

**2018 Assessment Achievement Gap Analysis  
State Level English Language Arts Summary**

Subgroup	Total Students 2018	Number of Proficient Students 2018	Percent Proficient 2018	Gap 2018	Percent Proficient 2017	Gap 2017	Increase/ Decrease in Gap	Gap to State 2025 Goal of 70% 2017	Gap to State 2025 Goal of 70% 2018
All Students	254,167	99,682	39.2%		36.4%			-33.6%	-30.8%
White	110,870	60,532	54.6%		51.3%			-18.7%	-15.4%
African-American	124,812	31,213	25.0%	-29.6%	22.4%	-28.9%	0.7%	-47.6%	-45.0%
Hispanic	10,083	3,569	35.4%	-19.2%	32.1%	-19.2%	0.0%	-37.9%	-34.6%
Asian	2,747	1,718	62.5%	7.9%	59.4%	8.1%	-0.2%	-10.6%	-7.5%
Multiracial	4,903	2,346	47.8%	-6.7%	43.4%	-7.9%	-1.2%	-26.6%	-22.2%
Native American/Pacific Islander	752	304	40.4%	-14.2%	33.3%	-18.0%	-3.8%	-36.7%	-29.6%
Not Economically Disadvantaged	74,117	42,116	56.8%		56.3%			-13.7%	-13.2%
Economically Disadvantaged	180,050	57,566	32.0%	-24.9%	28.4%	-27.9%	-3.0%	-41.6%	-38.0%
Students without Disabilities	223,848	94,864	42.4%		39.3%			-30.7%	-27.6%
Students with Disabilities	30,319	4,818	15.9%	-26.5%	13.5%	-25.8%	0.7%	-56.5%	-54.1%
Not Limited English Proficiency	247,364	98,003	39.6%		36.8%			-33.2%	-30.4%
Limited English Proficiency	6,803	1,679	24.7%	-14.9%	18.7%	-18.2%	-3.3%	-51.3%	-45.3%
Male	129,414	45,428	35.1%		32.8%			-37.2%	-34.9%
Female	124,753	54,254	43.5%	8.4%	40.0%	7.2%	1.2%	-30.0%	-26.5%

**Technical Notes:**

- Gap analysis identifies any disparity in assessment proficiency between student subgroups. For example, the gap (or difference) between the percentage of proficient African-American students and the percentage of proficient White students:
  - % Proficient White students (reference) = 51.3
  - % Proficient African-American students = 22.4
  - Gap: 22.4 - 51.3 = -28.9%
- Grey shading indicates the reference subgroup, except the "All Students" category which is not being used for comparison
- A negative gap indicates lower performance in the comparison subgroup when compared to the reference subgroup. A positive gap indicates higher performance in the comparison subgroup when compared to the reference subgroup
- The Increase/Decrease in achievement gap indicates whether the gap widened (an increase) or closed (a decrease) between 2017 and 2018
- The Gap to State 2025 Goal is the difference between the percent proficient for the subgroup and 70%

**2018 Assessment Achievement Gap Analysis  
State Level Mathematics Summary**

Subgroup	Total Students 2018	Number of Proficient Students 2018	Percent Proficient 2018	Gap 2018	Percent Proficient 2017	Gap 2017	Increase/ Decrease in Gap	Gap to State 2025 Goal of 70% 2017	Gap to State 2025 Goal of 70% 2018
All Students	256,301	109,344	42.7%		38.0%			-32.0%	-27.3%
White	111,313	64,563	58.0%		52.7%			-17.3%	-12.0%
African-American	126,249	35,229	27.9%	-30.1%	23.5%	-29.2%	0.9%	-46.5%	-42.1%
Hispanic	10,266	4,652	45.3%	-12.7%	39.9%	-12.8%	-0.1%	-30.1%	-24.7%
Asian	2,716	2,051	75.5%	17.5%	72.5%	19.8%	-2.3%	2.5%	5.5%
Multiracial	4,993	2,480	49.7%	-8.3%	44.0%	-8.7%	-0.4%	-26.0%	-20.3%
Native American/Pacific Islander	764	369	48.3%	-9.7%	42.4%	-10.3%	-0.6%	-27.6%	-21.7%
Not Economically Disadvantaged	73,401	44,456	60.6%		58.5%			-11.5%	-9.4%
Economically Disadvantaged	182,900	64,888	35.5%	-25.1%	30.1%	-28.4%	-3.3%	-39.9%	-34.5%
Students without Disabilities	225,367	103,780	46.0%		41.0%			-29.0%	-24.0%
Students with Disabilities	30,934	5,564	18.0%	-28.1%	15.3%	-25.7%	2.4%	-54.7%	-52.0%
Not Limited English Proficiency	249,384	106,680	42.8%		38.2%			-31.8%	-27.2%
Limited English Proficiency	6,917	2,664	38.5%	-4.3%	31.6%	-6.5%	-2.2%	-38.4%	-31.5%
Male	130,589	53,294	40.8%		36.7%			-33.3%	-29.2%
Female	125,712	56,050	44.6%	3.8%	39.4%	2.7%	1.1%	-30.6%	-25.4%

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  - % Proficient African-American students = 22.4
  - Gap: 22.4 - 51.3 = -28.9%
- Grey shading indicates the reference subgroup, except the "All Students" category which is not being used for comparison
- A negative gap indicates lower performance in the comparison subgroup when compared to the reference subgroup. A positive gap indicates higher performance in the comparison subgroup when compared to the reference subgroup
- The Increase/Decrease in achievement gap indicates whether the gap widened (an increase) or closed (a decrease) between 2017 and 2018
- The Gap to State 2025 Goal is the difference between the percent proficient for the subgroup and 70%

## Achievement Gap Methodology

Achievement gap analysis identifies any disparity in assessment proficiency between subgroups of Mississippi's student population. As part of the Mississippi Consolidated State Plan for the Every Student Succeeds Act (ESSA), Mississippi aims to eliminate, or close, the assessment proficiency gap between student subgroups by 2025.

Assessment proficiency is defined as scoring at Level 4 or higher on a 1 – 5 proficiency scale for the yearly subject area assessments, where

- Level 1 is minimal proficiency in subject area
- Level 2 is basic proficiency in subject area
- Level 3 is “passing” proficiency in subject area
- Level 4 is proficiency in subject area
- Level 5 is advanced proficiency in subject area

The current achievement gap analysis is based on the 2017 and 2018 student assessment data for English Language Arts and Mathematics. To remain consistent with methodology used by other states across the nation, the MDE Office of Student Assessment has modified the gap analysis of the 2017 and 2018 assessment data to include only the assessment information on the *first* attempt of the subject area exam for each student, each year. For 8<sup>th</sup> grade students double testing in 8<sup>th</sup> grade math and Algebra I, only the 8<sup>th</sup> grade math assessment information is used.

To calculate the gap, the percentage of students scoring at Level 4 or higher is calculated at the State and District level for each student subgroup. The categories of student subgroups include:

- Race
  - White (reference)
  - African-American
  - Hispanic
  - Asian
  - Multiracial
  - Native American/Pacific Islander
- Economic Status
  - Not Economically Disadvantaged (reference)
  - Economically Disadvantaged
- Disability Status
  - Students without Disabilities (reference)
  - Students with Disabilities
- English Language Status
  - Not Limited English Proficiency (reference)
  - Limited English Proficiency
- Gender
  - Male (reference)

- Female

In each category of student subgroups a reference subgroup is determined, based usually on it being the larger of the subgroups or because it has the fewest impediments to educational learning. Once the reference group is determined, the other subgroups in the category are compared to the reference group to determine the achievement gap:

Example:

% proficient in Math for White students = 52.7

% proficient in Math for Hispanic students = 40.0

Gap =  $40.0 - 52.7 = -12.7\%$

Change (Increase/Decrease) between the 2017 and 2018 gaps was also calculated for each subgroup to gauge the progress toward closing the gap in assessment proficiency. An increase indicates the achievement gap widened, while a decrease indicates the achievement gap closed between 2017 to 2018.

The Mississippi Department of Education ESSA goal is for all student subgroups to reach 70% proficiency in all assessed subject areas by 2025. The Gap to State 2025 Goal is the difference between the percent proficient for the student subgroup and 70%.

If the number of students for a subgroup is less than ten (<10), the information for the subgroup is redacted with an asterisk (\*). Additionally, if the number of students tested for a subgroup is less than ten (<10), the information for the subgroup is redacted with an asterisk (\*).