

OFFICE OF CHIEF ACCOUNTABILITY OFFICER
Summary of State Board of Education Agenda Items
January 17, 2019

OFFICE OF ACCREDITATION

01. Action: Consideration of the appeals of the final accountability results in accordance with Policy 3.1.4 of the *Mississippi Public Schools Accountability Standards, 2018* [Goals 1, 2, 4, 5, and 6 – MBE Strategic Plan]

- 01.A. Corinth School District
- 01.B. Harrison County School District
- 01.C. Pascagoula-Gautier School District

Background Information: On October 11, 2018 the SBE approved the 2017-2018 Mississippi Statewide Accountability results, with the exception of four (4) schools with special populations, three (3) schools within the Corinth School District and the Corinth School District. On November 8, 2018 the State Board of Education approved the final accountability results for the Corinth School District, the three (3) schools within the Corinth School District and the four (4) schools with special populations. The Office of Accreditation received appeals of the final results in accordance with Policy 3.1.4 of the *Mississippi Public Schools Accountability Standards, 2018* from three (3) of the Districts.

Corinth School District appealed the results of the District and three (3) schools within the District: Corinth High School, Corinth Middle School and Corinth Elementary School.

Harrison County School District appealed the results of one (1) school, Harrison County Child Development Center.

Pascagoula-Gautier School District appealed the results of one (1) school, Pascagoula-Gautier Exceptional School.

On December 10, 2018, the Internal Review Committee met to consider the appeals and voted unanimously to deny the appeals from all three (3) of the Districts.

The Commission on School Accreditation (CSA) met on January 10, 2019 in a special-called meeting to consider the Internal Review Committee's decisions of the three (3) appeals. In accordance with Policy 3.1.4 of the *Mississippi Public Schools Accountability Standards, 2018*, each superintendent was given an opportunity to address the CSA during this meeting.

After presentations by the superintendents of the three (3) Districts and the MDE, the CSA voted 6-2 to uphold the Internal Review Committee's decision to deny the Corinth School District's appeal. The CSA voted unanimously to grant the appeals of Harrison County School District and the Pascagoula-Gautier School District.

This item references Goals 1, 2, 4, 5, and 6 of the *Mississippi Board of Education 2018-2022 Strategic Plan*.

Recommendation: See recommendations for items 01.A., 01.B., and 01.C.

Back-up material attached

3.0 PERFORMANCE CLASSIFICATION POLICY

The SBE, acting through the CSA, is required to establish and implement a process for accountability at the individual public school level and district level. Individual schools and districts are held accountable for: 1) student achievement, 2) student growth, and 3) graduation, if applicable, and receive an annual School Performance Classification and District Performance Classification. (See Glossary for definitions of an attendance center and school.)

When the district establishes a new school and/or the district reconfigures the specific grades or students assigned to an existing school(s) within the district, the student achievement data used to assign school performance classifications will follow the guidelines established in the School Performance Standards and School Performance Model.

3.1 ASSIGNMENT OF PERFORMANCE CLASSIFICATIONS

3.1.1 School Performance Classification

Information concerning school performance is reported to the CSA on an annual basis, and annual performance classifications will be assigned in the fall of each school year. Each public school that has both achievement and growth data will be assigned an annual performance classification. In addition, the Graduation Rate will be included in determining the performance classification of schools with a Grade 12. An alternative school will not be assigned a school performance classification. (See 7 Miss. Admin. Code Pt. 3, Ch. 7, R. 7.1, R. 7.2 and the Glossary for definition of alternative school.)

3.1.2 District Performance Classification

Information concerning district performance is reported to the CSA on an annual basis, and annual performance classifications will be assigned in the fall of each school year. Each public school district will be assigned an annual performance classification based on achievement, growth, and graduation rate. A district performance level is assigned based on the performance of all students in the district [i.e., the district will be treated as one (1) K-12 school].

3.1.3 Internal Review of Preliminary Accountability Results

If the school district has reason to believe the preliminary results of the state or federal accountability system applied to a district or school are incorrect due to a calculation or data error or other substantive reasons, the school district may submit written evidence to the MDE, the Offices of Accreditation and District and School Performance, to support the position of the school district. All requests for review must be submitted in writing based on the timeline published each year by the Offices of Accreditation and District and School Performance. Any requests not submitted based upon the timeline published by the Offices of Accreditation and District and School Performance will not be considered after the deadline for submission.

The Offices of Accreditation and District and School Performance will review these requests and present them to an Internal Review Committee for consideration. The Internal Review Committee will consist of, at a minimum, one (1) external chairperson and four (4) MDE representatives.

The Office of Accreditation as well as the Office of District and School Performance will present the decisions of the Internal Review Committee to the CSA.

3.1.4 Review or Appeal of Final Accountability Results

The school district must submit written evidence to appeal the final results of the statewide accountability system approved by the CSA and the SBE. The appeal must be submitted to the Offices of Accreditation and District and School Performance within ten (10) calendar days of the SBE's approval.

Any appeal to the final results will follow the same process as a request for review (i.e., Internal Review Committee, CSA, and SBE); however, during the appeal of the final results, school districts will receive notification of the Internal Review Committee's decision prior to presentation to the CSA on School Accreditation. The district superintendent may request to address the CSA regarding the appeal of the final results. The CSA will recommend a final decision to the SBE for approval. The SBE makes the final determination of the appeal's disposition.

3.2 PERFORMANCE STANDARDS

Performance (output or product) standards address selected components of the statewide testing program and other outcome measures related to the performance of a school and/or district. (See Performance Standards.) The SBE may also take into account such factors as graduation rates, dropout rates, completion rates, College- and Career-Readiness and Acceleration, the extent to which the school or district employs qualified teachers in every classroom, and any other factors deemed appropriate by the SBE.

3.3 PERFORMANCE CLASSIFICATIONS –

The performance classification assigned to a school or district will be determined by performance indicators as defined in the Mississippi Statewide Accountability System. These indicators are scored and combined to assign performance classifications of **A, B, C, D, and F**. (See Performance Standards)

A school will not receive a school performance classification if the test data have been invalidated, and the school performance classification will be noted as Test Data Invalidated. (See Appendix F.)

3.4 SCHOOLS AT-RISK

Following an analysis of school data each year, the MDE shall identify those schools that are deficient in educating students and are in need of improvement in accordance with Miss. Code Ann. § 37-18-3 and § 37-18-5. This analysis shall indicate individual school performance in two (2) areas: (a) meeting its assigned yearly growth expectation and (b) percentage of the students in the school that are proficient.

3.4.1 Designation

A school shall be identified as a School At-Risk and in need of assistance if the school:

- (a) Does not meet its growth expectation and has a percentage of students functioning below grade level or
- (b) Is identified as an F School as designated by the SBE.

3.4.2 Notification

Within fifteen (15) days after a School At-Risk has been identified, written notice shall be sent by the SBE by certified mail to the school principal, and the local board of education.

2018 School & District Final Results
Internal Review Committee Minutes
12/10/2018

Members in Attendance:

Deborah Donovan, Technology and Strategic Services
Sarita Donaldson, Technology and Strategic Services
Dr. Bill Welch, Safe and Orderly Schools
Dr. Jo Ann Malone, Accreditation
Dr. Vernesia Wilson, Teaching and Leading
Dr. Jackie Sampsell, Student Assessment
Dr. Christie Hovanetz, Excellence in Education
Quentin Ransburg, Federal Programs
Sharon Coon, Special Education

Other Individuals in attendance:

Alan Burrow, District and School Performance
Dr. Paula Vanderford, Chief Accountability Officer
Joseph Runnels, Legal
Dr. Nathan Oakley, Chief Academic Officer

Summary:

Three (3) districts submitted appeals to final accountability results in accordance with Performance Classification Policy 3.1.4. Two (2) districts appealed the application of a letter grade to schools with special populations that have not previously received a grade. One (1) district appealed accountability results for all its schools and the district and request that accountability measures be based on Cambridge assessments, rather than state administered assessments.

The Harrison County School District requested to remove any official or unofficial performance classification for the Harrison County Child Development Center. The Committee received documentation from the school district in advance. Alan Burrow provided background information on why grades were assigned to the Harrison County Child Development Center, as well as four other schools with special populations. This background included communication between the MDE and Senator Gray Tollison regarding the assignment of grades to schools that had previously been excluded and the review of state law requiring a single, consistent accountability system that complies with both state and federal law. ESSA is very explicit that there be no exclusions from measures of performance for any school or group of students.

The committee voted to approve or deny the request. Members unanimously voted to deny the request.

The Pascagoula Gautier School District requested to appeal the assignment of an F to its Jackson County Exceptional School and request that alternative measures of performance be used to grade the school, rather than using the state administered assessment. The Commission received documentation from the school district in advance. Using the same background as previously discussed, the committee voted to approve or deny the request. Members unanimously voted to deny the request.

The Corinth School District requested to appeal the assignment of grades to its three schools and the district and requests that its waiver, granted by the SBE as a District of Innovation, excludes it from using state assessments as measures of performance. The district requests that Cambridge assessments be used in lieu of state assessments. The commission received documentation from the school district in advance. Dr. Oakley discussed requirements under ESSA, the timeline for ending the ESEA waiver that the MDE had prior to the 2017-2018 school year, and the process that would be necessary to request the substitution of an assessment for state-administered assessments under federal law. Also, Dr. Oakley mentioned that state law requires an accountability system that complies with both state and federal law.

The committee voted to approve or deny the request. Members unanimously voted to deny the request.

Federal and State Accountability Requirements Under the
Elementary and Secondary Education Act (ESEA), Every
Student Succeeds Act (ESSA), and State Law

January 10, 2019



VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

STRATEGIC PLAN GOALS

1

All
Students
Proficient
and Showing
Growth in All
Assessed
Areas



2

Every
Student
Graduates
from High
School and
is Ready for
College and
Career



3

Every
Child Has
Access
to a High-
Quality Early
Childhood
Program



4

Every
School Has
Effective
Teachers and
Leaders



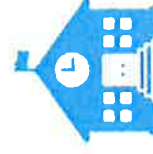
5

Every
Community
Effectively
Uses a
World-Class
Data System
to Improve
Student
Outcomes



6

Every
School and
District is
Rated "C" or
Higher



Mississippi Code Annotated § 37-17-6(4)(g)

Under Miss. Code. Ann. § 37-17-6 (4)(g)... The State Board of Education, acting through the State Department of Education, shall apply a simple “A,” “B,” “C,” “D” and “F” designation to the current school and school district statewide accountability performance classification labels beginning with the State Accountability Results for the 2011-2012 school year and following, and in the school, district and state report cards required under state and federal law.

Mississippi Code Annotated § 37-17-6(5)

Under Miss. Code. Ann. § 37-17-6 (5) the State Department of Education ***shall...***

- Revise and implement a single “A” through “F” school and school district accountability system
- Discontinue the use of the designations of Star, High Performing, Successful, Low-Performing, Academic Watch, At Risk of Failing, and Failing.
- Combine state and federal accountability systems into one (federally approved) system

There are no exclusions in state law regarding the assignment of grades to schools with special populations or to districts and schools of innovation.

ESSA Timeline

- December 2015 – ESEA reauthorized by ESSA
- March 2016 to May 2016 – Review of state laws, SBE policy, and strategic plan for alignment with ESSA
- December 2016 – SBE ESSA work session
- ESSA regulation was applied beginning in SY 2017-2018
- September 2017 – ESSA plan submitted to USDE
- March 2018 – ESSA plan approved by USDE

ESSA Requirements

- All students must be assessed and included in measures of performance that are applied consistently across the state.
- Each statewide accountability system must “meaningfully differentiate” schools using:
 - Single statewide accountability system
 - Academic proficiency on state assessments
 - Graduation rates for high school
 - English Language progress toward Proficiency
 - Another statewide academic indicator for Kindergarten – Grade 8 schools
 - Not less than one (1) other state-set indicator of school quality or student success
- Ninety-five (95) percent assessment participation rate

Assessment Flexibility Under ESSA

- High School Assessment:** An option for states or LEAs to use a nationally-recognized assessment (e.g. ACT, SAT, and Cambridge) at the high school level in lieu of the state assessment.
- These assessments must be aligned to the state standards, provide results that can be used for accountability, and meet all the technical requirements that apply to statewide assessments. LEA-selected assessments must be approved by the state. They also have to be peer reviewed by an USDE-appointed committee and subsequently approved by USDE.

Assessment Flexibility Under ESSA

- Innovative Assessment Pilot:** Allows the Secretary to set up a pilot for up to seven (7) states that want to experiment with other assessment formats, such as competency-based or performance-based assessments.
- States may pilot new assessments in a subset of LEAs, but must scale up to statewide implementation if pilot is successful, or discontinue if it is not.
 - Pilot includes extensive quality criteria and safeguards, such as alignment requirements, and eventual statewide implementation.
 - Option to expand to more states over time.
 - Currently, only Louisiana and New Hampshire have been approved.