# Mississippi School and District Grading System

The A-F grading scale is a way to identify how well students are performing in school. 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.

View district and school grades in the Mississippi Succeeds Report Card: [msrc.mdek12.org](https://msrc.mdek12.org)

**History and Goal:**

The Mississippi Legislature passed legislation in 2013 that required the state to implement an A-F grading scale for schools based on the following criteria:

* Student Achievement: the percent of students proficient and advanced on the current state assessments
* Individual Student Growth: the percent of students making one year’s progress in one 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.

**Who Was Involved in the Development of the Accountability Model?**

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

**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 the 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.

**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.

**How Grades Are Earned:**

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).

**Elementary and Middle Schools (Earn up to 700 points)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Reading** | **Math** | **Science** | **English Language Learners** |
| Proficiency | Proficiency | Proficiency | Progress to Proficiency |
| **95 points** | **95 points** | **95 points** | **35 points** |
| Growth All Students | Growth All Students |  |  |
| **95 points** | **95 points** |  |  |
| Growth Lowest 25% of Students | Growth Lowest 25% of Students |  |  |
| **95 points** | **95 points** |  |  |

**High Schools and Districts (Earn up to 1,000 points)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Reading** | **Math** | **Other Subjects** | **Acceleration**  **(advanced coursework)** | **College and Career Readiness** | **English Language Learners** | **Graduation in 4 years** |
| Proficiency | Proficiency | Science Proficiency | Performance | ACT Math Performance | Progress to Proficiency | 4-year Cohort Rate |
| **95 points** | **95 points** | **47.5 points** | **23.75 points** | **23.75 points** | **50 points** | **190 points** |
| Growth All Students | Growth All Students | U.S. History Proficiency | Participation | ACT Reading or English Performance |  |  |
| **23.75 points** | **23.75 points** | **23.75 points** | **23.75 points** | **23.75 points** |  |  |
| Growth Lowest 25% of Students | Growth Lowest 25% of Students |  |  |  |  |  |
| **95 points** | **95 points** |  |  |  |  |  |

# School Grades and Grading Scale (minimum points required to earn grade)

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Districts** | **Elementary and Middle Schools** | **High Schools** |
| A | 668 | 442 | 754 |
| B | 599 | 377 | 648 |
| C | 536 | 328 | 584 |
| D | 489 | 269 | 510 |
| F | < 489 | < 269 | < 510 |

**Performance Level Classifications: Elementary and Middle Schools**

|  |  |  |
| --- | --- | --- |
| **Grade** | **Description** | **Characteristics** |
| **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: High Schools/Schools with Grade 12 & Districts**

|  |  |  |
| --- | --- | --- |
| **Grade** | **Description** | **Characteristics** |
| **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 |