

**OFFICE OF CHIEF SCHOOL PERFORMANCE OFFICER**  
**Summary of State Board of Education Agenda Items**  
**February 19-20, 2015**

**OFFICE OF ACCOUNTABILITY**

09. Report from the Accountability Task Force meetings held on January 21, 2015 and February 12, 2015

A new Accountability Task Force has been established following the first year of implementation of the new Statewide Accountability System.

The purpose of the Accountability Task Force is to 1) review standards for school and district accountability and make the processes more accurate (not lower or easier to attain), 2) make adjustments required by changes to state or federal expectations (including the recommendations of 2013-14 Accountability Results Audit), 3) add clarifications noted during the 2013-14 implementation of the model, and 4) review recommendations of stakeholders for adjustments and consider revisions, as needed.

No Action: Discussion Only

Back-up material attached

## Summary of Accountability Task Force Meeting January 21, 2015

The 2015 Accountability Task Force (ATF) held its first meeting on January 21, 2015, at the Woolfolk Building in Jackson, MS. The purpose of the meeting was to begin a review of the standards for school and district accountability and make the processes more accurate (not lower or easier to attain). During the meeting, the 16-member panel was provided with an overview of the feedback that districts and other stakeholders have shared with Mississippi Department of Education (MDE) staff around the accountability model. The ATF discussed those concerns, along with changes that are required in order to meet state and federal expectations, and began to review the business rules/processes to identify where adjustments should be made. The areas focused on during the meeting included the following:

### *Lowest 25% Subgroup Identification*

- Discussion of options for including students with significant cognitive disabilities (SCD) participating in alternate assessments in the lowest 25% subgroup identification process\*
- Discussion of options for minimizing the percent of students identified in the subgroup to 25%

### *Validation of Assessment Results and Cohort Tracking*

- Recommendation for MDE to strengthen its support and communication for districts in validating the results of the statewide assessments and the cohort (graduation rate) data

### *Banking of Student Test Scores*

- Recommendation for the assignment of assessment scores of students taking a high school level assessment before enrolling in Grade 10 to the school in which the student is enrolled in Grade 10 and have met full academic year (FAY) requirements\*

\* Adjustments to the business rules/processes are being sought due to state or federal expectations

The next meeting dates of the ATF have been scheduled for –

<u>Meeting Date</u>	<u>City</u>	<u>Location</u>
February 12, 2015	Jackson, MS	Woolfolk Building – Room 145
February 26, 2015	Jackson, MS	Central High School Building (MDE) - Board Room
March 18, 2015	Jackson, MS	Central High School Building (MDE) - Board Room

Please visit the Public Accountability SharePoint site to review all materials shared during each meeting.

## **Summary of Accountability Task Force Meeting February 12, 2015**

The 2014-2015 Accountability Task Force (ATF) held its 2<sup>nd</sup> meeting to continue its review of the statewide accountability system on Thursday, February 12, 2015. The ATF discussed various components and business rules of the system to identify methods for improving the system that will meet Federal and State expectations as well as addressing the concerns shared from stakeholders. Below is a brief update on the topics discussed by the group and next steps.

### *Lowest 25% Subgroup\**

- Upon the review of impact data, the task force narrowed the options previously identified as methodologies for including students participating in the alternate assessments in the identification of the lowest 25% subgroup. The chosen option includes the process of standardizing the scale scores across like assessments to allow a comparison of the performance of the students. The group will continue its review of this process and the impact that this method will have on the following:
  - o the inclusion of students with banked test scores in the identification process
  - o options for minimizing the percentage of students identified as members of the subgroup to 25%.

### *Schools without Tested Subjects or Grades*

- Discussion around the current practice followed for assigning performance classifications to schools without tested subjects or grades (e.g., K-4 schools without available science assessment data). The task force expressed a desire to establish a method that will allow for the classifications assigned to those schools to reflect the actual performance of the students during the current academic year. The group will continue its review and discussion of available options.

### *Graduation Component*

- Discussion around the current policies that define which students are counted as graduates in the graduation rate calculations. For students who earn certificates (e.g., Certificate of Attendance and Occupational Diploma) that are not considered a standard diploma, the task force will review options for establishing a component in the system that allows for schools and districts to receive credit for the achievement of those students.

### *Assignment of Performance Classifications*

- Discussion of the current process for the assigning grades to districts and schools which includes a review of the current weighting of the various components. The task force would like to consider the timeliness of reestablishing cut scores for all schools with the transition to new assessments

as well as to further explore the possibility of changing the weights applied to the components for schools/districts without a grade 12.

### *Overarching Topics*

- Recommendations to include clarifying language in the business rules to reflect current practice or expectations. Some of the recommendations included the following:
  - o For schools with a Grade 12, the possible points to be earned during the 2014-2015 SY will be 900 points. (Note: Scores for the College and Career Readiness Component will not be utilized in the accountability system until the 2015-2016 SY.)
  - o Participation status of a student on the ACT will include a student's participation on the state administered and non-state administered testing opportunities.
  - o For students who withdraw and enroll in a school on the same day, the receiving school will receive credit for the enrollment in the determination of a student's full academic year (FAY) status.
  - o The school/district of origin for students currently enrolled in the Mississippi School for the Arts and Mississippi School of Math and Science will be based on where the students satisfies FAY requirements in the year immediately prior to enrollment in a state school.

\*Adjustments to the business rules/processes are being sought due to state or federal expectations

The next accountability meeting has been rescheduled for Thursday, March 5, 2015.

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