



Next-Generation Accountability Design Considerations

AAW October Meeting

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SchoolView® Foundation
Changing Conversations about Education®





Presentation Roadmap

- Today's Purpose – Explore concepts and trade-offs for the AAW Key Questions.
 - Part 1: Introductory concepts
 - Part 2: Explore options
 - Gap closing options
 - Career & college readiness options
 - Improvement options
 - Subjects & weighting options
 - Subgroup disaggregation options



Next-Generation Accountability Systems

- Coherent systems focused on learning & building performance management capacity at all levels
 - Maximize student progress toward & attainment of college and career readiness
 - Support local ownership of high quality information to drive insight and action





Coherent Design Serves Multiple Purposes





Coherent Design Serves Multiple Purposes

External Accountability Purposes: Public,
Fed, State, District



Internal Improvement Purposes:
School, Educator, Student



Consequential Validity

- Henry Braun (2008)
 - *Assessment practices and systems of accountability are consequentially valid if they generate useful information and constructive responses that support one or more policy goals without causing undue deterioration with respect to other goals.*



Questions?



Differentiated Accountability & Support - Key Design Components

- 1. Key Performance Indicators**
- 2. Multi-Measure Framework**
- 3. Incentives for Change & Innovation**
4. Unified Planning Process
5. Service Mix & Delivery
6. Evaluation & Validation
7. Rollout Strategy - Communications, Stakeholder Engagement, Training



Key Performance Indicators (KPIs)

- Establish KPI's and a multi-measure performance framework used for District, School, and educator accountability purposes.
 - Growth, Status, College & Career Readiness, Gaps & others...



Multi-Measure Index

- Develop a multi-measure index with measures, metrics, and targets for each big indicator
 - **Use the framework evidence to identify schools for Reward, Focus, Priority & other state categories**
- Balance normative and criterion-referenced growth & status evidence
 - Take note of variance in state assessment cutpoints by subject
 - Consider different normative & criterion-referenced weightings for teacher, school, district, state purposes



Multi-Measure Framework, cont.

At least two functions:

- **Improvement** - diagnostic feedback/reporting to support a solid planning process
- **Accountability** - summative evaluation with a set of performance categories that describe overall performance across KPIs & signal rewards (money, autonomy) and consequences (intervention)



Incentives for Change & Innovation

Rewards, sanctions, and disclosure

- Recognition and financial awards for high growth schools & incentives to replicate
- State authority to intervene in and close schools
- Public access to insightful information about student, school, district & state performance



Questions?



KPI's: Key Questions

- Gap closing options
- Career & college readiness options
- Improvement options
- Subjects & weighting options
- Subgroup disaggregation options



Gap Closing Options

- Status gaps vs. growth gaps
- Proficiency vs. scale scores



Career & College Readiness Options

- Graduation rates – 4,5,6,7?
- Dropout rates?
- College entrance exams?
- On-track measures?
- College enrollment & attainment
- AP participation & success
- Others?



Improvement Options

- How many years of data will be considered?
- How will trends over time be considered?



Subjects & Weighting Options

- Do all subjects count the same?
- How will the KPI's be weighted?



Subgroup Disaggregation Options

- Why and for what purpose – calculating ratings or reporting or both?
 - All NCLB-required subgroups?
 - Unique subgroups of interest to WA?
 - Super-subgroups?
 - N-size matters



District Performance Framework Report 2010 - initial

Level: All Levels

District: STEAMBOAT SPRINGS RE-2 - 2770 (1 Year***)

Accredited with Distinction

This is the accreditation category for the district. Districts are designated an accreditation category based on their overall framework score, which is a percentage of the total points they earned out of the total points eligible in each performance indicator. The overall score is then matched to the scoring guide below to determine the accreditation category.

Plan Assignment	Framework Points Earned
Accredited with Distinction	at or above 80%
Accredited	at or above 64% - below 80%
Accredited with Improvement	at or above 52% - below 64%
Accredited with Priority Improvement Plan	at or above 42% - below 52%
Accredited with Turnaround Plan	below 42%

Framework points are calculated using the percentage of points earned out of points eligible. For districts with data on all indicators, the total points possible are: 15 points for Academic Achievement, 35 for Academic Growth, 15 for Academic Growth Gaps, and 35 for Postsecondary and Workforce Readiness.

Performance Indicators	Rating/Plan	% of Points Earned out of Points Eligible*	
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Academic Achievement	Exceeds	93.8%	(14.1 out of 15 points)
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Academic Growth	Meets	80.6%	(28.2 out of 35 points)
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Academic Growth Gaps	Meets	62.8%	(9.4 out of 15 points)
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Postsecondary and Workforce Readiness	Exceeds	91.7%	(32.1 out of 35 points)
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Test Participation** 95% Participation Rate Met

TOTAL	Distinction	83.8%	(83.8 out of 100 points)
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* Districts may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from both the points earned and the points eligible, so scores are not negatively impacted.

** Districts do not receive points for test participation. However, districts that do not meet the 95% participation rate in two or more subject areas are assigned one accreditation category lower than their points indicate.

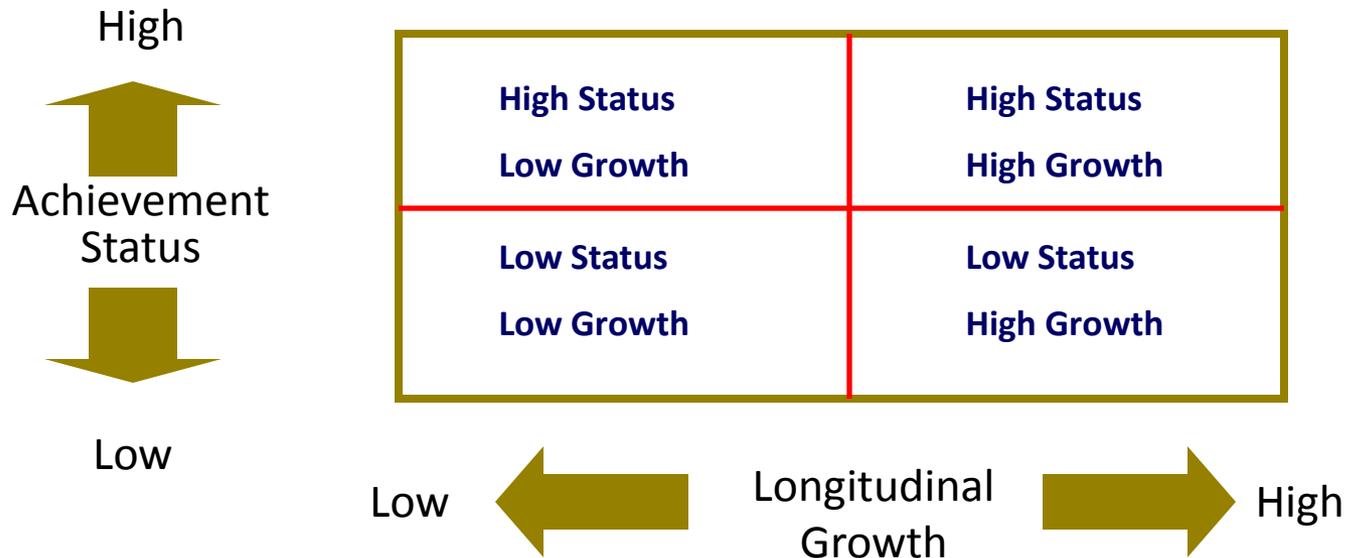
Finance Meets requirements

Safety Meets requirements

Districts do not receive points for finance and safety assurances. However, districts that do not meet requirements in at least one area default to Accredited with Priority Improvement Plan (or remain Accredited with Turnaround Plan) until they meet requirements.



Understanding Performance





Student Growth Percentile Model

What is? ➡ How much growth did a child make in one year?

What should be? ➡ How much growth is enough to reach college & career readiness?

What could be? ➡ How much growth have other students made with the same starting point?



Student Growth Percentiles Provide:

- Each student's norm- and criterion-referenced progress compared to other students in the state with similar score history on statewide and interim assessments
- The adequacy of individual year-to-year student progress toward state standards
- The growth rate needed for groups of students to catch up or keep up to be on track to reach college and career readiness
- Norm- and criterion-referenced growth rates among different groups of students at the state, district, school, and classroom levels
- Statewide growth benchmarks for schools, districts, and education service providers

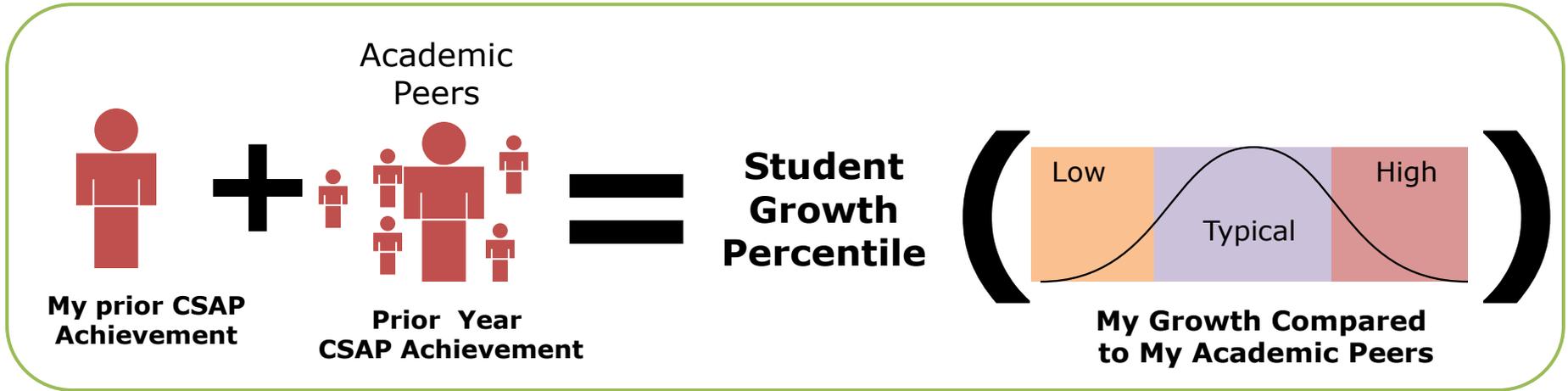


Establishing Growth Standards Based on Growth Norms

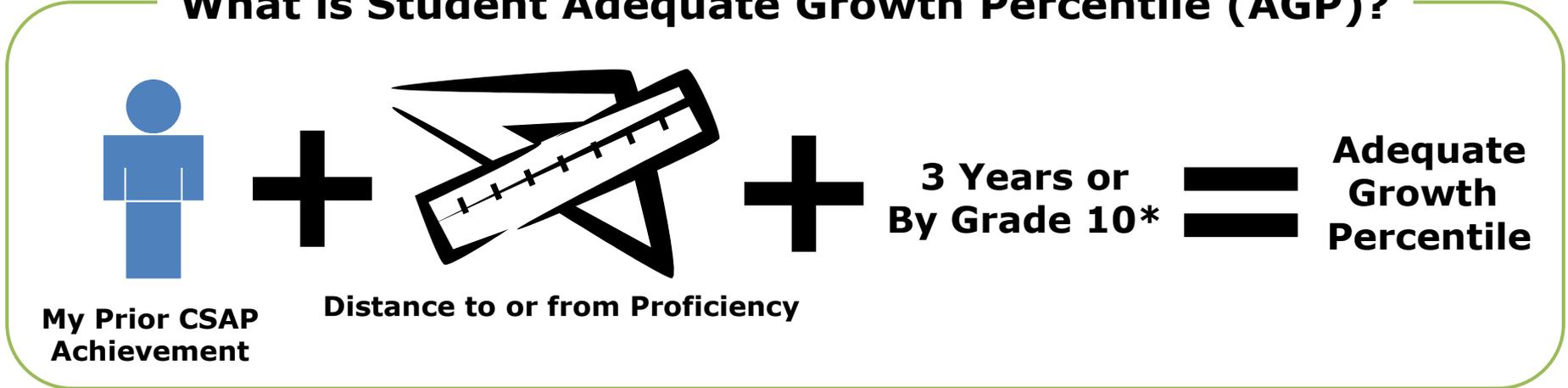
- The most common adequacy criterion is judging growth toward an achievement goal (i.e., growth-to-standard)
- Results from student growth percentile analyses can be used to calculate growth trajectories for each student
- These trajectories indicate what future rates of growth will lead to and are used to make adequacy judgments
- This growth-to-standard approach was approved as part of Colorado's successful application to the Growth Model Pilot Program and ESEA Flexibility Request



Understanding Student Growth Percentiles



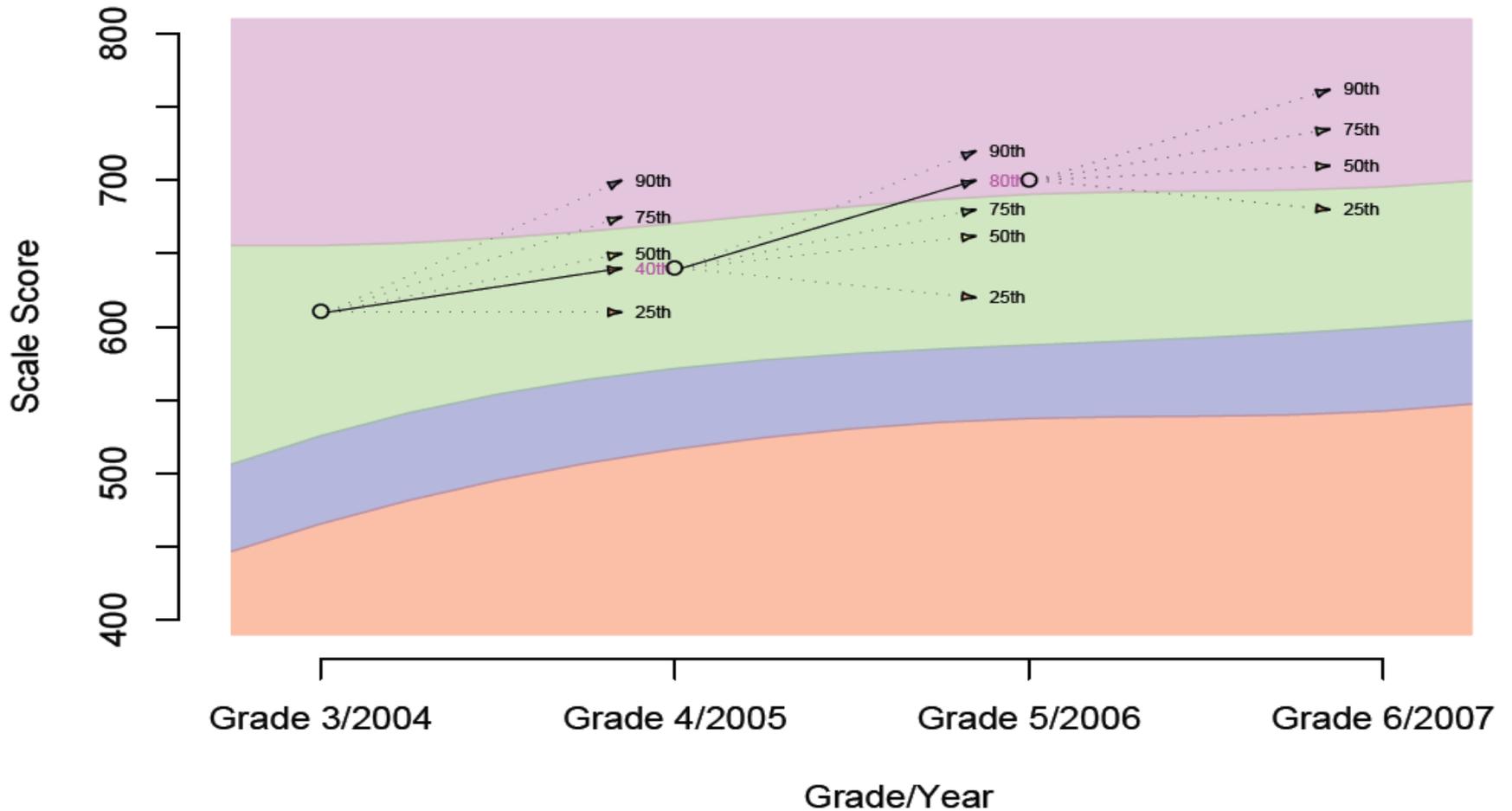
What is Student Adequate Growth Percentile (AGP)?



*Whichever comes first.

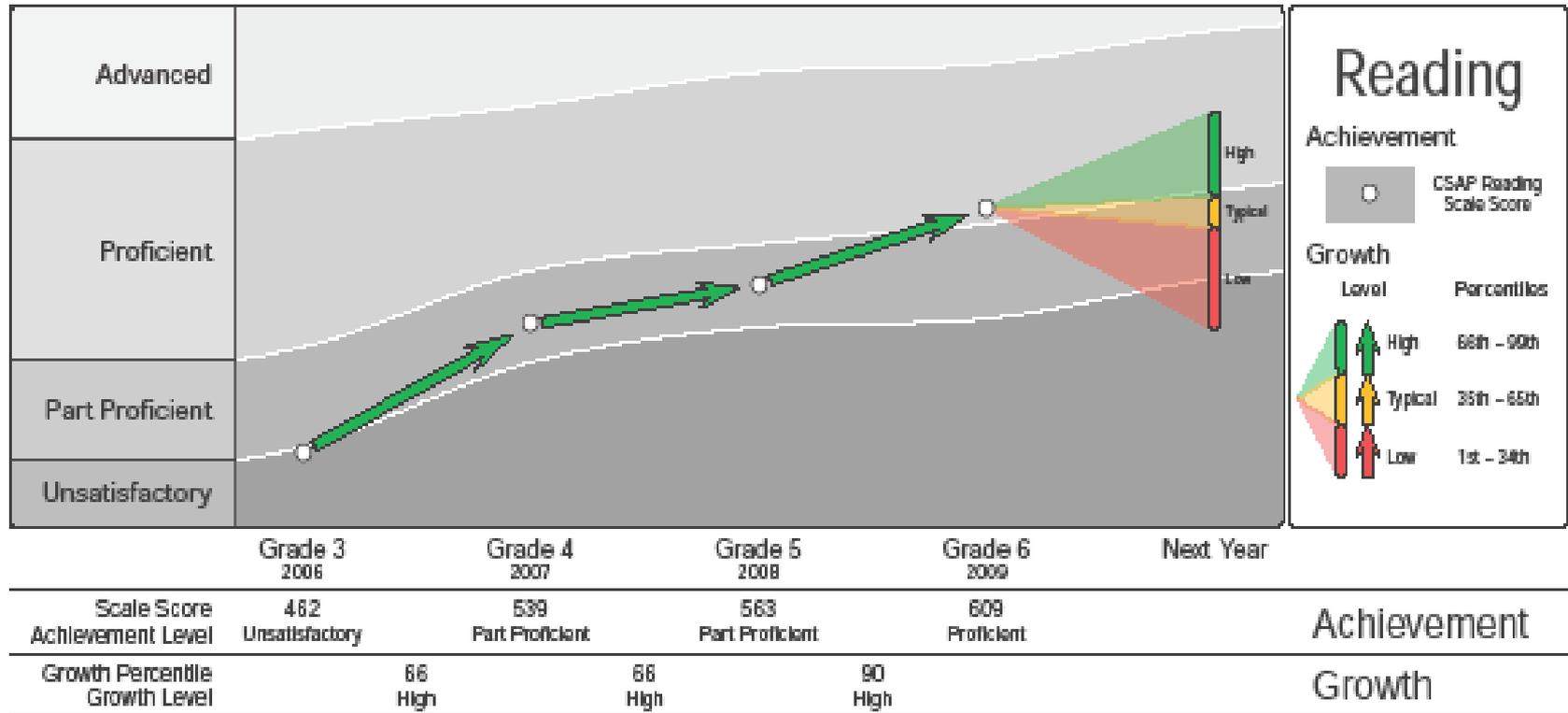


Individual Student CSAP Growth Chart: Reading 2004 to 2007



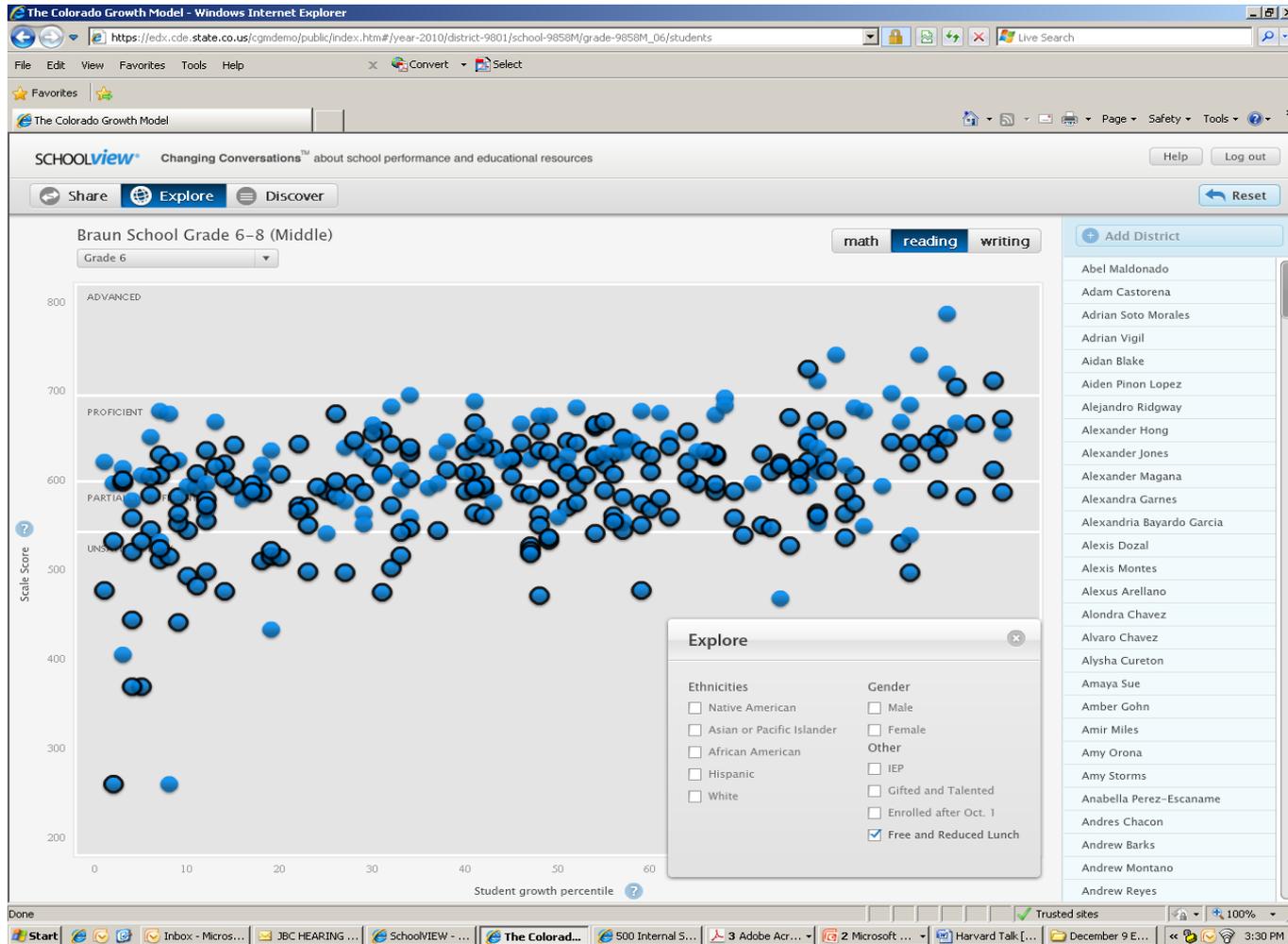


One Student's Growth Percentiles





Students within a Grade





Schools within a District



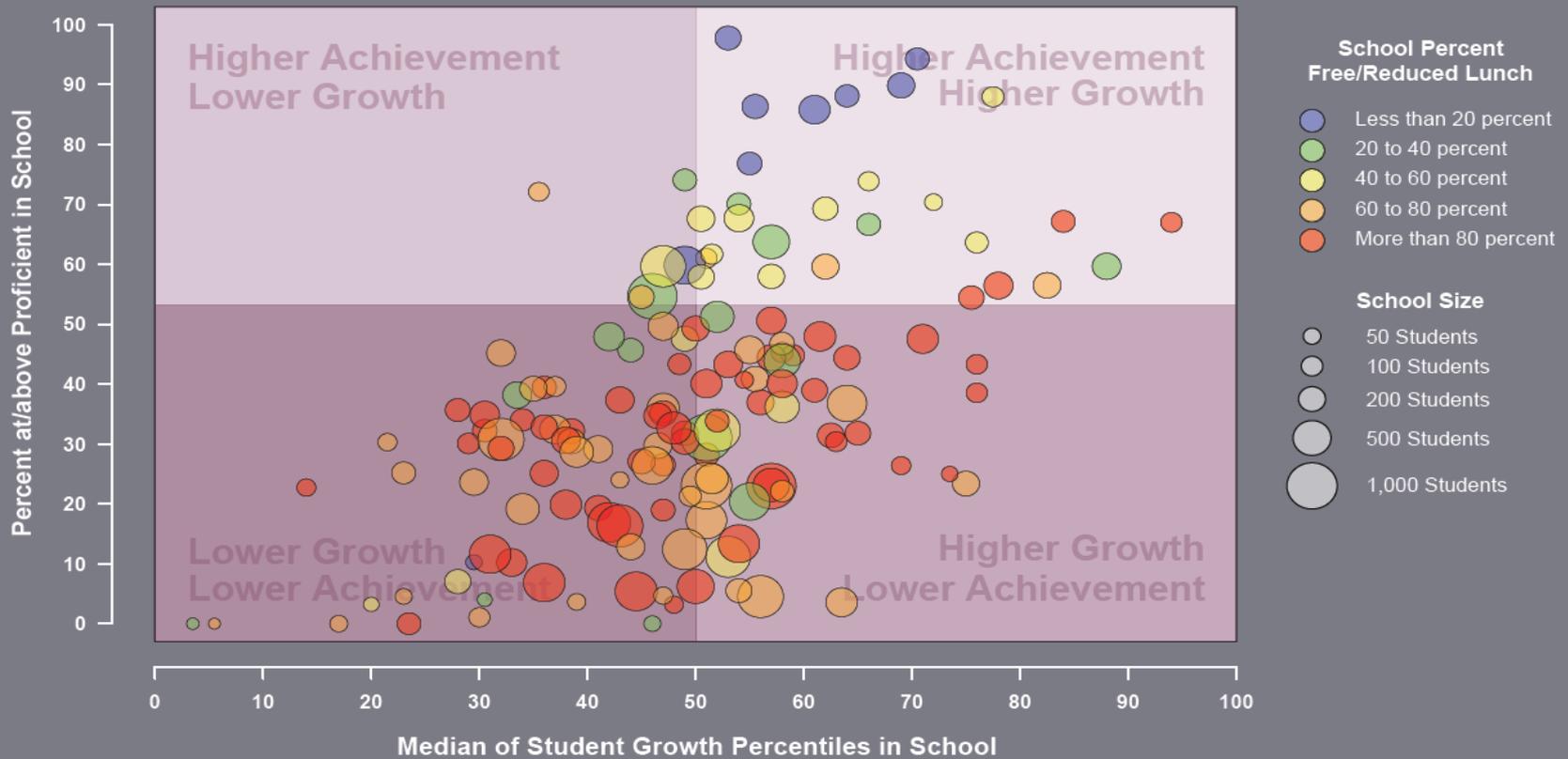


Districts within a State





District C: 2008 CSAP Math School Results
Student Growth versus Student Achievement by Percent Free/Reduced Lunch





Performance Indicators Level: High School

School: ABRAHAM LINCOLN HIGH SCHOOL - 0010 (1 Year***)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	1	4		Does Not Meet	933	32.5%	2
Mathematics	1	4		Does Not Meet	932	9.9%	6
Writing	1	4		Does Not Meet	931	14.3%	3
Science	1	4		Does Not Meet	441	12.7%	3
Total	4	16	25.0%	Does Not Meet			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	806	55	78	No
Mathematics	2	4		Approaching	808	52	99	No
Writing	2	4		Approaching	804	51	96	No
Total	7	12	58.3%	Approaching				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	14	20	70.0%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	688	55	76	No
Minority Students	3	4		Meets	780	55	78	No
Students w/ Disabilities	2	4		Approaching	85	52	99	No
English Language Learners	3	4		Meets	601	55	83	No
Students needing to catch up	3	4		Meets	569	55	92	No
Mathematics	9	20	45.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	689	52	99	No
Minority Students	2	4		Approaching	781	52	99	No
Students w/ Disabilities	1	4		Does Not Meet	84	37	99	No
English Language Learners	2	4		Approaching	603	51	99	No
Students needing to catch up	2	4		Approaching	691	53	99	No
Writing	10	20	50.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	687	51	95	No
Minority Students	2	4		Approaching	778	51	96	No
Students w/ Disabilities	2	4		Approaching	85	44	99	No
English Language Learners	2	4		Approaching	599	53	97	No
Students needing to catch up	2	4		Approaching	648	51	99	No
Total	33	60	55.0%	Approaching				

Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Minimum State Expectation
Graduation Rate	1	4		Does Not Meet	345	64.9%	80%
Dropout Rate	2	4		Approaching	2964	5.2%	At/below State average
Colorado ACT Composite	1	4		Does Not Meet	359	14.7%	At/above State average
Total	4	12	33.3%	Does Not Meet			



Scoring Guide				Level: High School		
Scoring Guide for Performance Indicators on the School Performance Framework Report						
Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible	Framework Points	
Academic Achievement	<i>The school's percentage of students scoring proficient or advanced was:</i>					
	• at or above the 90th percentile of all schools.	Exceeds	4	16 (4 for each content area)	15	
	• below the 90th percentile but at or above the 50th percentile of all schools.	Meets	3			
	• below the 50th percentile but at or above the 15th percentile of all schools.	Approaching	2			
• below the 15th percentile of all schools.	Does Not Meet	1				
Academic Growth	<i>If the school meets the median adequate student growth percentile and its median student growth percentile was:</i>			12 (4 for each content area)	35	
	• at or above 60.	Exceeds	4			
	• below 60 but at or above 45.	Meets	3			
	• below 45 but at or above 30.	Approaching	2			
	• below 30.	Does Not Meet	1			
	<i>If the school does not meet the median adequate student growth percentile and its median student growth percentile was:</i>					
	• at or above 70.	Exceeds	4			
	• below 70 but at or above 55.	Meets	3			
Academic Growth Gaps	<i>If the student subgroup meets the median adequate student growth percentile and its student growth percentile was:</i>			60 (5 for each subgroup group in 3 content areas)	15	
	• at or above 60.	Exceeds	4			
	• below 60 but at or above 45.	Meets	3			
	• below 45 but at or above 30.	Approaching	2			
	• below 30.	Does Not Meet	1			
	<i>If the student subgroup does not meet the median adequate student growth percentile and its student growth percentile was:</i>					
	• at or above 70.	Exceeds	4			
	• below 70 but at or above 55.	Meets	3			
Postsecondary and Workforce Readiness	<i>Graduation Rate: The school's graduation rate was:</i>			12 (4 for each sub-indicator)	35	
	• at or above 90%.	Exceeds	4			
	• above 80% but below 90%.	Meets	3			
	• at or above 65% but below 80%	Approaching	2			
	• below 65%.	Does Not Meet	1			
	<i>Dropout Rate: The school's dropout rate was:</i>					
	• at or below 1%.	Exceeds	4			
	• at or below the state average but above 1%.	Meets	3			
	• at or below 10% but above the state average.	Approaching	2			
	• at or above 10%.	Does Not Meet	1			
	<i>Average Colorado ACT Composite: The school's average Colorado ACT composite score was:</i>					
	• at or above 22.	Exceeds	4			
• at or above the state average but below 22.	Meets	3				
• at or above 17 but below the state average.	Approaching	2				
• at or below 17.	Does Not Meet	1				

Cut-Points for each performance indicator		
Indicator	Cut Point: The school earned ... of the points eligible on this Indicator.	Rating
Achievement; Growth; Gaps; Postsecondary	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
Postsecondary	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for plan type assignment		
Indicator	Cut Point: The school earned ... of the total Framework points eligible.	Plan Type
Total Framework Points	• at or above 60%	Performance
	• at or above 47% - below 60%	Improvement
	• at or above 33% - below 47%	Priority Improvement
	• below 33%	Turnaround



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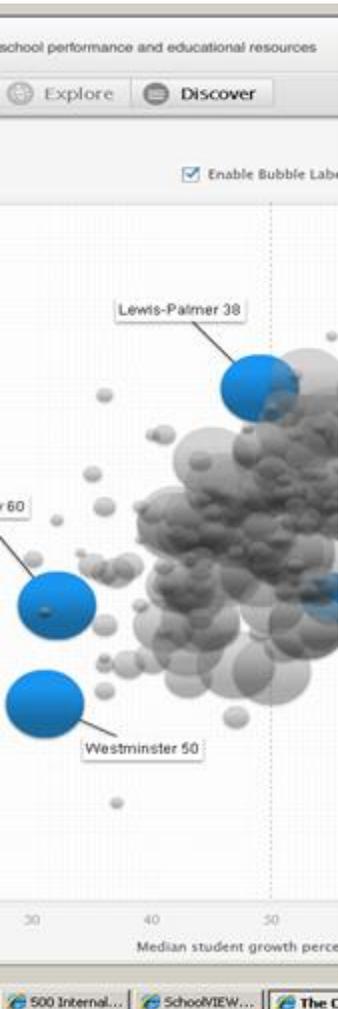


Additional Slides for Reference



Developing a Common and Open Measure: The SGP Model

- The Student Growth Percentile (SGP) methodology (The Colorado Growth Model) was developed by the Colorado Department of Education in partnership with Dr. Damian Betebenner and made available for free to public and private entities
 - Code available on <http://cran.r-project.org/>
 - Creative Commons-Share Alike-Attribution-Commercial Use License





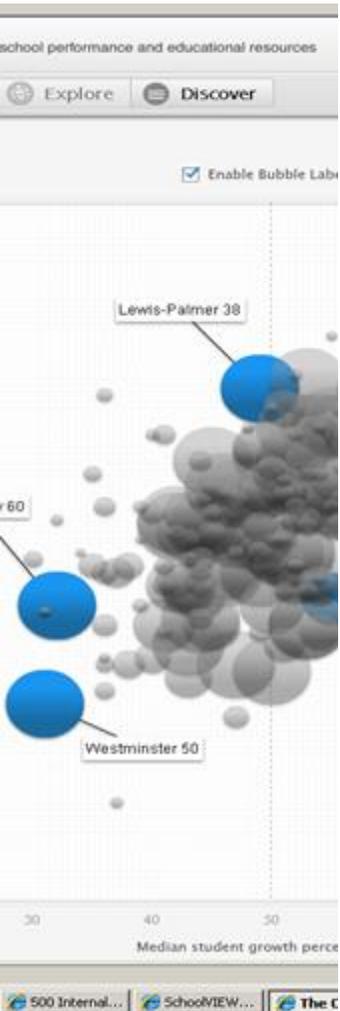
SchoolView® Foundation: Fostering Collaboration

Purpose:

Enable dramatic improvement in education performance and delivery.

Mission:

Revolutionize data access and engagement with insightful information about student and school performance—within and across states.

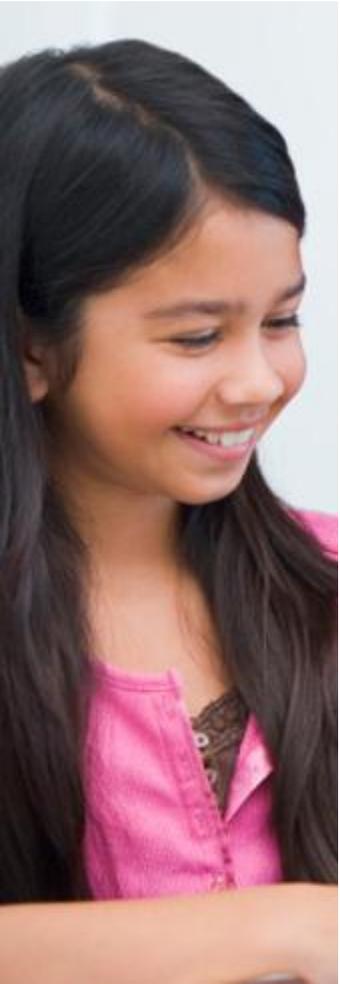




Open Code & Collaboration: SchoolView®

Changing Conversations about Education®

- The SchoolView® and R-based visualizations of SGPs can be used for free for public purposes and cannot be used for commercial purposes
- State-owned brand – not a vendor
 - Creative Commons/Share Alike/Attribution/Noncommercial License





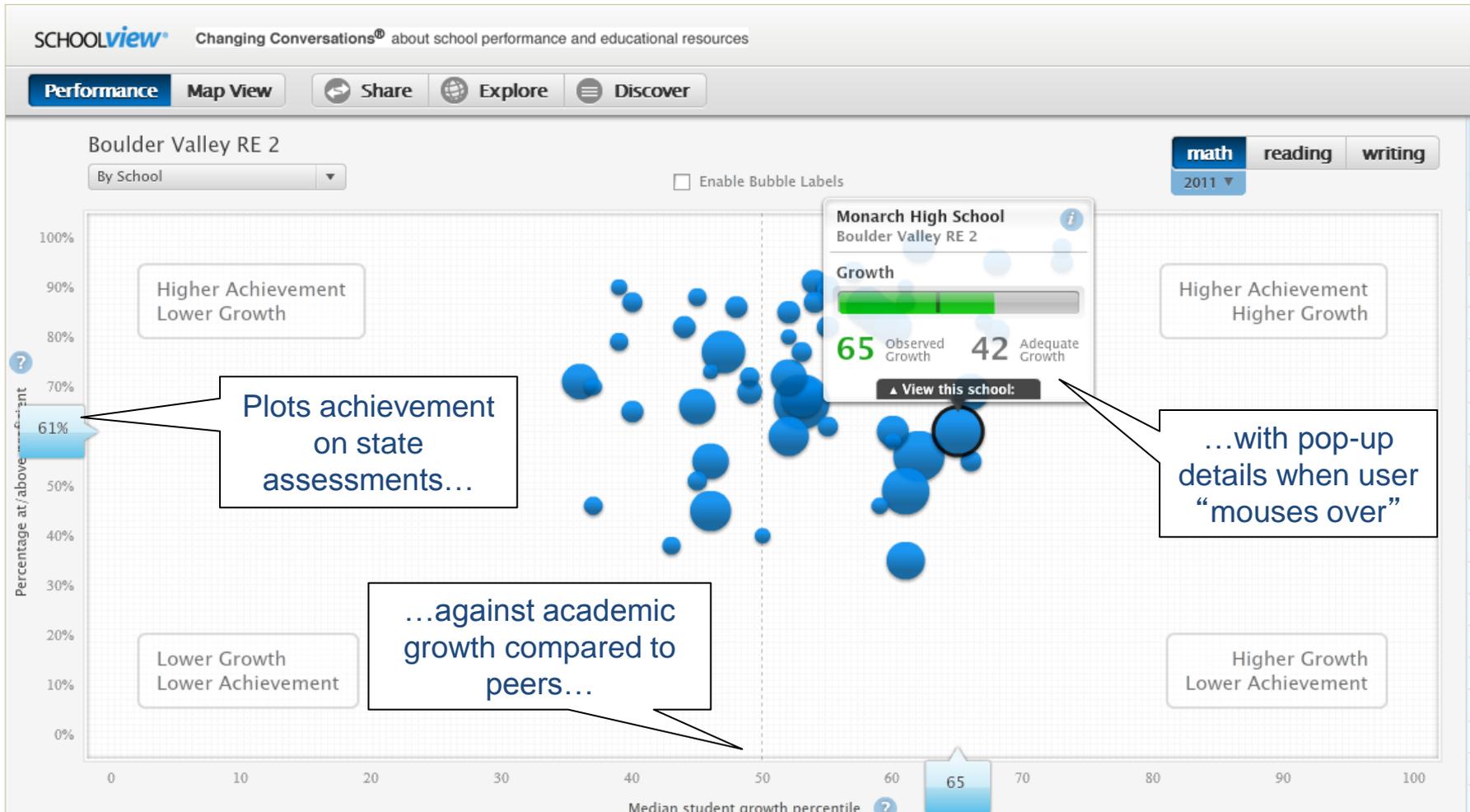
SchoolView® Platform: Promoting Coherence

- Provide and safeguard definitive data and analyses...
- So states, districts, educators, foundations, and service providers can collaborate...
- With a common evidence base to support student achievement & school improvement





SchoolView® Visualizations





Speedometers & Mile Markers

Rate x Time = Distance

Consider two buses heading to the same destination but starting from different places.....

<http://vimeo.com/schoolview/bus>



Understanding Student Growth Percentiles

Consider a High Jump Analogy...

<http://vimeo.com/schoolview/highjump>