Multi-State Community of Practice (CoP): Refining School Accountability Systems in the Wake of COVID-19

CoP Activities and Outputs

Ongoing individual conversations with CoP members to understand their needs related to accountability measures and system refinements

Ask an Expert activities to provide quick guidance on CoP members' questions and needs that emerge from ongoing conversations. Ask an Expert activities include:

- · Identifying Low-Performing Schools in PA
- Assessing Student Growth and School Improvement Over Multiple Years with Missing Data in NJ
- Informing school inspection teams in MD

Applied research studies and tools that build greater evidence on how accountability system refinements affect schools identified for support and the reliability and validity of measures and allow education agencies to apply these refinements, such as:

- Validating a Bayesian Approach to Stabilizing Accountability Data in PA
- Validating a Bayesian Approach to Stabilizing Accountability Data in NJ
- Online Tool for Stabilizing Subgroup School Performance Measures

TCTS coaching projects that equip CoP members to examine how accountability system refinements that they consider might affect the reliability and validity of measures.

- Technical support for stabilizing school performance measures for NJDOE
- Technical support for school-level ELP measures for NJDOE
- Support revisions to DC PCSB"s accountability framework

CoP convenings to share activity findings and provide a venue for CoP members to learn from one another's experiences

Dissemination activities that more broadly share reflections and lessons learned through various CoP activities, such as:

- A blog post and infographic on measuring student growth
- · Conference presentations with partners

Short-term Outcomes (following activities)

Stakeholder Feedback Survey (SFS) results for CoP members show:

 Better understanding of the existing research and evidence-based resources available on accountability system refinements

SFS results for CoP members show:

- Better understanding of how the study findings can inform potential improvements related to school accountability determinations
- CoP members feel equipped to share information from the study.

SFS results for CoP members show:

- Improved capacity to implement the next steps towards their work on accountability system refinements
- Greater capacity to use methods learned to conduct their own research

SFS results for CoP members show:

- New and strengthened connections with other stakeholders working on accountability system refinements
- Better understanding of practices and policies in place elsewhere

Dissemination products will be distributed to and viewed by agency staff and other key stakeholders

Medium-term Outcomes

Due to the activities and outputs of the CoP, participating agencies have developed and are using more *valid* and reliable measures in their accountability and performance measurement systems that separately address:

- (1) How students are doing, such as academic proficiency, social emotional learning, and graduation rates;
- (2) School contributions to student outcomes, such as value-added or schoolwide aggregate measures; and
- (3) What happens inside schools, such as measures of school climate or teacher quality.

Agencies will more successfully identify low-performing schools in need of intervention and more successfully identify specific needs across all schools.

Agencies will successfully communicate to stakeholders about the validity and reliability of the refined measures and accountability system to build support and deepen understanding.

Long-term Outcomes

Agencies will **provide interventions** to low-performing schools that are well-suited to their identified needs; schools will better serve subgroups that are most in need of support; and schools will use better information to inform continuous improvement.

Student outcomes will improve as low-performing schools receive interventions to improve the measures on which they are low-performing; as subgroups receive targeted support for their needs; and as schools refine their continuous improvement processes.

NJDOE = New Jersey Department of Education, ELP = English language proficiency, DC PCSB = District of Columbia Public Charter School Board

Contextual factors