The Every Student Succeeds Act

Measuring Student Success Through Multimetric Accountability

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ASCD and Accountability: Redefining Student Success

All schools and communities should embrace a broader, more comprehensive definition of student success that prepares graduates for college, career, citizenship, and lifelong learning.

ASCD and Accountability: Redefining Student Success

• Promote continuous support and improvement
• Focus on capacity building
• Incorporate multiple measures

ASCD’s ESSA webinar on accountability has been updated to include more details on the multimetric accountability requirement.

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Accountability Under NCLB
- Federally required accountability
- Focus on English language arts and math
- Prescriptive and punitive
- Over-reliance on tests led to:

ESSA and Accountability
- AYP is history!
- Flexibility for states to design their own systems

ESSA Accountability Basics
State-designed systems:
- Performance goals
- Academic and nonacademic indicators
- Weighting
- Participation on state tests
- Identification of low-performing schools
- School improvement
- Annual reporting

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Digging into the Details: Performance goals

- States determine
- For each individual subgroup
- No federally-prescribed goals

Digging into the Details: Academic Indicators

High Schools:
- State test results
- ELL proficiency
- Multimetric indicator (same for all high schools in state)
- Graduation rates

Mid/Elem Schools:
- State test results
- ELL proficiency
- Multimetric indicator (same for all middle; same for all elem schools)
- Other academic indicator

Weighting: States Decide

Nonacademic factors

Academic factors

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Digging into the Details: 95% Test Participation

- States in charge of opt-out policies
- 95% of all students must be tested
- 95% of students in each subgroup must be tested
- States determine consequences

Digging into the Details: School Improvement

- Schools identified for “comprehensive support and improvement”
  - Lowest 5%, based on accountability indicators
  - High schools with 67% or less grad rate
  - Schools with a “consistently underperforming” subgroup
- Districts intervene with “evidence-based” strategies; identify resource inequities.

- Schools identified for “targeted support”
  - Those where a particular subgroup is struggling

  Schools intervene with “evidence-based” plan, monitored by district.
Digging into the Details: Public Reporting

ESSA’s new requirements:
- Describe accountability system
- List schools in need of improvement
- Per-pupil expenditures at all levels: federal, state, local
- Number and percentages of students taking alternate assessments
- Postsecondary enrollment

Multimetric Accountability in ESSA

ESSA requires inclusion of nonacademic measures of school quality or student success.

How can states and districts use this requirement to support a whole child accountability system?

Multimetric Accountability in ESSA

Measures of school quality or student success
- Must meaningfully differentiate schools
- Must be used in all schools in the state
- Examples:
  - School safety and climate
  - Student or educator engagement
  - Access to advanced coursework
  - Postsecondary readiness

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Multimetric Accountability in ESSA

- Use this opportunity to promote whole child indicators
- Raise visibility of what your school and community need and can do
- Don’t just fall back on what has always been done

Dept. of Education Proposed Regulations on Accountability

- Force of law
- The “means to the [legislative] ends”
- Proposed only—public comments thru 8/1
- Intense Congressional oversight
- New administration in January could change some of these rules

Regulations, cont’d

Requires summative ratings of all schools
- With at least 3 categories of performance
- Can be number, A-F, or descriptive (excellent…)
- All data that goes into rating must be made public

Pushback: ESSA does not require ratings.

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### Regulations, cont’d

95% Participation rate (required by ESSA)
- Under ESSA, states determine strategies for addressing low participation rates on tests
- Regulations require that states:
  - Select one of 3 federally prescribed sanctions OR
  - Submit own plans for dealing with low participation rates
Pushback: Too punitive and removes flexibility

### Regulations, cont’d

States to define “consistently underperforming” subgroup but must address at least one of these criteria. Is the subgroup
- On track to meet long-term goals
- Performing at lowest level on an academic indicator
- At or below a certain level of performance (vs. state)
- Performing way below the state average
- Another factor state can determine

### Regulations, cont’d

School Improvement
- To exit either the “comprehensive support” or “targeted support” list, schools must demonstrate progress on one of their academic indicators
- School turnaround models to be developed with parents, educators, etc.
- Must identify and address resource disparities

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ESSA: Measuring Student Success Through Multimetric Accountability

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Time Frame: One Year

- State accountability plans to be submitted in either March 2017 or July 2017
- Schools in need of “comprehensive support” to be identified in 2017-18 school year
- Schools in need of “targeted support” to be identified in 2018-19 school year

Opportunities!

Many decisions to be made at the state and district levels
1. Sign up for Educator Advocates! [www.ascd.org/educatoradvocates](http://www.ascd.org/educatoradvocates)
2. Share ASCD ESSA implementation resources with colleagues.
3. Has your state created an ESSA implementation task force? Who’s on it? Share information with them, meet with them!
4. Learn which indicators your state currently includes in its accountability system. Who is responsible for creating the new system? Advocate for whole child indicators.
5. Who will be making decisions around assessments, teacher evaluations, professional development, etc.? Share resources, develop relationships, be at the table!!

ASCD Government Relations Resources

- ESSA/NCLB Comparison chart
- FAQs
- Accountability, SEL resources
- ESSA webinar series
- Webpages:
  - [www.ascd.org/gr](http://www.ascd.org/gr)
  - [www.ascd.org/essa](http://www.ascd.org/essa)
  - [www.ascd.org/multimetric](http://www.ascd.org/multimetric)

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