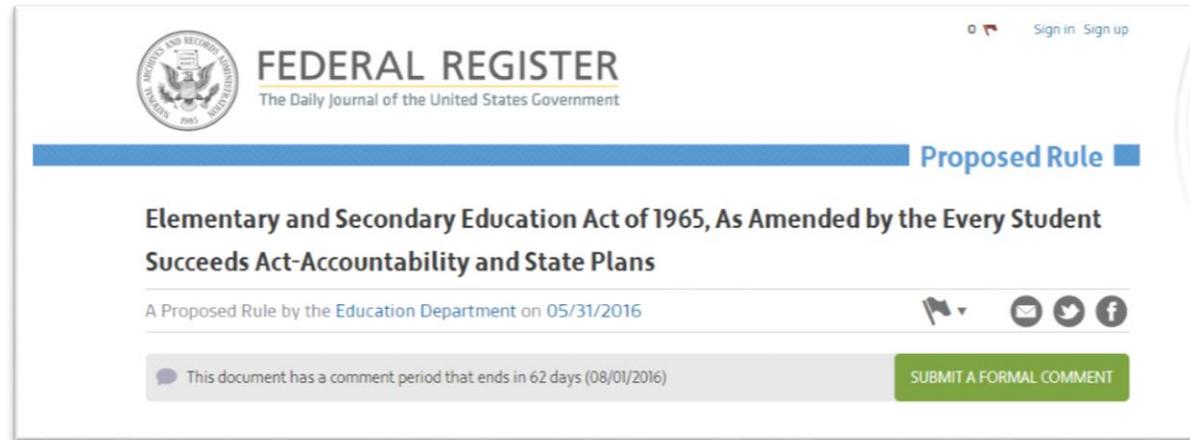


# Overview of Proposed Regulations: Accountability and State Plans



# Basic Elements of Proposed Regulations



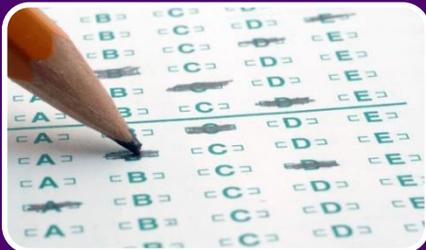
- ❖ The U.S. Department of Education (ED) officially published a [Notice of Proposed Rulemaking \(NPRM\)](#) in the Federal Register on Tuesday, May 31, 2016
- ❖ The NPRM covers accountability provisions included in Title I and consolidated state plan requirements in the Every Student Succeeds Act (ESSA)
- ❖ The NPRM will remain open for public comment for 60 days, so comments will be due on Monday, August 1, 2016
- ❖ The NPRM represents a complete rewrite of many existing regulations – reflective of the new requirements resulting from ESSA

# ESSA Statutory Accountability Provisions



## Standards

- States must establish “challenging state academic standards” in reading or language arts (ELA), math, and science; and,
- States must also have in place English language proficiency (ELP) standards (derived from the domains of speaking, listening, reading and writing) for English learners.
- Standards must be aligned with college entrance requirements and state CTE standards



## Assessments

- States must administer assessments for reading or language arts and math annually in grades 3-8 and once in high school, and once in each of three grade spans for science; and,
- ESSA requires that states assess 95% of all students and subgroups, but statute allows states flexibility in how that requirement is factored as part of state accountability systems.



## Indicators

- Required indicators, all of which must be able to be disaggregated: 1) academic proficiency as measured through state assessments, 2) rates of high school graduation, 3) one or more academic indicators applicable to elementary and middle schools, 4) ELs’ progress in attaining proficiency in English, and 5) at least one school quality or student success indicator; and,
- The statute requires that state accountability systems give “substantial weight” to all indicators but “much greater weight,” in the aggregate, to the specified indicators (numbers 1-4).

# ESSA Statutory Accountability Provisions (cont.)



## Identification

- Each state is required to identify at least 5% of its Title I schools as in need of “comprehensive support and improvement,” along with high school with a graduation rate below 67%, and additional schools that have chronically low-performing subgroups and have not improved with targeted support. States must also identify schools with low-performing subgroups for targeted support and improvement.”



## School Improvement

- States will have significant new flexibility in identifying schools and in determining what actions to take with regard to these schools.
- In place of the School Improvement Grants program and the separate Title I set-aside for school improvement, states will draw on a single 7 percent set-aside of their Title I allocations for making subgrants to LEAs for activities to improve low-performing schools.

# Proposed Regulations re: Indicators

Indicator	Key Proposed Regulatory Requirement(s)
Academic proficiency as measured through assessments	<ul style="list-style-type: none"> <li>• Must equally weight reading or ELA and math</li> <li>• For high schools, indicator may also include growth</li> </ul>
High school graduation rate	<ul style="list-style-type: none"> <li>• Must be based on four year adjusted cohort graduation rate.</li> <li>• May also include an extended year graduation rate.</li> </ul>
Elementary/Middle school indicator	<ul style="list-style-type: none"> <li>• May be based on a measure of growth</li> </ul>
Progress towards English language proficiency (ELP)	<ul style="list-style-type: none"> <li>• Must use objective and reliable measure of progress;</li> <li>• Not included for schools with number of English learner students below state's N size</li> </ul>
School quality or student success	<ul style="list-style-type: none"> <li>• Must be different from other indicators in state's accountability system;</li> <li>• Cannot change the status of identified schools w/o significant progress on at least one other indicator (mechanism for ensuring other indicators have "much greater weight," as required in statute);</li> <li>• Progress must be likely to increase student achievement or HS graduation rate;</li> <li>• Must aid in the meaningful differentiation of schools.</li> </ul>

**Note:** all indicators must include at least 3 levels of performance



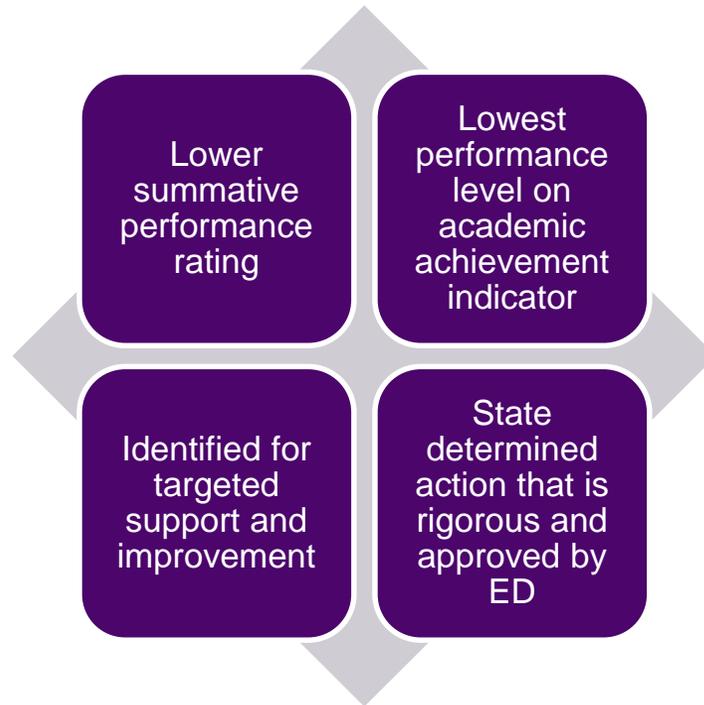
# Proposed Regulations re: Student Subgroups

- ❖ “Super subgroups” are not permitted in place of individual subgroups;
- ❖ N size must be less than 30 or must be approved by ED. Lower N sizes are permitted for reporting purposes; and,
- ❖ Former EL students may continue to be counted for up to 4 years in the EL subgroup count. These students would continue to count towards the EL subgroup N size.



# Proposed Regulations re: Test Participation

- ❖ States may use one of four methods to respond to test participation rates that fall below the 95 percent threshold for all students or for a subgroup:



- ❖ Schools not meeting the 95 percent participation requirement are required to develop an improvement plan that is approved and monitored by the local educational agency.

# Questions (so far)?

[Please type questions into comments box]

# Proposed Regulations re: Identification

## Timing

- Identification under new accountability structure must take place for 2017-18 school year, based on data available in the 2016-17 school year
- Identification of schools with consistently underperforming subgroups for targeted support does not have to take place until 2018-19 school year

## Comprehensive Support and Improvement

- Data can be averaged over a period of up to 3 years
- Identification must take place at least once every 3 years
- Requires that states use four-year adjusted cohort graduation rate (excludes use of extended year graduation rate)

## Targeted Support and Improvement

- Requires the establishment of a uniform, statewide definition of consistently underperforming subgroups that allows for the identification of subgroups based on at least one of the following factors:
  - Whether a subgroup is on track to meet state's long-term goals;
  - Whether a subgroup is at or below a state-determined threshold
  - Whether a subgroup is performing at the lowest performance level on one of the State's annual indicators
  - Whether a subgroup is performing significantly below the state average for all students;
  - Another, state-determined factor
- Schools with one or more subgroups performing at or below the level of Comprehensive Support and Improvement schools (bottom 5%) must also be identified.

**Note:** all schools must receive a single, summative rating

# Proposed Regulations re: School

- ❖ State-determined interventions in schools must be supported “to the extent practicable” by the strongest level of evidence
- ❖ States may provide a state-approved list of intervention strategies
- ❖ The implementation of school improvement plans may provide for a planning year



# Proposed Regulations re: State Report Cards

- ❖ In addition to the reporting requirements included in the statute, states must also include, for each authorized public chartering agency in the state:
  - ❖ The percentage of students in each subgroup in each charter school, compared to the percentage in the LEA or community from which the school draws a significant portion of its students;
  - ❖ Academic achievement for each charter school, compared with the achievement in the LEA or community
- ❖ State report cards must be disseminated by December 31 of each year
- ❖ Student achievement data must be presented in two ways:
  - ❖ Based on either then 95 percent of students or the number of students actually assessed; and
  - ❖ Based on the number of students with a valid test score
- ❖ States must report postsecondary enrollment data by high school if obtaining it. If states are not collecting and reporting this data, they must say when they will start reporting.



# Questions (so far)?

[Please type questions into comments box]

# Proposed Regulations re: Consolidated State Plans

## Components

Consultation and Coordination

Challenging Academic Standards and Aligned Assessments

Accountability, Support, and Improvement for Schools

Supporting Excellent Educators

Supporting All Students

## Submission and Review

States have the option to submit by either March 6 or July 5, 2017

Review (and any necessary revision) of state plans is required to take place at least every four years

# Proposed Regulations re: Consolidated State Plans (cont.)

Description of state strategies for ensuring the low-income and minority children are not taught disproportionately by ineffective, out-of-field, or inexperienced teachers

Description of state strategies for supporting:

- The continuum of a child's education from preschool through grade 12;
- Equitable access to a well-rounded education and rigorous coursework
- School conditions for learning
- The effective use of technology

## Key Content

Description of the process a state will use to waive the 40 percent schoolwide threshold

Description of the entrance and exit criteria for EL students

# Questions?

[Please type questions into comments box]