

## Mississippi: 2013 Accountability Profile

### What new performance goal did Mississippi adopt after receiving waivers to *No Child Left Behind* provisions?

<b>Performance Goal</b> ➤	To reduce by half the percentage of non-proficient students by 2017 — among all students and in all student groups
<b>Grade Level</b>	<b>Measures (Approved for 2013)</b>
Elementary	State assessments: reading, mathematics, science (grade 5 only) Attendance rate
Middle Grades	State assessments: reading, mathematics, science (grade 8 only) Attendance rate
High	End-of-course exams: English II, Algebra I, Biology I Graduation rate

### How will Mississippi measure school performance and student progress after receiving waivers?

Mississippi replaced *NCLB*'s adequate yearly progress system with a Quality of Distribution Index (QDI). Student performance in reading, mathematics and science is calculated to produce four QDI scores for each school: QDI<sub>O</sub>, the overall performance of all students; QDI<sub>H</sub>, the performance of the highest-performing students; QDI<sub>L</sub>, the performance of the lowest-performing students; and QDI<sub>GAP</sub>, the achievement gap between the highest- and lowest-performing students. The QDI<sub>GAP</sub> score is calculated by subtracting the index value of the lowest-performing students (QDI<sub>L</sub>) from the highest-performing students (QDI<sub>H</sub>). QDI values are used to create school rankings that inform accountability decisions.

In addition to QDI scores, Mississippi set reading and math targets based on proficiency levels for all students and student groups as defined by *NCLB*. As a second academic indicator, high schools have a graduation target, and elementary and middle grades have an attendance target. Schools not meeting annual targets in the same category (e.g., reading, math) or other academic indicator (e.g., attendance, graduation) for two consecutive years must implement customized interventions. Additional oversight and intervention will occur if low performance continues.

#### Mississippi's Accountability Model, 2013

To show yearly progress, elementary and middle grades must:

- test 95 percent of all students and each student group,
- meet attendance targets, and
- meet reading and math performance targets for the overall performance of all students.

To show yearly progress, high schools must:

- test 95 percent of all students and each student group,
- meet graduation targets, and
- meet reading and math performance targets for the overall performance of all students.

**Source:** Mississippi ESEA Flexibility Request — <http://www2.ed.gov/policy/eseaflex/approved-requests/ms.pdf>.

## How will Mississippi identify schools in its school accountability system, using the *Reward, Focus and Priority School* labels?

Mississippi uses Quality of Distribution Index (QDI) scores to identify its Reward, Focus and Priority Schools. Only Title I schools<sup>1</sup> are eligible. Keeping with the principles of flexibility, Mississippi developed separate criteria for identifying these schools and differentiated levels of state intervention.

Category	Entrance Criteria	Interventions	Exit Criteria
Reward	<p>High-performing schools are Title I schools that:</p> <ul style="list-style-type: none"> <li>➤ are in the top 20 percent of QDI<sub>O</sub> for overall performance</li> <li>➤ are in the top 20 percent of QDI<sub>L</sub> for low-performing students</li> <li>➤ met annual targets for all students and student groups, and</li> <li>➤ have a QDI<sub>GAP</sub> score in the lowest 25 percent of schools.</li> </ul> <p>High-progress schools are Title I schools in which:</p> <ul style="list-style-type: none"> <li>➤ the difference between QDI<sub>O</sub> scores for the current year and previous two years is in the top 10 percent</li> <li>➤ the difference between graduation rates for the current year and previous two years is in the top 25 percent, and</li> <li>➤ QDI<sub>GAP</sub> scores were reduced over the last two years.</li> </ul>	Public recognition and financial rewards	Identified annually
Focus	<p>Title I schools with:</p> <ul style="list-style-type: none"> <li>➤ QDI<sub>GAP</sub> scores in the top 20 percent for three consecutive years, and</li> <li>➤ QDI<sub>L</sub> scores for low-performing students in the lowest 20 percent for three consecutive years</li> </ul>	<p>Action Plan approved by local school board</p> <p>Customized interventions aligned to needs assessment</p>	<ul style="list-style-type: none"> <li>➤ QDI<sub>GAP</sub> score is no longer in the top 20 percent for two consecutive years</li> <li>➤ QDI<sub>L</sub> for low-performing students is not in the lowest 20 percent for two consecutive years</li> <li>➤ Meets all annual targets</li> <li>➤ Community-based council is formed and operating</li> </ul>
Priority	<p>Title I schools with:</p> <ul style="list-style-type: none"> <li>➤ QDI<sub>O</sub> scores in the lowest 5 percent and the difference between QDI<sub>O</sub> scores for the current year and previous year in the lowest 27 percent</li> <li>➤ graduation rates below 60 percent (applies also to Title I-eligible high schools), and</li> <li>➤ Tier I and Tier II SIG<sup>2</sup></li> </ul>	<p>Three-year Transformation Plan approved by state agency</p> <p>Customized interventions aligned to turnaround principles</p>	<ul style="list-style-type: none"> <li>➤ No longer in the bottom 5 percent of QDI<sub>O</sub> scores</li> <li>➤ Two years of academic improvement by meeting goals in Transformation Plan</li> <li>➤ Community-based council is formed and operating</li> </ul>

**Notes:** <sup>1</sup>Title I schools are those that receive federal monies to serve a large population of students from low-income families.

<sup>2</sup>Schools currently operating under a federal Student Improvement Grant (SIG).

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