

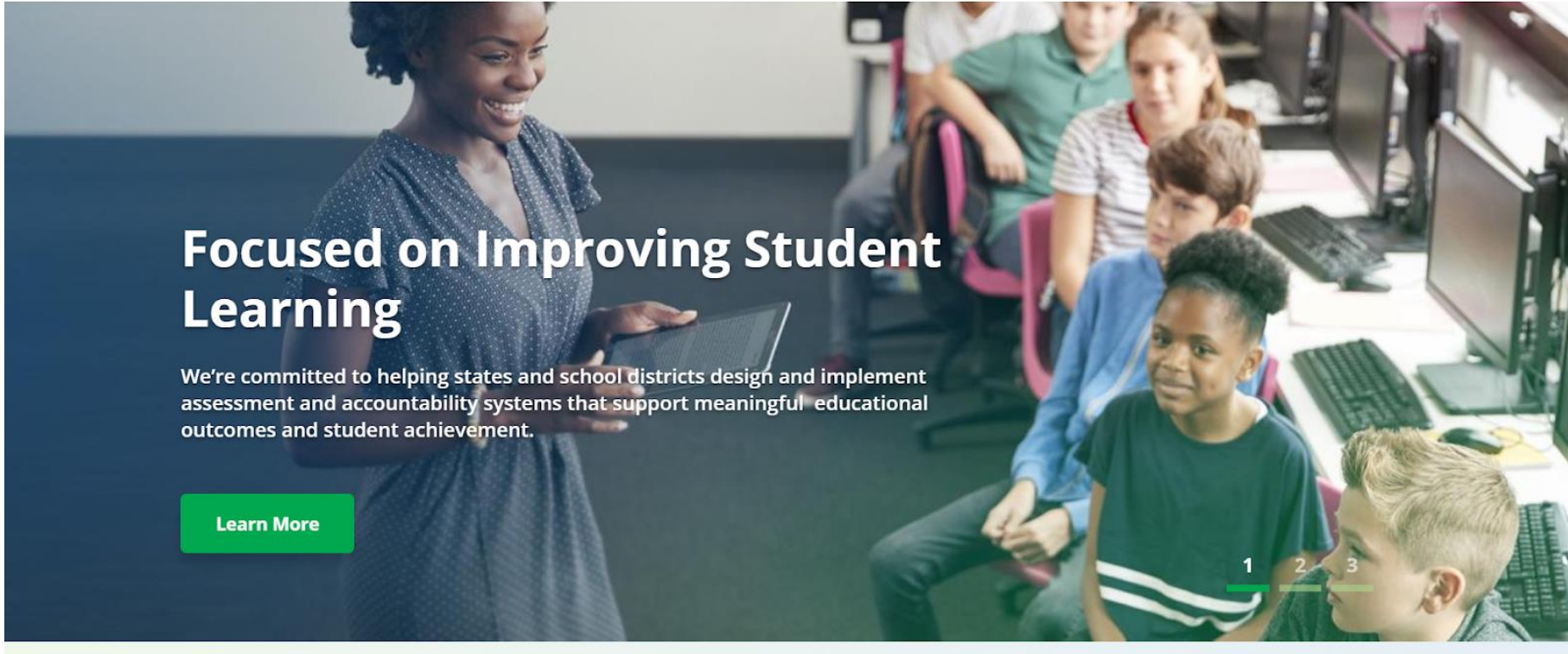


School Determinations: Entry and Exit Guidance for States

Juan D'Brot, Chris Brandt, and Erika Landl
Center for Assessment

Reidy Interactive Lecture Series, August 25, 2020





Focused on Improving Student Learning

We're committed to helping states and school districts design and implement assessment and accountability systems that support meaningful educational outcomes and student achievement.

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The [National Center for the Improvement of Educational Assessment, Inc.](http://www.nciea.org) (The Center for Assessment) is a Dover, NH based not-for-profit (501(c)(3)) corporation. Founded in September 1998, the Center's mission is to improve the educational achievement of students by promoting improved practices in educational assessment and accountability.

Overview

COVID-19 Response Resources

ESSA Accountability

Innovative Assessment and Accountability Systems

Comparability

The Center's COVID-19 Response Resources

State and district leaders are facing multiple concerns in response to widespread and potential long-term school closures due to the growing threat of COVID-19. The concerns are broad and consequential. Leaders are rightfully prioritizing the safety and welfare of students and the community. We have been inspired by the dedication and resourcefulness of leaders who are ensuring essential services, such as meals, are provided as well as facilitating innovative approaches to support remote learning.

Additionally, the school closures present substantial assessment and accountability implications and numerous challenges for state personnel. The Center for Assessment is poised to support our assessment and accountability colleagues around the country with technical, practical, and policy guidance and advice. We launched this page to help you efficiently find the resources you need during these uncertain times.

The resources are organized by the major categories of assessment and accountability and reflect the issues we anticipate state and district leaders will be dealing with over the next few weeks through next year. We hope you find these resources useful and if there is a question that you would like to see addressed, please [email us](#) or [tweet at us](#). We continue to wish you all the best in these uncertain times.

Featured Resources

- Restart & Recovery: Assessment Considerations for Fall 2020
- Classroom Assessment Learning Modules to Support Re-Entry Fall 2020 & Beyond
- Meeting the Moment: A Novel Format for RILS to Address Implications of the COVID-19 Pandemic

Accountability

- School Disruption Due to COVID-19A High-Level Overview of Likely Implications and Options for Assessment and Accountability
- School Disruption Due to COVID-19A High-Level Overview of Likely Implications and Options for Assessment and Accountability
- Considering Equity Within Accountability Systems in Response to Interruptions in Schooling: Making Accountability Systems Help
- The Outlook for ESSA School Accountability After COVID-19
- Dealing with Fallout from COVID-19 School Disruptions: What to do Next in Assessment and Accountability?
- Program Evaluations under COVID-19
- Rethinking School Accountability for the 2020-2021 School Year

Assessment

- We're All in This Together. Dealing Fairly with Assessment Contracts as Schools Cancel or Suspend Student Testing During the COVID-19 Crisis
- An Assessment Response to Anticipated Learning Gaps. Implications of School Closures on Assessment Needs
- In Search of Continuity of Student Learning After Extended School Closures
- Issues and Considerations that the COVID-19 Pandemic Presents for Measuring Student Growth
- Remote Learning Provides an Opportunity to Rethink Assessment (and Learning)
- Carpe Diem: Evolving Education After COVID-19
- Fall Educational Assessment: The Information You Need and How to Get It
- Summative State Assessments Can Wait!

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→ Current Initiatives

→ COVID-19 Response Resources

General Information & Zoom Protocols

- This webinar is being recorded and will be posted on the Center’s RILS webpage: <https://www.nciea.org/events/rils-2020-implications-covid-19-pandemic-assessment-and-accountability>
- You can download this slide deck on the RILS webpage above
- **Introduce yourself in the chat**—your name and position (please make sure you’ve selected “all panelists *and attendees*”)
- Use the Q & A to ask questions at any time

Overview of Today's Webinar

- 1:00 Welcome & Introductions
- 1:10 Overview of CCSSO Paper “Entry and Exit Guidance for States in School Year 2020-2021” **Juan D’Brot, Chris Brandt, and Erika Landl**, Center for Assessment
- 1:40 Introduction of Panel
- 1:45 **Shelby Roberston**, Director of Accountability, Ohio Department of Education
- 1:55 **Chantel Janiszewski**, Education Associate, Accountability and Performance Management, Delaware Department of Education
- 2:05 **Julie Corbett**, Corbett Education Consulting, LLC
- 2:15 Moderated Q&A
- 2:30 Adjourn

[The Entry and Exit Paper link will be available soon!](#)

Welcome and Introductions



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Introduction

- Spring 2020 saw the U.S. Department of Education issuing waivers for a number of ESEA assessment, accountability, and school identification requirements
- Restarting or revising accountability determinations in SY 2020-2021 requires states to address at least three issues affecting the validity, reliability, and fairness of decisions:
 1. Missing SY 2019-2020 data
 2. Interpreting data collected in 2020-2021 supporting inferences about school quality
 3. Assessing within-year and across-year comparability of system indicators and ratings

Objectives for Paper

1. Outline identification options in a time of missing data due to COVID-19 disruptions.
2. Summarizing approaches to identifying and exiting schools.
3. Highlighting considerations for identifying and exiting schools in SY 2020-2021.
4. Forwarding implementation recommendations for making school determinations in SY 2020-2021 and beyond in the era of COVID-19 disruptions.

The Lay of the Land: Requirements

- States are required to develop criteria for identifying three categories of schools for support

School Type	Description	Exit Criteria
Comprehensive Support and Improvement (CSI)	Identified at least every three years, schools in the bottom 5% of Title I schools for all students, schools with graduation rates lower than 67%, or ATSI schools that do not exit within a state-determined number of years	No longer meet identification criteria and ensure continued progress to improve academic and school success. States can specify additional criteria.
Targeted Support and Improvement (TSI)	Schools with “consistently underperforming” subgroups of students, as defined by the state.	Exit criteria are not required but can be defined locally. LEAs can determine whether more rigorous intervention is needed.
Additional Targeted Support and Improvement (ATSI)	Schools with one or more subgroups that, on their own, perform at or below the threshold(s) established for the lowest-performing schools in the state.	Exit criteria mirror those of CSI schools for identified subgroups.

State of the States

Conditions Affecting Identification and Exit Decisions in 2020-21

- Missing Data
- States Existing Identification/Exit Criteria

Missing Data

- Status quo entry/exit determinations may not be viable
 - SY 2020: All states have missing data
 - SY 2021: Data availability/validity for making annual determinations is unknown

States' Existing Identification/Exit Criteria

- Start date for initial entry (2017 or 2018)
- Entry/exit cycle (1-3 years)
- Prior years' data used in determinations (1-3 years)
- Graduation rates (4-year or some combination of 4, 5, 6, and 7-year)
- Graduation threshold (67% or higher)
- Cut points for ATSI/TSI designation

Options for Identification/Exit in SY 2021

- Three possible paths forward...

Legacy System	New/Revised System	Transitional System
A system that was in place during SY 2019-2020	A system that introduces new goals, indicators, decision rules, or composite indices	A system that deviates in SY 2020-2021, then returns to the legacy system or introduces a revised system in SY 2021-2022

- Consider options in light of current statutory requirements.

Key Considerations For Determining a Path Forward

- **Differential Impacts Across Years:** Do indicator results/trends within or across demographic characteristics/subgroups deviate from past norms? If so, this could be a flag that pandemic-related issues differentially affected school performance.
- **School Improvement Implementation:** To what extent could schools implement school improvement plans with fidelity in both 2019-20 and 2020-21 school years? This is particularly relevant for states making exit decisions in 2020-2021.
- **Sufficiency of Evidence:** Given that data collection was constrained 2019-20 (and may be constrained in 2020-21), are valid determinations still possible using the data available? If not, is additional data available, or can it be collected, and used to make determinations?

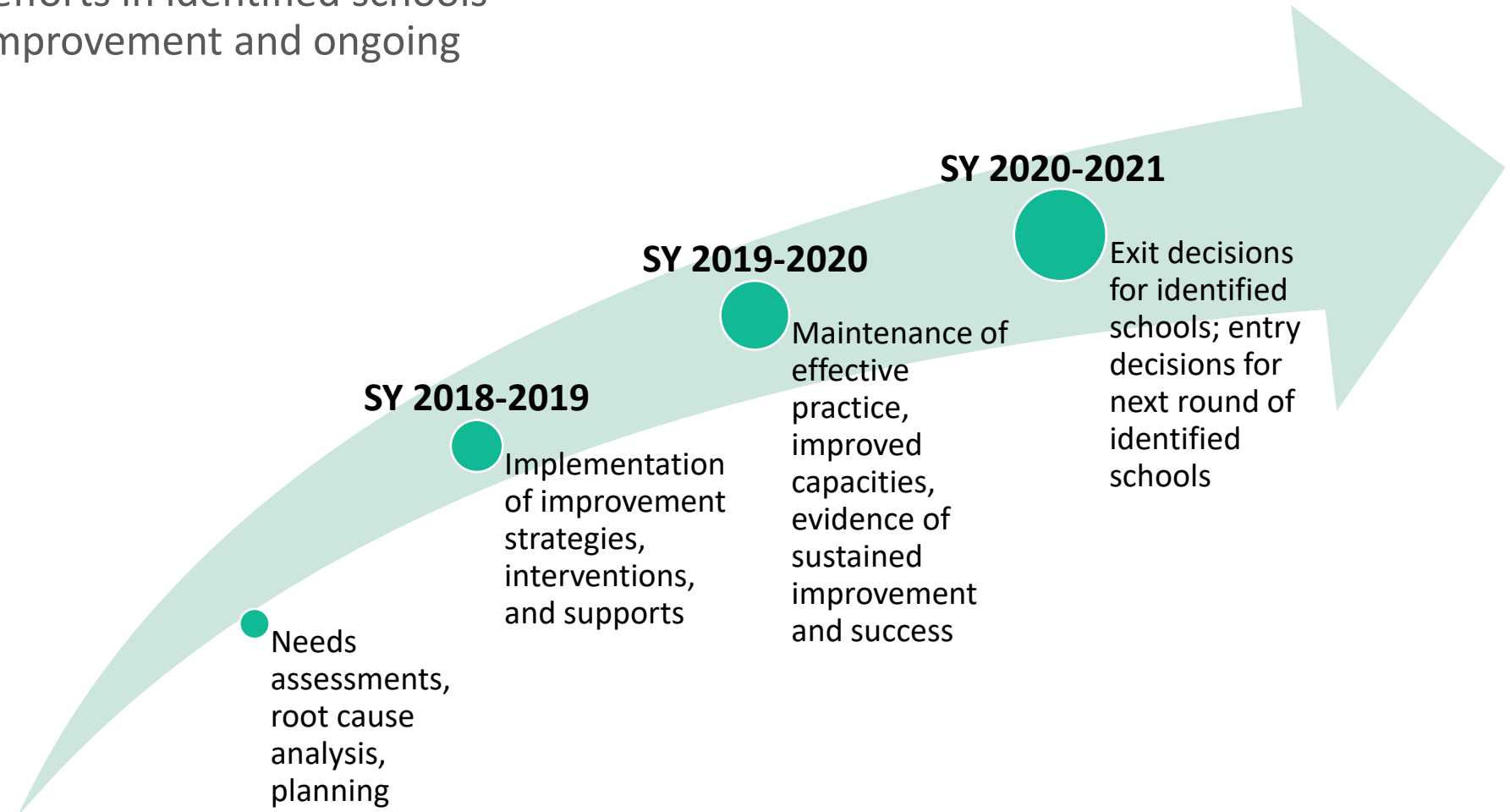
Criteria for Evaluating Data to Address Considerations

- **Completeness:** To what extent are data elements for making entry/exit decisions missing?
- **Consistency:** Were the data properties used for entry and exit criteria altered?
- **Impact:** What is the impact of changes to the data on performance interpretations?
- **Practicality:** Is it feasible and/or reasonable to collect and report the data used for entry and exit decisions? Will it cause undue burden or deflect from higher priorities?
- For more information, see *Accountability Interrupted* (Domaleski, Boyer, & Evans, in press). Refer also to the RILS Session on Data Reporting in 2020-21.

Exploring School Determinations in Light of Missing Data

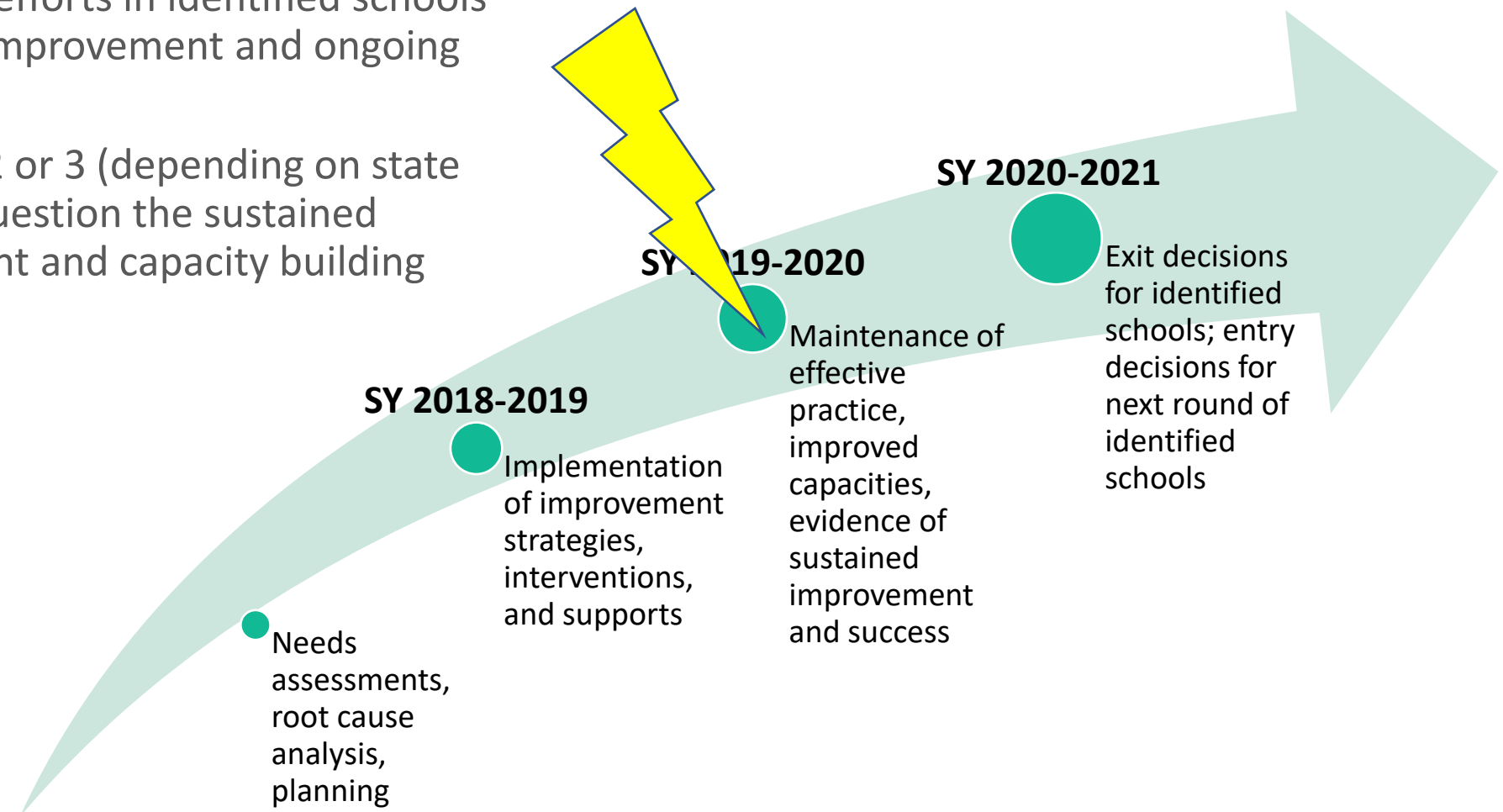
Implications for SY 2020-2021

- School improvement efforts in identified schools requires continuous improvement and ongoing capacity building



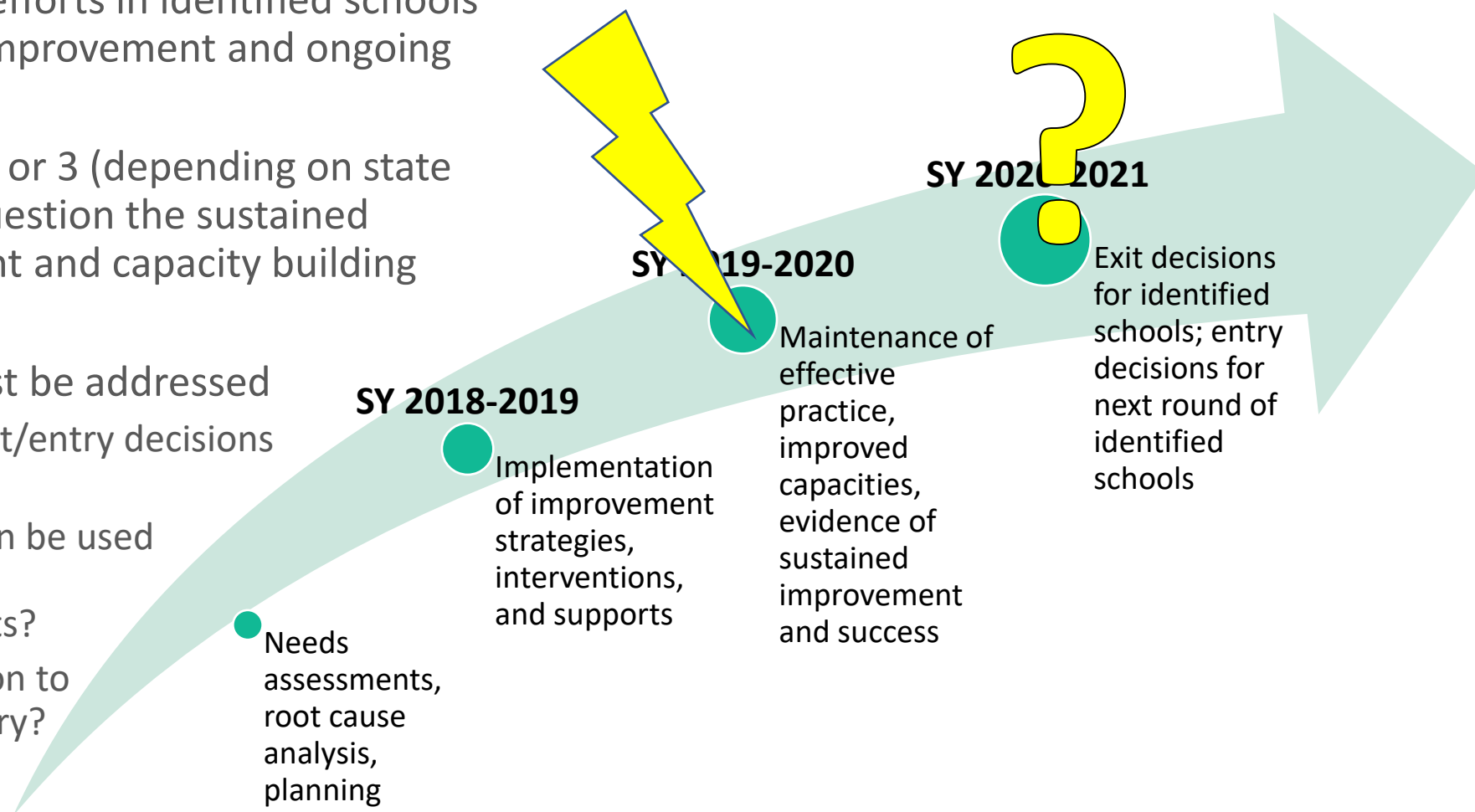
Implications for SY 2020-2021

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- A pandemic in years 2 or 3 (depending on state timing) throws into question the sustained nature of improvement and capacity building efforts



Implications for SY 2020-2021

- School improvement efforts in identified schools requires continuous improvement and ongoing capacity building
- A pandemic in years 2 or 3 (depending on state timing) throws into question the sustained nature of improvement and capacity building efforts
- Several questions must be addressed
 - Can states make exit/entry decisions defensibly?
 - What other data can be used to corroborate improvement efforts?
 - Is a one-year revision to the system necessary?



Potential Implementation Options

- Three possible paths forward based on whether the current system:
 - Meets the intended design of the original system
 - Needs to be revised because a state's priorities have changed or the original system cannot meet the state's priorities
 - A state cannot confidently implement the original system or the revised system with fidelity in SY 2020-2021

Potential Implementation Options

- Three possible paths forward...

Implementation:	Legacy System	New/Revised System	Transitional System
Definition	A system that was in place during SY 2019-2020	A system that introduces new goals, or changes the way existing goals are defined and prioritized through indicators, decision rules, or composite indices	A system that deviates from the intended system design, where SY 2020-2021 is a transitional year before fully implementing the legacy or revised accountability system in SY 2021-2022
Evidence			
Exit/Entry Implications			
Next Steps			

Potential Implementation Options

- Depending on a state’s approach, states will need to determine how to meet statutory requirements for SY 2020-2021
- Two key considerations exist if (1) there is a risk of not meeting statutory requirements due to data loss or (2) there is a need to revise the system (*these may intersect with one another*):

Context	Inability to Meet Requirements	A Need to Revise the System
Conditions	Waiver Request if Necessary	Amendment
Description	If one or more of the statutory requirements within ESEA cannot be met (e.g., administering assessments to a sample of students instead of all students). Many requirements cannot be waived (e.g., funding, maintenance of effort, comparable services, and other requirements associated with equity and civil rights).	For changes that result in substantive revisions to ESEA consolidated state plans (e.g., , including: changes to indicator weights, N size, data elements, and identification methodologies). While changes will likely require an amendment, we anticipate that the U.S. Department of Education will work closely with states to make adjustments to their plans through a streamlined process for changes associated with COVID-related impacts.

Implementation in Light of State Context



Implementation Recommendations

- Consider the claims you are trying to uphold in your system:
 - **Policy claims:**
 - Identified schools align with the system’s theory of action
 - **Technical claims:**
 - Entry and exit decisions reflect meaningful differentiation within and across school classifications.
 - Improvements in accountability data reflect sufficient progress to warrant removal of support
 - **Impact claims:**
 - Identifying schools causes leads to deliberative exploration of data
 - Data examination leads to a focus on continuous-improvement efforts supported by non-high stakes data (i.e., “little a” accountability)
- Consider the requisite evidence to support these claims

Implementation Recommendations

Implementation:	Legacy System	New/Revised System	Transitional System
Definition	A system that was in place during SY 2019-2020	A system that introduces new goals, or changes the way existing goals are defined and prioritized through indicators, decision rules, or composite indices	A system that deviates from the intended system design, where SY 2020-2021 is a transitional year before fully implementing the legacy or revised accountability system in SY 2021-2022
Evidence			
Exit/Entry Implications			
Next Steps			

Implementation Recommendations: Legacy System

Consideration	Detail
Evidence	<ul style="list-style-type: none"> • When compared with the legacy system: <ul style="list-style-type: none"> • Indicator data support valid and reliable results. • Measures can be compared and differentiated appropriately. • Empirical results promote valid, fair, and reliable school ratings. • Entry and exit processes reflect meaningful differentiation and improvement.
Implications for Exit and Entry	<ul style="list-style-type: none"> • Identify schools for entry or exit if claims can be substantiated. • These claims will need evidence supporting comparability, trend comparisons, and the defensibility of high-stakes decisions
Next Steps	<ul style="list-style-type: none"> • Collect and organize documentation supporting the rationale to implement in SY 2020-2021. • Proceed cautiously and establish a communications plan to inform stakeholders

Implementation Recommendations: New or Revised System

Consideration	Detail
Evidence	<ul style="list-style-type: none"> When evaluated against revised state priorities or goals: <ul style="list-style-type: none"> Indicator data support valid and reliable results. Measures can be compared and differentiated appropriately. Empirical results promote valid, fair, and reliable school ratings. Entry and exit processes reflect meaningful differentiation and improvement, and are corroborated by historical trend data
Implications for Exit and Entry	<ul style="list-style-type: none"> Identify schools for entry or exit if claims can be substantiated that support revised state priorities. Historical data substantiate claims that the lowest-performing schools or subgroups are identified
Next Steps	<ul style="list-style-type: none"> Submit an amendment reflecting system changes. Collect and organize documentation supporting the rationale for SY 2020-2021 implementation

Implementation Recommendations: Transitional System

Consideration	Detail
Evidence	<ul style="list-style-type: none"> When evaluated against legacy system or revised state priorities: <ul style="list-style-type: none"> Indicator data support valid and reliable results, but do not reflect the full system's design. Empirical results promote valid, fair, and reliable school ratings, but fall short of the design goals. Entry and exit processes will not be comparable to next year's school performance due to a transitional system being in place
Implications for Exit and Entry	<ul style="list-style-type: none"> Explore possibility of postponing school determinations to SY 2021-2022, unless a slightly modified system can support all necessary claims for entry and exit. Collect and examine data to confirm entry and exit decisions in future years
Next Steps	<ul style="list-style-type: none"> Submit an amendment or waiver to pursue the possibility of postponing school determinations for CSI, TSI, and ATSI schools in SY 2020-2021, or collect and organize documentation supporting the rationale for SY 2020-2021 implementation. If waivers or amendments are proposed, collect and organize documentation supporting the rationale for SY 2021-2022 implementation

Panelist Introductions & Responses

Panelists



Shelby Roberston

Ohio Department of Education



Chantel Janiszewski

Delaware Department of
Education



Julie Corbett

Corbett Education Consulting

Ohio's Entry & Exit Considerations in COVID Era

Basics:

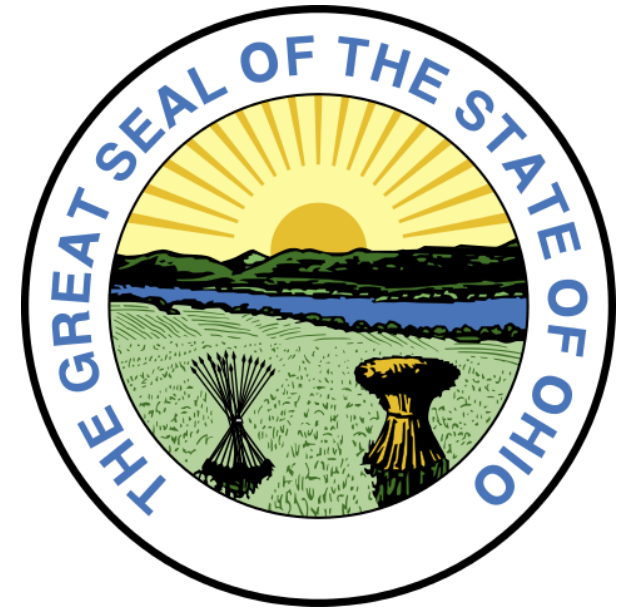
- Of 3,300 schools: 265 Comprehensive, 530 Targeted
- Entry & exit use multiple years of data; single data points (graduation) and normative thresholds

Data:

- Interpretation concerns; changes at the state level to program requirements (e.g. graduation)
- Multi-year impacts to data availability

Planning:

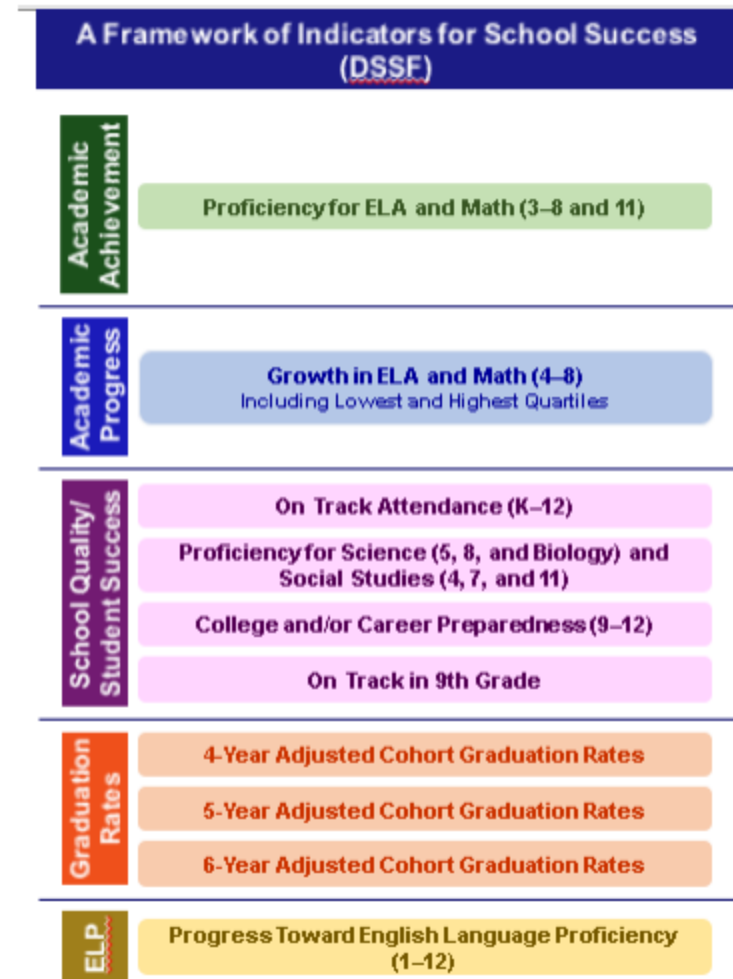
- Data evaluation and review
- Timing concerns; misalignment of data availability and need for waiver decisions





Delaware's Context

- Total number of LEAs (districts and charter schools) = 42
- Total number of accountability schools = 212
- Schools Identified for Comprehensive Support and Improvement (CSI)
 - Bottom 5% = 6
 - Grad Rate <67% = 1
- Schools Identified for Targeted Support and Improvement (ATSI, or TSI-1) = 8
- Identification and exit based on overall accountability score (%)





Delaware's Exit Criteria

- Exit criteria (before COVID-19)
 - Conjunctive approach: overall score must be greater than CSI cut (overall DSSF score of 41.33%) *and* must decrease gap between baseline overall DSSF score and 100% by 25% over three years.
- COVID-19 happened
 - No overall DSSF scores in 2019-2020, no assessment data except ACCESS 2.0
 - Uncertainty around 2020-2021 (availability and interpretability of accountability data, usefulness of available data for the intended purpose, variable impacts of remote and hybrid learning environments— see *p. 13 of paper*); comparability is compromised
- Looking ahead – we still have a lot of questions
 - Working with stakeholders to determine 2020-2021 transitional system (“little-a”) with the goal of getting back to the legacy system
 - Revisit the existing two-criteria approach
 - Considering options (e.g., identify alternate quantitative and qualitative data such as fidelity of local school improvement plan execution, implementation of standards-aligned curricula and use of standards-aligned assessments to drive instruction, local assessment data to supplement DSSF results to inform school-level progress, etc.)
 - Open to other ideas!

Discussion & Question/Answer

Discussion

- Please use the zoom ‘hand raise’ feature to be recognized
- Or, you may type a question or comment into the Q & A feature

Upcoming RILS Webinars

To Register: <https://www.nciea.org/events/rils-2020-implications-covid-19-pandemic-assessment-and-accountability>

Day/Time	Topic	Strand
Sept 1 – 3:30-5:00pm	Spring 2021 Summative Assessment	Implications for State Summative Assessment
Sept 2 – 3:00-4:30pm	Outlook for Accountability	Accountability
Sept 16 – 1:00-2:30pm	Considerations for classroom assessment in a remote or hybrid context	Assessment in Support of Teaching & Learning

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