

High Stakes Tests: Consequences for Untested Subject

Jane Hannaway
The Urban Institute

American Enterprise Institute
July 10, 2008

Performance Accountability in Education

- History
- What We Know
- Where We are Going

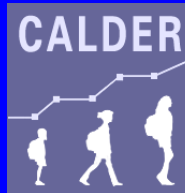
Pre-Accountability Behavior

4th/5th Grade Math Instruction – Early 80s

11% - applications/ problem solving

23 weeks difference in math instruction!

Source: Andrew Porter, 1989



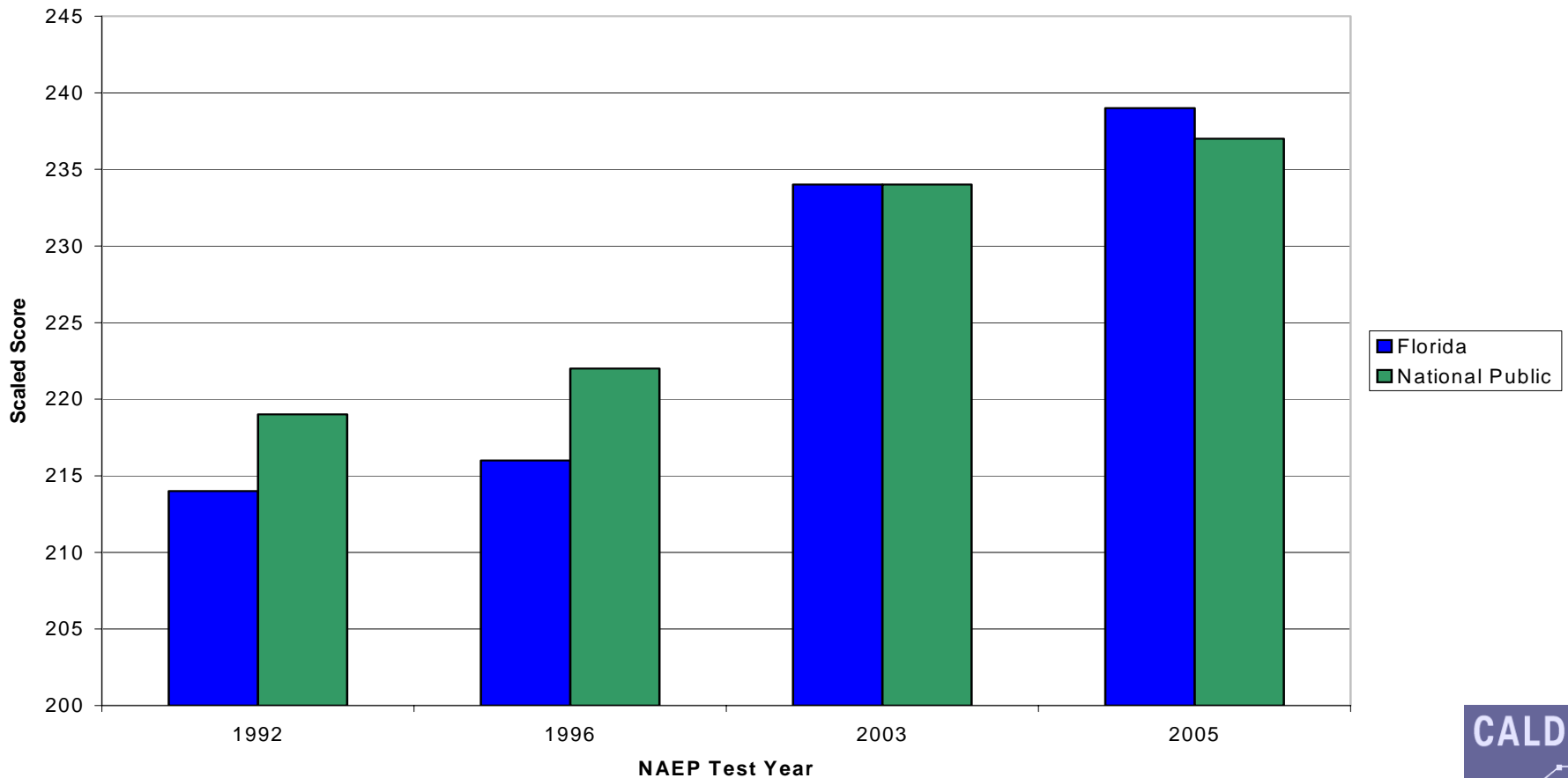
What We Know: Effects on Student Achievement

- Some beneficial effects
- Black Box studies
 - little attention to details of accountability systems
 - little attention to behavioral response

Student Performance- Math

By 2003, Florida had closed the gap with the national average

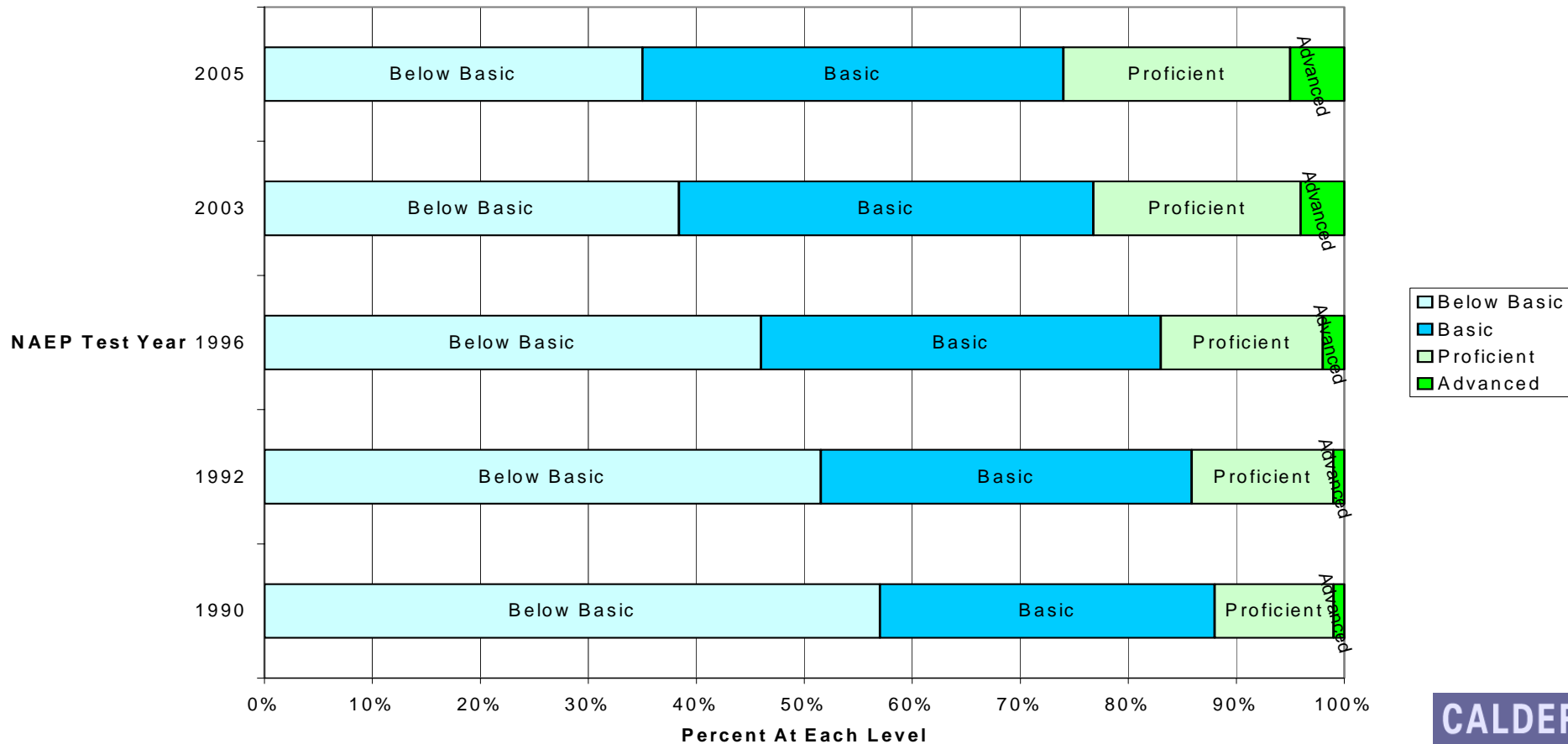
in 4th grade Math
4th Grade Mathematics NAEP Results



Student Performance – Math

Basic, Proficient and Advanced Achievement Levels

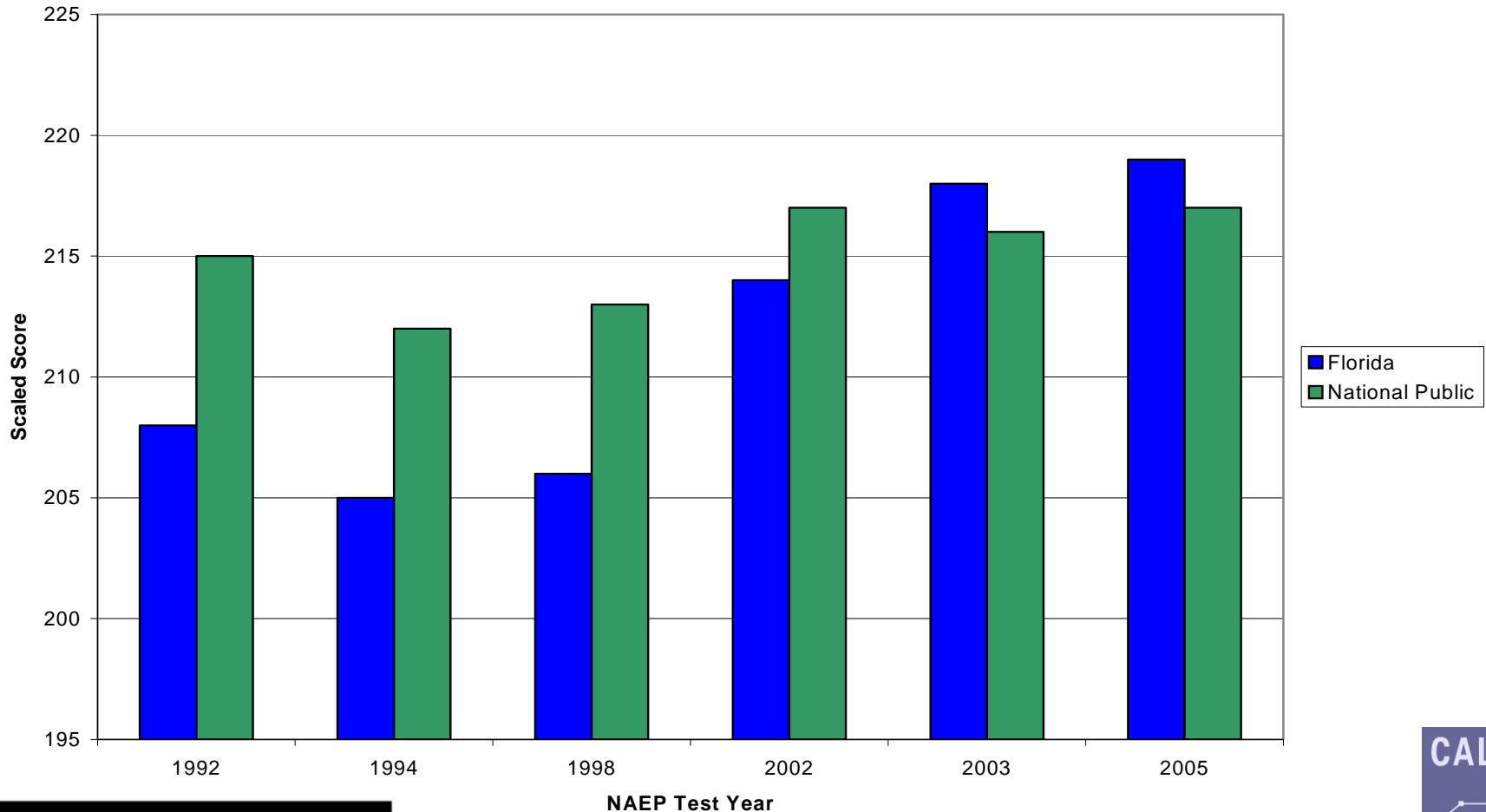
Achievement Levels for NAEP 8th Grade Mathematics



Student Performance – Reading

By 2003, Florida had closed the gap with the national average

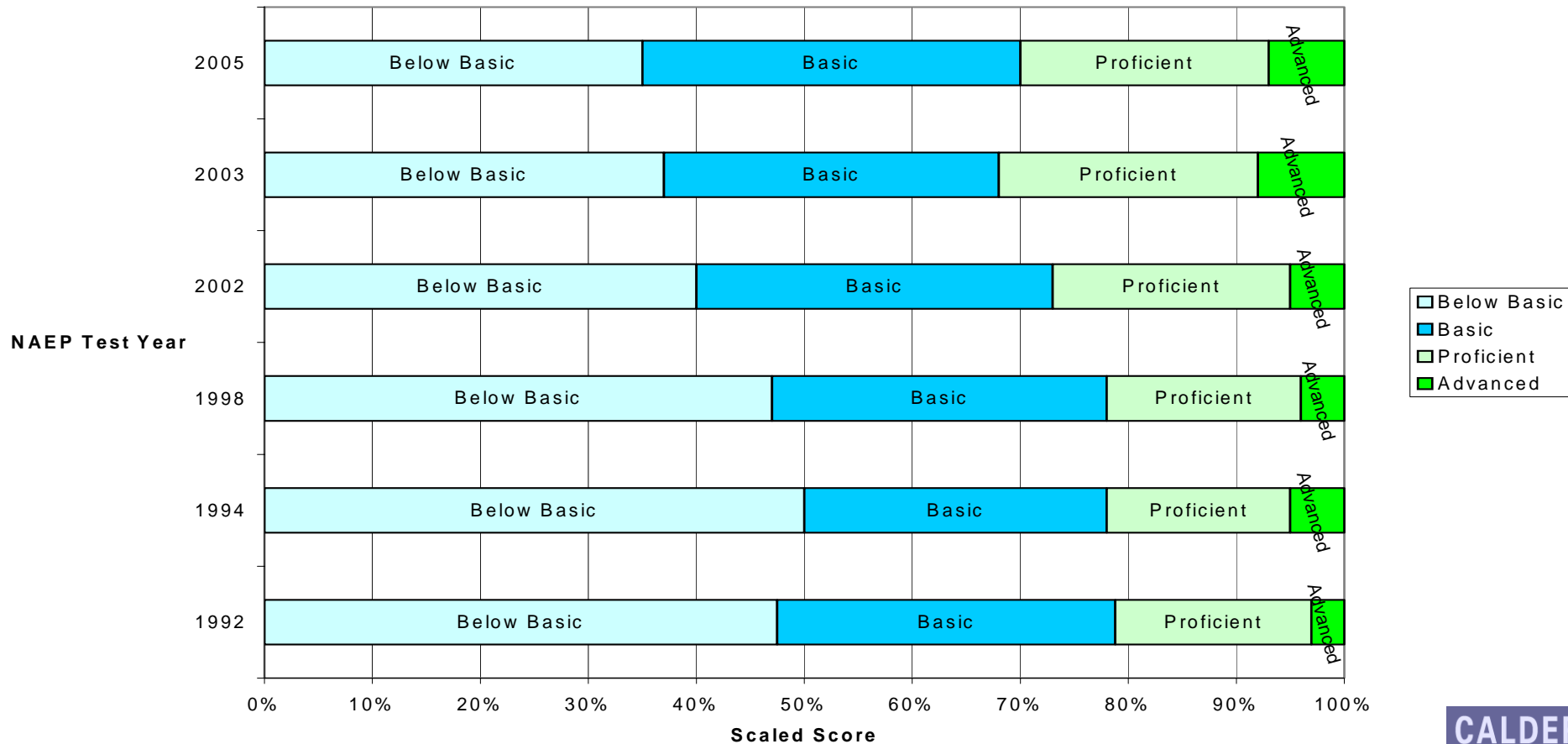
4th Grade Reading NAEP Results



Student Performance – Reading

Basic, Proficient and Advanced Achievement Levels in 4th

Achievement Levels in NAEP 4th Grade Reading



Intermediate Outcomes: Behavioral Responses

- Why Important?
 - Possible adverse consequences
 - Outcome measures insufficient to sort out relative costs and benefits

What we Know: Behavioral Responses

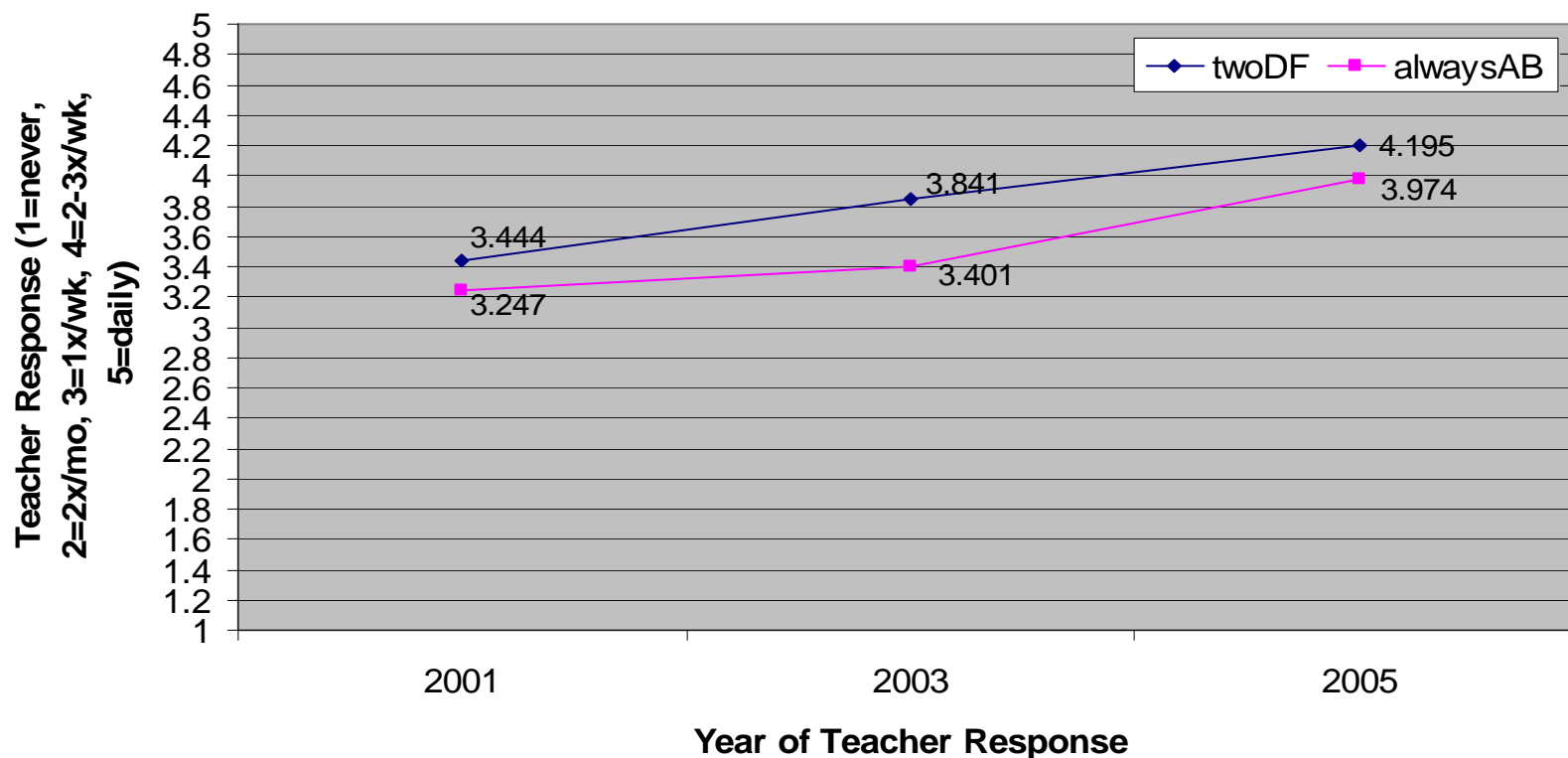
1. Strategic Behavior
2. Narrowing of curriculum
3. Focus on type of Student
4. Instructional skill effect
5. Infrastructure

What We Know: Narrowing of Curriculum and its Costs

- Clear Evidence
- Good or Bad?

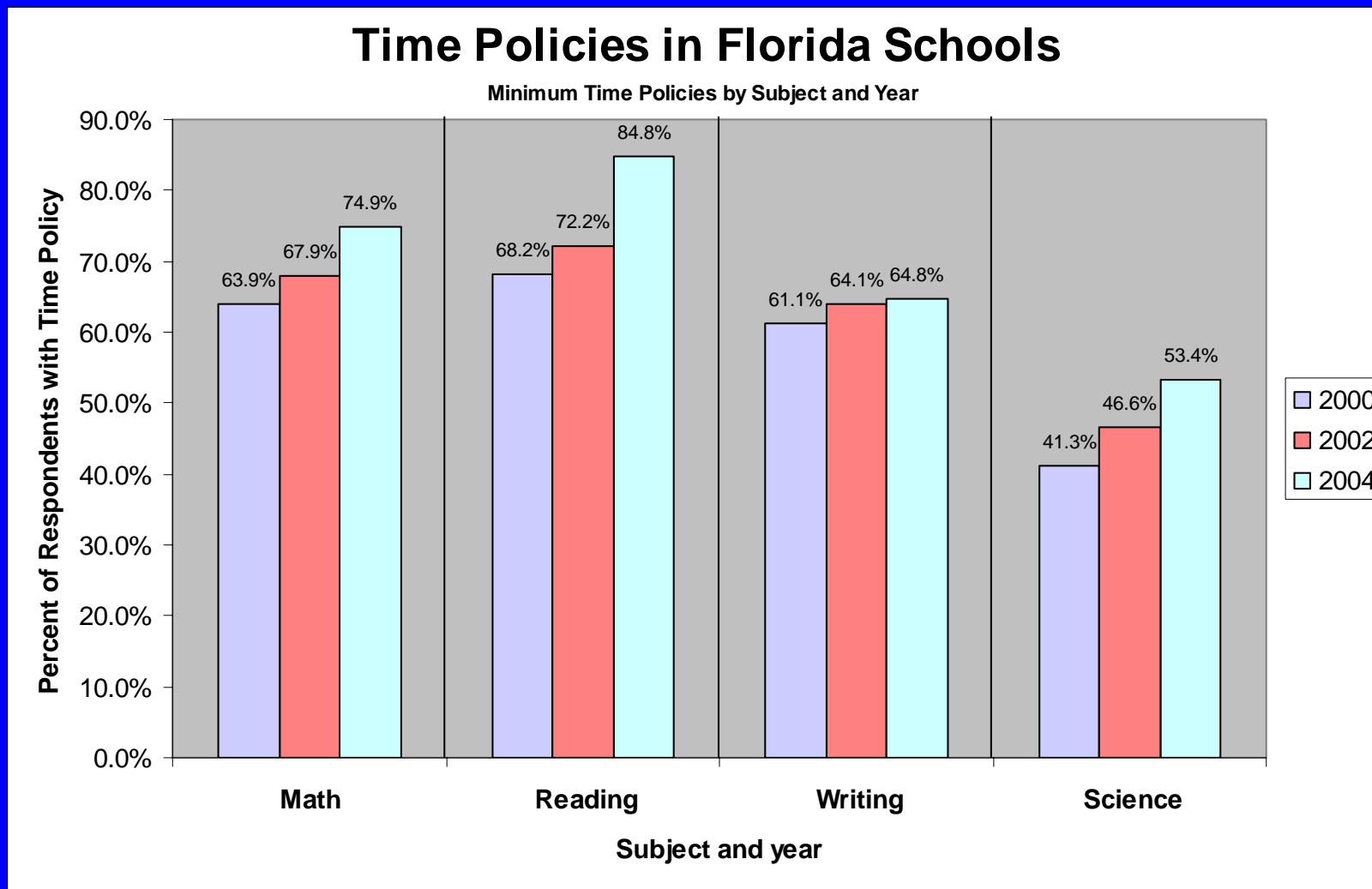
Teachers' Behavioral Responses to Δ in Accountability

Use of Performance-Based Exercises Similar to FCAT in the Regular Curriculum, by School Grade and Year



Source: Teacher Survey, Evaluation of A+ Accountability Plan

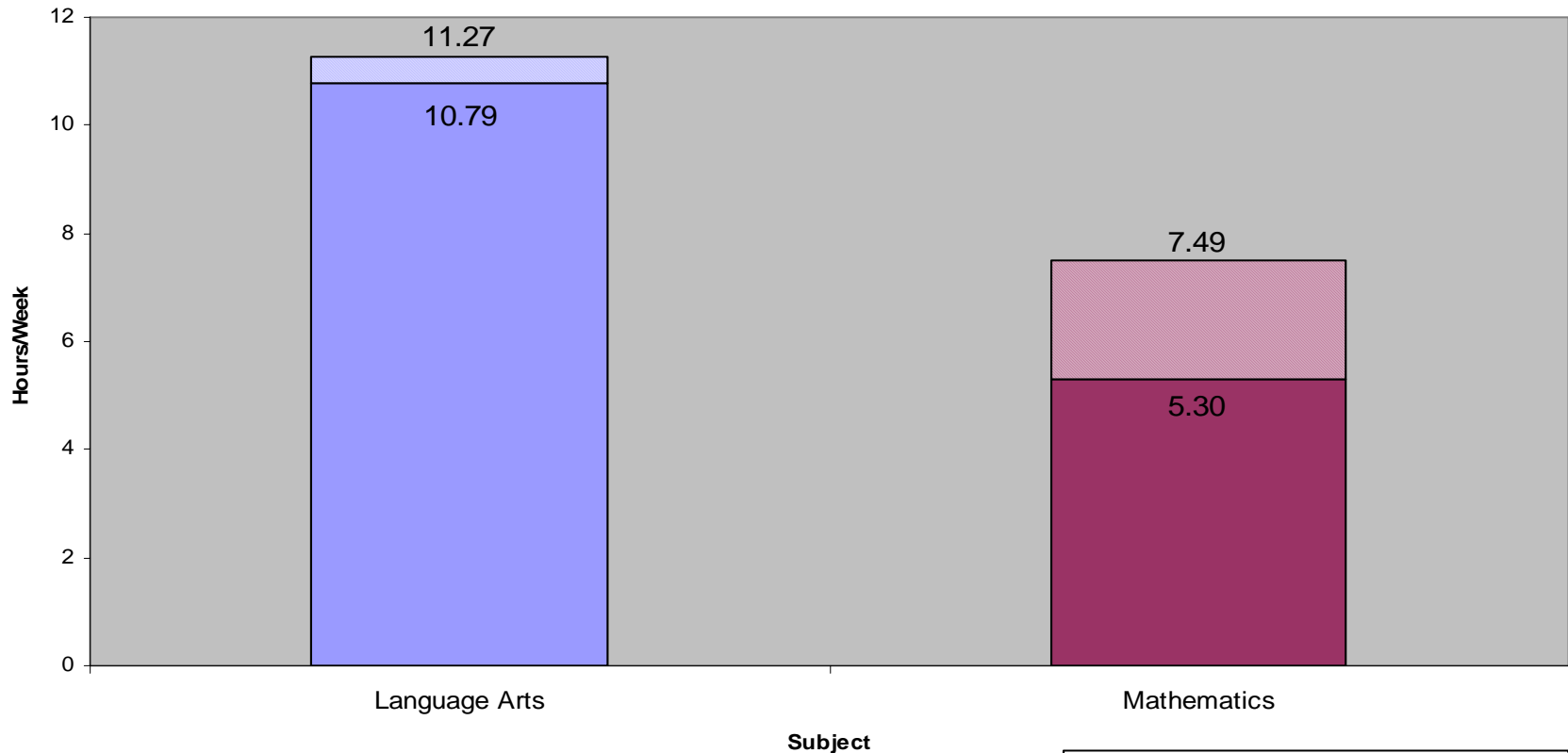
Time Policies in Florida Schools



Source: Teacher Survey, Evaluation of A+ Accountability Plan

Change in Instructional Focus R/LA and Math

Hours of Language Arts and Mathematics per Week,
1999-2000 and 2003-2004



Source: Teacher Survey, Schools and Staffing Survey 1999-2000, 2003-2004

1999-2000 2003-2004

Source: Teacher Survey, Evaluation of A+ Accountability Plan

Where are we heading?

- Accountability is not going away
- Some positive evidence on achievement
- Clear behavioral responses – Incentives!
 - Good and bad
 - Change in attitudes?
- Change in accountability schema

NCLB Issues

- Performance Measure – Growth
- Multiple Measures