

Advisory Team: Accountability Task Force

MINUTES

JUNE 10, 2016

9:00AM-12:00PM

2 Pillsbury St, Concord, NH

ADVISORY TEAM LEADS	Scott Mantie, Paul Leather, and Sandra MacDonald, NH DOE
CONSULTANTS	Scott Marion and Susan Lyons, Center for Assessment
NOTE TAKER	Susan Lyons, Center for Assessment
ATTENDEES	
OBSERVERS	
PRE-READ MATERIALS	CAP_AccountabilityLandscape-report2_2016.pdf

DISCUSSION
<p>OBJECTIVES FOR MEETING:</p> <ol style="list-style-type: none"> 1. Taking stock of where we are and where we want to go. 2. Sharing initial thoughts of a potential ESSA accountability framework. 3. Soliciting initial thoughts on additional indicators. <p>9:00 Framing a potential NH Accountability System Design</p> <ul style="list-style-type: none"> ✓ Scott Marion, Center for Assessment <p><u>Discussion:</u> Scott Marion spent the majority of the morning session presenting the NH ESSA Accountability framework to the task force. Dr. Marion highlighted the components of the system that are firmly in place (e.g., the state assessment system), and those components where there are elements for choice for the task force members (e.g., how to operationalize the graduation rate, the fifth indicator). After a high-level overview of the system, Dr. Marion discussed each indicator in more depth and illuminated some of the decision points for the task force. When the growth indicator was being reviewed, some task force members expressed skepticism and confusion surrounding how the student growth percentiles (SGPs) are calculated and are intended to function within an accountability system. After some discussion about the definition and use of SGPs, the task force was supportive of the idea of continuing to use SGPs as an indicator of growth and including an SGP-based indicator of equity within the growth component. When presenting the options related to the graduation rate indicator, some task force members presented strong opposition to the idea of creating an index that values college and career ready diplomas differently than typical or alternate diplomas. The task force members who weighed in on this issue expressed the desire to value all types of diplomas equally within the accountability system.</p> <p>10:45 Other indicators of school quality</p> <ul style="list-style-type: none"> ✓ Scott Marion and Susan Lyons, Center for Assessment <ul style="list-style-type: none"> ○ What problem are we trying to solve or issue that we are trying address with this accountability system? ○ How might an additional measure of school quality help us address these issues? ○ What indicators or information <u>other than</u> test results do you use now that might help address issues or problems you are trying to solve? ○ What are some state needs/issues that we should address? <p><u>Discussion:</u> After a quick break, Scott Marion's presentation continued and moved into discussing the options for the fifth indicator. Examples of indicator options that were presented to the task force are included in Appendix A. Drs. Marion and Lyons discussed the difference between school quality and student success indicators, and then laid out a framework for evaluating and choosing these indicators including the level of inference, the level of burden, the potential for corruptibility, and the composition of an indicator or index. Before discussing the operationalization of this indicator in New Hampshire, Scott Marion re-emphasized the importance of first establishing a long-term educational goal. Once we identify a clear state vision for education, we can design an accountability system that is coherent with that vision. One task member, Nate Greenberg, nicely reiterated why a state vision and a corresponding theory of action are so important for getting everyone on the same page in designing the accountability system and choosing the indicators. With a clear goal in mind, it is much easier to identify which skills and indicators we want to measure as precursors for reaching the goal. A number of possible goals and accompanying indicators were discussed by the task force including the state's known issue in math achievement and the high rates of post-secondary remediation in math. Commissioner Barry also discussed the possibility of including a measure of the quality of the relationship between school leadership and the school board as an indicator of school success. The Commissioner emphasized the importance of leadership and how high turnover rates are damaging the quality of schools in the state. Others discussed how no matter the indicator we choose, we should use the opportunity to broaden accountability beyond academic assessment and plan for a reporting system that includes an interactive data dashboard without explicitly ranking schools. Before closing for the day, the task force landed on the goal of the New Hampshire Coalition for Business in Education: 65% of the state's 25-64 year old</p>

population holds a high-quality postsecondary credential or degree by the year 2025. This goal held incredible traction with task force as it provides an opportunity to align the accountability system with a tangible goal and initiative that is already underway in the state of New Hampshire.

11:55 Next steps and next meetings

- ✓ July 7 1:00-4:00
- ✓ August 16 9:00-Noon
- ✓ September 9 9:00-Noon
- ✓ October 4 9:00-Noon
- ✓ November 2 1:00-4:00
- ✓ December 8 9:00-Noon

Noon Adjourn

CONCLUSIONS

Thank you for the valuable participation and input from the task force members. We will work to prepare a discussion about how to operationalize the 65 by 25 goal in our accountability system for the next meeting. As with this meeting, any relevant pre-reading materials will be sent in advance.

ACTION ITEMS

PERSON RESPONSIBLE

DEADLINE

Operationalizing Career Readiness and the 65x35 Goal

Center for Assessment

July 7

Pre-reading

Task Force

July 7

Appendix A: Potential Additional Academic Indicators

Existing Indicators

Attendance
School Approval
Teacher Evaluation
Class Size
YRBS
School climate
School Safety
Graduation rate
Dropout rate

Other potential indicators

Career Readiness
Student engagement
Enrollment in advanced coursework
School climate surveys
Participation in extra-curricular activities
Percentage of students enrolled in an art course
Educator quality (qualifications, experience, effectiveness)
Suspensions/expulsions
Quality of local assessments or assessment practices
Engagement in professional capacity building
Achievement gap indicator
Persistence
Data drawn from post-secondary outcomes
Social-emotional skills
Physical fitness assessment results
Credits earned by end of ninth grade
Algebra readiness by end of 7th grade
Access/completion of advanced coursework
Percentage of students entering STEM field
Postsecondary readiness
Persistence in post-secondary education