

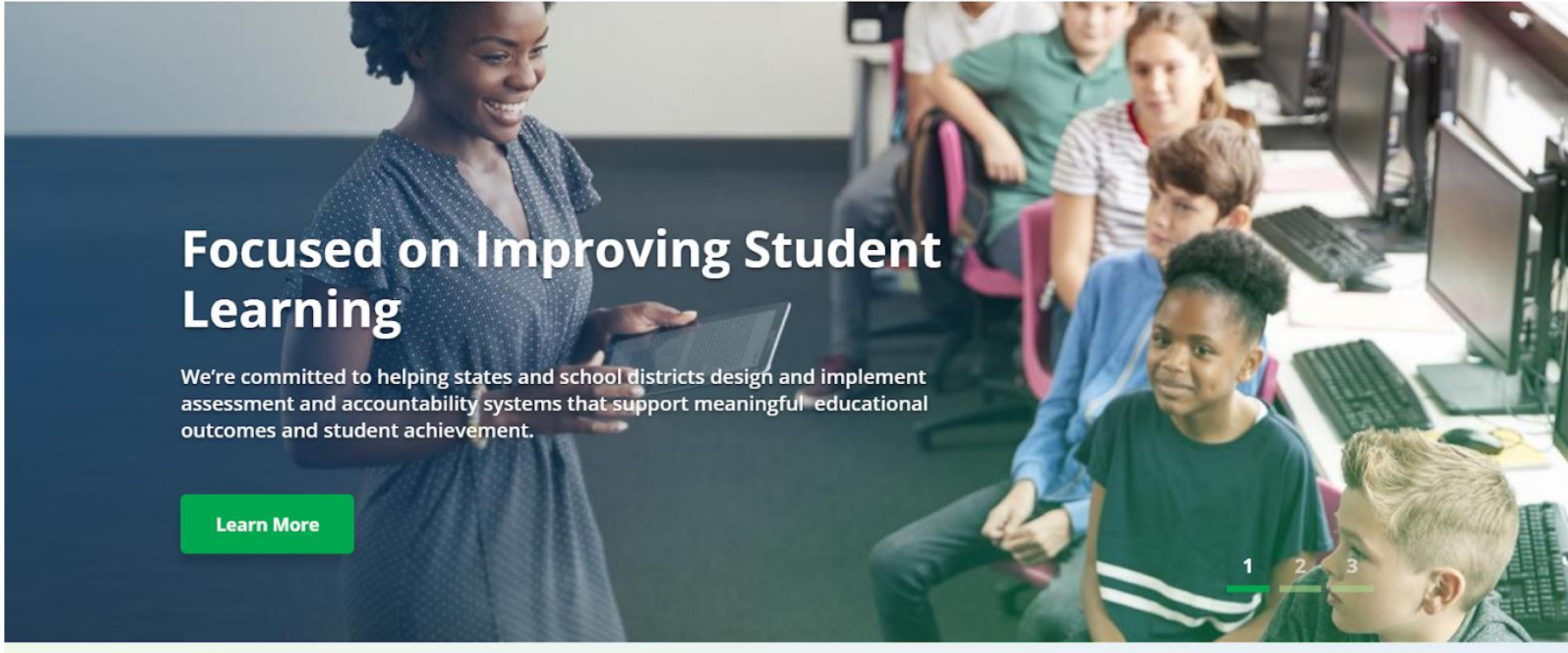


Outlook for Accountability

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

Reidy Interactive Lecture Series, September 2, 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
- Use the Q & A to ask questions at any time

Overview of Today's Webinar

- 3:00 Welcome & Overview - **Chris Brandt**, Center for Assessment
- 3:10 Introduction to CCSSO Paper “Outlook for Accountability” **Chris Domaleski, Juan D’Brot, and Erika Landl**, Center for Assessment
- 3:40 Introduction of Panel
- 3:45 **Chris Janzer**, Director of Accountability, Michigan Department of Education
- 3:55 **Maria Harris**, Assistant Superintendent of Assessment and Accountability, Oklahoma Department of Education
- 4:05 **Chad Buckendahl**, ACS Ventures
- 4:15 Moderated Q&A
- 4:30 Adjourn

[A draft version is available on the Center's RILS site](#)

Welcome and Introductions



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Welcome and Introductions



Chris Janzer
Michigan Department of
Education



Maria Harris
Oklahoma Department of
Education



Chad Buckendahl
ACS Ventures

Objectives for Paper

1. Propose guiding principles to inform states' approaches to restarting accountability.
2. Outline a process to examine key decisions for accountability in SY 2020-2021.
3. Highlight considerations for developing, implementing, and evaluating systems in SY 2020-2021 and beyond in the era of COVID-19 disruptions.

The Goals of School Accountability

- Signal prioritized outcomes such as:
 - Promote equity
 - Improve readiness for post-secondary success
- Incentive actions and interactions that serve to support these outcomes
- Provide information that serves to inform school improvement efforts
- Articulate a system of supports and interventions based on performance.

[Domaleski, et. al., 2018 – Promoting More Coherent and Balanced Accountability Systems](#)

Guiding Principles to Inform Decision Making

1. Re-examine the Accountability Theory of Action in Light of State Priorities

2. Consider Type I and Type II Errors

3. Leverage “Big-A” and “little-a” Solutions

4. Consider Restarting Accountability in Stages

Consider Type I and Type II Classification Errors: Example for CSI

	The school truly is among the lowest performing in the state	The school truly is not among the lowest performing in the state
The school is classified as CSI	Correct Decision	Type I Error – False Flag
The school is not classified as CSI	Type II Error – Failed to Flag	Correct Decision

Focusing on Improvement : “Big-A” and “little –a” Solutions

- Identify components for reporting (internal or external), but do not use them to inform high-stakes decisions.
- Work with districts and schools to identify new data elements that can inform school improvement.
- Share resources and promising practices to support school improvement efforts.

Consider Restarting Accountability in Stages

- Inherent in the decision-making process defined within this paper
- Carefully consider options for accountability in light of priorities, constraints and potential threats to the validity of system-based results.
- Leverage reporting and school improvement initiatives to supplement missing data in SY 2020-2021 and beyond.

A Process Examining Decisions for Accountability in 2020-2021 (Key Questions)

- How well does our system align with the state's theory of action, policy goals, and priorities?
- Do we need to revise our system to better reflect existing or shifting state priorities?
- What claims should be evaluated that we are making at the indicator and system level? What is the impact on our overall system if certain claims cannot be substantiated?
- Given the potential impact of COVID-19 disruptions on the system's claims and data, how should we approach accountability implementation in spring 2021? How should results be used?

Choose Your Adventure!

Process promotes:

- thoughtful reflection and confirmation of system goals
- clear specification of claims and assumptions to be supported
- evidence-based decision making
- The specification of multiple, potential options for implementation

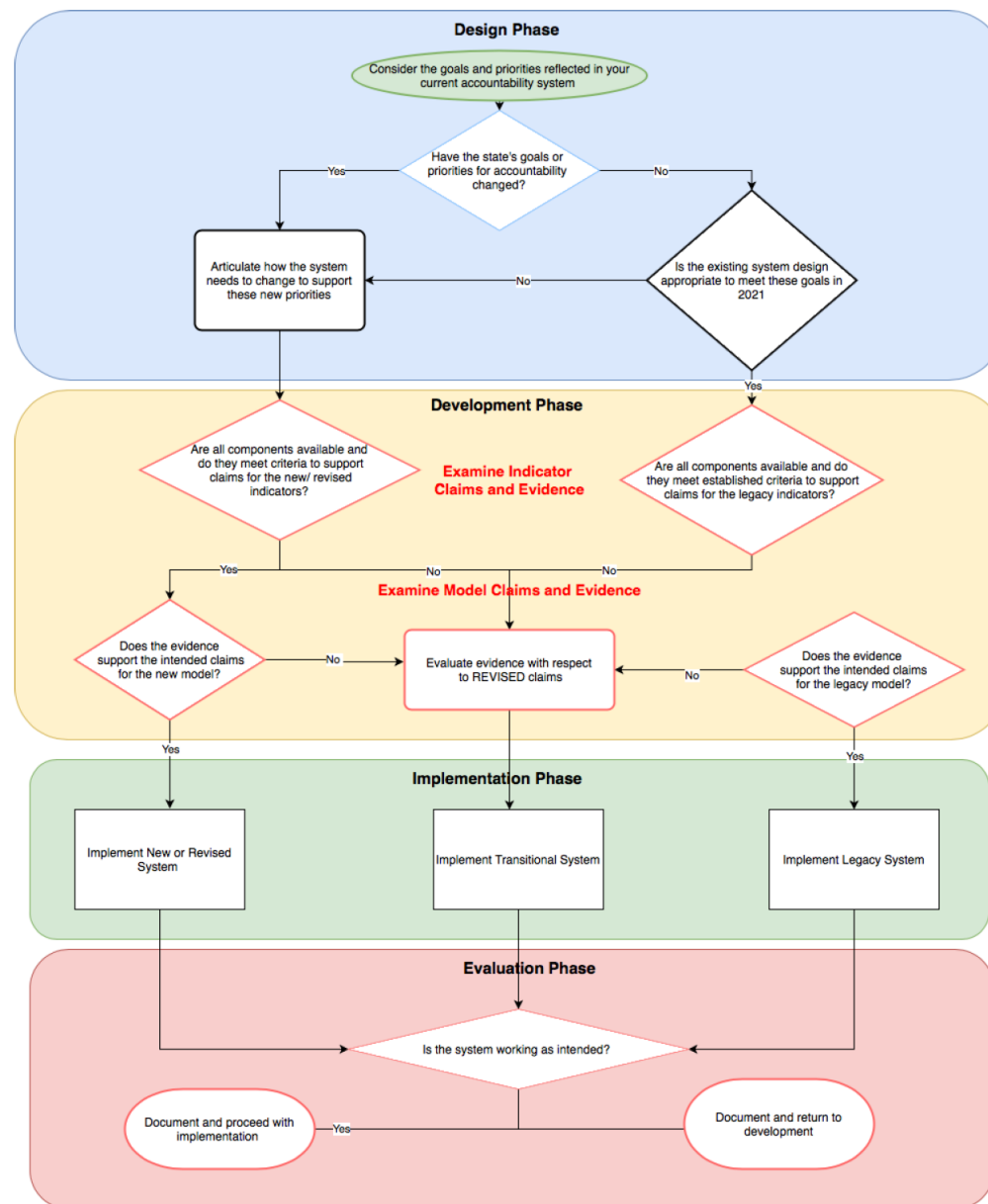
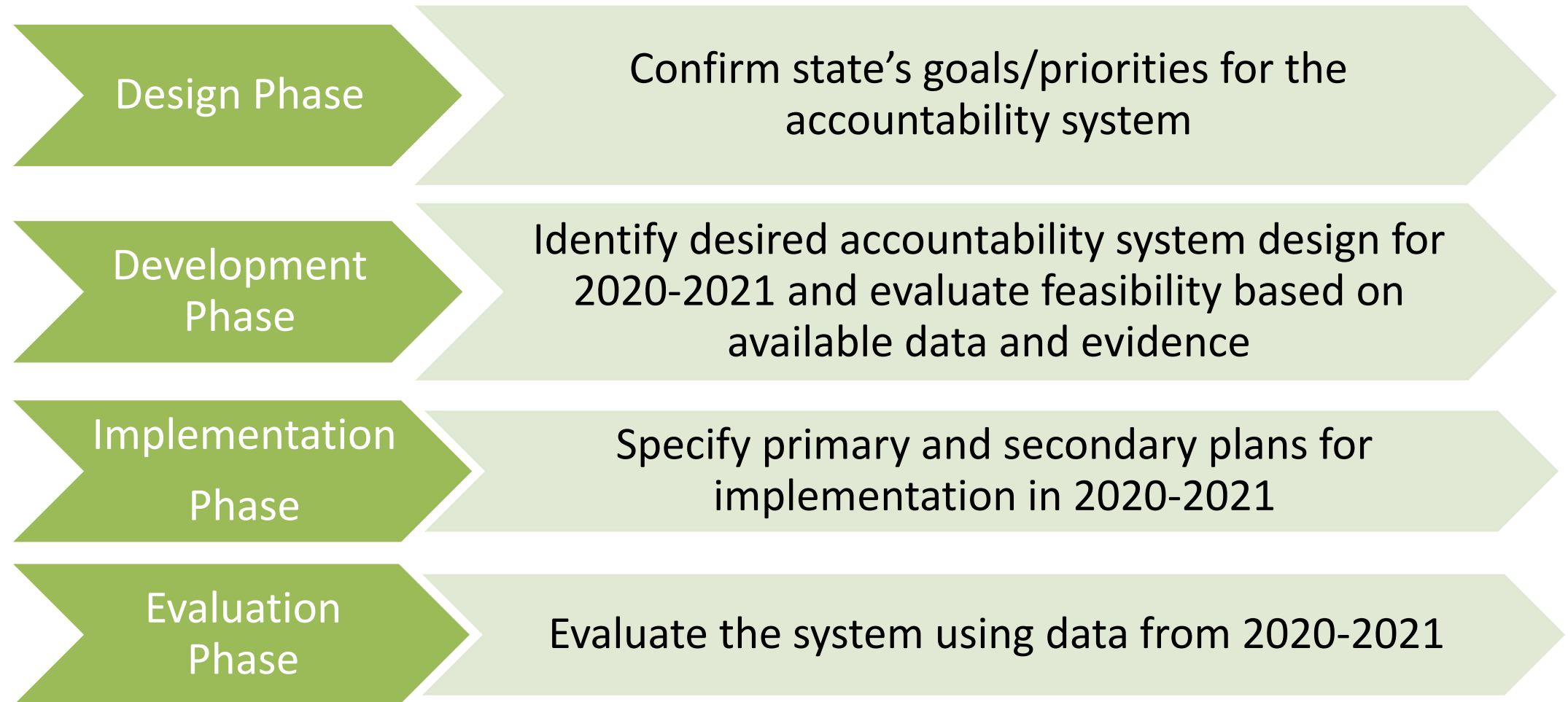
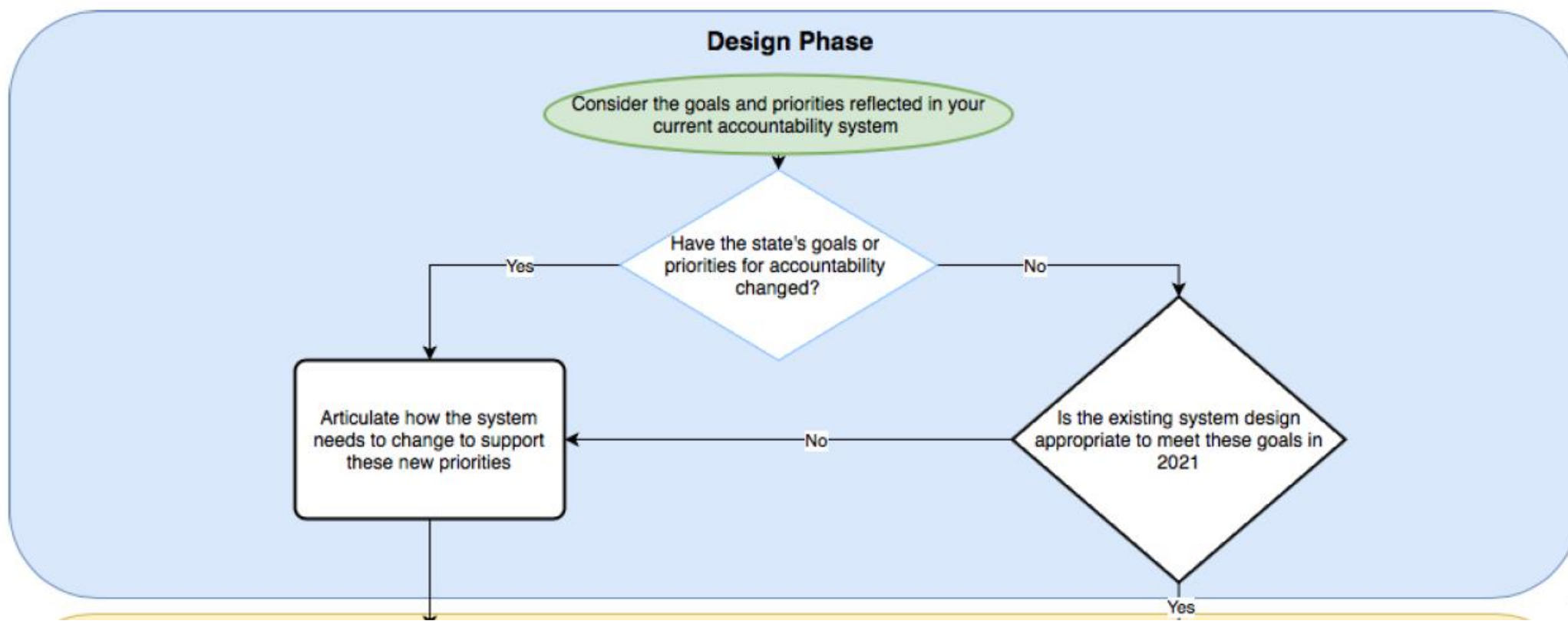


Figure 1. A Process for Addressing Key Accountability Decisions

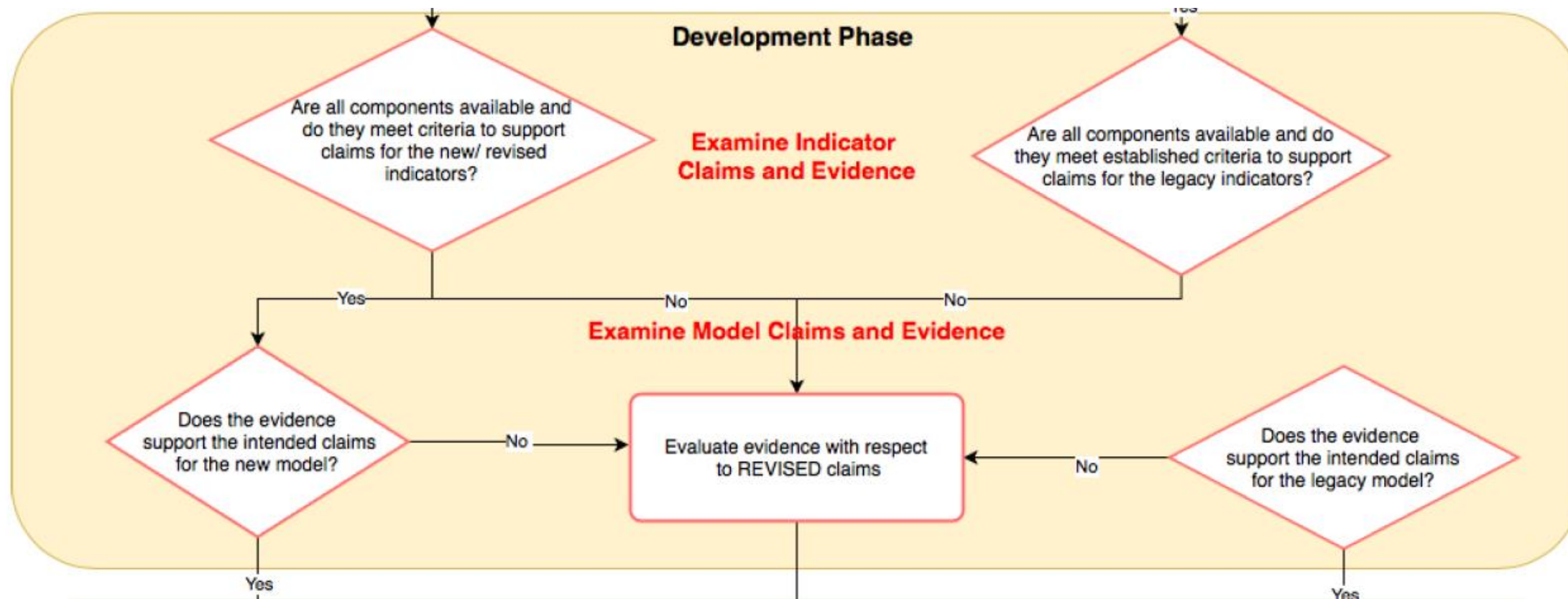
The Four Phases



Design Phase



Development Phase



Step 1. Evaluate Indicator Claims & Evidence

- **Completeness:** To what extent are elements of the data missing?
- **Consistency:** Were the data properties altered?
- **Impact:** Is it likely data values (e.g., performance) will substantially change?
- **Practicality:** Is it feasible and/or reasonable to collect and report the data?

Domaleski, C., Boyer, M. & Evans, C. (in press) Accountability interrupted: guidance for collecting, evaluating, and reporting data in school year 2019-2020

Example Evaluation Framework for Completeness Criteria

The gaps in completeness are:		
Low	Moderate	High
<p>The indicator is complete. The depth and breadth to the data elements are unchanged. When comparing to pre-pandemic circumstances, completeness appears to be sufficiently similar.</p>	<p>There is some incompleteness in the indicator. The depth and breadth of the data elements demonstrate some differences. When comparing to pre-pandemic circumstances, there is some deviation from the typical completeness of the indicator.</p>	<p>The indicator is incomplete. The depth and breadth of the data elements are not reflective of pre-pandemic data. There are significant deviations from the typical completeness of the indicator.</p>

Indicator Summary

	Completeness	Consistency	Impact	Practicality	Bin
Chronic Absenteeism	Low	Low	Low	Low	Green
Achievement	Low	Low	High	Low	Yellow
Growth	Moderate	High	High	Moderate	Red

Step 2. Evaluate Model Claim & Evidence

- What claims need to be supported for each component of the accountability system?

Table 4. Indicator and System of AMD Claims

System Component	Policy Claim	Technical/Operational Claim	Impact Claim
Individual Indicator within the system of AMD	<p>The indicator aligns with the state’s overall system theory of action and its policy objectives.</p> <p>The indicator fairly represents the construct as intended.</p>	<p>The indicator supports valid and reliable results.</p> <p>Measures that constitute the indicator can be compared and differentiated appropriately.</p> <p>The indicator contributes as intended to the state’s system of AMD.</p>	<p>Data from the indicator are useful to consumers of the system because these data represent important signals of schools performance.</p> <p>The data from the indicator are understandable.</p> <p>The indicator provides sufficient information for supporting continuous improvement through reporting and resources to aid interpretation.</p>
Indicator Interaction for the State’s system of AMD	<p>The indicator weights or decision rules reflect the state’s theory of action and stakeholder vision.</p>	<p>The empirical indicator weights reflect the intended state priorities and promote valid, fair, and reliable school ratings.</p> <p>The empirical results of decision-rules reflect the intended sequencing of decision rules to promote valid, fair, and reliable school ratings.</p>	<p>The indicator weights or decision rules do not impede the usefulness or interpretations of how schools are differentiated.</p>
System of Annual Meaningful Differentiation	<p>Results from the state’s system of AMD align with objectives and policies around subgroups and school size, setting, and demographics.</p>	<p>School rankings and groupings created via the State’s system of AMD reflect data as intended. That is, rankings are not skewed, inappropriately distributed, or include schools that are unexpectedly low or high performing.</p>	<p>Results from the state’s system of AMD reflect meaningful differentiation among schools.</p>

Step 2. Evaluate Model Claim & Evidence

- What claims need to be supported for each component of the accountability system?
- What is the likely impact on different elements of the system of annual meaningful differentiation?

Table 4. Indicator and System of AMD Claims

Table 5. System-level evaluation of claims.

Decision Point to Consider on Overall System of AMD	Overall Impact to System (low, moderate, or high)
Impact on aggregated weights or sequence of decision rules to the overall system of AMD	Moderate
Impact on the rankings and groupings created via the system of AMD	Moderate
Impact on the meaningful identification of CSI, TSI, and ATSI schools	Low (due to delay in identification based on missing 2019-2020 data)
Impact on the timing of identification of CSI, TSI, and ATSI schools	Low (due to delay in identification based on missing 2019-2020 data)

Indicator Interaction for the State's system of AMD	The indicator weights or decision rules reflect the state's theory of action and stakeholder vision.	The empirical indicator weights reflect the intended state priorities and promote valid, fair, and reliable school ratings. The empirical results of decision-rules reflect the intended sequencing of decision rules to promote valid, fair, and reliable school ratings.	The indicator weights or decision rules do not impede the usefulness or interpretations of how schools are differentiated.
System of Annual Meaningful Differentiation	Results from the state's system of AMD align with objectives and policies around subgroups and school size, setting, and demographics.	School rankings and groupings created via the State's system of AMD reflect data as intended. That is, rankings are not skewed, inappropriately distributed, or include schools that are unexpectedly low or high performing.	Results from the state's system of AMD reflect meaningful differentiation among schools.

Step 2. Evaluate Model Claim & Evidence

- What claims need to be supported for each component of the accountability system?
- What is the likely impact on different elements of the system of annual meaningful differentiation?
- What options should be considered based on the likely overall impact to the system?

Table 4. Indicator and System of AMD Claims

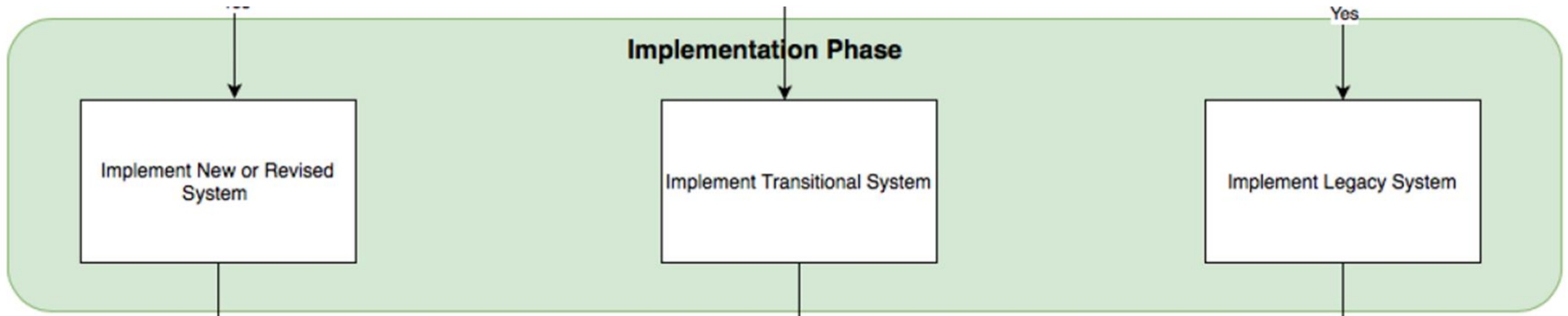
Table 5. System-level evaluation of claims.

Table 6. Example of accountability options based on review of system impact.

Impact to Overall System	Options based on review of System Impact
High	Explore a transitional system of accountability. A waiver or amendment will likely be necessary because implementation should require substantive changes to process, procedures, policies, or data collection.
Moderate	Explore a transitional system of accountability. Evidence will determine whether a legacy or revised system is feasible. A waiver or addendum may be necessary if changes to calculations, properties, or procedures could be considered substantively different, even if changes only seem minor.
Low	Implement a legacy or revised system. A legacy system should require sufficient documentation justifying that data are complete, consistent, of similar interpretation, and practicable. A revised system should include the same documentation and will require an amendment to the state’s ESEA consolidated state plan.

	policies around subgroups and school size, setting, and demographics.	inappropriately distributed, or include schools that are unexpectedly low or high performing.	schools.
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Implementation Phase – Key Questions

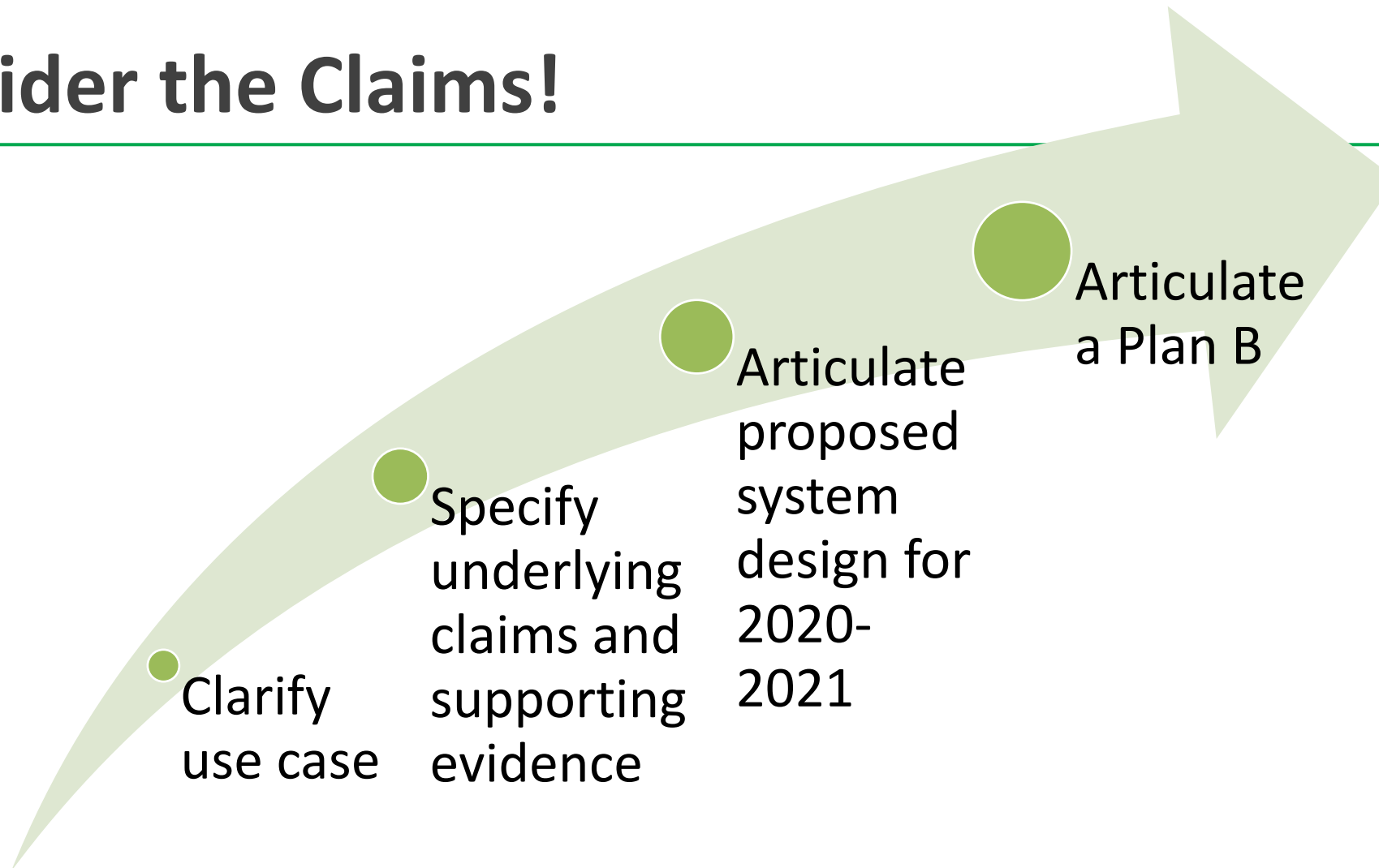


- What are my biggest areas of concern given information collected during the Development Phase?
- What modifications could be made?
- What is my intended plan for implementation?
- What is Plan B?

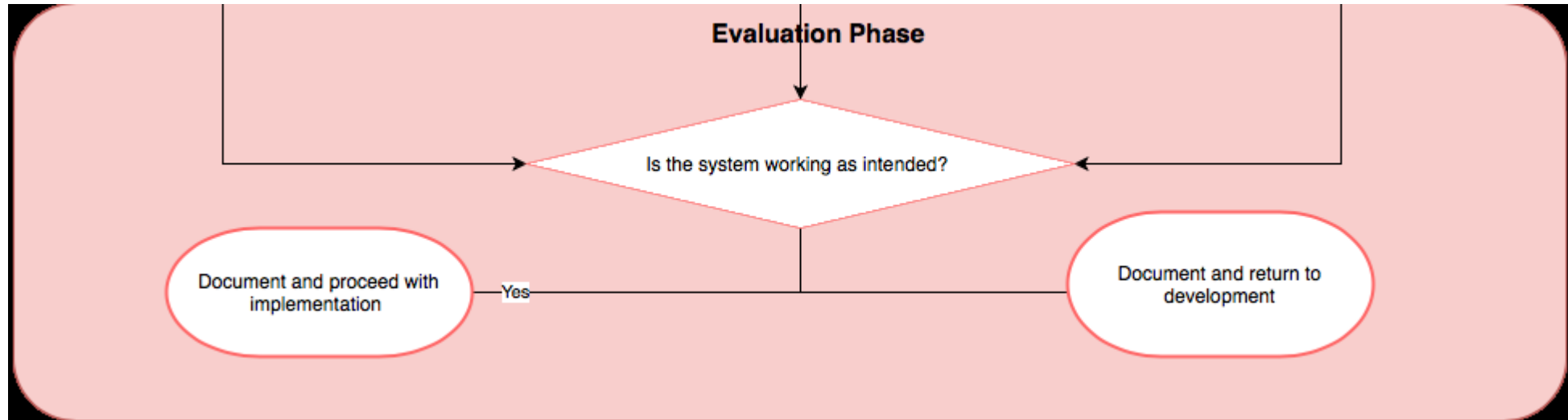
Dimensions of Modification

- Indicators and Measures
- Summative Determinations
- Performance Expectations
- Identification Decisions
- Reporting Decisions

Consider the Claims!



Evaluation Phase



- Develop an evaluation plan based on operational data from 2020-2021.
- Identify how the data can and should be used in 2020-2021 given this information.

Conclusion

Process is intended to help a state consider and address key questions that inform its plan for implementation of accountability in 2020-2021.

- How well does our system align with the state's theory of action, policy goals, and priorities?
- Do we need to revise our system to better reflect existing or shifting state priorities?
- What claims should be evaluated that we are making at the indicator and system level? What is the impact on our overall system if certain claims cannot be substantiated?
- Given the potential impact of COVID-19 disruptions on the system's claims and data, how should we approach accountability implementation in spring 2021? How should results be used?

Reflections from our Panel

Chris Janzer

Director of
Accountability

Michigan
Department of
Education





RILS Future of Accountability

Chris Janzer – Michigan Department of Education

Michigan Systems Overview

- Michigan School Index – Summative, 0-100 index score, proficiency, growth, graduation rate, EL Progress, assessment participation, chronic absenteeism, access to arts/PE, access to librarians, advanced coursework, postsecondary enrollment, fulfills ESSA requirements
- Michigan School Grades – Non-summative, A-F grades and rating labels, proficiency, growth, graduation rate, EL Progress, performance among peers, assessment participation, chronic absenteeism, subgroup performance, fulfills state law requirements
- Parent Dashboard – little “a”, comparison with peers and state, ~30 metrics

Alignment

- How well does the accountability system align with the state's theory of action, policy goals, and priorities?
- Michigan's priorities include identifying and supporting schools that are struggling the most to help students meet Michigan's standards
- School Index system (ESSA) is tied to strategic plan which was just revamped
- School Grades (state law) intent was to comply with ESSA
- Parent Dashboard aligns with policy goal of providing parents a holistic picture of their child's school

Revisions

- Does the system need to be revised to better reflect the state's existing or shifting priorities?
 - Opportunity exists to amend the School Index to better align with new strategic plan
 - Long term goals and interim measures of progress
 - Exit criteria and identification cycle
 - Indicators and indicator weights
 - Parent Dashboard
 - Easiest system to modify metrics
 - School Grades system cannot be revised absent a change in state legislation

Evaluation and Impact

- What claims should be evaluated that are being made at the indicator and system level? What is the impact on the overall system if these claims cannot be substantiated?
 - All indicators will need to be reevaluated
 - Legislation regarding attendance has changed – more flexible
 - Graduation requirements for 2019-20 also were relaxed
 - Current assumption is that all indicators will be complete for 20-21
 - Reevaluation for consistency (across years, across student groups, across school types)
 - Look closely at overall outcomes – can we justify these results as is, or do we need to make changes beyond tweaking indicators and/or targets?
 - Index System – see more flexibility to modify as needed
 - School Grades System – less flexibility, cannot modify indicators
 - Parent Dashboard – use of disclaimers, perhaps some metrics unavailable

Implementation and Reporting

- Given the potential impact of COVID-19 disruptions on the system's claims and data, how should accountability implementation in spring 2021 be approached? How should results be used?
 - Set expectations for delayed/partial/no results
 - Assume much time will be spent carefully and thoroughly examining data to determine confidence in calculating and reporting results
 - High confidence = systems run with little/no modifications, some explanatory text added to reporting
 - Low confidence = systems run with many modifications/partial results, disclaimers used to highlight limits of data. Some results may not be made public

Maria Harris

Deputy
Superintendent of
Assessment &
Accountability

Oklahoma
Department of
Education



RILS Outlook for Accountability

Maria Harris

Deputy Superintendent of Assessment &
Accountability



OKLAHOMA
Education



Oklahoma's Theory of Action

- Oklahoma believes **all students can grow and all schools can improve.**
- An accountability system should provide **accessible, meaningful and actionable** information about public schools.
- Accountability should be integrated in a **cycle of continuous improvement** for schools, identifying what is working and what may be improved.

Oklahoma School Report Cards

- Schools receive a summative A-F letter grade
- A-F letter grade for each indicator:
 - Academic Achievement
 - Academic Growth
 - English Language Proficiency Assessment
 - Chronic Absenteeism
 - Postsecondary Opportunities
 - Graduation

Oklahoma's Evaluation of Indicators

Indicator	Completeness	Consistency	Impact	Practicality	Bin
Academic Achievement	LOW	LOW	LOW	LOW	GREEN
Academic Growth	MODERATE	MODERATE/ HIGH	MODERATE	HIGH	RED
ELPA	LOW	LOW	MODERATE	LOW	GREEN
Chronic Absenteeism	MODERATE	MODERTE	MODERATE	LOW	YELLOW
Postsecondary Opportunities	LOW	MODERATE	LOW	LOW	GREEN
Graduation	MODERATE	MODERATE	LOW	LOW	YELLOW

Indicator and System of AMD Claims

System Component	Policy Claim	Technical/ Operational Claim	Impact Claim
Individual Indicator within the system of AMD	-	- / ✓	✓
Additional claims to be evaluated			

Amendments, addenda, waivers...Oh my!



Chad Buckendahl

Partner, ACS Ventures



Moderated Q&A



Upcoming RILS Webinars

Day/Time	Topic	
Sept 16 – 1:00-2:30pm	Considerations for classroom assessment in a remote or hybrid context	Assessment in Support of Teaching & Learning

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



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