Accountability Reimagined
An AYPF Capitol Hill Forum Series
Forum I

Monday, February 8, 2016

American Youth Policy Forum

@aypf_tweets

New Accountability

Deeper Learning with Equity

NCLB Theory of Action

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

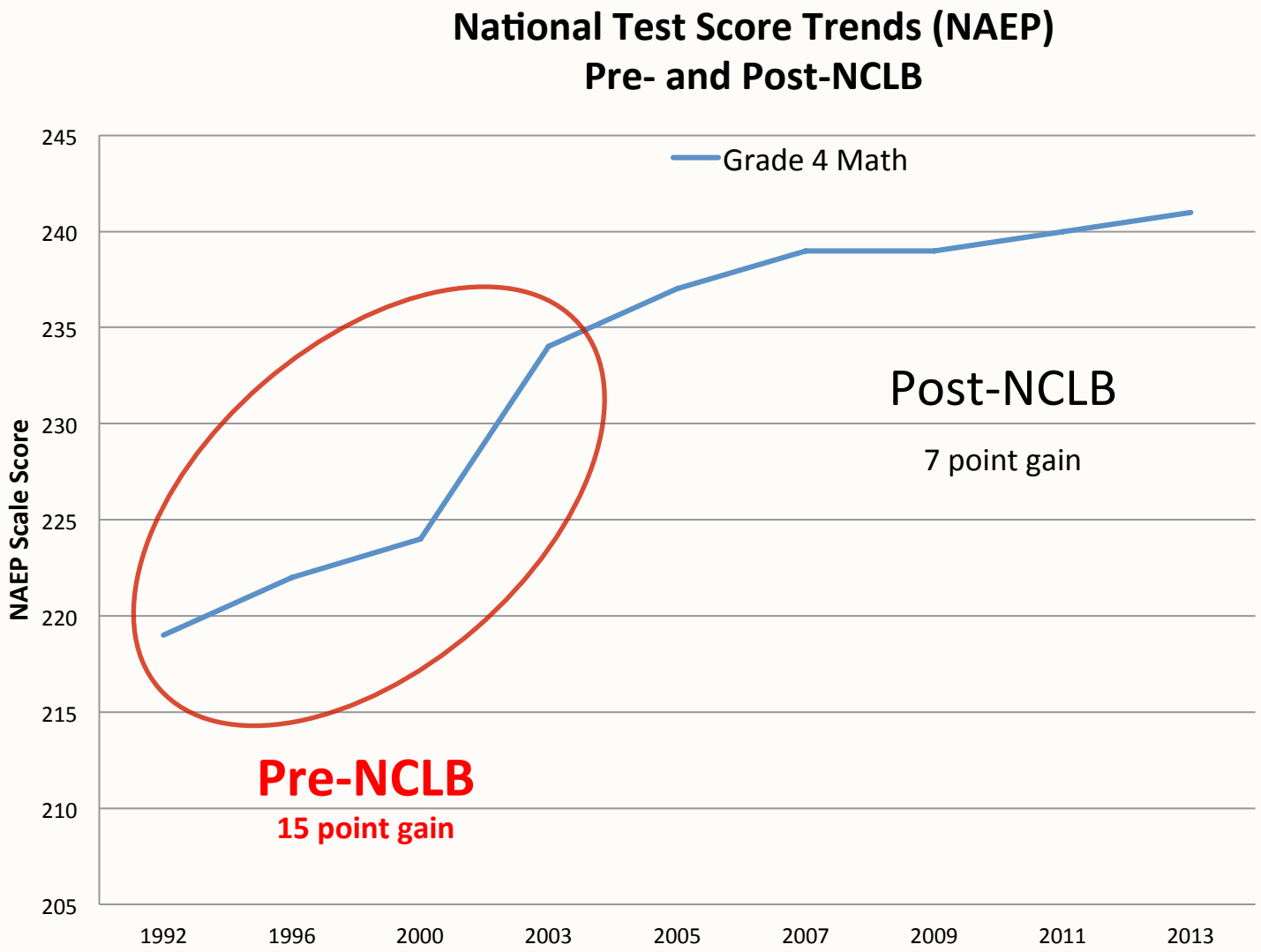
Strategies

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

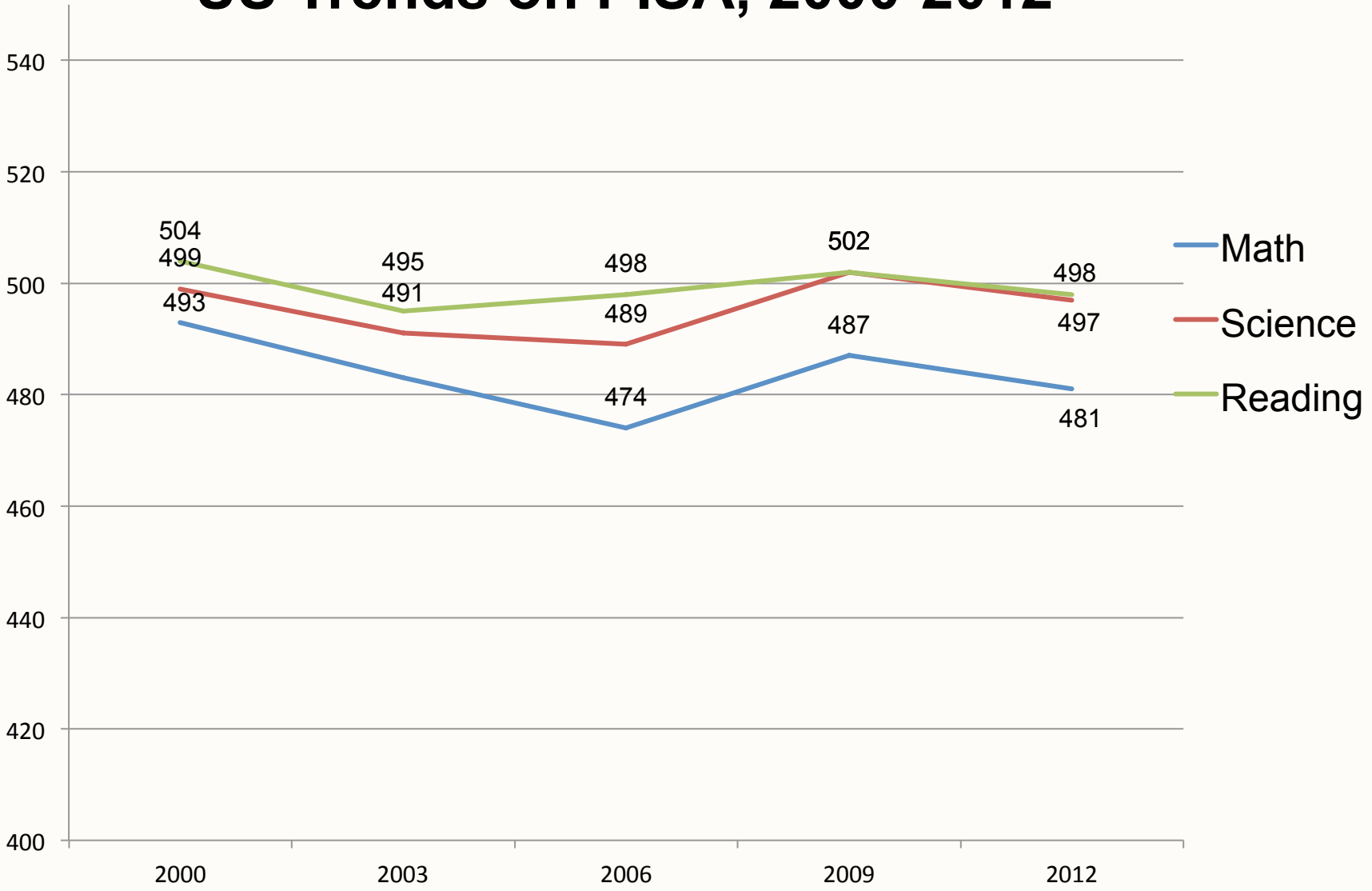
Under Waivers

- Tie Test Scores to Teacher Evaluation

What Were the Outcomes?



What About Higher Order Skills?
US Trends 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

Can We Develop a More Productive Approach to Accountability?

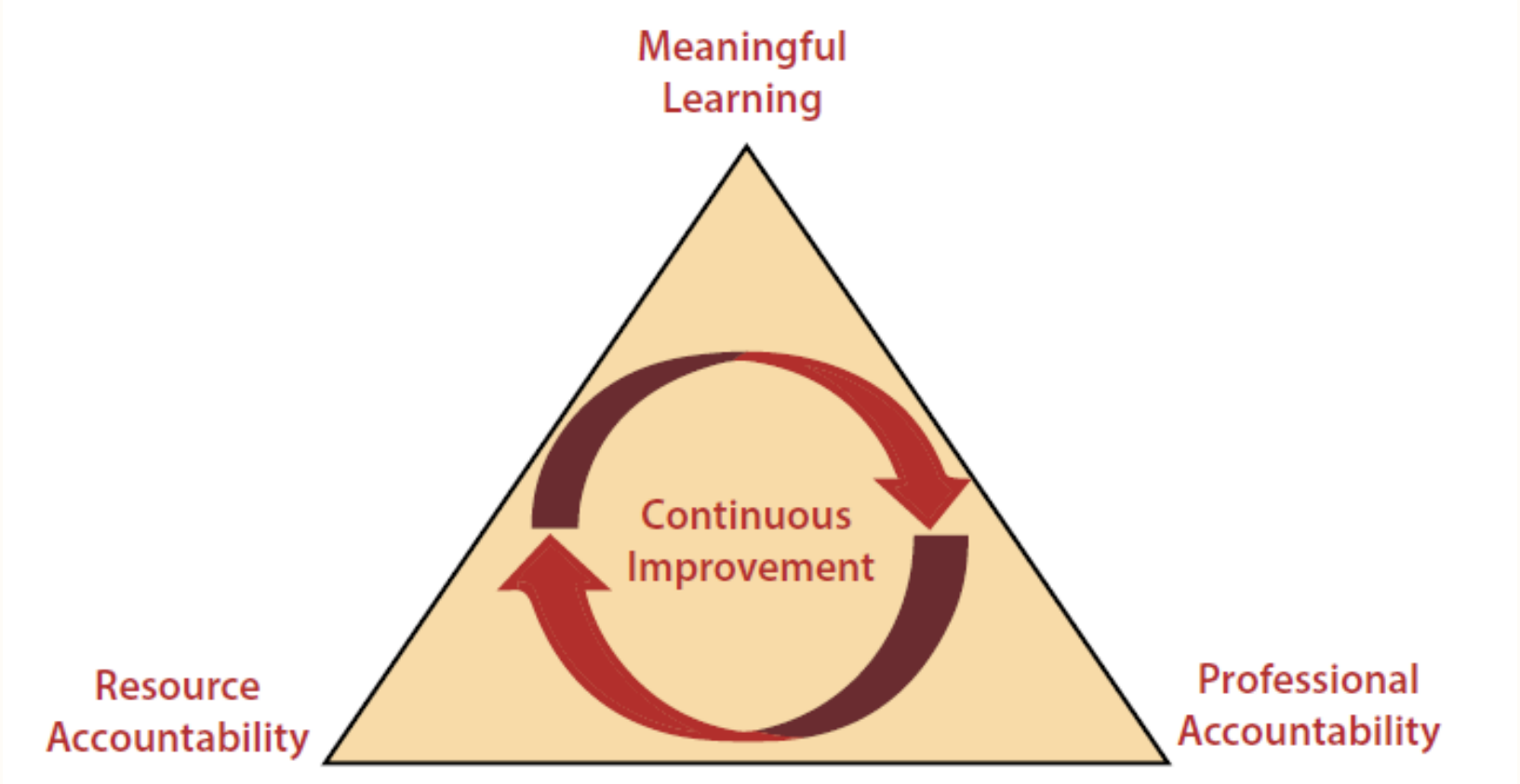
Creating Intelligent Accountability

Accountability
≠
Testing

An accountability system should:

1) encourage high-quality teaching and learning in all schools,
2) provide tools for continuous improvement, and
3) means for identifying and addressing problems that require correction.

Tests can offer information for an accountability system, but they do not by themselves create accountability



Key Elements of an New Accountability System

In addition, accountability should…

1) Be ***reciprocal,*** with each level of the system taking responsibility for the contributions it must make to serve each child well;

2) Be designed to produce ***continuous system improvement***;

3) Develop **system capacity** to provide good education;

4) Provide transparent and accessible information to the public;

5) Seek and reflect **student, parent, educator and community input.**

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

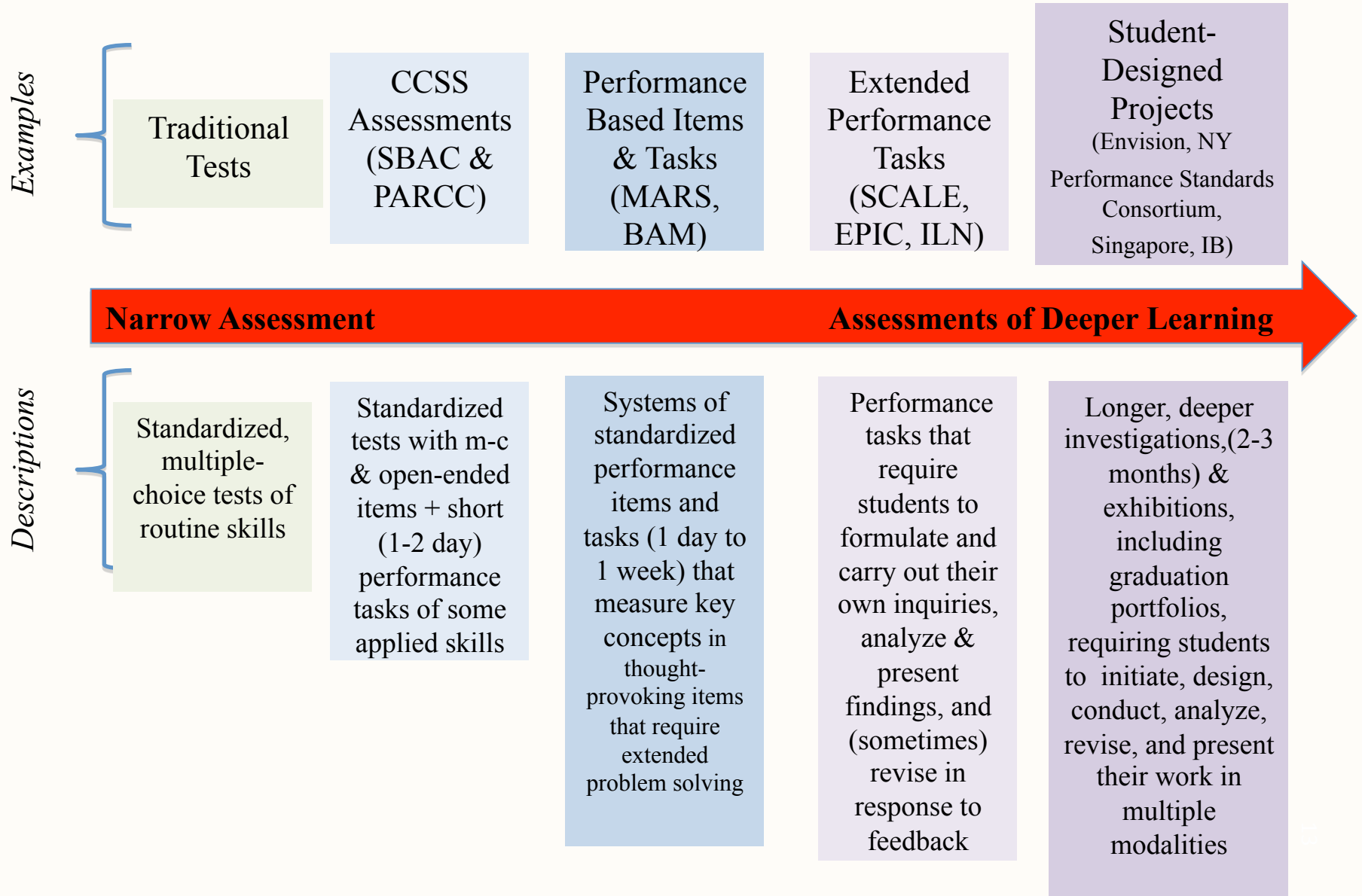
- Require systems for school review and continuous improvement
- Require state / district attention to struggling schools and flexibility for interventions based on data

What kind of assessment?

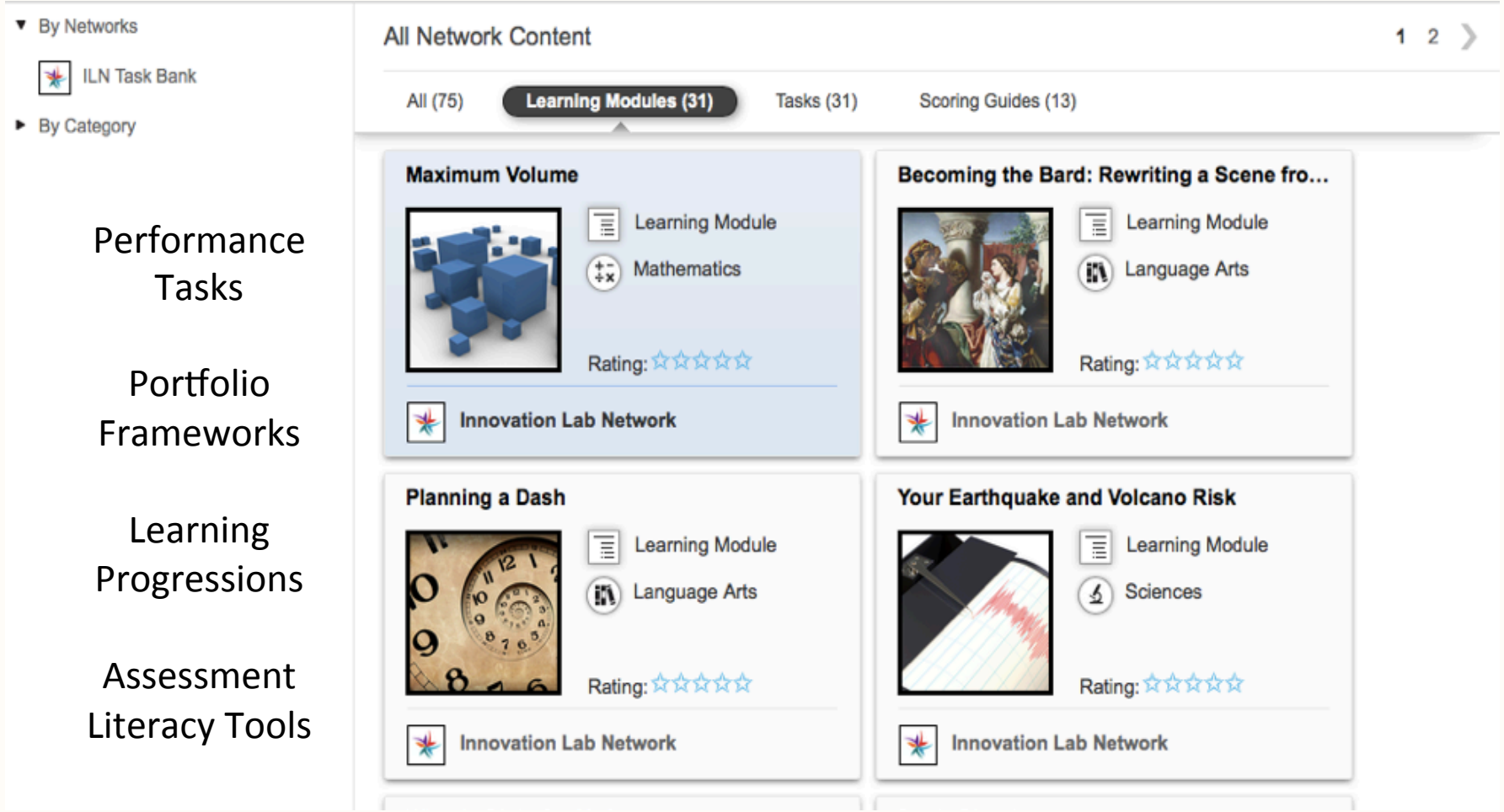
ESSA – Testing Changes

- 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



Performance Assessment Resource Bank



Performance Tasks

Portfolio Frameworks

Learning Progressions

Assessment Literacy Tools

Performanceassessmentresourcebank.org

Math Performance Task

Rising Cost of a College Education

STUDENT INSTRUCTIONS

A. Task context:

You are a reporter for the *US News and World Report* magazine. (They are the ones who rank colleges). You have been tasked with writing an article about the rising cost of obtaining a college education. In order to be able to write the article you first need to collect and analyze data on the cost of a college education. You will be creating equations and graphs showing the rising cost of education at different types of colleges including an in-state college, a community college, an out-of-state college, and an Ivy League college. You will provide a short (500 - 750 words max) article on the rising cost of college education. It is recommended that you choose schools that are relevant to you. Are there schools that you might consider attending in the future that you might consider researching?

Multiple Measures Dashboards

What to Measure?

How to Use?

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

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2008
Province: Alberta

Alberta EDUCATION

Goal	Measure Category	Measure Category Evaluation	Measure	Province			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Good	Safe and Caring	85.1	84.2	83.9	High	Improved Significantly	Good
	Student Learning Opportunities	Good	Program of Studies	79.4	78.5	77.8	High	Improved Significantly	Good
			Education Quality	88.2	87.6	87.1	High	Improved Significantly	Good
			Drop Out Rate	5.0	4.7	5.0	Intermediate	Maintained	Acceptable
			High School Completion Rate (3 yr)	71.0	70.4	70.0	Intermediate	Improved Significantly	Good
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	75.8	75.9	76.7	Low	Declined Significantly	Concern
			PAT: Excellence	19.6	19.4	19.3	Intermediate	Improved	Good
	Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	85.0	85.4	85.2	Intermediate	Declined	Issue
			Diploma: Excellence	22.3	23.3	23.1	High	Declined Significantly	Issue
			Diploma Exam Participation Rate (4+ Exams)	53.6	53.7	53.2	Intermediate	Improved	Good
			Rutherford Scholarship Eligibility Rate	38.2	37.2	35.4	High	Improved Significantly	Good
	Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	60.3	59.5	57.1	High	Improved Significantly	Good
			Work Preparation	80.1	77.1	76.4	High	Improved Significantly	Good
			Citizenship	77.9	76.6	76.2	High	Improved Significantly	Good
Goal 3: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Good	Parental Involvement	78.2	77.5	77.2	Intermediate	Improved Significantly	Good
	Continuous Improvement	Good	School Improvement	77.0	76.3	75.7	High	Improved Significantly	Good

Goal	Measure Category	Measure	Province		
			Current Result	Prev Year Result	Prev 3 yr Average
ACOL Measure	ACOL Measure	Satisfaction with Program Access	69.2	68.2	68.0
		In-service jurisdiction Needs	80.4	78.8	77.8

Notes:

1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language Arts (Grades 6, 9), Français (Grades 6, 9).

2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.

3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.

4) The ACOL measures are not evaluated as they are not part of the Accountability Pillar and are included only to enable inclusion in the AERR and 3-Year Education Plan reports.

5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Multiple Measures: CA

Student Achievement

-- SBAC Test Scores / Gains

-- English Proficiency Gains

--Evidence of College & Career Readiness (e.g AP, IB, dual credit)

-- Performance Assessments

Other Outcomes

-- Completion of a college or career ready pathway

-- Completion of a workplace learning or community service experience

Student Engagement

--Attendance; chronic absenteeism

-- Dropout rates

-- Graduation rates

-- Evidence from student surveys

School Climate

-- Suspensions, Expulsions

-- Student & Professional Supports

(student, teacher, and parent surveys)

Curriculum Access

-- Access to curriculum in the core academic subjects, STEM, the arts, and physical education

Basic Services

-- Teacher Qualifications

-- Access to materials

-- Adequate Facilities

Implementation of Common Core

-- Access to CCSS instructional practices

-- Access to CCSS professional development

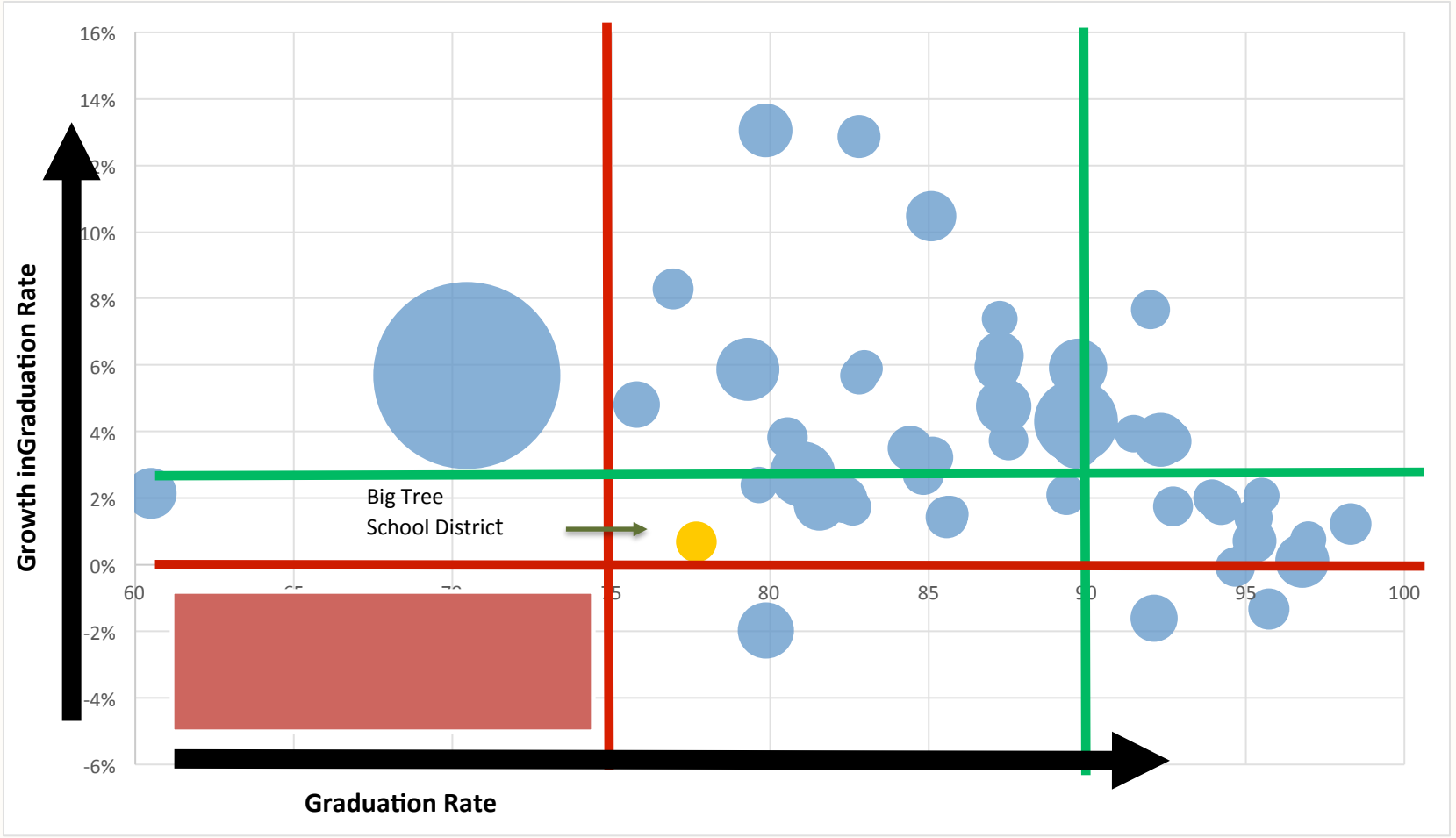
Parent Involvement

-- Efforts to seek parental input

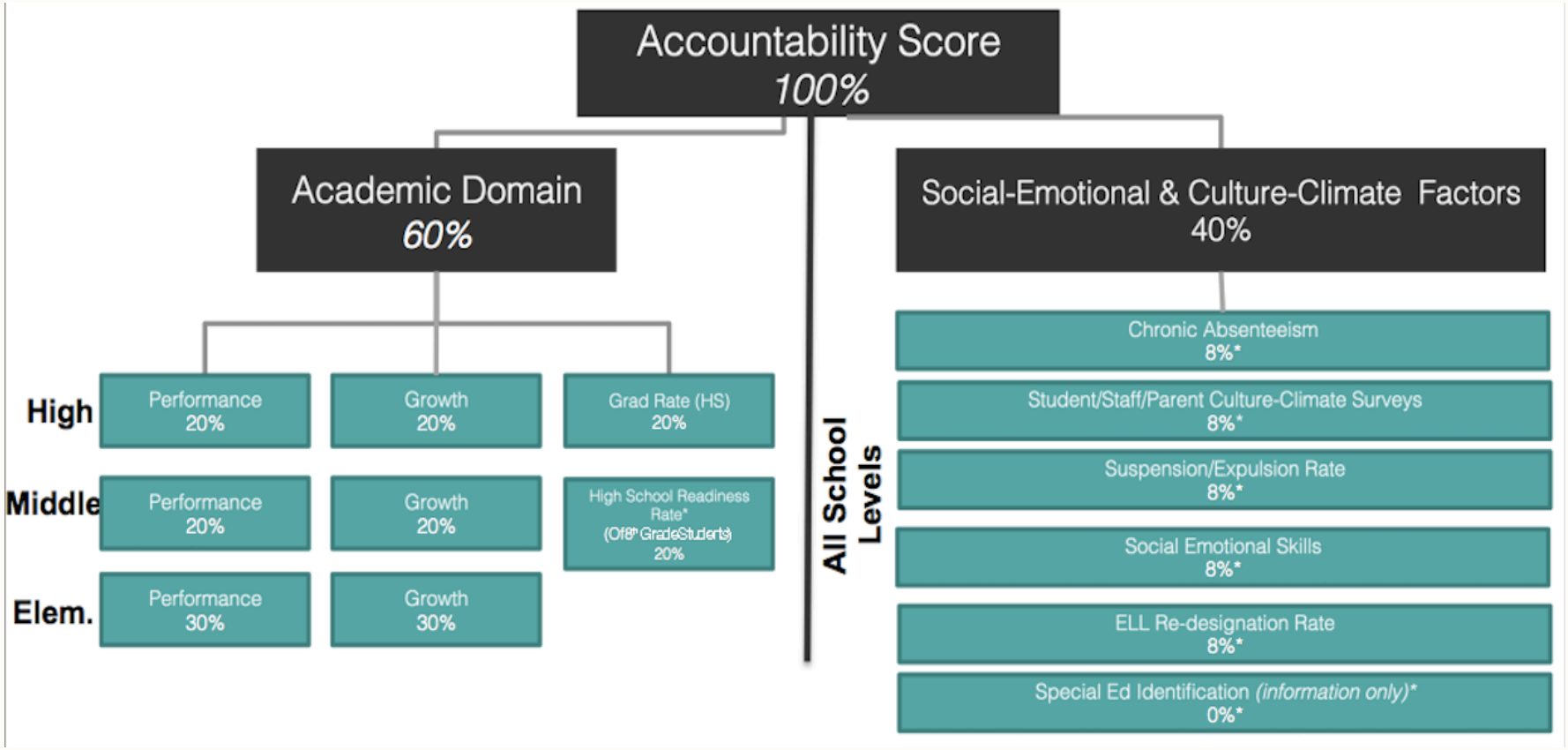
-- Evidence of parent participation

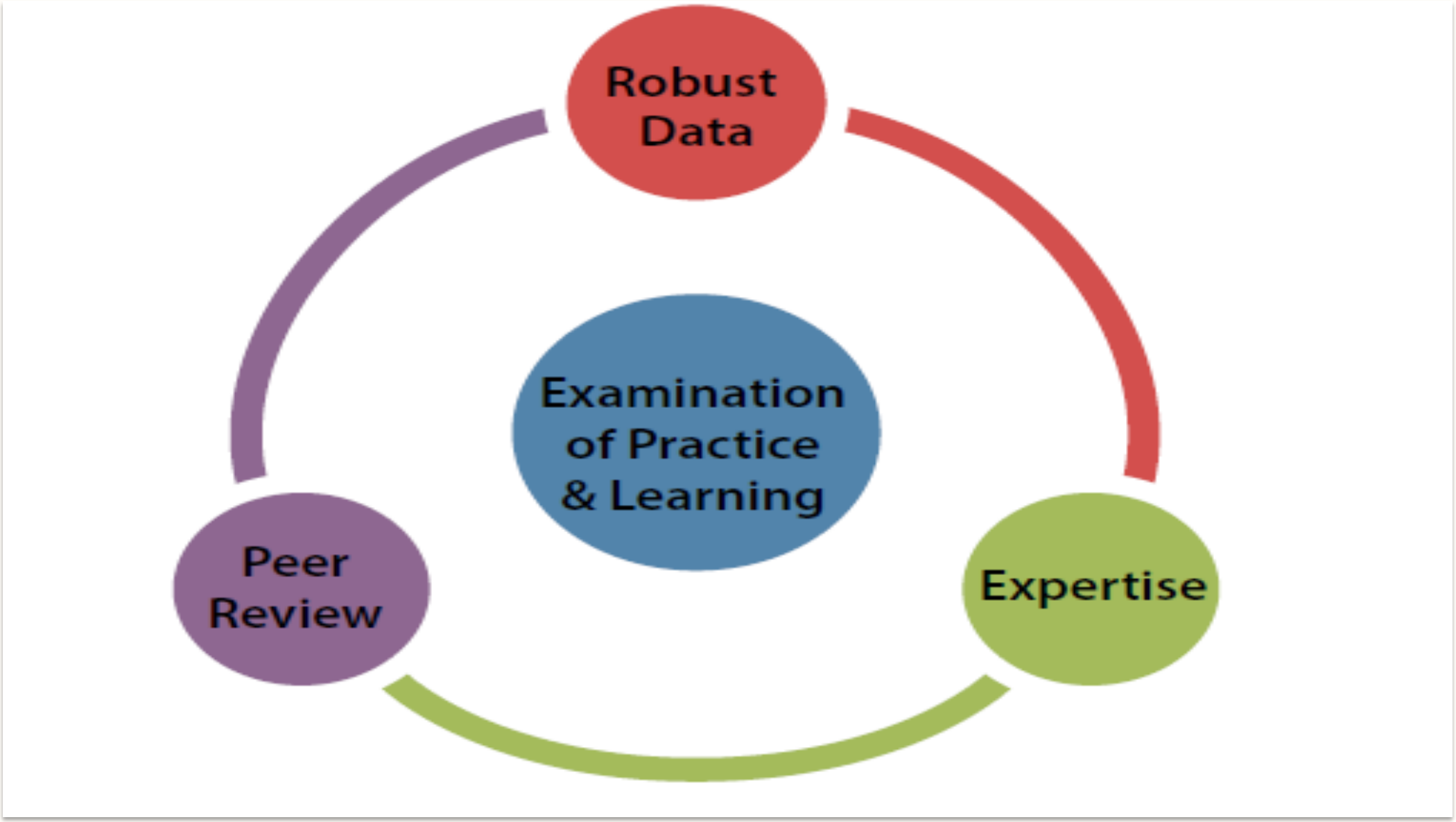
(parent surveys)

Graduation Rates and Growth



CORE'S Weighting System





School Quality Review

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:

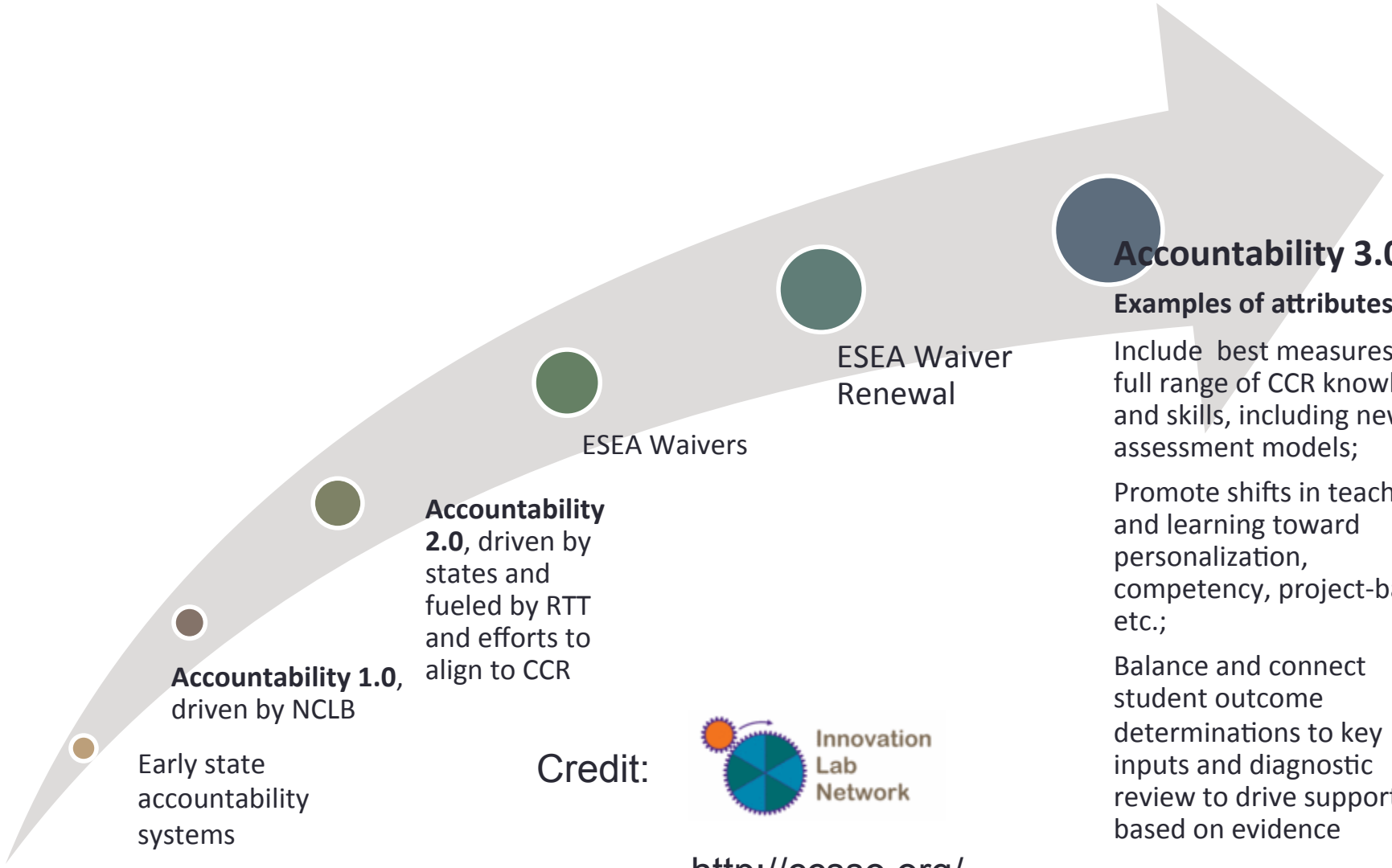
College, Career, and Civic Readiness

NH'S LEADING EDGE ASSESSMENT AND SCHOOL ACCOUNTABILITY PILOT

Paul Leather, Deputy Commissioner,
New Hampshire Department of Education

February 8, 2016

An Evolving National Model Of Accountability

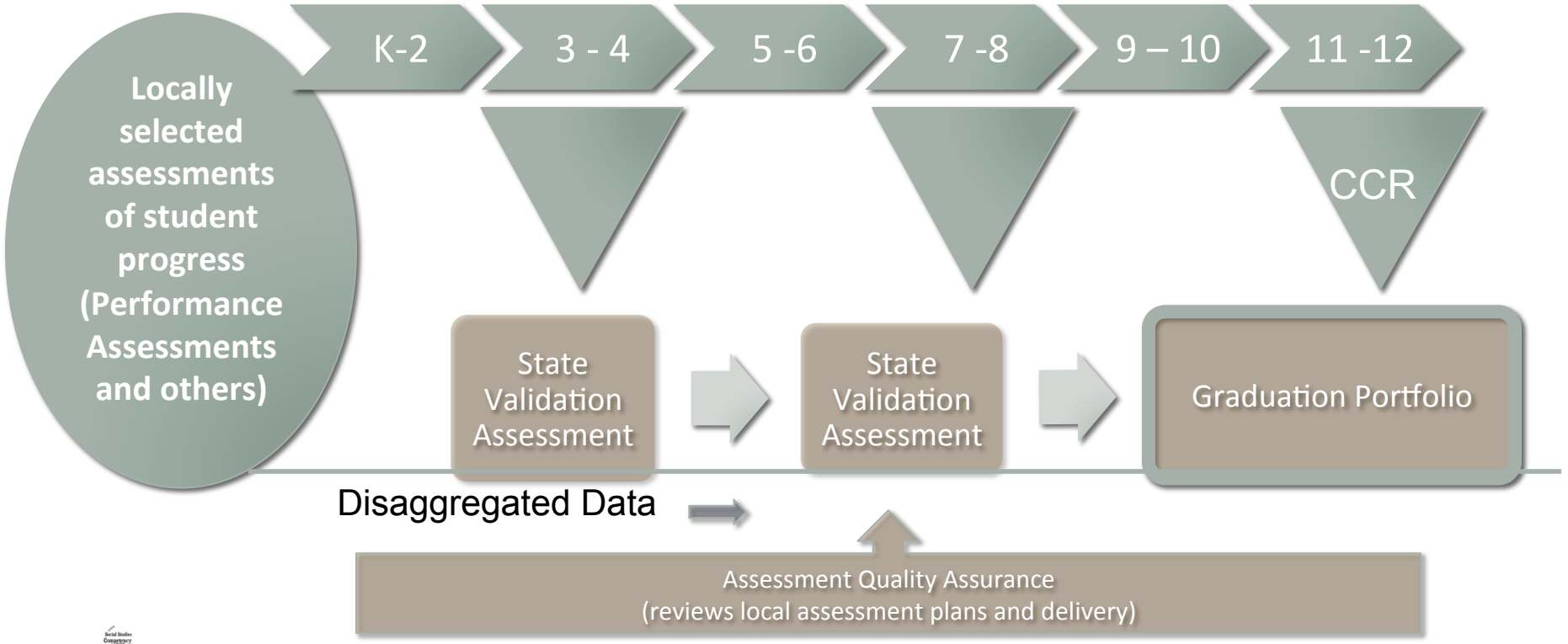


Credit: Innovation Lab Network

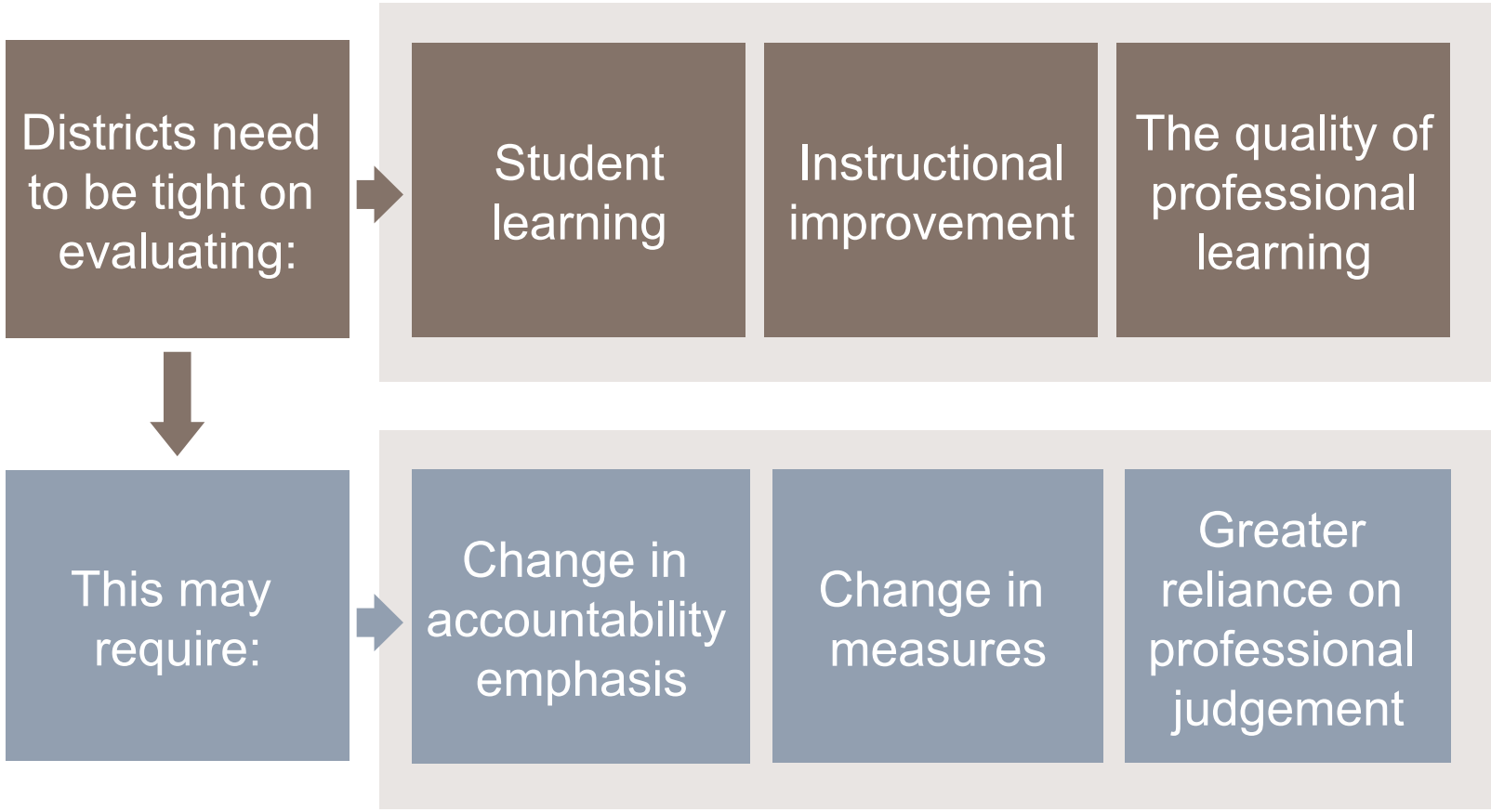
http://ccsso.org/

Accountability For Meaningful Learning In A 51st State

– State and Local Partnership:



Theory of Action – Professional learning Links with school accountability



Ben Jensen

LEARNING FIRST

What is PACE? – Water Tower Proposal!

Geometry PACE Common Task

- **The Problem:** Your town's population is predicted to increase over the next 3 years. As one of the town planners, you are asked to address this issue in terms of the town's water supply. In order to meet the future needs of the town, you need to make a proposal to add a water tower somewhere on town property that will be capable of holding 45,000 ± 2,000 cubic feet of water. The town is looking for a water tower to contain the most amount of water while using the least amount of construction material.
- **Student Task:** Your job is to prepare a proposal that can be submitted to the town planning committee. Using your calculations of surface area and volume for the two designs, describe and analyze the characteristics that lead you to a final recommendation.

Solar Cooker

Task:

- **Essential Question:** How is energy transferred between places and converted between types?
- You are working for a company that wants to find affordable and environmentally-friendly ways to reduce the need for wood and charcoal when cooking.
- You have been tasked to create a device that uses renewable energy.
- You and a group will research, design, build, and test a solar cooker, applying everything you have learned about energy this past quarter.
- Your final goal is to change the temperature of a cup of water.

MS Science

Standards:

- **NGSS 4-PS3-2:** Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents and **NGSS 4-PS3-4:** Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
- **NGSS 4-ESS3-1:** Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. Standard calls for examples of renewable energy sources such as sunlight.
- **NGSS 4-PS3-4:** passive solar heater that converts light into heat example.

Why This Change?

- We need a more **intense** focus on maximizing student **learning**, **engagement**, and **outcomes**
- The old NCLB system focused admirably on **equity**, but **excellence** needs to be incentivized as well
- We need to create **space** for **innovating** approaches for moving from **good to great** while **studying** the implementation and results
- Provides an opportunity for **deep engagement** of our local **educators** and **leaders, as well as students**

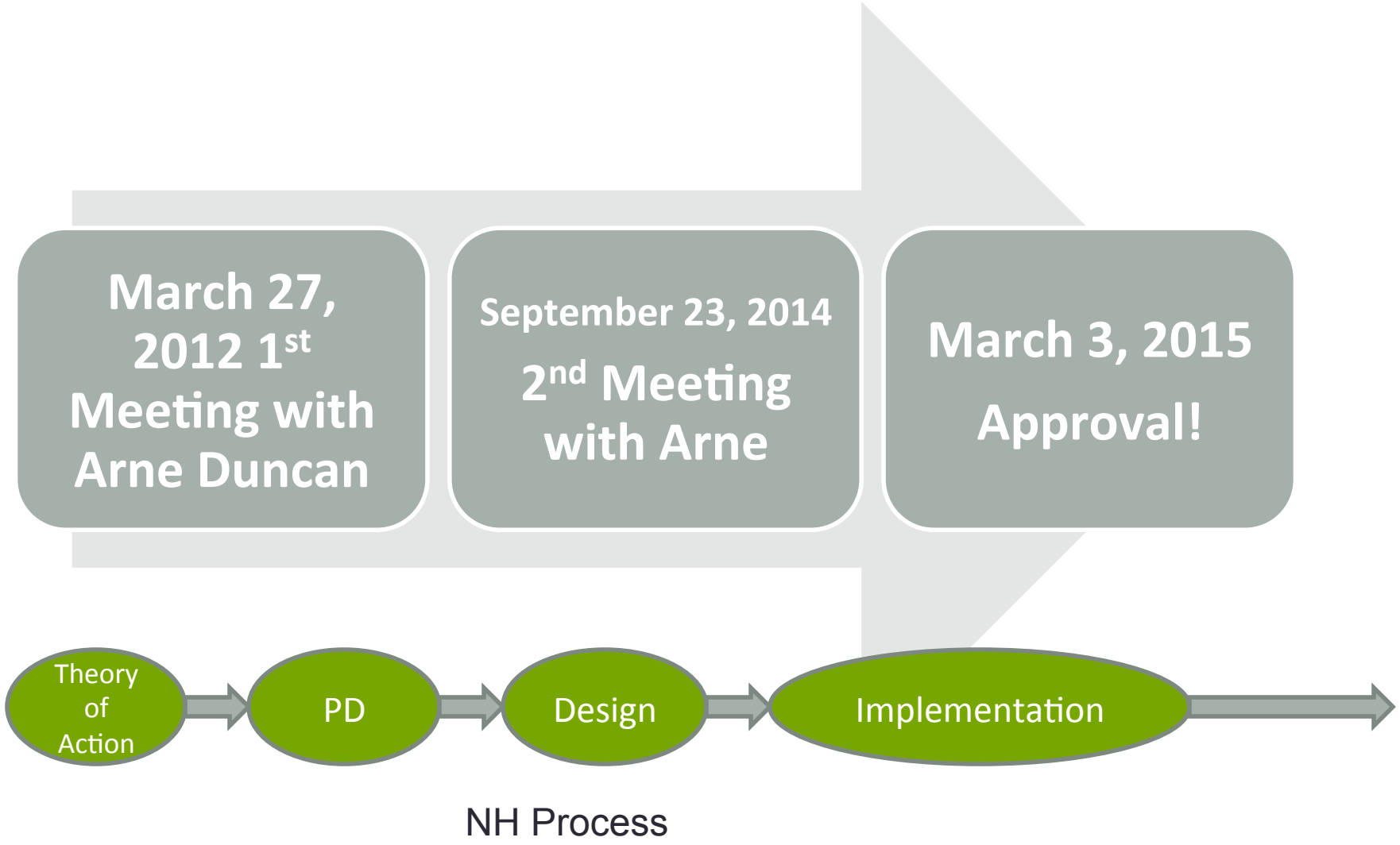
Why PACE?

- Research on organizational change/reform and human learning supports the notion that real change/learning must be **internally motivated**
- "**Drive** (motivation) is fueled by a combination of **autonomy**, **mastery** and **purpose.**" (Daniel Pink)
- Yet, **current accountability** systems coming out of the NCLB era are all essentially **externally oriented**
- **PACE** provides an opportunity to shift to a more **internal orientation**

Who is PACE -- Which Districts?

Year 1 (2014-2015)	Year 2 (2015-2016)	Beyond Year 2
• Rochester • Sanborn Regional • Epping • Souhegan HS	• Concord • Monroe • Pittsfield • Seacoast Charter	• Allenstown • Fall Mountain • Plymouth • SAU 23 North Haverhill • Manchester (Parker Varney and Gossler Park Elementary) • Rollinsford • SAU 39 (Amherst and Mont Vernon)

Engaging The US Department Of Education

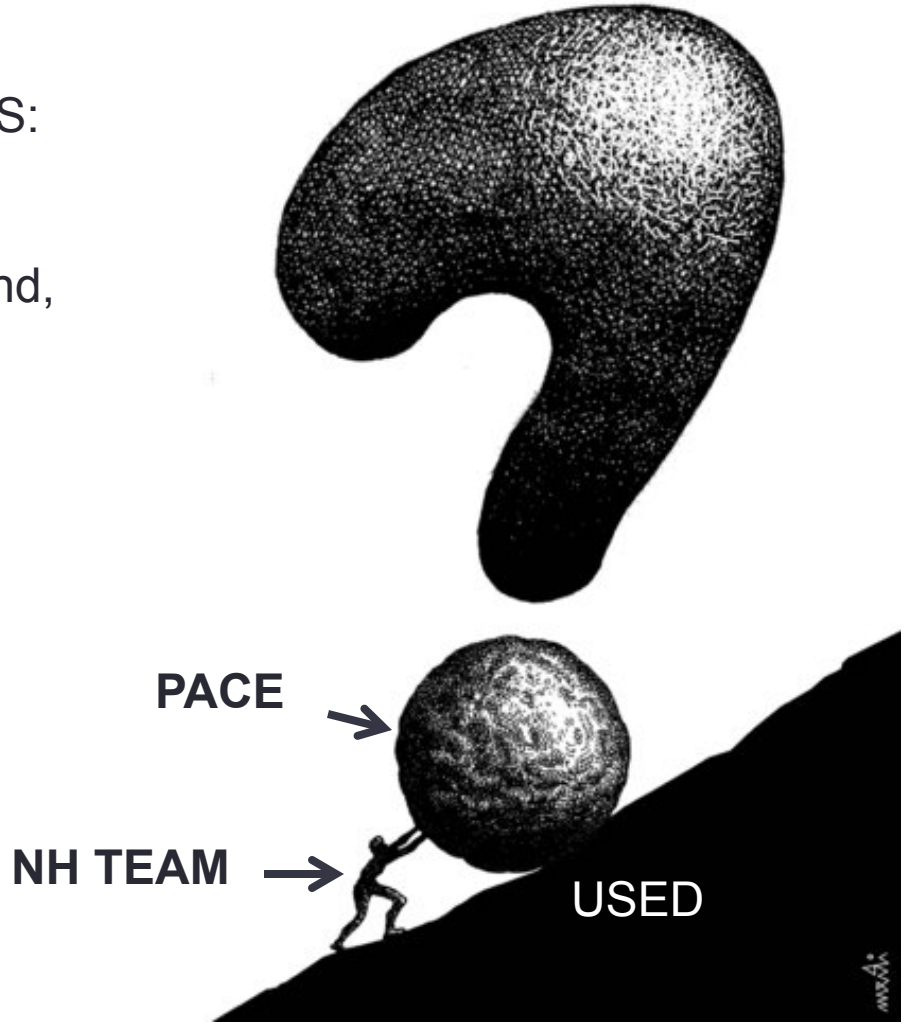


NH Process

Engaging The US Department Of Education!

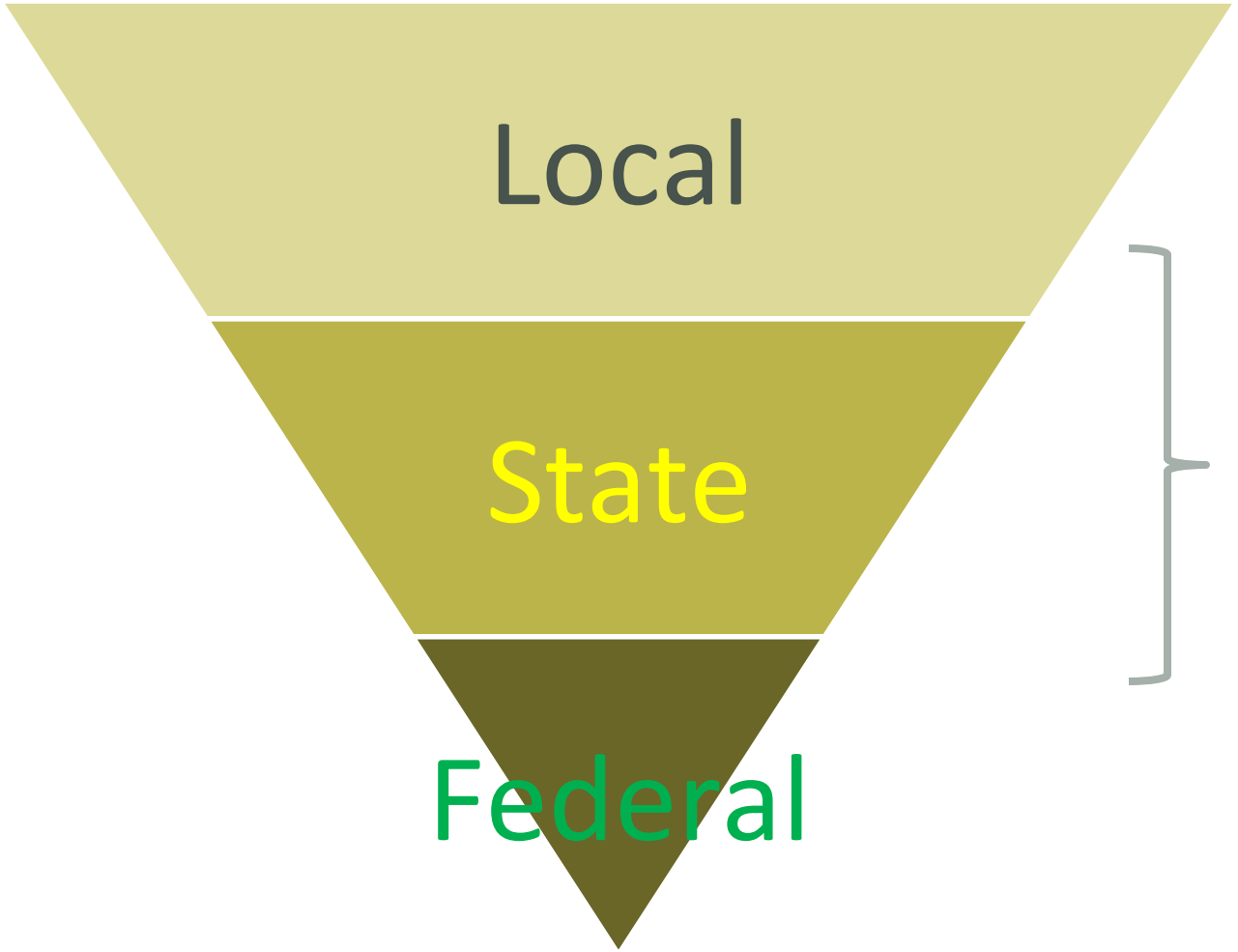
NATIONAL PARTNERS:
CCSSO
UKY--CIE
Linda Darling-Hammond, SCOPE

NH TEAM:
Virginia Barry
Paul Leather
Scott Marion
Brian Blake
Ellen Hume-Howard
Nate Greenberg



USED TEAM:
Arne Duncan
Deb Delisle
Amy McIntosh

What Was NH's Message?



Locus of Ownership of the System

Designing A District-Wide Plan To Support Assessment

QPA SCHOOL YEAR TIME-LINE

The time-line for creating a QPA is dependent on the grade-level team or course. The goal is that every teacher, contribute to creating one QPA for the year. Some teachers/teams may create multiple QPAs based on their experience and level of expertise in creating assessments.

MONTH	*QPA FOCUS*	*Tools Explained*	*Teacher Expectations*
SEPT/OCT	• Creating common performance assessments using topics being studied and the standards/competencies. • Referencing Hess's Rigor Matrix and Depth of Knowledge. Use Tool 1 (pg. T3) as a guide from the QPA book.	• Using Hess's Rigor Matrix (Tool 5 & 6) reminds us that for an assessment to measure competency, students must be asked questions or be expected to perform tasks that reflect expectations of DOK 3. • Tool 1: Provides the steps for reviewing the task including looking at student work.	1. Create a Performance Assessment for a course or grade-level 2. Use Tools 5 & 6 to create the assessment. 3. Use Tool 1 to review the assessment after it has been given in the course and students have produced work to review. If an assessment is targeted for later in the school year, complete the steps for looking at student work when the work is completed. 4. Complete cover sheet Tool 2 for the QPA 5. Use Tool 3 to review the tasks after you have reviewed student work. 6. Upload the QPA into Atlas. 7. Complete at least one QPA for the year. 8. Participate in a District Performance Assessment Calibration Process [pg.3] with grade-level team members or colleagues in your department. 9. Submit QPA to the task bank when all tools have been completed.
NOV/DEC	• Use the validation protocol Tool 2 and 3 (page T6) from the QPA book during PLC time to review Performance Assessments. • Upload Performance Assessment in Atlas.	• Tool 2 is a cover sheet for the QPA • Tool 3 is a validation protocol to help review task specifics. • Uploading to Atlas allows teachers who share a course and curriculum to review collaboratively and add to improve the assessment.	
JAN/FEB	• Use the calibration protocol Tool 4 (page T9) from the QPA book during PLC time to review Performance Assessment Scoring. • Edit assessment and submit to the state of NH TASK BANK for review if student work is included.	• Tool 4 is designed to help teachers learn to calibrate their scoring of an assessment.	
MAR/APR	• Create a common performance assessment for the end of the year using topics to be studied, standards/competencies, and referencing Hess's Rigor Matrix and Depth of Knowledge. Use tools previously used for creation of assessment and validation. Think about creating assessments that are	• Repeat the process for creating a QPA as an end of year summative. If your **first** QPA is designed as an end of year common summative, continue fine-tuning the assessment.	
MAY/JUN	• Administer the Performance Assessment. Review student work. • Review student performance comparing other assessments to performance assessment.	• Administer the QPA for your course. • If your assessment is a PACE or COURSE assessment, set aside time to score the assessment once as a teacher and then a second time by a colleague also teaching the	

Initial PACE Expectations

- **State-model competencies** aligned with college and career outcomes provide the main **learning targets**
- **Instructional** system to support student learning of competencies
  - Includes strategies to personalize learning
- **Locally-design assessment system** to measure student achievement and growth related to competencies
- High quality **local performance assessments** occupy a visible place in the local assessment system
- **Smarter Balanced** assessment administered at least **once** in elementary, middle and high school
- The use of at least one **common (to all PACE districts) performance assessment** in grades/subjects not assessed by Smarter Balanced (17)
  - To evaluate comparability only!

Key Goals and Design Principles of PACE

- Focuses on **college** and/or **career** outcomes and promotes **deeper learning** for **all students**
- A clear **commitment** towards improving the achievement of **educationally-disadvantaged** students
- A clearly-described **internal accountability** process supported by the **local boards** of education
- **Commitment of resources** (local and state) necessary to ensure the plan's success
- **Leadership** and **educator capacity** to design, implement, support and sustain the system

NH's Blend of State, PACE, and Local Assessments

Grade	Course/Grade Academic Competency	ELA	MATH	SCIENCE
K-2	☑	Local PAs	Local PBA	Local PBA
3	☑	Smarter Balanced	Common PACE PBA	Local PBA
4	☑	Common PACE PBA	Smarter Balanced	Common PACE PBA
5	☑	Common PACE PBA	Common PACE PBA	Local PBA
6	☑	Common PACE PBA	Common PACE PBA	Local PBA
7	☑	Common PACE PBA	Common PACE PBA	Local PBA
8	☑	Smarter Balanced	Smarter Balanced	Common PACE PBA
9	☑	Common PACE PBA	Common PACE PBA	Common PACE PBA
10	☑	Common PACE PBA	Common PACE PBA	Common PACE PBA
11	☑	Smarter Balanced SAT in 2016	Smarter Balanced SAT in 2016	Common PACE PBA
12	☑	Local PBA	Local PBA	Local PBA

District Assessment Plan

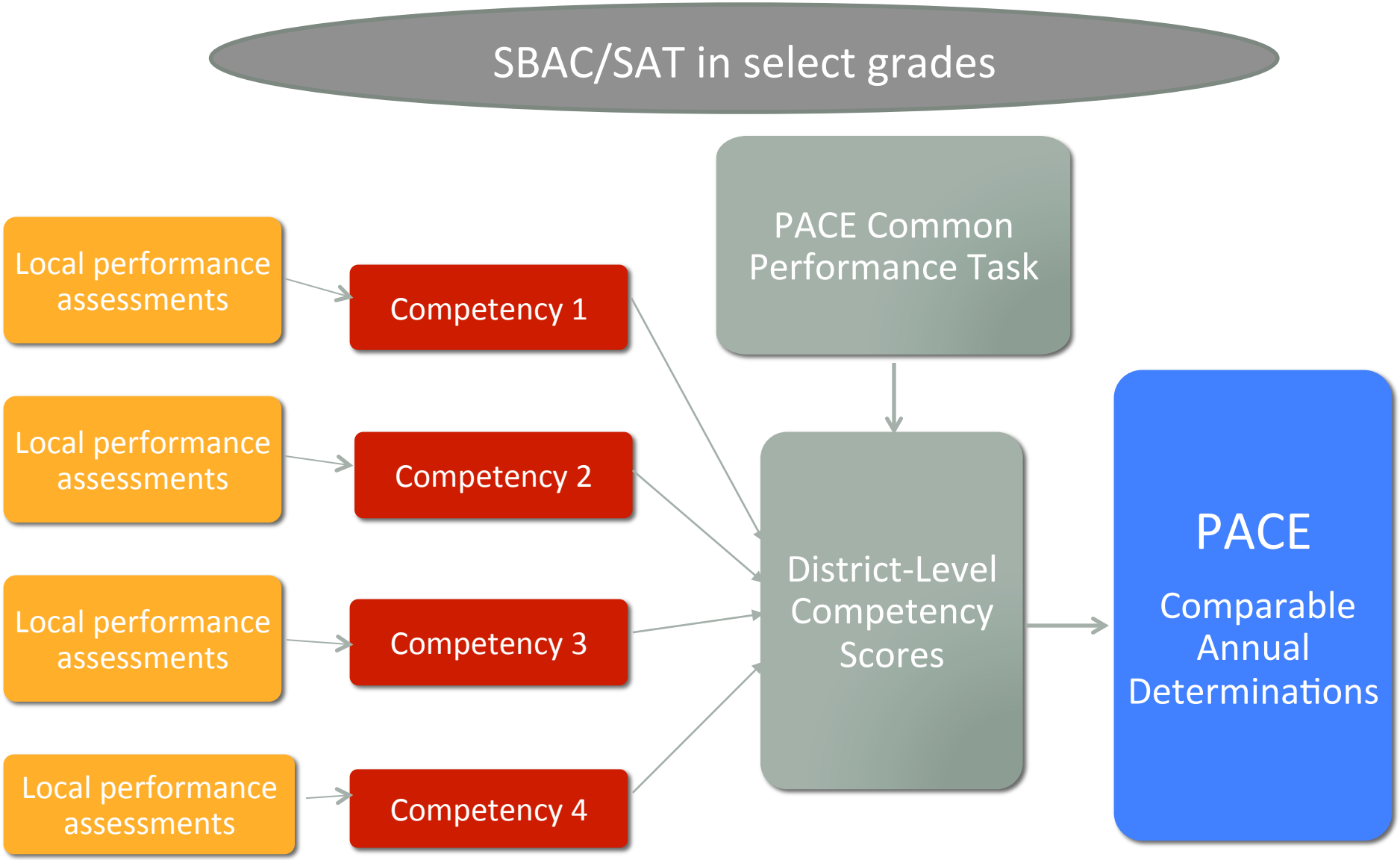
Note Weight of Local Assessments!

Grade	CLASSROOM COMPETENCY GRADING [All courses and disciplines]				DISTRICT	STATE
	COURSE COMPETENCY COMMON ASSESSMENTS				COMPETENCY ASSESSMENT	COMPETENCY COMMON ASSESSMENT
	Assessment Type	1. NUMBERS & QUANTITIES, 2. ALGEBRA, 3. FUNCTIONS, 4. GEOMETRY, 5. STATISTICS & PROBABILITY				
4	Unit Summative	Place value, rounding, addition, subtraction Measurement conversions, addition, subtraction Fractions with like denominators	Multiplication/ division facts, Multi-digit multiplication, division (multi-digit) Geometry	Fractions with unlike denominators Decimal fractions Geometry & symmetry	NWEA (MAP) 212.5	SMARTER BALANCE
	Performance Task	Tri 1: Mapping Migrating Monarchs				
5	Unit Summative	Place Value Multiplication Division Fraction Review	Addition/ Subraction Multiplication of Fractions Division of Fractions Area	Volume and Capacity Algebraic Expressions Data and Analysis Geometry	NWEA (MAP) 221.0	PACE: Algebra Quantities, Creating Equations
	Performance Task	Tri 1: Summer Olympics				
6	Unit Summative	Ratios , Rates and Measurement Conversions, Order of Operations, Exponents and Algebraic Expressions			NWEA (MAP) 225.6	PACE: Algebra, Equalities and Equations

Yes, this is hard!!

- As we tell other States, this is not for the faint of heart!

Combining Multiple Measures



Annual Determinations

- Being able to produce "comparable annual determinations" was a key component of our waiver
- What are they?
  - Annual determinations are declarations of proficiency for students and schools often based on a single assessment (e.g., Smarter Balanced)
- Four major components:
  - Performance level descriptors
  - Cross-district comparability
  - "Standard setting"
  - Reporting annual determinations

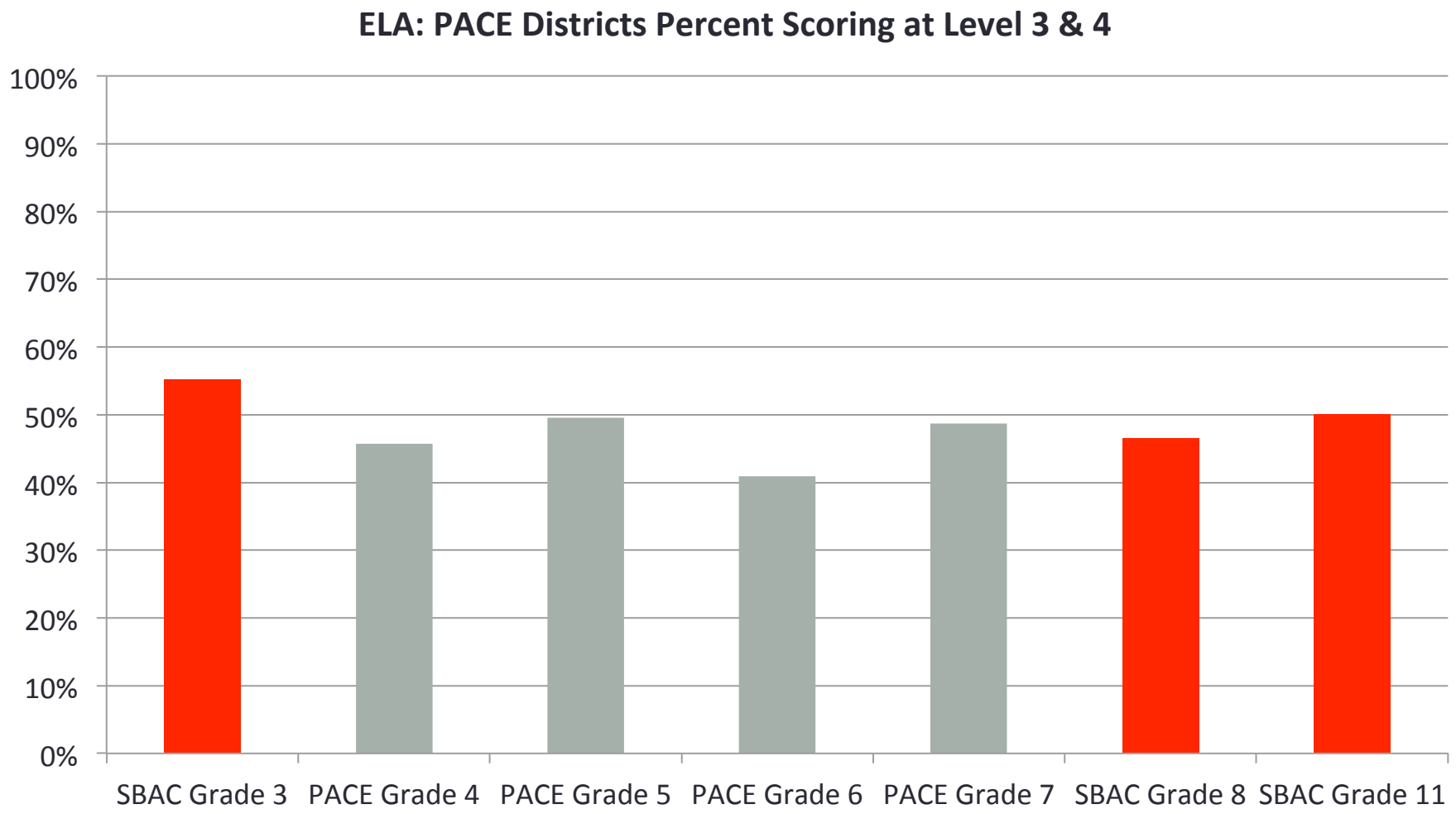
What do these annual determinations mean?

- They are based on the full set of competency (or related performance) information collected throughout the year
- The **three** "cutscores" reflect the points in the average competency score distribution that mark the divisions among the **four** achievement levels
- Annual determinations are **NOT** based on the PACE common task
  - **The PACE common task is a calibration tool**
- Results must be computed for each grade/subject combination

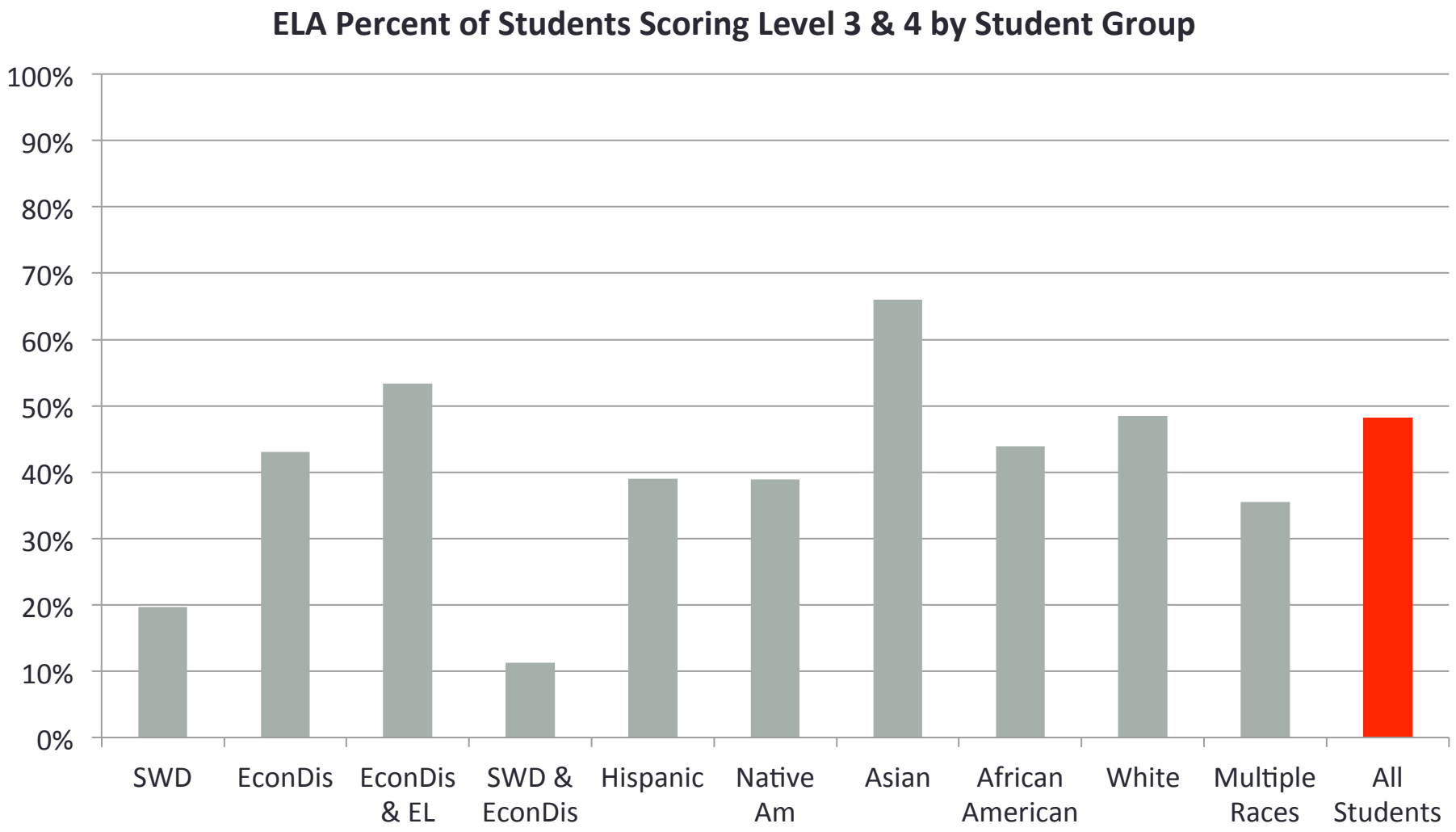
ELA: 2015 PACE District Results by Grade

Grade	Level 1	Level 2	Level 3	Level 4	Level 3 & 4
SBAC Grade 3	15%	30%	30%	25%	55%
PACE Grade 4	8%	46%	31%	15%	46%
PACE Grade 5	14%	37%	31%	18%	50%
PACE Grade 6	6%	54%	30%	11%	41%
PACE Grade 7	7%	44%	38%	10%	49%
SBAC Grade 8	24%	30%	36%	10%	47%
SBAC Grade 11	27%	23%	31%	19%	50%

ELA: 2015 PACE District Results by Grade



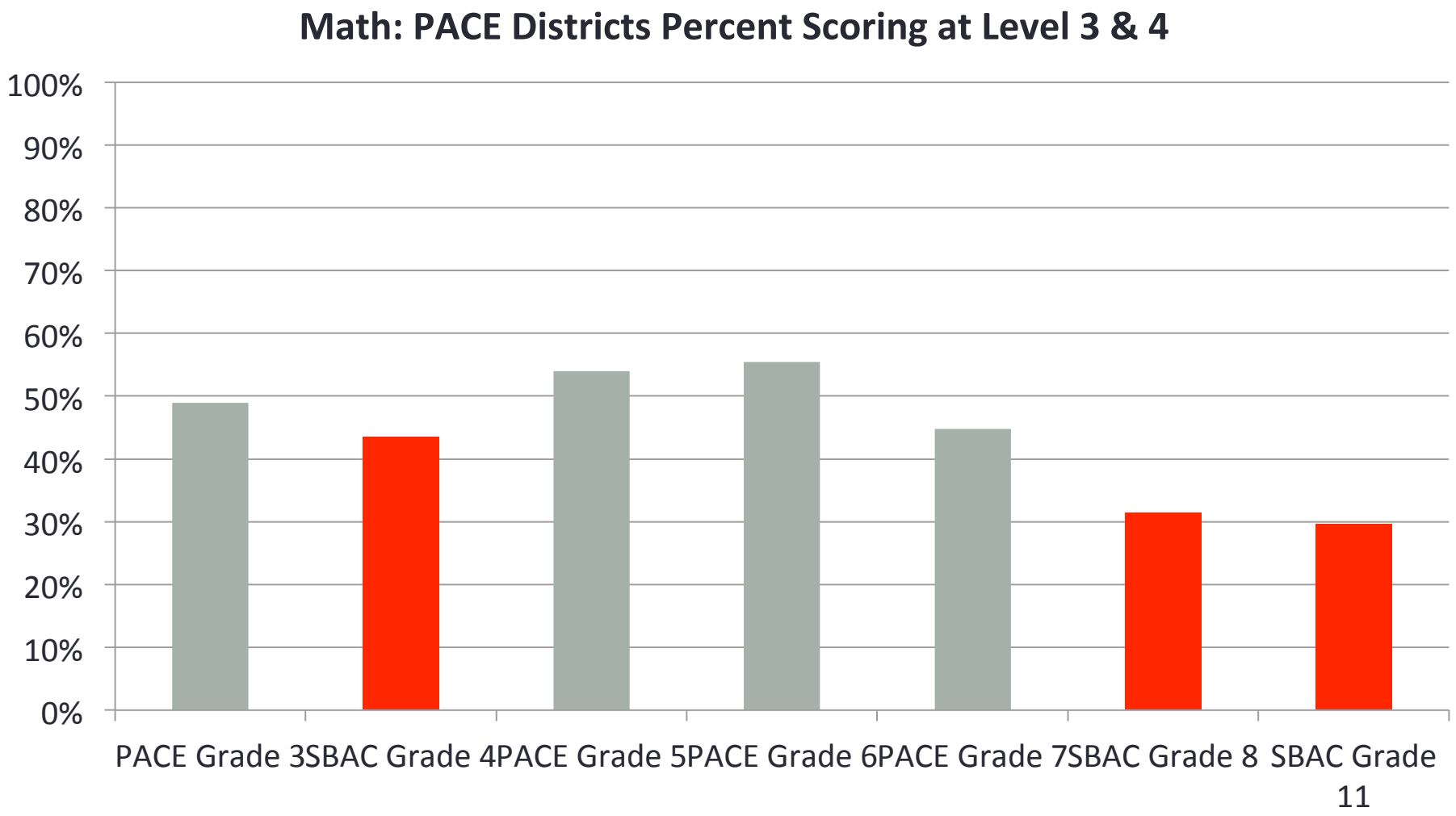
ELA: 2015 PACE District Results by Student Group



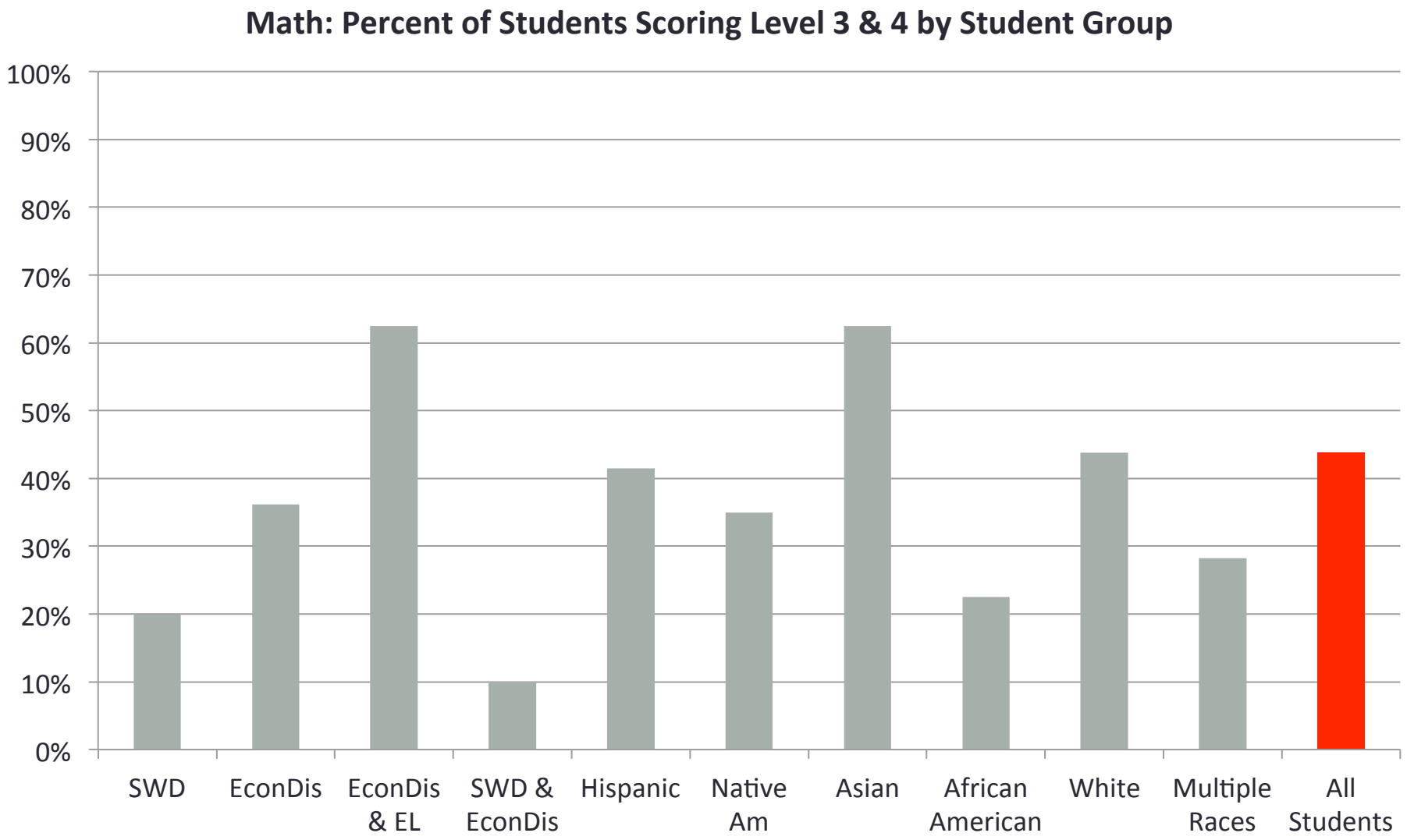
Math: 2015 PACE District Results by Grade

Grade	Level 1	Level 2	Level 3	Level 4	Level 3 & 4
PACE Grade 3	7%	44%	41%	8%	49%
SBAC Grade 4	16%	40%	30%	13%	43%
PACE Grade 5	17%	29%	40%	14%	54%
PACE Grade 6	5%	39%	28%	28%	55%
PACE Grade 7	5%	50%	35%	10%	45%
SBAC Grade 8	39%	30%	21%	11%	31%
SBAC Grade 11	43%	28%	21%	8%	30%

Math: 2015 PACE District Results by Grade



Math: 2015 PACE District Results by Student Group



Summary

- **We've learned a ton** and have had some major successes!
  - Collaborative capacity building
  - Demonstration of reciprocal accountability
  - Cross-district calibration
  - Annual determinations
  - Improving assessment quality
- **Implications for the Future --** The new "Innovative Assessment and Accountability Demonstration Authority" in ESSA
  - What are the broad takeaways?
    - New Era of Assessment and Accountability may be upon us!
    - Multiple Measures Demand new conceptualization of validity/reliability
    - Educator Skill Development is key – "Educator Judgment"