

State Board of Education - Accountability Committee Meeting April 24, 2013

Welcome & Approval of Minutes from last meeting

Chair Gunlock called the meeting to order at 3:06 p.m. He asked for a motion to approve minutes from the April 8th meeting. Mr. Williams motioned and Dr. Smith seconded the motion. All committee members voted in agreement and the minutes were approved.

Update New Report Card Design

Mike Carmack explained that ODE used a web design firm for the new report card look and feel, and incorporated this into our business intelligence tool. Committee members reviewed the various options and strongly preferred version two.

Discussion on Other Measures

At the April 8th meeting, Chair Gunlock asked for simulations showing total credits earned by 9th graders by the end of the school year. Heather Boughton presented district-level simulations showing that the average district has about 58% of their students finishing 9th grade with at least 5 credits, and about 31% of those with at least three of those credits in English, math and science. Chair Gunlock wants this measure on the list of items ODE will be reporting on for 2013-14 grade card. This is the same list that must be done by December and presented to the General Assembly Education Committee. The committee will discuss items on this list at the next meeting.

At a recent off-site meeting, district superintendents expressed to Tina their concerns about the fact that ODE has adopted the federal graduation rate and uses it as the only way to report graduation. They believe it penalizes kids who are on IEPs and need to be served until they are 23. When the committee meets next, Tina will present a simulations document on this topic for discussion.

Discussion on K-3 Literacy Measure

Dr. Cohen reviewed three K-3 Literacy proposals, as outlined below:

1. Tracking Proficiency Rates on the Third Grade Reading OAA

- Answers the question: How has a district or building reduced the number of students scoring below proficient on the third grade reading OAA each year?
- The calculation is based on OAA results across multiple years and looks across cohorts.
- Districts and buildings with less than five percent of students scoring not on-track on the kindergarten reading diagnostic in the current year will not receive a grade for that year.
- Pro: Only uses standard measures (OAA).
- Cons: Doesn't use diagnostic results (which is required by law); doesn't follow the same students (two cohorts); and doesn't address all grade levels (only looks at third grade performance).

2. Helping Struggling Readers Reach Proficiency by the Third Grade

- Answers the question: How has the district or school taken students identified as not on-track by diagnostics and brought them up to grade level in reading by the third grade?
- The calculation uses the improvement within a single cohort of students who have been identified by a school as needing a reading improvement and monitoring plan (RIMP). It also has a penalty for schools that do not identify and help a struggling reader who scores below proficient on the OAA.

- Districts and buildings with less than five percent of students scoring not on-track on the kindergarten reading diagnostic in the current year will not receive a grade for that year.
- Pros: Uses diagnostic information without using actual diagnostic statistics (which are not standardized across the state); focuses on struggling readers; incepts districts to identify and help kids with reading; and punishes districts for ignoring struggling readers.
- Cons: More complex calculation than option 1 and it doesn't directly measure growth within each grade.
- Other Consideration: Decisions around implementation of a RIMP, and to an extent the identification of students for a RIMP, are made by individual schools and districts.

3. Improvement on Reading Diagnostics Every Year

- Answers the question: How has a district or building reduced the number of students scoring below proficient or not on-track in reading *each year*?
- The calculation uses diagnostic and OAA results to measure a cohort's improvement over a year. The improvement for each grade level is factored into a final score.
- Districts and buildings with less than five percent of students scoring not on-track on the kindergarten reading diagnostic in the current year will not receive a grade for that year.
- Pro: Attempts to measure progress each year.
- Cons: Proposal relies on assessments that are teacher administered and scored (diagnostics); concerns about manipulation of data; and issues with student mobility small sample sizes.

After a lengthy discussion around the pros and cons of each option, the committee asked staff to bring further information to the May 13th meeting, including details of what Virginia is doing on this topic.

Chair Gunlock adjourned the meeting at 5:24 p.m.