

ESSA – Meaningfully Differentiate All Public Schools

October 8, 2024

ESSA – (c)(4)(C) – Categorization by Index Implied

(C) ANNUAL MEANINGFUL DIFFERENTIATION

- (i) based on all indicators in the State's accountability system
 - afford (I) substantial weight to each such indicator; and
 - (II) in the aggregate, much greater weight than is afforded to the indicator or indicators utilized by the State

A multi-measures weighted index by any other name

Education Commission of the States – 50 State Scan

- Equates names with methodology
 - IL uses a weighted index but is categorized as descriptive
- To see methodology look at Indicators & Weights
 - States with weights or score values are using an index
 - 14 states becomes 43 when looking at indicators and weights

STATE ↑	Rating System
Florida	Index Rating System
Georgia	Federal Tiers of Support
Hawaii	Index Rating System
Idaho	Federal Tiers of Support
Illinois	Descriptive
Indiana	Descriptive
Iowa	Index Rating System
Kansas	Descriptive

Non-Negotiables

1. A single system – CSI/TSI identification must be part of the designation

2. Criterion referenced - Performance expectations clear

To be determined

To be determined

Options

- **Index Options**

- ~~Complex Index~~

- Can be normed or criterion referenced
 - Good for states with many schools & diverse configurations

- Simple Index

- Criterion referenced
 - Lowest category can easily exceed 5% so either a dual system or higher CSI/TSI identification rate

- ~~Unweighted Index~~

- ~~CSI/TSI a separate calculation~~

- **Non-Index Options**

- Decision Tree

- Criterion referenced
 - Easier to follow while still having capacity for complexity

- Matrix

- A combination of index & decision tree methods

- ~~Portfolio~~

- ~~CSI/TSI a separate calculation~~

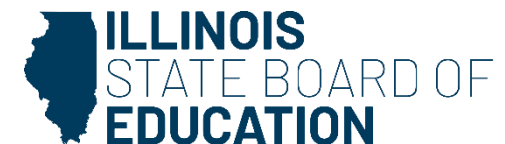
Simple Index Example

Indicator	Points	Out of	Criteria
ELA Proficiency	8	12	≥ 85% earns full points
Math Proficiency	7	12	≥ 85% earns full points
Graduation Rate	28	30	≥ 94% earns full points w/ no groups below 66.67%
ELPtP	4	5	≥ 85% meeting or exceeding target earns full points
Dual Credit, CPE or AP	20	20	≥ 85% earns full points
9 th Grade On Track	13	15	≥ 96% earns full points
Chronic Absenteeism	3	6	≤ 15% earns full points

- Weight is built into the possible indicator points
- Summed overall score is used to assign designation
- Can produce more or less differentiation depending on how criteria are set

Proficiency Points Criteria by Minimum Percentage

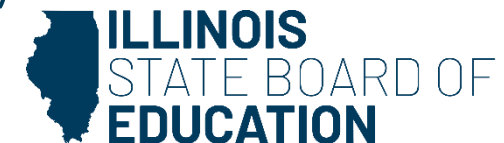
≥85	≥80	≥75	≥70	≥65	≥57.5	≥50	≥40	≥30	≥20	≥10	<10
12	11	10	9	8	7	6	5	4	3	2	1



Decision Tree

What is the postsecondary placement rate?					
	≥80%	≥75%	>40%	Between	<7%
83%	Exemplary Eligible	Commendable Eligible	Approaching Eligible	Next Question	= Comprehensive
What is the composite proficiency rate?					
	≥75%	≥55%	>35%	Between	<10%
74%	Exemplary Eligible	Commendable Eligible	Approaching Eligible	Next Question	= Comprehensive
Is either subject's proficiency rate below?					
59%	N/A	<60%	<30%	Between	<7%
89%	Exemplary Eligible	Commendable Eligible	Approaching Eligible	Next Question	= Comprehensive
What is the graduation rate?					
93%	≥94%	≥91%	≥87%	Between	<66.67%
	Exemplary Eligible	Commendable Eligible	Approaching Eligible	Next Question	= Comprehensive

- No scoring or weighting of indicators
 - Order in sequence determines weight
- Instead, performance determines the highest designation eligible or below which they are no longer eligible to be a designation
- Contingent logic can be used to make complex categorizations (e.g., if proficiency is between 30 & 40, Commendable when growth is XX, and Approaching when growth is YY)



Matrix Example

Proficiency	Proficiency $\geq 60\%$ Growth $< 40\%$	Proficiency $\geq 60\%$ Growth $\geq 60\%$
	Proficiency $< 35\%$ Growth $< 40\%$	Proficiency $\geq 35\%$ Growth $\geq 60\%$
	Growth	

Growth between 40 and 59
Proficiency between 35 & 60

- A matrix is a two-dimensional decision tree.
- To account for all indicators, either have multiple matrices, or combine indicators on a single axis
 - E.g. graduation rate and post-secondary placement rate vs. proficiency & ELPtP