High School Accountability

Focus Group

Jan. 18, 2017 │Hanseul Kang, State Superintendent

Agenda

I.   Timeline and plan for ongoing refinement

II. Discussion: Business rules

III. Exploring growth measures
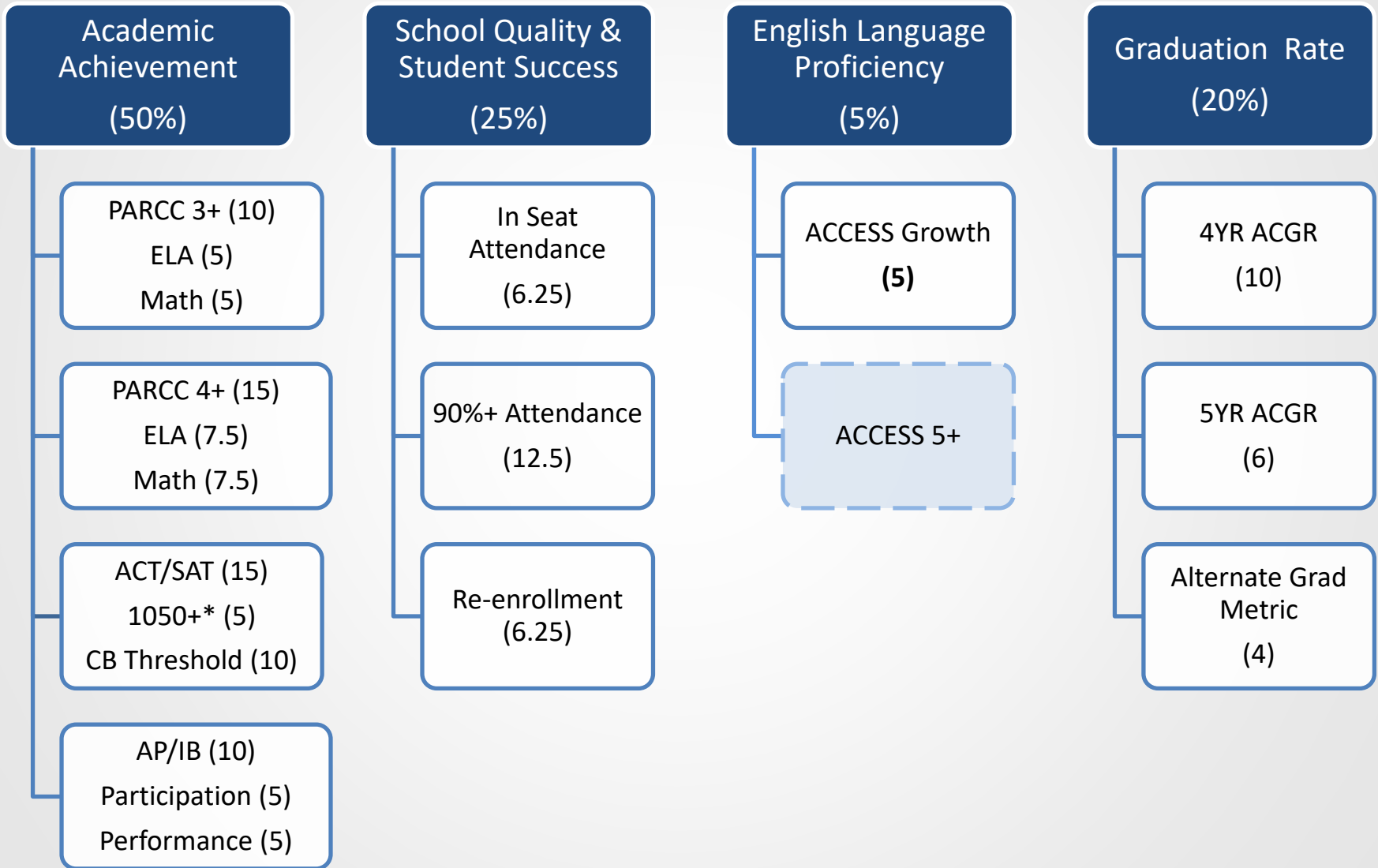
IV. Alternative high schools framework

Timeline for Ongoing Refinement

- By Jan 30 - Start of Public Comment Period

- By April 3 - Submission to ED
  - Jan. 30 - March 3: Public Comment Period

- By Start of 2017-18 School Year
  - Additional business rules development prior to running system for informational purposes only
  - Alternative schools working group
  - Report Card design

- By Start of 2018-19 School Year
  - Additional refinement prior to formally running system and publicly releasing results

- Commitment to Continuous Improvement Cycle

Metric Weights: High School

Academic Achievement (50%)

- PARCC 3+ (10)
  ELA (5)
  Math (5)

- PARCC 4+ (15)
  ELA (7.5)
  Math (7.5)

- ACT/SAT (15)
  1050+* (5)
  CB Threshold (10)

- AP/IB (10)
  Participation (5)
  Performance (5)

School Quality & Student Success (25%)

- In Seat Attendance (6.25)

- 90%+ Attendance (12.5)

- Re-enrollment (6.25)

English Language Proficiency (5%)

- ACCESS Growth **(5)**

- ACCESS 5+

Graduation Rate (20%)

- 4YR ACGR (10)

- 5YR ACGR (6)

- Alternate Grad Metric (4)

Other Measures Considered

Given current data availability some measures discussed are not included in current system. May be explored in the future pending further data, analysis, and policy consideration:

Domains	Example of Measures Discussed
Academic Achievement and Growth	• Possible alternative growth measures (e.g., value added, PSAT→SAT growth) • DC Science
Graduation Rate	• 9th grade on track to graduate
School Quality and Student Success	• Dual enrollment • Career and technical certification • School surveys

Discussion: Business Rules

Guiding Questions for Discussion

- Goal for today is to get initial thoughts, comments, and questions about current, high-level business rules

- Guiding questions:
  - What is your reaction to the business rule?
  - Where do you feel you need more information?
  - What questions or concerns do you have?

"College Ready" Benchmark:

Grade 11 and 12 SAT/ACT test takers meeting or exceeding the "college ready" benchmark on SAT/ACT

Grade 11 and 12 test takers

DC 50th Percentile Threshold (1050+):

Grade 11 and 12 SAT/ACT test takers meeting or exceeding the threshold set at DC 50th percentile score

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Grade 11 and 12 test takers

AP/IB Participation and Performance

AP and IB Participation:

$$\frac{\text{Students in any high school grade taking at least one AP or IB exam}}{\text{Students in 4-year adjusted graduation cohort}}$$

AP and IB Performance:

$$\frac{\text{AP and IB test takers in any high school grade scoring 3+ on AP and/or 4+ on IB}}{\text{AP and IB test takers in any high school grade}}$$

Graduation Metrics

- Four-year adjusted cohort graduation rate (ACGR) methodology is set by the U.S. Department of Education
- Five-year ACGR methodology similar but within a five-year time frame

Alternate Graduation Metric:

$$\frac{\text{In a given year, 4-year ACGR graduates plus students who graduate in 6+ years}}{\text{Students in 4-year adjusted graduation cohort}}$$

Exploring Growth Measures

Recognize the academic growth that our students make is important across all grade levels

Several challenges limit our ability to understand the impact of a PARCC growth measure on schools:

- Current available years of PARCC test data limit modeling the most common pathways (grade 8 ELA → English II in grade 10; grade 8 math → Geometry in grade 10)
  - Generally, lack understanding of how growth data look from middle to high school
  - Specifically, lack understanding of impact on schools where students follow less common course pattern

Other Approaches to Growth Measure

- Consider alternative measure for PARCC growth
  - DC currently calculates Median Growth Percentile
  - Potential use of value-added model

- Consider assessment options beyond current PARCC sequence:
  - Possible PSAT→SAT growth measure
  - Possible change to a grade 9 PARCC exam (any course) and SAT as required exam

- PSAT→SAT growth considerations:
  - Transition time for new SAT design implementation
  - Type of growth measures possible
  - Operational and implementation changes for OSSE and LEAs

Alternative High Schools Framework

Key Questions

- Three big questions at the state level:
  - What measures make sense to include in the framework?
  - How do we weight these measures?
  - How does accountability relate to school funding?

- Three questions where OSSE needs feedback:
  - How can we draw on positives from current accountability frameworks?
  - What are your biggest concerns about a new alternative high school framework?
  - What measures are the most important to include? What measures are not appropriate to include?

Possible Measures from Past Frameworks

Academic Achievement:

- PARCC measures (level 4+ and level 3+ at a lower weight)
- Educational Functioning Levels (EFLs)

School Quality and Student Success:

- Quality instructional time/chronic absenteeism
- Behavior data – suspension, etc.
- Re-enrollment rate
- Accuplacer passage rate
- Career/Postsecondary metrics such as earning industry-certified credential

Graduation Rate:

- Alternative graduation rate metrics, included extended cohorts, phased restart
- GED or NEDP attainment

Discussion: Alternative High Schools

Ways to Stay Engaged

- Engagement during public comment period from late January-early March
  - Public ward-based meetings: details posted on OSSE website: www.osse.dc.gov/essa
  - LEA Institute on Feb. 28, with focus on ESSA transition and state plan

- Send questions, concerns, additional feedback to OSSE.ESSA@dc.gov

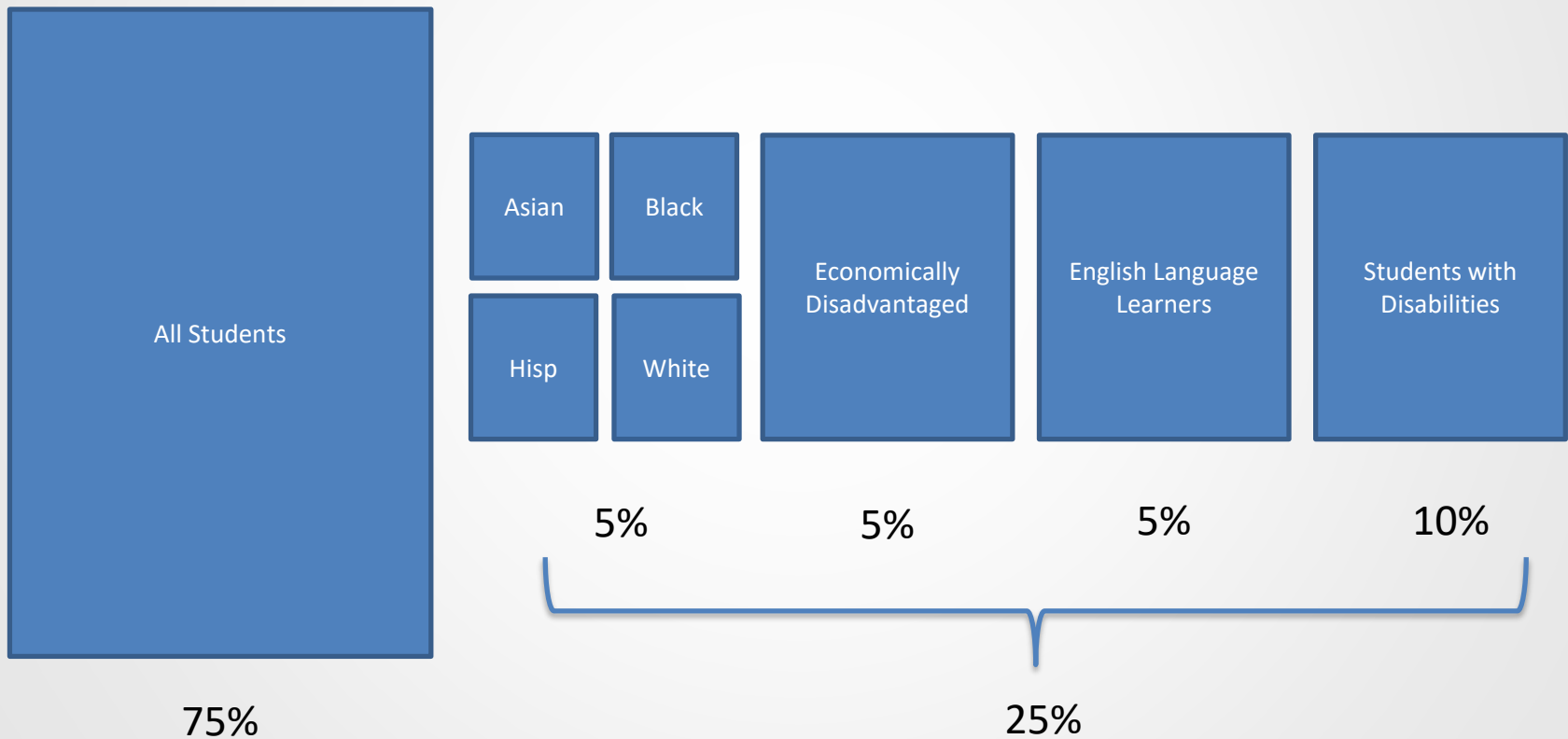- Prior materials and notes available on www.osse.dc.gov/essa

Appendix

Connecting principles to high school framework

- A school's final score is a **weighted average** of the All Students score and the applicable subgroup scores (taking minimum N of 10 and minimum points possible into consideration)
- Each applicable race/ethnicity is weighted equally

All Students

Asian

Black

Hisp

White

5%

Economically Disadvantaged

5%

English Language Learners

5%

Students with Disabilities

10%

75%

25%

Principles and Core Beliefs

- **DC established core principles to serve as a "north star" to guide the development of our system:**
  - Be transparent in providing information about all students in all schools
  - Value comparability
  - Emphasize equity
  - Value growth and performance
  - Focus on building the best system for now

- **Goals for DC schools:**
  - Fastest improving city and state
  - Faster progress for those students furthest behind

- **Focus on all students**
  - **Gives credit for multiple pathways to graduation:** Inclusion of 5-year ACGR and alternate grad metric in high school gives credit for multiple paths to graduation

- **Performance and growth matter**
  - In addition to PARCC performance metrics, exploring graduation rate and attendance growth metrics
  - Using conversation today to discuss other assessment possibilities – word smithing on this

- **Values opportunities for college-and-career prep**, including participation and performance on AP/IB exams and achievement on SAT/ACT

- **Gives credit to schools that establish an environment in which families want to stay:**
  - Measure of re-enrollment to recognize schools that draw students back in environment of choice
  - As much as possible, adjust for students characteristics that may be outside of school influence

- **Given strong connection between attendance and student outcomes, rewards schools where students consistently access quality instruction:**
  - Uses measure of access to instructional time (90+% attendance) and in-seat attendance (ISA)