

Transitioning to the Every Student Succeeds Act (ESSA): Accountability

Deb Sigman

Phoenix, AZ | March 24, 2016



THE CENTER ON
**STANDARDS &
ASSESSMENT
IMPLEMENTATION**

WestEd  CRESST

This document is produced by The Center on Standards and Assessment Implementation (CSAI). CSAI, a collaboration between WestEd and CRESST, provides state education agencies (SEAs) and Regional Comprehensive Centers (RCCs) with research support, technical assistance, tools, and other resources to help inform decisions about standards, assessment, and accountability. Visit www.csai-online.org for more information.

This document was produced under prime award #S283B050022A between the U.S. Department of Education and WestEd. The findings and opinions expressed herein are those of the author(s) and do not reflect the positions or policies of the U.S. Department of Education.

What does accountability look like under ESSA?

- The statewide accountability shall be based on the **challenging State academic standards** for reading or language arts and mathematics to improve student academic achievement and school success
- States still have to submit their **accountability plans** to the U.S. Department of Education. The new state accountability plans will begin in the 2017–18 school year.



What does accountability look like under ESSA? (cont'd.)

- States are required to **establish long-term goals that include measures of interim progress**, as opposed to annual measurable objectives (AMOs), for student achievement, high school graduation rates, and (AMAOs) for English language proficiency.
- Goals have to set an **expectation that all groups that are behind will close gaps** in achievement and graduation rates.



What is to be included in states' accountability systems under ESSA?

- States are solely responsible for the development of **accountability systems** that include **multiple measures**:
 1. **Proficiency on annual assessments** in reading and mathematics (states may choose to include additional subject areas, as they did under NCLB);
 2. **Academic success** (which could include growth on statewide tests) for elementary and middle schools;
 3. **Graduation rates** for high schools;
 4. **English language proficiency**; and
 5. **Additional factor of school quality or success** that allows for meaningful differentiation among student groups (e.g., student engagement, educator engagement, access to and completion of advanced coursework, school climate/safety, and college and career readiness).



How are the indicators to be weighted?

Establish a system of meaningfully differentiating, on an annual basis for all public schools in the State:

- Each of indicators 1 – 4 must be afforded “substantial weight”; and
- in the aggregate, much “greater weight” must be given to them (1-4) than the indicator or indicators described in 5.



What are other accountability requirements under ESSA?

- States must monitor participation rates on state assessments to ensure that schools are meeting a **95% participation rate**. However, schools will no longer automatically fail when they do not meet the 95% mark. States and districts will decide what will happen to schools that miss the 95% participation rate. **States are required to factor the participation rate into school ratings; just how to do that will be up to states.**
- While states are still required to report performance overall along with performance among subgroups (i.e., English language learners, students with disabilities, and racial/ethnic groups), they will have to **report performance for homeless students, students in foster care, and students with a parent in the Armed Forces.**



How will states identify schools for support and improvement?

- Schools needing **comprehensive support and improvement** based on performance of all students:
 - States must identify the lowest-performing 5% of Title 1 schools and schools that fail to graduate more than 67% of their students for comprehensive support.
 - These schools must be identified once every three years.
 - Turnaround strategies/interventions must be driven by districts, with states being allowed to monitor and intervene if the district strategies fail to succeed after a “state-determined” number of years (no longer than four years).
- Schools needing **targeted support and improvement** based on performance of subgroups:
 - States must identify schools where subgroups are underperforming, and those schools are responsible for implementing interventions within a state-set time period.
 - These schools must be identified annually.



Possible Concerns and Questions...

- What measures could be used to meet the “additional factor” requirement in the accountability system?
- There are no prescribed weights for the components of the accountability system. What does “much greater weight” or “substantial weight” mean?
- States and districts have to factor participation rate (95%) into their accountability systems and come up with a plan to address schools with less than 95% participation rates. How will this be done?
- Districts and schools are given the responsibility to implement turnaround strategies while states monitor. Do districts and schools have the capacity to implement such initiatives?



Discussion

- Immediate and Long-term
 - Concerns
 - Questions
 - Clarifications
- Assistance

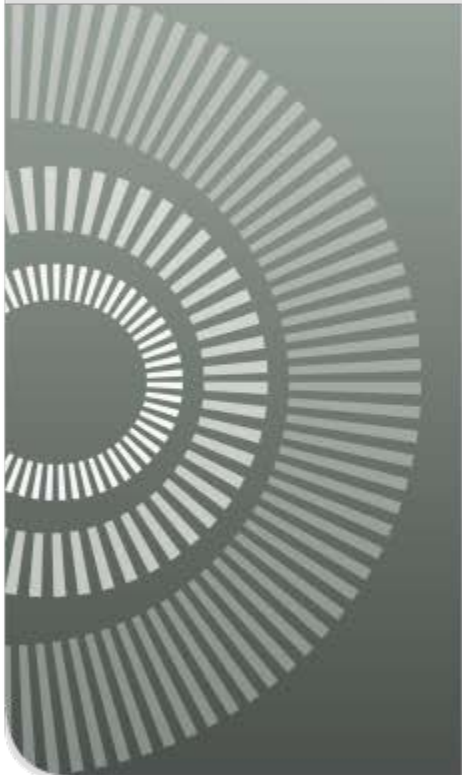


For more information, please contact:

Deb Sigman
dsigman@wested.org

CSAI Help Desk
csai@wested.org

www.csai-online.org



THE CENTER ON
**STANDARDS &
ASSESSMENT
IMPLEMENTATION**

WestEd  CRESST