

# Proposed Amendments to the Consolidated State Accountability Workbook

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# Highlights

- 14 proposed amendments to the current accountability workbook
  - 5 bring the workbook into compliance with federal requirements
  - 8 provide clarifications on current practice
  - 1 allows DC to exercise additional flexibility permitted in the regulations
- Additional proposed amendment to establish new graduation rate goal and targets, as required by federal regulations

## What is the State Accountability Workbook?

- How accountability is operationalized
  - Required for each state
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## Recent History

- Last approved by State Board of Education on March 2, 2009
  - Approved by U.S. Department of Education on June 24, 2009
  - Implemented for AYP determinations in 2009
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## Why Amend?

- 2008 federal regulations on graduation rate
- Jan. 13, 2010 letter from USDE stated that amendments may be submitted

# 5 Amendments for Compliance

## Amendment 1: Reflect new participation criteria for the DC CAS-Alt.

- In 2009, OSSE released new, more specific participation criteria for the DC CAS Alt in order to ensure that only students with the most significant cognitive disabilities participate in the DC CAS Alt.

## Amendments 2-3: Reflect final policy established by OSSE on the use of the read-aloud accommodation for the reading assessment.

- In October 2009, OSSE released final policy that makes the read-aloud accommodation on the reading test a modification, meaning that it invalidates the test.

## Compliance Amendments cont.

### Amendment 4: Bring workbook into compliance regarding calculation of safe harbor.

- Sections 1111(b)(2)(c)(vii) and 1111(b)(2)(l)(i) of the ESEA state that in order for a subgroup, school, or LEA to make safe harbor, it must demonstrate required improvement, meet 95% participation AND meet or show improvement on the other academic indicator (attendance or graduation).

### Amendment 5: Bring workbook into compliance regarding calculation of participation rate.

- Participation rate must be calculated based on all students enrolled NOT only on full academic year students. Otherwise schools are not incentivized to test students who are not full academic year students.
- The proposed change will clarify this requirement.

## 8 Amendments for Clarification

Amendment 6: Reflect current practice around reporting of biology assessment results.

- In 2009, OSSE began reporting Biology based on the proficiency rate of all students who participated in the Biology assessment in order to best reflect the achievement of students taking high school Biology.

Amendment 7: Reflect current practice that OSSE is not planning on reporting range of scores.

Amendments 8-13: Correct language around the use of SLED in the accountability system.

# 1 Amendment for Flexibility

Amendment 14: Allow DC to exercise additional flexibility for reporting the students with disabilities subgroup.

- 34 CFR 200.20(f)(2)(i) allows a state to include, for two years, the scores of students who were previously identified under section 602(3) of the IDEA but who no longer receive special education services when determining AYP for the students with disabilities subgroup.
- OSSE currently employs the flexibility granted under this section for Limited English Proficient students.

# Graduation Rate Amendment

- Federal regulations amended in 2008 (34 C.F.R. § 200.19(b)(6)(i)) require states to provide the following information in their Accountability Workbook in 2009-2010:
  - The graduation rate definition that states will use to determine adequate yearly progress (AYP) based on school year 2009-2010 assessment results.
  - A description of the progress the state is making toward meeting the deadline for calculating and reporting the four-year adjusted-cohort graduation rate in 2011.
  - The state's graduation rate goal and targets beginning with the 2009-2010 school year.
  - An explanation of how the state's graduation rate goal and targets represents the rate the state expects all high schools to meet and of how the state's annual targets demonstrate continuous and substantial improvement.
  - The graduation rate for the most recent school year at the 10<sup>th</sup>, 50<sup>th</sup> and 90<sup>th</sup> percentile.



# Graduation Rate Definition

For school year 2009-2010,  
OSSE will continue to use the NCES leaver method:

*Example for Class of 2008*

Total Graduates in 2008

(Total Graduates in 2008 + 12th grade dropouts in 07-08 + 11th grade dropouts in 06-07 + 10th grade dropouts in 05-06 + 9th grade dropouts in 04-05)

For the graduating class of 2011, OSSE, along with all state education agencies, will use the four-year adjusted-cohort method:

*Example for Class of 2011*

Total Graduates in 2011

(Total number of students who entered 9<sup>th</sup> grade in 2007-2008 – Students who transferred out + Students who transferred in)

# Progress Towards Cohort Rate

- OSSE is working with PCSB, DPCS, and charter LEAs to identify and track the cohort of students for the class of 2011
  - First step is to identify all first-time 9<sup>th</sup> grade students in 2007-2008
  - LEAs will verify this cohort
  - In the next six months, OSSE will release additional guidance and rules around tracking the cohort

# State Graduation Rate Goal and Rationale

*Current Goal:*  
66.23%



*Proposed New Goal:*  
80%

*•Rationale for Current Goal:*

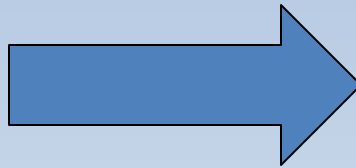
- Based on the state graduation rate in 2006, the first year that graduation rates were produced in DC.

*•Rationale for New Goal:*

- Better reflection of DC's expectations for high schools
- Just slightly below the median graduation rate for the class of 2009

# State Graduation Rate Targets and Rationale

*Current Target:*  
Improvement of 1%



*Proposed New Target:*  
Reduce the percent of non-graduation students by 10%  
from previous year

- *Rationale for Current Target:*
  - Provide credit for schools making some credit from the previous year

- *Rationale for New Target:*
  - Better reflection of DC's expectations for high schools
  - Requires schools with lower graduation rates to improve more
  - Aspirational yet attainable even at the subgroup level