ESSA Accountability

Overview

Dec. 8, 2016 | Hanseul Kang, State Superintendent
• Every Student Succeeds Act
  – Overview
• DC school accountability system
  – Vision
  – Requirements
• Critical Questions
• Framework Proposal
• Structure Proposal
• Upcoming Engagement
Every Student Succeeds Act
The Every Student Succeeds Act

• Allows for transition into 2017-18 school year
• Gives DC greater control in the areas of accountability, school improvement, and teacher support and evaluation
• Emphasizes transparency in public reporting
• New requirements on supporting and reporting on performance of particular groups of students (ELs, homeless, foster care, military family)
• Eliminates some discretionary grant funding, re-channels some funding, and newly emphasizes other priorities
What is an Accountability System?

- U.S. law requires states to develop a system that shows which schools need more support.

- Multiple models of accountability running in parallel:
  - OSSE’s ESEA Waiver
  - PCSB Performance Management Framework
  - DCPS 40/40 plan

- Information on schools in multiple places:
  - My Schools DC
  - Equity Reports
  - LearnDC Report Cards
  - PCSB LEA Reports

- Develop a plan and actions to improve lowest performing schools.

- Creates large questions of how we define performance and how we support struggling schools.
<table>
<thead>
<tr>
<th></th>
<th>Old System</th>
<th>New System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative rating</td>
<td>Schools were assigned with ratings based on the state assessment, through a combination of proficiency rates and growth</td>
<td>Schools will be given ratings that are based on multiple measures</td>
</tr>
<tr>
<td>Identification</td>
<td>Priority schools were classified if they had low summative rating, or if their 4 year graduation rate was lower than 60%</td>
<td>Schools designated for “comprehensive” support will be classified if their summative rating is at the bottom 5%, or if their 4-year cohort graduation rate is lower than 67%</td>
</tr>
</tbody>
</table>
• Common model of school accountability for all schools in DC
• Accurate identification of low performing schools across both sectors
• Thoughtful interventions to drive improvement
• Integrated public reporting
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**
ESSA Requirements
ESSA Accountability Requirements

• Establish a system for meaningfully differentiating on an annual basis all public schools in the state

• Apply to all students in all schools

• Minimum of 3 performance levels for each indicator and overall summative rating

• Allow for comparison across subgroups
ESSA Accountability Requirements

**Academic Achievement**
- Must include ELA and math state assessments
- ES/MS must include growth or progress indicator (optional for HS)

**Graduation Rate**
- System must include 4-year cohort and may include extended rates
- Schools not meeting 67% 4-year cohort rate automatically identified for comprehensive improvement
ESSA Accountability Requirements

- **English language proficiency**
  - Objective and reliable measures
  - Does not have to use AMAO methodology

- **At least one other indicator**
  - Valid, reliable, comparable, and must allow for differentiation
  - E.g., school climate, opportunity to learn, post-secondary readiness, chronic absenteeism
ESSA Accountability Requirements

- **“Comprehensive” support**
  - Schools in bottom 5% based on overall summative rating
  - Schools not meeting 67% 4-year cohort graduation rate

- **“Targeted” support**
  - Schools “consistently” underperforming in one or more subgroups

- States must take action if schools have less than 95% participation on assessments overall or by subgroup
Critical Questions

• What qualities should a successful school possess?
• How should we measure school success?
• How do we ensure all schools are successful?
• What is the best way to support struggling schools?
Framework: metrics and metric weights
Metrics and Weights: Middle Schools

Academic Achievement (40%)
- PARCC 3+ (15)
  - ELA (7.5)
  - Math (7.5)
- PARCC 4+ (25)
  - ELA (12.5)
  - Math (12.5)

Academic Growth (40%)
- Median Growth Percentile (20)
  - ELA (10)
  - Math (10)
- Absolute Growth Metric (20)
  - ELA (10)
  - Math (10)

School Quality & Student Success (15%)
- In Seat Attendance (3.75)
- 90%+ Attendance (7.5)
- Re-enrollment (3.75)

English Language Proficiency (5%)
- ACCESS 5+ (2.5)
- ACCESS Growth (2.5)
Metric Weights: Elementary Schools and Kindergarten-8th Grade

**Academic Achievement (40%)**
- PARCC 3+ (15)
  - ELA (7.5)
  - Math (7.5)
- PARCC 4+ (25)
  - ELA (12.5)
  - Math (12.5)

**Academic Growth (40%)**
- Median Growth Percentile (20)
  - ELA (10)
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- Absolute Growth Metric (20)
  - ELA (10)
  - Math (10)

**School Quality & Student Success (15%)**
- In Seat Attendance*
- 90%+ Attendance*
- Re-enrollment*

**English Language Proficiency (5%)**
- ACCESS 5+ (2.5)
- ACCESS Growth (2.5)

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

Academic Achievement (50%)
- PARCC 3+ (10)
  - ELA (5)
  - Math (5)
- PARCC 4+ (15)
  - ELA (7.5)
  - Math (7.5)
- ACT/SAT (15)
  - 1050+ (5)
  - CB Threshold (10)
- AP/IB (10)
  - Participation (5)
  - Performance (5)

School Quality & Student Success (25%)
- In Seat Attendance (6.25)
- 90%+ Attendance (12.5)
- Re-enrollment (6.25)

English Language Proficiency (5%)
- ACCESS 5+ (2.5)
- ACCESS Growth (2.5)

Graduation Rate (20%)
- 4YR ACGR (10)
- 5YR ACGR (6)
- Alternate Grad Metric (4)
For a given school, calculate a framework index score for All Students and for each subgroup, based on the same metrics and a **minimum N of 10** for each subgroup.
Calculating subgroup performance

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

![Diagram showing weighted average](image)
Alignment to principles and core beliefs

Why calculate the framework separately for each subgroup?

- Ensures transparency by providing information about all students in all schools
- Emphasizes equity
- Ensures comparability

Why use a minimum N of 10 and a minimum number of possible points?

- Ensures protections of student privacy
- Ensures fairness for schools ranging in diversity of student populations

Why assign these weights to All Students and individual subgroups?

- Places significant weight on the performance of specific groups of students as well as the performance of all students
- Prioritizes outcomes for students who are furthest behind
Example

Consider a school that is predominantly Black/African American and serves economically disadvantaged and special education students; the school does not serve many Asian students, Hispanic/Latino students, White students, or English Language learners.

<table>
<thead>
<tr>
<th>Metric</th>
<th>White</th>
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</thead>
<tbody>
<tr>
<td>Framework Score</td>
<td>N/A</td>
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<tr>
<td>PARCC 3+</td>
<td>N&lt;10</td>
</tr>
<tr>
<td>PARCC 4+</td>
<td>N&lt;10</td>
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<tr>
<td>MGP</td>
<td>N&lt;10</td>
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<tr>
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<tr>
<td>ISA</td>
<td>N&lt;10</td>
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<tr>
<td>90%+ Attendance</td>
<td>N&lt;10</td>
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<tr>
<td>Re-enrollment</td>
<td>N&lt;10</td>
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<tr>
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If the minimum N is 10,

- None of the metrics are calculated for White students
Consider a school that is predominantly Black/African American and serves economically disadvantaged and special education students; the school does not serve many Asian students, Hispanic/Latino students, White students, or English Language learners.

<table>
<thead>
<tr>
<th>Metric</th>
<th>Hispanic/Latino</th>
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If the minimum N is 10,

- Only two of the metrics (ISA and 90%+ Attendance) are calculated for Hispanic/Latino students
Example

Consider a school that is predominantly Black/African American and serves economically disadvantaged and special education students; the school does not serve many Asian students, Hispanic/Latino students, White students, or English Language learners.

If the minimum N is 10,
• ACCESS metrics are not calculated for All Students or any of the subgroups

<table>
<thead>
<tr>
<th>Metric</th>
<th>All Stud</th>
<th>Asian</th>
<th>Black</th>
<th>Hisp</th>
<th>White</th>
<th>Econ Dis</th>
<th>ELL</th>
<th>SPED</th>
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<tr>
<td>ACCESS 5+</td>
<td>N&lt;10</td>
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<td>N&lt;10</td>
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</table>

If the minimum N is 10,

- None of the metrics are calculated for Asian students, White students, or English Language Learners
- Only two of the metrics (ISA and 90%+ Attendance) are calculated for Hispanic/Latino students
- ACCESS metrics are not calculated for All Students or any of the subgroups
If the minimum number of possible points is 50, the Hispanic/Latino score would not contribute to a school’s final score even though some metrics are calculated for Hispanic/Latino students.

<table>
<thead>
<tr>
<th>Metric</th>
<th>All Stud</th>
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<td>Total Number of Possible Points</td>
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</table>
Example

To calculate the school’s final score,

\[
\frac{(0.75 \times 68) + (0.05 \times 67) + (0.05 \times 65) + (0.10 \times 50)}{95} = 66
\]

1. The **All Students** score has a weight of 0.75.
2. The **Black/African American** score has a weight of 0.05 (no other subgroups met the minimum number of possible points).
3. The **Economically Disadvantaged** has a weight of 0.05.
4. The **Special Education** score has a weight of 0.10.
5. The final score is calculated out of 95 points because the English Language Learners score did not meet the minimum number of possible points.
What’s Next

• Additional meeting with school leaders in February 2017

• Public comment period beginning by end of January

• Engagement and public comment on comprehensive state plan through beginning of March
How Can You Get Involved?

• **Stay informed.** View the [OSSE ESSA Webpage](#) for ongoing ESSA updates and resources

• **Ask questions** by sending an email to [OSSE.ESSA@dc.gov](mailto:OSSE.ESSA@dc.gov)