Goal: Institute an accountability model that...

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

**Indicators**
- Student Performance
- Post-Secondary Readiness
- Student Growth
- Graduation Rates
- Academic Course Rigor

**Uses**
- Report
- Reward and Sanction
- Target Assistance

**Levels**
- Student
- Classroom
- School
- LEA
- State

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Review: Emerging Consensus

- ACT, SAT, other national assessments of preparedness
- Longitudinal growth to replace current growth model
- Future Ready Core = # and % of students who score proficient on Algebra II EOC

Post-Secondary Readiness

Student Growth

Academic Course Rigor
Review: Current Recommendations

- Change the Gateway Policy for 3, 5, 8 and EOC assessments to require intervention without retesting
- Maintain current 25% of final grade policy
Goal: Institute an accountability model that improves student achievement, increases graduation rates and closes achievement gaps.

Today:

Preliminary Weighting and Classification Discussion in Preparation for April 2010 Issues Session
# Current School Classification System

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Academic Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Students’ Scores at or Above Achievement Level III</td>
<td>Making Expected or High Growth</td>
</tr>
<tr>
<td><strong>90% - 100%</strong></td>
<td>AYP met</td>
</tr>
<tr>
<td></td>
<td>Honor School of Excellence</td>
</tr>
<tr>
<td></td>
<td><strong>No Recognition</strong></td>
</tr>
<tr>
<td><strong>80% - 89%</strong></td>
<td>School of Distinction</td>
</tr>
<tr>
<td><strong>60% - 79%</strong></td>
<td>School of Progress</td>
</tr>
<tr>
<td><strong>50% - 59%</strong></td>
<td>Priority School</td>
</tr>
<tr>
<td><strong>Less than 50%</strong></td>
<td>Priority School</td>
</tr>
<tr>
<td></td>
<td>Low-Performing School</td>
</tr>
</tbody>
</table>

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Classification Recommendation:

• Maintain general categories; if possible, simplify and reduce the number of categories
• Move to longitudinal growth
Current Reward Model

- Improvement on EOCs and EOGs
- College Prep/College Tech Prep Course of Study
- Drop-Out Rate
Weighting

- The weighting of indicators has implications on how the model might affect outcomes in high school.

For instance...

<table>
<thead>
<tr>
<th></th>
<th>Student Performance</th>
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<th>Student Growth</th>
<th>Graduation Rate</th>
<th>Academic Course Rigor</th>
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<td><strong>Example 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>5</td>
<td>5</td>
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</table>

If Grad Rate is too small, there may be an incentive to allow/encourage students to drop out.
Weighting

- The weighting of indicators has implications on how the model might affect outcomes in high school.

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<td>30</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Example 2</td>
<td>15</td>
<td>10</td>
<td>20</td>
<td>50</td>
<td>5</td>
</tr>
</tbody>
</table>

If Grad Rate is too great, there may be an incentive to lower standards to keep students in school.
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Reward and Sanction

Additional Use Recommendations:

• When incorporating a decision rule for possible monetary rewards, use student growth and other improvement measures in determining awards.

• Continue to exclude absolute performance from monetary decision rule.
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Use absolute measures primarily to

**Report**
- Student Performance
- Post-Secondary Readiness
- Academic Course Rigor
- Graduation Rate

Use improvement and growth measures primarily to

**Target Assistance**
- Student Growth
- \( Change \) in Post-Secondary Readiness
- \( Change \) Academic Course Rigor over time
- \( Change \) in Graduation Rate

**Reward and Sanction**
Suggestions for Planning the April Accountability Issues Session

How to approach planning that time to encourage getting at the deepest issues?

How to be ready to move to the action stage?