ESSA Accountability Focus Group:

School Quality & Student Success and Graduation Rates

October 21, 2016

Agenda

- 8:30 Welcome and introductions
- 8:40 School quality and student success: focus on attendance
- 8:55 Small group discussion
- 9:10 Sharing from small group discussions
- 9:20 Graduation rate
- 9:40 Additional engagement opportunities
- 9:45 Close

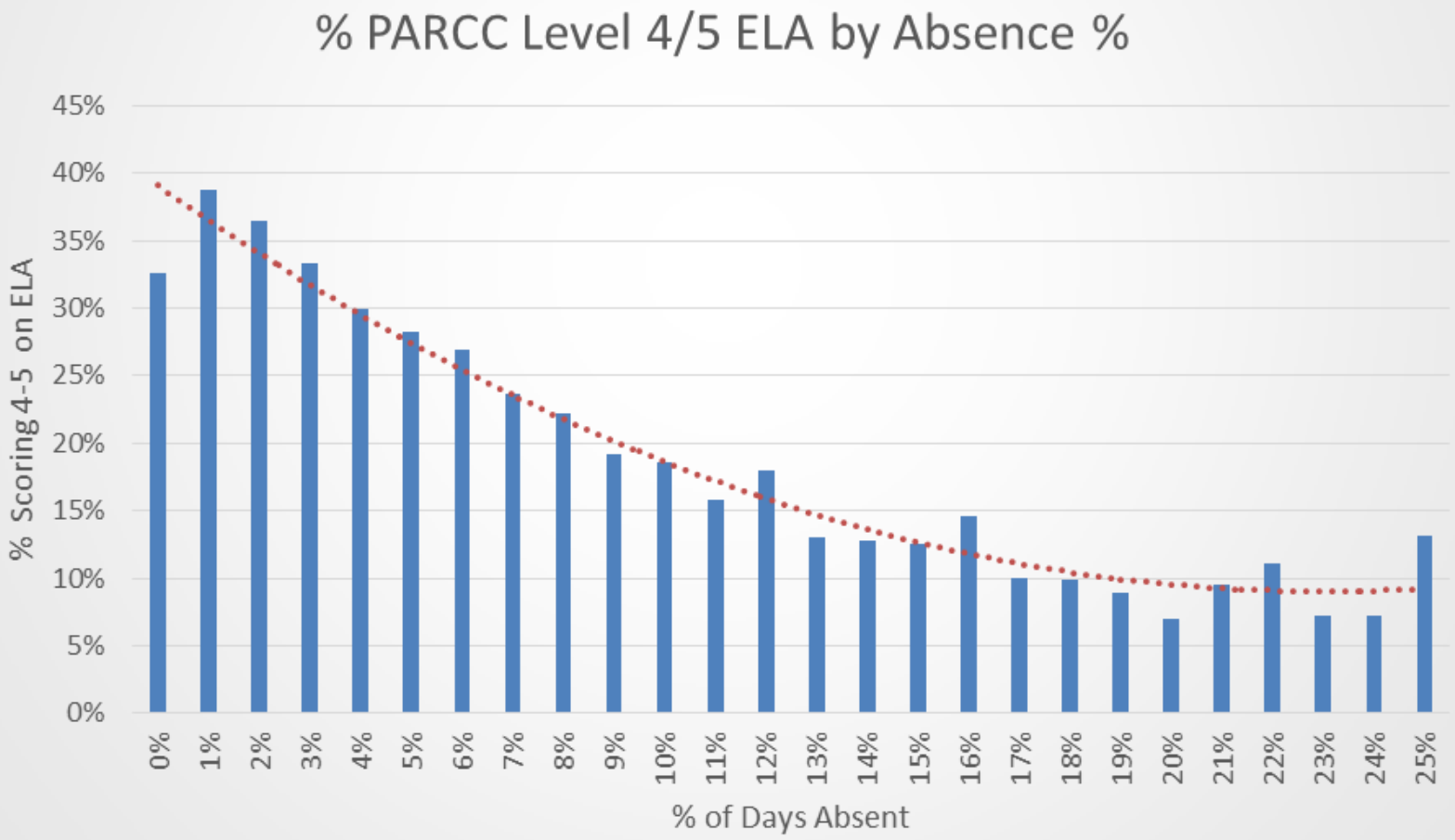
School quality and student success

Key Considerations

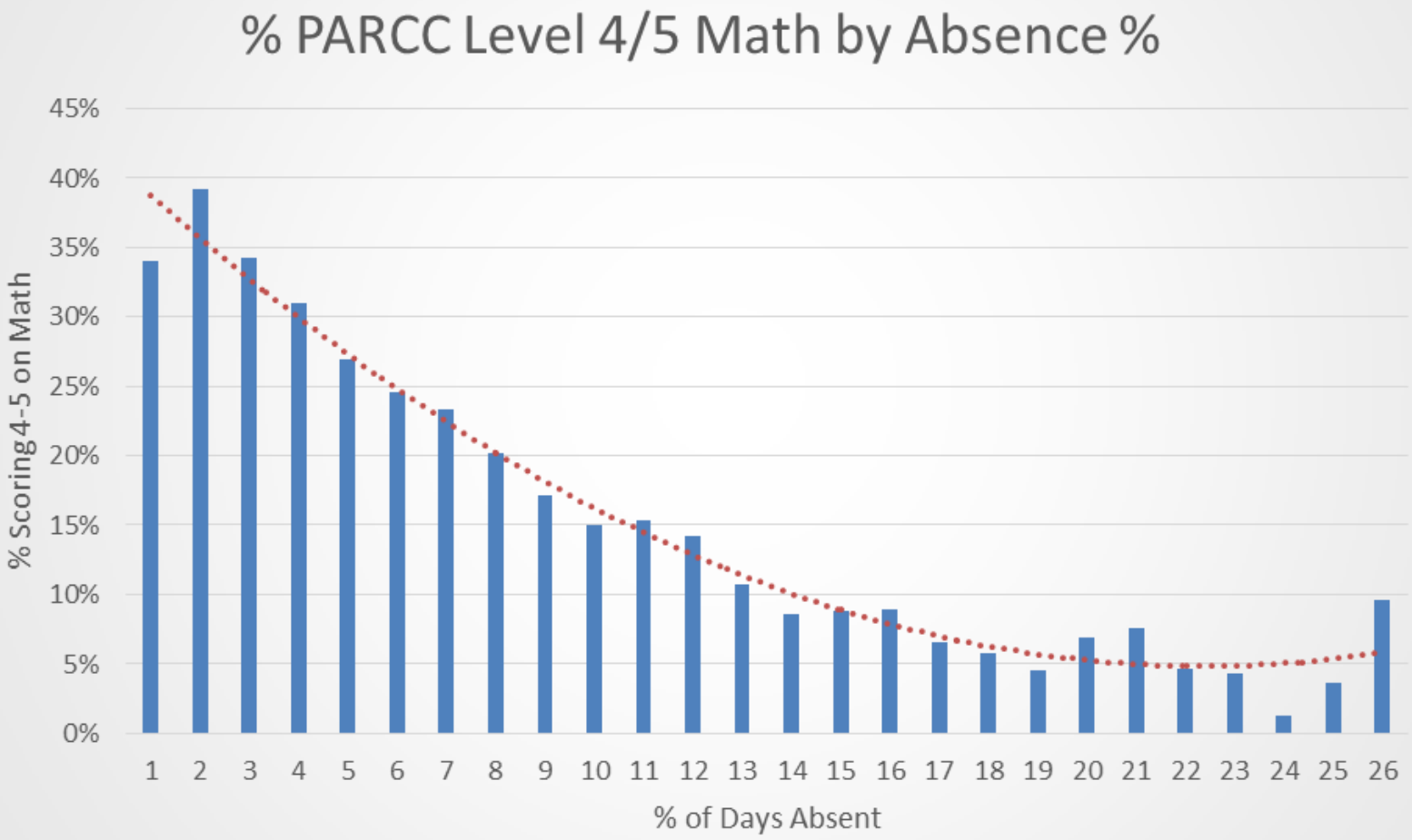
- **School quality and student success metrics:**
  - Must be differentiated by school
  - Must allow for disaggregation by specific groups of students
  - Should be actionable by LEAs and schools
  - Ideally have a low burden to collect and report

Focus on Instructional Time

- Days in school correlated to PARCC performance



PARCC and Instructional Time Correlation



In-Seat Attendance

The percentage of enrolled students who were present "in-seat" during a given period of time. Generally expressed as an average rate for the school year.

$$\frac{\text{Sum of membership days for each student MINUS sum of full day absences of those students}}{\text{Sum of membership days of each student}}$$

- Familiar metric included on many school report cards nationwide and in the Performance Management Framework (PMF).
- Typically, 93 percent and above considered to be "good" in-seat attendance.

% Days Each Student Misses/Attends

Students who are "chronically absent" miss 10 percent or more of the school year – approximately 18 days of instruction lost in a full school year.

$$\frac{\text{Full membership days missed}}{\text{Sum of membership days of each student}} > 10\%$$

OR

$$\frac{\text{Full membership days attended}}{\text{Sum of membership days of each student}} < 90\%$$

Why Use Chronic Absenteeism?

- Significant evidence that chronic absence predicts low educational outcomes, including early indication of whether a student will graduate within four years.
- In the early grades, chronic absenteeism is associated with lower likelihood of grade-level reading by third grade.
- Difference from truancy – counts both excused and unexcused absences.

How Are These Measures Different?

Scenario:

- School A has 1,000 students
- Each student is enrolled for 180 days
- 500 (50%) of students attended 180 (100% of) days
- 250 (25%) of students attended 171 (94.4% of) days
- 250 (25%) of students attended 161 (89.4% of) days

ISA

- [(180*500)+(171*250)+(161*250)]/(180*1000) = **96%**

Percentage of Students Attending 90% or More of Instructional Days

- (750/1000) = **75%**

Percentage of Students Missing 10% or More of Instructional Days

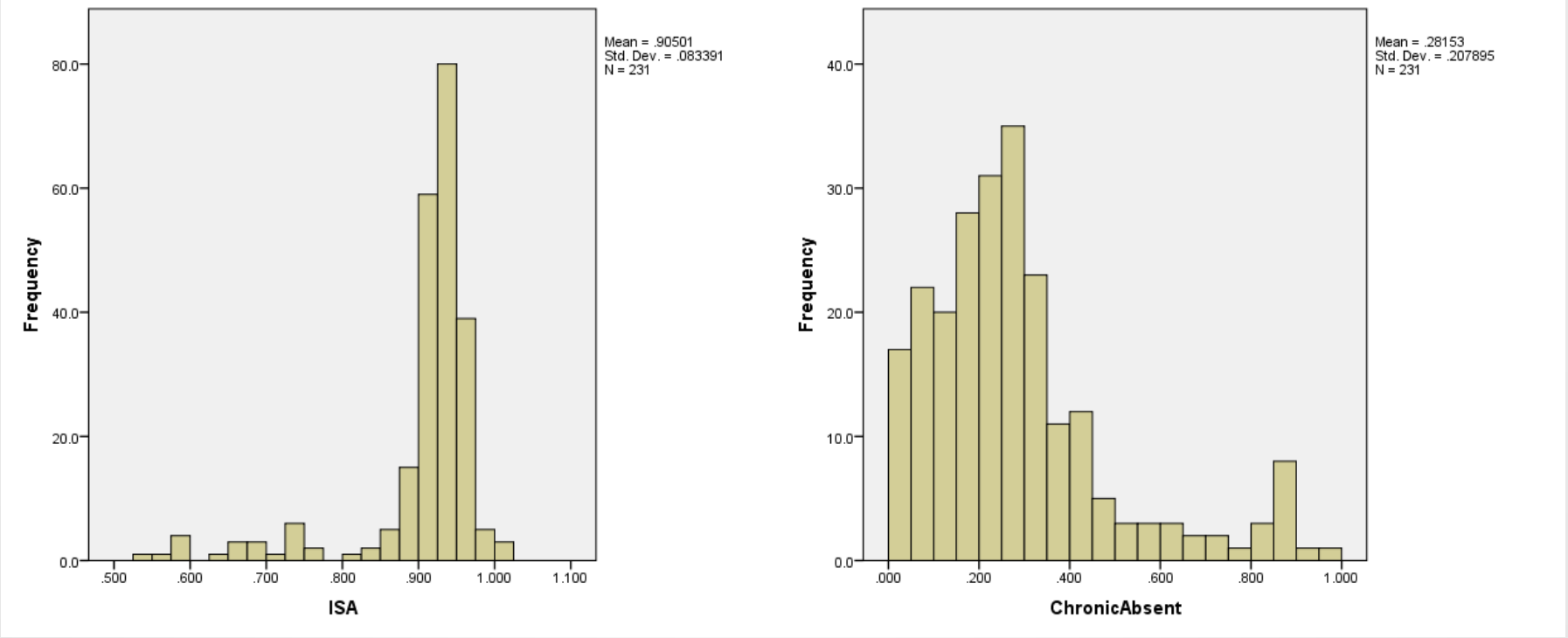
- (250/1000) = **25%**

Median Percentage of Instructional Days Attended

- **97.5%**

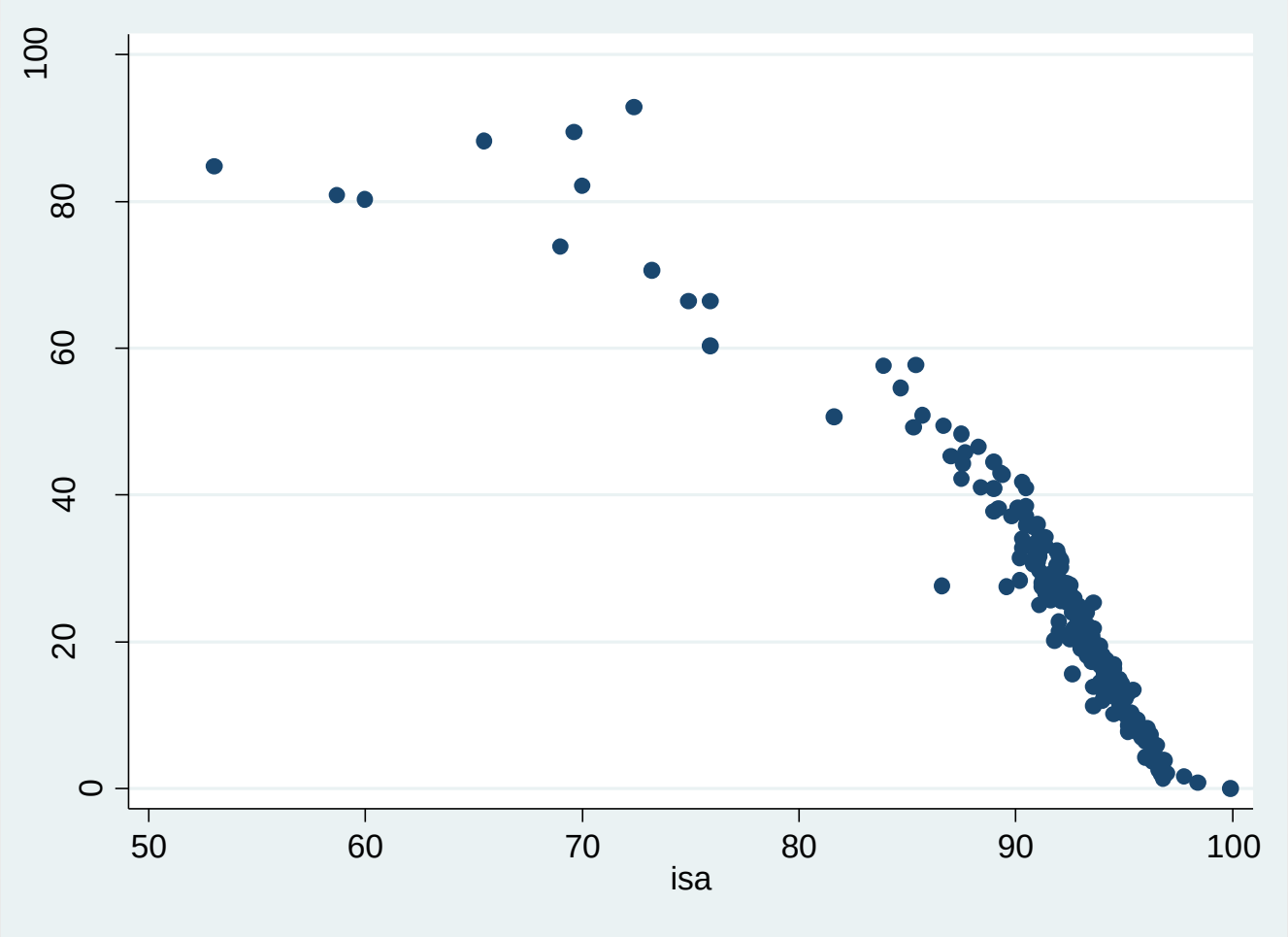
Distribution

- Looking at schools, ISA rates tend to cluster between 90 and 95 percent, which chronic absenteeism rates are spread more broadly.



Differentiation

- Chronic absence rates can vary significantly even among schools with similar overall attendance rates.



Attendance Metrics in DC

In the 2015-16 school year:

- ISA rate for DC Public Schools was 89.7 percent.
- ISA rate for public charter schools was 92.1 percent.
- Citywide, 26 percent of students were chronically absent, and 21 percent of students were truant.
- The rate of chronic absenteeism increased two percentage points since the 2014-15 school year (from 24 to 26 percent), even though ISA rates have increased slightly.
- Almost 10 percent of students were “profoundly” or “severely” chronically absent (missing 20+ percent of the school days on which they were enrolled).

Source: DC Truancy Taskforce, Sept. 2016

Chronic Absence Rate by ISA Range

- Within ISA ranges, chronic absence rates can vary significantly.

ISA Range	Chronic Absence	
	Average	Range
81-85	54%	10%
86-90	42%	20%
91-95	23%	26%
96-100	4%	9%

Small Group Discussion

- **What does attendance tell us about a school?**
- **Examples of metrics that measure impact of student time in school:**
  - (1) Percentage of Students Attending 90% or More of Instructional Days
  - (2) Percentage of Students Missing 10% or More of Instructional Days
  - (3) Average Percentage of Instructional Days Attended
  - …something else?
- **How might we think about the thresholds for % of students?**
- **How do we think attributing students to schools?**

PARCC and Attendance Relationship

Both ISA and chronic absence are associated with improved PARCC outcomes. Controlling for race/ethnicity, economically disadvantaged status, gender, LEP status, and special education status:

- Each percentage point increase in ISA is associated with an additional 0.5 scale score points in ELA and an additional 0.3 scale score points in Math.

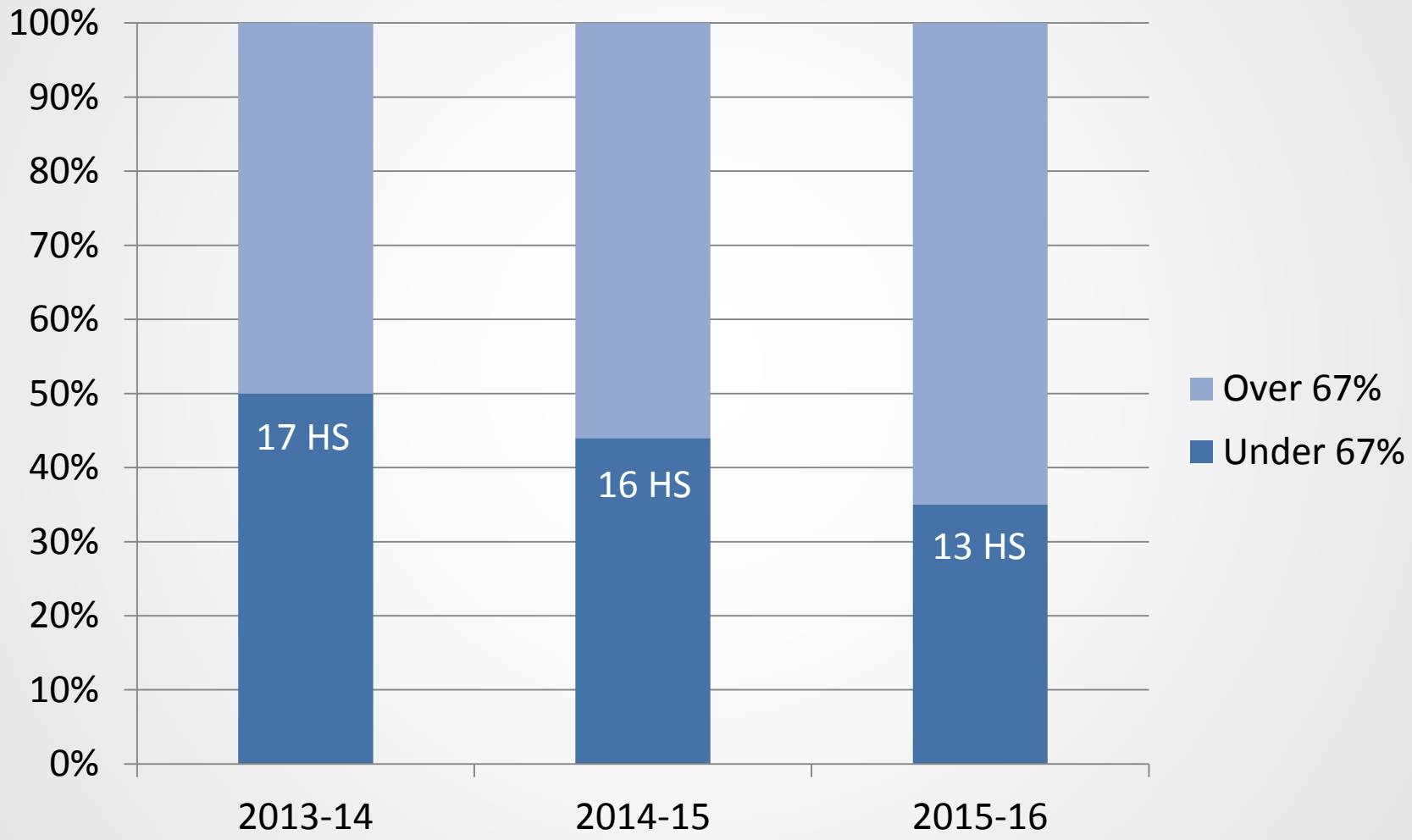
- Not being chronically absent is associated with an additional 8 scale score points in ELA and an additional 5 scale score points in math relative to chronically absent students.

Graduation rate

ESSA Graduation Rate Requirements

- 4-year cohort required as an indicator toward a HS's final rating
- 67% 4-year cohort as a "threshold" for "comprehensive support"
- Extended cohorts and other measures optional

High Schools Under 67% 4-Year ACGR



Subgroups and Graduation Rate

How many schools have at least 10/15/20/25 students in each subgroup for 4-year ACGR?

	Minimum N Size			
	10	**15**	**20**	**25**
Black	34	34	34	34
Hispanic	13	11	8	7
White	4	2	2	2
LEP	9	9	8	4
SPED	23	19	17	14
Econ. Disadvantaged	34	34	34	32

Discussion

- **Reactions on n size?**
- **Pros/cons of strategies for dealing with this in scoring?**
  - Remove points from overall denominator if subgroups are not of sufficient size
  - Assign fixed number of points for all subgroups and distribute points equally
  - Assign fixed number of points for all subgroups and distribute points based on subgroup size
  - Calculate different frameworks for each subgroup
- **What about schools where all students fall into one subgroup?**

Inclusion of Extended Cohort Rates

- Should we also include 5- and/or 6-year ACGR?
- Why are these metrics important?
  - Motivates schools to focus on graduating students even after the four-year mark passes
  - Gives schools credit for graduating students even if it happens after the four-year mark
- If we're interested in including these metrics, how should we implement?

Q&A

Additional Engagement Opportunities

- Register at: http://osse.dc.gov/node/1182576
- Recap webinar for academic measures and subgroups: Oct. 24, 2-3 p.m.
- Recap of today's webinar: Oct. 26 9:30-10:30 a.m.
- In-person update on draft accountability framework: Oct. 26 10:30 a.m.-12:30 p.m.
- ESSA questions, updates or additional feedback?

OSSE.ESSA@dc.gov; http://www.osse.dc.gov/essa

Thank you!