

# ESSA Accountability: DC's Vision, Federal Parameters, and Feedback on Potential Frameworks



LEA Leaders Meeting  
June 26 and July 6, 2016

# Accountability in ESSA

- Nationally states are approaching transition in different ways
- States have to develop an accountability plan that identifies schools for the 2017-18 school year (using 2016-17 data)
- By engaging together, we have an opportunity to develop a single system for DC

# Goals for stakeholder engagement

- Seeking feedback from you about:
  - What practitioners value in an accountability system
  - How these systems work on the ground

# Goals for this meeting

- Ensure clarity around vision guiding accountability work
- Share federal parameters guiding development
- Gather feedback on frameworks
  - What you value
  - What your concerns are

# Agenda

- I. Recap of vision
- II. ESSA requirements
- III. Frameworks
- IV. Upcoming engagement

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# About current DC accountability

- 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

# Where we are

- DC is making tremendous progress, but serious and persistent gaps in outcomes still exist among our students
- Multiple accountability systems and sources of information have led to confusion for schools and for families



# Where we want to go

- Common model for all schools in DC
- Accurate identification of low and high performing schools across both sectors
- Thoughtful interventions to drive improvement
- Integrated public reporting
- Flexibility in consequences across roles of SEA, authorizer, LEA

# Work completed to date - 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**

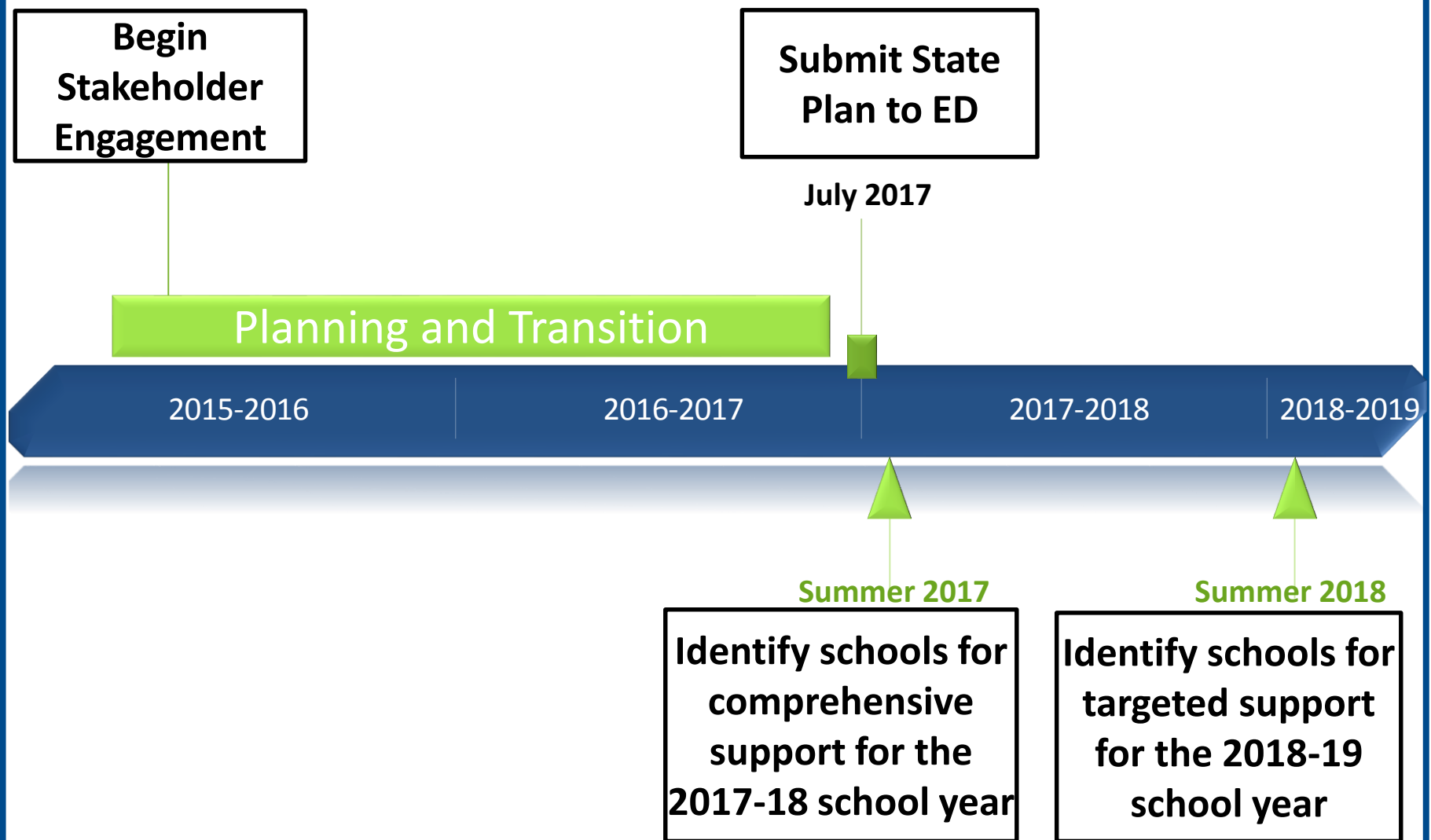
# Work completed to date (cont.)

- Review of ESSA and federal proposed regulations
- Crosswalk of all current metrics in ESEA Waiver, PMF, Scorecard, Equity Reports
- Research on measures, including growth models
- Guidance to LEAs on transition year accountability
- Stakeholder sessions on ESSA accountability

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# Timeline based on proposed regs



# 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 weight R/LA and math state assessments equally

ES/MS must include growth or progress indicator (optional for HS)

## Graduation Rate

System must include 4-year cohort and may include extended

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



# ESSA accountability requirements

- Automatic identification for comprehensive support
  - Schools in bottom 5% based on overall summative rating
  - Schools not meeting 67% 4-year cohort graduation rate
- Automatic identification for targeted support
  - Schools “consistently” underperforming in one or more subgroups
- States have flexibility, but must take action
  - Schools with lower than 95% participation overall or by subgroup

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# Possible Frameworks

## GOALS

- Common, accurate model for all schools
- Value growth and performance

## GUIDING QUESTIONS

- What best allows our values to be reflected?
- What raises concerns?
- What questions do these models raise?

# Types of Aggregations - Index

- **INDEX:** Numerical Aggregation of Performance Across Measures
- Example: Delaware

Component	% of School Overall Performance	
	HS	ES/MS
Academic Achievement	25%	30%
Academic Growth	45%	40%
On Track to Graduation	20%	10%
College & Career Preparation	20%	20%

# Types of Aggregations – PMF Index

- 0-34.9: Tier 3; 35-64.9: Tier 2; 65-100: Tier 1

Indicator	ES/MS with PK	ES/MS without PK	HS
Student Progress	35%	40%	15%
Student Achievement	25%	30%	25%
Gateway	10%	10%	35%
School Environment	30%	20%	25%
Display Measures	(not scored if applicable)		

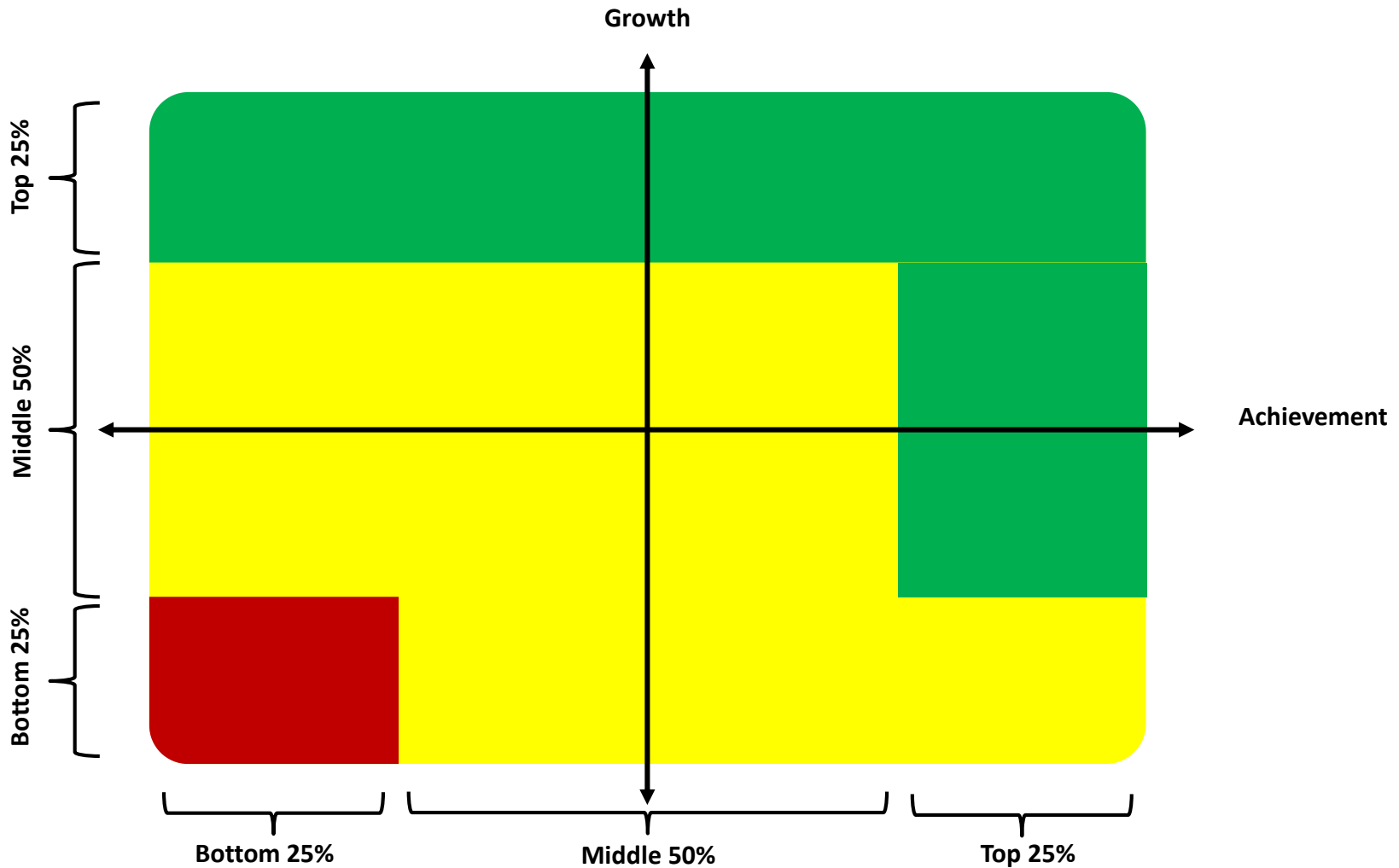
# Types of Aggregations - Index

- **INDEX:** Numerical Aggregation of Performance Across Measures
- **Pros**
  - Could maximize differentiation between schools
  - Could create rating threshold clarity
- **Cons**
  - Can minimize transparency of performance on individual measures
  - Difficult to weight appropriately

# Types of Aggregations - Matrix

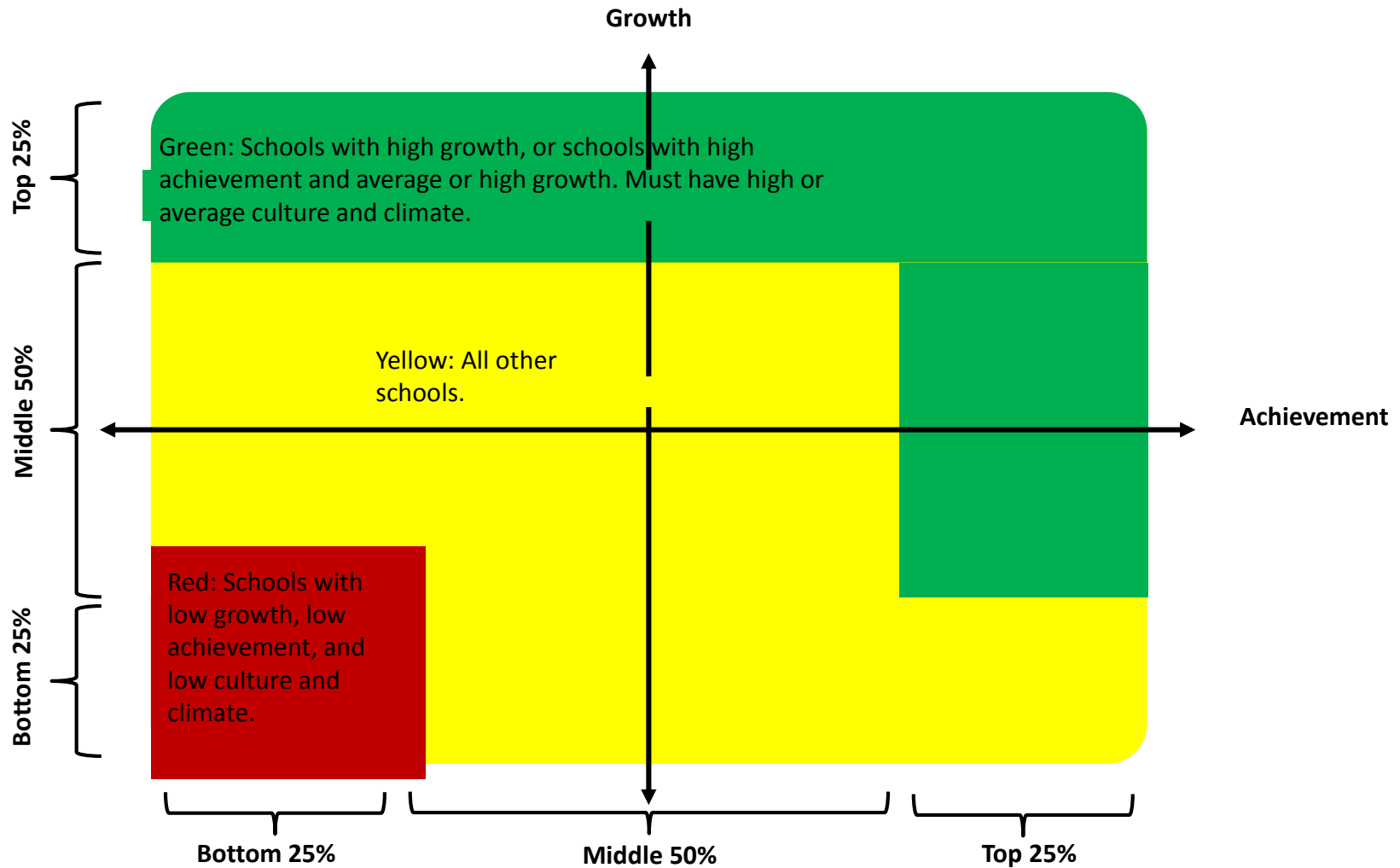
- **MATRIX:** Balance Performance of Two Domains
- Example: Center for American Progress Design Competition

# CAP Matrix Example





# CAP Matrix Example



# Types of Aggregations - Matrix

- **MATRIX:** Balance Performance of Two Domains
- **Pro:**
  - Transparency about ways school can improve
- **Cons:**
  - Can be more difficult to explain to stakeholders
  - Harder to establish federal school classifications

# Types of Aggregations - Gates

- **GATES:** Minimum bar, maximum opportunities to show success
- Example: Tennessee

- **Step 1:** Minimum performance gate
- **Step 2:** Achievement status designation
- **Step 3:** Gap closure status designation
- **Step 4:** Final district determination

District Determination:

*In Need of Improvement*

Achievement Status

Gap Closure Status

District Determination:

*Exemplary, Achieving or Progressing*

# TN Gates Example Cont.

## District X, Achievement Status

Content Area	Performance toward Goals	Relative Performance	Growth measure	Best Score
3-5 Math	1	2	3	3
3-5 ELA	2	2	2	2
District Achievement Status				2.5

*Overall, we see that District X is either meeting or exceeding expected performance, with an average of 2.5. This would make District X “**achieving**” for Achievement Status.*

# Types of Aggregations - Gates

- **GATES:** Minimum bar, maximum opportunities to show success
- **Pro**
  - May prevent improving schools from receiving low summative ratings
  - Multiple opportunities for success
- **Con**
  - Could cloud lack of progress on something we care about

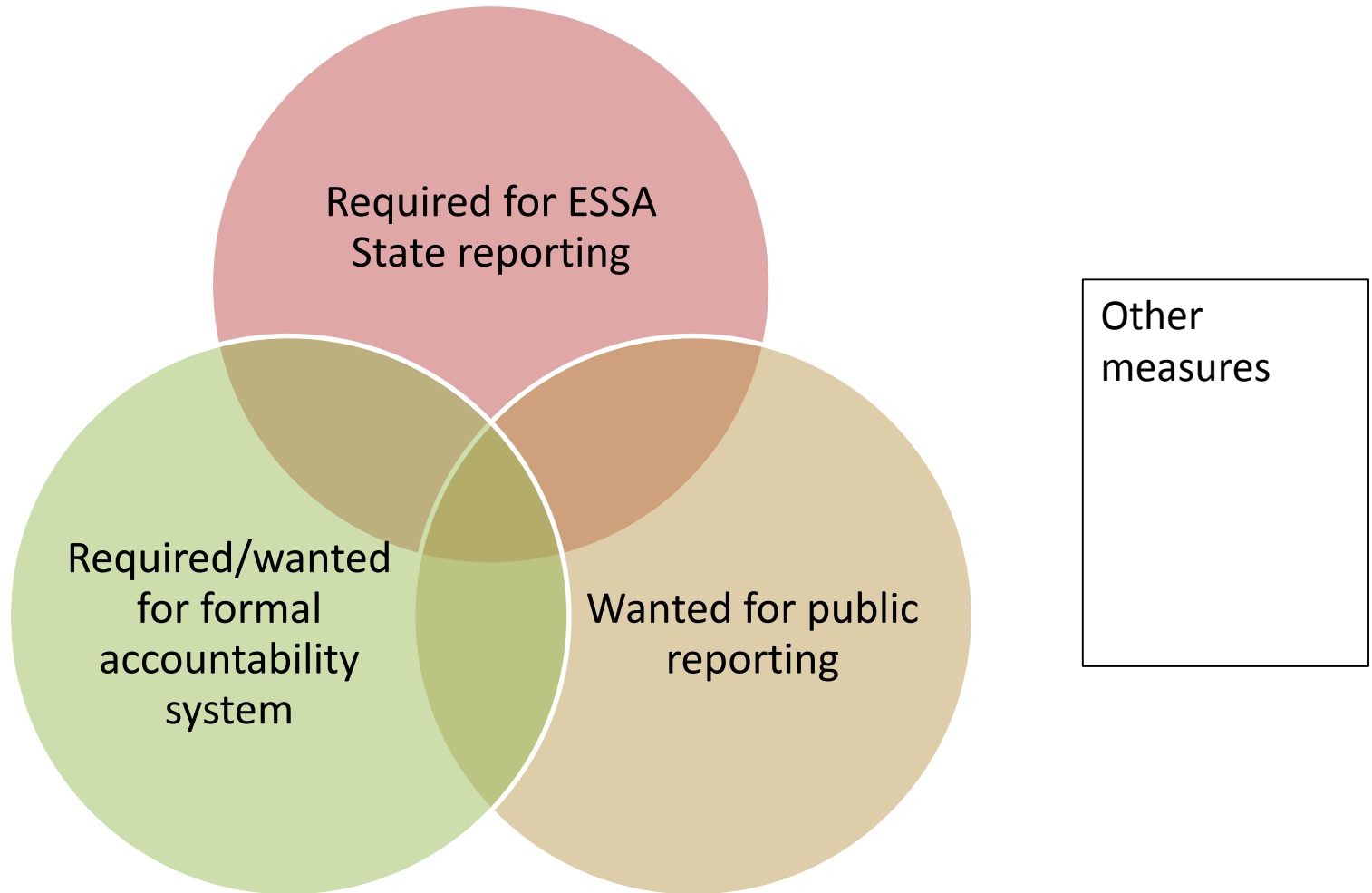
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# Upcoming engagement

- IMMEDIATE:
  - Measures survey in July
  - Measures meeting in August
- SUMMER: Measures
- FALL: Classifications and visualizations
- WINTER: Consequences
- EARLY 2017: Comprehensive vision

# Looking forward to measures





# Example measures – high school

MEASURE	Presence in Formal Accountability System 1 – must be in 3 – open to consider 5 – definitely not	If 4 or 5, would this be appropriate for reporting only? Y/N	Notes
PARCC ELA achievement			
PARCC Math achievement			
PARCC ELA growth			
PARCC Math growth			
DC Science achievement			
DC Science growth			
Graduation rate – 4 year cohort			
Graduation rate growth – 4 year cohort			
Graduation rate – extended cohort			
Additional measures			

# Next steps

- Registration for upcoming sessions and survey will be advertised through LEA Look Forward
- Deck will be posted to OSSE ESSA homepage: [www.osse.dc.gov/essa](http://www.osse.dc.gov/essa)
- Session on measures: Aug. 4 4-5:30, Aug. 8 10-11:30 (virtual option), Aug. 9 3:30-5