

Use of Growth Modeling Beyond NCLB Accountability

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Main Message

- We need to pay more attention to *how data are used* to improve student learning and school functioning
 - It helps, but is not enough to have the right indicators, assessed validly, processed in sophisticated ways, delivered quickly, surrounded by accountability or other evaluative frameworks at the state level

NCLB Growth Models

- Every NCLB-approved state's growth model is a Growth-to-Standards
- Most Proficient-Plus models only
- All linked to NCLB consequences
 - Differentiated accountability consequences: change from “number of years INOI” as main characteristic for determining consequences to other dimensions (e.g., missed AYP by how much, how many, how consistently, etc.)



Comprehensive Systems

- Coherent assessment information that leads to action

	Level of Action			
Function	National/ State	District	School	Classroom /Individual
Signal				
Evaluate				
Inform				



Three information functions

- Signal: “What is important?”
- Evaluate: “What do I know about how I did?”
- Inform: “What should I do to do better?”



Comprehensive Systems

- Coherent assessment information that leads to action
 - Focused on *outcomes* and *key processes* for reaching outcomes
 - Provides information for *external* quality monitoring and *internal* action
 - Example of processes: Informative feedback – violin



Feedback and Promoting Student Learning

- Focus: “Did the student score Proficient?” versus “How much did the student grow?”
- Main questions: “When did you know?” And “What did you do about it?”
- Typical accountability model
- School improvement model
- Process monitoring model



Accountability Feedback and Action

- Long feedback cycles and loosely coupled actions for improvement
 - 1. Students take annual state assessment
 - More than one year if looking at growth
 - 2. School misses AYP
 - More than one year for INOP
 - 3. School enters into supports, interventions, and sanctions
 - What does the state do? What does the school do? How is that connected to student learning or school functioning?



School Improvement Model

- School/district/state/researcher is trying to determine what good programs and structures are
- Uses assessment and other data to do summative program evaluation to identify “what works”
- What do states (districts, schools, others) have to say about “what works”?



Process Monitoring Model

- School/district has identified effective processes to support learning, has the structures in place to deliver on processes
 - Regularly assesses to fine-tune (adapt) processes to get desired outcomes
 - Formative evaluation and
 - Formative instruction



Example of Process Monitoring

- District/school/grade/class: What about students who may be growing slowly enough that they will be unacceptably behind by time X?
 - Early assessment
 - Supportive policies and structures
 - Not summer school only
 - Motivational, substantive, flexible, manageable, programmatic



To do this...

- Need some idea of how learning should progress (“learning progressions”)
- Successful programming supports (curriculum, instruction, guidance)
- Assessments matched to actions (“instruction-sensitive assessment” and “assessment-sensitive instruction”)
- Infrastructure and culture (who monitors, acts, allocates resources; institutionalization)



For more information:

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