

Glossary of 2012 Accountability Reporting Terms

2012 Four-Year and 2011 Five-Year Adjusted Cohort Graduation Rates

All groups (districts, schools, and subgroups) are expected to make steady progress toward a goal of 92 percent for the five-year cohort graduation rate by 2020. For 2012 accountability determinations, the goal for the five-year rate is 82 percent.

Academic Achievement Targets

Academic achievement targets are based on the goal of improving total student proficiency levels on state assessments by 25 percent by 2020. Student Gap Group targets are based on the goal of cutting the achievement gap in half for students in historically under-performing subgroups (black, Hispanic, FRL, students with disabilities and English language learners).

Accountability Information

Beginning with the 2012-13 school year, accountability reports changed significantly as a result of Missouri's approval of the fifth version of the Missouri School Improvement Program (MSIP 5) and approval from the U.S. Department of Education for flexibility in implementing certain No Child Left Behind (NCLB) requirements. This allows for implementation of a single aligned system. The NCLB goal of 100 percent proficiency is replaced with ambitious yet attainable goals focusing on moving Missouri to meeting its goal of Top 10 by 2020. The NCLB accountability status labels of improvement, corrective action, and restructuring are eliminated; Adequate Yearly Progress (AYP) is replaced with building and district level Annual Performance Reports (APR) that incorporate student growth and other indicators, including science, social studies, a number of college and career readiness indicators, attendance rate, and graduation rate. The MSIP 5 APRs include a new "high needs" subgroup that represents an unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL), low income students, black students, and/or Hispanic students.

Annual Benchmark Target (On Track)

The target for the group in the current year needed for the group to remain on track toward reaching the Top 10 by 2020 goal.

Annual MPI

All MAP assessment results from a single accountability year and for a single subject/content area are combined when generating the annual LEA, school, or student group MPI.

Full Academic Year

LEAs are required to test all enrolled students. All scores are reported but only scores of those students who have been enrolled a "Full Academic Year" in a building and/or LEA will be included in the calculation for the APR score. A full academic year is defined as any student who is enrolled from the last Wednesday in September through the MAP administration, without transferring out of the building or LEA for a significant period of time and re-enrolling. A significant period of time is considered "one day more than half of the eligible days between the last Wednesday in September and the test administration". This applies to each level independently. For example, a student who is coded as "In building less than a year" but was in the LEA a full academic year is excluded from the building totals but is included in the LEA totals.

Level Not Determined (LND)

When an “Accountable Student” does not receive a valid test score, the student receives a “Level Not Determined” (LND) in place of an achievement level score. The percent for LND may not exceed 5%, as all LEAs and schools are required to assess at least 95 percent of their students on the assessments required by the MAP.

MAP Achievement Levels and MPI Point Values

Student performance on tests administered through the MAP is reported in terms of four achievement levels; below basic, basic, proficient and advance. The levels of achievement describe a pathway to proficiency. Numeric values are assigned to each of the achievement level scores as follows when calculating the MPI:

Below Basic	1
Basic	3
Proficient	4
Advanced	5

The MAP Performance Index (MPI)

The MPI is used to develop scores within the Status and Progress metrics and to set academic achievement targets for LEA, school and student group achievement. Student performance on tests administered through the Missouri Assessment Program (MAP) is reported in terms of four achievement levels (below basic, basic, proficient and advanced) that describe a pathway to proficiency. The MPI is a single composite number that represents the MAP assessment performance of every student by awarding points to each student based on the four achievement levels. The points for all students in the LEA, school or student group in a subject area are summed together, divided by the number of students in the group being measured and then multiplied by 100. The result is the MPI for that group and subject.

MPI (3-year)

The annual MPIs from the three most recent years are averaged and the mean, the 3-year MPI, is used to determine whether the LEA, school, or subgroup has reached the 2020 target, is on track to reaching the 2020 target, is approaching the annual benchmark or is substantially not meeting the achievement targets set for the MAP content area.

MPI (Cumulative)

LEAs, schools and subgroups must have an average of at least 30 Accountable students in the group being measured in a given content area over a three-year period in order to generate scores for accountability. If this is not possible, the status measure is calculated by “pooling” three years of data and summing the number of Accountable students and the numbers of students in each achievement level across the three year period; the “pooled” count is used in the calculation used for determining Status and is referred to as the Cumulative MPI.

N

N is the number of students whose results are included in the calculation for a given student group.

Participation Rate

All LEAs and schools are required to assess at least 95 percent of their students and subgroups on the assessments required by the Missouri Assessment Program. Regardless of performance, zero APR points are awarded to a content area when the rate falls below 95 percent.

Progress

Differentiated improvement targets are set for LEAs, schools and subgroups based on the individual group’s two prior years of data. This method measures improvement by comparing two-year averages of data and setting targets through an MPI Gap or percent of required improvement. Year 1 and 2 are averaged, and years 2 and 3 are averaged; the averages are then compared to determine the amount of improvement. When three years of data are not available, (e.g. a new school is established) the available years will be used for reporting purposes. Differentiated improvement targets are set for LEAs, schools and subgroups based on the individual group’s two prior years achievement.

Status

Status is a measurement of the school’s or LEA’s level of achievement based upon the specific calculation of a standard. Status is divided into four levels; the 2020 target, on track, approaching and floor.

Student subgroups

School and district accountability determinations are made for the "all students" group and for the “super subgroup”. Determinations are made for Local Education Agency (LEAs) and schools that serve 30 or more students and for super subgroups of 30 or more students in a single accountability year. Multiple years of data are used for buildings or LEAs with fewer than 30 students. School and LEA reports are produced for the “all students” group and for up to nine additional subgroups: Asian/Pacific Islander, black, Hispanic, American Indian, white, multi-racial, students with disabilities, English language learners, and low income students.

Super subgroup

The new high needs group is an unduplicated count of all students in a school or LEA belonging to at least one of the following individual subgroups: black, Hispanic, students with disabilities, English language learners, or low income students (eligible for free/reduced price school lunch (FRL)). The subgroups were selected based upon a review of the state’s student achievement data.

Acronyms

ACT	ACT	A test used for college admissions, indicating a student’s mastery of the core academic subjects. Scores range from 1 to 36.
AMOs	Annual Measurable Objectives	Meaningful goals that are used to guide and support improvement efforts of districts and schools.
AP	Advanced Placement	Classes available for which students may receive college credit upon passing the advanced placement exam.
APR	Annual Performance Report	A report that reflects MSIP 5 Performance Standards results for districts and buildings used for planning and state accountability determinations.
ASVAB	Armed Services Vocational Aptitude Battery	The ASVAB is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military.

CAS	Core Academic Standards	The state agency term for all academic areas within the Show-Me Standards including the Common Core Standards.
COMPASS	COMPASS	A computer-adaptive college placement test that evaluates students' skill levels in reading, writing skills, writing essay, math, and English as a second language.
CSIP	Comprehensive School Improvement Plan	A local board-approved plan that focuses on the improvement of the district's student achievement levels, programs, and services.
CTE	Career and Technical Education	Appropriate courses of career and technical programs of study designed to improve the academic and technical skills of students participating in CTE programs through integration and provide students with strong experience in, and understanding of, all aspects of an industry.
ELL	English language learners	The term English language learners refers to students who were not born in the US or whose native language is a language other than English.
ELP	English language proficiency	Annual assessment of English proficiency of all students with limited English proficiency.
EOC	End-of-course assessments	End-of-Course Assessments are criterion-referenced tests that are delivered to typically middle and high school students when the Course-Level Expectations for a particular course have been covered.
FAY	Full Academic Year	Applied to Standards 1 & 2- (From Understanding your AYP 11-12) Student who is enrolled from the last Wednesday in September through the MAP administration, without transferring out of the building or district/LEA for a significant period of time (one day more than half of the eligible days between the last Wednesday in September and the test administration) and re-enrolling.
FRL	Free /Reduced priced lunch	Students may qualify for a free or reduced priced lunch if their household falls within the limits of the federal income chart.
GLA	Grade-level assessments	Grade-Level Assessments are augmented norm-referenced tests that are delivered annually each spring in communication arts and mathematics for grades 3-8, and science for grades 5 and 8.

IB	International Baccalaureate	International Baccalaureate is a rigorous academic program of studies designed to offer students a curriculum that will prepare them for universities around the world and is sponsored by the International Baccalaureate Organization (IBO) based in Geneva, Switzerland.
IEP	Individualized Education Program	A written statement that is developed, reviewed, and revised in accordance with IDEA for a particular child with a disability as defined by IDEA and addresses the child's unique needs as related to education.
LEA	Local Education Agency	The term for public elementary and secondary school districts and other elementary and secondary schools operated at public expense and under a publicly appointed or elected board.
LND	Level Not Determined	The percent of students for whom the district is accountable but do not receive a valid MAP score in a subject or content area.
MAP	Missouri Assessment Program	The statewide student assessment program developed in response to adoption of the Outstanding Schools Act in 1993 (Section 160.518 RSMo).
MAP - A	Map-Alternate	Missouri's Alternate Assessments for students with the most severe cognitive disabilities.
MPI	MAP Performance Index	The MPI is a single composite number that represents the MAP assessment performance of every student by awarding points to each student based on the four achievement levels. The MPI is a calculation used to determine whether the LEA, school, or subgroup is meeting the 2020 target, is on track to meeting the 2020 target, is approaching the annual benchmark, or is substantially not meeting the state performance targets.
MSIP 5	The fifth version of the Missouri School Improvement Program	A system of accountability used by the State of Missouri that holds districts accountable for student achievement.
NAEP	National Assessment of Educational Progress	A nationally representative and continuous assessment of what America's students know and can do in various subject areas. It is commonly known as the nation's report card.

PPOS	Personal Plan of Study	A student's scope and sequence of coursework and co-curricular experiences based on chosen educational and career goals; relies on the school's implementation of a Program of Study.
SAT	SAT (use to be Scholastic Assessment Test but now it is an empty acronym)	A standardized test designed to assess academic readiness for college, measuring the skills required for success in the 21st century.
SEA	State Education Agency	The term for the state agency with primary responsibility for elementary and secondary education in a state (in Missouri, the Department of Elementary and Secondary Education).
TSA	Technical Skill Attainment	A technical skill assessment measures skill proficiency of Career and Technical Education (CTE) students who are concentrators (a student who has earned three or more sequential credits in any state-approved CTE program grades 9-12) and has completed an approved CTE program. (It is not intended to be taken after every course).