



Academic Status Measures

Academic performance, as measured by District-wide assessments, goes to the heart of the current accountability system for K-12 schools and should remain an important factor in this proposed system. With the onboarding of DC's next generation assessments (Partnership for Assessment of Readiness for College and Careers [PARCC], National Center and State Collaboration [NCSC] for students with significant cognitive disabilities, and the Next Generation Science exam), the performance bar will be raised to align with college and career readiness. The percentage of students achieving college and career ready scores on District-wide assessments in schools, LEAs and student sub-groups will be the primary measure of academic status.

Academic Growth Measures

Given that many of our students are challenged by poverty and other factors that may disadvantage them academically, academic growth measures can serve to identify schools that should be rewarded for successfully supporting their most-challenged students' improvements. Growth in the current accountability system is a criterion-referenced growth measure - it measures growth with respect to proficiency. In the new accountability system, we propose keeping a criterion-referenced growth measure that measures against college- and career-readiness, and adding a norm-referenced growth measure that compares student growth to similar students in DC or in the applicable testing consortia. Combining these growth measures will emphasize the importance of academic growth and it will add more meaning (and consistency) to our system by incorporating a measure that is similar to teacher measures as well (value-added measures).

Gateway Measures

Gateway measures place special emphasis on benchmarks in a students' academic career that is crucial for their future success. In K-12, these include third grade reading, which has been shown to be highly predictive of on-time high school graduation; eighth grade math, which is crucial to success in the more challenging math courses in high school; and graduation, which is ultimately the most important gateway out of the elementary and secondary school system, and into college and career success.

Nonacademic Measures

Based on extensive evidence and research that was gathered in recent years, we now know that non-cognitive skills and school climate are vital to student success in college and career endeavors, at least in the realm of academic achievement. Some states, including Colorado, Massachusetts and several districts in California implemented an accountability system that, along with traditional academic measures (e.g. student achievement or growth in state assessment), uses non-academic measures, which reflect aspects of school climate and student non-cognitive skills as part of their school quality framework.

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Examples of Measures

	Elementary School	Middle School	High School
Academic Status	PARCC, NCSC, Next Generation Science. How can we better measure growth? Is our school index score that is based on ELA math and science sufficient?		
Academic Growth			
Non Academic	School Climate Surveys, Grit, absences, suspensions		
Gateway	3rd grade Reading	8th grade Math	Graduation Rates