



ESSA and Accountability

October 28, 2016 | Hanseul Kang, State Superintendent of Education



Agenda

- Every Student Succeeds Act overview
- Accountability system context and requirements overview
- Discussion
 - Growth and achievement
 - Attendance
 - Which students “count”?
- Questions



Goals of OSSE

- Become the **fastest improving state and city** in the nation in student achievement outcomes
- Ensure **greater equity** in outcomes for our students, by accelerating progress for those who are furthest behind

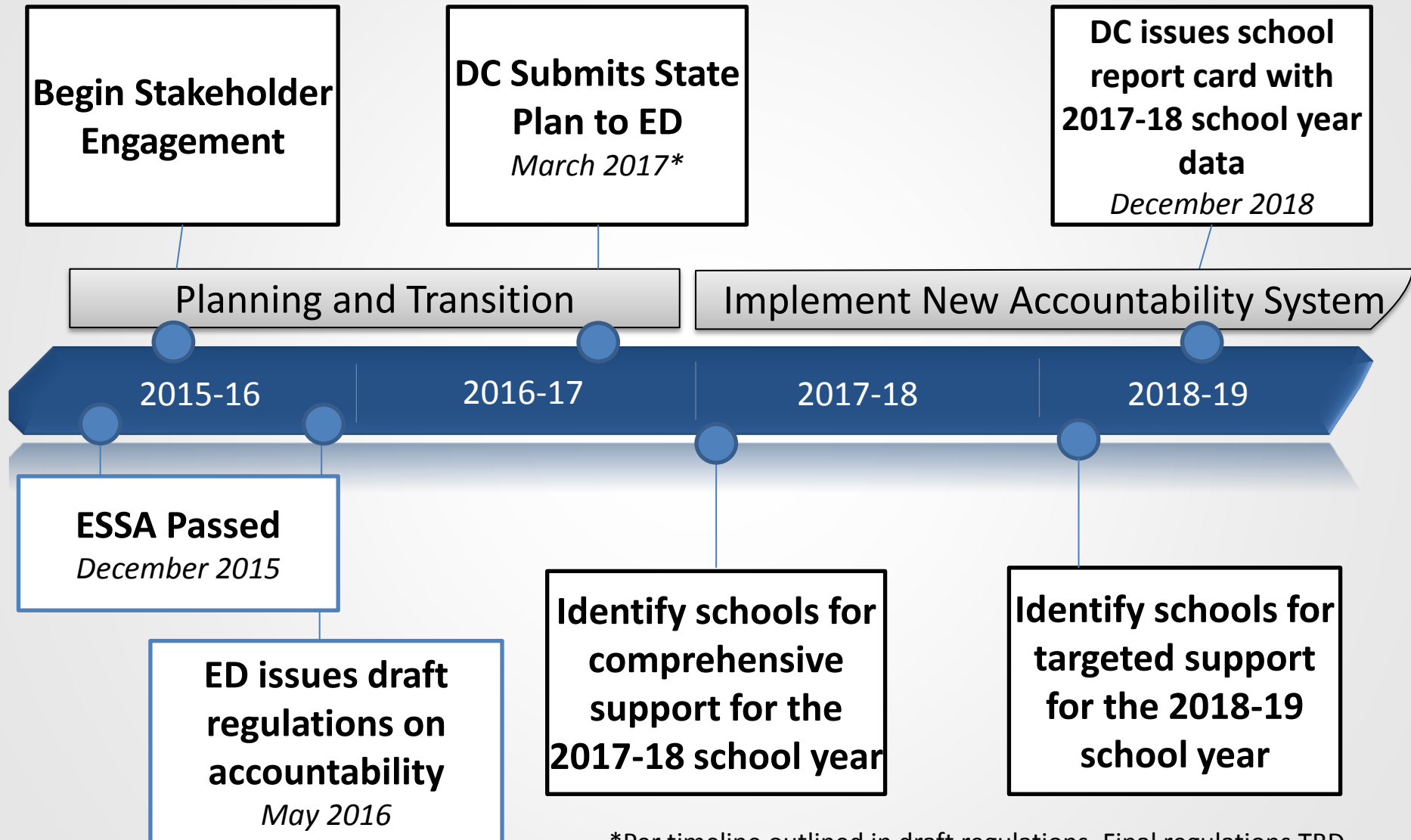


The Every Student Succeeds Act

- Allows for transition into 2017-18 school year
- Carries forward standards, annual assessments, accountability, and subgroup disaggregation
- 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



Timeline Based on Proposed Regs



*Per timeline outlined in draft regulations. Final regulations TBD.



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



Parts of Accountability System

System must consider all students in all schools

Academic achievement

- State assessments (PARCC and MSAA)
- Growth and performance

Graduation rate

- 4-year cohort graduation rate
- Possible other measures

English language proficiency

- How well students are learning English
- Different from performance on English language arts assessment

At least one other indicator

- School quality and student success
- Examples: attendance, school climate, Advanced Placement performance



Opportunity for Accountability in DC

- Common model of school accountability for all schools in DC
- Identify low performing schools across both sectors
- Drive improvement and recognition
- Clear reporting and information for families to make choices



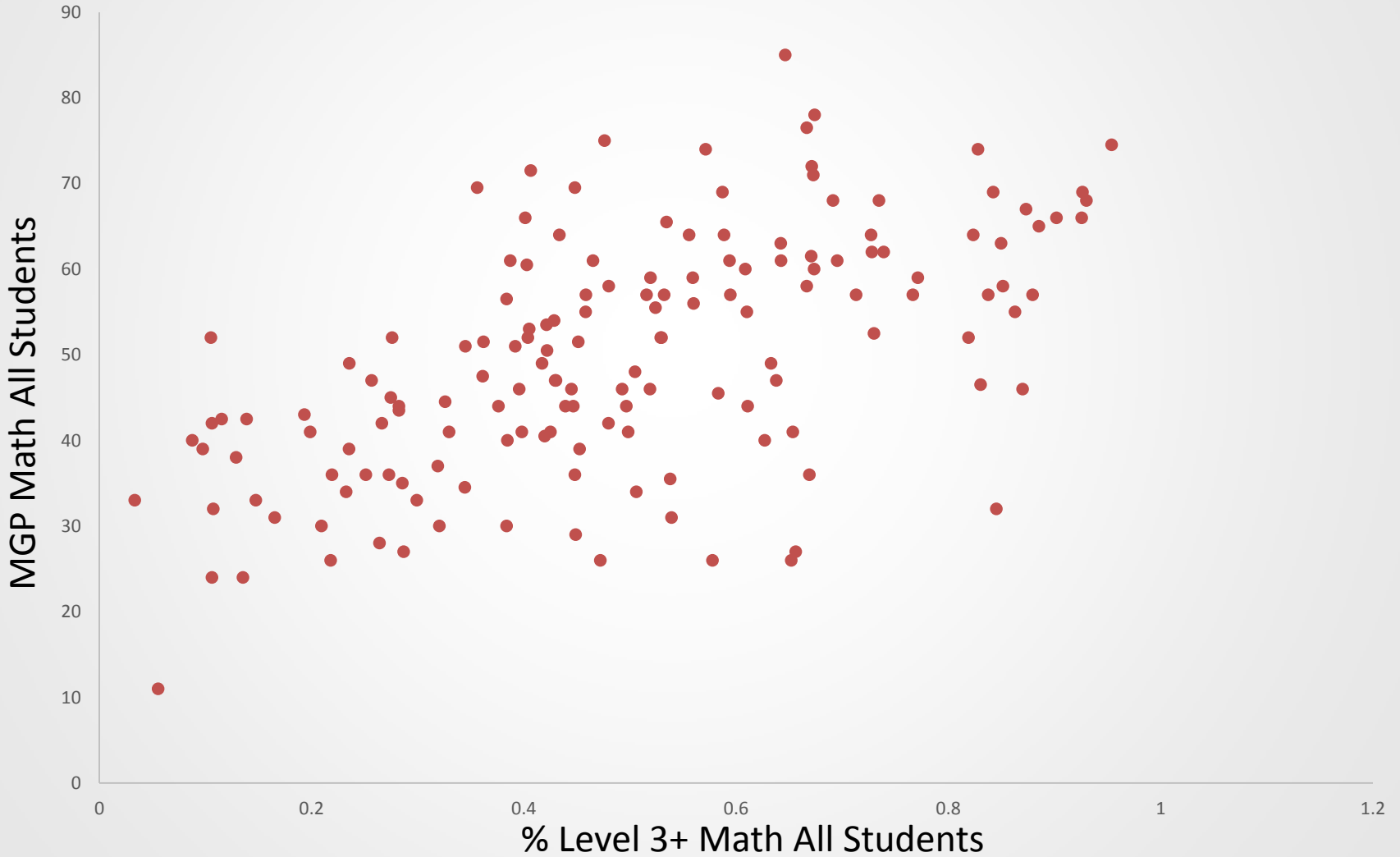
Critical questions



Academic performance

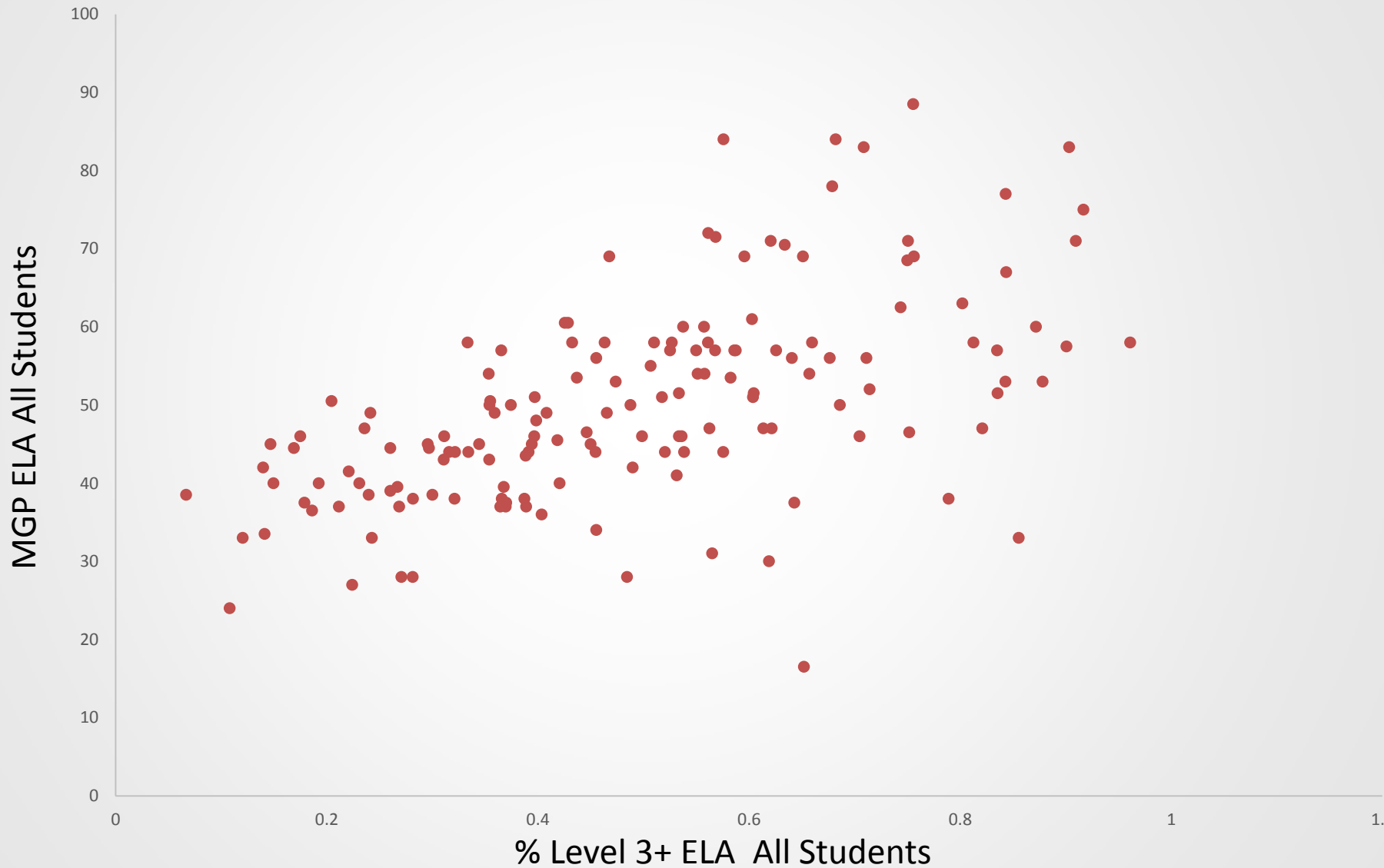


Balancing Growth and Performance





Balancing Growth and Performance



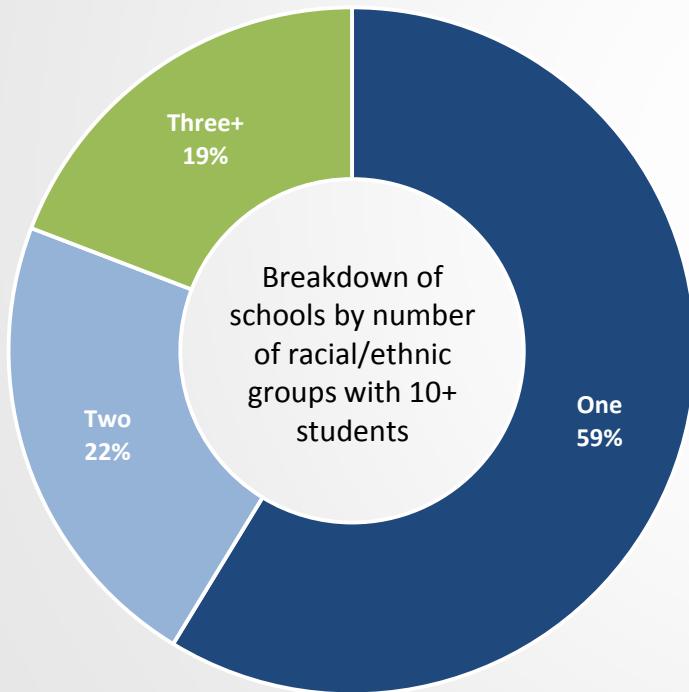


Subgroup Context

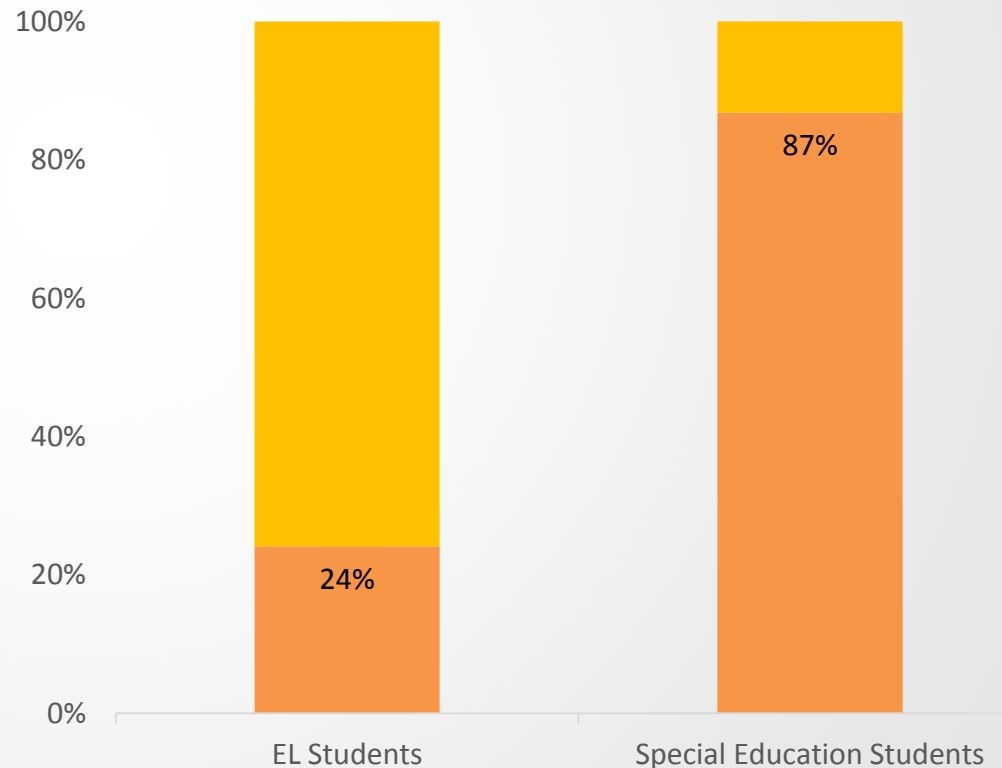
Few schools have 3 or more racial/ethnic groups.

Only 24% of schools have 10 or more EL students, while almost 90% have that number of students with IEPs

Demographic Diversity



% of Schools with 10+ Students from a Specific Group



Note: Analysis based on a universe of 174 schools.



Faster Progress for Students Furthest Behind

- In 20 years, what would you want to be true about the progress of specific subgroups of students?
- We often talk about “closing gaps.” How do you think about this – what gaps are we talking about closing?
- How much should we factor in subgroups? In thinking about weights, how would you think about weight of particular subgroups as compared to overall average?



When do Students “Count”

- Currently for State assessments:
 - Minimum n-size of 25
 - Full academic year (FAY) rules: Oct. count day, spring assessment start, 80% in between
- Currently for in-seat attendance in accountability
 - 10 days present
 - Students may count for multiple schools



Quality instructional time



In-Seat Attendance

The percentage of enrolled students who were present “in-seat” during a given period of time. Generally expressed as an average rate for the school year.

Sum of membership days for each student MINUS sum of full day absences of those students

Sum of membership days of each student

- Familiar metric included on many school report cards nationwide, and currently used by DCPS and PCSB.
- Typically, 93 percent and above considered to be “good” in-seat attendance.



% Days Each Student Misses/Attends

Students who are “chronically absent” miss 10 percent or more of the school year – approximately 18 days of instruction lost in a full school year.

$$\frac{\text{Full membership days missed}}{\text{Sum of membership days of each student}} > 10\%$$

OR

$$\frac{\text{Full membership days attended}}{\text{Sum of membership days of each student}} < 90\%$$



Why Use Chronic Absenteeism?

- Significant evidence that chronic absence predicts low educational outcomes, including early indication of whether a student will graduate within four years.
- In the early grades, chronic absenteeism is associated with lower likelihood of grade-level reading by third grade.
- Difference from truancy – counts both excused and unexcused absences.



How Are These Measures Different?

Scenario:

- School A has 1,000 students
- Each student is enrolled for 180 days
- 500 (50%) of students attended 180 (100% of) days
- 250 (25%) of students attended 171 (95% of) days
- 250 (25%) of students attended 161 (89.4% of) days

ISA

- $[(180*500)+(171*250)+(161*250)]/(180*1000) = 96\%$

Percentage of Students Attending 90% or More of Instructional Days

- $(750/1000) = 75\%$

Percentage of Students Missing 10% or More of Instructional Days

- $(250/1000) = 25\%$

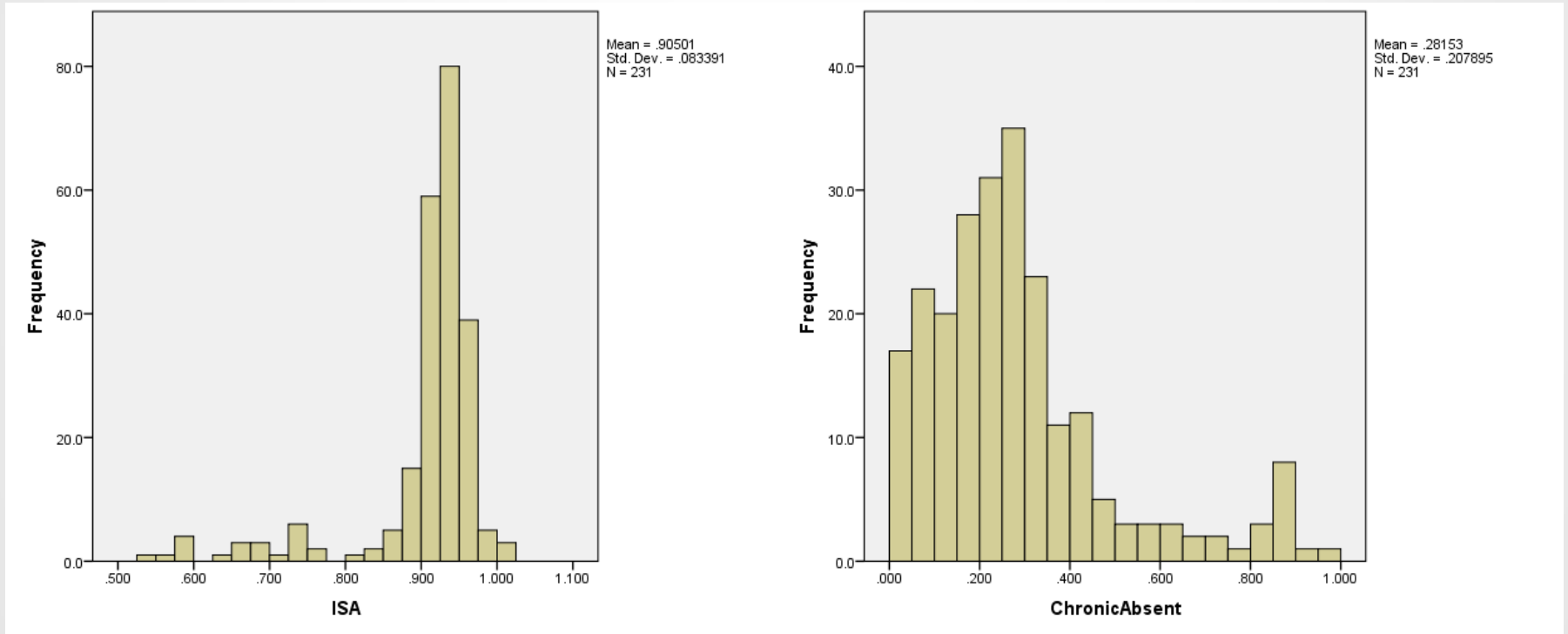
Median Percentage of Instructional Days Attended

- **97.5%**



Distribution

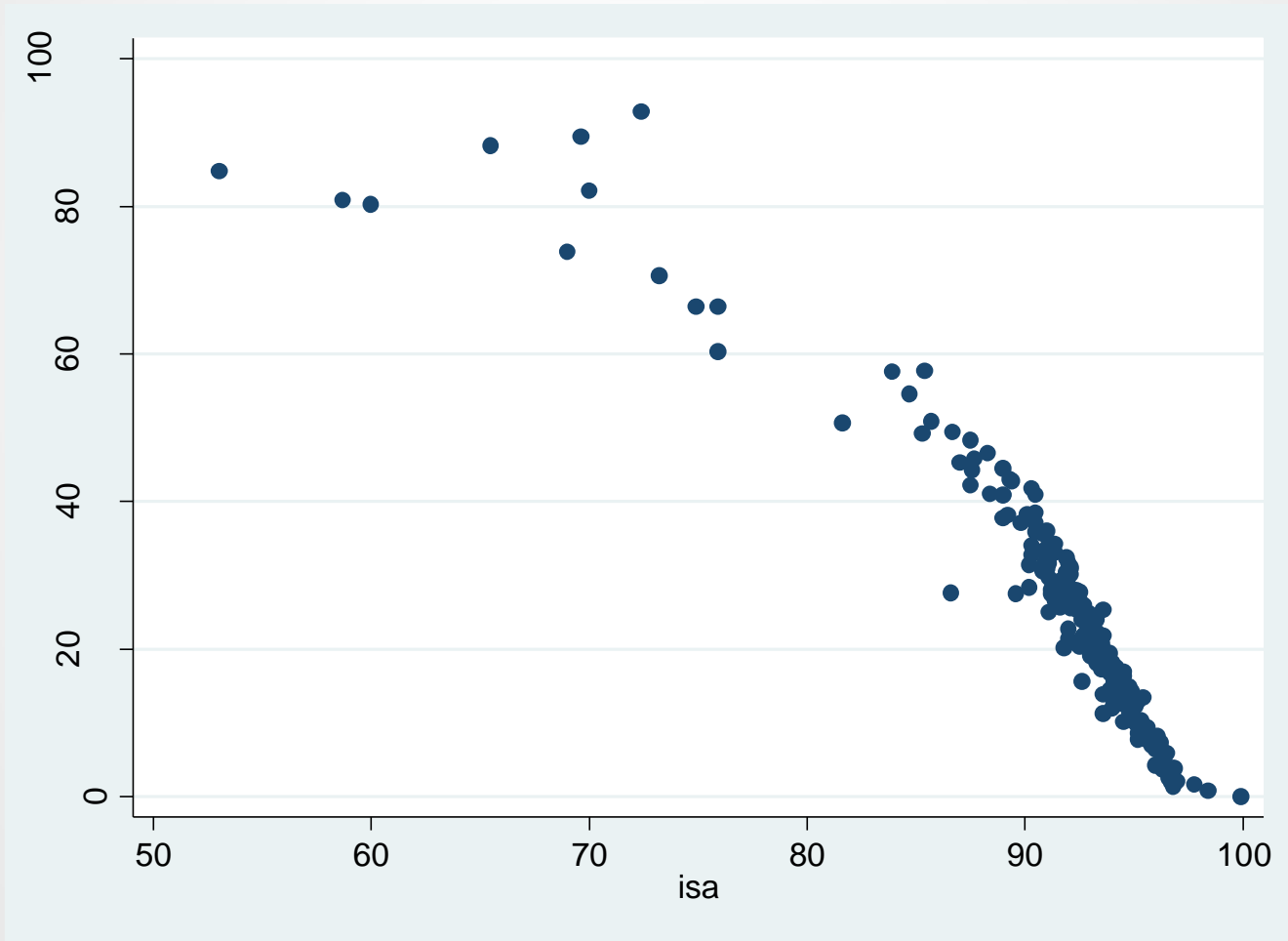
- Looking at schools, ISA rates tend to cluster between 90 and 95 percent, which chronic absenteeism rates are spread more broadly.





Differentiation

- Chronic absence rates can vary significantly even among schools with similar overall attendance rates.





Q&A



Feedback Surveys

Two surveys have been created and opened to get early input on core aspects of the work:

The Vision for DC Education survey seeks general feedback about what factors are important to accelerate progress and ensure equity in DC's education system.

The OSSE Accountability Measures Survey seeks feedback on what measures are important to identify a successful school.

Access these surveys on OSSE's main ESSA webpage:

<http://osse.dc.gov/essa>



Ways to Get Engaged and Stay Informed

- **Take a survey** to share your thoughts on what is important
- **Stay informed** by visiting: <http://osse.dc.gov/essa>
- **Ask questions** by sending an email to OSSE.ESSA@dc.gov