# OFFICE OF EDUCATIONAL ACCOUNTABILITY Summary of State Board of Education Agenda Items May 16-17, 2013

# OFFICE OF ACCREDITATION

23. <u>Approval of the proposed recommendations of the Accountability Task Force,</u> <u>approved by Commission on School Accreditation on April 4, 2013, for the State</u> <u>Accountability System beginning school year 2013-2014</u> (Has cleared the Administrative Procedures Act process with public comments)

Recommendation: Approval

Back-up material attached

#### Proposed Recommendations for a Combined State and Federal Accountability System

### Presented by the Accountability Task Force Approved by the Commission on School Accreditation April 4, 2013 Approved by the State Board of Education April 19, 2013

The performance classifications will be assigned based on the following school grading assignments:

Schools with no 12<sup>th</sup> grade will have seven (7) components, each worth 100 points, totaling 700 possible points:

- 1. Reading Proficiency
- 2. Reading Growth All Students
- 3. Reading Growth Lowest 25%
- 4. Math Proficiency
- 5. Math Growth All Students
- 6. Math Growth Lowest 25%
- 7. Science Proficiency

#### Prior to the 2015-2016 School Year, High Schools (schools with a grade 12) will have ten (10)

components, each worth 100 points, totaling 1000 possible points:

- 1. Reading Proficiency
- 2. Reading Growth All Students
- 3. Reading Growth Lowest 25%
- 4. Math Proficiency
- 5. Math Growth All Students
- 6. Math Growth Lowest 25%
- 7. Science Proficiency
- 8. U.S. History Proficiency
- 9. Graduation Rate (Four (4) Year] All Students
- 10. College Readiness (Math 50% and English/Reading 50%)

**Beginning with the 2015-2016 School Year**, **High Schools (schools with a grade 12)** will have eleven (11) components, each worth 100 points, totaling 1100 possible points:

- 1. Reading Proficiency
- 2. Reading Growth All Students
- 3. Reading Growth Lowest 25%
- 4. Math Proficiency
- 5. Math Growth All Students
- 6. Math Growth Lowest 25%
- 7. Science Proficiency
- 8. U.S. History Proficiency
- 9. Graduation Rate All Students
- 10. College Readiness (Math 50% and English/Reading 50%)
- 11. Acceleration (Participation and Performance Combined) on the following sliding scale:
  - a. Year One (2015-2016 School Year): Participation 70%/Proficiency 30%
  - b. Year Two (2016-2017 School Year): Participation 60%/Proficiency 40%
  - c. Year Three (2017-2018 School Year): Participation 50%/Proficiency 50%

#### Growth

Growth is determined by whether or not a student increases in proficiency levels from (1) one year to the next based on the following criteria:

- An increase of ANY Proficiency Levels
- Staying at the same Proficiency Level that is at or above Proficient from one (1) year to the next
- An increase within the lowest two (2) Proficiency Levels that crosses over the mid-point of the level. (Example: Bottom half of Basic to top half of Basic)

Additional weight is given for the following increases:

- Any increase of two (2) or more Proficiency levels will be given a weight = 1.2.
- Any increase to the highest Proficiency level will be given a weight = 1.25.
- Any other increase is given a weight = 1.

Assessments used for calculation of growth will include:

- Grade-level (3-8) assessments in Reading/Language Arts;
- Grade-level (3-8) assessments in Mathematics;
- High School-level assessments in Reading/Language Arts;
- High School-level assessments in Mathematics;
- Alternate assessments (3-8 and High School) in Reading; and
- Alternate assessments (3-8 and High School) in Mathematics. (No Growth will be calculated for Science.)

# Growth – Low 25% (Reading and Math)

**Definition:** Each school will have a Low 25% subgroup identified in both Reading and Math by ranking the scale scores of students in each grade in each subject. The lowest 25% of students are identified, then any students with the same score as the top of the 25% are then included in the lowest 25%. (This will usually yield a percentage slightly higher than 25%.) If in the event the number of students does not yield an even 25%, then the next highest scale scores are included to ensure a minimum of 25% of students are included, at each grade and subject level.

**Penalty:** If a school does not receive a minimum number of points (based on the percentage of the students in the Low 25% subgroup meeting growth) in Reading OR Math, **then the school will be dropped one letter grade.** 

If a school/district does not meet the above criteria in the current year but does meet it in the previous year, then the school/district will be considered as having met the criteria. (The point value from the current year will be applied to the overall calculations.) It will be noted in the reporting of the results, if a school meets the criteria based on the previous year's results rather than the current year.

# **Participation Rates**

To ensure that schools/districts are assessing all students (as required by the USDE) a school/district will automatically be dropped a letter grade if the school/district does not meet a 95% minimum participation rate. Although subgroup participation rates will be reported, this penalty will apply to the overall participation rate only. (Any participation rate lower than 95.0% will not be rounded up to 95%.)

## **Graduation Rate**

The federally-approved 4-year graduation rate will apply.

**Definition**: The number of students who graduate in four (4) years from a school and LEA with a **regular high school diploma** divided by the number of students entered four (4) years earlier as first-time ninthgraders, with adjustments for deaths, emigration, and transfers in and out. A "regular high school diploma" (Appendix A-1: District Option Diploma, Appendix A-2: Standard Diploma, and Appendix A-3: Career Pathway Diploma, *Mississippi Public School Accountability Standards, 2012*) is the standard high school diploma that is fully aligned with the state's academic content standards. No exceptions are made for students with disabilities (students receiving an IEP, SCD students) or students receiving an occupational diploma, GED, certificate of attendance, etc. It is the intent of the Mississippi Department of Education to increase the number of students with disabilities receiving a regular high school diploma.

## Acceleration

High Schools will have an Acceleration component in their calculations. The Acceleration component refers to the percentage of students taking and passing the assessment associated with the accelerated courses such as Advanced Placement, International Baccalaureate, or industry certification courses and students taking dual-enrollment courses, who are passing the course with a "C" or above.

The Acceleration component will consist of a Participation and a Performance component. These two components will be combined for one (1) score worth 100 points and phased in on the following sliding scale:

- a. Year One (2015-2016 School Year): Participation 70%/Proficiency 30%
- b. Year Two (2016-2017 School Year): Participation 60%/Proficiency 40%
- c. Year Three (2017-2018 School Year): Participation 50%/Proficiency 50%

Students participating in multiple accelerated courses will be given additional weighting.



# **Mississippi Department of Education**

Lynn J. House, Ph.D • Interim State Superintendent of Education

Office of Educational Accountability Michael W. Kent • Interim Director

Office of Accreditation and Accountability

Paula A. Vanderford, Ph.D. • Education Bureau Manager • 601-359-3764 • FAX: 601-359-1979 Jo Ann Malone • Director of Accountability Systems • 601-359-1878 Patrick Ross • Director of Accountability Services • 601-359-1878

# MEMORANDUM

To:

School District Superintendents School District Principals Members, State Board of Education Members, Commission on School Accreditation Other Interested Parties

From: Paula A. Vanderford, Ph.D. Education Bureau Manager

Date: April 19, 2013

# Subject: Statewide Accountability System for School Years 2013-2014 and thereafter

On April 19, 2013, the State Board of Education (SBE) granted approval to begin the Administrative Procedures Act (APA) process to establish the Mississippi Statewide Accountability System for school years 2013-2014 and thereafter. The Mississippi Statewide Accountability System will be effective upon the completion of the APA process for school years 2013-2014 and thereafter. The approved recommendations for the above mentioned Mississippi Statewide Accountability System are attached for your review.

You may submit comments in writing by mail or e-mail (accountability@mde.k12.ms.us), or they may be faxed to 601-359-1979 and received in the Office of Accreditation and Accountability no later than 5:00 p.m. on Tuesday, May 14, 2013. All written comments will be compiled and submitted to the SBE on May 16, 2013. Please submit written comments to Paula A. Vanderford, Education Bureau Manager, Office of Accreditation and Accountability, Post Office Box 771, Jackson, Mississippi 39205-0771.

If you have any questions, please do not hesitate to contact the Office of Accreditation and Accountability at 601-359-1878, or e-mail <u>pvanderford@mde.k12.ms.us</u>.

c: Lynn J. House, Ph.D. Michael W. Kent Leadership Team From: Chris Murphy <<u>chris.murphy@smithcountyschools.net</u>> Date: April 19, 2013, 12:07:45 PM CDT To: <<u>pvanderford@mde.k12.ms.us</u>> Subject: Accountability for 2013-2014

On the sliding scale below, in year 2015-2016, the Participation 70% refers to 70% of what part of the student population? Also, does the Proficiency 30% refer to 30% of the 70% or 30% overall?

#### Acceleration

High Schools will have an Acceleration component in their calculations. The Acceleration component refers to the percentage of students taking and passing the assessment associated with the accelerated courses such as Advanced Placement, International Baccalaureate, or industry certification courses and students taking dual-enrollment courses, who are passing the course with a "C" or above. The Acceleration component will consist of a Participation and a Performance component. These two

components will be combined for one (1) score worth 100 points and phased in on the following sliding scale:

a. Year One (2015-2016 School Year): Participation 70%/Proficiency 30%

b. Year Two (2016-2017 School Year): Participation 60%/Proficiency 40%

c. Year Three (2017-2018 School Year): Participation 50%/Proficiency 50%

Students participating in multiple accelerated courses will be given additional weighting.

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Chris Murphy Smith County Schools Curriculum Director - Math/Science Office: 601-782-4296 Fax: 601-782-9895 How will the GED Option programs effect the new accountability system?

Thanks! Raven

Raven Hawkins District Test Coordinator Behavioral Specialist <u>rhawkins@calhoun.k12.ms.us</u> 662-412-3152 ext 1008 April 23, 2013

Dear Ms. Vanderford:

This letter is to voice concern with the proposed Combined State and Federal Accountability Model beginning in the 2013-2014 school year, as follows:

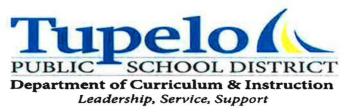
- <u>No Reason for a Blended State-Federal Model:</u> If the intent is to blend and adapt the State Model to fit Federal Accountability mandates, it seems the simplest solution is to only use the Federal Model (AYP) and do away with the State Model altogether. There has been no clear reason given for having a State Model in addition to the Federal Model.
- <u>Subject Area Passage is the Main Obstacle to Graduation</u>: Under federal law, only students with a regular high school diploma will count as graduates, certificate students will not. However, as understood, Mississippi determines what the graduation requirements are, i.e. passing Subject Area tests in addition to course work. The majority of certificate students are IEP students who start as diploma track, do not pass Subject Area tests(s), and revert to a certificate of completion. Subject Area tests could still be required for students to take, but removing the stipulation that they must pass them for graduation would greatly improve the dropout rate while still holding schools accountable for student achievement.
- <u>The Acceleration and College Readiness Components, If Mandated, Discriminate</u> <u>Against Poor, Rural, and Small Schools:</u> Any Acceleration or College Readiness component should be used to award "bonus" points for schools to increase their accreditation level. By using these components are part of the "baseline":
  - a. If students must pay for the ACT, AP tests, dual credit courses, or other such Acceleration programs, schools are held at the academic mercy of students' ability, or willingness, to pay;
  - b. If schools must pay for these ACT, AP tests, etc., without increased funding then a financial hardship will be placed on schools;
  - c. Rural and small schools do not have the access to Acceleration programs that suburban or urban schools do, especially those schools near a community or 4-year college;
  - d. Rural and small schools will never be able to achieve the participation rate that is proposed, especially if schools are held accountable for BOTH juniors AND seniors taking such courses. Many rural schools barely find 10 students (juniors and seniors) willing to take a dual credit class, and less than that willing to take an AP course. With combined totals of nearly 100 students or more, schools will never come close to meeting 50% to 70% participation.
  - e. Not every student chooses to go to college, but the College Readiness component holds schools accountable for the ACT scores of students who do not wish to go to college, who refused to take college prep classes, and who will not put forth any effort on the ACT.

I realize that the Combined State and Federal Accountability Model will continue to undergo some changes as legislative intent, as well as federal acceptance, become clearer. In the meantime, I hope that the concerns raised above are meritorious enough for consideration.

Sincerely,

Shamma Erbanto

Shannon Eubanks Principal



Leigh B. Mobley, Ph.D.

Director

Dear Dr. Vanderford,

After perusing several documents found on the Office of Research and Statistics sharepoint site, Tupelo Public School District has several questions regarding accountability changes for SY2013 and beyond. Listed below are the questions:

- 1. According to the approved recommendations for 2012-2013, science in grades 5 and 8 will not count for growth. Will US History count?
- 2. What assessment will be used to judge the college and career readiness of students?
- 3. What are the cut scores for proficiency on college and career readiness?
- 4. We have heard it will be the ACT and that the state will pay for the test in a student's 11<sup>th</sup> grade year. Is this true?
- 5. If a student takes the ACT multiple times, how will that affect college and career readiness?
- 6. According to the proposed recommendation for a combined state and federal accountability system, College Readiness will be part of the model in year 2013-2014. Which students will this test affect?
- 7. Participation rates of less than 95% will result in a drop of one letter grade for each school/district. For high schools does this include all students tested that year or the senior snapshot grouping?
- 8. What is the expectation for students entering ninth grade in 2013-2014 school year and after regarding the SAPT tests? Will they still have to pass all four in order to graduate? When will they be replaced with the Common Core tests?
- 9. How does a district GED program affect accountability?? How would students in a GED program be counted in the model?

We appreciate your help in answering these questions.

Sincerely,

Leigh B. Mobley, Director

Hancock Leadership Center 1920 Briar Ridge Road 662-840-1847 Work 662-840-1851 FAX lmobley@tupeloschools.com

Tupelo, MS 38804

Dr. David Daigneault Superintendent

Post Office Box 1940 Grenada, Mississippi 38902-1940



Grenada School District Education, Training, Dreams



Telephone (662) 226-1606

FAX (662) 226-7994

Dr. Paula Vanderford, Education Bureau Manager Office of Accreditation & Accountability P.O. Box 771 Jackson, MS 39205-0771

Dear Dr. Vanderford,

We would like to share comments and concerns with you concerning the proposed Accountability Model through the Administrative Procedures Act (APA). Our staff, students, and parents support the efforts to improve student performance in our schools.

- 1. Concerning the Growth Component for the Lowest 25% of students, our recommendation would be to follow the "Safe Harbor" component of the Florida Model that states:
  - a. Schools with at least 40% making gains can still meet the requirement if they show at least 1% annual improvement in the percentage of the Low 25 making learning gains. Schools with less than 40% of the Low 25 making gains can still meet the

requirement if they show at least a 5% annual improvement in the percentage of the Low 25 making gains.

#### **Or Preferably**

- b. Since the lowest 25% is already figured into the accountability model, counting these students twice is a major concern. Perhaps the biggest concern is dropping the district's letter grade based on this one component. Is that a fair process when this will greatly impact the remaining 75% and negate the good work that is being done with those students?
- Since students who choose the GED route actually receive a high school equivalency diploma, those students should not be counted against a districts graduation rate. The same holds true for students who receive an Occupational Diploma.

A solution (if allowable) to this issue would be to lower the denominator in the calculation to reflect only students who have graduated and dropped out of school. Those who have earned their GED or Occupational Diploma should not be included in the calculation.

For example: <u>300 students are in the cohort</u> 260 graduate with a diploma 18 complete with a GED 12 earn Occupational Diploma 10 Drop Out

The calculation would then be:

260 270 NOT 300

We appreciate the opportunity to express our concerns.

Sincerely cantt

Dr. David Daigneault Superintendent

2 (7 Jerry Williams Principal

Charles Washington 9<sup>th</sup> Grade Principal

Grenada High School 1875 Fairground Road Grenada, MS 38901

Phone: 662-226-8844 Phone 9<sup>th</sup> Grade: 662-226-6138 Fax: 662-227-6109 Dr. Sandra Howell Assistant Principal

Steven Robinson Assistant Principal

Emily Tindall Assistant Principal



Dr. Paula Vanderford, Education Bureau Manager Office of Accreditation & Accountability P.O. Box 771 Jackson, Ms. 39205-0771

Dear Dr. Vanderford,

Based on the provision set forth in the Administrators Procedure Act, the administration, faculty and staff at Grenada High School would like to share some concerns we have with the proposed Accountability Model. We support improving student performance for all students but are concerned about a few of the categories in the model.

1. The lowest 25% is figured into 2 categories in the Math and Language Arts. We do not think it is fair to count the lowest 25% in Growth All Students and Growth Lowest 25% when our top 75% only count once in the model.

We would like to see the students who do not meet growth in the lowest 25% only count in that category and not in Growth All Students, which would keep these students from being counted twice.

2. Another concern is the possibility of dropping a letter grade because we did not meet 50% growth in the lowest 25%. This does not reflect the success of our top 75%.

We would like to see Mississippi's model mirror the "Safe Harbor" component of the Florida Model. The Florida model states:

 Schools with at least 40% of the low 25% making gains can still meet the requirement if they show at least a 1% annual improvement in the percentage of the low 25% making learning gains.

- Schools with less than 40% of the Low 25% making gains can still meet the requirement if they show at least a 5% annual improvement in the percentage of the Low 25% making learning gains.
- 3. We are concerned about students who get a GED, Mississippi Occupational Diploma or Certificate of Attendance not counting in the Graduation Rate. The high school is being held accountable for students that were placed in MOD and Certificate programs prior to entering the 9<sup>th</sup> grade.

We know a lot of students have academic challenges in their lives and these programs mentioned are comparable to their abilities. If these students are not going to count in the graduation rate, then they should not count in the cohort.

Sincerely,

Jerry Williams Grenada High School Principal

### **Brenda Shelby**

From: Sent: To: Subject: Attachments: Paula Vanderford Tuesday, May 14, 2013 2:36 PM Accountability Fwd: Accountability Concerns Accountability Review1.pdf; ATT00001.htm

Sent from my iPhone

Begin forwarded message:

From: "Ferguson, Amanda C" <<u>acferguson@tupeloschools.com</u>> Date: May 14, 2013, 2:31:56 PM CDT To: "<u>accountability@mde.k12.ms.us</u>" <<u>accountability@mde.k12.ms.us</u>> Cc: "Mobley, Leigh" <<u>LMOBLEY@tupeloschools.com</u>>, "<u>pvanderford@mde.k12.ms.us</u>" <<u>pvanderford@mde.k12.ms.us</u>> Subject: Accountability Concerns

Attached are the concerns, we have found with the proposed model.

Thanks,

Amy Ferguson

# **RTI Administrator**

Tupelo School District Hancock Leadership Center 1920 Briar Ridge Road Tupelo, MS 38804 662-840-1847 Work 662-840-1851 Fax 662-687-3720- Cell

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To the State Department of Education:

The proposed model was developed with the success of Mississippi students in mind. This model clearly outlines measuring focused aspects of student progress across the Elementary through High School continuum. However, after studying the model, we have found some areas that need clarification.

- According to what we see in this model, the Junior Year PARCC assessments are not included, which are designed to give a college and career readiness score. Why do we need to emphasize the ACT which is not 100% aligned to the common core curriculum? Student performance is important, but we do not want to over assess our students.
- If the ACT remains in the model, we will need to consider the equity issue for students across the state. How will we ensure that students have equal opportunities for success on this costly assessment?
- The current growth model is statistically sound, and it is understand the new model was
  designed to be more transparent and easier for the public to understand. However, due
  to the lack of statistics, minor variances in cut scores could cause a whole grade span
  across the state to not show growth.
- Florida is reducing the graduation requirements to 24 credits without having to pass end
  of course assessments as a requirement for graduation. This will provide their students
  multiple pathways for high school graduation. Other states are gaining waivers for GED
  students to count as traditional diplomas in order to increase graduation rates. These are
  both options for increasing graduation rates across the state and need to be considered.

We appreciate your reviewing our concerns for the new accountability model. Student achievement is important as we begin our transition to Common Core State Standards. We want to ensure that the new model for accountability aids districts in promoting student growth in preparation for college and career.