



ESSA DEFINITIONS

Shared stakeholder feedback

WHAT ESSA REQUIRES

- ▶ Section 1111(g)(1)(B) – The state's plan shall identify ... how low-income and minority children ... are not served at disproportionate rates by **ineffective**, **out-of-field**, or **inexperienced** teachers, and the measures the [agency] ... will use to evaluate and publicly report the progress of the [agency] with respect to [those] descriptions...
- ▶ Section 1111(h)(1)(C)(ix) – Reporting on the professional qualifications of teachers, including the number and percentage of teachers who are **inexperienced**, teaching **out-of-field**, or teaching under an **emergency or provisional credential**.

WHAT ESSA REQUIRES

Data presented:

- ▶ Aggregated; and
- ▶ Disaggregated for high poverty and high minority schools

Section 2103(a)(4) – The state will report on the retention rates of effective and ineffective teachers, principals, or other school leaders ...

What ESSA requires

- ▶ Section 1112(b)(2) – LEAs will develop a plan to identify and address ... any disparities that result in low-income students and minority students being taught at higher rates than other students by **ineffective, inexperienced, or out-of-field** teachers.

DEFINITIONS

TO REPORT ON THESE – WE NEED DEFINITIONS:

- ▶ **Inexperienced**: A teacher with less than three (3) years of teaching experience in a classroom
- ▶ **Out-of-field**: A teacher who is teaching out of license area while on an Additional Licensure Plan (ALP)
- ▶ **Emergency or provisional credential**

TO IDENTIFY AND ADDRESS DISPARITIES – WE NEED DEFINITION FOR:

- ▶ **Ineffective ...**

STAKEHOLDER FEEDBACK

- ▶ 6 Focus Groups conducted so far
 - ▶ Teachers
 - ▶ Leaders (2)
 - ▶ Mixed Stakeholders (3) [ATI Advisory Group; ForwARd/ADE Team; PLSB Ethics Subcommittee]
- ▶ 3 Focus Groups still scheduled
 - ▶ Educator Preparation Program Providers
 - ▶ Education Service Cooperatives – Teachers and Leaders
 - ▶ Open-Enrollment and District Conversion Charter Leaders
- ▶ Included: Associations, State Board members, CCSSO, Steering Committee members, ADE

STAKEHOLDER FEEDBACK

Definitions reviewed:

- ▶ Effective Leader
- ▶ Effective Teacher
- ▶ Ineffective Teacher

Questions considered:

- ▶ Based on your own personal experience, what are the indicators of an Effective Leader, an Effective Teacher, and an Ineffective Teacher?
- ▶ How does that align with the proposed definitions?

“EFFECTIVE LEADER” FEEDBACK

GENERAL AGREEMENT that a leader will be effective when these elements are present:

- ▶ 1. Through **experience** and **training**, expertly **facilitates** ongoing **school improvement** efforts:
 - ▶ Wide use of resources
 - ▶ Comfortable with data/How does data impact instruction and how to utilize it to make effective changes
 - ▶ Strategic Planning with a clear focus or vision; Able to communicate a focused mission and vision to all stakeholders
 - ▶ Able to build capacity and sustainability
 - ▶ Longevity in the position/commitment to the establishment
 - ▶ Should include turn-around leader
 - ▶ Understand and promote distributed leadership

"EFFECTIVE LEADER" FEEDBACK

- ▶ 2. Exhibits a deep commitment to the education system by **collaborating** with **community** members, mobilizing community **resources** and responding to **diverse** community and **cultural interests and needs**
 - ▶ Gathers input from all stakeholders
 - ▶ Recognizes student voice
 - ▶ Collaborates with teachers
 - ▶ Effective communicator
 - ▶ Retains teachers
 - ▶ Need to be up to date on trends including technology
 - ▶ Culturally competent

"EFFECTIVE LEADER" FEEDBACK

- ▶ 3. Advocates, nurtures, and sustains a safe and secure **environment** for **staff** and **students** and an instructional program, which are conducive to **student** learning and supportive of **teacher** personal and professional growth; and
 - ▶ Promotes a positive school climate
 - ▶ Establishes a desired culture
 - ▶ Advocate for student well-being
 - ▶ Relationships with teachers, students, and parents
 - ▶ Sets norms, rituals, and traditions
 - ▶ Strong impact on student learning
 - ▶ Facilitator of teachers

"EFFECTIVE LEADER" FEEDBACK

(CONTINUED)

- ▶ Engaging students in the learning process
- ▶ Works proactively at lessening student achievement gaps
- ▶ Ability to identify needs with plans to address (Big Picture Perspective)
- ▶ Professional responsibilities
- ▶ Efficacy
- ▶ Able to observe instruction without bias and give valuable feedback to teachers
- ▶ Student Growth and Improvement is recognized through multiple measures
- ▶ Inspirational and motivational

"EFFECTIVE LEADER" FEEDBACK

- ▶ 4. Demonstrates excellence in the area of educational leadership as measured by performance ratings.
 - ▶ HOW?

“INEFFECTIVE LEADER” COMMENTS

EVERY group said a definition of ineffective leader should be included.
Some commented:

- ▶ If you don't define that, there will be a gray area.
- ▶ An ineffective leader fails to demonstrate a commitment to growing teachers professionally
- ▶ One reason we need an ineffective leader definition is to let it be known what ADE expects to see and what it can't tolerate in terms of leadership.

"EFFECTIVE TEACHER" FEEDBACK

GENERAL AGREEMENT that a teacher will be effective when these elements are present:

- ▶ Experience
 - ▶ Professional ethics
 - ▶ Positive classroom culture/environment; advocates, nurtures, and sustains a safe and secure environment ... for learning (from effective leader)
 - ▶ Ability to identify needs, strengths of students with plans to address
 - ▶ Ability to identify and address social/emotional needs of students
 - ▶ Has real relationships with students
 - ▶ Effective use of resources and data
- (continued...)

“EFFECTIVE TEACHER” FEEDBACK

- ▶ High expectations of self
- ▶ Continuously improving our practice
- ▶ Culturally competent
- ▶ Collaboration
- ▶ Innovation
- ▶ Commitment (to parents, students, school, community)
- ▶ Role model (in/out of classroom)
- ▶ Effective communicator (to parents, students, school, community)

GENERALLY:

- ▶ Would an effective teacher have to be a licensed teacher?

“EFFECTIVE TEACHER” FEEDBACK

MEASUREMENT:

- ▶ Align descriptions with TESS;
- ▶ Use TESS for measurement; student voice;
- ▶ Parent surveys, peer observations;
- ▶ Generated in BloomBoard?
- ▶ How do you measure motivation?
- ▶ Track attendance, turning in assignments, perceptual data, classroom participation, things like that.

BOTTOM LINE: ADVANCES STUDENT PROGRESS (GROWTH)

"INEFFECTIVE TEACHER" FEEDBACK

GENERAL AGREEMENT that a teacher will be **ineffective** when these elements are present:

- ▶ Resistant to change...does not support change efforts at the school, district and state level
- ▶ Quits learning and supporting learning of others
- ▶ Creates an atmosphere that discourages learning; Fails to maintain a culture of learning.
- ▶ Non-engaging, plans poorly or not at all and does not foster a culture for learning
- ▶ Fosters a toxic or apathetic atmosphere.
- ▶ Does not utilize resources
- ▶ Culturally competent
- ▶ Persistence of ineffective teaching practice.

"INEFFECTIVE TEACHER" FEEDBACK

GENERALLY:

- ▶ Being low in any one of these areas causes harm
- ▶ Too wordy, combine and collapse list
- ▶ Students should be at the top
- ▶ Teachers need to be a part of the determination; don't make this a checklist

MEASUREMENT: as measured by TESS; student voice; multiple student growth measures

BOTTOM LINE: DOES NOT ADVANCE STUDENT PROGRESS (GROWTH)

"INEFFECTIVE TEACHER" FEEDBACK

OTHER INSIGHTS:

- ▶ No matter what we do, these statements will get drawn into value statements and interpreted by others.
- ▶ There will be a lot of pressure for schools and leaders not to have a bunch of ineffective teachers. We may have unintended consequences.
- ▶ It isn't simply an ineffective teacher... it is a combination of ineffective teaching practices and ineffective leadership
- ▶ Define as a process, not as a label
 - ▶ Example: An ineffective teacher fails to advance student growth through the persistent use of ineffective teaching practices.

NEXT STEPS

- ▶ Follow up surveys
- ▶ Revise definitions based on feedback
- ▶ Longer/larger stakeholder meetings for deeper considerations of:
 - ▶ How will Arkansas ensure and measure that low-income and minority children are not served by ineffective, out-of-field, and/or inexperienced teachers?
 - ▶ What can Arkansas do to support a robust human capital strategy, including preparation, recruitment, evaluation, support, professional growth, and advancement to ensure high quality teachers are available for all students? To ensure high quality leaders are placed in every school?



EL/Title III ESSA Advocate Group-Steering Committee Update 1

TRICIA KERR, ESOL PROGRAM DIRECTOR, ADE
MELISSA BRATTON, HOT SPRINGS
FEBRUARY 22, 2017

EL/Title III ESSA Advocate Group



Melissa Bratton (Hot Springs)
Mary Bridgforth (Springdale)
Alejandra Carballo (ATU)
Anarella Cellitti (UALR)
Ursula Chandler (ATU)
Anna Fulmer (Clarksville)
Tammie Guthrie (Springdale
teacher)

karen Henery (Little Rock)
Judy Hobson (ESL Academy, JBU)
Don Love (AdvancED)
Joyce Richey (Batesville)
Yazmin Soto (Springdale parent)
Danielle Stewart (Russellville)
Martha Thompkins (Rogers)
Maria Touchstone (North LR)

ADE EL/Title III ESSA Advocate Members/Invitees

Louise Ferren, State Systems Administrator

Miguel Hernandez, Title III Coordinator

Tricia Kerr, ESOL Program Director

Bobby Lester, Federal Programs Director

Alan Lytle, EL Assessment Specialist

Mary Perry, DLS

Wes Roberts, Migrant Director

Stacy Smith, Assistant Commissioner

Tina Smith, Director of Policy and Special Projects

Cheryl Reinhart, Educator Licensure Director

Office of Innovation for
Education Staff:

Denise Airola

Kelli Langan

Deena Rorie

Purpose of Group

- ▶ To review the research and best practices associated with English Learner policies being adopted to be compliant with ESSA in 2017-18 and beyond
- ▶ To review stakeholder feedback regarding potential English Learner policies
- ▶ To provide feedback/recommendations specific on potential English Learner policies to ADE staff responsible for presenting such information to the ESSA Steering Committee
- ▶ To engage stakeholders in your realm of influence regarding potential EL policies

English Learner ESSA Issues

- ▶ English Language Proficiency Indicator
 - ▶ All schools
 - ▶ Integrated into state accountability system
 - ▶ Same N-size as other state assessment accountability decisions vs different N-size
 - ▶ Percent Proficient/Growth Model/Time to Proficiency
- ▶ Standardized Entrance and Exit Criteria
- ▶ Procedure for including former English Learners in Accountability Group/Number of Years to Include
- ▶ Recently Arrived English Learners (RAEL)—how to include in state accountability system

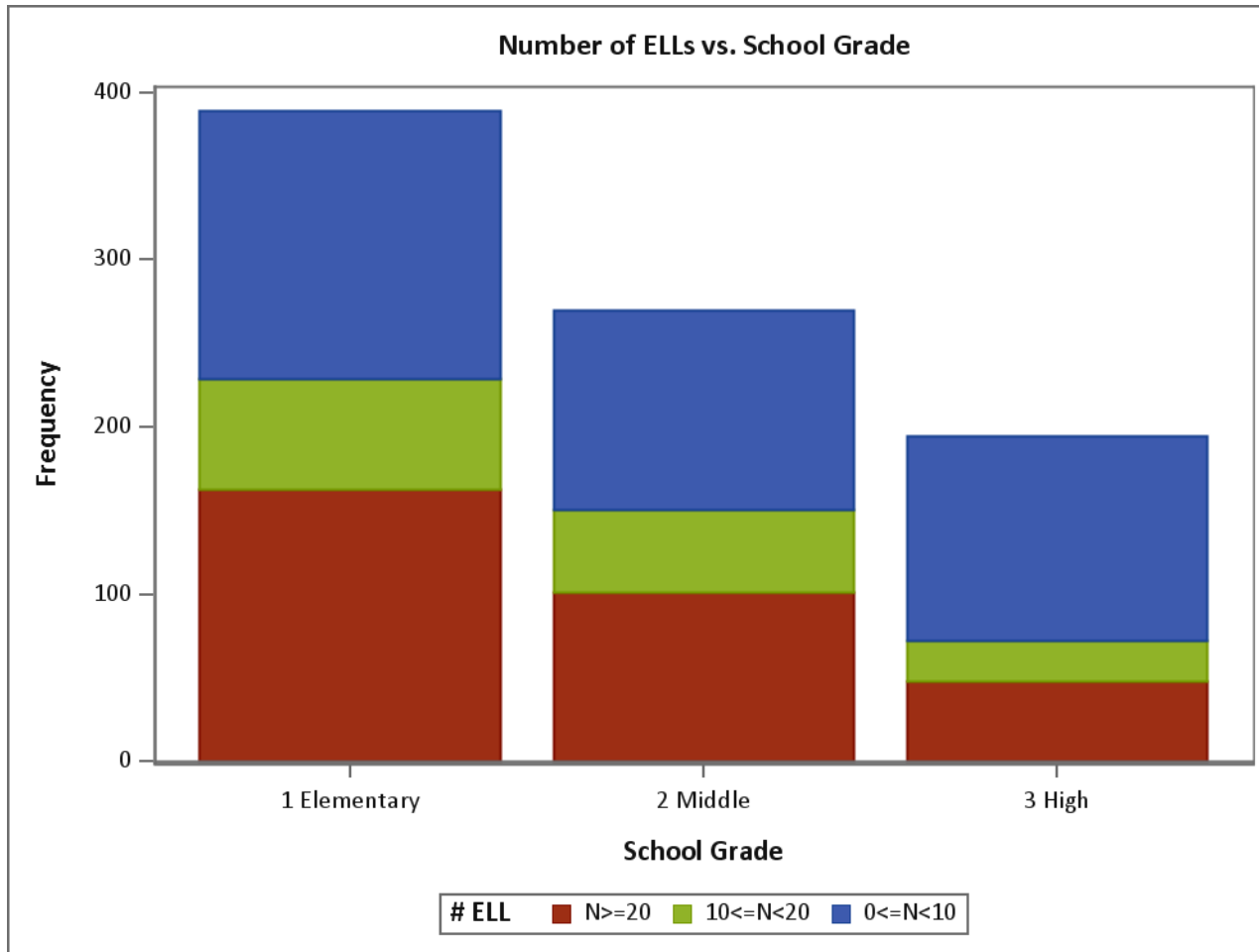
English Learner ESSA Issues

- ▶ Timely and meaningful consultation with stakeholders
 - ▶ EL Forum for ESSA Feedback-Arkansas in Google Communities
 - ▶ EL/Title III ESSA Advocate Group
 - ▶ Seeking parent/community feedback via listening forums for parents of English Learners
 - ▶ ESOL Coordinators
- ▶ Academic Assessments in language other than English (not offered in Arkansas)
- ▶ Identifying how the SEA's strategies to provide a well-rounded and supportive education for students considered the academic and non-academic needs of English Learners and immigrant children

English Language Proficiency Indicator Status

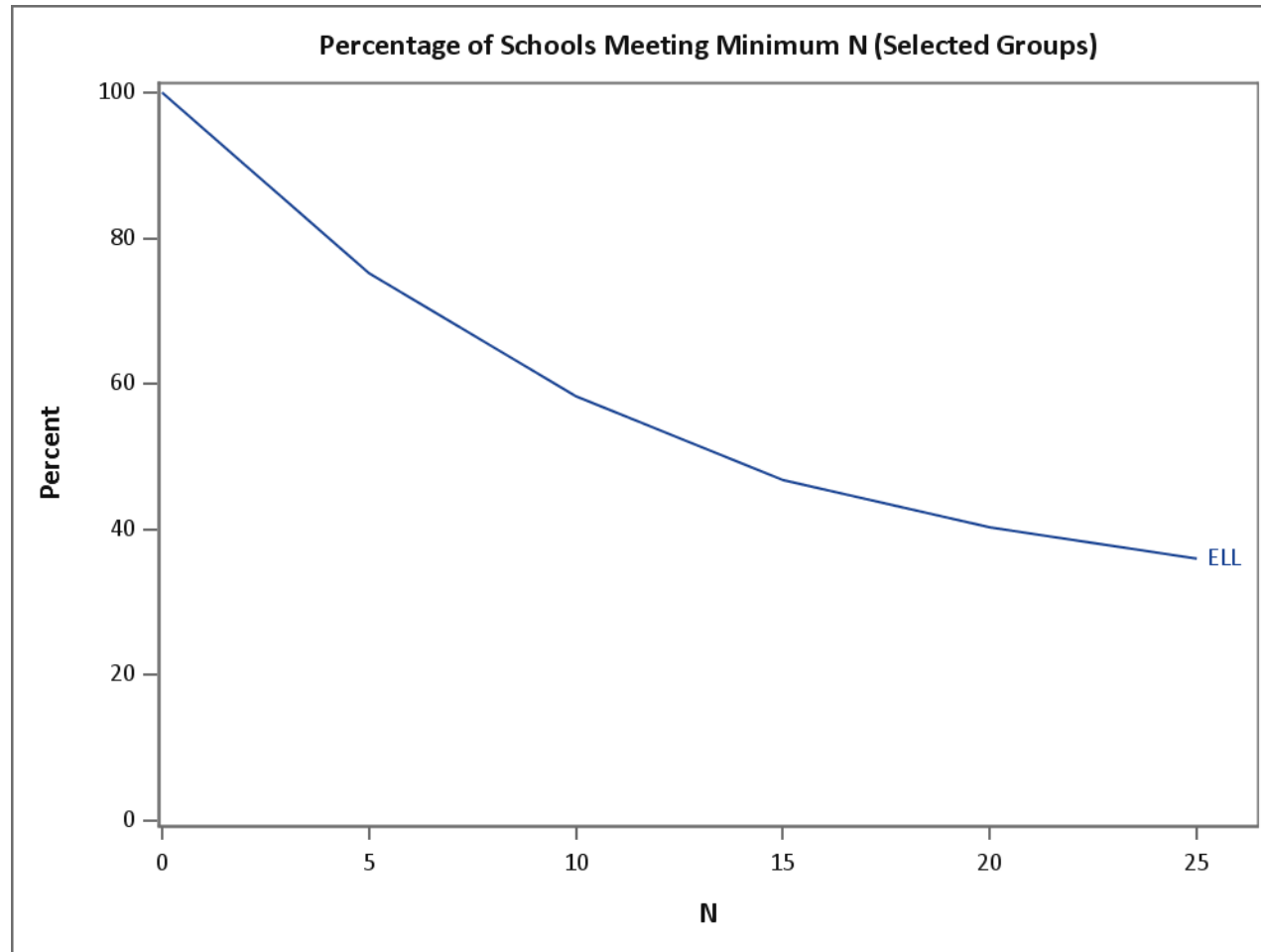
1. Met with Pete Goldschmidt for technical assistance on January 12th and Denise Airola, Deena Rorie, and Kelli Langan at OIE have been running data analysis as per his recommendations. These will be shared with the Advocate group in the next two weeks.
2. N-size discussion: Advocate group wants as many schools, and, thus English Learners, to be included in the accountability system as possible in order to provide support to schools who need it the most

2014 ELDA



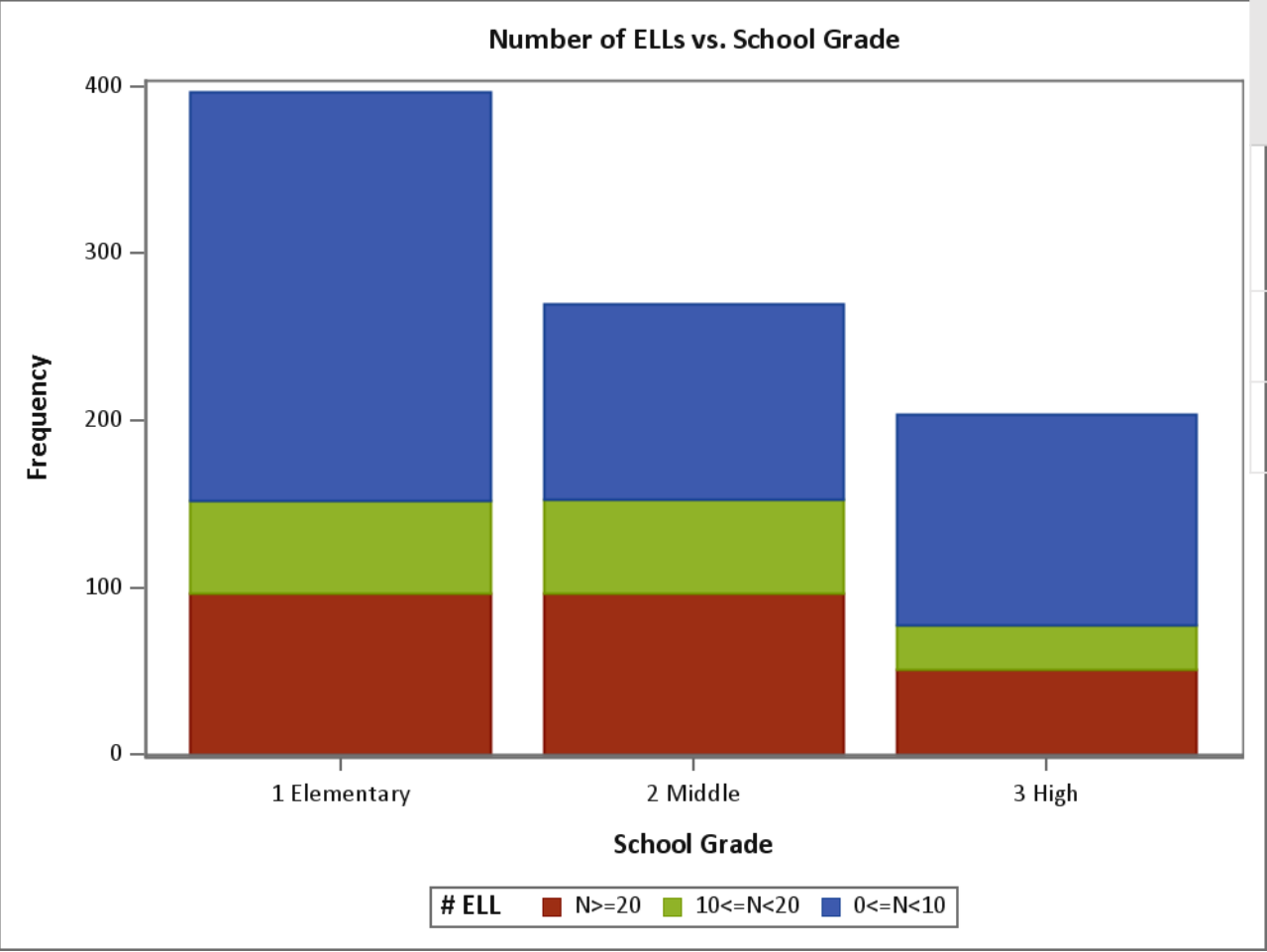
School Grade	0<=N<10	10<=N<20	N>=20
1 Elementary	41.1%	17.0%	41.9%
2 Middle	44.1%	18.5%	37.4%
3 High	63.1%	12.3%	24.6%

2014 ELDA



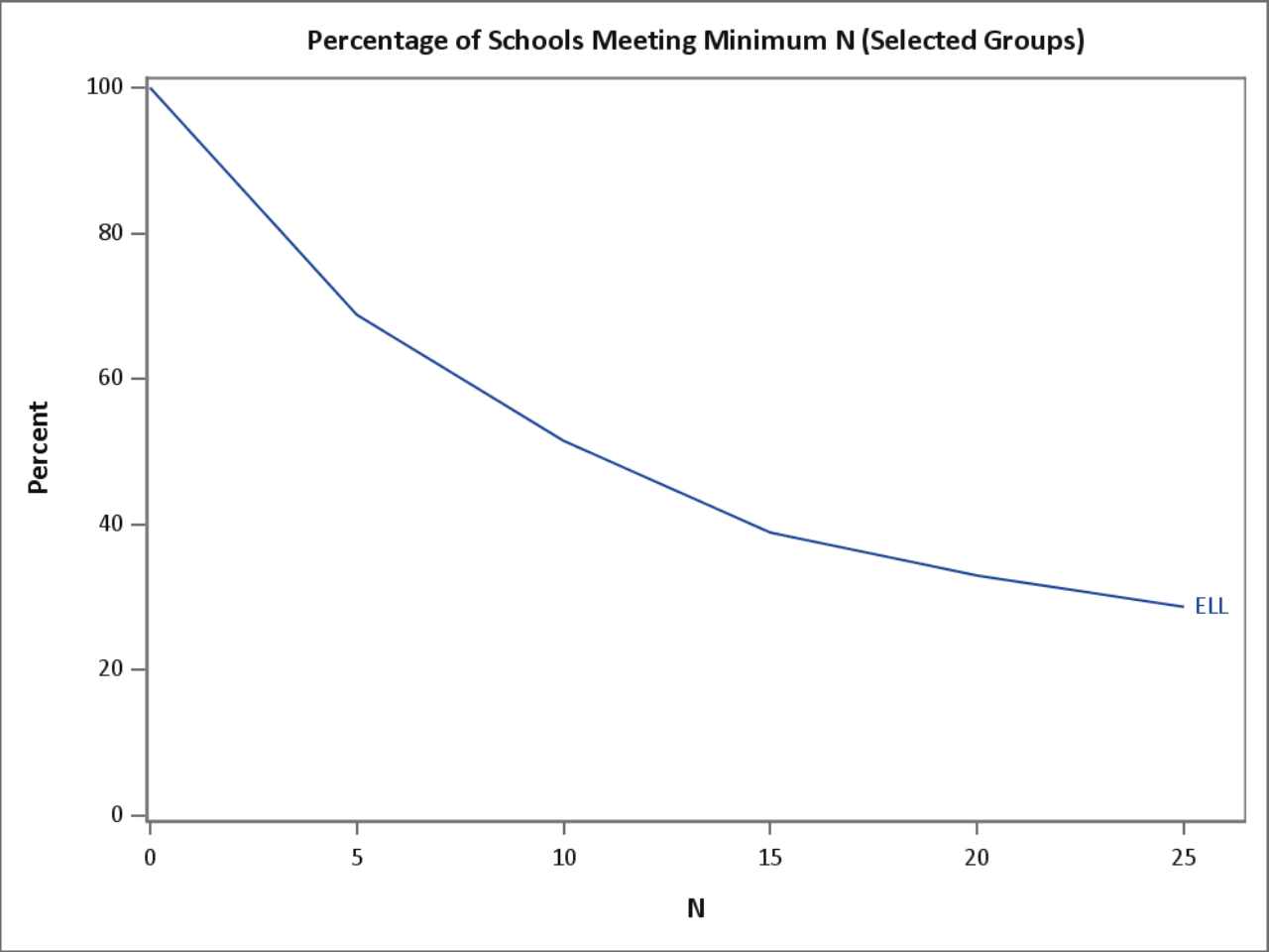
Group	% Schools N>=5	% Schools N>=10	% Schools N>=15	% Schools N>=20	% Schools N>=25
ELL	75.2	58.3	46.8	40.3	36

2015 ELDA



School Grade	0<=N<10	10<=N<20	N>=20
1 Elementary	61.7%	13.9%	24.4%
2 Middle	43.3%	20.7%	35.9%
3 High	61.8%	13.2%	25.0%

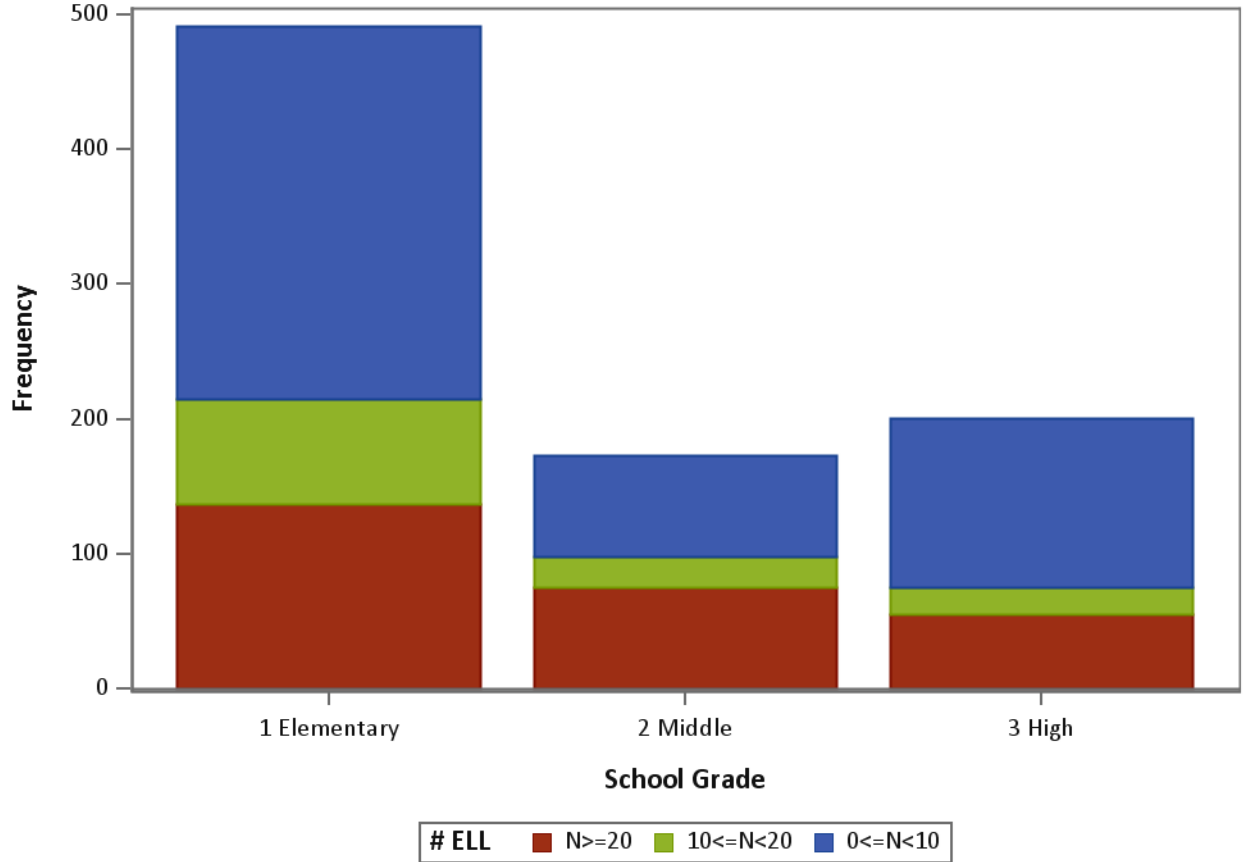
2015 ELDA



Group	% Schools N>=5	% Schools N>=10	% Schools N>=15	% Schools N>=20	% Schools N>=25
ELL	68.8	51.5	38.9	33	28.7

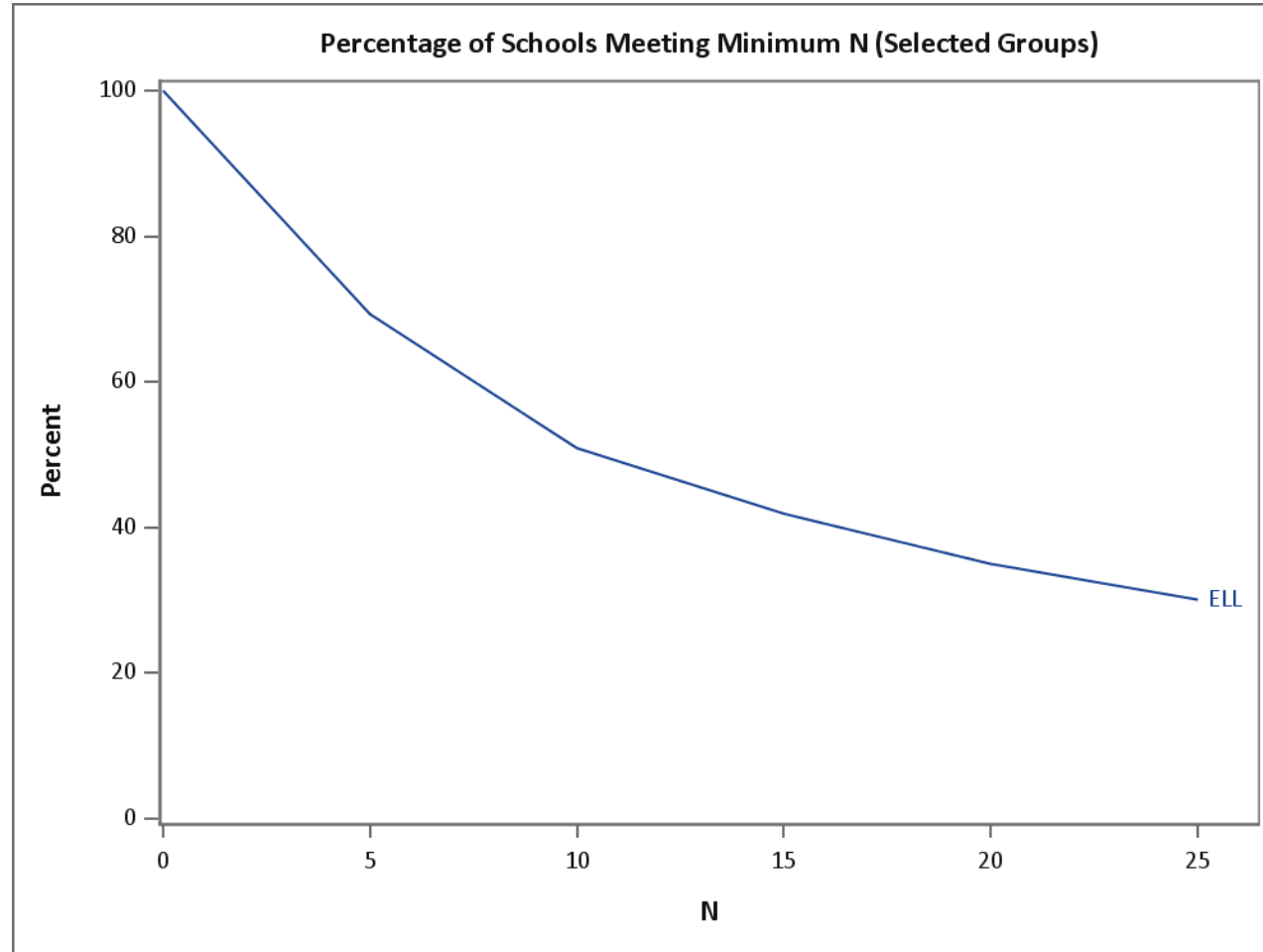
2016 ELPA21

Number of ELLs vs. School Grade



School Grade	0<=N<10	10<=N<20	N>=20
1 Elementary	56.2%	15.9%	27.9%
2 Middle	43.4%	13.3%	43.4%
3 High	62.7%	10.0%	27.4%

2016 ELPA21



Group	% Schools N>=5	% Schools N>=10	% Schools N>=15	% Schools N>=20	% Schools N>=25
ELL	69.3	50.9	41.9	35	30.1

Standardized Entrance and Exit Criteria Status

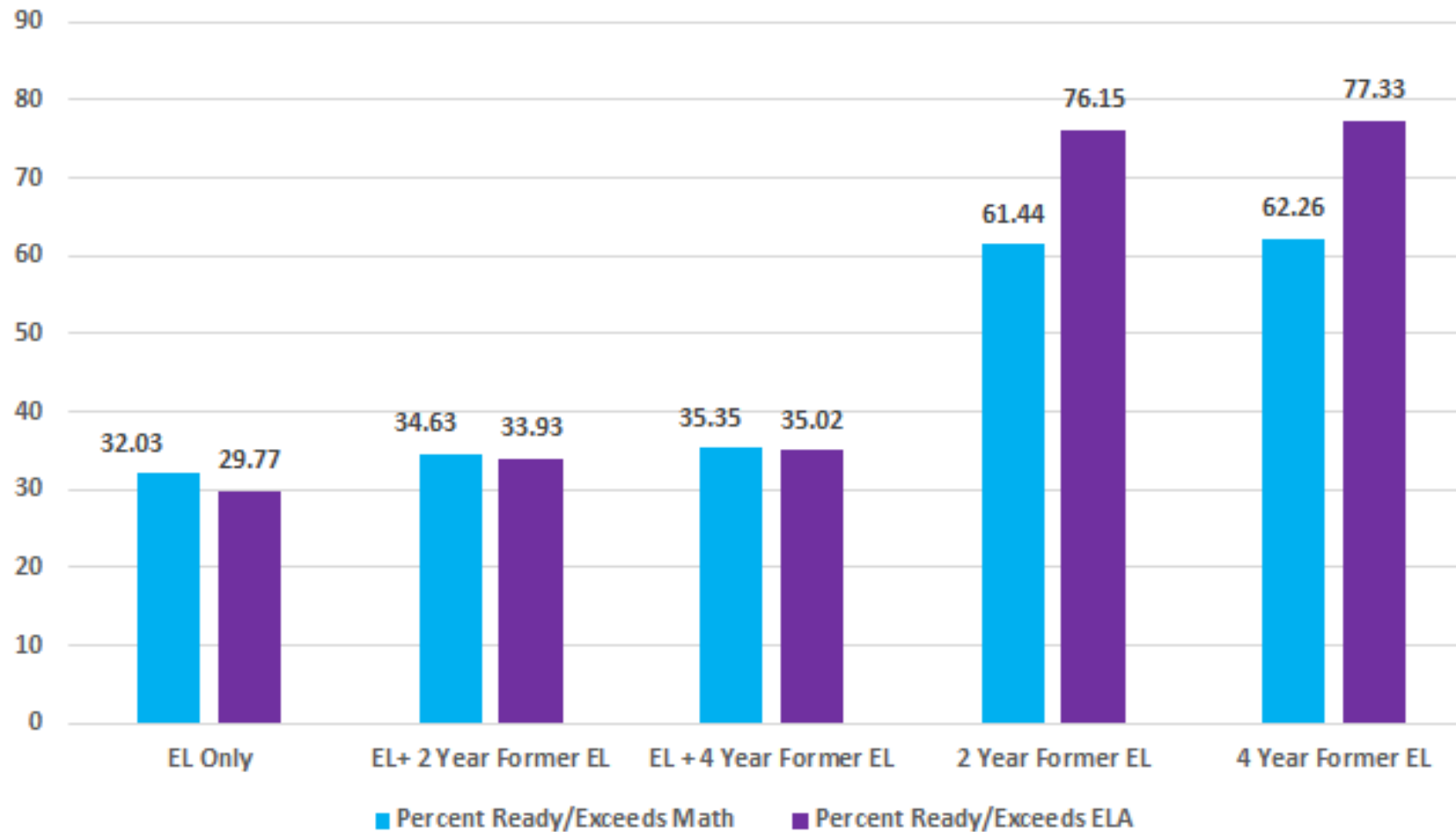
Key Issues:

- 1) Home Language Survey--gathering copies from variety of districts; need a common HLS
- 2) Initial English Language Proficiency Assessment & Procedures--transitioning to using the ELPA21 Screener in Fall 2017
- 3) English Proficient Standard--will need to be standard across the state; most likely based on what ELPA21 Screener deems proficient, but may include other criteria
- 4) Exit criteria and procedures--must use ELPA21 results and at least one more data point (not state academic assessments) that is standardized across the state

Former English Learners in EL Subgroup in Accountability System

1. Advocate group strongly recommends including former English Learners for 4 years in the EL Subgroup for Accountability purposes
2. Recommends that the EL Subgroup Results on Academic Assessments be broken down into the following categories:
 - a. Recently Arrived English Learners (RAEL--also known as 1st year in the US students)
 - b. Current English Learners (more than one year in US)
 - c. English Learners with Disabilities
 - d. Former English Learners (for four years)
 - e. Accountable English Learners Subgroup (includes all in b/c/d above)
3. eSchool provides space to indicate that a student is Monitored for 2 years now--will increase that to 4 years


Percent Ready/Exceeds by EL Inclusion



	ELL Only	ELL + 2 Year Former ELL	ELL + 4 Year Former ELL	2 Year Former ELL	4 Year Former ELL
Total N Math	22,22	24,35	24,90	2,194	2,785
	5	0	3		
Total N ELA	21,87	24,00	24,55	2,103	2,784

EL/Title III Advocate Group Next Steps

- ▶ Continue meeting weekly or twice a week
- ▶ Tricia Kerr attending the ELL-SCASS in New Orleans on February 22-23 and will share updated information gathered regarding writing ESSA plans around the issues related to English Learners
- ▶ Seek feedback from Stakeholders
- ▶ Write plan for the ESSA Steering Committee to consider



ESSA Accountability Advisory Team

Facilitators: Denise Airola, Tina Smith, Louis Ferren

Purpose: To gather concrete, actionable input, and guidance from stakeholders to help inform ESSA planning specific to Arkansas' response to state accountability requirements.

Meeting Schedule & Timeline for the Work

- ▶ We have until March 13 , 2017
 - ▶ Weekly Monday zoom meetings starting Monday, February 13th at 1:00 p.m. through March 13, 2017.
 - ▶ Additional meetings necessary to accomplish the work.
- ▶ March 13 – March 28, 2017
 - ▶ Input and guidance provided by the Accountability Advisory Team will be used to compile a report for the ESSA Steering Committee Meeting March 29, 2017.
- ▶ March 29 through April
 - ▶ team leaders will work with ADE leadership to complete the draft ESSA proposal incorporating input and guidance from teams.
- ▶ The draft proposal for public input in May.

Organization of the Work & Operation of the Team

- Participate as your schedule allows. Invite others to join us!
- All meetings will be recorded and posted so that team members can access the recording, associated information, and any input forms for each meeting at any time following the meeting.
 - The link for the reoccurring Zoom meeting.
 - Join from PC, Mac, Linux, iOS or Android: <https://zoom.us/j/975387635>
 - Or iPhone one-tap (US Toll): +16465588656,975387635# or +14086380968,975387635#
 - Or Telephone:
 - Dial: +1 646 558 8656 (US Toll) or +1 408 638 0968 (US Toll)
 - Meeting ID: 975 387 635
 - International numbers available:
<https://zoom.us/join?j=975387635>
- Materials will be provided in a Google Drive share folder to allow team members to prepare in advance for the meetings, retrieve materials if unable to attend a meeting, and/or revisit the work of the team at any time. The folder will be open to the public—no login is required to access materials.
 - ▶ <https://drive.google.com/drive/folders/0B3TpR-oEMuMxU2pVbG00eWdrZTg>

Draft of Key Topics for Proposed Changes to AR Accountability in Response to ESSA

1. **Introduction:** Norms and protocols, workflows, foundational purpose & theory of action of state accountability plan for ESSA, framework for reflection.
2. **Indicators and subgroups for ESSA**
3. **Combining Indicators in a Meaningful Way:**
 - a. How will schools be identified under ESSA for support? Continuum of identification?
 - b. How will the indicators be combined and weighted for identification of schools?
Summative Rating to Multiple Measures:
Exploring the options
4. **Revisit Indicators, weights, school identification, and summative ratings with AR data and visuals.**
 - a. Long-term goals and interim measures of progress—integrate into the identification system or report interim progress toward long term goals separately?
5. **Subgroups—Special Topics**
6. **Participation Rates**
7. **Data Procedures**
8. **Including All Public Schools in AR in the State Accountability System**
9. **Exit Criteria for Schools needing Comprehensive Support and Targeted Support**
10. **Revisiting any topics that need a new look based on input from team meetings.**
11. **Report Card Design**

This week's work: **Provide input** from your perspective in terms of your knowledge of the work and your opinions regarding how it can be done in order to ensure that multiple and divergent ideas are generated and considered;

Norms

- ▶ **Respect time**—start and end on time, use time well during meeting, monitor your own airtime—the frequency or duration of your contribution—allow others to speak.
- ▶ **Listen well**—give others your full attention and ask for clarification when needed.
- ▶ **Honor those who aren't able to participate**—represent and share out our work with others and bring their perspectives to the table at subsequent meetings.
- ▶ **Respect differences**—assume good intentions and recognize that everyone has a unique perspective
- ▶ **Freely attend to personal needs while maintaining respect for the work of the group** (mute yourself if you are interrupted during the zoom, for example).
- ▶ **Foster good humor**—these are weighty topics, levity and appropriate humor make the work more enjoyable and raise creativity and collegiality.

Expectations


- ▶ **Strive to inform rather than persuade;** *information and input are the currency of this group- consensus/winning is not desired*
- ▶ **Support a culture of possibility:** *be willing to take risks; ask "what if?" and "how might?;" say "yes, and" instead of "yes, but"*
- ▶ **Don't leave things unsaid; but don't get stuck:** *raise questions and track that they are addressed/answered over time while allowing the group to progress in the mean time*
- ▶ **Leave positional authority at the door;** *in this 'room', all voices are equally valued*
- ▶ **Accept that while all input is heard, it may not be endorsed;** *we can't possibly meet everyone's input 100% of the time and still act; input alters the process in myriad ways- not all of which are visible*

ESSA = OPPORTUNITY

- To *reflect on and refine a theory of action* for an *accountability system* that advances CCR goals for all students within Arkansas' context.
- To *reimagine how* we *support students to advance equity, access, and opportunity* for all students, particularly those considered historically underserved.

Theory of Action

- ▶ If we focus on what matters *for* achievement (i.e., student learning), and require attention to continuous improvement, education will improve (Darling-Hammond, et al., 2016).
- ▶ If the ADE provides a flexible, comprehensive accountability system that uses multiple measures and weights within a continuous cycle of inquiry to incentivize and inform the priorities of the work of districts;
- ▶ ...Then districts will identify and address the needs within their local systems using a cycle of inquiry that integrates state, district, and local data to inform their strategic provision of support and resources (human and fiscal)...
- ▶ ...and this will enable continuous improvement in all schools and close achievement gaps within schools and among schools in Arkansas.



To accomplish the work we are using a framework of lenses through which to reflect on the work and provide input to the process.

These lenses can represent competing forces in the design and implementation of the system

Lenses for Reflection

Equity

- Keep **equity** in mind: when faced with competing interests, consider which will best serve the interests of Arkansas' most vulnerable students.

Alignment

- Keep **alignment** in mind: when faced with competing interests, consider how each will align with state, as well as federal requirements

Practicality

- Keep **possibility** in mind: when faced with competing interests, consider what is achievable in light of limited resources and that meet Arkansas priorities and ESSA requirements

Efficiency

- Keep **efficiency** in mind: when faced with competing interests, consider the impact so as not to create undue burdens (fiscal or human resources).



ESSA Accountability: Arkansas Plan

A 'big picture' look at accountability and aggregating indicators in the context of where we've been and where Arkansas might envision going.

Questions for Reflection

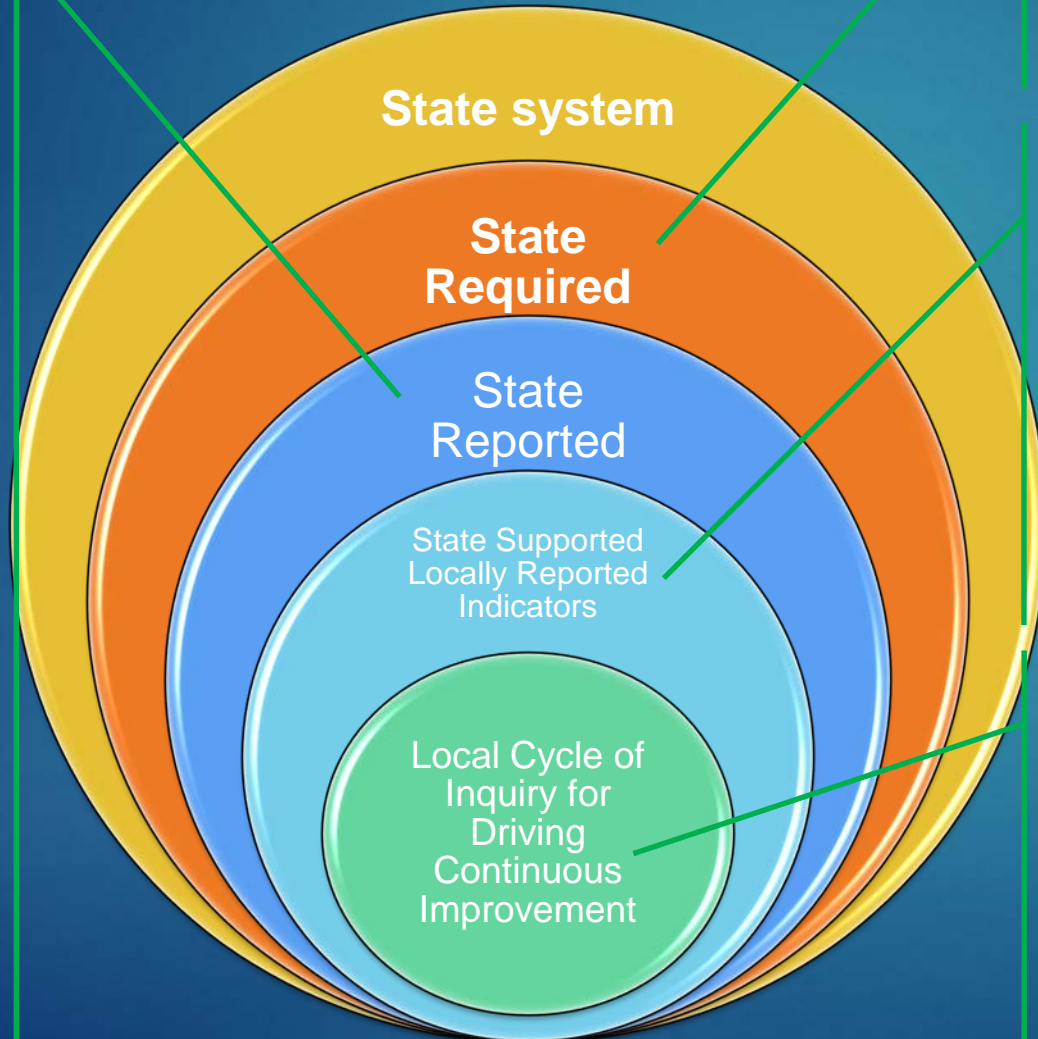
- ▶ What are most important outcomes for the accountability system today?
 - ▶ What about in five years?
- ▶ What parts of the current state system are driving the desired outcomes and what do we want to change?
- ▶ How can the assessment and accountability system drive desired behaviors and instructional/assessment practices to increase student learning and engagement?

Indicators—let's define it for our work

- ▶ “An indicator provides evidence that certain conditions exist or certain results have or have not been achieved. Indicators enable decision-makers to assess progress towards the achievement of intended outputs, outcomes, goals, and objectives.”
 - ▶ (Harvard Family Research Project) Horsch, K. (1997). Retrieved from <http://www.hfrp.org/publications-resources/browse-our-publications/indicators-definition-and-use-in-a-results-based-accountability-system>
- ▶ Indicators should be closely tied to intended outputs, outcomes, goals, and objectives. We will revisit this in context with future topics.

Different types of indicators are better for some uses than others

State system indicators should be identified by the state to use in evaluating its work supporting the statewide system; these indicators will be used to drive the continuous improvement of the state's systems of support.



State-required indicators will be used for both state and federal (ESSA) purposes, should be applicable and relevant statewide, and should be utilized by Arkansas to gauge the success of federal and state-level accountability and continuous improvement supports for LEAs and schools.

State supported locally reported indicators should provide additional diagnostic and evaluation information and should be available for **voluntary** local use that is supported with tools provided by the state, allowing schools and districts to evaluate learning opportunities more deeply. They will be locally-reported and used for diagnostic and improvement purposes in the context of state and local accountability and continuous improvement systems.

Local Cycle of Inquiry indicators will be identified based on the local cycle of inquiry and vetted locally to be used for deeper, contextual information for designing, implementing, and assessing progress of local improvement work. Data should be close to the work of adults and student learners that informs the work of learning.

State reported indicators will be vetted and reported by the state and available for use in the state's Accountability and Continuous Improvement System for LEAs and schools. These indicators will complement the state-required indicator set by providing a more holistic picture of performance, equity, and improvement.

Where Do We Go From Here? Which Indicators for What Purpose?

State Accountability System

- States determine long term goals with measurements of interim progress—to improve academic achievement, graduation rates, ELLs making progress in acquiring English proficiency.
 - Provide transparency of progress by reporting interim progress on required indicators toward state long term goals
- Indicators: Annually measure for all students and each subgroup. **Must include required indicators with state determined options for fifth indicator**
- Annual meaningful differentiation of schools and required identifications—Comprehensive and Targeted Support and Intervention (CSI & TSI).

Local Cycle of Inquiry for Driving Continuous Improvement

- State-supported and locally determined indicators used in needs assessment
- allows schools and districts to evaluate learning opportunities more deeply.
- Intent is report locally and used for diagnostic and improvement purposes in the context of state and local accountability and continuous improvement systems.

Required Indicators

- ▶ Academic Achievement
- ▶ Student growth (at state's discretion for high schools)
- ▶ Student growth or another valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance (for elementary and secondary non-high schools)
- ▶ Adjusted Cohort Graduation Rate (ACGR)
 - ▶ 4-year
 - ▶ Extended year at state's discretion
- ▶ For public schools in the State progress in achieving English language proficiency, as defined by the State and measured by assessments...within a State-determined timeline for all English Learners—
- ▶ For all public schools in the state not less than one indicator of school quality or student success.

Theory of Action

- ▶ If we focus on what matters *for* achievement (i.e., student learning), and require attention to continuous improvement, education will improve (Darling-Hammond, et al., 2016).
- ▶ If the ADE provides a flexible, comprehensive accountability system that uses multiple measures and weights within a continuous cycle of inquiry to incentivize and inform the priorities of the work of districts;
- ▶ ...Then districts will identify and address the needs within their local systems using a cycle of inquiry that integrates state, district, and local data to inform their strategic provision of support and resources (human and fiscal)...
- ▶ ...and this will enable continuous improvement in all schools and close achievement gaps within schools and among schools in Arkansas.

Given the theory of action, how will required indicators be included in the system for annual meaningful differentiation of schools?

- ▶ Specific calculations for required indicators: Achievement, growth, graduation rate(s), English Language Acquisition progress, fifth indicator(s)
- ▶ Will need to determine how indicators will be aggregated to allow for annual meaningful differentiation of schools
 - ▶ Weighting of indicators
 - ▶ Decision rules

ESSA Input: As you look at the vision for your school/district:

- Which indicators would you want to be used for accountability in the summative rating system?
 - Some are required, others might be helpful to add
- Which indicators would be valuable for reporting to inform stakeholders, but not necessarily helpful to include in a summative rating?
- Which indicators would be helpful to inform local needs assessment for continuous improvement?

How will we
meaningfully
differentiate schools?

Index

Goal-based

Matrix

Dashboard

A
Combination?

AYP and ESEA Flexibility were goal-based

AYP: 3 – 4 page report
AYP Targets, Status + Growth, %
Tested, Safe Harbor, and
Safe Harbor Eligibility, single
graduation rate target for All
Students

Overall School AYP Info			
2009 AYP Status: Targeted Intensive Intervention			
Met Standards for Mathematics:	NO	Overall	
Met Standards for Literacy:	YES	Overall	
Met Standards for Attendance:	YES	Overall	
Prior Year AYP Status: School Improvement			
AYP Group:	6 - 8	Attendance Goal:	91.13%
Grade Range:	6 - 8	Met Attendance Goal:	YES
Minimum N*:	43	Qtrs. 1-3 Average ADM:	866.42

Summary of Subgroup Adequate Yearly Progress for 2009							
	Math		Literacy			Math	
	Met Status	Met Safe Harbor	Met Status	Met Safe Harbor		Met Growth	Met Growth
Combined	Yes	Yes	Yes	Yes		Yes	Yes
Af.Amer.	NA	NA	NA	NA		NA	NA
Hispanic	Yes	Yes	Yes	Yes		Yes	Yes
Caucasian	Yes	Yes	Yes	Yes		Yes	Yes
Econ.Dis.	Yes	Yes	Yes	Yes		Yes	Yes
LEP	Yes	Yes	No	Yes		Yes	Yes
Stud.Dis.	No	No	No	Yes		No	No

Percent Tested Results for Overall and Subgroups							
LITERACY	Combined	Af.Amer.	Caucasian	Hispanic	Econ.Dis.	LEP	Stud.Dis.
MATH	YES	YES	YES	YES	YES	YES	YES

*Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.

SUB-GROUP AYP STATUS AND SAFE HARBOR ELIGIBILITY DETERMINATION									
		2006-2007 Math Lit		2007-2008 Math Lit		2008-2009 Math Lit		3-year 2006-2009 Math Lit	
COMBINED POPULATION									
# Proficient	543	473	586	499	688	594	1817	1566	
# Attempted	776	733	787	750	851	810	2414	2293	
% Proficient	70	64.5	74.5	66.5	80.8	73.3	75.3	68.3	
AYP Status	MS	MS	MS	MS	MS	MS	MS	MS	
AFRICAN-AMERICAN POPULATION									
# Proficient	4	3	3	3	3	5	10	11	
# Attempted	8	7	6	6	8	7	22	20	
% Proficient	50	42.9	50	50	37.5	71.4	45.5	55	
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA	
HISPANIC POPULATION									
# Proficient	82	68	106	75	144	114	332	257	
# Attempted	173	171	176	175	197	190	546	536	
% Proficient	47.4	39.8	60.2	42.9	73.1	60	60.8	47.9	
AYP Status	MS	SL_4	MS	SL_5	MS	SL_M	MS	SL_M	
CAUCASIAN POPULATION									
# Proficient	411	366	423	374	475	418	1309	1158	
# Attempted	526	488	536	504	560	531	1622	1523	
% Proficient	78.1	75	78.9	74.2	84.8	78.7	80.7	76	
AYP Status	MS	MS	MS	MS	MS	MS	MS	MS	
ECONOMICALLY DISADVANTAGED POPULATION									
# Proficient	276	229	276	229	276	229	687	582	
# Attempted	387	380	387	380	387	380	1105	1088	
% Proficient	71.3	60.3	71.3	60.3	71.3	60.3	62.2	53.5	
AYP Status	MS	MS	MS	MS	MS	MS	MS	MS	
LIMITED ENGLISH PROFICIENT POPULATION									
# Proficient	115	84	115	84	115	84	271	194	
# Attempted	164	160	164	160	164	160	460	452	
% Proficient	70.1	52.5	70.1	52.5	70.1	52.5	58.9	42.9	
AYP Status	MS	SL_M	MS	SL_M	MS	SL_M	MS	SL_M	
STUDENTS WITH DISABILITIES									
# Proficient	20	17	20	17	20	17	48	34	
# Attempted	66	66	66	66	66	66	194	193	
% Proficient	30.3	25.8	30.3	25.8	30.3	25.8	24.7	17.6	
AYP Status	SL_3	SL_M	SL_3	SL_M	SL_3	SL_M	SL_3	SL_M	

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	450	YES	689	YES
Targeted Achievement Gap Group	254	YES	376	YES
ESEA Subgroups				
African Americans	30	YES	46	YES
Hispanic	45	YES	74	YES
White	357	YES	546	YES
Economically Disadvantaged	242	YES	354	YES
English Learners	29	YES	45	YES
Students with Disabilities	67	YES	95	YES

Achieving School in Literacy						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
2012 Performance			2012 Growth			
All Students	415	85.06	79.21	399	86.47	79.90
Targeted Achievement Gap Group	227	75.77	69.58	212	77.83	70.03
Three Year Performance						
All Students	1283	85.06	82.03	1169	80.95	76.30
Targeted Achievement Gap Group	635	79.10	73.07	631	73.11	65.25

ESEA Flex: 1-2 page report
Individualized targets, All Students and TAGG for
Status, Reported each subgroup, Status and separate
growth, % tested, graduation rate targets for All
Students and TAGG, report graduation rate against
targets for each subgroup.

	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
2012 Performance						
2012 Performance			2012 Growth			
All Students	1902	82.97	82.03	1169	78.27	76.30
Targeted Achievement Gap Group	1026	73.78	73.07	631	67.51	65.25
ESEA Subgroups						
African Americans	42	69.05	66.67	25	60.00	60.71
Hispanic	70	74.29	69.02	40	72.50	66.51
White	501	89.42	84.88	317	84.23	79.28
Economically Disadvantaged	314	79.30	72.88	202	74.26	65.74
English Learners	43	60.47	55.23	27	55.56	51.31
Students with Disabilities	84	59.52	54.78	48	37.50	25.00

Goal based example: Classify/report progress and use decision rules to aggregate classifications to meaningfully differentiate schools

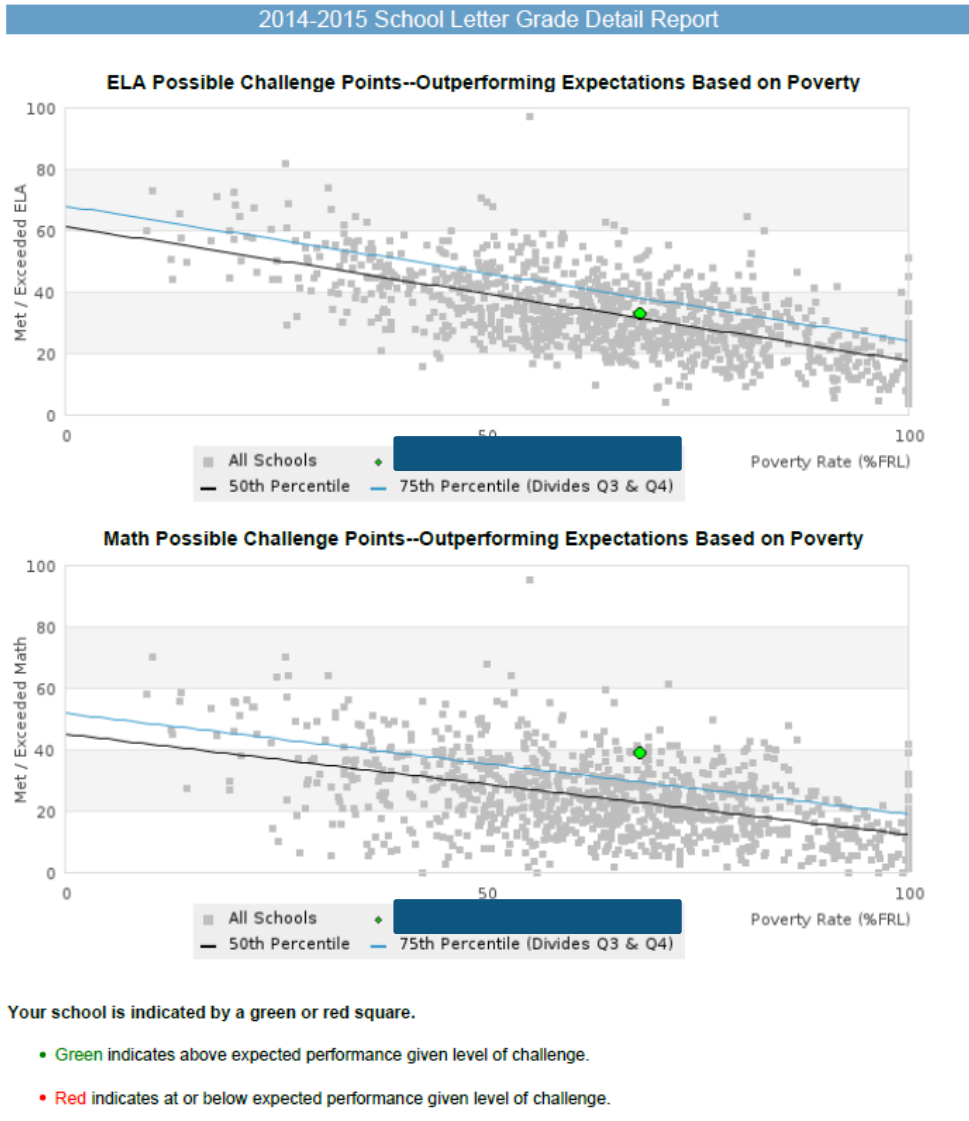
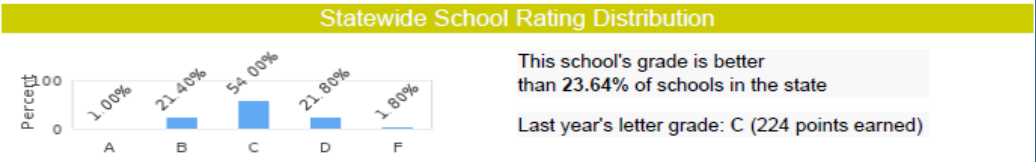
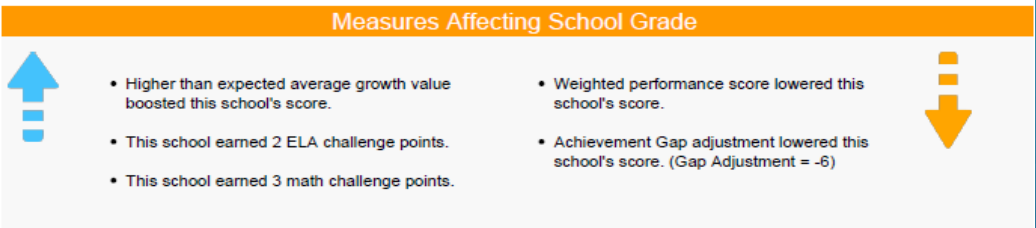
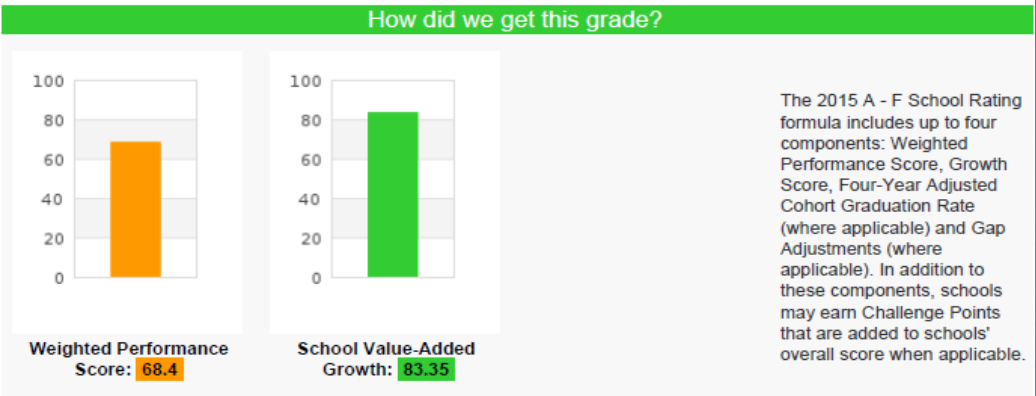
Figure 2. Goal-based Example – Theoretical

Measure	Performance	Goal	Status
Proficiency ELA	63%	60%	Meets
Proficiency Math	49%	60%	Does Not Meet
Proficiency Science	91%	70%	Exceeds
Progress in ELP	14%	50%	Does Not Meet
Growth ELA	Above Average	Average	Meets
Growth Math	Above Average	Average	Meets
4-year Grad	81%	83%	Approaching
6-year Grad	86%	85%	Meets
College and Career Readiness	41%	35%	Meets
Postsecondary Enrollment	22%	25%	Does Not Meet

Index Example: 2015 School Rating System



2014-2015 School Rating Report				
<div>School Letter Grade</div> <div>C</div> <div>224 Points Earned</div>				
	G			
		School Statistics	District Statistics	State Statistics
	Enrollment	642	4113	476083
	Econ. Disadvantaged	68.22%	58.06%	61.83%
	Proficient/Advanced ELA	33.21%	39.15%	33.9%
	Proficient/Advanced Math	39.14%	36.48%	24.59%



Index Example

Figure 1. Index Example – Delaware⁸

Area/Measures	Weight	Points
Academic Achievement	25%	125
Proficiency ELA	7.5%	37.5
Proficiency Math	7.5%	37.5
Proficiency Science	5%	25
Proficiency Social Studies	5%	25
Growth	45%	225
Growth in ELA	22.5%	112.5
Growth in Math	22.5%	112.5
On Track to Graduation	20%	100
On Track in 9th Grade	5%	25
4-year Cohort Graduation Rate	10%	50
5-year Cohort Graduation Rate	3%	15
6-year Cohort Graduation Rate	2%	10
College and Career Preparation	10%	50
College and Career Preparation	10%	50
Total	100%	500

Example of what a Quality School Rating report might look like with required ESSA indicators added to 2015 School Ratings

School Rating System Visual Based on Additional ESSA Requirements:

+ High Schools

Moderate High School LEA # 9888003 Grades 7 - 12			
Indicators	Indicator Score	Weight & Points Possible	Points Earned
Academic Achievement (Goals 1 and 4)		25% (75)	60.20
Weighted Performance ELA	94.40	12.5% (37.5)	35.40
Weighted Performance Math	66.13	12.5% (37.5)	24.80
Student Achievement Growth (Goal 2)		35%/(105)	90.00
Growth in ELA Achievement	86.84	17.5% (52.5)	41.35
Growth in Math Achievement	100.00	17.5% (52.5)	48.65
Graduation Rate (Goals 1 and 4)		15% (45)	42.24
Four-year Adjusted Cohort Graduation Rate	91.00%	8% (24)	21.84
Five-year Adjusted Cohort Graduation Rate	95.00%	4% (12)	11.40
Six-year Adjusted Cohort Graduation Rate	100.00%	3% (9)	9.00
Progress on English Language Acquisition of English Learners** (Goals 2, 3, and 4)		15% (45)	40.00
Growth in English Language Acquisition	88.89	15%	40.00
On Track for College/Career Readiness		10% (30)	17.20
Percent of On-Time Grade 9 Completers in Grade 9 Cohort	95.00%	3.33% (10)	9.50
Percent of Students Earning Advanced Placement, Concurrent Credit, International Baccalaureate Credit, and/or Industry Certification by Graduation*	58.00%	3.33% (10)	5.80
Access Index: students participating in advanced course work, concurrent credit, AP, IB, Industry Certification representative of student population***	19.00%	3.33% (10)	1.90
Subtotal	--	100% (300)	249.64
Adjustments			
Achievement Gap		± 4% (± 12)	0
Adjustment for Size of Largest Within School ELA Gap	Gap = 19.00	± 1% (± 3)	0
Adjustment for Size of Largest Within School Math Gap	Gap = 27.00	± 1% (± 3)	-3
Adjustment for Size of Largest Within School Graduation Gap	Gap = 12.00	± 2% (± 6)	-3
Challenge Points		± 2% (± 6)	3
Adjustment for Exceeding ELA Performance Given Poverty Levels	Top quartile	± 1% (± 3)	3
Adjustment for Exceeding Math Performance Given Poverty Levels	Lowest Quartile	± 1% (± 3)	0
Total (Adjusted) Percentage of School Rating Points Earned School Rating Letter Grade		100% + Adjustments	247/300 82% B

*Use Grade 12 graduates table as cohort denominator. What percent of these students completed advanced credits and/or industry certifications by graduation?

**Applies when number of students tested on English Language Acquisition test (ELPA21) meets or exceeds the minimum N size for accountability.

***This is an idea—would need to develop the access index so that it is comparable.

Matrix Example: Create classifications within a matrix of performance (status) & growth, performance & progress, etc.

Figure 4. Matrix Example – Theoretical Aggregation of Indicators

Status

- ELA
- Math
- Science
- 4-year Grad Rate
- On-track in 9th
- CCR

Progress

- ELA growth
- Math growth
- Progress in EL Proficiency
- Extended year Grad Rate
- CCR Improvement

Status	Above Average	Satisfactory	Promising	Exemplary
	Average	Concern	Satisfactory	Promising
	Below Average	Priority	Concern	Satisfactory
		Below Average	Average	Above Average
		Progress		

California Example of Matrix Model for Growth & Status

California's Accountability Model: Growth and Status

Excerpt from John Fensterwald, "How to Decipher the State's Proposed School and District Report Cards," EdSource, July 11, 2016.

Graduation Performance Categories

Graduation Change						
Graduation Status	Level	Declined Significantly by more than 5%	Declined by 1% to 5%	Maintained Declined or improved by less than 1%	Increased by 1% to less than 5%	Increased Significantly by 5% or more
	Very High 95% or more	Gray	Blue	Blue	Blue	Blue
	High 90% to less than 95%	Orange	Yellow	Green	Green	Blue
	Median 85% to less than 90%	Orange	Orange	Yellow	Green	Green
	Low 67% to less than 85%	Red	Orange	Orange	Yellow	Yellow
	Very Low Less than 67%	Red	Red	Red	Red	Red

Source: California Department of Education.

Classification of graduation rates based on distribution of school graduation rates.

This example shows how you can incorporate interim progress in matrix.

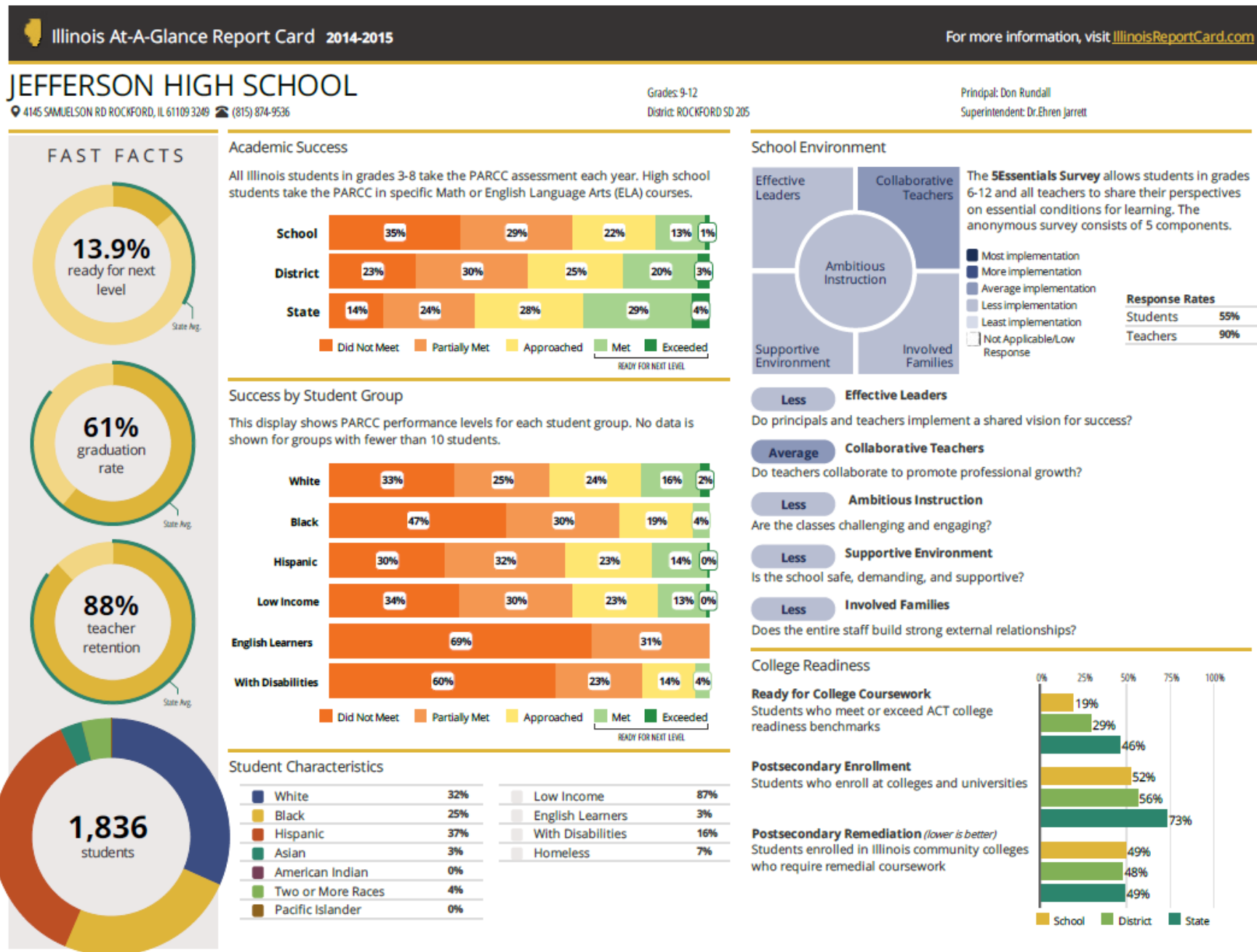
Contrast this with goal-based method.

Classification of increments of progress (or lack thereof) for school graduation rates.

Matrix color-coded cells indicate the spectrum of classifications of schools' graduation rates using color to indicate how to aid in understanding current graduation rate.

Figure 6. Dashboard Example – Illinois

Dashboard Example: Multiple measures are provided in themed clusters for transparent reporting to



Combinations:
This may be
where AR can
get the most
out of this

Figure 3. Mix of Goal and Index Example – Tennessee¹⁰

- **Step 1:** Did school meet minimum Achievement and Growth expectations?
- **Step 2:** Assign points based on: Did school meet its targets? How did it perform relative to peers? What level of growth demonstrated?
- **Step 3:** Assign points based on whether school closed identified gaps
- **Step 4:** Average Achievement and Gap closure to get final determination

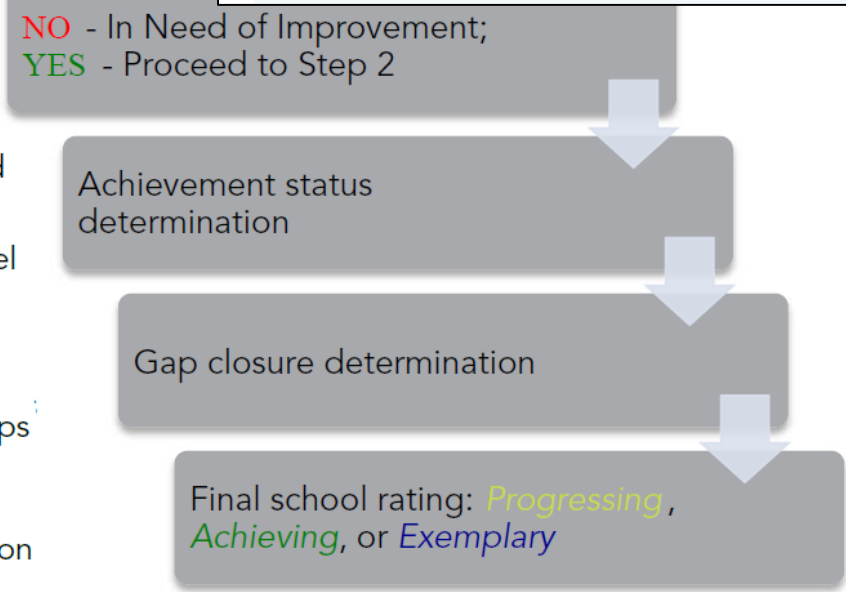
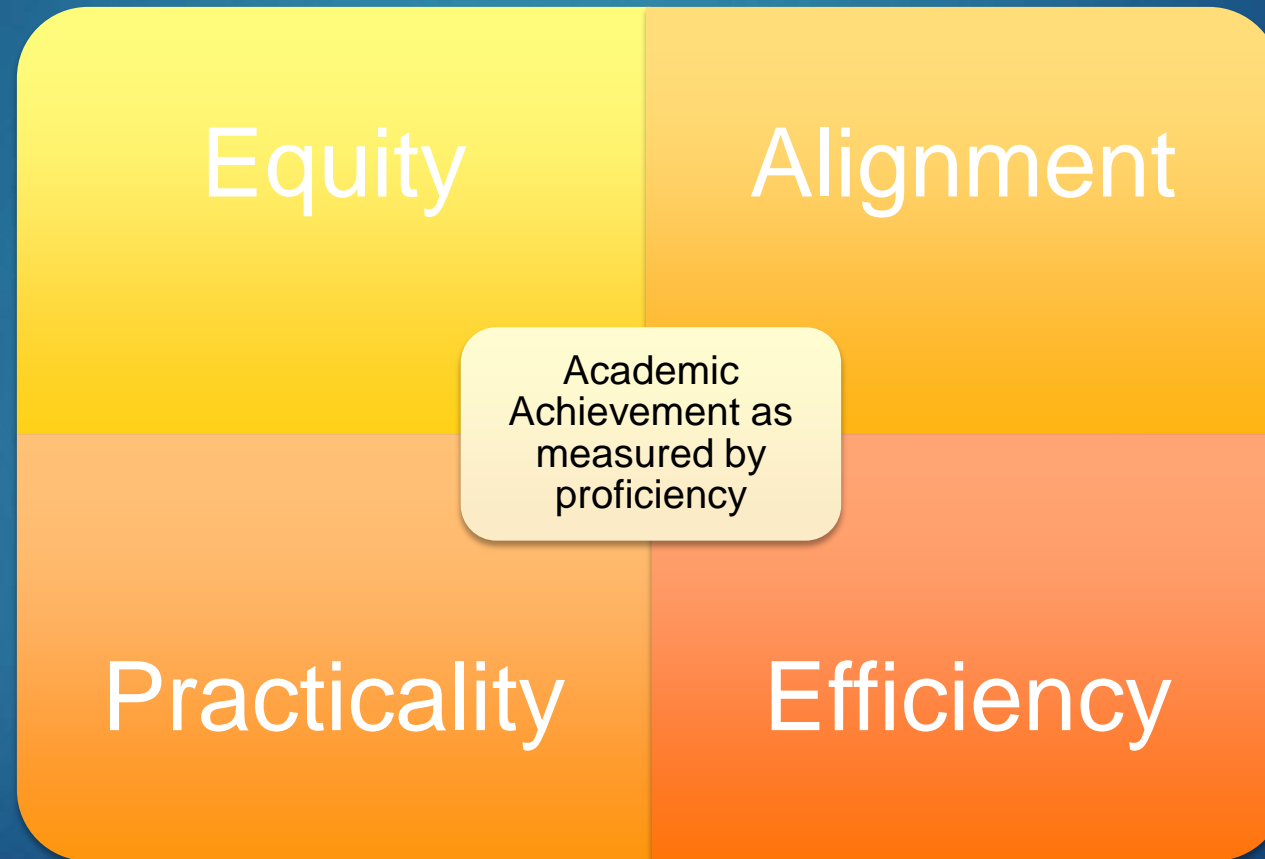


Figure 5. Mix of Matrix and Goal – California (proposed)¹¹

Measure	Status	Change
ELA Assessment	Intermediate	Improved
Math Assessment	Low	Maintained
English Learner Proficiency	Very Low	Improved
4-year Grad Rate	Intermediate	Declined
Chronic Absenteeism	High	Improved
Suspension Rate & Local Climate Survey	High	Improved Significantly
College & Career Readiness	Intermediate	Maintained
Basics	Met	
Implementation of Academic Standards	Not Met for One Year	
Parent Engagement	Met	

An index can be used to create a summative rating. A dashboard of matrices could help stakeholders understand school progress & growth in each indicator area.

We need to evaluate our indicator and aggregation options in light of the four lenses.



Survey Available—if you are into the details!

Week 2 Survey Link: ESSA Accountability Indicators and Subgroups

http://uark.qualtrics.com/SE/?SID=SV_3DgRUsW1bt1jl8F

Week 1 Zoom Recording

<https://www.youtube.com/watch?v=gE9IDNfwzok>

Week 2 Zoom Recording

https://youtu.be/MpyPcz5rtn8uark.qualtrics.com/SE/?SID=SV_3DgRUsW1bt1jl8F

Questions & Comments



Twitter Town Hall Feb. 22!
#ESSAinAR

Come & Go chat
8 pm-9 pm

Discuss ESSA in Arkansas!
We want to hear from you!

Use your voice!

Twitter Chat Tonight!

8pm--#ESSAinAR

Preview of questions:

Q1: What evidence can teachers use to show student growth?

Q2: If both student proficiency and growth are to be measured, which deserves more weight and why?

Q3: ESSA allows each state to select other areas to measure school success. What do you recommend? Why?

Q4: If school culture is an indicator of school success, how should it be measured? List qualities of strong culture.

How do I participate?

- ▶ Search hashtag #ESSAinAR
- ▶ Click on the top "All Tweets" to see most recent posts to the chat
- ▶ Look for Questions (Q1, Q2, Q3, Q4)
- ▶ Post an answer while on the hashtag page
- ▶ A1: I think....(answer to question 1)
- ▶ Questions every 7 minutes
- ▶ Last 30 minutes will be conversation about the 4 questions (Re-tweet or respond to tweets)

What will it look like?

