

Accountability and Data Needs

RSA 193-H addresses “School Performance and Accountability,” including the purpose of an accountability model that will, “enable all students to progress toward college and career readiness with clearly defined learning outcomes.” Further, the chapter sets a target that “all pupils are performing at the proficient level or above on the statewide assessment” and references graduation rates as a key criterion for performance at the high school level. In the current system, the legislature sets the target outcome measures and levels of acceptable performance. The Department of Education is charged with setting standards necessary to achieve these outcomes and monitoring progress toward the targets. Current language makes schools the unit of analysis for measuring performance.

The student outcome measures identified in this report are consistent with those contained in RSA 193-H. The ECM model uses three outcomes measures to establish the target for student performance at the statewide average. The district outcome measures applied in the ECM model include attendance rates, graduation rates, and standardized achievement test scores. The Commission heard various testimony, primarily through public comment, that suggested additional outcome measures to get a more robust assessment of student outcomes. Consistent with the career and college readiness focus of RSA 193-H, these might include:

1. Post-secondary applications, admissions, matriculation, and completion (in two-year, four-year, and technical training programs)
2. Post-secondary employment and earnings (e.g., up to five years post-high school graduation)

If these or other accountability measures were adopted, the ECM would need to be adjusted to include these criteria as part of the opportunity for all students to achieve at the level of average statewide performance outcomes. The Commission recommends that the Department work with the legislature to identify additional district-level criteria that align with the state's goal of creating students who are career and college ready.

The Commission also heard testimony on the need for other measures of district performance, many of which were consistent with current language in RSA 193-H. A comprehensive system of measuring performance and maintaining accountability that is consistent with the outcomes-based school funding formula we propose could include:

1. Annual teacher and administrative staff turnover rates
2. CTE participation rates
3. Access to community or school-based early childhood education programs
4. Progress toward competency-based student experiences that emphasize work-study practices and community-based learning (such as extended learning opportunities)
5. Implementation of structural reforms to achieve greater efficiency and effectiveness related to school or district size, technology-mediated instruction, cross-district collaboration, early post-secondary matriculation, etc.

Data Capacity and Collection

Notes from Jay--

Maybe AIR can be of help on this topic. I've kept some notes of items from adequacy discussions. There are data collections issues regarding what costs are included in opportunity for adequacy and new variables for more targeted analysis. Ideas cited include:

a review of what goes into DOE 25 reports;

a "distance between schools" variable to evaluate small by choice;

a miles traveled for transportation routes variable,

cost weighted special education services categories;

income average by town, which may be less achievable.