Learnings from Other States

Presentation to the HB2656 Advisory Committee

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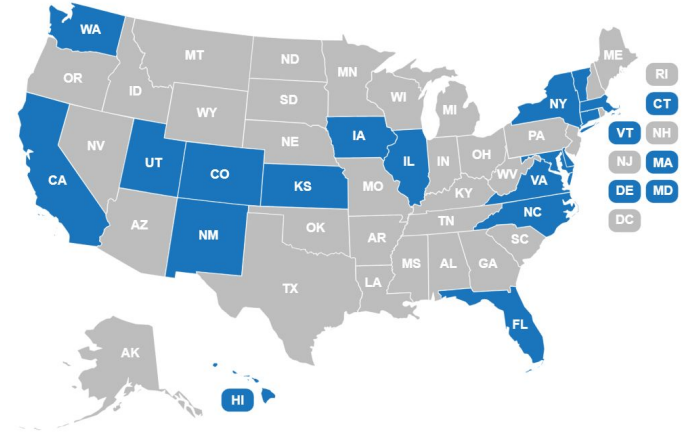
Overview

⚙️ Logic Model

📊 Indicators

👥 Breakouts - what have you heard that we should consider adopting or moving within our accountability system?

🧑 Additional considerations in accountability

Map created at www.fla-shop.com

Followed by a presentation from EducationCounsel.

Accountability Handout

We provided a handout in advance as pre-reading:

Accountability Handout

- Discusses basics of theories of action, logic models, accountability components, and example indicator selection criteria.

- Not meant to be comprehensive or exhaustive; just informative (consider it similar to stretching or a warm-up).

Theory of Action

An "if, then" statement declaring the causal relationships between the components of an accountability system and intended impacts.
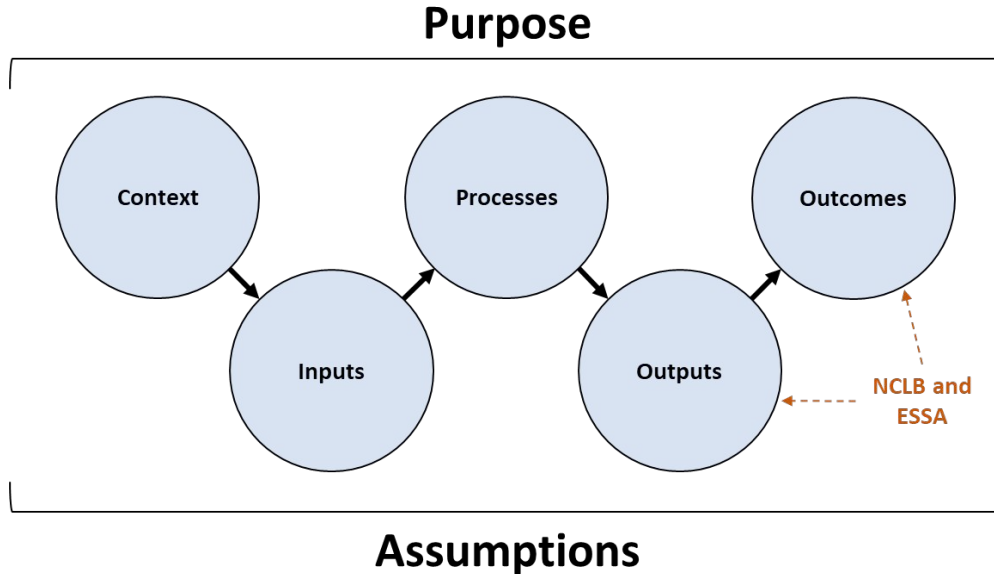
Acknowledging [A], if Oregon's schools [B], then [C].

A is a statement about the context.
B are statements about the inputs, processes, outputs, and outcomes.
C is a statement about the impacts.

Accountability Logic Model

Purpose

Assumptions

$\equiv$ **Impacts**

Logic models are blueprints or plans for what we expect to happen.

Context → Inputs → Processes → Outputs → Outcomes

NCLB and ESSA

Accountability Philosophies (i.e., Theories of Action)

"The district supports success by providing the resources to school communities in accordance with its values…**Once district commitments have been met**, the framework defines school accountability as being focused on the conditions present in a school." - Chicago Public Schools

"...if organizations are to improve, **they must have some control over their goals, processes, and evaluations**. Therefore, the system should require the full inclusion…of local indicators." - Utah

"...substantial and sustained improvement in Maryland's schools will only be accomplished with **targeted attention to its lowest performing schools** and integrated policies that enable its most challenged students to reach their full potential." - Maryland

"Delaware operates under the belief that **all schools benefit from continuous improvement** – including those that receive exceeds expectations ratings – to best support all students." - Delaware

What criteria should we use to select indicators?

Example Indicator Criteria:

- **Meaningful**
- **Available**
- **Accessible**
- **Measurable**
- **Fair**

- **Actionable**
- **Not Gameable**
- **Disaggregation**
- **Not Duplicative**

Indicators unlikely to meet every criterion.

Use best judgment when selecting indicators.

Criteria may be different for reporting vs. identification indicators.

Indicators

Oregon's Current Accountability Indicators

ESSA:

- Regular attendance (chronic absenteeism)
- ELA and Math achievement and growth
- English Learner Progress
- 9th grade on-track
- Graduation and completion

Additionally reported data (non-exhaustive):

- Student and educator demographics
- Class size
- Teacher qualifications, experience, and retention
- Principal turnover
- Staffing levels
- Post-secondary enrollment
- Expenditures
- Student mobility
- Pushout (dropout) rates
- Expenditures
- Science achievement
- Placement, transitions, outcomes, discipline for students with disabilities

For what should we hold our system accountable?

Growth and continuous improvement

Connection and responsiveness to community

Student health and well-being

Equity and access

Learning and skills

Postsecondary success

Meaningful Learning and Skills

Student Learning

- Student coursetaking

- Weighted assessment results or scale scores

- On-track status for additional grades

Professional Capacity, Learning, and Continuous Improvement

- Principal/Teacher vacancies, qualifications, turnover, and attendance

- Teacher professional development, preparation and mentorship

- Expert observations and field reviews

Equity, Access, and Well-being

- Discipline

- Pushout rates

- Physical fitness; availability of physical and mental health supports and staff

- Access to extracurricular activities and leadership opportunities

- Access to instruction and services for students with disabilities

Connection and Responsiveness to Community

- Parent input on decision-making

- School/community partnerships and engagement

Student, Parent, and Community Climate Surveys

- Authentic voice and perspectives

- Potential for bias

- Not validated for high-stakes accountability

- Adding pressure to the results may impact their reliability

Postsecondary

Preparation and Personalization

- Earning of credentials/credit

- Performance on SAT/ACT

- Completion of courses required for university admission

- College placement results (lack of remediation)

Enrollment

- Admission to postsecondary

- Enrolling in postsecondary

- Persisting in postsecondary

Performance

- Postsecondary GPA and subject area grades (FL)

Additional Considerations

Ratings vs Multiple Measures Dashboards

- Overall letter grades
- Rating categories
- Stars/commendations
- Dashboards without overall summaries
- Accreditation

	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary			✳	
Civic Engagement				
High School Graduation	✳			
Postsecondary Success	✳			

Resource Accountability: Incentives & Disincentives

Incentives

- Reduced paperwork/compliance reporting requirements

- Additional PD funds

- Financial awards

- Recognition

Disincentives and Supports

- Technical assistance

- Monitoring

- Corrective action

- Directed funds

- Administrative reorganization/restructuring

In the context of finite resources, should resources go to high-performers as a reward, or low-performers as supports? What should states and districts do to ensure change in the lowest performing schools?

Differentiation for Charter and Alternative Schools

How can accountability provide meaningful differentiation for these programs?

How can we help districts tell the story of their alternative schools' successes and challenges?

How can accountability incentivize appropriate placement and responsibility for students not well-served by traditional programs?

- Prioritize growth measures
- Longer-term outcomes
- Engagement/reengagement/ persistence

- Individual review
- Proportional accountability model

Breakouts

- 10 minutes
- Self-select by topic
- Discuss:
  - What did you hear that you liked? What did you hear that you have concerns about?
  - Do these indicators measure what we want to measure, in Oregon's context?
  - Will these indicators remain valid and reliable over time?
  - How should Oregon approach the "additional considerations" topics?

Use the Google form to capture your group's discussion.

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    - [Calculating Accountability Results: Elementary Schools](#)
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