

# School Accountability Model

Presentation to South Dakota Board of Education  
July 16, 2012

# New System of Accountability

- Uses multiple indicators
- Sets ambitious but achievable goals
- Takes into account individual starting points for student subgroups
- Promotes continuous improvement for schools

# ESEA Flexibility Waiver

- What's different?
  - Waived goal of 100% proficiency for all students required under NCLB
  - Waived requirement for annual AYP determinations
  - Some flexibility with Title I dollars

# ESEA Flexibility Waiver

- What's similar?
  - Overarching goal and annual targets
  - Annual reporting
  - Classification of schools for targeted interventions and support

# School Performance Index

- 100-point index
- Five key indicators to measure school performance
  - Each indicator has different point value
- Two indexes:
  - 1) For elementary and middle schools
  - 2) For high schools

# School Performance Index 2014-15

Indicator 1 25 points	Indicator 2 25 points	Indicator 3 20 points	Indicator 4 20 points	Indicator 5 10 points	Total Score 100 points
<b>Student Achievement</b>	<b>Academic Growth</b>  <b>OR</b>  <b>High School Completion</b>	<b>Attendance</b>  <b>OR</b>  <b>College &amp; Career Ready</b>	<b>Effective Teachers &amp; Principals</b>	<b>School Climate</b>	

Note: Different point distribution in school years 2012-13 and 2013-14

# School Performance Index

## PHASE IN:

- 2011-12 – Existing model used – no AYP
- 2012-13 – New model
- 2014-15 – New model:
  - Add Academic Growth
  - Add Effective Teachers & Principals
  - Add School Climate

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# Indicator #1: Student Achievement

- Based on statewide assessment, grades 3-8 and 11
- Percent proficient or higher in reading and math

# Indicator #1: Student Achievement

- Gap Group: Aggregate count of students in subgroups that have experienced achievement gaps in last three years
- Non-Gap Group: Aggregate count of students in remaining subgroups
- Why use Gap Group?
  - Yields unduplicated count
  - Holds more schools accountable

# Indicator #1: Student Achievement

- Student Achievement Score – Total: 25 points

	Step:	1	2	3	4	5	6	
		Overall Index Points Possible	Number of Students	% of Students	Weighted Points (% Students X Points)	% Proficient/Advanced	Score (Weighted Points X % P/A)	
<b>Math</b>	GAP	12.5	71	26%	3.27	58%	1.90	
	Non-GAP		200	74%	9.23	83%	7.66	
<b>Reading</b>	GAP	12.5	71	26%	3.27	62%	2.03	
	Non-GAP		200	74%	9.23	88%	8.12	
	TOTAL	25			25.00		19.71	Step 7
							TOTAL POINTS for Student Achievement indicator	

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# Indicator #2: Academic Growth OR High School Completion

Elementary and middle schools:

- Use of growth model begins in 2014-15
- Numerous varieties of models
- Working with Regional Education Lab

# Indicator #2: Academic Growth OR High School Completion

High schools:

- Completer rate

- Completer = % of students in current year who have attained a diploma or GED

- Four-year cohort grad rate

- Graduate = meets requirements of four-year cohort grad rate required under Title I

# Indicator #2: Academic Growth OR High School Completion

- High School Completion Score – Total: 25 points

Step		1	2	3
<b>Factors</b>	Weight as %	Weighted Points	Rate as %	Score
% of students who have "Completed"	50.0%	12.50	94%	11.75
Four-year cohort "Graduation Rate"	50.0%	12.50	91%	11.38
<b>Total possible points</b>	100%	25		<u>23.1</u> Step 4 Total points for High School Completion Indicator

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# Indicator #3: Attendance OR College & Career Ready

Elementary and middle schools:

- Attendance Score – Total: 20 points
- Calculation:

Attendance rate – 90%

MULTIPLIED BY

Total points for the indicator – 20

EQUALS

Points for the indicator – 18

# Indicator #3: Attendance OR College & Career Ready

High schools:

- College & career ready measures:
  - % of students who took ACT
  - % of students whose ACT math sub-score was 20 or above
  - % of students whose ACT English sub-score was 18 or above

# Indicator #3: Attendance OR College & Career Ready

- College & Career Ready Score – Total: 20 points

Step:	1	2	3	4	5	
<b>Factors</b>		Weight as %	Weighted Points	Rate as %	Score	
% ACT Score 20 or Greater for Math		25.0%	5.0	67%	3.35	
% ACT Score 18 or Greater for English		25.0%	5.0	69%	3.45	
% students taking the ACT test		50.0%	10.0	72%	7.2	
<b>Total possible points</b>		100.0%	20.00		14	Step 6
					TOTAL POINTS for College & Career Readiness	

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# Indicator #4: Teacher and Principal Effectiveness

- Begins in 2014-15 for both elementary/middle and high school
- Aggregate number of teachers/principals in each of four categories:
  - Distinguished
  - Proficient
  - Basic
  - Unsatisfactory
- Work groups developing evaluation standards and systems

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# Indicator #5: School Climate

- Begins in 2014-15 for both elementary/middle and high school
- Need to:
  - Define “climate” – conditions for learning
  - Determine appropriate measurements
  - Assemble work group

# Overall SPI Score

- Sum of scores for Indicators #1-5

Indicator 1 25 points	Indicator 2 25 points	Indicator 3 20 points	Indicator 4 20 points	Indicator 5 10 points	Total Score 100 points
Student Achievement	Academic Growth  OR High School Completion	Attendance  OR College & Career Ready	Effective Teachers & Principals	School Climate	
19.71 points	23.1 points	14 points	15 points	8 points	TOTAL Points: 79.81

# Overall SPI Score

- Schools ranked annually according to overall SPI score
- Extra points awarded
  - Schools whose Gap and Non-Gap Groups meet annual AMO targets in reading and math can earn 5 additional SPI points

# AMO Goals and Targets

- SPI is first lens
- 2<sup>nd</sup> lens is specific to Indicator #1: Student Achievement
- Annual measurable objectives:
  - Multi-year cycle
  - One overarching goal with annual targets
  - Each school has unique targets for its subgroups based on their starting points

# AMO Goals and Targets

- Overarching goal: Reduce by half the percentage of students (all subgroups) who are not proficient within six years
- Goals and targets set separately for math and reading

# AMO Goals and Targets

Student Group	% Basic & Below Basic	Amount to Reduce in 6 years	Six-Year Goal for % Prof & Adv	Annual Increase	Base Year – 2012-13	Year 1 Target	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Year 6 Target
All Students	17%	8.5%	91.5%	1.42%	83.0%	84.42%	85.84%	87.26%	88.68%	90.10%	91.52%
White	9%	4.5%	95.5%	0.75%	91.0%	91.75%	92.50%	93.25%	94.0%	94.75%	95.5%
Gap Group	29%	14.5%	85.5%	2.42%	71.0%	73.4%	75.8%	78.3%	80.7%	83.1%	85.5%
Non-Gap Group	6%	3%	97%	0.50%	94.0%	94.5%	95.0%	95.5%	96.0%	96.5%	97.0%

# AMO Goals and Targets

- Goals and targets reported each year
- No “consequences” associated

# Recognition & Support

- Classification of schools
  - Based on SPI scores and ranking for the following:
    - Exemplary Schools
    - Status Schools
    - Progressing Schools
    - Priority Schools (Title I)

# Recognition & Support

- Focus Schools (Title I):
  - Classification based on Gap Group performance:
    - Indicators #1&3 of SPI – elementary/middle schools
    - Indicator #1 & four-year cohort grad rate – high schools

# Recognition & Support

## Exemplary Schools

High Performing – SPI score at/above top 5%  
High Progress – Gap Group certain indicators

## Status Schools

SPI score at/above top 10%  
High district autonomy – low state engagement

## Progressing Schools

SPI score between bottom 5% and top 10%  
State engagement as needed

## Focus Schools (Title I)

Schools contributing to achievement gap  
Measured by certain Gap Group indicators  
Approved interventions – high state engagement

## Priority Schools (Title I)

SPI score at/below bottom 5%  
Dramatic interventions – very high state engagement

# Recognition & Support

## ■ Exemplary Schools

- Two types of Exemplary schools:
  - High performing (based on SPI score)
  - High progress (based on Gap Group indicators)

## ■ Status Schools

- Top 10% of schools based on SPI score

## ■ Progressing Schools

- SPI score between bottom 5% and top 10%

# Recognition & Support

- Priority Schools (Title I):
  - Bottom 5% based on SPI score ranking
  - Very high state engagement
  - Meaningful, dramatic interventions aligned with turnaround principles
    - Four-lens data analysis
    - Academy of Pace-Setting Districts
    - Utilization of IndiStar

# Recognition & Support

- Focus Schools (Title I):
  - Determined by Gap Group performance
    - Indicators #1&3 of SPI – elementary/middle schools
    - Indicator #1 & four-year cohort grad rate – high schools
  - High state engagement
  - Approved interventions aligned with turnaround principles

# What's Next?

- Next steps:
  - Public hearing before Board of Education in August
  - Legislative Rules Review Committee in September
  - Getting word out to the field
  - Reassess model prior to 2014-15 school year