

Notes: Every Student Succeeds Act (ESSA) Accountability Focus Group Meeting – District of Columbia Public Schools (DCPS) Principals
 October 28, 2016, 3:30-4:15 p.m., Cardozo Education Campus (in-person meeting)

During this conversation with DCPS principals representing a variety of grade bands of schools located in wards across the city, State Superintendent of Education Hanseul Kang heard feedback on elements of the ESSA accountability framework development. The group discussed academic achievement and growth measures, approach and goal-setting around closing academic gaps between specific groups of students, and including measures aimed at increasing the amount of quality instructional time for all students.

Area Discussed	Summary of Discussion	Next Steps & Follow Up (if applicable)
Domain: Academic achievement and growth	<ul style="list-style-type: none"> • Discussion question posed: How should OSSE think about balancing both academic achievement and academic growth on PARCC, both required measures at the elementary and middle level (academic achievement is also required for high school; growth is optional). • Agreement expressed that growth is important, because many students come in with low proficiency and make progress but may not reach the college-and-career ready level of 4+ on PARCC and important to give schools credit for that growth and not penalize them for the incoming student body. • Comment made that growth is even more important for groups of students who have lower performance on average across DC, such as students with disabilities. • Support voiced for inclusion of growth in reference to English learner students, because language acquisition developmentally takes seven years or more, and recognizing language acquisition process is important. • Another point offered that while growth is key for all schools it isn't sufficient. Performance can't be ignored -- educators must face the reality that performance is also important if all students are going to be college and career ready. • Question as to whether MGP data is public for all schools, and clarification that it is a part of the Equity Reports and is a normed measure around the median, meaning that it will always 	<p>OSSE is working with an independent researcher to explore different types of growth measures, including median growth percentile (MGP) and value-added measures, as well as growth models that may be oriented around progress toward long-term goals.</p>

	<p>be relative to the performance of other schools in DC. Comment that this could be problematic in situations where a school could have a high MGP if growth statewide is minimal or if there are declines statewide.</p> <ul style="list-style-type: none"> • OSSE is exploring using median growth percentile, or MGP, in addition to other methodology and types of growth measures (e.g., value-added, growth to proficiency). • OSSE has also thought to consider a PARCC consortium-level MGP measure that would provide a national norm comparison group. The challenge is the instability of the states that give the PARCC assessments over the past two years. • Clarification that DCPS is not currently using MGP for LEA-level accountability and would need to explore how these types of measures translated to teacher and leader effects before including them in IMPACT. 	
<p>Full academic year (FAY) calculation and n-size</p>	<ul style="list-style-type: none"> • Currently the date that a student must be enrolled to count for full academic year is Oct. 5. (Full academic year, or FAY, includes students present for count day, during testing window in the spring and 80% of days in between. • Opinion expressed that Oct. 5 is not the right date, because many students may still enroll in early October. • Challenge of finding the balance of counting students too early versus not giving the school enough time to provide adequate instruction before assessment. • Comment that n-size should be lower than 25, in particular for middle schools who are interested in proving more advanced math PARCC tests for students so data can be included in what school is accountable for and what is reported publicly. 	
<p>Closing gaps and serving specific groups of students</p>	<ul style="list-style-type: none"> • Discussion question: In 20 years, where do we want students to be relative to each other? Which gaps are we trying to close – within school, across the city, in comparison to other states? • View expressed that we must pay attention to subgroup performance because if educators don't pay attention, the gaps could widen. • Comment that this question also gets at an instructional gap, not just achievement gap. How are we speaking to teachers and 	

	<p>preparing new educators to teach all kids?</p> <ul style="list-style-type: none"> Point raised that specialized education students are an extremely broad group, with many different types of students with different abilities. The goal should be a focus on getting every student to live up to his or her full potential, which may or may not mean a certain test score. 	
<p>Domain: School quality and student success</p> <p>Focus on quality instructional time – attendance measures</p>	<ul style="list-style-type: none"> Multiple ways of approaching access to quality instructional time within this domain, including various measures around attendance. The current metric in DC is in-seat attendance (ISA), an average of the days “in-seat,” usually expressed as an average for the school year. Chronic absenteeism measures the days of instruction time attended or missed by an individual student. Students who miss 10 percent or more instructional days are generally considered chronically absent. It can be expressed as either instructional days attended (90% or more) or days missed (10% or more). Significant research shows a link between chronic absenteeism and later educational outcomes. Analysis of DC data by school shows that schools with similar ISA rates may have varied chronic absenteeism rates, which would provide for greater differentiation. Question raised about teacher absence, and inclusion of teacher-related measure in the accountability framework. View that teachers who serve the neediest children are absent the most. Concern expressed that some chronically absent students are the most difficult to serve – partially because they are frequently not in school. Question as to whether influence on these students is outside the capacity of schools. Comment made that while schools follow the current attendance protocol for chronically truant students, including reporting family members to the legal system, this particular route is backlogged and does not feel effective. 	<p>OSSE will look into how PARCC performance is related to chronic absenteeism and in-seat attendance by school.</p>

<u>DCPS Schools Represented</u>	
Aiton ES	Hyde Addison ES
Barnard ES	Janney ES
Beers ES	LaSalle Backus EC
Browne EC	Luke C. Moore Alternative HS
Cardozo EC	Orr ES
Eastern HS	Powell ES
	Randle Highlands ES