



Accountability revisions for school year 2022-23

Accountability revisions and Report Card revisions – Parent Group Session

What is changing and how can you provide feedback?

What is changing?

- Accountability system - Changes will be made to the statewide accountability framework known as the School Transparency and Reporting (STAR) Framework
 - OSSE will be submitting an amendment to its [Every Student Succeeds Act \(ESSA\) state plan](#) in July
- DC School Report Card website – OSSE made significant changes to the [reporting website](#) this fall and will gather feedback to make additional revisions for Fall '23

How can you to provide feedback?

- Accountability changes – attend focus group sessions, provide public comment, complete feedback surveys during the March – June engagement sessions
- Report Card revisions – participate in design, functionality, and component feedback sessions, complete surveys, provide public comment to OSSE in late summer and fall '23.

Key Principles for DC's Accountability Framework

- **Foundational Principles**

- Provides common information about DCPS and public charter schools.
- Includes a summative score which provides a meaningful distribution of results, not a forced curve, but meaningful differentiation across performance levels.
- Places substantial weight on core academic measures, both achievement and growth.
- Balances the fundamental belief that all of our students can learn and achieve at high levels with the acknowledgement of the current reality of significant gaps in current achievement levels among student groups along lines of race, income, language and disability.
- Incentivizes overall school improvement and has a deliberate focus on equity, particularly the students who have historically been underserved.
- Provides a fair and accurate presentation of school performance which provides for historical comparison and comparability of ratings over time and can be used for high stakes decisions.

- **Design and Use Principles**

- Stakeholders use these data to inform and drive educational improvement and systemic improvement.
- Educational leaders use these data to both support development and measure the impact of instructional and programmatic shifts over time.
- Parents and caretakers use these data in education decision-making whether it is for school choice or other discussions with school and community leaders.

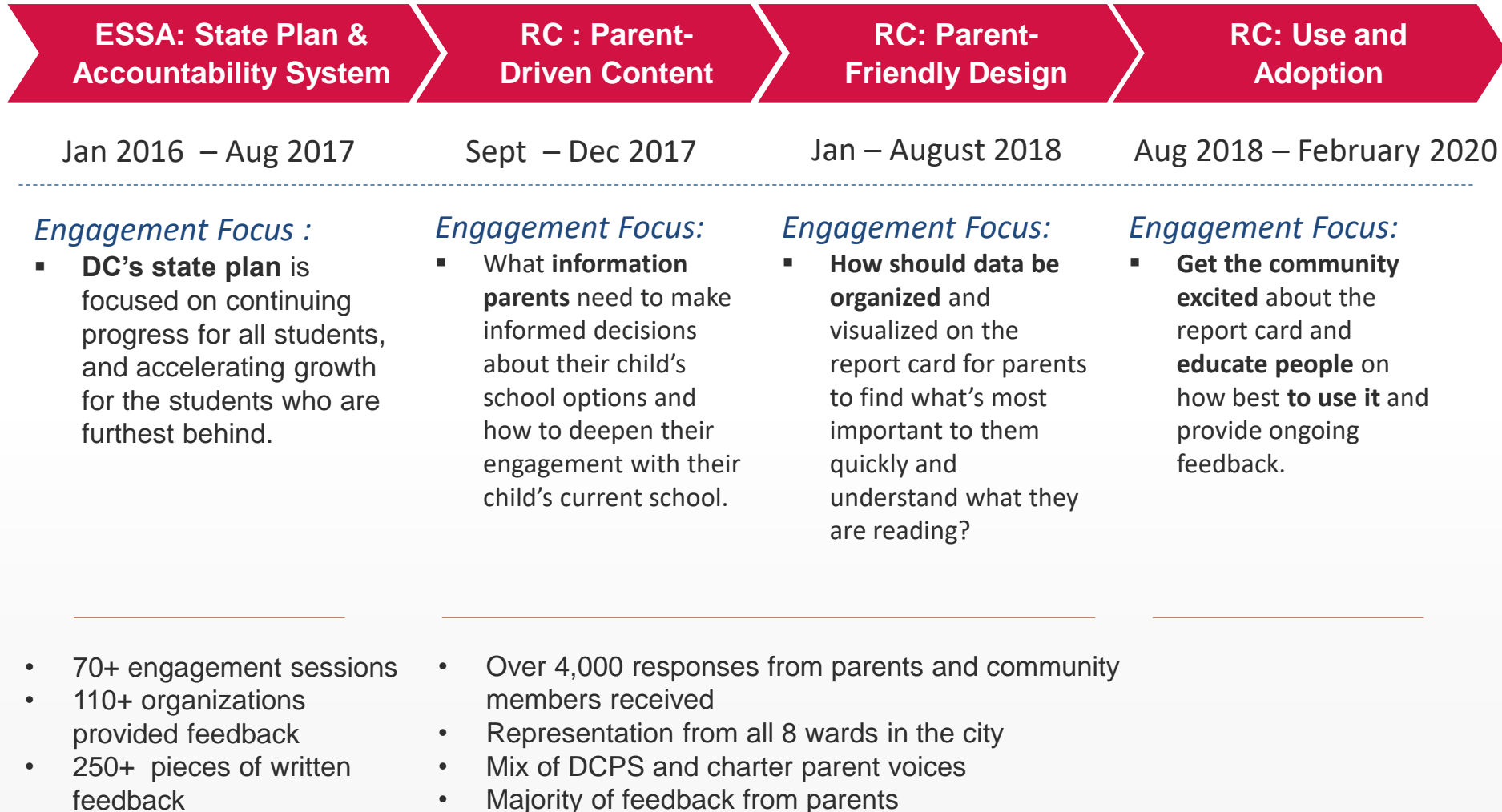
Timeline for revisions to Accountability framework, ESSA Amendment, and Report Card website

- **March – May 2022:** Engage stakeholders in development and review of potential changes for ESSA state plan, Accountability framework, and related reporting elements
 - **May 2022 – June 2022:** Revise ESSA state plan based on engagement and publish draft for comment
 - **June - July 2022:** Submit ESSA amendment for approval of changes to STAR Framework and School Improvement Designations – SBOE and then USED
-
- **August – October 2022:** Develop and Publish new Technical Guide for use in SY 22-23
 - **September – December 2022:** Engage stakeholders in development and revisions to design, display, and components for the DC School Report Card
 - **December 2022 – October 2023:** Finalize design details and build new DC School Report Card data structures and website for public
 - **December 2023:** New Accountability Framework scores and new DC School Report Card website components released



Accountability Framework – History of development and Current system details

ESSA State Plan & Report Card Engagement



Federal Requirements for School Report Cards



- School Information, demographics, title I status
- Data as outlined in your State Accountability Framework within your ESSA plan – in DC this is the School Transparency and Reporting (STAR) Framework
 - ❑ Including subgroup performance on individual metrics
 - ❑ Level of Performance on each of the five indicators
 - ❑ Participation rates by subgroup
 - ❑ Summative determination and identification of whether a school is classified for Comprehensive or Targeted supports
- Progress against state Long Term Goals and Measures of Interim Progress according to the ESSA plan
- Comparative performance for student achievement data of School with LEA and State data, Proficiency rates in ELA, Math, and Science
- NAEP Data (4th and 8th grades) (only state performance reported)
- School climate – includes discipline and chronic absenteeism
- Students enrolled in pre-school and advanced coursework and postsecondary studies
- Educator Qualifications
- Per-pupil expenditures of federal, state, and local funds

a Back to Mao

DC Example School

Profile

STAR rating

Academic performance ▼

School environment ▼

Add to favorites

School Report

123 ABC St. SE Washington, DC 20003

[View on Google maps](#)

Ward

555-1234

[Web Address](#)

Facebook

Twitter

Principal

Principal name

School overview

Grades served

Grade 5 - Grade 12 2019 - 2020

Title I status

Yes

A Title I school is a school that receives federal funds to support students from low-income backgrounds in learning and achieving at high levels.

Local education agency

[DC Example District](#)

A local education agency (LEA) is an organization that operates publicly funded schools. In DC, our LEAs include DC Public Schools (DCPS) and more than 20 charter organizations.

STAR rating

The School Transparency and Reporting (STAR) Framework is DC's school accountability system. Each school receives a rating of 1 to 5 stars, with 5 being the highest, based on its performance across multiple metrics. *Not Applicable means the school did not meet the minimum population size to generate a score.

Message from the school

530 character limit. At DC Example School, our mission is present in the hallways and classrooms and spills out into the community. Excellence is forged here, in the freedom on the playground and the focus in the classroom. Inside, there is a time and place for everything. Schedules are made and kept. Students take pride in their responsibilities. They learn there is no secret to success, because here they learn that hands-on and hard work are key. Excellence isn't determined by zip code. It is available to anyone willing to put in the work.

Parent organization and contact information

Parent organizations provide opportunities for parents and families to directly interact with the school on a variety of issues.

Parent organization representative

Parent Name

Email

Parent organization

Yes

[Website](#)

Parent communication policy

[Link to website](#)

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Check out the changes in the 2021 DC School Report Card

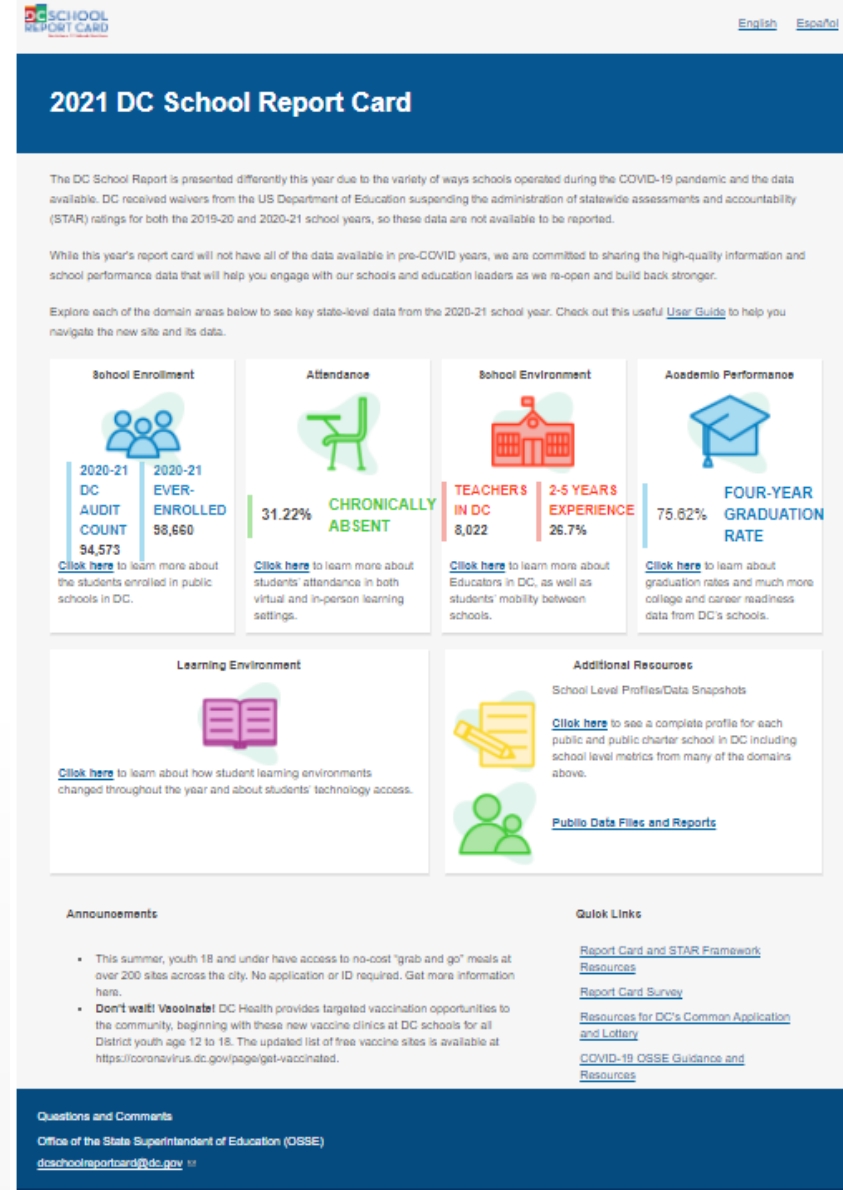
Landing Page

- Brief narrative explaining why data is displayed differently this year.
- Interactive displays for more detailed views and filters of data.
- Colorful grid of domains to explore.
- Area for OSSE announcements and Quick Links for supporting materials, data, surveys etc.

Domain Containers

Each container displays key data and a description of what the user can learn. The domains are:

- School Enrollment
- Attendance
- School Environment
- Academic Performance
- Learning Environment
- Additional Resources
 - School Profile and Data Snapshots
 - Public Data Files and Reports



- [School snapshots](#) available for all schools
- Additional school level data included in the public data file

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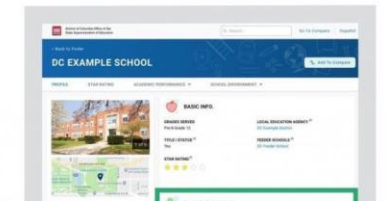


Reporting on School Performance

- How have you used the DC School Report Card?
 - What do you like about the website?
 - What do you like least?
- What type of data would you want to know about a school in order to...
 - Better understand the level of learning it provides and supports for students?
 - Learn more about the overall quality of the school?
 - Make more informed decisions regarding school enrollment choices?
- How should the performance of schools be represented to the public?
 - What information is important to know when examining the scores in the metrics being measured?



The DC School Report Card, launching in December 2018, gives families a look into all public schools in the District. Built in partnership with parents and families, this tool will be a step toward a more transparent, equitable DC education system, with students at the center of critical decision-making.





Every Student Succeeds Act – Accountability Components

Every Student Succeeds Act (ESSA)

Accountability Components

- **Long Term Goals**
 - Academic Achievement in ELA and Math
 - Graduation Rate
 - English Language Proficiency
- **Indicators**
 - Academic Achievement
 - Academic Progress
 - Graduation Rate
 - Progress in Achieving English Language Proficiency
 - School Quality or Student Success Indicator(s)
- **System of Annual Meaningful Differentiation**
 - Accountability Framework - School Transparency and Reporting (STAR) Framework
- **School Improvement: Identification Timeline, Methodology, and Exit Criteria**
 - Comprehensive Support Schools – lowest performing 5% (CS 1) and below 67% graduation rate schools (CS2)
 - Targeted Support Schools – schools with student groups performing lower than the lowest 5% schools overall (TS 1), and historically underperforming schools with student groups consistently performing below the bottom 5% (TS 2)

School Improvement Designations

Designation	Definition	Frequency
Comprehensive Support and Improvement Schools, type 1	Title I schools that score in the bottom 5 percent of the total number of points on the annual meaningful differentiation, accountability framework.	<ul style="list-style-type: none"> At least every three years* First time: December 2018
Comprehensive Support and Improvement Schools, type 2	High schools in which both four-year and five-year adjusted cohort graduation rates (ACGR) fall below 67 percent.	<ul style="list-style-type: none"> At least every three years* First time: December 2018
Targeted Support and Improvement Schools	Historically underperforming student group(s) – any school with a student group performing in at or below the level of the bottom 5% for two out of three years	<ul style="list-style-type: none"> Every year* First designation would have been 2021, now will be 2022*
Additional Targeted Support and Improvement Schools	Any school with a student group score that is performing at or below the level rates of the bottom 5%	<ul style="list-style-type: none"> At least every three years* Designated in 2018 and 2019

One additional designation level CS 3 cannot be made until three years after the first Additional Targeted Support designation*

* Timelines were revised due to ESSA Accountability waivers and a pending addendum

ESSA Requirements – Accountability Indicators

- **Academic achievement**
 - Accountability system must measure proficiency on annual statewide assessments
 - For HS: may include student growth as measured by statewide annual assessments
- **Other academic indicator (elementary and middle school only)**
 - May include student growth as measured by statewide annual assessments
 - May include another valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance
- **Graduation (high school only)**
 - Must include 4-year Adjusted Cohort Graduation Rate (ACGR)
 - May also include an extended year graduation rate to be defined by the state education agency (SEA)
- **Progress in English language proficiency**
 - Progress as measured by the statewide English language proficiency assessment (ACCESS)
 - Defined by the state education agency (SEA)
- **School quality or student success**
 - May include measures of student engagement; educator engagement; student access to and completion of advanced coursework; postsecondary readiness; school climate and safety; and any other indicator the state chooses which meets the metric requirements

ESSA Requirements – Accountability Metrics

- **Every metric used in the statewide accountability framework must:**
 - Annually measure all students as well as be measured separately for each subgroup of students
 - Be valid, reliable, comparable and statewide
 - Must include the same indicator or indicators used in each grade span, as determined by the state
 - May not include an indicator calculated using the “best of” for different students and schools since it is not comparable or statewide
 - Allow for meaningful differentiation in school performance

ESSA Requirements – Annual Meaningful Differentiation

- Annual Meaningful Differentiation system must:
 - Be **calculated annually**,
 - Be **based on all indicators** in the state's accountability system for all students and for each subgroup of students,
 - Place **substantial weight** to each indicator,
 - Place much **greater weight in the aggregate** to the Academic Achievement, Other Academic Indicator, Graduation, and English language proficiency indicators than to the School Quality/Student success indicator, *and*
 - Provide **differentiation** of any school in which a **subgroup of students** is **consistently underperforming**, based on all indicators within the system.
 - Use the results of the system to **identify Comprehensive and Targeted Support schools** for improvement.

ESSA Accountability Requirements – Student Groups

- Statewide Accountability Framework
 - Systems must be based on the performance of **all students** and for each subgroup of students referenced below:
 - Economically disadvantaged students as defined by the state (At-Risk)
 - Students from major racial and ethnic groups
 - Children with disabilities
 - English learners
 - States are also required to report performance of these additional student subgroups which do not have to be part of the accountability calculation:
 - Children in foster care
 - Students experiencing homelessness
 - Military connected students
 - Migrant students
 - Gender identity

What is the STAR Framework?

- The School Transparency and Reporting (STAR) Framework is DC's state accountability framework developed as part of the Every Student's Succeeds Act state plan requirements




(link for video above: <https://youtu.be/yygHba1n2sk?list=PLzItZvPaGsOnPI--Z9J15kR81V-vOJkCo>)


System of Annual Meaningful Differentiation - STAR Framework – At A Glance


As outlined in DC's Every Student Succeeds Act (ESSA) plan, the system of annual meaningful differentiation for all schools is the School Transparency and Reporting (STAR) Framework. It uses multiple metrics across five domains, weighted as shown below. The framework score is a combination of the weighted performance of each student group present at the school.


WHAT'S IN THE STAR FRAMEWORK?


The STAR Framework uses seventeen sources of data to measure the school's performance in the following areas:

**Academic Achievement**
Measures student performance on PARCC, MSAA and the SAT.

**Academic Growth**
Measures student progress on PARCC.

**English Language Proficiency**
Measures the progress of English learners in speaking, listening, reading and writing in English.

**Graduation Rate**
Measures how many students receive their regular diploma in four years.

**School Environment**
Measures chronic absenteeism, daily attendance, and re-enrollment of students from one year to the next. For high schools, it also measures extended graduation rates and student participation and performance on the AP and IB exams. For schools with Pre-K, it includes measures of early childhood learning.

	Academic Achievement	Academic Growth	School Environment	English Language Proficiency	Graduation Rate
Elementary/Middle	30pts	40pts	20pts	5pts	N/A
High	40pts	N/A	39pts	5pts	11pts

STAR Framework: Elementary, Middle, and HS

KEY: ES (ES with Pre-K) | MS | HS



ACADEMIC ACHIEVEMENT

PARCC/MSAA 4+/3+

Students meeting or exceeding expectations (scoring at level 4 and higher) in both English Language Arts (ELA) and Math on the state assessments

20 | 20 | 15

PARCC/MSAA 3+/3+

Students who are approaching expectations in ELA and Math on the state assessments

10 | 10 | 10

SAT College Ready Benchmark

Percentage of high school seniors at the school that have achieved the College Board determined College and Career Readiness score

N/A | N/A | 10

SAT DC Percentile Threshold

Percentage of high school seniors who score higher than the 50th percentile score for public school students in DC

N/A | N/A | 5



ACADEMIC GROWTH

Median Growth Percentile

Median Academic Growth of the school's students compared to other students who took the PARCC test across the country

20 | 20 | N/A

Growth to Proficiency

Percentage of students at the school who are showing enough improvement on PARCC to reach proficiency within 5 years or less

20 | 20 | N/A



SCHOOL ENVIRONMENT

Addressing Chronic Absenteeism:

90+ Attendance

Percentage of students who are attending over 90% of school days

Best of Metric Worth:
7.5 (5.775) | 7.5 | 7.5

Attendance Growth

Improvement in student level attendance rates from year to year

In-Seat Attendance

Percentage of non-Pre-K students who attend school on average each day

5 (3.85) | 5 | 5

Re-Enrollment

Percentage of eligible student who choose to re-enroll in the same school the following year

7.5 (6.375) | 7.5 | 7.5

CLASS (Classroom Organization, Emotional Support, Instructional Support): Observational measure of the effectiveness of classroom interactions to promote student development and learning in Pre-K

N/A (3) | N/A | NA

In-Seat Attendance, Pre-K

Percentage of Pre-K students who attend school on average each day

N/A (1) | N/A | N/A

AP/IB Participation

Percentage of high school students taking at least one AP or IB exam by the end of their senior year

N/A | N/A | 5

AP/IB Performance

Percentage of students each year who receive a 3 or above on AP and/or a 4 or above on IB exams.

N/A | N/A | 5

Extended Years Graduation Rate:

Percentage of students who graduate with a high school diploma regardless of how many years it takes divided by the number of students in the four-year cohort for HS only

N/A | N/A | 9



ENGLISH LANGUAGE PROFICIENCY

ACCESS Growth

Progress of English learners in learning to speak, listen, read and write in the English language

5 | 5 | 5



GRADUATION RATE

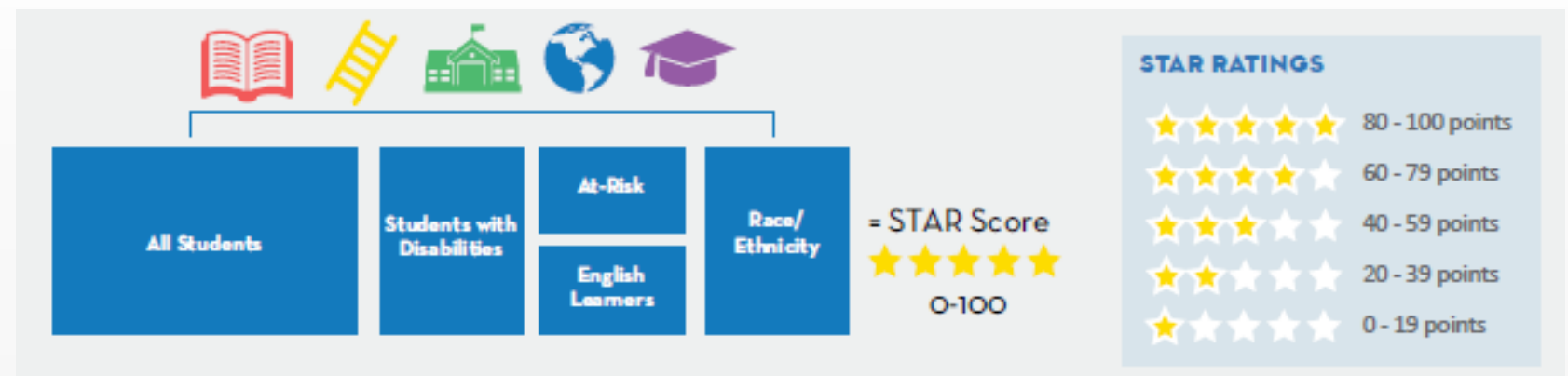
Four-year Adjusted Cohort Graduation Rate (ACGR)

Percentage of students who graduate with a diploma within 4 years of entering high school

N/A | N/A | 11

STAR Framework: How It Works

- Measures a school's performance for all students in all of the applicable metrics. Schools earn points based on their students' performance compared to students across the city.
- To ensure that schools are publicly accountable for educating DC's most vulnerable students, the STAR Framework then measures performance in each of these groups relative to similar students
 - Students with Disabilities • At-Risk Students • English Learners • Racial/Ethnic Groups
- The overall score and rating combines the performance of all students and the performance score for each student group. The total score is then assigned a rating of 1 to 5 stars.





ESSA Amendment – Accountability Framework Revisions

Priority Focus Areas for Accountability Framework revisions

Focus Area	How is it addressed?	How do we determine we are successful?
Improve equity in measuring performance	<ul style="list-style-type: none"> Adjust student group weights Revise floors and targets moving toward alignment of targets for all student groups over time Increase the number of students that contribute to the accountability score through metric score aggregation and metrics including more students in the school 	<ul style="list-style-type: none"> Overall accountability framework scores are less strongly associated with the demographic makeup of the school More students are included in components and metrics Performance of student groups demonstrate progress in gap closure
Better reward growth , both relative to starting point and/or compared to similar schools and more growth-focused metrics	<ul style="list-style-type: none"> Revise the ACCESS Growth metric methodology and targets Revise existing growth metrics to include more student level growth, including a high school growth/effect metric Calculate and display a comparison value other than the DC average which shows how the school's metric score compares to schools serving similar populations. 	<ul style="list-style-type: none"> ACCESS Growth is more representative of language acquisition Ensure that our growth metrics are more resilient and able to adjust to factors within the school and student universe Ability to recognize schools that are comparatively outperforming using a more of an apples-to-apples comparison methodology

Priority Focus Areas for Accountability framework revisions

Focus Area	How is it addressed?	How do we determine we are successful?
<p>Strengthen measurement of priority areas:</p> <ul style="list-style-type: none">• Gap closure for historically underserved students• College and career readiness• Students with disabilities• Attendance	<ul style="list-style-type: none">• Use metric targets to close gaps and align performance goals over time• Develop college and career readiness metrics which includes more opportunities for measuring the readiness of students in both college and career and can align with other reporting requirements such as Perkins goals• Review and develop enhanced methods to report performance of students with disabilities with more details• Use attendance metrics which show meaningful differentiation across schools and are aligned to District focused initiatives.• Measure Chronic Absenteeism and Attendance Growth for all schools, eliminating the inclusion of In-Seat Attendance in the accountability framework	<ul style="list-style-type: none">• Performance of student groups demonstrate progress in gap closure as a result of more focused attention and measurement• Public learns how well schools are addressing readiness for students in high quality college as well as career readiness programs• Students with disabilities data can be disaggregated and used to inform programmatic improvements• Attendance improvements are measured and demonstrated through attendance growth metric leading to improved overall school performance and reduction in chronic absenteeism

STAR Framework - five star rating

OSSE is willing to move away from the “five star single summative rating”

- Key Principles
 - It is important for the accountability system to be transparent with all accountability data
 - It is essential that the display and explanation of the accountability framework be meaningful and easily understood by parents and the public.
- Commitment:
 - OSSE will continue to engage stakeholders, gather feedback and information on this issue
 - OSSE will bring forward options for considerations and gather feedback from stakeholders before making a final decision on this component

Report Card design and functionality recommendations

- In order to provide a more detailed understanding of how schools are performing across multiple domains:
 - OSSE is committed to displaying the dashboard style of all domains on the DC, LEA and school-level report cards
 - OSSE will explore various ways of communicating how a school is performing within a measure or indicator compared to expectations, DC overall, and others like them
 - OSSE intends to have a dynamic, interactive “compare tool” in the redesign of the report card website to allow users to compare school components, data and performance in areas of interest
 - OSSE has committed to increasing the information related to teacher and school leaders and will explore opportunities to enhance the health staff data as well as enhance and revise the current school program categories presented in school profile pages
- **These areas are specific to the design and structure of the report card and will not be part of an ESSA state plan amendment but will be part of additional stakeholder engagement beyond this first phase.**



Revision Discussions

Metrics and Indicators

- Are there specific metrics you would like to see included in the Accountability Framework calculation?
- Are there specific metrics you would like to see reported publicly but not included in accountability calculations?
- Academic Growth in high schools: How important is that compared to other HS metrics?

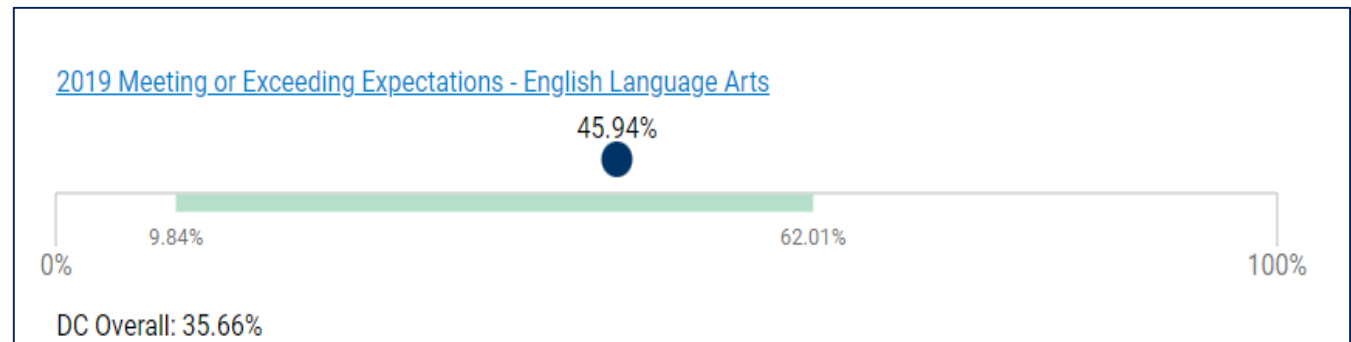
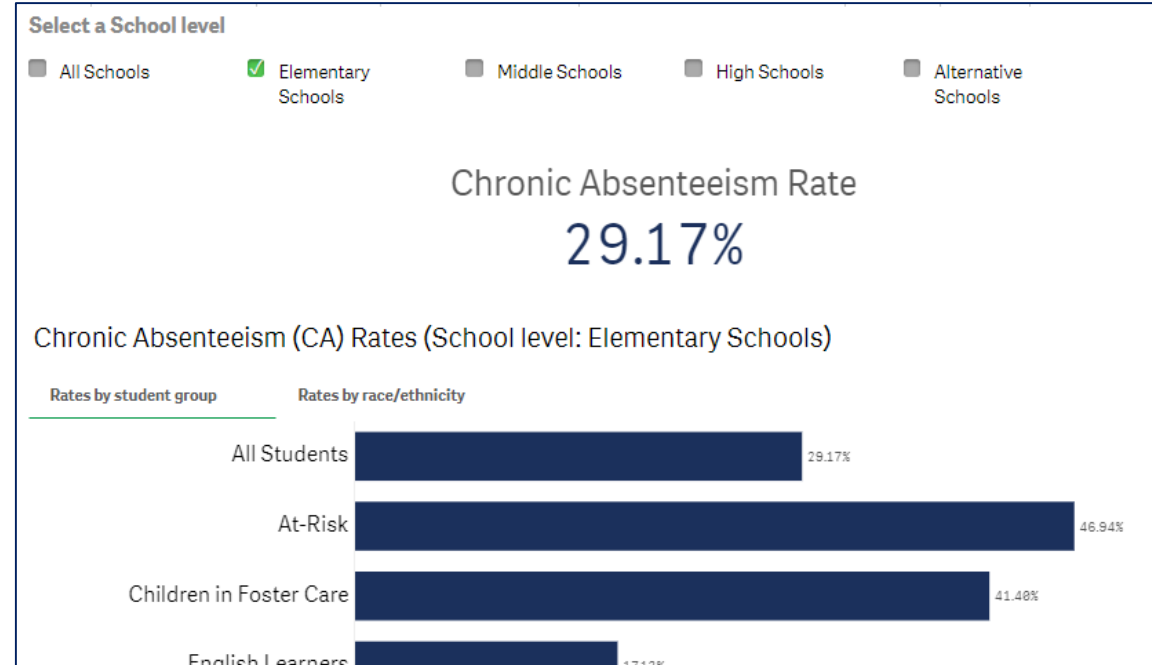
Check back to our Foundational Principles:

- How does your proposal align with the ESSA requirements, Accountability Guiding Principles, and focus priorities?
- What impact would your proposal have on driving educational improvement and informing stakeholder decision-making?

KEY: ES (ES with Pre-K) MS HS	
ACADEMIC ACHIEVEMENT	SCHOOL ENVIRONMENT
<p>PARCC/MSAA 4+/3+ Students meeting or exceeding expectations (scoring at level 4 and higher) in both English Language Arts (ELA) and Math on the state assessments 20 20 15</p> <p>PARCC/MSAA 3+/3+ Students who are approaching expectations in ELA and Math on the state assessments 10 10 10</p> <p>SAT College Ready Benchmark Percentage of high school seniors at the school that have achieved the College Board determined College and Career Readiness score N/A N/A 10</p> <p>SAT DC Percentile Threshold Percentage of high school seniors who score higher than the 50th percentile score for public school students in DC N/A N/A 5</p>	<p>Addressing Chronic Absenteeism: 90+ Attendance Percentage of students who are attending over 90% of school days Best of Metric Worth: 7.5 (5.775) 7.5 7.5</p> <p>Attendance Growth Improvement in student level attendance rates from year to year</p> <p>In-Seat Attendance Percentage of non-Pre-K students who attend school on average each day 5 (3.85) 5 5</p> <p>Re-Enrollment Percentage of eligible student who choose to re-enroll in the same school the following year 7.5 (6.375) 7.5 7.5</p> <p>CLASS (Classroom Organization, Emotional Support, Instructional Support): Observational measure of the effectiveness of classroom interactions to promote student development and learning in Pre-K N/A (3) N/A NA</p> <p>In-Seat Attendance, Pre-K Percentage of Pre-K students who attend school on average each day N/A (1) N/A N/A</p> <p>AP/IB Participation Percentage of high school students taking at least one AP or IB exam by the end of their senior year N/A N/A 5</p>
<p>ACADEMIC GROWTH</p> <p>Median Growth Percentile Median Academic Growth of the school's students compared to other students who took the PARCC test across the country 20 20 N/A</p> <p>Growth to Proficiency Percentage of students at the school who are showing enough improvement on PARCC to reach proficiency within 5 years or less 20 20 N/A</p>	<p>AP/IB Performance Percentage of students each year who receive a 3 or above on AP and/or a 4 or above on IB exams. N/A N/A 5</p> <p>Extended Years Graduation Rate: Percentage of students who graduate with a high school diploma regardless of how many years it takes divided by the number of students in the four-year cohort for HS only N/A N/A 9</p> <p>ENGLISH LANGUAGE PROFICIENCY</p> <p>ACCESS Growth Progress of English learners in learning to speak, listen, read and write in the English language 5 5 5</p> <p>GRADUATION RATE</p> <p>Four-year Adjusted Cohort Graduation Rate (ACGR) Percentage of students who graduate with a diploma within 4 years of entering high school N/A N/A 11</p>

Reporting Metric Scores and Comparison/Contextualization

- Historically the following displays were included for metric scores on the DC School Report Card
 - Actual Metric Score
 - DC Score Overall
 - In 2021, some metrics allowed the data to be filtered by grade band framework
 - Metric floor/target per student group and per framework



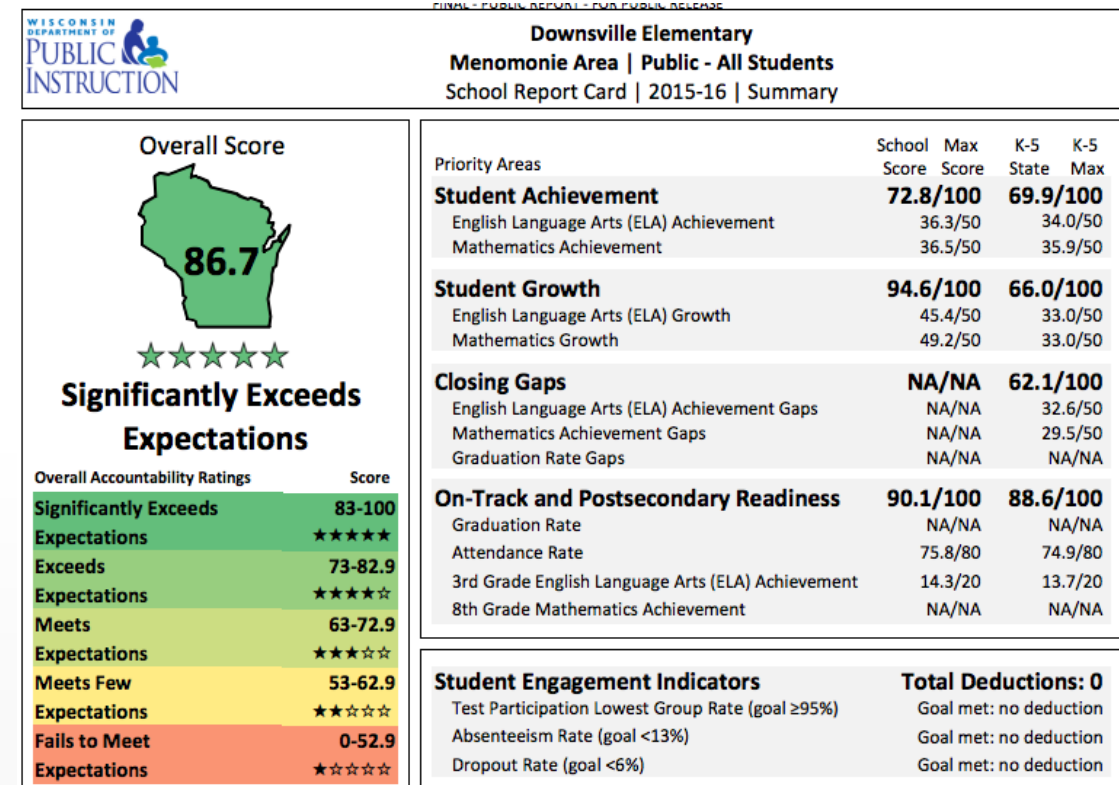
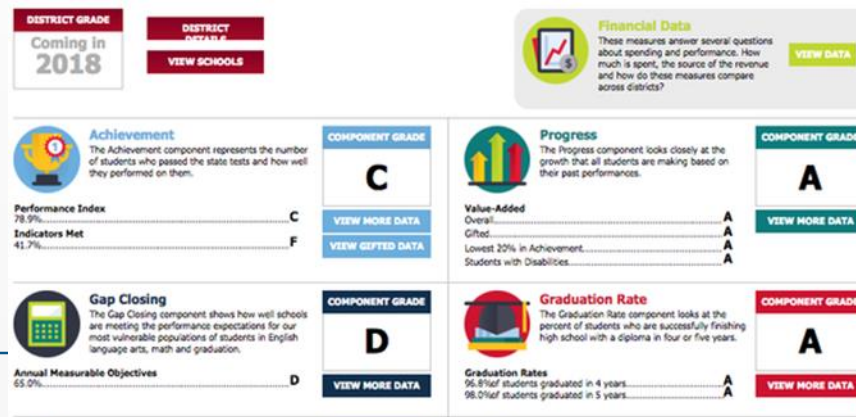
How can we improve the display of metric scores?

When displaying metric data like those just reviewed:

- Do you have suggestions or changes for the existing displays?
- What additional information would you want to provide context to better understand how this school is performing on this metric?

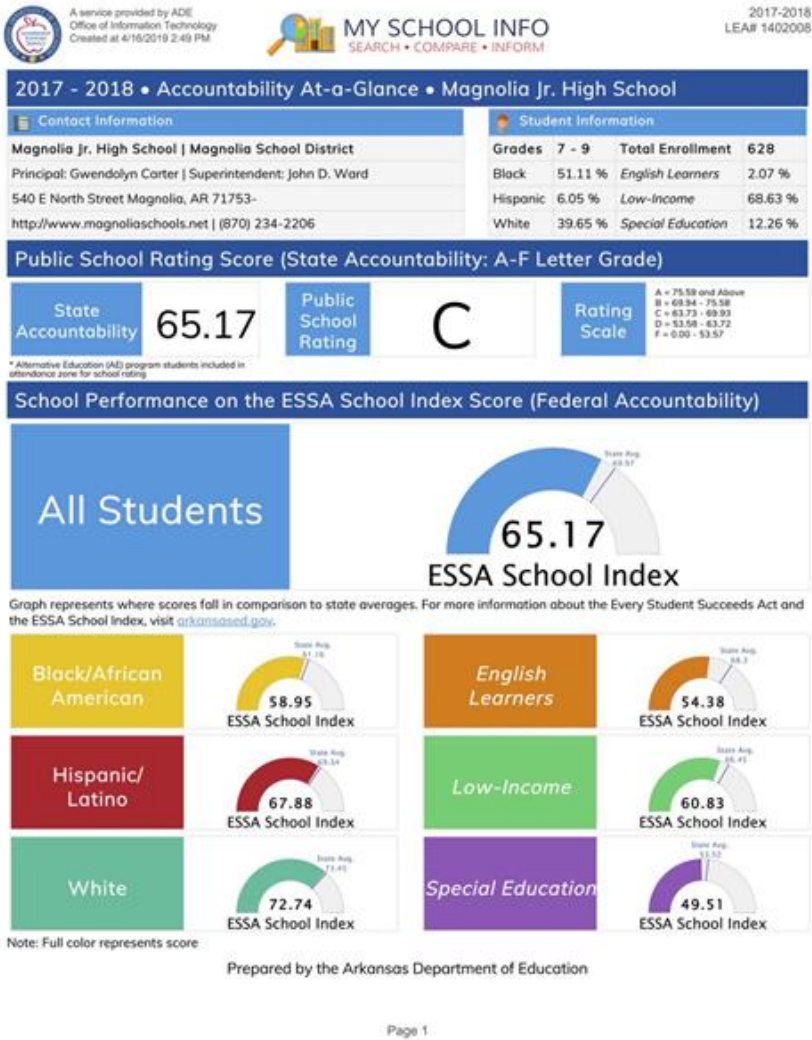
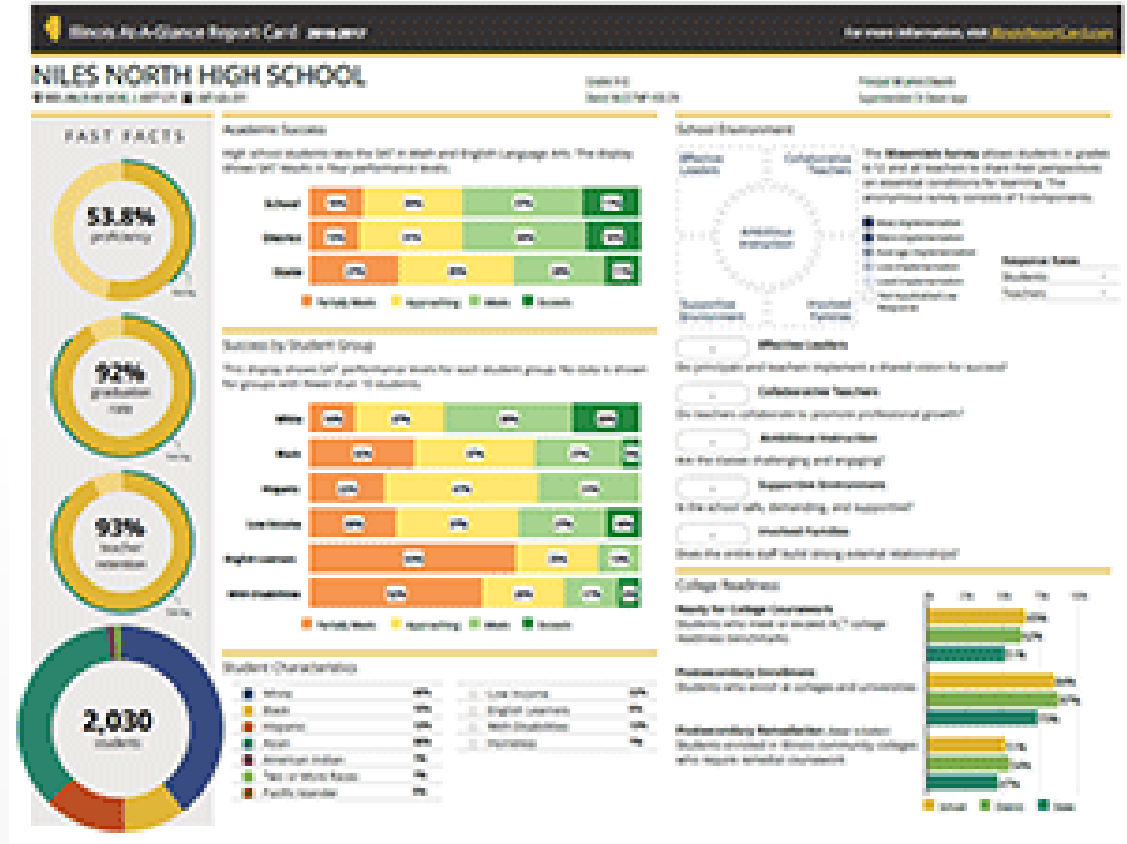
Accountability descriptions from other states

- A-F rating system
- Descriptive text
- Index rating system (some are 0-100, some are ranked percentiles and others are similar to a 1 – 5 tiered system)
- 1-5 stars
- Dashboard which includes ratings per domain or indicator in addition to an overall score or designation status
- Federal tiers of support that indicates that the school is Comprehensive, Targeted, or Not Identified for support



*These are simply visual examples from other states and not recommendations for consideration by OSSE

Visuals of other state examples



Transparency of accountability scores

OSSE has committed to being transparent by publishing of the overall accountability score used to determine the comprehensive and targeted school improvement designations, but has stated that we intend to shift away from the summative five star ratings.

What additional information should we provide to add context to such a score?

Example: If the Accountability Framework Score is 73, what information is important to share to give context to this score?

- Text-based descriptors?
- Colors?
- Symbols?
- Comparative performance ranges?

Open Discussion

- What additional ideas do you have for Accountability Framework revisions?
- Are there other areas within the Accountability Framework you would like to see revised or improved upon?

Next Steps

- Please share additional thoughts using the survey linked here: <https://forms.office.com/g/5VW4by2N6q>
- Submit questions/comments to: DCSchoolReportCard@dc.gov
 - Contact: Donna Johnson, Director of Accountability, for additional information (donnar.johnson@dc.gov)