STAR Framework

CLASS

ACCESS Growth

July 14, 2017

Goals of Our Discussion

OSSE seeks to accomplish the following goals:

- Thoughtful, **productive conversation** about STAR Framework and its calculations
- Share our **philosophy** and approach to how we developed the **business rules** related to:
  - CLASS
  - ACCESS Growth
- Gather your **feedback** about pending decision points concerning the STAR Framework and its metrics

Opportunities for Feedback and Questions

Your feedback is critical throughout this process, so OSSE will provide two mechanisms to provide your thoughts:

- **Attend in-person** accountability system meetings on the following dates:

  - ~~June 14~~
  - ~~June 16~~
  - ~~June 19~~
  - ~~June 23 (cancelled)~~
  - ~~June 29~~
  - ~~July 12~~
  - **July 14**
  - July 17
  - July 21
  - July 24
  - July 27

- **Email** your feedback or questions regarding each session to OSSE.ESSA@dc.gov within three business days

Feedback for today's session is due by **COB July 19.** OSSE will provide a summary of feedback received on today's session by **July 24.**

Agenda

- **Overview of the STAR framework**
  - Timeline
  - Domains and metrics
  - STAR Frameworks
- **Deep Dive**
  - CLASS
  - ACCESS Growth
- **Identify questions and next steps**

Overview of STAR Framework

Timeline

- **June 14 to August 1**- STAR Framework LEA Meetings and feedback
- The last four meetings will address the following topics:

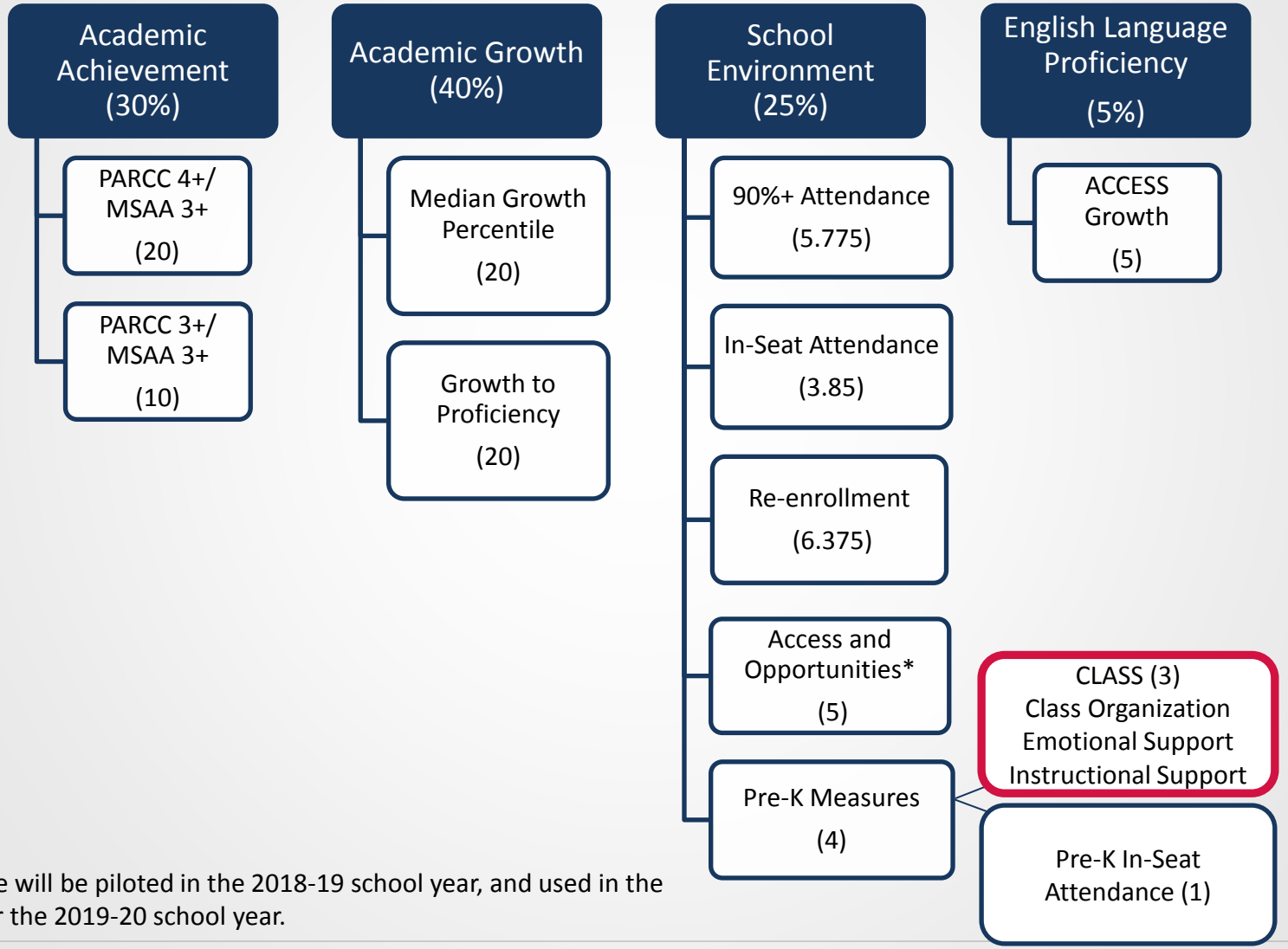
July 17	8 – 11 a.m.	806	ACT/SAT Performance, 1050 and CB Threshold
			AP/IB Participation and Performance
July 21	1:30 – 3:30 p.m.	806	90+ Attendance
			Attendance Growth
			Re-Enrollment
			In-Seat Attendance
July 24	1 – 3 p.m.	806	Growth to Proficiency
			PARCC: Eligible Participants Deep Dive
July 27	8 – 11 a.m.	806	Floors and Targets, Part II
			Students Who Are Economically Disadvantaged , Part II

- **Fall 2017**- OSSE will conduct an *informational dry run* of the accountability system and provide LEA's with preliminary STAR ratings for SY 2016-17
- **Fall 2018**- STAR Framework fully implemented for SY 2017-18

Domains and Metrics

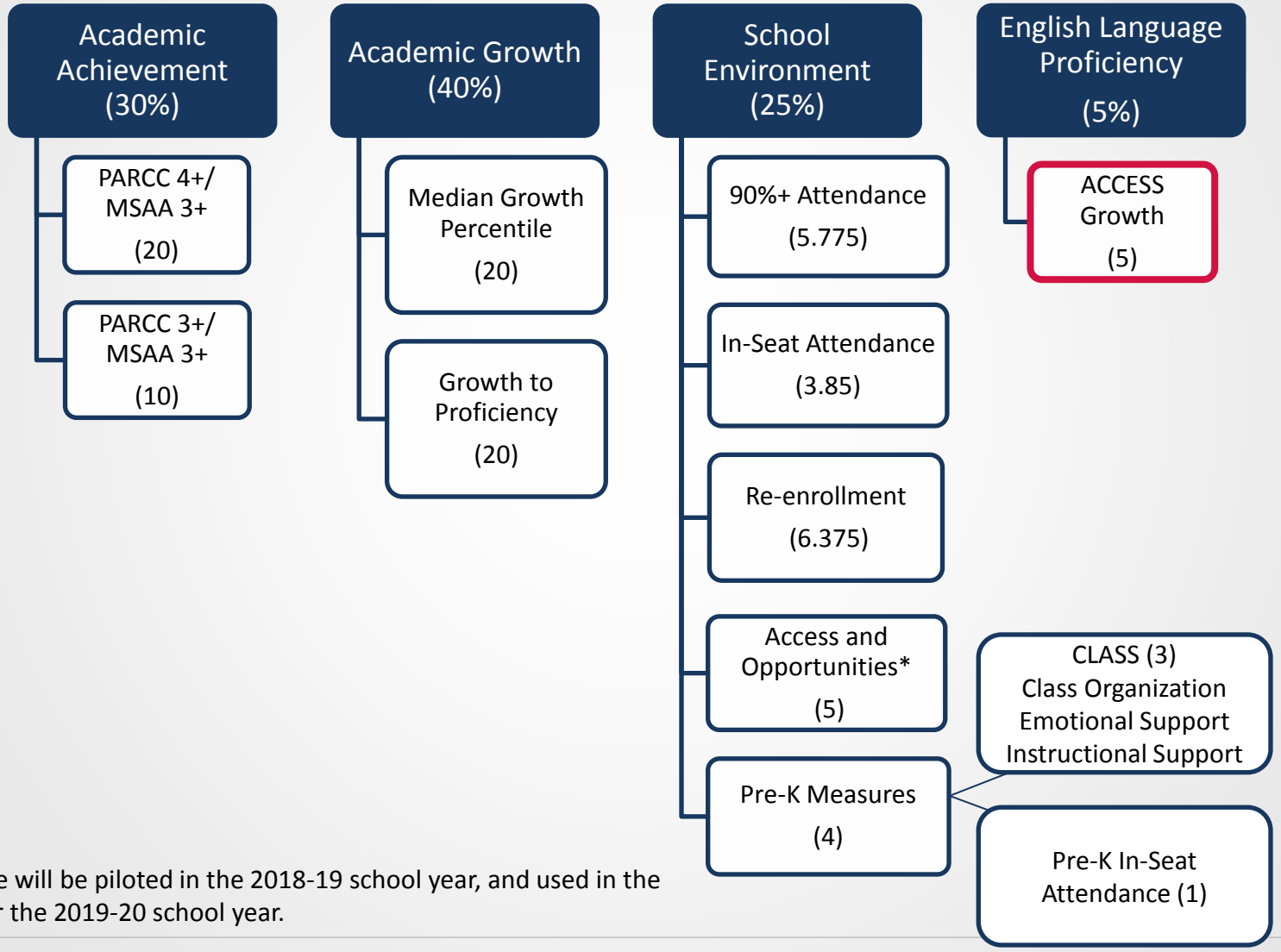
Domain	Metric
Academic Achievement	• PARCC 4+/MSAA 3+ • PARCC 3+/MSAA 3+ • SAT & ACT Performance • AP & IB Participation • AP & IB Performance
Academic Growth	• Norm-Referenced Growth Measure: Median Growth Percentile • Criterion-Referenced Growth Measure: Growth to Proficiency
Graduation Rate	• 4-Year ACGR • Alternative Graduation Metric
School Environment	• Addressing Chronic Absenteeism: Best of 90+ Attendance or Growth • In-Seat Attendance • Re-Enrollment • CLASS (pre-K only) • Access and Opportunity
English Language Proficiency	• ACCESS Growth

STAR Framework: Elementary Schools with Pre-Kindergarten



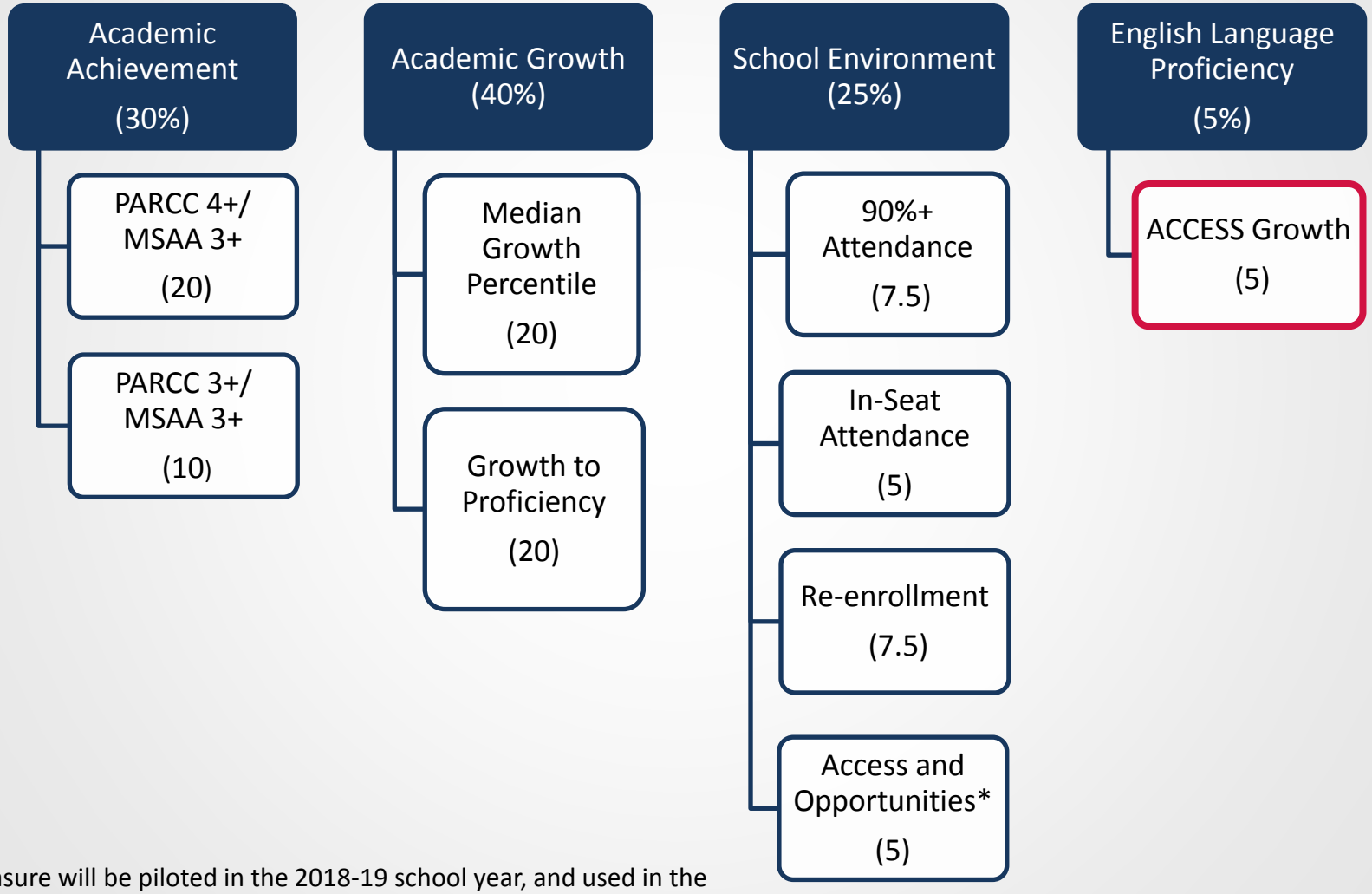
* This measure will be piloted in the 2018-19 school year, and used in the STAR rating for the 2019-20 school year.

STAR Framework: Elementary Schools with Pre-Kindergarten



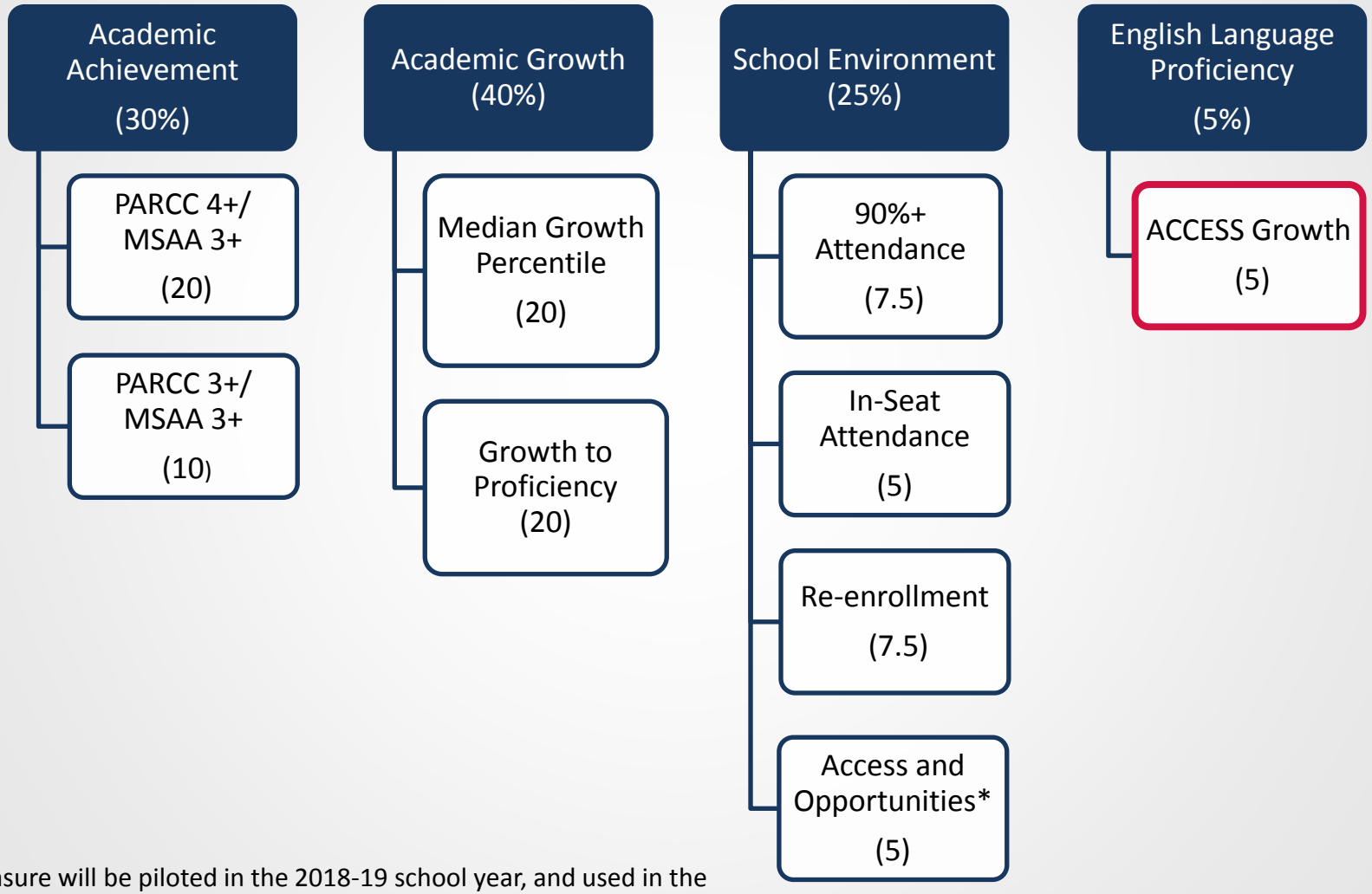
* This measure will be piloted in the 2018-19 school year, and used in the STAR rating for the 2019-20 school year.

STAR Framework: Elementary Schools without Pre-Kindergarten



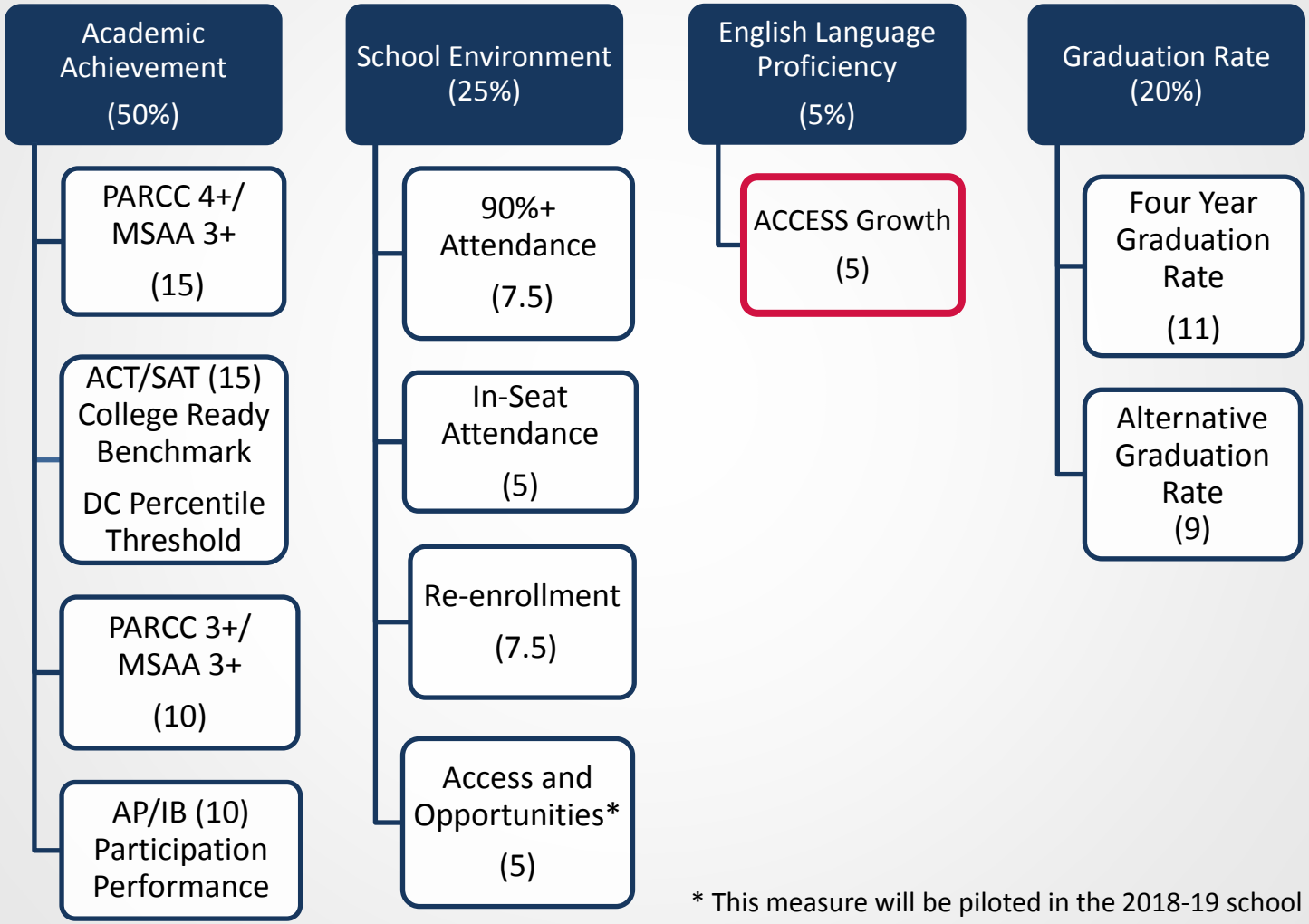
* This measure will be piloted in the 2018-19 school year, and used in the STAR rating for the 2019-20 school year.

STAR Framework: Middle Schools



* This measure will be piloted in the 2018-19 school year, and used in the STAR rating for the 2019-20 school year.

STAR Framework: High Schools



* This measure will be piloted in the 2018-19 school year, and used in the STAR rating for the 2019-20 school year.

Deep Dive: CLASS

CLASS: Overview

- The CLASS metric is comprised of **three domains**, each with its own floor and target:
  - Emotional Support
  - Classroom Organization
  - Instructional Support
- Each domain contributes **one point to the three total points** of the CLASS metric.
- Floors and targets are **research-based**, not set by the 10/90 percentiles.
- OSSE seeks to **include as many students as possible** in the observation and ensure that schools are observed at **approximately the same time of year**.
- OSSE's current contract that supports CLASS has **resource constraints** that dictate aspects of the observation timeline.

CLASS: Emotional Support Points

$$\text{Possible Points} * \frac{(\text{Emotional Support Score} - \text{Floor})}{(\text{Target} - \text{Floor})}$$

Example:

Floor: 4.5

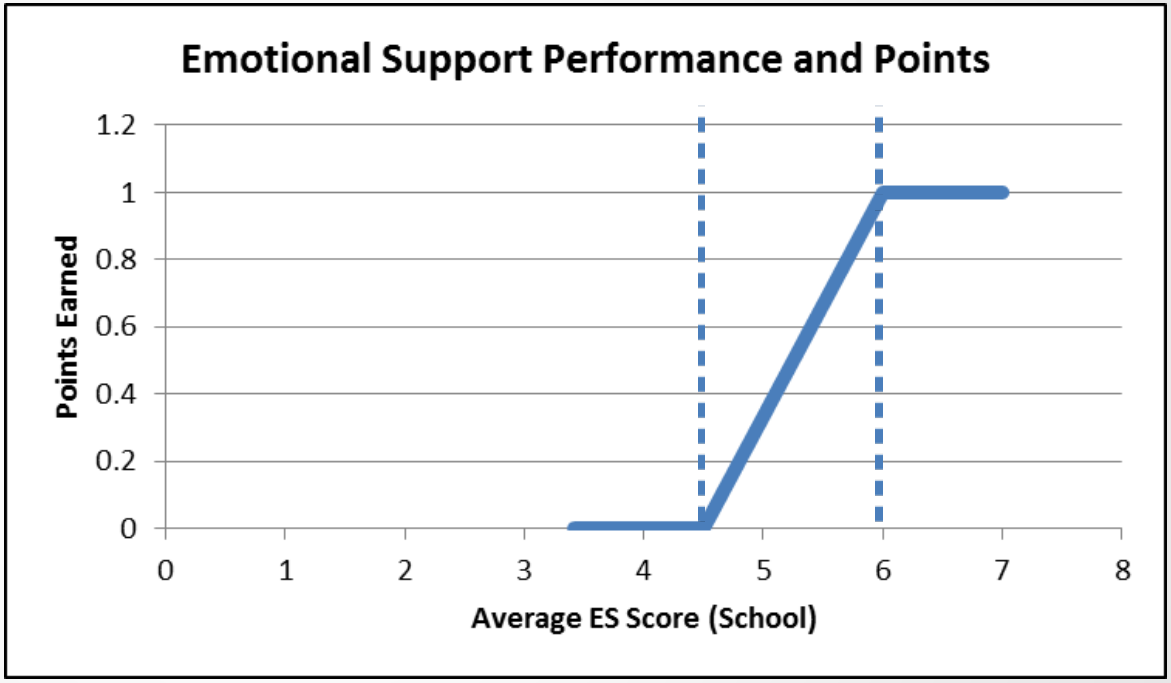
Target: 6

School: 5.5

$$1 \text{ point} * \frac{(5.5 - 4.5)}{(6 - 4.5)} =$$

$$1 \text{ point} * \frac{1}{1.5} =$$

$$1 \text{ point} * 0.67 = 0.67 \text{ points}$$



CLASS: Classroom Organization Points

$$\text{Possible Points} * \frac{(\text{Classroom Organization Score} - \text{Floor})}{(\text{Target} - \text{Floor})}$$

Example:

Floor: 4.5

Target: 6

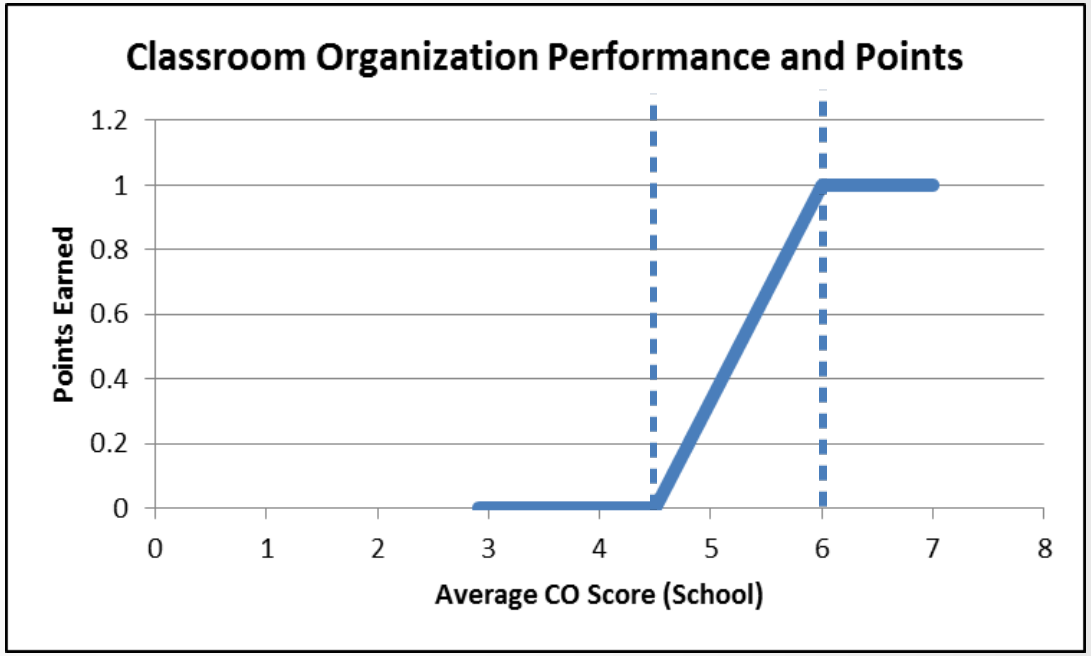
School: 6.1

$$1 \text{ point} * \frac{(6.1 - 4.5)}{(6 - 4.5)} =$$

$$1 \text{ point} * \frac{1.6}{1.5} =$$

$$1 \text{ point} * 1.1 = 1.1 \rightarrow 1 \text{ point}$$

School earns ALL possible points for this domain because score exceeds the target.



CLASS: Instructional Support Points

$$\text{Possible Points} * \frac{(\text{Instructional Support Score} - \text{Floor})}{(\text{Target} - \text{Floor})}$$

Example:

Floor: 2

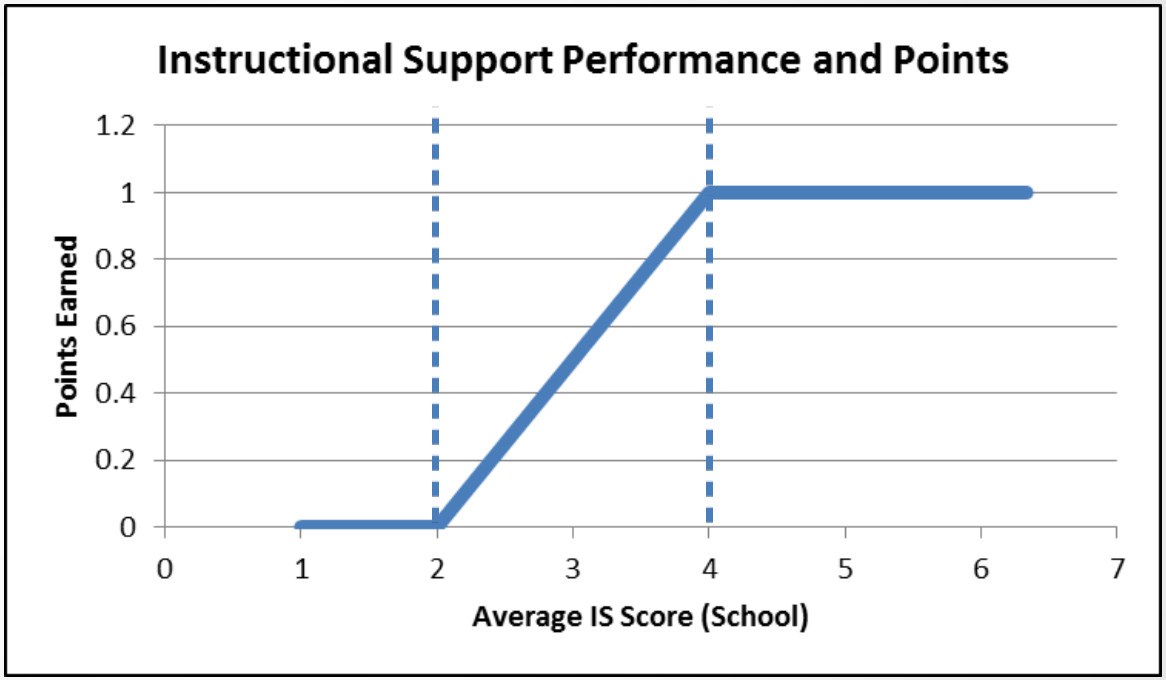
Target: 4

School: 2.56

$$1 \text{ point} * \frac{(2.56 - 2)}{(4 - 2)} =$$

$$1 \text{ point} * \frac{.56}{2} =$$

$$1 \text{ point} * 0.28 = 0.28 \text{ points}$$



CLASS: Total Indicator Points

Emotional Support:
Floor: 4.5
Target: 6
School: 5.5

$$1 \text{ point } * \frac{(5.5 - 4.5)}{(6 - 4.5)} =$$

$$1 * 0.67 = 0.67 \text{ points}$$

Classroom Organization:
Floor: 4.5
Target: 6
School: 5.5

$$1 \text{ point } * \frac{(6.1 - 4.5)}{(6 - 4.5)} =$$

$$1 * 1.1 = 1.1 \rightarrow 1 \text{ point}$$

Instructional Support:
Floor: 2
Target: 4
School: 2.56

$$1 \text{ point } * \frac{(2.56 - 2)}{(4 - 2)} =$$

$$1 * 0.28 = 0.28 \text{ points}$$

Total CLASS points = 0.67 + 1.0 + 0.28 = **1.95 points**
(Out of 3 points)

CLASS: Business Rules

In calculating the **CLASS metric**, OSSE investigated the following issues:

- How can we support observations occurring when the **majority of students are present**?
- How can we support observations occurring at the approximately the **same time each year**?
- How can we ensure that **all classrooms** are observed?
- What practices are in place to support **reliability**?

CLASS: Business Rules

In determining how to support observations that ensure the **majority of students are present**, OSSE will:

- **Recommendation**: Require observations to happen at least 30 minutes after the school day begins and when the majority of students are present
- **Rationale**: Observations should occur at a time when the majority of students are present because the dynamics of the classroom can change based on the number of students present
- **Trade offs**: Not all classes will be systematically observed at the same time

CLASS: Business Rules

In determining how to support observations that occur at approximately the **same time each year**, OSSE will:

- **Recommendation**: Assign three-month windows to each sector. Within the three-month period, observation days will be randomly assigned to ensure that we are not systematically assigning observation days in a biased way
- **Rationale**: Each sector will have the observations around the same time period
- **Trade offs**: There will still be some variability in the time of year observed, but OSSE is exploring contractual options to further narrow the observation window

CLASS: Business Rules

In determining how to ensure that **all classrooms** are observed, OSSE will:

- **Recommendation**: Require that all preschool classrooms are observed
- **Rationale**: Ensures all preschool classrooms are included in the STAR framework for schools that offer preschool programs
- **Trade offs**:
  - This requires more time to carry out all observations and makes it more difficult to narrow the observation window
  - Do not observe self-contained special education classrooms

CLASS: Business Rules

In determining how to support practices that support **reliability**, OSSE will:

- **Recommendations**:
  - Require that each data collector holds a current CLASS Pre-K certificate
  - Require that data collectors participate in monthly calibration activities
  - Require that a random sample of 12% of the total of all classrooms are "double-coded," which requires that classrooms are observed by two data collectors
  - Require that each data collector is screened for fidelity to the CLASS instrument during an actual observation visit and pass the fidelity check
- **Rationale**: This protocol has been reviewed and endorsed by Teachstone
- **Trade offs**: This limits the number of qualified data collectors, which makes it more difficult to narrow the observation windows

CLASS: Summary and Additional Information

Decision	Recommendation
How to conduct observations when the **majority of students are present**	Require that observations are conducted at least 30 minutes after the start of school
Support observations occurring at the **same time of year**	Assign three-month observation windows to each sector
How to ensure that **all classrooms** are observed	Require that all classrooms are observed
How to support **reliability**	Follow multi-step protocol approved by Teachstone

Deep Dive: ACCESS Growth

ACCESS Growth: Overview

- ACCESS growth is worth **5 points** in the STAR Framework.
- OSSE's **long-term statewide goal** for ACCESS growth is that by 2038-2039 85% of all students make annual growth.
- OSSE expects to release updated **guidance on identifying English Learners**, which will complement these business rules.
- There is **existing research** on ACCESS and its growth model and **extensive research** on language development.
- OSSE is committed to ensuring that **schools are not penalized** for enrolling students who are behind in meeting their growth targets while ensuring **English Learners reach proficiency**.
- Floors and targets for ACCESS growth will be calculated using the **10/90 adjusted to long-term goals**.

ACCESS Growth: Overview

ACCESS growth is **calculated** based on the percentage of students eligible to take ACCESS who meet growth goals as follows:

$$\frac{\textbf{Students who make sufficient growth toward ACCESS Proficiency}}{\textbf{Students who are expected to take ACCESS}}$$

ACCESS Growth: Overview

To calculate **ACCESS growth**, OSSE will address the following issues:

- Which **methodology** should we use to calculate ACCESS growth?
- If/when should we **restart the baseline** for students?
- How do we handle students whose **allotted time** to reach proficiency **exceeds their expected enrollment** time in school?
- How do we account for students who are identified as **English Learners (EL) but do not take ACCESS** for ELLs 2.0?
- How do we account for students who **reach proficiency in the first year** of ACCESS testing?
- Which **ACCESS year** should we use to establish the baseline of data for how many years a student has to reach proficiency?
- How do we address students who take **Alternate ACCESS for ELLs**?

ACCESS Growth: Overview

- How do we set growth targets for students who **do not reach proficiency** after the allotted number of years?
- How can we **provide information to LEAs** about which students are English Learners and their expectations for when they should reach proficiency?

ACCESS Growth: Business Rules

In determining the **ACCESS Growth methodology**, OSSE recommends:

- **Recommendation**: WIDA-based approach that sets fixed number of years a student has to reach proficiency based on his/her baseline
- **Rationale**: Aligns with research-based evidence from WIDA
- **Trade offs**:
  - Misaligned with proposed hybrid approach to the growth to proficiency metric
  - Does not account for research indicating different rates of growth depending on starting grade level, starting level of proficiency, and years of formal education
  - Does not account for bilingual programs that use a student's native language for instruction, meaning that they progress more slowly toward English proficiency

ACCESS Growth: Business Rules

- **Other options considered:** Hybrid approach that resets number of years a student has to reach proficiency based on the starting point of each school year
- **Rationale for not choosing this option:** Does not follow the approach established by WIDA regarding timelines to language proficiency that is informed by research

ACCESS Growth: Business Rules

- A student's **baseline exam determines** the total number of years to reach proficiency.
- A student's **growth target** is the number of points a student needs to **grow that year** to make progress toward proficiency.
- Under OSSE's current policy, a student must **score a 5.0** to be considered proficient.
- The following table identifies the **number of years to reach proficiency** for each baseline proficiency level:

Baseline ACCESS Proficiency Level	Number of Years Remaining to Proficiency Level 5
1.0-1.9	5
2-2.9	4
3-3.9	3
4-4.9	2

ACCESS Growth: Business Rules

EXAMPLE: A student is identified as an English Learner and receives a scale score equivalent to a composite score of 2.0 on ACCESS in second grade. He is expected to reach proficiency in 4 years.

Annual Growth Target =

$$\frac{\text{Scale Score Corresponding to Expected Grade Level Proficiency (5.0)} - \text{Previous ACCESS Scale Score}}{\text{Years Remaining to Proficiency}}$$

Grade	Scale Score Equiv.	Change	Growth Target Equivalent	Years Remaining to Proficiency	Outcome
2	2.0	N/A	N/A	4	Baseline set
3	2.8	+0.8	(5.0-2.0)/4 = 0.75	3	Target met; next year's target will be the same or lower.
4	NS	+0.0	(5.0-2.8)/3 = 0.73	2	Target missed; next year's target will be higher.
5	4.3	+1.5	(5.0-2.8)/2 = 1.1	1	Target met; next year's target will be lower.
6	5.1	+0.8	(5.0-4.3)/1 = 0.70	0	Target met; student eligible to exit EL status

ACCESS Growth: Hypothetical Point Calculation

Target will be based on long-term goals in the ESSA plan.
10/90 adjusted for long-term goals for the next three years would be (hypothetically):

90^{th} Percentile + (100-86)/7 = 88%

Points Formula:

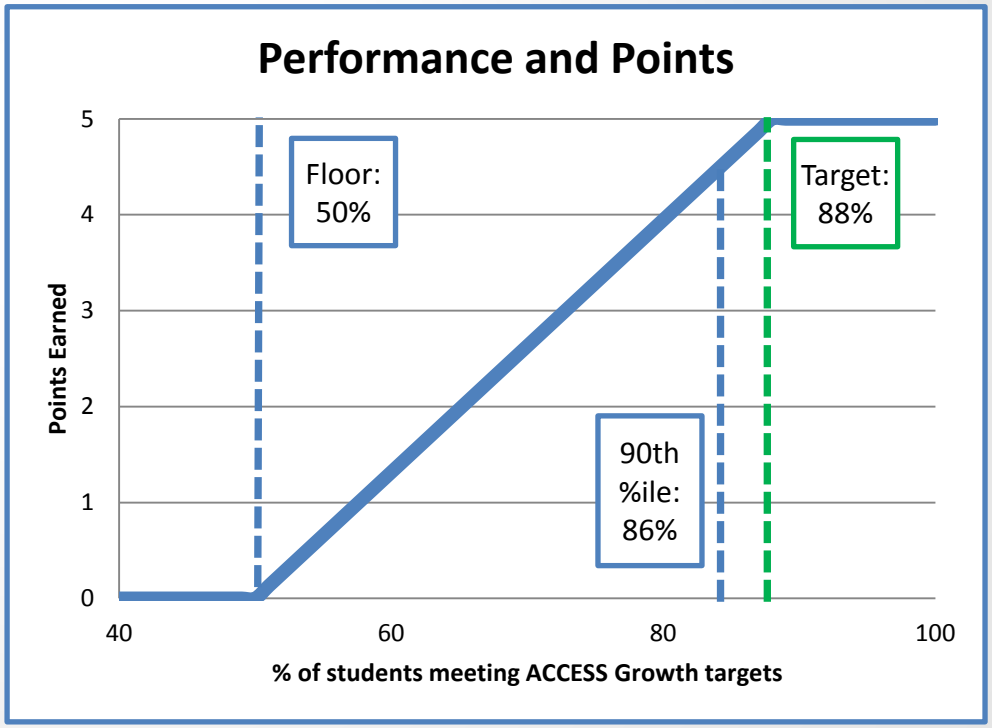
$$\text{Possible Points} * \frac{(\text{Actual Score} - \text{Floor})}{(\text{Target} - \text{Floor})}$$

Hypothetical:
Floor: 50%
Stretch Target: 88%
School: 65% of students met growth targets

$$5 \text{ points} * \frac{(65 - 50)}{(88 - 50)} =$$

$$5 \text{ points} * \frac{15}{38} =$$

$$5 \text{ points} * 0.39 = 2.0 \text{ points}$$



ACCESS Growth: Business Rules

In determining if/when **to restart a student's baseline** year, OSSE recommends:

- **Recommendation**: Restart a student's baseline when a student enrolls in a new school, including students who transfer schools as well as enter a new school after completing a terminal grade
- **Rationale**:
  - Avoids any disincentive for enrolling students who have not been meeting their growth targets
  - Does not penalize schools for a student's lack of growth at a previous school
- **Trade offs**: Resets as students transition grades even for terminal grades, so baseline could keep resetting

ACCESS Growth: Business Rules

- **Other options considered:**
  - Never restart baseline
  - Restart baseline when a student enrolls in a new LEA
- **Rationale for not choosing this option:**
  - May create a disincentive to enroll students who have not been making growth
  - Unfairly penalizes large LEAs in which students can transfer to other schools

ACCESS Growth: Business Rules

In determining how to handle students whose **time allotted to reach proficiency exceeds their expected enrollment** time in school, OSSE recommends:

- **Recommendation**: Do not change time allotted to reach proficiency even if it exceeds expected enrollment time
- **Rationale**:
  - Does not place arbitrary cap on when students must reach proficiency
  - Aligns with research about how long it takes a student to reach proficiency
- **Trade offs**: Some students' may not reach proficiency while they are still enrolled in school
- **Other options considered**: Cap students' years to proficiency to align with their expected graduation
- **Rationale for not choosing this option**: Placing a cap does not reflect how long research indicates it takes to reach proficiency

ACCESS Growth: Business Rules

In determining how to account for students who are identified as **EL but do not take ACCESS**, OSSE recommends:

- **Recommendation**: Count the student as not making sufficient growth
- **Rationale**:
  - Holds schools accountable to all EL students
  - Eliminates incentives for not testing EL students
- **Trade offs**: Need to enhance data validation processes that ensures OSSE and LEAs are clear on which students are EL and what their growth targets are
- **Other options considered:** Remove students identified as EL but who did not take ACCESS from the metric
- **Rationale for not choosing this option:** Schools would not be held accountable for the language proficiency of these students

ACCESS Growth: Business Rules

In determining how to treat students who **score proficient in their first year** of ACCESS testing, OSSE recommends:

- **Recommendation**: Do not count the student in this metric unless the student is in grade K and the student was identified as EL in PK3 or PK4
- **Rationale**:
  - Meets requirement of having a baseline test and re-test to measure growth
  - Gives credit to schools serving PK students where administering ACCESS in earlier years is not possible
  - Does not penalize or reward schools that have students who reach proficiency in their first year of ACCESS testing
- **Trade offs**: Does not credit LEAs for growth to proficiency that occurs within one year if a student was accurately identified as EL

ACCESS Growth: Business Rules

- **Other options considered:** Count as making sufficient growth if student is identified as EL in that year's feed
- **Rationale for not choosing this option:**
  - Growth metric requires baseline test and re-test
  - OSSE does not collect screener information that verifies that students have been accurately identified as EL; however, this is a possibility for the future

ACCESS Growth: Business Rules

In determining which **ACCESS year** should establish the baseline of data for how many years a student has to reach proficiency, OSSE recommends:

- **Recommendation**: Use the 2015-16 school year to establish the baseline
- **Rationale**: It is the earliest year of data we have for ACCESS for ELLs 2.0 after the assessment was significantly revised
- **Trade offs**:
  - The scales were changed between the 2015-16 and 2016-17 school years, so OSSE must convert the 2015-16 scores to the new scales
  - Students' scores for the 2015-16 school year will change, which may be confusing

ACCESS Growth: Business Rules

- **Other options considered:**
  - Earliest year of ACCESS data available
  - 2016-17 school year
- **Rationale for not choosing this option:**
  - The assessment was significantly revised, so the earliest years of ACCESS data are not comparable before the 2015-16 school year
  - Using the 2016-17 school year for ACCESS eliminates one year of valid, comparable ACCESS growth data

ACCESS Growth: Business Rules

In determining how to handle students who take **Alternate ACCESS**, OSSE recommends:

- **Recommendation**: Exclude those students from the ACCESS Growth metric
- **Rationale**:
  - Students who take Alternate ACCESS comprise less than 1% of student population with few schools with greater than ten students
  - Cannot combine with regular ACCESS exam
  - Aligns with how other states are treating students who take Alternate ACCESS
  - Less research has been done to determine how students with significant cognitive disabilities progress in language acquisition
- **Trade offs**: Schools are not accountable for these students
- **Other options considered**: None

ACCESS Growth: Business Rules

In determining how to set growth targets for students who **do not reach proficiency** after the allotted number of years, OSSE recommends:

- **Recommendation**: Require students to achieve proficiency every year after their allotted number of years
- **Rationale**:
  - Continues to hold schools accountable for their students' progress
  - Methodology recommended by WIDA
- **Trade offs**: Continues to penalize schools for students who do not meet their growth targets
- **Other options considered**: Reset the baseline
- **Rationale for not choosing this option**: Does not hold schools accountable for these students

ACCESS Growth: Additional Information

In determining how to **provide information to LEAs** about which students are English Learners and their expectations for when they should reach proficiency, OSSE recommends:

- **Recommendation**: Create an application in Qlik that provides comprehensive information on EL students, including identifying EL students and when they are expected to reach proficiency
- **Rationale**:
  - Provides comprehensive and accurate information to LEAs to support EL students
  - Provides an authoritative source of information for which students are EL and their related growth targets
- **Trade offs**: Another application to maintain and use

ACCESS Growth: Additional Information

- **Other options considered**: Rely on the sending school to share this information
- **Rationale for not choosing this option**: Schools share this information inconsistently and with delay

ACCESS Growth: Summary and Additional Information

Decision	Recommendation
ACCESS growth **methodology**	WIDA-based growth model
If/when to restart **baseline**	When a student enrolls in a new school
How to handle when time to reach **proficiency exceeds predicted enrollment**	Adhere to predicted time, even if it exceeds predicted enrollment
How to handle if a student is **identified as EL but does not take ACCESS**	Count as making insufficient growth
Whether to count a student who tests **proficient in first year** of ACCESS testing	Do not count unless the student is identified in Pre-K3 or Pre-K4 as EL
Which **ACCESS year** to use for baseline	2015-16 school year
How to address students who take **ALT ACCESS**	Exclude from this metric
How to address students who **do not reach proficiency** in allotted time	Require them to reach proficiency each year
Provide data to LEAs	Create a Qlik application

Questions and Next Steps

Ways to Stay Engaged

- Provide feedback on today's session by **COB July 19.**
- Send questions, concerns, and additional feedback to OSSE.ESSA@dc.gov.
- Access and review today's presentation as well as prior materials and notes on www.osse.dc.gov/essa.