

# Every Student Succeeds Act: Opportunities for Delaware

Alliance for Excellent Education

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# ASSESSMENTS: STATE AND LOCAL REQUIREMENTS

- Statewide, annual assessments: grades 3-8 and once in high school
- At least 95 percent of all students, and 95 percent of each subgroup of students, must be assessed (must be included in accountability system)
- Up to 1 percent of students (students with the most severe cognitive disabilities) may take an alternate assessment



# ASSESSMENTS: OPPORTUNITIES FOR STATES AND DISTRICTS

- Balanced assessment systems, including projects, portfolios, and performance tasks
- Funding, including for assessment audits
- Locally-selected, nationally recognized high school assessments
  - Districts must notify parents if they request approval to use a locally-selected high school assessment
- Innovative assessment and accountability pilot
- Stakeholder engagement



# POP QUIZ

- 1) ESSA requires 95 percent of students to be tested annually. This means:
  - a) 95 percent of the students enrolled in all public schools in the state
  - b) 95 percent of all students in each subgroup in the state
  - c) All of the above
- 2) True or False: In order to incorporate performance tasks that measure higher order thinking into the statewide assessment, a state must join the innovative assessment pilot.
- 3) True or False: A district may only use the SAT or ACT as the “locally selected, nationally recognized high school assessment.”



# ASSESSMENTS: ITEMS TO CONSIDER

- Are the assessments *fully aligned* with challenging academic content standards and do they measure higher order thinking skills?
- Do the assessments provide *meaningful differentiation* among student performance?
- Do the assessments provide *data* that informs instruction?



# ACCOUNTABILITY: STATE REQUIREMENTS

- State and local plans must be developed with timely and meaningful consultation with teachers, principals, charter school leaders, parents, other school personnel, and others
- Set long-term goals and interim progress measures that “take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps”



# ACCOUNTABILITY: STATE REQUIREMENTS

- Multiple measure accountability systems:
  - Proficiency in ELA and Math
  - Graduation Rates (high schools)
  - Additional academic indicator or growth (elementary/middle)
  - English language proficiency
  - One or more indicators of school quality or student success\*
- Academic indicators must carry “much greater weight”



# ACCOUNTABILITY: OPPORTUNITIES

- Goal setting for graduation and proficiency rates
  - No more AYP; set ambitious but achievable goals
- Multiple measure accountability systems:
  - Indicator of school quality or success
  - Weight of each indicator
  - Flexibility to use extended-year graduation rates
- N-size (moving away from the use of supersubgroups)
- Stakeholder engagement





# POP QUIZ

- 1) **True** or False: ESSA eliminates AYP and replaces it with state-set goals and targets.
- 2) True or **False**: Under ESSA, multiple accountability measures are permitted, not required.
- 3) Which of the following indicators may be used in the State Accountability and Improvement System as an indicator of school quality or success?:
  - (A) Postsecondary education enrollment, remediation, and/or persistence rates
  - (B) Advanced Placement enrollment, performance, and completion
  - (C) Chronic absenteeism
  - (D) A and B only
  - (E) A, B, and C**



# DELAWARE STATE SUCCESS FRAMEWORK: METRIC WEIGHTS – ELEMENTARY AND MIDDLE SCHOOLS

Area/Measures	Weight	Points
<b>Academic Achievement</b>	<b>30%</b>	<b>150</b>
Proficiency ELA	10%	50
Proficiency Math	10%	50
Proficiency Science	5%	25
Proficiency Social Studies	5%	25
<b>Growth</b>	<b>40%</b>	<b>200</b>
Growth in ELA	20%	100
Growth in Math	20%	100
<b>On Track to Graduation</b>	<b>10%</b>	<b>50</b>
Average Daily Attendance	10%	50
<b>College and Career Readiness</b>	<b>20%</b>	<b>100</b>
Growth to Proficiency in ELA	10%	50
Growth to Proficiency in Math	10%	50
<b>Total</b>	<b>100%</b>	<b>500</b>

# DELAWARE STATE SUCCESS FRAMEWORK: METRIC WEIGHTS – HIGH SCHOOLS

Area/Measures	Weight	Points
<b>Academic Achievement</b>	<b>25%</b>	<b>125</b>
Proficiency ELA	7.5%	37.5
Proficiency Math	7.5%	37.5
Proficiency Science	5%	25
Proficiency Social Studies	5%	25
<b>Growth</b>	<b>45%</b>	<b>225</b>
Growth in ELA	22.5%	112.5
Growth in Math	22.5%	112.5
<b>On Track to Graduation</b>	<b>20%</b>	<b>100</b>
On Track in 9 <sup>th</sup> Grade	5%	25
4-year Cohort Graduation Rate	10%	50
5-year Cohort Graduation Rate	3%	15
6-year Cohort Graduation Rate	2%	10
<b>College and Career Readiness</b>	<b>10%</b>	<b>50</b>
College and Career Preparation	10%	50
<b>Total</b>	<b>100%</b>	<b>500</b>

# ACCOUNTABILITY: ITEMS TO CONSIDER

- Should the state accountability system use a *dashboard* or an *index*?
- Is *subgroup performance* masked?
- Average daily attendance vs. *chronic absenteeism*?
- Are the “other” indicators in the accountability system *meaningful, measurable, and actionable*?



# SCHOOL IMPROVEMENT: STATE REQUIREMENTS

- Every three years, identify schools for “Comprehensive Support and Improvement”:
  - The lowest performing 5 percent of Title I schools
  - All high schools with graduation rates at or below 67 percent
  - Schools with very low-performing subgroups that are not improving
- Annually identify schools for “Targeted Support and Improvement”:
  - All schools with consistently underperforming subgroups
- Use 7 percent of Title I allocations for school improvement activities



# SCHOOL IMPROVEMENT: STATE AND LOCAL REQUIREMENTS

- States approve and monitor LEA plans for Comprehensive Support and Improvement
- LEA plans must:
  - Be informed by all accountability indicators
  - Include evidence-based interventions
  - Be based on a school-level needs assessment
  - Identify resource inequities and
  - Be approved by the school and LEA



# SCHOOL IMPROVEMENT: OPPORTUNITIES

- States determine how school improvement funds get distributed to LEAs (formula or competitive grants)
- LEAs select components of the needs assessment
- LEAs select evidence-based interventions (approved by the state) for comprehensive support and improvement schools



# SCHOOL IMPROVEMENT: OPPORTUNITIES

- States determine exit criteria, timeline (less than 4 years), and additional action for comprehensive support and improvement schools
- Schools determine interventions (in partnership with stakeholders, approved by LEAs) and LEAs determine the timeline and additional action (if needed) for targeted support and improvement schools





# SCHOOL IMPROVEMENT: OPPORTUNITIES

- May set aside 3 percent of Title I funds for “direct student services,” including personalized learning, advanced course work, CTE that leads to an industry-recognized credential, etc.
- Student Support and Academic Enrichment Grants:
  - 5 percent set aside for state activities
  - Priority for comprehensive and targeted support schools
- Differentiated improvement for alternative schools
- Stakeholder engagement



# EXAMPLE OF EVIDENCE-BASED REFORM: SMALL SCHOOLS OF CHOICE

- District-wide strategy to close large, failing high schools and open small schools
- Rigorous evidence from a random assignment-like experimental design
- Improved high school graduation and college enrollment rates for all students, with increased results for students of color



# POP QUIZ

- 1) True or **False**: ESSA requires federally-determined interventions in low-performing schools.
- 2) Which of the following schools will be identified for comprehensive support and improvement?:
  - (A) high schools with a graduation rate of 67% or less
  - (B) the bottom 5% of schools
  - (C) schools with consistently underperforming subgroup(s) of students
  - (D) A and B only**
  - (E) A, B, and C
- 3) True or **False**: States select the evidenced-based interventions used in comprehensive and targeted support and improvement schools.



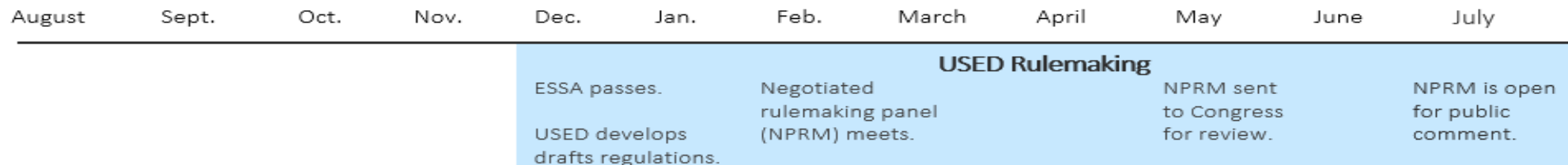
# SCHOOL IMPROVEMENT: ITEMS TO CONSIDER

- What is the *effectiveness* of the intervention (degree, population, impact on achievement, etc.)?
- What is the *context* of implementation?
- Is the intervention *sustainable*?
- How will the intervention be *monitored*?

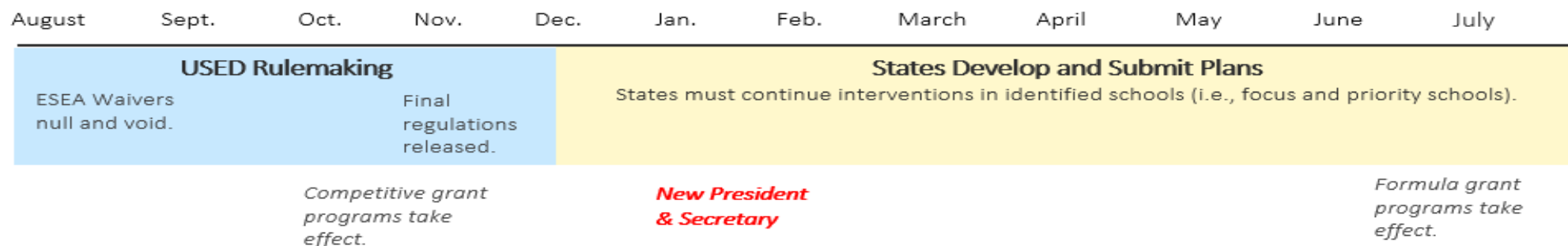


# Timeline

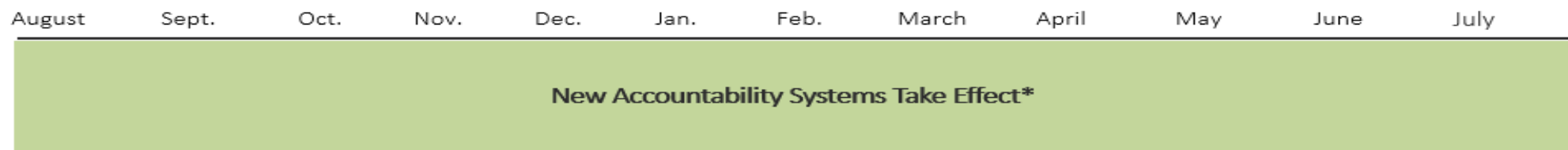
## 2015-16 School Year: Bill Passage and Initial Rulemaking



## 2016-17 School Year: Transition



## 2017-18 School Year: New Systems in Place



\* It is not clear from the legislation when states will first be required to identify a new set of schools based on their accountability systems under ESSA (i.e., will the identification be based on 2016-17 data or 2017-18 data). We hope to have more clarity on the timeline from the U.S. Department of Education in the coming months.



# DISCUSSION

