



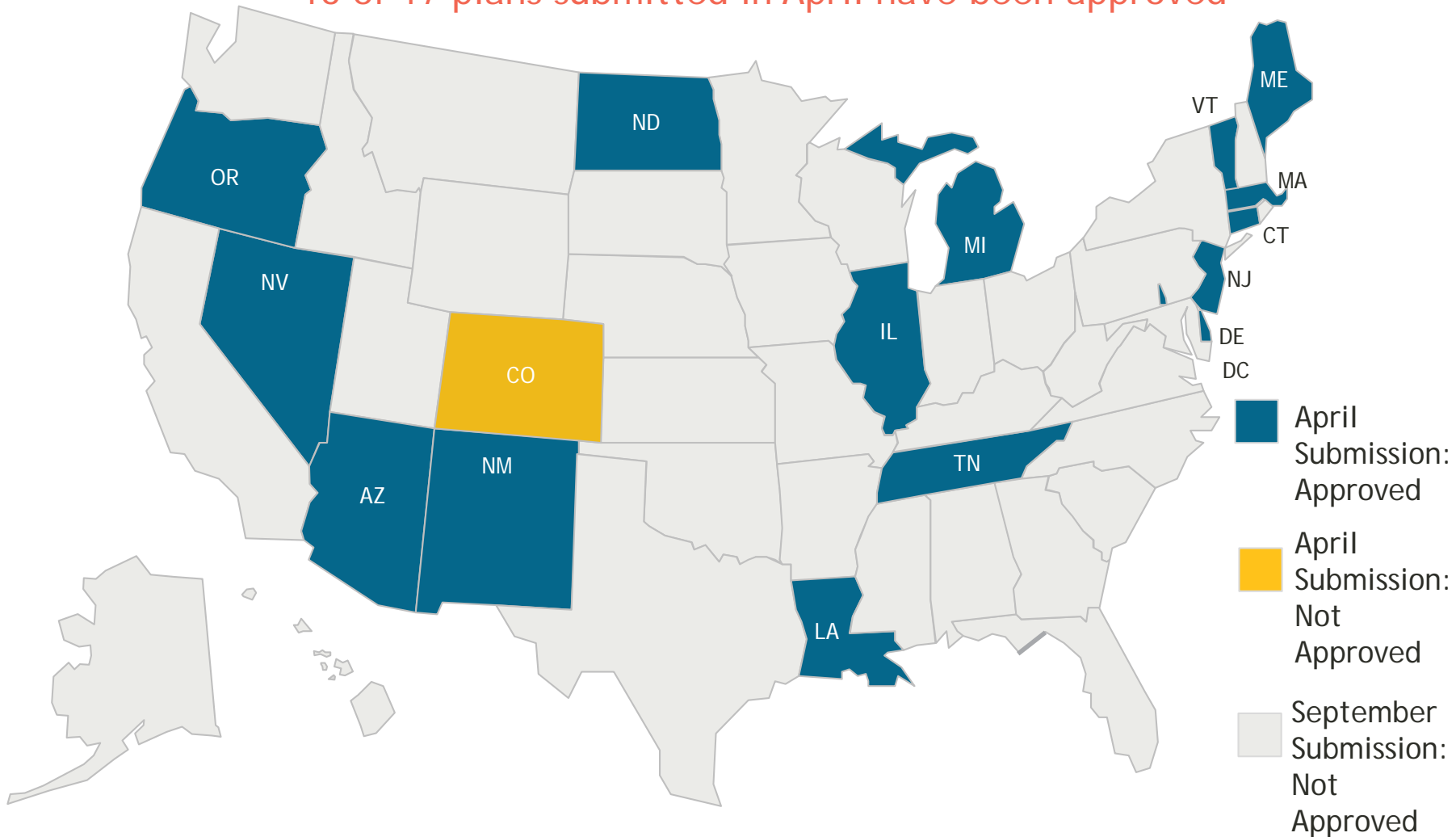
ESSA State Plans *50-State Landscape Analysis*

November 2017

ESSA State Plan Submission and Approval



All states have submitted their ESSA Plans;
16 of 17 plans submitted in April have been approved





The Good

- **Summative ratings:** In 44 states and DC, schools will earn a summative rating; in 14 of those states, schools will earn an A-F letter grade.
- **Minimum N:** All states plan to use a minimum N-size of 30 or less; 39 states and DC plan to use 20 or less.
- **Focus on student outcomes:** In 29 states, student outcomes account for 80 percent or more of an elementary school's rating; in 19 states, it's 90 percent or above.

The Not-so-good

- **Measuring achievement:** Fewer than half the states will measure academic achievement based on the percent of students reaching proficiency.
- **Measuring growth:** Although 48 states plus DC will measure student-level growth, just 15 states will incorporate criterion-based growth models.
- **Interventions and Innovation:** Most states lack a rigorous approach to school turnaround; just 19 states will use competitive grants to leverage federal funds. Only 3 states plan to take advantage of the new Direct Student Services set aside.

Comparison with Other ESSA Plan Analyses



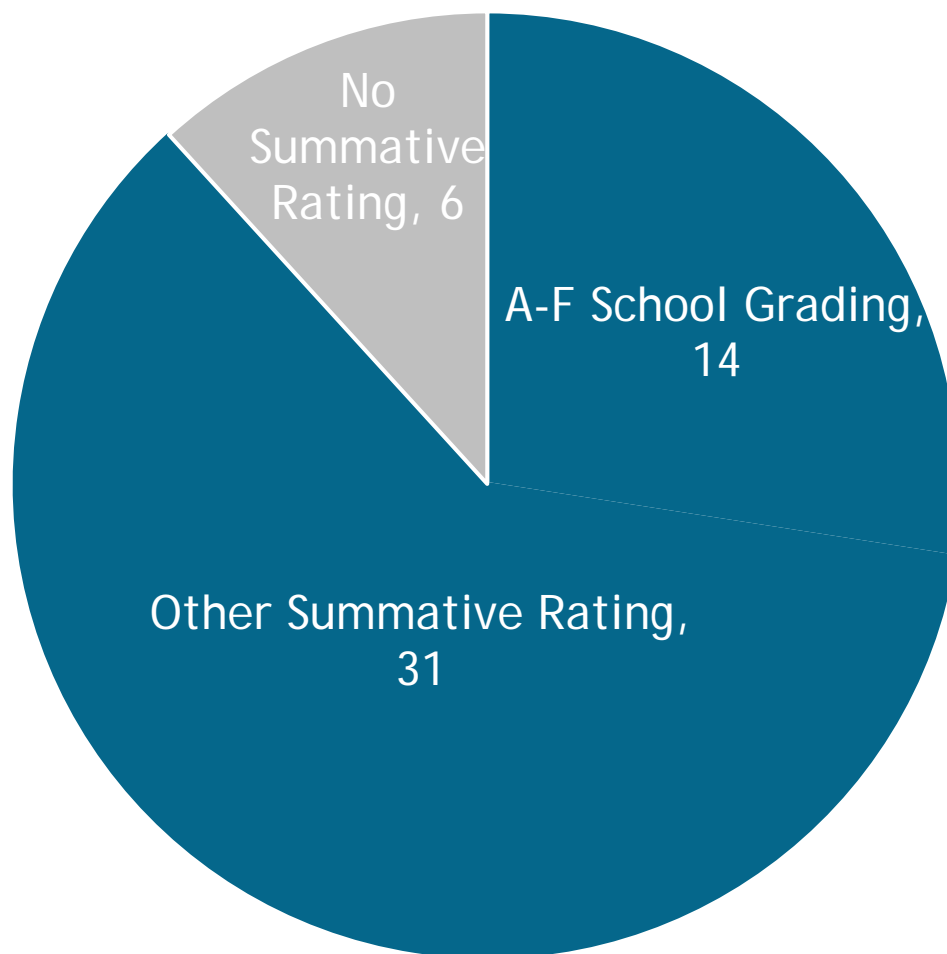
| | Bellwether and The Collaborative for Student Success | Thomas B. Fordham Institute |
|---|--|---|
| Analysis | Bipartisan group of experts analyzed overall quality of plans , including ambitiousness of goals, quality of indicators and the rigor of school turnaround strategies | Rated school accountability calculations on whether they: <ul style="list-style-type: none"> • Assign clear, intuitive ratings; • Encourage schools to focus on all students (not just low-performers); • Fairly measure all schools (including those with high poverty rates) |
| Areas of Agreement with ExcelinEd | <ul style="list-style-type: none"> • Agree that school improvement strategies are generally weak • Agree that plans lack innovation | <ul style="list-style-type: none"> • Agree on the importance of clear, intuitive ratings |
| Areas of Disagreement with ExcelinEd | Less aligned on school accountability calculations: <ul style="list-style-type: none"> • Bellwether looked favorably upon experimentation with new types of input indicators; • Bellwether less concerned with over-complexity | <ul style="list-style-type: none"> • Disagree with Fordham’s advocacy for performance indexes, average scale scores and growth over clear measures of proficiency • Disagree with Fordham’s discounting of any factor correlated with poverty (e.g., proficiency) and support for normative growth models |

Summative Ratings

Summative Ratings



In 44 states and DC, schools will earn a summative rating.
In 14 states, schools will earn an A-F school grades.







Summative Ratings



Some summative ratings do not clearly articulate school performance

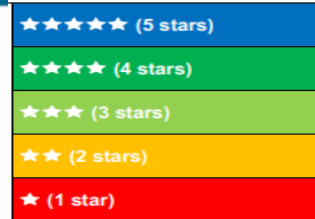
Superior
Satisfactory
Needs Improvement
Targeted
Comprehensive

Bulls Eye (also called Green, Level 4, )
On Target (also Yellow, Level 3, )
Near Target (also Orange, Level 2, )
Off Target (also Red, Level 1, )

Percentile Rank of Summative Scores

Exemplary
Commendable
Underperforming
Lowest

1 to 5 Stars



Excellent
Great
Good
Needs Improvement

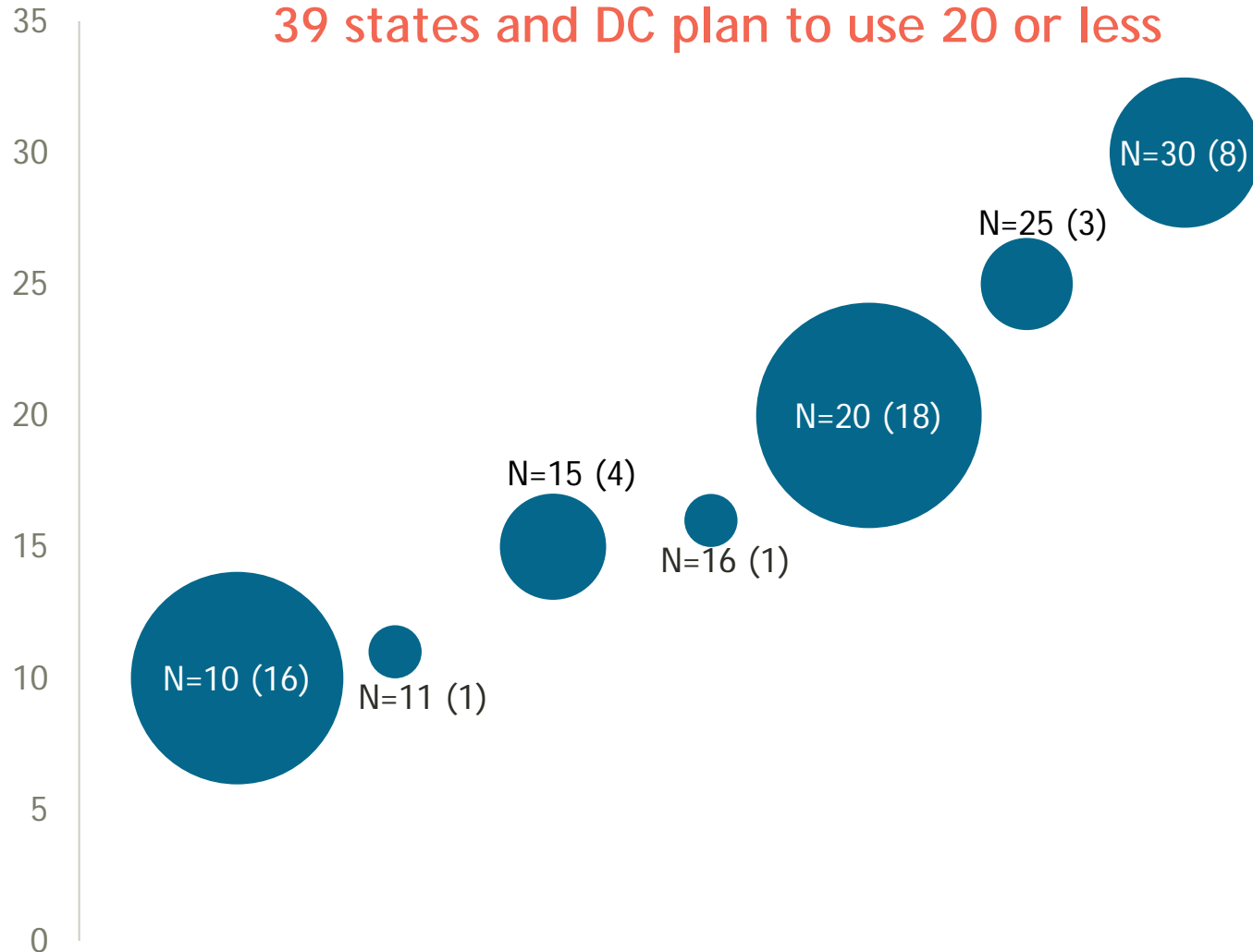
Exceeds State Expectations
Meets State Expectations
Below State Expectations
Requires Review

Minimum N-size for Accountability

Minimum N-size



All states plan to use a minimum N-size of 30 or less;
39 states and DC plan to use 20 or less

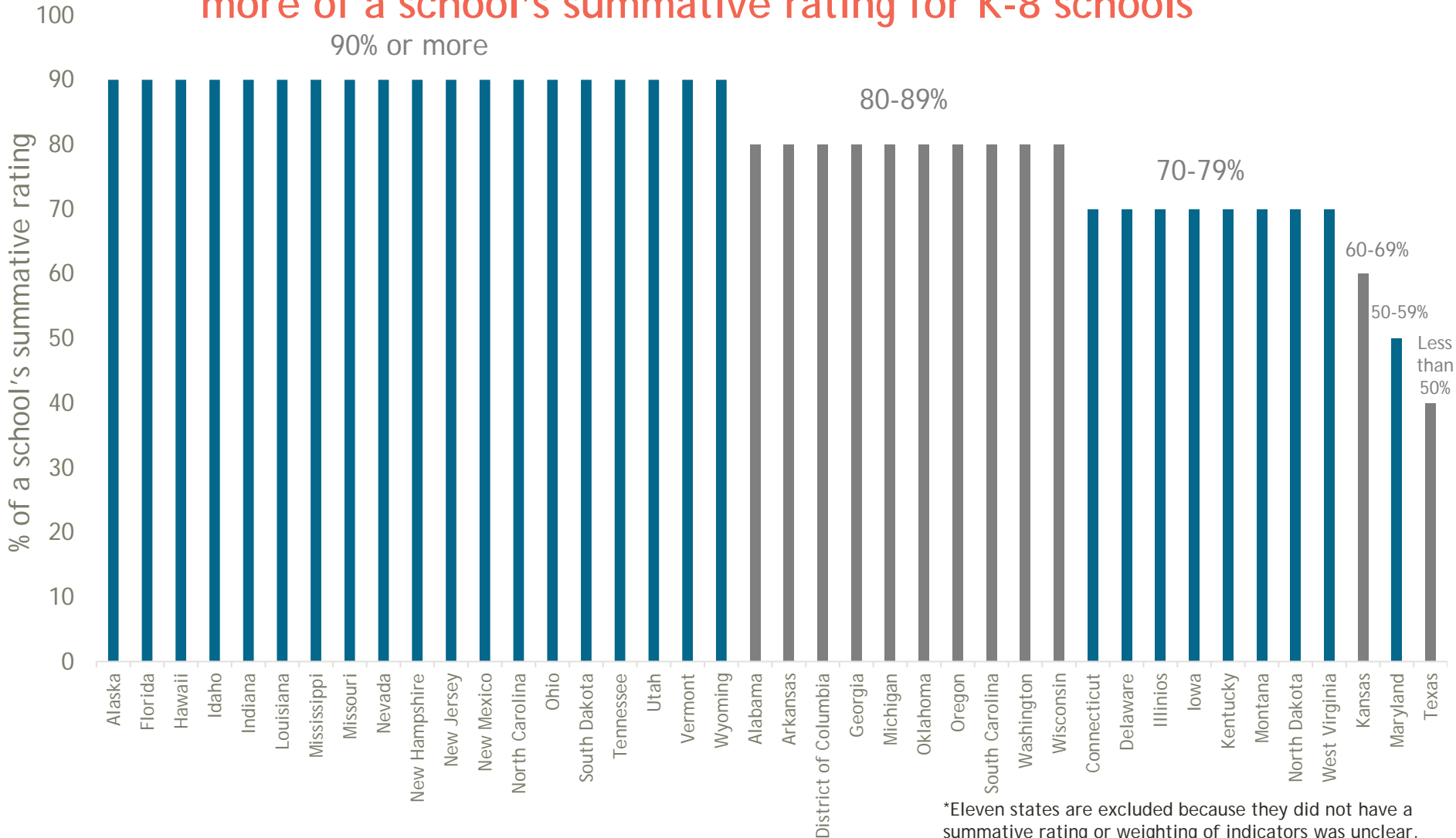


Weighting the Indicators

Weighting Student Outcome Measures: K-8



In 29 states, student outcomes account for 80 percent or more of a school's summative rating for K-8 schools*

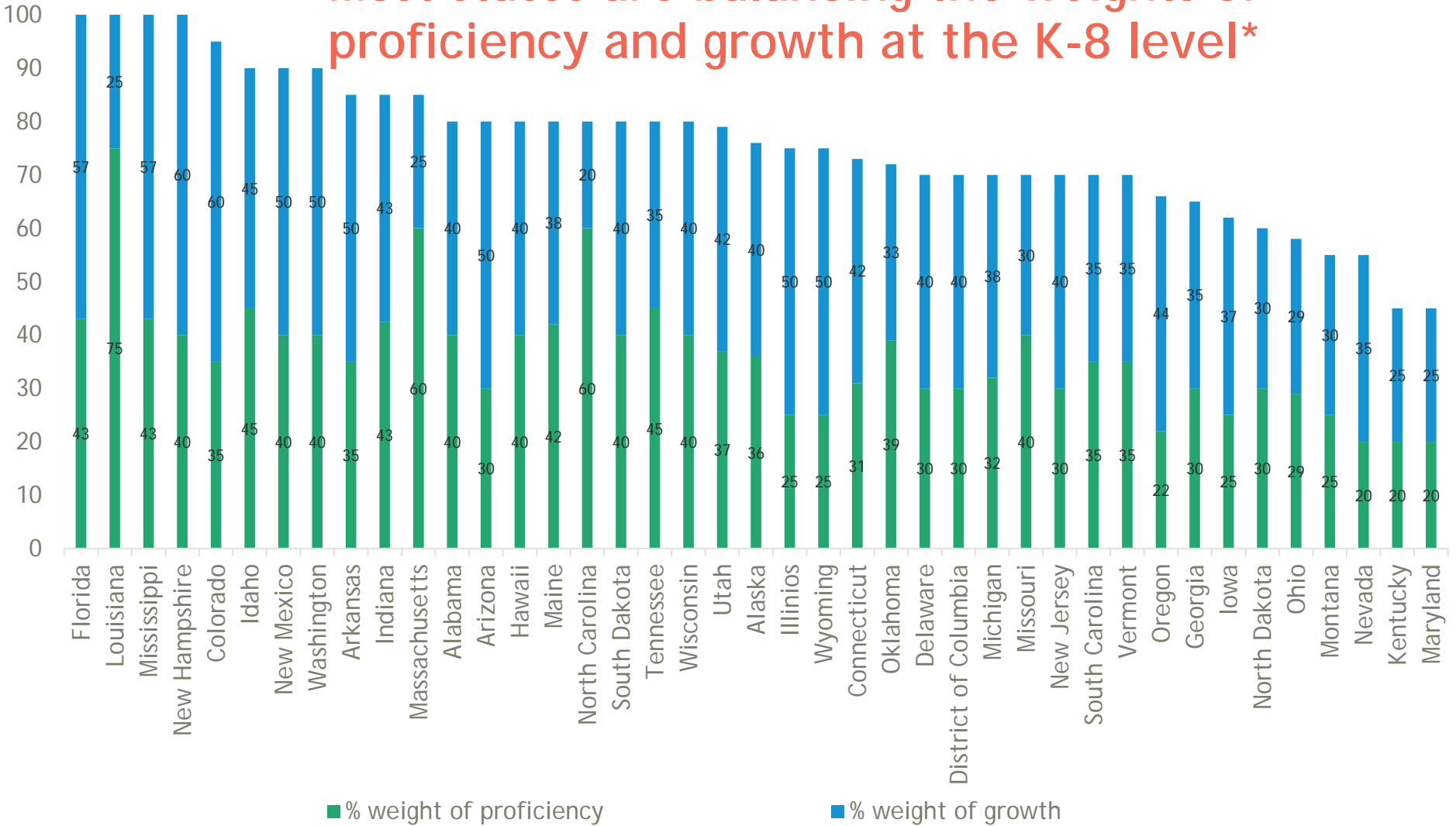


*Eleven states are excluded because they did not have a summative rating or weighting of indicators was unclear.



Balancing Proficiency and Growth: K-8

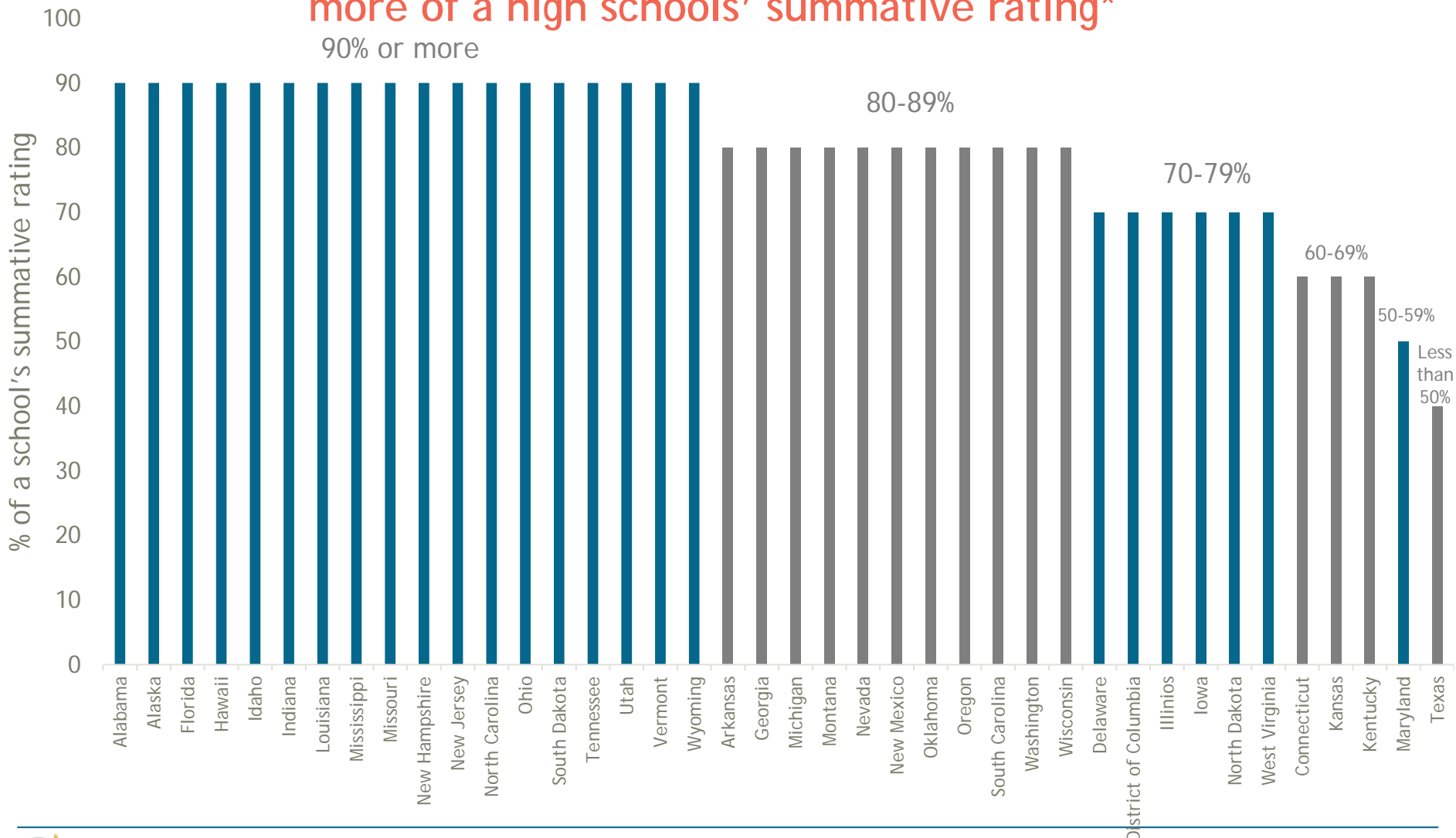
Most states are balancing the weights of proficiency and growth at the K-8 level*



Weighting Student Outcome Measures: High School



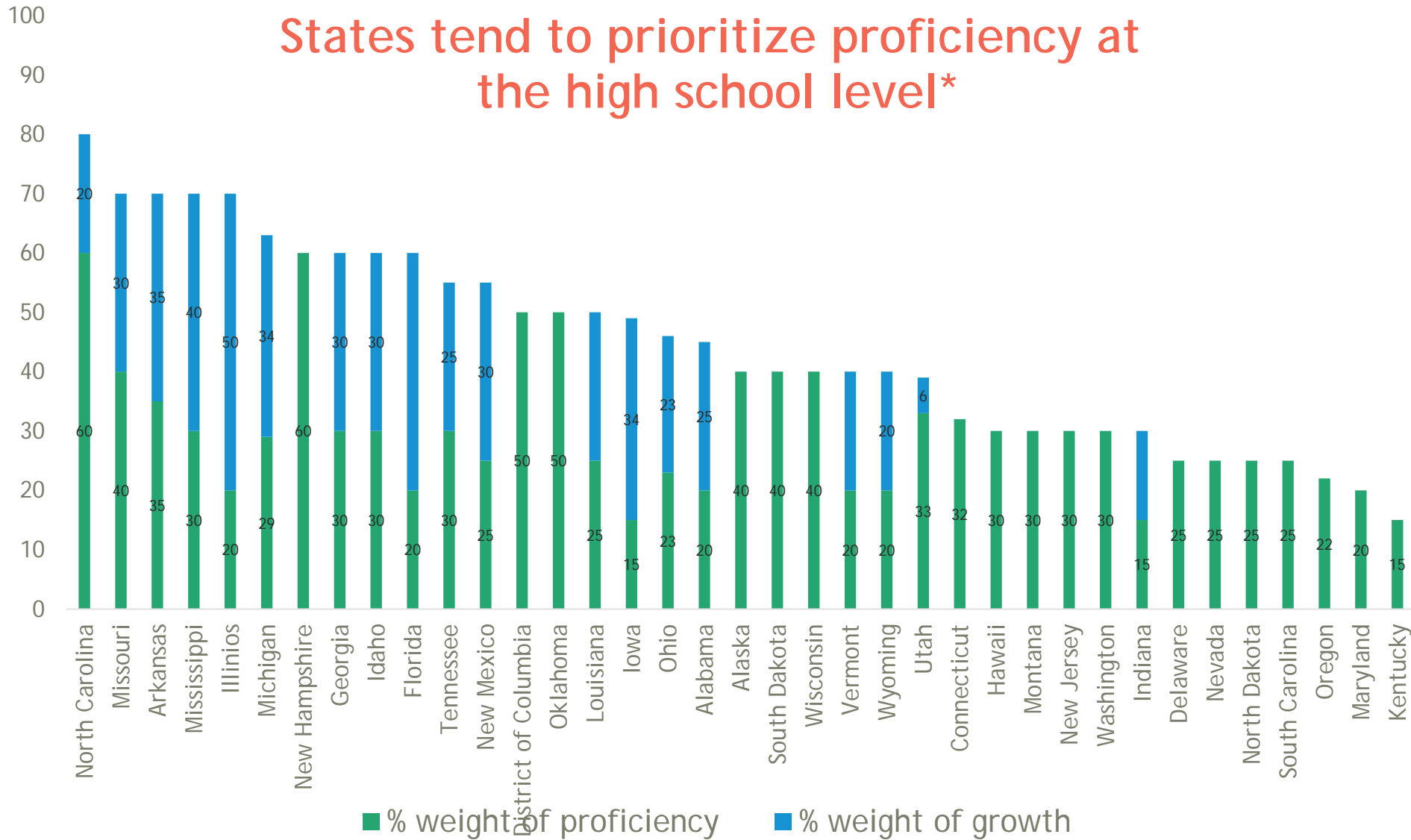
In 29 states, student outcomes account for 80 percent or more of a high schools' summative rating*



Balancing Proficiency and Growth: High School



States tend to prioritize proficiency at the high school level*

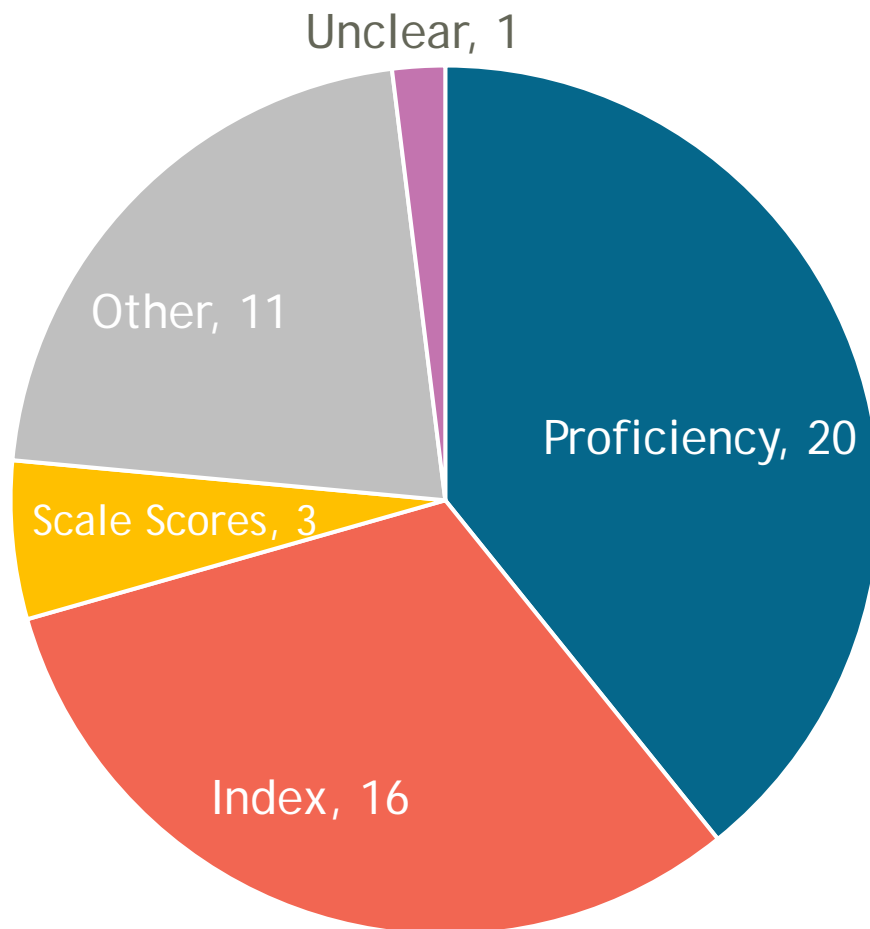


Indicators Used for Accountability

Measuring Academic Achievement



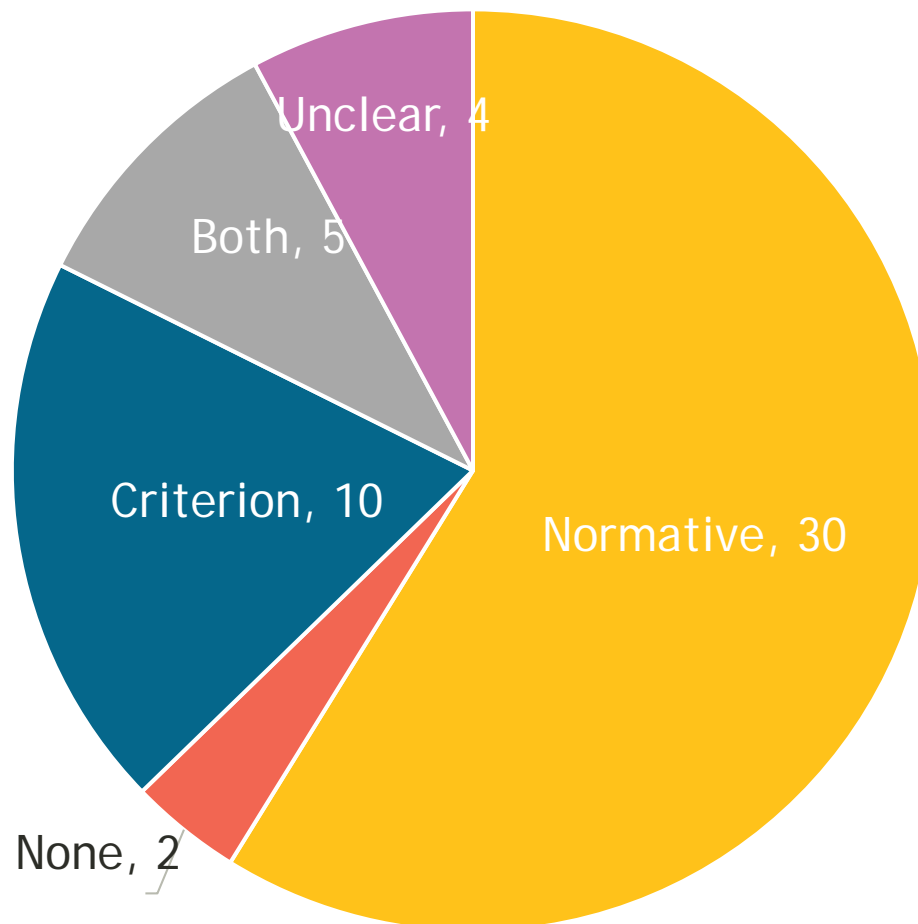
Fewer than half of the states plan to measure academic achievement based on percent proficient



Measuring Student Growth



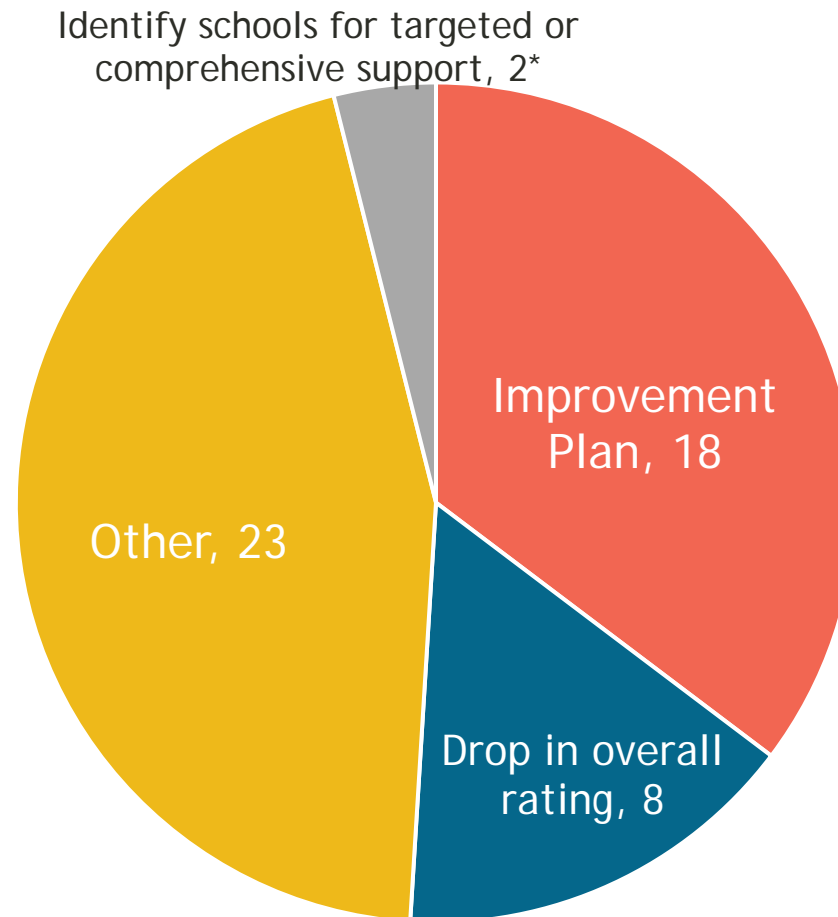
Just 15 states will incorporate growth models focused on measuring whether students are on track for college and career readiness



Participation Rates



States generally will not impose significant consequences on schools that fail to assess 95 percent of students

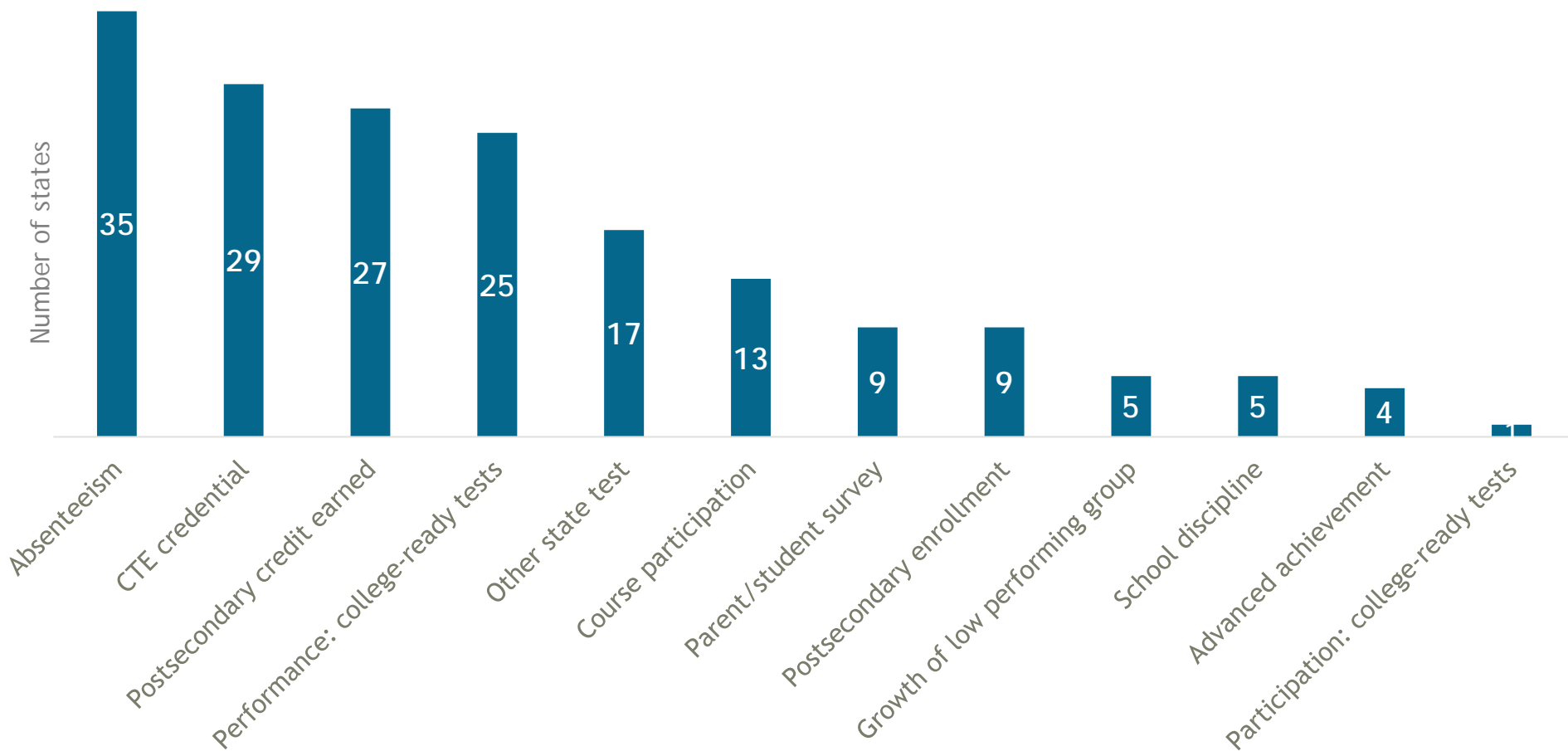


* Illinois and South Dakota are the only states to identify schools for either Targeted Support (TS) or Comprehensive Support (CS) for schools failing to test 95% of their students.

Indicators of School Quality and Student Success

School Quality/Student Success Indicators

While absenteeism measures are the most popular, many states are incorporating at least one measure of college/career readiness





Some states plan to innovate with other SQ/SS

| State | Other measures |
|----------------------|---|
| Alaska | Reading by grade 3; freshman on-track; Alaska Performance Scholarships |
| Arizona | Decreasing 3 rd grade minimally proficient; special education inclusion in general classroom; military enlistment |
| Arkansas | Grade-level reading proficiency (3-10 grade); computer science credits earned; community service credits earned; on-time credits earned; ACE concurrent credits |
| District of Columbia | Alternate grad metric; Early childhood classroom program quality; Re-enrollment |
| Georgia | K-12 literacy; beyond the core; university entry without remediation |
| Illinois | 9th grade on-track; P-2 quality |
| Kansas | Decreasing the percent of students scoring in API Levels 1 and 2 |
| Massachusetts | Grade 9 course passing; extended engagement rate; annual dropout rate, MassCore |
| New York | Seal of Biliteracy; diploma with advanced designation; high School equivalency diploma |
| Ohio | Honors diplomas awarded |
| Pennsylvania | All grades career exploration |
| South Carolina | Performance on ASVAB; participation in youth apprenticeship programs |




Thank You!

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