

SREB

# Accountability Working Group Summary

February 5, 2020

**Presented by:**

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- Ivy Alford, SREB
- Terry Holliday, Special Consultant for SREB



# Goals for the Accountability Study:

Gather shareholder feedback on:

1. Recommendations on possible changes to (i) the **weighting** of the school achievement score and the school growth score in calculation of the overall school performance score to best reflect performance and progress for each school and (ii) the **reporting methods** used to meaningfully differentiate schools on the State's Annual Report Card(s).
2. Feasibility of including end-of-grade and end-of-course **retest** scores in both the achievement and growth calculations for schools and districts.
3. **Alignment** of the State's Accountability System and School Report Cards with the North Carolina State Board of Education's **Strategic Plan**.
4. **Alignment** of the State's Accountability System and School Report Cards with the 1997 N.C. Supreme Court decision related to the constitutional guarantee of a "**sound, basic education**."

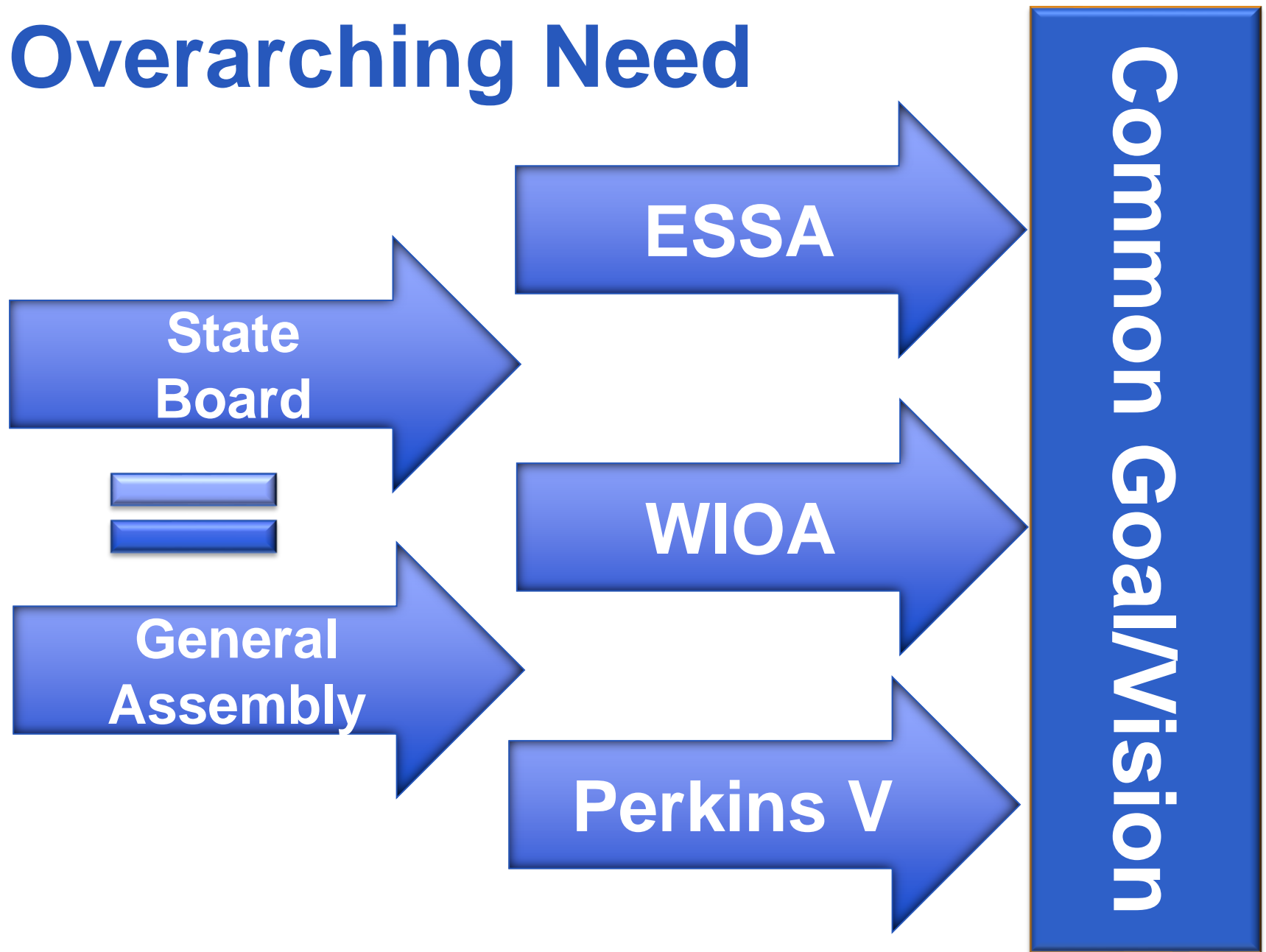
# Misalignment and Competing Messages



# Alignment Across Statutes



# Overarching Need



# Points to Consider:

- What is the profile of a North Carolina graduate?
- What are goals to communicate transition readiness for:
  - PK-3?
  - 4-8?
  - 9-12?
  - Postsecondary?
- What are the expectations for school climate and culture?
- What data communicates progress on closing gaps for NC students?



# Accountability Work Group Participants

## Representatives from:

- The Governor's Office
- The Department of Public Instruction
- Districts—including teacher, principal and superintendent representatives
- Staff from the State Board of Education
- Other State Board of Education Partners



# Work Group Agenda (1/31/2020)

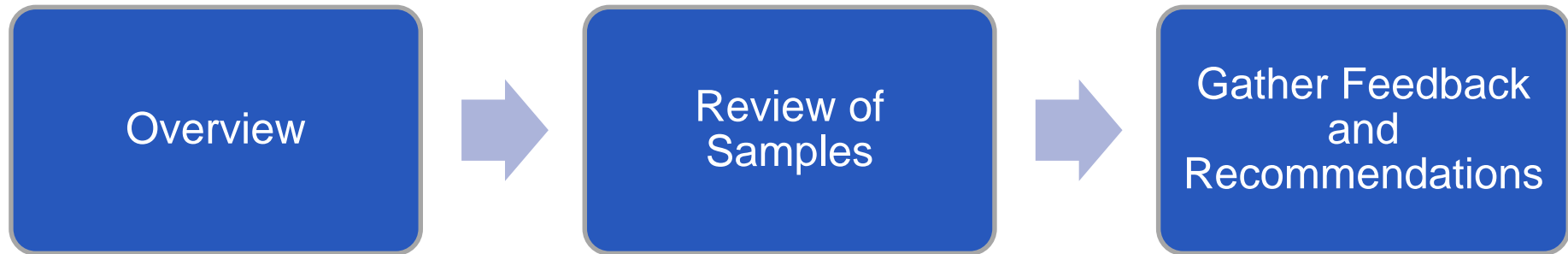
1. Weighting  
and Reporting

2. Use of  
Retest Data

3. Alignment to  
the Strategic  
Plan

4. Alignment to  
“Sound, Basic  
Education”

# Our Process



# Review of Feedback

1. Weighting  
and Reporting

2. Use of  
Retest Data

3. Alignment to  
the Strategic  
Plan

4. Alignment to  
“Sound, Basic  
Education”

# Weighting Trends

Please review the weighting trends summary.

- What trends do you see?
- How does North Carolina compare to other states?

State	Academic Achievement			
	K-12	Elementary/ Middle	Middle	High School
Alabama		40%		20%
Alaska		30%		60%
Arizona		30%		30%
Arkansas		35%		35%
Delaware		30%		40%
Florida		200/800 points	180/1000 points	600/1100 points
Georgia		30%		47%
Hawaii		40 points		30 points
Idaho		36%		45%
Illinois		15%		15%
Indiana		43%		15%
Iowa		14%		50%

# Weighting Trends

North Carolina and Vermont have the highest weighting of achievement.

Other states have included multiple measures to communicate progress towards state goals.

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	K-12	Elementary/ Middle	Middle	High School
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Alaska		30%		60%
Arizona		30%		30%
Arkansas		35%		35%
Delaware		30%		40%
Florida		200/800 points	180/1000 points	600/1100 points
Georgia		30%		47%
Hawaii		40 points		30 points
Idaho		36%		45%
Illinois		15%		15%
Indiana		43%		15%
Iowa		14%		50%

# Trends in Accountability Reporting

- 12 States use A-F Grades
- 12 States use an Index
- 11 States use a Descriptive Format
- 5 States use 1-5 Stars
- 4 States use Summative Ratings
- 6 States use Tiers of Support

State	Accountability Rating Type
<b>Alabama</b>	<b>Tiers of Support</b>
Alaska	Index
Arizona	A-F
<b>Arkansas</b>	<b>Index</b>
California	No summative rating (Performance levels for indicators: red, orange, yellow, green, blue)
Colorado	Tiers of Support
Connecticut	Index
<b>Delaware</b>	<b>Descriptive</b>
District of Columbia	1-5 Stars
<b>Florida</b>	<b>A-F</b>
<b>Georgia</b>	<b>Index</b>
Hawaii	Index
Idaho	No summative rating
Illinois	Descriptive
Indiana	A-F
Iowa	Index
Kansas	Descriptive
<b>Kentucky</b>	<b>1-5 Stars</b>
<b>Louisiana</b>	<b>A-F</b>

# Feedback from the Work Group

- Concerned about the use of A-F designations, especially labeling any school as “failing”
- Preferred stars or a dashboard visual to communicate current standing
- Requested the addition of a descriptive component to communicate school context and use of innovative practices.

State	Accountability Rating Type
<b>Alabama</b>	<b>Tiers of Support</b>
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Indiana	A-F
Iowa	Index
Kansas	Descriptive
<b>Kentucky</b>	<b>1-5 Stars</b>
<b>Louisiana</b>	<b>A-F</b>

# Communicating Alignment– Ohio

The work group reviewed sample report cards from Ohio.

## **Points to consider:**

- The report card data aligns closely with Ohio’s State ESSA Plan.
- There is an overall report card grade and six sub-score areas.
- The on-line version of the report allows users to “dig deeper” into various layers of data.





School Grade

## School Overview

Districts and schools report information for the Ohio School Report Cards on specific marks of performance, called measures, within broad categories called components. They receive grades for up to ten measures and six components.

[View District](#)
[School Details](#)
[Financial Data](#)
[Print](#)

### Achievement

The Achievement Component represents whether student performance on state tests met established thresholds and how well students performed on tests overall. A new indicator measures chronic absenteeism.



Component  
Grade

[View More Data](#)

Gifted

### Progress

The Progress component looks closely at the growth that all students are making based on their past performances.



Component  
Grade

[View More Data](#)

### Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable students in English language arts, math, graduation and English language proficiency.



Component  
Grade

[View More Data](#)

### Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.



Component  
Grade

[View More Data](#)

### Improving At-Risk K-3 Readers

This component looks at how successful the school is at improving at-risk K-3 readers.



Component  
Grade

[View More Data](#)

### Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.



Component  
Grade

[View More Data](#)

# Alignment to ESSA

**Academic Achievement**

• **Achievement**

**Other Academic Indicator**

• **Progress (K-12)**  
• **Improving At-Risk K-3 Readers**

**Graduation Rate**

• **Graduation Rate**

**Progress in Achieving  
English Language  
Proficiency**

• **Gap Closing**

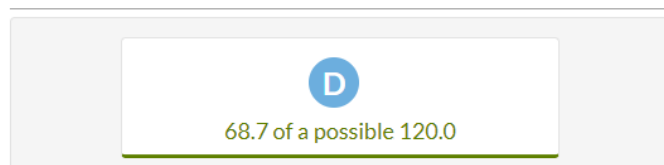
**School Quality or  
Student Success  
Indicator**

• **Prepared for Success**

# Achievement

## Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. There are seven levels on the index and schools receive points for every student who takes a test. The higher the achievement level, the more points awarded in the schools's index. This rewards schools and districts for improving the performance of all students, regardless of achievement level.

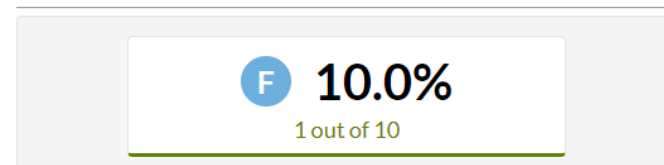


Calculation	Pie Chart	Trend
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Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	0	X	1.3	=	0
Advanced	6.2	X	1.2	=	7.4
Accelerated	10.1	X	1.1	=	11.1
Proficient	25.9	X	1.0	=	25.9
Basic	24.9	X	0.6	=	15
Limited	31.4	X	0.3	=	9.4
Untested	1.6	X	0.0	=	0.0
					68.7

## Indicators Met

Indicators Met measures the percent of students who have passed state tests. It also includes the gifted indicator and the chronic absenteeism indicator. Test results are reported for each student in a grade and subject. The passage rate for each test indicator is 80% and the End of Course (EOC) Improvement Indicator is 25%.



Indicators	Comparison	Achievement Levels	Trend
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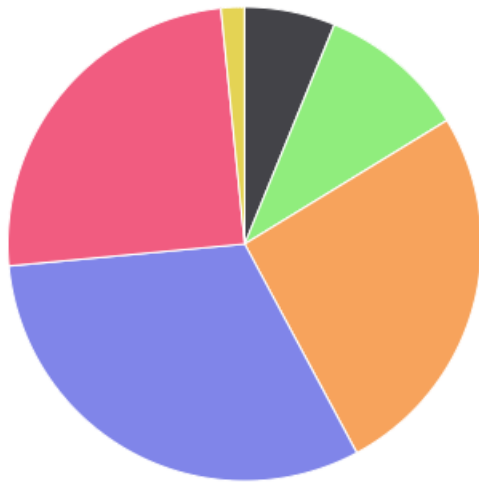
High School		
Algebra I	27.3%	✖
American US Government	69.3%	✖
American US History	67.3%	✖
Biology	61.1%	✖
English Language Arts I	56.5%	✖
English Language Arts II	54.0%	✖
EOC Improvement Indicator	35.3%	✔
Geometry	29.0%	✖
Mathematics I	NC	
Mathematics II	NC	
Non-Test Indicators		
Gifted Indicator	<a href="#">View More Data</a>	✖
Chronic Absenteeism	41.1%	✖

# Pie Chart and Trend

Calculation

Pie Chart

Trend

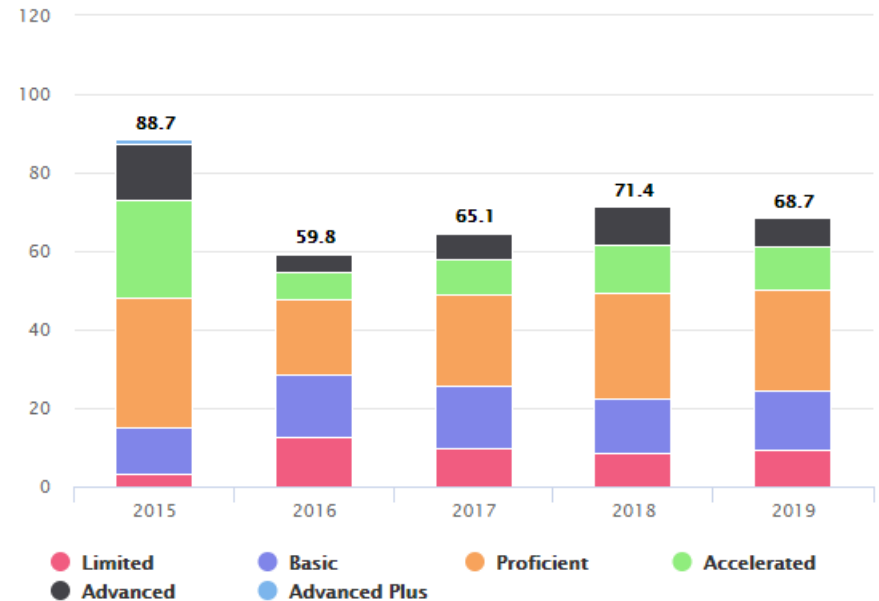


Advanced Plus    Advanced    Accelerated    Proficient  
Limited    Basic    Untested

Calculation

Pie Chart

Trend



# Feedback from the Work Group

- Group liked the communication of multiple measures (with separate scores for priority areas)
- Group appreciated the alignment of the data to state goals and the opportunity to dig deeper into the data
  - One-page overview with clearly defined measures
  - Dynamic data that allows for more in depth review, including three-year trend data
- Group focused on communication and clarity and expressed the desire to clearly define measures for all shareholders

# Review of Feedback

1. Weighting  
and Reporting

2. Use of  
Retest Data

3. Alignment to  
the Strategic  
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# The Current System of Retesting

The work group was asked to discuss:

- The current system for retesting students (timeline).
- Supports that are commonly provided to students who did not meet performance goals (and are designated as eligible to retest).
- The benefits of including retest data (monitoring or identifying next steps).

# Feedback from the Work Group

- There are current limitations caused by the retesting window.
- Current “support” provides up to 10 days of re-engagement for identified students.
- “Support(s)” provided to students varies dramatically by district.
- A clear purpose of collecting the data would be needed; currently two purposes could be identified.



# National Trends

- Retests are an option within two areas
  - High stakes assessments for students and
  - Accountability models for schools
- Research has shown that retest have little impact unless one of two conditions exists
  - Students are within 1-2 questions of passing an assessment
  - There is a significant remediation session (the equivalent of 20 days of support)

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# State Board's Mission and Goals



## Mission:

The mission of the North Carolina State Board of Education is to use its constitutional authority to guard and maintain the right of a sound, basic education for every child in North Carolina Public Schools.

**Goal 1:** Eliminate opportunity gaps by 2025

**Goal 2:** Improve school and district performance by 2025

**Goal 3:** Increase educator preparedness to meet the needs of every student by 2025

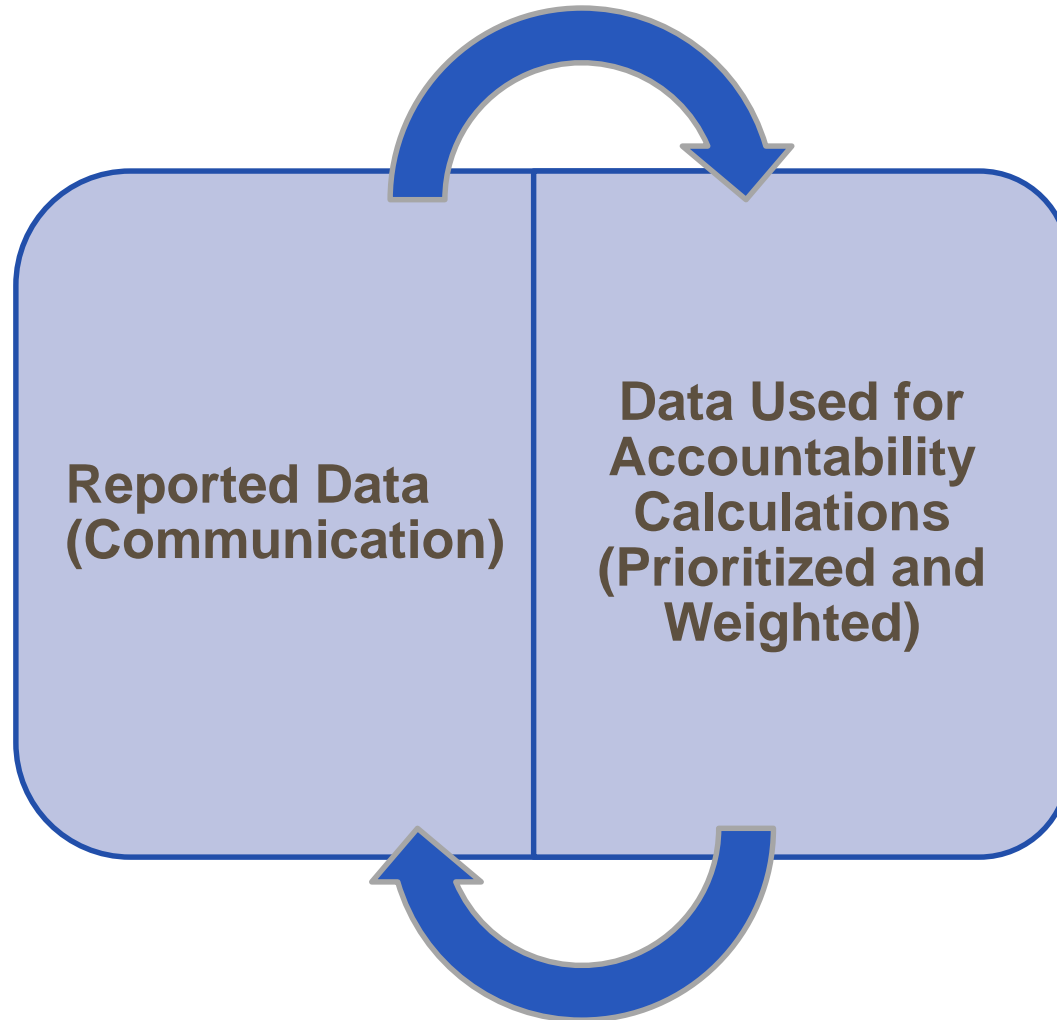
# Jigsaw of the Strategic Plan

The work group was divided into three teams and asked to review one of the three goals within the state's strategic plan.

Team members were asked to identify data related to each goal and related objectives:

- Reported Data
- Data Used to Generate Accountability Scores/Designations
- Priority Rank Status (to assist with weighting)

# Differentiating the Data



# Feedback—Accountability Measures

<b>Goal 1—Eliminate Opportunity Gaps</b>	<b>Goal 2—Improve School and District Performance</b>	<b>Goal 3—Increase Educator Preparedness to Meet the Needs of Every Student</b>
<ul style="list-style-type: none"><li>• Increase average composite score on college entrance exams</li><li>• Increase access, readiness and attainment of early postsecondary opportunities</li></ul>	<ul style="list-style-type: none"><li>• Growth measures by subgroup</li><li>• Percent of students meeting ESSA yearly measures of interim progress (ELA and Math) for all grade levels</li></ul>	<ul style="list-style-type: none"><li>• No measures proposed for accountability</li></ul>

# Feedback– Proposed Reporting

Goal 1—Eliminate Opportunity Gaps	Goal 2—Improve School and District Performance	Goal 3—Increase Educator Preparedness to Meet the Needs of Every Student
<ul style="list-style-type: none"><li>• Percentage of 4-year olds in Pre-K</li><li>• Suspensions and expulsions</li><li>• Measures to communicate school climate</li><li>• Number of educators of color</li></ul>	<ul style="list-style-type: none"><li>• Science proficiency</li><li>• Summary of students' access to technology</li><li>• Financial data dashboard</li></ul>	<ul style="list-style-type: none"><li>• Measures to communicate Advanced Teaching Roles</li><li>• Measures to communicate continued learning for educators</li></ul>

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# “Sound, Basic Education”

The work group was provided with the summary of findings and recommendations from the Leandro Study.

The group was asked to highlight/check recommendations that were already addressed (in components 1-3) and to identify any missing measures that would support the focus on a “sound, basic education.”

# What's Missing?

To spark the group's discussion, SREB provided samples from other states (OH, FL and KY) and specifically questioned measures to communicate:

- K-3 Readiness
- College and Career Readiness
- Gap Closing

# K-3 Measures—Ohio Sample

In your school...

Details of Measure

23 Students Moved to On Track —  
0 RIMP Deductions



48 Students Started Off Track

**C 47.9%**



● Moved to On Track ● Remained Off Track

RIMP = Reading Improvement and Monitoring Plan. Districts are required to create a RIMP for students not on track to be proficient in English Language Arts by the end of 3rd grade.

## Grade Key

**A** = 78.0 - 100.0%

**D** = 11.7 - 33.7%

**B** = 55.9 - 77.9%

**F** = < 11.7%

**C** = 33.8 - 55.8%

3rd Grade Reading Guarantee

On Track by Grade Level

How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade?

**94.3%**

How many third graders scored proficient on the state English language arts test?

**77.5%**

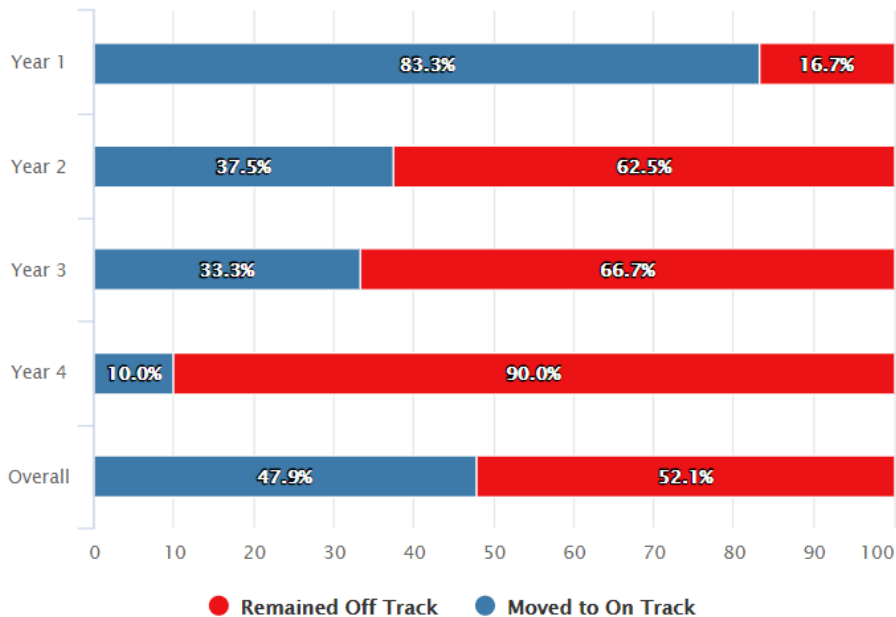
Ohio's Third Grade Reading Guarantee ensures that students are successful in reading before moving on to fourth grade. Schools must provide supports for struggling readers in early grades. If a child appears to be falling behind in reading, the school will immediately start a Reading Improvement and Monitoring Plan. The program ensures that every struggling reader gets the support he or she needs to learn and achieve.

Students have multiple opportunities to meet promotion requirements including meeting a minimum promotion score on the reading portion of the state's third grade English language arts test given twice during the school year. Students have an additional opportunity to take the state assessment in the summer, as well as a district-determined alternative assessment.

# K-3 Measures—Ohio Sample

In your school...

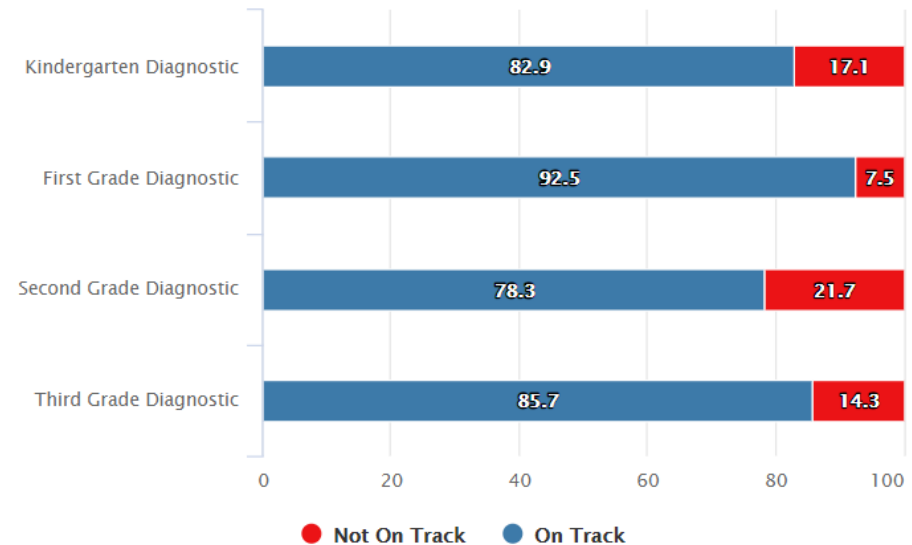
Details of Measure



3rd Grade Reading Guarantee

On Track by Grade Level

Percentage On Track Reading Diagnostic



# CCR Measures—Ohio Sample

F

Component Grade

## Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

	Number of Students	Point Value	Points Earned
Number of students that earned a remediation free score on all parts of the ACT or SAT, earned an honors diploma, and/or earned an industry-recognized credential.	101	1	101.0
The number of "bonus" students that count an additional 0.3 bonus points each, because they did the above and also earned a 3 or higher on at least one AP exam; earned a 4 or higher on at least one IB exam; and/or earned at least three college credits before leaving high school	62	0.3	18.6

Total Points

119.6

Graduation Cohort

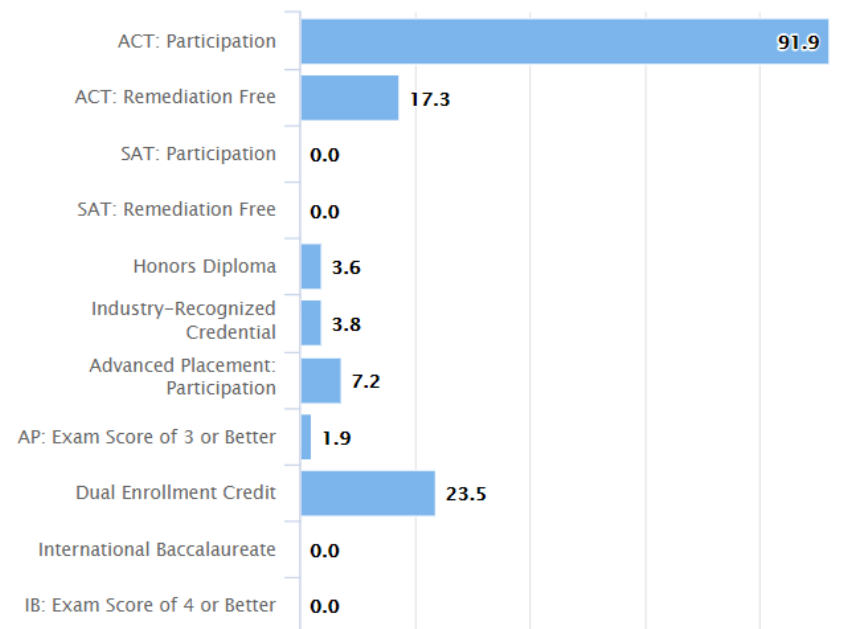
469

F 25.5%

Graduates Ready

College Ready

## How Prepared were Your 2017 and 2018 Graduating Classes?

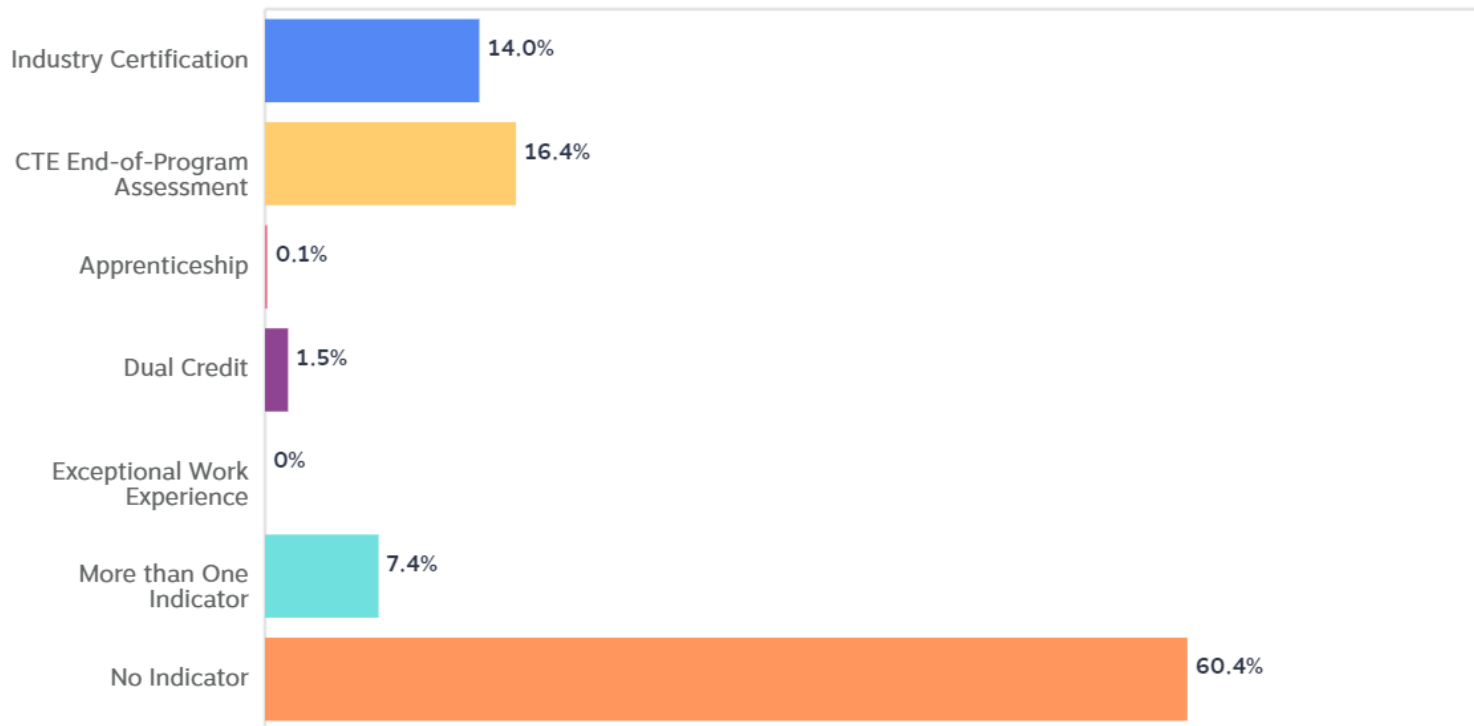


# CCR Measures--Kentucky

## Career Readiness Indicators ⓘ

### OVERVIEW

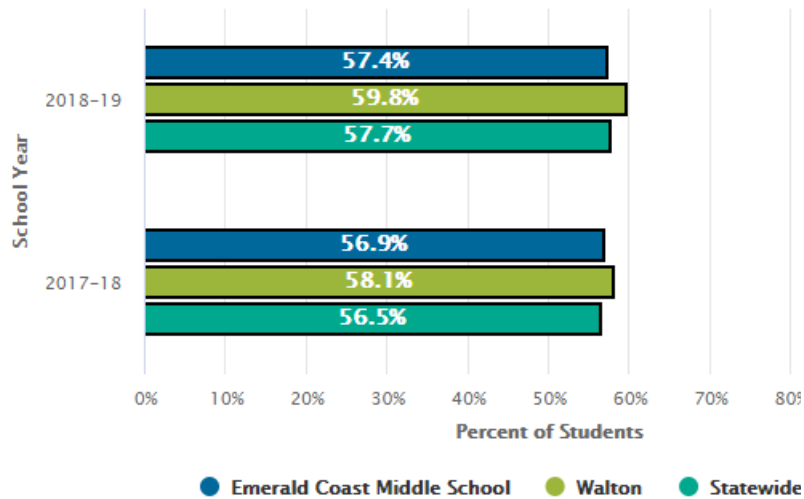
Total students: 46602



# Student Growth—Florida

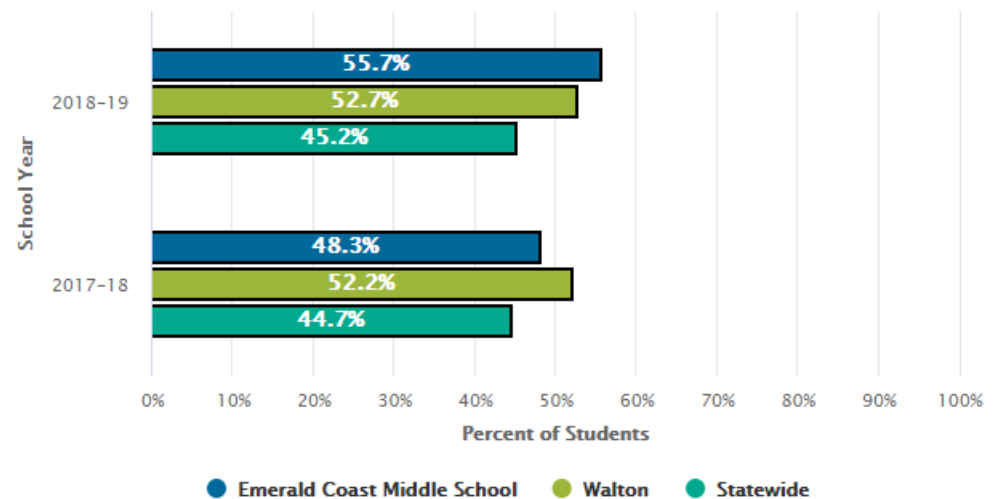
Mathematics Learning Gains

Total Students



Mathematics Low 25% Learning Gains

Total Students



# Feedback from the Work Group

- Use of the existing Kindergarten Readiness Assessment and related assessment to show growth to 3<sup>rd</sup> grade.
- Identify measures of College and Career Readiness (Kentucky example).
- Determine how much growth has been achieved by the lowest quintile of students (Florida example).
- Include EL indicator in places other than accountability.
- Allow schools to include qualitative descriptors to express progress and the use of innovative programs.



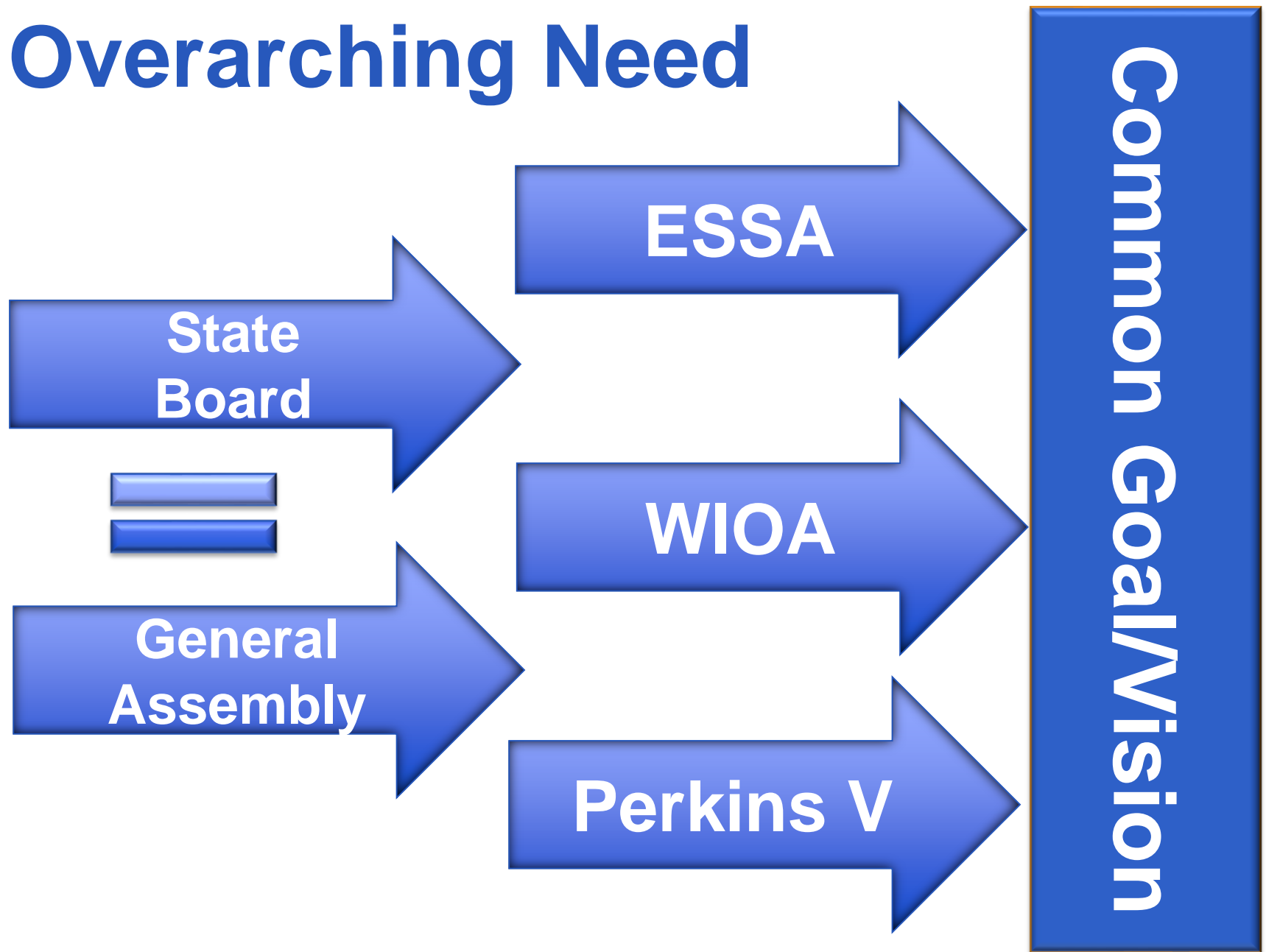
# Overall Feedback

- Reporting multiple measures separately would allow schools to identify progress and prioritize next steps.
- Labeling schools as “failing” does not communicate the context of the school or the progress made for students, especially those in low socioeconomic areas.

# Points to Keep in Mind

- Required changes will take time.
  - ESSA timeline for revision of goals and/or monitored indicators will delay formal changes to potentially the 2021-2022 school year.
  - Short term changes would support schools to monitor both achievement and growth.
  - Collaboration with state shareholders will be essential to align the vision for all students.

# Overarching Need



# Thank you!

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