Putting it all Together: Annual Differentiation under ESSA

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Center for Assessment

New York Regents Retreat

Center for Assessment

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Key Questions for the Regents

1. Are the indicators that Linda shared the right indicators for Tier 1?
2. Do the general depictions of the accountability models (presented shortly) resonate with you?
3. Does the approach for identifying schools for Comprehensive Support and Improvement make sense?

What does the law say?

‘‘(C) ANNUAL MEANINGFUL DIFFERENTIATION.—Establish a system of meaningfully differentiating, on an annual basis, all public schools in the State, which shall—

‘‘(i) be based on all indicators in the State’s accountability system under subparagraph (B), for all students and for each of subgroup of students, consistent with the requirements of such subparagraph;

‘‘(ii) with respect to the indicators described in clauses (i) through (iv) of subparagraph (B) afford—

‘‘(I) substantial weight to each such indicator; and

‘‘(II) in the aggregate, much greater weight than is afforded to the indicator or indicators utilized by the State and described in subparagraph (B)(v), in the aggregate; and

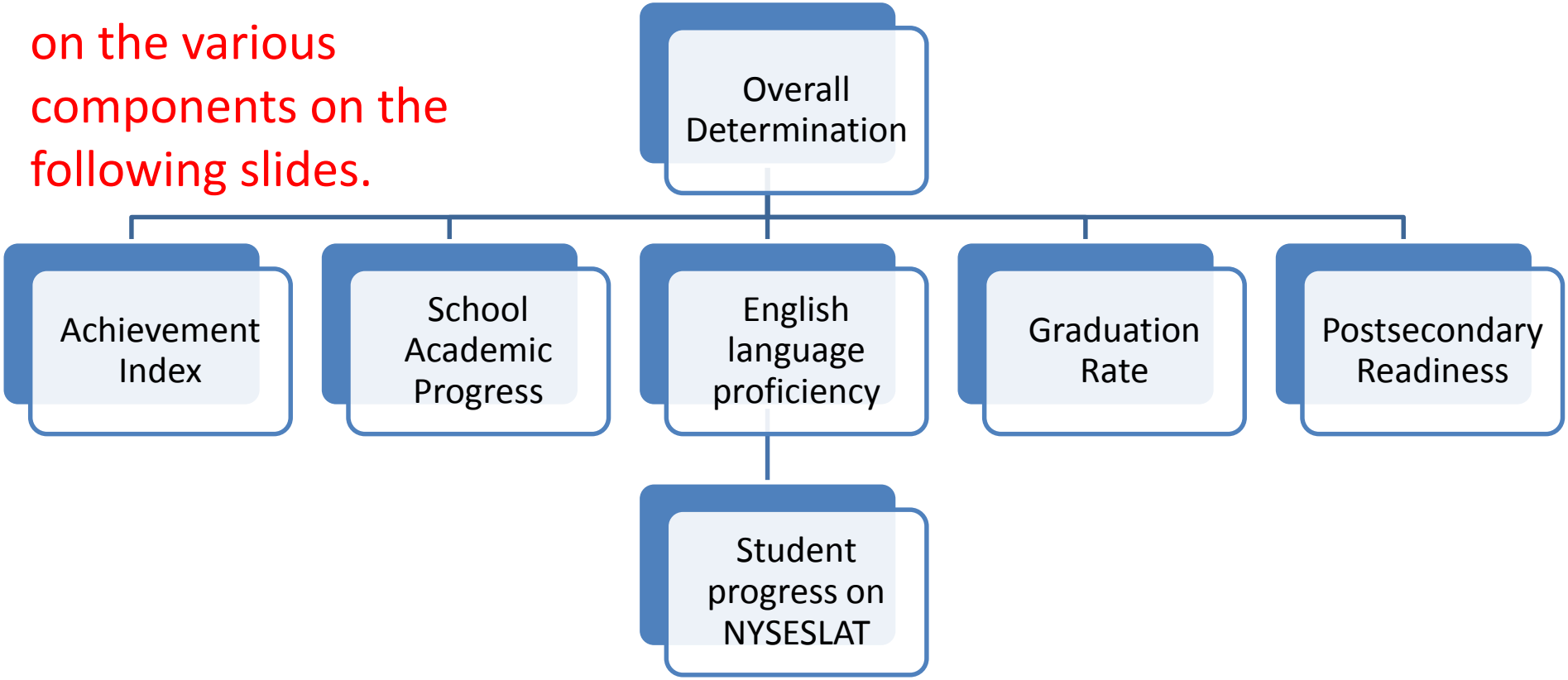
‘‘(iii) include differentiation of any such school in which any subgroup of students is consistently underperforming, as determined by the State, based on all indicators under subparagraph (B) and the system established under this subparagraph.

What does the system look like?

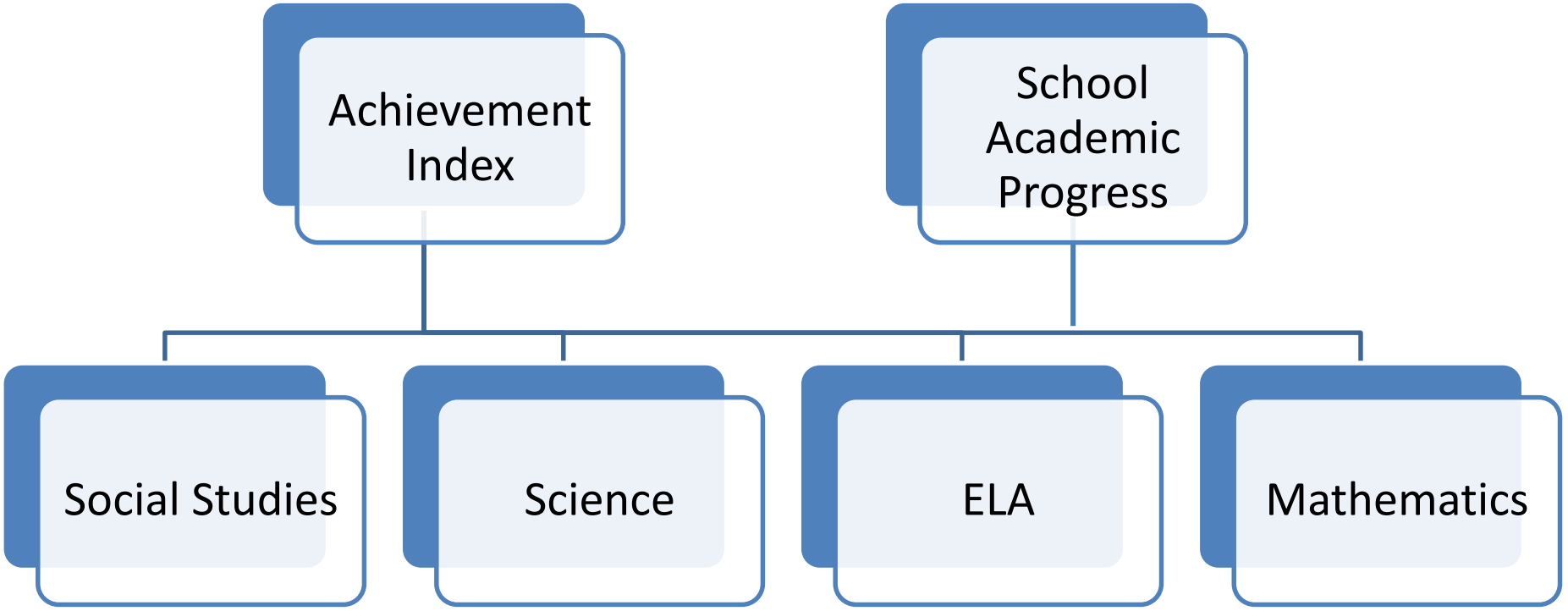
- As Linda just showed us, you selected several important indicators of school quality for Tier 1 and Tier 2
- We really have two related, but separate systems:
  - High schools
  - Elementary and middle schools
- In fact, depending on the School Quality and Student Success indicator(s) selected for middle schools, we might have **three** systems

A Schematic of the High School System

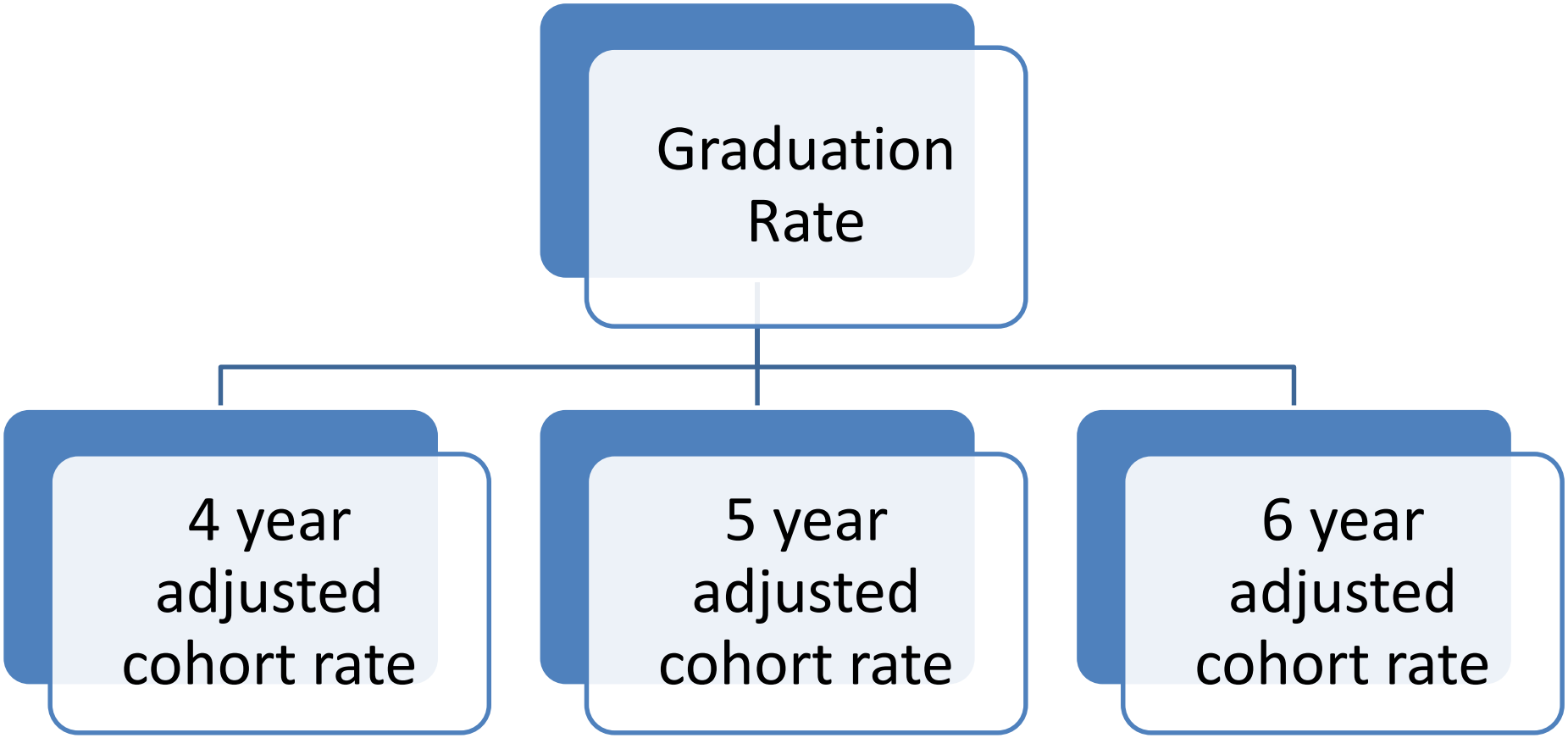
This is the 20,000 foot view. We will zoom in on the various components on the following slides.



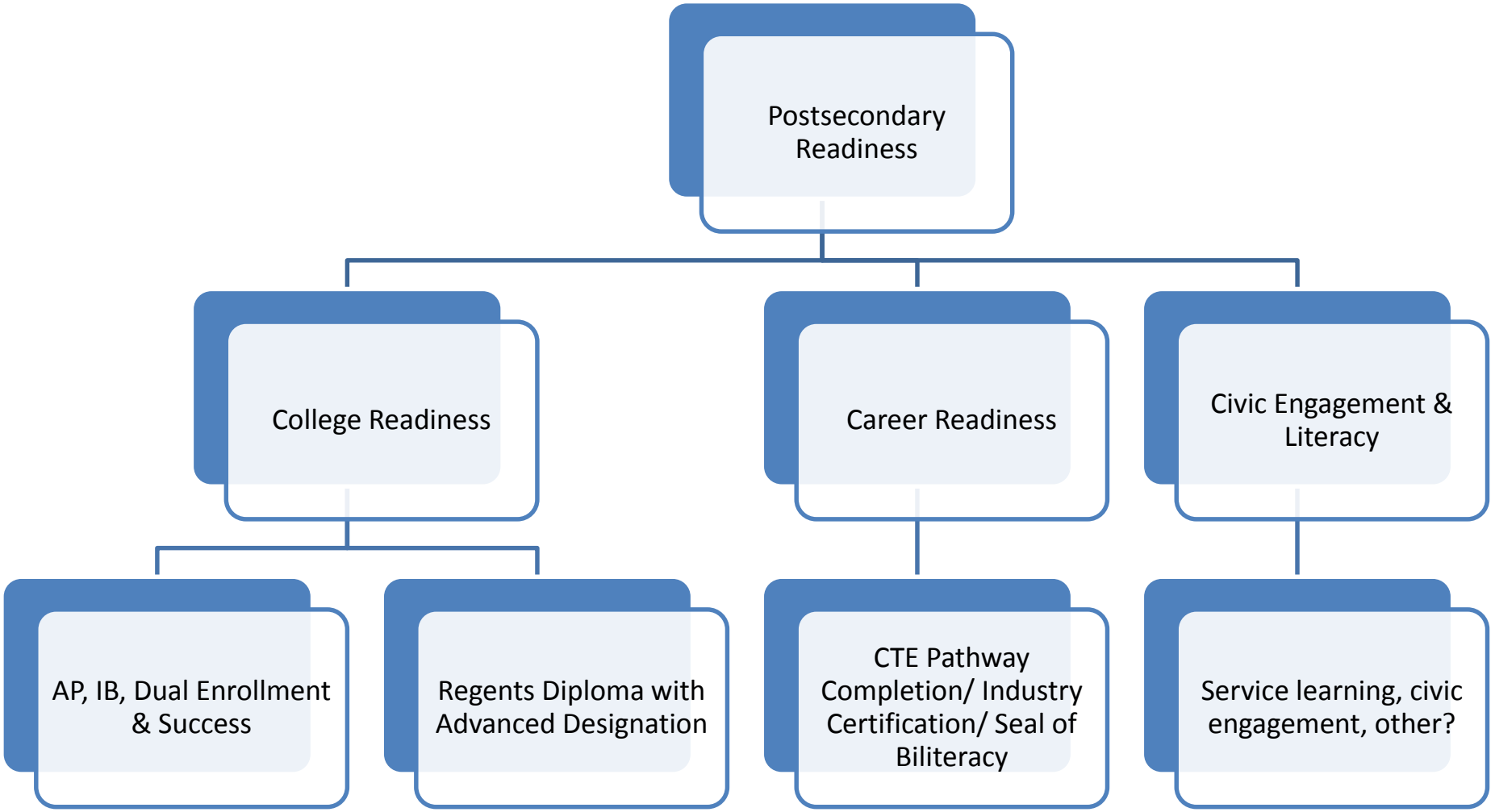
Zooming into the HS system-Academic indicators



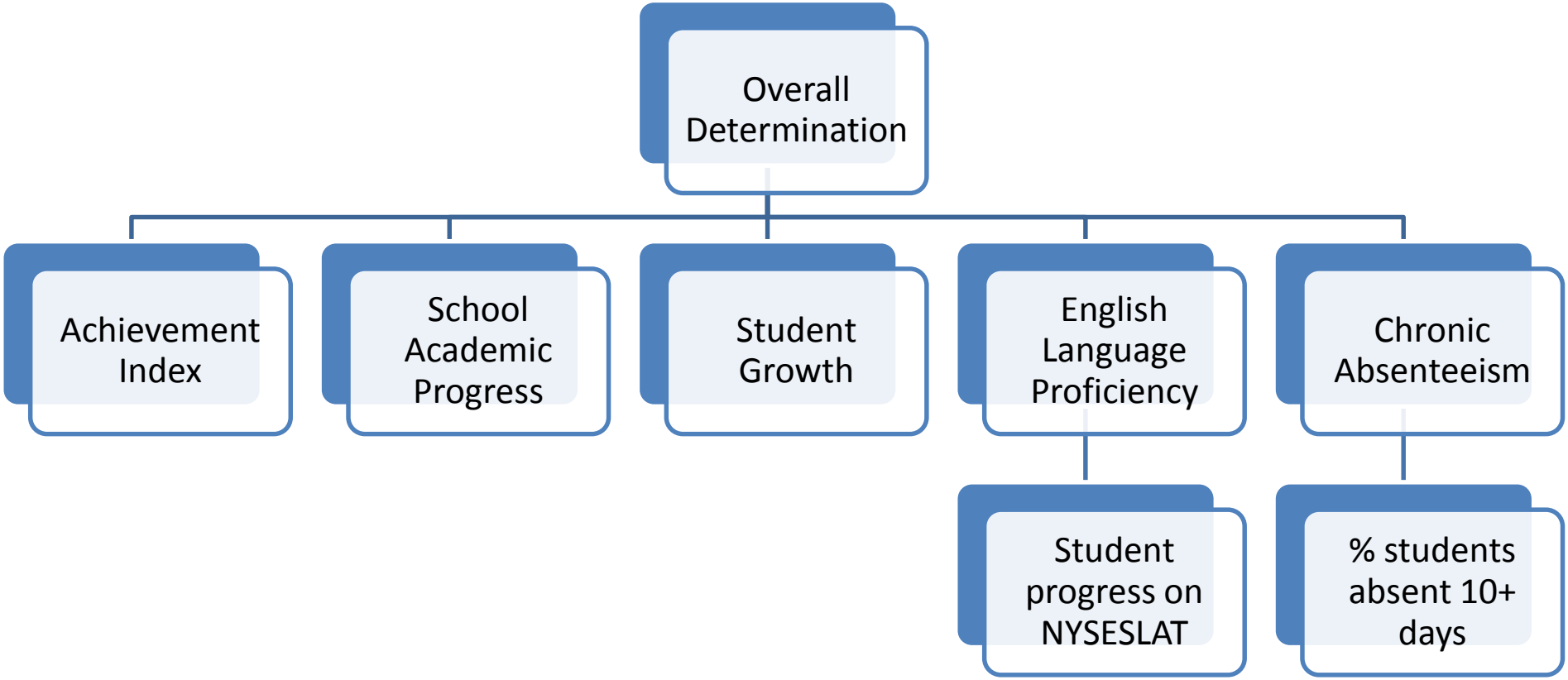
Zooming into the HS system-Graduation Rate



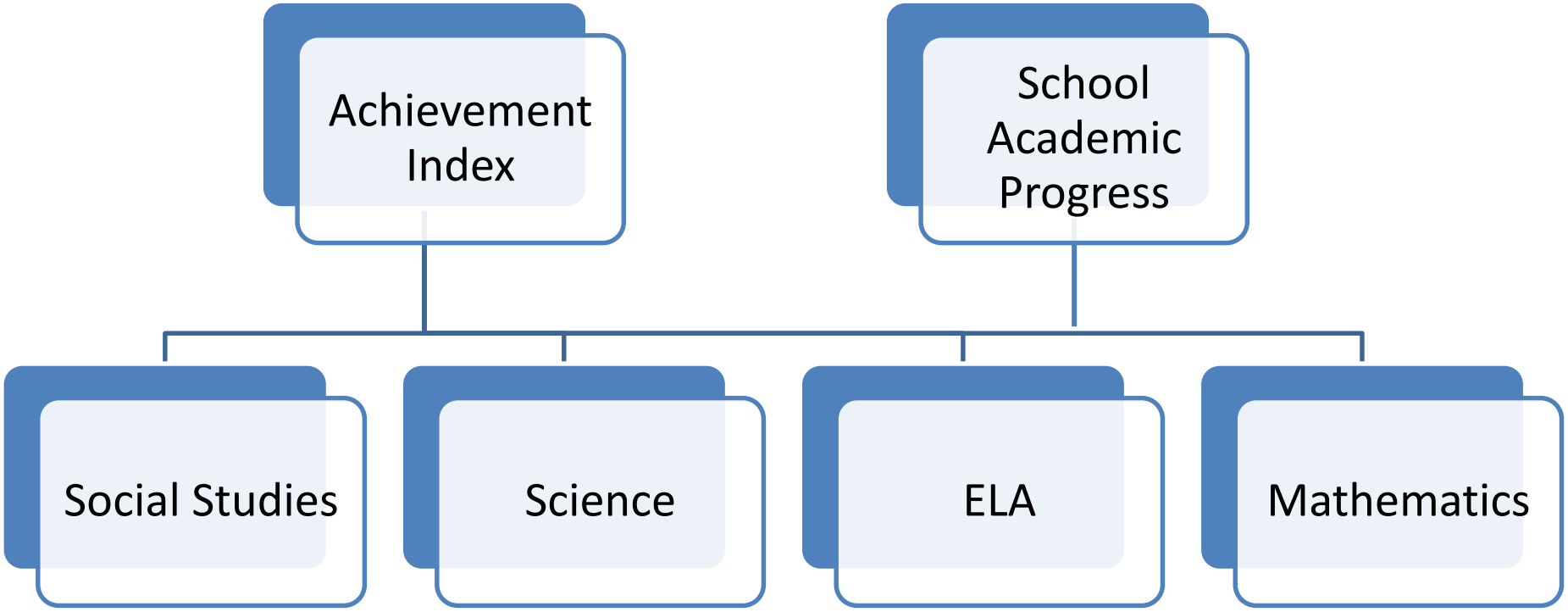
Zooming into the HS system- Readiness



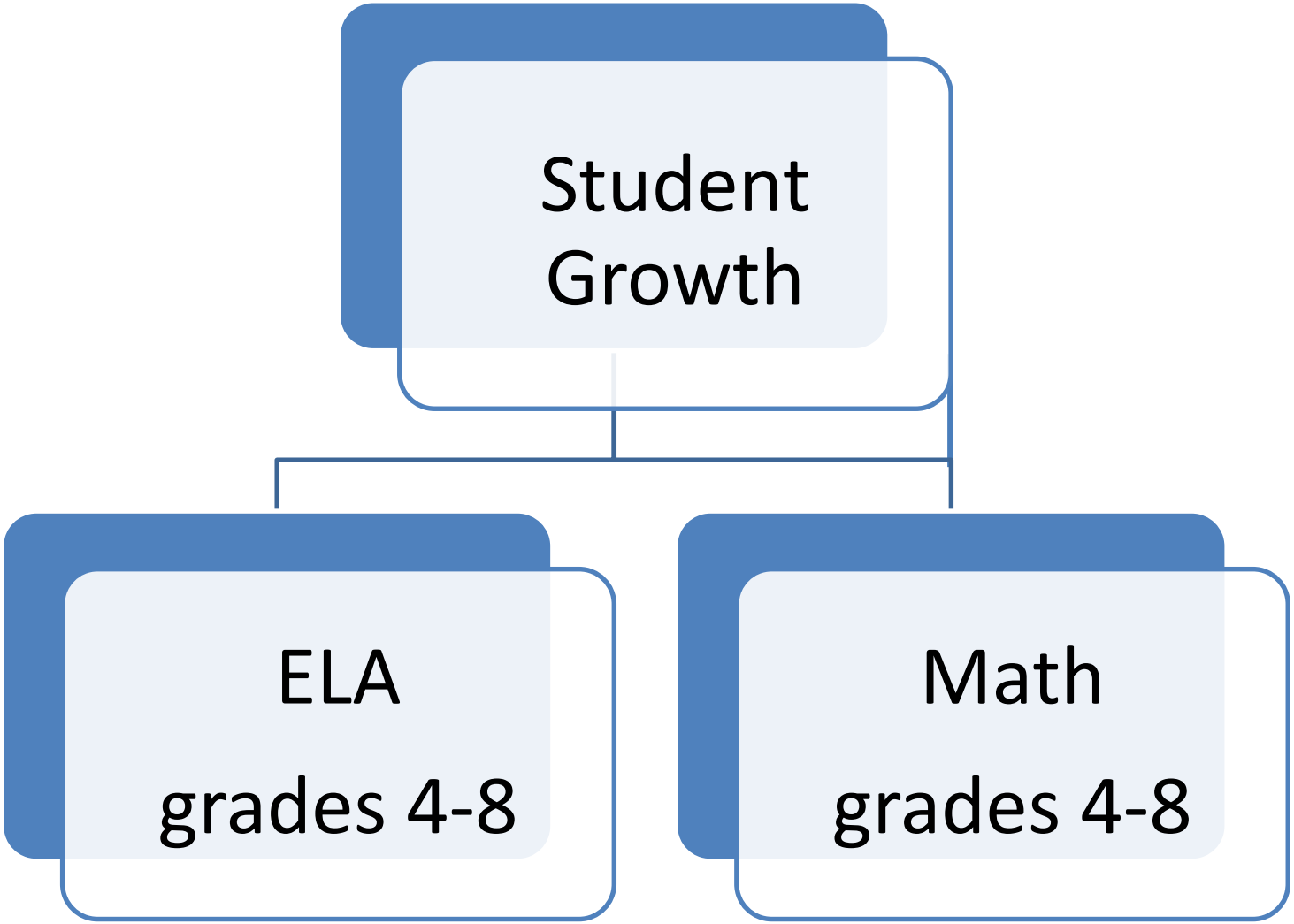
The Elementary/Middle School System



Zooming into the 3-8 system-Achievement/Progress



Zooming into the 3-8 system-Student Growth



Reflection from 3/27/17

- While there was not a consensus, it appears that the group favored a reporting system that included:
- an **overall** evaluation of "school quality"

AND

- Reports for **each indicator** in a dashboard
- We present a few examples in Appendix A to help ground our thinking…

Methods for producing overall determinations

If the desire is to produce overall determinations, there are three general classes of methods for doing so

- Weighted Index or Composite
- Profiles or Decision Rules
- Decision Tables or Matrices

- Each approach has strengths and shortcomings..
  - Decision tables are likely too complex given the number of indicators
  - If you want a **score**, weighted index/composite is the only choice
  - Should be coherent with the approach used to identify schools for Comprehensive and Targeted Support and Improvement

Method #1 - Weighted Index or Composite

- Most **commonly** used method among states right now
- Relatively easy to implement
- Results in a total **score** is often translated into an overall **rating** (but does not necessarily have to be)
- Assumes that the weights assigned ("nominal") are the same as when the composite is calculated ("effective")
  - This is usually wrong!
- Should employ a deliberative process (e.g., standard setting) to convert scores to ratings
- The following slides provides a typical example…

Weighted composite elementary example

School	Achieve x 0.25	Progress x 0.25	Growth x 0.25	ELP x 0.15	Chronic Absence x .1	Total Score
PS 1	3	2	1	1	2	1.85
PS 2	4	2	3	3	3	3.00
PS 3	2	2	4	3	3	2.75
PS 4	1	2	2	3	2	1.90

In this example of a weighted composite model, four fictional schools are used with the weights indicated in the header. All the indicators were first converted to a common scale (1-4 in this case) before creating the total composite. This is not a requirement but used here for simplicity.

Method #2 - Profiles or Decision Rules

- A set of decision rules used to evaluate school profiles (scores on the various indicators) against narrative descriptions of performance
- By working through this process, rules are established to place schools into various overall levels based on the constellation of indicator values

Profile/Decision Rules Example--Elementary

School	Achieve	Progress	Growth	Absent	ELP	Overall
PS 1	4	4	4	4	4	Level 4
PS 2	3	3	3	3	3	Level 3
PS 3	2	2	2	2	2	Level 2
PS 4	1	1	1	1	1	Level 1
PS 5	1	2	4	2	3	Level 1/2?
PS 6	3	1	2	2	3	Level 2/3?
PS 7	2	4	3	2	4	Level 2/3?

As you can see, the homogeneous profiles are easy to evaluate. The heterogeneous profiles require decision rules to make determinations. For example, for E, F, G, decision rules could result in all of these schools be same level (2) or each being a different level (1, 2, 3).

What do you value?

- Which approaches do you think will have the most credibility with district and school leaders, policymakers, and the general public?
- Sometimes it is difficult to have both transparency and high technical quality. Which feature should be prioritized?
- Should this be an empirical decision largely by (once we settle on indicators) seeing how schools fare under the different approaches to shed light on how the different approaches work with NY data?

Identification for Comprehensive Support

- We have been discussing two potential options, both of which are based on the notion that low achievement, combined with other factors, puts the children most at risk

- For high schools, keep in mind that all high schools with graduation rates (can use 5- or 6-year rate) less than 67% must be identified for Comprehensive Support and Improvement

Potential CSI-ID Approach #1 (Elementary)

School	Achieve	Growth	Progress	Chronic Absence	ELP	Decision
PS 11	Low					
PS 12	Low					
PS 13	Low					
PS 14	Low					
PS 15	Low					
PS 16	Low					
PS 17	Low					

First, we identify Title I schools with very low achievement, likely in the lowest 10% or so of the state distribution.

Potential CSI-ID Approach #1 (Elementary)

School	Achieve	Growth	Progress	Chronic Absence	ELP	Decision
PS 11	Low	Low				
PS 12	Low	Average				
PS 13	Low	Average				
PS 14	Low	Low				
PS 15	Low	Average				
PS 16	Low	High				Watch?
PS 17	Low	High				Watch?

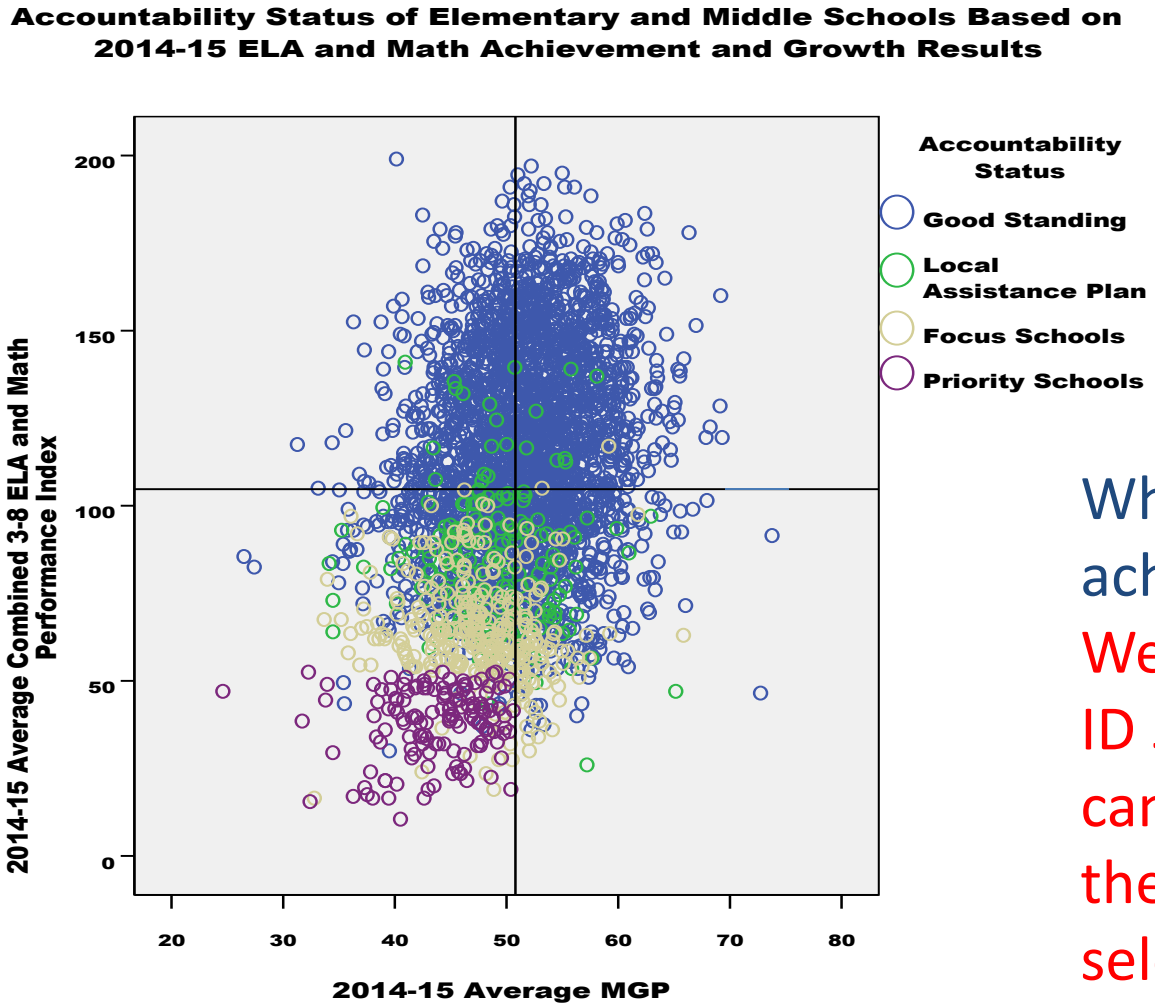
We then look at the growth indicator and we see evidence of high growth for schools 16 & 17 which might allow the school to be placed on a "watch" list or to avoid identification altogether.

Potential CSI-ID Approach #1 (Elementary)

School	Achieve	Growth	Progress	Chronic Absence	ELP	Decision
PS 11	Low	Low	Low	Low	Low	CSI
PS 12	Low	Average	Low	Average	Low	CSI
PS 13	Low	Average	Average	Low	Average	Watch?
PS 14	Low	Low	Low	Average	Average	CSI
PS 15	Low	Average	Low	High	High	Watch
PS 16	Low	High	Average	Average	Average	OK?
PS 17	Low	High	Average	Low	Low	Watch

We then follow this procedure by examining school performance on the rest of the indicators to evaluate whether the schools should be placed on a "watch" list or to avoid identification altogether.

Potential CSI ID approach #2 (growth & achievement)



What do we value: achievement or growth?

We can adjust axis until we ID 5% of Title I schools. We can rely on signal-detection theory to help fine-tune our selection.

Potential CSI Approaches

- Which of these approaches, if either, make the most sense to you?
- Are there other approaches that we should consider?
- Which is most coherent with the proposed method for producing annual determinations for all NY schools?

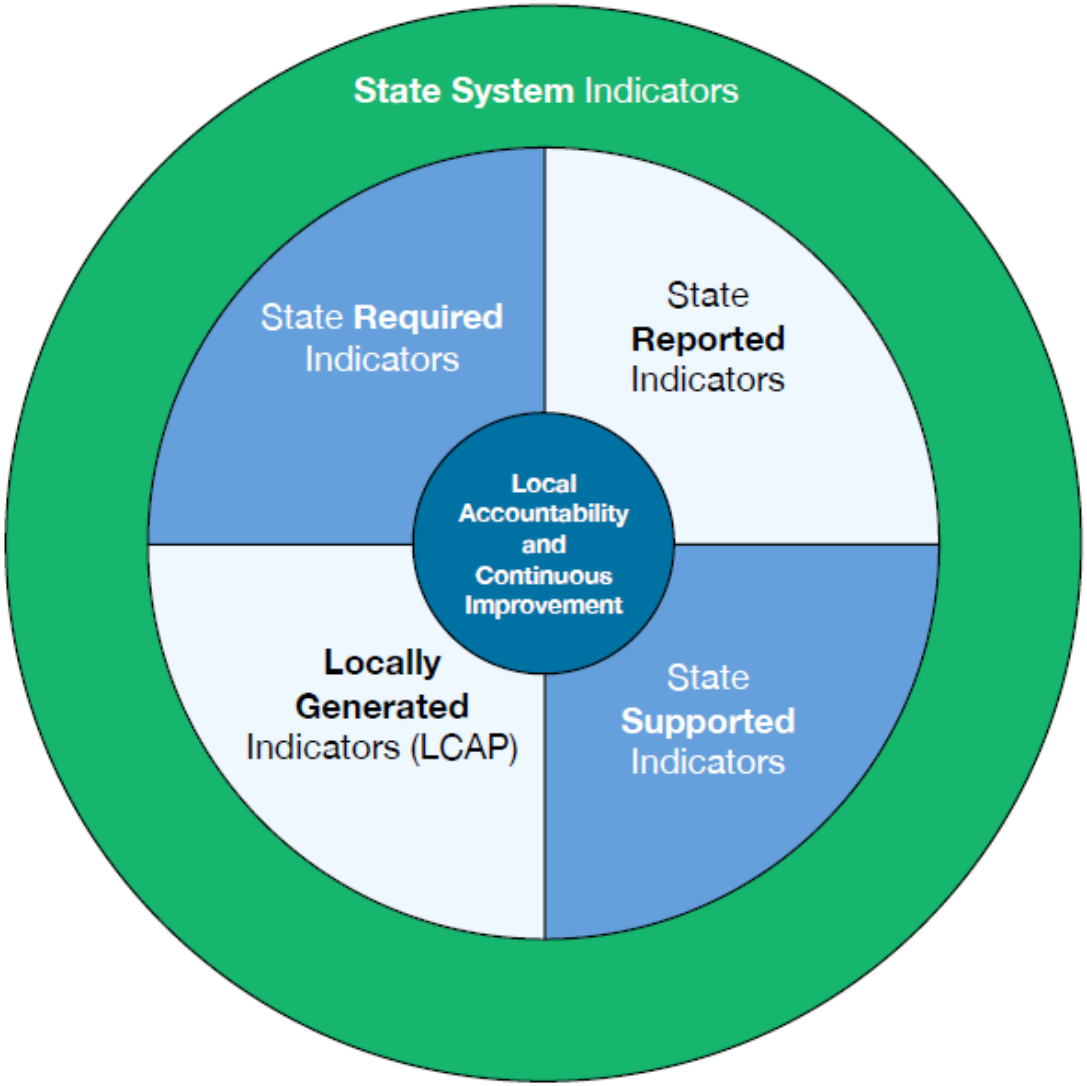
Questions/Comments

- Other questions and comments?

Appendix A: Reporting Considerations and Examples

Possible Approaches to Reporting

- Reporting can address as many or as few of the system's indicators as desired
- Report cards can be cumbersome
- Dashboards can be more flexible
  - Larger amounts of information
  - More intuitive ways of drilling into information (down, up, across)
- Both must provide ratings and information on achievement, graduation, and ELP rates

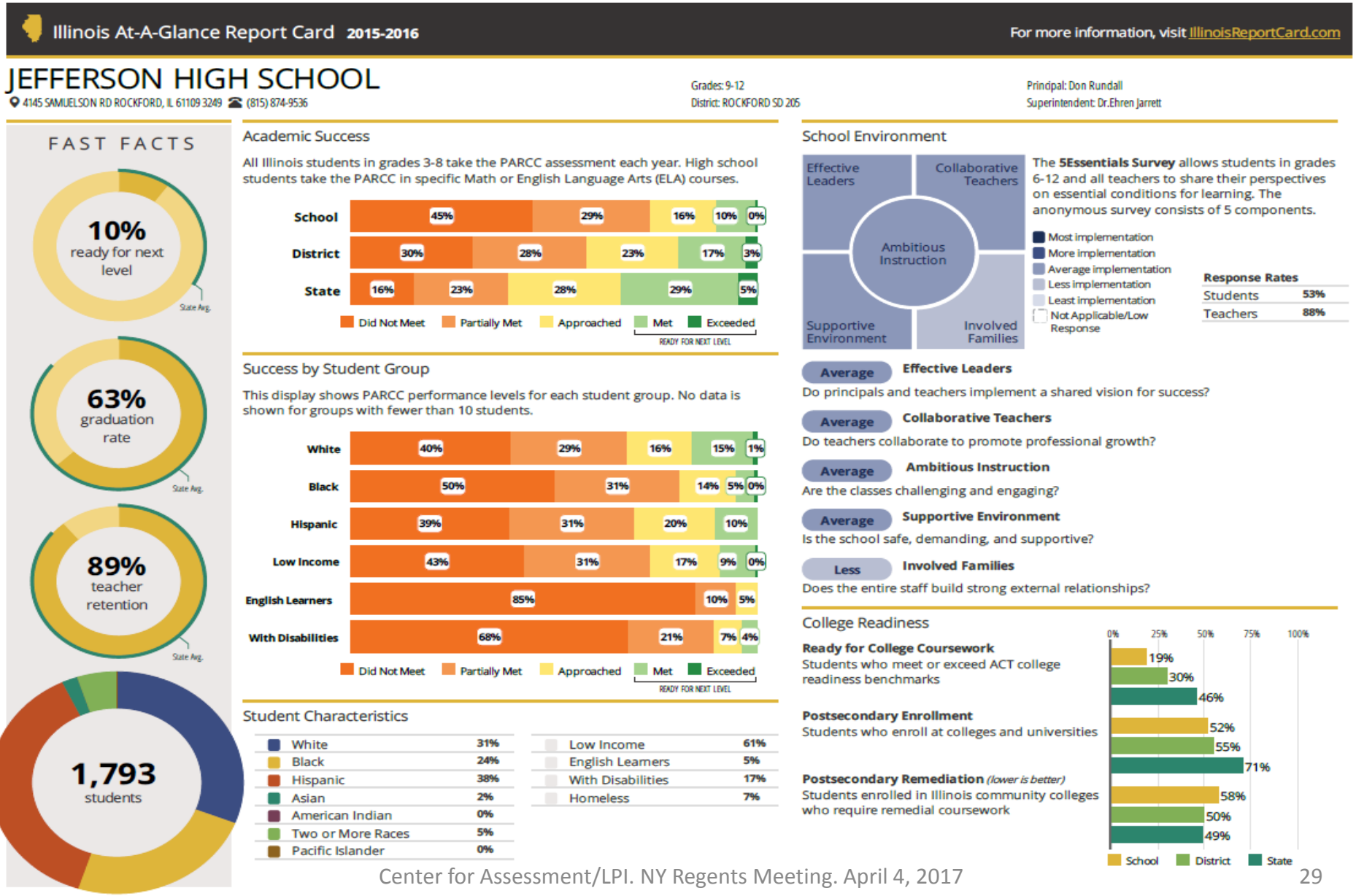


Examples of Reporting Approaches

- Three examples will be presented
  - Illinois Report Card
  - Ohio Report Card (but more like a dashboard)
  - Wisconsin Report Card & Dashboard

- Displays will differ in their approach
  - Zooming in
  - Drilling down to make additional comparisons
  - Degree of companion reporting for schools

Illinois Example—No overall rating



Illinois Example

Illinois At-A-Glance Report Card **2015-2016** For more information, visit IllinoisReportCard.com

JEFFERSON HIGH SCHOOL

School Highlights

Academic Courses
AP Biology, AP Calculus AB, AP Chemistry, AP English Language and Composition, AP English Language and Composition, AP English Literature and Composition, AP Environmental Science, AP Macroeconomics, AP Physics B, AP Psychology, AP Spanish Language, AP Spanish Language, AP Statistics, AP Studio Art-Drawing Portfolio, AP Studio Art-General Portfolio, AP United States Government and Politics, AP United States History, Automotive Technician I, Fire-Fighting I, French I-II, French I-III, French I...

Career Development Courses and Programs
Accounting II, Accounting I, Architectural Drafting I, Automotive Technician I, Automotive Technician II, Beginning Digital Graphics, Beginning Machining, Business and Technology Concepts, Care and Learning Services Occupations, Child Development and Parenting, Communication Technology, Computer Concepts and Software Applications, Cooperative Education, Digital Graphics, Drafting, Information Processing I, Information Processing II, Introduction to Family and Consumer Sciences Careers, Intro...

Physical Education, Heath and Wellness

Athletics

Other Programs and Activities

School Personnel Resources
Librarian/Media Specialist, Paraprofessional, School Guidance Counselor, Special Education Teacher

School Awards

Facilities

FOR MORE INFORMATION

Visit IllinoisReportCard.com to see additional details about each item of information for this school. There you will find charts spanning multiple years, detailed explanations, resources more of the school's programs and activities, and powerful tools that let you dig deeper into data.

Most of this data has been collected by ISBE from school districts through data systems. Some information, such as the School Highlights, is entered directly by principals and can be updated throughout the year.

District Finance

Instructional Spending per Pupil includes only the activities directly dealing with the teaching of students or the interaction between teachers and students.

	2013	2014	2015
District	$6,440	$6,691	**$7,145**
State	$7,094	$7,419	**$7,712**

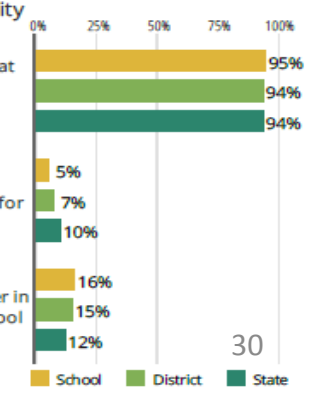
Operational Spending per Pupil includes all costs for overall operations in this school's district, including Instructional Spending, but excluding summer school, adult education, capital expenditures, and long-term debt payments.

	2013	2014	2015
District	$11,246	$11,867	**$12,141**
State	$12,045	$12,521	**$12,821**

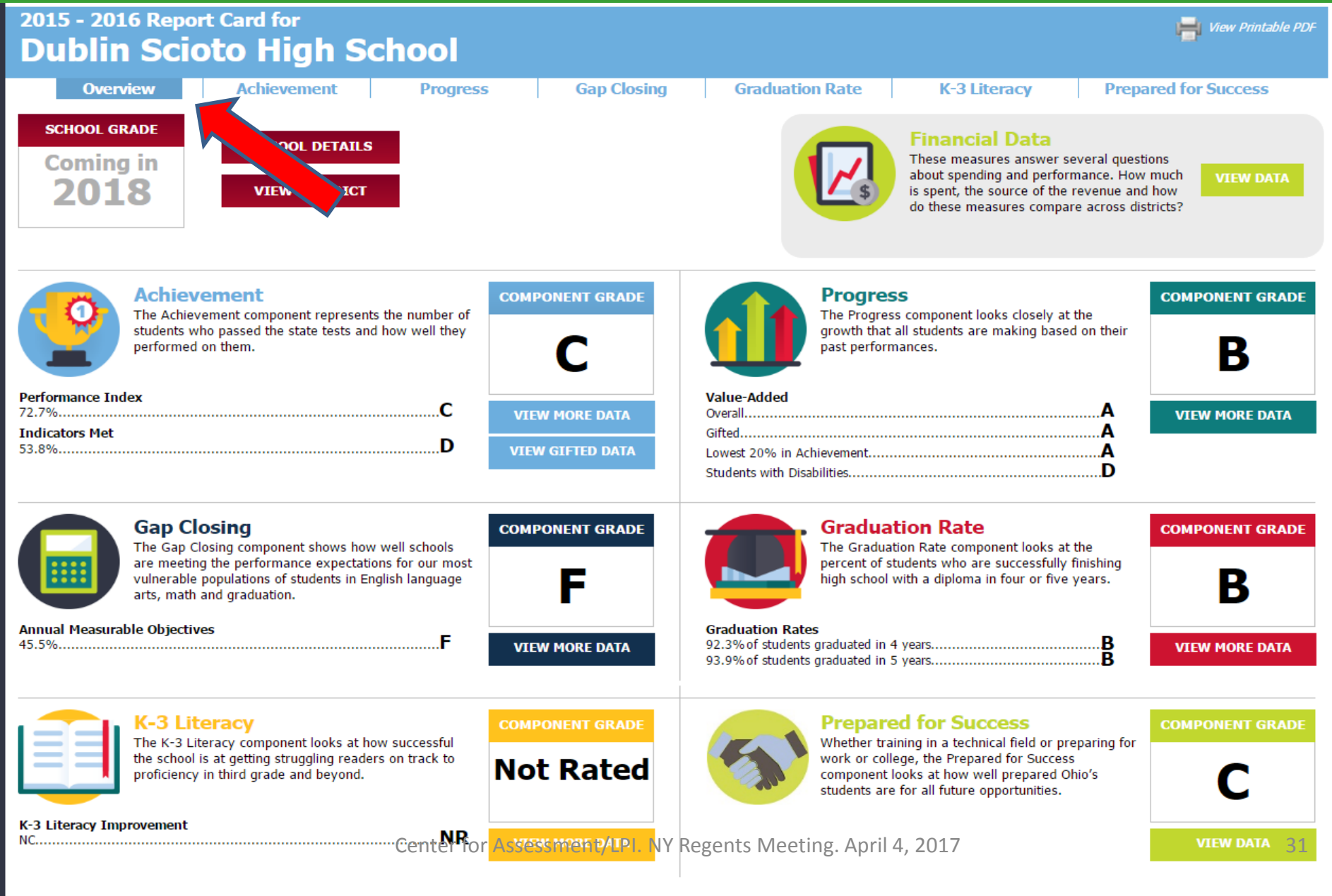
Educator Measures

This school has had **2 principal(s)** over the past 6 years. In the last three years, an average of **89% of teachers** return to this school each year.

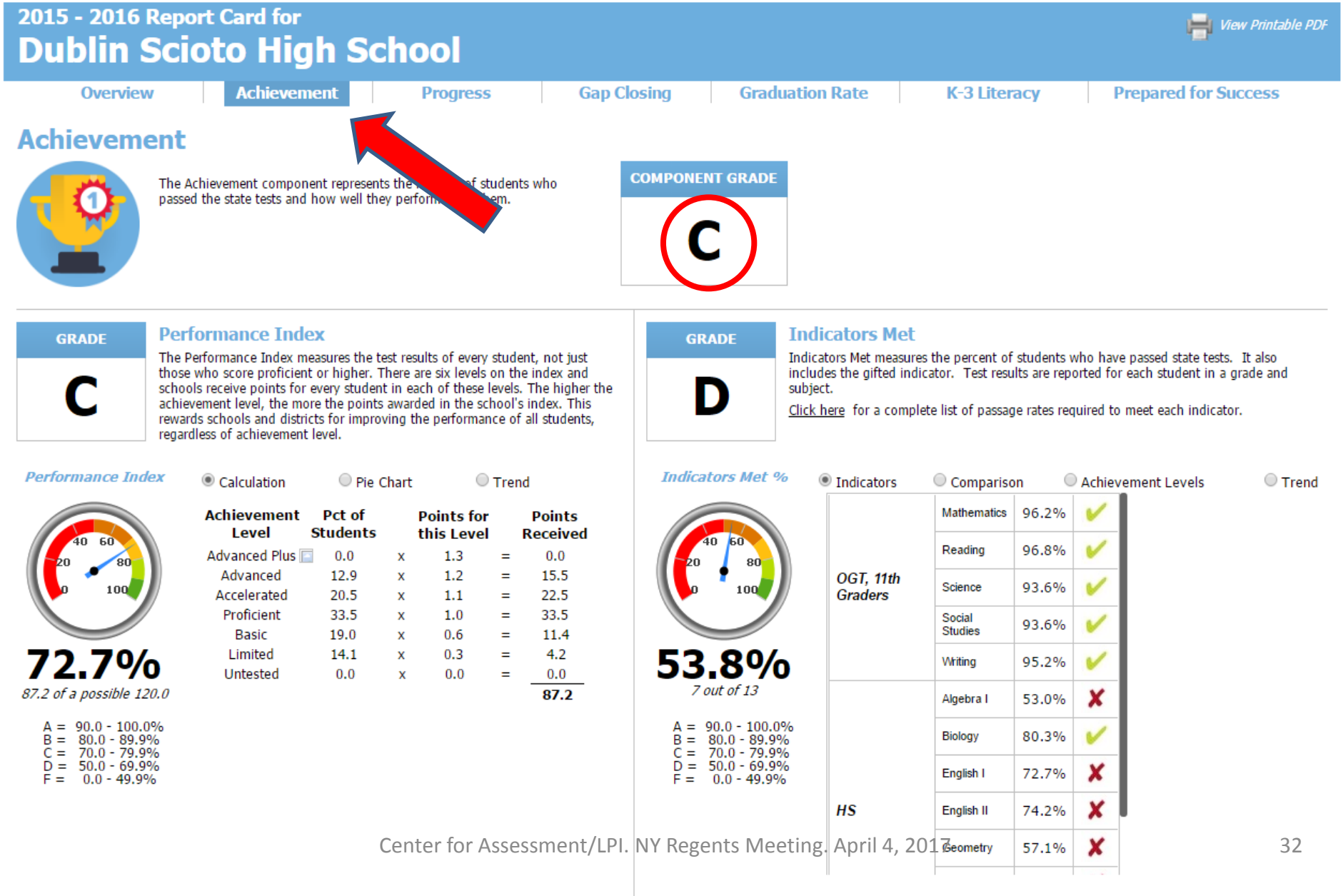
Student Attendance and Mobility



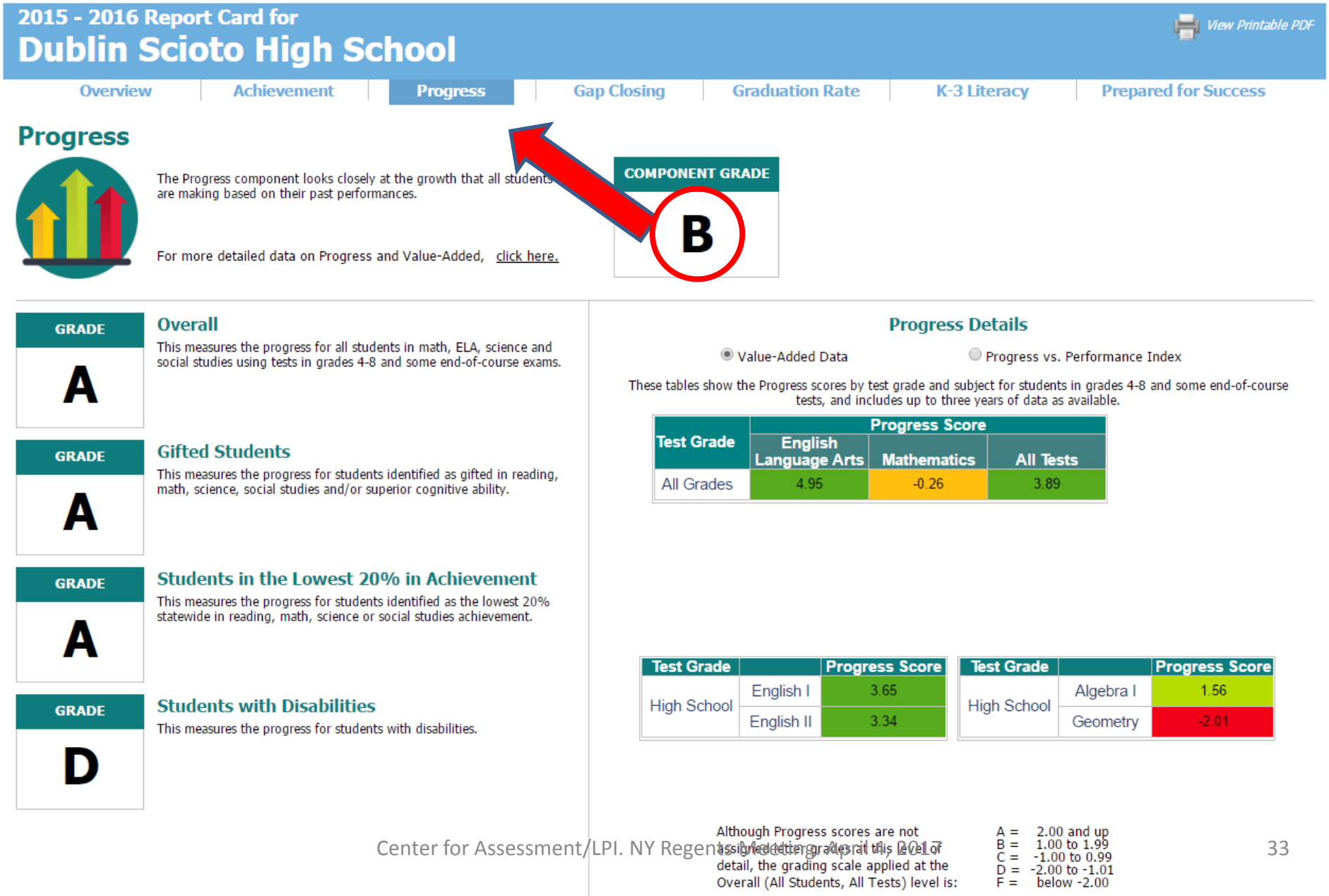
Ohio Example—Overall grade & grades by indicator



Ohio Example



Ohio Example



Wisconsin Example (Report Card)

SCHOOL REPORT CARDS AT-A-GLANCE

OVERALL ACCOUNTABILITY SCORE AND RATINGS

Each school receives an Overall Accountability Score from 0 to 100. This score is calculated by combining the weighted average of the Priority Area scores minus any Student Engagement Indicator deductions.

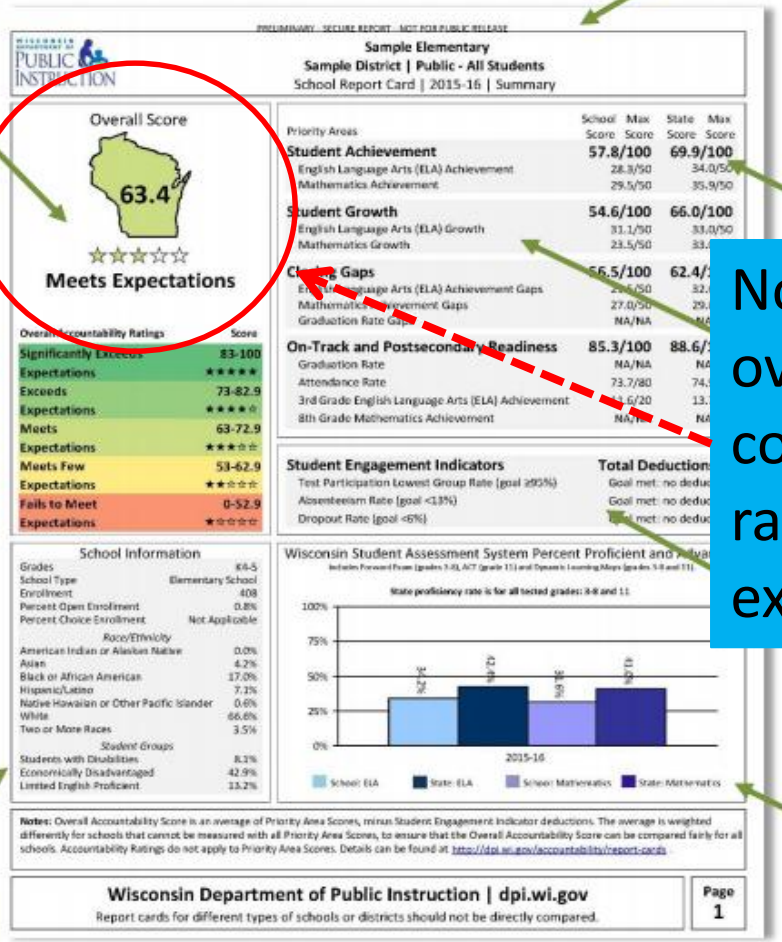
A weighted average of Priority Area scores is used—not simple averaging. Wisconsin schools are diverse in size, grade spans, and student populations—and not all schools have data in all four Priority Areas. To account for this and to ensure the scoring is fair to all school types, the average is weighted differently for schools that do not have all four Priority Areas.

The weighted average includes variable weighting between Student Achievement and Student Growth based on the proportion of economically disadvantaged (ECD) students. The higher the proportion of ECD students, the greater the weight assigned to Student Growth and the lesser to Student Achievement, and vice versa.

The Overall Accountability Score places a school in one of five rating categories ranging from Significantly Exceeds Expectations to Fails to Meet Expectations. A five star rating system is also provided. The 0-100 index is not "percent correct" so these scores are never the same as grades.

SCHOOL INFORMATION

Basic demographic data for the school is provided for context. The performance of student groups is reported throughout the detailed report card.



PUBLIC REPORT

Each year a School Report Card is released publicly on the DPI website (http://dpi.wi.gov/accountability/report-cards). You can select any district or private school participating in the choice program in the state*, and view any school or district report card. Report cards for **2011-12, 2012-13, 2013-14** and **2015-16** are available online in both summary and detailed versions. Report cards were not produced for the 2014-15 school year as per state law.

STATE SCORES

The state scores are given for comparison purposes only. They do not factor into the accountability scores or ratings.

Note that they provide an overall score that is converted into an overall rating ("meets expectations) and stars

Targets for student engagement are set. Schools and districts receive a deduction for each Student Engagement Indicator not met. These deductions are subtracted from the Priority Areas' weighted average, and are reflected in the Overall Accountability Score.

COLLEGE & CAREER READINESS BENCHMARKS

This chart provides supplemental information about student proficiency in relation to college and career readiness benchmarks on the most recent state assessments. These data do not factor into the accountability scores or ratings. The chart shows a school's recent ELA and mathematics proficiency alongside statewide performance, allowing for comparisons to state averages.

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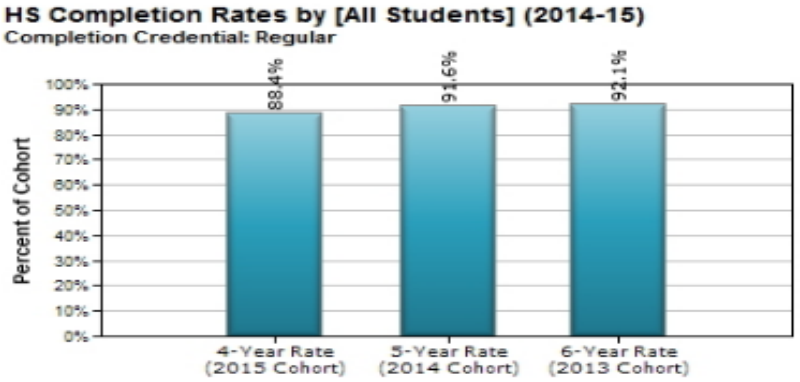
High School Completion Results

Wisconsin had 57,698 students graduate from high school with a regular diploma in 2015, a graduation rate of 88.4 percent. Both state and federal law provide additional time for students to complete their high school education. For the Class of 2014, an additional 1,480 students earned a regular diploma, taking an extra year to do so. For the Class of 2013 cohort, 2,133 students earned a diploma in six years. The 2014-15 six-year graduation rate is 92.1 percent.

Learn more in the news release on graduation rates.

View previous news items.

CLICK THE GRAPH to see High School Completion Rates. >



popular searches

COMPARE

1. DISTRICTS SIDE-BY-SIDE. How can I compare 2 school districts and their schools for state assessments?
2. UP TO 5 DISTRICTS. How can I compare high school completions among school districts?
3. COMPARE ME TO STATE. I want to quickly compare my district's academic performance to the rest of Wisconsin.
4. GRADUATION RATE. What's the state graduation rate this year?

TRENDS AND CHANGE

1. ENROLLMENT. Is the number of students in my school district growing or shrinking?
2. SPENDING. How much is spent per student in public schools?
3. DISCIPLINE TRENDS. How are my district's suspensions and expulsions trending?

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state and national reports

STATE

- School Report Cards (DPI)
- School District Performance Reports (DPI)
- Wisconsin Essential Facts (DPI)
- Wisconsin Youth Risk Behavior Survey (DPI)
- Special Education District Profiles (DPI)
- Comparative Cost and Revenue Data per Pupil (DPI)
- Data for private, charter, choice, home-based schools (DPI)
- UW System's report on remedial course taking, as required by 2015 Wis. Act 28 (UWS)

REGION AND NATION

- Map regional education data at StoryMaps (REL)
- Wisconsin State Snapshot (US Dept of Education)
- Nation's Report Card (NAEP)
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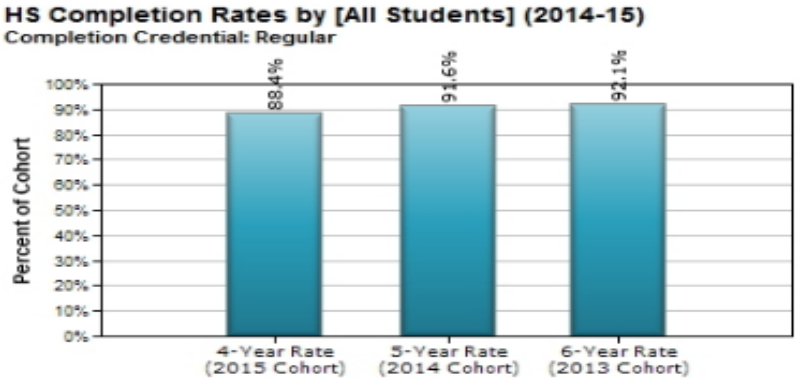

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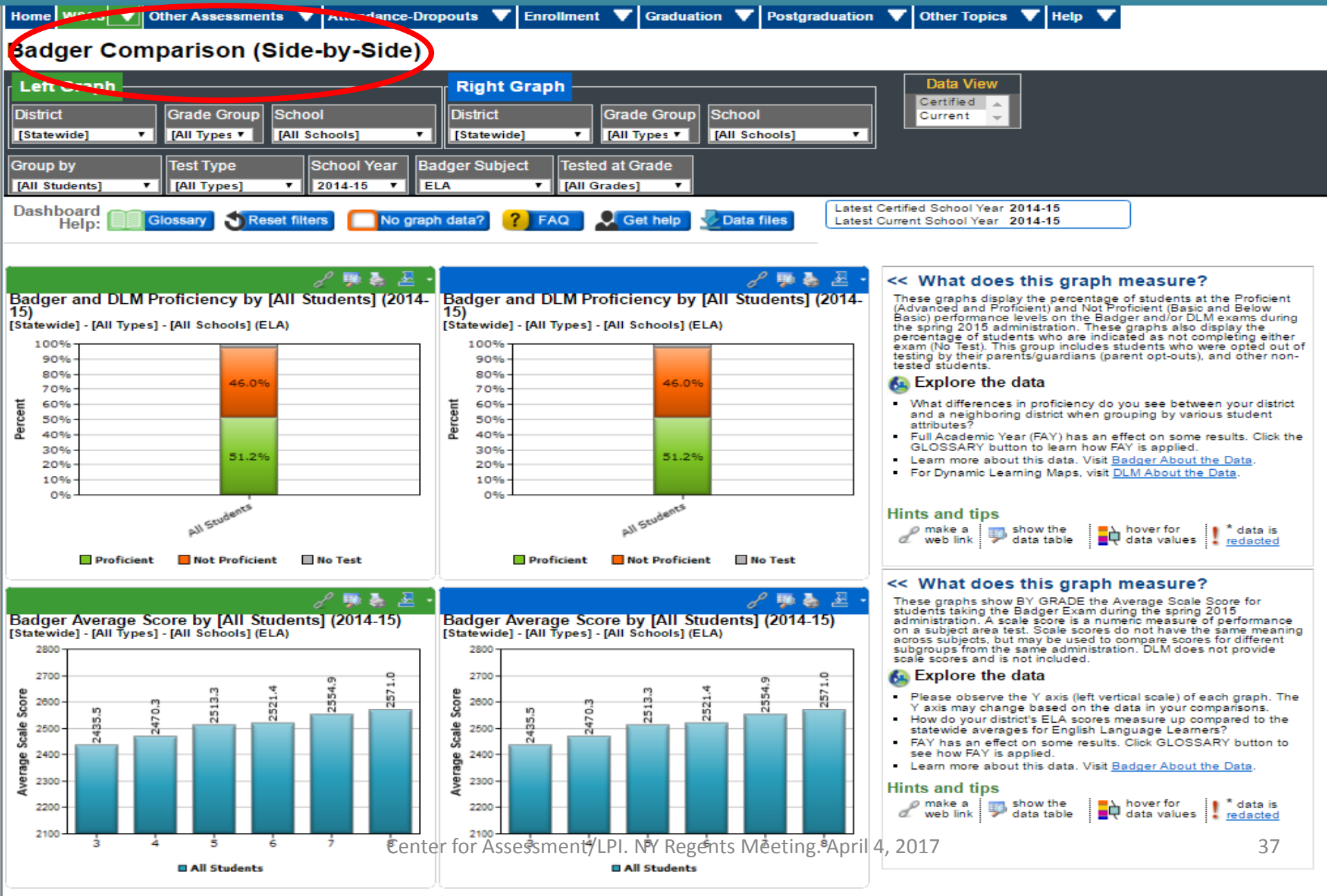

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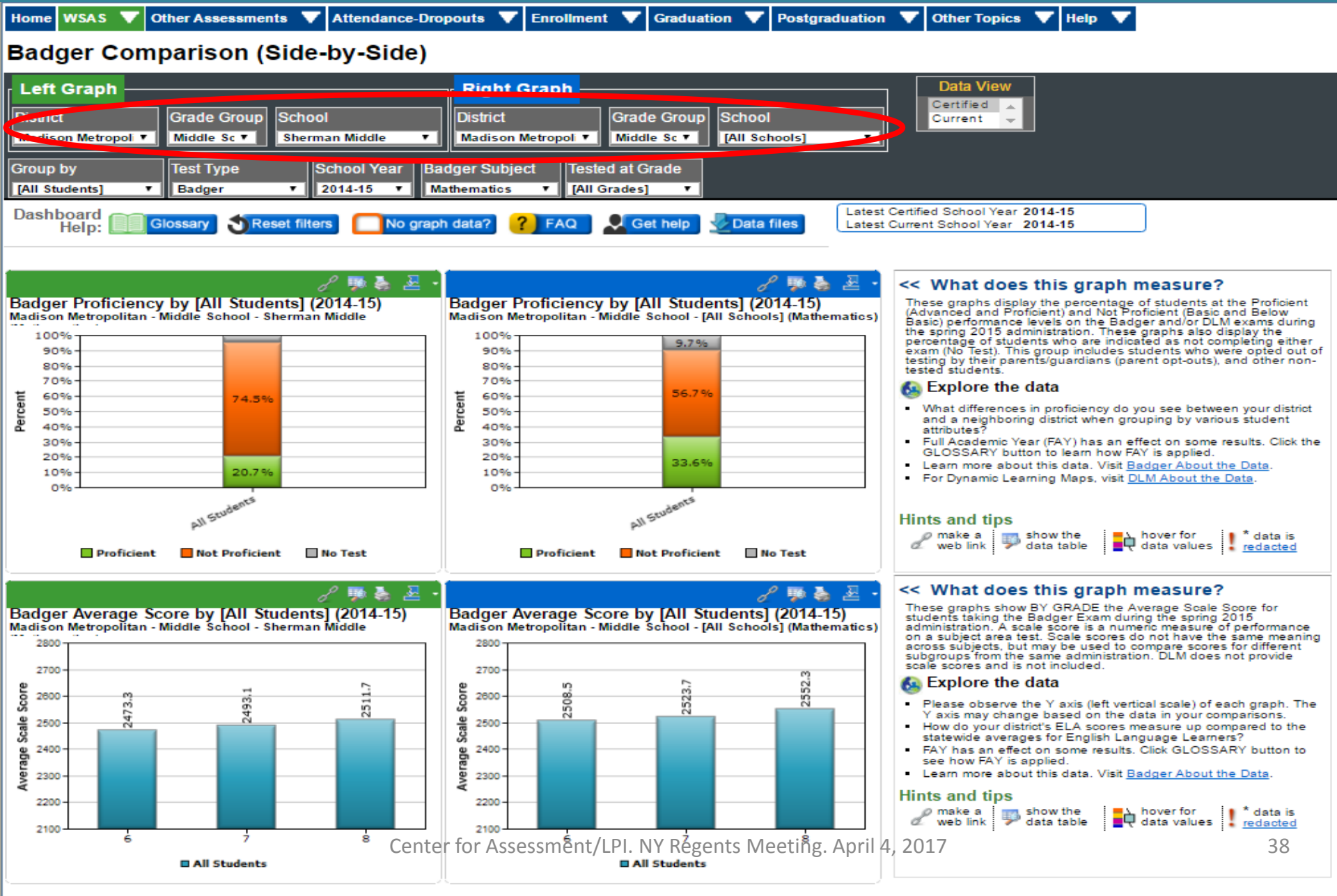

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Postsecondary Enrollment (Trends)

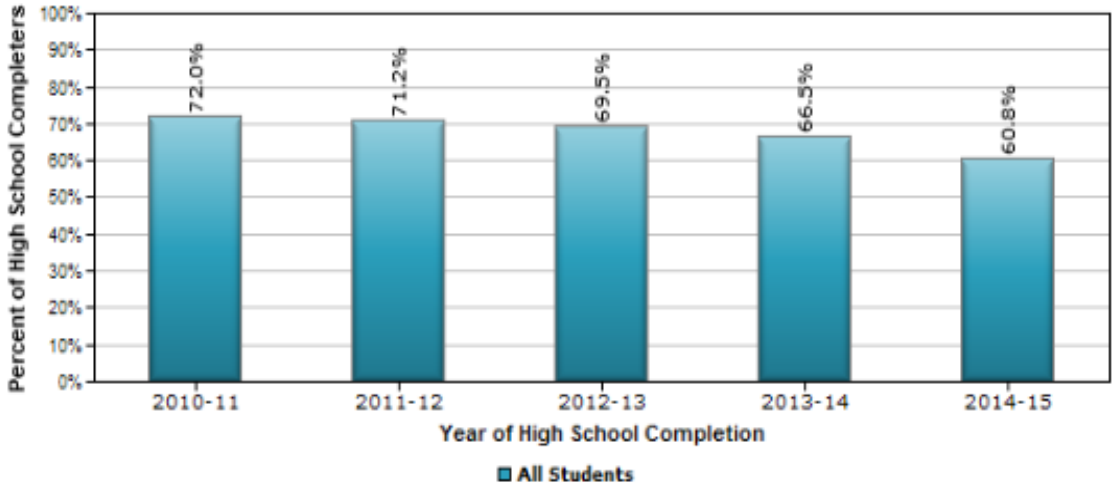
District	Grade Group	School
[Statewide]	[All Types]	[All Schools]

Group by	Initial Enrollment	Institution Level	Institution Type	Institution Location
[All Students]	[All]	[All]	[All]	[All]

Dashboard Help: Glossary | Reset filters | No graph data? | FAQ | Get help | Data files

Latest Certified School Year **Not Applicable**
Latest Current School Year **2014-15**

Postsecondary Enrollment by [All Students]



<< What does this graph measure?

This graph shows the trend in high school completers who enroll in a postsecondary institution (college) by the selected grouping. When comparing enrollment trends, First Fall initial enrollment generally provides the best point of comparison.

Explore the data

- HOW IS THE RATE CALCULATED? The denominator is the count of high school completers in the selected group by year of completion. The numerator is the count of matched students in the NSC data set with the enrollment attributes selected in the filters.
- WISEdash uses National Student Clearinghouse (NSC) college enrollment data which is reported to DPI twice a year. As the NSC receives new data over time, WISEdash rates will also change. Second Fall and Later Enrollments may change the most. For more details, see the About the Data-Postsecondary page.

Hints and tips

make a web link | show the data table | hover for data values | * data is redacted

How to Help the Public Navigate Data

- What should be the focus and for which stakeholders?
  - To provide at-a-glance information specific to ESSA?
  - To support a deep dive into a school's story including non-accountability indicators?
  - To help the public make comparisons to…
    - Other schools within the district or state?
    - Other districts?
    - The state as a whole?

How to Help the Public Navigate Data

- Several examples were presented
  - Illinois Report Card
    - Focus on accountability indicators and engagement indicators
    - No zoom, no drill-down
    - Very straightforward presentation
  - Ohio Report Card (but more like a dashboard)
    - Focus on accountability indicators
    - Zoom in, but no drill-down
    - Still easy to navigate
  - Wisconsin Dashboard & Report Card (report card was distinct)
    - Focus on both accountability and non-accountability indicators
    - No zoom in to components (no high-level view from which to start)
    - Drill-down to support comparisons and go from state → LEA → school within and across measures
    - The most complex of the four presented

After seeing these potential displays…

Do you want to report the accountability results using:

1. A multiple indicators "**dashboard**" only
2. A multiple indicators "**dashboard**" and an overall **rating** (e.g., 1-4)
3. A multiple indicators "**dashboard**" and an overall **score** (e.g., 200-500)
4. A multiple indicators "**dashboard**," an overall **rating** (e.g., 1-4), and an overall **score** (e.g., 200-500)

We think we heard #2 on March 27, but need to confirm.