Accountability Task Force

November 21, 2024

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
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

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

Agenda

9:00am	Welcome and Introductions
9:15am	MDE Updates
9:45am	College and Career Readiness
11:00	Break
11:15am	Federal Designations
12:00pm	Lunch
1:00pm	Growth
2:00pm	Break
2:15pm	Progress in English Language Proficiency
3:15pm	Future Topics
3:30pm	Adjourn

Purpose and Overview

- 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

Ground Rules/ Group Norms

- 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

MDE Updates

- Regional Meetings for 1% Waiver
- Report to Legislature Regarding ACT
- DRC Test Administration
- ELPA-21 Administration
- RFP for next year assessments
- Other

College and Career Readiness

Background

- 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

Feedback from Previous Meetings

- 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

Acceleration	**Participation Calculation 25 Points Maximum**			**Performance Calculation 25 Points Maximum**		**50 Maximum**
	The numerator for the Participation component calculation will be the number of students taking accelerated courses and/or related exams. The denominator for the Participation component calculation shall include all students in 11th or 12th grade plus any 9th or 10th grade students who take and pass accelerated assessments and associated courses where applicable. (No additional fractional weighting)			The numerator for the Performance component calculation will be the number of students taking and passing accelerated assessments/courses such as AP, IB, AICE, dual credit, dual enrollment, or industry certification courses. The denominator for the Performance component calculation will consist of all students participating in the courses and/or tests identified in the participation calculations. (No additional fractional weighting)		
Achievement	**0/1**	**.25/1**	**.5/1**	**.75/1**	**1/1**	**50 Maximum**
	Does not graduate or earn qualifying equivalancy by end of 5th year of 9th grade cohort	Approved diploma equivalency by 5th year or 5th year graduate	Traditional Graduate	Diploma with Academic or Career/ Technical or JROTC Endorsement	Diploma with Distinguished Academic Endorsement or Career/ Technical endorsement or JROTC Endorsement with equivalent distinguished measures	
Assessment	**0/1**	**.25/1**	**.5/1**	**.75/1**	**1/1**	**50 Maximum**
	Does not attain qualifying assessment score	ACT ≥ 15 Superscore or 830 SAT	ACT 17 English AND 17 Math or 920 SAT	ACT 18 English OR 22 Reading AND ACT 22 Math or 1050 SAT	ACT ≥ 25 Superscore or 1200 SAT	
		ACT WorkKeys Bronze or ASVAB/AFQT 31	ACT WorkKeys Silver or ASVAB/ AFQT 40	ACT WorkKeys Gold or ASVAB/ AFQT 65	ACT WorkKeys Platinum or ASVAB/ AFQT 90	

Summary of Changes

- Points primarily expressed as percentages
- No additional fractional weighting in acceleration
- References to qualifying equivalency (not just GED)
- Added JROTC endorsement
- Added new levels and thresholds to assessment

Does the ATF support the assessments and thresholds in the model?

.25/ 1	.5/1	.75/ 1	1
ACT ≥ 15 Superscore	ACT ≥ 17 English AND Math	ACT ≥ 18 English OR 22 Reading AND 22 Math	ACT ≥ 25 Superscore
830 SAT	920 SAT	1050 SAT	1200 SAT
WorkKeys Bronze	WorkKeys Silver	WorkKeys Gold	WorkKeys Platinum
ASVAB/AQFT 31	ASVAB/AQFT 40	ASVAB/AQFT 65	ASVAB/AQFT 90

Does the ATF support the diploma requirements for achievement?

- Diploma with Academic or Career/ Technical or JROTC Endorsement
- Diploma with Distinguished Academic Endorsement or Career/ Technical endorsement or JROTC Endorsement with equivalent distinguished measures

Discussion 4: Overall Points

Does the ATF support the point values assigned to each indicator?

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**

Federal Designations

ESSA Required Classifications

- **Comprehensive Support and Improvement (CSI)**
  - Not less than the lowest 5% of Title I schools
  - Any high school failing to graduate one third or more of its students
- **Targeted Support and Improvement (TSI)**
  - Schools with a subgroup that is consistently underperforming
- **Additional Target Support and Improvement (ATSI)**
  - Any school in which a subgroup of students on its own would lead to CSI identification
  - ATSI schools that have not satisfied exit criteria in a 'state determined number of years' are classified as CSI

States may add additional classifications at their discretion. There are no requirements that address the relationship between state and federal classifications.

State CSI Criteria

Criteria

- Graduation Rate = 67% or lower
- 3 year accountability score ranks in the bottom 5% of Title 1A schools
- School was previously an Additional TSI school with 3 consecutive years of subgroup proficiency performance (ELA or math) at or below that of all students in the bottom 5% of Title IA schools.

Exit

- After 3 years the school has a graduation rate higher than 67% and does not rank in the bottom 5%
- The school improves a letter grade or progresses enough to exceed the midpoint of the letter grade range

State TSI Criteria

A school with a subgroup that:

- scores in the lowest 50 percent on the overall accountability index results;
- scores in the lowest quartile of average reading/language arts or mathematics gap-to-goal (current percent proficient less the 70 percent long-term goal) for the most recent three years of accountability calculations;
- scores in the lowest quartile of improvement toward reading/language arts or mathematics gap-to-goal closure over three years.

Schools not identified for CSI, and with subgroups meeting all criteria above, will be rank ordered highest to lowest based on the most recent overall accountability index (including all indicators), and the lowest-performing schools will be identified for TSI annually.

Lowest 5% of all schools will be identified for TSI.

State ATSI Criteria

Criteria

- The schools identified as additional targeted support and improvement (ATSI) are a subset of TSI schools.
- These schools have student groups that have performed comparable to that of the lowest five percent of Title I schools in the state. and will be identified annually.

Exiting ATSI

- No longer score in the lowest 5%
- Increase one letter grade or an increase that crosses over the midpoint of the letter grade range

Discussion (1)

To what extent should federal accountability designations be linked to letter grades?

Alternatives:

- No link, keep them separate
- Some federal designations should be directly linked to letter grades.
  - Example: CSI and F should align
- Some federal designations should be loosely coupled with letter grades.
  - Example: Any school designated for ATSI should not be eligible for a grade of B or higher

Discussion (2)

Should MDE re-evaluate the progress criterion to exit? The progress criterion requires an increase in letter grade or progresses that crosses the midpoint.

Remember, schools must no longer meet the criteria that initially led to identification.

Alternatives:

- Any increase in the composite score
- Reduce the gap to the next letter grade by x%
  - Example: schools must reduce gap by 10%. If the gap to the next grade is 50 the school would have to improve by 2.5 points.
- Focus on growth component
  - Example: An increase in the low 25 growth score for ELA and math
- Combination:
  - Example: any increase in composite score that includes an increase in low 25 growth

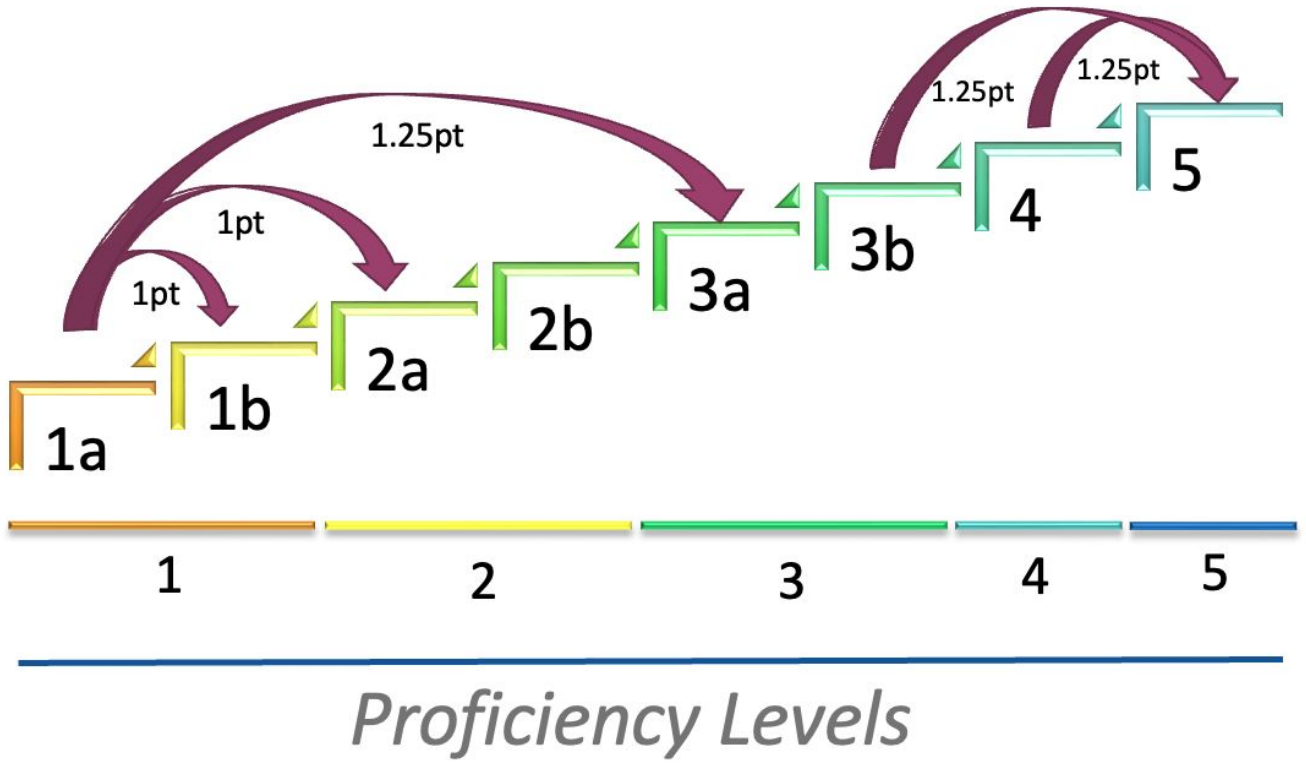
Examining Growth

Overview

- The MDE has received feedback suggesting that growth points should be examined.

- In particular, there is concern that growth does not adequately reward progress in regions of the scale - namely the ‘pass’ range.

Calculation of Growth



Earning Growth Points:

- Moving 1 *Growth** level = 1 pt
- Moving 2 *Proficiency** levels = 1.25 pts
- Moving from any lower level to level 5 = 1.25 pts
- Staying at level 5 = 1.25 pts

Impact of Adding 3C - Math

	Level 1		Level 2		Level 3			Level 4	Level 5	
Prior Year Math PL	1	2	3	4	5	5.5	6	7	8	Grand Total
0	141	1616	3709	6724	6181	7173	8167	11684	11344	56739
1	176	4648	8023	7963	9162	10108	8435	35076		83591
1.25	66	3334	1086	2484	129	227	585	9912	25338	43161
Grand Total	383	9598	12818	17171	15472	17508	17187	56672	36682	183491
Percent Meeting Growth	63.2%	83.2%	71.1%	60.8%	60.1%	59.0%	52.5%	79.4%	69.1%	
Percent by Prof. Level	82.4%		65.2%		57.1%					

	Level 1		Level 2		Level 3		Level 4	Level 5	
Prior Year Math PL	1	2	3	4	5	6	7	8	Grand Total
0	141	1624	3709	6724	11777	12579	11684	11344	59582
1	176	4651	8023	7963	13825	11034	35076		80748
1.25	66	3336	1086	2484	227	712	9912	25338	43161
Grand Total	383	9611	12818	17171	25829	24325	56672	36682	183491
Percent Meeting Growth	63.2%	83.1%	71.1%	60.8%	54.4%	48.3%	79.4%	69.1%	
Percent by Prof. Level	82.3%		65.2%		51.4%				

Impact of Adding 3C - ELA

	Level 1		Level 2		Level 3			Level 4	Level 5	
Prior Year ELA PL	1	2	3	4	5	5.5	6	7	8	Grand Total
0	198	5631	5297	7283	12052	8622	15504	13409	8251	76247
1	718	5164	4882	5838	10809	9088	8393	25913		70805
1.25	97	1850	425	995	248	1820	1052	11983	17856	36326
Grand Total	1013	12645	10604	14116	23109	19530	24949	51305	26107	183378
Percent Meeting Growth	80.5%	55.5%	50.0%	48.4%	47.8%	55.9%	37.9%	73.9%	68.4%	
Percent by Prof. Level	57.3%		49.1%		51.5%					

	Level 1		Level 2		Level 3		Level 4	Level 5	
Prior Year ELA PL	1	2	3	4	5	6	7	8	Grand Total
0	212	6120	5883	8258	16880	18495	15441	9014	80303
1	783	5564	5404	6569	10069	9722	28611		66722
1.25	105	2031	459	1136	285	1141	12614	18582	36353
Grand Total	1100	13715	11746	15963	27234	29358	56666	27596	183378
Percent Meeting Growth	80.7%	55.4%	49.9%	48.3%	38.0%	37.0%	72.8%	67.3%	
Percent by Prof. Level	57.3%		49.0%		37.5%				

Discussion

- We discussed this issue with the Technical Advisory Committee (TAC) last week. They advised that the scale should not be divided more than the conditional standard error of measurement (CSEM). Creating 3 levels in ‘pass’ is the limit of what the scale can support.
- Adding a level 3C has a modestly favorable impact for math (+5.7%) and a more substantial impact for ELA (+14%)
- Do you support adding 3C to growth? Why or why not?
- Are there other changes to growth you would propose?

Progress in English Language Proficiency

- The MDE has transitioned to a new English Language Proficiency Test (ELPT)
  - LAS Links will be replaced by ELPA 21
- Since the tests are not comparable, this necessitates changes to the progress in English language proficiency indicator
- We think this is also an opportunity to refine and improve this indicator

ESSA Requirements

- Include progress in achieving English language proficiency as defined by the state and measured by the state's approved English language proficiency assessment
- In each of grades 3-8 and in the 9-12 grade band
- Progress should be based on a state determined timeline
  - Note progress to proficiency rules out strictly norm-based growth approaches

Current Progress in English Language Proficiency Indicator

- Each EL student receives a progress goal based on 5 years to
- The annual progress goal is equal to the minimum overall scale score needed to achieve proficiency at year five (5), minus the prior year overall scale divided by the number of years the student had remaining to exit the EL program in the prior year.
- A value between 0 and 1 is calculated for each EL student based on the extent to which they achieved the annual progress goal.
- Example:
  - Student in year 1 is 100 points from proficiency.
  - The student must progress 20 points. (100/5 = 20)
  - In year 2 the student progressed 15 points.
  - The student earns .75 points (15/20 = .75)

What decisions do we need to make?

- What is the expected time to proficiency?
- What progress model should we use?
- What are the annual progress expectations?

Expected Time to Proficiency

- Currently the expectation is 5 years or less
- Based on analyses conducted by Dr. Pete Goldschmidt using data from other ELPA21 states, time to exit varies based on Initial Performance Level (IPL)
- Students in IPL 1 need 6 or more years
- Dr. Goldschmidt research also revealed that it's important to establish meaningful IPLs
  - For example, dividing the scale or performance levels into equal intervals places too few students in the lower IPLs creating unrealistic progress targets

Mean Time to Proficiency

IPL	Mean Estimated Years	Expected time to Proficiency
1	6.5	**6**
2	6.2	**5**
3	5.9	**4**
4	5.1	**3**
5	3.9	**2**
6	1.2	**1**
Overall	5.2	

Expected Time to Proficiency

Recommendation:

Set expected time to proficiency such that it varies by IPL from 1 to 6 years.

What progress model should be used?

- The ELPA21 does not have a vertical scale.
- This means that calculating year-to-year progress based on subtraction is not a feasible solution.
- Other alternatives:
  - Value Added Models (VAM)
  - Student Growth Percentiles (SGP)
  - Regression
  - Value Tables

Considerations

- Implementing a new growth model such as VAM or SGP could be time consuming, costly, and would be inconsistent with the state's growth model for MAAP.

- For this reason, a value table approach is most promising and better supports intended interpretation and use.

Value Table Example

Baseline Year	Year 2	Year 3	Year 4	Year 5	Year 6
Emerging Low	Emerging High	Progressing Low	Progressing Medium	Progressing High	Proficient
Emerging High	Progressing Low	Progressing Medium	Progressing High	Proficient	
Progressing Low	Progressing Medium	Progressing High	Proficient		
Progressing Medium	Progressing High	Proficient			
Progressing High	Proficient				

- This example is from Nebraska.
- Requires dividing the ELPA21 levels of Emerging and Progressing into subcategories of Low and High and setting a scale score threshold for each category at each grade.
- Once that is done, MDE can use the same procedures for calculating points each year. For example, the gap between a student's score in Emerging High and Progressing Low represents the target. The percent of that target attained = earned points.

Recommendation:

- *Develop a value table value approach to calculate progress.*
- *Award points based on the percent of progress demonstrated between the current category and the target category.*

Proposed Timeline

- MDE will explore getting a waiver from the United States Department of Education to suspend ELP calculations in 2024-2025
- Once two years of ELPA21 data are available in summer 2026, MDE can finalized and implement the model

Follow-Up and Future Topics

Before we adjourn…

- *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?*