Accountability Task Force

January 31, 2025

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

MISSISSIPPI DEPARTMENT OF EDUCATION
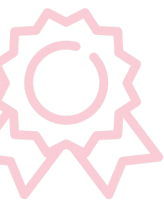
1 **ALL** Students Proficient and Showing Growth in All Assessed Areas

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 DEPARTMENT OF EDUCATION

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 and Follow-up Items
	• College and Career Readiness
	• Progress in English Language Proficiency
	• Growth
10:15am	Break
10:30am	Federal Designations
12:00pm	Lunch
1:00pm	Establishing Performance Standards: School Profile Exercise
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

- Legislative Session

  Current Accountability Bills

  February 4th Committee Deadline

- ACT

  Possible changes to WorkKeys Reimbursement

  Update on report provided to the legislature

- NAEP Results

  Overview of 2024 results

Follow-Up Items

- College and Career Readiness - final review
- Growth model recommendation
- Progress in English language proficiency

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.		
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 850 SAT	ACT 17 Superscore or 930 SAT	ACT 20 Superscore or 1080 SAT	ACT ≥ 25 Superscore or 1210 SAT	
		ACT WorkKeys Bronze or ASVAB/AFQT 31	ACT WorkKeys Silver or ASVAB/ AFQT 50	ACT WorkKeys Gold or ASVAB/ AFQT 65	ACT WorkKeys Platinum or ASVAB/ AFQT 93	

Does the ATF support the following assessment performance expectations?

.25/ 1	.5/1	.75/ 1	1
ACT ≥ 15 Superscore	ACT 17 Superscore	ACT 20 Superscore	ACT ≥ 25 Superscore
850 SAT	930 SAT	1080 SAT	1210 SAT
WorkKeys Bronze	WorkKeys Silver	WorkKeys Gold	WorkKeys Platinum
ASVAB/AQFT 31	ASVAB/AQFT 50	ASVAB/AQFT 65	ASVAB/AQFT 93

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**

- 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
- This is also an opportunity to refine and improve this indicator

- At the November meeting we discussed the possibility of MDE getting a waiver from the United States Department of Education to suspend ELP calculations in 2024-2025.

- We have learned subsequently that a waiver is unlikely to be granted.

- Therefore, we will have to develop a transitional plan for 2024-2025, which we will discuss today.

- Develop a value table value to calculate progress.
- Allow up to 6 years to attain proficiency depending on the starting level
- Award points based on the percent of progress demonstrated between the current category and the target category.

Example

18

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				

- Based on approach implemented in 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.

- Develop concordance between LAS Links and ELPA 21
- Source of concordance
  - Previous research
  - Statistical analyses with legacy data (e.g., equipercentile, regression)
- Use estimated concordance in value table model as a 'transitional year'
- Will require additional time to compute accountability scores

MISSISSIPPI DEPARTMENT OF EDUCATION
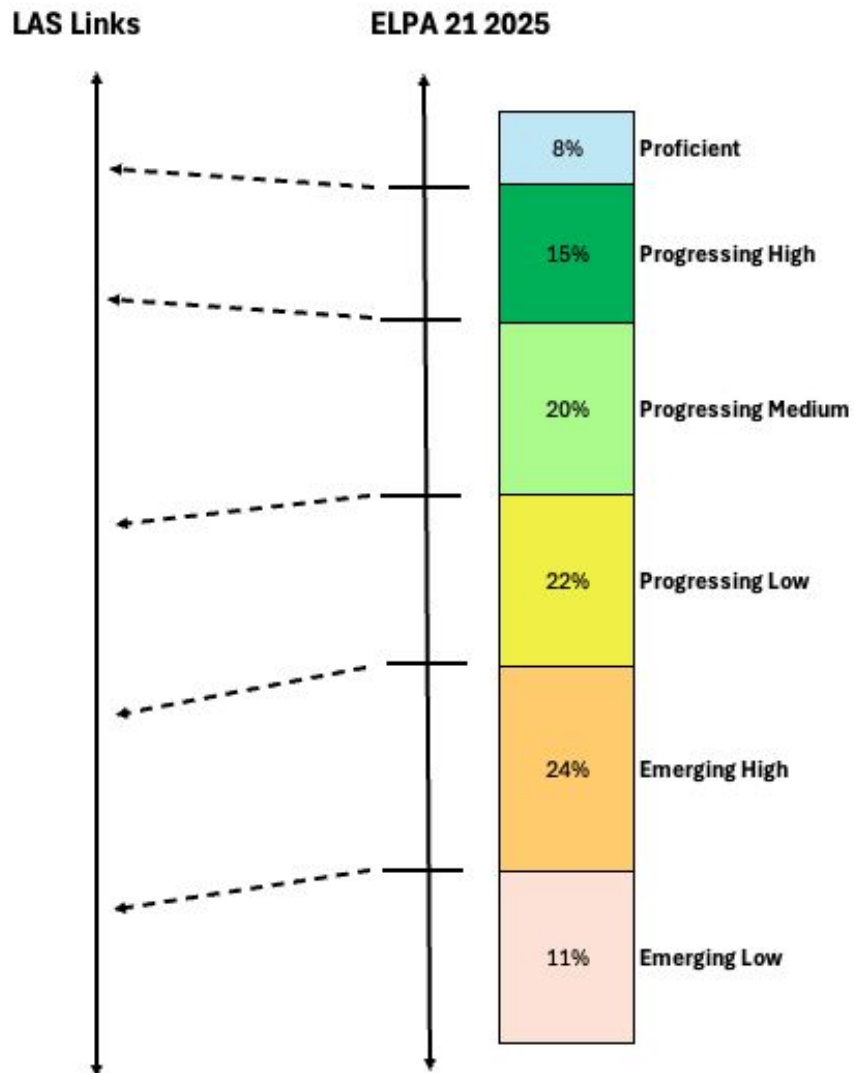
Concordance provides an estimate of the LAS Links level in prior administrations that corresponds to ELPA 21 levels in current administration

(Values shown are illustrative only)

- Does the Task Force agree with the methodology proposed?
- What are the pros and cons of this method compared with alternatives (e.g., retain previous ELP score, compute alternative ELP growth score)?

- 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

- 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)

MISSISSIPPI
DEPARTMENT OF
EDUCATION

Growth - Background

- 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' or level 3 range.

- In November we discussed the possibility of adding an additional growth category in level 3 (e.g., 3C).

- The Task Force also raised the issue of awarding some points (e.g., .5 or 1) for remaining in category 3 without progres. However this recommendation is not consistent with MDE's policy priorities.

- Today, the ATF is asked to decide if they support moving forward with an additional level 3 growth category.
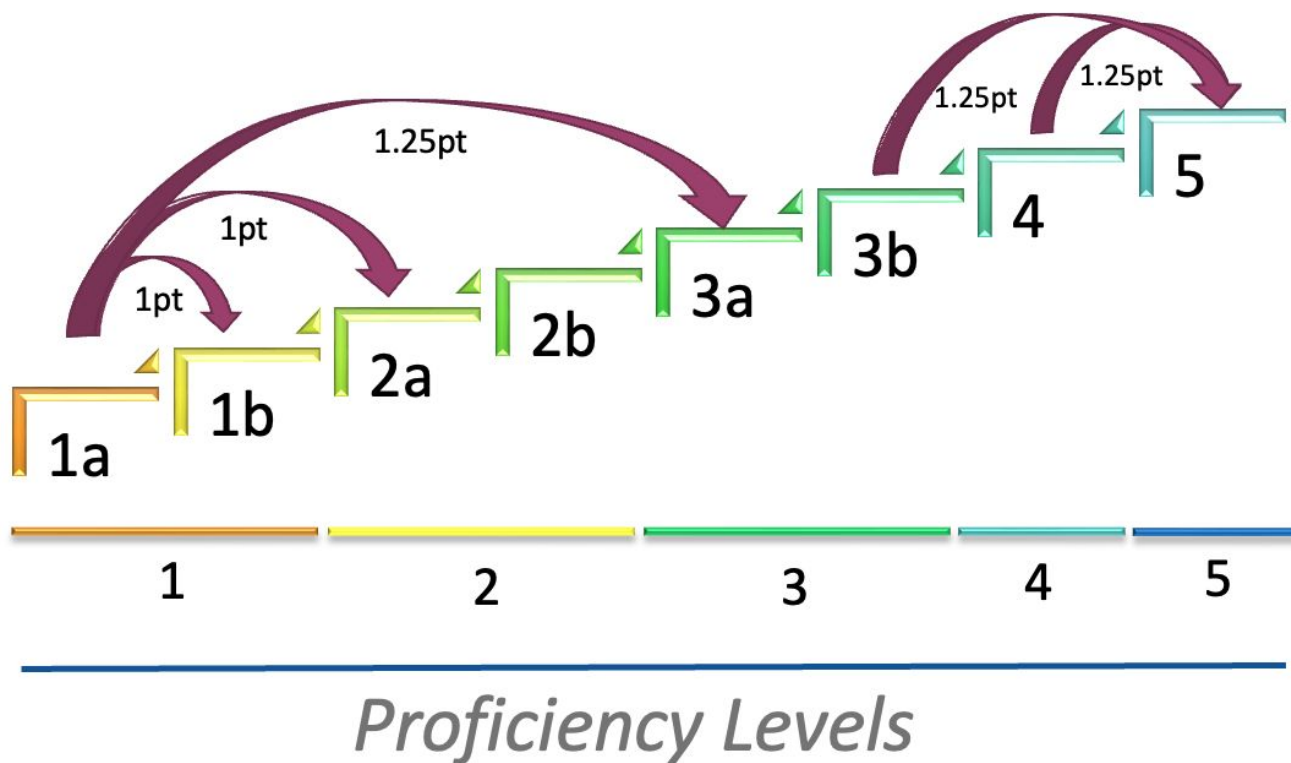
Earning Growth Points:

- 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

Prior Year Math PL	Level 1		Level 2		Level 3			Level 4	Level 5	
	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%					

Prior Year Math PL	Level 1		Level 2		Level 3		Level 4	Level 5	
	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%				

MISSISSIPPI DEPARTMENT OF EDUCATION

Prior Year ELA PL	Level 1		Level 2		Level 3			Level 4	Level 5	
	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%					

Prior Year ELA PL	Level 1		Level 2		Level 3		Level 4	Level 5	
	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%				

- Analyses reviewed in November shows that 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?*

Federal Designations

- **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.

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

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.

MISSISSIPPI
DEPARTMENT OF
EDUCATION

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

- Monday, January 27 MDE hosted a webinar attended by selected district federal program directors to provide feedback and recommendations
- Strengths
  - 3 year average helps promote stability
  - Commendation to MDE for promoting clarity and providing support
- Concerns
  - Cut scores should not be a 'moving target'
  - Some growth targets are difficult to attain or maintain (in reference to decile target)
  - Overall scores can be favorable but exit criteria are not met

- The group does NOT support linking ATSI or TSI to letter grades
- Specify the degree to which composite scores should increase (avoid 'any increase') as a single criterion.
- Consider using an increase in composite score along with other criteria such as low 25 growth
- Consider alternative measures

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

Recommendation: Do not use ATSI, TSI, or CSI status as an influence on letter grades.

Rationale:
- There can be a disconnect with overall grade and ATSI/ TSI status. Providing a limit on the overall grade would be demotivating.
- Fixing the CSI (5%) threshold to a grade could cause confusion in later years if the distribution shifts.

How should MDE revise the **exit criterion**?

The current criterion requires an increase that crosses the letter grade midpoint (moving to a higher decile) in addition to no longer meeting the criteria that initially led to identification.

Recommendation*:
- No longer meet entry criteria <u>and</u> ONE of the following:
  - Attain an overall grade of B
  - 3 year average represents 5% progress from entry score to B cut score
  - Percent of L25 students who fail to attain growth reduces by 10% or more in 3 years

Rationale:
- Introduces a meaningful criterion
- Provides multiple opportunities to show progress

*Evaluate criteria with data analysis before confirming

CSI - School Level

Option 1:

- No longer meet entry criteria
- Composite score improvement based on average of <u>last 3 years</u>

Option 2:

- No longer meet entry criteria
- Composite score improvement in <u>most recent year</u>

Option 3:

- No longer meet entry criteria
- Composite score improvement of in <u>most recent year</u>

ATSI (Subgroup level)

- No longer meet entry criteria
- Composite score improvement in current year

- Do we want to keep the decile progress targets or replace it with 'any improvement' (or something else)
- Do we want the progress target to be based on 1 year or 3 years for CSI and/or ATSI?

Accountability Performance Standards

Introduction

- Accountability performance standards will be reset this summer
- We will review the proposed method for setting standards and seek feedback.
- We will also elicit recommendations to help develop the performance descriptors for each grade level.

Timeline
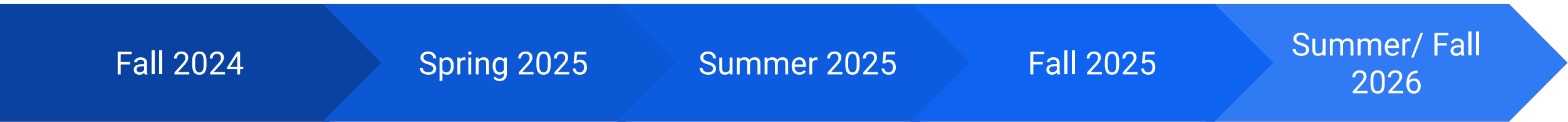
Fall 2024	Spring 2025	Summer 2025	Fall 2025	Summer/ Fall 2026
Complete proposed revisions to the accountability model.	Finalize changes, develop business rules, analyze impact	Set performance standards	Communicate information about the model and performance expectations	First results based on the new model.

What are performance standards?

- Performance standards answer the question, "What's 'good enough' to achieve a designated score or rating?"
- Performance standards should be operationalized as a cut-score or set of decision rules to define what is minimally acceptable.

Hybrid Approach

- **Norm-referenced**
  - Standards are based on the desired distribution of performance for schools or districts
  - For example: Only 10% of schools should get an "A"

- **Criterion-referenced**
  - Standards are based on a performance definition or profile
  - For example: to get an "A," 65% of students must be proficient or meet growth targets.

Hybrid Approach combines elements of both norm and criterion referenced methods. For example: An "A" school is 1) among the highest performing schools in the state and 2) the majority of students attain proficiency AND growth targets.

MISSISSIPPI DEPARTMENT OF EDUCATION

How do you set standards?

- There is a strong tradition of setting standards for assessment that can be applied to accountability systems.
- Strong approaches:
  - are designed to reflect policy priorities
  - are informed by the judgements of broad-based group of experts and stakeholders guided by relevant information, including consequences
  - are transparent and well documented
- The defensibility of performance standards are strongly linked to the process

1. Assemble broad based panel of school and district leaders
2. Work with panel to establish or refine performance level descriptors for indicators and overall letter grades for elementary/middle schools, high schools, and districts
3. Use descriptors to assign ratings to an ordered list of anonymous schools/ districts.
   a. There is a training exercise before the first round that 'counts'
   b. Panelists answer the question, "Based on the descriptors, what grade should this school earn?"
4. Ratings occur over 3 rounds.
   a. After rounds 1 and 2 the panel has an opportunity to see the ratings of their peers and discuss whether and to what extent adjustments should be made.
   b. After round 3, the panel can make adjustments to the overall scores (they do not rate individual schools again) by 2/3 majority support.
5. Document process and results.

Does the ATF have any questions or feedback on the proposed standard setting process?

- We would like to get additional feedback from the Task Force to inform the development of draft school performance descriptors that builds on your previous work.
- To collect your feedback, please work in groups to develop a description of a <u>school profile</u> that includes the desired requirements for A, B, C, and D.
- Consider:
  - What criteria and norms you would use to gauge whether that school qualifies
  - How the requirements come together. For example, are all required? Can lower performance in some offset others?
  - We have provided the guidance we reviewed in April 2024 for reference (but it should NOT constrain your decisons)

- A school that is among the highest performing schools in the state characterized by ALL of the following:
  - 2/3 or more of the students are proficient or better on state tests
  - 2/3 or more of the students are meeting growth targets for all students AND students in the low 25 group.
  - most all students graduate in 4 years (90% or more) AND more than half of the students earn a diploma with an academic or career endorsement
  - At least 1/2 of the students participate in advanced coursework
  - At least 1/2 of the students earn an ACT of 20, WorkKeys Gold, OR ASVAB of 65

- A school that performs at or near the state average and:

  - 1/2 or more of the students are proficient OR are meeting growth targets overall AND for the low 25 group
  - most students graduate in 4 years (80% or more) AND 1/4 or more earn a diploma with an academic or career endorsement
  - At least 1/4 of the student participate in advanced coursework
  - At least 1/2 of the students earn an ACT of 17, WorkKeys Silver, OR ASVAB of 40

- We'll work in 4 groups to develop your school profile recommendations.
- 2 groups will discuss elementary/ middle schools and 2 will discuss high schools.
- Afterwards, we'll share your recommendations.

bit.ly/3WF2fvX

Follow-Up and Future Topics

- *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?*