

Future Directions for High School Accountability

Brian Gong

Center for Assessment

Presentation at the 2005 Reidy Interactive Lecture Series

September 30, 2005 Nashua, NH



Imagine: A Good High School

- What characteristics would you point out to persuade someone else that this was a good high school?
- How would an excellent high school be different?
- What would be the characteristics of a poor quality high school?



Characterizing School Quality

- Conditional and contextual information –
What more do you want to know, when,
and why?
- Sufficiency and multi-dimensionality –
What makes a “good school” is not the
opposite of what makes a “bad school”

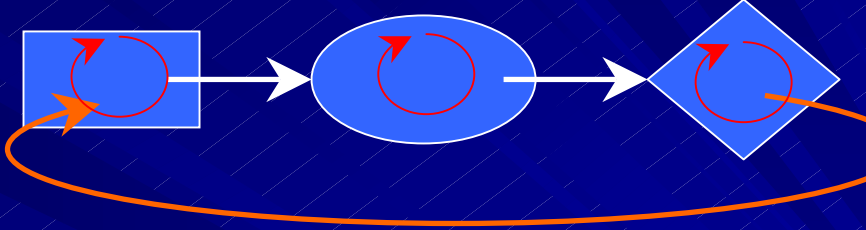


Need: Integrated Assessments, Balanced Accountability

- Need more comprehensive, powerful indicators of school quality
- Need to revisit sole reliance on *output* (student performance) measures and consider improved *input* and *process monitoring/feedback* measures
- Need an integrated *system* of assessments that reflect curricular coherence and multiple purposes
- Need accountability system that *balances* responsibility and power across levels of the educational system and considers *inputs* and *processes* more strongly, as well as *outputs*



A Systems View

- Input
 - Process
 - Output
 - Feedback – process, system
 - Goals and criteria!
- 
- Related to Scott's consideration of learning, assessment, accountability, and support; multiple levels, and outcome/proximal measures

Current State of High School Accountability

- Output / Anti-Input / Black box process
 - Focus exclusively on outputs
 - Input indicators are not used
 - Processes are intentionally outside the consideration of the assessment / accountability systems and do not include functional feedback and process monitoring across school levels



Why Student Tests Only?

- Where are inputs, process, and other output indicators?
 - Off the radar screen, because lack of credibility (research, implementation, corruptible) and priority
 - In a parallel universe, in report cards and accreditation
 - In sanctions and assistance, as part of accountability rather than preventative and universal
 - In the black box of local freedom in the “management by objectives” model
 - Attended to through other incentives (e.g., sports)



Overview

- Output Indicators
 - Student growth
- Input Indicators
- Process Indicators
 - Deep values/beliefs about assessment & accountability
- A comprehensive system of multiple measures, multiple levels, multiple responsibilities



Quality Indicators: Output

Output	Input	Process
<p>Student learning</p> <ul style="list-style-type: none">* Scores on state tests <p>Student/school achievement</p> <ul style="list-style-type: none">* Graduation rate* Dropout rate		
<p><i>A handful of other output indicators are used in state accountability systems in 2005, and fewer than pre-NCLB</i></p>		

See ECS surveys of state indicators

Common Output Indicators, Uncommon Views - 1

- **SREB's *Getting Serious About High School Graduation***
 - High school graduation rates, comparative (p. 5)
 - High school grad. rate trends over time (pp. 6-7)
 - High school grad. rate subgroup gaps (p. 8)
 - High school grad. low rate concentrations (p. 9)

See handout in binder.



Common Output Indicators, Uncommon Views – 2

- Performance on high school end-of-course and comprehensive exams, with and without student stakes (e.g., required participation, reporting, graduation, endorsement, placement, scholarships, etc.) [pp. 10-11; See also CCSSO survey of high school exit exams]
- GED completion (pp. 15-17)
- High school completion goals (p. 19)
- Grade 9 bulge in enrollments, dropouts (p. 22)
- Communication, supports, interventions (p. 23 [18-29])



Some Output Indicators Now Receiving More Attention

- Using different test scores
 - College entrance exam scores, e.g., ACT, SAT
 - College achievement tests, e.g., AP, SAT-II, IB(?)
 - Local assessment scores/performances, e.g., exhibitions
- Post-secondary student performance
 - High quality performance
 - “Successful transition,” e.g., enter college, workforce
 - Reduce low quality performance
 - Placement in remedial courses in college
- Using student test scores data differently
 - Student growth models
 - Student learning – Change over time
 - Value-added / attributional analyses



A Word About Growth and School NCLB Accountability

- Probably student growth will be admitted by USED for NCLB for the AYP Workbooks to be submitted in April 2006
- Key question #1: How much is enough growth, and how did you determine that?
- Key question #2: How did you measure student growth, and is it technically sound?
- Key question #3: Can you show you included the right students for growth?



Prediction about USED Criteria

- How much growth: Must be in relation to proficient achievement level (e.g., proficient, on track to be proficient, closing the gap to proficient, etc.) and *not* in relation to a normative standard (e.g., above average for a comparison group)
- How to measure growth: Many ways, not only vertically scaled scores, and not only value-added
- Inclusion: Tracking systems, policies to deal with missing data, etc.



An Aside – Accountability Design

- Current: Conjunctive
- Past: Compensatory – one level
- Future: Hybrid, multi-level
 - Two-stage systems (Hill, e.g., LA; MA)
 - One set of criteria, then another set
 - Bracketed systems (Chester, e.g., OH)
 - If low on criterion A, then cannot be highest on criterion B
 - Profile systems
 - Two of three, with no lower than X on any



What About Input

Output	Input	Process
	<p>Things that go into a school that contribute to or indicate quality:</p> <p>Student, Family</p> <p>Peers / classmates</p> <p>Teacher, School, District</p> <p>Funding, etc.</p>	



Some Classic Example of Inputs

Teachers

1. Academic skills of teachers
2. Teacher assignment
3. Teacher experience (p. 13)
4. Professional development

Classrooms

5. Course content (p. 21)
6. Pedagogy
7. Technology
8. Class size

Schools

9. School leadership
10. Goals
11. Professional Community
12. Discipline
13. Academic Environment (p. 46)



Other Inputs?

- Student attitudes
- Student goals and choices
- Faculty and administration attitudes, goals
- Others?



Insightful and Credible Inputs?

- What indicators would you be interested in including as part of your school accountability data? – See ECS list. Allocate \$100.
- Why did you select the ones you did? Why did you not select the others? How much agreement was there at your table?



Problem With Inputs

- Unknown, not specified well
- Not comparable
- Low relation to outputs, student achievement
- Corruptible, irrelevant
- Not responsible/changeable – local control, other level



Inputs – Aspects

Aspects of Inputs		Input Type	
		Structure	Program / Process
Responsibility Level	Changeable		
	Given		

- Raudenbush – Type A and B effects for value-added modeling; policy-sensitive, “actionable” variables



Some Important Input Indicators

- Curricular richness and rigor, e.g., AP, arts, foreign languages
- Discipline/safety – school culture and environment
- Student attitudes, goals, and self-regulation
- Teacher quality, e.g., professional learning



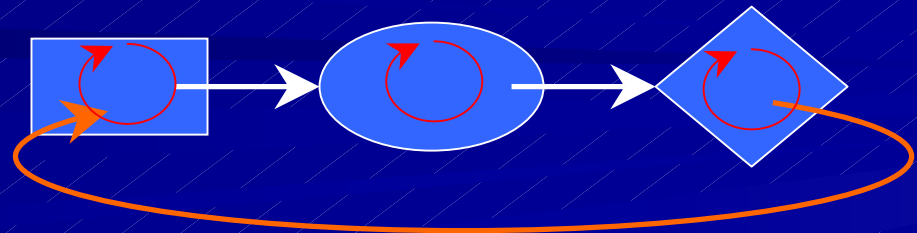
Input and Accountability

- Accreditation, credentialing
- Documentation, evaluation, judgment
 - Standards, ability, responsibility, and judgment reside in accreditors
- We know how to support high judge agreement to standards and to each other
- Credibility comes from process...



What About Process?

Output	Input	Process
		Input – Process – Output
		Input – Process/TQM – Output
		Input – Process – Output – Feedback and Adaptive Process (“Process monitoring”)



Process – Opening the Black Box

- Process outcomes are proximal or intermediate to “bottom-line” output
 - Many can be specified, quantified, monitored (TQM)
 - Chicago Consortium “on-track” indicator of # classes failed and # core credits earned
 - School dropout prevention/recovery programs – chronic truants
 - Schooling as an input (“benefits/costs to society”)
 - Limitations to TQM approaches



Process – Strengthening Feedback

- Feedback for Improvement
 - Student metacognitive strategies
 - Teacher program evaluation roles
 - Kentucky’s Scholastic Audit
 - Criteria (p. 3)
 - Levels of responsibility (p. 4)
 - Feedback and adjustment (p. 5)
 - Coherent system (pp. 78-79)



KY Scholastic Audit – 1 p.3 (criteria)

<p>1.1 CURRICULUM</p> <p>1.1a There is evidence that the curriculum is aligned with the <i>Academic Expectations, Core Content for Assessment, Transformations</i> and the <i>Program of Studies</i>.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none">• Local curriculum documents/units of study/lesson plans• Curriculum maps• Staff member, student and parent/family member interviews• School council policies• School council meeting agenda and minutes• Skills standards documents• Professional resource materials	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none">• The school or district initiates active collaboration among schools within the district to ensure alignment.• The school or district initiates collaboration among schools to prioritize and sequence the curriculum to promote mastery of learning.• The implemented curriculum is research-informed to ensure that it is age and developmentally appropriate and differentiated to address the individual learning styles of the school’s diverse student population.• The implemented curriculum is systemic, demonstrating strong connections within and among various content areas.	<ul style="list-style-type: none">• The implemented curriculum is directly based on and fully aligned with Kentucky’s standards documents and defines what students should know and be able to do in all content areas.• The content and sequence of the implemented and fully aligned curriculum promotes mastery of learning.• The implemented and fully aligned curriculum is intentionally age and developmentally appropriate and is culturally responsive.• The implemented and fully aligned curriculum demonstrates the connections within and between different content areas.
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



KY Scholastic Audit – 2 p.4 (Levels of responsibility)

DA

1.1b

The district initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (P-12).

Examples of Supporting Evidence:

- Local and state curriculum documents
- Documentation of professional development days/release time
- School and district curriculum committee meeting minutes
- School council policies
- School council meeting agenda and minutes
- School and district staff member interviews

Meets criteria for a rating of “3” on this indicator plus:

- The district provides multiple forms of support (e.g., extended employment, expert consultants, research materials) for schools to maintain district-wide discussions by grade level across content areas to ensure state and local curriculum standards are articulated throughout the district.
- The district provides multiple forms of support (e.g., extended employment, expert consultants, research materials) for schools to maintain district-wide discussions throughout all grade levels within each content area to ensure state and local curriculum standards are articulated throughout the district.
- The school meets regularly with common grade level schools within the district to ensure horizontal articulation.
- Designated school personnel facilitate formal curricular discussion on vertical and horizontal articulation.

- The district initiates and facilitates sustained discussion by grade level across content areas (horizontal articulation) in a systematic process to ensure state and local curriculum standards are articulated and illustrated within student work. The process is communicated to schools and councils to ensure full implementation.

- The district initiates and facilitates sustained discussion throughout all grade levels within each content area (vertical articulation) in a systematic process to ensure state and local curriculum standards are articulated and illustrated within student work. The process is communicated to schools and councils to ensure full implementation.

- The school initiates and continues internal discussion among all teachers to ensure horizontal articulation.

- The school initiates and continues discussion with feeder/receiver schools to ensure vertical articulation.



KY Scholastic Audit – 3 p.5 (feedback)

<p>DA</p> <p>1.1c The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none">• Curriculum documents and curriculum map• School and district curriculum meeting minutes• Documentation of professional days/ release time• School council policies and meeting minutes• School and district staff member interviews	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none">• The board of education adopts board policy requiring schools to fully implement the district process. The district provides support and follow-up to ensure implementation of the policy.	<ul style="list-style-type: none">• The district (in consultation with schools) develops, communicates and implements a systematic process, based on state and local standards, to eliminate unintentional curricular overlaps. The process is reviewed, monitored and revised for school improvement efficacy.
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



KY Scholastic Audit – 4 p. 79 (Coherent System)

<p>DA</p> <p>9.2b The school/district uses data for school improvement planning.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none">• Comprehensive school improvement plan• Written and graphical data analyses• School improvement planning team meeting agenda and minutes• Staff member, community member, parent/family member and school improvement planning team member interviews• Kentucky Performance Report• CTB reports• Other student achievement data• Needs assessment data• Perception surveys• School profile	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none">• The collected data are used to anticipate and proactively address future needs.• Analysis of trend data is conducted and is reflected in the objectives of the comprehensive school improvement plan. The data are viewed as a stimulus for improvement, rather than merely a snapshot of current conditions.	<ul style="list-style-type: none">• The collected data are used to identify and prioritize areas of need for the comprehensive school improvement plan. Student achievement data are a significant part of the data used to identify and prioritize needs.• The analysis of the data contained in the school's profile guides the school improvement planning process and is reflected in the objectives of the plan.
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Role of Process

- U.S. focused on “authentic assessment” products (tasks), while the British Commonwealth focused on developing teachers who could apply a classroom assessment process –
Lorrie Shepard (CRESST, 2005)



Changing Views About Assessment

- **Technology vs. Judgment**
 - Methods of establishing comparability – Mislevy
- **Common vs. Individualized**
 - See RI, WY, NSW, TQA, Queensland
- **External vs. Internal/Local**
 - See NC, KY Portfolio, NY, Australian, European
- **Assessment Tasks vs. Use in Teaching**
 - NAEP; ARG (Black; Wales/Daugherty, et al.)



Queensland – 1 (Standards)

- #1: WEB PAGE DESIGN – “RICH TASK” (Years 1-4)
- Adapting ideas derived from exemplars of successful practice in the area
- Composing material for viewing (with due regard to layout, use of colour and images)
- Developing a knowledge of one’s relationships to surrounding communities
- Developing a knowledge of self
- Employing appropriate communication strategies for audience and context
- Exploiting the features of a web page and other software in making use of an Intranet
- Gathering and evaluating information for a specific purpose
- Selecting, structuring and sequencing information
- Using a wide range of vocabulary
- Using correct spelling, punctuation and grammar

- #5: HISTORICAL AND SOCIAL ASPECTS OF A CRAFT
- Appreciating the cultural and social significance of craft and *objets d’art*
- Conceiving, designing and executing
- Establishing personal criteria for decision-making
- Evaluating options
- Experiencing the personal benefits of creating an artefact
- Explaining to others face-to-face and spontaneously
- Objectively assessing one’s own abilities and interests
- Setting out/arranging/displaying



Queensland – 2

(“Rich Tasks”, First Suite, Years 1-4)

- *Rich Task #1 - Webpage Design* Students will collect information about themselves, their school and their community. They will use this information to design webpages in their websites and respond to questions electronically.
- *Rich Task #2 - Multimedia Presentation of an Endangered Plant or Animal* Students will investigate a threatened Australian plant or animal and the extent to which it is at risk. They will use this investigation to take constructive action and create a persuasive and informative multimedia presentation.
- *Rich Task #2b - Multimedia Presentation of an Introduced Plant or Animal* Students will investigate a plant or animal introduced to Australia and the extent to which it poses a risk. They will use this investigation to take constructive action and create a persuasive and informative multimedia presentation.
- *Rich Task #3 - Let's Dance* Students will memorise, rehearse and master dances of different forms. They will prepare introductions for their performed dances by investigating the role of dance and the cultural context of their dances. They will measure and monitor their fitness as they engage in a high level of physical activity.
- *Rich Task #4 - Read and Talk About Stories* Students will view, read and listen to fiction stories presented in different media forms. They will analyse characters and settings and compare different stories and different media, incorporating their own experiences. They will present their ideas in a performance using a selected combination of words, visual images, music and drama.
- *Rich Task #5 - Historical and Social Aspects of a Craft* Students will explore craft as a personal, social and cultural endeavour. They will prepare and run a stall that showcases a chosen craft and an object or objet d'art that they have made as an example of that craft.



Queensland – 3 (Resources)

- Task
 - Desirable features
 - Instructional Resources (e.g., websites)
 - Grading Master
 - Moderation
-
- <http://education.qld.gov.au/corporate/newbasics/>



Future High School Accountability

- *Willingness* to try...
- Richer output indicators (old & new)
- More comprehensive, integrated input and process indicators
- Greater attention to robust assessment processes within and across levels
- More developed and integrated “accountability” / responsibility across levels

