



Accountability Systems and Expectations for Group Performance: What are the data telling us?

December 3, 2014

About Ed Trust

Who We Are	What We do
<p>The Education Trust works for the high academic achievement of all students at all levels, pre-kindergarten through college, and forever closing the gaps in opportunity and achievement that separate low-income students and students of color from other youth.</p>	<ul style="list-style-type: none"><input type="checkbox"/> Research and policy analysis on patterns and practices that both cause and close gaps<input type="checkbox"/> Advocacy to share that knowledge and help schools, communities, districts and states mount campaigns to close gaps<input type="checkbox"/> Technical assistance to districts, states, and community-based organizations to raise student achievement and close gaps

Goals for our time today

- Share findings of our analyses
- Talk about next steps in the waiver renewal process
- Pose some questions to think about in light of waiver renewal



Communicate Expectations



Provide information

Why accountability?



Prompt improvement



Protect Taxpayer Investment

Accountability and Equity

- School accountability systems have the potential to be a powerful tool for closing gaps in achievement that separate low-income students and students of color from their peers.

To be clear:

Accountability systems in and of themselves don't improve student achievement.

Only the hard work of teachers and principals can do that.

But good accountability systems can and should help provide the pressure and support for improving the quality of education that all students receive.

How?

- By setting a clear expectation that schools have to serve all of their students – not just some – well;
- By drawing attention to how schools are performing for all student groups; and
- Prompting action when schools don't meet expectations for a group of students.

New state accountability systems represent an advance in many ways - including innovative uses of different student outcome indicators, inclusion of growth measures, and greater differentiation between schools.

But we and many other equity-minded advocates have raised serious questions about whether these systems are built to play their critical gap-closing function.

We now have data to test these concerns. That's what we'll share with you today.

To better understand the signals that accountability systems are currently sending about group outcomes, we've analyzed student performance data from three states – **Florida, Minnesota and Kentucky.**

In each state, we asked:

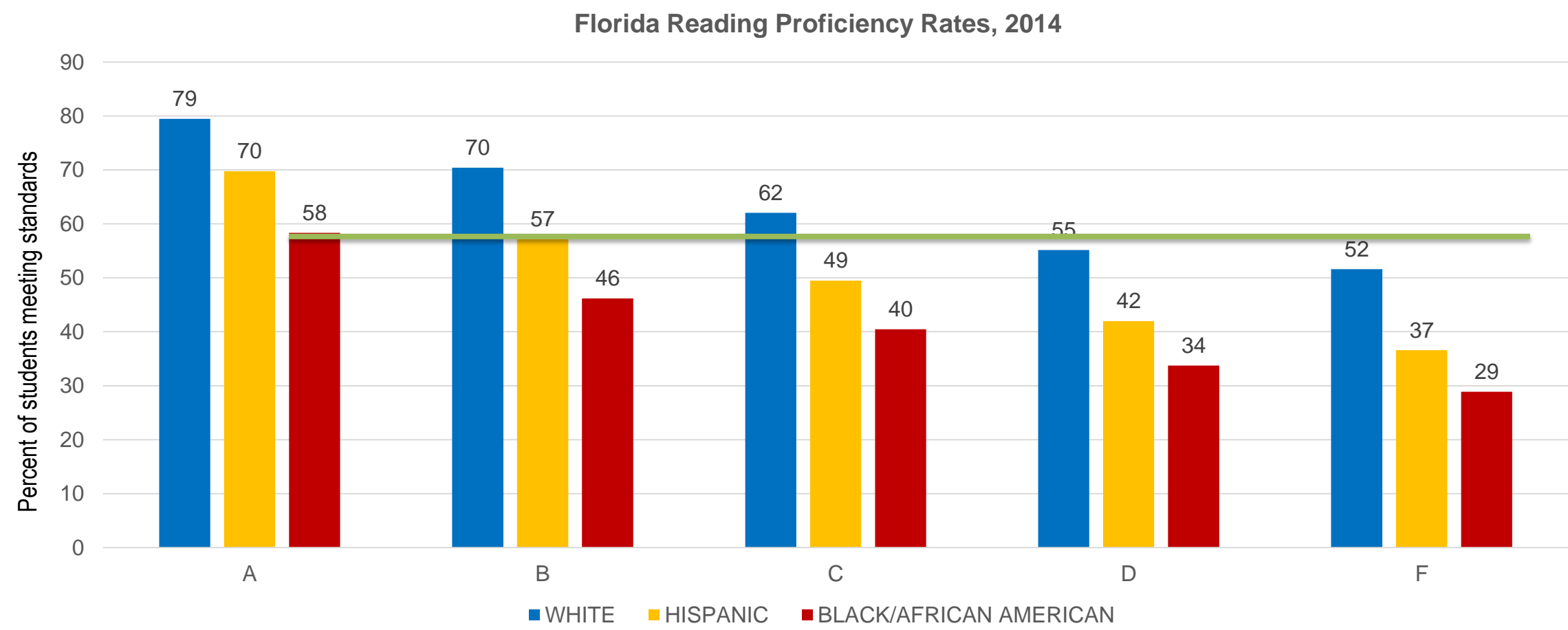
“How are schools that earn the highest accountability rating, as well as lower ratings, performing for all students? How about for low-income students and students of color?”

Key finding: Right now, school ratings are not powerful signals if you care about individual groups of kids.

- In each state, schools are getting top ratings despite low performance for some groups.
- In fact, the differences are so large that top rated schools often perform similarly for their low-income students and students of color as middling to low-rated schools do for their white and higher income peers.

So, what do the data say?

In Florida, the average proficiency rate for African American students in “A” schools is lower than that of white students in “C” schools. Similarly, the average proficiency rate for Latino students in “B” schools is about the same as that of white students in “D” schools.

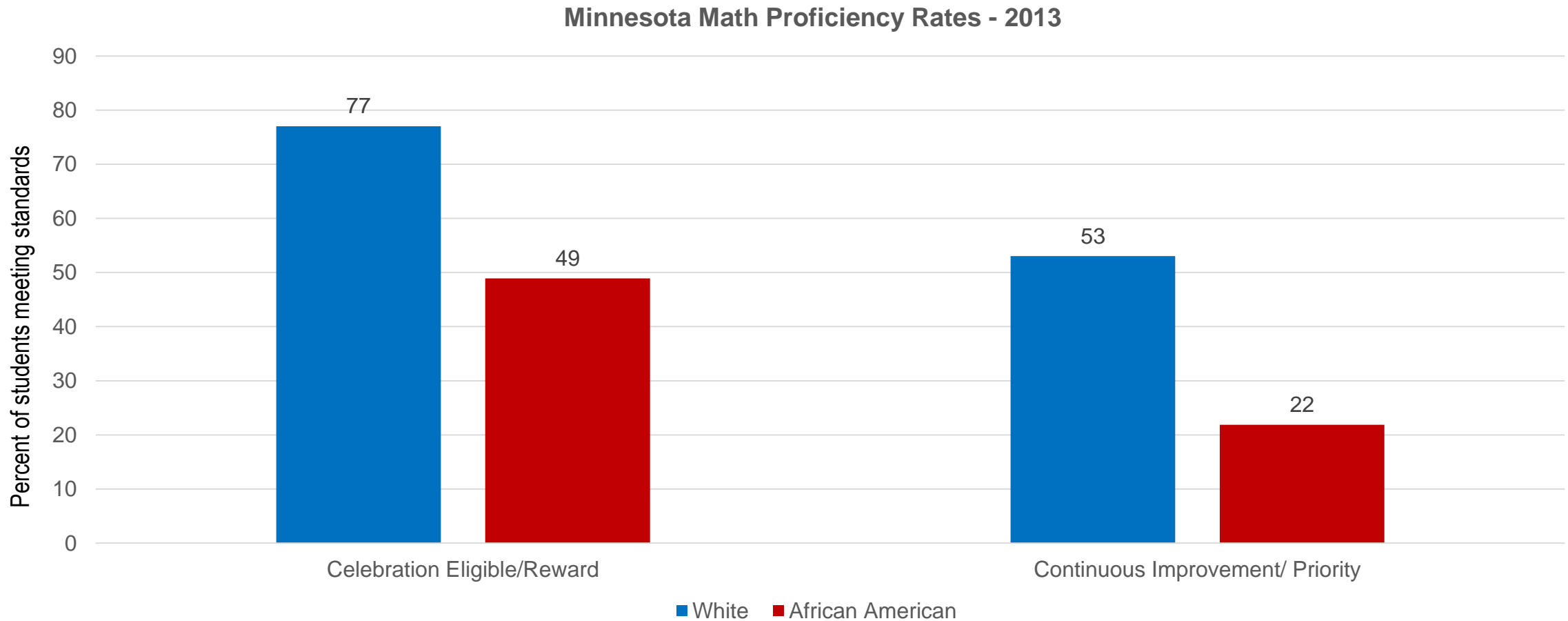


Source: Education Trust analysis of Florida Department of Education data. For more details, please see http://www.edtrust.org/sites/edtrust.org/files/All_Children_Matter.pdf.

Even more discouraging: Lack of Improvement

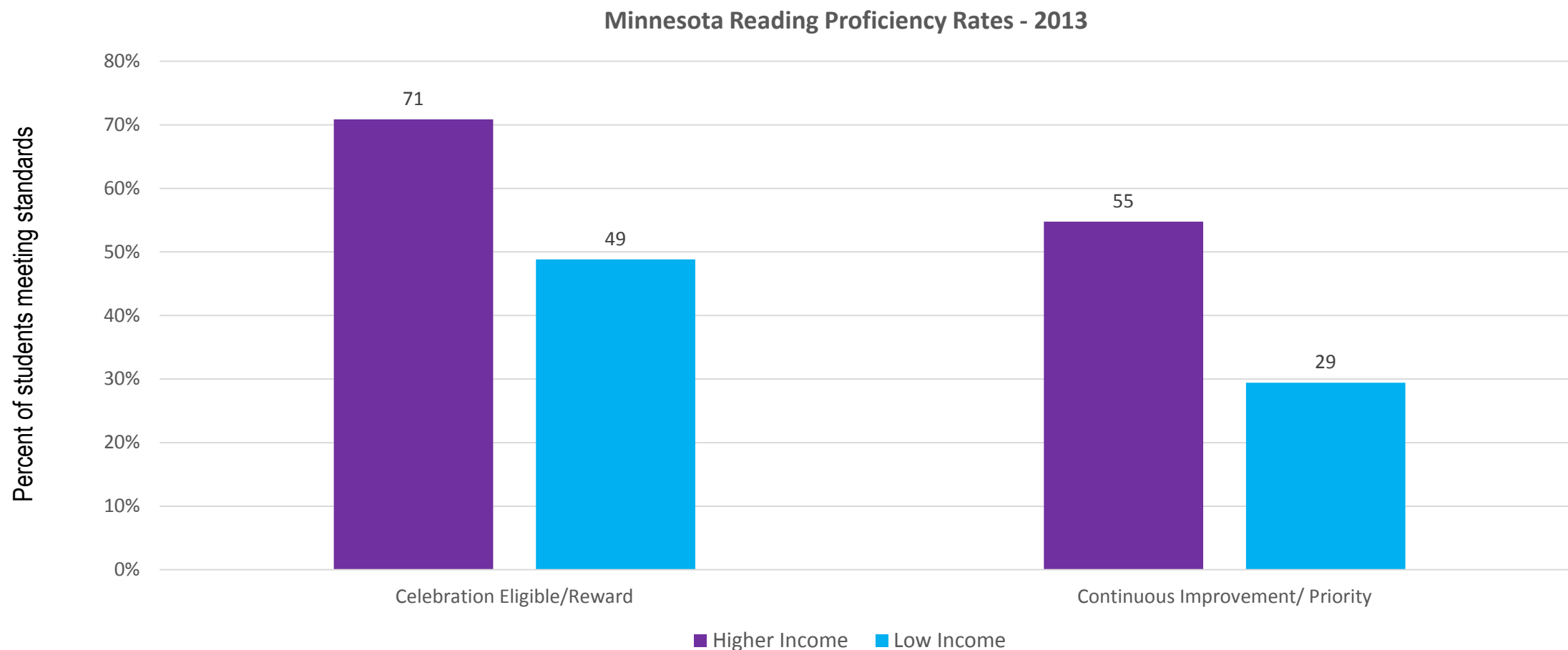
- 39% of “A” schools with data for African American students demonstrated lower reading proficiency rates for this group in 2014 than in 2013.
 - 30% lost ground in math.
- 45% of schools that earned B’s and had data for Latino students lost ground for this group in reading, and a similar share declined in math.

In Minnesota, Celebration Eligible/Reward schools demonstrate about the same results for their African American students as Priority and Continuous Improvement schools do for their white students.



Source: Education Trust analysis of Minnesota Department of Education data. For more details, please see http://www.edtrust.org/sites/edtrust.org/files/All_Children_Matter.pdf.

Celebration Eligible/Reward schools also demonstrate about the same results for their low-income students as Priority and Continuous Improvement schools do for their higher income students.



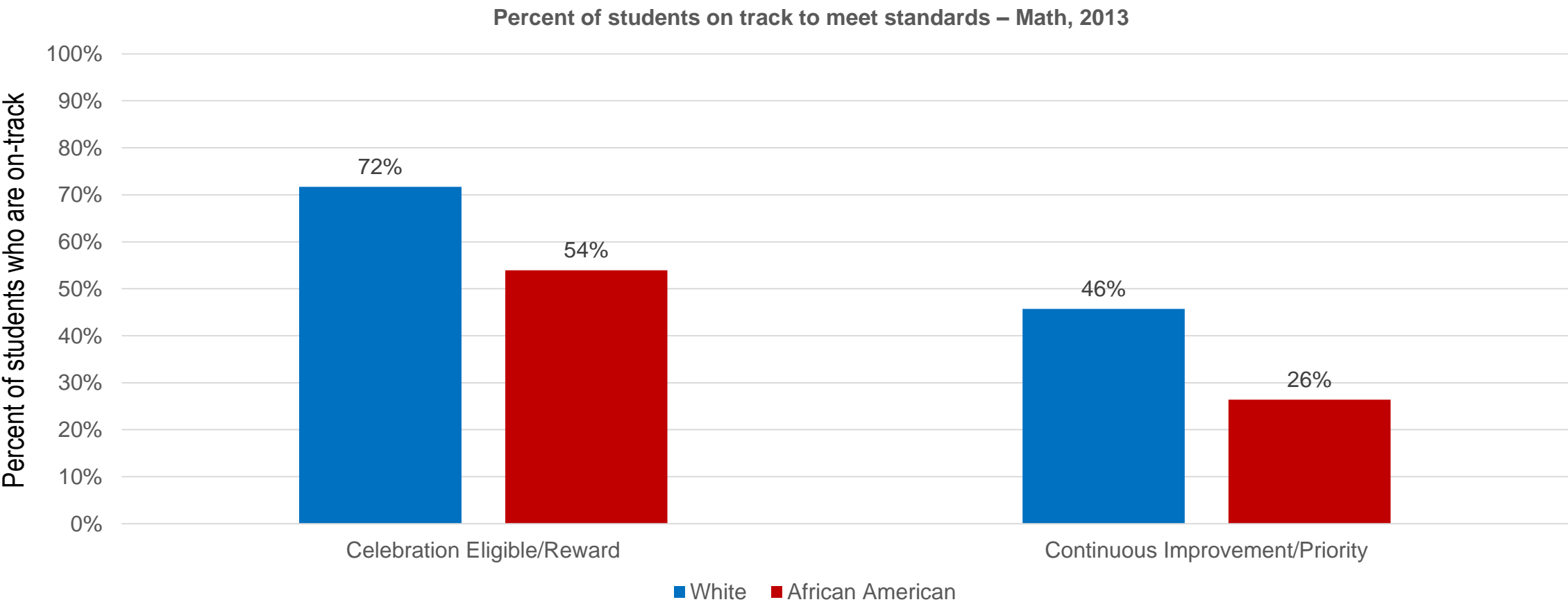
Source: Education Trust analysis of Minnesota Department of Education data. For more details, please see http://www.edtrust.org/sites/edtrust.org/files/All_Children_Matter.pdf.

Do on-track rates tell a different story?

Schools should to get credit for taking students who come in behind and helping them catch up academically. These students may not be reaching state standards yet, but they are showing sufficiently high growth to be considered academically on track.

In Minnesota, Celebration Eligible/Reward schools demonstrate higher on-track rates for both white and African American students than schools identified for intervention.

But the difference in on-track rates for white and African American students among these recognized schools is still vast.



Note: Minnesota considers a student on track if he is not proficient and is making high growth, or if he is proficient and is making medium or high growth.

Source: Education Trust analysis of Minnesota Department of Education data. For more details, please see http://www.edtrust.org/sites/edtrust.org/files/All_Children_Matter.pdf.

Results for Kentucky



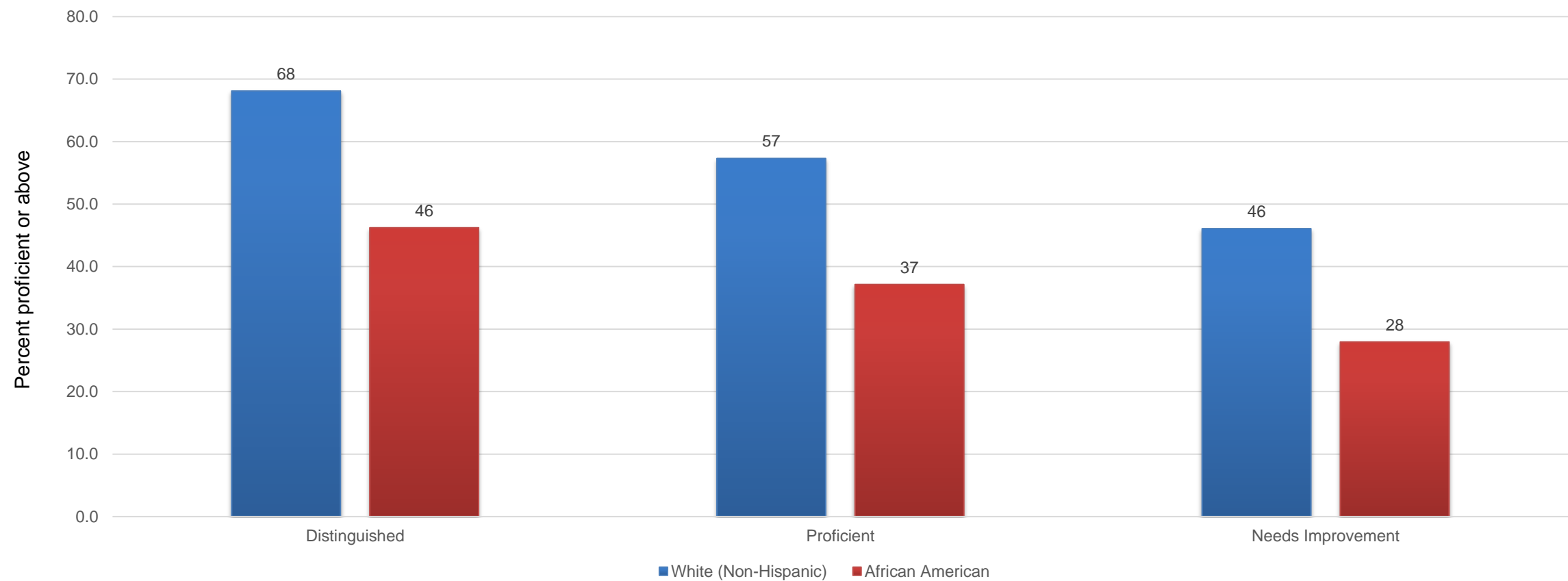
We know Kentucky has many different school ratings. Our analysis focused on the three major categories – Distinguished, Proficient and Needs Improvement.

Category	Award/ Recognition
Distinguished/Progressing	School of Distinction/High Progress School
Distinguished/Progressing	School of Distinction
Distinguished/Progressing	High Performing School/High Progress School
Distinguished/Progressing	High Performing School
Distinguished/Progressing	Focus School/High Progress School
Distinguished	N/A
Distinguished	Focus School
Proficient/Progressing	Focus School/High Progress School
Proficient/Progressing	Focus School
Proficient/Progressing	High Progress School
Proficient/Progressing	N/A
Proficient	N/A
Proficient	Focus School
Needs Improvement/Progressing	High Progress School
Needs Improvement/Progressing	N/A
Needs Improvement/Progressing	Focus School/High Progress School
Needs Improvement/Progressing	Focus School
Needs Improvement/Progressing	Priority School/High Progress School
Needs Improvement/Progressing	Priority School
Needs Improvement	N/A
Needs Improvement	Focus School
Needs Improvement	Priority School

Elementary and Middle Schools

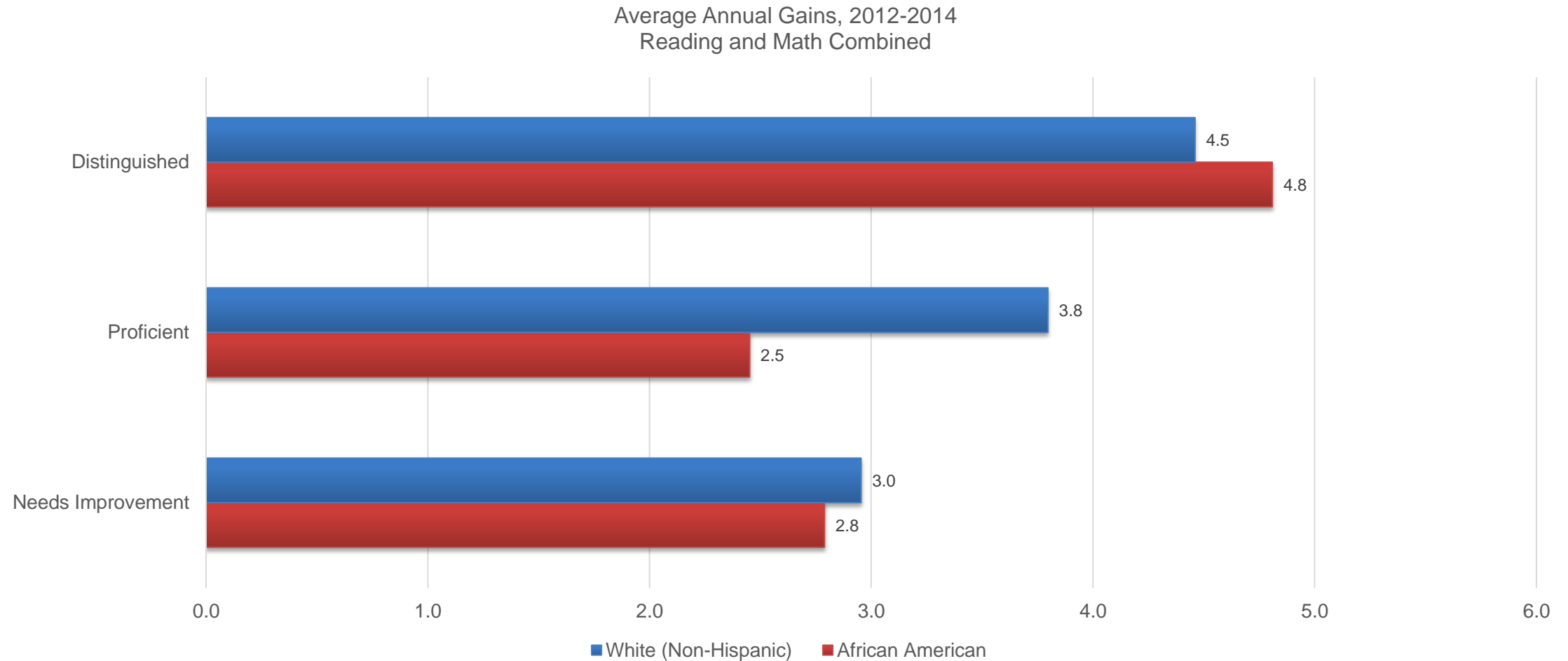
In Kentucky, average math proficiency rates of African American students at schools earning a Distinguished rating are about equal to math proficiency rates of white students in Needs Improvement schools.

2014 Proficiency Rates: Math and Reading Combined



Source: Preliminary Education Trust analysis of Kentucky Department of Education data.

2012-2014 Improvement: Pretty good news in Distinguished schools, not so good in Proficient schools



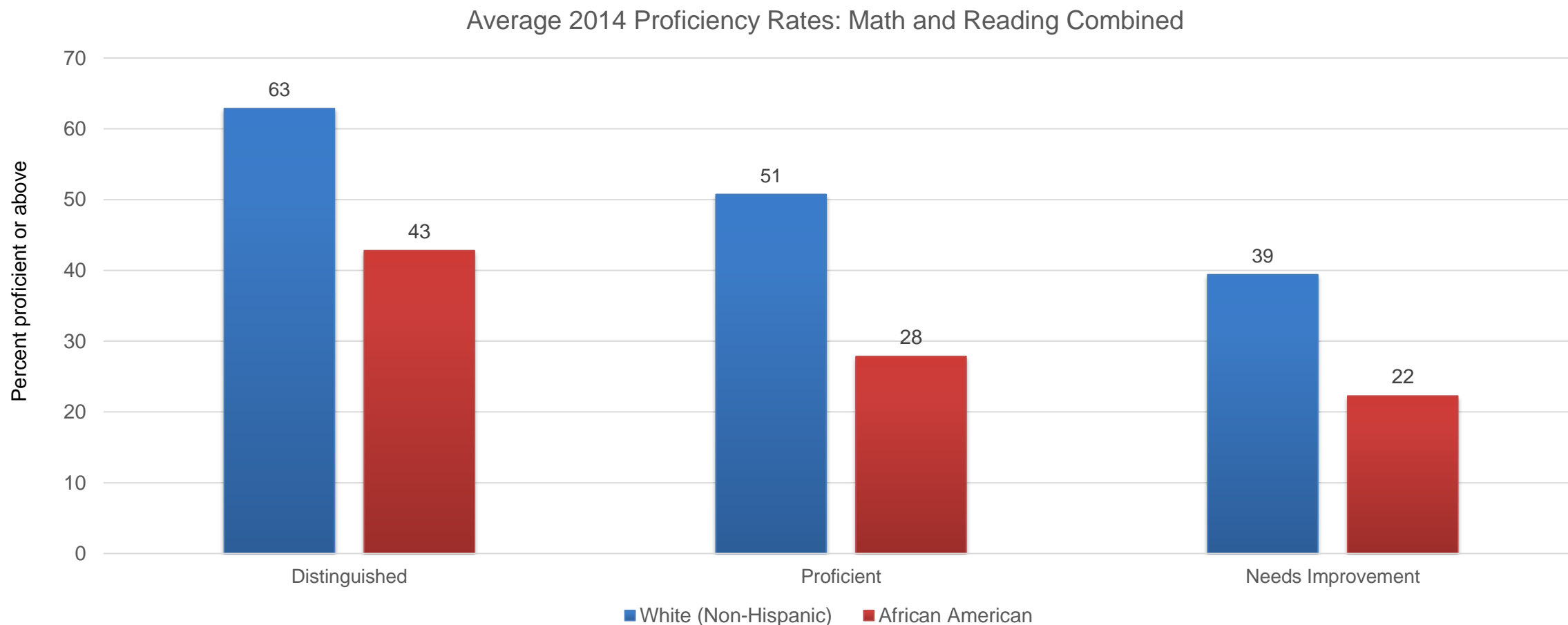
Source: Preliminary Education Trust analysis of Kentucky Department of Education data.

How about student growth?

- Currently, data on student growth by group are not available.

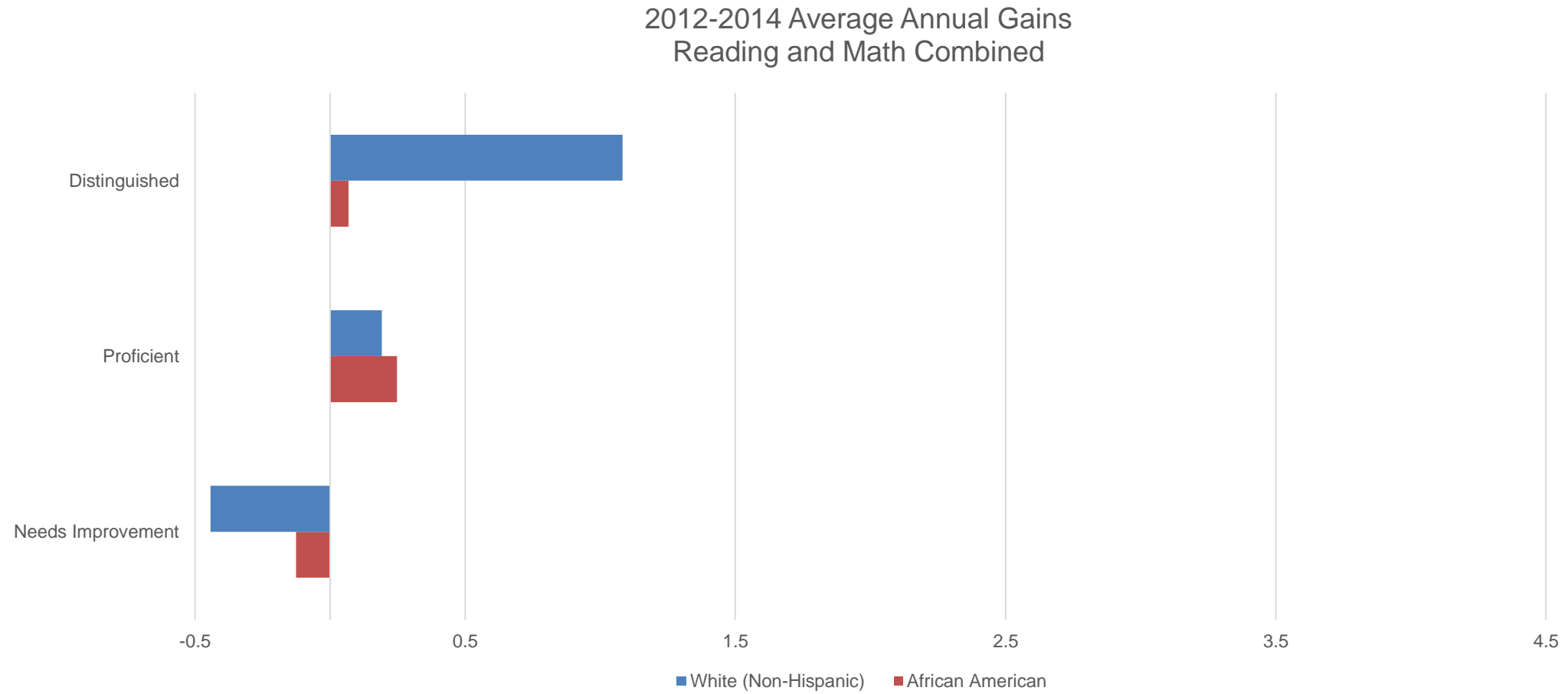
Trends we see in Elementary and Middle schools are also visible in high schools.

Distinguished schools' results for African American students are about the same as Needs Improvement schools' for white students.



Source: Preliminary Education Trust analysis of Kentucky Department of Education data.

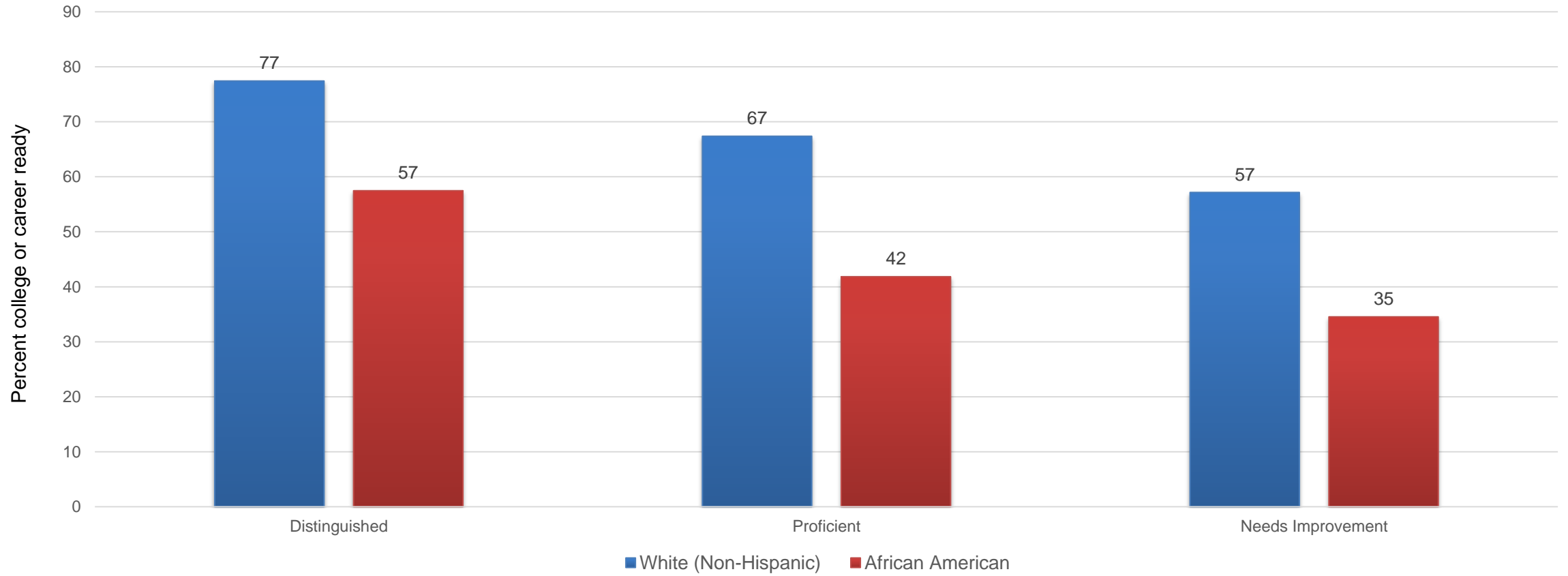
2012-2014 Improvement: Not-so-good news across the board



Source: Preliminary Education Trust analysis of Kentucky Department of Education data.

The same patterns we see in proficiency rates appear in College/Career Readiness rates, too.

Percent of graduates who are College or Career Ready



Source: Preliminary Education Trust analysis of Kentucky Department of Education data.

Why does this matter?

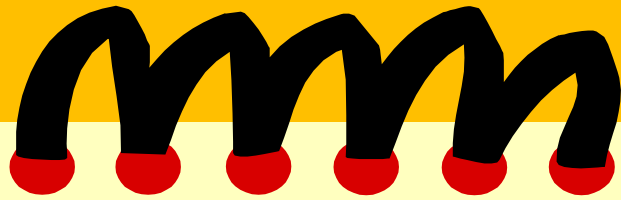
1. It's a question of transparency.

Transparency for parents

- Many parents make decisions about where to send their child to school in part based on that school's accountability rating. Unfortunately, current accountability systems aren't telling all parents the same thing.

Two Distinguished Schools

School A



Combined reading and
math proficiency
rates

All students: 63%

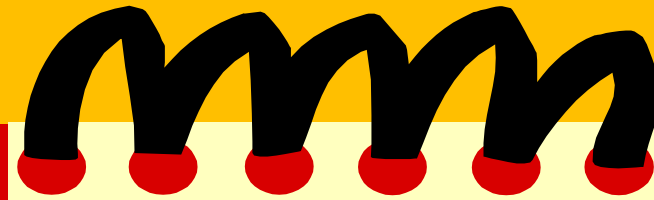
White: 71%

African American: 34%

Low Income: 40%

Students w/IEPs: 23%

School B



Combined reading and
math proficiency
rates

All students: 63%

White: 66%

African American: 59%

Low Income: 63%

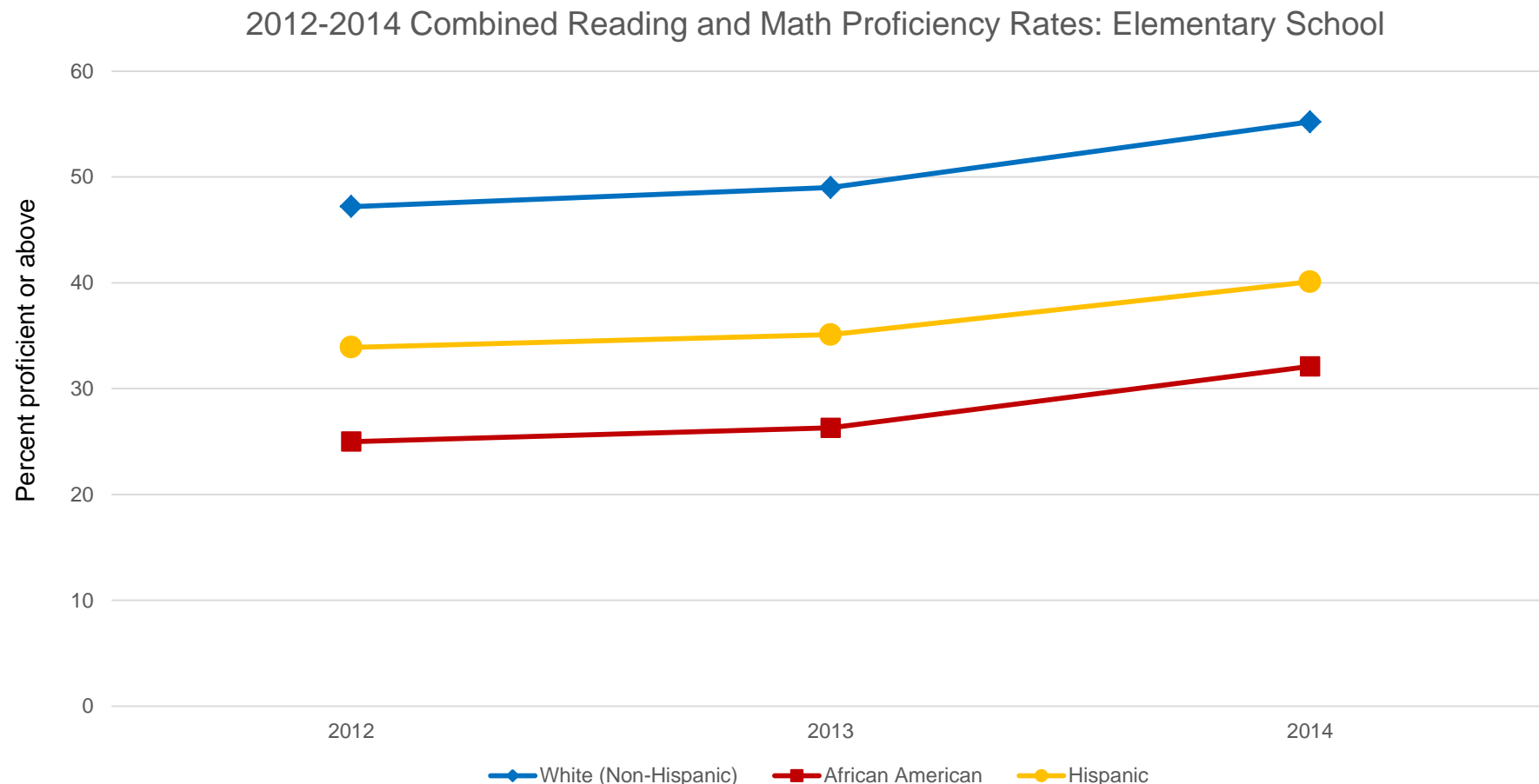
Students w/IEPs: 72%

Transparency for educators

- Educators gauge progress in part based on these systems. A high rating despite low performance for some groups paints a false picture of success and allows educators to overlook some students.

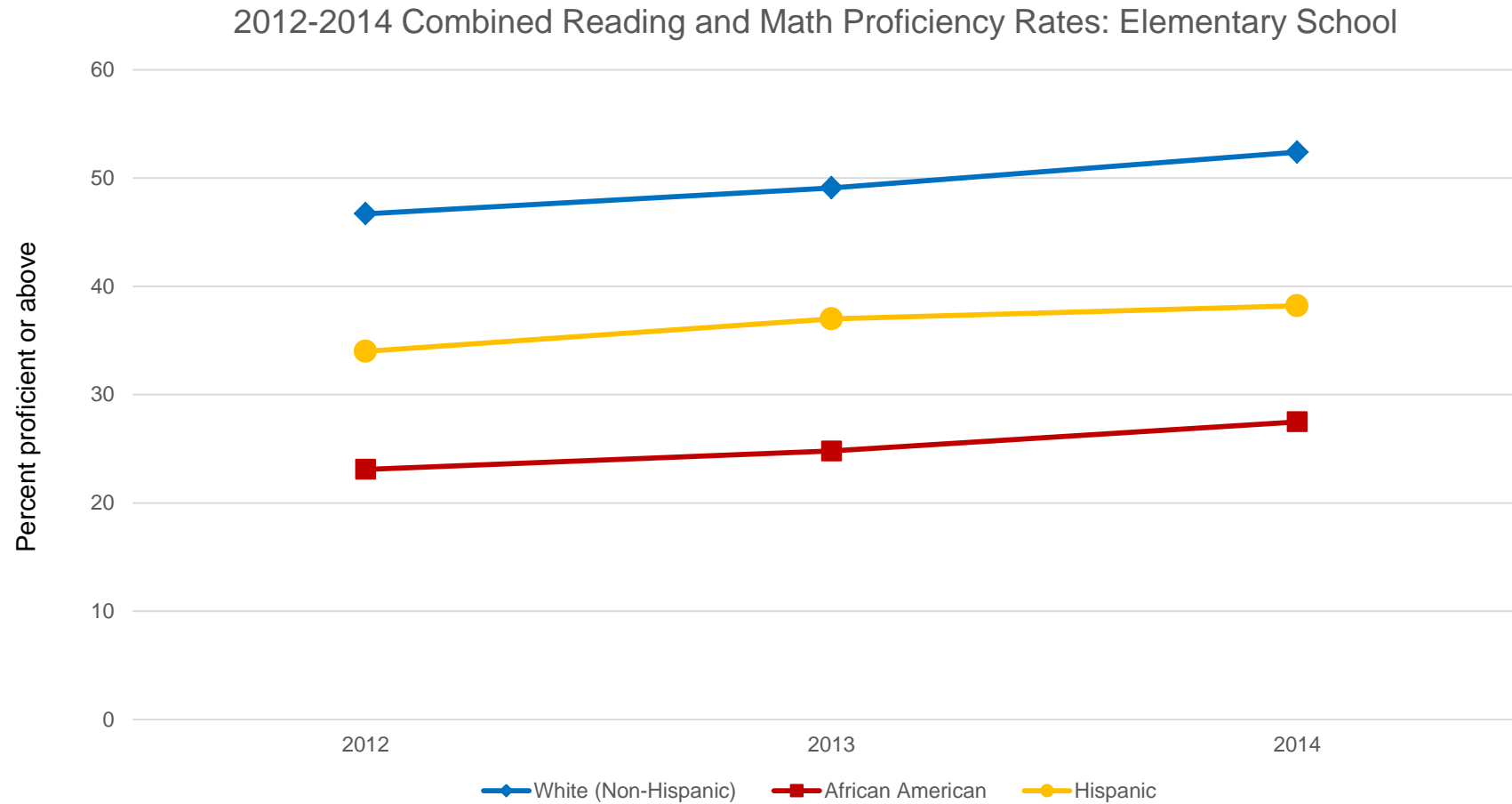
2. While there have been marked gains for all groups in elementary and middle schools, gaps in Kentucky aren't closing.

Between 2012 and 2014, proficiency rates improved for White, African American and Latino students, but gaps didn't narrow.



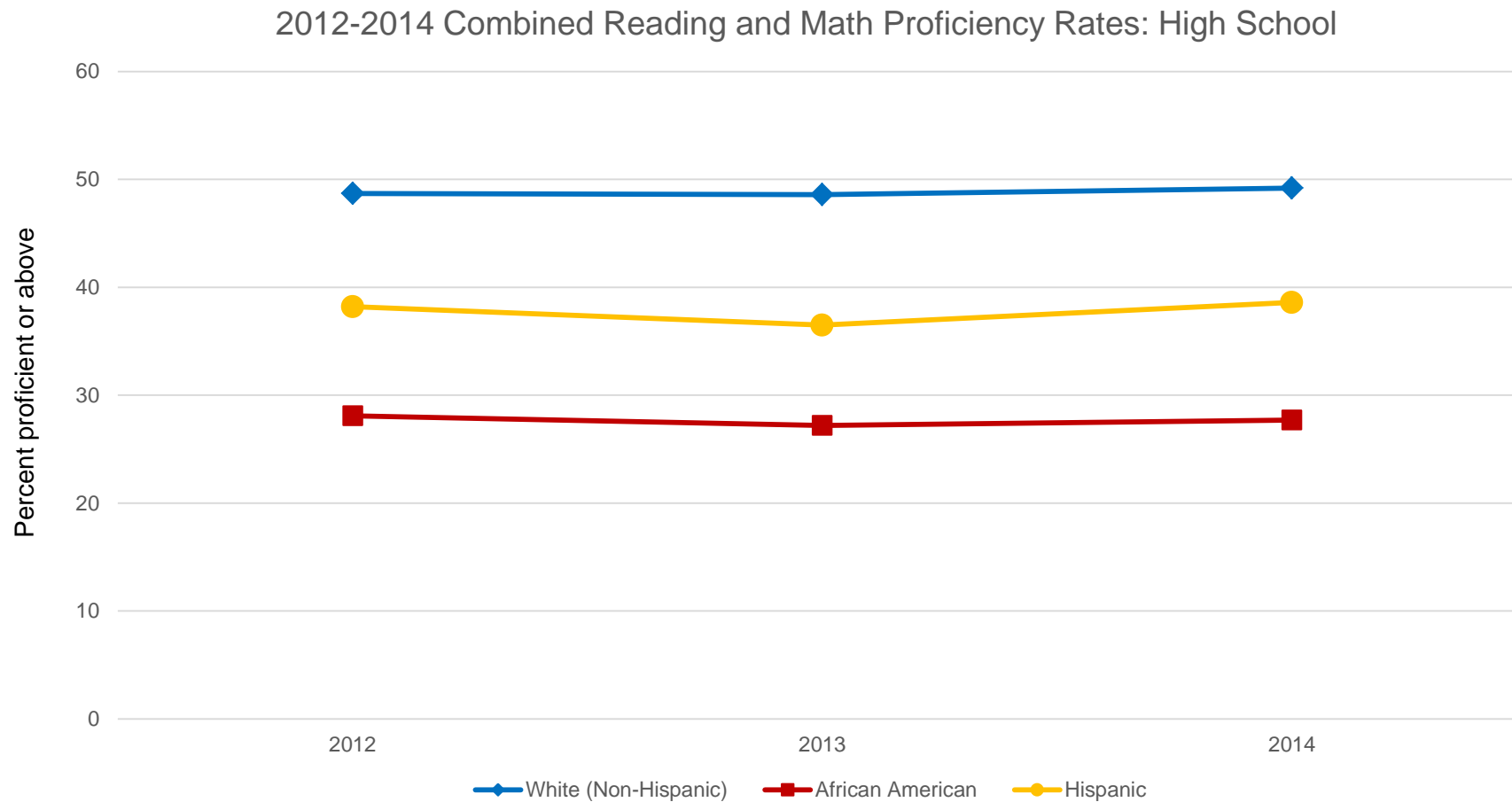
Source: Preliminary Education Trust analysis of Kentucky Department of Education data.

We see the same pattern in middle school.



Source: Preliminary Education Trust analysis of Kentucky Department of Education data.

In high school, flat results, with no gap narrowing.



Source: Preliminary Education Trust analysis of Kentucky Department of Education data.

What happens next?

The Waiver Renewal Process

- States have to apply to the U.S. Department of Education to get an extension of their waiver.
- The Department released requirements for what states have to do to get an extension on November 13th.

Key New Requirement

States have to ensure that schools with big achievement gaps that are not closing cannot get the highest rating in the accountability system.

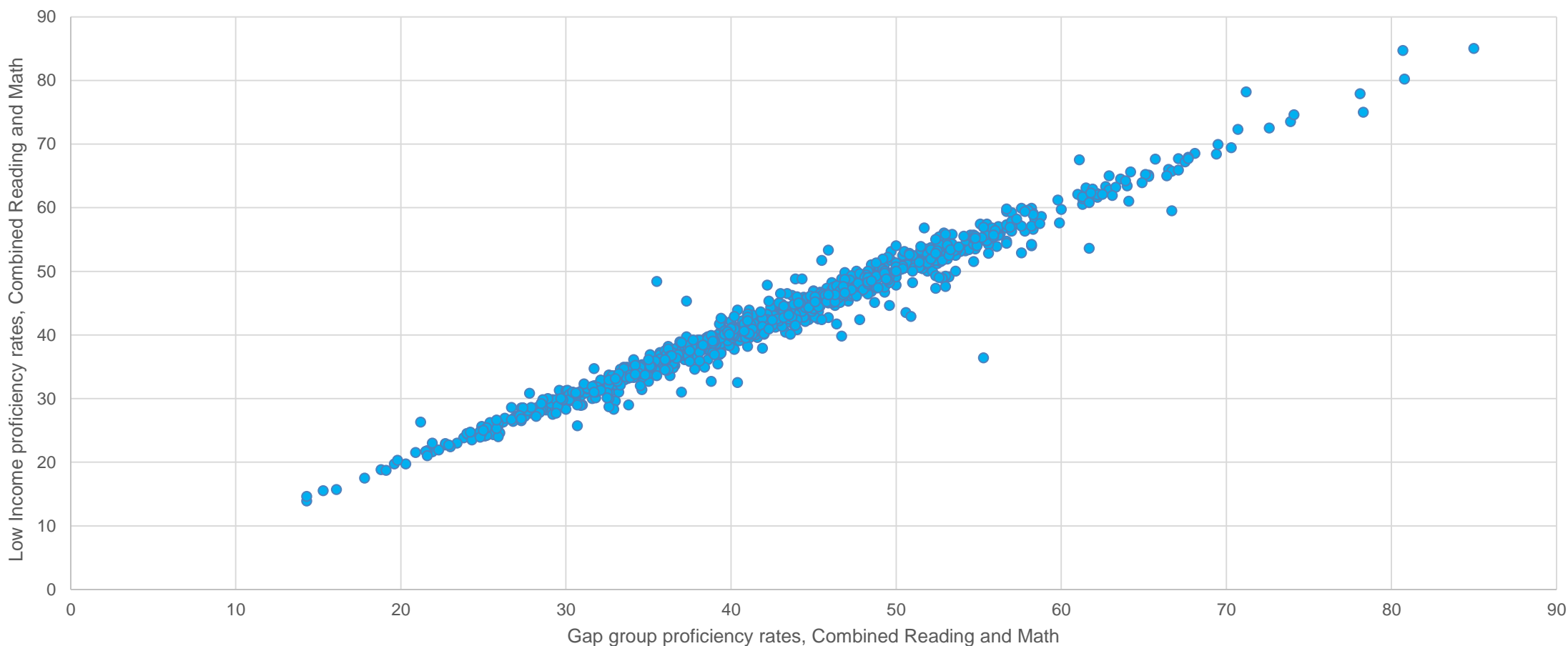
Things to think about in light of renewal

1) Are school ratings sending a clear enough signal?

- Right now, Kentucky has a whole lot of ratings that a school can get.
- Are these ratings sending a clear enough signal about what a school needs to pay attention to?
 - e.g. What does it mean to be a Distinguished school and a Focus school at the same time?

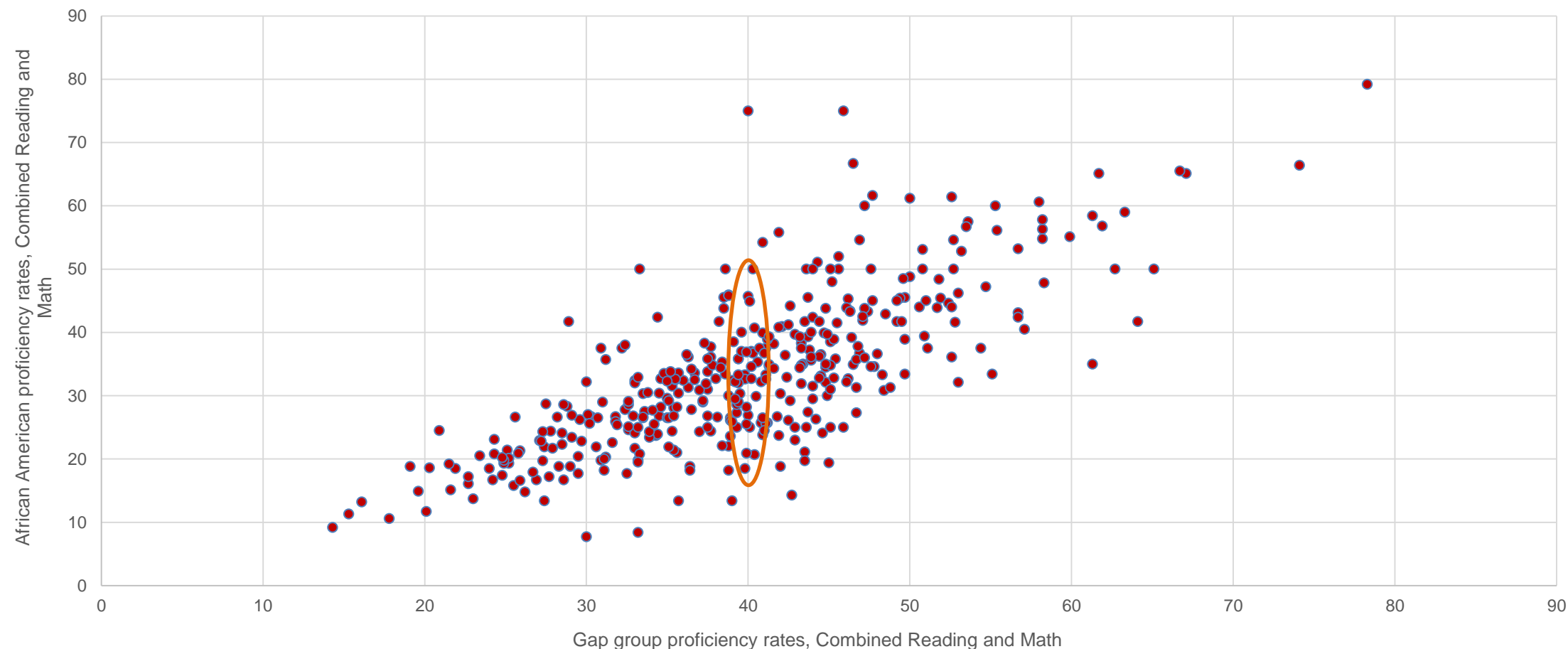
2) Does the Gap Group do a sufficiently good job of capturing the performance of individual historically underserved groups?

The gap group does a great job of capturing low-income students' performance.



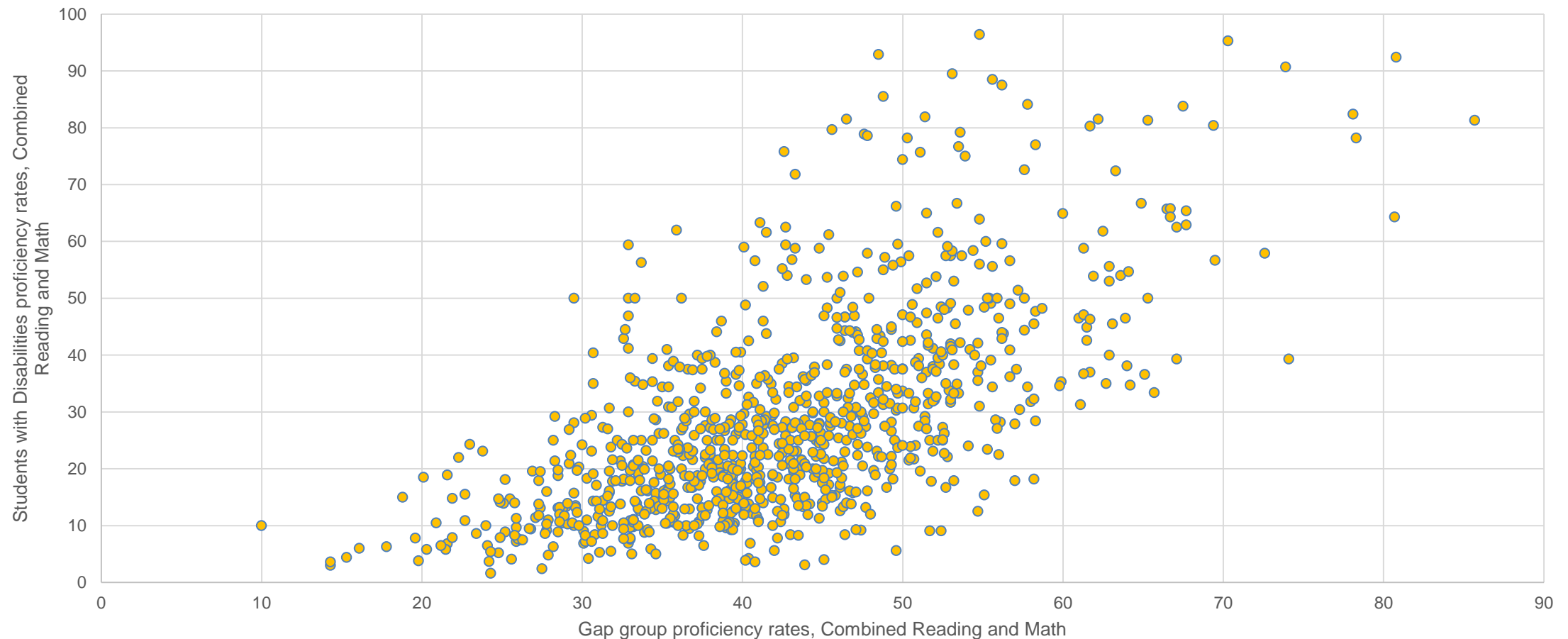
Source: Preliminary Education Trust analysis of Kentucky Department of Education data.

But it does a less good job of capturing African American students' performance



Source: Preliminary Education Trust analysis of Kentucky Department of Education data.

Or the performance of special education students.

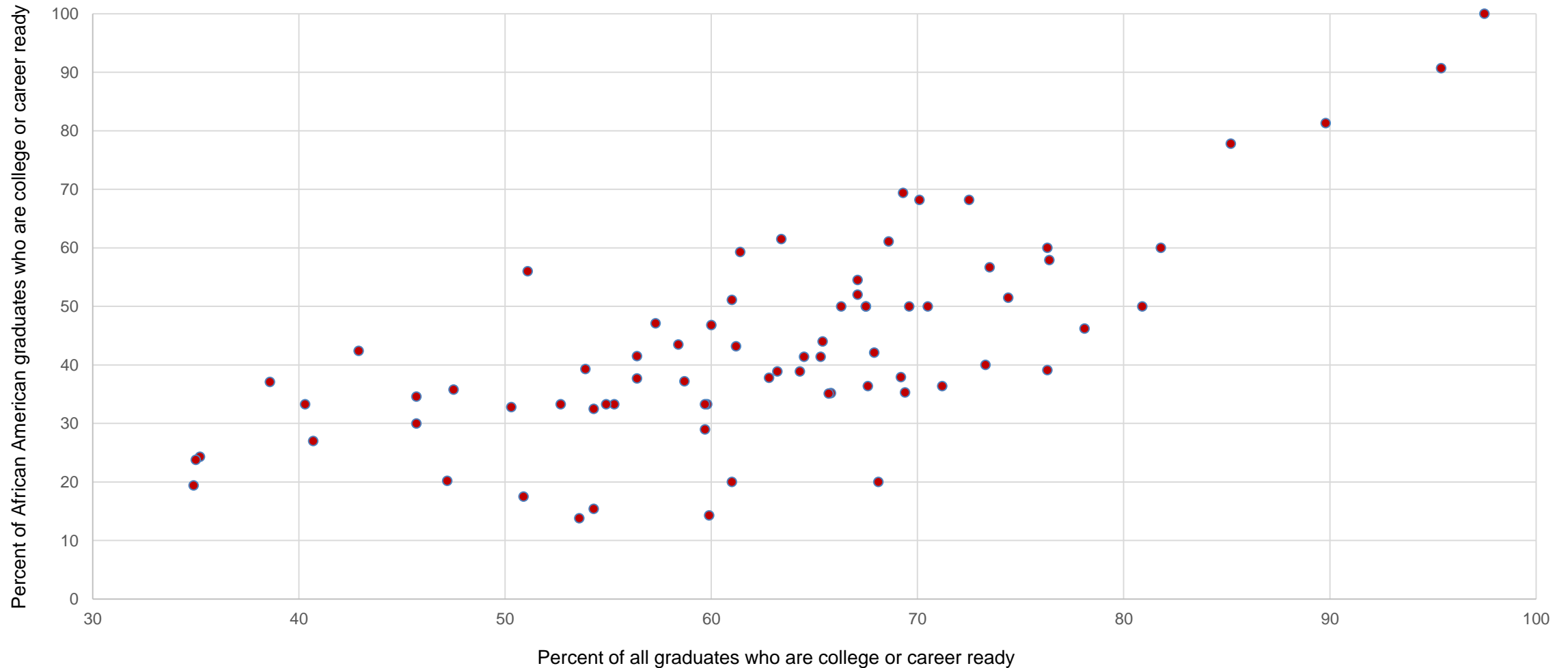


Source: Preliminary Education Trust analysis of Kentucky Department of Education data.

3) Does the College and Career Readiness indicator capture the performance of all groups of students?

- Kentucky is a leader when it comes to including measures of college and career readiness in its accountability system.
- But right now, only the overall (all-student) college or career readiness rate counts toward a school's rating.

Percentage of all students and African American students who are college or career ready



Source: Preliminary Education Trust analysis of Kentucky Department of Education data.

4) Do all ratings reflect the performance of all student groups?

- Even though the federal requirement applies to top-rated schools, it's just as important for lower rated in schools.

5) Do the data say that your system is doing what you intend it to do?

Q&A

Download this presentation

www.edtrust.org

And for more information

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