Meeting:	Accountability System: Four-Year Adjusted Cohort Graduation Rate & Alternate Graduation Metrics
Date/Time:	Friday, June 16, 2017 1:30 pm - 3:30 pm
Location:	OSSE 810 First St. NE Conference Room 806 Washington, DC 20002
Facilitator(s):	Darrell Ashton and Kelley Scholl
Date Notes Posted:	June 23, 2017

Meeting Objective: To provide the introduction and overview of Accountability System and deep dive of the Four-Year Adjusted Cohort Graduation and Rate & Alternate Graduation metrics.

Agenda Items	
I. **Four-Year Adjusted Cohort Graduation**	Kelley Scholl
II. **Rate & Alternate Graduation Metrics**	Kelley Scholl
III. **Next Steps/Next Meeting**	Kelley Scholl

Meeting Notes (Q & A and Feedback)	
Slide #	**Meeting Notes (Q & A and Feedback)**
Slide 1: Four-Year Adjusted Cohort Graduation | Rate & Alternate Graduation Metrics (Header)	N/A
Slide 2: Goals of Our Discussion	N/A
Slide 3: Opportunities for Feedback and Questions	N/A
Slide 4: Agenda	N/A
Slide 5: Overview of STAR Framework (Header)	N/A
Slide 6: Timeline	**NOTE:** Content for the meetings were changed. **Q:** Was the "Accountability for Schools without Frameworks" for June 23 changed? **A:** Yes, that is correct.

Slide 7: Domains and Metrics	N/A
Slide 8: Framework Weights: High Schools (Header)	N/A
Slide 9: Metric Deep Dive: Four-Year ACGR	N/A
Slide 10: Four-Year ACGR: Overview	N/A
Slide 11: Four-Year ACGR: Calculation	**Q:** Why aren't certificate of completion included as a graduated for the numerator? **A:** This is per the U.S. Department of Education guidelines. **Q:** Will a diploma for GED (state diploma) be counted? **A:** No. **Q:** Are students on the certificate track in the denominator? **A:** Yes **Q:** If the student is over 22 years of age, does the student need a first ninth grade year? **A:** Yes, if the student is enrolled in grade levels s 9-12. **Q:** Why is GED (state diploma) treated differently? Could OSSE provide an explanation? **A:** OSSE will follow up with the U.S. Department of Education guidelines.
Slide 12: Four-Year ACGR: Definitions	**Q:** Do transferred students between LEAs change the responsible school? **A:** The responsible school will change. **Q:** In ACGR guidance, there is "transferred out," but it does not provide the exit codes. Could OSSE add the exit codes to the guidance? **A:** For 2015-16 school year, the terminology was different because the validation period expanded to 4 years. This will change in the 2016-17 school year guidance because student exits can be responded to in real-time by LEAs. **Q:** Has OSSE reached out to PGCPS regarding data sharing agreement? **A:** OSSE spoke to Maryland Department of Education and PG County Public Schools and will continue conversations. **Q:** Why is a student exiting to another LEA not on the list? **A:** It was an oversight. **Q:** Could OSSE be more specific in the guidance by stating that students must transfer to a diploma granting school? **A:** Yes, the content will be updated.

	Q: If a student who is off-track transfers to your school, is the school responsible for the student in the ACGR guidance? **A:** Yes, the LEA is responsible for graduating the student on-time. These are the federal guidelines, and each student is expected to graduate in four years. **Q:** Can OSSE change it [the off track policy]? **A**; No, it is in U.S. Department of Education guidelines. **Q:** Who is a student? Is it based on UPSFF? **A:** A student is a person who receives a Stage 5 enrollment. **Q:** Is the Enrollment Audit roster used for ACGR? **A:** No, it is based on the Stage 5 enrollment throughout the school years. **Q:** Will there be a business rule for high schools growing grade levels (up to 12th)? **A:** OSSE specifies the schools that are diploma granting. This is also captured in SLIMS database at OSSE. Also the high school growing grade levels will not have an ACGR graduating class prior to the school offering a grade level 12. **Q:** What is the minimum N size? **A:** It is 10.
Slide 13: Four-Year ACGR: Inclusions	**Q:** What happens if a sending school received paperwork from the receiving school for a student's Stage 5 enrollment, but later the receiving school changes the student's enrollment to a Stage 4? **A:** Exit Management will resolve this in real-time **Q:** If a student is placed at a non-diploma-granting school, is my LEA responsible per ACGR? **A:** Yes, this is per U.S. Department of Education guidelines. **Q:** If a student is placed in a private non-diploma-granting school, is my LEA responsible per ACGR? **A:** Yes, this is per U.S. Department of Education guidelines. **Q:** How long will the verification window be for ACGR? **A:** The first collection is Responsible LEA, which can be seen in feed. The second collection is First Ninth Grade Year, which must be completed by June 23 for students taking assessments and July 7 for all other students. The third collection is the student's outcome, which is supported via Exit Management and OST and must be completed by mid-August.
Slide 14: Four-Year ACGR: Exclusions	**Q:** If the student received exit code1980 and then later re-enrolls, will the student be included in ACGR? **A:** The student will not be a part of ACGR after 4 years. **Q:** What about students who dropped out in the 8th grade but never enroll in grade 9?

	A: The first ninth grade year will not be assigned until the student enrolls in the grade 9. **Q:** What happens if a student enrolls 3 years after being assigned a 9th grade year? **A:** The student will not be a part of ACGR after 4 years. **Q:** What is the list of acceptable ACGR documents? **A:** Please wait for the ACGR training and guidance next week. However the ACGR acceptable documentation for the first ninth grade year is in the Qlik Demographic Certification technical guidance document. **Q:** How does a school prove that a student moved out of the USA? **A:** It is defined in the ACGR Guidance. **FEEDBACK:** OSSE should have a policy for deported students. It is hard for LEAs to obtain deportation from the government.
Slide 15: Four-Year ACGR: DC Distribution	**NOTE**: OSSE will provide interventions to schools that fall under the 67% ACGR.
Slide 16: Floors and Targets: Hypothetical Example	**Q:** Where does the 45 percentile floor come from? **A:** It is a sample floor. **Q:** When will the ACGR application be released? Will the policy guidance be released as well? **A:** The ACGR application will be released next week via Qlik with the ACGR guidance, technical guidance and guidance to resolve discrepancies.
Slide 17: Metric Deep Dive (Header)	
Slide 18: Alternate Graduation Metric: Overview	
Slide 19: Alternate Grad Metric: Calculation	**Q:** Can certificate of completion students be included in the denominator? **A:** No. **Q:** Can LEAs pushback on the denominator? **A:** Yes, please see feedback. There is more discretion in this metric than the ACGR.
Slide 20: Alternate Graduation: DC Distribution	**Q:** What does off track mean? **A:** A student who graduated 5 or more years. **Q:** Why are we calling it Alternative Graduation and not five years? **A:** It is taking a lot of students longer than five years. We are giving credit to schools who are graduating students outside of four years. **Q:** Can we create a business rule, show how or explain the difference in the metrics and how can a school be over 100%?

	Q: When will the alternative framework be released? **A:** There are a lot of details that need to be defined, so OSSE cannot provide a release date.
Slide 21: Alt Grad: Hypothetical Point Calculation	**Q:** Can there be business rule as to how ACGR vs Alternate Graduation are defined since a school could be above100%? **A:** OSSE will need to review the language and be transparent. **Q:** Why is it called 'Alternate Graduation'? **A:** We want to ensure we capture all off track students who graduated as opposed to just looking at one school year at a time. **Q:** On the Accountability Framework, could OSSE break out the points? **A:** Graduation = 20 point with it being composed of ACGR = 9 points and Alternate = 11 points.
Slide 22: Alternate Graduation: 3-year Graduates	**FEEDBACK:** For simplicity: If they graduated early, count the student in the same year they are included in ACGR. **FEEDBACK:** Do not track a student across 2 years. **FEEDBACK:** It does not make sense for the Alternate to be lower than ACGR; therefore, add the student in the same year as ACGR. **Q:** Are there implication for the change being submitted to ESSA? **A:** No, some things were left vague for these conversations.
Slide 23: Q&A	**Q:** What do we do with special populations? **Q:** Schools do not have control over a student once they enter DYRS. **Q:** What is the policy for a student that is incapacitated? **Q:** What to do when a school receives a student that enrolls in a school for the first time and it is not a proper placement. **A**: OSSE recognizes this feedback but is limited in what can be changed as most of these issues are addressed in the definition provided by the U.S. Department of Education.
Slide 24: Ways to Stay Engaged	**Q:** How does OSSE use metrics to determine which schools need interventions? **A:** The 67% is targeted for intervention. As for the STAR rating, it is the 20%. **Q:** Will schools with subgroups that are under 67% be targeted for intervention? **A:** No, but OSSE will confirm. **Q:** For the subgroups, how are students counted? If the student was a SWD at any point in high school or just during that school year? Is the answer the same for all

	subgroups?
	A: If the student was in the subgroup at any point in the high school.
	Q: What kind of feedback is OSSE looking for - i.e. change the calculation, floors or targets?
	A: If it the alternative graduation rate is over 100%, the school gets all the points. It is acceptable to say the alt grad rate is 100%, and we can look at how best to communicate this out in public reporting via the report cards.
	FEEDBACK: The Floor and Targets are different than the rest of the Accountability. **A:** OSSE will provide the actually Floor & Targets used for calculations.

Feedback via OSSE.ESSA@dc.gov

1. Please consider including students who graduate with an IEP Certificate of Completion in the Alternative Grad measure. Schools already are penalized on 4-Year ACGR because these students do not graduate with a regular diploma, schools should receive credit for these students on the alternative measure.

2. On the slide with reasons a student is exited from a school's cohort, include when a student transfers to a diploma granting program within DC.

3. 3-Year Grads: please consider including these grads only in one year- the year they are set to graduate. That way these students count in the same year for 4-Year ACGR and the alt grad measure.

4. If there is flexibility, OSSE should absolutely include completion of IEP students in the numerator in the alt grad metric.

5. Reporting ACGR and alt grad metric reported side-by-side may create confusions and reporting the data differently might be a good solution to this potential problem. So ACGR would be reported as a percentage (say, 75%), and the alt grad metric would be reported as + percentage (+10%). This would make it clear that a school's ACGR is xx%, but they were able to graduate +xx% on top of their ACGR cohort who are outside of the 4 year cohort.

6. OSSE should just keep the 3-yr graduates in ACGR and not worry about including them in the alt grad metric.

7. Additional clarity concerning the floor and the target for this metric (is it 10th and 90th percentile? Does the long-term goal outlined in the state plan of 90% graduation rate factor in?).

8. For students who enter the US during their 9th grade year, is it possible to consider resetting their cohort year so that they have an additional year to graduate?
   a. Rationale:
      i. These students are in scenarios that lead to being off-track upon arrival to the U.S. (such as being placed in ESL and not enrolled in core content courses needed to be promoted to the next grade level promotion)
      ii. Students new to the U.S. with limited Eng. Proficiency should not be expected to graduate in less than 4 full academic years (if these students arrive in the middle of 9th grade, then they only have 3.5 years to graduate on time)

Next Steps

1. LEAs can provide feedback within 3 business days (by June 21, 2017) via OSSE.ESSA@dc.gov.
2. Notes will be sent out 5 business days after the meeting (by June 23, 2017).

Next Meeting

Monday, June 19, 2017
12:00 pm - 3:00 pm

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