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 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
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.
Goals for Task Force
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.
Task Force Members

- **Dr. Carey Wright**, State Superintendent of Education
- **Sen. Gray Tollison**, Senate 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, Quitman 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
- **Dr. Robert Sanders**, principal, Mendenhall High School
- **Luke Daniels**, 2017 Teacher of the Year, Petal School District
Task Force Members

- **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
- **Lisa Karmacharya**, chair, Mississippi Charter School Authorizer Board
- **Dr. Jay Smith**, Long Beach School District

**Ex-officio members**

- **Dr. Nathan Oakley**, 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
### 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>Brigance Pre-K (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>
<tr>
<td>* Funded by the Legislature</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>** Part of the Accountability Model</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
District Survey Overview
85 percent of survey participants completed the questionnaire.

15% didn’t complete

- Non-completers
- Completers

Overall, less than two-thirds districts validly responded to the survey.

36% didn’t validly respond

- Respondents
- Non-respondents

• Valid response rate to the administrator’s survey was 64 percent.
A, B, and C districts had significantly higher response rates than D and F districts.

Half of the D and F districts didn't respond to the survey.
Survey Overview

• Majority of the valid survey respondents used vendor-created assessments in their districts.

95 percent of valid respondents reported that their districts used vendor-created assessments in 2017-2018.

- Not using vendor-created assessments
- Using vendor-created assessments
Analysis Results
Analysis Results

• Reported data show that administrators on average have higher rate of finding the surveyed vendor-created assessments “very helpful”, compared to teachers.

In general, higher percentage of administrators find the following reading assessment very helpful, compared to teachers. CASE ELA by TE21 is rated the most helpful Reading assessment by both administrators and teachers.

In general, higher percentage of administrators find the following math assessment very helpful, compared to teachers. I-Ready Math by Curriculum Associates is rated the most helpful Math assessment by both administrators and teachers.
Technology issues with districts’ broadband and vendors’ software are rated the top two factors that prolong the test administration for an individual student beyond the expected minutes of administration.

The top two factors prolong test administration time for an individual student are technology issues with district broadband and technology issues with vendor software.
The most significant factor affecting the amount of time it takes the district to test all students is the availability of test-capable devices.

<table>
<thead>
<tr>
<th>Test Subject</th>
<th>Availability of test-capable devices</th>
<th>District broadband/internet</th>
<th>Availability of proctors</th>
<th>District-level test preparedness</th>
<th>School-level test preparedness</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>CASE Math</td>
<td>55%</td>
<td>21%</td>
<td>21%</td>
<td>21%</td>
<td>21%</td>
<td>21%</td>
</tr>
<tr>
<td>STAR Reading</td>
<td>49%</td>
<td>28%</td>
<td>28%</td>
<td>28%</td>
<td>28%</td>
<td>28%</td>
</tr>
<tr>
<td>CASE ELA</td>
<td>48%</td>
<td>22%</td>
<td>22%</td>
<td>22%</td>
<td>22%</td>
<td>22%</td>
</tr>
<tr>
<td>STAR Math</td>
<td>47%</td>
<td>29%</td>
<td>29%</td>
<td>29%</td>
<td>29%</td>
<td>29%</td>
</tr>
<tr>
<td>NWEA MAP ELA</td>
<td>46%</td>
<td>42%</td>
<td>42%</td>
<td>42%</td>
<td>42%</td>
<td>42%</td>
</tr>
<tr>
<td>CASE English II</td>
<td>46%</td>
<td>19%</td>
<td>19%</td>
<td>19%</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>i-Ready ELA</td>
<td>45%</td>
<td>35%</td>
<td>35%</td>
<td>35%</td>
<td>35%</td>
<td>35%</td>
</tr>
<tr>
<td>CASE Algebra I</td>
<td>44%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>i-Ready Math</td>
<td>43%</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>NWEA MAP Math</td>
<td>39%</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
</tr>
</tbody>
</table>
Analysis Results

- Students from A and F districts on average spent relatively more testing time on vendor-created assessments, compared to students from other districts.

A districts and F districts are the top two districts where students had longer testing time in 2017-2018 school year. The correlation between the average of student's total testing time and district's performance is -0.14 (weak).
Analysis Results

- C and D districts on average spent more time than other districts administering vendor-created assessments.

C districts and D districts are the top two districts who spent more time in administering tests in 2017-2018 school year. The correlation between the average total test administration time and district's performance is -0.11 (weak).

<table>
<thead>
<tr>
<th>District</th>
<th>Average Time (min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C districts</td>
<td>128.8</td>
</tr>
<tr>
<td>D districts</td>
<td>117.9</td>
</tr>
<tr>
<td>F districts</td>
<td>88.7</td>
</tr>
<tr>
<td>A districts</td>
<td>88.5</td>
</tr>
<tr>
<td>B districts</td>
<td>80.2</td>
</tr>
</tbody>
</table>
Analysis Results

- Neither student’s testing time nor district’s administration time spent on ELA assessments has a strong correlation with district’s ELA proficiency level.

In 2017-2018, the longer testing time a student spent in total on ELA assessments at a district, the lower the district's ELA proficiency. The correlation was -0.13.

In 2017-2018, the longer administration time a district spent in total on ELA assessments, the lower the district's ELA proficiency. The correlation was -0.07.
Analysis Results

• Neither student’s testing time nor district’s administration time in Math assessments has a strong correlation with district’s Math proficiency level.

In 2017-2018, the longer testing time a student spent in total on Math assessments at a district, the lower the district's Math proficiency. The correlation was -0.14.

In 2017-2018, the longer administration time a district spent in total on Math assessments, the lower the district's Math proficiency. The correlation was -0.11.
Teacher Survey
Overview
The Survey Research Laboratory (SRL) of the Social Science Research Center, MSU was hired to conduct a web-based survey of all public school teachers in the state of Mississippi.

The Mississippi Department of Education does not have direct email addresses to every teacher in the state. As a result, the survey was conducted through a general email to school and district leaders, as well as through a teacher listserv.

This process likely impacted the response rate.
Survey Response Rate

• Overall Response Rate: 32.3% (10,106/31,252 teachers)
• Range of rates: 0% to 89.6%
• 15 school districts with zero responses
• 30 school districts with less than 10% of teachers responding
• Number of teacher respondents by school/district: 1 to 143
Survey Themes

1. Too Much (Testing)  This category includes comments referring to the amount of testing, the length of testing, and any general complaint how much testing occurs.

2. Bad Tests/Bad Data  This category includes comments referring to the quality of the tests, the fit with curriculum/standards, validity of tests, evaluative ability of tests, developmentally inappropriate, and not a good fit for children with disability or in special education programs.

3. Kid Stress  This category includes comments referring to students stress/pressure, poor physical or mental health related to testing, and dislike of school due to testing.
Survey Themes

4. Loss of Instructional Time  This category includes comments referring to not having enough to teach the material due to testing, teachers being unable to fully cover a topic or curriculum due to testing demands, students being pulled out of class to test or receive intensive tutoring for testing, schools stopping other classes due to testing occurring in the school, or teachers or assistant teachers proctoring testing in other classes.

5. Teacher Stress  This category includes comments referring to teachers stress/pressure, poor physical or mental health related to testing, and dislike of school or teaching due to testing.
Summary

• Teachers were very responsive to the opportunity to share their perspectives on student testing.

• There is too much testing at both the state and district levels.

• The biggest (ranked first) challenge of student testing is that it takes time away from daily instruction.

• Stress for teachers and students are also given as issues related to too much testing.

• Significant differences between districts in the time to administer an assessment and complete testing on all students.

• Technology issues were the primary reasons for prolonged test administration.
Final Work of Task Force
## Teacher Poll

<table>
<thead>
<tr>
<th>Responses from Those Who Identified as High School Teachers</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. History Teachers</td>
<td>170 (27%)</td>
<td>457 (73%)</td>
<td>627</td>
</tr>
<tr>
<td>History Teachers (Other than U.S. History)</td>
<td>128 (26%)</td>
<td>360 (74%)</td>
<td>488</td>
</tr>
<tr>
<td>Other Teachers (Not History)</td>
<td>416 (21%)</td>
<td>1592 (79%)</td>
<td>2008</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>714 (23%)</td>
<td>2409 (77%)</td>
<td>3123</td>
</tr>
</tbody>
</table>
Commission

Recommendation
Options:

1. Reject the recommendation of the Testing Task Force

2. Accept the recommendation of the Testing Task Force and recommend the State Board of Education (SBE) begin the Administrative Procedures Act (APA) process to eliminate the U.S. History end-of-course assessment (see next slide)
APA Process

If the CSA recommends the SBE begin the APA process to eliminate the U.S. History end-of-course assessment, the recommendation will be presented to the SBE on September 12, 2019.

If the SBE votes to begin the APA process to eliminate the U.S. History end-of-course assessment, the final decision of the SBE will occur after the APA process has ended and comments are reviewed. Therefore, any decision to remove the U.S. History end-of-course assessment would not be effective until the 2020-2021 school year.