



# ESSA Accountability: TAC Recommendations

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## TAC's 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.



## Context

- Illinois, like most all states, is preparing for the first year of implementation of their new ESSA compliant accountability model
- The state has exercised a high level of due-diligence to carefully develop and vet the model in collaboration with numerous stakeholders and experts to ensure the model supports the state's policy priorities and comports with leading professional practices.
- While the department has used the best available data to inform decisions for year one, it will be important to continue to monitor and evaluate the model over time. This is standard practice.



## The TAC's 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
  - Recommends and reviews data analyses as needed to inform the topic



# Summary of Recommendations



# Academic Achievement

- 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

- 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.
- To award points to schools for annual meaningful differentiation, transform school mean SGPs to represent an appropriate effective range.
- Monitor the stability of the SGP scale *for at least two years* to determine whether a *baseline approach* is technically feasible



## English Learner Progress to Proficiency

- Growth to Proficiency Model
- Award points to ELL 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 degree to which his/her interim target was met within the given year
  - A student that does not meet the ELP exit criteria within five years will continue to earn points consistent with the degree to which his/her interim target was met within the given year until the year of exit, then he/she will receive 100 points.
- Award points to schools by translating school average EL progress points to a score of 0-100 based on a defined effective range.





## Graduation Rate

- 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.
- To award points to schools for annual meaningful differentiation, the TAC recommends transforming 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.



## School Quality Student Success Indicator Definitions

- **Chronic Absenteeism:** the percentage of students in a school having 10% or more of excused and unexcused absences in the prior academic year. (collected first in 2017-2018)
- **School Climate:** the percentage of students (grades 4-12) within a school that participate in the school climate survey
- **9<sup>th</sup> Grade On-Track:** 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.



## School Quality/Student Success Indicators– Procedures for Accountability

- To award points to schools for annual meaningful differentiation the TAC recommends transforming school performance to a 0-100 scale within a fixed minimum and maximum score range.
  - This *effective range* will be determined by reviewing data distributions.
- One exception is school climate, for which the TAC recommended scoring schools based on different “levels” of participation.



## Future 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 multiple years of data collection and review will better position the TAC to provide guidance about strategies for inclusion in the state accountability model.



## 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 Consolidated State 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.



## Next Steps

- A final report that more fully describes the process, rationale, and final recommendations will be produced the end of June.
- Ongoing evaluation and refinement of the model, as appropriate, using operational data when available.
- The TAC will continue to provide guidance and recommendations that serve to inform ISBE as they work to implement, improve and extend the accountability system.
- This initial implementation is necessary so Illinois can continue to learn and improve over time.



# Questions