



School Quality Measures

Intended Outcome of Session:

Participants will be able to describe the benefits and disadvantages of using school quality measures in accountability systems vs. reporting systems. Participants will also be able to identify, evaluate, and choose from a variety of school quality metrics that align with the priorities of their state.

Alignment to CCSSO Principles and Roadmap

	<u>Main Point</u>
Principle 3: Focus on Outcomes	Base accountability determinations on multiple, high-quality measures that are aligned with advancing college and career ready goals.
Principle 4: Disaggregation	Continue commitment to disaggregation of data – for reporting and accountability – and to closing achievement gaps in education opportunity and outcomes.
Principle 5: Data Reporting	Report data in a manner that is rich, timely, accessible, and actionable to a range of critical stakeholders.
Opportunities and Considerations for State Leadership <i>Each state COULD...</i>	▪ Include multiple measures in the state’s accountability system to make initial accountability determinations, including but not limited to high-quality assessments and accurate graduation rates, based on both status and growth in performance, as appropriate. ▪ Use a range of additional measures of school quality and equity that include for example, opportunity for student learning and access to critical resources (e.g., curriculum access, access to early learning, provision and distribution of high-quality teaching/leading, funding, staffing, facilities, and technology); and school climate/environment and conditions of learning (e.g. school discipline, attendance, etc.). ▪ Consider the value of and mechanism for including a mix of state and local reporting measures to spur innovation and authenticity, where there is sufficient validity, capacity, scale, etc. ▪ Continue to disaggregate data for each measure in the state’s accountability system and for additional data for improvement– by at least the subgroups including race, ethnicity, poverty, disability, and limited English proficiency. ▪ Use disaggregated data in school accountability determinations/classifications and in targeting supports and

	interventions, as appropriate (including schools with lowest-performing subgroups and/or greatest gaps). ▪ Publicly report disaggregated data for all subgroups. ▪ Produce (at least) annual state and local report cards that present key accountability data and determinations, including disaggregated data as appropriate. ▪ Include as appropriate additional data beyond those used in initial accountability determinations to further inform data analysis and continuous school improvement, including other data related to, for example, social-emotional skills; school climate; and access to resources.
ESSA Requirements <i>Each state MUST...</i>	▪ Each state’s accountability system must be based on multiple indicators and measure annual performance on those indicators (including status and/or growth as determined by the state). ▪ This includes (1) state assessments in math and reading/language arts (3-8 and once in high school), (2) one other indicator for elementary and middle schools, (3) graduation rates for high schools, (4) English proficiency for ELLs, and (5) at least one other indicator that is valid, reliable, comparable, and statewide (such as measures of student engagement, educator engagement, advanced coursework, postsecondary readiness, or school climate and safety). ESSA § 1111 (c)(4)(B). ▪ In making annual determinations, indicators 1-4 above must each be given “substantial weight” and “in the aggregate, much greater weight” than the other indicator(s) in 5. ESSA § 1111 (c)(4)(C). ▪ ESSA requires that states annually measure and make accountability determinations for each school overall and for each subgroup. ESSA § 1111(c)(4)(B), (C). ▪ ESSA requires that each state/district annually report accountability data for each school overall and for each subgroup, as well as other data points. ESSA § 1111(h)(1)(C). ▪ ESSA requires that each state and district produce annual report cards and report data – overall and by subgroup, as appropriate – with regard to accountability determinations, measures used in accountability systems, and other key variables (including at a minimum, for example, preschool enrollment, access to high-quality teachers and leaders, etc.). See, e.g., ESSA § 1111(h)(1)(C).
Elevating Equity	▪ Including a range of measures aligned to CCR student outcomes provides an opportunity to prioritize efforts that will help promote equal opportunity, close achievement gaps, and raise achievement overall. Inclusion of these measures also provides an opportunity to broaden the definition of school quality and student success. ▪ School quality indicators can highlight differences in resources available to schools as well as differences in climate and school policies that impact achievement, particularly in low-performing schools. ▪ School quality indicators also have the potential to reduce the focus on academic achievement, depending on the metrics and weights selected. ▪ Robust, timely data reporting is crucial for empowering stakeholders, focusing on equity, understanding and closing gaps in opportunity and achievement, etc. This is particularly true with regard to disaggregated data.
Resources/Examples	▪ Accountability Design Considerations (including “fifth indicator”)

	▪ Vermont Education Quality Reviews ▪ CCSSO's Multiple Measure Dashboard Inventory ▪ Example survey of non-cognitive skills (open source)
Issues and Questions to Consider	▪ What do we know about the array of school quality and student success metrics that are meaningful, measurable, and actionable with regard to advancing CCR teaching, learning, and student outcomes? What do educators and other stakeholders believe is most valuable? ▪ How are your school quality indicators aligned to your state's broader goals and vision for the CCR outcomes produced by the state's education system? ▪ Given that, what role, if any, do non-academic indicators related to school quality have in your system? ▪ For its additional indicator(s), will the state use indicators of school quality or student success or both? How do these advance towards the state's intended outcomes for the education system? ▪ Which school quality and student success indicators might help provide a more robust picture of college and career readiness (e.g. critical thinking skills, communication/collaboration, etc.)? ▪ What might be most important for accountability versus deeper data analysis and diagnostic review? ▪ What validity evidence supports the use of the identified fifth indicator(s) for accountability purposes? ▪ How will you disaggregate data by subgroup for your non-academic indicators? ▪ What school quality and student success indicators are most important to advance excellence, equity, and continuous improvement? ▪ What data and indicators are already available to the state, what indicators can the state system newly accommodate, and what indicators will require significant new capacity (technical or other)? Which ones are valid, reliable, and comparable? ▪ What school quality indicators might resonate the most or prove most useful to stakeholders? How can we present the data on these indicators that are transparent and easy to understand?
Next Steps	Identifying Potential School Quality Indicators 1. Develop a coherent theory of action for the new school accountability system aligned with the state vision. 2. Engage stakeholders to identify a list of potential indicators that will support the theory of action for school improvement. 3. Evaluate the indicators relative to relevance, coherence, <i>technical quality</i>, compliance, burden/cost, and potential unintended consequences. 4. Decide which indicators will inform accountability determinations and which will be reporting indicators. Write rationales for the inclusion of each indicator in either accountability or reporting systems. 5. Begin to collect data to start modelling both the indicator(s) themselves and how they fit together before high-stakes use AY 2017-2018.