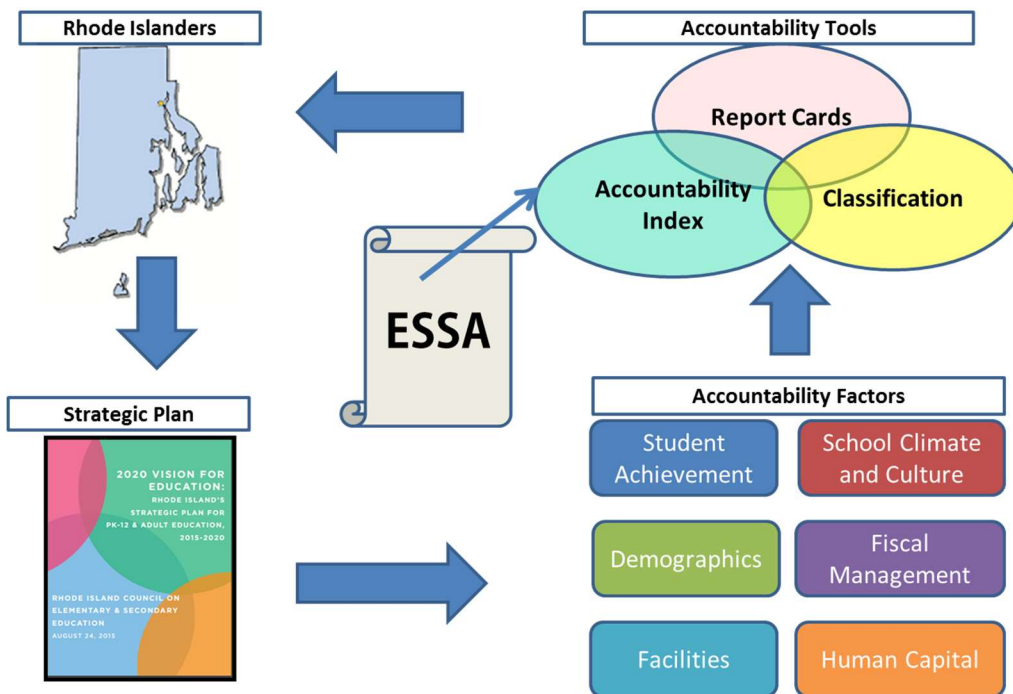


## Two Accountability System Models

The following chart describes two opposing accountability systems models, inclusive of each of the tools required by ESSA. Each of these models would also include each of the sets of metrics or “factors” listed in the colored boxes in the graphic below. These models are not recommendations, but are intended to spark conversation and thoughtful feedback on what features of an accountability system would most promote collective responsibility for the vision of the strategic plan. Below the chart, you will find the information that was reviewed at the August meeting for your reference.

<p><b>Model 1:</b> <i>Emphasizes School Index and Classification Label as lever of change to help the community to identify areas of strength and need and to prompt improvement.</i></p>	<p><b>Model 2:</b> <i>Leverages entire accountability system (school index, classification, and all report cards) as lever of change to help the community identify areas of strength and need and to prompt improvement.</i></p>
<p><b>School Accountability Index</b></p> <ul style="list-style-type: none"> <li>• Includes many measures beyond federal requirements to be as comprehensive as possible</li> <li>• May be more complex, unreliable, and difficult to understand</li> <li>• Maintains student achievement as predominant weight as required under ESSA</li> <li>• Primary use is to classify schools and reveal areas of concern to inform school improvement</li> </ul>	<p><b>School Accountability Index</b></p> <ul style="list-style-type: none"> <li>• Includes a small number of metrics that differentiate schools within federal requirements to be as transparent as possible</li> <li>• May not be as comprehensive or inclusive of all the factors that make up the work of schools</li> <li>• Maintains student achievement as predominant weight as required under ESSA</li> <li>• Primary use to classify schools and meet federal requirements, but may not provide enough information to determine how a school can improve</li> </ul>
<p><b>Classification</b></p> <ul style="list-style-type: none"> <li>• Includes 5 or more levels to differentiate between schools (e.g. priority, focus, warning, typical, leading, commended or A, B, C, D, F)</li> <li>• Suggests levels of precision among 5 levels of performance</li> </ul>	<p><b>Classification</b></p> <ul style="list-style-type: none"> <li>• Classification system includes 3 levels to differentiate schools (e.g., In need of support, Good Standing, Commended)</li> <li>• Acknowledges that classifications are not precise measures of school performance</li> </ul>
<p><b>School Report Card</b></p> <ul style="list-style-type: none"> <li>• Comprehensive profile of school, student and educator demographics and classification</li> <li>• Detailed information on measures included in accountability index, by student group</li> </ul>	<p><b>School Report Card</b></p> <ul style="list-style-type: none"> <li>• Comprehensive profile of school, student and educator demographics</li> <li>• Diagnostic information to inform school improvement.</li> <li>• Variety of measures including index measures but well beyond (e.g., access to high-quality teachers and leaders, school climate - attendance, suspensions, chronic absenteeism, access to advanced coursework).</li> </ul>
<p><b>LEA Report Card</b></p> <ul style="list-style-type: none"> <li>• Comprehensive profile of district, student and educator demographics</li> <li>• School achievement and accountability information on each school in the LEA and aggregate information on school report card measures</li> </ul>	<p><b>LEA Report Card</b></p> <ul style="list-style-type: none"> <li>• Comprehensive profile of district, student and educator demographics</li> <li>• Diagnostic information to inform LEA improvement.</li> <li>• School achievement and accountability information on each school in the LEA, aggregate information on school report card measures</li> <li>• Measures in which the LEA has specific responsibility (e.g., principal retention, finance).</li> </ul>
<p><b>SEA Report Card</b></p> <ul style="list-style-type: none"> <li>• Comprehensive profile of state, student and educator demographics</li> <li>• Student achievement and accountability information including aggregate information on LEA accountability measures</li> <li>• Include state progress towards strategic plan and long term goals</li> </ul>	<p><b>SEA Report Card</b></p> <ul style="list-style-type: none"> <li>• Comprehensive profile of state, student and educator demographics</li> <li>• Student achievement and accountability information including aggregate of LEA accountability measures</li> <li>• Measures in which the SEA has specific responsibility (e.g., funding)</li> <li>• Include state progress towards strategic plan and long term goals</li> </ul>

## Building a system for collective responsibility



### School Accountability Index

- What is an accountability index?
  - Measured annually for all students and for each subgroup
  - Includes a variety of metrics of student and school performance
  - Used as the basis for differentiating schools, and identify schools in need of improvement and support
  - Where appropriate, based on the long-term goals of the state
- What does ESSA require?
  - Must include:
    - academic achievement on reading/language arts and mathematics state assessments
    - growth in number of students proficient on reading/language arts and math state assessments or academic indicator
    - high school graduation rates, including 4-year graduation cohort graduation rate
    - progress of English Learners in achieving English Language proficiency
    - at least one other additional measure of school quality or student success.
  - Must be able to be used to differentiate between schools
  - Must be calculated and reported annually for every school

### Classification

- What is classification?
  - Meaningful differentiation of schools
  - Identification of schools in need of improvement and support

- Based on Accountability Index
- What does ESSA require?
  - Based on the performances of schools on the state accountability index, states are required to **“meaningfully differentiate”** public schools, annually.
  - States must identify those with consistently underperforming subgroups, targeted support and improvement.
  - States must specifically identify the lowest-performing 5% of schools for comprehensive support and improvement.
  - States must identify those high schools who fail to graduate one third or more of their students.
  - May include additional classifications
  - Must factor in 95% participation rate

### Report Cards

- What are report cards?
  - Annual
  - Public facing
  - Contain critical information, inclusive of but not limited to metrics of accountability index
  - Prepared at School, LEA and State levels
- What does ESSA require?
  - States must design and produce annually **a report of each school’s performance**, including, but not limited to, metrics within the state-defined accountability index and any classification that it receives.
  - States must design and publish an annual **report card on districts’ performance** and it must include a variety of components, including, but not limited to, an aggregate of all LEA’s schools’ performance.
  - States are must design a **state-level report card**, to be published annually that monitors progress against the state goals and interim benchmarks, a variety of required elements, and can include other measures of the state’s choice.
  - States are required to report in a manner and format that **is accessible to parents and community members**.