



October 20, 2016

MULTIPLE MEASURES ACCOUNTABILITY MODELS

Multiple Measures Accountability Models Session

Session Objectives

1. Advance states' work on developing and implementing a coherent, multiple measures accountability and improvement system
2. Consider the options for additional indicators and how to weigh and utilize them within the parameters of ESSA
3. Explore ways to maximize system accessibility and implementation considerations
4. Make recommendations for the Multiple Measures workgroup for 2017 and key areas of support
5. Build cross-state networks and connections

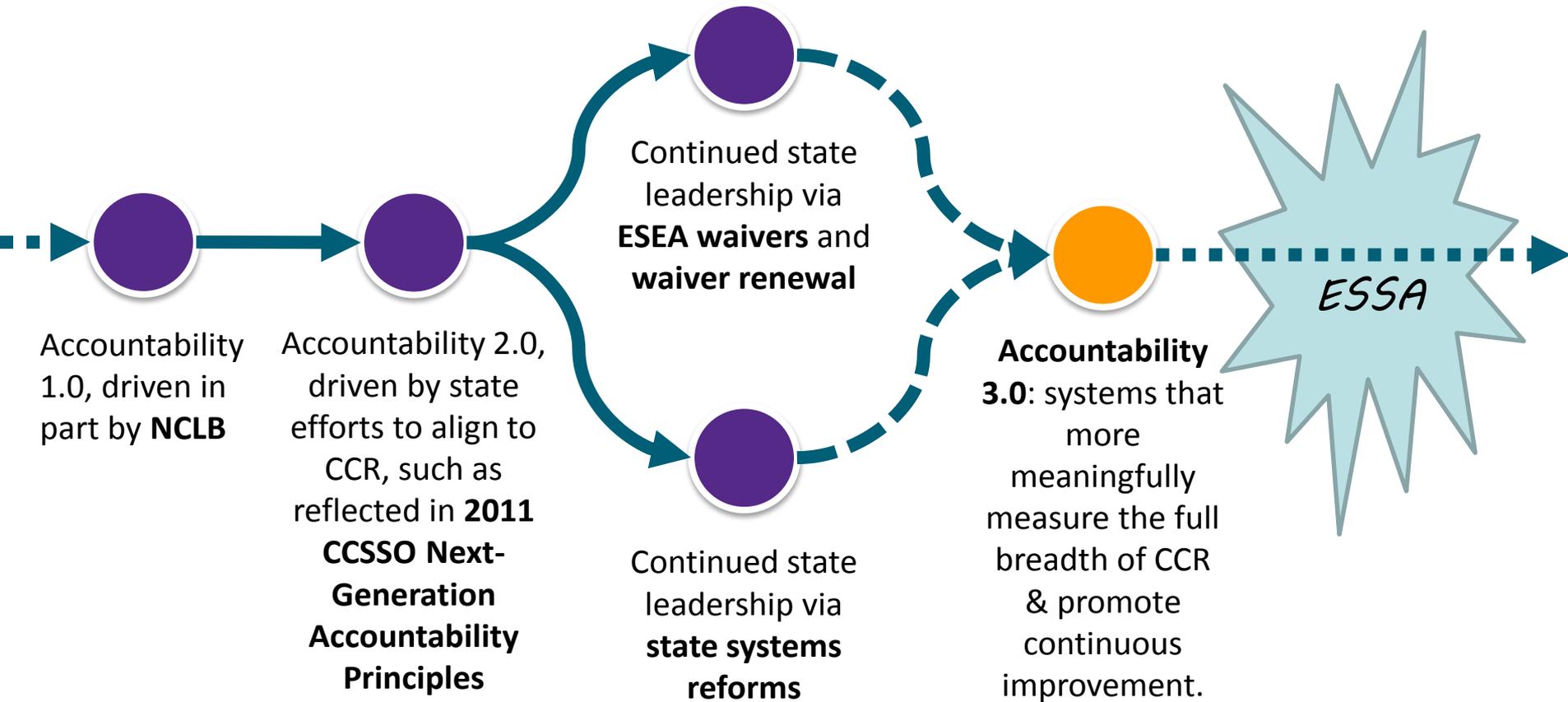
Developing and implementing a multiple measures accountability and improvement system

Session Discussion Topics

1. Options for a 5th, 6th, 7th, or more indicator(s)
2. Weighing and utilizing indicators
3. Maximizing system accessibility
4. Implementation considerations

Options for a 5th, 6th, 7th, or more
indicator(s)

Continuous Improvement of Accountability Systems



Disaggregation and Differentiation

⌘ All indicators must allow for subgroup disaggregation;

AND

⌘ Indicators must allow for meaningful differentiation between schools

What does ESSA Require?

- ⌘ ESSA requires **at least** five separate measures, which may consist of multiple indicators.
 1. A measure of academic achievement using annual assessments in English language arts and math
 2. 4-year graduation rate for high schools (extended year rate may also be used)
 3. An additional academic measure for elementary schools, which can be a measure of student growth.
 4. A measure of progress in language proficiency for English language learners
 5. A measure of school quality or student success.

Why do OTL indicators matter?

These measures can be:

- used to both **gauge and increase** students' opportunity to learn
- encourage schools and other stakeholders to **pay close attention to the resources and conditions** that influence student learning outcomes
- **address inequities** that exist

States May Consider Levels of Reporting

Level
1

State-required measures are Federal indicators used for monitoring and identifying schools for intervention

Level
2

State-reported measures are used for in-state monitoring and continuous improvement

Level
3

State-supported tools and measures help schools improve teaching and learning

- (**Locally developed** indicators are those that schools and districts adopt for their own purposes to guide their monitoring and improvement efforts)

Opportunity indicators

Curriculum Access: Reporting this kind of information by group may leverage greater access, while also offering a more holistic picture of students' learning.

State -
required

or

State -
reported

- student participation in **college preparatory courses** or completion of a full college preparatory curriculum;
- completion of a **high-quality career technical course sequence**, including work-based learning opportunities or internships;
- student participation in and completion of **Advanced Placement, International Baccalaureate courses, or dual credit college courses.**

Engagement & Support Indicators

School Climate

Surveys can be used to:

- measure perceptions of safety, engagement in the classroom, and parental involvement
- measure opportunities to learn social, emotional, and academic skills
- measure levels of staff collaboration and opportunities for professional learning

State -
required

or

State -
reported

or

State -
supported

Note: There are different constructs within this domain that can be used at different levels of the system.

Engagement & Support Indicators

Before deciding how an indicator will be used, policymakers might consider the following questions:

1. How directly do school leaders and educators control the outcomes of interest?
2. Do state Departments of Education, school districts, school administrators, and educators have the capacity to use these data for purposeful reflection and the knowledge to translate it into action?
3. Is the indicator of high enough quality that the resulting data can be used well?
4. How will the data be affected if attached to high-stakes, such as school identification?

Engagement & Support Indicators

Student Engagement*

State -
required

or

State -
reported

- **Suspension & expulsion rates:** Tracking suspension and expulsion data disaggregated by student subgroups can help highlight racially disparate practices and promote positive behavioral interventions in schools that will improve student engagement and academic success
- **Chronic absenteeism rates:** Chronic absenteeism is strongly related to student success, can be systematically addressed and differentiates among schools.
- **Student experiences:** Students' survey responses about their engagement and the supports they receive can also drive school diagnostics and changes in practice.

** Note: suspension and expulsion rates, and chronic absenteeism rates, are considered indicators of school climate and culture.*

Engagement & Support Indicators

Social Emotional Learning

State -
required

School *climate*: Students' reports of whether they feel socially-emotionally supported (e.g. safe, included, able to access adult support) can inform school diagnostics and improvement

State -
reported

School *supports* for SEL development: The extent to which school staff are using practices that support students' development. These indicators may also provide insight into areas for targeted professional development.

State -
supported

Measures of **individual students' SEL skills** can provide useful information to students, teachers, and families about students' personal strengths and areas for growth at the school/district level but **might be problematic in the higher levels of an accountability system.**

Possible next steps when selecting measures for the “5th indicators”

- Conduct significant outreach to learn more about what is most important to stakeholders.
- Identify measures that are the most actionable.
- Select measures that allow for meaningful differentiation, encourage equity, & discourage negative incentives.
- Consider technical capacity and knowledge-base before launching a campaign of assessment, intervention, and support.
- States might consider creating SEL standards to clarify a vision for student success in this domain.
- Remember: ESSA does not require that all indicators be included when the state initially submits its plan to the US Department of Education.

Group Discussion

- ⌘ What is your state considering as additional indicators?
- ⌘ What matters most to your context? What is your vision for student success and which indicators can drive that success?
- ⌘ How will your additional indicator(s) measure school quality or students' opportunities to learn or engagement?
- ⌘ How do you see the indicator(s) incentivizing desired behaviors?
- ⌘ How can we safeguard against incentivizing undesired behaviors?

Weighing and utilizing indicators within ESSA parameters

Option: Weighted Measures Approach

- ⌘ Applies weights to specific measures for the purpose of identifying lowest performing schools at the time of decision-making, without reducing the measures to a composite index for other purposes.
- ⌘ The CORE districts developed the School Quality Improvement Index that applies weights to selected measures in two domains in order to meet federal requirements for identifying low-performing schools.

Weighted Measures Approach

- ⌘ The academic achievement domain comprises 60%
- ⌘ The social-emotional and school culture and climate domain comprises the remaining 40%.
- ⌘ When schools need to be identified for intensive assistance, a score is calculated for each school, and those with the lowest scores are thereby identified
- ⌘ Once this identification is made, districts conduct school quality reviews to determine the nature of the supports needed.
- ⌘ The weighting of measures is used only at a moment in time to identify schools for assistance, and not as an ongoing strategy to rank schools against each other.

Option: Decision Rules (E.G.)

- ⌘ Schools may be identified for assistance if they do not meet their annual improvement targets for three years in a row across certain indicators.
- ⌘ At a certain level of high attainment, schools that meet a threshold are no longer required the same rate of annual growth overall, as long as they remain above the threshold.
- ⌘ In the context of a multiple measures dashboard, similar decision rules could be used, with academic outcome indicators carrying significant weight based upon their prominence in the decision process.

Decision Rules

- ⌘ For example, if a school or district—or a student population within a school or district—failed to make progress or reach a threshold in two of several academic outcomes indicators over a period of time, or failed to make progress on any three of several other indicators (e.g. school climate, opportunities to learn, engagement), the school or district could be identified for intensive assistance.
- ⌘ Support provided would focus on the areas of need represented by those indicators and any other key aspects of school or district functioning revealed by the review process.

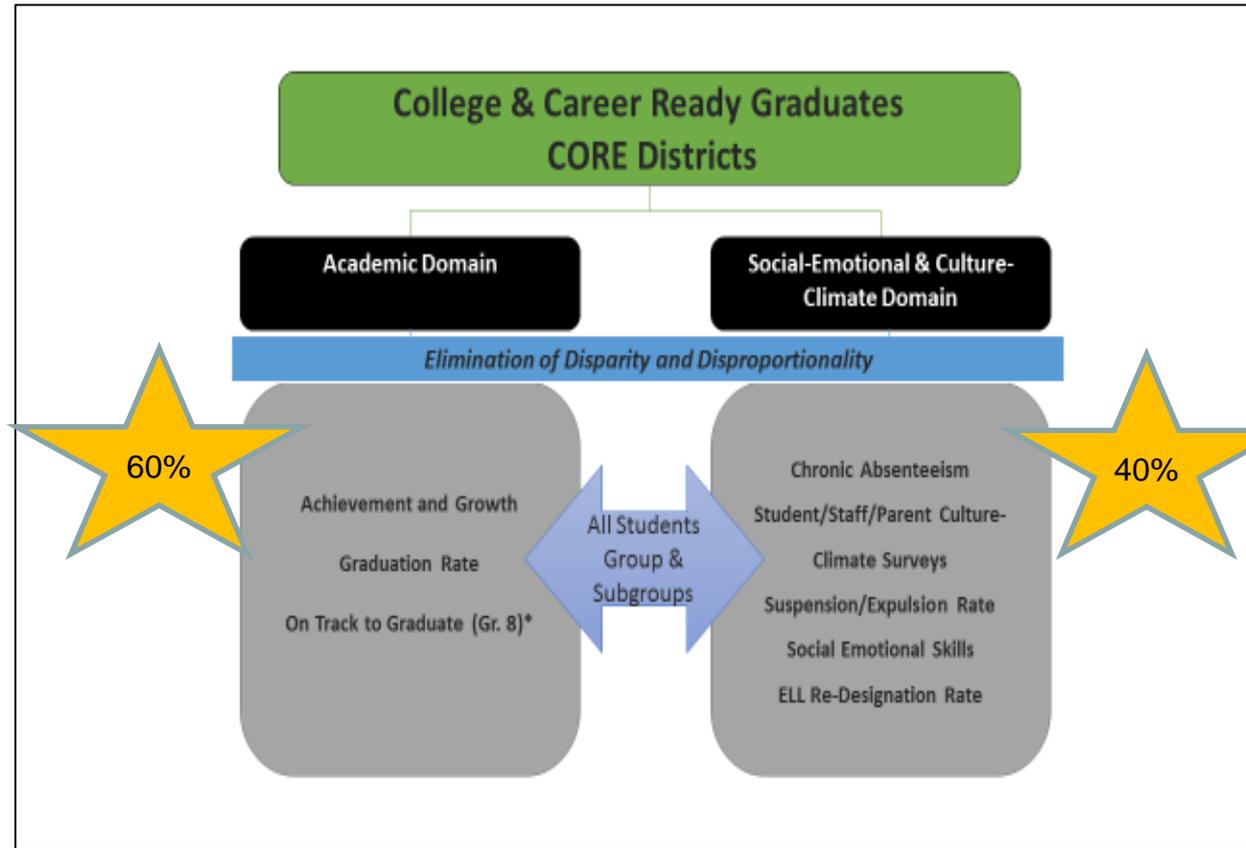
Group Discussion

- ⌘ How do you best identify schools in need of assistance?
- ⌘ What criteria will be used to trigger support and intervention?
- ⌘ How do you design a system that drives continuous improvement across all schools, across all indicators, and for all students?

Designing multiple measure systems
that maximize accessibility

CORE Districts' Accountability System

- 1. Academic Achievement:** including growth and achievement on state English Language Arts and math tests, graduation rates, and an 8th grade on-track to graduate rate, including attendance and grades;
- 2. Social / Emotional, and School Culture and Climate:** including measures of social-emotional skills; suspension/expulsion rates; chronic absenteeism; culture/climate surveys from students, staff, and parents; and English learner re-designation rates.



Sample Data Dashboard

Alameda County District

John Doe Elementary School

Enrollment: 1,845 students
Grade span: K-5

Socioeconomically Disadvantaged: 4.4%
Charter School: Y

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- aboreruntin conectem

TOP-LEVEL SCHOOL RATINGS

STATE INDICATOR	RATING	STUDENT GROUPS [Ⓢ] NEEDING ASSISTANCE
Chronic Absenteeism		
Suspension Rate & Local Climate Survey		
English Learner Proficiency		
Graduation Rates		
College & Career Readiness		
English & Language Arts Assessment		
Math Assesement		

[Ⓢ] Student groups are included if they are statistically significant in size

B

Group Discussion

- ⌘ What information do stakeholders need to make informed decisions about how students, schools, and districts are performing and what the appropriate intervention and support should be?
- ⌘ How do you balance the need for enough information without information overload?
- ⌘ How will the dashboard display performance, improvement, and trends?

Implementation considerations for multiple measure systems

Data & Technology Framework

⌘ Data Elements

- What data needs to be collected or generated – by who and how?
- Are the necessary elements currently available?

⌘ Timeliness

- Does this data need to be real time, near time or historical?

⌘ Privacy & Security

- Are we talking about aggregated or personally identifiable information?
- Who needs access to the dashboard?

Data & Technology Framework

⌘ Audience

- How large is the audience?
- Is the data to be private or public?
- Do we need to set up role based accesses to different audience types?

⌘ Governance

- How are changes and updates determined?
- What are the processes we need to follow for new data collection?

⌘ Sustainability

- Is there ongoing funding for enhancements and support?

Group Discussion

- ⌘ What questions do you have?
- ⌘ What information do you need?
- ⌘ Who collects the data?
- ⌘ How costly are data dashboards?

Next Steps

- ⌘ Based on these discussions, what is most pressing for your state?
- ⌘ How can CCSSO and partners provide support to your state in achieving your priorities? In what ways?