Coherent Systems of Accountability for Next Generation Learning
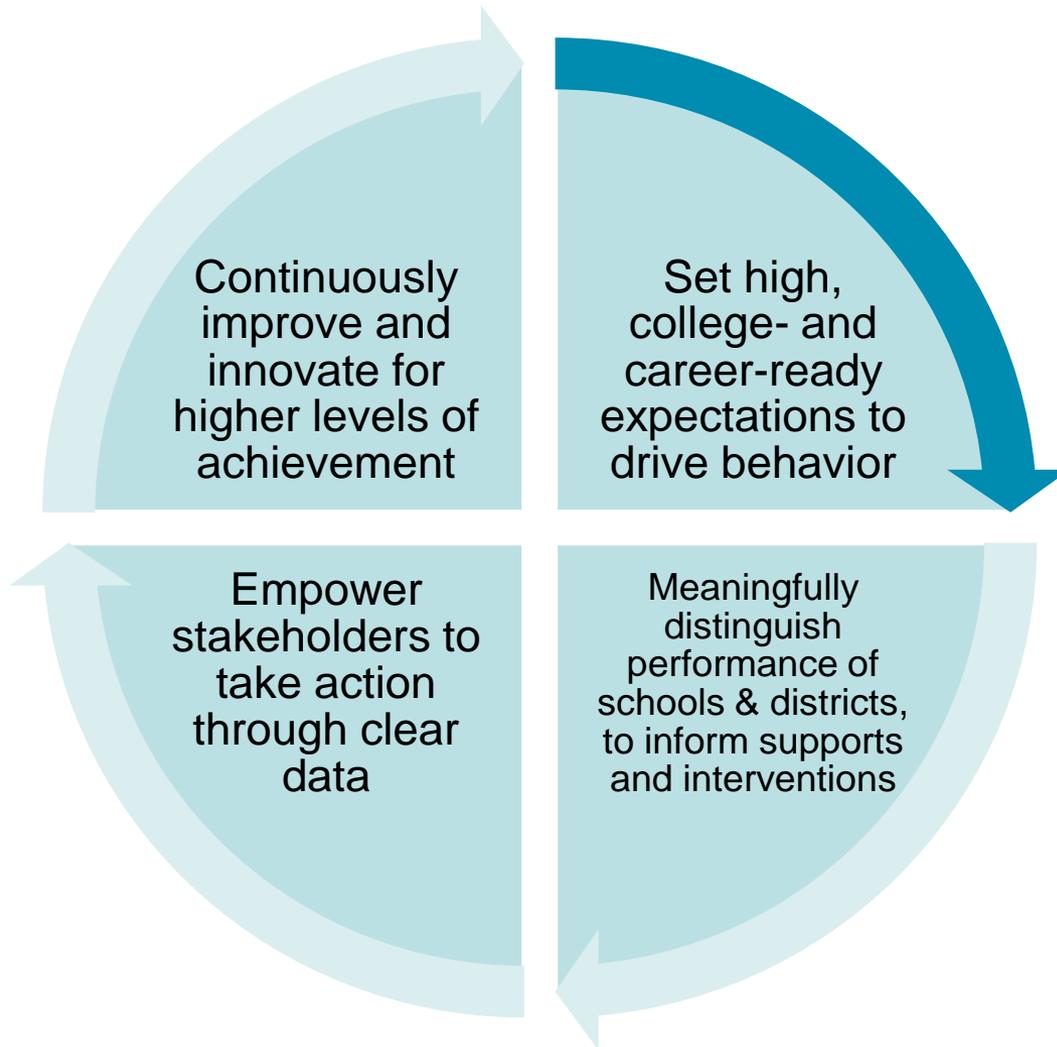
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Accountability Theory of Action

Continuously improve and innovate for higher levels of achievement

Set high, college- and career-ready expectations to drive behavior

Empower stakeholders to take action through clear data

Meaningfully distinguish performance of schools & districts, to inform supports and interventions

The goals of next-generation state accountability systems are integrated and mutually-reinforcing.

State Accountability Systems: Background

CCSSO's Next Generation Accountability Principles

1. Performance goals aligned with college and career readiness in terms of knowledge and application of knowledge

2. Annual accountability determinations

3. Multiple measures of student outcomes, including growth and status

4. Continued commitment to disaggregation

5. Reporting of timely, actionable, accessible data

6. Deeper diagnostic review and analysis

7. Strengthen capacity of schools and districts

8. Focus on lowest performing schools and achievement gaps

9. Promote innovation, evaluation, and continuous improvement

What's "next-generation" about this?

	Current Accountability Systems	Next-Generation Accountability Systems
Student performance goal	➤ Student proficiency ➤ 100% proficiency in reading and math by 2014	✓ College- and career-readiness ✓ Ambitious yet achievable goals set by states to get to college- and career-readiness
How student performance is measured	➤ Static performance ➤ Only reading and math test scores matter	✓ Growth also measured ✓ Can include other student performance measures, such as participation in AP/IB courses, freshman year attendance rate, or performance in S.S. and science
How schools/districts are evaluated	➤ "Pass" or "fail" label (make AYP or not) ➤ Incentive to focus on the "bubble" kids	✓ More nuanced, meaningful ways to distinguish school and district performance ✓ Give particular and meaningful focus to the lowest-performing schools and districts (focus and priority schools under ESEA waiver) ✓ Incentive for growth and achievement at all levels of performance

What's "next-generation" about this?

	Current Accountability Systems	Next-Generation Accountability Systems
Role of districts	➢ Primarily focus on the state to school relationship	✓ Recognize role of districts in school improvement
Theory of action	➢ Focus only on consequences and sanctions ➢ Schools and districts told they're failing and then left to figure out what to do next	✓ Include supports to districts and schools to help them improve ✓ Diagnostic reviews incorporated into the accountability system

Innovation in accountability: Overview
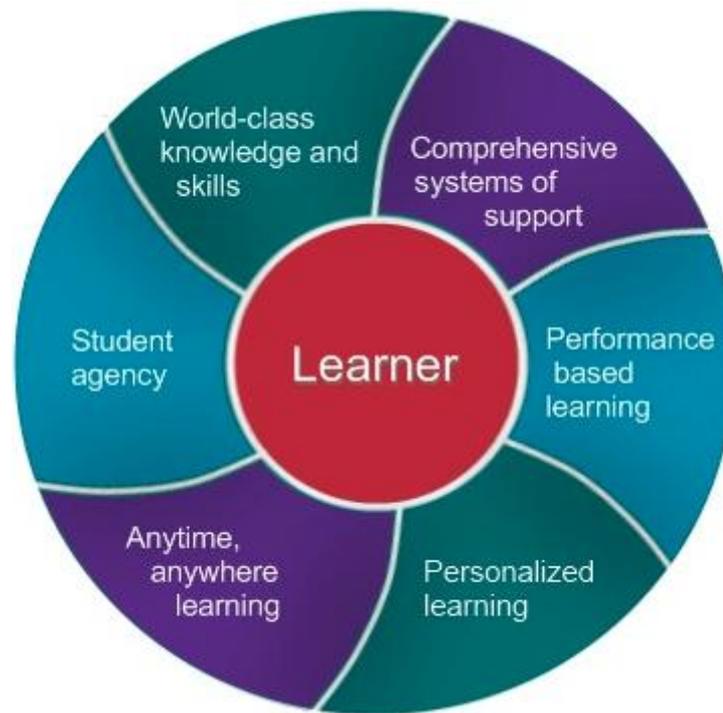
Innovation in accountability: Overview

⌘ What do we expect of our students?

- Content standards
- Competencies

⌘ How do we measure it for purposes of accountability?

- Performance assessments
- Summative assessments

⌘ How do assessments factor into accountability indicators and reporting?

Innovation in accountability: Overview

⌘ How is the information used to create reciprocal systems through supports, interventions, and continuous improvement?

⌘ What is the role of the state in making these decisions? What local flexibility will be supported?

⌘ How do we align our resources to student learning needs?

Kentucky: Overview

Kentucky's accountability model includes three components: next-generation learners, next-generation instructional programs and support, and next-generation professionals.

Achievement in reading, mathematics, science, social studies, writing and Program Reviews in arts/humanities, practical living/career studies, writing, world language and kindergarten through 3rd grade program evaluation are the heart of the model.

Kentucky: Focus on Next Generation Learners measures

- ⌘ Achievement (content areas are reading, mathematics, science, social studies and writing)
- ⌘ Gap (percentage of proficient and distinguished for the Non-Duplicated Gap Group for all five content areas)
- ⌘ Growth in reading and mathematics (percentage of students at typical or higher levels of growth)
- ⌘ College Readiness as measured by the percentage of students meeting benchmarks in three content areas on EXPLORE at middle school
- ⌘ College/Career-Readiness Rate as measured by ACT benchmarks, college placement tests and career measures
- ⌘ Graduation Rate

Kentucky: Focus on Next Generation Learners measures

Grade Range	Achievement	Gap	Growth	College/Career Readiness	Graduation Rate
Elementary	Tests: reading, mathematics, science, social studies and writing	Tests: reading, mathematics, science, social studies and writing	Reading and Mathematics	N/A	N/A
Middle	Tests: reading, mathematics, science, social studies and writing	Tests: reading, mathematics, science, social studies and writing	Reading and Mathematics	EXPLORE (College Readiness)	N/A
High	End-of-Course Tests and On-Demand Writing	End-of-Course Tests and On-Demand Writing	PLAN to ACT Reading and Mathematics	College/Career-Readiness Rate	AFGR Cohort Model

New Hampshire: Overview

⌘ State-model competencies aligned with college and career outcomes provide the main learning targets.

⌘ Instructional system to support student learning of competencies.

⌘ Assessment system to measure student achievement and growth related to competencies.

New Hampshire: Local authentic assessment

⌘ Piloting an accountability system for districts in which they can propose a locally designed Performance Assessment of Competency Education, or PACE, system to the state.

⌘ PACE pilots will have to provide measurable student outcomes aligned with district goals and state priorities, including state-adopted standards and competencies.

⌘ The assessment and accountability system proposed by the districts would be required to include annual determinations of student achievement and growth through locally designed and state-validated systems of performance assessments or college-readiness assessments.

Other state examples of innovation: Maine

⌘ High school diplomas in Maine are awarded based on demonstrations of proficiency in the Maine Learning Results academic standards and Guiding Principles, which describe a vision for what every Maine high school graduate should be able to do. The awarding of high school diplomas must take into account "in addition to any local course work and accumulation of credits, a broad spectrum of learning experiences that may include internships, portfolios, long-term capstone projects" and other "appropriate learning experiences that provide opportunities to demonstrate proficiency."

Growth models: key considerations

- Whom do you want to hold accountable: schools, teachers, students?
- Do you want to measure growth
  - In relation to your performance standards
  - In relation to comparison groups?
- How much growth is "good enough"? Will you establish growth targets:
  - Linked to achieving performance standards
  - Based on historical patterns
  - Relative to others in comparison group
- How much do you value growth (in relation to status and improvement)?

Considerations taken from Brian Gong's PowerPoint presentation available here.

Growth models: different approaches

Model Characteristics	Gain Score	Trajectory	Categorical	Residual Gain
Brief Description	Describes growth with simple differences or average gains over time	Extends gains or average gains in a predictable, usually linear fashion into the future	Defines growth by transitions among status categories (e.g., Basic, Proficient, Advanced) over time	Describes growth as the difference between current status and expected status given past scores
Primary Question(s) Addressed	How much has a student learned on an absolute scale?	If this student continues on this trajectory, where is she likely to be in the future?	How has this student grown in terms of transitions through categories over time? In which category will she likely be in the future?	How much higher or lower has this student scored than expected given her past scores?

This chart is from A Practitioner's Guide to Growth Models.

Growth models: different approaches

Projection	Student Growth Percentile	Multivariate
Uses past scores to predict future scores through regression equations	Percentile rank of current status in a reference group of students with similar past scores	Uses entire student score histories, including other subjects and teachers, to detect higher than expected student scores associated
Given this student's past scores, and based on patterns of scores in the past, what is her predicted score in the future?	What is the percentile rank of a student compared to students with similar score histories? What is the minimum SGP a student must maintain to reach a target future standard?	Is this teacher associated with higher scores for his or her students than expected given all available scores and other teacher effects?

This chart is from A Practitioner's Guide to Growth Models.

Resource allocation: alternative approaches

⌘ Local Control Funding Formula (California)

⌘ Weighted student formula funding system (Massachusetts)

⌘ Fair student funding (Baltimore, San Francisco, and New York City)

Additional Resources

⌘ [CCSSO Roadmap for Next-Generation Accountability](#)

⌘ [Next-Generation Accountability Systems: An Overview of Current State Policies and Practices](#)

⌘ [Accountability for College and Career Readiness Developing a New Paradigm](#)

⌘ [A Practitioner's Guide to Growth Models](#)