

**AERA Special Interest Group
School Indicators, Profiles and Accountability**

SIG:SIPA NEWSLETTER

March 2009

In this issue:

Greetings from the Chair	1
A 'Thank You' to Reviewers, Discussants, Chairs	2
SIG:SIPA Officers, 2009-10	3
San Diego SIG:SIPA Program	3
Other Interesting Sessions	4
Division H Indicators and Web-based Reports Awards	6
From Inside the DC Beltway	8
SIG:SIPA Purpose	10

Greetings from the SIG:SIPA Chair

Rolf Blank

Council of Chief State School Officers

SIG:SIPA Chair

Our SIG:SIPA sessions at AERA deserve your attention and attendance. The SIG business meeting presents an excellent opportunity to move forward on policy and procedures to federal and state accountability systems. This year we will have Brian Gong (Center for Assessment) and Pete Goldschmidt (University of California) with us to talk informally about alternative growth model implementations and the validity issues that surround them. Take advantage of this opportunity to speak personally with two national experts.

The SIG-sponsored paper session promises a rich reward with respect to accountability and technological applications. If you attend AERA, please attend our business meeting and introduce yourself. Your contribution—attending our SIG meeting, sending a news item to our newsletter editor, submitting a paper for next year's conference, or volunteering as a paper reviewer—will help. Enjoy San Diego. I look forward to seeing you.

You will have noticed that the SIG changed its name by adding the word *accountability*. This is appropriate since the school indicators, profiles, report cards now by and large serve explicit accountability purposes as much as general reporting purposes.

The SIG:SIPA web page continues to reside at <http://www.learningpt.org/sipsig/index.html>, courtesy of Learning Point Associates. Check the page periodically as the resources there grow. However, we expect to move the web page to AERA servers. When we started our web page, AERA did not provide hosting services to SIGs. We were, as usual, frontrunners. We appreciate the support of Learning Point Associates, and before them the Wisconsin Center for Educational Research (WCER), for web hosting services.

Oh, yes. The SIG:SIPA needs a newsletter editor. Any volunteers?

A 'Thank You' to Reviewers, Discussants, Chairs

*Arie van der Ploeg
Learning Point Associates
SIG:SIPA 2009 Program Chair*

First, a sincere **Thank You** to those who served as reviewers for the papers submitted to SIG:SIPA and support the SIG:SIPA by serving as chairs, discussants, and discussion leaders. Your expertise and your dedication are greatly appreciated and substantially contribute to our success. Again, thank you all.

The next section of this newsletter highlights the SIG:SIPA program, a paper session and our business meeting, both on Tuesday, April 14. Last year SIPA had two paper sessions, this year just one. How did that happen? Under the revised rules AERA adopted beginning with the 2008 conference in New York, sessions are allocated to SIGs based on the number of proposals received. SIPA received just 10 proposals this year. That's not inconsistent with the numbers for the past few years (2008, 14 proposals; 2007, 3; 2006, 6) but does suggest a downward path again.

Ten proposals translate under current rules to one session on the program and a 50 percent proposal acceptance rate. But, if each SIPA member had submitted just one proposal conference, SIPA would have had at least three sessions. So, this fall, give serious thought to preparing a proposal. This is not difficult: 2-4 pages are usually sufficient. I'm confident each of us will have at least one good idea this summer about ongoing or recent work that can be converted to an informative presentation. Write it up, send it in.

At the risk of infringing on the perquisites of our newly elected 2010 program chair, let me say that I can see value in panels that examine the content, quality, and/or utility of the reporting of educational indicators by local school districts. Each of us lives within the boundaries of a local school district. Connect with colleagues nationally or locally to present a variety of perspective on that reporting. If that sounds too simplistic, add value to a proposal. With the proliferation of the quantity of data about schools, of report cards and their uses, of schools using these data and indicators in new and better ways, there is much to investigate and to report. Write and submit a proposal. We will all benefit.

In the spirit of ecumenism, further along in this newsletter I've identified some other San Diego AERA and NCME sessions that will be of interest to the SIG:SIPA membership. Stop by those that interest you.

SIG:SIPA Officers 2009-10

Chair

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San Diego SIG:SIPA Program

Paper session:

At the Intersection of Accountability Policy and Indicator Quality: International, National, and State Perspectives

Schedule Information:

Scheduled Time: Tue, Apr 14 - 12:25pm - 1:55pm Building/Room: Manchester Grand Hyatt / Madeleine Room C

Title Displayed in Event Calendar: At the Intersection of Accountability Policy and Indicator Quality: International, National, and State Perspectives

Session Participants:

The Relationship Between the Strength of Accountability Systems and Student Performance
*Melanie Ehren (University of Twente)

Turn On, Tune In, and Drop Out: An Exploration of Mississippi High Schools ([download](#))

Sheril R. Smith (Mississippi Department of Education), *Jacob Travis Walker (Mississippi State University), Dwight Hare (Mississippi State University)

Jumping or Pushed? The Effect of High-Stakes Accountability on Student Mobility

*Robert Franciosi (Arizona Department of Education)

Using Micro-Indicators to Examine the Volatility of Change in Education Indicators Among School Districts

*Thomas D. Snyder (National Center for Education Statistics)

The Washington P-20 Project: Emerging Findings From an Effort Improving State-Level Data Collection and Analysis

*Hilary M. Loeb (University of Washington), *Maya Magarati (University of Washington)

Chair: Arie J. van der Ploeg (Learning Point Associates)

Discussant: Rolf K. Blank (Council of Chief State School Officers)

Abstract:

Where students are enrolled and how well they perform are two key aspects of the assignment of accountability classifications to schools. These two intertwined issues connect the papers in this session. As they explore their topics, the papers also probe the adequacy of the variables commonly used to mark location and index performance.

Business meeting:

Schedule Information:

Scheduled Time: Tue, Apr 14 - 6:15pm - 7:45pm **Building/Room:** Manchester Grand Hyatt / Manchester Ballroom - Section E
Title Displayed in Event Calendar: School Indicators, Profiles, and Accountability: Growth Model Discussion, Followed by SIG Business Meeting

Session Participants:

- Participant: Pete G. Goldschmidt (California State University - Northridge)
- Participant: Brian Gong (National Center for the Improvement of Educational Assessment, Inc.)
- Chair: Rolf K. Blank (Council of Chief State School Officers)

Abstract:

The SIG presents an open conversation examining alternative implementations of growth models and the validity issues that surround them. The conversation will be led by Pete Goldschmidt (UCLA CRESST & Cal State--Northridge) and Brian Gong (Center for Assessment (NCIEA)). Brian and Pete are experts on the conceptual and technical apparatus of the growth models that 11 states are piloting under NCLB as well as those that districts and states are studying on their own.

Other Interesting Sessions

Monday

The Need for Research Versus the Fact of Paper Cuts

Schedule Information:

Scheduled Time: Mon, Apr 13 - 12:00pm - 1:30pm **Building/Room:** Omni San Diego / Salon A
Title Displayed in Event Calendar: The Need for Research Versus the Fact of Paper Cuts

Session Participants:

- Participant: Elizabeth A. Holtzapple (Cincinnati Public Schools - OH)
- Participant: Richard G. Peters (Indianapolis Public Schools - IN)
- Participant: John C Ritzler (South Bend Community School Corporation)
- Discussant: Dale Whittington (Shaker Heights City School District)
- Discussant: Jonathan A. Supovitz (University of Pennsylvania)
- Chair: Arie J. van der Ploeg (Learning Point Associates)
- Participant: Bryan Chumbley (Peoria (IL) School District 150)
- Participant: Jay Marino (Cedar Rapids (IA) Community School District)
- Participant: Kurt Kiefer (Madison (WI) Metropolitan School District)

Abstract:

There are some 50 U.S. public school districts that enroll more than 60,000 PreK-12 students. These very large urban districts attract much attention and considerable external resources. The 500 or so districts enrolling 15,000 to 60,000 students each, on the other hand, receive very little attention or support. Typically, for all assessment, evaluation, research, and accountability functions these districts rely on just one professional. Is it possible to create and maintain disciplined inquiry in these circumstances? Six directors of research and evaluation in smaller districts will outline how they create opportunities for inquiry and engagement with data, in contexts of isolation, rotating leadership, declining resources, and far too frequent paper cuts.

Tuesday

How CSR Research Can Inform Change in NCLB: The Importance of Assessing Opportunity to Learn Conditions

Schedule Information:

Scheduled Time: Tue, Apr 14 - 8:15am - 9:45am **Building/Room:** San Diego Convention Center / Room 23C

Title Displayed in Event Calendar: How CSR Research Can Inform Change in NCLB: The Importance of Assessing Opportunity to Learn Conditions

Session Participants:

Chair: Stephen Brand (University of Rhode Island)

An Overview of How OTL Assessments Enhance Efforts to Improve Student Learning Through Comprehensive School Reform

*Stephen Brand (University of Rhode Island), Anne Seitsinger (University of Rhode Island), Amy L. Burns (University of Rhode Island)

Assessment of OTL Conditions: Classroom Instructional Practices

*Amy L. Burns (University of Rhode Island), Stephen Brand (University of Rhode Island), Anne Seitsinger (University of Rhode Island)

Assessing Opportunity to Learn Conditions: Engaging Families

*Anne Seitsinger (University of Rhode Island), Stephen Brand (University of Rhode Island), Amy L. Burns (University of Rhode Island)

Assessing OTL: School Climate, Safety, and Support for Cultural Pluralism

*Stephen Brand (University of Rhode Island), Anne Seitsinger (University of Rhode Island), Amy L. Burns (University of Rhode Island)

Abstract:

As a consequence of the No Child Left Behind (NCLB) act of 2001, school report cards are routinely published across the United States. School accountability report cards contain a great deal of information concerning student achievement on standardized tests. However, little attention has been given to the assessment of "Opportunity to Learn" conditions (Porter, 1993) that support students' attainment of academic goals. Decades of research on comprehensive school reform suggests that efforts to improve student learning need to systematically address multiple interdependent OTL conditions. This symposium focuses on the assessment and impact of Opportunity to Learn (OTL) conditions in middle and secondary schools. The inclusion of OTL assessments is a needed change in policy designed to improve student learning.

Methodological Advances in School Effectiveness Research

Scheduled Time: Tue, Apr 14 - 8:15am - 10:15am **Building/Room:** Omni San Diego / Gallery 1

Title Displayed in Event Calendar: Methodological Advances in School Effectiveness Research

Session Participants:

Assessing the Effect of Schooling With Cross-Sectional Data

*Hans Luyten (University of Twente), Bernard P. Veldkamp (University of Twente)

Assessing the "Explanatory Power" of School Process Variables Constructed Through Multilevel Exploratory Factor Analysis

*Ellen D'Haenens, Jan A. Van Damme (Catholic University of Leuven - Belgium), Patrick Mjl Onghena (Catholic University of Leuven - Belgium)

A School Performance Index (SPI) and Its Respective Confidence Interval

*Yuan Hwang Li (Prince George's Community College - MD)

Investigating the Short- and Long-Term Effects of Secondary Schools on Academic Success and Development

Panayiotis Charalampous Antoniou (University of Cyprus), *Leonidas Kyriakides (University of Cyprus), *Eliana Maltezos (University of Cyprus)

Chair: Bert P Creemers (University of Groningen)

Discussant: Perry Den Brok (Eindhoven University of Technology)

Appropriate/Inappropriate Measures of School Improvement

Schedule Information:

Scheduled Time: Tue, Apr 14 - 10:35am - 12:05pm Building/Room: Omni San Diego / Balboa 4
Title Displayed in Event Calendar: Appropriate/Inappropriate Measures of School Improvement

Session Participants:

Pilot Evaluation of Supplemental Educational Service (SES) Providers in California

*Cheryl Graczewski (American Institutes for Research), *Sami Kitmitto (American Institutes for Research), Tom B. Parrish (American Institutes for Research), Larisa S. Shambaugh (American Institutes for Research)

Reform and State-Monitored Schools: Academic Achievement in California's School Assistance and Intervention Team (SAIT) Schools

*Elizabeth M. McCarthy (WestEd), Linlin Li (Hatchuel Tabernik & Associates)

The Relationship of State Assessment Growth Scores and Course Grades

*Mark R. Pomplun (Community Unit School District #303 - Illinois)

Chair: Marianne Perie (National Center for the Improvement of Educational Assessment, Inc.)

Discussant: Joseph McCrary (WestEd)

Abstract:

No Child Left Behind requires states to monitor and support schools not making sufficient gains in student performance for multiple years. This session focuses on two evaluations of NCLB-required supports: state monitoring and Supplemental Educational Services, and then begins a discussion on appropriate (and inappropriate) measures to monitor such schools.

School Effectiveness Research: An International Perspective

Schedule Information:

Scheduled Time: Tue, Apr 14 - 3:05pm - 3:45pm Building/Room: San Diego Marriott Hotel & Marina / Marriott Hall Salon 4
Title Displayed in Event Calendar: Roundtable Discussions 38

Session Participants:

School Differences in French Reading Performance in Flemish Secondary Education

*Lien Willem (Catholic University of Leuven - Belgium), Rianne C. Janssen (University of Leuven)

A Study of the Relationships Among Technology Leadership, Knowledge Management, and School Effectiveness

*I-Hua Chang (National Chengchi University - Taiwan), Yi-Chia Wu (Ministry of Education Advisory Office), Cheng-Mei Hsu (National Yunlin University of Science and Technology)

Increased Percentage of Passing Grades on a State-Mandated Assessment After the Implementation of Block Scheduling

*Eric Dana Forman (University of Massachusetts - Lowell)

Relationship of Percentage of National Board Certified Teachers With Student Achievement as Measured by End-of-Instruction Exams at the Secondary Level in Oklahoma

*Geary Don Crofford (University of Oklahoma), Jon E. Pedersen (University of Nebraska - Lincoln), Gregg A. Garn (University of Oklahoma)

Stability and Consistency in Using Value-Added Estimates of Pupil Achievement Scores for Assessing Teacher Effectiveness

*Xiaoxia A. Newton (University of California - Berkeley), *Amy Cardace (University of California - Berkeley)

Validity of School Performance Indicators Under the School Accountability System in the Perspective of School Effectiveness Theory

*Sang-Jin Kang (Yonsei University), Jeongwon Hwang (Yonsei University)

Beyond Accountability: Making Data-Informed Decisionmaking Work toward District Reform

Scheduled Time: Tue, Apr 14 - 4:05pm - 5:35pm **Building/Room:** San Diego Marriott Hotel & Marina / Solana
Title Displayed in Event Calendar: Beyond Accountability: Making Data-Informed Decisionmaking Work Toward District Reform

Session Participants:

Data Use in the Context of District Leadership for Learning Improvement
*Michael S. Knapp (University of Washington)

Districts Supporting Data-Informed Decision Making
*Christine L. Padilla (SRI International), *Barbara M. Means (SRI International), Larry Gallagher (SRI International)

School Strategies for Using Data in the Absence of District Support
*Viki M. Young (SRI International), *Carlin Llorente (SRI International)

Anchoring District Reform to Continuous Data Use: The Case of Long Beach Unified School District
*Christine Dominquez (Long Beach Unified School District), *Jill Baker (Long Beach Unified School District)

Chair: Jeff Wayman (University of Texas - Austin)

Discussant: Katherine Conoly (Corpus Christi Independent School District)

Abstract:

The use of student data for education decision making has been fueled by NCLB legislation and spurred district personnel to explore methods for effective uses of this data. As the use of data has become more common, districts are also faced with the challenges of providing the necessary supports to establish effective data use at different levels of the system. Despite a growing research base, there is much work yet to be done in studying methods for efficient use of data throughout the district. This interactive symposium should provide practical knowledge to practitioners and researchers alike.

Analysing Relations in School Effectiveness and School Improvement Research

Scheduled Time: Tue, Apr 14 - 4:05pm - 6:05pm **Building/Room:** Omni San Diego / Gallery 1
Title Displayed in Event Calendar: Analysing Relations in School Effectiveness and School Improvement Research

Session Participants:

Beating the Odds: A Study of Successful Low-Income, High-Achieving Diverse Elementary Schools
*Nancy Jacobs Contrucci (Azusa Pacific University), *Nancy L. Brashear (Azusa Pacific University), *Jenny Yau (Azusa Pacific University)

A Preliminary Longitudinal Study of Performance Pay for Teachers: Examining Elementary School Performance in Mathematics and Reading
*Saahoon Hong (University of Minnesota), Jihoon Ryoo (University of Minnesota), William M. Bart (University of Minnesota)

Classroom Management: A Pathway to Improving School Climate in Two British Secondary Schools
*Jerome Freiberg (University of Houston), T. A. Stein, *Stacey Michelle Lamb (University of Houston)

Curriculum and the Student: Group and School Effects on Pupil Perspectives and Experiences
*Daniel R. Muijs (University of Manchester), Mark P. Hadfield (University of Wolverhampton)

Case Studies of School Effectiveness in Rural China
*Shujie Liu (University of Southern Mississippi), *Charles B. Teddlie (Louisiana State University)

Chair: Karen R. Seashore (University of Minnesota)

Discussant: Bert P. Creemers (University of Groningen)

Wednesday
Theoretical Perspectives and Models of School Effectiveness

Scheduled Time: Wed, Apr 15 - 12:25pm - 1:55pm Building/Room: Omni San Diego / Balboa 3
Title Displayed in Event Calendar: Theoretical Perspectives and Models of School Effectiveness

Session Participants:

Generic and Differential Effects of Factors and Dimensions of the Dynamic Model of Educational Effectiveness

*Bert P Creemers (University of Groningen), *Leonidas Kyriakides (University of Cyprus)

Closing the Gap in Performance With a Reading First Program: A Longitudinal Study in Vermont

*Herman W. Meyers (The University of Vermont), *Haley Woodside-Jiron (The University of Vermont)

How Does Leadership Affect Student Achievement?

*Karen R. Seashore (University of Minnesota), Kyla L. Wahlstrom (University of Minnesota), Beverly J. Dretzke (University of Minnesota)

Teacher Effects on Student Learning Gains in First Grade: Which Aspects Matter Most?

*Tinneke Boonen (Catholic University of Leuven - Belgium), Jan A. Van Damme (Catholic University of Leuven - Belgium), Patrick Mjl Onghena (Catholic University of Leuven - Belgium)

Chair: Arie J. van der Ploeg (Learning Point Associates)

Discussant: Charles B. Teddlie (Louisiana State University)

Division H 2009 Outstanding Reports Awards

As you know, AERA Division H each year hosts a competition for Outstanding Publications. This includes categories for report cards, indicator reports, and analytic uses of data. Don't forget to visit this year's Awards Display at the Division H booth in the Exhibit Hall (in the Sails Pavilion of the San Diego Convention Center): all the entries are displayed. The winning entries will be identified with ribbons on Thursday. If you did not visit the display last year in New York, the 2009 winning entries are described in the Division H spring 2009 newsletter, *Reality Test*, available online at www.aera.net under the Divisions link (at left).

Inside the DC Beltway

By Rolf Blank, Council of Chief State School Officers

Guidance for Stimulus Funds and Education

U.S. Secretary of Education Arne Duncan announced in early March that \$44 billion in stimulus funding from the American Recovery and Reinvestment Act (ARRA) will be available to states. By the end of March, governors will be able to apply for 67 percent of the State Fiscal Stabilization Funds (SFSF) and discretionary SFSF, totaling \$32.5 billion. These funds will be released within two weeks after approvable applications are received.

Nearly \$700 million more will be available for various programs including vocational rehabilitation state grants and impact aid construction, Duncan said. Another \$17.3 billion for Pell Grants and work-study funds is available for disbursement for the next academic year beginning July 1. An additional \$35 billion in Title 1, IDEA, and State Fiscal Stabilization Funds, as well as monies for other programs will be distributed between July 1 and September 30.

ARRA funds must be used to improve student achievement. To receive the first round of state stabilization funds, states must commit to meet ARRA requirements, including making progress on four key education reforms, defined under ESEA and the America Competes Act of 2007:

- Raising standards through college- and career-ready standards and high-quality assessments that are valid and reliable for all students, including English language learners and students with disabilities;
- Increasing transparency by establishing better data systems tracking student progress over time;
- Improving teacher effectiveness and ensuring an equitable supply and distribution of qualified teachers;
- Supporting effective intervention strategies for lowest-performing schools.

Finally, a \$5 billion fund has been established under the law for the Department of Education. This includes a \$4.35 billion "Race to the Top" fund to help states with bold plans to improve student achievement—including these four reforms—and \$650 million to assist school districts and non-profit organizations with strong track records of improving student achievement. State grants will go out in two rounds over the next year, beginning in October 2009. Applications will be available later in the spring.

CCSSO Resources

Annually, CCSSO collects, analyzes, and reports 50-state profiles of accountability systems, as well 50-state information on state assessments, other indicators of K-12 education progress, state demographics, and key educational policies. Go to http://www.ccsso.org/projects/Accountability_Systems/State_Profiles/.

The site also profiles each state's accountability system annually and provides information on statewide standards, assessment, achievement results, goals, reporting and measurement systems. The site allows for the data to be viewed in multiple formats: go directly to a state to learn about its accountability system in a given year (see the [State Profiles](#) tab—use "ccsso" and "nclb" as the og-in credentials), or look at a particular element of statewide accountability across multiple states (see the [50-State Reports](#) and [Report Search](#) tabs).

It is also possible to access summaries of the information that CCSSO annually collects about state policies for statewide student assessments. Tabular information provides the names of assessments, grades tested, and type of assessment, and item types in English language arts, mathematics, science, social studies, arts, and LEP assessments and alternate assessments. A new feature lists the testing windows each state uses.

U.S. Department of Education Resources

USED's State Contacts and Information pages (<http://www.ed.gov/about/contacts/state/index.html?src=gu>) bring together a variety of data resources for each state. The Minnesota state profile, for instance, contains data and weblinks for statistical data, contact information for state leaders, access to state plans for accountability and highly qualified teachers, as well as USED press releases that have to do with Minnesota.

SIG:SIPA Statement of Purpose

The Special Interest Group on School Indicators, Profiles, and Accountability was founded in 1994 to bring together educators, researchers, managers, and analysts concerned with the development, reporting, and interpretation of school indicators and report cards used for informing various audiences and for purposes of accountability. The SIG:SIPA values investigations into, among others, meaningful measurement and assessment, data quality and fidelity, useful display and valid interpretation of indicators and data, and the relationship between accountability requirements and school improvement. Indicators include student outcomes, curriculum, staff, school climate and conditions, demographics, finance, and the relationship of indicators to accountability. The SIG is a forum for:

1. Integration of theoretical and empirical studies of school indicator systems, including the impact on schools;
2. Exchange of information and discussion of state, national, and international efforts toward developing, refining, and monitoring indicator and accountability systems;
3. Exploration of innovative methods for collecting and reporting school indicators; and
4. Assessing implications of research for school indicator and accountability policy at local, state, national, and international levels.

We invite all AERA members with an interest in education indicators and accountability systems to join us.