

Equity in ESSA Council - Accountability Workgroup

Long-term goal proposals for review

Background

The January 26, 2017 meeting of the State Superintendent's Equity in ESSA Council included a focused discussion with a portion of the Council - the accountability workgroup - on the topic of long-term goals and measures of interim progress to be used in the state's accountability system. The group discussed several key decisions related to the goals: the length of long-term, how often interim measures should be calculated, and how to set goals that are both ambitious and achievable.

States are required to set long-term goals and measures of interim progress as part of our federal accountability system. The goals must be the same length of time for all students and each subgroup and must result in significant progress in closing statewide gaps. Additionally, the goals are part of a comprehensive accountability system that will be used to identify schools in one of two school improvement categories: comprehensive or targeted support.

Long-term goals: questions for consideration

- Given our focus on equity, how would you advise DPI to balance these two priorities:
 - Setting ambitious goals that drive substantial improvement over past performance, with or without historical evidence of such improvement;
 - Setting achievable goals that are based upon evidence of demonstrated improvement
- How far in the future should our goals be?
- How often should we measure progress toward the goals?

Key takeaways from January 26 discussion

In the course of the discussion, the following points surfaced among accountability workgroup members:

- Goals should be achievable, but have a high bar. When asked to select a point on a spectrum from ambitious (i.e. striving for significant and sustained improvement) to achievable (i.e. evidence-based goals that are in line with rates of improvement observed in past), council members generally selected locations in the middle of the spectrum, with some of the group veering slightly toward ambitious and others veering slightly toward achievable.
- There seemed to be general agreement (though consensus was not a requirement of the discussion) that the end goal should be the same for all students and subgroups.
- Long-term goals suggestions ranged from five- to ten-year timeframes.
- The groups generally thought that interim measures should be between one and three years in length, with the understanding that DPI will always provide annual reporting of school and districts progress and performance.

Equity in ESSA Council - Accountability Workgroup

Long-term goal proposals for review

Purpose of this document

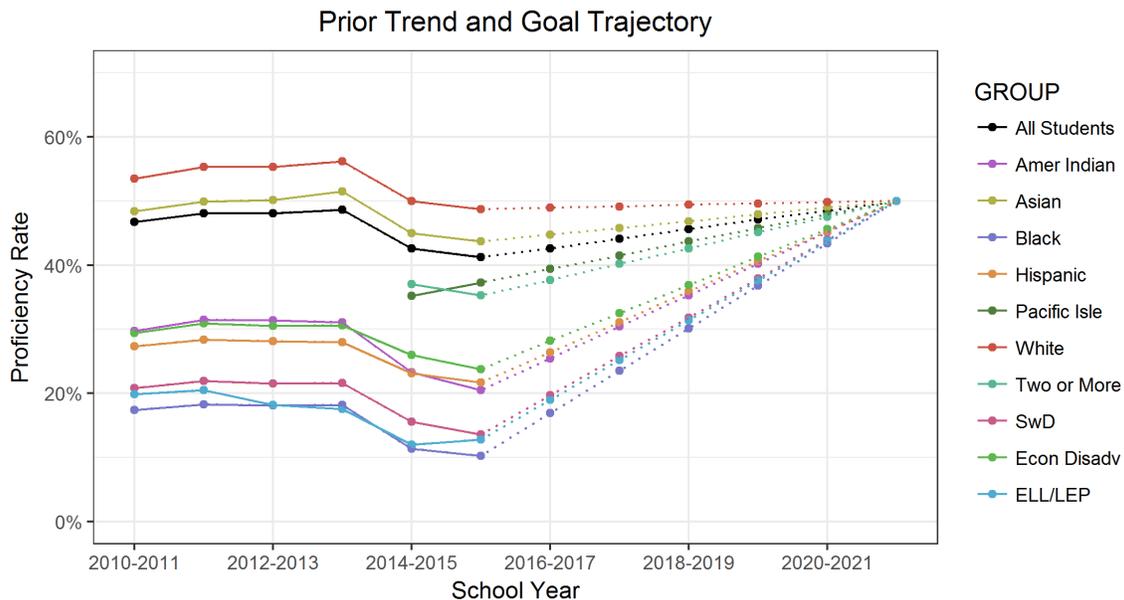
The following pages include several proposals for long-term goals that provide examples of different goal scenarios. These proposals attempt to reflect the input received from the accountability workgroup, but some goals also demonstrate different scenarios for comparative purposes. All options are meant to inform your input by providing contextual data. A [survey](#) accompanies these documents so that council members may share direct reactions to these proposals. That feedback will inform the next iteration of this long-term goal setting process.

The proposals presented in this document are for mathematics proficiency rate goals only. If you are interested in reviewing proposals and data for the other long-term goal areas, you may review the [analogous documents](#) for English language arts (ELA) rate and graduation rate goals. We ask that you complete the survey above at least for the mathematics proficiency rate proposals. You may submit the survey multiple times in order to provide reactions to the analogous proposals for ELA and graduation rate goals, but we consider those optional in order to minimize the burden and time commitment for you.

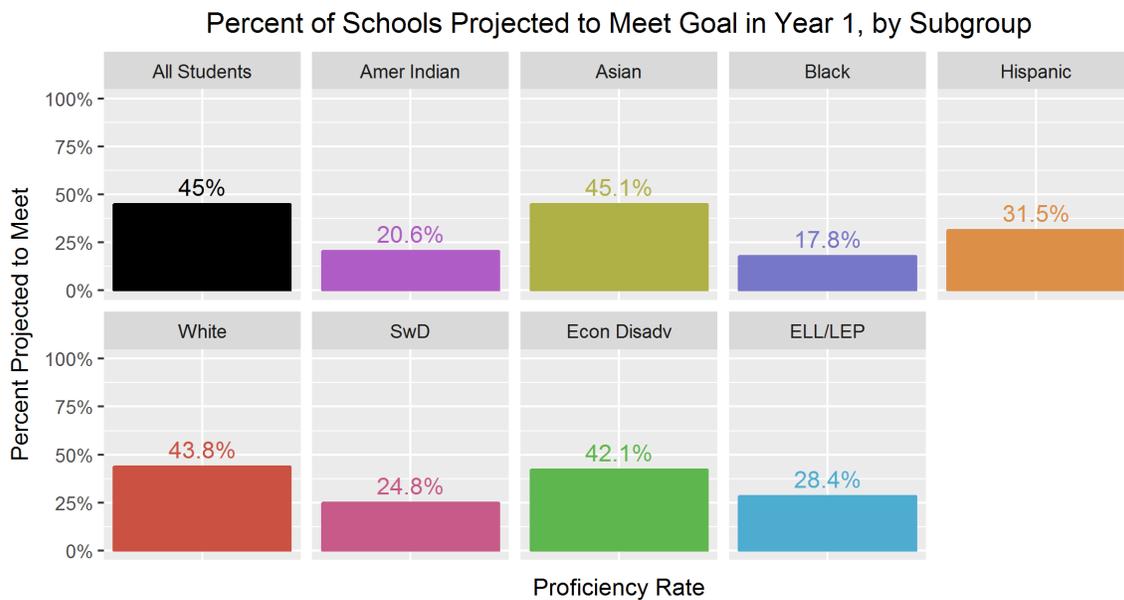
Mathematics Proficiency Goals

Proposal #1a:

Reaching 70th Percentile for Mathematics Proficiency Within Six Years



The graph above shows the progress required for each subgroup in the state to reach the mathematics proficiency rate equal to the 70th percentile of the All Students school-level mathematics proficiency rates within six years. That is, by 2021-2022, the expectation is for all schools to have each subgroup reach 50% mathematics proficiency.

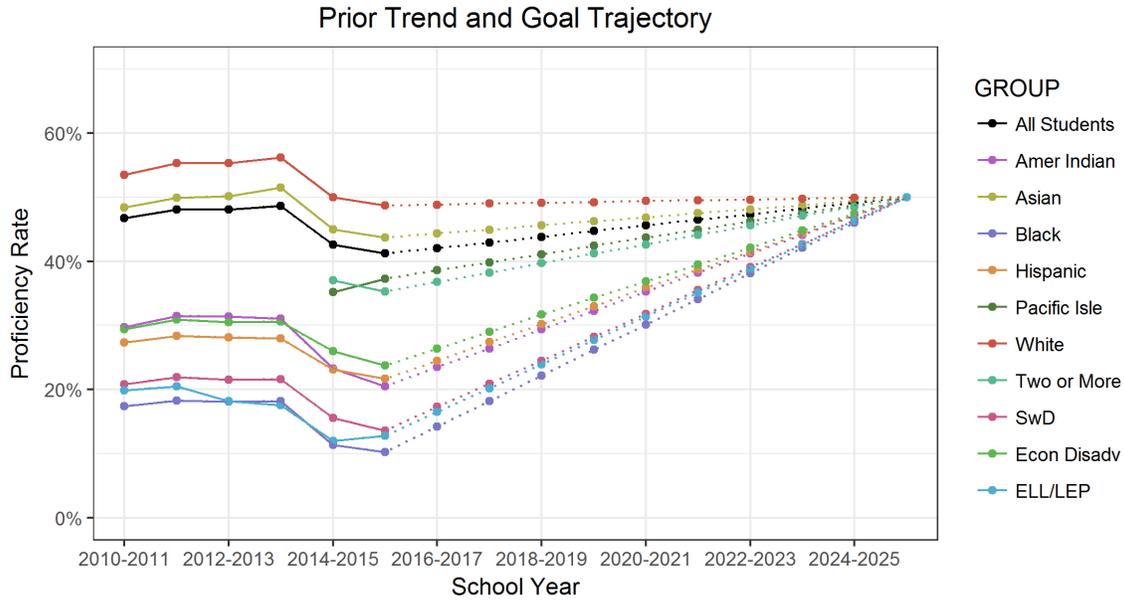


* Projections based on five-year trend. This time period includes the drop in proficiency rates in the 2014-2015 and 2015-16 years due to changes in assessments. As a result, these projections are likely biased downward.

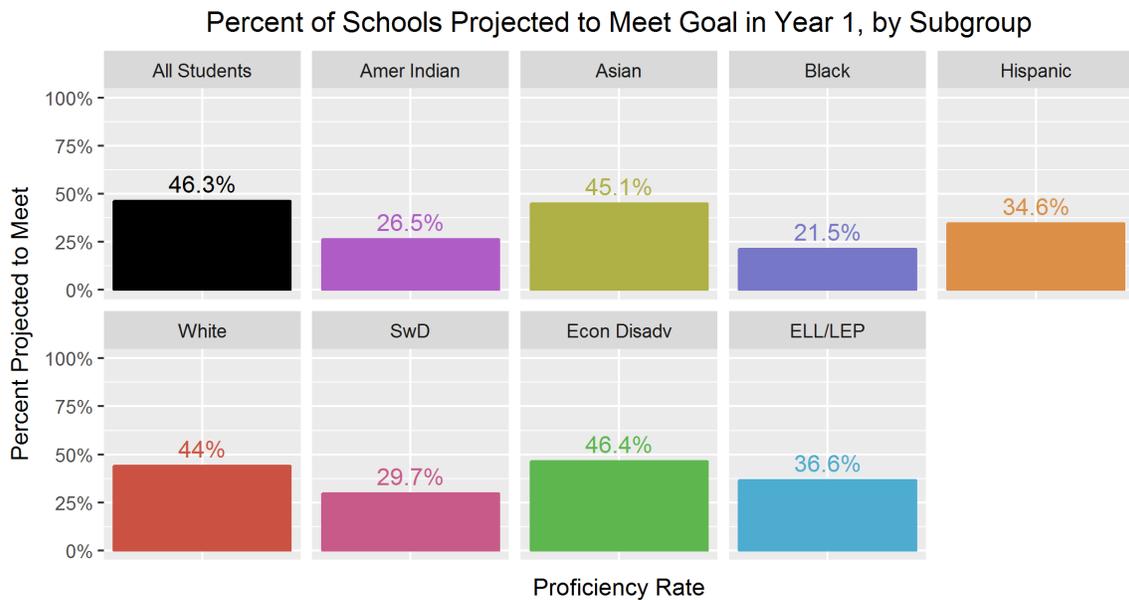
The graph above shows the percentage of schools projected to meet the mathematics proficiency rate goal in the first year of the new accountability system for each subgroup. These percentages are for all schools that meet the minimum group size (20 or more) for the subgroup in question.

Under this proposal, **489** out of **1867** schools (**26.2%**) are projected to meet the mathematics proficiency rate goal for all subgroups meeting minimum group size at their school.

**Proposal #1b:
Reaching 70th Percentile for Mathematics Proficiency Within Ten Years**



The graph above shows the progress required for each subgroup in the state to reach the mathematics proficiency rate equal to the 70th percentile of the All Students school-level mathematics proficiency rates within ten years. That is, by 2025-2026, the expectation is for all schools to have each subgroup reach 50% mathematics proficiency.

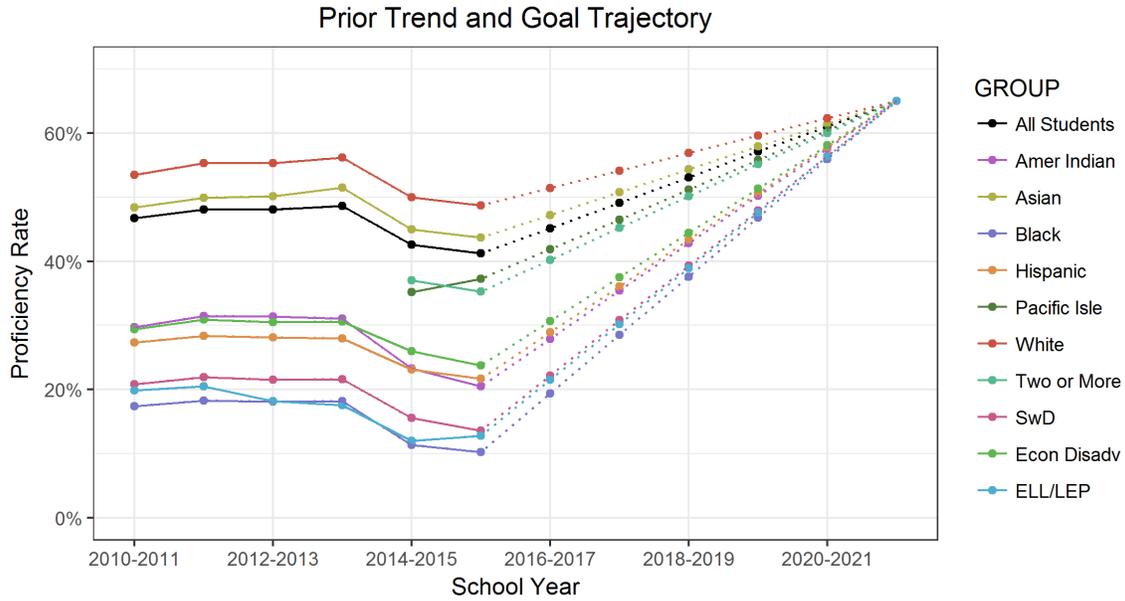


* Projections based on five-year trend. This time period includes the drop in proficiency rates in the 2014-2015 and 2015-16 years due to changes in assessments. As a result, these projections are likely biased downward.

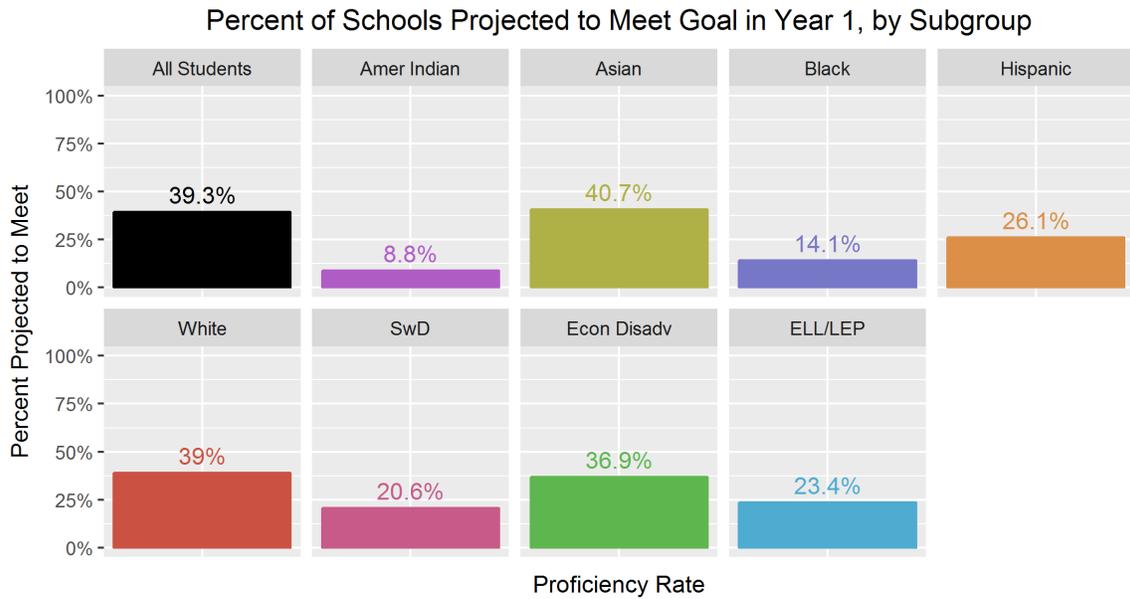
The graph above shows the percentage of schools projected to meet the mathematics proficiency rate goal in the first year of the new accountability system for each subgroup. The percentage is for all schools that meet the minimum group size (20 or more) for the subgroup in question.

Under this proposal, **519** out of **1867** schools (**27.8%**) are projected to meet the mathematics proficiency rate goal for all subgroups meeting minimum group size at their school.

**Proposal #2a:
Reaching 65% Mathematics Proficiency Within Six Years**



The graph above shows the progress required to move the statewide mathematics proficiency to 65% proficiency within six years. That is, by 2021-2022, the expectation is for all schools to have each subgroup reach 65% mathematics proficiency.

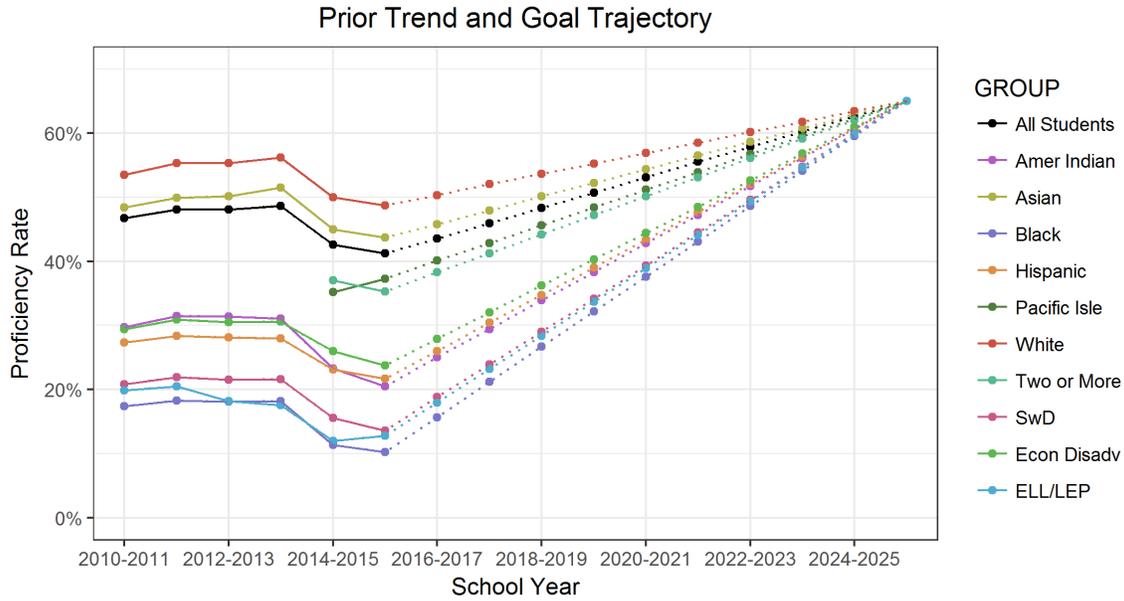


* Projections based on five-year trend. This time period includes the drop in proficiency rates in the 2014-2015 and 2015-16 years due to changes in assessments. As a result, these projections are likely biased downward.

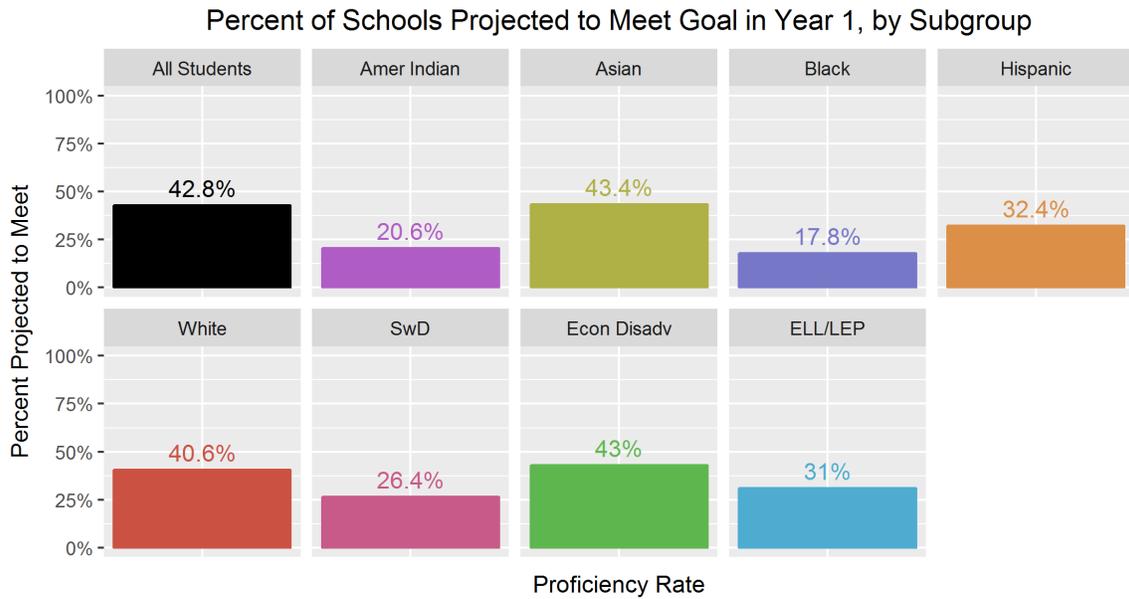
The graph above shows the percentage of schools projected to meet the mathematics proficiency rate goal in the first year of the new accountability system for each subgroup. The percentage is for all schools that meet the minimum group size (20 or more) for the subgroup in question.

Under this proposal, **426** out of **1867** schools (**22.8%**) are projected to meet the mathematics proficiency rate goal for all subgroups meeting minimum group size at their school.

**Proposal #2b:
Reaching 65% Mathematics Proficiency Within Ten Years**



The graph above shows the progress required to move the statewide mathematics proficiency to 65% proficiency within ten years. That is, by 2025-2026, the expectation is for all schools to have each subgroup reach 65% mathematics proficiency.

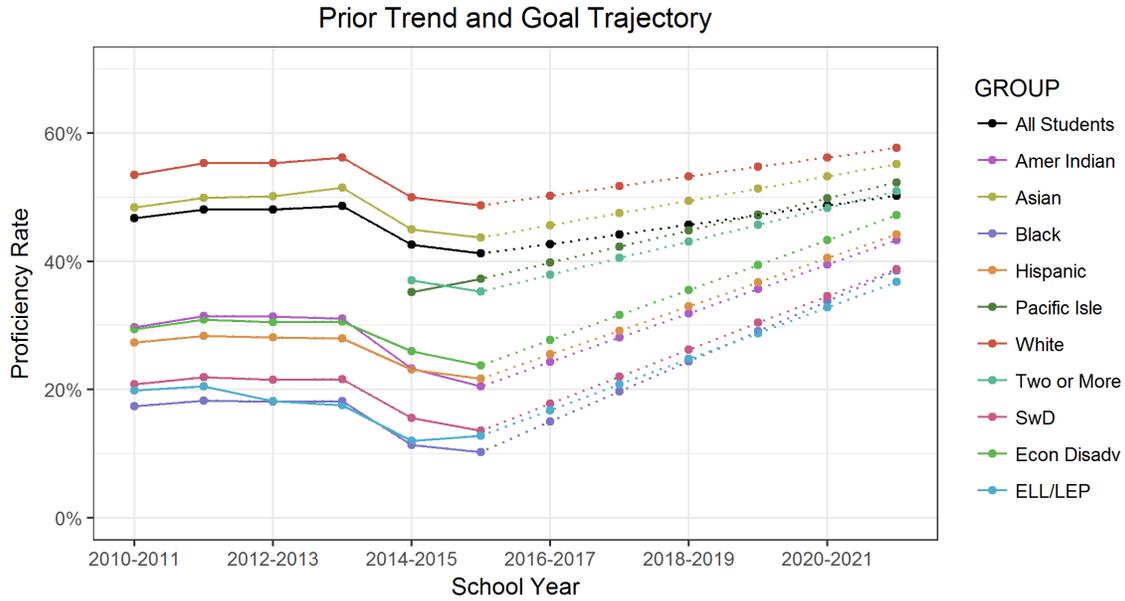


* Projections based on five-year trend. This time period includes the drop in proficiency rates in the 2014-2015 and 2015-16 years due to changes in assessments. As a result, these projections are likely biased downward.

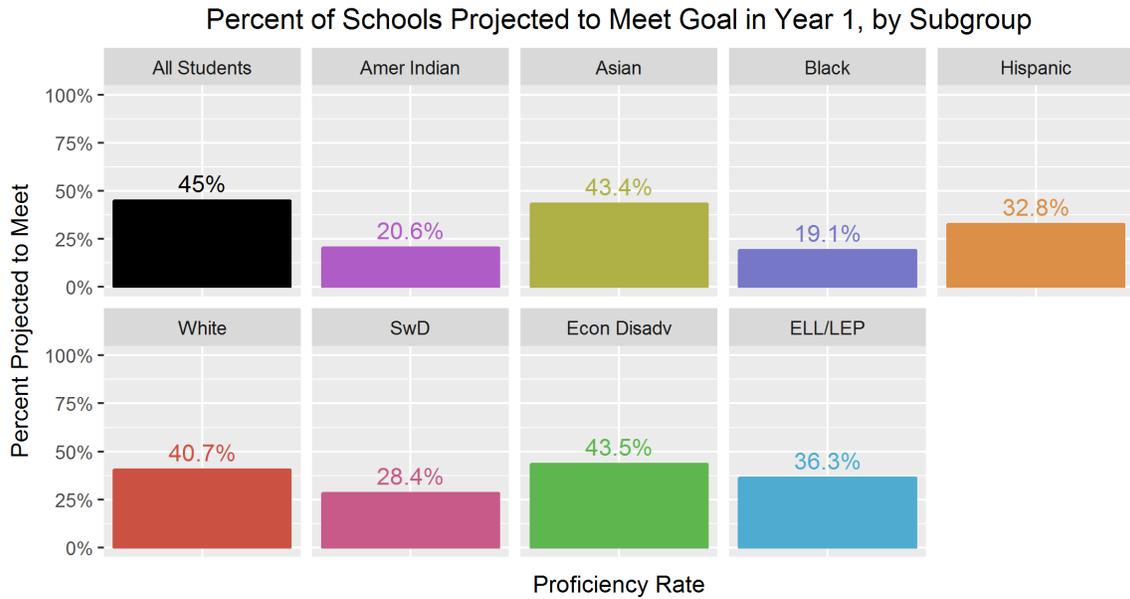
The graph above shows the percentage of schools projected to meet the mathematics proficiency rate goal in the first year of the new accountability system for each subgroup. The percentage is for all schools that meet the minimum group size (20 or more) for the subgroup in question.

Under this proposal, **473** out of **1867** schools (**25.3%**) are projected to meet the mathematics proficiency rate goal for all subgroups meeting minimum group size at their school.

**Proposal #3:
Halving the Mathematics Proficiency Gap Within Six Years**



The graph above shows the progress required to cut the statewide mathematics proficiency gap in half for each subgroup. In setting these goals each subgroup is compared to the higher achieving comparison group by category. For instance students with disabilities (SwD) are compared to students without disabilities.



* Projections based on five-year trend. This time period includes the drop in proficiency rates in the 2014-2015 and 2015-16 years due to changes in assessments. As a result, these projections are likely biased downward.

The graph above shows the percentage of schools projected to meet the mathematics proficiency rate goal in the first year of the new accountability system for each subgroup. The percentage is for all schools that meet the minimum group size (20 or more) for the subgroup in question.

Under this proposal, **482** out of **1867** schools (**25.8%**) are projected to meet the mathematics proficiency rate goal for all subgroups meeting minimum group size at their school.

Cross-Proposal Comparison

The tables below summarize on one page how the proposals presented above compare to one another. Table 1 is a side by side comparison of the by subgroup projections presented in the previous bar graphs. Table 2 then places side by side how different school types (i.e. elementary, middle, and high) are projected to perform under each proposal.

Table 1: By Subgroup Comparison - Percentage of schools projected to meet goals

GROUP	70th Percentile, 6 years	70th Percentile, 10 years	65% Proficient, 6 years	65% Proficient, 10 years	Halving the Gap, 6 years	Total Number of Schools
All Students	45%	46.3%	39.3%	42.8%	45%	1867
Amer Indian	20.6%	26.5%	8.8%	20.6%	20.6%	34
Asian	45.1%	45.1%	40.7%	43.4%	43.4%	182
Black	17.8%	21.5%	14.1%	17.8%	19.1%	298
Hispanic	31.5%	34.6%	26.1%	32.4%	32.8%	445
White	43.8%	44%	39%	40.6%	40.7%	1737
SwD	24.8%	29.7%	20.6%	26.4%	28.4%	866
Econ Disadv	42.1%	46.4%	36.9%	43%	43.5%	1551
ELL/LEP	28.4%	36.6%	23.4%	31%	36.3%	303

Table 2: All Included Subgroups Comparison - Percentage of schools projected to meet goals, by school type

School Type	70th Percentile, 6 years	70th Percentile, 10 years	65% Proficient, 6 years	65% Proficient, 10 years	Halving the Gap, 6 years	Total Number of Schools
Elementary School	38.8%	40.5%	34%	37.6%	38.1%	1072
Middle School	11.4%	14.1%	9.9%	11.7%	12.6%	334
Junior High School	10.5%	10.5%	0%	0%	0%	19
High School	7.9%	8.7%	6.7%	7.5%	7.7%	416
Combined Elem/Sec	0%	0%	0%	0%	0%	26
All Schools	26.2%	27.8%	22.8%	25.3%	25.8%	1867

Goal Target Numbers

Tables 3 through 5 below provide the exact numbers used in creating the goal trajectories presented in the line graphs above. The right-most columns of these tables present the annual percentage point increase required Statewide for the All Students group and each subgroup to meet the goal in the given timeframe.

Table 3: Proposal 1a and 1b (70th Percentile) - Starting point and goal targets by subgroup

Subject	Group	2015-16	Goal	6 Yr Goal: Annual Increase Required	10 Yr Goal: Annual Increase Required
MATH	All Students	41.2%	50%	1.5%	0.9%
MATH	Amer Indian	20.5%	50%	4.9%	2.9%
MATH	Asian	43.7%	50%	1.1%	0.6%
MATH	Black	10.3%	50%	6.6%	4%
MATH	Hispanic	21.7%	50%	4.7%	2.8%
MATH	Pacific Isle	37.3%	50%	2.1%	1.3%
MATH	Two or More	35.3%	50%	2.5%	1.5%
MATH	White	48.7%	50%	0.2%	0.1%
MATH	Econ Disadv	23.8%	50%	4.4%	2.6%
MATH	ELL/LEP	12.8%	50%	6.2%	3.7%
MATH	SwD	13.6%	50%	6.1%	3.6%

Table 4: Proposal 2a and 2b (65% Proficiency) - Starting point and goal targets by subgroup

Subject	Group	2015-16	Goal	6 Yr Goal: Annual Increase Required	10 Yr Goal: Annual Increase Required
MATH	All Students	41.2%	65%	4%	2.4%
MATH	Amer Indian	20.5%	65%	7.4%	4.4%
MATH	Asian	43.7%	65%	3.6%	2.1%
MATH	Black	10.3%	65%	9.1%	5.5%
MATH	Hispanic	21.7%	65%	7.2%	4.3%
MATH	Pacific Isle	37.3%	65%	4.6%	2.8%
MATH	Two or More	35.3%	65%	5%	3%
MATH	White	48.7%	65%	2.7%	1.6%
MATH	Econ Disadv	23.8%	65%	6.9%	4.1%
MATH	ELL/LEP	12.8%	65%	8.7%	5.2%
MATH	SwD	13.6%	65%	8.6%	5.1%

Table 5: Proposal 3 (Halving the Proficiency Gap) - Starting point and goal targets by subgroup

Subject	Group	2015-16	Half Gap	Goal 2021-22	Annual Increase Required
MATH	All Students	41.2%	NA%	50.2%	1.5%
MATH	Amer Indian	20.5%	14.1%	43.3%	3.8%
MATH	Asian	43.7%	2.5%	55.1%	1.9%
MATH	Black	10.3%	19.2%	38.5%	4.7%
MATH	Hispanic	21.7%	13.5%	44.2%	3.8%
MATH	Pacific Isle	37.3%	5.7%	52.3%	2.5%
MATH	Two or More	35.3%	6.7%	50.9%	2.6%
MATH	White	48.7%	NA%	57.7%	1.5%
MATH	Econ Disadv	23.8%	14.4%	47.2%	3.9%
MATH	ELL/LEP	12.8%	15%	36.8%	4%
MATH	SwD	13.6%	15.9%	38.2%	4.1%