



ESSA IMPLEMENTATION COMMITTEE

ESSA Subcommittee Meeting – Accountability

Date, Time: Wednesday, October 5, 2016, 10:00 a.m.

Location: 135 South Union Street, Suite 215

ALSDE Facilitator: Angela Martin

Members present:

Standards, Assessment, Accountability: Sandy Ledwell, Krissie Allen, Pamela Fossett, Walter Gonsoulin

Accountability: Angela Martin, Christian Becraft, Holly Box, Ryan Cantrell, Margaret Clarke, Terri Collins, Martha Peek, Sheila Hocutt Remington

Members absent: Matt Akin

Summary: The Accountability group met with the Standards, Assessments and ELL Subcommittee to discuss the processes currently in place for English Learners. The Accountability subcommittee also discussed the school quality indicator.

- ❖ Standards, Assessments, ELL subcommittee voted to accept the EL services currently in place and agreed that they were sufficient for ESSA.
- ❖ Final decision regarding the school quality indicator:
 - Non High Schools: Attendance
 - High Schools: Attendance and CCR indicator

Next Meeting: Wednesday, November 1, 10 a.m., 135 South Union Street, Suite 215

Detailed Notes

All notes below are comments with committee members and the ALSDE facilitator.

Discussion began on the use of surveys as a possibility for an additional school quality indicator.

Surveys:

- ALSDE facilitator has been talking with Georgia and Oklahoma about use of surveys in accountability calculations.
- Some states are using surveys but not in accountability calculation.
- Can surveys differentiate between schools? Research says maybe—due to self-reporting.
- Can results be disaggregated at school level? Research says yes, but there is no clear guidance, as surveys do not treat schools fairly.
- Need to keep research in mind in the event that surveys might be used in accountability.
- Colorado—info from website that shared information from 4 states. GA—1-5 stars, but not used in accountability calculation, just used for reporting.
- Most states are also trying to determine the school quality indicator.
- Utah: school climate survey mostly tied to alternative school. Weighed indicators counts as 10% of accountability.
- Nevada: weighted model similar to Utah (the states have weighted indicators for accountability reporting).
- Colorado: using attendance as school climate.
- Georgia: College and Career Ready Performance Indicator, also reports other information-report more than they calculate.
- Who is surveyed?
 - In Georgia, combination of parents, students, teachers, and community
 - The kinds of questions are varied (about classes, safety, etc.)
- AdvancEd still does not have instruments ready. Encouraging schools to write their own which will not allow for comparisons among different schools.
- Accountability subcommittee member mentioned that Georgia is struggling with stratifying results of surveys.
 - Vendors will say that their product is best.
 - Mentioned that we must be wary of surveys.
 - Member suggested reporting out the number of respondents by type and percentages by type. This would be a measure of stakeholder involvement.



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- Concern voiced as to how these surveys might be used.
 - Other member mentioned that surveys are trying to measure quality of schools.
 - Another voices that simply reporting who responded to the survey is not going to show quality.
 - Real estate companies are already generating data.
 - Potential to perpetuate problem...already difficult reporting survey results because this reporting can perpetuate difficulties in schools.
 - Standards subcommittee member shared that information should be reported responsibly—use triangulation and avoid misrepresentation.
 - Question about the types of surveys: Is there a way to develop surveys that can be reported in a way that can be used for school improvement?
 - Fellow member discussed transparency—cannot pick/choose what we want to report.
 - Another Accountability member said that measuring attendance would satisfy ESSA. The survey is not needed because we've already met the school quality indicator requirement with attendance.
 - Another member voiced that adding requirements will take focus off growth in achievement. This would make Alabama more restrictive than the federal government.
 - Adding a survey as a state indicator would not be productive.
 - Question about the Continuous Improvement Plans (CIPs or ACIPs): How do the current surveys in the ACIP improve education in school? Would it be possible to change the way surveys are used for ACIP?
 - Other subcommittee member clarified that stakeholders had input in ACIP, sometimes via the surveys.
 - AdvancED is working on a new survey and will be improving their surveys.
 - Other member noted that ACIP should drive policy and funding changes.
 - Clarification: two different things are being discussed: 1. ESSA Accountability; 2. The A-F State Report Card.
 - Member noted that attendance was originally left off the State Report Card because it reflected adversely on poverty schools.
 - Other member stated that if trajectory was focused on growth, that it would be the proper use of the measure.
 - Facilitator clarified that the indicators from the Report Card meet requirements for ESSA.
 - Report Card is a state measure. ESSA only requires one school quality indicator.
 - Accountability member mentioned that reporting the College and Career Readiness indicator (CCR) is not required, so recommended that we only use attendance.

***Break from surveys and school quality indicator to discuss ELL in Accountability*



Presentation on EL (English Learners formerly English Language Learners EL and ELL).

- Since 2004, Alabama has been part of the 38 state consortium (WIDA) for EL.
- Approximately 20,000 EL students in state.
 - 2,000 to 4,000 children are migrant.
- Focusing on parent involvement component for the next year.
- The state employs 5 EL coaches throughout the state to assist schools with EL children.
- The ALSDE offers books that contain ELL standards.
- WIDA prescribes standards for EL in Alabama.
 - The standards provide a way to test the students in EL proficiency.
 - ESSA requires that standards have domains of reading, speaking, listening, and writing and must be in line with state academic standards.
 - Alabama meets this criteria with current services in place.
- The majority of languages are Spanish.
- Mobile has 72 languages and dialects.
- Alabama is starting a new program for “newcomers” which are students who come to the United States unaccompanied and are school age.
 - These students have most likely never been in a school setting.
- ALSDE already has a process in place for identifying, screening and serving EL students.
- WIDA standards also have proficiency levels and Can Do examples.
 - The Can Do descriptors describe what EL students can do with language in different situations, and in different content areas (listening, speaking, writing, and the different levels of proficiency).

Key Decision for ELL and Accountability:

- ❖ States need to develop and implement uniform statewide criteria and procedures for entrance into and exit from ELL status.
 - ALSDE facilitator/presenter says Alabama meets the requirement with processes/and programs currently in place.
 - May be changing cutoff score so that exiting may require a different score.
 - The standards are also already aligned.
- ❖ Standards, Assessments, ELL subcommittee voted to accept the EL services currently in place and agreed that they were sufficient for ESSA.
 - Clarification that the information is measurable.
 - EL is also part of graduation rate cohort.
 - Schools must accept children from ages 3-21 because those are the ages of eligibility.
 - Facilitator clarified that tools along with ACCESS meet this provision.
 - EL standards are tied to CCR standards.



Key Decisions for Accountability:

1. Surveys:
 - Angela noted that the survey information she shared would be presented to ALSDE leadership. Discussion centered on streamlining surveys used with ACIP.
2. College and Career Readiness (CCR) Indicator:
 - ❖ One Accountability member motioned that CCR be removed as a criteria for measurement in the ESSA plan that will be submitted to USDE
 - Attendance would be the sole measure for the school quality indicator
 - Standards member mentioned that growth should be measured and that methods of improving attendance should be studied
 - Accountability member asked why is the group no longer considering including CCR as an additional school quality indicator
 - Other Accountability member clarified that these are not for all grades—elementary is excluded in CCR. For uniformity, maybe only attendance should be considered.
 - Another Accountability member noted that overlapping is good, but is concerned about over reporting data.
 - Accountability member concerned that ESSA will be dictating how funding is sent to the state is allocated, urges caution
 - Other member said the committee could amend later and add CCR; also noted that the difference maker would be student growth.
 - An advantage of attendance as the indicator is that it is the full spectrum, K-12. Adding CCR means that high schools have an additional measure that is not required of lower grades
 - Question/ concern about setting criteria based on students' performance on one day, on one test out of entire school year.
 - Facilitator mentioned that A-F is not a growth indicator.
 - The scale for A-F has not been identified.
 - Standards member said that CCR is tied to funding; noted that graduation rate is tied to graduation coach.
 - Facilitator noted that that other CCR indicators are not tied to funding.
 - ❖ Accountability member revised the motion to keep attendance and CCR for high schools.
 - The original motion to remove CCR was not seconded, and the motion failed.
 - No revised motion was needed.
 - ❖ Accountability member made the motion to only consider attendance and CCR without surveys. Motion was seconded. There was not discussion, by unanimous decision, the motion passed.
 - ❖ Final decision regarding the school quality indicator:
 - Non High Schools: Attendance
 - High Schools: Attendance and CCR indicator



3. English Learners Process:

- Recommendation to keep ELL policies as currently in place at ALSDE.
- The motion passed unanimously.

Next Steps:

- Next Meeting: Wednesday, November 1, 10 a.m., 135 South Union Street

