ESSA Accountability

LSN Principals

| Hanseul Kang, State Superintendent

Agenda

- Role of OSSE

- 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?

Role of OSSE

Every Student Succeeds Act (ESSA)

ESSA is a federal law that gives rules for states around education funding, programs, and supports for schools and students

This is the newest version of a law in effect since 1965

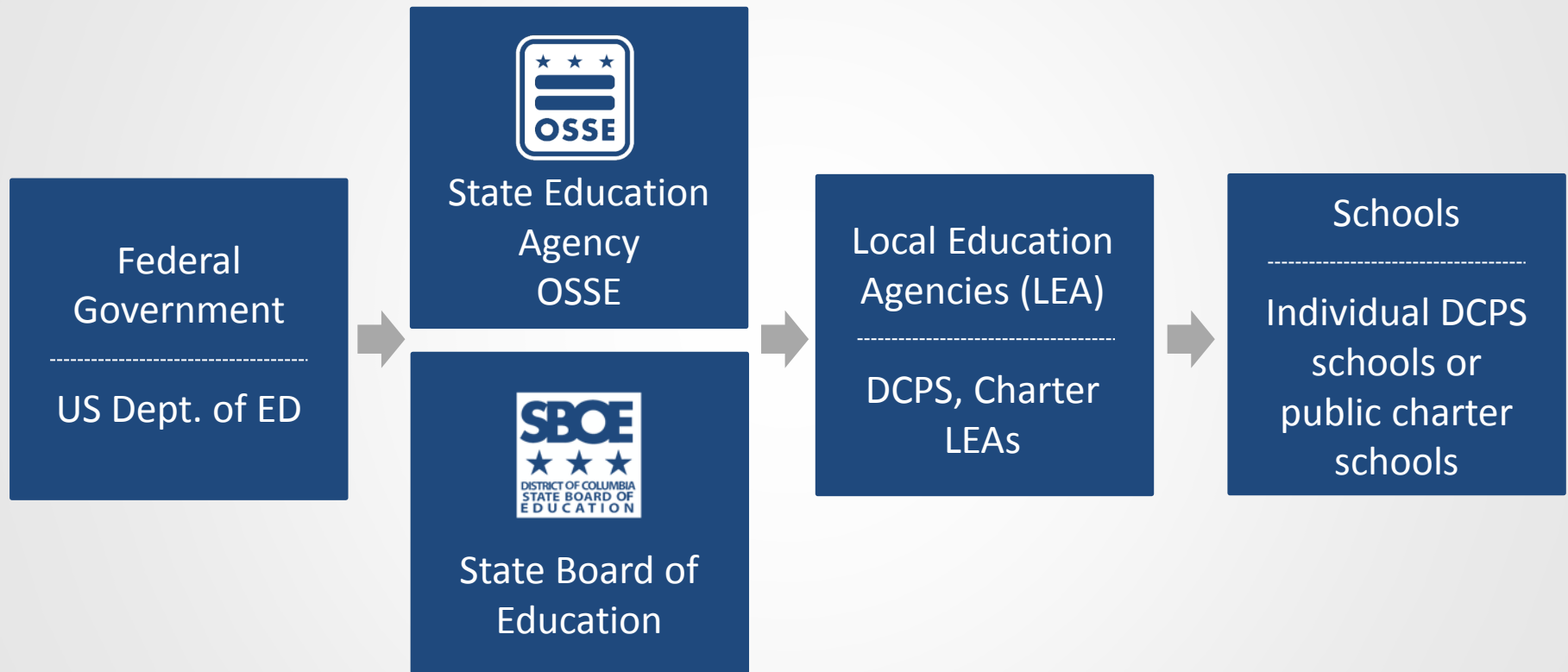Role of the state (OSSE) is to distribute funding, set requirements, provide training and support, and oversee schools

Some ESSA requirements are in effect now, most begin taking effect in 2017-18 school year, with some parts phasing in over time

How Education is Organized

Federal Government

US Dept. of ED

→

State Education Agency OSSE

State Board of Education

→

Local Education Agencies (LEA)

DCPS, Charter LEAs

→

Schools

Individual DCPS schools or public charter schools

What is an Accountability System?

Uses academic performance and other factors to show how well schools are doing

System is then used to identify successful schools and schools in need of support

DC is creating a plan to make sure every school can be a successful school

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

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

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

Opportunity for Clear Information for Families

Shows common information for all schools in DC

Provides clarity and consistency to families to make informed choices

Identify schools that need support across both sectors
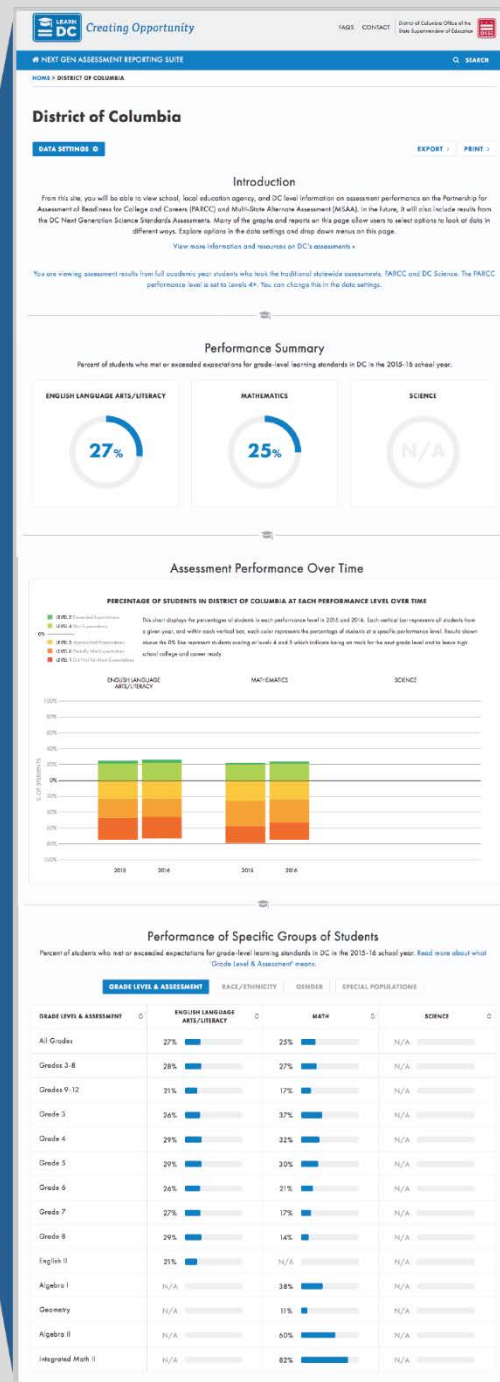
Drive improvement and recognition

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

Key Beliefs

What beliefs and ideas help guide us in creating a system?

| Focuses on all students | Provides information on where students are and where they are going | Uses measures that are available, understood, and common | Values multiple measures when possible | Is clear, consistent, and fair to schools |

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	• PARCC 4+ • PARCC 3+ • SAT & ACT Performance • AP & IB Participation • AP & IB Performance
Academic Growth	• Median Growth Percentile • Growth to Proficiency
Graduation Rate	• 4 Year ACGR • 5 Year ACGR • Alternative Graduation Metric
School Environment	• 90+ Attendance • Re-Enrollment • In Seat Attendance • CLASS (pre-K only)
English Language Proficiency	• ACCESS Growth

Builds the Best System for Now

Given current data availability some measures discussed are not included in current system. May be explored in the future pending further data, analysis, and policy consideration:

Domains	Example of Measures Discussed
Academic Achievement and Growth	• Possible alternative growth measures (e.g., value added, PSAT→SAT growth) • DC Science • Early childhood academic measures (iReady, NWEA)
Graduation rate	• 9th grade on track to graduate
School Environment	• Dual enrollment • Career technical certification • School surveys

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

Floors and Targets

- For all metrics:
  - Floors and targets would be differentiated by subgroup
  - Floors would be set at the 10th percentile
  - Targets would be set at the 90th percentile

- For PARCC and graduation rate:
  - Floors and targets would be differentiated by subgroup
  - Floors would be set at the 10th percentile and the targets would be a "stretch target". Similar to the 90th percentile but a little higher, in order to close the gaps.

- All floors and targets remain in place for three years

Proposed Approach to Earning Points

Challenge: how to balance between

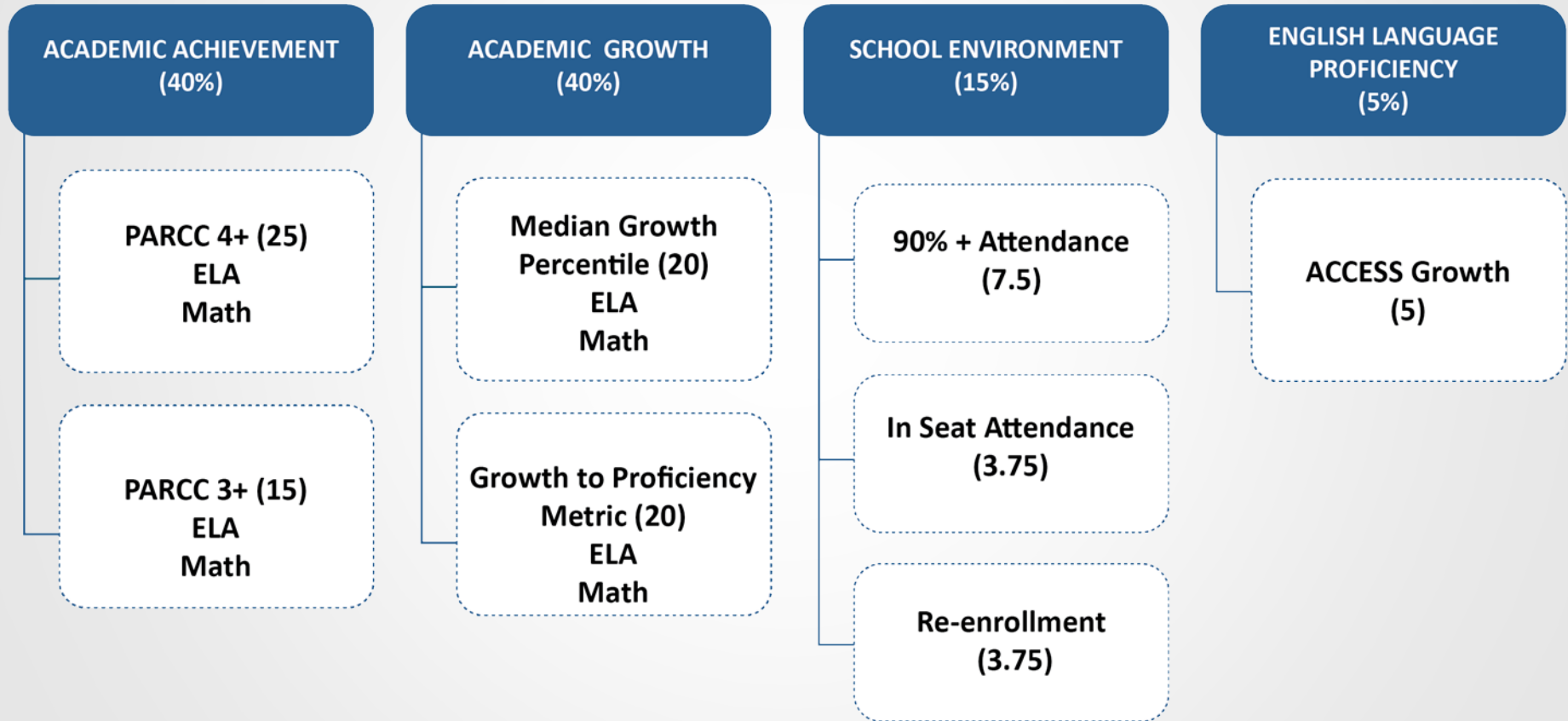| Ambition	Feasibility
Aspirations for all students	Current gaps between students
Urgency	Time needed to improve

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 - Middle School

ACADEMIC ACHIEVEMENT (40%)	ACADEMIC GROWTH (40%)	SCHOOL ENVIRONMENT (15%)	ENGLISH LANGUAGE PROFICIENCY (5%)
PARCC 4+ (25) ELA Math	Median Growth Percentile (20) ELA Math	90% + Attendance (7.5)	ACCESS Growth (5)
PARCC 3+ (15) ELA Math	Growth to Proficiency Metric (20) ELA Math	In Seat Attendance (3.75)	
		Re-enrollment (3.75)	

STAR - Elementary Schools and Kindergarten-Grade 8 with Pre-K

ACADEMIC ACHIEVEMENT (40%)
- PARCC 4+ (25)
  ELA
  Math
- PARCC 3+ (15)
  ELA
  Math

ACADEMIC GROWTH (40%)
- Median Growth Percentile (20)
  ELA
  Math
- Growth to Proficiency Metric (20)
  ELA
  Math

SCHOOL ENVIRONMENT (15%)
- 90% + Attendance* (7.5)
- In Seat Attendance* (3.75)
- Re-enrollment* (3.75)
- CLASS*
  Classroom Organization
  Emotional Support
  Instructional Support

ENGLISH LANGUAGE PROFICIENCY (5%)
- ACCESS Growth (5)

*Weights will be set proportionally based on the percentage of students in pre-K versus other grades; methodology TBD.

STAR - High School

ACADEMIC ACHIEVEMENT (50%)

- PARCC 4+ (15)
  ELA
  Math

- ACT/SAT (15)
  College-ready
  50th Percentile Threshold

- PARCC 3+ (10)
  ELA
  Math

- AP/IB (10)
  Participation
  Performance

SCHOOL ENVIRONMENT (25%)

- 90%+ Attendance (12.5)

- In Seat Attendance (6.25)

- Re-enrollment (6.25)

ENGLISH LANGUAGE PROFICIENCY (5%)

- ACCESS Growth (5)

GRADUATION RATE (20%)

- 4-Year Graduation Rate (10)

- 5-Year Graduation Rate (6)

- Alternate Graduation Metric (4)

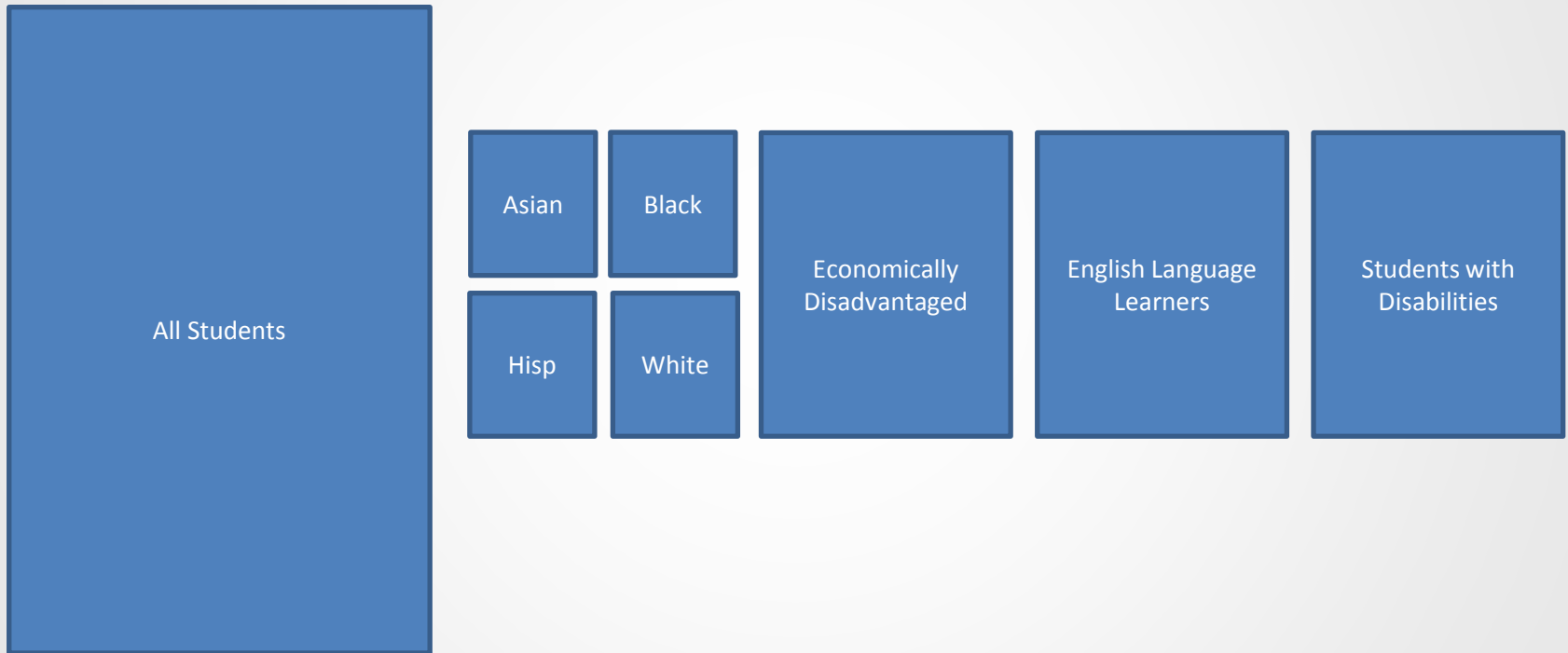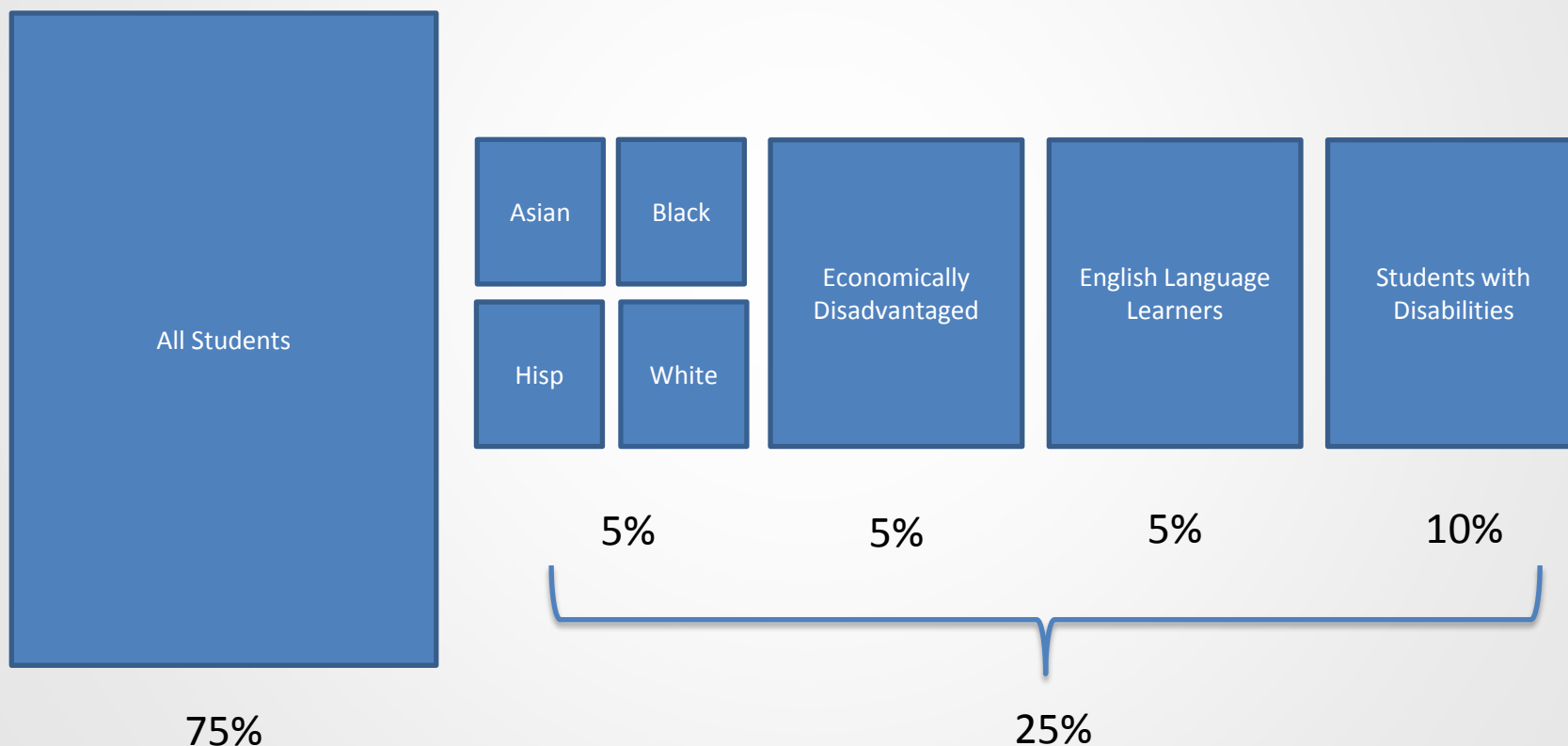# How will the system be calculated: Subgroups

- For a given school, calculate a framework index score for All Students and for each subgroup, based on the same metrics.
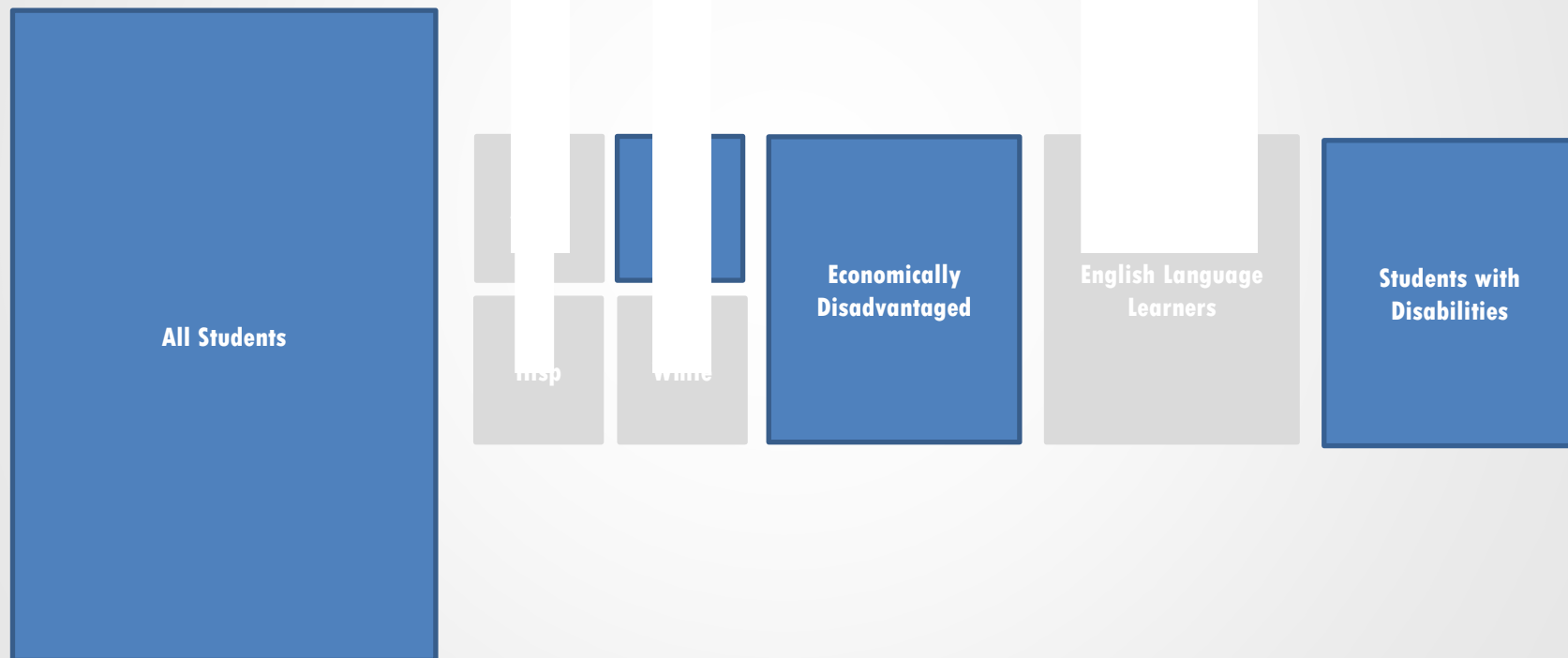
Calculating a Final Score

- 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

All Students					
	Asian	Black	Economically Disadvantaged	English Language Learners	Students with Disabilities
	Hisp	White			

5%   5%   5%   10%

75%   25%

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

All Students

Hisp

White

Economically Disadvantaged

English Language Learners

Students with Disabilities

What does this mean for schools?: Ratings and School Supports
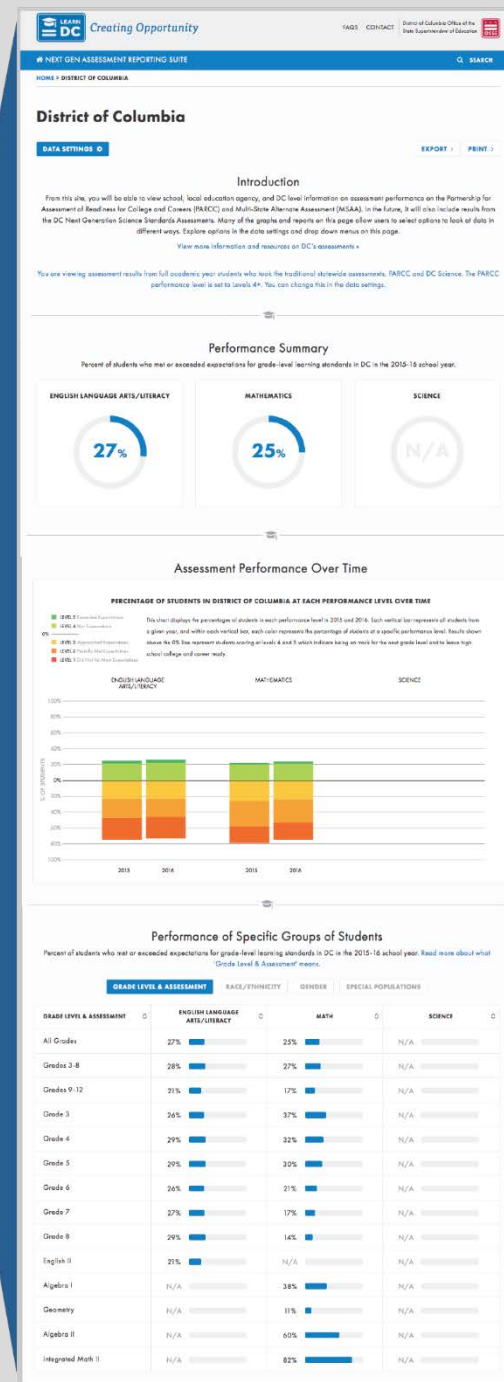
What does this mean for schools?: Ratings

Clear Information for Families and Schools

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STAR Annual Reporting

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Annual Ratings

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

What does this mean for schools?: School Supports

Focused Support for Schools

Schools identified for comprehensive and targeted support every three years

Brings focus and funding to schools in need of additional support to improve

Schools submit plans and apply for funding for programs to support their students' learning

- Comprehensive support (similar to "Priority" under waiver)

- Targeted support (similar to "Focus" under waiver)

- Identification would take place <u>every three years</u>, rather than annually, allowing significant and sustained focus on a small percentage of schools.

LEA Managed Intervention:

Year 0 and 1:

- OSSE notifies LEAs and schools of their current status on accountability metrics, and official designation for Comprehensive Support.

- OSSE designs and launch a school improvement grant competition that LEAs would apply for by creating a plan of carefully tailored strategies for school improvement.

- The goal is to make substantial funding available over a three-year period to schools that demonstrated thoughtful planning.

LEA Managed Intervention:

Years 1-3 (or 1-4):

- OSSE administers school improvement grants, providing substantial funds during this period of LEA-led improvement.

- OSSE offers optional, high-quality training and programming to provide additional support for school improvement (e.g., communities of practice around key challenges).

- OSSE reviews school progress annually against its plan as well as its student outcomes, and engage LEA and school leadership in meaningful review of these outcomes.

- Schools showing sufficient progress may be provided with an additional, fourth year to meet the exit threshold

State Managed Intervention:

Year 4 or 5:

- Schools that have not yet sufficiently improved to exit the Comprehensive Support category will go into a period of state-directed intervention.

- During this period, the state would invite and review proposals for additional intervention. The process would allow for multiple proposals and types of avenues for intervention, so as to not require a one-size-fits-all approach, but would require significant additional action beyond the steps already taken to improve.

- The process also would require community engagement and input into the selection of an intervention appropriate for the school's specific context.

School Support and Improvement

Identification for School Support/Improvement:

Pathway to Comprehensive Support	Definition	Timeline for Identification
Comprehensive support type 1 (CS1)	Lowest-performing five percent of schools that score in the bottom 5% of total number of points on the accountability framework as compared to their peers	Schools first identified in 2018-19 school year and every three years thereafter
Comprehensive Support type 2 (CS2)	High schools with lower than a 67% four-year adjusted cohort rate*	Schools first identified in 2018-19 school year and every three years thereafter
Comprehensive Support type 3 (CS3)	Any school identified for Targeted Support that does not improve sufficiently to meet exit criteria after three years	Schools first identified in 2022-23 (after sufficient period for improvement under Targeted Support) and every three years thereafter

School Support and Improvement

Identification for School Support/Improvement:

Pathway to Targeted Support	Definition	Timeline for Identification
Targeted Support type 1 (TS1)	Any school with "low-performing" subgroups, which in DC is defined as any school with a subgroup framework score that is below the threshold used to identify schools in the bottom 5 percent for Comprehensive Support	Schools first identified in 2018-19 school year and every three years thereafter
Targeted Support type 2 (TS2)	Any school with one or more "consistently low-performing" subgroups, which in DC is defined as any school that for two years has one or more subgroup framework scores that repeatedly falls below the threshold used to identify schools in the bottom 5 percent for Comprehensive Support	Schools first identified in 2019-20 and every three years thereafter

Thank You!