



HS Growth Proposal

State Board of Education Working Session

June 5, 2019



Agenda

Purpose: To present a plan to include high school growth measures in the STAR Framework.

Agenda

- Commitments
- Plan & Timeline
- Considerations
- Appendix



Our Commitments



OSSE has been and remains committed to student growth.

Throughout ESSA State Plan Engagement, OSSE has committed to student growth.

- ✓ All frameworks in the STAR Framework currently include at least two growth metrics. Attendance Growth is a part of the “best of” chronic absenteeism metric and ACCESS Growth measures the progress of English Learners.
- ✓ Elementary and middle school STAR frameworks incorporate two measures of academic growth: Median Growth Proficiency (MGP) and Growth to Proficiency. The academic growth metrics combined are worth 40 points.

OSSE also believes that the STAR Framework should include growth for high schools.

- ✓ We committed to bringing a proposal on including high school growth to the SBOE at the end of SY 19-20.
- ✓ We are following through on that commitment.
- ✓ Incorporating growth into the School Transparency and Reporting (STAR) Framework is a substantive change and would require SBOE approval to include in the state plan when measures are developed.

OSSE understands that student growth matters to parents and educators.

- ✓ Recognizes the impact a school has on improving student learning no matter where the starting point is.
- ✓ During public comment on the ESSA state plan, commenters expressed their belief that growth should be included as a measure for high schools.



Plan & Timeline



High School Growth Plan

- OSSE will work toward including normative and/or criterion-referenced growth metrics in calculations of the STAR Framework for high schools in fall 2021.*

To accomplish this, OSSE will take the following actions:

- In SY 2019-20 and 2020-21, OSSE will develop and model normative and/or criterion-referenced growth metrics for the STAR Framework for high school.
- Beginning in SY 2019-20, the District of Columbia will require statewide assessments in high school for Algebra I and English I as well as Geometry and English II.

*Pending approvals required and pending the necessary validity checks on the metrics.



Rationale for Growth Plan

- This pathway provides two opportunities for schools to demonstrate growth: from 8th grade ELA/Math to English I/Algebra I and from English I/Algebra I to English II/Geometry.
- Provides an opportunity to report school-, LEA-, and state-level performance on Algebra I and English I for the first time, which provides more opportunities to see progress.
- Foundational skills in Algebra I and English I are critical for success in college and careers.
- Multiple assessments will provide more coverage of our content standards and clearly set expectations for our high school students.
- Assessing students primarily in 9th and 10th grade allows schools to improve early interventions and supports for students.
- Due to significant student mobility, adding Algebra I/English I assessments ensures that more students are included in growth calculations.
- The implementation timeline incorporates time to model the metric and use best practices to address complexities.



Implementation Timeline

Spring
2020

- Schools administer Algebra I, Geometry, English I and English II
- Work continues to develop criterion-referenced growth metric for HS

Summer
2020

- Schools receive performance data on new assessments
- Results are used to begin modeling growth for Grade 8 ELA/Math → English I/Algebra I

Winter
2020

- ESSA Plan Engagement and Approval process begins – HS growth measures and metric weights*

Spring
2021

- ESSA Plan Engagement and Approval process continues*
- Schools administer Algebra I, Geometry, English I and II for the second year

Summer
2021

- Schools receive performance data on new assessments
- Results are used to model growth for Algebra I/English I → Geometry / English II
- Metric validity analyses completed before inclusion into STAR Framework

Fall 2021

- New assessments and growth metrics are included in STAR Framework for the 2021 DC Report Card**

* Timing of ESSA submission amendments depends on USED timelines.

** Pending required approvals.



Rationale for Timeline

- Recognizes the need to collect Algebra I/English I assessment data as a statewide assessment under testing conditions
- Consistent with best practices to model measures and check for validity before inclusion in the STAR Framework
- Aligns with the cycle of naming comprehensive schools as outlined in our approved ESSA plan



Impact of Proposal on Student Testing

A large portion of students are currently taking the Algebra I and ELA I assessments per LEA option. The table below shows the number and percentage of students in 9th grade who took these assessments in 2017-18.

LEA Option Assessment	# of Test Takers (Gr. 9-12)	# Test Takers (Gr. 9)	% of 9 th graders taking assessment
Algebra I	2,765	2,671	41%
English I	3,454	3,438	53%

Note: In accordance with our ESSA plan, students taking Algebra I in middle school take the assessment in that grade and are not included as optional test takers. Additionally, students take Algebra I and ELA I at the end of their enrollment in this course; usually that is in 9th grade.



Overview of Test Progressions Considered

Test Progression	Alignment to State Standards	Gives schools credit for more students	Clearly attributes student growth to school
PSAT/NMSQT to SAT	NO	NO	NO
PARCC 8 to Geo/ English II	YES	NO	NO
PARCC 8 to Alg I/ English I	YES	NO	YES
PARCC 8 to Alg I/English I to Geometry /English II	YES	YES	YES



Appendix



STAR Framework – At A Glance

As outlined in DC’s Every Student Succeeds Act (ESSA) plan, the DC School Report Card will include each school’s rating on the School Transparency and Reporting (STAR) Framework. The DC School Report Card, along with the STAR Framework, is a step toward a more transparent, equitable Washington DC education community, allowing families and educators to better advocate for their students and schools.

WHAT’S IN THE STAR FRAMEWORK?

The STAR Framework uses seventeen sources of data to measure the school’s performance in the following areas:



Academic Achievement

Measures student performance on PARCC, MSAA and the SAT.



English Language Proficiency

Measures the progress of English learners in speaking, listening, reading and writing in English.



School Environment

Measures chronic absenteeism, daily attendance, and re-enrollment of students from one year to the next. For high schools, it also measures extended graduation rates and student participation and performance on the AP and IB exams. For schools with Pre-K, it includes measures of early childhood learning.



Academic Growth

Measures student progress on PARCC.



Graduation Rate

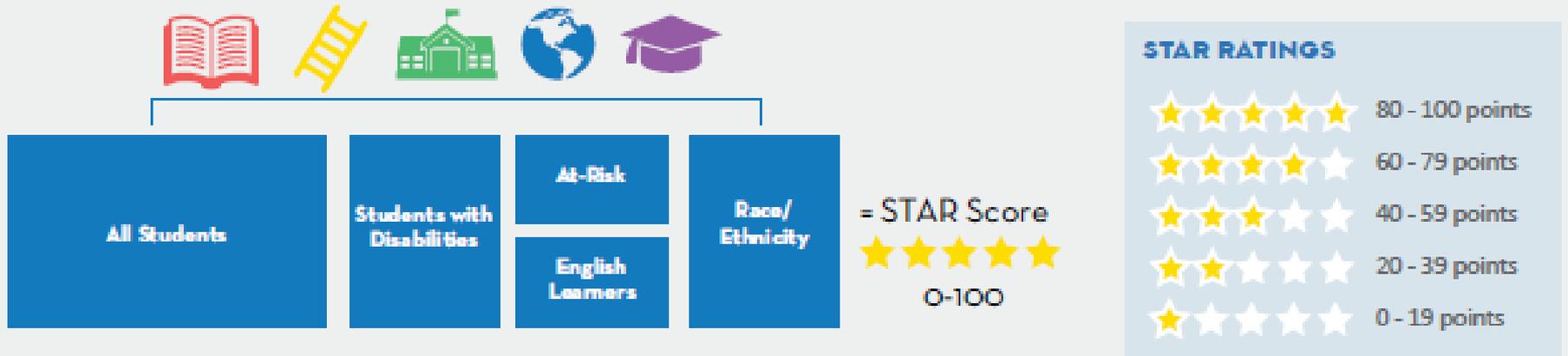
Measures how many students receive their regular diploma in four years.

	Academic Achievement	Academic Growth	School Environment	English Language Proficiency	Graduation Rate
Elementary/Middle	30pts	40pts	20pts	5pts	N/A
High	40pts	N/A	39pts	5pts	11pts



STAR Framework: How It Works

- The STAR Framework measures a school's performance for all students in all of the applicable metrics. Schools earn points based on their students' performance compared to students across the city.
- To ensure that schools are publicly accountable for educating DC's most vulnerable students, the STAR Framework then measures performance in each of these groups relative to similar students:
 - Students with Disabilities
 - At-Risk Students
 - English Learners
 - Racial/Ethnic Groups
- The overall score and rating combines the performance of all students and the performance score for each student group. The total score is then assigned a rating of 1 to 5 stars.

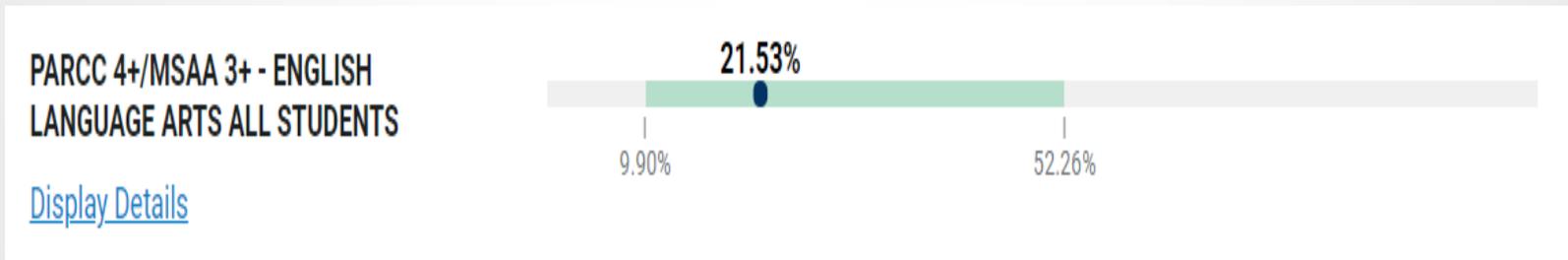




Metric Performance

- **Metric Performance**

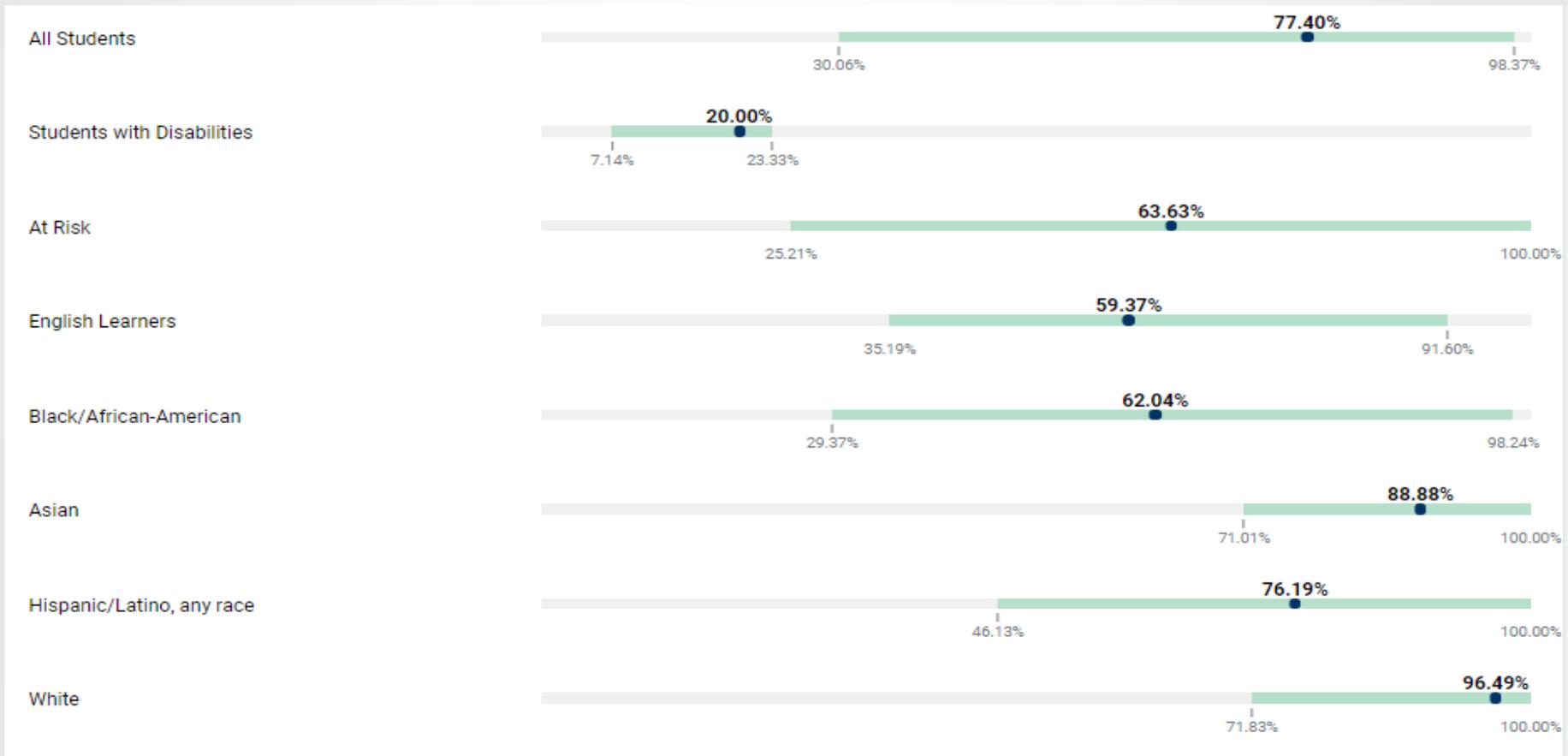
- Every metric has a target, at and above which schools earn all possible points for the metric, and a floor, below which no points are earned.
- Is calculated separately across each available student group present at the school
 - All Students, At Risk, Students with Disabilities, English Learner, and each Race/Ethnicity
 - Using the appropriate student group weights metric points earned are combined for a school score and STAR rating.





Metrics are calculated per student group

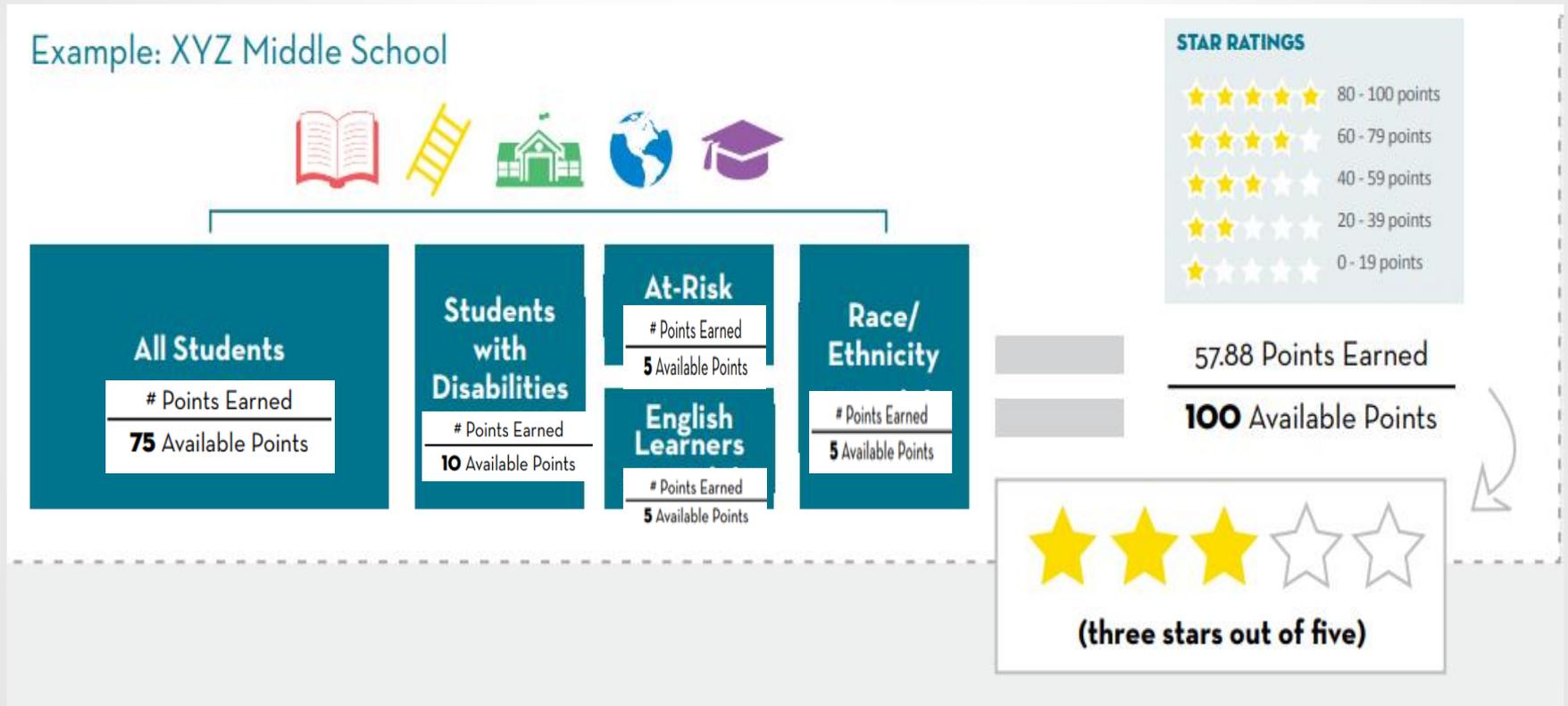
- **Metric Scores**: Each metric measures the school's performance in that area for all students and by each student group. Every metric has a floor and target determined for each student group and points are awarded based on the performance relative to that student group's metric floor and target.





Current System Considerations

- Student Group Scores and weights: DC's ESSA State Plan focuses on the performance of individual student groups, which is important to ensure equity in our schools. The STAR Framework separately measures performance for each student group on every metric and adds them together to calculate the overall STAR Rating.





STAR Framework: Elementary, Middle and HS

KEY: ES (ES with Pre-K) | MS | HS



ACADEMIC ACHIEVEMENT

PARCC/MSAA 4+/3+

Students meeting or exceeding expectations (scoring at level 4 and higher) in both English Language Arts (ELA) and Math on the state assessments

20 | 20 | 15

PARCC/MSAA 3+/3+

Students who are approaching expectations in ELA and Math on the state assessments

10 | 10 | 10

SAT College Ready Benchmark

Percentage of high school seniors at the school that have achieved the College Board determined College and Career Readiness score

N/A | N/A | 10

SAT DC Percentile Threshold

Percentage of high school seniors who score higher than the 50th percentile score for public school students in DC

N/A | N/A | 5



ACADEMIC GROWTH

Median Growth Percentile

Median Academic Growth of the school's students compared to other students who took the PARCC test across the country

20 | 20 | N/A

Growth to Proficiency

Percentage of students at the school who are showing enough improvement on PARCC to reach proficiency within 5 years or less

20 | 20 | N/A



SCHOOL ENVIRONMENT

Addressing Chronic Absenteeism:

90+ Attendance

Percentage of students who are attending over 90% of school days

Best of Metric Worth:
7.5 (5.775) | 7.5 | 7.5

Attendance Growth

Improvement in student level attendance rates from year to year

In-Seat Attendance

Percentage of non-Pre-K students who attend school on average each day

5 (3.85) | 5 | 5

Re-Enrollment

Percentage of eligible student who choose to re-enroll in the same school the following year

7.5 (6.375) | 7.5 | 7.5

CLASS (Classroom Organization, Emotional Support, Instructional Support):

Observational measure of the effectiveness of classroom interactions to promote student development and learning in Pre-K

N/A (3) | N/A | NA

In-Seat Attendance, Pre-K

Percentage of Pre-K students who attend school on average each day

N/A (1) | N/A | N/A

AP/IB Participation

Percentage of high school students taking at least one AP or IB exam by the end of their senior year

N/A | N/A | 5

AP/IB Performance

Percentage of students each year who receive a 3 or above on AP and/or a 4 or above on IB exams.

N/A | N/A | 5

Extended Years Graduation Rate:

Percentage of students who graduate with a high school diploma regardless of how many years it takes divided by the number of students in the four-year cohort for HS only

N/A | N/A | 9



ENGLISH LANGUAGE PROFICIENCY

ACCESS Growth

Progress of English learners in learning to speak, listen, read and write in the English language

5 | 5 | 5



GRADUATION RATE

Four-year Adjusted Cohort Graduation Rate (ACGR)

Percentage of students who graduate with a diploma within 4 years of entering high school

N/A | N/A | 11



STAR Framework – Alternative Schools



ACADEMIC ACHIEVEMENT

Measures student performance on PARCC and MSAA and how many students are approaching, reaching, and exceeding proficiency in ELA and mathematics.

PARCC 4+/MSAA 3+

Students meeting or exceeding expectations in both English Language Arts (ELA) and Math on the state assessment (3)

PARCC/MSAA Weighted Index

An index score for student performance across all levels of PARCC and MSAA with heavier weight placed on higher levels of proficiency (10)



ACADEMIC GROWTH

Measures student progress on PARCC.

Median Growth Percentile (elementary and middle school grades)

Median growth of the school's students compared to other students who took the PARCC test across the country (22)



SCHOOL ENVIRONMENT

Addressing Chronic Absenteeism

- **90+ Attendance:** Percentage of students who are attending over 90% of school days

Best Of Metric Worth: 7

- **Attendance Growth:** Improvement in student level attendance rates from year to year

Re-engagement

Percentage of students at the school who are now enrolled and academically engaged but who were academically disengaged in the previous year (7)



ENGLISH LANGUAGE PROFICIENCY

ACCESS Growth

Progress of English learners in learning to speak, listen, read and write in the English language (5)



GRADUATION RATE

Five-Year Adjusted Cohort Graduation Rate (high school grades)

Percentage of students who graduate with a diploma within 5 years of entering high school (11)



EDUCATIONAL PROGRESS

Tracks student progress with coursework toward the goal of completing secondary education.

8th to 9th Grade Promotion (middle school grades)

The percentage of students who were promoted from 8th to 9th grade (10)

Secondary Completion (high school grades)

The number of students who complete school with a credential – regular high school diploma, National External Diploma Program (NEDP) certificate, Individual Education Plan (IEP) Certificate of Completion, or General Equivalency Diploma (GED)* – divided by the number of students expected to receive a credential in their terminal year of secondary school (10)



Current Academic Growth Metrics

Elementary and Middle schools have two student growth metrics in the STAR Framework (Median Growth Percentile and Growth to Proficiency) and Alternative schools serving grades 4 – 8 have one student growth metric (Median Growth Percentile):

- **Median Growth Percentile (MGP)**
 - Calculated Separately for ELA and Math. Each metric is worth 10 points on the STAR Framework.
 - Using PARCC performance data, this metric uses student growth percentiles (SGPs) to calculate each school’s median growth percentile (MGP) for both math and ELA.
 - SGPs represent each student’s relative growth in the PARCC scale score from previous years to the current year. A student’s change in growth is compared to other PARCC consortium students with the same course progression and with similar prior scores.



Current Academic Growth Metrics, cont'd

- **Growth to Proficiency**

- Calculated Separately for ELA and Math. Each metric is worth 10 points on the STAR Framework.
- Measures whether a student has made sufficient growth towards a goal of proficiency, which is PARCC Performance Level 4.
- The metric uses two years of PARCC scores: current year and previous year's scores. A student's prior year scale score determines the student's growth floor and target. Each student's actual growth is then compared against the growth floor and target to calculate a student score.
- These floors and targets are set separately for each PARCC Performance Level to account for differing levels of growth across performance levels. The floors and targets were informed by expectations to reach PARCC Performance Levels within 5 years.
- For each student group at each school, growth to proficiency is calculated by taking the mean of student scores across this matrix within the school.

[DC School Report Card and STAR Framework Technical Guide pg.108-111](#)



Current Growth Measures, cont'd

- **Attendance Growth**

- Improvement in the school's student-level attendance rates from year-to-year.
- Each student's growth in attendance is compared against the growth in attendance of other DC students of the same age.

- **ACCESS Growth**

- Percentage of English learners meeting progress goals as measured by the ACCESS 2.0 test which measures their progress towards English language proficiency.