



School Accountability in Flux: Results from a National Survey

Laura Pinsonneault & Chris Domaleski

The National Center for the Improvement of Educational Assessment

November 2022

Outline

1

Context

2

Methods

3

Findings

States experience different challenges as they restart ESSA accountability in 2022.

- States seek to **understand the impact of COVID-19** on their educational systems.
- Understanding is **complicated by compromised data** and varied data availability.
- To date, there has not been a complete account of the landscape of state plans for ESSA accountability.
- States seek to inform and situate their plans for accountability system changes and impact analyses within the national landscape.

A survey was distributed widely to better understand education agency accountability plans.

50 states + DC

Seven other agencies

American Samoa, Commonwealth of the Northern Mariana Islands, Guam, Puerto Rico, Bureau of Indian Education, Department of Defense Education Activity, Virgin Islands

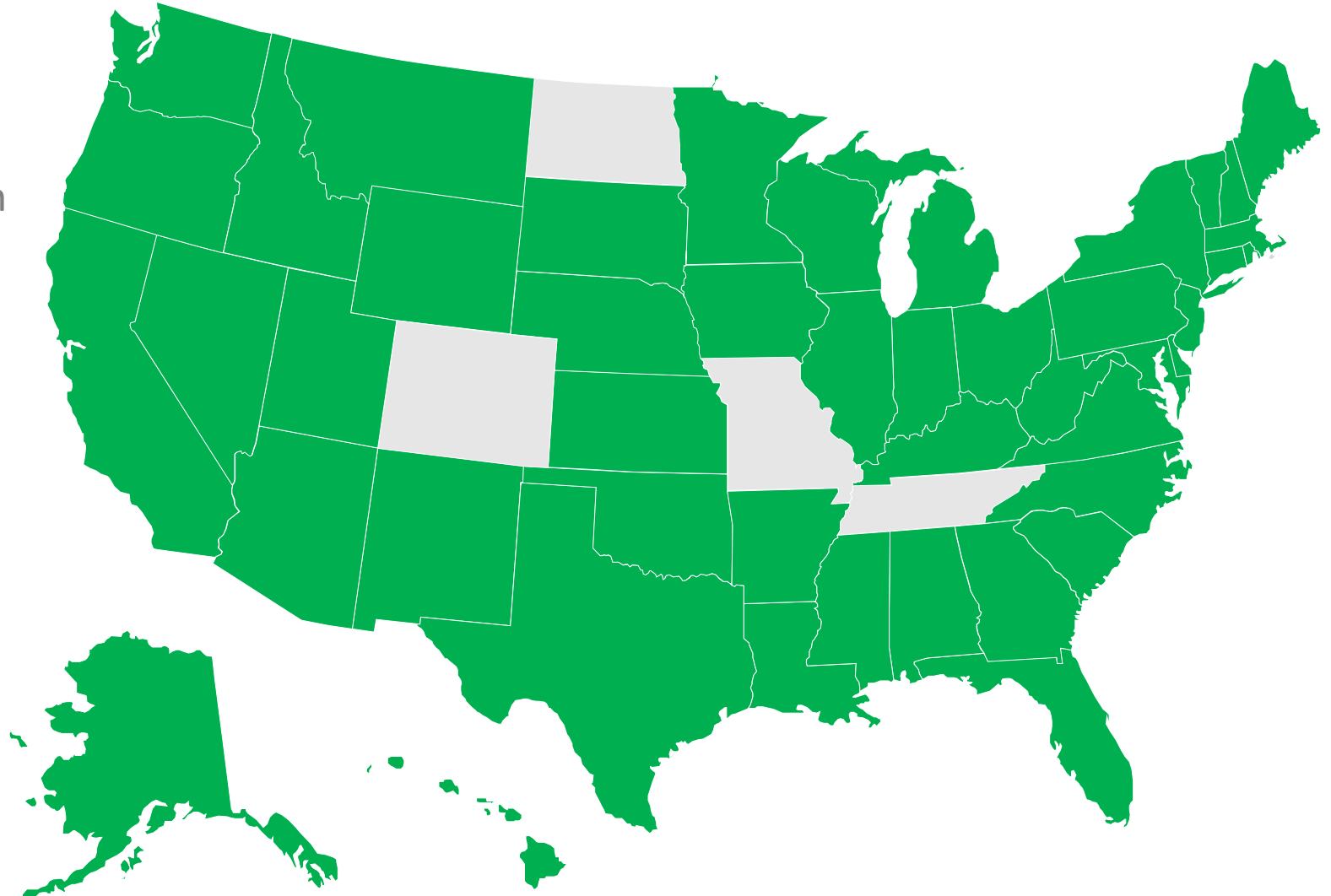
52 total respondents

47 states

5 other agencies

Survey window

April 19 – May 12, 2022



High Level Findings

- 1 Most states are coping with data challenges**
There is widespread impact on data availability and quality.

- 2 Most aspects of accountability systems are changing**
This includes indicators such as achievement, growth, and attendance/absenteeism.

- 3 Outcomes and identifications have different meaning for 2021-22** Calculations are based on potentially compromised data and identification and exit criteria are changing in many states.

- 4 Interpret impact data (results) with caution**
Improvement plans and other accountability implications should be informed by understanding the impact of COVID on key educational conditions and outcomes.

Supporting Results

- 01 **Test participation was lower overall in 2020-21** and varied by district and student group.
- 02 **Attendance rates were lower in 2019-20 and 2020-21**, and states are concerned about attendance data quality.
- 03 **Graduation rates were less impacted** by COVID, but states have adjusted graduation requirements.
- 04 Most schools provided **consistent in-person instruction in 2021-22**, but there were **still disruptions**.
- 05 States are **changing academic achievement and growth calculations**, and in varied ways.
- 06 States are **changing identification timelines and exit criteria**.

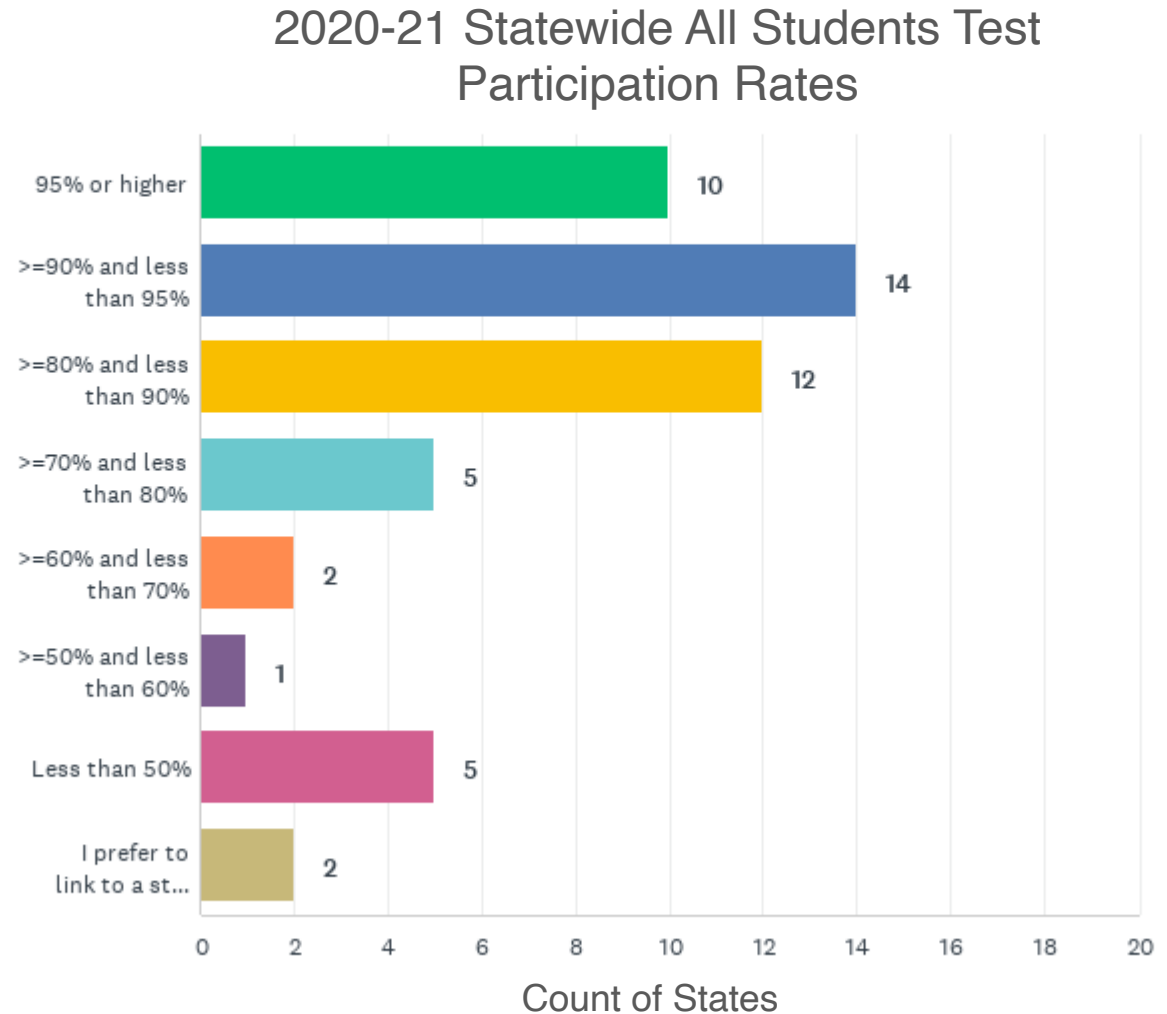
State agencies planned to take advantage of opportunities for **short- and longer-term changes** to their accountability systems.

States may submit an **addendum** for short-term (1-2 year), temporary changes; an **amendment** for permanent changes; and/or a **waiver** to request exceptions to statutory requirements.

Mechanism for changing ESSA accountability systems	Percentage of states that had submitted or were likely to submit
Addendum	70% (33 states)
Amendment	55% (27 states)
Waiver	11% (5 states)

Test participation varied greatly in 2020-21, and many states had low overall participation.

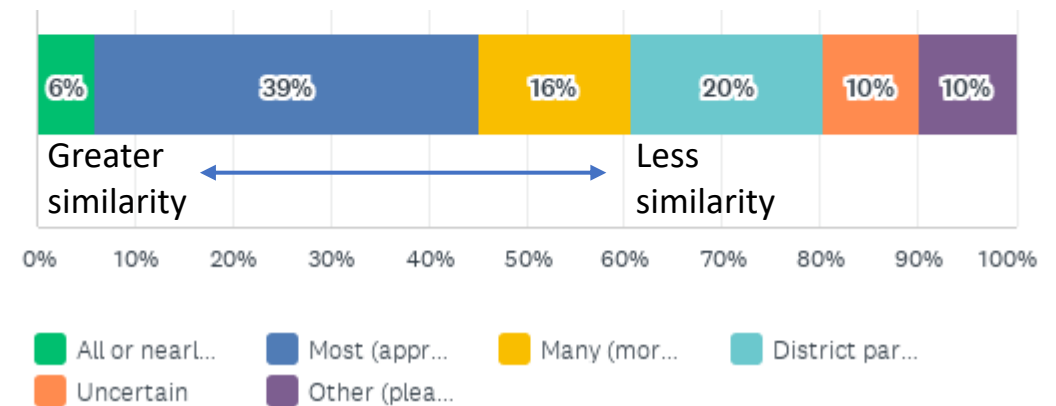
- Statewide participation rates were less than 80% in 26% of states.
- Only 20% of states had participation rates regarded as conventional (95% or higher).
- Participation further varied by grade band, test type (alternate), and content area (science).



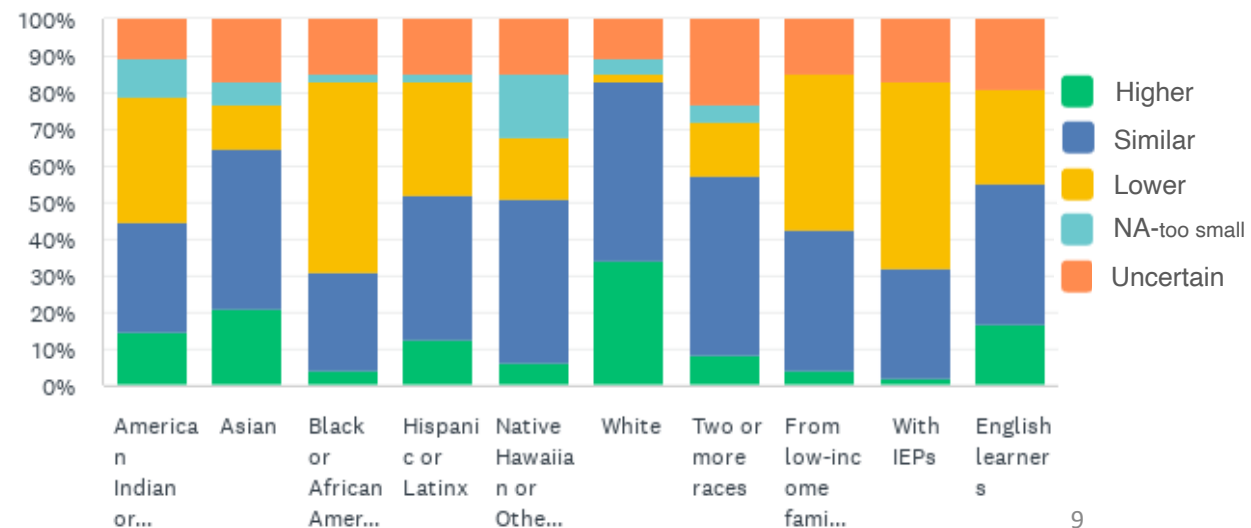
Participation in 2020-21 further varied across districts and student groups.

- Only 6% of states had consistent participation across districts.
- 20% of respondents indicated that participation rates were very dissimilar across districts in their state.
- Participation was uneven by student groups, with districts testing fewer students in some historically marginalized groups compared to statewide rates.

Consistency of participation rates across districts in 2021

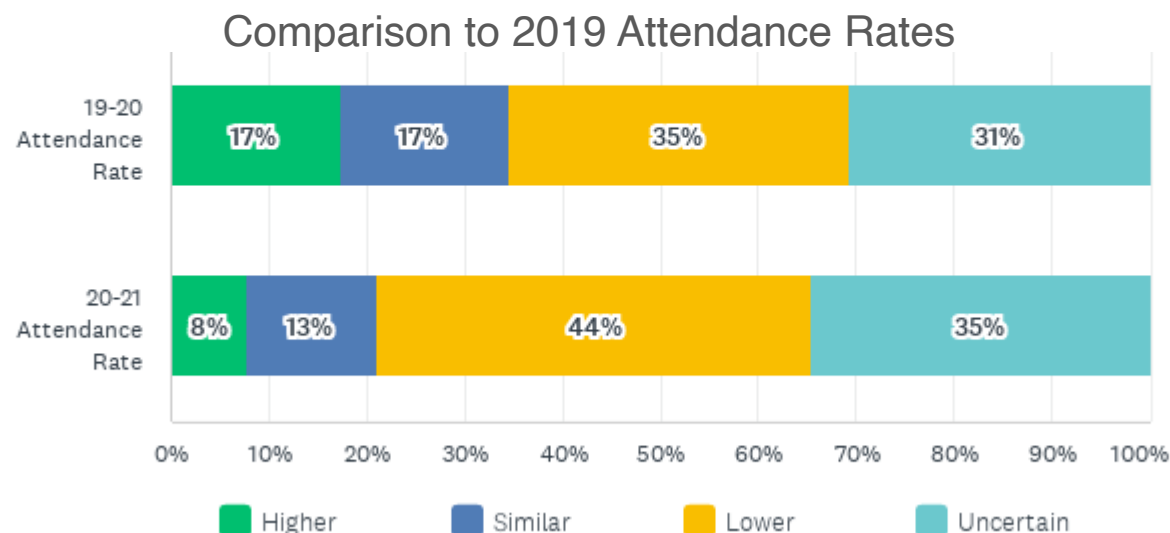


Comparison of group-level participation to statewide rates

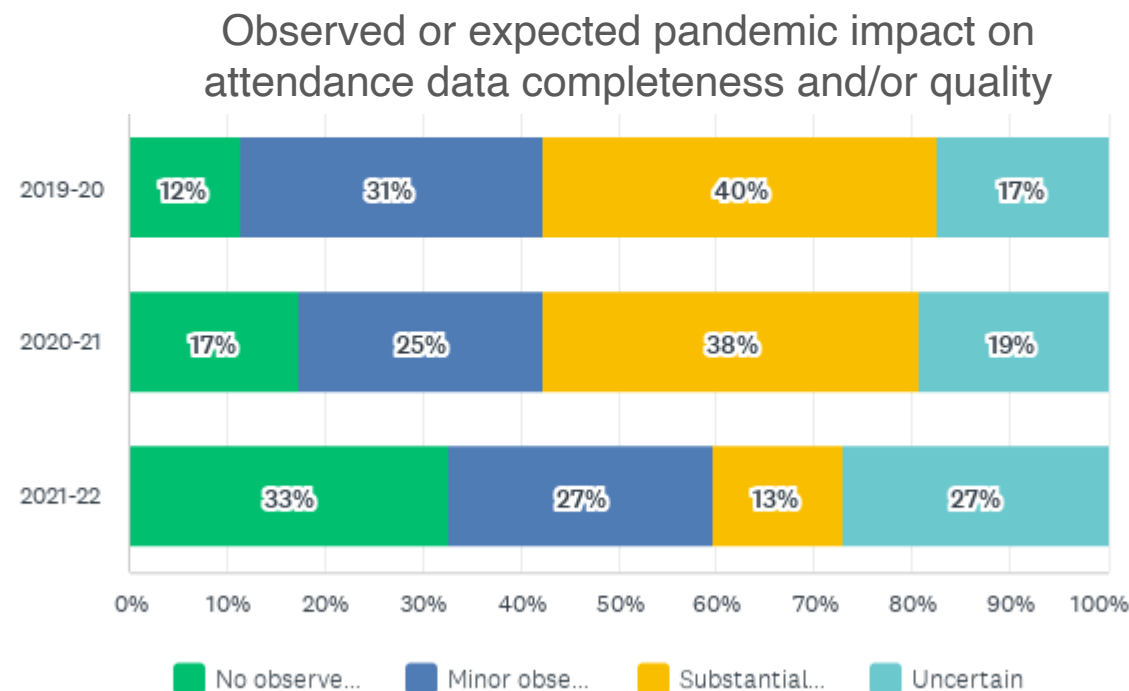


Attendance has also been impacted by changes in learning environment and other COVID-related disruptions.

Attendance rates were noticeably lower in 2020-21.



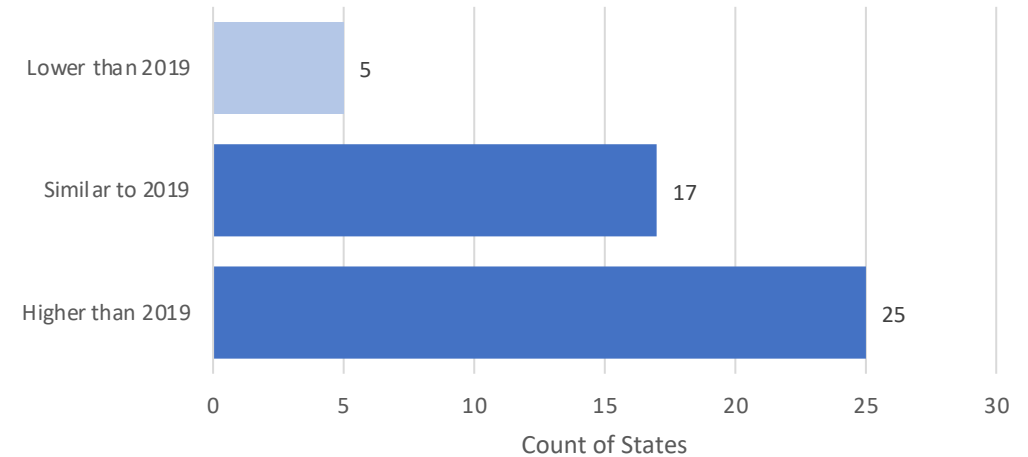
Most states noticed some negative impact on data completeness and quality.



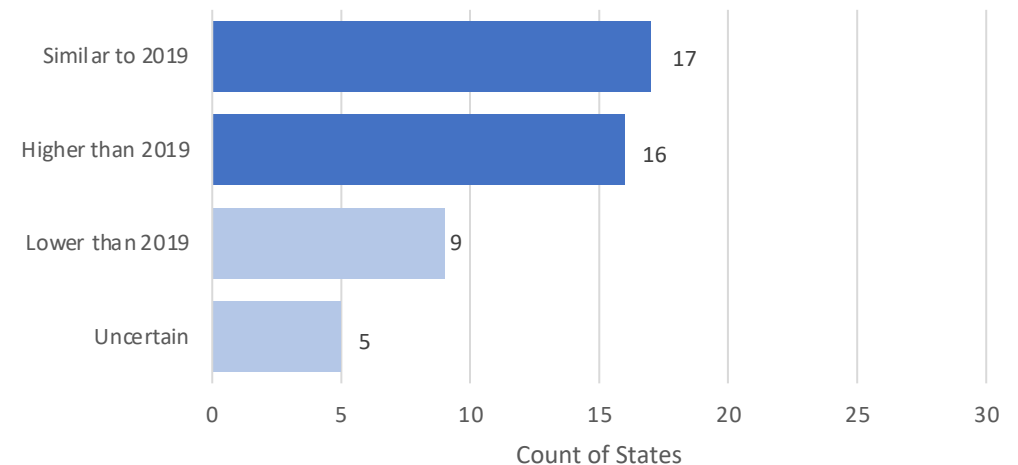
Compared to attendance, states have seen less variability in **graduation** rates since 2019.

- Most states indicated that graduation rates in 2020 and 2021 were similar to or higher than 2019 rates.
- This may have been influenced by changes in policy.
 - 16 states changed requirements for 2020; all had similar or higher graduation rates that year.
 - Five (17%) of the 31 states that did not change requirements saw lower graduation rates in 2020.

Comparison of 2020 to 2019 Graduation Rates

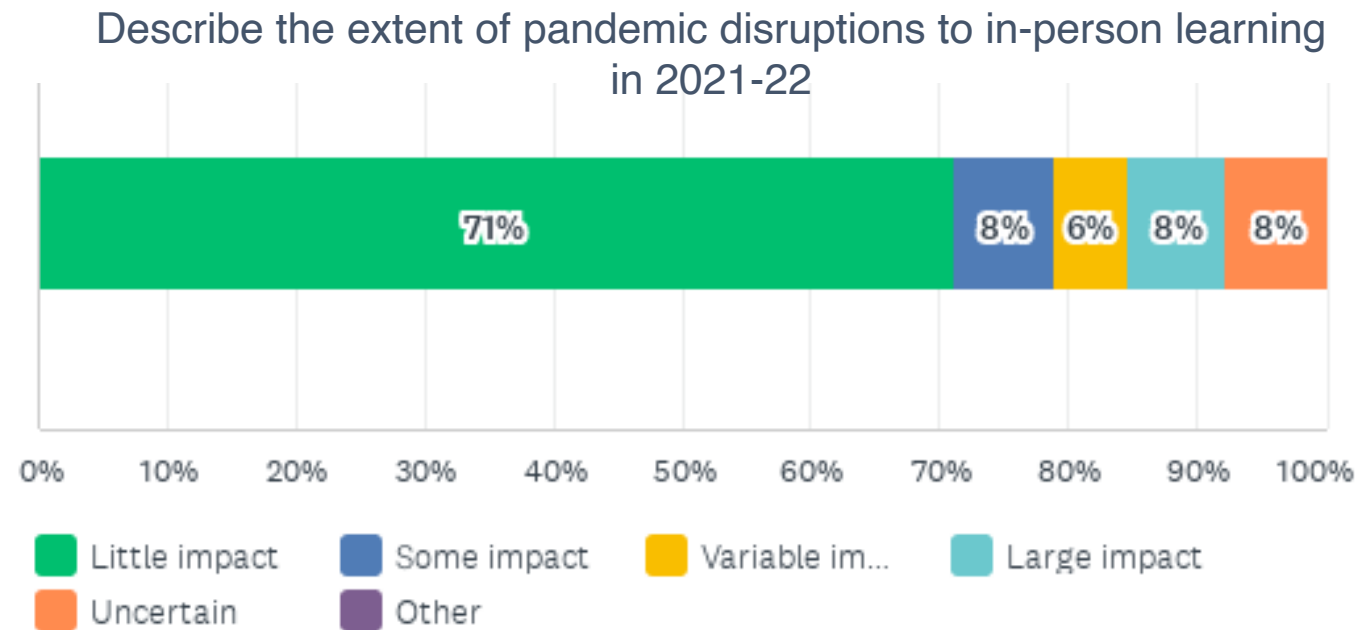


Comparison of 2021 to 2019 Graduation Rates



Pandemic-related disruptions to learning continue in 2021-22.

11 states (22%) indicated there were some disruptions to in-person learning in 2021-22. In four of these states, the impact was large.

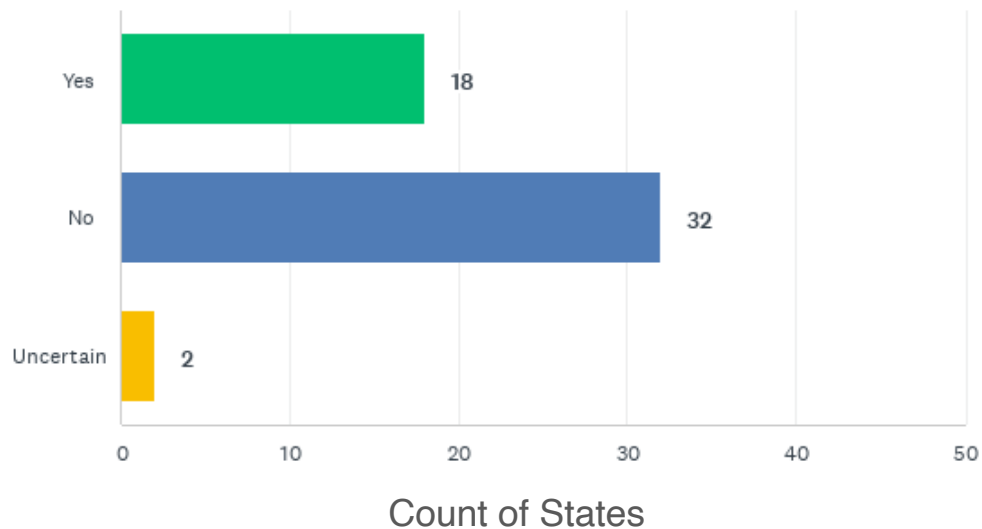


States need to address missing data in academic achievement calculations.

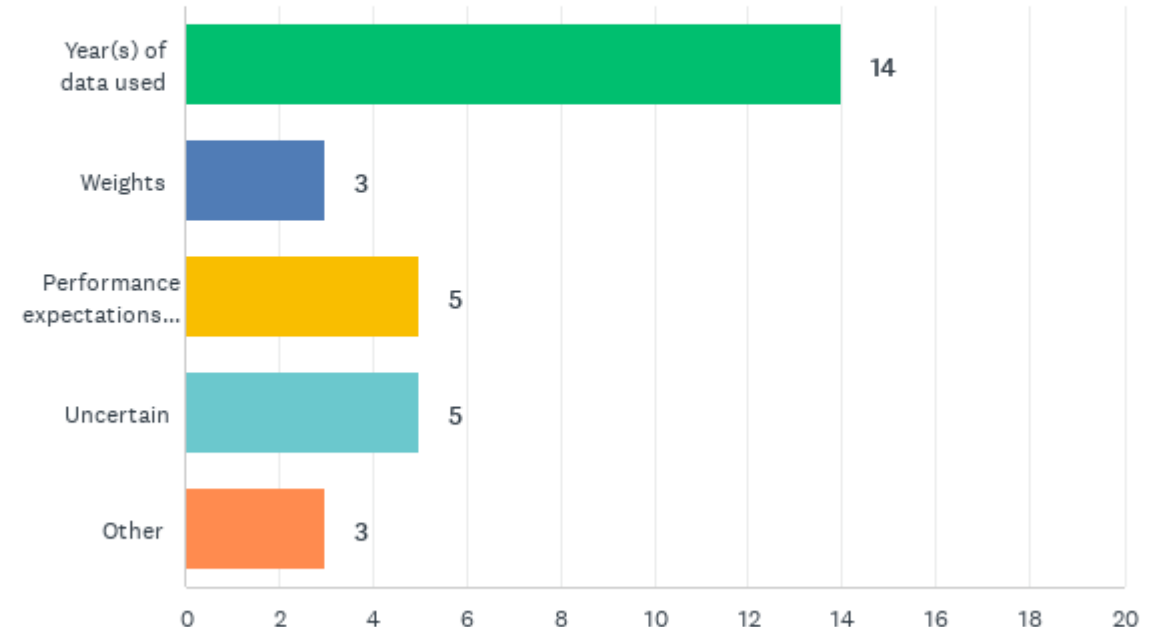
35% of respondents planned to change their achievement indicator.

Planned approaches to addressing missing data varied across states.

Does your state plan to change the academic achievement indicator?

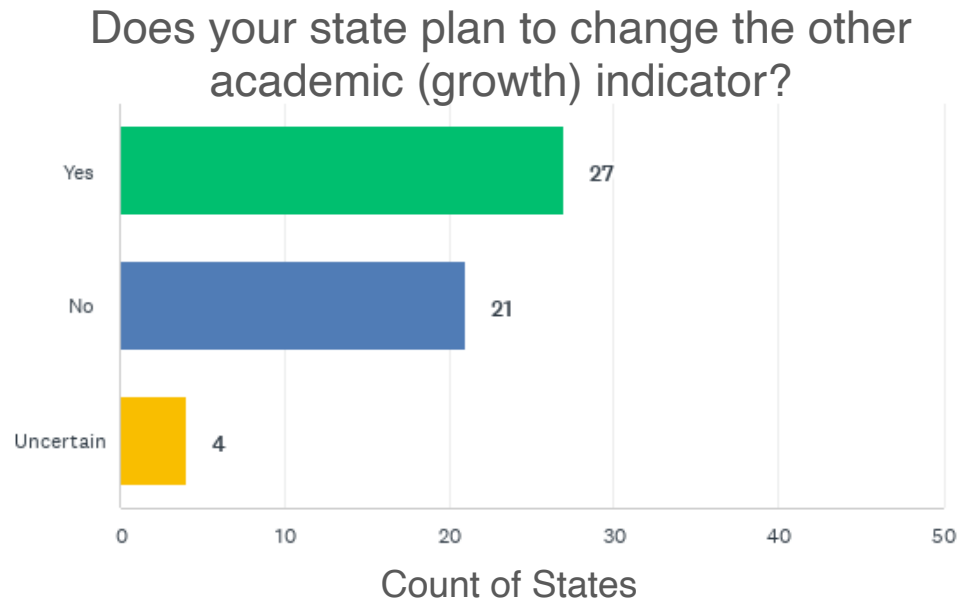


Planned changes to academic achievement calculations

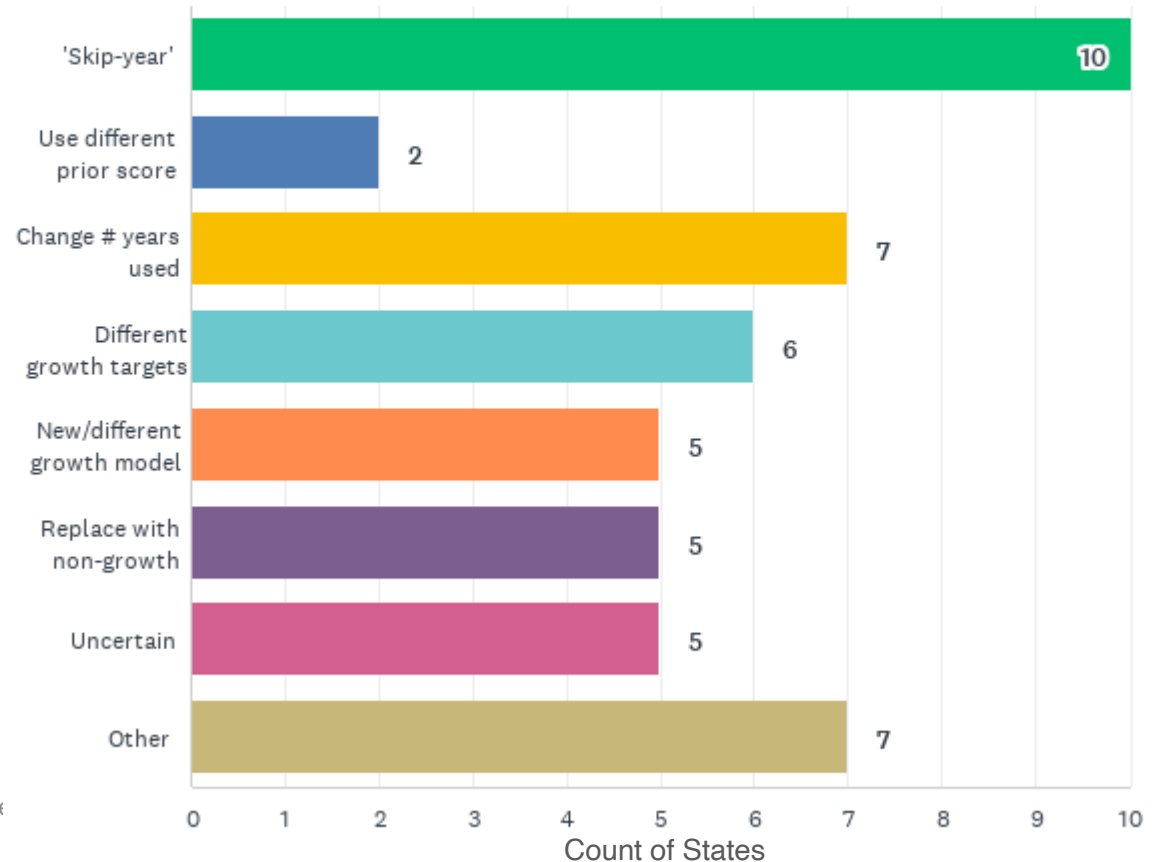


Similarly, most states are making changes to their **academic growth** indicator.

52% of states planned changes to the other academic (growth) indicator.

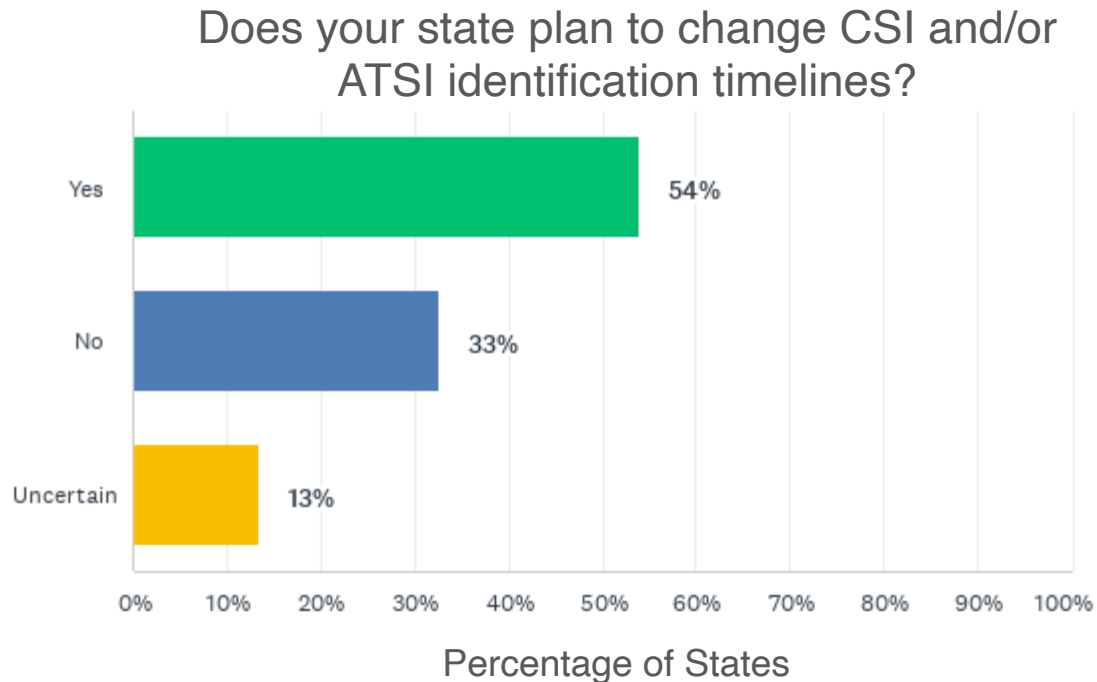


States were considering a variety of approaches to addressing missing data in the other academic indicator.

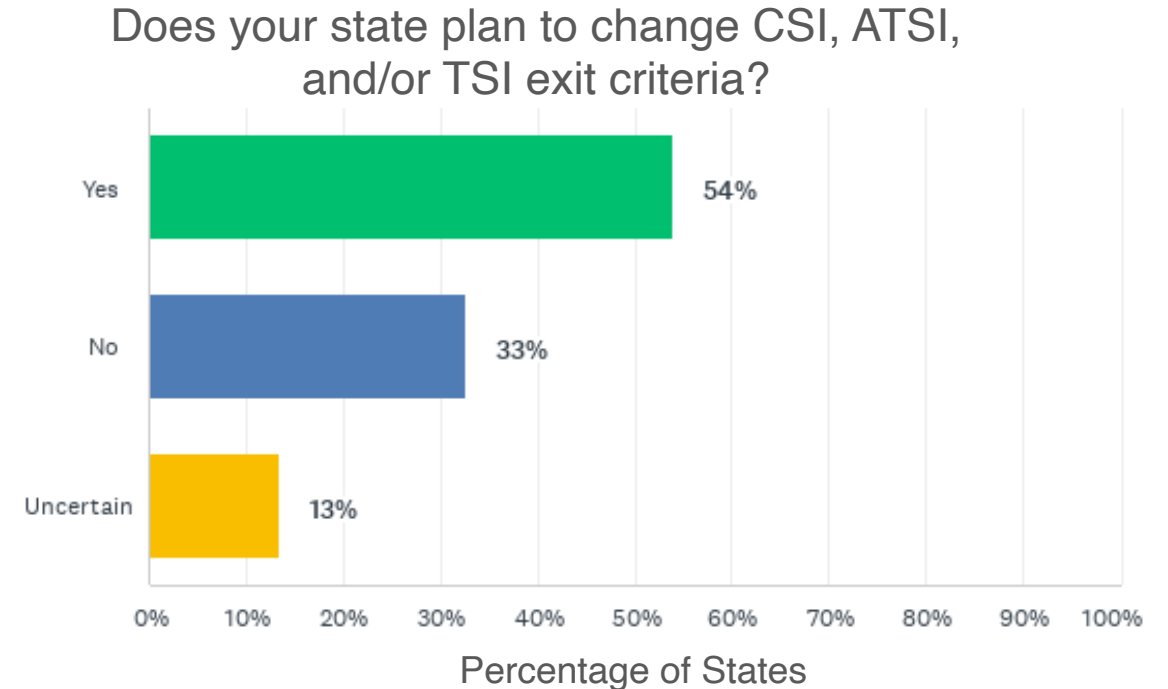


Over half of states are changing **identification timelines** and/or **exit criteria**.

28 states planned to change timelines for CSI and ATSI identification.

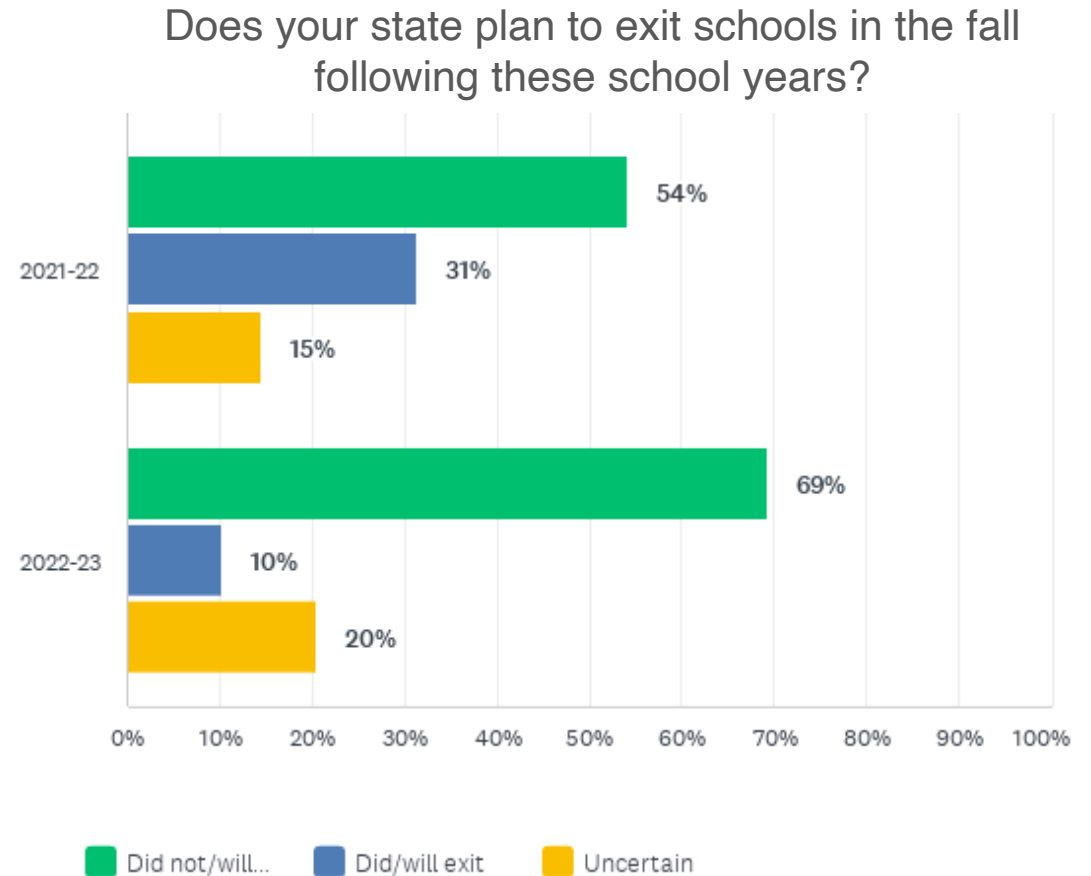


28 states planned to change exit criteria for CSI, ATSI, and/or TSI.



While most states will **exit schools** this fall, some states are waiting until 2022-23.

- 15 states **did not plan to exit** schools in fall 2022.
- Some states **planned to exit** schools following both 2021-22 and following 2022-23.





www.nciea.org



This work is licensed under a
Creative Commons Attribution 4.0
International License. 17