



STAR Framework

Schools without Frameworks and
Schools with Multiple Frameworks

June 29, 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:
 - Schools without frameworks
 - Schools with multiple frameworks
- 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 6**. OSSE will provide a summary of feedback received on today's session by **July 10**.



Agenda

- **Overview of the STAR framework**
 - Timeline
 - Domains and metrics
 - Subgroup and final score methodology
- **Deep Dive**
 - Accountability for Schools without Frameworks
 - Accountability for Schools with Multiple Frameworks
- **Identify questions and next steps**



Overview of STAR Framework



Timeline

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

July 12	1 – 4 p.m.	Grand Hall	Economically Disadvantaged Students
			3-Year Accountability Designation
			NEW Floors and Targets Part I
July 14	2 – 4 p.m.	806	NEW ACCESS Growth
			NEW CLASS (Pre-K Only)
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

- **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



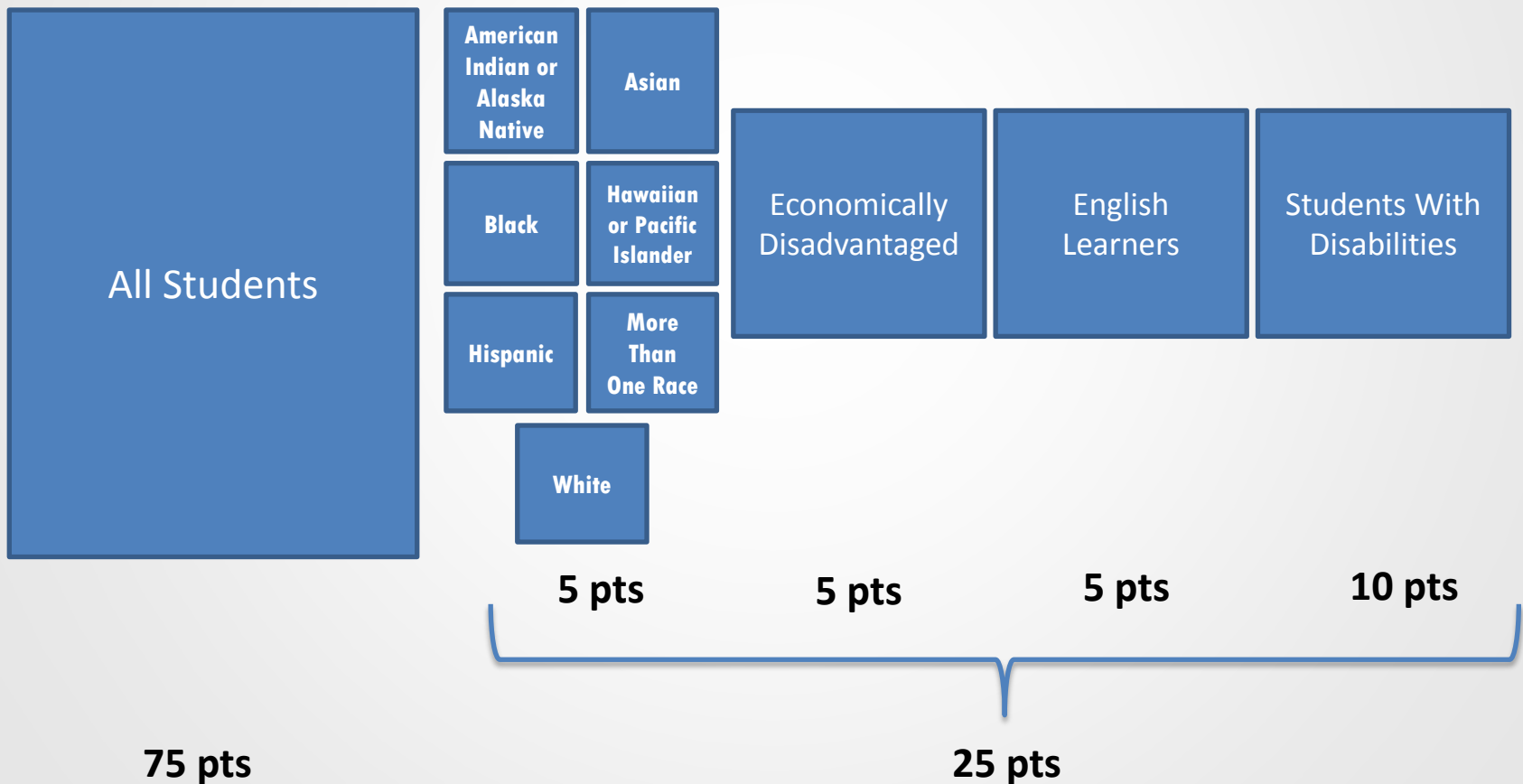
Domains and Metrics

Domain	Metric
Academic Achievement	<ul style="list-style-type: none">• PARCC 4+/MSAA 3+• PARCC 3+/MSAA 3+• SAT & ACT Performance• AP & IB Participation• AP & 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



Calculating a Final Score

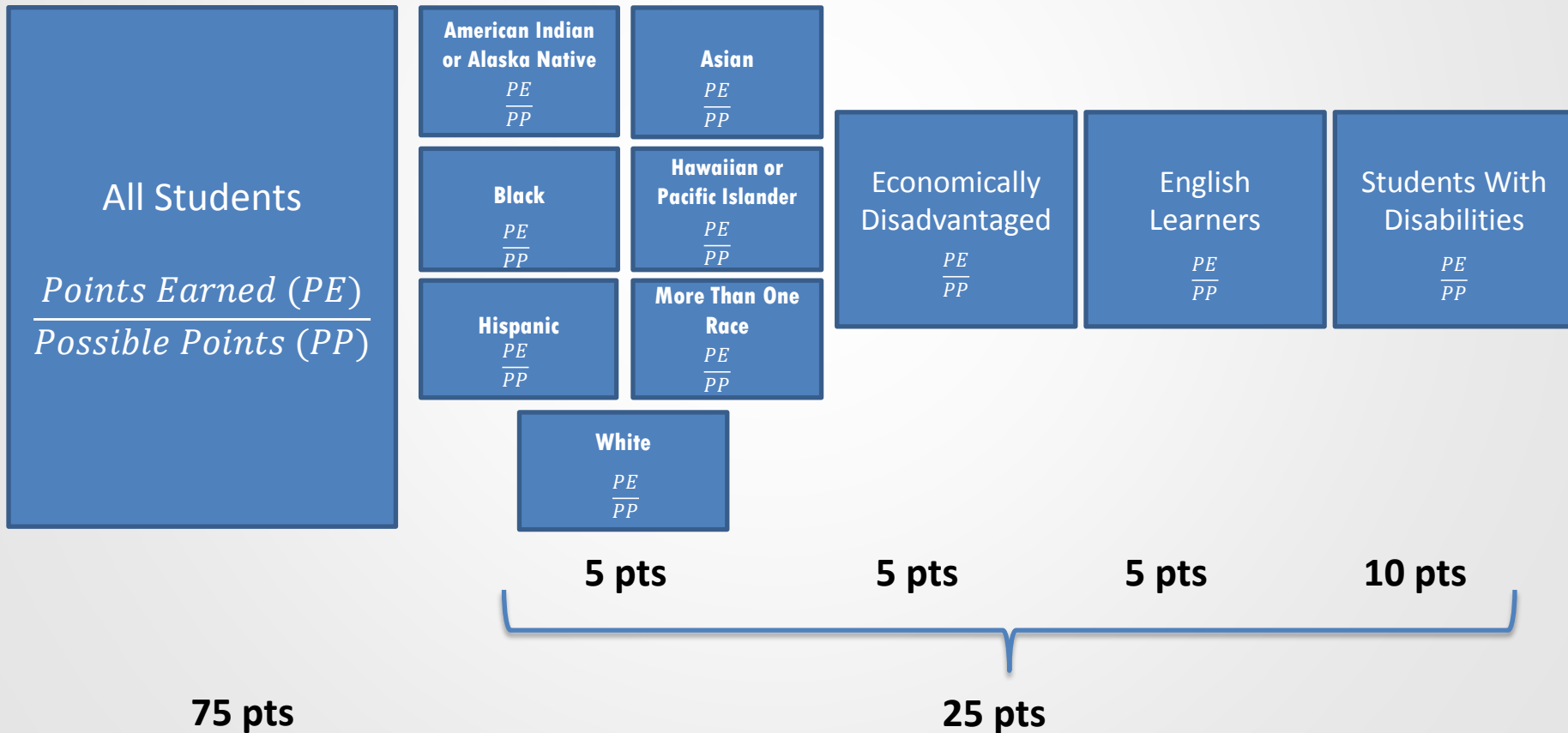
A school's **final STAR framework score** is the number of points earned for the *all students* group and for each applicable subgroup at that school, **weighted as follows:**





Calculating a Final Score

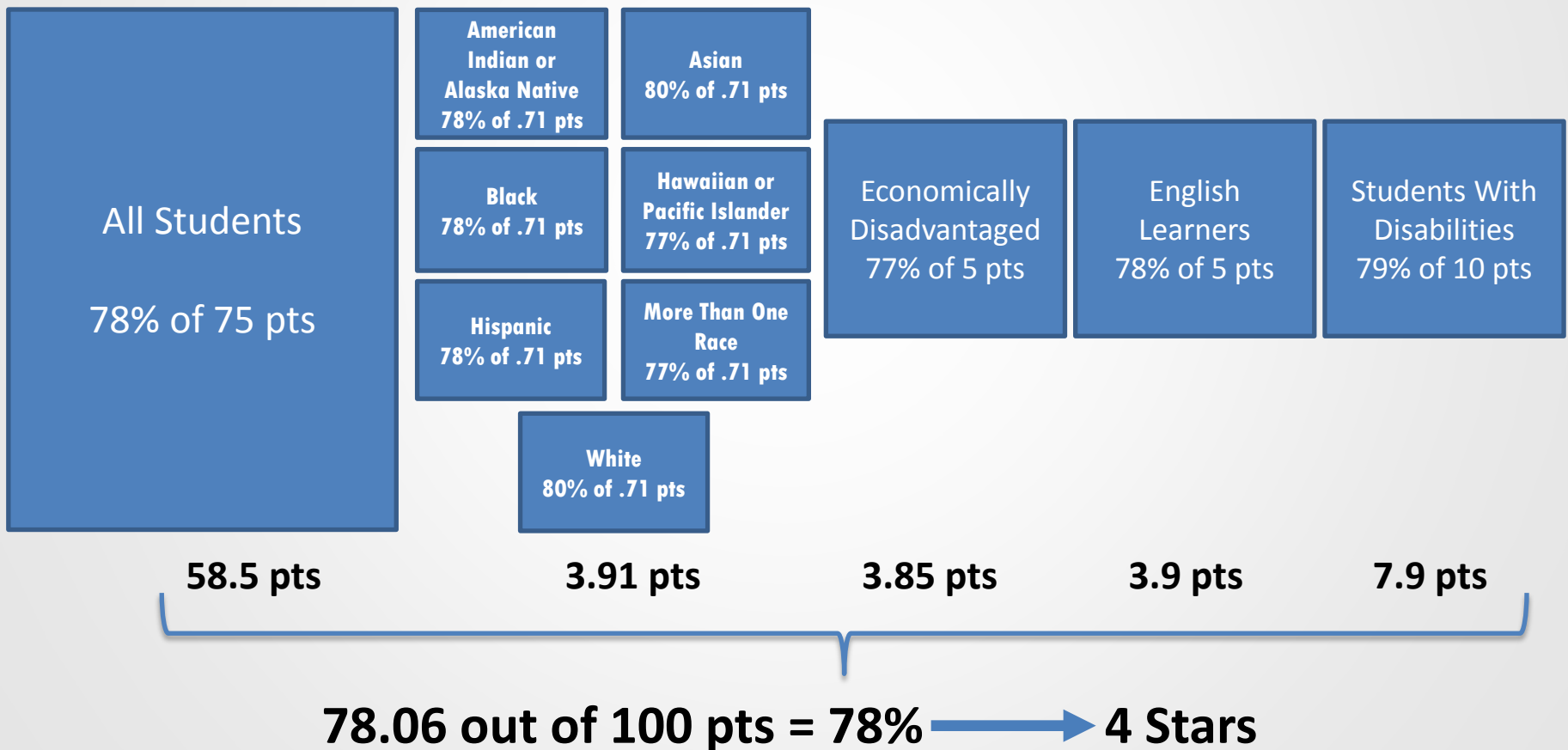
A STAR subgroup score is the percentage of **points earned** by a given subgroup out of **possible points** for that subgroup, and subgroup scores are calculated for each **applicable subgroup** at a given school. Each applicable **race/ethnicity** is **weighted equally** to total five possible points.





Calculating a Final Score

Once a **STAR subgroup score** is calculated for each applicable subgroup, the subgroup scores are **multiplied by the total possible framework points** according to the specified subgroup weights, resulting in the STAR framework score.





- **Schools without frameworks**
 - Some schools will not qualify for a STAR rating because none of their student subgroups **meet** the minimum point **threshold of 50 points**.
 - For example, schools that serve **grades PK through 2** will not have a framework because their students will not take PARCC, which accounts for 70% of the Elementary School framework.
- **Schools with multiple frameworks**
 - Some schools will have multiple frameworks when they serve elementary/middle **and** high school students.
 - For example, **education campuses** that serve grades 6-12 have students in both the Middle School and High School frameworks.
- **Static vs. changing:** Schools without or with multiple frameworks can occur when a school's grade configuration is either:
 - **Static:** Schools have reached their permanent grade configuration.
 - **Changing:** Schools are growing and adding students/grades or vice versa.



Deep Dive: Schools without a Framework



Schools without a Framework: Overview

- A school will not have a STAR rating if the **all-student calculation** does meet a **threshold of 50 possible points**.
- However, these schools will receive a **report card** with information to be determined.
- Schools that do not receive a STAR rating typically fall into the following scenarios:
 - **Example 1:** Schools whose students **do not take PARCC** like PK-2.
 - **Example 2:** Schools that serve **high school** students but do not have PARCC, graduation, ACT/SAT, or AP/IB results yet like growing schools.



Schools without a Framework: Example 1

Example 1: Schools whose students **do not take PARCC** like PK-2.

Metric	Points Possible	PK – 2 School
PARCC 4+/MSAA 3+	20	
PARCC 3+/MSAA 3+	10	
Median Growth Percentile	20	
Growth to Proficiency	20	
In Seat Attendance	3.85	3.85
Addressing Chronic Absenteeism	5.775	5.775
Re-enrollment	6.375	6.375
ACCESS Growth	5	5
Access and Opportunities	5	
CLASS (PK)	3	3
In-Seat Attendance (PK)	1	1
	100	25



Schools without a Framework: Example 2

Example 2: Schools that serve **high school** students but do not have PARCC, graduation, ACT/SAT, or AP/IB results yet like growing schools.

Metric	Points Possible	Grade 9 school
PARCC 4+/MSAA 3+	15	
PARCC 3+/MSAA 3+	10	
ACT/SAT Performance	15	
AP/IB Participation	5	
AP/IB Performance	5	
4 Year ACGR	11	
Alternative Graduation Metric	9	
In Seat Attendance	5	5
Addressing Chronic Absenteeism	7.5	7.5
Re-enrollment	7.5	7.5
ACCESS Growth	5	5
Access and Opportunities	5	
	100	25



Schools without Framework: Summary and Additional Considerations

- Schools that do not meet the **minimum point threshold** will not receive a STAR rating.
- A school that **does not receive** a STAR rating in one school year **might be eligible to receive a STAR rating** in the following year and vice versa.
 - OSSE established a minimum threshold to ensure the **stability of the frameworks** and related scores.
 - However, the **nature of any point threshold** that is applied to schools with changing student populations and grades is that there will be schools on the cusp of receiving, or not, a framework. This is true no matter how high or low the minimum point threshold is.
 - For example, a **growing school** may not meet the minimum points threshold after its first year but will after its second year.

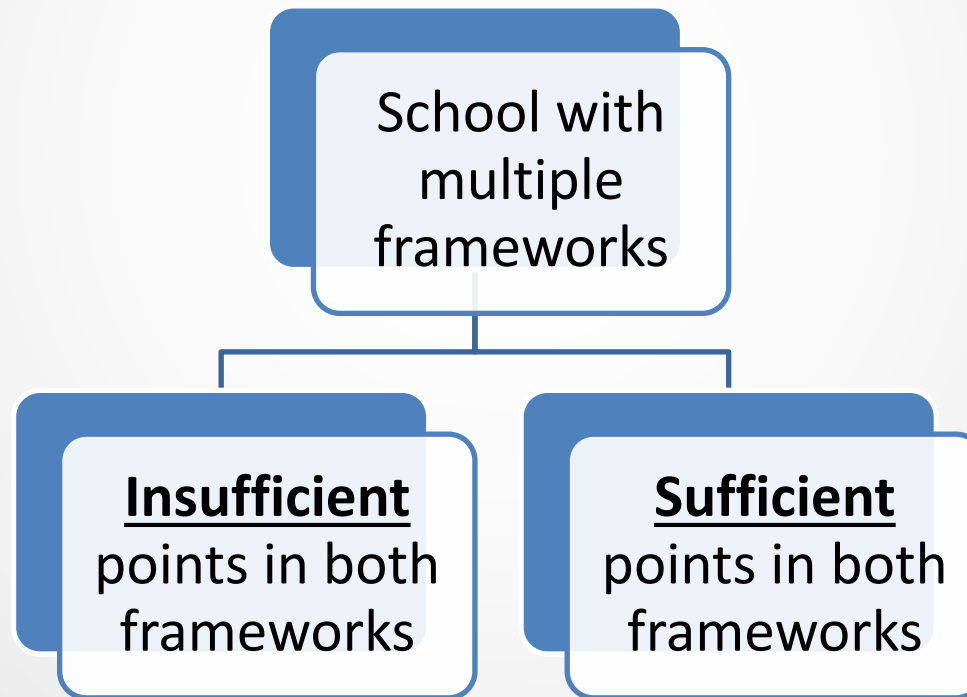


Deep Dive: Schools with Multiple Frameworks



Schools with Mult. Frameworks: Overview

A school can only have multiple frameworks when it serves students in elementary/middle school **and** high school because elementary/middle school and high school **frameworks are different**. A school with multiple frameworks will either have **insufficient or sufficient** points in both frameworks.





Schools with Mult. Frameworks: Overview

A school that serves students in elementary/middle school and high school may or may not have sufficient points for two frameworks:

- **Insufficient points:** A school will not have a STAR rating for an elementary/middle and high school framework if the **all-student calculation** does not meet a **threshold of 50 possible points** within one of those frameworks. For example, a school that serves grades 6-9 may not have sufficient points.
- **Sufficient points:** A school will have a STAR rating for elementary/middle and high school framework when the **all-student calculation** meets a **threshold of 50 possible points** in both frameworks. For example, a school that serves grades 6-12 likely will have sufficient points.



Schools with Mult. Frameworks: Business Rules

Static Grade Levels

Changing Grade Levels

**Met Minimum
Point
Threshold in
Both
Frameworks**

Provide two scores:

- ES/MS
- HS

Provide two scores:

- ES/MS
- HS

**Met Minimum
Point
Threshold in
Only One
Framework**

**Apply ES/MS school
framework to HS
students**

**Exclude students in
grades that do not have
sufficient points**



Schools with Mult. Frameworks: Sufficient Points in Both Frameworks

A school that serves students in grades 6-12

Points Possible ES/MS Framework	Metric	Points Possible HS Framework
20	PARCC 4+/MSAA 3+	15
10	PARCC 3+/MSAA 3+	10
NA	ACT/SAT Performance	15
NA	AP/IB Participation	5
NA	AP/IB Performance	5
20	Median Growth Percentile	NA
20	Growth to Proficiency	NA
NA	4 Year ACGR	11
NA	Alternative Graduation Metric	9
5	In Seat Attendance	5
7.5	Addressing Chronic Absenteeism	7.5
7.5	Re-enrollment	7.5
5	ACCESS Growth	5
5	Access and Opportunities	5
100		100



Schools with Mult. Frameworks: Both Frameworks Met Minimum Threshold

When a school that serves students from two different frameworks and both meet the minimum possible points threshold, OSSE recommends:

- **Recommendation:** Provide a STAR rating for each applicable framework, resulting in two STAR ratings.
- **Rationale:**
 - Provides additional detail that recognizes a school's challenges and successes
 - Easier for parents to compare schools that serve middle and high school students
- **Trade offs:**
 - Diverts from how some schools were treated in the *Equity Reports*
 - Potentially more complicated if only one of the two ratings are identified as focus or priority schools



Schools with Mult. Frameworks: Both Frameworks Met Minimum Threshold Continued

- **Other options considered:** Provide one score weighted by student population, grades served, or 50%.
- **Rationale for not choosing this option:**
 - Masks the successes and challenges within a school
 - Does not align with differentiated frameworks for middle and high schools
 - Difficult to implement and explain because each metric has a different student population
 - Increases complexity of understanding how a score was made
 - Makes use by a school harder and unnecessarily complicated
- **Additional details:** OSSE will provide two STAR ratings to schools that have sufficient points for two frameworks, regardless of whether the school has static grade levels and changing grade levels.



Schools with Mult. Frameworks: Business Rules

Static Grade Levels

Changing Grade Levels

**Met Minimum
Point
Threshold in
Both
Frameworks**

Provide two scores:

- ES/MS
- HS

Provide two scores:

- ES/MS
- HS

**Met Minimum
Point
Threshold in
Only One
Framework**

**Apply ES/MS school
framework to HS
students**

**Exclude students in
grades that do not have
sufficient points**



Schools with Mult. Frameworks: Insufficient Points in Both Frameworks

Schools that serve students in grades 6-9: Insufficient Possible Points

Points Possible MS Framework	Metric	Points Possible HS Framework
20	PARCC 4+/MSAA 3+	
10	PARCC 3+/MSAA 3+	
NA	ACT/SAT Performance	
NA	AP/IB Participation	
NA	AP/IB Performance	
20	Median Growth Percentile	NA
20	Growth to Proficiency	NA
NA	4 Year ACGR	
NA	Alternative Graduation Metric	
5	In Seat Attendance	5
7.5	Addressing Chronic Absenteeism	7.5
7.5	Re-enrollment	7.5
5	ACCESS Growth	
5	Access and Opportunities	5
100		25



Schools with Mult. Frameworks: One Framework Met Minimum Threshold

When a school with static grade levels serves students from two different frameworks and only one meets the minimum possible points threshold, OSSE recommends:

- **Recommendation:** Apply elementary/middle school framework to high school grade levels.
- **Rationale:** Ensures the STAR rating includes all students that the school serves, including high school students.
- **Trade offs:** Treats static and changing schools differently.
- **Other options considered:** Exclude students in grade levels that do not meet the minimum possible points threshold.
- **Rationale for not choosing this option:** OSSE did not choose this option because if these students were not included in a framework, the school's rating would never reflect their progress.



Schools with Mult. Frameworks: One Framework Met Minimum Threshold

When a **school with changing grade levels** serves students from two different frameworks and only one meets the minimum possible points threshold, OSSE recommends:

- **Recommendation:** Exclude students in grade levels that do not meet the minimum possible points threshold.
- **Rationale:** Allows the school to continue growing and instituting policies and practices that serve their high school students until they receive sufficient points to be included in the STAR rating.
- **Trade offs:** Treats static and changing schools differently.
- **Other options considered:** Apply elementary/middle school framework to high school grade levels.
- **Rationale for not choosing this option:** Students will eventually have sufficient points to be included in the framework, and OSSE wants to give schools time to best serve them before applying a framework.



Schools with Mult. Frameworks: Outstanding Decisions

Floors and Targets

- In a later meeting, OSSE will discuss floors and targets as they relate to schools without frameworks and schools with multiple frameworks.
- Specifically, we will discuss whether students who are not included in a framework are included when calculating floors and targets.



Questions and Next Steps



Ways to Stay Engaged

- Provide feedback on today's session by **COB July 6**.
- 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.



Appendix



Schools without a Framework: Example 3a

It is possible that static schools will have a framework one year but not the next. For example, a school that serves 9th and 10th grade students may miss the 50 point threshold some years and meet it other years.

Metric	Points Possible	Grade 9/10 school
PARCC 4+/MSAA 3+	15	15
PARCC 3+/MSAA 3+	10	10
ACT/SAT Performance	15	
AP/IB Participation	5	
AP/IB Performance	5	
4 Year ACGR	11	
Alternative Graduation Metric	9	
In Seat Attendance	5	5
Addressing Chronic Absenteeism	7.5	7.5
Re-enrollment	7.5	7.5
ACCESS Growth	5	
Access and Opportunities	5	
	100	45



Schools without a Framework: Example 3b

It is possible that static schools will have a framework one year but not the next. For example, a school that serves 9th and 10th grade students may miss the 50 point threshold some years and meet it other years.

Metric	Points Possible	Grade 9/10 school
PARCC 4+/MSAA 3+	15	15
PARCC 3+/MSAA 3+	10	10
ACT/SAT Performance	15	
AP/IB Participation	5	
AP/IB Performance	5	
4 Year ACGR	11	
Alternative Graduation Metric	9	
In Seat Attendance	5	5
Addressing Chronic Absenteeism	7.5	7.5
Re-enrollment	7.5	7.5
ACCESS Growth	5	5
Access and Opportunities	5	
	100	50



Schools without a Framework: Example 4a

It is possible that static schools will have a framework one year but not the next. For example, a school that serves Pre-Kindergarten through 3rd grade may miss the 50 point threshold some years and meet it others.

Metric	Points Possible	PK – 3 School
PARCC 4+/MSAA 3+	20	20
PARCC 3+/MSAA 3+	10	10
Median Growth Percentile	20	
Growth to Proficiency	20	
In Seat Attendance	3.85	3.85
Addressing Chronic Absenteeism	5.775	5.775
Re-enrollment	6.375	6.375
ACCESS Growth	5	
Access and Opportunities	5	
CLASS (PK)	3	
In-Seat Attendance (PK)	1	1
	100	47



Schools without a Framework: Example 4b

It is possible that static schools will have a framework one year but not the next. For example, a school that serves Pre-Kindergarten through 3rd grade may miss the 50 point threshold some years and meet it others.

Metric	Points Possible	PK – 3 School
PARCC 4+/MSAA 3+	20	20
PARCC 3+/MSAA 3+	10	10
Median Growth Percentile	20	
Growth to Proficiency	20	
In Seat Attendance	3.85	3.85
Addressing Chronic Absenteeism	5.775	5.775
Re-enrollment	6.375	6.375
ACCESS Growth	5	
Access and Opportunities	5	5
CLASS (PK)	3	3
In-Seat Attendance (PK)	1	1
	100	55