Purpose Statement

This companion document to the Mississippi Succeeds Annual Report Card is provided to clarify the report card requirements under Title I, Part A of the Every Student Succeeds Act of 2015 (ESSA). ESSA requires that each state and local educational agency, or LEA (e.g., school district or public school), prepare an annual report card related to student achievement, accountability, teacher qualifications, school climate, and per-pupil expenditure for public schools.

Accountability Grades

The Mississippi Statewide Accountability System assigns a performance rating of A, B, C, D, or F to each school and district based on points earned. Schools and districts earn points in several categories, which include student achievement, individual growth, and participation on statewide assessments; and for graduation, college and career readiness, and participation and performance on accelerated coursework for high schools.

The Mississippi State Board of Education established the following points for accountability grades.

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

Schools and districts earn points based on performance in the following areas:

- Proficiency/Performance on State Assessments – Did the student meet achievement expectations?
- Growth – Did the student improve as expected?
- Participation – Did the student participate in assessments/classes?
- Graduation rates – Did the student graduate high school as expected in four years?
- College and Career Readiness – Did the student meet the ACT national benchmarks in English (18) or reading (22) and for math (22), or earn a Silver ACT WorkKeys Certificate with a CTE pathway completion or industry certification, or a Gold or Platinum WorkKeys Certificate.
- Acceleration – Did the student participate and earn post-secondary credits in accelerated courses, Advanced International Certificate of Education, Advanced Placement, International Baccalaureate, dual credit and industry certification?
- English Language Progress – For students learning English as a secondary language, are students making expected progress in learning English?

Here are the categories in which points can be earned:

For Elementary and Middle Schools (700 points possible)

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			
			Progress to Proficiency 35 PTS

For Schools with a 12th Grade and School Districts (1,000 points possible

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 Performance 47.5 PTS OR	Progress to Proficiency 50 PTS
Growth All Students 95 PTS	Growth All Students 95 PTS	U.S. History Proficiency 47.5 PTS		Participation 23.75 PTS	ACT WorkKeys Option 47.5 PTS	
Growth Lowest 25% 95 PTS	Growth Lowest 25% 95 PTS					

Measures of Interim Progress

STUDENT PROFICIENCY IN READING/LANGUAGE ARTS				
	BASELINE DATA	INTERIM MEASURE	INTERIM MEASURE	LONG-TERM GOAL
SUBGROUPS	2015-16	2018-19	2021-22	2026-2027
All Students	32.6%	45.1%	57.5%	70.0%
Economically disadvantaged students	24.4%	39.6%	54.8%	70.0%
Students with disabilities	8.9%	29.3%	49.6%	70.0%
English learners	13.6%	32.4%	51.2%	70.0%
Alaskan Native or Native American	28.0%	42.0%	56.0%	70.0%
Asian	57.7%	61.8%	65.9%	70.0%
Black or African American	18.9%	35.9%	53.0%	70.0%
Hispanic/Latino	28.4%	42.2%	56.1%	70.0%
Native Hawaiian or Other Pacific Islander	48.9%	55.9%	63.0%	70.0%
White	47.5%	55.0%	62.5%	70.0%
Two or More Races	37.3%	48.2%	59.1%	70.0%

STUDENT PROFICIENCY IN MATHEMATICS				
	BASELINE DATA	INTERIM MEASURE	INTERIM MEASURE	LONG-TERM GOAL
SUBGROUPS	2015-16	2018-19	2021-22	2026-2027
All Students	31.1%	44.1%	57.0%	70.0%
Economically disadvantaged students	23.1%	38.7%	54.4%	70.0%
Students with disabilities	9.1%	29.4%	49.7%	70.0%
English learners	22.9%	38.6%	54.3%	70.0%
Alaskan Native or Native American	26.2%	40.8%	55.4%	70.0%
Asian	68.3%	68.9%	69.4%	70.0%
Black or African American	17.4%	35.0%	52.5%	70.0%
Hispanic/Latino	32.9%	45.3%	57.6%	70.0%
Native Hawaiian or Other Pacific Islander	48.1%	55.4%	62.7%	70.0%
White	45.2%	53.5%	61.7%	70.0%
Two or More Races	36.2%	47.5%	58.7%	70.0%

GROWTH TO ENGLISH LANGUAGE PROFICIENCY				
	BASELINE DATA	**INTERIM MEASURE**	**INTERIM MEASURE**	**LONG-TERM GOAL**
SUBGROUP	**2015-16**	**2018-19**	**2021-22**	**2026-2027**
English Learners	48.3%	53.7%	61.9%	70.0%

Terminology

The following terms are used throughout the report card.

Term	Defined
ESSA	2015 Federal Every Student Succeeds Act
ELA	English Language Arts
MDE	Mississippi Department of Education
MAAP	Mississippi Academic Assessment Program
NAEP	National Assessment of Educational Progress
SWD	Students with Disabilities
Suppression Rule	When the number of students in a reporting category is less than 10, the subgroup data will display "<10". In a graphical representation of the data, the data may not be displayed. Percentages less than 5% or greater than 95% will also be changed to display "<5%" or ">95%" in some categories. If a percentage cannot be displayed and it is part of a series of data, such as levels of performance, the data will be converted to ranges (Ex: "11-20%") to protect other data from being disclosed.
Military Connected	A student who is a dependent of a member of the Active-Duty Forces, National Guard, or Reserve Forces.
Migrant	A migrant child is between three and twenty-one years of age and has moved across a school district line during the previous thirty-six months either because they are a migrant agricultural worker or because their parents or guardians are. A migrant agricultural worker is someone who regularly travels long distances, typically following the seasons, to find work producing, harvesting, or processing livestock, poultry, fish, shellfish, dairy, and related products.
Homeless	A homeless student is defined as a child and youth who "lack a fixed, regular, and adequate nighttime residence, including sharing the housing of other persons due to loss of housing, economic hardship, or similar reasons; living in motels, hotels, trailer parks, or campgrounds due to lack of alternative accommodations; living in emergency or transitional shelters; and living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar places.
Foster Care	A child, up to age 18 or 21, placed in the care of the Mississippi Department of Child Protection Services by either a voluntary placement agreement with the biological family, adoptive family, legal guardian, or by a court commitment order.

Teacher Data

This section details the professional qualifications of public educators in the state, including:

- the percentage of teachers, principals, and other school leaders who are inexperienced (<3 years in education)
- the percentage of teachers who are teaching out-of-field
- the percentage of teachers who have emergency and provisional credentials
- the percentage of teachers wo are ineffective (<3 effectiveness score)

The information is also reported by low-poverty and high-poverty school designations. A high-poverty school is one where the percentage of students eligible for free or reduced lunch is in the highest quartile, while a low-poverty school is one where the percentage of students eligible for free or reduced lunch is in the lowest quartile.

Teacher data is reported as Full Time Equivalents, or FTEs. A teacher who works all year with a full schedule equals one FTE. Teachers who work part-time or for a partial year will equal less than one FTE. Teachers may be counted in one or more categories by FTE percentage. For example, a teacher who teaches Math and English, but is only certified in English, will count as both in-field and out-of-field.

Educator Equity: Measures of Interim Progress

BASELINE DATA: 2018-2019 TITLE I LOW INCOME ANALYSIS			
	NON-TITLE I AND NOT LOW-INCOME	**TITLE I AND LOW-INCOME**	**GAP**
Average Teacher Effectiveness Score	3.54	3.14	0.40
Percentage of Emergency Teachers	2.8%	9.7%	6.9%
Percentage of Teachers Out of Field	2.5%	5.0%	2.5%
Percentage of Teachers Not Certified	0.7%	2.2%	1.5%
Percentage of Inexperienced Teachers	16.9%	24.4%	7.5%
Percentage of Teachers with Effectiveness Score Below 3	5.5%	17.0%	11.5%

INTERIM PROGRESS: 2022-2023 TITLE I LOW INCOME ANALYSIS			
	NON-TITLE I AND NOT LOW-INCOME	**TITLE I AND LOW-INCOME**	**GAP**
Average Teacher Effectiveness Score	3.5	3.39	0.11
Percentage of Emergency Teachers	2.55%	1.78%	0.77%
Percentage of Teachers Out of Field	9.15%	5.94%	3.21%
Percentage of Teachers Not Certified	3.21%	0.18%	3.03%
Percentage of Inexperienced Teachers	16.57%	15.44%	1.13%
Percentage of Teachers with Effectiveness Score Below 3	10.79%	11.89%	1.10%

BASELINE DATA: 2018-2019 TITLE I MINORITY ANALYSIS			
	NON-TITLE I AND NOT A MINORITY	**TITLE I AND MINORITY**	**GAP**
Average Teacher Effectiveness Score	3.43	3.04	0.39
Percentage of Emergency Teachers	3.7%	13.5%	9.8%
Percentage of Teachers Out of Field	2.7%	6.5%	3.7%
Percentage of Teachers Not Certified	1.1%	3.2%	2.1%
Percentage of Inexperienced Teachers	17.6%	27.5%	9.9%
Percentage of Teachers with Effectiveness Score Below 3	9.1%	21.2%	12.1%

INTERIM PROGRESS: 2022-2023 TITLE I MINORITY ANALYSIS			
	NON-TITLE I AND NOT A MINORITY	TITLE I AND MINORITY	GAP
Average Teacher Effectiveness Score	3.48	3.18	0.3
Percentage of Emergency Teachers	1.44%	7.00%	5.56%
Percentage of Teachers Out of Field	8.33%	8.58%	0.25%
Percentage of Teachers Not Certified	1.45%	1.39%	0.06%
Percentage of Inexperienced Teachers	14.96%	24.01%	9.05%
Percentage of Teachers with Effectiveness Score Below 3	9.06%%	28.48%	19.42%

Statewide Assessment Results (Student Performance, Student Participation, and Alternate Participation)

Each year, student knowledge in key academic areas is assessed using the Mississippi Academic Assessment Program (MAAP), which was implemented during the 2015-16 school year. MAAP assessment results are reported based on five (5) levels of performance:

- Minimal (Level 1) – A student performing at Level 1 inconsistently demonstrates the knowledge or skills that define basic level performance.
- Basic (Level 2) – Students at Level 2 demonstrate partial mastery of the knowledge and skills in the course and may experience difficulty in the next grade or course in the content area. These students are able to meet some of the content standards at a low level of difficulty, complexity, or fluency as specified by the grade-level content standards.
- Passing (Level 3) – Students at Level 3 demonstrate general mastery of the knowledge and skills required for success in the grade or course in the content area. These students are able to perform close to the level of difficulty, complexity, or fluency specified by the grade-level content standards.
- Proficient (Level 4) – Students at Level 4 demonstrate solid academic performance and mastery of the knowledge and skills required for success in the grade or course in the content area. These students are able to perform at the level of difficulty, complexity, or fluency specified by the grade-level content standards.
- Advanced (Level 5) – Students at the Level 5 consistently perform in a manner clearly beyond what is required to be successful in the grade or course in the content area. These students are able to perform at a high level of difficulty, complexity, or fluency as specified by the grade-level content standards.

Students with significant cognitive disabilities participate in the State's alternate assessment (MAAP-A) in the subjects of English language arts, mathematics, and science. MAAP-A assessment results are reported based

on three (3) levels of performance:

- Basic – Students at this level partially meet academic expectations for the knowledge, skills, and practices contained in the Dynamic Learning Maps Essential Elements for English language arts and mathematics and contained in the Mississippi Science Extended Frameworks assessed at their grade level or course.
- Passing – Students at this level approach academic expectations for the knowledge, skills, and practices contained in the Dynamic Learning Maps Essential Elements for English language arts and mathematics and contained in the Mississippi Science Extended Frameworks assessed at their grade level or course.
- Proficient – Students at this level meet academic expectations for the content knowledge and skills contained in the Dynamic Learning Maps Essential Elements for English language arts and Mathematics and contained in the Mississippi Science Extended Frameworks assessed at their grade level or course.

Students in grades 3-8 are assessed in English language arts and mathematics, while 5th and 8th grade students are also assessed in basic science. For high school students, they are assessed once in English II, Algebra I, Biology I, and U.S. History. Students with disabilities who require an alternate assessment based on alternate academic achievement standards are assessed using the MAAP Alternate assessment.

This section details the percentage of students who participated in statewide assessments and the percentage of students at each level of performance. It also includes the number and percentage of students who participated in the alternate assessment. Information is reported for all students and by student subgroups, including race, ethnicity, gender, disability status, economically disadvantaged, migrant status, English language learner status, foster care status, military-connectedness and homelessness.

NAEP Results

Mississippi participates in the National Assessment for Educational Progress (NAEP) biennial reading and mathematics assessments for 4th and 8th grade students. NAEP results provide a historical view of Mississippi's achievement in these subject areas across time and in comparison to other states and the nation.

Results include the percentage of 4th and 8th grade students at each NAEP achievement level (*Below Basic, Basic, Proficient,* and *Advanced*) for all students and student subgroups.

High School Graduation

This section reports the four-year adjusted cohort graduation rate for the prior school year. Rates are reported for all students and for student subgroups, including race, ethnicity, gender, disability status, economically disadvantaged, migrant status, English language learner status, and homelessness. Due to the timeline required for reporting summer activity for seniors, the four-year adjusted cohort graduation rate is always lagged one year.

Note: The four-year adjusted cohort is based on the number of students who entered grade 9 (or the earliest high school grade) or who transferred into the cohort during grades 9 through 12 from out-of-state, minus any students who left the cohort by transferring out-of-state or exiting to a private or approved homeschool program.

Progress toward Statewide Goals

ESSA required that states set long-term goals for student achievement on statewide assessments, graduation, and English language proficiency for English Learners. In 2015, MDE set the following goals for Mississippi schools to achieve by the end of the 2024-25 school year:

- 70% of all 3-8th grade students and all 3-8th grade student subgroups scoring Proficient or Advanced in English language arts and mathematics
- 70% of all 5th and 8th grade students and all 5th and 8th grade student subgroups scoring Proficient or Advanced in Science
- 70% of all high school students and all high school student subgroups scoring Proficient or Advanced in Algebra I, English II, Biology I, and U.S. History
- 90% of all high school students and all high school student subgroups graduate high school
- 70% of all English Learners are making expected progress toward English language proficiency

English Learners

- English Learner Proficiency – The number and percentage of English Learners who met the benchmarks to exit the English Learner program.
- English Learner Growth – The percent of English Learner students who met the growth expectations towards exiting the English Learner program in 5 years.

Per-Pupil Expenditures

This section includes the per-pupil expenditure for the school, district, or state disaggregated by 1) Federal funds, and 2) state and local funds. *(see page 12 for more info)*

Expenditures are comprised of the day-to-day operation of the school or district for public education, including, but not limited to:

- Administration
- Instruction
- Instructional support
- Student support services
- Pupil transportation services
- Operation and maintenance of buildings/grounds
- Fixed charges
- Preschool (if applicable)

Note: Due to the natural variance among schools and the complexity underlying the calculation of Per Pupil Expenditure (PPE), direct comparison of one school's PPE to another may not be appropriate.

Title I School Improvement

An indication of whether a school was identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) and the

reason(s) for such identification. Please see the following link for information on the amount of funds received by each school, and types of strategies implemented in each school: https://www.mdek12.org/School-Improvement-1003-Allocations.

CSI Identification (Every 3 years):

- Method 1: School's graduation rate is less than or equal to 67%.
- Method 2: School's 3-year average accountability score ranks in the bottom 5% of Title IA schools.
- Method 3: School was previously an Additional TSI school with 3 consecutive years of subgroup performance (ELA or math) at or below that of all students in the bottom 5% of Title IA schools.

CSI Exit (After 3 years):

- Method 1: School's graduation rate is above 67%.
- Method 2: School is above the bottom 5% of Title IA schools AND school has an increase in the overall accountability letter grade or an increase in the overall letter grade that crosses over the midpoint of the letter grade.
- Method 3: School is above the bottom 5% of Title IA schools AND school has an increase in the overall accountability letter grade or an increase in the overall letter grade that crosses over the midpoint of the letter grade.

TSI Identification (Annual):

- School's subgroup is in the lowest 50% of overall accountability index AND
- School's subgroup is in lowest quartile of 3-year average gap-to-goal AND
- School's subgroup score is in lowest quartile of 3-year improvement toward gap-to-goal closure AND
- Using overall accountability index, school is in the bottom 5% of all schools

TSI Exit (Annual):

- For schools identified in 2023, the school no longer meets criteria for identification AND 1-year (2022-23) subgroup growth score is 50 or greater.
- For schools identified in 2024 and subsequent years, the school no longer meets criteria for identification AND 3-year average subgroup growth score is 50 or greater.

ATSI Identification (Every 3 years):

- School's 3-year average subgroup performance is at or below that of all students in the lowest performing schools (bottom 5% of Title IA schools).

ATSI Exit (Annual):

- School's 3-year average subgroup performance is above that of all students in the lowest performing schools (bottom 5% of Title IA schools) AND School has an increase in the overall accountability letter grade or an increase in the overall letter grade that crosses over the midpoint of the letter grade.

Other Measures

ESSA requires states to report on factors affecting school climate. Included in the Mississippi Succeeds Report Card is information on:

- Chronically Absent Students - The percentage of students who were absent 10% or more of the time they were enrolled in a school or district. This includes both excused and unexcused absences. Students must be enrolled for a minimum of ten days to be included in the calculations.

- Post-Secondary Enrollment - The percentage of graduates who enrolled in public in-state colleges and universities within a year of graduating. This data is reported for the graduating class from the year prior and is lagged a year. For example, the 2017-18 report contains information for 2016 graduates.

- Preschool enrollment – The percent of students in a school or district who are enrolled in a district preschool program.

- Suspensions (in-school and out-of-school) and Expulsions – The percentages of students who received one or more in-school suspension, out-of-school suspensions, or were expelled.

- Incidents of violence – The number of reported incidents of assault, bullying, extortion, fighting, gang-related, weapon possession, homicide, kidnapping, mayhem, poisoning, rape, robbery, stalking, and sexual battery. This number does not include incidents reported as non-criminal behavior.

- Referral to law enforcement is an action by which a student is reported to any law enforcement agency or official, including a school police unit, for an incident that occurs on school grounds, during school-related events, or while taking school transportation, regardless of whether official action is taken. Citations, tickets, court referrals, and school- related arrests are considered referrals to law enforcement.

Note: This data is reported every two years directly to the Office of Civil Rights by each school district.

- School-related arrest refers to an arrest of a student for any activity conducted on school grounds, during off-campus school activities (including while taking school transportation), or due to a referral by any school official. All school-related arrests are considered referrals to law enforcement.

Note: This data is reported every two years directly to the Office of Civil Rights by each school district

- Participation in advanced coursework, including Dual Credit/Dual Enrollment, Advanced International Certificate of Education, Advanced Placement, International Baccalaureate, and Industry Certification.

Outcomes for High School Graduates – information regarding high school graduates' advancement, including 2-year college and 4-year university enrollment and employment status. Not all student outcomes are represented, such as students who earned a GED, enlisted in the military, left the state for employment, left the country, or those who became homemakers or caretakers.

Notes: District/School Name Changes: The MDE uses current names for districts and schools on the MS Succeeds Report Card site. The Report Card Summary file may still have the previous name, but the website will reflect the new name. Data Map: The map will display information for performance measures that have at least 3 consecutive years of data available.

Per-Pupil Expenditure Calculations:
Comparison of the <u>Superintendent Annual Report</u> to the <u>Mississippi Succeeds Report Card</u>

The Mississippi Department of Education publishes per-pupil expenditure information in two formats:
1. The Superintendent's Annual Report (based on state law)
2. The Mississippi Succeeds Report Card (based on the federal "Every Student Succeeds Act" or ESSA).

Below is an explanation of the differences in the two calculations.

<u>**Superintendent Annual Report**</u>

- Based on ADA for Months 1-9
- Includes expenses for all funds
- Includes expenses for functions 1000-3999
- Excludes expenses for functions 4100-7999 (nonrevenue transactions)

<u>**Mississippi Succeeds Report Card (ESSA) Report**</u>

- Based on Net Membership from Month 1
- Includes all expenditures reported through FETS, excluding the following:

Funds:

1840-1899	Sixteenth Section Interest
2110-2199	Child Nutrition
2255	Title I – Coop for Private Schools
2830	Forestry Escrow
3000	Capital Project
4000	Debt Service
7000	Permanent

Functions:

1225	Private Placement for Federal Funds
1310-1390	Adult/Continuing Education Program
3100-3975	Non-Instructional Services
110-6900	Debt Service
7110-7950	Other Financing Uses
8100-8300	Direct Decrease in Fund Equity

Objects:

564	Tuition to Charter Schools within the State

Example of District Average PPE Calculation [*School District X*]

Superintendent Annual Report PPE = $ 11,634.37

ADA for Months 1-9 = 1,133.06

Expenditures excluded for PPE Calculation	$ 2,355,511.96
Expenditures included for PPE Calculation	$ 13,182,446.73
Total Expenditures	$ 15,537,958.69

ESSA Report PPE = $ 9,834.71

Net Membership from Month 1 = 1,222

Expenditures excluded for PPE Calculation	$ 3,519,939.30
Expenditures included for PPE Calculation	$ 12,018,013.40
Total Expenditures	$ 15,537,952.70

NOTE: Difference of $5.99 in total expenditures is due to rounding