

2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.

iv. Indicators (ESEA section 1111(c)(4)(B))

a. Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State’s discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

Indicator*	Measure(s)	Description
i. Academic Achievement	PARCC 4+:	Percentage of students performing at the “meeting expectations” (4) or “exceeding expectations” (5) levels on PARCC (or equivalent on MSAA—level 3 or 4, of 4 possible levels).
	PARCC 3+:	Percentage of students performing at the “approaching expectations” (3), “meeting expectations” (4) , or “exceeding expectations” (5) levels of PARCC (or equivalent on MSAA—level 3 or 4, of 4 possible levels)

The Academic Achievement indicator is based on the same measure (percent of students scoring at the level of college and career readiness – i.e., level 4 and higher on the Partnership for Assessment Readiness for College and Careers (PARCC) and level 3 and higher on Multi-State Alternate Assessment (MSAA)) as our state-wide long term goals. In addition, the Academic Achievement indicator is the same measure as the standard for proficiency on the annual statewide reading/language arts and math assessments, is administered annually, and measures academic achievement for all students and for each subgroup of students.

In addition to the indicator for PARCC 4+, we will include the following additional indicators for high schools:

Measure(s)	Description
SAT “College Ready” Benchmark	Percentage of students meeting or exceeding the “college ready” benchmark on SAT
SAT DC Percentile Threshold	Percentage of students meeting or exceeding a percentile threshold as determined by the state.

b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

ii. Academic Progress	<p>Norm-Referenced/Relative Growth Measure:</p> <p>Criterion Referenced Growth Measure:</p>	<p>Norm referenced, school-level growth measure, e.g., Median Growth Percentile, which is currently calculated as follows: The student growth percentile (SGP) for the median student at a school when students are ordered from lowest to highest SGP. The student growth percentile measures how a student performed in this year’s assessment when compared with DC students who had similar achievement on the previous year’s exam.</p> <p>OSSE will also consider including an additional criterion referenced or absolute growth measure, e.g., Growth to Proficiency, which is defined as: The percentage of students who meet a scale score growth target based on their current year scale score.</p>
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The Academic Progress indicator is calculated based on the performance of students that take the state standardized assessment – PARCC. The PARCC is administered once a year and to all students and to each subgroup of students. Based on this data, OSSE will include two measures of academic progress, or school-level growth – one norm-referenced/relative growth measure e.g., median growth percentile (MGP) and one criterion referenced growth measure e.g. growth to proficiency – in the accountability framework for students in grades 4-8. Students in grade 3 are in their first year of PARCC assessments and do not have a prior year score for comparison. Both measures will be calculated annually for all students and separately for each subgroup of students.

High school students are only tested one time during grades 9-12 and may have different course-taking pathways in mathematics; OSSE, therefore, does not include a growth indicator at the high school level at this time. We will work to explore all possible options in developing a high school growth measure and we are committed to implementing it in the future.

While PARCC is still relatively new, early research studies have indicated the link between success in first-year college courses and content assessed by PARCC. For example, in a study done by Mathematica Policy Research in Massachusetts, students who scored at the college- and career-ready level on PARCC were likely to succeed in first-year college courses.¹ Given this positive research about the quality of PARCC, OSSE’s believes that our two growth measures, will recognize meaningful improvements in student learning at the school level.

c. Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more

extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

Indicator*	Measure(s)	Description (see below for research)
i. Graduation Rate	4-year Adjusted Cohort Graduation Rate:	Methodology for the adjusted cohort rate is set by the U.S. Department of Education

OSSE’s Graduation Rate Indicator of 4-year Adjusted Cohort is the same measure (percent of students who graduate in four years with a regular high school diploma) as the four-year adjusted cohort graduation rate as defined by the U.S Department of Education. As such it includes all students and each subgroup of students.

d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State’s definition of ELP, as measured by the State ELP assessment.

Indicator*	Measure(s)	Description (see below for research)
i. Progress in Achieving English Language Proficiency	ACCESS Growth:	ACCESS for ELLs 2.0 is the assessment given to students in grades K-12 to assess English language proficiency. Students exit once they reach level 5. Each year after the baseline exam, students are expected to make acceptable growth toward the goal of ACCESS level 5.

See Section A.4.iii.c above for more detail on measure.

e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

Indicator*	Measure(s)	Description (see below for research)
i. School Environment	Addressing Chronic Absenteeism	School receives points based on which of two metrics they perform best on. The two options, both aimed at addressing chronic absenteeism, are included below:

Indicator*	Measure(s)	Description (see below for research)
		<p>90%+ attendance:</p> <p>Percentage of enrolled students who were present/in attendance for 90% or more of enrolled days (the inverse of chronic absenteeism). This differs from in-seat attendance, in that it measures student-level attendance patterns, as opposed to the average attendance across a school.</p> <p>Growth in 90%+ attendance:</p> <p>The student attendance growth percentile for the median student at a school when students are ordered from lowest to highest student attendance growth percentile. The students attendance growth percentile measures how a student's access to instructional time (the percentage of enrolled days a student was present) in the current school year compared with DC students who had a similar attendance rate in the previous year.</p> <p>In-Seat Attendance:</p> <p>Daily average percentage of enrolled students who were present in school</p> <p>Re-enrollment:</p> <p>Percentage of students who are able to re-enroll in the same school and actually choose to re-enroll. This metric is calculated based on the percentage of students enrolled in year one who re-enroll in year two, excluding students enrolled in terminal grade levels (the final grade level served by a given school) and students who exit the state.</p> <p>CLASS:</p> <p>Program-level score on CLASS, a research-based observational tool that assesses the quality of classroom interactions to promote children's development and learning, administered in pre-K classrooms in DC. Scores from each of the three domains, classroom organization, emotional support, and instructional support, relative to national benchmarks, will be used as part of the School Environment domain for those schools with pre-K classrooms.</p> <p>Access and Opportunities measure</p> <p>The access and opportunities measure will be designed to promote well-rounded experiences for students in engaging learning environments. Given that there are multiple ways to demonstrate a well-rounded education, this measure will also seek to provide multiple options for schools to highlight results in this area. This measure will be piloted in the 2018-19 school year, and used in formal accountability results for the 2019-20 school year.</p>

Indicator*	Measure(s)	Description (see below for research)
	AP and IB Participation:	Percent of students taking at least one AP or IB exam
	AP and IB Performance:	Percent of students scoring 3+ on at least one AP exam and/or 4+ on at least one IB exam
	Alternate Graduation Metric:	In a given year, number of total graduates (regardless of time frame) divided by the number of students in the 4-year adjusted graduation cohort.

Addressing Chronic Absenteeism (90 percent+ attendance) and In-Seat Attendance:

Students must be present in school in order to learn, and a growing body of research demonstrates the strong link between attendance and student learning at all levels of schooling. OSSE will include several measures of attendance as indicators of student success and overall school climate.

OSSE will include two options of measures of chronic absenteeism and schools will have the opportunity to demonstrate outcomes on this measure in one of two ways.

The first option is the percentage of students who are present for 90 percent or more of their enrolled days at a given school. In attendance research, this metric is frequently expressed as its inverse – the percentage of students who miss more than a 10 percent of the school year – and is termed “chronic absenteeism.” Students who are not in school at least 90 percent of school days are at risk for diminished learning outcomes across grade levels: For example, the benefit of early preparedness for school may be lost for students who are chronically absent in the early grades. A 2011 study found that students who scored highly on kindergarten readiness skills but were chronically absent lost their academic advantage compared to those with low readiness by third grade.ⁱⁱ Also, high numbers of absences in middle and high school are tied to lack of credit accumulation, lower grade-point average, and reduced odds of graduation from high school. Research from Chicago Public Schools found that middle school grades and attendance were stronger predictors of high school performance than test scores.ⁱⁱⁱ Absences for any reason in the ninth grade predicted 77 percent of eventual dropouts.^{iv}

Given this strong grounding in research, we believe that more clearly reporting on the extent to which students are accessing 90 percent or more of instructional time, and learning from those schools doing well and making gains in this area will lead to increased student learning.

The second option is through the measure of growth in students who are present for 90 percent or more of their enrolled days at a given school. For this measure of attendance growth, students change in attendance is compared to other DC students of the same grade level and with a similar past attendance record. This makes this measure sensitive to grade-level differences in attendance, and a good way to measure improved attendance even for schools that are starting out