



District of Columbia
Office of the State Superintendent of Education

2023 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.

The 2023 DC School Report Card is built on OSSE's amended ESSA State Plan, which was approved by the State Board of Education (SBOE) and the US Department of Education (USED). (The full amended plan is available on our [website](#).) The updated ESSA State Plan increases the school accountability system's emphasis on student growth and marginalized student groups. It also adds new metrics such as high school student growth, five-year graduation rate and AP/IB/Dual Enrollment participation.

Additionally, OSSE is returning to reporting metrics that were not available during the coronavirus (COVID-19) health emergency. Growth metrics for ACCESS as well as ELA and math assessments require two consecutive years of data. OSSE returned to administering statewide assessments in 2022, so the 2023 assessments allow OSSE to calculate student growth on the 2023 DC School Report Card.

This Technical Guide provides an in-depth explanation of each of the elements and metrics that OSSE will publish on the site in December 2023, including definitions and terminology, rules, source, methodology, exceptions and data caveats. 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.

Updates

This section provides a summary of updates for the 2023 DC School Report Card. The Technical Guide goes into greater detail for each metric below.

Attendance Inclusion Criteria

All attendance metrics, CLASS and re-enrollment will include students enrolled for greater than 20 instructional days, assuming they meet other inclusion criteria, in order to use consistent inclusion criteria across attendance metrics. This provides more valuable and clear information to LEAs and users of the DC School Report Card.

Decimals and Rounding

OSSE rounds to a single decimal for all metrics. Using one decimal point in all reporting will allow for easier viewing of the DC School Report Card and files on mobile devices. The rounded values of each metric will be used to calculate the summative school score, so that stakeholders are able to reproduce the summative score using publicly available data.

Dual Enrollment

OSSE is reporting an AP, IB and Dual Enrollment Participation metric for the first time. This is an update to the previous AP/IB participation metric; OSSE is simply adding dually-enrolled students to the numerator of the calculation ([full details here](#)).

Floors and Targets

Floors and Targets for each metric will be recalculated for the 2023 DC School Report Card using data from the 2022-23 school year. For accountability calculations, OSSE measures the 10th and 90th percentiles for all appropriate metrics. Unlike in previous years, targets are not adjusted to reflect the interim targets tied to the District's Long-Term Goals; this change is a result from feedback from USED that maintaining a target of the 90th percentile across appropriate metrics would better achieve meaningful differentiation. However, OSSE will continue to report progress towards Long-Term Goals on the DC School Report Card.

Growth Metrics (Returning)

OSSE did not administer statewide ACCESS, ELA, math and science assessments for two years during the COVID-19 pandemic after receiving waivers from USED. As a result, OSSE was unable to report growth metrics that require two years of comparable data to calculate. The returning growth metrics are:

- ACCESS Growth measures growth toward English language proficiency for students identified as English learners in grades K–12 ([full details here](#)). Student-level growth targets are now differentiated based on prior proficiency and grade level, while the school-level metric has changed to a median of the percent of growth targets met.
- Median Growth Percentile (MGP) measures growth compared to other students in the subjects of English Language Arts (ELA) and math for grades 3–8 ([full details here](#)).
- Growth to Proficiency measures growth toward proficiency targets in the subjects of ELA and math for grades 3–8 ([full details here](#)).

High School Growth to Proficiency (New)

OSSE is excited to offer a high school growth metric for the first time on the 2023 DC School Report Card. This metric is possible because high school students are now taking at least two statewide assessments for both ELA and math ([full details here](#)).

School Accountability

For federally-required school support designations, OSSE will use an updated accountability system that has been approved by the SBOE and USED ([full details here](#)). For federally-required school support designations, OSSE will use an updated accountability system that has been approved by the SBOE and USED ([full details here](#)).

Shift from the “At Risk” to the “Economically Disadvantaged” Student Group

OSSE will no longer report on an “At Risk” student group for accountability and report card metrics. Instead, OSSE will shift to an “Economically Disadvantaged” student group, which includes any student for whom one or more of the following occurs during the year¹:

- Receives Temporary Assistance for Needy Families (TANF) or Supplemental Nutrition Assistance Program (SNAP) benefits
- Experiences homelessness
- Is a ward of the state (CFSA)

The difference between the two definitions is the removal of the “overage and in high school” criteria from the Economically Disadvantaged student group. In short, a student is not necessarily “economically disadvantaged” if they are overage.

Since the inclusion of overage students only applied to high schools, elementary and middle schools will not see any change between the two definitions for the students they serve. The same students in their At-Risk student group will be in the Economically Disadvantaged student group. However, high schools will see their students who were overage and did not meet any of the other criteria drop from what used to be their At-Risk student group.

Comparison displays using previous school years will display the Economically Disadvantaged student group. For enrollment and funding purposes, OSSE will continue to use the At-Risk definition. The change is covered in more detail in OSSE’s [ESSA State Plan Amendment](#).

Summative School Scores

Prior to the 2023 DC School Report Card, OSSE calculated summative school scores by determining metric scores at the student group level, aggregating metric scores into student group scores and then aggregating student group scores into framework scores. OSSE did not calculate metric scores for student groups where $n < 10$ and student group scores that did not meet a minimum number of possible points were excluded from framework scores. As a result, student groups who met the minimum threshold of ten students on only a few metrics but did not meet the minimum threshold for possible points, were dropped from the framework score.

Beginning in 2023, as outlined in the ESSA State Plan, OSSE will calculate summative school scores by determining metric scores at the student group level, aggregating student group scores into a metric score and then aggregating metric scores into framework scores. By incorporating student group scores into metric scores, rather than metric scores into student group scores, student groups will be included in all metrics where they meet the minimum threshold of ten students even if they do not meet an overall minimum points threshold. This change allows for more student groups to be included in the calculation of the summative score.

¹ The year is July 1 – June 30, unless the student is enrolled in Extended School Year (ESY) in which case it also includes ESY.

In the summative score calculations prior to 2023 and currently, framework scores are rolled up to school scores based on a proportional weighting of student enrollment. If a school is a part of more than one framework. For example, a KG-8 school would have both an elementary and middle school framework.

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 (MCC). Many of the underlying data is confirmed to be accurate during a process called Data Validation (the policy is [available here](#)), 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 full MCC Policy is [available online](#).

DC School Report Card Elements and Metrics

Attendance

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

Students must be enrolled for more than 20 instructional days to contribute to a school's metric score; students enrolled in a school for 20 or fewer instructional days are excluded from the metric.

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 in the accountability 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 age, 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. Student demographics are aligned with reported demographics from the current year, even though some designations are variable year to year (e.g., economically disadvantage status, English learner status, student with disability status).
3. When calculating the median attendance growth by age, all DC students are grouped together according to their age as of September 30 in the accountability year. If there are fewer than 100 students with attendance records across DC of a given age, multiple ages are grouped together to ensure sufficient n-size from which to derive a median year-over-year change in attendance.
4. Ungraded students younger than age 6 are not included in the metric.

Data Sources

1. Certified Attendance Data (Accountability Year and Prior Year):
 - Attendance is submitted to OSSE on a daily basis via the LEA's Student Information System (SIS); these data are reviewed, finalized and certified by each LEA three times per 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.

Chronic Absenteeism

This metric is defined as the percentage of enrolled students who were absent, including both excused and unexcused partial and full-day absences, for at least 10 percent of enrolled instructional days. Please note that OSSE calculates Pre-K Chronic Absenteeism as a separate metric, but the business rules are the same.

Metric-Specific Definition

Minimum Enrolled Days

Students must be enrolled for more than 20 instructional days to contribute to a school's metric score; students enrolled in a school for 20 or fewer instructional days are excluded from the metric.

Metric Detail, Calculation and Business Rules

Calculation

The number of students who were absent 10% or more of the instructional days in which they were enrolled in school

The number of students with unduplicated enrollment records for the minimum instructional days at the school

Business Rules

Student Universe

All students, Pre-K3 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 Pre-K3 through twelfth grade, including those who are not of compulsory age are included in the metric calculation. Students in Grades Pre-K3 and Pre-K4 are calculated in a Pre-K Chronic Absenteeism Metric, which is separate from students in Grades K–12.
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.
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 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)².

² 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. Any absence (full-day or partial, excused or unexcused) is counted as an absence for Chronic Absenteeism. The denominator includes all instructional days, meaning all attendance codes other than NSD (Non-School Day) and ANS (Adult Ed No Session).
3. Ungraded students younger than age 5 are included in the Pre-K Chronic Absenteeism metric.

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 three times per 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 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.

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 Pre-K–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. In DC, CLASS is administered only in pre-K classrooms and is not administered to students in grades K to 12.

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

OSSE measures and reports how many students are participating in college and career readiness opportunities, such as Advanced Placement (AP), International Baccalaureate (IB) and Dual Enrollment (DE) courses and how they are performing.

Table 1: College and Career Readiness Metrics

Data Elements/Metrics	Reporting Level	Source
AP/IB/DE Participation Measures student participation in college-level coursework (AP, IB and dual enrollment courses).	SEA, LEA, School, and student group	College Board, IB, SIS
AP/IB Performance Measures the percentage of students participating in AP or IB assessments who are proficient in content material at the college level.	SEA, LEA, School, and student group	College Board, IB
The SAT College Ready Benchmark Measures how well DC schools are preparing their students to be college and career ready.	SEA, LEA, School, and student group	College Board

AP/IB/DE Participation

OSSE measures how many students in high schools are taking coursework to prepare them for college. 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.³

Dual enrollment (DE) programs allow students to enroll in approved college courses, taken at a postsecondary institution, and earn college and/or high school credit.

Metric-Specific Terminology and Definitions

AP/IB/DE Window

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

³ IB Organization. (n.d.). Diploma Programme. Retrieved December 06, 2017 from <http://www.ibo.org/programmes/diploma-programme/>

AP/IB/DE Universe

AP/IB/DE 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 1 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.

Dual Enrollment Program Participant

A student who has enrolled in approved college courses to earn both college and high school credit.

Metric Detail, Calculation and Business Rules

Calculation

All twelfth grade students enrolled at the school who took an AP or IB test or enrolled in a dual enrollment course in the accountability year or in the three years prior

All twelfth grade students enrolled at a school in both the accountability year or in the three years prior

Business Rules

Student Universe

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

Data Caveats

Students exiting the accountability year with a graduation exit code and an awarded credential date prior to the May 1 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. Dual Enrollment Data

- a. Dual 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.
- 4. 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

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

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

Business Rules

Student Universe

Students are only counted once in the numerator and denominator.

Inclusion

All students throughout public schools in the District 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 2016-17.)

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 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 point for all 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.

The SAT College Ready Benchmark metric is intended to provide an indication of how well DC public 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 2 below shows the benchmark scores for each of the subject area tests for the SAT and the corresponding college course.

Table 2: College Readiness Benchmarks for SAT

College Readiness Benchmarks for 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

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

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 3 below.⁴

Table 3: Super-score Calculation

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

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.

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

⁴ 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>.

- 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

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's degree or provides a two-year program that is acceptable for full credit toward a bachelor's degree.

Regular Diploma

USED [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 DC 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 DC 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 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.

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
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Business Rules

Student Universe

All students from the two most recently completed 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, adult, 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. 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.

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.

Discipline

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 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 4: Discipline Metrics

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
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Metric-Specific Terminology and Definitions

In-School Suspension

Instances in which a student is temporarily removed from their 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 their regular school location (for disciplinary purposes) to another setting (e.g., home, behavior center), during which time the student is not under the supervision of the school’s personnel and is not allowed on school grounds. This includes both removals in which no IEP services are provided as well as removals in which the student continues to receive services according to their 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.
- Retaliation for reporting harassment or sexual harassment: Each LEA or CBO sets its own policy to define this term.

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:

- rape, attempted rape, and other sexual assault;
- robbery with and without a weapon;
- robbery with a firearm or explosive device;
- physical attack or fight with and without a weapon;
- physical attack or fight with a firearm or explosive device;
- threats of physical attack with and without a weapon;
- threats of physical attack with a firearm or explosive device;
- possession of a firearm or explosive device;
- use of a firearm or shooting; or
- homicide

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:

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

Expulsions

Count

Total number of expulsions (including modified expulsions).

Rates

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

Bullying

Count

Total number of incidents of bullying resulting in a disciplinary action.

Rates

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

Harassment

Count

Total number of incidents of harassment resulting in a disciplinary action.

Rates

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

Incidents of Violence

Count

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

Rates

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

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 USED.

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 are 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 excluded from all reporting.

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, rounded to one decimal point. 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 [2022–23 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.

OSSE calculates this metric for alternative middle schools.

Metric Detail, Calculation, and Business Rules

Calculation

Number of students who enrolled in 8th grade in previous year who were promoted to 9th grade level in the accountability year

Number of students who were enrolled for at least 120 days in the 8th grade in the previous year

Inclusion

1. Students must have been enrolled in the terminal grade of their middle school for a minimum of 120 instructional days in the prior year.

Exclusions

1. Students whose exit code during the prior year indicated the student exited from the state public school system and did not re-enroll during the accountability year.
2. Student enrolled for fewer than 120 days in their 8th grade year.

Data Caveats

1. Students are included in the numerator regardless of the school they attend during the accountability year.
2. Grades are aligned with students’ assessment and reporting grade.
3. Students who enroll in grades higher than 9th grade following their 8th grade year (e.g., a student who progress from 8th to 10th grade directly) are counted in the numerator.
4. For middle schools in which the terminal grade is not 8th grade, students are counted in the numerator when they enroll in a higher grade the subsequent year.
5. Students who do not have any enrollment in the accountability year and do not have a valid exit code are included in the metric universe.
6. Students must be enrolled for at least 20 days in the accountability year to be counted in the numerator.
7. If students are enrolled for fewer than 20 instructional days in the accountability year, but have an exit code indicating the student moved out of state, then the student may be counted in the numerator.

Data Sources

1. Certified Demographic Data (Accountability Year):
2. 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):
4. 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.
5. SLIMS (Accountability Year)
6. Grades served

- a. Source for determining whether a student is in a terminal grade of their middle school.

English Language Proficiency

ACCESS Growth

Assessing Comprehension and Communication in English State-to-State (ACCESS) for English language learners (ELLs) is an English language proficiency assessment that is administered to DC students in grades K–12 who have been identified as English learners (ELs). ACCESS for ELLs is administered annually by WIDA to WIDA Consortium member states. The exam is used to provide a snapshot of students’ proficiency in English. Across multiple exams and years, ACCESS is used to track students’ growth in their level of proficiency.

ACCESS is scored by WIDA and includes four domains: Listening, Speaking, Reading and Writing. WIDA provides both scale scores and proficiency levels. Scale scores allow for comparisons across grades within a domain. WIDA also provides composite scale scores, which assigns weights to multiple language domains and then combines them. The *overall composite scale score* represents a combination of all four language domains. This scale score is also associated with a composite proficiency level, which ranges from 1.0 (Entering) to 6.0 (Reaching). A composite proficiency level of 4.5 has been established by DC as proficient for students in grades 1–12; a composite score of 5.0 is considered proficient for students in kindergarten.

ACCESS Growth measures DC students’ progress towards the goal of achieving proficiency. To establish equitable and realistic ACCESS growth targets, student growth targets are re-set every year based on two factors: current grade-level and prior year’s composite proficiency level. Table 5 below reports growth targets for students at different grade levels based on their prior year’s proficiency levels. These targets were determined based on analyses of both DC and national-level data as provided by WIDA. These analyses were based on two years of DC data (2017–18, 2018–19) and three years of national-level data provided by WIDA (2017–18, 2018–19, 2019–20).

Table 5. Growth Targets, by grade level and prior year’s proficiency level

Current Grade Level	Prior Year’s Proficiency Level			
	1.0–1.9	2.0–2.9	3.0–3.9	4.0–4.9
Kindergarten	1.3	1.8	1.3	0.2
1st Grade	1.2	0.9	0.1	0.1
2nd-5th Grade	0.7	0.7	0.4	0.3
6th-8th Grade	0.3	0.4	0.1	0.1
9th-12th Grade	0.3	0.6	0.2	0.2

Metric-Specific Terminology and Definitions

ACCESS Growth Target

Students' *ACCESS Growth Target* is the minimum proficiency level increase expected based on a student's current grade level and their prior year's proficiency level. Growth targets are recalculated each year based on the student's current grade level and their prior year's proficiency level.

Percent of Growth Target Met

Growth is calculated as a proportion of the target growth met. Students whose growth exceeds their target are reported as exceptional growth, or growth over 100 percent. The range of student growth will be limited to non-negative values (values equal to or greater than zero) for the purpose of calculating the school-level growth metric. Any value less than zero will be treated as zero in the calculation for school-level growth metric.

Students who do not meet their growth target but receive an overall proficiency level that is considered proficient are treated as meeting at least 100 percent of their target.

Percent of growth target met is calculated by:

$$\frac{\text{Actual Change in Proficiency Level}}{\text{Expected Growth Target}}$$

Table 6 below illustrates how growth targets are calculated for different conditions.

Table 6: *ACCESS Growth Targets*

Student	Current Grade level	Prior Year's Proficiency Level	Growth Target	Real Growth	New Proficiency Level	Percent of Growth Target Met
#1	2 nd Grade	2.3	0.7	+0.7	3.0	.7/.7 = 100%
#2	4 th Grade	1.6	0.7	+1.1	2.7	1.1/.7 = 157%
#3	7 th Grade	2.9	0.4	+0.2	3.1	.2/.4 = 50%
#4	9 th Grade	4.2	0.2	-0.3	3.9	-.3/.2 = -150%; treated as 0% in school-level metric
#5	9 th Grade	4.4	0.2	0.1	4.5	.1/.2 = 50%, but because student obtained proficiency, treated as 100%

ACCESS Actual Growth

Students' *ACCESS Actual Growth* is calculated by subtracting students' prior ACCESS overall proficiency level from their current year ACCESS overall proficiency level. This number will be positive if students' proficiency level increased and negative if students' proficiency level decreased.

ACCESS Sufficient Growth

Students' ACCESS Growth is determined to be *sufficient* if their ACCESS Actual Growth is greater than or equal to their ACCESS Growth Target. If students' ACCESS Actual Growth is less than their ACCESS Growth Target, their ACCESS Growth to Proficiency is determined to be *insufficient*.

Invalid Score

If a student's test is voided by the test vendor due to concerns over the integrity of the test administration, the student will receive an invalid score and not be included in the metric.

Off-Grade Tests

If a student takes ACCESS for the incorrect grade, based on the ever-enrolled grade provided by the LEA in the SIS, the proficiency level will be adjusted based on the scale score and assessment and reporting grade for the student by DRC (the assessment platform) or OSSE.

Responsible School

A school is held responsible for a student's ACCESS assessment if both of the following conditions are met:

1. Students must be enrolled for at least 90 calendar days from the enrollment audit to the beginning of the state ACCESS testing window at the testing school to ensure that students are in school for a long enough period of time to justify the school being held accountable for their learning.
2. a) Students are continuously enrolled during the school's ACCESS testing window.
OR
b) Students are not continuously enrolled during the school's testing window but tested at that school and received a valid score.

Metric Detail, Calculation and Business Rules

Calculation

Formula for School-level Metric

The school-level metric for ACCESS growth will be calculated as the median of "percent of growth target met" for all English learners who meet the inclusion criteria below.

Business Rules

Inclusions

1. Students must be identified as active English learners in the current and previous year's data validation.
2. Students must be enrolled for at least 90 calendar days from the enrollment audit to the beginning of the ACCESS testing window at the testing school to ensure that students are in school for a long enough period to justify the school being held accountable for their learning.
3. Students are included at the school where they tested and received a valid score.

4. Students must have a valid composite score from a public school in DC on ACCESS for ELLs in the prior and current years.

Exclusions

1. Students who do not have a valid ACCESS score from a public school in DC from the prior and/or current year are excluded from the growth metric.
2. If a student receives an invalid score, the student will not be included in the school's growth metric calculation.
3. Students who took an off-grade test in a grade level below their enrolled grade level in the current or previous year.
4. Students who were not identified as EL in both the current year and previous year.
5. Students who took the Alt ACCESS exam in the current or previous year.
6. After a student achieves proficiency, they are excluded from future years' ACCESS growth metric, even if they have been re-identified as English learners.
7. Students who are proficient in their first year of ACCESS testing.
8. Students who were not enrolled for at least 90 calendar days from October 5 through the beginning of the testing window at their testing school.
9. Students who did not complete ACCESS and were not continuously enrolled at one school for the entire testing window.

Data Caveats

1. If a school does not supply a school-level testing window, the state-testing window is applied.
2. Decisions regarding inclusion and exclusion of students will be aligned with OSSE policy and guidance in the years related to data collection.
3. Growth targets for first grade students who were in first grade the previous year will be calculated as other elementary grade students, using 2nd to 5th grade growth targets. Growth targets for first graders who progress as expected are calculated differently from other elementary grade students because of the substantial difference from the kindergarten and first grade test forms, but first grade repeaters would not be experiencing this difference and therefore are treated like their elementary grade peers.
4. OSSE works with test coordinators at LEAs with ungraded students every year to determine the equivalent grade level for each student. The assigned grade level equivalent will be used to calculate growth targets for these students.

Data Sources

1. ACCESS Data (Accountability year and prior year):
 - a. Student assessment scores on ACCESS are provided to OSSE from DRC; these data include relevant scale score, proficiency level and attemptedness information.
2. Alt ACCESS Data (Accountability year and prior year):
 - a. Student assessment scores on Alt ACCESS are provided to OSSE from DRC; these data include relevant scale score, proficiency level and attemptedness information.
3. Certified Data Validation (Accountability year and prior 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.
- Certified Enrollments
 - Enrollment data is submitted to OSSE daily 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.

Enrollment

School enrollment counts for students are broken out by all federally required student groups. The DC School Report Card reports data on the total number who have ever enrolled throughout the school year. The DC School Report Card includes enrollment data for:

- Total Student Enrollment
 - **Ever Enrolled** is the total number of students who are enrolled at any point during the school year (a student who attends a school for one day or 180 days is counted the same way).
- 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
- Economically Disadvantaged (full definition in [the glossary](#))
- Migrant Students (Students with a parent who is classified as a migrant worker)
- 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 7: Enrollment Data Elements

Data Elements	Reporting Level	Source
Ever Enrolled	SEA, Sector, LEA, School and student group	Data Validation

Enrollment by grade level	SEA, LEA, School and Ward	Data Validation
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Graduation Rates

OSSE measures four-year, five-year, and extended years graduation rates for all public and public charter schools in the District.

Table 8: Graduation Rate Metrics

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). USED 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.”

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 16 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 entry in to ninth grade, 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

Number of students from the adjusted cohort who graduated as of the end of the accountability year with a regular diploma

Number of students in the adjusted cohort

Business Rules

For more detail please refer to the [ACGR Policy 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, including:
 - 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; or
 - 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.
3. Any student who has most recently attended Department of Youth Rehabilitation Services (DYRS) is included in the State Cohort⁵.
4. Any student who has most recently been under the care of the DC Child and Family Services Agency (CFSA) and placed at a public school out of state.
5. Students who first enrolled in a DC public or public charter school four years after their first ninth-grade year.

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

⁵ 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.

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 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), 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.

Re-Engagement (Alternative Schools Only)

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.

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 2001–02 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.

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 percent 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.

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.

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 more than 20 instructional days 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 the School and LEA Information Management System (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 more than 20 instructional days 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 codes⁶ corresponding to the following exit types, including:
 - 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; or
 - e. Died or is permanently incapacitated.
3. Students with disabilities whose latest enrollment was at a non-public school during the year preceding the accountability year.

⁶ 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.

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.

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 more than 20 instructional days 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

School Accountability

OSSE is required by ESSA to measure and report school performance using a school accountability framework approved by both USED and 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 out of 100. Information about ESSA-required school support designations is available on OSSE’s [Investment in Schools and School Support Under ESSA](#) page.

Metrics in the Updated Accountability System

The updated accountability system, in short, adds new metrics and adjusts the weights of metrics and student groups. The new metrics are:

Table 9: New Accountability Metrics

Metric Name	Definition	Points Per Grade Band
AP, IB and Dual Enrollment	Percentage of high school students who are taking at least one AP exam, IB exam, or dual enrollment course by the end of their senior year.	7.5 – High School
High School Growth to Proficiency	Percentage of students who are on a growth trajectory to reach grade-level proficiency in ELA and math.	12.5 – High School

Table 10: All Accountability Metrics by Framework

Metric	Elementary School Framework	Elementary School (with Pre-K) Framework Points	Middle School Framework Points	High School Framework Points
Meeting or Exceeding Expectations	20	20	20	15
Approaching, Meeting or Exceeding Expectations	10	10	10	10
Median Growth Percentile	25	25	25	N/A
Growth to Proficiency	25	25	25	N/A
High School Growth to Proficiency	N/A	N/A	N/A	12.5
Approaching Expectations	10	10	10	10
Chronic Absenteeism	5	4	5	7.5
Attendance Growth	5	4	5	7.5
Re-Enrollment	5	3	5	5
CLASS	N/A	3	N/A	N/A
Chronic Absenteeism in Pre-K	N/A	1	N/A	N/A
AP/IB/Dual Enrollment (DE) Participation	N/A	N/A	N/A	7.5
AP/IB Performance	N/A	N/A	N/A	5
SAT College Ready Benchmark	N/A	N/A	N/A	5

ACCESS Growth	5	5	5	5
Four-year Adjusted Cohort Graduation Rate (ACGR)	N/A	N/A	N/A	11
Five-year Adjusted Cohort Graduation Rate (ACGR)	N/A	N/A	N/A	9

Grade Bands

The accountability system has five different frameworks.

- Elementary School (with Pre-K)
- Elementary School
- Middle School
- High School
- Alternative Schools

For schools that serve multiple grade bands (most commonly schools serving both elementary and middle grades), OSSE calculates an overall rating based on the percentage of students in each grade band. These schools receive framework scores for each grade band as well as the overall rating proportionate to how many students served in each grade band. If the school is serving 45 percent of its students in elementary school and 55 percent of its students in middle school, their overall score reflects that.

$$[(\text{Elementary School Framework Score}) * (.45) + (\text{Middle School Framework Score}) * (.55)] = \text{Overall School Accountability Score}$$

Student Group Weights

The accountability framework calculates each metric for each student group present in the school. Student groups with fewer than 10 students for that metric are not included. In these cases, the student groups are dropped from the overall metric scores. After calculating the combined metric score, metrics are then aggregated based on the weights above.

Table 11: Student Group Weights

Student Group	Percentage of Overall Score
All Students	30%
Economically Disadvantaged	40%
Race/Ethnicity	15%
Students with Disabilities	10%
English Learners	5%

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. OSSE calculates floors and targets for all student groups by the grade band of the framework.

After using the same floors and targets from 2018 to 2022 (whenever OSSE was able to calculate accountability scores), OSSE will reset floors and targets for 2023 using the data from the 2022–23 school year.

School Finance

In the spring of 2024, 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 12: School Finance Data Elements and Metrics

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 13: School Finance Calculations

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.
 - o 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.
 - o 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 these data elements are reported directly to OSSE from LEAs. LEAs are responsible for solving discrepancies in these data elements by updating the data in the source system (SLIMS or eSchoolPLUS). After the release of the DC School Report Card, OSSE periodically updates directory data elements. Table 14 below lists school profile information, the reporting level, and the source of the data.

Table 14: School Profile Data Elements

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 of the Instructional Day The DC School Report Card includes school hours for each day Monday thru Friday as well as separately for Pre-K and Kindergarten.	School	eSchoolPLUS
LEA Name	LEA, School	SLIMS
Grades Served The grades served by the school during the 2023–24 school year.	LEA, School	SLIMS
Principal Name The name of the school leader as designated by the LEA.	School	eSchoolPLUS
Message from the School Schools have an opportunity to submit a brief message which	School	eSchoolPLUS

<p>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>		
<p>Ward</p> <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>	<p>School</p>	<p>SLIMS</p>
<p>School Program Offerings</p> <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 	<p>School</p>	<p>eSchoolPLUS, School Health Profile for School Garden only</p>

<ul style="list-style-type: none"> • Restorative Justice Programming⁷ • School Garden Program⁸ • School Uniform Required • STEM Focus <p>Please note that the DC School Report Card will only display the school program offerings that are selected by the LEA.</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>		
Bus Transportation Accessible public bus routes near the school.	School	eSchoolPLUS
Metro Transportation Accessible public train stations near the school.	School	eSchoolPLUS
Social Media Links to the school or LEA Facebook, Instagram and/or Twitter accounts.	School	eSchoolPLUS
Parent Organization Schools that have an established parent organization in the school that meets at least monthly	School	eSchoolPLUS

⁷ 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 relationship; and provide opportunities for youth and adults to be active and accountable members of their school community.

⁸ School garden programs refer to outdoor spaces that engage students through hands-on lessons that enhance learning (per LEA reporting for the Healthy Schools Act and School Health Profiles).

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 free, on a sliding scale or voucher or paid. 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 or voucher, or 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 Finance School Finance was first added to the Report Card in spring of 2020.	School	Collected through OSSE-developed application

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 DC 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 alternative 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.

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

USED [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 (for students on certificate track) are considered terminal grades.

Metric Detail, Calculation and Business Rules

Calculation

Formula for Metric

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

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 grade 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 (i.e., regular diploma, IEP Certificate of Completion, NEDP diploma) earned by students.

LEAs in DC are expected to help in the preparation of the secondary completion universe 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
3. Submitting and verifying data related to grade and enrollment in accordance with the timelines set by the LEA Student Membership Tracker initiatives.

Student Achievement

OSSE administers annual statewide assessments for English language arts (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)⁹, which are aligned to the Common Core State Standards (CCSS) and measure the preparedness of students with significant cognitive disabilities for a broader array of postsecondary outcomes. The DLM Science

⁹ https://wiki.ncscpartners.org/index.php/Core_Content_Connectors

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 their command of grade-level standards. The ELA and math assessments have five performance levels whereas DC Science has four performance levels.

Table 15: Student Achievement Data Elements and Metrics

Data Elements/Metrics	Reporting Level	Source
<p>Assessment Results Number and percentage of students at each level of achievement on statewide assessments.</p>	SEA, LEA, School and by student group	PARCC, MSAA, DC Science, DLM
<p>Assessment Participation Percentages of students assessed and not assessed in each subject.</p>	SEA, LEA, School student group and by sector for SEA	PARCC, MSAA, DC Science, DLM
<p>Adjusted Achievement Rate Adjusted achievement metric equals to the proportion of students achieving PARCC4+/MSAA3+ if participation rate of the school was at or higher than 95%. For schools, which have a below 95% participation rate, the denominator becomes 95% of expected participants and the proportion of PARCC4+/MSAA3+ is adjusted accordingly. Schools which have at or higher 95% participation rate, the denominator is the actual number of participants.</p>	SEA, LEA, School and by student group	PARCC, MSAA

<p>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.)</p>	<p>SEA, LEA, School and student group</p>	<p>PARCC, MSAA, DC Science, DLM</p>
<p>Meeting or Exceeding Expectations Measures if students in a school are meeting grade-level expectations for English language arts (ELA) and math.</p>	<p>SEA, LEA, School, Student group and by sector for SEA</p>	<p>PARCC, MSAA</p>
<p>Approaching, Meeting or Exceeding Expectations Measures if students in a school are approaching grade-level expectations for English language arts (ELA) and math.</p>	<p>SEA, LEA, School, Student group and by sector for SEA</p>	<p>PARCC, MSAA</p>
<p>Weighted Index Index score based on weighted average of performance levels on PARCC and MSAA. (Alternative Schools Only)</p>	<p>SEA, LEA, School and student group</p>	<p>PARCC, MSAA</p>
<p>Exempted English Learner Students 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.</p>	<p>SEA, LEA, School</p>	<p>Data Validation</p>

Metric-Specific Terminology and Definitions

Proficiency

On both ELA and math assessments, there is a specified performance level cut-off that corresponds to ‘proficiency.’ Students performing at levels 4 or 5 on the ELA and math assessments 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 16: ELA and Math Performance Levels

	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

Table 17: DC Science Performance Levels

	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 Expectations ELA Metric Calculation

*Number of Students in PARCC or MSAA ELA Achievement Universe Scoring at Level 3
on PARCC OR 3 on MSAA*

Number of Students in PARCC or MSAA ELA Achievement Universe

Approaching Expectations Mathematics Metric Calculation

*Number of Students in PARCC or MSAA Mathematics Achievement Universe Scoring at Level of 3
on PARCC OR 3 on MSAA*

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 determined 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 may 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 determined 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 “Statewide 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 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 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 school 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. 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.
8. 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 determined 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. Caregivers reserve the right to test their students using the alternate assessment even if they were not determined eligible by OSSE. In this case, students are not included in this metric calculation.

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):
 - a. 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.
 - b. OSSE-approved medical exemptions are used for determining eligibility for the academic performance metrics (see the Exclusions section).
5. Certified Enrollment Data (Accountability Year):
 - 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.

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 "Statewide 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 DC Science, or if a student who is not determined 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. 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 they were 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
9. A student with a medical exemption will not participate in the assessments indicated on the medical exemption form.

Student Growth

Student growth metrics require at least two years of data for each student. For this reason, cancelling statewide assessments during the COVID-19 pandemic interrupted OSSE's ability to measure student growth. Growth metrics for 2023 will compare assessment data from the 2021–22 school year and the 2022–23 school year.

Median Growth Percentile (MGP)

Median Growth Percentile (MGP) essentially measures a school's average student growth in comparison to other schools. To do this, OSSE calculates individual student growth percentiles (SGPs), which measure students' growth compared to academically similar students, and use all those individual SGPs to aggregate up into an overall MGP.

Historically, growth metrics have assessed progress across all students taking the PARCC assessment, including students in the District and other consortium states. Over time, the PARCC consortium has been shrinking over the years. OSSE has worked with the Center for Assessment to transition over to using exclusively District student data to calculate growth metrics.

Our growth metrics will demonstrate how our students are growing compared to other students in the District, rather than compared to a broader consortium of students from other states. Therefore, we expect to see some shifts in these metrics from the last time we calculated student growth in 2019. Going forward, the median growth percentile for the state will be 50. We are confident that we will continue to calculate these growth metrics with validity.

This metric calculates MGP for both math and ELA. SGPs represent each student’s relative growth in the scale score from previous years to the current year. A student’s change in growth is compared to other students with the same course progression and with similar prior scores. Multiple years of growth data will be used when available to create SGPs; students for whom there is only one year of growth data will also be included in the calculation of SGPs. SGPs are calculated by the Center for Assessment and provided to OSSE at the end of the school year. OSSE then uses one year of SGPs to determine a school's MGP. A higher SGP represents more relative growth compared to academic peers.

At the school level, an MGP over 50 suggests that most students in a school have better growth for a given subject when compared to similar students across the District.

Metric Detail, Calculation and Business Rules

Formula for Metric

$$\text{Median Growth Percentile} = \text{Median (Student Growth Percentile)}$$

Example

Table 18 below shows an ordered set of 91 Math SGPs. The median of these values is 53, which is the school’s Math MGP score.

Table 18: Ordered Math SGPs

Ordered Math SGPs: Median score highlighted						
1	4	5	8	9	9	11
12	13	13	23	23	23	23
23	24	25	27	29	29	30
31	31	33	35	35	35	36
36	37	37	39	39	40	41
41	42	42	43	46	46	49
50	51	53	53	56	56	58
58	59	59	59	60	62	63
66	66	67	67	68	69	69
75	77	78	78	79	81	82
82	82	83	83	84	84	84
84	85	85	87	90	90	91
92	93	93	93	94	95	95

Business Rules

Student Universe

Students in grades 4 through 8 who take the English language arts (ELA) or Math exam who have at least two consecutive years of valid scores.

Inclusions

Students receive an SGP and are included in a school's MGP population if they meet each of the following requirements (see the Exclusions section for exceptions/special rules):

1. Are in grades 4 through 8 in the accountability year.
2. Have a valid score for the exam in the accountability school year and are included in a school's achievement universe, and meet (FAY) at the school level.¹⁰
3. Have a valid score for the exam in the prior school year and were included in the achievement universe; and
4. Have an SGP calculated by the Center for Assessment.

Exclusions

The following students are excluded from the MGP population:

1. Students who completed the MSAA exam in the prior or current year.¹¹
2. Students who do not qualify for the achievement universe in the prior or current year.
3. Students whose course progression does not include at least 1,000 other students. For example, if a student progresses from MAT04-MAT06, skipping fifth grade, there may not be 1,000 other students who made the same course progression and therefore an SGP would not be calculated.
4. Students who are in a non-progression grade sequence (e.g., ELA5 to ELA5).

Data Caveats

1. All students for whom the Center for Assessment is able to calculate an SGP are included in their SGP calculations.
2. The consortium-level SGP data file received from Pearson includes SGPs for students who were not in the achievement universe in the current and prior year. These students are excluded from this metric.

Data Sources

1. Statewide Assessment Achievement Data (Accountability Year/Prior Year):
 - a. Student assessment scores and eligibility information determined using the business rules described in the Statewide Assessments Participation and Performance Policy.
2. Student Growth Percentiles (Accountability Year):
 - a. Student-level SGPs are provided to OSSE from the Center for Assessment; these data include student identifiers, grade progressions, student growth percentiles and student test Universally Unique Identifiers (UUIDs). These UUIDs are used to match SGPs to achievement data.
3. Certified Demographic Data (Accountability Year):

¹⁰ For more information on *Districtwide Assessments Participation and Performance Policy for the 2017–18 School Year*, visit: <https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2017-18%20School%20Year%20OSSE%20Districtwide%20Assessments%20Participation%20Policy%20%28updated%29.pdf>

¹¹ MSAA is not an assessment that is designed for growth purposes.

- 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.

Growth to Proficiency

The Growth to Proficiency metric measures whether a student has made sufficient growth towards a goal of Performance Level 4 (Proficient) on statewide assessments for ELA and math. This metric uses two years of scores on the ELA and math assessments: current and previous scores. A student’s prior year scale score determines the student’s growth floor and target. Each student’s actual growth is then compared against the growth floor and target to calculate a student score. For each student group at each school, growth to proficiency is calculated by taking the mean of student scores within the school. This metric is calculated separately for math and ELA; each subject is worth 10 points.

Metric-Specific Terminology and Definitions

Growth Floor

A student’s prior year performance level determines the student’s growth floor. If a student’s actual growth exceeds the growth floor, the student score will be positive; if a student’s actual growth falls below the growth floor, the student score will be zero, as demonstrated by Table 19 below.

Growth Target

The goal is for students to achieve a performance level of 4. A student’s prior year proficiency level determines the student’s growth target, and is set to the minimum growth a student at the lowest score within a performance level would need to achieve proficiency within the years outlined in Table 20 below. If a student’s actual growth exceeds the growth target, the student score will be 100; if a student’s actual growth falls below the growth target, the student score will fall between 0-100.

Actual Growth

Students’ Actual Growth is calculated by subtracting students’ prior year assessment score from their current year assessment score. This number will be positive if students’ scores increased and negative if students’ scores decreased.

Student Score

Student scores are calculated with the following formula:

$$\text{Student Score} = \frac{\text{Actual Growth} - \text{Growth Floor}}{\text{Growth Target} - \text{Growth Floor}}$$

Table 19: Growth Floors and Targets, by starting proficiency level

Prior year Performance Level	Growth Floor	Growth Target
Level 1 (650-674)	0	20
Level 1 (675-699)	-1	15
Level 2	-3	13
Level 3	-5	9
Level 4	-7	6

Level 5	-10	0
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Table 20: Years to reach proficiency for each baseline score

Prior year Scale Score	Prior year Performance Level	Number of Years Remaining to Level 4
650-699	1	5
700-724	2	4
725-749	3	3

Metric Detail, Calculation and Business Rules

Calculation

Formula for Metric

Prior year Scale Score: 682

Current year Scale Score: 694

Actual Growth: 12

Growth Floor: -1

Growth Target: 15

$$\text{Student Score} = \frac{\text{Actual Growth (12)} - \text{Growth Floor (-1)}}{\text{Growth Target (15)} - \text{Growth Floor (-1)}} = 81.25\%$$

School Level Growth to Proficiency is the mean of all student scores. This formula is calculated separately for ELA and math. Each school will receive a score in each subject.

Floors and Targets

Floors and targets will be calculated for all student groups with students assigned to the Elementary or Middle School frameworks. The floors and targets for this metric will be based on the 10th and 90th percentile of school scores by grade bands served.

Business Rules

Inclusions

Students are included in a school’s Growth to Proficiency population if they meet each of the following requirements (see the Exclusions section for exceptions and special rules):

1. Are in grades 3 through 8.
2. Have a valid score for the PARCC exam in the prior school year and were included in the achievement universe; and
3. Have a valid score for the PARCC exam in the current school year and are included in a school’s achievement universe and meet FAY at the school level.

Exclusions

The following students are excluded from the Growth to Proficiency population:

1. Students who completed the MSAA exam in the prior or current year¹² and
2. Students who do not qualify for the PARCC achievement universe in the prior or current year

Data Caveats

1. Students who repeat or skip grades are included in this metric; data from their previous year will serve as the basis for growth target, which is the same methodology as for students who do not repeat or skip grades.
2. Advanced math test takers are included in this metric; data from their previous year will serve as the basis for growth target, which is the same methodology as for students who do not repeat or skip grades.
3. The same business rules used for assessment reporting Recently Arrived English learners will use the same business rules for determining the student universe as is used for assessment reporting. The students must be in the achievement universe for both the current and prior school year to be included.
4. Students who score at Level 4 but did not take the assessment in the prior year will not be included in this metric for the current year.

Data Sources

1. PARCC Achievement Data
 - a. The PARCC data are first processed using the business rules described in the PARCC Achievement memo. These data are then used as the basis for this metric.¹³
2. Certified Data Validation (Accountability Year):
 - 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.

High School Growth to Proficiency

OSSE will calculate High School Growth to Proficiency for the first time in 2023. To ensure consistency, the methodology for this metric will be identical to the Growth to Proficiency metric for grades 3–8 ([see above](#)). However, the student universe and testing progressions are specific to high school.

OSSE began requiring the Algebra I and ELA I assessments in 2022, which allows the agency to measure high school student growth between two high-quality, standards-aligned statewide assessments. In order to ensure that the growth data is valid and reliable, the Center for Assessment, which calculates student-level growth measures for the District, requires more than 1,000 students per testing progression. OSSE will not report data that do not meet the Center for Assessment's standards for validity and reliability.

¹² MSAA is not an assessment that is designed for growth purposes.

¹³ For more information on *Districtwide Assessments Participation and Performance Policy for the 2017–18 School Year*, visit: <https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2017>.

Student Universe

Students who complete the testing progressions with more than 1,000 test takers will be including in the High School Growth to Proficiency metric. Students who meet the following criteria are included in the metric:

- Are in grades 9, 10, 11 and 12 in the accountability year;
- Have a valid score for a corresponding assessment in the prior school year regardless of test subject and were included in the achievement universe; and
- Have a valid score for a statewide assessment in the current school year and are included in a school’s achievement universe and meet FAY at the school level.

Additionally, students who repeat or skip grades, but otherwise have at least one high school exam test score out of the two data points, are included in this metric.

Table 21: High School Growth to Proficiency Testing Progressions

First Assessment	Second Assessment	Metric
ELA 8	ELA I	High School Growth to Proficiency (ELA)
ELA I	ELA II	
Math 8	Algebra I	High School Growth to Proficiency (Math)
Algebra I	Geometry	

Although there are other test progression combinations, such as Geometry to the Algebra II assessment, it is not possible to calculate growth metrics because of the low number of students on this testing path. Should there be more than 1,000 test takers in those progressions in any given year, OSSE would include those students in the growth metric.

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 22: Entry and Exit Calculations

Metrics	Count	Rates	Reporting Level
Entries	The cumulative number of entries since the Enrollment Audit Count Day as of the end of each month.	$\frac{\text{The cumulative number of Stage 5 entries since the Enrollment Audit Count Day as of the end of each month}}{\text{Count of Students Enrolled on Enrollment Audit Count Day}}$	State, LEA, School
Exits	The cumulative number of exits since the Enrollment Audit Count Day as of the end of each month.	$\frac{\text{The cumulative number of transfers or exits since the Enrollment Audit Count Day as of the end of each month}}{\text{Count of Students Enrolled on Enrollment Audit Count Day}}$	State, LEA, School

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 codes¹⁴ 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

¹⁴ 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.

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.
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 Pre-K3 and Pre-K4 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

1. 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.
 - iii. Enrollment data is used in determining students' entry and exit date to a school.

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: Teacher and Leadership Data Elements and Metrics

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 in a teaching role.</p> <p>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 in a teaching 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, 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) does not offer an emergency credential, so this field is not reported.

Provisional Credential

The Office of the State Superintendent of Education (OSSE) 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 October 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 2022–23 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 2022–23 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 24: Teacher and Leadership Count and Rate Calculations

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, 2022	$\frac{\text{Total number of inexperienced teachers}}{\text{Total number of teachers in the school}}$	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, 2022; 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, 2022	$\frac{\text{Total number of certified teachers}}{\text{Total number of teachers in the school}}$	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, 2022	$\frac{\text{Total number of in-field teachers}}{\text{Total number of teachers in the school}}$	SEA, LEA, School, High & Low poverty schools at the LEA & SEA level	Faculty and Staff Data Collection
Teacher Race/Ethnicity	Total number of teachers in each racial/ethnic category as of October 5, 2022; categories are Asian, Black/African American, Hawaiian/Pacific Islander, Hispanic/Latino (of any race), Race/Ethnicity Other/Unknown, Two or More Races, White/Caucasian	$\frac{\text{Total number of teachers in each category}}{\text{Total number of teachers in the school}}$	SEA, LEA, School, High & Low poverty schools at the LEA & SEA level	Faculty and Staff Data Collection
Teacher Gender	Total number of teachers in each gender category as of October 5, 2022; categories	$\frac{\text{Total number of teachers in each category}}{\text{Total number of teachers in the school}}$	SEA, LEA, School, High & Low	Faculty and Staff Data Collection

	are Female, Male, Gender Other/Unknown	Total number of teachers in the school	poverty schools at the LEA & SEA level	
Teacher Retention (% of Stayers)	Total number of teachers that had an FTE of 0.5 or greater in SY 2021–22 that returned to the same role type and school in SY 2022–23, as of October 5, 2022. For LEA and SEA calculations, teachers retained is still defined as a teacher returning to the same role type at the school-level.	Total number of teachers who had an FTE of 0.5 or greater in SY 2021–22 that returned to the same type role and school in SY 2022–23 <hr/> Total number of teachers in the school who had an FTE of 0.5 or greater in SY 2021–22	SEA, LEA, School, High & Low poverty schools at the LEA & SEA level	Faculty and Staff Data Collection

Business Rules

Data Caveats

1. 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.

2. Years of experience for teachers and school leaders are reported in the following buckets:
 - o 0–1 years (years of experience < 2)
 - o 2–5 years ($2 \leq$ years of experience < 6)
 - o 6–10 years ($6 \leq$ years of experience \leq 10)
 - o More than 10 years ($10 <$ years of experience)
 - o 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

Weighted Index (Alternative Schools Only)

Metric Detail, Calculation, and Business Rules

Calculation

Formulas for Metric

Weighted Index ELA Metric Calculation

$$\begin{aligned} & 1 * \text{Number of students at ELA Performance Level 1} + \\ & 2 * \text{Number of students at ELA Performance Level 2} + \\ & 3 * \text{Number of students at ELA Performance Level 3} + \\ & 4 * \text{Number of students at ELA Performance Level 4} + \\ & 5 * \text{Number of students at ELA Performance Level 5} + \\ & 1 * \text{Number of students in MSAA ELA Performance Level 1} + \\ & 2 * \text{Number of students at MSAA ELA Performance Level 2} + \\ & 4 * \text{Number of students at MSAA ELA Level 3} + \\ & 5 * \text{Number of students at MSAA ELA Level 4} \\ \hline & \text{Number of Students in ELA Achievement Universe} \end{aligned}$$

Weighted Index Mathematics Metric Calculation

$$\begin{aligned} & 1 * \text{Number of students at Mathematics Performance Level 1} + \\ & 2 * \text{Number of students at Mathematics Performance Level 2} + \\ & 3 * \text{Number of students at Mathematics Performance Level 3} + \\ & 4 * \text{Number of students at Mathematics Performance Level 4} + \\ & 5 * \text{Number of students at Mathematics Performance Level 5} + \\ & 1 * \text{Number of students in MSAA Mathematics Performance Level 1} + \\ & 2 * \text{Number of students at MSAA Mathematics Performance Level 2} + \\ & 4 * \text{Number of students at MSAA Mathematics Level 3} + \\ & 5 * \text{Number of students at MSAA Mathematics Level 4} \\ \hline & \text{Number of Students in Mathematics Achievement Universe} \end{aligned}$$

Business Rules

Student 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 for [Accountability Year]” 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.
 - a. *Full Academic Year* -- 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. 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 the accountability year 2017-18 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 U.S. 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. While recently arrived EL students are required to participate in mathematics testing, they are exempt from taking the PARCC ELA or MSAA ELA assessment.
 - a. These students are required to take PARCC mathematics 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 school are included in the participation denominator of the school where the student tested.
6. Students enrolled in high school who are in non-diploma granting programs.
7. 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.
8. Optional Assessments – Students taking optional high school PARCC tests, including but not limited to Algebra I and English I in grade 9, are not included in the metric calculation.
9. 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 PARCC Grade 3 Mathematics test), the student will not be included in the metric calculation.
10. 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. Outside of the accountability system, previous PARCC reporting for the Students with Disabilities subgroup outside of accountability has included monitored students with disabilities. However, monitored students with disabilities are not included in the Students with Disabilities subgroup for accountability purposes.

Data Sources

1. Statewide Assessment Data (Accountability Year):
 - a. Student assessment scores on statewide assessments 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):
 - 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 (Accountability Year):

- a. 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.
 - b. OSSE approved medical exemptions are used for determining eligibility for the academic performance metrics (see the Exclusions section).
5. 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.
 - b. Certified enrollment data was de-duplicated according to the process outlined below in the 'Data Validation' section.

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 12¹⁵ 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](#).¹⁶ Further information on the adjusted cohort can be found in the [ACGR Cohort Graduation Rate Policy Guide](#).¹⁷

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.

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.

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.

¹⁵ 34 C.F.R. § 200.19(b)(1)(ii)

¹⁶

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

¹⁷

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

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.

Economically Disadvantaged

In the District of Columbia, Economically Disadvantaged 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, or under the care of the Child and Family Services Agency (CFSA, also known as foster care). (Please note: this definition is replacing the "At Risk" student group, which included high school students who are overage.)

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). Every student who was Stage 5 enrolled at any point in the school year is captured in this number via the school feed to OSSE.

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 attendance metrics, students must be enrolled for more than 20 instructional days to be included in their 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.

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.

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: Data Validation

Attendance Metrics

LEA Validation for Attendance Metrics

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. To correct errors, LEAs can file appeals after the close of the corresponding data validation windows.
2. A monthly LEA Attendance Status Report is sent to LEA data managers and heads of school. The report includes in-seat attendance (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 for Attendance Metrics

The following assumptions apply to attendance data:

1. Attendance data are 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.

Enrollment Metrics

LEA Validation for Enrollment Metrics

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 Guide](#). 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 Data Validation Technical Guide ([available here](#)) or 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 codes 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.

For duplicative enrollments that violated any of the above assumptions and persisted through data validation, overlapping enrollment periods were de-duplicated as follows¹⁸:

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 full academic year (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 school where the student took the assessment 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 full academic year (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 retained¹⁹. 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.

¹⁸ Enrollment refers to Stage 5 enrollment.

¹⁹ 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.

Re-Engagement Metrics

LEA Validation for Re-Engagement Metrics

The following data validation procedures are expected of all LEAs:

1. Entry and exits 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:
 - 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; and
 - 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 are included in the Data Validation Certification process; all pending UDE errors are expected to be resolved during the process.

OSSE Validation for Re-Engagement Metrics

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).
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.
5. For enrollments that violated any of the above assumptions and that persisted through data validation certification, enrollment periods were de-duplicated according to the [Duplicative Enrollment Resolution Policy](#).

Re-Enrollment Metrics

LEA Validation for Re-Enrollment Metrics

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; and
 - 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 for Re-Enrollment Metrics

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).
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 follows²⁰:

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 audit period are valid at the audit school through the audit date. Partially overlapped duplicative

²⁰ Enrollment refers to Stage 5 enrollment.

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 retained²¹. 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.

Student Achievement Metrics

LEA Validation for Student Achievement Metrics

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 for Student Achievement Metrics

The following assumptions apply to assessment data:

1. A student should test in the grade in which they were enrolled longest during the school year.
2. A student will participate in one ELA and one math assessment in a given year, in accordance with the assessment participation policy and requirements.
3. All students registered in the PearsonAccessNext (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 determined eligible to participate in the alternate assessment will participate in the general assessment.
7. A student who is determined eligible to participate in the alternate assessment will not participate in the general assessment.
8. A recently arrived EL will not participate in the state assessments for ELA, but are expected to participate in math.
10. A student with a medical exemption will not participate in the assessments indicated on the medical exemption form.

²¹ 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.

Appendix D: Updates to the Technical Guide

Updates for 2023 Version

- Updated the introduction and each section to streamline the reading experience.
- Added additional links throughout to more easily navigate within the document.
- Moved data validation information to Appendix C.
- Added the High School Growth to Proficiency metric.
- Added ACCESS Growth, Growth to Proficiency and Median Growth Percentile metrics back to the technical guide after a hiatus due to the COVID-19 pandemic reducing the number of available metrics.
- Updated the minimum enrolled days for all attendance metrics to “greater than 20 instructional days” to ensure consistency across metrics and frameworks.
- Updated the AP/IB Participation metric to include students who are dual enrolled; this metric is now called AP/IB/Dual Enrollment Participation.
- Updated the “At Risk” student group to the “Economically Disadvantaged” student group.
- Updated the ACCESS growth target methodology.
- Updated the School Accountability section (and references throughout) to capture the shift to the amended ESSA state plan and explain the reset of floors and targets.
- Clarified the definition of “Adjusted Achievement” in the Student Achievement Section. (*Updated on 9/18/23*)

Appendix E: Available Resources

All public data files and technical guides 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.