



District of Columbia
Office of the State Superintendent of Education

2022 DC SCHOOL REPORT CARD TECHNICAL GUIDE

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How to Use This Technical Guide

The Every Student Succeeds Act (ESSA) requires every state education agency (SEA) to publish a state report card that shares data for all public schools. The Office of the State Superintendent of Education (OSSE) annually publishes the DC School Report Card, which adheres to federal requirements while serving the specific and expressed needs of the students, families, educators and stakeholders in the District of Columbia. This Technical Guide provides an in-depth explanation of each of the elements and metrics that we publish on the site, including definitions and terminology, rules, source, methodology, exceptions, data caveats and educational context. This Technical Guide covers metrics that OSSE is calculating this year, focusing primarily on data from the 2021-22 school year.

The DC School Report Card is available on [OSSE's website](#). All data files, analyses and technical guides from previous years are [available](#), as well, including [individual school data reports](#) we call "School Snapshots."

Data-wise, OSSE is gradually returning to normal after being unable to report a number of metrics during the coronavirus (COVID-19) pandemic. However, we are not completely back yet due to gaps in data we are able to collect. Perhaps most notably, OSSE returned to administering statewide assessments during the 2021-22 school year. OSSE did not administer statewide assessments during the 2019-20 or 2020-21 school years due to receiving waivers from the US Department of Education (USED). While OSSE will report student performance on these assessments, we cannot calculate or report student growth metrics because those metrics require a comparison point to the previous school year. Similarly, OSSE is unable to report growth on the ACCESS assessments, which measure English language proficiency for students who are learning the language. Additionally, as of this writing, OSSE is pursuing an amendment to its accountability system, so we will not be calculating School Transparency and Reporting (STAR) metrics, scores or ratings going forward after receiving similar waivers from accountability ratings for the 2019-20 and 2020-21 school years. For our federally required school support designations, we will be using a USED-approved modified accountability system (detailed below in the [School Accountability section](#)).

Metric Calculation Confirmation

Prior to publication, every data element and metric on the DC School Report Card is confirmed to be accurate by local education agency (LEA) Heads of School during a process called Metric Calculation Confirmation. Many of the underlying data is confirmed to be accurate during a process called Data Validation, in which case the MCC focuses on the arithmetic of the metrics we report. This Technical Guide provides LEAs with the information needed to check each of the calculations, ask questions of OSSE, and ultimately confirm accuracy prior to the publication. The Metric Calculation Confirmation data and certification dates for 2022 are outlined below. The full MCC Policy is [available online](#).

| MCC Phase | Metrics to be confirmed | Released to LEAs | OST Deadline | Certification Deadline |
|------------------|--|------------------|----------------|------------------------|
| Phase I | School Profile Information: eSchoolPLUS open for updates July 1, 2022 <ul style="list-style-type: none"> • School address • Ward • School phone number • Principal/school leader name and title • School website (URL) • Social media (Twitter, Facebook and Instagram) • School program offerings • Extracurricular/enrichment programs • Grades served for SY 2021-22 • School day hours for SY 2021-22 by day of the week • Message from the school • Parent organization representative, email and communication policy • Before/after school care availability, payment options and hours by day of the week • School picture (image file) • School uniform policy (yes or no) • Transportation (bus and Metro) • Title I status | July 12, 2022 | Aug. 11, 2022 | Aug. 19, 2022 |
| Phase II | Attendance: Chronic Absenteeism and Attendance Growth | Aug. 30, 2022 | Sept. 16, 2022 | Sept. 30, 2022 |
| Phase II | Discipline metrics | Aug. 30, 2022 | Sept. 16, 2022 | Sept. 30, 2022 |
| Phase II | Statewide Assessments: ELA, Math and Science | Aug. 30, 2022 | Sept. 16, 2022 | Sept. 30, 2022 |
| Phase II | CLASS | Aug. 30, 2022 | Sept. 16, 2022 | Sept. 30, 2022 |
| Phase III | Mobility - monthly entries and exits | Oct. 4, 2022 | Oct. 26, 2022 | Nov. 4, 2022 |
| Phase III | Re-enrollment | Oct. 4, 2022 | Oct. 26, 2022 | Nov. 4, 2022 |
| Phase III | Re-engagement (Alternative Schools only) | Oct. 4, 2022 | Oct. 26, 2022 | Nov. 4, 2022 |
| Phase III | Eighth to ninth grade transition (Alternative Schools only) | Oct. 4, 2022 | Oct. 26, 2022 | Nov. 4, 2022 |

| | | | | |
|------------------|---|--------------|---------------|--------------|
| Phase III | SAT DC Percentile and SAT College and Career Readiness Benchmark | Oct. 4, 2022 | Oct. 26, 2022 | Nov. 4, 2022 |
| Phase III | AP/IB Participation and AP/IB Performance | Oct. 4, 2022 | Oct. 26, 2022 | Nov. 4, 2022 |
| Phase III | College Enrollment – Class of 2020 (six month and 12 month), Class of 2021 (six month) | Oct. 4, 2022 | Oct. 26, 2022 | Nov. 4, 2022 |
| Phase III | Graduation: 4-year adjusted cohort graduation rate and 5-year adjusted cohort graduation rate | Oct. 4, 2022 | Oct. 26, 2022 | Nov. 4, 2022 |
| Phase III | Secondary Completion (Alternative Schools only) | Oct. 4, 2022 | Oct. 26, 2022 | Nov. 4, 2022 |

DC School Report Card Elements and Metrics

Attendance Metrics

Attendance Growth

Attendance Growth captures improvement in 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. This is done by calculating the median change in the attendance rate for each age group in the accountability year compared to the previous year. An individual student’s attendance rate is calculated by dividing the number of days a student is present by the number of days a student is enrolled. An individual student’s attendance growth score is then calculated by taking the change in a student’s attendance rate and subtracting the median change in attendance rate of students in the same age group. For example, if a student’s attendance rate in the current year is 4 percentage points higher than the previous year and the median growth for that student’s age group is a 1 percentage point increase, the student’s attendance growth score is 3 percentage points; this student’s growth is 3 percentage points higher than other students of the same age. On the other hand, another student of the same age whose attendance rate decreased 2 percentage points would have an attendance growth score of negative 3 percentage points; this student’s growth is 3 percentage points lower than other students of the same age.

When a student’s attendance improves more than the median year-over-year change for students of the same age, the student will contribute positively to the school’s metric score. The Attendance Growth metric encourages schools to support all students in improving their attendance rates; the metric credits improvements in attendance regardless of previous attendance rates.

Metric-Specific Terminology and Definitions

Minimum Enrolled Days

The minimum number of instructional days a student must be enrolled to be included in the metric calculation. For traditional elementary, middle and high schools, students must be enrolled for a minimum

of 30 instructional days after the 10th day of school to contribute to a school’s metric score. For alternative schools, students must be enrolled for a minimum of 20 instructional days to contribute to a school’s metric score.

Metric Detail, Calculation, and Business Rules

Calculation

$$\text{Attendance Growth} = \text{Median}(AG_i - AG_{age})$$

Where AG_i represents an individual student’s attendance growth (attendance rate this year – attendance rate in the previous year) and AG_{age} represents the median attendance growth for all DC students of the same age

Business Rules

Inclusions

1. Students of all ages, enrolled in first through twelfth grade, including those who are not of compulsory age¹, with attendance records for both the accountability year and the previous school year are included in the metric calculation.
2. Students’ attendance records at a given school are only included in the metric calculation for that school; students’ attendance records are included in the calculation for each school at which the students were enrolled for the minimum number of days during the school year.

Exclusions

1. Attendance which only corresponds to stage 4 enrollments (entry code 1800):
 - a. A stage 4 enrollment represents a pre-enrollment (meaning the student has not shown up to receive educational services from the school). Students are considered enrolled when they reach stage 5 enrollment, which means that the student received educational services at the school. Please see additional information about the stages of enrollment in DCMR Section 5-A2101.

Data Caveats

1. Students’ previous year attendance records are averaged across all enrolled schools. For previous year data, students only need to have been enrolled for the minimum instructional days during the school year.
2. The 10th day of school is determined by the program calendar within each school.
3. Student demographics are aligned with reported demographics from the current year, even though some designations are variable year-to-year (e.g. At-Risk status, EL status, special education status).

¹ Compulsory age refers to students who are at least 5 years old and not yet age 18 as of September 30th of the school year.

4. When calculating the median attendance growth by age, all DC students are grouped together according to their age as of Sept. 30th in the accountability year. If there are fewer than 100 students with attendance records across DC of a given age, multiple ages will be grouped together to ensure sufficient n-size from which to derive a median year-over-year change in attendance.

Data Sources

1. Certified Attendance Data (Accountability Year and Prior Year):
 - Attendance is submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via Data Validation.
2. Certified Demographic Data (Accountability Year):
 - Demographic data are submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.
3. Certified Enrollment Data (Accountability Year and Prior Year):
 - Enrollment data are submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.

Data Validation

LEA Validation

The following data validation procedures are expected of all LEAs:

1. The Unified Data Errors (UDE) Qlik Application contains information on attendance data errors that need to be addressed. LEAs can correct attendance data errors at any point in time during the school year.
2. A monthly LEA Attendance Status Report is sent to LEA data managers and heads of school. The report includes ISA rates, submission rates, chronic absence rates, and attendance UDEs, as well as overlapping enrollments; all metrics are reflective of both the prior month and year-to-date. OSSE began sharing this report during the 2017-18 school year.
3. Student-, school-, and LEA-level attendance are included in the Data Validation; all pending UDEs are expected to be resolved during this process.

OSSE Validation

The following assumptions apply to attendance data:

1. Attendance data is unique by student and date (except in instances of enrollment in adult LEAs where valid duplicative enrollments may take place);
2. For all students with certified demographic and enrollment data, attendance values are based on the attendance records which correspond to students' enrollment periods as verified in the Data Validation process;
3. A student should not have two attendance values at the same school on the same date;
4. A student should not have overlapping enrollment sent from two non-Adult LEAs; and
5. A student should not have attendance on non-instructional days.

For duplicative enrollments that violated any of the above assumptions and persisted through data validation, overlapping enrollment periods were de-duplicated as follows²:

1. If an enrollment instance was fully contained within another enrollment instance, the fully contained enrollment instance and its corresponding attendance values were removed, unless the fully contained enrollment instance covers the audit period or the fully contained enrollment instance is at the achievement school over the assessment period. Fully contained duplicative enrollments covering the audit period are valid through the audit date. Fully contained duplicative enrollments covering the assessment period are valid for the entire enrollment period to preserve FAY status used for PARCC and MSAA.
2. If an enrollment instance overlapped with another enrollment instance, the first enrollment instance was assumed to end when the second enrollment instance began, UNLESS the first enrollment instance covers the audit period OR the enrollment instance is at the achievement school during the assessment period. Partially overlapped duplicative enrollments covering the audit period are valid at the audit school through the audit date. Partially overlapped duplicative enrollments covering the assessment period are valid for the entire enrollment period to preserve FAY status used for PARCC and MSAA.
3. For circumstances in which there are duplicative enrollments with identical stage 5 entry and exit dates, the enrollment record aligned with the audit or the achievement school will be retained³. When one school is the audited school and the other the achievement school, the audited school enrollment will be set through October 5, and the achievement school for the remainder of the enrollment period.
4. If there was no enrollment record at a school in which the student has a valid PARCC or MSAA test, an enrollment is created

Chronic Absenteeism

This metric is defined as the percentage of enrolled students who were not present for 90 percent or more of enrolled days. Schools take daily attendance and submit these data to OSSE via their LEA's Student Information System (SIS). Attendance indicates whether the student was present in school or absent, and, if they were absent, whether or not the absence was excused or unexcused. Each LEA is responsible for defining excused and unexcused absences.

² Enrollment refers to stage 5 enrollment.

³ If the audit/achievement fails to isolate the valid record, then SPED data, followed by EL data, and then previous year enrollment will be used to inform the valid enrollment record for the student.

Metric-Specific Definition

Minimum Enrolled Days

The minimum number of instructional days a student must be enrolled to be included in the metric calculation. For traditional elementary, middle and high schools, students must be enrolled for a minimum of 30 instructional days after the 10th day of school to contribute to a school’s metric score. For alternative schools, students must be enrolled for a minimum of 20 instructional days (not necessarily after the 10th day) to contribute to a school’s metric score.

Metric Detail, Calculation, and Business Rules

Calculation

$$\frac{\textit{The number of students who were present on at least 90% of the instructional days in which they were enrolled in school}}{\textit{The number of students with unduplicated enrollment records for the minimum instructional days at the school}}$$

Business Rules

Student Universe

All students, kindergarten through twelfth grade, who were ever Stage 5 enrolled and attending a given school, with the following inclusions and exclusions:

Inclusions

1. Students of all ages enrolled in kindergarten through twelfth grade, including those who are not of compulsory age⁴, are included in the metric calculation.
2. Students’ attendance records at a given school are only included in the metric calculation for that school; students’ attendance records are included in the calculation for each school at which the students were enrolled for the minimum number of days during the school year.

Exclusions

1. Attendance records that conflict with dates of verified enrollment are excluded.
2. Attendance that only corresponds to stage 4 enrollments (entry code 1800).
 - a. A stage 4 enrollment represents a pre-enrollment (meaning the student has not shown up to receive educational services from the school). Students are considered enrolled when they reach stage 5 enrollment, which means that the student received educational services

⁴ Compulsory age refers to students who are at least 5 years old and not yet aged 18 as of September 30th of the school year.

at the school. Please see additional information about the stages of enrollment in DCMR Section 5-A2101.

Data Caveats

1. If there is no attendance data for a student for an instructional day on which the student was enrolled, the day is counted in the denominator but not in the numerator (missing data are counted as absences)⁵.
2. The 10th day of school is determined by the program calendar within each school.
3. The LEA attendance codes mapped to OSSE values of PF (Present Full), PIS (Present In-School Suspension), PP (Present Partial), PPE (Present Partial Excused), and PPU (Present Partial Unexcused) are considered present.
4. The attendance rates reported in the accountability system may differ slightly from other publicly reported attendance metrics that only consider compulsory-aged students, such as many of the analyses in the DC attendance report. The accountability system reports attendance for all students, regardless of age.

Data Sources

1. Certified Attendance Data (Accountability Year):
 - Attendance is submitted to OSSE on a daily basis via the LEA's SIS ; these data are reviewed, finalized and certified by each LEA at the close of each school year via Data Validation
2. Certified Demographic Data (Accountability Year):
 - Demographic data are submitted to OSSE on a daily basis via the LEA's SIS ; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process
3. Certified Enrollment Data (Accountability Year):
 - Enrollment data is submitted to OSSE on a daily basis via the LEA's SIS ; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process

Data Validation

LEA Validation

The following data validation procedures are expected of all LEAs:

1. The Attendance Qlik Application is updated on a daily basis; LEAs are expected to review student-level attendance records as well as school- and LEA-level aggregate ISA metrics as it becomes updated every day.

⁵ This is the case for schools/ LEAs that fully report attendance. For schools/ LEAs that default to present attendance and only report absences over SIS, missing data are imputed with present values.

2. The Unified Data Errors (UDE) Qlik Application contains information on attendance data errors that need to be addressed. LEAs can correct attendance data errors at any point in time during the school year. The following data errors are updated and reported in the UDE Qlik Application daily:
 - Attendance records for students on days in which the student has no enrollment
 - Missing attendance status code
 - Multiple attendance codes on the same day
 - Unknown attendance code
 - Students with stage 5 enrollment without attendance
 - Attendance on days designated as Not a School Day (NSD)
3. A monthly LEA Attendance Status Report is sent to LEA data managers and heads of school. The report includes ISA rates, submission rates, chronic absence rates, and attendance UDEs, as well as overlapping enrollments; all metrics are reflective of both the prior month and year-to-date. This report began being shared during the 2017-2018 school year.
4. Student-, school-, and LEA-level attendance are included in the Data Validation process; all pending UDEs are expected to be resolved during this process.

OSSE Validation

The following assumptions apply to attendance data:

1. Attendance data is unique by student and date (except in instances of enrollment in adult LEAs where valid duplicative enrollments may occur);
2. For all students with certified demographic and enrollment data, attendance values are based on the attendance records which correspond to students' enrollment periods as verified in the Data Validation process;
3. A student should not have two attendance values at the same school on the same date;
4. A student should not have overlapping enrollment sent from two non-Adult LEAs; and
5. A student should not have attendance on non-instructional days.

For duplicative enrollments which violated any of the above assumptions and that persisted through data validation, overlapping enrollment periods were de-duplicated as follows⁶:

6. If an enrollment instance was fully contained within another enrollment instance, the fully contained enrollment instance and its corresponding attendance values were removed, unless the fully contained enrollment instance covers the audit period or the fully contained enrollment instance is at the achievement school over the assessment period. Fully contained duplicative enrollments covering the audit period are valid through the audit date. Fully contained duplicative enrollments covering the assessment period are valid for the entire enrollment period to preserve FAY status used for PARCC and MSAA.
7. If an enrollment instance overlapped with another enrollment instance, the first enrollment instance was assumed to end when the second enrollment instance began, UNLESS the first enrollment instance covers the audit period OR the enrollment instance is at the achievement

⁶ Enrollment refers to stage 5 enrollment.

school during the assessment period. Partially overlapped duplicative enrollments covering the audit period are valid at the audit school through the audit date. Partially overlapped duplicative enrollments covering the assessment period are valid for the entire enrollment period to preserve FAY status used for PARCC and MSAA.

8. For circumstances in which there are duplicative enrollments with identical stage 5 entry and exit dates, the enrollment record aligned with the audit or the achievement school will be retained⁷. When one school is the audited school and the other the achievement school, the audited school enrollment will be set through October 5, and the achievement school for the remainder of the enrollment period.
9. If there was no enrollment record at a school in which the student has a valid PARCC or MSAA test, an enrollment is created.

In-Seat Attendance

In-Seat Attendance (ISA) measures the percentage of the cumulative sum of instructional days on which enrolled students are present in school during a given school year. A higher ISA rate indicates that, on average, a given school had a greater percentage of students who were present in school over the course of the school year compared to a school with a lower ISA rate.

ISA is a school-level attendance measure. Even though research finds that the strongest relationship between attendance and achievement exists at the student level, school-level attendance can impact student-level performance: gains in individual performance predicted by increased attendance are greater in schools with higher mean attendance⁸.

Educational Context

As a school-level attendance metric, ISA provides an overview of school-level attendance patterns across the school year. ISA is reported annually through the *Equity Reports*, a cross-sector partnership with the goal of providing DC schools, families and communities transparent and comparable information related to equity across all DC schools. ISA is also used in the Public Charter School Board (PCSB) annual Performance Management Framework (PMF), making this indicator a familiar benchmark for educators, families, and the community.

Metric-Specific Terminology and Definitions

Achievement School

The school to which a student's assessment participation and performance is counted.

⁷ If the audit/achievement fails to isolate the valid record, then SPED data, followed by EL data, and then previous year enrollment will be used to inform the valid enrollment record for the student.

⁸ The Campaign for Fiscal Equity (2011). *Taking Attendance Seriously: How School Absences Undermine Student and School Performance in New York City*.

Audit School

The school at which the student was counted in the Enrollment Audit.

Present

An indication that the student had a present full (PF), present partial (PP), present in-school suspension (PIS), present partial excused (PPE), or present partial unexcused (PPU) attendance record on a given day according to the Attendance Qlik Application:

- Daily attendance is received by OSSE from the LEA SIS and mapped to standardized attendance status codes in the LEA Data Mapping Tool to populate the Attendance Qlik Application.

Minimum Enrolled Days

The minimum number of instructional days a student must be enrolled to be included in the metric calculation. For Elementary School, Middle School, and High Schools, students must be enrolled for a minimum of 10 instructional days after the 10th day of school to contribute to a school's metric score.

Unduplicated Enrollment

An indication that a given student has an unduplicated Stage 5 enrollment at a given school.

Metric Detail, Calculation, and Business Rules

Calculation

Formula for Metric

$$\frac{\text{Sum of instructional days on which each enrolled student was present in the school}}{\text{Sum of instructional days on which each student had an unduplicated enrollment at the school}}$$

Business Rules

Student Universe

All students who were ever stage 5 enrolled and attending a given school, with the following inclusions and exclusions:

Inclusions

1. Students of all ages, including those who are not of compulsory age⁹, are included in the metric calculation.
2. Students' attendance records at a given school are only included in the metric calculation for that school; students' attendance records are included in the calculation for each school at which the students were enrolled for the minimum number of days during the school year.

⁹ Compulsory age refers to students who are at least 5 years old and not yet aged 18 as of September 30th of the school year.

Exclusions

1. Attendance records that conflict with dates of verified enrollment are excluded.
2. Attendance which only corresponds to stage 4 enrollments (entry code 1800):
 - a. A stage 4 enrollment represents a pre-enrollment (meaning the student has not shown up to receive educational services from the school). Students are considered enrolled when they reach stage 5 enrollment, which means that the student received educational services at the school. Please see additional information about the stages of enrollment in DCMR Section 5-A2101.

Data Caveats

1. If there is no attendance data for a student for an instructional day on which the student was enrolled, the day is counted in the denominator but not in the numerator (missing data are counted as absences).¹⁰
2. The 10th day of school is determined by the program calendar within each school.
3. The LEA attendance codes mapped to OSSE values of PF (Present Full), PIS (Present In-School Suspension), PP (Present Partial), PPE (Present Partial Excused), and PPU (Present Partial Unexcused) are considered present.
4. The attendance rates reported in the accountability system may differ slightly from other publicly reported attendance metrics that only consider compulsory-aged students. The accountability system reports attendance for all students, regardless of age.

Data Sources

1. Certified Attendance Data (Accountability Year):
 - Attendance is submitted to OSSE on a daily basis via the LEA's Student Information Systems (SIS); these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation Process
2. Certified Demographic Data (Accountability Year):
 - Demographic data are submitted to OSSE on a daily basis via the LEA's SIS ; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process
3. Certified Enrollment Data (Accountability Year):
 - Enrollment data is submitted to OSSE on a daily basis via the LEA's SIS ; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process

¹⁰ This is the case for schools/ LEAs that fully report attendance. For schools/ LEAs that default to present attendance and only report absences over SIS, missing data are imputed with present values.

Data Validation

LEA Validation

The following data validation procedures are expected of all LEAs:

1. LEAS can view their attendance data using the Attendance Qlik applications that correspond to their sector.
2. The Unified Data Errors (UDE) Qlik Application provides information on attendance data errors that need to be addressed. (UDE guidance is available on [OSSE's website](#).) LEAs can correct attendance data errors at any point in time during the school year.
3. A monthly LEA Attendance Status Report will be sent to LEA data managers and heads of school. The report will include ISA rates, submission rates, chronic absence rates, and attendance UDEs, as well as overlapping enrollments; all metrics will be reflective of both the prior month and year-to-date.
4. Student-, school-, and LEA-level attendance are included in the *Data Validation* process; all pending UDE errors are expected to be resolved during this process.

OSSE Validation

The following assumptions apply to attendance data:

1. Attendance data is unique by student and date (except in instances of enrollment in adult LEAs where valid duplicative enrollments may take place).
2. For all students with certified demographic and enrollment data, attendance values are based on the attendance records which correspond to students' enrollment periods as verified in the data validation process.
3. A student should not have two attendance values at the same school on the same date.
4. A student should not have overlapping enrollment sent from two non-Adult LEAs.
5. A student should not have attendance on non-instructional days.

For duplicative enrollments which violated any of the above assumptions and that persisted through data validation, overlapping enrollment periods were de-duplicated as follows¹¹:

6. If an enrollment instance was fully contained within another enrollment instance, the fully contained enrollment instance and its corresponding attendance values were removed, unless the fully contained enrollment instance covers the audit period or the fully contained enrollment instance is at the achievement school over the assessment period. Fully contained duplicative enrollments covering the audit period are valid through the audit date. Fully contained duplicative enrollments covering the assessment period are valid for the entire enrollment period to preserve FAY status used for PARCC and MSAA.

¹¹ Enrollment refers to Stage 5 enrollment.

7. If an enrollment instance overlapped with another enrollment instance, the first enrollment instance was assumed to end when the second enrollment instance began, UNLESS the first enrollment instance covers the audit period OR the enrollment instance is at the achievement school during the assessment period. Partially overlapped duplicative enrollments covering the audit period are valid at the audit school through the audit date. Partially overlapped duplicative enrollments covering the assessment period are valid for the entire enrollment period to preserve FAY status used for PARCC and MSAA.
8. For circumstances in which there are duplicative enrollments with identical stage 5 entry and exit dates, the enrollment record aligned with the audit or the achievement school will be retained¹². When one school is the audited school and the other the achievement school, the audited school enrollment will be set through October 5, and the achievement school for the remainder of the enrollment period.
9. If there was no enrollment record at a school in which the student has a valid PARCC or MSAA test, an enrollment is created.

¹² If the audit/achievement fails to isolate the valid record, then SPED data, followed by EL data, and then previous year enrollment will be used to inform the valid enrollment record for the student.

CLASS (pre-K only)

The Classroom Assessment Scoring System (CLASS) is a research-based observational tool that measures the quality of teacher-child interactions in PK-12 classrooms. CLASS is measured at the classroom level and not at the student level, so a school's CLASS score will apply to all student groups.

CLASS is recognized as a valid and reliable measure of the quality of teacher-child interactions¹³ and functions equally well across classrooms with diverse populations.¹⁴ In DC, CLASS is administered only in pre-K classrooms and is not administered to students in grades K to 12. The CLASS tool includes multiple 30-minute cycles of classroom observations by trained observers. In general, four CLASS cycles provide a reliable estimate of the overall quality of teacher-child interactions in a classroom.¹⁵

The CLASS metric is comprised of three domains:

- Emotional Support
- Classroom Organization
- Instructional Support

Educational Context

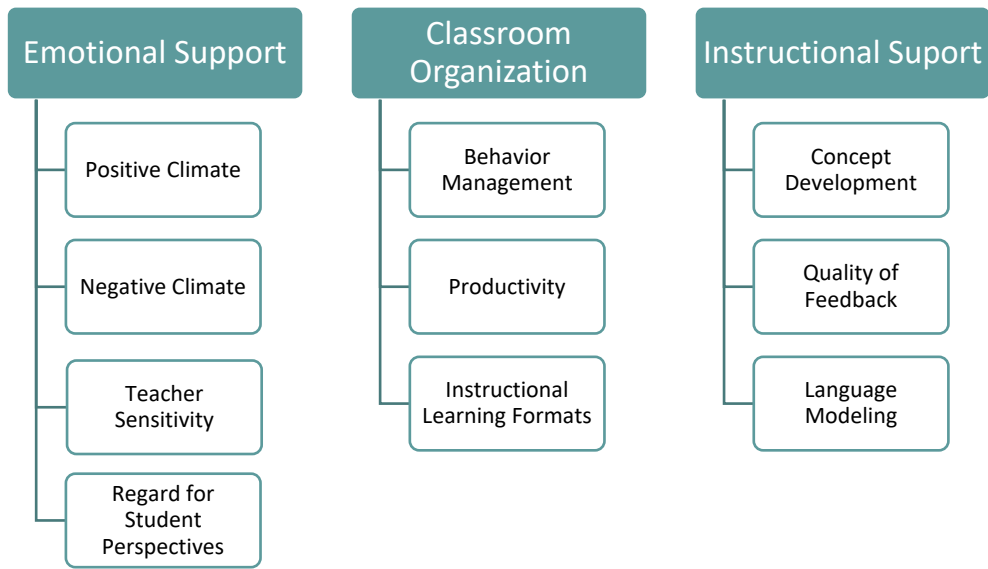
Observations are rated along ten dimensions organized into three domains that support child development. The three domains are emotional support, classroom organization, and instructional support. Each dimension within these domains is on a 7-point scale with 1 being the lowest score and 7 being the highest score. The figure below shows how the dimensions are organized within each domain. Research suggests that emotional support and classroom organization scores of 5.0 or higher and instructional support scores of 3.25 or higher are associated with improvements in child outcomes.¹⁶

¹³ Hamre, B. K., Pianta, R. C., Mashburn, A. J., & Downer, J. T. (2007). Building a science of classrooms: Application of the CLASS framework in over 4,000 US early childhood and elementary classrooms. *Foundation for Childhood Development*, 30, 2008; La Paro, K. M., Pianta, R. C., & Stuhlman, M. (2004). The Classroom Assessment Scoring System: Findings from the pre-kindergarten year. *Elementary School Journal*, 104(5), 409-426.

¹⁴ Downer, J. T., Lopez, M. L., Grimm, K., Hamagami, A., Pianta, R. C., & Howes, C. (2012). Observations of teacher-child interactions in classrooms serving Latinos and dual language learners: Applicability of the classroom assessment scoring system in diverse settings. *Early Childhood Research Quarterly*, 27, 21-32.

¹⁵ Hamre, B. K., Goffin, S. G., & Kraft-Sayre, M. (2009). Classroom Assessment Scoring System Implementation Guide: Measuring and Improving Classroom Interactions in Early Classroom Settings.

¹⁶ Burchinal et al., (2010).



Metric-Specific Terminology and Definitions

Emotional Support Domain Score

The emotional support domain score is a classroom’s rating on a scale of 1 to 7 measuring positive climate, negative climate, teacher sensitivity, and regard for student perspectives.

Classroom Organization Domain Score

The classroom organization domain score is a classroom’s rating on a scale of 1 to 7 measuring behavior management, productivity, and instructional learning formats.

Instructional Support Domain Score

The instructional support domain score is a classroom’s rating on a scale of 1 to 7 measuring concept development, quality of feedback, and language modeling.

College and Career Readiness Metrics

OSSE measures and reports how many students are participating in college and career readiness opportunities, such as Advanced Placement (AP) or International Baccalaureate (IB) exams, and how they are performing on these and on the SAT.

Table 1

| Data Elements/Metrics | Reporting Level | Source |
|----------------------------|-------------------------------------|-------------------|
| AP/IB Participation | SEA, LEA, School, and student group | College Board, IB |

| | | |
|--|-------------------------------------|-------------------|
| Measures student participation in college-level coursework (AP and IB courses). | | |
| AP/IB Performance | SEA, LEA, School, and student group | College Board, IB |
| Measures the percentage of students participating in AP or IB assessments who are proficient in content material at the college level. | | |
| SAT DC Percentile Threshold | SEA, LEA, School, and student group | |
| SAT Performance College Ready Benchmark | SEA, LEA, School, and student group | |

AP & IB Participation

With the Advanced Placement Program® (AP), students can take college-level course work in high school. When students take AP courses and exams, they demonstrate to college admission officers that they have sought out an educational experience that will prepare them for success in college and beyond.

The International Baccalaureate (IB) program was designed in Switzerland in the 1960s. It was made to be a rigorous, internationally-recognized diploma for entry into universities that students all around the world could earn. To earn an IB diploma, a student must attend an IB-approved school and meet the requirements, including taking classes in the six subject groups, passing their exams, and completing three additional core requirements.¹⁷

Educational Context

Both participation and performance are measured because OSSE wants to promote access to advanced coursework to promote college and career readiness. A higher percentage of students taking AP or IB exams reflects greater access to advanced coursework in high school.

Metric-Specific Terminology and Definitions

AP/IB Enrollment Window

The enrollment window is between the Enrollment Audit Count date and May 1st.

¹⁷ IB Organization. (n.d.). Diploma Programme. Retrieved December 06, 2017 from <http://www.ibo.org/programmes/diploma-programme/>

AP/IB Enrolled Universe

AP/IB enrolled students must be in the twelfth grade during the accountability year and must also have been enrolled at the same school between the Enrollment Audit Count date and May 1st in both the accountability year and the prior school year.

AP/IB Participant

Any twelfth grade student who has taken an AP or IB exam during their high school career.

Metric Detail, Calculation, and Business Rules

Calculation

Formula for Metric

$$\frac{\text{All twelfth grade students enrolled at the school in both the accountability year and the year prior who took an AP/IB test during their high school career}}{\text{All twelfth grade students enrolled at a school in both the accountability year and the year prior between the Enrollment Audit Count date and May 1st}}$$

Example

There were one-hundred (100) twelfth grade students in a school for the accountability year.

Five (5) twelfth grade students were not enrolled between the Enrollment Audit Count date of October 5th and May 1st in the school year prior to the accountability year.

Five (5) twelfth grade students were also not enrolled between October 5th and May 1st of the accountability year.

An additional ten (10) twelfth grade students were not enrolled during either window.

Therefore, a total of eighty (80) twelfth grade students from the school were AP/IB enrolled in both years.

Of the sixty (60) twelfth grade students who were AP/IB enrolled in the school took at least one AP/IB exam.

Metric calculation

$$\frac{60 \text{ students}}{(100 - 20) \text{ students}} = 75\% \text{ of students participated in an AP/IB exam}$$

Business Rules

Student Universe

All twelfth grade students who were enrolled at a school between October 5th and May 31st in both the accountability year and the year prior.

Inclusion

1. All twelfth grade students who were AP/IB enrolled according to enrollment data verified as part of the Data Validation process.

Exclusion

1. Twelfth grade students who were not enrolled during the AP/IB enrollment window in both the accountability year and the prior school year.

Data Caveats

1. Students exiting the accountability year with a graduation exit code and an awarded credential date prior to the May 1st date, who also meet the prior year enrollment requirements, are included in the universe.

USI-matching

AP/IB data received from College Board and International Baccalaureate go through a USI matching process to assign student USIs to student scores based on student's first name, last name, date of birth and tested school.

Assigning a Student to a School

Students and their corresponding scores will be assigned to their enrollment during the accountability year.

Data Sources

1. AP data
 - a. The College Board sends OSSE a summative annual examination file with individual scores for each AP test; these data will be reviewed, finalized, and certified by each LEA during the Metric Calculation Confirmation process
2. IB data
 - a. International Baccalaureate sends OSSE a summative annual examination file with individual scores for each IB test; these data will be reviewed, finalized, and certified by each LEA during the Metric Calculation Confirmation process.
3. Certified Enrollment Data:
 - a. Enrollment data is submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.
 - i. Enrollment data is used in determining students' entry and exit date to a school
 - ii. Data Validation is used to determine the student's assessment and reporting grade

AP & IB Performance

Educational Context

Both participation and performance are measured because OSSE wants to promote access to advanced coursework to promote college and career readiness.

The AP/IB Performance metric captures the percentage of students participating in AP or IB assessments who are proficient in content material at the college level.

Metric-Specific Terminology and Definitions

AP/IB Participation

Any student who has taken an AP or IB exam during the school year while in high school.

Passed an Exam

Students are considered to have passed an AP or IB exam when they score 3+ on the AP exam or 4+ on the IB exam.

Metric Detail, Calculation, and Business Rules

Calculation

Formula for Metric

$$\frac{\text{The number of students who passed at least one AP/IB exam during the accountability year}}{\text{The number of students who took at least one AP/IB exam during the accountability year}}$$

Example

Sixty (60) students took at least one AP/IB exam during the school's accountability year.

Forty-five (45) students passed at least one exam.

Metric calculation

$$\frac{45 \text{ students}}{60 \text{ students}} = 75\% \text{ of students participated in an AP/IB exam}$$

Business Rules

Student Universe

Students are only counted once in the numerator and denominator.

Inclusion

All students throughout DC schools who took at least one AP or IB exam during the school year.

Exclusion

All students who did not take at least one AP or IB exam during the school year.

Data Caveats

USI-matching

AP/IB data received from College Board and International Baccalaureate go through a Unique Student Identifier (USI) matching process to assign student USIs to student AP/IB scores based on student's first name, last name, date of birth and tested school.

Choosing Scores

A student's highest score will be selected if the student sits for multiple exams. If more than one score is reported for a given test for the year for a student, the highest score will be kept.

Written tests for the IB program are scored with letter-grades which do not have a clear equivalent to score 3+ on the AP exam or 4+ on the IB exam. Letter grades are not counted in AP/IB performance.

Assigning a Student to a School

Students and their corresponding scores will be assigned to their cohort responsible school during the accountability year (currently 2016-2017.)

Data Sources

1. AP data
 - a. The College Board sends OSSE a summative annual examination file with individual scores for each AP test.
2. IB data
 - a. International Baccalaureate sends OSSE a summative annual examination file with individual scores for each IB test.
3. Certified Enrollment Data:
 - a. Enrollment data is submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.
 - i. Enrollment data is used in determining students' enrollment to a school

SAT DC Percentile Threshold

The SAT DC Percentile Threshold metric is intended to provide an indication of how well DC schools are preparing their students to be college and career ready.

Educational Context

The metric will identify the percentage of students who perform at a level that meets or exceeds the DC 50th percentile on the SAT. Students in DC who are identified as meeting or exceeding the DC 50th percentile have earned an SAT score that is ranked equal to or greater than half of the District.

Metric-Specific Terminology and Definitions

Twelfth Grade Student

Any student who was ever enrolled in the twelfth grade in the accountability year

Super-score

The highest combined score, from the Evidence-Based Reading and Writing and Math sections, across all tests taken by a student.

DC 50th Percentile

OSSE will use the calculated 50th Percentile of students' SAT super-score across all SAT tests taken by DC public school students during the initial accountability year (2017-18) and will retain that score until accountability floors and targets are reset. The DC 50th Percentile score is 850.

Metric Detail, Calculation, and Business Rules

Calculation

Formula for Metric

$$\frac{\text{Number of twelfth grade students with super – scores meeting or exceeding the DC Percentile}}{\text{Number of twelfth graders enrolled during the accountability year}}$$

Example

One hundred (100) students were enrolled in the twelfth grade at a school during the accountability year.

Sixty-two (62) twelfth grade students met or exceeded the DC 50th percentile.

Metric Calculation

$$\frac{62 \text{ students}}{100 \text{ students}} = 62\% \text{ of students met the DC 50th percentile}$$

Business Rules

Student Universe

All enrolled twelfth grade students.

Inclusions

1. Students can take the SAT test multiple times, but a student will only be counted once in each school they were enrolled.

Exclusions

1. Students who were not enrolled in twelfth grade during the accountability year.
2. Students who are enrolled at non-public or alternative schools.

Data Caveats

Multiple Tests

Students can take the test multiple times, but a student will only be counted once. The highest score for each section will be selected across all tests and used to calculate the metric. If a student took two tests, (for example, one in 2019 where they achieved their highest Evidence Based Reading and Writing (EBRW) score, and one in 2020 where they achieved their highest Math score), each of the highest scores from both tests will be selected to calculate whether the student was college ready, as you can see in Table 2 below.¹⁸

Table 2

| | 2019 SAT | 2020 SAT | Score Selected |
|------------------------------------|----------|----------|----------------|
| Evidence-Based Reading and Writing | 750 | 700 | 750 |
| Math | 650 | 700 | 700 |
| Super-score | | | 1450 |

Assigning a Student to a School

A student’s super-score will apply across all schools that student was enrolled as a twelfth grader for the accountability year.

¹⁸ The College Board revised the SAT in March 2016, therefore scores reported before that update are not comparable to scores after March 2016. Where applicable, student scores from prior to March 2016 have been converted to post-March 2016 scores and included in student score calculations. Additional information about the March 2016 update and score conversation can be found at <https://collegereadiness.collegeboard.org/pdf/higher-ed-brief-sat-concordance.pdf>

Change in SAT Format and Scoring

In March 2016, the College Board revised the SAT. Table 3 shows a comparison of major features of the pre-March 2016 SAT and the “New SAT.”

Table 3

| Category | Pre-March 2016 SAT | New SAT |
|------------|--|--|
| Components | <ul style="list-style-type: none"> • Critical Reading • Writing • Mathematics • Essay | <ul style="list-style-type: none"> • Evidence-Based Reading and Writing • Math • Essay (optional) |
| Scoring | <ul style="list-style-type: none"> • Scale ranges from 600 to 2400 • Scale ranges from 200 to 800 for Critical Reading • Scale ranges from 200 to 800 for Math • Scale ranges from 200 to 800 for Writing • Essay results scaled to multiple-choice Writing | <ul style="list-style-type: none"> • Scale ranges from 400 to 1600 • Scale ranges from 200 to 800 for Evidence-Based Reading and Writing • Scale ranges from 200 to 800 for Math • Scale ranges from 2 to 8 for Essay • Essay results reported separately |

Because the pre-March 2016 test and the new test are different, the scores on the two tests are not equivalent. Therefore, when scores are reported for tests that span both the pre-March 2016 SAT format and the new SAT format, scores must be converted using SAT concordance tables in order to make comparisons across the tests.¹⁹ For the SAT DC Percentile threshold metric, pre-March 2016 scores are converted to the new SAT scoring system using the guidance provided by the College Board.

USI Matching

SAT data received from the College Board go through a USI matching process to assign student USIs to student SAT scores based on student’s first name, last name, date of birth and tested school. LEAs will have the opportunity to validate their SAT data with OSSE so that as many scores as possible can be included in the metric calculation.

Data Sources

1. College Board SAT data

¹⁹ <https://collegereadiness.collegeboard.org/educators/higher-ed/scoring/concordance>

- a. The College Board sends OSSE both individual score files for each SAT day administration and a cumulative summative file each year containing the SAT scores for students who participated in the SAT at any DC public or public charter school.
 - i. College Board data is used to calculate a school student's super-score
 - ii. College Board data is used to calculate the DC 50th percentile
- 2. Certified Adjusted Cohort Data (expected four-year graduates in Accountability Year)
 - a. Students' first ninth grade year (cohort) year, cohort responsible school and outcomes are reviewed, finalized and certified by each LEA in the summer and fall of each year via the Adjusted Cohort Graduation Rate validation process.
 - i. Enrollment data is used in determining students' enrollment to a school
 - ii. Enrollment data is used to determine a students' grade

SAT Performance College Ready Benchmark

The SAT College Ready Benchmark measures how well DC schools are preparing their students to be college and career ready.

The SAT is an entrance exam administered nationwide by the College Board that is designed to measure readiness for college and provide colleges and universities with a comparison points for all of their applicants. While the importance of SAT scores in a college application varies from school to school, almost every student who is considering college will take the exam during high school. For this reason, OSSE uses SAT data to measure how students in each school are performing.

Student performance on the SAT has been reported at the state-level by OSSE’s division of Postsecondary and Career Education through the Postsecondary Access and Readiness Series, developed in partnership with representatives from OSSE, DCPS, PCSB and individual charter schools. This group met from the 2014-15 through the 2015-16 school years and identified a measure of college and career readiness based on the College Board’s SAT College Readiness Benchmarks as a key indicator of college readiness for DC students. The use of this metric in the accountability system marks the first time this metric will be reported at the school-level.

The SAT College Ready Benchmark metric is intended to provide an indication of how well DC schools are preparing their students to be college and career ready. The SAT College and Career Readiness Benchmarks set by College Board provide an indication of how successful a student will be in subject-specific college courses. The benchmarks are fixed scores identified by the College Board for each subject area of the test. Changes to the benchmarks are at the discretion of the College Board; for example, the College Board may elect to formally issue new benchmarks following a substantive change to the format or scoring of the test. For this metric, students must meet or exceed both benchmarks in the subject areas of Math and Evidence-Based Reading and Writing (EBRW) in order to be considered “college ready.” Table 4 below shows the benchmark scores for each of the subject area tests for the SAT and the corresponding college course.

Table 4

| College Readiness Benchmarks for ACT and SAT | | | |
|--|------------------------------------|---|-----------|
| | Test Subject Area | Corresponding College Courses | Benchmark |
| SAT College and Career Readiness Benchmarks | Evidence-Based Reading and Writing | history, literature, social science, or writing | 480 |
| | Math | algebra, statistics, pre-calculus, or calculus | 530 |

Metric-Specific Definitions

Meeting or Exceeding the College Ready Benchmark

The SAT College Ready Benchmark is set by the College Board. A student must obtain at least a 530 on the Math section and at least a 480 on the EBRW section.

Super-score

The highest combined score, from the Evidence-Based Reading and Writing and Math sections, across all tests taken by a student, including years prior to the accountability year.

Twelfth Grade Student

Any student who was ever enrolled in the twelfth grade in the accountability year.

Metric Detail, Calculation, and Business Rules

Calculation

Formula for Metric

$$\frac{\text{Number of twelfth grade students with super – scores meeting/exceeding the college ready benchmark}}{\text{Total number of twelfth graders enrolled during the accountability year}}$$

Example

One hundred (100) students were enrolled in the twelfth grade at a school during the accountability year.

Fifty (50) twelfth grade students met or exceeded the college ready benchmark, therefore:

$$\frac{50 \text{ Students}}{100 \text{ Students}} = 50\% \text{ of students met the college and career readiness benchmark}$$

Business Rules

Student Universe

All enrolled twelfth grade students.

Inclusions

1. Students can take the SAT test multiple times, but a student will only be counted once in each school they were enrolled.

Exclusions

1. Students who were not enrolled in twelfth grade during the accountability year.
2. Schools that only participate in alternate exams (e.g., ACT).
3. Students who are enrolled at non-public or alternative schools.

Data Caveats

Calculating the Super-score

Students can take the SAT test multiple times, but a student will only be counted once in each school in which they were enrolled. The highest score for each section of the SAT will be selected across all tests and all years and used to calculate the metric – this is the student’s super-score. If a student took the SAT more than once (for example: once in 2019 where they achieved their highest EBRW score, and another time in 2020 where they achieved their highest Math score) each of the highest scores from both tests would be selected and the resulting combined score would be used to determine whether the student was college ready. An example is provided in Table 5 below.²⁰

Table 5: Super-score Calculation

| | 2019 SAT | 2020 SAT | Score Selected |
|------------------------------------|----------|----------|----------------|
| Evidence-Based Reading and Writing | 750 | 700 | 750 |
| Math | 650 | 700 | 700 |

²⁰ The College Board revised the SAT in March 2016, therefore scores reported before that update are not comparable to scores after March 2016. Where applicable, student scores from prior to March 2016 have been converted to post-March 2016 scores and included in student score calculations. Additional information about the March 2016 update and score conversation can be found at <https://collegereadiness.collegeboard.org/pdf/higher-ed-brief-sat-concordance.pdf>

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

Assigning a Student to a School

A student’s super-score will be credited to all schools in which a student was enrolled as a twelfth grader during the accountability year.

Change in SAT Format and Scoring

In March 2016, the College Board revised the SAT. Table 6 below describes some of the major changes between the old and new SAT tests and compares the major differences between the two.

Table 6: SAT Changes

| Category | Pre-March 2016 SAT | New SAT |
|------------|--|--|
| Components | <ul style="list-style-type: none"> • Critical Reading • Writing • Mathematics • Essay | <ul style="list-style-type: none"> • Evidence-Based Reading and Writing • Math • Essay (optional) |
| Scoring | <ul style="list-style-type: none"> • Scale ranges from 600 to 2400 • Scale ranges from 200 to 800 for Critical Reading • Scale ranges from 200 to 800 for Math • Scale ranges from 200 to 800 for Writing • Essay results scaled to multiple-choice Writing | <ul style="list-style-type: none"> • Scale ranges from 400 to 1600 • Scale ranges from 200 to 800 for Evidence-Based Reading and Writing • Scale ranges from 200 to 800 for Math • Scale ranges from 2 to 8 for Essay • Essay results reported separately |

Because the pre-March 2016 test and the new test are different, the scores on the two tests are not equivalent. Therefore, when scores are reported for tests that span both the pre-March 2016 SAT format and the new SAT format, scores must be converted using SAT concordance tables in order to make comparisons across the tests.²¹ For the SAT College Ready Benchmark metric, pre-March 2016 scores are converted to the new SAT scoring system using the [guidance provided by the College Board](https://collegereadiness.collegeboard.org/educators/higher-ed/scoring/concordance).

²¹ <https://collegereadiness.collegeboard.org/educators/higher-ed/scoring/concordance>

USI Matching

SAT data received from the College Board go through a USI matching process to assign student USIs to student SAT scores based on student's first name, last name, date of birth and tested school. LEAs will have the opportunity to validate their SAT data with OSSE so that as many scores as possible can be included in the metric calculation.

Data Sources

1. College Board SAT data
 - a. The College Board sends OSSE both individual score files for each SAT day administration and a cumulative summative file each year containing the SAT scores for students who participated in the SAT at any DC public or public charter school.
2. Certified Enrollment Data
 - a. Enrollment data is submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.
 - i. Enrollment data is used in determining students' enrollment to a school
 - ii. Enrollment data is used to determine a students' grade
3. College Ready Benchmarks identified by College Board
 - a. The College Board publishes SAT College and Career Readiness Benchmarks; these fixed scores are identified by the College Board for each subject area of the test. Changes to these benchmarks are at the discretion of the College Board.

College Enrollment Metrics

The DC School Report Card reports postsecondary enrollment rates for previous graduates from the prior two years. The metrics show the six-month and twelve-month postsecondary enrollment rates aggregated by state, LEA and school levels for all students as well as by student groups. Each metric will show the enrollment rate of students for the two most recently completed school years.

Metric-Specific Terminology and Definitions

Certified Graduates List

Credential data are submitted to OSSE once per year in September by the Public Charter School Board (PCSB) and the District of Columbia Public Schools (DCPS).

Postsecondary Education

An educational program at any public or non-profit accredited or pre-accredited institution that awards a bachelor degree or provides a two-year program that is acceptable for full credit toward a bachelor degree.

Regular Diploma

U.S. Department of Education [guidance](#) concerning ACGR specifies that under 34 C.F.R. §200.19(b)(1)(iv), a “regular high school diploma” means the standard high school diploma awarded to students in a State that is fully aligned with the State’s academic content standards and does not include a GED credential, certificate of attendance, or any alternative award. The term “regular high school diploma” also includes an “advanced diploma” that is awarded to students who complete requirements above and beyond what is required for a regular diploma.

Individualized Education Program (IEP) Certificate of Completion

A certificate that signals that the student has met their educational goals, as outlined in the student’s Individual Education Program.

General Education Development (GED)

A four-part test administered by GED Testing Service LLC designed to measure skills equivalent to those required to earn a high school diploma.

National External Diploma Program (NEDP)

A performance assessment system designed to measure student’s reading, writing, math, and workforce readiness skills. When a student passes each of the assessments, they receive a diploma equivalent to a regular diploma.

National Student Clearinghouse (NSC)

The National Student Clearinghouse (NSC) is the leading provider of educational reporting, data exchange, verification, and research services. 3,600 colleges encompassing 99 percent of all enrolled students in public and private colleges are captured by NSC’s database.

District of Columbia Tuition Assistance Grant (DCTAG)

Created by Congress in 1999, the DCTAG program’s purpose is to expand higher education choices for college-bound residents of DC. Graduates attending public colleges and universities or Historically Black Colleges and Universities (HBCU’s) throughout the US; or attending any private colleges and universities in the Washington, DC metropolitan area are eligible for the Grant.

Six-Month Postsecondary Enrollment Rate

This rate is derived from District of Columbia public and public charter students who earned a regular high school diploma as derived from the certified graduates provided by DC Public Schools (DCPS) and the DC Public Charter School Board (PCSB), and who enrolled in a postsecondary institution within six months after their high school graduation date. Students who graduated from non-public, adult, or juvenile justice schools are not included in this metric. Enrollment in two-year and four-year public and private colleges and universities are included.

Twelve-Month Postsecondary Enrollment Rate

This rate is derived from District of Columbia public and public charter students who earned a regular high school diploma and who enrolled in a postsecondary institution within 12 months after their high school graduation date. Students who graduated from nonpublic, adult, or juvenile justice schools are not included in this metric. Enrollment in two-year and four-year public and private colleges and universities are included.

Metric Details, Calculations, and Business Rules

| Metric | Count | Rates | Reporting Level |
|---|---|--|---|
| Six Month Postsecondary Enrollment Rate | Total number of students enrolled in a postsecondary institution six months after their high school graduation | $\frac{\text{Students Enrolled Six Months After Graduating}}{\text{Total Number of Graduating Students}}$ | <ul style="list-style-type: none"> State, LEA, School All students and all student groups |
| Twelve Month Postsecondary Enrollment Rate | Total number of students enrolled in a postsecondary institution twelve months after their high school graduation | $\frac{\text{Students Enrolled Twelve Months After Graduating}}{\text{Total Number of Graduating Students}}$ | <ul style="list-style-type: none"> State, LEA, School All students and all student groups |

Business Rules

Student Universe

All students from 2018-2019 and 2019-2020 school years who earned a certified diploma are included in the universe.

Inclusions

1. All students from the certified graduates list who earned a high school diploma.

Exclusions

1. Students who earned an IEP Certificate, General Education diploma (GED) or National External Diploma Program (NEDP) diploma
2. Students who graduated with a diploma from a non-public or juvenile justice school

Data Caveats

USI-matching

Graduating students are matched by their USIs from LEA submitted certified graduation rosters. These students are matched by their USIs to the National Student Clearinghouse (NSC) database, and UDC data feed. Students in the universe that do not match to this database are treated as non-enrolled.

Rates Calculation

Rates are calculated by the total number of students who are enrolled students in a postsecondary institution six months after their high school graduation over the total number of graduating students. This figure is multiplied by 100 to give a percentage. This calculation will most likely produce a fraction and not a whole number. For the DC School Report Card, the fraction will be then be rounded to two decimal places where greater than .5 will round up and lower than .5 will round down and the number displayed will show the enrollment rate per 100 students.

Data Sources

1. Certified Graduation Data:
 - a. Student graduation data are submitted to OSSE by LEAs via the OSSE-provided template following DCPS and PCSB issuance of August diplomas through a secure data transfer; these data are then reviewed by OSSE and, certified by LEAs through OSSE's fall data validation process.
2. National Student Clearinghouse Data
 - a. NSC provides OSSE with all postsecondary enrollment and completion information for all DCTAG recipients and DC public and public charter students that earn a regular diploma, IEP Certificate, GED, and NEDP.
3. DCTAG
 - a. DC Tuition Assistance Grant (DCTAG) data is collected through the DCTAG OneApp website, where potential grantees complete an online application for the program.
 - b. Students must re-submit their information each year they are enrolled in an eligible postsecondary institution.
4. University of the District of Columbia (UDC) and University of the District of Columbia – Community College (UDC-CC)
 - a. UDC data is collected through different data feeds for UDC and UDC-CC that OSSE maintains through its relationship with UDC.

Discipline Metrics

The DC School Report Card includes several measures of student discipline that are aggregated at the state (SEA), LEA, and school levels for all students and student groups. Each discipline metric will show the relevant total count and rate of incidents for the most recently completed school year. Pursuant to DC Code § 38-236.09(c)(1), LEAs and pre-K community-based organizations (CBOs) are required to collect and provide comprehensive data on all disciplinary incidents and actions that occurred during the prior school year. To

ensure consistent reporting, OSSE collects all discipline data required for both federal and local reporting on a rolling basis, using the Integrated Data Submission Tool (IDS). All guidance is available on OSSE’s website.

Table 7

| Data Elements/Metrics | Reporting Level | Source |
|--|--|----------------------------|
| Suspensions (In School and Out of School collected separately) Counts of students who receive out-of-school and in-school suspensions. | SEA, LEA, School, and by student group | Discipline data collection |
| Expulsions Counts of expulsions. | SEA, LEA, School, and by student group | Discipline data collection |
| School-related arrests Refers to an arrest of a student for any activity conducted on school grounds, during off-campus school activities (including while taking school transportation), or due to a referral by any school official. All school-related arrests are considered referrals to law enforcement. | SEA, LEA, School, and by student group | Discipline data collection |
| Incidents of Violence Counts of incidents of violence, defined below. | SEA, LEA, School, and by student group | Discipline data collection |
| Bullying Counts of reported incidents of bullying. | SEA, LEA, School, and by student group | Discipline data collection |
| Harassment Counts of reported incidents of harassment. | SEA, LEA, School, and by student group | Discipline data collection |

Metric-Specific Terminology and Definitions

In-School Suspension

Instances in which a student is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision.

Out-of-School Suspension

Instances in which a student is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no IEP services are provided because the removal is 10 days or less as well as removals in which the student continues to receive services according to his/her IEP.

Expulsion

An action taken by the LEA removing a student from their regular school for disciplinary purposes for the remainder of the school year or longer in accordance with LEA policy.

Bullying

An incident is counted as bullying when the primary or secondary reason indication for a disciplinary action is explicitly listed as “Bullying.” From OSSE’s [Discipline Guidance](#), bullying includes:

“Any severe, pervasive, or persistent act or conduct whether physical, electronic, or verbal that:

May be based on a youth’s actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intra-family offense, place or residence or business, or any other distinguishing characteristic, or on a youth’s association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and

Can reasonably be predicted to:

Place the youth in reasonable fear of physical harm to their person or property

Cause a substantial detrimental effect on the youth’s physical or mental health

Substantially interfere with the youth’s academic performance or attendance

Substantially interfere with the youth’s ability to participate in or benefit from the services, activities, or privileges provided by an agency, educational institution, or grantee.”

Harassment

An incident is counted as harassment when the primary or secondary reason indication for a disciplinary action is explicitly listed as either:

- Harassment, nonsexual (physical, verbal or psychological): Repeatedly annoying or attacking a student or group of students or other personnel that creates an intimidating or hostile educational or work environment.
- Harassment, sexual (unwelcome sexual conduct): Unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct, or communication of a sexual nature, including gender-

based harassment that creates an intimidating, hostile, or offensive educational or work environment.

Incidents of Violence

An incident is counted as an incident of violence when the primary or secondary reason indication for a disciplinary action is listed as one of the following:

- (1) rape, attempted rape, and other sexual assault;
- (2) robbery with and without a weapon;
- (3) robbery with a firearm or explosive device;
- (4) physical attack or fight with and without a weapon;
- (5) physical attack or fight with a firearm or explosive device;
- (6) threats of physical attack with and without a weapon;
- (7) threats of physical attack with a firearm or explosive device;
- (8) possession of a firearm or explosive device;
- (9) use of a firearm or shooting; or
- (10) homicide

The DC School Report Card shares the rate of total incidents of violence as well as the rate by student subgroups.

Metric Details, Calculations, and Business Rules (All Discipline Metrics)

Suspensions

Count

- Total number of out-of-school suspensions
- Total number of in-school-suspensions

Rates

For out-of-school suspensions:

$$\frac{\text{Total number of students receiving an out – of – school suspension}}{\text{Total number of students ever enrolled during the accountability year}}$$

For in-school suspensions:

$$\frac{\text{Total number of students receiving an in – school suspension}}{\text{Total number of students ever enrolled during the accountability year}}$$

Expulsions

Count

Total number of expulsions (including modified expulsions)

Rates

$$\frac{\text{Total number of students receiving an expulsion (including modified expulsions)}}{\text{Total number of students ever enrolled during the accountability year}}$$

Bullying

Count

Total number of incidents of bullying resulting in a disciplinary action

Rates

$$\frac{\text{Total number of students who were disciplined for bullying another student}}{\text{Total number of students ever enrolled during the accountability year}}$$

Harassment

Count

Total number of incidents of bullying resulting in a disciplinary action

Rates

$$\frac{\text{Total number of students who were disciplined for harassing another student}}{\text{Total number of students ever enrolled during the accountability year}}$$

Incidents of Violence

Count

Total number of disciplinary actions when the primary or secondary reason is defined as a violent act.

Rates

$$\frac{\text{Total number of students who were disciplined for an incident of violence}}{\text{Total number of students ever enrolled during the accountability year}}$$

School-Related Arrests

Count

Total number of incidents of school-related arrests.

Rates

$$\frac{\text{Total number of students who were arrested on school grounds, during off – campus school activities or due to a referral by the school}}{\text{Total number of students ever enrolled during the accountability year}}$$

Business Rules for Discipline Metrics

Student Universe

All students for whom LEAs reported a disciplinary incident in the annual Discipline Data Collection, with the following inclusion and exclusions. This is aligned with the information reported in the biennial Civil Rights Data Collection submitted to the Department of Education.

Inclusions

1. Students are included in the metrics if either the primary or secondary disciplinary reason was specific to the pertinent metric.

Exclusions

1. Juvenile justice schools are excluded from the metric.

Data Caveats

Student Groups

Demographic and student characteristics data certified through the Data Validation process is matched to Individual students in the Discipline Data Collection using the USIs provided by LEAs in the Discipline Data Collection. Student disciplinary records that do not match to a student record from Data Validation will be included in the calculation of disciplinary metrics for the "All students" student group, however will not be included in the calculation of disciplinary metrics for additional student groups as the student group information for non-matched students cannot be verified.

Student Universe

There are instances where an LEA may report a disciplinary incident for a student to OSSE but did not report a corresponding enrollment record for the same student to OSSE. It is therefore possible that there are students included in the numerator for the rates of disciplinary actions and incidents but are not included in the denominator for the metric.

Calculations

Rates are calculated by dividing the numerator for a given metric by the denominator for a given metric and then multiplying the result by 100 to calculate a rate per 100. In instances where this calculation produces a fraction and not a whole number, the fraction will be displayed using a decimal precision truncated at two decimal places. Rates for disciplinary incidents will display the disciplinary action rate per 100 students. For additional context about n-size calculations, refer to the [OSSE Discipline Reports](#).

For additional information on how conflicts between discipline and attendance codes are handled, please see the [2022-2023 Discipline Data Collection Guidance](#).

Eighth to Ninth Grade Transition (Alternative Schools Only)

The 8th to 9th Grade Transition metric measures the percentage of students who were promoted to 9th grade in the accountability year out of the total number of students who were enrolled in the 8th grade in the previous year.

Student promotion from 8th to 9th grade is an important signal that students are on track for secondary completion and on a positive trajectory toward meeting their educational goals. Readyng students to enroll in high school is an important part of a school’s responsibility to the student.

Educational Context

Given the District’s ambitious goals for a 90% four-year Adjusted Cohort Graduation Rate by 2039, as stated in the approved ESSA plan, retaining and promoting students is an important goal for District schools. Students enrolling in high-school is an essential step towards meeting the District’s graduation goal. Research indicates student achievement during the middle grades help predict which students graduate after four years of high school²².

Calculation

$$\frac{\text{Number of students who were promoted to the 9th grade in the accountability year}}{\text{Number of students who were enrolled for at least 120 days in the 8th grade in the previous year}}$$

Enrollment

School enrollment counts for students broken out by all federal required student groups. The DC School Report Card includes enrollment data for:

²² Kieffer, M.J., Marinell, W.H. (2011). The Middle Grades Student Transitions Study: Navigating the Middle School Grade and Preparing Students for High School Graduation.

- Total Student Enrollment
- Enrollment by grade level
- Enrollment by Race/Ethnicity
 - American Indian or Alaskan Native
 - Asian
 - Black or African American
 - Hispanic/Latino of any race
 - Native Hawaiian or Other Pacific Islander
 - White
 - Two or more races
- Children in Foster Care
- At-Risk (full definition in [the glossary](#))
- Military Connected (Students with a parent who is a member of the armed forces on active duty or serves on full-time National Guard duty, where “armed forces,” “active duty,” and “full-time National Guard duty” have the same meanings given them in 10 U.S.C. 101(a)(4), 101(d)(1), and 101(d)(5).)
- English Learners
- Students with Disabilities

Table 12

| Data Elements | Reporting Level | Source |
|---|--|-----------------|
| Enrollment | SEA, Sector, Ward, LEA, School and student group | Data Validation |
| Enrollment by grade level | SEA, LEA, School, Ward | Data Validation |
| Enrollment in preschool programs | SEA, LEA, School, Ward | Data Validation |

Graduation Rate

ESSA formalized the definition of Adjusted Cohort Graduation Rate (ACGR) in federal education law. The business rules for ACGR are [detailed below](#).

Table 13

| Data Elements/Metrics | Reporting Level | Source |
|-----------------------|---|-----------------|
| 4-Year ACGR | SEA, Sector, LEA, School, and Student Group | Data Validation |

| | | |
|--------------------------------|---|-----------------|
| 5-Year ACGR | SEA, Sector, LEA, School, and Student Group | Data Validation |
| Extended Years Graduation Rate | SEA, LEA, School, and Student Group | Data Validation |

Adjusted Cohort Graduation Rate (ACGR)

Under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), the federal government requires that each state and LEA calculate and report its annual Four-Year Adjusted Cohort Graduation Rate (ACGR). The U.S. Department of Education has established guidelines for calculating the adjusted cohort graduation rate in order to create a “uniform and accurate measure of the four-year high school graduation rate [that] is comparable across States and consistently reported over time.”

Educational Context

The ACGR methodology was adopted in DC starting with the graduating class of the 2010-11 school year and has been reported annually by OSSE for all DC public schools. OSSE has set long-term goals for increasing graduation rates among all student groups and reducing disparities in the graduation rates of different student groups over the next approximately 20 years. OSSE’s goal is that, by 2039, 90 percent of all student groups in the State’s adjusted cohort will graduate within four years of first ninth grade entry, with a key milestone of seeing all student groups improve and cutting gaps in half over the next ten years.

Metric Detail, Calculation, and Business Rules

Calculation

Formula for Metric

$$\frac{\text{Number of students from the adjusted cohort who graduated as of the end of the accountability year with a regular diploma}}{\text{Number of students in the adjusted cohort}}$$

Business Rules

For more detail please refer to the ACGR policy and Technical Guide.

Student Universe

All students who enrolled in a diploma-granting public or public charter school in DC at any point within the four years following their first ninth grade year and whose first ninth grade year is the school year three years prior to the accountability year.

Inclusions

1. All high school-aged students (up to 22 years old) attending a diploma-granting high school are assigned to a single first ninth grade year (cohort year).
2. Any student who has received a Stage 5 enrollment at any point between their first ninth-grade year and their expected year of graduation.
 - a. For the calculation of the four-year ACGR, students are expected to graduate within four years of their first ninth grade year
 - b. For the calculation of the five-year ACGR, students are expected to graduate within five years of their first ninth grade year

Exclusions

1. All students with validated cohort exits
 - a. Exited to home-schooling or a public, private, or online diploma-granting school in a different state
 - b. Exited to a school outside the United States
 - c. Exited to be home-schooled in DC
 - d. Exited to attend a private school in DC
 - e. Died or is permanently incapacitated
2. Any student who has only ever attended a non-diploma-granting school while aged 14 to 22 years will be excluded from the metric
3. Any student who has most recently attended DYRS is included in the State Cohort²³ and therefore is excluded from the metric
4. Any student who has most recently been under the care of CFSA and placed at a public school out-of-state will be excluded from the metric
5. Students who first enrolled in a DC public school or public charter school four years after their first ninth-grade year will be excluded from the metric

Data Caveats

1. Court Involvement: Students who transfer to the Department of Youth Rehabilitation Services (DYRS) or Maya Angelou New Beginnings become members of the “state” cohort. Students who transfer to DYRS become members of the “state” cohort because DYRS is a regular high school diploma-granting institution
2. Transition Institutions: Students who transfer to Youth Services Center (YSC) or Inspiring Youth Program (IYP) will be included in DCPS’s LEA-level rate as DCPS grants a general DCPS diploma to

²³ The "State Cohort" is the designation for students who were either only ever enrolled or last enrolled in programs that do not award regular diplomas and are not included in the school or LEA level calculations, but the state is responsible for tracking student outcomes. For more information please see page 11 of the ACGR policy

students graduating from these institutions. Students who transferred to C.H.O.I.C.E. Academy (CHOICE) will remain on the cohort of their previous degree-granting institution

3. **Adult Education Programs:** Students who transfer to an education program that does not award a regular high school diploma (currently Academy of Hope, Briya PCS, Carlos Rosario International PCS, Community College Preparatory Academy, The Family Place, LAYC Career Academy, Maya Angelou Young Adult Learning Center, The Next Step PCS, and Youth Build PCS), will remain on the cohort of their most recent previous regular high school diploma granting school because these schools do not offer a regular high school diploma.
4. **Non-Public and Special Education Programs:** Students who are enrolled or transfer to a nonpublic school are reported at the LEA- and State-level for a given cohort of their most recent LEA. Students attending high school diploma-granting special education schools (currently River Terrace Education Campus and St. Coletta PCS) are reported on DCPS's LEA cohort and the State cohort. Students that only ever enroll in a special education program are excluded from all ACGR reporting.
5. **Online-only Regular High School Diploma Granting Institutions:** Students who transfer to accredited online-only regular high school diploma granting institutions, including Penn Foster, should be exited from the state using exit code 1940.
6. All students who never enroll in a regular high school diploma-granting institution and only ever enroll in DYRS or CHOICE will become members of the "state" cohort.

Data Sources

1. **Certified Adjusted Cohort Data (expected graduates in Accountability Year)**
 - a. Students' first ninth grade year (cohort) year, cohort responsible school and outcomes are reviewed, finalized and certified by each LEA in the summer and fall of each year via the Adjusted Cohort Graduation Rate validation process.
2. **Certified Graduates List**
 - a. Credential data are submitted to OSSE once per year in September by the Public Charter School Board (PCSB) and District of Columbia Schools (DCPS) central office via excel spreadsheet.
3. **Certified Demographic Data (Each year of high school enrollment):**
 - a. Demographic data are submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.
4. **Certified Enrollment Data (Accountability Year):**
 - a. Enrollment data is submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.
 - i. Enrollment data is used in determining students' first ninth grade year and cohort responsible school.
 - ii. Starting in the 2017-18 school year, Prior Year Exit is used in determining whether the student had a valid cohort exit; prior to the 2017-18 school year, paper documentation was submitted by LEAs and reviewed by OSSE.

Data Validation

LEA Validation

Each LEA has the opportunity to validate the students included in its first ninth grade cohort at both the LEA- and school-level pursuant to the “Identifying the Ninth-Grade Cohort” section of the [ACGR Policy](#). LEAs are also responsible for providing and validating cohort responsible LEA and school for any students who have attended their LEA pursuant to this policy. Please see the school year 2020-2021 Data Validation [Technical Guide](#) for detail on the validation process.

LEAs in the District of Columbia are expected to help in the preparation of the adjusted cohort graduation rate by:

1. Reading and understanding this guidance document and accompanying technical guide;
2. Fully implementing current entry and exit codes²⁴ as stipulated by OSSE in the OSSE Entry and Exit Guidance;
3. Maintaining record of student’s first ninth-grade year and submitting this record through the Automated Data Transfer (ADT) as part of the student’s record;
4. Maintaining, as described below, full documentation for student outcomes as follows:
 - a. Student credentials (High school diplomas, IEP Certificate of Completion, Career and Technical Certifications); and
 - b. Student exits from the state educational system (transfers to a public or private school out-of-state, transfers to private school in-state, transfers out of the country, transfers to home-schooling, death, and permanent incapacitation);
5. Submitting and verifying data per (2), (3) and (4) in accordance with the timelines set by the LEA Student Membership Tracker, Prior Year Exit, and Data Validation initiatives; and
6. Performing an annual certification of final rates through the ACGR Qlik application.

²⁴ For the 2018-19 DC School Report Card and STAR Framework, validated exit codes include those exit codes which LEAs certified as accurate as part of the 2016-17 Demographic Certification or 2017-18 Data Validation process. For the 2019-20 school year and forward, validated exit codes will include those exit codes which are associated with a ‘Complete’ exit in Prior Year Exit and for which the appropriate associated documentation has been submitted and approved by OSSE.

Re-Engagement

This metric rewards the efforts of alternative schools serving grades 9-12 to re-engage previously disengaged students. The Re-Engagement metric measures the proportion of students enrolled at a given school considered academically engaged in the accountability year who were academically disengaged in the prior year.

Educational Context

As with many other major US cities, DC faces a crisis of connection for youth and young adults. There are currently at least 8,000 youth (ages 16-24) residing in the District of Columbia who are not enrolled in school or other educational programs and who do not have a high school diploma or credential. As the District continues its efforts to ensure that all students within its pre-K-12 system receive a quality education, it is critical that students who have dropped out, or have become disengaged from school, also have solid on-ramps to reconnect back to education options that will prepare them for successful adulthood.

Metric Detail, Calculation, and Business Rules

Calculation

$$\frac{\text{Number of students who were enrolled for at least 120 days in the accountability year AND enrolled for fewer than 90 days in the prior year}}{\text{Number of students who were enrolled for at least 20 instructional days in the accountability year}}$$

Business Rules

Student Universe

All students who were ever Stage 5 enrolled and attending a given school, with the following inclusion and exclusions:

Inclusion

1. Students enrolled for at least 20 instructional days in the accountability year.

Exclusions

1. Students enrolled in grades Pre-K3, Pre-K4, or Kindergarten in the accountability year are excluded from the metric.
2. Enrollment records for students attending alternative schools who are not seeking a regular diploma or IEP certificate are excluded.

Data Caveats

1. Students who have no enrollment records in the prior school year are considered disengaged in the prior school year.
2. If a student is new to DC in the accountability year, and has no enrollment history in any DCPS or public charter school since the 2001-2002 school year, the student is not considered previously disengaged.
3. Students who were considered “Currently Active” at the end of the prior school year are not considered disengaged, regardless of number of days enrolled.
4. Enrolled days in the prior year are summed at the student level, regardless of school; enrolled days in the accountability year are unique to students’ records at each enrolled school.

Data Source

1. Certified Enrollment Data (Accountability Year and Prior Year):
 - a. Enrollment data is submitted to OSSE on a daily basis via the LEA’s Student Information Systems (SIS); these data are reviewed, finalized and certified by each LEA at the close of each school year via the Demographic Certification process.
 - i. Enrollment data is used in determining students’ first ninth grade year and cohort responsible school.
 - ii. Starting in the 2017-18 school year, Prior Year Exit is used in determining whether the student had a valid cohort exit; prior to the 2017-18 school year, paper documentation was submitted by LEAs and reviewed by OSSE.

Data Validation

LEA Validation

The following data validation procedures are expected of all LEAs:

1. Entry and exits²⁵ via the demo certification process are submitted by LEAs, processed by OSSE and then verified by LEAs throughout the process.
2. The Qlik Attendance Application is updated on a daily basis; LEAs are expected to review student-level attendance records as well as school- and LEA-level metrics as it becomes updated every day.
3. The Qlik Unified Data Errors Application contains information on enrollment data errors that need to be addressed. LEAs can correct enrollment data errors at any point in time during the school year. The following data errors are updated and reported in the UDE Qlik Application daily:

²⁵ For the 2018-19 DC School Report Card and STAR Framework, validated exit codes include those exit codes which LEAs certified as accurate as part of the 2016-17 Demographic Certification or 2017-18 Data Validation process. For the 2019-20 school year and forward, validated exit codes will include those exit codes which are associated with a ‘Complete’ exit in Prior Year Exit and for which the appropriate associated documentation has been submitted and approved by OSSE.

- Attendance records for students on days in which the student has no enrollment.
 - Students with Stage 5 enrollment without attendance
 - Grade level invalid/grade level missing/grade level does not match offered grades
 - Invalid exit codes
4. A monthly LEA Attendance Status Report will be sent to LEA data managers and heads of school. The report will include attendance UDEs, as well as overlapping enrollments; all metrics will be reflective of both the prior month and year-to-date.
 5. Student-, school-, and LEA-level enrollment will be included in the Data Validation Certification process for SY2017-18 going forward; all pending UDE errors are expected to be resolved during the process.

OSSE Validation

The following assumptions apply to the enrollment data:

1. Enrollment data is unique by student and date (except in instances of enrollment in adult LEAs where valid duplicative enrollments may take place) – see rules below for cleaning these valid
2. For all students with certified demographic/enrollment data, re-enrollment values are based on students' enrollment periods as verified in the data validation process.
3. A student should not have two enrollment values at the same school on the same date.
4. A student should not have overlapping enrollment sent from two non-Adult LEAs.

For enrollments that violated any of the above assumptions and that persisted through data validation certification, enrollment periods were de-duplicated as follows²⁶:

5. If an enrollment instance was fully contained (see below for examples) within another enrollment instance, the fully contained enrollment instance and its corresponding attendance values were removed, unless the fully contained enrollment instance covers the audit period or the fully contained enrollment instance is at the achievement school over the assessment period. Fully contained duplicative enrollments covering the audit period are valid through the audit date. Fully contained duplicative enrollments covering the assessment period are valid for the entire enrollment period to preserve FAY status used for state assessments.
6. If an enrollment instance overlapped with another enrollment instance, the first enrollment instance was assumed to end when the second enrollment instance began, UNLESS the first enrollment instance covers the audit period OR the enrollment instance is at the achievement school during the assessment period. Partially overlapped duplicative enrollments covering the audit period are valid at the audit school through the audit date. Partially overlapped duplicative enrollments covering the assessment period are valid for the entire enrollment period to preserve FAY status used for state assessments.

²⁶ Enrollment refers to stage 5 enrollment.

7. For circumstances in which there are multiple enrollments with identical stage 5 entry and exit dates, the enrollment record aligned with the audit or the achievement school will be retained²⁷. When one school is the audited school and the other the achievement school, the audited school enrollment will be set through October 5, and the achievement school for the remainder of the enrollment period.

Re-Enrollment

Students and families choosing to return to their school each year is one signal of a positive school environment. In DC, students demonstrate high rates of mobility with as many of 13% of students transferring to a different school within or across school years. The re-enrollment metric seeks to measure the percentage of students who choose to re-enroll in the same school year over year.

Educational Context

The District of Columbia is the only state education agency that utilizes a reenrollment metric in its accountability system due to an array of educational options for many families, a result of the District's unique geographical and educational context. There is limited research around reenrollment as rates can vary widely across contexts, making it difficult to ascertain an educational standard for student mobility.

Metric-Specific Terminology and Definitions

Audit Population

Students identified as enrolled on Count Day through the annual Enrollment Audit process.

Audit School

The school at which the student was counted in the Enrollment Audit.

Eligible to Reenroll

Students enrolled in a non-terminal grade in the year preceding the accountability year.

²⁷ If the audit/achievement fails to isolate the valid record, then SPED data, followed by EL data, and then previous year enrollment will be used to inform the valid enrollment record for the student.

Enrollment Instance

A period of enrollment for a student at a given school defined as the time between a specific entry date and corresponding exit date.

Instructional Day

Any date designated as a day on which educational services were provided to students according to the LEA's individual school- and program-specific calendars maintained by the LEA in eSchoolPLUS.

Minimum Enrolled Days

The minimum number of instructional days a student must be enrolled to be included in the metric calculation. For re-enrollment in elementary, middle and high school, students must be enrolled during the previous school year for a minimum of 30 instructional days after the 10th day of school to contribute to a school's metric score.

Non-terminal grade

All grades which are not the highest grade offered for a given school according to SLIMS in the accountability year; note: terminal grades are defined by grades offered in the accountability year, not the year preceding the accountability year.

Unduplicated Enrollment

Any student with a valid Stage 5 entry date according to the enrollment data verified through the Data Validation process.

Metric Detail, Calculation, and Business Rules

Calculation

Formula for Metric

$$\frac{\text{Number of students in the audit population of a given school in the accountability year who met the minimum enrolled days requirement at the same school in the year preceding the accountability year}}{\text{Number of students who met the minimum enrolled days requirement at a given school in the year preceding the accountability year who were eligible to reenroll in the accountability year}}$$

Business Rules

Student Universe

All students who were ever stage 5 enrolled for at least 30 instructional days after the 10th day of school in the year preceding the accountability year.

Inclusions

1. Students who were eligible for reenrollment, as identified by non-terminal grades served in SLIMS, who were enrolled for the minimum instructional days in the year preceding the accountability year.
2. Students enrolled in non-terminal grades, as identified by grades served in SLIMS, in the year preceding the accountability year AND students enrolled in terminal grades in the year preceding the accountability year who repeated the same grade in the accountability year.

Exclusions

1. Students who were enrolled in a terminal grade, as identified by grades served in SLIMS, in the year preceding the accountability year (based on grades offered in the accountability year) and were not retained in the same grade in the accountability year.
2. All students with validated exit codes²⁸ corresponding to the following exit types:
 - a. Exited to home-schooling or a public, private, or online diploma-granting school in a different state
 - b. Exited to a school outside the United States
 - c. Exited to be home-schooled in DC
 - d. Exited to attend a private school in DC
 - e. Died or is permanently incapacitated
 - f. More information can be found in OSSE's Entry and Exit Guidance²⁹
3. Students with disabilities whose latest enrollment was at a non-public school during the year preceding the accountability year.
4. Students who were expelled for firearm use or possession during the year preceding the accountability year.
5. Students who received any credential during the year preceding the accountability year (e.g. diploma, certificate) as validated by the following sources:
 - a. Certified Graduates list;
 - b. Certificate of IEP Completion list; and
 - c. GED® Completion data sent to OSSE directly from Pearson.
6. Students with disabilities who turned age 22 and became ineligible for special education services during the year preceding the accountability year.

²⁸ For the 2018-19 DC School Report Card and STAR Framework, validated exit codes include those exit codes which LEAs certified as accurate as part of the 2016-17 Demographic Certification or 2017-18 Data Validation process. For the 2019-20 school year and forward, validated exit codes will include those exit codes which are associated with a 'Complete' exit in Prior Year Exit and for which the appropriate associated documentation has been submitted and approved by OSSE.

²⁹

https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/OSSE%20Entry%20and%20Exit%20Guidance_FINAL_6.21.2016.pdf

Data Caveats

1. The exit date is assumed to be an instructional day, meaning the count of instructional days includes the initial entry date day and exit date day.
 - a. Those students who are logged as entering and exiting on the same date will have a count of 0 days enrolled.
2. Students are included in the re-enrollment metric for each school at which they were enrolled for a minimum of 30 instructional days after the 10th day of school in the year preceding the accountability year.
3. For enrollment data which were validated in school years prior to the implementation of Prior Year Exit (implemented in the 2017-18 school year), all exit codes which were verified as part of the Data Validation process will be considered valid.
4. For the 2017-18 school year and forward, all exits corresponding to valid exclusion criteria (see exclusions) must be designated as ‘complete’ in Prior Year Exit and accompanied by the appropriate OSSE-approved corresponding documentation.
5. Schools that add a terminal grade will count and schools that drop a terminal grade will use the new terminal grade.

Data Sources

1. Certified Demographic Data (Accountability Year):
 - Demographic data are submitted to OSSE on a daily basis via the LEA’s SIS ; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.
2. Certified Enrollment Data (Year Preceding Accountability Year):
 - Enrollment data is submitted to OSSE on a daily basis via the LEA’s SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.
3. Certified Enrollment Audit Data (Accountability Year)
4. SLIMS (Accountability Year)
 - a. Grades served
 - i. Source for determining whether a student is eligible to re-enroll
5. Certified Attendance Data (Accountability Year):
 - a. Attendance is submitted to OSSE on a daily basis via the LEA’s SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via Data Validation

Data Validation

LEA Validation

The following data validation procedures are expected of all LEAs:

1. Entry and exits via the data validation process are submitted by LEAs, processed by OSSE and then verified by LEAs throughout the process.

2. The Attendance Qlik Application is updated on a daily basis; LEAs are expected to review student-level attendance records as well as school- and LEA-level metrics as it becomes updated every day.
3. The Unified Data Errors Qlik Application contains information on enrollment data errors that need to be addressed. LEAs can correct enrollment data errors at any point in time during the school year. The following data errors are updated and reported in the UDE Qlik Application daily:
 - a. Attendance records for students on days in which the student has no enrollment.
 - b. Students with Stage 5 enrollment without attendance
 - c. Grade level invalid/grade level missing/grade level does not match offered grades
 - d. Invalid exit codes
4. A monthly LEA Attendance Status Report will be sent to LEA data managers and heads of school. The report will include attendance UDEs, as well as overlapping enrollments; all metrics will be reflective of both the prior month and year-to-date.
5. Student-, school-, and LEA-level enrollment will be included in the Data Validation process; all pending UDE errors are expected to be resolved during this process.

OSSE Validation

The following assumptions apply to the enrollment data:

1. Enrollment data is unique by student and date (except in instances of enrollment in adult LEAs where valid duplicative enrollments may take place) – see rules below for cleaning these valid
2. For all students with certified demographic and enrollment data, re-enrollment values are based on students' enrollment periods as verified in the data validation process.
3. A student should not have two enrollment values at the same school on the same date.
4. A student should not have overlapping enrollment sent from two non-Adult LEAs.

For enrollments that violated any of the above assumptions and persisted through Data Validation, enrollment periods were de-duplicated as follows³⁰:

1. If an enrollment instance was fully contained within another enrollment instance, the fully contained enrollment instance and its corresponding attendance values were removed, unless the fully contained enrollment instance covers the audit period or the fully contained enrollment instance is at the achievement school over the assessment period. Fully contained duplicative enrollments covering the audit period are valid through the audit date. Fully contained duplicative enrollments covering the assessment period are valid for the entire enrollment period to preserve FAY status used for state assessments.
2. If an enrollment instance overlapped with another enrollment instance, the first enrollment instance was assumed to end when the second enrollment instance began, UNLESS the first enrollment instance covers the audit period OR the enrollment instance is at the achievement school during the assessment period. Partially overlapped duplicative enrollments covering the

³⁰ Enrollment refers to Stage 5 enrollment.

audit period are valid at the audit school through the audit date. Partially overlapped duplicative enrollments covering the assessment period are valid for the entire enrollment period to preserve FAY status used for PARCC and MSAA.

3. For circumstances in which there are multiple enrollments with identical stage 5 entry and exit dates, the enrollment record aligned with the audit or the achievement school will be retained³¹. When one school is the audited school and the other the achievement school, the audited school enrollment will be set through October 5, and the achievement school for the remainder of the enrollment period.
4. If there was no enrollment record at a school in which the student has a valid PARCC or MSAA test, an enrollment is created.

³¹ If the audit/achievement fails to isolate the valid record, then SPED data, followed by EL data, and then previous year enrollment will be used to inform the valid enrollment record for the student.

School Finance Metrics

In the spring of 2023, the DC School Report Card will be refreshed to include financial expenditure data at the school, LEA, and State levels. School-level expenditure data will be calculated as a per-pupil expenditure amount. LEA-level expenditures will include average per-pupil expenditure amounts and aggregate expenditures. State-level expenditure data will include average per-pupil expenditure amounts and aggregate expenditures. OSSE collects financial expenditure data annually and LEA Heads of School certify accuracy prior to publication on the DC School Report Card. The source of these data elements is the LEA Financial Reporting Application that LEAs will use to submit, review, and certify their data.

Table 16

| Data Elements/Metrics | Reporting Level | Source |
|---|-----------------|-------------------------|
| School-Level Expenditures – Federal | School, LEA | LEA Financial Reporting |
| School-Level Expenditures – State/Local | School, LEA | LEA Financial Reporting |
| School Share of Centralized Expenditures – Federal | School, LEA | LEA Financial Reporting |
| School Share of Centralized Expenditures – State/Local | School, LEA | LEA Financial Reporting |
| Total LEA Excluded Expenditures | LEA | LEA Financial Reporting |

Reported Metrics

ESSA Statute Requirements

(x) The per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures of federal, state, and local funds, disaggregated by source of funds, for each local educational agency and each school in the state for the preceding fiscal year.

Metric-Specific Terminology and Definitions

School-Level Expenditure – State/Local

Expenditures that include all personnel and non-personnel expenditures that are accounted for directly at the school-level with a revenue source of state or local funds. School-level expenditures must include all actual personnel salaries, benefits, other personnel-related costs, and all actual non-personnel expenditures.

School-Level Expenditure - Federal

Expenditures that include all personnel and non-personnel expenditures that are accounted for directly at the school-level with a revenue source of federal funds. School-level expenditures must include all actual personnel salaries, benefits, other personnel-related costs, and all actual non-personnel expenditures.

School Share of Centralized Expenditures – State/Local

The individual school’s share of expenditures that are attributed to the LEA’s central office that provides services the school, or expenditures that are attributed to multiple schools in the LEA with a revenue source of state or local funds.

School Share of Centralized Expenditures – Federal

The individual school’s share of expenditures that are attributed to the LEA’s central office that provides services the school, or expenditures that are attributed to multiple schools in the LEA with a revenue source of federal funds.

LEA Excluded Expenditures

Excluded expenditures are not included in the School-Level Expenditures nor the school share of Centralized Expenditures. Excluded expenditures comprise of debt service, capital expenditures, construction and capital improvements, community services operations, supplemental expenses made as a result of a presidentially declared disaster, and expenditures with a revenue source of private funds.

Metric Detail, Calculation, and Business Rules

Calculations

Table 17

| Metric | Count | Rates | Reporting Level | Source |
|--|---|---|-----------------|-------------------------|
| Per Pupil: School-Level Expenditures – State/Local | Per-pupil expenditures for school-level expenditures | $\frac{\text{School-Level Expenditures (State/Local)}}{\text{Enrollment Count}}$ | School, LEA | LEA Financial Reporting |
| Per Pupil: School-Level Expenditures – Federal | Per-pupil expenditures for school-level expenditures | $\frac{\text{School-Level Expenditures (Federal)}}{\text{Enrollment Count}}$ | School, LEA | LEA Financial Reporting |
| Per Pupil: School Share of Centralized Expenditures – State/Local | Per-pupil expenditures for school’s share of centralized expenditures | $\frac{\text{School Share of Centralized Expenditures (State/Local)}}{\text{Enrollment Count}}$ | School, LEA | LEA Financial Reporting |

| | | | | |
|--|---|---|-------------|--|
| Per Pupil: School Share of Centralized Expenditures – Federal | Per-pupil expenditures for school’s share of centralized expenditures | $\frac{\text{School Share of Centralized Expenditures (Federal)}}{\text{Enrollment Count}}$ | School, LEA | LEA Financial Reporting |
| Total School-Level Per-Pupil Expenditures | Per-pupil expenditures allocated at the school-level from state/local and federal revenue sources | $\frac{\text{Per Pupil: School-Level Expenditures (State/Local) + Per Pupil: School-Level Expenditures (Federal)}}{\text{Enrollment Count}}$ | School, LEA | LEA Financial Reporting |
| Total School Share of Centralized Expenditures | Per-pupil expenditures allocated at the school-level from state/local and federal revenue sources | $\frac{\text{Per Pupil: School Share of Centralized Expenditures (State/Local) + Per Pupil: School Share of Centralized Expenditures (Federal)}}{\text{Enrollment Count}}$ | School, LEA | LEA Financial Reporting |
| Total LEA Expenditures | Aggregate of all expenditures with a source of state/local and federal funds. | School-Level Expenditures (Federal) + School-Level Expenditures (State/Local) + School Share of Centralized Expenditures (Federal) + School Share of Centralized Expenditures (State/Local) + Total LEA Excluded Expenditures | LEA | LEA Financial Reporting |
| Enrollment Count | The number of students used in the denominator of all per-pupil calculations | Total District Enrollment KPI – Non-public KPI | School, LEA | Enrollment Audit & Child Count Application |

Business Rules

Data Caveats

1. Data are reported by the LEAs to OSSE. The data are certified as accurate and complete by the LEA. OSSE does not conduct any additional quality review of the data.
 - Determinations of whether an expenditure is school-level or school’s share of centralized expenditures is determined by the LEA. LEAs determine the school’s share of centralized expenditures based on their own methodology.
 - Financial expenditure data is for the LEAs fiscal year.
2. All expenditures reported by the LEA are actual expenditures. LEAs cannot use average expenditures or budgeted expenditures. All LEA expenditures for the fiscal year must be included.

Data Sources

Financial expenditure data are collected annually through the LEA Financial Reporting Application. LEAs report all financial expenditure data for the most recently completed fiscal year. The fields used for reporting are:

- LEA Code
- LEA Name
- School Code
- School Name
- School-Level Expenditures (Federal) – for each school
- School-Level Expenditures (State/Local) – for each school
- School Share of Centralized Expenditures (Federal) – for each school
- School Share of Centralized Expenditures (State/Local) – for each school
- Total LEA Excluded Expenditures – for the LEA

School Profile Information

The DC School Report Card includes general information about each school in the form of individualized School Snapshots. All of these data elements are reported directly to OSSE from LEAs. LEAs must solve discrepancies in these data elements by updating the data in the source system (SLIMS or eSchoolPLUS). After the release of the DC Report Card, OSSE periodically updates directory data elements. Table 18 below lists school profile information, the reporting level, and the source of the data.

Table 18

| Data Elements | Reporting Level | Source |
|--|-----------------|-------------|
| Name The name of the school. | LEA, School | SLIMS |
| Address The address of the school is also used for a map of the school’s location on the Profile Page as well as the search functions. | LEA, School | SLIMS |
| Phone Number | LEA, School | SLIMS |
| Internet Address The URL for the website of the school. | LEA, School | SLIMS |
| Hours | School | eSchoolPLUS |

| | | |
|---|-------------|---|
| <p><u>Hours of the instructional day.</u></p> <p>The DC School Report Card includes school hours for each day Monday thru Friday as well as separately for Pre-K and Kindergarten.</p> | | |
| LEA Name | LEA, School | SLIMS |
| Grades Served | LEA, School | SLIMS |
| <p>The grades served by the school during the 2019-20 school year.</p> | | |
| Principal Name | School | eSchoolPLUS |
| <p>The name of the school leader as designated by the LEA.</p> | | |
| Message from the School | School | eSchoolPLUS |
| <p>Schools have an opportunity to submit a brief message which highlights unique aspects of the school and information they want to include about the school. Schools are welcome to include information such as course offerings, special programs, features of the school, and/or the mission/vision of the school. The format allows for 530 characters.</p> | | |
| Ward | School | SLIMS |
| <p>The District of Columbia is divided into eight wards. This data element identifies the ward of the official address of the school. Please note that DCPS school boundaries are not bound by ward.</p> | | |
| School Program Offerings | School | eSchoolPLUS, School Health Profile for School Garden only |
| <p>Schools share their course offerings. These options are:</p> <ul style="list-style-type: none"> • Advanced Placement | | |

- Arts Integration
- Blended Learning
- Career & Technical Education
- Dual College Enrollment
- Dual Language/Immersion
- Extended Day
- Extended Year
- International Baccalaureate (IB)
- Interscholastic Sports
- JROTC
- Montessori
- Online Learning
- Restorative Justice
Programming: Schools that offer Restorative Justice as part of their school-wide plan may implement one or more of the following practices:
proactive/community circles, restorative discipline, or responsive circles. Restorative Justice philosophy and practices are an evidence-based approach to building positive, supportive climates in schools that minimize exclusionary disciplinary practices. It aims to: keep youth in school and in their communities; promote a safe and inviting learning environment, repair harm and build stronger

| | | |
|---|--------|-------------|
| <p>relationship; and provide opportunities for youth and adults to be active and accountable members of their school community.</p> <ul style="list-style-type: none"> • School Garden Program: outdoor spaces that engage students through hands-on lessons that enhance learning (per LEA reporting for the Healthy Schools Act and School Health Profiles) • School Uniform Required • STEM Focus <p>Please note that only the school program offerings that are selected by the LEA will be displayed with a green check mark.</p> <p>If the LEA does not select any school program offerings, OSSE will post stock text explaining that the LEA did not provide school program information.</p> | | |
| <p>Bus Transportation Accessible public bus routes near the school.</p> | School | eSchoolPLUS |
| <p>Metro Transportation Accessible public train stations near the school.</p> | School | eSchoolPLUS |
| <p>Social Media Links to the school or LEA Facebook, Instagram and/or Twitter accounts.</p> | School | eSchoolPLUS |
| <p>Parent Organization Schools that have an established parent organization in the school</p> | School | eSchoolPLUS |

| | | |
|--|--------|--|
| that meets at least monthly provide a link or a person of contact. | | |
| Parent Communication Policy Schools that have a written policy that outlines expectations for school faculty/staff communication with parents provide a link to the policy. | School | eSchoolPLUS |
| Parent Representative The contact point for parents and families at the school. | School | eSchoolPLUS |
| Before School Care Indicates whether before school care is offered to parents. Also indicates whether before school care is paid, on a sliding scale or voucher, or free. The hours care is available per day, Monday – Friday, are also listed. | School | eSchoolPLUS |
| After School Care Indicates whether after school care is offered to parents. Also indicates whether the care is free, on a sliding scale/voucher, or whether the childcare is paid. The hours care is available per day, Monday – Friday, are also listed. | School | eSchoolPLUS |
| Extra-curricular and Enrichment Activities Schools supply written text outlining highlights of extracurricular and in-school enrichment programs and activities. | School | eSchoolPLUS |
| School Uniforms Indicates whether the school requires students to wear uniforms. | School | eSchoolPLUS |
| School Finance | School | Collected through OSSE-developed application |

School Finance was first added to the Report Card in spring of 2020.

Secondary Completion Rate (Alternative Schools Only)

The Secondary Completion Rate is 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.

A high school diploma is an important academic achievement that positively impacts students' lives. However, not all students in the District of Columbia are on track to earn a regular high school diploma and some alternative high schools are designed to help students prepare to pass their GED, receive an IEP Certificate of Completion, or an NEDP diploma. This metric recognizes the work schools do to help students achieve an academic recognition that will help them in college and careers.

Additionally, alternative schools can be geared toward serving students on non-traditional timelines. This metric rewards schools serving students who are too far removed from their [First Ninth Grade Year](#) to be captured in the four-year or five-year ACGR metrics, but still complete school with a credential while enrolled in a terminal grade.

The federal Office of Career, Technical, and Adult Education and the federal Workforce Innovation Opportunity Act recognize NEDP as an alternative pathway to a regular high school diploma.³²

Earning a GED is also shown to increase earnings; earnings growth is faster for students who have dropped out of high school but succeed in attaining a GED than for students who have dropped out of high school and did not attain a GED. Five years after earning a GED, individuals see a 15 percent gain in earnings, on average, from their income prior to attaining a GED³³.

Educational Context

OSSE has set long-term goals for increasing graduation rates among all student groups and reducing disparities in the graduation rates of different student groups over the next approximately 20 years. OSSE's

³² Rogne, Marit. (2017). *LESC Hearing Brief: National External Diploma Program*. Legislative Education Study Committee, New Mexico. Retrieved from [https://www.nmlegis.gov/\(X\(1\)S\(4dtckukxqtekfjudw0den2it\)\)/handouts/ALESC%20111517%20Item%202%20a%20-%20Rogne%20Brief%2011.14.17%20National%20External%20Diploma%20....pdf](https://www.nmlegis.gov/(X(1)S(4dtckukxqtekfjudw0den2it))/handouts/ALESC%20111517%20Item%202%20a%20-%20Rogne%20Brief%2011.14.17%20National%20External%20Diploma%20....pdf)

³³ Tyler, John. *So You Want a GED? Estimating the Impact of the GED on the Earnings of Dropouts Who Seek The Credential*. National Center for the Study of Adult Learning and Literacy: Harvard University, Cambridge, MA. Retrieved from http://ncsall.net/fileadmin/resources/research/brief_tyler2.pdf.

goal is that, by 2039, 95 percent of all student groups in the State’s adjusted cohort will graduate within five years of first ninth grade entry, with a key milestone of seeing all student groups improve and cutting gaps in half over the next ten years.

In January 2016, the DC State Board of Education approved the resolution to allow OSSE to grant State Diplomas to individuals who have passed the GED or completed the NEDP since January 2014, signaling the Board’s recognition of both the GED and NEDP as measures of significant academic achievement.

Metric-Specific Terminology and Definitions

General Equivalency Diploma (GED)[®]

A four-part test administered by GED Testing Service LLC designed to measure skills equivalent to those required to earn a high school diploma.

Individual Education Plan (IEP) Certificate of Completion

A certificate that signals that the student has met their educational goals, as outlined in the student’s Individual Education Plan.

National External Diploma Program (NEDP)

A performance assessment system designed to measure student’s reading, writing, math, and workforce readiness skills. When a student passes each of the assessments, they receive a diploma equivalent to a regular diploma.

Regular Diploma

U.S. Department of Education [guidance](#) concerning ACGR specifies that under 34 C.F.R. §200.19(b)(1)(iv), a “regular high school diploma” means the standard high school diploma awarded to students in a State that is fully aligned with the State’s academic content standards and does not include a GED credential, certificate of attendance, or any alternative award. The term “regular high school diploma” also includes an “advanced diploma” that is awarded to students who complete requirements above and beyond what is required for a regular diploma.

Terminal Grade

Grades 12 and C8 are considered terminal grades.

Metric Detail, Calculation, and Business Rules

Calculation

Formula for Metric

$$\frac{\text{Number of students who receive a high school diploma, a National External Diploma Program diploma, an Individual Education Program certificate, or pass their General Equivalency Diploma assessment during the accountability year}}{\text{Number of students expected to receive a credential at the end of their terminal year of secondary school + actual completers}}$$

LEA/School Universe

All schools that award a regular high school diploma, an IEP Certificate of Completion, a NEDP diploma, or help students prepare for the GED assessment.

Business Rules

Student Universe

All students who enrolled in grades 12, according to the end-of-year data validation, at a school that awards a regular high school diploma, an IEP Certificate of Completion, a NEDP diploma, or help students prepare for the GED assessment.

Inclusion

1. Include all students expected to receive a secondary credential at the end of the Accountability Year as well as students who were not expected to, but did receive a credential. Students are only expected to receive a credential at their most recently enrolled school in the Accountability Year.

Exclusion

1. Students who are missing a validated enrollment period at the school in which they were reported to have received a credential are excluded from the metric.

Data Caveats

1. Students enrolled in non-diploma granting programs in alternative schools are excluded from the metric.
2. A student must pass the GED while enrolled at the school for the school to receive credit for that secondary credential.

Data Sources

1. Certified Graduates List

- a. Credential data are submitted to OSSE once per year in September by the Public Charter School Board (PCSB) and District of Columbia Schools (DCPS) central office via excel spreadsheet.
- b. Credential data should include all NEDP diplomas and IEP Certificates of Completion.
2. GED Data
 - a. GED data is sent from the test administrator to OSSE on a quarterly basis.
3. Certified Demographic Data (Each year of high school enrollment):
 - a. Demographic data are submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.
4. Certified Enrollment Data (Accountability Year):
 - a. Enrollment data is submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.
 - i. Enrollment data is used in determining students' first ninth grade year and cohort responsible school.
 - ii. Starting in the 2017-18 school year, Prior Year Exit is used in determining whether the student had a valid cohort exit; prior to the 2017-18 school year, paper documentation was submitted by LEAs and reviewed by OSSE.

Data Validation

LEA Validation

Each LEA has the opportunity to validate the student grade and enrollment in the end-of-year data validation process. Additionally, each LEA is responsible for maintaining and providing to OSSE the official list of credentials (regular diploma, IEP Certificate of Completion, NEDP diploma) earned by students.

LEAs in the District of Columbia are expected to help in the preparation of the adjusted cohort graduation rate by:

1. Reading and understanding this guidance document and accompanying technical guide;
2. Maintaining, as described below, full documentation for student outcomes as follows:
 - a. Student credentials (High school diplomas, IEP Certificate of Completion, Career and Technical Certifications); and

Submitting and verifying data related to grade and enrollment in accordance with the timelines set by the LEA Student Membership Tracker initiatives.

Statewide Assessments and Metrics

OSSE administers annual statewide assessments for English language arts/literacy (ELA), math and science. These metrics are designed to measure if students in a school are approaching or meeting grade-level expectations. Students with the most significant cognitive disabilities (approximately 1 percent of students enrolled in tested grades and courses) take the Multi-State Alternate Assessment (MSAA) in place of the statewide assessments for ELA and mathematics and the Dynamic Learning Maps (DLM) assessment for

science. The MSAA is based on alternate achievement standards called Core Content Connectors (CCCs)³⁴, which are aligned to the CCSS, and measure the preparedness of students with significant cognitive disabilities for a broader array of postsecondary outcomes. The DLM Science Alternate Assessment is based on Essential Elements (EEs) that are alternate achievement standards based on the Next Generation Science Standards (NGSS).

The primary purpose of DC’s assessments is to provide high-quality, criterion-referenced assessments to measure students’ progress toward college and career readiness. The assessments are computer-based and use interactive questions to assess higher-order skills such as critical thinking, problem-solving, modeling, and analyzing sources to write arguments and informational essays. Raw scores are converted to scale scores to enable accurate comparisons between students across test forms and administration years within each content area and associated grade or course assessment. Scale scores correspond to performance levels that represent the extent to which a student demonstrates the knowledge, skills, and practices that are associated with readiness for the next grade level. Each performance level is defined by a range of overall scale scores for the assessment. Performance level descriptors indicate what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards. The ELA and math assessments have five performance levels whereas DC Science has four performance levels.

Educational Context

In July 2010, the DC State Board of Education adopted the Common Core State Standards (CCSS) in ELA and mathematics for grades K-12. The District of Columbia joined the Partnership for Assessment of Readiness for College and Careers (PARCC) Consortium in 2010 and contributed to the development of the PARCC assessment for ELA and math. OSSE conducted the first of the administration of PARCC in the 2014-15 school year. The first statewide administration of the retooled DC Science assessment was in the 2018-19 school year. OSSE did not administer any statewide assessments due to the coronavirus (COVID-19) pandemic during the 2019-20 or 2020-21 school years but returned to administration in the 2021-22 school year.

All District students are required to test in mathematics and ELA every year during grades 3-8 and are required to take at least one test in mathematics and ELA during high school. Students are also required to take the DC Science Assessment in the 5th and 8th grades as well as the year they take high school biology.

Per ESSA, all state- and LEA-level report cards must include the percentages of students performing at each level of achievement on the state’s academic achievement standards. The business rules for each of those metrics are [detailed below](#).

Table 19

| Data Elements/Metrics | Reporting Level | Source |
|--|---------------------------------------|------------------------------|
| Assessment Results | | |
| Number and percentage of students at each level of | SEA, LEA, School and by student group | PARCC, MSAA, DC Science, DLM |

³⁴ https://wiki.ncscpartners.org/index.php/Core_Content_Connectors

| | | |
|---|---|------------------------------|
| achievement on statewide assessments. | | |
| Assessment Participation Percentages of students assessed and not assessed in each subject. | SEA, LEA, School, student group, and by sector for SEA. | PARCC, MSAA, DC Science, DLM |
| Adjusted Achievement Rate Percentage of students scoring above level 4 on state assessments and above level 3 on alternate assessments in each subject adjusted by participation rates as required by ESSA. Exempted English Learner students are excluded from the math participation universe used to calculate this rate because they are excluded from achievement reporting, although they are included in the unadjusted math participation universe. | SEA, LEA, school and by student group | PARCC, MSAA |
| Assessment Performance Levels Measures student performance at each assessment performance level for ELA, math and science, including alternate assessments. (Please note: due to the implementation of a new assessment, results for the DC Science and DLM will be posted in December.) | SEA, LEA, School, and student group | PARCC, MSAA, DC Science, DLM |
| Meeting or Exceeding Expectations Measures if students in a school are meeting grade-level expectations for English language arts/literacy (ELA) and math. | SEA, LEA, School, Student group, and by sector for SEA. | PARCC, MSAA |
| Approaching, Meeting or Exceeding Expectations Measures if students in a school are approaching grade-level expectations for English language arts/literacy (ELA) and math. | SEA, LEA, School, Student group, and by sector for SEA. | PARCC, MSAA |

| | | |
|---|-------------------------------------|-----------------|
| Weighted Index | | |
| Index score based on weighted average of performance levels on PARCC and MSAA. (Alternative Schools Only) | SEA, LEA, School, and student group | PARCC, MSAA |
| Exempted English Learner Students | SEA, LEA, School | Data Validation |
| As applicable, number and percentage of recently arrived English learners exempted from participation in one administration of reading/language arts assessments or whose results are excluded from certain State accountability system indicators. | | |

Metric-Specific Terminology and Definitions

Proficiency

On both PARCC and MSAA, there is a specified performance level cut-off that corresponds to ‘proficiency.’ Students performing at levels 4 or 5 on PARCC have met or exceeded the expectations of the assessment and have demonstrated readiness for the next grade level/course and, ultimately, that they are on track for college and careers. On the MSAA, students performing at levels 3 or 4 have met or exceeded grade level expectations and are on track to leave high school ready for postsecondary careers.

Table 20

| | ELA and Math | MSAA |
|---------|-------------------------------|----------------------------|
| Level 1 | Did not yet meet expectations | Did not meet expectations |
| Level 2 | Partially met expectations | Partially met expectations |
| Level 3 | Approached expectations | Met expectations |
| Level 4 | Met expectations | Exceeded expectations |
| Level 5 | Exceeded expectations | n/a |

| | DC Science | DLM |
|---------|----------------------------|------------------------|
| Level 1 | Partially Met Expectations | Emerging |
| Level 2 | Approached Expectations | Approaching the Target |
| Level 3 | Met Expectations | At Target |
| Level 4 | Exceeded Expectations | Advanced |

Metric Detail, Calculation, and Business Rules

Calculation

Formulas for Metric

Meeting or Exceeding Expectations ELA Metric Calculation (“Proficient”)

$$\frac{\text{Number of Students in ELA Achievement Universe Scoring at Levels of 4 or 5 on PARCC OR 3 or 4 on MSAA}}{\text{Number of Students in PARCC or MSAA ELA Achievement Universe}}$$

Meeting or Exceeding Expectations Mathematics Metric Calculation (“Proficient”)

$$\frac{\text{Number of Students in Mathematics Achievement Universe Scoring at Levels of 4 or 5 on PARCC OR 3 or 4 on MSAA}}{\text{Number of Students in PARCC or MSAA Mathematics Achievement Universe}}$$

Approaching, Meeting or Exceeding Expectations ELA Metric Calculation

$$\frac{\text{Number of Students in PARCC or MSAA ELA Achievement Universe Scoring at Levels of 3, 4 or 5 on PARCC OR 3 or 4 on MSAA}}{\text{Number of Students in PARCC or MSAA ELA Achievement Universe}}$$

Approaching, Meeting or Exceeding Expectations Mathematics Metric Calculation

$$\frac{\text{Number of Students in PARCC or MSAA Mathematics Achievement Universe Scoring at Levels of 3, 4 or 5 on PARCC OR 3 or 4 on MSAA}}{\text{Number of Students in PARCC or MSAA Mathematics Achievement Universe}}$$

Business Rules

Achievement Universe

All students enrolled in grades 3-8, students registered in a required course in high school (grades 9-12), or students in grade 11 who are deemed eligible by OSSE for participation in the alternate assessment. Middle school students in grades 7 or 8 who are enrolled in an advanced math course will take the corresponding end-of-course math assessment (e.g., Algebra I, Geometry) rather than the expected grade-level math assessment (e.g., Grade 8 Math). High school students who are not deemed eligible by OSSE for participation in the alternate assessment take the end-of-course assessment that corresponds to their enrolled course.

Inclusions

1. Students must receive a valid score on a required assessment.

2. Students must be identified as a participant for purposes of calculating the statewide assessment participation rate.
 - a. Students must be enrolled in a grade or course with a required assessment, per the requirements in the “Districtwide Assessments Participation and Performance Policy.” Students must be continuously enrolled during the school’s testing window or students are not continuously enrolled during the school’s testing window but tested at that school and received a valid score.
 - b. Students who take “off-grade” or “off-policy” assessments will not have their scores counted for performance reporting.
 - c. Students who take optional high school assessments are not counted for performance reporting.
 - d. Students in grades 7 and 8 who take high school course-based mathematics assessments are counted for performance reporting, as the high school course-based assessment takes the place of the required grade-level assessment.
3. Students must be enrolled for the full academic year (FAY) for their scores to be counted for performance calculations.
4. Students who do not meet FAY at the school level (for example, due to transfer between LEAs, or entering or leaving the District) will not be included in the metric calculation.
 - a. Students will be deemed enrolled for the FAY at their school if they are enrolled in the same school for 85 percent of the school days between the official Enrollment Audit date and the first day of the State assessment window for each of the required assessments.

Exclusions

1. Medical Exemptions – Students with an OSSE-approved medical exemption will not be included in the numerator or denominator of the participation calculation.
2. Recently Arrived English Learner (EL) – Recently arrived Limited English Proficient (LEP)/English learner (EL) students who first enrolled in US schools within 12 months from the first day of the previous year’s test window are not included in assessment performance results reporting for ELA or mathematics. Although recently arrived EL students are required to participate in mathematics testing, they are exempt from taking the DC ELA or MSAA ELA assessment.
 - a. These students are required to take DC Math or MSAA mathematics assessments.
 - b. These students will only be excluded from the numerator and denominator of the ELA participation calculation if ACCESS for ELLs 2.0 is administered.
3. Students who were continuously enrolled in multiple schools and who did participate in a required test are included in the participation numerator and denominator of the school where the student took the assessment.
4. Students who were continuously enrolled in multiple schools and who did not participate in a required test are included in the participation denominator of the school where the student was enrolled longest during the school year.

5. Students who were not continuously enrolled in any school but who did participate in a required test and receive a valid score are included in the participation denominator of the school where the student tested.
6. Void/Incomplete tests – If a student does not meet the attemptedness rules for a test or if the test is later voided by the test vendor due to concerns over integrity of the test administration, the student will not receive a valid score and therefore no score will be included in the metric calculation.
7. Optional Assessments – Students taking optional high school assessments, including but not limited to Algebra I and English I in grade 9, are not included in the metric calculation.
8. Off-grade Assessments – If a student takes an assessment that is not the required assessment for his or her grade (e.g., a student enrolled in grade 4 takes a Grade 3 Mathematics test), the student will not be included in the metric calculation.
9. Off-policy Assessments – If a student who is approved to take the alternate assessment takes the PARCC assessment, or if a student who is not deemed eligible by OSSE to take the alternate assessment takes the MSAA assessment, the student will not be included in the metric calculation.

Data Caveats

1. Parents reserve the right to test their students in the alternate assessment even if they were not deemed eligible by OSSE. In this case, students are not included in this metric calculation.
2. Previous PARCC reporting for the Students with Disabilities student group outside of accountability has included monitored students with disabilities. However, monitored students with disabilities are not included in the Students with Disabilities student group for accountability purposes.

Data Sources

1. PARCC Assessment Data (Accountability Year):
 - a. Student assessment scores on PARCC are provided to OSSE from Pearson; these data include relevant scale score, performance level, and attemptedness information.
2. MSAA Data (Accountability Year):
 - a. Student assessment scores on MSAA are provided to OSSE from Measured Progress; these data include relevant scale score, performance level, and attemptedness information.
3. Certified Demographic Data (Accountability Year):
 - b. Demographic data are submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.
4. Medical exemption data (Accountability Year):
 - c. LEAs are responsible for submitting documentation for a valid Medical Exemption from assessments to the OSSE Assessment Team. These data are submitted through the OSSE Support Tool (OST). More information can be found in the Data Validation Technical Guide.
 - d. OSSE approved medical exemptions are used for determining eligibility for the academic performance metrics (see the Exclusions section).
5. Certified Enrollment Data (Accountability Year):

- Enrollment data are submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.
- Certified enrollment data was deduplicated according to the process outlined below in the 'Data Validation' section.

Data Validation

LEA Validation

1. Student-, school-, and LEA-level student information pertaining to assessment participation and achievement universes was included in the Data Validation process. Schools and LEAs are expected to resolve all pending UDE errors during this process.
2. There also exists a Unified Data Errors Qlik Application with information on specific assessment-related data errors that need to be addressed. LEAs can correct data errors during the Data Validation window.

OSSE Validation

The following assumptions apply to assessment data:

1. A student should test in the grade in which she or he was enrolled longest during the school year
2. A student will participate in one ELA and one mathematics assessment in a given year, in accordance with the assessment participation policy and requirements
3. All students registered in the Pearson Access Next (PAN) or MSAA systems will participate in the corresponding assessment
4. A student who has a valid score at a given school will have a valid Stage 5 enrollment at the same school during the school's testing window
5. A student who has a valid assessment score will be included in the Data Validation and will have verified student characteristics
6. A student who is not deemed eligible to participate in the alternative assessment will participate in the traditional assessment
7. A student who is deemed eligible to participate in the alternative assessment will not participate in the traditional assessment
8. A recently arrived EL will not participate in the state assessments
9. A student with a medical exemption will not participate in the assessments indicated on the medical exemption form

DC Science & Dynamic Learning Maps

Metric Detail, Calculation, and Business Rules

Inclusions

1. Students must receive a valid score on a required assessment.

2. Students must be identified as a participant for purposes of calculating the statewide assessment participation rate.
 - a. Students must be enrolled in a grade or course with a required assessment, per the requirements in the “Districtwide Assessments Participation and Performance Policy.” Students must be continuously enrolled during the school’s testing window or students are not continuously enrolled during the school’s testing window but tested at that school and received a valid score.
 - b. Students who take “off-grade” or “off-policy” assessments will not have their scores counted for performance reporting.
 - c. Students who take optional high school assessments are not counted for performance reporting.
3. Students must be enrolled for the full academic year (FAY) for their scores to be counted for performance calculations.
4. Students who do not meet FAY at the school level (for example, due to transfer between LEAs, or entering or leaving the District) will not be included in the metric calculation.
 - a. Students will be deemed enrolled for the FAY at their school if they are enrolled in the same school for 85 percent of the school days between the official Enrollment Audit date and the first day of the State assessment window for each of the required assessments.

Exclusions

1. Medical Exemptions – Students with an OSSE-approved medical exemption will not be included in the numerator or denominator of the participation calculation.
2. Students who were continuously enrolled in multiple schools and who did participate in a required test are included in the participation numerator and denominator of the school where the student took the assessment.
3. Students who were continuously enrolled in multiple schools and who did not participate in a required test are included in the participation denominator of the school where the student was enrolled longest during the school year.
4. Students who were not continuously enrolled in any school but who did participate in a required test and receive a valid school are included in the participation denominator of the school where the student tested.
5. Void/Incomplete tests – If a student does not meet the attemptedness rules for a test or if the test is later voided by the test vendor due to concerns over integrity of the test administration, the student will not receive a valid score and therefore no score will be included in the metric calculation.
6. Off-policy Assessments – If a student who is approved to take the alternate assessment takes the DC Science assessment, or if a student who is not deemed eligible by OSSE to take the alternate assessment takes the DLM assessment, the student will not be included in the metric calculation.

Data Caveats

1. Parents reserve the right to test their students in the alternate assessment even if they were not deemed eligible by OSSE. In this case, students are not included in this metric calculation.

Data Sources

1. DC Science Data:
 - a. Student assessment scores on DC Science are provided to OSSE from Pearson; these data include performance level and attemptedness information.
2. DLM Data:
 - a. Student assessment scores on DLM are provided to OSSE from the University of Kansas; these data include performance level and attemptedness information.
3. Certified Demographic Data:
 - a. Demographic data are submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.
4. Medical exemption data:
 - a. LEAs are responsible for submitting documentation for a valid Medical Exemption from the DC Science or DLM assessments to the OSSE Assessment Team. These data are submitted through the OSSE Support Tool (OST). More information can be found in the Data Validation Technical Guide.
5. Certified Enrollment Data
 - a. Enrollment data are submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.
 - b. Certified enrollment data was deduplicated according to the process outlined below in the 'Data Validation' section.

Data Validation

LEA Validation

1. In 2019, student-, school-, and LEA-level student information pertaining to the DC Science and DLM assessments will be validated in a process separate of the Data Validation process used for the other state assessments. DC Science and DLM are validated by LEAs alongside the state assessments for ELA and math.

OSSE Validation

The following assumptions apply to assessment data:

1. A student should test in the grade in which she or he was enrolled longest during the school year
2. A student will participate in one ELA and one mathematics assessment in a given year, in accordance with the assessment participation policy and requirements
3. All students registered in the Pearson Access Next (PAN) or DLM systems will participate in the corresponding assessment

4. A student who has a valid score at a given school will have a valid Stage 5 enrollment at the same school during the school’s testing window
5. A student who has a valid assessment score will be included in the Data Validation and will have verified student characteristics
6. A student who is not deemed eligible to participate in the alternative assessment will participate in the traditional assessment
7. A student who is deemed eligible to participate in the alternative assessment will not participate in the traditional assessment
8. A recently arrived EL will not participate in the DC ELA or MSAA ELA assessment
10. A student with a medical exemption will not participate in the assessments indicated on the medical exemption form

Student Mobility

Report cards will include a measure of student mobility aggregated by state, LEA, and school levels for all students. The mobility metric will show the percentage of students entering and exiting school from October through June for the most recent school year.

Metric-Specific Terminology and Definitions

Entries

The cumulative number of entries as of the last day of each month. A student is counted as an entry, when the student enrolls in a school at any point after the annual Enrollment Audit Count Day. Students are considered enrolled when they reach Stage 5 enrollment, which indicates that the student received services at the school.

Exits

The cumulative number of exits as of the last day of each month. A student is counted as an exit, when the student withdraws from a school at any point after the annual Enrollment Audit Count Day.

Metric Detail, Calculation, and Business Rules

Calculation

Table 21

| Metrics | Count | Rates | Reporting Level |
|----------------|--|---|--------------------|
| Entries | The cumulative number of entries since the Enrollment Audit Count Day as of the end of each month. | The cumulative number of Stage 5 entries since the Enrollment Audit Count Day as of the end of each month | State, LEA, School |

| | | Count of Students Enrolled on Enrollment Audit Count Day | |
|--------------|--|--|--------------------|
| Exits | The cumulative number of exits since the Enrollment Audit Count Day as of the end of each month. | The cumulative number of transfers or exits since the Enrollment Audit Count Day as of the end of each month | State, LEA, School |
| | | Count of Students Enrolled on Enrollment Audit Count Day | |

Business Rules

Student Universe

All students enrolled at any point during the school year on or after the annual Enrollment Audit Count Day. All students who exit a school after Count Day are included in the calculation of exits regardless of their exit destination. All students who enter a school after Count Day are included in the entry calculation regardless of the previous institution.

Inclusions

1. All students Stage 5 enrolled at any point during the school year on or after the annual Enrollment Audit Count Day.

Exclusions

1. Student entries coded as 1800 (Stage 4 enrollment) or missing are excluded as entries.
2. For students who do not transfer between schools and/or LEAs, student exit codes³⁵ will be used to determine the type of student exit; students with the following exit codes or codes imputed to be one of the following will be excluded from calculations:
 - a. Credential codes – 2020, 2021, 2022, 2023, 2024, and 2025
 - b. End of year codes – 2000, 2001, and 2002
 - c. Student death codes – 1944
 - d. Discharged codes – 1960, 1961, 1963, and 1968
3. For students who have received the following credentials, the final exit associated with the credential-issuing school will be excluded from the calculation:
 - a. Certified graduates
 - b. IEP certificates
 - c. NEDP
4. For students who have earned a GED®, exits and entries that occur following the credential date are excluded from the calculation.
5. Students with a Stage 5 entry and exit date before Count Day are excluded from the calculation.

³⁵ Validated exit codes include those exit codes which are associated with a 'Complete' exit in Prior Year Exit and for which the appropriate associated documentation has been submitted and approved by OSSE.

6. Students with a Stage 5 exit date before Count Day and no entry date are excluded from the calculation.
7. Enrollment records associated with a grade change (i.e., exit and re-entry at the same school as a result of a grade change).
8. Enrollment records with a missing USIs are excluded.
9. Transfers to a nonpublic school or juvenile justice are not included as exits in the calculation of this metric.
10. Transfers from a nonpublic schools or juvenile justice are not included as entries in the calculation of this metric.
11. Students who are only enrolled at nonpublic schools during the school year omitted from this metric.

Data Caveats

Non-Diploma-Granting Schools

The mobility metric is not calculated for non-diploma-granting schools, with the exception of Briya PCS; the mobility metric for Briya PCS will measure the mobility of only PK3 and PK4 students.

Multiple Entries and Exits for the Same Student

The following applies to students with multiple enrollments and exits in the same school:

- If a student had multiple Stage 5 enrollments and exits at the same school, the total count of entries will increase by the number of enrollments during the month and the total count of exits will increase by the number of exits during the month. .
- If a student enrolls at multiple schools throughout the year, the student will be counted as a mid-year entry for each school in the corresponding month of enrollment.

Multiple Movements between Public and Juvenile Justice Schools (or Nonpublic schools) for the Same Student at the School Level

The following applies to students with multiple movements between schools where one of the schools is a juvenile justice school or a nonpublic school for the school-level data:

- If a student moves between a public school and a juvenile justice school and back to the same public school, the movement will not count as an entry or exit. For example, if a student moves from school A to a juvenile justice school and then back to school A, none of these movements will count as entries or exits.
- Similarly, if a student moves between a public school and a nonpublic school and back to the same public school, the movement will not count as an entry or exit. For example, if a student moves from school A to a nonpublic school and then back to school A, none of these movements will count as entries or exits.
- If a student moves between a public school and a juvenile justice school and a second public school, the movement will count as an exit for the first school and an entry for the second school. For

example, if a student moves from school A to a juvenile justice school to school B, the movement will count as an exit for school A and an entry for school B.

- Similarly, if a student moves between a public school and a nonpublic school and a second public school, the movement will count as an exit for the first school and an entry for the second school. For example, if a student moves from school A to a nonpublic school to school B, the movement will count as an exit for school A and an entry for school B.

Multiple Movements for the Same Student at the LEA Level

The following applies to students with multiple movements for the LEA-level data:

- If a student moves between a public school and a juvenile justice school and back to any public school in the same LEA, the movement will not count as an entry or exit. For example, if a student moves from school A in LEA 1 to a juvenile justice school and then to school B also in LEA 1, none of these movements will count as entries or exits.
- If a student moves between a public school and a juvenile justice school and a second public school in a different LEA, the movement will count as an exit for the first school and an entry for the second school. For example, if a student moves from school A in LEA 1 to a juvenile justice school to school B in LEA 2, the movement will count as an exit for LEA 1 and an entry for LEA 2.

Grade Changes within the Same School

A student who has an exit and enrollment associated with a change in grade level will be excluded from the counts of mid-year entries and exits. The student may appear to exit and re-enter, but this only reflects a grade change and not a true withdrawal or re-enrollment.

Data Source

4. Certified Enrollment Data:
 - a. Enrollment data is submitted to OSSE on a daily basis via the LEA's Student Information Systems (SIS); these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.
 - i. Enrollment data is used in determining students' entry and exit date to a school

State-Level Performance and Goals

Table 22

| Data Elements/Metrics | Reporting Level | Source |
|--|--|---|
| <p>Long-Term Goal Progress Progress toward state-designed long-term goals for academic achievement, graduation rates, and English learners achieving English language proficiency, including measurements of interim progress.</p> | SEA (for academic achievement and grad rates report out by all student groups) | DC Assessments, ACCESS, and Graduation Rate |
| <p>Description and Results of State accountability system Names of schools identified for Comprehensive Support Level 1, Comprehensive Support Level 2, and/or Targeted Support Level 1. (In-depth explanations of each of these support designations are available in Appendix B.)</p> | SEA, LEA, School | DC State ESSA Plan |
| <p>Description and Results of State accountability system Number and names of all schools identified for targeted support and improvement and the reason(s) for such identification.</p> | SEA, LEA, School | DC State ESSA Plan |
| <p>State performance on NAEP Assessment Performance on math and reading in grades 4 and 8.</p> | SEA | NAEP |

Teacher & Leadership Data

The DC School Report Card includes the overall count and percentage of teachers by experience, certification, retention, and in-field status aggregated by state, LEA and school levels. High and low poverty levels are included for the state report card. OSSE collects teacher data annually and LEA Heads of School confirm accuracy during data validation and certification via the data collection tool. For reporting on the DC School Report Card, these metrics are truncated to the nearest whole number.

Table 23

| Data Elements/Metrics | Reporting Level | Source |
|--|---|-----------------------------------|
| <p>Teacher Experience: Years of Experience</p> <p>Years of experience are reported by the percentage of teachers in the following buckets:</p> <ul style="list-style-type: none"> • 0-1 years • 2-5 years • 6-10 years • 10+ years • Not Reported <p>The n-size of teachers as reported by the LEA will be included in the display. Rates of novice teachers must be delineated by high- and low-poverty schools at the SEA level.</p> | SEA, LEA, and school | Faculty and Staff Data Collection |
| <p>Teacher Qualifications: Certified Teachers (DCPS only)</p> <p>Includes both Initial and Standard regardless of field (District of Columbia Public Schools (DCPS) only).</p> <p>The n size of teachers as reported by the LEA will be included in the display.</p> | SEA, LEA, School- must also be delineated by low and non-low poverty schools as defined in ESSA | Faculty and Staff Data Collection |

| | | |
|---|---|--|
| <p>Teacher Qualifications: In-field Teachers (DCPS only)</p> <p>The n size of teachers as reported by the LEA will be included in the display.</p> | <p>SEA, LEA, School- must also be delineated by low and non-low poverty schools as defined in ESSA.</p> | <p>Faculty and Staff Data Collection</p> |
| <p>Teacher Gender</p> <p>A coded value representing the staff member’s reported gender.</p> <ul style="list-style-type: none"> • Male • Female • Gender Other/Unknown | <p>SEA, LEA, School</p> | <p>Faculty and Staff Data Collection</p> |
| <p>Teacher Race/Ethnicity</p> <p>The reported race/ethnicity of the faculty or staff member.</p> <ul style="list-style-type: none"> • American Indian/Alaskan Native • Asian • Black/African American • Hispanic/Latino • Pacific Islander/Native Hawaiian • Two or More Races • White/Caucasian • Other/Unknown | <p>SEA, LEA, School</p> | <p>Faculty and Staff Data Collection</p> |
| <p>Teacher Retention:</p> <p>The rate of teachers, with an FTE of .5 or greater, retained in the same school and in the same role. Note for SEA and LEA calculations, teacher retention is still at the school level and is defined as a teacher that returns to teach in the same school and same role.</p> <p>The n size of teachers that were retained reported by the LEA will be included in the display.</p> | <p>SEA, LEA, and School</p> | <p>Faculty and Staff Data Collection</p> |

| School Leader: Years of Experience | SEA, LEA, school. | Faculty and Staff Data Collection |
|---|-------------------|-----------------------------------|
| <p>Number of years as a full-time school leader, not including this year, for the individuals designated by the LEA as school leaders.</p> | | |
| <p>Years of experience are reported by the percentage of teachers in the following buckets:</p> | | |
| <ul style="list-style-type: none"> • 0-1 years • 2-5 years • 6-10 years • 10+ years • Not Reported | | |
| <p>The n size of school leaders reported by the LEA will be included in the display.</p> | | |

Required Reporting Fields

ESSA Statute Requirements

- (ix) The professional qualifications of teachers in the State, including information (that shall be presented in the aggregate and disaggregated by high poverty compared to low-poverty schools) on the number and percentage of—
- (I) inexperienced teachers, principals, and other school leaders;
 - (II) teachers teaching with emergency or provisional credentials; and
 - (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

Reporting Fields

1. Educator Qualifications: Years of Experience Reporting this data at the School, LEA, and SEA level for 0–1, 2–5, 6–10, and 10+ years of experience
2. Credentialed Teachers: Rates of teachers that are not teaching on emergency or provisional credentials (this is caveated to be only reported for DCPS, since public charter schools are not required to have licensed teachers). This is reflected on the report card as “In-Field Teachers” as defined in DC’s approved ESSA plan.
3. Certified Teachers: Rates of teachers that are “certified” (this is caveated to be only reported for DCPS, since public charter schools are not required to have certified teachers). This is reflected

on the report card as “Certified Teachers with an Initial or Standard certification regardless of field.”

4. Teacher Gender: The gender of teachers as reported by the LEA.
5. Teacher Race/Ethnicity: The race/ethnicity of teachers as reported by the LEA.
6. Teacher Retention: Rates of teachers in the previous school year (Year 1) that have returned to teach in the same school in the same role in the given report card reporting year (Year 2). This is caveated by the inclusion of teachers with an FTE of .5 or greater, at the school-level.

Metric-Specific Terminology and Definitions

Inexperienced Teacher

A teacher who has completed less than two full years of teaching as of October 5 of the reporting year, as reported by LEAs.

Emergency Credential

The Office of the State Superintendent of Education (OSSE) District of Columbia does not offer an emergency credential, so this field is not reported.

Provisional Credential

The Office of the State Superintendent of Education (OSSE) District of Columbia does not offer a provisional credential, so this field is not reported.

Initial Credential

OSSE offers a one-time initial teaching credential to individuals who do not meet current requirements for a standard credential. Initial teaching credentials are valid for three years and are not renewable. For more details on the requirements for initial teacher credentials, visit: <https://osse.dc.gov/page/teacher-certification#standard>.

Standard Teaching Credential

OSSE issues teaching credentials that are valid for four years from the date of issuance and are renewable. For more details on the requirements for standard teacher credentials, visit: <https://osse.dc.gov/page/teacher-certification#standard>.

Certified Teacher

A teacher who holds an OSSE-issued credential, either initial or standard, as of Oct. 5 of the reporting year, as reported by LEAs and verified by OSSE.

In-Field Teacher

Teachers who have a major, certification, or an “effective” teacher evaluation designation in the subject which they are teaching, with the exception of special education teachers, as reported by LEAs. For special education teachers, an in-field teacher is defined as someone who has (1) obtained full certification as a special education teacher (including certification obtained through alternative routes to certification), or passed the State special education teacher licensing examination and holds a license to teach in the State as a special education teacher (does not apply to charter LEAs); (2) has not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis (does not apply to charter LEAs); and (3) holds at least a bachelor’s degree.

School Leader

Staff members who the LEA reported as the school leader, either in their federal role (for federal reporting) or LEA-given title. School leaders are staff members whose activities are concerned with directing and managing the operation of a particular school. Principals, assistant principals, and persons who supervise school operations, assign duties to staff members, supervise and maintain the records of the school, and coordinate school instructional activities with those of the education agency, including department chairpersons.

Teacher

An individual who the LEA reported as a teacher, for federal reporting. A teacher is defined as a school-based employee who instructs any core or non-core academic subject.

Race/Ethnicity

The reported race/ethnicity of the faculty or staff member.

Gender

A coded value representing the staff member’s reported gender.

High-Poverty School

A school at which at least 50 percent of the students ever enrolled in the 2018-19 school year qualify for Temporary Assistance for Needy Families (TANF) program, the Supplemental Nutrition Assistant Program (SNAP), homeless, or are wards of the state through the Child and Family Services Agency (CFSA).

Low-Poverty School

A school at which less than 50 percent of the students ever enrolled in the 2018-19 school year qualify for Temporary Assistance for Needy Families (TANF) program, the Supplemental Nutrition Assistant Program (SNAP), homeless, or are wards of the state through the Child and Family Services Agency (CFSA).

Metric Detail, Calculation, and Business Rules

Calculations

Table 23

| Metric | Count | Rates | Reporting Level | Source |
|--|---|--|---|-----------------------------------|
| Inexperienced Teachers | Total number of teachers who have less than two years of teaching experience as of October 5, 2021 | $\frac{\text{Total number of inexperienced teachers}}{\text{Total number of teachers in the school}}$ | SEA, LEA, School, High & Low poverty schools at the LEA & SEA level | Faculty and Staff Data Collection |
| Teachers by Years of Experience | Total number of teachers in each category of teaching experience completed as of October 5, 2021; categories are 0-1 years, 2-5 years, 6-10 years, and more than 10 years | $\frac{\text{Total number of teachers in each category}}{\text{Total number of teachers in the school}}$ | SEA, LEA, School, High & Low poverty schools at the LEA & SEA level | Faculty and Staff Data Collection |
| Certified Teachers | Total number of teachers teaching at a DCPS school that had an initial or standard teaching credential in any field or subject as of October 5, 2021 | $\frac{\text{Total number of certified teachers}}{\text{Total number of teachers in the school}}$ | SEA, LEA, School, High & Low poverty schools at the LEA & SEA level | Faculty and Staff Data Collection |
| In-Field teachers | Total number of teachers teaching at a DCPS school that are in-field as of October 5, 2021 | $\frac{\text{Total number of in-field teachers}}{\text{Total number of teachers in the school}}$ | SEA, LEA, School, High & Low poverty schools at the LEA & SEA level | Faculty and Staff Data Collection |

Business Rules

Data Caveats

3. Data are reported by the LEAs to OSSE and are not audited.
 - o Determinations of who is considered a teacher is based on the LEA’s classification as a teacher. Teachers are only reported once at each level of reporting. If a teacher/school leader is included multiple times in the same school (or LEA, or state), the maximum years

of experience, certification, and in-field status are used. If differing race/ethnicity and genders are reported, they will be included in each of those categories.

4. Years of experience for teachers and school leaders are reported in the following buckets:
 - 0-1 years (years of experience < 2)
 - 2-5 years ($2 \leq$ years of experience < 6)
 - 6-10 years ($6 \leq$ years of experience < 11)
 - More than 10 years ($10 <$ years of experience)
 - Not reported (years of experience = NULL); this bucket is not expressly reported, but there will be an asterisk indicating why the percentages of teachers do not sum to 100 percent.

Data Sources

Teacher data are collected through the annual Faculty and Staff Data Collection. LEAs report all employed staff as of October 5 of the reporting year. The fields used for reporting are:

- Federal Role
- License or Certification Status
- Years of Teaching Experience
- School Code
- LEA Code
- Unique Faculty & Staff Identifier

- Gender

- Race

- Ethnicity

School Accountability

OSSE is required by ESSA to measure and report school accountability ratings using a framework approved by both the US Department of Education (USED) and DC’s State Board of Education (SBOE). OSSE’s accountability framework, formerly known as the School Transparency and Reporting (STAR) Framework, uses selected data elements described in this technical guide, sets floors and targets for each metric, assigns points relative to overall performance in the District, and provides an overall score. For more information about the current accountability framework, which as of this writing had been approved by the SBOE but not USED, please follow [this link](#). Information about ESSA-required school support designations is available in [Appendix C](#).

Floors and Targets

For accountability calculations, OSSE measures the 10th and 90th percentiles for all appropriate metrics. The floor is the score that a school needs to achieve in order to receive points whereas the target is the score that receives all available points for that metric. Schools that fall between the floor and the target receive a proportion of the available points for the metric; the closer to the target, the more points the school will earn. Please note that OSSE calculates floors and targets for all student groups by the grade band of the framework. To ensure consistency, OSSE calculates floors and targets on a cyclical basis (rather than annual) based on the requirements of the accountability system.

| Metric | Floor | Target | Additional Context |
|--|-----------------------------|-----------------------------|---|
| AP/IB Participation and Performance | 10 th percentile | 90 th percentile | |
| Attendance Growth | 10 th percentile | 90 th percentile | |
| Chronic Absenteeism | 10 th percentile | 90 th percentile | |
| Graduation Rate | 10 th percentile | 90 th percentile | If the 90 th percentile falls below the long-term goal of 90%, the target will be adjusted to account for long-term graduation rate goals, which can be viewed in OSSE’s ESSA state plan . |
| In-Seat Attendance | 10 th percentile | 90 th percentile | Exception: If the 10 th percentile for the ISA metric exceeds an ISA rate of 90% for a given student group within a given framework, a maximum floor of 90% ISA will be applied to that student group. |

| | | | |
|---|-----------------------------|-----------------------------|---|
| Statewide Assessment Metrics (e.g., Meeting or Exceeding Expectations) | 10 th percentile | 90 th percentile | Exception: The floors and targets for Meeting or Exceeding Expectations is set at the 10 th and 90 th percentiles but are adjusted to account for long-term goals, which are detailed in OSSE’s ESSA state plan . |
| Re-engagement | 10 th percentile | 90 th percentile | |
| Re-enrollment | 10 th percentile | 90 th percentile | |
| SAT DC Percentile Threshold | 10 th percentile | 90 th percentile | |
| SAT Performance College Ready Benchmark | 10 th percentile | 90 th percentile | |

Appendix A: Glossary of Common Terms

Adjusted Cohort

The adjusted cohort is a group of students who enter and exit high school after the beginning of the entering cohort’s first ninth grade year, up to and including in grade 12³⁶ Practically speaking, an incoming class of ninth-graders comprise a “cohort” that is subsequently “adjusted” by adding any students who enter the DC public school system at a later point during the ninth-grade year until the year of expected graduation during the next three years and subtracting any students who have a validated exit from the DC public school system during that same period. Further information on the adjusted cohort can be found in the [ACGR Cohort Graduation Rate Policy Guide](#).³⁷

Attendance Rate

An individual student’s attendance rate is calculated by dividing the number of days a student is present by the number of days the student is enrolled.

³⁶ 34 C.F.R. § 200.19(b)(1)(ii)

³⁷

<https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Adjusted%20Cohort%20Graduation%20Rate%20Policy%20Guide%20updated%20Aug.%2031%2C%202018.pdf>

Attendance Growth Score

An individual student's attendance growth score is calculated by taking the change in a student's attendance rate and subtracting the median change in attendance rate (see above) of students in the same age group.

Audit Population

Students identified as enrolled on Count Day through the annual Enrollment Audit process.

Audit School

The school at which the student was counted in the Enrollment Audit.

At-Risk

In the District of Columbia, at-risk is defined as a student who possesses one of the following characteristics between July 1 and June 30 of the school year: eligibility for Temporary Assistance for Needy Families (TANF), eligibility for Supplemental Nutrition Assistance Program (SNAP), identification as homeless by the student's school or other community partners, under the care of the Child and Family Services Agency (CFSA, also known as foster care), and/or overage (high school only). A high school student is overage if he or she is at least one year older than the expected age for their grade.

Business Rule

Rules related to the collection of data, methodology of calculation, and any specific data caveats, exceptions, inclusions, or exclusions specific to a given metric or aggregation.

Cohort Responsible School

For graduates, the school from which the student graduated. For non-graduates, the last diploma-granting school which a student attended as of the end of the school year in which the student was anticipated to graduate.

Eligible to Re-Enroll

Students enrolled in a non-terminal grade in the year preceding the accountability year.

Enrollment Instance

A period of enrollment for a student at a given school defined as the time between a specific entry date and corresponding exit date.

eSchoolPLUS

eSchoolPLUS is the statewide student information system (SIS), which allows for the management of student data. LEAs have the option of using the system as their LEA SIS or only for the reporting of the LEA calendar and points of contact.

Enrollment Audit

All public and public charter schools in the District of Columbia receive funding according to the number of students who are enrolled and the provisions of the Uniform Per Student Funding Formula. The DC Official Code § 38-1804.02 (d) (2) requires an audit that evaluates the accuracy of the fall student enrollment count of the DC Public Schools (DCPS) and public charter schools. An independent auditing firm is contracted by the Office of the State Superintendent of Education to conduct the count.

Ever-Enrolled

The enrollment number on each school's [profile page](#) reflects the number of students ever-enrolled in the school throughout the prior school year, which is validated by each school at the close of the school year. This data may be different from the Enrollment Audit (see definition above).

First Ninth-Grade Year or Cohort Year

The first year in which a student attended the ninth grade either in-state or out-of-state. Each student may only have one first ninth-grade year.

Full Academic Year (FAY) Status

The geographic level at which the student was enrolled for 85 percent or more of the instructional days between the official Enrollment Audit date (October 5 annually) and the first day of the School, LEA or State assessment window. Possible FAY levels include School, LEA, State or None (for students who were enrolled in the district fewer than 85 percent of the applicable instructional days).

Instructional Day

Any date designated as a day on which educational services were provided to students according to the LEA's individual school- and program-specific calendars maintained by the LEA in eSchoolPLUS. An instructional day is validated through the presence of an attendance record, as certified through Data Validation.

Minimum Enrolled Days

The minimum number of instructional days a student must be enrolled to be included in the metric calculation. For the Addressing Chronic Absenteeism metrics in the Elementary School (with Pre-K), Elementary School, Middle School, and High School STAR Frameworks, students must be enrolled for a minimum of 30 instructional days after the 10th day of school to contribute to a school's metric score. For the Addressing Chronic Absenteeism metrics in the Alternative School Framework, students must be enrolled for a minimum of 20 instructional days to contribute to a school's metric score.

Minimum N-Size

The population of students required for calculations within a given metric. Metric Points Earned for a given metric are calculated for the student groups that have a minimum student population size (n-size) of 10.

Additionally, metric scores for student groups that do not meet the minimum student population size of 10 are not included in the calculation of floors and targets for accountability calculations.

N-Size

The population of students that are included in the calculations within a given metric.

Non-Instructional Day

Any date designated as a day on which school was not in session to provide educational services to students according to the LEA's individual school- and program-specific calendars maintained by the LEA in eSchoolPLUS.

Non-Terminal Grade

All grades which are not the highest grade offered for a given school according to School and LEA Information Management System (SLIMS) in the accountability year. Please note that terminal grades are defined by grades offered in the accountability year, not the year preceding the accountability year.

Present

An indication that the student had a present full, present partial, present in-school suspension, present partial excused, or present partial unexcused attendance record.

Regular Diploma

U.S. Department of Education [guidance](#) concerning ACGR specifies that under 34 C.F.R. §200.19(b)(1)(iv), a "regular high school diploma" means the standard high school diploma awarded to students in a State that is fully aligned with the State's academic content standards and does not include a GED® credential, certificate of attendance, or any alternative award. The term "regular high school diploma" also includes an "advanced diploma" that is awarded to students who complete requirements above and beyond what is required for a regular diploma.

School Hours

Hours of the instructional day.

School and LEA Information Management System (SLIMS)

Master repository for all LEA and school information.

Student Information Systems (SIS)

Data systems used by schools to store information on students, including student demographic, enrollment, and attendance. OSSE collects student data elements from these data systems on a daily basis.

Unduplicated Enrollment

Any student with a valid Stage 5 entry date according to the enrollment data verified through the Data Validation process.

Appendix B: Data Sources

ACCESS

Student assessment scores on ACCESS for English Language Learners are provided to OSSE from WIDA. These data include relevant scale score, proficiency level, and attemptedness information. Students are exited from EL status upon scoring at least a 5.0 proficiency level in KG or a 4.5 proficiency level in grades 1-12.

Adjusted Cohort

Students' first ninth grade year (cohort year), cohort responsible school and outcomes are reviewed, finalized and certified by each LEA via the Data Validation process.

Advanced Placement (AP)

The College Board sends OSSE a summative annual examination file with individual scores for each AP test.

Alt ACCESS

Student assessment scores on Alt ACCESS are provided to OSSE from WIDA. These data include relevant scale score, proficiency level, and attemptedness information.

Attendance

Attendance is submitted to OSSE on a daily basis. These data are reviewed, finalized and certified by each LEA at the close of each school year.

Certified Graduation Data

Student graduation data are submitted to OSSE by LEAs via the OSSE-provided template following DCPS and PCSB issuance of August diplomas through a secure data transfer; these data are then reviewed by OSSE and certified by LEAs through OSSE's Data Validation process.

Certified Graduates List

Credential data are submitted to OSSE once per year in September by the Public Charter School Board (PCSB) and the District of Columbia Public Schools (DCPS).

CLASS Data

Teachstone provides classroom-level ratings for the Emotional Support, Classroom Organization, and Instructional Support domains for each classroom that was observed according to the CLASS observation protocol.

College Board

The College Board administers the SAT and AP exams and provides performance and participation data for each assessment.

College Ready Benchmarks

The College Board publishes SAT College and Career Readiness Benchmarks. These fixed scores are identified by the College Board for each subject area of the test. These benchmarks remain unchanged over time at the discretion of the College Board.

DC Science Assessment

The District of Columbia's annual assessment of science. Student assessment scores on DC Science are provided to OSSE from Pearson. These data include relevant scale score, performance level, and attemptedness information.

DCTAG

DC Tuition Assistance Grant (DCTAG) data is collected through the DCTAG OneApp website, where potential grantees complete an online application for the program. Students must re-submit their information each year they are enrolled in an eligible postsecondary institution.

Demographic Data

Demographic data are submitted to OSSE on a daily basis. These data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.

Discipline Data Collection

OSSE's annual collection of student discipline data.

Enrollment

Enrollment data is submitted to OSSE on a daily basis. These data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process. Enrollment data is used in determining students' enrollment to a school and to determine a students' grade.

Faculty and Staff Data Collection

OSSE collects faculty, staff and leadership data on an annual basis. These data are then confirmed to be accurate by Heads of School during Data Validation.

GED®

Pearson sends OSSE on a daily basis comprehensive data for each student who has taken the online version of the GED® at any testing site including scores on each subject test and an indication of whether the student has passed the GED®.

Healthy Schools Act (HSA) School Health Profiles

Act Submitted annually by every public and public charter school within the District of Columbia as a requirement of the DC Healthy Schools Act of 2010.

IEP Certificate of Completion List

IEP Certificate of Completion data are submitted to OSSE once per year in September by the DC Public Charter School Board (DC PCSB) and the District of Columbia Public School (DCPS).

International Baccalaureate (IB)

International Baccalaureate sends OSSE a summative annual examination file with individual scores for each IB test.

LEA Financial Reporting Application

LEAs are responsible for submitting and certifying school finance data through OSSE's dedicated QuickBase application.

Medical Exemptions

LEAs are responsible for submitting documentation for a valid Medical Exemption from state assessments to OSSE. OSSE approved medical exemptions are used for determining eligibility for the academic performance metrics.

MSAA

Student assessment scores on MSAA are provided to OSSE from Measured Progress. These data include relevant scale score, performance level, and attemptedness information.

National Assessment of Educational Progress (NAEP)

Commonly known as the Nation's Report Card, NAEP is the largest continuing and nationally representative assessment of what U.S. students know and can do in various subjects. The Report Card uses NAEP data to report state-level performance in 4th grade math, 4th grade ELA, 8th grade math, and 8th grade ELA.

National External Diploma Program (NEDP)

Comprehensive Adult Student Assessment Systems (CASAS) provides OSSE access to an online portal which contains credential information for all students participating in NEDP programming through a DC public or public charter school.

National Student Clearinghouse Data

NSC provides OSSE with all postsecondary enrollment and completion information for all DCTAG recipients and Washington D.C. public and public charter students that earn a regular diploma, IEP Certificate, GED, and NEDP.

SAT

The College Board sends OSSE both individual score files for each SAT day administration and a cumulative summative file each year containing the SAT scores for students who participated in the SAT at any DC public or public charter school.

Statewide Summative Assessments (ELA and math)

Student assessment scores for statewide summative assessments in ELA and math are provided to OSSE from Pearson. These data include relevant scale score, performance level, and attemptedness information.

Student Characteristics

Students' English Learner (EL) status and homeless status is submitted to OSSE on a daily basis from LEAs. Data for students with disabilities are submitted to OSSE via the Special Education Data System (SEDS); SEDS is the authoritative data source used to determine students' students with disabilities status. Students' receipt of SNAP and TANF benefits is submitted to OSSE on a monthly basis from the Department of Human Services (DHS). Students' involvement in the foster care system is submitted to OSSE on a daily basis from the Child and Family Services Agency (CFSA). Student characteristic data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.

Appendix C: Updates to the Technical Guide

Updates for 2022 Version

- Updates throughout the introduction of the document to both summarize the current state of data reporting and streamline the overall reading experience.
- Removed metric explanations for metrics OSSE is not currently reporting. These metrics include academic growth and ACCESS Growth. For explanations about historical data, we recommend consulting previous years' technical guides, which remain available on our website.
- Updated the attendance growth metric to begin measuring attendance between kindergarten and first grade because pre-K 4 is not a compulsory grade.
- Removed the section on the STAR Framework due to updates to our accountability system in our ESSA plan in the summer of 2022. We did not calculate accountability scores for the last two years due to the pandemic (and waivers from USED) and will calculate them differently going forward. The 2022 waiver is [available here](#). The ESSA Addendum is [available here](#).
- Reduced introductory language to metric explanations in order to streamline the reading experience.
- Moved the "Glossary of Common Terms" to the Appendix in order to streamline the reading experience.
- Moved explanations of floors and targets into a "School Accountability" section.
- Moved each metric into alphabetical order by metric name rather than sorting by accountability domain.

Updates for 2021 Version

- Added information to the introduction to explain how the DC School Report Card will report data differently in 2021, using a new website, displays and school profile pages.
- Small updates throughout to reflect the differences in data collection and reporting in 2021 due to the COVID-19 pandemic, including the inclusion of Learning Environment metrics and specifics for how Chronic Absenteeism is calculated and reported.
- Clarified how exit code policies are reflected in the calculation of student mobility, re-enrollment, and graduation metrics.

Updates for 2020 Version

- Updated the design of the Technical Guide to the new OSSE template.
- Added information to the introduction to explain how the DC School Report Card will report fewer metrics using data from the 2019-20 school year, due to COVID-19 waivers and/or school building closures.
- Added tables to detail which metrics will not be reported for the 2020 DC School Report Card due to COVID-19 waivers and/or school building closures.
- Added Before and After School Care hours per day.
- Clarified that AP and IB programs listed are only those approved by College Board and Internal Baccalaureate, respectively.
- Added display of the percentage of teachers or school leaders for which the school did not provide information about years of experience, certification, or in-field status.

Updates for 2019 Version

- Updated the language in introductory sections to address common questions. For example, this guide includes additional context and information about the data collection and validation processes.
- Clarified data caveats for the 8th to 9th Grade Promotion metric for students who are promoted to non-public schools.
- To improve the target scale scores and account for students who do not progress from one grade to the next, OSSE updated the data caveats for ACCESS Years Remaining to Proficiency.
- To improve clarity, added to the ACCESS Growth inclusions and exclusions to account for rare circumstances that impact student baseline scores
- Clarified that CLASS student group universe is based on pre-K enrollment.
- College Enrollment was reported for the first time in 2019. The College Enrollment section explains the details.
- Clarified that discipline data collection for the DC School Report Card is consistent with the CRDC collection and the DC Discipline collection.
- Added a section for the DC Science and Dynamic Learning Maps (DLM) assessments, which were administered for the first time in 2019. DC Science and DLM results are reported on the DC School Report Card but are not included in the STAR Framework. The DC Science section explains the details.
- Clarified definition of Instructional Day.

2022 DC School Report Card Technical Guide

- Added Appendix D to share additional resources, analysis and public data files.
- Added metric details for School Finance and per-pupil expenditure reporting.
- Added the DC School Report Card will report school leader years of experience in 2019. The Teacher & School Leadership section explains the details.
- Added an appendix to explain School Support designations.
- Added that the n-size of teachers as reported by the LEA will be reported with applicable teacher metrics for the school and LEA.
- Clarified decimal precision for teacher and staff data.

Appendix D: Available Resources

Frequently Asked Questions

- [Frequently Asked Questions for Families](#)
- [Frequently Asked Questions for Educators](#)

Report Card Resources

- [What is the DC School Report Card? \(Video\)](#)
- [DC School Report Card Discussion Guide](#)
- [DC School Report Card – School Finance Brochure](#)
- [DC School Report Card User Guide](#)
- [DC School Report Card At-a-Glance](#)
- [DC School Report Card Brochure](#)
- [DC School Report Card Walk Through \(Video\)](#)

Public Data Files

All public data files dating back to 2018 are available on OSSE’s [DC School Report Card Resources](#) page. Additional data files, including OSSE’s annual reporting, are available on OSSE’s [Data and Reports](#) page.