

Federal and State Accountability and the Data that Defines It.

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The Education Trust –West



The Education Trust–West

Claremont Graduate School

MARCH 28, 2009

Agenda

- Introductions
- Two Parts
 - Presentation
 - Breakout groups - data

Introductions

- Molly Mauer
- Tami Pearson
- Who is the Education Trust – West?

EdTrust – West's Role

- Provide an overview of history and importance of accountability systems in public education at the federal, state.
- Discuss the teacher's role in understanding and using data as tools to inform instruction and increase student achievement.

Federal


- 1965 – Elementary and Secondary Education Act
- Funding for K-12: Professional development, instructional materials, educational programs, parental involvement
- Through 1970 and reauthorized every 5 years
- Title 1 – funding for schools with low income students
- Some additions/changes – Individual with Disabilities Act (IDEA), Goals 2000, NCLB, ???

Federal K-12 Programs serve:

- Low-income students;
- Language minorities;
- Students with disabilities.

Core approach: Extra money to help with the extra costs of educating these students.

- The ask in return?
- Be able to prove you spent the money on THESE students, and that the outcomes were measured...student performance outcomes.



This means accountability.
Which leads to the DATA.

So where are we now?

No Child Left Behind

- 2002 – signed into law
- Reauthorization of ESEA
- 4 Principles:
 - **Flexibility:** Local Control for Local Challenges
 - **Proven Education Methods:** Proven Methods with Proven Results
 - **Parental Options:** Choices for Parents, Hope for Kids
 - **Accountability:** Guaranteeing Results...with evidence (data)

NCLB Goals

- ALL students will attain proficiency or better in reading and mathematics by 2013-2014
- ALL limited English students will become proficient in English
- ALL teachers will be highly qualified by 2005-2006
- ALL students will be educated in safe, drug-free environments
- ALL students will graduate from high school

Federal (NCLB) Accountability

- Testing Requirements
- Adequate Yearly Progress (AYP)
- Consequences
- Public Reporting

Testing Requirements

- States administer own tests which are:
 - Aligned
 - Valid and reliable
 - Inclusive:
 - Limited English Proficient Students
 - Special Education Students Annual reading and math assessments at grades 3-8 by 2005-2006
- Science assessments by 2007-2008
 - At least once at elementary, middle, and high school grades

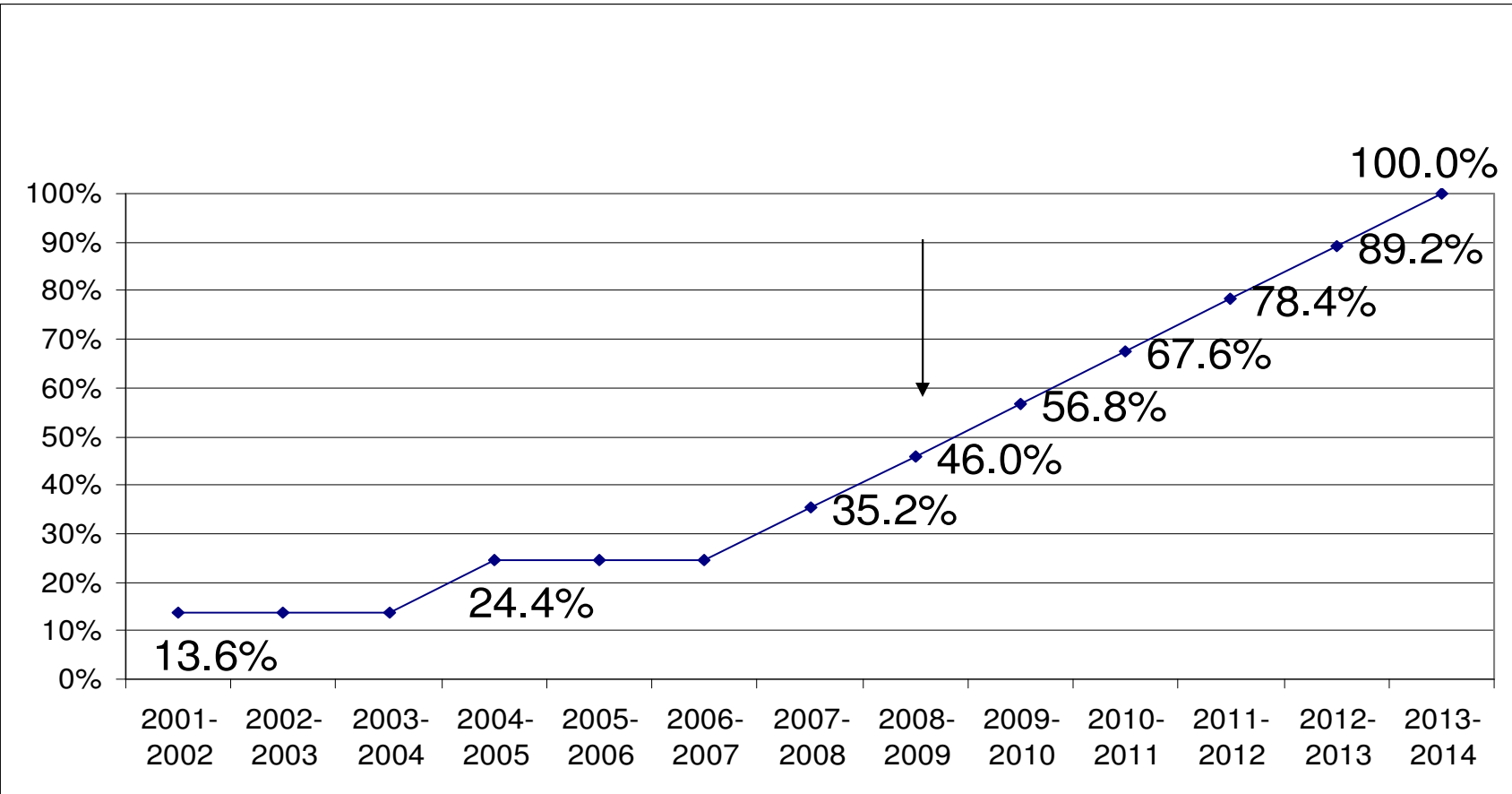
Adequate Yearly Progress (AYP)

- Demonstrate Proficiency:
 - All schools reach 100% proficiency within 12 years (2014)
 - Schools must meet annual state objectives for progress
- Continual Achievement:
 - States will determine annual objectives for progress
 - All subgroups must meet annual objectives for progress
 - 95% of all students and all subgroups of students must be included in the assessment

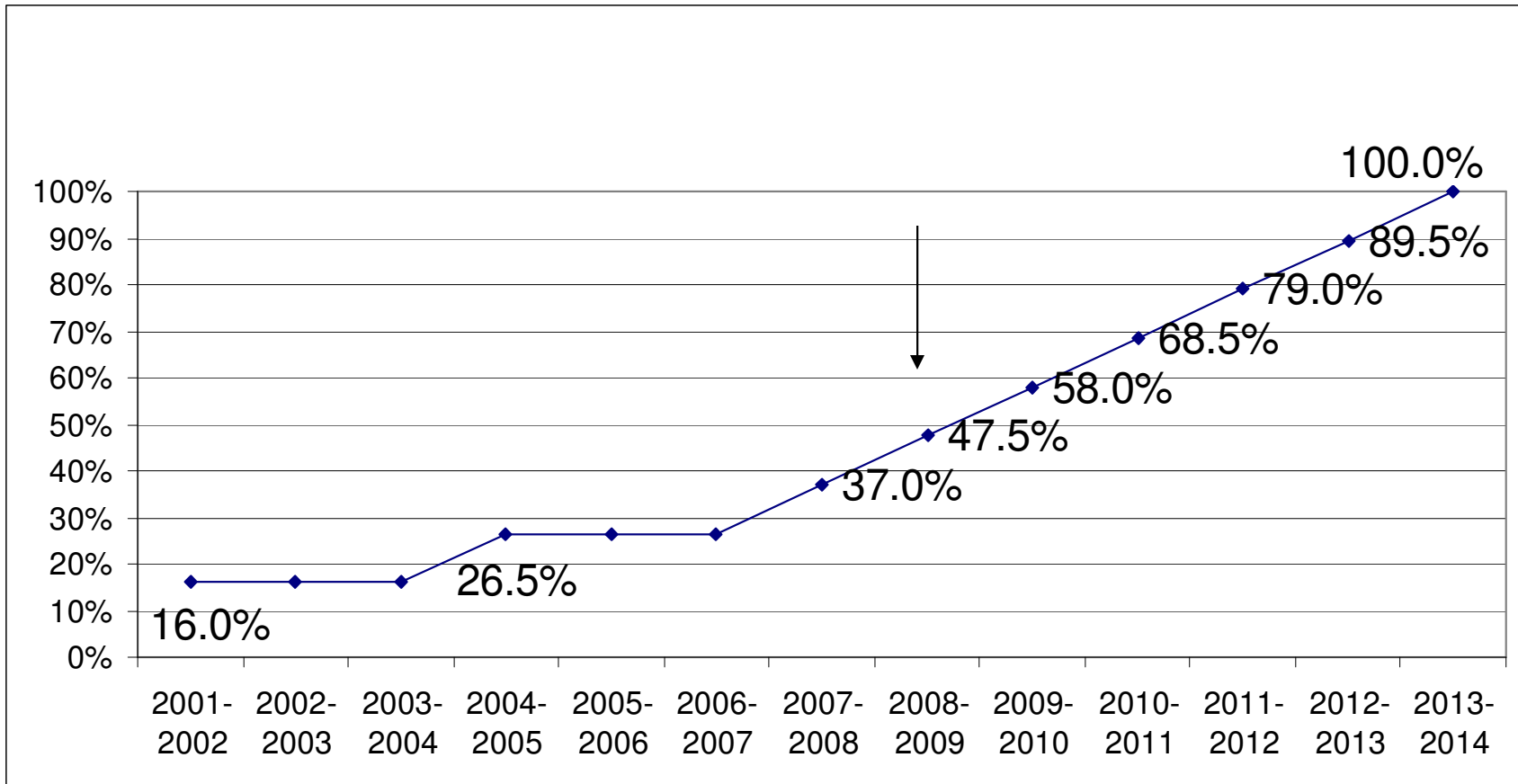
Annual Measurable Objectives (AMOs)

- Participation rates (95%)
- CSTs – Elementary/Middle Schools; CAHSEE – High School
- All Students
- Racial/Ethnic groups
- Low SES
- Special Education
- ELL
- Graduation Rates (Growth of 1/10 of 1%)
- California – API (Growth of 1 point)
- Up to 46 different criteria

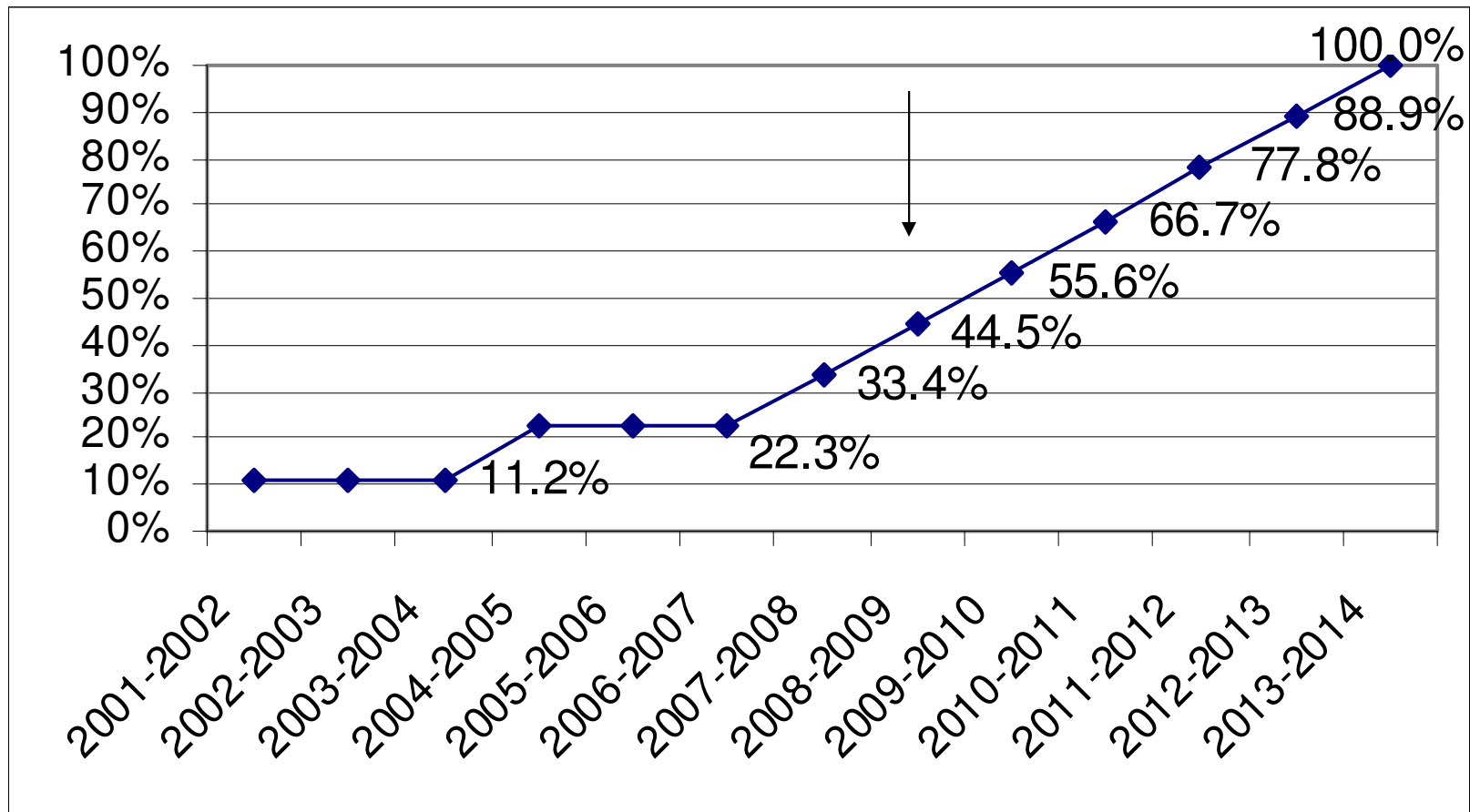
California AMO's ELA Elementary/Middle School



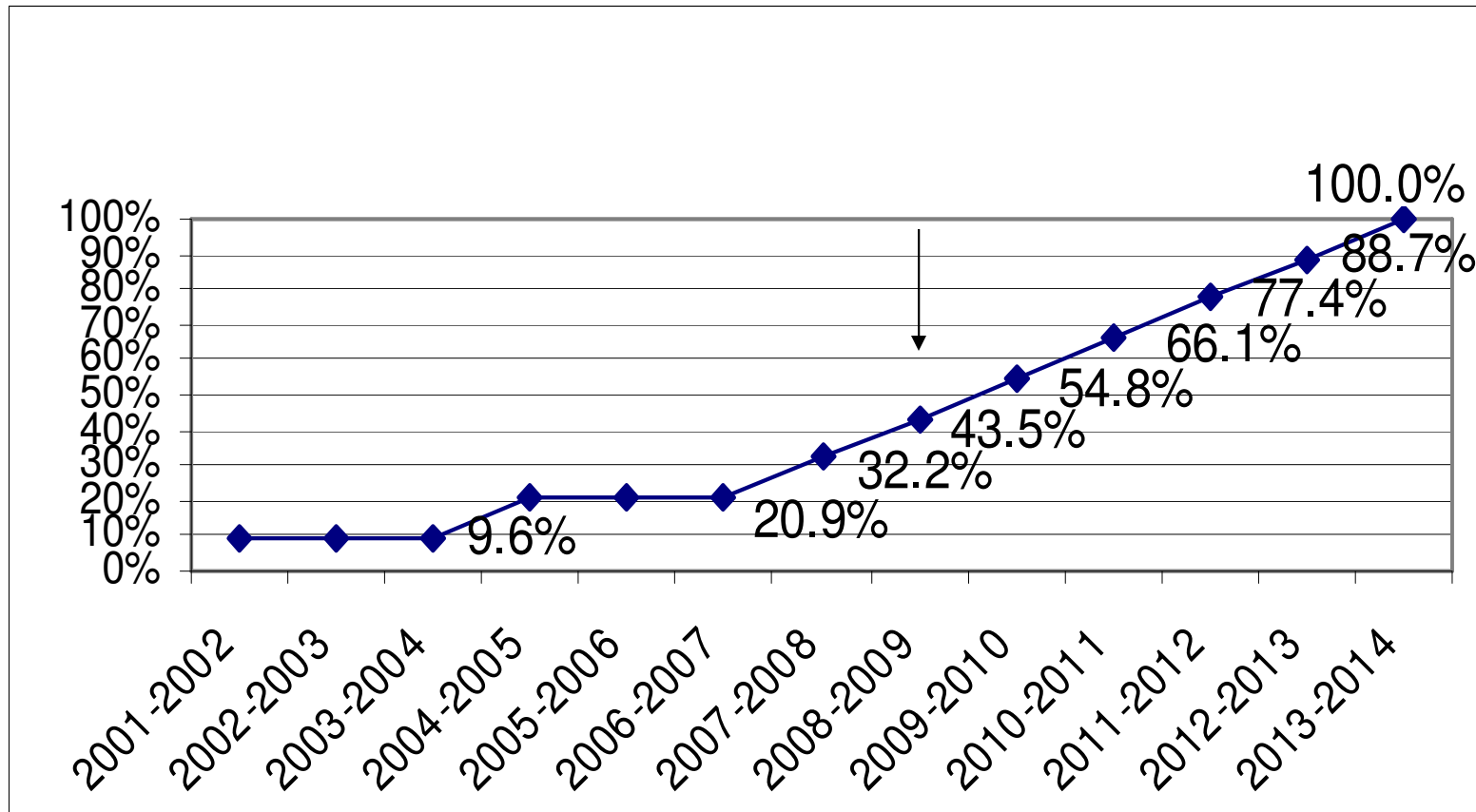
California AMO's Math Elementary/Middle School



California AMO's ELA High School



California AMO's Math High School



Consequences

- Failure to make AYP will result in implementation of specific consequences
- Each consecutive year, corrective actions become more intensive
- California Year Three Districts – 96 Districts, 1 County Office of Education – District Assistance and Intervention Team (DAIT)

Consequences (cont.)

- Schools:
 - Year One – Did not make AYP
 - Year Two – Did not make AYP
 - Year Three (PI Year 1) – Revise school plan, 10% Title 1 for PD
 - Year Four (PI Year 2)– Continue plan implementation and PD
 - Year Five (PI Year 3) – Collaborate with district, PD
 - Year Six (PI Year 4) – Plan for alternative governance (charter, new staff, state takeover), notice to parents, PD
 - Year Seven (PI Year 5) – Implement restructuring plan
- Each Year – Parent notification; starting with Year 2 add school choice; starting with Year 3 add supplemental services

Other Key Points of NCLB

- Options and Choices for Parents
 - Communication with parents
 - Transfer to another school
 - Provide transportation
 - Supplemental educational services

Other Key Points of NCLB (cont.)

- Proven Instructional Methods
 - Emphasis on instructional methods that have been proven to improve student achievement
 - Research-based
 - Example: Reading First
 - Highly qualified teachers

Other Key Points of NCLB (cont.)

- Flexibility
 - States have flexibility in designing tests and when to test
 - Flexibility in how use federal funds
 - Discretion as to define proficiency
 - California: Fordham report “The Proficiency Illusion” found CA definition of “proficiency” relatively difficult compared to other 25 states in the study.
 - Yet still concerns with cut scores particularly in math



Did all this start in California with NCLB?

State Accountability

- 1983 – A Nation at Risk: Content; Standards and Expectations; Time; Teaching; and Leadership and Fiscal Support
- 1983 – Bill Honig – California State Superintendent starts decade long educational reform in California; developing content standards and curriculum frameworks.
- 1990 SCANS report – skills kids need to succeed in work.
- 1992 – Second to None: A Vision of the New California High School
- 1997-98: SBE adopts standards and framework for core curriculum

State Accountability (cont.)

- 1999 – Public Schools Accountability Act (PSAA)
 - Academic Performance Index (API)
 - Standardized Testing and Reporting (STAR)
 - Alternative Schools Accountability Model (ASAMs)
 - Rewards and Interventions
- 2001 – Elementary: Making the Grade
- 2001 – Middle School: Taking Center Stage
- 2002 – Aiming High: High Schools for the 21st Century

API

- 200-1000; 800 Target
- Sets growth targets based on the difference between where a school is performing, and the statewide target of 800, requiring an annual target of 5% of the difference.
- Base and Growth API (compare 2007 base with 2008 growth)
- Statewide and Similar School Ranks
 - Deciles – top 10% equals decile 10
 - Statewide – compared with all same type of schools in the state
 - Similar School Rank – 20 variable
 - Same type of schools
 - 100 schools – Changes from year to year
 - Similar opportunities and challenges – mobility, ethnicity, SES, teacher qualifications, ELL, average class size, special education, GATE
 - Calculation – School Characteristic Index (SCI) – demographics

API (cont.)

- Standardized Testing and Reporting (STAR)
- California Standards Tests (CSTs)
 - English, Math, Science, Social Studies
- California Achievement Tests (CAT/6) – 3rd and 7th grades
- Norm referenced: Measure students performance against a relevant comparison group (CAT-6)
- Criterion referenced: Measure specific skills in relation to standards of academic performance (CSTs)
- California High School Exit Exam (CAHSEE)
- California Alternate Performance Assessment (CAPA)
- Dropout rates

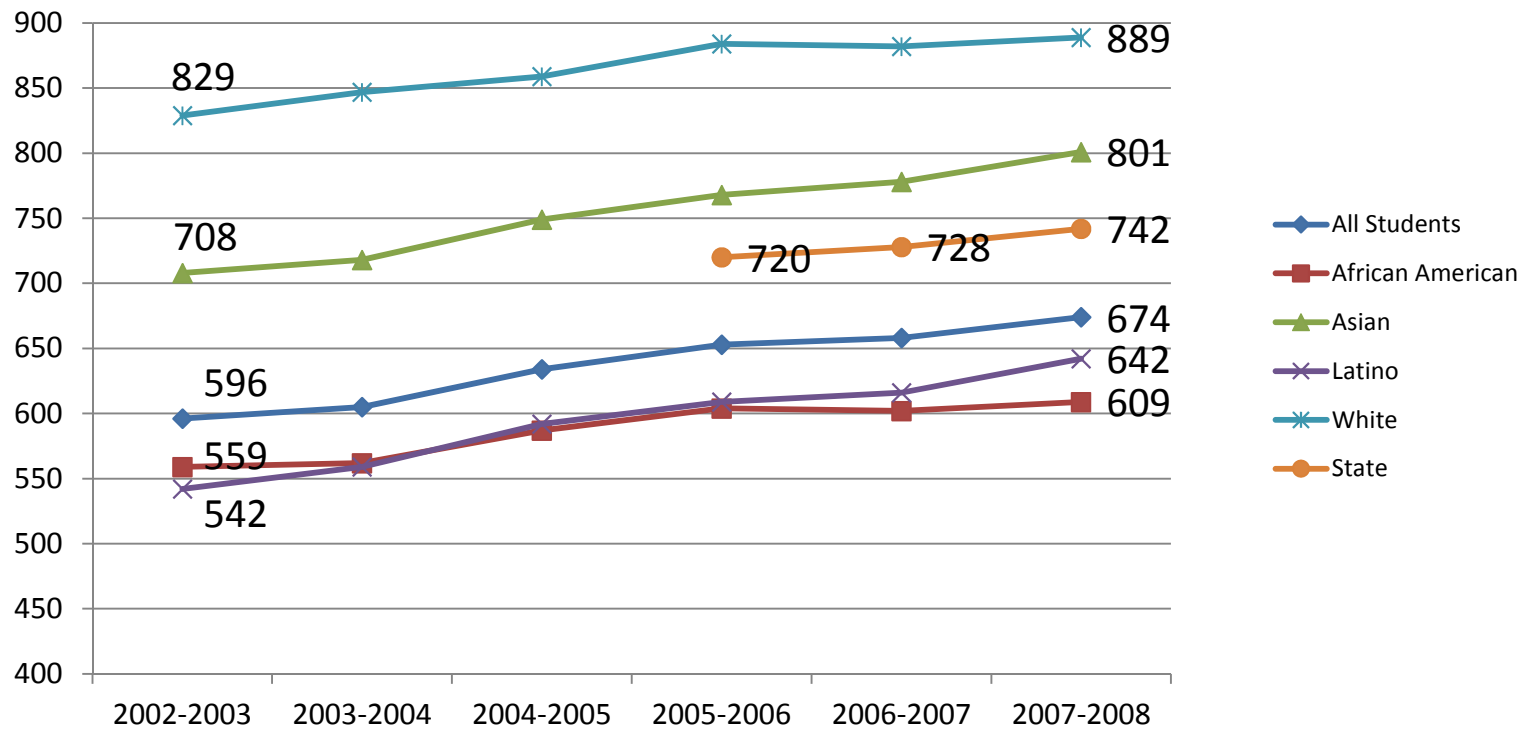
Consequences

- Immediate Intervention/Underperforming Schools Program (II/USP) – bottom 5 deciles
- High Priority Schools
- State monitored schools – School Assistance and Intervention Team (SAIT)
- Exit if all API targets met for two years or decile 6 or higher

What do API trends show us?

The state has only been issuing itself an API score for the last three years, but if we look at a particular district we can show trend...

OUSD Growth API Has Increased for All Student Ethnicity Subgroups





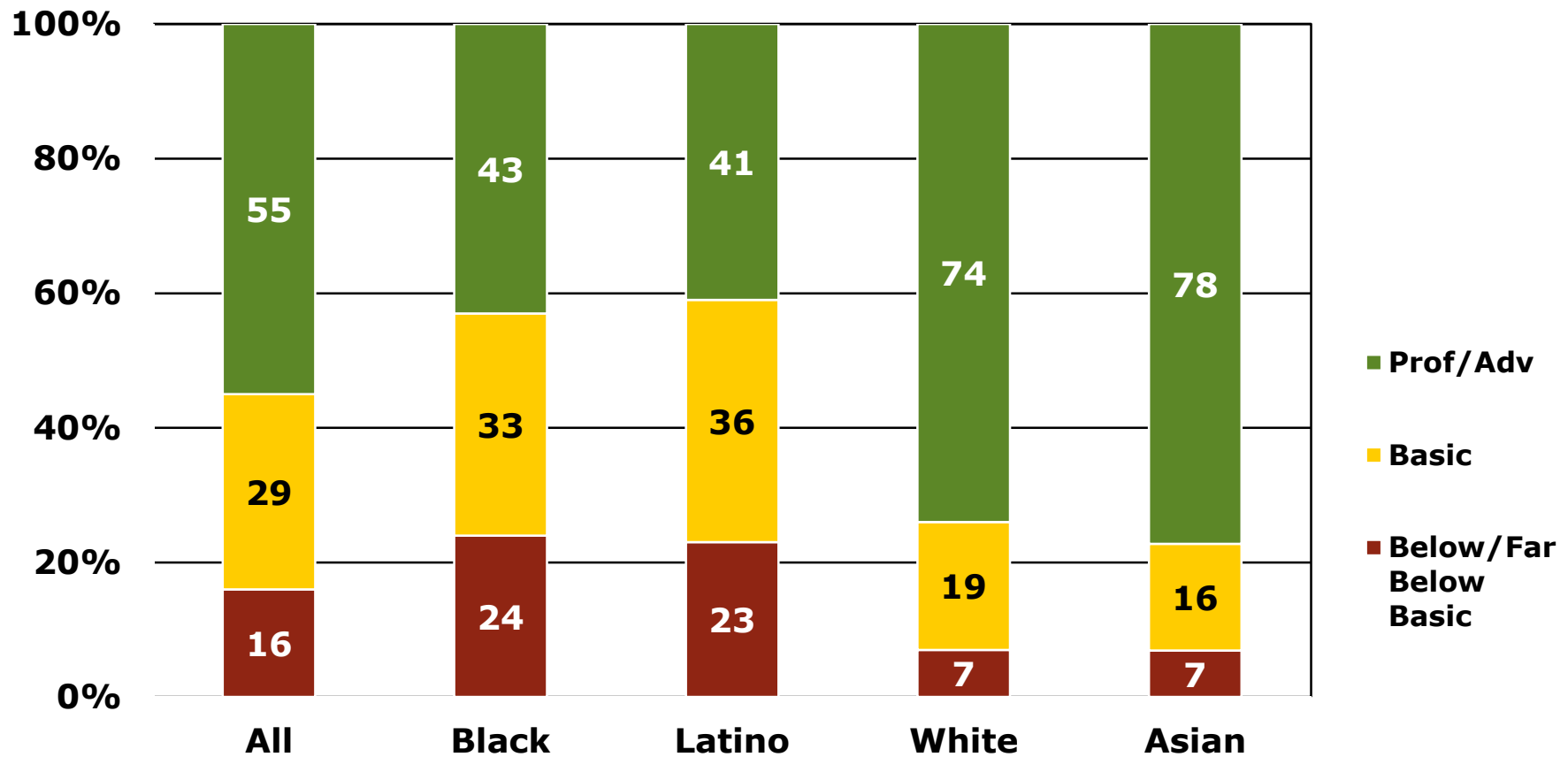
Where Are We Now?

How are California students doing on
state assessments?

CALIFORNIA

4th grade ELA CST 2008

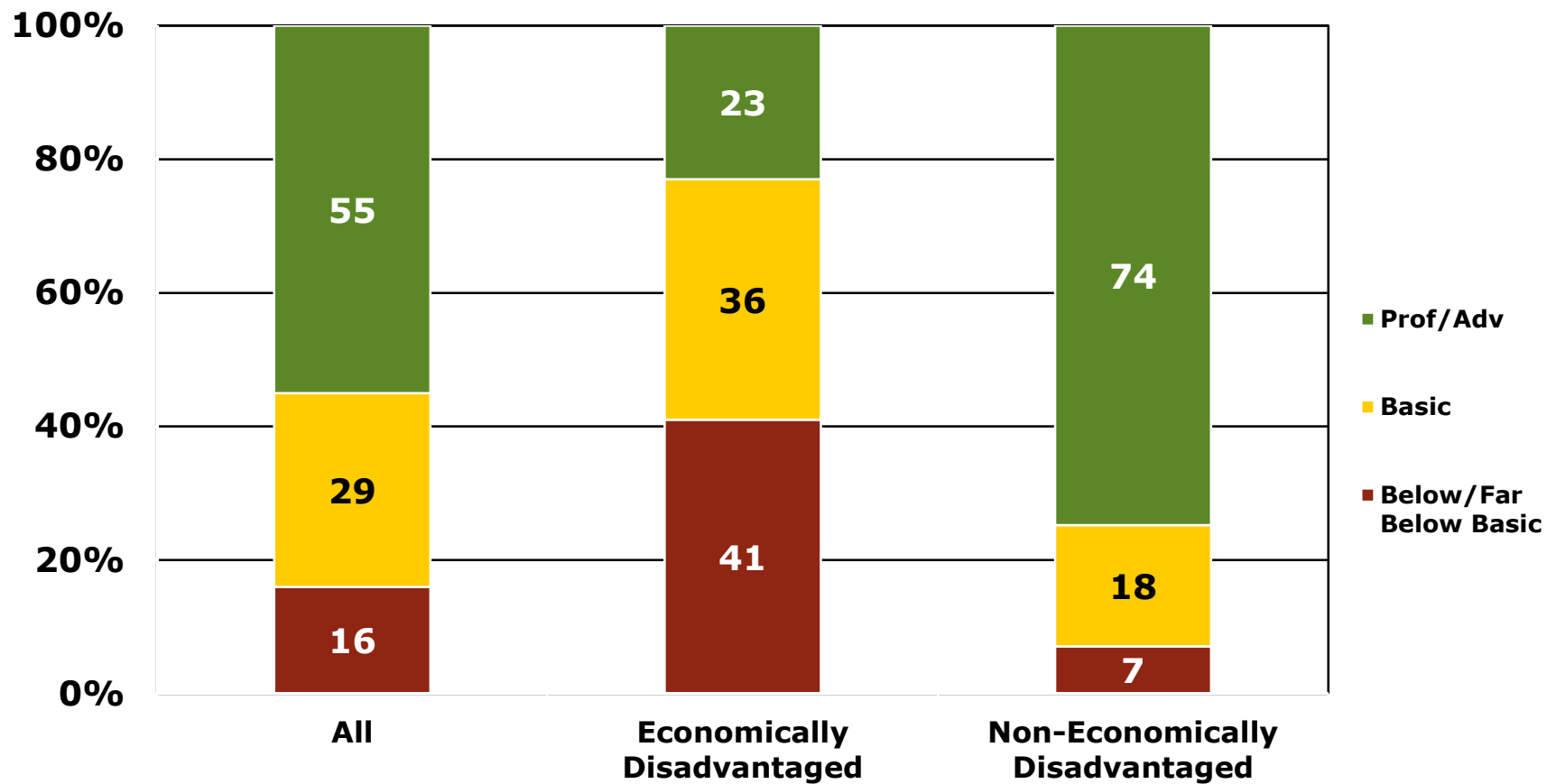
By Ethnicity



CALIFORNIA

4th grade ELA CST 2008

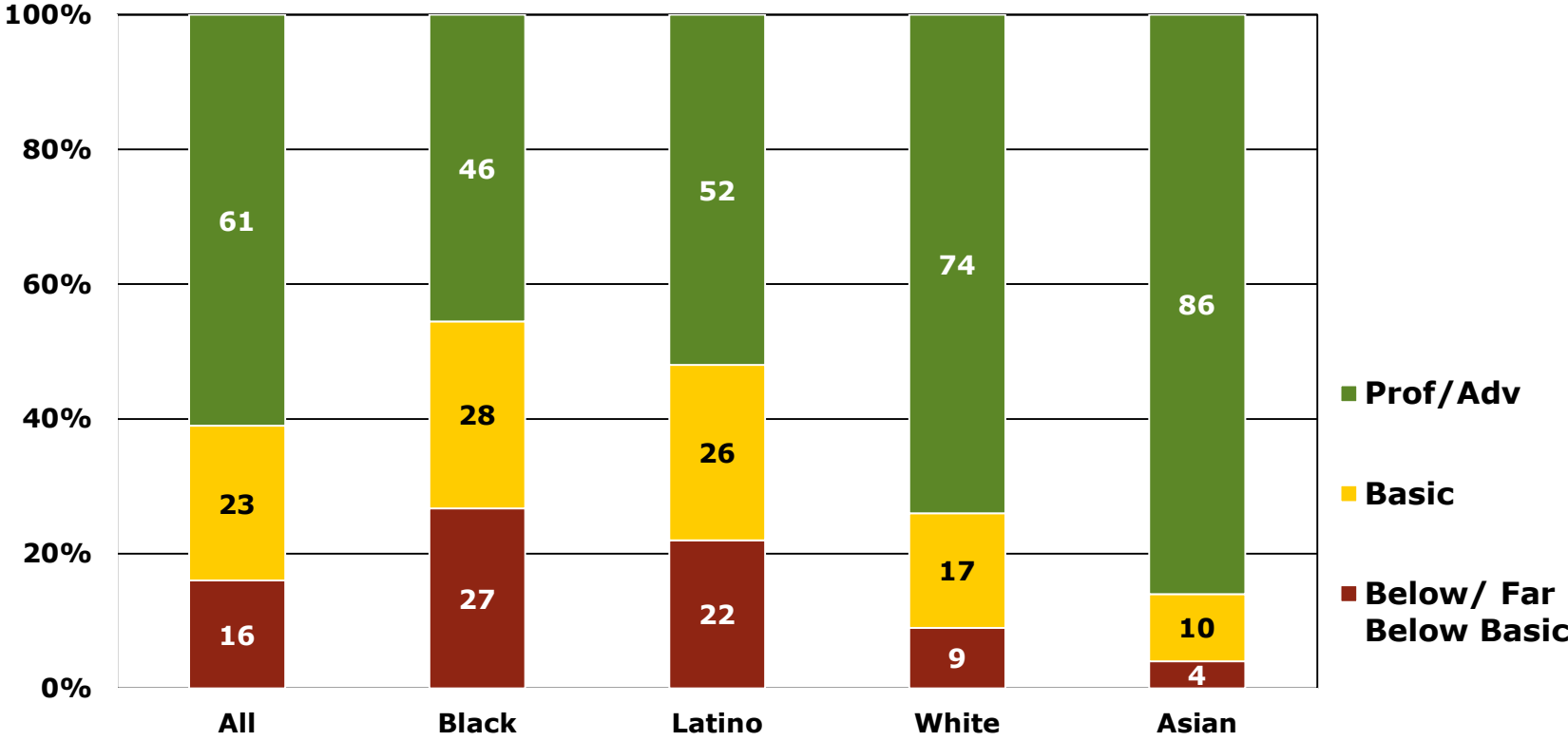
By Economic Status



CALIFORNIA

4th grade Math CST 2008

By Ethnicity

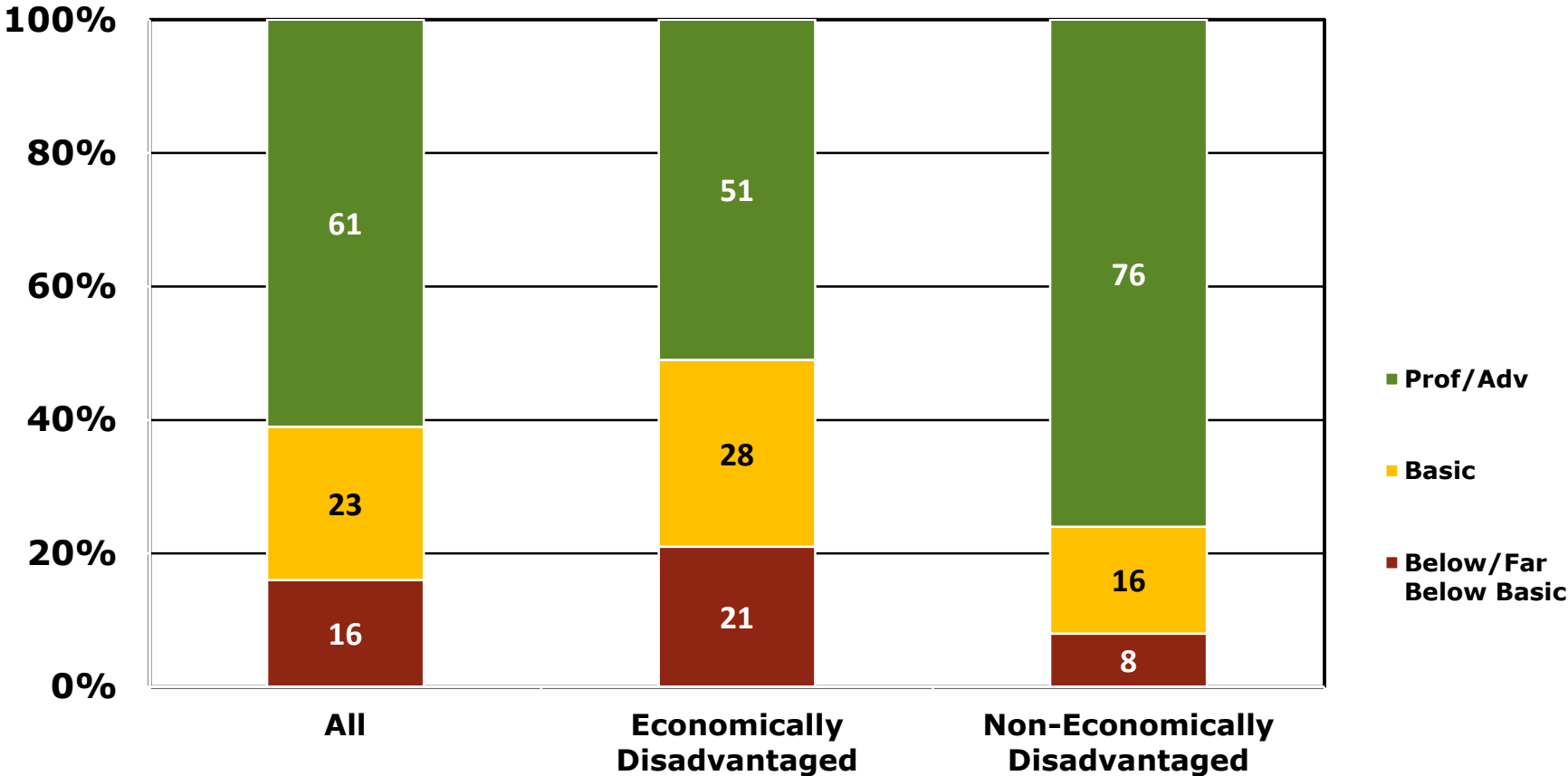


Source: California Department of Education data, 2008

CALIFORNIA

4th grade Math CST 2008

By Economic Status

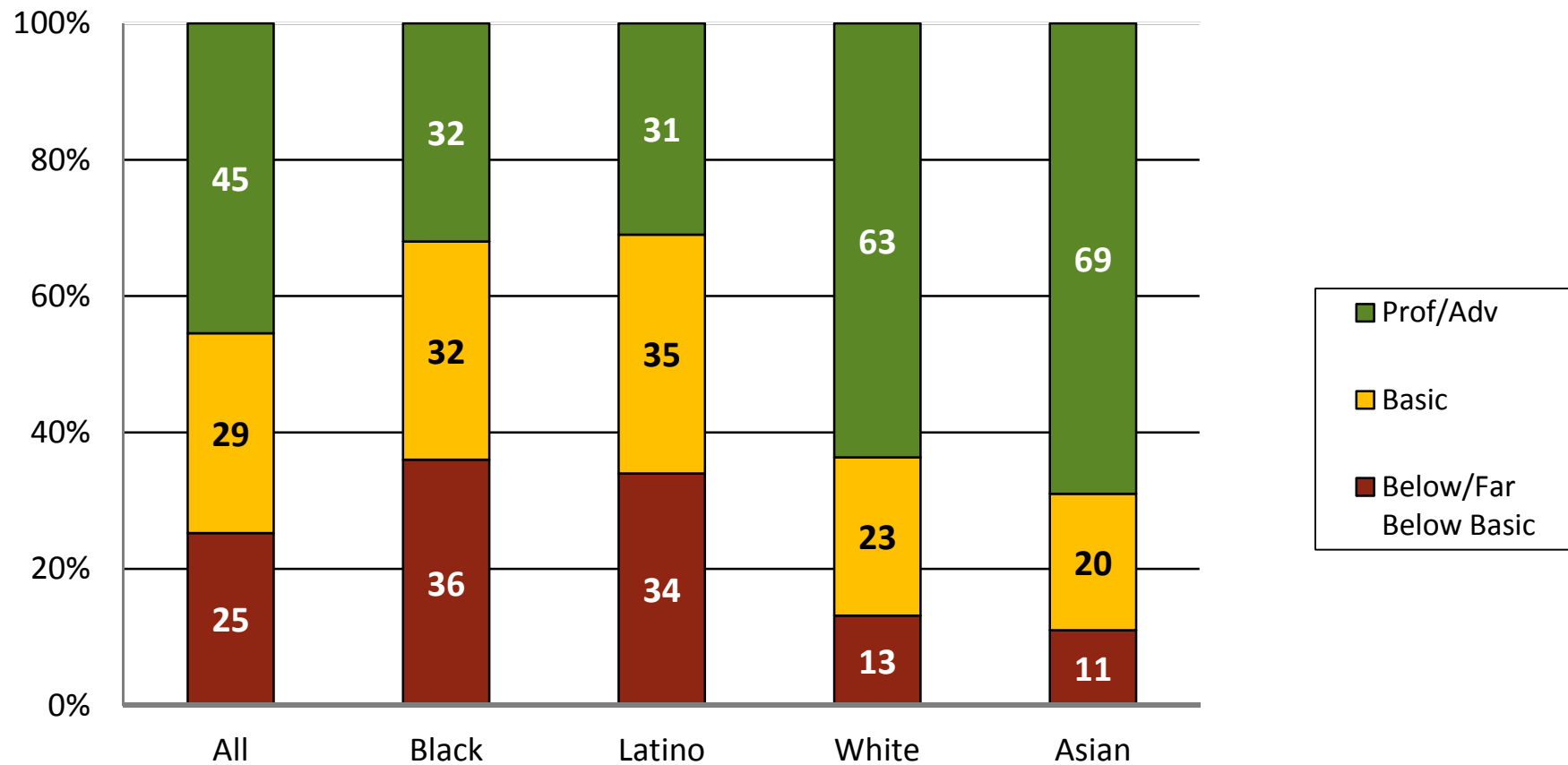


Source: California Department of Education data, 2008



And for middle schools...

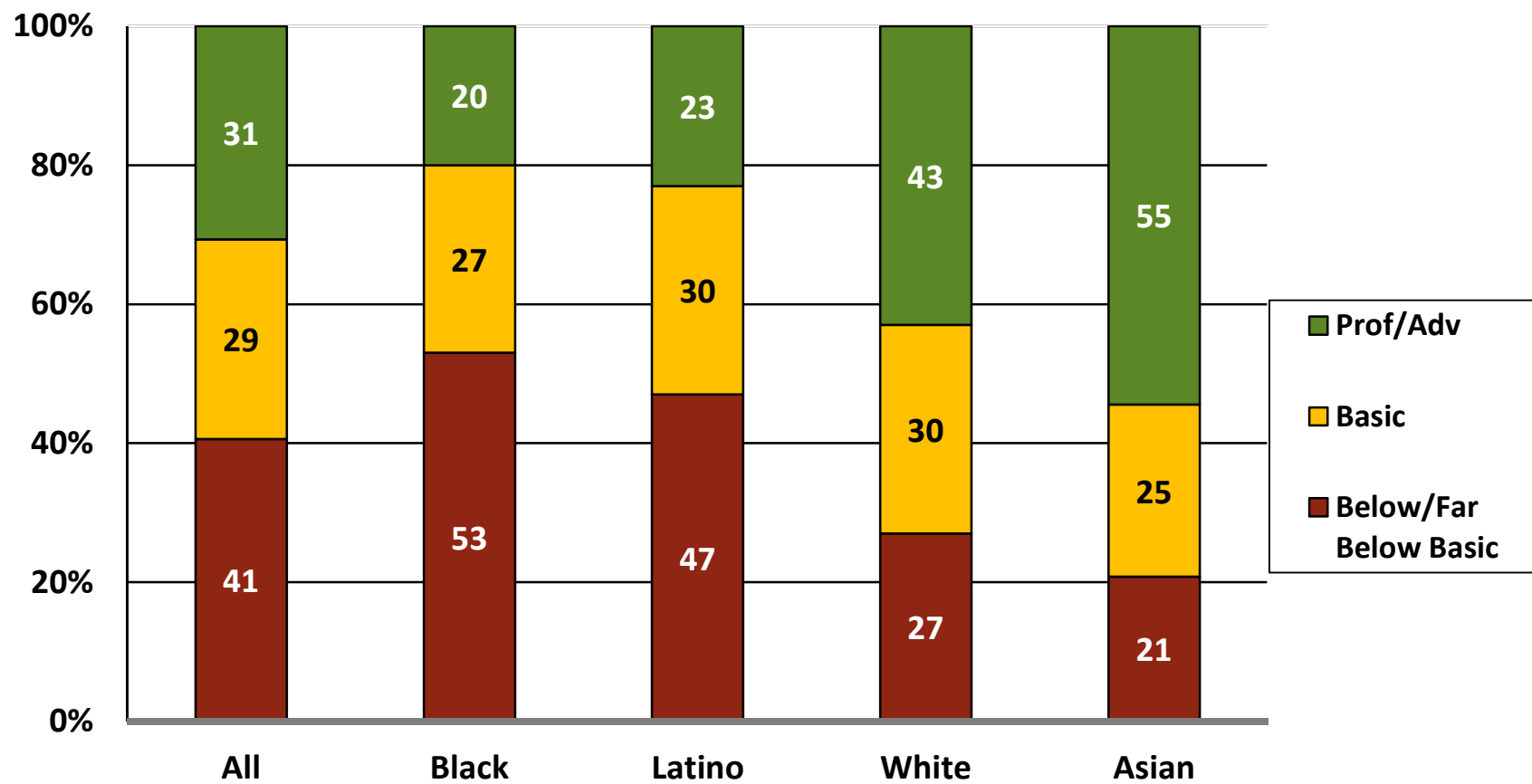
CALIFORNIA 8th grade ELA CST 2008 By Ethnicity



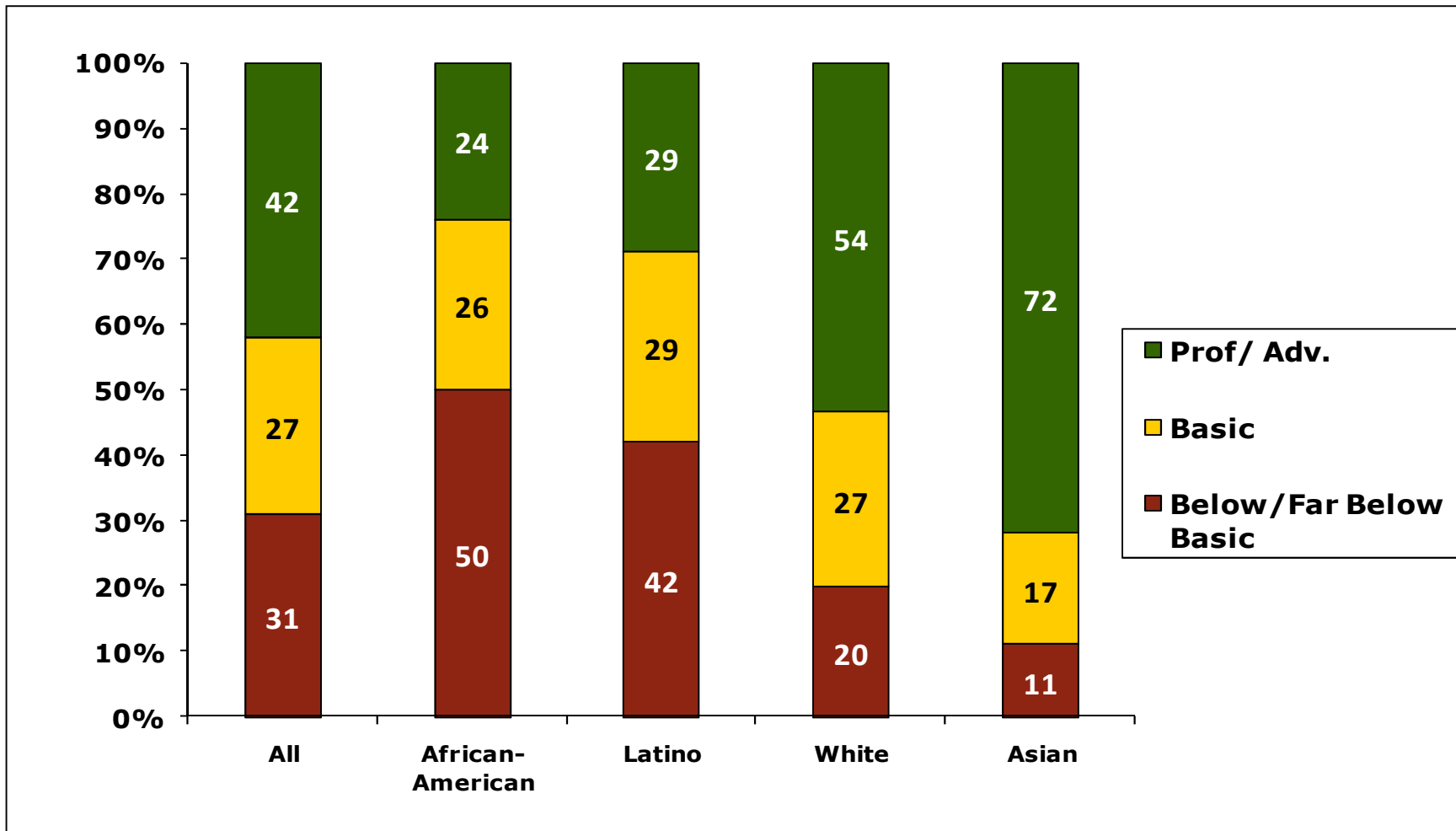
CALIFORNIA

8th grade General Math CST 2008

By Ethnicity



California 8th grade Algebra I CST 2008 by Ethnicity



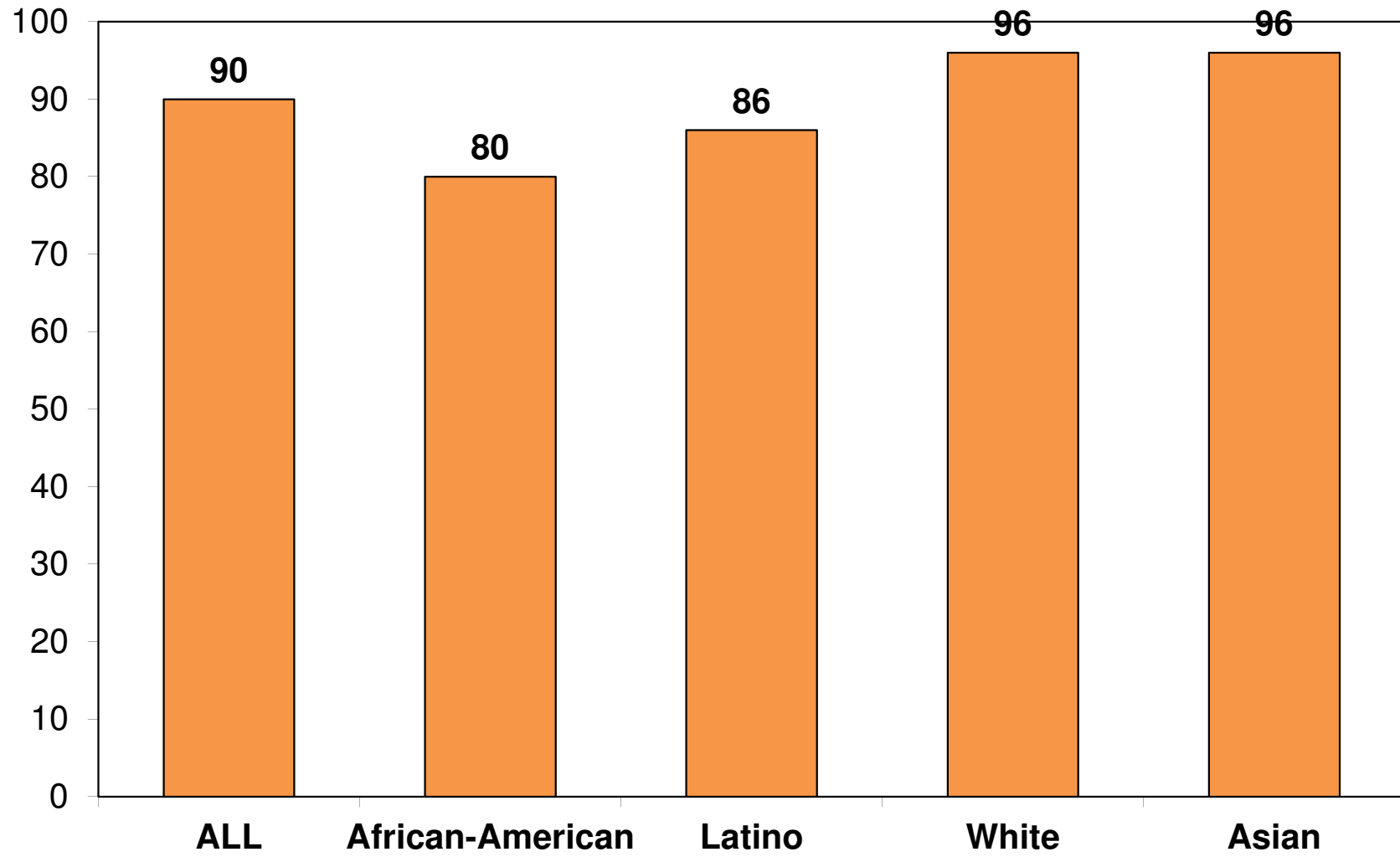
And our high schools?

The CAHSEE:

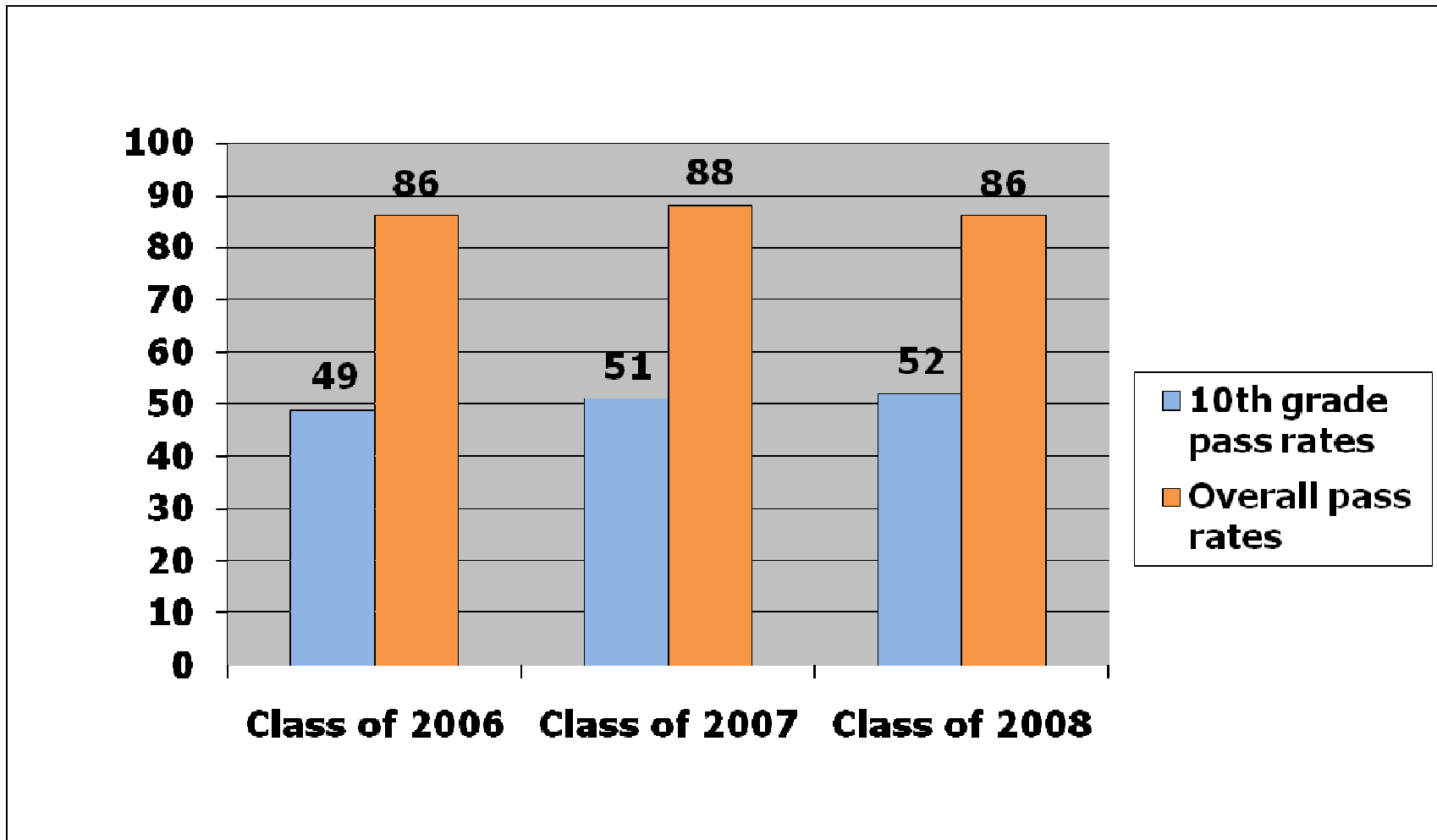
- Given to 10th graders for the first time,
- Tests math standards from 6th and 7th grades as well as Algebra 1
- English Language Arts standards through 10th grade

CALIFORNIA

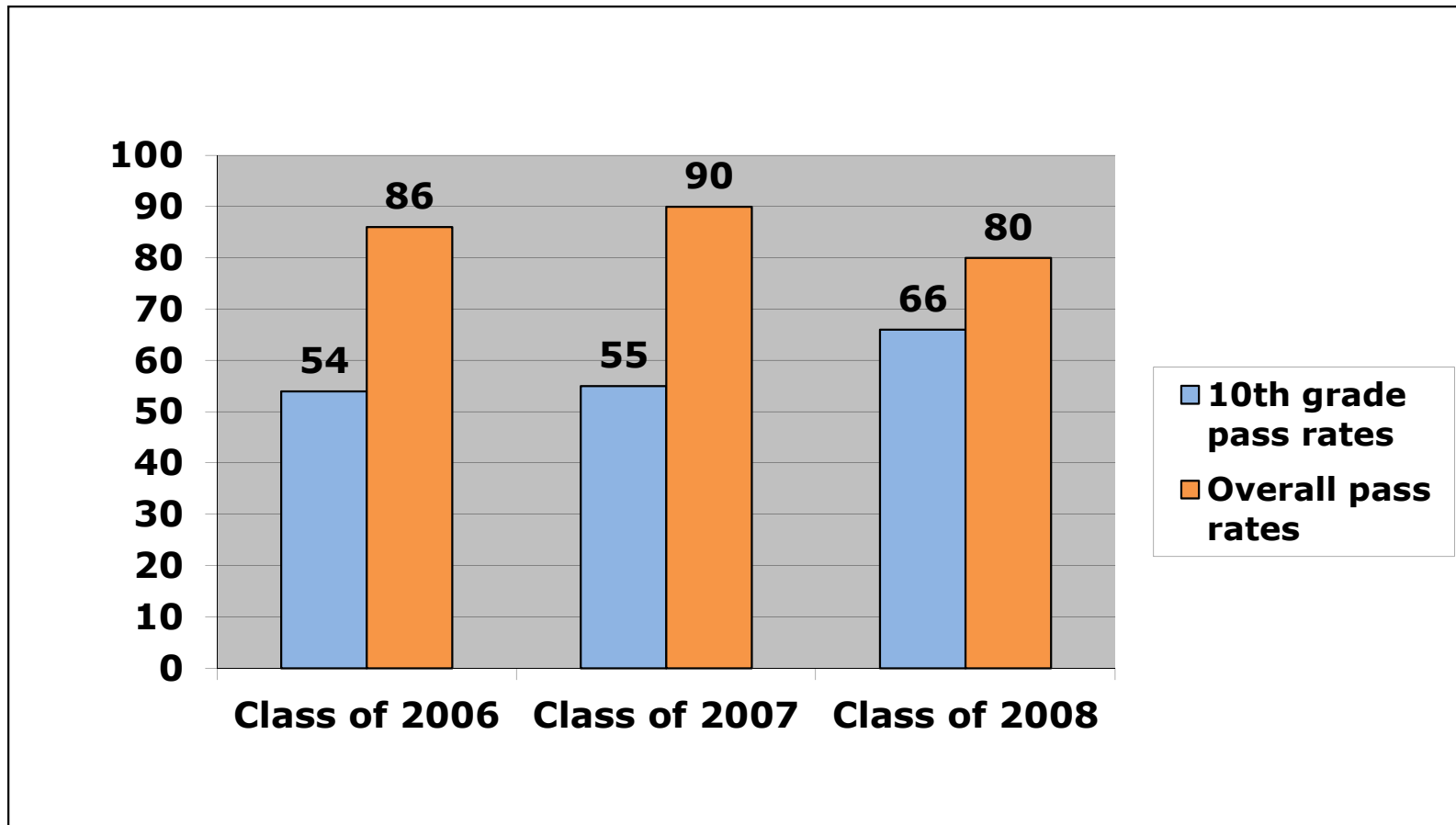
Class of 2008 CAHSEE Pass Rates by Ethnicity



State CAHSEE Pass Rates Classes of 2006—2008 Latino



State CAHSEE Pass Rates Classes of 2006—2008 African American






And California's graduation rate?

80.6% for class of 2007

So for class of 2008, so long as
we get to 80.7%, we have met
our goal for NCLB.




What have we learned about
accountability?

Where should we go with it?

Some of the big issues in accountability:

- The rigor and quality of state standards and assessments
- Indicators:
 - Assessments in subjects beyond reading and math
 - Non-assessment indicators, especially in high school
 - Increase rigor in assessments in California
- Consequences:
 - Rewards
 - Differentiated sanctions
- Growth, status, or both?
 - **Data Systems are critical for this.**



One way to strengthen accountability is to improve on the data collected.

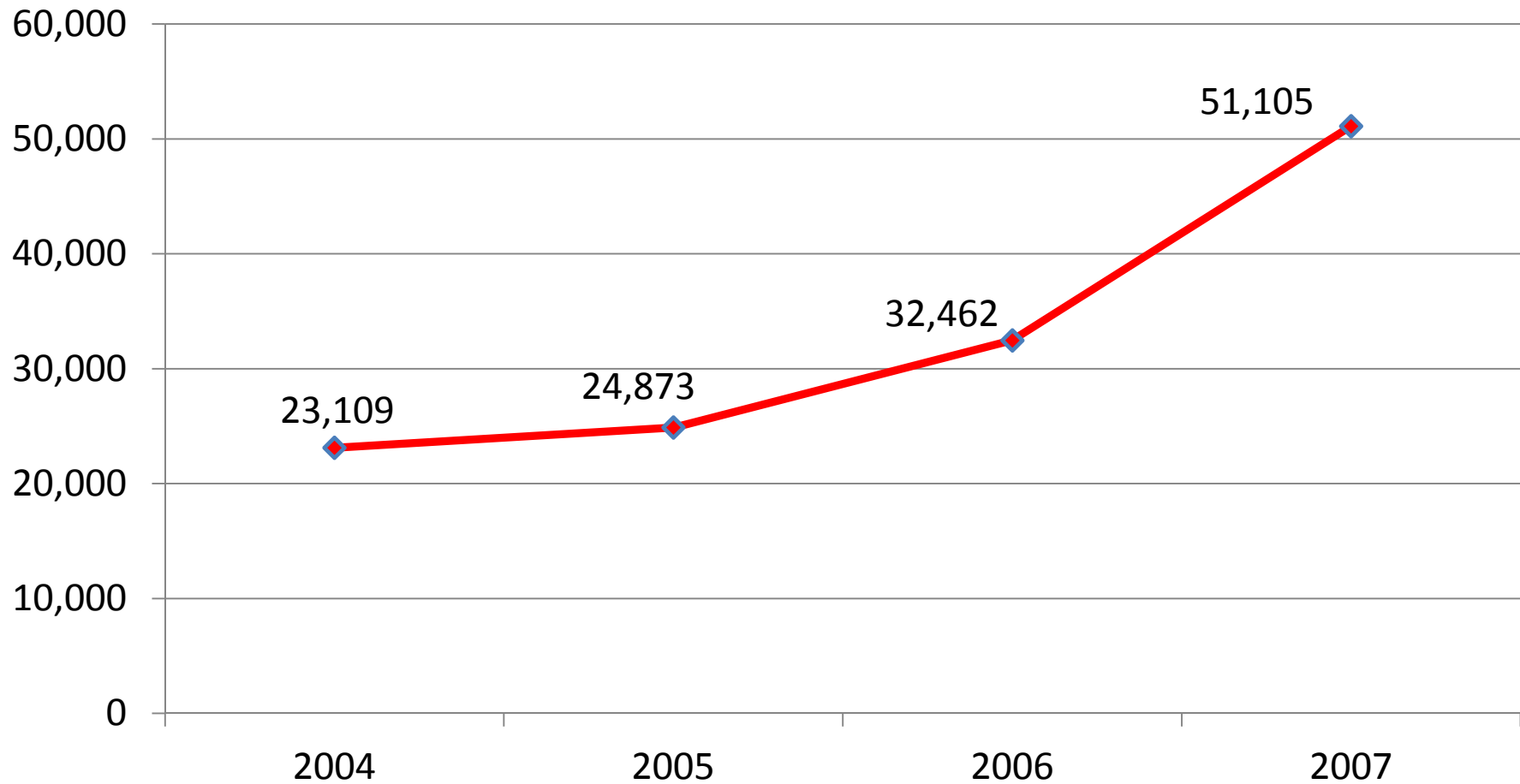
California is making progress.

Last year, for the first year, we tracked
TRUE dropouts

CALIFORNIA

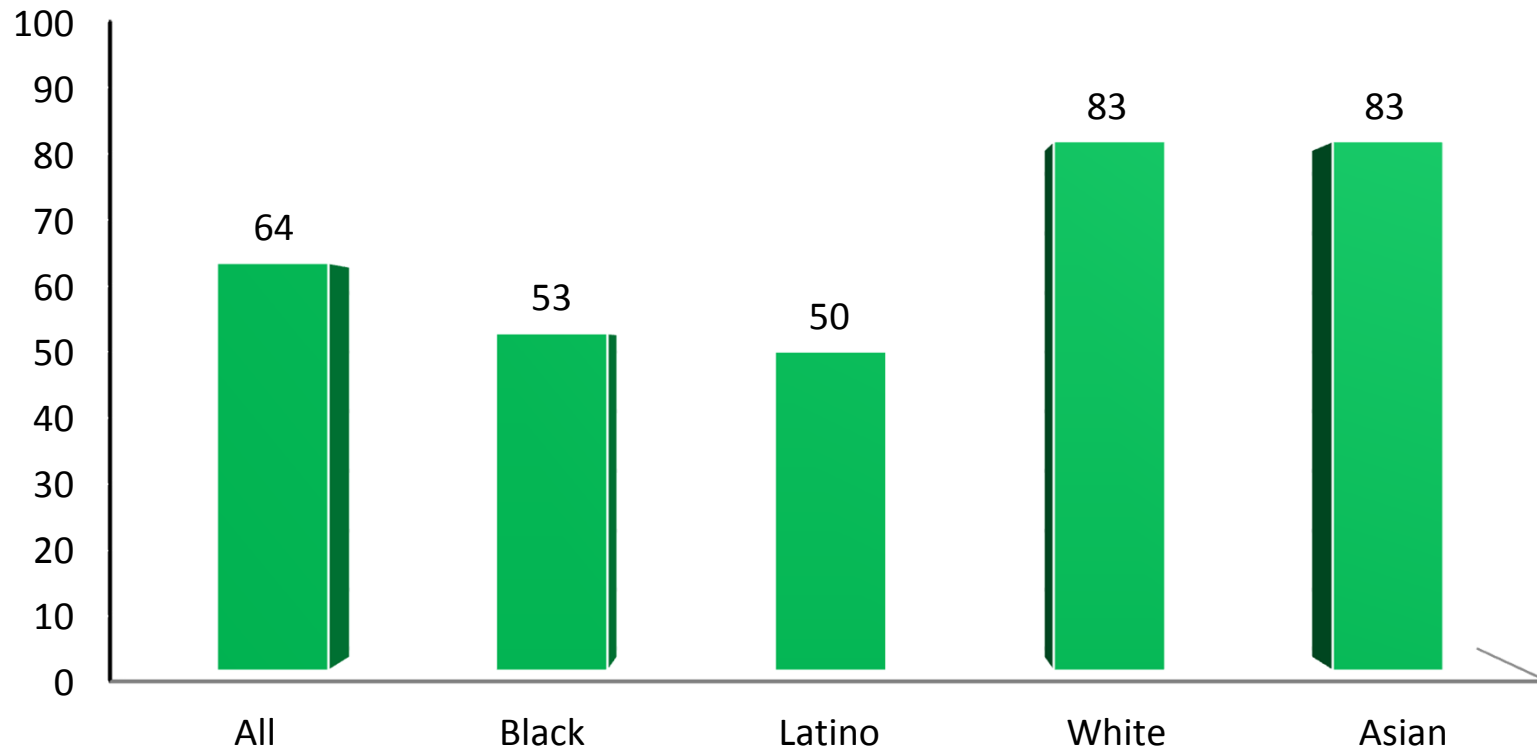
Grade 12 Dropouts

Class of 2004—Class of 2007



Better estimates have been available all along.

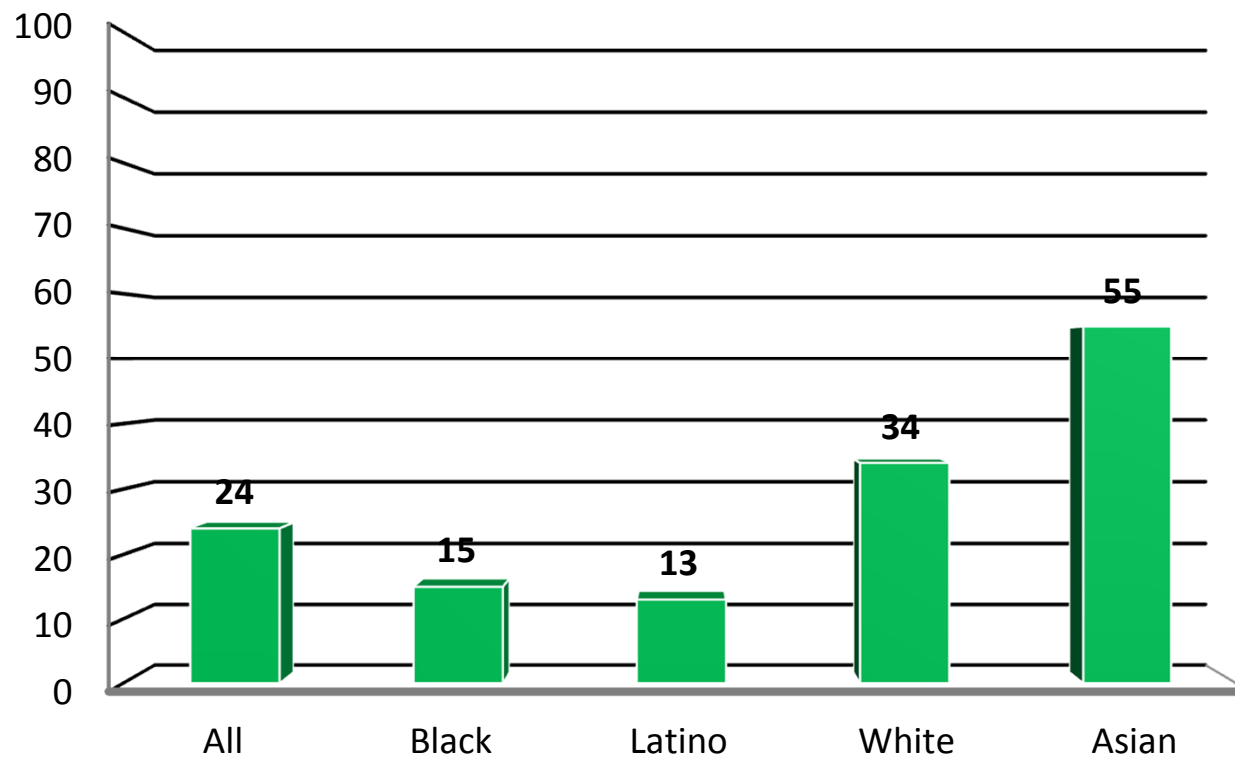
California: Class of 2007




Another way to strengthen accountability
is to measure more critical outcomes for
our students

What if we looked at college-ready
graduates?

Even Fewer Graduate College Ready. * California: Class of 2007



*Includes 9th graders who have completed the A-G course sequence with a "C" or better in each class four years later.



What if our system held our high schools accountable for whether or not students are ready for credit-bearing work in college?

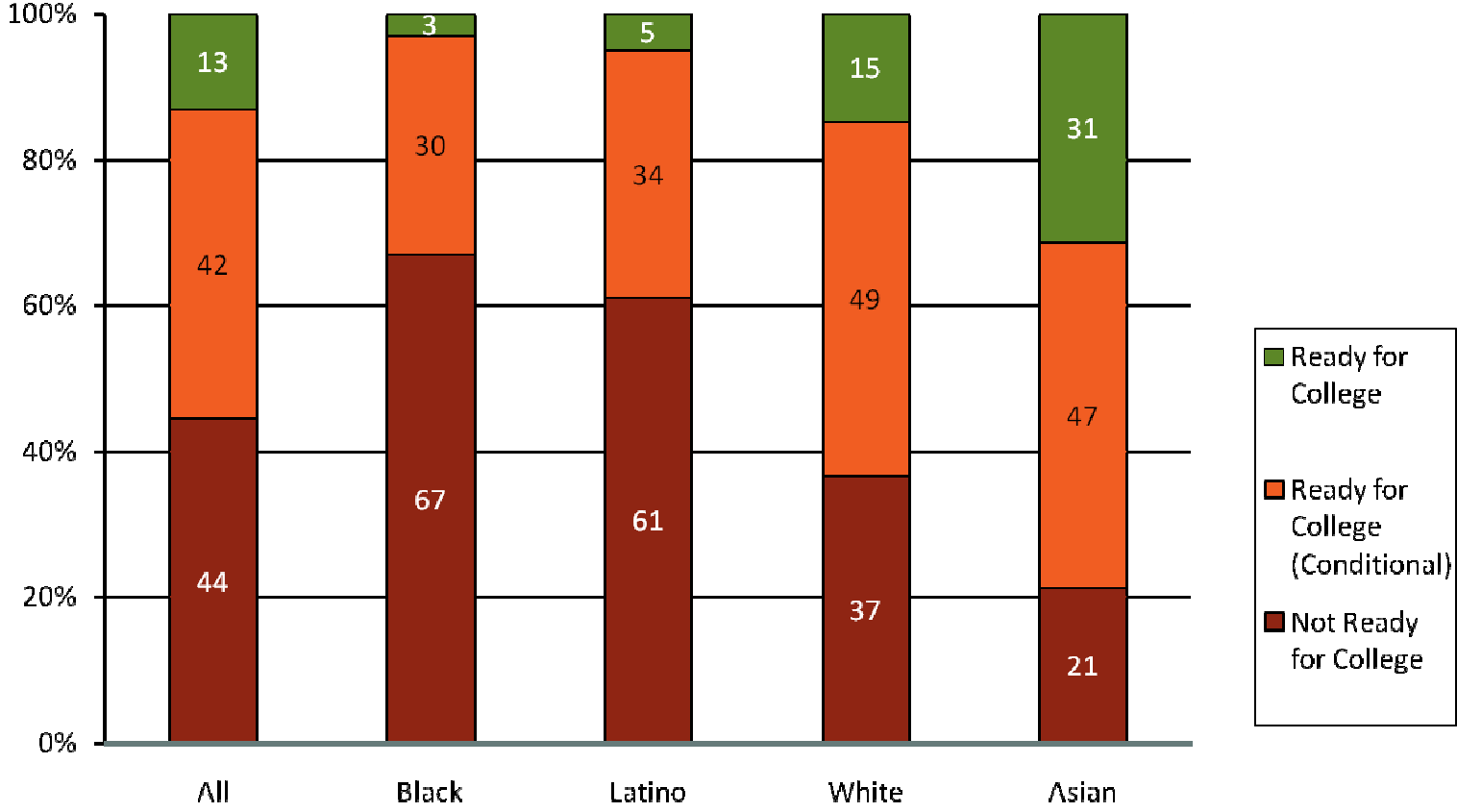
We've even already got a test for that.



Even for our college bound students, they
aren't very college ready.

Readiness for College Math

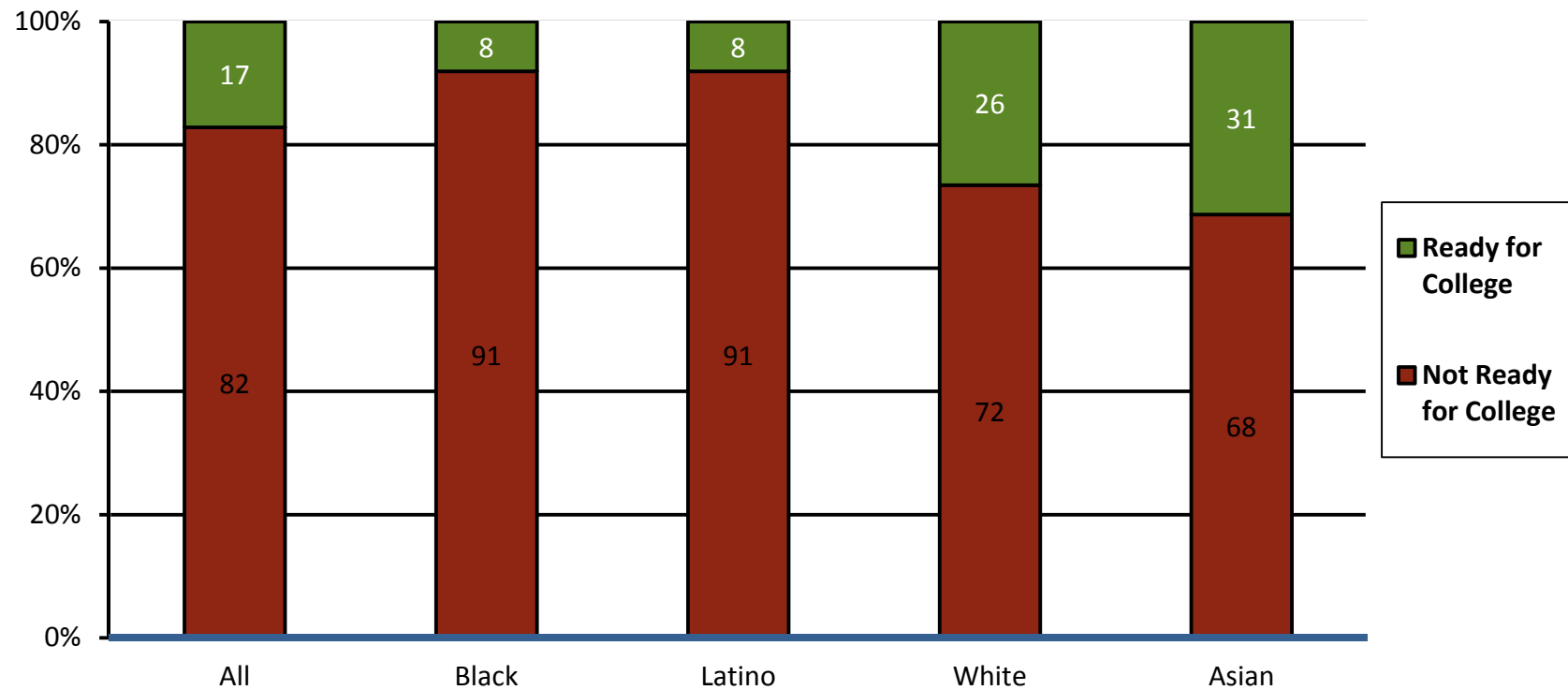
11th graders, by Ethnicity



Readiness for College English

11th graders in English, by Ethnicity

Most Students Not College Ready





Add it all up. . .

Of Every 100 9th Graders in California:

Class of 2007

20 Enroll in
community college

13 Enroll in a 4-year
state university

Of Every 100 African American 9th Graders in California:

Class of 2007

- 18** Enroll in
community college
- 9** Enroll in a 4-year
state university

Of Every 100 Latino 9th Graders in California:


Class of 2007

17 Enroll in community college

7 Enroll in a 4-year state university



These gaps begin before children arrive at
the schoolhouse door.

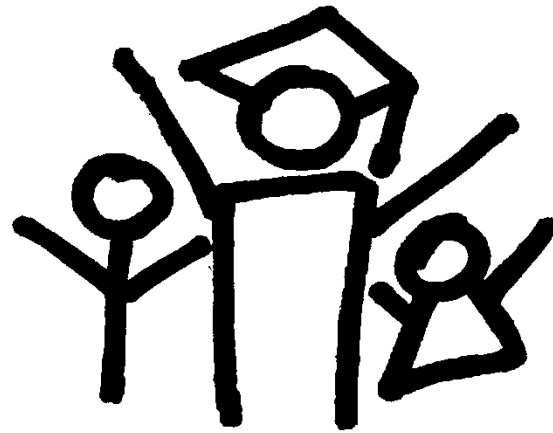


But, rather than organizing our educational system to ameliorate these gaps, we organize it to exacerbate the problem.



Questions

The Education Trust—West



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