

OFFICE OF CHIEF SCHOOL PERFORMANCE OFFICER
Summary of State Board of Education Agenda Items
December 18-19, 2014

OFFICE OF ACCOUNTABILITY

08. Discussion of feedback on the implementation of the 2014 Accountability System and suggestions for improvement

On November 10, 2014, the Office of Accreditation and Accountability requested feedback from school districts on the implementation of the 2014 Accountability System, as well as suggestions for improvement in 2015.

In an effort to garner additional input and provide further clarity, the Accountability staff hosted regional focus group meetings November 17 through 21, 2014. The purpose of these meetings was to have casual, candid conversation about the new Accountability system. Focus group meetings were held in Brandon, Meridian, Hattiesburg, McComb, Cleveland, Oxford, and Pass Christian.

Districts were also encouraged to submit comments/suggestions in writing to the Office of Accountability through Thursday, December 11, 2014.

On December 4, 2014, the Commission on School Accreditation reviewed the report.

No Action: Discussion Only

Back-up material attached

Mississippi Statewide Accountability System

Focus Group Meetings

Summary

Purpose: The Office of Accreditation and Accountability held seven (7) regional focus group meetings to discuss the areas of the accountability system that were of most concern to districts. Participants were asked to rank the top 5 areas of the Business Rules for the accountability system that each participant would like to see revised due to unintended consequences or impractical. The meetings were open to all district personnel who have a great working knowledge of the accountability system. This document provides a brief summary of the amount of participation and feedback received during the meetings.

Meeting Dates and Locations:

Meeting Date	Time	Location	Number of Districts	Number of Participants
Monday, November 17, 2014	9:30 a.m. – 11:00 a.m.	Brandon	10	25
Monday, November 17, 2014	2:00 p.m. – 3:30 p.m.	Meridian	4	7
Tuesday, November 18, 2014	9:30 a.m. – 11:00 a.m.	Hattiesburg	15	26
Tuesday, November 18, 2014	2:00 p.m. – 3:30 p.m.	McComb	6	16
Wednesday, November 19, 2014	9:30 a.m. – 11:00 a.m.	Cleveland	13	15
Wednesday, November 19, 2014	2:00 p.m. – 3:30 p.m.	Oxford	18	31
Thursday, November 20, 2014	1:30 p.m. – 3:30 p.m.	Pass Christian	9	19

Top 5 Areas of Concern Across Meetings: The comments below are some of the suggested methods identified by the participants as ways of addressing the concerns shared across the group(s).

Graduation Rates

- Change the definition of diploma to include occupational diploma.
- Consider a policy regarding overage transfers who lack “sufficient” credits.
- Exit exams are not required for graduation in other states nor by the feds. WHY don’t we tie the exam to class completion rather than graduation? We are being punitive.
- Consider EL exceptions (such as new immigrants who enter country unprepared for high school work)
- Only impacts high school, but is really a k-12 indicator. Every school should be held accountable for graduation rate, or keep at district level only.

Growth

- How to measure growth with the new tests???
- Remove growth for 2015.

- High performers (i.e., advanced – advanced) should generate more credit than a simple 1.0 for growth Keep it simple!
- GET ANOTHER WAIVER with the Hold Harmless/freeze, give us a year to adjust the process, and stop making annual change! In the meantime, use graduation rate and other measures to intervene and support. What IS sound educational practice during an assessment transition?
- Giving grades based on changing tests is punitive in nature.

Growth – Lowest 25%

- Revise language in the law to replace “emphasis on low 25” with “Minimal and Basic up to 25% of population.”
- To identify a moving 25% target is very difficult. Lock in the Low 25% on November 1
- Give the low 25% its own category rather than counting the students twice

AMOs

- Incorporate safe harbor and confidence interval into the model
- Reset AMOs with new data
- Leading and lagging indicators for Priority exit are not equitable to the purpose of entry into Priority
- Consider the Proficiency Index (half of basic) in the full model for consistency purposes

Schools without Tested Subjects or Grades

- Use MKAS or another test that the K-3 schools use rather than backmapping
- Use equating for missing components and backmapping, then use the higher of the two
- Do not give K-2 schools a grade at all
- Do not include growth for K-3 schools

**Mississippi Statewide Accountability System
Written Feedback for State Board of Education
Summary**

Purpose: The Office of Accreditation and Accountability sent an email to the Superintendents listserve and to the Accountability listserve, as follows:

The Office of Accreditation and Accountability requests your feedback on implementation of the 2014 Accountability System and suggestions for improvement for 2015. You may submit your comments in writing by mail (Attn: Accountability Feedback, Office of Accountability (Suite 211), MDE, Post Office Box 771, Jackson, MS 39205-0771), e-mail (accountability@mde.k12.ms.us), or facsimile transmission (601-359-5527). All feedback should be received no later than 5:00pm on Thursday, December 11, 2014. All written comments will be compiled and submitted to the SBE during the December 2014 meeting.

Feedback Results: As of December 8, 2014, 26 commenters from 21 districts noting 58 concerns had been received, in addition to the feedback from the Regional Focus Group meetings. The written feedback is attached. A summary of the written comments is provided below. Note: Many commenters addressed more than one area of concern.

Top Areas of Concern:

Assignment of Grade Classifications (19)

- Split the model into state and federal (4)
- Add an incentive for participation (1)
- Increase weight for science and history (3)
- Consider grading districts and school configurations rather than schools (1)
- Use a different assessment (i.e., ACT) (7)
- Consider uncertainty; don't make changes in the middle of the year (2)
- Consider timing for ACT and make implementation dates clear (1)

Lowest 25% of Students (10)

- Count only students below proficient in the Lowest 25% group (2)
- Change weighting so that Lowest 25% group does not count twice in the growth component (4)
- Revise rule 7.1.2 to include all test takers in high school for Lowest 25% group (4)

Graduation Rates (16)

- Include completion rate (10)
- Do not require high school exit exams (2)
- Redefine "diploma" (3)
- Consider EL exceptions (1)

Schools without Tested Subjects or Grades (6)

- Use a school-based assessment for schools that serve grades K-3; no backmapping (3)
- Set the scale for schools without science; do not perpetually equate the scale (2)
- Use science scores to backmap for K-4 schools rather than a separate scale (1)

Pearl River County

ALAN LUMPKIN
Superintendent of Education

7441 Highway 11
Carriere, Mississippi 39426

NINA GUTHRIE
Assistant Superintendent

(601) 798-7744
FAX: (601) 798-3527

December 2, 2014

Staci M. Curry
Mississippi Department of Education
PO Box 771
Jackson, MS 39205-0771

Mrs. Curry,

I would like to thank you again for taking the time to conference call with our administrative team to discuss and help us better understand the accountability model. It was very informative and we now have a better understanding of the process. Our team also met before the Thanksgiving Holidays to discuss recommendations for the new accountability model. Our recommendations are as follows:

1. Create or choose a K-2 assessment (M-KAS) to use for the accountability model.
2. Eliminate all equating processes.
3. Test on instructional level for 56/58 students who do not meet alternate assessment requirements or do not penalize schools for testing SPED students on chronological level when they have been retained.
4. Use graduation rate and completion rate in the accountability model instead of multiplying the graduation rate by 2.
5. Do not include proficient/advanced students in the bottom 25%.

Thank you for considering our recommendations. If you have any questions, do not hesitate to call or email. Thanks again and Merry Christmas!

Sincerely,



Alan Lumpkin
Superintendent of Education
Pearl River County School District

PRC Administrative Team
Pearl River County School District



November 19, 2014

B.R. Jones, PhD
Superintendent, Tate County School District
Leroy Crockett Building
107 Court Street
Senatobia, Mississippi 38668

Re: Some Key Points to Ponder in Regard to Improving Education in Mississippi

Dear MDE c/o Mrs. Stacey Curry and Mr. Tollie Thigpen,

Being a lifelong Mississippian, I am passionate about improving the education for all students in Mississippi.

Having spent three years as a national consultant has given me a perspective of being able to travel around the country and see how other states are directing the education in their states. Coming back into a school system as a district superintendent, I have come to the following observations that I believe could have a great impact on education in the state of Mississippi.

First, there are 25 states that do not tie graduation to exit exams. The following chart shows those states and also shows their rank in the 2013 American Legislative Exchange Council ranking which mirrors many other such rankings.

The question is does this practice turn our Mississippi high schools into dropout factories?

Colleges and universities treat diplomas from private schools, charter schools, or home schools (no exams) no different than ours from the public schools.

Of the 25 states that do not tie an exit exam to graduation:

- 12 are in the top 25 of the ranking of states by education
- 3 are in the top 5 of the ranking of states by education
- Only 1 is ranked lower than Mississippi (48) which is West Virginia (51)

States Not Requiring State Test for Graduation	Rank on ALEC Report (2013)
Alabama	34
Colorado	4
Connecticut	39
Delaware	22
Hawaii	13
Illinois	28
Iowa	31
Kansas	8
Kentucky	37

Maine	14
Michigan	46
Missouri	47
Montana	16
Nebraska	42
New Hampshire	9
North Carolina	7
North Dakota	33
Pennsylvania	5
South Dakota	38
Tennessee	44
Utah	41
Vermont	2
West Virginia	51
Wisconsin	19
Wyoming	23

Retrieved from <http://www.alec.org/publications/report-card-on-american-education/>

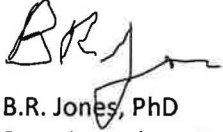
Next, we do not need to spend \$8-\$9 million dollars a year on testing our kids. I have included a short synopsis of how we could do this much more efficiently and effectively. (Please see attached) In regard to assessment, formative assessment has been shown to double the rate of student learning according to multiple well respected research reports; yet we spend millions of dollars focusing on summative assessment. I believe that an adapted version of the e-asTTle would provide the benefit of being able to provide both the needed summative and formative interpretations that schools, teachers, and students need to truly have a positive effect in education. In addition, schools would save millions of dollars on the various formative assessment products they may be purchasing presently.

In our discussion at the MASS office last week, I expressed a valuable way of knowing the impact of a school is using an effect size to determine the effect that a school has had on a student over the course of a year of schooling. After studying the amount of average growth shown by students on various standardized assessments such as the National Assessment of Educational Progress (NAEP), Progress in International Reading Literacy Study (PIRLS), and the Program for International Student Assessment (PISA), John Hattie, author of *Visible Learning* 2009; 2012, found the average progress over a year that should be expected measured by effect size to be $d = 0.40$. That is the minimum we should expect with a year's input of schooling. If we simply look at the performance level, see the sample data, we can miss the great progress that students are making or even worse, the lack of progress. Providing schools with an effect size could be an invaluable way for districts, schools, and teachers to see what impact that they are having on all kids over time. I have attached an example of our 3rd and 4th grade MCT's analysis.

Last, could we simplify what it means for a school to be successful? I believe we can. What if we based a school's success primarily on one thing – 1 or 2 (sometimes it takes kids a little longer like college) years after high school are kids on one of the four pathways - #1 Enrolled in a University, #2 Enrolled in a College/Technical School, #3 Gainfully employed, or #4 A member of the Armed Forces. Take the number of ninth graders, and at the end of 4 or 5 years – are they engaged in one of these four activities – if the answer is yes, I believe the school has made a great contribution to these students life and the community. It is my sincere belief; if this was the measure of success (and not a test) you would see the focus of schools turn back to the students and off the exams.

Thank you for your consideration in this matter.

Sincerely,

A handwritten signature in black ink, appearing to read 'B.R. Jones', with a stylized flourish extending from the end.

B.R. Jones, PhD
Superintendent, Tate County School District

Synopsis of the National Assessment System of New Zealand

As we work towards advocating for an assessment that will truly give us a clearer picture about how our kids are achieving, I for one believe that we need to offer an alternative. I would like to discuss with you a model used by New Zealand as their national assessment that I believe fits the bill, and I believe you will too after seeing what it can do.

Not only would this assessment provide for the summative assessments required by NCLB, but it would also foster formative assessment of students as well. We have known for a long time the power of formative assessment, and this tool puts the power of formative assessment at our teachers' fingertips.

I have included a very short synopsis of what this system is capable of. New Zealand has perennially been in the top 10 in the world in achievement. If we strive to compete globally, could we also seek to learn from these systems in regard to the assessments we give? I for one believe that we can.

This is a sample of the type of formative and summative information that could be provided for teachers, students, principals, central office, the state, and parents with an assessment similar to the tool used in New Zealand as their national curriculum test. In talking with my good friend and international assessment expert, Professor John Hattie, the e-asTTle instrument could be updated for Mississippi with alignment to Common Core for around \$1.5-2 million dollars. This is less than ¼ of what Mississippi intends to spend with PARCC. Full disclosure, I have worked with John Hattie on other projects in the past, but none of those projects have anything to do with the New Zealand testing system. John has served on the international assessment board which is associated with the PISA assessment, and he also holds the distinction of being the educational author that has sold the most books around the work of *Visible Learning* in history. It is simply through my work with John that I became aware of the type of national assessment system used in New Zealand.

My advocacy for this instrument stems from the fact that not only would this instrument support the summative end-of-year assessments that are required by NCLB, but it would also perform a formative function in allowing teachers to create ongoing assessments for their students as well. Here is a short summary of what this type of assessment can do:

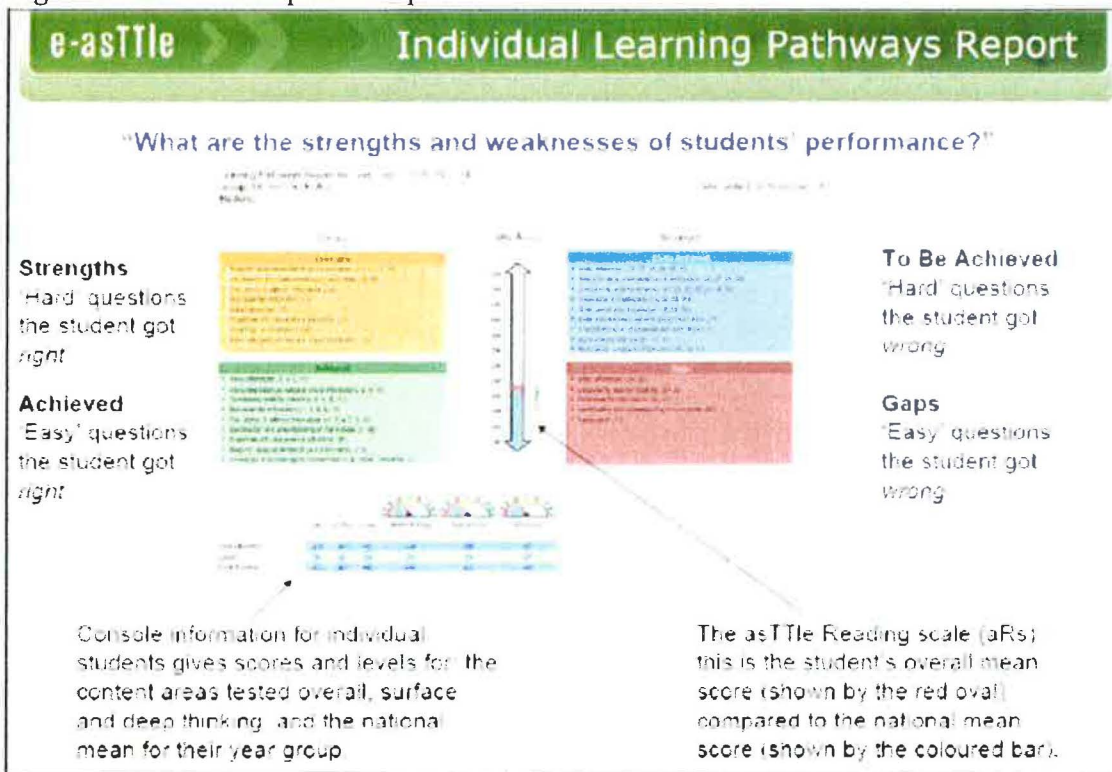
Some of the online features of e-asTTle:

- Students can complete tests online.
- Teachers can create shorter (12 minute) or longer (60 minute) tests depending on purpose.
- Teachers can choose whether e-asTTle selects the difficulty of the assessment based on information collected as the student completes the assessment (this is also referred to as computer-adaptive testing).

- Teachers can choose whether multi-choice questions are marked automatically.
- Teachers can mark open-ended questions online with access to correct examples.
- Teachers and students can access a wide range of reports and analyses.
- Schools can have a seamless integration between e-asTTle and their student management system.

One of the student sample reports is below. This system can be set up to configure school level, district level, and state level reports as well.

Figure 63 Student Report Sample



12.6 Individual Learning Pathways Report

The Learning Pathways Reports are designed to answer the question "What are the strengths and weaknesses of students' performance?" The implication of this question is that the answer will contribute to the design and implementation of teaching and learning activities for selected students. The learning intentions to which e-asTTle assessments are calibrated are curriculum achievement objectives or outcomes derived from the various curriculum documents. The Learning Pathways Reports are graphic representations that identify curriculum objectives that students or groups have or have not achieved and those in which they have strengths or gaps. This information allows you to identify and target those areas that need remedial investigation, extension, direct instruction, and/or continued

practice. There are two forms of Learning Pathways – for individual students and the group. For each chosen student, the Individual Learning Pathways depicts the summary information for that student and is presented with some similarities to the Console Report. This report can be used as a single profile of each student. The student's overall and specific curricula area performance relative to his/her year level is reported at the foot of the page. The red ellipse or circle on the barometer represents the student's performance against a blue background, which represents the average score for students in the norming sample in the same year level. The red circle contains the student's score and one standard error of measurement such that the circle represents the 65% confidence interval for where the student's true overall score lies.

The information in the four quadrants is not normative or compared to any standardized group but is unique to each student. Each of the four boxes/quadrants contains the various objectives from the curricula area and, in parenthesis, the particular items in the test (note: if the test was an adaptive test, then the item question number is pre-fixed with the stage number). The two quadrants on the left of the report (Strengths and Achieved) are based on the items the student got correct, and the other two quadrants on the right of the report (Gaps and To Be Achieved) are based on the items the student got incorrect. In addition to showing items and objectives the student got right or wrong, the quadrants also represent performance relative to a student's own overall performance. The two top quadrants (Strengths and To Be Achieved) report items or tasks that were harder than the student's overall ability as reported in the barometer bar and the summary at the foot of the page. The bottom two quadrants (Achieved and Gaps) report items or tasks that are easier than or the same as the student's overall ability.

For example, for a student with an overall ability level of 4B, the quadrants would represent four combinations:

Strengths = Questions with a level higher than 4B (questions at 4P, 4A, Levels 5 and 6) but unexpectedly answered correctly

Achieved = Questions with a level at or below 4B, and, as expected, answered correctly

Gaps = Questions with a level at or below 4B, but unexpectedly answered incorrectly

To Be Achieved = Questions with a level of higher than 4B (questions at 4P, 4A, Levels 5 and 6), and, as expected, answered incorrectly.

It is possible for the same objective to be listed in various quadrants, because the items relating to a single objective may be of varying curriculum levels. For example, Identifying Main Idea in an early reader, such as *Greedy Cat*, is easier than Identifying Main Idea in *War and Peace*. Thus, the test item numbers are provided as a way for the teacher to determine the relative curriculum level of material to which

the objective relates.

Figure 63 shows the Individual Learning Report for Reading for a student. Here is an explanation of how a teacher should interpret this report.

Achieved: These are the items, given the student's overall asTTle score (in the appropriate curriculum area), that should have been answered correctly and were. This light-green, bottom-left quadrant displays the items and curriculum descriptors that were relatively easy for the student in relation to the estimate of his/her ability and which were answered correctly. The green color, suggestive of a green traffic light, signifies that these are areas in which the teacher can confidently give the student more challenging work.

Strengths: These are the items, given the student's overall asTTle score, that we expected would be answered incorrectly, but were correct. Note that these items are more difficult than his/her overall ability. However, for Reading, it is possible for a student to have correctly guessed the answer to questions that would normally be outside their ability range. While such responses will be excluded from the student's level calculation, the items will still display in the Strengths box. It is important that teachers use their overall judgment in determining whether these items represent guessing behavior or a student's unexpected strengths that should be exploited in future teaching and learning.

Gaps: This red, bottom-right quadrant displays items and curriculum descriptors that were relatively easy in relation to the estimate of the student's ability but which were answered incorrectly. These are the items, given the student's overall asTTle score, on which we expected a correct answer but which the student answered incorrectly. For the student, these were relatively easy items, and thus we could legitimately expect a correct answer. The color red clearly signals that this is an area that the teacher needs to investigate to determine the nature of the gap in the student's achievement. Possible explanations, as alternatives to the student not actually knowing the material, include such things as carelessness, skipping items, illness, and so on, or not having been taught it yet. Nevertheless, these are items that the teacher ought to investigate and either eliminate as a concern or address in a remediation plan. Furthermore, it is critical to note that the teacher will probably not have to "skill and drill" in response to these gaps, because the items represent objectives easier than the student's overall ability. It can be expected that he/she will be able to quickly learn and fill in the gap.

To Be Achieved: This blue, top-right quadrant shows the curriculum descriptors and items that the student answered incorrectly and which were more difficult than the estimate of the student's ability. These are the items, given the student's overall asTTle score, which we expected him/her not to get right and he/she did not. Note that these are items harder than the student's ability level. These items represent areas that the student still has to achieve and in which it is expected the teacher will carry out more teaching. A legitimate expectation on the part of administrators,

parents and students is a clearly implemented plan over the coming months that provides such instruction for this student.

Moving forward, I believe to get assessment right, it will require a long-term strategy. The instrument mentioned above could be a step in the right direction. For more information, you can check out the e-asTTle at:
<http://assessment.tki.org.nz/Assessment-tools-resources/e-asTTle>.

Thank you for your consideration in this matter.

Sincerely,

B.R. Jones, PhD
Superintendent
Tate County School District

Student	Score 3rd	Score 4th	Effect Size
	141	141	0.00
	164	165	0.08
	147	152	0.40
	141	138	-0.24
	164	171	0.56
	153	157	0.32
	171	165	-0.48
	120	150	2.40
	142	140	-0.16
	138	140	0.16
	136	143	0.56
	154	160	0.48
	163	159	-0.32
	148	132	-1.28
	146	149	0.24
	147	148	0.08
	176	167	-0.72
	169	171	0.16
	145	147	0.16
	153	152	-0.08
	142	134	-0.64
	141	150	0.72
	138	132	-0.48
	159	165	0.48
	131	143	0.96
	164	161	-0.24
	152	141	-0.88
	134	120	-1.12
	161	164	0.24
	153	147	-0.48
	125	138	1.04
	139	143	0.32
	176	156	-1.60
	153	154	0.08
	144	140	-0.32
	131	144	1.04
	134	154	1.60
	154	159	0.40
	136	149	1.04
	131	143	0.96
	128	138	0.80
	163	153	-0.80
	138	143	0.40
	139	141	0.16
	160	166	0.48
	169	162	-0.56



164	155	-0.72
139	140	0.08
163	152	-0.88
147	153	0.48
145	140	-0.40
150	144	-0.48
138	132	-0.48
163	162	-0.08
171	162	-0.72
163	153	-0.80
176	160	-1.28
151	143	-0.64
159	153	-0.48
146	147	0.08
152	150	-0.16
134	141	0.56
148	153	0.40
160	158	-0.16
142	146	0.32
142	107	-2.80
156	150	-0.48
171	166	-0.40
173	169	-0.32
147	155	0.64
163	152	-0.88
173	161	-0.96
145	140	-0.40
153	153	0.00
141	129	-0.96
141	111	-2.40
134	138	0.32
151	138	-1.04
156	152	-0.32
160	143	-1.36
148	146	-0.16
120	134	1.12
144	154	0.80
128	143	1.20
163	169	0.48
141	138	-0.24
160	157	-0.24
169	162	-0.56
155	161	0.48
156	162	0.48
166	159	-0.56
163	166	0.24
155	154	-0.08

136	134	-0.16
151	149	-0.16
141	152	0.88
145	149	0.32
150	157	0.56
138	134	-0.32
141	154	1.04
160	154	-0.48
169	171	0.16
169	167	-0.16
154	165	0.88
134	136	0.16
138	134	-0.32
171	164	-0.56
150	154	0.32
151	144	-0.56
142	147	0.40
171	169	-0.16
155	157	0.16
160	153	-0.56
146	155	0.72
169	165	-0.32
164	166	0.16
146	150	0.32
159	153	-0.48
160	166	0.48
161	150	-0.88
171	164	-0.56
154	153	-0.08
192	184	-0.64
156	155	-0.08
142	152	0.80
161	164	0.24
150	153	0.24
158	166	0.64
173	166	-0.56
154	158	0.32
167	158	-0.72
167	160	-0.56
158	167	0.72
148	155	0.56
155	171	1.28
164	160	-0.32
120	138	1.44
158	153	-0.40
155	147	-0.64
159	159	0.00

161	157	-0.32
142	132	-0.80
151	152	0.08
160	155	-0.40
146	138	-0.64
158	155	-0.24
139	147	0.64
152	150	-0.16
152	152	0.00
166	162	-0.32
160	164	0.32
163	160	-0.24
141	132	-0.72

Average	152.17	151.56
Standard Deviation	13.01	11.98
Average Spread		12.49
Effect Size		-0.05

Staci Curry

From: Darlene Lee <darlenelee@jcsd.k12.ms.us>
Sent: Thursday, November 13, 2014 10:21 AM
To: Darlene Lee; Accountability
Subject: Re: Accountability

Also, PLEASE get rid of the State Tests and use the ACT as the exit exam. If the colleges base college entrance on the ACT to see if the student is ready to enter college, the same test should be used to see if the student is ready to exit high school.

Thanks again for considering!

Darlene Lee
St. Martin High School

>>> Darlene Lee 11/13/2014 10:18 AM >>>

Please have the US History and Biology I percentages of Advanced/Proficient divided by 2. They should count just as much as the English II and Algebra I scores. Also, please take out the certificate of completion from the dropout numbers.

Thanks so much for considering!

Darlene Lee
St. Martin High School

Staci Curry

From: Dina Holland <dholland@jcsd.k12.ms.us>
Sent: Thursday, November 13, 2014 9:47 AM
To: Accountability
Subject: Regarding those students who receive a certificate of completion-they should not be factored in at all-not in the numerator or denominator-the US History and Biology I scores should be weighted just like the English II and Algebra I-not divided in two-...

Regarding those students who receive a certificate of completion-they should not be factored in at all-not in the numerator or denominator-the US History and Biology I scores should be weighted just like the English II and Algebra I-not divided in two-move to using the ACT as the exit exam and get rid of the state test-all arrows would be pointing in the same direction getting students college ready

Mississippi Statewide Accountability System Feedback

My name is Glenn Kitchens and I currently serve as principal of Water Valley High School. I began my educational career as a teacher at Mooreville High School in Lee County and this is my 24th year as a public school employee. Thank you for allowing me to submit my thoughts for consideration on a couple of issues when decisions are being made that will affect statewide accountability.

Item:

Graduation Rate

Our state should track students to determine how many are graduating from high school, how many are completing other programs of study and how many are dropping out of school altogether. Our state should not leave all students in a cohort and allow that number to negatively affect a public high school's graduation rate.

A better option would be to track data by compiling a list of all Mississippi students wherein data is maintained and kept up-to-date, but that data should not be used to reflect whether or not a school is successful with students. Because there are so many factors affecting students that school districts do not have any control over, as shown in the following list, it is unfair to label districts through the accountability system for a dropout or graduation rate percentage compiled using the current standards.

- Students who are registered in the cohort under the McKinney Vento Homeless Act and later leave the school with no forwarding information for records and no request for records on file.
- Students in agency placements who later leave the school with no forwarding information for records and no request for records on file.
- Students who leave a school due to custodial changes with no forwarding information for records and no request for records on file.
- Students who make changes in their Special Needs (SPED) status.
- Students who take longer than four years to graduate but do remain in school and graduate (or) return to school and graduate after dropping out (they are allowed to return and remain in school until they are 21 years of age).
- Students who enter a GED program in or out of the school system.
- Students who enter the government funded Job Corps program.
- Students who enter the Mississippi National Guard Youth Challenge Academy.
- Students who choose Home Schooling after the Compulsory Attendance Date has passed.
- When the school can document 3 valid attempts to find a student who left the school with no forwarding information for records and no request for records on file (“valid” would need to be defined).

Item:

School Grade Configuration

The state should consider only ranking school districts as a whole. While that, I am sure, has its own set of issues, it seems the best decision for everyone.

Data on grade level assessments could still be collected, published and compared from district to district and even school to school but only the school district should receive a rating. School grade configurations vary so much (K-12, K-8, 5-8, K-4, 9-12, etc.) that no one really has a clear picture of performance in relation to other schools. Again, while this still does not account for all of the things that are out of the control of school personnel it would be a clearer picture of performance.

Another option could be to set grade configurations within districts regardless of the physical setup of the district's schools for purposes of accountability. For example:

District 1

K-4 rating

5-8 rating

9-12 rating

District 2

K-4 rating

5-8 rating

9-12 rating

Again, any grade configuration for ratings is fine; this is just one example. Each district in this example would have 3 area ratings and an overall district rating. It would offer a clearer picture than the current method which looks at schools by their physical arrangement such as the variety listed in the following example:

K-8 rating

K-4 rating

5-8 rating

K-12 rating

7-12 rating

I understand that the purpose is not to compare schools but to gauge the success of a school. Unfortunately, the system does compare schools, as does the general public (parents, students, media personnel, politicians and school personnel). Since this cannot be avoided, do consider assigning ratings to like configurations. Further, this may reduce some of the negative impact on smaller schools where one student can sometimes represent a full percentage point or more and in special instances even more.

Thank you for taking time to consider my comments and thoughts. I know your task is made even more difficult as every decision has to fit within the federal requirement for our state. Our team works very hard to do what is best for each student and so often that best decision reflects negatively on all of our students through the accountability model. One final note to express my thoughts with a real example:

We currently have a student who is scheduled to be graduated in May 2015. He is already a documented dropout for our school. He will not count as a graduate in May because his cohort has come and gone. Again, he had to be listed as a dropout. He entered our in-house GED program (non-graduate status) and then later decided he wanted to come back and work toward his diploma. Whatever one may feel about that, the law affords him the opportunity. As it turns out we have worked with this student through many different phases of his high school career, will hopefully graduate him in May 2015 (his last opportunity to take advantage of the offering of the public school system) and yet our students who went on to great success at our local colleges, universities and out-of-state institutions carried with them a low school rating in part due to the process of this student and others. Many of them carried personal performance records of "Advanced" throughout their school careers. Further, this particular student will forever be labeled a dropout by the accountability model, when in actuality, his perseverance and determination should, in my opinion, be viewed as a success and the efforts by our school district's personnel which contributed to this student's success should be recognized if he is graduated (or at the least not counted against us in the accountability system). In closing, there should be processes in place to paint as close as possible an accurate picture of success, or lack of, for the local public school and we do not currently have that in place.

Thank you for your time,

Glenn Kitchens

Staci Curry

From: Glenn Harris <gharris@simpson.k12.ms.us>
Sent: Thursday, November 13, 2014 5:43 PM
To: Accountability
Cc: Glenn Harris; Debbie Davis; Jeanie Pigg; Misty Hanna; Tom Duncan
Subject: Feedback on 2014 Accountability System

On behalf of the Simpson County School District, I would like to offer the following suggestions to improve the Accountability System for 2015.

1. Having the lowest 25% group of students count against us in three different places, when all other students are only counted once, is not fair to the lowest 25% or the student body as a whole.
2. Elementary schools with 3rd and 4th grades should have the 5th grade Science scores back mapped in all parts of the state and formula. This year the Science scores were not included in Magee Elementary scores. Had they been included, Magee Elementary would have not been a level "F" school.
3. I propose we recommend the State of Mississippi use their ACT as the High School exit exam with the other applicable graduation options currently in place (ASVAB, Industry Certification, etc.) and rate High Schools based on their performance on the ACT, graduation rates, and acceleration components - dual credit, AP courses. For grades 3-8 we would use the ACT Aspire as the benchmark for comparing schools - which would also be a predictor for how students will do on the ACT in the 11th grade. You could have a performance score and a growth component that could be calculated by comparing Fall and Spring scores. For schools with grades K-2 use the Star Enterprise assessments and gauge how much growth was shown from the beginning to the end of the year giving points for both performance level and growth.

Glenn Harris
Superintendent Of Education
111 Education Lane
Mendenhall, MS 39114
Phone: 601-847-8000

SENATOBIA MUNICIPAL SCHOOL DISTRICT



104 McKie Street
Senatobia, MS 38668
Jay Foster
Superintendent of Education

Bernice T. Jackson
Assistant Superintendent

Dr. Angie Brock
Assistant Superintendent

November 21, 2014

Mississippi Department of Education
Staci M. Curry
Office of Accountability
Post Office Box 771
Jackson, MS 39205-0771

Dear Ms. Staci Curry:

The Senatobia Municipal School District leadership team has the following concerns with the current accountability system:

- Under this model, schools are not being measured on current performance, but on factors from the past (banking scores, graduation rates, K-2 schools, Algebra I and Biology students)
- Alternate way of holding K-2 schools accountable
- Uncertainty of state assessments for accountability
- Students with disabilities (IEP) are not recognized for meeting their individual learning goals and districts are not given credit in graduation rates
- Instructional time is decreased due to the amount of time spent testing
- Uncertainty of the purpose of the PBA as it relates to the accountability model
- Increasing the number of points assigned for graduation rate
- The reduction of points awarded for the U.S. History and Science proficiency
- The significant impact of the bottom 25% of students
- The uncertainty of identifying the bottom 25%
- Raising the cut points that determine school grades
- Proficient students being in the bottom 25%

Due to the number of concerns and uncertainties of the accountability model, we feel it is only fair that school districts be held harmless for an additional year.

Sincerely,



Jay Foster

Tollie Thigpen

From: MARTHA TRAXLER <martha.traxler@copiah.ms>
Sent: Wednesday, December 03, 2014 10:43 AM
To: Accountability
Subject: Feedback from Copiah County School District
Attachments: Accountability Issues by LW Nov. 2014.docx

Attached is our feedback regarding the 2014 Accountability System.

Martha Traxler
Assistant Superintendent for Curriculum and Instruction
Copiah County School District
601-894-1341

The Copiah County School District hereby advises students, parents, employees and the general public that it offers employment and educational opportunities without regard to race, national origin, sex or handicap. If you have any questions or concerns, please contact our district's Title IX and Section 504 coordinator. This office is located at the Copiah County School District's office in Hazlehurst, MS at 254 West Gallatin Street. Phone: (601) 894-1341.

***** This Email was sent by a staff member at District Office in Copiah County School District.**

Copiah County School District

254 West Gallatin Street

Hazlehurst, MS 39083

601-894-1341 (T)

601-894-2634 (F)

Memo

To: Staci Curry and Tollie Thigpen
From: Larry Williams and Martha Traxler
Date: December 3, 2014 2014
RE: Issues With New Accountability Model

1. The accountability model for K-3 schools does not represent their true performance since 2/3 of it shows performance at another school. Growth for language and math for all students (1/3) and the bottom 25% (1/3) takes place where 4th grade students attend at another school. Growth needs to be measured at the K-3 level, assessing 3rd grades students in the fall and then again in the spring. Also, the scale score cut-points for K-3 schools are contingent on students' performance on the science tests at the middle school level. The K-3 schools do not have knowledge of their scale until accountability results are approved. The scale score cut-points should be set so that teachers will know what is required for each performance level. In essence, each school should stand on its own merits.
2. Graduation requirements in Mississippi need to be in line with other states since we are now being ranked and held accountable at a national level. Some of the states* that have the best graduation rates do not require end-of-year (EOY) exit exams as we do in Mississippi with Algebra I, English II, Biology I, and U.S. History. A feasibility study needs to be done on what other states require for graduation in regards to EOY exams and number of Carnegie units to determine what is equitable and fair. Everyone should be playing by the same rules when comparisons take place.
3. Incentive points should be given to schools and school districts for each percentage point above 95% to encourage 100% participation on state assessments, e.g. 96% = 1 point; 97% = 2 points, etc.

4. Too many state assessments take away time and money for instruction. This money could be better used for pre-school programs to help children be ready to start kindergarten.

*States that ranked in the top ten with graduation rates in 2011 that had no EOY exit exams:

1. Iowa
2. Vermont
3. Wisconsin
4. Indiana
5. Nebraska
6. New Hampshire
7. North Dakota

Added as a result of our Focus Group Meeting on November 18, 2014, in McComb:

5. Proficiency for the state accountability model needs to be calculated like the federal model. One-half of basic needs to be counted toward proficiency.
6. A confidence interval needs to be in place for the federal model (as was done previously) to account for accuracy when fewer number of students were participating in testing. Also, why not do this for the state accountability model.
7. How can you use two different assessments (MCT2 this past year and PARCC this year) to make comparisons and determine growth? We need to wait until we have the same test at least two years in a row.

Staci Curry

From: Ryan Kuykendall <ryan.kuykendall@dcsms.org>
Sent: Wednesday, November 12, 2014 2:06 PM
To: Accountability
Cc: Milton Kuykendall; Jennifer Weeks; Jim Ferguson; Staci Curry; Patrick Ross
Subject: Accountability Feedback

To whom it may concern,

In response to the request for accountability feedback, I submit the following two items...

1. I would advise changing the following business rule...

7.1.2 The Lowest 25% for high schools will be identified based on their 8th grade cohort and their 8th grade grade-level assessment score. The exception will be for those students who take a high-school level course before the 10th grade, in which case, those students will be excluded from the Lowest 25% group.

Due to the new available secondary math courses, many high schools will not have the minimum number of students for the Low 25% in math. Even for schools that do have the minimum number, it will be a very small percentage of the students that actually took the assessment (since everyone has to take Algebra I in 9th grade if going for traditional diploma in MS). That means around 10-15 students could/will account for 100 points of a school's model. You may have 1,500 students in the school. That is not a statistically sound component for an accountability model. It is actually unfair.

2. I would advise changing the adding of the College & Career Readiness component during the 2014-2015 school year because of a contradiction and the fact that it cannot be done the way the business rules propose. The following business rule says...

25.7 The highest sub-score for each student (at the time of the Senior Snapshot) in Mathematics and Reading/English, as described above, will be used in the College & Career Readiness Indicator accountability calculations.

Also...

25.10 The ACT scores of all students identified in the Senior Snapshot will be included in the calculation except students identified in MSIS as SCD.

Since the students taking the ACT component in the 2014-2015 school year will be juniors, this component cannot be followed until 2015-2016. These juniors do not get their senior year to take the ACT again like students in the future will receive. Also, how will the ACT Participation Rate be applied to the Senior Snapshot for 2014-2015 year since these students are not seniors? Where will the denominator come from since it cannot come from senior snapshot since only juniors were required to take it? Schools cannot possibly be held liable for seniors in the 2014-2015 school year taking the ACT on their own. This component should be applied in 2015-2016, not 2014-2015.

If these two things are left as is, I believe you will have major issues trying to calculate the data. I am not even sure you will be able to calculate the data for all the high schools in the state.

Ryan Kuykendall,
Director of Accountability and Research for DeSoto County Schools

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Staci Curry

From: Teresa Merwin <teresa.vince@hattiesburgpsd.com>
Sent: Monday, November 24, 2014 11:30 AM
To: Tollie Thigpen; Staci Curry
Subject: Accountability System Feedback

Hi Tollie and Staci:

I thought the meeting on the 18th was great! Thank you for getting our feedback no matter how opinionated it is to hear ☺!

- If you could CHANGE one aspect of the Accountability System, what would it be and WHY?

Sameness is not fairness. I believe there should be some adjustments for our students with special needs reflected in the business rules for accountability. They should not be singled out in the bottom 25% and their efforts toward graduation should be valued.

- If you could KEEP one aspect of the Accountability System, what would it be and why?

I like the growth feature. This adds value to those average students who work hard. I believe how well a school is growing their students if extremely important to effectiveness.

Teresa Vince Merwin
Director of Research, Evaluation, and Assessment
Coordinator of English Language Learners
Hattiesburg Public School District
601-582-5078 x 1004
601-606-4709 cell

"Today's Learners, Tomorrow's Leaders!"

www.hattiesburgpsd.com twitter.com/hpsd facebook.com/hattiesburgpsd

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Staci Curry

From: Thomas Dudley III <thomas.dudley@rcsd.ms>
Sent: Thursday, November 20, 2014 4:08 PM
To: Staci Curry
Subject: Comments from Focus Group

I would like to propose the modification of rule 7.1.2. The rule should be written so that the lowest 25% is calculated based upon all students who took a test leading up to the 10th grade instead of limiting it to students who took the test *in* the 10th grade.

Rule 2.1

The “(regardless of attendance)” clause should be removed. There are cases where a student enrolls, attends school for a short period of time, leaves, and is never heard from again. Students should be included in the calculation if they have been enrolled *and* attended the school for 75% of the year. This is a true reflection of what the school has done for the student.

Rule 6.8

This rule should be modified to include high school assessments. There should not be an opportunity for a student taking algebra I or English II in grade 10 to have their growth based on an assessment from 7th or lower grades.

Rule 7.1.2

The rule should be written so that the lowest 25% at a high school is calculated based upon all students who took said assessment regardless of when the assessment was taken.

Please feel free to quote me in anything regarding these three.

Enjoyed meeting you and the meeting as well.

Thank you,

Thomas Dudley III
Assistant Principal
Brandon High School
Rankin County School District
601-825-2261

The mission of the Rankin County School District is to prepare every student with the cognitive and social skills necessary to be productive members of an ever-changing global society.

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Staci Curry

From: walter moore <wmoore@benton.k12.ms.us>
Sent: Monday, November 17, 2014 1:25 PM
To: Accountability
Cc: Jack Gadd
Subject: 2014 Accountability System Comments

Concern

Our main concern with the accountability model is the method by which graduation rate is calculated. Only students who graduate with a "regular high school diploma" count, and we have students who simply cannot earn a regular diploma because they cannot pass one or more of the assessments required for graduation.

At the end of the 2013-14 school year at Ashland High School, our four-year cohort was assigned a graduation rate of 58.8% - down from 80.8% for the previous year. The main reason the graduation rate dropped so dramatically was because we had 8 students who received occupational diplomas and 1 student who received a GED. If these students had counted as they have in the past, Ashland High School's graduation rate would have been 79.4%.

Occupational Diploma

Our occupational diploma students could not, despite repeated attempts and remediation, pass all of the subject area assessments, but they did have the capabilities to earn occupational diplomas - a completion option that is accepted by Northwest Mississippi Community College for certain programs of study. If we would have forced these students to remain in the regular diploma track, none of them would have graduated. None of them would have had the opportunity to attend college. They would have all been dropouts, and the sad thing is, that's exactly what they are counted as in the current graduation rate model despite earning diplomas.

Having a graduation option available for students who have learning disabilities which allows them to attend community college is awesome. Not counting those students as graduates is ridiculous. They did the best they could, but their best wasn't good enough to meet the regular diploma requirements. As graduation rate is a full 20% of the accountability model for high schools, I fully expect districts around the state to seriously question the use of the occupational diploma. If those students count as dropouts in the graduation cohort and completing that program gives no benefit to such a huge portion of the accountability model, why would anyone use it?

GED

According to the GED website, "the 2014 GED® program, [is] the only high school equivalency program built to help adults qualify for college, training, or a good job with good wages." Therefore, by definition, a student who completes a GED is college and/or career ready - our current expectation of regular high school graduates. Why would we not get credit in the graduation model for producing students who are college and career ready?

Conclusion

Mississippi provides several graduation options because it is plainly obvious that some students cannot graduate from high school in a traditional manner, but all of these options don't count in calculating graduation rate. Instead of blaming the rate calculations on the federal government and saying nothing can be done, we should be figuring out how to give credit to school and district personnel who helped non-traditional students be as successful as they could.

Walter Moore, Assistant Superintendent
Benton County Schools
231 Court Street
Ashland, MS 38603
662-224-3602 Office
662-224-3607 Fax

Mississippi Statewide Accountability System Feedback Form

Name/Position/District: Tony Cook / Superintendent / Ansony

If you could **CHANGE** one aspect of the Accountability System, what would it be and WHY?

The emphasis placed on the Bottom 25% students. They impact a district more than any other factor. This leads to the lack of attention given to upper level students. This model is going to force districts to focus on the lower performing students and make high performing students have to fend for themselves.

If you could **KEEP** one aspect of the Accountability System, what would it be and WHY?

Mississippi Statewide Accountability System Feedback Form

Name/Position/District: Irene Walton Turnage

If you could **CHANGE** one aspect of the Accountability System, what would it be and WHY?

Start and end the year on a model that is understood and simple enough for all stakeholders to understand.

If you could **KEEP** one aspect of the Accountability System, what would it be and WHY?

Participation - All students should be required to test so that all schools will be graded fairly.

Mississippi Statewide Accountability System Feedback Form

Name/Position/District: Chris Murphy / Fed Programs / Smith

If you could **CHANGE** one aspect of the Accountability System, what would it be and WHY?

Low 25% HS

Needs to Include All Student Tested
who have an 8th grade Score
w/ FAX.

Only way to get "true" 25%

If you could **KEEP** one aspect of the Accountability System, what would it be and WHY?

Mississippi Statewide Accountability System Feedback Form

Name/Position/District: Dr. Joseph White, Supt., Forest SD

If you could **CHANGE** one aspect of the Accountability System, what would it be and WHY?

CREATE A SEPARATE SUB GROUP FOR NON-ENGLISH SPEAKING STUDENTS (AGE 16-18) THAT ENTER OUR HIGH SCHOOL AND CANNOT WRITE OR READ ENGLISH. WE CURRENTLY HAVE TO INCLUDE THESE STUDENTS IN OUR GRADUATION COHORT GROUP. APPROXIMATELY 45% OF OUR 9TH GRADE MALE STUDENTS ARE HISPANIC; @ 40% OF 10TH GRADE ARE HISPANIC. OUR GRADUATION RATE IS EXTREMELY LOW DUE TO THESE STUDENTS NOT COMPLETING HS AND GRADUATING.

If you could **KEEP** one aspect of the Accountability System, what would it be and WHY?

7

Mississippi Statewide Accountability System Feedback Form

Name/Position/District: Lundy Brantley / Principal / Pearl Public School District

If you could **CHANGE** one aspect of the Accountability System, what would it be and WHY?

Legislature change back to 2 models. We can then take out the bottom 15% and take pts. off grad rate. Grad. rate is weighted too much. A state model would allow us to not assign grades to the schools that do not test. We also need to be held harmless & we can do that if we split the model.

If you could **KEEP** one aspect of the Accountability System, what would it be and WHY?

Mississippi Statewide Accountability System Feedback Form

Name/Position/District: Raymond Morgigno Superintendent, Pearl Public Schools.

If you could **CHANGE** one aspect of the Accountability System, what would it be and WHY?

First, to go back to two models, we have given state control over the system to the Federal Dept. of Education. We need to ~~to~~ repeal SB 2396 so we can have a true state model.

Second, the bottom 25% ^{portion} ~~is~~ ^{hurting} ~~is~~ school districts. We are counting these kids in six out of eight areas. We have to emphasize these students but we should not make this the entire model. Growth for all students ~~are~~ are already counted so I suggest doing away with the bottom 25% growth since they are already counted.

If you could **KEEP** one aspect of the Accountability System, what would it be and WHY?

Mississippi Statewide Accountability System Feedback Form

Name/Position/District: Nick Hillman / Superintendent / SCS

If you could **CHANGE** one aspect of the Accountability System, what would it be and WHY?

GRADUATION RATE

All completers should count as "graduates" when figuring graduation rate.

SCS
MOC
TNO
HYG

If you could **KEEP** one aspect of the Accountability System, what would it be and WHY?

Mississippi Statewide Accountability System Feedback Form

Name/Position/District: Tim Martin Clinton Public Schools

If you could **CHANGE** one aspect of the Accountability System, what would it be and WHY?

- Give the state control of it's accountability model by splitting the models again
- Do away with PARCC & replace with ACT/ASPIRE

If you could **KEEP** one aspect of the Accountability System, what would it be and WHY?

Mississippi Statewide Accountability System Feedback Form

Name/Position/District: _____

If you could **CHANGE** one aspect of the Accountability System, what would it be and WHY?

- Have a set scale for K-4 schools
- Count students with disabilities in graduation rate or leave out of 1 - count.

If you could **KEEP** one aspect of the Accountability System, what would it be and WHY?

A-F grading scale

Mississippi Statewide Accountability System Feedback Form

Name/Position/District: Marietta W James, Supt., Columbia

If you could **CHANGE** one aspect of the Accountability System, what would it be and WHY?

I would change counting students in the bottom 25% twice.

If you could **KEEP** one aspect of the Accountability System, what would it be and WHY?

Copiah County School District

254 West Gallatin Street

Hazlehurst, MS 39083

601-894-1341 (T)

601-894-2634 (F)

Memo

To: Staci Curry and Tollie Thigpen
From: Larry Williams
Date: November 18, 2014
RE: Issues With New Accountability Model

1. The accountability model for K-3 schools does not represent their true performance since 2/3 of it shows performance at another school. Growth for language and math for all students (1/3) and the bottom 25% (1/3) takes place where 4th grade students attend at another school. Growth needs to be measured at the K-3 level, assessing 3rd grades students in the fall and then again in the spring. Also, the scale score cut-points for K-3 schools are contingent on students' performance on the science tests at the middle school level. The K-3 schools do not have knowledge of their scale until accountability results are approved. The scale score cut-points should be set so that teachers will know what is required for each performance level. In essence, each school should stand on its own merits.
2. Graduation requirements in Mississippi need to be in line with other states since we are now being ranked and held accountable at a national level. Some of the states* that have the best graduation rates do not require end-of-year (EOY) exit exams as we do in Mississippi with Algebra I, English II, Biology I, and U.S. History. A feasibility study needs to be done on what other states require for graduation in regards to EOY exams and number of Carnegie units to determine what is equitable and fair. Everyone should be playing by the same rules when comparisons take place.
3. Incentive points should be given to schools and school districts for each percentage point above 95% to encourage 100% participation on state assessments, e.g. 96% = 1 point; 97% = 2 points, etc.

4. Too many state assessments take away time and money for instruction. This money could be better used for pre-school programs to help children be ready to start kindergarten.

*States that ranked in the top ten with graduation rates in 2011 that had no EOY exit exams:

1. Iowa
2. Vermont
3. Wisconsin
4. Indiana
5. Nebraska
6. New Hampshire
7. North Dakota

Mississippi Statewide Accountability System Feedback Form

Name/Position/District: Kimberly Saucier-Hancock
Curriculum/Assessment

If you could **CHANGE** one aspect of the Accountability System, what would it be and WHY?

Definition of a graduate
(include Occupational Diploma $\frac{1}{2}$ or Certificate)

If you could **KEEP** one aspect of the Accountability System, what would it be and WHY?

Mississippi Statewide Accountability System Feedback Form

Name/Position/District: Pamela Manners/Principal Biloxi High/Biloxi
MDE Chair, Commission on Licensure & Certification

If you could **CHANGE** one aspect of the Accountability System, what would it be and WHY?

I would change the way the graduation rate is factored in. I support giving credit for students who complete other formal programs, such as Job Corps, GED, OMOD and even certificates of attendance. Too many variables are beyond our control and yet, we are being penalized. Our Youth Court lately is mandating some students' entrance into GED, not high school, for example. Also, many parents who have lost control of their 18 year olds don't make students attend school, nor can we.

If you could **KEEP** one aspect of the Accountability System, what would it be and WHY?

I would keep the ACT as part of our accountability; however, that is the only high school test I would mandate. The ACT is nationally normed, nationally recognized and it encompasses the subjects we need it to for high schoolers. Students and parents understand its importance and there is an academic payoff for students (Scholarships, College Entrance).

Mississippi Statewide Accountability System Feedback Form

Name/Position/District: Misty Spencer / Assistant Principal / Biloxi High

If you could **CHANGE** one aspect of the Accountability System, what would it be and WHY?

p.9 2nd Definition under 8.1

"No exceptions are made for students with disabilities (SCD or non-SCD students) or students receiving an occupational diploma, GED, certificate of attendance, etc."

This is unreasonable and sets many kids up for failure. It also encourages a presumed expectancy of students with disabilities being unsuccessful at the conclusion of their educational career.

If you could **KEEP** one aspect of the Accountability System, what would it be and WHY?

Acceleration - This increases the rigor for students who pursue AP, Dual credit, etc. courses. However, if it becomes a requirement for all students (even those with disabilities), then it jeopardizes the integrity and quality of instruction. ~~of~~

Mississippi Statewide Accountability System Feedback Form

Name/Position/District: Karen Newbold / Asst. Super / Biloxi

If you could **CHANGE** one aspect of the Accountability System, what would it be and WHY?

- ① ACT Being used as the graduation exam and the entire accountability model for Proficiency
- ② Credit being given for students that are already Prof + remaining Prof. get additional weight - some with Adv to Adv.
- ③ If a student completes any GED program, we should get credit. The revised GED is rigorous and a great measure.
- ④ Separate the federal + state model.

If you could **KEEP** one aspect of the Accountability System, what would it be and WHY?

There are many good things about the accountability system and I appreciate the hard work of the task force and the department. I think if we make the "tweaks" that you are hearing from educators and control the things that are not federally mandated that we will be in better shape to accurately report what is going on in MS classrooms.

VERA BEECH
PINEHURST SCHOOL DISTRICT
VBEECH@PCV.RID.MS.US

ACCELERATED CLASSES:

What exactly will count as an accelerated class?

Honors Classes

AP Classes

Dual Enrollment

Will AP Classes be offered as Virtual Classes?

GRADUATION RATE

Concerns over GED population

Concerns over SPED population

What role is Common Core going to play in the Accountability Process? Are the scale scores going to remain the same?

Mississippi Statewide Accountability System Feedback Form

Focus Group Feedback:

- All written comments will be compiled and submitted to the SBE during the December 2014 meeting.
- You may submit your comments in writing by—
 - mail (Attn: Accountability Feedback, Office of Accountability-- Suite 211, MDE, Post Office Box 771, Jackson, MS 39205-0771),
 - e-mail (accountability@mde.k12.ms.us), or
 - facsimile transmission (601-359-5527).
- All feedback should be received no later than 5:00pm on Thursday, December 11, 2014.

Rank order the following business rules with the **top 5** issues you would most like to change from **1 to 5**, with **1** being the one you would most like to change.

- | | |
|--|---|
| <u>1</u> Assignment of Grade Classifications | <u>16</u> Students with Disabilities |
| <u>2</u> Full Academic Year (FAY) | <u>17</u> Duplicate Test Scores |
| <u>3</u> N-Count Minimums <i>← sample size</i> | <u>18</u> Invalid Test Scores |
| <u>4</u> Participation Rates | <u>19</u> Rounding — <i>make consistent rules. not punitive</i> |
| <u>5</u> Proficiency | <u>20</u> School Reconfigurations |
| <u>6</u> Growth — <i>high performers — adv + adv. = 11</i> | <u>21</u> Alternative, Career, Technical, & Vocational Schools |
| <u>7</u> Lowest 25% of Students | <u>22</u> Schools without Tested Subjects or Grades — <i>consider test in K-2</i> |
| <u>8</u> Graduation Rate — <i>change law lang to min/par</i> | <u>23</u> State and other Special Schools |
| <u>9</u> Acceleration — <i>diploma — needs fullfilling</i> | <u>24</u> 9 th Grade Only Schools |
| <u>10</u> Banking Scores | <u>25</u> College & Career Readiness Indicator |
| <u>11</u> Focus Schools | <u>26</u> Senior Snapshot |
| <u>12</u> Priority Schools | <u>27</u> Other |
| <u>13</u> Reward Schools | |
| <u>14</u> Annual Measurable Objectives (AMOs) | |
| <u>15</u> English Learners (EL) | |