

WORK STUDY SESSION – ASSESSMENT AND ACCOUNTABILITY

STATUTORY AUTHORITY:

Sections 161.092 and 160.518, RSMo

Consent
Item

Action
Item

Report
Item

DEPARTMENT GOAL NO. 1:

All Missouri students will graduate college and career ready.

SUMMARY:

Section 160.518, RSMo., authorizes the State Board of Education to develop a statewide assessment system, including annual assessments to comply with federal Elementary and Secondary Education Act (ESEA) requirements under No Child Left Behind. This report item provides an overview of the history and purpose of assessment, a timeline of Missouri state assessments, accountability and accreditation systems in Missouri and in other states.

PRESENTERS:

Stacey Preis, Deputy Commissioner, Division of Learning Services; Sharon Helwig, Assistant Commissioner, Office of College and Career Readiness; and Jocelyn Strand, Coordinator of School Improvement, Office of Quality Schools, will facilitate the presentation and discussion of this agenda item.



ASSESSMENT AND ACCOUNTABILITY

State Board of Education Work Study Session

June 2015

Missouri Department
of Elementary and Secondary Education

Toward the Top 10 by 20

2

Goal 1 – All Missouri students will graduate college and career ready.

OBJECTIVE 1: By 2020, student achievement will rank among the top 10 states.

Increase percentage of students scoring at or above the proficient level on the National Assessment of Educational Progress (NAEP).

Increase percentage of students scoring at or above the proficient level on state assessments to meet or exceed the annual "on track" MSIP targets.

Decrease percentage of students scoring below basic on state assessments.

OBJECTIVE 2: By 2020, all students will qualify for entrance into postsecondary education/training.

Increase percentage of students who achieve a qualifying score or above on a college and career readiness assessment.

Increase percentage of students who graduate.



3

Assessment

Assessment in the United States

4

Army Mental Tests –1918 (World War I)

- ▣ First use of standardized tests; Used for admission and placement

National Assessment of Educational Progress – 1969

- ▣ Attempt to gain information comparable across the country

A Nation at Risk – 1983

- ▣ Highlighted decreasing achievement level in American schools

TIMSS (Third International Mathematics and Science Study)

– 1990s

- ▣ Showed U.S. lagging in comparison to schools on the international landscape



BEST Test Years: 1979 – 1989

5

- Communication Arts, Mathematics, Government, and Economics subtests
- Given in grade 8
- All students required to pass appropriate BEST subtests prior to receiving high school credit in grade 9 basic skills courses



MMAT Years: 1987 - 1998

6

- Communication Arts, Mathematics, Science, and Social Studies/Civics
- Eventually given in grades 2-10



MAP Grade Span Years: 1997-2005

7

- Mathematics (4, 9, 10), Communication Arts (3, 7, 11), Science (3, 7, 10)
- Included:
 - Social Studies (4, 8, 11): 1999 to 2008
 - Health/Physical Education (5, 9): 2000 – 2003
 - MAP-A (ages 9, 13, 17): 2000 – 2003
 - Moved to grade spans 4, 8, 11 – 2004 – 2005
 - Fine Arts (5) - 2001



NCLB Years: 2006 - 2007

8

- Mathematics including MAP-A (3-8, 10),
Communication Arts including MAP-A (3-8, 11)
- Science (3, 7, 10)
- Social Studies (4, 8, 11)



NCLB Years: 2008 – Present (EOCs)

9

- Mathematics including MAP-A (3-8, 10),
Communication Arts including MAP-A (3-8, 11)
- Science (5, 8, 11)



About Assessment

10

- Purposes of assessment
 - Workplace testing and credentialing
 - Diagnostic information (IQ, disability, instructional)
 - Achievement: Student proficiency on standards
 - Program/system evaluation

- Types/functions of educational assessments
 - Formative
 - Interim/benchmark
 - Summative

- Test design
 - Norm-referenced
 - Criterion-referenced



About Assessment

11

- Characteristics of assessment
 - Performance events
 - Computer-adaptive testing
 - Technology-enhanced items
 - Game-based assessments
 - Value-added models



Regional Meetings - Feedback on 2015 Assessments

12

- ▣ Participant numbers
- ▣ District assessment practices



13

Accountability and Accreditation

Accreditation/Accountability History

14

- **1950** – State Board of Education establishes standards for accreditation and classification.
- **1990** – State Board of Education adopts the Missouri School Improvement Program (MSIP).
- **2006** – 4th Cycle MSIP uses performance outcomes; Resource and Process Standards are maintained as expectations for best practice.



Accreditation/Accountability History

15

- **2012** – MSIP 5 uses growth, progress, and status as measures of performance; expanded college and career readiness measures.
- **2012** (effective 2013) – Missouri’s ESEA flexibility request is approved by the U.S. Department of Education. Allows Missouri to have a single aligned accountability system.



Accountability and Accreditation

16

Education Commission of the States reports that

- Accountability and accreditation are separate systems in many states.
- All states have some type of accountability system.
- 34 states and the District of Columbia have ESEA waivers.
- 26 states have an accreditation system or use regional or national accrediting agencies.
- 11 states (including Missouri) have merged their accreditation and accountability systems.



States with Merged Accountability and Accreditation Systems

17

- **Kansas** – “Not accredited” classification determined on five consecutive years of data on performance and quality criteria
- **Nebraska** – Commissioner appoints an accreditation committee which must include the Director of Admissions at the University of Nebraska.
- **New Mexico and West Virginia** – Use letter grade ratings; accountability systems based on student performance measures and school quality using A-F ratings
- **Texas** – “shall” evaluate student achievement and financial accountability in accreditation status review; “may” evaluate items such as effectiveness with special populations, effectiveness with CTE programs; a district that is not accredited may not receive state funding



States with Merged Accountability and Accreditation Systems

- **Virginia** – In addition to grade 3-8 math and ELA assessments required under ESEA, Virginia previously required state assessments in grade 3 history, grade 3 science, grade 5 writing, U.S. history to 1865 and U.S. history 1865 to present. Virginia law passed in 2014 allows for local alternative assessments in those state-required but non-ESEA content areas.



Missouri Stakeholder Initiatives

19

- **EducationPlus** – commissioned a study of state accreditation and accountability systems; report issued March 2015
 - Focused on Top 10 states and states that border Missouri
 - Identified four types of support SEAs provide to districts:
 - Opportunities and incentives
 - Supports to build systemic capacity
 - Supports to build local capacity
 - Interventions in schools or districts



Missouri Stakeholder Initiatives

20

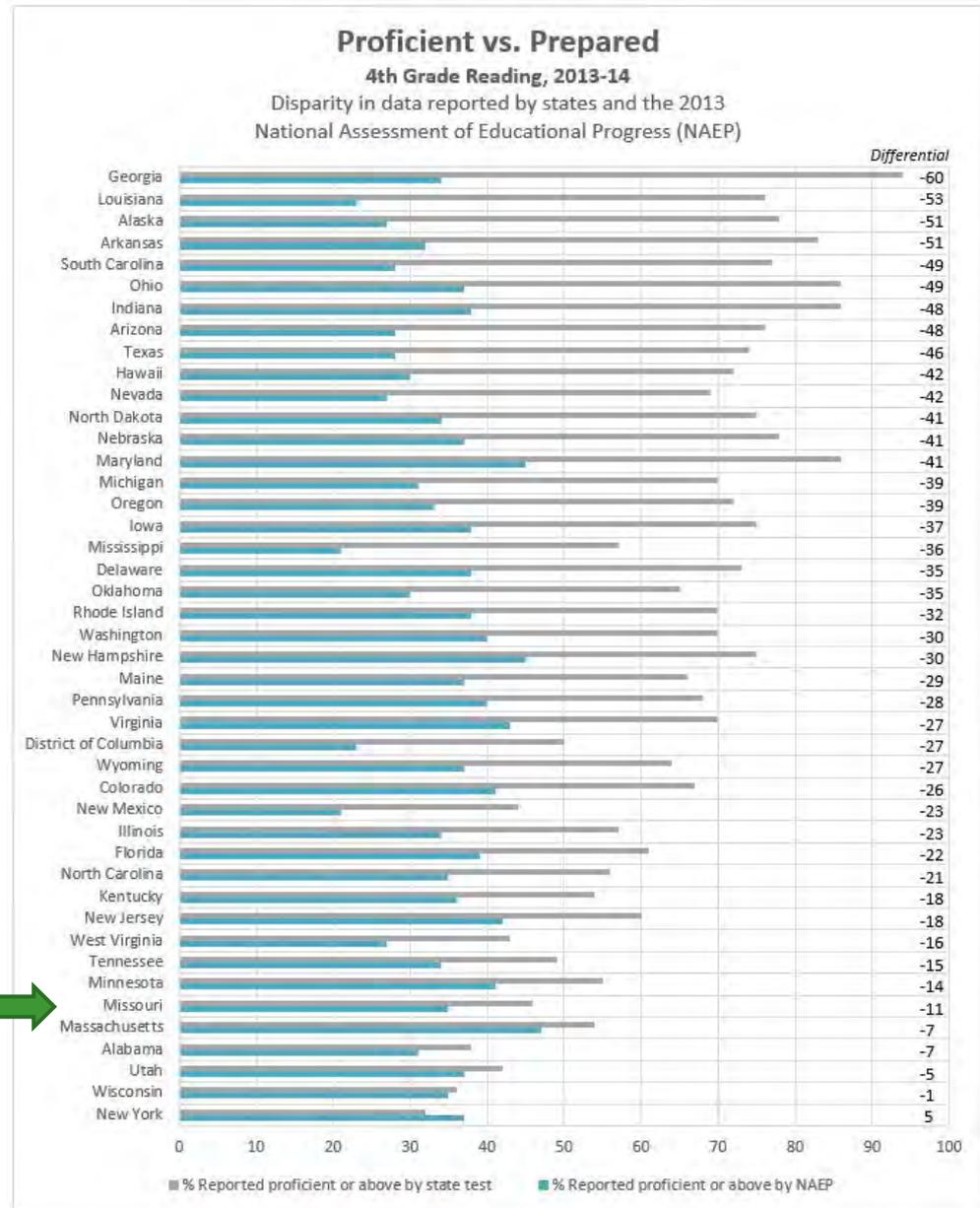
- **MASA School Accreditation Task Force**
 - Local control
 - Continuous improvement
 - Individual student growth; continued attention to subgroup achievement
 - Right test, right time
 - Adaptability (can meet federal and state guidelines)
 - Clarity of purpose
 - Achieving Top 10 state status one student at a time

 - *Next meeting – July 2015*



From
 “Proficient vs. Prepared:
 Disparities Between State Tests
 and the 2013 National
 Assessment of Educational
 Progress”

© Achieve, Inc.
 May 14, 2015



Media Reports on Assessment and Accountability

“‘Opt Out’ Becomes Anti-Test Rallying Cry in New York State.” *New York Times*. May 20, 2015.

“Why civil rights groups say parents who opt out of tests are hurting kids.” *Washington Post*. May 5, 2015.

“Report student results? State board opts out.” *The Denver Post*. May 21, 2015.

“Education reformers have it all wrong: Accountability from above never works, great teaching always does.” *Salon*. May 24, 2015.

“National Test-Score Declines Are Likely.” *Wall Street Journal* (Online). August 15, 2014.

“Bill to cut back on state testing in schools overwhelmingly passes Ohio House.” *Columbus (OH) Dispatch*. May 14, 2015.



Blog Posts on Assessment

“Annual Accountability Testing: Time for the Civil Rights Community to Reconsider.” *Education Week*. May 28, 2015

“Calling the Nation’s Civil Rights Leaders Ignorant on Testing: Really?” *The Education Trust*. June 4, 2015

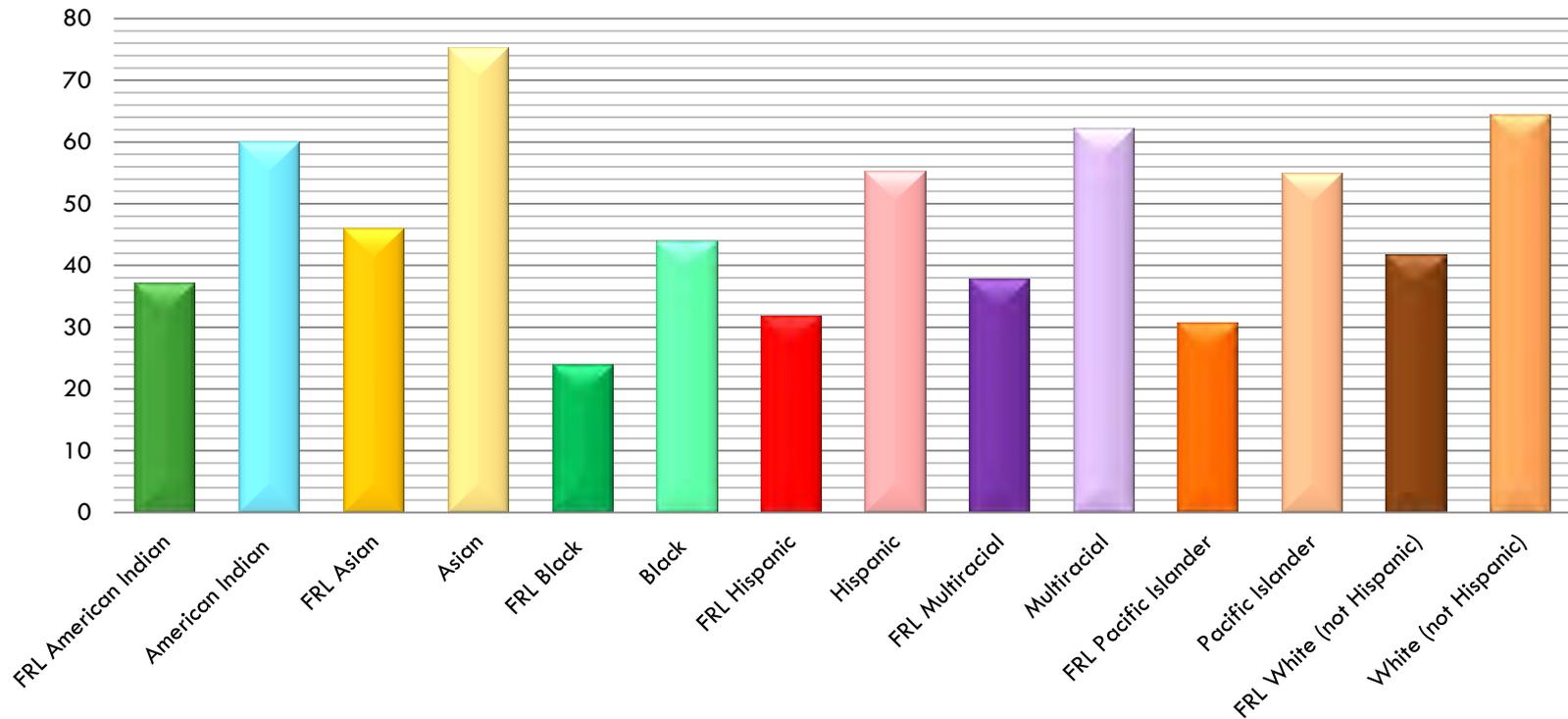
“DC civil rights organizations fail to represent education civil rights agenda.” *The Hill*. June 2, 2015

“Five things people say about standardized tests and the opt-out movement that aren’t true.” *Washington Post*. June 4, 2015



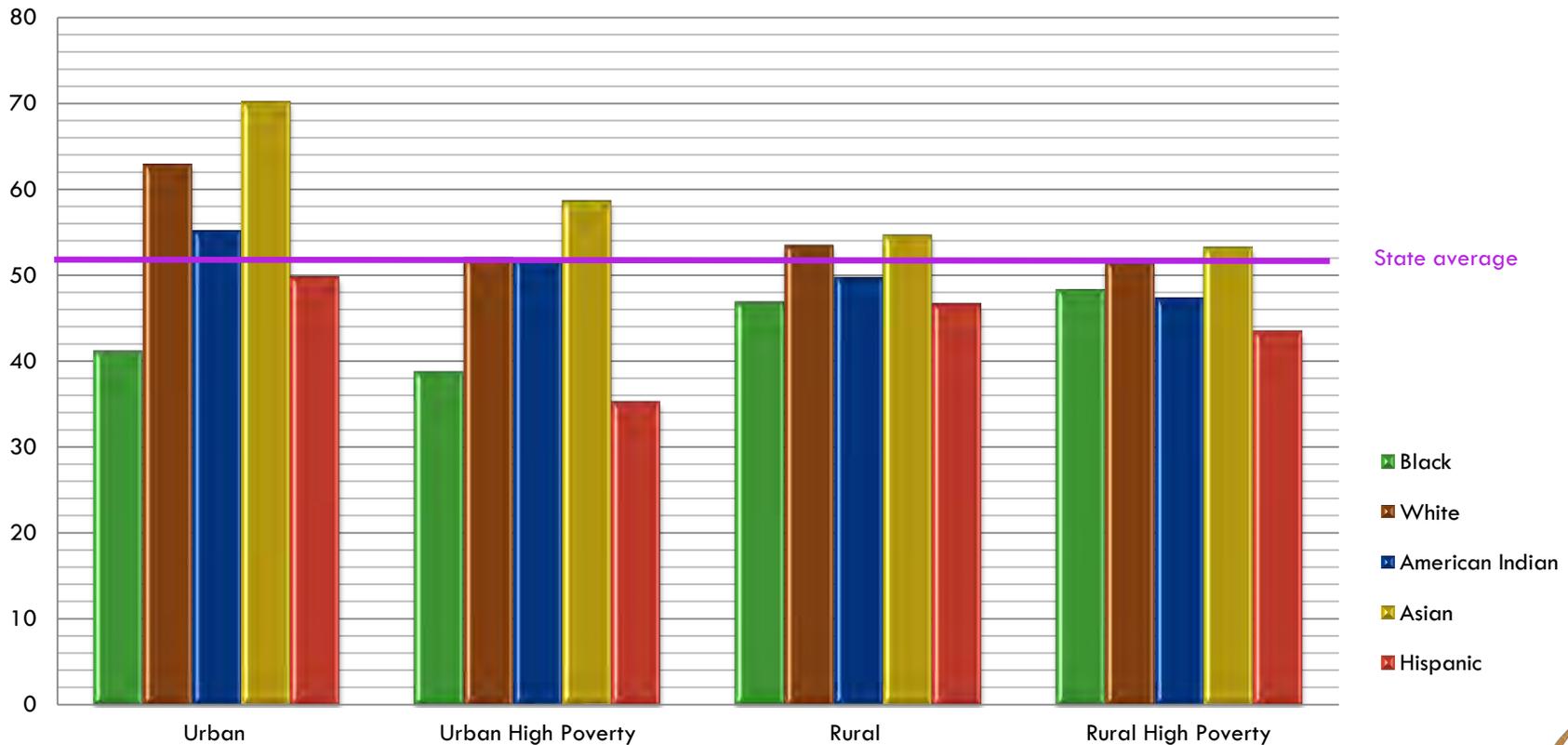
Data on Assessments and Accountability

Percent Proficient or Advanced - Communication Arts



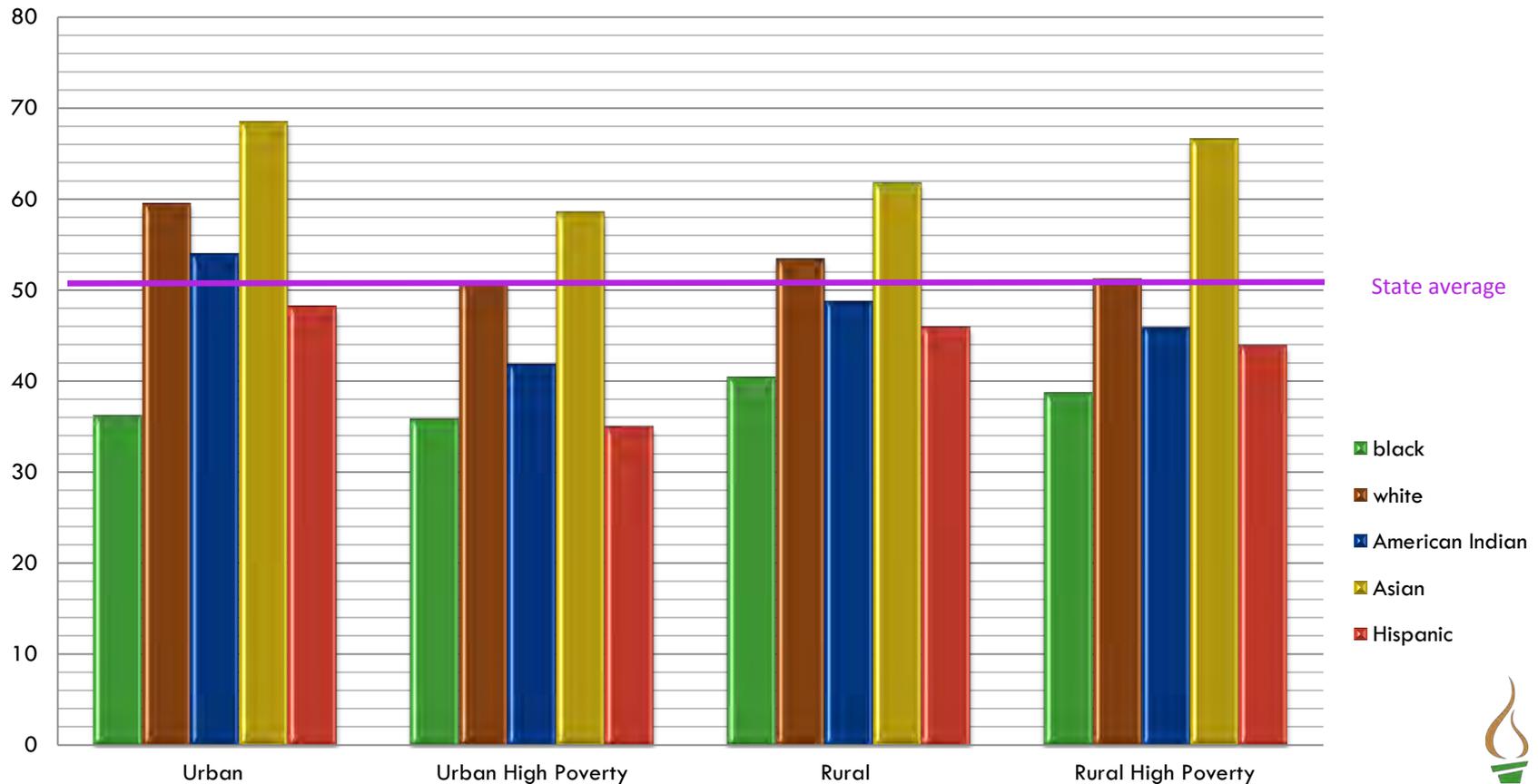
Data on Assessments and Accountability

Percent Proficient or Advanced - Communication Arts



Data on Assessments and Accountability

Percent Proficient or Advanced - Mathematics



- Questions
- Discussion
- Next Steps