

Accountability Working Committee

September 6, 2016





Time	Activity
10:00 – 10:15	Welcome and Goals for Today's Meeting
10:15 – 10:45	Review Guiding Principles and Focus Areas Identified by State Advisory Committee Review and Refine Goals from Last Meeting
10:45 - 12:00	Review Indicators – Small Groups
12:00 – 12:30	Break/Lunch
12:30 – 1:30	Review Indicators – Report Out
1:30 - 2:00	Other Components – Small Groups
2:00 – 2:15	Break
2:15 – 2:55	Other Components – Report Out
2:55 – 3:00	Wrap up, next steps



Review Guiding Principles and Focus Areas Identified by the State Advisory Committee

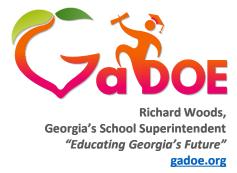




- 1. Develop clear, transparent, stakeholder-friendly reports
 - Include summary information; use user-friendly language; explore data visualization and analytic possibilities
- 2. Maintain consistency across districts and across years
- 3. Ensure the summative rating reflects student outcomes
 - Not processes that force schools to take specific actions. Schools should have flexibility to determine what actions to take.
 - Have a good balance between achievement and growth
- 4. Provide results in a timely manner to inform improvement
- 5. Seek ways to measure growth or progress on other indicators

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Areas of Focus



- Assessment multiple forms, mixed options, multiple measures
- 2. Release data in a more timely manner
- 3. Report with context what do the numbers mean?
- 4. Focus on subgroup data
- 5. Address unintended impact on charter and strategic waivers
- 6. Prioritize information what is important for the purpose of the index?
- 7. Validity
- 8. Focus on growth vs. static numbers
- Comparability comparisons to other schools with similar populations

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Review and Refine Goals

Purpose



- Communication
 - Inform all stakeholders about the performance of their schools on key indicators
 - Inform all stakeholders about their school's progress toward preparing students for college and careers
- School improvement
 - A statewide system that drives school improvement
 - Provides guidance to improve utilization of data
- Accountability
 - 555
- CCRPI is not intended to provide a complete picture of school quality. It is one set of measures that provide an indication of a school's progress in preparing students for college and careers.

Goals



- 1. Increase student achievement
- 2. Increase graduation rates
- 3. Increase literacy and numeracy
- 4. Increase the number of students completing pathways (and/or higher level courses)
- 5. Increase college and career readiness

Intended Uses



- Identify areas where progress has been made and areas in need of improvement
- Identify schools that need additional support
- Hold schools and districts accountable for improving student opportunities and outcomes
- Communicate publicly student performance and effective instructional practices
- Use results to prioritize resources
- Provide a mechanism for comparisons of schools within districts and across the state

Intended Outcomes



- Schools and districts can identify and work towards goals that will improve student opportunities and outcomes
- All stakeholders will understand school and district goals and can understand their role in working toward attaining those goals
- Greater collaboration among all stakeholders
- Highlight schools that are effective or making progress and recognize their strategies
- Communicate to stakeholders a school/district rating on selected indicators of school quality

Create a shift towards results-oriented improvement



Review Indicators

Purpose



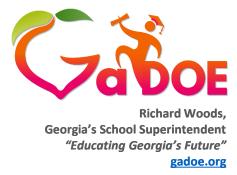
- Begin reviewing indicators for inclusion in CCRPI
- Keep in mind
 - Purpose, goals, intended uses, intended outcomes
 - Expect to revise theory of action!
 - ESSA requirements
 - State requirements
- After reviewing individual indicators, we will review them holistically
- It is OK to revise the purpose and goals during this process

Activity



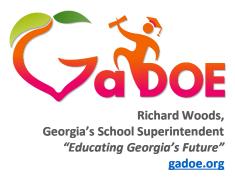
- Each table has a set of indicators to review
- One colored sheet must be completed for each indicator
- Blank sheets are available if you want to discuss a new indicator
- We will use a series of questions to evaluate each indicator
 - Alignment with theory of action (purpose/goals)
 - Alignment with state and federal requirements
 - Technical qualities validity, reliability, comparability

Review Questions



- 1. Purpose: What is the indicator trying to measure?
- 2. Does it measure what it is supposed to measure?
- 3. To what goal does the indicator align?
- 4. Is it appropriate/fair to use for accountability/CCRPI?
- 5. Reliability: Do changes in indicator performance reflect actions taken by schools?
- 6. Would progress on this indicator likely increase student achievement or HS graduation rates?
- 7. Does the indicator meaningfully differentiate among schools?

Review Questions



- 8. Comparability: Is it equally reflective of school quality across the state?
- 9. Is it a statewide measure?
- 10. Can it be disaggregated by subgroup?
- 11. What is the intended outcome by including this indicator?
- 12. What are the unintended consequences of including this indicator?
- 13. Recommendation (keep, modify, remove)

14. Rationale



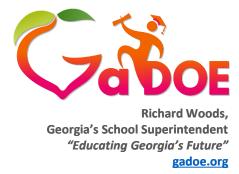
Other Components

Review Questions



- Content Mastery
- Progress
- Graduation Rate
- ELP Indicator
- Performance Flags
- ED/EL/SWD Performance
- Achievement Gap

Next Meetings



- What does readiness look like?
 - Readiness for middle school? Readiness for high school? Readiness for college and careers?
 - Do the indicators we have adequately address readiness for the next level?
- Holistically, do the indicators we have align to the stated goals?
 Do they work together? Do they work across grade spans?
- Scoring, weighting, and labeling
- 95% participation rate
- How do we measure primary schools? Other unique schools?
- Minimum N size
- Setting long term goals and interim progress
- Comprehensive and targeted support schools

Thank you!



- Reimbursements
 - Please leave them with me today if completed.
- Remember to sign in

Thank you!!