

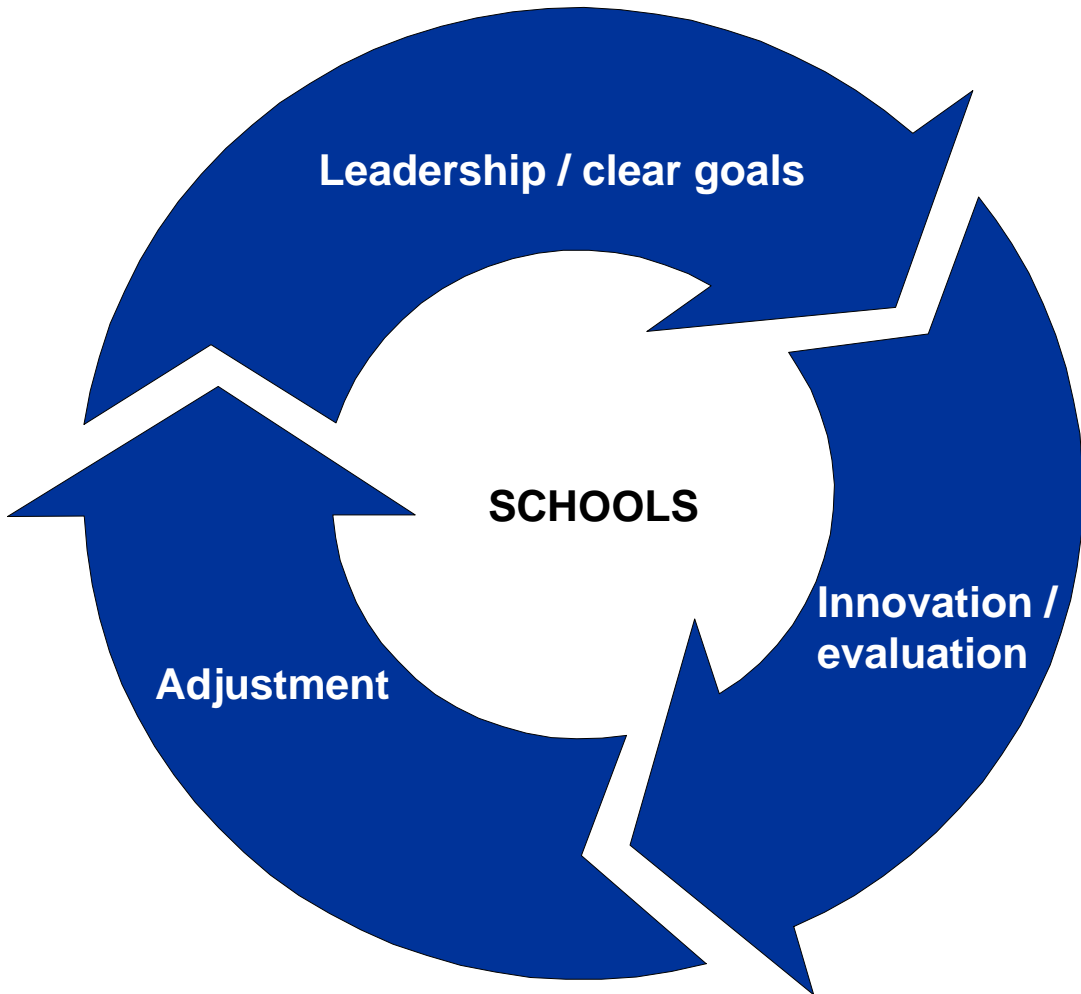


# Children First Accountability Overview



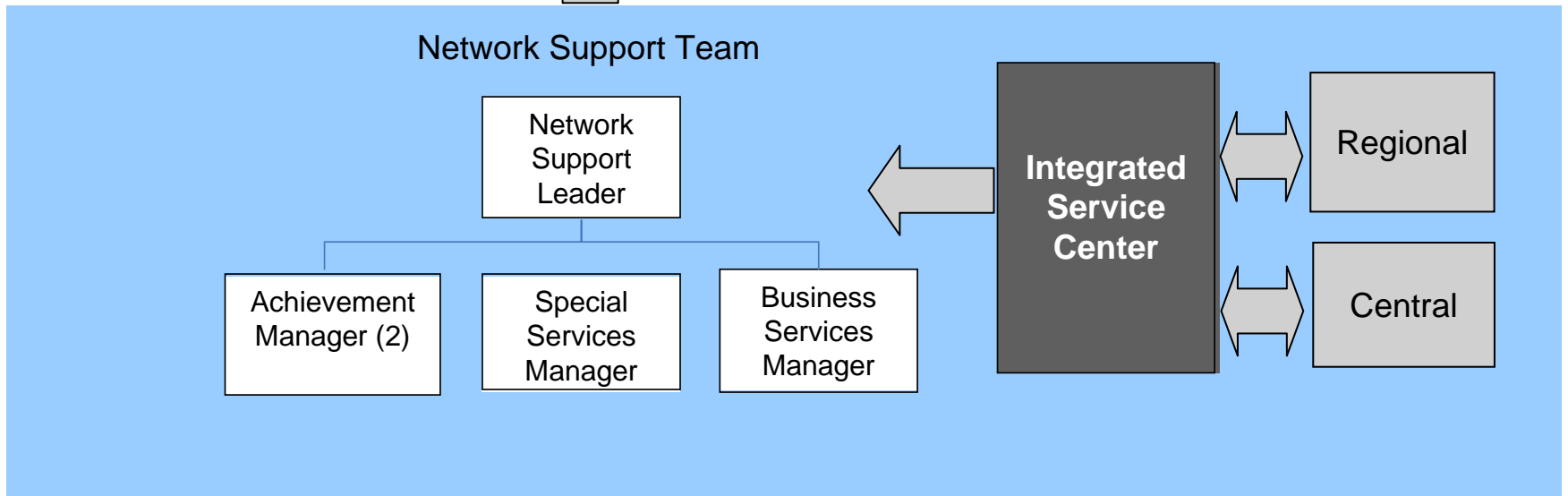
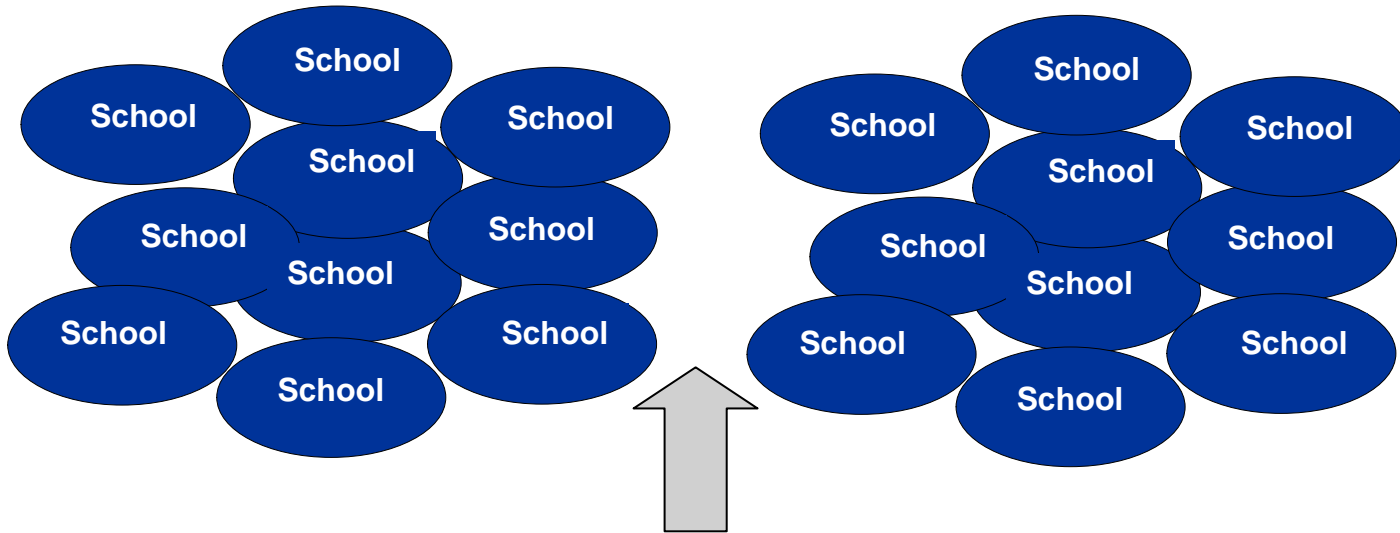
New York City Department of Education  
Office of Accountability  
Public Education Leadership Project  
June 20, 2007

**CHILDREN FIRST – LEADERSHIP, EMPOWERMENT & ACCOUNTABILITY  
CREATING A CYCLE OF CONTINUOUS IMPROVEMENT IN SCHOOLS**



# CHILDREN FIRST REFORMS --- 2007- FORWARD

## EMPOWERING SCHOOLS BY PUTTING THEM ON TOP OF THE PYRAMID



## Guiding Principle

“Accountability must be a reciprocal process. For every increment of performance I demand from you, I have an equal responsibility to provide you with the capacity to meet that expectation. Likewise, for every investment you make in my skill and knowledge, I have a reciprocal responsibility to demonstrate some new increment in performance. This is the principle of ‘reciprocity of accountability for capacity.’ It is the glue that, in the final analysis, will hold accountability systems together.”

*Richard Elmore, The Price of Accountability*

# ACCOUNTABILITY – EVALUATE, ENABLE, ENFORCE CONSEQUENCES

(*Citywide 2006-07 . . . Piloted 2006-07, Citywide 2007-08 . . . Starting in 2007-08*)

## Evaluate

- *Progress Reports* – all schools graded A, B, C, D, or F based on student outcomes
- *Quality Reviews* – all schools scored “Well-Developed,” “Proficient,” or “Undeveloped” based on performance management criteria

## Enable

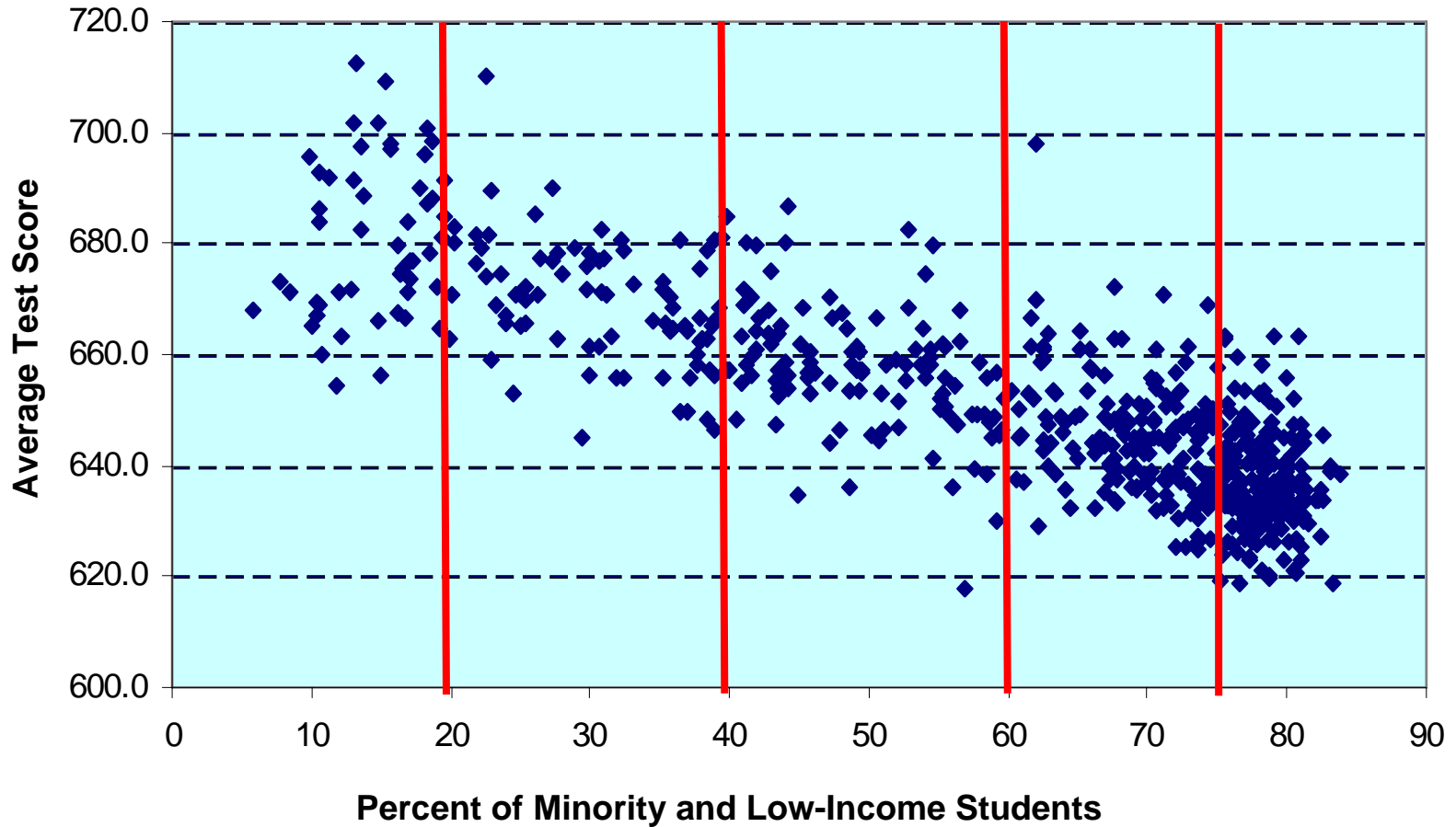
- *Periodic Assessments* – 4-5 times a year to diagnose needs and track progress
- *Children First Intensive* – hands-on data training delivered through Inquiry Teams of key instructional leaders in each school
- *Achievement Reporting and Innovation System (ARIS)* – fully integrated data and knowledge management

## Enforce Consequences

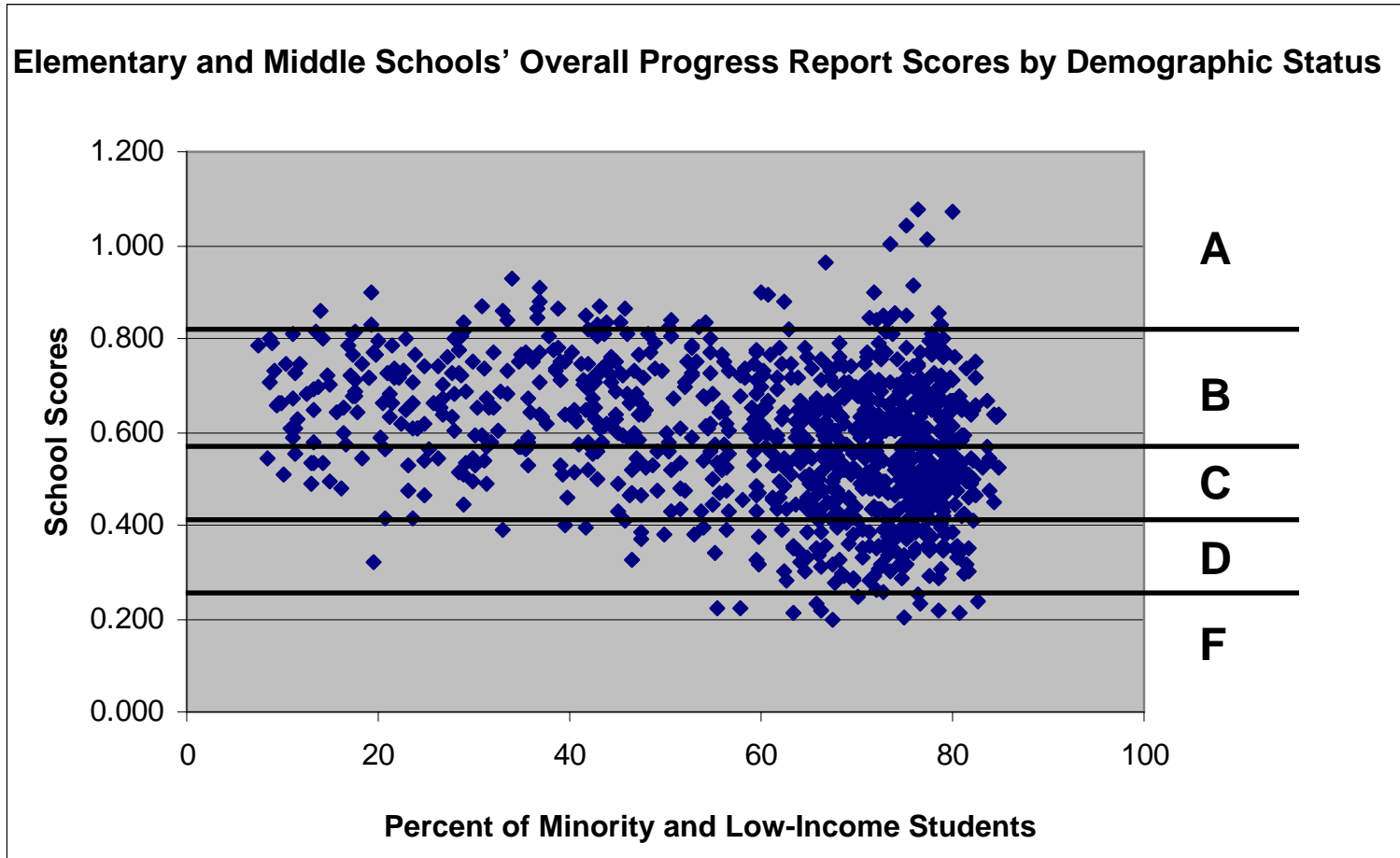
- *Rewards* – “A” schools with high Quality Scores receive money bonuses; “A” and “B” schools receive \$2000 extra per student transferring from “D” or “F” school
- *Consequences* – “D” and “F” schools face 4-year cycle of:
  - target-setting
    - **leadership change**
  - more target setting
    - **school closure**if Progress Report Grade and Quality Score do not improve

# From ... MEASURING WHAT KIDS BRING TO SCHOOLS

## Schools' Average Fifth Grade ELA Scores by Demographic Status



# To . . . MEASURING WHAT SCHOOLS CONTRIBUTE TO KIDS



# PROGRESS REPORT: CATEGORY WEIGHTS

Your School's Score:  
This Last  
Year Year

Your School Relative to:  
City Peer  
Horizon Horizon

## School Environment

Attendance

Parent survey

N/A

Student survey

N/A

Teacher survey

N/A

**School Environment: 15%**

## Student Performance

 Your school's Student

English Language Arts

Percent of Students at  
Proficiency (Level 3 or 4)

Median Student Proficiency (1-4.5)

Mathematics

Percent of Students at  
Proficiency (Level 3 or 4)

Median Student Proficiency (1-4.5)

**Student Performance: 30%**

## Student Progress

English Language Arts

Percent of Students Making at Least  
1 Year of Progress

Average Change in Student  
Proficiency

Average Change in Proficiency in  
School's Lowest 1/3 of Students

Mathematics

**Student Progress: 55%**

**= 100%**

## Closing the Achievement Gap

English Language Arts

English Language Learners

Special Education Students

Hispanic Students Who Are in  
Lowest Third Citywide

***Additional Credit: +***

# PROGRESS REPORTS: SCHOOL PEER GROUPS

- Each Elementary and Middle School has a **Peer Group** of the **20 schools immediately higher & the 20 schools immediately lower** than that school in a citywide listing of schools according to the following demographic weights:
  - ✓ Percent of Free & Reduced Lunch **(40%)**
  - ✓ Percentage of ELL **(10%)**
  - ✓ Percentage of SPED **(10%)**
  - ✓ Percentage of Black/Hispanic **(40%)**
- Each Middle School and High School has a Peer Group of the **20 schools immediately higher & the 20 schools immediately lower** than that school in a citywide listing of schools according to the average score of their entering students on the previous years ELA and Math tests

**One-third of the grade is based on how each school compares to *all other schools in the City.***

**Two-thirds of the grade depends on how each school compares to the *40 schools most like it.***

# QUALITY REVIEW

Every School receives one of these scores:

- Well-developed
  - Proficient
- Underdeveloped



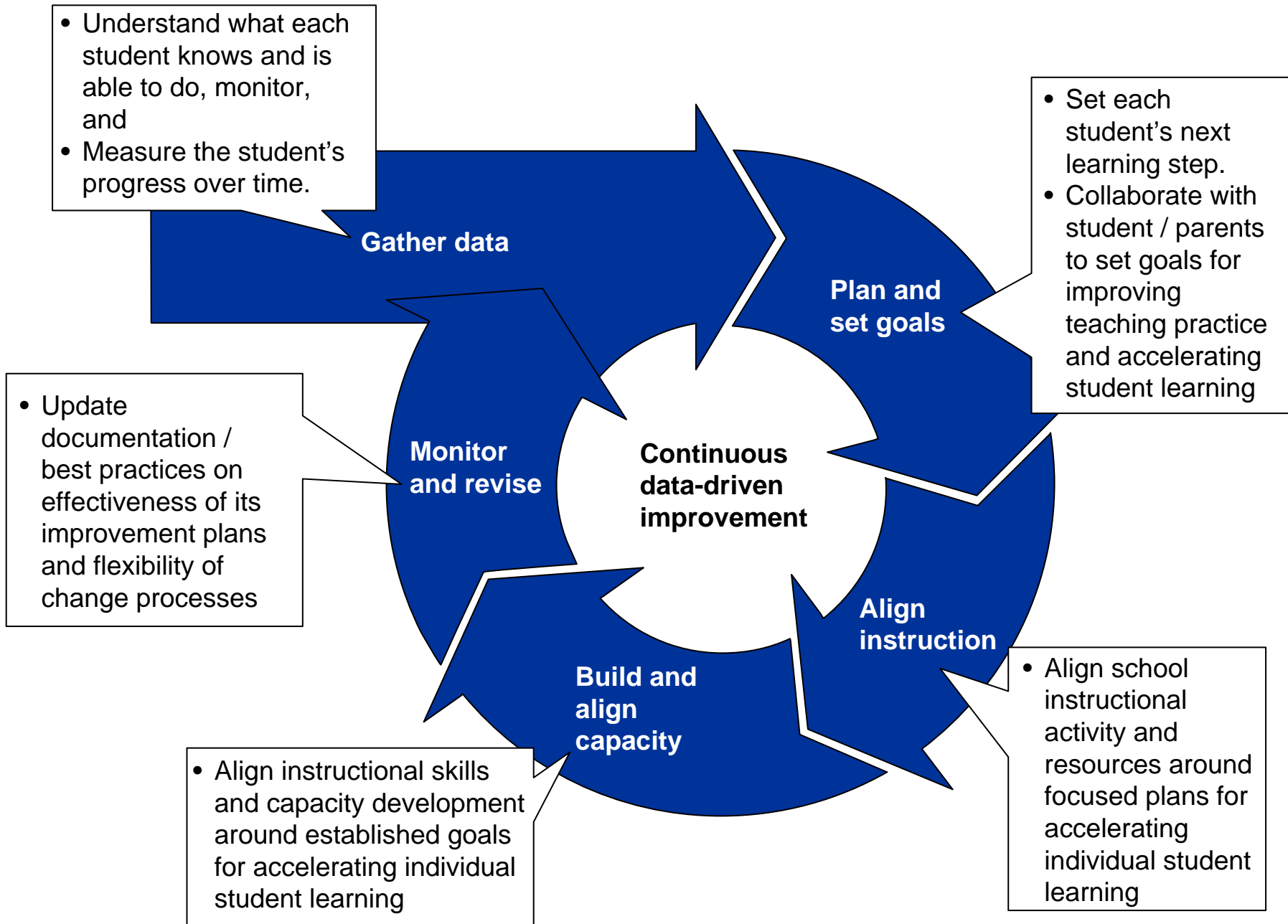
**An on-site review of how effectively schools use data to improve student achievement. The Quality Review:**

- Provides schools with feedback on what is working well and areas in need of improvement.
- Informs school goals & plans for aligning resources to meet student needs.

**A narrative report on every school is published.**

**Recognition and consequences are based on a combination of the school's Quality Review and Progress Report.**

# QUALITY REVIEW



# PROGRESS REPORT GRADES & QUALITY REVIEW SCORES

		Quality Review			
		Well-Developed	Proficient	Undeveloped	
Progress Report	A	Eligible to receive rewards		No rewards or consequences	
	B				
	C	No rewards or consequences, unless a school receives a C for 3 consecutive years, in which case it will be treated as a school who receives a D for one year.			
	D	These schools will be subject to structured academic planning and target setting signed off by the Office of Accountability. Additional consequences occur if a school continues in the D or F range for multiple years, especially if it does not reach its target or improve its QR rating.			
	F				Leadership change or closure

# PERIODIC ASSESSMENTS

Periodic Assessments are **no-stakes diagnostic tools** used by all City schools in progression of 1 predictive, then 2-3 instructionally targeted (including customized), then 1 final predictive assessment.

- Administered by **all grades** and schools **4-5 times a year**
- Enable schools to gather timely diagnostic information about students, to identify strengths and weaknesses, pinpoint instructional failure and track effectiveness of differentiated solutions
- Provide teachers, parents, and students with frequent and detailed feedback about student progress on critical Math and ELA skills
- Limited Design-Your-Own option

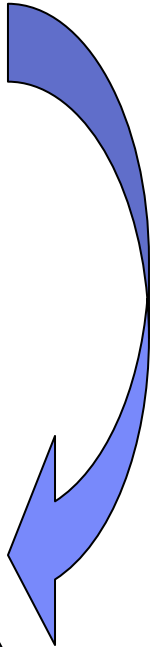
# Calendar of 3-8 Assessment Windows

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
		ELA Pred.	ELA ITA	NYS ELA	ELA ITA		ELA ITA		ELA Pred.
			Math ITA	Math Pred.	Math ITA	NYS Math	Math ITA		Math Pred.

Assessment options that may be given outside of these windows:

- Customized/Item Bank
- Computer Adaptive
- DY0

Reflecting on progress in the current year and planning over the summer for the next school year



# Computer Adaptive Assessment

## ■ What is it?

- A Web-based assessment in reading and math.
- Tracks individual student responses and adapts, making questions harder or easier to find a student's instructional level.
- Available in fall '07.

## ■ Purpose:

- To address the needs of students, including Special Education students, who are **two years or more below or above grade level**.
- To identify students' instructional reading and math levels, as well as content strands that are stronger or weaker.
- To enable more targeted use of other assessment tools.

# ***ENABLE – CHILDREN FIRST INTENSIVE***

- Collaboration Between Office Of Accountability, Leadership Academy, School Support Organizations
- Help Schools --
  - Meet performance targets
  - Learn about using data to improve student outcomes
  - Incorporate these expectations and data into the work they are already doing
  - Make the most of the Quality Review as an opportunity for growth
  - Use their autonomy most effectively
- Develop school-based expertise in looking at data and using the information to improve student outcomes through a flexible, multi-session program of investigation, support, and reflective evaluation
- Analyze achievement data and student work and undertake a project of in-depth inquiry into the strengths and weaknesses of a targeted group of students who are struggling and how the school community can most effectively improve their academic performance
- 14 sessions over 12 months led by 20 Network Teams (achievement coordinators chosen by School Support Organizations and delivered through school-based Inquiry Team of APs, teachers, and other staff with strong leadership capacity. Inquiry Team turnkeys to the rest of the school the following year

# Building Capacity Through Embedded Support: The Inquiry Team Approach

An Inquiry Team is a school-based achievement team that **integrates the components of the Accountability Initiative into the life of the school.**

SAFs and other CFI facilitators support Inquiry Teams.

Teams collect and analyze student-level data.

They develop collaborative instructional approaches with a target population of struggling students

Teams develop and support ongoing grade-level and department team meetings to share the work.

Teams disseminate action research findings and make links to Accountability Initiative.

# Achievement Reporting and Innovation System (ARIS) – Reporting & Data Analysis Overview

- **In addition to accessing data online, ARIS will provide three levels of data analysis options:**
- **Standard Reports:** information for the majority of users, with capacity to drill down to individual student level.
- **Customized Reports:** option to specify more granular criteria according to students' needs.
- **Data Analysis Tool:** to query data from the data warehouse, for longitudinal and comparative analysis.
  - For example, users can view trends in student performance based on multiple criteria such as ethnicity, gender, and/or age.



# ARIS Knowledge Management

## Sample Search Result

- See the description of the document.
- See the person who uploaded the piece of content and file.
- Download files.
- Leave a comment for the person who posted the content.

The screenshot displays a search result for a document. At the top left is a placeholder for a profile picture. To its right, the user's name and role are shown as 'SoNo - 23' with a star icon and a 'See Profile' link. Further right, statistics indicate that 87% of users found the document useful, with a 300 rating, 11 comments, and 372 views. A link to 'Read all of this author's SoNos' and a list of people who liked the document are also present. Below this is the document's title, 'Ut enim ad minima veniam, quis nostrum exercitationem ullam corporis suscipit laboriosam, nisi ut aliquid', and its upload date, 'Added 6 hours ago'. A link to 'Contribute Content like this' is provided.

The main content area is divided into two sections: 'So What?' and 'Now What?'. Both sections contain placeholder text. Below these sections are two columns: 'Related Files' and 'Related Tags'. The 'Related Files' column lists 'Background Notes', 'Lesson Plan', and 'Practice exercises'. The 'Related Tags' column lists 'apple', 'assessment', 'children', 'cohort', 'middle', 'middle school', 'algebra', 'math', 'variables', '6th grade', 'activities', and 'SoNo'. To the right of the main content is a 'Comments' section with three placeholder comments, each starting with 'Username - Role' and 'Sed ut perspiciatis, unde omnis iste natus error sit voluptatem accusantium doloremque laudantium, totam rem aperiam eaque ipsa, quae ab illo inventore veritatis et quasi architecto beatae vitae dicta sunt, explicabo. Nemo enim ipsam voluptatem. Posted 4 hours ago'. At the bottom right is a 'New Comment' section with a text input area and 'Preview' and 'Post' buttons.

You will also be able to upload your own “knowledge objects.”