



# ESSA Accountability

## Deep Dive on Accountability

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Feb. 28, 2017 | Office of the Chief of Staff



# Agenda

- Developing a common statewide accountability system
  - Common system
  - Principles and core beliefs
- Components of an accountability system
  - What will be measured?
  - What are the mechanics (how a score is calculated)?
  - What does this mean for schools?
- Business Rules



# Timeline

- Jan. 30 – March 3: Public Comment Period
- By April 3 - Submission to ED
- By Start of 2017-18 School Year
  - Additional business rules development prior to running system for informational purposes only
  - Alternative schools working group
  - Report Card design
- By Start of 2018-19 School Year
  - Additional refinement prior to formally running system and publicly releasing results
- Commitment to Continuous Improvement Cycle



Developing a common  
statewide accountability  
system



# Goals for Education in DC

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Become the **fastest improving state and city** in the nation in student achievement outcomes

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Ensure **greater equity** in outcomes for our students, by accelerating progress for those who are furthest behind

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# Opportunity for Clear Information for Families

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Shows common information for all  
schools in DC

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Provides clarity and consistency to  
families to make informed choices

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Identify schools that need support  
across both sectors

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Drive improvement and recognition

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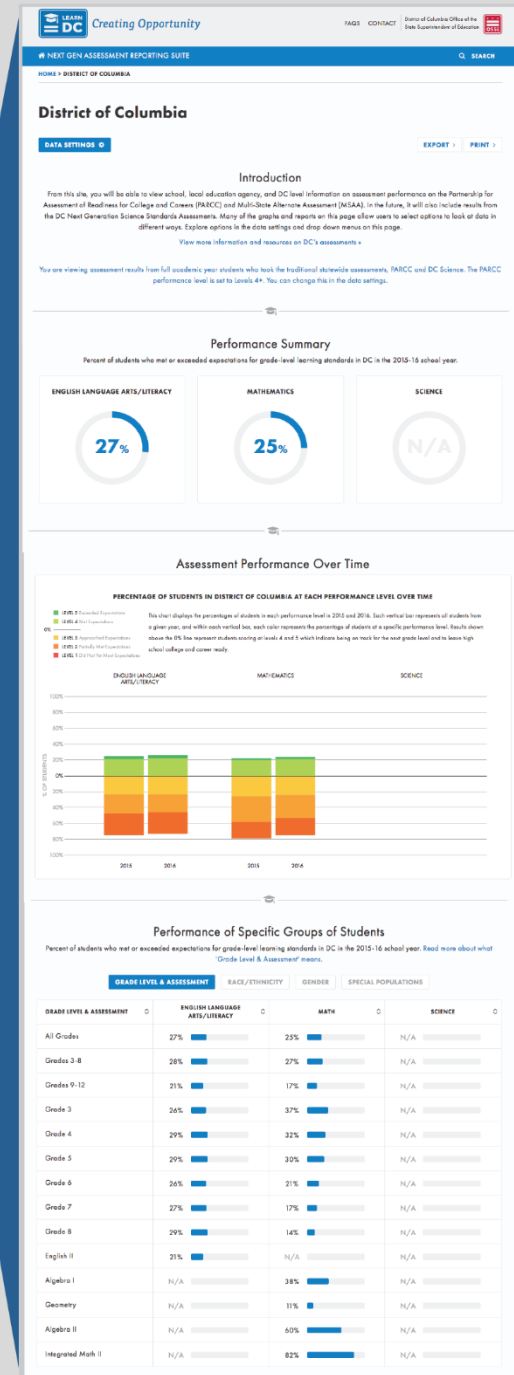
# Clear Information for Families and Schools



## STAR Annual Reporting

Schools receive star rating from one star (lowest) to five stars (highest) based on multiple measures

Provides a snapshot on all DC schools to families, the community, and schools based on common information





# Components of an accountability system





# Developing an Accountability System

Since last spring, we've been developing components that build toward a complete accountability system:

- Principles
- Domains and Metrics
- Floors and Targets
- Weights
- Structure
- Summative Classifications



# What will be measured: Domains and Metrics



# Domains and Metrics

Domain	Metrics
Academic Achievement	<ul style="list-style-type: none"><li>• PARCC 4+</li><li>• PARCC 3+</li><li>• SAT &amp; ACT Performance</li><li>• AP &amp; IB Participation</li><li>• AP &amp; IB Performance</li></ul>
Academic Growth	<ul style="list-style-type: none"><li>• Median Growth Percentile</li><li>• Growth to Proficiency</li></ul>
Graduation Rate	<ul style="list-style-type: none"><li>• 4 Year ACGR</li><li>• 5 Year ACGR</li><li>• Alternative Graduation Metric</li></ul>
School Environment	<ul style="list-style-type: none"><li>• 90+ Attendance</li><li>• Re-Enrollment</li><li>• In-Seat Attendance</li><li>• CLASS (pre-K only)</li></ul>
English Language Proficiency	<ul style="list-style-type: none"><li>• ACCESS Growth</li></ul>



# What will be measured: Floors and Targets



# Floors and Targets

OSSE is proposing a floors and targets model where:

- Schools must meet a minimum threshold (floor) to begin receiving points on a particular metric
- If a school reaches the target they get full points for that metric
- For anything in between, points are allocated on a continuous scale



What will be measured:  
Weights



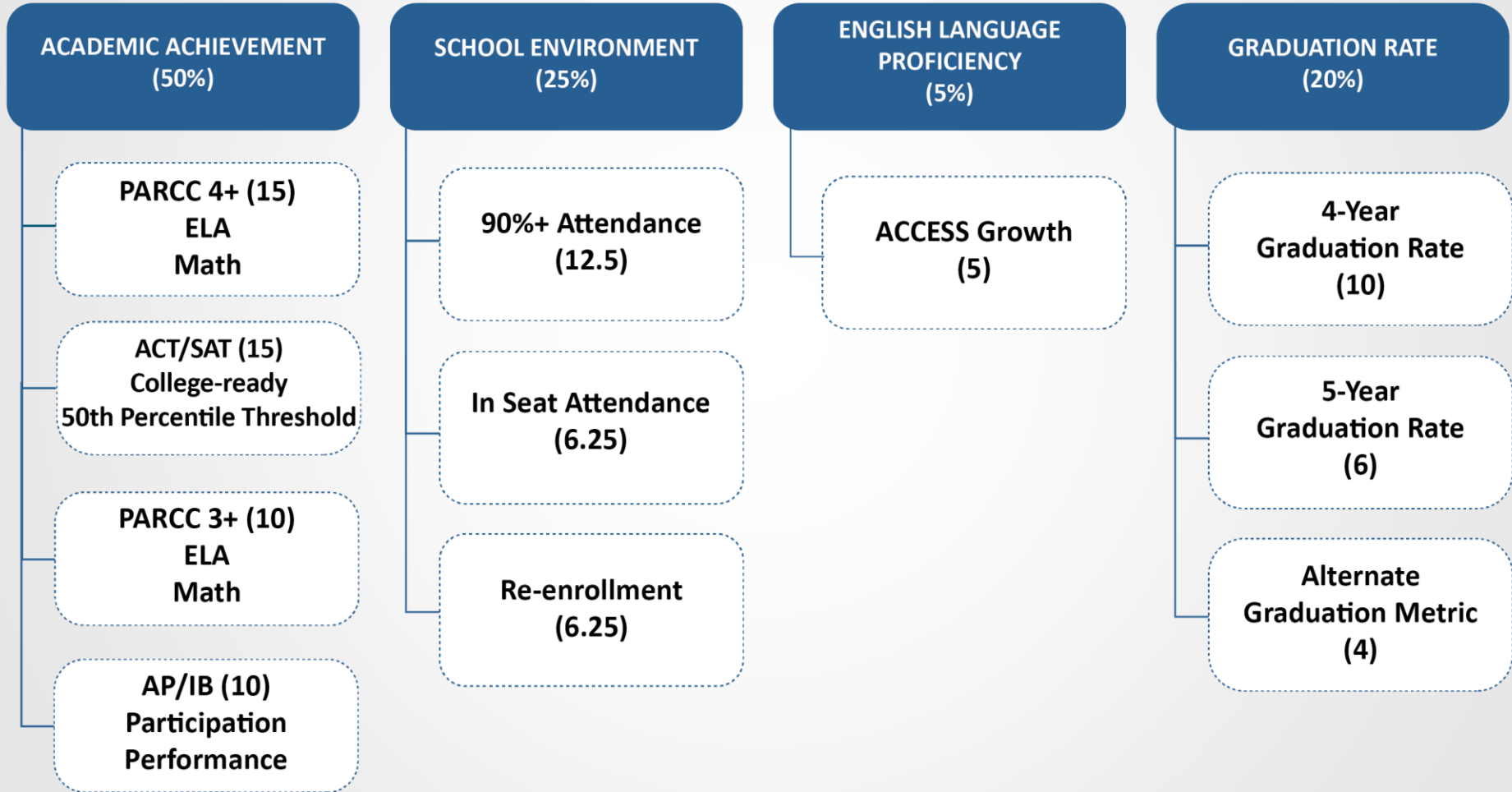


# Weights

- WEIGHTS: A way to prioritize different metrics
- Weighing domains and/or metrics can reflect priorities and values
- The larger the weight, the more of the overall score will be made up of the domain and/or metric



# STAR - High School



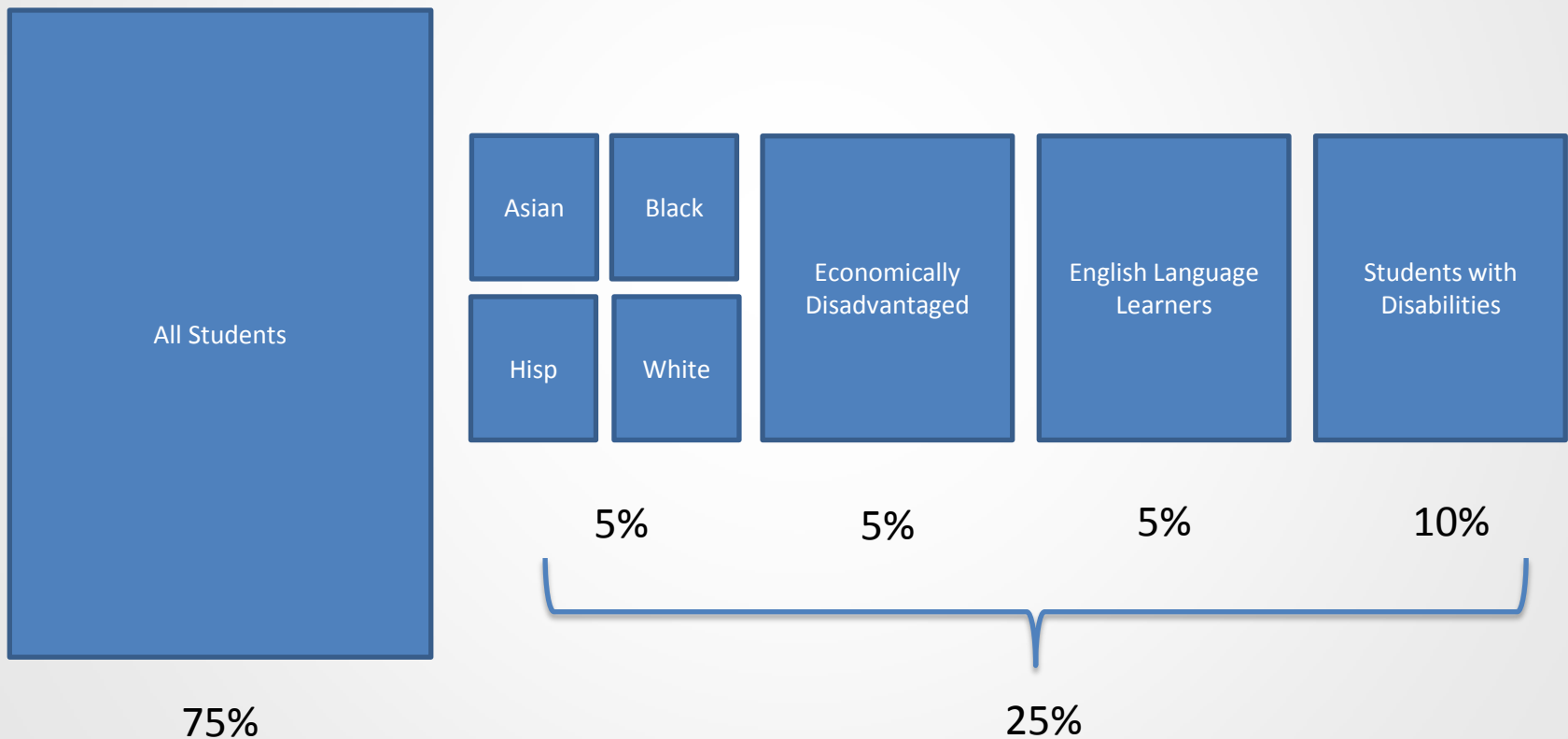


How will the system be  
calculated: Subgroups



# Calculating a Final Score

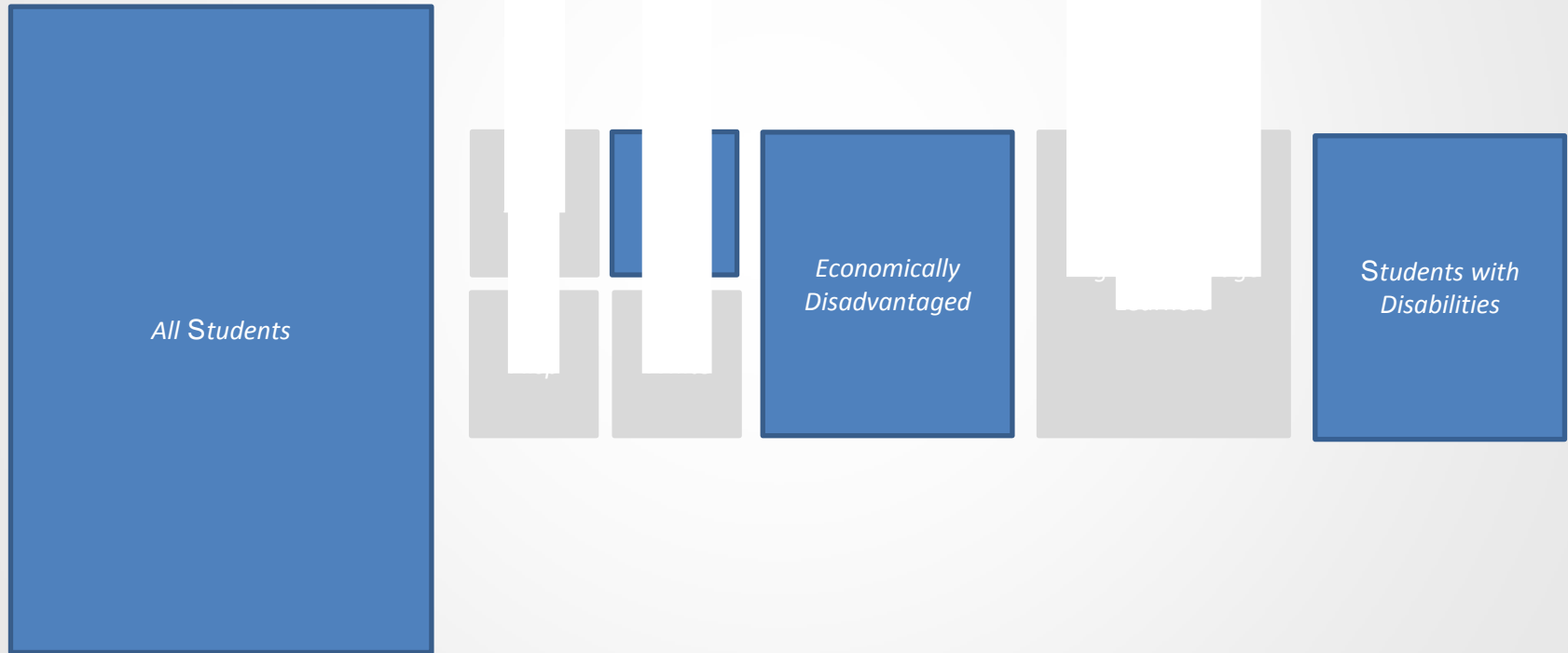
- A school's final score is a **weighted average** of the All Students score and the applicable subgroup scores
- Each applicable race/ethnicity is weighted equally





# Calculating Subgroup Performance

- Subgroups that do not meet a **minimum number of possible points** do not count towards a school's final score





What does this mean for schools?: STAR Rating and School Improvement





# STAR Ratings

- Number of levels: 5
- Naming: One Star (lowest) to Five Stars (highest)
- Thresholds/cut points between levels:
  - 0 to 20%: One Star
  - 20 to 40%: Two Stars
  - 40 to 60%: Three Stars
  - 60 to 80%: Four Stars
  - 80 to 100%: Five Stars



# School Support and Improvement

- Comprehensive support (similar to “Priority” under waiver)
- Targeted support (similar to “Focus” under waiver)
- Identification would take place every three years, rather than annually, allowing significant and sustained focus on a small percentage of schools.



# Discussion: Business Rules



# Focus for Today

- Achievement
  - PARCC
  - College Readiness Metrics
- Academic Growth
  - MGP and growth to proficiency
- School Environment
  - Re-enrollment
  - 90%+ attendance
  - In-seat attendance
  - CLASS
- Graduation
  - Alternate graduation metric
- English Language Proficiency
  - ACCESS growth



# Business Rules: Achievement



# PARCC 3+ and PARCC 4+: Approach

- The goal of the PARCC 4+ metric is to reward schools that have students meeting, or exceeding grade-level standards on PARCC mathematics and English language arts (ELA)
- The goal of the PARCC 3+ metric is to recognize schools that have students “approaching expectations” for grade-level standards on the PARCC assessments
  - The vast majority of DC students currently are not performing at Level 4+ on PARCC
  - PARCC 3+ provides an ambitious but realistic goal for schools currently demonstrating lower overall levels of performance on assessments





# PARCC 4+: Business Rule

## **PARCC 4+:**

Of the students who participated in the PARCC assessment in the 2017-18 school year, the percentage of students who performed at Level 4 or Level 5

## **Calculation:**

Number of students who performed at the “meeting expectations” (4) or “exceeding expectations” (5) levels on PARCC (or equivalent on MSAA)

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Number of students who participated in a PARCC assessment in  
a given year



# PARCC 3+: Business Rule

## PARCC 3+:

- Of the students who participated in the PARCC assessment in the 2017-18 school year, the percentage of students who performed at Level 3, Level 4 or Level 5

## Calculation:

Number of students who performed at the “approaching expectations” (3), “meeting expectations” (4) or “exceeding expectations” (5) levels on PARCC (or equivalent on MSAA)

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Number of students who participated in a PARCC assessment in a given year



# College Readiness

The next three metrics are intended to assess “college readiness” through measure of both access to and performance on Advanced Placement, International Baccalaureate, SAT and ACT exams.

- Business rule development informed by extensive conversations with schools and LEAs through the College Readiness Metrics series
- Denominators used in metrics are intentionally different to capture:
  - Grade levels in which students take exam
  - Timing and frequency of exams
  - Opportunity to access SAT/ACT versus AP/IB

AP and IB	SAT/ACT
<ul style="list-style-type: none"><li>• Offerings vary across schools</li><li>• Reward schools for providing access to rigorous coursework</li></ul>	<ul style="list-style-type: none"><li>• Exams typically taken at least once in 11<sup>th</sup> and/or 12<sup>th</sup> grade at no cost to the student</li></ul>



# AP/IB Participation: Approach

- The goal of the AP/IB participation metric is to incentivize expanded access to rigorous, college-level coursework
  - Focus on number of students who pass at least one exam (score of 3+ on AP or 4+ on IB) versus number of exams passed
- Feedback from schools and LEAs as part of college readiness metrics series:
  - Students can take AP courses in any high school grade
  - If the denominator is all high school students enrolled in a given year, participation rate is misrepresentative/low
  - Proposed metric captures all grades and rewards schools' efforts to expand access



# AP/IB Participation: Business Rule

## AP and IB Participation:

Of the students in your 2014-15 adjusted cohort, the percentage of students who took an AP or IB exam at your school between 2014-15 and 2017-18 (projected graduation year based on 4-year ACGR).

## Calculation:

Number of students in the 4-year adjusted cohort who took at least one AP or IB exam in any high school grade

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Number of students in the 4-year adjusted cohort expected to graduate in the given year



# AP/IB Performance: Approach

- The goal of the AP/IB performance metric is to measure the extent to which a given school is preparing its students engaged in AP or IB coursework for college and career readiness
  - In the absence of data on coursework, a measure which captures all students who took an AP or IB exam most accurately captures performance in advanced courses
  - Intentionally measuring by students who pass AP/IB exams, and not number of passed AP/IB exams
- Coupled with participation metric, incentivizes increasing the number of students who pass an AP or IB exam, versus the number of exams passed



# AP/IB Performance: Business Rule

## AP and IB Performance:

- Of all the students who took an AP or IB exam at your school in the 2017-18 school year, the percentage of students who scored 3+ on at least one AP or 4+ on at least one IB exam.
  - Students are counted at the school where they tested

## Calculation:

Number of AP and IB test takers in any high school grade scoring 3+ on AP  
and/or 4+ on IB

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Number of AP and IB test takers in any high school grade



# SAT/ACT College Ready Benchmark/50th: Approach

- The goal of the SAT/ACT performance metric is to measure the extent to which a given school is preparing its high school students for college and career readiness
  - Students reaching benchmark are likely to succeed in the first year of postsecondary education
  - Want to reward and measure the performance of students in a given school in a given year
- The goal of the 50<sup>th</sup> percentile SAT/ACT performance metric is to recognize schools whose students are approaching college and career readiness standards
  - Currently, only about a quarter of students meet the SAT or ACT college readiness benchmark
  - Intended as an additional metric that sets an interim goal that is achievable





# SAT/ACT College Ready/50<sup>th</sup> : Business Rule

## College Ready Benchmark:

- Of all the students who took an AP or IB exam at your school in the 2017-18 school year, the percentage of students who scored 3+ on at least one AP or 4+ on at least one IB exam.
  - Students are counted at the school where they tested
  - Uses the “super score” – highest score on each section from all test administrations

## Calculation:

Number of SAT/ACT test takers in Grade 11 or 12 meeting or exceeding the  
[“college ready”/ 50<sup>th</sup> percentile] benchmark on SAT/ACT

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Number of SAT/ACT test takers in Grade 11 or 12



# Business Rules: Academic Growth



# PARCC MGP: Approach

- The goal of the median growth percentile (MGP) metric is to measure the extent to which student performance at a given school is improving compared to peers across DC
  - Norm-referenced measure which rewards those schools that are making progress with students at all performance levels
  - Accounts for students' performance level by comparing their growth to that of "academic peers"
  - Growth measure that is familiar to schools (used in the PCSB Performance Management Framework, Equity Reports)
  - Evidence-based measure of growth (used by the PARCC Consortium)



# PARCC MGP: Business Rule

## **MGP Metric:**

- Each student who participated in a PARCC assessment in the 2016-17 and 2017-18 school years will have a student growth percentile (SGP) calculated, reflecting how that student performed in 2017-18 relative to DC students who had similar performance in 2016-17. For any student who participated in a PARCC assessment at your school in 2017-18 who also has an SGP, scores will be ranked from high to low; the midpoint of these scores becomes your school's MGP.

## **Calculation:**

- The median student growth percentile (SGP) at a given school
  - The median is calculated by taking the midpoint of all students at a given school ordered from lowest to highest SGP
  - An SGP measures how a student performed on the Year 2 assessment when compared with DC students who had similar achievement on the Year 1 assessment



# PARCC Growth to Proficiency: Approach

- The goal of the growth to proficiency metric is to measure the extent to which schools are supporting students in making progress toward meeting or exceeding grade-level proficiency in mathematics and English language arts
  - Criterion-referenced measure of the percentage of students who meet an individualized growth target
    - Level 1, 2 or 3 in Year 1: close 1/3 gap between Year 1 scale score and PARCC 4+ (scale score of 750 or greater) in Year 2
    - Level 4 in Year 1: close 1/3 gap between Year 1 scale score and PARCC 5+ in Year 2
    - Level 5 in Year 1: Maintain PARCC 5+ in Year 2
- Growth targets recalculated each year



# PARCC Growth to Proficiency: Business Rule

## **PARCC Growth to Proficiency Metric:**

- Of the students who participated in the PARCC assessment in the 2017-18 school year, the percentage of students who met their scale score growth target based on PARCC performance in the 2016-17 school year.

## **Calculation:**

Number of students who met their scale score growth target  
on the PARCC assessment

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Number of students who participated in a PARCC assessment in  
Year 1 and Year 2 and who have a scale score growth target calculated



# Business Rules: School Environment



# Re-enrollment: Approach

- The goal of the re-enrollment metric is to measure the extent to which students and their families elect to remain in the same school from one year to the next
  - In a system of choice, re-enrollment can be used as a positive measure of a student/family investing in a particular school
- Two existing measures of re-enrollment (PMF and DCPS) take different approaches
  - Proposed metric is a balance between the two
    - Uses a validated and recognized data source
    - Because the ESSA accountability framework measures schools, our re-enrollment metric is at the school level





# Re-enrollment: Business Rule

## Re-Enrollment:

- Of the students enrolled non-terminal grade (i.e., highest grade served by your school) as of the audit in the 2016-17 school year, the percentage who re-enroll in your school as of the audit in the 2017-18 school year.

### *Exclusions:*

- Students in terminal grades (e.g., 8<sup>th</sup> grade at a middle school)
- Students who exited the state (e.g., moved, left the country)

## Calculation:

Number of students in the audit in Year 2 at a given school who were in a non-terminal grade in Year 1 who re-enrolled at the same school

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Number of students in the audit in Year 1 at a given school enrolled in a non-terminal grade minus students who exited the state



# In-seat Attendance: Approach

- The goal of the in-seat attendance metric is to include a measure of attendance familiar to schools
  - District of Columbia schools are currently collecting and reporting in-seat attendance
  - Understood benchmark for educators, families, and the community
- Research indicates that schools with an in-seat attendance rate of 93 percent or below may face challenges with student disengagement and are likely have high numbers of students who are absent frequently, which can impact the ability of all students to learn



# In-seat Attendance: Business Rule

## ISA Metric:

- Of the cumulative count of enrollment days across all students enrolled in your school in the 2017-18 school year, the percentage of days on which students were marked present.
  - If students were enrolled at more than one school during the year, their enrolled and present days will count at the corresponding school

## Calculation:

Cumulative number of days students were present  
at a given school during the entire school year

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Cumulative number of days students were enrolled  
at a given school during the entire school year



# 90%+ Attendance: Approach

- The goal of the 90%+ attendance metric is to measure the amount of time students are present in school and exposed to instruction
  - Nationally, there is a growing movement to eliminate chronic absenteeism – defined as being absent, either excused or unexcused – for more than 10 percent of enrollment days in a given school year
  - The 90%+ attendance metric is the inverse of chronic absenteeism – defined as being present for more than 90 percent of enrollment days in a given school year
- Research supports the importance of students attending school for 90 percent or more of instructional days
  - Consistent school attendance is associated with higher academic achievement and test scores
  - By sixth grade, chronic absenteeism is one of the leading indicators of drop out; chronic absenteeism continues to be a robust early warning indicator of high school completion in subsequent years



# 90%+ Attendance: Business Rule

## 90%+ Attendance Metric:

- Of the students enrolled in your school for ten or more days in the 2017-18 school year, the percentage who were present for 90 percent or more of their total enrolled days at your school.
  - If students were enrolled at more than one school during the year, similar to ISA, their attendance will count at the corresponding school

## Calculation:

Number of students who were present for 90% or more of total enrolled days  
at a given school

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Number of students who were enrolled for 10 or more days  
at a given school



# CLASS: Approach

- The goal of the CLASS metric is to measure the quality of instruction in PreK programs
  - CLASS is a widely used observation tool with three domains:
    - Emotional Support
    - Classroom Organization
    - Instructional Support
- Higher CLASS scores are linked to improved learning outcomes among children including language, literacy, math, reading and executive functioning



# CLASS: Business Rules

## CLASS Metric:

- Average score for each CLASS domain among classrooms assessed using CLASS in the 2017-18 school year.
  - Targets for each domain based on research-based and nationally recognized benchmarks for quality which are associated with gains in learning outcomes for children

## Calculation:

Sum of classroom-level [Emotional Support/Classroom Organization/Instructional Support] domain scores

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Number of classrooms assessed using CLASS



# Business Rules: Graduation





# Alternate Grad Metric: Approach

- The goal of the alternate graduation metric is to recognize schools that are successful in graduating off-track students
  - Each year, about 12-15 percent of graduates are “off-track” (graduated in more than four years)
    - ~5 percent of these students (~200-250 per year) graduated in more than five years
  - Intentionally developed to function as a “bonus” metric to reward schools for students’ graduation at the school and in the year of graduation
- This metric is in addition to the four-year Adjusted Cohort Graduation Rate (ACGR)
  - Four-year ACGR methodology is set by the U.S. Department of Education and required for the high school framework



# Alternate Grad Metric: Business Rules

## Alternate Graduation Metric

- The number of students from any adjusted cohort who graduated from high school with a regular diploma in the 2017-18 school year divided by the number of students in the 2014-15 adjusted cohort.
  - Calculated percentage can be greater than 100 percent

## Calculation:

Number of students receiving a regular high school diploma  
from any adjusted cohort

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Number of students in the 4-year adjusted cohort  
expected to graduate in the given year



# Business Rules: English Language Proficiency



# ACCESS 2.0 Growth: Approach

- The goal of the ACCESS 2.0 growth metric is to measure students' progress toward English language proficiency
  - Composite score of 5.0 or higher on the ACCESS 2.0 considered proficient
- Modified WIDA growth-to-target model
  - Takes into account starting language proficiency level adjusting number of years given for growth accordingly
    - Level 1 baseline: 5 more exams to reach Level 5
    - Level 2 baseline: 4 more exams to reach Level 4
    - Level 3 baseline: 3 more exams to reach Level 3
    - Level 4 baseline: 2 more exams to reach Level 2
  - Students below Level 5 are expected to test each year
- Growth targets recalculated each year
  - See example on next slide



# ACCESS 2.0 Growth: Approach

## Access Growth:

- This student has a baseline score of 2.0, so the student has 4 more exams to each Level 5

ACCESS Year	Level Achieved	Growth Target	Actual Growth	Result
#1	2.0	N/A	N/A	Baseline Set; student has 4 more years to level 5
#2	4.0	0.8	2.0	Exceeded Target; next year's growth target will be lower
#3	4.3	0.3	0.3	Met Target; next year's growth target will be similar
#4	4.4	0.3	0.1	Missed Target; next year's growth target will be higher
#5	5.0	0.6	0.6	Met Target - Proficient

## Calculation:

Number of students who met their individualized growth target  
on the ACCESS 2.0 exam

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Number of EL students enrolled in a given year



Q&A



# Ways to Stay Engaged

- Engagement during public comment period through March 3
  - Draft DC State Education Plan available on [www.osse.dc.gov/essa](http://www.osse.dc.gov/essa)
  - Online survey available to collect feedback on the State Plan
  - Public ward-based meetings: details posted on OSSE and SBOE ESSA websites
  - LEA Institute on Feb. 28, with focus on ESSA transition and state plan
- Send questions, concerns, additional feedback to [OSSE.ESSA@dc.gov](mailto:OSSE.ESSA@dc.gov)
- Prior materials and notes available on [www.osse.dc.gov/essa](http://www.osse.dc.gov/essa)