

MSIP 5 Performance Standards and Indicators

The purpose of this document is to provide a brief overview of the MSIP 5 Performance Standards and Indicators to which schools will be held accountable.

The five [Performance Standards](#) are listed below in blue, followed by excerpts from the current, not yet finalized, version of the [MSIP 5 Guidance Document](#) (not to be confused with Guidance and Counseling). *Refer to this document for extensive details regarding performance measures.* Counselor/student ratios along with guidance and counseling program expectations can be found in the [MSIP 5 Resource and Process Standards](#).

It is not the intent of this document, the following activity, or this meeting to dig into the details of these MSIP 5 Indicator calculations. Rather, the goal is to understand the state performance expectations and determine how your comprehensive guidance and counseling programs can help address them.

SCORING GUIDE MEASURES

Missouri's Top 10 x 20 plan's initial goal is that all students will graduate high school college- and career-ready. To measure progress toward this goal and to distinguish among school and district performance, the Missouri Department of Elementary and Secondary Education computes an [Annual Performance Report \(APR\)](#) score for each Local Education Agency (LEA) and school. *(Note: Only the district APR scores will be used to determine accreditation. Building level APR scores will be used for local planning.)* This overall score is comprised of scores for each of the fifth version of the Missouri School Improvement Program (MSIP 5) Performance Standards, including: (1) **academic achievement** (2) **subgroup achievement** (3) **high school readiness** (K-8 districts) or **college and career readiness** (K-12 districts), (4) **attendance rate** and (5) **graduation rate** (K-12 districts). Three distinct scoring metrics will be utilized; status is always used and the higher of either progress or growth is used to calculate a comprehensive score used to determine the accreditation level of a school district. Performance Standards and Indicators include:

- Missouri Assessment Program (MAP) tests
- ACT, SAT, Compass and ASVAB scores
- Successful completion of advanced courses
- College placement
- Graduation rates
- Attendance rates
- Subgroup achievement

The detailed scoring guides for each performance standard are outlined in the section titled "Scoring Guides." The academic and subgroup achievement measures are based on the Missouri Assessment Program (MAP) grade-level (GLA), end-of-course (EOC), and MAP-alternate (MAP-A) assessments. The high school readiness measures are based on the end-of-course assessments. Once new assessments aligned to Missouri's Core Academic Standards are available and included in the MAP, the Department will reset the achievement targets

MSIP 5 Performance Standards and Indicators

accordingly. Performance and achievement targets will be reviewed and revised, if necessary, every three years.

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

1. Student performance on assessments required by the MAP meets or exceeds the state standard or demonstrates improvement in performance over time.
2. The percent of students tested on each required MAP assessment meets or exceeds the state standard.
3. Growth data indicate that students meet or exceed growth expectations.

Test Preparations

All LEAs and schools are required to assess at least 95 percent of their students and subgroups on the assessments required by the MAP. *Irrespective of performance, zero APR points will be awarded to a content area for the aggregate or subgroup(s) for which the rate falls below 95 percent.*

Measuring MAP

The *MAP Performance Index (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 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.

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

1. The performance of students identified on each assessment in identified subgroups, including free/reduced price lunch, racial/ethnic background, English language learners, and students with disabilities, meets or exceeds the state standard or demonstrates required improvement. *(Note: See the MISIP 5 Guidance Document for guidelines regarding the use of this data, including the “Super-sub Group.”)*

Sources of data used in the Missouri Assessment Program (MAP) calculation: Data are obtained from contracted testing publishers for the grade-level assessment, end-of-course assessments and Missouri Assessment Program-Alternate (MAP-A) assessments. These data files are used to create online reports for district use.

MSIP 5 Performance Standards and Indicators

To better differentiate among needs of the LEAs or schools and to ensure broader inclusion of students whose subgroups have historically performed below the state total, Missouri will continue to issue and report academic achievement for students in the aggregate and for low income students, students with disabilities, English language learners, and the state's major racial and ethnic subgroups. A review of Missouri data identifies five significant gaps in subgroup performance (African American, Hispanic, low income students, students with disabilities and English Language Learners). For accountability determinations (e.g. District Accreditation and Reward, Focus, or Priority building identification), a super subgroup comprised of these five subgroups is used. A student who is included in one or more of the five identified subgroups is included as a single count in the super subgroup calculation.

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

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, the 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, the ACT®, SAT®, COMPASS®, or ASVAB, meet(s) or exceed(s) 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, the ACT®, SAT®, COMPASS®, or 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.

The **percent of graduates scoring at or above the state standard** on any department-approved measure(s) of college and career readiness, for example, the ACT®, SAT®, COMPASS® or Armed Services Vocational Aptitude Battery (ASVAB), is determined by dividing the **number of graduates scoring at or above the state standard** by the **number of graduates**, then multiplying by 100. (*Note: Partial points are awarded for students taking these assessments. MSIP 5 rewards student participation as well as quality scores. Refer to the scoring guide.*)

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.

MSIP 5 Performance Standards and Indicators

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 within six months of graduating by **the number of graduates**, and then multiplying by 100.

High School Readiness (K-8 LEAs only)

HSR *1 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.

4. 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

- Using the end of the year MOSIS June Student Enrollment Attendance, attendance rate is determined for every student grades K-12 who is reported any time throughout the year.
- Students reported as Resident I, Non-Resident, DESEG-IN, Federal Lands, and Parent Tuition are included.
- Students with zero hours of attendance are excluded.
- **Attendance targets use the individual student's attendance rate and set the expectation that 90% of the students are in attendance 90% of the time.**

5. Graduation Rate—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.

Graduation Rate Calculation

High schools and LEAs with high schools are required to meet a four- OR five-year status target or a combination of status and progress targets for the four- OR five-year rate to receive full credit for graduation rate on the APR. 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.