

“(iv) For public schools in the State, progress in achieving English language proficiency, as defined by the State and measured by the assessments described in subsection (b)(2)(G), within a State-determined timeline for all English learners—

“(I) in each of the grades 3 through 8; and

“(II) in the grade for which such English learners are otherwise assessed under subsection (b)(2)(B)(v)(I) during the grade 9 through grade 12 period, with such progress being measured against the results of the assessments described in subsection (b)(2)(G) taken in the previous grade.

“(A) ESTABLISHMENT OF LONG-TERM GOALS.—Establish ambitious State-designed long-term goals, which shall include measurements of interim progress toward meeting such goals—

“(i) for all students and separately for each subgroup of students in the State—

“(I) for, at a minimum, improved—

“(aa) academic achievement, as measured by proficiency on the annual assessments required under subsection (b)(2)(B)(v)(I); and

“(bb) high school graduation rates, including—

“(AA) the four-year adjusted cohort graduation rate; and

“(BB) at the State’s discretion, the extended-year adjusted cohort graduation rate, except that the State shall set a more rigorous long-term goal for such graduation rate, as compared to the long-term goal set for the four-year adjusted cohort graduation rate;

“(II) for which the term set by the State for such goals is the same multi-year length of time for all students and for each subgroup of students in the State; and


“(III) that, for subgroups of students who are behind on the measures described in items (aa) and (bb) of subclause (I), take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps; and


“(ii) for English learners, for increases in the percentage of such students making progress in achieving English language proficiency, as defined by the State and measured by the assessments described in subsection (b)(2)(G), within a State-determined timeline.

Table 1 Considering Potential Accountability Indicators for K–8 Schools

Potential Indicator	Can it meaningfully differentiate among schools?	Can it be disaggregated at the school level for particular subgroups of students?	Is it simple to understand?	Does it provide clear guidance to schools?	Does it treat schools fairly?	Other considerations
Student achievement in reading and math	Yes	Yes	Yes	Yes	Not necessarily	Sole focus on reading and math could lead to curriculum narrowing
Progress toward English language proficiency	Yes	Will only apply to English language learners	Yes	Yes	Yes	May be difficult to define cohorts, timeframes, and what constitutes “sufficient” progress
Student growth	Yes	Yes	Maybe	Maybe	Yes	Many different models of student growth, some of which are quite complicated
Student achievement in other subjects (such as science, social studies, or writing)	Yes	Yes	Yes	Yes	Not necessarily	May alleviate curriculum narrowing, but could require students to take additional assessments
Growth of the bottom 25 percent of students	Yes	No	Yes	Yes	Yes	Intentionally double-counts low-performing students
Successful matriculation to high school	Maybe	Yes	Yes	Yes	Yes	States would need to define what “successful” matriculation means
Access to resources (curriculum, facilities, etc.)	Yes	Not easily	Yes	Yes	No	May be more applicable in a district accountability system
Student surveys	Maybe	Yes	Maybe	No	No	Surveys could be gamed, and results may be correlated with student demographics
Teacher satisfaction surveys	Maybe	Not easily	Maybe	No	No	Surveys could be gamed, and results may be correlated with student demographics
Student attendance	Maybe	Yes	Yes	Maybe	Yes	Student-level counts of chronic absenteeism would address many of these issues
Social and emotional learning (aka “grit” or “21st-century skills”)	Maybe not ⁹	Yes	No	No	Maybe	There’s wide disagreement on how to measure these concepts and whether they can be taught
Student discipline, such as suspension rates	Maybe	Yes	Yes	No	Yes	The goal behind tracking this measure—keeping kids in school—may be better accomplished through a measure of attendance
School quality reviews (or “inspections”)	Yes	Not easily	Yes	Maybe	Maybe	Time- and people-intensive to administer; dependent on high-quality implementation

 Required by ESSA

 Not required but could be used as the second academic indicator or as a school quality indicator

 Not required but could be used as a school quality indicator



COLORADO
Department of Education

Accountability Work Group

February 22, 2016

What states have done to include this new area in accountability

- GA: Basket of indicators: school climate perceptions, student discipline, schoolwide attendance, safe and substance-free learning environment indicators. Each school receives a 1-5 star rating on this which is reported separately and does not impact accountability ratings.
- UT: Alternative schools accountability – school climate survey; certify that action plan in place. Has a 10% influence in the model.
- NV: School climate improvement actions, credit earning for 9th and 10th graders, attendance. Credit earning part of PWR, school climate and attendance grouped as “other” and weighted at 10% in the model.
- CO: AEC frameworks – Student engagement consisting of truancy and attendance. Has a 20% influence in the model.





Accountability

The Accountability Division serves to provide all stakeholders with important information on the performance and progress of Georgia schools, districts, and the state. The division also improves communication between all Georgia public schools and stakeholders regarding federal and state education accountability initiatives. The division is also responsible for ensuring the state meets the accountability requirements of No Child Left Behind, the Elementary and Secondary Education Act (ESEA) Flexibility Waiver, and, now, the Every Student Succeeds Act (ESSA). Finally, the division publishes the College and Career Ready Performance Index (CCRPI) reports. Each school system has a dedicated Accountability Specialist to serve as a liaison between the Local Education Agency (LEA) and the State Education Agency (SEA) to provide support for all areas of accountability including, but not limited to, interpretation of the reports.

College and Career Ready Performance Index (CCRPI)

The College and Career Ready Performance Index – CCRPI – is Georgia's annual tool for measuring how well its schools, districts, and the state itself are preparing students for the next educational level. It provides a comprehensive roadmap to help educators, parents, and community members promote and improve college and career readiness for all students.

The CCRPI includes four main components: Achievement, Progress, Achievement Gap, and Challenge Points. These components, encompassing multiple indicators, are combined for a total CCRPI score on a scale of 0 to 100, with a possibility of 10 additional points. The CCRPI also reports other information, such as the performance of student subgroups, school climate, and financial efficiency status. CCRPI reports and data files can be accessed below.

Access CCRPI Reports and Data Files

Use the links on the right to access documents and resources related to CCRPI and the state's accountability system.

Educators can access resources designed to assist them with the calculation and use of CCRPI in [CCRPI Resources for Educators](#).

Information and resources prior to 2014-2015 can be found in the [Accountability Archives](#).

Learn more about CCRPI and ESSA

- Attend an [ESSA public hearing](#)
- Follow the [Accountability Working Committee](#)
- Read the [CCRPI Survey of School and District Leaders Report](#)

2016 CCRPI Presentations and Webinars

- [FY 2017 CCRPI GELI 09.09.16](#)
- [FY 2017 CCRPI Data Collection Conference 08.24.16](#)
- FY 2016 CCRPI Series Session 3: Progress, Achievement Gap, Scoring 07.14.16 ([PPT](#), [Recording](#))
- FY 2016 CCRPI Series Session 2: Achievement, Performance Flags, ED/EL/SWD Performance, ETBs 06.30.16 ([PPT](#), [Recording](#))
- FY 2016 Innovative Practice and School Climate Post-Data Collection Application 06.27.16 ([PPT](#), [Recording](#))

Information and Resources

Uncommon Measures: Student Surveys and Their Use in Measuring Teaching Effectiveness (updated November 2015)

<http://www.air.org/resource/uncommon-measures-student-surveys-and-their-use-measuring-teaching-effectiveness>

While this document provides guidance regarding the use of student surveys to measure teacher effectiveness, it discusses benefits and limitations of their use, which may also apply to school accountability indicators. See page 2.

Student Perception Surveys and Teacher Assessments (2013)

<https://dese.mo.gov/sites/default/files/Hanover-Research-Student-Surveys.pdf>

This document focuses on student perception surveys as a teacher effectiveness indicator. However, the discussion may be relevant to using survey data as part of a school accountability indicator system. There is a substantive discussion on the research behind using survey data for evaluation purposes, both pro/con, in this article.

Strengthening Assessments of School Climate: Lessons from the NYC School Survey (2013)

https://steinhardt.nyu.edu/scmsAdmin/media/users/sg158/PDFs/school_survey/StrengtheningAssessmentsOfSchoolClimate.pdf

Published by the Research Alliance for New York City Schools, this brief describes a study of the school system's culture and climate survey and provides recommendations for improvement. The survey scores, combined with attendance, are NYC School's non-academic indicator used for school quality reporting. While the entire report is salient, the Recommendations, Lessons Learned, and Policymaker Perspective sections speak more directly toward ALSDE's questions (see pages 7-13).

Strengths and Limitations of the Data Tools

School Survey

Strengths: The School Survey is unique among these tools in two ways. First, it is the most mature, validated and familiar of City Schools' instruments. Second, it solicits information from multiple constituents – students, building staff, and families, so it gauges satisfaction in a way that can be triangulated to provide a perception of the school's functioning from multiple perspectives. A great benefit is that it provides an overall picture of the school that weighs each individual's response equally. These perceptions can, in turn, provide principals and district administrative staff clues about areas in which further efforts could improve school climate in a way that can increase parental involvement, raise student engagement and achievement, and attract and retain talented teachers and support staff.

Limitations. Consistently getting a practical response rate has been challenging. The survey is administered to students during the school day, and as a result, student response rates have historically been among the least problematic. However, limiting administration to a paper survey taken only during the school day may result in a bias towards more engaged students, since chronically absent students are less likely to be represented. Staff response rates for 2012-13 averaged around 65% but varied by school, with nearly all schools having at least half of their staff participating, and a small handful having response rates lower than 40%. Parent response rates are especially problematic. In 2012-13, one-third of schools had fewer than 30 parent participants, although one-fifth of schools had 100 or more responding. Regardless, since parents may have multiple children enrolled in any school, calculating a response rate is challenging.

An additional challenge is that too often schools do not use the data, which may leave families, students and staff unmotivated to spend their time and energy on participating if they do not perceive that meaningful action occurs as a result of their input.

Climate Walk

Strengths: The Climate Walk provides timely information that can be immediately communicated with school staff. Furthermore, the data gathered provide a unique opportunity for district and school staff to reflect on concrete phenomena and collaborate around ways to respond to their implications. It is unique in its goal of assessing climate via a physical, real-time appraisal of school events. A recent review of middle school climate instruments conducted by the WestEd (the Regional Education Laboratory for Western states) resulted in a list of existing tools that was exclusively composed of surveys (Voight and Hanson, 2012). The Climate Walk, in contrast to survey data, can yield logs about specific incidences as well as information about the overall health of a school. The data are qualitative, instantaneously actionable, and can help raise warning flags about potential underlying problems.

Limitations: The original intention was to conduct a Climate Walk at least once each year in every Baltimore City school, with one or two follow-up Climate Walks for any school in which an initial visit pointed to challenges or inconsistencies. In practice, during 2012-13, about half of



Climate Survey

****Climate Survey reports are now available - see bottom of this page****

Why measure school climate?



Goal #3 of [MMSD's Strategic Framework](#)

(<https://www.madison.k12.wi.us/files/Framework9-2-15.pdf>) focuses on every student, family, and employee

experiencing a positive school and district climate. While there is no universally accepted definition of what school climate means, the National School Climate Council recommends that school climate is defined "based on patterns of people's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures."

We previously measured school climate from 1996 to 2011. Our new climate surveys were developed and administered for the first time in spring 2015.

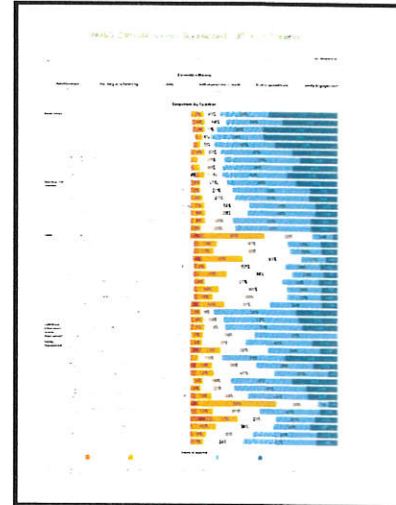
What do the climate surveys measure?

The climate surveys focus on six research-based dimensions of school climate:

1. Relationships

2. Teaching and Learning
3. Safety
4. School Improvement
5. Institutional Environment, and
6. Family Engagement

Each dimension consists of several questions, which roll up to an aggregate dimension score.



Who takes the climate surveys?



All parents with children currently enrolled in MMSD, all full-time staff members, and all students in grades 3-12 are invited to take the climate surveys.

How were the MMSD climate surveys developed?

The collaborative development process was guided by advisory and steering committee reviews that ensured questions were constructed properly and measured what they intended to measure.

The process began with a literature review on school climate research which focused on articles like, *A Review of School Climate Research*, *Review of Educational Research*, and family engagement research from Harvard University. Then the district convened three survey workgroups comprised of teachers, parents, and representatives from a variety of community organizations. Student input was obtained through focus groups.

The workgroups reviewed existing literature, the



district's previous climate surveys' questions, and discussed what areas of climate needed further exploration in the new surveys. During survey development, new items were aligned in both format and content with questions from other survey instruments known to be reliable and valid, such as Welcoming Schools, The Effective School Battery and the Self-Assessment School Culture Triage.

When are the climate surveys administered and results reported?



Each spring, MMSD sends climate surveys electronically to students, parents and staff. Student and parent surveys are made available in English, Spanish and Hmong. Parents without email addresses receive paper copies of the survey or are asked to complete the climate survey by phone. The Research & Program Evaluation Office analyzes all climate survey results and creates a series of reports that are made available to staff and reported publicly in the [MMSD Annual Report](https://www.madison.k12.wi.us/files/MMSD-Annual-Report-2014-15.pdf) (<https://www.madison.k12.wi.us/files/MMSD-Annual-Report-2014-15.pdf>).

Where can I learn more about the results?



There are many resources available to help you explore climate survey results. Click on the links below to access these district-level comparisons and scorecards. If you want to learn more about your school's climate survey results, you can access your school's [\(YEAR\) School Profile](https://www.madison.k12.wi.us/school-profiles) (<https://www.madison.k12.wi.us/school-profiles>) or contact your principal.

2015-16 Climate Survey Results (District)

- [Student Scorecard](https://accountability.madison.k12.wi.us/student-scorecard) (<https://accountability.madison.k12.wi.us/student-scorecard>)
- [Student Year-to-Year Comparison](https://accountability.madison.k12.wi.us/student-year-year-comparison) (<https://accountability.madison.k12.wi.us/student-year-year-comparison>)

- [Staff Scorecard \(https://accountability.madison.k12.wi.us/staff-scorecard\)](https://accountability.madison.k12.wi.us/staff-scorecard)
- [Staff Year-to-Year Comparison \(https://accountability.madison.k12.wi.us/staff-year-year-comparison\)](https://accountability.madison.k12.wi.us/staff-year-year-comparison)
- [Parent Scorecard \(https://accountability.madison.k12.wi.us/parent-scorecard\)](https://accountability.madison.k12.wi.us/parent-scorecard)
- [Parent Year-to-Year Comparison \(https://accountability.madison.k12.wi.us/parent-year-year-comparison\)](https://accountability.madison.k12.wi.us/parent-year-year-comparison)

2015-16 Climate Survey Results (By School)

- [Student Scorecard \(School-Level\) \(https://accountability.madison.k12.wi.us/student-scorecard-school-level\)](https://accountability.madison.k12.wi.us/student-scorecard-school-level)
- [Student Year-to-Year Comparison \(School-Level\) \(https://accountability.madison.k12.wi.us/student-year-year-comparison-school-level\)](https://accountability.madison.k12.wi.us/student-year-year-comparison-school-level)
- [Staff Scorecard \(School-Level\) \(https://accountability.madison.k12.wi.us/staff-scorecard-school-level\)](https://accountability.madison.k12.wi.us/staff-scorecard-school-level)
- [Staff Year-to-Year Comparison \(School-Level\) \(https://accountability.madison.k12.wi.us/staff-year-year-comparison-school-level\)](https://accountability.madison.k12.wi.us/staff-year-year-comparison-school-level)
- [Parent Scorecard \(School-Level\) \(https://accountability.madison.k12.wi.us/parent-scorecard-school-level\)](https://accountability.madison.k12.wi.us/parent-scorecard-school-level)
- [Parent Year-to-Year Comparison \(School-Level\) \(https://accountability.madison.k12.wi.us/parent-year-year-comparison-school-level\)](https://accountability.madison.k12.wi.us/parent-year-year-comparison-school-level)

2015-16 Climate Survey Reports

- [MMSD Student Climate Survey Results - District 2016 \(https://accountability.madison.k12.wi.us/files/accountability/2016-6-5-MMSD-Student-Climate-Survey-Results-District-2016.pdf\)](https://accountability.madison.k12.wi.us/files/accountability/2016-6-5-MMSD-Student-Climate-Survey-Results-District-2016.pdf) - This report summarizes results from the 2016 student climate survey
- [MMSD Staff Climate Survey Results - District 2016 \(https://accountability.madison.k12.wi.us/files/accountability/2016-6-4-MMSD-Staff-Climate-Survey-Results-District-2016.pdf\)](https://accountability.madison.k12.wi.us/files/accountability/2016-6-4-MMSD-Staff-Climate-Survey-Results-District-2016.pdf) - This report summarizes results from the 2016 staff climate survey
- [MMSD Parent Climate Survey Results - District 2016 \(https://accountability.madison.k12.wi.us/files/accountability/2016-6-3-MMSD-Parent-Climate-Survey-Results-District-2016.pdf\)](https://accountability.madison.k12.wi.us/files/accountability/2016-6-3-MMSD-Parent-Climate-Survey-Results-District-2016.pdf) - This report summarizes results from the 2016 parent climate survey
- [Linking Climate Survey Results and Academic Achievement \(https://accountability.madison.k12.wi.us/files/accountability/2016-7-1-Linking-Climate-](https://accountability.madison.k12.wi.us/files/accountability/2016-7-1-Linking-Climate-)

[Survey-Results-and-Academic-Achievement.pdf](#) - This report uses regression analysis - a method for predicting whether changes in one student characteristic or outcomes cause changes in another - to demonstrate that students who experience a more positive school climate are likely to have better achievement results. We find that elementary and middle school students with more positive perceptions of climate are more likely to improve their MAP scores and acquire proficiency in reading and math, holding demographics, school, elementary homeroom, and prior MAP scores constant. High school students with more positive perceptions of climate are likely to have higher GPAs and fewer course failures, holding demographics, school, and prior GPA/course failures constant. These results show us that the ways we measure school climate are useful and informative, and that if we can improve perceptions of school climate, we likely will see improvements in academic measures.

[click here to see 2014-15 results \(https://accountability.madison.k12.wi.us/2014-15-survey-results\)](https://accountability.madison.k12.wi.us/2014-15-survey-results)

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School Climate

The [National School Climate Center](#) defines school climate as “the quality and character of school life” that is based on the “patterns of students’, parents’, and school personnel’s experiences of school life.”^[1] School climate can be influenced by the norms, goals, values, interpersonal relationships, instructional practices, and organizational structures within a school. Research has found that schools with positive school climates tend to have better test scores and graduation rates; in contrast, schools with negative school climates as a result of unsafe or hostile environments tend to have lower academic performance.^[2]

A sustainable, positive school climate supports people feeling socially, emotionally and physically safe. In a positive school climate people are engaged and respected. By contrast, disruptive and aggressive behavior such as threats, bullying, teasing and harassment creates a hostile school environment that interferes with academic performance. A hostile school environment fosters increased absenteeism and truancy because students feel unsafe at school. If a child is not physically and mentally in attendance, learning cannot take place.

[1] National School Climate Center. (2014). School Climate. Retrieved from <http://www.schoolclimate.org/climate/>.

[2] Thapa, Amrit, Jonathan Cohen, Shawn Guffey, and Ann Higgins-D’Alessandro. 2013. “A Review of School Climate Research.” *Review of Educational Research* 83(3): 357-385.

School Climate Star Rating

What is the School Climate Star Rating?

In response to the compelling body of research that underscores the importance of school climate, Georgia is the first state in the nation to include school climate as an early indicator in its academic accountability system, the *College and Career Ready Performance Index* (CCRPI). State law (O.C.G.A. § 20-14-33) requires the development and use of a "star rating" to address school climate. The School Climate Star Rating is a diagnostic tool to determine if a school is on the right path to school improvement.

How is the School Climate Star Rating calculated?

The School Climate Star Rating is calculated using data from the Georgia Student Health Survey 2.0, Georgia School Personnel Survey, Georgia Parent Survey, student discipline data and attendance records for students, teachers, staff and administrators. The School Climate Star Rating provides school-level data on the following components:

- 1) Survey – a measure of student, teacher, and parent perceptions of a school's climate;
- 2) Student Discipline – a measure of student discipline using a weighted suspension rate;
- 3) Safe and Substance-Free Learning Environment – school discipline incidents and student survey responses on use of illegal substances and the prevalence of violence, bullying, and unsafe incidents within a school; and
- 4) Attendance – the average daily attendance of teachers, administrators, and staff members and the percentage of students with less than six unexcused absences.

Each of the components will be given equal value.

What does the rating mean?

Each school will receive a 1-5 star rating, with five stars representing an excellent school climate, and one star representing a school climate most in need of improvement. Schools will have access to a comprehensive report which will allow them to identify areas in need of improvement, and plan targeted student interventions to improve achievement for all students.



Indiana
Department of Education

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

Long-Term Goals & Measures of Interim Progress under ESSA

Graduation Rate

OPTION 1: 90% graduation rate within 6 years

- Long-term goal set so all schools receive an “A” under Indiana’s accountability system for graduation rate indicator
- Measures of interim progress set in annual, equal increments toward the long-term goal

Graduation Rate

OPTION 2: 91% graduation rate within 6 years

- Long-term goal set so all schools receive an “A” under Indiana’s accountability system for graduation rate indicator
- Measures of interim progress set in annual, equal increments toward the long-term goal

OPTION 3: cut non-graduate rate in half within 6 years

- Long-term goal to reduce by half the percentage of students who are not proficient
- Measures of interim progress set in annual, equal increments toward the long-term goal
- Long-term goal may differ by subgroup given baseline for the student subgroup

Graduation Rate

OPTION 4: set goal based on 90th percentile

- Long-term goal set to bring all students and each subgroup up to those students performing in the 90th percentile within 6 years
- Measures of interim progress set in annual, equal increments toward the long-term goal

Academic Achievement

OPTION #1: 90% of students achieve proficiency on statewide assessments

within 6 years

- Long-term goal set so all schools receive an “A” under Indiana’s accountability system for proficiency rate indicator
- Measures of interim progress set in annual, equal increments toward the long-term goal
- 90% goal applies to all students and each subgroup

Academic Achievement

OPTION #2: cut non-proficiency rate on statewide assessments by 50% within 6 years

- Long-term goal set to reduce by half the percentage of students who are not proficient
- Measures of interim progress set in annual, equal increments toward the long-term goal
- Long-term goal may differ by subgroup given baseline for the student subgroup

Academic Achievement

OPTION #3: set goal based on 90th percentile

- Long-term goal set to bring all students and each subgroup up to those students performing in the 90th percentile within 6 years
- Measures of interim progress set in annual, equal increments toward the long-term goal

- a. Academic achievement - 20 points (10 ELA/10 math)
- b. Elementary/middle growth -20 points
- c. High school adjusted grad / HS extended grad rate – 25 points
- d. EL proficiency – 20 points – Elem/Middle; 15 - HS
subtotal = 60 academic points-Elem/Middle; 60 - HS
- e. Student Success/School Quality
 - v. 8th/9th grade on track (4 groups) (K-12 indicator) – 15 points
 - vi. Chronic absenteeism and/or attendance (4 groups) (K-12 indicator) – 10 points
 - vii. HS curricular measure AP/IB/dual/CTE (3 groups) (9-12 indicator) - 15 points
 - viii. PreK-2 indicator (2 groups) (K-8 indicator) (may not be ready 2017-18) – no points at this time until indicator is developed

ISBE requests ideas from individuals or groups regarding the two examples of weighting (e.g., comments on these examples, issues such as the example identified by the Accountability Workgroup, and other, different possibilities of indicators and weighting).

The group has concluded that more research is needed on the English language proficiency indicators. In particular, if the overall composite proficiency level on the ACCESS for ELs for students to be considered English language proficient should be raised. The current levels are overall 5.0, reading 4.2, and writing 4.2.

ISBE requests ideas from individuals or groups regarding the overall composite proficiency level on ACCESS for ELs.

Goal Setting

Stakeholders discussed that the goal of an accountability system should be for continuous improvement of schools and systems that, most importantly, leads to improved equity and outcomes for students. The group considered the importance of ambitious long-term goals, and that there should be a framework in terms of achievable interim goals. Pervasive throughout the conversation was the notion that all goals – and the system as a whole – need to be balanced with the right equity and resources.

Throughout the document, ISBE has highlighted those areas where it requires feedback. However, please feel free to comment on any area within the draft. When submitting comments, please include name of individual and/or organization, section number, and page number. All comments should be submitted to essa@isbe.net no later than October 7, 2016.

ISBE requests feedback on the relationship between long-term goals that are ambitious and achievable and long-term goals that are aspirational.

ISBE requests feedback on the relationship between interim goals that are ambitious and achievable and interim goals that are relevant.

Aggregating Measures

Proposed regulations require performance levels and a summative rating that are consistent with attainment of the long-term goals and measurement of interim progress. Illinois needs to develop an approach to meaningfully differentiate schools in order to provide parents and the public a sense of school quality.

Stakeholders emphasized that it is essential to ensure that this is differentiation that parents can understand (such as using the colors from the 5Essentials). There was consensus against using grades for this differentiation and disagreement regarding how many levels to use (participants suggested two – meeting or emerging - to as many as six levels), but uniform approval of arrows that showed the directional trend. They were in concert with other data. Stakeholders also considered the language, if any, that could be used to assist in understanding the specific performance levels provided to school and the types of terms that should be used (e.g., avoiding negative terminology when expressing performance levels).

ISBE requests feedback on performance levels. More specifically considerations on

- *Number of levels,*
- *Terminology that can be used in expressing the performance levels,*
- *Suggestions that could assist parents and other interested parties in understanding performance levels and what they could mean for a school.*

Timeline

There was no clear agreement on the timeline for interim goals. Some stakeholders believed that this timeline should be two years whereas other thought three years was more appropriate.

Throughout the document, ISBE has highlighted those areas where it requires feedback. However, please feel free to comment on any area within the draft. When submitting comments, please include name of individual and/or organization, section number, and page number. All comments should be submitted to essa@isbe.net no later than October 7, 2016.

§ 299.17 Accountability, support, and improvement for schools

(a) Long-term goals

In its consolidated State plan, each SEA must describe its long-term goals, including how it established its ambitious long-term goals and measurements of interim progress for academic achievement, graduation rates, and English language proficiency, including its State-determined timeline for attaining such goals, consistent with the requirements in §200.13 and section 1111(c)(4)(A) of the Act.

To ensure a single system of accountability for all Arizona public schools and Local Educational Agencies (LEAs), the final methodology may reflect recommendations adopted by the State Board of Education (SBE) for the A-F Letter Grade Accountability System required by Arizona Revised Statutes §15-241.

(b) Accountability system

In its consolidated State plan, each SEA must describe its statewide accountability system consistent with the requirements of section 1111(c) of the Act and § 200.12, including—

- (1) The measures included in each of the indicators and how those measures meet the requirements described in § 200.14(c) through (e) and section 1111(c)(4)(B) of the Act for all students and separately for each subgroup of students used to meaningfully differentiate all public schools in the State;

The Arizona Department of Education (ADE) intends to include explicitly required indicators as outlined in the Act as well as a measure of well-rounded education and course access to indicate school quality. To ensure a single system of accountability for all Arizona public schools and LEAs, the final methodology may reflect policy decisions adopted by the SBE for the A-F Letter Grade Accountability System.

While not part of the A-F accountability system, Arizona recognizes the need to provide more useful, comprehensive information regarding schools and LEAs to the public – beyond just summative ratings – particularly with respect to how schools and LEAs are supporting a well-rounded education for their students. The Arizona Department of Education will provide more comprehensive data and information to the public for schools and LEAs to help inform and empower school choice, through helping parents identify the most appropriate school for their child. School and LEA searchable school report card profile information will be made available online through the Arizona Department of Education website that will include more comprehensive information on academic and other programs and options offered by a school or LEA – including elements such as Career and Technical Education (CTE) program options, health and wellness programs, advanced and accelerated learning options - such as advanced placement programs and gifted education programs -, arts and music programs, athletics and physical education programs and educational technology options and supports.*

* AZ Kids Can't Wait!