



ESSA Accountability

Updates & Next Steps

October 26, 2016



Agenda

- **Overview – Our Work to Date**
 - Timeline
 - Guiding Principles
- **Academic Achievement & Growth**
- **Graduation**
- **English Language Proficiency**
- **School Quality & Student Success**
- **Overall Decision Points**
- **Next Steps for Engagement**

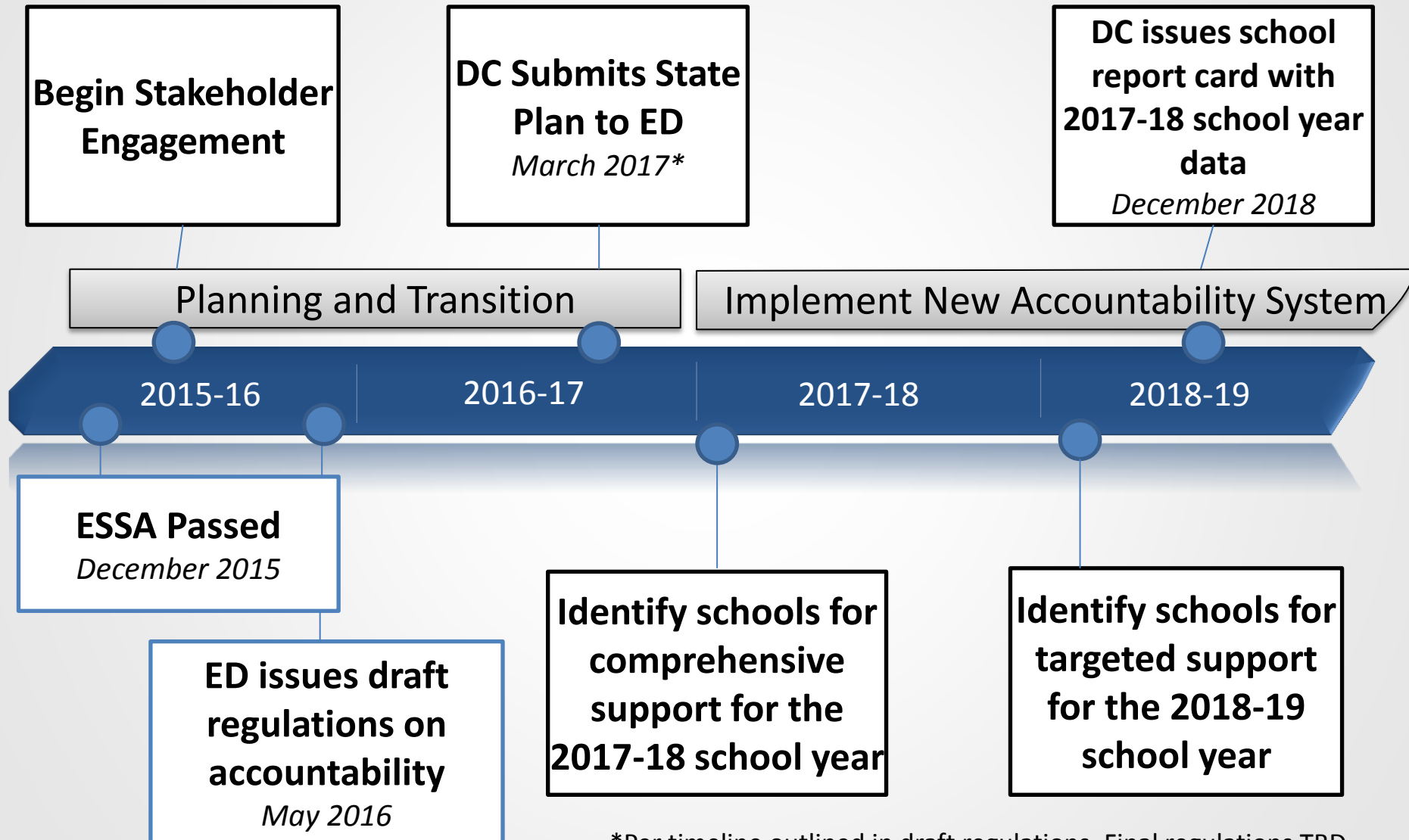


Accountability in ESSA

- The Every Student Succeeds Act (ESSA) passed in December 2015
- States have to develop an accountability plan that identifies schools for the 2017-18 school year (using 2016-17 data)
- By engaging together, we have an opportunity to develop a single system for DC



Timeline Based on Proposed Regs



*Per timeline outlined in draft regulations. Final regulations TBD.



ESSA Stakeholder Engagement

- Two surveys – Accountability Measures Survey and Vision for DC Education
- Meetings in spring and summer 2016 with LEAs, SBOE, and other stakeholders
- Meetings in September and October – feedback on specific types of measures and decision points in the accountability framework and state education plan



Principles

Is **transparent** and provides information about how all of our schools are serving all students

■ Values **comparability**

■ Emphasizes **equity**

■ Values **growth and performance**

■ Focuses on **building the best system, even if that requires growing into it**



Academic Achievement & Growth



Possible Indicators – Academic Achievement

- Percentage of students scoring on track for college and career readiness (levels 4+ on PARCC and level 3+ on MSAA)
- Percentage of students approaching, meeting, or exceeding expectations (scoring levels 3+ on PARCC and level 3+ on MSAA), with a lesser weighting



Key Points of Feedback & Next Steps

- **Focus on all kids:** Schools should focus on and be rewarded for progress among all students. A growth model may be a more appropriate place to give recognition than a separate indicator for reduction of students at levels 1/2.
 - **Next step: Growth measure modeling**
- **Growth matters:** Approach to growth measure(s), options for growth in high school, and overall weight of PARCC data in high school framework.
 - **Next step: Working with research and data modeling partners**
- **Differential weighting:** Understanding that different schools have various groups of students, moving students who are already at the college-and-career-ready level may be different than moving students to meet that level initially.
 - **Next step: Model differential weighting options for performance and growth, including consideration of n-size and subgroups**



Graduation

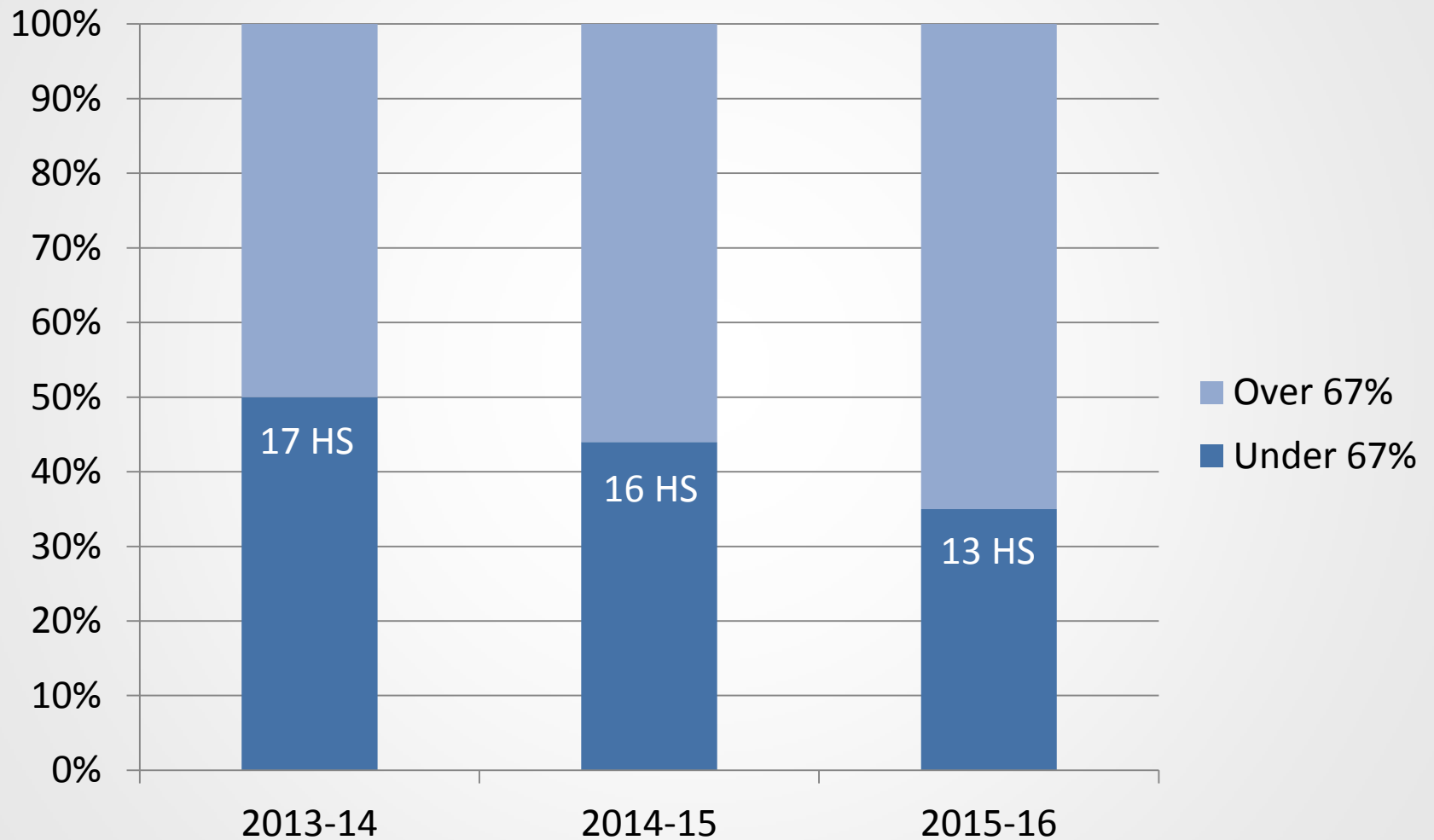


Possible Indicators – Graduation

- Required: 4-year Adjusted Cohort Graduation Rate (ACGR)
- 5-year ACGR
- 6-year ACGR



High Schools Under 67% 4-Year ACGR





Key Points of Feedback

- **Consider stability of measures:** Do not include year-over-year growth for 4-year ACGR.
- **Concern over requirement to use 4-year ACGR**
 - **Next step: Modeling on weight to individual indicators and overall domain, n-size**



English Language Proficiency



English Language Proficiency in ESSA

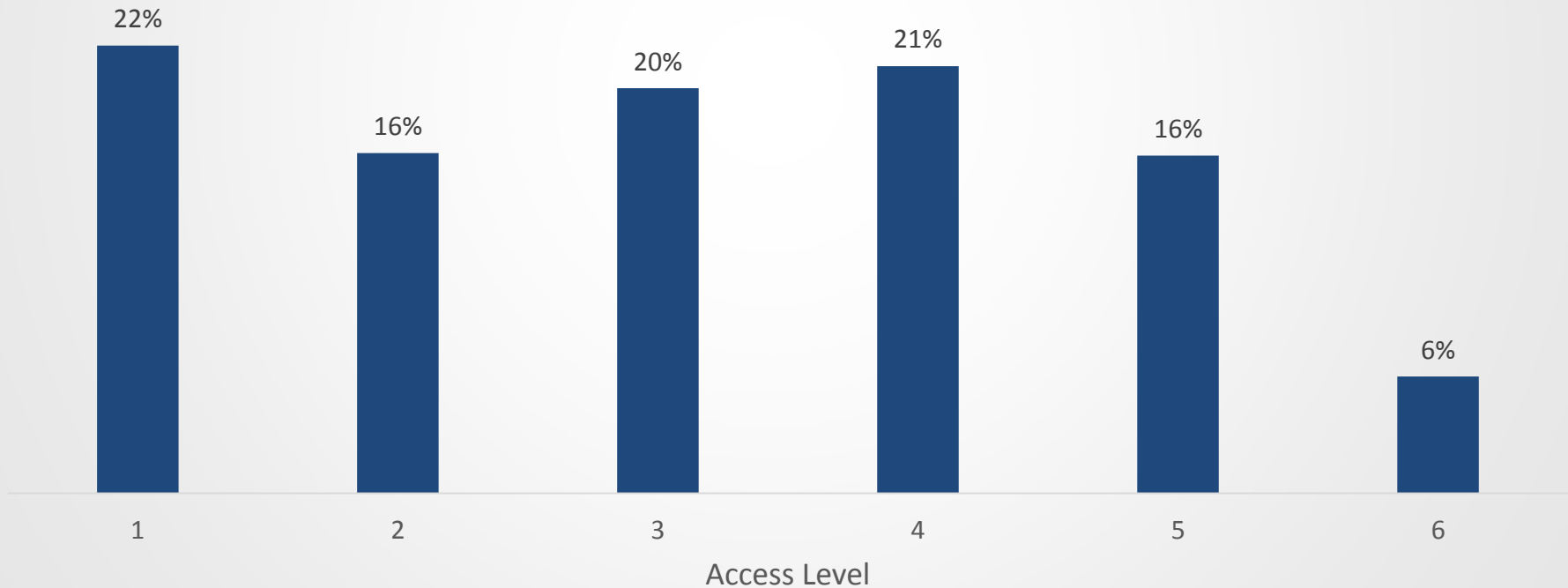
- ESSA moves Title III into Title I
- Accountability framework must consider English language proficiency
- Can consider measures different from historical AMAOs
- Distinct from English learner subgroup
PARCC/MSAA achievement and/or growth



ACCESS for ELLs 2.0 Data Context

First year ACCESS taker results are distributed fairly evenly across levels 1-5.

% of 1st Time Access Student by Level
(Average of Annual Results 2011-2016)

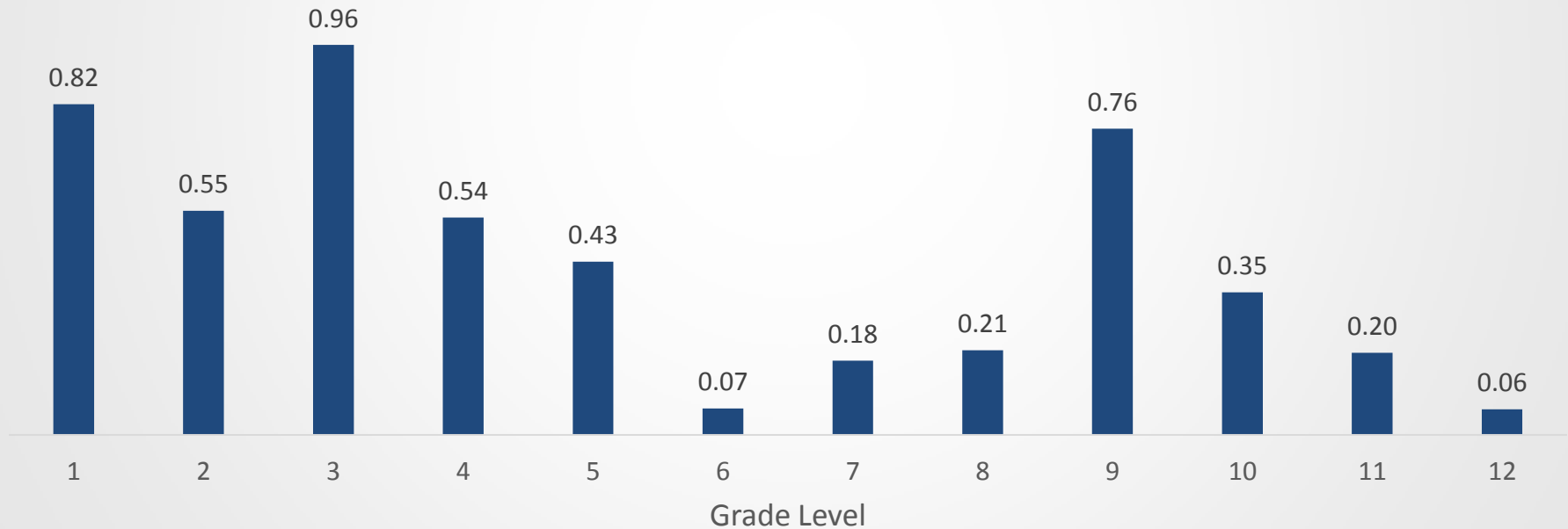




ELP: Key Question

Are students in earlier grades more likely to gain proficiency at higher rates?

Average Composite Level Change by Grade Level
(Average of Annual Results 2012-2016)





Key Points of Feedback & Next Steps

- **Include a measure that considers growth and performance:** Potentially adjusting the proficiency gain metric for different grade levels and/or starting ACCESS for ELLs 2.0 level.
- **Use of ACCESS for ELLs 2.0 assessment:** Question raised as to use of this assessment in an accountability system; OSSE still following up with WIDA for its position on this use case.
 - **Next step: Modeling on goals, exit criteria, weight to individual indicators and overall domain, n-size**



| School Quality &
Student Success



Possible Indicators – School Quality & Student Success

- **Access to quality instructional time** (e.g., through attendance measure)
- **Consideration of school climate** (e.g., through proxies such as attendance and re-enrollment)
- **Consider ways to get at breadth, depth, and diversity of how schools serve the whole child**, while balancing the need to consider existing data collections, burden, and comparability
- **Other high school academic measures** – SAT/ACT, PSAT, Advanced Placement, International Baccalaureate



In-Seat Attendance

The percentage of enrolled students who were present “in-seat” during a given period of time. Generally expressed as an average rate for the school year.

$$\frac{\text{Sum of membership days for each student MINUS sum of full day absences of those students}}{\text{Sum of membership days of each student}}$$

- Familiar metric included on many school report cards nationwide and in the Performance Management Framework (PMF).
- Typically, 93 percent and above considered to be “good” in-seat attendance.



% Days Each Student Misses/Attends

Students who are “chronically absent” miss 10 percent or more of the school year – approximately 18 days of instruction lost in a full school year.

$$\frac{\text{Full membership days missed}}{\text{Sum of membership days of each student}} > 10\%$$

OR

$$\frac{\text{Full membership days attended}}{\text{Sum of membership days of each student}} < 90\%$$



Why Use Chronic Absenteeism?

- Significant evidence that chronic absence predicts low educational outcomes, including early indication of whether a student will graduate within four years.
- In the early grades, chronic absenteeism is associated with lower likelihood of grade-level reading by third grade
- Difference from truancy – counts both excused and unexcused absences.



How Are These Measures Different?

Scenario:

- School A has 1,000 students
- Each student is enrolled for 180 days
- 500 (50%) of students attended 180 (100% of) days
- 250 (25%) of students attended 171 (94.4% of) days
- 250 (25%) of students attended 161 (89.4% of) days

ISA

- $[(180 \times 500) + (171 \times 250) + (161 \times 250)] / (180 \times 1000) = 96\%$

Percentage of Students Attending 90% or More of Instructional Days

- $(750/1000) = 75\%$

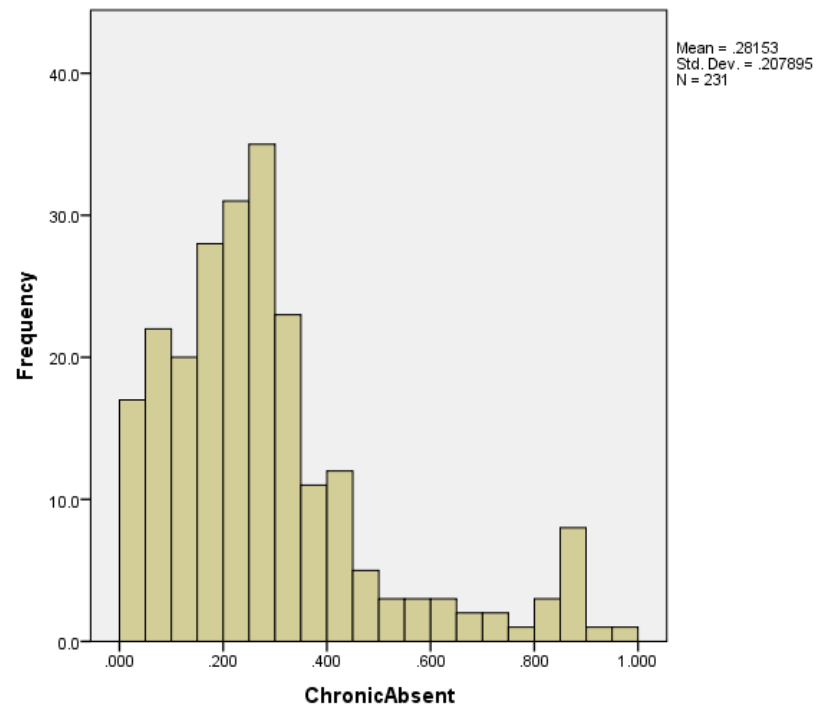
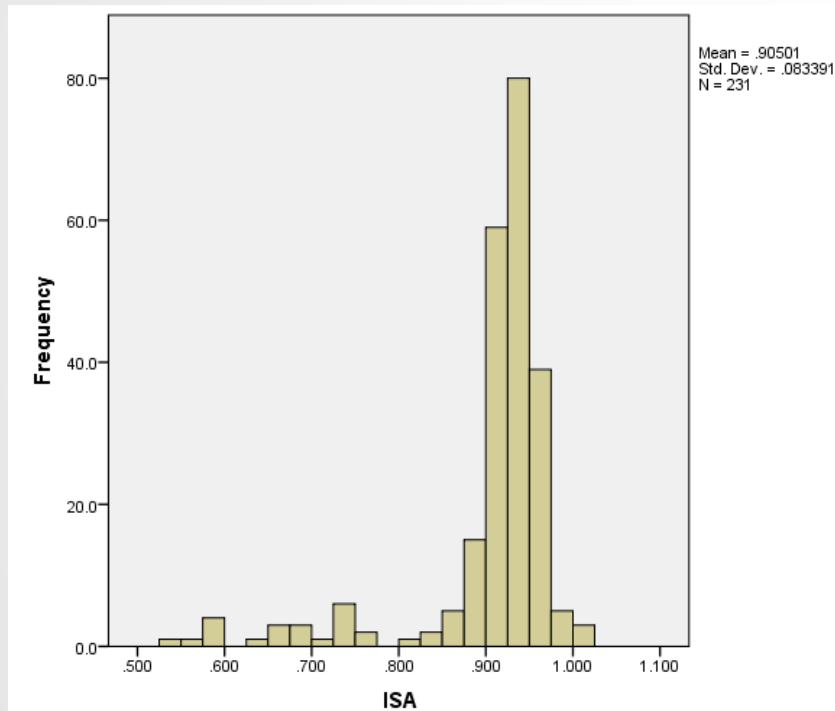
Percentage of Students Missing 10% or More of Instructional Days

- $(250/1000) = 25\%$

Median Percentage of Instructional Days Attended

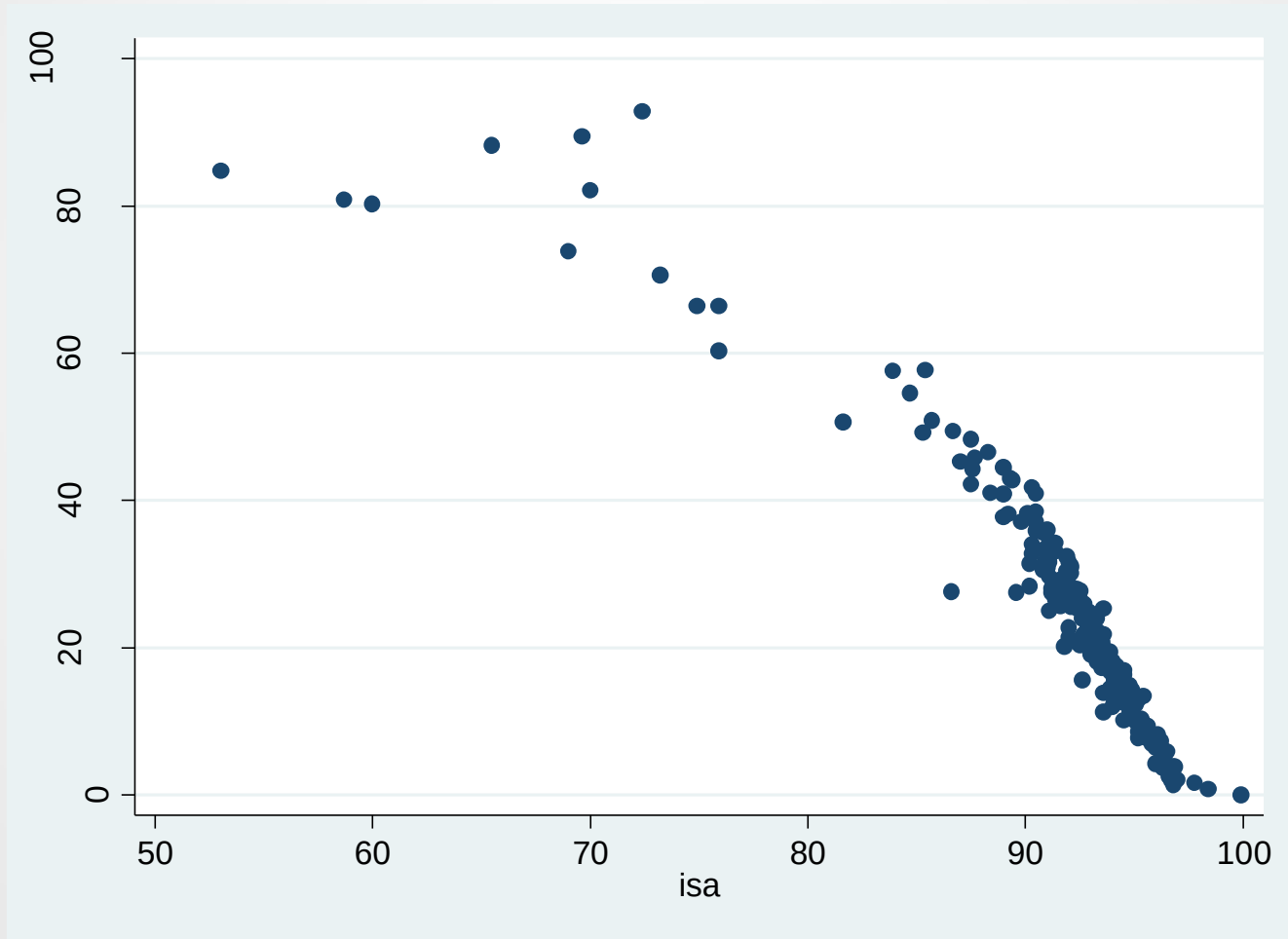
- 97.5%

- Looking at schools, ISA rates tend to cluster between 90 and 95 percent, which chronic absenteeism rates are spread more broadly.



Differentiation

- Chronic absence rates can vary significantly even among schools with similar overall attendance rates.





Attendance Metrics in DC

In the 2015-16 school year:

- ISA rate for DC Public Schools was 89.7 percent.
- ISA rate for public charter schools was 92.1 percent.
- Citywide, 26 percent of students were chronically absent, and 21 percent of students were truant.
- The rate of chronic absenteeism increased two percentage points since the 2014-15 school year (from 24 to 26 percent), even though ISA rates have increased slightly.
- Almost 10 percent of students were “profoundly” or “severely” chronically absent (missing 20+ percent of the school days on which they were enrolled).

Source: DC Truancy Taskforce, Sept. 2016



Key Points of Feedback

- **Consider multiple measures of high school performance that cover multiple grade levels:**
Determining final set of measures and proposed business rules for measures. Determine viability of including other high school measures.
- **Determine if modeling 9th grade on-track is viable**



Overall Considerations



Key Decision Points

- **Modeling on metric stability:** Considering performance and n-size over time
- **Which students are included?** For academic performance, attendance, and other measures, further modeling and business rule development on which students are included in the universe (e.g., potential change from current FAY)
- **How to allocate points as well as how to orient** (e.g., floors/targets, differential weighting)
- **Short- and long-term school, LEA, and state goals**

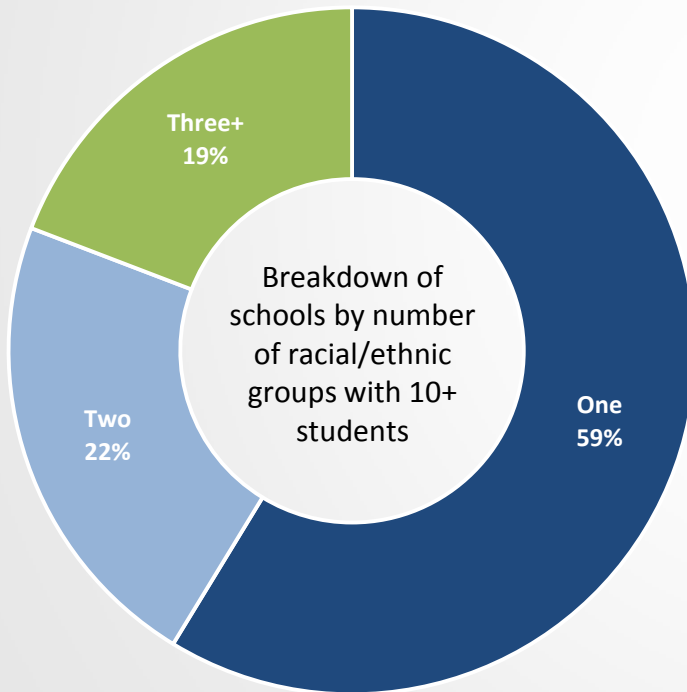


Subgroup Context

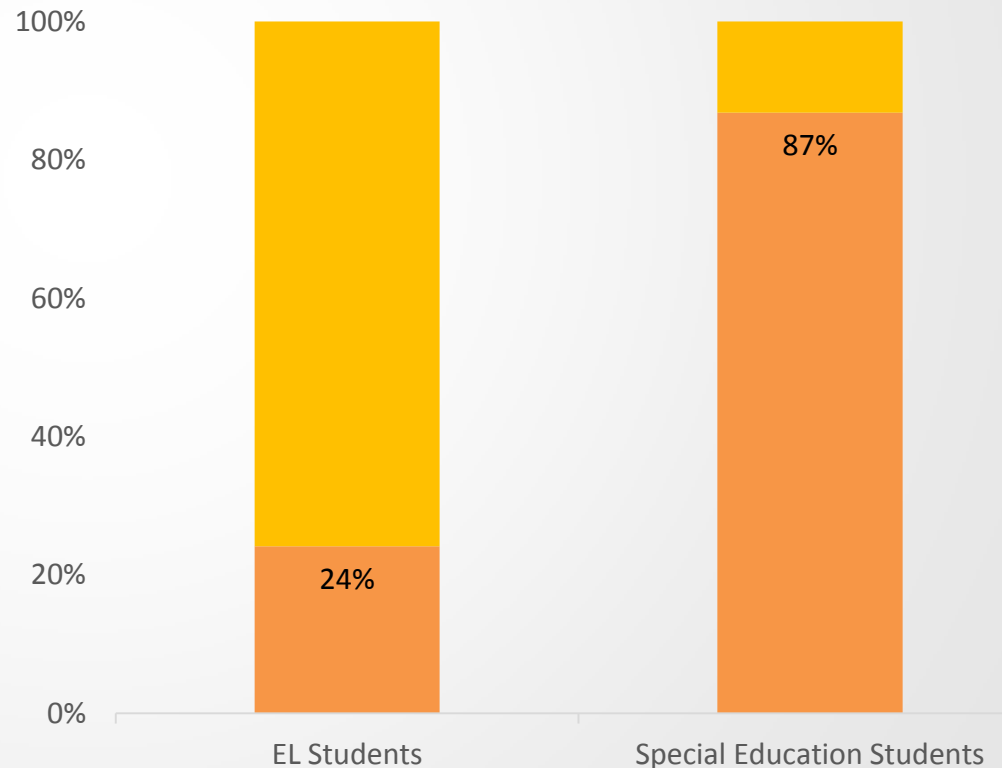
Very few schools have 3 or more racial/ethnic groups.

Only 24% of schools have 10 or more EL students, while almost 90% have that number of students with IEPs

Demographic Diversity



% of Schools with 10+ Students from a Specific Group



Note: Analysis based on a universe of 174 schools.



Subgroups and Graduation Rate

How many schools have at least 10/15/20/25 students in each subgroup for 4-year ACGR?

	Minimum N Size			
	10	15	20	25
Black	34	34	34	34
Hispanic	13	11	8	7
White	4	2	2	2
LEP	9	9	8	4
SPED	23	19	17	14
Econ. Disadvantaged	34	34	34	32



Ways to Stay Engaged

- Recap webinar for this session: Friday, Oct. 28 from 9-10 a.m.
- ESSA surveys open until Monday, Oct. 31. Access them at <http://www.osse.dc.gov/essa>
- Stay tuned for additional engagement opportunities, including parent and community meetings in winter 2016-17: <http://www.osse.dc.gov/essa>
- ESSA questions, concerns, or additional feedback? Email OSSE at OSSE.ESSA@dc.gov



Q&A