



ESSA Update

SBOE Working Session

Feb. 1, 2017



Agenda

- Open letter to the community
- STAR system review
- Scenarios
- School improvement and support
- Upcoming community meetings



Clear Information for Families and Schools



STAR Annual Reporting

Schools receive star rating from one star (lowest) to five stars (highest) based on multiple measures

Provides a snapshot on all DC schools to families, the community, and schools based on common information

LEARN DC Creating Opportunity

HOME DISTRICT OF COLUMBIA

District of Columbia

DATA SETTINGS

Introduction

From this site, you will be able to view school, local education agency, and DC level information on assessment performance on the Partnership for Assessment of Readiness for College and Careers (PARCC) and Multi-State Alternate Assessment (MSAA). In the future, it will also include results from the DC Next Generation Science Standards Assessments. Many of the graphs and reports on this page allow users to select options to look at data in different ways. Explore options in the data settings and drop-down menus on this page.

[View more information and resources on DC's assessments.](#)

You are viewing assessment results from full academic year students who took the traditional statewide assessments, PARCC and DC Science. The PARCC performance level is set to levels 4+*. You can change this in the data settings.

Performance Summary

Percent of students who met or exceeded expectations for grade-level learning standards in DC in the 2015-16 school year.

ENGLISH LANGUAGE ARTS/LITERACY	MATHEMATICS	SCIENCE
27%	25%	N/A

Assessment Performance Over Time

PERCENTAGE OF STUDENTS IN DISTRICT OF COLUMBIA AT EACH PERFORMANCE LEVEL OVER TIME

This chart displays the percentage of students in each performance level in 2015 and 2016. Each vertical bar represents students from a given year, and within each vertical bar, each color represents the percentage of students at a specific performance level. Results shown above the 0% line represent students meeting or exceeding expectations, and those below the 0% line represent students not meeting or exceeding expectations.

Year	Level 4+	Level 3	Level 2	Level 1	Level 0
2015	27%	15%	15%	15%	28%
2016	25%	15%	15%	15%	30%

Performance of Specific Groups of Students

Percent of students who met or exceeded expectations for grade-level learning standards in DC in the 2015-16 school year. [Read more about what Grade Level & Assessment means.](#)

Grade Level & Assessment	English Language Arts/Literacy	Math	Science
All Grades	27%	25%	N/A
Grades 3-8	28%	27%	N/A
Grades 9-12	21%	17%	N/A
Grade 3	26%	37%	N/A
Grade 4	29%	22%	N/A
Grade 5	29%	20%	N/A
Grade 6	26%	21%	N/A
Grade 7	27%	17%	N/A
Grade 8	29%	14%	N/A
English II	21%	N/A	N/A
Algebra I	N/A	38%	N/A
Geometry	N/A	11%	N/A
Algebra II	N/A	60%	N/A
Integrated Math II	N/A	82%	N/A



Scenarios - Context and Caveats

- Goal of today: Explain how particular types of schools fare in the proposed STAR system
 - Low achievement, high growth
 - Low achievement, high environment
 - High achievement, low environment
- Important to keep in mind:
 - Scenarios based on information available now
 - Limited to one cycle of growth
 - Not final draft



Low Achievement, High Growth Schools

How does the STAR system ensure that **schools that are growing students are recognized** for making progress even if their students are not yet college- and career-ready?

- Emphasize Growth by weighting it as much as Achievement

How many schools fit this profile?

- Of the schools included in our analysis, there are only 12 (6%) that currently have low achievement results and high growth

How do these schools fare in the draft accountability system?

- Nearly all of the schools have a rating of Three Stars
- None of the schools have a rating of One Star



Example: Low Achievement, High Growth

Metric	School A: Low Achievement, Low Growth	School B: Low Achievement, High Growth
PARCC ELA – 4+	<10%	<10%
PARCC Math – 4+	<20%	<20%
PARCC ELA – MGP	High 20s (under state average)	Mid 40s (under state average)
PARCC Math – MGP	Mid 40s (under state average)	Mid 70s (above state average)
Overall Rating	One Star	Three Stars

- Both Schools A and B perform similarly in terms of Achievement
- **School B noticeably outperforms School A in terms of Growth**
- The STAR system ensures that **School B is recognized for its high growth scores** by awarding it an overall rating of Three Stars



Low Achievement, Strong Environment Schools

How does the accountability system ensure that **schools with strong environments are recognized** and rewarded while prioritizing Academic Achievement and Growth?

- Assign 15% of the school's overall score to school environment metrics
- For high schools (which don't have growth metrics in Year 1), assign 25% of points to school environment metrics

How many schools fit this profile?

- Of the schools included in our analysis, there are only 27 (13%) that currently have low achievement results and have strong environment ratings

How do these schools fare in the accountability system?

- 60% of schools earn an overall rating of Three Stars
- 35% of schools earn an overall rating of Two Stars



Example: Low Achievement, Strong Environment

Metric	School A: Low Achievement, Low Growth, Weak Environment	School B: Low Achievement, Low Growth, Strong Environment
PARCC ELA – 4+	<20%	<20%
PARCC Math – 4+	<30%	<30%
PARCC ELA – MGP	<50	<50
PARCC Math – MGP	<50	<50
ISA	93%	96%
90%+ Attendance	Low 70s	High 90s
Re-enrollment	73%	87%
Overall Rating	One Star	Two Stars

- Both Schools A and B perform similarly in terms of Achievement and Growth
- **School B consistently outperforms School A on School Environment metrics**, including ISA, 90%+ Attendance, and Re-enrollment
- The STAR system ensures that **School B is recognized for its strong environment** ratings by awarding it an overall rating of Two Stars



High Achievement, Weak Environment Schools

How many schools fit this profile?

- Of the schools included in our analysis, there are no schools that are high-achieving and have weak environment ratings

Of high-achieving schools, the school with the weakest environment ratings still scored moderately well – 3 stars



Focused Support for Schools

Schools identified for comprehensive and targeted support every three years

Brings focus and funding to schools in need of additional support to improve

Schools submit plans and apply for funding for programs to support their students learning





| Thank you!