

ESSA Accountability System

PREPARED FOR THE STATE BOARD OF EDUCATION

NOVEMBER 9, 2016



What are some of the changes in the shift to the Every Student Succeeds Act?

No Child Left Behind Act

100% Proficiency Standard

School Failure Letters Home

“Highly Qualified” Requirement

SES Set-Asides and School Choice

Required School Turnaround Models

Cascading Sanctions

Every Student Succeeds Act

Emphasis on Growth and Gaps

Schools Identified for Support

Effective Educators

Local Control on Spending

LEA and SEA Improvement Models

LEA School Supports



Accountability

PHASE 1

Academic Indicators

School Quality or Student Success

Elementary	Proficiency	Growth	English Learner Progress
Middle School	Proficiency	Growth	English Learner Progress
High School	Proficiency	Graduation Rate	English Learner Progress

Chronic Absenteeism
Chronic Absenteeism
Chronic Absenteeism
9th Graders on Track
Advanced Course-Taking (dual credit)



Accountability

PHASE 2

Academic Indicators

School Quality or Student Success

Elementary

Proficiency

Growth

English Learner
Progress

Chronic Absenteeism

Middle
School

Proficiency

Growth

English Learner
Progress

Chronic Absenteeism

High
School

Proficiency

Graduation Rate

English Learner
Progress

Chronic Absenteeism

9th Graders on Track

Advanced Course-Taking
+ Industry Certification

Additional measures will be considered for Phase 2:
disproportionate discipline, teacher assignment and equity,
and a school climate and engagement survey



Indicators: weighting priority by category and grade band

	Proficiency	Growth	Graduation	EL Progress	SQSS
Elementary	Medium	High		Med-Low	Low
Middle	Medium	High		Low	Low
High	Med-High		High	Low	Low



Identification for Comprehensive Support

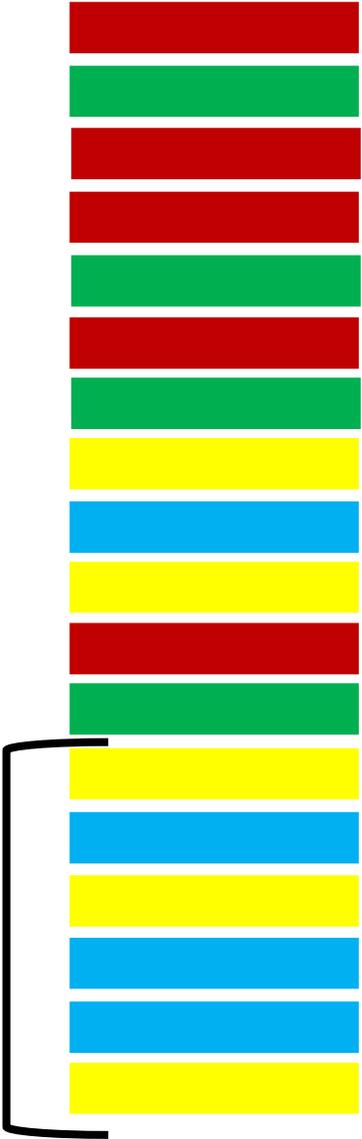
Schools will be identified for Comprehensive Support based on the *All* students group in combination with targeted subgroups. (lowest 5 percent)

This approach emphasizes the importance of targeted subgroups' performance.

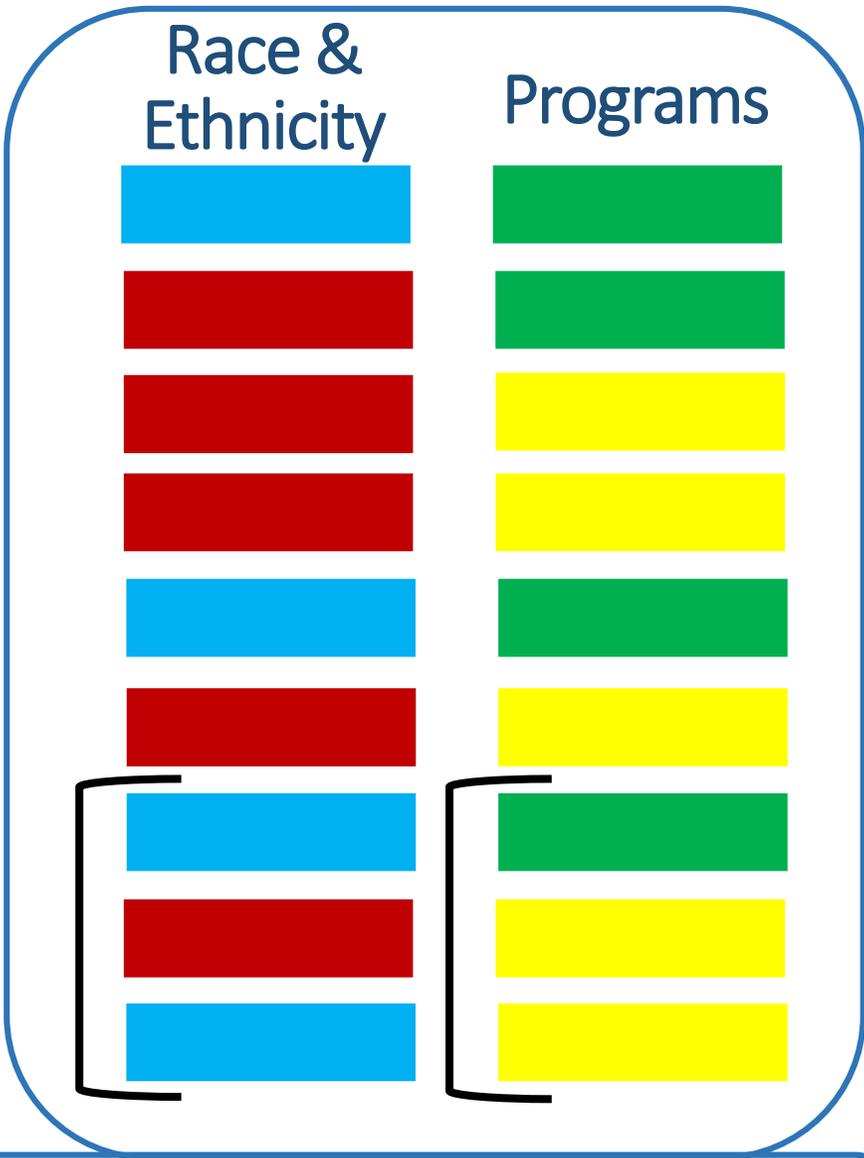
The Achievement and Accountability Workgroup shall review data and consider different methods for the calculation (weights and proportions) in order to balance the importance of historically underserved populations but not skewing outcomes for schools with large populations of those students.



Targeted Support



Bottom 10% of Targeted Subgroups (combined and stacked)

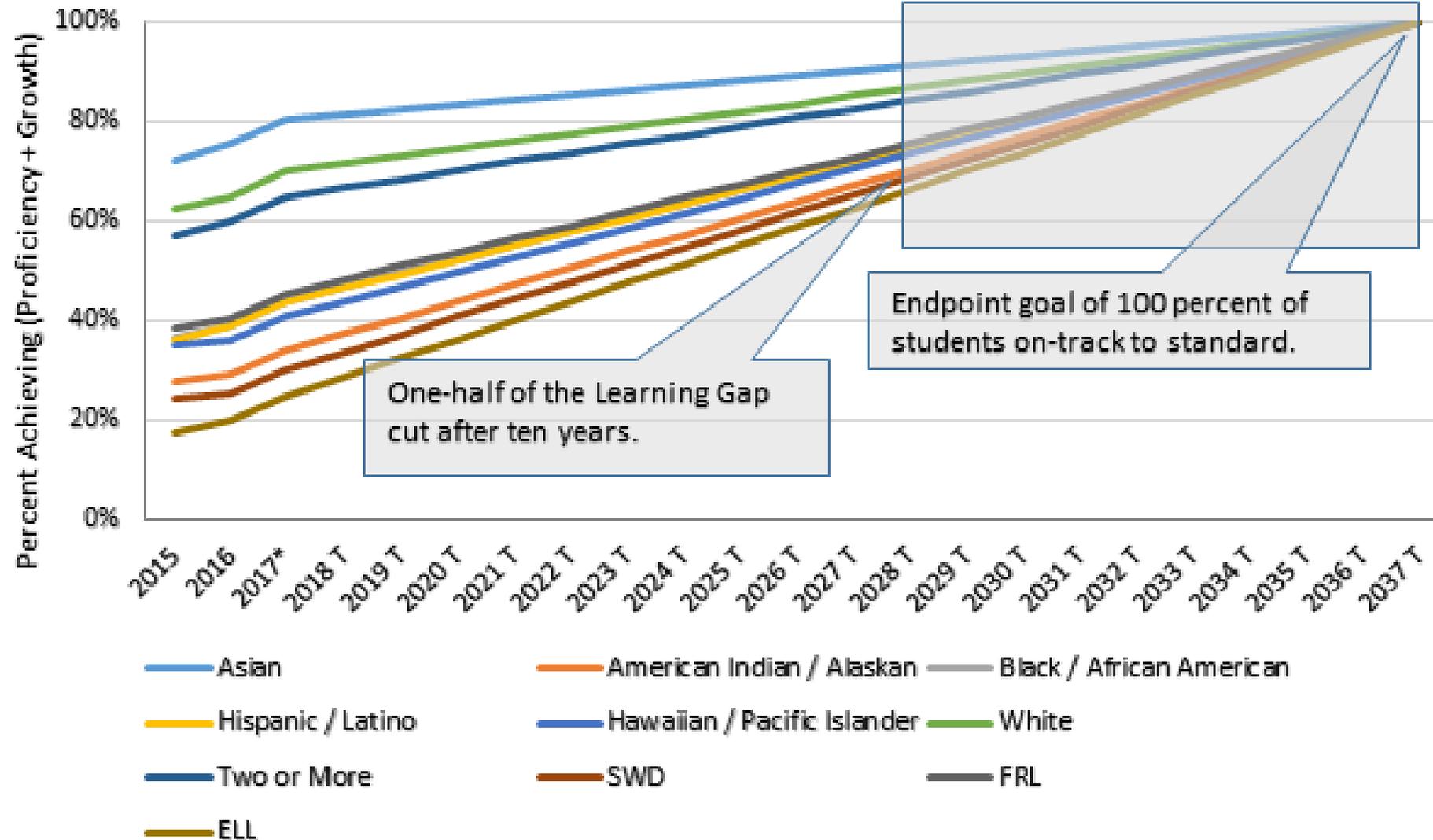


Identified Consistently Underperforming Race/Ethnicity Subgroups *and* Programs

Annual Improvement Targets - ELA

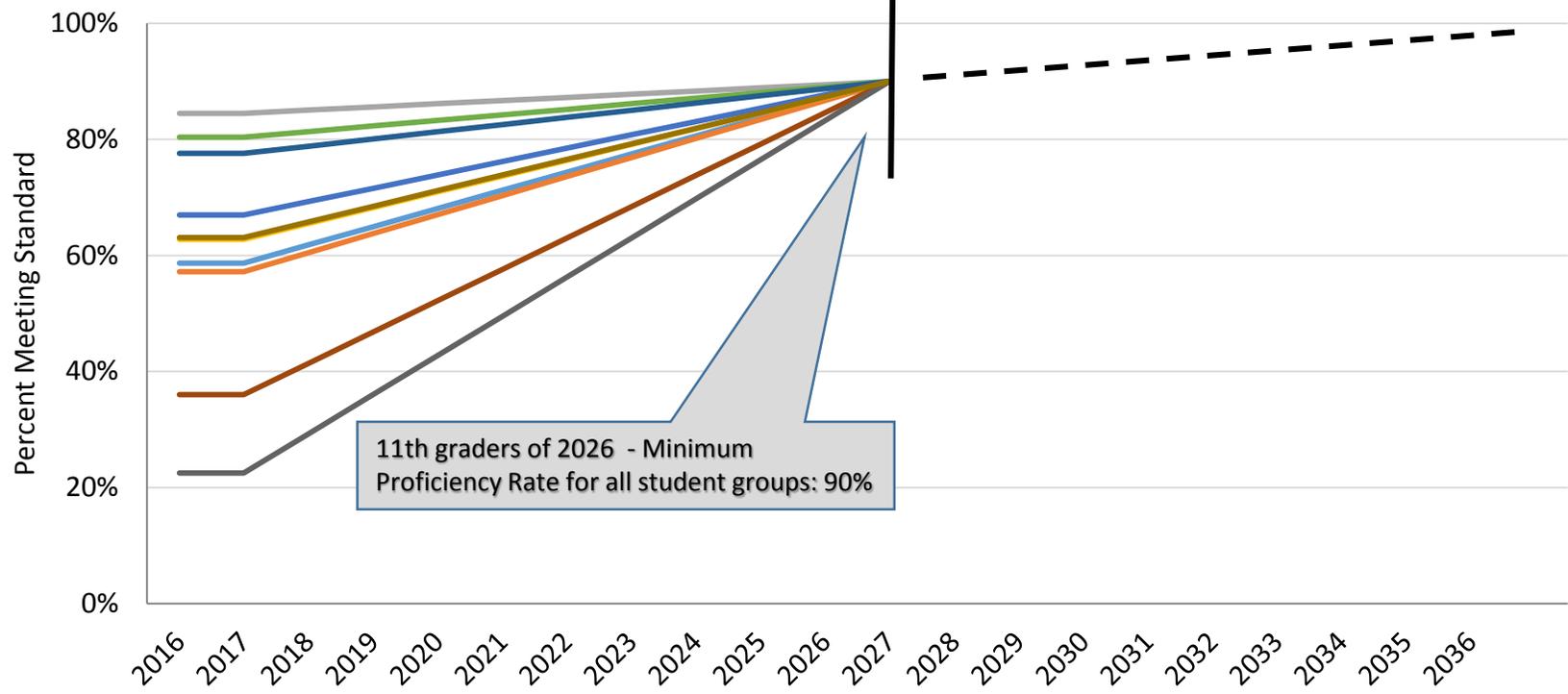
% of Students On-Track to Standard

(Students at Standard + Students Making Adequate Growth)



Long-Term Goals for High School

Example: ELA

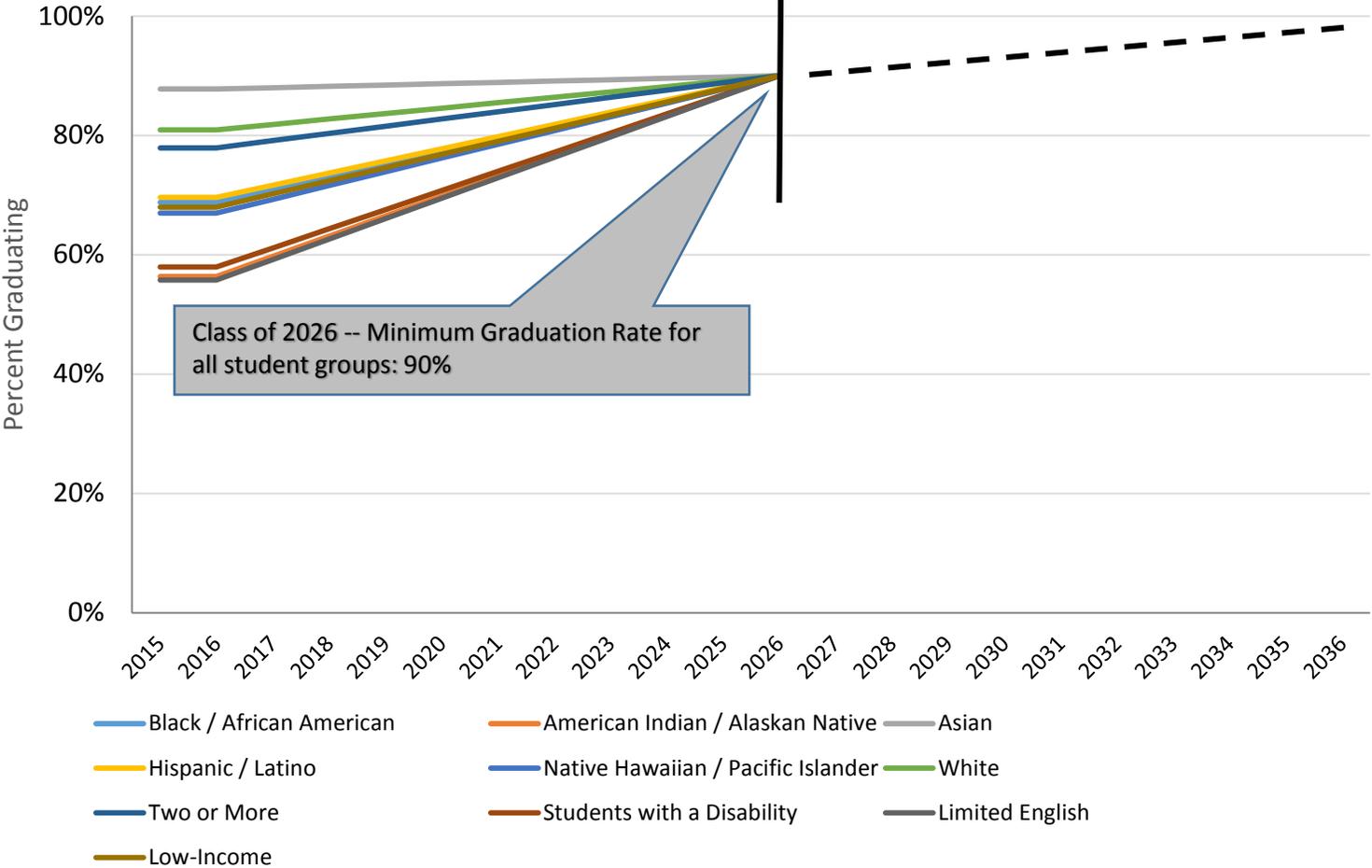


11th graders of 2026 - Minimum Proficiency Rate for all student groups: 90%

- Black / African American
- American Indian / Alaskan Native
- Asian
- Hispanic / Latino
- Native Hawaiian / Pacific Islander
- White
- Two or More
- Students with a Disability
- Limited English
- Low-Income

Long-Term Goals for High School

On-Time Graduation Rate



Projected Timeline

	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
A CURRENTLY Identified	data	data	data	Get data, Index calcs, ID & notify	Support	Support	Support						
B <i>Yr 2 of Current ID</i>		data	SB data, grad	SB data, grad	Get data, Index calcs, check for exits								
C <i>Yr 3 of Current ID</i>			data	SB data	SB data	Get data, Index calcs, check for exits							
D <i>Preview of new</i>			<i>May only use 2 years for preview</i>	SB, grad absence, 9th grade, dual credit	SB, grad absence, 9th grade, dual credit	Preview							
E PHASE I (first ESSA identification)				SB, grad, absence, 9th grade, dual credit	SB, grad, absence, 9th grade, dual credit	SB, grad, absence, 9th grade, dual credit, EL progress	Get data, Index calcs, ID & notify	Support	Support	Support			
F PHASE II							Add Phase 2 indicators?	Add Phase 2 indicators?	Add Phase 2 indicators?	Get data, Index calcs, ID & notify	Support	Support	Support



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