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Adequate Growth Models for NCLB Proficiency and College and Career Readiness

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Select Committee on Public School Accountability

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- More closely related to school/teacher/program effectiveness.

- Focuses attention on all students, not just those close to one cut-score (if attention is paid to the growth of already proficient students).

- Help educators and policymakers think in terms of a "long-term growth ramp" to college and career readiness, not just minimum standards.

- Focuses attention on "academic preparation gaps" and the need for early intervention.

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<u>Value-Added</u>: Did the student perform better than predicted given his/her prior achievement and other relevant characteristics?

➢Most appropriate for evaluating school, teacher, and program effectiveness.

<u>Adequate Growth:</u> Are students achieving a desired rate of academic growth over time?

➢Most appropriate for setting goals for students and schools.

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1. In 2014, all students must reach or be on track to proficiency.

2. Expectations are not based on student demographics or school characteristics.

3. Schools are accountable for reading/English and mathematics goals.

4. All students in tested grades are included in the model.

5. Consistent, USED-approved assessments must be available in NCLB-required grades for at least two years.

6. The state data system can track individual student progress.

7. The state accountability system also takes the percent tested and a separate accountability indicator into account.
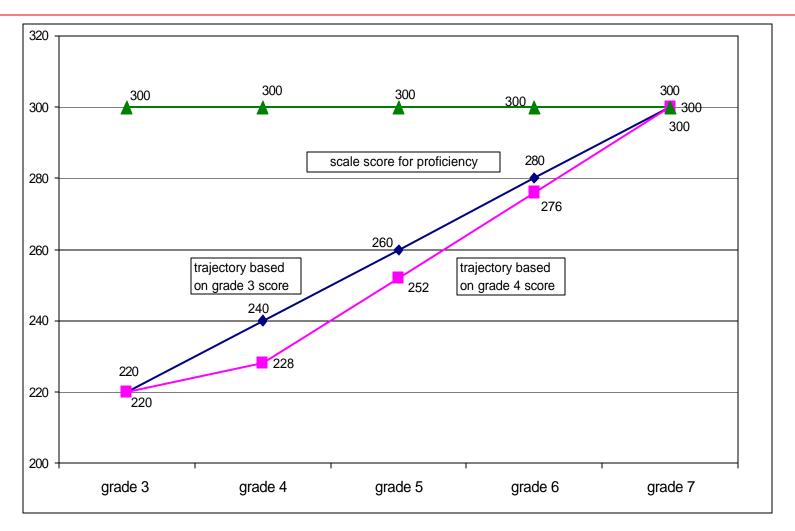
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- Reach proficiency in no more than three years.
- No confidence intervals for growth measures.
- Look at predictive validity.

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- Trajectory model: Close a specified percentage of the gap between the current level (or the base year level) and proficiency (Alaska, Arizona, Arkansas, Florida, North Carolina).

- Projection model: Reach a level that predicts proficiency by the target year (Ohio, Tennessee).

- Value table/transition matrix model: Earn points for making progress from one performance level to the next (below basic to basic, etc.) (Delaware, Iowa (hybrid)).

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scale score for proficiency

trajectory based on grade 3 score

trajectory based on grade 4 score

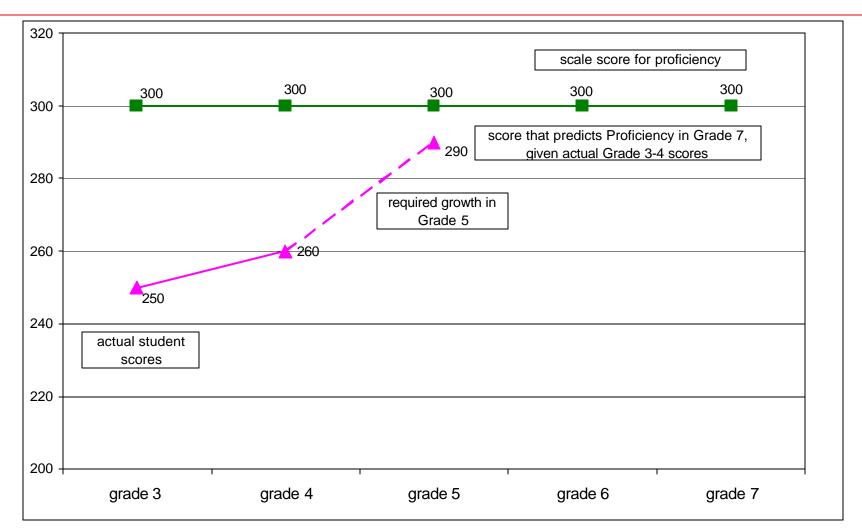|	grade 3	grade 4	grade 5	grade 6	grade 7
green	300	300	300	300	300
blue	220	240	260	280	300
magenta	220	228	252	276	300

- How is the proficiency deadline established?
- Does it vary based on the school's grade span?
- Is the clock reset if the student changes districts?
- Is a vertical or vertically moderated scale used to define the trajectory?
- Is the trajectory redefined in Year 2 based on the achievement level reached?
- Do negative trajectories of already proficient students count against the school?

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- (See the first three trajectory model questions.)
- What kind of regression model is used to predict whether the student will reach proficiency by the target grade?
- What is calculated: the predicted score, or the probability that a student will score at or above proficiency?
- Is school or district effectiveness factored into the model to improve its predictive validity, and if so, is that in contradiction to the USED guideline not to base expectations on school characteristics?

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Year 1 Level	Year 2 Level						
	Level 1A	Level 1B	Level 2A	Level 2B	Level 3*	Level 4	Level 5
Level 1A	25	125	225	250	300	300	300
Level 1B	25	75	175	225	300	300	300
Level 2A	0	25	125	200	300	300	300
Level 2B	0	0	50	125	300	300	300
Level 3	0	0	25	100	300	300	300
Level 4	0	0	0	25	300	300	300
Level 5	0	0	0	0	300	300	300

* Level 3 = Proficient
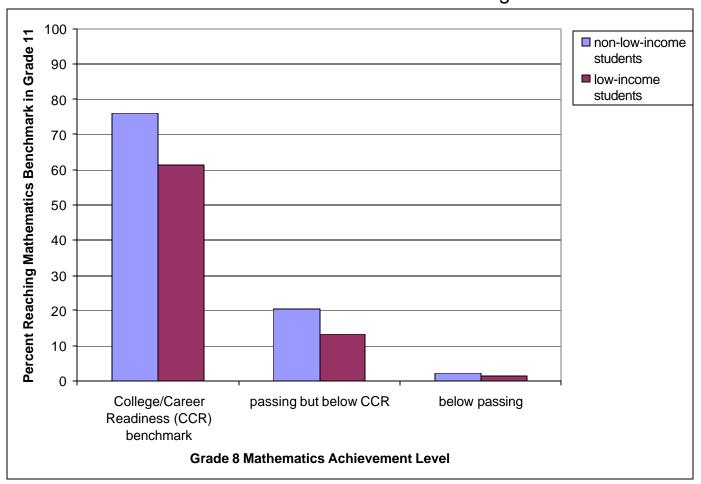
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- Do students who grow more levels receive more points?

- Do schools receive fewer points for students dropping from advanced to proficient than for staying at proficient?

- In general, do the relative point weights offer the right incentives for schools?

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- State proficiency standards are likely to be below college and career readiness benchmarks.

- "College readiness" should be conceived broadly as readiness for postsecondary learning opportunities, not just four-year colleges.

- College/career readiness benchmarks should be the default goal for nearly all students.

- Recognition, but <u>not</u> sanctions, should be attached to these benchmarks and growth toward them.

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8th Grade Achievement and 11th Grade College Readiness

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- How will the growth model be used in schools?

  ➤ Can educators set goals for individual students?

- Are educators encouraged to focus on growth beyond proficiency to college and career readiness?

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