



District of Columbia
Office of the State Superintendent of Education

2024 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 2024 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](#). For the 2024 DC School Report Card, OSSE committed to content and format changes detailed in [SBOE Resolution SR24-5: Approving the Categories and Format of the District of Columbia School Report Card](#). These changes do not impact the business rules of the underlying data. Any changes to the business rules are outlined in the section below. (For future planning, [Appendix E](#) shares data that OSSE committed to share in the coming years but will not be ready in 2024.)

This Technical Guide provides an in-depth explanation of each of the elements and metrics that OSSE will publish on the site in December 2024, including definitions and terminology, rules, source, methodology, exceptions and data caveats. The glossary of common terms, data sources, and data validation information are available in the appendices. Reporting levels, as required federally and/or locally, are detailed in each metric section.

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.

Business Rule Updates

OSSE reviews and updates this Technical Guide every year based on direct feedback from LEAs as well as the support tickets from the previous year. This section provides a summary of updates for the 2024 DC School Report Card. The Technical Guide goes into greater detail for each metric below.

- LEAs must have more than 50 points to generate an accountability score.
- Adjusted Achievement metrics will only be reported by student group at the state-level. School- and LEA-level metrics will include all students.
- Renamed the Advanced Placement (AP), International Baccalaureate (IB), and dual enrollment metrics to Advanced Coursework Participation and Advanced Coursework Performance and clarified that students in both metrics will be assigned to the school where the student was enrolled for greater than or equal to 100 days in the accountability year. This means OSSE is dropping the requirement for prior year school of enrollment matching the accountability year school of enrollment for Advanced Coursework Participation.
- Clarified that the Advanced Coursework metrics have two separate denominators.
 - Advanced Coursework Participation is based on students enrolled in grade 12 in the accountability year.
 - Advanced Coursework Performance is based on students enrolled in grades 9-12 who also took an AP or IB exam in the accountability year.
- Adding student-to-teacher and student-to-staff ratios to the [Teacher & Leadership Data](#).

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 on our website](#)); 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 publication. The full MCC Policy is available [on OSSE's website](#).

Data Provided to DC PCSB for ASPIRE System

The DC Public Charter School Board (DC PCSB) can view charter LEA data in the MCC process. PCSB's Annual School Performance Index Report and Evaluation (ASPIRE) System identifies OSSE as the primary and only source for some data and metric calculations. To ensure consistency and accuracy in statewide reporting, DC PCSB will not update any certified data, including but not limited to student-level data, outcomes, overall metric results and calculation business rules outlined in the DC School Report Card Technical Guide.

Charter LEAs bear the responsibility of ensuring the accuracy and completeness of data displayed within the MCC Qlik Application. This includes certifying student-level data, overall metrics, demographics, universes and scores. Any discrepancies should be addressed with OSSE through the established appeals process outlined in the annual MCC policy. Requests to update metrics owned by OSSE should not be directed to DC PCSB.

DC PCSB will not alter certified or published data related to the DC School Report Card, encompassing student-level data, outcomes, or calculation procedures unless explicitly directed by OSSE or its designee.

Failure to adhere to [DC PCSB's Data and Document Submission Policy](#), which includes complying with OSSE's posted policies, accurately validating data, and refraining from requesting updates to OSSE-owned data may result in an out-of-compliance notice issued against the LEA by DC PCSB.

Rounding

OSSE rounds to a single decimal for all metrics. Using one decimal point allows for easier viewing of the DC School Report Card and files on mobile devices. It also makes it easier to reproduce OSSE's metric calculations using publicly available data.

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 school 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.

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 Details

Calculation

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

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.

Student Universe

Students of all ages, in grades first through 12th, who were stage 5 enrolled for more than 20 instructional days in the accountability year and the prior school year with the following inclusions and exclusions:

Inclusions

1. Students are included based on grade, regardless of whether they are compulsory-aged.
2. Ungraded students age 6 or older as of Sept. 30 in the accountability year are included.
3. 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 stage 5 enrolled for more than 20 instructional days during the school year.

Exclusions

1. Ungraded students younger than age 6 as of September 30 in the accountability year.

Data Caveats

1. Attendance records that conflict with verified enrollment data are not included in the calculations.

2. If there is no attendance data for a student for an instructional day on which the student was enrolled, the day is counted as an absence¹
3. Students' previous year attendance rate is determined by enrollments across all schools. 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).
4. Partially present days are not treated as days of absence.
5. Student demographics are aligned with reported demographics from the accountability year, even though some designations are variable year to year (e.g., economically disadvantage status, English learner status, student with disability status).
6. When calculating the median attendance growth by age, all DC students are grouped together according to their age as of Sept. 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. In practice, this means that all students above age 21 are grouped together, while all students under age 6 in the first grade are grouped together.

Data Sources

1. Certified Attendance Data (Accountability Year and Prior Year)
2. Certified Demographic Data (Accountability Year)
3. Certified Enrollment Data (Accountability Year and Prior Year)

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. OSSE calculates Pre-K Chronic Absenteeism as a separate metric, but the business rules are the same.

Metric Details

Calculation

$$\frac{\text{The number of students who were absent 10\% or more of the instructional days in which they were enrolled in school}}{\text{The number of students who were stage 5 enrolled}}$$

Student Universe

Students of all ages, in grades pre-K 3 through 12, who were stage 5 enrolled for more than 20 instructional days in the accountability year with the following inclusions and exclusions²:

Inclusions

1. Students are included based on grade, regardless of whether they are compulsory-aged.

¹ 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 Students in grades pre-K 3 and pre-K 4 are calculated in a Pre-K Chronic Absenteeism Metric, which is separate from students in Grades K–12.

2. Ungraded students are included.
3. 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 stage 5 enrolled for more than 20 instructional days during the school year.

Exclusions

1. None.

Data Caveats

1. Attendance records that conflict with verified enrollment data are not included in the calculations.
2. If there is no attendance data for a student for an instructional day on which the student was enrolled, the day is counted as an absence.³
3. 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).
4. Partially present days are not treated as days of absence.
5. Ungraded students younger than age 5 are included in the Pre-K Chronic Absenteeism metric.

Data Sources

1. Certified Attendance Data
2. Certified Demographic Data
3. Certified Enrollment Data

CLASS (pre-K only)

The Classroom Assessment Scoring System (CLASS) is a research-based observational tool that measures the quality of teacher-child in pre-K–12 classrooms. In DC, CLASS is administered only in pre-K classrooms and is not administered to students in grades K to 12. The CLASS tool produces the following scores:

- 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.

Metric Details

Calculation

CLASS scores are observed in each classroom in a school. Those individual classroom scores are then averaged to get a school score for each of the domains.

³ 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.

Student Universe

CLASS is measured at the classroom level in pre-K 3 and pre-K 4 classes and not at the student level, so a school's CLASS score will apply to all student groups.

Data Sources

1. CLASS Data

College and Career Readiness

Advanced Coursework Participation

OSSE measures how many students in high schools are taking coursework to prepare them for college using participation in three program options.

- Advance Placement (AP) program, which allows students to take college-level courses in high school.
- International Baccalaureate (IB) program, which allows students to earn a rigorous, internationally recognized diploma for entry into universities.
- Dual enrollment programs, which allow students to enroll in college courses to earn college and/or high school credit.

Metric Details

Calculation

The number of students enrolled in grade 12 who took an AP or IB exam OR enrolled in a dual enrollment course in the accountability year or in the three years prior

The number of students in grade 12 in the accountability year

Student Universe

All students who were enrolled in grade 12 in the accountability year and stage 5 enrolled in school for 100 or more instructional days during the accountability year, with the following inclusions and exclusions:

Inclusions

1. Grade 12 enrollment in the accountability year will include students exiting the accountability year with a graduation exit code and an awarded credential date at any time in the school year, regardless of Assessment and Reporting Grade.

Exclusions

1. None

Data Caveats

1. A student's grade is based on their Assessment and Reporting Grade value at the school, certified in Data Validation.
2. Students are only counted once each in the numerator and denominator.

3. The rationale behind defining an enrollment period for the Student Universe is to include students with a majority of enrollment in a single school and to prevent students from being included in multiple schools for this metric.
4. The SY 2023-24 metric will only include three years of Dual Enrollment data due to data availability, and the long-term intention is to incorporate four years of data into the calculation.

Data Sources

1. AP data
2. IB data
3. Dual Enrollment Data
4. Certified Enrollment Data

Advanced Coursework Performance

OSSE measures how many students in high schools are "passing" advanced coursework that prepares them for college using participation in two programs:

- Advance Placement (AP) program, which allows students to take college-level courses in high school.
- International Baccalaureate (IB) program, which allows students to earn a rigorous, internationally-recognized diploma for entry into universities.

Metric Details

Calculation

$$\frac{\textit{The number of students in grades 9 – 12 who passed at least one AP/IB exam during the accountability year}}{\textit{The number of students in grades 9 – 12 who took at least one AP/IB exam during the accountability year}}$$

Student Universe

All students who were stage 5 enrolled in grades 9-12 for at least 100 days in the accountability year and who participated in an AP or IB exam, with the following inclusions and exclusions:

Inclusion

1. None.

Exclusions

1. None.

Data Caveats

1. 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.
2. Students are only counted once each in the numerator and denominator.
3. A student's highest score will be used if the student sits for more than one exam.

- 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 determining IB performance.

Data Sources

- AP data
- IB data
- Certified Enrollment Data

SAT College Ready Benchmark

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 applicants. OSSE’s support for SAT School Day ensures most students attending public high school in DC will take the exam during high school.

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 this metric, students must meet or exceed **both** benchmarks in the subject areas of Math and Evidence-Based Reading and Writing (EBRW) to be considered “college ready.” Table 1 shows the benchmark scores for each of the subject area tests for the SAT and the corresponding college coursework.

Table 1: 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 Terminology

Meeting or Exceeding the College Ready Benchmark

SAT College Readiness Benchmarks are set by College Board. A student must obtain at least a 530 on the Math section and at least a 480 on the EBRW section.

Metric Details

Calculation

$$\frac{\text{Number of twelfth grade students whose highest subject scores both meet or exceed College Board's college readiness benchmarks}}{\text{Total number of twelfth graders enrolled during the accountability year}}$$

Student Universe

All students who were stage 5 enrolled in grade 12 for at least 100 days in the accountability year, with the following inclusions and exclusions:

Inclusions

1. Students are included in the denominator regardless of whether they took the SAT

Exclusions

1. Schools that only participate in alternate exams (e.g., ACT).
2. Students who are enrolled at non-public or alternative schools.

Data Caveats

1. Students can take the SAT test multiple times. The highest score for each section of the SAT will be selected across all tests the student took within the past four school years. An example is provided in Table 2.

Table 2: College Ready Benchmark Calculation

		SAT Test 1	SAT Test 2	Highest Score Selected	Meet/Exceed Benchmark	College and Career Ready
Student 1	Evidence-Based Reading and Writing	750	700	750	> 480 - YES	YES
	Math	650	700	700	>530 - YES	
Student 2	Evidence-Based Reading and Writing	500	550	550	> 480 - YES	NO
	Math	380	350	380	>530 - NO	

Data Sources

1. College Board SAT data
2. Certified Enrollment Data
3. College Ready Benchmarks identified by College Board

College Enrollment

The DC School Report Card reports 6- and 12-month postsecondary enrollment rates for graduates who completed high school in the prior two graduating classes.

Metric Details

Calculation

These metrics are reported by graduating class for each of the past two classes.

Six-Month Postsecondary Enrollment Rate

$$\frac{\textit{Students Enrolled within Six Months After Graduating}}{\textit{Total Number of Graduating Students}}$$

Twelve-Month Postsecondary Enrollment Rate

$$\frac{\textit{Students Enrolled Twelve Months After Graduating}}{\textit{Total Number of Graduating Students}}$$

Student Universe

All students who earned a diploma are included in the universe for their graduation school year, with the following inclusions and exclusions:

Inclusions

1. Students are included based on their year of graduation, not their First Ninth Grade Year or other enrollment records.

Exclusions

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

Data Caveats

1. Based on the Family Educational Rights and Privacy Act (FERPA), disclosure by institutions of higher education (IHEs) or postsecondary institutions of certain personally identifiable information (PII) from student education records to entities such as National Student Clearinghouse (NSC) are required to honor the eligible student's request to opt out of the disclosure of directory information made while the student was in attendance at the IHE or postsecondary institution, unless the student rescinds the opt out request. This means that students in OSSE's state file may not be matched with NSC records because the related IHE could not re-disclose the student's enrollment or other information to NSC.
2. Other reasons a student may not be matched in the NSC response file to OSSE are: the student enrolled in an institution that does not report information to NSC, the student entered military service, the workforce, or is in another postsecondary setting that is not postsecondary education.

3. Postsecondary enrollments reported by OSSE as the state education agency using NSC data may not align with enrollments reported by local education agencies, schools, and community based organizations.
4. The University of the District of Columbia is included in the NSC response files, but is reported as one institution, with no breakdown of the four year college compared to the community college.

Data Sources

1. Certified Graduation Data
2. National Student Clearinghouse Data
3. DCTAG

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 rate of incidents for the most recently completed school year.

Metric Details

Calculation

Out-of-School Suspensions

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

In-School Suspensions

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

Expulsions

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

Bullying

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

Harassment

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

Incidents of Violence

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

School-Related Arrests

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

Referrals to Law Enforcement

$$\frac{\text{Total number of students who were ever reported to a law enforcement agency or official}}{\text{Total number of students ever enrolled during the accountability year}}$$

Student Universe

All students ever stage 5 enrolled during the accountability year, with the following inclusions and exclusions:

Inclusions

1. For metrics related to the reason for disciplinary action, students are included in the numerator of the metric 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

1. Student disciplinary records that do not match to a certified student enrollment record will be excluded from all reporting.

Data Sources

1. Certified discipline data
2. Certified enrollment data

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 administered to DC students in grades K–12 who have been identified as English learners (ELs). 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 reset every year based on two factors: current grade level and prior year’s composite proficiency level. Table 3 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). 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.

Table 3. 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 Details

Calculation

$$\text{Median} \left(\frac{\text{Actual Change in Proficiency Level}}{\text{Expected Growth Target}} \right)$$

Student Universe

Students identified as active English Learners in the accountability year and prior year and stage 5 enrolled for at least 90 calendar days from the enrollment audit to the beginning of the ACCESS testing window at the testing school, with the following inclusions and exclusions:

Inclusions

1. Students are included at the school where they tested and received a valid score.

Exclusions

1. Students who do not have a valid ACCESS score from a public school in DC from the prior and/or accountability year.
2. Students who took an off-grade test in a grade level below their enrolled grade level in the current or previous year.
3. Students who took the Alt ACCESS exam in the current or previous year.
4. Students who have achieved proficiency in a prior year, even if they have been re-identified as English learners.
5. Students who are proficient in their first year of ACCESS testing.

Data Caveats

1. If a school does not supply a school-level testing window, the state-testing window is applied.

2. Growth targets for first grade students who were also 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 between 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.
3. 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)
2. Alt ACCESS Data (Accountability year and prior year)
3. Certified Enrollment Data (Accountability year and prior year)
4. Certified Demographic Data (Accountability year)

Enrollment

The DC School Report Card reports data on the total number of students who have ever enrolled throughout the school year. School enrollment counts for students are broken out by all federally required student groups. Please note that the DC School Report Card reports on 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). This is different from the enrollment reported on the Annual Enrollment Audit, which is a snapshot of on October 5. The DC School Report Card includes enrollment data for:

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

- English Learners
- Students with Disabilities

Metric Details

Data Sources

1. Certified Enrollment Data
2. Certified Demographic Data

Graduation

OSSE measures four-year and five-year graduation rates for all public and public charter schools in DC using the Adjusted Cohort Graduation Rate methodology, as required by the US Department of Education. OSSE also reports on secondary completion rates for alternative schools, which measures the rate of students in a who complete school with a credential.

Adjusted Cohort Graduation Rate (ACGR)

OSSE reports on both four- and five-year graduation. The calculation is the same for each metric. The four-year graduation rate includes students who are four years from their First Ninth Grade Year (e.g., followed a traditional trajectory of one year each of enrollment in 9th, 10th, 11th, and 12th grade). The Five-year graduation rate includes students who are five years from their First Ninth Grade Year.

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 public schools in DC. OSSE 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 Details

Calculation

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

Student Universe

Four-Year ACGR

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

Five-Year ACGR

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

Both four- and five-year ACGR student universes have the following inclusions and exclusions:

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. Any student with a validated cohort exit code, specifically:
 - 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 Cohort."⁴
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 enroll in a DC public or public charter school four years after an assigned first ninth-grade year.

Data Caveats

1. Court Involvement: Students who transfer to the Department of Youth Rehabilitation Services (DYRS), which includes Maya Angelou Academy at New Beginnings, or Maya Angelou PCS - Academy at DC Jail become members of the "State Cohort." Students who transfer to DYRS or Maya Angelou PCS - Academy at DC Jail become members of the "State Cohort" because DYRS and Maya Angelou PCS - Academy at DC Jail are regular high school diploma-granting entities.

⁴ 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.

2. **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.
3. **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.
4. **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.
5. For more detail, please refer to the [ACGR Policy Guide](#).

Data Sources

1. Certified Adjusted Cohort Data
2. Certified Graduation Data
3. Certified Demographic Data (each year of high school enrollment)
4. Certified Enrollment Data (each year of high school enrollment)
5. Prior Year Exits Data (each year of high school enrollment)

Re-Enrollment

Students and families choosing to return to their school each year is one signal of a positive school environment. The re-enrollment metric seeks to measure the percentage of students who choose to re-enroll in the same school year over year.

Metric Details

Calculation

$$\frac{\text{Number of students in the audit population of a given school in the accountability year who were enrolled for 20 or more instructional days at the same school in the year preceding the accountability year}}{\text{Number of students who were enrolled for 20 or more instructional days at a given school in the year preceding the accountability year who were eligible to reenroll in the accountability year}}$$

Student Universe

All students who were ever Stage 5 enrolled in non-terminal grades for 20 or more instructional days in the year preceding the accountability year, with the following inclusions and exclusions:

Inclusions

1. 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 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 codes 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.
4. Students with disabilities who transferred in the new school year to a non-public school.
5. Students who were expelled for firearm use or possession during the year preceding the accountability year.
6. 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.
7. 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.
2. Those students who are logged as entering and exiting on the same date will have a count of 0 days enrolled.
3. 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.
4. Demographic data comes from the most school year for which the student was enrolled (e.g., if the student was enrolled in SY22-23 and not enrolled in SY23-24 then the demographic information will come from SY 22-23)
5. As schools add or remove grades, their terminal grade will be determined based on their terminal grade in the accountability year.

Data Sources

1. Certified Demographic Data (Accountability Year)
2. Certified Enrollment Data (Prior Year)
3. Certified Enrollment Audit Data (Accountability Year)
4. Prior Year Exits
5. SLIMS (Accountability Year)
6. Certified Attendance Data (Accountability Year)

School Accountability

OSSE is required by ESSA to measure and report school performance using a school accountability framework approved by both USED and SBOE. The overall calculation is called the accountability score. It is important to note that while the DC School Report Card shares a multitude of data, only a subset is included in the accountability score (detailed below). Each of these metrics has a floor and target to assign points relative to overall school performance in the District. The final calculation is 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.

Accountability Metrics

It is important to note that accountability metrics are a subset of all of the metrics on the DC School Report Card.

Table 4: 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	12.5
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

Frameworks

The accountability system has five different frameworks.

- Elementary School (with Pre-K) (*grades Pre-K–5*)
- Elementary School (without Pre-K) (*grades K–5*)

- Middle School (*grades 6–8*)
- High School (*grades 9–12*)
- 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. Schools serving only one grade level outside the traditional grade configuration will receive one framework score, whereas schools serving two or more grade levels outside the traditional grade configuration will receive two or more framework scores. These multi-framework schools receive framework scores for each grade band as well as the overall rating proportionate to how many students served in each grade band. For example, 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.

Please note that students who attend a special education school are not assigned a framework as these schools do not receive accountability scores, but these students are included in school-, LEA- and state-level reporting that is not disaggregated by framework.

$$(Elementary\ School\ Framework\ Score) * (.45) + (Middle\ School\ Framework\ Score) * (.55) =$$

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 5: 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%

The Metric Calculation Confirmation application may display two similarly named student groups - “All Students” and “All Report Card Students.” At the framework and school levels, both groups are equal. However, at the LEA and state levels, “All Students” includes only students who are assigned a framework (elementary, middle, high, alternative, adult) while “All Report Card Students” also includes students without a framework; in these instances “All Students” is always less than or equal to “All Report Card Students.” Generally speaking, students without a framework are those enrolled at special education schools such as St. Colletta’s PCS or River Terrace Educational Campus. For the purposes of calculating accountability scores, OSSE uses the All Students group. However, metrics are reported using the “All Report Card Students” group in public files at the LEA- and state-level.

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.

OSSE reset floors and targets in 2023 using the data from the 2022–23 school year.

Summative Scores

OSSE calculates the summative score for each eligible school using four steps:

1. Calculate metric scores for each student group based on set floors and targets.
2. Combine the student group scores into metric scores.
3. Multiply each metric score by the weight for each metric.
4. Divide the total metric score by the total available points for the school..

Please note that schools must be eligible for more than 50 points in order to receive a summative score (so a pre-K only school will not receive a summative score). For more information on how OSSE calculates Summative Scores, please reference our [blog post on the topic](#).

School Finance

Each spring, OSSE refreshes the DC School Report Card 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 and state-level expenditures each 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.

Additionally, financial data pursuant to the Common Financial Reporting Standards (CFRS), as required by the Deputy Mayor of Education (DME) and the School Financial Transparency Amendment Act of 2020, will also be included. These new data provide common financial reporting for DC Public Schools’ (DCPS) and DC public charter schools’ budgeted and actual expenditures across a number of categories (e.g., instructional staff, student supports staff, school administrators, instructional supports, educational materials, non-educational administrative costs, buildings, operations, and food service) at both the site- and central allocation-level.

Metric Details

Calculations

Per Pupil School-Level Expenditures – State/Local Funds

$$\frac{\textit{School – Level Expenditures (State/Local Funds)}}{\textit{Enrollment Count}}$$

Per Pupil: School-Level Expenditures – Federal Funds

$$\frac{\textit{School – Level Expenditures (Federal Funds)}}{\textit{Enrollment Count}}$$

Per Pupil: School Share of Centralized Expenditures – State/Local Funds

$$\frac{\textit{School Share of Centralized Expenditures (State/Local Funds)}}{\textit{Enrollment Count}}$$

Per Pupil: School Share of Centralized Expenditures – Federal Funds

$$\frac{\textit{School Share of Centralized Expenditures (Federal Funds)}}{\textit{Enrollment Count}}$$

Total School-Level Per-Pupil Expenditures

$$\frac{\textit{Per Pupil School Level Expenditures (State/Local Funds)} + \textit{Per Pupil School Level Expenditures (Federal Funds)}}{\textit{Enrollment Count}}$$

Total School Share of Centralized Expenditures

$$\frac{\text{Per Pupil School Share of Centralized Expenditures (State/Local Funds)} + \text{Per Pupil School Share of Centralized Expenditures (Federal Funds)}}{\text{Enrollment Count}}$$

Total LEA Expenditures

School Level Expenditures (Federal Funds) + School Level Expenditures (State/Local Funds) + School Share of Centralized Expenditures (Federal Funds) + School Share of Centralized Expenditures (State/Local Funds) + Total LEA Excluded Expenditures

Enrollment Count

The number of students used in the denominator of all per-pupil calculations.

Total Enrollment – Nonpublic Enrollment

Data Caveats

1. Data are reported by the LEAs to OSSE. The data are certified as accurate and complete by the Head of School.
 - a. 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.
 - b. Financial expenditure data is for the LEA’s 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

1. Financial Expenditure Data

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. OSSE encourages LEAs to annually review and update School Profile Information during Metric Calculation Confirmation (MCC) as members of the public are quick to point out old photos, outdated principal names, and missing program information.

Table 6 below lists school profile information, the reporting level, and the source of the data.

Metric-Specific Terminology

Table 6: School Profile Data Elements

Data Elements	Reporting Level	Source
Name The name of the school.	LEA, School	SLIMS
Photo(s)	LEA, School	OSSE Archive

<p>The picture (or pictures) used on the profile page for each school and LEA.</p>		
<p>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.</p>	LEA, School	SLIMS
<p>Phone Number</p>	LEA, School	SLIMS
<p>Internet Address The URL for the website of the school.</p>	LEA, School	SLIMS
<p>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.</p>	School	eSchoolPLUS
<p>LEA Name</p>	LEA, School	SLIMS
<p>Grades Served The grades served by the school during the 2024–25 school year.</p>	LEA, School	SLIMS
<p>Principal Name The name of the school leader as designated by the LEA.</p>	School	eSchoolPLUS
<p>Message from the School Schools have an opportunity to submit a brief message which highlights unique aspects of the school and information they want to include about the school. Schools are welcome to include information such as course offerings, special programs, features of the school, and/or the mission/vision of the</p>	School	eSchoolPLUS

<p>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 • Restorative Justice Programming • School Garden Program • 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>School</p>	<p>eSchoolPLUS, School Health Profile for School Garden only</p>

<p>If the LEA does not select any school program offerings, OSSE will post stock text explaining that the LEA did not provide school program information.</p>		
<p>Bus Transportation Accessible public bus routes near the school.</p>	School	eSchoolPLUS
<p>Metro Transportation Accessible public train stations near the school.</p>	School	eSchoolPLUS
<p>Social Media Links to the school or LEA Facebook, Instagram and/or X (formerly Twitter) accounts.</p>	School	eSchoolPLUS
<p>Parent Organization Schools that have an established parent organization in the school that meets at least monthly provide a link or a person of contact.</p>	School	eSchoolPLUS
<p>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.</p>	School	eSchoolPLUS
<p>Parent Representative The contact point for parents and families at the school.</p>	School	eSchoolPLUS
<p>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.</p>	School	eSchoolPLUS
<p>After-School Care</p>	School	eSchoolPLUS

<p>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.</p>		
<p>Extra-curricular and Enrichment Activities</p> <p>Schools supply written text outlining highlights of extracurricular and in-school enrichment programs and activities.</p>	School	eSchoolPLUS
<p>School Finance</p> <p>School Finance was first added to the Report Card in spring of 2020.</p>	School	Collected through OSSE-developed application
<p>Student-Teacher Ratios</p> <p>The number of students per the number of school-based teacher FTEs. Expressed as a ratio, e.g. 15.2 Students : 1 Teacher (or 15.2:1).</p>	LEA, School	Faculty and Staff Data Collection; Enrollment Audit
<p>Student-Staff Ratios</p> <p>The number of students per the number of school-based FTEs. Excludes staff that have LEA-based federal roles. Expressed as a ratio, e.g. 12.5 Students : 1 Staff (or 12.5:1).</p>	LEA, School	Faculty and Staff Data Collection; Enrollment Audit
<p>Framework</p> <p>Provides indication of which framework is used to calculate a school’s accountability score. These are the options:</p> <ul style="list-style-type: none"> • Elementary School with PreK • Elementary School (without PreK) and Middle School • High School • Alternative School 	School	

Student Achievement

Assessment Achievement (ELA, Math, Science)

OSSE administers annual statewide assessments aligned to statewide standards for English language arts (ELA), math and science. These metrics are designed to measure if students in a school are approaching, meeting, or exceeding grade-level expectations.

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.

Table 7: ELA and Math Performance Levels

	DC ELA and DC 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 8: 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

A number of different assessment metrics are reported:

- **Assessment Participation:** Percentages of expected participants students assessed and in each subject.
- **Adjusted Achievement Rate:** Adjusted achievement metric equals to the proportion of students achieving DC CAPE4+/MSAA3+ if the participation rate of the school was at or higher than 95%. The denominator is the actual number of participants. For schools with a participation rate below 95%, the denominator becomes 95% of expected participants, and the proportion of DC CAPE4+/MSAA3+ is adjusted accordingly. Recently Arrived English Learners (EL), defined as students with fewer than 12 months in US schools and EL, are not included in assessment performance results reporting for ELA or mathematics.
- **Assessment Performance Levels:** Percentages of students at each performance level

- Meeting or Exceeding Expectations (Proficient): Measures if students in a school are meeting grade-level expectations for English language arts (ELA) and math.
- Approaching, Meeting or Exceeding Expectations: Measures if students in a school are approaching grade-level expectations for English language arts (ELA) and math.
- Weighted Index (Alternative Metric): Index score based on weighted average of performance levels on DC CAPE and MSAA.

Metric Details

Calculation

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

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

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

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

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

$$\frac{\text{Number of Students in Science Achievement Universe Scoring at Levels of 3 or 4 on DC Science or DLM on DC CAPE OR 3 or 4 on MSAA}}{\text{Number of Students in DC Science or DLM Achievement Universe}}$$

Approaching, Meeting or Exceeding Expectations ELA Metric Calculation

$$\frac{\text{Number of Students in DC CAPE or MSAA ELA Achievement Universe Scoring at Level 3 on DC CAPE OR 3 on MSAA}}{\text{Number of Students in DC CAPE or MSAA ELA Achievement Universe}}$$

Approaching, Meeting or Exceeding Expectations Mathematics Metric Calculation

$$\frac{\text{Number of Students in DC CAPE or MSAA Mathematics Achievement Universe Scoring at Level of 3 on DC CAPE OR 3 on MSAA}}{\text{Number of Students in DC CAPE or MSAA Mathematics Achievement Universe}}$$

Weighted Index ELA Metric Calculation(Alternative Metric)

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

Weighted Index Mathematics Metric Calculation (Alternative Metric)

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

Student Universe

Students counted as participants (e.g. in the numerator) of corresponding assessment participation metrics, with the following inclusions and exclusions:

Inclusions

1. None

Exclusions

1. Students who were not included in the as participants in the participation universe for any reason are not included in the achievement metrics.
2. Students who do not meet Fully Academic Year criteria are not included in the calculation.
3. Recently Arrived English Learner (EL) – Recently arrived English learner (EL) students with fewer than 12 months in US schools are not included in assessment performance results reporting for ELA or mathematics. Recently arrived EL students are required to participate in mathematics testing, but are exempt from taking the ELA assessment.

Data Caveats

1. 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.

2. For FAY, the total number of instructional days (the denominator of the FAY calculation) is determined using the school calendar provided by each school to OSSE.
 - a. **School:** Number of instructional days between the official Enrollment Audit date and the first day of the assessment window for each examination at the respective school
 - b. **LEA:** Average number of instructional days between the official Enrollment Audit date and the first day of the assessment window for each examination within the LEA
 - c. **State:** Average number of instructional days between the official Enrollment Audit date and the first day of the assessment window for each examination for District of Columbia Public Schools (DCPS)
3. For FAY, number of instructional days in which the student was enrolled (the numerator of the FAY calculation) is captured using the attendance collection and counted from the Enrollment Audit to the start of the window for each geographic level.
 - a. **School FAY:** Student was stage 5 enrolled at a single school 85 percent of the applicable instructional days from Enrollment Audit to the start of the assessment.
 - b. **LEA FAY:** Student was stage 5 enrolled within an LEA 85 percent of the applicable instructional days from the Enrollment Audit to the start of the assessment
 - c. **State FAY:** Student was stage 5 enrolled within the district for 85 percent of the applicable instructional days from the Enrollment Audit to the start of the assessment.
4. Non-public students can not be FAY at the school-level, but can be FAY at the LEA- or state level.
5. See the [Assessment Participation and Performance Policy](#) for more detail.

Data Sources

1. Assessment Data - DC CAPE, MSAA, DLM
2. Certified Demographic Data
3. Medical Exemption Data
4. Certified Enrollment Data

Assessment Participation (ELA, Math, Science)

Participation metrics measure the percent of students who took OSSE’s statewide assessments for ELA, math and science.

Metric Details

Calculation

Participation Rate for Grade 3-8 DC ELA

$$\frac{\text{Number of students with a valid summative score in DC ELA on a required grade – level test}}{\text{Number of students continuously enrolled in grades 3 – 8 during the school's testing window or students who were not continuously enrolled but tested and received a valid score (except for approved medical exemptions and first – year enrolled English Learners)}}$$

Participation Rate for Grade 3-8 DC Math and DC Science

$$\frac{\text{Number of students with a valid summative score in DC Math or DC Science on a required test (grade level or HS end – of – course for grades 7 and 8 in math)}}{\text{Number of students continuously enrolled in grades 3 – 8 (math) or grades 5 and 8 (science) during the school's testing window or students who were not continuously enrolled but tested and received a valid score (except for approved medical exemptions)}}$$

Participation Rate for High School DC ELA

$$\frac{\text{Number of students with a valid summative score in DC ELA on a required test}}{\text{Number of students continuously enrolled during the school's testing window or students who were not continuously enrolled but tested and received a valid score (except for approved medical exemptions and first – year enrolled English learners)}}$$

Participation for Grade High School DC Math and DC Science

$$\frac{\text{Number of students with a valid summative score in DC Math or DC Science on a required test}}{\text{Number of students continuously enrolled during the school's testing window or students who were not continuously enrolled but tested and receive a valid score (except for approved medical exemptions)}}$$

Student Universe

Students in grades 3-8 and high school courses aligned to statewide assessments who were expected to take the exam according to OSSE’s Assessment Participation and Performance Policy, with the following inclusions and exclusions:

Inclusions

1. None

Exclusions

1. Recently Arrived English Learner (EL) – Recently arrived English learner (EL) students with fewer than 12 months in US schools are not included in assessment performance results reporting for ELA or mathematics. Recently arrived EL students are required to participate in mathematics testing but are exempt from taking the ELA assessment.
2. Students who are not continuously enrolled for the duration of the assessment window and who do not participate are not included in the calculation.
3. Student who are medically exempt are not included in the denominator.

Data Caveats

1. Off-policy and off-grade test takers are counted as non-participants for the exam they should have taken.
2. Adult students are included in denominator if they are taking a required HS course and are on path to get a high school diploma or IEP.

3. For FAY, the total number of instructional days (the denominator of the FAY calculation) is determined using the school calendar provided by each school to OSSE.
 - a. **School:** Number of instructional days between the official Enrollment Audit date and the first day of the assessment window for each examination at the respective school
 - b. **LEA:** Average number of instructional days between the official Enrollment Audit date and the first day of the assessment window for each examination within the LEA
 - c. **State:** Average number of instructional days between the official Enrollment Audit date and the first day of the assessment window for each examination for District of Columbia Public Schools (DCPS)
4. For FAY, number of instructional days in which the student was enrolled (the numerator of the FAY calculation) is captured using the attendance collection and counted from the Enrollment Audit to the start of the window for each geographic level.
 - a. **School FAY:** Student was stage 5 enrolled at a single school 85 percent of the applicable instructional days from Enrollment Audit to the start of the assessment.
 - b. **LEA FAY:** Student was stage 5 enrolled within an LEA 85 percent of the applicable instructional days from the Enrollment Audit to the start of the assessment
 - c. **State FAY:** Student was stage 5 enrolled within the district for 85 percent of the applicable instructional days from the Enrollment Audit to the start of the assessment.
5. Non-public students can not be FAY at the school-level, but can be FAY at the LEA- or state level.
6. See the [Assessment Participation and Performance Policy](#) for more detail.

Data Sources

1. DC CAPE Assessment Data
2. MSAA Data
3. DC Science Data
4. DLM Data:
5. Certified Demographic Data
6. Medical Exemption Data
7. Certified Attendance Data
8. Certified Enrollment Data
9. School Calendar and Assessment Calendar
10. Certified Enrollment Audit Data

Student Growth

Student growth metrics require at least two years of data for each student. Growth metrics for the accountability year compare assessment data from accountability year and the previous school year. The DC CAPE and PARCC assessments are aligned to allow for growth measures year over year.

Median Growth Percentile (MGP)

Median Growth Percentile (MGP) measures a school's median student growth in comparison to other schools. This metric calculates MGP separately for math and ELA. Student growth percentiles (SGPs) are calculated by the Center for Assessment and provided to OSSE. SGPs measure students' growth compared to students who scored similarly on the statewide assessment in the previous year and are on the same testing progression. A higher SGP represents more relative growth compared to academic peers. 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. OSSE calculates SGPs at the end of the school year. OSSE then uses one year of SGPs to determine a school's MGP.

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 students who scored similarly in the previous school year across the District.

Metric Details

Calculation

Median (Student Growth Percentile)

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 and were included in the achievement universe in both years, with the following inclusions and exclusions:

Inclusions

1. None.

Exclusions

1. Students who completed the MSAA exam in the prior or accountability year, as that assessment is not designed to measure growth.
2. Students who do not have an SGP calculated by the Center for Assessment.
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.

Data Sources

1. Statewide Assessment Data (Accountability Year and Prior Year)
2. Certified Demographic Data (Accountability Year)

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 each 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. (See Table 9.) Each student's actual growth is then compared against the growth floor and target to calculate a student score. The school score is taken by taking the average of all student scores. For each student group at each school, growth to proficiency is calculated by taking the mean of student scores within the school.

Table 9: 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

Metric Details

Calculation

$$\text{Average} \left(\frac{\text{Actual Growth} - \text{Growth Floor}}{\text{Growth Target} - \text{Growth Floor}} \right)$$

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 and were included in the achievement universe in both years, with the following inclusions and exclusions:

Inclusions

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..

Exclusions

1. Students who completed the MSAA exam in the prior or accountability year, as that assessment is not designed to measure growth.

Data Caveats

1. Growth to Proficiency metrics may include students not included in Median Growth Percentile, as students who have non-traditional testing progressions are included in Growth to Proficiency metric, but may not be included in Median Growth Percentile metrics as their Student Growth Percentile can not be determined.

Data Sources

1. Statewide Assessment Data
2. Certified Enrollment Data
3. Certified Demographic Data

High School Growth to Proficiency

The High School Growth to Proficiency for has nearly identical business rules 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.

Metric Details

Student Universe

Students in grades 9-12 who take the English language arts (ELA) or Math exam who have at least two consecutive years of valid scores and were included in the achievement universe in both years, with the following inclusions and exclusions:

Inclusions

1. Students who repeat or skip grades, but who took a high school assessment in the accountability year and have a valid test score in the prior year points, are included in this metric.

Exclusions

1. Students who completed the MSAA exam in the prior or accountability year, as that assessment is not designed to measure growth.

Student Mobility

The DC School Report Card 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 Details

Calculation

Entries

$$\frac{\text{The cumulative number of Stage 5 entries since the Enrollment Audit County Day at the end of each month}}{\text{Count of Students Stage 5 Enrolled on Enrollment Audit Count Day}}$$

Exits

$$\frac{\text{The cumulative number of transfers or exits since the Enrollment Audit Count Day at the end of each month}}{\text{Count of Students Stage 5 Enrolled on Enrollment Audit Count Day}}$$

Metric Details

Student Universe

All students stage 5 enrolled at any point during the school year on or after the annual Enrollment Audit Count Day, with the following inclusions and exclusions:

Inclusions

2. All students who exit a school after Count Day are included in the calculation of exits regardless of their exit destination.
3. All students who enter a school after Count Day are included in the entry calculation regardless of the previous institution.

Exclusions

1. For students who do not transfer between schools and/or LEAs, student exit codes⁵ 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
2. For students who have received the following credentials, the final exit associated with the credential-issuing school will be excluded from the calculation:
 - a. Certified graduates
 - b. IEP certificates
 - c. NEDP
3. For students who have earned a GED, exits and entries that occur following the credential date are excluded from the calculation.
4. Enrollment records associated with a grade change (i.e., exit and re-entry at the same school as a result of a grade change).
5. Transfers to and from a nonpublic school or juvenile justice are not included as exits or entries in the calculation of this metric.
6. Students who are only stage 5 enrolled at nonpublic schools during the school year omitted from this metric.
7. 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 Caveats

1. 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.
2. The following applies to students with multiple enrollments and exits in the same school:
 - a. 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.
 - b. 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.
3. 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:
 - a. 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.
 - b. 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

⁵ 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.

- 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.
- c. 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.
 - d. 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.
4. The following applies to students with multiple movements for the LEA-level data:
- a. 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.
 - b. 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.

Data Sources

- 1. Certified Enrollment Data

Teacher & School Leader 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 IDS data collection tool.

Metric Details

Calculations

Table 10: Teacher and School Leader Calculations

Metric	Count	Rates	Reporting Level
Teachers by Years of Experience	Total number of teachers in each category of teaching experience completed as of October 5 of the accountability	$\frac{\text{Total number of teachers in each category}}{\text{Total number of teachers in the school}}$	SEA, LEA, School, High & Low poverty schools at the

	school year; categories are 0–1 years, 2–5 years, 6–10 years, and more than 10 years		LEA & SEA level
School Leaders by Years of Experience	Total number of school leaders in each category of teaching experience completed as of October 5 of the accountability school year; categories are 0–1 years, 2–5 years, 6–10 years, and more than 10 years	$\frac{\textit{Total number of school leaders in each category}}{\textit{Total number of school leaders in the school}}$	SEA, LEA, School, High & Low poverty schools at the LEA & SEA level
Certified Teachers	Total number of teachers teaching at a DCPS school that had a provisional, initial, or standard teaching credential in any field or subject as of October 5 of the accountability school year	$\frac{\textit{Total number of certified teachers}}{\textit{Total number of teachers in the school}}$	SEA, LEA, School, High & Low poverty schools at the LEA & SEA level, for DCPS only
In-Field Teachers	Total number of teachers teaching at a DCPS school that are in-field as of October 5 of the accountability school year. In-field is defined as having a major, certification, or an “effective” teacher evaluation	$\frac{\textit{Total number of infield teachers}}{\textit{Total number of teachers in the school}}$	SEA, LEA, School, High & Low poverty schools at the LEA & SEA level, for DCPS only

	<p>designation in the subject which they are teaching, with the exception of special education teachers. For special education teachers, an in-field teacher is defined as a teacher who has met the requirements outlined in OSSE's SPED certification policy.</p>		
Teacher Race/Ethnicity	<p>Total number of teachers in each racial/ethnic category as of October 5 of the accountability school year; categories are Asian, Black/African American, Hawaiian/Pacific Islander, Hispanic/Latino (of any race), Race/Ethnicity Other/Unknown, Two or More Races, White/Caucasian</p>	$\frac{\text{Total number of teachers in each category}}{\text{Total number of teachers in the school}}$	<p>SEA, LEA, School, High & Low poverty schools at the LEA & SEA level</p>
Teacher Gender	<p>Total number of teachers in each gender category as of October 5 of the accountability school year; categories are Female, Male,</p>	$\frac{\text{Total number of teachers in each category}}{\text{Total number of teachers in the school}}$	<p>SEA, LEA, School, High & Low poverty schools at the</p>

	Gender Other/Unknown		LEA & SEA level
Teacher Retention (% Stayers)	Total number of teachers that had an FTE of 0.5 or greater in the prior school year that returned to the same role type and school as of October 5 of the accountability school year. For LEA and SEA calculations, teachers retained is still defined as a teacher returning to the same role type at the school-level.	$\frac{\text{Total number of teachers who had an FTE of 0.5 or greater in the prior school year that returned to the same type role and school in the accountability school year}}{\text{Total number of teachers in the school who had an FTE of 0.5 or greater in the prior school year}}$	SEA, LEA, School, High & Low poverty schools at the LEA & SEA level
Teacher Retention (% Movers)	Total number of teachers that had an FTE of 0.5 or greater in the prior school year that returned to the same role type at a different school as of October 5 of the accountability school year.	$\frac{\text{Total number of teachers who had an FTE of 0.5 or greater in the prior school year that returned to the same type role at a different school in the accountability school year}}{\text{Total number of teachers in the school who had an FTE of 0.5 or greater in the prior school year}}$	SEA level
Teacher Retention (% Changers)	Total number of teachers that had an FTE of 0.5 or greater in the prior school year that returned to a different role type at the same or a different school as of October 5 of the	$\frac{\text{Total number of teachers who had an FTE of 0.5 or greater in the prior school year that returned to a different role type at the same school or a different school in the accountability school year}}{\text{Total number of teachers in the school who had an FTE of 0.5 or greater in the prior school year}}$	SEA level

	accountability school year.		
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Data Caveats

1. Determinations of who is considered a teacher is based on the LEA’s classification as a teacher or school leader.
2. Individuals are only reported a maximum of one time 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 or genders are reported, they will be included in each of those categories.
3. The ESSA requirement to report on inexperienced teachers and school leaders is fulfilled by reporting on teachers and school leaders with 0-1 years of experience.
4. All metrics are based on counts of unique individuals, even if a staff member is part time.
5. In addition to reporting by race/ethnicity, teacher metrics are also reported at the LEA- and State-level by high- and low-poverty schools. Schools are designated as high-poverty if at least 50 percent of the students are economically disadvantaged and low-poverty if less than 50 percent of the students are economically disadvantaged.
6. Teacher Certification rates are only reported for DCPS schools, not public charter schools.

Data Sources

1. Faculty and Staff Data Collection

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 12.⁶ 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](#).⁷ Further information on the adjusted cohort can be found in the [ACGR Cohort Graduation Rate Policy Guide](#).⁸

AP/IB/DE Window

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

AP/IB/DE Universe

AP/IB/DE students must be in the twelfth grade during the accountability year and must also have been stage 5 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.

Attendance Rate

An individual student's attendance rate is calculated by dividing the number of days a student is present by the number of instructional days the student is stage 5 enrolled.

Audit Population

Students identified as stage 5 enrolled on Count Day through the annual Enrollment Audit process. This count is a snapshot, so each student is only counted once.

Audit School

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

⁶ 34 C.F.R. § 200.19(b)(1)(ii)

⁷

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

⁸

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

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.”

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).

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.

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.

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.

Dual Enrollment Program Participant

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

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.

Emergency Credential

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

Enrollment Audit

All public and public charter schools in the District of Columbia receive funding according to the number of students who are stage 5 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.

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.

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.

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.

Ever-Enrolled

The enrollment number on each school's profile page reflects the number of students ever-stage 5 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.

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.

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. Modified expulsions resulting from violations of the Gun Free Schools Act are included in expulsion counts.

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 stage 5 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 stage 5 enrolled in the district fewer than 85 percent of the applicable instructional days).

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.

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.

High-Poverty School

A school at which at least 50 percent of the students ever enrolled in the 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).

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:

- sexual assault, including rape;
- robbery with and without a weapon;
- physical attack (battery) or fight with and without a weapon;
- threats of physical attack (towards the school building, staff, and students, or to an individual);
- possession or use of a weapon or explosive device;
- homicide

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.

Initial Teaching 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>.

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.

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.

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.

LEA Excluded Expenditures

Excluded expenditures are not included in the School-Level Expenditures nor the school share of Centralized Expenditures. Excluded expenditures are comprised 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.

Low-Poverty School

A school at which less than 50 percent of the students ever enrolled in the 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).

Migrant Students

Students with a parent who are classified as a migrant worker.

Military Connected Students

Students who have a parent or guardian who is a member of the United States Armed Forces.

Minimum Enrolled Days

The minimum number of instructional days a student must be stage 5 enrolled to be included in the metric calculation. For example, for re-enrollment in elementary, middle and high school, students must be enrolled during the previous school year for a minimum of more than 20 instructional days to contribute to a school's metric score.

Minimum N-Size

The population of students required for calculations within a given metric. Metric Points Earned for a given metric are calculated for the student groups that have a minimum student population size (n-size) of 10. Additionally, metric scores for student groups that do not meet the minimum student population size of 10 are not included in the calculation of floors and targets for accountability calculations.

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.

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.

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. Involuntary Dismissals are included in out-of-school suspension counts.

Present

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

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.

Provisional Teaching Credential

One-year provisional credentials are nonrenewable certifications that are issued to teacher applicants who have not previously held a DC teacher credential and have been selected for employment by a DC local education agency (LEA) in a teaching assignment area where an initial or standard credential qualified individual is not available. One-year provisional credentials expire 12 months from the date issued and may not be re-issued. For more details on the requirements for initial teacher credentials, visit OSSE's [Teacher Certification page](#).

Referrals to Law Enforcement

When a student is reported by school personnel to a law enforcement agency or official, including a school police unit, for an incident that occurred on school grounds or during off-campus school activities (including while taking school transportation).

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.

Restorative Justice

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 Metric Details

School Garden

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).

School Hours

Hours of the instructional day.

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.

School-Level Expenditure – State/Local Funds

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 Funds

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-Related arrest

When a student is arrested 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.

School Share of Centralized Expenditures – State/Local Funds

The individual school's share of expenditures that are attributed to the LEA's central office that provides services to 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 Funds

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

School and LEA Information Management System (SLIMS)

Master repository for all LEA and school information.

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.

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 OSSE's [Teacher Certification page](#).

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.

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.

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.

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 for ELLs and Alt ACCESS

Student assessment scores on ACCESS for ELLs are provided to OSSE from DRC, as a contractor of 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. These data go through a USI matching process to assign student USIs to student records based on student's first name, last name, date of birth, and tested school, when available.

Attendance

Attendance is submitted to OSSE on a daily basis. These data are reviewed, finalized, and certified by each LEA. [Please see 2023-24 Data Validation Policy for more information.](#)

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.

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). Please see [2024 Adjusted Cohort Graduation Rate Guidance](#) for more information.

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. These data go through a USI matching process to assign student USIs to student records based on student's first name, last name, date of birth, and tested school, when available.

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. [Please see 2023-24 Statewide Assessments Participation and Performance Policy for more 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. For metrics that require multiple years of student data, the demographic data from the most recently available year is used. [Please see 2023-24 Data Validation Policy for more information.](#)

Discipline Data Collection

OSSE's collection of student discipline data from LEAs, submitted and certified three times per year. [Please see 2023-24 LEA Discipline Data Collection Guidance for more information.](#)

Enrollment

Enrollment 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. Enrollment data are used in determining students' enrollment to a school and to determine a students' grade. [Please see 2023-24 Data Validation Policy for more information.](#)

The following assumptions apply to the enrollment data:

1. Enrollment 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/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.](#)

Faculty and Staff Data Collection

OSSE collects faculty, staff and leadership snapshot data on Oct. 5 of the accountability school year. These data are then confirmed to be accurate by Heads of School during Data Validation. Please see [2023-24 Data Validation Policy](#) and [2023-24 Faculty and Staff Data Collection Policy Guide](#) for more information.

General Educational Development Test (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). Please see [2024 Adjusted Cohort Graduation Rate Guidance](#) for more information.

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. Please see [Common Financial Reporting Standards](#) for more information.

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. Please see [2023-24 Statewide Assessments Participation and Performance Policy](#) for more information.

MSAA

Student assessment scores on MSAA are provided to OSSE from Measured Progress. These data include relevant scale score, performance level, and attemptedness information. Please see [2023-24 Statewide Assessments Participation and Performance Policy](#) for more information.

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. Please see [2024 Adjusted Cohort Graduation Rate Guidance](#) for more information

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. Data go through a USI matching process to assign student USIs to student records based on student's first name, last name, date of birth, and tested school, when available.

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. Please see [2023-24 Statewide Assessments Participation and Performance Policy](#) for more information.

Student Characteristics

Students' English Learner (EL) status and homeless statuses are submitted to OSSE on a daily basis from LEAs through the SIS. OSSE also receives data from The Community Partnership for students who are experiencing homelessness. Data for students with disabilities are submitted to OSSE via Power School Special Programs (PSSP); PSSP is the authoritative data source used to determine students' students with disabilities status. Students' receipt of SNAP and TANF benefits are 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. [Please see 2023-24 Data Validation Policy for more information.](#)

Appendix C: Updates to the Technical Guide

Updates for the 2024 Version

- Updated the School Accountability business rules so that LEAs must have more than 50 points to generate an accountability score.
- Updated reporting levels for Adjusted Achievement metrics. This metric will only be reported by student group at the state-level; school- and LEA-level metrics will include all students.
- Updated discipline metrics to report only student-level incident rates; OSSE will no longer be reporting incident counts.
- Renamed the Advanced Placement (AP), International Baccalaureate (IB), and dual enrollment metrics to Advanced Coursework Participation and Advanced Coursework Performance.
- Clarified that for the Advanced Coursework Participation and Advanced Coursework Performance, students in both metrics will be assigned to the school where the student was enrolled for greater than or equal to 100 days in the accountability year.
- Clarified that the Advanced Coursework metrics have two separate denominators.
 - Advanced Coursework Participation is based on students enrolled in grade 12 in the accountability year.
 - Advanced Coursework Performance is based on students enrolled in grades 9-12 who also took an AP or IB exam in the accountability year.
- Removed the metrics that were only used in the Alternative Accountability Framework (8th to 9th Grade Transition, Secondary Completion, and Re-Engagement). OSSE is working closely with LEAs to update the Alternative Accountability Framework.
- Added student-to-teacher and student-to-staff ratios to the [Teacher & Leadership Data](#).
- Moved all metric definitions to Appendix A to streamline the reading experience.
- Reorganized Appendix A to be alphabetical order rather than grouping by metric.
- Scaled back the School Accountability section to reduce confusion.
- Created Appendix E: Proposed Future Updates in order to keep LEAs informed about metrics that are under development.

Appendix D: 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.

Appendix E: Proposed Future Updates

OSSE is looking at expanding the DC School Report Card in the coming years, including the following features and metrics:

- Accountability score display that is contextualized against District norms and for its constituent parts (*anticipated 2024*)
- Compare-school feature to allow users to compare up to three schools (*anticipated 2024*)
- Photo carousel allowing for more than one picture on the profile page (*anticipated 2024*)
- School climate survey data from students, school-based staff and caregiver (*anticipated 2025*)
- School-level badges (*anticipated 2025*)
- Course availability data (*TBD*)
- Special education data (*TBD*)

While the collection of these data is already underway, OSSE will develop the business rules in collaboration with LEAs. OSSE will share these engagement opportunities at the monthly LEA Data Manager meetings and the LEA Look Forward newsletter.