Maya Angelou PCS - High School

2014-15 Equity Report

What is an Equity Report? Equity in education refers to all students receiving the same caliber of education regardless of their race, ethnicity, economic status, special education status or other factors.

Equity Reports give our schools, families and communities transparent and comparable information related to equity across all DC schools. Equity Reports are available online so that information is easy to access, understand and use.

The Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) in consultation with charter schools, the Deputy Mayor for Education and NewSchools Venture Fund partnered to create these Equity Reports. Equity Reports are a complement to OSSE's LearnDC School Profiles, DCPS' School Scorecards and PCSB's Performance Management Framework.

SCHOOL CHARACTERISTICS (SY 2015-16)

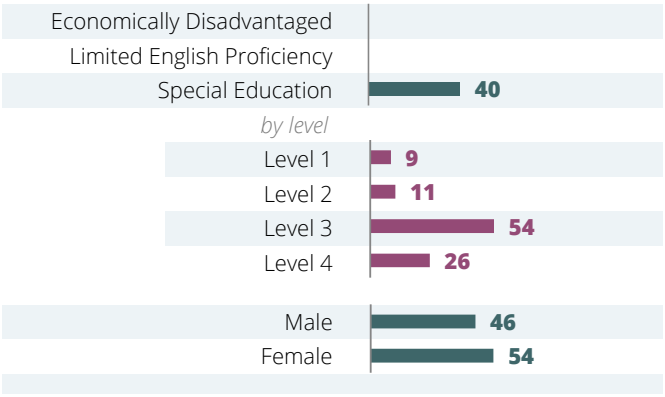
Grades	9 - 12
Ward	7
Address	5600 East Capitol Street NE Washington, DC 20019
Contact	202-379-4335 www.seeforever.org
Type	Public Charter School

STUDENT CHARACTERISTICS

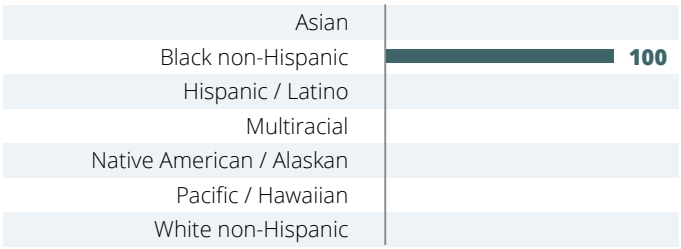
Total Enrollment (#)

252 Students

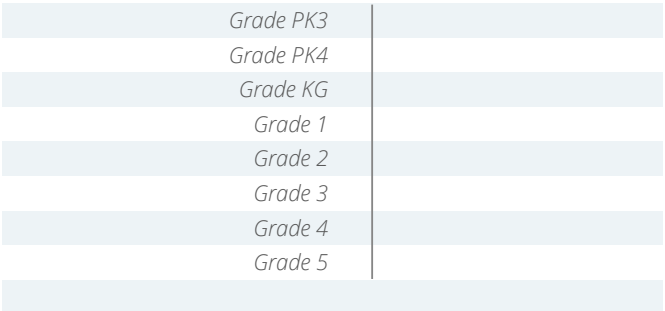
Enrollment by Subgroup (%)

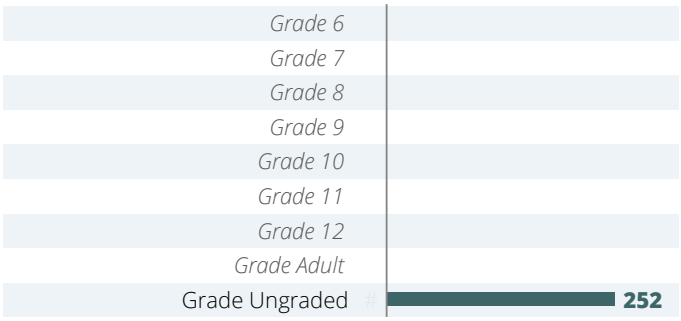


Enrollment by Race/Ethnicity (%)



Enrollment by Grade (#)



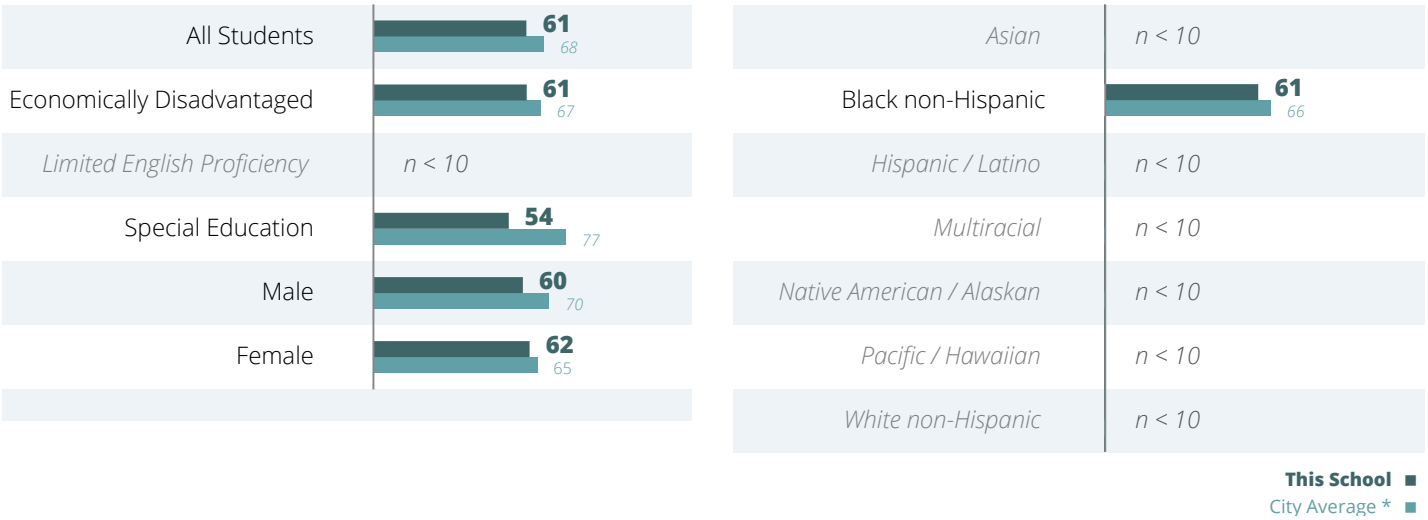


This Equity Report represents the joint effort of OSSE, DCPS, PCSB, and DME to improve equity across all entities.

Support provided by NewSchools Venture Fund.

ATTENDANCE

In-Seat Attendance Rate (%)



DISCIPLINE

Total Suspensions (#)

This School 161

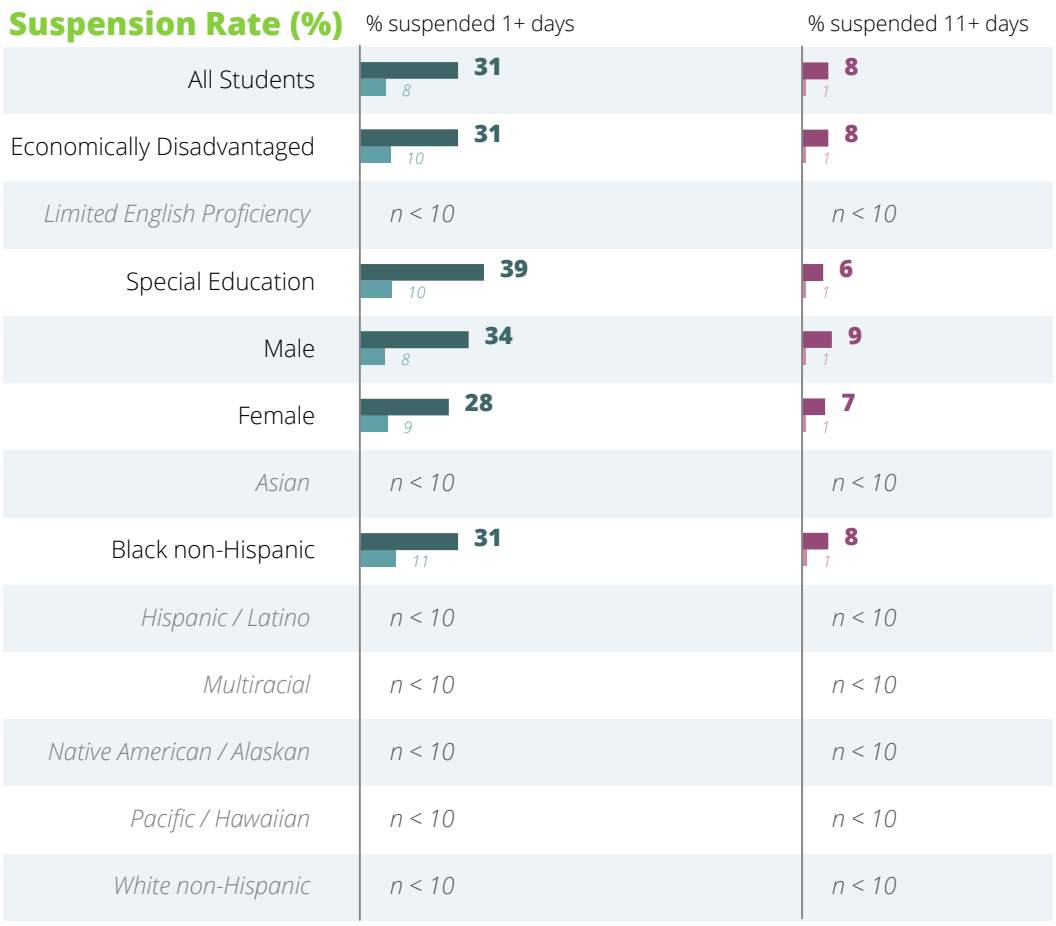
Total Expulsions (#)

This School 6

Expulsion Rate (%)

This School 1.98
City Average * 0.75

Suspension Rate (%)



STUDENT ACHIEVEMENT

PARCC Math Results*

	% Level 1 Did not yet meet expectations	% Level 2 Partially met expectations	% Level 3 Approached expectations	% Level 4 Met expectations	% Level 5 Exceeded expectations
All Students	27 / 21	68 / 32	5 / 26	0 / 20	0 / 2
Economically Disadvantaged	27 / 25	68 / 36	5 / 25	0 / 13	0 / 1
Limited English Proficiency	n < 25	n < 25	n < 25	n < 25	n < 25
Special Education	n < 25	n < 25	n < 25	n < 25	n < 25
Male	n < 25	n < 25	n < 25	n < 25	n < 25
Female	36 / 18	60 / 32	4 / 27	0 / 21	0 / 2
Asian	n < 25	n < 25	n < 25	n < 25	n < 25
Black non-Hispanic	27 / 24	68 / 35	5 / 25	0 / 14	0 / 1
Hispanic / Latino	n < 25	n < 25	n < 25	n < 25	n < 25
Multiracial	n < 25	n < 25	n < 25	n < 25	n < 25
Native American / Alaskan	n < 25	n < 25	n < 25	n < 25	n < 25
Pacific / Hawaiian	n < 25	n < 25	n < 25	n < 25	n < 25
White non-Hispanic	n < 25	n < 25	n < 25	n < 25	n < 25

This School ■
City Average ■

PARCC ELA Results*

	% Level 1 Did not yet meet expectations	% Level 2 Partially met expectations	% Level 3 Approached expectations	% Level 4 Met expectations	% Level 5 Exceeded expectations
All Students	64 / 28	29 / 24	7 / 23	0 / 21	0 / 4
Economically Disadvantaged	64 / 35	29 / 28	7 / 23	0 / 14	0 / 1
Limited English Proficiency	n < 25	n < 25	n < 25	n < 25	n < 25
Special Education	n < 25	n < 25	n < 25	n < 25	n < 25
Male	77 / 34	19 / 25	4 / 21	0 / 17	0 / 3
Female	52 / 22	38 / 24	10 / 25	0 / 24	0 / 6
Asian	n < 25	n < 25	n < 25	n < 25	n < 25
Black non-Hispanic	64 / 33	29 / 27	7 / 23	0 / 16	0 / 1
Hispanic / Latino	n < 25	n < 25	n < 25	n < 25	n < 25
Multiracial	n < 25	n < 25	n < 25	n < 25	n < 25
Native American / Alaskan	n < 25	n < 25	n < 25	n < 25	n < 25
Pacific / Hawaiian	n < 25	n < 25	n < 25	n < 25	n < 25
White non-Hispanic	n < 25	n < 25	n < 25	n < 25	n < 25

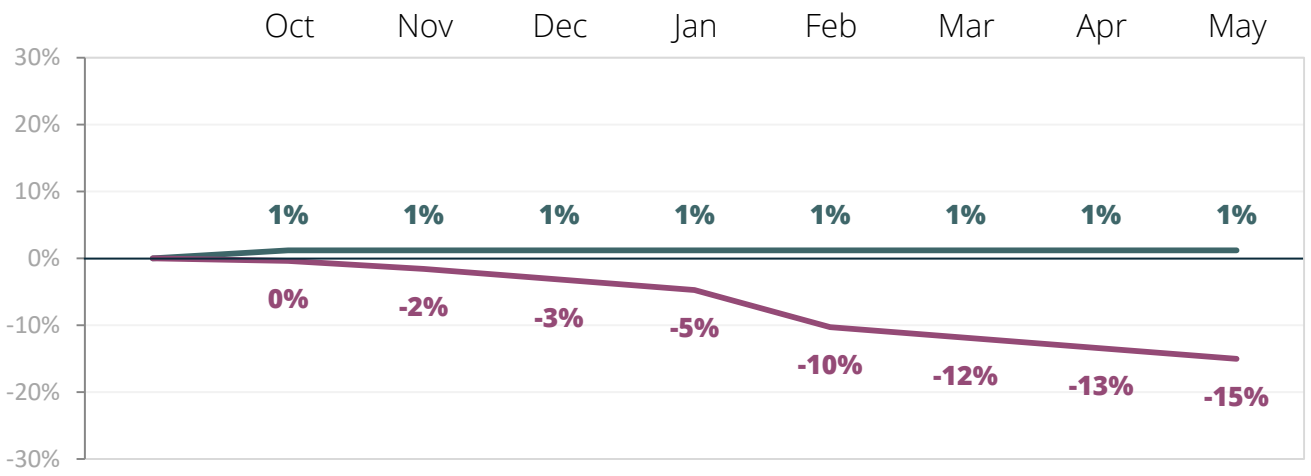
This School ■
City Average ■

* *Students with the most significant cognitive disabilities took the National Center and State Collaborative (NCSC) alternative assessment instead of PARCC. NCSC measures student performance on alternate achievement standards aligned to the Common Core State Standards. Go to results.osse.dc.gov to view a school's NCSC results.*

STUDENT MOVEMENT

Mid-Year Entry and Withdrawals (%)
This School

Total Enrollment
252 Students



Net Cumulative Change (%)

This School	**-14%**
City Average *	-27%

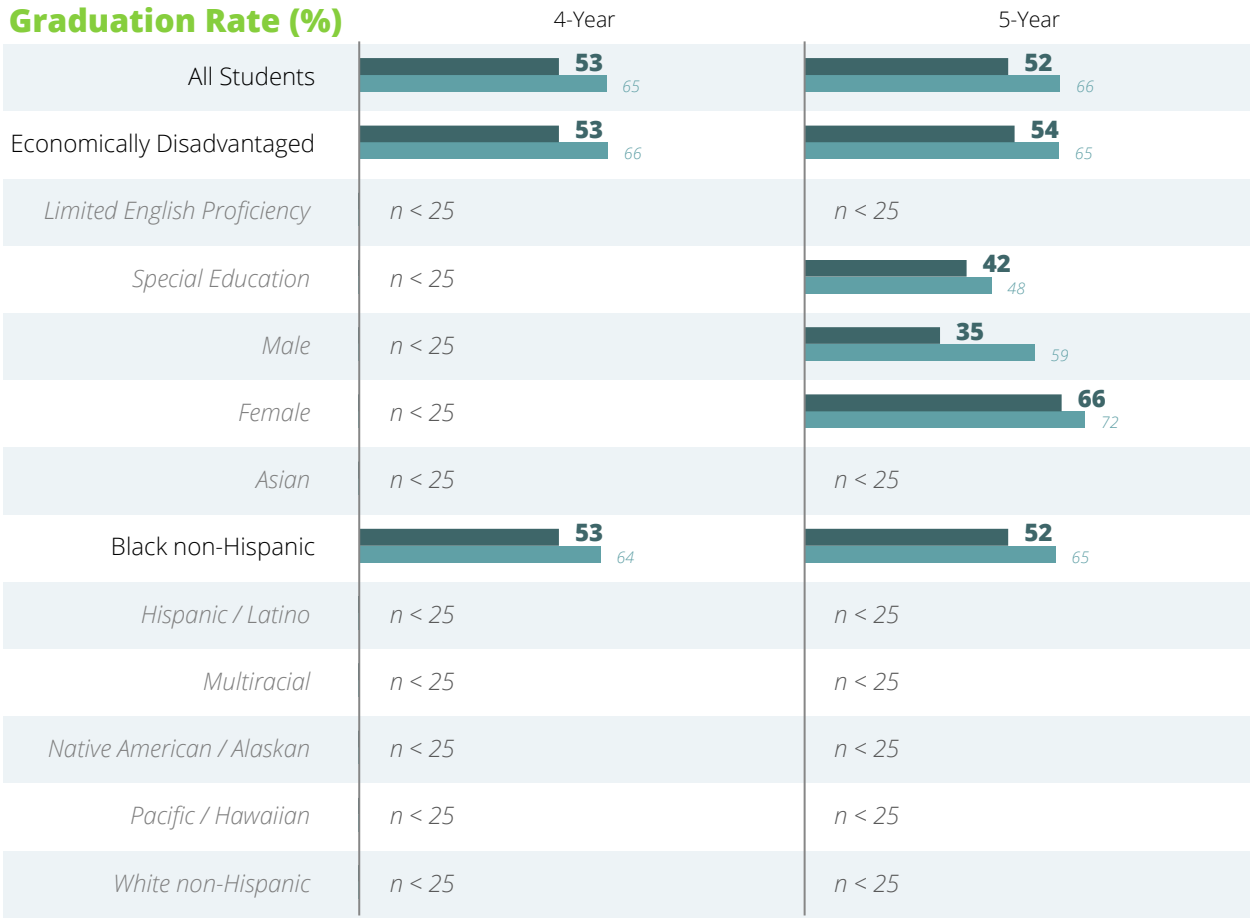
Mid-Year Entry and Withdrawals (%)
City Average *

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	**3%**	**4%**	**5%**	**7%**	**10%**	**11%**	**11%**	**11%**
Withdrawal	**-7%**	**-12%**	**-16%**	**-23%**	**-29%**	**-32%**	**-36%**	**-38%**

* *The City Averages displayed on this page only include the average of those grades served by this school in school year 2015-16.*

GRADUATION

Graduation Rate (%)



APPENDIX

Attendance

All students in a school benefit from a high in-seat attendance rate, or the average percentage of students in the classroom on a given day. Any absence, excused or unexcused, counts against this number. In-seat attendance rates divide the total number of students' days present by the total number of students' days enrolled in the school. Audited students' subgroup status is determined according to the rules outlined under student characteristics. Students not included in the audit have a separate student characteristic verification process detailed in the Equity Report business rules. Data are not shown for subgroups with less than 10 students. DC average values for these metrics are calculated using data on all students in the city enrolled in the grade levels served by this school, as determined by the October 6, 2014 enrollment audit.

Discipline

Suspension rates are calculated by dividing the total number of students with out-of-school suspensions of 1 or more full days (11 or more days in the case of long-term suspensions) in this school by the total number of students enrolled, as determined by the October 6, 2014 enrollment audit. Data are not shown for subgroups with less than 10 students. Students' subgroup status is determined according to the rules outlined under student characteristics. DC average values for these metrics are calculated using data on all students in the city enrolled in the grade levels served by this school, as determined by the enrollment audit. The total number of suspensions shows the number that occurred throughout the school year to any student enrolled, even if they were not included in the audited enrollment.

The total number of expulsions shows the number that occurred throughout the school year to any student enrolled, even if they were not included in the audited enrollment. Expulsion rates show the percentage of students who were expelled during the school year. Data are not shown for subgroups with less than 10 students. DCPS schools have adopted a discipline code that only allows for expulsion in extreme cases, such as incidents of extreme violence like attacking a student or staff member. DCPS schools have the option of transferring a middle or high school student to a DCPS alternative school for disciplinary reasons, and these transfers are not counted as expulsions. Each charter school creates its own policy for determining appropriate disciplinary action. The charter sector does not currently have one designated alternative school to transfer middle or high school students for long-term disciplinary reasons.

Graduation Rate

The graduation rate shows the percentage of students who received a high school diploma within four or five years of entering ninth grade. The five-year graduation rate includes all students who started high school in fall of 2010 and graduated by August 2015. The four-year rate includes all students who started high school in fall of 2011 and graduated by August 2015. Data are not shown for subgroups with less than 10 students.

Graduation rates are calculated by dividing the total number of graduates by an adjusted ninth grade cohort, or the group of students who entered ninth grade four or five years before. Only students who graduate with a regular diploma are counted as graduates for the purposes of the graduation rate. All other outcomes, including General Educational Development (GED) programs and Certificates of Individualized Education Program (IEP) Completion, do not count as graduates.

The number of graduates is determined by graduate files that are certified by DCPS and PCSB. Student subgroups are determined by the October 6, 2014 audited enrollment file according to the rules outlined under student characteristics.

The number of students in the ninth grade cohort is adjusted according to uniform rules set by the US Department of Education. The initial number of students in a cohort is set at the number of students in a school who are entering ninth grade for the first time. Students who transfer into the school are added to the cohort, and students who transfer out, move to another state or country, or are deceased are subtracted from the cohort.

The cohort year is set as four years following the year the cohort entered ninth grade. The same is true of the five-year graduation rate, which is why the most recent available cohort year for this measure lags the four-year rate by one year.

APPENDIX (CONT.)

Student Achievement

The Partnership for Assessment of Readiness for College and Careers (PARCC), a consortium of states including the District of Columbia, worked together to develop a set of new assessments designed to measure students' mastery of the Common Core State Standards in ELA and mathematics, in grades 3-8 and high school. These new PARCC assessments help determine whether students are on-track for college and career readiness. The District implemented the PARCC assessments for the first time during the spring of the 2014-15 school year, replacing the previous DC CAS state assessment. Readers are encouraged to learn more about the PARCC assessments at http://preview-osse.dc.gov/parcc. Students with the most significant cognitive disabilities took the National Center and State Collaborative (NCSC) alternative assessment instead of PARCC. NCSC measures student performance on alternate achievement standards aligned to the Common Core State Standards. Go to results.osse.dc.gov to view a school's NCSC results.

Student Characteristics

Every fall, OSSE counts the number of students present in every public and public charter school. This enrollment audit provides us with a snapshot of the student body, including the total number of students enrolled and their characteristics. The subgroups that are shown here were identified as of particular importance when considering issues of equity, and they will appear throughout this report. This school's total enrollment was identified using the October 6, 2014 audited enrollment data file.

For both DCPS and public charter schools, enrollment information, including race/ethnicity, gender, English Language Learner (ELL) and economically disadvantaged enrollment is determined using the audited enrollment file. For English Language Learners, only students between the ages of 3 and 21 are included in these metrics. Schools that have been certified for the Community Eligibility Provision, which allows all students at that school to receive lunch meals at no charge, are listed as 100% economically disadvantaged. All other schools' economically disadvantaged rates are calculated using the audited file.

For both DCPS and public charter schools, Special Education enrollment is determined using the audited enrollment population and an end-of-year special education file. A student's special education level is determined by their highest level of need identified during the school year. The total number of Special Education students, counting students with Individualized Education Programs (IEPs), is divided by the total number of students in the end of year enrollment file. The percentage of students in each Level of Special Education is determined using the audited and end of year file, as well. Only Special Education students between the ages of 3 and 21 are included in this metric.

Student Movement

Students may enter or withdraw from a school during the school year. The diverging lines below show the rate at which students entered or withdrew from the school throughout the school year as a proportion of its enrollment at the start of the year. The net change in enrollment shows how much this school's enrollment grew or shrank over the course of the school year.

The definitions of entrance and withdrawal are consistent across all DC schools. The percentage of students entering into and withdrawing from this school is determined by dividing the cumulative number of students entering or withdrawing throughout the year by the total number of students present during the October 6, 2014 enrollment audit. A student enrolled at the time of the audit who withdraws is counted as one withdrawal. A student enrolled at the time of the audit who withdraws and then re-enrolls at the same school is not counted as either a mid-year withdrawal or entrance. A student not enrolled at the time of the audit who then later enrolls is counted as one entrance. A student not enrolled at the time of the audit who enrolls then withdraws is counted as one entrance and one withdrawal.

A student who changes status repeatedly over the course of the school year is counted according to that student's final status, such that a student cannot be attributed multiple entrances or withdrawals. For example, a student enrolled at the time of the audit who withdraws, re-enrolls and then withdraws is counted as one withdrawal. Likewise, a student not enrolled at the time of the audit who enrolls, withdraws and then enrolls is counted as one entrance.

DC average values for this metric are calculated using data on all students in the city enrolled in the grade levels served by this school, as determined by the annual enrollment audit.