Accountability 2022

Problem:

- ED requires us to implement our accountability system in 2022
- We **cannot** implement the accountability system **as approved** in 2019 with the SY 2022 data.
    1. Incomplete data
    2. Changed calculation methodologies
    3. Misaligned scoring rules or indicator targets

Timeline

	September	October	November	December	January	February
Accountability	**??ED??** Internal Development IBAM (9/28)	**??ED??** Internal Development	**??ED??** IBAM (11/8) Open Forums 11/22 & 11/30	**??ED??** TAC (12/3) Board Discussion (12/15) IBAM (12/17) Public Comment (30 days) Open Forums* 12/20 & 12/21	Open Forums 1/10 & 1/11 IBAM (1/10) Board Approval (1/19) Presentation to Governor (TBD)	Proposal due to ED (2/1)
2021 Data		Report Card NO ASSESSMENT (10/29)	Educator Preview Spring IAR / SAT (11/1)	Report Card Spring IAR/SAT & CCRI (12/2)	ACCESS results (1/19)	

*And meetings with other stakeholder groups

Who is it we're trying to identify in 2022?

- **Standard Requirement**:
  - Those currently in the lowest 5% and
  - Those with student groups on par with the lowest 5%
- We don't have the same level of confidence for identifying the required groups
- What are some alternatives & why might these be a relevant frame?
  - Those with the largest loss of proficiency since 2019?
  - Those with the lowest rates of growth or highest rates of dropouts?
  - Those with the largest achievement gaps?

Currently we have 227 comprehensive schools and 681 targeted schools in 292 districts in support status

- Cohort 18 is due to exit status based on data from 2023
- Cohort 19 is due to exit status based on data from 2024

What are the potential costs/risks of running a "compromise" system in 2022?

- Misidentification of schools
  - Schools identified because of aberrations that will correct swiftly with the return to in-person instruction
  - Schools not identified because the system wasn't able to detect their need
- Misuse of resources because of misidentification
  - Currently a comprehensive or targeted designation adds one to a 4-year cycle of improvement, regardless of improvements in future designations
- Change fatigue
  - The system will have changed notably all 3 years of implementation with additional changes in subsequent years


Into the Details

Considerations and Risk Levels

Three Categories of Considerations

- Technical Considerations
  - Incomplete data, change calculation methodologies & other technical issues.
- Alignment Considerations
  - Are targets and scoring rules appropriate for the context?
- Impact Considerations
  - How does this help move us towards a goal?

Four Effect Levels

- Minimal
  - Limited effect that most likely does not require modification.
- Moderate
  - Effect that requires straightforward modification to mitigate.
- Significant
  - Large effect that requires multiple modifications to mitigate.
- Critical
  - Effect significant enough that exclusion or replacement needs consideration

Offer option to exit status early for some schools identified in 2022

- Given costs to a “compromise” system, consider offering an early off-ramp for certain schools identified in 2022
  - Schools missing a certain threshold of 2021 data
    - Schools where the all student or one or more student demographic groups’ participation rate is below 70%
    - Exited if: 2023 rates of participation are ≥95% and the 2023 designation is commendable or exemplary
  - Newly identified schools whose 2019 index score was in the top 30% of the state.
    - ≥70.5 if an elementary school, ≥74.5 if a high school
    - Exited if: 2023 designation is commendable or exemplary, else they remain in status based on their 2023 designation
  - Schools who have had a 30% or more change to the enrollments of the all student or one or more student demographic groups from 2019
    - 2019 enrollment ± 2019 enrollment*.3
    - Exited if: changes to enrollments from 2022-2023 are within the 30% margin and the 2023 designation is commendable or exemplary, else they remain in status based on their 2023 designation
- Key benefit: It provides additional year of data to make informed decisions about standard targeted & comprehensive designations.

2019 Accountability Data Elements

ELEMENTARY SCHOOLS (ES)			HIGH SCHOOLS (HS)		
WEIGHT	**ELEMENT**	**SOURCE**	**WEIGHT**	**ELEMENT**	**SOURCE**
7.5%	ELA Proficiency	IAR	7.5%	ELA Proficiency	SAT
7.5%	Math Proficiency	IAR	7.5%	Math Proficiency	SAT
5%	Science Proficiency	ISA	5%	Science Proficiency	ISA
25%	ELA Growth	IAR	50%	Composite 4, 5, & 6 Year Graduation Rate	SIS Adjusted Cohort Tables
25%	Math Growth	IAR	5%	EL Progress to Proficiency	ACCESS
5%	EL Progress to Proficiency	ACCESS	8.33%	9th Grade OnTrack	SIS Course Data
5%	Climate Survey	Multiple	6.67%	Climate Survey	Multiple
20%	Chronic Absenteeism	SIS Attendance	10%	Chronic Absenteeism	SIS Attendance

ELA & Math Proficiency (ES & HS)

Technical Considerations	Alignment Considerations	Impact Considerations

• Minimal
• Barring disruptions to the spring 2022 assessment season, the data should be fine*.
	• Moderate
	• Are the approved 2022 targets (old 2021 targets) appropriate?
	  • If not, what question should frame our approach to adjustments?
	  • For how long would these adjustments hold?
		• Moderate
		• Communicates the need to address long-term dips in student performance
		• Overall dips are larger at lower grades

Recommendation: Include at the 2019 weight, with modifications to proficiency targets.

* Fine means: (1) representative of the full student population, (2) administered under traditional conditions, (3) meets psychometric markers for validity, reliability, and comparability, and therefore is (4) appropriate for use in accountability

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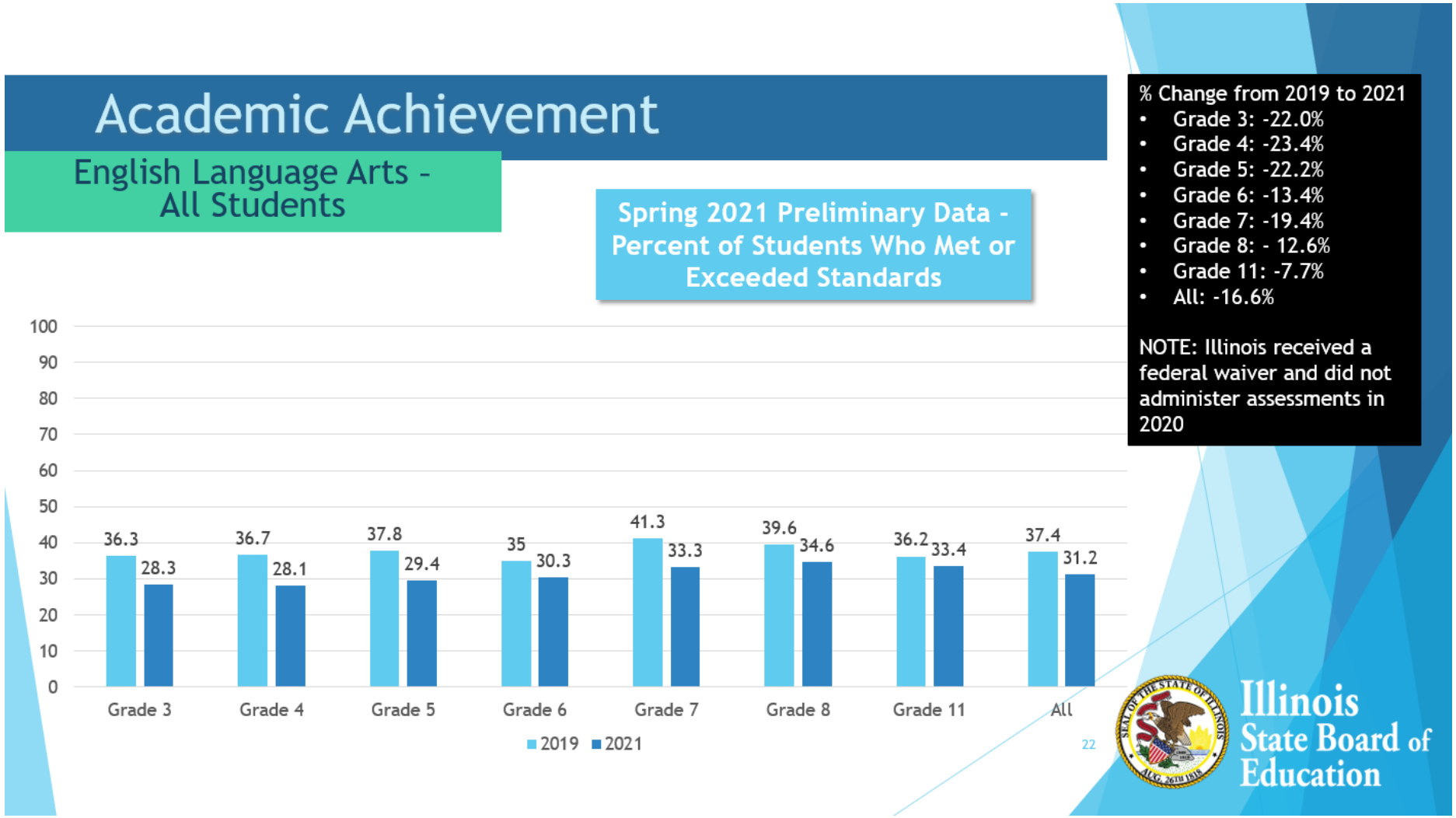
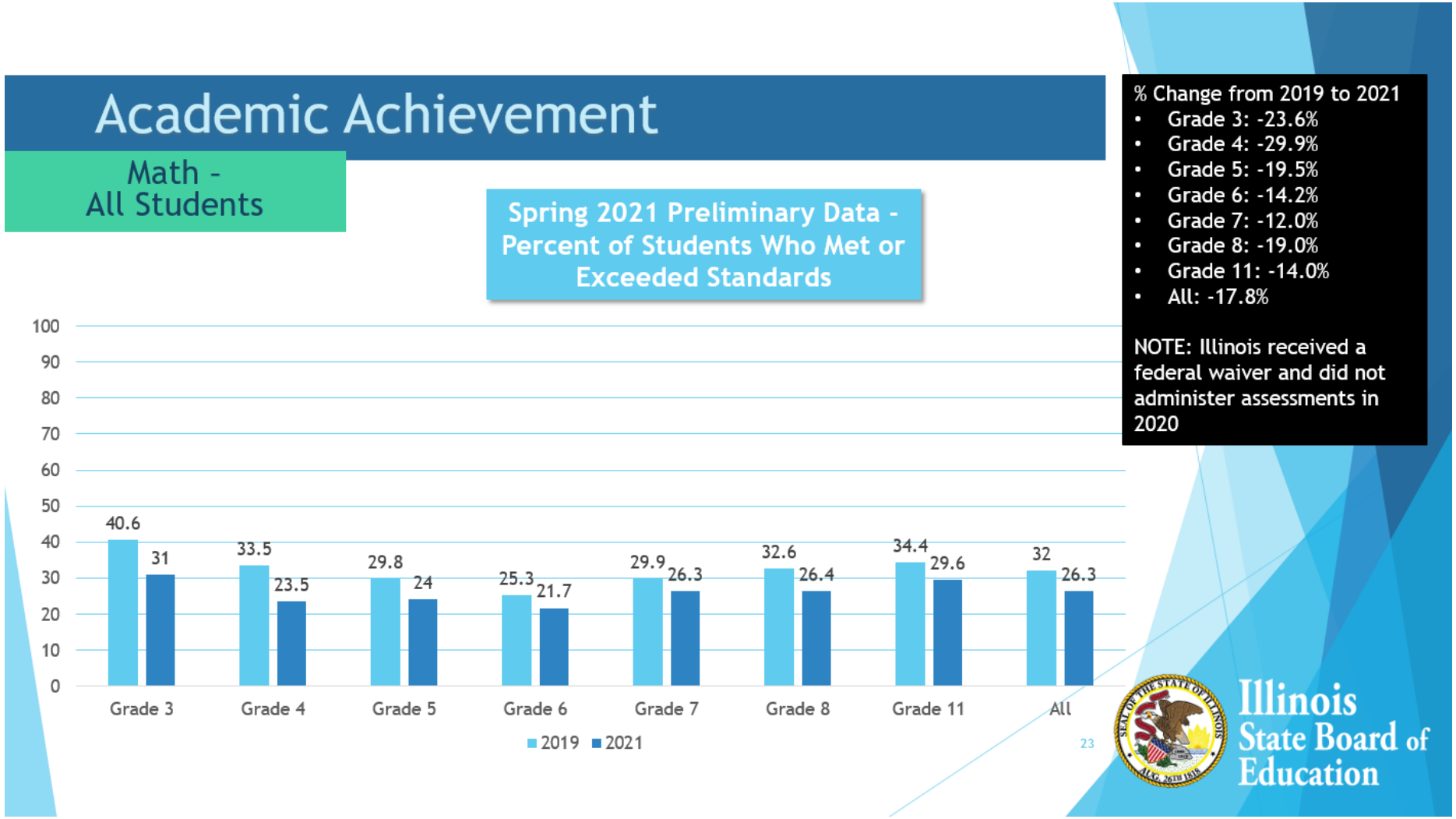
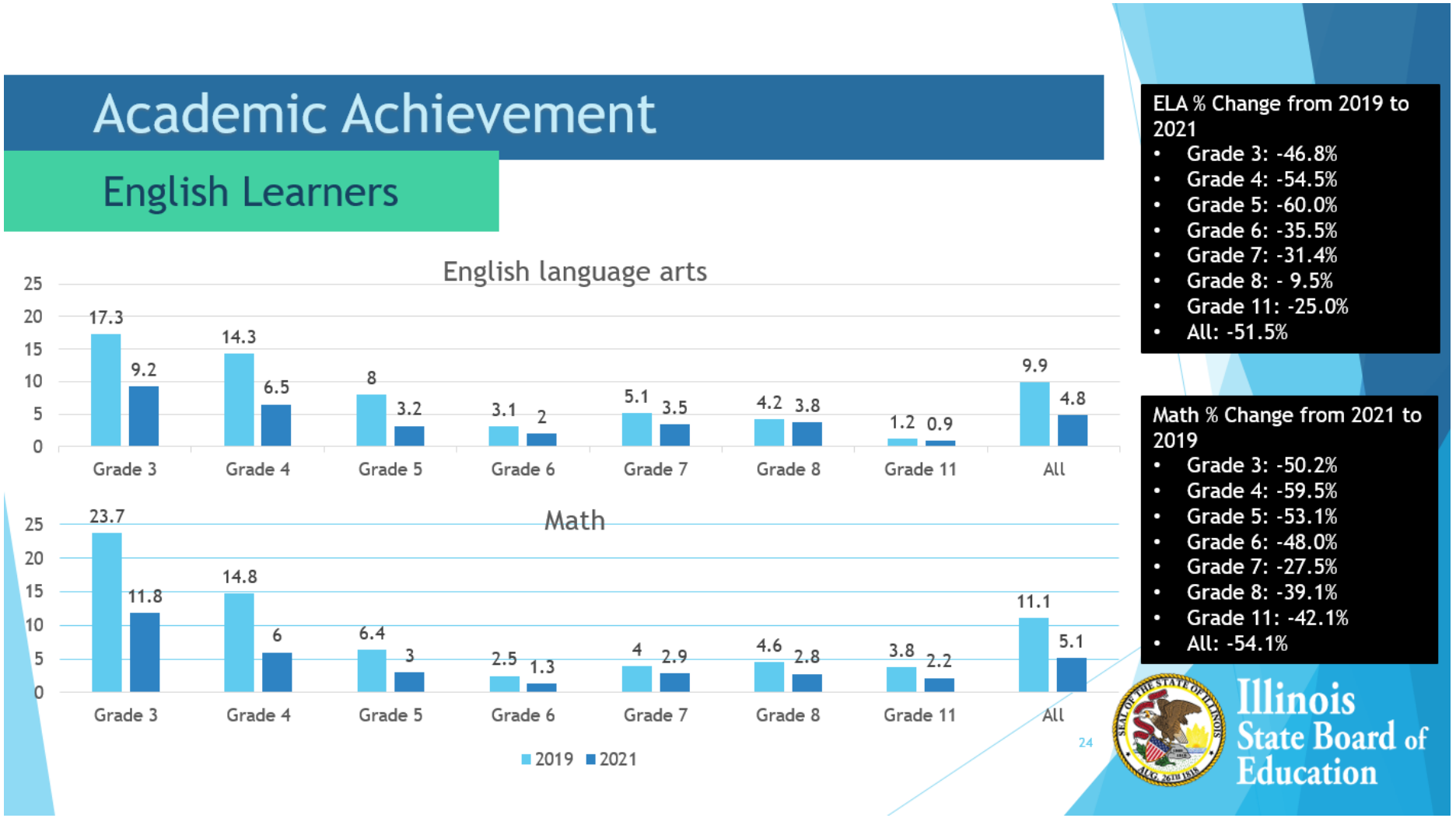
2021 ELA Percent Proficient By Grade



2021 Math Percent Proficient By Grade



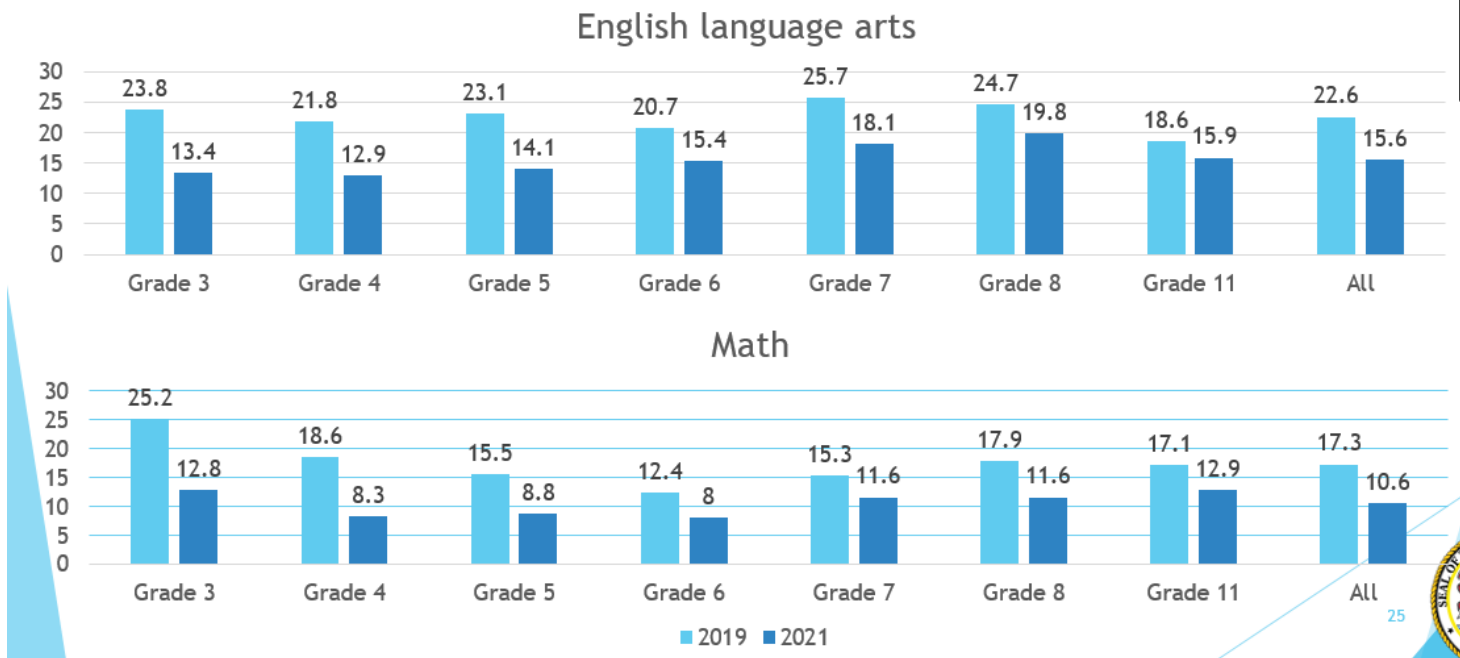
2021 Percent Proficient English Learners



2021 Percent Proficient Low Income

Academic Achievement

Low-Income Students



ELA % Change from 2021 to 2019

- Grade 3: -43.7%
- Grade 4: -40.8%
- Grade 5: -39.0%
- Grade 6: -25.6%
- Grade 7: -29.6%
- Grade 8: -19.8%
- Grade 11: -14.5%
- All: -31.0%

Math % Change from 2021 to 2019

- Grade 3: -49.2%
- Grade 4: -55.4%
- Grade 5: -43.2%
- Grade 6: -35.5%
- Grade 7: -24.2%
- Grade 8: -35.2%
- Grade 11: -24.6%
- All: -38.7%

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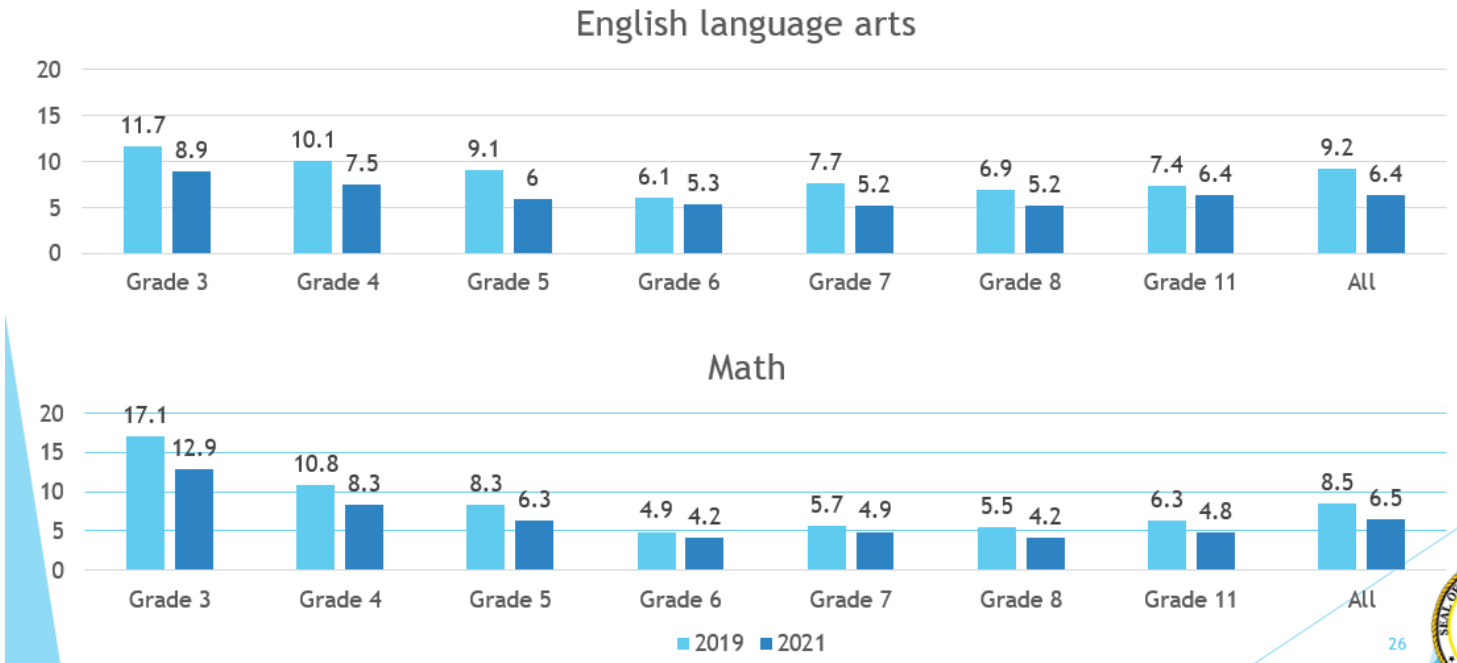
2021 Percent Proficient Students with IEPs

Academic Achievement

Students with IEPs



ELA % Change from 2021 to 2019

- Grade 3: -23.9%
- Grade 4: -25.7%
- Grade 5: -34.1%
- Grade 6: -13.1%
- Grade 7: -32.5%
- Grade 8: -24.6%
- Grade 11: -13.5%
- All: -30.4%

Math % Change from 2021 to 2019

- Grade 3: -24.6%
- Grade 4: -23.1%
- Grade 5: -24.1%
- Grade 6: -14.3%
- Grade 7: -14.0%
- Grade 8: -23.6%
- Grade 11: -23.8%
- All: -23.5%

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ELA & Math Proficiency – Modification Options

A. Set new targets for all student groups based on 2021 performance

B. Set new targets for the 2020 and/or 2021 cohort of students based on the 2021 results and leave the old targets in place for students who enter schooling in 2022 or after

C. Set new targets for the 2020 and/or 2021 cohort of students based on the 2021 results and use 2023 results to set new targets for students who enter schooling in 2022 or after

Science Proficiency (ES & HS)

Technical Considerations	Alignment Considerations	Impact Considerations
• Critical • No standard setting can be run with 2021 science data • Therefore a standard setting must be done with 2022 science data, making 2022 the new baseline for science proficiency targets • The likelihood that the standard setting would be completed and approved by the Board in time is low	• Significant • Should not use a new definition of what it takes to be proficient and expect schools to have similar levels of proficiency	• Full removal and redistribution of the weight to other indicators causes as many issues as it solves

Recommendation: Replace with science participation. Participation rates of 95% or higher receive 100 points. Participation rates below 75% receive 0 points. The remaining 100 points are distributed proportionally between 95% and 75%.

English Learner Progress to Proficiency (ES & HS)

Technical Considerations	Alignment Considerations	Impact Considerations
• Significant • A small but sizeable number (~25%) of EL students in IL are missing a 2021 prior • The time when the student tested in 2021 impacted their progress in significant but uneven ways according to WIDA	• Moderate • WIDA is trying to lead this conversation & IL is an active participant • 2021 ACCESS data not available till January	• Moderate • ELs had some of the largest decreases in academic performance • EL educators have had incredibly limited data to inform their 2022 instruction

Recommendation: Include with multiple modification strategies.

ELPtP – Modification Options

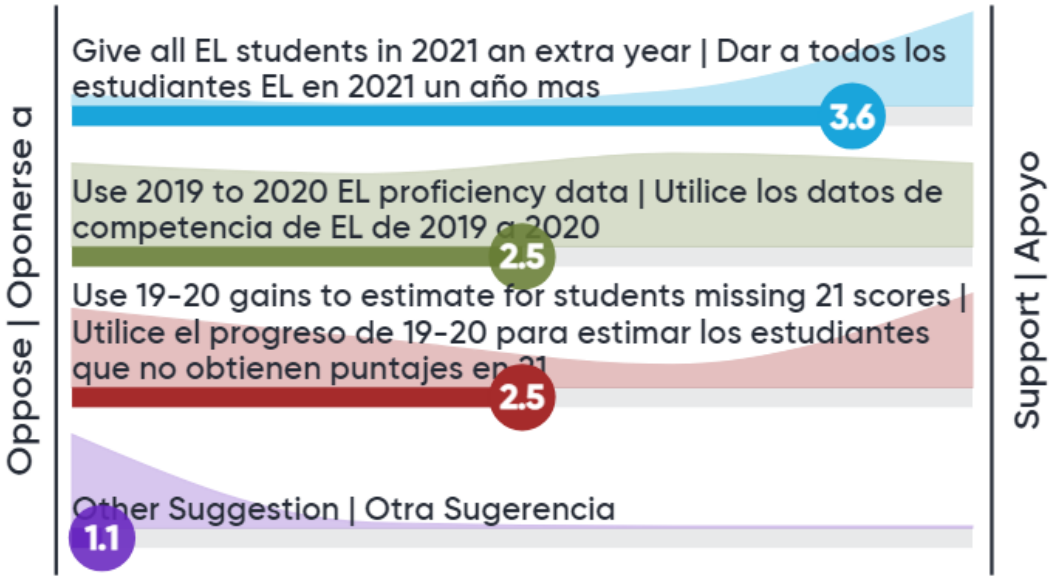
A. **Give all students who were identified as Els in SY 2020-21 an additional year to their timeline**

B. **Calculate and use the higher of an ELPtP score for each student with their 2020 score as a prior and the 2021 score as a prior. Exclude all students who were newly identified as ELs in 2021 from the 2022 calculation.**

C. Use the 2019-2020 ACCESS data (never used for accountability) in lieu of the 2021-2022 ACCESS data

D. Use the 2019-20 ACCESS scores to statistically estimate a score for students who are missing a 2021 score

E. Use 2022 district grade-level mean scale scores to estimate a score for students who are missing a 2021 score.



Growth (ES)

Technical Considerations	Alignment Considerations	Impact Considerations
• Moderate • 15% of spring testing students are missing a 2021 prior • Inappropriate to use the prior of a student who tested in fall 2021 (another ~10%)	• Significant • It's not clear a cohort referenced SGP would mean the same thing as in years prior • Given how much weight this indicator carries, any modification of this indicator will have a noticeable impact on school designations	• Significant • Its inclusion continues to place an emphasis on growth and recovery • Its removal is highly problematic

Recommendation: Include with multiple modification strategies.

Growth – Modification Options

A. **Calculate both a baseline referenced SGP as was calculated in 2021 and a cohort referenced SGP as per usual and use the higher of the two with scoring rules adjusted accordingly**

B. Calculate a baseline referenced SGP as per 2021 and develop scoring rules for its use at the recommendation of the TAC (meeting 12/3)

4- 5- & 6-Year Composite Graduation Rate (HS)

Technical Considerations	Alignment Considerations	Impact Considerations
• Minimal • We have the data for all years with minimal* data quality concerns • * Minimal means: (1) we believe the data to be fundamentally accurate, (2) the observed differences fall within a range of historical variance, and (3) we have a clear explanation for the observed differences.	• Minimal • The statewide rates aren't down as might have been expected • But this doesn't preclude aberrant patterns at the local levels	• Minimal • Remains one of the strongest predictors of lifetime earning potential

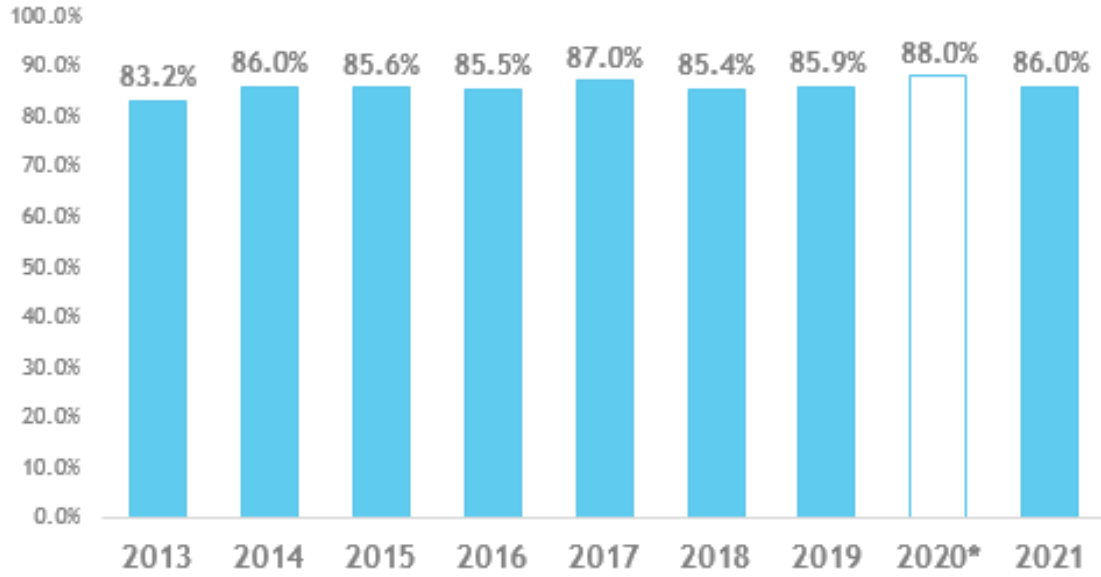
Recommendation: Include with no modifications.

2021 4-Year Graduation Rate

College & Career Readiness

4-Year Graduation Rate

*2020 graduation rate artificially inflated due to emergency action to reduce most graduation requirements by one semester.



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Chronic Absenteeism (ES & HS)

Technical Considerations	Alignment Considerations	Impact Considerations
• Moderate • Currently the majority of instruction is in-person for a majority of students but there remain questions around the implementation of remote learning when a student is "quarantined" versus when they are not	• Moderate • Considerable jumps in absenteeism, with a markedly greater impact on students of color and poverty	• Moderate • The political context that this indicator sits in is contentious • Advocates for emphasize the importance of attendance to recovery • Advocates against emphasize external factors that influence this indicator

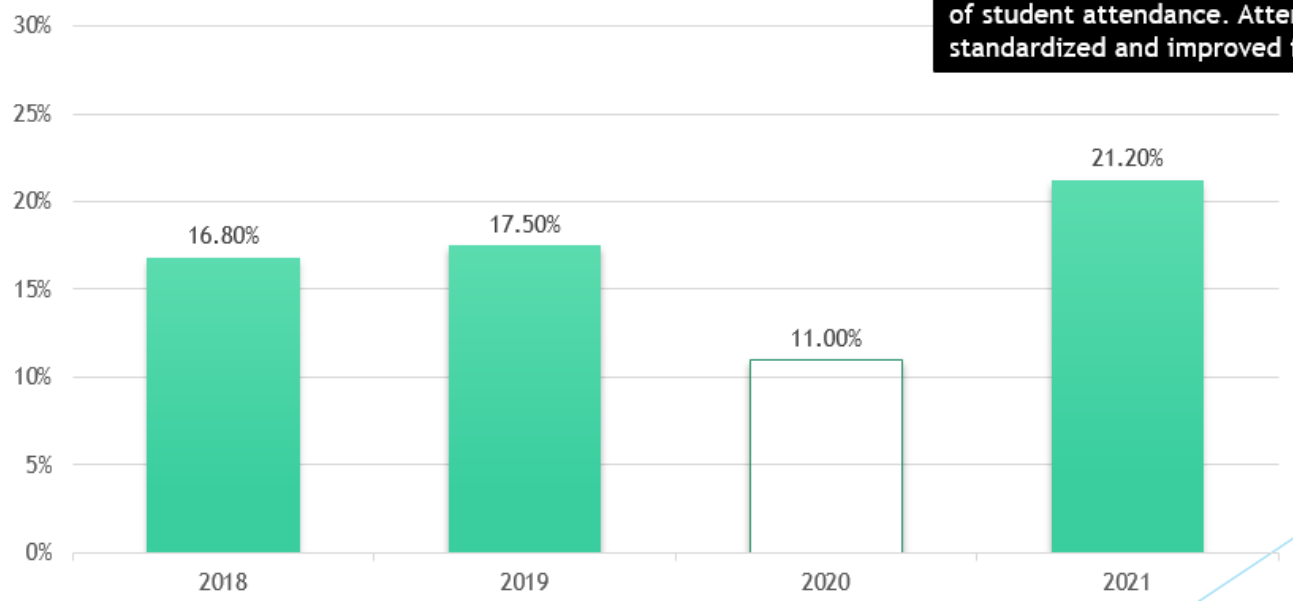
Recommendation: Include with multiple modification strategies.

2021 Chronic Absenteeism By All

Students

Chronic Absenteeism

*2020 chronic absenteeism artificially low due to Act of God days and remote learning in spring 2020 without consistent definitions and reporting of student attendance. Attendance collection standardized and improved for SY 2021.



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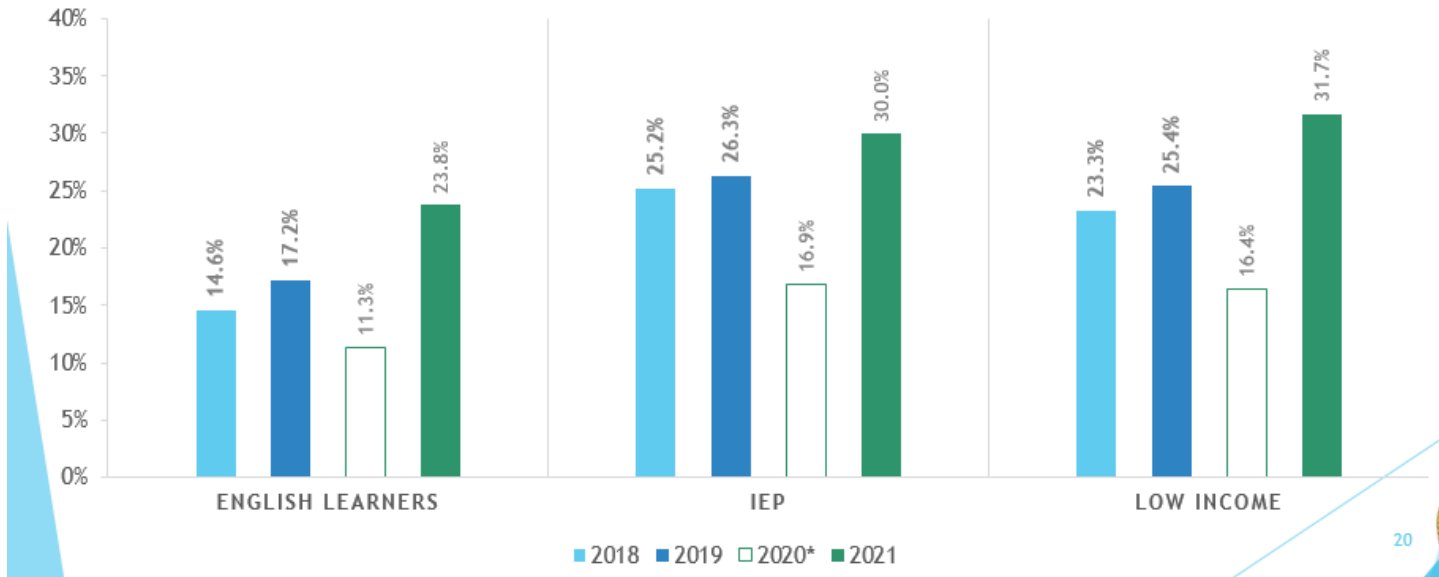
2021 Chronic Absenteeism By Program Group

Students

Chronic Absenteeism by Program

*2020 chronic absenteeism artificially low due to Act of God days and remote learning in spring 2020 without consistent definitions and reporting of student attendance. Attendance collection standardized and improved for SY 2021.



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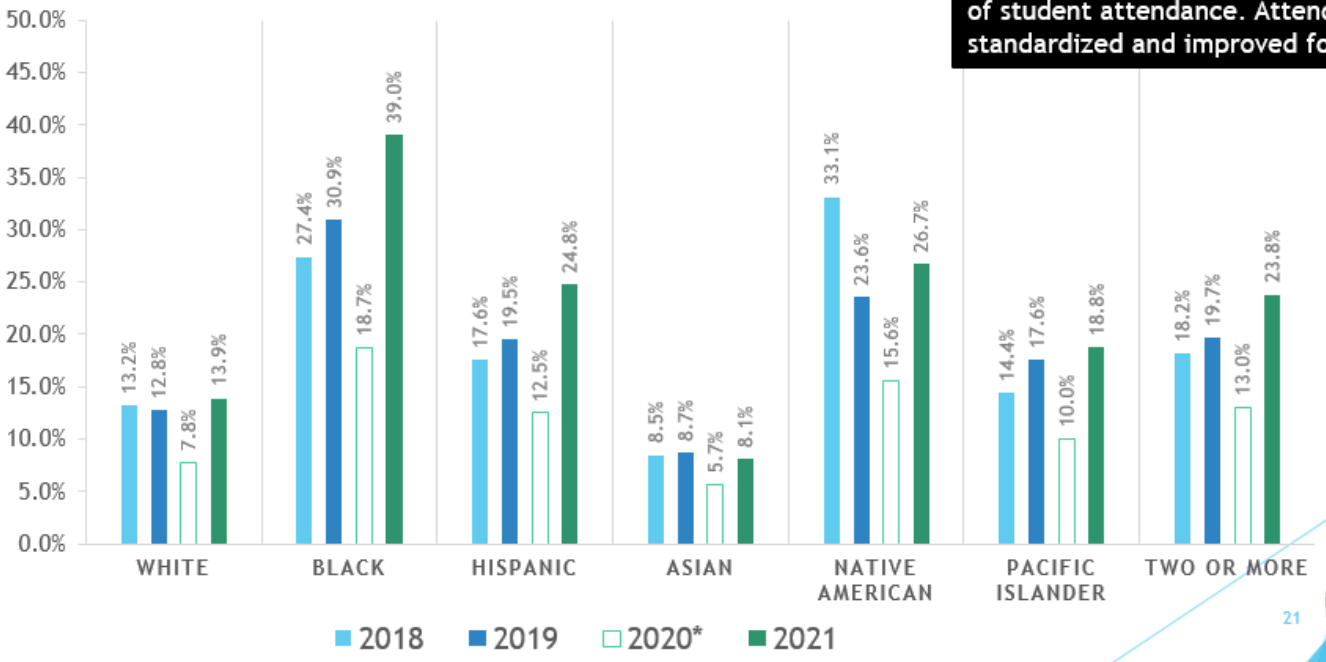
2021 Chronic Absenteeism By Program Group

Students

Chronic Absenteeism by Race/Ethnicity

*2020 chronic absenteeism artificially low due to Act of God days and remote learning in spring 2020 without consistent definitions and reporting of student attendance. Attendance collection standardized and improved for SY 2021.



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Chronic Absenteeism - Options

A. Set different scoring ranges for chronic absenteeism by grade span (desired pre-pandemic)
   - K-4
   - 5-8
   - 9-12

B. Award bonus points for chronic absenteeism based on:
   1. **Amount of 2022 improvement over 2021 rates (by all or by student group)**
   2. **Proximity of 2022 rate to 2019 rate (by all or by student group)**
   3. **Combination of (1) & (2)**

C. Reduce weight of chronic absenteeism and shift weight to another school quality & student success indicator

Climate Survey Participation (ES & HS)

Technical Considerations	Alignment Considerations	Impact Considerations
• Minimal • Barring disruptions to the 2022 survey season, the data should be fine	• Minimal • Prior targets seem both appropriate and achievable	• Minimal • Locally it continues to be important for schools and districts to use this data to improve their culture and climate, especially if recent events are causing fluctuations in the actual results

Recommendation: Include with no modifications.

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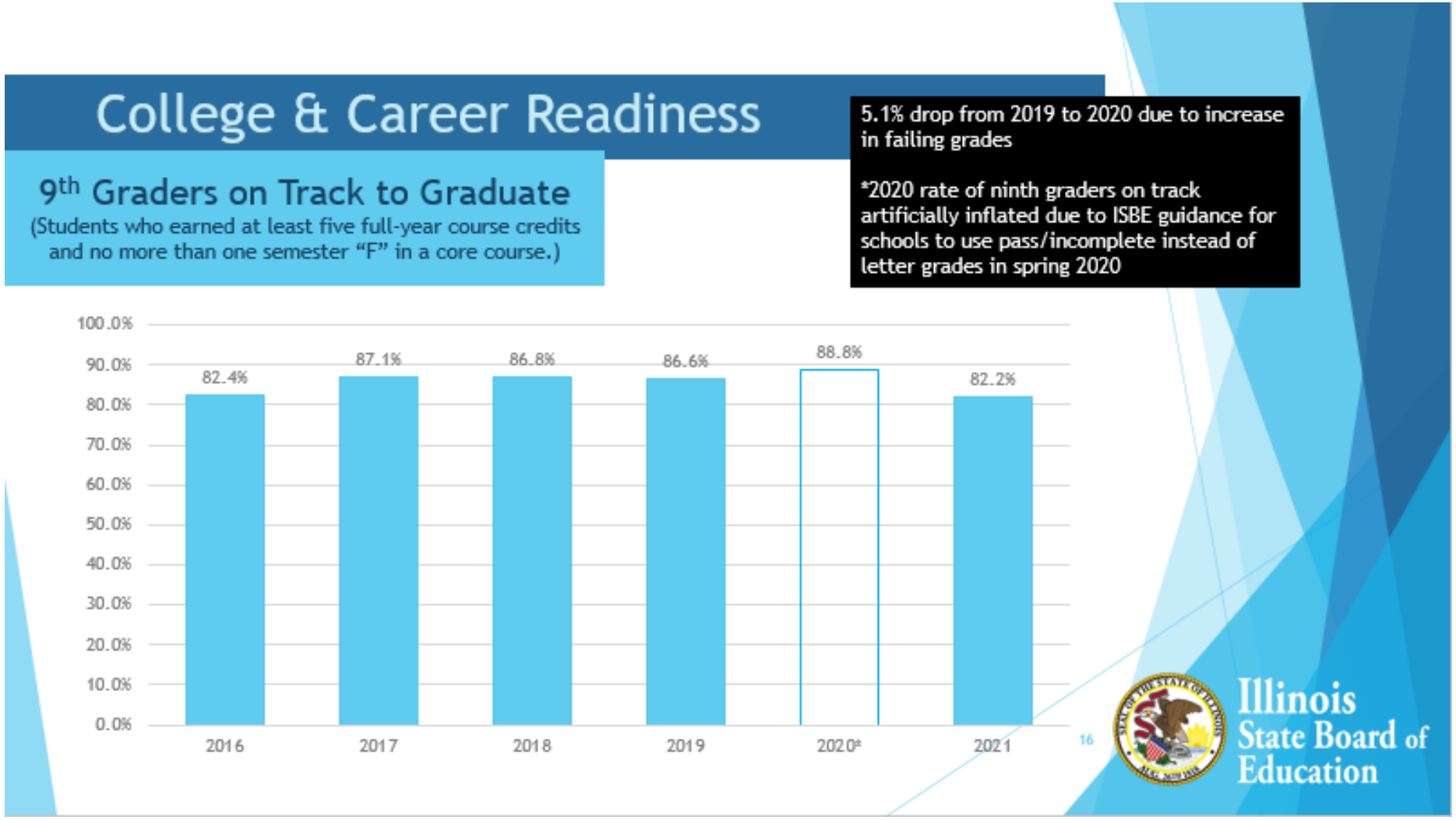
9th Graders on Track (HS)

Technical Considerations	Alignment Considerations	Impact Considerations
• Minimal • Data exists with only standard data concerns in 2022 • * Standard means: (1) the data appears to be collected and reported consistently across districts, but (2) there is always a need to confirm the predictive or inferential power of the metric given evolving instructional conditions. This existing question simply has a new dimension in 2022.	• Moderate • The 2021 statewide rates were down 4.4% due to the impact of remote learning • Not clear yet if this decrease will replicate in 2022	• Minimal • 9th Graders on Track is a predictor of high school graduation so it's a strong leading indicator. • The return to in-person instruction makes confident in the validity and reliability of this indicator much higher.

Recommendation: Include with no modifications.

2021 9th Graders on Track



What to do about the meta-indicators?

- **Recommendation**: Delay implementation of **all** meta-indicators until 2024 at the earliest
- College and Career Readiness (CCRI)
  - 2020 reporting was made optional, and most districts **did not**
  - 2021 reporting was required, but 30% of districts did not meet the deadline or submitted but with quality concerns
  - Preliminary CCRI data suggests the indicator is not working as intended.
    - Rather than being comparable to or better than proficiency rates in most districts, it is lower.
    - Need to engage stakeholders & run another year
- The remaining indicators – P-2, Elementary/Middle and Fine Arts remain to be validated
  - 2020 data is problematic to use for the P-2 and Elementary/Middle indicators
  - 2021 data should not be used at all for any validation purposes
  - 2022 data is unknown