

Accountability Overview

ISBE Accountability TAC

University of Illinois, Chicago

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Objective

- Provide high-level overview of key principles associated with design and validation of accountability systems
- Review major provisions and requirements of ESSA that pertain to the TAC's charge

What's the purpose of accountability systems?

- Accurately classify schools with respect to performance to inform stakeholders
- Provide clear, actionable information to help schools evaluate and improve effectiveness
- Signal and incentivize actions thought to improve outcomes for students
 - Avoid incentivizing inappropriate or counterproductive behaviors

Elements of Accountability Systems

- **Accountability Elements** *Perie, Park, & Klau, (CCSSO, 2007)*
 - Goals
 - Performance Indicators
 - Design Decisions
 - Consequences
 - Communication (e.g., reports)
 - Support
 - System Evaluation, Monitoring, and Support
- We will talk about many of these elements in the course of our work, but will focus primarily on indicators and design decisions

Theory of action (or logic models)

Clear description of **intended outcomes** (e.g. increases in college & career readiness rates)

Identifies **intermediate outcomes** (e.g., improvements in 3rd grade literacy and algebra I success rates)

Clarifies **antecedents** and **assumptions** (e.g., assessment system provides accurate and useful achievement data)

Specifies **processes** and **mechanisms** for how the outcomes occur (e.g., educators will have access to high quality data and know how to use it for intervening with at risk students)

Identifies/predicts **potential unintended negative consequences** (e.g. within growth could lead to 'sandbagging')

Example adapted from Marion, 2016, Presentation to NY Board of Regents

Theory of Action

- Explicates the assumptions about how the system will bring about the desired changes
- Acts as a blueprint to show how the elements are intended to come together to reach the desired result.
- Guides inevitable decisions regarding priorities and tradeoffs
- Works as a framework to construct and evaluate a validity argument

Design Principles

- Design principles describe the characteristics, features, and constraints associated with acceptable solutions for accountability system design
- If the goals represent the destination, the design principles govern the selection of a route
- Examples of design principles include:
 - Growth solutions that have lower correlations with poverty are valued
 - Outcomes should be comparable across schools
 - Performance should be compensatory
 - Methods should be easy to explain and compute

Clarifying values is essential to our work

- There is almost never a single, correct technical solution
 - Although, some solutions are more technically robust than others
- It is often necessary to make decisions between competing values:
 - Standardization and autonomy
 - Simplicity and flexibility
- We will seek to understand the values of ISBE and provide **practical** advice that honors professionally accepted, technically defensible practice

Overview of ESSA

- Goals
- Indicators
- Differentiation
- Classification

Long Term Goals and Measures of Interim Progress

- Establish ambitious state-designed long-term goals, which shall include measurements of interim progress toward meeting such goals.
- Goals must be established for:
 - Academic achievement
 - as measured by proficiency on annual assessments in reading/ ELA and mathematics (at a minimum)
 - High school graduation rates
 - As measured by the four-year adjusted cohort graduation rate
 - May include the extended-year adjusted cohort graduation rate; if included, it must have a more rigorous goal
 - Progress in attainment of English language proficiency

Required Indicators

The State-defined system must include and annually measure the following indicators (annually measured for all students and subgroups, except for the EL proficiency indicator):

1. Academic achievement Indicator :
 - Must include a measure of proficiency in mathematics and reading or language arts on the state assessment based on the state goals
 - May include a measure of growth in HS as measured using the annual assessments
2. Academic Progress: Indicator: A measure of student growth or other statewide academic indicator *for elementary and middle schools*.
3. Graduation rate Indicator – a measure *for high schools* that is based on the of the State's goals related to graduation.
4. Progress in achieving English Language Proficiency Indicator - for English Learners in each of grades 3 through 8 and the same high school grade in which the State assesses for Math/ELA.
5. At least one indicator of school quality or student success (e.g., student engagement, educator engagement, student access , postsecondary readiness, school climate, etc.

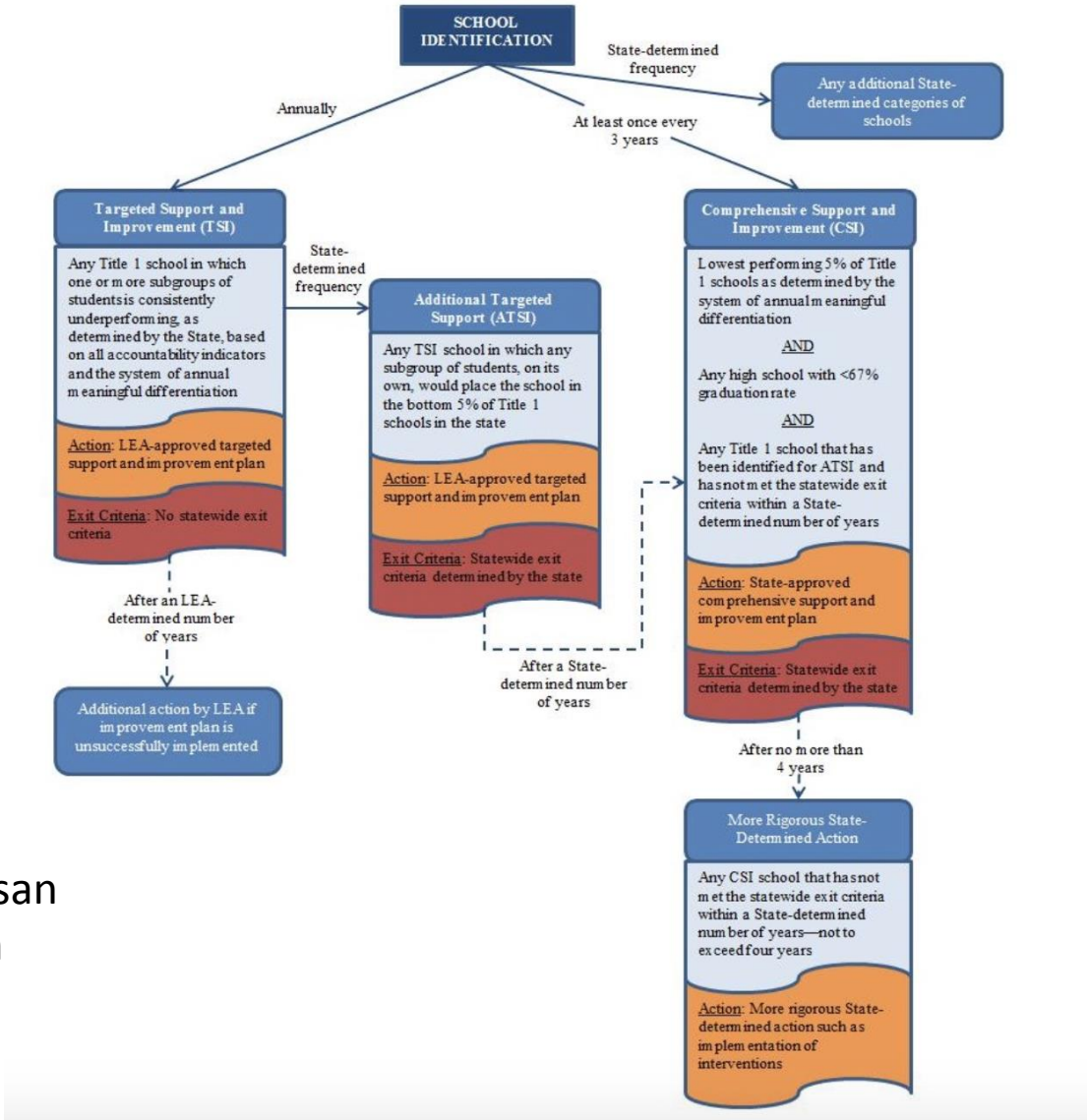
Meaningful Differentiation

- Based on the performance of schools and subgroups in schools *on all of the* indicators previously described, States are required to “meaningfully differentiate” public schools in the State on an annual basis and establish a comprehensive, summative determination for each school.
- Substantial weight” is required to be given the Academic Indicators (previously described) and these 4 indicators must, in the aggregate, be given “much greater weight” in the differentiation process than any measures of School Quality or Student Success.

ESSA School Identification Requirements

- Comprehensive Support: Lowest performing 5% of Title I Schools
 - As determined by state accountability system
 - High schools with graduation rate less than 67%
 - Title I schools that have not met the ATSI exit criteria within state determined time period
- Targeted Support:
 - Schools with consistently underperforming subgroups as determined by the state based on all accountability indicators
- Additional Targeted Support:
 - Schools in which any subgroup of students on its own would place the school in the bottom 5% of schools

ESSA School Identification Requirements



Graphic produced by Susan Lyons and Juan D’Brot in unpublished manuscript