



Strategy Session I

A-F School Accountability Under ESSA

December 1, 2016 - 9:45-11:00 a.m.

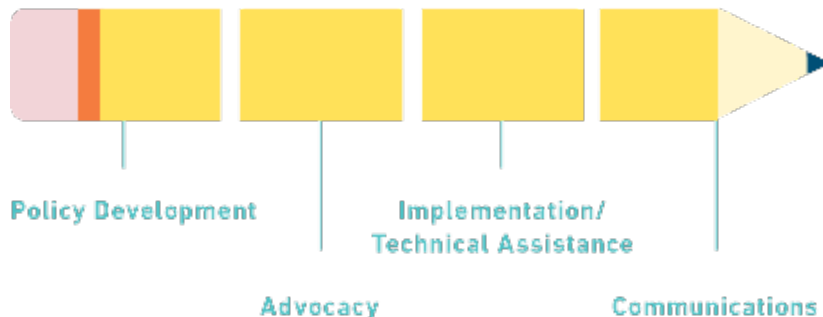


Our vision is to build an education system that maximizes every student's potential for learning and prepares all students for success in the 21st century.

Our Guiding Principles:

- All children can learn.
- All children should learn at least a year's worth of knowledge in a year's time.
- All children will achieve when education is organized around the singular goal of student success.

Our Approach:



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- ★ Over the last five years, many states have thoughtfully and inclusively, redesigned their school accountability system and do not have to completely redesign it again just because of ESSA.
 - ★ 2010: revised state standards
 - ★ 2010 to 2014: designed new assessments systems with more dynamic, challenging, and comprehensive assessment items
 - ★ 2014-15: implemented the new assessment systems and set more rigorous proficiency expectations
 - ★ 2015-16: implemented new accountability system to go along with the new standards, assessments, and more rigorous proficiency expectations

- ★ States must add English Learner language proficiency, and ensure all subgroups are counted, but that does not require a complete redesign.

- ★ A Student Success and School Quality Indicator is required, but many systems already include this indicator.
 - ★ Growth of the lowest performing students
 - ★ Success on college and career ready measures such as Advanced Placement (AP), International Baccalaureate (IB), dual enrollment, and industry certifications.

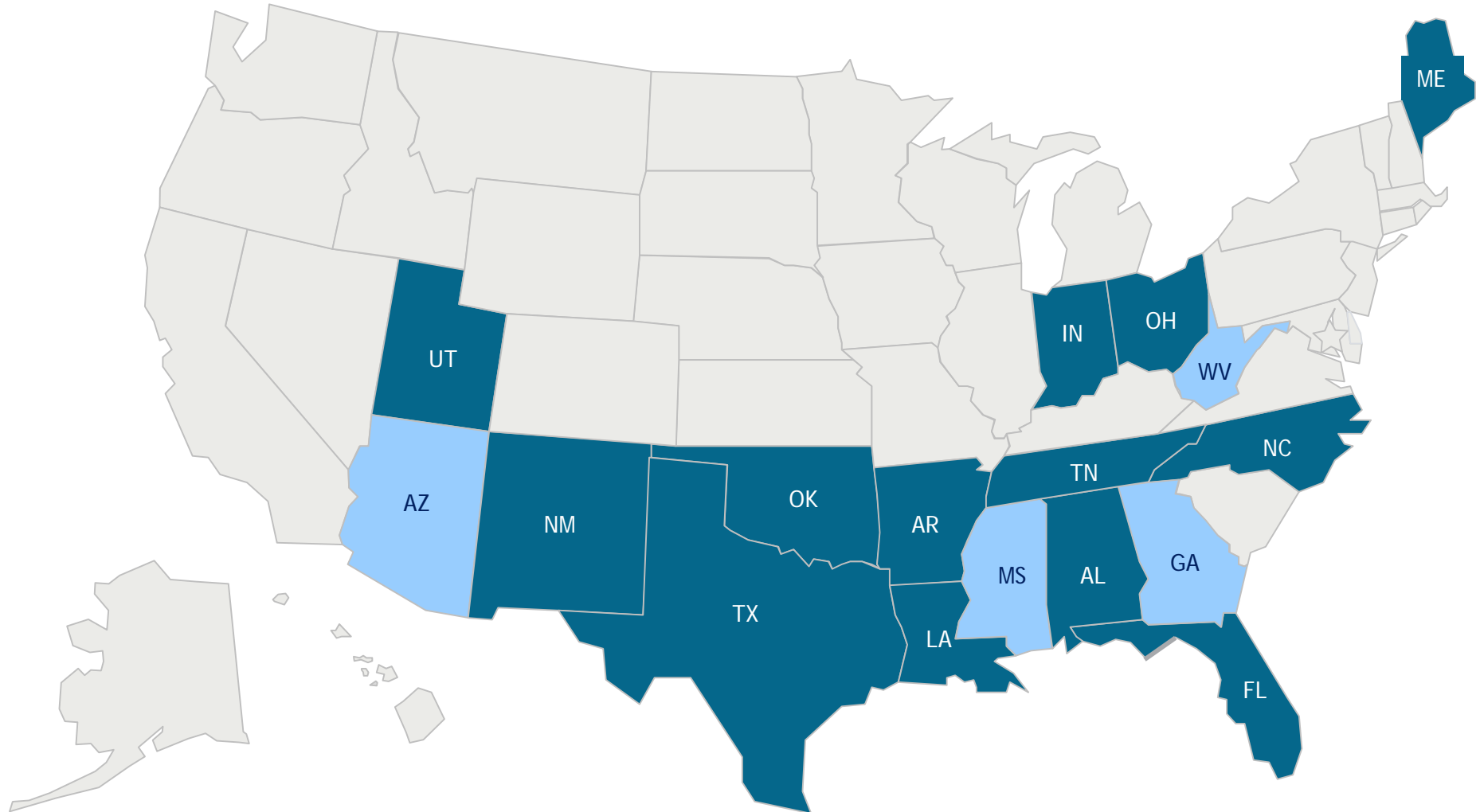


- ★ Frustrated by media and national key policy players making blanket statements that states MUST be more innovative and take advantage of the flexibility the feds have afforded under ESSA.
 - ★ ESEA waivers afforded states most of these flexibilities already, and ESSA has drawn back some of the flexibilities too.
 - ★ Keep in mind that the intent of ESSA was to return authority to the states to develop these school accountability systems.
- ★ After years of transitions - standards, assessments, and accountability - another dramatic overhaul will be the tipping point for many states.
- ★ This strategy session will highlight four, of the many, states that have been diligently working to improve student learning outcomes through strong school accountability systems even before the passage of ESSA, highlighting the processes, successes and enduring commitment to rigorous school accountability under ESSA.

All states are required to have a school accountability system, *not many are transparent and built only on student learning outcomes*

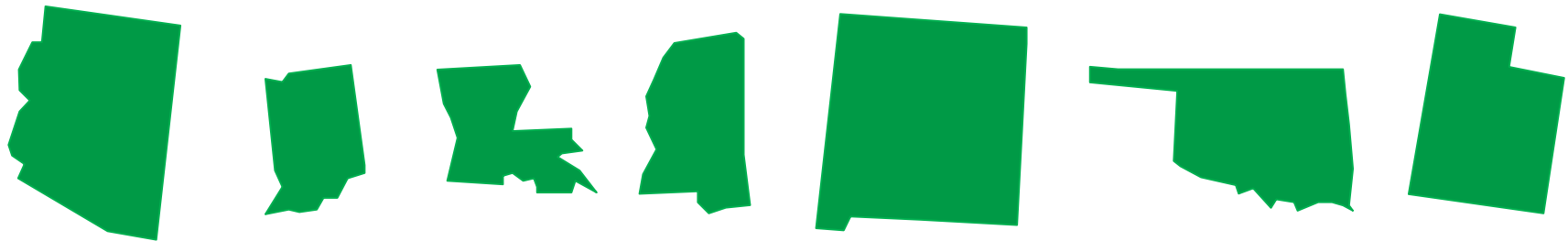


17 States Have Adopted A-F School Grading





The eight states with multiple years of A-F implementation are making faster improvements on NAEP 4th and 8th grade reading and math than the Nation as a whole.



For example, since implementing A-F, Florida has outpaced the Nation in Grade 4 Reading by 13 points. Over this time period the Nation increased 8.5 points (213.8 in 1998 to 221.4 in 2015) while Florida improved 21.5 points (205.7 in 1998 to 227.2 in 2015).

It is also important to note that the 'outpacing' is underestimated because the improving A-F states cannot be backed out of the Nation.





Grading Schools Promotes Accountability and Improvement: Evidence from NYC, 2013-15.

Marcus A. Winters. Education: Pre K-12. Urban Policy EducationNYC. May 24, 2016.

“A positive, meaningful impact was detected in the final year (2013) of the original policy, six years after it was first adopted. And schools that would have earned an F in fall 2014—the first year of the de Blasio [dashboard only, no grade] system—showed no improvement relative to schools that would have earned higher grades.”



Feeling the Florida Heat? How Low-Performing Schools Respond to Voucher and Accountability Pressure

Cecilia Elena Rouse, Jane Hannaway, Dan Goldhaber and David Figlio
American Economic Journal: Economic Policy Vol. 5, No. 2 (May 2013), pp. 251-281

“...schools facing accountability pressure changed their instructional practices in meaningful ways, and that these responses can explain a portion of the test score gains...”



May 2014 National Survey Conducted by McLaughlin & Associates

- 84% support assigning schools a letter grade regarding how well they educate students.

2013 Public Opinion Strategies of likely Tennessee voters

- 77% Favor an A-F grading scale for each school so parents can more easily identify where the good schools are instead of the current rating system.

2015 Georgia statewide poll Conducted by McLaughlin & Associates

- 80% favor an A -F school grading policy, while just 14% oppose. Support for A-F is broad across key sub-groups.



A-F school grades provide **transparent, objective, and easily understood data** to parents, educators and the public to spur improvement among all schools.

1 Use clear and transparent descriptors of A, B, C, D, and F

2 Include objective, concise student learning outcome measures

3 Balance measures of student performance and progress

4 Calculate student progress toward grade level and advanced achievement

5

Focus on the progress of the lowest performing students in each school

6

Report results as close to the end of the school year as possible

7

Communicate clearly to parents

8

Establish rigorous criteria, with automatic increases, in order to earn A, B, C, D or F grades

9

Use grades to identify schools for recognition, intervention, and support



Policy Resources

- Model Legislation
- School Accountability Summary
- Fundamental Principles
- School Accountability Policy Brief
- Growth Models Policy Brief
- A-F Accountability Playbook
- Draft A-F Framework for ESSA

Implementation Resources

- Action Plan Form
- Excuse v. Reality

Videos

- [What grade would your school earn?](#)
- National Summit on Education Reform 2008-2014 and 2016





Thank You!


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