

## Accountability Work Group Meeting – March 1, 2018 – Help Us Prioritize

Group with Lisa E., Shannon, Kirk, and Oliver

### ***What Questions Will Arise?***

- 1) Why would a school get identified through ESSA, not state – need to show clear examples
- 2) Discuss the funding – show how schools will get the supports
- 3) Does administration understand the dual system?
- 4) General consumer does not need to understand the details if schools are not identified and lead with support
- 5) How does the federal system incorporate the UIP process?
- 6) Comparative

### ***What are the Best Tools/Strategies to Address those Questions?***

- 1) Districts/schools that get identified for non-participation needs their own
- 2) Need visuals – side-by-side (similarities/differences) and CO values against fed requirements
- 3) Clearly explain what supports are available under each identification
- 4) Alternative ED messaging around 4-year graduate rate

# Help Us Prioritize

USA E.  
Shannon  
Kirk  
Oliver

## What Questions Will Arise?

- Why would a school get identified through ESSA, not state
  - show clear examples
- discuss the funding -
  - show how schools will get the supports
- Does Administration understand the dual system
- General consumer doesn't need to understand the details if schools aren't identified - lead w/ support
- How does the federal system incorporate the wrap process?
- comparative

## What are the Best Tools/Strategies to Address those Questions?

- districts/schools that get identified for non-participation needs their own
- can: side by side (similarities/differences)
- Visuals — CO values → against fed requirements
- clearly explain what supports are available under each identification.
  - Alternative ED messaging around 4 yr. grad rate

## Accountability Work Group Meeting – March 1, 2018 – Help Us Prioritize

Group with Leslie, Luis, and Christine M.

### ***What Questions Will Arise?***

- 1) Questions will vary by audience practitioners – what is used for reporting v. accountability?
- 2) Parents – where to find best info on school quality, which system is the most accurate/applicable?
- 3) Why are we doing any of this (accountability)?

### ***What are the Best Tools/Strategies to Address those Questions?***

- 1) Crosswalk of fed to state systems to be able to compare how they are different
- 2) Needs to be communicated more clearly that civil rights and transparency and actionable info is the rationale
- 3) Distinguishing various levels of accountability and purposes of assessment – CDE could create template
  - Ready v. READ Act Assessment
  - CMAS v. PSAT/SAT
- 4) Clear communication to school leaders about identification/ESSA requirements, including to schools who are not identified for CS or TS

# Help Us Prioritize

## What Questions Will Arise?

Questions will vary by audience.  
 Practitioners - what is used for reporting vs. accountability?  
 Parents - where to find best info on school quality, which system is the most accurate & applicable?  
 Why are we doing any of this (accountability)?

Ready vs.  
 PEAD ACT  
 ASSESS.  
 VS. CMAS  
 VS. PSAT/SAT

## What are the Best Tools/Strategies to Address those Questions?

Crosswalk of fed to state systems to be able to compare how they're different  
 Needs to be communicated more clearly that civil rights + transparency + actionable info is the rationale  
 Distinguishing various levels of accountability? Purposes of assessment - CDE could create template  
 Clear communication to school leaders about identification/ESSA requirements, including to schools who aren't identified for CS or TS



## Accountability Work Group Meeting – March 1, 2018 – Help Us Prioritize

Group with Lori, Amie, and Janeen

### ***What Questions Will Arise?***

- 1) In the federal system, how was the “non-proficient” rating calculated? – need documentation
- 2) Federal v. State Accountability systems?  
Why are they different?
- 3) Will schools/districts be able to use federal and/or state systems data for request to reconsider?
- 4) Which federal accountability rules are directly tied to funding for schools/districts?
- 5) What does “participation” mean and how does it impact accountability – both federal and state?

### ***What are the Best Tools/Strategies to Address those Questions?***

- 1) Documentation that explains the calculation for “non-proficient”
- 2) Communication streams from CDE, districts, etc., and what expectations are based on group for communication
- 3) N/A
- 4) List funding that is connected to accountability rules
- 5) CDE website that has a page/link dedicated to explanation/impacts
- 6) Must communicate which info for accountability and which for information

# Help Us Prioritize

LORI, Amie, Janeen

## What Questions Will Arise?

- (1) In the federal system, how was the "not proficient" rating calculated? (documentation)
- (2) Federal vs. State Accountability Systems? Why are they different?
- (3) Will schools/districts be able to use federal and/or state systems/data for Reg. for Reconsider?
- (4) Which federal accountability rules are directly tied to funding for schools/districts?
- (5) What does "participation" mean and how does it impact accountability - federal and state?

## What are the Best Tools/Strategies to Address those Questions?

- (1) Documentation that explains the calculation for "not proficient"
  - (2) Communication streams from CDE, Districts, etc., and what expectations are based on group for communication
  - (3) N/A
  - (4) List funding that is connected to accountability rules
  - (5) Website (CDE) that has a page/link dedicated to explanation/impacts
- \*Must communicate which info for accountability & which for information



## Accountability Work Group Meeting – March 1, 2018 – Help Us Prioritize

Group with Mary and Elena

### ***What Questions Will Arise?***

- 1) What are the consequences of each individual system (Federal and state)?
- 2) Why do we have two systems?
  - What are the differences between the two systems?
  - Do the two systems align? If so, how?
- 3) What is the difference between targeted and comprehensive?
- 4) How do parent refusals impact the school and district ratings?
- 5) Which system/rating should I be paying more attention to?
- 6) What happens if the two ratings are significantly different?

### ***What are the Best Tools/Strategies to Address those Questions?***

- 1) Comparison charts/tables/visualizations might need to mirror the reporting structure (3 levels) for reporting to different constituencies?
- 2) Don't put out information on the two systems until the Federal is finalized
- 3) Technical help/expertise to help present and explain to various groups (educators, public, parents)
- 4) Communication toolkit for schools and districts

# Help Us Prioritize

## What Questions Will Arise?

- WHAT ARE THE CONSEQUENCES OF EACH INDIVIDUAL SYSTEM (Fed + STATE)?
- WHICH CONSEQUENCES TAKE PRECEDENCE?
- \* WHY DO WE HAVE TWO SYSTEMS?
- WHAT ARE THE DIFFERENCES b/w THE TWO?
- WHAT IS THE DIFFERENCE b/w TARGETED AND COMPREHENSIVE?
- DO THE TWO SYSTEMS ALIGN? IF SO-HOW?
- HOW DO PARENT REFUSALS IMPACT THE SCHOOL + THE DISTRICT RATINGS?
- \* WHICH SYSTEM/RATING SHOULD I BE PAYING MORE ATTENTION TO?
- WHAT HAPPENS IF THE TWO RATINGS ARE SIGNIFICANTLY DIFFERENT?

## What are the Best Tools/Strategies to Address those Questions?

- COMPARISON CHARTS/TABLES/VISUALIZATIONS MIGHT NEED TO MIRROR THE REPORTING STRUCTURE (3 levels) FOR REPORTING TO DIFFERENT CONSTITUENCIES?
- DON'T PUT OUT INFO ON THE TWO SYSTEMS TILL THE FED IS FINALIZED.
- TECHNICAL HELP/CAPACITY TO HELP PRESENT & EXPLAIN TO VARIOUS GROUPS (EDUCATORS, PUBLIC, PARENTS).
- COMMUNICATION TOOLKITS FOR SCHOOLS + DISTRICTS.

MARY + ELVA



## Accountability Work Group Meeting – March 1, 2018 – Help Us Prioritize

Group with Heather, Judy, and Skupa

### ***What Questions Will Arise?***

- 1) Four-year graduation rate for AEC – how does it fit in with pathways and grad guidelines?
- 2) 5% transcript – devil lost in details
- 3) What is the implications of two different systems?
- 4) What system will be popular school rating use – at schools?
- 5) What is relevancy of state data at this point? Public and board may not even pay attention anymore?

### ***What are the Best Tools/Strategies to Address those Questions?***

- 1) Level/red for kids
- 2) Communication

What questions?

① — 4 year grad rate — for AEC →  
= how does it fit with ~~tech~~ pathway?  
and. grad guidelines?

② ~~690~~ — Level 1 — ~~real~~ for kids

AEC?

5% — transcript;

~~detail~~ lost in details

→ Communication

③ What is the implication of 2 ~~stream~~ different systems?

④ What ~~system~~ <sup>system</sup> will be popular  
school rating use? — At schools

⑤ What is ~~relevance~~ of state data at  
this point? Public & board  
may not even pay attention anymore?