidence-based practices are currently in place?
- 2. Forming an implementation team**
  - 2.1. What roles and responsibilities of a implementation team?
  - 2.2. What roles and responsibilities of a implementation team?
  - 2.3. What roles and responsibilities of a implementation team?
- 3. Creating a logic model for implementing evidence-based literacy practices**
  - 3.1. What is a logic model?
  - 3.2. What is a logic model?
  - 3.3. What is a logic model?
  - 3.4. What is a logic model?
  - 3.5. What is a logic model?
  - 3.6. What is a logic model?
  - 3.7. What is a logic model?
  - 3.8. What is a logic model?
  - 3.9. What is a logic model?
  - 3.10. What is a logic model?
- 4. Self-efficacy of teachers for implementing evidence-based literacy practices**
  - 4.1. What is self-efficacy?
  - 4.2. What is self-efficacy?
  - 4.3. What is self-efficacy?
  - 4.4. What is self-efficacy?
  - 4.5. What is self-efficacy?
  - 4.6. What is self-efficacy?
  - 4.7. What is self-efficacy?
  - 4.8. What is self-efficacy?
  - 4.9. What is self-efficacy?
  - 4.10. What is self-efficacy?
- 5. Implementing evidence-based literacy practices**
  - 5.1. What is implementation?
  - 5.2. What is implementation?
  - 5.3. What is implementation?
  - 5.4. What is implementation?
  - 5.5. What is implementation?
  - 5.6. What is implementation?
  - 5.7. What is implementation?
  - 5.8. What is implementation?
  - 5.9. What is implementation?
  - 5.10. What is implementation?

Implementing Evidence-based Literacy

Practices

(Grades K-12)

MISSISSIPPI DEPARTMENT OF EDUCATION

## Multi-Tiered System of Supports Documentation Packet

Intervention Services  
Office of Elementary Education and Reading  
Published 2015

Mississippi Department of Education | MSDE Documentation Packet | Fall 2015 | Page 1 of 16

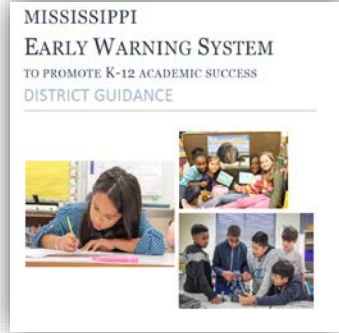
Multi-Tiered System of Supports

(Transdisciplinary, Grades PK-12)

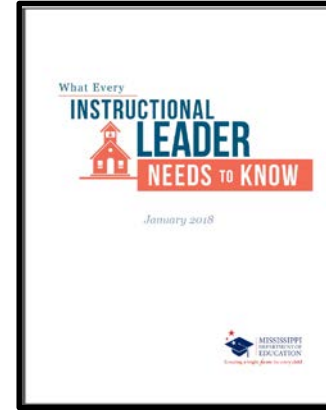
# Resources & Publications for Administrators



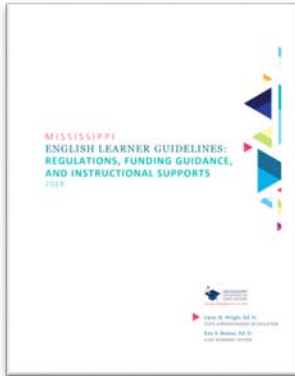
*Educational Stability for Children in Foster Care  
(Foster Care Guidance Document)*



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



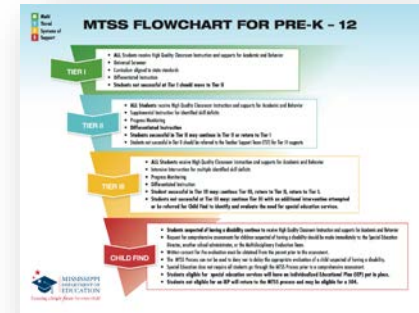
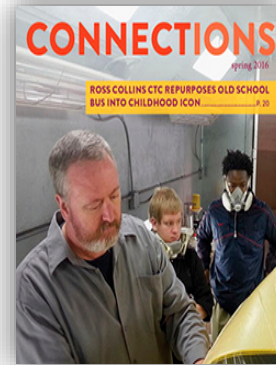
*What Ever Instructional Leader Needs to Know  
(January 2018 Edition)*



*English Learner Guidelines*

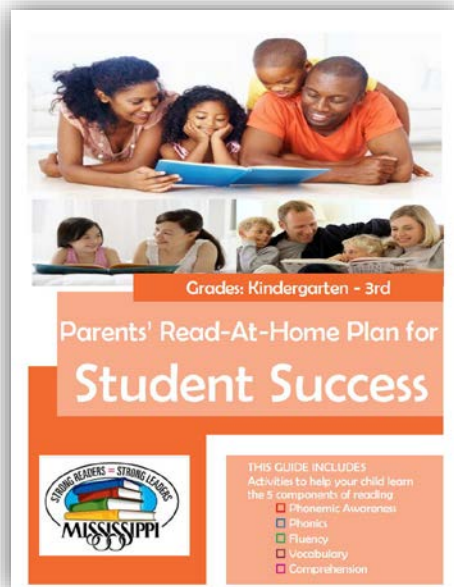


*A Glimpse into Mississippi K-12 and CTE Classrooms  
(Transdisciplinary: Grades K-12)*

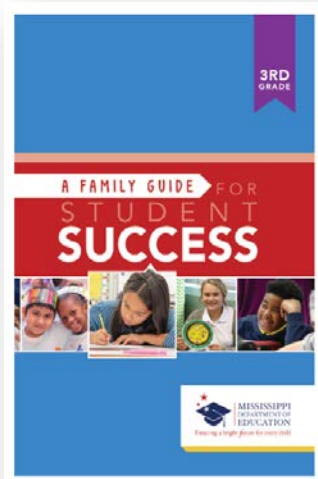


*Multi-Tiered System of Support*

# 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 3<sup>rd</sup> Grade Assessment and the LBPA](#)  
(Literacy-Based Promotion Act  
Parent Presentation K-3)

# Mississippi Succeeds Report Card



# A New Vision

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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

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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

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- 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

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- 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

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- 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

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

# Report Card Requirements

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- 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

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



# Report Card Design

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- 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 COMPONENTS

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

#### Math

Measurements of student performance on the statewide math assessments

##### PROFICIENCY



##### GROWTH



#### English Language Arts

Measurements of student performance on the statewide English Language Arts assessments

##### PROFICIENCY



##### GROWTH



### OTHER DATA



35%

Chronic Absenteeism



35%

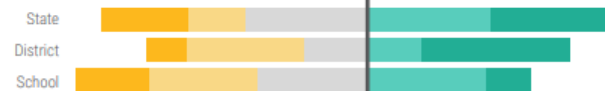
### SCHOOL NON-ACCOUNTABILITY GRADE COMPONENTS

#### Student Performance

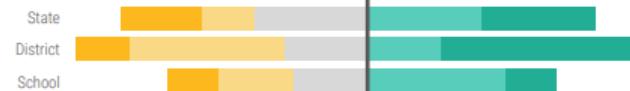
Student performance shows detailed information about each level of performance on statewide assessments by student subgroups.



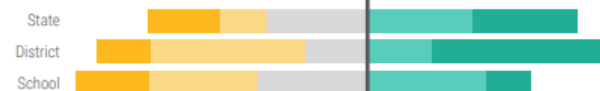
#### MATH



#### ENGLISH LANGUAGE ARTS



#### SCIENCE



# Report Card Website



## Mississippi Succeeds Report Cards



Search for state, school or district data below.

### 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

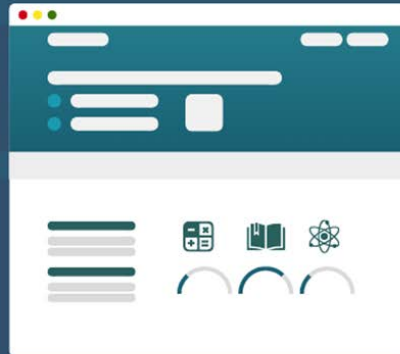
Every school and District has an overall accountability grade and score. The data is accompanied by assessment, teacher, and environment data that gives an overview of school performance with the ability to link to more detailed data.

### 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.



## ABOUT

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## CONTACT

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# Questions?

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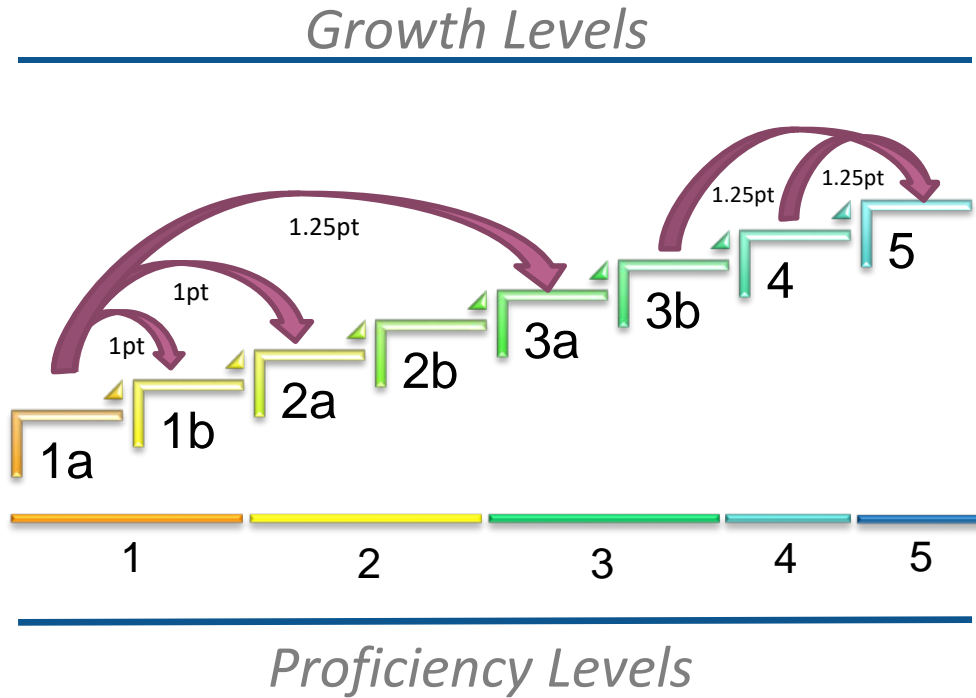
# Accountability

# Accountability Changes for 2018

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- 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



# 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.

# EL Accountability Component Score

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- 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

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 <b>95 PTS</b>	Proficiency <b>95 PTS</b>	Science Proficiency <b>47.5 PTS</b>	4-year Cohort Rate <b>190 PTS</b>	Performance <b>23.75 PTS</b>	ACT Math Performance <b>23.75 PTS</b>	
Growth All Students <b>95 PTS</b>	Growth All Students <b>95 PTS</b>	U.S. History Proficiency <b>47.5 PTS</b>		Participation <b>23.75 PTS</b>	ACT Reading or English Performance <b>23.75 PTS</b>	
Growth Lowest 25% <b>95 PTS</b>	Growth Lowest 25% <b>95 PTS</b>					
						Progress to Proficiency <b>50 PTS</b>

# 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.

# New Senior Snapshot Definition

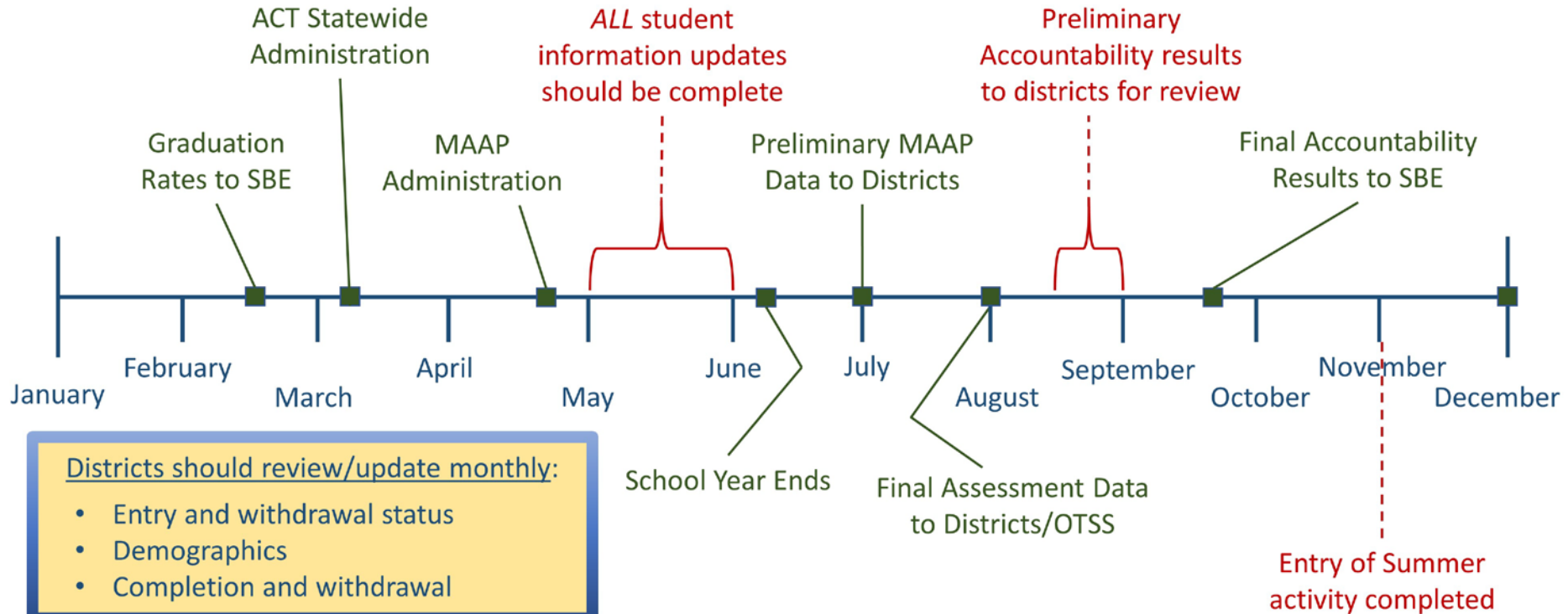
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Senior Snapshot is a method of identifying high school students for the high school assessment participation rate calculation and College and Career Readiness measures. Senior Snapshot captures ALL students who have been enrolled in a MS public school 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

Grade	Districts	700 Point Schools	1,000 Point Schools
A	668	442	787
B	599	377	679
C	536	328	612
D	489	269	547
F	< 489	< 269	< 547

# Annual Accountability Schedule





# What's Next?

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- 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

# 2018-2019 Accountability Task Force (ATF)

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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#>

# Contact Information

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# Questions?

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