

# MS Succeeds: A Focus on Equity 2019

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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

## 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



# Accountability

# Accountability – Minimum Standards

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The Mississippi Statewide Accountability System establishes a set of minimum standards for public schools and districts in our state to ensure that Mississippi students are prepared to compete in a national workforce, or go on to post-secondary education.

# Accountability - Reporting

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The Accountability System also informs the public on how well schools and districts are performing. Mississippi's accountability system considers how well students perform on state tests, whether students are showing improvement on those tests from year to year and whether students are graduating on time.

# Accountability – Getting Results

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- Accountability systems also drive behavior of schools and districts and influence planning and interim measures of performance. This results in consistent best practices and can be seen in improvements on both statewide assessments and national assessments, such as NAEP and ACT.

# Mississippi Statewide Accountability System

- Single “A” through “F” statewide accountability system with applicable state and federal requirements (MS Code Ann. Section 37-17-6)
- Approved by the Mississippi Board of Education January 17, 2014
- System developed in collaboration with the Accountability Task Force, Technical Review Committee, State Legislative Leaders, and MDE Staff



# Mississippi Statewide Accountability System

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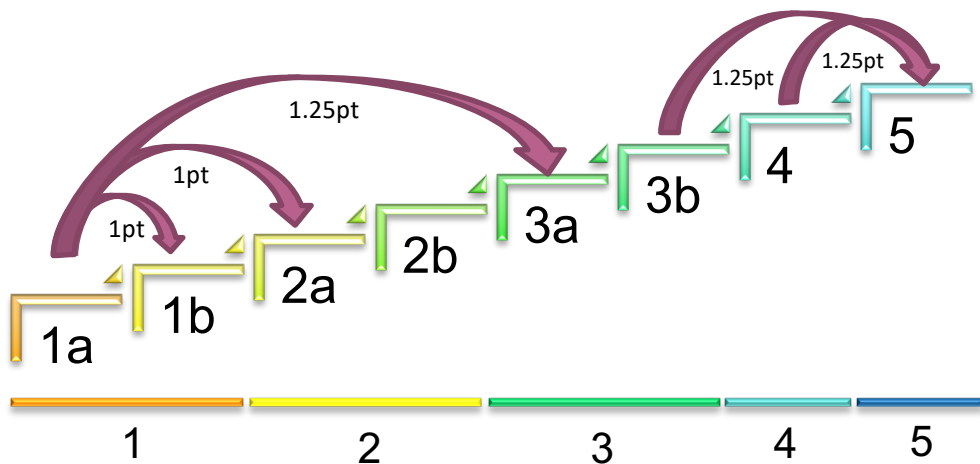
- Proficiency/Performance – Did the student meet expectations?
- Growth - Did the student improve as expected?
- Participation – Did the student participate in assessments/classes?
- Graduation Rates – Did the student graduate as expected and on time?

# Annual Subject Area Assessments

- Assessments used for calculation of growth and proficiency include:
  - Grade-level (3-8) assessments in Reading/Language Arts
  - Grade-level (3-8) assessments in Mathematics
  - High School-level assessment in English II
  - High School-level assessments in Algebra I
  - Alternate Assessment (3-8 and High School) in Reading
  - Alternate Assessment (3-8 and High School) in Mathematics
- Proficiency (not growth) is measured in Grades 5 and 8 Science, Biology I and U.S. History assessments.

# Calculation of Growth

## *Growth Levels*



## *Proficiency Levels*

### 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

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

# Grade Assignments

Grade	Districts	700 Point Schools	1,000 Point Schools
A	668	442	754
B	599	377	648
C	536	328	584
D	489	269	510
F	< 489	< 269	< 510

# Students with Disabilities

# Inclusion of Students with Disabilities

The Mississippi Statewide Assessment System provides procedures to ensure the inclusion of all students in the assessment programs, including a wide range of testing accommodations, instructional level testing on statewide assessments and alternate assessments. The data for students using testing accommodations are treated no differently from any other test data. The scores for students with disabilities taking alternate assessments are included in the achievement and growth components.



# Accountability Business Rules

- 16.1 United States Department of Education (USDE) regulations limit the number of scores of children taking alternate assessments for SCD students scoring proficient or above to one percent (1%) of the students at the state and district level. This rule does not apply at the school level because these regulations recognize that some schools offer specialized services or are near specialized medical facilities that attract higher numbers of students with significant special needs. Therefore, if a district has greater than one percent (1%) of their total population scoring proficient or above on an alternate assessment, the percent above one percent (1%) will count as not proficient in accountability calculations.
- 16.2 All eligible SCD students will be expected to participate in statewide assessments per the schedule provided by the Office of Student Assessment. Note: This rule will need to be updated and revised with the implementation of any new alternate assessment.

# Accountability Business Rules

- 16.3 Non-SCD students are not allowed to participate in alternate assessments. If any such students have alternate assessment data, the test data shall be considered invalid.
- 16.4 Students with disabilities will be those students whose SPED indicator in MSIS is "Y" (Yes) at the end of month eight (8) (closest approximation to the test administration dates).
- 16.4.1 In order for a student to be counted as SCD, his/her SCD indicator and SPED indicator must be set to "Y" (Yes) in MSIS.
- 16.5 Students with disabilities who are coded as "ungraded" (56 or 58) in MSIS will be assigned a peer-grade calculation based on his/her age on September 1 of the current school year.

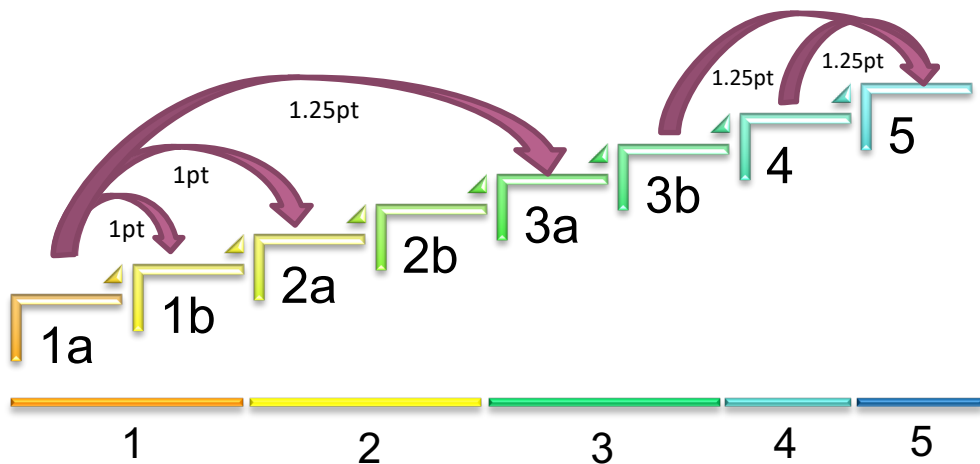
# MAAP-A

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- MAAP-A is the state assessment for students with significant cognitive disabilities (SCD)
- Typically 1% or fewer students participate in the assessment
- Performance is reported in 3 categories: 1) Basic 2) Pass and 3) Proficient

# Calculation of Growth

## *Growth Levels*

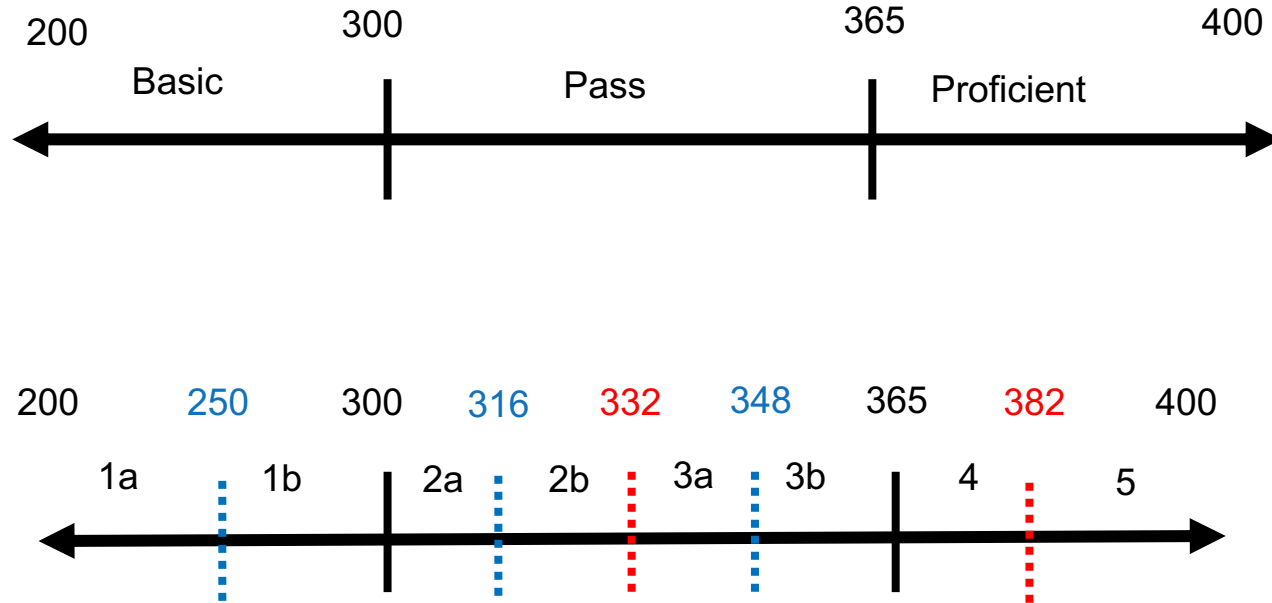


## *Proficiency Levels*

### 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

# Eight Growth Levels on MAAP-A



# What's Next?

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- MAAP-A was included in the calculation of performance and the growth of all students in 2018-2019.
- MAAP-A will be included in the calculation of growth in the lowest performing 25% subgroup in 2019-2020.
- The methodology for this inclusion will be developed by the Accountability Task Force.

# English Learners

# Accountability Business Rules

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15.1 The scores of English learners who have attended a U.S. school for less than 12 months will only be included in participation calculations in the first (1st) year. In the second (2nd) year, growth will be included, and in the third (3rd) year, growth and proficiency will be included in accountability measures.



# Mississippi English Learner Standards

## Las Links Domains:

- **Overall** – used for EL accountability component *and* student must achieve proficiency to *exit EL program*
- **Reading** – must achieve proficiency to *exit EL program*
- **Writing** – must achieve proficiency to *exit EL program*
- Speaking
- Listening

# English Learner (EL) Progress Component

- EL students should achieve English proficiency within 5 years of entering an EL program
- Students must have a valid Las Links Overall domain score for the current and prior year
- First year students are exempt from the EL component
- 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 progressing more than expected will receive a score 1

# EL Component Scoring (years 2 – 4)

Every eligible student receives an EL score based on his/her progress toward English proficiency. Points are calculated using the following steps:

$$1) \quad Goal = \frac{Exit - Prior}{Years}$$

$$2) \quad EL\ Score = \text{minimum of } \left( \frac{Current - Prior}{Goal} \right) \text{ or } 1$$

*Goal* = progress needed to meet English proficiency within established timeframe

*Exit* = minimum Overall proficiency score needed by the required exit year

*Prior* = prior year EL assessment score

*Current* = current year EL assessment score

*Years* = number of years left to exit program on time (based on **prior** year)

# EL Component Scoring (Exit Year and Beyond)

Goal for Exit year and beyond does not include a denominator:

1)  $Goal = Exit - Prior$

2) **EL Score** = minimum of  $\left( \frac{Current - Prior}{Goal} \right)$  or 1

*Exit* = minimum Overall proficiency score needed

*Prior* = prior year EL assessment score

*Current* = current year EL assessment score

# Las Links Overall Score Needed (Exit)

Grade	Overall Level 4 (Proficient)
K	468
1	471
2	501
3	511
4	525
5	528
6	537
7	538
8	539
9	547
10	549
11	551
12	553

# Example 1

- Susan is a *second* year EL student in grade 3. She earned an Overall score of 470 (current). Last year, she earned a 450 (prior).
- Susan's goal is to exit by the end of grade 6. This requires a score of 537 (exit).
- Based on her *prior year* information, Susan needs to grow by 87 points ( $537 - 450$ ) over 4 years, or about 22 points per year, to exit the program on time
- Susan's actual growth was 20 points ( $470 - 450$ )
- Her EL (progress-to-proficiency) score is  $20 \div 22 = 0.909$

## Example 2 – Exit Year

- George is a *fifth* year EL student in grade 6. He earned an Overall score of 530 (current). He earned a 490 last year (prior)
- This is the year George should exit the EL program
- The Las Links proficiency level minimum for grade 6, Overall, is 537 (exit)
- George needed 47 points ( $537 - 490$ ) from what he scored last year to reach English proficiency this year. He only grew by 40 points ( $530 - 490$ )
- George's EL score is  $40 \div 47 = 0.851$

# EL Accountability Component Score

- 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
- The established expectation:
  - Schools/districts with a student average  $\geq 0.90$  will receive full accountability points for the EL component (50 points)
  - Schools/districts  $< 0.90$  student average will have their student average multiplied by the possible EL points, which is scaled up by ten percent.



# District Example

- ABC School District has an average progress rate of 87%.
- The total possible points for a district would be 50 points.
- We scale the 50 points up by ten percent to 55 points.

$$.87 \times 55 = 47.85 \text{ points}$$

# Points for High Schools and Districts – 1,000 Points including EL

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>	Progress to Proficiency <b>50 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>					

# Questions?

# Contact Information

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