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MSIP 5 Performance Standards

Webinar Series 2 of 2

March 4, 2013

Missouri Department
of Elementary and Secondary Education



MSIP 5

Preparing every child for success in school and in life.



Performance Standards

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



MSIP 5 Standards 3 and 4

4

- Multiple Measures
 - Status
 - Progress
- Goal
 - Be in the top 10 performing states by 2020



MSIP 5 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 a level of performance about equal to 75% proficient by year 2020. 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 about equal to 100% Basic if each score at the Basic level yields 300 pts.
- **Floor**—represents a level of performance less than 100% Basic



3. (K-12 only) College and Career Readiness (CCR) – The district provides adequate post-secondary preparation for all students.

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1. The percent of graduates who scored at or above the state standard on any department-approved measure(s) of college and career-readiness, for example, ACT®, SAT®, COMPASS® or Armed Services Vocational Aptitude Battery (ASVAB), meets or exceeds the state standard or demonstrates required improvement.
2. The district's average composite score(s) on any department-approved measure(s) of college and career readiness, for example, ACT®, SAT®, COMPASS® or Armed Services Vocational Aptitude Battery (ASVAB), meets or exceeds the state standard or demonstrate(s) required improvement.
3. The percent of graduates who participated in any department-approved measure(s) of college and career readiness, for example, ACT®, SAT®, COMPASS® or Armed Services Vocational Aptitude Battery (ASVAB), meets or exceeds the state standard or demonstrates required improvement.
4. The percent of graduates who earned a qualifying score on an Advanced Placement (AP), International Baccalaureate (IB), or Technical Skills Attainment (TSA) assessments and/or receive college credit through early college, dual enrollment, or approved dual credit courses meets or exceeds the state standard or demonstrates required improvement.
5. The percent of graduates who attend post-secondary education/training or are in the military within six (6) months of graduating meets the state standard or demonstrates required improvement.
6. The percent of graduates who complete career education programs approved by the department and are placed in occupations directly related to their training, continue their education, or are in the military within six (6) months of graduating meets the state standard or demonstrates required improvement,



College and Career Readiness *1-6

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Academic Achievement	CCR *1-3	CCR *4	CCR *5-6	Total
Status	2020 Target = 10 On Track = 7.5 Approaching = 6 Floor = 0	2020 Target = 10 On Track = 7.5 Approaching = 6 Floor = 0	2020 Target = 10 On Track = 7.5 Approaching = 6 Floor = 0	
Progress	Exceeding = 7.5 On Track = 4 Approaching = 2 Floor = 0	Exceeding = 7.5 On Track = 4 Approaching = 2 Floor = 0	Exceeding = 7.5 On Track = 4 Approaching = 2 Floor = 0	
Points Possible	10	10	10	30

Standard 3 CCR *1- 6

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- Graduate File
- Unduplicated Count
- Highest Score where applicable
- No Full Academic Year (FAY)



CCR *1-3

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- The **number of graduates** is based on June Enrollment and Attendance Records with an Exit Code indicating the student graduated.
- Example District A: Number of graduates = **155**



CCR *1-3

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Student Weight	ACT Composite Score	SAT Critical Reading + SAT Math	COMPASS	ASVAB AFQT
0	No record of participation	No record of participation	No record of participation	No record of participation
0.25	< 18	< 870	Algebra < 66 and Reading < 81 <u>OR</u> Algebra < 66 and No Reading Score <u>OR</u> Reading < 81 and No Algebra Score	< 30
0.75	18 - 21	870 - 980	Algebra >= 66 <u>OR</u> Reading >= 81	30 - 62
1	22 - 25	990 - 1180	Algebra >= 66 <u>AND</u> Reading >= 81	63-87
1.25	26 - 36	1190 - 1600	n/a	88-99

UNDUPLICATED Count	Calculation	
a) number of graduates who score at or above a 26 on the ACT® or who demonstrate comparable performance on a department-approved measure multiplied by 1.25	a) $18 \times 1.25 = 22.5$	22.5
b) number of graduates who score at or above a 22 on the ACT® but below a 26 or who demonstrate comparable performance on a department-approved measure multiplied by 1	b) $43 \times 1 = 43$	43
c) number of graduates who score at or above an 18 on the ACT® but below 22 or who demonstrate comparable performance on a department-approved measure multiplied by .75	c) $52 \times .75 = 39$	39
d) number of graduates who participate in a department approved measure of college and career readiness but score below comparable performance of an 18 on the ACT® multiplied by .25	d) $23 \times .25 = 5.75$	5.75
e) number of graduates without a score multiplied by zero	e) $19 \times 0 = 0$	0

Example District A: Number of graduates scoring at or above the state standard	$22.5 + 43 + 39 + 5.75 + 0 = \mathbf{110.25}$
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CCR *1-3 Status

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- STEP 2- Divide the number of points earned by the number of graduates and multiply by 100.

Points Earned		No. of Graduates				Percent
110.25	/	155	=	.711	x 100	71.1%

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

Year 1	Year 2	Year 3		3 Year Total		3 Year Average
58.7	64.4	71.1	=	194.2	/ 3	64.7%



CCR *1-3 Status Points

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Status		
Status Measures	Status Points Earned	Percent of graduates scoring at or above the state standard
2020 Target	10	71.5-100%
On Track	7.5	59.9-71.4%
Approaching	6	40.0- 59.8%
Floor	0	0.0-39.9%



CCR *1-3 Progress – Rolling Average

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	Year 1	Year 2	Year3
Percent	58.7	64.4	71.1

- STEP 1 – Add the scores for Years 1 and 2 and divide by 2 to determine the average. $(58.7 + 64.4) / 2 = 61.6$
- STEP 2 - The average for Years 1 and 2 is subtracted from 100 to determine the CCR*1-3 GAP.

Constant		Year 1 and 2 Average	=	Gap
100	-	61.6	=	38.4



CCR *1-3 Progress – Rolling Average

15

	Year 1	Year 2	Year 3
Percent	58.7	64.4	71.1

- STEP 3- The CCR*1-3 Gap is used to establish progress targets as determined by multiplying the gap by the associated percentage, i.e. 25% for exceeding, 15% for on track, 5% for approaching.

	CCR *1-3 Gap			Percent Increase Needed	Years 1 and 2 Average	Years 2 and 3 Average Progress Target
Exceeding	38.4	*25%	=	9.6	61.6	71.2-100
On Track	38.4	*15%	=	5.8	61.6	67.4-71.1
Approaching	38.4	*5%	=	1.9	61.6	63.5-67.3

CCR *1-3 Progress – Rolling Average

16

	Year 1	Year 2	Year 3
Percent	58.7	64.4	71.1

- STEP 4 – Add the scores for Years 2 and 3 and divide by 2 to determine the average. $(64.4 + 71.1) / 2 = 67.8$
- STEP 5 - The LEA's Years 2 and 3 average is 67.8, which means that it designated as "on track" with the progress target.

	CCR *1-3 Gap			Percent Increase Needed	Years 1 and 2 Average	Years 2 and 3 Average Progress Target
Exceeding	38.4	*25%	=	9.6	61.6	71.2-100
On Track	38.4	*15%	=	5.8	61.6	67.4-71.1
Approaching	38.4	*5%	=	1.9	61.6	63.5-67.3

CCR *1-3 Progress Points

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Progress		
Progress Measures	Progress Points Earned	Progress Measure Description
Exceeding	7.5	25% of CCR*1-3 Gap increase
On Track	4	15% of CCR*1-3 Gap increase
Approaching	2	5% of CCR*1-3 Gap increase
Floor	0	<5% of CCR*1-3 Gap increase



CCR *4

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- The percent of graduates who earned a qualifying score on the AP, IB or a Department recognized Technical Skills Attainment (TSA) / Industry Recognized Credential /Certificate (IRC) assessments and/or received college credit through early college, dual enrollment, or approved dual credit courses is determined by dividing the **number of graduates scoring or earning a qualifying score** by the **number of graduates**, then multiplying by 100.



CCR *4

19

- The **number of graduates** is based on June Enrollment and Attendance Records with an Exit Code indicating the student graduated.



CCR *4

20

- When possible – data reported by official testing companies for scores on department-approved measures of college and career readiness will be used in these calculations.
- When students take multiple types of tests and/or a single test multiple times or earn multiple credits, the highest score is used for the APR calculation.
- SY 2012-2013 is the first year data is collected for IRC/TSA field



CCR *4

21

Assessment	Qualifying Score	Weight
AP exam (any)	3 or higher	1.25
IB exam (any)	4 or higher	1.25
TSA/IRC (department approved)	Proficient	1
Early College course, dual enrollment course, dual credit course (from a Missouri institution that is complying with the Coordinating Board for Higher Education's Dual Credit Policy and Principles of Good Practice)	B or higher (final average)	1
AP or IB course	B or higher (final average)	1

CCR *4 Status

22

- STEP 1- Determine the number of students with a qualifying score on any of the approved options and multiply by associated point value.

	No. of Graduates		Points	Points Earned
With a Qualifying Score on Assessment	30	x	1.25	37.5
With a Qualifying Score	43	x	1.0	43
Without a Qualifying Score	77	x	0	0
Total	150	x		80.5

- STEP 2- Divide the number of points earned by the number of graduates and multiply by 100.

Points earned		No. of Graduates				Percent
80.5	/	150	=	.537	x 100	53.7%



CCR *4 Status

23

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

Year 1	Year 2	Year 3		3 Year Total		3 Year Average
58.9	63.2	53.7	=	175.8	/ 3	58.6



CCR *4 Status Points

24

Status		
Status Measures	Status Points Earned	Percent of graduates earning a qualifying score
2020 Target	10	47.8-100%
On Track	7.5	37.3-47.7%
Approaching	6	5.0%-37.2%
Floor	0	0.0-4.9%

CCR *4 Progress – Rolling Average

25

	Year 1	Year 2	Year 3
Percent	58.9	63.2	53.7

- STEP 1 – Add the scores for Years 1 and 2 and divide by 2 to determine the average. $(58.9 + 63.2) / 2 = 61.1$
- STEP 2 - The average for Years 1 and 2 is subtracted from 100 to determine the CCR*4 Gap.

Constant		Year 1 and 2 Average		CCR*4 Gap
100	-	61.1	=	38.9



CCR *4 Progress – Rolling Average

26

	Year 1	Year 2	Year 3
Percent	58.9	63.2	53.7

- STEP 3- The CCR*4 Gap is used *to establish progress targets* as determined by multiplying the gap by the associated percentage, i.e. 25% for exceeding, 15% for on track, 5% for approaching.

	CCR *4 Gap			Percent Increase Needed	Years 1 and 2 Average	Years 2 and 3 Average Progress Target
Exceeding	38.9	*25%	=	9.7	61.1	70.8-100
On Track	38.9	*15%	=	5.8	61.1	66.9-70.7
Approaching	38.9	*5%	=	1.9	61.1	63.0-66.8

CCR *4 Progress – Rolling Average

27

	Year 1	Year 2	Year 3
Percent	58.9	63.2	53.7

- STEP 4 – Add the scores for Years 2 and 3 and divide by 2 to determine the average. $(63.2 + 53.7) / 2 = 58.5$
- STEP 5 - The LEA's Years 2 and 3 average is used to determine if the LEA is exceeding, on track, or approaching the required increase. In this example, Year 2 and 3 average is 58.5, which means that it will not earn points for the CCR*4 progress target.

	CCR *4 Gap			Percent Increase Needed	Years 1 and 2 Average	Years 2 and 3 Average Progress Target
Exceeding	38.9	*25%	=	9.7	61.1	70.8-100
On Track	38.9	*15%	=	5.8	61.1	66.9-70.7
Approaching	38.9	*5%	=	1.9	61.1	63.0-66.8

CCR *4 Progress

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Progress		
Progress Measures	Progress Points Earned	Progress Measure Description
Exceeding	7.5	25% of CCR*4 Gap increase
On Track	4	15% of CCR*4 Gap increase
Approaching	2	5% of CCR*4 Gap increase
Floor	0	<5% of CCR*4 Gap increase

CCR *5-6

29

- The percent of post-secondary placement is determined by dividing the number of graduates who attend post-secondary education or training, are in the military, or who complete a Department-approved Career Education program and are placed in an occupation directly related to their training by the number of graduates, and then multiplying by 100.



CCR *5-6

30

- The **number of graduates** is based on June Enrollment and Attendance Records with an Exit Code indicating the student graduated.



CCR *5-6 Status

31

	Weight
Number of Graduates who attend post-secondary education	1.0
Number of Graduates who attend post-secondary training	1.0
Number of Graduates who are in the military	1.0
Number of Graduates who complete a Department-approved Career Education Program and are placed in an occupation directly related to their training	1.0
Number of Graduates without recognized placement	0.0



CCR *5-6 Status

32

STEP 1- Determine the number of students with recognized post-secondary placement and multiply by associated point value.

	No. Grads	X Points	
Number of Graduates who attend post-secondary education	147	1.0	147
Number of Graduates who attend post-secondary training	118	1.0	118
Number of Graduates who are in the military	17	1.0	17
Number of Graduates who complete a Department-approved Career Education Program and are placed in an occupation directly related to their training	57	1.0	57
Number of Graduates without recognized placement	46	0.0	0
Total	385	0.0	339

CCR *5-6 Status

33

- STEP 2- Divide the number of points earned by the number of graduates and multiply by 100

Points earned		No. of Graduates				Percent
339	/	385	=	.881	x 100	88.1%



CCR *5-6 Status

34

- Add the scores for Years 1, 2 and 3 and divide by 3 to determine the status. $(85.0 + 93.2 + 88.1) / 3 = 88.8$

Year 1	Year 2	Year 3		3 Year Total		3 Year Average
85.0	93.2	88.1	=	266.3	/ 3	88.8%



CCR *5-6 Status Points

35

Status		
Status Measures	Status Points Earned	Percent of post-secondary placement
2020 Target	10	90.0-100%
On Track	7.5	80.0-89.9%
Approaching	6	70.0-79.9%
Floor	0	0.0-69.9%

CCR *5-6 Progress – Rolling Average

36

	Year 1	Year 2	Year 3
Percent	85.0	93.2	88.1

- STEP 1 – Add the scores for Years 1 and 2 and divide by 2 to determine the average. $(85.0 + 93.2) / 2 = 89.1$
- STEP 2 - The average for Years 1 and 2 is subtracted from 100 to determine the CCR*5-6 Gap.

Constant		Year 1 and 2 Average		Gap
100	-	89.1	=	10.9



CCR *5-6 Progress – Rolling Average

37

	Year 1	Year 2	Year 3
Percent	85.0	93.2	88.1

- STEP 3- The CCR*5-6 Gap is used to establish progress targets as determined by multiplying the gap by the associated percentage, i.e. 25% for exceeding, 15% for on track, 5% for approaching.

	CCR *5-6 Gap			Percent Increase Needed	Years 1 and 2 Average	Years 2 and 3 Average Progress Target
Exceeding	10.9	*25%	=	2.7	89.1	91.8-100
On Track	10.9	*15%	=	1.6	89.1	90.7-91.7
Approaching	10.9	*5%	=	.5	89.1	89.6-90.6

CCR *5-6 Progress – Rolling Average

38

	Year 1	Year 2	Year 3
Percent	85.0	93.2	88.1

- STEP 4 – Add the scores for Years 2 and 3 and divide by 2 to determine the average. $(93.2 + 88.1) / 2 = 90.7$
- STEP 5 - The LEA's Years 2 and 3 average is used to determine if the LEA is exceeding, on track, or approaching the required increase. In this example, Year 2 and 3 average is 90.7, which means that the LEA is "on track" with its progress target.

	CCR *5-6 Gap			Percent Increase Needed	Years 1 and 2 Average	Years 2 and 3 Average Progress Target
Exceeding	10.9	*25%	=	2.7	89.1	91.8-100
On Track	10.9	*15%	=	1.6	89.1	90.7-91.7
Approaching	10.9	*5%	=	0.5	89.1	89.6-90.6

CCR *5-6 Progress Points

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Progress		
Progress Measures	Progress Points Earned	Progress Measure Description
Exceeding	7.5	25% of CCR*5-6 Gap increase
On Track	4	15% of CCR*5-6 Gap increase
Approaching	2	5% of CCR*5-6 Gap increase
Floor	0	<5% of CCR *5-6 Gap increase

MSIP 5 Performance Standard 3 HSR

40

4. **High School Readiness (K-8) - the district provides adequate post elementary preparation for all students.**
 - The percent of students who earn a proficient score on one (1) or more of the high school end-of-course (EOC) assessments while in elementary school meets or exceeds the state standard or demonstrates required improvement.



HSR

41

- June Enrollment and Attendance - 8th Grade Exiters
- Unduplicated Count
- A qualifying score of Proficient or Advanced
- No Full Academic Year (FAY)



HSR Status

42

	Year 1	Year 2	Year 3	Status
Number of Grade 8 student exiters	63	48	56	
Number of Grade 8 students who earned a qualifying score of proficient or advanced on a MAP EOC	12	8	15	
Percent of Grade 8 student exiters earning a qualifying score	19.0	16.7	26.8	



HSR Status

43

Year 1	Year 2	Year 3			Status
19.0	16.7	26.8	/	3	20.8

STATUS		
Status Measures	Status Points Earned	Percent of High School Readiness
2020 Target	10	25.0-100
On Track	7.5	19.0-24.9
Approaching	6	12.0-18.9
Floor	0	0-11.9

HSR Rolling Average

44

- Step 1 - Add the scores for Years 1 and 2 and divide by 2 to determine the average, and round to the tenth.
 $(19.0 + 16.6) / 2 = 17.8$

Year 1	Year 2	Year 3
19.0	16.7	26.8

- Step 2- The average percentage for Years 1 and 2 is subtracted from 50 to determine the HSR*1 Gap.

Constant		Years 1 and 2 Average		Gap
50	-	17.9	=	32.1



HSR Rolling Average

45

Year 1	Year 2	Year 3
19.0	16.7	26.8

- Step 3 - The high school readiness gap is used to establish progress targets as determined by multiplying the high school readiness gap by the associated percentage, i.e. 25% for exceeding, 15% for on track, 5% for approaching.

	HSR Gap			Percent Increase Needed	Years 1 and 2 Average	Years 2 and 3 Average Progress Target
Exceeding	32.1	*25%	=	8.0	17.8	25.8-100
On Track	32.1	*15%	=	4.8	17.8	22.6- 25.7
Approaching	32.1	*5%	=	1.6	17.8	19.5-22.5

HSR Rolling Average

46

Year 1	Year 2	Year 3
19.0	16.7	26.8

- Step 4- Add the scores for Years 2 and 3 and divide by 2 to determine the average round to the tenth.
 $(16.7 + 26.8) / 2 = 21.8$
- Step 5 - The district's Years 2 and 3 average percentage is used to determine if the district is exceeding, on track, or approaching the required percent increase. In this example, **the ABC school district has a Year 2 and 3 average percentage of 18.7, which means that it designated as "approaching" the progress target and subsequently receives 2 points as its Progress Score in HSR.**

	HSR Gap			Percent Increase Needed	Years 1 and 2 Average	Years 2 and 3 Average Progress Target
Exceeding	32.2	*25%	=	8.1	17.8	25.9-100
On Track	32.2	*15%	=	4.8	17.8	22.6- 25.8
Approaching	32.2	*5%	=	1.6	17.8	19.4-22.5

HSR Progress

47

□ Rolling Average

Progress	
Exceeding	7.5
On Track	4
Approaching	2
Floor	0



MSIP 5 Performance Standards 4

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- **Attendance Rate—The district ensures all students regularly attend school.**
 1. The percent of students who regularly attend school meets or exceeds the state standard or demonstrates required improvement. The calculation is based on 90% of the students attending 90% of the time.



Attendance

49

- Hours of attendance and hours of absence for EACH student is reported in the June MOSIS Student enrollment and attendance.
- Attendance hours + hours of absence = Total Hours Enrolled
- $(\text{Hours of attendance} / \text{Total Hours Enrolled}) * 100 = \text{Individual Student Attendance Rate}$
- Calculated in proportion to the time in LEA
- Attendance rate is determined for all K-12 students.
 - ▣ Students with zero hours of attendance are excluded.
 - ▣ Students reported as Resident I, Non-Resident, DESEG-In, Federal Lands, and Parent Tuition are included



Attendance: Student Enrolled Less than a Year

50

Explanations of Calculations	Examples of Data	Examples of Calculations
1) The hours of attendance and the hours of absence for each student are reported in the MOSIS June Student Enrollment and Attendance.	Attendance Hours	
	a) Hours of attendance = 249 b) Hours of absence = 30	
2) The total hours enrolled for the individual student is determined by the sum of reported hours of attendance + hours of absence		$249 + 30 = 279$
3) The attendance rate of the individual student using the "hours of absence" method is determined by dividing the hours of attendance for the individual student by the total hours enrolled for the individual student, then multiplying by 100 rounded to the tenth.	a) Hours of attendance = 249	$249 \div 279 = .893$
	b) Total hours enrolled = 279	$.893 \times 100 = 89.3\%$
4) The total calendar hours are reported on Core Data Screen 10	a) Total calendar hours = 1,062	
5) Each student's proportional weight of attendance is determined by the total hours enrolled divided by the total calendar hours rounded to the thousandth.	a) Hours of attendance = 249	$249 + 30 = 279$ $279 \div 1,062 = 0.263$
	b) Hours of absence = 30	
	c) Calendar hours as reported on Core Data Screen 10 = 1,062	

Proportional Attendance Rate

51

Explanations of Calculations	Examples of Data	Examples of Calculations
1) Any student with an attendance rate equal to or greater than 90% is included in the numerator and the denominator. Any student with an attendance rate less than 90% is included in the denominator only.	Attendance Hours	
	a) Attendance Rate \geq 90% = numerator b) All Students = denominator	
2) Example: student one is in attendance over 90% with a proportional weight of 1.0. Student two is in attendance less than 90% with a proportional weight of 0.263.	a) Numerator = 1.0 + 0 b) Denominator = 1.0 + 0.263	1.0 + 0 = 1.0 1.0 + 0.263 = 1.263
	3) The percent of students with an attendance rate at or above the state standard is determined by dividing the "proportion" of students scoring at or above the state standard by the "proportion" of students attendance that year, and then multiplying by 100 rounded to the tenth.	
4) The district's or school's Status is determined by adding Year1, Year2, and Year3 of the percent of students with an attendance rate at or above the state standard.	(Year1 + Year2 + Year3) / 3	79.2 + 87.3 + 88.9 = 255.4 255.4 \div 3 = 85.1%

Attendance Progress – Rolling Average

52

	Year 1	Year 2	Year 3
Percent	79.2	87.3	88.9

- STEP 1 – Add the scores for Years 1 and 2 and divide by 2 to determine the average. $(79.2 + 87.3) / 2 = 83.3$



Attendance Progress – Rolling Average

53

- 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. 3% for exceeding, 2% for on track, 1% for approaching.

	Years 1 and 2 Average	Percent Increase Needed	=		Years 2 and 3 Average Progress Target
Exceeding	83.3	3.0%	=	2.5	85.8 -100
On Track	83.3	2.0%	=	1.7	85.0 -85.7
Approaching	83.3	1.0%	=	.8	84.1 -84.9



Attendance Progress – Rolling Average

54

	Year 1	Year 2	Year 3
Percent	79.2	87.3	88.9

- STEP 3 – Add the scores for Years 2 and 3 and divide by 2 to determine the average. $(87.3 + 88.9) / 2 = 88.1$

	Years 1 and 2 Average	Percent Increase Needed	=		Years 2 and 3 Average Progress Target
Exceeding	83.3	3.0%	=	2.5	85.8 -100
On Track	83.3	2.0%	=	1.7	85.0 -85.7
Approaching	83.3	1.0%	=	.8	84.1 -84.9



Attendance

55

STATUS			PROGRESS		
Status Measures	Status Points Earned	Percent of students attending 90% of time	Progress Measures	Progress Points Earned	Progress Measure Description
2020 Target	10	90.0-100	Exceeding	7.5	3% increase
On Track	7.5	85.0-89.9	On Track	4	2% increase
Approaching	6	80.0-84.9	Approaching	2	1% increase
Floor	0	0-79.9	Floor	0	<1% increase

Attendance Total: Status + Progress
A maximum of 10 points may be applied to the LEA or building level score.



Reports for Standards 3&4

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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 3 – CCR Indicators 1-3 (ACT, SAT, COMPASS, ASVAB)
 - Standard 3 – CCR Indicator 4 (AP, IB, Dual Credit/Enrollment, TSA)
 - Standard 3 – CCR Indicators 5&6 (Post secondary Follow-Up)
 - Standard 3 – High School Readiness
 - Standard 4 – Attendance 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 Course Completion
 - June ID Cleanup
 - EOC Exception Collection



Changes to March 2012 Draft APR

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- Status and Progress Titles
- Weighted Proportional Attendance Rate
- 6-Year & 7-Year Graduation Rate
- Revised Cut Scores



Guidance Document

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- Appendix
 - Matrix of Approximately Equivalent CCR *1-3 Assessment Scores
 - Missouri institutions complying with the Coordinating Board for Higher Education's Dual Credit Policy and Principles of Good Practice for Dual Credit Courses
 - Approved Technical Skills Attainment (TSA) Assessments



Accreditation Levels

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- Accredited with Distinction $\geq 90\%$ of points + other criteria as determined
- Accredited $\geq 70\%$ of points
- Provisional $\geq 50\%$ to 69.9% of points
- Unaccredited $< 50\%$ of points



Transition into MSIP 5

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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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