ESEA Flexibility Waiver Renewal Process: Accountability Working Group

District of Columbia Office of the State Superintendent of Education

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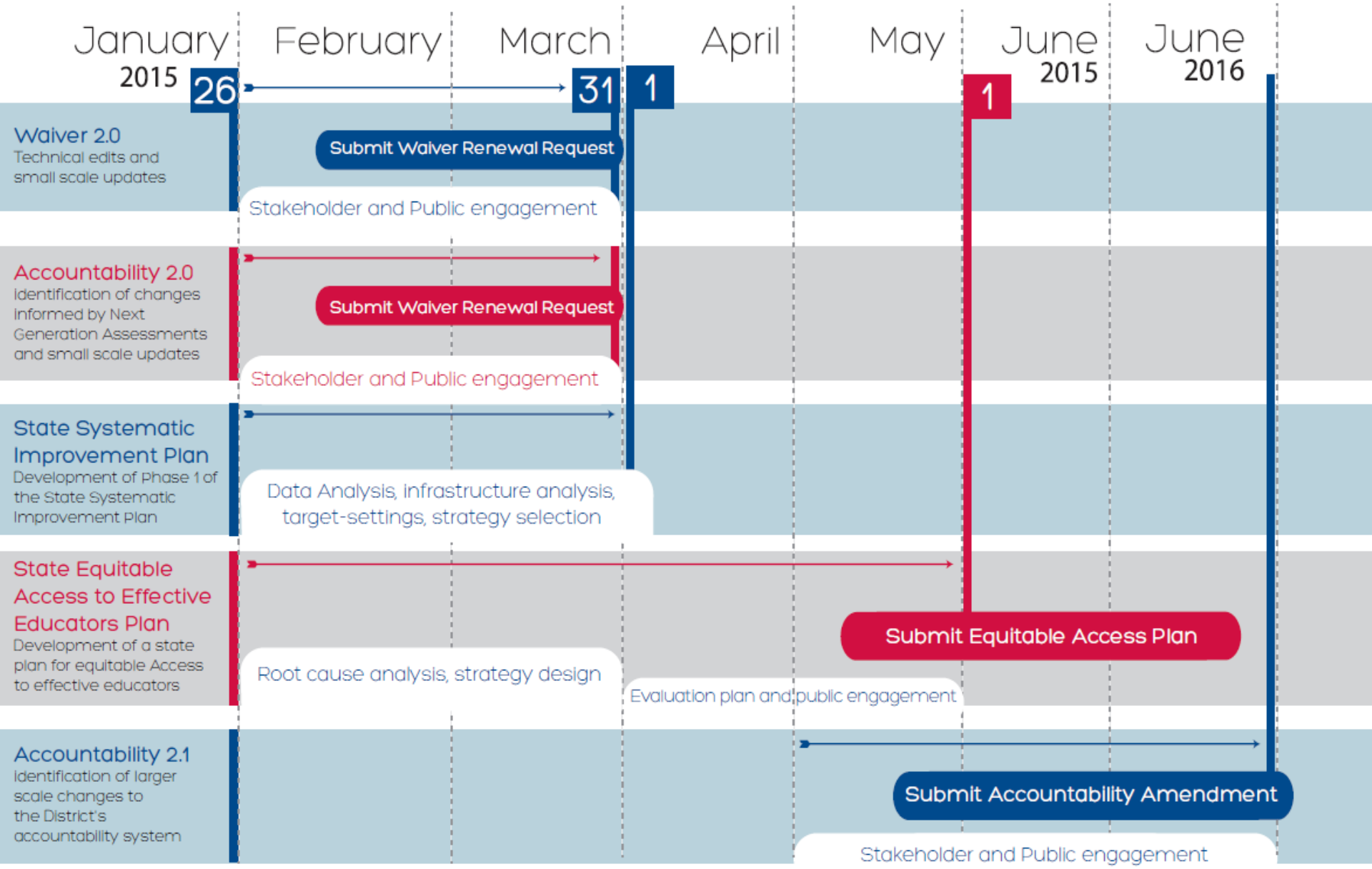
Waiver Renewal and Equitable Access Plan

Project Timeline



Phased Plan for Accountability

Different phases of the accountability as expressed in the ESEA waiver:

Accountability 2.0 – Pause in school classifications for 2015-2016, changes to adapt measures of academic achievement and growth based on PARCC and NGSS science assessment results.

Accountability 2.1 – Larger changes, based on lessons learned, including new accountability measures, different classification names and other considerations.

Phased Plan for Accountability

Test Year	Accountability	Assessments	Classifications Effective Year	Growth Available from Assessments
SY2013-14	1.0	CAS	SY2014-15, SY2015-16	CAS to CAS
SY2014-15	Hold Harmless Year	PARCC, NCSC, NGSS year 1	No – Hold harmless year	No – CAS to PARCC/ NCSC
SY2015-16	2.0	PARCC, NCSC, NGSS year 2	SY2016-17	Yes – NGA exams, first year growth available
SY2016-17	2.1	PARCC, NCSC, NGSS year 3	SY2017-18	Yes – NGA exams, one and two year growth trends available

Three questions for Accountability 2.0

1. How should we measure *assessment performance* for accountability?
2. How should we measure assessment improvements with *growth measures*?
3. How should performance and growth fit together to form a school index score and place schools in accountability categories?

Current ESEA Accountability Measures

Minimum N = 25		Current Score						
Prior Score		Below Basic		Basic			Proficient	Advanced
Level	Group	Low	High	Low	Middle	High	All	All
Below Basic	Low	0	20	40	60	80	100	110
	High	0	0	20	40	60	100	110
Basic	Low	0	0	0	20	40	100	110
	Middle	0	0	0	0	20	100	110
	High	0	0	0	0	0	100	110
Proficient	All	0	0	0	0	0	100	110
Advanced	All	0	0	0	0	0	100	110
No Prior Score		0	0	0	0	0	100	110
Alternate Assessment		0		0			100	110
Composition DC CAS		0		20			100	110

Challenges applying PARCC to current framework

- 5 performance levels (for PARCC) instead of 4
- Current weights and points built from DC CAS score data and score distribution
- College and Career Readiness ≠ Proficiency
- In PARCC, writing is a sub-score of ELA/ Literacy, not a separate composition test
- Growth rarely "tips the scales" of a school's scores
- Too many students lack academic growth data

1. Assessment Performance

Options:

1. Performance levels or scale scores?
2. For which performance levels to give "credit", and how much? More credit for highest level?
3. Should we adjust accountability impacts depending on when a student takes the test?
    1. Grade repeaters
    2. Middle / High school year when taking math
    3. Full academic year

1. Assessment Performance: Case Study

Bonnie is a 10th grade student taking PARCC ELA 10 and Geometry.

- In ELA she has a scale score of 75, which equates to performance Level 5: Distinguished Performance
- In Geometry she has a scale score of 37, which equates to performance Level 3: Moderate Performance
- Performance Level Descriptors: ELA, Geometry

2. Academic Growth Measures

A. How is this student score changing compared to other D.C. students?
   A. MGP (PMF, AZ, CO, MA, MS, NJ, RI)
   B. Value Added (IMPACT, NC, OH, PA and TN school accountability systems)

B. How is this student score changing compared to other students receiving the PARCC assessment?
   A. Modified version of AMOs, Nationally normed assessments

C. How is this student's score changing compared to what our expectations for students
   A. Value Table (DC Current)
   B. Baseline referenced growth (MA, similar to AMO framework)
   C. Growth to proficiency (CO)

2. Academic Growth Considerations

- Norm vs. Criterion Referenced growth
- Each option measures a different kind of growth, but which best measures and rewards the kinds of growth we want to see in DC?
- All of the above options have been used successfully in state accountability systems, and several have been used successfully in DC for various purposes.
- Course configurations, grade skippers, others?
- Multiple growth measures?

2. Academic Growth Case Studies

- Bonnie scores Level 3 in 7th grade math and Level 5 in 8th grade math
  - Value table would assign a point value to that two level movement
  - MGP would compare that growth to growth of other students in Bonnie's grade, in DC or PARCC
  - VAM would compare that growth to projections of Bonnie's performance based on an array of data available on her
  - Baseline anchor growth would compare Bonnie's performance this year to her performance in 14-15, the baseline year.

FOLLOW UP/FEEDBACK

For more information, contact osse.eseawaiver@dc.gov
http://osse.dc.gov/service/elementary-secondary-education-act-esea