

At the September 13, 2016 Regents Research Work Group Meeting, Linda Darling-Hammond, the Charles E. Ducommun Professor of Education at the Stanford Graduate School of Education, made the presentation that follows entitled,

“New Accountability – 21st Century Learning with Equity.”



NYS Regents

New Accountability 21st Century Learning with Equity

NCLB Theory of Action

If we focus on school achievement, educators and policymakers will improve education

Strategies

- Require Annual Testing
- Set Targets for Improvement
- Identify Schools that Fail to Meet all Targets
- Implement School Consequences

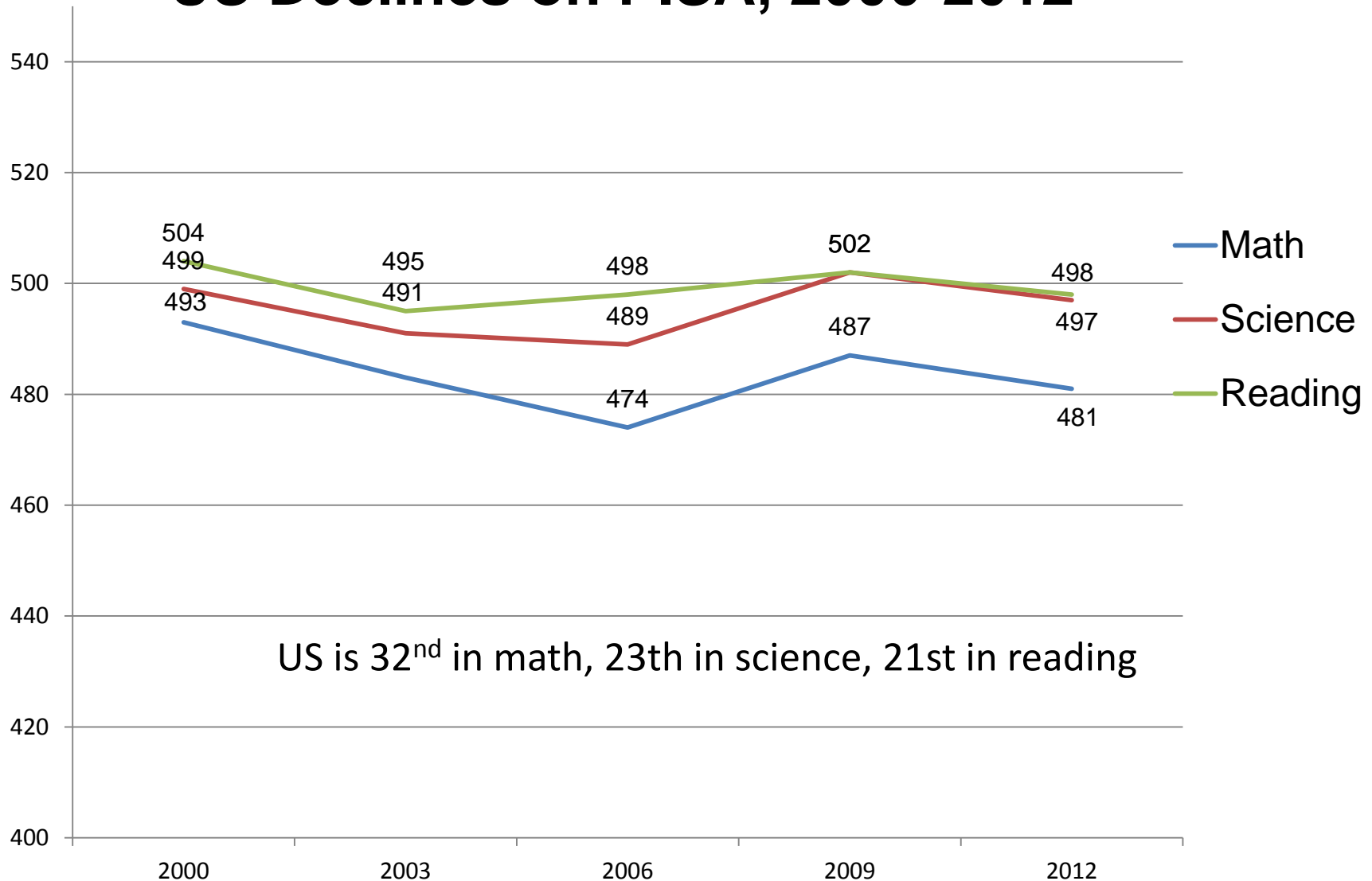
Under Waivers

- Tie Test Scores to Teacher Evaluation

What Were the Outcomes?

- State scores increased on high-stakes tests
- National scores increased in 4th grademath – at lower rates than pre-NCLB – and stalled/declined in reading and writing
- Scores dropped in reading and math in 2015
- Curriculum narrowed to subjects and formats tested
- High school graduation increased after graduation rates were added to the mix

What about Higher Order Skills? US Declines on PISA, 2000-2012

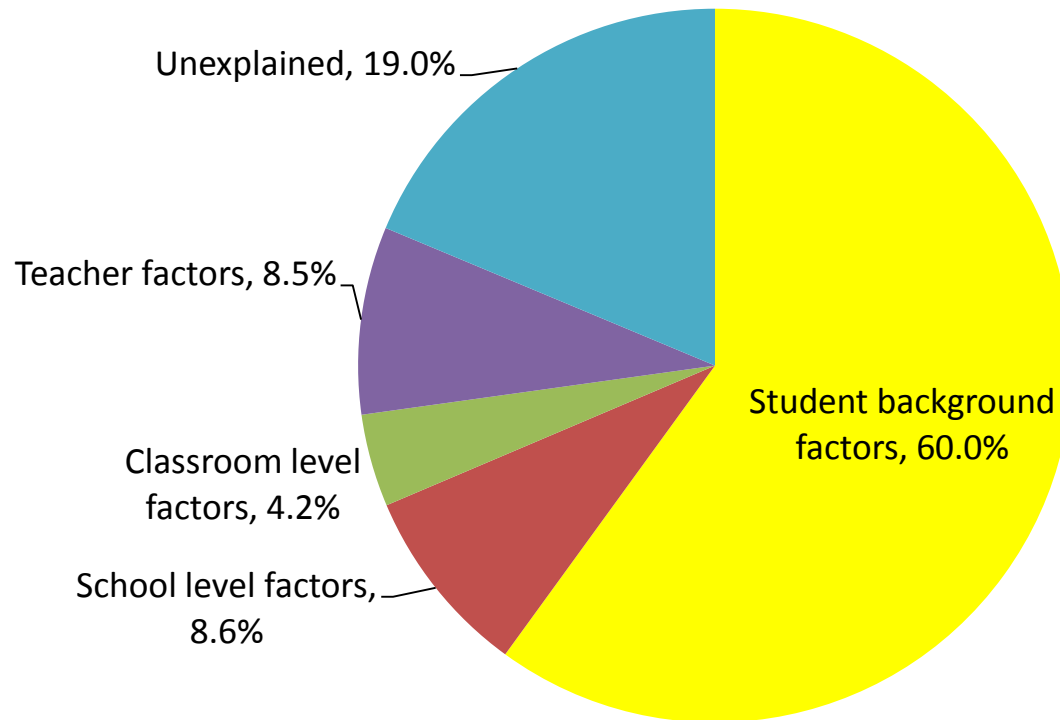


Why Haven't Outcomes Improved More?

- State Tests Focused on Low – Level Skills
- No Incentives for Enriching Curriculum
- Drivers of Achievement Were Invisible
- Mandated Solutions Often Unhelpful
- Focus on Schools & Teachers Left Important Factors out of the Mix
 - Inequality in School Resources
 - Growing Poverty, Homelessness
 - State / district policies

Many Things Influence Achievement Gains

Variance in Achievement*
(10th grade Mathematics)



- Model Controls for Prior Achievement
- 95% of school, classroom, and teacher effects were unobservable

Source: Goldhaber, Brewer, & Anderson, *Education Economics*, 7 (3), 1999.

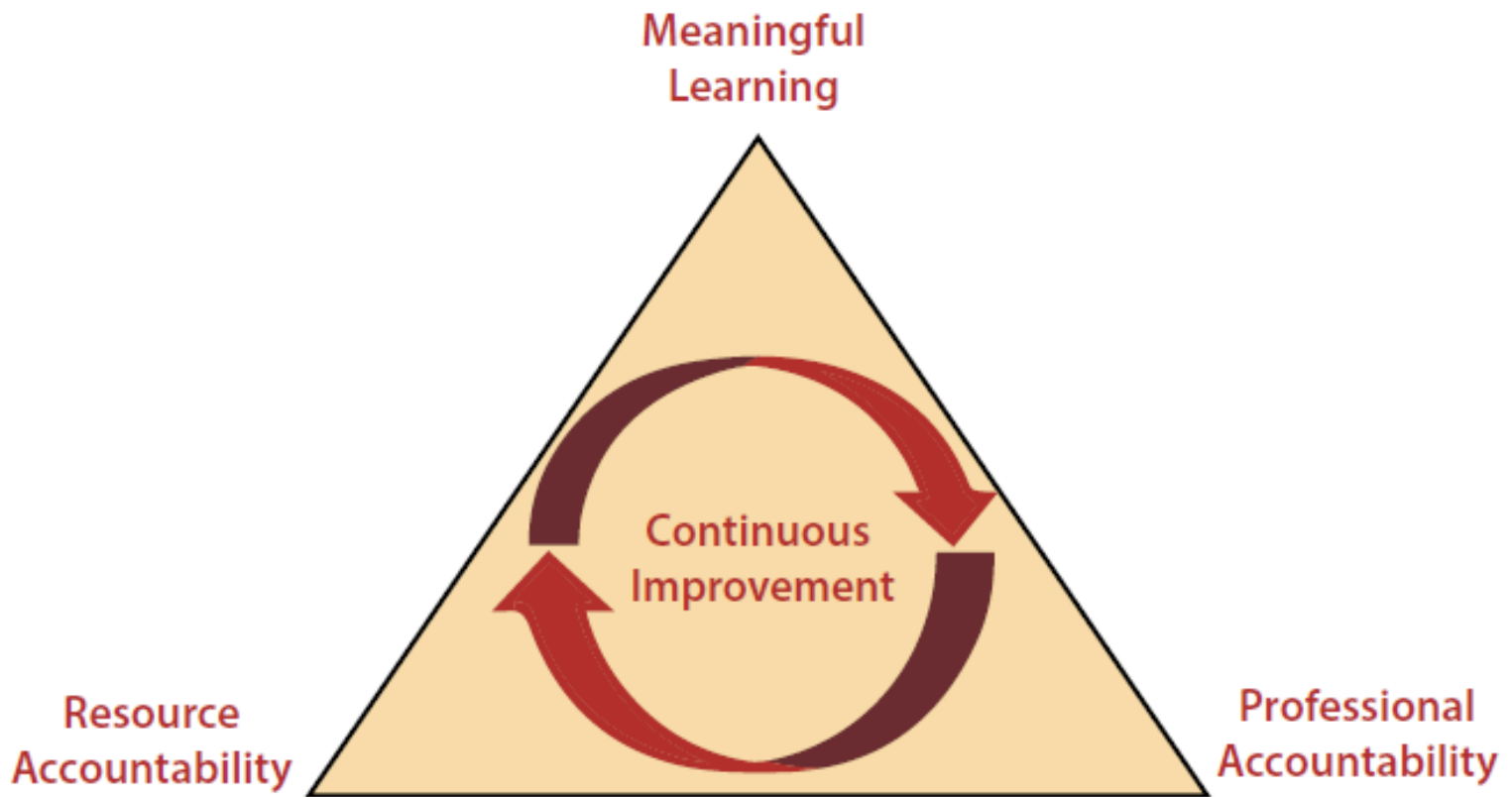
A New Approach to Accountability:

If we focus on what matters for achievement, and require attention to continuous improvement, education will improve

Strategies

- Encourage a dashboard of indicators reflecting
 - Student success
 - Engagement
 - Opportunities to learn
- Develop systems for continuous improvement
- Require state / district attention to struggling schools and interventions based on evidence





Key Elements of a New Accountability System

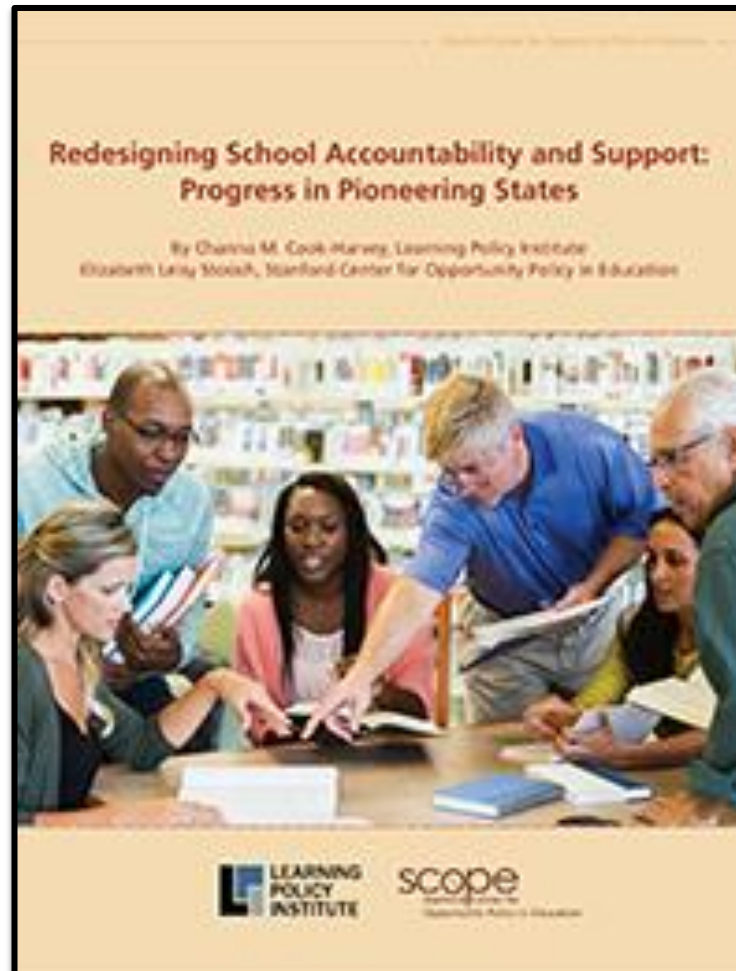
Key Questions for States

- How / When to Develop New State Plans?
- What to Measure?
 - to promote meaningful learning
 - to promote greater equity
- How to Assess?
- How to Use the Data?
- How to Support Improvement?

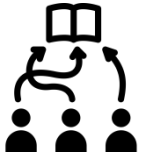
“51st State” Initiative

Born out of the Innovation Lab Network of states, the “51st state” working group is committed to engaging in collective learning and action to transform their systems of school accountability and support.

Performance Assessment
Multiple Measures Dashboards
School Quality Reviews
Professional Capacity Building



Areas of Focus



1. Developing seamless pathways to college and career
Linked Learning, PBL, Internships (CA, KY, SC, VA, WA)



2. Supporting flexibility and strategies for innovation
Competency-based approaches (IA, ID, KY, NH, OR, VT)



3. Designing new systems of assessment
Performance-based assessments (CO, ID, KY, MI, NH, OR, VA)



4. Developing professional capacity
Teacher leadership, job-embedded learning (IA, KY, WV)



5. Creating balanced accountability systems
Multiple measures dashboards and school quality reviews
(CA, CO, IA, ID, KY, MI, NH, OR, VA, VT, WI, WV)

ESSA Required Measures

Academic Achievement

- English language arts and mathematics, 3-8 and once in HS
- Science, once in 3-5, 6-8, 10-12

English Proficiency

- Progress / gains in achieving English proficiency

Another Academic Indicator

- Another academic indicator in elementary school
- 4-year adjusted cohort graduation rate (states can add extended rate)

At Least One Other Indicator

- E.g. School climate; opportunity to learn; readiness for post-secondary

Why use a data dashboard?

- Relevance: Measure what matters
- Accountability: Provide support based on data about ***what students are getting*** as well as ***how they are doing***
- Transparency: Public knowledge and deliberation with useful information
- Comprehensiveness: Beyond a single test score or letter grade
- Solution-Oriented: Guide action based on diagnostics



Basic Services

- Qualifications of Staff
- Safe, adequate facilities
- Access to standards-based materials
- Access to technology resources



Engagement

- School climate
- Suspension/expulsion rates
- Attendance
- Chronic absenteeism
- Efforts to support parental involvement
- Efforts to seek community input



Curriculum and course access

- Access to a full, rich curriculum (arts, PE, STEM, etc.)
- Participation and success in college and career ready courses of study
 - IB, AP, dual credit
 - College prep / CTE sequence

Indicators of Learning Opportunities

Improvement	Outcome				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Emerging
Improved	Excellent	Good	Good	Emerging	Issue
Maintained	Excellent	Good	Emerging	Issue	Concern
Declined	Good	Emerging	Issue	Issue	Concern
Declined Significantly	Emerging	Issue	Issue	Concern	Concern

Key Decisions	Indicators	All Student Performance		
		Status	Change	
	Scale Scores	ELA Assessment (K-8)	High	Improved Significantly
Current and Ever Els	Assessment (K-8)	High	Improved	+
	English Learner Proficiency	Intermediate	Maintained	-
5 th / 6 th Year Rates	Graduation Rate (9-12)	Low	Improved	-
	Chronic Absenteeism (K-8)	Very Low	Maintained	~
College prep / CTE sequence AP/IB/ Dual credit coursework	Suspension Rate & Local Climate Survey	Low	Maintained	^
	College & Career Readiness (9-12)	High	Improved Significantly	#

College & Career Ready Graduates CORE Districts

Academic Domain

**Social-Emotional & Culture-
Climate Domain**

Elimination of Disparity and Disproportionality

Achievement and Growth
Graduation Rate
On Track to Graduate (Gr. 8)*

All Students
Group &
Subgroups

Chronic Absenteeism
Student/Staff/Parent Culture-Climate
Surveys
Suspension/Expulsion Rate
Social Emotional Skills
ELL Re-Designation Rate
Special Education Disproportionality
(information only)*

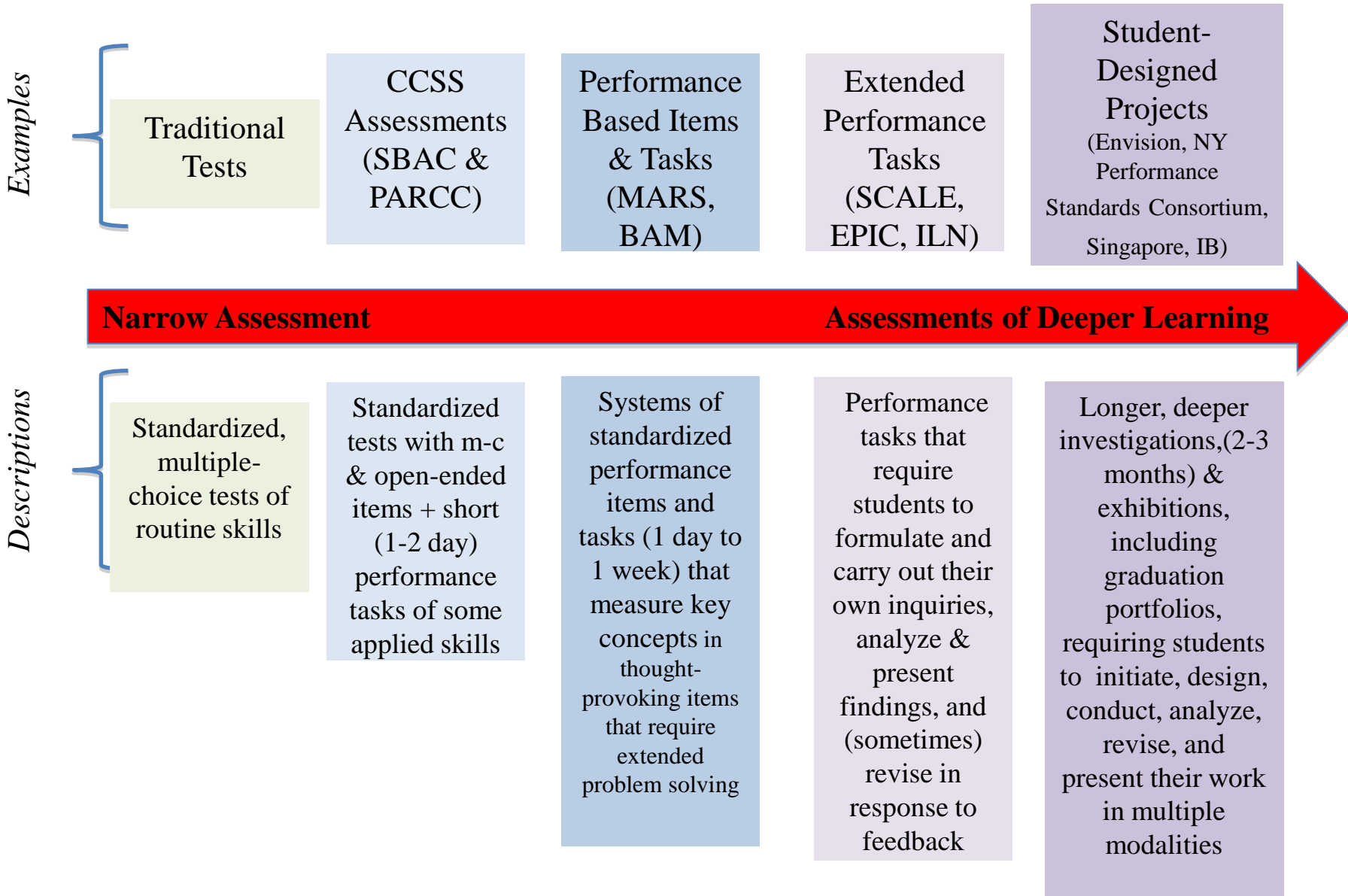
What Kind of Assessment Do we Need?



ESSA – Testing Changes

- Tests must include “multiple up to date measures of student academic achievement, including measures that assess higher order thinking skills and understanding, which may include measures of student academic growth and may be partially delivered in the form of portfolios, projects, or extended performance tasks”
- Tests may be a single summative assessment or may be “multiple statewide interim assessments that result in a single summative score”
- States may apply for innovative assessment pilots
- Students are expected to be tested in English after 3 years in the country (not 10 months). This can be extended by up to 2 years if there is a determination that the student’s knowledge can be better evaluated in another language.

Assessment Continuum



New Hampshire Assessment System

Grade	Competency Grading	ELA	Math	Science
K-2	<input checked="" type="checkbox"/>	Local Performance Assessments	Local Performance Assessments	Local Performance Assessments
3	<input checked="" type="checkbox"/>	Smarter Balanced & Local PBAs	Common and Local PBAs	Local Performance Assessments
4	<input checked="" type="checkbox"/>	Common and Local PBAs	Smarter Balanced & Local PBAs	Local Performance Assessments
5	<input checked="" type="checkbox"/>	Common and Local PBAs	Common and Local PBAs	Common "Next Gen" PBAs
6	<input checked="" type="checkbox"/>	Smarter Balanced & Local PBAs	Common and Local PBAs	Local Performance Assessments
7	<input checked="" type="checkbox"/>	Common and Local PBAs	Smarter Balanced & Local PBAs	Common "Next Gen" PBAs
8	<input checked="" type="checkbox"/>	Common and Local PBAs	Common and Local PBAs	Local Performance Assessments
9	<input checked="" type="checkbox"/>	Interim Smarter Balanced & Local PBAs	Common and Local PBAs	Local Performance Assessments
10	<input checked="" type="checkbox"/>	Common and Local PBAs	Interim Smarter Balanced & Local PBAs	Common "Next Gen" PBAs
11/12	<input checked="" type="checkbox"/>	Smarter Balanced (plus optional SAT)	Smarter Balanced (plus optional SAT)	Local Performance Assessments
		**CAPSTONE PERFORMANCE ASSESSMENT		

Table 1. General assessment requirements for the PACE pilot accountability system.

Performance Assessment Resource Bank

▼ By Networks


ILN Task Bank

► By Category

All Network Content 1 2 >

All (75) **Learning Modules (31)** Tasks (31) Scoring Guides (13)


Maximum Volume



Learning Module
Mathematics
Rating: ★★★★★

Innovation Lab Network


Becoming the Bard: Rewriting a Scene fro...



Learning Module
Language Arts
Rating: ★★★★★

Innovation Lab Network


Planning a Dash



Learning Module
Language Arts
Rating: ★★★★★

Innovation Lab Network

Your Earthquake and Volcano Risk



Learning Module
Sciences
Rating: ★★★★★

Innovation Lab Network

Performance
Tasks

Portfolio
Frameworks

Learning
Progressions

Assessment
Literacy Tools

How Should Assessments be Used *for* Learning?

In combination with other information,

- Shape productive learning
- Inform curriculum improvement
- Guide teaching
- Enable students to revise & improve
- Inform parents
- Expand opportunities to learn

What About Value-Added?

Value-added methods offer benefits for:

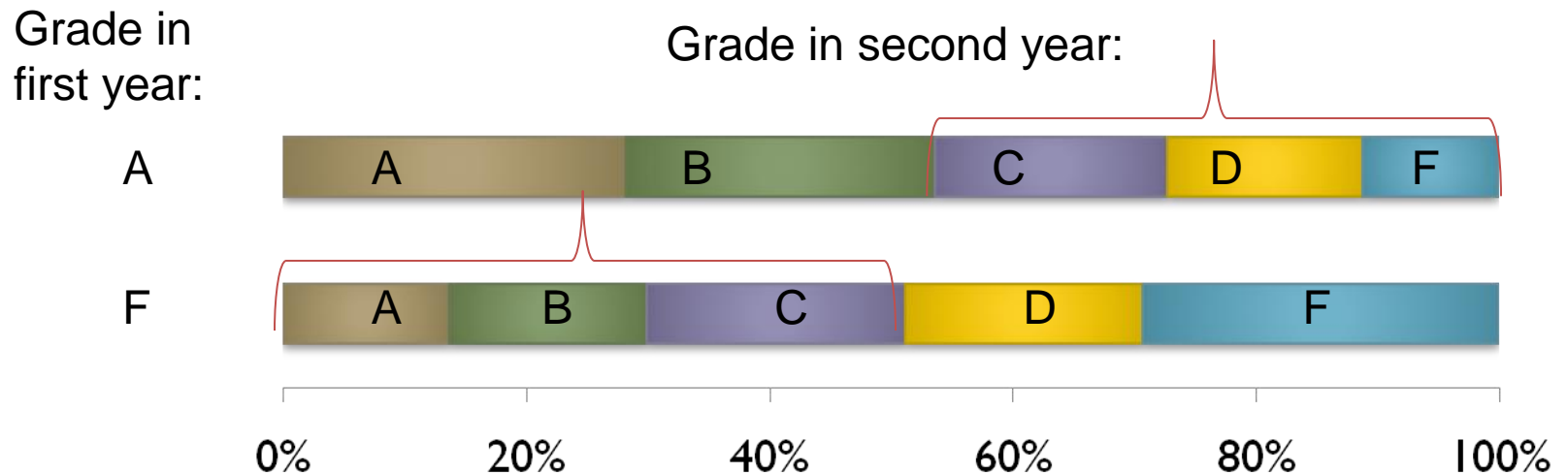
- Measuring progress rather than status
- Researching effects of practices and programs in large-scale data sets

At the individual level, research has found that VAM has difficulty:

- Disentangling other influences on student learning
- Measuring gains (especially on state tests limited to grade level standards)
- Attributing gains to individual teachers
- Creating stable measures from year to year, class to class, and test to test

Value-Added Estimates Are Highly Unstable

- Many teachers indicated as effective or ineffective in one year are not for others
- Consider classification of teachers into 5 categories (A-F) in two consecutive years.



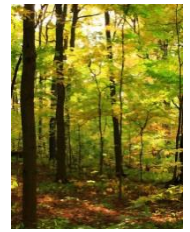
Grades A-F correspond to quintiles 1-5. Source: Tim Sass (2008).

Identifying schools for Intervention and Assistance

In identifying schools for intensive assistance (which must occur at least once every three years), each of the academic indicators specified should be of “substantial weight.”

In the aggregate, the academic indicators must be of “greater weight” than the other school quality indicator(s).

Type of Aggregation- Index- Average with Weights



School	Reading/ELA	Math	Science	Grad. Rate	PLP	Climate	Staff Satisfaction	Return on Investment	Average
Jones High School	58	65	61	98	72	64	76	15	63.6
Smith Academy High	35	37	36	76	79	56	39	29	48.4
Frakes Secondary School	24	29	31	59	21	75	35	26	37.5
Madson High School	86	80	85	43	54	96	80	82	75.8
Darwish Secondary High School	32	25	35	72	70	57	58	56	50.6
Icenogle High School	86	84	79	84	61	25	72	78	71.1
Palmquist Secondary School	95	89	82	94	35	68	92	89	80.5
Solina High School	31	26	36	35	63	95	47	16	43.6
Spencer Community School	65	63	70	61	49	64	63	73	63.5
Lindsay High School	23	27	25	57	67	43	50	64	44.5

Source: CCSSO Conference, Ryan Reyna and Andrew Rice presenters 6/8/16

Type of Aggregation- Index- Counts of Struggling Areas



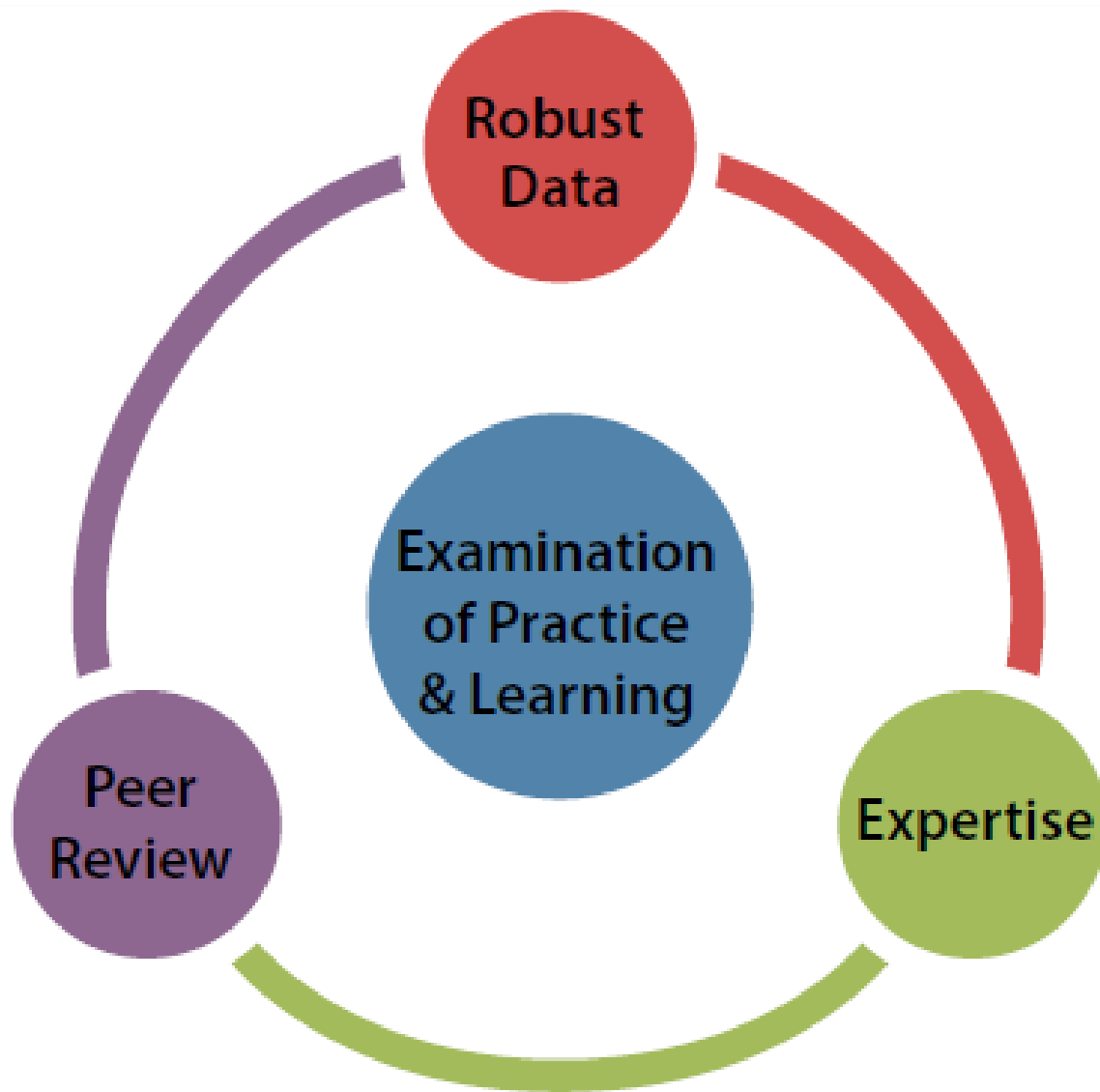
School	Reading/ELA	Math	Science	Grad. Rate	PLP	Climate	Staff Satisfaction	Return on Investment	Counts
Jones High School	58	65	61	98	72	64	76	15	1
Smith Academy High	35	37	36	76	79	56	39	29	0
Frakes Secondary School	24	29	31	59	21	75	35	26	2
Madson High School	86	80	85	43	54	96	80	82	0
Darwish Secondary High School	32	25	35	72	70	57	58	56	1 (2)
Icenogle High School	86	84	79	84	61	25	72	78	1
Palmquist Secondary School	95	89	82	94	35	68	92	89	0
Solina High School	31	26	36	35	63	95	47	16	1 (2)
Spencer Community School	65	63	70	61	49	64	63	73	0
Lindsay High School	23	27	25	57	67	43	50	64	2 (4)

Source: CCSSO Conference, Ryan Reyna and Andrew Rice presenters 6/8/16

After identifying schools:

For schools that fall into one of the intervention categories (overall, equity gap, high school graduation), school districts must complete a *comprehensive support and improvement plan* that:

- is informed by the indicators and long-term goals from the state's accountability system,
- includes evidence-based interventions,
- is responsive to a school-level needs assessment, &
- identifies resource inequities that will be addressed.



School Quality Review

Evidence-Based Interventions: A Beginning Review

- Community schools/wraparound services
- High-Quality Professional Development
- Targeted Class Size Reduction
- School Redesign



Support for Improvement

- Teams of expert educators trained to work with struggling schools
- School pairs and networks for learning
- Trained curriculum coaches
- Wraparound services, including extended learning after school and in summer
- School redesign initiatives based on research and best practices

Professional Capacity Building

- Teacher Leadership in PD for New Standards
 - Teacher Leaders (Iowa)
 - Subject Matter Networks (KY)
 - Instructional Leadership Corps (CA)
- Teachers Involved in Design and Scoring of Performance Assessments (NH, CO)
- Educators Engaged in School Quality Reviews (VT)



Eyes on the Prize: College, Career, and Civic Readiness