



The *Every Student Succeeds Act (ESSA)* and Measures of School and Student Success

Accountability Indicators

What's in this document?

-  What does ESSA Say?
-  What Does New Jersey Do Now?
-  Questions to Consider
-  Additional Resources



All Stakeholders can Play a Role:

Families and in-school personnel, including teachers, often have the best understanding of what impacts students the most, and know what information and action is needed in order to better serve all students.

Advocates, researchers, and philanthropists can support decision makers by pointing to research-based recommendations for action and supporting attention to conditions that disproportionately affect our highest-need students.

School and district leaders and other policy-focused stakeholders are often best positioned to support a systems-based understanding of the issues, to connect stakeholders and encourage their participation in shaping and implementing education policy.

Ask a Question or Submit a Comment!

The New Jersey Department of Education is seeking input from educators, parents, community members, and other stakeholders. Email essa@doe.state.nj.us if you would like your voice heard on any aspect of this system.



The *Every Student Succeeds Act (ESSA)* and **Accountability Indicators**

ESSA What does ESSA Say?

Performance & Progress Requirements: Indicators of Student & School Success

To measure school performance and progress, states *must* use specific indicators, and also include *additional* indicators.

Elementary and Middle School Indicators

- **Academic Achievement** (proficiency based on statewide tests¹)
- **Academic Progress** (e.g. a measure of growth over time, based on statewide tests)

High School Indicators

- **Academic Achievement** (proficiency based on statewide tests; **may** also include progress)
- **4-year graduation rate** (**may** include extended-year rate, such as 5- or 6-year graduation rate)

All School Indicators

- **Progress Toward English Language Proficiency** (**may** also include proficiency rates)
- **Additional Indicator: at least one indicator of school quality or student success** (e.g. chronic absenteeism) that is:
 - valid, reliable, and comparable across all school districts;
 - calculated in the same way for all schools; and
 - able to be disaggregated for each subgroup.

All Indicators must:²

- be supported by research that academic performance and/or progress are likely to increase; and
- aid in the meaningful differentiation of schools (i.e. help to determine which schools are excelling and which may need support).

What is the “Additional Indicator”?

Each state has the opportunity to include **one or more indicators of school quality and/or student success** as part of its accountability system

The Additional Indicator(s) must be:

- Valid, reliable, and comparable across all schools;
- Able to be disaggregated by subgroup (according to proposed regulations);
- Research-based and correlated with positive student outcomes; and
- Initially, based on available data (*collected in the ‘16-17 school year*)

Why is the Additional Indicator Important?

The “**additional indicator**” presents a new opportunity to look at aspects of school performance that might not always be apparent by looking only at academic success.

Consider the following:

- A narrow focus on academic performance under NCLB has led to the recognition that **in order to fully meet students’ needs, we need more information** about the overall teaching and learning environment that contributes to those test scores.
- **Indicators help communities make more informed decisions about how to best support students, teachers, and schools** by providing a more complete picture of school and student gaps. Including information in an accountability system is not just 1-way information distribution, but a means for communities to make informed decisions.
- **Non-academic indicators may help schools learn that students who are struggling academically are also struggling in other ways.** This would allow for more informed interventions that ultimately affect student academic success more positively.

¹ Federal law requires **95%** of all students and each subgroup of students to participate in statewide tests

² Subject to change based on final federal regulations



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What Does New Jersey Do Now?

Current Indicators of Student & School Success in NJ

The current New Jersey accountability system includes the following indicators for schools:

- Academic Achievement
 - proficiency rates on statewide tests (ELA, Mathematics)
- College and Career Readiness (high schools only)
 - measures of participation and performance on SAT, ACT, or industry and career credential exams
- Graduation and Post-Secondary (high schools only)
 - graduation proficiency rates, remediation rate in New Jersey post-secondary institutions, and postsecondary enrollment at 6 and 18 months.
- Closing Achievement Gaps
 - closing the gap between 25th and 75th percentiles on all state assessments

What Data is Currently Available in New Jersey? (*16-17 School Year)

- Chronic absenteeism
- Access to qualified teachers (including para-educators)
- Access to specialized support personnel (counselors, nurses, etc.)
- Percentage of middle school students enrolled in algebra or geometry
- Teacher to student ratio/class size
- College enrollment following high school graduation
- Access to advanced coursework (including Career and Technical Education pathways)

What Do Accountability Indicators Do?

Accountability indicators are designed to help families, schools, districts, and states to better support schools and students through a transparent and differentiated rating system.

School and district performance on all indicators will be used to:

- **to identify schools** in need of State support and improvement:
 - *the bottom 5% of all Title I schools and high schools with graduation rates less than 67% for Comprehensive Support and Improvement; and*
 - *the schools for Targeted and Additional Targeted Support and Improvement based on subgroup performance*
- **to identify school and district performance** across the state – high and low performing schools



Questions to Consider

- Initially, indicators are limited to those for which data is already collected. With this in mind, **which school quality or student success indicator(s) should be included in the accountability system?** Why?
- **When collection of additional data can be established, which other indicators might be used?** How might the chosen indicators support school and district leaders implement more meaningful and effective interventions in struggling schools? Why or how?
- **What indicators should not be used as part of the accountability system** but may still be important for data collection and reporting on performance?
- **How can New Jersey ensure ongoing attention to the reliability and usefulness of the indicators chosen?** How will these indicators inform the actions and work of school leaders, families, advocates, and all stakeholders in their ongoing efforts to support students?



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Additional Resources

The Alliance for Excellent Education

[Ensuring Equity in ESSA: The Role of N-Size in Subgroup Accountability](#) | June 8, 2016
[Alliance for Excellent Education: New Jersey](#) | 2016

The American Federation of Teachers

[Accountability Fact Sheet](#) | 2016

Council of Chief State School Officers

[Critical Area Outline on Accountability](#) | March 29, 2016
[Chief Council of State School Officers: New Jersey](#) | 2016
[Slide Deck: Exploring Equity Indicators](#) | May 2016

Education Trust

[Students Can't Wait; New School Accountability Systems in the States: Both Opportunities and Peril](#) | July 2016
[The Education Trust: New Jersey Academic Performance](#) | 2016
[Students Can't Wait; Indicators: What to Include in School Ratings](#) | July 2016

Fordham Institute

[High Stakes for High Achievers: State Accountability in the Age of ESSA](#) | August 31, 2016

Leadership Conference on Civil and Human Rights

[Accountability Provisions in the ESSA](#) | April 20, 2016

Learning Policy Institute

[Pathways to New Accountability Through ESSA](#) | April 20, 2016
[Redesigning School Accountability and Support: Progress in Pioneering States](#) | April 5, 2016
[Pathways to New Accountability Through the Every Student Succeeds Act](#) | April 2016

National Council of La Raza

[What the Every Student Succeeds Act Means for Latino Students and English Learners](#) | February 10, 2016

Center for Mental Health in Schools

[ESSA: Will Adding a Nonacademic Accountability Indicator Enhance Student and Learning Supports?](#) | January 2016

Consortium for Citizens with Disabilities

[Indicators of School Quality and Student Success in New Accountability Systems](#) | 2016

Martin J. Blank, director of the Coalition for Community Schools, Huffington Post

[Measuring School Quality: Non-Academic Measures in the Every Student Succeeds Act](#) | May 9, 2016

Attendance Works

[Count Us In! Toolkit 2016](#) | Septemebr 2016