



NYS Regents Meeting

April 4, 2017

Building an Accountability and Assessment System under ESSA

Goals

The Accountability and Continuous Improvement system will:

1. Articulate the state's **expectations** for districts & schools and its **commitments** for how it will support schools;
2. Foster **quality and equity**:
 - Develop college, career, and civic readiness that prepares students for the new global economy
 - Promote diversity, linguistic & cultural responsiveness
 - Close opportunity and achievement gaps
3. Provide useful information that helps parents, districts, schools, and policymakers make important decisions;
4. Build capacity that allows educators, schools, and districts to be more effective;
5. Encourage continuous improvement focused on practices and outcomes that matter for student success;
6. Promote system-wide learning and innovation.

WHAT TO MEASURE?

Tiers of Indicators

State-required, Used for Federal Accountability	Measures used for differentiating among schools, and identifying schools for support and intervention as required by ESSA. Data must meet ESSA's requirements: comparable, differentiates among schools, and reportable by student subgroup
State-reported	Measures available in a comparable way across districts and schools to inform ongoing evaluation and continuous improvement processes.
State-supported	Tools and measures provided by the state that districts or schools may choose to use to measure and improve teaching and learning.
Locally Developed	Indicators schools and districts may adopt for their own purposes to guide their monitoring and improvement efforts.

Potential Tier I Indicators

Used for Federal Accountability (Based on 2017-18 School Year Results)

Greater Weight

Academic Performance (Measured by Performance Index)

- *** Elementary/Middle and High School ELA & Math
- ** Elementary/Middle and High School Science (performance-based assessment)
- * High School Social Studies (emphasis on civics & democracy)

** English Language Proficiency Gains

Growth and Progress

- ** Individual student growth (Grade 4-8 ELA and math)
- ** School Progress:
 - ELA and Math
 - Science, Social Studies, Grad Rates, Absenteeism, College, Career and Civic Readiness

*** Graduation Rates – 4, 5, 6 year (equally weighted)

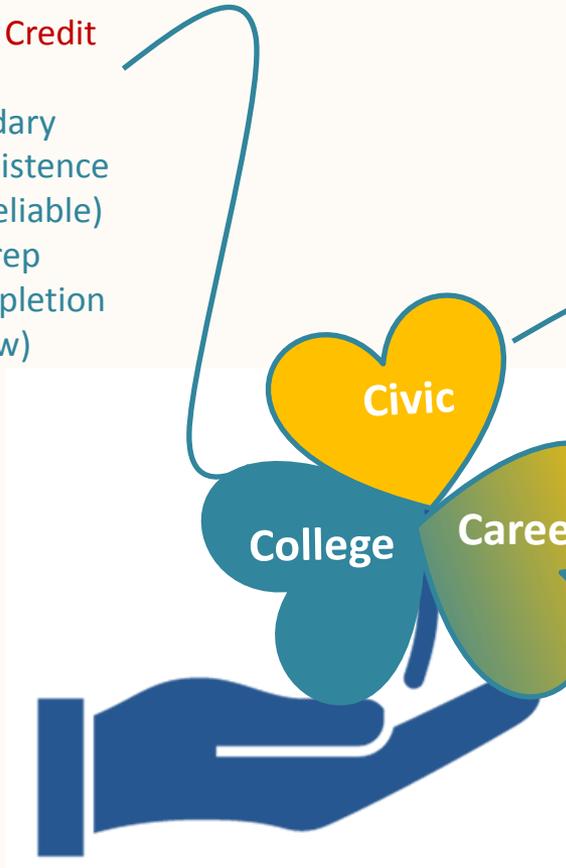
** Chronic Absenteeism and/or Attendance

*** College, Career, & Civic Readiness

(High School Success Index + other measures)

College, Career & Civic Readiness

1. AP / IB/ Dual Credit courses;
2. Postsecondary enrollment/ persistence (once data are reliable)
3. College prep coursework completion (if data allow)



4. State Seal of Civic Engagement [via Community Service, civic engagement project, or other], if adopted by BOR

5. CTE Pathway completion;
6. Industry-recognized credentials

7. State Seal of Biliteracy
8. Successful Completion of Coursework for Graduation
9. High School Diploma Types

Note: Indicators in Red will be used beginning with 2017-18 School Year. Indicators in Blue will be used when approved and ready.

Potential Tier II Indicators

State-Reported: Used for Diagnosis and Improvement
(Some could move to Tier I, when ready, if appropriate)

Opportunity to Learn Indicators:

- ***Curriculum access (STEM, arts, music, PE, social studies, early learning)
- **Resource access (\$, qualified & experienced teachers, staffing ratios, etc.)
- **Teacher turnover / attendance
- *Safe, adequate, clean facilities

***School safety (Incidence rates; also sense of safety if survey data become available)

*Teacher Learning Opportunities (e.g. access to professional development)

**High school readiness indicator / Secondary school on-track indicator

**Suspension rates (out of school)

***Chronic Absenteeism and/or Attendance

Potential Tier III Indicators (State-Supported Measures/Tools that LEAs Can Use)

School Climate Surveys (student, teacher, parent) – pilots currently underway

Performance Assessment Tools (tasks, rubrics, scoring protocols)

Measures of Student Integration - The extent to which students of different groups (by race/ethnicity, SES, EL status, and students with disabilities) are in schools and classrooms together relative to their presence in the district as a whole.

Measures of teaching and learning conditions (e.g. TELL survey)

Measures of professional development quality

Measures of parent / community involvement & engagement

Discussion

- Are these appropriate indicators for Tier I federal accountability (guiding identification of schools for intervention & assistance)?
- What additional comments, questions, or considerations do you have?



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(High School Success Index + other measures)