



NYS Regents Retreat

March 14, 2017

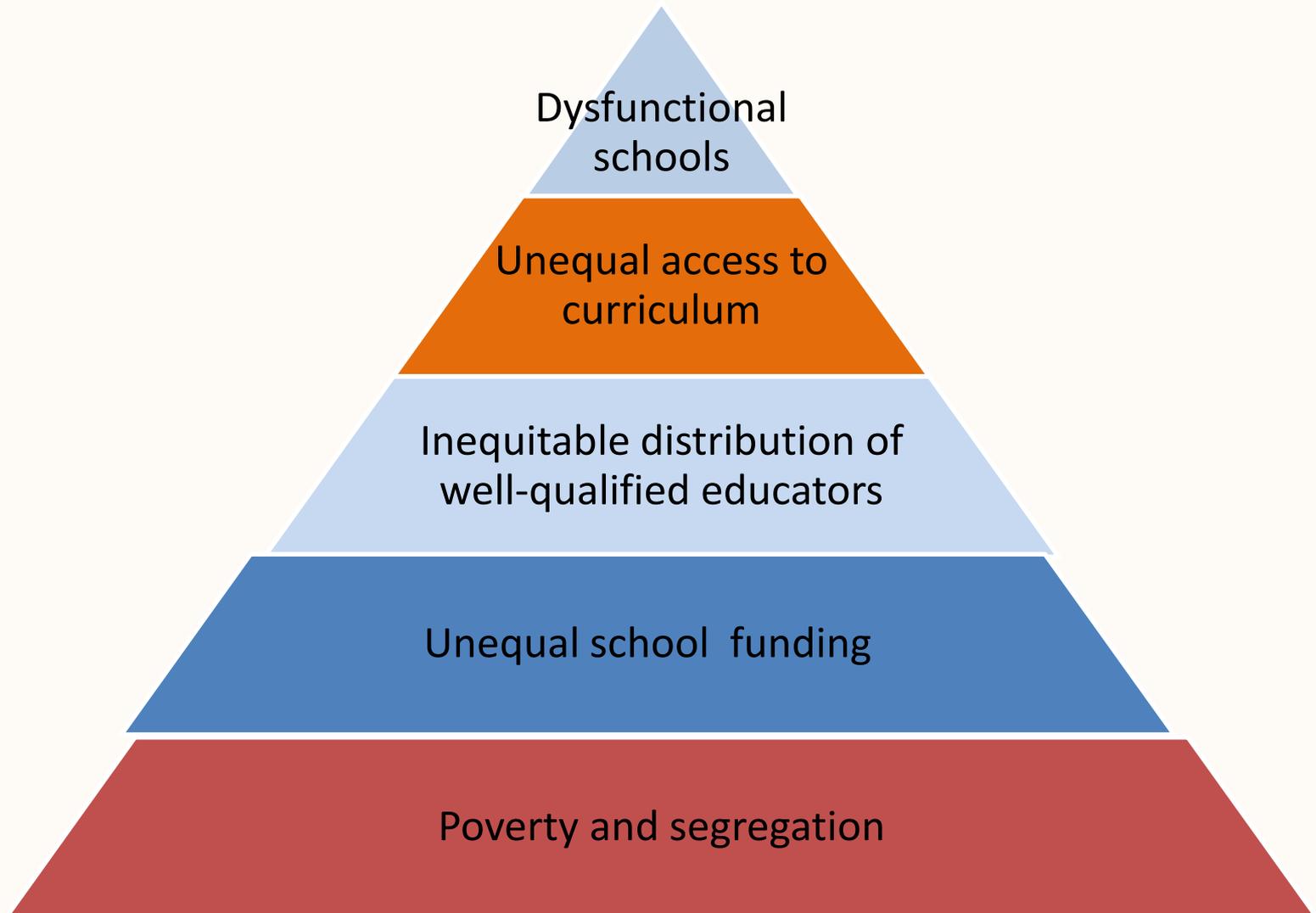
# Building an Accountability and Assessment System under ESSA

WHAT IS YOUR VISION FOR NEW YORK  
SCHOOLS AND STUDENTS?

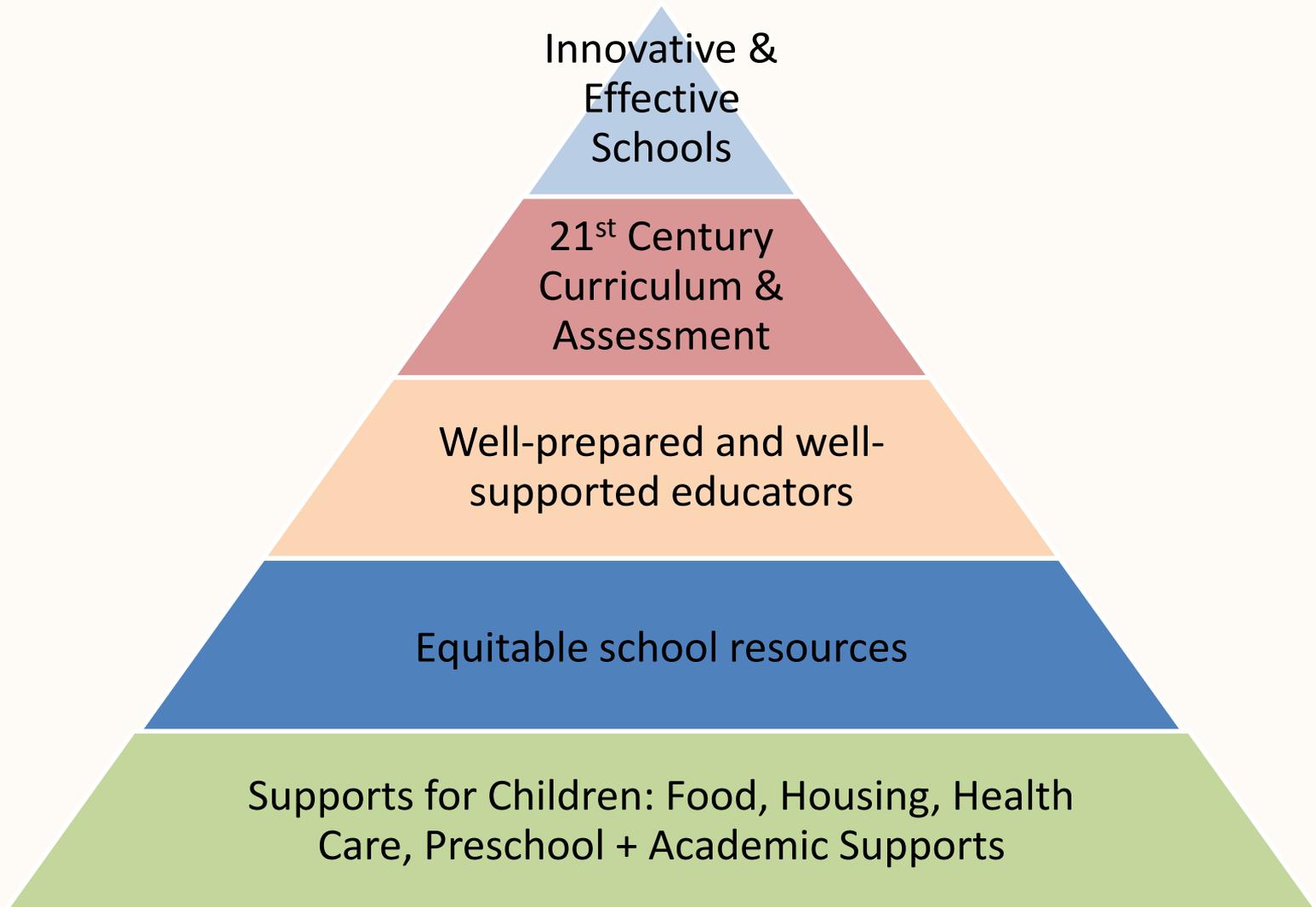
# What are 2-3 things that are critical to your vision for NY schools?

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

# The Anatomy of Inequality



# The Anatomy of Equity



# Goals

The Accountability and Continuous Improvement system will:

1. Articulate the state's **expectations** for districts & schools and its **commitments** for how it will support schools;
2. Foster **quality and equity**;
3. Provide **useful information** that helps parents, districts, schools, and policymakers make important decisions;
4. Build **capacity** that allows educators, schools, and districts to be more effective;
5. Encourage **continuous improvement** focused on practices and outcomes that matter for student success;
6. Promote system-wide **learning and innovation**.

Other?

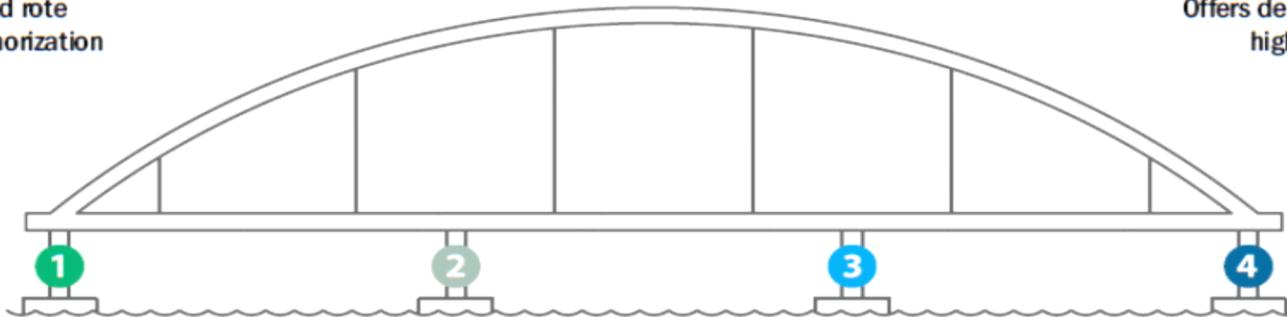
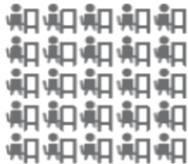
# Where ESSA Provides Leverage

## The Four Pillars of Opportunity

Bridging Equity Through the  
Elementary and Secondary School Act

### Factory Model

Relies on outdated rote  
thinking and memorization



High-Quality  
Curriculum &  
Assessment



Multiple  
Measures of  
Success



Adequate,  
Equitable  
Resources

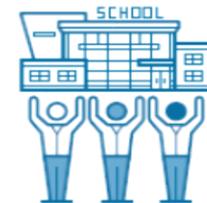


### 21st-Century Model

Offers deeper learning and  
higher-order thinking



Proven  
Interventions



# THEORY OF ACTION

# WHAT TO MEASURE?

# How do you choose?

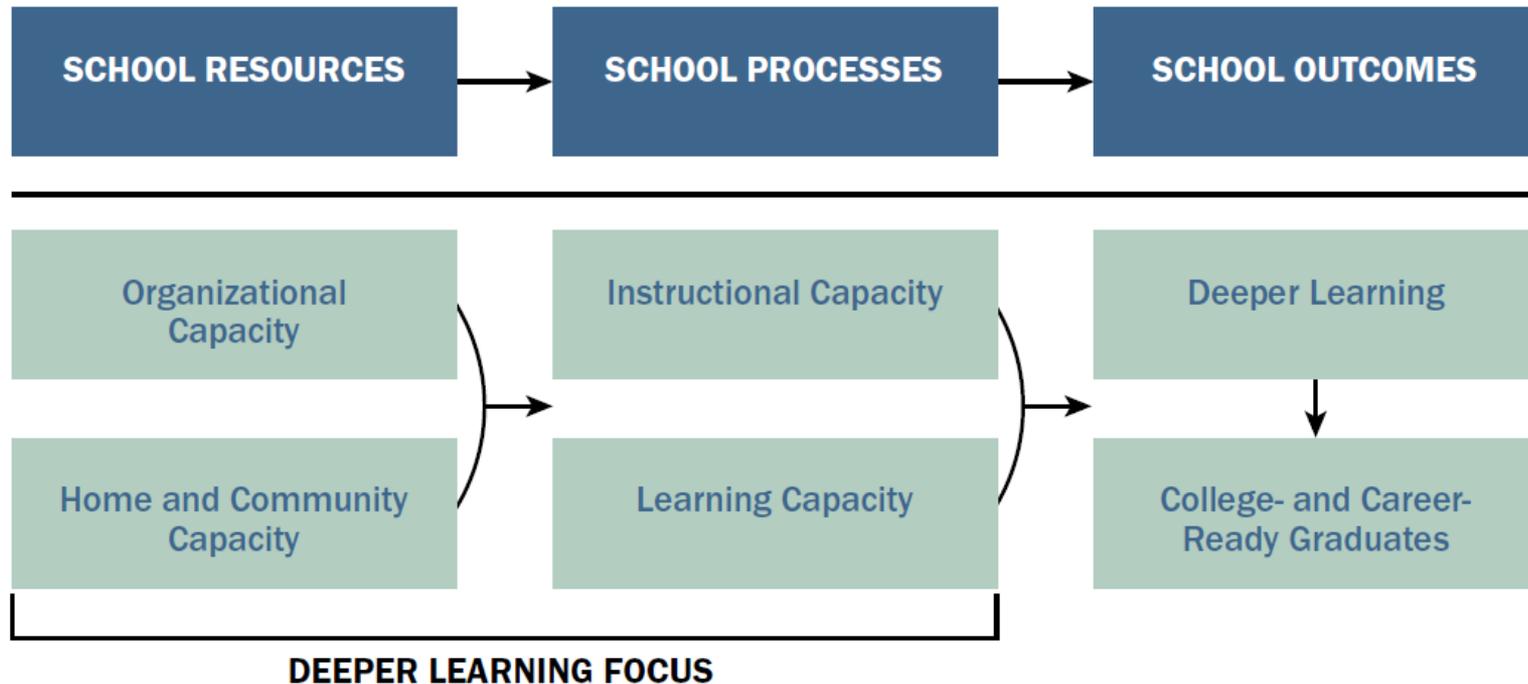
⇒ *What information is meaningful?  
(To the state, to communities?)*

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



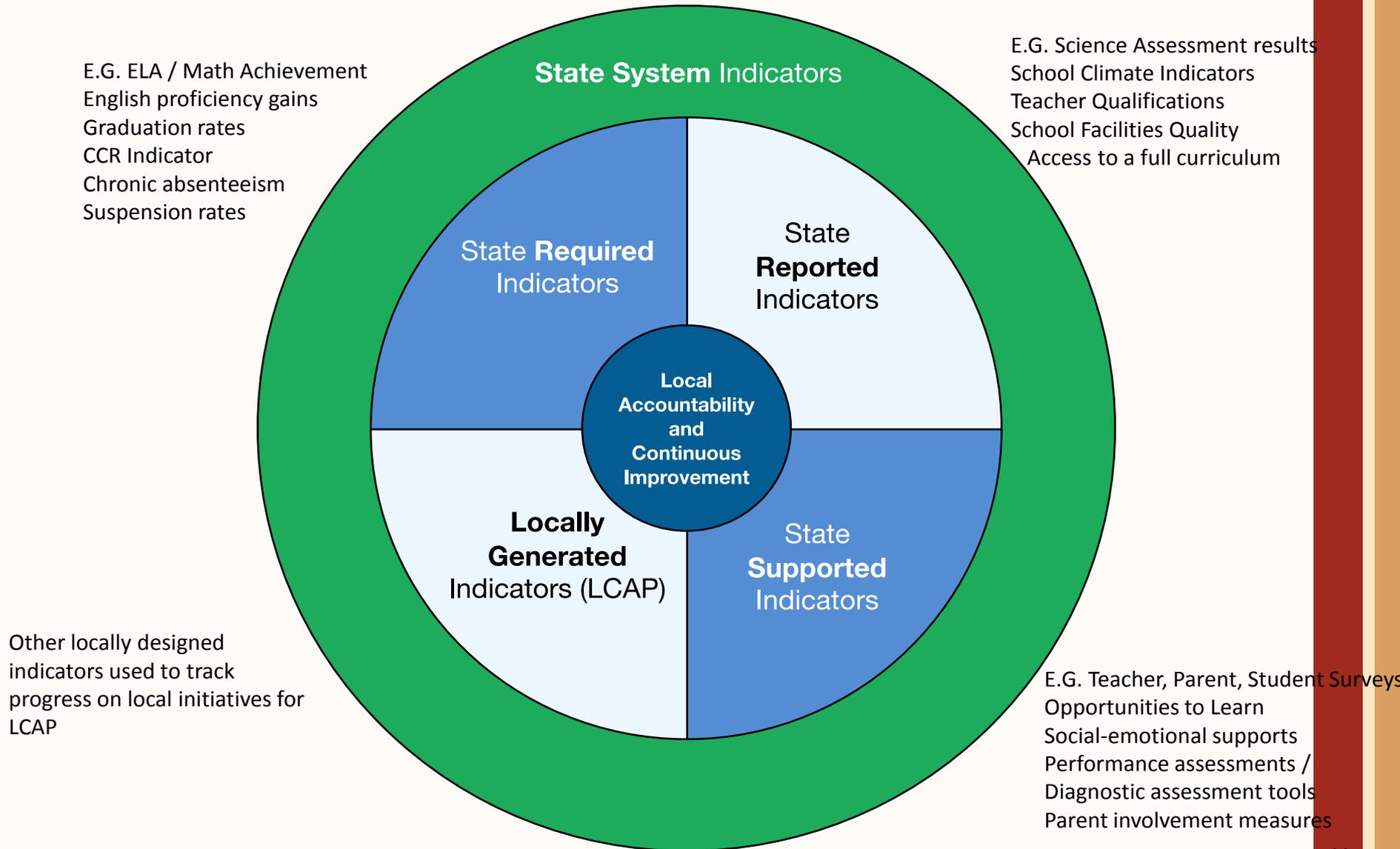
# Thinking about the Relationship Among Indicators & Actions

## Key Concepts in Next Generation Accountability



Source: Adapted from Adams et al. (2015b). *Next Generation School Accountability: A Report Commissioned by the Oklahoma State Department of Education*.

# Different Types of Indicators



# Tiers of Indicators

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

# ESSA Required Measures

## *Academic Achievement*

- English language arts and mathematics, 3-8 and once in HS

## *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 “5<sup>th</sup> 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)

## Connecticut

1. Academic achievement status measured by state assessments
2. Academic growth
3. Assessment participation rate
4. Chronic absenteeism
5. Preparation for postsecondary and career readiness – coursework
6. Preparation for postsecondary and career readiness – exams
7. Graduation – on track in ninth grade
8. Graduation – four-year adjusted cohort graduation rate – all students
9. Graduation – six-year adjusted cohort graduation rate – high needs
10. Postsecondary entrance rate – all students (college enrollment)
11. Physical fitness
12. Arts access

## California

- Academic achievement (scale score) & growth combined: ELA and math
- English language proficiency gains
- Chronic absenteeism
- College & career ready index
- Graduation rate (4 & 5 year rates )
- School climate (survey) / Suspension rate

# Maryland Tier 1 Academic Performance

SAMPLE SCHOOL ACCOUNTABILITY PROGRAM FOR HIGH SCHOOLS CONSISTENT WITH THE PROVISIONS IN SB871/HB978	
Academic Achievement 25%*	<div style="border: 1px solid black; background-color: #ADD8E6; padding: 5px; margin-bottom: 5px; text-align: center;">Proficiency for English/Language Arts, Math, Science, Government</div> <div style="border: 1px solid black; background-color: #ADD8E6; padding: 5px; margin-bottom: 5px; text-align: center;">Performance Level Composite for English/Language Arts, Math, Science, Govt</div> <div style="border: 1px solid black; background-color: #ADD8E6; padding: 5px; margin-bottom: 5px; text-align: center;">Participation for English/Language Arts, Math, Science, Government</div> <p style="text-align: center;"><b>ALL 25%* OF THIS PROFICIENCY MEASURE IS BASED ON A COMBINATION OF PARCC/HSA/MISA TEST SCORES</b></p>
Graduation Rate 10%*	<div style="border: 1px solid black; background-color: #FFD700; padding: 5px; margin-bottom: 5px; text-align: center;">4-Year Adjusted Cohort Graduation Rate</div> <div style="border: 1px solid black; background-color: #FFD700; padding: 5px; margin-bottom: 5px; text-align: center;">5-Year Adjusted Cohort Graduation Rate</div> <div style="border: 1px solid black; background-color: #FFD700; padding: 5px; margin-bottom: 5px; text-align: center;">6-Year Adjusted Cohort Graduation Rate</div> <p style="text-align: center;"><b>WHILE GRADUATION RATE IS NOT ONE TEST SCORE, THIS 10% IS CONTINGENT ON PARCC/HSA PERFORMANCE IN ORDER TO EARN A DIPLOMA</b></p>
English Language Proficiency 10%*	<div style="border: 1px solid black; background-color: #A9A9A9; padding: 5px; margin-bottom: 5px; text-align: center;">Progress in Achieving English Language Proficiency (K-12)</div> <p style="text-align: center;"><b>ALL 10%* OF THIS PROFICIENCY MEASURE IS BASED ON ACCESS 2.0 TEST SCORES</b></p>
College and Career Readiness 10%*	<div style="border: 1px solid black; background-color: #ADD8E6; padding: 5px; margin-bottom: 5px; text-align: center;">                     AP, IB, SAT, ACT                      Dual Enrollment                      Career Technical Education (CTE) Concentrator                      Postsecondary Enrollment                 </div> <p style="text-align: center;"><b>IF USED AS AN ACADEMIC INDICATOR, CCR IS BASED ON PROFICIENCY IN TESTS ASSOCIATED WITH THESE COURSES (not simply participation in the courses) .</b></p>

# Maryland Tier 1: School Quality and Student Supports (HS)

School Quality/  
Student Success  
\*\*

School Climate Survey 10%

*NOTE: School climate is required. The only requirement on weighting is that it is at least 10% of the composite calculation. 10% above is just a placeholder.*

Well-rounded Education (EL)/On-Track in 9th Grade 15%

*SB874/HB978 specifically allows the "On-Track in 9th Grade" measure, so long it is measured by credit completion of specific courses. It is expected MSDE will utilize that measure to the fullest extent possible, thereby changing the 55/45 split in high school to a weighting split closer to 70/30 or even 80/20 (as On-track + academic indicators are all student-outcome indicators). MSDE could weight that indicator as little as 10% and as much as 25% (if MSDE only has three SQSS measures for the high school framework).*

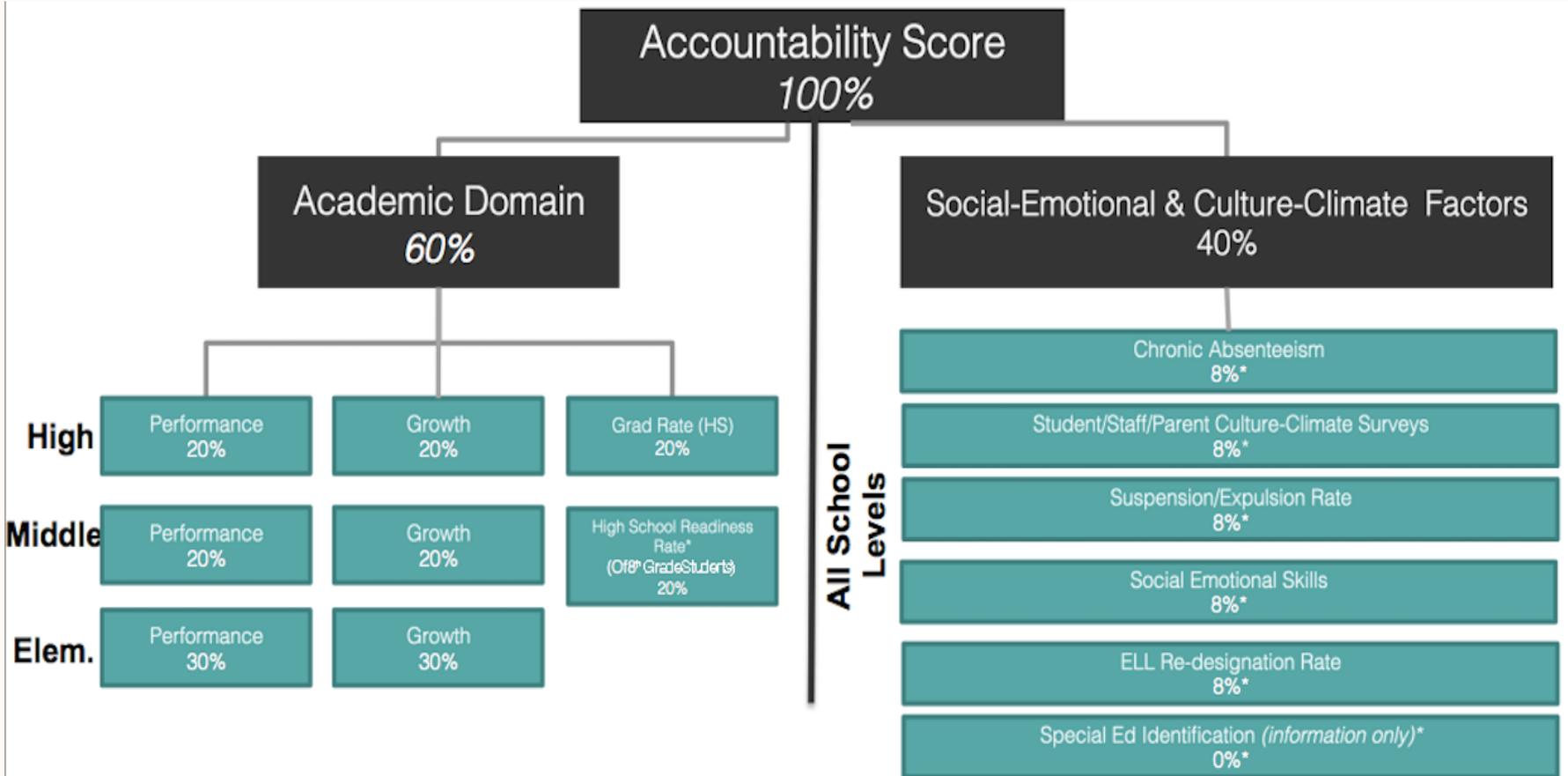
Access to Effective Teachers 10%

Chronic Absenteeism 10%

*The other measures noted above reflect the current MSDE draft plan with placeholder weights, assuming "On-track" is included only at 15%. To comply with the law, the weighting of the other measures in this indicator can be set at any value as long as it is not less than 10% of the composite calculation.*

# CORE's Indicator System:

Used for Identification / Dashboard Used for Reporting



# HOW TO MEASURE?

# 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

# Identifying schools for Intervention and Assistance

In identifying schools for intensive assistance (at least once every three years), each of the academic indicators specified should be of “substantial weight.”

In the aggregate, the academic indicators must be of “greater weight” than the other school quality indicator(s).

# 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, and weighting indicators for identification only each 3 years