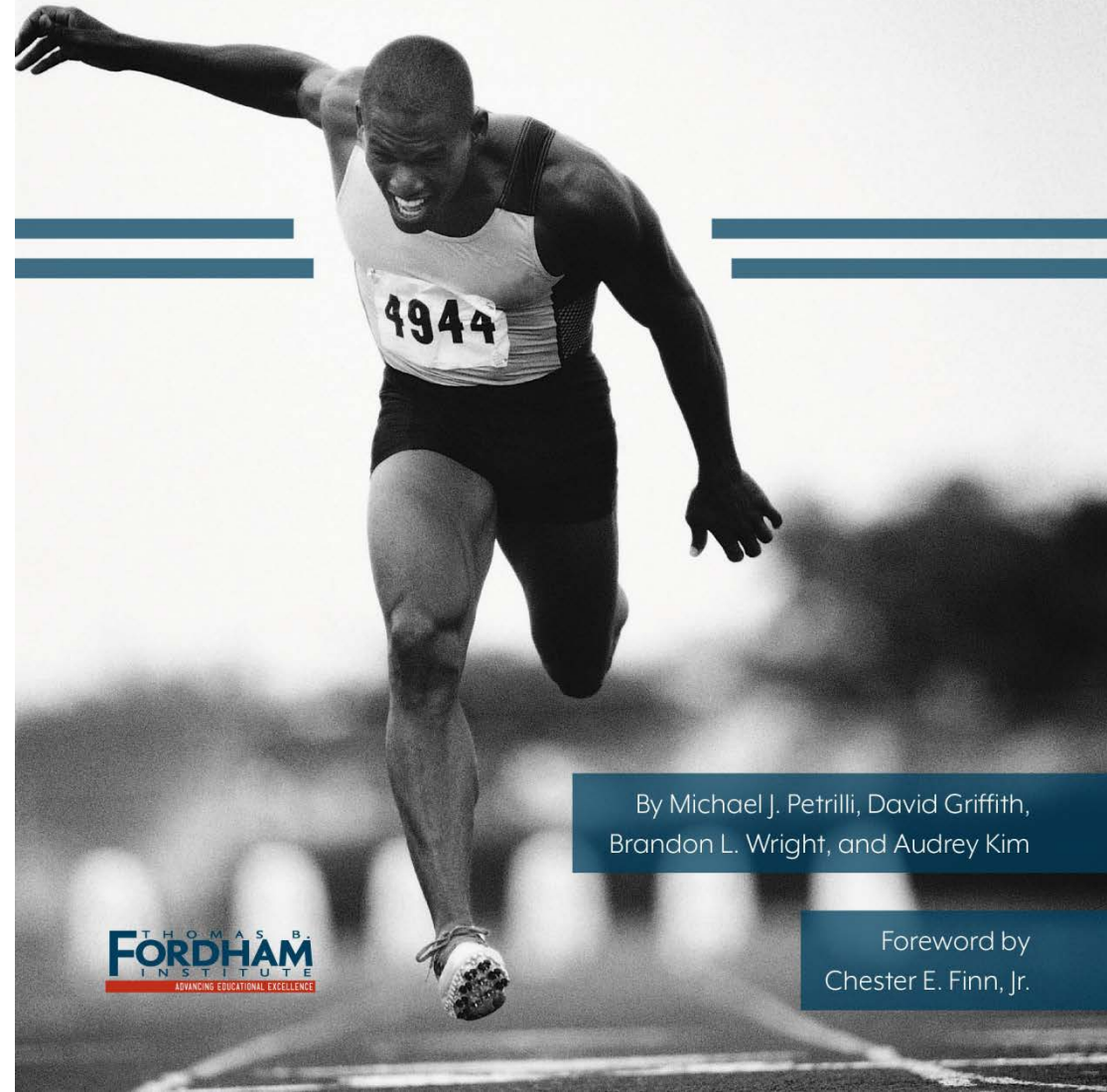


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HIGH STAKES FOR HIGH ACHIEVERS: STATE ACCOUNTABILITY IN THE AGE OF ESSA











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Foreword by
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STATES CAN AND SHOULD TAKE FOUR STEPS TO ENSURE THAT THE NEEDS OF THEIR HIGH ACHIEVERS ARE PRIORITIZED UNDER THE EVERY STUDENT SUCCEEDS ACT:

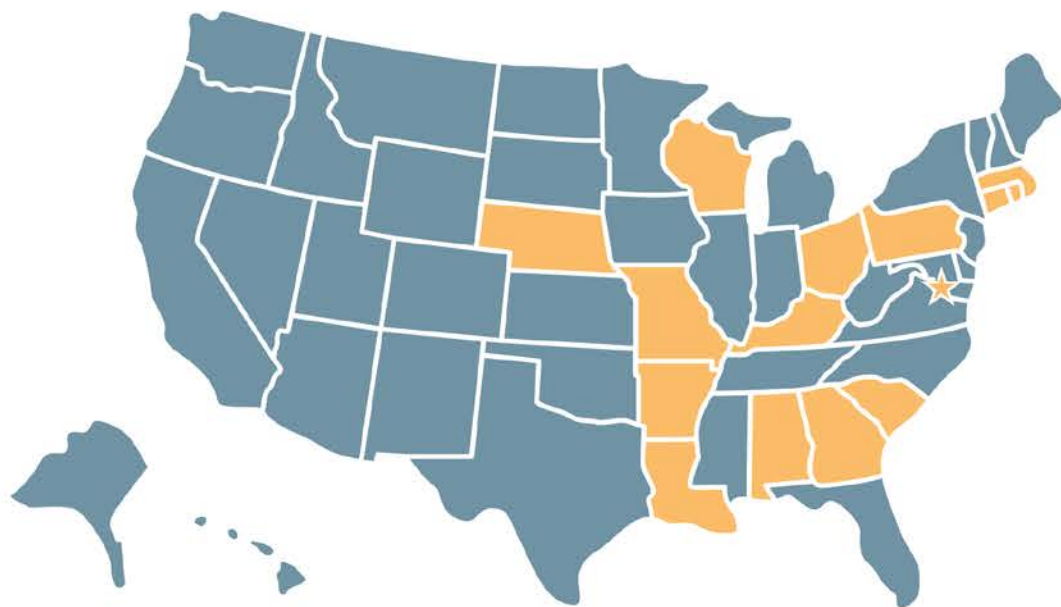
1. **REWARD** schools for getting more students to an “advanced” level.
2. **RATE** schools using a true growth model that measures the progress of all students, not just those who are low-performing or below the “proficient” line.
3. **INCLUDE** “gifted” (or “high-achieving”) students as a subgroup, and report their results separately.
4. **MAKE** growth for all students count for at least half of a school’s summative rating.

TABLE 1: RUBRIC FOR RATING STATE ACCOUNTABILITY SYSTEMS

INDICATOR	RATING
1. Does the state rate schools’ “academic achievement” using a model that gives additional credit for students achieving at an “advanced” level?	 / 
2. Does the state rate schools’ growth using a model that looks at the progress of all individual students, not just those below the “proficient” line?	 / 
3. Does the state’s accountability system include “gifted students,” “high-achieving students,” or the like as a subgroup and report their results separately?	 / 
4. When calculating summative school ratings, does "growth for all students" count for at least half of the rating?	 /  / NA*
Total number of stars possible	A maximum of 3 or 4 stars

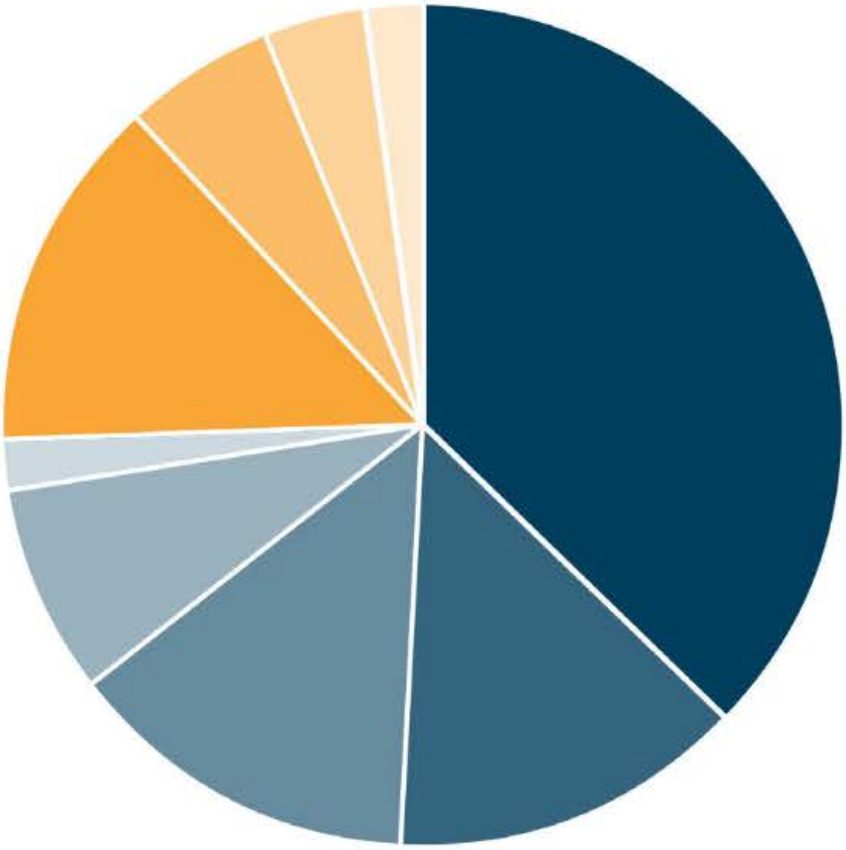
* State doesn’t calculate summative school ratings

FOURTEEN STATES AND THE DISTRICT OF COLUMBIA RATE OR PLAN TO RATE SCHOOLS' ACHIEVEMENT USING A MODEL (SUCH AS A PERFORMANCE INDEX) THAT GIVES ADDITIONAL CREDIT FOR STUDENTS ACHIEVING AT AN "ADVANCED" LEVEL.



DRAFT FEDERAL REGULATIONS APPEAR TO MAKE THESE MODELS ILLEGAL UNDER THE NEW LAW.

FIGURE 1: MOST STATES RATE SCHOOLS' GROWTH USING A MODEL THAT INCLUDES HIGH ACHIEVERS



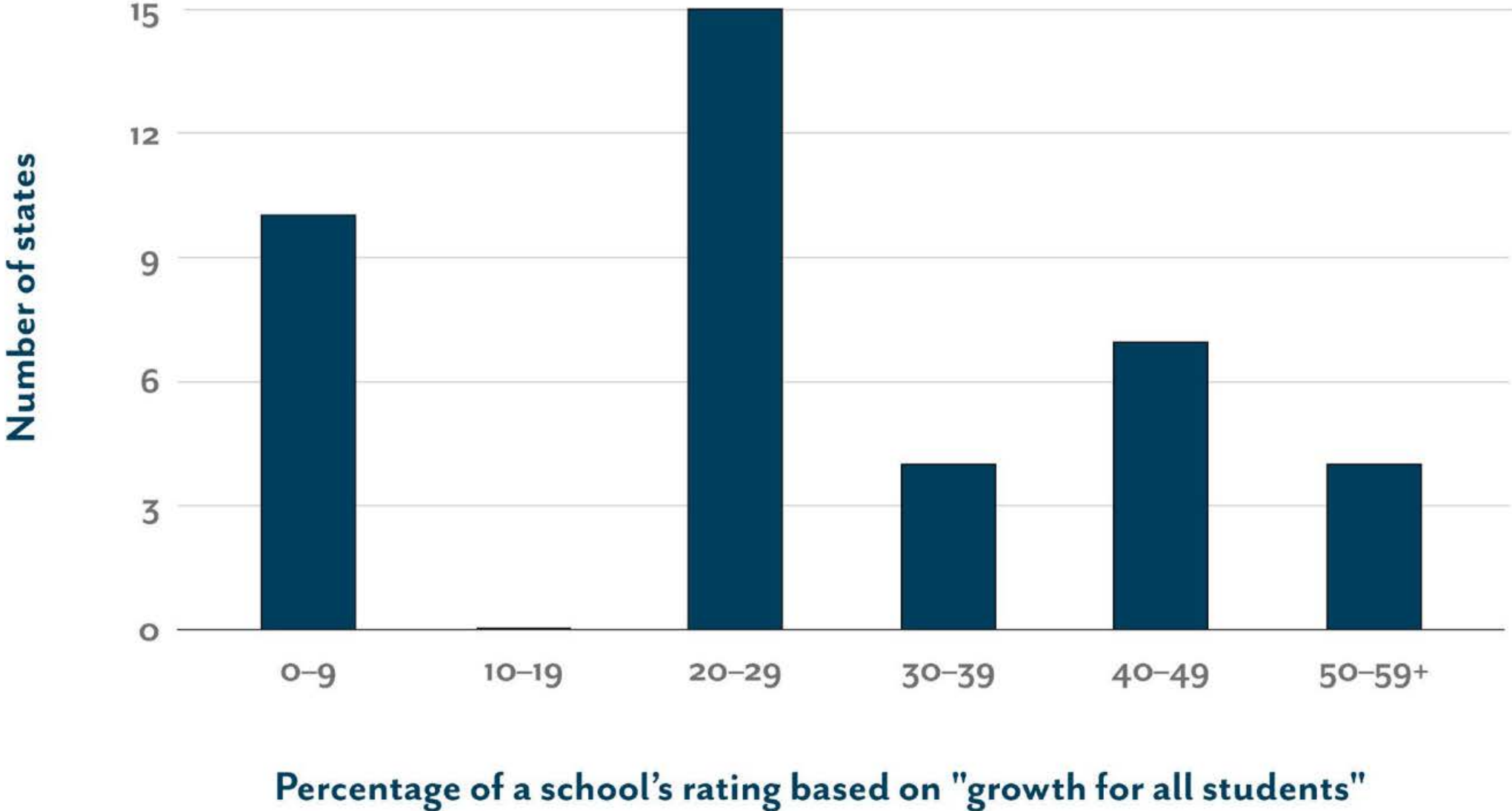
State rates schools' growth using a model that includes high achievers

- Student growth percentile model (19)
- Gain score model (4)
- Multivariate value-added model (7)
- Vertical scale model (1)
- Categorical growth model (7)

State does not rate schools' growth using a model that includes high achievers

- No growth model (7)
- Growth model not used consistently (2)
- Growth-to-proficiency model (3)
- Growth model for teachers only (1)

FIGURE 2: STATES WITH SUMMATIVE SCHOOL RATINGS ASSIGN LITTLE WEIGHT TO “GROWTH FOR ALL STUDENTS”





ONLY FIVE STATES—NEVADA, NORTH CAROLINA, OHIO, OREGON, AND WYOMING—TREAT HIGH-ACHIEVING STUDENTS AS A SUBGROUP AND SEPARATELY REPORT THEIR RESULTS AT THE SCHOOL LEVEL.

OVERALL, STATE ACCOUNTABILITY SYSTEMS DO VERY LITTLE TO ENCOURAGE SCHOOLS TO PAY ATTENTION TO HIGH-ACHIEVING STUDENTS.

ARKANSAS, OHIO, OREGON, AND SOUTH CAROLINA ARE THE ONLY STATES THAT CAN BE CONSIDERED LEADERS ON THIS ISSUE.



TABLE 2: RESULTS FOR STATES WITH NO SUMMATIVE SCHOOL RATINGS










	Ohio
	South Carolina
	Illinois, Kansas, New Jersey, Tennessee
	California, Maryland, Montana, New York, North Dakota

TABLE 3: RESULTS FOR STATES WITH SUMMATIVE SCHOOL RATINGS

	(None)
	Arkansas, Oregon
	Colorado, Connecticut, Georgia, Idaho, Kentucky, Massachusetts, Missouri, Nebraska, Nevada, North Carolina, Pennsylvania, Rhode Island, Wisconsin, Wyoming
	Alabama, Alaska, Arizona, Delaware, District of Columbia, Florida, Hawaii, Indiana, Iowa, Louisiana, Maine, Minnesota, Mississippi, New Hampshire, New Mexico, Texas, Utah, Washington, West Virginia
	Michigan, Oklahoma, South Dakota, Vermont, Virginia

RECOMMENDATION FOR THE DEPARTMENT OF EDUCATION:

ALLOW STATES TO RATE ACADEMIC ACHIEVEMENT USING A PERFORMANCE INDEX.

Such an allowance is both consistent with ESSA and in the best interests of students. Rather than once again encouraging schools to focus on “bubble kids” as they did under NCLB, the department’s final regulations should allow—or, better yet, encourage—performance metrics that account for the achievement of all students.

