

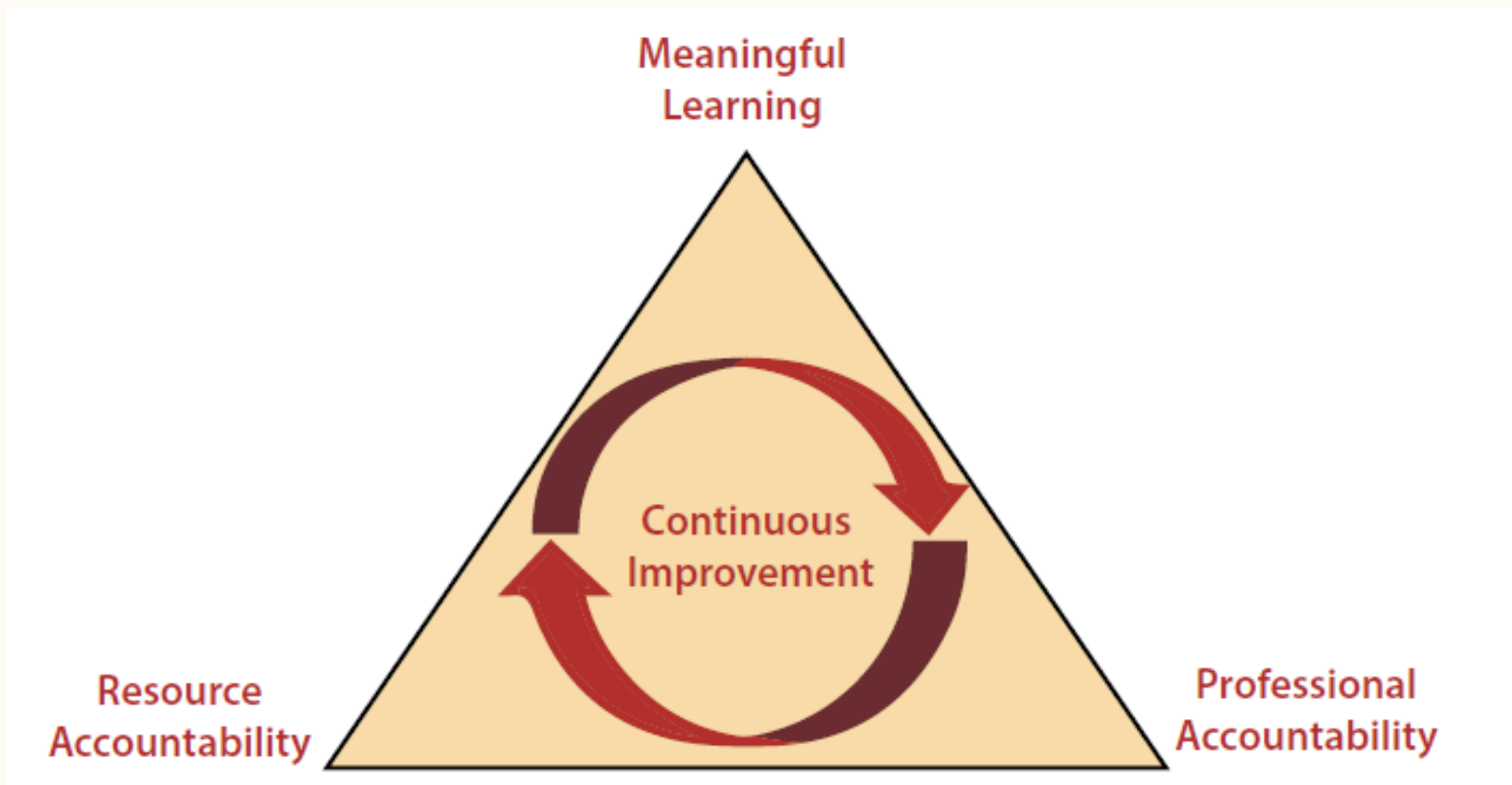


NYS Regents

Building an Accountability System

Key Questions for States

- What to Measure?
 - to promote meaningful learning
 - to promote greater equity
- How to Measure?
- How to Use the Data?
- How to Support Improvement?



A Theory of Action Aimed at Continuous Improvement

Theory of Action

The Accountability and Continuous Improvement system will:

1. Articulate the state's **expectations** for districts & schools
2. Foster **quality and equity**;
3. Provide **useful information** that helps parents, districts, schools, and policymakers make important decisions;
4. **Build capacity** and increase support for districts and schools.
5. Encourage **continuous improvement** focused on student-level outcomes, using multiple measures for state and local priorities; and
6. Promote system-wide **integration and innovation**.

**California's Accountability and
Continuous Improvement System**

Performance

Equity

Improvement

WHAT TO MEASURE?

ESSA Required Measures

Academic Achievement

- English language arts and mathematics, 3-8 and once in HS
- Science, once in 3-5, 6-8, 10-12

English Proficiency

- Progress / gains in achieving English proficiency

Another Academic Indicator



- Another academic indicator in elementary school
- 4-year adjusted cohort graduation rate (states can add extended rate)

At Least One Other Indicator

- E.g. School climate; opportunity to learn; readiness for post-secondary



Federal Accountability Indicators Must:

- Be able to be disaggregated by student subgroup*

	
Student surveys about school climate	Teacher surveys about school climate
Student enrollment or completion of advanced coursework	School-level course offerings

*ESSA Sec. 1111(c)(4)(B)(v)(II)(IV) suggests “educator engagement” as a possible measure for the “5th Indicator,” which seems to be a contradiction. Additional clarification will be needed.

- ⌘ Be able to meaningfully differentiate among schools

	
Chronic absenteeism	Average daily attendance (tends to be around 90% for all schools)

ACADEMIC OUTCOMES

Achievement on Assessments

- Standardized test results, reported in terms of status and growth for individual students and/or student cohorts
- Performance assessment results from common state tasks
- Progress toward English language proficiency / EL reclassification rates
- Students meeting college standard on AP/IB or other college readiness tests or dual credit college coursework

Graduation / School Progress

- 4-, 5-, and/or 6-year adjusted cohort graduation rates
- % of 8th graders who are ready for HS (grades, attendance, suspensions)
- Promotion rates / Dropout rates

Career and College Readiness

- Students completing college preparatory coursework, approved CTE sequence, or both
- Students meeting standard on graduation portfolios, or industry-approved certificates, licenses, or badges recognized by post-secondary institutions and businesses

OPPORTUNITIES TO LEARN

Curriculum Access

- Access to a full curriculum, including science, history, and the arts, as well as reading and math
- Availability of and participation in rigorous courses (e.g. college preparatory, Advanced placement), programs, etc.
- Availability of standards-based curriculum materials, technology resources

Access to Resources

- Ratios of students, counselors, and specialists to students
- Teacher qualifications
- Safe, adequate facilities

School Climate

- Evidence from student and staff surveys about school offerings, instruction, supports, trust, belonging

Teachers' Opportunities to Learn

- Access to and participation in professional development

ENGAGEMENT

Student Participation

- Attendance / chronic absenteeism
- Suspensions / expulsion rates
- Student perceptions of belonging, safety, engagement, school climate on student surveys

Social-emotional learning

- Student attitudes towards learning (academic mindset)
- Indicators of social -emotional skills (from assessments)
- Indicators of social-emotional supports (from surveys)

Parent / Community Engagement

- Indicators of engagement, school responsiveness from parent surveys

Teacher Engagement

- Indicators of participation, engagement from teacher surveys

How do you choose?

⇒ *What information is meaningful?
(To the state, to communities?)*

⇒ *How can that information be accurately measured
and responded to in ways that drive positive
behaviors?*

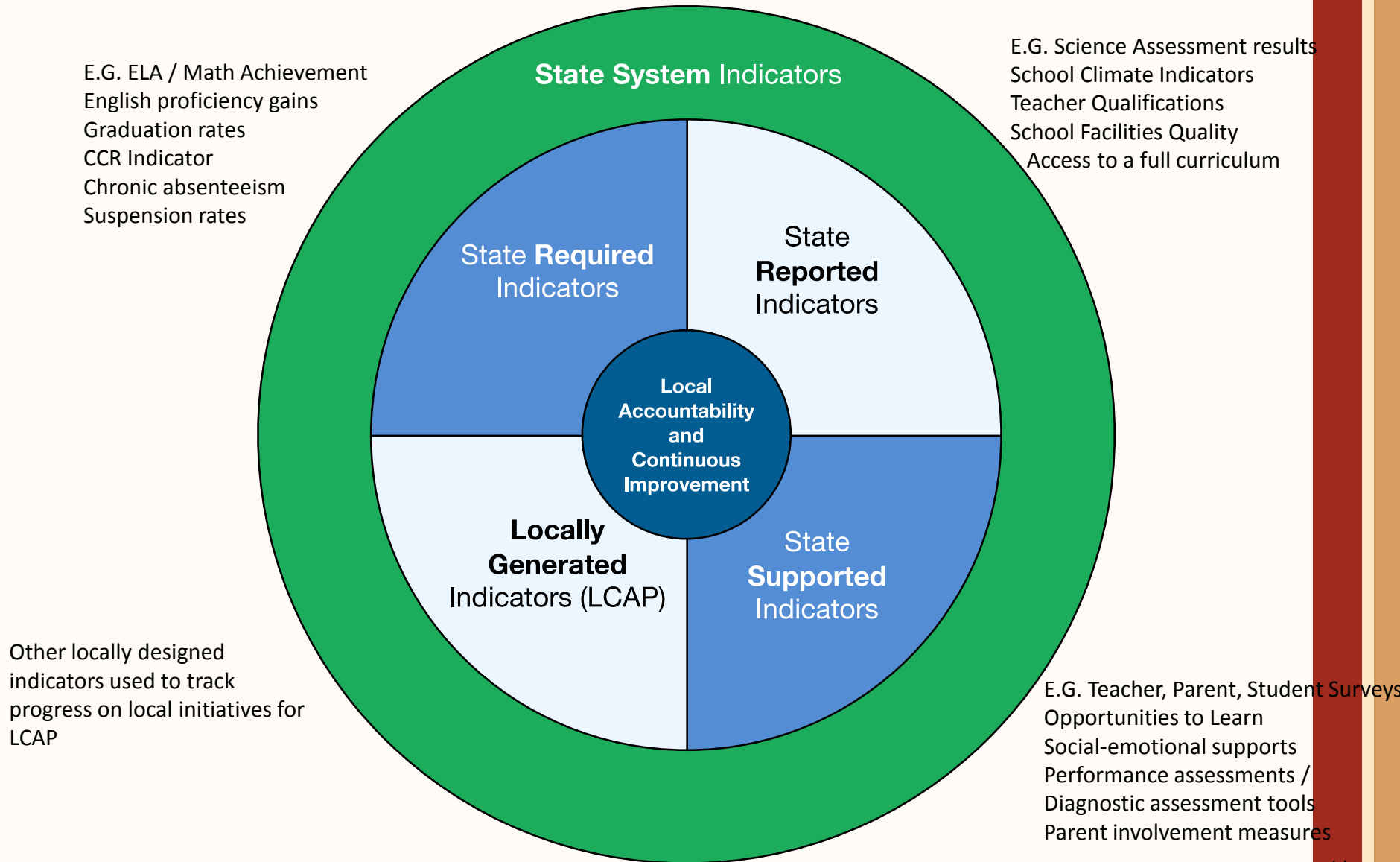


Criteria for Including Indicators

- Relevance: Measures what matters based on research
- Transparency: Supports public understanding
- Usefulness: Incentivizes productive behaviors
- Solution-Oriented: Offers diagnostics; informs change
- Accountability: Guides support based on ***what students are getting*** as well as ***how they are doing***



Different Types of Indicators



Tiers of Indicators

State-required, Used for Federal Accountability	Measures used for monitoring and identifying schools for intervention as required by ESSA. Data must meet ESSA's requirements: comparable, differentiates among schools, and reportable by student subgroup
State-reported	Measures available in a comparable way across districts and schools to inform ongoing evaluation and continuous improvement processes.
State-supported	Tools and measures provided by the state that districts or schools may choose to use to measure and improve teaching and learning.
Locally Developed	Indicators schools and districts may adopt for their own purposes to guide their monitoring and improvement efforts.

HOW TO MEASURE?

Key Issues in Use of Assessment Measures

- Emphasize progress for all students
- Focus on gains in scale scores across the entire continuum of achievement (not just hitting a “proficiency” benchmark)
 - for ELA and math tests
 - for EL assessments
- Avoid “Catch 22” for English learner group by including reclassified students for 4 years
- Consider measuring status *and* growth
- Consider combining some indicators into an index where they measure related constructs

Looking at Performance and Improvement Together (Career /

Example of Performance on CCI

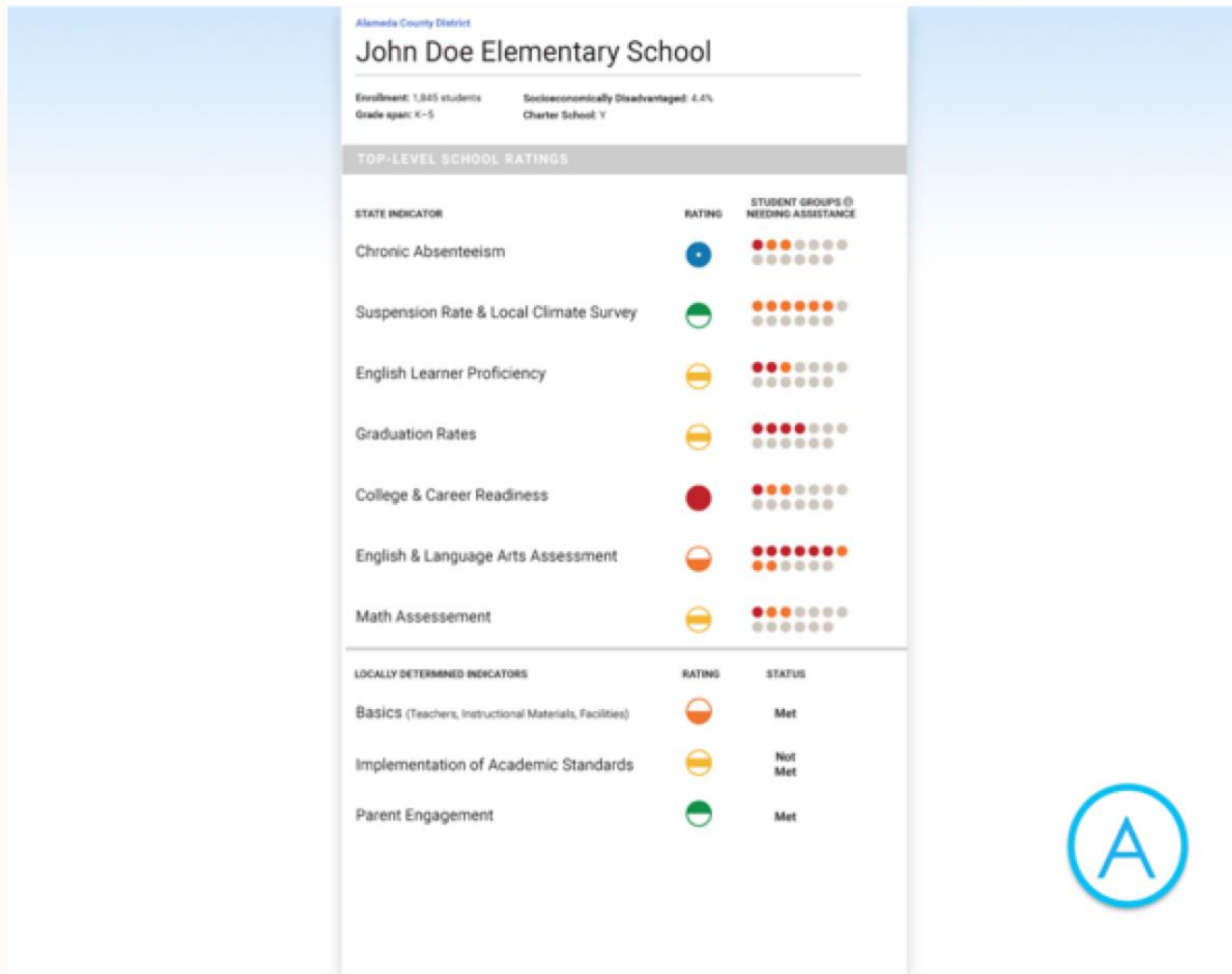
Example: A school with an Increase in **Change** and a Very Low **Status** would have an overall performance of **Orange** for the CCI.

Change

Level	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
	by more 10%	by 10% to 1%	Declined or improved by less than 1%	by 1% to less than 10%	by 10% or more
Very High 75% or more	Yellow	Blue	Blue	Blue	Blue
High 50% to less than 75%	Orange	Yellow	Green	Green	Blue
Median 25% to less than 50%	Orange	Orange	Yellow	Green	Green
Low 5% to less than 25%	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 5%	Red	Red	Red	Orange	Yellow

Status

California Dashboard



College & Career Readiness Indicators

Emphasize learning outcomes that enhance equity and access

- % of students finishing college prep sequence (California A-G sequence)
- % of students completing a career pathway (CA, CT, GA, KY, MD, MA, NV, NM, NC, SC, TX, VA, WA)
- % reaching college standard on AP / IB/ dual credit courses
- % of students receiving industry-recognized credentials (Kentucky, Virginia)
- % of students in approved work-based learning (South Carolina)

College and Career Indicator Standard Model

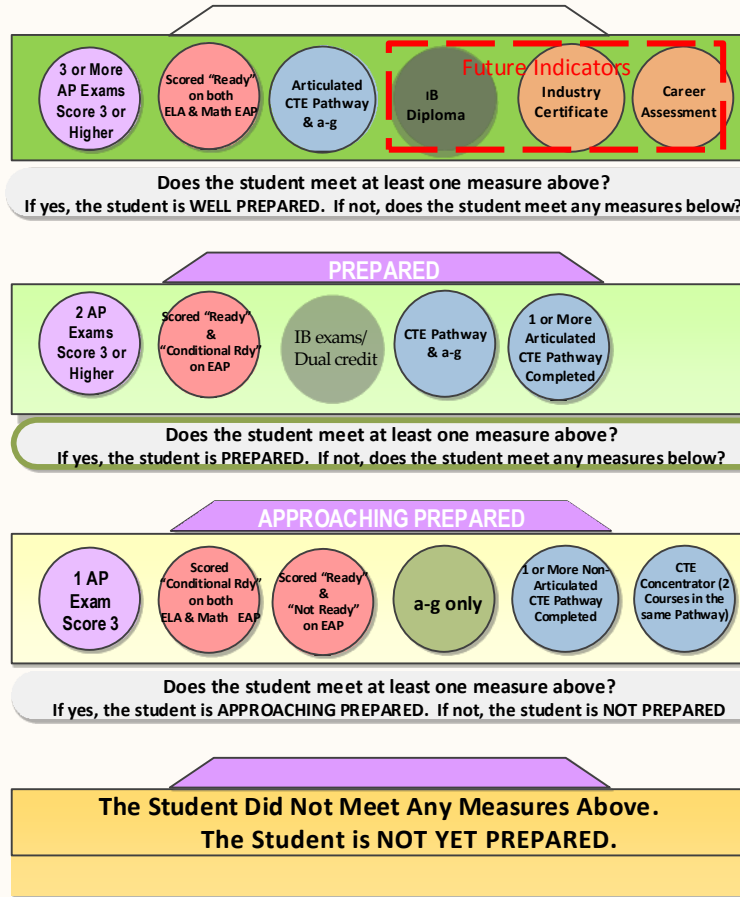
Points are awarded based on a student's highest achievement on any one measure*.

Indicators:

A-G (College prep courses)
 CTE sequence
 AP / IB / Dual Credit
 College readiness exam
 (SBAC)

Possible additions:

State Seal of Biliteracy
 Golden State Merit Diploma
 Approved performance
 assessments/ portfolios



* Measure: Each measure identified in this conceptual model may be a college measure, a career measure, or a combination of both.

NOTE: The following measures will be added when available:

- International Baccalaureate (IB)
- Dual Enrollment
- State Seal of Biliteracy
- Golden State Seal Merit Diploma

HOW TO USE THE DATA?

Next big questions ahead....

- How will the measures be combined to identify schools eligible for support?
- How will the measures be weighted across categories?
- How will the manner of combining indicators impact improvement supports and strategies?



Different logics about how to help schools improve

Focus on identifying and fixing “low performers”
and helping them to “measure up”

Goal = finding and improving bottom 5%

Focus on continuous improvement by all
schools, belief that the “next level of work”
is different in different schools

Goal = providing information for diagnosis and
opportunities for focused improvement

Options

- Weighting indicators and combining into an index or single score for ranking schools
- Looking at indicators individually and using decision rules to determine when and where intervention is needed
- Combining both purposes by keeping the dashboard (rather than rankings) front and center, aside from identification each 3 years

A Multiple Measure Accountability System in CA

COLLEGE & CAREER READY GRADUATES CORE DISTRICTS

Academic Domain

60%

40%

Social-Emotional and
Culture-Climate Domain

Elimination of Disparity and Disproportionality

- Achievement and Growth
- Graduation Rate
- On Track to Graduate (Grade 8)*

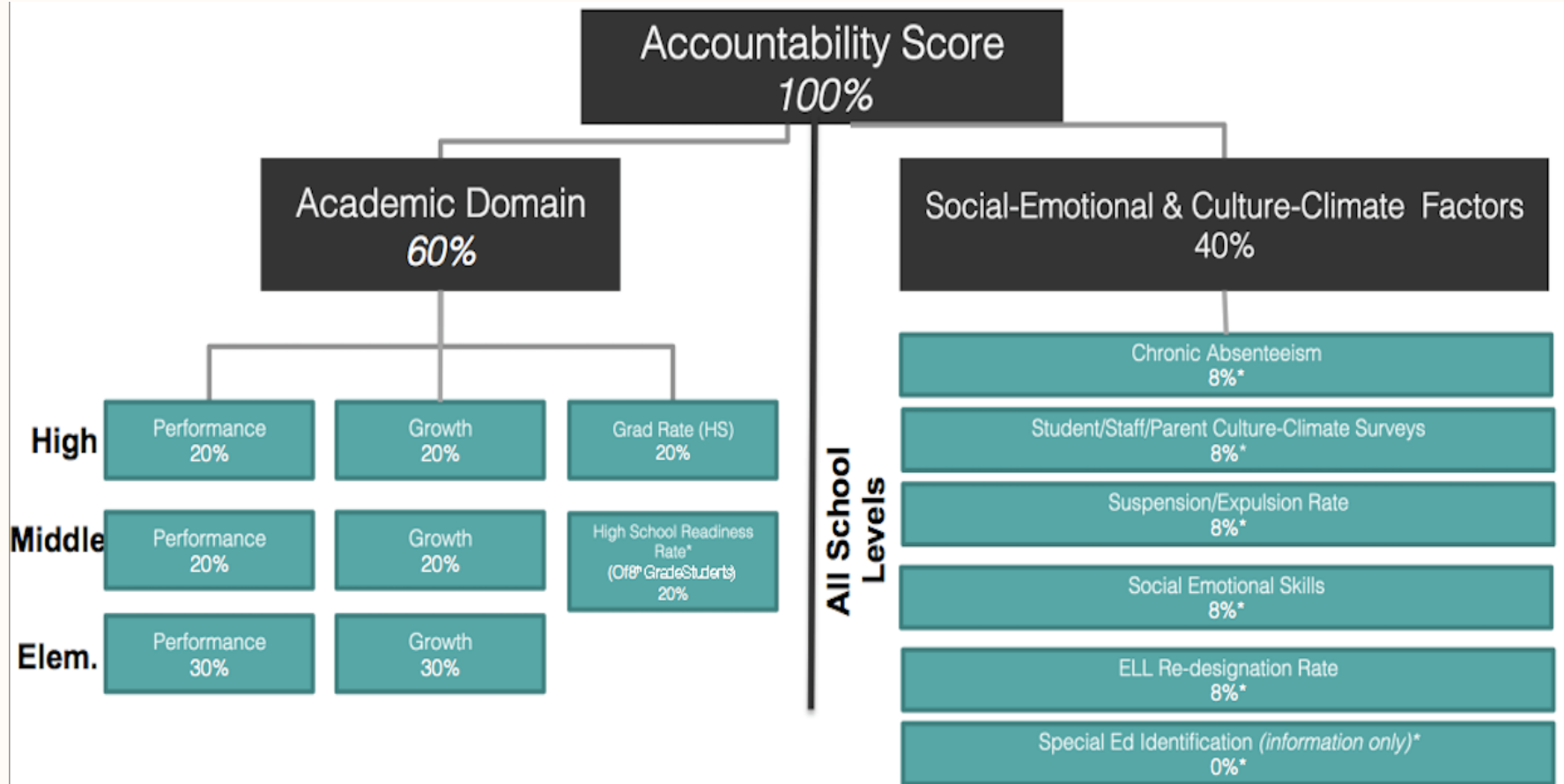
College/ Career Readiness

All Students
and
Subgroups

- Chronic Absenteeism
- Student/Staff/Parent
- Culture-Climate Surveys
- Suspension/Expulsion Rate
- Social Emotional Skills
- ELL Re-Designation Rate

CORE'S Weighting System:

Used for Identification / Dashboard Used for Reporting





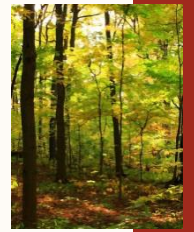
Next Generation Accountability Report, 2014-15

Choose a District

Ashford School District

No:	Indicator	Index/ Rate	Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate
1a.	ELA Performance Index – All Students	72.0	75	96.0	100	96.0	67.9
1b.	ELA Performance Index – High Needs Students	62.8	75	83.7	100	83.7	56.7
1c.	Math Performance Index – All Students	61.7	75	82.3	100	82.3	59.3
1d.	Math Performance Index – High Needs Students	53.9	75	71.8	100	71.8	47.8
1e.	Science Performance Index – All Students	54.2	75	72.2	100	72.2	56.5
1f.	Science Performance Index – High Needs Students	47.1	75	62.8	100	62.8	45.9
4a.	Chronic Absenteeism – All Students	6.8%	<=5%	46.3	50	92.6	10.6%
4b.	Chronic Absenteeism – High Needs Students	10.0%	<=5%	40.0	50	80.0	17.3%
5	Preparation for CCR – % taking courses	N/A	75%	0.0	0	0.0	66.1%
6	Preparation for CCR – % passing exams	N/A	75%	0.0	0	0.0	37.3%
7	On-track to High School Graduation	84.8%	94%	45.1	50	90.2	85.6%
8	4-year Graduation All Students (2014 Cohort)	N/A	94%	0.0	0	0.0	87.0%
9	6-year Graduation - High Needs Students (2012 Cohort)	N/A	94%	0.0	0	0.0	77.6%
10	Postsecondary Entrance (Class of 2014)	N/A	75%	0.0	0	0.0	72.8%
11	Physical Fitness (estimated part rate) and (fitness rate)	98.6% 47.9%	75%	31.9	50	63.8	87.6% #####
12	Arts Access	N/A	60%	0.0	0	0.0	45.7%
Accountability Index				632.1	800	79.0	

Type of Aggregation- Index- Average with Weights



School	Reading/ELA	Math	Science	Grad. Rate	PLP	Climate	Staff Satisfaction	Return on Investment	Average
Jones High School	58	65	61	98	72	64	76	15	63.6
Smith Academy High	35	37	36	76	79	56	39	29	48.4
Frakes Secondary School	24	29	31	59	21	75	35	26	37.5
Madson High School	86	80	85	43	54	96	80	82	75.8
Darwish Secondary High School	32	25	35	72	70	57	58	56	50.6
Icenogle High School	86	84	79	84	61	25	72	78	71.1
Palmquist Secondary School	95	89	82	94	35	68	92	89	80.5
Solina High School	31	26	36	35	63	95	47	16	43.6
Spencer Community School	65	63	70	61	49	64	63	73	63.5
Lindsay High School	23	27	25	57	67	43	50	64	44.5

Source: CCSSO Conference, Ryan Reyna and Andrew Rice presenters 6/8/16

Type of Aggregation- Index- Counts of Struggling Areas



School	Reading/ELA	Math	Science	Grad. Rate	PLP	Climate	Staff Satisfaction	Return on Investment	Counts
Jones High School	58	65	61	98	72	64	76	15	1
Smith Academy High	35	37	36	76	79	56	39	29	0
Frakes Secondary School	24	29	31	59	21	75	35	26	2
Madson High School	86	80	85	43	54	96	80	82	0
Darwish Secondary High School	32	25	35	72	70	57	58	56	1 (2)
Icenogle High School	86	84	79	84	61	25	72	78	1
Palmquist Secondary School	95	89	82	94	35	68	92	89	0
Solina High School	31	26	36	35	63	95	47	16	1 (2)
Spencer Community School	65	63	70	61	49	64	63	73	0
Lindsay High School	23	27	25	57	67	43	50	64	2 (4)

Source: CCSSO Conference, Ryan Reyna and Andrew Rice presenters 6/8/16

HOW TO SUPPORT IMPROVEMENT?

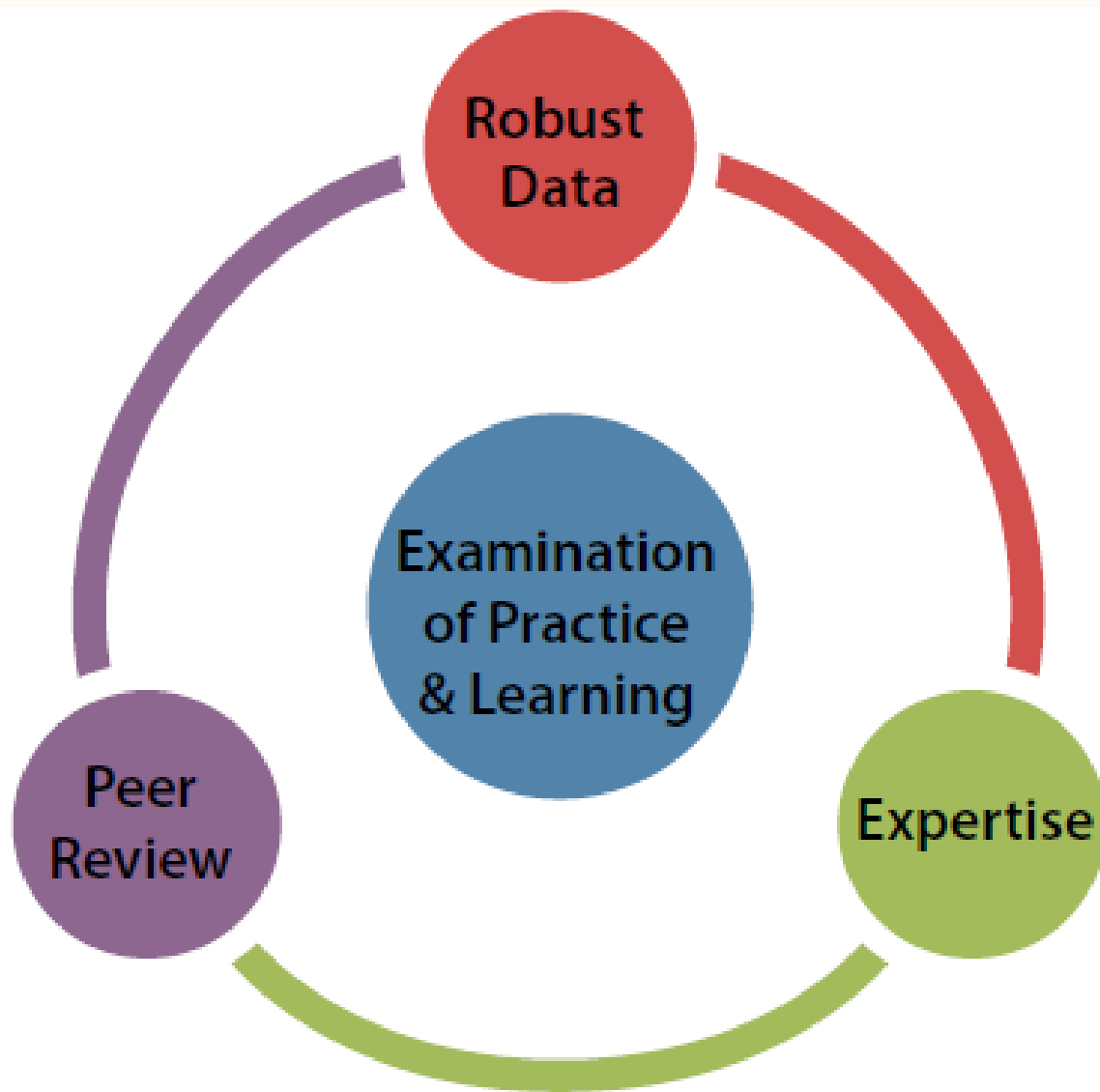
After identifying schools:

For schools that fall into one of the intervention categories (overall, equity gap, high school graduation), school districts must complete a *comprehensive support and improvement plan* that:

- is informed by the indicators and long-term goals from the state's accountability system,
- includes evidence-based interventions,
- is responsive to a school-level needs assessment, &
- identifies resource inequities that will be addressed.

Using the Dashboard for Improvement

- School / District annual review in the context of planning and goal-setting
- Regional (e.g. BOCES) or state review to offer learning supports for networks, examine trends (locally and statewide), identify successes for documentation and emulation
- Identify districts / schools for needed intervention
 - Diagnostic review
 - Supports for strategic changes



**School Quality Review /
Diagnostic Tool for School and District Effectiveness**

Support for Improvement

- Teams of expert educators trained to work with struggling schools
- School pairs and networks for learning
- Content collaboratives / subject matter projects
- Trained curriculum coaches
- Wraparound services, including extended learning after school and in summer
- School redesign initiatives based on research and best practices

Multiple Levels of Support

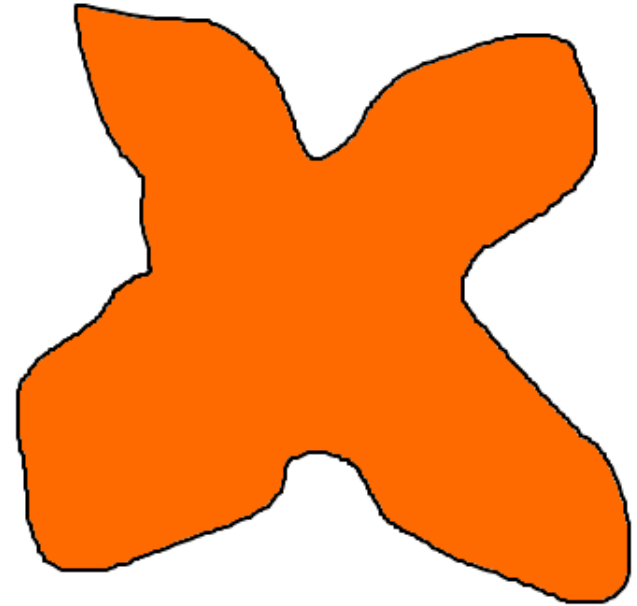
Tier/level	Type of Support
<p>All Improvement and Shared Learning for All LEAs</p>	<p>The measures will help recognize success/identify the strengths of LEAs and schools and therefore will serve as a means to identify which LEAs and schools are well-positioned to share their successful practices with others through formal and informal improvement efforts across schools and LEAs. State and County Offices of Education will also develop tools and supports available to all LEAs and schools (Planning supports, professional development, vetted best practices, etc.)</p>
<p>Focused Improvement Support</p>	<p>State and County Offices of Education will use the selected accountability measures to identify schools and LEAs in need of focused intervention, and the areas in which improvement supports are needed, and help connect them to useful supports and learning opportunities.</p>
<p>Intensive Improvement Support</p>	<p>State and County Offices of Education will use accountability measures to identify LEAs and schools that need more comprehensive and intensive supports to make large improvements in performance and/or growth. These measures will not only help to identify where intensive supports are needed, but what other similar LEAs might be best positioned to provide them in a partner relationship.</p>

A Tale of Two (Hypothetical) States:

Goodlanda

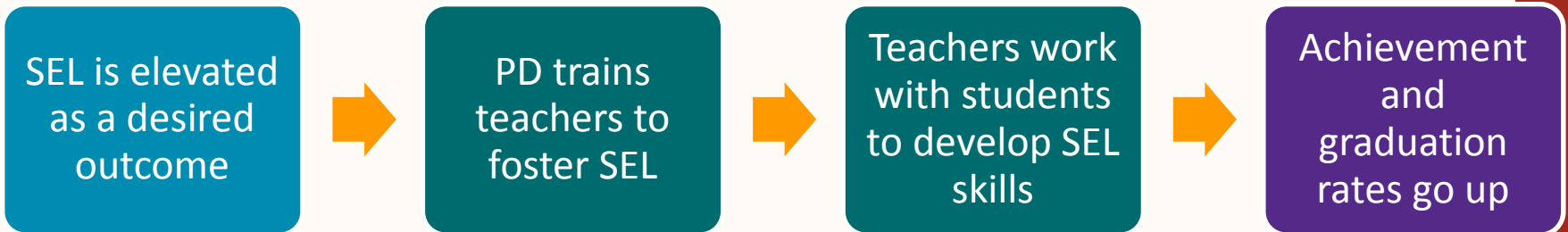


Badlanda

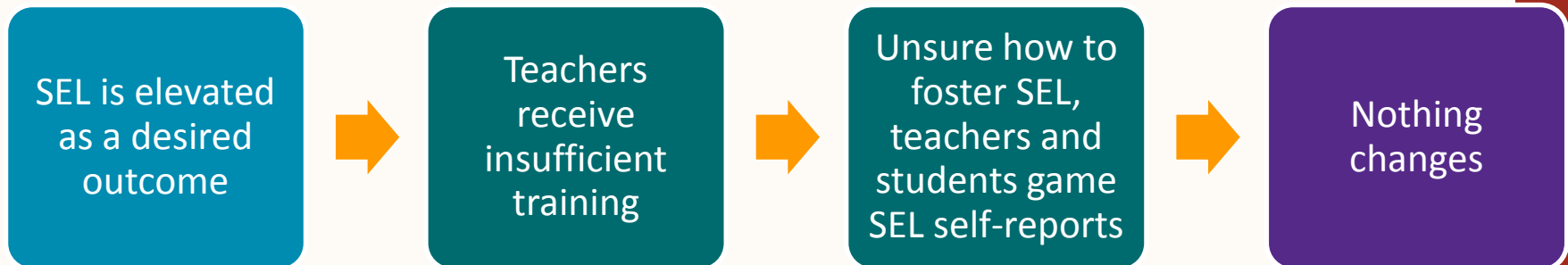


Example: Social-Emotional Learning

In Goodlanda:



In Badlanda:



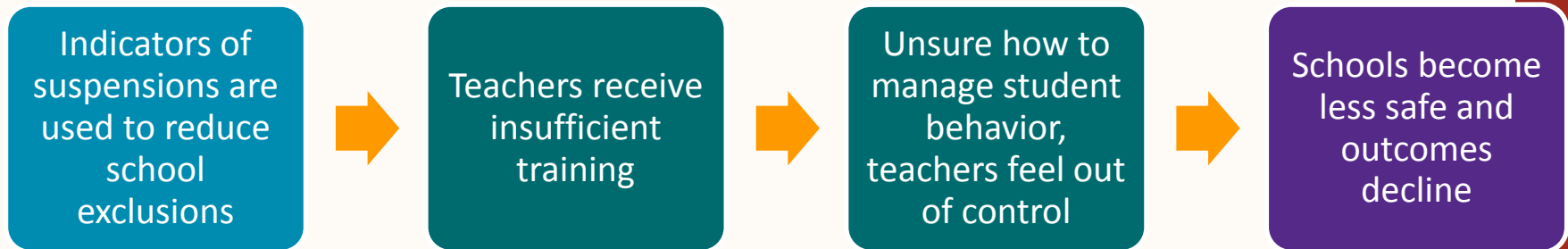
The Moral: (1) Be sure that measures can “stand up” to the pressures of accountability. (2) Consider bundling SEL measures with information on school climate and teacher professional learning.

Example: Suspension Rates

In Goodlanda:



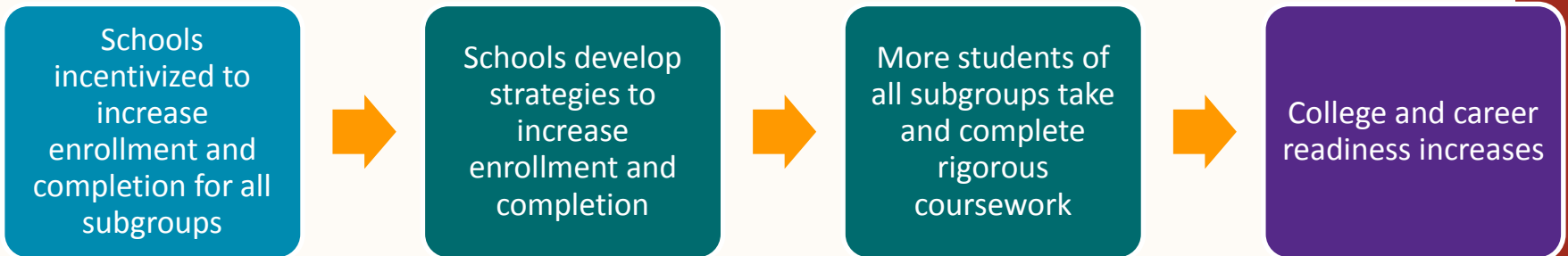
In Badlanda (second scenario):



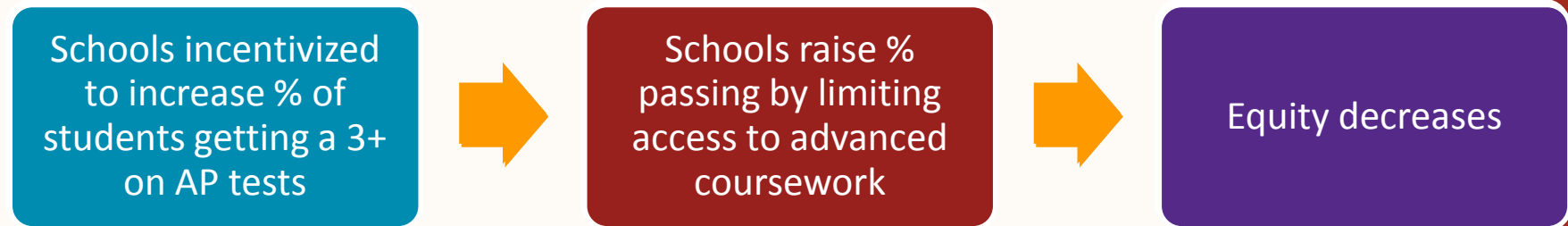
Professional development for teachers and leaders must accompany the use of measures intended to change practices

Example: Rigorous Coursework

In Goodlanda:



In Badlanda (second scenario):



The Moral: (1) Monitor both course access and completion, and disaggregate both by subgroup. (2) Consider bundling these measures with postsecondary indicators such as placement, enrollment, or completion of credit-bearing college coursework.

In sum...

- **Be thoughtful about the implications of indicators**
 - What supports will be needed for schools to succeed in achieving the genuine goal of the indicator?
 - What unintended consequences might occur if schools do not have knowledge or capacity to meet the goals of an indicator?
- **Be wary of including indicators without a clear purpose**
 - How might the number of data points affect clarity of message about what matters? What are the most important messages you want to send to parents, students, advocates?
- **Consider what measures belong in federal accountability, and which will be implemented as part of deeper diagnostics and continuous improvement processes**
 - Accountability indicators are just the starting point – they should lead to further analysis and capacity-building to address root causes.