DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

OSSE

Division of Data, Accountability and Research

School Equity Reports, School Year 2013-2014
Business Rules

Last updated: **May 20, 2015**

Contents

Overview

The Equity Reports are a joint effort of the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB), and the Office of the Deputy Mayor for Education (DME) to measure and improve educational equity across all entities.

This document is the final, authoritative record of the metrics included in the School Year 2013-2014 School Equity Reports (housed on www.learndc.org) and how they were calculated. The following characteristics are described for each metric:

- Metric Name & Data Elements: The label of each data point included for a given school.

- Collection & Validation: The collection and validation methods used and source files for the raw data.

- Analysis: The process for calculating a metric for a given school.

    ○ Universe: The population of students to be included in a metric's calculation.

    ○ School Attribution: The rule by which student records are associated with a school for calculation, if applicable.

    ○ Subgroup Attribution: The rule by which student records are associated with a subgroup for calculation, if applicable.

    ○ Minimum N: The minimum number of students required in a metric calculation for the metric to be displayed in a school's Equity Report.

    ○ DC Average: The rule by which a statewide average is calculated for a metric, if applicable.

- Reporting: The values and school years for which metric values will be calculated and reported.

Section 1: Student Characteristics

Metric Name & Data Elements	Collection & Validation	Analysis	Reporting
Demographics: Percent of enrolled students by race/ethnicity, gender	**Collection:** Received files from DCPS and PCSB. Cross checked with data in OSSE SLED, as needed. **Validation:** October 7, 2013, audited enrollment file with demographics validated by LEAs and PCSB. Accepted PCSB data (percents) for demographics for charter LEAs.	1. Count the total number of students in each of the reporting categories (7 race/ethnicity categories; 2 gender categories). 2. Divide each count by the total number of students. --- *Universe: All students in the October 7, 2013, audited enrollment file.* *School Attribution: As determined by the October 7, 2013, audited enrollment file.* *No minimum N applied.* *No DC average for demographics.*	Race/Ethnicity ● Black non-Hispanic ● White non-Hispanic ● Hispanic/Latino ● Asian ● Pacific/Hawaiian ● Native American/Alaskan ● Multiracial Gender ● Female ● Male
Need: Percent of enrolled students by Economic Disadvantage	Schools reported as low income in either DCPS or PCSB files are designated as economically disadvantaged. Accepted PCSB data (percents) for charter LEAs	1. Count the number of students receiving free or reduced price lunch, CEP, or direct certified. 2. Divide count by the total number of students. --- *Universe: All students in the October 7, 2013, audited enrollment file.* *School Attribution: As determined by the October 7, 2013, audited enrollment file.*	99% (or more) displayed for schools certified for Community Eligibility Provision (CEP)
Need: Percent of students enrolled by Special Education (SPED) status	October 7, 2013, audited enrollment file and SY 2013-2014 Special Education Child Count file.	% Special Education 1. Divide the number of Special Education status students by the total number of students enrolled. % Special Education by Level 1. Divide the number of students at each level by the total number of Special Education students. --- *Universe: All students in Child Count file and October 7, 2013, audited enrollment file.* *Numerator: Total number of Special Education students from Child Count file.* *Denominator: Total number of students from audited enrollment file.* *School Attribution: As determined by the October 7, 2013, audited enrollment file and SY 2013-2014 Special Education Child Count file.* *No minimum N applied for SPED level percentages.*	% of Special Education students % of Special Education students by SPED level (levels 1-4)
Need: Percent of students enrolled by English Language Learner (ELL)	October 7, 2013, audited enrollment file. For DCPS schools, alignment with scorecards.	1. Divide the number of ELL students by the total number of students enrolled. --- *Universe: All students in the October 7, 2013 audited enrollment file.*	% of students with ELL status

status	Public charter schools may consider students aged 22 or older who are enrolled in English as a Second Language classes to be ELL students, but these students are excluded here. Accepted PCSB data (percents) for charter LEAs	*School Attribution: As determined by the October 7, 2013, audited enrollment file.*	
Grade: Total student enrollment by grade	October 7, 2013, audited enrollment file.	1. Count the total number of students enrolled in each grade per the audit grade. -- *Universe: All students in the October 7, 2013, audited enrollment file.* *School Attribution: As determined by the October 7, 2013, audited enrollment file.* *No minimum N applied.*	Enrollment in SY 2013-2014 by grade

Section 2: Student Movement (Mid-Year Entry and Withdrawal)

Metric Name & Data Elements	Collection & Validation	Analysis	Reporting

Percent of students entering and exiting a school by month (October 2013 through May 2014)	**Collection:** DCPS DCSTARS monthly admit/withdraw files.
	
	PCSB ProActive End of Year enrollment feed file.
	Validation: October 7, 2013, audited enrollment file.
		Implemented rules according to *Table 2.1 – Student Movement Scenarios.*
		1. Identify each student's school of enrollment each month. Use the October 7, 2013 enrollment audit school for October and then the 1st day of each month from November 2013 through May 2014.
		   - In the event of conflicting schools of enrollment in a given month, students will be attributed to the nearest subsequent school of non-conflicting enrollment.
		2. Count students entering and/or exiting a school in a month based on differences in school of enrollment from the prior month.
		   • do not count students who subsequently re-enter their prior school.
		3. Total the number of entries/exits by school by month.
		4. Divide the sum of the monthly entry/exit totals by the total school enrollment based on the October 7, 2013 audited enrollment file (note that this is a cumulative metric).
		--- 	
		Universe: All students identified in the entry/exit files less those enrolled in any of 287 nonpublic school codes at any point in the year (i.e., in any of the enrollment data files used in the analysis above).
		
		School Attribution: For entries and exits, as determined by the entry/exit files. For total enrollment, as determined by the October 7, 2013, audited enrollment file.
		
		*DC Average: Each school's monthly entry, withdrawal, and net rate is compared to an average that includes only students in DC who are enrolled in the grades served by that school. *Exits from and entries to adult education schools are excluded from this metric.*
		
		Two schools do not have comparable bands of entries and withdrawals: Bridges PCS (0142) and DC Prep PCS - Benning Middle (0218).
			The gross and net student inflow and outflow to and from this school, by month, as a proportion of the school's total enrollment at the time of enrollment audit.

Table 2.1 – Student Movement Scenarios

Scenario	Reporting
Student included in October 7, 2013, audited enrollment file and withdraws.	Counted as 1 withdraw
Student included in October 7, 2013, audited enrollment file and withdraws then re-enrolls in the same school in which he/she was previously enrolled.	Not withdraw or admit
Student included in October 7, 2013, audited enrollment file and withdraws then re-enrolls then withdraws.	Counted as 1 withdraw
Student NOT included in October 7, 2013, audited enrollment file and enrolls.	Counted as 1 enroll
Student NOT included in October 7, 2013, audited enrollment file and enrolls then withdraws.	Counted as 1 enroll and 1 withdraw
Student NOT included in October 7, 2013, audited enrollment file and enrolls then withdraws then enrolls.	Counted as 1 enroll

Section 3: Attendance

Metric Name & Data Elements	Collection & Validation	Analysis	Reporting
In-seat attendance (ISA) rate, overall and by subgroup	**Collection:** Attendance data request files. **Validation:** October 7, 2013, audited enrollment file. *PCSB provided OSSE with student-, subgroup-, and campus-level data. Equity Report aggregates match PCSB's validated rates.* *DCPS provided OSSE with end-of-year ISA student-level or grade- and school-level data.*	1. Total each student's days present, not counting partial days. - For DCPS, add each student's number of days excused for academic field trips. 2. Total each student's total membership days. 3. Divide each student's attendance days by his/her membership days 4. Sum of all present days divided by all membership days. -- *Universe: All students of any age or grade enrolled for any number of membership days* *School Attribution: As determined by the school of enrollment on the date of attendance or absence* *Minimum N: Subgroups of N<10 suppressed.* *DC Average: Specific to grades served by school.* ∗*The definition of full-day was updated in SY 2013-2014 to 80% full-day rather than 60% full day. ISA rates calculated prior to SY 2013-2014 cannot be directly compared to SY 2013-2014 figures.*	All DC students enrolled, as determined by the ISA files, in the grades served by the school's SY 2013-2014 grade configuration, as determined by the October 7, 2013, audited enrollment file. Student grade levels are determined by the ISA data files. -------------------------------------- **By subgroup:** Race/Ethnicity • Black non-Hispanic • White non-Hispanic • Hispanic/ Latino • Asian • Pacific/ Hawaiian • Native American/ Alaskan • Multiracial Special Education (SPED) status English Language Learner (ELL) status Gender • Female • Male Economically Disadvantaged Adults (Briya PCS only) • Unique enrollment situation, with LEA enrolling PK3 and PK4 and adults

Section 4: Discipline

Metric Name & Data Elements	Collection & Validation	Analysis	Reporting
All suspensions: Percent of students suspended out-of-school for 1 or more full days, overall and by subgroup	**Collection:** Discipline data request files. **Validation:** October 7, 2013, audited enrollment file, where applicable.	1. Count students who have been suspended out-of-school for 1 or more full days in a single suspension in a school and also counted in the school's audited enrollment. 2. Divide the total number of students who have been suspended by the total number of students in the school as determined by the October 7, 2013, audited enrollment file. --- *Universe: This metric divides two cross-sections of data. The universe for discipline data is any record meeting the inclusion rules above. The universe for the denominator is any student included in the October 7, 2013, audited enrollment file.* *School Attribution: As determined by concurrence between the school of enrollment at the time of the disciplinary action and the October 7, 2013, audited enrollment file.* *Subgroup Attribution: As determined by the October 7, 2013, audited enrollment file (except in the case of special education students, where the subgroup is determined by the SY 2013-2014 Special Education Child Count file).* *Minimum N: Subgroups of N<10 suppressed.* *DC Average: All DC students enrolled in the grades served by the school's SY 2013-2014 grade configuration, as determined by the October 7, 2013, audited enrollment file.*	% of students receiving out-of-school suspensions --------------------------------------- **By subgroup:** Race/Ethnicity • Black non-Hispanic • White non-Hispanic • Hispanic/ Latino • Asian • Pacific/ Hawaiian • Native American/ Alaskan • Multiracial Special Education (SPED) status English Language Learner (ELL) status Gender • Female • Male Economically Disadvantaged
Long-term suspensions: Percent of students who received one or more long-term suspensions (11+ full days) out-of-school, overall and by subgroup	**Collection:** Discipline data request files. **Validation:** October 7, 2013, audited enrollment file, where applicable.	1. Count students who have been long-term suspended (11+ full days) in a single suspension in a school and also counted in the school's audited enrollment. 2. Divide the total number of students suspended11+ full days by the total number of students in the school as determined by the October 7, 2013 audited enrollment file. --- *Universe: This metric divides two cross-sections of data. The universe for discipline data is any record meeting the inclusion rules above. The universe for the denominator is any student included in the October 7, 2013 audited enrollment file.* *School Attribution: As determined by concurrence between the school of enrollment at the time of the disciplinary action and the October 7, 2013, audited enrollment file.* *Subgroup Attribution: As determined by the October 7, 2013, audited enrollment file (except*	% of students receiving long-term out-of-school suspensions --------------------------------------- **By subgroup:** Race/Ethnicity • Black non-Hispanic • White non-Hispanic • Hispanic/ Latino • Asian • Pacific/ Hawaiian • Native American/ Alaskan • Multiracial Special Education (SPED) status English Language Learner (ELL) status Gender • Female • Male

		in the case of special education students, where the subgroup is determined by the SY 2013-2014 Special Education Child Count file) *Minimum N: Subgroups of N<10 suppressed.* *DC Average: All DC students enrolled in the grades served by the school's SY 2013-2014 grade configuration, as determined by the October 7, 2013, audited enrollment file.*	<u>Economically Disadvantaged</u>
Total number of suspensions, overall	**Collection:** Discipline data request files. **Validation:** October 7, 2013, audited enrollment file, where applicable.	1. Count the total number of out-of-school suspensions that occurred at this school throughout the year. -- *Universe: All suspensions that occurred at the school by students present in the October audit throughout the year.*	The number of suspensions that occurred at that school throughout the year
Total number of expulsions, overall	**Collection:** Discipline data request files. **Validation:** October 7, 2013, audited enrollment file, where applicable.	1. Count the total number of students that were expelled by the school throughout the year. -- *Universe: All suspensions that occurred at the school by students present in the October audit throughout the year.*	The number of students receiving expulsions at this school
Expulsion rate	**Collection:** Discipline data request files. **Validation:** October 7, 2013, audited enrollment file, where applicable.	1. Count the total number of students expelled and also counted in the school's audited enrollment. 2. Divide the total number of expelled students by the total number of students in the school as determined by the October 7, 2013, audited enrollment file. -- *School Attribution: As determined by concurrence between the school of enrollment at the time of the disciplinary action and the October 7, 2013, audited enrollment file.* *DC Average: All DC students enrolled in the grades served by the school's SY 2013-2014 grade configuration, as determined by the October 7, 2013, audited enrollment file.*	% of students expelled

Section 5: Student Achievement

Metric Name & Data Elements	Collection & Validation	Analysis	Reporting
DC CAS mathematics proficiency, overall and by subgroup	**Collection:** Post-appeals DC CAS student results file. **Validation:** April roster verification led by OSSE.	1. Count the total number of students proficient or advanced in DC CAS mathematics. 2. Divide by the total number of students with a valid score in DC CAS mathematics. --- *Universe: All students meeting the full academic year (FAY, whether for school, LEA or state) requirements with valid DC CAS mathematics scores.* *School Attribution: As determined by the post-appeals DC CAS student results file.* *Subgroup Attribution: As determined by the post-appeals DC CAS student results file.* *Minimum N: Subgroups of N<25 suppressed.* *DC Average: Citywide, grades 3-8 and 10.*	% of students performing on- or above-grade level in mathematics according to the DC Comprehensive Assessment System (DC CAS) -------------------------------- **By subgroup:** Race/Ethnicity • Black non-Hispanic • White non-Hispanic • Hispanic/ Latino • Asian • Pacific/ Hawaiian • Native American/ Alaskan • Multiracial Special Education (SPED) status English Language Learner (ELL) status Gender • Female • Male Economically Disadvantaged
DC CAS reading proficiency, overall and by subgroup	**Collection:** Post-appeals DC CAS student results file. **Validation:** April roster verification led by OSSE.	1. Count the total number of students proficient or advanced in DC CAS reading. 2. Divide by the total number of students with a valid score in DC CAS reading. --- *Universe: All students meeting the full academic year (FAY, whether for school, LEA or state) requirements with valid DC CAS reading scores for SY 2013-2014.* *School Attribution: As determined by the post-appeals DC CAS student results file.* *Subgroup Attribution: As determined by the post-appeals DC CAS student results file.* *Minimum N: Subgroups of N<25 suppressed.* *DC Average: Citywid,e grades 3-8 and 10.*	% of students performing on- or above-grade level in reading according to the DC Comprehensive Assessment System (DC CAS) -------------------------------- **By subgroup:** Race/Ethnicity • Black non-Hispanic • White non-Hispanic • Hispanic/ Latino • Asian • Pacific/ Hawaiian • Native American/ Alaskan • Multiracial Special Education (SPED) status English Language Learner (ELL) status Gender

			• Female • Male <u>Economically</u> <u>Disadvantaged</u>

Section 6: Student Growth

Metric Name & Data Elements	Collection & Validation	Analysis	Reporting
Median Growth Percentile (MGP), DC CAS mathematics, one-year values for SY 2012-2013 and SY 2013-2014, overall and by subgroup	**Collection:** Official student growth percentile (SGP) results file. Post-appeals DC CAS student results file. **Validation:** April roster verification led by OSSE.	1. Append the current and previous school year's student growth percentile (SGP) data to each other. 2. Compute the median of each subgroup's student growth percentiles (MGP) taking into account all students in the subgroup in the state. -- *Universe: All students meeting the full academic year (FAY) requirements with valid pre- and post-test DC CAS mathematics scores.* *School Attribution: As determined by the post-appeals DC CAS student results file (2014, post-test).* *Subgroup Attribution: As determined by the post-appeals DC CAS student results file (2014, post-test).* *Minimum N: Subgroups of N<25 suppressed.* *DC Average: Citywide, grades 3-8 and 10.*	The median student's growth on the DC Comprehensive Assessment System (DC CAS) in mathematics This score represents the percent of students that this school's middle-performing (median) student outperformed among all students in DC starting with the same level of prior achievement ------------------------------------ **By subgroup:** Race/Ethnicity • Black non-Hispanic • White non-Hispanic • Hispanic/ Latino • Asian • Pacific/ Hawaiian • Native American/ Alaskan • Multiracial Special Education (SPED) status English Language Learner (ELL) status Gender • Female • Male Economically Disadvantaged
Median Growth Percentile (MGP), DC CAS reading, one year values for SY 2012-2013 and S Y2013-2014, overall and by subgroup	**Collection:** Official student growth percentile (SGP) results file. Post-appeals DC CAS student results file. **Validation:** April roster verification led by OSSE.	1. Append the current and previous school year's student growth percentile (SGP) data to each other. 2. Compute the median of each subgroup's student growth percentiles (MGP) taking into account all students in the subgroup in the state. -- *Universe: All students meeting the full academic year (FAY) requirements with valid pre- and post-test DC CAS reading scores.* *School Attribution: As determined by the*	The median student's growth on the DC Comprehensive Assessment system (DC CAS) in reading. This score represents the percent of students that this school's middle-performing (median) student outperformed among all students in the city starting with the same level of prior achievement. ------------------------------------

		post-appeals DC CAS student results file (2014, post-test). *Subgroup Attribution:* As determined by the post-appeals DC CAS student results file (2014, post-test). *Minimum N: Subgroups of N<25 suppressed.* *DC Average: Citywide, grades 3-8 and 10.*	**By subgroup:** Race/Ethnicity • Black non-Hispanic • White non-Hispanic • Hispanic/ Latino • Asian • Pacific/ Hawaiian • Native American/ Alaskan • Multiracial Special Education (SPED) status English Language Learner (ELL) status Gender • Female • Male Economically Disadvantaged
Median Growth Percentile (MGP), DC CAS mathematics, 2-year weighted average, overall and by subgroup	**Collection:** Official student growth percentile (SGP) results file. Post-appeals DC CAS student results file. **Validation:** April roster verification led by OSSE.	1. Append the current and previous school year's student growth percentile (SGP) data to each other. 2. Compute the median of each subgroup's student growth percentiles (MGP) taking into account all students in the subgroup in the state. -- *Universe: All students meeting the full academic year (FAY) requirements with valid pre- and post-test DC CAS mathematics scores.* *School Years: 2012-2013, 2013-2014.* *School Attribution: As determined by the post-appeals DC CAS student results file (2014, post-test).* *Subgroup Attribution: As determined by the post-appeals DC CAS student results file (2014, post-test).* *Minimum N: Subgroups of N<25 suppressed.* *DC Average: Citywide grades 3-8 and 10.*	The 2-year weighted average of the median student's growth on the DC Comprehensive Assessment System (DC CAS) in mathematics. This score represents the percent of students that this school's middle-performing (median) student outperformed among all students in the city starting with the same level of prior achievement. ------------------------------------ **By subgroup:** Race/Ethnicity • Black non-Hispanic • White non-Hispanic • Hispanic/ Latino • Asian • Pacific/ Hawaiian • Native American/ Alaskan • Multiracial Special Education (SPED) status English Language Learner (ELL) status Gender • Female • Male Economically

			Disadvantaged
Median Growth Percentile (MGP), DC CAS reading, 2-year weighted average, overall and by subgroup	**Collection:** Official student growth percentile (SGP) results file. Post-appeals DC CAS student results file. **Validation:** April roster verification led by OSSE.	1. Append the current and previous school year's student growth percentile (SGP) data to each other. 2. Compute the median of each subgroup's student growth percentiles (MGP) taking into account all students in the subgroup in the state. -- *Universe: All students meeting the full academic year (FAY) requirements with valid pre- and post-test DC CAS reading scores.* *School Years: 2012-2013, 2013-2014.* *School Attribution: As determined by the post-appeals DC CAS student results file (2014, post-test).* *Subgroup Attribution: As determined by the post-appeals DC CAS student results file (2014, post-test).* *Minimum N: Subgroups of N<25 suppressed.* * DC Average: Citywide grades 3-8 and 10.*	The 2-year weighted average of the median student's growth on the DC Comprehensive Assessment System (DC CAS) in reading. This score represents the percent of students that this school's middle-performing (median) student outperformed among all students in the city starting with the same level of prior achievement. ----------------------------------- **By subgroup:** Race/Ethnicity • Black non-Hispanic • White non-Hispanic • Hispanic/ Latino • Asian • Pacific/ Hawaiian • Native American/ Alaskan • Multiracial Special Education (SPED) status English Language Learner (ELL) status Gender • Female • Male Economically Disadvantaged

Section 7: Graduation Rate

Metric Name & Data Elements	Collection & Validation	Analysis	Reporting
4-year high school graduation rate	DCPS certified grads list. PCSB certified grads list. Verified 4-year cohort file for SY 2013-2014. October 7, 2013, audited enrollment file.	1. Numerator: 4-year Adjusted Cohort Graduates. 2. Denominator: Total number of students in the Adjusted Cohort. -- *Universe: All students in the 2014 Adjusted Cohort Graduation Rate (ACGR) cohort.* *School Attribution: As determined by official certified grads files.* *Subgroup Attribution: As determined by the October 7, 2013, audited enrollment file with demographics validated by LEAs and PCSB.* *Minimum N: Subgroups of N<10 suppressed.* *DC Average: All DC students.*	The number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the 2014 graduating class. ----------------------------------- **By subgroup:** Race/Ethnicity • Black non-Hispanic • White non-Hispanic • Hispanic/ Latino • Asian • Pacific/ Hawaiian • Native American/ Alaskan • Multiracial Special Education (SPED) status English Language Learner (ELL) status Gender • Female • Male Economically Disadvantaged
5-year high school graduation rate	DCPS certified grads list. PCSB certified grads list. Verified 4-year cohort file for SY 2012-2013. October 7, 2013 audited enrollment file.	1. Numerator: 5-year Adjusted Cohort Graduates. 2. Denominator: Total number of students in the Adjusted Cohort. -- *Universe: All students in the 2013 Adjusted Cohort Graduation Rate (ACGR) cohort graduating in 2014.* *School Years: 2012-2013, 2013-2014.* *School Attribution: As determined by official certified grads files.* *Subgroup Attribution: As determined by the October 7, 2013 audited enrollment file with demographics validated by LEAs and PCSB.* *Minimum N: Subgroups of N<10 suppressed.* *DC Average: All DC students.*	The number of students who graduate in five years with a regular high school diploma divided by the number of students who form the adjusted cohort for the 2013 graduating class. ----------------------------------- **By subgroup:** Race/Ethnicity • Black non-Hispanic • White non-Hispanic • Hispanic/ Latino • Asian • Pacific/ Hawaiian • Native American/ Alaskan • Multiracial Special Education (SPED)

			status
			English Language Learner (ELL) status
			Gender • Female • Male
			Economically Disadvantaged

Appendix A: Schools with an Equity Report, 2013-2014

LEA ID	LEA Name	School Code	Campus Name
155	Achievement Preparatory Academy PCS	217	Achievement Preparatory Academy PCS – Elementary
155	Achievement Preparatory Academy PCS	1100	Achievement Preparatory Academy PCS – Middle
103	AppleTree Early Learning PCS	3072	AppleTree Early Learning PCS – Southeast
103	AppleTree Early Learning PCS	141	AppleTree Early Learning PCS – Southwest
103	AppleTree Early Learning PCS	140	AppleTree Early Learning PCS – Columbia Heights
103	AppleTree Early Learning PCS	3073	AppleTree Early Learning PCS – Lincoln Park
103	AppleTree Early Learning PCS	1137	AppleTree Early Learning PCS – Oklahoma Ave
168	BASIS DC PCS	3068	BASIS DC PCS
107	Bridges PCS	142	Bridges PCS
119	Briya PCS	126	Briya PCS
108	Capital City PCS	1207	Capital City PCS – High School
108	Capital City PCS	184	Capital City PCS – Lower School
108	Capital City PCS	182	Capital City PCS – Middle School
162	Carlos Rosario International PCS	1119	Carlos Rosario International PCS
123	Cedar Tree Academy PCS	188	Cedar Tree Academy PCS
156	Center City PCS	1103	Center City PCS – Brightwood
156	Center City PCS	1104	Center City PCS – Capitol Hill
156	Center City PCS	1105	Center City PCS – Congress Heights
156	Center City PCS	1106	Center City PCS – Petworth
156	Center City PCS	1107	Center City PCS – Shaw
156	Center City PCS	1108	Center City PCS – Trinidad
109	César Chávez PCS for Public Policy	153	César Chávez PCS for Public Policy – Capitol Hill
109	César Chávez PCS for Public Policy	127	César Chávez PCS for Public Policy – Chávez Prep
109	César Chávez PCS for Public Policy	109	César Chávez PCS for Public Policy – Parkside High School
109	César Chávez PCS for Public Policy	102	César Chávez PCS for Public Policy – Parkside Middle School
113	Community Academy PCS	105	Community Academy PCS – Amos 1
113	Community Academy PCS	158	Community Academy PCS – Amos 2
113	Community Academy PCS	106	Community Academy PCS – Butler Global
113	Community Academy PCS	108	Community Academy PCS – CAPCS Online
176	Community College Preparatory Academy PCS	216	Community College Preparatory Academy PCS
169	Creative Minds International PCS	3069	Creative Minds International PCS
114	DC Bilingual PCS	199	DC Bilingual PCS
115	DC Prep PCS	1110	DC Prep PCS – Benning Elementary
115	DC Prep PCS	218	DC Prep PCS – Benning Middle
115	DC Prep PCS	130	DC Prep PCS – Edgewood Elementary
115	DC Prep PCS	196	DC Prep PCS – Edgewood Middle

170	DC Scholars PCS	3070	DC Scholars PCS
116	E.L. Haynes PCS	146	E.L. Haynes PCS – Georgia Avenue
116	E.L. Haynes PCS	1206	E.L. Haynes PCS – Kansas Avenue (Elementary School)
116	E.L. Haynes PCS	1138	E.L. Haynes PCS – Kansas Avenue (High School)
117	Eagle Academy PCS	1125	Eagle Academy PCS – New Jersey Avenue
117	Eagle Academy PCS	195	Eagle Academy PCS – The Eagle Center at McGogney
118	Early Childhood Academy PCS	138	Early Childhood Academy PCS
144	Elsie Whitlow Stokes Community Freedom PCS	159	Elsie Whitlow Stokes Community Freedom PCS
158	Excel Academy PCS	1113	Excel Academy PCS – DREAM
120	Friendship PCS	361	Friendship PCS – Blow-Pierce Elementary
120	Friendship PCS	362	Friendship PCS – Blow-Pierce Middle
120	Friendship PCS	363	Friendship PCS – Chamberlain Elementary
120	Friendship PCS	364	Friendship PCS – Chamberlain Middle
120	Friendship PCS	186	Friendship PCS – Collegiate Academy
120	Friendship PCS	113	Friendship PCS – Southeast Elementary Academy
120	Friendship PCS	1124	Friendship PCS – Technology Preparatory Academy
120	Friendship PCS	365	Friendship PCS – Woodridge Elementary
120	Friendship PCS	366	Friendship PCS – Woodridge Middle
121	Hope Community PCS	131	Hope Community PCS – Lamond
121	Hope Community PCS	114	Hope Community PCS – Tolson
122	Hospitality High PCS	160	Hospitality High PCS
124	Howard University Math and Science PCS	115	Howard University Middle School of Mathematics and Science PCS
126	IDEA PCS	163	IDEA (Integrated Design Electronics Academy) PCS
127	Ideal Academy PCS	134	Ideal Academy PCS
173	Ingenuity Prep PCS	200	Ingenuity Prep PCS
165	Inspired Teaching Demonstration PCS	3064	Inspired Teaching Demonstration PCS
129	KIPP DC PCS	116	KIPP DC – AIM Academy PCS
129	KIPP DC PCS	1123	KIPP DC – College Preparatory PCS
129	KIPP DC PCS	209	KIPP DC – Connect Academy PCS
129	KIPP DC PCS	1122	KIPP DC – Discover Academy PCS
129	KIPP DC PCS	1129	KIPP DC – Grow Academy PCS
129	KIPP DC PCS	3071	KIPP DC – Heights Academy PCS
129	KIPP DC PCS	189	KIPP DC – KEY Academy PCS
129	KIPP DC PCS	190	KIPP DC – Lead Academy PCS
129	KIPP DC PCS	132	KIPP DC – LEAP Academy PCS
129	KIPP DC PCS	1121	KIPP DC – Promise Academy PCS
129	KIPP DC PCS	214	KIPP DC – Spring Academy PCS
129	KIPP DC PCS	121	KIPP DC – WILL Academy PCS
130	Latin American Montessori Bilingual PCS	193	Latin American Montessori Bilingual PCS

172	LAYC Career Academy PCS	104	LAYC Career Academy PCS
132	Mary McLeod Bethune Day Academy PCS	135	Mary McLeod Bethune Day Academy PCS
133	Maya Angelou PCS	101	Maya Angelou PCS – Evans High School
133	Maya Angelou PCS	137	Maya Angelou PCS – Young Adult Learning Center
135	Meridian PCS	165	Meridian PCS
171	Mundo Verde Bilingual PCS	3065	Mundo Verde Bilingual PCS
163	National Collegiate Preparatory PCHS	1120	National Collegiate Preparatory PCHS
145	Next Step/El Próximo Paso PCS	168	The Next Step/El Próximo Paso PCS
137	Options PCS	169	Options PCS
138	Paul PCS	170	Paul PCS – Middle School
138	Paul PCS	222	Paul PCS – International High School
125	Perry Street Preparatory PCS	161	Perry Street Preparatory PCS
139	Potomac Lighthouse PCS	117	Potomac Lighthouse PCS
167	Richard Wright PCS for Journalism and Media Arts	3067	Richard Wright PCS for Journalism and Media Arts
140	Roots PCS	173	Roots PCS
142	SEED Public Charter School of Washington, DC	174	SEED PCS of Washington, DC
174	Sela PCS	197	Sela PCS
166	Shining Stars Montessori Academy PCS	3066	Shining Stars Montessori Academy PCS
175	Somerset Preparatory Academy PCS	187	Somerset Preparatory Academy PCS
143	St. Coletta Special Education PCS	1047	St. Coletta Special Education PCS
146	Thurgood Marshall Academy PCS	191	Thurgood Marshall Academy PCS
147	Tree of Life PCS	183	Tree of Life PCS
149	Two Rivers PCS	198	Two Rivers PCS
151	Washington Latin PCS	125	Washington Latin PCS – Middle School
151	Washington Latin PCS	1118	Washington Latin PCS – Upper School
152	Washington Mathematics Science Technology PCHS	178	Washington Mathematics Science Technology PCHS
160	Washington Yu Ying PCS	1117	Washington Yu Ying PCS
153	William E. Doar, Jr. PCS for the Performing Arts	210	William E. Doar, Jr. PCS for the Performing Arts
131	YouthBuild PCS	128	YouthBuild PCS
001	DCPS	202	Aiton ES
001	DCPS	203	Amidon-Bowen ES
001	DCPS	450	Anacostia HS
001	DCPS	452	Ballou HS
001	DCPS	204	Bancroft ES
001	DCPS	205	Barnard ES
001	DCPS	206	Beers ES

001	DCPS	402	Benjamin Banneker HS
001	DCPS	212	Brent ES
001	DCPS	213	Brightwood EC
001	DCPS	346	Brookland EC @ Bunker Hill
001	DCPS	404	Browne EC
001	DCPS	296	Bruce-Monroe ES @ Park View
001	DCPS	220	Burroughs EC
001	DCPS	221	Burrville ES
001	DCPS	247	C.W. Harris ES
001	DCPS	360	Capitol Hill Montessori School @ Logan
001	DCPS	454	Cardozo EC
001	DCPS	224	Cleveland ES
001	DCPS	442	Columbia Heights EC (CHEC)
001	DCPS	455	Coolidge HS
001	DCPS	405	Deal MS
001	DCPS	231	Drew ES
001	DCPS	467	Dunbar HS
001	DCPS	457	Eastern HS
001	DCPS	232	Eaton ES
001	DCPS	407	Eliot-Hine MS
001	DCPS	471	Ellington School of the Arts @ Meyer
001	DCPS	238	Garfield ES
001	DCPS	239	Garrison ES
001	DCPS	227	H.D. Cooke ES
001	DCPS	246	Hardy MS
001	DCPS	413	Hart MS
001	DCPS	258	Hearst ES
001	DCPS	249	Hendley ES
001	DCPS	251	Houston ES
001	DCPS	252	Hyde-Addison ES
001	DCPS	339	J.O. Wilson ES
001	DCPS	254	Janney ES
001	DCPS	433	Jefferson Middle School Academy
001	DCPS	416	Johnson, John Hayden MS
001	DCPS	421	Kelly Miller MS
001	DCPS	257	Ketcham ES
001	DCPS	272	Key ES
001	DCPS	259	Kimball ES
001	DCPS	344	King, M.L. ES
001	DCPS	417	Kramer MS
001	DCPS	261	Lafayette ES

001	DCPS	262	Langdon EC
001	DCPS	370	Langley ES
001	DCPS	264	LaSalle-Backus EC
001	DCPS	266	Leckie ES
001	DCPS	271	Ludlow-Taylor ES
001	DCPS	308	Malcolm X ES @ Green
001	DCPS	273	Mann ES
001	DCPS	284	Marie Reed ES
001	DCPS	274	Maury ES
001	DCPS	435	McKinley MS
001	DCPS	458	McKinley Technology HS
001	DCPS	280	Miner ES
001	DCPS	285	Moten ES
001	DCPS	287	Murch ES
001	DCPS	288	Nalle ES
001	DCPS	290	Noyes EC
001	DCPS	291	Orr ES
001	DCPS	292	Oyster-Adams Bilingual School
001	DCPS	294	Patterson ES
001	DCPS	295	Payne ES
001	DCPS	301	Peabody ES (Capitol Hill Cluster)
001	DCPS	478	Phelps Architecture, Construction and Engineering HS
001	DCPS	299	Plummer ES
001	DCPS	300	Powell ES
001	DCPS	316	Randle Highlands ES
001	DCPS	302	Raymond EC
001	DCPS	459	Roosevelt HS @ MacFarland
001	DCPS	305	Ross ES
001	DCPS	307	Savoy ES
001	DCPS	409	School Without Walls @ Francis-Stevens
001	DCPS	466	School Without Walls HS
001	DCPS	943	School-Within-School @ Goding
001	DCPS	309	Seaton ES
001	DCPS	313	Shepherd ES
001	DCPS	315	Simon ES
001	DCPS	322	Smothers ES
001	DCPS	427	Sousa MS
001	DCPS	319	Stanton ES
001	DCPS	321	Stoddert ES
001	DCPS	428	Stuart-Hobson MS (Capitol Hill Cluster)
001	DCPS	324	Takoma EC

001	DCPS	325	Thomas ES
001	DCPS	326	Thomson ES
001	DCPS	327	Truesdell EC
001	DCPS	328	Tubman ES
001	DCPS	329	Turner ES
001	DCPS	330	Tyler ES
001	DCPS	332	Walker-Jones EC
001	DCPS	333	Watkins ES (Capitol Hill Cluster)
001	DCPS	336	West EC
001	DCPS	335	Wheatley EC
001	DCPS	338	Whittier EC
001	DCPS	463	Wilson HS
001	DCPS	464	Woodson, H.D. HS

Appendix B: Schools without an Equity Report, 2013-2014

LEA ID	LEA Name	School Code	Campus Name
CLOSED	Booker T. Washington PCS	151	Booker T. Washington PCS
113	Community Academy PCS	1109	Community Academy PCS Amos 3
133	Maya Angelou PCS	133	Maya Angelou PCS – Evans Middle School
4002	Department of Youth Rehabilitation Services (DYRS)	860	Maya Angelou Academy at New Beginnings
CLOSED	Imagine Southeast PCS	1116	Imagine Southeast PCS
001	DCPS	947	C.H.O.I.C.E. Academy at Emery
001	DCPS	456	Roosevelt STAY at Macfarland
001	DCPS	462	Ballou STAY High School
CLOSED	DCPS	304	River Terrace Elementary School
001	DCPS	940	Dunbar Pre-Engineering (included in Dunbar High School)
001	DCPS	950	Incarcerated Youth Program, Correctional Detention Facility (IYP)
001	DCPS	884	Luke Moore Alternative High School
001	DCPS	265	Mamie D. Lee School
001	DCPS	312	Sharpe Health School
001	DCPS	474	Washington Metropolitan High School (formerly YEA)
001	DCPS	861	Youth Services Center