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

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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

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

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

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

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

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!