

Accountability: Alaska's Current Reality and ESSA Provisions

Developed for 2016 Spring Leadership Working Conference

April 7-8, 2016

SCHOOL DISTRICT AND STATE ACCOUNTABILITY SYSTEMS

Subgroups

ESSA Provisions

- Economically disadvantaged
- Race/ethnicity
- Students with disabilities
- English learners
 - May now include results for a former EL student for up to four years

Current Reality in Alaska

- Economically disadvantaged
- Race/ethnicity
- Students with disabilities
- English learners
 - Currently include results for a former EL student for two years following proficiency on EL assessment

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Minimum n

ESSA Provisions

"...the minimum number of students that the State determines are necessary to be included to carry out such requirements and how that number is statistically sound, which shall be the same State-determined number for all students and for each subgroup of students in the State..."

"...how such minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number; and..."

"...how the State ensures that such minimum number is sufficient to not reveal any personally identifiable information."

Current Reality in Alaska

- For ASPI, the minimum n for the inclusion of subgroup weighting in the School Progress component is six.
- For AMP, the minimum n for development of targets or the reporting of progress toward targets is five.
- The minimum n for our online assessment reporting is five.
- There are additional suppression rules in place when the n -size is five or greater, yet the distribution of students requires suppression.

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A: Ambitious State-designed long-term goals, which shall include measurements of interim progress toward meeting such goals

ESSA Provisions

1. **Academic achievement**, as measured by proficiency on the annual summative assessment
2. **High school graduation rates**, including:
 - Four-year adjusted cohort graduation rate; and
 - At the State's discretion, the extended-year adjusted cohort graduation rate, except that the State shall set a more rigorous long-term goal for such graduation rate, as compared to the long-term goal set for the four-year adjusted cohort graduation rate
3. For English learners, for increases in the percentage of such **students making progress in achieving English language proficiency**, as defined by the State and measured by the assessments described in subsection (b)(2)(G), within a State-determined timeline.

Current Reality in Alaska

1. **Academic achievement:** Under Alaska's ESEA waiver, schools and districts were provided with assessment targets, which were calculated with the goal of reducing the percentage of Not Proficient students by half in six years.
2. **High school graduation rates:** The current target is 90 percent. For small schools with fewer than 10 students in the cohort, the goal is to have all but one student graduate. A school or district meets its targets with either the four- or five-year graduation rate.
3. **Students making progress in achieving English language proficiency:** This is measured under Annual Measurable Achievement Objectives (AMAO). This is currently not a part of Alaska's school accountability system.

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B: Indicators

ESSA Provisions

See accountability grid for details

Current Reality in Alaska

See accountability grid for details

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C: Annual Meaningful Differentiation

ESSA Provisions

See accountability grid for details

Current Reality in Alaska

See accountability grid for details

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D: Identification of Schools

ESSA Provisions

Based on the system of meaningful differentiation described in subparagraph I, establish a State-determined methodology to identify—

- (i) beginning with school year 2017–2018, and at least once every three school years thereafter, one statewide category of schools for comprehensive support and improvement, as described in subsection (d)(1), which shall include—
 - (I) not less than the lowest-performing 5 percent of all schools receiving funds under this part in the State;
 - (II) all public high schools in the State failing to graduate one third or more of their students; and
 - (III) public schools in the State described under subsection (d)(3)(A)(i)(II); and
- (ii) at the discretion of the State, additional statewide categories of schools.

Current Reality in Alaska

The Department of Education & Early Development identifies Priority, Focus, and Reward schools.

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E: Participation rate (Annual measurement of achievement)

ESSA Provisions

- (i) Annually measure the achievement of not less than 95 percent of all students, and 95 percent of all students in each subgroup of students, who are enrolled in public schools on the assessments described under subsection (b)(2)(v)(I).
- (ii) For the purpose of measuring, calculating, and reporting on the indicator described in subparagraph (B)(i), include in the denominator the greater of—
- (I) 95 percent of all such students, or 95 percent of all such students in the subgroup, as the case may be; or
 - (II) the number of students participating in the assessments.
- (iii) Provide a clear and understandable explanation of how the State will factor the requirement of clause (i) of this subparagraph into the statewide accountability system.

Current Reality in Alaska

Currently, a school that does not meet the participation rate requirement for all students has all of its untested students counted as Not Proficient in the Academic Achievement indicator of ASPI.

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F: Partial Attendance

ESSA Provisions

- (i) In the case of a student who has not attended the same school within a local educational agency for at least half of a school year, the performance of such student on the indicators described in clauses (i), (ii), (iv), and (v) of subparagraph (B)—
- (I) may not be used in the system of meaningful differentiation of all public schools as described in subparagraph (C) for such school year; and
 - (II) shall be used for the purpose of reporting on the State and local educational agency report cards under subsection (h) for such school year.
- (ii) In the case of a high school student who has not attended the same school within a local educational agency for at least half of a school year and has exited high school without a regular high school diploma and without transferring to another high school that grants a regular high school diploma during such school year, the local educational agency shall, in order to calculate the graduation rate pursuant to subparagraph (B)(iii), assign such student to the high school—
- (I) at which such student was enrolled for the greatest proportion of school days while enrolled in grades 9 through 12; or
 - (II) in which the student was most recently enrolled.

Current Reality in Alaska

- AMOs and the School Progress component of ASPI consider full academic year (FAY) students (enrolled October 1 – first day of testing).
- Alaska currently assigns cohorts based on (F)(ii)(II) noted above.

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Graduation Rates Issues

ESSA Provisions

- Based on the new definition for cohort assignment, students enrolled in high schools that do not serve grade 9 would be placed into the school's cohort upon entry into the school.
- Consideration for students taking the Alternate Assessment
- Very small schools

Current Reality in Alaska

- Cohort assignment is based upon first-time entry into ninth grade.
- Cohort removal remains the same.
- Small-school considerations in place for ASPI (three years of cohorts to get to seven) and AMOs (all but one graduate when cohort is less than 10).