
Accountability Overview

District and School Performance

January 29, 2018



C. Alan Burrow
Director

Office of District and School Performance

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

State Board of Education Goals: Five-Year Strategic Plan for 2016-2020

- All Students Proficient and Showing Growth in All Assessed Areas
- Every Student Graduates High School and is Ready for College and Career
- Every Child Has Access to a High-Quality Early Childhood Program
- Every School Has Effective Teachers and Leaders
- Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
- Every School and District is Rated “C” or Higher

Office of District and School Performance

Mississippi Statewide Accountability System (MSAS)

- 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

Subjects and Assessments

- Assessments used for calculation of growth will include:
 - Grade-level (3-8) assessments in Reading/Language Arts;
 - Grade-level (3-8) assessments in Mathematics;
 - High School-level assessment in Reading/Language Arts;
 - High School-level assessments in Mathematics;
 - Alternate Assessment (3-8 and High School) in Reading; and
 - Alternate Assessment (3-8 and High School) in Mathematics.
- Growth will not be calculated for Science or U.S. History.

Proficiency/Performance – Did the student meet expectations?

Growth - Did the student improve as expected?

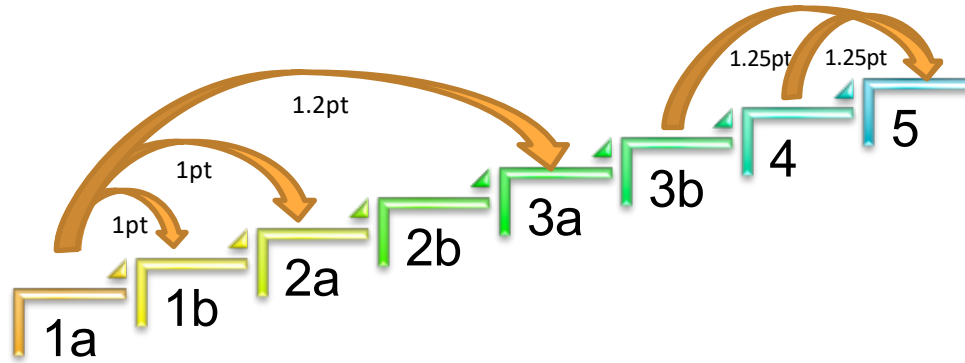
Participation – Did the student participate in assessments/classes?

Graduation Rates – Did the student graduate as expected and on time?

Reading	Math	Science
Proficiency (100 pts.)	Proficiency (100 pts.)	Proficiency (100 pts.)
Growth All Students (100 pts.)	Growth All Students (100 pts.)	
Growth Lowest 25% (100 pts.)	Growth Lowest 25% (100 pts.)	

Participation is measured in all components

Growth



Growth Weighting

First Year Proficiency Level	Level Needed in Year Two to Earn Growth	Level Needed to Earn Weighted Growth
Advanced	Advanced	*****
Proficient	Proficient	Advanced (1.25)
Top Half of Pass	Proficient	Advanced (1.25)
Bottom of Pass	Top Half of Pass or Proficient	Advanced (1.25)
Top Half of Basic	Pass	Advanced (1.25) Proficient (1.2)
Bottom Half of Basic	Top Half of Basic <u>or</u> Pass	Advanced (1.25) Proficient (1.2)
Top Half of Minimal	Basic (top <u>or</u> bottom)	Pass or Proficient (1.2) Advanced (1.25)
Bottom Half of Minimal	Top Half of Minimal or Basic (top <u>or</u> bottom)	Pass or Proficient (1.2) Advanced (1.25)

Reading	Math	Other Subjects	Graduation 4 year	Acceleration	College & Career Readiness
Proficiency (100 pts.)	Proficiency (100 pts.)	Science Proficiency (50 pts.)	4-Year Cohort Rate (200 pts.)	Performance (25 pts.)	ACT Math Performance (25 pts.)
Growth All Students (100 pts.)	Growth All Students (100 pts.)	U.S. History Proficiency (50 pts.)		Participation (25 pts.)	ACT Reading or English Performance (25 pts.)
Growth Lowest 25% (100 pts.)	Growth Lowest 25% (100 pts.)				
Participation is measured in all components					

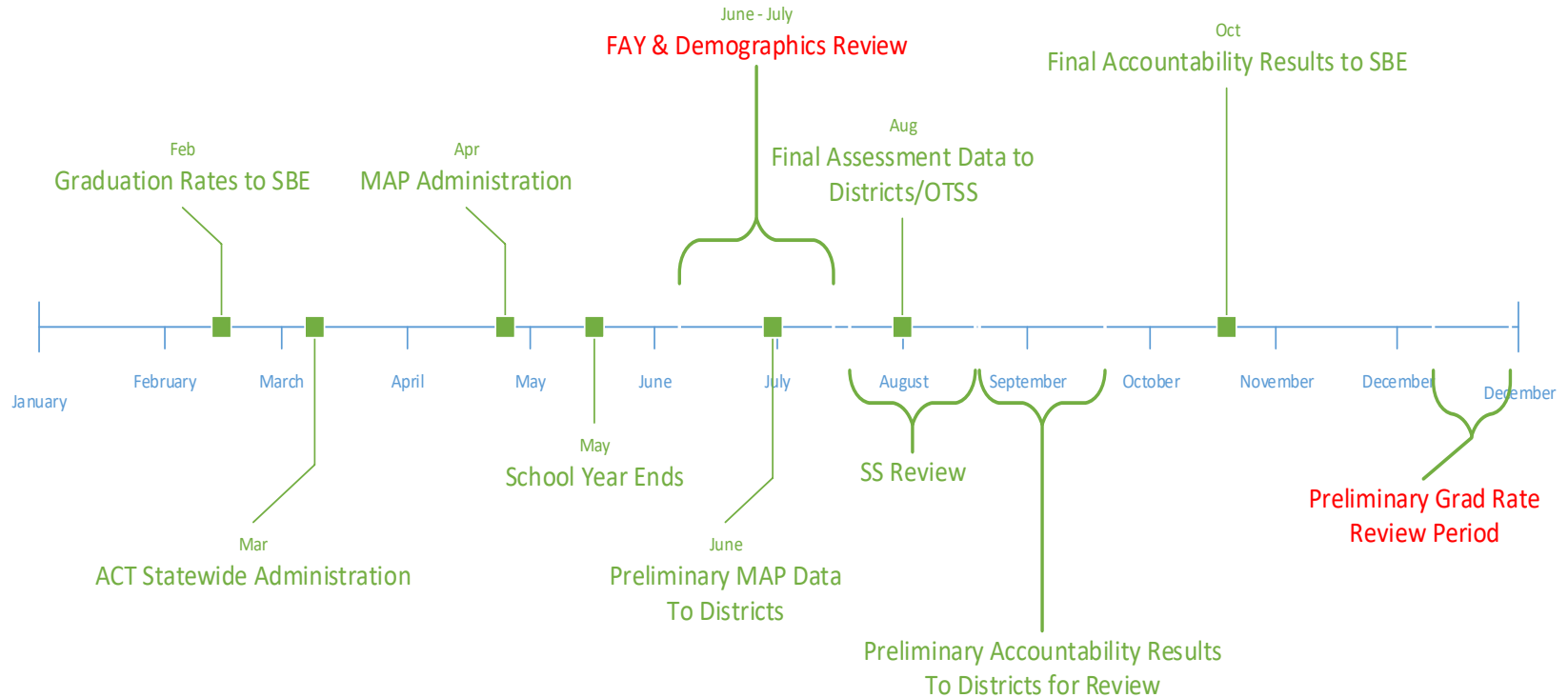
Graduation and Completion Rates

In accordance with 34 C.F.R. 200.19(b) and MS Code Ann. 37-17-6, graduation rates are calculated following the four-year adjusted cohort method.

- **Four-Year Cohort:** a group of students who enter 9th grade in MS for the first time, adjusted for students transferring into and out of the cohort, and are expected to graduate within four years
- **Graduate:** a student receiving a standard high school diploma in four years
- **Completer:** a student receiving an occupational diploma, certificate of attendance, or GED within the district
- **Still Enrolled:** a student still enrolled as September 1 of the year after the cohort's expected completion date
- **Dropout:** a student who leaves school during the cohort period without a diploma or certificate from the district

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

Office of District and School Performance: Accountability Schedule



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