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# MSIP 5 SCORING GUIDE OCTOBER WEBINAR SERIES

## STANDARDS 4 AND 5

October 23, 2012 Missouri Department  
of Elementary and Secondary Education

### Why we're here!

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A collage of three images: a student in a white shirt and red vest looking at a book, a group of graduates in black gowns celebrating with their caps, and a group of diverse young children smiling.

## MSIP 5 Policy Goals

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- Promote Continuous Improvement and Innovation
- Establish the State's Expectations
- Distinguish Performance of Schools and Districts
- Empower All Stakeholders



## MSIP 5 Performance Standards 4 and 5

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4. **Attendance Rate—The district ensures all students regularly attend school.**
  - The percent of students who regularly attend school meets or exceeds the state standard or demonstrates required improvement.
5. **Graduation Rate (K-12 Districts)—The district ensures all students successfully complete high school.**
  - 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.



## Attendance

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- Hours of attendance and hours of absence for EACH student is reported in the June Student Core Enrollment and Attendance file.
- Hours of attendance+ hours of absence = HOURS POSSIBLE.
- Hours of attendance / Hours possible \* 100 = Individual Student Attendance Rate
- Attendance rate is determined for all K-12 students.
  - ▣ Students with zero hours of attendance and absence are excluded.
  - ▣ Students reported as Resident I, Non-Resident, DESEG-In, Federal Lands, and Parent Tuition are included.



## Attendance Status

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- STEP 1- Determine the number of students with qualifying attendance and multiply by associated point value.

	No. of Students		Points	Points Earned
With Attendance Rate < 90%	30	x	0	0
With Attendance Rate ≥90%	240	x	1.0	240
<b>Total</b>	<b>270</b>	<b>x</b>		<b>240</b>

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

Points earned		No. of Students				Percent
240	/	270	=	.888	x 100	88.8%



## Attendance Status

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- STEP 3 – Add the scores for Years 1, 2 and 3 and divide by 3 to determine the status.  $(85.9 + 91.0 + 88.8)/3 = 88.6$

Year 1	Year 2	Year 3		3 year total		3 year average
85.9	91.0	88.8	=	265.7	/ 3	88.6



## Attendance Progress – Rolling Average

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	YEAR 1	YEAR 2	YEAR 3
Percent	85.9	91.0	88.8

- STEP 1 – Add the scores for Years 1 and 2 and divide by 2 to determine the average.  $(85.9 + 91.0) / 2 = 88.5$



## Attendance 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. 3% for exceeding, 2% for on target, 1% for approaching.

	Years 1 and 2 Avg	Percent Increase Needed	Years 2 and 3 Avg Progress Target
<b>Exceeding</b>	<b>88.5</b>	<b>3.0</b>	<b>91.2-100</b>
<b>On Target</b>	<b>88.5</b>	<b>2.0</b>	<b>90.3-91.1</b>
<b>Approaching</b>	<b>88.5</b>	<b>1.0</b>	<b>89.5 -90.2</b>



## Attendance Progress – Rolling Average

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	YEAR 1	YEAR 2	YEAR 3
<b>Percent</b>	<b>85.9</b>	<b>91.0</b>	<b>88.8</b>

- STEP 3 – Add the scores for Years 2 and 3 and divide by 2 to determine the average.  $(91.0 + 88.8) / 2 = 89.9$



## Attendance

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4 Attendance					
STATUS			PROGRESS		
Status Measures	Status Points Earned	Percent of students attending 90% of time	Progress Measures	Progress Points Earned	Progress Measure Description
Exceeding	10	90.0-100	Exceeding	7.5	3% increase
On Target	7.5	85.0-89.9	On Target	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.

	Status	Progress	Points Earned
A	10	7.5	10
B	10	4	10
C	10	2	10
D	10	0	10
E	7.5	7.5	10
F	7.5	4	10
G	7.5	2	9.5
H	7.5	0	7.5
I	6	7.5	10
J	6	4	10
K	6	2	8
L	6	0	6
M	0	7.5	7.5
N	0	4	4
O	0	2	2
P	0	0	0

## Graduation Rate

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### Five-Year Adjusted Cohort Rate for Accountability Four-Year Adjusted Cohort for Reporting

- Both four- and five-year graduation rates are calculated, and the better of the two is used to determine if schools and LEAs have met the graduation rate target or have shown sufficient improvement.



## Definitions

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### □ **Four-Year Adjusted Cohort Graduation Rate**

The number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently “adjusted” by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period.

### □ **Five-year Adjusted Cohort Graduation Rate**

The five year adjusted cohort graduation rate is calculated the same as the four year with the exception that it includes both four and five year graduates in the fifth-year cohort.



## Definitions

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- **Graduating Attendance Centers with grades 10, 11, 12 or 11, 12 -**  
Attendance centers which do not include the 9<sup>th</sup> grade will use the same calculation as those attendance centers which include the 9<sup>th</sup> grade with the exception of substituting the next lowest grade level taught in the attendance center beyond the 9<sup>th</sup> grade for the beginning of the adjusted cohort.
  
- **Subgroups -** Four- and five-year adjusted cohort 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 9<sup>th</sup> 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

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Number of first-time 9<sup>th</sup> 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



## 4-year and 5-year

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Cohort	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Class of 2011 Cohort 2008	X	X	X	X		
Class of 2012 Cohort 2009	X	X	X	X	X	
		X	X	X	X	
		X	X	X	X	X

### Transition to New Calculation

	2011	2012	2013	2014
4-year rate	x	x	x	x
5-year rate		x	x	x



EXPLANATIONS OF CALCULATIONS	EXAMPLES OF DATA	EXAMPLES OF CALCULATIONS
The <b>number of cohort members who earned a regular high school diploma by the end of the cohort's fifth high school year</b> is reported in the MOSIS June Student Core Enrollment and Attendance File.	920	
The <b>five-year "adjustments"</b> are reported in the MOSIS June Student Core Enrollment and Attendance File.	2008: First Time 9 <sup>th</sup> Graders (Starting Cohort 2008 members) + Transfers in - Transfers out  2009: Cohort 2008 + Cohort 2008 Transfers in - Cohort 2008 Transfers out  2010: Cohort 2008 + Cohort 2008 Transfers in - Cohort 2008 Transfers out  2011: Cohort 2008 + Cohort 2008 Transfers in - Cohort 2008 Transfers out  2012: Cohort 2008 + Cohort 2008 Transfers in - Cohort 2008 Transfers out	1000 + 0 - 50 = 950  950 + 25 - 50 = 925  925 + 75 - 25 = 975  975 + 50 - 25 = 1000  1000 + 10 - 5 = 1005
The <b>five-year adjusted cohort</b> is calculated based on reported adjustments.	(1000 - 50) + (25 - 50) + (75 - 25) + (50 - 25) + (10 - 5)	950 - 25 + 50 + 25 + 5 = 1005
Divide the number of cohort members who graduate by the end of the cohort's fifth high school year by the number of first-time 9 <sup>th</sup> graders in the starting cohort + plus students who transfer in, minus students who transfer out, emigrate, or die during the cohort's five high school years, then multiplying by 100.	a) number of 5 year cohort graduates=920 b) number of adjusted cohort members = 1005	920 ÷ 1005 = .916 .916 X 100 = 91.6%

## 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

Exceeds	92% – 100%
On Target	82% – 91.9%
Approaching	72% – 81.9%



## Graduation Rate Progress

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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 Target and the Progress targets would be set at 6% for exceeding, 4% for on target, 2% for approaching.

If Status = Floor		If Status = Approaching		If Status = On Target Or Exceeding	
Exceeds	9%	Exceeds	6%	Exceeds	3%
On Target	6%	On Target	4%	On Target	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 exceeding, 4% for on target, 2% for approaching.

	Years 1 and 2 Avg	Percent Increase Needed	Years 2 and 3 Avg Progress Target
Exceeds	77.4	6.0	82.0-100
On Target	77.4	4.0	80.5-81.9
Approaching	77.4	2.0	78.9-80.4



## Graduation Rate Progress – Rolling Average

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	YEAR 1	YEAR 2	YEAR 3
Percent	75.9	78.8	83.4

- STEP 3 – Add the scores for Years 2 and 3 and divide by 2 to determine the average.  $(78.8 + 83.4) / 2 = 81.1$
- STEP 4 - The LEA's Years 2 and 3 average is used to determine if the LEA is exceeding, on target, or approaching the required increase. In this example, Year 2 and 3 average is 81.1, which means that it is “approaching” its progress target.



5*1 Graduation Rate					
STATUS			PROGRESS		
Status Measures	Status Points Earned	4 or 5 year rate	Progress Measures	Progress Points Earned	Progress Measure Description
Exceeding	20	92.0-100	Exceeding	15	If Status = Floor, 9% increase needed If Status = Approaching, 6 % increase needed If Status = Meets or Exceeds, 3 % increase needed
Meeting	15	82.0-91.9	Meeting	8	If Status = Floor, 6% increase needed If Status = Approaching, 4 % increase needed If Status = Meets or Exceeds, 2 % increase needed
Approaching	12	72.0-81.9	Approaching	4	If Status = Floor, 3% increase needed If Status = Approaching, 2 % increase needed If Status = Meets or Exceeds, 1 % increase needed
Floor	0	0-71.9	Floor	0	< stated increase

**Graduation Rate \*1 Total:** Status + Progress  
A maximum of 20 points may be applied to the LEA or building level score.

5*2 Graduation Rate					
STATUS			PROGRESS		
Status Measures	Status Points Earned	4 or 5 year rate	Progress Measures	Progress Points Earned	Progress Measure Description
Exceeding	10	92.0-100	Exceeding	7.5	If Status = Floor, 9% increase needed If Status = Approaching, 6% increase needed If Status = Meets or Exceeds, 3% increase needed
Meeting	7.5	82.0-91.9	Meeting	4	If Status = Floor, 6% increase needed If Status = Approaching, 4% increase needed If Status = Meets or Exceeds, 2% increase needed
Approaching	6	72.0-81.9	Approaching	2	If Status = Floor, 3% increase needed If Status = Approaching, 2% increase needed If Status = Meets or Exceeds, 1% increase needed
Floor	0	0-71.9	Floor	0	< stated increase
<b>Graduation Rate *2 Total:</b> Status + Progress					
A maximum of 10 points may be applied to the LEA or building level score.					

	Status	Prog	Points Earned		Status	Prog	Points Earned
A	20	15	20	A	10	7.5	10
B	20	8	20	B	10	4	10
C	20	4	20	C	10	2	10
D	20	0	20	D	10	0	10
E	15	15	20	E	7.5	7.5	10
F	15	8	20	F	7.5	4	10
G	15	4	19	G	7.5	2	9.5
H	15	0	15	H	7.5	0	7.5
I	12	15	20	I	6	7.5	10
J	12	8	20	J	6	4	10
K	12	4	16	K	6	2	8
L	12	0	12	L	6	0	6
M	0	15	15	M	0	7.5	7.5
N	0	8	8	N	0	4	4
O	0	4	4	O	0	2	2
P	0	0	0	P	0	0	0



Attendance			Risk Factors	Exemplars
Status	Exceeds = 10 On Target = 7.5 Approach = 6 Floor = 0			
Progress	Exceeds = 7.5 On Target = 4 Approach = 2 Floor = 0			
Points Possible	<b>10</b>			
Graduation	4-5 Year Rate	State	Risk Factors	Exemplars
Status	Exceeds = 20 On Target = 15 Approach = 12 Floor = 0	Exceeds = 10 On Target = 7.5 Approach = 6 Floor = 0		
Progress	Exceeds = 15 On Target = 8 Approach = 4 Floor = 0	Exceeds = 7.5 On Target = 4 Approach = 2 Floor = 0		
	<b>20</b>	<b>10</b>		

## Transition

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Assessment Data	APR release	Classification	SB 576
2011-2012	4 <sup>th</sup> Cycle MSIP - 2012 APR (summer 2012)	Board Classification for all remaining 4 <sup>th</sup> 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



## Next Steps

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- Terminology
- Public Relations
- Scoring Guide Webinars/Tutorials
- October 24 (4:00 deadline for data submission)
- October 26 – Webinar MSIP 5 Data Reports (9:00 a.m.)
- October 29 (DRAFT secure preliminary release)
- November 16 (4:00 deadline for corrections)
- November 30 (DRAFT secure release)
- December 3 (DRAFT public release)
- June 30 (Deadline for historical data clean-up)



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**THANK YOU!!!**

