



ESSA Accountability: TAC Recommendations

May 16, 2018

Presented by: Chris Domaleski Ph.D. – Associate Director, Center for Assessment



Purpose

- To provide recommendations that serve to bolster the technical defensibility of the state plan.
- To elaborate on technical components of the model that were only represented at a high level in the plan in order to support implementation.
- To propose potential enhancements and/or improvements to the model.



Process

- To form their recommendations to ISBE the TAC:
 - Carefully reviews the state's approved ESSA plan
 - Develops criteria to inform the recommendations
 - Reviews prominent research
 - Evaluates promising practices in other states
 - Conducts data analyses as needed to inform the topic



Recommendations

- Each recommendation should be understood as having two parts:
 - Indicator definition
 - Procedures for accountability
 - How to take that information and use it for the purposes of annual meaningful differentiation.
- The Board is considering the framework recommended by TAC and through which the individual indicators will result in a summative designation.



Recommendations

- Recommendations are based upon the most current data and best practices.
- The monitoring of the operationalized recommendations is an essential part of ensuring the results from the system are as close as possible to what was intended.



Academic Achievement – Indicator

- For a given school academic achievement is defined as the percentage of all served students meeting or exceeding standards on the required applicable assessment.



Academic Achievement Rationale

- TAC recommends streamlining the procedures reflected in the Illinois ESSA Plan and proposes a framework that:
 - Retains a focus on long-term goals and interim targets,
 - Incentivizes annual gains in proficiency, and
 - Utilizes straightforward, transparent calculations that serve to meaningfully differentiate schools that do not achieve annual targets.



Academic Achievement – Procedures for Accountability

- A school would earn points based on its observed proficiency rate through:
 - Meeting the state-defined long term goal or interim target for proficiency
 - Demonstrating improvement relative to the previous year
 - Credit proportional to the target that is achieved



Academic Progress – Indicator

- The TAC recommends using mean Student Growth Percentiles (SGP) as the basis for computing academic progress for grades 3-8 in the Illinois accountability system.



Academic Progress – Review Process

- Linear regression, value tables, and Student Growth Percentiles (SGP) were investigated.
 - Linear regression was selected because this approach was explicitly identified in Illinois' ESSA plan.
 - Value tables were selected because the state previously developed and approved the use of a value-table approach to measure academic progress for school accountability.
 - Additionally, value tables were viewed as one of the more straightforward approaches to understand and implement.
 - SGPs were selected because they are broadly used among states in ESSA accountability systems and PARCC reports SGPs by default.
 - Additionally, SGPs are seen as relatively straightforward to interpret.



Academic Progress Rationale

- Relatively straightforward to understand and implement
- Something educators perceive to be influenced by their actions
- Sufficient to allow for all outcomes, including favorable outcomes, to be available to all types of schools (e.g., high poverty schools, small schools)
- Sensitive to changes in student achievement, particularly for students at the low end of the ability distribution
- Resistant to ceiling and floor effects
- Able to detect (not mask) important school level effects₇
- Robust to changes in state assessment and differences in test characteristics



Academic Progress – Procedures for Accountability

- To award points to schools for annual meaningful differentiation, transform school mean SGPs to represent an appropriate effective range.
- For example:
 - School mean SGP greater than 80: 100 points
 - School mean SGP below 20: 0 points
 - School mean SGP between 20-80: 1-99 points based on a school's score within the range of 20-80



Academic Progress – Next Steps

- Monitor the stability of the SGP scale *for at least two years* to determine whether a *baseline approach* is technically feasible.
- At least two years of study is needed to determine if the baseline is sufficiently stable to accurately estimate student progress
 - More time will be needed if multiple prior years are used in calculations, which is a common and advisable practice



English Learner Proficiency – Indicator

- Growth to Proficiency Model
- Award points to EL students based on the degree to which they achieved their defined interim target for performance on the ACCESS 2.0 as follows:
 - A student that meets the ELP criterion of 4.8 or his/her interim target earns maximum points
 - A student that does not meet his/her interim target earns points consistent with the percentage of the interim target represented by his/her performance.
 - A student that does not meet the ELP exit criteria within 5 years will receive 0 points until the year of exit, then he/she will receive maximum points.



English Learner Proficiency – Rationale

- Rewards attainment of ELP and improvement
- Provides incentive to attain proficiency even after the the target year
- Relatively straightforward to understand and implement



English Learner Proficiency – Procedures for Accountability

- To award points to schools for meaningful differentiation, the TAC recommends transforming school mean EL progress scores to a 0-100 scale within a fixed minimum and maximum score range.



Graduation Rate – Indicator

- Graduation rate is defined as a combined measure of the 4, 5 and 6 year adjusted cohort graduation rates, weighted as 30%, 15% and 5%, respectively.



Procedures for Accountability

- To award points to schools for annual meaningful differentiation, the TAC recommends transforming the required academic indicators to a 0-100 scale within an effective range defined by a minimum and maximum value and the state-defined long term graduation rate goals, which are 90%, 92% and 92.5% for the 4, 5 and 6 year adjusted cohort graduation rates, respectively.



Chronic Absenteeism – Indicator

- Chronic Absenteeism is defined as the percentage of students in a school having 10% or more of excused and unexcused absences in the prior academic year.



9th Grade on Track – Indicator

- Percentage of students within a school that earn at least five full- year course credits and no more than one semester F in a core course in their first year of high school.



Climate Survey - Indicator

- For a given school the school climate indicator is defined as the percentage of students (grades 4-12) within a school that participate in the school climate survey.



Other Indicators

- The TAC reviewed the recommendations in the CSP related to college and career readiness and the working group recommendations related to P-2 indicators and future 3-8 indicators.
- Additional study informed by three years of data collection and review will better position the TAC to provide guidance about strategies for inclusion in the state accountability model.



School Quality/Student Success Indicators— Procedures for Accountability

- To award points to schools for annual meaningful differentiation the TAC recommends transforming all SSSQ indicators to a 0-100 scale within a fixed minimum and maximum score range.
- This *effective range* will be determined by reviewing data distributions.



Summative Designation

- A single score will be produced for each school, which is a weighted composite of scores for each indicator.
 - Weights defined within the Illinois ESSA Plan.
- The purposes of this score are:
 - Identify lowest 5% of schools within the state for Comprehensive Support and Improvement
 - Identify schools having one or more consistently underperforming sub-groups for Targeted Support and Improvement.



Questions