ESSA Amendment – Accountability Revisions

Overview of proposed revisions

Agenda

1. **Review Timeline**

   i.   ESSA Amendment and Accountability Framework Revisions

2. **ESSA Accountability Components and Proposed Revisions**

   i.   Accountability System Revisions

3. **Next steps**

Review Timeline and Engagement

Key Principles for DC's Accountability Framework

- **Foundational Principles**

  - Provides common information about DCPS and public charter schools.

  - Includes an overall accountability calculation which provides a meaningful distribution of results, not a forced curve, but meaningful differentiation across performance levels.

  - Places substantial weight on core academic measures, both achievement and growth.

  - Balance the fundamental belief that all of our students can learn and achieve at high levels, with the current reality of significant gaps in current achievement levels among student groups, along lines of race, income, language, and disability.

  - Incentivizes overall improvement and has a deliberate focus on equity, particularly the students who have historically been underserved.

  - Is a fair and accurate presentation of school performance which provides for historical comparison and comparability of ratings over time and can be used for high stakes decisions.

- **Design and Use Principles**

  - Data and system outputs that stakeholders use to inform and drive educational improvement and systemic improvement.

  - A tool which educational leaders use to support the development of as well as measure the impact of instructional and programmatic shifts over time.

  - Tool to inform parents in their decisions related to education whether it is for school choice or other discussions with school and community leaders.

What is changing and how can you provide feedback?

What is changing?

- Accountability system - Changes will be made to the statewide accountability framework known as the School Transparency and Reporting (STAR) Framework

- DC School Report Card website – OSSE made significant changes to the [reporting website](#) this fall and will gather feedback to make additional revisions for Fall '23

How can you to provide feedback?

- Accountability changes – June 1, OSSE will publish an amendment to the Every Student Succeeds Act state plan for public comment. The draft amendment will be located on the [ESSA page](#) on the OSSE website.

- Report Card revisions – participate in design, functionality, and component feedback sessions, complete surveys, provide public comment to OSSE in late summer and fall '23.

ESSA State Plan Amendment Timeline

Month	Engagement and work	Engaging with whom
March – May 2022	• LEA Accountability Revisions Task Force Meetings • Focus Groups to gather Accountability and reporting feedback	• LEAs and Data Managers • Internal and External Focus Groups
June – July 2022	• Finalize ESSA Amendment • Present proposed changes and post for public comment • Vote by SBOE (July) and upon approval, submit to ED	• LEAs, External partners, Public, SBOE, ED
August – October 2022	• Finalize new Accountability Framework Technical Guide for 2022-23 school year	• Internal OSSE divisions and LEA task force

DC School Report Card Timeline - Post ESSA Amendment

- **August – October 2022**: Develop and Publish new Technical Guide for use in SY 22-23

- **October 2022 – January 2023:** Engage stakeholders in development and revisions to design, display, and components for the DC School Report Card

- **December 2022 – October 2023:** Finalize design details and build new DC School Report Card data structures and website for public

- **December 2023**: New Accountability Framework scores and new DC School Report Card website components released

ESSA Accountability Revisions

ESSA School Accountability System Revisions

Priority Focus Areas:

- **Improve equity** in measuring performance

- **Better reward growth,** both relative to starting point and/or compared to similar schools and more growth-focused metrics

- **Strengthen measurement** of priority areas:

  - Gap closure for historically underserved students

  - College and career readiness

  - Students with disabilities

  - Attendance

Accountability Revisions: Student Group reporting

Increase Equity in Measuring Performance and Strengthen Measurement of District Priority Areas

- Definition of "Economically Disadvantaged" group used in accountability calculations:
  - Remove over-age component from current "at-risk" student group used for accountability calculations
  - This results in a common student group used for accountability calculations at all grade levels: SNAP/TANFF, Children in foster care, and Students experiencing homelessness
    - Overage student group will have metric performance reported on the report card for HS's
    - This has no effect on or change for the At-Risk student group definition used in funding
  - Maintain the use of the term "Economically Disadvantaged" in the ESSA state plan – consistent with federal terminology and existing plan language

- Students with Disabilities
  - No additional disaggregations or combinations of student groups will be applied to accountability calculations
  - Additional reporting disaggregations or displays may be explored in future report card development

Accountability Revisions - ACCESS Growth

Better Reward Growth and Increase Equity in Measuring Performance

- ACCESS Exit Criteria changed from 5.0 to 4.5
- Revise ACCESS Growth Methodology
  - Set non-linear targets for growth that reflect new exit criteria and align with data and research on language attainment
  - Calculate targets based on year to year growth - award points for proportion of growth goals met from one year to the next

Accountability Revisions: Attendance Metrics

Strengthen Measurement of District Priority Areas and Increase Equity in Measuring Performance

- Remove "best of" language in order to align with ESSA requirements

- Replace 90% attendance with Chronic Absenteeism

- Replace ISA with Attendance Growth

  ▪ Statistical analyses from the prior accountability framework showed that Attendance Growth had a lower association with socio-economic levels

    ▪ As a result including attendance growth for all schools will improve the equity in calculations

- Replace PreK ISA with PreK Chronic Absenteeism

Accountability Revisions: High School Metrics

Better Reward Growth, Strengthen Measurement of District Priority Areas, and Increase Equity in Measuring Performance

- High School Growth: Add a relative growth metric for ELA and Math in 2024 calculations
  - Metric rules and modeling will be developed following the release 2023 data

- Graduation Rates: Use both 4-year and 5-year ACGR in the accountability system
  - Better rewards schools for supporting students beyond their 4th year in high school

- Add Dual Enrollment to the AP/IB Participation metric making it the AP/IB/Dual Enrollment Participation Metric
  - Reflects the District's priority in increasing access to dual enrollment and improves equity in the metric calculation

- Remove SAT DC Percentile metric which showed strong association with socio-economic levels and little meaningful differentiation across schools

Accountability Revisions - Metric Weights for Elementary/Middle

Better Reward Growth, Strengthen Measurement of District Priority Areas, and Increase Equity in Measuring Performance

- Increase weight for student growth metrics – academic growth and attendance growth

- Increased equity in measurement through more growth and revised ACCESS growth

Academic Achievement (20)	Other Academic Indicator/Academic Growth (60)	English Language Proficiency (5)	School Quality and Student Success (15)

Meeting/Exceeding Expectations in ELA/Math (20)	Approaching Expectations in ELA/Math (10)
	
	Median Growth Percentile in ELA/Math (25) *(increase of 5)*
	
	Growth to Proficiency in ELA/Math (25) *(increase of 5)*
		ACCESS Growth (5)	**Chronic Absenteeism (5)** *(decrease of 2.5)* *[For those with PreK 4]*
			Attendance Growth (5) *(previously was ISA) [For those with PreK 4]*
			Re-enrollment (5) *(decrease of 2.5) [For those with PreK 3]*
			Pre-K only
			    CLASS (3)
			    PreK – Chronic Absenteeism(1)

Accountability Revisions - Metric Weights for High School

Better Reward Growth, Strengthen Measurement of District Priority Areas, and Increase Equity in Measuring Performance

- Increase weight for student growth metrics – academic growth and attendance growth

- Increased equity in measurement through more growth, revised ACCESS growth, and 5-year ACGR

- Focused changes to better represent student opportunities for college readiness and to address chronic absenteeism

Academic Achievement & Academic Growth (27.5)	Graduation (20)	English Language Proficiency (5)	School Quality and Student Success
Meeting/Exceeding Expectations in ELA/Math (15) **Growth in ELA/Math (12.5)**	Four-year ACGR (11) **Five-year ACGR (9)**	ACCESS Growth (5)	Chronic Absenteeism (7.5) Attendance Growth (7.5) Re-enrollment (5) Approaching Expectations in ELA/Math (10) **AP/IB/Dual Enrollment Participation (7.5)** AP/IB Performance (5) SAT College Ready Benchmark (5)

Accountability Revisions - Student Group weights

Increase Equity in Measuring Performance

- Increasing the weight of the economically disadvantaged student group and decreasing the weight of the all-students group coupled with the changes listed earlier will reduce the association of accountability calculations with school socio-economic levels

	All Students	Economically Disadvantaged	SWD	EL	Race/Ethnicity
Current weights	75%	5%	10%	5%	5%
Revised weights	**30%**	**40%**	**10%**	**5%**	**15%**

Accountability Revisions – Accountability Calculation

- Accountability calculations will be based on the combined student group weighted metric scores

- Accountability calculations will be done at the grade span level (ES, MS, and HS). If a school serves multiple grade spans the accountability calculations will be combined proportional to the population in each grade span to generate a school level accountability calculation

- Student group scores and overall calculations will be generated and reported at the grade span and school level

- **There will be no STAR Rating**

ESSA Amendment: Non-Accountability Framework areas for technical revisions

- Revisions are needed to **Long Term Goals** to align with the Accountability waivers in SY19-20 and SY20-21 and the 2022 Accountability Addendum

- Revisions are necessary for **School Improvement Designations – Entry and Exit Criteria** for CS 1, TS 1, TS 2; Exit criteria for CS 2 and outline of goals and supports for alternative schools with low grad rates, and additional details for interventions for CS 3 schools. Details shall incorporate the shorter term, interim designations made in Fall 2022 in alignment with the Accountability Addendum and timeline for resuming full designation schedule

- Revisions must be made which **integrate and formally document changes** made as a part of any approved **Addendum or waivers** submitted during COVID.

Long Term Goals

- **<u>Academic Achievement in ELA and Math</u>**
  - Goals remain consistent with the 2021-22 Accountability Addendum submission
  - Goals are shifted forward two years with no interim goals displayed for 2019-20 or 2020-21

- **<u>Graduation Rates</u>**
  - 4-year ACGR
    - No change from existing LTGs
  - 5-year ACGR
    - New set of goals baseline set from 2017-18 data with a 90% long term goal by 2039, consistent with 4-year timeline

- **<u>ACCESS Growth</u>**
  - Goals remain consistent with the 2021-22 Accountability Addendum submission
  - Goals are shifted forward three years with no interim goals displayed for 2019-20 or 2020-21 or 2021-22

School Improvement Designations

Comprehensive Support and Improvement

- Lowest performing 5% of schools (CSI)– Identified based on accountability calculations every 3 years.
    - First designation using this accountability framework will be following the 2023-24 school year, in the fall of 2024

- 4 & 5-year ACGR below 67% (CSI-grad rate) – Identified based on graduation calculations every 3 years

- Escalated schools from ATSI status due to continued low performing identified student group(s) (CSI-SG)
    - This designation occurs when ATSI schools do not meet their exit criteria within 3 years

Additional Targeted Support and Improvement (ATSI)

- Methodology: A school with a school level student group score which is equal to or lower than the school level score threshold for the lowest performing 5%.
- Designated every three years.
    - First designation using this accountability framework will be following the 2023-24 school year, in the fall of 2024

Targeted Support and Improvement (TSI)

- Methodology: A school with a school level student group score which is equal to or lower than the school level score threshold for the lowest performing 5% for two consecutive years.
- Designated Annually: This new criteria would first be implemented following the 2022-23 school year

Not included in this amendment - Areas for future revision consideration and continued development

- Career Readiness measurements/metrics

- Inclusion of DC Science

- Academic K-2 measures

- "On Track" measures

- School Climate measures

Next Steps

- June 1 – July 8: ESSA Amendment available for Public Comment on OSSE's ESSA webpage

  ▪ https://osse.dc.gov/essa

- Submit questions and public comment to: DCSchoolReportCard@dc.gov

Thank you!

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