ESSA Accountability

Updates and Next Steps

Jan. 4, 2017 | Hanseul Kang, State Superintendent

- Principles and core beliefs

- Subgroup structure proposal

- Updated frameworks - metrics and proposed weights

- Next steps - recap timeline

Principles and core beliefs

Current DC accountability

- Multiple models of accountability running in parallel
  - 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

- Common model of school accountability for all schools in DC

- Accurate identification of low performing schools across both sectors

- Thoughtful supports and interventions to drive improvement

- Integrated public reporting

DC accountability principles

We want to build a system that:

- 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 for now** with a commitment to future continuous improvement

- Overall school ratings include substantial weight on the performance of specific groups of students as well as the performance of all students.

- Multiple indicators to value the growth of all students, including those starting furthest behind.
  - Belief in need for focus on students to achieve at the college- and career-ready level as well as those making improvements from any starting point.

- For schools serving students in early childhood, a proportion of overall framework score is based on how well they are serving their youngest learners.

Both performance and growth matter.

- Multiple measures of performance and growth:
  - Maintain a clear focus on the level we want students to be performing.
    - Students meeting or exceeding (scoring at 4+) and, at a lesser weight, students approaching, meeting, or exceeding expectations (scoring at 3+)
  - Recognize value of schools that are making progress.
    - Compliment MGP, a relative growth measure, with an absolute growth measure that considers increase of performance for all students at every level and isn't zero sum

- Design English language proficiency domain to include both performance and growth measures.

In listening to families, schools and the community we have added multiple measures of school quality and success.

- High school framework values educational opportunities schools make available to students.
  - Metrics for Advanced Placement/International Baccalaureate that consider performance and participation

- Measure of reenrollment that gives schools credit for establishing an environment in which students and families want to stay.

- Given the strong correlation between attendance and student outcomes, our system rewards schools with students accessing as much instructional time as possible.
  - Uses in-seat attendance (ISA) in addition to measure of quality instructional time for attendance

Connecting Principles to the Framework: Supports Comparability and Equity

Builds a system that is workable for schools and LEAs.

- Uses measures that are available, understood, and common across sectors.

- Maintains and balances fairness in reporting.
    - Establishes an n-size of 10 for accountability and reporting
    - Builds in structural considerations to ensure protections of student privacy and fairness to schools ranging in diversity of student populations

Given current data availability some measures discussed are not included in current system. May be explored in the future pending further data, analysis, and policy consideration:

Domains	Example of Measures Discussed
Academic Achievement and Growth	• Possible alternative growth measures (e.g., value added, PSAT→SAT growth) • DC Science • Early childhood academic measures (iReady, NWEA)
Graduation rate	• 9th grade on track to graduate
School quality and student success	• Dual enrollment • Career technical certification • School surveys

Structure proposal

Structure Proposal
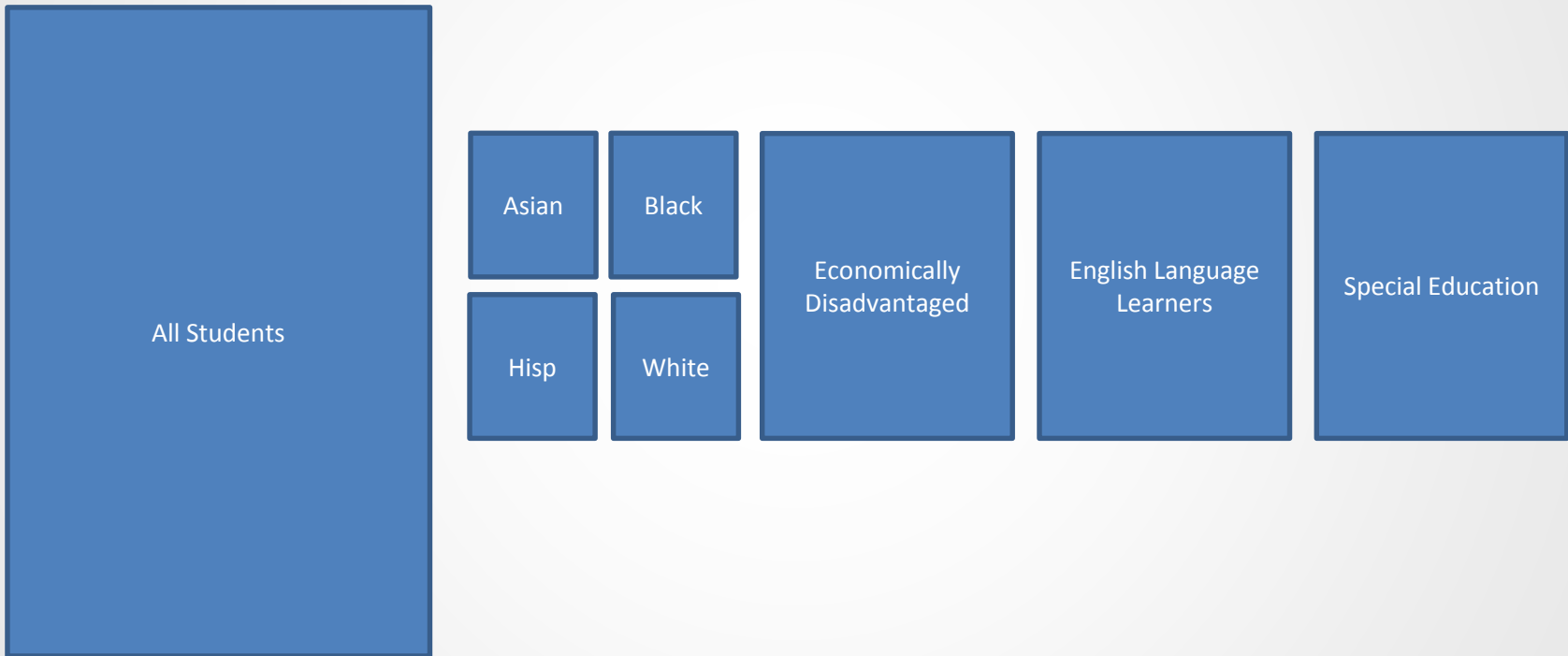
- For a given school, calculate a framework index score for All Students and for each subgroup, based on the same metrics and a **minimum N of 10** for each subgroup

All Students

Asian

Black

Hisp

White

Economically Disadvantaged

English Language Learners

Special Education

- Subgroups that do not meet a **minimum number of possible points** do not count towards a school's final score
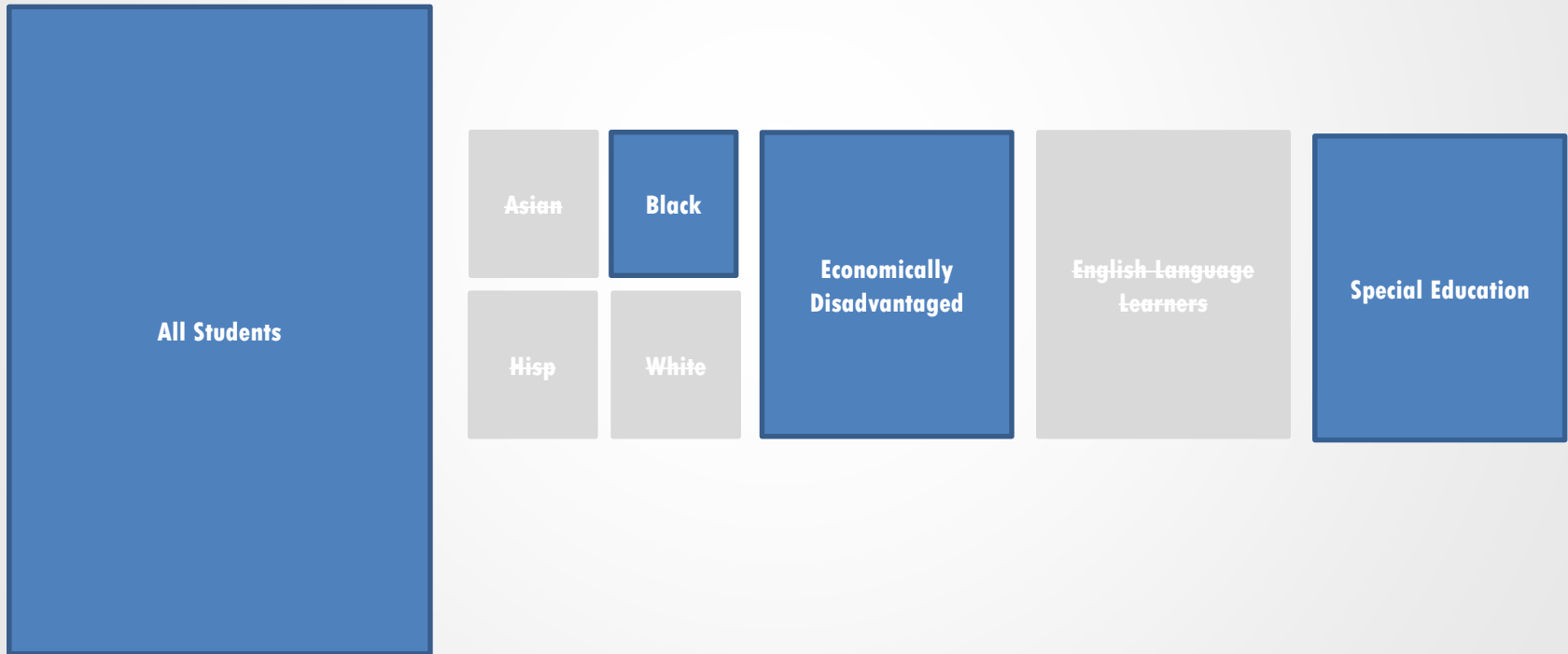
Calculating a Final Score

- A school's final score is a **weighted average** of the All Students score and the applicable subgroup scores
- Each applicable race/ethnicity is weighted equally

All Students		
	Asian / Black / Hisp / White	Economically Disadvantaged

All Students

Asian Black

Hisp White

Economically Disadvantaged

English Language Learners

Special Education

5%   5%   5%   10%

75%   25%
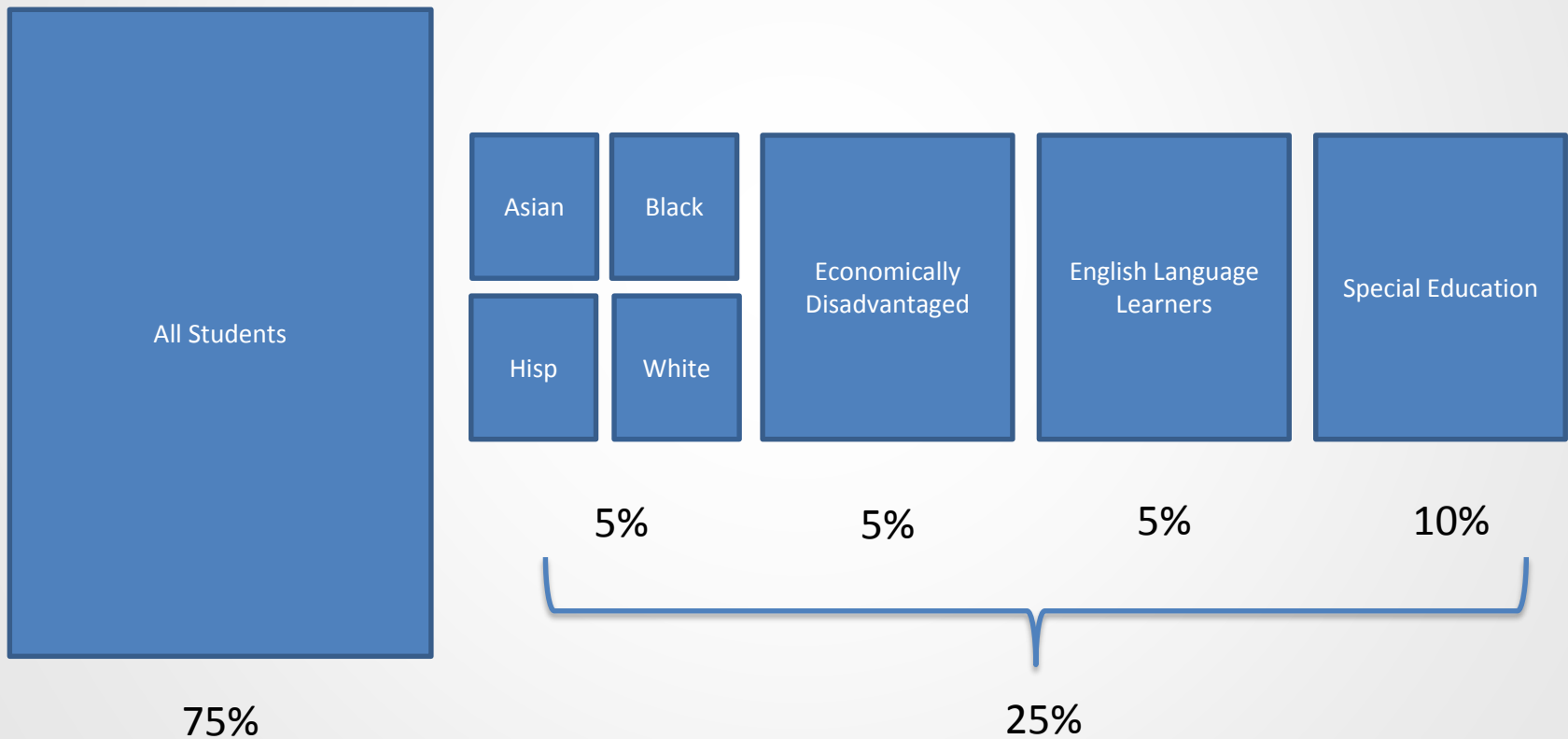
Why calculate the framework separately for each subgroup?

- Ensures transparency by providing information about all students in all schools.
- Emphasizes equity.
- Ensures comparability.

Why use a minimum N of 10 and a minimum number of possible points?

- Ensures protections of student privacy.
- Ensures fairness for schools ranging in diversity of student populations.

Why assign these weights to All Students and individual subgroups?

- Places substantial weight on the performance of specific groups of students as well as the performance of all students.
- Prioritizes outcomes for students who are furthest behind.

Example

Consider a school that is predominantly Black/African American and serves economically disadvantaged and special education students; the school does not serve many Asian students, Hispanic/Latino students, White students, or English Language learners.

Metric	White
Framework Score	N/A
PARCC 3+	~~N<10~~
PARCC 4+	~~N<10~~
MGP	~~N<10~~
Absolute Growth	~~N<10~~
ISA	~~N<10~~
90%+ Attendance	~~N<10~~
Re-enrollment	~~N<10~~
ACCESS 5+	~~N<10~~
ACCESS Growth	~~N<10~~

If the minimum N is 10,

- None of the metrics are calculated for White students

Example

Consider a school that is predominantly Black/African American and serves economically disadvantaged and special education students; the school does not serve many Asian students, Hispanic/Latino students, White students, or English Language learners.

Metric	Hispanic/Latino
Framework Score	~~85~~
PARCC 3+	~~N<10~~
PARCC 4+	~~N<10~~
MGP	~~N<10~~
Absolute Growth	~~N<10~~
ISA	✓
90%+ Attendance	✓
Re-enrollment	~~N<10~~
ACCESS 5+	~~N<10~~
ACCESS Growth	~~N<10~~

If the minimum N is 10,

- Only two of the metrics (ISA and 90%+ attendance) are calculated for Hispanic/Latino students

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Example

Consider a school that is predominantly Black/African American and serves economically disadvantaged and special education students; the school does not serve many Asian students, Hispanic/Latino students, White students, or English Language learners.

Metric	All Stud	Asian	Black	Hisp	White	Econ Dis	ELL	SPED
ACCESS 5+	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
ACCESS Growth	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10

If the minimum N is 10,

- ACCESS metrics are not calculated for All Students or any subgroups

If the minimum number of possible points is 50, the Hispanic/Latino score would not contribute to a school's final score even though some metrics are calculated for Hispanic/Latino students.

Metric	All Stud	Asian	Black	Hisp	White	Econ Dis	ELL	SPED
Framework Score	**68**	**N/A**	**67**	❌	**N/A**	**65**	**N/A**	**50**
PARCC 3+	✓	N<10	✓	N<10	N<10	✓	N<10	✓
PARCC 4+	✓	N<10	✓	N<10	N<10	✓	N<10	✓
MGP	✓	N<10	✓	N<10	N<10	✓	N<10	✓
Abs Growth	✓	N<10	✓	N<10	N<10	✓	N<10	✓
ISA	✓	N<10	✓	✓	N<10	✓	N<10	✓
90%+ Attendance	✓	N<10	✓	✓	N<10	✓	N<10	✓
Re-enrollment	✓	N<10	✓	N<10	N<10	✓	N<10	✓
ACCESS 5+	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
ACCESS Growth	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10

Example

To calculate the school's final score,

1 **2** **3** **4** **5**

$$[(0.75*68) + (0.05*67) + (0.05*65) + (0.10*50)] / (95) = \mathbf{66}$$

1 The **All Students** score has a weight of 0.75.

2 The **Black/African American** score has a weight of 0.05 (no other subgroups met the minimum number of possible points).

3 The **Economically Disadvantaged** score has a weight of 0.05.

4 The **Special Education** score has a weight of 0.10.

5 The final score is calculated out of 95 points because the English Language learners score did not meet the minimum number of possible points.

Framework update: metrics and metric weights

Metric Weights: Middle Schools

Academic Achievement (40%)
- PARCC 3+ (15)
- PARCC 4+ (25)

Academic Growth (40%)
- Median Growth Percentile (20)
- Absolute Growth Metric (20)

School Quality & Student Success (15%)
- In Seat Attendance (3.75)
- 90%+ Attendance (7.5)
- Re-enrollment (3.75)

English Language Proficiency (5%)
- ACCESS 5+ (2.5)
- ACCESS Growth (2.5)
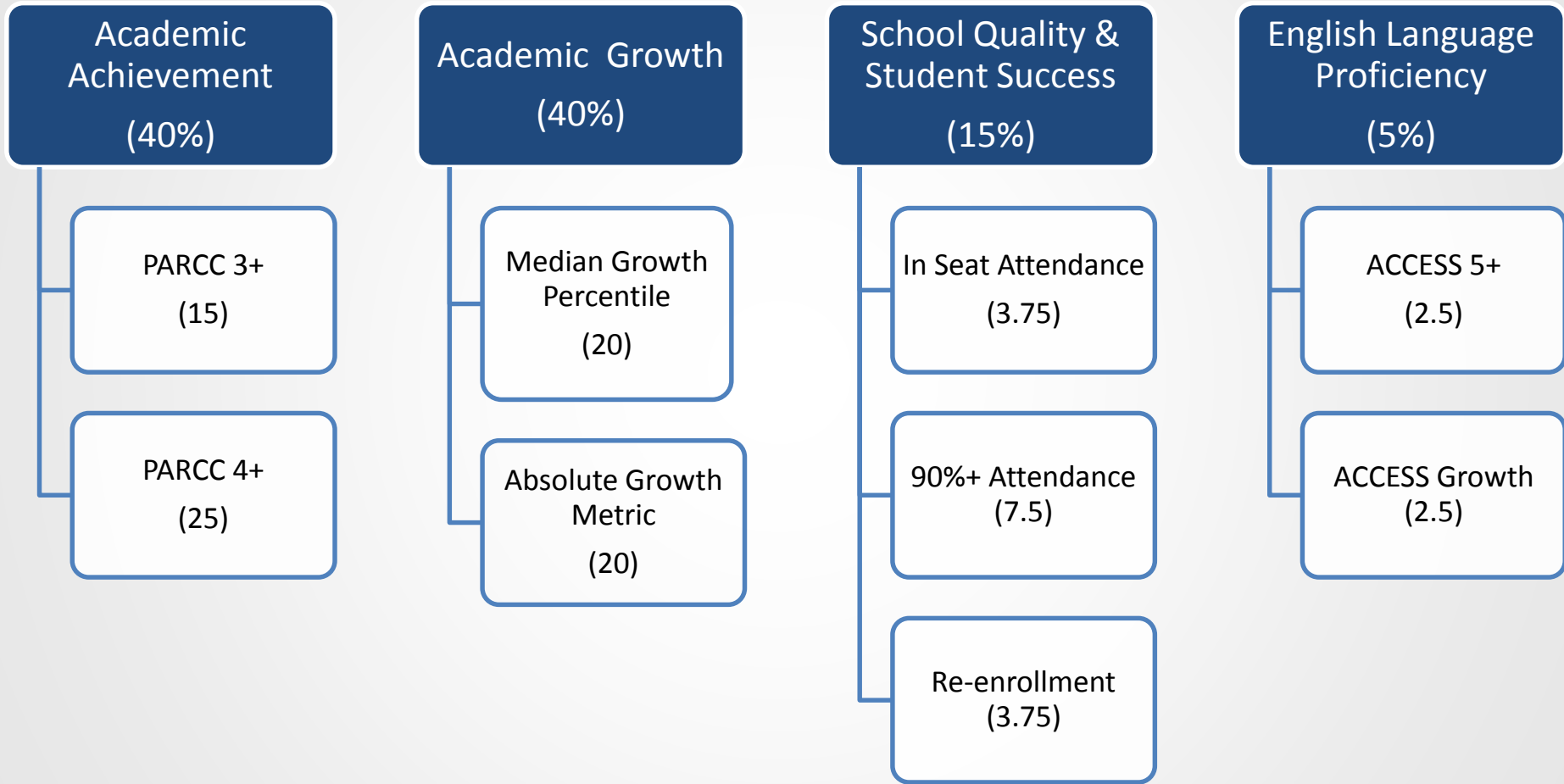
Metric Weights: Elementary Schools and pre-K-8th Grade

Academic Achievement (40%)	Academic Growth (40%)	School Quality & Student Success (15%*)	English Language Proficiency (5%)
PARCC 3+ (15)	Median Growth Percentile (20)	In Seat Attendance*	ACCESS 5+ (2.5)
PARCC 4+ (25)	Absolute Growth Metric (20)	90%+ Attendance*	ACCESS Growth (2.5)
		Re-enrollment*	
		CLASS*	

*CLASS only for pre-K 3 and 4 as applicable. Weights for other measures will be set proportionally based on the percentage of students in pre-K versus other grades; methodology TBD.

Metric Weights: High School

Academic Achievement (50%)
- PARCC 3+ (10)
- PARCC 4+ (15)
- ACT/SAT (15)
- AP/IB (10)

School Quality & Student Success (25%)
- In Seat Attendance (6.25)
- 90%+ Attendance (12.5)
- Re-enrollment (6.25)

English Language Proficiency (5%)
- ACCESS 5+ (2.5)
- ACCESS Growth (2.5)

Graduation Rate (20%)
- 4YR ACGR (10)
- 5YR ACGR (6)
- Alternate Grad Metric (4)
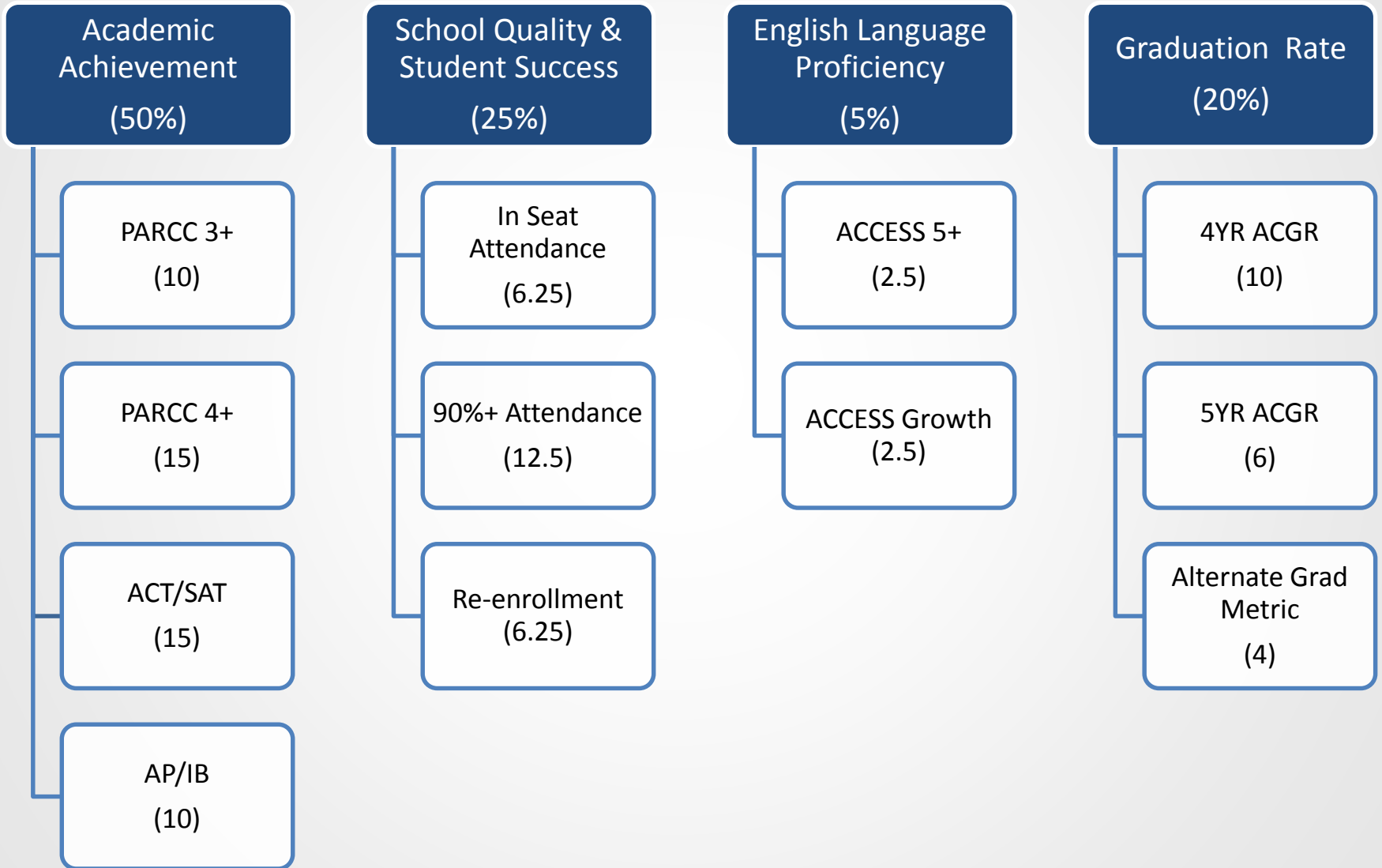
Next steps

Timeline and Engagement Opportunities

- Dec. 21 SBOE Public Meeting: Final Federal Regulations, Timeline & Engagement Update

- Jan. 4 SBOE Working Session: Discuss latest versions of accountability frameworks

- Jan. 18 SBOE Public Meeting: Public testimony on draft accountability frameworks

- Jan. 30 – March 3: Public comment period on DC ESSA state plan

- Feb. 6 – March 3: Engagement and public comment on comprehensive state plan (including meetings in each of 8 Wards hosted by SBOE and OSSE)

- Feb. 1 SBOE Working Session: Continued discussion on accountability SBOE vote in March (requested special vote)

- Feb. 15 SBOE Public Meeting: Public testimony on state plan during public comment period

- Feb. 28: LEA Institute

Upcoming Engagement (cont.)

- March 3 – March 15: OSSE revises state plan

- March 22 (special session): SBOE vote on state plan

- April 3: DC submits state plan to ED

- August (120 days): Feedback/approval from ED