2018 Assessment Results

Mississippi Academic Assessment Program

August 2018

MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child

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Mississippi Department of Education

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

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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

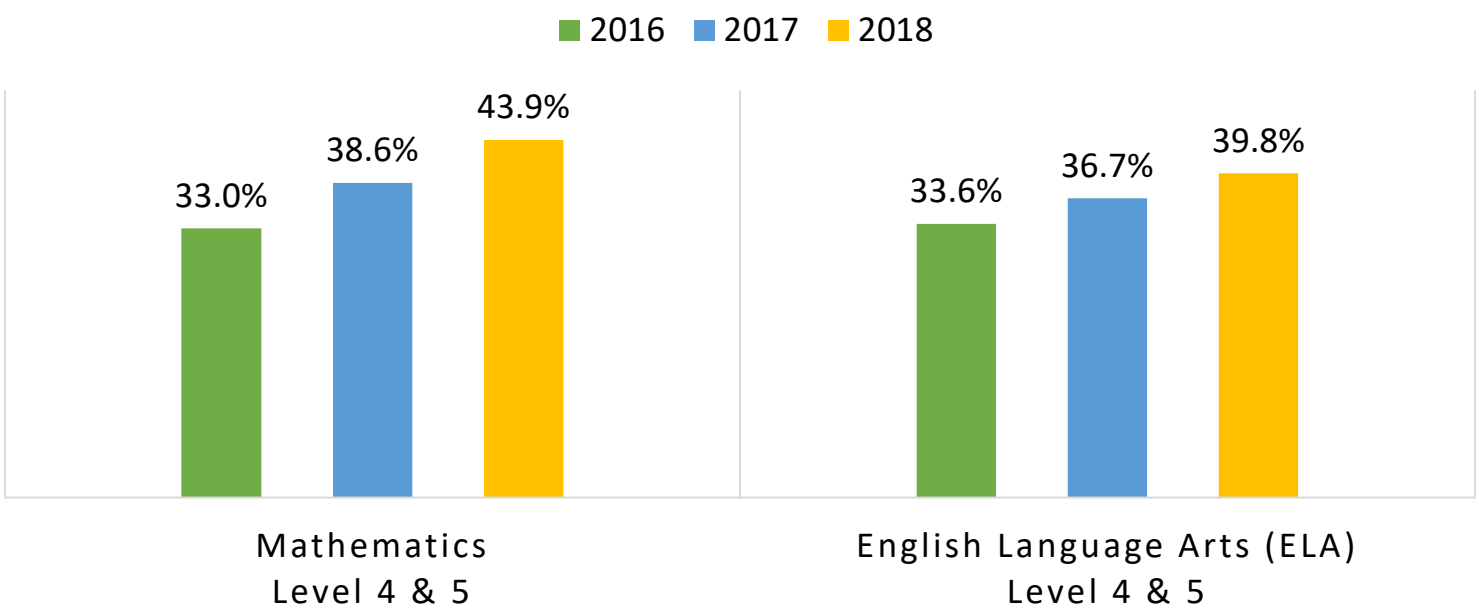
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6. Every School and District is Rated “C” or Higher

Results

Overall Mathematics and English Language Arts (ELA)

ELA and Math Overall Proficiency Comparison



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Note: Algebra I and English II proficiency data have been updated to reflect first-time test takers only. Previous reports included retest results. Retest data have been removed to make Algebra I and English II results consistent with grades 3-8.

What is MAAP?

- The Mississippi Academic Assessment Program (MAAP) measures students' knowledge, skills, and academic growth from elementary through high school.
- Student progress is measured in grades 3 through 8 using annual assessments in English Language Arts (ELA) and mathematics and in high school using Algebra I and English II end-of-course assessments.
- MAAP assessments are designed to let parents know how their child is progressing and to provide teachers with information to guide instruction.

MAAP Sample Sizes

State of Mississippi

- **253,519** students in grades 3-8 and high school participated in MAAP and had scale scores on the mathematics assessments.
- **253,409** students in grades 3-8 and high school participated in MAAP and had scale scores on the English Language Arts assessments.

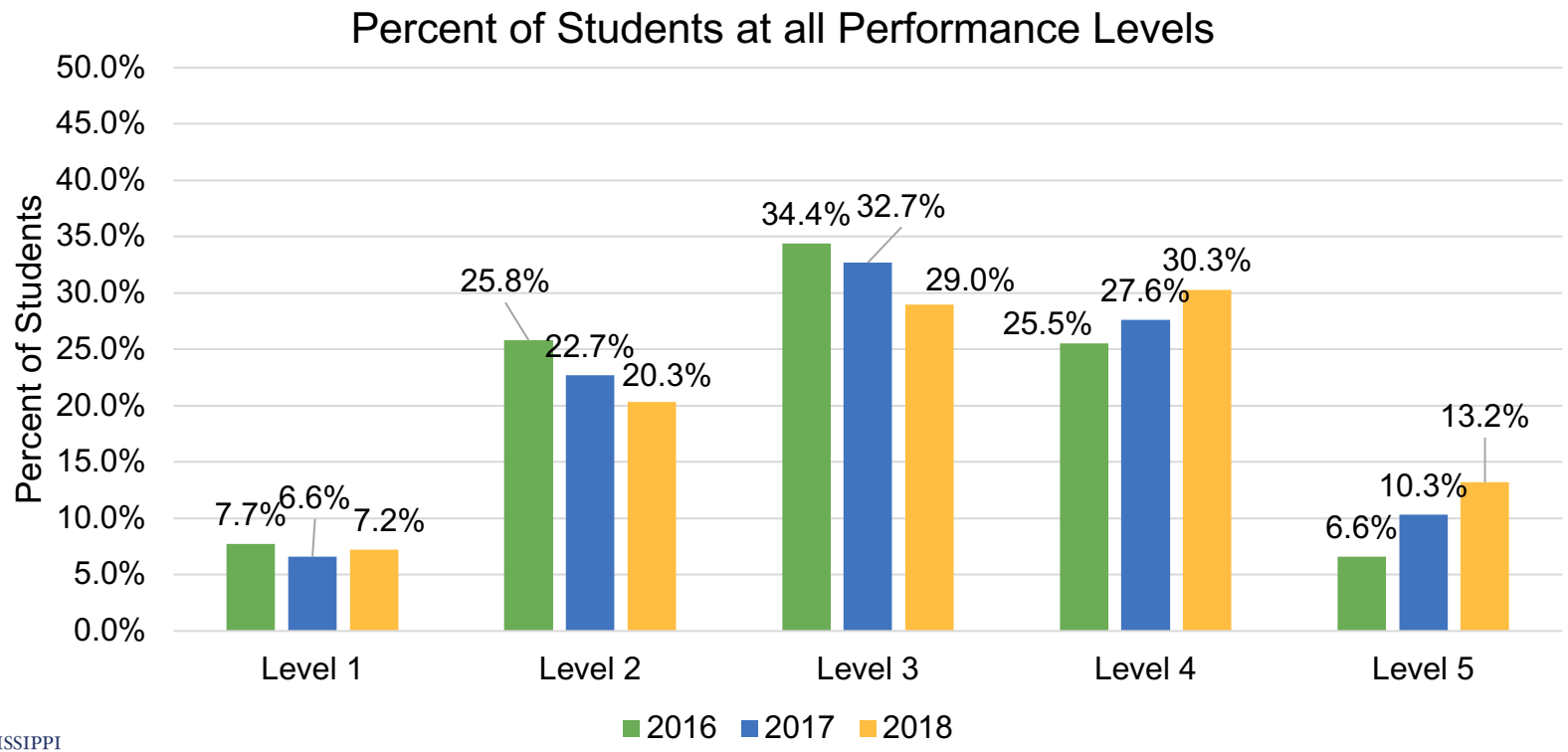
Mathematics Grades 3-8, Algebra 1

2018 Key Findings

- **111,403** of all tested students scored Level 4 or higher (43.9%) in 2018, compared to **97,073** (38.6%) in 2017.
- **52** districts had greater than 45.0% of all students scoring at Level 4 or higher in 2018, compared to **32** districts in 2017.
- **188,292** of all tested students scored Level 3 or higher (74.3%) in 2018, compared to **181,459** (72.2%) in 2017.
- **16,298** of all tested students scored Level 1 (6.4%) in 2018, compared to **15,323** (6.0%) in 2017.

State of Mississippi

Mathematics Grades 3-8



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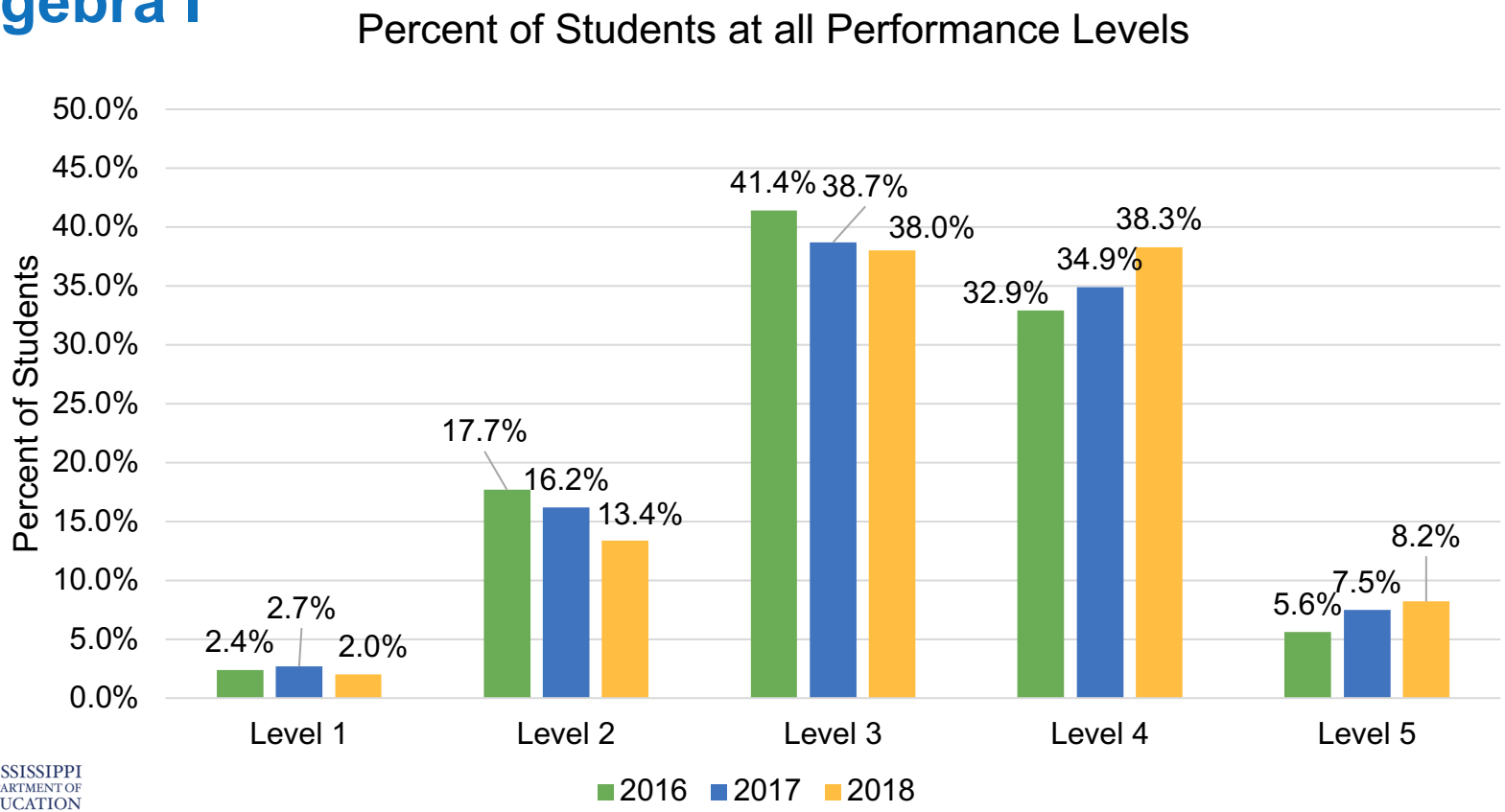
State of Mississippi

Algebra I



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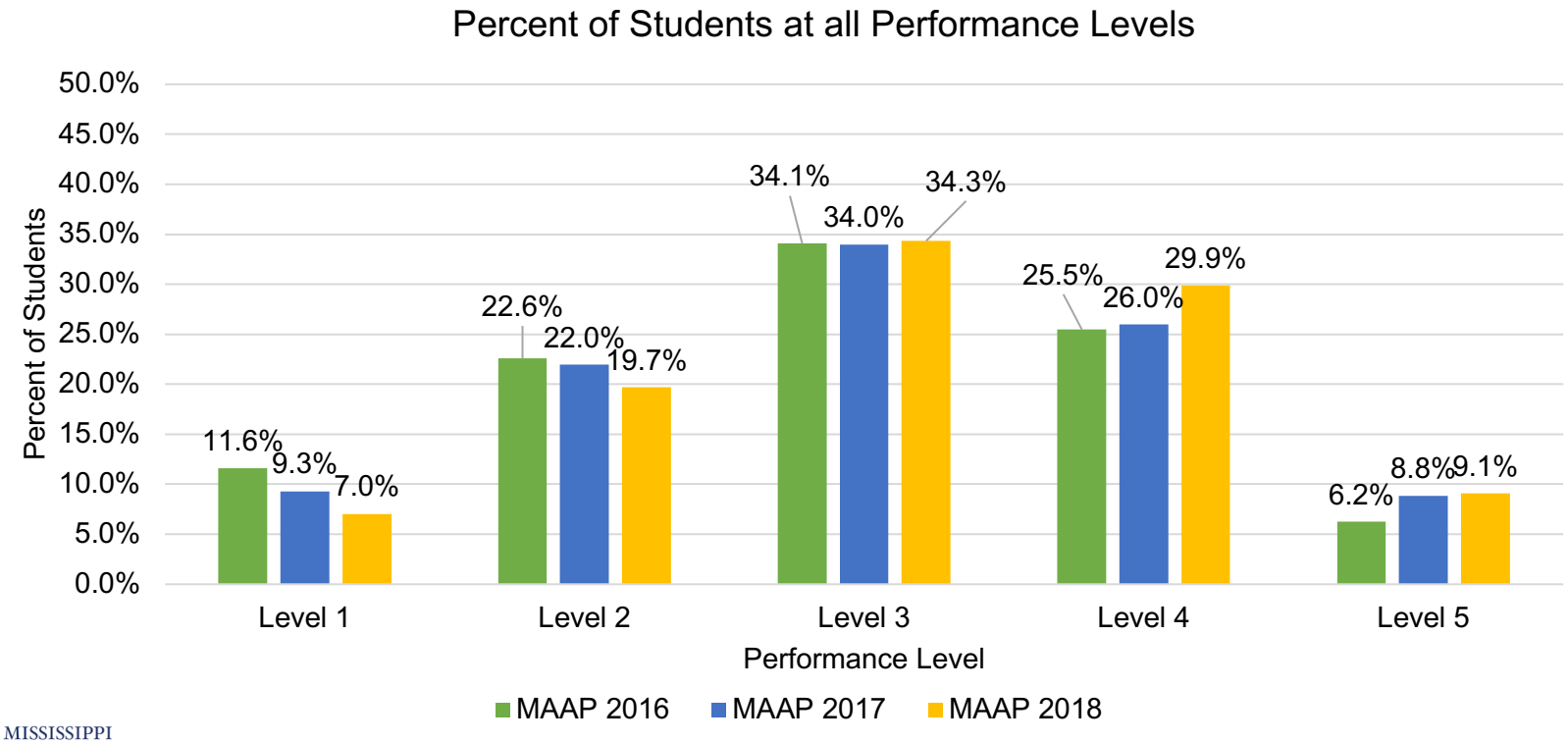
English Language Arts Grades 3-8 & English II

2018 Key Findings

- **100,748** of all tested students scored Level 4 or higher (39.8%) in 2018, compared to **93,049** (36.7%) in 2017.
- **40** districts had greater than 45.0% of all students scoring at Level 4 or higher in 2018, compared to **22** districts in 2017.
- **186,762** of all tested students scored Level 3 or higher (73.7%) in 2018, compared to **178,559** (70.4%) in 2017.
- **17,702** of all tested students scored Level 1 (7.0%) in 2018, compared to **22,220** (8.8%) in 2017.

State of Mississippi

ELA Grades 3-8



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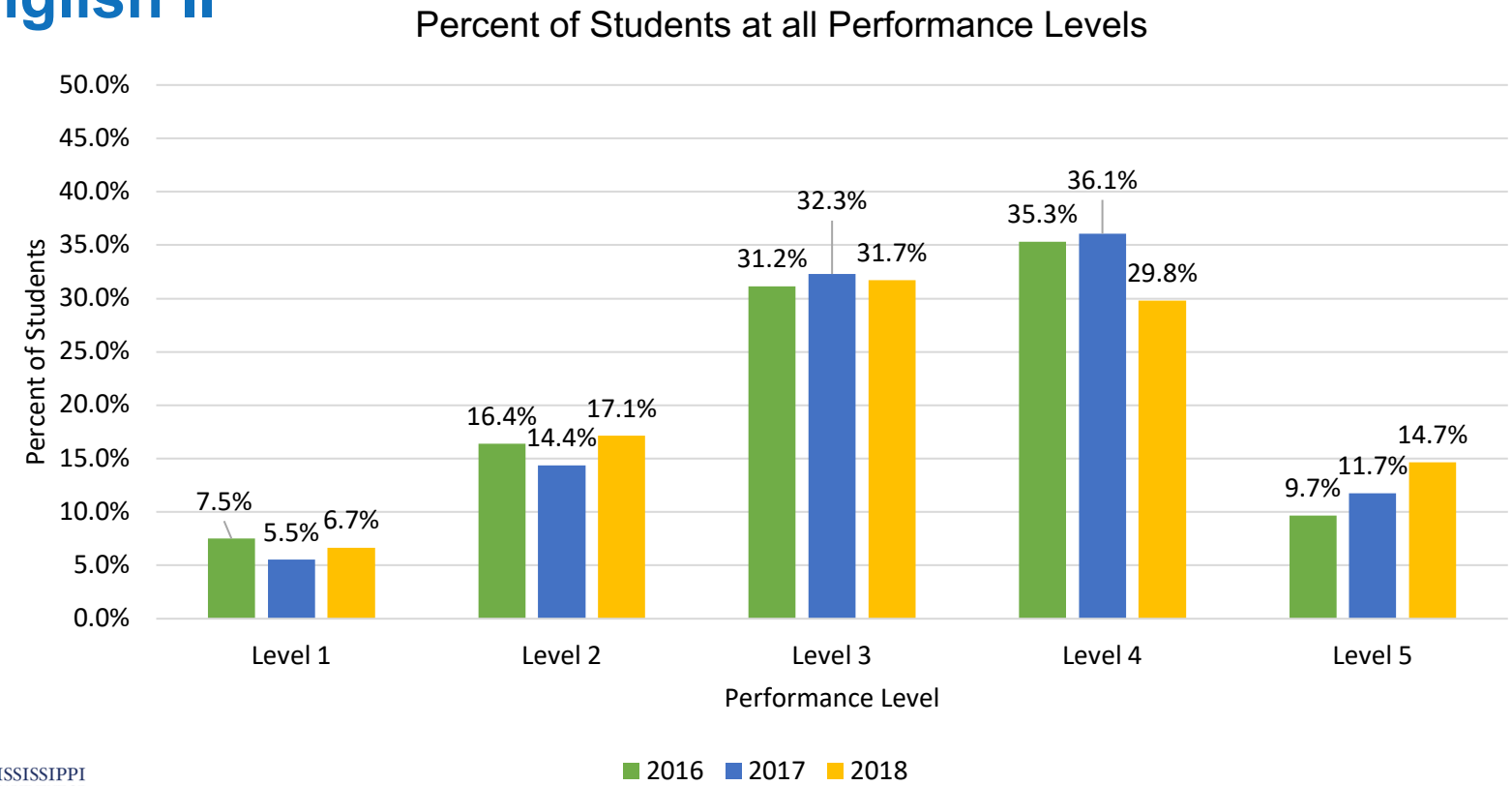
State of Mississippi

English II



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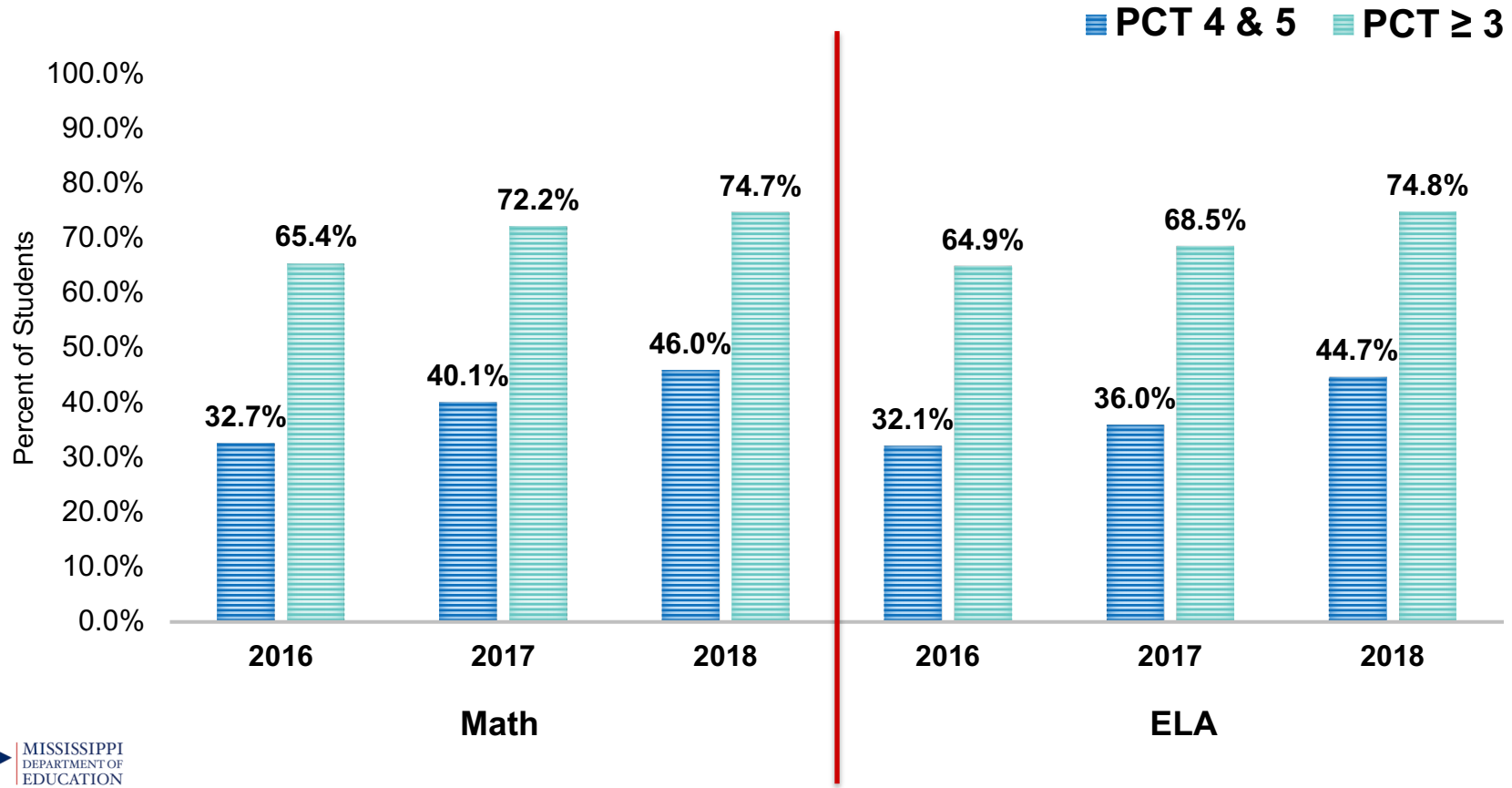
Grade 3 MAAP Math & ELA Results



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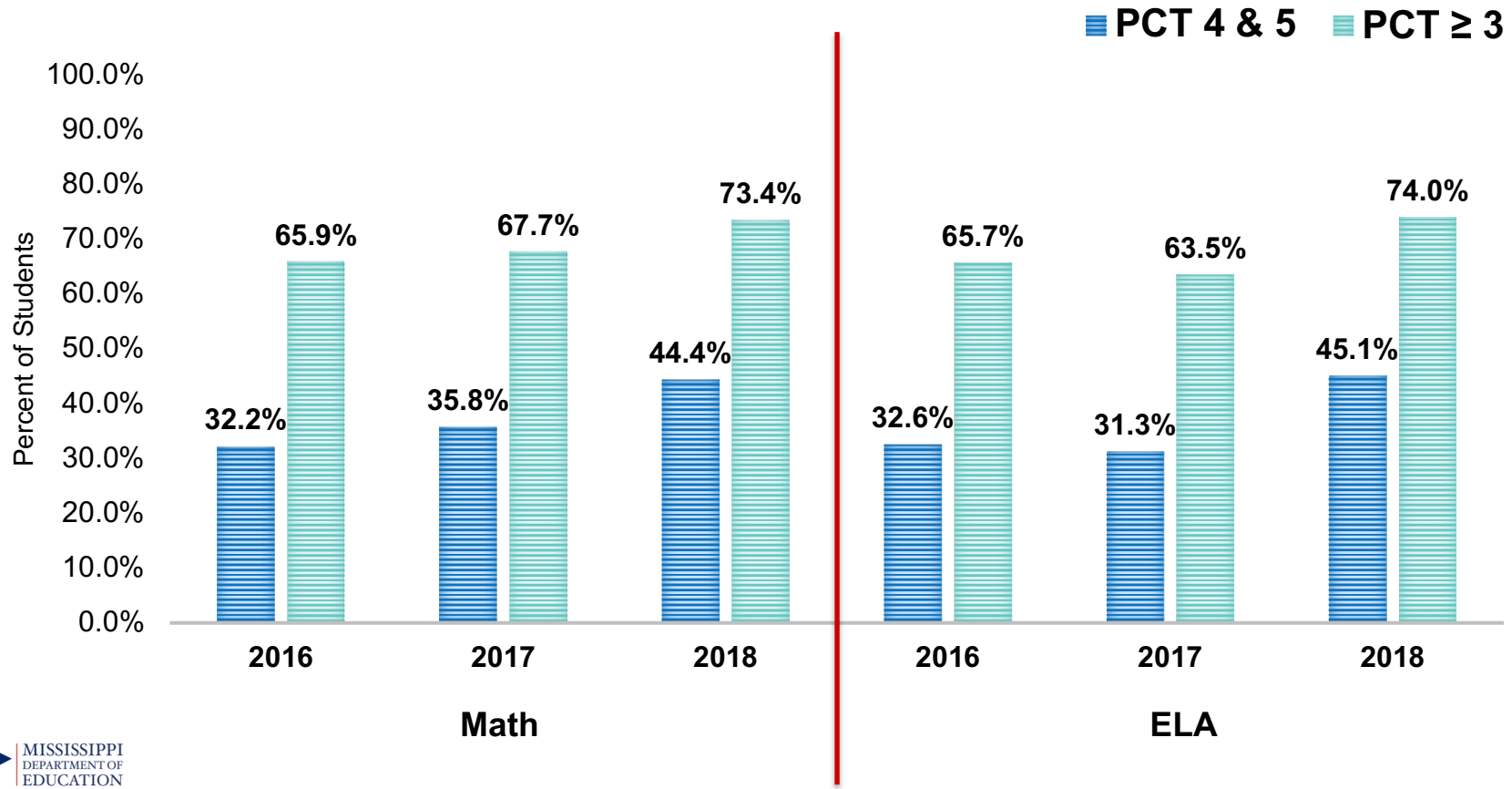
Grade 4 MAAP Math & ELA Results



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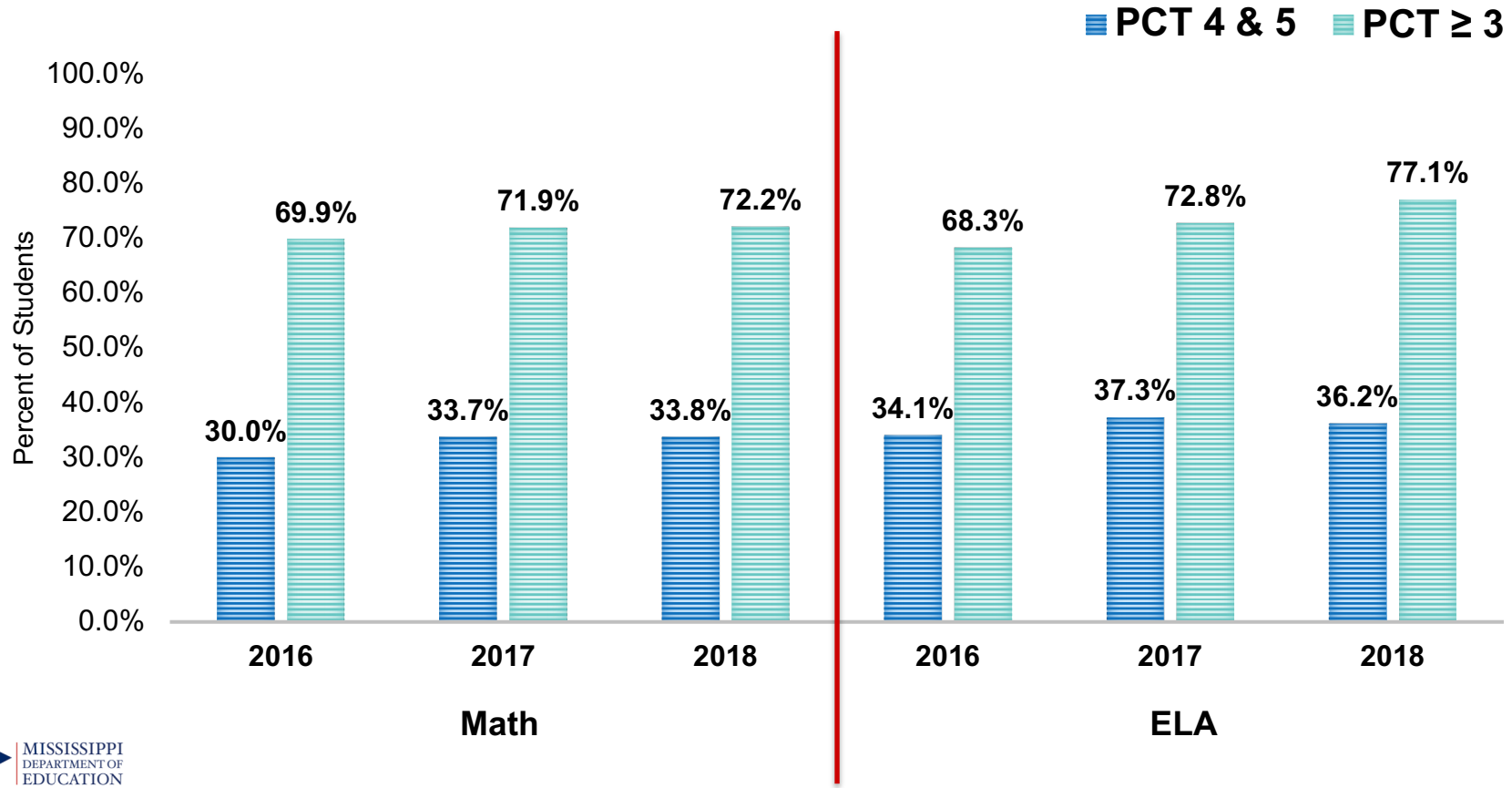
Grade 5 MAAP Math & ELA Results



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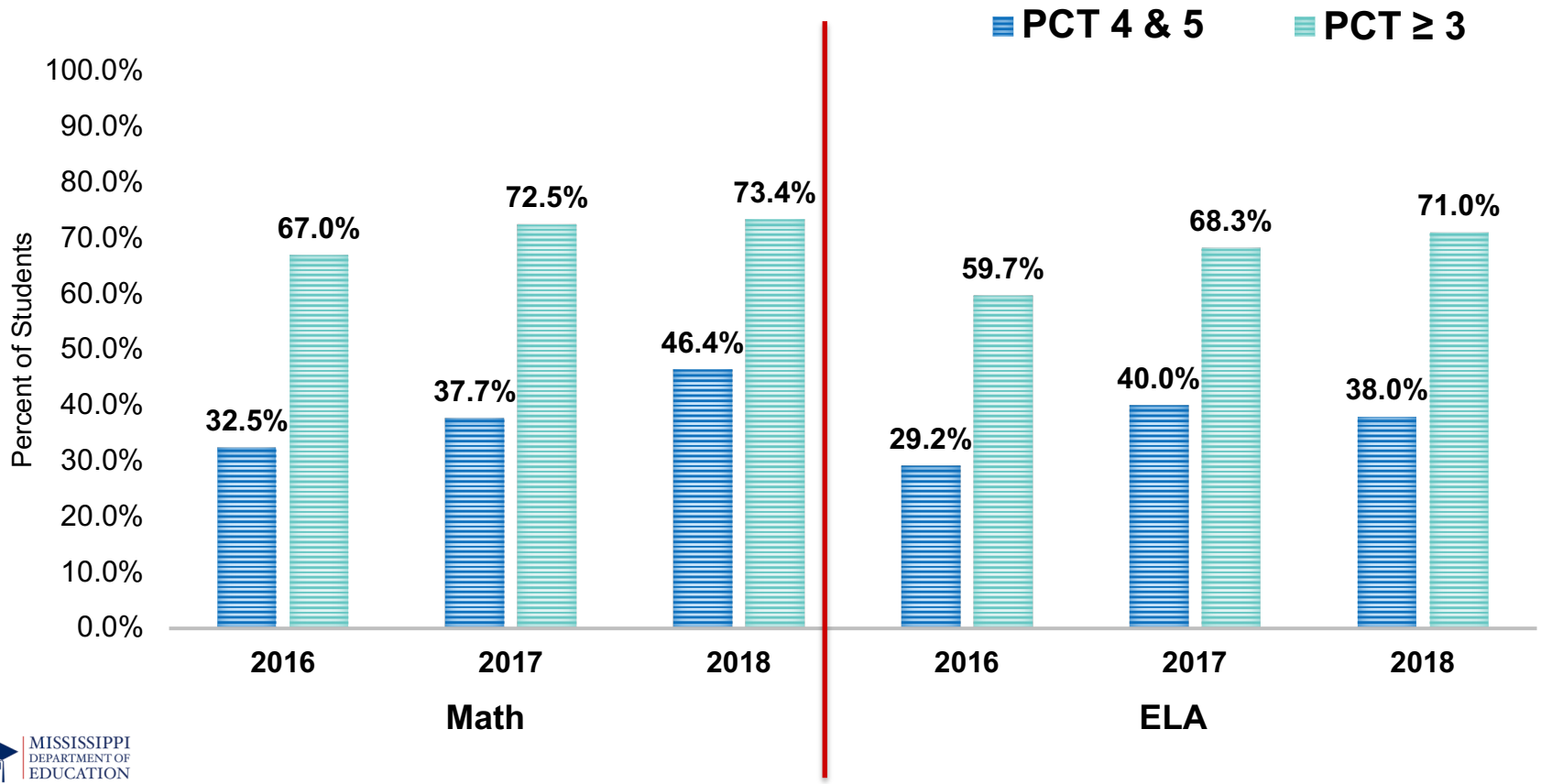
Grade 6 MAAP Math & ELA Results



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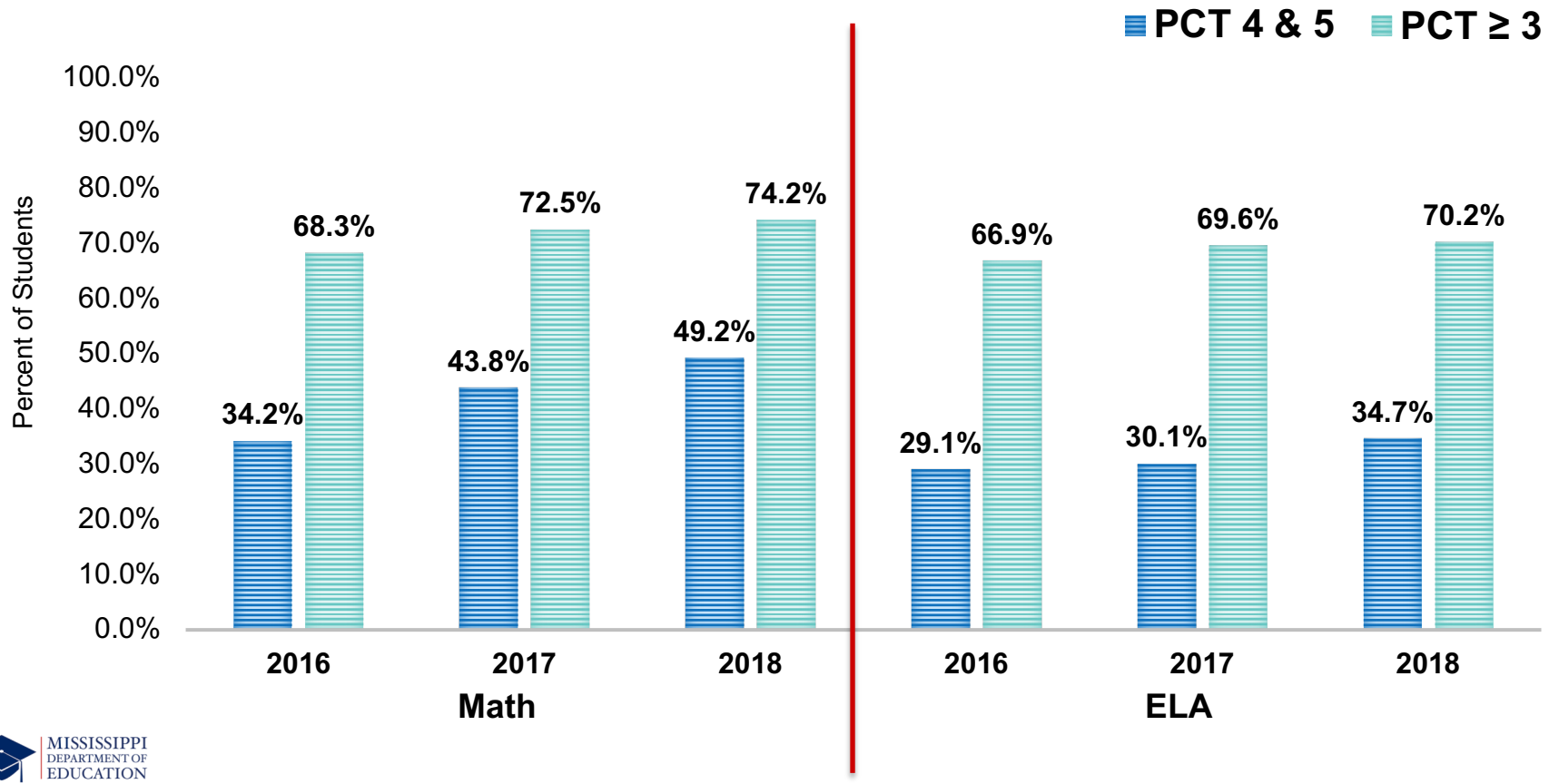
Grade 7 MAAP Math & ELA Results



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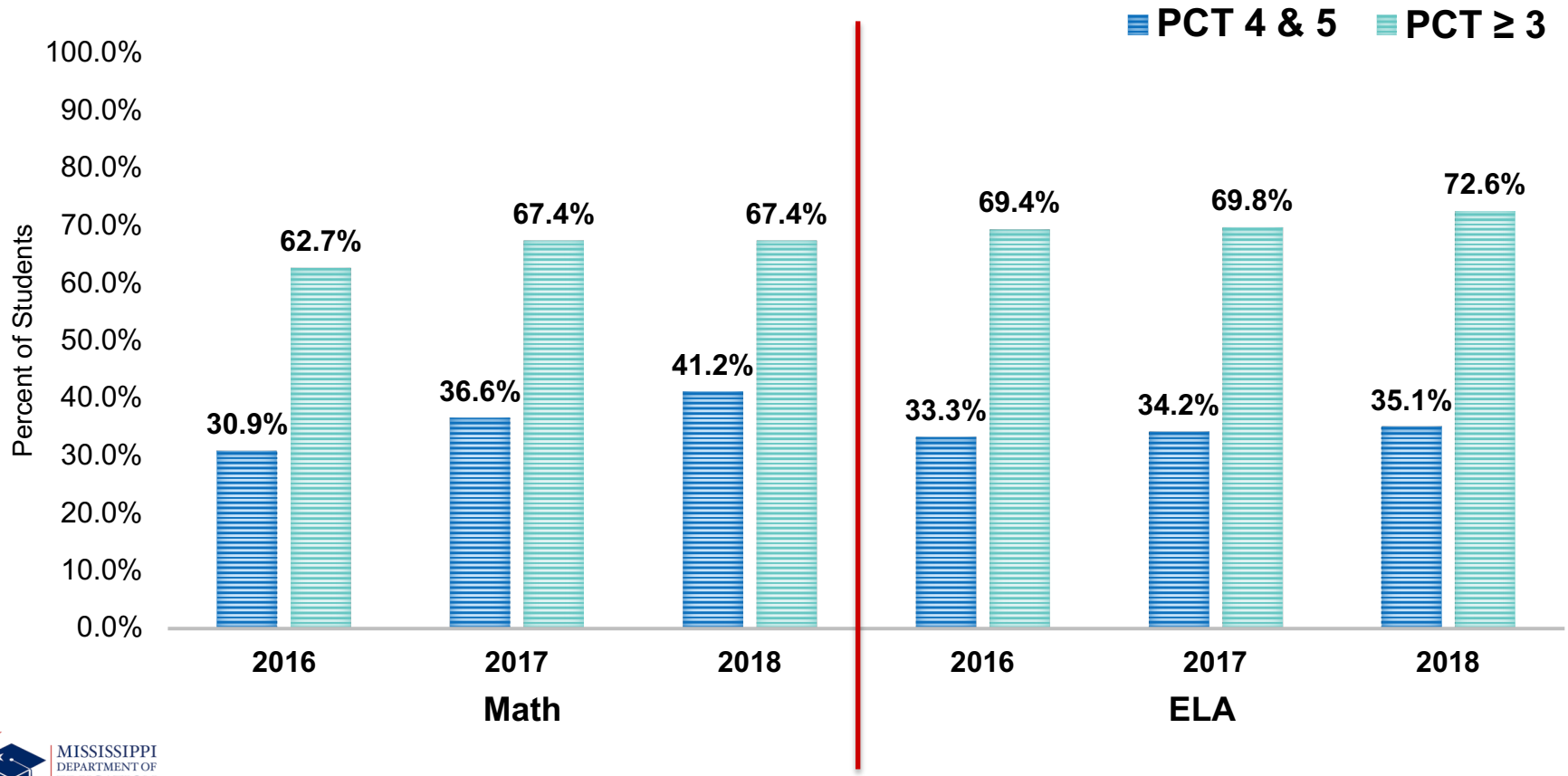
Grade 8 MAAP Math & ELA Results



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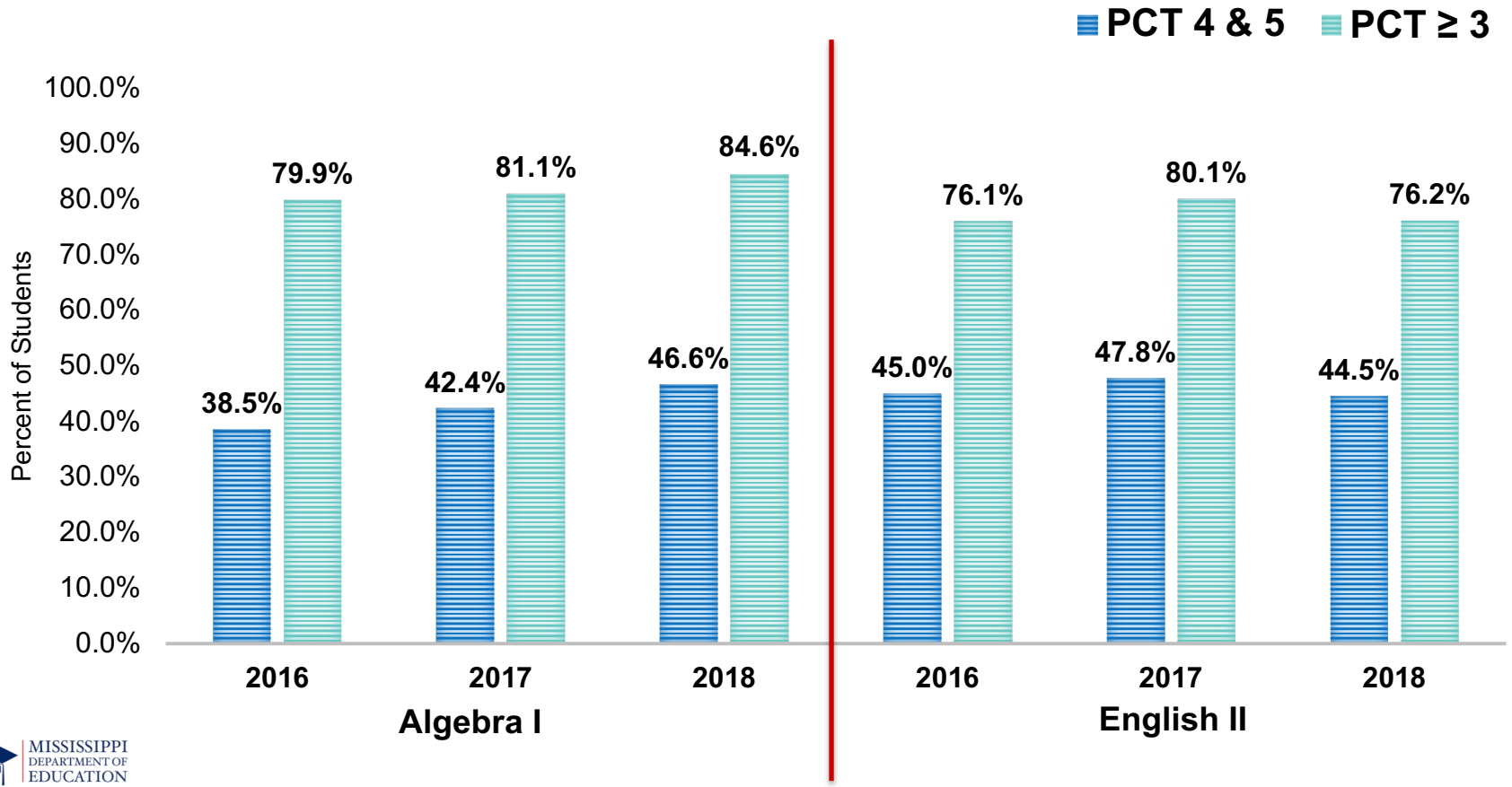
MAAP Algebra I & English II Results



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Top 10 Districts (Mathematics)

- Yellow indicates district is also a top performer in ELA.

Districts	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4&5
Petal School District	1.5%	4.9%	18.7%	41.5%	33.4%	74.9%
Enterprise School District	0.0%	4.6%	21.6%	43.6%	30.2%	73.8%
Booneville School District	2.3%	6.2%	20.3%	43.0%	28.2%	71.1%
Oxford School District	3.1%	8.0%	21.6%	34.8%	32.4%	67.2%
Biloxi Public School District	3.1%	9.7%	21.6%	37.0%	28.7%	65.7%
Ocean Springs School District	2.2%	8.7%	23.7%	40.1%	25.2%	65.4%
Clinton Public School District	2.3%	9.2%	23.3%	40.4%	24.8%	65.2%
Union Public School District	3.8%	10.0%	22.5%	40.9%	22.8%	63.8%
Union Co School District	2.2%	9.7%	24.9%	43.3%	19.8%	63.1%
Desoto Co School District	3.3%	10.9%	24.3%	39.6%	21.9%	61.5%

Bottom 10 Districts (Mathematics)

- Red indicates district is also a bottom performer in ELA.

Districts	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4&5
East Tallahatchie Consolidated Sch District	13.8%	38.1%	31.7%	14.4%	2.1%	16.5%
Noxubee County School District	13.2%	40.7%	29.8%	14.4%	2.0%	16.4%
Clarksdale Municipal School District	18.2%	35.0%	31.3%	13.8%	1.7%	15.5%
North Bolivar Consolidated School District	12.8%	38.1%	34.7%	13.2%	1.2%	14.4%
Amite Co School District	14.1%	41.0%	30.9%	12.4%	1.6%	14.1%
Yazoo City Municipal School District	17.3%	36.4%	32.3%	12.5%	1.4%	14.0%
Jefferson Co School District	21.2%	39.3%	28.2%	9.9%	1.4%	11.3%
Humphreys Co School District	24.1%	37.8%	27.2%	10.4%	0.6%	10.9%
West Bolivar Consolidated School District	22.8%	39.6%	27.5%	8.9%	1.1%	10.0%
Durant Public School District	11.6%	45.5%	34.0%	8.2%	0.7%	9.0%
Midtown Public Charter School*	23.4%	51.9%	21.3%	2.5%	0.8%	3.3%

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*Technical Note: Midtown Public Charter School falls in the bottom 10 districts but is a 5-8th Grade only school district.

Top 10 Districts (ELA)

- Yellow indicates district is also a top performer in mathematics.

Districts	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4&5
Petal School District	2.5%	8.2%	26.8%	41.5%	21.1%	62.6%
Enterprise School District	1.2%	8.4%	28.5%	44.2%	17.7%	61.8%
Madison County School District	2.6%	10.0%	28.4%	39.1%	19.9%	58.9%
Ocean Springs School District	3.1%	9.9%	28.1%	40.7%	18.2%	58.8%
Oxford School District	4.2%	10.1%	27.2%	36.8%	21.8%	58.6%
Clinton Public School District	4.1%	10.4%	27.9%	38.4%	19.1%	57.5%
Union Co School District	2.2%	9.6%	32.0%	42.7%	13.6%	56.3%
Long Beach School District	3.5%	11.6%	29.8%	40.5%	14.7%	55.2%
Booneville School District	3.8%	10.7%	31.7%	38.0%	15.8%	53.8%
Pass Christian Public School District	2.3%	12.7%	31.4%	37.8%	15.8%	53.5%

Bottom 10 Districts (ELA)

- Red indicates district is also a bottom performer in mathematics.

Districts	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4&5
Holmes Co School District	15.1%	33.0%	33.3%	15.6%	3.1%	18.7%
Hollandale School District	10.0%	35.7%	36.0%	16.0%	2.3%	18.3%
Clarksdale Municipal School District	14.3%	33.2%	34.7%	16.3%	1.5%	17.8%
Hazlehurst City School District	16.1%	31.7%	34.9%	14.3%	3.0%	17.3%
Coffeeville School District	12.8%	27.8%	42.4%	14.6%	2.4%	17.0%
Jefferson Co School District	18.2%	31.6%	34.4%	14.2%	1.5%	15.7%
West Bolivar Consolidated School District	15.6%	36.7%	32.2%	12.9%	2.5%	15.5%
Durant Public School District	16.3%	31.9%	38.5%	13.3%	0.0%	13.3%
Yazoo City Municipal School District	21.4%	36.1%	30.4%	10.6%	1.6%	12.2%
Humphreys Co School District	23.4%	34.9%	30.3%	10.1%	1.2%	11.3%
Midtown Public Charter School*	22.5%	39.2%	31.7%	5.7%	0.9%	6.6%

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*Technical Note: Midtown Public Charter School falls in the bottom 10 districts but is a 5-8th Grade only school district.

Top 10 Most Improved Districts (Mathematics)

District	2017 PL4 & PL5	2018 PL4 & PL5	PCT Increase
Newton Municipal School District	19.0%	38.7%	19.8%
Leflore Co School District	8.4%	26.6%	18.1%
Quitman Co School District	24.2%	42.2%	18.0%
Neshoba County School District	34.7%	51.6%	16.9%
Tunica County School District	20.9%	35.0%	14.0%
Tishomingo Co Sp Mun Sch District	41.7%	55.7%	14.0%
Lafayette Co School District	47.6%	60.2%	12.7%
Lumberton Public School District	21.7%	34.2%	12.5%
North Tippah School District	27.8%	39.8%	12.0%
Aberdeen School District	24.0%	35.9%	11.9%

Top 10 Most Improved Districts (ELA)

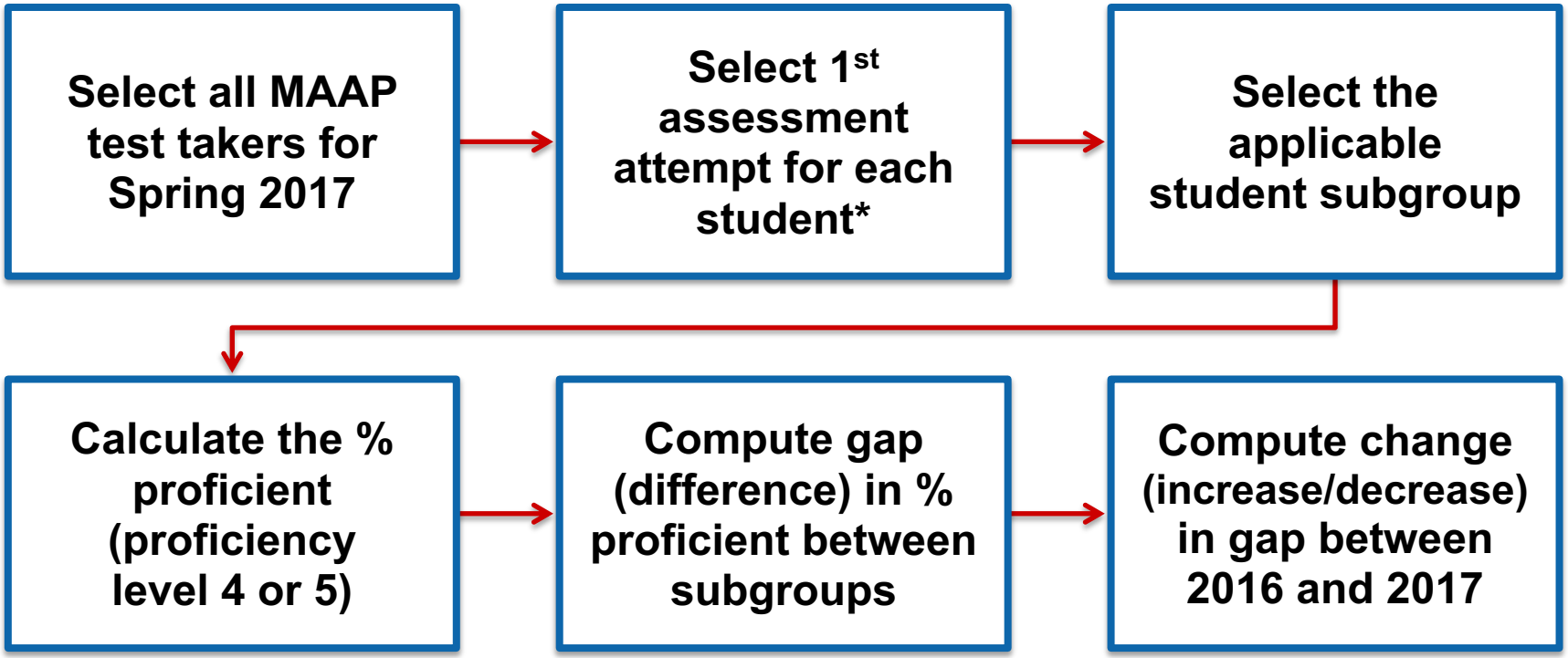
District	2017 PL4 & PL5	2018 PL4 & PL5	PCT Increase
Chickasaw Co School District	28.6%	37.8%	9.3%
Coahoma Co AHS	12.7%	20.0%	7.3%
Union Public School District	43.1%	49.3%	6.1%
Okolona Separate School District	19.0%	25.1%	6.0%
Columbus Municipal School District	14.0%	19.7%	5.8%
Natchez-Adams School District	17.7%	23.1%	5.4%
Hattiesburg Public School District	23.8%	28.0%	4.2%
McComb School District	17.2%	21.3%	4.1%
East Jasper Consolidated Sch District	23.7%	27.5%	3.9%
North Pike School District	42.9%	46.4%	3.4%

Assessment Gap Analysis

Methodology

- The current gap analysis is based on the 2017 and 2018 student assessment data for MAAP English Language Arts (ELA) and Mathematics.
- Methodology includes:
  - only the assessment information on the *first* attempt of the subject area exam for each student, each year
  - only the 8th grade MAAP Math assessment information for 8th grade students enrolled in Algebra I (required to take both the 8th grade and Algebra I assessments)

Methodology



*or 8th grade Math assessment for students taking both 8th grade Math and Algebra I

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Methodology: Student Subgroups

❖ **Race**

- ✓ White
- • African-American
- • Hispanic
- • Asian
- • Multiracial
- • Native American/Pacific Islander

❖ **Economic Status**

- ✓ Not Economically Disadvantaged
- • Economically Disadvantaged

❖ **Disability Status**

- ✓ Students without Disabilities
- • Students with Disabilities

❖ **English Language Status**

- ✓ Not Limited English Proficiency
- • Limited English Proficiency

❖ **Gender**

- ✓ Male
- • Female

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✓ *denotes reference subgroup*

Methodology: Gap to State 2025 Goal

- The Mississippi Department of Education ESSA goal is for all student subgroups to reach 70% proficiency in all assessed subject areas by 2025.
  - A Gap to State 2025 Goal was added, which includes the difference between the percent proficient for the student subgroup and 70%.

Gap Analysis Results

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State Level: English Language Arts

Subgroup	Gap in % Proficient	Gap Change* 2017 to 2018
African-American	-29.6%	0.7%
Hispanic	-19.2%	0.0%
Asian	7.9%	-0.2%
Multiracial	-6.7%	-1.2%
Native American/Pacific Islander	-14.2%	-3.8%
Economically Disadvantaged	-24.9%	-3.0%
Students with Disabilities	-26.5%	0.7%
Limited English Proficiency	-14.9%	-3.3%
Female	8.4%	1.2%

*Green indicates gap decreased/closed. Red indicates gap increased/widened.

State Level: Math

Subgroup	Gap in % Proficient	Gap Change* 2017 to 2018
African-American	-30.1%	0.9%
Hispanic	-12.7%	-0.1%
Asian	17.5%	-2.3%
Multiracial	-8.3%	-0.4%
Native American/Pacific Islander	-9.7%	-0.6%
Economically Disadvantaged	-25.1%	-3.3%
Students with Disabilities	-28.1%	2.4%
Limited English Proficiency	-4.3%	-2.2%
Female	3.8%	1.1%

*Green indicates gap decreased/closed. Red indicates gap increased/widened.

Gap to Goal: English Language Arts

Subgroup	Gap to Goal* 2017	Gap to Goal* 2018	Change in Goal**
All Students	-33.6%	-30.8%	-2.8%
White	-18.7%	-15.4%	-3.3%
African-American	-47.6%	-45.0%	-2.6%
Hispanic	-37.9%	-34.6%	-3.3%
Asian	-10.6%	-7.5%	-3.1%
Multiracial	-26.6%	-22.2%	-4.4%
Native American/Pacific Islander	-36.7%	-29.6%	-7.1%

*Gap to State 2025 goal of 70% proficiency for all student subgroups

**Green indicates gap decreased/closed.

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Gap to Goal: English Language Arts (continued)

Subgroup	Gap to Goal* 2017	Gap to Goal* 2018	Change in Goal**
Not Economically Disadvantaged	-13.7%	-13.2%	-0.5%
Economically Disadvantaged	-41.6%	-38.0%	-3.6%
Students without Disabilities	-30.7%	-27.6%	-3.1%
Students with Disabilities	-56.5%	-54.1%	-2.4%
Not Limited English Proficiency	-33.2%	-30.4%	-2.8%
Limited English Proficiency	-51.3%	-45.3%	-6.0%
Male	-37.2%	-34.9%	-2.3%
Female	-30.0%	-26.5%	-3.5%

*Gap to State 2025 goal of 70% proficiency for all student subgroups

**Green indicates gap decreased/closed.

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Gap to Goal: Math

Subgroup	Gap to Goal* 2017	Gap to Goal* 2018	Change in Goal**
All Students	-32.0%	-27.3%	-4.7%
White	-17.3%	-12.0%	-5.3%
African-American	-46.5%	-42.1%	-4.4%
Hispanic	-30.1%	-24.7%	-5.4%
Asian	2.5%	5.5%	-3.0%
Multiracial	-26.0%	-20.3%	-5.7%
Native American/Pacific Islander	-27.6%	-21.7%	-5.9%

*Gap to State 2025 goal of 70% proficiency for all student subgroups

**Green indicates gap decreased/closed.

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Gap to Goal: Math (continued)

Subgroup	Gap to Goal* 2017	Gap to Goal* 2018	Change in Goal**
Not Economically Disadvantaged	-11.5%	-9.4%	-2.1%
Economically Disadvantaged	-39.9%	-34.5%	-5.4%
Students without Disabilities	-29.0%	-24.0%	-5.0%
Students with Disabilities	-54.7%	-52.0%	-2.7%
Not Limited English Proficiency	-31.8%	-27.2%	-4.6%
Limited English Proficiency	-38.4%	-31.5%	-6.9%
Male	-33.3%	-29.2%	-4.1%
Female	-30.6%	-25.4%	-5.2%

*Gap to State 2025 goal of 70% proficiency for all student subgroups
**Green indicates gap decreased/closed.

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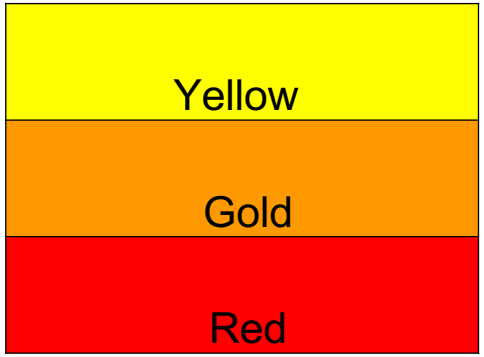
Gap Analysis Heat Map

Gap Analysis Heat Map

- Summaries of subgroup performance differences in ELA and Math are also provided at the district level to illuminate opportunities for concentrated support.
- In addition, district level gap information is provided in the form of a “heat map” for a quick reference to subgroups with the most immediate need for intervention.

Heat Map Indicators

Indicator:



- Yellow indicates gap is <10% points different from reference group.
- Gold indicates gap is 10 to 25% points different from reference group.
- Red indicates gap is >25% points different from reference group.

Next Steps

- Every Student Succeeds Act (ESSA) contains specific directives for states to identify and close gaps in academic performance between subgroups.
- As part of the Mississippi Consolidated State Plan for ESSA, the state aims to eliminate, or close, the assessment proficiency gap between student subgroups by 2025.
- Continue to report the student subgroup gap to state 2025 goal of 70% proficiency.
- Provide districts with unredacted district and school level assessment gap analysis files on SharePoint.

Next Steps

- Focused data analysis—such as gap analysis—aligned interventions, and progress monitoring are key tools for educators to use in identifying students with the highest need for subject area intervention.
- Monitoring the performance of specific student subgroups throughout the school year will provide schools and districts with opportunities for targeted intervention prior to statewide testing.