



Mississippi Accountability System Under the Every Student Succeeds Act

American Institutes for Research (AIR) has compiled profiles of each state educational agency's proposed accountability system under the Elementary and Secondary Education Act of 1965 as reauthorized by the Every Student Succeeds Act (ESSA) of 2015. The profile is based on initial plans submitted to the U.S. Department of Education. Upon final approval, profiles will be updated.

- Mississippi uses a composite index to calculate an annual summative rating of A, B, C, D or F for all public schools and to identify schools for comprehensive support and improvement (CSI).
- Mississippi includes student growth for the lowest 25% of achievers from the previous school year as a separate accountability measure.

Accountability Snapshot

Snapshot data here capture accountability highlights across states. Accountability measures are grouped by readiness to learn, persistence, and college and career readiness to highlight states' data-based leverage points across the educational trajectory.

Annual Meaningful Differentiation	
<input checked="" type="checkbox"/>	Annual summative rating (Annually calculates overall performance rating for all schools and "all students" using all indicators, beyond CSI/TSI schools)
<input type="checkbox"/>	Data dashboard only (CSI/TSI schools identification only)
Summative Ratings	
A, B, C, D, F (and "+" or "-" depending on ELP progress score)	
Accountability Measures	Included in Accountability
Academic	
Achievement status	✓
Achievement growth	✓
GAP Achievement gap	
ELP English language proficiency/progress	✓
4-year graduation rate	✓
EAR Early learning	
WRE Well-rounded education	
Persistence	
EXT Extended-year graduation rate(s)	
OTG On-track to graduation	
Dropout rate	
College and career readiness	
COL College enrollment	
ADV Advanced coursework or sequence	✓
CPT College placement test(s)	✓
CTE Career and technical education or work-based learning	✓
Readiness to learn	
CFL Conditions for learning/school climate	
SEL Social-emotional learning	
CHR Chronic absenteeism	

Note: CSI=comprehensive support and improvement; TSI=targeted support and improvement

Student Groups for Accountability Determinations

(N = 10 for accountability, N = 10 for reporting)

Major racial/ethnic subgroups

Alaskan Native or Native American
 Asian
 Black or African American
 Hispanic/Latino
 Native Hawaiian or Other Pacific Islander
 Two or more races
 White

Other required subgroups

Economically disadvantaged
 Students with disabilities
 English learners

Nonrequired subgroups

Lowest 25% performers (for student growth)

Subjects Used for Accountability




Subject	Status	Growth
Math	✓	✓
Reading/English language arts (ELA)	✓	✓
Writing		
Science	✓	
Social studies	✓	
Other		



Annual Differentiation System

Mississippi uses a composite index to calculate an annual summative rating of A, B, C, D or F for all public schools and to identify schools for comprehensive support and improvement CSI (see also “School Improvement Categories”).




Mississippi Composite Index for Summative Rating and CSI Determinations, 2017–18 Proposed State Plan

ESSA Indicator	State Measure	Measure Weightings	
		Elementary/Middle Schools	High Schools
 Academic achievement	Proficiency (ELA, math)	28.57% (200 points)	20% (200 points)
 Other academic	Student growth index, all students (ELA, math)	14.29% (100)	10% (100)
	Proficiency (science, social studies)	28.57% (200)	20% (200)
 Graduation rate	4-year graduation rate	--	20% (200)
ELP English language proficiency progress	On-track to ELP	“+” or “-” to summative rating	“+” or “-” to summative rating
Academic indicators subtotal		71.43% (500)	70% (700)
SQSS School quality or student success	Student growth Index, Lowest 25% performers (ELA, math)	28.57% (200)	20% (200)
	College and career readiness (ACT)	--	5% (50)
	Acceleration	--	5% (50)
SQSS indicator subtotal		28.57%	30%
Total		100%	100%
Business rule		A-F rating lowered by one grade level for schools with participation rate less than 95%	

Note 1: ELA=English/language arts

Note 2: Mississippi uses point values in its composite index, indicated parenthetically, that have been converted to percentages here for cross-state comparison.

Accountability Measure Descriptions

ESSA Indicator	State Measure	Description
 Academic achievement	Proficiency (weighted equally across ELA, math)	Percentage of students scoring at the performance level indicating grade-level proficiency or higher on annual statewide assessments.
	<i>Participation rate inclusion</i>	Participation rate is not included in the proficiency calculation. Schools with participation rate less than 95% will have their overall A–F rating lowered by 1 grade.
 Other academic	Student growth index, all students (weighted equally across ELA, math)	Weighted average growth achieved from year-to-year on statewide assessments based on the following points awarded to each student: <ul style="list-style-type: none"> • Students increasing to the highest proficiency level: 1.25 points • Students increasing more than 1 performance level: 1.2 points • Students otherwise doing any of the following: 1.0 point <ul style="list-style-type: none"> ▪ Increasing in performance level ▪ Maintaining level at or above proficiency ▪ Increasing within any of the 3 lowest performance past the midpoint of the performance level
	Proficiency (weighted equally across science, social studies)	Percentage of students scoring at the performance level indicating grade-level proficiency or higher on annual statewide assessments.
 Graduation rate	4-year graduation rate	The percentage of students within an adjusted cohort who graduate within 4 years with a regular high school diploma.
ELP English language proficiency progress	On-track to ELP	Percentage of students meeting annual individual targets for sufficient progress toward ELP within a state-determined number of years, based on state ELP test results.
SQSS School quality or student success	Student growth index, lowest 25% performers (weighted equally across ELA, math)	Weighted growth achieved from year-to-year on statewide assessments by lowest 25% performers in previous year, based on calculation provided at “Student growth index, all students.”
	College and career readiness (ACT)	Sum percentage of students meeting readiness benchmarks on the ACT math exam and the ACT ELA exam.
	Acceleration	Percentage of high school students meeting participation and/or performance benchmarks for any of the following activities: <ul style="list-style-type: none"> • Advanced Placement/International Baccalaureate exams • Advanced International Certificate of Education • Industry certification coursework • Dual enrollment coursework

Note : ELA=English/language arts

School Improvement Categories

	Comprehensive Support and Improvement (CSI) Schools	Targeted Support and Improvement (TSI) Schools	Additional Targeted Support (ATS) Schools
Identification criteria	<ul style="list-style-type: none"> Low-performing school: Bottom 5% of Title I schools, as ranked by composite index score Low graduation rate school: 4-year graduation rate less than or equal to 67% Chronically underperforming subgroup (i.e., 3 years failure to exit Title I TSI status) 	Any school with consistently underperforming subgroup(s) based on proficiency, for 3 consecutive years	Any school performing below threshold for the identification of bottom 5% of Title I schools based on all students (pending clarification)
First year and frequency of identification	<ul style="list-style-type: none"> 2018–19 for low-performing and low graduation rate schools and every 3 years thereafter 2021–22 for chronically underperforming subgroup schools (frequency pending clarification) 	2018–19 and annually thereafter	2018–19 and every 3 years thereafter
Years of improvement to exit status	1–3 consecutive years of improvement required to exit CSI status depending on reasons for identification	1 year of improvement required to exit TSI status	1 year of improvement required to exit ATS status

Inclusion of Recently Arrived English Learners in Accountability

Under Sec. 1111(b)(2)(B)(v)(I) of ESSA, states may exempt English learners (ELs) who have been enrolled in a school in the United States for less than 12 months from taking the reading/ELA statewide assessment in their first year according to the following 3 options.

State Options Under Sec. 1111(b)(2)(B)(v)(I) of ESSA	Year of Student Enrollment		
	Year 1	Year 2	Year 3
1	Exempt all recent ELs from ELA/reading statewide testing	Test new ELs and include proficiency scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
2	✓ Test all recent ELs in ELA/reading but exclude from accountability	Test ELs and include achievement growth scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
3	Uniform procedure for assigning individual ELs to either Option 1 or Option 2		