

# **SCHOOL AND DISTRICT ACCOUNTABILITY FOR 2015-16 AND BEYOND**

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# **A LOOK BACK AT 2014-15**



# PRELIMINARY SMARTER RESULTS

- Scoring: ODE has reviewed the partially completed tests and arrived at the following rules:
  - All participants will receive a score.
  - Most students with partially completed tests will be at level 1.
- Data below shows includes partially completed tests.

English Language Arts				
Grade	SB Tests (Expected 41K-42K)	Level 3 or Higher		
		Oregon %	Field Test %	Improve- ment
3	40,847	47	38	9
4	40,129	51	41	10
5	40,547	55	44	11
6	40,142	54	41	13
7	39,811	57	38	19
8	40,325	58	41	17
11	35,756	69	41	28

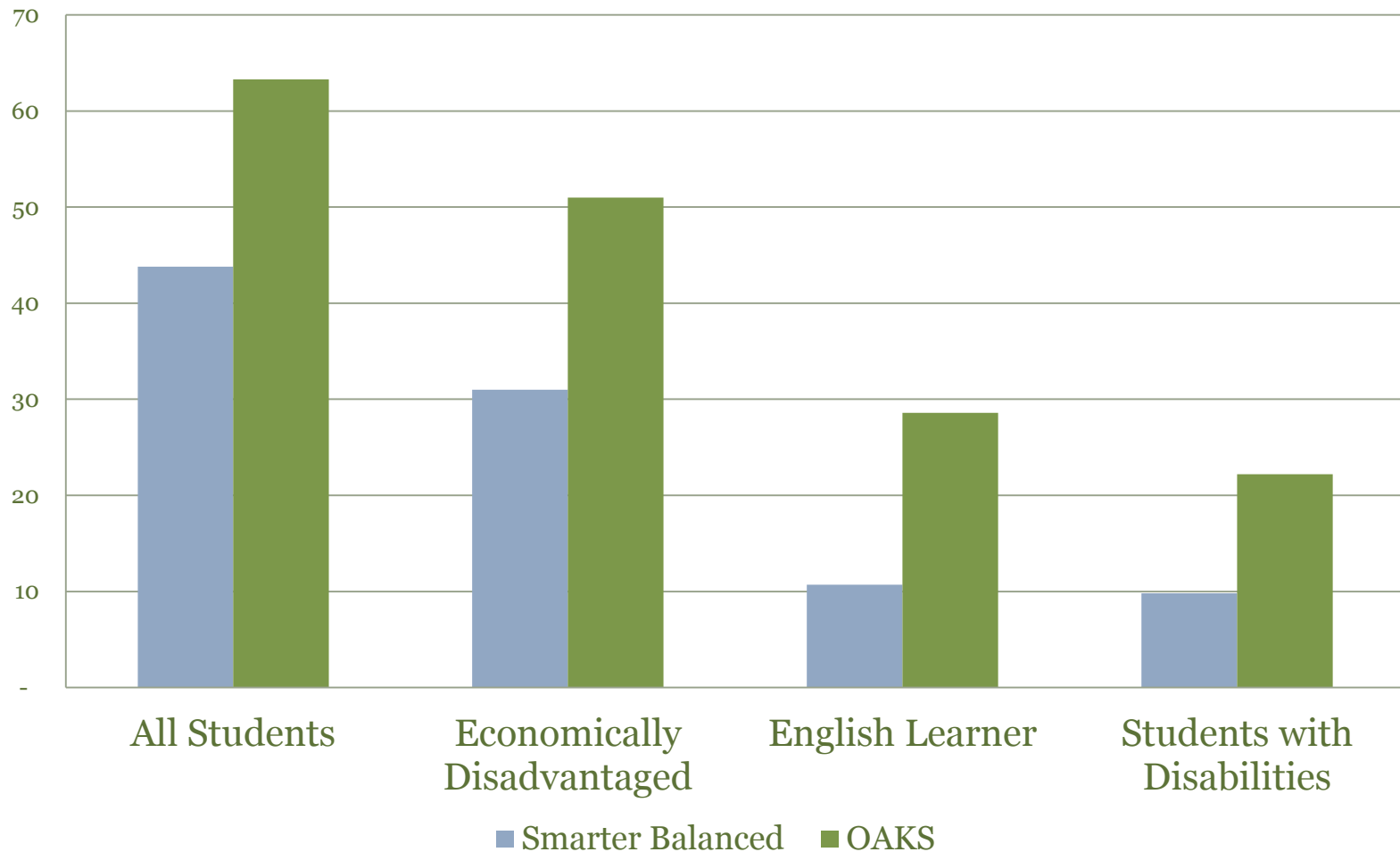
Mathematics				
Grade	Students (Expected 41K-42K)	Level 3 or Higher		
		Oregon %	Field Test %	Improve- ment
3	41,169	47	39	8
4	40,316	45	37	8
5	40,435	42	33	9
6	40,363	39	33	6
7	39,855	44	33	11
8	40,417	44	32	12
11	35,482	31	33	(2)



# SMARTER BALANCED ACHIEVEMENT GAPS

We are also looking at Achievement Gaps on Smarter versus OAKS.

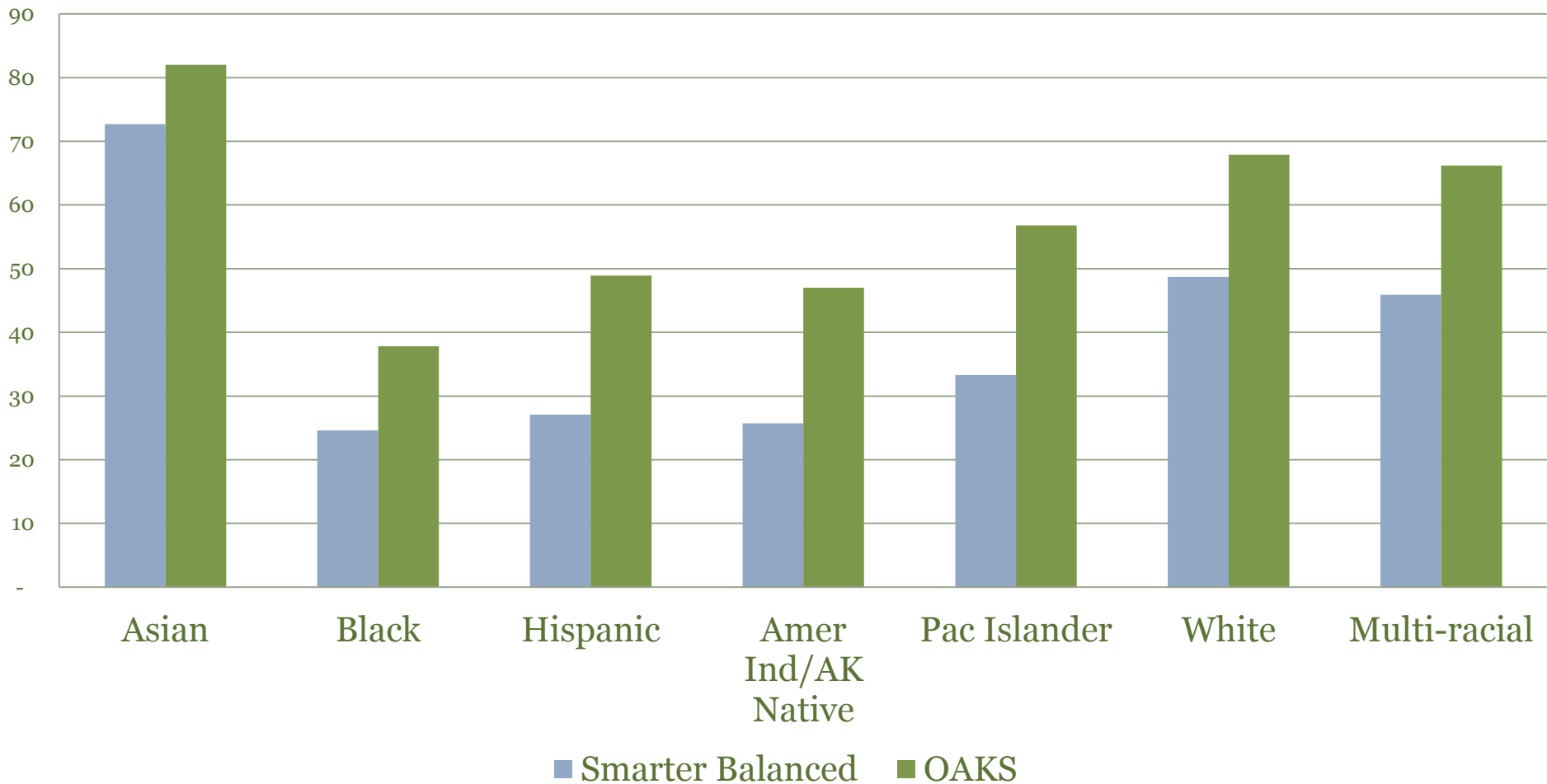
## Achievement Gaps -- 8th Grade Math



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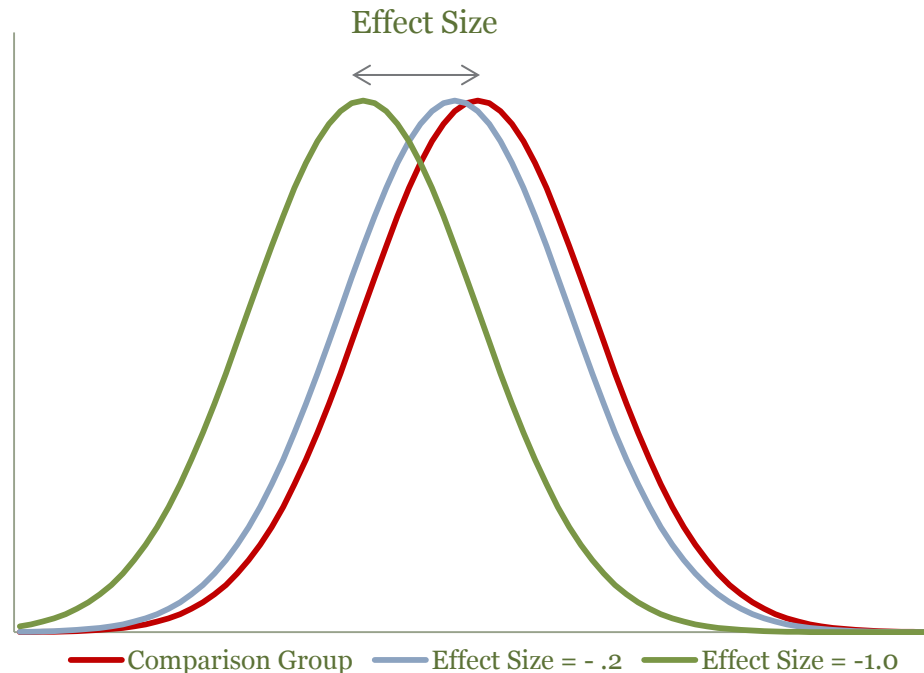
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## Achievement Gaps -- 8th Grade Math



# EFFECT SIZES

- While we can compare percentage meeting on two different assessments to compare achievement gaps, there are more reliable options.
- Effect Size – computes a “standardized” achievement gap that can be compared across assessments.
  - Uses average scores for subgroups.
  - Divides by the standard deviation for an assessment (measure of the spread of scores)
  - Creates a measure of how different the score distribution is for two different groups.



# INTERPRETING EFFECT SIZES

- One Interpretation – what would the score percentile be for the “average” (50<sup>th</sup> percentile) student in one group, if placed in another group?
  - Data here are preliminary, and may change when some student’s tests are rescored upwards.

<b>Effect Sizes – Grade 4</b>				
<b>Where would the average student in a group place if he/she were in the White Group, expressed as a percentile</b>				
Student Group	ELA/Reading		Mathematics	
	OAKS	Smarter	OAKS	Smarter
<b>Economically Disadvantaged</b>	30	36	32	34
<b>English Learners</b>	14	21	21	20
<b>Students with Disabilities</b>	17	22	20	21
<b>American Indian/AK Native</b>	30	31	32	31
<b>Black/African American</b>	24	31	24	24
<b>Hispanic/Latino</b>	24	32	29	30
<b>Asian</b>	57	61	70	67



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<b>Effect Sizes – Grade 8</b>				
<b>Where would the average student in a group place if he/she were in the White Group, expressed as a percentile</b>				
<b>Student Group</b>	<b>ELA/Reading</b>		<b>Mathematics</b>	
	<b>OAKS</b>	<b>Smarter</b>	<b>OAKS</b>	<b>Smarter</b>
<b>Economically Disadvantaged</b>	32	38	34	35
<b>English Learners</b>	4	13	10	13
<b>Students with Disabilities</b>	12	20	14	16
<b>American Indian/AK Native</b>	29	36	30	30
<b>Black/African American</b>	24	31	23	23
<b>Hispanic/Latino</b>	28	36	32	33
<b>Asian</b>	58	60	74	71





# GROWTH

- We have run the growth model to evaluate the transition from OAKS to Smarter Balanced.

<b>PRELIMINARY Median Growth Percentile – All Grades</b>				
<b>Student Group</b>	<b>ELA/Reading</b>		<b>Mathematics</b>	
	<b>OAKS</b>	<b>Smarter</b>	<b>OAKS</b>	<b>Smarter</b>
<b>Economically Disadvantaged</b>	47	47	47	46
<b>English Learners</b>	47	53	47	44
<b>Students with Disabilities</b>	43	40	42	42
<b>American Indian/AK Native</b>	45	39	48	43
<b>Black/African American</b>	45	42	43	42
<b>Hispanic/Latino</b>	47	51	47	46
<b>Pacific Islander</b>	45	52	50	49
<b>Asian</b>	58	69	61	62
<b>White</b>	51	49	50	51
<b>Multi-racial</b>	50	50	50	51



# LEGISLATIVE UPDATES



# Legislative Updates

- HB 2680
  - Results of a statewide summative assessment developed by a multistate consortium and administered during the 2014-2015 school year may not be used to establish summative ratings of schools or to make summative evaluations of teachers or administrators.
- HB 2655
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# Essential Skills Updates

- Currently working to identify an equivalent level of achievement on Smarter Balanced, relative to the former “meets” cut scores on OAKS.
  - Using three models to find and validate these cut scores.
- Students will still have multiple methods of meeting the Essential Skills graduation requirements.
- Anticipated policy discussion at the State Board in September 2015, with adoption by October.
- Essential Skills requirements likely to be below Level 3 on Smarter Balanced.



# **ACCOUNTABILITY UPDATE**



# ESEA Waiver

Approved in July.

## Accountability Highlights:

- Pause in Accountability for 2014-15.
- Next cohort of focus and priority schools identified after the 2015-16 school year.
- Modified exit criteria for current focus and priority schools.



# School Accountability

## School Ratings – Summer 2015

- We will not rate schools this summer.
  - Focus, Priority, and Model schools retain 2014-15 status.
- We won't show historic OAKS Math, Reading, Writing.

## School Ratings – Summer 2016

- Identification of next cohort of Priority and Focus Schools
- Resume yearly identification of Model schools.





# ENGLISH LEARNER SUPPORTS AND INTERVENTIONS

## Required by HB 3499

- Requires ODE to convene Workgroup of educators, parents, stakeholders, EL experts and data experts.
- Workgroup is charges to:
  - Identify criteria for determining if a school district is not meeting objectives for English learners or is in need of targeted assistance.
  - Develop technical assistance guidelines.
  - Develop recommendations for support of long-term English learners and best-practices for EL programs.
- Bill requires annual report from districts related to English learners.
  - Workgroup helps finalize requirements, some are in HB 3499.
  - First report due July 1, 2016.



# ENGLISH LEARNER ACCOUNTABILITY SYSTEM

## Timeline

- Summer 2015
  - Initial Workgroup meetings. Will continue through 2016.
- Fall 2015
  - Rules drafted and presented to state board.
- December 2015
  - State Board must adopt rules on identification and technical assistance.
- Summer 2016.
  - School districts identified.
  - Interventions for four years.
- December 2016
  - State Board must adopt rules related to best-practices for English learner programs.



# District Accountability

## **329.105 School district and school performance**

**reports.** (1) The Superintendent of Public Instruction shall collect data and produce annual school district and school performance reports to provide information to parents and to improve schools.

[...]

(4) The department shall work with stakeholders to:

(a) Design and implement an accountability system of progressive interventions for schools and school districts that do not demonstrate improvement; and

(b) Provide technical assistance to schools and school districts that do not demonstrate improvement.



# District Accountability

- In March 2014 Nancy Golden requested that ODE work with stakeholders to address ORS 329.105 requirements.
- ODE convened a “District & School Improvement & Accountability Taskforce” during the Summer of 2014.
- Task force report included:
  - Underperforming district identification system.
  - Supports and interventions for underperforming districts.
- Legislature provided \$2.9M for the biennium to support underperforming districts.
- Implementation details and timeline still to be determined.



# District Accountability – Stakeholder Recommendations

Stakeholder report outlined an identification system to:

- Identify the lowest performing 5% of districts
- Intervene with approximately three districts in order to ensure success.
- Recommended the ODE follow a model similar to focus and priority schools:
  - Identification for interventions occurs every two years.
  - Chosen districts should receive supports and interventions for four years.
  - Defined exit criteria.
  - Annual designation of low performing (5%) districts.
- Data to include 3<sup>rd</sup> grade ELA, growth in ELA and Math, 9<sup>th</sup> grade chronic absenteeism, 5-year graduation rates.



# ESEA REAUTHORIZATION

Congress is working on reauthorization of the ESEA. House and Senate Bills differ somewhat.

Common Themes (Stolen shamelessly from EdWeek).

- Both bills continue annual testing and disaggregation of results.
- Some flexibility to try out new assessments.
- AYP Eliminated,
- States would develop their own accountability systems.
  - The two bills differ on some details here.
- Low Performing Schools
  - Both bills require identification, but from there they differ.



# THE FUTURE OF SCHOOL ACCOUNTABILITY

My question to you:

If reauthorization passes, what would you like to see be part of the school accountability system?

