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	Every Student Succeeds Act
100% Proficiency Standard	Emphasis on Growth and Gaps
School Failure Letters Home	Schools Identified for Support
“Highly Qualified” Requirement	Effective Educators
SES Set-Asides and School Choice	Local Control on Spending
Required School Turnaround Models	LEA and SEA Improvement Models
Cascading Sanctions	LEA School Supports

Accountability

PHASE 1

Academic Indicators

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

School Quality or Student Success

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

Accountability

PHASE 2

Academic Indicators

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

School Quality or Student Success

- Chronic Absenteeism (Elementary)
- Chronic Absenteeism (Middle School)
- Chronic Absenteeism (High School)
- 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

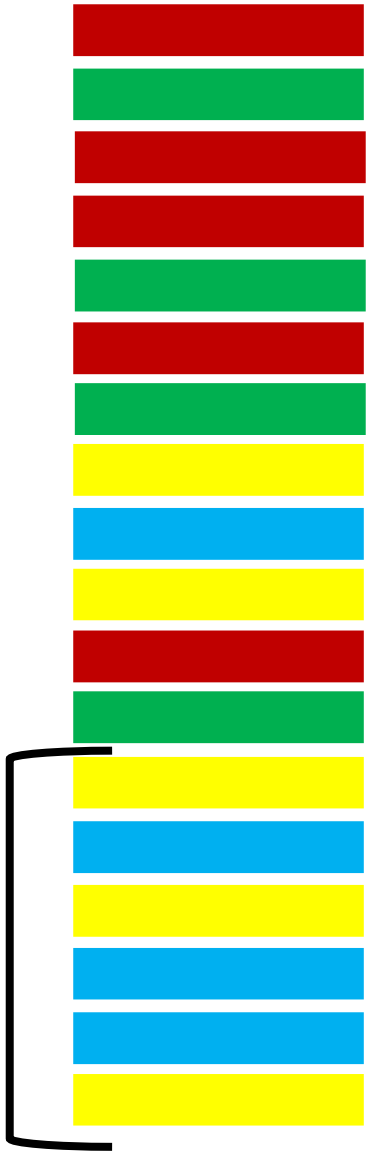
Identification for Comprehensive Support

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

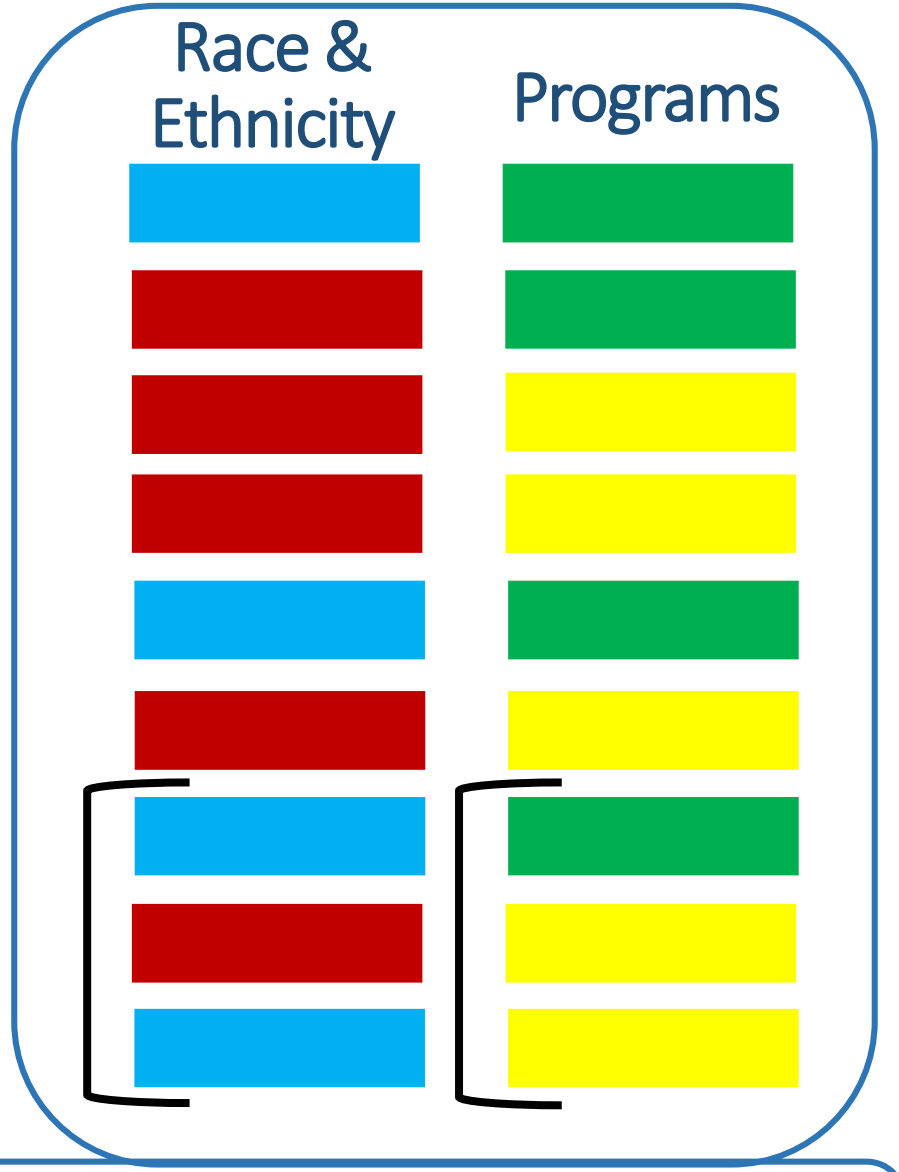
This approach emphasizes the importance of targeted subgroups' performance.

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.

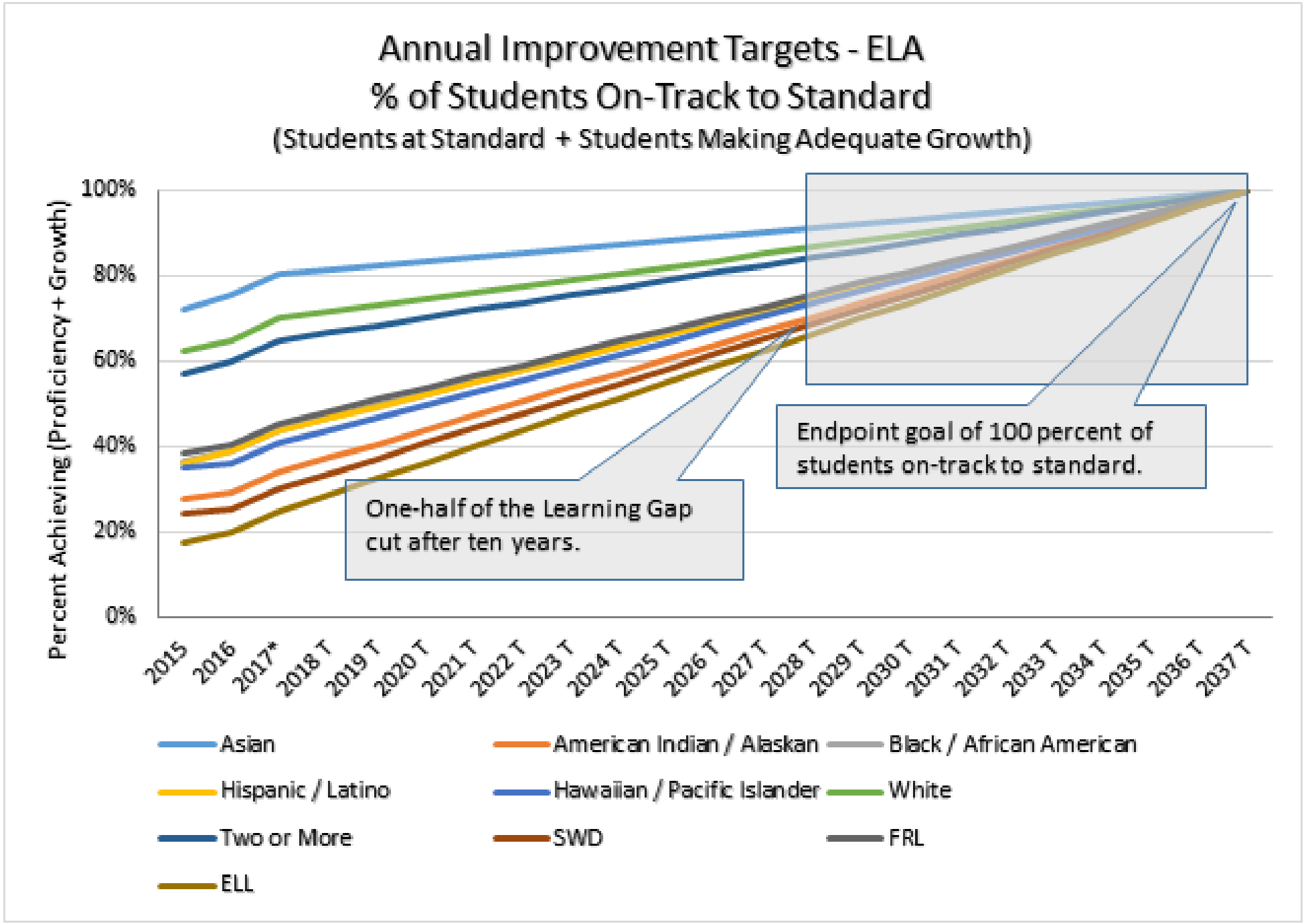
Targeted Support

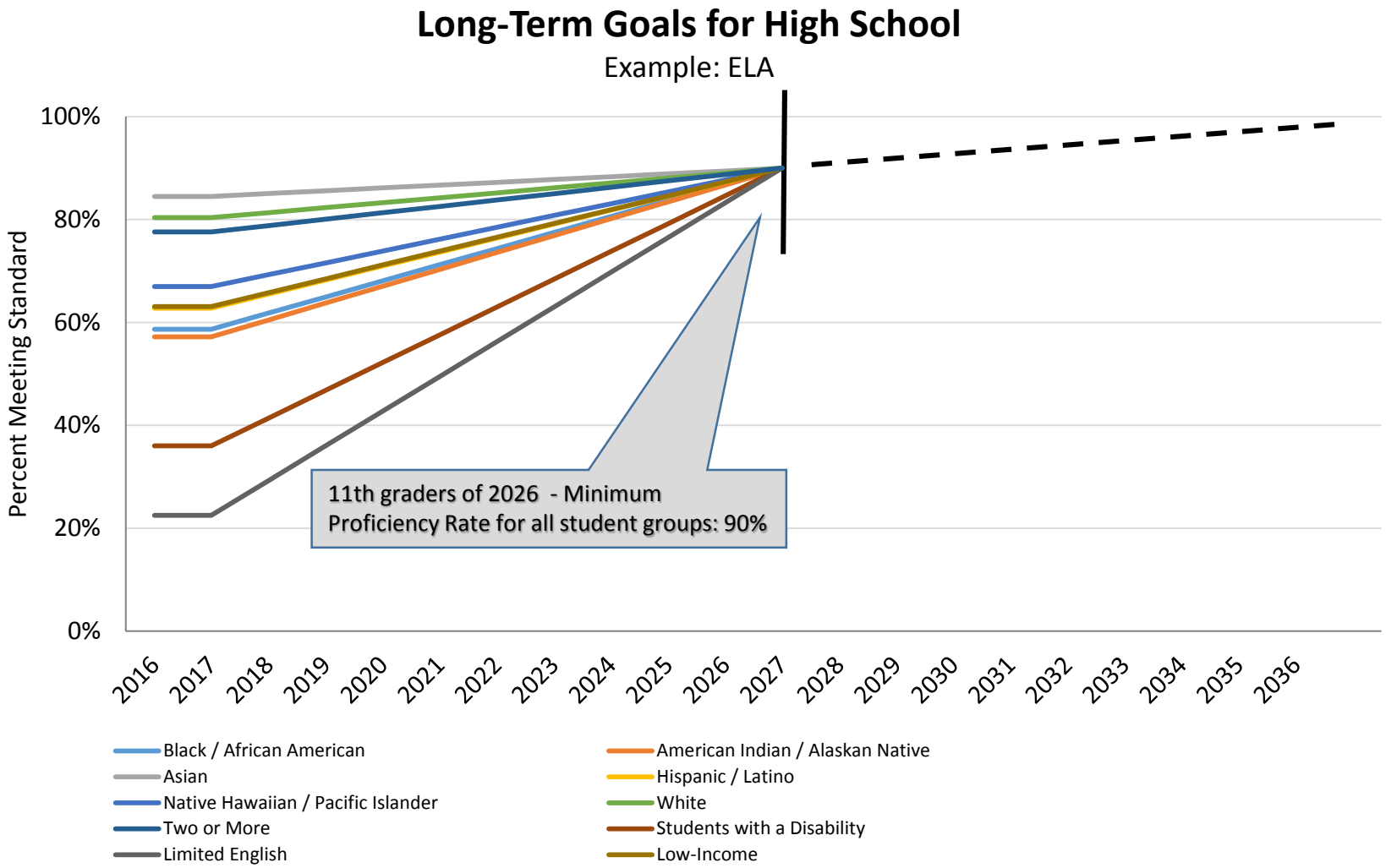


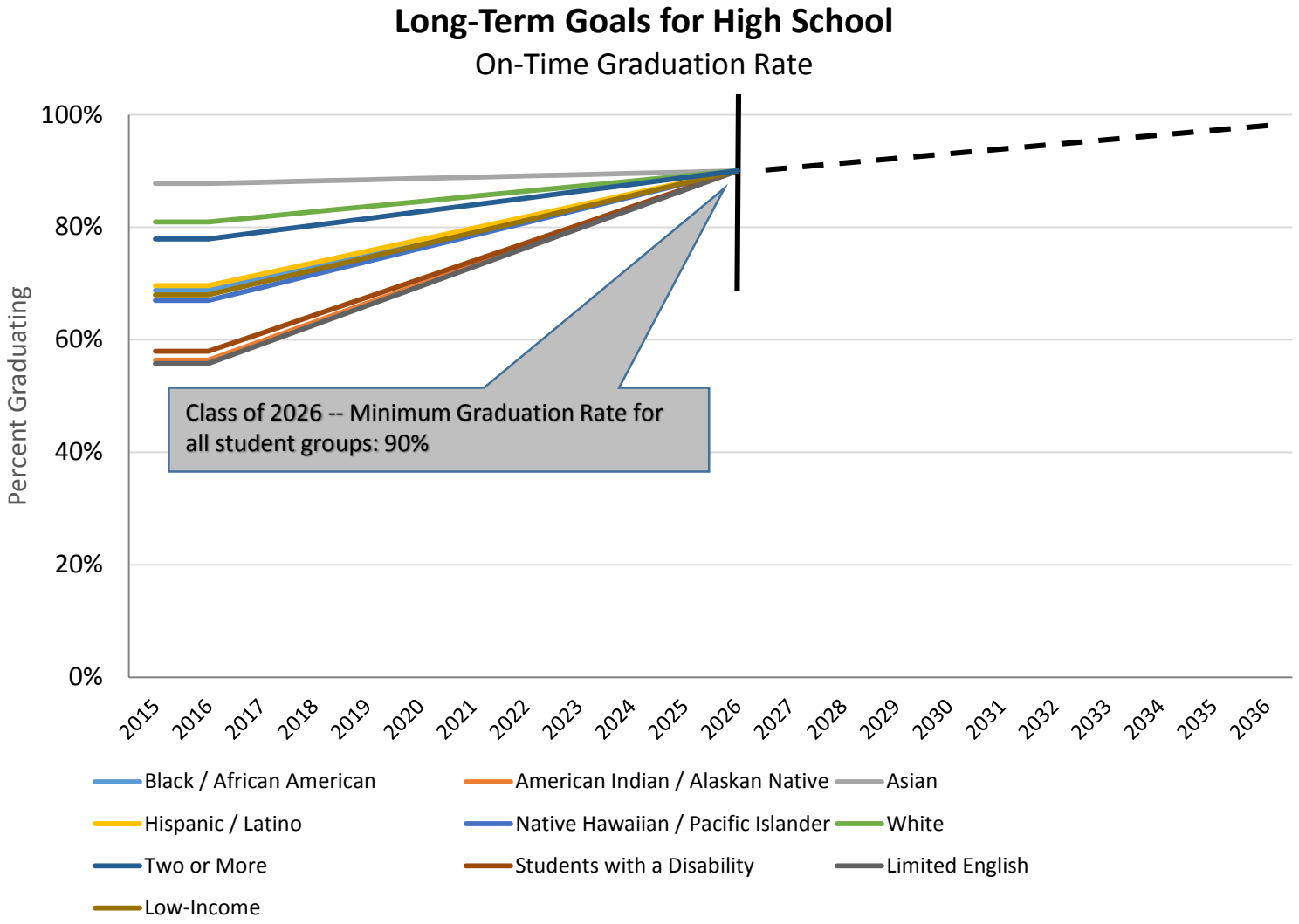
Bottom 10% of Targeted Subgroups (combined and stacked)



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)
Percent Achieving (Proficiency + Growth)
100%
80%
60%
40%
20%
0%
2015
2016
2017*
2018 T
2019 T
2020 T
2021 T
2022 T
2023 T
2024 T
2025 T
2026 T
2027 T
2028 T
2029 T
2030 T
2031 T
2032 T
2033 T
2034 T
2035 T
2036 T
2037 T
One-half of the Learning Gap cut after ten years.
Endpoint goal of 100 percent of students on-track to standard.
Asian
American Indian / Alaskan
Black / African American
Hispanic / Latino
Hawaiian / Pacific Islander
White
Two or More
SWD
FRL
ELL


Long-Term Goals for High School
Example: ELA
Percent Meeting Standard
100%
80%
60%
40%
20%
0%
2016
2017
2018
2019
2020
2021
2022
2023
2024
2025
2026
2027
2028
2029
2030
2031
2032
2033
2034
2035
2036
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
Percent Graduating
100%
80%
60%
40%
20%
0%
2015
2016
2017
2018
2019
2020
2021
2022
2023
2024
2025
2026
2027
2028
2029
2030
2031
2032
2033
2034
2035
2036
Class of 2026 -- Minimum Graduation 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

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	*Yr 2 of Current ID*		data	SB data, grad	SB data, grad	Get data, Index calcs, check for exits								
C	*Yr 3 of Current ID*			data	SB data	SB data	Get data, Index calcs, check for exits							
D	Preview of new			*May only use 2 years for preview*	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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