



# ESSA Accountability

Academic achievement & subgroups

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10.18.16



# Agenda

- 3:30 Welcome
- 3:40 English language proficiency metric research
- 3:50 Achievement and subgroup data
- 4:00 Small group discussions
- 4:25 Sharing from small group discussions
- 4:45 Q&A
- 5:00 Additional engagement opportunities



# English Language Proficiency

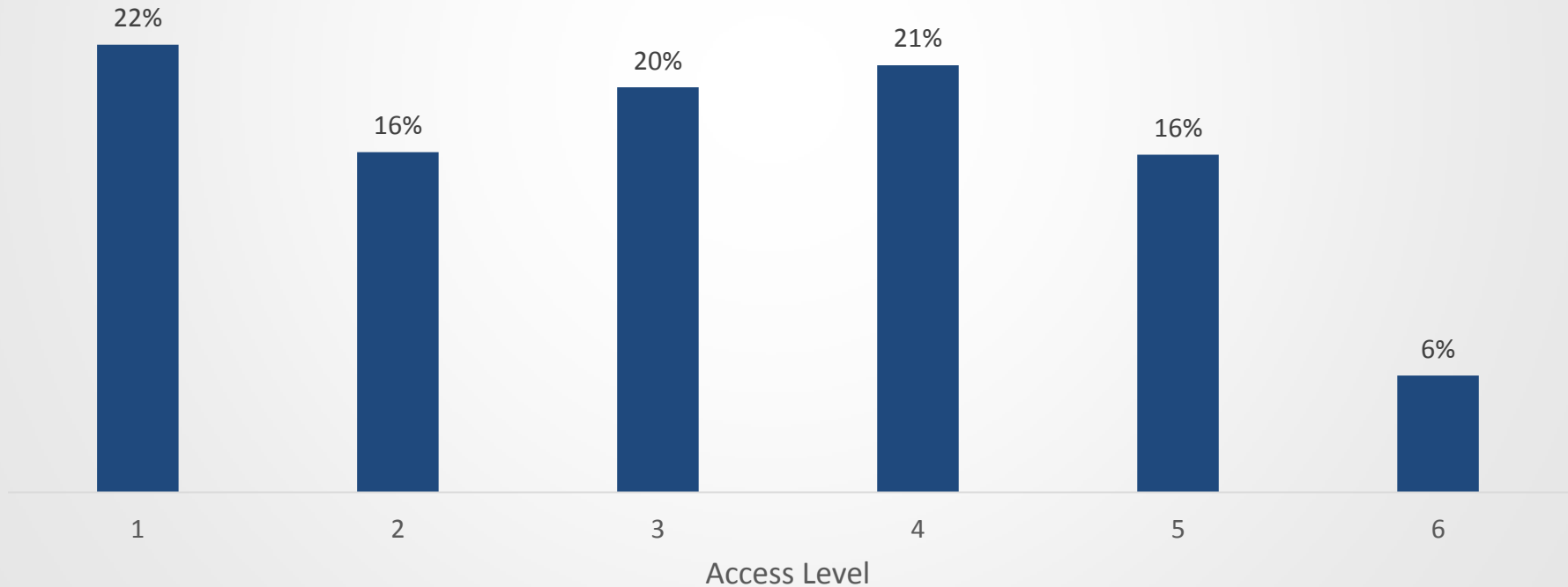
- ESSA moves Title III into Title I
- Accountability framework must consider English language proficiency
- Can consider measures different from historical AMAOs
- Distinct from English learner subgroup  
PARCC/MSAA achievement and/or growth



# ACCESS for ELLs 2.0 Data Context

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

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





# ACCESS for ELLs 2.0 Data Context

Students at lower proficiency levels tend to increase proficiency faster than students at higher proficiency levels

Prior Year Access Level	Average Composite Level Change								
	2009	2010	2011	2012	2013	2014	2015	2016	Avg
1	1.1	1.3	1.2	1.3	1.3	1.2	1.2	1.1	1.2
2	0.9	0.9	0.9	0.9	0.9	0.8	0.8	0.8	0.8
3	0.5	0.5	0.5	0.5	0.5	0.5	0.6	0.6	0.5
4	0.5	0.5	0.5	0.4	0.5	0.4	0.4	0.3	0.4
5*	-0.2	-0.2	-0.5	-0.5	-0.5	-0.3	-0.3	-0.4	-0.4

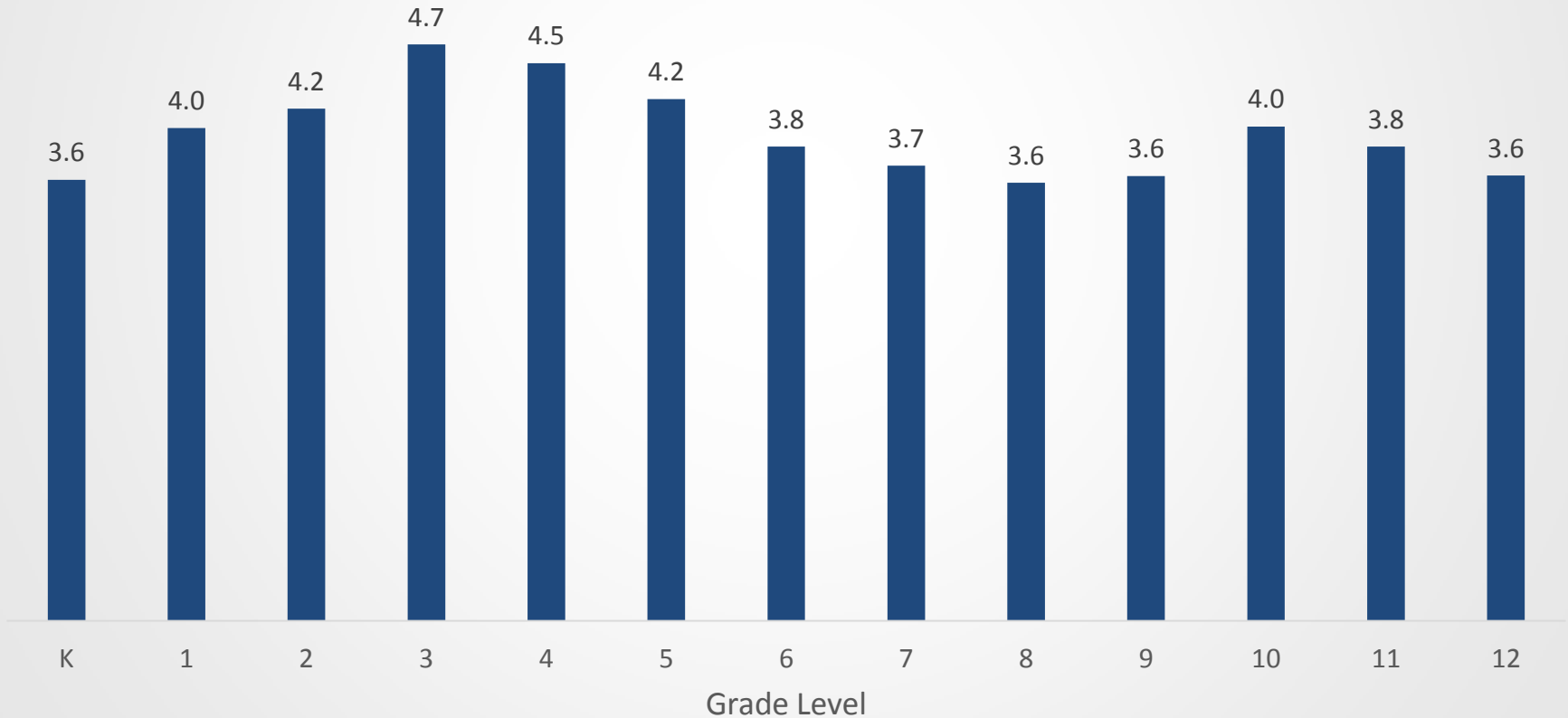
\*Students at level 5 are supposed to be moved out of ELL status, but many have ACCESS records the year after reaching level 5.



# ACCESS for ELLs 2.0 Data Context

Average ACCESS proficiency levels vary significantly by grade level.

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

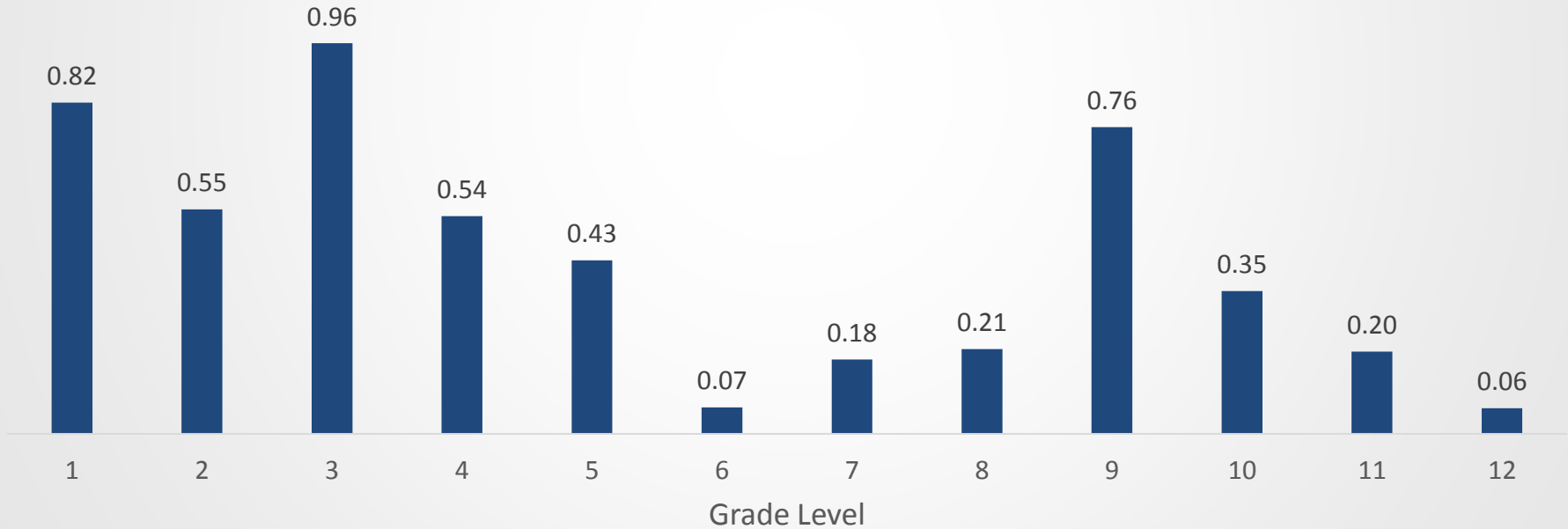




# ELP: Key Question

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)





# Academic Achievement

Draft frameworks shared 9/28 (ES/MS and HS)

**Academic Achievement:** Based on PARCC and MSAA ELA and mathematics

**On-track achievement:** Percent of students scoring at levels 4+ and a lesser portion of points for students scoring at levels 3+

**Achievement progression:** Percent reduction in students in levels 1 & 2

**Subgroup performance:** Based on, at minimum, economically disadvantaged, children with disabilities, English learners, and students from major racial and ethnic groups (African American, American Indian or Alaska Native, Hispanic or Latino, White)



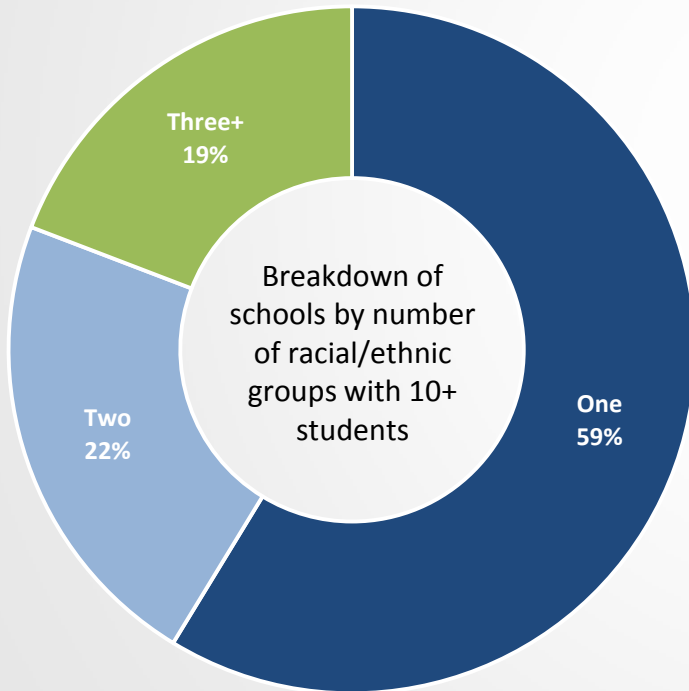


# Subgroup Context

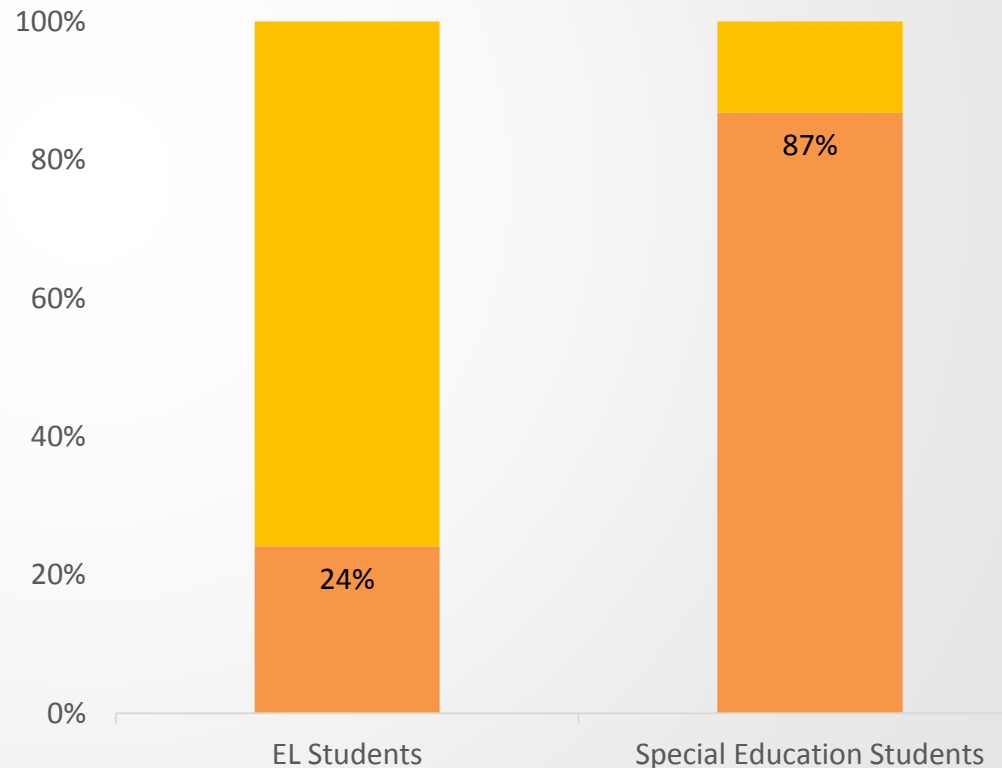
Very few schools have 3 or more racial/ethnic groups.

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.



# Small Group Data Study Instructions

- Review data
- Discuss implications for inclusion of possible measures related to PARCC/MSAA performance
- Be prepared to share back three key takeaways or lingering questions from your discussion



# Small Group Discussion

- Data to review: PARCC 2014-15 and 2015-16: Levels 4+, 3+ and 1+2
- Consider
  - Patterns when looking at all students vs. subgroups
  - Differentiation between different level aggregations
  - What is surprising or not surprising
- Key takeaways or lingering questions
  - 1.
  - 2.
  - 3.



Q&A



# Additional Engagement Opportunities

- Friday: School Quality and Student Success and Graduation Rates

Oct. 21, 8:30-9:45 a.m., OSSE, Room 806 A&B

- Next week: Recap webinar for today's group

Oct. 24, 2-3 p.m., register at

<http://osse.dc.gov/node/1182576>

- ESSA questions, updates or additional feedback?

[OSSE.ESSA@dc.gov](mailto:OSSE.ESSA@dc.gov); <http://www.osse.dc.gov/essa>



| Thank you!