

# Accountability Working Committee

January 18, 2017

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# Agenda



Richard Woods,  
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Time	Activity
10:00 – 10:15	Welcome and overview of today's meeting
10:15 – 11:45	Long-term goals and measurements of interim progress Closing gaps N size
11:45 – 12:30	Lunch
12:30 – 2:00	Participation rate Lexile indicator Attendance rate indicator
2:00 – 2:30	Opportunity to explore indicator Graduation rate regulations
2:30 – 2:55	CCRPI Working Draft
2:55 – 3:00	Wrap Up

# Long term goals and measurements of interim progress

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# Discussion

- What feedback do you have on the proposed targets?
  - Do the proposed targets represent an ambitious, yet attainable goal?
  - Are the targets fair?
  - Should we reset targets every 5 years?
- At what level of performance should the target be to maintain performance, instead of improving performance?
- Is there anything else you want to know?
- Are there other considerations?

# Closing gaps

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# Discussion

- What feedback do you have on the proposed achievement gap calculations?
  - Does the proposed method of calculating achievement gap (percent of targets met) provide actionable information for schools?
  - Is the expectation fair?
- Is the proposed method easy to communicate?
- Is there anything else you want to know?
- Are there other considerations?

**N size**

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# N size

- AYP
  - Participation subgroup N size of 40 students
  - AMO and Second Indicator subgroup N size of 40 or 10% of enrolled in AYP grades, whichever is greater (with a 75 student cap)
- CCRPI, TKES/LKES
  - 15
- Purpose:
  - High enough to protect student confidentiality and maximize reliability
  - Low enough to maximize the number of students and student subgroups included in accountability



# Lunch

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# Participation Rate

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# Final Regulations

Specifically, the State would be required to take one of the following actions for a school that misses the 95 percent participation requirement for all students or one or more student subgroups:

- (i) A lower summative determination in the State's system of annual meaningful differentiation under § 200.18(a)(4).
- (ii) The lowest performance level on the Academic Achievement indicator in the State's system of annual meaningful differentiation under § 200.18(a)(2).
- (iii) Identification for, and implementation of, a targeted support and improvement plan consistent with the requirements under § 200.22.
- (iv) Another State-determined action or set of actions described in its State plan under section 1111 of the Act that is sufficiently rigorous to improve the school's participation rate so that the school meets the requirements under paragraph (a) of this section.



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# Discussion

- What feedback do you have on the proposed options?
- Is there anything else you want to know?
- Are there other considerations?

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# Lexile indicator

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# Discussion

- What feedback do you have on the proposed Lexile calculations?
- Is there anything else you want to know?
- Are there other considerations?

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# Attendance rate indicator

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# Discussion

- What feedback do you have on the proposed attendance rate calculations?
- Is there anything else you want to know?
- Are there other considerations?

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# Opportunity to explore indicator

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# Discussion

- How can we address stakeholder feedback to include meaningful indicators of access to a well-rounded curriculum?
- Which courses should be included in the indicators?
- How many courses/credits should be expected?
- Are there any other considerations or concerns?

# Graduation rate regulations

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# CCRPI working draft

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# Discussion

- What feedback do you have on the CCRPI working draft?
- Is there anything else you want to know?
- Are there other considerations?

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# Wrap Up

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