



District of Columbia
Office of the State Superintendent of Education

2025 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 2025 DC School Report Card is built on OSSE's ESSA State Plan, which has been approved by the State Board of Education (SBOE) and the US Department of Education (USED). The full plan is available on OSSE's [website](#).

This Technical Guide provides an in-depth explanation of each of the elements and metrics that OSSE will publish on the site in December 2025, 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.

New Data

School Climate Survey Data

In 2024, the SBOE passed a [resolution](#) requiring OSSE to publish school climate survey data for students, staff and families on the DC School Report Card. OSSE piloted the DC Survey About Your School (DC SAYS) in spring 2024 and scaled up citywide in spring 2025. More information is available in the [School Climate Survey Data](#) section below.

Alternative Accountability Data

In 2024, the State Superintendent of Education approved a proposal to reintroduce and update the Alternative Accountability Framework. The updates are listed in [Business Rule Updates](#) below and each metric that is exclusive to the Alternative Accountability Framework is noted in the [DC School Report Card Elements and Metrics section](#).

Business Rule Updates

OSSE reviews and updates this Technical Guide every year based on direct feedback from local education agencies (LEAs) as well as the support tickets from the previous year. This section provides a summary of updates to the 2025 DC School Report Card. The Technical Guide goes into greater detail for each metric below.

- LEAs must be eligible for more than 50 points to generate an accountability score.
- Adjusted Achievement metrics will be reported by every student group only at the state level. The group "All Students" will be the only student group reported at the school and LEA levels.
- Student-to-teacher and student-to-staff ratios are in the [Teacher & Leadership Data](#).

- The determination of ninth-grade cohort assignment (First Ninth-Grade Year) for the purposes of Adjusted Cohort Graduation Rate metrics has been modified for students who enter the ninth grade for the first time after March 1 of the school year. You can read more in the [ACGR Policy Guide](#).
- An Alternative Accountability Framework has been reestablished with updates. Re-engagement has been replaced by Academic Persistence. Total point value for the framework has been increased to 100 total possible points. Attendance now includes both chronic absenteeism and attendance growth rather than a “best of” reporting. You can find more information [here](#).

Metric Calculation Confirmation

Prior to publication, data and metrics on the DC School Report Card are 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 that OSSE reports. 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 to inform its Annual School Performance Index Report and Evaluation (ASPIRE) System. OSSE is the primary and only source for several data and metric calculations used in ASPIRE. To ensure consistency and accuracy in statewide reporting, DC PCSB generally does not update certified data, including, but not limited to, student-level data, performance outcomes, overall metric results, and calculations or business rules, as defined in the DC School Report Card Technical Guide.

Charter LEA Responsibilities

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

Certified and Published Data

DC PCSB will not alter certified or published data related to the DC School Report Card, including student-level data, performance outcomes, or calculation procedures. Changes will only be made if explicitly directed by OSSE or its designee.

Compliance Reminder

Failure to follow DC PCSB’s Data and Document Submission Policy, including adhering to 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 to the LEA by DC PCSB.

Rounding

OSSE will round all data to a single decimal point when displaying and publishing the data, including the school accountability score. Rounding will only occur as a last step before displaying data; metrics will not be rounded before calculating the school accountability score.

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 & Metrics

Academic Persistence (Alternative Schools Only)

The Academic Persistence metric measures the percent of students enrolled in the preceding year who persisted in enrollment in the accountability year. Students are considered to have persisted if they enrolled for at least 20 instructional days in the accountability year, even if their school has changed from the preceding year.

Metric Details

Calculation

The number of students who reenrolled and were enrolled for 20 or more instructional days at any school in the accountability year

The number of students who were enrolled for 20 or more instructional days in the year preceding the accountability year who were eligible to reenroll

Student Universe

All students who were ever stage 5 enrolled for more than 20 instructional days in the year preceding the accountability year with the following inclusions and exclusions:

Inclusions

1. Students who were eligible for academic persistence must be enrolled for the minimum instructional days in the year preceding the accountability year

Exclusions

1. 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.
2. Students who were expelled for firearm use or possession during the year preceding the accountability year.
3. 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 Certificate list;
 - c. Certificate of NEDP Completion list; and
 - d. GED Completion data sent to OSSE directly from Pearson.

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 academic persistence metric (denominator) for each school at which they were enrolled for more than 20 instructional days in the year preceding the accountability year.
4. Students are considered to have persisted (numerator) if they re-enrolled at any public school in the accountability year, as long they were enrolled for more than 20 instructional days.
5. Demographic data comes from the most recent school year for which the student was enrolled. Students must have enrolled at the same LEA and school in the accountability year, as the preceding year for updated demographic data. If not, demographic data from the preceding year will be shared.

Data Sources

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

ACCESS Growth

The ACCESS Growth metric reflects the extent to which schools helped their students reach their English language proficiency goals. Specifically, it measures the percent of the English language proficiency growth targets met by the school’s English learners.

ACCESS for ELLs (ACCESS) is an English language proficiency assessment administered to DC students in grades K–12 who have been identified as English learners (ELs). ACCESS is scored by WIDA and includes four domains: Listening, Speaking, Reading and Writing. WIDA also provides the *overall composite proficiency level*, which is based on a weighted combination of all four language domains. Students are considered proficient when their overall proficiency level is at least 4.5 for students in grades 1-12, or 5.0 for students in kindergarten. Table 1 below reports growth targets for students at different grade levels based on their prior year’s proficiency levels. Students whose score meets the established exit criteria are considered to have met at least 100 percent of their target, even if their calculated growth does not meet their growth target.

Table 1. 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
1 st Grade	1.2	0.9	0.1	0.1
2 nd -5 th Grade	0.7	0.7	0.4	0.3
6 th -8 th Grade	0.3	0.4	0.1	0.1
9 th -12 th Grade	0.3	0.6	0.2	0.2

Metric Details

Calculation

$$\text{Median} \left(\frac{\text{Actual Change in Proficiency Level}}{\text{Growth Target}} \right) \times 100$$

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 accountability year or prior year.
3. Students who took the Alt ACCESS exam in the accountability year or prior 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.
6. Students whose "Less than 4 Domains" (LT4D) exemption is not the same in both the accountability and prior years and are not proficient in the accountability year. All other exceptions still apply.

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
2. Alt ACCESS Data
3. Certified Enrollment Data
4. Certified Demographic Data

Attendance

Attendance Growth

The Attendance Growth metric measures improvement in student-level attendance rates from year to year, regardless of previous attendance rates, by comparing each student's growth in attendance is 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.

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 12, 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 Sept. 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

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.

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 disadvantaged 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 a 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

The Chronic Absenteeism metric measures the percent 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.
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.

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.

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

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.

CLASS (pre-K only)

The CLASS metric measures the quality of teacher-child interactions in pre-K–12 classrooms. The Classroom Assessment Scoring System (CLASS) is a research-based observational tool that evaluates each classroom in a school and assigns a score designed to measure instructional quality. 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

Individual classroom scores are averaged to get a school score for each of the domains. Note that metric N size is not used in calculations of CLASS scores.

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

The Advanced Coursework Participation metric measures how many students in high schools are participating in rigorous coursework to prepare them for college using participation in types of courses:

- 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

$$\frac{\begin{aligned} & \textit{The number of students enrolled in grade 12 who took an AP or IB exam} \\ & \textit{OR} \\ & \textit{enrolled in a dual enrollment course in the accountability year or in the three years prior} \end{aligned}}{\textit{The number of students in grade 12 in the accountability year}}$$

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. Students who were enrolled during the accountability year but exited with a graduation exit code and an awarded credential date at any time in the school year, regardless of assessment and reporting grade or being enrolled fewer than 100 days.

Exclusions

1. Students who were stage 5 enrolled for fewer than 100 instructional days in the accountability year.

Data Caveats

1. A student's grade level is based on their assessment and reporting grade at the school, certified in Data Validation.
2. Students are only counted once each in the numerator and denominator.
3. The 2024-25 school year (SY2024-25) metric will include four years of Dual Enrollment data for the first time due to data availability, and the long-term intention is to continue to incorporate four years of data into the calculation.

Data Sources

1. AP data
2. IB data
3. Dual Enrollment Data
4. 2024-25 Enrollment Data

Advanced Coursework Performance

The Advanced Coursework Performance metric measures how many students in high schools are proficient in advanced coursework that prepares them for college using participation in two programs:

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

Metric Details

Calculation

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

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. Students who were stage 5 enrolled for fewer than 100 instructional days during the accountability year.
2. Students who did not have a valid AP or IB exam score in the accountability year.

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 in the accountability year will be used if the student sits for more than one exam.
4. 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

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

SAT College Ready Benchmark

The SAT College Ready Benchmark metric measures the percent of students who met or exceeded the SAT College and Career Readiness Benchmark scores in both the reading and math SATs.

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. 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.

Table 2 shows the benchmark scores for each of the subject area tests for the SAT and the corresponding college coursework.

Table 2: College Board's 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

OSSE's SAT College Ready Benchmark metric measures whether a student obtained at least a 530 on the Math section and at least a 480 on the EBRW section.

Metric Details

Calculation

$$\frac{\text{Number of grade 12 students whose highest subject scores both meet or exceed College Board's college readiness benchmarks}}{\text{Total number of grade 12 students enrolled during the accountability year}}$$

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 or not they took the SAT.
2. Students who were enrolled during the accountability year but exited with a graduation exit code and an awarded credential date at any time in the school year, regardless of assessment and reporting grade or being enrolled fewer than 100 days.

Exclusions

1. Students who were stage 5 enrolled for fewer than 100 instructional days in the accountability year.

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 3.

Table 3: College Ready Benchmark Calculation

		SAT Test 1	SAT Test 2	Highest Score Selected	Meet / Exceed Benchmark	College Ready Benchmark
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

College Enrollment

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

Metric Details

Calculation

The metrics are reported by graduating class for each of the past two classes preceding the accountability year.

Six-Month Postsecondary Enrollment Rate

$$\frac{\text{Students enrolled within six months after graduating}}{\text{Total number of graduating students}}$$

Twelve-Month Postsecondary Enrollment Rate

$$\frac{\text{Students enrolled twelve months after graduating}}{\text{Total number of graduating students}}$$

Student Universe

All students who earned a diploma 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 institution.

Data Sources

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

Discipline

The DC School Report Card includes several measures of student discipline that are aggregated at the 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

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

In-School Suspensions

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

Expulsions

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

Bullying

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

Harassment

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

Incidents of Violence

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

School-Related Arrests

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

Referrals to Law Enforcement

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

Student Universe

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

Inclusions

1. All incidents and disciplinary actions that occurred prior to the July 2025 Data Validation process.
2. 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. For LEAs with an extended year, incidents that occurred after the July 2025 Data Validation Process.
2. 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.
2. For the state-level metrics, students enrolled in juvenile justice schools are excluded.

Data Sources

1. Certified discipline data
2. Certified enrollment data

Eighth-to-Ninth Grade Transition (Alternative Schools Only)

The Eighth-to-Ninth Grade Transition metric measures the percent of students who were promoted to 9th grade in the accountability year out of the total number of students who were enrolled in the 8th grade in the preceding year.

OSSE calculates this metric for alternative middle schools.

Metric Details

Calculation

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

Student Universe

All students who were stage 5 enrolled for at least 120 instructional days in the prior accountability year.

Inclusion

1. Students must have been enrolled in their terminal grade of their school for a minimum of 120 instruction days in the prior year, with the school's terminal grades being grades 6, 7 and 8.

Exclusions

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

Data Caveats

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

Data Sources

1. Certified demographic data from prior year
2. Certified enrollment data from current and prior years

3. SLIMS from prior accountability year:
 - a. Grades served
 - b. Terminal grade of each school

Enrollment

The DC School Report Card reports data on the total number of students who have ever enrolled in a school (a student who attends for one day or 180 days) throughout the school year. This is different from the enrollment reported on the Annual Enrollment Audit, which is a snapshot of enrollment on October 7, 2024. 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](#))
 - Military Connected (full definition in [the glossary](#))
 - English Learners
 - Students with Disabilities

Metric Details

Data Sources

1. Certified Enrollment Data
2. Certified Demographic Data

Graduation

The Graduation metric measures four-year and five-year graduation rates using the Adjusted Cohort Graduation Rate (ACGR) methodology.

Metric Details

Calculation

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

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 was stage 5 enrolled 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 excluded from the school cohort and LEA cohort but remains 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

- *Court Involvement:* Students who transfer to the Department of Youth Rehabilitation Services (DYRS) or Maya Angelou New Beginnings become members of the “state” cohort. Students who transfer to DYRS become members of the “state” cohort because DYRS is a regular high school diploma-granting institution.
- *Transition Institutions:* Students who transfer to the Youth Services Center (YSC) or Inspiring Youth Program (IYP) will be included in DCPS’s LEA-level rate as DCPS grants a general DCPS diploma to students graduating from these institutions.
- *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.
- *Nonpublic and Special Education Programs:* Students who are attending 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’ LEA cohort and the state cohort.
- *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. All students who never enroll in a regular high school diploma-granting institution and only ever enroll in state public agencies serving justice involved youth (e.g., DYRS, DOC) will become members of the “state” cohort.
- For students who enter the DC public school system in the ninth grade for the first time on or after March 1 of the current school year and who returns to the ninth grade in the following school year, the first-time ninth grade entry should be the following school year.
- 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
4. Certified Enrollment Data
5. Prior Year Exits Data

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.

Re-Enrollment

The Re-Enrollment metric measures the percent 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 Certificate list
 - c. Certificate of NEDP Completion list; and
 - d. 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.
 - a. Students are considered re-enrolled if they re-enrolled at the same school from the previous year to the accountability year, as well as being in the school's audit population.
4. Demographic data comes from the most recent school year for which the student was enrolled. 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 Climate

In 2025, OSSE administered the first District-wide school climate surveys for students (grades 3-12 and adult), school-based staff and parents/caregivers. The DC Survey About Your Schools (DC SAYS) is administered on the Panorama Education platform. LEAs will have access to their data and DC-level benchmark comparisons on their own dashboard in May, but a smaller subset of these data will be publicly reported on the DC School Report Card and in an accompanying public data file. If you have any issues accessing these data on your dashboard, please contact support+osse@panoramaed.com.

Reporting Thresholds

OSSE has higher thresholds for public reporting for survey data than other metrics in order to minimize distortion due to non-response bias. In addition to the n size (in the denominator) needing to be 10 or greater, OSSE set response rate thresholds for the student and staff surveys at 50 percent or above and the response rate threshold for the family survey at 20 percent or above (with the numerator being the number of family responses and the denominator set as the number of students enrolled as of the annual Enrollment Audit).

Topics

OSSE is reporting the percent favorable responses at the topic level at the school, LEA and state levels in 2025. Each question has a five-point Likert scale where the top two responses are counted as “favorable.” Each topic has 5-7 questions that provide a topic-level score. The topics are listed below and the surveys’ language is available [here](#):

Table 4: DC SAYS Topics

Student Survey	School-Based Staff Survey	Family Survey
Perseverance	Belonging	Family Engagement
Rigorous Expectations	Future Plans	School Fit
School Safety	Professional Learning	School Safety
Safety While Traveling	Safety While Traveling	Safety While Traveling
Importance of Attendance	Importance of Attendance	Importance of Attendance
Self-Efficacy	School Climate	
Sense of Belonging	School Leadership	
Supportive Relationships	Staff Leadership	
Emotion Regulation (<i>optional topic</i>)	School Safety	
Valuing of School (<i>optional topic</i>)		

Topic-Level Calculations

$$\frac{\text{Number of answers with a 4 or 5 on the Likert scale}}{\text{Total number of answers in the topic}}$$

Metric Details

Student Surveys

Student Universe (Grades 3-12)

- Students in grades 3-12 who were enrolled in a public school in the District on January 31, 2025.
- Students can be opted out of taking survey by a parent or caregiver prior or during the survey window. Students who are opted out are removed from the denominator and, in rare cases when

students could have completed the survey and then were opted out by a parent or caregiver, their responses are removed from the numerator as well.

- The OSSE response rate may include students who were unable to take the survey, including students who unenrolled by the end of the survey window and students with significant cognitive disabilities who are eligible for alternate assessments. This OSSE response rate may vary from LEAs' internally reported response rates.
-

Student Universe (Adult)

- Students enrolled in a public school for adult students on January 31, 2025.

Staff Surveys

Staff Universe

- Staff employed by a public school in the District as of the Faculty and Staff Data Collection (October 5) who have a school code (meaning they are not a central office staff member), and have at least .5 FTE at a school.
- Staff were able to take an anonymous version of the survey as well.
- OSSE adjusted the denominator after the conclusion of the survey administration window such that staff employed at multiple campuses/schools in the same LEA would only be counted once in the SEA/LEA-level denominators. If a staff member was employed at least .5 FTE at two different schools, they are included twice in the SEA/LEA-level denominators.

Family Surveys

In order to make the surveys as easy to complete as possible, OSSE chose to make the parent surveys fully anonymous. For the response rates, the numerator is the total number of responses for the school or LEA and the denominator is the corresponding student population as of the annual Enrollment Audit.

Family Universe

- People who completed the survey choosing the school from the dropdown menu.

Data Caveats

- OSSE will not be sharing student, staff or caregiver survey data about Adult LEAs on the DC School Report Card profile pages in 2025. The rationale is that OSSE developed the adult student survey with the support of the Advisory Cohort but many of the questions and topics have not been tested in the field by Panorama. Additionally, adult students are able to make educational decisions on their own, so feedback from their families is not as relevant to schools and LEAs serving adult students. OSSE may publish a separate file with these results for research purposes.
- OSSE offered a parent opt-out for the student surveys; students who were opted out by their caregivers are removed from the denominator at the school, LEA and state levels.

Data Sources

- Panorama Education Survey Platform

School Finance

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

$$\frac{\text{School – Level Expenditures } \left(\frac{\text{State}}{\text{Local}} \text{ Funds} \right)}{\text{Enrollment Count}}$$

Per Pupil: School-Level Expenditures – Federal Funds

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

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

$$\frac{\text{School Share of Centralized Expenditures } \left(\frac{\text{State}}{\text{Local}} \text{ Funds} \right)}{\text{Enrollment Count}}$$

Per Pupil: School Share of Centralized Expenditures – Federal Funds

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

Total School-Level Per-Pupil Expenditures

$$\frac{\text{Per Pupil School Level Expenditures } \left(\frac{\text{State}}{\text{Local}} \text{ Funds} \right) + \text{Per Pupil School Level Expenditures } (\text{Federal Funds})}{\text{Enrollment Count}}$$

Total School Share of Centralized Expenditures

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

Total LEA Expenditures

$$\begin{aligned} & \text{School Level Expenditures (Federal Funds)} + \text{School Level Expenditures } \left(\frac{\text{State}}{\text{Local}} \text{ Funds}\right) \\ & + \text{School Share of Centralized Expenditures (Federal Funds)} \\ & + \text{School Share of Centralized Expenditures } \left(\frac{\text{State}}{\text{Local}} \text{ Funds}\right) \\ & + \text{Total LEA Excluded Expenditures} \end{aligned}$$

Enrollment Count

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

$$\text{Total Enrollment} - \text{Nonpublic Enrollment}$$

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 of 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 5 below lists school profile information, the reporting level, and the source of the data.

School Profile Elements

Table 5: School Profile Elements

Data Elements	Reporting Level	Source
Name The name of the school.	LEA, School	SLIMS
Photo(s) The picture (or pictures) used on the profile page for each school and LEA.	LEA, School	OSSE Archive
Address The address of the school is also used for a map of the school’s location on the Profile Page as well as the search functions.	LEA, School	SLIMS
Phone Number	LEA, School	SLIMS
Internet Address The URL for the website of the school.	LEA, School	SLIMS
Hours of the Instructional Day The DC School Report Card includes school hours for each day Monday thru Friday as well as separately for Pre-K and Kindergarten.	School	eSchoolPLUS
LEA Name	LEA, School	SLIMS
Grades Served The grades served by the school during the 2024–25 school year.	LEA, School	SLIMS
Principal Name The name of the school leader as designated by the LEA.	School	eSchoolPLUS
Message from the School	School	eSchoolPLUS

<p>Schools have an opportunity to submit a brief message which highlights unique aspects of the school and information they want to include about the school. Schools are welcome to include information such as course offerings, special programs, features of the school, and/or the mission/vision of the school. The format allows for 530 characters.</p>		
<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>	School	SLIMS
<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>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>	School	eSchoolPLUS, School Health Profile for School Garden only
<p>Bus Transportation</p> <p>Accessible public bus routes near the school. Please note that WMATA is scheduled to change routes on June 29, 2025.</p>	School	eSchoolPLUS
<p>Metro Transportation</p> <p>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 point of contact 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 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>	School	eSchoolPLUS
<p>Extra-curricular and Enrichment Activities Schools supply text outlining highlights of extracurricular and in-school enrichment programs and activities.</p>	School	eSchoolPLUS
<p>Student-Teacher Ratios 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 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 Provides indication of which framework is used to calculate a school’s accountability score.</p>	School	

Secondary Completion Rate (Alternative Schools Only)

The Secondary Completion Rate metric measures the percent of students enrolled who complete a secondary credential. This metric measures how many students received a diploma or equivalent while enrolled in a terminal grade, regardless of their First Ninth Grade Year. OSSE calculates this metric for alternative high schools.

Metric Details

Calculation

Number of students who receive a high school diploma, a National External Diploma Program diploma, an Individual Education Program certificate, or pass their General Equivalency Diploma assessment in the accountability year

Number of students expected to receive a credential at the end of their terminal year of secondary school + actual completers who were not expected to earn a credential that year

Student Universe

All students whose Assessment and Reporting Grade was a terminal grade, at an alternative school that awards a regular high school diploma, an IEP Certificate of Completion, a NEDP diploma or help students prepare for the GED assessment, or who earned one of these credentials at an alternative school where they were enrolled in the accountability year.

Inclusion

1. All students expected to receive a secondary credential at the end of the Accountability Year as well as students who were not expected to but did receive a credential.
 - a. Students are only expected to receive a credential when: they were enrolled at an alternative school before March 1; it was the last school that they were enrolled in for the Accountability Year; and their longest enrolled grade at this school in the accountability year was a terminal grade.
 - b. Students who earn a credential at an alternative school are included in the metric at the school where they earned the credential. Students are also included in the metric at the last school they were enrolled in (and were also in a terminal grade before March 1) if the school is a different alternative school than the one in which they completed a secondary credential.

Exclusion

1. Students who are missing a validated enrollment period at the school in which they were reported to have received a credential.
2. Unless they have earned a credential, students are excluded from this metric for a school if they were subsequently enrolled at a different school in the accountability year, they enrolled in the school on March 1 or after, or they were in a non-terminal grade for the majority of their time at the school in the accountability year.
3. 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.

Data Caveats

1. Students are counted as completing a credential only at the school at which the credential is earned. A student must pass the GED while enrolled at the school for the school to receive credit for that secondary credential.

Data Sources

1. Certified Graduates List
2. GED Data
 - a. GED data is sent from the test administrator to OSSE on a quarterly basis.
3. NEDP Data
4. IEP Certificate Data
5. Certified Demographic Data
6. Certified Enrollment Data Student Achievement

Student Achievement

Assessment Achievement (ELA, Math, Science)

The Assessment Achievement metrics measure the percent of students in a school that are approaching, meeting, or exceeding grade-level academic expectations. OSSE administers annual statewide assessments aligned to statewide standards for ELA, math and science to evaluate student performance. The [Assessment Participation and Performance Policy](#) has more details on assessments related to the use of data explained below.

The primary purpose of DC’s assessments is to provide high-quality, criterion-referenced assessments to measure students’ progress toward college and career readiness. 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.

Tables 6 and 7 below show the performance levels for the DC ELA/Math and DC Science assessments.

Table 6: 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 7: 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:

- **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.
- **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 schools only): 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 schools only)

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

Weighted Index Mathematics Metric Calculation (Alternative schools only)

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

Student Universe

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

Inclusions

1. Students must receive a valid score on a required assessment.
2. Students must be identified as a participant for purposes of calculating the statewide assessment participation rate. For more details on participation, see the [Assessment Participation and Performance Policy](#).

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 Full Academic Year (FAY) criteria are not included in the calculation.
3. Recently arrived English learner (RAEL) students with fewer than 12 months in US schools are included in participation results for Math and Science only (these are required) - but exempt from ELA; Lastly, RAEL students are excluded from any performance results, regardless of subject.

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 state assessment window.
 - b. **LEA:** Average number of instructional days between the official Enrollment Audit date and the first day of the state assessment window.
 - c. **State:** Average number of instructional days between the official Enrollment Audit date and the first day of the state assessment window.
 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 state assessment 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 first day of the state assessment window.
 - b. **LEA FAY:** Student was stage 5 enrolled within an LEA 85 percent of the applicable instructional days from the Enrollment Audit to the first day of the state assessment window.
 - 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 first day of the state assessment window.
 4. Non-public students are not considered FAY at the school-level but can meet FAY criteria at the LEA or state level.
 5. See the [Assessment Participation and Performance Policy](#) for more detail on FAY criteria.

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 eligible students who took OSSE’s statewide assessments for ELA, math and science.

Metric Details

Calculation

Participation Rate for Grade 3-8 DC ELA

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

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

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

Participation Rate for High School DC ELA

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

Participation for Grade High School DC Math and DC Science

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

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. Students must be identified as a participant for purposes of calculating the statewide assessment participation rate. For more details on participation, see the [Assessment Participation and Performance Policy](#).

Exclusions

1. Recently arrived English learners 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. Adult students are included in denominator if they are taking a high school course that has a required statewide assessment and are on path to get a high school diploma or IEP certificate.
2. See Assessment Performance metrics for description of FAY.
3. Non-public students can not be FAY at the school-level, but can be FAY at the LEA- or state level.
4. See the for more detail on FAY.

Data Sources

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

Student Growth

The Student Growth metrics measure student performance growth on statewide assessments from year to year. The metrics compare math and ELA assessment data from the accountability year and the previous school year. Student growth metrics require at least two years of data for each student.

Median Growth Percentile (MGP)

Median Growth Percentile (MGP) measures a school's median student growth in comparison to other schools. 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. 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.

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. Students who are in the achievement universe for two consecutive years.

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 Grade 4 math to Grade 6 math, 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 OSSE's 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 ELA and math.

This metric uses two years of scores on the ELA and math assessments: current assessment year scores and previous year scores. A student’s prior year scale score determines the student’s growth floor and target. (See Table 8) 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 8: 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

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

Student Universe

Students in grades 3-8 who take the ELA or Math assessments 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; 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 MGP, as students who have non-traditional testing progressions are included in Growth to Proficiency metric but may not be included in MGP metrics as their SGP cannot be determined.

2. The High School Growth to Proficiency metric has identical business rules to the Growth to Proficiency metric for grades 3–8. However, the student universe and testing progressions are specific to high school.
- 3.

Data Sources

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

Student Mobility

the Student Mobility metric measures the percent of students entering and exiting school from October through June for the most recent school year. The metric is aggregated by state, LEA and school levels for all students.

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

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

Student Universe

All students stage 5 enrolled at any point during the school year on or after Oct. 7, 2024, with the following inclusions and exclusions:

Inclusions

1. All students who exit a school after Oct. 7, 2024 are included in the calculation of exits regardless of their exit destination.
2. All students who enter a school after Oct. 7, 2024 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.

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.

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.

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, each enrollment instance will count towards the total count of entries and exits.
 - 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 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

Teachers & School Leaders

The DC School Report Card reports the overall count and percent of teachers by experience, certification, retention, and in-field status aggregated by state, LEA, and school levels. 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 9: 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 Oct. 7 of the accountability school year; categories are 0–1 years, 2–5 years, 6–10 years, and more than 10 years	$\frac{\text{Total number of teachers in each category}}{\text{Total number of teachers in the school}}$	SEA, LEA, School, High & Low poverty schools at the LEA & SEA level
School Leaders by Years of Experience	Total number of school leaders in each category of teaching experience completed as of Oct. 7 of the accountability school year; categories are 0–1 years, 2–5 years, 6–10 years, and more than 10 years	$\frac{\text{Total number of school leaders in each category}}{\text{Total number of school leaders in the school}}$	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 an initial or standard	$\frac{\text{Total number of certified teachers}}{\text{Total number of teachers in the school}}$	SEA, LEA, School, High & Low poverty

	teaching credential in any field or subject as of Oct. 7 of the accountability school year		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 Oct. 7 of the accountability school year. In-field is defined as having a major, certification, or an “effective” teacher evaluation 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.	$\frac{\textit{Total number of infield teachers}}{\textit{Total number of teachers in the school}}$	SEA, LEA, School, High & Low poverty schools at the LEA & SEA level, for DCPS only
Teacher Race/Ethnicity	Total number of teachers in each racial/ethnic category as of Oct. 7 of the accountability school year; categories are Asian, Black/African	$\frac{\textit{Total number of teachers in each category}}{\textit{Total number of teachers in the school}}$	SEA, LEA, School, High & Low poverty schools at the

	American, Hawaiian/Pacific Islander, Hispanic/Latino (of any race), Race/Ethnicity Other/Unknown, Two or More Races, White/Caucasian		LEA & SEA level
Teacher Gender	Total number of teachers in each gender category as of Oct. 7 of the accountability school year; categories are Female, Male, Gender Other/Unknown	$\frac{\text{Total number of teachers in each category}}{\text{Total number of teachers in the school}}$	SEA, LEA, School, High & Low poverty schools at the LEA & SEA level
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 Oct. 7 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 Oct. 7 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 Oct. 7 of the accountability school year.	$\frac{\text{Total number of teachers who had an FTE of 0.5 or greater in the prior school year that returned to a different role type at the same school or a different school in the accountability school year}}{\text{Total number of teachers in the school who had an FTE of 0.5 or greater in the prior school year}}$	SEA level

Data Caveats

1. Determinations of who is considered a teacher is based on the LEA’s classification of the individual 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 and In-Field rates are only reported for DCPS schools, not public charter schools.

Data Sources

1. Faculty and Staff Data Collection

School Accountability

The School Accountability score measures performance of schools relative to all schools in the District using accountability metrics in frameworks aligned to school grade levels. The performance measure is called the School Accountability Score. The DC School Report Card reports a multitude of data, but only a subset of those metrics are used to calculate the accountability score (detailed below). Each of the accountability 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.

OSSE is committed to strengthening the supports and accountability mechanisms for schools with the lowest scores and has developed a new vision for school improvement, [Accelerate DC](#). This vision incorporates all requirements under ESSA and goes even further to tailor supports based on schools’ needs. The metrics used to calculate the accountability score are listed Table 10 and Table 11 below.

Table 10: All Accountability Metrics by Framework

Accountability Framework Metric	Elementary School (without Pre-K) Framework	Elementary School (with Pre-K) Framework Points	Middle School Framework Points	High School Framework Points
Meeting or Exceeding Expectations-ELA	10	10	10	7.5
Meeting or Exceeding Expectations-Math	10	10	10	7.5
Approaching, Meeting or Exceeding Expectations-ELA	5	5	5	5
Approaching, Meeting or Exceeding Expectations-Math	5	5	5	5
Median Growth Percentile-ELA	12.5	12.5	12.5	N/A
Median Growth Percentile-Math	12.5	12.5	12.5	N/A
Growth to Proficiency-ELA	12.5	12.5	12.5	6.25
Growth to Proficiency-Math	12.5	12.5	12.5	6.25
Chronic Absenteeism	5	4	5	7.5
Attendance Growth	5	4	5	7.5
Re-Enrollment	5	3	5	5
CLASS-Instructional Support (Pre-K only)	N/A	1	N/A	N/A
CLASS-Emotional Support (Pre-K only)	N/A	1	N/A	N/A
CLASS-Class Organization (Pre-K only)	N/A	1	N/A	N/A
Chronic Absenteeism in Pre-K	N/A	1	N/A	N/A
Advanced Coursework Participation	N/A	N/A	N/A	7.5
Advanced Coursework 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

Table 11: Alternative Accountability Metrics by Framework

Alternative Accountability Framework Metric	Elementary/ Middle	K-12/6-12	High School
ELA Weighted Index	5	5	9
Math Weighed Index	5	5	9
Meeting or Exceeding Expectations - ELA	2	2	3
Meeting or Exceeding Expectations - Math	2	2	3
Median Growth Percentile – ELA	20	15	N/A
Median Growth Percentile-Math	20	15	N/A
ACCESS Growth	8	6	9
Five-Year ACGR	N/A	15	20
Chronic Absenteeism	8	4	7
Attendance Growth	8	4	6
Academic Persistence	9	11	13
Completion: Either Secondary or 8 th – 9 th Transition	13	16	21

Frameworks

The accountability system has five different frameworks.

- Elementary School (with pre-K) (*pre-K through grade 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 (either schools serving both elementary and middle grades or schools serving both middle and high schools), OSSE calculates an overall rating based on the percent 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 more detail, see the calculation below. .

Special education schools such as St. Colletta’s PCS or River Terrace Educational Campus are not assigned a framework as these schools do not receive accountability scores. The students who attend special education schools are included in school-, LEA- and state-level reporting that is not disaggregated by framework.

Multiple Framework Details

Calculation

For a school serving multiple frameworks OSSE calculates the framework weights for the students served with the following steps:

1. For each metric, calculate the metric weights.

$$\text{Sum}(\text{student group size eligible for the metric}) \times \text{metric points possible}$$

2. For each sub-framework, calculate the sub-framework weights.

$$\text{Sum}(\text{metric weights})$$

3. Calculate the total sub-framework weights.

$$\text{Subframework A weight} + \text{Subframework B weight}$$

4. Calculate the proportional framework weight.

$$\frac{\text{Subframework weight A or B}}{\text{Total of subframework weights}}$$

5. Multiply the framework score with the framework weights, respectively.

Sub-framework A weighted score =

$$\text{Subframework A score} \times \text{Subframework A weight}$$

Sub-framework B weighted score =

$$\text{Subframework B score} \times \text{subframework B weight}$$

6. Sum the weighted framework scores to get the accountability score for the school.

School accountability score

$$= \text{subframework A weighted score} + \text{subframework B weighted score}$$

Student Group Weights

The accountability system 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 student group metric scores, they are aggregated based on the weights listed in Table 12 below to come up with a single metric score used in the accountability score calculation.

Table 12: 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%

Student Group Weights Details

Caveats

1. 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.”
2. 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 school 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.
3. Race/Ethnicity will include the following race/ethnicity groups:
 - a. American Indian/Alaska Native
 - b. Asian
 - c. Black or African American
 - d. Hispanic or Latino
 - e. Native Hawaiian or Other Pacific Islander
 - f. White
 - g. Two or more races.
4. Race/ethnicity groups with fewer than ten students will be excluded from the calculation. The 15% race/ethnicity weights will be divided based on how many race/ethnicity groups are counted toward the accountability score.

An example of a race and ethnicity group exclusion is shown in Table 13 below.

Table 13: Example of a Breakdown by Race/Ethnicity

Group	Number of Students	GTP Score Eligible	Group Weight	GPT Weight
White	60	Yes	15%/4 groups = 7.5%	12.5% ELA and 12.5% Math
Black/African American	25	Yes	15%/4 groups = 7.5%	12.5% ELA and 12.5% Math
Hispanic/Latino	20	Yes	15%/4 groups = 7.5%	12.5% ELA and 12.5% Math
Asian	12	Yes	15%/4 groups = 7.5%	12.5% ELA and 12.5% Math
Native Hawaiian or Other Pacific Islander	2	No (<10)	N/A	N/A

Floors and Targets

For accountability calculations, OSSE measures the 10th and 90th percentiles for the metrics listed in Tables 4 and 5 above. The floor is the score that a school needs to achieve to receive points, and the target is the score that a school needs to receive all available points for that metric. Schools that fall between the floor and the target scores receive a proportion of the available points for the metric; the closer to the target,

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

OSSE reset floors and targets to be used for all metrics in 2023 using the data from the 2022–23 school year. In 2025 the Alternative Accountability Framework metric floors and targets were also set using data from the 2022-23 school year for consistency.

Accountability Scores

OSSE calculates the accountability 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 an accountability score (so a pre-K only school will not receive an accountability score). For more information on how OSSE calculates Accountability Scores, please refer to our [blog post on the topic](#).

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 12⁶ 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](#).

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.

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:

⁶ 34 C.F.R. § 200.19(b)(1)(ii)

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.

Economically Disadvantaged

In the District of Columbia, Economically Disadvantaged is defined as a student who possesses one of the following characteristics between July 1 and June 30 of the school year: eligibility for Temporary Assistance for Needy Families (TANF), eligibility for Supplemental Nutrition Assistance Program (SNAP), identification as homeless by the student's school or other community partners, or under the care of the Child and Family Services Agency (CFSA, also known as foster care). (Please note: this definition is replacing the "At Risk" student group, which included high school students who are overage.)

Eligible to Re-Enroll

Students enrolled in a non-terminal grade in the year preceding the accountability year. Enrollment 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 OSSE's [Initial Teacher Credential page](#).

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).

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 (when a student is removed for less than 0.5 day) 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 One-Year Provisional Teacher Credential 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). Any student subject to a school-related arrest is also included in the count of students with a referral to law enforcement.

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.

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 [SY2024-25 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 2024-25 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. 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 2024-25 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 2024-25 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 2024-25 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.

Panorama Education

OSSE partnered with Panorama Education to develop and administer the DC Survey About Your School (DC SAYS); the data from these surveys is housed in the Panorama Education platform, which LEAs have access to.

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.

[Please see 2023-24 Data Validation Policy for more information.](#)

Appendix C: 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 D: Updates to the Technical Guide

September 2025 Version

- Updated and clarified the business rules for the denominators in the DC SAYS metrics.
- Clarified business rules around terminal grades for the 8th to 9th Grade Transition metric.
- Updated and clarified the exclusions for the 8th to 9th Grade Transition metric.