



ESSA Accountability

Updates & Next Steps

Jan. 10, 2017 | Hanseul Kang, State Superintendent



Agenda

- I. Timeline and plan for ongoing refinement
- II. Proposal on goals, targets and floors
- III. School classifications
- IV. In-depth look at English Learners
- V. Q&A/Discussion



Developing an Accountability System

Since the spring, we've been developing components that build toward a complete accountability system:

- Principles
- Structure
- Metrics
- Frameworks
- Summative Classifications



Timeline for Ongoing Refinement

- By Jan 30 - Start of Public Comment Period
 - Jan 18: HS accountability working group, SBOE public meeting
- By April 3 - Submission to ED
 - Jan. 30 – March 3: Public Comment Period
- By Start of 2017-18 School Year
 - Additional business rules development prior to running system for informational purposes only
 - Alternative schools working group
 - Report Card design
- By Start of 2018-19 School Year
 - Additional refinement prior to formally running system and publicly releasing results
- Commitment to Continuous Improvement Cycle



II. Proposal: Allocating points within the system



Key Questions

- How should we allocate points within the accountability framework?
- How should we set long-term and interim goals (as required in ESSA state plan) for PARCC and graduation rate?
- Should the long-term or interim goals be connected to how points are allocated?
- How to we balance our beliefs about the potential of all students with current realities, when setting goals and/or targets?



Proposed Approach to Earning Points

In previous conversations LEA leaders have emphasized that OSSE consider:

- Incentivize schools to focus on students who have high educational needs, or who are at lower levels
- Ensure points allocations do not produce unintended consequences relative to serving specific groups of students
- Continue to support the diversity of our schools and the importance of ensuring that we don't build a system that works for some schools, but not for others



Proposed Approach to Earning Points

Challenge: how to balance between

Ambition

Aspirations for all
students

Urgency

Feasibility

Current gaps between
students

Time needed to improve



Proposed Approach to Earning Points

OSSE is proposing a floors and targets model where:

- Schools must meet a minimum threshold (floor) to begin receiving points on a particular metric
- If a school reaches the target they get full points for that metric
- For anything in between, points are allocated on a continuous scale

Rationale: any other method for allocating points would create additional thresholds

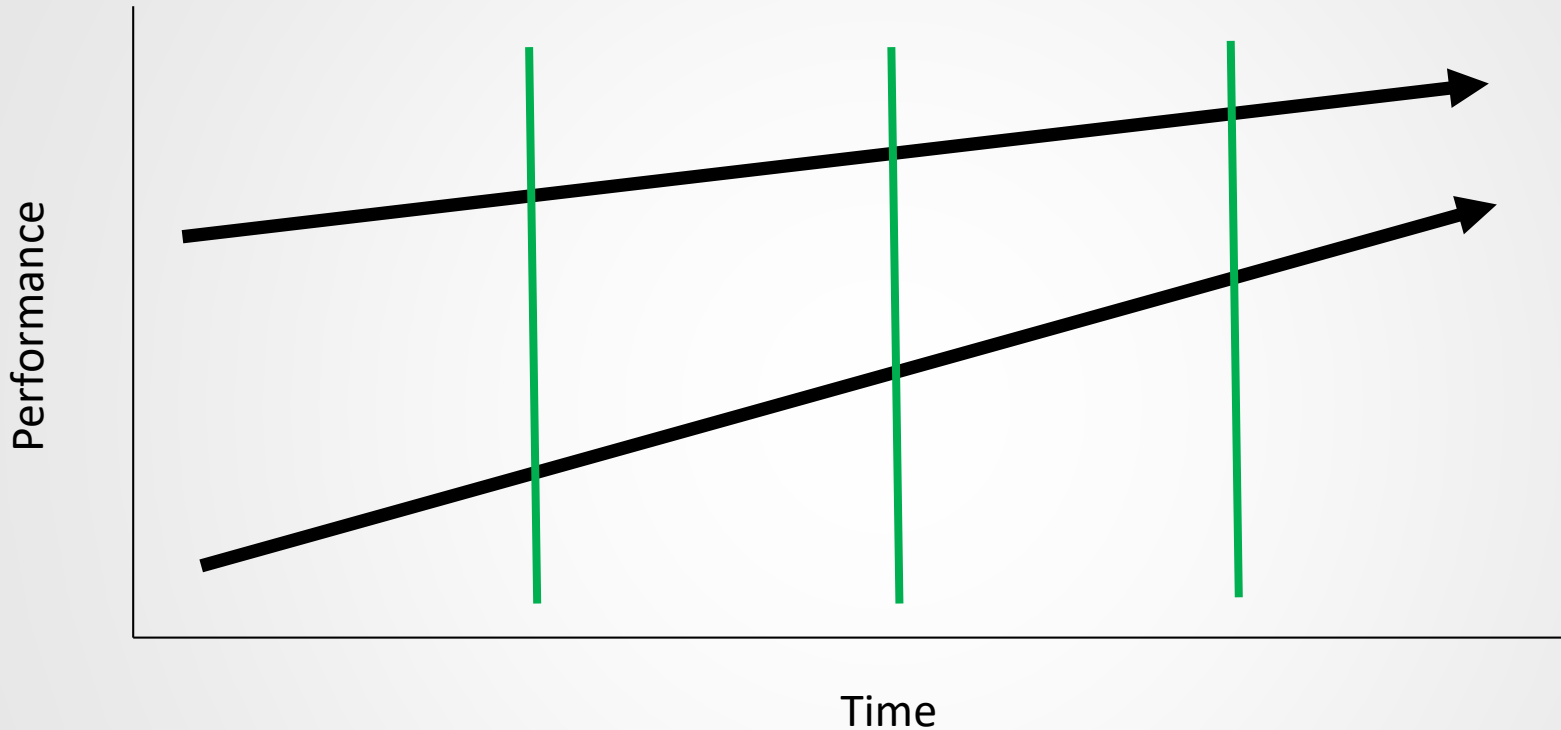


Proposed Approach to Earning Points

- For PARCC 4+, PARCC 3+, and graduation rate:
 - Floors and targets would be differentiated by subgroup
 - Floors would be set at the 10th percentile
 - Targets would be set based on interim goals (see more information on next slides)
- For other metrics:
 - Floors and targets would be differentiated by subgroup
 - Floors would be set at the 10th percentile
 - Targets would be set at the 90th percentile
- All floors and targets remain in place for three years



Proposed Approach to Earning Points



Long term: to ensure that every child in every corner of the city is successful the goal is to cut the gaps in half.

Short term: Set targets in recognition of where schools are.

We believe that all kids can achieve at high levels.



III. Proposal: Classifications



Classification Proposal

Annual Public Reporting:

- Number of levels: 5
- Naming: One Star (lowest) to Five Stars (highest)
- Thresholds/cut points between levels:
 - Up to 20%: One Star
 - 20 to 40%: Two Stars
 - 40 to 60%: Three Stars
 - 60 to 80%: Four Stars
 - 80 to 100%: Five Stars



Classification Proposal

Identification for School Support/Improvement:

- Comprehensive supports (similar to “Priority” under waiver)
- Targeted supports (similar to “Focus” under waiver)
- Identification would take place every three years, rather than annually, allowing significant and sustained focus on a small percentage of schools.



IV. In-depth look: English Learners



State Plan Requirements – English Learners

- ESSA moves previous Title III accountability into Title I
- States may consider measures different from historical AMAOs
- Accountability framework must consider English language proficiency (ELP)
- ELP domain is separate from
 - Academic domain (PARCC/MSAA achievement and growth)
 - English learner subgroup performance on all metrics



PARCC, MSAA and ACCESS for ELLs 2.0

DC statewide assessments have different purposes. PARCC and MSAA measure student mastery of academic content, while ACCESS measures language acquisition.

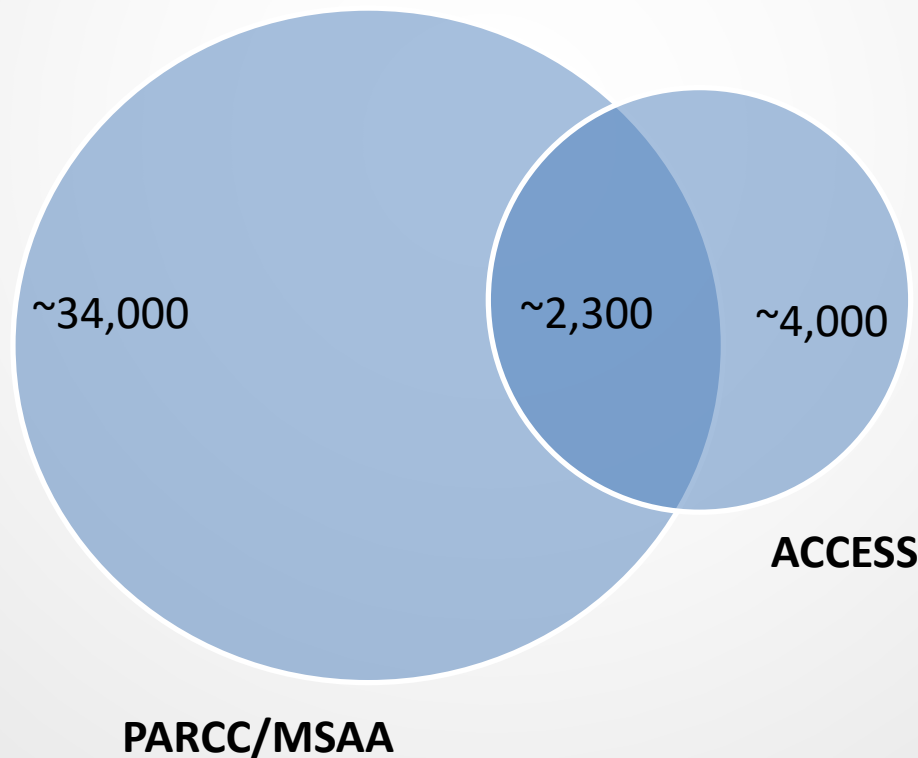
Assessment Name	Content and Grades Assessed	Additional Details
ACCESS for ELLs 2.0	Grades K-12 for ELs	<ul style="list-style-type: none">Assesses English language proficiencyStudents exit once they reach level 5
PARCC	Grades 3-8 and on assessment in HS for ELA and math	<ul style="list-style-type: none">EL students new to the US do not have to take PARCC ELA in first year (do take PARCC math)Students in EL subgroup include active and monitored (i.e., up to two years after exiting)
MSAA	Grades 3-8 and one assessment in HS as appropriate in place of PARCC	<ul style="list-style-type: none">Administered to a small group of students with significant cognitive disabilities



Students Included in PARCC and/or ACCESS

Students take PARCC/MSAA or ACCESS for different reasons. Statewide in 2015-16:

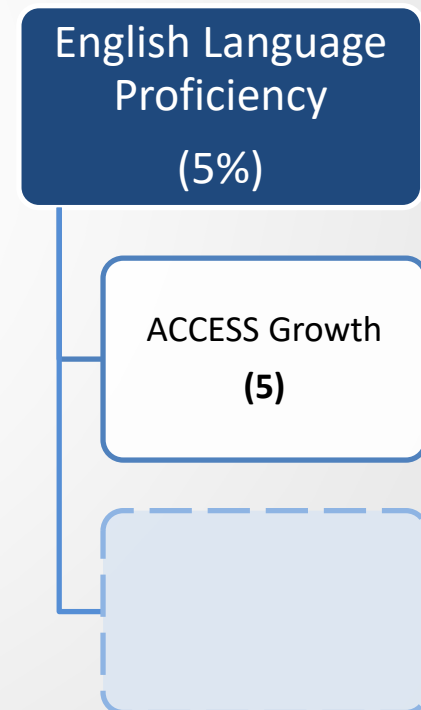
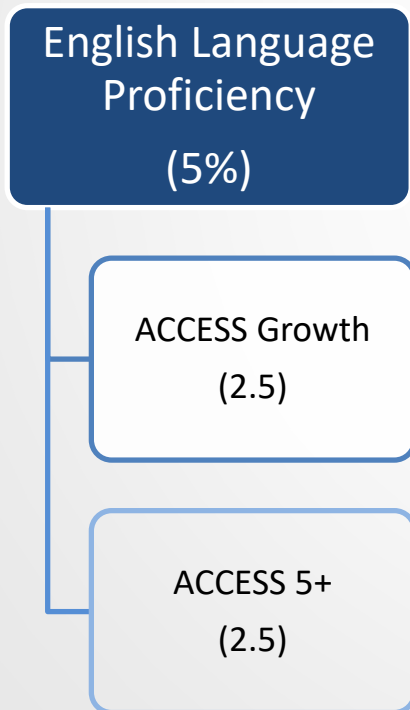
- ~6% of students in PARCC/MSAA results are also in ACCESS results
- Overall, ~40% of students taking ACCESS are also in PARCC/MSAA results





Update to ELP Domain Metrics & Weights

We propose the English language proficiency domain will now be fully based on student growth on the ACCESS for ELLs 2.0 assessment





Q&A



Ways to Stay Engaged

- Engagement during public comment period from late January-early March
 - Public ward-based meetings: details posted at: www.osse.dc.gov/essa
 - High school accountability focus group on Jan. 18 from 9-10 a.m.
 - LEA Institute on Feb. 28, with focus on ESSA transition and state plan
- Send questions, concerns, additional feedback to OSSE.ESSA@dc.gov
- Prior materials and notes available on www.osse.dc.gov/essa



Appendix



Principles and core beliefs



Opportunity for Common Accountability

- **Create clarity for schools and families:** Consolidating multiple, confusing systems to provide consistent information about strong and struggling schools
- **Leverage shared vision for improvement:** Capitalize on recent efforts around cross-sector collaboration
- **Accelerate progress to close persistent gaps:** Bring citywide focus and resources to enable faster progress for the students furthest behind
- **Reach our goals:** Fastest improving city and state



Principles and Core Beliefs

- **DC established core principles to serve as a “north star” to guide the development of our system:**
 - Be transparent in providing information about all students in all schools
 - Value comparability
 - Emphasize equity
 - Value growth and performance
 - Focus on building the best system for now
- **Goals for DC schools:**
 - Fastest improving city and state
 - Faster progress for those students furthest behind



Connecting Principles to the Framework: Focus on All Students

- **Transparency about performance of all students:**
 - Overall school ratings include substantial weight on the performance and growth of specific groups of students, as well as the performance and growth of all students
 - Recognition of both crucial to becoming fastest growing city and state
- **Values need for students to achieve at the college-and-career ready level as well as improvements made by students from any starting point:**
 - Multiple academic performance and growth indicators recognize performance of all students
- **Sustains growth in quality options for our earliest learners:**
 - For school serving students in early childhood, a portion of overall framework score based on how well they are serving their youngest learners
- **Gives credit for multiple pathways to graduation:**
 - Inclusion of 5-year ACGR and alternate grad metric in high school



Connecting Principles to the Framework: Performance and Growth Matter

- **Keeps the focus on college-and-career ready students:**
 - Multiple measures of performance: Students meeting or exceeding (level 4+) and at a lesser weight, students approaching, meeting, or exceeding (level 3+)
- **Recognizes the importance of students making gains at all levels:**
 - Median growth percentiles (MGP), already familiar and used in DC, or another growth measure
 - Growth isn't zero-sum: If MGP, couples with an absolute growth metric that considers increase of performance of all students at every level
- **Based on stakeholder feedback, measures English language proficiency based on students' growth trajectory toward exiting EL status.**



Connecting Principles to the Framework: Multiple Measures of School Quality and Student Success

- **In high school, values other opportunities for college-and-career prep:**
 - Participation and performance on Advanced Placement and International Baccalaureate exams
 - Achievement on SAT/ACT recognizes key role of these assessments in college pathways
- **Gives credit to schools that establish an environment in which families want to stay:**
 - Measure of re-enrollment to recognize schools that draw students back in environment of choice
 - As much as possible, adjust for students characteristics that may be outside of school influence
- **Given strong connection between attendance and student outcomes, rewards schools where students consistently access quality instruction:**
 - Uses in-seat attendance (ISA) in addition to measure of access to instructional time



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.**
- **Takes into account need for measures to meaningfully differentiate by school.**
- **Maintains and balances fairness in reporting:**
 - Establishes an n-size of 10 for accountability and reporting
 - Minimum points possible builds in structural considerations to ensure fairness to schools ranging in diversity of student populations



Connecting Principles to the Framework: Builds the Best System for Now

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	<ul style="list-style-type: none">• Possible alternative growth measures (e.g., value added, PSAT→SAT growth)• DC Science• Early childhood academic measures (iReady, NWEA)
Graduation rate	<ul style="list-style-type: none">• 9th grade on track to graduate
School quality and student success	<ul style="list-style-type: none">• Dual enrollment• Career and technical certification• School surveys



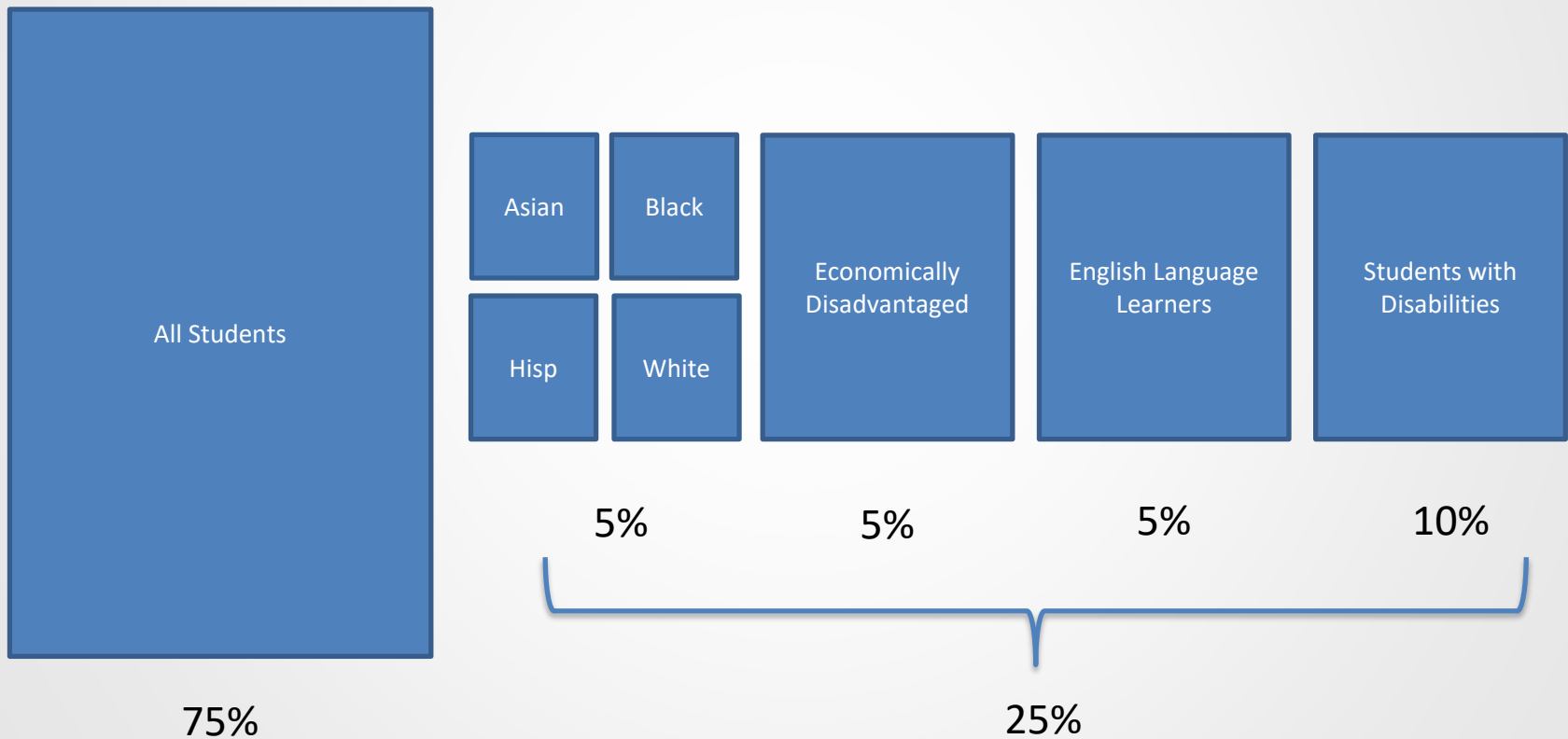
Connecting Principles to the Framework: Weighting of Measures

- **Focus on all students:**
 - Weight on All Students at 75% of total, with 25% of total on specific groups of students - 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
 - In particular, heavier weight on special education students to emphasize progress needed by this group
- **Both performance and growth matter:**
 - Equal weighting of academic performance measures and academic growth measures
 - High school framework includes SAT/ACT and AP/IB achievement and participation in the academic domain
- **Value multiple measures of school quality and student success:**
 - Significant weight on these measures in overall framework
 - Reflects strength of research around 90+ percent attendance



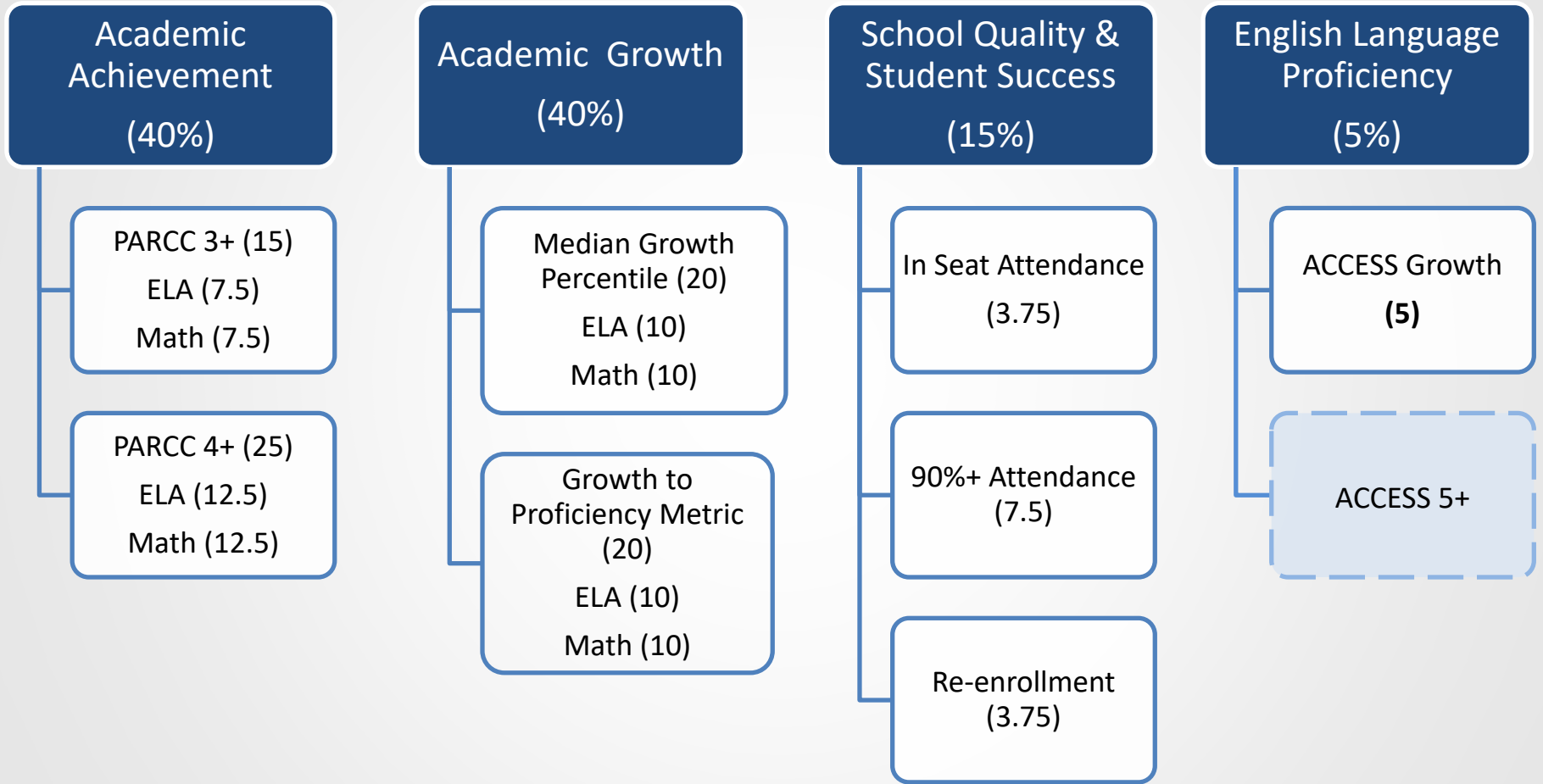
Transparency on Performance of All Students

- A school's final score is a **weighted average** of the All Students score and the applicable subgroup scores (taking minimum N of 10 and minimum points possible into consideration)
- Each applicable race/ethnicity is weighted equally



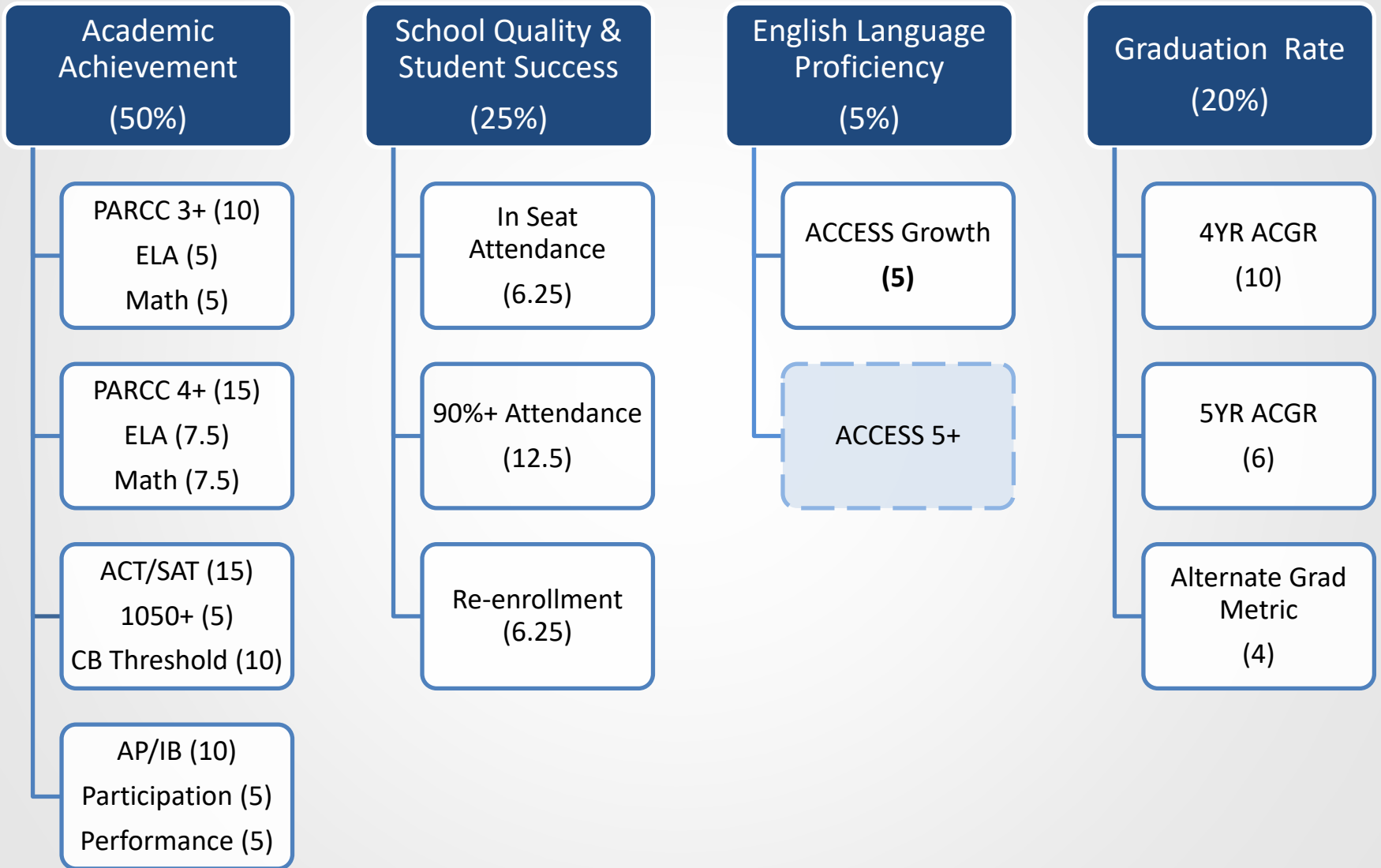


Metric Weights: Middle Schools



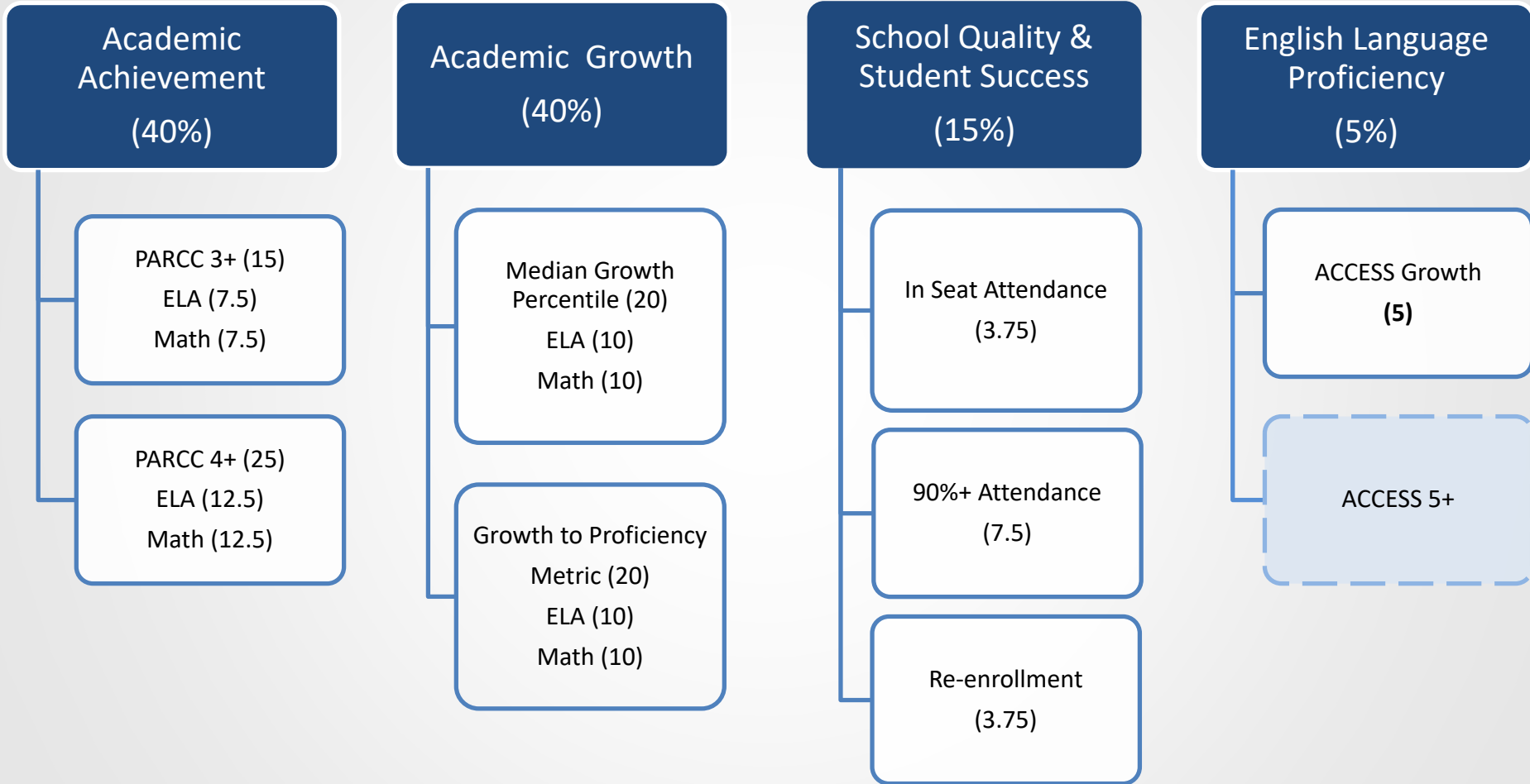


Metric Weights: High School



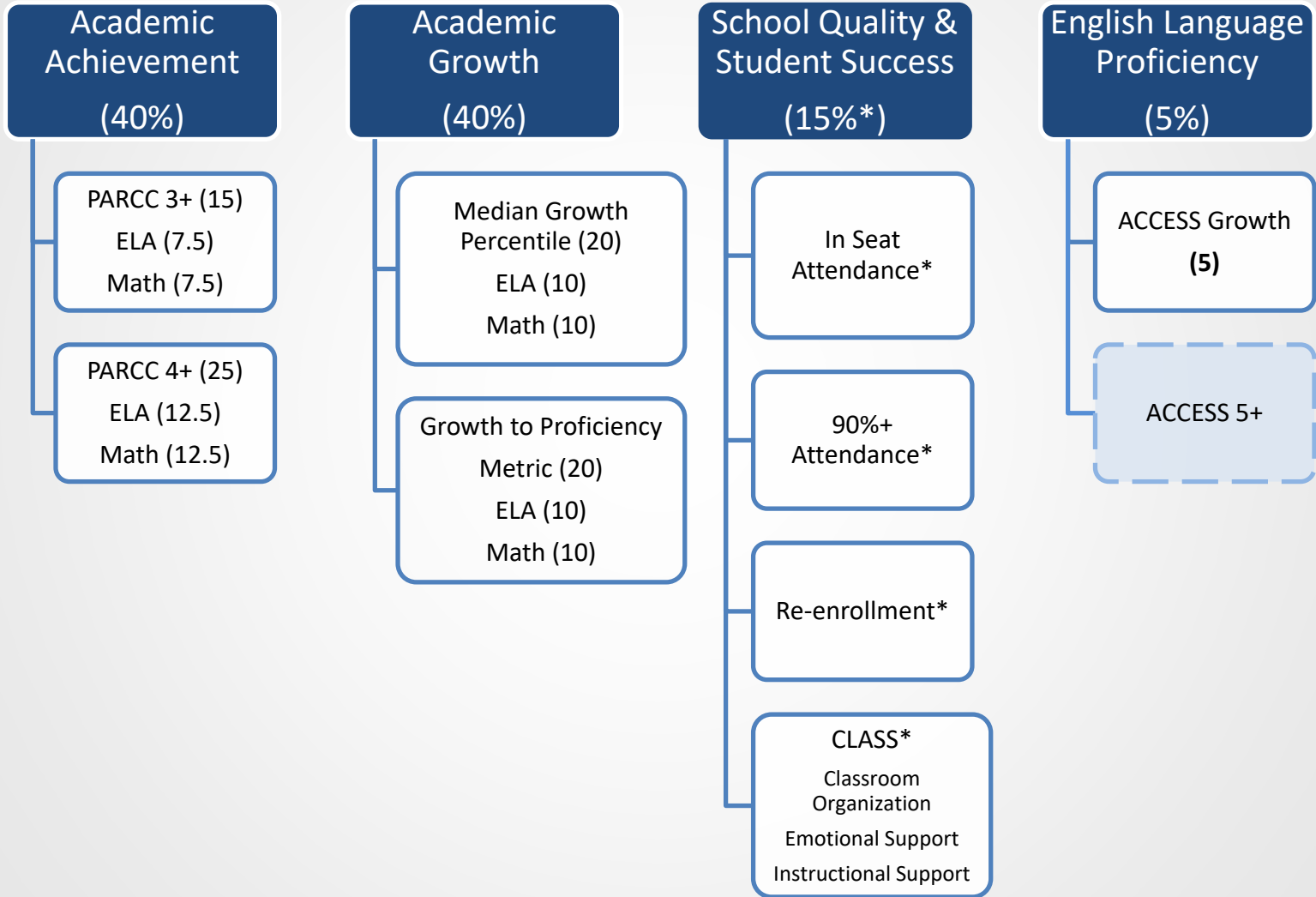


Metric Weights: Elementary Schools and Kindergarten-Grade 8





Metric Weights: Elementary Schools and Kindergarten-Grade 8 with Pre-K





In-depth look: Minimum
points possible rule



Incorporating Subgroups Fairly

How can we limit the disproportionate impact of small subgroups on a school's overall score?

- Impose minimum N size of 10 for each **metric**
- Apply a minimum number of possible points for each **framework**
- **What is the impact of including these rules?**
 - N size of 10 ensures transparency while protecting student privacy
 - Minimum points allow greater stability in framework score over time, especially for diverse schools with many subgroups



Example: Minimum Possible Points

How does a minimum number of possible points work?

- Suppose the minimum number of possible points for a framework is 50.
- All of the possible points for metrics that count towards a framework for a given subgroup are added together. If the sum of possible points is less than 50, that subgroup does not count towards a school's final score.

Example: Suppose that only the attendance metrics count for Asian students in a given school (because these are the only metrics where there are 10 or more Asian students in the denominator).

- This means that the Asian framework score is only calculated out of 11.25 points.
- Because so few metrics apply to this subgroup, **we impose a minimum number of possible points at the framework level** in addition to a minimum N at the metric level to ensure that this subgroup's framework score does not disproportionately impact a school's final score.



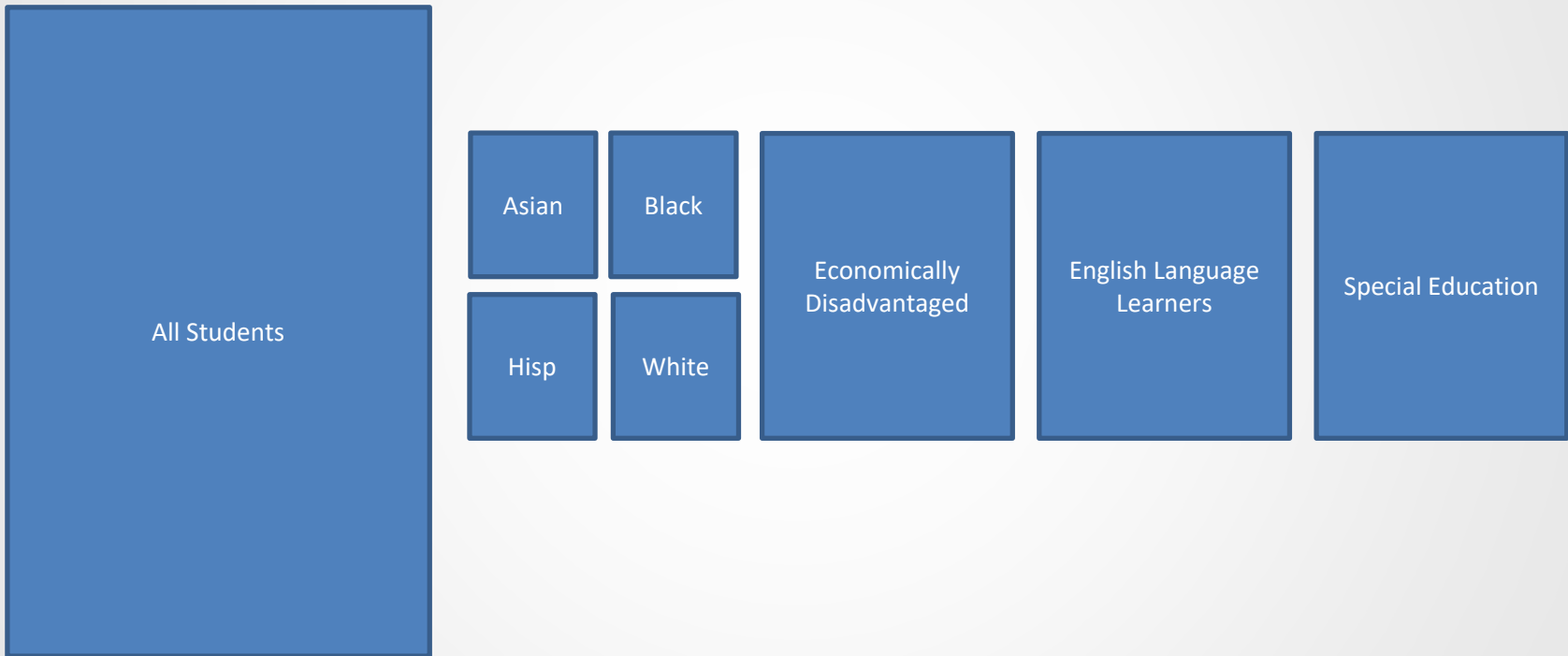
Impact of Minimum Points Possible

- Including minimum points rule contributes to “buffer” for schools with subgroups that just cross the N size line
- In general, minimum points rule doesn’t change overall score: current analysis suggests that majority of schools’ overall scores stay the same
- Without this rule:
 - Small schools or those with specialized missions (e.g., early childhood only schools) might receive a rating based on only part of the framework, such as school quality and student success points
 - A school’s overall rating may include partial calculations for some subgroup frameworks, contributing to less comparability across subgroup frameworks



Calculating Framework Index Score

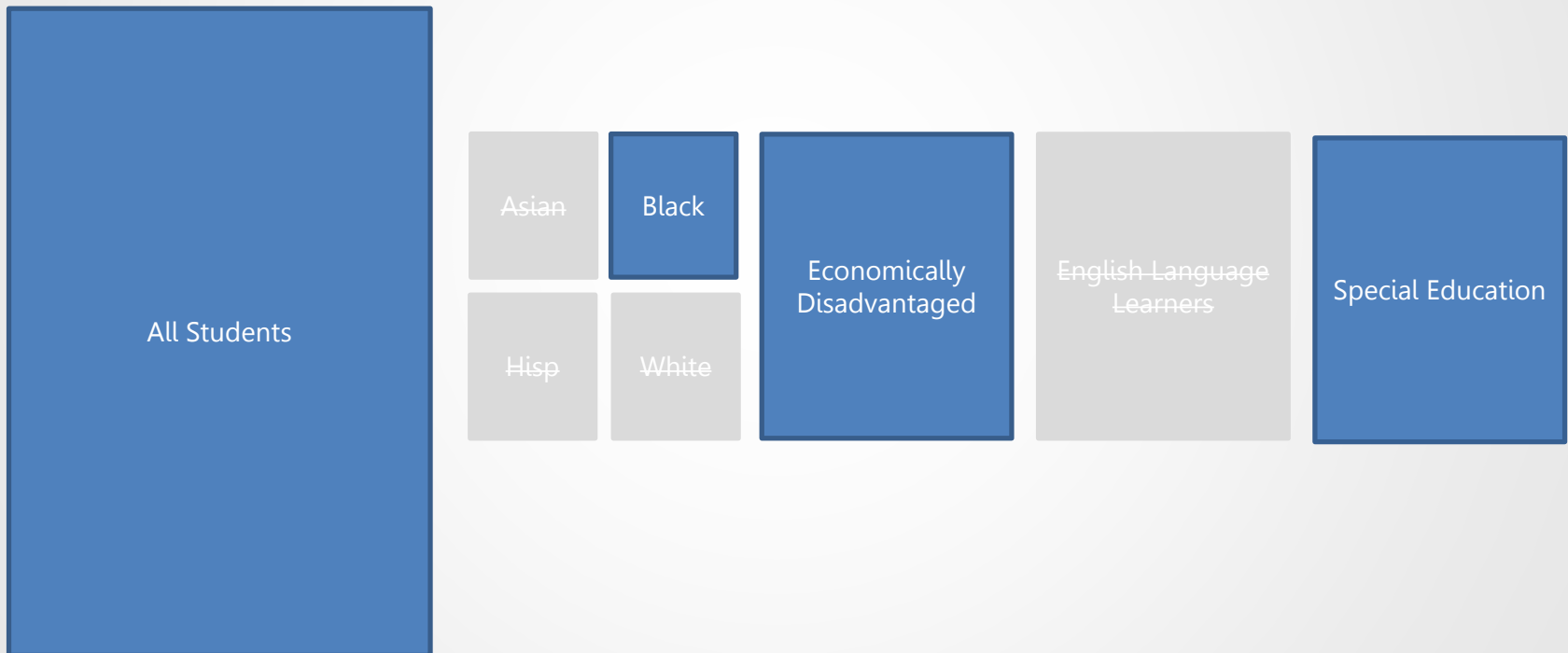
- For a given school, calculate a framework index score for All Students and for each subgroup, based on the same metrics and a **minimum N of 10** for each subgroup





Calculating Subgroup Performance

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





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	Poss Points	All Stud	Asian	Black	Hisp	White	Econ Dis	ELL	SPED
Framework Score		68	N/A	67	85	N/A	65	N/A	50
<i>Total Number of Possible Points</i>		95	0	95	11.25	0	95	0	95
PARCC 3+	7.5	✓	N<10	✓	N<10	N<10	✓	N<10	✓
PARCC 4+	12.5	✓	N<10	✓	N<10	N<10	✓	N<10	✓
MGP	10	✓	N<10	✓	N<10	N<10	✓	N<10	✓
Abs Growth	10	✓	N<10	✓	N<10	N<10	✓	N<10	✓
ISA	3.75	✓	N<10	✓	✓	N<10	✓	N<10	✓
90%+ Attendance	7.5	✓	N<10	✓	✓	N<10	✓	N<10	✓
Re-enrollment	3.75	✓	N<10	✓	N<10	N<10	✓	N<10	✓
ACCESS Growth	2.5	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10

If the minimum N is 10,

- None of the metrics are calculated for Asian students, White students, or English Language Learners
- Only two of the metrics (ISA and 90%+ Attendance) are calculated for Hispanic/Latino students
- ACCESS growth is not calculated for All Students or any of the subgroups



Example

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 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** 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.