

Goal: Institute an accountability model that...

- **improves student achievement**
- **increases graduation rates**
- **closes achievement gaps**

Essential Question:

*How do we choose **indicators**, and determine how to **use** them and at what **level** to apply them so that...*

a) We achieve desired outcomes.

e.g. **Improved graduation rate** **Improved student achievement** **Closed achievement gaps**

b) We minimize unintended consequences.

e.g. **“Gaming the System”** **Neglect of non-tested subjects** **Instructional methods not aligned to true desired outcomes**

Goal: Institute an accountability model that improves student achievement, increases graduation rates and closes achievement gaps.



ACRE

Accountability and Curriculum Revision Effort
in Response to *A Framework For Change*

PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction

Indicators

Uses

Levels

Proposed Indicators

Student
Performance

Post-Secondary
Readiness

Long-Term Student
Growth

Valued-Added
by Educators

Graduation
Rates

Academic
Course Rigor

Proposed Uses *(of indicators)*

Report

Reward and
Sanction

Target Assistance

Levels at which indicators might be used

Student

Classroom

School

LEA

State

Goal: Institute an accountability model that improves student achievement, increases graduation rates and closes achievement gaps.

Indicators

Student Performance	Post-Secondary Readiness
Long-Term Student Growth	Valued-Added
Graduation Rates	Academic Course Rigor

Uses




- Report
- Reward and Sanction
- Target Assistance

Levels

- Student
- Classroom
- School
- LEA
- State

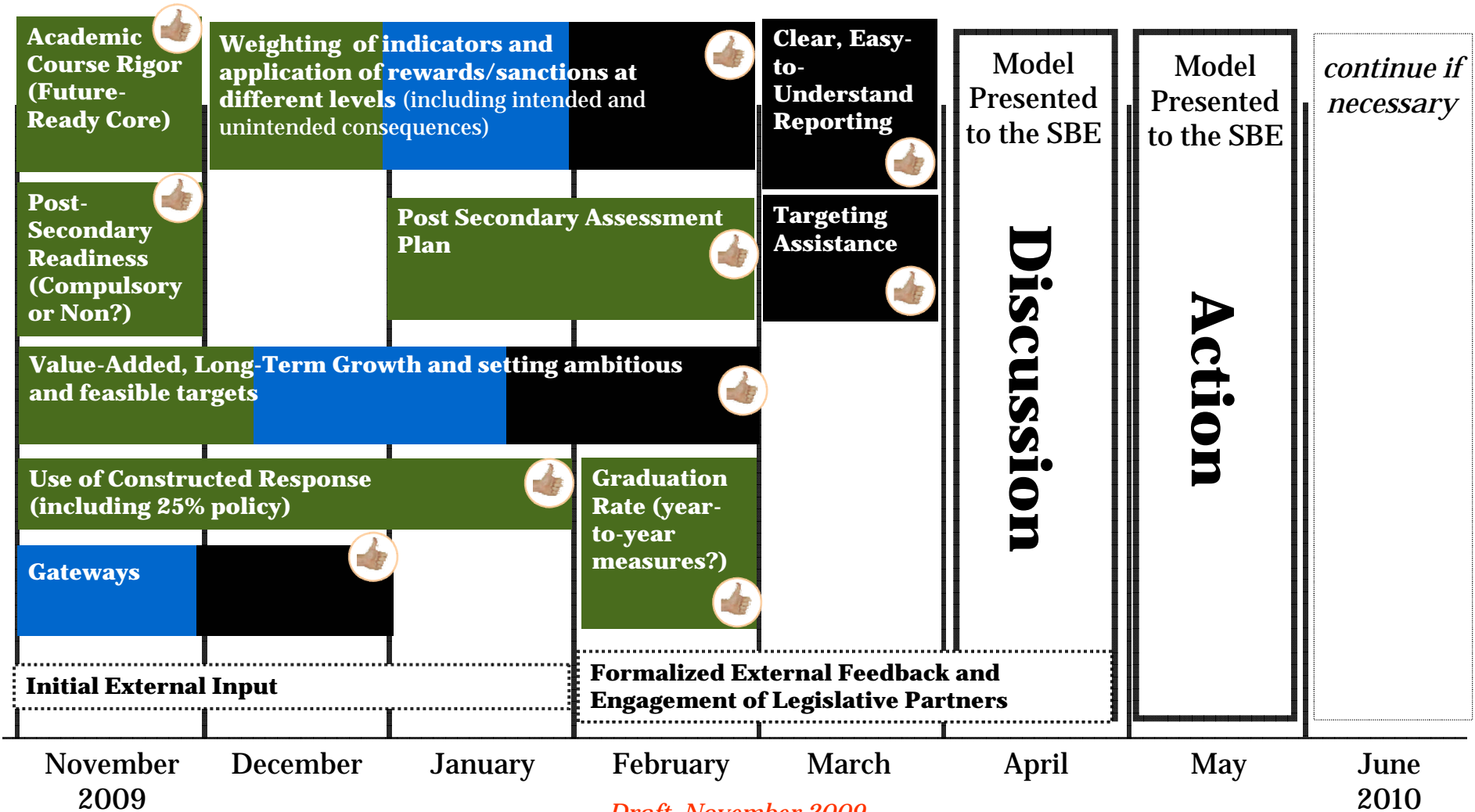
Goal: Institute an accountability model that improves student achievement, increases graduation rates and closes achievement gaps.

Proposed Discussion Calendar w/ GCS on New Accountability

-  Indicator Discussion
-  Use Discussion
-  Level Discussion



...means we are looking to achieve a general consensus at this meeting (non-binding, non-voting).



Draft, November 2009



Consensus we've heard thus far (see revised two-pager in SBE book).....

Post-Secondary Readiness

Emerging points of consensus from October SBE Discussion

Post-Secondary Readiness

We are moving forward exploring and planning for Option B (**pg. 3; “using a widely used assessment(s) like the ACT, SAT, WorkKeys or Accuplacer”**) in the accountability model to measure post-secondary readiness. The GCS has generally expressed a desire to use a national test or tests as a measure of post-secondary readiness, a viewpoint echoed by external stakeholder groups.

Essential Questions for this month...

Post-Secondary
Readiness

Should Post-Secondary Readiness measures be compulsory?

Student
Performance

How and when should constructed response items be used on summative tests? (first discussion)

Gateways

How should current student accountability measures be updated? (first discussion)

Academic
Course Rigor

How will Future-Ready Core be counted in the model?

Post-Secondary Readiness

Should Post-Secondary Readiness measures be compulsory?

Recommendation: Yes.

Rationale:

- Used across state lines
- Meaningful to employers and colleges/universities
- Option allows students to choose the assessment that is right/meaningful for them
- Non-compulsory would not set a high enough standard

Post-Secondary Readiness

Should Post-Secondary Readiness measures be compulsory?

Recommendation:

Include a requirement that each student takes at least *one* of a select set of approved post-secondary readiness assessments to be included in accountability model.

Possible list (not-exhaustive) of approved assessments:

- Accuplacer
- Compass
- ACT
- WorkKeys
- SAT

Post-Secondary Readiness

Should Post-Secondary Readiness measures be compulsory?

Next Steps for Staff:

- Determine which tests should be used
- Determine weighting in model
- Determine how to set targets for student performance and at what level those targets will be applied (“improvement” for an individual student is not applicable so **uses** will likely be at the school and LEA **level** for cohort)
- Determine costs and plan to ensure equity

Student Performance

How and when should constructed response items be used on summative tests? (first discussion)

Rationale for Constructed Response

- There are skills that are difficult or impossible to assess with multiple-choice items
- Constructed response offers testing that more accurately mirrors the requirements of life, professionally and academically
- Constructed response may provide incentives to teachers to teach standards to their intended level of depth and complexity

Student Performance

How and when should constructed response items be used on summative tests? (first discussion)

Implications

Increase in time and money

- To create
- To administer
- To score
- To report

Potential policy and procedure change

- Move from local to centralized scoring
- Change in the testing window
- Use of results for End-of-Grade or Course decision-making (e.g. gateways, retesting, 25% of final grade)

Student Performance

How and when should constructed response items be used on summative tests? (first discussion)

Essential Questions:

- **Question 1:** When would students complete the constructed response questions?

Option 1: Test in April
Testing window for all statewide summative assessments moved from end of May to April

Option 2: Split up testing
Test constructed response in April and multiple choice in May

Option 3: Delay Testing
Move summative testing window to the fall of the following school year

- **Question 2:** Which content areas would contain constructed response items?

All subject areas?

Select subject areas where CR offers most value?

Student Performance

How and when should constructed response items be used on summative tests? (first discussion)

Current Thinking:

- **Optimize** inclusion of constructed response items by using where most needed to validly assess complex skills (e.g. objectives requiring students to *create*)
- **Move** testing window to early April
- **Phase-in** constructed response starting with
 - English 10; 2011-12
 - US History; 2012-13
 - Explore feasibility of implementing other subjects

Gateways

How should current student accountability measures be updated?

Essential Question:

*Should EOC and EOG assessment scores be **used** to make high-stakes decisions for **students**?*

Student

Classroom

School

LEA

State

Gateways

How should current student accountability measures be updated?

Option 1: Gateway system with no waivers

Pros:

- Increased incentive to improve performance

Cons:

- Single-day, time-limited nature of assessment wouldn't provide a reliable enough picture to ensure the "right" decision for a student
- Some schools with low-performance would retain more than half of their students
- Requires legislative change

Option 2: Current system (w/retesting and waivers)

Pros:

- Reinforces "results matter" while allowing principals the ultimate decision
- Triggers additional help for struggling students

Cons:

- Money and time spent retesting
- Reinforces "test prep" strategies
- No assurance that interventions are done with fidelity

Option 3: Gateway System and Intervention without Retesting

Pros:

- Reinforces "results matter" while allowing principals the ultimate decision
- No money or time spent retesting
- May focus schools on year-long effectiveness

Cons:

- Without retesting, incentives may be somewhat lowered to improve performance
- No assurance that intervention are done with fidelity
- LEAs want retesting opportunities

Academic
Course Rigor

How will Future-Ready Core be counted in the model?

Recommendation:

Include the number of students passing Algebra II.

Other possible measures that might be **used**?

- Inclusion of # or % of students taking AP Courses?
- Inclusion of # or % of students taking IB Courses?
- Concentrations? Or Completers?
- Credentialing?
- Measure taking into account rigor in all major subject areas?

Planned Topics for December:

- Weighting of **indicators** and application of **rewards/sanctions** at different **levels** (including intended and unintended consequences)
- Gateways (continued)
- Constructed Response (continued)
- Value-Added, Long-Term Growth and setting ambitious and feasible targets (continued)