

ESSA and Accountability



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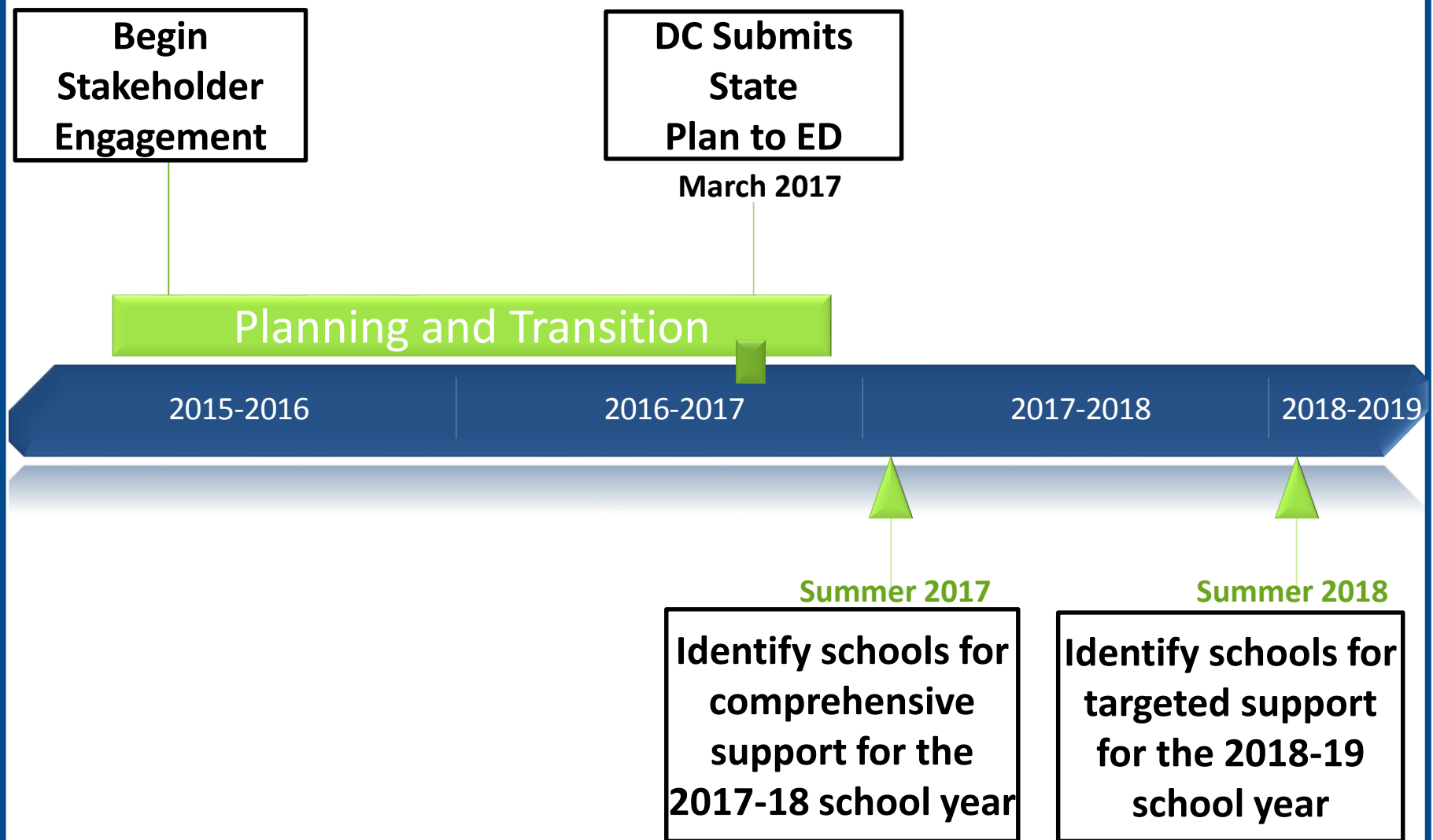
Agenda

- Every Student Succeeds Act
 - Highlights of transition
- ESSA state plan
- DC school accountability system
 - Vision
 - Requirements
 - Upcoming Engagement
- Other questions

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



ESSA Requirement: A New SEA Plan

The purpose of the consolidated state plan is to:

- 1) to improve teaching and learning by encouraging greater cross-program coordination, planning and service delivery;
- 2) to provide greater flexibility to state and local authorities through consolidated plans, applications, and reporting; and
- 3) to enhance the integration of programs under the Act with state and local programs.

Accountability in ESSA

- Requires new accountability system for 2017-18 school year (using 2016-17 data)
- SBOE must approve plan early next year
- Plan must be developed with meaningful consultation from SBOE, OSSE, teachers, principals, charter sector, DCPS, parents, etc.

What is an Accountability System?

- U.S. law requires states to develop system that shows which schools need more support
- Develop plan and actions to improve lowest performing schools
- Creates large questions of how we define performance and how we support struggling schools

Current DC Accountability

- 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

Result: confusion for families and for schools

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
- Flexibility in consequences across roles of SEA, authorizer, LEA

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**

Critical Questions

- What do we expect from our schools?
- What qualities should a successful school possess?
- How should we measure school success?
- How do we ensure all schools are successful?
- How should we support struggling schools?

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, 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

What's Next

- **FALL:**
 - Stakeholders participate in surveys open until Sept. 16
 - OSSE hosts focus groups Sept. 28 – Oct. 26 for LEAs to discuss measures and possible model
 - SBOE public meetings
 - Additional meetings for leaders, teachers and public to provide feedback

How Can You Get Involved?

- **Take a survey** to share your thoughts on what is important (open until Sept. 16)
 - [Accountability measures](#)
 - [Vision for DC Education](#)
- **Attend a meeting** to learn about ESSA requirements and give input
 - **LEA focus groups:** Sept. 28, Oct. 6, Oct. 14, Oct. 18, Oct. 26
 - SBOE public meetings
- **Stay informed.** View the [OSSE ESSA Webpage](#) and the [SBOE ESSA Webpage](#) for ongoing ESSA updates and resources
- **Ask questions** by sending an email to OSSE.ESSA@dc.gov and SBOE@dc.gov.



OTHER QUESTIONS



APPENDIX

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	10%	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)		

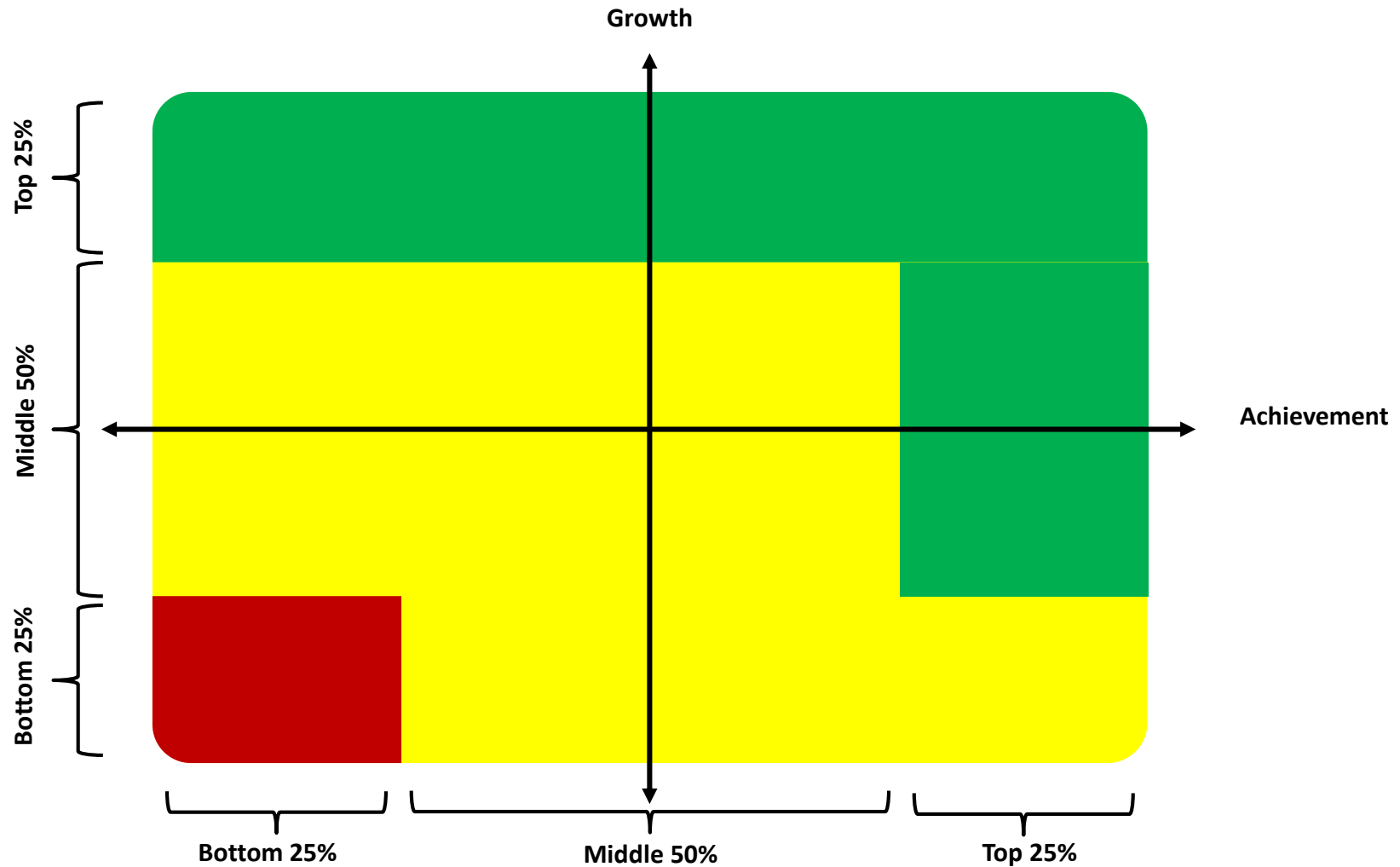
Types of Aggregations - Index

- **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

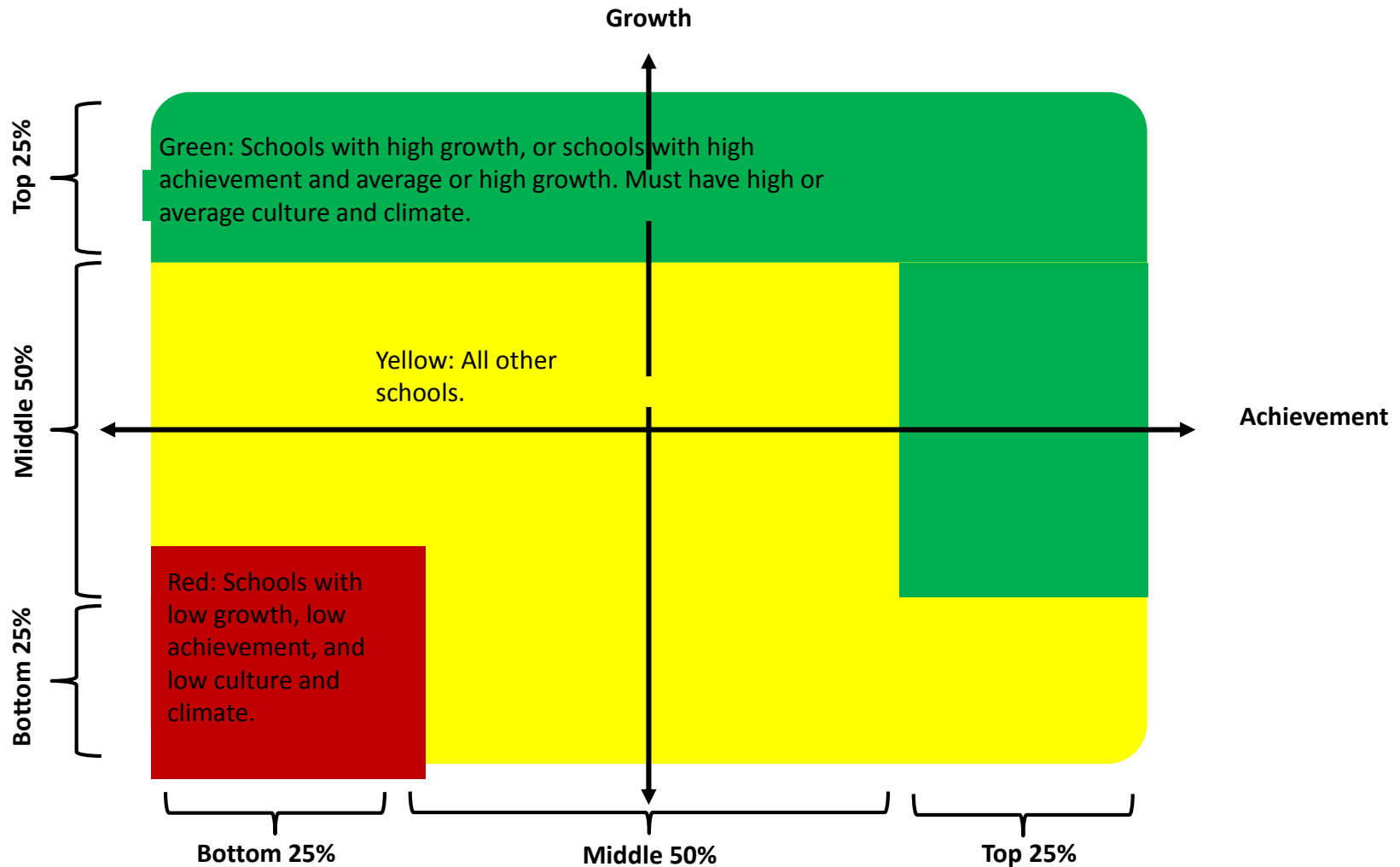
Types of Aggregations - Matrix

- **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