

State Accountability System Examples

Presentation to Texas Commission on Next Generation Assessments and Accountability

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Agenda

- Provide examples of current state approaches to accountability along relevant dimensions for committee recommendations:
 - Framework or system domains
 - Indicators or measures
 - Performance categories
 - Weights
 - Time frame
 - Other (alignment to other measures, systems, or policies; consistency with federal accountability requirements, reporting, distinctions)

Framework or System Domains



Framework or System Domains (State System)

	Texas	Colorado	Ohio	Florida	Virginia
Student achievement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Student progress	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Closing performance gaps	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Postsecondary readiness	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Community and student engagement	<input checked="" type="checkbox"/>				
		Participation rate	Participation rate	Participation rate	

Every Student Succeeds Act (ESSA) requires: proficiency in English language arts (ELA) and math, graduation rate (high schools) OR growth or another "valid and reliable" statewide academic indicator (elementary and middle schools), English-language proficiency progress, additional indicators of school quality or student success

Indicators or Measures

Domain 1: Student Achievement

Texas	Colorado	Ohio	Florida	Virginia
<p>STAAR</p> <ul style="list-style-type: none"> Percentage of students who met performance standard aggregated across grade levels by subject area Percentage of students who met college readiness performance standard aggregated across grade levels by subject area 	<p>Percentage of all students proficient on state assessments in reading, math, science, writing (compared to state-defined threshold)</p>	<p>Percentage of assessments for which 80% of students score proficient or higher (performance indicators met) across all grades and subjects (ELA, math, science, social studies)</p> <p>Average performance level of all students on statewide assessments across all grades and subjects</p>	<p>Percentage of all students satisfactory or higher on state assessments in ELA, math, science, social studies</p>	<p>Percentage of all students proficient on state assessments in ELA, math, science, social studies</p>

Ohio Performance Index

Performance Index Points	State Test Performance Level		Average Performance Index Score	Number of Students	Average Index Score x Number of Students
1.3 points	Advanced Plus (Advanced score at higher grade level)	ELA	0.80	20	16
1.2 points	Advanced	Math	0.85	20	17
1.1 points	Accelerated	Science	0.75	14	10.5
1.0 points	Proficient	Social Studies	0.90	12	10.8
0.6 points	Basic	Total		66	54.3
0.3 points	Limited	Weighted average		54.3/66=0.82	
0 points	Did not take test				

Domain 2: Student Progress

Texas	Colorado	Ohio	Florida
<p>STAAR</p> <ul style="list-style-type: none"> Phase-in Level II—Percentage of students who met standard for annual improvement aggregated across grade levels by subject area College Readiness—Percentage of students who met standard for annual improvement aggregated across grade levels by subject area 	<p>Median growth percentile (math, reading, writing, English proficiency) (compared to state adequate growth percentile and state minimum median growth percentile)</p>	<p>Value-added progress across subjects from year to year on statewide assessment scores in math, ELA, science, and social studies or math and ELA (high schools)</p> <p>Percentage of students who did not score on track on K–3 reading diagnostic assessment or Grade 3 state reading assessment who score on track in current year or semester</p>	<p>Learning gains: percentage of students who scored at achievement level 1 or level 2 in previous year and advance from one sublevel to a higher level within the overall level; scored at achievement level 3 or level 4 in previous year and increase scale score by any amount; or scored at achievement level 5 in previous year and maintain</p>

Domain 3: Closing Performance Gaps

Texas	Colorado	Ohio	Florida
Academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds	<p>Median growth percentile (math, reading, writing, English proficiency) (compared to state adequate growth percentile and/or state minimum median growth percentile for minority, FRL, students with disabilities, ELL, and students below proficient)</p> <p>Graduation rates for minority, FRL, students with disabilities, ELL students (against state target)</p>	<p>Value-added progress across subjects from year to year on statewide assessment scores in math, ELA, science, and social studies or math and ELA (high schools) for gifted students, students with disabilities, lowest 20%</p> <p>Progress toward closing gaps between performance and annual measurable objectives for math proficiency, reading proficiency, and graduation rates</p>	Learning gains for lowest 25% (math, ELA)

Domain 4: Postsecondary Readiness

Texas		
<p>Districts and High Schools</p> <ul style="list-style-type: none"> ▪ Dropout rate ▪ Graduation rate ▪ Percentage of students who do at least one of the following: <ul style="list-style-type: none"> • Complete requirements for FHSP distinguished level of achievement • Complete the requirements for an endorsement • Complete a coherent sequence of CTE courses • Satisfy the TSI benchmark • Earn at least 12 hours of postsecondary credit • Complete an AP course • Enlist in the armed forces • Earn an industry certification <p>Any additional indicators of student achievement not related to performance on standardized assessment, as determined by the commissioner</p>	<p>Middle and Junior High Schools</p> <ul style="list-style-type: none"> ▪ Student attendance ▪ Dropout rate ▪ Percentage of seventh- and eighth-grade students who receive instruction in preparing for high school, college, and career 	<p>Elementary Schools</p> <ul style="list-style-type: none"> ▪ Student attendance

Domain 4: Postsecondary Readiness

Colorado	Ohio	Florida	Virginia
<p>Graduation rates (highest of four-, five-, six-, or seven-year)</p> <p>Dropout rate</p> <p>Average composite ACT score</p>	<p>Graduation rate (4-year)</p> <p>Graduation rate (5-year)</p> <p>Percentage of students in graduating class who:</p> <ul style="list-style-type: none"> Participated in ACT Participated in SAT Earned remediation-free score on ACT Earned remediation-free score on ACT Received an honors diploma Earned industry-recognized credential Earned credit in one or more AP courses Scored 3 or higher on at least one AP test Earned at least 3 dual enrollment or postsecondary credits 	<p>High School</p> <p>Graduation rate (4-year)</p> <p>Percentage of graduates:</p> <ul style="list-style-type: none"> With AP, IB, or AICE results who earn college credit or Who earned a C or better in dual enrollment or Earned CAPE industry certification <p>Middle School</p> <p>Percentage of eligible students:</p> <ul style="list-style-type: none"> Who pass one or more EOC exams or Earn industry certification 	<p>Graduation and completion index based on average level of high school degree earned by students in 4-year cohort (Board-recognized diploma, GED, still in school, certificate of program completion, dropout)</p>

Domain 5: Community and Student Engagement

Texas	ESSA
<p>Three indicators from the following list, as chosen by each district and campus:</p> <ul style="list-style-type: none"> Fine arts Wellness and physical education Community and parental involvement, such as opportunities for parents to assist students in preparing for assessments Tutoring programs that support students taking assessments Opportunities for students to participate in community service projects 21st Century Workforce Development program Second language acquisition program Digital learning environment Dropout prevention strategies Educational programs for gifted and talented students 	<p>School quality or success (additional indicators*) "may" include the following:</p> <ul style="list-style-type: none"> Student access to and completion of advanced coursework Postsecondary readiness School climate and safety Student engagement Educator engagement <p>Other reported data required under ESSA that might be used:</p> <ul style="list-style-type: none"> Behavior data (for example, suspensions, expulsions) Participation in AP/IB coursework and tests Preschool participation College-going rates Chronic absenteeism (absent one month)

*Note that ESSA requires indicators that can be disaggregated

Performance Categories



Performance Categories

	Texas	Colorado	Ohio	Florida	Virginia
Number	5	4	5*	5**	6
Labels	A-F	Performance Plan, Improvement Plan, Priority Improvement Plan, Turnaround Plan	A-F*	A-F**	Fully Accredited, Approaching Benchmark, Improving, Warned, Reconstituted, Accreditation Denied
Cut Points		>60, 47-59, 37-47, <32		>=62, 54-61, 41-53, 32-40, <=31	Vary by measure and category
Other		Overall designation adjusted down based on participation rate			

*No overall rating—ratings provided for individual performance measures

**I or Incomplete rating assigned temporarily based on participation rate and replaced with A-F after investigation

Weights

Weights

	Texas	Colorado	Florida	Virginia
Type		Compensatory	Compensatory	Conjunctive
Weights	Differential weighting across domains Within-domain weighting may be differential or equal: Domains 1, 2, 3 = 55%, Domain 4 = 35% (graduation rate 10%, other 25%), Domain 5 = 10%	Individual performance measures weighted differentially (academic growth in math, reading, writing highest at 14.3%)	Individual performance measures weighted equally	Equal weights for individual performance measures

Compensatory: All measures considered together. Must meet overall performance threshold.
 Conjunctive: Measures considered separately. Must meet x condition AND x condition.

Time Frame

Time Frame for Data to Compute Rating

Texas	Colorado	Florida	Virginia	Ohio
TBD	One- or three-year average—use the one with more indicators available, or, if equal, the method that yields the highest score	One year	One year, three- or four-year average for achievement	One year

Time frame also is relevant for reporting—can report accountability designations over time or can report single-year designations

Other Dimensions

Other Dimensions

- Alignment to other measures, systems, or policies
 - Ohio performance index used for assessment reporting?
 - Florida learning gains used for other policies such as teacher evaluation?
- Consistency with federal accountability requirements
 - Florida use of same system for state and federal designations
 - Other states: Additional indicators for state or federal (e.g., Colorado subgroup achievement for federal, Virginia dropout rate for state)
- Reporting
 - Explanatory information

Other Issues

- Relationship of school performance to student background
- Performance category scaling
- *N* sizes: Ohio, 10; Virginia, 30

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