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 STATE BOARD OF EDUCATION

STRATEGIC PLAN GOALS

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
Goals for Task Force

1) to determine the types, quality, and amount of tests students take on the state and district level;

2) to provide recommendations on ways to ensure student testing is streamlined but measures the learning goals designed by Mississippi teachers; and

3) to discover and recommend best practices for student testing on the state and district level.
Today’s Agenda

• Overview of standards, alignment of assessments and results
• Overview of currently required assessments
• Discussion of first Task Force goal (District Test Survey)
• Set meeting schedule
Task Force Members

- Dr. Carey Wright, State Superintendent of Education
- Sen. Gray Tollison, Senate Education Chairman
- Rep. Richard Bennett, House Education Chairman
- Buddy Bailey, Mississippi State Board of Education
- Sean Suggs, Mississippi State Board of Education
- Kristina Pollard, Forest County School District
- Rachel Canter, executive director, Mississippi First
- Dr. Tim Martin, Clinton Public Schools
- Dr. Amy Carter, Meridian Public Schools
- Dr. Bonita Coleman, Ocean Springs School District
- Dr. Eddie Peasant, Starkville-Oktibbeha Consolidated School District
- Dr. Jennifer Wilson, Greenwood Public School District
- Dr. Robyn Killebrew, 2017-18 Milken Educator
- Dr. Howard Savage Jr., 2018 Administrator of the Year, Mendenhall High School
- Dr. Jessica Broome, 2017 Administrator of the Year, Pearl Junior High School
- Whitney Drewrey, 2018 Teacher of the Year, Lafayette County School District
Task Force Members

- **Luke Daniels**, 2017 Teacher of the Year, Petal School District
- **Lora Rance Evans**, 2016 Parent of the Year, Greenwood Public School District
- **Kelly Riley**, executive director, Mississippi Professional Educators
- **Joyce Helmick**, president, Mississippi Association of Educators
- **Steven Hampton**, research and accountability director, Lamar County Schools
- **Krystal Cormack**, chair, Mississippi Charter School Authorizer Board
- **Dr. Jay Smith**, retired Long Beach School District superintendent

**Ex-officio members**
- **Dr. Kim Benton**, chief academic officer, MDE
- **Dr. Paula Vanderford**, chief accountability officer, MDE
- **Dr. Christy Hovanetz**, Foundation for Excellence in Education
- **Dr. Chris Domaleski**, associate director, Center for Assessment
- **Rebekah Staples**, Lieutenant Governor’s Office
- **T.J. Taylor**, House Speaker’s Office
Expectations

• Be engaged
• Speak in facts as much as possible
• Listen and value the ideas and feedback of others
• Contribute, but be mindful of time
• Seek to understand, not just to be understood
• Be a problem solver
• Ask questions
• Do your homework
Reminders

• Meetings are livestreamed and recorded.
• Media will be present.
Overview of Statewide Standards and Assessments
Mississippi’s standards are learning goals for what students should know and be able to do in each course or grade. They are designed to equip students with the knowledge and skills they need to succeed in education and training after high school. Our assessments inform us of our students’ progress on the path to future success.
Prior to the 2014-15 school year, there was an “honesty gap” between the percentage of students achieving proficiency on Mississippi’s state assessments and the percentage achieving proficiency on the National Assessment of Educational Progress (NAEP).

Mississippi’s old tests showed more than 50-70% of students were proficient, while NAEP tests show proficiency levels were actually in the 20-25% range.

Current statewide assessments show that 35-37% of students are proficient, more in line with NAEP performance.
Mississippi’s standards received 90% approval. A closer look at the approval rates among various participants who identified in a particular category showed the following:

- 91% of teachers approved
- 83% of parents approved
- 96% of school administrators approved
- 85% of professors approved
- 88% of students approved
- 93% of community members approved
- 100% of business and industry representatives approved
The Mississippi Academic Assessment Program (MAAP) measures students’ knowledge, skills, and academic growth from elementary through high school.

- Student progress is measured from grades 3 through 8 with annual tests in English Language Arts and Mathematics and in Algebra I and English II.
- Students also take tests in Biology I and Science in grades 5 and 8.
Mississippi Academic Assessment Program (MAAP)

- The Mississippi Academic Assessment Program (MAAP) measures students’ knowledge, skills, and academic growth from elementary through high school.

- Student progress is measured from grades 3 through 8 with annual tests in English Language Arts and Mathematics and in Algebra I and English II.

**Teachers involved:**
- 2015 - 96 total
- 2016 - 198 total
- 2017 - 173 total
Where are we now?
Pass rate has increased annually since test was first administered in 2015.

Pass rate increased for all subgroups, including a 17 percentage point increase for students with disabilities from 2016 to 2017.
English Language Arts (ELA) and Mathematics proficiency rates increased annually since 2015.

- All student subgroups saw proficiency increases in Mathematics.
- All students subgroups except Students with Disabilities (SWD) saw proficiency increases in ELA.*

* From 2015 to 2017, ELA declined 0.8 percent for SWD.
Outcome 1: Increase percentage of students graduating from high school in each subgroup

- Graduation rate increased for all subgroups from 2015 to 2017
- Graduation rate for Students with Disabilities increased from 27.5 percent to 34.7 percent from 2015 to 2017

MISSISSIPPI’S GRADUATION RATE

![Graph showing graduation rate increase from 2014 to 2018](image)
Overall, Mississippi students maintained progress on NAEP assessment from 2015 and 2017.

8th Grade Reading performance significantly increased.

Mississippi tied with Washington state for greatest gain in 8th Grade Reading at 4.4 points.

Overall, lower-performing students remained flat or showed slight improvement while top-performing students scored higher.

Overall, Mississippi students growing at a faster pace than the nation.

Visit www.mdek12.org for complete NAEP results
Mississippi’s 2007 – 2017 NAEP Trend

Mississippi is 2nd in the nation for gains in 4th grade reading

Mississippi is 4th in the nation for gains in 4th grade math

Mississippi is 7th in the nation for gains in 8th grade math

Mississippi is 12th in the nation for gains in 8th grade reading.
NAEP Average Scale Scores

Average Scale Scores – 4th Grade Mathematics
- National Public
- State

Average Scale Scores – 8th Grade Mathematics
- National Public
- State

Average Scale Scores – 4th Grade Reading
- National Public
- State

Average Scale Scores – 8th Grade Reading
- National Public
- State
What tests are required?
What’s required under federal law?

- Annual statewide assessments are required in reading and math in grades 3-8 and once in high school; science assessments are required once each in elementary, middle, and high school.

- Assessments must be aligned with state standards and provide information on whether a student is performing at grade level.

- LAS Links is used as a measure of progress toward English language proficiency for all English learners (not just 3-8 and high school).

- No more than 1 percent of all students in the state can take an alternate assessment for students with the most significant cognitive disabilities.
## Summary of Required Assessments

<table>
<thead>
<tr>
<th>Required Assessments</th>
<th>State Law</th>
<th>Federal Law</th>
<th>Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten Readiness Assessment</td>
<td>✔</td>
<td></td>
<td>✔*</td>
</tr>
<tr>
<td>MS Dyslexia Screener - Kindergarten &amp; Grade 1</td>
<td>✔</td>
<td></td>
<td>✔*</td>
</tr>
<tr>
<td>Universal Screener - K-3</td>
<td>✔</td>
<td></td>
<td>✔*</td>
</tr>
<tr>
<td>3rd Grade Reading for promotion (currently MAAP)</td>
<td>✔</td>
<td>✔</td>
<td>✔*</td>
</tr>
<tr>
<td>MAAP Reading &amp; Math - Grades 3-8</td>
<td>✔</td>
<td>✔</td>
<td>✔*</td>
</tr>
<tr>
<td>Science - Grades 5 &amp; 8</td>
<td>✔</td>
<td>✔</td>
<td>✔*</td>
</tr>
<tr>
<td>English Learner (for speakers of other languages)</td>
<td>✔</td>
<td>✔</td>
<td>✔*</td>
</tr>
<tr>
<td>Algebra I</td>
<td>✔</td>
<td>✔</td>
<td>✔*</td>
</tr>
<tr>
<td>English II</td>
<td>✔</td>
<td>✔</td>
<td>✔*</td>
</tr>
<tr>
<td>Biology</td>
<td>✔</td>
<td>✔</td>
<td>✔*</td>
</tr>
<tr>
<td>U.S. History</td>
<td>✔</td>
<td></td>
<td>✔*</td>
</tr>
<tr>
<td>Pre-K Assessment (if school offers pre-K)</td>
<td>✔</td>
<td></td>
<td>✔*</td>
</tr>
<tr>
<td>ACT in Junior Year</td>
<td>✔**</td>
<td></td>
<td>✔*</td>
</tr>
</tbody>
</table>

* Part of the Accountability Model

** Funded by the Legislature
Why are we here?
Goals for Task Force

1) to determine the types, quality, and amount of tests students take on the state and district level;

2) to provide recommendations on ways to ensure student testing is streamlined but measures the learning goals designed by Mississippi teachers; and

3) to discover and recommend best practices for student testing on the state and district level.
Understanding District and State Testing


Field research on testing practices in four diverse Mississippi school districts to determine how many standardized tests Mississippi students take and how much time they spend taking those tests.

General Findings Highlights:

- In 2014-2015, students spent an average of less than 1% of a 180-day year taking state tests.

- Students took more district tests than state tests in every district we studied, but they sometimes spent less time on district testing than on state testing.

- Test completion hours do not reflect all the time schools devote to standardized testing.

- Teachers evaluated tests according to four criteria: relevance, timeliness, usability of data, and affiliated support for data use.
1. Districts have **wide autonomy** in how they use testing, resulting in **very different student experiences** across districts.

2. Low-performing districts in our sample administered more tests and spent more time testing than high-performing districts.

3. Teachers in high-performing districts may receive more support for data review and analysis.

4. 1-to-1 **technology** did not reduce test completion hours, although it may have reduced testing-related disruptions.

5. Low-performing schools prioritized test prep over content instruction for at least 25% of their instructional year.
Recommendations

We identify three broad recommendations followed by specific actions for MDE, schools districts, and the legislature.

1. Mississippi should *increase transparency* about testing in public schools.

2. Mississippi must put testing back *in its appropriate place* in education.

3. End the *overreliance on test prep*. 
The full report can be found at


For additional information
Rachel Canter, Executive Director
Rachel@mississippifirst.org
Goal 1

To determine the types, quality, and amount of tests students take on the district level;

What information do you need to answer this question?
Future Meeting Dates