

EVERY STUDENT SUCCEEDS ACT (ESSA) ACCOUNTABILITY MEASURES SURVEY

INTRODUCTION and BACKGROUND

The Office of the State Superintendent of Education (OSSE) is seeking input from a variety of stakeholders on what measures are important to identify a successful school.

The Every Student Succeeds Act (ESSA) provides OSSE with an exciting opportunity to design a statewide accountability system designed to meet our unique DC context. Through this process, DC aims to develop a *common* accountability system – one that will be used across both sectors – that is reflective of the [accountability principles](#) developed with your input. Based on the current timeline in draft federal rules, DC will implement this new system for the first time in the 2017-18 school year.

By completing the survey below, you will help guide OSSE's further planning and collaboration with stakeholders on the design of both our formal accountability system (i.e., used for classifying schools in need of additional support and schools to be emulated) as well as other public reporting (e.g., dashboards). We will be sharing the results of this survey beginning in fall 2016 on our website and through a series of focus group meetings.

(Note: The ESSA Accountability Measures Survey closed on Nov. 4, 2016. To view a summary of the survey results, please [click here](#)).

The measures included in this survey are based on: (1) categories required per federal proposed rulemaking (see [Required Measures document](#)) (2) current measures that one or more DC systems or reports in some way (e.g., OSSE ESEA Waiver, PCSB Performance Management Framework, DCPS 40/40 system, DC Equity Reports) (see [Current Measures spreadsheet](#)) (3) measures that have been raised in other cross-sector conversations; and (4) measures included in other systems throughout the country.

At this point, you are conveying your opinion on:

- **if a measure is included and, if so, where** (as part of a formal system or for reporting purposes)
- **NOT how the calculation(s)** of the measure will be conducted or displayed

The measures are intended as broad categories for consideration. There will be additional opportunities for feedback around how DC chooses to calculate any of the measures ultimately selected.

OSSE ESSA MEASURES SURVEY

This survey is divided into five categories:

- I. Academic achievement measures,
- II. Academic growth measures,
- III. Graduation rate measures,
- IV. English language proficiency measures, and
- V. School quality and student success measures.

Each category, other than graduation rates, will contain potential measures for high school and for elementary/middle school, respectively. For each, you'll be asked to consider whether the measure should be included in the "formal" accountability system (i.e., the system used to classify schools), and/or whether it should be considered for transparent public reporting (i.e., the state report card or how the Equity Reports currently function). Note that there are also open-ended questions that conclude this survey that provide an additional opportunity for feedback.

ABOUT YOU

1. I am a: LEA leader, head of school/principal, LEA central office staff, data manager, teacher, policymaker, advocate, community member, or other – please specify
 - If LEA leader, head of school/principal, LEA central office staff, data manager, teacher on question 1, select LEA name.
 - If community member on question 1, select Ward (1-8).
2. Based on my role, I have a perspective to provide on potential measures for:
 - High schools
 - Elementary/middle school
 - Both

I. ACADEMIC ACHIEVEMENT MEASURES

For each measure listed below, rank on a scale of (1) to (3) how important is to include in the “formal” accountability system (i.e., the system used to classify schools). Additionally, please indicate if you think the measure would be appropriate for transparent public reporting (i.e., how the Equity Reports currently function).

“*” Indicates that per the U.S. Department of Education notice of proposed rulemaking, our system must include a particular component, in this case, proficiency on the statewide assessment in English language arts and mathematics for grades 3-8 and HS. Academic achievement must equally weight English language arts and mathematics and must include the results of both the traditional (in DC’s case, [PARCC](#)) and alternative assessment (in DC’s case, [MSAA](#)). Each row below would be calculated for English language arts and mathematics, respectively. Additionally, any measures we ultimately select for inclusion in the formal accountability system will have to be calculated and reported disaggregated by subgroup.

There are options in how we incorporate academic achievement; please provide your feedback on the specific examples of ELA and math achievement measures listed below.

HIGH SCHOOL

MEASURE	Should this measure be included in the formal accountability system? 1 – strongly agree this measure must be included 2 – open to considering this measure 3 – not appropriate for this measure to be included at this time	If 3, not appropriate, should it be included in public reporting only? (Yes or No)
PARCC and MSAA achievement* - percent of students meeting or exceeding expectations (levels 4+) overall		
PARCC and MSAA achievement* - percent of students meeting or exceeding expectations (levels 4+) reported by individual grade/subject		
PARCC achievement - percent of students approaching, meeting, or exceeding expectations (levels 3+)		
PARCC and MSAA achievement - reduced percent of students not yet meeting expectations (level 1)		
DC Science (Biology) achievement		

- Please share any additional comments regarding your response.

ELEMENTARY/MIDDLE SCHOOL

MEASURE	Should this measure be included in the formal accountability system?	If 3, not appropriate, should it be included in public reporting only? (Yes or No)
PARCC and MSAA achievement* - percent of students meeting or exceeding expectations (levels 4+) overall	1 – strongly agree this measure must be included 2 – open to considering this measure 3 – not appropriate for this measure to be included at this time	
PARCC and MSAA achievement* - percent of students meeting or exceeding expectations (levels 4+) reported by grade span (3-5; 6-8)		
PARCC and MSAA achievement* - percent of students meeting or exceeding expectations (levels 4+) reported by individual grade/subject		
PARCC achievement* - percent of students approaching, meeting, or exceeding expectations (levels 3+)		
PARCC and MSAA achievement - reduced percent of students not yet meeting expectations (at level 1)		
DC Science (grades 5 and 8) achievement		

- Please share any additional comments regarding your response.

II. ACADEMIC GROWTH MEASURES

“*” Indicates that per the U.S. Department of Education notice of proposed rulemaking, our system must include a particular component, in this case, growth or progress in elementary/middle school. Additionally, any measures we ultimately select for inclusion in the formal accountability system will have to be calculated and reported disaggregated by subgroup. For any potential growth measure, additional analysis on the feasibility of a model based on number of students tested would be conducted.

We have options on how we consider the inclusion of growth in elementary/middle (required) and high school (optional), and ask for your feedback on a few specific examples of ELA and math growth measures listed below.

HIGH SCHOOL

MEASURE	Should this measure be included in the formal accountability system? 1 – strongly agree this measure must be included 2 – open to considering this measure 3 – not appropriate for this measure to be included at this time	If 3, not appropriate, should it be included in public reporting only? (Yes or No)
PARCC and MSAA growth – percent increase of students meeting or exceeding expectations (levels 4+) over time		
PARCC and MSAA growth – percent increase of student performance at each level over time (e.g., Median Growth Percentile or MGP)		
PARCC and MSAA growth - percent increase in subgroup performance as measured by increase in percent of students meeting or exceeding expectations (levels 4+) over time		
PARCC and MSAA growth - percent increase in subgroup performance as measured by percent increase of student performance at each level over time.		

- Please share any additional comments regarding your response.

ELEMENTARY/MIDDLE SCHOOL

MEASURE	Should this measure be included in the formal accountability system?	If 3, not appropriate, should it be included in public reporting only? (Yes or No)
PARCC and MSAA growth* – percent increase of students meeting or exceeding expectations (levels 4+) over time	1 – strongly agree this measure must be included 2 – open to considering this measure 3 – not appropriate for this measure to be included at this time	
PARCC and MSAA growth* – percent increase of student performance at each level over time (e.g., Median Growth Percentile or MGP)		
PARCC and MSAA growth* - percent increase in subgroup performance as measured by increase in percent of students meeting or exceeding expectations (levels 4+) over time		
PARCC and MSAA growth* - percent increase in subgroup performance as measured by percent increase of student performance at each level over time.		

- Please share any additional comments regarding your response.

III. GRADUATION MEASURES

“*” Indicates that per the U.S. Department of Education notice of proposed rulemaking, our system must include a particular component, in this case, the 4-year adjusted cohort graduation rate (ACGR). The adjusted cohort graduation rate involves taking all students who start 9th grade and measuring how many graduate in a certain time-span (e.g., four, five, or six years). Any measures we ultimately select for inclusion in the formal accountability system will have to be calculated and reported disaggregated by subgroup.

Beyond the inclusion of the four-year cohort rate, which is required (and therefore not included below), we have options on how we consider potential additional graduation rate measures, and ask for your feedback on a few specific potential measures listed below.

MEASURE	Should this measure be included in the formal accountability system? 1 – strongly agree this measure must be included 2 – open to considering this measure 3 – not appropriate for this measure to be included at this time	If 3, not appropriate, should it be included in public reporting only? (Yes or No)
Graduation rate 4-year cohort - growth over time		
Graduation rate: 5-year cohort		
Graduation rate: 6-year cohort		
Graduation rate: 5-year and 6-year cohort growth over time		
Graduation rate: phased restart – percent of enrolled students who graduate with a traditional high school diploma based on a four-year cohort, but the beginning of that cohort is not determined based on age but rather based on student-based factors, particularly the grade level or credits of the student entered in at the time of reengagement		

- Please share any additional comments regarding your response.

IV. ENGLISH LANGUAGE PROFICIENCY MEASURES

DC's system must include a measure of English language proficiency for elementary/middle and high school. This measure does not have to be the same as the annual measurable achievement targets (AMAOs) that OSSE previously reported as part of Title III. ACCESS for English language learners (ELLs) 2.0 is the current DC statewide assessment for English learners.

HIGH SCHOOL

MEASURE	Should this measure be included in the formal accountability system? 1 – strongly agree this measure must be included 2 – open to considering this measure 3 – not appropriate for this measure to be included at this time	If 3, not appropriate, should it be included in public reporting only? (Yes or No)
Percent of students reaching growth target and proficiency on ACCESS for ELLs 2.0 assessment		
Percent of students reaching growth targets, as determined as developmentally appropriate by level band and/or grade, and proficiency on ACCESS for ELLs 2.0 assessment		
Percent of students reaching growth targets and proficiency on ACCESS for ELLs 2.0 and portfolios		

- Please share any additional comments regarding your response

ELEMENTARY/MIDDLE SCHOOL

MEASURE	Should this measure be included in the formal accountability system? 1 – strongly agree this measure must be included 2 – open to considering this measure 3 – not appropriate for this measure to be included at this time	If 3, not appropriate, should it be included in public reporting only? (Yes or No)

Percent of students reaching growth target and proficiency on ACCESS for ELLs 2.0 assessment		
Percent of students reaching growth targets, as determined as developmentally appropriate by level band and/or grade, and proficiency on ACCESS for ELLs 2.0 assessment		
Percent of students reaching growth targets and proficiency on ACCESS for ELLs 2.0 and portfolios		

- Please share any additional comments regarding your response.

V. SCHOOL QUALITY AND STUDENT SUCCESS MEASURES

ESSA requires states to use at least one "indicator of school quality or student success" that "allows for meaningful differentiation in school performance" and "is valid, reliable, comparable, and statewide," alongside the other required annual assessment data in their accountability systems."

DC's system must include a measure of school quality and student success for elementary/middle and high school. We are not required to use the same measure(s) for elementary/middle and high school. Any measures we ultimately select for inclusion in the formal accountability system will have to be calculated and reported disaggregated by subgroup.

HIGH SCHOOL

MEASURE	Should this measure be included in the formal accountability system?	If 3, not appropriate, should it be included in public reporting only? (Yes or No)
Advanced Placement (AP) and International Baccalaureate (IB) performance		
Advanced Placement (AP) and International Baccalaureate (IB) enrollment		
Attendance – in-seat attendance, truancy rate, chronic absenteeism		
Discipline (e.g., suspension, expulsion, discipline incident rates)		
School climate survey – common statewide survey		
School climate survey – multiple options for school survey selection		
Re-enrollment rate – percent of students who re-enroll in a school from one year to the next		
Mid-year entry and withdrawal rate – represent the student inflow and outflow to and from DC schools over the course of the school year		
Career and technical education (e.g., certification rate, program completion rate, participants)		
On-track to graduate (e.g., based on credits earned as of 9 th grade) (note:		

this would require OSSE receiving course enrollment data)		
Dual enrollment – percent enrolling in college level course and earning passing grade (e.g., C or better)		
SAT/ACT “college ready” performance		
College acceptance rate (e.g., percent of students accepted to full-time college or university)		
College enrollment rate		
College persistence rate		

- Please share any additional comments regarding your response.

ELEMENTARY/MIDDLE SCHOOL

MEASURE	Should this measure be included in the formal accountability system?	If 3, not appropriate, should it be included in public reporting only?
	1 – strongly agree this measure must be included 2 – open to considering this measure 3 – not appropriate for this measure to be included at this time	(Yes or No)
Attendance – in-seat attendance		
Attendance – truancy rate		
Attendance – chronic absenteeism		
Discipline (e.g., suspension, expulsion, discipline incident rates)		
School climate survey – common statewide survey		
School climate survey – multiple options for school selection		
Re-enrollment Rate – percent of students who re-enroll in a school from one year to the next		
Mid-year entry and withdrawal rate – represent the student inflow and outflow to and from DC schools over the course of the school year		

Classroom Assessment Scoring System (CLASS) – measures quality of teacher-child interactions on three domains: Emotional Support, Classroom Organization, and Instructional Support		
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- Please share any additional comments regarding your response.

SPECIFIC GROUPS OF STUDENTS

How much do you think the performance of particular groups of students should be weighted in evaluating a school's performance (in addition to the overall performance of all students in the school)?

- A lot: As much as or more than overall performance
- Somewhat
- Little to very little

OPEN ENDED QUESTIONS:

1. If you were only able to include one measure (outside of the [required ones](#)), what would that be and why?
2. What additional measures would you like to see in a formal accountability system?
3. What additional data would you like reported publicly for transparency?
4. Do you have any other ideas or comments related to measures for accountability and/or public reporting?