Accountability Working Committee

November 14, 2016

Agenda

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Time	Activity
10:00 – 10:15	Welcome and Overview of Today's Meeting
10:15 – 11:00	Georgia's Opportunity: Comparisons and Systems Research of States' Accountability Measures • Dr. Richard Welsh, University of Georgia
11:00 – 11:45	Discuss Stakeholder Feedback
11:45 – 12:30	Lunch
12:30 – 1:30	Reporting
1:30 – 2:55	Revise CCRPI Working Draft
2:55 – 3:00	Wrap Up

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Georgia's Opportunity: Comparisons and Systems Research of States' Accountability Measures

Dr. Richard Welsh

University of Georgia

Department of Lifelong Education, Administration and Policy

Discussion

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
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- Any questions for Dr. Welsh?
- What are the implications for our work?

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Discuss Stakeholder Feedback

Survey

- CCRPI Survey of School and District Leaders
  - Set clear, attainable goals
  - Include indicators that promote improved student opportunities and outcomes
  - Simplify the index
  - Maintain consistency
  - Release CCRPI scores earlier

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ESSA Public Hearings

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Georgia's School Superintendent
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- August 24: Columbia County
- August 29: Habersham County
- September 14: Fulton County
- September 19: Muscogee County
- October 12: Laurens County
- October 17: Gordon County
- November 1: Dougherty County
- November 3: Chatham County

Common Themes

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- Columbia County
  - Figure out how to measure true growth and use it for accountability.
  - Simplify the CCRPI. It's not fair or clear.
  - While growth is important, include other factors in the system for a holistic view of performance.
  - Attendees do not think the current system accurately reflects their schools' performance.

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Common Themes

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- Habersham County
  - Stakeholders were most interested in knowing about school safety, student growth and achievement, teacher effectiveness and qualification and school climate.
  - There are mixed opinions on the current rating system. Some believe it is too complicated and rigorous while others believe it accurately represents some parts of school performance.
  - Stakeholders recommend a wide range of improvement for the system, primarily focused on making it simpler and less focused on CCRPI.

Common Themes

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- Preliminary themes from meetings 1-6
  - Emphasize/prioritize student growth
  - Use multiple measures
  - Simplify current index
  - Create more consistency
  - Simplify and streamline reports
  - Concern that the index doesn't take everything into consideration (such as parent involvement, curriculum changes, poverty, transiency, things outside schools' control)
  - Focus should be on school improvement
  - Want more information on school offerings, holistic education
  - Want more information on student preparation for life (life skills, soft skills, etc)

Discussion Questions

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- For those that attended a session, what were your take-aways?
- What are the central themes that need to be addressed?
  - How can we address these themes?
- Are there themes that cannot be addressed?
  - Why not?
  - How might they be addressed outside of the accountability system?
- Any additional take-aways?

Lunch

Reporting

Reporting

Richard Woods,
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- Review examples of state accountability reports
- Discuss what works and does not work about the current CCRPI reports
- Discuss what elements of other reports we like and do not like
- Identify the elements and characteristics we want to incorporate in the new CCRPI reports

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Website

Ohio

2015 - 2016 Report Card for
Danbury High School

SCHOOL GRADE

Coming in
2018

Achievement
The Achievement component represents the number of students who passed the state tests and how well they performed on them.

COMPONENT GRADE

D

Performance Index
65.8%..... **D**

Indicators Met
61.5%..... **D**

Progress
The Progress component looks closely at the growth that all students are making based on their past performances.

COMPONENT GRADE

C

Value Added
Overall..... **C**
Gifted..... **NR**
Students with Disabilities..... **NR**
Lowest 20% in Achievement..... **NR**

Gap Closing
The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

COMPONENT GRADE

F

Annual Measurable Objectives
33.3%..... **F**

Graduation Rate
The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

COMPONENT GRADE

A

Graduation Rates
100.0% of students graduated in 4 years..... **A**
94.9% of students graduated in 5 years..... **B**

K-3 Literacy
The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

COMPONENT GRADE

Not Rated

K-3 Literacy Improvement
NC..... **NR**

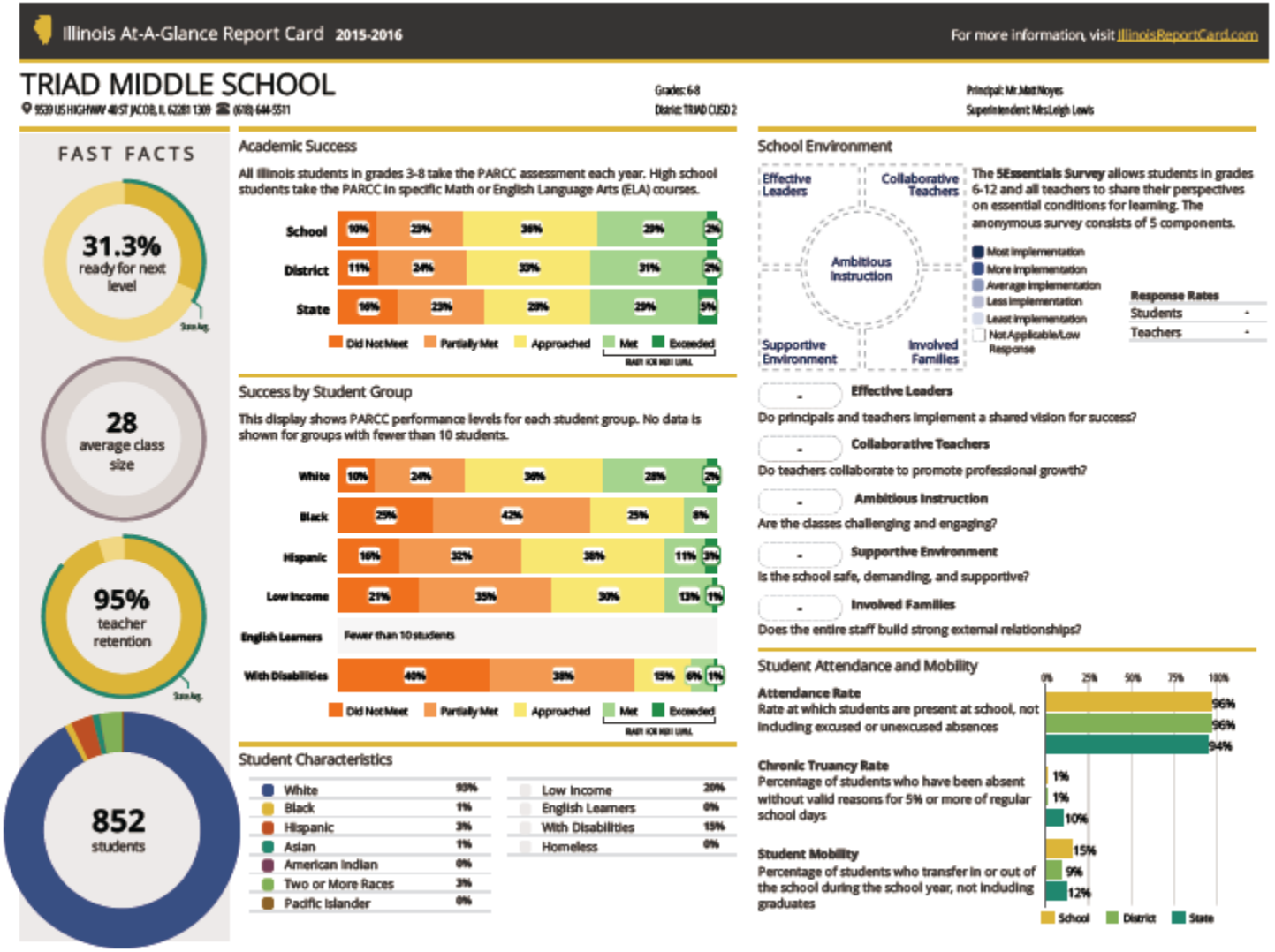
Prepared for Success
Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

C

[Website]

Illinois



Website

New York City

2014-15 School Quality Snapshot / K-8

NYC Department of Education
Chancellor Carmen Fariña

Ballet Tech, Nyc Public School For Dance (02M442)

Framework for Great Schools

Research shows that schools strong in the six areas are far more likely to improve student learning.

School Overview

Ballet Tech integrates intensive dance training with a full academic curriculum for approximately 150 students in grades 4-8. The middle school dance curriculum, provided on-site by the Ballet Tech Foundation, includes daily classes in ballet technique as well as pointe, modern, character, gymnastics, and repertory choreographed by founder Eliot Feld specifically for these young dancers.

General Information~

Principal: Roy Oneill
Grades served: 04,05,06,07,08
Enrollment: 150
Shared Space: No
Admissions methods: School-Based Admission

Student Demographics

Asian: 37% | Black: 24% | Hispanic: 16% | White: 19%
English Language Learners: 1%
Student with Special Needs: 2%

Staff Experience

Years of principal experience at this school: 5.8
% of teachers with 3 or more years of experience: 78%

Attendance

Student Attendance: 96% | Students Chronically Absent: 7%
Teacher Attendance: 98%

890 Broadway
Manhattan, NY 10003
212-254-1803

Activities and Sports

73% of students feel that this school offers a wide enough variety of programs, classes, and activities to keep them interested in school

Extracurricular Activities

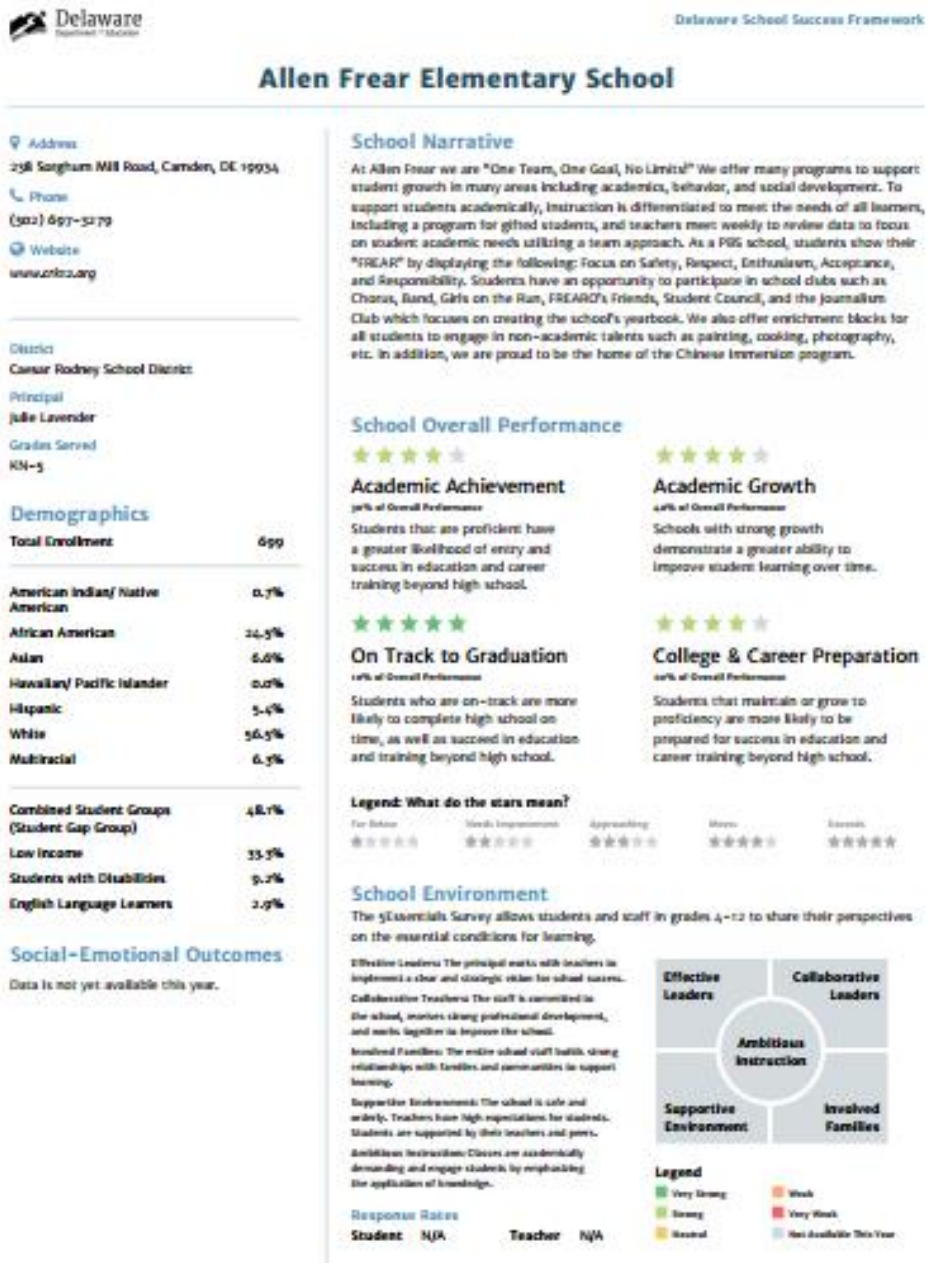
Spirit Committee, KIDS DANCE (pre-professional student dance troupe)

CHAMPS Sports

Boys: N/A
Girls: N/A
Co-Ed: N/A

Delaware

Website



Delaware

Delaware School Success Framework

Allen Frear Elementary School

Address
258 Sorghum Mill Road, Camden, DE 19934

Phone
(302) 697-3279

Website
www.cr122.org

District
Caesar Rodney School District

Principal
Julie Lavender

Grades Served
KN-5

Demographics

Total Enrollment	699
American Indian/ Native American	0.7%
African American	24.5%
Asian	6.6%
Hawaiian/ Pacific Islander	0.0%
Hispanic	5.4%
White	56.5%
Multiracial	6.3%
Combined Student Groups (Student Gap Group)	48.1%
Low Income	33.5%
Students with Disabilities	9.2%
English Language Learners	2.9%

Social-Emotional Outcomes

Data is not yet available this year.

School Narrative

At Allen Frear we are "One Team, One Goal, No Limits!" We offer many programs to support student growth in many areas including academics, behavior, and social development. To support students academically, instruction is differentiated to meet the needs of all learners, including a program for gifted students, and teachers meet weekly to review data to focus on student academic needs utilizing a team approach. As a PBIS school, students show their "FREAR" by displaying the following: Focus on Safety, Respect, Enthusiasm, Acceptance, and Responsibility. Students have an opportunity to participate in school clubs such as Chorus, Band, Girls on the Run, FREAR's Friends, Student Council, and the Journalism Club which focuses on creating the school's yearbook. We also offer enrichment blocks for all students to engage in non-academic talents such as painting, cooking, photography, etc. In addition, we are proud to be the home of the Chinese Immersion program.

School Overall Performance

Academic Achievement

Students that are proficient have a greater likelihood of entry and success in education and career training beyond high school.

Academic Growth

Schools with strong growth demonstrate a greater ability to improve student learning over time.

On Track to Graduation

Students who are on-track are more likely to complete high school on time, as well as succeed in education and training beyond high school.

College & Career Preparation

Students that maintain or grow to proficiency are more likely to be prepared for success in education and career training beyond high school.

Legend: What do the stars mean?

School Environment

The 5Essentials Survey allows students and staff in grades 4-12 to share their perspectives on the essential conditions for learning.

Effective Leaders: The principal works with teachers to implement a clear and strategic vision for school success.

Collaborative Teachers: The staff is committed to the school, receives strong professional development, and works together to improve the school.

Involved Families: The entire school staff builds strong relationships with families and communities to support learning.

Supportive Environments: The school is safe and orderly. Teachers have high expectations for students. Students are supported by their teachers and peers.

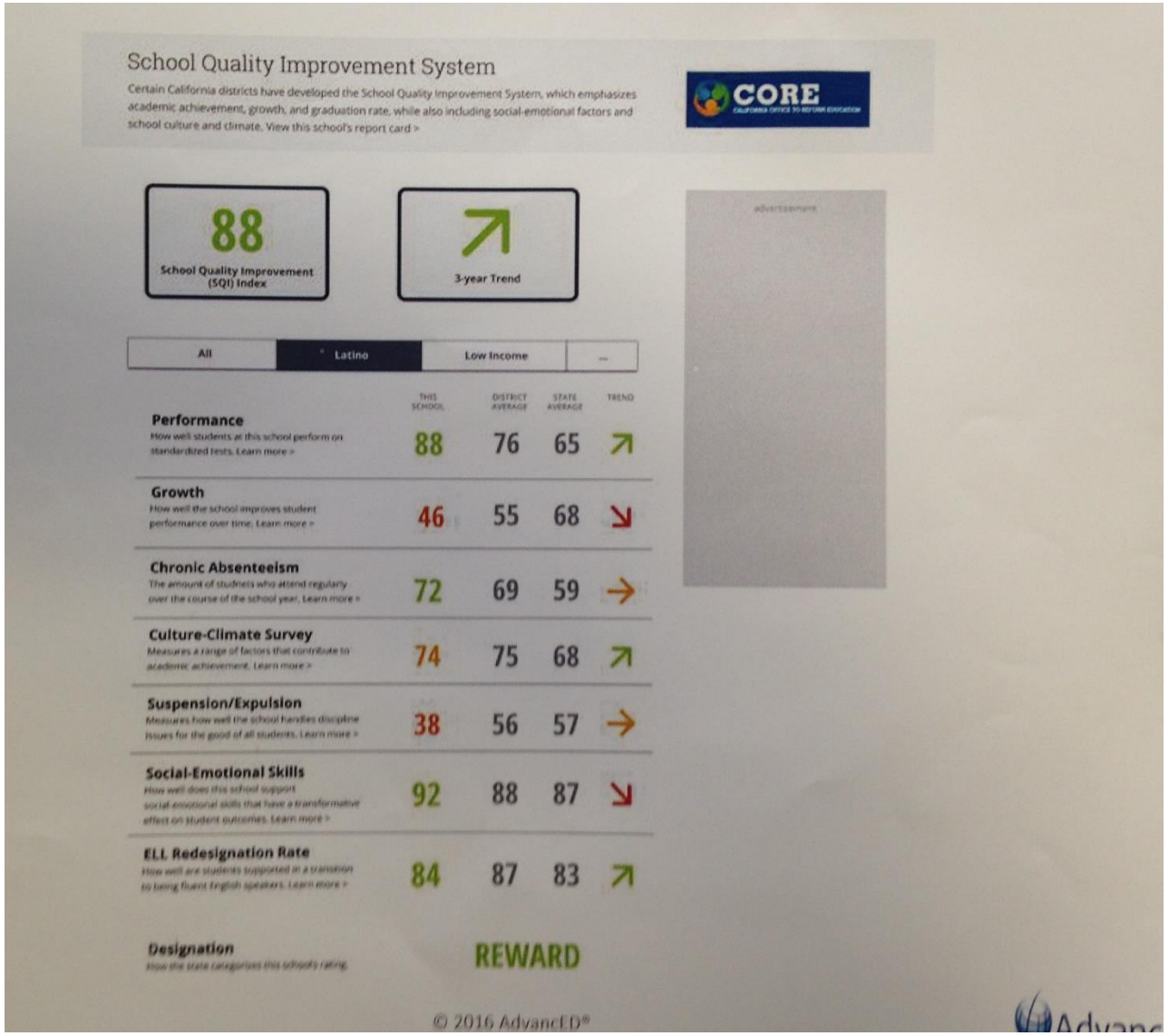
Ambitious Instruction: Classes are academically demanding and engage students by emphasizing the application of knowledge.

Effective Leaders | Collaborative Leaders | Ambitious Instruction | Supportive Environment | Involved Families

Legend
Very Strong | Strong | Neutral | Weak | Very Weak | Not Available This Year

Response Rates
Student N/A Teacher N/A

AdvancED Samples



School Quality Improvement System

Certain California districts have developed the School Quality Improvement System, which emphasizes academic achievement, growth, and graduation rate, while also including social-emotional factors and school culture and climate. View this school's report card >

CORE
CALIFORNIA OFFICE TO REFORM EDUCATION

88
School Quality Improvement (SQI) Index

3-year Trend

advertisement

All | Latino | Low Income | ...

	THIS SCHOOL	DISTRICT AVERAGE	STATE AVERAGE	TREND
Performance How well students at this school perform on standardized tests. Learn more >	88	76	65	↗
Growth How well the school improves student performance over time. Learn more >	46	55	68	↘
Chronic Absenteeism The amount of students who attend regularly over the course of the school year. Learn more >	72	69	59	→
Culture-Climate Survey Measures a range of factors that contribute to academic achievement. Learn more >	74	75	68	↗
Suspension/Expulsion Measures how well the school handles discipline issues for the good of all students. Learn more >	38	56	57	→
Social-Emotional Skills How well does this school support social-emotional skills that have a transformative effect on student outcomes. Learn more >	92	88	87	↘
ELL Redesignation Rate How well are students supported in a transition to being fluent English speakers. Learn more >	84	87	83	↗

Designation How the state categorizes this school's rating

REWARD

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AdvancED Samples

SEA Logo

By 2030, all students will graduate choice ready with knowledge, skills and dispositions to be successful.

Sample School (2016-17)

AdvancED

1234 SCHOOL DRIVE, GA 30009 ◆ 555.123.4567
Principal: Ms. Sue Smith (Since: 9/2014)

Grades: K-12
Opened: 1987

Local: Suburban
Title I Status: School-wide

DASHBOARD | KEY PERFORMANCE INDICATORS | ACCOUNTABILITY | PROFILE | IMPROVEMENT PRIORITIES | ACCOMPLISHMENTS | ANNUAL TARGETS

PROFILE

Student Characteristics

21% English Learners
42% Low-Income
28% Mobility
11% Disabilities

Staff Characteristics

98% Highly Qualified
32 Avg.Class Size
88% Retention Rate

Fiscal Management

Instructional Spend Per Pupil

	2014	2015	2016
School	$6,181	$5,550	$6,020
District	$6,140	$5,400	$5,820
State	$7,212	$6,119	$7,997

Operating Spend Per Pupil

	2014	2015	2016
School	$10,050	$9,854	$9,650
District	$11,112	$10,980	$9,883
State	$13,370	$13,750	$14,166

KEY PERFORMANCE & IMPROVEMENT INDICATORS

School Quality Indicators				
Measure	Performance	Improvement	Overall	Inclusion Rate
Student Engagement *	Low	Declined	Issue	Met
Climate & Culture	Intermediate	Improved	Good	Met
Parent/Family Engagement	Low	Maintained	Monitor	Met
Learning Opportunities*	High	Maintained	Excellent	Met

Student Outcome Indicators				
Measure	Performance	Improvement	Overall	Inclusion Rate
Kindergarten Readiness	Intermediate	Improved	Good	Not Met
Student Learning Index –Overall*	Intermediate	Sig. Improved	Excellent	Met
Student Learning Index – ELA*	Low	Maintained	Monitor	Met
Student Learning Index – Math*	Intermediate	Improved	Good	Met
Student Learning (Science)*	Low	N/A	Monitor	Met
Student Learning (Social Stud.)*	Intermediate	N/A	Monitor	Not Met
College/Career Ready*	High	Improved	Good	Met
Read to Succeed	Low	Declined	Issue	Met
English Language Proficiency*	Low	N/A	Monitor	Met
Graduation Rate*	Low	Declined	Issue	Met

** Indicators Used for Accountability*

IMPROVEMENT PRIORITIES

Suspension

Student Engagement

Graduation

SIGNIFICANT ACCOMPLISHMENTS

Climate & Culture

87% Participation
(22% Increase)
3.3 Overall Score
(13% Increase)

Attendance

80% Student
(9% Increase)
94% Staff
(10% Increase)

College & Career Ready

82%
(16% Increase)

ANNUAL PERFORMANCE & GROWTH TARGETS

	Current Result	2017 Target
Student Engagement	2.21	2.78
Climate & Culture*	3.30	3.50
Parent/Family Engagement*	28.9%	35.7%
Learning Opportunities	80.1%	85.4%
Kindergarten Readiness*	58.8%	61.5%
Student Learning Index (Overall)	71.4%	75.9%
Student Learning Index (ELA)	69.4%	71.4%
Student Learning Index (Math)	77.8%	80.0%
College/Career Ready	89.4%	92.5%
English Language Proficiency	45.4%	57.4%
Graduation Rate	76.0%	84.7%

** Locally established targets*

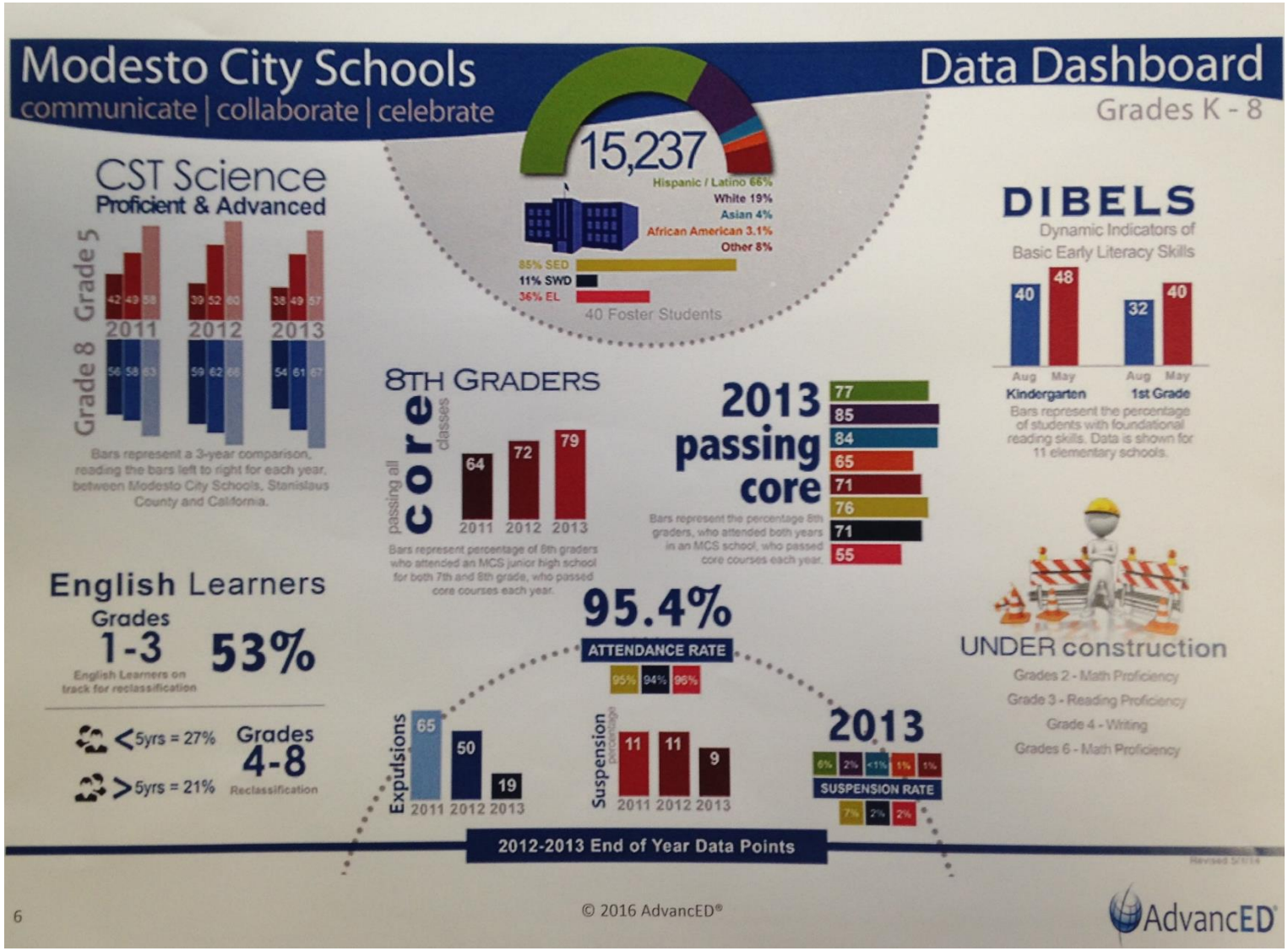
ACCOUNTABILITY

Designation: Comprehensive Support (year 1)

	Student Learning Index*	English Learners	Graduation Rate	School Quality Factors
Overall (Aggregate)	Good	Issue	Monitor	Issue
Target Population (Disaggregate)	Issue (2)	Issue (1)	Issue (1)	Issue (3)
Grade Levels (Disaggregate)	Good	Issue (2)	N/A	Issue (2)
Content Areas (Disaggregate)	Monitor(1)	N/A	N/A	Issue (2)

** Achievement & Growth Outcomes)*

AdvancED Samples



Discussion Questions

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
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- What works about the current CCRPI reports?
- What does not work about the current CCRPI reports?
- What elements do we like from the sample reports? What do we not like? Are there other sample reports that we should investigate?
- What information and characteristics do we want to incorporate on the new CCRPI reports?

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Revise CCRPI Working Draft

Disclaimer

- This is a *working* draft of a revised CCRPI
- This working draft is based on 1) the work of this committee, 2) the theory of action developed by this committee (also a working document) and 3) stakeholder feedback received to date.
- The purpose of today's discussion is to continue reviewing, discussing, and refining the draft.
  - Link back to theory of action and refine purpose/goals if necessary

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Questions From Last Time

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
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- Do the indicators align with the purpose, goals, and intended outcomes?
- Do the indicators work together? Do they work across grade bands?
- Do the indicators adequately address readiness for the next level?
- What works? What doesn't work? What is missing? What are the unintended consequences? What considerations are there? What questions do you have?

Key Questions for Today

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
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- Do the components work?
  - Content Mastery
  - Progress
  - Achievement Gap
  - Readiness
  - Graduation Rate (HS only)
- Based on our previous work, which indicators should be part of the Readiness?

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Wrap Up

Thank you!

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

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

- Thank you!!

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