

# Accountability Task Force

August 16, 2024

[mdek12.org](https://mdek12.org)



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION



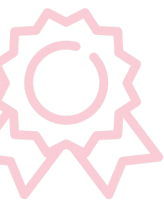
## VISION

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



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

**EVERY** School Has Effective Teachers and Leaders

4



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

5



**EVERY** School and District is Rated “C” or Higher

6



# Welcome and Introductions

First Name:	Last Name:	Organization:	Position in Organization:
Lisa Renee	LaMastus	Cleveland School District	Principal
Ryan	Kuykendall	DeSoto County School District	Chief Accountability Officer
Christy	Hovanetz	Foundation for Excellence in Education	External Expert
Tarrinasha	Jones	Greenville Public School District	Principal
Jermaine	Brown	Hattiesburg Public School District	Director of College & Career Readiness
Robert	Sanders	Hinds County School District	Superintendent
Raina	Holmes	Jackson County School District	High School Principal
LaToya	Blackshear	Jackson Public School District	Director of Planning and Evaluations
Steven	Hampton	Lamar County School District	Superintendent
Alicia	Conerly	Marion County School District	District Instructional Specialist
Lindsay	Brett	Lee County School District	Director of Community Partnerships
Greg	Paczak	Madison County School District	Director of Research & Development
Alan	Burrow	Mississippi Department of Education	Director of District and School Performance
Deborah	Donovan	Mississippi Department of Education	Director of Data Analysis and Reporting
Paula	Vanderford	Mississippi Department of Education	Chief Accountability Officer
Tim	Scott	Mississippi Department of Education	Director of Accountability Services
Bradley	Roberson	Oxford School District	Superintendent
Angela	Burch	Pascagoula-Gautier School District	Principal
LaVonda	White	Rankin County School District	Director of Accreditation, Accountability, and Assessment
Glen	East	State Board of Education	Board Member
Chris	Domaleski	The Center for Assessment	External Facilitator
Crystal	Bates	Wayne County School District	Curriculum Director
Lawrence	Hudson	Western Line School District	Superintendent
Matt	Thompson	Union County School District	Director of Accountability

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9:00am	Welcome and Introductions
9:15am	MDE Updates
10:00am	Break
10:15am	Reconceptualizing Readiness
11:30am	Accountability Weights
12:15pm	Lunch
1:00pm	Continue discussion of Accountability Weights
2:00pm	Break
2:15pm	Review Process and Timeline
2:45pm	Future Topics
3:00pm	Adjourn

- Primary purpose is to help MDE make good decisions about the design and implementation of the state, school accountability system under ESSA
- We will focus on *identifying policy priorities* and identifying decisions in support of those priorities that are technically defensible and operationally feasible
- Feedback from the Task Force is received as a recommendation to the department

- Listen actively and attentively; ask for clarification as needed
- Everyone should have an opportunity to 'be heard' without interruption and to receive courteous feedback
- Critique ideas, not people or organizations
- Build on one another's comments; work toward shared understanding
- We will attempt to make decisions based on group consensus, but when necessary we will take a vote
- When/ if requested do not disclose confidential information
- At the end of each meeting we will prioritize topics for future meetings and discuss action items

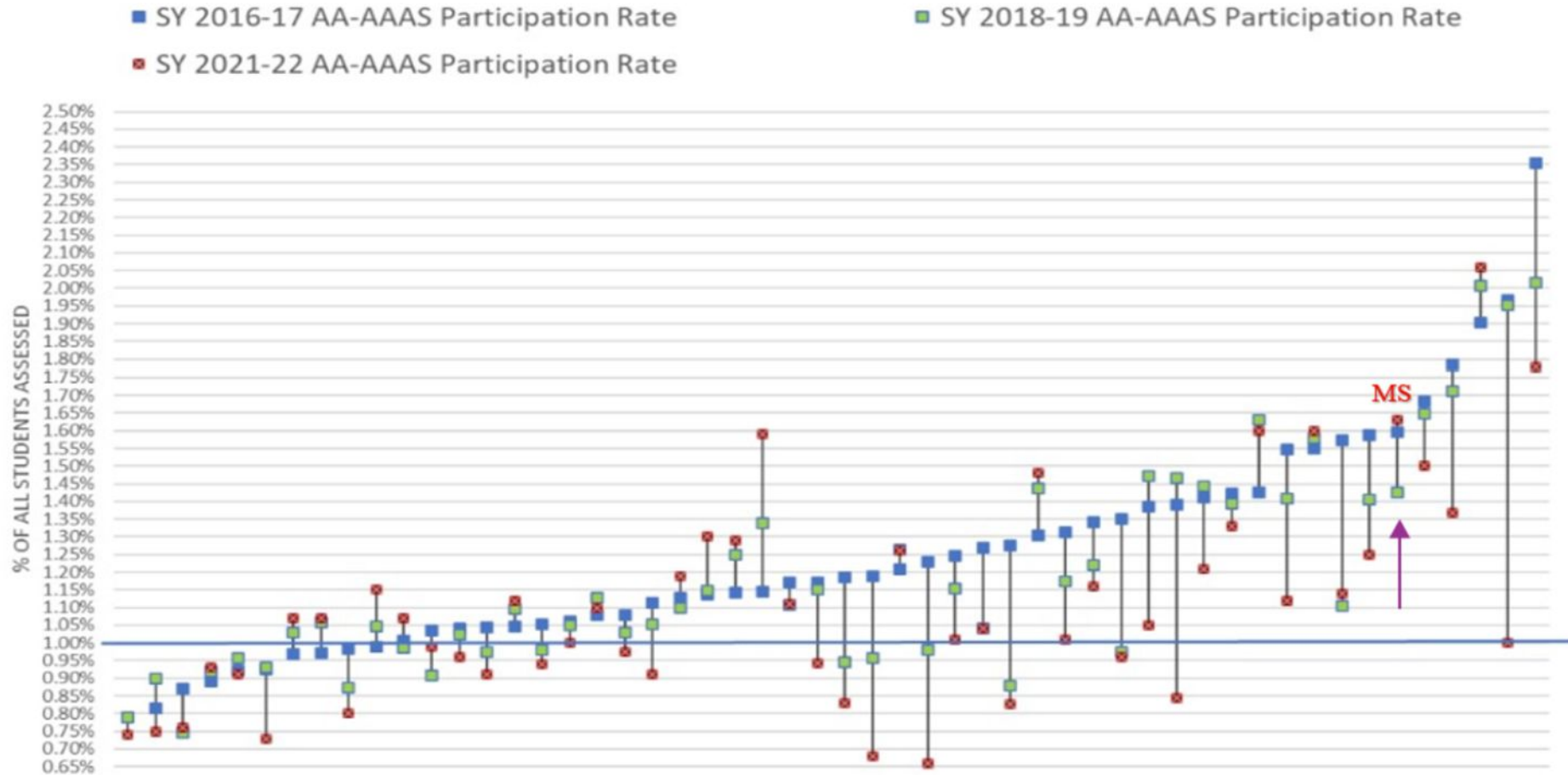
# MDE Updates

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- Accountability Timeline
- Spring 2024 Equating Issue
- K-Readiness Assessment
- MAAP-A 1% Participation Violation

Figure 2: Statewide Mathematics AA-AAAS Participation Rates  
in SYs 2016-17, 2018-19 & 2021-22  
Shown in Ascending Order of SY 2016-2017 Rates



(Source: CSPR Public Files at <https://eddataexpress.ed.gov/resources/reports-and-files/cspr-state-files>)

# Reconceptualizing Readiness

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- In previous meetings we have discussed whether and how the college and career readiness should be reflected in the state accountability model.
- The current model includes both acceleration, which incentivizes advanced course taking, and CCR, which incentivizes ACT/ WorkKeys performance
- The discussion has focused on combining these components and broadening the indicators

- Prioritize models that include a broad range of measures
- Do not give more weight to test based measures
- Consider approaches that offer some flexibility/ choice
- Differentiate performance to the extent practicable (in lieu of ‘all or nothing’)
- Add diploma endorsements
- Adjust GED so it is differentiated from graduate
- Ensure academic and career diploma endorsements are at the same level

# Mississippi Readiness Index - Revised Illustration

Acceleration	<b>0 points</b>	<b>20 Points</b>		<b>30 Points</b>	<b>40 Points</b>	<b>Maximum</b>
	No evidence of advanced coursework or program participation	Student participates in qualifying course or program (AP, IB, AICE, Dual Credit, Industry Certification)		Student meets performance expectation on at least 1 qualifying course (C or better in DC; 3 on AP; 4 on IB)	Student meets performance expectation on more than 1 qualifying course or program	40
Achievement	<b>0 points</b>	<b>10 Points</b>	<b>20 Points</b>	<b>30 Points</b>	<b>40 Points</b>	<b>Maximum</b>
	Does not graduate or earn GED by end of grade 12	GED or 5th year graduate	Graduate	Diploma with Academic or Career/ Technical Endorsement	Diploma with Distinguished Academic Endorsement or Career/ Technical with a) WorkKeys Gold b) GPA 3.0 c) 28 credits	40
Assessment	<b>0 points</b>	<b>10 Points</b>		<b>15 Points</b>	<b>20 Points</b>	<b>Maximum</b>
	Does not attain qualifying assessment score	ACT 17 English OR ACT 19 Math		ACT 18 English AND ACT 22 Math	Meets ACT Benchmark in English AND Math	20
		ACT WorkKeys Silver OR ASVAB/ AFQT 31		ACT WorkKeys Silver with Industry Certification OR ASVAB/ AFQT 50		
<b>College and Career Readiness Score</b>						<b>100</b>

- Does the ATF support including ASVAB in the model?
  - Pros: could help promote military readiness
  - Drawbacks: could proliferate testing, might not be comparable
- Are the performance levels appropriate?
  - 31 = threshold for AFQT category IIIB; minimum for Army with diploma
  - 50 = threshold for AFQT category IIIA; minimum for Army with GED
  - 65 = threshold for AFQT category II

1. Support readiness through the achievement category  
(presumably links JROTC + assessment)
2. Support readiness through ASVAB score in assessment category
3. Do not support including military readiness
4. Unsure



- In order to create a career technical diploma endorsement in the same tier as the Distinguished academic endorsement the Traditional Diploma + CTE Endorsement could be augmented to require:
  - 26 credits to 28 credits
  - GPA from 2.5 to 3.0
  - WorkKeys from Silver to Gold

***Does the ATF support this change to create a “comparable” CTE accomplishment in the highest tier?***

### Duplicate the current acceleration approach

- Participation
  - Numerator: all students taking advanced courses
  - Denominator: all students in grades 11 and 12 + all students taking and passing advanced courses
- Performance
  - Numerator: All students in advanced courses meeting performance standard
  - Denominator: All students enrolled in advanced courses

### Use “Banking” Approach (i.e. Senior Snapshot)

- Student accomplishments in grades 9-11 will be scored based on enrolled 12th graders
- Potential Challenges: There may not be much differentiation between the 30 and 40 point tiers
  - Could be addressed by increasing the requirement (e.g., raise dual enrollment grade to “A” and AP score to “4”)

- *Which approach to implementing acceleration does the ATF support?*
- *Do you support any changes to the performance thresholds for the highest point category?*

*Do you agree with the proposed weights for each component?*

Acceleration = 40

Achievement = 40

Assessment = 20

*Are there any other recommended revisions to the proposed readiness index?*

# Accountability Weights

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The purpose of this discussion is to revisit the discussion from February 2024 regarding the influence or weight of each indicator in the model.

We'll compare the current ratings with the February ratings and discuss what adjustments are supported.



### ESSA requirements:

With respect to the academic achievement, growth, progress in English language proficiency, and grad rate indicators, afford *“substantial weight to each such indicator; and in the aggregate, much greater weight than is afforded to the indicator[s] [for school quality and student success].”*

While not explicitly addressed in ESSA, the United States Department of Education (ED) generally has NOT approved state systems in which

- HS Graduation Rate is < 15-20%
- Progress in English Language Proficiency < 5%

READING	MATH	SCIENCE	ENGLISH LANGUAGE PROGRESS
Proficiency <b>95</b> PTS	Proficiency <b>95</b> PTS	Proficiency <b>95</b> PTS	Progress to Proficiency <b>35</b> PTS
Growth All Students <b>95</b> PTS	Growth All Students <b>95</b> PTS		
Growth Lowest 25% <b>95</b> PTS	Growth Lowest 25% <b>95</b> PTS		

READING	MATH	OTHER SUBJECTS	GRADUATION 4-YEAR	ACCELERATION	COLLEGE & CAREER READINESS	ENGLISH LANGUAGE PROGRESS
Proficiency 95 PTS	Proficiency 95 PTS	Science Proficiency 47.5 PTS	4-year Cohort Rate 190 PTS	Performance 23.75 PTS	ACT Performance 47.5 PTS <i>OR</i>	Progress to Proficiency 50 PTS
Growth All Students 95 PTS	Growth All Students 95 PTS	U.S. History Proficiency 47.5 PTS		Participation 23.75 PTS	ACT WorkKeys Option 47.5 PTS	
Growth Lowest 25% 95 PTS	Growth Lowest 25% 95 PTS					

## Current

Indicators	ES/MS Weight
Proficiency Reading	13.5%
Proficiency Math	13.5%
Proficiency Science	13.5%
Growth Reading	13.5%
Growth Math	13.5%
Growth L25 Reading	13.5%
Growth L25 Math	13.5%
English Language Progress	5.0%

## February Mean

Indicators	ES/MS Weight
Proficiency Reading	14%
Proficiency Math	14%
Proficiency Science	13.8%
Growth Reading	15.4%
Growth Math	15.4%
Growth L25 Reading	11.3%
Growth L25 Math	11.3%
English Language Progress	5.0%

Indicators	Current	Revised	Current Points	Revised Points	Proposed Points
Proficiency Reading	13.50%	14%	95	98	<b>95</b>
Proficiency Math	13.50%	14%	95	98	<b>95</b>
Proficiency Science	13.50%	13.80%	95	97	<b>95</b>
Growth Reading	13.50%	15.40%	95	108	<b>110</b>
Growth Math	13.50%	15.40%	95	108	<b>110</b>
Growth L25 Reading	13.50%	11.30%	95	79	<b>80</b>
Growth L25 Math	13.50%	11.30%	95	79	<b>80</b>
English Language Progress	5.00%	5.00%	35	35	<b>35</b>
			700	702	<b>700</b>

Proposed points are “smoothed” to create clearer values that are in keeping with the group’s intent and that minimize disruptions to the model

## Current

Indicators	HS Weight
Proficiency Reading	9.5%
Proficiency Math	9.5%
Proficiency Science	4.8%
Proficiency U.S. History	4.8%
Growth Reading	9.5%
Growth Math	9.5%
Growth L25 Reading	9.5%
Growth L25 Math	9.5%
Graduation Rate	19.0%
Acceleration	4.8%
College/ Career Readiness	4.8%
English Language Progress	5.0%

## February Mean

Indicators	HS Weight
Proficiency Reading	9.6%
Proficiency Math	9.6%
Proficiency Science	5.6%
Proficiency U.S. History	2.8%
Growth Reading	8.8%
Growth Math	8.8%
Growth L25 Reading	7.5%
Growth L25 Math	7.5%
Graduation Rate	16.8%
Acceleration	9%
College/ Career Readiness	9%
English Language Progress	5%

Indicators	Current	Revised	Current Points	Revised Points	Proposed Points
Proficiency Reading	9.50%	9.60%	95	96	<b>95</b>
Proficiency Math	9.50%	9.60%	95	96	<b>95</b>
Proficiency Science	4.80%	5.60%	47.5	56	<b>55</b>
Proficiency U.S. History	4.80%	2.80%	47.5	28	<b>25</b>
Growth Reading	9.50%	8.80%	95	88	<b>90</b>
Growth Math	9.50%	8.80%	95	88	<b>90</b>
Growth L25 Reading	9.50%	7.50%	95	75	<b>75</b>
Growth L25 Math	9.50%	7.50%	95	75	<b>75</b>
Graduation Rate	19.00%	16.80%	190	168	<b>170</b>
Acceleration	4.80%	9%	47.5	90	<b>90</b>
College/ Career Readiness	4.80%	9%	47.5	90	<b>90</b>
English Language Progress	5.00%	5%	50	50	<b>50</b>
			1000	1000	<b>1000</b>

- Should U.S. continue to be in the model? Should the points be adjusted?
- Are the increases for Readiness appropriate?
  - Current CCR + Acceleration = 95
  - Proposed CCR + Acceleration = 180
- Are all other proposed weights/ points appropriate?



Please use these forms to submit your recommended points. Enter a number for each indicator. The total must sum to 700 for ES/MS and 1000 for High Schools.

### Elementary/ Middle

<https://tinyurl.com/4pw4jxf6>



### High School

<https://tinyurl.com/2fwfhns6>



# Review Process and Timeline

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Complete proposed revisions to the accountability model.

Develop business rules, analyze impact

Set performance standards

Communicate information about the model and performance expectations

First results based on the new model.

- Do you agree with the proposed process and timeline?

# Follow-Up and Future Topics

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- *What's one thing we covered today that you want to emphasize and/or request we follow-up on?*
- *What's a topic or issue we have not covered you'd like the task force to address in the future?*