



ESSA Accountability

Updates and Next Steps

Dec. 8, 2016 | Hanseul Kang, State Superintendent



Agenda

- Final regulations and engagement
- Principles and core beliefs
- Structure proposal
- Frameworks - Metrics and proposed weights



Updates: Final regulations and engagement



Final Regulation Highlights

- Final federal regulations released Nov. 28, 2016
- Timeline highlights:
 - States have to develop an accountability plan that identifies schools for comprehensive support by no later than the 2018-19 school year (using 2017-18 data).
 - Report cards must be published no later than Dec. 2018 [unchanged].
- Additional flexibility:
 - Alternative schools



DC's Approach Moving Forward

OSSE continues its commitment to submit to ED on first deadline which is now April 3.

- We want to keep the momentum moving forward.
- We are mindful of the limbo schools are currently in around accountability and school improvement (priority and focus designations from 2013-14 data still being carried forward).



Timeline

- Additional meeting with LEA leaders in early January 2017
- Public comment period beginning by end of January
- Engagement and public comment on comprehensive state plan through beginning of March
- SBOE vote in March (requested special vote)
- Submit State Plan to ED by April 3
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Principles and core beliefs



Opportunity for Common Accountability

- **Leverage shared commitment:** Citywide vision to improve all schools
- **Create clarity for schools and families:** Clear and consistent information identifying highest performing and struggling schools
- **Embrace dual role:** Fastest improving city and state
- **Accelerate and deepen progress:** Bring focus to enable faster progress for the students furthest behind



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 accountability
 - Fastest improving city and state
 - Faster progress for those students furthest behind



Connecting Principles to the Framework: Focus on All Students

- 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.



Connecting Principles to the Framework: Performance and Growth Matter

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.



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

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



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 technical certification• School surveys

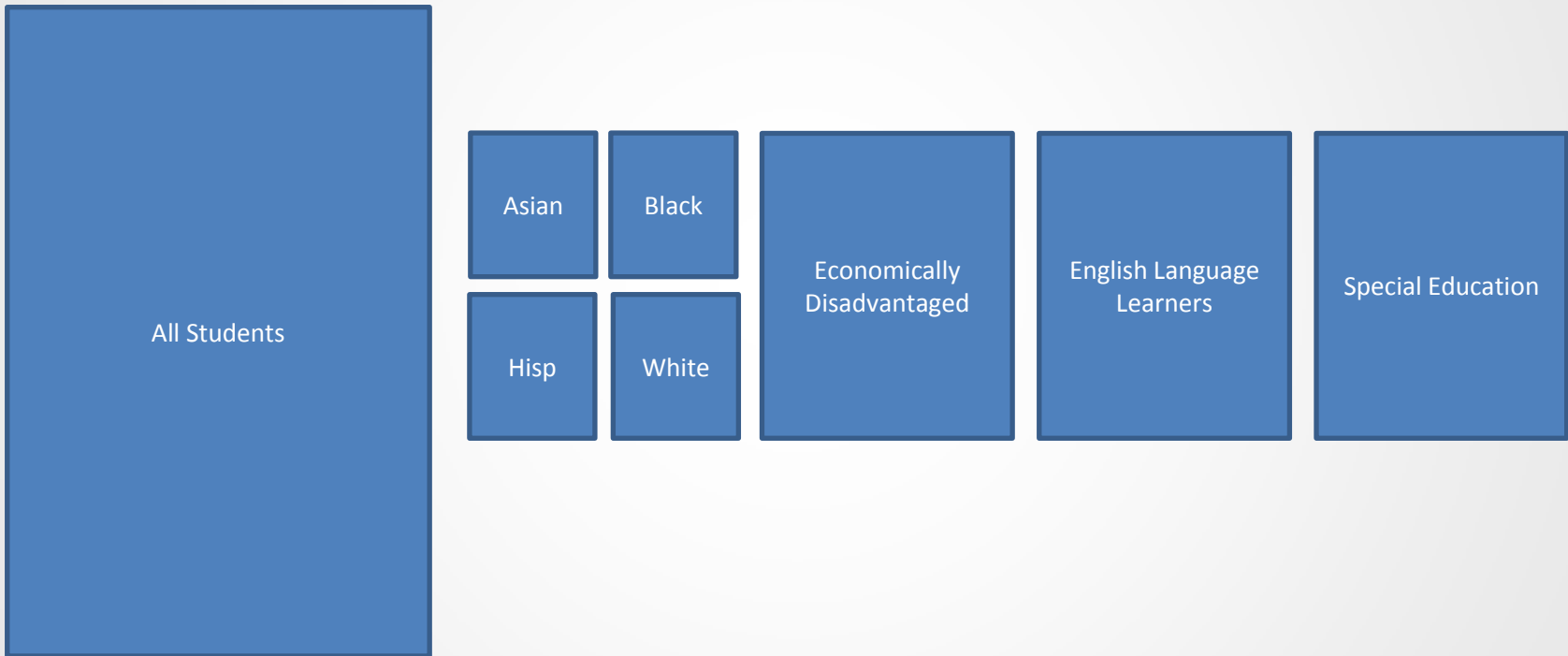


Structure proposal



Structure Proposal

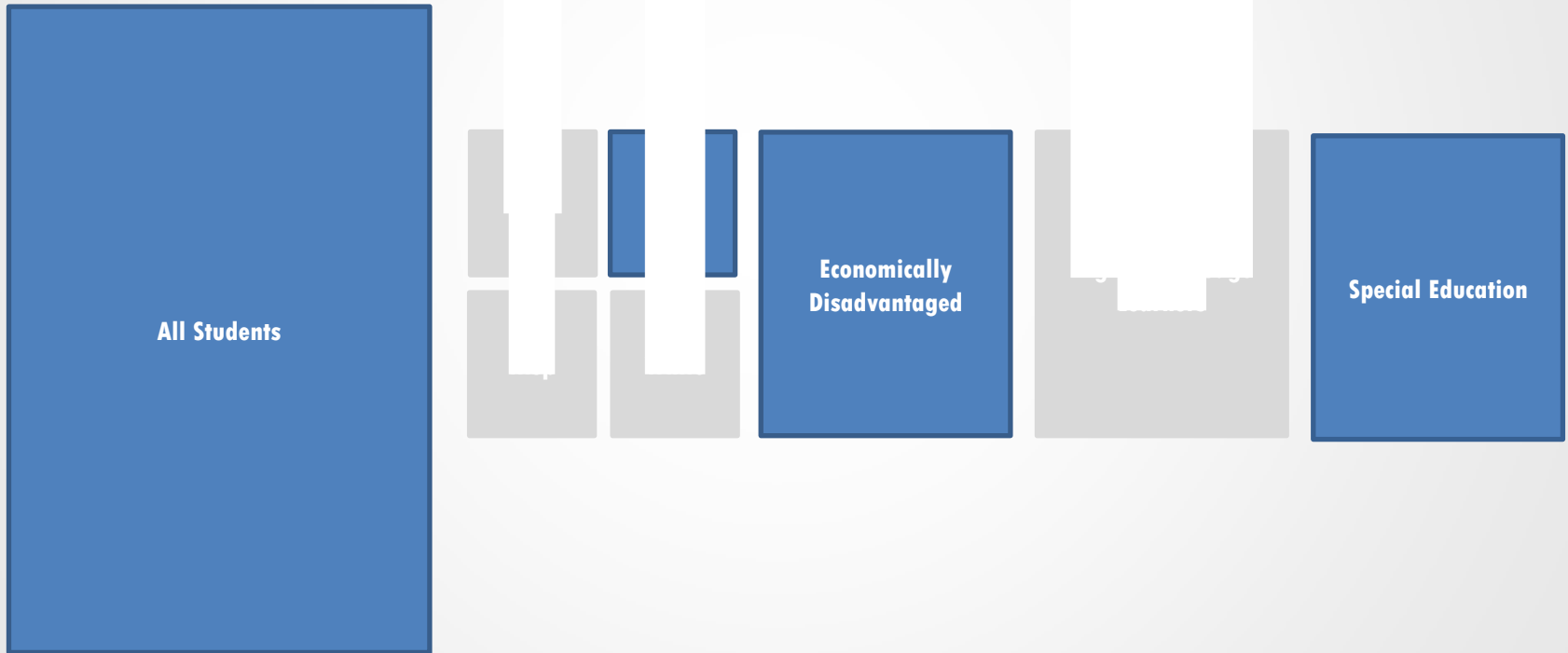
- For a given school, calculate a framework index score for All Students and for each subgroup, based on the same metrics and a **minimum N of 10** for each subgroup





Calculating Subgroup Performance

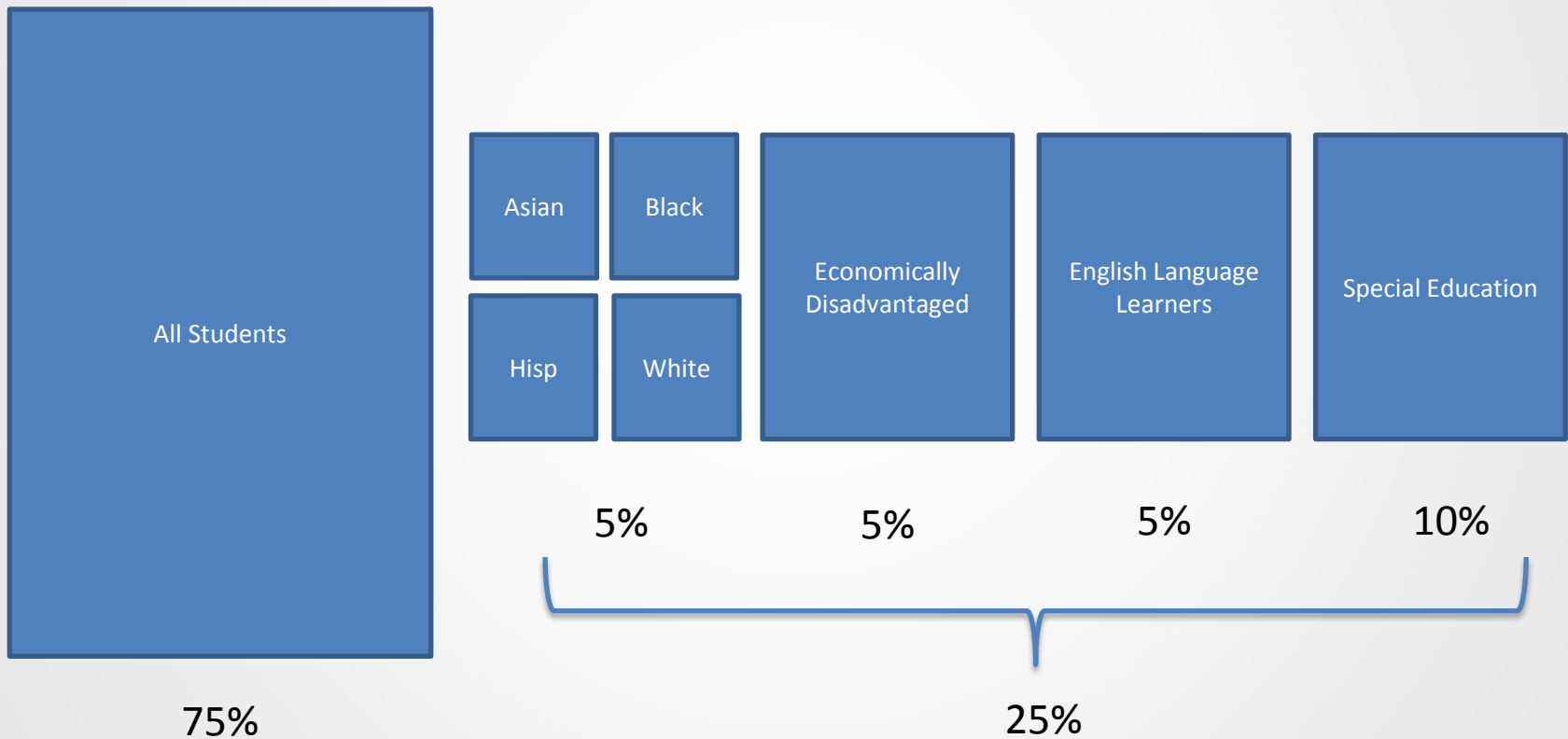
- Subgroups that do not meet a **minimum number of possible points** count towards a school's final score





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





Alignment to Principles and Core Beliefs

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



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



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 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

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

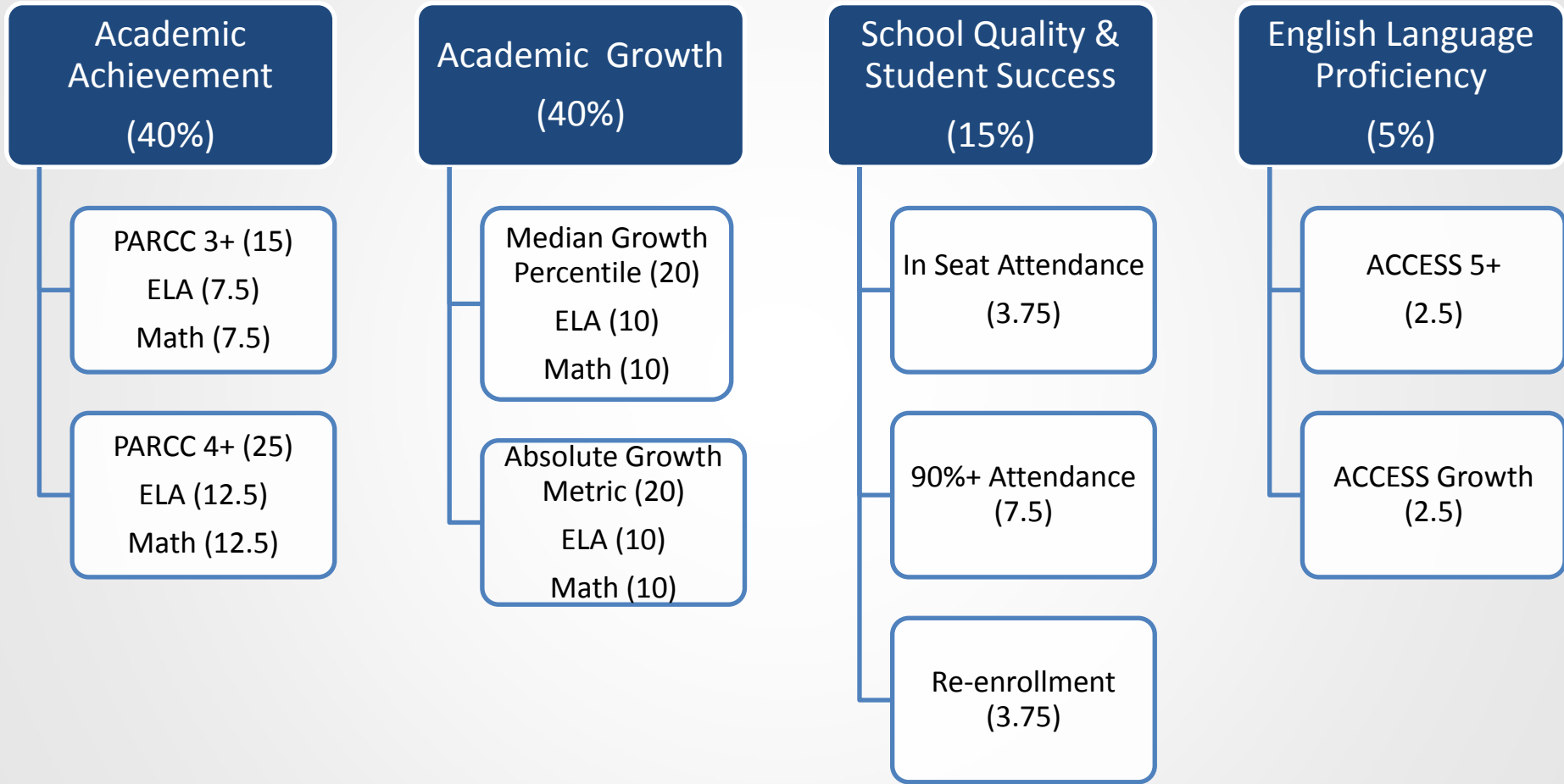
- 1 The **All Students** score has a weight of 0.75.
- 2 The **Black/African American** score has a weight of 0.05 (no other subgroups met the minimum number of possible points).
- 3 The **Economically Disadvantaged** has a weight of 0.05.
- 4 The **Special Education** score has a weight of 0.10.
- 5 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

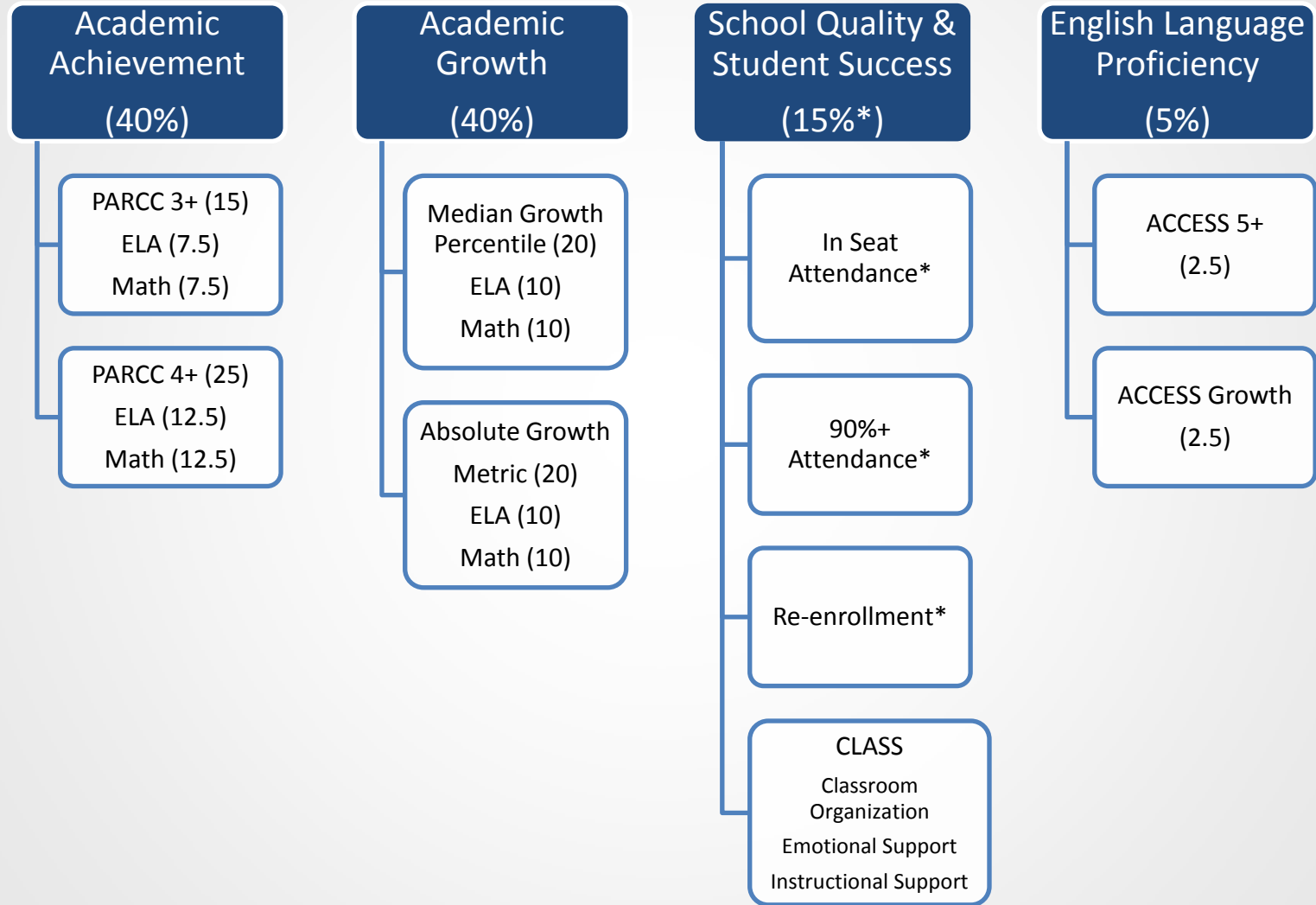


Metric Weights: Middle Schools



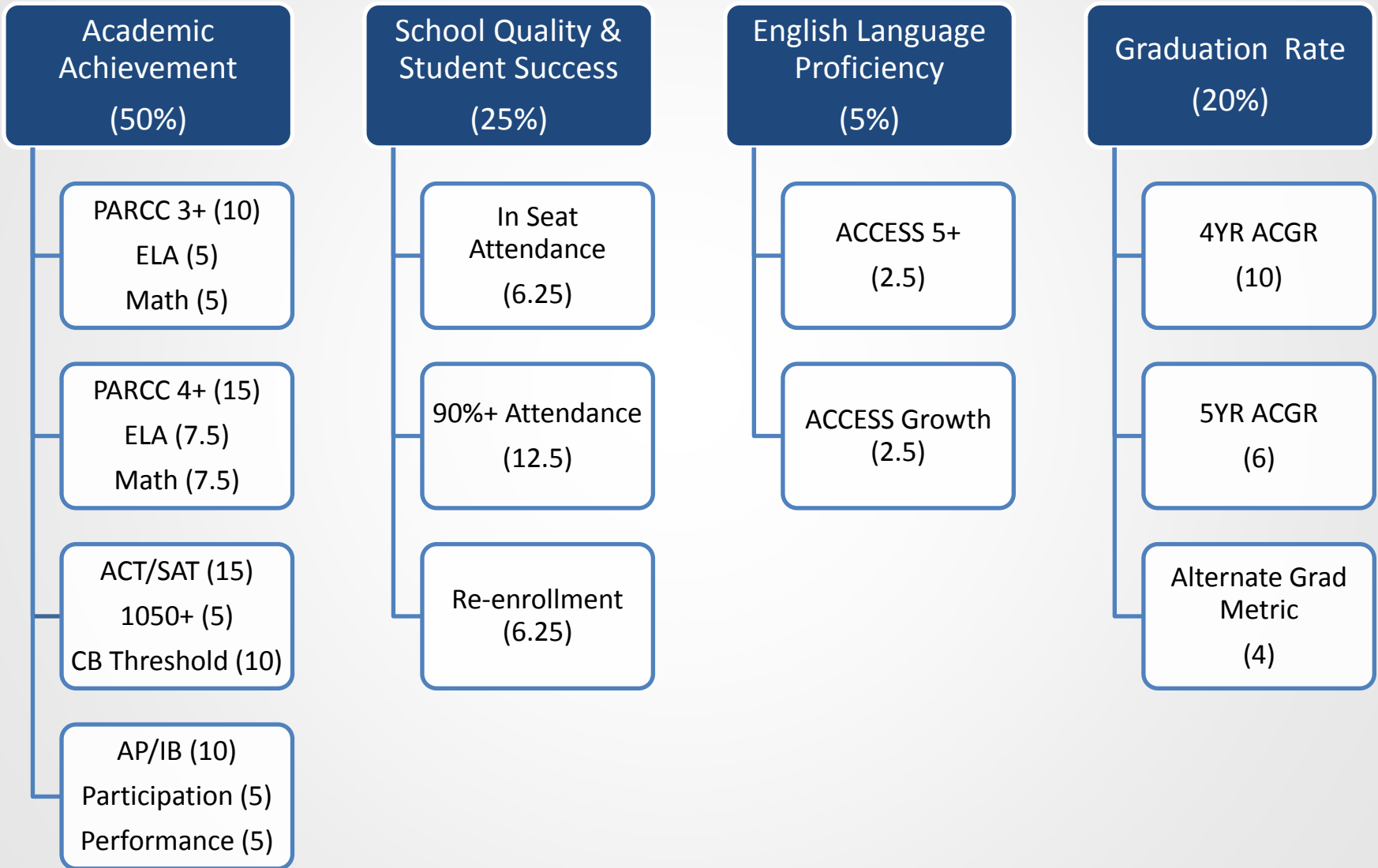


Metric Weights: Elementary Schools and Kindergarden-8th Grade





Metric Weights: High School





Next steps



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Ways to Stay Engaged

- Engagement updates in LEA Look Forward by mid-December
 - LEA leaders meeting in early January
 - Engagement during public comment period
- Send questions, concerns, additional feedback to OSSE.ESSA@dc.gov
- Prior materials and notes available on www.osse.dc.gov/essa