



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

2015 Equity Report Business Rules (Using SY2014-15 Data)

Last updated: November 19, 2015

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Overview

The Equity Reports are a joint effort of the Office of the State Superintendent of Education (OSSE), District of Columbia Public Schools (DCPS), Public Charter School Board (PCSB), and the Office of the Deputy Mayor for Education (DME) to measure and improve educational equity across all entities.

This document is the final, authoritative record of the metrics included in the 2015 Equity Reports for individual schools and the citywide profile (housed on www.learndc.org) and how they were calculated. The following characteristics are described for each metric using SY2014-15 data:

School-level Reports

- **Metric Name & Data Elements:** The label of each data point included for a given school.
- **Collection & Validation:** The collection and validation methods used and source files for the raw data.
- **Analysis:** The process for calculating a metric for a given school.

- Universe: The population of students to be included in a metric's calculation.
- School Attribution: The rule by which student records are associated with a school for calculation, if applicable.
- Subgroup Attribution: The rule by which student records are associated with a subgroup for calculation, if applicable.
- Minimum N: The minimum number of students required in a metric calculation for the metric to be displayed in a school's Equity Report.
- DC Average: The rule by which a statewide average is calculated for a metric, if applicable. Determined by the grade band of the comparison school for all metrics but achievement and growth metrics.
- Reporting and decimal places: The values and school years for which metric values will be calculated and reported. All metrics except long-term suspensions and expulsions shall be reported to one decimal place. Long-term suspensions and expulsions shall be two or three decimal places to be determined after running the data.

Section 1: Student Characteristics

Metric Name & Data Elements	Demographic Attribution	Analysis	Reporting
Demographics: Percent of enrolled students by race/ethnicity, gender	<p>Step 1 from the shared demographic file (see Appendix B for business rules of compiling shared file). See separate shared demographic hierarchy for full details</p> <p>Audited demographic information from certified audit file: gender, race/ethnicity. The audited demographics are applied to students even when they switch schools.</p>	<ol style="list-style-type: none"> Count the total number of students in each of the reporting categories (7 race/ethnicity categories; 2 gender categories). Divide each count by the total number of audited students. <p>-----</p> <p><i>*Universe: All students in the October 6, 2014, audited enrollment file.</i></p> <p><i>*School Attribution: As determined by the October 6, 2014, audited enrollment file.</i></p> <p><i>*No minimum N applied.</i></p>	<p><u>Race/Ethnicity</u></p> <p>Black non-Hispanic</p> <p>White non-Hispanic</p> <p>Hispanic/Latino</p> <p>Asian</p> <p>Pacific/Hawaiian</p> <p>Native American/Alaskan</p> <p>Multiracial</p> <p><u>Gender</u></p> <p>Female</p> <p>Male</p>
Need: Percent of enrolled students by Economic Disadvantage	<p>Step 1 from the shared demographic file (see Appendix B for business rules of compiling shared file).</p> <p>Audited demographic</p>	<ol style="list-style-type: none"> Count the number of students receiving free or reduced price lunch, CEP, CEO, or direct certified. Divide count by the total number of audited students. <p>-----</p> <p><i>*Universe: All students except adult and alternative students in the October 6, 2014,</i></p>	

	information from certified audit file. The audited demographics are applied to students even when they switch schools.	<i>audited enrollment file.</i> <i>*School Attribution: As determined by the October 6, 2014, audited enrollment file.</i> <i>*Economically disadvantaged will not be shown for adult and alternative schools because they do not qualify for FARM or CEP/CEO.</i> <i>*No minimum N applied.</i>	
Need: Percent of students enrolled by Special Education (SPED) status	<p>Step 2 in the shared demographic file (see Appendix B for business rules of compiling shared file).</p> <p>End of year SPED file to identify students who were identified as SPED at any time throughout the school year. The “most extreme value—SPED level” is assigned to students. This is a cumulative addition and does not remove any SPED statuses.</p>	<p>% Special Education</p> <ol style="list-style-type: none"> 1. Divide the number of audited students identified with Special Education status at any time throughout the year divided by the total number of students enrolled at the time of the audit. <p>% Special Education by Level</p> <ol style="list-style-type: none"> 1. Divide the number of audited students at each level by the total number of Special Education students. Students’ highest level of SPED at any time throughout the year will be used. <p>-----</p> <p><i>*Universe: Students up to age 22 in the audited enrollment file. The age restriction is being implemented because of federal age requirements.</i></p> <p><i>Numerator: Total number of audited Special Education students including statuses assigned from EOY file</i></p>	<p>% of Special Education students</p> <p>% of Special Education students by SPED level (levels 1-4)</p>

		<p><i>Denominator: Total number of students from audited enrollment file.</i></p> <p><i>*School Attribution: As determined by the audited enrollment file</i></p> <p><i>*No minimum N applied for SPED level percentages.</i></p>	
Need: Percent of students enrolled by English Language Learner (ELL) status	ELL status as of October 6, 2014, audited enrollment file.	<p>1. Divide the number of ELL students by the total number of students enrolled.</p> <p>-----</p> <p><i>*Universe: Students ages 3 through 21 (as of the LEA enrollment cutoff date) from the October 6, 2014 audited enrollment file. The age restriction is being implemented because of federal age requirements.</i></p> <p><i>*School Attribution: As determined by the October 6, 2014, audited enrollment file.</i></p> <p><i>*No minimum N applied.</i></p>	% of students with ELL status
Grade: Total student enrollment by grade	October 6, 2014, audited enrollment file.	<p>1. Count the total number of students enrolled in each grade per the audit grade.</p> <p>-----</p> <p><i>*Universe: All students in the October 6, 2014, audited enrollment file.</i></p> <p><i>*School Attribution: As determined by the October 6, 2014, audited enrollment file.</i></p>	Enrollment in SY 2014-2015 by grade

		<i>*No minimum N applied.</i>	
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See Appendix B for business rules of compiling the shared demographic file.
See Appendix E for the universe of students for the Briya PCS report.

Section 2: Student Movement (Mid-Year Entry and Withdrawal) (MYEW)

Metric Name & Data Elements	Source Files and Record Attributions	Analysis	Reporting
Percent of students entering and exiting a school by month (October 2014 through June 2015)	<p>Collection:</p> <p>A combination of:</p> <ul style="list-style-type: none"> • Transactional file representing daily enrollment/withdrawal data sent to SLED (for PCS data) • Supplemental transactional enrollment file from DCPS (for DCPS data) <p>Validation:</p> <p>A combination of:</p> <ul style="list-style-type: none"> • Student-by-day attendance data from DCPS and PCSB • Enrollment dates from the collection files • October 6, 2014, audited enrollment file. 	<ol style="list-style-type: none"> 1. Union the PCS data from the transactional SLED file and the DCPS transactional enrollment file. 2. Identify the USIs of any students enrolling into or withdrawing from a nonpublic school at any point in the school year. Remove all enrollment records corresponding to these USIs. 3. Identify each student's school of enrollment on the first day of each month. Use the October 6, 2014 enrollment audit to assign the school of enrollment for October and then the 1st day of each month from November 2014 through June 2015. 4. Resolve cases of conflicting schools of enrollment using the duplicate resolution process described in the Appendix D. 5. Count students entering and/or exiting a school each month by comparing monthly school codes. (Assign an entry to School A in November if a student is enrolled in School A on December 1st and not on November 1st. Assign a withdrawal to School A in November if a student is enrolled in School A on November 1st and not on December 1st. Exceptions and "replacement" rules are 	The audited gross and net student inflow and outflow to and from this school, by month, as a proportion of the school's total enrollment at the time of enrollment audit.

		<p>outlined in Table 2.1 below.)</p> <p>6. Nullify entries and exits to and from adult programs listed in Appendix A.</p> <p>7. Sum the number of entries/exits by school by month and by school by month, cumulatively.</p> <p>8. Divide the total cumulative monthly entry/exit by the school enrollment based on the October 6, 2014 audited enrollment file.</p> <p>-----</p> <p><i>*Universe: All students identified in the entry/exit files less those enrolled in any nonpublic school codes at any point in the year (i.e., in any of the enrollment data files used in the analysis above).</i></p> <p><i>* No stage 4 enrollments (entry code 1800) will be considered. A stage 4 enrollment represents a pre-enrollment (meaning the student has not shown up to receive services from the school yet).</i></p> <p><i>*State average for metric by grade band (example in Appendix C). Grade band averages will include only those students who have a grade designation of Pre-K 3-12 and alternative schools, and will exclude adult students listed in the schools from Table 2.2.</i></p> <p><i>*Adult education schools and adult students are excluded from this metric. (Meaning that rates are not calculated for the specified adult schools.) See table 2.2 for the list of excluded schools.</i></p> <p><i>*Briya PCS's MYEW metric will</i></p>	
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		<i>include only Pre-K 3 and Pre-K 4 students – their adult students will be excluded.</i>	
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Table 2.1 – Student Movement Scenarios

Scenario	Reporting
Student included in October 6, 2014, audited enrollment file and withdraws.	Counted as 1 withdraw
Student included in October 6, 2014, audited enrollment file and withdraws then re-enrolls in the same school in which he/she was previously enrolled.	Not withdraw or admit
Student included in October 6, 2014, audited enrollment file and withdraws then re-enrolls then withdraws.	Counted as 1 withdraw
Student NOT included in October 6, 2014, audited enrollment file and enrolls.	Counted as 1 enroll
Student NOT included in October 6, 2014, audited enrollment file and enrolls then withdraws.	Counted as 1 enroll and 1 withdraw
Student NOT included in October 6, 2014, audited enrollment file and enrolls then withdraws then enrolls.	Counted as 1 enroll

See Appendix E for the universe of students for the Briya PCS report.

Table 2.2 -- Schools EXCLUDED from MYEW

Schools without from MYE/MYW metric SY14-15 Equity Reports		
School Code	School Name	Notes
233	Academy of Hope Adult PCS	Adult program
462	Ballou STAY	Adult program
1119	Carlos Rosario International PCS Harvard Street Campus	Adult program
216	Community College Preparatory Academy PCS	Adult program
137	Maya Angelou PCS-Young Adult Learning Center	Adult program
456	Roosevelt STAY at MacFarland	Adult program
126	Briya	Exclude the adult students' movement in the school's metric
104	Latin American Youth Center Career Academy	using the PCSB adult classification
168	The Next Step/El Próximo Paso PCS	using the PCSB adult classification
128	Youthbuild PCS	using the PCSB adult classification

Citywide report	Source file
	All schools including adult and alternative schools. Excludes nonpublic schools.

Section 3: Attendance

Metric Name & Data Elements	Source Files and Record Attributions	Analysis	Reporting
In-seat attendance (ISA) rate, overall and by subgroup	<p>Collection: Validated student-level attendance files submitted to DCPS/PCSB. The resulting file, in which ISA is calculated, is shared with OSSE.</p> <p>Validation: Full end of year file for SY14-15</p> <p><i>*PCSB will provide OSSE with end-of-year SY14-15 ISA student level file. Equity Report aggregates will match PCSB's validated rates.</i></p> <p><i>*DCPS will provide OSSE with end-of-year ISA student-level data.</i></p>	<p>PCSB data</p> <ol style="list-style-type: none"> 1. Total each student's days present, not counting partial days. 2. Total each student's total membership days. 3. Divide each student's attendance days by his/her membership days 4. Sum of all present days divided by all membership days. <p>DCPS data</p> <ol style="list-style-type: none"> 5. DCPS will provide two numbers for each student – in-seat absences and membership days 6. To calculate ISA for DCPS or a specific DCPS school, subtract total in-seat absences from total membership days, then divide the resulting figure by total membership days. <p>Citywide rate</p> <ol style="list-style-type: none"> 7. To create citywide rate, use the total membership days minus total DCPS in-seat absences combined with PCSB's total count of days present, and divide by total membership days. <p>-----</p>	<p>All DC students enrolled, as determined by the ISA files, in the grades served by the school's SY 2014-2015 grade configuration, as determined by the October 6, 2014, audited enrollment file.</p> <p>Student grade levels and other demographic information should be used from the shared demographic file.</p> <p>If demographics are missing from the shared demographic file then the students' ISA data should be included in the school level metric, but excluded from subgroup analysis and citywide comparisons.</p> <p>-----</p>

		<p><i>*Universe: All students of any age or grade enrolled for any number of membership days</i></p> <p><i>*School Attribution: As determined by the school of enrollment on the date of attendance or absence</i></p> <p><i>*Minimum N: Subgroups of N<10 suppressed.</i></p> <p><i>*State average for student characteristics by grade band (example in Appendix C). Grade level is determined by the ISA data files, except that all alternative and adult program students will be reverted to ungraded. Grade bands exclude adult and alternative program students.</i></p> <p><i>*Briya's ISA metric will include all students – Pre-K 3 and Pre-K 4 students and adult students altogether.</i></p> <p><i>Subgroup information from the shared demographic file, hierarchy 1-4. If a student has attendance data but is missing demographic information, the students will be included in a school's overall ISA statistic but would be dropped from the subgroup analysis and citywide comparisons because their demographics are missing.</i></p> <p><i>*The definition of full-day was updated in SY 2013-2014 to 80% full-day rather than 60% full day. ISA rates calculated prior to SY 2013-2014 cannot be directly compared to SY 2013-2014 figures.</i></p>	<p>By subgroup</p> <p><u>Race/Ethnicity</u></p> <ul style="list-style-type: none"> ● Black non-Hispanic ● White non-Hispanic ● Hispanic/Latino ● Asian ● Pacific/Hawaiian ● Native American/Alaskan ● Multiracial <p><u>Special Education (SPED) status</u></p> <p><u>English Language Learner (ELL) status</u></p> <p><u>Gender</u></p> <ul style="list-style-type: none"> ● Female ● Male <p><u>Economically Disadvantaged</u></p>
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See Appendix E for the universe of students for the Briya PCS report.

Citywide report	Source file
	All schools with attendance data including adult and alternative schools. Excludes nonpublic schools.

Section 4: Discipline

Metric Name & Data Elements	Source Files and Record Attributions	Analysis	Reporting
All suspensions: Percent of students suspended out-of-school for 1 or more full days, overall and by subgroup	<p>Collection: Validated student-level discipline files submitted to DCPS/PCSB. The resulting file, in which the suspension counts are calculated, is shared with OSSE.</p> <p>Validation: October 6, 2014, audited enrollment file, where applicable.</p>	<ol style="list-style-type: none"> Count students who have been suspended out-of-school for 1 or more full days in a single suspension in a school and also counted in the school's audited enrollment. Divide the total number of students who have been suspended by the total number of students in the school as determined by the October 6, 2014, audited enrollment file. <p>-----</p> <p><i>*Universe: This metric divides two cross-sections of data. The universe for discipline data is any record meeting the inclusion rules above. The universe for the denominator is any student included in the October 6, 2014, audited enrollment file.</i></p> <p><i>*School Attribution: As determined by concurrence between the school of enrollment at the time of the disciplinary action and the October 6, 2014, audited enrollment file.</i></p> <p><i>This results in if a student is in the audit file, then suspended at a different school, the suspension will not count against either school.</i></p>	<p>% of students receiving out-of-school suspensions</p> <p>-----</p> <p>-----</p> <p>By subgroup from hierarchy 1 and 2 of the shared demographic file:</p> <p><u>Race/Ethnicity</u></p> <ul style="list-style-type: none"> Black non-Hispanic White non-Hispanic Hispanic/Latino Asian Pacific/Hawaiian Native American/Alaskan Multiracial <p><u>Special Education (SPED) status</u></p> <p><u>English Language Learner (ELL) status</u></p> <p><u>Gender</u></p> <ul style="list-style-type: none"> Female Male

		<p><i>If a student is suspended at both their audit school and a different school, it will only count against the audit school.</i></p> <p><i>If a student is not on the audit file, no suspensions will count against anyone.</i></p> <p><i>*Subgroup Attribution: As determined by the October 6, 2014, audited enrollment file, hierarchy 1 in shared demographic file (except in the case of special education students, where the subgroup is determined by the SY 2014-2015 hierarchy 2 (end of year special education file)).</i></p> <p><i>*Minimum N: Subgroups of N<10 suppressed.</i></p> <p><i>*State average for student characteristics by grade band (example in Appendix C). Subgroup information from hierarchy 1-2.</i></p>	<p><u>Economically Disadvantaged</u></p>
<p>Long-term suspensions: Percent of students who received one or more long-term suspensions (11+ full days) out-of-school, overall and by subgroup</p>	<p>Collection: Discipline data request files.</p> <p>Validation: October 6, 2014, audited enrollment file, where applicable.</p>	<ol style="list-style-type: none"> Count students who have been long-term suspended (11+ full days) in a single suspension in a school and also counted in the school's audited enrollment. Divide the total number of students suspended 11+ full days by the total number of students in the school as determined by the October 6, 2014 audited enrollment file. <p>-----</p>	<p>% of students receiving long-term out-of-school suspensions</p> <p>-----</p> <p>By subgroup from hierarchy 1 and 2 of the shared demographic file:</p> <p><u>Race/Ethnicity</u></p> <ul style="list-style-type: none"> Black non-Hispanic

		<p><i>*Universe: This metric divides two cross-sections of data. The universe for discipline data is any record meeting the inclusion rules above. The universe for the denominator is any student included in the October 6, 2014 audited enrollment file.</i></p> <p><i>*School Attribution: As determined by concurrence between the school of enrollment at the time of the disciplinary action and the October 6, 2014, audited enrollment file.</i></p> <p><i>This results in if a student is in the audit file then suspended at a different school, the suspension will not count against either school.</i></p> <p><i>If a student is suspended at both their audit school and a different school, it will only count against the audit school.</i></p> <p><i>If a student is not on the audit file, no suspensions will count against anyone.</i></p> <p><i>*Subgroup Attribution: As determined by the October 6, 2014, audited enrollment file (except in the case of special education students, where the subgroup is determined by the SY 2013-2014 Special Education Child Count file)</i></p> <p><i>*Minimum N: Subgroups of N<10 suppressed.</i></p>	<ul style="list-style-type: none"> • White non-Hispanic • Hispanic/Latino • Asian • Pacific/Hawaiian • Native American/Alaskan • Multiracial <p><u>Special Education (SPED) status</u></p> <p><u>English Language Learner (ELL) status</u></p> <p><u>Gender</u></p> <ul style="list-style-type: none"> • Female • Male <p><u>Economically Disadvantaged</u></p>
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		<i>*State average for student characteristics by grade band (example in Appendix C). Subgroup information from hierarchy 1-2.</i>	
Total number of suspensions, overall	Collection: Discipline data request files. Validation: October 6, 2014, audited enrollment file, where applicable.	1. Count the total number of out-of-school suspensions that occurred at this school throughout the year. ----- <i>*Universe: All suspensions that occurred at the <u>school</u> throughout the year (not just those included in the audit).</i> No citywide comparison metric.	The number of suspensions that occurred at that school throughout the year
Total number of expulsions, overall	Collection: Discipline data request files. Validation: October 6, 2014, audited enrollment file, where applicable.	1. Count the total number of students that were expelled by the school throughout the year. ----- <i>*Universe: All expulsions that occurred at the <u>school</u> throughout the year (not just those included in the audit).</i> No citywide comparison metric.	The number of students receiving expulsions at this school
Expulsion rate	Collection: Discipline data request files. Validation: October 6, 2014, audited enrollment file, where applicable.	1. Count the total number of students expelled and also counted in the school's audited enrollment. 2. Divide the total number of expelled students by the total number of students in the school as determined by the October 6, 2014, audited enrollment file. ----- <i>*School Attribution: As determined by concurrence between the school of enrollment at the time of the disciplinary</i>	% of students expelled

		<i>action and the October 7, 2014, audited enrollment file.</i> <i>*State average for student characteristics by grade band (example in Appendix C). Subgroup information from hierarchy 1-2.</i>	
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See Appendix E for the universe of students for the Briya PCS report.

Citywide report	Source file
	All schools with discipline data including adult and alternative schools. Excludes nonpublic schools.

Section 5: Student Achievement

OSSE is working through a separate process and document that includes the business rules for results from the Partnership for Assessment of Readiness for College and Careers (PARCC). These business rules will be added to this document when associated data are added in a subsequent release in early 2016.

Metric Name & Data Elements	Source Files and Record Attributions	Analysis	Reporting
TBD	TBD	TBD	TBD

Section 6: Student Growth

OSSE is working through a separate process and document that includes the business rules for Median Growth Percentile (MGP). These business rules will be added to this document when associated data are added in a subsequent release in early 2016.

Metric Name & Data Elements	Source Files and Record Attributions	Analysis	Reporting
TBD	TBD	TBD	TBD

Section 7: Graduation Rate

Business rules are from OSSE's [Adjusted Cohort Graduation Rate Policy](#).

Appendix A: Schools, 2014-2015

LEA code	LEA name	School Code	School Name	Equity report?	Adult/ Alternative program?	MYE/MYW ?
178	Academy of Hope Adult PCS	233	Academy of Hope Adult PCS	yes	Adult	No
1	DCPS	462	Ballou STAY High School	no	Adult	No
119	Briya PCS	126	Briya PCS	yes	partial Adult	No for adult students, see appendix E
162	Carlos Rosario International PCS	1119	Carlos Rosario International PCS	yes	Adult	No
176	Community College Preparatory Academy	216	Community College Preparatory Academy PCS	yes	Adult	No
133	Maya Angelou PCS	137	Maya Angelou PCS – Young Adult Learning Center	yes	Adult	No
1	DCPS	456	Roosevelt STAY at MacFarland	no	Adult	No
1	DCPS	947	C.H.O.I.C.E. Academy at Emery	no	Alternative	Yes
1	DCPS	480	Incarcerated Youth Program, Correctional Detention Facility (IYP)	no	Alternative	Yes
172	LAYC Career Academy	104	LAYC Career Academy PCS	yes	Alternative	No

1	DCPS	884	Luke Moore Alternative High School	yes	Alternative	Yes
133	Maya Angelou PCS	101	Maya Angelou PCS – High School	yes	Alternative	Yes
145	The Next Step/El Próximo Paso PCS	168	The Next Step/El Próximo Paso PCS	yes	Alternative	No
1	DCPS	474	Washington Metropolitan HS (formerly YEA)	yes	Alternative	Yes
1	DCPS	861	Youth Services Center	no	Alternative	Yes
131	YouthBuild PCS	128	YouthBuild PCS	yes	Alternative	No
155	Achievement Preparatory Academy PCS	217	Achievement Preparatory Academy PCS – Elementary	yes		Yes
155	Achievement Preparatory Academy PCS	1100	Achievement Preparatory Academy PCS – Middle	yes		Yes
1	DCPS	202	Aiton ES	yes		Yes
1	DCPS	203	Amidon-Bowen ES	yes		Yes
1	DCPS	450	Anacostia HS	yes		Yes
103	AppleTree Early Learning PCS	140	AppleTree Early Learning PCS – Columbia Heights	yes		Yes
103	AppleTree Early Learning PCS	3073	AppleTree Early Learning PCS – Lincoln Park	yes		Yes
103	AppleTree Early Learning PCS	1137	AppleTree Early Learning PCS – Oklahoma Ave	yes		Yes

103	AppleTree Early Learning PCS	3072	AppleTree Early Learning PCS – Southeast	yes		Yes
103	AppleTree Early Learning PCS	141	AppleTree Early Learning PCS – Southwest	yes		Yes
1	DCPS	452	Ballou HS	yes		Yes
1	DCPS	204	Bancroft ES	yes		Yes
1	DCPS	205	Barnard ES	yes		Yes
168	BASIS DC PCS	3068	BASIS DC PCS	yes		Yes
1	DCPS	206	Beers ES	yes		Yes
1	DCPS	402	Benjamin Banneker HS	yes		Yes
1	DCPS	212	Brent ES	yes		Yes
107	Bridges PCS	142	Bridges PCS	yes		Yes
1	DCPS	213	Brightwood EC	yes		Yes
1	DCPS	346	Brookland EC @ Bunker Hill	yes		Yes
1	DCPS	404	Browne EC	yes		Yes
1	DCPS	296	Bruce-Monroe ES @ Park View	yes		Yes
1	DCPS	220	Burroughs EC	yes		Yes
1	DCPS	221	Burrville ES	yes		Yes
1	DCPS	247	C.W. Harris ES	yes		Yes
108	Capital City PCS	1207	Capital City PCS – High School	yes		Yes
108	Capital City PCS	184	Capital City PCS – Lower School	yes		Yes
108	Capital City PCS	182	Capital City PCS – Middle School	yes		Yes

1	DCPS	360	Capitol Hill Montessori School @ Logan	yes		Yes
1	DCPS	454	Cardozo EC	yes		Yes
123	Cedar Tree Academy PCS	188	Cedar Tree Academy PCS	yes		Yes
156	Center City PCS	1103	Center City PCS – Brightwood	yes		Yes
156	Center City PCS	1104	Center City PCS – Capitol Hill	yes		Yes
156	Center City PCS	1105	Center City PCS – Congress Heights	yes		Yes
156	Center City PCS	1106	Center City PCS – Petworth	yes		Yes
156	Center City PCS	1107	Center City PCS – Shaw	yes		Yes
156	Center City PCS	1108	Center City PCS – Trinidad	yes		Yes
109	César Chávez PCS for Public Policy	153	César Chávez PCS for Public Policy – Capitol Hill	yes		Yes
109	César Chávez PCS for Public Policy	127	César Chávez PCS for Public Policy – Chávez Prep	yes		Yes
109	César Chávez PCS for Public Policy	109	César Chávez PCS for Public Policy – Parkside High School	yes		Yes
109	César Chávez PCS for Public Policy	102	César Chávez PCS for Public Policy – Parkside Middle School	yes		Yes
1	DCPS	224	Cleveland ES	yes		Yes

1	DCPS	442	Columbia Heights EC (CHEC)	yes		Yes
113	Community Academy PCS	105	Community Academy PCS – Amos 1	no		Yes
113	Community Academy PCS	158	Community Academy PCS – Amos 2	no		Yes
113	Community Academy PCS	158	Community Academy PCS – Amos 2	no		Yes
113	Community Academy PCS	106	Community Academy PCS – Butler Global	no		Yes
113	Community Academy PCS	108	Community Academy PCS – CAPCS Online	no		Yes
1	DCPS	455	Coolidge HS	yes		Yes
169	Creative Minds International PCS	3069	Creative Minds International PCS	yes		Yes
114	DC Bilingual PCS	199	DC Bilingual PCS	yes		Yes
115	DC Prep PCS	1110	DC Prep PCS – Benning Elementary	yes		Yes
115	DC Prep PCS	218	DC Prep PCS – Benning Middle	yes		Yes
115	DC Prep PCS	130	DC Prep PCS – Edgewood Elementary	yes		Yes
115	DC Prep PCS	196	DC Prep PCS – Edgewood Middle	yes		Yes
170	DC Scholars PCS	3070	DC Scholars PCS	yes		Yes

1	DCPS	405	Deal MS	yes		Yes
179	Democracy Prep Congress Heights PCS	234	Democracy Prep Congress Heights PCS	yes		Yes
181	District of Columbia International School	248	District of Columbia International School	yes		Yes
1	DCPS	231	Drew ES	yes		Yes
1	DCPS	467	Dunbar HS	yes		Yes
116	E.L. Haynes PCS	1206	E.L. Haynes PCS – Elementary School	yes		Yes
116	E.L. Haynes PCS	1138	E.L. Haynes PCS – High School	yes		Yes
116	E.L. Haynes PCS	146	E.L. Haynes PCS – Middle School	yes		Yes
117	Eagle Academy PCS	1125	Eagle Academy PCS – New Jersey Avenue	yes		Yes
117	Eagle Academy PCS	195	Eagle Academy PCS – The Eagle Center at McGogney	yes		Yes
118	Early Childhood Academy PCS	138	Early Childhood Academy PCS	yes		Yes
1	DCPS	457	Eastern HS	yes		Yes
1	DCPS	232	Eaton ES	yes		Yes
1	DCPS	407	Eliot-Hine MS	yes		Yes
1	DCPS	471	Ellington School of the Arts @ Meyer	yes		Yes

144	Elsie Whitlow Stokes Community Freedom PCS	159	Elsie Whitlow Stokes Community Freedom PCS	yes		Yes
158	Excel Academy PCS	1113	Excel Academy PCS – DREAM	yes		Yes
158	Excel Academy PCS	1211	Excel Academy PCS – LEAD	yes		Yes
120	Friendship PCS	361	Friendship PCS – Blow-Pierce Elementary	yes		Yes
120	Friendship PCS	362	Friendship PCS – Blow-Pierce Middle	yes		Yes
120	Friendship PCS	363	Friendship PCS – Chamberlain Elementary	yes		Yes
120	Friendship PCS	364	Friendship PCS – Chamberlain Middle	yes		Yes
120	Friendship PCS	186	Friendship PCS – Collegiate Academy	yes		Yes
120	Friendship PCS	113	Friendship PCS – Southeast Elementary Academy	yes		Yes
120	Friendship PCS	1124	Friendship PCS – Technology Preparatory Academy	yes		Yes
120	Friendship PCS	365	Friendship PCS – Woodridge Elementary	yes		Yes
120	Friendship PCS	366	Friendship PCS – Woodridge Middle	yes		Yes
1	DCPS	238	Garfield ES	yes		Yes
1	DCPS	239	Garrison ES	yes		Yes

1	DCPS	227	H.D. Cooke ES	yes		Yes
1	DCPS	246	Hardy MS	yes		Yes
180	Harmony DC PCS	245	Harmony DC PCS – School of Excellence	yes		Yes
1	DCPS	413	Hart MS	yes		Yes
1	DCPS	258	Hearst ES	yes		Yes
1	DCPS	249	Hendley ES	yes		Yes
121	Hope Community PCS	131	Hope Community PCS – Lamond	yes		Yes
121	Hope Community PCS	114	Hope Community PCS – Tolson	yes		Yes
122	Hospitality	160	Hospitality	no		Yes
1	DCPS	251	Houston ES	yes		Yes
124	Howard University Middle School of Mathematics and Science PCS	115	Howard University Middle School of Mathematics and Science PCS	yes		Yes
1	DCPS	252	Hyde-Addison ES	yes		Yes
126	IDEA PCS	163	IDEA PCS	yes		Yes
127	Ideal Academy PCS	134	Ideal Academy PCS	yes		Yes
173	Ingenuity Prep PCS	200	Ingenuity Prep PCS	yes		Yes
165	Inspired Teaching Demonstration PCS	3064	Inspired Teaching Demonstration PCS	yes		Yes
1	DCPS	339	J.O. Wilson ES	yes		Yes
1	DCPS	254	Janney ES	yes		Yes

1	DCPS	433	Jefferson Middle School Academy	yes		Yes
1	DCPS	416	Johnson, John Hayden MS	yes		Yes
1	DCPS	421	Kelly Miller MS	yes		Yes
1	DCPS	257	Ketcham ES	yes		Yes
1	DCPS	272	Key ES	yes		Yes
1	DCPS	259	Kimball ES	yes		Yes
1	DCPS	344	King, M.L. ES	yes		Yes
129	KIPP DC PCS	116	KIPP DC – AIM Academy PCS	yes		Yes
129	KIPP DC PCS	236	KIPP DC – Arts & Technology Academy PCS	yes		Yes
129	KIPP DC PCS	1123	KIPP DC – College Preparatory	yes		Yes
129	KIPP DC PCS	209	KIPP DC – Connect Academy PCS	yes		Yes
129	KIPP DC PCS	1122	KIPP DC – Discover Academy PCS	yes		Yes
129	KIPP DC PCS	1129	KIPP DC – Grow Academy PCS	yes		Yes
129	KIPP DC PCS	3071	KIPP DC – Heights Academy PCS	yes		Yes
129	KIPP DC PCS	189	KIPP DC – KEY Academy PCS	yes		Yes
129	KIPP DC PCS	190	KIPP DC – Lead Academy PCS	yes		Yes
129	KIPP DC PCS	132	KIPP DC – LEAP Academy PCS	yes		Yes
129	KIPP DC PCS	242	KIPP DC – Northeast Academy PCS	yes		Yes

129	KIPP DC PCS	1121	KIPP DC – Promise Academy PCS	yes		Yes
129	KIPP DC PCS	237	KIPP DC – Quest Academy PCS	yes		Yes
129	KIPP DC PCS	214	KIPP DC – Spring Academy PCS	yes		Yes
129	KIPP DC PCS	121	KIPP DC – WILL Academy PCS	yes		Yes
1	DCPS	417	Kramer MS	yes		Yes
1	DCPS	261	Lafayette ES	yes		Yes
1	DCPS	262	Langdon EC	yes		Yes
1	DCPS	370	Langley ES	yes		Yes
1	DCPS	264	LaSalle-Backus EC	yes		Yes
130	Latin American Montessori Bilingual PCS	193	Latin American Montessori Bilingual PCS	yes		Yes
1	DCPS	266	Leckie ES	yes		Yes
177	Lee Montessori PCS	228	Lee Montessori PCS	yes		Yes
1	DCPS	271	Ludlow-Taylor ES	yes		Yes
1	DCPS	308	Malcolm X ES @ Green	yes		Yes
1	DCPS	265	Mamie D. Lee School	no		Yes
1	DCPS	273	Mann ES	yes		Yes
1	DCPS	284	Marie Reed ES	yes		Yes
132	Mary McLeod Bethune Day Academy PCS	135	Mary McLeod Bethune Day Academy PCS	yes		Yes
1	DCPS	274	Maury ES	yes		Yes

4002	Department of Youth Rehabilitation Services (DYRS)	860	Maya Angelou Academy at New Beginnings	no		Yes
1	DCPS	435	McKinley MS	yes		Yes
1	DCPS	458	McKinley Technology HS	yes		Yes
135	Meridian PCS	165	Meridian PCS	yes		Yes
1	DCPS	280	Miner ES	yes		Yes
1	DCPS	285	Moten ES	yes		Yes
171	Mundo Verde Bilingual PCS	3065	Mundo Verde Bilingual PCS	yes		Yes
1	DCPS	287	Murch ES	yes		Yes
1	DCPS	288	Nalle ES	yes		Yes
163	National Collegiate Preparatory PCHS	1120	National Collegiate Preparatory PCHS	yes		Yes
1	DCPS	290	Noyes EC	yes		Yes
137	Options PCS	169	Options PCS	no		Yes
1	DCPS	291	Orr ES	yes		Yes
1	DCPS	292	Oyster-Adams Bilingual School (Oyster)	yes		Yes
1	DCPS	294	Patterson ES	yes		Yes
138	Paul PCS	222	Paul PCS – International High School	yes		Yes
138	Paul PCS	170	Paul PCS – Middle School	yes		Yes
1	DCPS	295	Payne ES	yes		Yes

1	DCPS	301	Peabody ES (Capitol Hill Cluster)	yes		Yes
125	Perry Street Prep PCS	161	Perry Street Preparatory PCS*	yes		Yes
1	DCPS	478	Phelps Architecture, Construction & Engineering HS	yes		Yes
1	DCPS	299	Plummer ES	yes		Yes
139	Potomac Prep PCS	117	Potomac Preparatory PCS	yes		Yes
1	DCPS	300	Powell ES	yes		Yes
1	DCPS	316	Randle Highlands ES	yes		Yes
1	DCPS	302	Raymond EC	yes		Yes
167	Richard Wright PCS for Journalism and Media Arts	3067	Richard Wright PCS for Journalism and Media Arts	yes		Yes
1	DCPS	459	Roosevelt HS @ MacFarland	yes		Yes
140	Roots PCS	173	Roots PCS	yes		Yes
1	DCPS	305	Ross ES	yes		Yes
1	DCPS	307	Savoy ES	yes		Yes
1	DCPS	409	School Without Walls @ Francis-Stevens	yes		Yes
1	DCPS	466	School Without Walls HS	yes		Yes
1	DCPS	175	School-Within-School @ Goding	yes		Yes
1	DCPS	309	Seaton ES	yes		Yes

142	SEED PCS	174	SEED PCS of Washington, DC	yes		Yes
174	Sela PCS	197	Sela PCS	yes		Yes
1	DCPS	312	Sharpe Health School	no		Yes
1	DCPS	313	Shepherd ES	yes		Yes
166	Shining Stars Montessori Academy	3066	Shining Stars Montessori Academy PCS	yes		Yes
1	DCPS	315	Simon ES	yes		Yes
1	DCPS	322	Smothers ES	yes		Yes
175	Somerset Preparatory Academy PCS	187	Somerset Preparatory Academy PCS	yes		Yes
1	DCPS	427	Sousa MS	yes		Yes
143	St. Coletta Special Education PCS	1047	St. Coletta Special Education PCS	yes		Yes
1	DCPS	319	Stanton ES	yes		Yes
1	DCPS	321	Stoddert ES	yes		Yes
1	DCPS	428	Stuart-Hobson MS (Capitol Hill Cluster)	yes		Yes
1	DCPS	324	Takoma EC	yes		Yes
1	DCPS	325	Thomas ES	yes		Yes
1	DCPS	326	Thomson ES	yes		Yes
146	Thurgood Marshall Academy PCS	191	Thurgood Marshall Academy	yes		Yes
147	Tree of Life PCS	183	Tree of Life PCS	no		Yes
1	DCPS	327	Truesdell EC	yes		Yes
1	DCPS	328	Tubman ES	yes		Yes

1	DCPS	329	Turner ES	yes		Yes
149	Two Rivers PCS	198	Two Rivers PCS	yes		Yes
1	DCPS	330	Tyler ES	yes		Yes
1	DCPS	332	Walker-Jones EC	yes		Yes
151	Washington Latin PCS	125	Washington Latin PCS – Middle School	yes		Yes
151	Washington Latin PCS	1118	Washington Latin PCS – Upper School	yes		Yes
152	Washington Math Science Technology PCS	178	Washington Mathematics Science Technology PCHS	yes		Yes
160	Washington Yu Ying	1117	Washington Yu Ying PCS	yes		Yes
1	DCPS	333	Watkins ES (Capitol Hill Cluster)	yes		Yes
1	DCPS	336	West EC	yes		Yes
1	DCPS	335	Wheatley EC	yes		Yes
1	DCPS	338	Whittier EC	yes		Yes
153	William E. Doar, Jr. PCS	210	William E. Doar, Jr. PCS for the Performing Arts	yes		Yes
1	DCPS	463	Woodrow Wilson HS	yes		Yes
1	DCPS	464	Woodson, H.D. HS	yes		Yes

*

Business rules for excluding **Perry Street Prep HS grades from Perry Street Prep report because Perry Street HS closed** (that includes MS and HS grades). These decisions reflect the agreed to business rules AND does not changing any of the underlying data.

- Hide grades 9-12 in the Enrollment by Grade exhibit
- Not change the total enrollment number in Student Characteristics (in other words, the math will not align)
- Hide the graduation exhibit
- Leave everything else as is

Appendix B: Business rules for compiling the shared demographic file, hierarchy 1-4

Through a series of meetings, the Equity Report working group agreed on using the following sequence/hierarchy to come to one shared demographic file to use by all entities for Year 3 Equity Reports. The hierarchy is:

- o **Hierarchy step 1:** Audited demographic information from certified audit file: gender, race/ethnicity, ELL, SPED, at risk. The audited demographics are applied to students even when they switch schools.
 - For example, if a student is in the audited file and was enrolled at School X and switched to School Y in December, his/her demographic information at the time of the audit will be applied. This is the case, even if School Y has different demographic information.
- o **Hierarchy step 2:** End of year SPED file to identify students who were identified as SPED at any time throughout the school year. The “most extreme value—SPED level” is assigned to students. This is a cumulative addition and does not remove any SPED statuses.
 - For example, if a student is not SPED at the time of the audit but has an IEP according to the end of year file, the student will be assigned SPED and the most extreme level of SPED.
 - If a student is SPED at the time of the audit but is not according to the end of the year file, the student will be assigned as SPED and the level associated at the time of the audit.
- o **Hierarchy step 3:** For those students missing audited data (i.e., who entered public school after the audit), demographic information for the state assessments will be used (e.g., EOY PARCC, science, ALT) (EOY PARCC demographics trump PB demographics)
 - For situations where students’ audited and assessment demographics differ, the audited demographic information (race/ethnicity, gender, ELL, economically disadvantaged, at risk) and end of year SPED (taking highest level of SPED incidence into account at any time throughout the school year) will trump assessment EOY demographics.
- o **Hierarchy step 4:** For those students who entered and left a public school before and those who entered after the audit and did not take an assessment, the following decisions/verifications will be applied:
 - SPED info: taken from the EOY SPED file generated by OSSE on July 2
 - ELL Status:
 - o LEAs identify a student as ELL and OSSE verifies that the student is under age 22 AND the student either took the assessment with a qualifying score or is signed up to take the ACCESS assessment.
 - At risk:
 - o Overage: LEAs identify students’ date of birth and grade, OSSE will calculate overage based on these data elements

- o Homeless Indicator: LEAs identify students as homeless. OSSE then verifies the student is in the McKinney Vento database. If the student ISN'T in the McKinney Vento database then the LEA must submit the student in the McKinney Vento database in order to have the student be identified as homeless.

- o SNAP, TANF, CFSA: OSSE will pull this data from HHS and CFSA data feeds

- Economically disadvantaged:

- o Like SPED and ELL, at risk and economically disadvantaged should be students' highest level of disadvantage at any time throughout the year. That is consistent with how we are doing SPED/ELL.

- o If a student at a CEP school moves to another CEP school then they stay economically disadvantaged.

- o If a student at a CEP school moves to a non-CEP school then we look to see if the student is direct cert. If so, then the student is identified as economically disadvantaged. If not, then the student isn't economically disadvantaged. The downside of this process is that we may undercount students who submitted their FARM paperwork but aren't direct cert. But this seems to be the best of all options.

- o If a student at a non-CEP school moves to a CEP school then the student is designated as economically disadvantaged.

- Assessed students who were registered after

June 1:

- o Some students may have been assessed but weren't registered as of June 1. PCSB and DCPS will certify these students' demographics as well.

There are cases where there may be missing or discrepant data for hierarchy 4 students. The following describes the issues that OSSE identified when compiling the files altogether and the group's decision on how to address.

1. Students in MYEW that don't have demos (hierarchy 4). Altogether there are 401 unique USIs that have enrollment records that don't have any demos at all. The group decided that the students will be included in a school's overall specific metric (e.g., ISA or MYEW) but would be dropped from the school's subgroup analysis and citywide comparisons because that demographic info is missing.

2. Discrepant information. There are some cases where the same student has discrepant demographic information at two different schools. For instance, one student may be identified as 7th grade at a DCPS school and 8th grade at a charter school. The group decided on the following business rules:

- a. For discrepant race values, Hispanic at any time trumps any other race. If a student is identified as different races at different schools, then they are coded as multiracial.

- b. For discrepant grades, in cases where the student was never ungraded (adult, alternative, SPED), they will be assigned the highest grade. Should a student be adult, alternative, or ungraded at any time during the

year, they will be assigned to the adult, alternative, or ungraded (e.g., highest need).

c. For discrepant gender, when no other data are available on the student, the student name will be used to make the determination.

2. Missing or invalid data. There are cases in the DCPS file where OSSE is unsure what particular grade codes mean (e.g., xx, EX, etc). OSSE with DCPCS. This needs to be done first because any other fixes to demographic should come after.

OSSE will also verify that any null values from hierarchy 1-3 are replaced with available non null values from hierarchy 4.

OSSE will return a shared full demographic file to DCPS and PCSB for the final check. PCSB will be responsible for sharing back the revised data with the LEAs.

Schools will see their students at each “stage” in the shared demographic file, i.e., audit, end of year SPED, assessment and their own verification. LEAs will see ALL of their students even when they didn’t originally provide the demographic information.

Appendix C: State average for student characteristics by grade band example

The state average has been calculated including only the data of other students in the state enrolled in the grades served by the given school. The grade levels served by each school are identified by the audit file and there must be 5 or more students in the school-grade combination.

To demonstrate what this means, consider the In-Seat Attendance (ISA) metric. In the entire state, let's assume the number of days students are present and enrolled is as follows for each grade.

Grade	N of days in attendance	N of days enrolled
...
08	750,000	850,500
09	800,100	1,035,000
10	639,000	790,000
11	561,000	694,100
12	536,000	708,000

Therefore, for a school that served grades 8, 9, and 10, the state average ISA would be 81.8%.

$$\frac{750,000 + 800,100 + 639,000}{850,500 + 1,035,000 + 790,000} = \frac{2,189,100}{2,675,500} = 81.8\%$$

Whereas, for a high school that served grades 9-12, the state average ISA would be 78.6%.

$$\frac{800,100 + 639,000 + 561,000 + 536,000}{1,035,000 + 790,000 + 694,100 + 708,000} = \frac{2,536,100}{3,227,100} = 78.6\%$$

Appendix D: Mid-Year Entry/Withdrawal Conflicting Enrollment Resolution Hierarchy

The goal is to have each student in the Mid-year entry and withdrawal files represented each month (November through May) at a single school. In the case in which a student has more than one enrollment as of the first of the month, the following hierarchy will be applied for resolving the enrollment.

Level 1: When a duplicated student has an attendance record at only one of the two schools on the date of the duplicated enrollment

Look at the student's school of attendance on that date

- If School A has an attendance record (present) for that date and School B does not, enrollment will go to School A
- If both School A and B have attendance records for that date (or neither have attendance records on that date), go to level 2

Level 2: When a duplicated student has an attendance record at only one of the two schools sometime throughout the school year

Look at student attendance information year-round

- If a student has a presence in School A and no attendance at School B, enrollment will go to School A
- If both School A and School B have attendance records during the year (or neither have attendance records in the year), go to level 3

Level 3: When a duplicated student has attendance records at two schools sometime throughout the school year

Look at the student's enrollment later in the school year

- If, in a subsequent month, the conflicting enrollment is resolved, assign the student to the school where he/she ended up in the month where there is a conflict.

Example 1: In October, Student 1234 was enrolled at Tilden. In November and December, Student 1234 was duplicatively enrolled at Perspectives and Tilden but in January that duplicative enrollment was resolved.

USI	October	November	December	January
1234		Perspectives	Perspectives	Perspectives
1234	Tilden	Tilden	Tilden	

Applying the rule in Level 3, the student would be considered enrolled at Perspectives in November, December, and January and at Tilden in October only. The student would be counted as a Mid-Year Withdrawal at Tilden in October and a Mid-Year Entry at Perspectives in October.

Example 2: In October, Student 1234 was enrolled at Perspectives. In November and December, Student 1234 was duplicatively enrolled at Perspectives and Tilden. In January, the duplicative enrollment was resolved and the student was enrolled at Perspectives only.

USI	October	November	December	January
1234	Perspectives	Perspectives	Perspectives	Perspectives
1234		Tilden	Tilden	

Applying the rule in Level 3, Student 1234 would be considered enrolled at Perspectives in all four months. The student would not be considered a Mid-Year Withdrawal at Tilden and would not be counted as a Mid-Year Entry at Perspectives.

Level 4: When Levels 1-3 does not resolve duplicates

Look at the enrollment audit

- If a student was enrolled in School A in the audit, enrollment will go to School A
- If one of the conflicting schools is the student's school of enrollment as of the audit, accept that school

Example 3: In October, Student 1234 was enrolled at Perspectives. In November through June, Student 1234 was duplicatively enrolled at Perspectives and Tilden.

<i>USI</i>	<i>October</i>	<i>November</i>	<i>December</i>	<i>...</i>	<i>May</i>
<i>1234</i>	<i>Perspectives</i>	<i>Perspectives</i>	<i>Perspectives</i>	<i>...</i>	<i>Perspectives</i>
<i>1234</i>		<i>Tilden</i>	<i>Tilden</i>	<i>...</i>	<i>Tilden</i>

Applying the rule in Level 4, Student 1234 would be considered enrolled at Perspectives in all months. The student would not be considered a Mid-Year Entry or Withdrawal at Tilden and would not be counted as a Mid-Year Entry at Perspectives

Appendix E: Universe of Briya PCS students for each metric

- Student characteristics: all students (adults and Pre-K 3/Pre-K 4)
- Student movement: just Pre-K 3/Pre-K 4
- ISA: all students (adults and Pre-K 3/Pre-K 4)
- Discipline: all students (adults and Pre-K 3/Pre-K 4)

PARCC, MGP, and ACGR aren't calculated for Briya PCS students because they are not grade appropriate.