Advisory Team: Accountability Task Force

MINUTES

OCTOBER 4, 2016 9:00AM-12:00PM 21 Fruit Street, Concord, NH

**ADVISORY TEAM LEADS**
Scott Mantle, Paul Leather, and Saundra MacDonald, NH DOE

**CONSULTANTS**
Scott Marion, Susan Lyons and Juan D’Brot, Center for Assessment

**NOTE TAKER**
Susan Lyons and Juan D’Brot, Center for Assessment

**ATTENDEES**
Jonathan Vander Els, Ellen Hume-Howard, Chris Demers, Tammy Davis, Robert Malay, Carl Ladd, Keith Burke, Terri Forsten, Nate Greenberg, Mindy Ryan, Nancy Stiles, Aaron Hughes, Winfred Feneberf, Susan Morgan, Donna Dubey, Heather Cummings, Evelyn Aissa, Deborah Fleurant, Donna Crook, Corrine Cascadden, Julie Heon, George Slim, Lorraine Taccori-Moore.

**OBSERVERS**

**PRE-READ MATERIALS**
Chronic Absenteeism Brief, 65x25 Brief

**DISCUSSION**

**OBJECTIVES FOR MEETING:**
- Translating the NH Coalition for Business and Education goal of having 65% of 25-64 year olds with a high-quality postsecondary credential by 2025 into ESSA accountability goals and intermediate targets.
- Exploring the required long-term and interim goals for various indicators.
- Developing an understanding of the requirements associated with identifying schools for comprehensive and targeted support.
- Develop an understanding of the current Work-Study Practices (WSP) initiative.
- Explore “chronic absence” as a potential “additional indicators of school quality” for elementary and middle schools.

9:00  **Welcome and Introductions**
- Paul Leather and Scott Mantle, NH DOE

9:15  **Progress update**
- Scott Marion, Center for Assessment

Scott Marion reminds the task force of the reporting and accountability requirements, and while they should overlap, the accountability indicators can be a subset of the reporting indicators. For example, we can report percent proficient by each identified subgroup, but we can use a different index for the accountability system. Scott identifies where the task force has established general agreement: achievement, graduation, and college and career readiness. The task force has been introduced to the EL indicators and we have outlined the conceptualization for tying accountability to the 65x25 goal.

9:30  **Providing the context for 65 x 25**
- Susan Lyons, Center for Assessment

Susan Lyons reorients the task force to the rationale for adopting the 65x25 goal. Decisions made by the task force will impact schools; the goals we define can serve as a framework for on-going school improvement and provide context for how we evaluate the reasonableness of our decisions. Susan referenced work done by the Lumina Foundation and Georgetown University relating the need to increased post-secondary attainment in New Hampshire. Susan then highlighted several efforts around the state that have already adopted 65x25 as their vision for New Hampshire. Susan offered a possible theory of action for the role K-12 plays in achieving this goal. Deputy Commissioner Paul Leather reinforced this notion by identifying the goal as a workforce problem, and K-12 as part of the workforce pipeline. Paul emphasizes that we do not want indicators within the accountability system that are out of the school’s control, but we want to select indicators that address the school’s role in preparing New Hampshire graduates for post-secondary and career success.

10:00  **Establishing long-term and interim goals under ESSA**
- Juan D’Brot and Scott Marion, Center for Assessment

ESSA requires states to establish “status” and “improvement” goals for academic achievement, graduation rate, and subgroups that are behind. Scott Marion and Juan D’Brot reviewed the requirements of the law and draft regulations to ground everyone in parameters for establishing long-term and interim goals. Juan emphasized how goals can create cohesion within the K-12 system. Working towards improved graduation and college and career readiness can help improve post-secondary attainment and employment. Juan presented historical data and displayed trends in achievement (multiple measures) along
New Hampshire has received funding to pilot programming around work-study practices in schools. Jonathan Vander Els is now leading that work as the executive director of the New Hampshire Learning Initiative. Jonathan explained how metacognition is the basis of this work. Teachers and students need to reflect on what is allowing them to be successful, what has gotten in the way of being successful, and what the next steps are for students on their path for success.

Jonathan's work is to help teachers integrate these skills within the classroom and develop ways to assess them. Jonathan reviewed with the task force a year-long course for teachers that trained them how to integrate the work-study practices into their instruction and build assessments for gathering evidence of student success on the work study practices. Results have been very positive where students are able to communicate where they are in their own learning and what their next steps are. The program starts very young, this year even beginning in pre-schools. After the presentation, Scott and Paul led a discussion about the appetite for collecting data related to the work-study practices. Paul emphasized that we may need to collect this at the local level and it is not ready-made for accountability, especially since it is embedded in the school. Bill Duncan reminded the task force that there is universal acceptance of these skills and dispositions as people’s goals for their students and he called for elevating the visibility of these skills. There was general agreement that the accountability system should account for these practices in some way, even if it just begins with reporting.

As discussed at the last meeting, several members expressed interest in considering the use of a chronic absence indicator as an additional measure of school quality or student success for elementary and middle schools. Susan presented a brief review of the literature on chronic absence and discusses its use as an accountability indicator. Susan opened up the discussion with some guiding questions about the appropriateness of this indicator for inclusion in the NH accountability system. After some discussion about the locus of control, the appropriateness of this metric for capturing school quality, and potential unintended negative consequences, the task force had general agreement that chronic absenteeism is not a good candidate for inclusion within the elementary and middle school accountability model as the “fifth indicator”.

ESSA includes requirements for identifying schools for “comprehensive” and “targeted” support. Scott Marion presented an overview of these requirements and discussed possible approaches that NH might use to identify schools for these categories of support. The task force asked multiple clarifying questions about Title 1 and the requirements of the law. Due to limited time, the discussion of how New Hampshire will identify schools is tabled for a future date.

CONCLUSIONS

Thank you for the valuable participation and input from the task force members. We will work to prepare a hard copy of a strawman accountability model for the purpose of moving the conversation about finalizing decisions during the next meeting. Additionally, we will discuss a new suggestion for the fifth indicator for elementary and middle schools: an equity index.

ACTION ITEMS | PERSON RESPONSIBLE | DEADLINE
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Create a hard copy of a proposed accountability model for discussion | Center for Assessment | Oct 28
Pre-reading | Task Force | Nov 2