

Understanding the Accountability and Support and Improvement Systems Requirements Under ESSA State Plans

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The Process



Illustrative Example - Alaska

- State Plan Peer Review Criteria
 - <https://www2.ed.gov/admins/lead/account/stateplan17/essastateplanpeerreviewcriteria.pdf>
- Alaska state plan
 - <https://www2.ed.gov/admins/lead/account/stateplan17/akconsolidatedstateplanfinal.pdf>
- Accountability components
 - Pages 12-42

Parts of the Accountability System

Description of system in **ESSA statute** (p. 30-34)

- Minimum n-size
- Long-term goals including measurements of interim progress
- Indicators
- Annual meaningful differentiation
- Identification of schools
- Annual measurement of achievement
 - Partial attendance
- More rigorous interventions



Alaska – Minimum N-Size

- Alaska will use 10 as the minimum number of students
- Applies to All Students and other subgroups
- Represents a balance between recognizing the small size of many subgroups and schools, prioritizing and ensuring student privacy, and incorporating actionable data into the accountability system.

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Description of Required Elements – ESSA State Plan Peer Review Criteria

- Long-term goals including interim progress for each (pages 9-10)
 - Academic
 - Graduation
 - English proficiency



Description of Required Elements – ESSA State Plan Peer Review Criteria

Indicators (pages 10-12)

- Academic achievement
- Other academic (not high schools)
- Graduation rate
- Progress in achieving English language proficiency
- School quality or student success indicator



Indicators: Academic Achievement A.4.iv.a

- The **Academic Achievement indicator** used in the statewide accountability system **is described**, including affirmation that the SEA uses the same indicator for all schools in all LEAs across the State
- The description includes how the indicator is calculated, including: 1) that the **calculation is consistent** for all schools, in all LEAs, across the State; 2) a **description of the weighting** of reading/language arts achievement relative to mathematics achievement; 3) if the State uses one, a description of the performance index; 4) if, at the high school level, the indicator includes a measure of student growth, a description of the growth measure (*e.g.*, a growth model); and 5) if the State averages data, a description of how it averages data across years and/or grades (*e.g.*, does the State use a uniform averaging procedure across all schools).



Indicators: Academic Achievement A.4.iv.a

- The indicator **valid and reliable**. The indicator is based on the SEA's long-term goals.
- The indicator **can be disaggregated** for each subgroup of students.
- The indicator is **measured by grade-level proficiency on the annual statewide reading/language arts and mathematics assessments**.
- The indicator measures the performance of at least 95 percent of all students and 95 percent of all students in each subgroup.



Alaska – Academic Achievement

| Student Group | ELA: Grades 3-9 FAY students only | | | Math: Grades 3-8 FAY students only | | |
|-------------------------------|-----------------------------------|----------------|-------------------------|------------------------------------|----------------|-------------------------|
| | Baseline | Long-Term Goal | Annual Increment Needed | Baseline | Long-Term Goal | Annual Increment Needed |
| | 2016-2017 | 2026-2027 | | 2016-2017 | 2026-2027 | |
| All Students | 39.4% | 69.7% | 3.0% | 35.4% | 67.7% | 3.2% |
| African American | 26.7% | 63.3% | 3.7% | 19.5% | 59.8% | 4.0% |
| Alaska Native/American Indian | 16.4% | 58.2% | 4.2% | 15.8% | 57.9% | 4.2% |
| Asian/Pacific Islander | 30.2% | 65.1% | 3.5% | 29.1% | 64.5% | 3.5% |
| Caucasian | 54.0% | 77.0% | 2.3% | 47.6% | 73.8% | 2.6% |
| Hispanic | 35.4% | 67.7% | 3.2% | 31.0% | 65.5% | 3.5% |
| Two or More Races | 39.2% | 69.6% | 3.0% | 37.1% | 68.5% | 3.1% |
| Students with Disabilities | 11.3% | 55.7% | 4.4% | 10.2% | 55.1% | 4.5% |
| English Learners | 5.1% | 52.5% | 4.7% | 8.4% | 54.2% | 4.6% |
| Economically Disadvantaged | 25.6% | 62.8% | 3.7% | 22.9% | 61.4% | 3.9% |

Indicators: Graduation Rate A.4.iv.c

- The **Graduation Rate indicator** used in the statewide accountability system for public high schools in the State **is described**, including affirmation that the SEA uses the same indicator across all LEAs in the State
- The description includes how the indicator is calculated including: 1) that the **calculation is consistent** for all high schools, in all LEAs, across the State; 2), if applicable, whether the SEA chooses to lag adjusted cohort graduation rate data; and 3) if applicable, how the SEA averages data (*e.g.*, consistent with the provisions in ESEA section 8101(23) and (25), which permit averaging graduation rate data over three years for very small schools)
- The indicator is **valid and reliable**, based on the SEA's long-term goals, and based on the four-year adjusted cohort graduation rate.

Indicators: Graduation Rate A.4.iv.c

- The indicator **can be disaggregated** for each subgroup of students.
- At its discretion, state **may include one or more extended-year** adjusted cohort graduation rates, and describes how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator.
- If applicable, the description includes how the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates includes students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards.

Alaska – Graduation Rate

| Student Group | Four-Year Graduation Rate | | | Five-Year Graduation Rate | | |
|-------------------------------|---------------------------|----------------|-------------------------|---------------------------|----------------|-------------------------|
| | Baseline | Long-Term Goal | Annual Increment Needed | Baseline | Long-Term Goal | Annual Increment Needed |
| | 2016-2017 | 2026-2027 | | 2016-2017 | 2026-2027 | |
| All students | 78.2% | 90.0% | 1.2% | 81.3% | 93.0% | 1.2% |
| African American | 73.9% | 90.0% | 1.6% | 81.5% | 93.0% | 1.1% |
| Alaska Native/American Indian | 68.9% | 90.0% | 2.1% | 72.5% | 93.0% | 2.1% |
| Asian/Pacific Islander | 84.4% | 90.0% | 0.6% | 85.6% | 93.0% | 0.7% |
| Caucasian | 82.2% | 90.0% | 0.8% | 84.5% | 93.0% | 0.8% |
| Hispanic | 77.3% | 90.0% | 1.3% | 81.4% | 93.0% | 1.2% |
| Two or More Races | 75.1% | 90.0% | 1.5% | 80.7% | 93.0% | 1.2% |
| Students with Disabilities | 58.7% | 90.0% | 3.1% | 64.6% | 93.0% | 2.8% |
| English Learners | 57.7% | 90.0% | 3.2% | 65.5% | 93.0% | 2.8% |
| Economically Disadvantaged | 72.0% | 90.0% | 1.8% | 77.4% | 93.0% | 1.6% |



Indicators: Progress in Achieving English Language Proficiency A.4.iv.d

- The **Progress in Achieving English Language Proficiency** indicator used in the statewide accountability system **is described**, including that the SEA uses the same indicator across all LEAs in the State.
- The indicator is **valid and reliable**.
- The Progress in Achieving English Language Proficiency indicator is **aligned with the State- determined timeline** described in A.4.iii.c.1?
- The indicator **consistently measures statewide the progress of all English learners in each of grades 3 through 8** and in the grade for which such English learners are otherwise assessed under ESEA section 1111(b)(2)(B)(v)(I) during grades 9 through 12.
- The **description includes the State's definition of English language proficiency**, based on the State English language proficiency assessment.



Alaska – Progress in Achieving English Language Proficiency

- Research indicates that the average time it takes English learners to reach proficiency is four to seven years.
- Over half of AK's 8,346 English learners enrolled in grades 3-9 on October 1, 2016, were representatives of Alaska's Native languages of Yup'ik, Inupiaq, and Athabascan.
- Over 100 languages are represented in the EL population in the state, especially in the state's urban center of Anchorage.
- Alaska's state-determined timeframe for an English learner to reach proficiency will depend on the student's initial overall composite proficiency level.
- This timeframe will be no more than seven years following the year of initial identification

Alaska – Progress in Achieving English Language Proficiency

| Baseline | Long-Term Goal | Annual Increment Needed |
|-----------|----------------|-------------------------|
| 2016-2017 | 2026-2027 | |
| 41.9% | 70.0% | |

Description of Required Elements – ESSA State Plan Peer Review Criteria

- Annual Meaningful Differentiation (pages 12-14)
 - Weighting of Indicators



Alaska Annual Meaningful Differentiation

- Alaska will use an index system based on 100 points for annual meaningful differentiation of all public schools.
- Each school will receive an overall score of between zero and 100 based on performance on the individual indicators, which will also be on a scale of between zero and 100 points. Indicators will be weighted based on the weights and the K-6/7-12 enrollment percentages described in Section A.4.v.b.



Alaska Accountability Indicator Weights: Schools that Do Not Serve Grade 12

| Indicator | | Grade Span | |
|-------------------------------|-----------------------|------------|-------------|
| | | K-6 | 7 and above |
| Achievement | English Language Arts | 15% | 10% |
| | Mathematics | 15% | 10% |
| Growth | English Language Arts | 20% | 20% |
| | Mathematics | 20% | 20% |
| Graduation Rate | Four-Year | n/a | 15% |
| | Five-Year | n/a | 5% |
| English Learner Progress | | 15% | 10% |
| Chronic Absenteeism | | 10% | 10% |
| Grade 3 English Language Arts | | 5% | n/a |
| Total | | 100% | 100% |

Alaska Accountability Indicator Weights: Schools that Serve Grade 12

| Indicator | | Grade Span | |
|-------------------------------|-----------------------|------------|------|
| | | K-6 | 7-12 |
| Achievement | English Language Arts | 15% | 30% |
| | Mathematics | 15% | 30% |
| Growth | English Language Arts | 20% | n/a |
| | Mathematics | 20% | n/a |
| Graduation Rate | Four-Year | n/a | 15% |
| | Five-Year | n/a | 5% |
| English Learner Progress | | 15% | 10% |
| Chronic Absenteeism | | 10% | 10% |
| Grade 3 English Language Arts | | 5% | n/a |
| Total | | 100% | 100% |

Alaska Accountability Indicator Weights

Example of Redistributed Weights: No English Learner Progress

| Indicator | | Grade Span | |
|-------------------------------|-----------------------|------------|-------------|
| | | K-6 | 7 and above |
| Achievement | English Language Arts | 17.65% | 33.33% |
| | Mathematics | 17.65% | 33.33% |
| Growth | English Language Arts | 23.53% | n/a |
| | Mathematics | 23.53% | n/a |
| Graduation Rate | Four-Year | n/a | 16.67% |
| | Five-Year | n/a | 5.56% |
| English Learner Progress | | 0% | 0% |
| Chronic Absenteeism | | 11.76% | 11.11% |
| Grade 3 English Language Arts | | 5.88% | n/a |
| Total: | | 100.00% | 100.00% |



Description of Required Elements – ESSA State Plan Peer Review Criteria

- Identification of Schools (13-14)
- Comprehensive Support and Improvement (CSI)
 - Lowest Performing
 - Low Graduation Rates
 - Additional Targeted Support for Not Exiting Such Status
 - Frequency of identification
- Targeted Support and Improvement Schools



Alaska Identification of Schools: CSI

| Comprehensive Support and Improvement (CSI) | | | |
|---|--------------------------------|---|---|
| Criteria # | Criteria Category | Entrance Conditions | Exit Conditions |
| 1 | Lowest 5% | <p>Title I Schools Only:</p> <p>When ranked annually according to their accountability index value, the lowest performing schools that represent 5% of all Title I schools are identified as CSI schools. CSI schools will be identified annually based on this criteria. The accountability index value of the highest performing Title I CSI school in this category will determine the Lowest Performance Threshold and will be determined annually.</p> | <p>A CSI school designated under Criteria 1 may exit after three years if the school no longer meets the lowest 5% entrance criteria and if the school's accountability index score has improved since the CSI designation. A school may also exit CSI if it meets the school's long term goal or measures of interim progress for the all students' group in academic achievement in ELA and Mathematics, 4-year graduation rate, and EL progress (as applicable).</p> |
| 2 | Low Graduation Rate | <p>All High Schools:</p> <p>Have a four-year adjusted cohort graduation rate less than or equal to 66⅔%. Identified annually.</p> | <p>A CSI school designated under Criteria 2 may exit after one year if it attains a four-year adjusted cohort graduation rate greater than 66⅔ %.</p> |
| 3 | TSI Lowest Performing Subgroup | <p>All TSI Schools Only:</p> <p>Have met the entrance criteria for a targeted support and improvement (TSI) school for the same subgroup for three consecutive years without meeting the TSI exit criteria. These schools will be identified for CSI at the beginning of the next school year. The 2021- 2022 school year will be the first year schools that have had three consecutive years of meeting the TSI entrance conditions for a subgroup will be designated as CSI schools.</p> | <p>Meet the TSI exit criteria as evaluated annually.</p> |

Alaska Identification of Schools: TSI

| Targeted Support and Improvement (TSI) | | | |
|--|--|--|---|
| Criteria # | Criteria Category | Entrance Criteria | Exit Criteria |
| 1 | Consistently Under-performing Subgroup | <p>All Schools not already identified as CSI: Have one or more subgroups whose accountability index value is less than or equal to the annually determined Lowest Performance Threshold of the CSI schools identified as the lowest performing 5%.</p> <p>Note: This definition of TSI qualifies all TSI schools for additional targeted support. A school that meets this criteria will be identified as a CSI school under the Lowest Performing Subgroup category if the school has met the TSI entrance criteria for the same subgroup three years in a row.</p> | A school may exit at the end of a year if the school no longer meets the entrance criteria and the accountability index value of the subgroup has improved. |

Description of Required Elements – ESSA State Plan Peer Review Criteria

- Annual Measurement of Achievement (page 14)



Alaska Annual Measurement of Achievement

- AK will calculate the participation rate based on the percentage of students enrolled in grades 3-9 on the first day of testing who receive a valid score.
- If a school does not meet the participation rate requirement, the denominator of the Academic Achievement indicator will be 95 percent of all full academic year (FAY) students in grades 3-9.
- Schools that miss the 95 percent participation rate target for the all students group or any subgroup for two consecutive years must create and submit an improvement plan to the district.



Description of Required Elements – ESSA State Plan Peer Review Criteria

- Continued Support for School and LEA Improvement (page 15)
 - Exit Criteria for Comprehensive Support and Improvement (CSI) Schools
 - Exit Criteria for Schools Receiving Additional Targeted Support



Alaska Exit Criteria for Comprehensive Support and Improvement Schools

- Schools may exit CSI status after meeting the exit criteria aligned to the entrance criteria.
- A CSI school designated under Criteria 1 may exit after three years if:
 - the school no longer meets the lowest 5% entrance criteria, and
 - the school's accountability index score has improved since the CSI designation.
- A school may also exit CSI if it meets the school's long-term goal or measures of interim progress for the all students' group in academic achievement in ELA and Mathematics, 4-year graduation rate, and EL progress (as applicable).

Alaska Exit Criteria for Comprehensive Support and Improvement Schools (cont.)

- A CSI school that entered due to a low graduation rate can exit CSI status the first year the school's four-year graduation cohort rate exceeds the 66⅔% requirement.
- Designated CSI schools due to low subgroup performance can exit CSI status the first year the school does not meet the TSI entrance criteria (has no subgroups performing at or below the Lowest Performance Threshold).
- Small School CSI schools may exit CSI status after three years if the small school performance review as described in Section A.4.v.c. no longer identifies them as CSI.



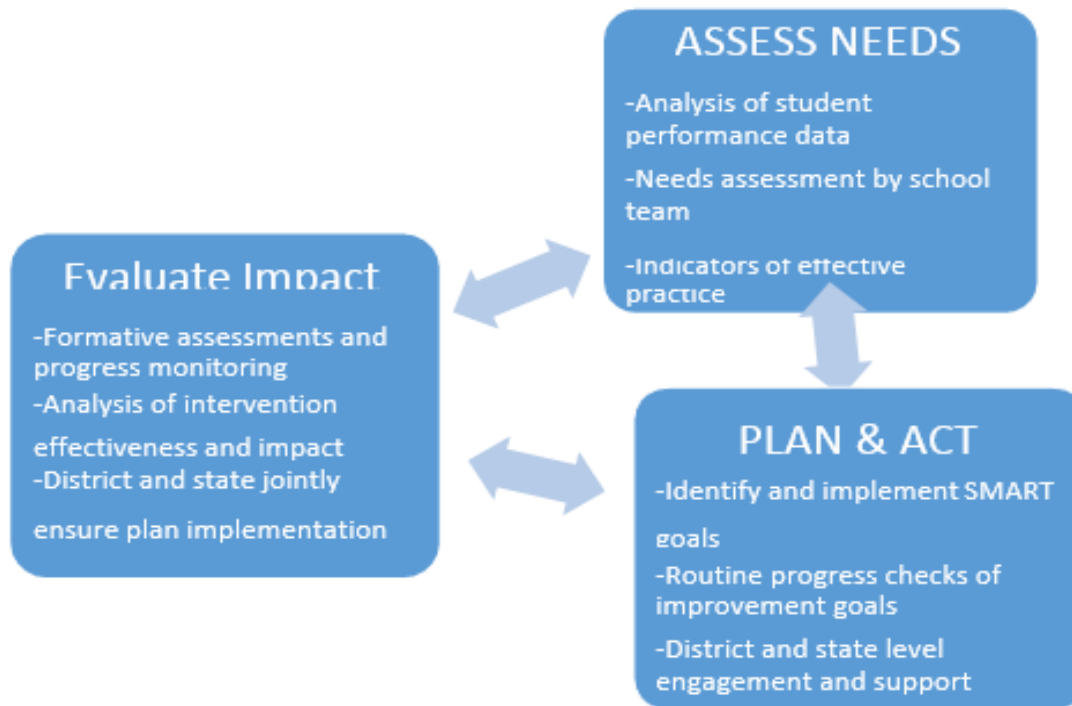
Alaska Exit Criteria for Schools Receiving Additional Targeted Support

- Exit from TSI status is determined annually.
- TSI schools may exit TSI status when:
 - The accountability index value of the subgroup that led to designation in the first place has improved; and
 - the subgroup's accountability index value no longer falls at or below the most recent Lowest Performance Threshold.
- A school may meet the exit criteria for one subgroup and be newly identified based on the accountability index value of another subgroup in the same year, resulting in continued identification as a TSI school for consecutive years.



More Rigorous Interventions

Continuous Improvement Planning Cycle



Upon failure to exit comprehensive support and improvement status after three years, Alaska Department of Education and Early Development DEED will initiate differentiated interventions based on need leading to increased levels of State oversight.

Questions



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