



# ESSA Accountability

## Overview

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Dec. 8, 2016 | Hanseul Kang, State Superintendent



# Agenda

- 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 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 plan and actions to improve lowest performing schools
- Creates large questions of how we define performance and how we support struggling schools



# DC Accountability



# New vs. Old State-Wide Accountability System

	Old System	New System
Summative rating	Schools were assigned with ratings based on the state assessment, through a combination of proficiency rates and growth	Schools will be given ratings that are based on multiple measures
Identification	Priority schools were classified if they had low summative rating, or if their 4 year graduation rate was lower than 60%	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%



# Where We Want to Go with Accountability

- 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



Questions/Feedback



# 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?

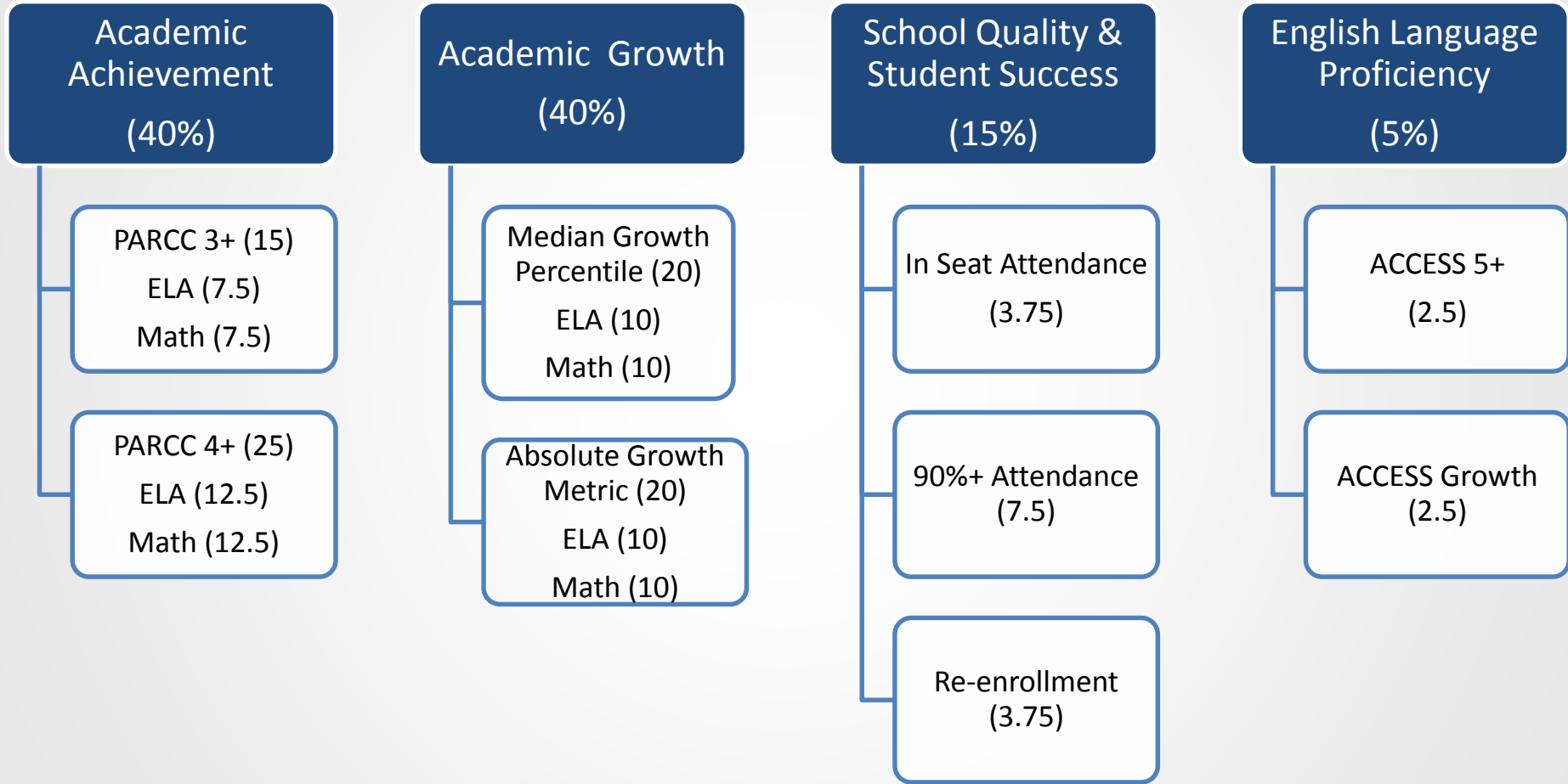




# Framework: metrics and metric weights

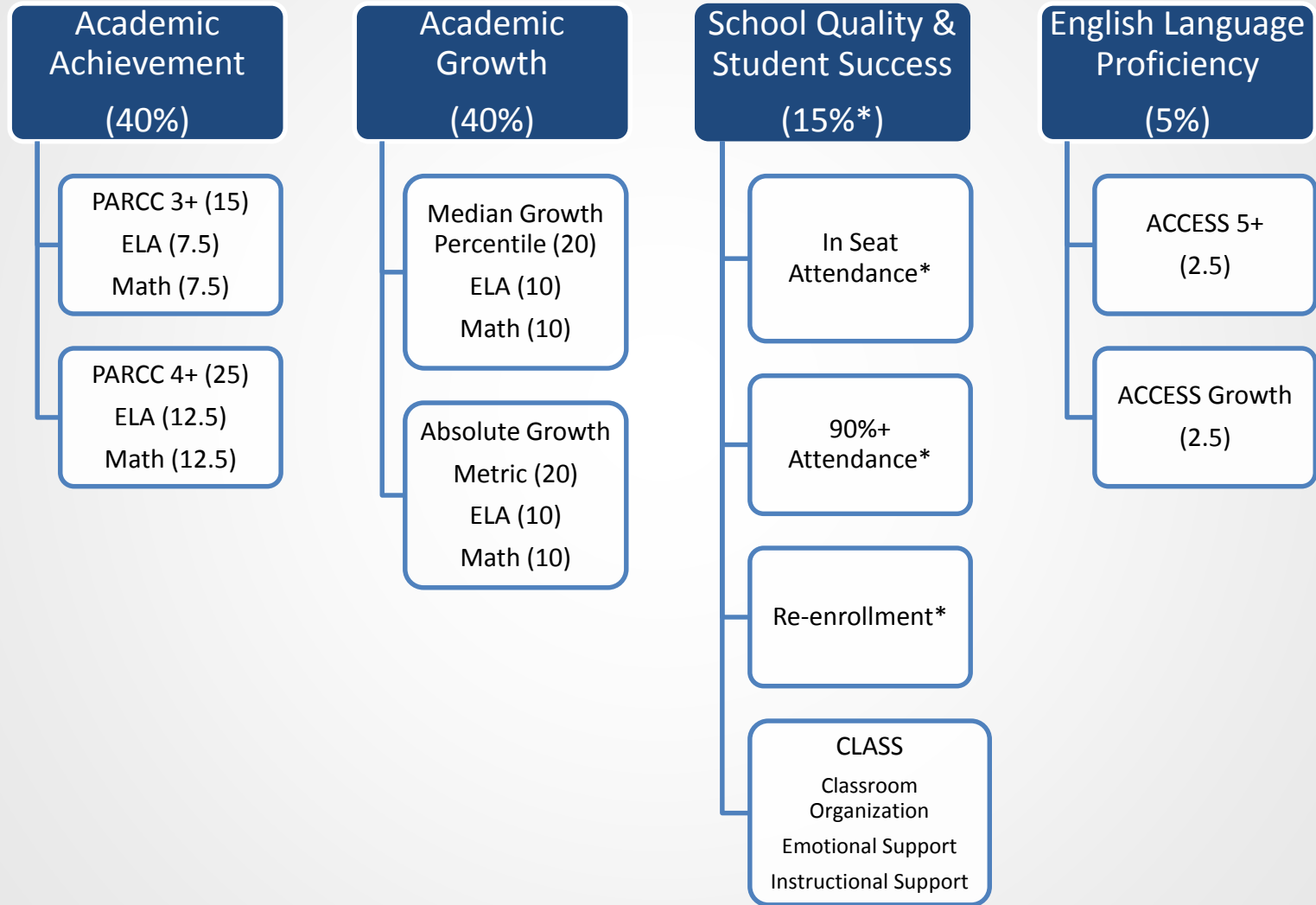


# Metrics and Weights: Middle Schools



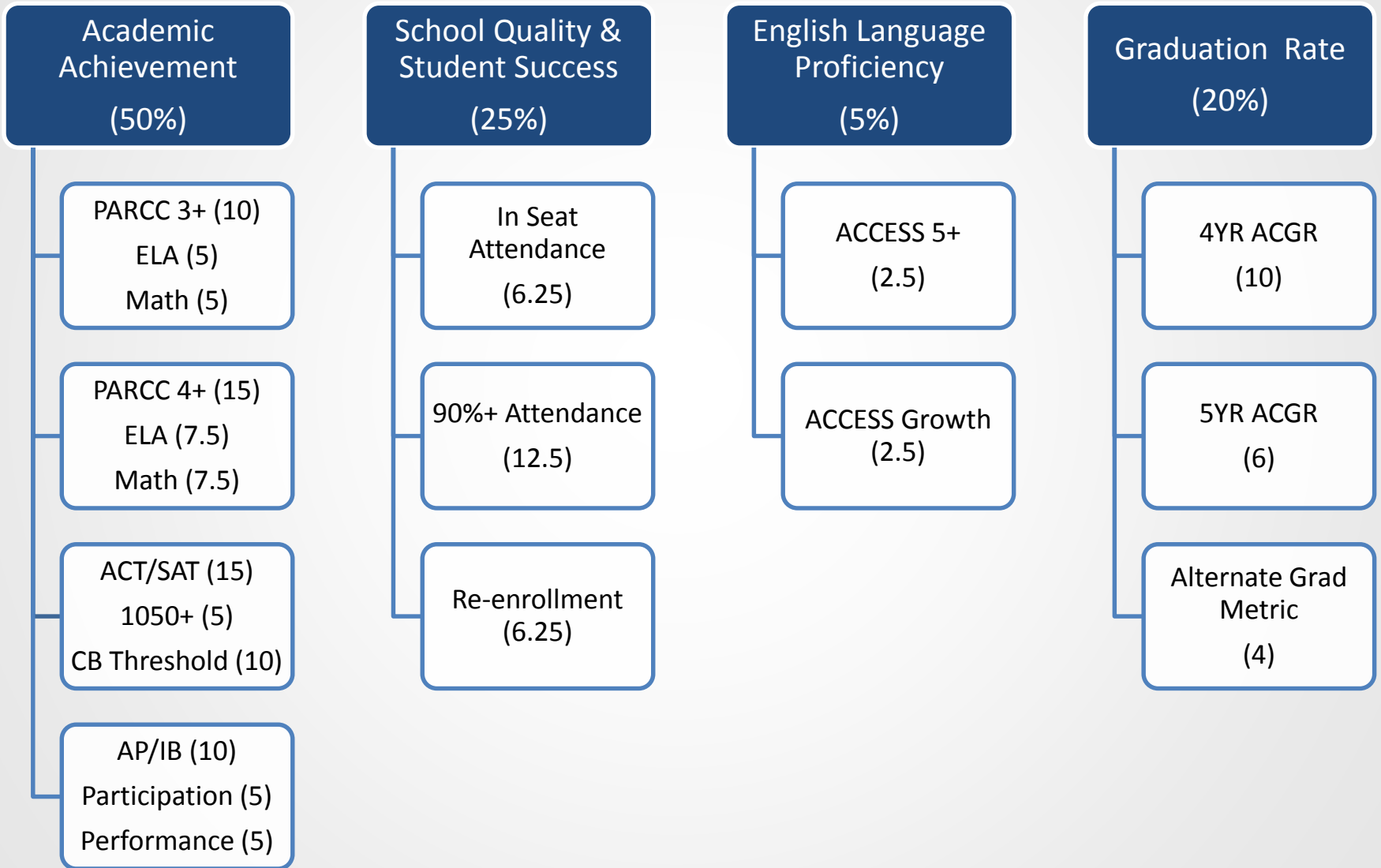


# Metric Weights: Elementary Schools and Kindergarden-8<sup>th</sup> Grade





# Metrics and Weights: High School



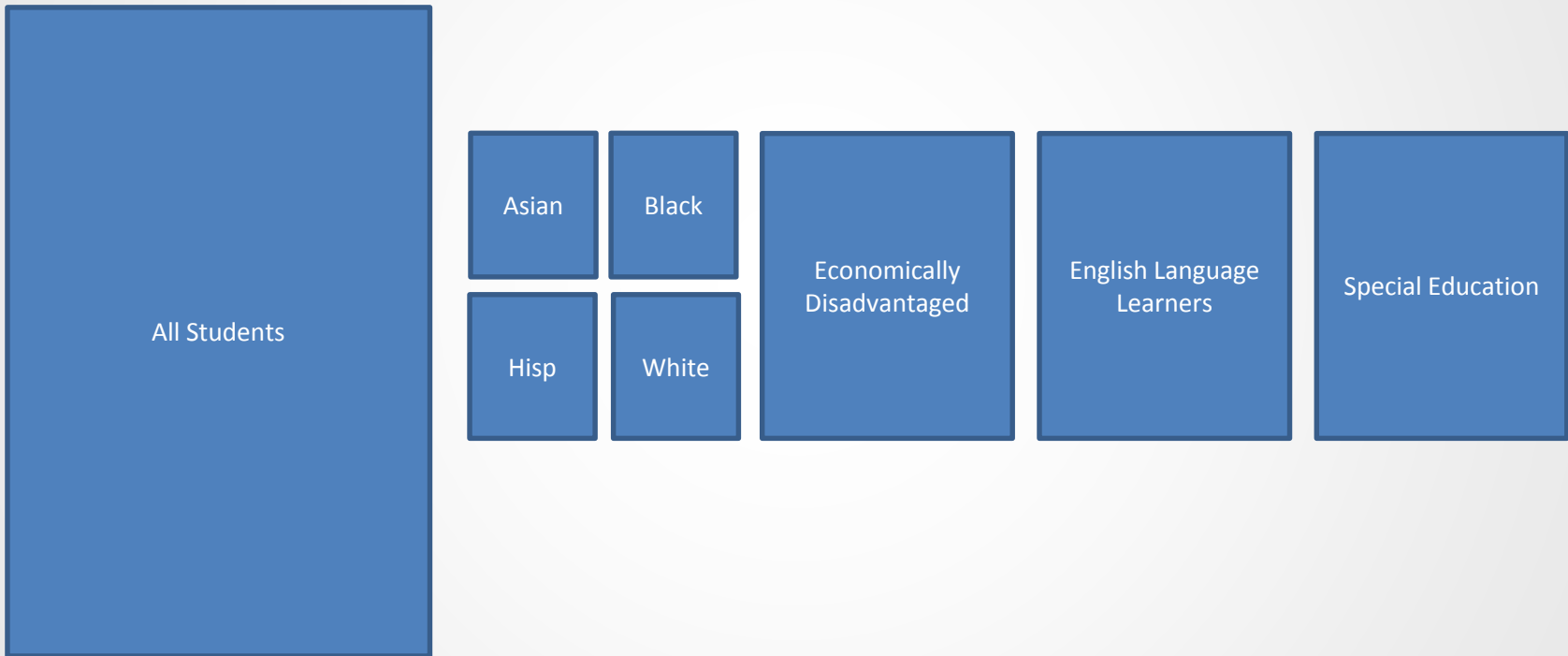


# Structure proposal



# Structure Proposal

- 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

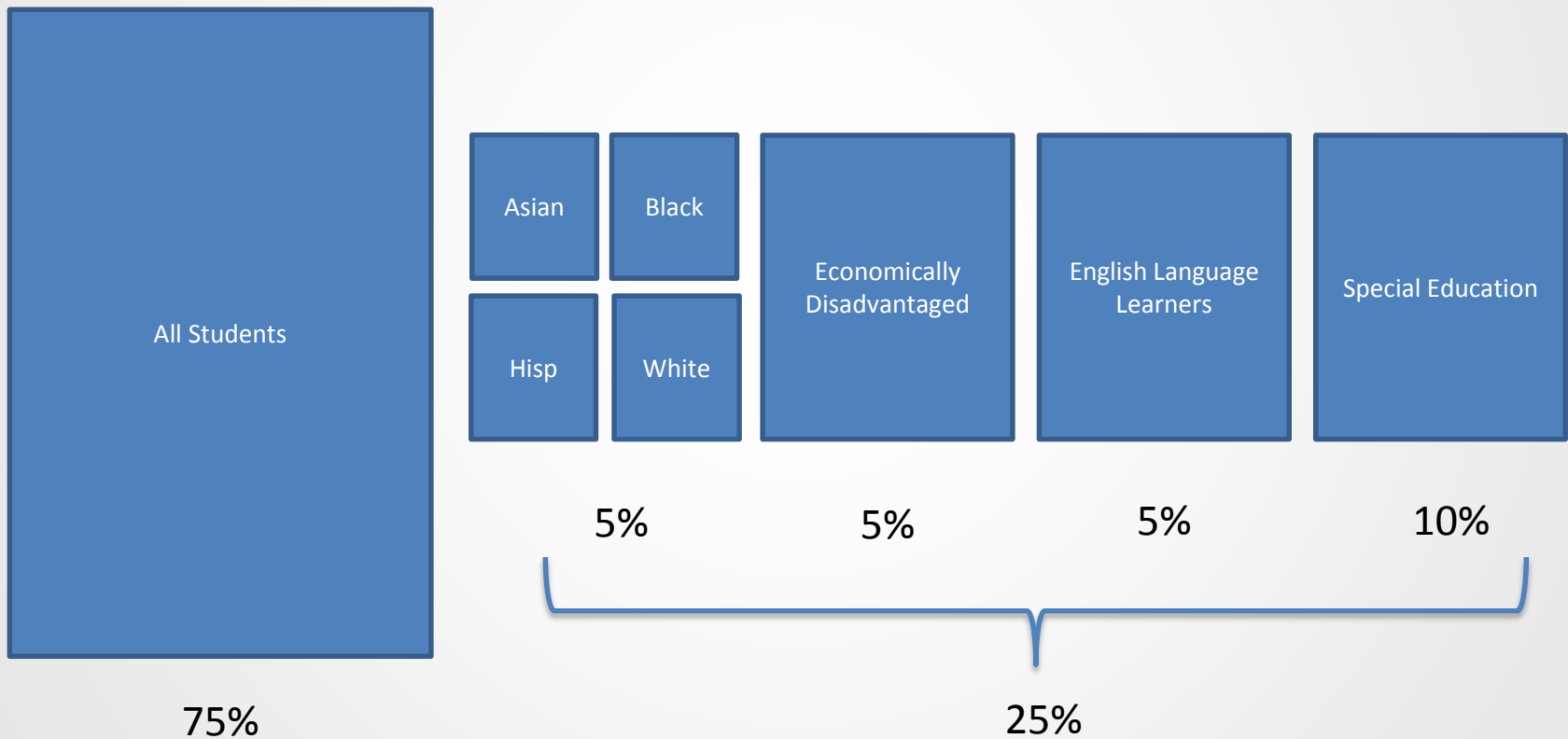
- Subgroups that do not meet a **minimum number of possible points** do not count towards a school's final score





# 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







# 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.

Metric	White
Framework Score	N/A
PARCC 3+	N<10
PARCC 4+	N<10
MGP	N<10
Abs Growth	N<10
ISA	N<10
90%+ Attendance	N<10
Re-enrollment	N<10
ACCESS 5+	N<10
ACCESS Growth	N<10

If the minimum N is 10,

- None of the metrics are calculated for White 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.

Metric	Hispanic/Latino
Framework Score	85
PARCC 3+	N<10
PARCC 4+	N<10
MGP	N<10
Abs Growth	N<10
ISA	✓
90%+ Attendance	✓
Re-enrollment	N<10
ACCESS 5+	N<10
ACCESS Growth	N<10

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.

Metric	All Stud	Asian	Black	Hisp	White	Econ Dis	ELL	SPED
ACCESS 5+	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
ACCESS Growth	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10

If the minimum N is 10,

- ACCESS metrics are not calculated for All Students or any of the subgroups



# 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.

Metric	All Stud	Asian	Black	Hisp	White	Econ Dis	ELL	SPED
Framework Score	68	N/A	67	85	N/A	65	N/A	50
PARCC 3+	✓	N<10	✓	N<10	N<10	✓	N<10	✓
PARCC 4+	✓	N<10	✓	N<10	N<10	✓	N<10	✓
MGP	✓	N<10	✓	N<10	N<10	✓	N<10	✓
Abs Growth	✓	N<10	✓	N<10	N<10	✓	N<10	✓
ISA	✓	N<10	✓	✓	N<10	✓	N<10	✓
90%+ Attendance	✓	N<10	✓	✓	N<10	✓	N<10	✓
Re-enrollment	✓	N<10	✓	N<10	N<10	✓	N<10	✓
ACCESS 5+	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
ACCESS Growth	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10

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



# Example

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.

Metric	All Stud	Asian	Black	Hisp	White	Econ Dis	ELL	SPED
Framework Score	68	N/A	67	85		65	N/A	50
Total Number of Possible Points	95	0	95	11.25	0	95	0	95
PARCC 3+	✓	N<10	✓	N<10	N<10	✓	N<10	✓
PARCC 4+	✓	N<10	✓	N<10	N<10	✓	N<10	✓
MGP	✓	N<10	✓	N<10	N<10	✓	N<10	✓
Abs Growth	✓	N<10	✓	N<10	N<10	✓	N<10	✓
ISA	✓	N<10	✓	✓	N<10	✓	N<10	✓
90%+ Attendance	✓	N<10	✓	✓	N<10	✓	N<10	✓
Re-enrollment	✓	N<10	✓	N<10	N<10	✓	N<10	✓
ACCESS 5+	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
ACCESS Growth	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10



# Example

To calculate the school's final score,

1

2

3

4

5

$$[(0.75*68) + (0.05*67) + (0.05*65) + (0.10*50)] / (95) = \mathbf{66}$$

- 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)