



STAR Framework

Overview and PARCC/MSAA

Performance

June 14, 2017



Goals of Our Discussion

OSSE seeks to accomplish the following goals:

- Thoughtful, productive conversation about STAR Framework and its calculation.
- Share additional information on how a score is calculated
- Share our philosophy and approach to the metric and how we developed the PARCC 3+/MSAA 3+ and PARCC 4+/MSAA 3+ business rules.
- Gather your feedback about pending decision points concerning the STAR Framework and its metrics.



Agenda

- Overview of the STAR Framework
 - Principles and core beliefs
 - Timeline
- Components of the STAR Framework
 - What will be measured?
 - How is a STAR rating calculated?
 - What does this mean for schools?
- Metric Deep Dive
 - PARCC 3+/MSAA 3+ and PARCC 4+/MSAA 3+ 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
 - 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 June 19**. OSSE will provide a summary of feedback received on today's session by **June 21**.



Timeline

- OSSE is hosting STAR Framework LEA Meetings from **June 14** to **August 1**.
- The next three meetings will address the following topics:
 - **June 16**: Graduation
 - **June 19**: Academic Growth
 - **June 23**: Accountability for Schools without Frameworks; Impact of Grades Served on STAR Rating
- OSSE will conduct an *informational dry run* and provide LEAs with preliminary STAR ratings for SY 2016-17 in **Fall 2017**.
- OSSE will implement the STAR Framework for SY 2017-18 by **Fall 2018**.



Feedback or Questions?





Developing the STAR Framework



Developing the STAR Framework

Since spring 2016, OSSE has been developing components that compose a complete accountability system:

- Principles and Core Beliefs
- Domains and Metrics
- Structure and Weights
- Subgroups
- Floors and Targets
- Summative Classifications



Principles and Core Beliefs



Goals for Education in DC

Become the **fastest improving state and city** in the nation in student achievement outcomes

Ensure **greater equity** in outcomes for our students, by accelerating progress for those who are furthest behind





Opportunity for Clear Information for Families

Shows common information for all schools in DC

Provides clarity and consistency to families to make informed choices

Identifies schools that need support across both sectors

Drives improvement and recognition





Domains and Metrics



Domains and Metrics

Domain	Metric
Academic Achievement	<ul style="list-style-type: none">• PARCC 4+/MSAA 3+• PARCC 3+/MSAA 3+• SAT & ACT Performance• ACT & IB Participation• ACT & IB Performance
Academic Growth	<ul style="list-style-type: none">• Norm-Referenced Growth Measure: Median Growth Percentile• Criterion-Referenced Growth Measure: Growth to Proficiency
Graduation Rate	<ul style="list-style-type: none">• 4 Year ACGR• Alternative Graduation Metric
School Environment	<ul style="list-style-type: none">• Addressing Chronic Absenteeism: Best of 90+ Attendance or growth• In-Seat Attendance• Re-Enrollment• CLASS (pre-K only)• Access and Opportunity
English Language Proficiency	<ul style="list-style-type: none">• ACCESS Growth



Structure and Weights

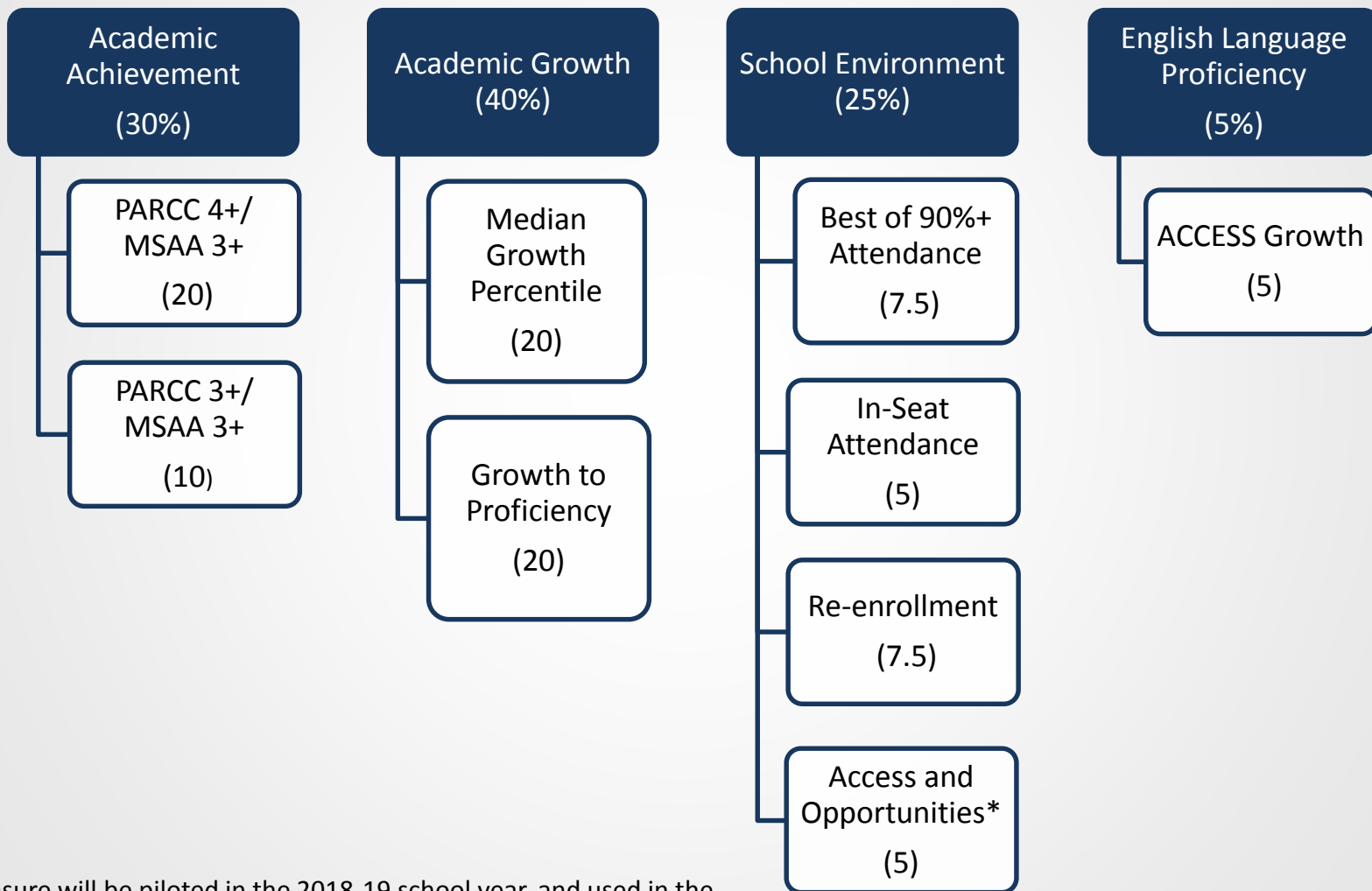


Structure and Weights

- **Structure:** The underlying composition and configuration of the STAR Framework has four sub-frameworks that align with standard school grade configurations.
- **Weights:** The number of STAR points assigned to each metric reflect priorities and values, and the larger the weight, the greater the impact of the metric.



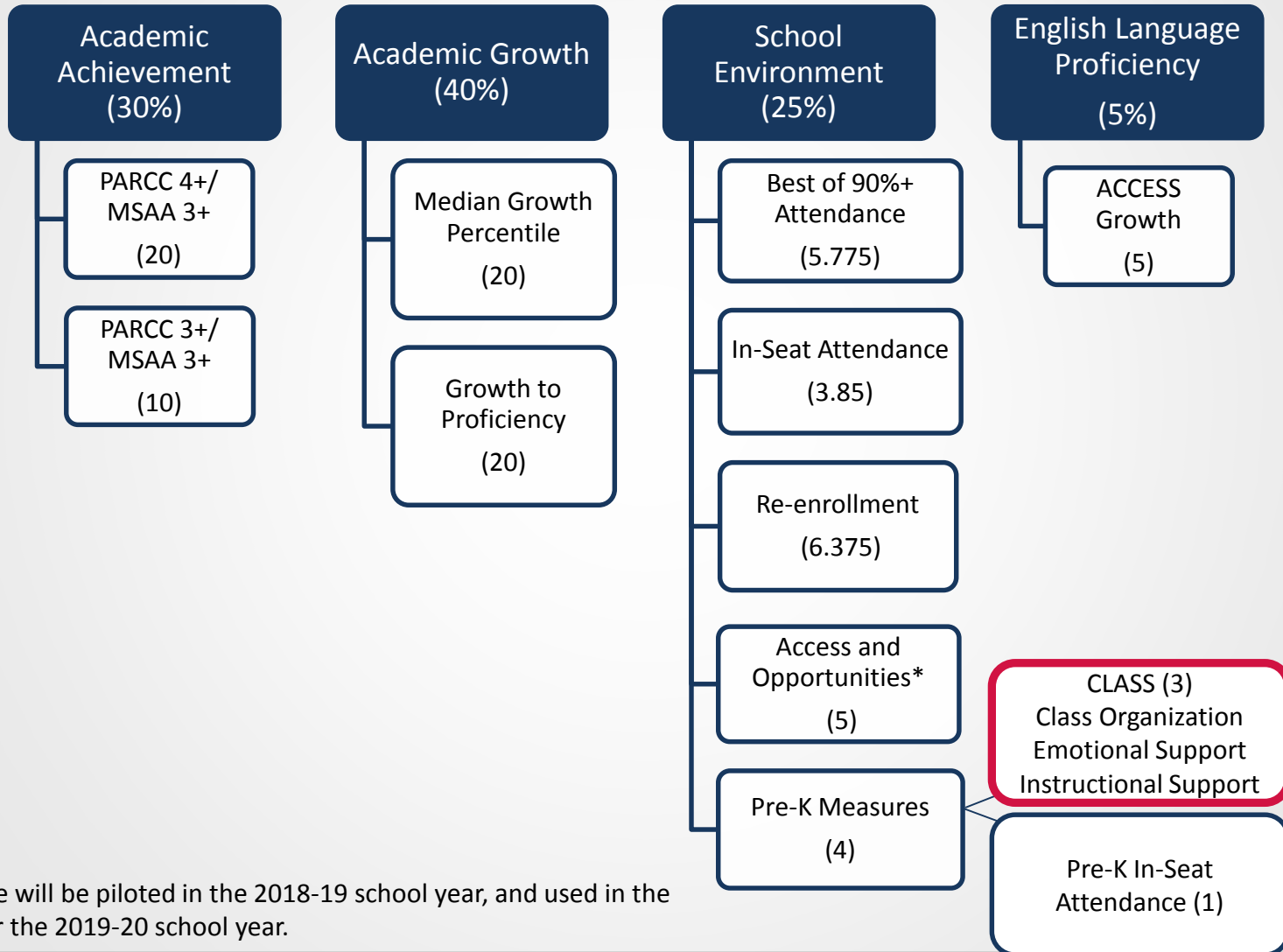
STAR Framework: Elementary Schools without Pre-Kindergarten



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



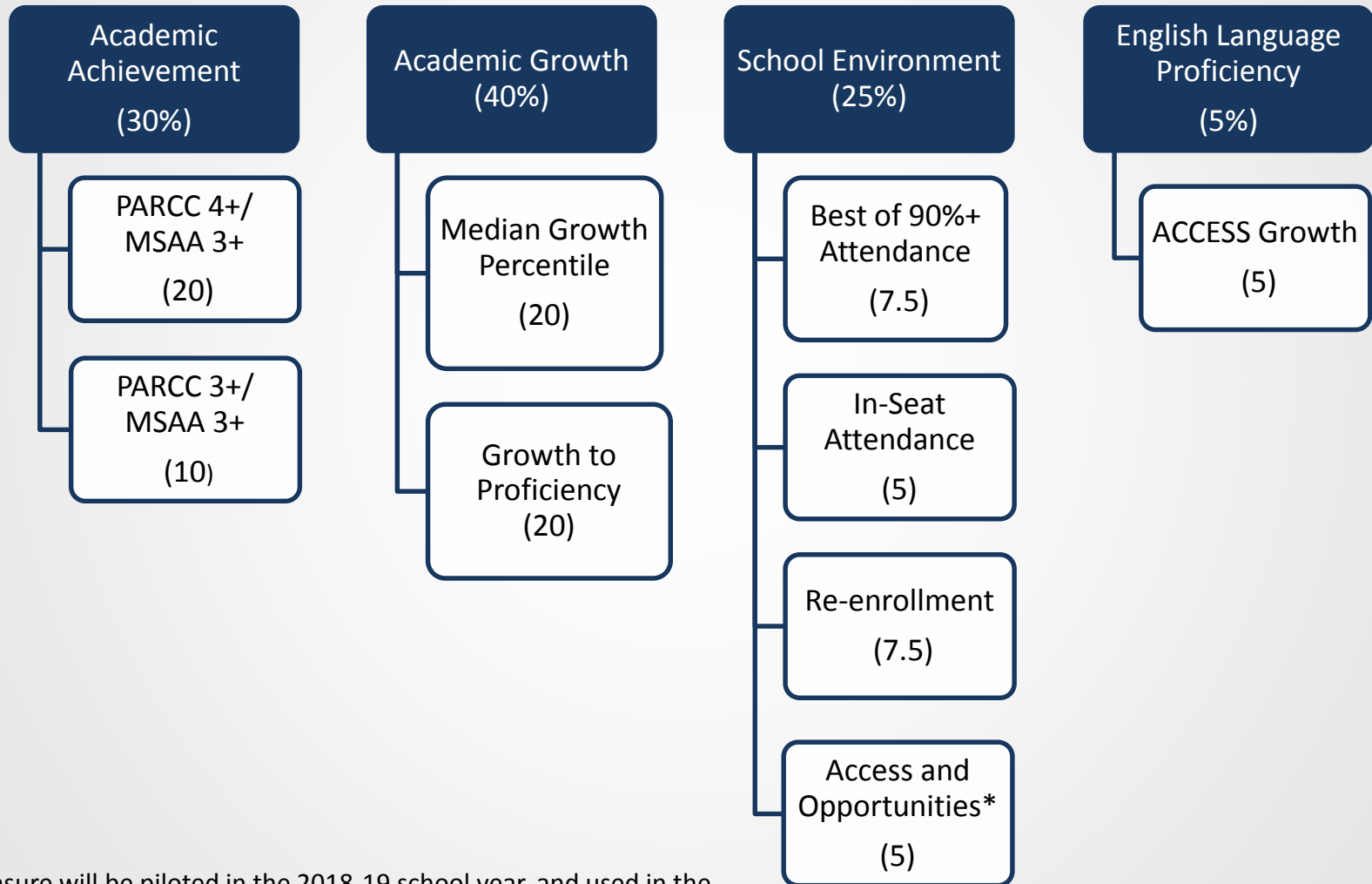
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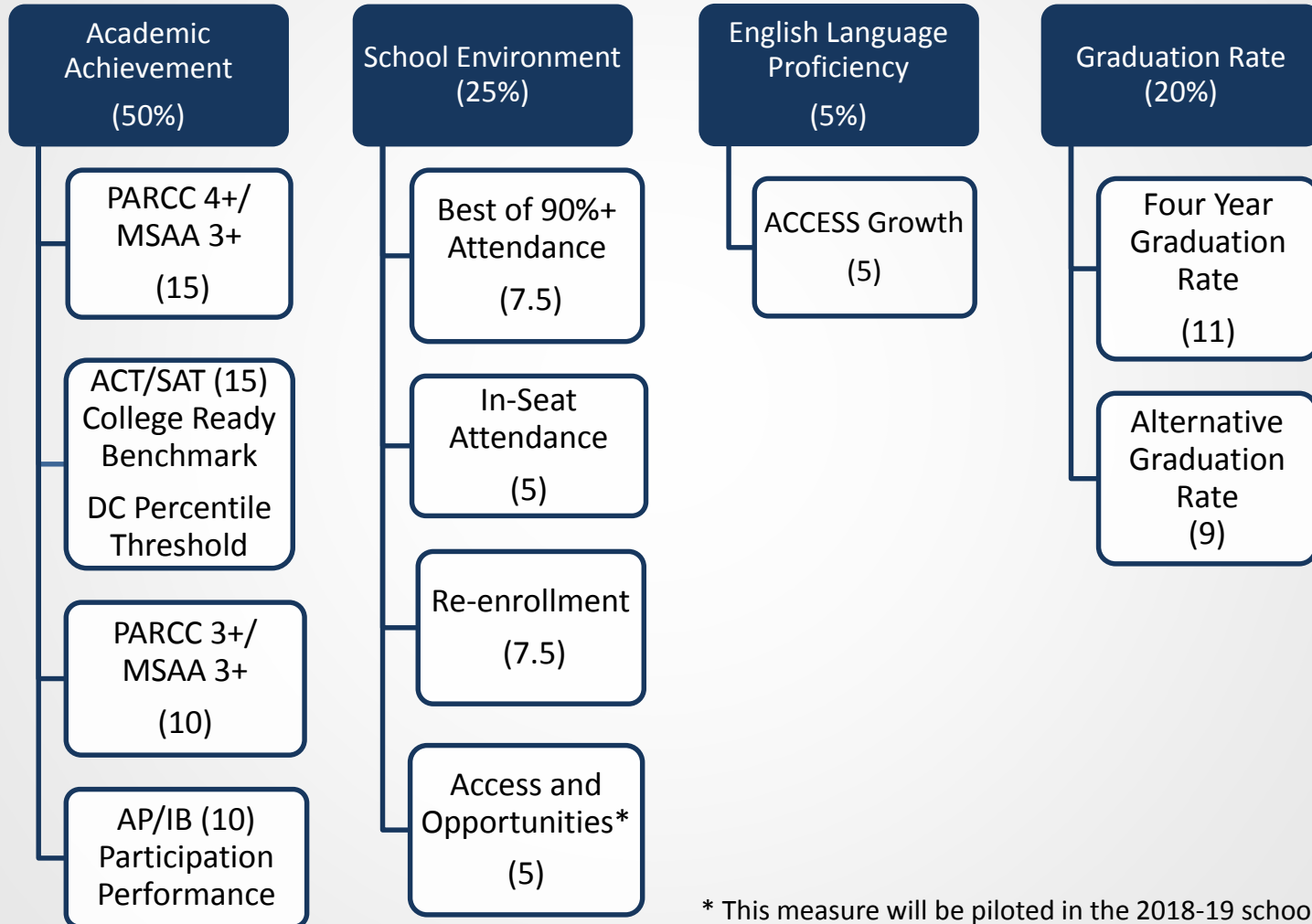
STAR Framework: Middle Schools



* 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.

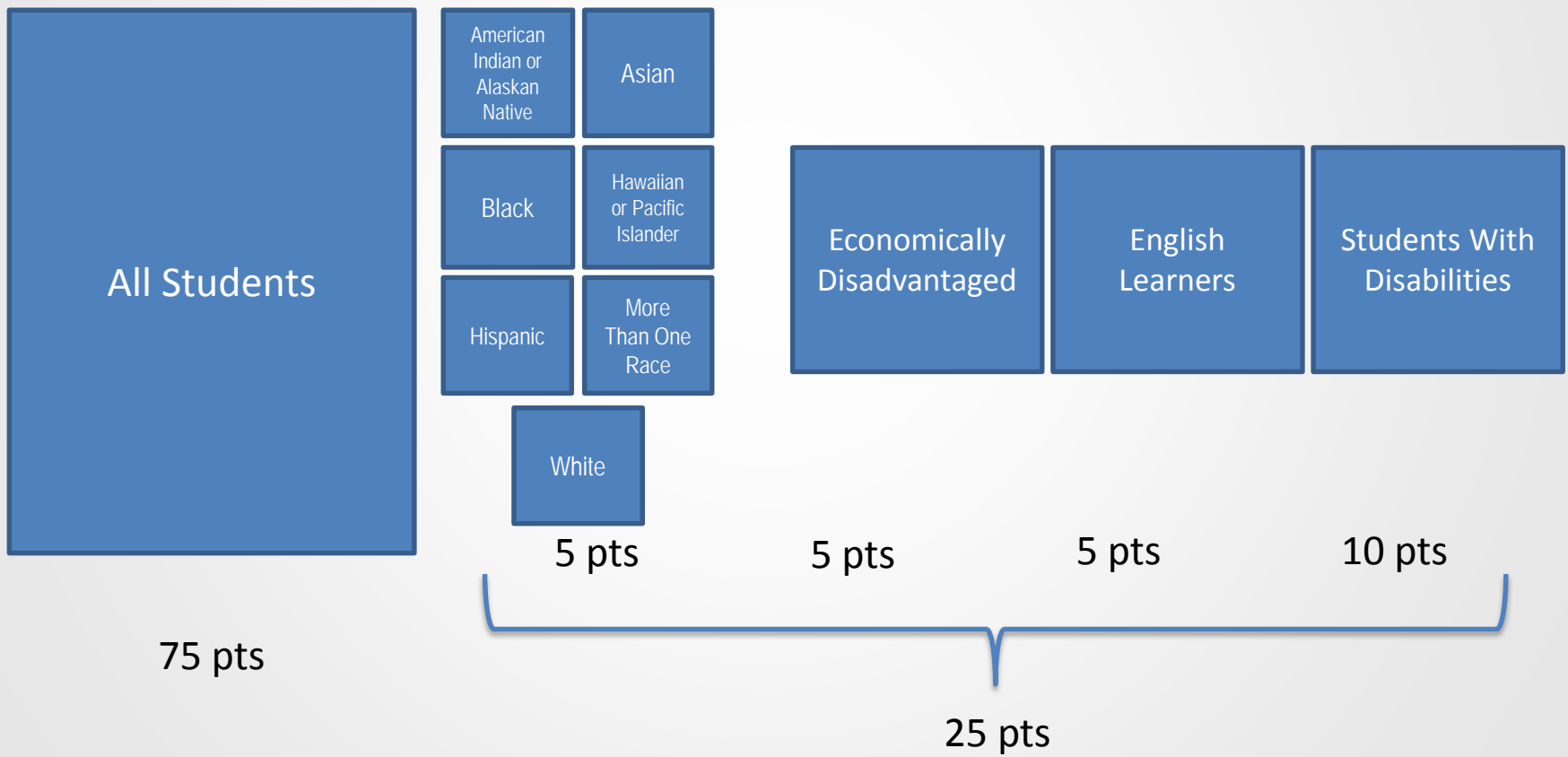


Subgroups



Calculating a Final Score

A school's final STAR score is the percentage of points earned out of the possible points for each applicable subgroup. Each applicable race/ethnicity is weighted equally.





Incorporating Subgroups Fairly

OSSE will limit the disproportionate impact of small subgroups on a school's overall score by:

- **Imposing minimum n-size of 10 for each metric:** metrics that apply to fewer than 10 students are excluded
- **Applying a minimum of 50 to *possible* STAR points on each sub-framework:** schools unable to earn a minimum of 50 possible STAR points will not receive a STAR rating for that sub-framework

The impact of including these rules is ensuring **transparency while protecting student privacy** and creating **greater stability** in scores over time, particularly for diverse schools with many subgroups



Example Minimum n-size

Consider a school that serves predominantly Black/African American students, students who are economically disadvantaged, and students with disabilities. The school only serves 15 White students, 9 of whom participated in assessments.

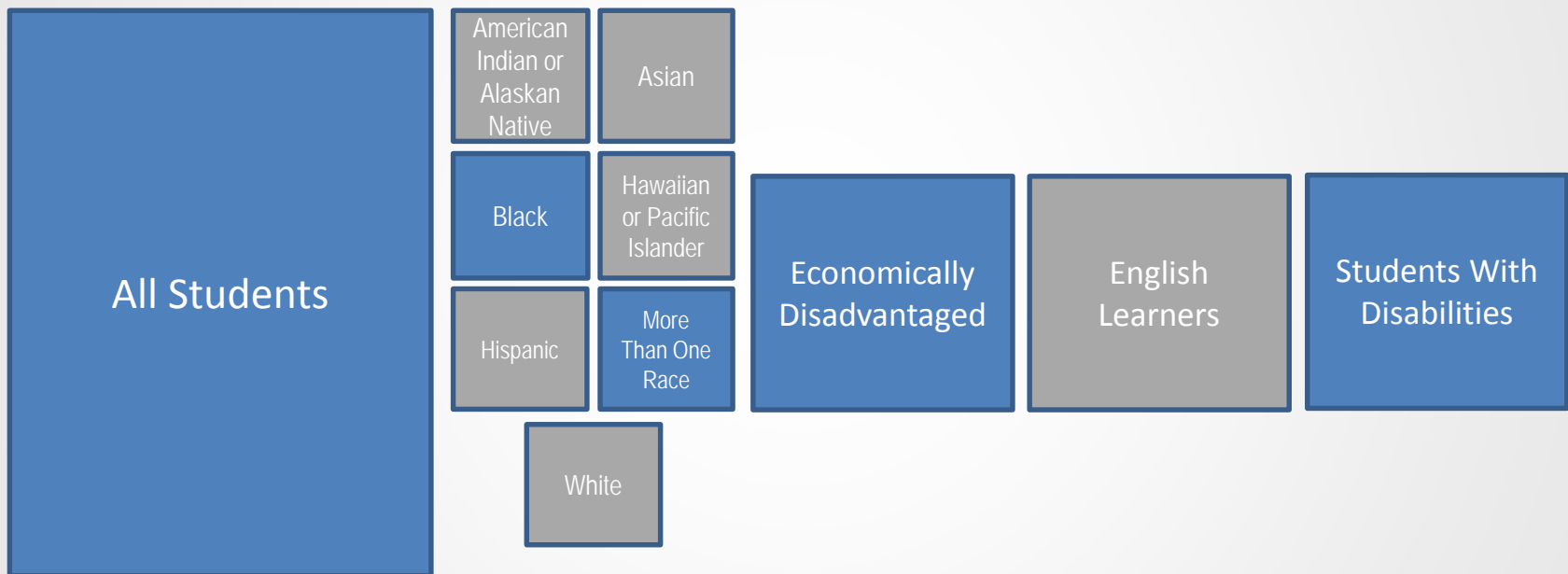
Metric	White
Framework Score	N/A
PARCC 4+/MSAA 3+	n<10
PARCC 3+/MSAA 3+	n<10
Median Growth Percentile	n<10
Growth to Proficiency	n<10
Addressing Chronic Absenteeism	4.13
In-Seat Attendance	2.78
Re-enrollment	3.45
ACCESS Growth	n<10

With a minimum n-size of 10, only the attendance and re-enrollment metrics are applicable for the White student subgroup.



Calculating Subgroup Performance

Subgroups that do not meet a **minimum number of possible points** do not count towards a school's final score.





Example: Minimum Points Possible

With the requirement for a minimum of 50 possible points for each sub-framework, the Hispanic/Latino framework score would not contribute to a school's final STAR rating even though some metrics are assigned points for Hispanic/Latino students.

Metric	All Stud	Asian	Amer Ind.	Black	Haw/ PI	Hisp	More	White	Econ Dis	ELL	SPED
Framework Score	68	N/A	N/A	67	N/A		N/A	N/A	65	N/A	50
PARCC 4+/MSAA 3+ (20)	✓	N<10	N<10	✓	N<10	N<10	N<10	N<10	✓	N<10	✓
PARCC 3+/MSAA 3+ (10)	✓	N<10	N<10	✓	N<10	N<10	N<10	N<10	✓	N<10	✓
Median Growth Percentile (20)	✓	N<10	N<10	✓	N<10	N<10	N<10	N<10	✓	N<10	✓
Growth to Proficiency (20)	✓	N<10	N<10	✓	N<10	N<10	N<10	N<10	✓	N<10	✓
Addressing Chronic Absenteeism (7.5)	✓	N<10	N<10	✓	N<10	✓	N<10	N<10	✓	N<10	✓
In-Seat Attendance (5)	✓	N<10	N<10	✓	N<10	✓	N<10	N<10	✓	N<10	✓
Re-enrollment (7.5)	✓	N<10	N<10	✓	N<10	N<10	N<10	N<10	✓	N<10	✓
ACCESS Growth (5)	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10



Floors and Targets



Floors and Targets

In the floors and targets model:

- Schools must meet a minimum threshold (floor) to begin receiving points on a particular metric
- If a school reaches the target they get full points for that metric
- For anything in between, points are allocated on a continuous scale



Floors and Targets

- For all metrics:
 - Floors and targets will be calculated separately for each subgroup.
 - Floors will be set at the 10th percentile.
 - Targets will be set at the 90th percentile.
 - All floors and targets are set using the previous year data.
- Exceptions:
 - PARCC 4+/MSAA 3+, PARCC 3+/MSAA 3+, and graduation rate targets are set based on reaching state three-year goals.
 - CLASS floors and targets are set by research-based thresholds.



Hypothetical Point Calculation

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

Hypothetical for Metric Score:

Possible Points: 5

LEA Metric Calculation: 50%

Floor: 15%

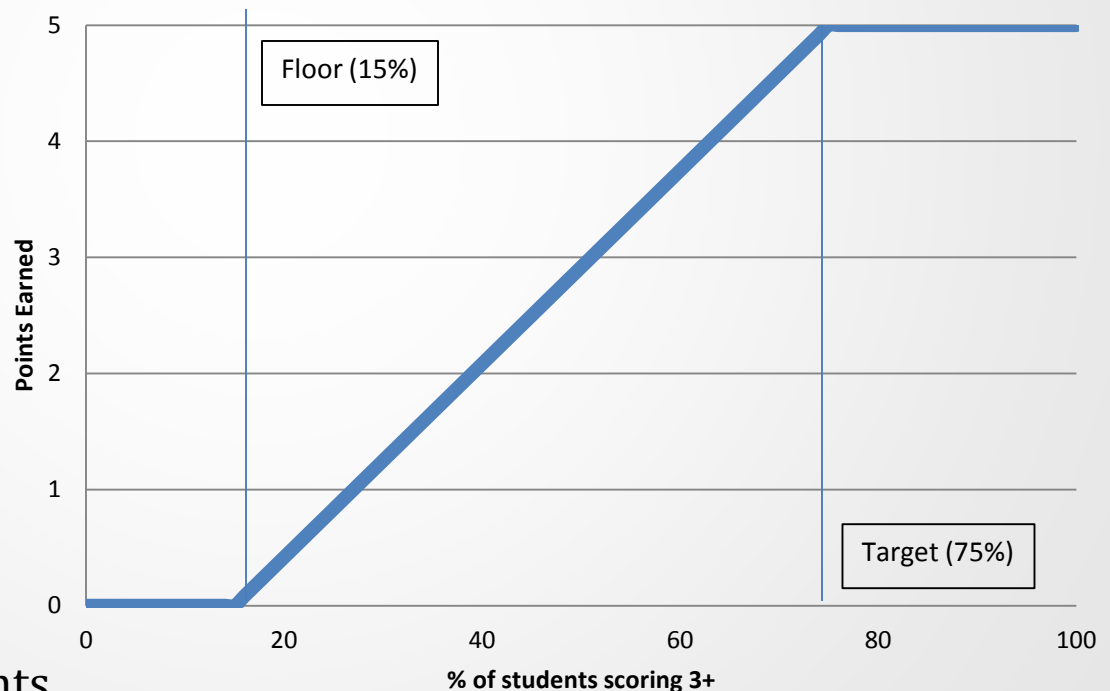
Target: 75%

$$5 \text{ points} * \frac{(50 - 15)}{(75 - 15)} =$$

$$5 \text{ points} * \frac{35}{60} =$$

$$5 \text{ points} * 0.583 = 2.92 \text{ points}$$

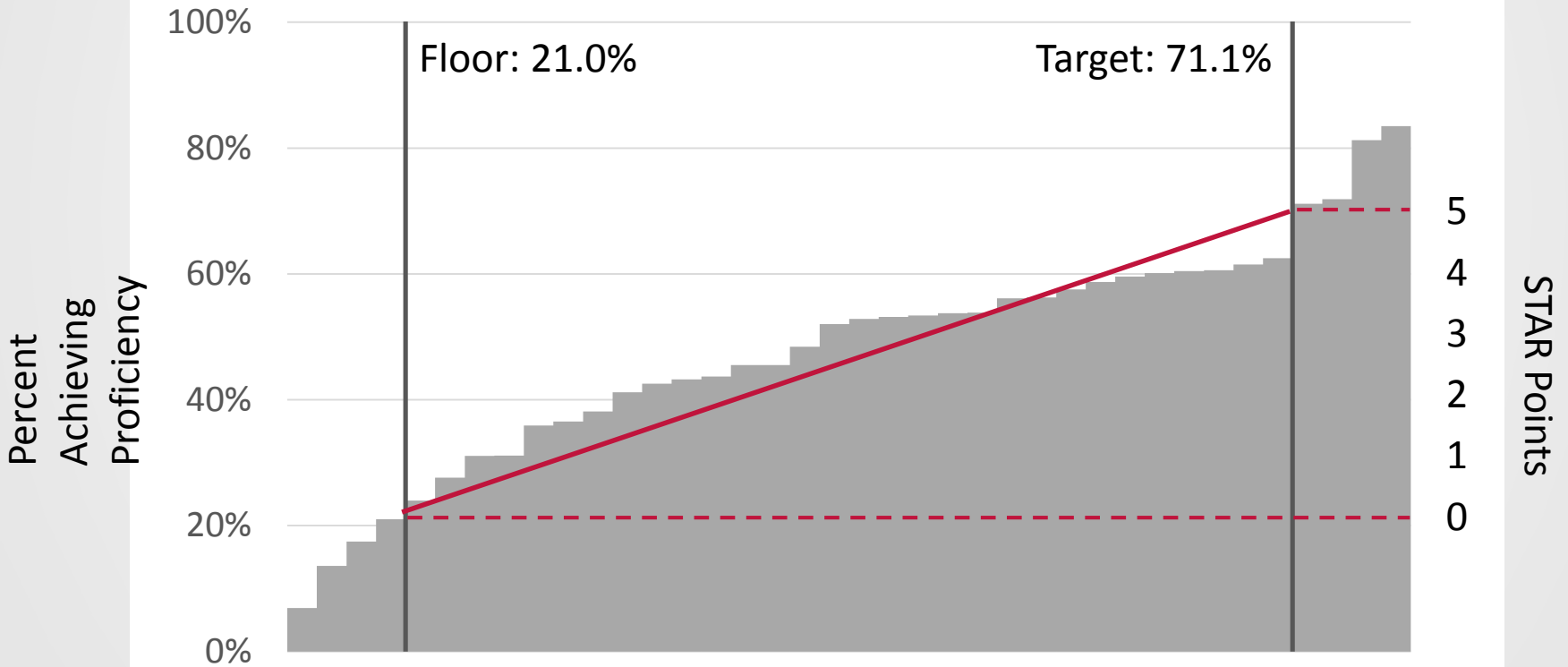
Performance and Points





Hypothetical Point Calculation

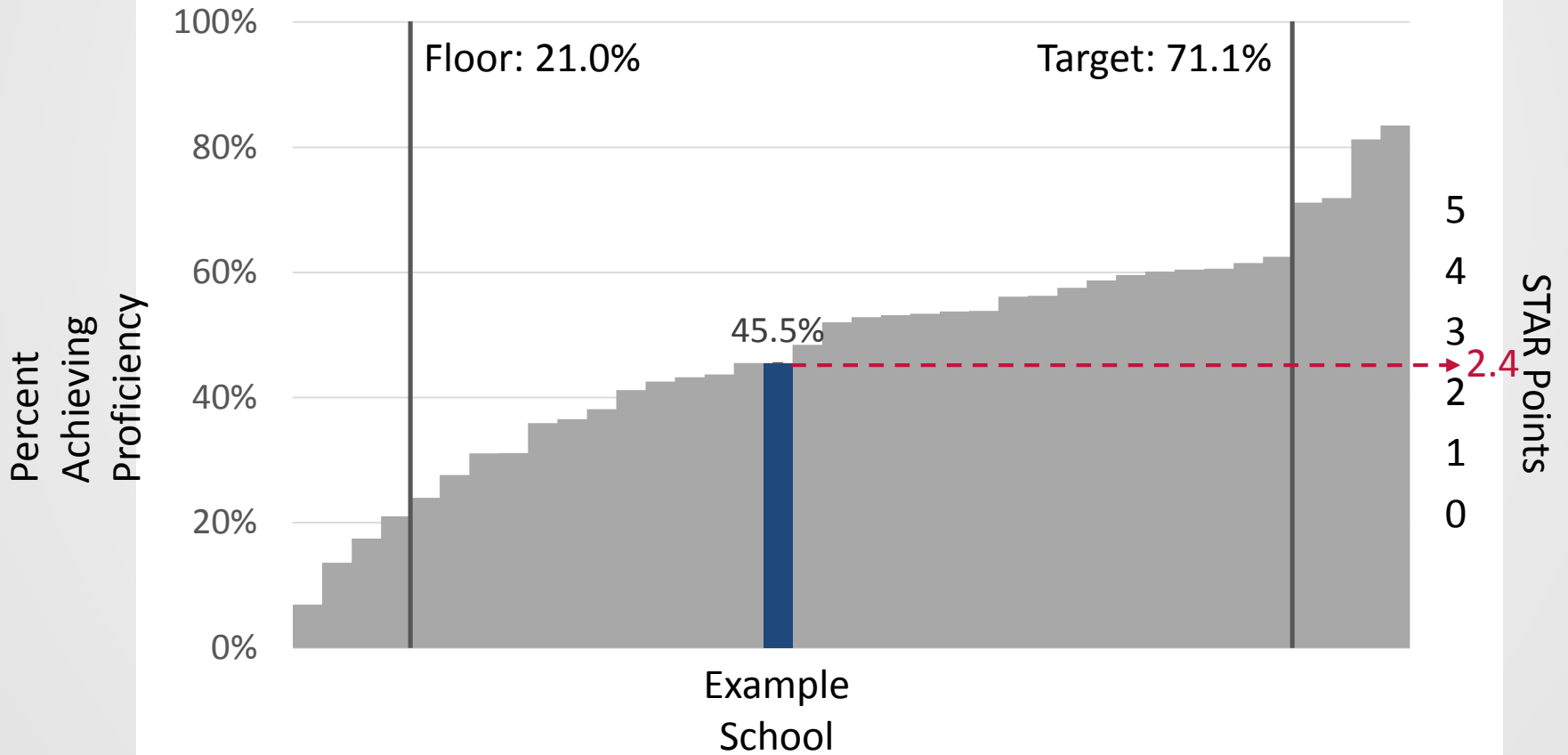
Hypothetical Proficiency Metric





Hypothetical Point Calculation

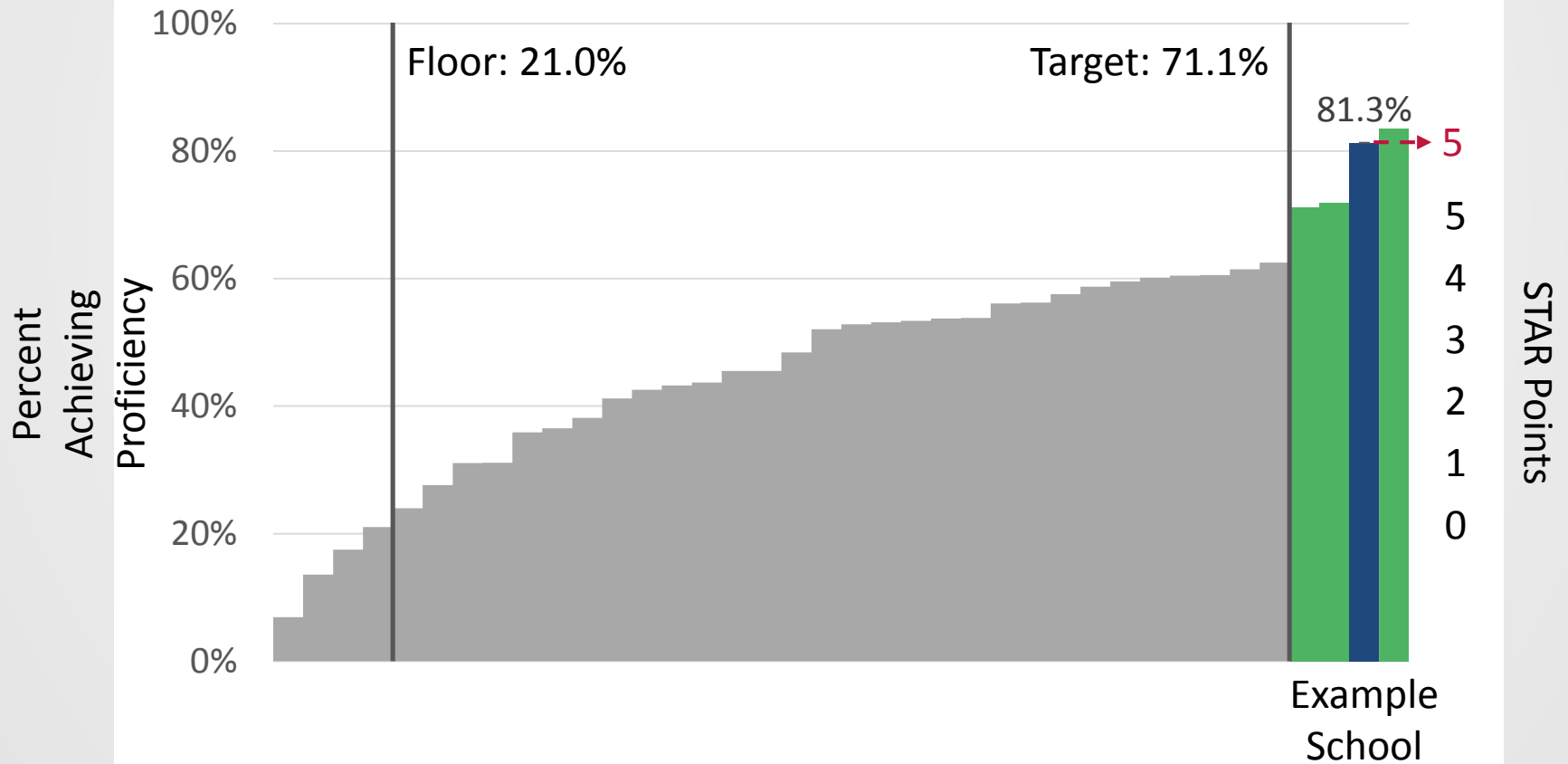
Hypothetical Proficiency Metric





Hypothetical Point Calculation

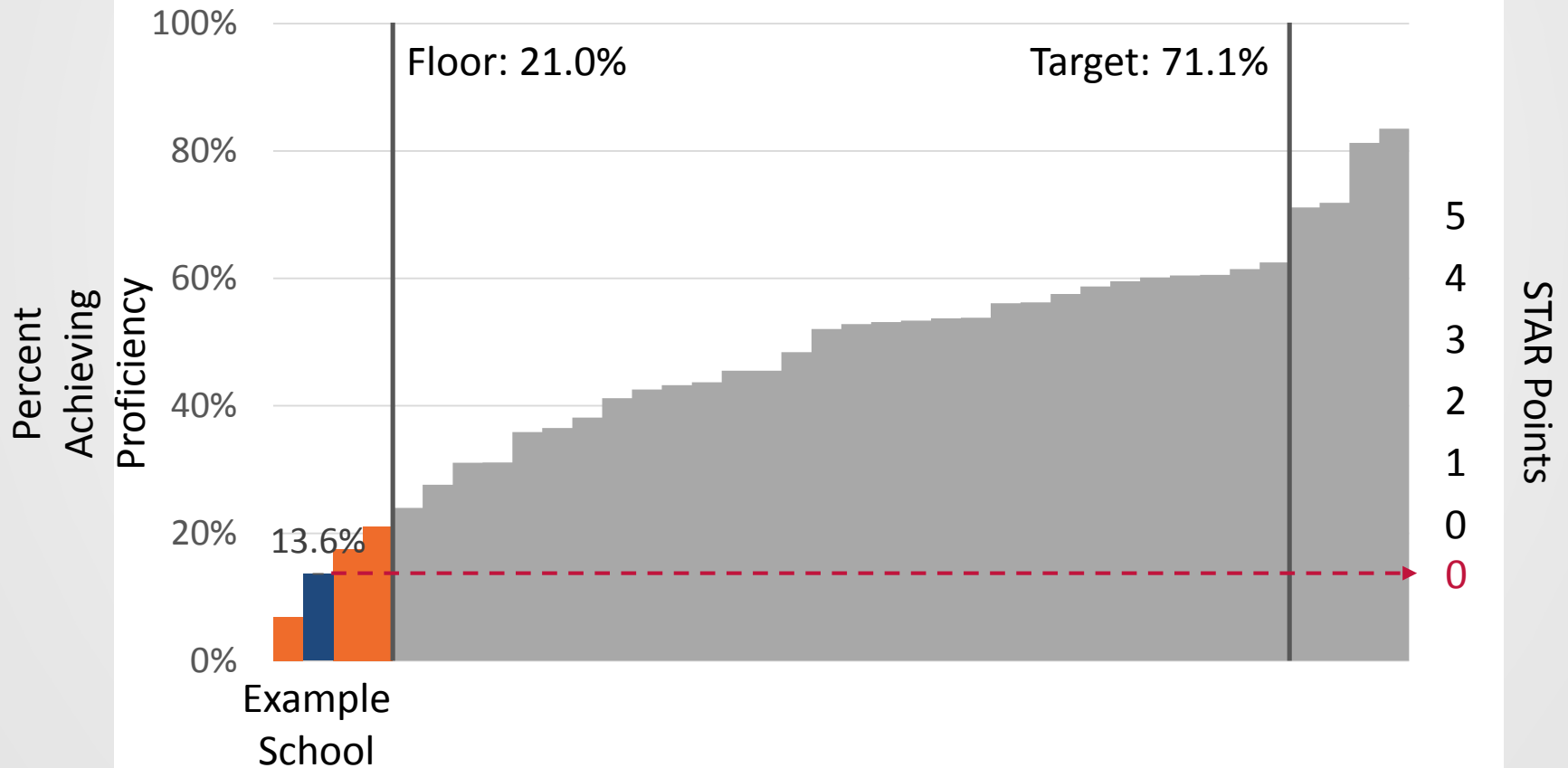
Hypothetical Proficiency Metric





Hypothetical Point Calculation

Hypothetical Proficiency Metric





Summative Classifications



Clear Information for Families and Schools



STAR Annual Reporting

Schools receive a STAR rating from one star (lowest) to five stars (highest) based on multiple measures

Provides a snapshot of all DC schools to families, the community, and schools based on common information

LEARN DC Creating Opportunity

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District of Columbia

DATA SETTINGS

Introduction

From this site, you will be able to view school, local education agency, and DC level information on assessment performance on the Partnership for Assessment of Readiness for College and Careers (PARCC) and Multi-State Alternate Assessment (MSAA). In the future, it will also include results from the DC Next Generation Science Standards Assessments. Many of the graphs and reports on this page allow users to select options to look at data in different ways. Explore options in the data settings and drop down menus on this page.

View more information and resources on DC's assessments >

You are viewing assessment results from full academic year students who took the traditional statewide assessments, PARCC and DC Science. The PARCC performance level is set to levels 4*. You can change this in the data settings.

Performance Summary

Percent of students who met or exceeded expectations for grade-level learning standards in DC in the 2015-16 school year.

ENGLISH LANGUAGE ARTS/LITERACY	MATHEMATICS	SCIENCE
27%	25%	N/A

Assessment Performance Over Time

PERCENTAGE OF STUDENTS IN DISTRICT OF COLUMBIA AT EACH PERFORMANCE LEVEL OVER TIME

This chart displays the percentage of students at each performance level in 2013 and 2014. Each vertical bar represents all students from a given year, and within each vertical bar, each color represents the percentage of students at a specific performance level. Results shown above the 0% line represent students meeting or exceeding expectations, and 0% values indicate being on track for the next grade level and to become high school college and career ready.

Performance of Specific Groups of Students

Percent of students who met or exceeded expectations for grade-level learning standards in DC in the 2015-16 school year. Read more about what Grade Level & Assessment means.

GRADE LEVEL & ASSESSMENT	ENGLISH LANGUAGE ARTS/LITERACY	MATH	SCIENCE
All Grades	27%	25%	N/A
Grades 3-8	28%	27%	N/A
Grades 9-12	21%	17%	N/A
Grade 3	36%	37%	N/A
Grade 4	29%	22%	N/A
Grade 5	29%	20%	N/A
Grade 6	26%	21%	N/A
Grade 7	27%	17%	N/A
Grade 8	29%	14%	N/A
English II	21%	N/A	N/A
Algebra I	N/A	38%	N/A
Geometry	N/A	11%	N/A
Algebra II	N/A	60%	N/A
Integrated Math II	N/A	82%	N/A



STAR Ratings

- Number of levels: 5
- Naming: One Star (lowest) to Five Stars (highest)
- Thresholds/cut points between levels:
 - One Star: 0 to < 20%
 - Two Stars: 20 to < 40%
 - Three Stars: 40 to < 60%
 - Four Stars: 60 to < 80%
 - Five Stars: 80 to 100%
- Identification every year



School Support and Improvement

- Comprehensive support (similar to “Priority” under waiver)
- Targeted support (similar to “Focus” under waiver)
- Identification would take place every three years, rather than annually, allowing significant and sustained focus on a small percentage of schools.



Feedback or Questions?





PARCC 4+/MSAA 3+ and
PARCC 3+/MSAA 3+:
Business Rules



Academic Achievement

PARCC 4+/MSAA 3+

ELA: 10 pts
Math: 10 pts
(H.S. 7.5 pts each)

PARCC 3+/MSAA 3+

ELA: 5 pts
Math: 5 pts



Performance Levels

On track for:
- the next grade level
- to leave high school
college and career
ready

PARCC Performance Levels		MSAA
Level 5	Exceeded Expectations	Level 4
Level 4	Met Expectations	Level 3
Level 3	Approached Expectations	N/A
Level 2	Partially Met Expectations	Level 2
Level 1	Did Not Yet Meet Expectations	Level 1



PARCC 4+/MSAA 3+ & PARCC 3+/MSAA 3+: Approach

- The goal of the PARCC 4+/MSAA 3+ metric is to reward schools that have students meeting or exceeding grade-level or course-specific standards on the PARCC/MSAA assessments
 - The vast majority of DC students currently are not performing at this level
- The goal of the PARCC 3+/MSAA 3+ metric is to recognize schools that have students “approaching expectations” for grade-level or course-specific standards on the PARCC assessments
 - PARCC 3+/MSAA 3+ provides an ambitious but realistic goal for schools currently demonstrating lower overall levels of performance on assessments
- Students with a MSAA score of 3+ is equivalent in the STAR Framework to a PARCC score of 4+, and therefore are included in both the PARCC 4+ and PARCC 3+ metrics.



PARCC 4+/MSAA 3+: Metric Calculation

PARCC 4+/MSAA 3+ ELA:

Number of Eligible Participants in PARCC or MSAA ELA in Student Population
Scoring at Performance Levels of 4 or 5 on PARCC; or 3 or 4 on MSAA

Number of Eligible Participants in PARCC or MSAA ELA in Student Population

PARCC 4+/MSAA 3+ Mathematics:

Number of Eligible Participants in PARCC or MSAA math in Student Population
Scoring at Performance Levels of 4 or 5 on PARCC; or 3 or 4 on MSAA

Number of Eligible Participants in PARCC or MSAA math in Student Population



PARCC 3+/MSAA 3+: Metric Calculation

PARCC 3+/MSAA 3+ ELA:

Number of Eligible Participants in PARCC or MSAA ELA in Student Population
Scoring at Performance Levels of 3, 4, or 5 on PARCC; or 3 or 4 on MSAA

Number of Eligible Participants in PARCC or MSAA ELA in Student Population

PARCC 3+/MSAA 3+ Mathematics:

Number of Eligible Participants in PARCC or MSAA math in Student Population
Scoring at Performance Levels of 3, 4, or 5 on PARCC; or 3 or 4 on MSAA

Number of Eligible Participants in PARCC or MSAA math in Student Population



Eligible Participants

Eligible Participants are students that:

1. Are **enrolled in a grade or course** that warrants an assessment *and*
 2. Received a **valid score** *or* met the **minimum enrollment days** during the school testing window
- **Attemptedness:** Student must complete a pre-specified number of items in order to receive a valid score.
 - PARCC: must answer at least one question in every unit of a test minus 1
 - MSAA: must complete any 1 item in any part of the test or closed due to the early stopping rule (e.g., stopped because there was no observable communication).



Eligible Participants: Special Cases

- **Duplicative Enrollment During Testing Window:** Students are included in metric calculation for the school where student tested.
- **Advanced Middle School Mathematics:** Students taking high school EOCs in 7th and 8th grade are included in the metric calculation for the school where they tested.
- **High School Transfers:** Students will test with the assessment that best matches the course the student has been enrolled in for the majority of instructional time.
- **EL Monitored Students:** EL subgroup includes both current and monitored EL students.



Eligible Participants: Exclusions

- **Medical Exemptions:** Students are not considered eligible participants for any assessments during the time period in which the student has an OSSE-approved medical exemption from testing.
- **New to U.S. Exemptions:** EL students who first enrolled in U.S. schools within 12 months of the testing window are exempted from ELA; these students are expected to test in mathematics



Eligible Participants: Exclusions

- **Students with Disabilities (SWD) Monitored Status:** The SWD subgroup will not include students who are not currently identified as being a SWD.
 - For the 2016-17 school year, publicly reported PARCC/MSAA scores for the SWD subgroup **will include** students who exited SWD status during two years prior to the start of the 2016-17 testing window.
 - For the 2017-18 school year, publicly reported PARCC/MSAA scores for the SWD subgroup **will not include** students who exited SWD status during two years prior to the start of the 2017-18 testing window.
- **HS Optional Tests:** Optional test takers in high school are not included in the metric calculation.



Full Academic Year (FAY)

Students must be enrolled for the full academic year (FAY) for their scores to be counted in the PARCC 4+/MSAA 3+ or PARCC 3+/MSAA 3+ metrics

- Current Calculation:
 - Students will be deemed enrolled for the FAY at their school if they are enrolled in the same school for 85% of the school days between the official Enrollment Audit count day (October 5, 2016) and the first day of the State assessment window for 2016-17 for each of the required assessments.
- Discussion Points:
 - Change Enrollment Audit count day to Start of School
 - 85% versus a different threshold for percentage of days enrolled



Q&A



Ways to Stay Engaged

- Send questions, concerns, additional feedback to OSSE.ESSA@dc.gov
- Prior materials and notes available on www.osse.dc.gov/essa