

Every Student Succeeds Act

in Iowa

Proposed Changes to Accountability Framework -
Feedback version



Agenda

1 Background

2 Review proposed changes to accountability framework

3 Feedback

Background

- Every Student Succeeds Act (ESSA), the most recent reauthorization of ESEA, was enacted in 2015.
- Iowa's current ESSA state accountability plan was designed in 2017 and 2018 and approved by the U.S. Department of Education (USED) in May 2018.
- The federally required Iowa School Performance Profiles were first released in fall 2018 using 2017-2018 school year data.
- Following the COVID-19 pandemic, the Department restarted designations in fall 2022 based on the 2021-2022 school year data.
- The Department must update its ESSA state accountability plan, submitting a revised plan to USED for review and approval in February 2024.
- Over the next month, the Department will engage stakeholders and receive feedback from the field.
- The purpose of the accountability plan is to support schools in continuous improvement.

Foundational Principles

Iowa's accountability system should:

- **Be consistently rigorous, reliable, and fair** across grade configuration, size, geography, and student demographics.
- Support schools in **continuous improvement**.
- **Reflect high expectations for all students** to ensure all students graduate prepared for success in college and/or careers.
- **Be easily understood by families, educators, communities, and taxpayers**, providing transparent, disaggregated data.
- **Incentivize evidence-based practices** that support student learning, well-being, and long-term success.

Opportunities to Improve

Iowa has an opportunity to better align its accountability system with its core values and guiding principles by:

- **Simplifying** the way scores are calculated, the weighting of measures, and the school rating system so they are more easily understood and used by the public.
- **Adding and updating measures of student outcomes (not inputs)**, including:
 - Science Performance
 - Chronic Absenteeism
 - Postsecondary Readiness Index

ESSA Consultation

- The Department conducted extensive modeling to ensure the system is rigorous, reliable, and fair.
- Department leadership conducted initial consultation throughout December and January with:
 - All superintendents at each of the nine regional superintendent meetings
 - Nearly 400 curriculum and instructional leaders
 - Members of the State Board of Education
 - Executive leadership of major public education associations, and
 - AEA executive leadership
- The next step is a statewide survey on the revised proposed updates.

Updates Informed by Initial Consultation

Informed by that robust consultation, the Department made multiple updates to the initial proposed changes, including:

- Incorporation of the Five-Year Graduation Rate,
- Updates to how Targeted Support and Improvement (TSI) schools are incorporated in school rating categories, and
- Use of a criterion-based system to determine school rating categories.

Proposed Changes to Indicators

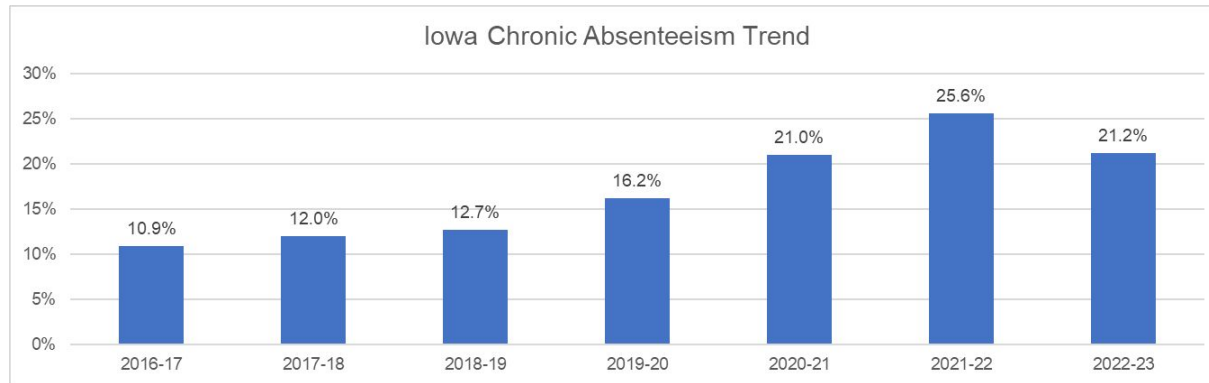
- Include English Learners in proficiency calculation two years after exiting EL status.
- Equally weight growth and proficiency.
- Replace Conditions for Learning survey, which will continue to be a part of the Department's continuous improvement work, with Chronic Absenteeism.
- Continue to include Five-Year Graduation Rate.
- Update the Postsecondary Readiness Indicator to include:
 - the percent of students who obtain college credit
 - the percent of students who have a work-based learning experience
 - the percent of students who obtain an industry-recognized credential
- Include Science Proficiency
- Remove Average School Achievement/Average Scale Score, which is a similar measure to proficiency

Proposed Changes to Rating System and Designations

- Change how overall scores are calculated, including a new point system to avoid confusion in how scores are calculated and to streamline measures.
- Use a criterion-based system to determine school rating categories.
- Allow Targeted Support and Improvement (TSI) schools to exit early due to sustained improvement.
- Change how TSI schools are incorporated into the school rating category system.
 - Instead of categorizing all TSI schools as Priority, TSI schools would move a school down an overall rating category in the first year of identification and two overall rating categories if improvement does not occur for this student group after three years of identification (i.e., the same student group persistently experiences low achievement in the school).
- Combine the rating categories of Comprehensive Support and Improvement (CSI) (federally required) and Priority (state-required).
- Change how participation rate contributes to scores.
 - This proposed change would remove participation rate from a school's score and instead move a school down an overall rating for not assessing 95% of their students.

Chronic Absenteeism

- **Absenteeism has risen in all 50 states** - 25 percent of American students were chronically absent in 2021-22, up from 15 percent before the pandemic, which is an additional 6.5 million students. **Wealthy, poor, urban, and suburban** students are all missing more school days.
- While the pandemic was a massive accelerant, chronic absenteeism was already increasing before the impact of COVID.



Current System

2022-2023 Accountability Measures

Elementary/Middle School				High School			
Measure		% of Total		Measure		% of Total	
Participation Rate	Math	5	10 (10%)	Participation Rate	Math	5	10 (10%)
	ELA	5			ELA	5	
Proficiency	Math	6	12 (12%)	Proficiency	Math	4	8 (8%)
	ELA	6			ELA	4	
Growth	Math	18	36 (36%)	Growth	Math	15.5	31 (31%)
	ELA	18			ELA	15.5	
English Language Growth			10 (10%)	English Language Growth			10 (10%)
Average School Achievement	Math	7	14 (14%)	Average School Achievement	Math	5	10 (10%)
	ELA	7			ELA	5	
Conditions for Learning			18 (18%)	Conditions for Learning			8 (8%)
				Graduation Rate	4-year	7.5	15 (15%)
					5-year	7.5	
				Postsecondary Readiness			8 (8%)
Total			100 (100%)	Total			100 (100%)

Proposed Point System

Enhanced Accountability Measures and Point System							
Elementary/Middle School				High School			
Measure		Points (% of Total)		Measure		Points (% of Total)	
Proficiency	ELA	100	300 (42.9%)	Proficiency	ELA	100	300 (33.3%)
	Math	100			Math	100	
	Science	100			Science	100	
Growth	ELA	100	200 (28.6%)	Growth	ELA	100	200 (22.2%)
	Math	100			Math	100	
English Language Growth			100 (14.3%)	English Language Growth			100 (11.1%)
Chronic Absenteeism			100 (14.3%)	Chronic Absenteeism			100 (11.1%)
				Graduation Rate (4 and 5 year rate)			100 (11.1%)
				Postsecondary Readiness			100 (11.1%)
Total			700 (100%)	Total			900 (100%)

Example

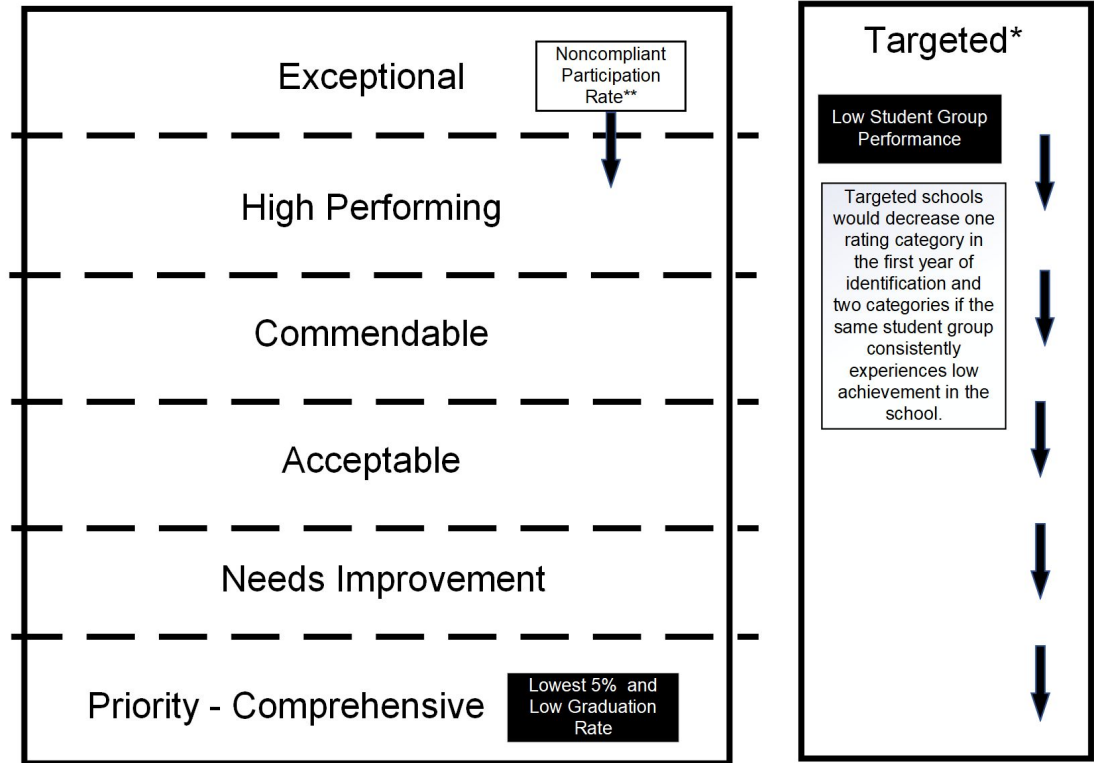
$$Tscore = \left(\frac{\text{score} - \text{mean}}{\text{standard deviation}} \right) \times 10 + 50$$

The proposed point system simplifies and streamlines the accountability system at every level.

System	ELA Proficiency	Formula	Calculation
Current	80.9%	Score converted to standard score (T Score) X weighting = Total Points	80.9 converts to 57.61 * 6.75 = 3.89 points
New	80.9%	Score out of 100	80.9 out of 100 = 80.9 points

Changes to School Ratings

Iowa's Unified Accountability Framework



* Student groups include Race/Ethnicity, Students with Disabilities, English Learners, and Students Eligible for Free or Reduced Lunch
** A school that is below the federal 95% participation rate requirement will decrease one rating category

Next Steps

- Following initial consultation throughout December and January, the Department will conduct a statewide survey on the revised proposed updates.
 - Please continue to provide comments throughout this process.
- The Department will then review all survey feedback and consider any final changes before submitting to USED for review and approval.
- If the plan is reviewed and approved by USED with sufficient time, the updates will be implemented in the Fall 2024 release of Iowa School Performance Profiles.