

**Mississippi Accountability Task Force Meeting
August 16, 2024**

DRAFT Meeting Summary

Meeting Participants

First Name	Last Name	Organization	Role
Lisa Renee	LaMastus	Cleveland School District	Principal
Ryan	Kuykendall	DeSoto County	Chief Accountability Officer
Christy	Hovanetz	Foundation for Excellence in Education	External Expert
Tarrinasha	Jones	Greenville Public School District	Principal
Jermaine	Brown	Hattiesburg	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 Schools	Director of Planning and Evaluations
Steven	Hampton	Lamar County	Superintendent
Alicia	Conerly	Lawrence County	District Instructional Specialist
Lindsay	Brett	Lee County Schools	Principal
Greg	Paczak	Madison County Schools	Director of Research & Development
Alan	Burrow	Mississippi Department of Education	Director of District and School Performance
Deborah	Donovan	Mississippi Department of Education	Data Analytics and Reporting
Paula	Vanderford	Mississippi Department of Education	Chief Accountability Officer
Tim	Scott	Mississippi Department of Education	Director of Accountability Services
William	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 High School	Assistant Principal
Lawrence	Hudson	Western Line School District	Superintendent

Welcome and Introductions

Following welcome and introductions, Dr. Chris Domaleski reviewed the purpose of the Accountability Task Force (ATF), indicating their role is to help the Mississippi Department of Education (MDE) make good decisions about the design and implementation of the state, school accountability system. He emphasized that the ATF focuses on policy priorities and decisions to support those priorities that are technically defensible and operationally feasible. Feedback

from the ATF is received as a recommendation to the MDE. Next, Dr. Domaleski reviewed the ground rules and group norms for the meeting and the agenda.

Reconceptualizing College and Career Readiness

Dr. Domaleski shared a revised model for how college and career readiness could be addressed in accountability. He reminded the Task Force of the guidance they developed to inform these revisions:

- Prioritize a broad range of measures
- Do not increase the weight of test based measures
- Offer some flexibility/ choice
- Differentiate performance to the extent practicable (not 'all or nothing')
- Include diploma endorsements

The Task Force discussed whether ASVAB should be included in the model. Proponents suggested it could better incentivize and reward military readiness. Those not supporting it worried that it would lead to a proliferation in testing. Some Task Force members proposed that military readiness could be supported by completing a JROTC program.

Next, the Task Force discussed adding a career technical diploma accomplishment that is comparable to the distinguished academic endorsement diploma. This was generally supported as Task Force members want to ensure that the model doesn't advantage college versus career achievements.

Finally, the Task Force reviewed the proposed acceleration approach and agreed it is desirable to keep the methodology similar to the current method.

Dr. Domaleski proposed that the model would be further refined and reviewed at a subsequent meeting.

Accountability Weights

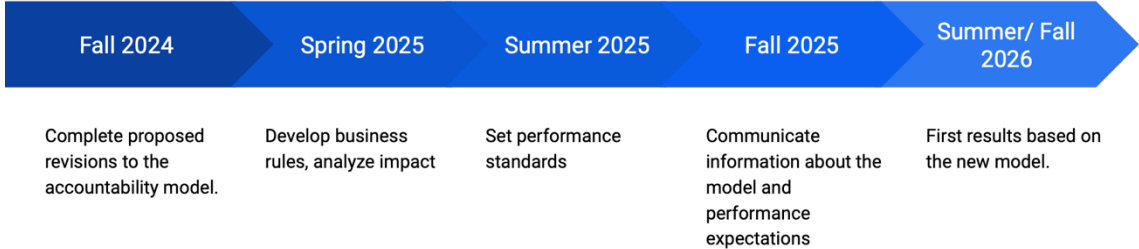
The Task Force reviewed the current weights (or points assigned to each indicator) in the model. Dr. Domaleski then reviewed a potential alternative to the current weights based on input from the February 2024 Task Force meeting. The alternative represented the mean ratings from the Task Force that were statistically smoothed to create clearer interpretations.

After considerable discussion and modeling various alternatives, the Task Force decided to simply change the weights by eliminating the points for U.S. History and reassigning them to the new college and career readiness indicator. This recommendation is shown in the table below.

Indicators	Current Points	Revised Points
Proficiency Reading	95	95
Proficiency Math	95	95
Proficiency Science	47.5	47.5
Proficiency U.S. History	47.5	0
Growth Reading	95	95
Growth Math	95	95
Growth L25 Reading	95	95
Growth L25 Math	95	95
Graduation Rate	190	190
Readiness	95	142.5
English Language Progress	50	50
	1000	1000

Process and Timeline

Finally, the Task Force reviewed a draft timeline for revisions to the model which is shown in the figure below:



In fall 2024 proposed revisions will continue to be discussed followed by work to develop business rules and prepare for implementation in spring 2025. New standards would be set in the summer of 2025 allowing for communication about the revised model and standards in fall 2025.

The Task Force endorsed this timeline and thanked the MDE for providing clarity about the overall process.

Future Topics

In the last session, Dr. Domaleski invited members to provide closing comments, especially to identify their priorities for topics the ATF should address at future meetings. Suggestions included the following:

- Continue work to refine and finalize readiness in the model
- Discuss growth at a future Task Force meeting, especially for the low 25 component

- Make sure that research is conducted to evaluate the impact of decisions and recommendations before they are finalized
- Discuss progress in English language proficiency at a future meeting
- Many participants expressed gratitude for engaging the group with challenging but important topics.