



Session 5

Reaching Constituents to Understand and Mitigate Consequences

Reidy Interactive Learning Series (RILS) Conference
Portsmouth, NH, September 26-27, 2024
AC Marriott Hotel

Access RILS Resources at:

<https://sites.google.com/nciea.org/rils2024>



The screenshot shows the homepage for the Reidy Interactive Learning Series (RILS) 2024. The header includes the RILS 2024 logo and navigation links for Home, About, Agenda, Location, and Presenters. The main content area features the title "The Reidy Interactive Learning Series (RILS)" and the subtitle "Consequential Uses of Assessment: Taking Stock and Looking Ahead". The event dates and location are listed as "September 26-27, 2024 Portsmouth, New Hampshire". Below this, there are four image-based links: "About RILS" (showing the Center for Assessment building), "Agenda and Resources" (showing hands writing on a notepad), "Presenters" (showing a group of people in a meeting), and "Location" (showing a building at night).



Overview

Panelist Presentations



Moderated Panel



Join by Web

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Send **casessment154** and your message to **22333**

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Panelists



Pōhai Shultz
University of Hawaii
- Mānoa



Kyu-Ryung Hwang
New Hampshire
Dept. of Education



Lu Young
University of Kentucky
NextGen



Gretchen Morgan
Center for Innovation
in Education

Part 1: Panelist Presentations

Pōhai Shultz

2024 Reidy Interactive
Learning Series (RILS)

The consequences of community accountability

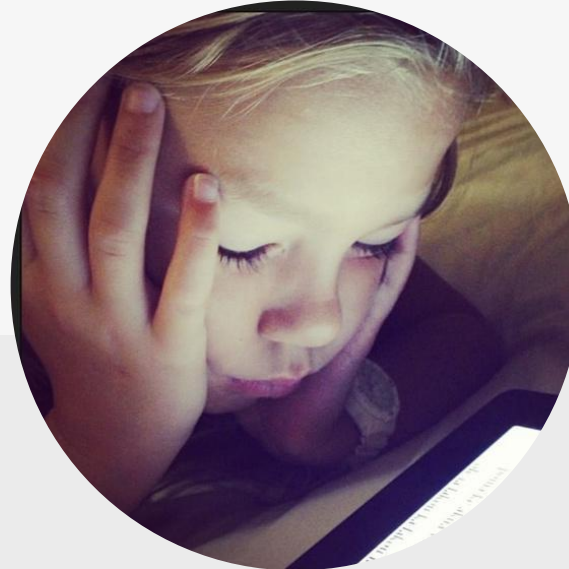
Pōhai Kūkea Shultz
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There is no formula, but...



**Collaborate with
an activated and
empowered
community.**



**Be a good
storyteller.**



**Hold yourself to
the highest level
of accountability.**

The consequences of an empowered community

- An advisory council that is representative of all role groups within a school community
- The expectation that you will always show up
- Classroom teachers as the backbone of all of the work
 - Valued as the content experts and ultimate knowledge holders
- Kuleana - right and responsibility



The consequences of storytelling

- The assumption that our communities are savvy enough to understand technical issues
- Our storytelling responsibilities
- The community as both our audience and collaborators



The consequences of the highest levels of accountability

Relational Accountability

“You are not answering questions of validity or reliability or making judgments of better or worse. Instead you should be fulfilling your relationships with the world around you. So your methodology has to ask different questions: rather than asking about validity or reliability, you are asking how am I fulfilling my role in this relationship?”

(Wilson, 2008 p. 177)



The consequences of community accountability

- Language shifts
- Curriculum shifts
- Professional development shifts
- Formative assessment shifts
- Priority shifts
- System-level shifts



2024 Reidy Interactive
Learning Series (RILS)

The consequences of community accountability

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Kyu-Ryung Hwang



New Hampshire

Department of Education

Engaging Constituents to Understand and Address Consequences of Assessments

New Hampshire Case Study – 2024 Reidy Interactive Learning Series

Consequences of Assessments & Impacted Constituents

Assessment

Accountability

School improvement

Students & parents

Schools

Districts

State Board of Education

Legislature

School boards

NHED divisions

Other government agencies

Partner organizations

General public

New Hampshire at a Glance



~200 districts
(incl. charters)



~500 schools



~167K students



~14K teachers



~650
administrators



~13K support staff



~296 NHED
staff



11 assessment
&
accountability
staff



Federal & state
accountability
systems

Political Landscape

- Republican trifecta
- State Commissioner and the State Board of Education appointed by the Governor and the Executive Council
- State motto: Live free or die

State Policies and Issues Affecting Accountability

- RSA 193-E: Adequate public education
- No letter grades or rankings
- Assessment waiver in 2020
- Accountability waivers in 2020 and 2021
- Charter schools, PACE, competency-based learning, civic education, etc.
- A new law calling for a state accountability task force

Indicators – Elementary/Middle Schools



Academic Achievement

Student performance (Grades 3-8) on ELA and math on the NH SAS or alternate assessments

Level	Range
Level 1	0.0 – < 2.11
Level 2	2.11 – < 2.60
Level 3	2.60 – < 3.01
Level 4	3.01 – 4.00



Growth

Measure of how students are improving annually in comparison to students with similar achievement histories

Level	Range
Level 1	1 – < 40.01
Level 2	40.01 – < 50.00
Level 3	50.00 – < 61.00
Level 4	61.00 – 99.99



English Language Proficiency (ELP)

English Learners' growth on the WIDA ACCESS 2.0 assessment

Level	Range
Level 1	0 – < 50
Level 2	50 – < 60
Level 3	60 – < 70
Level 4	70 – 99.99



Equity

Measure indicating how the lowest achieving students are improving

Level	Range
Level 1	0 – < 45
Level 2	45 – < 55
Level 3	55 – < 66
Level 4	66 – 99.99

Indicators – High Schools



Academic Achievement

Student performance (Grade 11) on ELA and math on the SAT or alternate assessments

Level	Range
Level 1	0.0 – < 2.11
Level 2	2.11 – < 2.60
Level 3	2.60 – < 3.01
Level 4	3.01 – 4.00



Graduation Rate

Mean of a school's 4- and 5-year Adjusted Cohort Graduation Rate (ACGR)

Level	Range
Level 1	0 – < 70%
Level 2	70 – < 90%
Level 3	90 – < 94%
Level 4	≥ 94%



English Language Proficiency (ELP)

English Learners' growth on the WIDA ACCESS 2.0 assessment

Level	Range
Level 1	0 – < 50
Level 2	50 – < 60
Level 3	60 – < 70
Level 4	70 – 99.99

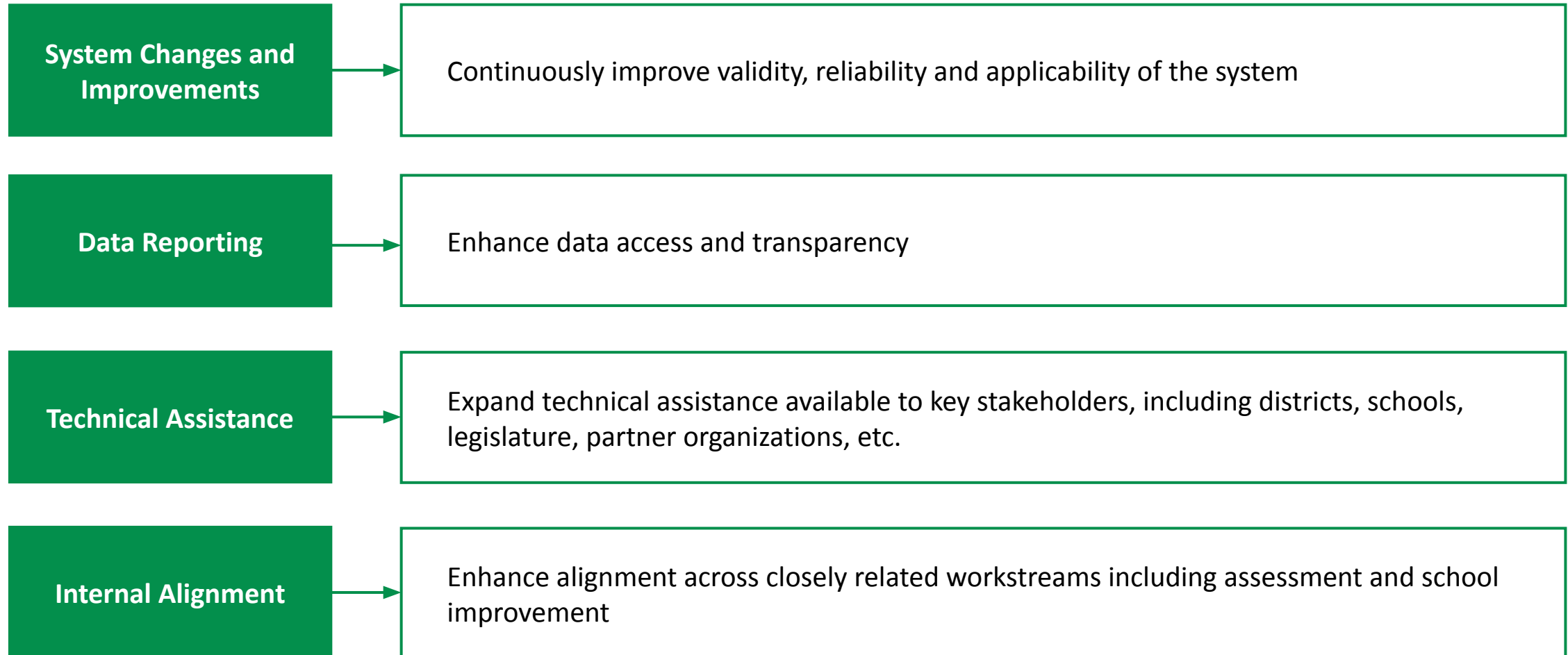


College & Career Readiness (CCR)

Percentage of 12th graders meeting ≥ two CCR requirements (i.e. AP courses, ACT scores, CTE programs)

Level	Range
Level 1	0 – < 53%
Level 2	53 – < 65%
Level 3	65 – < 80%
Level 4	≥ 80%

Priorities Driving Constituent Support



System Changes & Improvements

What	How	When
Enhance validity and reliability of the system	<ul style="list-style-type: none"> Used available data in the last three years to identify schools for CSI and ATSI 	SY 23-24
	<ul style="list-style-type: none"> Implemented consecutive identifications of CSI and ATSI schools 	SY 23-24 SY 22-23
Expand Options	<ul style="list-style-type: none"> Expanded rigorous exit options for CSI and ATSI schools Added the Seal of Biliteracy to the list of approved College and Career Readiness markers 	SY 23-24
Evaluate and improve an alternate system	<ul style="list-style-type: none"> Evaluated the small school review process involving data points such as formative/interim assessment data, school climate surveys, social-emotional learning, etc. 	SY 23-24
Other Changes	<ul style="list-style-type: none"> Adjusted the timeline for long-term and interim goals Adjusted cut scores for Achievement and Growth indicators 	SY 22-23

Data Reporting: Data Transparency Portal

iPlatform

New Hampshire's school data transparency portal.

Welcome to the New Hampshire Department of Education's iPlatform 9.75 for education data stories from school/districts. This portal includes a broad and expanding range of information to create the opportunity for community conversations. To help you navigate through the iPlatform tools, please refer to our [iPlatform Training and Resources](#) area. For best viewing purposes, access the following links in Chrome, Safari, or Edge. If you are unable to find the information you are looking for in iPlatform, please complete a [Data Request Form](#).

iAchieve

An online dashboard that includes Assessment Participation, Proficiency and Growth, Achievement Levels, and ESSA Indicators, designed to help educators make data-driven decisions and improve student outcomes. The Assessment Participation section displays participation rates and identifies areas of concern. Proficiency and Growth tracks student performance over time to identify areas for additional support. Achievement Levels shows the percentage of students meeting expectations, while ESSA Indicators provide a holistic view of student progress in relation to ESSA requirements.

iGrant

An interactive ESSER dashboard that highlights various data such as allocations, spending information, and paid reimbursements by school districts. This dashboard also showcases the top activities where districts are spending their ESSER funds. The data within this dashboard is pulled directly from the NHED grants management system (GMS), and updates weekly. iGrant is a great resource to provide a snapshot of the actual ESSER spending for each school. More information, definitions, and resources can be found within the dashboard.

iReport

Includes static information about individual schools and school districts that comprises the accountability data elements included in the New Hampshire federal accountability plan under the Every Student Succeeds Act. This is a great source to get a quick snapshot of a particular school or district.

iExplore

Includes more dynamic information about individual schools and comparative tools between schools, districts, and state level information. More advanced comparisons are made between data with drill down capability. At this point, iExplore is driven by IS identified data elements. This list will continue to grow as the NH DOE adds additional exploration metrics, helping communities explore and engage in discussions about education in their communities. iExplore is a great source for more in-depth analysis of what's going on in a school, district, or across the state.

Data Reports

Reports on student counts, racial statistics, teacher counts, school building information, financial data on the school districts in the form of budgets and financial statements.

iGlossary

An online reference tool that provides definitions and explanations for academic and educational terminology throughout iPlatform. It is designed to assist students, parents, educators, and researchers using any of the iPlatform tools. iGlossary is organized alphabetically, making it easy to navigate, and each entry is written in clear and concise language.

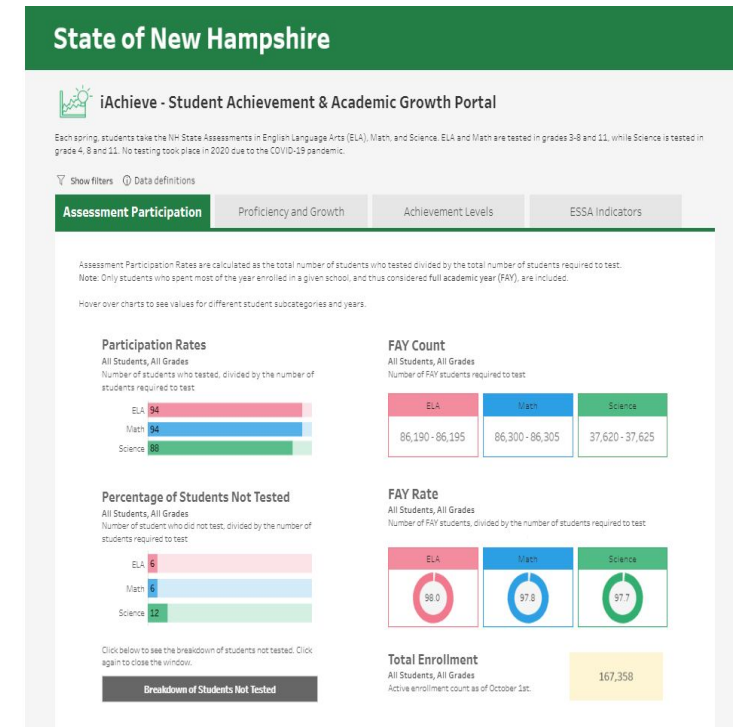
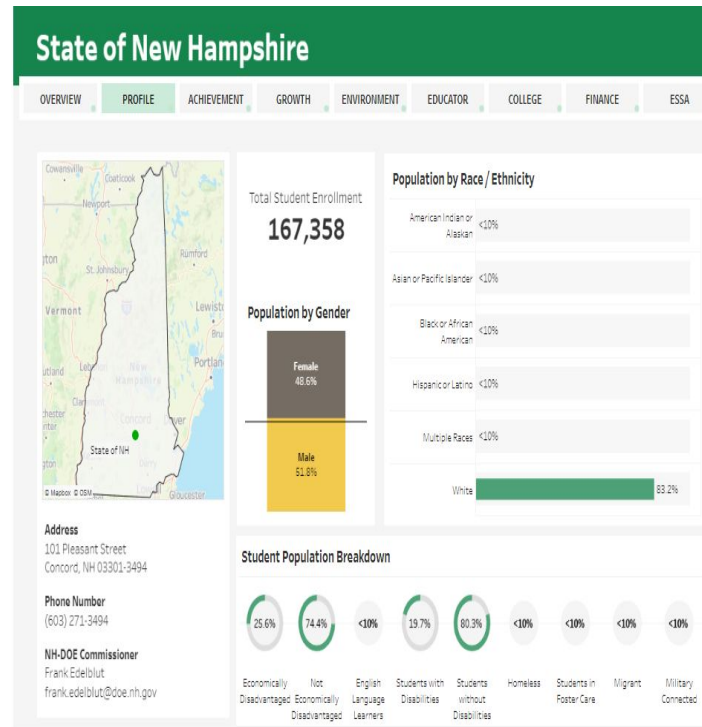
iDefine

Includes a data dictionary for iPlatform. Education has a lot of acronyms and very specific data elements. This is a great place to go to better understand the nature of the data you might encounter in the other parts of the website.

iFinance

This platform provides a search engine to explore all DOE-25 financial documents submitted by New Hampshire school districts.

iPlatform 9.75



iPlatform

iReport

iAchieve

Technical Assistance & Engagement

Technical Assistance

- One-on-one office hours
- Data review office hours
- Canvas course on federal accountability
- One-minute accountability series
- Customized trainings (i.e. Legislature, School Board Association, superintendents, charter schools, etc.)
- Fact sheets and webinars

Engagement

- Assessment & Accountability Conference
- Community of Practice (Title I Subcommittee and Accountability Task Force)
- Technical Advisory Committee
- Small School Review
- Formative evaluations and feedback

Decision Matrix (ES/MS)

Step	Achievement	Growth	ELP	Equity	Result
1	Level 1	Level 1	Level 1	Level 1	Identified
2	Level 1	Level 1	Level 2	Level 1	Identified
3	Level 1	Level 1	Level 1	Level 2	Identified
4	Level 1	Level 1	Level 2		
5	Level 2	Level 1	Level 2		
6	Level 2	Level 2	Level 2		

Components of the Accountability System

There are many components of the federal accountability system. The long-term/interim goals guide the statewide effort to support all New Hampshire schools and students. Schools in need of the most support are identified by measuring certain indicators required under ESSA. The indicator data are reported publicly on the State Report Card for all students and subgroups. Identified schools receive technical assistance and other support to improve their performance. To protect students' personally identifiable information, data points that do not meet the minimum n-size of 11 are suppressed.

Federal Accountability in New Hampshire Since 2018

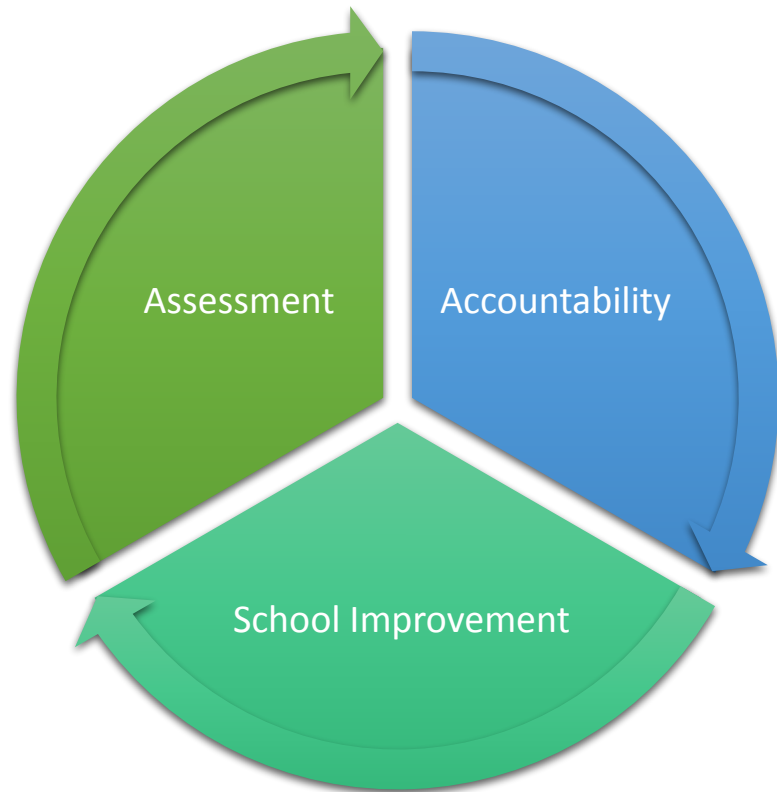
Since the New Hampshire Department of Education (NHED) implemented its federal accountability system under ESSA in 2018, there have been several key changes due to various factors including the COVID-19 pandemic.

Resources & Support

Category	Resources
Trainings	<ul style="list-style-type: none"> • Accountability 101 (Weeks of 11/14 and 11/21) – Live & Recorded • One-on-one office hours with identified schools (Ongoing)
Newsletter	<ul style="list-style-type: none"> • Newly launched in Fall 2022 (Distributed to district leaders)
Fact Sheets	<ul style="list-style-type: none"> • Federal Accountability System in New Hampshire: Overview of the key components of the NH federal accountability system • 2022 Changes to ESSA: Explains key changes to the ESSA State Plan effective Fall 2022 • ESSA School Identification: Explains identification and exit criteria for CSI, TSI and ATSI schools
Website	<ul style="list-style-type: none"> • NHED ESSA page: Displays information/updates relating to ESSA implementation at NHED • iReport: ESSA-required State Report Card that displays key accountability data at the state, district and school levels
Official Documents	<ul style="list-style-type: none"> • Consolidated State Plan: Original State Plan that describes the NH federal accountability system • ESSA Addendum: Addendum to the State Plan approved in 2022

Internal Alignment

Assessment, Accountability and School Improvement

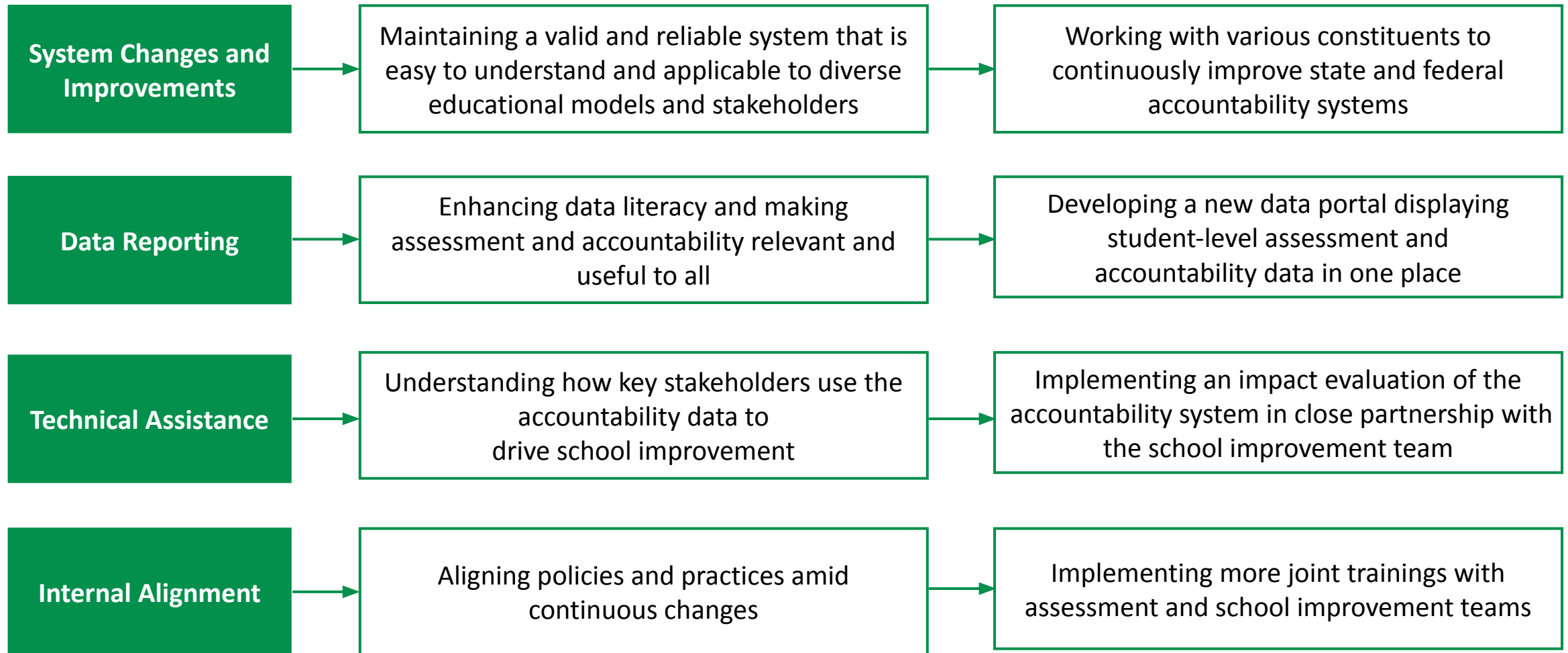


- Policy alignment
 - Assessment policy manual
 - Incorporating accountability data into school improvement plans
- Assessment, accountability and reporting done semi-internally
 - Close relationship with long-standing vendors
 - Gradually building the internal capacity
- Co-trainings and school visits
 - CSI school visits with the school improvement team
 - School improvement joins accountability trainings and business rules meetings
- Consistent, cross-functional check-ins
 - Bi-weekly assessment, accountability, data and school improvement meetings
- Co-representation in key meetings and initiatives
 - Documentation project to map out assessment and accountability workstreams
 - Impact analysis of the accountability system with the school improvement team
 - Assessment vendor meetings, Accountability Task Force, Technical Advisory Committee, annual business review meeting, Committee of Practice, etc.

Reflections & Next Steps

- Evaluate the system
 - Is the accountability system identifying the “right schools” and producing useful information?
 - How are the accountability results being used to drive school improvement and related decisions (i.e. funding distribution)?
 - What impact does the accountability system have on school improvement?
- Improve the system with the ultimate goal of making accountability data more relevant and useful to all stakeholders
 - A new state accountability system expected
 - Potentially more consequential results and actions in 2026
- Communicating consequential results (both positive and negative) while supporting a seamless constituent experience from assessment, accountability to school improvement

Reflections & Next Steps – Cont'd



Lu Young

Kentucky United We Learn

- KUWL Council launched in 2022
- 55+ members representing education stakeholders from across the Commonwealth



UNITED WE LEARN:

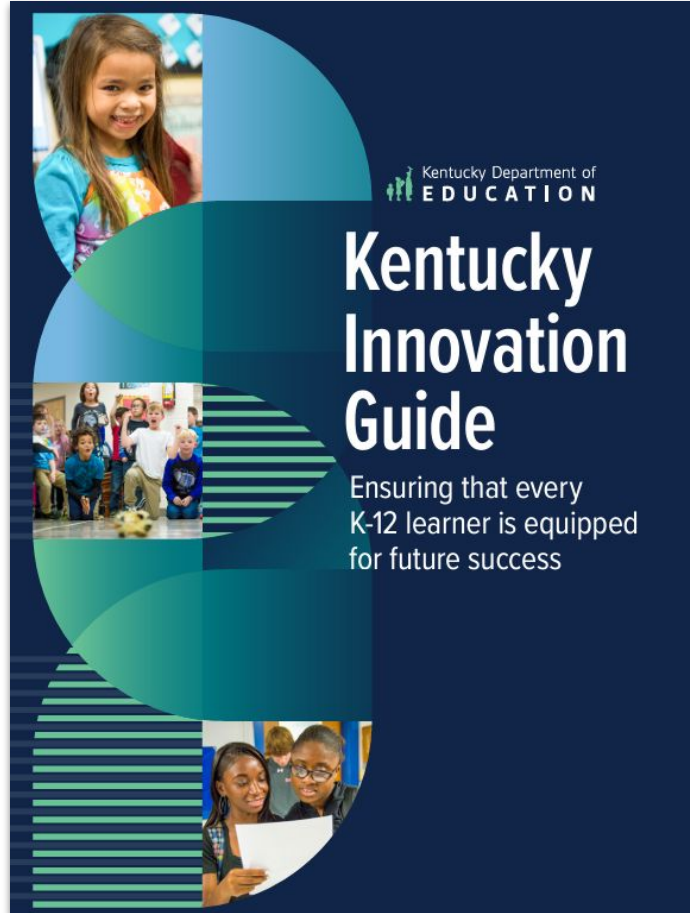
*Hearing Kentucky's Voices on
the Future of Education*



UNITED
WE
LEARN
Investing in Kentucky's Future, One Student at a Time

 Kentucky Department of
EDUCATION

<https://www.education.ky.gov/CommOfEd/Documents/United%20We%20Learn%20Report.pdf>



Kentucky Department of
EDUCATION

Kentucky Innovation Guide

Ensuring that every
K-12 learner is equipped
for future success

<https://www.education.ky.gov/school/innov/Documents/KY-Innovation-Guide.pdf>



 **RESEARCH**

TIME TO TALK REPORT

Kentucky Student Voice Team's Qualitative
Study of Students' Perspectives on Diversity
and Representation in their Classrooms.

<https://www.ksvt.org/updates/kentucky-student-voice-team-releases-report-on-racial-diversity-inclusion-in-school>

Kentucky's Moonshot



*To build a prosperous Kentucky, we will launch an accountability system that is **meaningful and useful to all our learners.***

Lesson Learned – Taking a Principled Approach

- Replace transactional relationships with reciprocal connections between communities and schools.
- Move from “command and control” to “systems of trust and partnership.”
- Know people as more than statistics and involve them in inquiry.



Lesson Learned – Focus on Human Elements

- "I explain to them (teachers) that my son feels hopeless if all he has to look forward to is studying, grades and writing. He doesn't like it and only does well when tinkering or building. School isn't set up for that." ~a parent
- I explain to them (teachers) that my son feels hopeless if all he has to look forward to is studying, grades and writing. He doesn't like it and only does well when tinkering or building. School isn't set up for that. ~a parent
- In KY, we began to compete with one another. We created a test and questions so that we could get an overall score to 'prove' how good we are. It's a faulty process. ~a teacher

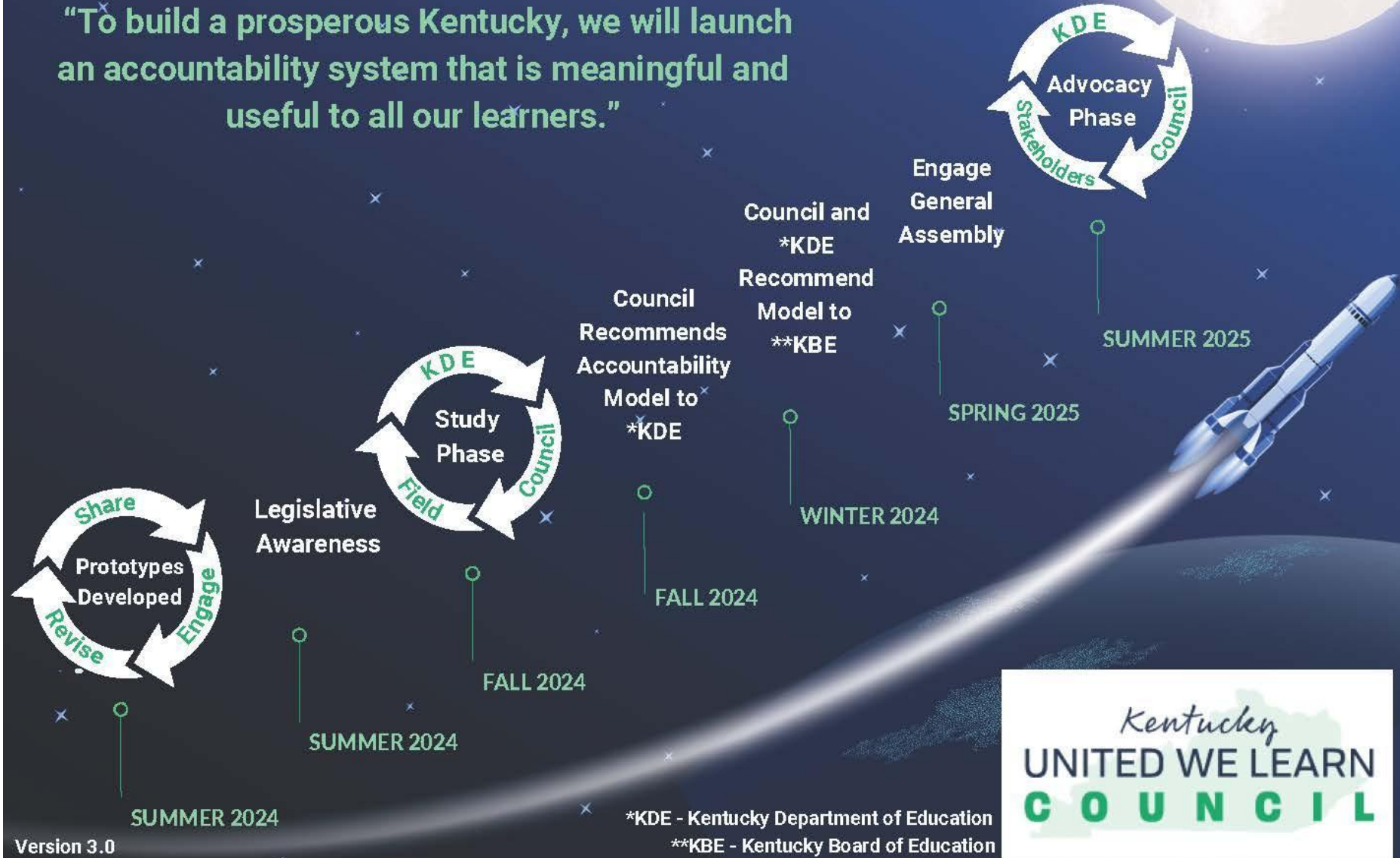
Reimagining Assessment and Accountability

KENTUCKY UNITED WE LEARN COUNCIL'S: JOURNEY TO THE MOON

Goal:
Approved Reimagined
Accountability System

SUMMER 2026

"To build a prosperous Kentucky, we will launch an accountability system that is meaningful and useful to all our learners."



Gretchen Morgan

TRANSFORMING EDUCATION

REBUILDING PUBLIC TRUST



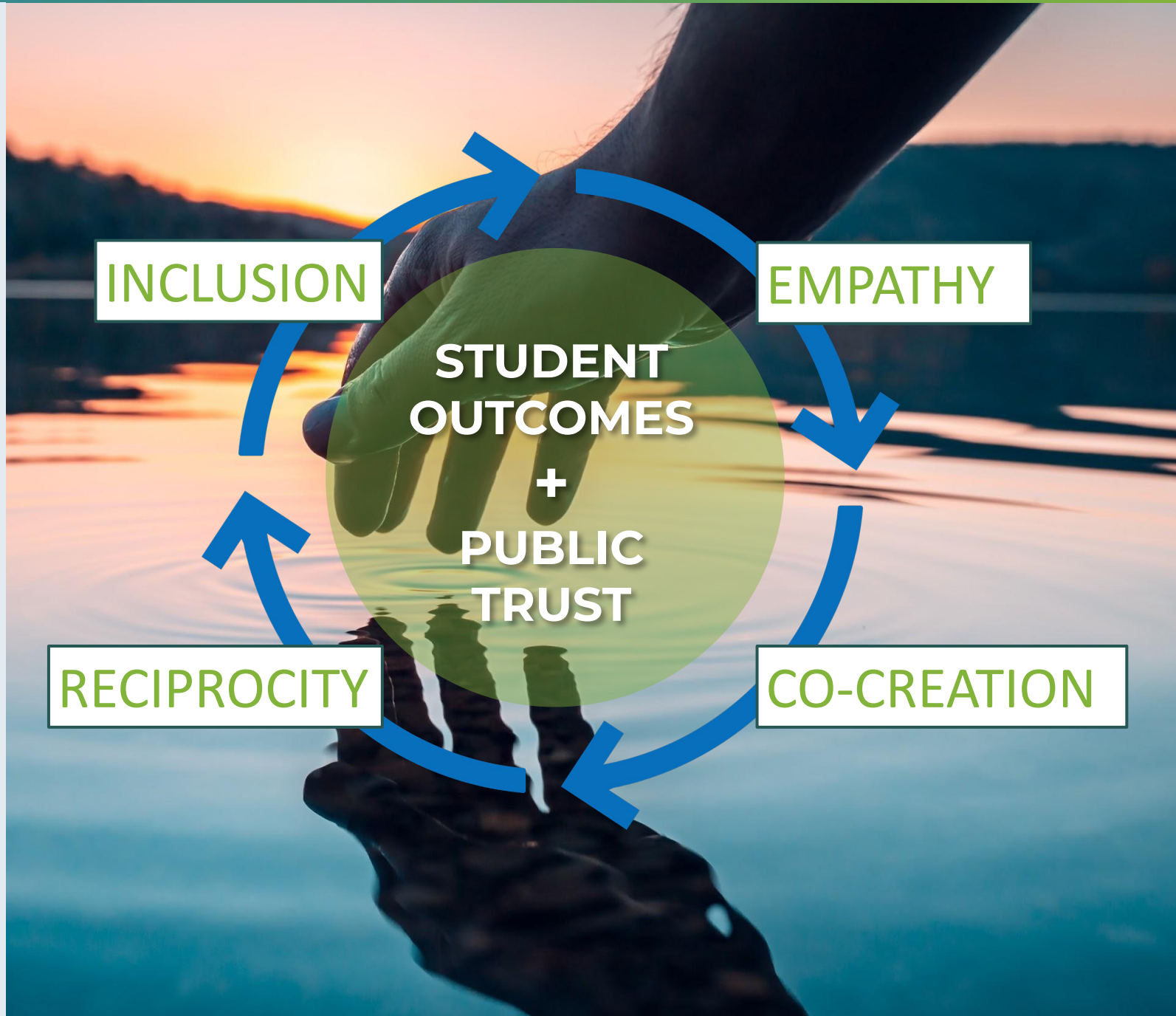
HUMAN BEHAVIOR
DICTATES HOW
SYSTEMS WORK
(...OR DON'T
WORK)*



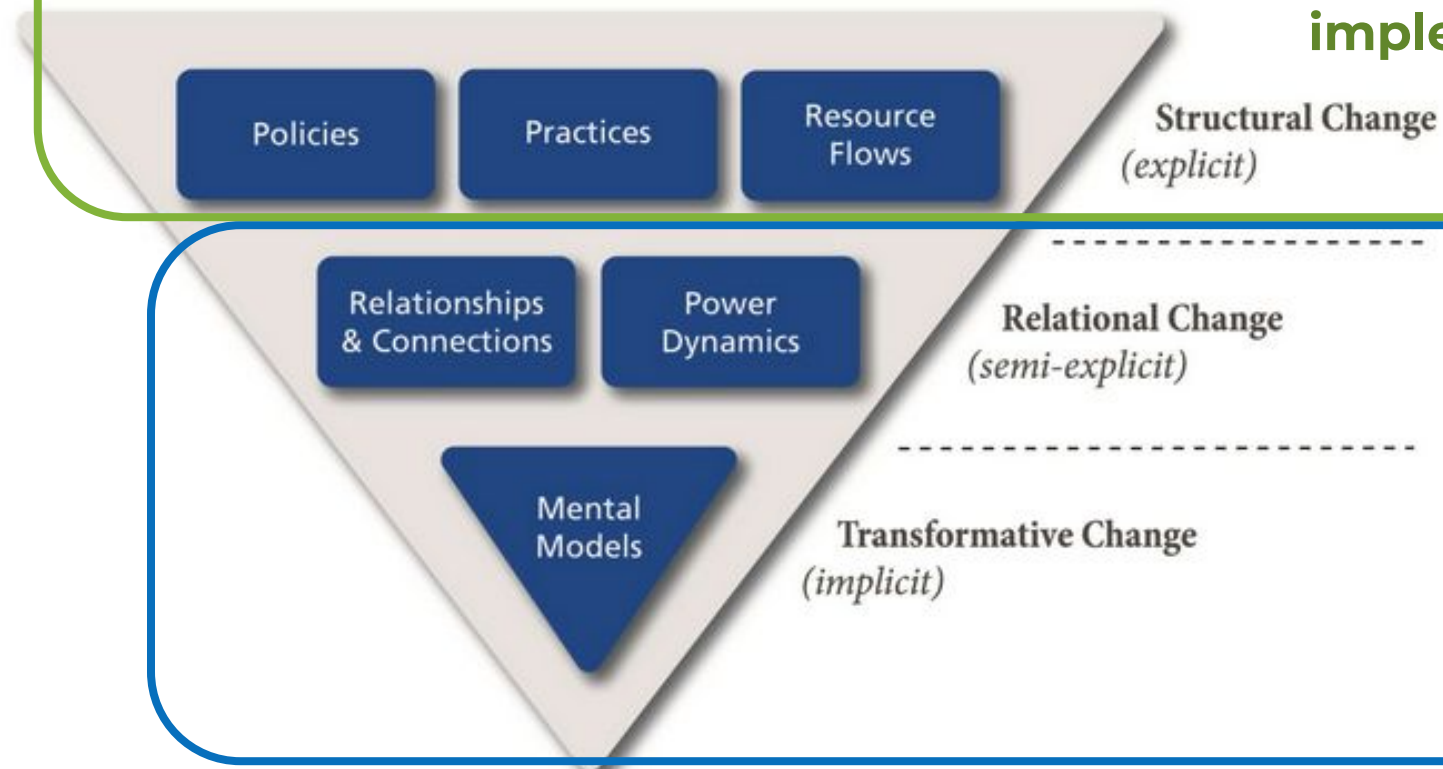
**Water of Systems Change*" by
John Kania, Mark Kramer, Peter
Senge

HABITS OF INCLUSIVE DESIGN

ICIE HELPS EDUCATORS & THEIR COMMUNITIES **CHANGE HABITS** WHILE THEY TRANSFORM THEIR SYSTEMS IN SERVICE OF IMPROVED STUDENT OUTCOMES AND INCREASED TRUST IN PUBLIC EDUCATION.



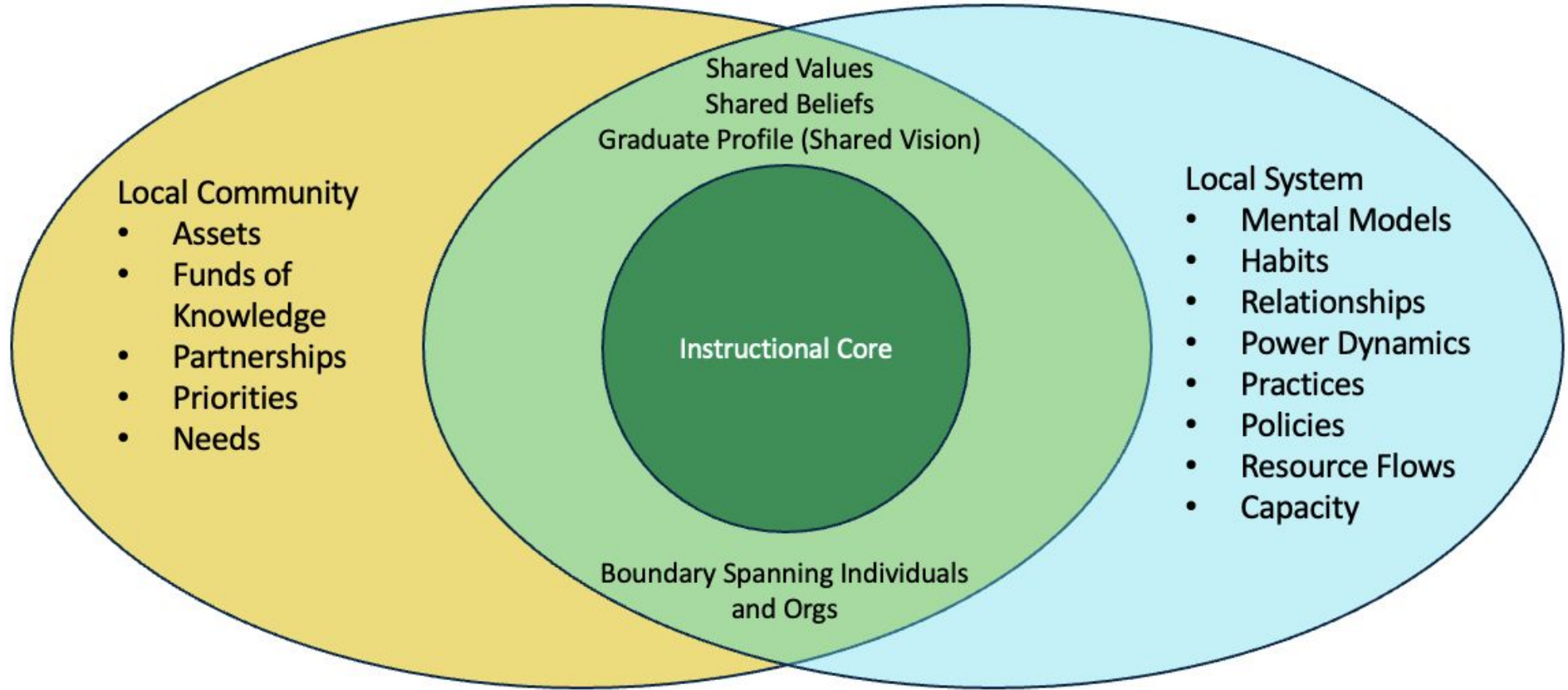
Six Conditions of Systems Change



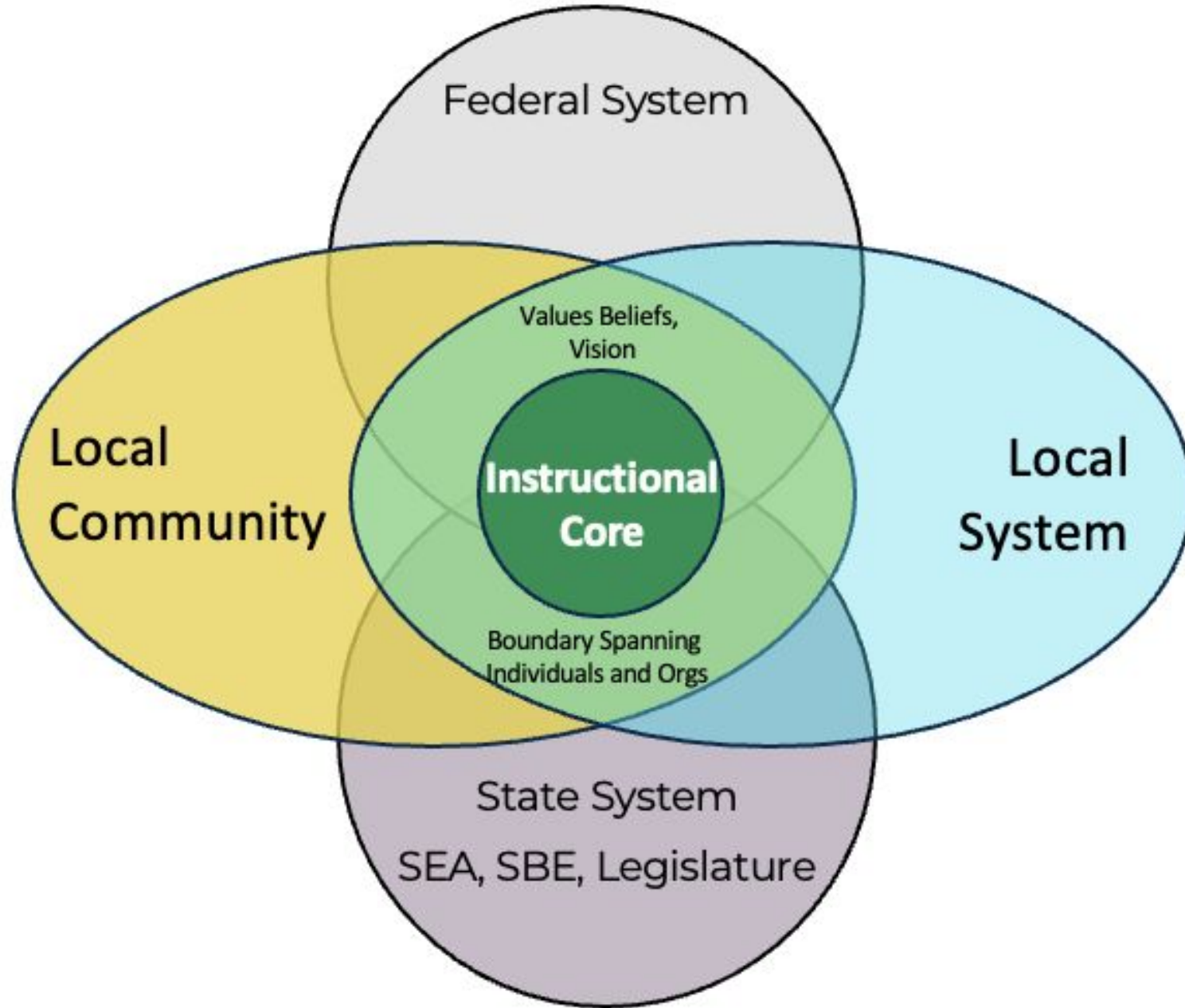
Designing with the habits at the center changes how we work and also what we build... which leads to **more equitable and effective implementation**

Use Inclusive Design to practice using the habits to change relationships, power dynamics and mental models in service of an equitable learner-centered instructional core **while we redesign structures**

SYMMETRY OF SYSTEMS



SYMMETRY OF SYSTEMS



Wyoming

Legislature → Graduation Standards

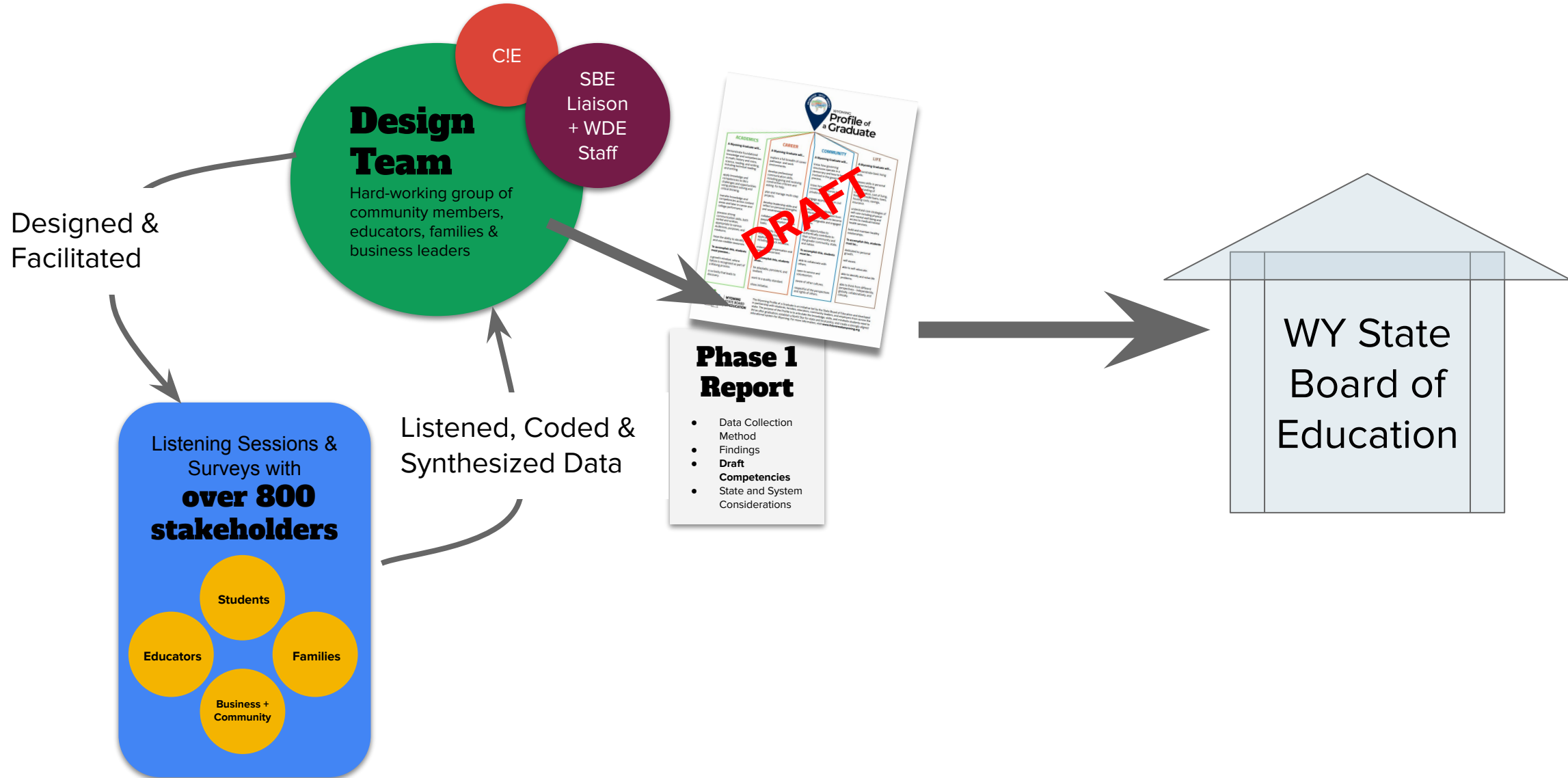
WBE immediately saw this as a complex request

- Board is diverse in experience, expertise and background
- Standards tied directly to funding
- Comp sci standards adoption was recent and difficult
- Some local leadership and policy permission re: CBE
- Wyoming put the LOCAL in local control

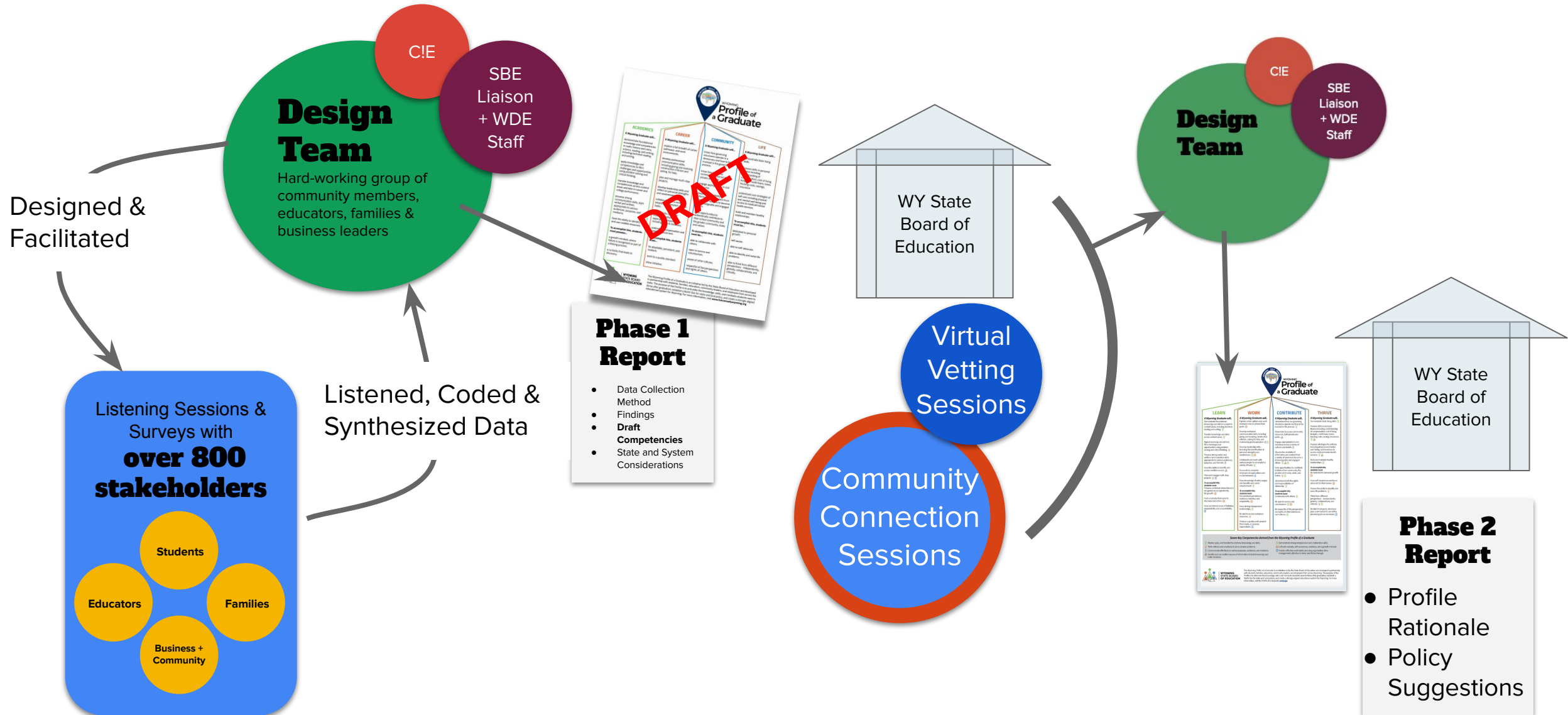
WBE assumed there were things they did not know about:

- **Competencies**
- **Bright spots**
- **Barriers**

How was the Wyoming Profile created?



How was the Wyoming Profile created?



LOCAL COMMUNITY CONNECTION SESSIONS: **CARE WITH HABITS**

Session Agenda

1. Icebreaker: Who's in the room? What skills are you bringing?
2. The WHAT, HOW, and WHY of the Wyoming Profile of a Graduate

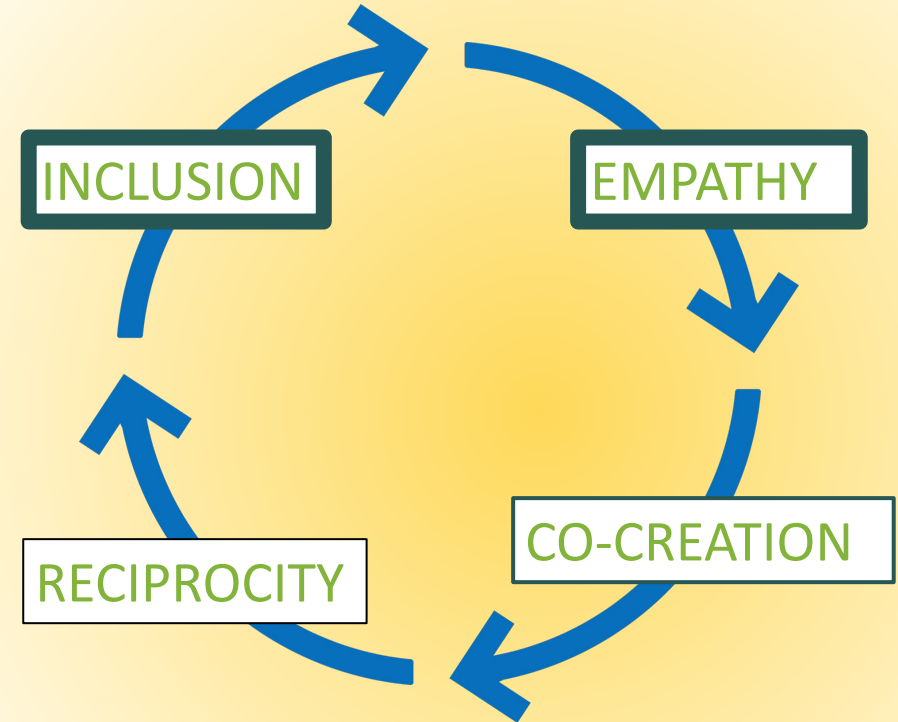
3. Activity: Refining the draft Profile of a Graduate

~ break ~

4. Activity: Mapping powerful learning experiences to the draft Profile

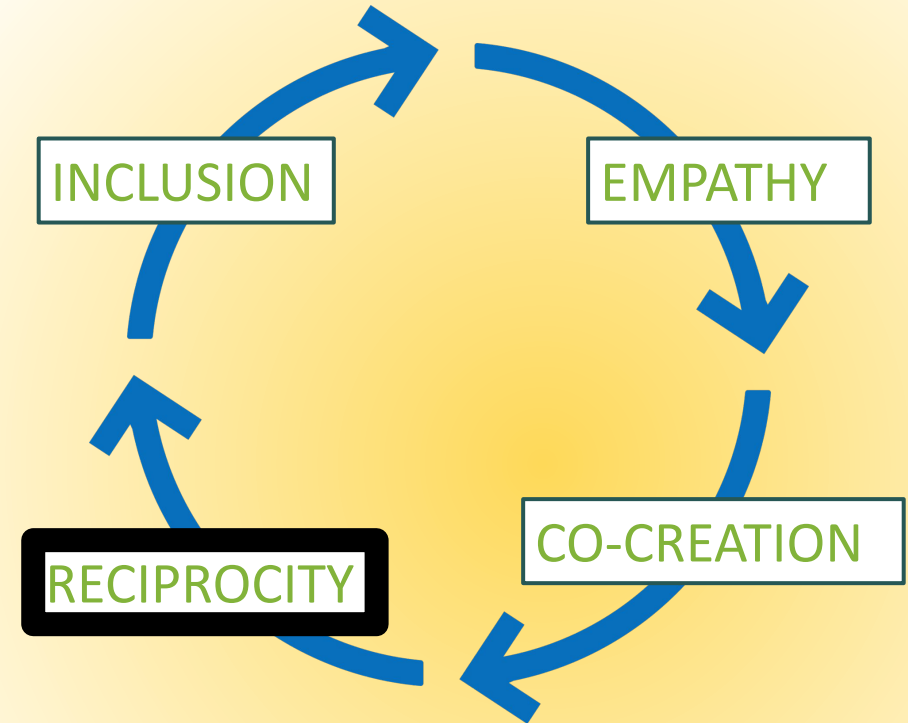
5. Discussion: Access, barriers, and policy opportunities for powerful learning

6. Reflection and Next Steps



LOCAL INSIGHTS IMPACTING IMPLEMENTATION: **HABITS ONGOING**

- WBE led standards revision
 - Included back and forth with the field!!
- WBE, WDE and Gov's Office Sponsored CBL Pilot
 - Growing membership
 - Continues to feed WDE and WSB policy issues
- WDE and WBE continue to be responsive
- CGSA in 2 years on their radar



Part 2: Moderated Panel



Submit Your Questions!

Join by Web

PollEv.com/cassessment154

Join by Text

Send **cassessment154** and your message to **22333**

Join by QR code
Scan with your camera app





Session 5

Reaching Constituents to Understand and Mitigate Consequences

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AC Marriott Hotel