

# ESSA Plan: Accountability



**TOP 10 IN 10 YEARS** 

putting Michigan on the map as a premier education state

# ESSA: Getting to Approval



- Revised Plan submitted to the U.S. Department of Education (USED) on November 1, 2017
  - Includes index plan to fulfil ESSA requirements and
  - Transparency dashboard for parents
- All changes to the originally-submitted plan are indicated in the revision posted at [www.Michigan.gov/essa](http://www.Michigan.gov/essa)
- Review and approval by USED is anticipated in the coming weeks

# Accountability Timelines



- **2016-17** accountability (Winter/Early Spring 2018) will be run using the new system and will include required federal designations.
- **2017-18** accountability (Fall 2018) will be run and be used to support Partnership District work.

# Minimum Statutory Requirements: Identification



- In order to meet the minimum requirements of the statute, we were required to submit a system to identify:
  - Comprehensive Support and Improvement Schools (CSI)
    - Lowest performing schools
  - Targeted Support and Improvement Schools (TSI)
    - Schools with low performing subgroups
  - Additional Targeted Support Schools (Additional TSI)
    - Schools in which a subgroup is performing at the level of a comprehensive support school

# Comparison of Federal Designations



Designation	How often is the designation given?	Who determines supports?	Who determines exit criteria and timelines?
<b>Comprehensive</b>	Every 3 Years	LEA; Approved by SEA	SEA
<b>Targeted</b>	Yearly	School; Approved by LEA	LEA
<b>Add'l Targeted</b>	Every 3 Years	School; Approved by LEA	SEA

# Minimum Statutory Requirements: Indicators



- The system for identifying those federally required types of schools must include:
  - Proficiency
    - Need to account for larger of 95% of students or number participating
  - Growth
  - Graduation Rate
  - English Learner (EL) Progress
  - “Additional Indicator of School Quality/Student Success”
- Subgroup disaggregation for all indicators except EL Progress

# Our Plan: Transparency Dashboard



- We will create the transparency dashboard as planned for all schools, with:
  - The key indicators (the federally required indicators)
  - All of the additional indicators (outlined in the [State Board Policy on Transparency Dashboard](#))
- This will be displayed for all schools statewide

# Our Plan: Identification



- We will use the federally required key indicators, with the weights and all other details negotiated for the originally-proposed A-F system, to create a 0-100 index that will allow us to identify the lowest performing schools.
- The bottom 5%, as well as those high schools failing to graduate 67% of students, will be identified as Comprehensive Support and Improvement (CSI) schools
- All schools within the index will then be triaged into three types of districts:
  - Partnership districts
  - Early Warning districts
  - General Support districts (with the option for any district to request specific types of supports from us—a category we are calling “Selected Support” districts)



# Our Plan: Identification



- Targeted Support and Improvement (TSI) schools:
  - We will identify any school with low-performing subgroup(s), and inform districts of their low performing subgroup(s), and request that they use this data/information to inform their school improvement plan
  - Early Warning districts and Partnership districts will get more intensive technical assistance with this process
- Additional Targeted Support and Improvement (Additional-TSI) schools:
  - Calculate an index value for each subgroup in the same way as calculating the overall index for CS schools
  - Any subgroup with an index value less than or equal to the highest overall index value in the lowest performing group of schools identifies that school as an additional targeted support school

# Major Accountability Changes



- Unification of tasks previously accomplished by separate systems
  - Scorecard
  - Top-to-Bottom (TTB)
  - Gap Ranking
  - English Learner (EL) accountability (i.e., NCLB Title III AMAOs)
- Partial points based on the degree to which targets are met
- Only building-level accountability
- Frequency of federal designations
- Addition of School Quality/ Student Success indicator
- Greater flexibility in how states and district support designated schools
- Increases local control of, and local responsibility for, the improvement of designated schools
- 1% cap moves to participation

# Subgroups



- For the transparency dashboard, n-size will be 10
- For the CSI/TSI metrics, an accountability n-size of 30 will be applied, for all components
  - Subgroups are weighted equally in calculating component index values
    - Aligned with Top 10 in 10 goals of ensuring equity in the Michigan's education system
- Bottom 30% is for reporting only – not included in index calculations

# MI-Access 1% Cap – New Requirements



- 1% cap changes from a proficiency cap to a participation cap
  - State may not exceed 1%
  - State must:
    - Require districts going over 1% cap to submit information justifying the need of the district to assess more than 1% of its students on an alternate assessment
    - Provide appropriate oversight of a district that exceeding the 1% cap
    - Make district justifications public providing information does not reveal individual student information
  - States are allowed to submit waivers good for one year
    - Requires timeline for falling below the cap and other additional reporting

# MI-Access 1% Cap – What do the changes mean?



- Accountability will no longer be collecting waivers from districts
- Accountability will not be processing 1% cap appeals for accountability
- All MI-Access students with valid scores will be included in proficiency calculations
- MDE is still working out what districts will need to submit for justifying exceeding the 1% cap
  - This will not flow through the accountability office

# Index System



- All of these have been discussed extensively through the ESSA stakeholder engagement process
- Overall index value (0-100) calculated from individual component indices
  - Weights:
    - Proficiency =29%
    - Growth = 34%
    - Graduation rate = 10%
    - EL Progress = 10%
    - School Quality/Student Success = 14%
    - Participation =3%
- Proficiency and Growth use Math and ELA only

# Index System



- Indices use a percent of target met concept
  - Example = proficiency target is 80%. School's proficiency = 50%. Proficiency index =  $50/80$  or 62.5.
- School Quality/Student Success includes:
  - K-12 Chronic Absenteeism
  - K-8 Access to Fine Arts, Music, and Physical Education
  - K-8 Access to a Library Media Specialist
  - 11th and 12th Grade Advanced Coursework (CTE, IB, AP, dual enrollment, Early/Middle College)
  - High School Postsecondary Enrollment Rate

# Index System



- Index values for each indicator and student group with enough data
- Building-level only
- Informational only indicators
  - Student groups meeting targets
- New federal designations:
  - Comprehensive Support
  - Targeted Support
  - Additional Targeted Support



# Long Term Goals and Targets



- Index values are tied to performance against long term goals
  - Percent of goal (target) met
- Long term goals are ambitious and aligned to Top 10 in 10
- Goals are to increase performance to the current statewide average at the 75<sup>th</sup> percentile by the end of 2024-25
  - Goals are “anchored” at these values through 2024-25
- Expectations are the same for all students
- Participation requirement remains at 95%

# Long Term Goal Values



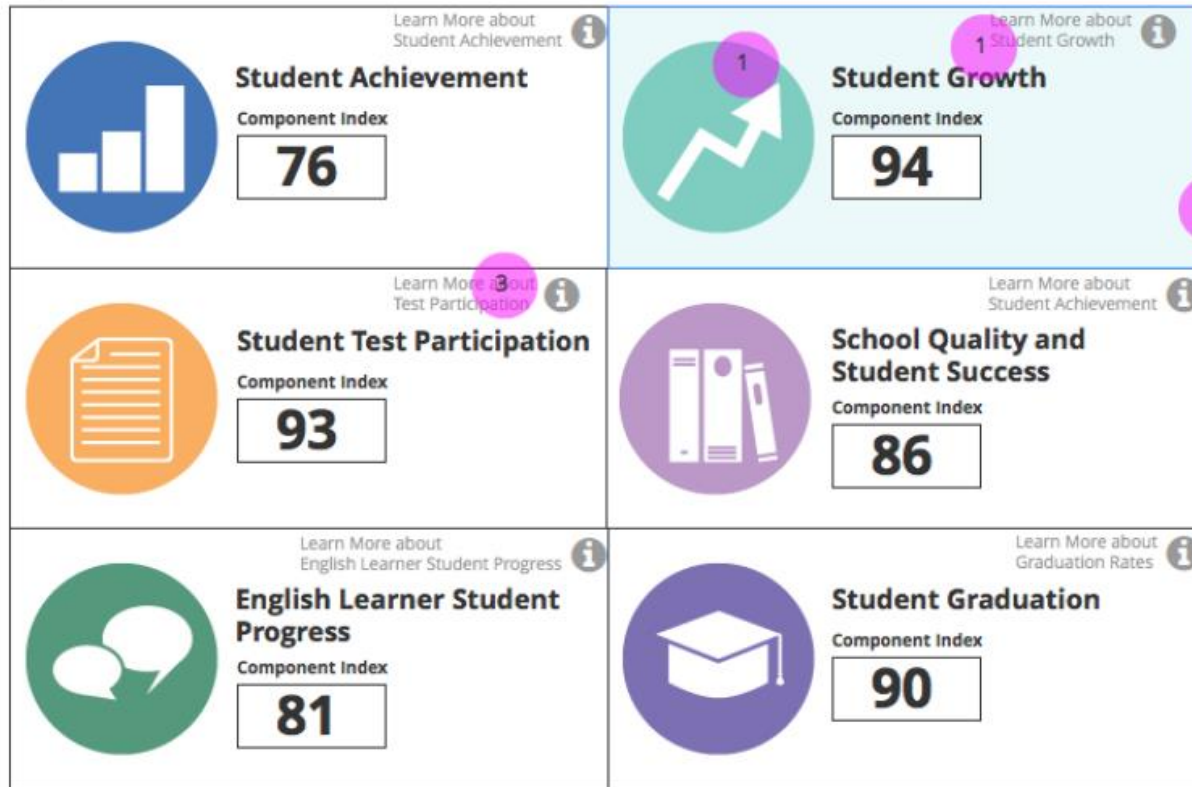
Component	Baseline Value (Current)	Long-term Goal (2024-25)
Proficiency – ELA	49.14%	60.00%
Proficiency – Math	37.55%	47.55%
Growth – ELA	49.99%	57.92%
Growth – Math	43.49%	49.90%
Graduation – 4-year	79.79%	94.44%
Graduation – 5-year	81.99%	96.49%
Graduation – 6-year	81.25%	97.00%
EL Progress	46.41%	59.26%

## 2017 - 2017 School Year Report Card

East Lansing High School

509 Burcham Dr  
East Lansing, MI 48823

### Key Performance Indicators





Component Index

94

### Student Growth

Student Growth is the measured change in a student's performance from prior years to most recent year on statewide assessments in math and English language arts.

[View more information in the full Student Growth report.](#)

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Student Group	Growth Index Percent of Target Met Across Content Areas	ELA MGP Target: 51	Math MGP Target: 52	Science MGP Target: 49	Social Studies MGP Target: 51
Overall	36.60	--	--	--	--
All Students	33.48	39.00	41.23	32.67	--
Bottom 30%	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	47.37	50.00	45.00	--	--
Economically Disadvantaged	28.96	67.89	57.43	60.23	--
English Learners	--	--	--	--	--
Students With Disabilities	--	--	--	--	--

# Transparency Dashboard Summary



- Final elements captured in the State Board Policy on Transparency Dashboard, adopted June 2017. This was created by:
  - Taking all of the ESSA-generated ideas for transparency dashboard
    - These were presented essentially monthly at SBE meetings; at ESSA External Advisory and Tactical team; in three of our four rounds of feedback; and in nearly every ESSA presentation after October 2016
  - Going through each element with the SBE and asking them if they wanted to keep it, change it, delete it, and what else was missing
  - Writing up and sharing with them for adoption
    - For example: This February 2017 presentation on our draft plan includes the transparency dashboard information.  
[http://www.michigan.gov/documents/mde/Presentation\\_to\\_SBE\\_on\\_Michigan\\_ESSA\\_Consolidated\\_Plan\\_Draft\\_551645\\_7.pdf](http://www.michigan.gov/documents/mde/Presentation_to_SBE_on_Michigan_ESSA_Consolidated_Plan_Draft_551645_7.pdf)
- At the SBE presentation in August 2017 - we showed how we are reorganizing those core elements into Staff/Students/Schools based on research about parents and what they prefer

# Dashboard Phases

## Phase 1 (Released December 2017)



- Primary metrics
  - Discussed earlier in this presentation—the ESSA required metrics
- Postsecondary transition and readiness metrics
  - Persistence
  - Completion
  - Percent of high school graduates who are proficient on the SAT
- School climate and culture
  - Support titles
  - Expulsion data
  - Ratio of students to instructional FTEs
- Student factors
  - Dropout rate
  - Student mobility, attendance

# Phase 2 (Fall of 2018 OR ongoing as data become available - TBD)



- All Phase 1 plus metrics that required new data collection
- K-8 access to arts/physical education, and access to library media specialist (requires new data so needs to be phase 2)
- Access/equity
  - Early learning access
  - Before/after school programming
  - Wraparound services
  - Access to technology
  - Services for students with disabilities
  - Services for ELs
- School climate/culture (Phase 1, plus suspension data [new data collection 2017-2018] and ESSA-required financial reporting)
- Student factors (Phase 1 plus extracurricular opportunities and presence of recess)

# Phase 2 Workgroups



- Workgroups are being established now to create recommendations by December 2017 so we can integrate into Phase 2 build
- Workgroups are:
  - Services for students with disabilities
  - Services for ELs
  - Climate/culture/engagement surveys
  - Educator engagement
- Additional work required by MDE to determine equity/achievement gaps



# Phase 3 (Fall 2019)



- All previous phases plus items that required substantial additional consideration and new data.
  - Climate/culture/engagement surveys
  - Additional financial reporting
  - Possibly others as defined by the data definition workgroups

# For More Information:



**Please visit our website:** [www.michigan.gov/essa](http://www.michigan.gov/essa)

- Sign up for **ESSA Notes** updates
- Review information about ESSA and Michigan's work
- Respond to our online surveys (click the "Get Involved" link)

**Any questions, please email us at:** [MDE-ESSA@michigan.gov](mailto:MDE-ESSA@michigan.gov)

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