



# State Exemplars: Graduation and Accountability

September 9, 2015

# Purpose

- **To describe national trends for graduation and accountability requirements through state exemplars:**
  - What models exist for proficiency-based graduation requirements?
  - What models exist for determining accreditation beyond standardized assessments?

# State Exemplars:

## Proficiency-based Graduation Requirements

- **Across states, proficiency-based graduation requirements fall on continuum of specificity and availability**
  - Requirements could be left entirely to division discretion or aligned with state standards
  - Adoption of requirements could be optional or required for all students and broadly communicated
- **State exemplars:**
  - Ohio's Credit Flex Program
    - Implementation plans are locally developed
    - Proficiency-based credit is optional for students
  - Oregon's Essential Skills
    - State provides detailed implementation guidance and professional development
    - Demonstrated proficiency is required of all students

# Ohio's Credit Flex Program

## Graduation Requirements

Credits earned through:

- Traditional coursework
- Passing exam
- Educational options

AND

Cumulative passing  
score on state tests

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Industry credentials  
and workforce  
readiness

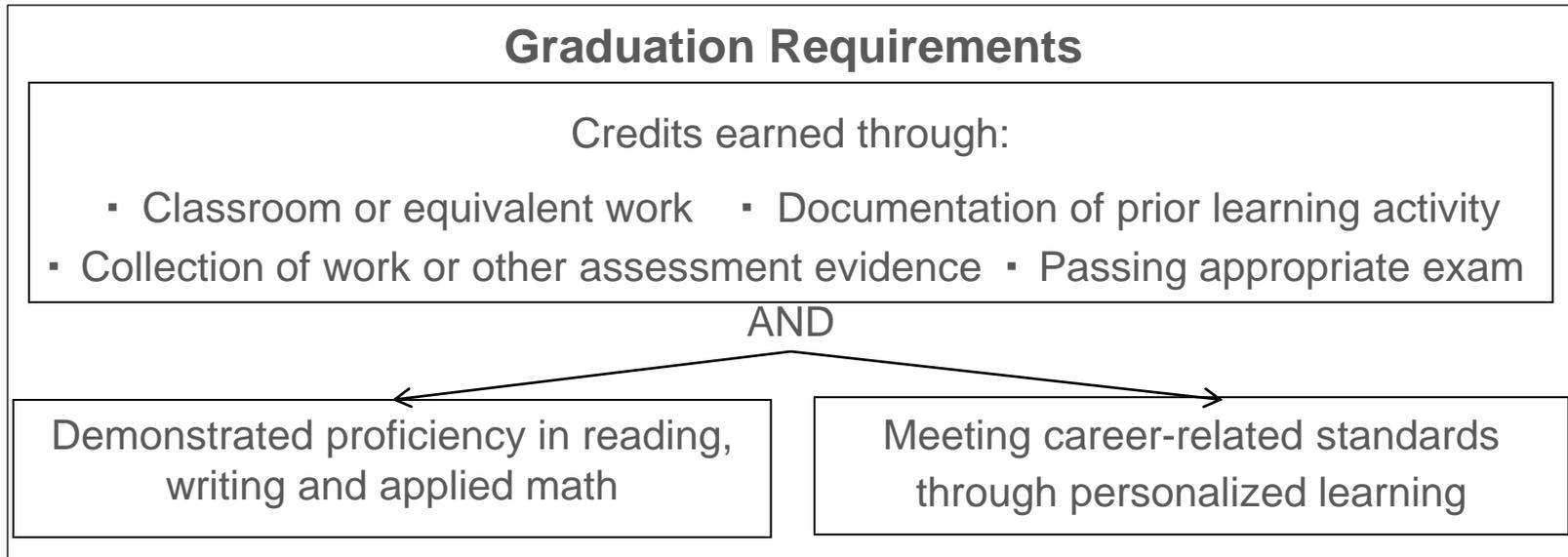
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Remediation-free  
scores on college  
admission tests

- **Program tenets:**

- No limit on course subject or number of credits
- Credit reported on transcripts same as seat time
- Teachers determine credit award
- Local board establish implementation policies

# Oregon's Essential Skills



- **Program tenets:**

- Focus on connecting learning with real-life experiences and applying knowledge in new and complex situations
- State provides standards for proficiency and scoring rubric for personalized learning

# Key Takeaways<sup>1</sup>

- **Ensure equitable student access to proficiency-based credit options across divisions**
- **Develop clear, commonly held performance expectations through state-level standards or local standards with external review/state approval**
- **Ensure students can earn credit through proficiency in a broad array of courses**
- **Communicate options to parents and students**

# State Exemplars:

## School Accreditation

- **Flexible accountability models allow states to determine the value of and report multiple measures of student achievement and school quality**
- **State exemplars:**
  - School Climate: Georgia & Illinois
  - College and Career Readiness: Ohio
  - Performance Indices: Massachusetts

# School Climate: Georgia's Star Rating

- Information reported through school report cards
- Does not affect score for school accreditation
- Schools are rated from one to five stars based on:
  - Surveys of student, teacher & parent perceptions of school climate
  - Rates of student suspension
  - Rates of drug & alcohol, bullying and dangerous incidents
  - Student, teacher, administrator and staff attendance

# School Climate: Illinois's 5Essentials

- **Biennial survey required by legislation**
- **Measures five evidence-based components of school climate:**
  - Presence of effective leaders who implement clear and strategic visions
  - Staff commitment and professional development
  - Safe and orderly school with high expectations for students
  - Academically demanding instruction and focus on application of knowledge
  - Relationships with families and communities
- **Schools that are strong on at least three of the 5Essentials are 10 times more likely to make substantial gains in reading and math<sup>2</sup>**

# College & Career Ready: Ohio's "Prepared for Success"

- **"Prepared for Success" is one of six components scored for school accreditation ratings**
- **Score is based on percentage of school's graduation cohort that demonstrates college and career readiness**
- **Use of multiple measures allows schools to showcase unique approaches to college and career readiness**
- **Metrics may include:**
  - Participation rates and scores on AP and college admission tests
  - Percent earning dual enrollment credits or industry credentials
  - Participation rates and scores for IB program

# Performance Indices: Massachusetts's Progress Index

- Index is calculated annually and using a four-year average
- Schools and districts are classified into a level based on the four-year trend
- Points are awarded based on school performance for each core and “extra credit” indicator
  - Core indicators:
    - Proficiency gaps narrowing in English, math and science
    - Growth in English and math
    - Dropout and graduation rates
  - Extra credit indicators:
    - Reduction in students with failing test scores
    - Increase in students with advanced test scores
    - Dropout reengagement

# Key Takeaways<sup>3</sup>

- **Align performance goals to college and career ready standards**
- **Ensure distinctions between school and division accreditation levels are meaningful**
- **Focus on student outcomes through a variety of indicators**
- **Report timely, actionable, and accessible data to all stakeholders**
- **Include opportunities for innovation, evaluation, and continuous improvement**

(3) Council of Chief State School Officers. (2011). Roadmap for Next-Generation State Accountability Systems. Retrieved from:

[http://www.ccsso.org/Documents/2011/Roadmap\\_for\\_Next-Generation\\_Accountability\\_2011.pdf](http://www.ccsso.org/Documents/2011/Roadmap_for_Next-Generation_Accountability_2011.pdf)