



**Joint Meeting of the
Commissioner's Task Force to Develop a Performance-Based
School Accountability System
and the NH DOE Accountability Task Force
October 28, 2011, 9:00 am – 12:00 pm,
Room 15, Londergan Hall**

AGENDA

Defining “Adequacy” and Establishing Cutscores

In order to establish a cutscore for the performance-based accountability system, we need to engage in a deliberative process to help establish a recommended cutscore.

Defining Adequacy

The NH Legislature did not explicitly define “adequacy” in SB 180 other than stating that school that meets the requirements of the input system or the performance-based accountability system can be said to “provide the opportunity for an adequate education.” It is important to remember that the target of the legislation was not “adequacy,” but the “opportunity for an adequate education.” While this might sound like word play, some might argue that “an opportunity for...” is a lower bar than “adequacy,” but that is one of the things we need to wrestle with this morning.

9:15: Creating a performance-level descriptor: Round One

- ✓ In groups of 4-5 people, spend a little time brainstorming what “an opportunity for an adequate education” means for either elementary/middle or high schools (we’ll make sure multiple groups are working on each level). While you might want to define this very broadly and include things such as ensuring the emotional well-being of students, for example, we need you to focus your definition largely on the indicators included in this system, such as:
 - Overall achievement in the multiple content areas
 - Achievement of the various student groups in the multiple content areas
 - Growth (if application) in the multiple content areas for the whole schools and key student groups
 - Readiness indicators, if applicable
- ✓ Once you have finished an initial brainstorming, try to form your ideas into a coherent statement (short paragraph with perhaps some bulleted statements for details).

9:45: Creating a performance-level descriptor: Round Two

- ✓ Now that we have multiple descriptors by school level, our goal is to draft a set of common descriptions: one for elementary/middle and one for high schools.

10:30 Establishing cutscores: Again, working in multiple groups by school level, we will work to match school reports to the performance level descriptions that we just generated. First, orient yourselves to the school reports. We have provided you with a set of school reports spanning a wide range of overall performance. The reports are ordered from lowest to highest.

1. **Round 1:** Working individually and starting on the first school report (lowest), ask yourself if this school meets the agreed upon definition of adequacy. If the answer is “no”, move to the next paper, and so on until you get to a “yes.” Once you get to **two yeses** in a row, put a sticky note on the second yes paper and write the number of the paper (school) below and a brief rationale for your decision.
 - School Number _____ Rationale _____

2. **Group discussion:** Once everyone in the group finishes step 1, each group will have a short discussion to compare ratings and rationales.
3. **Round 2:** Reflecting on the group discussion, but still working individually, review your rating and adjust it if you see fit by putting another sticky note on the revised rating page. Once you finish this task, please write the number of the paper (school) below and a brief rationale for your decision.
 - School Number _____ Rationale _____

4. **Second group discussion:** Once everyone has finished Round 2, have another discussion to see if your group is able to reach an overall recommendation (not required).

11:15 Sharing findings across groups

- ✓ We will hear a summary of the findings/recommendations from the various groups
- ✓ I (Scott) will synthesize the recommendations from the various groups and present them to the Commissioner for her ultimate decision.

11:45 Advance Organizer for Level II

12:00 Adjourn

Note: The December 9th meeting will focus almost entirely on the Level II system