

Every Student Succeeds Act

Topic Discussion Guide

Under the Every Student Succeeds Act (ESSA), Ohio will create a plan to better align our local, state and federal programs to help all students be successful.

The Ohio Department of Education is committed to meaningfully engaging a diverse group of stakeholders through a variety of methods and opportunities to solicit thoughts, opinions and recommendations concerning provisions in Ohio's state plan. Everyone's input is required to create a plan that is deeply rooted in the needs of Ohio's students.

Ohio is conducting a series of topic specific webinars. Each topic will have a detailed discussion guide. The third topic, "Additional Indicator of School Quality," is discussed below.

Additional Indicator of School Quality

WHAT IS THE ADDITIONAL INDICATOR OF SCHOOL QUALITY?

In response to concerns that accountability systems were too focused on test-based measures, ESSA includes a requirement that local school and district report cards include an additional measure of school quality that will provide communities with a more expansive view of school performance.

Potential examples include student engagement, school climate, access to advanced coursework, and other measures beyond proficiency on state tests.

WHAT DOES ESSA REQUIRE?

States must include a new indicator on report cards that goes beyond the NCLB focus on test-based accountability. This is an important opportunity for Ohio to think more broadly about school quality. It is also a very technical requirement as the measure must be designed to apply statewide and be included in high stakes accountability structures.

The proposed regulations added numerous details to the statutory requirements specifying that the indicator must be supported by research, and that it cannot be the deciding factor in ratings in relation to the academic measures.

Based on the statutory language, and proposed regulations, the following requirements apply:

- At least one indicator, but not limited to one
- Allows for meaningful differentiation in school performance
- Valid, reliable, comparable and statewide
- Calculated the same for all schools across the state, but may vary by grade span
- Broken out for each subgroup of students

- Includes a different measure than the state uses for any other indicator
- Supported by research finding that performance or progress on such measure is likely to increase student academic achievement or, for measures used within indicators at the high school level, graduation rates
- Must aid in meaningful differentiation among schools
- States could amend their systems at a later date if more sophisticated measures are not ready for statewide implementation in 2017-2018

ESSA specifically lists potential types of measures, which include:

- Student engagement;
- Educator engagement;
- Student access to and completion of advanced coursework;
- Postsecondary readiness;
- School climate and safety; and
- Any other indicator the state chooses that meets the requirements.

The proposed regulations add significant detail, and limitations, regarding how the additional indicator should be incorporated into accountability systems. [Proposed § 200.18](#) specifies that Ohio must:

- *Demonstrate that school performance on the School Quality or Student Success indicator(s) may not be used to change the identity of schools that would otherwise be identified for comprehensive support and improvement, unless such schools are making significant progress for the all students group under proposed § 200.16(a)(1) on at least one of the indicators that is afforded substantial weight and can be measured for all students; and*
- *Demonstrate that school performance on the School Quality or Student Success indicator(s) may not be used to change the identity of schools that would otherwise be identified for targeted support and improvement, unless each consistently underperforming or low-performing subgroup is making significant progress on at least one of the indicators that is afforded substantial weight.*

HOW IS OHIO CURRENTLY ADDRESSING SIMILAR INFORMATION?

Ohio's School Report Cards currently have measures that, at least partially, address these requirements.

- 1) The Prepared for Success graded component likely meets the requirement for postsecondary readiness and advanced coursework for high school, but is not yet broken out by subgroup. Additional information is included about participation in advanced coursework, as well as data on postsecondary outcomes.
- 2) The Gifted indicator, which counts as part of the Indicators Met measure, considers the opportunities for and performance of gifted students, and factors in subgroups.
- 3) Chronic absenteeism is reported for all districts and schools, but is not yet broken out by subgroup.
- 4) Data detailing discipline incidents and consequences such as expulsion and suspensions are reported by district and broken out by student subgroups.
- 5) Information on wellness and physical education is available on district and school detail pages.

- 6) Data is collected regarding the availability of fine arts courses and participation in extracurricular activities, but data reporting is somewhat inconsistent at both the school and district levels.

Additionally, schools and districts are working with multiple examples of related data:

- 7) Many schools are implementing climate and engagement surveys as part of school improvement strategies but not all districts use the same surveys, nor do those surveys all meet the technical requirements under ESSA.
- 8) Some districts have created a district profile that includes items such as honors and awards won by students, scholarship dollars awarded to graduates, course offerings including AP and IB courses, investments in technology, grants awarded and student support services.

In Phase One of stakeholder engagement, several ideas were suggested, including:

- Persistence from 9th to 10th grade
- Credits earned in 9th grade
- Student engagement surveys
- School climate surveys
- Voter registration status of graduates
- Chronic absenteeism
- Attendance
- Kindergarten readiness
- Availability of pre-K opportunities
- Teacher engagement surveys
- Discipline referrals/incidents

Numerous national organizations have published a wide range of examples that states can consider. A few examples include:

- [Center for Mental Health in Schools \(UCLA\)](#)
- [CORE Districts](#)
- [National Education Association's Opportunity Dashboard](#)

ISSUES TO CONSIDER

- 1) The measure must be meaningful with an evidence base connected to achievement (and graduation).
- 2) The measure must be incorporated into the report card. That is, it will “count” towards a report card outcome. Proposed regulations require a single, summative rating. This measure would count towards that summative rating.
- 3) Since it will contribute to the report card, there are significant considerations regarding data collection, reporting and quality. Some measures, such as surveys, may require a greater data collection burden on schools. New elements could require additional EMIS reporting.
- 4) While different measures can be used for different grade spans, the measure must be statewide and broken out by subgroup. It is not a district level decision.
- 5) It must be at least one measure, but could be more.
- 6) Depending on the measure(s) selected, there could be considerable new costs to the state and districts for implementation.