

Using Student Growth Data for School Accountability: Practical Approaches

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Student growth basics – 1

What will schools be held accountable for?

- Status
- Improvement
- Growth

- (Mostly) Same data, different calculations



Focus of Three Views

■ Status

- How high do students score on state assessments? What percentage of students were proficient?

■ Improvement (Successive groups)

- Is the school improving, or increasing the performance of classes of students over time (e.g., grade 3 this year higher than grade 3 last year)? Is the percentage of students meeting the state standards increasing each year?

■ Student growth

- Are students learning as they progress through the grades? Are individual students making expected progress from grade to grade?



Calculating Status

Year	Grade 3	Grade 4	Grade 5	Grade 6
2001	Status => Count or Avg. across grades			
2002	Status			
2003	Status			
2004				



Calculating Improvement

Year	Grade 3	Grade 4	Grade 5	Grade 6
2001				
2002				
2003	Improvement	Improvement	Improvement	Improvement
2004				

Calculating Student Growth

Year	Grade 3	Grade 4	Grade 5	Grade 6
2001				
2002				
2003				
2004				

The diagram illustrates the calculation of student growth across years and grades. Red arrows labeled "Student Growth" point from the 2001 row to the 2002, 2003, and 2004 rows for each grade level (3, 4, 5, and 6). A yellow box highlights the 2001-2002 period for all grades, with a bracket on the right side.

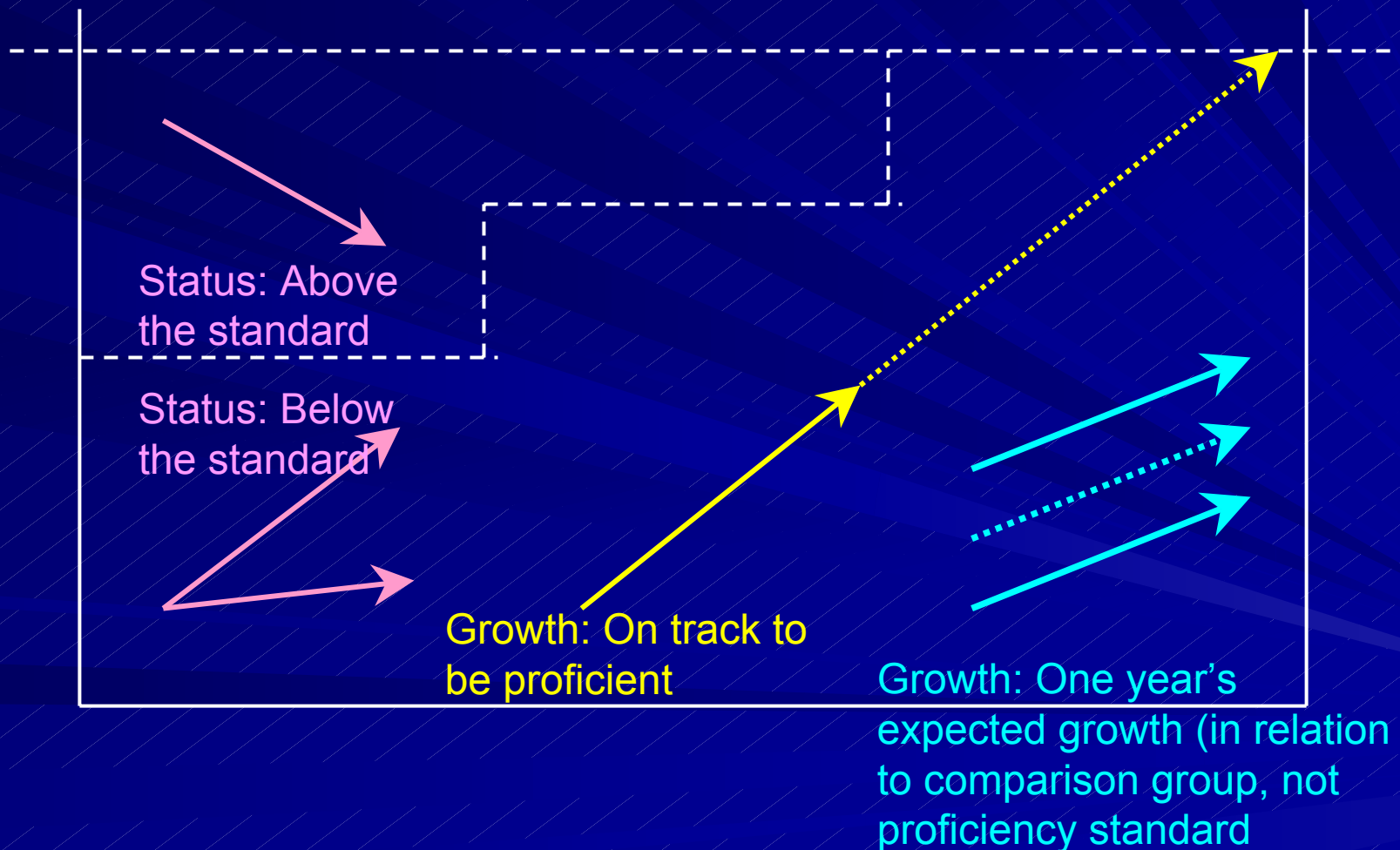


How will growth be evaluated? How much growth is enough?

- Policy-driven versus data-driven
- In relation to performance standards
 - Growth towards proficient; on-track to be proficient
- In relation to comparison groups (including self)
 - Average growth; average growth for subgroup; expected growth; projected growth given past conditions (e.g., teachers, family background, race/ethnicity, SES, etc.)



How much growth is enough?



Student growth basics – 2

Additional data, different uses

- Multi-level/Value-added evaluations
- Create different reference groups
- Attribute to “causes”/sources
 - Do program evaluations, teacher evaluation, etc.



Student growth basics - 3

- How measures of student growth are incorporated into school accountability decisions
 - Compensatory versus conjunctive
 - E.g., Student growth OR Status OR Improvement (Safe harbor)?
 - Not included in school accountability – reported only; used for teacher accountability, program evaluation, local accountability



Summary about growth and accountability

- Central questions:
 - How growth is measured and interpreted
 - How much growth is “good enough”
 - Policy-driven and data-driven approaches
 - In relation to standards or comparison groups
 - How measures of student growth are incorporated into school accountability decisions



Session Outline

- a) What are you hoping to gain by incorporating a student growth model in your school accountability system?
- b) What are the constraints you are working with when considering student growth models for school accountability?
- c) What trade-offs did/will you make between complexity and simplicity to get a system that is practical and works for you?
- d) What key questions are emerging for your future work?

■ Marty McCall, Northwest Evaluation Association (NWEA)

■ Lou Fabrizio – North Carolina Department of Public Instruction

■ Mitch Chester – Ohio Department of Education

■ Brian Gong – Moderate discussion with audience



For more information:

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P.S. See website for information on our upcoming RILS conference on high school assessment and accountability, Sept. 29-30, 2005

