



ESSA Accountability Measures Survey

Updated Results – As of Nov. 4, 2016

November 16, 2016



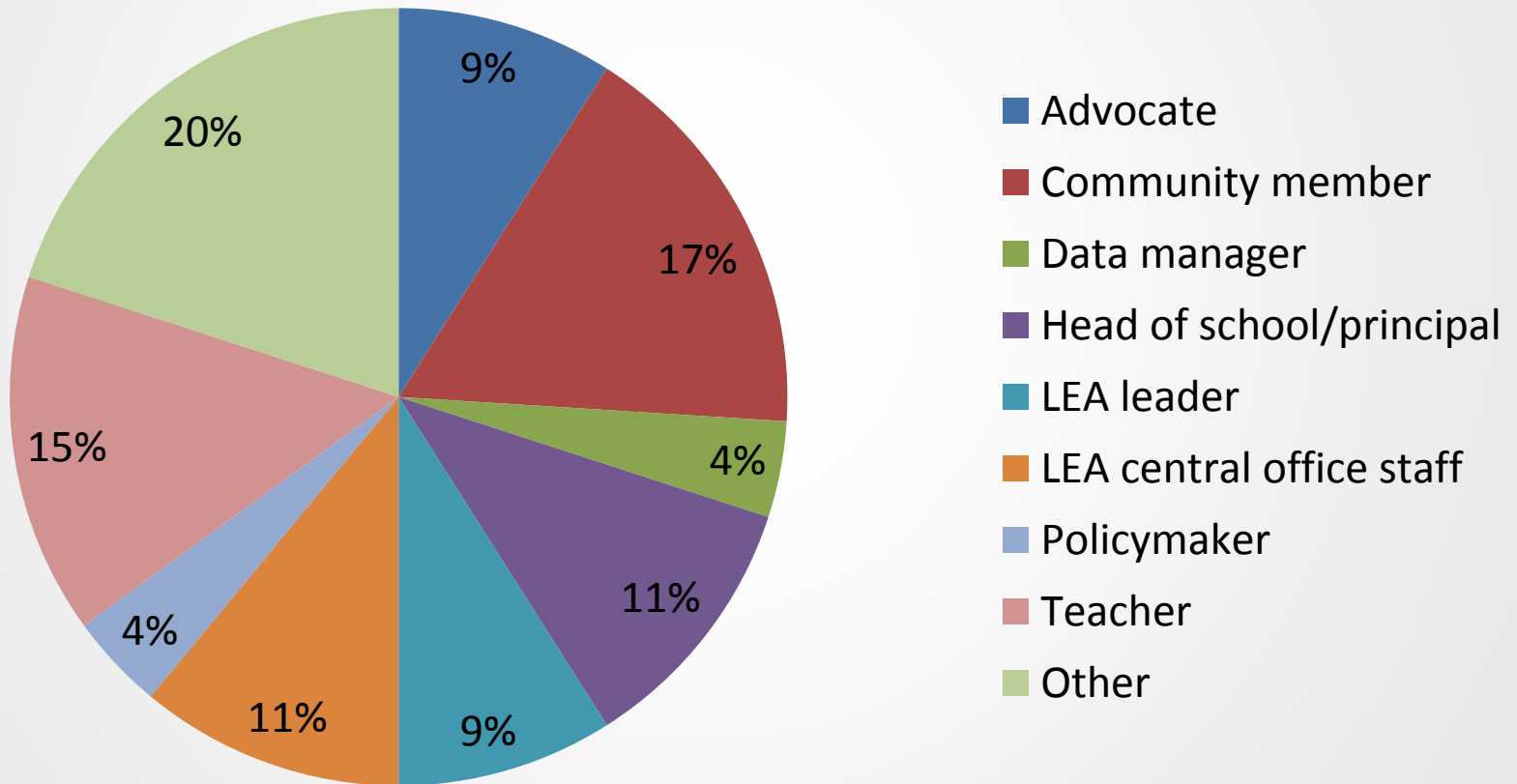
Survey Purpose & Context

- 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.
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Survey Respondents

About You: I am a...



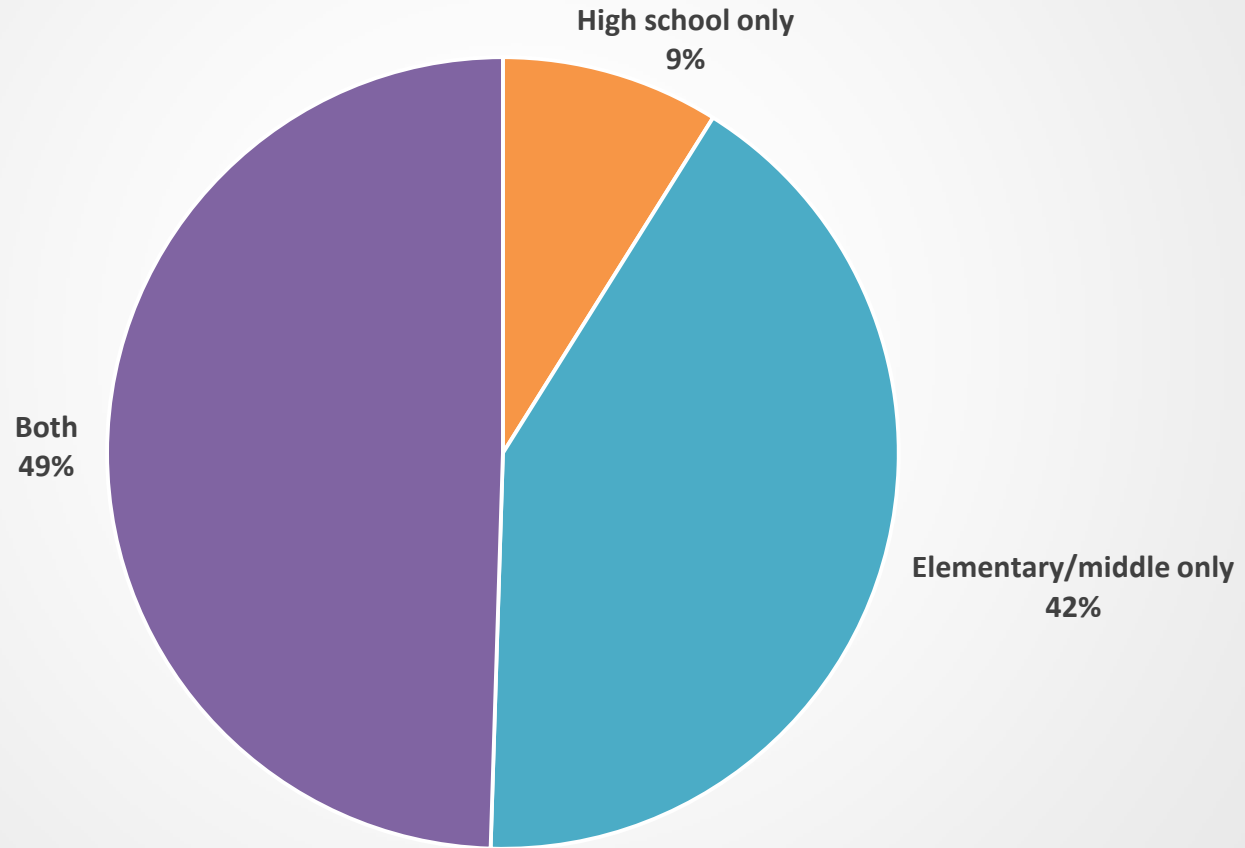
Responses as of Nov. 4, 2016

***N = 158**



Perspective on Potential Measures

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



Responses as of Nov. 4, 2016

***N = 149**



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.
 - As popular was including a decrease of students at level 1.
 - Less interest in incorporating the science assessment in the formal accountability framework.
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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.
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Graduation Rate

- Per ESSA regulations, we must include 4-year Adjusted Cohort Graduation Rate (ACGR) in the accountability framework.
 - Over half (62 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.
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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
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Most favored options were:

1. Attendance metric
 2. Advanced Placement (AP) and International Baccalaureate (IB) performance
 3. Career and technical education measure
 4. Student re-enrollment rate
 5. Measure of students meeting SAT or ACT “college ready” benchmark
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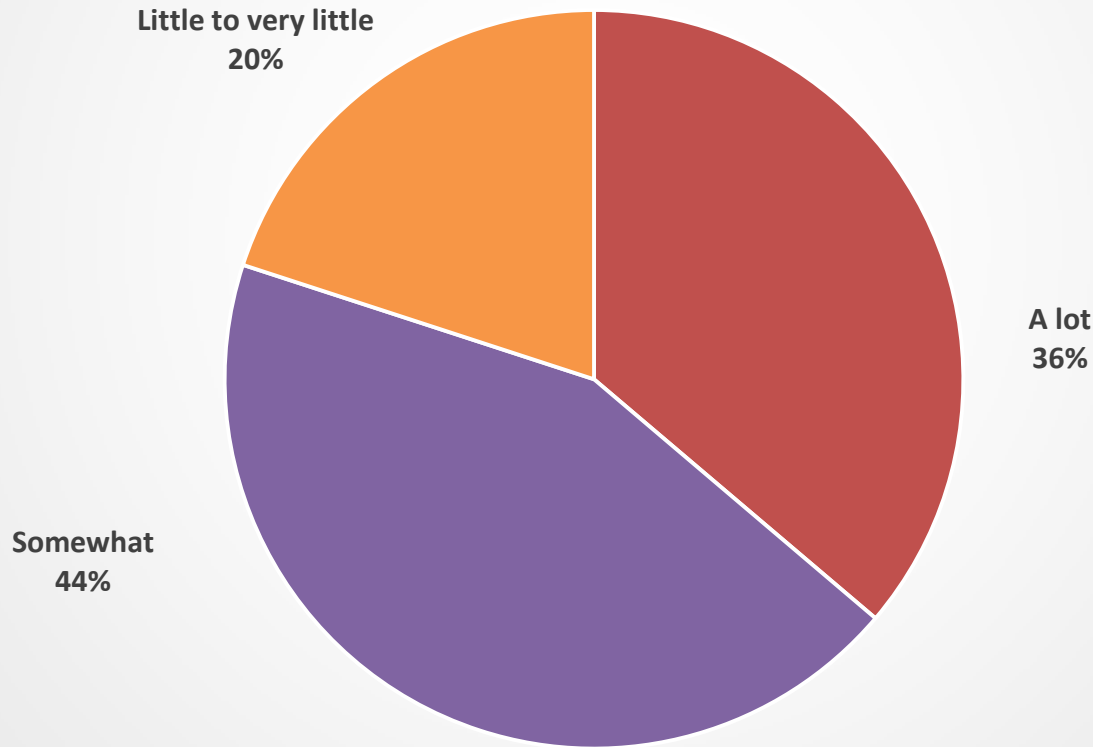
Most favored options were:

1. In-seat attendance
 2. Measure of chronic absenteeism
 3. Measure of truancy
 4. Discipline information
 5. Re-enrollment rate
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Weighting of Subgroups

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



Responses as of Nov. 4, 2016

*N = 69



Feedback on Prioritizing Other Measures

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

- School resources such as libraries, technology, etc.
 - Student/parent satisfaction and school climate
 - Attendance measures
 - Growth over time
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