



District of Columbia State Board of Education
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SR10-03
Resolution

The Members of the D.C. State Board of Education Present the Following Resolution

To Approve the State Accountability Plan for the District of Columbia

WHEREAS, DC Code § 38-2652(a)(7) requires the State Board of Education to approve the state accountability plan for the District of Columbia developed by the chief state school officer pursuant to the NCLB Act.

WHEREAS, amendments to the following sections of the state accountability plan found on the OSSE webpage¹ are proposed to the State Board and hence the U.S. Department of Education as follows:

- **Element 2.1:** In October 2008, OSSE entered into agreement with the U.S. Department Education to reduce the use of the read-aloud accommodation on the statewide reading assessment. In October 2009, OSSE issued final policy on this issue, stating that the read-aloud accommodation is considered a modification, and any student receiving a read-aloud accommodation on the statewide reading assessment will be considered a non-participant for the purposes of accountability. For more information, please see October 2009 Read Aloud Policy. *(language added)*
- **Element 5.3:** In October 2008, OSSE entered into agreement with the U.S. Department Education to reduce the use of the read-aloud accommodation on the statewide reading assessment. In October 2009, OSSE issued final policy on this issue, stating that the read-aloud accommodation is considered a modification, and any student receiving a read-aloud accommodation on the statewide reading assessment will be considered a non-participant for the purposes of accountability. For more information, please see October 2009 Read Aloud Policy. *(language added)*
- **Element 3.1:** Any subgroup that did not meet the AMO must show improvement on the additional academic indicators (attendance or graduation rate), as specified in Elements 7.1 and 7.2. *(language added)*
- **Element 10.2:** The participation rates are determined for the total school and all subgroups by dividing the number of test-takers by the enrollment for each group as of the first day of the assessment window. *(language added)*
- **Element 1.3:** In order to ensure that all students participate in the Biology assessment, the participation rate will be determined at 11th grade. OSSE will track which students in 11th grade participated in Biology assessment in any of the previous years. *(language added)*

¹ http://osse.dc.gov/seoframes.asp?doc=/seo/lib/seoframes/Accountability_Workbook_final_6_24_09.pdf

- **Element 5.6:** In cases where all students in a group score at the same performance level and confidentiality is compromised, the state is examining the feasibility of reporting the results as ranges of performance rather than exact percentages. *(language removed)*
- **Element 1.4:** The OSSE is implementing the second phase of a new state longitudinal data system (SLED) which will ultimately produce all required NCLB reports. The SLED system now collects student-level demographic data from all LEAs, allowing for reports to be disaggregated by various subgroups once assessment data are available in the system. For SY 2009-2010, the SLED is expected to provide a unique student identifier for all public school students, track daily attendance, and publish all required NCLB reports. *(language removed)*
- **Element 2.3:** The State requires LEAs to submit enrollment information for students both in the fall and at the time of testing. These data are used to determine which students are considered “full academic year” students at a school or LEA. *(language added)*
- **Element 7.2:** The state’s implementation of its longitudinal data warehouse will facilitate a more accurate integration of education data, including attendance. The data warehouse will significantly improve the attendance and enrollment tracking process. For SY 2009-2010, the SLED will provide a unique student identifier (USI) for all public school students in DC. In addition, it will provide the ability to track daily attendance for all students by linking attendance records from each school’s student information system to the USI. This data will come through either a nightly extract using schools interoperability framework technology or via a manual file upload that will take place on a weekly basis. *(language removed)*
- **Element 7.3:** The SLED system will be used at the state level to monitor attendance. All daily attendance data will be populated into the SLED directly from the source systems at the LEAs. This will allow for report generation and comparisons between LEAs and schools. The state produces annual technical reports assessing the reliability and validity of state assessments that are reviewed by the state’s Technical Advisory Committee. Technical reports examining the general and alternate reading and mathematics assessments support the alignment, reliability and validity of the test design. Similarly, the studies of science demonstrate the general and alternate assessments are valid, reliable and aligned to the state science content standards. *(language removed)*
- **Element 9.2:** The state is currently implementing the second phase of a new state longitudinal data system (SLED) with the goal of further improving the reliability of AYP determinations. By August 2009, all required NCLB reports will be produced by the SLED. The SLED system began collecting student-level demographic data from all LEAs on February 28, 2009, allowing for reports to be disaggregated by various subgroups once assessment data is included. For SY 2009-2010, the SLED will provide a unique student identifier (USI) for all public school students in DC. In addition, it will provide the ability to track daily attendance for all students by linking attendance records from each school’s student information system to the USI. This data will come through either a nightly extract using a school’s interoperability framework technology or via a manual file upload that will take place on a weekly basis. *(language removed)*
- **Element 5.3:** Scores for students that were classified as students with disabilities, but no longer receive special education services, are included in the school, district, and state students with disabilities subgroup summaries for 2 years after students exit special education. *(language added)*
- **Appendix A Criteria for Participation in DCCAS ALT** *(language added)*
- **Element 7.1:** For school year 2009-2010, OSSE will continue to use the NCES leaver method: Total Graduates in 2008 / (Total Graduates in 2008 + 12th grade dropouts in 07-08 + 11th grade dropouts in 06-07 + 10th grade dropouts in 05-06 + 9th grade dropouts in 04-05) For the graduating class of 2011, OSSE, along with all state education agencies, will use the four-year adjusted-cohort method: Total Graduates in 2011 / (Total number of students who entered 9th grade in 2007-2008 – Students who transferred out + Students who transferred in)

Graduation rate goal of 85 percent

Graduation rate target to reduce the percent of non-graduation students by 10% from previous year (*language added*)

WHEREAS, the State Superintendent has recommended that the State Board of Education take approval action on proposed revisions listed above to the state accountability plan; and

WHEREAS, the State Board of Education received public comment on the revisions to the state accountability ^{plan} through a public hearing held on March 24, 2010;

WHEREAS, the State Board of Education believes ~~insert~~ ~~[SAMPLE language~~ "that the proposed amendments will strengthen accountability and provide clearer information to the public on the District's accountability system;" ~~]~~

BE IT RESOLVED, that the State Board of Education approves the revisions enumerated above to the state accountability plan otherwise referred to as the accountability workbook.

21 April 2010
Date adopted

Attest 