

ESSA Accountability Measures Initial Survey Results



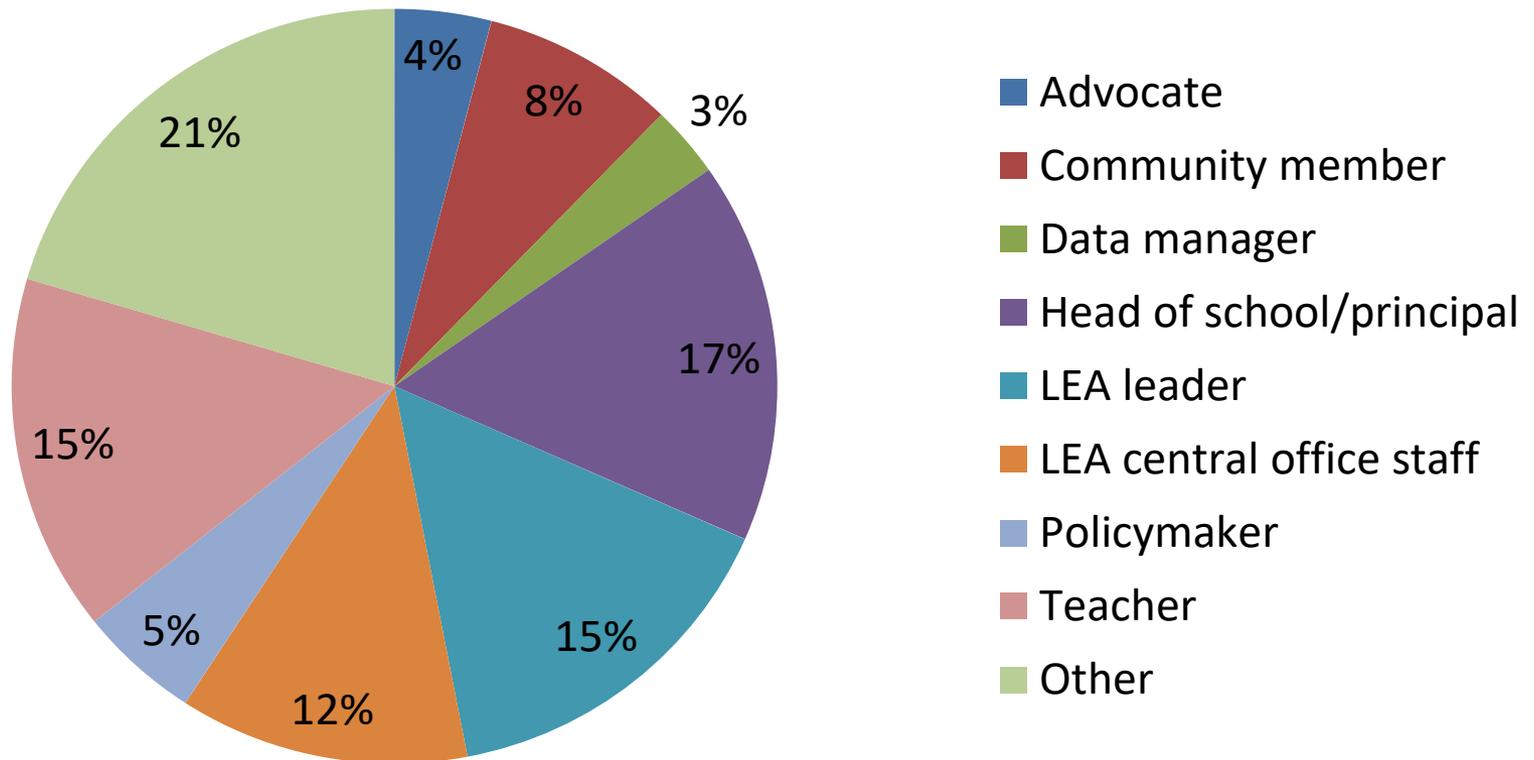
October 5, 2016

Survey Purpose & Context

- Survey allows OSSE to capture perspectives on measures for both the formal accountability system and for public reporting.
- Sections cover academic achievement, academic growth, graduation measures, English learner proficiency, subgroup weighting, and school quality and student success measures for ES/MS and HS.
- Includes additional open-ended questions and space for comments about each section.

Survey Respondents

About You: I am a...

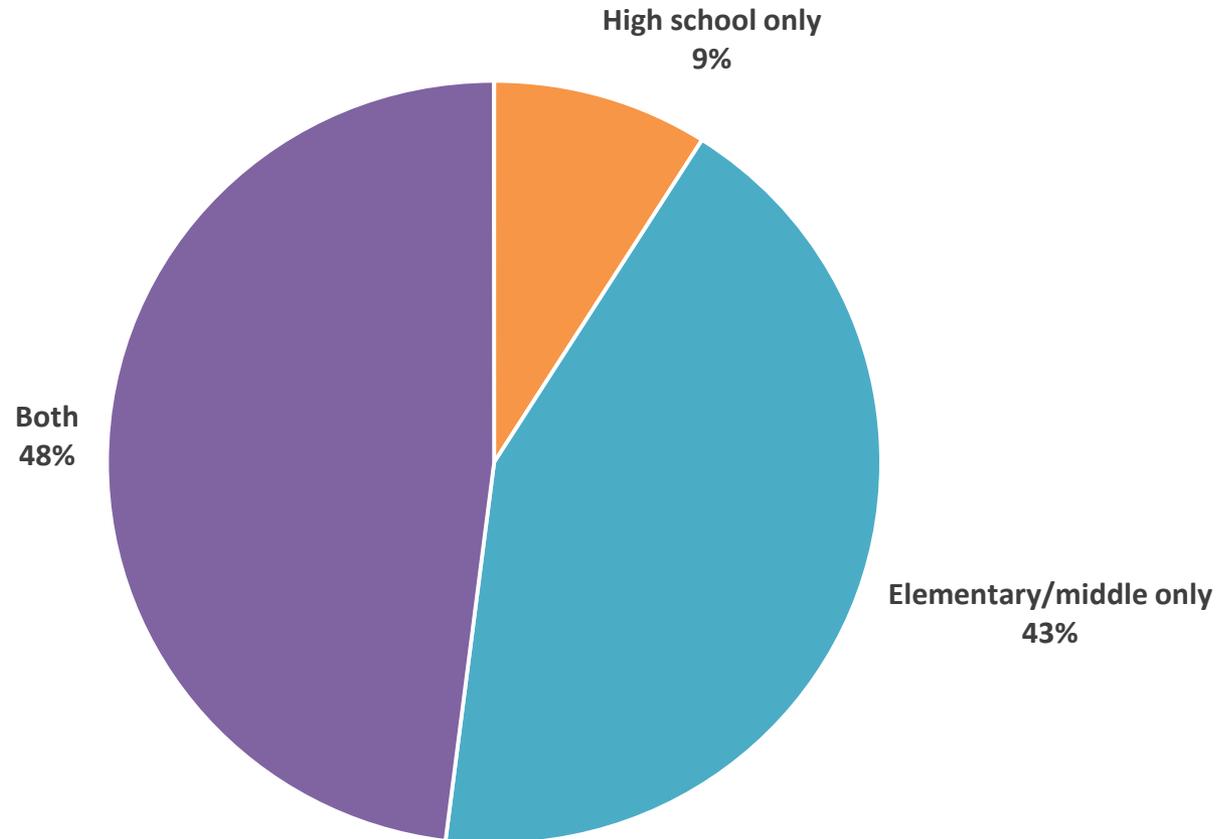


Responses as of Sept. 28, 2016

***N = 74**

Perspective on Potential Measures

I have a perspective to provide on potential measures for...



Responses as of Sept. 28, 2016

*N = 69

Academic Achievement – PARCC & MSAA

- Most favored including overall rate of students at level 4+ on PARCC and MSAA ELA and math.
- Almost equal interest in including level 3+ overall.
- Nearly as popular was including a decrease of students at level 1.
- Less interest in incorporating the science assessment in the formal accountability framework.

Academic Growth – PARCC & MSAA

- Respondents to both the elementary/middle and high school surveys were most interested in including a growth measure such as median growth percentile (MGP), accounting for individual student progress.

Graduation Rate

- Per ESSA regulations, we must include 4-year Adjusted Cohort Graduation Rate (ACGR) in the accountability framework.
- Over half (54 percent) of respondents “strongly agreed” with the inclusion of growth in the 4-year ACGR over time.
- Respondents also expressed strong interest in including a 5-year cohort measure.

English Language Learners

- Across high school and elementary/middle school, respondents expressed a similar level of interest in the three options included:
 - Proficiency and growth targets on ACCESS for ELLs 2.0 assessment
 - Proficiency and growth targets on ACCESS for ELLS 2.0, as determined by developmentally appropriate grade level/band
 - Proficiency and growth targets on ACCESS for ELLs 2.0 assessment and portfolios

School Quality & Student Success - HS

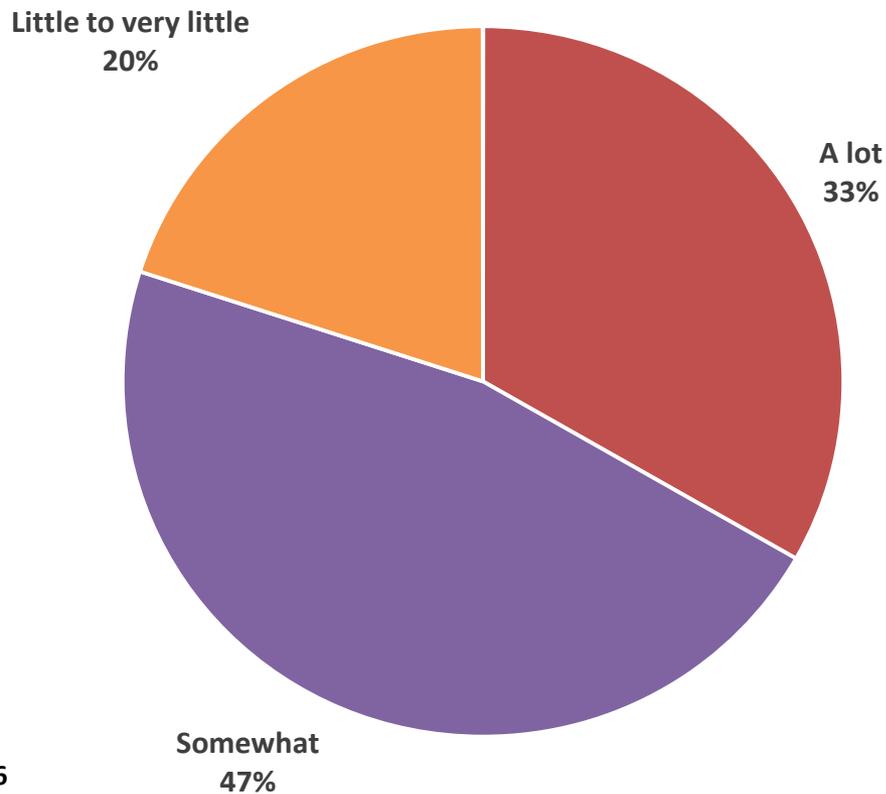
- Most favored options were:
 1. Attendance metric
 2. Measure of student re-enrollment
 3. Measure of students meeting SAT or ACT “college ready” benchmark
 4. School climate survey common to all schools

School Quality & Student Success – MS/ES

- Most favored options were:
 1. In-seat attendance
 2. Measure of student re-enrollment
 3. Measure of chronic absenteeism
 4. Measure of truancy
 5. Discipline information

Weighting of Subgroups

How much do you think the performance of particular groups of students should be weighted?



Responses as of Sept. 28, 2016

*N = 30

One Measure Outside Requirements

If you were able to include one measure (outside of the required ones), what would that be and why?

- SAT and “college ready” benchmark
- Teacher quality, retention and support
- Student/parent satisfaction and school climate
- Attendance measure
- Growth over time