



Proposed Combined State/Federal Accountability System

Presented to the Mississippi State Board of Education

September 12, 2013

Senate Bill 2396

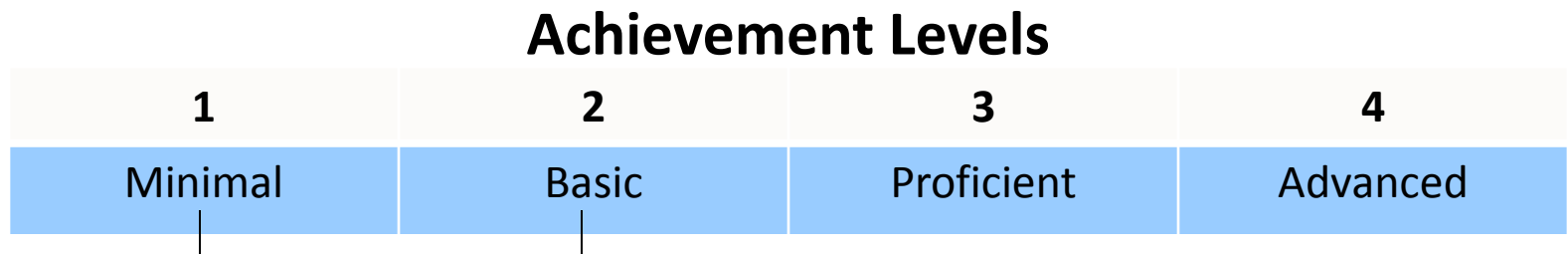
Accreditation of schools; prescribe standards for single “A” through “F” school and school district accountability system

- The state and federal accountability systems will be combined into one (federally-approved) system
- Discontinue the use of the performance classifications of “Star, High Performing, Successful, Low-Performing, At Risk of Failing” and replace with “A, B, C, D, & F”
- Incorporates a standards-based growth model
- The use of the HSCI and QDI will be discontinued
- The federally approved 4-year graduation rate will be used
- Standards increase when 75% of students are Proficient and/or when 65% of schools or districts earn a “B” or higher grade
- All schools will be assigned a label/grade

Defining Progress

Progress is when a student:

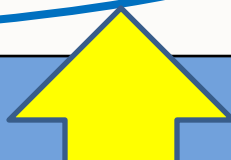
- Increases an Achievement Level with additional credit being given for students who progress two (2) or more levels
- Stays at the same Proficient or Above Achievement Level
 - Example: Student Stays in Proficient Achievement Level from 4th to 5th grade
- Moves up sufficiently within the lowest two Achievement Levels
 - Example: A student progresses from the bottom half of Basic to the top half of Basic



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Elementary and Middle Schools

Reading	Math	Science
Proficiency	Proficiency	Proficiency
Growth All Students	Growth All Students	 <p>An equating process will be used to adjust scores of elementary/middle schools with no 5th or 8th grade.</p>
Growth Lowest 25%	Growth Lowest 25%	

Grading Elementary Schools with No Tested Grades/Subjects in Reading/Math

- Any elementary school that does not have reading or math scores because the school does not have the required grade level, the scores from the students in the next higher grade in the tested subject within the same district will be applied back to the student's lower elementary school of origin. In order for the scores to be applied, the student must meet FAY at the lower grade school, at the current school and for anywhere in the district for the years in between if there is a gap in years.
- Pending a legislative technical amendment, Pre-K – K schools will be exempt and will not have assigned labels.

Elementary and Middle Schools

	A	B	C	D	F
Points	≥518	≥455	≥400	≥325	<325
Percent of Eligible Students Tested*	At least 95%	At least 95%	At least 95%	At least 95%	At least 95%

UPDATE: The SBE previously approved a requirement that schools/districts be dropped one letter grade for not meeting a specified target in either of the components for growth of the bottom 25%. The Accountability Task Force and Technical Review Team are recommending that requirement be removed.

*Although subgroup participation rates will be reported, this penalty will apply to the overall participation rate only. (A 94.5% participation rate will not be rounded to 95%.)

9/12/2013



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Elementary and Middle School Grades

Points in each category represent the percent of students meeting the established criteria

Reading	Math	Science
Proficiency 81.4% = 81.4 points	Proficiency 84.5% = 84.5 points	Proficiency 79.2% = 79.2 points
Growth All Students 72.7% = 72.7 points	Growth All Students 74.1% = 74.1 points	
Growth Lowest 25% 39.6% = 39.6 points	Growth Lowest 25% 55.3% = 55.3 points	Total: 487 Points = B

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Grading High Schools

High school grades calculation to include:

- Graduation rates for all students (4-year rate)
- Acceleration rates (both performance and participation)
 - Number of students taking and passing Advanced Placement, International Baccalaureate, AICE, dual credit, dual enrollment or industry certification courses
- A College & Career Readiness component (pending legislative mandates/funding)

4-year Graduation Rate

The 4-year (federally approved) graduation rate will be used -

- Students who graduate in four years from a school/district with a “Regular High School Diploma”
- “Regular High School Diploma” is the standard high school diploma and does not include GED, certificate of attendance, etc.

College & Career Readiness

Upon legislative action, the College & Career Readiness component will be based on ACT Scores.

ACT will be administered state-wide to juniors.

The highest sub-score will be used in the calculations, regardless of which administration, but before a cut-off date during the senior year (TBD).

A student's score will be applied to the school that "owns" the student during the Senior Snapshot process.

Impact data for 2012-2013 will be published without ACT data. (SB2396)

High School Grades

Reading	Math	Other Subjects	Graduation 4 year	Acceleration	College Readiness
Proficiency	Proficiency	Science Proficiency	All Students Rate	Participation Proficiency	Rate
Growth All Students	Growth All Students	U.S. History Proficiency		70/30 Y1 60/40 Y2 50/50 Y3	ACT Math 22 and Reading 22 or English 18
Growth Lowest 25%	Growth Lowest 25%			Phase in: Y1: 15-16 Y2: 16-17 Y3: 17-18	Math: 50% R/E: 50%

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High School Grades

Points in each category represent the percent of students meeting the established criteria

The cut-points below are the required cut-points based on the model without the College & Career Readiness Indicator.

	A	B	C	D	F
Points	≥695	≥623	≥540	≥422	<422
Percent of Eligible Students Tested*	At least 95%	At least 95%	At least 95%	At least 95%	At least 95%

UPDATE: The SBE previously approved a requirement that schools/districts be dropped one letter grade for not meeting a specified target in either of the components for growth of the bottom 25%. The Accountability Task Force and Technical Review Team are recommending that requirement be removed.

*Although subgroup participation rates will be reported, this penalty will apply to the overall participation rate only. (A 94.5% participation rate will not be rounded to 95%.)

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Full Academic Year (FAY)

In order for a student to meet FAY he/she must have been enrolled (regardless of attendance) for at least 75% of the days from September 1 of the school year to the first day of testing. This date will be published yearly by the MDE and will be the same for all schools, students and assessments. Calculations will be based on calendar days, not instructional days. Weekends and holidays will be included in the calculations.

Schools with Missing Components

- Any school that does not have science scores because the school does not have the required grade level(s), an equating process to adjust the point requirements will be used to adjust for the missing component.
- Schools with missing data for components specific to high schools (U.S. History, graduation rates, etc.,) will have proxy data (i.e., district average, historical average, etc.,) applied if available. If no proxy data is available, an equating process will be used to adjust for the missing components.

Rounding

In the calculation of each of the components in the accountability system that are reported to schools, the final value of each component will be rounded to one decimal place (tenths place). These values will be summed then rounded to a whole number and reported for the final grade value calculation.

Business rules regarding rounding in other calculations have also been clarified.

Example: A school with a 94.6% participation rate, does NOT meet the minimum 95% participation rate requirements.



Technical Review Team

Member	District/Agency/Company
Dr. J. P. Beaudoin	Research in Action
Dr. William Buchanan	Harvard Strategic Data Fellow/MDE
Dr. Lee Childress (CSA/Task Force Representative)	Corinth
Dr. Irene Dearman	University of Southern Mississippi
Mr. Roy Gill (Task Force Representative)	Harrison County
Dr. Christy Hovanetz	Foundation for Excellence in Education
Mr. Richard Morrison (SBE/Task Force Representative)	Rankin County
Dr. Sharon Schattgen	University of Missouri
Jennifer Weeks	DeSoto County

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Accountability Task Force

Member	Position	District
Dr. Lee Childress -Chair (CSA Representative)	Superintendent	Corinth
Mr. Dennis Dupree	Superintendent	Clarksdale
Mr. Roy Gill	Director of Curriculum and Instruction/Accountability	Harrison County
Ms. Kim Hubbard	Teacher (4 th grade)	Rankin County
Dr. Rebecca Ladner	Superintendent	Bay-Waveland
Mr. Richard Morrison (SBE Representative)	Assistant Superintendent	Rankin County
Ms. Therese Palmertree	Superintendent (retired)	McComb
Dr. Eddie Peasant	Principal	Clinton
Dr. Adam Pugh	Superintendent	Lafayette County

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