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# 2021 Mississippi Academic Assessment Program (MAAP)-Results

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## Vision

**At Jackson Public Schools, we prepare scholars to achieve globally, to contribute locally, and to be fulfilled individually.**

## Mission

**At Jackson Public Schools, we develop scholars through world-class learning experiences to attain an exceptional knowledge base, critical and relevant skill sets, and the necessary dispositions for great success.**

## Core Values

**At Jackson Public Schools, we believe in the importance of equity, excellence, growth mindset, relationships, relevance, and positive and respectful cultures.**

# MAAP Summary Purpose:

The purpose of this presentation is to provide an overview of the Mississippi Academic Assessment Program (MAAP), discuss where we are in terms of proficiency, and outline the next steps based on data.

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# What is the Mississippi Academic Assessment Program (MAAP)?

The (MAAP) assessment measures students' knowledge, skills, and academic growth from elementary through high school. MAAP is administered online for all students. MAAP assessments are designed to inform parents about their child's progress and provide teachers with information to guide instruction.

# Overview: School Years 2019 – 2020 and 2020 - 2021

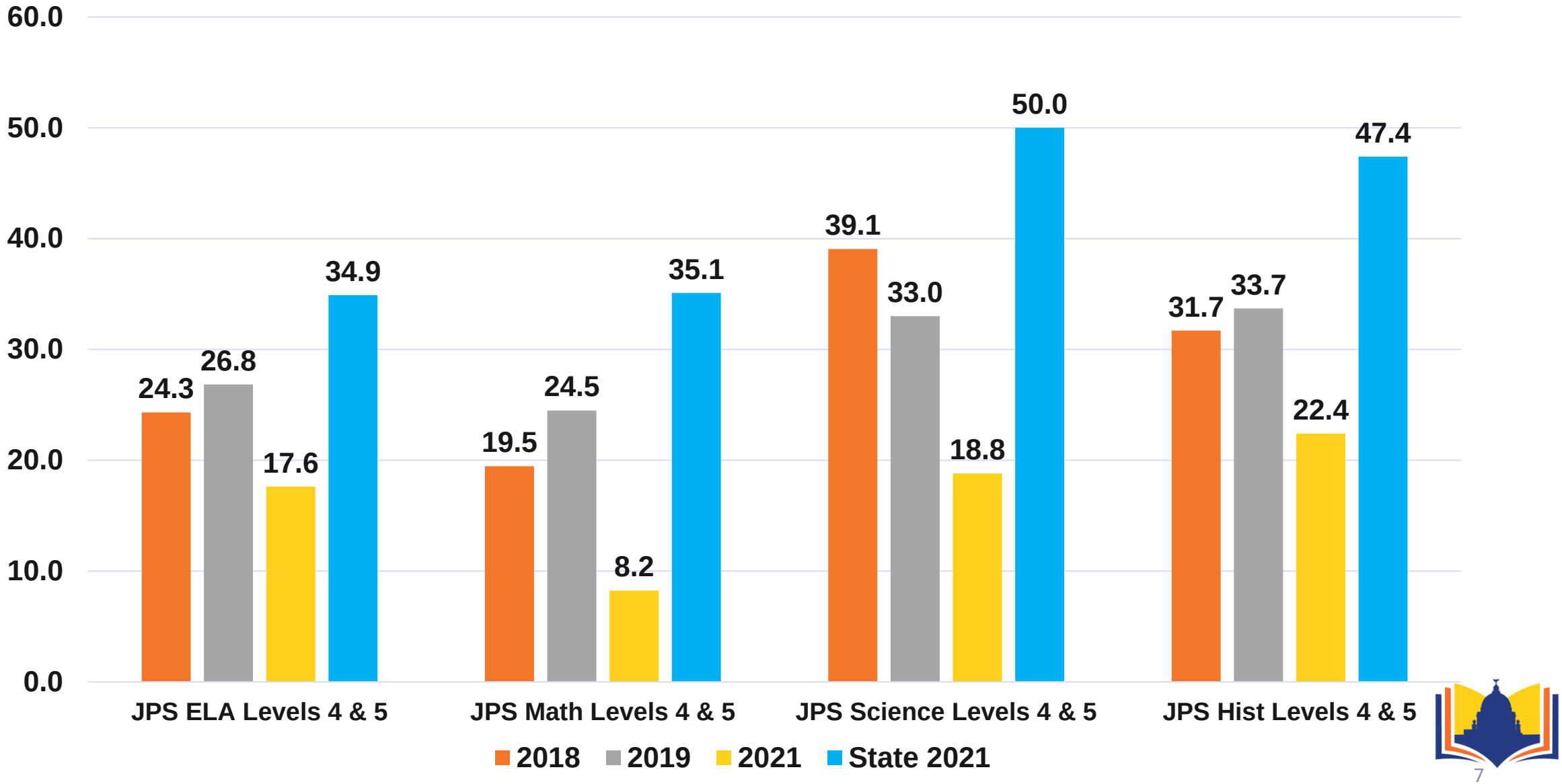
- In March of the 2019 – 2020 school year, traditional, in-person student learning was suspended due to the COVID-19 pandemic.
- State assessments were not administered in the Spring of 2020 for the 2019 – 2020 school year due to school closures in the Spring of 2020,
- In the Fall of 2020, we were virtual half the school year coupled with water outages, technology challenges, absences, etc.
- During the 2020 – 2021 school year, students enrolled in Grade 3 were required to take the assessments but were not required to meet a passing score on the reading assessment to be promoted to Grade 4 as required by the Literacy Based Promotion Act.
- Students enrolled in Algebra I, English II, Biology, and/or U.S. History during the 2020 – 2021 school year were required to take the corresponding end-of-course (EOC) assessment(s) but were not required to meet a passing score.

2021 State Assessment. https://www.mdek12.org/OPR/Reporting/Assessment/2020-21

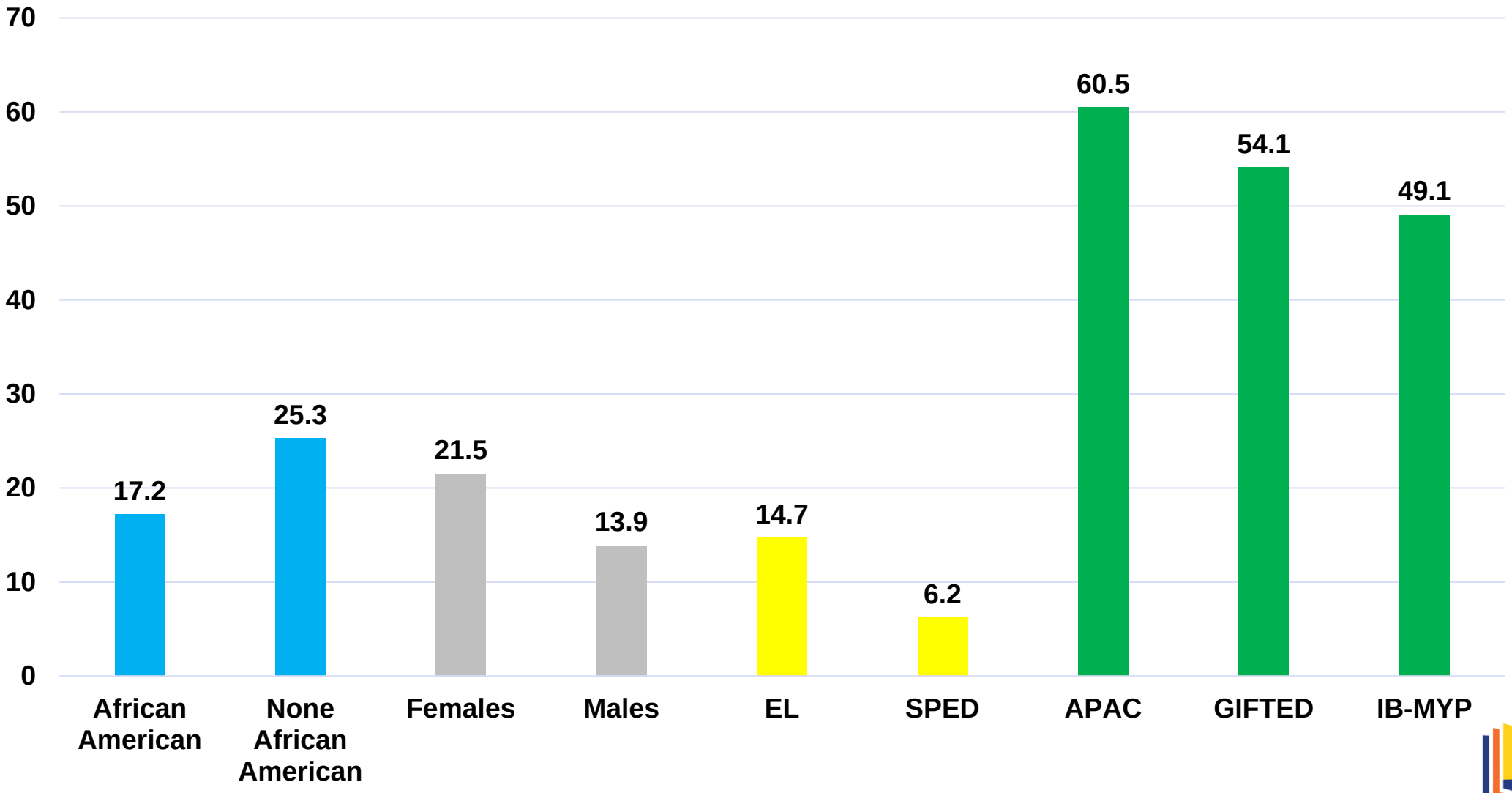
# Key Findings: Overall 2021 MAAP Assessment Results

- For 2021, the overall participation rate for Mathematics, ELA, Science, and U.S. History was **91.7%.** State and federal policy require a participation rate of 95% or higher; however, ED waived participation requirements for the 2020 – 2021 school year.
- Schools with less than 80% participation rate must be aware of their data (Ida Wells -73.4%/Cardozo – 71.2%/72.6%)
- Overall proficiency for Mathematics and English Language Arts (ELA) in 2021 decreased from 2019 in all grade levels except for grade 8 ELA (**see JPS executive summary**).
- Pre-COVID, we decreased the number of scholars in Levels 1 – 3 and increased the number of students in Levels 4 & 5 in all subjects except for Science.
- Pre-pandemic (2019) many of our scholars resided in level 3 compared to 2021 average scale score which reflects level 2 (**see executive summary**).
- The percentage of students passing (Level 3 or higher) the EOC assessment decreased in all four subjects (**see executive summary**).
- Districtwide focus for the 2021 -2022 school year is accelerating all scholars to proficiency, focusing on Mathematics and writing.

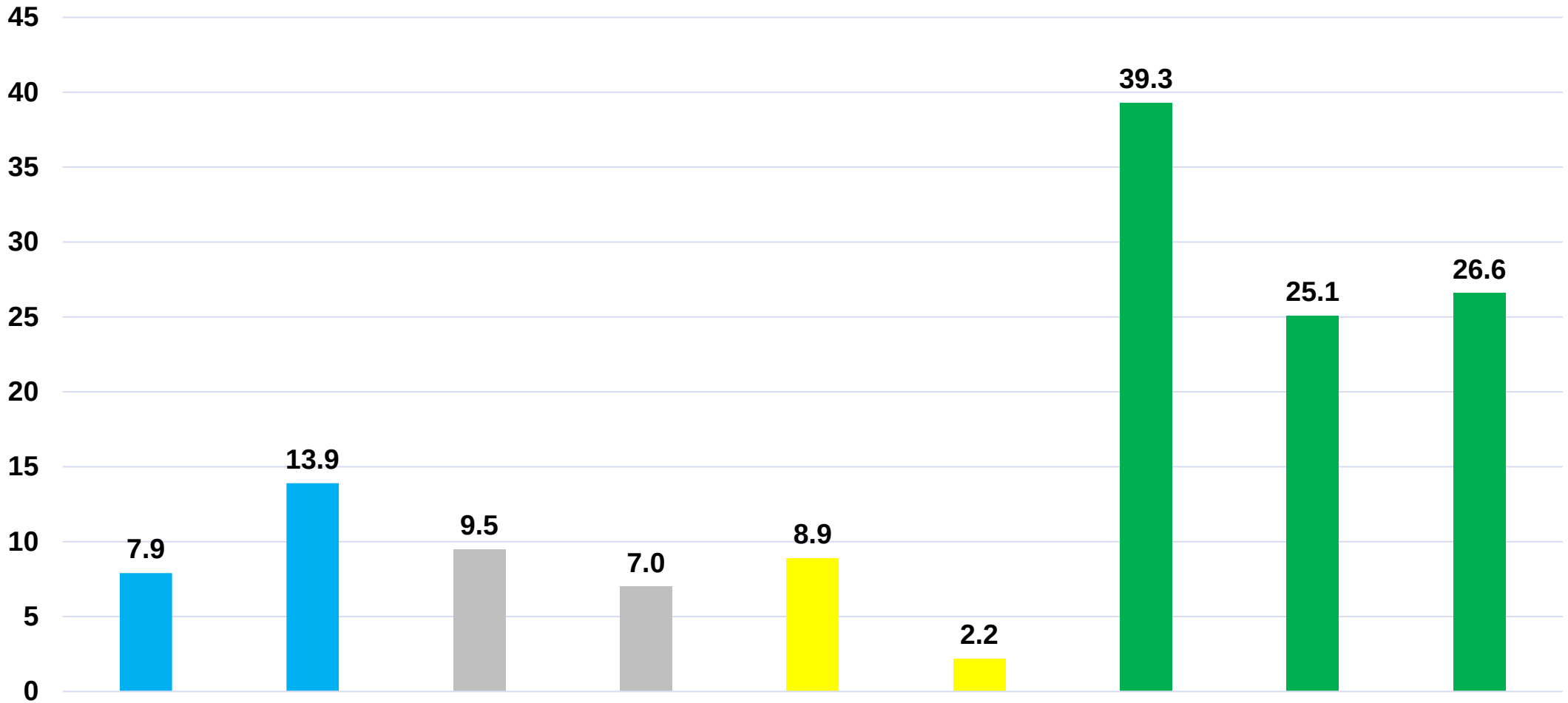
# Overall MAAP Proficiency Results



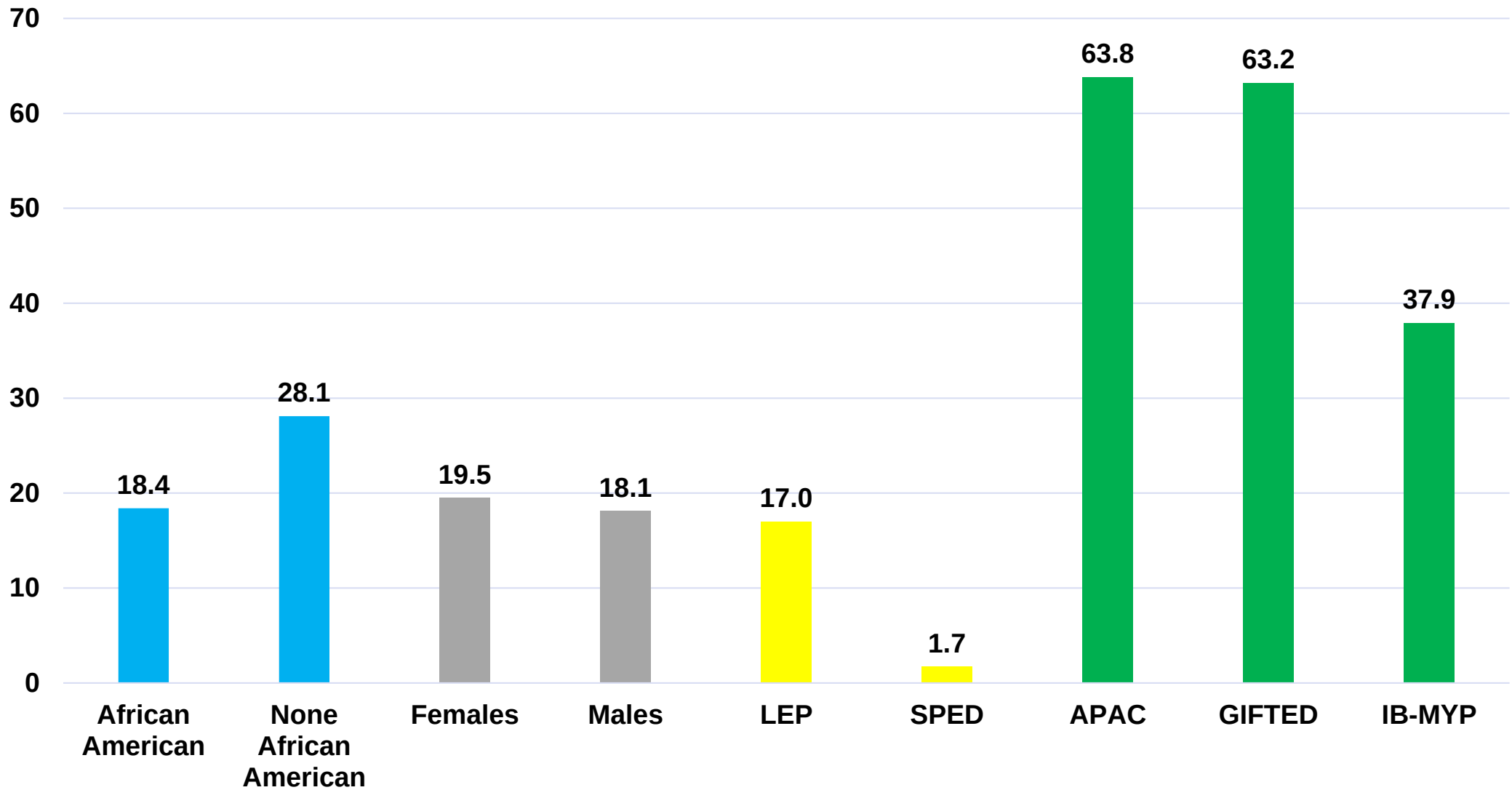
# Overall MAAP ELA - Percent Proficient by Subgroup



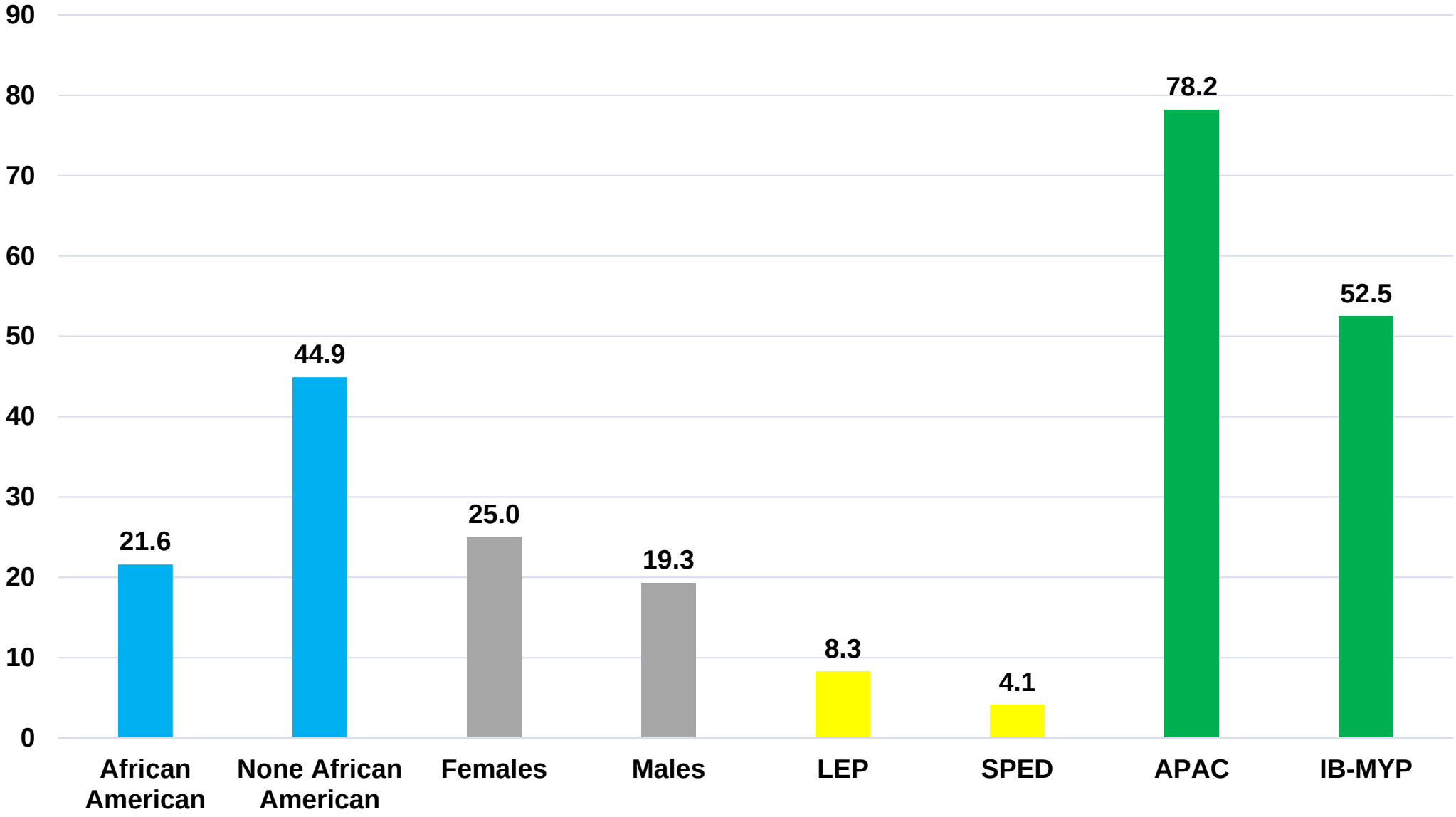
# Overall MAAP Math - Percent Proficient by Subgroup



# Overall MAAP Science - Percent Proficient by Subgroup



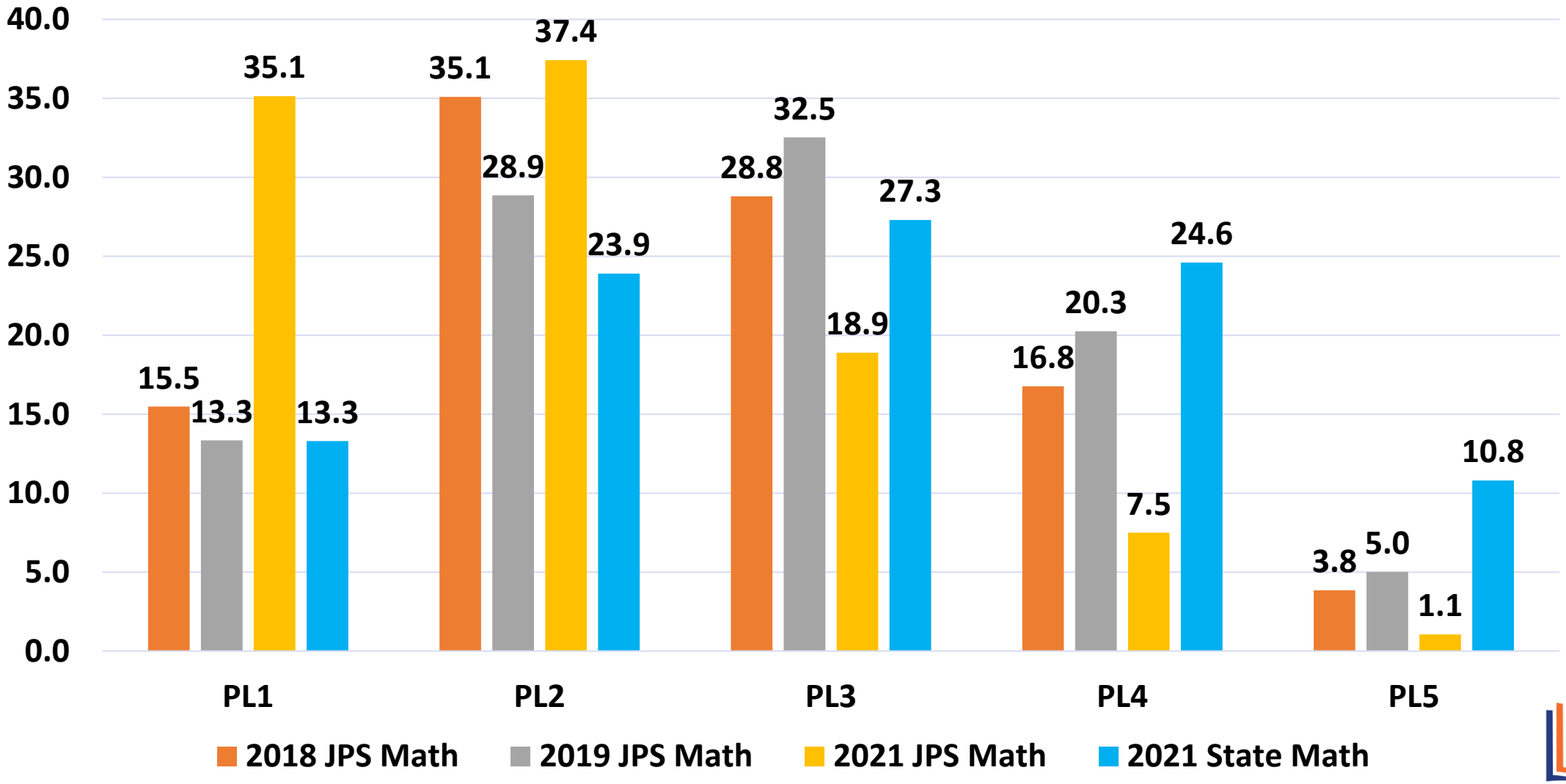
# Overall MAAP History - Percent Proficient by Subgroup



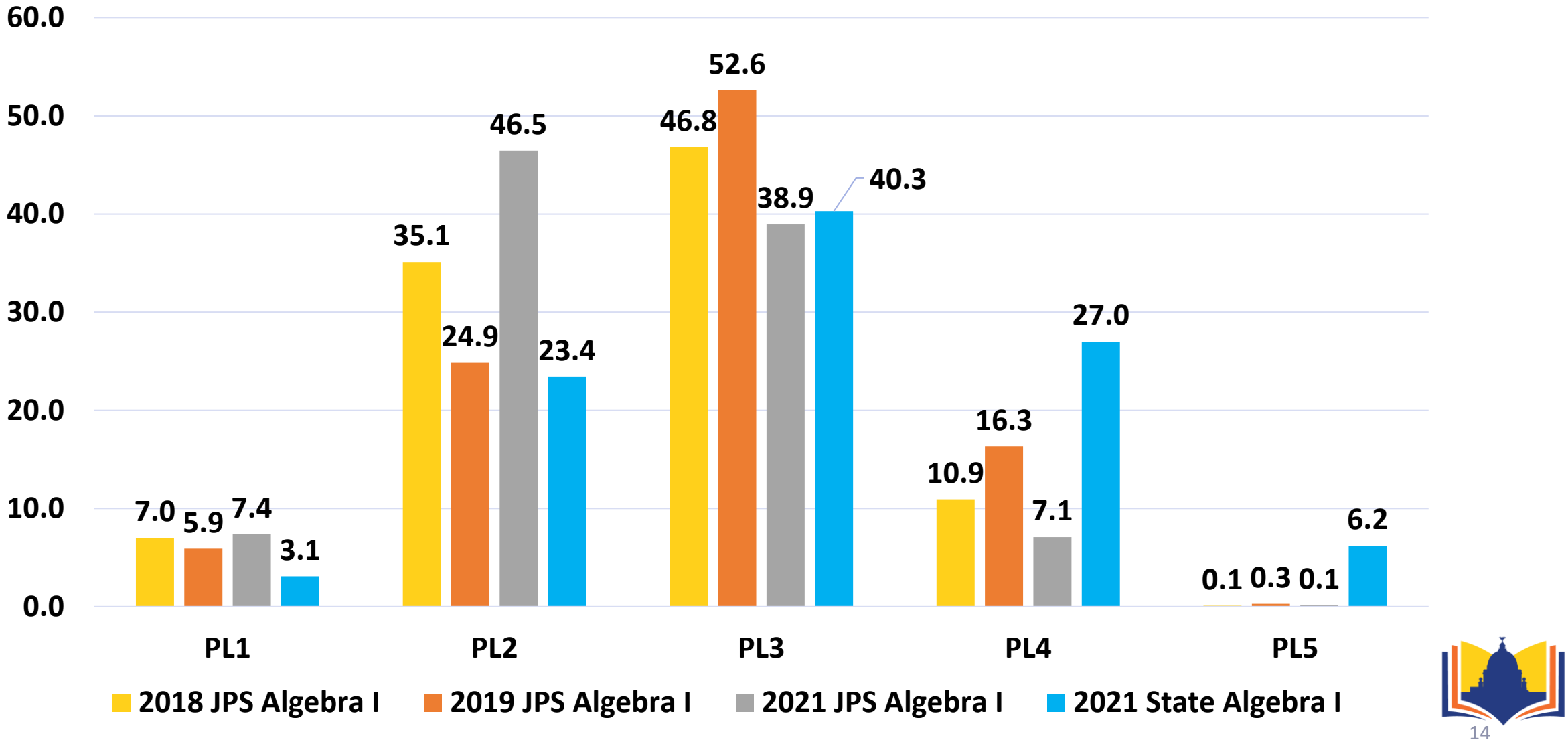
# Key Findings: Overall (Math) MAAP Scores

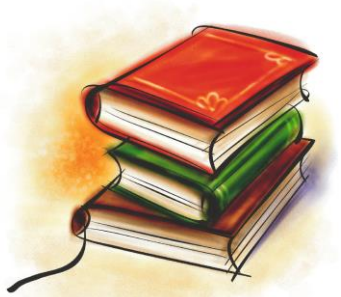
- In 2021, the overall participation rate for Grades 3 through 8 Mathematics and Algebra I was 92.4%.
- Mathematics showed a decline in proficiency at all grade levels.
- Overall proficiency for Mathematics in 2021 (8.2%) decreased from 2019 (24.5%).
- Problematic Skills
  - 3rd – Multiplication/division/properties – (3.O.A.1, 3.O.A.2, 3.O.A.3)
  - 4th – Multiply four digits by one and two digits (4.NBT.5)
  - 5th – Fluently multiply whole number using standard algorithm (5.NBT.5)
  - 6th – Ratio, rate, and Percent of a number (6.RP.3)
  - 7th – Add and subtract rational numbers(7.NS.1)
  - 8th – Rational vs Irrational numbers (8.NS.1)
  - Alg I – Create equations in two variables to represent relationships(A-CED.2)

# Math – Grades 3 through 8 Performance by Level



# Algebra I - Students' Performance by Levels

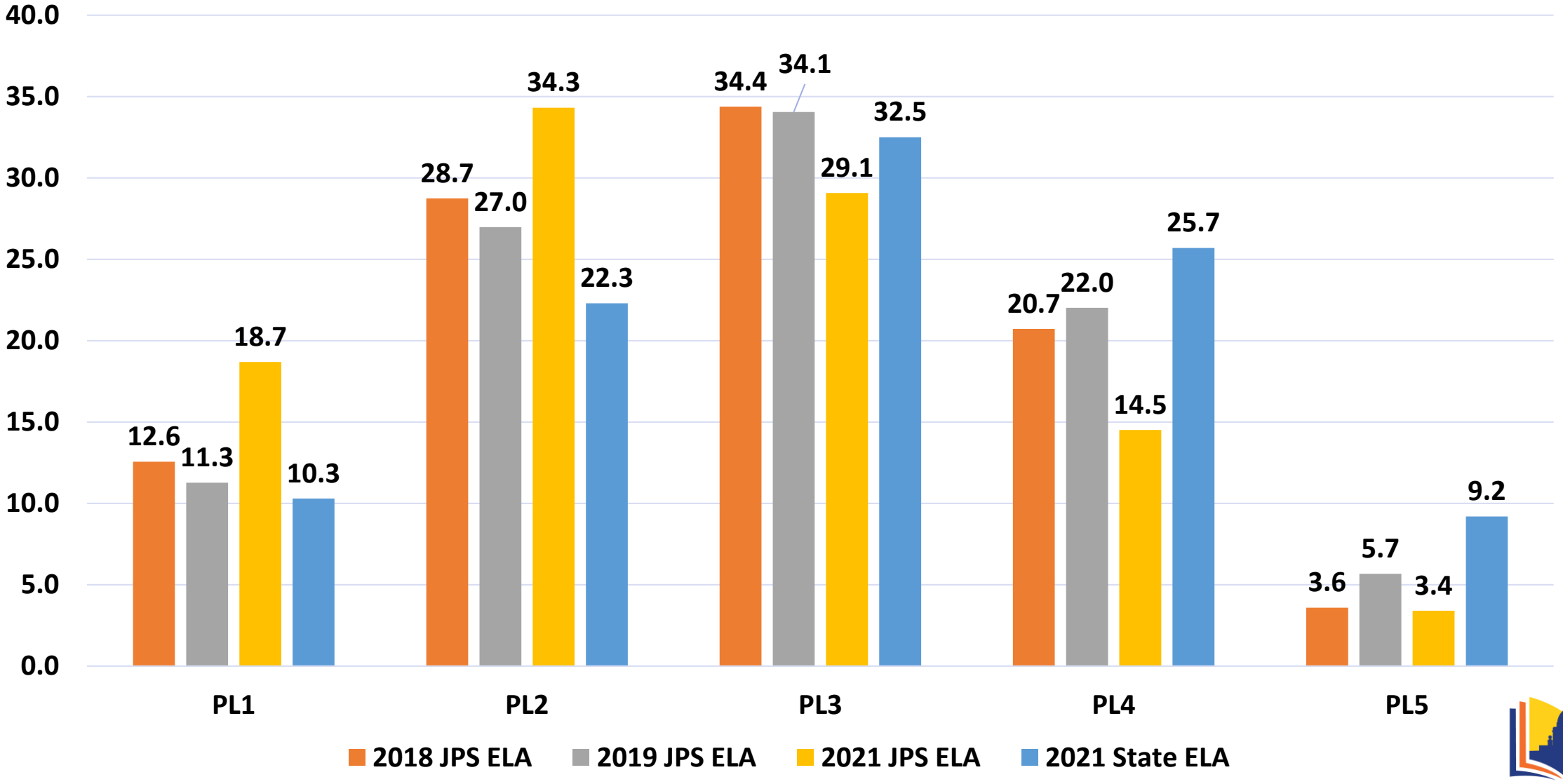




# Key Findings: Overall (ELA) MAAP Scores

- In 2021, the overall participation rate for Grades 3 through 8 English Language Arts and English II was 92.4%.
- English showed a decline in proficiency at all grade levels except 8th grade ELA (2.5% increase).
- Overall proficiency for English Language Arts (ELA) in 2021 (17.6%) decreased from 2019 (26.8%).
- Problematic Skills
  - 3rd - Text features (RI.3.3)
  - 4th – Author purpose/provide evidence (RI.4.8)
  - 5th – Compare and contrast two stories with the same genre (RI.5.8)
  - 6th – Provide a detailed analysis of the introduction of key characters, events, and ideas elaborated on in the text. (RI.6.3)
  - 7th – Determine how the meaning and tone of words and phrase are used in the text, to include figurative and connotative meanings. (RL. 7.4.)
  - 8th – Compare the difference in points of view of characters and the audience/reader through the use of suspense or humor. (RL. 8.6)
  - English II - Determine the central idea(s) of a text and analyze in detail the development over the course of the text (RI.10.2)

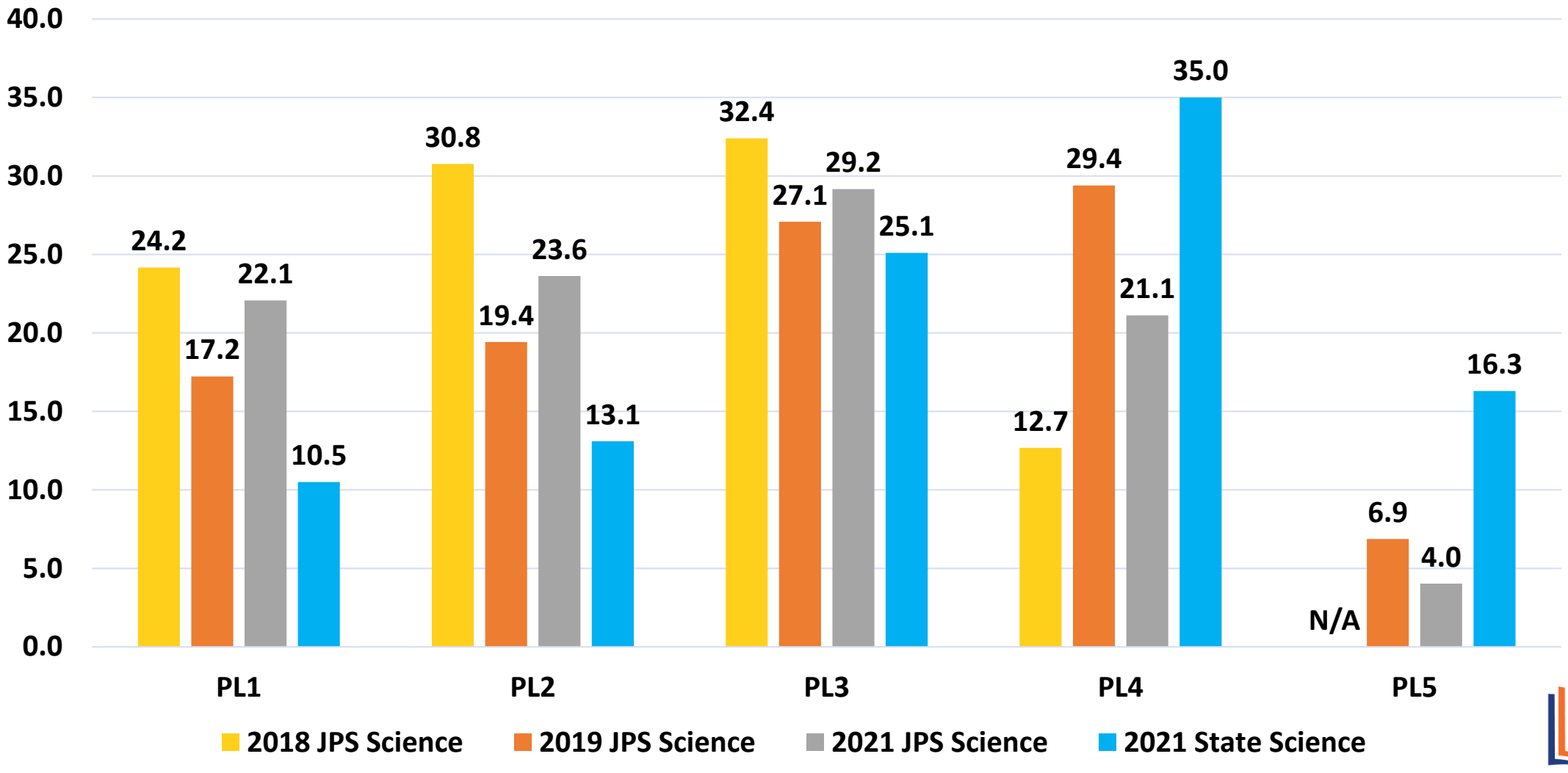
# ELA – Grades 3 through 8 Performance by Levels



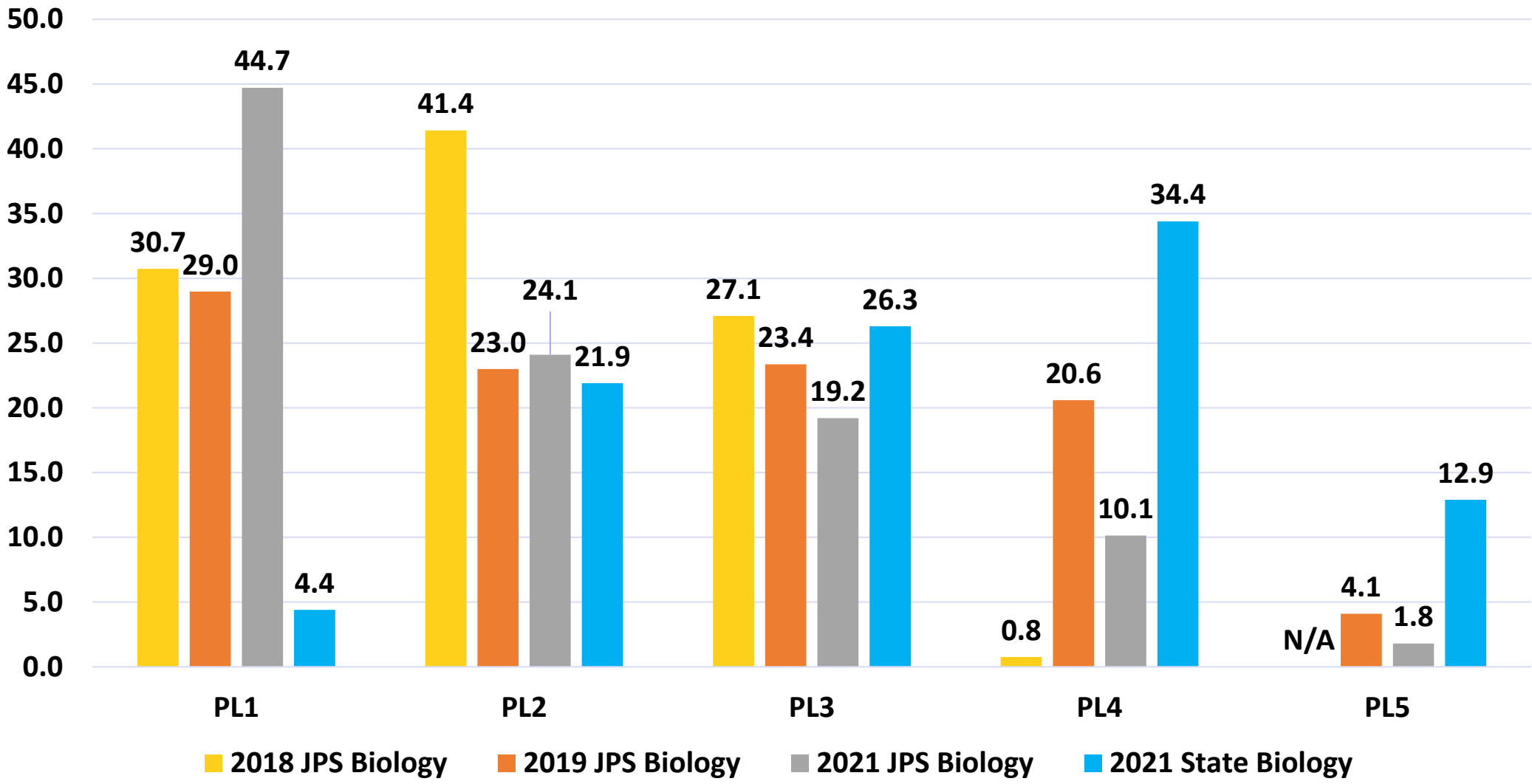
# Key Findings: Overall (Science) MAAP Scores

- In 2021, the overall participation rate for Grades 5 and 8 science and Biology I was 89.6%.
- Overall proficiency for science in 2021 (18.8%) decreased from 2019 (33.0%).
- Science (5th, 8th, and Biology) showed a decline in proficiency at all grade levels.

# Science - Grades 5 and 8 Performance by Levels



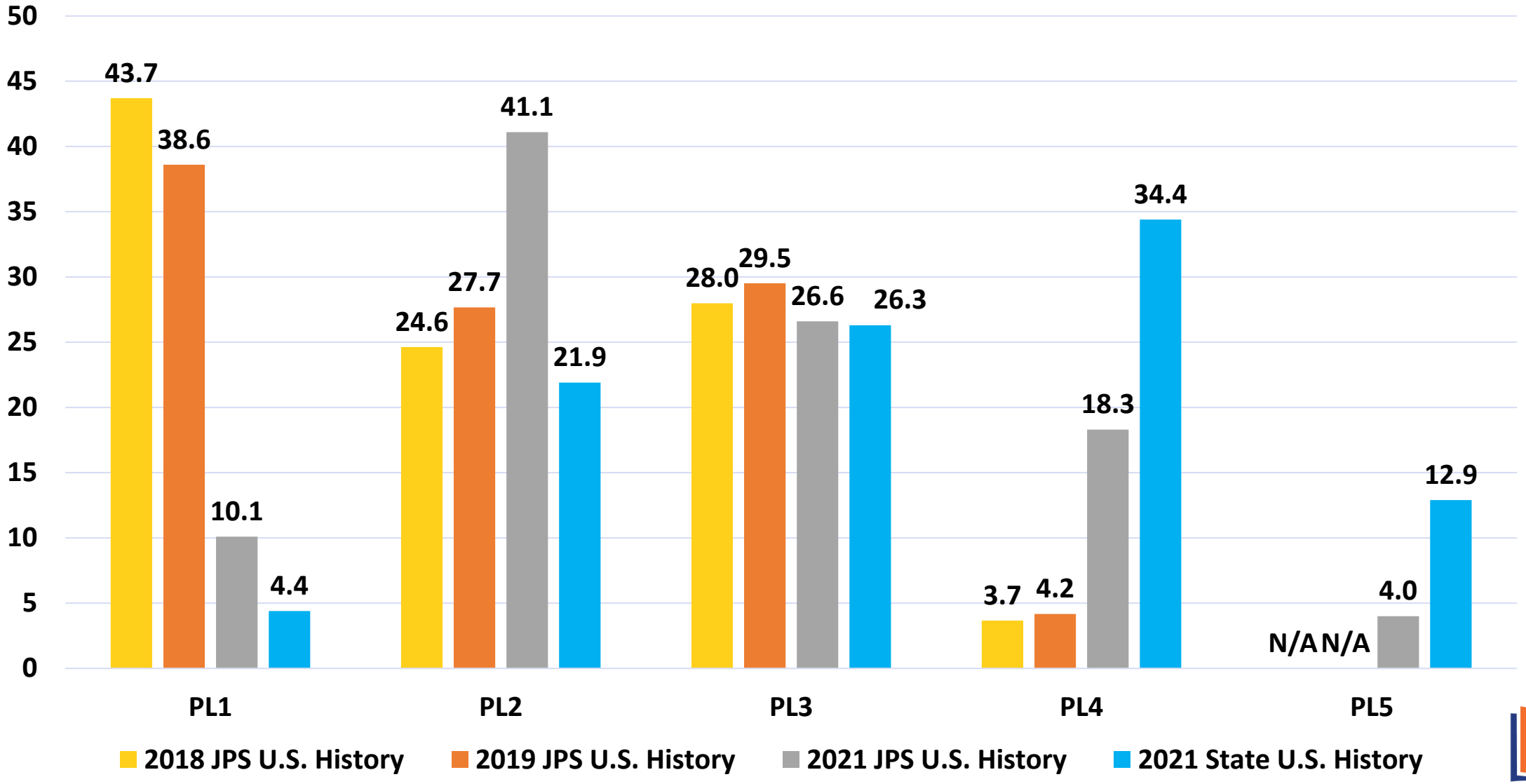
# Biology I - Students' Performance by Levels



# Key Findings: Overall (History) MAAP Scores

- In 2021, the overall participation rate for History was 89.6%.
- U.S. History assessment was a new assessment this year.
- Overall proficiency for History in 2021 (22.4%) decreased from 2019 (30.8%).
- Cut scores were established based on this assessment.
- MDE and the vendor will validate the cut score results after the spring 2022 assessment.
- U.S. History performance levels changed from 4 levels to 5 performance levels.

# U.S. History - Students' Performance by Levels



# 2021 Overall Top 10 and Bottom 10 ELA

**Overall English Language Arts (ELA) Top & Bottom 10 Schools with Percent of Students at Proficient and Advanced (PL 4 & 5)**

| Top 10 Schools | % PL 4 & 5 | Bottom 10 Schools | % PL 4 & 5 |
|---|---|---|---|
| Obama Magnet School | 80.2% | Whitten Middle School | 9.5% |
| Bailey Middle APAC School | 61.9% | Boyd Elementary School | 9.3% |
| Ida B. Wells School | 56.8% | Baker Elementary School | 9.0% |
| Northwest Middle School | 51.5% | Green Elementary School | 8.8% |
| Mcwillie Elementary School | 47.8% | Watkins Elementary School | 8.4% |
| Casey Elementary School | 43.3% | Smith Elementary School | 7.1% |
| Lester Elementary School | 42.2% | Walton Elementary School | 6.9% |
| William Murrah High School | 28.2% | Brinkley Middle School | 6.4% |
| McLeod Elementary School | 26.0% | Powell Middle School | 6.0% |
| North Jackson Elementary School | 25.1% | Lanier High School | 2.7% |

# 2021 Overall Top 10 and Bottom 10 Mathematics

**Overall Mathematics Top & Bottom 10 Districts with Percent of Students at Proficient and Advanced (PL 4 & 5)**

| Top 10 Schools | % PL 4 & 5 | Bottom 10 Schools | % PL 4 & 5 |
|---|---|---|---|
| Obama Magnet School | 75.2% | Raines Elementary School | 2.1% |
| Bailey Middle APAC School | 45.8% | Marshall Elementary | 1.8% |
| Northwest Middle School | 30.9% | Pecan Park Elementary School | 1.7% |
| Mcwillie Elementary School | 28.4% | Smith Elementary School | 1.6% |
| Casey Elementary School | 18.1% | Clausell Elementary School | 1.5% |
| Ida B. Wells School | 14.8% | Isable Elementary School | 1.4% |
| William Murrah High School | 11.8% | Johnson Elementary School | 1.4% |
| Peeples Middle School | 11.1% | Galloway Elementary School | 1.2% |
| Key Elementary School | 8.7% | Boyd Elementary School | 0.8% |
| Dawson Elementary School | 8.5% | Walton Elementary School | 0.0% |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# Next Steps

# Next Steps Towards Proficiency

- Know and Understand Data- Where are we currently? Where are we going?
- Provide professional development on how to assist teachers and students with strategic goals setting.
- Collaborate with OTL, to establish campus-wide pacing calendars, in addition to unpacking standards and building common assessments.
- Collaborate with OTL and Exceptional Education, to coach teachers to increase their level of instruction to align with the standards and assessment items.
- Provide professional development to principals and teachers showing how to identify their LPS for grades K-3rd.
- Resources: OTL, JPS Programs, Renaissance Learning (STAR), USATestprep, Freckle, Mastery prep, MDE resources (i.e., sample test items, QUESTAR Reports).

# Student Sample Mastery Card: Kindergarten

Baker Elementary School: Kindergarten (1st 9-Weeks)

**English and Math Mastery Card**

I Can...

**Name:**_____

**Legend:**

Mastered Standards

**MKAS Target Goal**

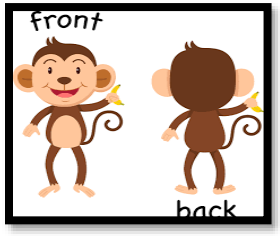
**(> or = to 681)**

**Jackson Public Schools: English Language Arts and Math Student Mastery Card (Kindergarten)**

| Reading Literature: | Reading Informational Text: | Writing: | Speaking and Listening: | Language: |
|---|---|---|---|---|
| RL.K.1; I can answer questions about details in a story I hear. | R.I.K.1; I can answer questions about details in a text I hear. | W.K.2; I can use drawing, dictating, and writing to tell you what I know about a topic. | SL.K.1; 1. I can listen to others and take turns speaking during a classroom discussion. 2. I can stay on topic in a class discussion. | L.K.1.d; I can ask and understand questions using "who, what, when, where, why, and how"). |
| RL.K.6; I can identify and explain what an author and an illustrator does. | R.I.K.4; 1. I can ask questions about words I don't know in a text I hear. 2. I can answer questions about a new word I learned in a text. | W.K.8; I can answer questions based on what I know or information from a book. | | L.K.2.c; I can write the letter that matches the sound I hear. |
| RL.1.10; I can join and participate in whole-group reading activities. | RI.K.5; I can identify the front cover, back cover, and title page of a book. | | | L.K.2.d; I can spell simple words phonetically. |
| | RI.1.10; I can join and participate in whole-group reading activities. | | | |

| MATH: I CAN.... | | |
|---|---|---|
| K.CC.1; Count to 100 by ones and by tens. | K.CC.4c; Understand that each successive number name refers to a quantity that is one larger. | K.OA.1; Represent addition and subtraction, in which all parts and whole of the problem are within 10 5, with objects, fingers, mental images, drawings, sounds. |
| K.CC.3; Write numbers from 0 – 20. Represent a number of objects with a written numeral 0 – 20 | K.CC.6; Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. | K.OA.3; Decompose numbers less than or equal to 10 5 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation. |
| K.CC.4; Understand the relationship between numbers and quantities; connect counting to cardinality. | K.CC.7; Compare two numbers between 1 and 10 presented as written numerals. | K.OA.4; For any number from 1 to 9 4, find the number that makes 10 5 when added to the given number. |
| K.CC.4a; When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. | K.MD.1; Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. | K.OA.5; Fluently add and subtract within 5. |
| K.CC.4b; Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. | K.MD.2; Directly compare two objects with a measurable attribute in common, to see which object has "more of"/ "less of" the attribute and describe the difference. | K.OA.2; Solve addition and subtraction word problems within 10 5 involving situations of adding to, taking from, putting together and taking apart with unknowns in all positions by using objects or drawings to represent the problem. * |
| K.CC.5; Count to answer "how many?" questions about as many as 20 10 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20 10, count out that many objects. | K.MD.3; Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. | |

1st 9-weeks



# Student Sample Mastery Card: 5th Grade

**SCHOOL ELEMENTARY 5TH GRADE MATH**
**STUDENT GOAL SHEET**

| MATH | Minimal | | Basic | | Passing | | Proficient | Advanced |
|---|---|---|---|---|---|---|---|---|
| | 1a | 1b | 2a | 2b | 3a | 3b | 4 | 5 |
| | 501-520 | 521-539 | 540-544 | 545-549 | 550-557 | 558-564 | 565 - 578 | ≥ 579 |
| | ≤ 20% | | 21- 32% | | 33 - 55% | | 56 - 76% | ≥ 77% |

What was your 2020 – 2021 MAAP Proficiency Level (PL) in Math? _____

What is your goal for the **MATH MAAP TEST** in May? PL _____

What is your goal for the **OCTOBER** Benchmark? PL _____

**Signature**

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What did you score on the **OCTOBER** Benchmark? PL _____

Did you meet or exceed your goal? YES NOT YET = _____**POINT AWAY**

What is your goal for the **DECEMBER** Benchmark? PL _____

**Signature**

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What did you score on the **DECEMBER** Benchmark? PL _____

Did you meet or exceed your goal? YES NOT YET = _____**POINT AWAY**

What do **WE** need to do to meet your **MAY GOAL** or continue **EXCEEDING** your goal?

_____

_____

What standards do **YOU** need additional help with to meet your goal? __ _____

_____

_____

**Signature**

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What did you score on the **MARCH** Benchmark? PL_____

Did you meet or exceed your goal? YES NOT YET = _____**POINT AWAY**

**STUDENT TARGET GROWTH SHEET – GOAL – MASTERY 80% of Higher**

| Standards | Date | Score | Date | Score | Date | Score | Date | Score |
|---|---|---|---|---|---|---|---|---|
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