






OUR PROPOSED ACCOUNTABILITY SYSTEM IN DEPTH

The proposed accountability system has different frameworks based on grades served. There are Elementary (ES), Middle (MS), and High School (HS) frameworks, listed in the chart below by domain and points per framework (points listed under each metric with ES first, ES with Pre-K in parentheses, MS second, and HS last). Schools identified as Alternative Schools are measured by a separate framework with unique metrics.

For schools that serve pre-K in addition to elementary grades, some points are redistributed in the School Quality and Student Success domain to provide for pre-K specific metrics. The key below explains how many points are assigned per metric in this proposed framework.

 <h2>ACADEMIC ACHIEVEMENT</h2> <p>Meeting or Exceeding Expectations Students meeting or exceeding expectations (scoring at level 4 and higher) in English Language Arts (ELA) and math. 20 20 15</p>	 <h2>SCHOOL QUALITY & STUDENT SUCCESS</h2> <p>Chronic Absenteeism Percentage of students who are absent more than 10% of their enrolled school days. 5(4) 5 7.5</p> <p>Attendance Growth Improvement in student level attendance rates from year to year. 5(4) 5 7.5</p> <p>Re-Enrollment Percentage of eligible student who choose to re-enroll in the same school the following year 5(3) 5 5</p> <p>CLASS (Classroom Organization, Emotional Support, Instructional Support) Observational measure of the effectiveness of classroom interactions to promote student development and learning in Pre-K N/A (3) N/A NA</p> <p>Chronic Absenteeism in Pre-K Percentage of Pre-K students who miss more than 10% of their enrolled school days. N/A (1) N/A N/A</p> <p>AP, IB and Dual Enrollment Percentage of high school students taking at least one AP exam, IB exam or dual enrollment course by the end of their senior year. N/A N/A 7.5</p> <p>AP/IB Performance Percentage of students each year who receive a 3 or above on AP and/or a 4 or above on IB exams. N/A N/A 5</p> <p>SAT College Ready Benchmark Students who are approaching expectations in ELA and Math on the state assessments determined College and Career Readiness score N/A N/A 5</p>	 <h2>ENGLISH LANGUAGE PROFICIENCY</h2> <p>ACCESS Growth Progress of English learners in learning to speak, listen, read and write in the English language 5 5 5</p>
 <h2>ACADEMIC PROGRESS</h2> <p>Median Growth Percentile Median Academic Growth of the school's students compared to other students who took the ELA and math test across the country 25 25 12.5</p> <p>Growth to Proficiency Percentage of students at the school who are showing enough improvement on PARCC to reach proficiency within 5 years or less 25 25 N/A</p> <p>Approaching Expectations Students who are approaching expectations in ELA and Math on the state assessments 10 10 10</p> <p><small>* For high schools: Growth is counted as Achievement and Approaching Expectations is counted as SQSS</small></p>		 <h2>GRADUATION RATE</h2> <p>Four-year Adjusted Cohort Graduation Rate (ACGR) Percentage of students who graduate with a diploma within 4 years of entering high school N/A N/A 11</p> <p>Five-year Adjusted Cohort Graduation Rate (ACGR) Percentage of students who graduate with a diploma within 5 years of entering high school N/A N/A 9</p>

KEY: ES (ES with Pre-K) | MS | HS

Student Group Weights by Grade Band

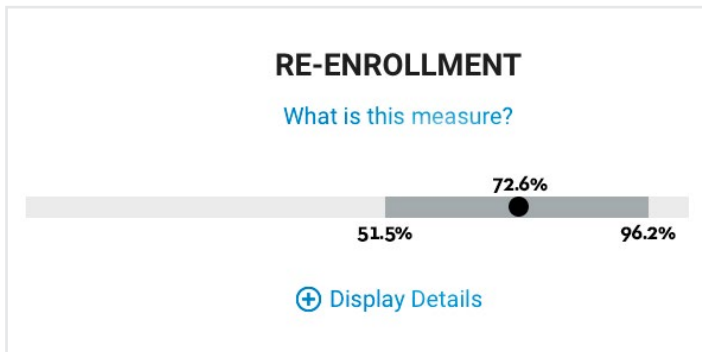
In the development of the accountability system, OSSE recognized the importance of measuring multiple areas of school performance. The accountability system weights areas differently based on the grades served by the school (see below).

	ACADEMIC ACHIEVEMENT	ACADEMIC PROGRESS	SCHOOL QUALITY & STUDENT SUCCESS	ENGLISH LANGUAGE PROFICIENCY	GRADUATION RATES
Elementary/Middle	20 pts	60 pts	15 pts	5 pts	N/A
High	27.5 pts	N/A	37.5 pts	5 pts	20 pts

HOW ACCOUNTABILITY SCORES WILL BE CALCULATED

CALCULATING THE OVERALL ACCOUNTABILITY SCORE

ESSA requires every state and the District of Columbia to publish statewide accountability results annually. DC’s ESSA State Plan has been recognized because of its focus on the performance of individual student groups, which is important to ensure equity in our schools. The accountability system separately measures performance for each student group on every metric and adds them together to calculate the metric points earned. Metric points are then added together in the overall accountability calculation. Families, educators and school leaders will be able to see which schools are doing a great job supporting specific student populations and where schools have room for improvement. We hope that reporting this information will prompt inquiry into best practices and collaboration across the District.

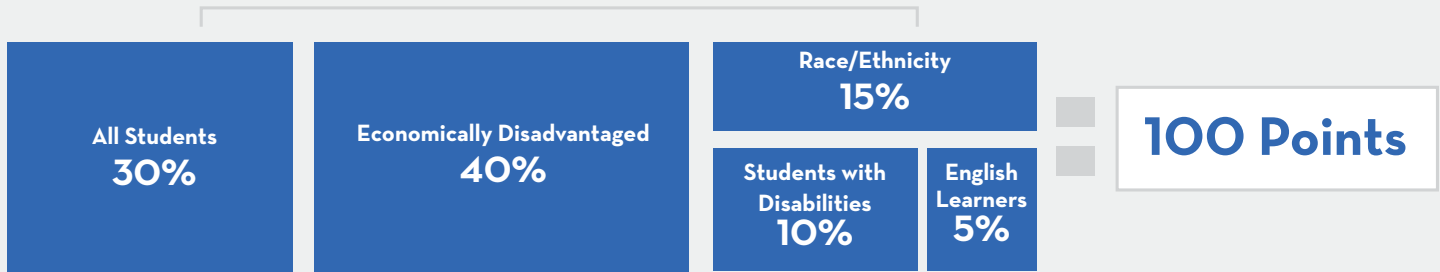


METRIC FLOORS AND TARGETS

Each metric measures the school’s performance in that area for all students and by each student group. Every metric has a target, for which schools earn all possible points, and a floor, below which no points are earned. Every metric has a floor and target unique for each student group and grade level; metric points are awarded based on the performance relative to that student group’s metric floor and target. The scores for all students and each student group are used to calculate the school’s metric points earned and used in the overall calculation.

Example: XYZ Middle School

Metrics from:



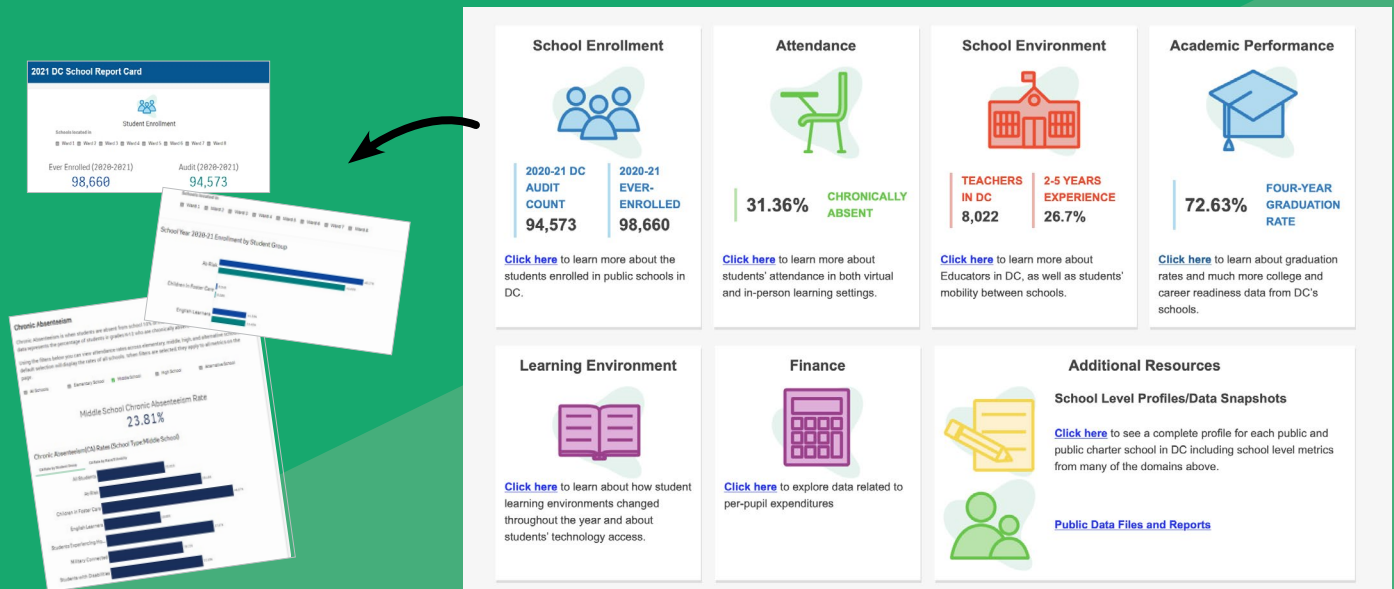
PLEASE SHARE YOUR FEEDBACK!

If you have feedback on this proposed school accountability system, please submit a public comment to dcschoolreportcard@dc.gov until **July 8**. We will consider all feedback and share all comments with the public on our website.

Curious about how this information will be presented on the DC School Report Card?

COMING UP: COMMUNITY FEEDBACK ON THE DC SCHOOL REPORT CARD DISPLAY

Once the school accountability system is approved by the State Board of Education (SBOE) and the US Department of Education (USED), OSSE will begin engaging with the community about the design of the home of the new system- the DC School Report Card. Our current design is displayed below.



We have a number of design considerations on the table for these discussions. For example, what information should we place at the top of each school's page? What information is most useful for families? How should we publish our school accountability data?

If you would like to be invited to one of these upcoming community meetings, please provide your name and contact information using this [form](#). We look forward to hearing from you!

WE LOOK FOWARD TO HEARING FROM YOU!

DC School Report Card | dcschoolreportcard@dc.gov