

# ESEA Flexibility Waiver Renewal Process: Accountability Working Group



**WEBINAR – Update on Feedback Received**

February 27, 2015

# Overview: Phased Plan for Accountability

Different phases of the accountability as expressed in the ESEA waiver:

**Accountability 2.0** – Pause in school classifications for 2015-2016, changes to adapt measures of academic achievement and growth based on PARCC and NGSS science assessment results.

**Accountability 2.1** – Larger changes, based on lessons learned, including new accountability measures, different classification names and other considerations.

# Current ESEA Accountability Measures

Minimum N = 25		Current Score						
Prior Score		Below Basic		Basic			Proficient	Advanced
Level	Group	Low	High	Low	Middle	High	All	All
Below Basic	Low	0	20	40	60	80	100	110
	High	0	0	20	40	60	100	110
Basic	Low	0	0	0	20	40	100	110
	Middle	0	0	0	0	20	100	110
	High	0	0	0	0	0	100	110
Proficient	All	0	0	0	0	0	100	110
Advanced	All	0	0	0	0	0	100	110
No Prior Score		0	0	0	0	0	100	110
Alternate Assessment		0		0			100	110
Composition DC CAS		0		20			100	110

# Phased Plan for Accountability

Test Year	Accountability	Assessments	Classifications Effective Year	Growth Available from Assessments
SY2013-14	1.0	CAS	SY2014-15, SY2015-16	CAS to CAS
SY2014-15	Hold Harmless Year	PARCC, NCSC, NGSS year 1	No – Hold harmless year	No – CAS to PARCC/NCSC
SY2015-16	2.0	PARCC, NCSC, NGSS year 2	SY2016-17	Yes – NGA exams, first year growth available
SY2016-17	2.1	PARCC, NCSC, NGSS year 3	SY2017-18	Yes – NGA exams, one and two year growth trends available

# Themes from Conversations to Date

- Participant feedback trends:
  - Concerns about too many assessments, unaligned assessments
  - Concerns about overuse of standardized test to determine classifications and effectiveness
  - Unintended consequences of “high stakes” tests on instructional pace, depth
  - Requests to reconsider what counts, expand use of growth data, other measures
  - Requests for consideration of modified classification system for alternative education programs

# COMMENTS & FEEDBACK

Contact [osse.eseawaiver@dc.gov](mailto:osse.eseawaiver@dc.gov)

<http://osse.dc.gov/service/elementary-secondary-education-act-esea>

# State Plan for Equitable Access to Excellent Educators



**WEBINAR – Update on Progress**

February 27, 2015

# National Facts

- If we want every child to have access to quality education in schools, then every child needs to have effective teachers.
- Data from the U.S. Department of Education (USDE)\* indicate that students of color and English Language Learners are more likely to be taught by teachers who:
  - are not fully certified
  - are paid less than their peers
  - are in their first year of teaching

\*Source: U.S. Department of Education Office for Civil Rights. "Data Snapshot: Teacher Equity." Issue Brief 4. (2014)  
<http://www2.ed.gov/about/offices/lists/ocr/docs/crdc-teacher-equity-snapshot.pdf>

# National Facts

- *Teacher turnover is considerably higher in high-poverty schools. In fact, a study in New York State found that schools in which teachers transferred within five years tended to have a larger population of poor students than the schools into which these teachers transferred.\**
- How can we encourage school improvement without ensuring our low performing schools have access to high quality teachers?

\*Source: Lankford, Hamilton; Susanna Loeb and James Wycoff. "Teacher Sorting and the Plight of the Urban Schools: A Descriptive Analysis." *Education and Evaluation and Policy Analysis*. (2002): 24:37-62. <http://epa.sagepub.com/content/24/1/37>

# Plan for Equitable Access

OSSE is required to submit a plan for equitable access to excellent educators to USDE by June that includes:

1. Extensive and meaningful stakeholder engagement and consultation process;
2. Data analysis – to identify equity gaps;
3. Root-cause analysis;
4. Strategy design; and
5. Evaluation plan.

# Equity Gaps to Consider

Experienced Teachers

Qualified Teachers

In-Field Teachers

Effective Teachers

Poverty

Minority

Performance

Across all  
schools

Within DCPS

Within  
schools

# Themes from Conversations to Date

## Critical Questions:

1. What is getting in the way of having our best teachers placed at high-need schools?
2. What is in the way of keeping the best teachers who are currently in high-need schools?

# Leadership

- The leader is at the root cause of the answer to the question “what would make me choose a school” and “what would make me stay.”
- The leader create processes such as school procedures.
- The leader influences degree of collaborative culture, teacher morale and teacher support.

# Teacher Preparation

- Some participants noted the belief that most teacher preparation programs are not aligned with the challenges of teaching in high-need schools.
- Some participants indicated that prep programs are not linked with performance- programs do not get feedback about effectiveness of graduates.

# Hiring Process

- These may not be the same for each school.
- Leaders are sometimes faced with a weak pool of applicants in some subjects.
- If future vacancies are (or are perceived as) hard to fill, teachers are retained.

# Retention

- Certification requirements get in the way of keeping good teachers in schools.
- “Assessment Stress”-much higher in high need schools.
- Teachers are being recruited by different schools in the middle of the year.

# Support

- Teachers in high need schools need constant support - not just first year teachers.
- Teachers want to grow and need professional development.
- Schools need to ensure adequate behavioral and social supports are in place.

# Identified Root Causes

**Leadership**

**Teacher  
Preparation**

**Hiring Process**

**Retention**

**Support**

# COMMENTS & FEEDBACK

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