

# **EVERY STUDENT SUCCEEDS ACT (ESSA)**

## **WHAT DOES ESSA MEAN FOR SCHOOL IDENTIFICATION AND INTERVENTIONS?**

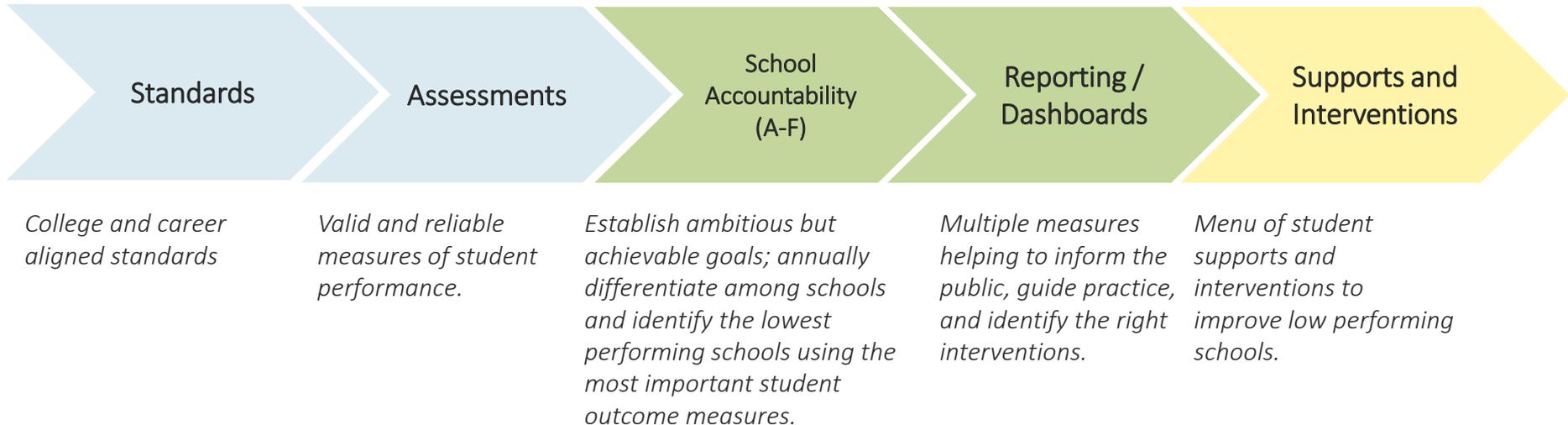
WEDNESDAY WEBINAR #3, MAY 2016

# Defining “State Accountability System”

## What is the purpose of state accountability systems?

- Hold schools responsible for helping all students achieve their full potential;
- Set clear goals to rally around — goals that are meaningful, ambitious, and achievable;
- Provide information to parents, educators, and community members about school performance;
- Prompt and support improvement where it’s needed; and
- Protect taxpayer investment in education.

## Components of a state accountability system



# Shifts in Accountability Policy: Who is Responsible?

	NCLB	ESSA
Standards	State but, under waivers, Feds required Common Core or sign off by higher ed.	State must demonstrate alignment to college coursework
Assessments	State with Federal review and approval	State with Federal review and approval
Goals	Federal	State
School Accountability	Federal	State must incorporate certain indicators for each subgroup
Supports and Interventions	Federal Cascading set of Federal consequences, states choose amongst SIG options	States and Districts



# Requirements for Goals and School Accountability/Identification

## Goals

States must establish “ambitious, state-designed long-term goals” and interim progress targets for all students and for each subgroup for:

- Academic achievement
- High school graduation
- English language proficiency (all students only)



## School Accountability

States must establish a **system of meaningfully differentiating schools on an annual basis**, based on the following indicators for all students and separately for each subgroup (except that English proficiency need not be disaggregated). The system must give **substantial weight** to each indicator.

- Academic achievement indicator
- Another academic indicator (growth, grad rate)
- English proficiency
- Additional indicator of school quality or student success



In the aggregate, the system must give **much greater weight** to these indicators

## Identification of Schools

The accountability system must identify at least three categories of schools:

- **Comprehensive support and improvement schools**
- **Targeted support and intervention schools**
- Additional schools



# Additional Accountability Requirements

- **Inclusion of English Learners:** For ELs who have been enrolled in a U.S. school for less than 12 months, states have two choices:
  - For year 1, exclude the EL from taking the reading assessment; OR
  - For year 1, assess the EL on reading and math but exclude the results from the accountability system; for year 2, include only growth in the accountability system.
- **Minimum N:** States determine their minimum n size.
  - States must explain how the number is statistically sound; how it was determined in collaboration with teachers, parents and other stakeholders; and how the number is sufficient to not reveal any personally identifiable information.
- **95% participation requirement:** States must annually test no less than 95 percent of students overall and within each subgroup.
  - States must provide a clear explanation of how the state will factor this requirement into its accountability system.



# Ongoing Threats To Rigorous School Accountability

1 Unrealistic – or unambitious – goals with excessively long timelines

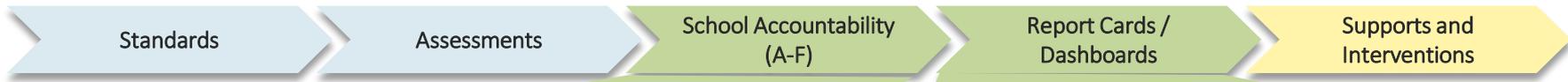
2 Inclusion of inappropriate indicators (i.e., indicators that are invalid or unreliable, provide the wrong incentives to schools, or don't differentiate among schools)

3 Inclusion of too many indicators and/or diluting the weight of academic indicators

4 Overly complicated calculations

5 Using unclear labels for schools . . . or no labels at all

# School Accountability vs. Public Reporting: Finding the Appropriate Role for Every Indicator

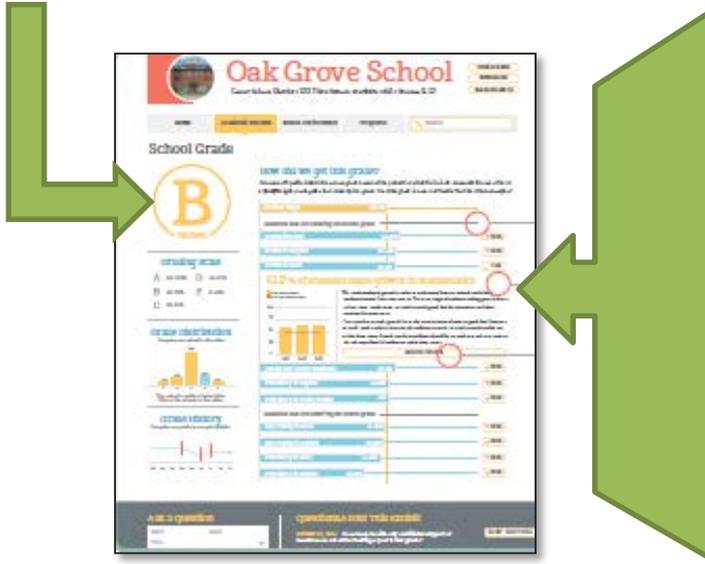


## School Accountability

- State determined goals
- Proficiency
- Growth
- Graduation rates
- English language proficiency
- College and career ready
- Lowest performing 25% students

## Report Cards / Dashboards

- Required Under ESSA
- Accountability system details
  - Disaggregated results
  - Disaggregated assessment participation rates
  - The state's minimum N
  - Civil Rights Data Collection
  - Educator qualifications
  - State, local and federal per-pupil expenditures
  - NAEP results
  - Disaggregated grad rates/college enrollment
- Optional
- Attendance
  - Expulsion/Suspension
  - School Climate
  - Parent/Teacher Survey
  - Social & Emotional Supports





# ESSA's Likely Impact on Current A-F School Grading Policy

## Likely Won't Have to Change

- Clear descriptors (A-F)
- Emphasis on objective learning outcomes
- Balance of proficiency and growth
- Including progress toward grade-level and advanced achievement
- Focus on the lowest-performing students\*
- Graduation rate calculations
- College and career ready measures
- Rigorous grading scale with automatic increases
- Incorporation of 95% participation requirement (but states determine consequences)

## Must Change

- Inclusion of English language acquisition progress
- Criteria to identify schools for intervention
- State/district responsibility to determine supports and interventions

## Uncertain

- Direct accountability for each individual subgroup

\*We are reasonably confident that states will be able maintain their focus on the lowest performing students, but the extent of that focus could be affected by the U.S. Department of Education's ongoing rulemaking.



# New Flexibility Around Supports and Interventions



## Supports and Interventions

### NCLB

	In need of improvement (year)				
	1	2	3	4	5
Interventions:					
School Transfer Options	X	X	X	X	X
Supplemental Services		X	X	X	X
Corrective Action			X	X	X
Restructuring (planning)				X	X
Restructuring (implementation)					X

### ESSA

#### What should be in your toolbox?

- School Choice
- Tutoring
- CMOs
- Recovery School District
- Integrated Student Supports (e.g. CIS)

#### For which identified school?

- Comprehensive support & improvement schools
- Targeted support and intervention schools
- Additional schools

#### At what time?

- How many years does a school need to be identified before triggering the next set of escalating intervention?



# New Flexibility Around Supports and Interventions

States <u>Must</u>	States <u>May</u>
<ul style="list-style-type: none"><li>• Notify districts of identified schools.</li><li>• Approve and monitor district improvement plans.</li><li>• Set exit criteria.</li><li>• If criteria is not met, take more rigorous action.</li><li>• Review resource allocation to support school improvement.</li><li>• Provide technical assistance.</li></ul>	<ul style="list-style-type: none"><li>• Distribute school improvement dollars through competitive grants and direct student services.</li><li>• Take additional action in districts serving significant number of identified schools.</li><li>• Establish alternative evidenced-based strategies that can be used by districts.</li></ul>

Flexible funding to support innovative intervention strategies	
<p data-bbox="270 949 772 1035"><b>Set aside for school improvement (7% of Title I, mandatory)</b></p> <ul style="list-style-type: none"><li>• Distributed through formula or competitive grants to districts to serve identified schools.</li><li>• Or, with district approval, states may distribute to entities such as school support teams or external providers.</li></ul>	<p data-bbox="1207 949 1555 1035"><b>Direct Student Services (3% of Title I, optional)</b></p> <ul style="list-style-type: none"><li>• States may make awards to districts serving identified schools to provide supplemental courses, tutoring, and public school choice.</li></ul>



# Operationalizing New Flexibility Around Supports and Interventions

## Hypothetical School Support and Intervention Strategy

Year 1: Schools Identified for Comprehensive Support	After Year 4: If Exit Criteria Not Met	After Year 6: If Exit Criteria Still Not Met
<p><b>State Approves and Monitors District Improvement Plans:</b></p> <p>State can use its authority to push districts to:</p> <ul style="list-style-type: none"> <li>• Create or expand public school choice options.</li> <li>• Use Direct Student Services set aside to provide transportation and increase access to remedial/advanced courses.</li> <li>• Attract highly effective teachers to identified schools.</li> <li>• Attract highly effective leaders; give them increased budget autonomy.</li> <li>• Implement instructional reform and align professional development program with lowest performing subgroup(s) and subject(s).</li> </ul> <p><i>Note: During Years 2 through 4, state can use its monitoring authority to push districts to implement the above reforms with rigor.</i></p>	<p><b>State Takes “More Rigorous” Action:</b></p> <p>State can require districts to:</p> <ul style="list-style-type: none"> <li>• Create or expand public school choice options.</li> <li>• Use Direct Student Services set aside to provide transportation for school choice.</li> <li>• Attract highly effective teachers / leaders.</li> <li>• Implement comprehensive intervention strategies (e.g., integrated student supports, replacement of school leaders/staff).</li> </ul>	<p><b>School Closure or State Takeover</b></p> <p>State can:</p> <ul style="list-style-type: none"> <li>• Close school and give students priority at a nearby high-performing school.</li> <li>• Close and reopen under a Charter Management Organization (CMO).</li> <li>• Takeover the school or assign school to a recovery school district.</li> </ul>



# ExcelinEd Recommendations: Accountability, Reporting and Interventions

## Recommendations

Wait for final regulations and guidance to be issued in the fall or winter of 2016 before making any major or permanent changes to state accountability systems.

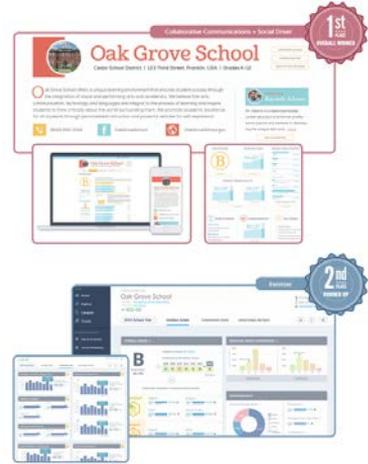
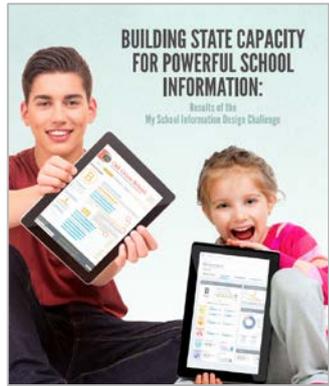
**Plan for a thoughtful transition:** Review data on what’s working and what isn’t; consult with policymakers and advocates inside and outside your state; and build a pro-reform coalition.

**Prepare for new accountability requirements and responsibilities:**

- What indicators should be in your school accountability system – and which should not?
- What additional indicators should be on your report card, and how can you make your state’s report card an easy-to-use, empowering tool for parents?
- What tools should be in your state’s turnaround toolbox?

## Resources

- [ExcelinEd: Resources on Common Core, A-F, school recognition, and accountability](#)
- [ExcelinEd: My School Information Design Challenge results](#)





# How ExcelinEd Can Help

ExcelinEd is available to help state policymakers deepen their understanding of ESSA, set the stage for new opportunities and prepare to tackle new challenges.

- Provide technical assistance related to accountability system design.
- Identify ways new federal funds can support state reforms in areas including K-3 reading, college and career readiness and digital learning.
- Support state efforts to participate in the U.S. Department of Education’s rulemaking
- Provide advocacy support for states to preserve rigorous standards and assessments and strong accountability systems during the transition to the new law.



## Next Week’s Webinar:

Implementing ESSA: From Compliance to Opportunity  
Wednesday, May 25th at 3:00pm ET  
Expect an invitation in your inbox.

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