



Proposed Transitional Timeline & Combined (State & Federal) Accountability Model

May 1, 2013

Office of Accreditation & Accountability

APA Process

- On April 19, 2013, the State Board of Education granted approval to begin the Administrative Procedures Act (APA) process for the proposed recommendations for
 - a Transitional Accountability & Assessment Timeline for school years 2012-2013 through 2015-2016; and
 - a combined State and Federal Accountability Model beginning in school year 2013-2014.
- These changes are now out for public comment via the APA process.



Recommendations for 2013-2014 and beyond

Proposed Transitional Timeline

Timeline	Curriculum	Tests	State Accountability Model	Alignment
2012-13	MS Curriculum Frameworks & Common Core State Standards	Current Assessments	<ul style="list-style-type: none"> Use currently approved state model for assigning labels Run new model – Fall 2013 for impact data only 	Yes
2013-14	Common Core State Standards (full implementation)	Current Assessments	<ul style="list-style-type: none"> Use Accountability Labels from 2012-2013 OR from 2013-14, whichever is higher Publish all data from new model 	No
2014-15	Common Core State Standards	<ul style="list-style-type: none"> New Assessments in ELA/Math Current Assessments in Science & U.S. History 	<ul style="list-style-type: none"> Use Accountability Labels from 2012-13 or 2013-14, whichever is higher. Publish all data Standard Setting will occur through PARCC consortium during Summer 2015 	Yes Initial year of PARCC assessment
2015-16	Common Core State Standards	<ul style="list-style-type: none"> New Assessments in ELA/Math Current Assessments in Science & U.S. History 	<ul style="list-style-type: none"> Apply new State and Federal (Combined) Accountability Model to determine labels 	Yes

Proposed Transitional Timeline

- These recommendations are the result of two (2) years of discussion with the USDE, PARCC, superintendents, other practitioners, multiple stakeholders, and state elected officials and were generated to ensure that the full and appropriate implementation of internationally benchmarked standards (Common Core State Standards) is a reality for Mississippi's students.
- **All data will be published for all years.**
- The recommendations are not intended to impact current graduation requirements.
- Any changes in federal requirements (such as reauthorization of ESEA) are not represented in this proposal and can happen at any time.



***Recommendations for
Combined State & Federal
Accountability Model
(Currently in APA Process)***

Measuring Student Proficiency

- Mississippi Curriculum Test, Second Edition (MCT2)
 - Language Arts and Mathematics
 - Grades 3-8
- Mississippi Science Test, Second Edition (MST2)
 - Grades 5 and 8
- Subject Area Testing Program, Second Edition (SATP2)
 - Algebra I, Biology I, English II, and U.S. History
- Mississippi Alternate Assessment of Extended Curriculum Frameworks (MAAECF)
 - Grades 3-8

Achievement Levels			
1	2	3	4
Minimal	Basic	Proficient	Advanced

Looking Ahead 2014-2015

- PARCC Assessments:
 - Five (5) Performance Levels
 - ELA and Math but no Science
- Dynamic Learning Maps Assessments:
 - Four (4) Performance Levels (tentative)
 - ELA and Math but no Science
- Science and U.S. History
 - Biology I and Science 5 and 8 (TBD)

Defining Progress/Growth

Progress/Growth is when a student:

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

Achievement Levels

1	2	3	4
Minimal	Basic	Proficient	Advanced



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Elementary and Middle Schools

*Each category has 100 possible points
(percent of students)*

Reading	Math	Science
Proficiency	Proficiency	Proficiency
Growth All Students	Growth All Students	
Growth Lowest 25%	Growth Lowest 25%	



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Elementary and Middle Schools (700 Points)

	A	B	C	D	F
Points	TBD	TBD	TBD	TBD	TBD
Percent of Eligible Students Tested*	At least 95%	At least 95%	At least 95%	At least 95%	At least 95%
Adequate Progress with Lowest Performing Students In Reading and Math	Within two (2) years	Within two (2) years	Within two (2) years	Within two (2) years	

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

Elementary and Middle School Grades

Each category has 100 possible points
(percent of students)

Reading	Math	Science
Proficiency 81.4% = 81.4 points	Proficiency 84.5% = 84.5 points	Proficiency 79.2% = 79.2 points
Growth All Students 72.7% = 72.7 points	Growth All Students 74.1% = 74.1 points	Total: 497 Points But did NOT meet growth target in lowest 25% in Reading
Growth Lowest 25% 49.6% = 49.6 points	Growth Lowest 25% 55.3% = 55.3 points	



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Grading High Schools

High school grades calculation to include:

- Graduation rates for all students
- Acceleration rates (both performance and participation)
 - Number of students taking and passing Advanced Placement, International Baccalaureate, dual credit, or industry certification courses
- College readiness rates
 - Based upon ACT scores

Four-year Graduation Rate

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

- Students who graduate in four (4) years from a school/district with a “Regular High School Diploma”
- “Regular High School Diploma” is the standard high school diploma and does not include GED, certificate of attendance, etc.

Graduation Rate vs. Dropout Rate

Question: Does this mean that students who receive a Certificate of Completion or GED will count as a dropout?

Answer: The dropout calculation is an entirely different calculation from the graduation rate calculation. Students who are still enrolled or have finished with something other than a “regular high school diploma” are counted in the denominator of both the graduation rate and the dropout rate calculations but are not counted in the numerator of either calculation.

In other words, a school can have an 80% graduation rate and a 10% dropout rate. The other 10% of students are either still enrolled or have finished with something other than a “regular high school diploma.”

High School Grades

*Each category has 100 possible points
(percent of students)*

Reading	Math	Other Subjects	Four-year Graduation Rate	Acceleration	College Readiness
Proficiency	Proficiency	Science Proficiency	All Students Rate	Participation Proficiency	Rate
Growth All Students	Growth All Students	U.S. History Proficiency		70/30 Y1 60/40 Y2 50/50 Y3	ACT Math 22 and Reading 21 or English 18
Growth Lowest 25%	Growth Lowest 25%			Phase in: Y1: 15-16 Y2: 16-17 Y3: 17-18	Math: 50% R/E: 50%



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High School Grades

(1100 points)

	A	B	C	D	F
Points	TBD	TBD	TBD	TBD	TBD
Percent of Eligible Students Tested*	At least 95%	At least 95%	At least 95%	At least 95%	At least 95%
Adequate Progress with Lowest Performing Students in Reading and Math	Within two (2) years	Within two (2) years	Within two (2) years	Within two (2) years	

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

Federal (DA) Model

- Because these recommendations impact our current Differentiated Accountability (federal) model, any changes approved by the State Board of Education will have to be submitted to and approved by the USDE.

SB2396

- Signed by the Governor on April 25, 2013
- Combine state and federal accountability system
- 4-year federally approved graduation rate
- Discontinue use of QDI and HSCI
- Emphasis on growth of bottom 25%
- Increase standards when 75% of students are proficient or 65% of districts are B or above
- Standards-based growth model

Resources

- SB2396:

<http://billstatus.ls.state.ms.us/2013/pdf/history/SB/SB2396.xml>

- Public Sharepoint Site:

<https://districtaccess.mde.k12.ms.us/Accountability/default.aspx>

APA Process

- Comments may be submitted
 - Via e-mail to accountability@mde.k12.ms.us,
 - Via fax to 601-359-1979, or
 - Via mail to:
 - Dr. Paula Vanderford, Education Bureau Manager
 - Office of Accreditation & Accountability
 - P.O. Box 771
 - Jackson, MS 39205-0771
- The deadline to submit comments is **5:00 p.m. on Tuesday, May 14, 2013.**
- Comments will be presented to the State Board of Education on Thursday, May 16, 2013.

Accountability Task Force

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

Questions?