

# Overview of Accountability Provisions in ESSA

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# Accountability Areas

⌘ Goals

⌘ Indicators

⌘ Subgroups

⌘ Test Participation

⌘ School Identification

- Comprehensive Support and Improvement
- Targeted Support and Improvement

⌘ Report Cards

# ESSA Statutory Provisions: Accountability Goals

- ⌘ Establish ambitious long-term goals and interim measures of progress aligned with those goals for all students and all student subgroups
  - Academic achievement based on proficiency on annual assessments
  - High school graduation rate
  - Progress in achieving English language proficiency
- ⌘ Timeline for achieving goals must be the same for all students and all subgroups
- ⌘ Interim measures must require greater rates of improvement for lower-performing subgroups

# ESSA Statutory Provisions: Accountability Indicators

⌘ Must differentiate all schools overall

⌘ ES and MS required indicators:

- Proficiency in ELA and Math (and other subjects if desired), English-language proficiency, one other academic factor (such as growth) and at least one school quality or student success measure

⌘ HS required indicators:

- Proficiency in ELA and Math (and other subjects if desired), English-language proficiency, cohort graduation rate and at least one school quality or student success measure

⌘ Academic factors have to receive “much greater weight” than quality/success

⌘ All indicators must be broken out by each subgroup and available statewide

# Proposed USED Regulations re: Indicators

Indicator	Key Proposed Regulatory Requirement(s)
Academic proficiency as measured through assessments	<ul style="list-style-type: none"><li>• Must equally weight reading/ELA and math</li><li>• For high schools, indicator may also include growth</li></ul>
Elementary/Middle school academic progress indicator	<ul style="list-style-type: none"><li>• Growth on academic assessments or another indicator</li></ul>

**Note:** all indicators must include at least 3 levels of performance

# Proposed USED Regulations re: Indicators

Indicator	Key Proposed Regulatory Requirement(s)
High school graduation rate	<ul style="list-style-type: none"><li>• Must be based on four year adjusted cohort graduation rate</li><li>• May also include an extended year graduation rate</li></ul>
English-language proficiency	<ul style="list-style-type: none"><li>• Progress in achieving ELP, based on the state's ELP assessment, within a state-determined timeline</li><li>• Objective and reliable measures of progress, such as growth</li></ul>

**Note:** all indicators must include at least 3 levels of performance

# Proposed USED Regulations re: Indicators (cont.)

Indicator	Key Proposed Regulatory Requirement(s)
School quality or student success	<ul style="list-style-type: none"><li>• Must be different from other indicators in state's accountability system;</li><li>• Must be valid, reliable, and comparable;</li><li>• Must be capable of disaggregation by subgroup;</li><li>• Cannot change the status of identified schools w/o significant progress on at least one other indicator (mechanism for ensuring academic indicators have "much greater weight," as required in statute);</li><li>• Progress must be likely to increase student achievement or HS graduation rate;</li><li>• Must aid in the meaningful differentiation of schools.</li></ul>

# Examples of School Quality/Student Success Indicators

- ⌘ Student engagement
- ⌘ Educator engagement
- ⌘ Access to and completion of advanced coursework
- ⌘ Postsecondary readiness/enrollment
- ⌘ School climate and safety



# Proposed USED Regulations re: Student Subgroups

- ❖ “Super subgroups” are not permitted in place of individual subgroups, but may supplement them
- ❖ N size must be less than 30 or must be approved by ED; lower N sizes are permitted for reporting purposes
- ❖ Former EL students may continue to be counted for up to 4 years in the EL subgroup for academic proficiency measures; these students would continue to count towards the EL subgroup N size

# Proposed Regulations re: Test Participation

- ❖ States must use one of four methods to respond to participation rates that fall below the 95 percent threshold (all students or subgroup):
  - ❖ Lower summative performance rating
  - ❖ Lowest performance level on academic proficiency indicator
  - ❖ Identification for targeted support and improvement
  - ❖ State-determined action that is rigorous and approved by ED
- ❖ Schools not meeting the 95 percent participation requirement must develop an improvement plan that is approved and monitored by the local educational agency
- ❖ LEAs with significant number of schools must implement improvement plans reviewed and approved by state

# ESSA Statutory Accountability Provisions: School Identification

- ⌘ Each state is required to identify schools for:
  - Comprehensive Support and Improvement:
    - lowest-performing 5% of Title I schools
    - all public high schools with a graduation rate below 67%,
    - additional schools that have chronically low-performing subgroups and have not improved with targeted support.
  - Targeted Support and Improvement:
    - Schools with low-performing subgroups, as defined by state.

# Proposed Regulations re: Identification for Comprehensive Support and Improvement

- ⌘ Identification starting in the 2017-18 school year (using 2016-17 data)
- ⌘ Data can be averaged over a period of up to 3 years
- ⌘ Identification must take place at least once every 3 years
- ⌘ Requires that states use four-year adjusted cohort graduation rate (excludes use of extended year graduation rate)

# Proposed Regulations re: Identification for Targeted Support and Improvement

- ⌘ Requires the establishment of a uniform, statewide definition of consistently underperforming subgroups that allows for the identification of subgroups based on at least one of the following factors:
  - Whether a subgroup is on track to meet state's long-term goals
  - Whether a subgroup is at or below a state-determined threshold
  - Whether a subgroup is performing at the lowest performance level on one of the State's annual indicators
  - Whether a subgroup is performing significantly below the state average for all students
  - Another, state-determined factor
- ⌘ Schools with one or more subgroups performing at or below the level of Comprehensive Support and Improvement schools (bottom 5%) must also be identified

# State, District and School Report Cards

⌘ Developed with parent input

⌘ Required data:

- Accountability indicators, and progress in meeting interim and long-term goals
- School climate, quality and safety (OCR Collections)
- Preschool enrollment
- Advanced coursework enrollment
- Teacher qualifications
- School and LEA finance data (per-pupil expenditures)

⌘ Required disaggregation

- Cross-tabulated subgroup data
- New: homeless, military-connected and foster care

⌘ Descriptions of: state accountability system, N-size, accountability indicators, process for determining school designations, schools identified for support and improvement and exit criteria for those schools

Questions?