



Every Student Succeeds Act: Accountability Overview

MERA, May 2016



Every Student Succeeds Acts

- ▶ Reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965
 - ▶ Replaces No Child Left Behind Act
- ▶ Many areas introduced under ESEA Flexibility remain:
 - ▶ College and Career Ready Standards
 - ▶ Lowest performing schools
 - ▶ Achievement gaps
 - ▶ State-developed performance targets
- ▶ Educator/Administrator Evaluations are no longer required under federal regulations



ESSA: A Closer Look At School Accountability

- ▶ Targets
- ▶ Accountability Systems with required components
- ▶ 95% Participation still required, but consequences left to states
- ▶ 1% Cap on proficiency for alternate assessments is still in effect

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ESSA: AMOs -> Long Term Goals

Targets: Long term goals with interim progress for:

- ▶ Student achievement
- ▶ Graduation rates
- ▶ English language proficiency



ESSA: Accountability System Components

- ▶ Accountability Systems with the following required components:
 - ▶ Assessment scores
 - ▶ Student growth
 - ▶ Graduation rates
 - ▶ Indicator of school quality or success
 - ▶ English language proficiency



ESSA: Accountability System Weighting/Differentiation

- ▶ Annual meaningful differentiation for all public schools
 - ▶ Includes subgroups consistently underperforming
- ▶ Substantial weighting:
 - ▶ Proficiency
 - ▶ Growth
 - ▶ Graduation Rate
 - ▶ Progress in achieving English language proficiency
- ▶ Less weighting in the aggregate:
 - ▶ School quality or success



ESSA: Recently Arrived English Learners

- ▶ In first year of US school:
 - ▶ Exempt from one administration of reading/language arts assessment for accountability purposes
 - ▶ Exempt results of mathematics and EL assessments (still must participate)
- ▶ OR
- ▶ Assess and report performance on mathematics and reading/language arts assessments in each year of enrollment AND
 - ▶ Exclude first year results from accountability
 - ▶ Include growth measure in second year for accountability
 - ▶ Include proficiency measure in third year and each succeeding year for accountability
- ▶ Allowed to include students classified as formerly EL for up to four years after exiting EL services in the current EL subgroup



ESSA: School Accountability – Comprehensive Support

- Comprehensive Support and Improvement Schools
 - Lowest performing 5% of Title I schools
 - OR high schools with graduation rates below 67%
 - OR subgroup(s) consistently underperforming in same manner as a lowest 5% school
 - OR at discretion of State, additional statewide categories of schools



ESSA: School Accountability – Comprehensive Support (continued)

- ▶ Identified at least once every three years beginning 2017-18
- ▶ Up to four years to exit this status
- ▶ After four years more rigorous action must be taken for schools not meeting exit criteria



ESSA: School Accountability – Comprehensive Support (continued)

- Enacted intervention is locally-determined and evidence-based
 - Approved at school, district, and state levels
- Districts may allow students in identified schools to transfer schools
 - 5% of Title I funds may be used to provide transportation



ESSA: School Accountability – Targeted Support

- ▶ Targeted Support and Improvement Schools
 - ▶ Subgroup(s) consistently underperforming based on indicators in the state accountability system
- ▶ Identified annually starting in 2017-18
- ▶ Intervention is locally-determined and evidence-based
 - ▶ Approved by school and districts
- ▶ Additional action required if a school does not meet district-developed criteria and timeline

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ESSA: School Accountability – Targeted Support (continued)

Schools with subgroups performing at the level of the lowest-performing 5% of schools that do not improve within a state-set number of years will be identified as Comprehensive Support and Improvement Schools



ESSA: Timelines

August 1, 2016	– All ESEA Flexibility Waivers expire
Fall 2016 – Spring 2017	– Submit accountability plans to USED???
School year 2017-18	– ESSA accountability system starts – Identification of Comprehensive and Targeted improvement schools base year



ESSA: Timelines (continued)

In the meantime:

- ▶ Existing Priority/Focus schools continue to work towards existing exit criteria
- ▶ Annual Education Reports (AERs) continue to be reported annually
- ▶ 2014-15 and 2015-16 AMAOs **NOT** required
 - ▶ Replace with meaningful reporting
- ▶ Report data on existing accountability systems

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2015-16 Accountability Plans

- ▶ Run Accountability Scorecards (with appeals window)
- ▶ Run School Rankings
- ▶ Use results to exit Priority/Focus schools
- ▶ Identify new Reward schools using Rankings and Beating the Odds
- ▶ Publish results
- ▶ Run Annual Education Reports (AERs)
- ▶ Anticipate a mid-fall timeline (late-September – early November)

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2016-17 Accountability Plans

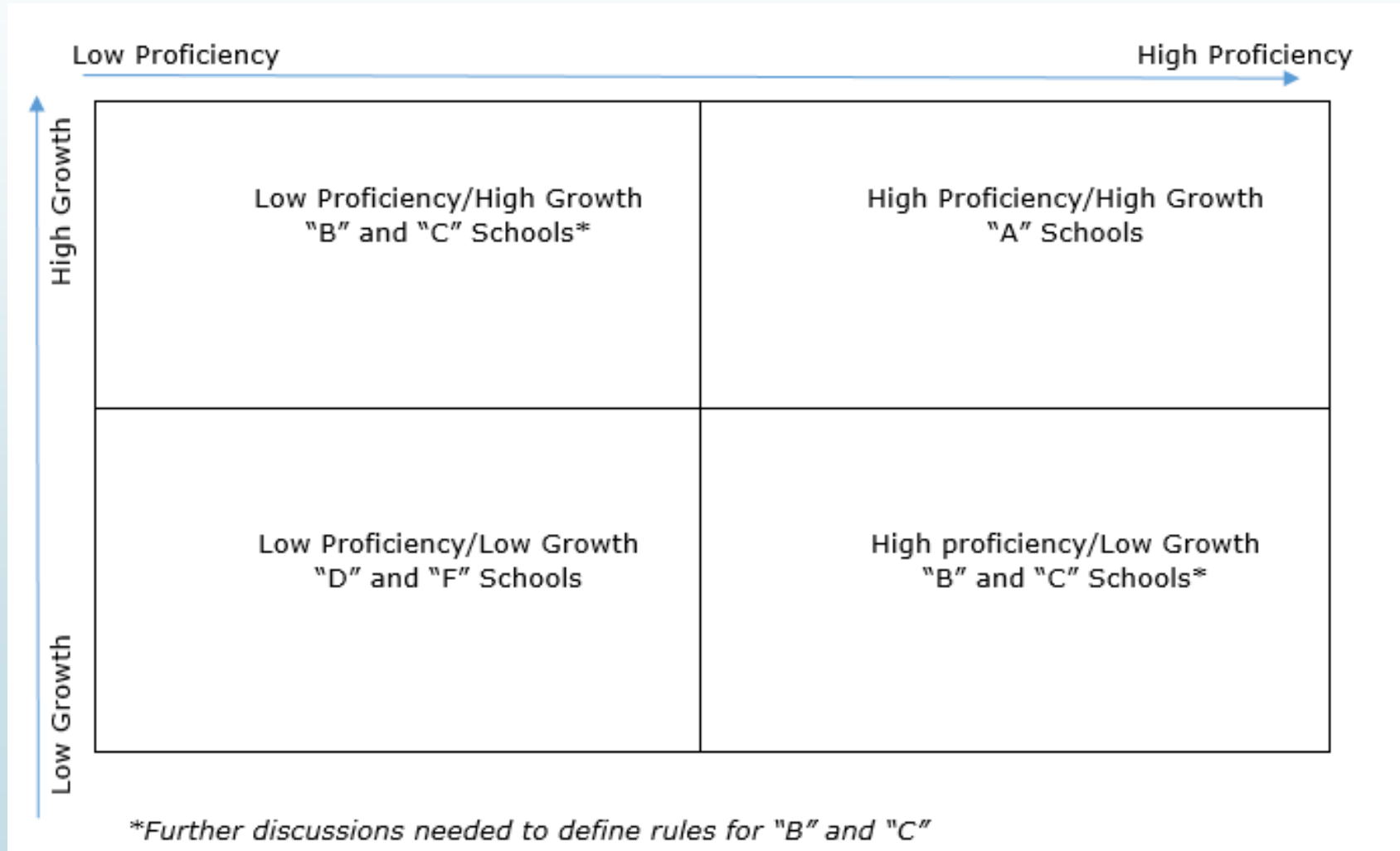
- ▶ Pilot new ESSA-compliant, stakeholder-accepted accountability system
- ▶ Use results to exit Priority/Focus schools
- ▶ Run AERs



Ideas for New Accountability System

- ▶ One system to accomplish ESSA requirements
 - ▶ Includes all components (subgroups, participation, etc.) and used for identification of Comprehensive and Targeted Support schools
 - ▶ Continue to identify “Reward” schools
 - ▶ A – F as overall indicator (immense pressure from Gov. and legislature)
- ▶ Understandable by all stakeholders
 - ▶ Quadrant system utilizing proficiency/growth combination

Working Concept for Quadrant-Based Accountability





Quadrant Thoughts

- ▶ Need to figure out how to include other ESSA requirements
 - ▶ Subgroups
 - ▶ Graduation (attendance?)
 - ▶ Participation
 - ▶ Non-Academic factor
 - ▶ Separate calculations for each grade span
 - ▶ Greater focus on growth at younger grades?
- ▶ Deeper dive into the low/low quadrant to identify schools most in need of extra resources (Comprehensive Support)
- ▶ Separate transparency dashboard geared more for general public/parents
 - ▶ Factors important to parents including some accountability data

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Next Steps

- ▶ Stakeholder engagement groups (May 2016)
 - ▶ Technical (MERA involvement??)
 - ▶ Transparency reporting
 - ▶ School quality/success indicator
- ▶ Work with legislature to align state laws with accountability requirements and realities
- ▶ Final proposal by Fall 2016



Helpful Links

- ▶ www.mi.gov/baa-accountability
 - ▶ Student Growth Percentile (SGP) and general accountability supports
- ▶ www.mi.gov/baa-secure
 - ▶ New Secure Site. Available to authorized users only
- ▶ www.mischooldata.org
 - ▶ Public portal
- ▶ http://www.ccsso.org/Resources/Programs/Every_Student_Succeeds_Act.html
 - ▶ Council of Chief State School Officers ESSA Resources
- ▶ <http://www.ed.gov/essa>
 - ▶ US Department of Education ESSA information – including full law



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