The North Star Accountability System

Michael Diedrich | ESEA Policy Specialist
August 15, 2018
Identifies **districts** for support under the state’s **World’s Best Workforce** law.

Identifies **schools** for support under the federal **Every Student Succeeds Act (ESSA)**.

Uses **several indicators** grouped into **three stages** to prioritize schools for different **levels of support**.

Replaces the accountability systems from No Child Left Behind (NCLB) and Minnesota’s NCLB waiver.
All schools working well for all students.

World’s Best Workforce (WBWF) Goals
- All students ready for kindergarten.
- All students reading well by third grade.
- Close achievement gaps.
- All students career and college ready.
- All students graduate.

Direct Programs
- Federal
- State
- Local

Accountability and Data Systems
- Support
- Reporting
- Recognition

WBWF Strategic Planning Process
The Every Student Succeeds Act

**Funded Programs**
- Academically Disadvantaged Students
- English Learners
- American Indian Students
- Professional Development

**Requirements for States**
- Testing
- Reporting
- Accountability
- School Support
Prioritizing for Support

All Schools

Title I Schools

Schools ESSA Provides the Resources to Support
Stakeholder Priorities

Keep Indicators Separate and Simple

Remember: Prioritizing Schools and Districts for Support

Maintain Focus on Student Groups
- Racial and ethnic groups
- English learners
- Students eligible for free/reduced price lunch
- Students receiving special education services
**The Indicators**

**Academic Achievement**
The number of students at the “Meets Standards” or “Exceeds Standards” achievement levels divided by all students in tested grades. Calculated separately for **math** and **reading**.

**Progress Toward English Language Proficiency**
The average progress English learners made toward individual growth targets on the ACCESS for ELLs test.

**Academic Progress**
A score based on students’ achievement levels from one year to the next. Calculated separately for **math** and **reading**.

**Graduation Rates**
The percentage of students who graduated in four years and seven years.

**Consistent Attendance**
The percentage of students attending more than 90 percent of the days they are enrolled.
The Three Stage Decision Process

**Stage 1**
- Math Achievement
- Reading Achievement
- Progress Toward English Language Proficiency

**Stage 2**
*(Elementary/Middle)*
- Math Progress
- Reading Progress
- ---

**Stage 2**
*(High)*
- Four-Year Graduation
- Seven-Year Graduation

**Stage 3**
Consistent Attendance
Example: Gopherville Elementary School

Lowest 5% of Title I elementary schools = 34 schools

Stage 1
Is the school in the lowest 25% of Title I schools for any of:
• Math achievement
• Reading achievement
• Progress toward ELP

Stage 2
Is the school in the lowest 25% of the remaining schools for either of:
• Math progress
• Reading progress

Stage 3
Is the school in the lowest 34 remaining elementary schools for consistent attendance?

Not in the lowest 5% of Title I schools.
Support from MDE.
Targeted support.
Comprehensive support.
District Support

Support from teams combining staff from across MDE and the RCEs.

- The lowest 10% of traditional districts using the three-stage process.
- The lowest 10% of charter schools using the three-stage process.
- Other districts identified at the commissioner’s discretion using additional information.
Categories of School Support

**Comprehensive Support**
- Ongoing onsite technical assistance from the Regional Centers of Excellence (RCEs).
- All public high schools with a four-year graduation rate below 67% overall or for any student group.
- The lowest 5% of Title I schools based on Stages 1-3.

**Targeted Support**
- Mostly district support, with professional development opportunities from the RCEs.
- Schools where student groups perform below thresholds for at least one indicator in each stage.
- Title I schools with overall performance below thresholds in Stage 1 and Stage 2.

**Support from MDE**
- Title I schools with overall performance below thresholds in Stage 1.
Timeline

2018
- Planning and Quick Wins
  Identify schools and districts.

2021
- Implementation and Improvement
  Identify schools and districts.
- Planning and Quick Wins

2024
- Implementation and Improvement
  Identify schools and districts.
Student Experiences and Learning

Smoke, Not Fire
Other Types of Data

Student Experiences and Learning

Student Non-Academic Data
- Enrollment history.
- Attendance.
- Discipline.
- Transportation.

Perception Data
- Satisfaction and perception surveys.
- Observations.
- Focus groups.

Student Academic Data
- Classroom assessments.
- Diagnostic assessments.
- Formative assessments.
- Report card marks (current and prior).
- Credit accumulation.

Program, Process, and Policy Data
- Resource equity.
- Standards alignment.
- Curriculum.
- Instruction.
- Support programs.
- Extracurricular programs.
- Leadership capacity.

Fidelity Data
- Fidelity of implementation (self-assessed and via walk-throughs).
- Measures of commitment to students, families, staff, school, community and profession.
Districts/charters with CSI or TSI schools are responsible to provide oversight and leadership for each identified school in four broad areas.

1. Communicate and engage with stakeholders.
2. Conduct comprehensive needs assessment with the school.
3. Review district- and school-level resources among and within schools.
4. In partnership with stakeholders, design and implement a support and improvement plan.
School Improvement Plans—Developing, Implementing, & Monitoring

Each identified school must design (and implement) a school improvement plan that is
Informed by stakeholders
Designed to improve student outcomes
Informed by the state’s long-term goals and indicators
Includes at least one “evidence-based intervention”
Based on comprehensive needs assessment results
Identifies and addresses resource inequities
Publicly available
For CSI schools, improvement plans approved at both the district/charter level and state level and monitored regularly
For TSI schools, improvement plans approved at the district/charter level only and monitored regularly.
MDE hopes to serve as a…

• Resource for supporting schools over the next three years.

• Partner in creating a school improvement approach that effectively serves students and families.

• A source of honest but constructive feedback meant to create better supports for schools.
Thank you!

Michael Diedrich | Dennis Duffy
michael.diedrich@state.mn.us | dennis.duffy@state.mn.us
651-582-8332 | 651-582-8304