TO: Members of the State Board of Education

FROM: Karen B. Salmon, Ph.D.

DATE: June 28, 2016

SUBJECT: *Every Student Succeeds Act* (ESSA) Accountability Update

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PURPOSE:

To provide an overview of the requirements for a new accountability system under ESSA and provide an update on the progress of the ESSA Accountability Workgroup.

BACKGROUND/HISTORICAL PERSPECTIVE:

In December 2015, Congress was able to reach bipartisan agreement on an Elementary and Secondary Education Act reauthorization bill and passed the *Every Student Succeeds Act*, signed by President Obama on December 10, 2015. The Act addresses multiple sections or Titles, which include revisions and requirements for a statewide accountability system.

EXECUTIVE SUMMARY:

Requirements for a statewide accountability system in ESSA cover, among other things, student groups, the minimum number of students within a group ("n" size), the establishment of long term and interim goals, indicators of the accountability system, requirements for the annual meaningful differentiation of schools, and identification of schools for support and improvement.

The accountability system is still required to measure proficiency in mathematics and English/language arts (ELA), graduation rates for high schools, and an additional academic indicator or growth for elementary and middle schools. Changes in accountability include the requirement for an indicator of school quality or student success and an indicator for English Learner (EL) proficiency. Additionally, student group performance on every indicator must be measured.

Maryland enacted a new accountability system as part of the ESEA Flexibility Waiver in 2012. The current College and Career Readiness indicator and the measurements of growth are effective parts of the system. The ESSA Accountability Workgroup is planning to make

adjustments to how Maryland measures equity and gaps as well as an effective way to include measurements for each student group while ensuring the new system aligns with ESSA.

ACTION:

For information only.

Every Student Succeeds Act (ESSA) Accountability Update

State Board of Education

June 28, 2016

Objectives

Provide information on…..

- Accountability components of ESSA
- Maryland's current accountability model
- Timeline and workgroups

Process and Timeline

□ ESSA Internal Committee

□ ESSA External Committee

□ Draft Timeline for Submission – March 6, 2017

  ■ Timeline includes regular updates to the State Board, PSSAM, and others

  ■ Includes outreach to stakeholders and submission to the Governor and Legislative Policy Committee

ESSA Requirements: System

ESSA Requirements	Current	Decision Points/Actions
States must use at least 4 indicators: •*Proficiency, EL proficiency, and non-academic (EMH);* •*Additional academic indicator (EM);* •*Grad rate (H)*	Indicators include: Proficiency (EMH), Gap (EMH), Growth (EM) CCR(H)	•Replace MSA with PARCC in Proficiency •EL Proficiency – Access 2.0 •Determine additional academic indicator (EM) and Non-academic indicators •Graduation Rates aligned to ESSA - 4 year cohort only or use 4 and 5 year cohort •CCR (H) and Growth (E/M) to be modified
For each indicator selected ESEA student group performance must be included	Student groups not included in all indicators	Include student group performance in each indicator selected
All schools must receive a single summative rating	Strands 1-5	Summative Rating Use of Dashboards

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ESSA Requirements: Goals and Weights

ESSA Requirements	Current	Decision Points/Actions
States must set "ambitious" long-term, and measurements of interim progress	Annual Measurable Objectives (AMOs)	Determine new long term and interim goals for each indicator
Must include achievement as measured by proficiency	Proficiency measured by Proficient/ Advanced on MSA/HSA	Determine proficiency on PARCC (have levels 1-5 what is proficient)

ESSA Requirements: Student Groups

ESSA Requirements	Current	Decision Points/Action
"Super student groups" are not permitted in place of individual student groups.	No super student groups used in accountability or reported	Current model in alignment with ESSA requirement.
N size must be equal to or less than 30 (or approved by USED)	N size of 5	Consider N size of 10 to align to Maryland's reporting N size
Former EL students may continue to be counted for up to 4 years in EL student group count	Former EL students count for two years	Revise to 4 years

ESSA Requirements: Non-Academic

ESSA Requirements	Current	Decision Points/Actions
States must include one or more indicators of school quality or student success	Not Included	Identify indicators that are valid, reliable and aid in the meaningful differentiation of schools
Academic greater weight than non-academic	Equal weight of indicators	Define: "Much greater weight" for academic indicators; Level of performance and weight for each indicator

ESSA Requirements:
Test Participation

ESSA Requirements	Current	Decision Points/Actions
States must use one of four methods to respond to participation rates that fall below the 95% threshold (all students or student group)	Non participants awarded lowest performance level on academic proficiency indicator	Current model in alignment with ESSA requirement. Other options

ESSA Requirements: Lowest Performing Schools

ESSA Requirements	Current	Decision Points/Actions
States must identify 5 percent of lowest performing schools; any high school with less that 67% grad rate; and schools with student group performing at level of lowest 5 percent.	Priority and Focus Schools	• Criteria for identification • Methodology to identify consistently underperforming subgroups. • Exit criteria • Support to schools • Consequences for lack of improvement

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