

Update on Accountability: Growth and Differentiation

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Purpose of No Child Left Behind

“...to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments”

Accountability: Status vs. Growth

- **Status Models:** takes a snapshot of a subgroup's or school's level of student proficiency at one point in time and often compares that proficiency level with an established target.
- **Growth Models:** measure progress by tracking the achievement scores of the same students from one year to the next to determine student progress.

Why Growth?

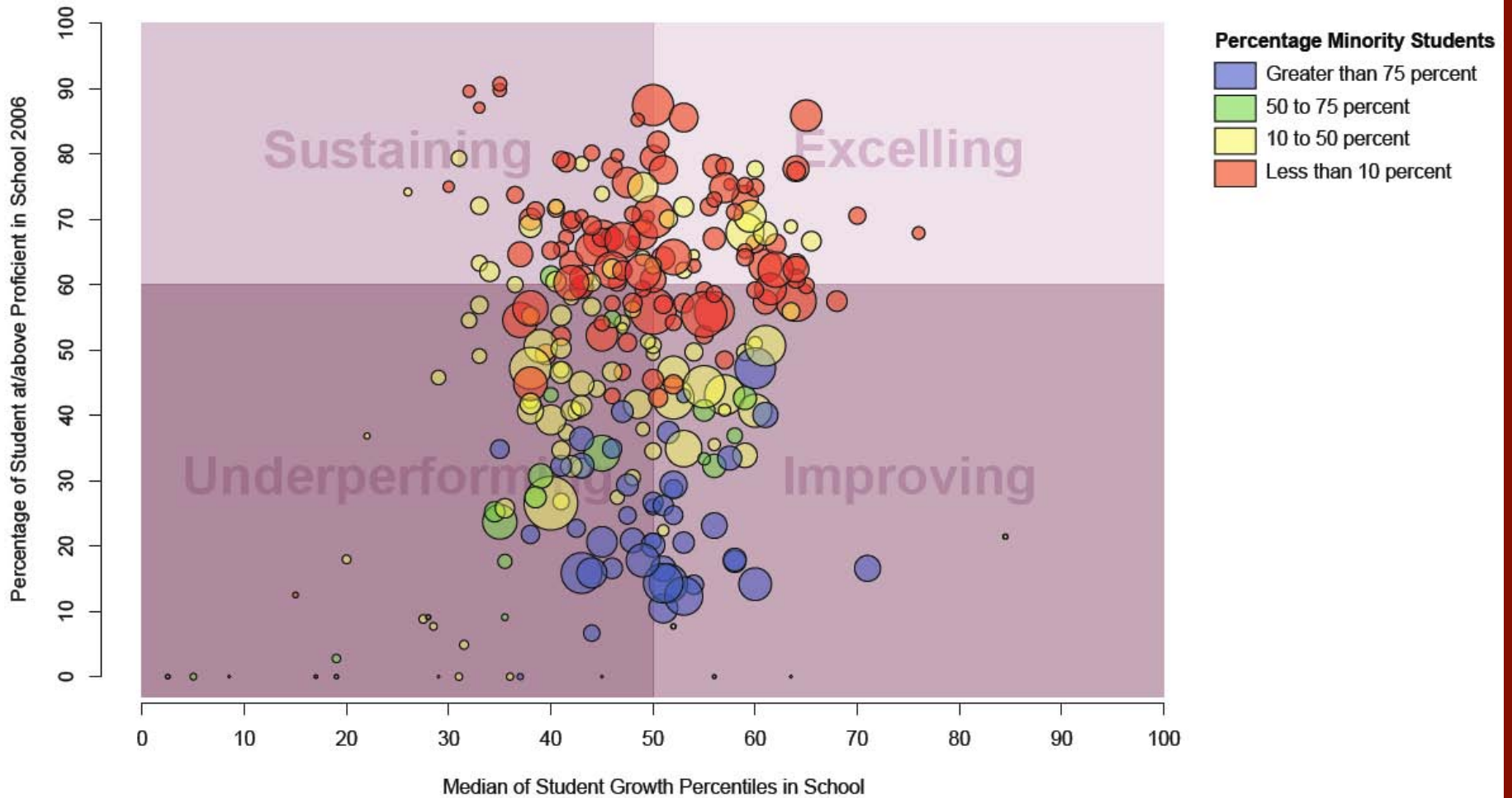
Types of Performance

	Status	Change
Achievement	Status	Improvement
Effectiveness	Growth	Acceleration

Status/Growth Combinations

High Status	High/Low	High/High
Low Status	Low/Low	Low/High
	Low Growth	High Growth

**2006–2007 Rhode Island Math School Results:
Student Growth versus Student Achievement by Percent Minority**



Two Types of Growth Targets

- Policy driven targets start with a policy goal (what should be) and then establish the targets for performance that are necessary to achieve this goal.
- Data driven targets start with historical performance (what has been) and use that as a basis to project what should be expected of the units to be measured.

New York State: Local Initiatives

- **A Number of NYS districts have developed local growth and value added models. The two most prominent are:**
 - **NYC's Progress Report Card initiative.**
 - **Capital Region BOCES initiative.**
- **These initiatives are neither endorsed by SED nor require SED's endorsement.**
- **These initiatives are not constrained by USDE's growth model guidelines and do not comport with all of the required elements of the guidelines.**

Chapter 57 of the Laws of 2007:Growth Model

“By the start of the 2008-2009 school year, the regents shall establish, using existing state assessments, an interim, modified accountability system for schools and districts that is based on a growth model, subject to approval of the United States department of education where required by federal law.”

SED's Interim Growth Model Design Principles

- Interim Growth Model shall be implemented in 08-09 school year (with USDE approval).
- Model shall meet core principles of Spellings 11/21/05 correspondence.
- Model shall be based upon NY's current State assessment program & shall not require the implementation of new assessments.
- Model shall utilize such data as is currently collected through State data collection processes and shall not require the collection of new data elements.
- Model's purpose shall be to make more refined determinations of student progress, identify with greater precision high performing schools and districts, and support greater differentiation in support and services to schools and districts in need of improvement.
- The model shall be based upon measuring whether students are proficient or on track towards proficiency within a prescribed time period.

SED's Growth Model Design Principles

- Model shall use an "open architecture." All calculations should be transparent.
- The interim growth model shall be the first stage in a two-stage process leading by 2010-11 to the development of a more comprehensive system that includes a value added model.
- The model should include incentives for promoting growth for all students, while placing no school or district at risk of failing to make AYP, if it would make AYP under the current status model.

SED Draft Proposal For Regents Consideration

- For grade 3-8, utilize a “proficiency plus” growth model for grades 3-8 similar to North Carolina’s approved model.
- For high school, utilize a “value tables” model similar to Delaware.
- Include an enhanced middle level and high school component in the proposal.
- Incorporate a “growth for all” component in the identification of high performing and rapidly improving schools.

Growth Model: General Approach

- If a student scores proficient or above (Level 3) in the current year, include that student's results in the Performance Index as is done under the present status model.
- Use growth to check whether students who did not yet score proficient (Level 2) have grown enough that it is likely they will become proficient within a designated amount of time.
- For purposes of calculating the Performance Index, give schools and districts "full credit" for any student who either scores proficient or above or who is deemed to be on track for proficiency.

3-8 Growth Model: Simplified Example

- Level 3 Scale Score = 650.
- Billy scores a 614 in Grade 3 ELA.
- Billy is 36 points below proficiency (650- 614).
- Billy has four years to become proficient.
- Billy must close the gap by $\frac{1}{4}$ (9 points) in Grade 4.
- Billy's proficiency target in Grade 4 is 623 (614 + 9).
- Billy scores 635 in Grade 4.
- Billy now has three years to become proficient.
- Billy must close the gap by $\frac{1}{3}$ (5 points) in Grade 5.
- Billy's proficiency target in Grade 5 is 640 (635 + 5).

Growth Model: Middle School Extension

- Students in middle school would be evaluated on whether they made sufficient growth to become proficient by the designated high school Regents examination.
- The designated high school target is proficient on the Regents Examination in Integrated Algebra and proficient in the Regents Comprehensive Examination in English.
- Students in middle school would have until the target assessment to be projected proficient; the number of years permitted would be based upon the grade the student entered middle school.
- This middle school extension will only apply to schools (and their subgroups), not to district AYP decisions in instances where students transfer among schools within a district.

Middle Level Extension: Simplified Example

- Level 3 Math Regents Exam is equated to scale score of 663.
- Billy scores a **623** in Grade 5 Math.
- Billy enrolls in a new middle school in Grade 6.
- Billy is 40 points below proficiency (663- 623).
- Billy has five years to become proficient.
- Billy must close the gap by $\frac{1}{5}$ (8 points) in Grade 6.
- Billy's proficiency target in Grade 6 is 631 (623 + 8).
- If Billy remained in his school in Grade 6, then his proficiency target would have been **637**.

3-8 Growth Model: Implications for Schools

	Level 1 (0 index points)	Level 2 (1 Index Point per Student)	Level 3 (2 Index Points per Student)	Level 4 (2 Index Points per Student)	On Track Towards Proficiency (2 Index Points per Student)	Performance Index
Number of Students	10	50	35	5	NA	130
Less Number of Students On Track Towards Proficiency	1	4	NA	NA		
Totals	9	46	35	5	5	130



Growth Model: High School Extension

- Students who enter high school having scored on Level 1 or at low-Level 2 on the Grade 8 ELA or Mathematics tests are considered on track towards proficiency if they score between 55-64 prior to Grade 12.
- Schools have five years for certain limited-English-proficient students, certain students with disabilities, and students who enter high school far below standards to demonstrate proficiency in English language arts and mathematics.
- Value table is interim to be used for cohorts prior to the 2008 school year cohort.

Growth Model: High School Values Table

	Score on High School Regents Exam		
Initial Grade 8 level	Less than 55	55-64	65 and higher
1	0	200	200
2-minus	0	200	200
2-plus	0	100	200
3	0	0	200
4	0	0	200

Timeline for Growth Models

- June 2008 : Proposed model submitted to Board of Regents for Review.
- June/July, 2008: Discussion with the Field of the Model.
- July, 2008: Approval of Model by Regents and Submission to USDE.
- Fall 2008: Approval of model by USDE and issuance of Commissioner's Regulations, subject to availability of resources.
- September 2009: Use of model to make AYP decisions based on 2008-09 school year data.

USDE Differentiated Accountability Model

- March 18: Secretary Spellings announced pilot project to allow states to propose method for categorizing identified schools and determining required interventions for each category.
- Up to ten states may be approved to participate in the pilot..
- To participate, States must:
 - Have fully approved standards and assessment system.
 - Have no significant monitoring findings relating to NCLB or IDEA.
 - Have a plan for meeting HQ requirements.
 - Must provide timely and transparent AYP information to the public.
- Priority given to:
 - States in which at least 20% of Title I schools are identified for improvement.
 - States that propose substantive & comprehensive interventions earlier than required.
 - States that propose an innovative model of differentiation and intervention..
- Applications Due to USDE on May 2.

USED Differentiated Accountability Model: Ten Core Principles

- AYP decisions consistent with approved accountability workbook.
- Transparent Information about AYP calculations.
- Continue identification of Title I schools for improvement.
- Technically and educationally sound methods of Differentiation.
- Rules for Transition of Currently Identified Schools.
- Transparency of Differentiation and interventions.
- Increase in intensity of Interventions over time.
- Educationally sound interventions.
- Increase Statewide in aggregate participation in school choice and SES.
- Significant and comprehensive intervention in consistently low-performing schools.

USDE Differentiated Accountability Model

- New York was one of 17 states to apply
- Key elements of NY's plan:
 - Replace SINI 1 and SRAP 1 designation with "participation improvement," "targeted improvement" and "comprehensive improvement schools."
 - Require differentiated plans for three groups of schools.
 - Allow districts to provide SES instead of choice in Year 1 schools.
- Long-Term:
 - Make why schools and districts are identified the major determinate of support and interventions rather than number of years of failure to make AYP.
 - Better align Title I, Title III and IDEA accountability programs.
- NY was not one of the six approved States. The primary reason given was that our plan was only for the 2008-2009 school year.
- NY has been encouraged to reapply in the Fall. If NY submits and is approved, wavier is effective in 2009-2010.

Bringing All The Pieces Together

- Regents have secured funding from Gates Foundation and DeWitt Wallace Foundations to undertake three key studies:
 - Development of P-16 Data Collection System (Parthenon)
 - New Systems of Support for School and District Improvement and Creation of Growth Model (Education Counsel)
 - SED of the Future (McKinsey)

SED Challenges

Where we must improve:

- Faster, more accurate reporting and easier to use reports.
- Simpler, more transparent, more accurate accountability determinations.
- Fuller, richer, deeper diagnostic tools.
- Better differentiated, more coordinated supports and interventions.

This may be the Dawning of the Age of Accountability

Key Questions:

- How do we design accountability models that compel movement from awful to adequate without impeding the movement from good to great?
- How do we resist the temptation to improve scores without improving learning?
- How do we take data and turn it into actionable information that improves teaching and learning?
- How do we move from beating the odds to changing the odds?

More Information

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