



Webinar Series
1 of 2

MSIP 5 Performance Standards

March 1, 2013

Missouri Department
of Elementary and Secondary Education



MSIP 5

Preparing every child for success in school and in life.



MSIP 5 Performance Standards

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1. Academic Achievement
2. Subgroup Achievement
3. College and Career Readiness (K-12 only)
or
3. High School Readiness (K-8 only)
4. Attendance Rate
5. Graduation Rate (K-12 only)



Academic Achievement

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- Multiple Measures
 - Status
 - Progress
- Or
- Growth (ELA and Mathematics)



Academic Achievement Status Targets

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- **2020 Target** — represents a level of performance approximately equivalent to the projected 2020 performance of the top 10 states on the corresponding NAEP exam OR, in subjects for which state-by-state NAEP data are unavailable, an equally rigorous target.
- **On Track** — represents levels of increasing performance expectations with a goal of 75% proficient by the year 2020 – if Basic achievement is worth 300 points and Proficient achievement is worth 400 points, an MPI of 375 would result from 75% of students scoring at Proficient and 25% scoring at Basic. Current performance is compared to this target, then a linear trajectory is created that requires equal annual progress increments to reach the 2020 target.
- **Approaching** — represents a level of performance equal to 100% Basic if each score at the Basic level yields 300 points.
- **Floor** — represents a level of performance less than 100% Basic if each score at the Basic level yields 300 points.



Academic Achievement – Status

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- Status is a measurement of the school's or LEA's level of achievement based upon a three-year average of the MAP Performance Index (MPI), unless three years of data are not available. When three years of data are not available, (e.g. a new school is established) the available years will be used for reporting purposes. When three **consecutive** years of data are not available, (e.g. participation rate not met in prior year), the three most recent years of data - not to exceed a time span of five years - will be used for accountability purposes.



MSIP 5 Performance Standard 1

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1. Academic Achievement— The district administers assessments required by the Missouri Assessment Program (MAP) to measure academic achievement and demonstrate improvement in the performance of its students over time.

1. English Language Arts (ELA)
2. Mathematics
3. Science
4. Social Studies

Note:

MAP is comprised of Grade Level Assessments (GLA), End of Course assessments (EOC) and MAP-Alternate (MAP-A).



Academic Achievement K-12

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| Academic Achievement | ELA | Mathematics | Science | Social Studies | Total |
|----------------------|---|---|---|---|-----------|
| Status | 2020 Target = 16 On Track = 12 Approaching = 9 Floor = 0 | 2020 Target = 16 On Track = 12 Approaching = 9 Floor = 0 | 2020 Target = 16 On Track = 12 Approaching = 9 Floor = 0 | 2020 Target = 8 On Track = 6 Approaching = 5 Floor = 0 | |
| Progress | Exceeding = 12 On Track = 6 Approaching = 3 Floor = 0 | Exceeding = 12 On Track = 6 Approaching = 3 Floor = 0 | Exceeding = 12 On Track = 6 Approaching = 3 Floor = 0 | Exceeding = 6 On Track = 3 Approaching = 1.5 Floor = 0 | |
| Growth | Exceeding = 12 On Track = 6 Floor = 0 | Exceeding = 12 On Track = 6 Floor = 0 | | | |
| Points Possible | 16 | 16 | 16 | 8 | 56 |

Academic Achievement K-8

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| Academic Achievement | ELA | Mathematics | Science | Social Studies | Total |
|----------------------|---|---|---|----------------|-----------|
| Status | 2020 Target = 16 On Track = 12 Approaching = 9 Floor = 0 | 2020 Target = 16 On Track = 12 Approaching = 9 Floor = 0 | 2020 Target = 16 On Track = 12 Approaching = 9 Floor = 0 | | |
| Progress | Exceeding = 12 On Track = 6 Approaching = 3 Floor = 0 | Exceeding = 12 On Track = 6 Approaching = 3 Floor = 0 | Exceeding = 12 On Track = 6 Approaching = 3 Floor = 0 | | |
| Growth | Exceeding = 12 On Track = 6 Floor = 0 | Exceeding = 12 On Track = 6 Floor = 0 | | | |
| Points Possible | 16 | 16 | 16 | | 48 |

Subject Areas

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| ELA | Mathematics | Science | Social Studies |
|---|---|--|--------------------------------|
| GLA 3-8 MAP-A 3-8, 11 English I English II | GLA 3-8 MAP-A 3-8, 10 Algebra I Algebra II Geometry | GLA 5 and 8 MAP-A 5,8,11 Biology | Government American History |

- ▣ Additional End of Course (EOC) TBD
- ▣ Grade 11 End-of-High-School Assessments become operational in 2014-2015 (potential CCR measure)



Academic Achievement

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- Apply Full Academic Year (FAY) for accountability; report all students
- Eliminate “grade span” and report at LEA/school
- Maximum points are capped at 16 for each subject area except Social Studies is capped at 8



Academic Achievement - Status

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- Set Standardized Status Expectation for all districts
- Use 3 most recent years to calculate status
- Use an Index to calculate and add percent proficient for reporting

| Achievement Level | Point Value |
|-------------------|-------------|
| Below Basic | 1 |
| Basic | 3 |
| Proficient | 4 |
| Advanced | 5 |



Academic Achievement - Status

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| Achievement Level | Index Point Value | | # of Students | | Index Points |
|---------------------------|---------------------|--------|---------------|--------------|---------------------|
| Below Basic | 1 | x | 25 | = | 25 |
| Basic | 3 | x | 35 | = | 105 |
| Proficient | 4 | x | 40 | = | 160 |
| Advanced | 5 | x | 30 | = | 150 |
| Total Index Points | | | 130 | | 440 |
| Total Index Points | Total # of Students | | | | MPI |
| 440 | / | 130 | = | 3.385 | *100 338.5 |
| Year 1 | Year 2 | Year 3 | | 3 Year Total | 3 Year Average |
| 336.0 | 341.7 | 338.5 | = | 1,016.2 | / 3 338.7 |

Status Points Earned

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Status : ELA Example

| | Status Points Earned | MPI Score (3-Year Average) |
|--------------------|----------------------|-------------------------------|
| 2020 Target | 16 | 385.7 - 500 |
| On Track | 12 | 362.3 - 385.6 |
| Approaching | 9 | 300.0 - 362.2 |
| Floor | 0 | 100.0 - 299.9 |

Academic Achievement - Progress

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- Promote continuous improvement
- Use Rolling Average
 - ▣ Multiple Years of Data
 - ▣ Less Volatility



Rolling Average

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- STEP 1 – Add the scores for Years 1 and 2 and divide by 2 to determine the average.

$$(358.1 + 346.6) / 2 = 352.4$$

| | Year 1 | Year 2 | Year 3 |
|-----|--------|--------|--------|
| MPI | 358.1 | 346.6 | 365.3 |

- STEP 2 - The average MPI for Years 1 and 2 is subtracted from 450 to determine the MPI Gap.

| Constant MPI | | Years 1 and 2 Average MPI | | MPI Gap |
|--------------|---|---------------------------|---|-------------|
| 450 | - | 352.4 | = | <u>97.6</u> |



Rolling Average

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- STEP 3- The MPI Gap is used to establish progress targets as determined by multiplying the MPI Gap by the associated percentage, i.e. 5% for exceeding, 3% for on track, 1% for approaching.

| | Year 1 | Year 2 | Year 3 |
|------------|--------------|--------------|--------------|
| MPI | 358.1 | 346.6 | 365.3 |

| | MPI Gap | | | MPI Increase Needed | Years 1 and 2 Average MPI | Years 2 and 3 Average Progress Target |
|--------------------|---------|-----|---|---------------------|---------------------------|---------------------------------------|
| Exceeding | 97.6 | *5% | = | 4.9 | 352.4 | 357.3-500 |
| On Track | 97.6 | *3% | = | 2.9 | 352.4 | 355.3-357.2 |
| Approaching | 97.6 | *1% | = | 1.0 | 352.4 | 353.4-355.2 |

| | Year 1 | Year 2 | Year 3 |
|------------|--------------|--------------|--------------|
| MPI | 358.1 | 346.6 | 365.3 |

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- STEP 4 - Add the scores for Years 2 and 3 and divide by 2 to determine the average. $(346.6 + 365.3) / 2 = 356.0$
- STEP 5 - The LEA's Years 2 and 3 average MPI is used to determine if the LEA is exceeding, on track, or approaching the required MPI increase. In this example, Year 2 and 3 average MPI is 356.0, which means that it designated as "on track" with the progress target.

| | MPI Gap | | | MPI Increase Needed | Years 1 and 2 Average MPI | Years 2 and 3 Average Progress Target |
|--------------------|---------|-----|---|---------------------|---------------------------|---------------------------------------|
| Exceeding | 97.6 | *5% | = | 4.9 | 352.4 | 357.3-500 |
| On Track | 97.6 | *3% | = | 2.9 | 352.4 | 355.3-357.2 |
| Approaching | 97.6 | *1% | = | 1.0 | 352.4 | 353.4-355.2 |

Progress Points Earned

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| Progress: ELA Example | | |
|-----------------------|------------------------|------------------------------|
| Progress Measures | Progress Points Earned | Progress Measure Description |
| Exceeding | 12 | 5% of MPI Gap increase |
| On Track | 6 | 3% of MPI Gap increase |
| Approaching | 3 | 1% of MPI Gap increase |
| Floor | 0 | <1% of MPI Gap increase |



Academic Achievement - Growth

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- Missouri Growth Model
 - ▣ Uses three years of outcome data
 - ▣ Outcome year is defined as a valid score pair
 - ▣ Pairs include 2009-2010, 2010-2011 and 2011-2012
 - ▣ A valid MAP score pair is a score from grades 4 through 8 with a score from the prior year and grade level
 - ▣ Growth data applies to grade level assessments



Growth Points Earned

21

| Growth | | |
|-----------------|----------------------|--|
| Growth Measures | Growth Points Earned | Growth Measure Description |
| Exceeding | 12 | a statistically significant score >50 |
| On Track | 6 | not statistically significant growth estimates |
| Floor | 0 | a statistically significant score <50 |



MSIP 5 Performance Standards 2

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2. Subgroup Achievement— The district demonstrates required improvement in student performance for its subgroups.

1. English Language Arts
2. Mathematics
3. Science
4. Social Studies

Note:

MAP is comprised of Grade Level Assessments (GLA), End of Course assessments (EOC) and MAP-Alternate (MAP-A).



Subgroup Achievement

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- Report all subgroups individually
 - Maintains focus on the performance of each child
- Unduplicated count
- Apply accountability to a Super Subgroup
 - Allows for inclusion of students otherwise missed due to small “n” size
 - Levels playing field among districts – accountability measured using one subgroup in each district



Proficiency Rates by Subgroup

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| Subgroup | % Of State Population | ELA 2009 | ELA 2010 | ELA 2011 | Math 2009 | Math 2010 | Math 2011 |
|------------------|-----------------------|----------|----------|----------|-----------|-----------|-----------|
| Total | 100% | 51.2 | 53.6 | 54.6 | 47.6 | 52.7 | 54.2 |
| Asian/Pacific Is | 1.9% | 61.7 | 65.6 | 65.0 | 64.8 | 70.5 | 72.0 |
| Black | 16.3% | 29.7 | 32.0 | 32.7 | 21.2 | 23.0 | 29.0 |
| Hispanic | 4.3% | 37.7 | 40.6 | 41.6 | 34.4 | 35.8 | 41.4 |
| American In | 0.5% | 51.1 | 51.1 | 51.2 | 41.8 | 44.0 | 48.6 |
| White | 75.6% | 56.6 | 59.0 | 60.1 | 52.8 | 53.6 | 58.3 |
| Multi-Racial | 1.3% | 60.3 | 53.7 | 53.5 | 58.9 | 65.1 | 53.1 |
| FRL | 46.6% | 36.3 | 39.4 | 40.5 | 31.8 | 33.3 | 38.9 |
| IEP | 12.5% | 23.6 | 26.2 | 27.0 | 22.7 | 25.8 | 29.2 |
| LEP | 2.6% | 24.7 | 25.2 | 23.2 | 28.4 | 28.6 | 31.4 |

Super Subgroup Example

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| Student | Total | Asian/ Pac Is | Black | Hispanic | Am In | White | Multi Racial | FRL | IEP | ELL |
|---------|-------|------------------|-------|----------|-------|-------|-----------------|-----|-----|-----|
| A | X | | | | | X | | | | |
| B | X | | | | | X | | X | X | |
| C | X | | X | | | | | | | |
| D | X | | X | | | | | X | X | |
| E | X | | | X | | | | X | X | X |
| F | X | X | | | | | | | | |
| G | X | | | | | X | | X | | |
| H | X | | | | | X | | | | |
| I | X | | | | | X | | | | |
| J | X | | | | | | X | | | |

Sample of population. Minimum n must meet 30 for accountability determinations.

Subgroup Achievement

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- Multiple Measures
 - ▣ Status
 - ▣ Progress
 OR
 - ▣ Growth (ELA and Mathematics)
- Goal
 - ▣ Cut Gap in Half by 2020



Subgroup Achievement Score

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- Status, progress and growth use the same methodology as Standard 1: Academic Achievement.

- Notes:
 - ▣ Super Subgroup Accountability: Unduplicated count of Black, Hispanic, FRL, IEP, ELL
 - ▣ Subgroup Reporting: Total, Asian/Pacific Islander, Black, Hispanic, American Indian, White, Multi-Racial, FRL, IEP, ELL



Subgroup Achievement K-12

28

| Academic Achievement | ELA | Mathematics | Science | Social Studies | Total |
|----------------------|---|---|---|---|-------|
| Status | 2020 Target = 4 On Track = 3 Approaching = 2 Floor = 0 | 2020 Target = 4 On Track = 3 Approaching = 2 Floor = 0 | 2020 Target = 4 On Track = 3 Approaching = 2 Floor = 0 | 2020 Target = 2 On Track = 1.5 Approaching = 1 Floor = 0 | |
| Progress | Exceeding = 3 On Track = 2 Approaching = 1 Floor = 0 | Exceeding = 3 On Track = 2 Approaching = 1 Floor = 0 | Exceeding = 3 On Track = 2 Approaching = 1 Floor = 0 | Exceeding = 1.5 On Track = 1 Approaching = 0.5 Floor = 0 | |
| Growth | Exceeding = 3 On Track = 2 Floor = 0 | Exceeding = 3 On Track = 2 Floor = 0 | | | |
| Points Possible | 4 | 4 | 4 | 2 | 14 |

Subgroup Achievement K-8

29

| Academic Achievement | ELA | Mathematics | Science | Social Studies | Total |
|----------------------|---|---|---|----------------|-------|
| Status | 2020 Target = 4 On Track = 3 Approaching = 2 Floor = 0 | 2020 Target = 4 On Track = 3 Approaching = 2 Floor = 0 | 2020 Target = 4 On Track = 3 Approaching = 2 Floor = 0 | | |
| Progress | Exceeding = 3 On Track = 2 Approaching = 1 Floor = 0 | Exceeding = 3 On Track = 2 Approaching = 1 Floor = 0 | Exceeding = 3 On Track = 2 Approaching = 1 Floor = 0 | | |
| Growth | Exceeding = 3 On Track = 2 Floor = 0 | Exceeding = 3 On Track = 2 Floor = 0 | | | |
| Points Possible | 4 | 4 | 4 | | 12 |

Algebra I EOC / GLA Policy

30

- Choose one test
- Algebra I in middle school + Algebra II in high school
- Algebra I and Geometry in middle school + Algebra II in high school
- Algebra I, Geometry, and Algebra II in middle school + plan from district



MSIP 5 Performance Standard 5

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5. Graduation Rate (K-12 Districts)—The district ensures all students successfully complete high school.

1. The percent of students who complete an educational program that meets the graduation requirements as established by the board meets or exceeds the state standard or demonstrates required improvement. The calculation is based on a four, five, six or seven year rate.



Graduation Rate

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- Four- and Five-Year Adjusted Cohort Rate
- A Six- and Seven- Year adjusted cohort rate will be used for accountability as the data becomes available
- The highest rate will be used for accountability
- Four-Year Adjusted Cohort for reporting

| 4 Year Adjusted Cohort Rate | 5 Year Adjusted Cohort Rate | 6 Year Adjusted Cohort Rate | 7 Year Adjusted Cohort Rate |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 2011 | | | |
| 2012 | 2012 | | |
| 2013 | 2013 | 2013 | |
| 2014 | 2014 | 2014 | 2014 |



Six- and Seven-Year Graduation Rate

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- As data are collected for the six- and seven- year rates, cut points will be determined and updated in the guidance document.



Definitions

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- **Graduating Attendance Centers with grades 10, 11, 12 or 11, 12 -** Attendance centers which do not include the 9th grade will use the same calculation as those attendance centers which include the 9th grade with the exception of substituting the next lowest grade level taught in the attendance center beyond the 9th grade for the beginning of the adjusted cohort.
- **Reporting for all ESEA Subgroups -** Four- and five-year adjusted cohort and now the graduation rate subgroups are determined by eligibility and participation information in the MOSIS June Student Core reported by the school district for the graduates graduating school year. June Student Core reporting guidance is that the district report eligibility and participation if a student was eligible or participated at anytime during that school year.



Calculation

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- The following formula provides an example of the five-year adjusted cohort graduation rate for the cohort entering the 9th grade for the first time in the fall of 2007-2008 school year and graduating by the end of the 2011-2012 school year.

Number of cohort members who earned a regular high school diploma by the end of the 2011-2012 school year

Number of first-time 9th graders in the fall 2007 (starting cohort) plus students who transfer in, minus students who transfer out, emigrate, or die during the school years 2007-2008, 2008-2009, 2009-2010, 2010-2011, 2011-2012



Graduation Rate Status

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- Add the scores for Years 1, 2 and 3 and divide by 3 to determine the status.

$$(75.9 + 78.8 + 83.4) / 3 = 79.4$$

| Year 1 | Year 2 | Year 3 | | 3 Year Total | | 3 Year Average |
|--------|--------|--------|---|--------------|-----|----------------|
| 75.9 | 78.8 | 83.4 | = | 238.1 | / 3 | 79.4 |

Graduation Rate – Status 3 Year Average

| | |
|-------------|-------------|
| 2020 Target | 92% – 100% |
| On Track | 82% – 91.9% |
| Approaching | 72% – 81.9% |



Graduation Rate Progress

37

Status is used *to establish progress targets* as determined by increasing the rate by the associated percentage. In this example, the district is "Approaching" its Status Targets and the Progress Targets would be set at 6% for Exceeding, 4% for On Track, 2% for Approaching.

| If Status = Floor | | If Status = Approaching | | If Status = On Track Or 2020 Target | |
|-------------------|----|-------------------------|----|-------------------------------------|----|
| Exceeding | 9% | Exceeding | 6% | Exceeding | 3% |
| On Track | 6% | On Track | 4% | On Track | 2% |
| Approaching | 3% | Approaching | 2% | Approaching | 1% |

Updated 6-19-12 

Graduation Rate Progress – Rolling Average

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| | Year 1 | Year 2 | Year 3 |
|---------|--------|--------|--------|
| Percent | 75.9 | 78.8 | 83.4 |

- STEP 1 – Add the scores for Years 1 and 2 and divide by 2 to determine the average.

$$(75.9 + 78.8) / 2 = 77.4$$



Graduation Rate Progress – Rolling Average

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- STEP 2- The Year 1 and Year 2 average is used *to establish progress targets* as determined by increasing the rate by the associated percentage, i.e. 6% for 2020 Target, 4% for On Track, 2% for Approaching.

| | Years 1 and 2 Average | Percent Increase Needed | Years 2 and 3 Average Progress Target |
|--------------------|-----------------------|-------------------------|---------------------------------------|
| 2020 Target | 77.4 | 6.0 | 83.4-100 |
| On Track | 77.4 | 4.0 | 81.4-83.3 |
| Approaching | 77.4 | 2.0 | 79.4 -81.3 |



Reports for Standards 1, 2, & 5

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- MSIP 5 Navigation Page (MCDS Portal – Accountability - Accountability Reports – MSIP 5)
All reports by District/LEA level and Building levels
 - Level 1 – Summary Reports
 - Summary Report Annual Performance Report
 - Level 2 and 3 – Supporting Data Reports
 - Supporting Data Report
 - Level 4 and 5 Supporting Detail Reports
 - Standard 1 – MSIP 5 Achievement Level
 - Standard 2 – MSIP 5 Achievement Level by Subgroup and Super subgroup
 - Standard 5 – Graduation Rate



| MSIP5 Reports | MSIP5 Additional Resources |
|--|--|
| Level 1 - Summary Reports | |
| MSIP5 DRAFT Summary Report (District Building) | Missouri School Improvement Program - News and Updates MSIP 5 Guidance Document |
| Annual Performance Indicator Report (District Building) | |
| Level 2 and 3 - Supporting Data Reports | |
| MSIP5 DRAFT Supporting Data Report (District Building) | |
| Level 4 and 5 - Supporting Detail Reports | |
| Standard 1 -- MSIP5 Achievement Level | Achievement Level 4 Chart |
| Standard 2 -- MSIP5 Achievement Level -- Subgroup | Achievement Level 4 Report |
| Standard 4 -- Attendance Rate (updated nightly) (District Building) | District Historical MAP Proficiency |
| Standard 5 -- Graduation Rate (4 & 5 year) (updated nightly) (District Building) | District MAP Proficiency by Grade |
| | Statewide Assessment Performance |
| Level 5 - Student Detail Reports | |
| These reports require MOSIS Student Level Access | |
| Standard 3 -- CCR Indicator 1-3 (ACT, SAT, COMPASS, ASVAB) (District Building) | QF - MAP Data Download |
| Standard 3 -- CCR Indicator 4 (AP, IB, Dual Credit/Enrollment, TSA) (District Building) | EOC History Report |
| Standard 3 -- CCR Indicator 5-6 - Postsecondary Follow-Up (District Building) | Level Not Determined |
| Standard 3 (K-8) -- High School Readiness | MAP Scale Score Summary |
| Standard 4 -- Attendance Rate (updated nightly) (District Building) | MAP Student Achievement Level |
| Standard 5 -- Graduation Rate (4 & 5 year) (updated nightly) (District Building) | MAP Student Demographics |
| | Content Standard Summary -- Drill |
| | Content Standard IBD -- Drill |
| | Goal Process IBD -- Drill |
| | District Four Year High School Graduation Rate Summary |
| | Building Four Year High School Graduation Rate Summary |
| | Graduate History Report |
| | Student Cohort Report (Unofficial) |

Accountability Data Reporting

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- ❑ Data correction deadline is March 19th at 5:00 pm for the March release
- ❑ LND Rate vs. Participation Rate – difference
- ❑ Algebra I – A+ Retesters
- ❑ Appeals – Types and How to Handle
- ❑ Data Quality Checks



Accountability Data Reporting

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- MOSIS Submissions that impact MSIP 5 APR:
 - ▣ October Student Core
 - ▣ October Course & Assignment
 - ▣ February Student Graduate Follow-Up
 - ▣ April Student Core
 - ▣ June Enrollment & Attendance
 - ▣ June ID Cleanup
 - ▣ EOC Exception Collection



MSIP 5 Transition

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| Assessment Data | APR release | Classification | |
|-----------------|---|---|------------|
| 2011-2012 | 4 th Cycle MSIP - 2012 APR (summer 2012) | Board Classification for all remaining 4 th Cycle districts | |
| 2011-2012 | MSIP 5 - 2012 APR (fall 2012) | Draft MSIP 5 | |
| 2012-2013 | MSIP 5 - 2013 APR (summer 2013) | Year 1 MSIP 5 | Year 1 APR |
| 2013-2014 | MSIP 5 - 2014 APR (summer 2014) | Year 2 MSIP 5 | Year 2 APR |
| 2014-2015 | MSIP 5 - 2015 APR (summer 2015) | Year 3 MSIP 5 Board Classification for all districts based on MSIP 5 | Year 3 APR |



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| | |
|--|--|
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