District of Columbia
Office of the State Superintendent of Education

2020 DC SCHOOL REPORT CARD & STAR FRAMEWORK TECHNICAL GUIDE

AUG. 10, 2020

Table of Contents

How to Use the Technical Guide 1
Updated Data for the 2020 DC School Report Card 1
Metric Calculation Confirmation 3
Glossary of Common Terms 5
DC School Report Card 12
What Is the DC School Report Card? 12
Reporting Levels for the DC School Report Card 12
Profile Page 13
Academic Performance 18
Academic Growth 20
College and Career Readiness 20
College Enrollment 21
Metric-Specific Terminology and Definitions 21
Metric Details, Calculations, and Business Rules 23
Business Rules 23
Data Caveats 24
Data Sources 24
DC Science & Dynamic Learning Maps 24
Metric Detail, Calculation, and Business Rules 25
Discipline 27
Metric-Specific Terminology and Definitions 28
Metric Detail, Calculation, and Business Rules 30
Educational Progress 33
English Language Proficiency 34

Enrollment 34
Graduation Rate 35
Health 35
School Environment 37
School Finance 38
Reported Metrics 38
Metric-Specific Terminology and Definitions 38
Metric Detail, Calculation, and Business Rules 39
Business Rules 40
Student Mobility 41
Metric-Specific Terminology and Definitions 41
Metric Detail, Calculation, and Business Rules 41
State-Level Performance and Goals 45
Teacher & Leadership Data 46
Required Reporting Fields 47
Metric-Specific Terminology and Definitions 48
Metric Detail, Calculation, and Business Rules 50
Business Rules 50
STAR Framework 53
What is the STAR Framework? 53
What is a Metric? 53
What is a Domain? 53
Academic Achievement 53
Academic Growth (Elementary, Middle, and Alternative School Frameworks Only) 54
School Environment 54
English Language Proficiency 54
Graduation Rate (High School and Alternative School Frameworks Only) 54
Educational Progress (Alternative School Framework Only) 54
What is a School Framework? 54
Traditional School Frameworks 55
Multiple Grade Bands 56
Assigning a Framework to Traditional Grade Configurations 57

Assigning a Framework to Irregular Grade Configurations 57
Grade Configurations and the Calculation of Floors and Targets 57
Assigning a STAR Rating to Schools with Multiple Frameworks 58
Schools That Do Not Receive STAR Ratings 58
Alternative School Framework 58
What is a Student Group? 59
All Students 59
Students with Disabilities 59
English Learners 59
Race/Ethnicity 60
Students Who Are At-Risk 60
At-Risk Students with Disabilities 60
Student Group Details and Business Rules 60
LEA/School Universe (defined by framework) 60
Metric Points Earned 61
Points Possible 61
Formula for Student Group Points Earned 61
Data Sources 61
Data Validation 61
How are STAR Ratings Calculated for Traditional School Frameworks? 61
Metric Calculations 61
Calculation of Floors and Targets 62
10th and 90th Percentiles 62
10th and 90th Percentiles Adjusted to Long-Term Goals 63
Research-Based Floors and Targets or Adjustments 63
Outliers 63
Data Caveats 63
Decimal Precision and Rounding 63
Metric Points Earned Formula 64
Minimum Population Size (N-Size) 65
Student Group Scores 66
Calculation of Student Group Scores 66

Minimum Points Possible Threshold 67
Student Group Points 68
School Framework Score 69
STAR Score 71
Calculating a STAR Score for a School with Multiple Frameworks 71
Data Source 71
Example 71
STAR Rating 74
How are STAR Ratings Calculated for the Alternative School Framework? 75
Alternative School Framework Points 75
Metrics and Metric Points Possible (Alternative School Framework) 75
Points by Grade Bands Served (Alternative School Framework) 76
Points Possible by Student Group (Alternative School Framework) 76
Student Group Points Possible and Student Group Points Earned (Alternative School Framework) 78
Metric Points Earned Calculations (Alternative School Framework) 78
Framework Points Applicable and Metric Points Possible by Student Group (Alternative School Framework) 79
Calculations of Floors and Targets (Alternative School Framework) 79
Metric Points Earned Formula (Alternative School Framework) 80
Calculation of Student Group Points Earned (Alternative School Framework) 81
Calculation of STAR Score and STAR Rating (Alternative School Framework) 82
Multiple Grade Bands Served 83
Applicable Metrics 83
Data Caveats 83
Non-Diploma Granting Programs in Alternative Schools 83
Metric Details, Business Rules, and Calculation Guidelines 85
Academic Achievement Domain 85
Meeting or Exceeding Expectations (ELA and Math) & Approaching, Meeting or Exceeding Expectations (ELA and Math) 85
Educational Context 86
Metric-Specific Terminology and Definitions 86
Metric Detail, Calculation, and Business Rules 87
Metric Points Possible 91
SAT Performance College Ready Benchmark 93

Metric-Specific Definitions 94
Metric Detail, Calculation, and Business Rules 94
Metric Points Possible 97
SAT DC Percentile Threshold 98
Educational Context 98
Metric-Specific Terminology and Definitions 98
Metric Detail, Calculation, and Business Rules 98
Metric Points Possible 101
Weighted Index Metric (Alternative School Framework only) 102
Metric Detail, Calculation, and Business Rules 102
Metric Points Possible 106
Academic Growth Domain 107
Median Growth Percentile (MGP) 107
Educational Context 107
Metric Detail, Calculation, and Business Rules 108
Metric Points Possible 110
Growth to Proficiency 112
Educational Context 112
Metric-Specific Terminology and Definitions 112
Student Score 113
Metric Detail, Calculation, and Business Rules 113
Metric Points Possible 115
School Environment Domain 116
Addressing Chronic Absenteeism: Best of Attendance Growth or 90% Attendance 116
Attendance Growth 116
Educational Context 117
Metric-Specific Terminology and Definitions 117
Metric Detail, Calculation, and Business Rules 117
Metric Points Possible 120
90% Attendance 122
Educational Context 122
Metric-Specific Definition 122
Metric Detail, Calculation, and Business Rules 122

Metric Points Possible 126
In-Seat Attendance 127
Educational Context 127
Metric-Specific Terminology and Definitions 127
Metric Detail, Calculation, and Business Rules 128
Metric Points Possible 131
Re-Enrollment 132
Educational Context 132
Metric-Specific Terminology and Definitions 132
Metric Detail, Calculation, and Business Rules 133
Metric Points Possible 138
AP & IB Participation 139
Educational Context 139
Metric-Specific Terminology and Definitions 139
Metric Detail, Calculation, and Business Rules 140
Metric Points Possible 142
AP & IB Performance 143
Educational Context 143
Metric-Specific Terminology and Definitions 143
Metric Detail, Calculation, and Business Rules 143
Metric Points Possible 145
CLASS (pre-K only) 146
Educational Context 146
Metric-Specific Terminology and Definitions 147
Metric Detail, Calculation, and Business Rules 147
Metric Points Possible 150
Extended Years Graduation Rate 152
Educational Context 152
Metric-Specific Terminology and Definitions 152
Metric Detail, Calculation, and Business Rules 152
Metric Points Possible 156
Re-Engagement/Re-Enrollment (Alternative School Framework Only) 157
Re-Enrollment 157

Metric Points Possible 157
Re-Engagement 157
Educational Context 157
Metric Detail, Calculation, and Business Rules 158
Metric Points Possible 161
English Language Proficiency Domain 161
ACCESS Growth 161
Educational Context 163
Metric-Specific Terminology and Definitions 163
Metric Detail, Calculation, and Business Rules 165
Metric Points Possible 169
Graduation Rate Domain 170
Adjusted Cohort Graduation Rate (ACGR) 170
Educational Context 171
Metric Detail, Calculation, and Business Rules 171
Metric Points Possible 175
Educational Progress Domain (Alternative School Framework Only) 176
8th to 9th Grade Transition (Alternative School Framework only) 176
Educational Context 176
Metric Detail, Calculation, and Business Rules 176
Metric Points Possible 179
Secondary Completion Rate (Alternative School Framework only) 180
Educational Context 180
Metric-Specific Terminology and Definitions 181
Metric Detail, Calculation, and Business Rules 182
Metric Points Possible 185
Appendix A: Data Sources 186
ACCESS 186
Adjusted Cohort 186
Advanced Placement (AP) 186
Alt ACCESS 186
Attendance 186

Certified Graduation Data 186
Certified Graduates List 186
CLASS Data 186
College Board 187
College Ready Benchmarks 187
DC Science Assessment 187
DCTAG 187
Demographic Data 187
Discipline Data Collection 187
Enrollment 187
Faculty and Staff Data Collection 187
GED® 188
Healthy Schools Act (HSA) School Health Profiles 188
IEP Certificate of Completion List 188
International Baccalaureate (IB) 188
LEA Financial Reporting Application 188
Medical Exemptions 188
MSAA 188
National Assessment of Educational Progress (NAEP) 188
National External Diploma Program (NEDP) 189
National Student Clearinghouse Data 189
PARCC 189
SAT 189
Student Characteristics 189
University of the District of Columba (UDC) and University of the District of Columbia-Community College (UDC-CC) 189
Appendix B: School Support Designations 190
Appendix C: Updates to the Technical Guide 191
Updates for 2020 Version 191
Updates for 2019 Version 191

How to Use the Technical Guide

The 2020 DC School Report Card & STAR Framework Technical Guide provides an in-depth explanation of each of the data elements included on the DC School Report Card. The Technical Guide outlines the data sources, measurements, metric calculations, and how the STAR Framework assigns summative STAR ratings of one to five stars. For each metric, this guide provides the specific definitions and terminology, rules and methodology used in calculation, explanation of any exceptions and data caveats as well as a brief educational context for the metric.

Please note that due to COVID-19, the Office of the State Superintendent of Education (OSSE) asked for and received assessment and accountability waivers from the US Department of Education (USED). These waivers removed many of the requirements for reporting data on the report card and calculating STAR Framework scores. Therefore, the number of metrics reported on the 2020 DC School Report Card is reduced. Below, you will see a table detailing which metrics will be updated in 2020 and which will not. However, due to the fact that the DC School Report Card will continue to report data from prior years, this Technical Guide includes all metrics.

Updated Data for the 2020 DC School Report Card

As previously noted, OSSE applied for and received waivers from the US Department of Education for state assessments and accountability due to COVID-19. The following tables list the data and metrics that will and will not be updated for the 2020 DC School Report Card, using data from the 2019-20 school year which was interrupted by the pandemic.

Metrics Updated	
School Profile Page	School Profile Page Data (e.g., principal name, school address, message from the school)
School Environment	Teacher data
	School Leader Data
	Health Data
	Graduation: four-year Adjusted Cohort Graduation Rate and five-year Adjusted Cohort Graduation Rate
	College Enrollment – Class of 2018 (six-month and 12-month), Class of 2019 (six-month)

Metrics Not Updated	
STAR Framework	STAR Framework metrics or ratings
School Environment	Attendance (90+ Attendance, In-Seat Attendance, Attendance Growth)
	Discipline

	Student mobility
	Re-enrollment
	Re-engagement (Alternative Schools only)
Academic Performance	State assessments for Math, ELA and Science (performance and performance levels)
	ACCESS Growth
	CLASS
	Eighth to ninth grade transition (Alternative Schools only)
	SAT DC Percentile and SAT College and Career Readiness Benchmark
	AP/IB Participation and AP Participation
	Secondary Completion (Alternative Schools only)
	Student Growth (Median Growth Percentiles and Growth to Proficiency)

Metric Calculation Confirmation

Prior to publication, every data element and metric on the DC School Report Card is confirmed to be accurate by Local Education Agency (LEA) Heads of School during a process called Metric Calculation Confirmation. 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 the publication. The Metric Calculation Confirmation data and certification dates for 2020 are outlined below. The full MCC Policy is available online here.

MCC Phase I: School Profile Information

Opening Date: July 15, 2020

Support Ticket Deadline: July 31, 2020

Certification Date: Aug. 14, 2020

- Address
- Before/after school care availability and payment option and hours
- Extracurricular/enrichment programs
- Grades served for the 2020-21 school year
- Message from the school
- Parent organization representative, email and communication policy
- Phone number
- Principal/school leader name and title
- School day hours (i.e., instructional hours)
- Social media (Twitter, Facebook, and Instagram)
- School picture (image file)
- School program offerings
- School uniform policy (yes or no)
- School website (URL)
- Transportation (bus and Metro)

MCC Phase II: Teacher, Leader, and Health Data

Opening Date: July 15, 2020

Support Ticket Deadline: July 31, 2020

Certification Date: Aug. 14, 2020

- Teacher data: Years of experience, certified, and in-field
- School Leader Data: Years of experience
- Health Data: Physical activity minutes and health staff roles present

MCC Phase III: Metrics

Opening Date: Sept. 30, 2020

Support Ticket Deadline: Oct. 23, 2020

Certification Date: Oct. 30, 2020

- Graduation: four-year Adjusted Cohort Graduation Rate and five-year Adjusted Cohort Graduation Rate

Information about the schools is provided by LEAs that confirm accuracy for the 2019-20 school year. OSSE will release the 2020 DC School Report Card in December of 2020.

Glossary of Common Terms

The following definitions will help readers understand terminology used in the explanation of how metrics are calculated and domains are weighted for each framework.

Accountability Year

The school year for which data is used in the calculation of the STAR Framework metrics.

Adjusted Cohort

The adjusted cohort is a group of students who enter and exit high school after the beginning of the entering cohort's first ninth grade year, up to and including in grade 12[1] 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.[2]

Attendance Rate

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

Attendance Growth Score

An individual student's attendance growth score is calculated by taking the change in a student's attendance rate and subtracting the median change in attendance rate (see above) of students in the same age group.

Audit Population

Students identified as enrolled on Count Day through the annual Enrollment Audit process.

Audit School

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

---

[1] 34 C.F.R. § 200.19(b)(1)(ii)

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

At-Risk

The STAR Framework will use the At-Risk designation as its definition for economically disadvantaged for all schools. In the District of Columbia, at-risk is defined as a student who possesses one of the following characteristics at any point during the given 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, under the care of the Child and Family Services Agency (CFSA, also known as foster care), and/or overage (high school only). A high school student is overage if he or she is at least one year older than the expected age for their grade.

Business Rule

Rules related to the collection of data, methodology of calculation, and any specific data caveats, exceptions, inclusions, or exclusions specific to a given metric or framework aggregation.

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.

DC Science

DC Science is the District of Columbia's statewide assessment of the Next Generation Science Standards. DC Science was administered for the first time in spring of 2019. The DC School Report Card reports results at the school, LEA, and state levels. However, DC Science is not included in the STAR Framework. OSSE will add DC Science results to the "Student Achievement" section of the DC School Report Card when they are available.

DLM

Dynamic Learning Maps (DLM) is the districtwide alternate science assessment for students with the most significant cognitive disabilities. DLM was administered for the first time in the spring of 2019. DLM is not included in the STAR Framework. OSSE will add DLM results to the "Student Achievement" section of the DC School Report Card when they are available.

Eligible to Re-Enroll

Students enrolled in a non-terminal grade in the year preceding the accountability year.

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.

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.

Enrollment Audit

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

Ever-Enrolled

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

Floor

In the specific context of the STAR Framework, this is the minimum metric score above which a school will earn any points. A school must exceed the floor in order to earn any points for the given metric.

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.

Framework Points Applicable

The sum of points among the metrics that are applicable to schools based on the grades served; framework points applicable vary based on the grade configuration of alternative schools, but are uniform across all student groups within a school.

Full Academic Year (FAY) Status

The geographic level at which the student was 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 enrolled in the district fewer than 85 percent of the applicable instructional days).

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.

Median Growth Percentile (MGP)

A measure of the median academic growth of students at a school as compared to students at other DC schools. MGP is a norm-referenced, school-level growth measure.

Metric Points Earned

Calculation based on how a school's metric score compares to a floor and a target. Metric points earned are calculated separately for each student group.

Metric Points Possible

The sum of metric points for which the school has sufficient n-size to receive a score, and are calculated separately for each student group.

Minimum Enrolled Days

The minimum number of instructional days a student must be enrolled to be included in the metric calculation. For the Addressing Chronic Absenteeism metrics in the Elementary School (with Pre-K), Elementary School, Middle School, and High School STAR Frameworks, students must be enrolled for a minimum of 30 instructional days after the 10th day of school to contribute to a school's metric score. For the Addressing Chronic Absenteeism metrics in the Alternative School Framework, students must be enrolled for a minimum of 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. 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.

MSAA

The MSAA is a comprehensive assessment system designed to promote higher academic outcomes for students with significant cognitive disabilities in preparation for a broader array of post-secondary outcomes.

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.

PARCC

The District of Columbia's administers annual assessment of mathematics and English language arts (ELA), based on the Common Core State Standards.

Present

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

Regular Diploma

U.S. Department of Education 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 Framework

A set of metrics and weighted domains based on the school's grade configuration or school designation that is used to calculate STAR scores.

School Framework Score

The score that a school receives for a specific school framework based on the student group scores and the student group points possible. For schools that are assigned a single school framework, the school

framework score and the school's STAR Score are the same. For schools that are assigned multiple school frameworks, the school framework scores are combined into a single STAR Score.

School Hours

Hours of the instructional day.

School and LEA Information Management System (SLIMS)

Master repository for all LEA and school information.

STAR Rating

A rating from one to five stars based on the star scale equivalency to the school's STAR score. For example, a five star school has a STAR score between 80 and 100.

STAR Score

The sum of the student group scores using all applicable STAR framework metrics. This is a number between 0 and 100 points.

Student Groups

The STAR Framework includes the following student groups: All Students, Students with Disabilities, students who are At-Risk, student who are English learners and students who identify with the following federally-defined racial/ethnic groups: American Indian or Alaskan Native, Asian, Black or African American, Hispanic/Latino of any race, Native Hawaiian or Other Pacific Islander, White, and Two or more races. The Alternative School Framework includes an eleventh student group, students with disabilities who are also at-risk.

Student Group Points Possible

The maximum number of points that can be earned by a student group on a given school framework. The student group points possible provide the weighting for student groups within a school framework.

Student Group Score

The score that a student group receives based on the metric points earned and the metric points possible for the students group. Each student group score is specific to a single school framework, therefore schools that are assigned multiple school frameworks will have multiple student group scores for each student group.

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.

Target

The metric score for which a school will earn all possible points. In other words, if a school's metric score meets the target, that school will earn 100 percent of the metric points possible for that metric.

Unduplicated Enrollment

Any student with a valid Stage 5 entry date according to the enrollment data verified through the Data Validation process.

DC School Report Card

What is the DC School Report Card?

The DC School Report Card is a website that gives families a look into all public schools in the District. Built in partnership with parents and families, this tool is a step toward a more transparent, equitable DC education system, with students at the center of critical decision-making. The DC School Report Card is available at https://dcschoolreportcard.org/.

The DC School Report Card displays more than 500 data elements, or pieces of information about a school. For example, the name of the school, the school's 90 percent attendance rate, and the STAR Rating are each data elements. This DC School Report Card section of the Technical Guide details each of the data elements and metrics on the DC School Report Card that are not included in STAR Framework calculations.

The Every Student Succeeds Act (ESSA) requires every state education agency (SEA) to publish a state report card of all schools; the DC School Report Card adheres to federal requirements while serving the specific and expressed needs of the students, families, educators, and stakeholders in the District of Columbia.

Reporting Levels for the DC School Report Card

As required under the Every Student Succeeds Act (§1005(H)), OSSE publishes report cards at the school, local education agency (LEA), and state levels to align with ESSA-required components and the elements approved by the DC SBOE (Feb. 2018). In other words, metrics at the school level roll up to give a broader view of LEA- and state-level performance. Calculations at the LEA and state levels utilize the business rules outlined for metrics within this guide and use the student level universe defined including all applicable students within the entity. (Please note that assessment and Adjusted Cohort Graduation Rate (ACGR) metrics have additional reporting rules which are fully outlined in the reporting guides for those metrics and linked in this guide.) Users can find LEA-level report cards by using the search function or by clicking on the LEA page link in the "School Overview" section on individual school report cards. The state-level report card is available by clicking on "View DC Report" on the landing page (Figure 1 below) or by clicking on "DC Report" at the bottom of a school or LEA report card (Figure 2 below).

Figure 1

Figure 2

View the Local Education Agency Report for this school or the DC Report.

Certain report card elements are reported at the LEA level and at the state level. Please see the tables below, beginning with Table 1.2, for details on the reporting level for all data elements. LEA-level data will reflect information across all students enrolled in the LEA, regardless of school framework. State-level data will reflect information across all students enrolled in public schools, regardless of LEA or school framework. For students enrolled at non-public schools from whom the LEA is responsible, these students will be included in the reporting at the LEA and state-level of the following metrics only (consistent with current policy for the public reporting of these metrics): Meeting or Exceeding Expectations, Approaching, Meeting or Exceeding Expectations, Extended Years Graduation, Four-Year ACGR, and Five-Year ACGR. (Details are provided in the dedicated sections for each metric below.)

One data element on DC School Card pages is the STAR Framework rating of one to five stars. The STAR Framework has separate frameworks by grade band; for those schools serving grades across multiple frameworks, the school-level data will reflect information across all students enrolled at the school.

Profile Page

The DC School Report Card includes general information about each school; these data are displayed on the school's profile page. All of these data elements are reported to OSSE by LEAs. LEAs must solve discrepancies in these data elements by updating the data in the source system (SLIMS or eSchoolPLUS). After the release of the DC Report Card, OSSE periodically updates directory data elements. Table 1.1 below lists each of the data elements on the profile page, the reporting level, and the source of the data.

Table 1.1

Data Elements	Reporting Level	Source
Name The name of the school.	LEA, School	SLIMS
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 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 2019-20 school year.	LEA, School	SLIMS
Principal Name The name of the school leader as designated by the LEA.	School	eSchoolPLUS
Message from the School Schools have an opportunity to submit a brief message which highlights unique aspects of the school and information they want to include about the school. Schools are welcome to include information such as course offerings, special programs, features of the school, and/or the mission/vision of the school. The format allows for 530 characters.	School	eSchoolPLUS
Ward 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.	School	SLIMS
School Program Offerings Schools share their course offerings. These options are: • Advanced Placement	School	eSchoolPLUS, School Health Profile for School Garden only

- 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: Schools that offer Restorative Justice as part of their school-wide plan may implement one or more of the following practices: proactive/community circles, restorative discipline, or responsive circles. Restorative Justice philosophy and practices are an evidence-based approach to building positive, supportive climates in schools that minimize exclusionary disciplinary practices. It aims to: keep youth in school and in their communities; promote a safe and inviting learning environment, repair harm and build stronger relationship; and provide opportunities for youth

and adults to be active and accountable members of their school community. • School Garden Program: 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 Uniform Required • STEM Focus Only the school program offerings that are selected by the LEA will be displayed with a green check mark. 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.		
Bus Transportation Accessible public bus routes near the school.	School	eSchoolPLUS
Metro Transportation Accessible public train stations near the school.	School	eSchoolPLUS
Social Media Links to the school or LEA Facebook and/or Twitter accounts.	School	eSchoolPLUS
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.	School	eSchoolPLUS
Parent Communication Policy	School	eSchoolPLUS

Schools that have a written policy that outlines expectations for school faculty/staff communication with parents provide a link to the policy.		
Parent Representative The contact point for parents and families at the school.	School	eSchoolPLUS
Before School Care Indicates whether before school care is offered to parents. Also indicates whether before school care is paid, on a sliding scale or voucher, or free. The hours care is available per day, Monday – Friday, are also listed.	School	eSchoolPLUS
After School Care Indicates whether after school care is offered to parents. Also indicates whether the care is free, on a sliding scale/voucher, or whether the childcare is paid. The hours care is available per day, Monday – Friday, are also listed.	School	eSchoolPLUS
Extra-curricular and Enrichment Activities Schools supply written text outlining highlights of extracurricular and in-school enrichment programs and activities.	School	eSchoolPLUS
School Uniforms Indicates whether the school requires students to wear uniforms.	School	eSchoolPLUS

School Finance School Finance was added to the Report Card in spring of 2020.[3]	School	Collected through OSSE-developed application

Academic Performance

Per ESSA, all state- and LEA-level report cards must include the percentages of students performing at each level of achievement on the state's academic achievement standards. Several Academic Performance data elements are included in the STAR Framework. The business rules for each of those metrics are detailed below.

Table 1.2

Data Elements/Metrics	Reporting Level	Source
Assessment Results Number and percentage of students at each level of achievement on statewide assessments.	SEA, LEA, School and by student group	PARCC, MSAA, DC Science, DLM
Assessment Participation Percentages of students assessed and not assessed in each subject.	SEA, LEA, School, student group, and by sector for SEA.	PARCC, MSAA, DC Science, DLM
Adjusted Achievement Rate Percentage of students scoring above level 4 on state assessments and above level 3 on alternate assessments in each subject adjusted by participation rates as required by ESSA. Exempted English Learner students are excluded from the math participation universe used to calculate this rate because they are excluded from achievement reporting, although they are included in the unadjusted math participation universe.	SEA, LEA, school and by student group	PARCC, MSAA
Assessment Performance Levels Measures student performance at	SEA, LEA, School, and student group	PARCC, MSAA, DC Science, DLM

[3] Given the timeline of when data is available, School Finance information will be reviewed in confirmed outside of MCC. OSSE will provide separate guidance for this collection in 2019.

each assessment performance level for ELA, math and science, including alternate assessments. (Please note: due to the implementation of a new assessment, results for the DC Science and DLM will be posted in December.)		
Meeting or Exceeding Expectations Measures if students in a school are meeting grade-level expectations for English language arts/literacy (ELA) and math.	SEA, LEA, School, Student group, and by sector for SEA.	PARCC, MSAA
Approaching, Meeting or Exceeding Expectations Measures if students in a school are approaching grade-level expectations for English language arts/literacy (ELA) and math.	SEA, LEA, School, Student group, and by sector for SEA.	PARCC, MSAA
Weighted Index Index score based on weighted average of performance levels on PARCC and MSAA. (Alternative Schools Only)	SEA, LEA, School, and student group	PARCC, MSAA
SAT "College Ready" Benchmark Measures how well DC schools are preparing their students to be college and career ready.	SEA, LEA, School and student group	College Board
SAT DC Percentile Threshold Indicates of how well DC schools are preparing their students to be college and career ready.	SEA, LEA, School and student group	College Board
Exempted English Learner Students As applicable, number and percentage of recently arrived English learners exempted from participation in one administration	SEA, LEA, School	Data Validation

of reading/language arts assessments or whose results are excluded from certain State accountability system indicators. For more information, please reference the Districtwide Assessments Participation and Performance Policy for the 2018-19 School Year.		

Academic Growth

All of the Academic Growth data elements are included in the STAR Framework. The business rules for each are detailed below.

Table 1.3

Data Elements/Metrics	Reporting Level	Source
Median Growth Percentile Using PARCC performance data, this metric uses student growth percentiles (SGPs) to calculate each school's median growth percentile (MGP) for both math and ELA.	SEA, LEA, School and student group	PARCC
Growth to Proficiency Measures whether a student has made sufficient growth towards a goal of PARCC Performance Level 4 (Proficient).	SEA, LEA, School and student group	PARCC

College and Career Readiness

All of the College and Career Readiness data elements are included in the STAR Framework. The business rules for each are detailed below.

Table 1.4

Data Elements/Metrics	Reporting Level	Source
AP/IB Participation	SEA, LEA, School, and student	College Board, IB

Measures student participation in college-level coursework (AP and IB courses).	group	
AP/IB Performance Measures the percentage of students participating in AP or IB assessments who are proficient in content material at the college level.	SEA, LEA, School, and student group	College Board, IB

College Enrollment

Annually, the DC School Report card will include metrics displaying postsecondary enrollment rates for previous graduates from the prior two years. The metrics show the six-month and twelve-month postsecondary enrollment rates aggregated by state, LEA and school levels for all students as well as by student groups. Each metric will show the enrollment rate of students for the two most recently completed school years.

Metric-Specific Terminology and Definitions

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).

Postsecondary Education

An educational program at any public or non-profit accredited or pre-accredited institution that awards a bachelor degree or provides a two-year program that is acceptable for full credit toward a bachelor degree.

Regular Diploma

U.S. Department of Education 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.

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.

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.

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.

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.

University of the District of Columbia

Founded in 1851, UDC is the District of Columbia's comprehensive public university. UDC offers 81 undergraduate and graduate academic degree programs through the school's six colleges and schools, in addition to a community college (UDC-CC).

Six-Month Postsecondary Enrollment Rate

This rate is derived from District of Columbia 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.

Twelve-Month Postsecondary Enrollment Rate

This rate is derived from District of Columbia 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 nonpublic, 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.

Metric Details, Calculations, and Business Rules

Calculations

Metrics

Metric	Count	Rates	Reporting Level
Six Month Postsecondary Enrollment Rate	Total number of students enrolled in a postsecondary institution six months after their high school graduation	$\frac{Students\ Enrolled\ Six\ Months\ After\ Graduating}{Total\ Number\ of\ Graduating\ Students}$	• State, LEA, School • All students and all student groups
Twelve Month Postsecondary Enrollment Rate	Total number of students enrolled in a postsecondary institution twelve months after their high school graduation	$\frac{Students\ Enrolled\ Twelve\ Months\ After\ Graduating}{Total\ Number\ of\ Graduating\ Students}$	• State, LEA, School • All students and all student groups

Business Rules

Student Universe

All students from 2016-2017 and 2017-2018 school years who earned a certified diploma are included in the universe.

Inclusions

1. All students from the certified graduates list who earned a high school diploma.

Exclusions

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

Data Caveats

USI-matching

Graduating students are matched by their USIs from LEA submitted certified graduation rosters. These students are matched by their USIs to the National Student Clearinghouse (NSC) database, and UDC data feed. Students in the universe that do not match to this database are treated as non-enrolled.

Rates Calculation

Rates are calculated by the total number of students who are enrolled students in a postsecondary institution six months after their high school graduation over the total number of graduating students. This figure is multiplied by 100 to give a percentage. This calculation will most likely produce a fraction and not a whole number. For the DC School Report Card, the fraction will be then be rounded to two decimal places where greater than .5 will round up and lower than .5 will round down and the number displayed will show the enrollment rate per 100 students.

Data Sources

1. Certified Graduation Data:
    a. Student graduation data are submitted to OSSE by LEAs via the OSSE-provided template following DCPS and PCSB issuance of August diplomas through a secure data transfer; these data are then reviewed by OSSE and, certified by LEAs through OSSE's fall data validation process.
2. National Student Clearinghouse Data
    a. NSC provides OSSE with all postsecondary enrollment and completion information for all DCTAG recipients and DC public and public charter students that earn a regular diploma, IEP Certificate, GED, and NEDP.
3. DCTAG
    a. DC Tuition Assistance Grant (DCTAG) data is collected through the DCTAG OneApp website, where potential grantees complete an online application for the program.
    b. Students must re-submit their information each year they are enrolled in an eligible postsecondary institution.
4. University of the District of Columbia (UDC) and University of the District of Columbia – Community College (UDC-CC)
    a. UDC data is collected through different data feeds for UDC and UDC-CC that OSSE maintains through its relationship with UDC.

DC Science & Dynamic Learning Maps

DC Science is the District of Columbia's statewide assessment of the Next Generation Science Standards (NGSS). Students enrolled in grades 5, 8 and high school biology take the DC Science assessment. Students with the most significant cognitive disabilities who are eligible for alternate assessment participation take the Dynamic Learning Maps (DLM) Science Alternate Assessment. The DLM Science Alternate Assessment is

based on Essential Elements (EEs) that are alternate achievement standards based on the Next Generation Science Standards (NGSS).

DC Science and DLM results at the SEA, LEA, and school level were reported on the DC School Report Card for the first time in 2019. These assessments are not used to calculate STAR scores or ratings; they are Report Card-only metrics.

Metric Detail, Calculation, and Business Rules

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.
    a. Students must be enrolled in a grade or course with a required assessment, per the requirements in the "Districtwide Assessments Participation and Performance Policy." Students must be continuously enrolled during the school's testing window or students are not continuously enrolled during the school's testing window but tested at that school and received a valid score.
    b. Students who take "off-grade" or "off-policy" assessments will not have their scores counted for performance reporting.
    c. Students who take optional high school assessments are not counted for performance reporting.
3. Students must be enrolled for the full academic year (FAY) for their scores to be counted for performance calculations.
4. Students who do not meet FAY at the school level (for example, due to transfer between LEAs, or entering or leaving the District) will not be included in the metric calculation.
    a. Students will be deemed enrolled for the FAY at their school if they are enrolled in the same school for 85 percent of the school days between the official Enrollment Audit date and the first day of the State assessment window for each of the required assessments.

Exclusions

1. Medical Exemptions – Students with an OSSE-approved medical exemption will not be included in the numerator or denominator of the participation calculation.
2. Students who were continuously enrolled in multiple schools and who did participate in a required test are included in the participation numerator and denominator of the school where the student took the assessment.
3. Students who were continuously enrolled in multiple schools and who did not participate in a required test are included in the participation denominator of the school where the student was enrolled longest during the school year.

4. Students who were not continuously enrolled in any school but who did participate in a required test and receive a valid school are included in the participation denominator of the school where the student tested.
5. Void/Incomplete tests – If a student does not meet the attemptedness rules for a test or if the test is later voided by the test vendor due to concerns over integrity of the test administration, the student will not receive a valid score and therefore no score will be included in the metric calculation.
6. Off-policy Assessments – If a student who is approved to take the alternate assessment takes the DC Science assessment, or if a student who is not deemed eligible by OSSE to take the alternate assessment takes the DLM assessment, the student will not be included in the metric calculation.

Data Caveats

1. Parents reserve the right to test their students in the alternate assessment even if they were not deemed eligible by OSSE. In this case, students are not included in this metric calculation.

Data Sources

1. DC Science Data:
    a. Student assessment scores on DC Science are provided to OSSE from Pearson; these data include performance level and attemptedness information.
2. DLM Data:
    a. Student assessment scores on DLM are provided to OSSE from the University of Kansas; these data include performance level and attemptedness information.
3. Certified Demographic Data:
    a. Demographic data are submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.
4. Medical exemption data:
    a. LEAs are responsible for submitting documentation for a valid Medical Exemption from the DC Science or DLM assessments to the OSSE Assessment Team. These data are submitted through the OSSE Support Tool (OST). More information can be found in the Data Validation Technical Guide.
5. Certified Enrollment Data
    a. Enrollment data are submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.
    b. Certified enrollment data was deduplicated according to the process outlined below in the 'Data Validation' section.

Data Validation

LEA Validation

1. In 2019, student-, school-, and LEA-level student information pertaining to the DC Science and DLM assessments will be validated in a process separate of the Data Validation process used for the

other state assessments. 2019 is the first year of administration for these assessments and therefore results will take longer to be reported; in 2020, DC Science and DLM will be validated by LEAs alongside the state assessments for ELA and math.

OSSE Validation

The following assumptions apply to assessment data:

1. A student should test in the grade in which she or he was enrolled longest during the school year
2. A student will participate in one ELA and one mathematics assessment in a given year, in accordance with the assessment participation policy and requirements
3. All students registered in the Pearson Access Next (PAN) or DLM systems will participate in the corresponding assessment
4. A student who has a valid score at a given school will have a valid Stage 5 enrollment at the same school during the school's testing window
5. A student who has a valid assessment score will be included in the Data Validation and will have verified student characteristics
6. A student who is not deemed eligible to participate in the alternative assessment will participate in the traditional assessment
7. A student who is deemed eligible to participate in the alternative assessment will not participate in the traditional assessment
8. A recently arrived EL will not participate in the DC ELA or MSAA ELA assessment
9. A student with a medical exemption will not participate in the assessments indicated on the medical exemption form

Discipline

The DC School Report Card includes several measures of student discipline that are aggregated at the state, LEA, and school levels for all students and student groups. Each discipline metric will show the relevant total count and rate of incidents for the most recently completed school year. OSSE collects discipline data using the OSSE Discipline Data Collection Template at the end of each school year.[4] The data collection is conducted annually each August and requires LEAs and pre-K community-based organizations (CBOs) to provide comprehensive data on all disciplinary incidents and actions that occurred during the prior school year. All guidance is available on OSSE's website.

Table 1.5

Data Elements/Metrics	Reporting Level	Source
Suspensions (In School and Out of School collected separately) Counts of students who receive	SEA, LEA, School, and by student group	Discipline data collection

[4] Pursuant to D.C. Code 38-236.09(c)(1), each LEA or entity operating a publicly funded CBO shall provide requested discipline data in subsection (b) of this section in a form and manner prescribed by the OSSE.

out-of-school and in-school suspensions.		
Expulsions Counts of expulsions.	SEA, LEA, School, and by student group	Discipline data collection
School-related arrests Refers to an arrest of a student 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.	SEA, LEA, School, and by student group	Discipline data collection
Incidents of Violence Counts of incidents of violence, defined below.	SEA, LEA, School, and by student group	Discipline data collection
Bullying Counts of reported incidents of bullying.	SEA, LEA, School, and by student group	Discipline data collection
Harassment Counts of reported incidents of harassment.	SEA, LEA, School, and by student group	Discipline data collection

Metric-Specific Terminology and Definitions

In-School Suspension

Instances in which a student is temporarily removed from his/her 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.

Out-of-School Suspension

Instances in which a student is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no IEP services are provided because the removal is 10 days or less as well as removals in which the student continues to receive services according to his/her IEP.

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.

Bullying

An incident is counted as bullying when the primary or secondary reason indication for a disciplinary action is explicitly listed as "Bullying." From OSSE's Discipline Guidance, bullying includes:

> "Any severe, pervasive, or persistent act or conduct whether physical, electronic, or verbal that:
>
> May be based on a youth's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intra-family offense, place or residence or business, or any other distinguishing characteristic, or on a youth's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and
>
> Can reasonably be predicted to:
>
> Place the youth in reasonable fear of physical harm to their person or property
>
> Cause a substantial detrimental effect on the youth's physical or mental health
>
> Substantially interfere with the youth's academic performance or attendance
>
> Substantially interfere with the youth's ability to participate in or benefit from the services, activities, or privileges provided by an agency, educational institution, or grantee."

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.

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:

- (1) rape, attempted rape, and other sexual assault;
- (2) robbery with and without a weapon;
- (3) robbery with a firearm or explosive device;
- (4) physical attack or fight with and without a weapon;
- (5) physical attack or fight with a firearm or explosive device;
- (6) threats of physical attack with and without a weapon;
- (7) threats of physical attack with a firearm or explosive device;
- (8) possession of a firearm or explosive device;
- (9) use of a firearm or shooting; or
- (10) homicide

The DC School Report Card shares the rate of total incidents of violence as well as the rate by student subgroups.

Metric Detail, Calculation, and Business Rules

Suspensions

Count

- Total number of out-of-school suspensions
- Total number of in-school-suspensions

Rates

$$\frac{Total\ number\ of\ students\ receiving\ either\ an\ in-school\ or\ out-of-school\ suspension}{Total\ number\ of\ students\ ever\ enrolled\ during\ the\ accountability\ year}$$

Expulsions

Count

Total number of expulsions (including modified expulsions)

Rates

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

Bullying

Count

Total number of incidents of bullying resulting in a disciplinary action

Rates

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

Harassment

Count

Total number of incidents of bullying resulting in a disciplinary action

Rates

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

Student Universe

All students for whom LEAs reported a disciplinary incident in the annual Discipline Data Collection, with the following inclusion and exclusions:

Inclusions

2. Students are included in the metrics for bullying or harassment if either the primary or secondary disciplinary reason was bullying or harassment, respectively.

Exclusions

1. Juvenile justice schools are excluded from the metric.

Data Caveats

Student Groups

Demographic and student characteristics data certified through the Data Validation process is matched to individual students in the Discipline Data Collection using the USIs provided by LEAs in the Discipline Data Collection. Student disciplinary records that do not match to a student record from Data Validation will be included in the calculation of disciplinary metrics for the ”All students” student group, however will not be

included in the calculation of disciplinary metrics for additional student groups as the student group information for non-matched students cannot be verified.

Student Universe

There are instances where an LEA may report a disciplinary incident for a student to OSSE but did not report a corresponding enrollment record for the same student to OSSE. It is therefore possible that there are students included in the numerator for the rates of disciplinary actions and incidents but are not included in the denominator for the metric.

Calculation

Rates are calculated by dividing the numerator for a given metric by the denominator for a given metric and then multiplying the result by 100 to calculate a percentage. In instances where this calculation produces a fraction and not a whole number, the fraction will be rounded to a whole number; decimals greater than or equal to .50- will round up and decimals less than .50 will round down to the nearest whole number. Rates for disciplinary incidents will display the disciplinary action rate per 100 students. For additional context about n-size calculations, refer to the 2018-19 SY OSSE Discipline Report.

Data Sources

1. Student Characteristics:
    a. Data certified by LEAs through the Data Validation process is used to aggregate disciplinary data by students' race and ethnicity, English learner status, students with disabilities status, homeless status, foster care status and at-risk status.
2. Certified Enrollment Data:
    a. Enrollment data is submitted to OSSE on a daily basis via the LEA's Student Information Systems (SIS); these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.
        i. Enrollment data is used in determining students' entry and exit date to a school
        ii. Student demographic data validated during the Data Validation process will be used to determine student demographics.
3. Discipline Data:
    a. Disciplinary action data are submitted to OSSE from LEAs by August 15 following the end of the school year following a template and a guidance document created by OSSE. These data are reviewed by OSSE and matched to validated student enrollment and demographic information.

Incidents of Violence

Count

Total number of disciplinary actions when the primary or secondary reason is defined as a violent act.

Rates

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

School-Related Arrests

Count

Total number of incidents of school-related arrests.

Student Universe

All students for whom LEAs reported a school-related arrest in the biennial Civil Rights Data Collection submitted to the Department of Education.

Data Caveats

All data, including student group data, are reported by LEAs directly to the Department of Education. Data reported by LEAs for individual students may differ from other validated sources of data for the year corresponding to the data submission.

Data Source

1. Civil Rights Data Collection
    a. Disciplinary data are submitted by LEAs to the Department of Education biennially. The Report Card will include the most recently available CRDC data to provide information on school related arrests and incidents of violence resulting in school related arrests to the public. CRDC data are typically made publicly available on a delay, typically in the school year following the submission due date; for example for the 2018-19 Report Card, the most recent publicly available CRDC data concerns disciplinary incidents that took place during the 2015-16 school year.
2. DC Discipline Collection
    a. Annually OSSE collects discipline data from LEAs for use in the DC Discipline Report required to be presented to Council, federal reporting, and the DC School Report Card. The Discipline Collection includes but is not limited to the disciplinary elements requested in the CRDC which enables OSSE to provide more current and timely discipline data on the report card.

Educational Progress

All of the Educational Progress data elements are included in the STAR Framework for Alternative schools only. The business rules for each are detailed below.

Table 1.6

Data Elements/Metrics		Reporting Level	Source
8th to 9th Grade Transition (Alternative Schools only)		SEA, LEA, School, and student group	Data Validation & Prior Year Data Validation
Secondary Completion Rate (Alternative Schools only)	SEA, LEA, School, and student group	Data Validation, Certified Grad List, GED®, CASES	

English Language Proficiency

The DC School Report Card displays both the growth and proficiency for English learners in English reading, writing, speaking and listening. ACCESS Growth is included in STAR Framework for all schools. The business rules are detailed below.

Table 1.7

Data Metrics	Reporting Level	Source
ACCESS Growth English learner progress in achieving English language proficiency.	LEA, School, and student group	ACCESS

Enrollment

School enrollment counts for students broken out by all federal required student groups. 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
- Children in Foster Care
- At-Risk (full definition in the glossary)

- Military Connected (Students with a parent who is a member of the armed forces on active duty or serves on full-time National Guard duty, where "armed forces," "active duty," and "full-time National Guard duty" have the same meanings given them in 10 U.S.C. 101(a)(4), 101(d)(1), and 101(d)(5).)
- English Learners
- Students with Disabilities

Table 1.8

Data Elements	Reporting Level	Source
Enrollment	SEA, LEA, School and student group	Data Validation
Enrollment by grade level	SEA, LEA, School	Data Validation
Enrollment in preschool programs	SEA, LEA, School	Data Validation

Graduation Rate

The Adjusted Cohort Graduation Rate (ACGR) is included in the STAR Framework. The 4-Year ACGR and Extended Years Graduation Rate are included in the High School framework whereas the 5-Year ACGR is included in the Alternative School Framework. The business rules for ACGR are detailed below.

Table 1.9

Data Elements/Metrics	Reporting Level	Source
4-Year ACGR	SEA, LEA, School, and Student Group	Data Validation
5-Year ACGR	SEA, LEA, School, and Student Group	Data Validation
Extended Years Graduation Rate	SEA, LEA, School, and Student Group	Data Validation

Health

Health data elements and metrics on the DC School Report Card are pulled directly from the Healthy Schools Act (HSA) School Health Profiles and reflect self-reported school-level data as of the date the school submitted its School Health Profile during the spring of the prior school year. All completed School Health Profiles are available on the OSSE School Health Profiles page.

Health and clinical staff include full- or part-time nurses/allied health professionals, psychiatrists, psychologists, licensed independent clinical social workers, and licensed professional counselors. These roles may be fulfilled by employed staff, contractors, and volunteers. At the SEA and LEA level, this is reported by the percentage of schools in that entity that have that health and clinical staff.

For grade bands K-5 and 6-8, physical activity time reflects the grade band's average minutes per week the student receives physical education instruction and the average minutes per week the student is engaged in recess. For grade band 9-12 physical activity time reflects the grade band's average minutes per week of physical education instruction. This data element is calculated by combining the minutes per week for moderate-to-vigorous physical activity in physical education class with the recess minutes per day per grade span (not applicable for grade bands 9-12) as reported and validated in the School Health Profile.

Table 1.10

Data Elements	Reporting Level	Source
Health & Clinical Staff	SEA, LEA, School	Health Profiles (HSA)
Physical Activity Time	School	Health Profiles (HSA)

School Environment

Attendance metrics, student mobility metrics, and CLASS scores (for elementary schools that offer pre-K) are included in the DC School Report Card and the STAR Framework where applicable. Business rules for the DC School Report Card are included below and the STAR Framework metrics are available in the School Environment Domain section.

Table 1.11

Data Elements/Metrics	Reporting Level	Source
90% Attendance Percentage of enrolled students who were present/in attendance for 90% or more of enrolled days.	SEA, LEA, School, and student group	Data Validation
Attendance Growth Measures the median difference between students' change in attendance rates and the average change in attendance for students of the same age.	SEA, LEA, School, and student group	Data Validation
In-Seat Attendance Measures the percentage of the cumulative sum of instructional days on which enrolled students are present in school during a given school year.	SEA, LEA, School, and student group	Data Validation
Pre-K In-Seat Attendance	SEA, LEA School, and student group	Data Validation
CLASS Program-level score on CLASS observational tool for Pre-K classrooms.	SEA, LEA, School, and student group	CLASS
Re-enrollment The number of students who can and do return to school each fall.	SEA, LEA, School, and student group	Data Validation
Student Mobility (See below)	SEA, LEA, School, and student group	Data Validation
Re-engagement (Alternative Schools only)	SEA, LEA, School, and student group	Data Validation

School Finance

In the spring of 2021, the DC School Report Card will be refreshed 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 expenditures will include average per-pupil expenditure amounts and aggregate expenditures. State-level expenditure data will 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.

Table 1.12

Data Elements/Metrics	Reporting Level	Source
School-Level Expenditures – Federal	School, LEA	LEA Financial Reporting
School-Level Expenditures – State/Local	School, LEA	LEA Financial Reporting
School Share of Centralized Expenditures – Federal	School, LEA	LEA Financial Reporting
School Share of Centralized Expenditures – State/Local	School, LEA	LEA Financial Reporting
Total LEA Excluded Expenditures	LEA	LEA Financial Reporting

Reported Metrics

ESSA Statute Requirements

> (x) The per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures of federal, state, and local funds, disaggregated by source of funds, for each local educational agency and each school in the state for the preceding fiscal year.

Metric-Specific Terminology and Definitions

School-Level Expenditure – State/Local

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

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 Share of Centralized Expenditures – State/Local

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

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

LEA Excluded Expenditures

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

Metric Detail, Calculation, and Business Rules

Calculations

Table 1.13

Metric	Count	Rates	Reporting Level	Source
Per Pupil: School-Level Expenditures – State/Local	Per-pupil expenditures for school-level expenditures	School-Level Expenditures (State/Local) / Enrollment Count	School, LEA	LEA Financial Reporting
Per Pupil: School-Level Expenditures – Federal	Per-pupil expenditures for school-level expenditures	School-Level Expenditures (Federal) / Enrollment Count	School, LEA	LEA Financial Reporting
Per Pupil: School Share of Centralized Expenditures – State/Local	Per-pupil expenditures for school's share of centralized expenditures	School Share of Centralized Expenditures (State/Local) / Enrollment Count	School, LEA	LEA Financial Reporting
Per Pupil: School Share of Centralized Expenditures – Federal	Per-pupil expenditures for school's share of centralized expenditures	School Share of Centralized Expenditures (Federal) / Enrollment Count	School, LEA	LEA Financial Reporting
Total School-	Per-pupil expenditures	Per Pupil: School-Level		LEA

Level Per-Pupil Expenditures	allocated at the school-level from state/local and federal revenue sources	Expenditures (State/Local) + Per Pupil: School-Level Expenditures (Federal) / Enrollment Count	School, LEA	Financial Reporting
Total School Share of Centralized Expenditures	Per-pupil expenditures allocated at the school-level from state/local and federal revenue sources	Per Pupil: School Share of Centralized Expenditures (State/Local) + Per Pupil: School Share of Centralized Expenditures (Federal) / Enrollment Count	School, LEA	LEA Financial Reporting
Total LEA Expenditures	Aggregate of all expenditures with a source of state/local and federal funds.	School-Level Expenditures (Federal) + School-Level Expenditures (State/Local) + School Share of Centralized Expenditures (Federal) + School Share of Centralized Expenditures (State/Local) + Total LEA Excluded Expenditures	LEA	LEA Financial Reporting
Enrollment Count	The number of students used in the denominator of all per-pupil calculations	Total District Enrollment KPI – Non-public KPI	School, LEA	Enrollment Audit & Child Count Application

Business Rules

Data Caveats

1. Data are reported by the LEAs to OSSE. The data are certified as accurate and complete by the LEA. OSSE does not conduct any additional quality review of the data.
    - 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.
    - Financial expenditure data is for the LEAs 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

Financial expenditure data are collected annually through the LEA Financial Reporting Application. LEAs report all financial expenditure data for the most recently completed fiscal year. The fields used for reporting are:

- LEA Code

- LEA Name
- School Code
- School Name
- School-Level Expenditures (Federal) – for each school
- School-Level Expenditures (State/Local) – for each school
- School Share of Centralized Expenditures (Federal) – for each school
- School Share of Centralized Expenditures (State/Local) – for each school
- Total LEA Excluded Expenditures – for the LEA

Student Mobility

Report cards will include a measure of student mobility aggregated by state, LEA, and school levels for all students. The mobility metric will show the percentage of students entering and exiting school from October through June for the most recent school year.

Metric-Specific Terminology and Definitions

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.

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.

Metric Detail, Calculation, and Business Rules

Calculation

Table 1.14

Metrics	Count	Rates	Reporting Level
Entries	The cumulative number of entries since the Enrollment Audit Count Day as of the end of each month.	The cumulative number of Stage 5 entries since the Enrollment Audit Count Day as of the end of each month / Count of Students Enrolled on	State, LEA, School

		Enrollment Audit Count Day	
Exits	The cumulative number of exits since the Enrollment Audit Count Day as of the end of each month.	The cumulative number of transfers or exits since the Enrollment Audit Count Day as of the end of each month / Count of Students Enrolled on Enrollment Audit Count Day	State, LEA, School

Business Rules

Student Universe

All students enrolled at any point during the school year on or after the annual Enrollment Audit Count Day. All students who exit a school after Count Day are included in the calculation of exits regardless of their exit destination. All students who enter a school after Count Day are included in the entry calculation regardless of the previous institution.

Inclusions

1. All students Stage 5 enrolled at any point during the school year on or after the annual Enrollment Audit Count Day.

Exclusions

1. Student entries coded as 1800 (Stage 4 enrollment) or missing are excluded as entries.
2. For students who do not transfer between schools and/or LEAs, student exit codes[5] will be used to determine the type of student exit; students with the following exit codes 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
3. 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

[5] For the 2018-19 DC School Report Card and STAR Framework, validated exit codes included those exit codes which LEAs certified as accurate as part of the 2016-17 Demographic Certification or 2017-18 Data Validation process. For the 2019-20 school year and forward, validated exit codes will 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.

   c. NEDP
4. For students who have earned a GED®, exits and entries that occur following the credential date are excluded from the calculation.
5. Students with a Stage 5 entry and exit date before Count Day are excluded from the calculation.
6. Students with a Stage 5 exit date before Count Day and no entry date are excluded from the calculation.
7. Enrollment records associated with a grade change (i.e., exit and re-entry at the same school as a result of a grade change).
8. Enrollment records with a missing USIs are excluded.
9. Transfers to a nonpublic school or juvenile justice are not included as exits in the calculation of this metric.
10. Transfers from a nonpublic schools or juvenile justice are not included as entries in the calculation of this metric.
11. Students who are only enrolled at nonpublic schools during the school year omitted from this metric.

Data Caveats

Non-Diploma-Granting Schools

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 PK3 and PK4 students.

Multiple Entries and Exits for the Same Student

The following applies to students with multiple enrollments and exits in the same school:

- If a student had multiple Stage 5 enrollments and exits at the same school, the total count of entries will increase by the number of enrollments during the month and the total count of exits will increase by the number of exits during the month. .
- 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.

Multiple Movements between Public and Juvenile Justice Schools (or Nonpublic schools) for the Same Student at the School Level

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:

- 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.
- 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.

- 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.
- 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.

Multiple Movements for the Same Student at the LEA Level

The following applies to students with multiple movements for the LEA-level data:

- 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.
- 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.

Grade Changes within the Same School

A student who has an exit and enrollment associated with a change in grade level will be excluded from the counts of mid-year entries and exits. The student may appear to exit and re-enter, but this only reflects a grade change and not a true withdrawal or re-enrollment.

Data Source

1. Certified Enrollment Data:
    a. Enrollment data is submitted to OSSE on a daily basis via the LEA's Student Information Systems (SIS); these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.
        i. Enrollment data is used in determining students' entry and exit date to a school

State-Level Performance and Goals

Table 1.15

Data Elements/Metrics	Reporting Level	Source
Long-Term Goal Progress Progress toward state-designed long-term goals for academic achievement, graduation rates, and English learners achieving English language proficiency, including measurements of interim progress.	SEA (for academic achievement and grad rates report out by all student groups)	DC Assessments, ACCESS, and Graduation Rate
Description and Results of State accountability system Names of schools identified for Comprehensive Support Level 1, Comprehensive Support Level 2, and/or Targeted Support Level 1. (In-depth explanations of each of these support designations are available in Appendix B.)	SEA, LEA, School	STAR Framework
Description and Results of State accountability system Number and names of all schools identified for targeted support and improvement and the reason(s) for such identification.	SEA, LEA, School	STAR Framework
State performance on NAEP Assessment Performance on math and reading in grades 4 and 8.	SEA	NAEP

Teacher & Leadership Data

The DC School Report Card includes the overall count and percentage of teachers by experience, certification, and in-field status aggregated by state, LEA and school levels. High and low poverty levels are included for the state report card. OSSE collects teacher data annually and LEA Heads of School confirm accuracy during Data Validation. For reporting on the DC School Report Card, these metrics are truncated to the nearest whole number.

Table 1.16

Data Elements/Metrics	Reporting Level	Source
Teacher Experience: Years of Experience Years of experience are reported by the percentage of teachers in the following buckets: • 0-1 years • 2-5 years • 6-10 years • 10+ years The n-size of teachers as reported by the LEA will be included in the display. Rates of novice teachers must be delineated by high- and low-poverty schools at the SEA level.	SEA, LEA, and school	Faculty and Staff Data Collection
Teacher Qualifications : Certified Teachers Includes both Initial and Standard regardless of field (District of Columbia Public Schools (DCPS) only). The n size of teachers as reported by the LEA will be included in the display.	SEA, LEA, School- must also be delineated by low and non-low poverty schools as defined in ESSA	Faculty and Staff Data Collection
Teacher Qualifications: In-field Teachers	SEA, LEA, School- must also be delineated by low and non-low	Faculty and Staff Data Collection

(DCPS only) The n size of teachers as reported by the LEA will be included in the display.	poverty schools as defined in ESSA.	
School Leader: Years of Experience **Number of years as a full-time school leader, not** including this year, for the individuals designated by the LEA as school leaders. Years of experience are reported by the percentage of teachers in the following buckets: • 0-1 years • 2-5 years • 6-10 years • 10+ years The n size of school leaders reported by the LEA will be included in the display.	SEA, LEA, school.	Faculty and Staff Data Collection

Required Reporting Fields

ESSA Statute Requirements

(ix) The professional qualifications of teachers in the State, including information (that shall be presented in the aggregate and disaggregated by high poverty compared to low-poverty schools) on the number and percentage of—

(I) inexperienced teachers, principals, and other school leaders;

(II) teachers teaching with emergency or provisional credentials; and

(III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

Reporting Fields

1. Educator Qualifications: Years of Experience Reporting this data at the School, LEA, and SEA level for 0–1, 2–5, 6–10, and 10+ years of experience
2. Credentialed Teachers: Rates of teachers that are not teaching on emergency or provisional credentials (this is caveated to be only reported for DCPS, since public charter schools are not

required to have licensed teachers). This is reflected on the report card as "In-Field Teachers" as defined in DC's approved ESSA plan.

3. Certified Teachers: Rates of teachers that are "certified" (this is caveated to be only reported for DCPS, since public charter schools are not required to have certified teachers). This is reflected on the report card as "Certified Teachers with an Initial or Standard certification regardless of field."

Metric-Specific Terminology and Definitions

Inexperienced Teacher

A teacher who has completed less than one full year of teaching as of October 5 of the reporting year, as reported by LEAs.

Emergency Credential

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

Provisional Credential

The Office of the State Superintendent of Education (OSSE) District of Columbia does not offer a provisional credential, so this field is not reported.

Initial Credential

OSSE offers a one-time initial teaching credential to individuals who do not meet current requirements for a standard credential. Initial teaching credentials are valid for three years and are not renewable. For more details on the requirements for initial teacher credentials, visit: https://osse.dc.gov/page/teacher-certification#standard.

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: https://osse.dc.gov/page/teacher-certification#standard.

Certified Teacher

A teacher who holds an OSSE-issued credential, either initial or standard, as of Oct. 5, 2018, as reported by LEAs.

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.

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.

Teacher

An individual who the LEA reported as a teacher, either in their federal role (for federal reporting) or LEA-given title. A teacher is defined as a school-based employee who instructs any core or non-core academic subject.

High-Poverty School

A school at which at least 50 percent of the students ever enrolled in the 2018-19 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).

Low-Poverty School

A school at which less than 50 percent of the students ever enrolled in the 2018-19 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).

Metric Detail, Calculation, and Business Rules

Calculations

Table 1.17

Metric	Count	Rates	Reporting Level	Source
Inexperienced Teachers	Total number of teachers who have less than one year of teaching experience as of October 5, 2018	Total number of inexperienced teachers / Total number of teachers in the school	SEA, LEA, School, High & Low poverty schools at the LEA & SEA level	Faculty and Staff Data Collection
Teachers by Years of Experience	Total number of teachers in each category of teaching experience completed as of October 5, 2018; categories are 0-1 years, 2-5 years, 6-10 years, and more than 10 years	Total number of teachers in each category / Total number of teachers in the school	SEA, LEA, School, High & Low poverty schools at the LEA & SEA level	Faculty and Staff Data Collection
Certified Teachers	Total number of teachers teaching at a DCPS school that had an initial or standard teaching credential in any field or subject as of October 5, 2018	Total number of certified teachers / Total number of teachers in the school	SEA, LEA, School, High & Low poverty schools at the LEA & SEA level	Faculty and Staff Data Collection
In-Field teachers	Total number of teachers teaching at a DCPS school that are in-field as of October 5, 2018	Total number of in-field teachers / Total number of teachers in the school	SEA, LEA, School, High & Low poverty schools at the LEA & SEA level	Faculty and Staff Data Collection

Business Rules

Data Caveats

3. Data are reported by the LEAs to OSSE and are not audited.
    - Determinations of who is considered a teacher is a combination of the LEA reporting that the staff person's federal role is a teacher, as well as examination of the LEA-reported staff title. Individuals are included if their federal role is reported as a teacher or if their job title

contains the word "teacher." Individuals have been excluded if their title includes any of the following:
    - Resident
    - Assistant
    - Substitute
    - Associate
    - Aide
    - Extended day
    - Coordinator
    - Aftercare
    - WAE
    - Support staff
    - Psychologist
    - Principal
    - Paraprofessional
    - Dean
    - Fellow (if "teacher" is not also in the title)
  - Teachers are only reported once at each level of reporting, as determined by comparing their local staff IDs, first and last names and dates of birth. Some LEAs did not provide this information, and so it is possible that teachers are reported more than once in the same reporting entity. If a teacher is included multiple times in the same school, but years of teaching experience is not included for one or more records, the record with years of teaching experience is kept.
4. Years of experience for teachers and school leaders are reported in the following buckets:
  - 0-1 years (years of experience < 2)
  - 2-5 years (2 ≤ years of experience < 6)
  - 6-10 years (6 ≤ years of experience < 11)
  - More than 10 years (10 < years of experience)
  - Not reported (years of experience = NULL); this bucket is not expressly reported, but there will be an asterisk indicating why the percentages of teachers do not sum to 100 percent.

Data Sources

Teacher data are collected through the annual Faculty and Staff Data Collection. LEAs report all employed staff as of October 5 of the reporting year, including teachers, through an Excel template that is used for local and federal reporting. The fields used for reporting are:

- Federal Role
- Staff Member's Title
- License or Certification Status
- Years of Teaching Experience
- School Code
- LEA Code

- Local Staff ID, First Name, Last Name, and Date of Birth are used to uniquely identify individuals. They are not reported publicly.

STAR Framework

What is the STAR Framework?

The School Transparency and Reporting (STAR) Framework is the accountability framework for public schools in the District of Columbia. The STAR Framework uses common measures of performance across schools and is comprised of multiple data points from multiple data sources. Schools receive a summative STAR Rating ranging from 1 to 5 stars, with 5 being the highest.

The STAR Framework gives OSSE, educators, policymakers, families, and the community the opportunity to broaden understanding of school performance and growth and to share common data about schools that can be used to inform decision-making by parents and educators. STAR Framework ratings are designed to help celebrate successes, focus discussions, identify areas for support, and inform strategic planning.

As previously noted, due to the COVID-19 accountability waiver from the US Department of Education, the DC School Report Card will not calculate STAR ratings with data from the 2019-20 school year.

What is a Metric?

Metrics are measurements of performance or growth as compared to similar students and schools in the District. The metrics in the STAR Framework are designed to share information about student success and progress using different data elements that have been shown to be associated with positive student outcomes. The STAR Framework is comprised of a set of domains with metrics specific to the grades served or type of school designation; the overall 1 to 5-star rating is based on a school's cumulative score as aggregated based on the calculated points for student group performance in each applicable metric.

In the STAR Framework, each metric is assigned a specific number of possible points that a school can earn; this is termed Metric Points Possible. In total, the STAR Framework includes twenty-one different metrics, although not all metrics apply to all schools. For example, every school is measured on attendance but not every school is measured on graduation rate. Table 2.1 and Table 2.2 provide detail on the five school frameworks which comprise the overall STAR Framework, the metrics, and the Metric Points Possible that compose each of the five school frameworks. The Technical Guide will explain all of the metrics in each of the STAR Framework domains.

What is a Domain?

To align with the requirements of ESSA, metrics are organized into domains. As with metrics, not all domains apply to all schools. The domains in the STAR Framework are:

Academic Achievement

The Academic Achievement domain includes measures of performance on statewide assessments Partnership for Assessment of Readiness for College and Careers (PARCC) and the Multi-State Alternate Assessment (MSAA). For high school, it includes two measures of performance on the SAT.

Academic Growth (Elementary, Middle, and Alternative School Frameworks Only)

The Academic Growth domain includes measures of academic progress on statewide assessments for ELA and math.

School Environment

The School Environment domain includes measures for addressing chronic absenteeism, daily attendance, and the school's re-enrollment of students from one year to the next. For high schools, it also includes an extended years graduation rate and measures student participation and performance on Advanced Placement (AP) and International Baccalaureate (IB) exams. For schools with Pre-K, it includes measures of the quality of teacher-child interactions in Pre-K classrooms. These metrics are intended to provide additional measures of school quality and student success.

English Language Proficiency

The English Language Proficiency domain includes measures of progress in achieving English language proficiency.

Graduation Rate (High School and Alternative School Frameworks Only)

The Graduation Rate domain measures schools' adjusted cohort graduate rate.

Educational Progress (Alternative School Framework Only)

The Educational Progress domain, which applies only to the Alternative School Framework, includes measures of academic progress other than performance on state assessments.

As you will see below, each of the domains and the metrics within them are weighted differently depending on the framework.

What is a School Framework?

A school framework is the set of metrics and weighted domains based on the school's grade configuration or school designation. Most schools in the District have school frameworks that are determined by the grade levels they serve. However, if a school is designated as an Alternative School, it instead has its performance measured by the Alternative School Framework that is not differentiated by grade levels served.

Because different metrics apply to different grade levels, the STAR Framework has five different school frameworks that correspond to grade bands served or, in the case of the Alternative School Framework, school designation. The frameworks are:

- Elementary School with Pre-K (Grades PK3-5)
- Elementary School (Grades K-5)
- Middle School (Grades 6-8)
- High School (Grades 9-12)
- Alternative School (Grades PK3-12)

Additionally, the use of different school frameworks allows for the measurement of school performance and growth relative to schools that serve similar grades. Table 2.1 below provides an overview of the domains and metrics which are included in each of the traditional school frameworks within the larger STAR Framework, and the metric points possible for each metric. (The Alternative School Framework is explained below in its own section.)

Table 2.1

Traditional School Frameworks	
Elementary School with Pre-K Framework (Grades PK3-5)	Elementary School Framework (Grades K-5)
Academic Achievement (30 total points) • Meeting or Exceeding Expectations ELA (10) • Meeting or Exceeding Expectations Math (10) • Approaching, Meeting or Exceeding Expectations ELA (5) • Approaching, Meeting or Exceeding Expectations Math (5) Academic Growth (40 total points) • Median Growth Percentile ELA (10) • Median Growth Percentile Math (10) • Growth to Proficiency ELA (10) • Growth to Proficiency Math (10) School Environment (20 total points) • Addressing Chronic Absenteeism (5.775) • In-Seat Attendance (3.85) • Re-enrollment (6.375) • Pre-Kindergarten metrics (4)	Academic Achievement (30 total points) • Meeting or Exceeding Expectations ELA (10) • Meeting or Exceeding Expectations Math (10) • PARCC 3+/MSAA 3+ ELA (5) • Approaching, Meeting or Exceeding Expectations Math (5) Academic Growth (40 total points) • Median Growth Percentile ELA (10) • Median Growth Percentile Math (10) • Growth to Proficiency ELA (10) • Growth to Proficiency Math (10) School Environment (20 total points) • Addressing Chronic Absenteeism (7.5) • In-Seat Attendance (5) • Re-enrollment (7.5) English Language Proficiency (5 total points) • ACCESS Growth (5)

○ CLASS (3) (1 point each for Classroom Organization, Emotional Support, and Instructional Support) ○ In-Seat Attendance, pre-K (1) English Language Proficiency (5 total points) • ACCESS Growth (5)	
Middle School Framework (Grades 6-8)	**High School Framework (Grades 9-12)**
Academic Achievement (30 total points) • Meeting or Exceeding Expectations ELA (10) • Meeting or Exceeding Expectations Math (10) • Approaching, Meeting or Exceeding Expectations ELA (5) • Approaching, Meeting or Exceeding Expectations Math (5) Academic Growth (40 total points) • Median Growth Percentile ELA (10) • Median Growth Percentile Math (10) • Growth to Proficiency ELA (10) • Growth to Proficiency Math (10) School Environment (25 total points) • Addressing Chronic Absenteeism (7.5) • In-Seat Attendance (5) • Re-enrollment (7.5) English Language Proficiency (5 total points) • ACCESS Growth (5)	Academic Achievement (40 total points) • Meeting or Exceeding Expectations ELA (7.5) • Meeting or Exceeding Expectations Math (7.5) • Approaching, Meeting or Exceeding Expectations ELA (5) • Approaching, Meeting or Exceeding Expectations Math (5) • SAT DC Percentile Threshold (5) • SAT College Ready Benchmark (10) School Environment (39 total points) • Addressing Chronic Absenteeism (7.5) • In-Seat Attendance (5) • Re-enrollment (7.5) • AP/IB Participation (5) • AP/IB Performance (5) • Extended Years Graduation Metric (9) English Language Proficiency (5 total points) • ACCESS Growth (5) Graduation Rate (11 total points) • Four-Year Adjusted Cohort Graduation Rate (ACGR) (11)

Multiple Grade Bands

Schools in the District have more than 40 varying grade configurations. As such, schools that do not serve traditional grade configurations need to be assigned to a specific school framework or combination of school frameworks in order to receive performance ratings that are meaningful. Because many schools

serve students that fall into more than one school framework, many schools will receive a School Framework Score on more than one school framework. For example, a school that serves grades 4 through 7 will be scored on both the Elementary and Middle School Frameworks. School frameworks are applied to schools in the four ways outlined below. (See the Alternative School Framework section for detail on how schools with varying grade configurations are treated in the Alternative School Framework.)

Assigning a Framework to Traditional Grade Configurations

Schools that offer grades in only one of the three frameworks will be assigned to that school framework. For example, if School A offers grades Pre-K3 through to grade 5, School A fits perfectly into the Elementary with Pre-K Framework. School A will therefore be classified as an Elementary School and will receive one School Framework Score for the school.

Assigning a Framework to Irregular Grade Configurations

Schools that offer grades that span multiple school frameworks are handled in three specific ways.

Two or more grades outside of a traditional grade configuration

Schools that offer two or more grades outside of a traditional grade configuration will have students in those grades assigned to the school framework corresponding to the grades. This allows a school to be assigned to multiple school frameworks and be eligible to receive School Framework Scores. For example, if School B serves grades 4-8, the school will have students who are assigned to both the Elementary School (grades 4-5) and Middle School (grades 6-8) Frameworks. The school will receive a School Framework Score for each school framework.

One grade outside the traditional grade configuration

Schools that offer one grade outside of a traditional grade configuration will be assigned to a single school framework corresponding to the school framework in which the school serves the greatest number of grades. For example, if School C offers grades 6-9, the school will be assigned to the Middle School Framework. Ninth grade students in the school will be included in the calculation of all metrics of the Middle School Framework for which they have data.

Two grades served that fall into two different frameworks

Schools that only offer two grades that correspond to two different school frameworks, such as a school that serves only grades 5 and 6, will be assigned to a school framework on a case-by-case basis.

Grade Configurations and the Calculation of Floors and Targets

A grade outside of a school framework's traditional grades may be included in the calculation of that school framework's floors and targets. For example, a school that serves grades 6-9 will have its grade 9 students included as part of the Middle School Framework, despite grade 9 traditionally being included in the High School Framework. These grade 9 students would then count towards this school's metric scores, and these

metric scores would be included in the calculation of floors and targets. Having a small number of students outside the traditional grades contribute to the determination of floors and targets may have a small impact on the overall floors and targets. However, including these students maximizes the number of students whose performance is included in the STAR Framework.

Assigning a STAR Rating to Schools with Multiple Frameworks

When a school is assigned to multiple school frameworks and has multiple School Framework Scores, it will still receive a single summative STAR Score and Rating. This requires combining multiple School Framework Scores.

Schools That Do Not Receive STAR Ratings

Newly opened schools, schools that serve exclusively adult students, and schools that only serve students in grades PK-2 do not receive STAR Ratings. Additional exceptions could apply if the n-size of students taking state assessments is less than ten. For example, 202 of 236 schools received STAR Ratings in 2018.

Alternative School Framework

In its ESSA state plan, OSSE committed to developing an alternative accountability framework to measure the performance of schools serving special populations and which meet the definition for Alternative School, in the event that the traditional school frameworks did not ensure meaningful differentiation among schools. After observing that there was not meaningful differentiation among the performance of alternative schools on many of the metrics in the traditional school frameworks, OSSE collaborated with LEAs to develop an Alternative School Framework which aims to align with the goals and values of alternative schools. This single, unified framework is applicable to all alternative school populations and grades served by alternative schools, ranging from PK3 to 12.
Below is a summary of the domains and metrics that are included in the Alternative School Framework, which is explained in further detail in a dedicated section below.

Table 2.2

Alternative School Framework
Alternative School Framework (Grades PK3-12)
Academic Achievement (13 total points) • Meeting or Exceeding Expectations ELA (1.5) • Meeting or Exceeding Expectations Math (1.5) • PARCC/MSAA Weighted Index ELA (5) • PARCC/MSAA Weighted Index Math (5) Academic Growth (22 total points) • Median Growth Percentile ELA (11) • Median Growth Percentile Math (11)

Graduation Rate (11 total points)
- Five-Year Adjusted Cohort Graduation Rate (ACGR) (11)

Educational Progress (30 total points)
- Secondary Completion (HS)/8th to 9th Grade Promotion (MS) (10)

School Environment (19 total points)
- Addressing Chronic Absenteeism (7)
- Re-engagement (7)

English Language Proficiency (5 total points)
- ACCESS Growth (5)

What is a Student Group?

The STAR Framework measures performance for 10 different student groups with a minimum n size of 10 or more students at the school. The student groups are All Students, Students with Disabilities, At-Risk Students, English Learners, and students who identify as the following ESSA-defined racial/ethnic groups: American Indian or Alaskan Native, Asian, Black or African American, Hispanic/Latino of any race, Native Hawaiian or Other Pacific Islander, White, and Two or more races. The Alternative School Framework includes an eleventh student group, At-Risk Students with Disabilities. The overall STAR Score is the combination of the performance of each student group.

All Students

Barring exceptions for specific metrics, every enrolled student is counted in the All Students group. This Technical Guide will explain exceptions in the metric sections.

Students with Disabilities

Students who have been evaluated and found eligible to receive specialized instruction and related services in school and have been provided a finalized individual education program (IEP) at any point during the Accountability Year are identified as Students with Disabilities.

English Learners

Students who have been screened for English language proficiency in reading, writing, listening, and speaking by any LEA and have been determined to be English learners and who have not yet received a score of 5.0 or higher on the ACCESS assessment of English language proficiency are identified as English learners. Please note that PK3 and PK4 students are only screened for listening and speaking. For the purposes of Accountability metrics on the STAR Framework, students previously identified as English Learners and identified as monitored English learners will be included in the English Learner student group for two years after exiting English learner status, as specified in the approved DC ESSA plan.

Race/Ethnicity

Race/ethnicity data is reported during enrollment by students' parents/guardians or the students themselves if they are adults. The seven race/ethnicity groups included in the STAR Framework are: American Indian or Alaskan Native, Asian, Black or African American, Hispanic/Latino of any race, Native Hawaiian or Other Pacific Islander, White, and Two or more races.

Students Who Are At-Risk

This student group includes students who meet any of the following criteria at any point during the accountability year:

1. Eligible for the Supplemental Nutrition Assistance Program (SNAP),
2. Eligible for the Temporary Assistance for Needy Families (TANF) program,
3. Under the care of DC's Child and Family Services Agency (CFSA),
4. Verified as Homeless by the McKinney-Vento Homeless Assistance Act, and/or
5. High school student that is one year older or more than the expected age for the grade in which the student is enrolled.

Use of At-Risk Status

In the STAR Framework, OSSE will use the At-Risk indicator rather than Free/Reduced Price Lunch (FRL) status as the measure of economic disadvantage for students. In DC, more than half of schools qualify for the Community Eligibility Provision (CEP). Because CEP is a school-level designation, all students at CEP schools are labeled as Free/Reduced Price Lunch (FRL) status, even though some students may not themselves be eligible to receive free meals. At CEP schools, 100 percent of students are identified as economically disadvantaged when using FRL status as the measure of economic disadvantage for students, leading to over-identification of students as economically disadvantaged in many instances.

At-Risk Students with Disabilities

The Alternative School Framework includes an additional student group, At-Risk Students with Disabilities, which is not included in the traditional school frameworks. This student group includes students who both were identified as students with disabilities and at-risk at any point during the accountability year.

Student Group Details and Business Rules

LEA/School Universe (defined by framework)

The schools included in the traditional STAR Framework are all schools serving grades PK-12, excluding schools included in the Alternative School Framework, adult schools, schools serving students in the juvenile justice system, and non-public schools.

Metric Points Earned

Points Possible

The accountability system includes multiple student groups. For the At-Risk student group, the total number of subgroup points possible is five. A student group may be excluded in the calculation of a school's STAR Rating if the student group does not meet the minimum possible threshold of 50 total metric points possible. The At-Risk student group has a total of five possible points:

Formula for Student Group Points Earned

The number of Student Group Points Earned is calculated as follows:

$$Student\ Group\ Points\ Earned = Student\ Group\ Points\ Possible * \frac{(Sum\ of\ Metric\ Points\ Earned)}{(Sum\ of\ Metric\ Points\ Possible)}$$

Data Sources

1. LEA Data Validation of Student level data race/ethnicity and student group (Accountability Year)
2. TANF, SNAP, Homeless, and CFSA: Certified Demographic Data (Accountability Year)
3. Overage: Determined using a students' date of birth and their assessment and reporting grade in the Data Validation.

Data Validation

The At-Risk designation and its elements (TANF, SNAP, Homeless, CFSA, and overage) are finalized and certified by each LEA at the close of each school year via the Data Validation process.

How are STAR Ratings Calculated for Traditional School Frameworks?

Each school framework in the traditional STAR Framework measures performance on all metrics for the All Students, Students with Disabilities, At Risk, English Learners, and race/ethnicity student groups and combines the points from each student group to create the overall score.

Metric Calculations

Metric scores are calculated for each metric for each of the 10 student groups. If a school has an irregular grade configuration and is assigned multiple school frameworks, the metric scores are calculated separately for each school framework. For example, if School A serves grades 3-8 and is assigned the Elementary School Framework and the Middle School Framework, metric scores would be calculated for student groups for grades 3-5 and grades 6-8 separately. The details on how the metric score is calculated for each individual metric is detailed in later sections of this guide.

If the number of students included in the calculation of a specific metric for a given student group is fewer than 10, that student group is deemed to have an insufficient n-size for that metric, and the metric score for that student group is not included in calculation of the school's framework score.

Recall that each metric within each school framework earns points between 0 and the maximum point value for a given metric. For example, the Approaching, Meeting or Exceeding Expectations ELA Approaching, Meeting or Exceeding Expectations ELA metric has a maximum point value of 5, so a school's metric points earned for Approaching, Meeting or Exceeding Expectations ELA is a value between 0 and 5.

As explained previously in the glossary, the floor is the metric score at or below which 0 points are earned for a given metric. For example, if the floor for the Approaching, Meeting or Exceeding Expectations ELA metric is 10 percent, any score at or at or below 10 percent on that metric would earned 0 points.

The target is the metric score at or above which full points are earned for a given metric. For example, if the target for the Approaching, Meeting or Exceeding Expectations metric is 50 percent, any score at or above 50 percent on that metric would earned the full 5 points.

Floors and targets are specific to the metric, student group, and school framework. For example, the floor and target for the Approaching, Meeting or Exceeding Expectations metric may be different for Students with Disabilities in the Middle School Framework than for students who are at risk. Similarly, the floor and target for the Approaching, Meeting or Exceeding Expectations metric may be different for students who are at risk in the Middle School Framework than students who are at risk in the High School Framework. OSSE calculated floors and targets for the 2018 STAR Framework and they will remain in place from 2018 through 2020. OSSE will re-set the floors and targets for the 2021 STAR Framework.

Calculation of Floors and Targets

The calculation of floors and targets is specific to each metric, but generally, the floors and targets are set at the 10th and 90th percentiles of the metric scores for each student group with given school framework. The floors and targets for some metrics are adjusted from the 10th and 90th percentiles based on long-term goals, research, and the need for meaningful distinction across metric scores.

10th and 90th Percentiles

For many metrics, floors and targets were set by calculating the 10th and 90th percentile scores for a given framework and student group.[6] These percentiles are calculated using scores from all schools that qualify for that metric within the framework and student group. That is, scores from schools that do not meet the minimum n size of 10 are not included in the calculation of floors and targets. For most metrics, floors and targets were set using 2016-17 data. ACCESS Growth floors and targets; however, were set using the 2017-18 data.

[6] The default method for calculating percentiles in Stata is used. See: https://www.stata.com/manuals13/dpctile.pdf

10th and 90th Percentiles Adjusted to Long-Term Goals

OSSE has set long-term goals for four-year ACGR, Meeting or Exceeding Expectations performance, and ACCESS growth. The goal is for 90 percent of students in each student group to graduate in four years, and for 85 percent of students to achieve Meeting or Exceeding Expectations and to make sufficient ACCESS growth by 2039.

These goals are implemented by adjusting the targets for these metrics if the 90th percentile falls below the long-term goal. In this scenario, the target will be adjusted to account for long-term goals as follows:

1. Subtract the graduation rate corresponding to the 90th percentile for the metric from the long-term goal
2. Divide the difference by seven -- the number of school support designation cycles between now and 2039
3. Add the resulting number to the 90th percentile to calculate the target adjusted for the long-term goal

Research-Based Floors and Targets or Adjustments

Floors and targets may also be based on research. For example, CLASS has research-based target scores that will be used for floors and targets.

Other metrics may have maximum or minimum floors and targets. For example, the *maximum floor* for ISA is set to 90 percent. If the 10th percentile for a given student group is ever higher than 90 percent, the floor will instead be set to 90 percent.

Outliers

Outliers, defined as school metric scores more than 2.5 times the standard deviation from the mean, are removed for the purposes of calculating floors and targets for each student group in each Framework.

Data Caveats

Schools assigned to the Alternative School Framework will not be included in the calculation of floors and targets for the traditional school frameworks.

Decimal Precision and Rounding

Data are stored with 15 decimal points of precision; similarly, all calculations are done using 15 decimal points of precision. STAR Framework metric scores, floors, and targets are displayed on the report card as truncated. Points earned and student group, framework, and school STAR scores are displayed on the report card truncated after two decimal places.

The below table shows an example of truncating being performed on different types of data for purposes of displaying on the report card. Note that in this example, the truncated values for metric score and target

are equal; however, because the underlying metric score is below the target, the points earned is *not* the maximum points earned. Truncating points earned ensures that a number is not rounded up, giving a misleading sense of how the points earned will roll-up into the student group score. The table also exemplifies why truncating is necessary for school STAR scores; a school with a STAR score of 39.999 will receive a STAR rating of 2 stars, and so rounding that number would also be misleading.

Table 2.3

Data Type	Stored / Calculation Value	Report Card Display value	Rounded / Truncated
Metric Score	95.495671390148686	95.49	Truncated
Floor	90.000000000000000	90.00	Truncated
Target	95.499285960781845	95.49	Truncated
Points Possible	10.00	10.00	N/A
Points Earned	9.993427200078370	9.99	Truncated
School STAR Score	39.999642562194456	39.99	Truncated

Metric Points Earned Formula

The number of points earned for each metric is calculated using the following formula:

$$Metric\ Points\ Earned = Metric\ Points\ Possible * \frac{(Metric\ Score - Floor)}{(Target - Floor)}$$

Metric Points Earned are bounded by zero (0) and the Metric Points Possible; Metric Points Earned cannot be less than zero and cannot exceed the points possible. Metric Points Earned are calculated by finding the difference between the school's score and the floor, dividing by the difference between the target and the floor, and multiplying by the points possible for the metric. Table 2.4 below shows the number of Metric Points Earned for each metric as well as Total Metric Points Earned for High School A for the All Students student group.

Table 2.4

Metric Name	Subgroup	Metric Score	Floor	Target	$\frac{MetricScore - Floor}{Target - Floor}$	Metric Points Possible	Metric Points Earned
Approaching, Meeting or Exceeding Expectations ELA	All Students	50%	15%	75%	(50-15)/ (75-15) =0.583	5	2.92
Approaching, Meeting or Exceeding Expectations	All Students	30%	15%	75%	(30-15)/ (75-15)	5	1.25

Math					=0.25		
Meeting or Exceeding Expectations ELA	All Students	30%	10%	50%	(30-10)/ (50-10) =0.50	7.5	3.75
Meeting or Exceeding Expectations Math	All Students	5%	10%	50%	Score lower than floor	7.5	0
SAT Performance, Tested Year, 1050 Threshold	All Students	50%	33	66	(50-33)/ (66-33) =0.515	5	2.58
SAT Performance, Tested Year, CB Threshold	All Students	40%	33	66	(40-33)/ (66-33) =0.212	10	2.12
AP/IB Participation	All Students	25%	10%	40%	(25-10)/ (40-10) =0.50	5	2.50
AP/IB Performance	All Students	-	10%	40%	-	-	-
In Seat Attendance	All Students	98%	85%	95%	Score exceeds target	5	5
Addressing Chronic Absenteeism: Best of 90% Attendance or Attendance Growth	All Students	94%	55%	85%	Score exceeds target	7.5	7.5
Re-enrollment	All Students	80%	70%	85%	(80-70)/ (85-70) =0.667	7.5	5.00
ACCESS Growth	All Students	55%	25%	75%	(55-25)/ (75-25) =0.60	5	3.00
4YR ACGR	All Students	65%	30%	85%	(65-30)/ (85-30) =0.636	11	7.00
Extended Years Graduation/Alternate Graduation	All Students	50%	15%	75%	(50-15)/ (75-15) =0.583	9	5.25

Scores lower than the floor receive 0 points.

Minimum Population Size (N-Size)

Metric Points Earned for a given metric are calculated for each student group that has a minimum student population size of 10.

Table 2.5 below shows an example of how metric points are calculated for two student groups at fictional High School A. Cells are highlighted when the student population is fewer than 10 students. The metric points possible corresponding to these metrics are therefore excluded from further calculations for the given student group. In the example below, a single metric, AP/IB Performance, would be excluded from the All Students student group. In contrast, eight metrics would be excluded from the English Learners student group.

Table 2.5

	Student Group: All Students		Student Group: English Learners	
Metric Name	Number of Students	Metric Points Possible	Number of Students	Metric Points Possible
Approaching, Meeting or Exceeding Expectations ELA	25	5	6	5
Approaching, Meeting or Exceeding Expectations Math	25	5	6	5
Meeting or Exceeding Expectations ELA	25	7.5	6	7.5
Meeting or Exceeding Expectations Math	25	7.5	6	7.5
SAT DC Percentile Threshold	20	5	3	5
SAT College Ready Benchmark	20	10	3	10
AP/IB Participation	30	5	10	5
AP/IB Performance	8	5	1	5
In Seat Attendance	100	5	30	5
Addressing Chronic Absenteeism: Best of 90% Attendance or Attendance Growth	100	7.5	30	7.5
Re-enrollment	50	7.5	20	7.5
ACCESS Growth	15	5	15	5
4YR ACGR	25	11	9	11
Extended Years Graduation	30	9	12	9

Student Group Scores

Within a school framework, the metric points earned for all applicable metrics are combined to form the Student Group Score for the school framework. Applicable metrics for a student group are the metrics within the school framework for which the number of students included in the metric score calculation is 10 or more.

Calculation of Student Group Scores

A Student Group Score is the percentage of metric points earned for a given student group. The following formula is used to calculate each Student Group Score:

$$Student\ Group\ Score = \frac{Sum\ of\ Metric\ Points\ Earned}{Sum\ of\ Metric\ Points\ Possible} \times 100$$

Table 2.6 below shows the calculation of metric points possible and metric points earned for the All Students student group for High School A. This school earned 47.87 metric points out of a possible 90

points. In this example, the school's All Students Student Group Score would be 53.18889 and would be displayed as 53.18 on the report card:

$$All\ Students\ Student\ Group\ Score = \frac{47.87}{90} \times 100 = 53.18889$$

Table 2.6

Metric Name	Subgroup	Metric Score	Floor	Target	Metric Points Possible	Metric Points Earned
Approaching, Meeting or Exceeding Expectations ELA	All Students	50%	15%	75%	5	2.92
Approaching, Meeting or Exceeding Expectations Math	All Students	30%	15%	75%	5	1.25
Meeting or Exceeding Expectations ELA	All Students	30%	10%	50%	7.5	3.75
Meeting or Exceeding Expectations Math	All Students	5%	10%	50%	7.5	0
SAT Performance, Tested Year, 1050 Threshold	All Students	50%	33	66	5	2.58
SAT Performance, Tested Year, CB Threshold	All Students	40%	33	66	10	2.12
AP/IB Participation	All Students	25%	10%	40%	5	2.50
AP/IB Performance	All Students	-	10%	40%	-	-
In Seat Attendance	All Students	98%	85%	95%	5	5
Addressing Chronic Absenteeism: Best of 90% Attendance or Attendance Growth	All Students	94%	55%	85%	7.5	7.5
Re-enrollment	All Students	80%	70%	85%	7.5	5.00
ACCESS Growth	All Students	55%	25%	75%	5	3.00
4YR ACGR	All Students	65%	30%	85%	11	7.00
Extended Years Graduation	All Students	50%	15%	75%	9	5.25
Student Group Total					**90**	**47.87**

Minimum Points Possible Threshold

OSSE has set a minimum points possible threshold for student groups to be included in the calculation of the School Framework Score. If the sum of the metric points possible for a given student group is less than

50 points, that student group is not included in the calculation of the School Framework Score. The Student Group Score is still calculated, but it is not used to calculate Student Group Points.

Student Group Points

In the school frameworks, each student group is assigned a point value, called the Student Group Points Possible. The Student Group Points Possible values are how the different student group are weighted within the school framework, and they are used with the Student Group Scores to create Student Group Points Earned that contribute to the School Framework Score. Table 2.7 below shows Student Group Points Possible for each of the student groups in the traditional school frameworks.

Table 2.7

Student Group Name	Student Group Points Possible
All Students	75
At-Risk	5
English Learners	5
Students with Disabilities	10
Race/Ethnicity	5

Points Possible for Race/Ethnicity Student Groups

The sum of Student Group Points Possible for all race/ethnicity students groups is 5 points. These 5 points are distributed evenly amongst all race/ethnicity student groups that included in the School Framework Score calculation. For example, if a school's population consisted only of Black or African American students, that student group would have a Student Group Points Possible of 5 points; however, if a school's population consisted of both Black or African American students and Hispanic/Latino of any race students, both of those student groups would have a Student Group Points Possible of 2.5 points each.

Calculation of Student Group Points

Student Group Points Earned are calculated using the Student Group Points Possible and the Student Group Score. The Student Group Score is converted to a percent and multiplied by the points possible to yield the point earned using the following formula:

$$Student\ Group\ Points\ Earned = Student\ Group\ Points\ Possible * \frac{Student\ Group\ Score}{100}$$

The Student Group Points Earned is calculated for each student group. If the sum of the metric points possible for a given student group is less than 50 points, the Student Group Points are not calculated and the student group is not included in the calculation of the School Framework Score.

Table 2.8 below shows the calculation of Student Group Points for each student group at High School A. Note that five of the student groups (highlighted in yellow) do not meet the minimum points possible

threshold of 50 points, and thus these student groups would not be included in the School Framework Score.

Table 2.8

Student Group	Student Group Points Possible	Summed Metric Points Earned	Summed Metric Points Possible	(Sum of Metric Points Earned) / (Sum of Metric Points Possible)	Student Group Points Earned
All Students	75	47.87	90	47.87/90=0.53	39.89
At-Risk	5	49.23	90	49.23/90=0.55	2.74
English Learners	5	21.50	39	-	-
Students with Disabilities	10	39.84	75	39.87/75=0.53	5.31
American Indian or Alaskan Native	-	-	0	-	-
Asian	-	11.36	20	-	-
Black or African American	1.67	47.68	90	47.68/90=0.53	0.88
Hispanic/Latino	1.67	47.95	90	47.95/90=0.53	0.89
Native Hawaiian or Other Pacific Islander	-	-	0	-	-
White	-	9.39	20	-	-
Two or more races	1.67	40.17	75	40.17/75=0.54	0.89

School Framework Score

The Student Group Points are combined to form the School Framework Score. As stated above, student groups that did not meet the minimum points possible threshold are not included in the calculation of the School Framework Score. The School Framework Score is calculated using the following formula:

$$School\ Framework\ Score = \frac{Sum\ of\ Student\ Group\ Points\ Earned}{Sum\ of\ Student\ Group\ Points\ Possible} \times 100$$

Table 2.9 below shows the Student Group Points for each student group, the sum of the Student Group Points Earned and the sum of the Student Group Points Possible for High School A. Note that the five student groups that did not meet the minimum points threshold are not included sums of Student Group Points. The School Framework Score for High School A would be 53.26:

$$School\ Framework\ Score = \frac{50.6}{95} \times 100 = 53.26$$

Table 2.9: High School A Example

Student Group	Student Group Points Possible	Summed Metric Points Earned	Summed Metric Points Possible	Sum of Metric Points Earned/Sum of Metric Points Possible	Student Group Points Earned
All Students	75	47.87	90	47.87/90=0.53	39.89
At-Risk	5	49.23	90	49.23/90=0.55	2.74
English Learners	5	21.50	39	-	-
Students with Disabilities	10	39.84	75	39.87/75=0.53	5.31
American Indian or Alaskan Native	-	-	0	-	-
Asian	-	11.36	20	-	-
Black or African American	1.67	47.68	90	47.68/90=0.53	0.88
Hispanic/Latino	1.67	47.95	90	47.95/90=0.53	0.89
Native Hawaiian or Other Pacific Islander	-	-	0	-	-
White	-	9.39	20	-	-
Two or more races	1.67	40.17	75	40.17/75=0.54	0.89
Sum of Student Group Points	**100**				**50.6**

The total of Student Group Points Possible excludes student groups with fewer than 50 total metric points possible.

STAR Score

If a school is assigned a single school framework, the School Framework Score is the school's STAR Score, and there is no additional calculation needed. If the school is assigned to multiple school frameworks based on the school's grade configuration, the School Framework Scores are combined into a summative score, which is the school's STAR Score.

In the example shown in Table 2.8 above, High School A has a single school framework, and the School Framework Score of 53.26 is the STAR Score for High School A.

Calculating a STAR Score for a School with Multiple Frameworks

When a school is assigned to multiple frameworks, the School Framework Scores are combined into a single summative STAR Score. School Framework Scores are combined by weighting based on how many metric points are available and the total number of students in the All Students student group contributing to each metric. The process for combined is as follows:

1. For each metric in each school framework, the total number of students (n-size) in the All Students group that were included in the calculation of the metric score is multiplied by the metric points possible to create a Metric Weight for each metric in each school framework.
2. The Metric Weights are summed for each school framework to create a School Framework Metric Weight for each school framework.
3. The School Framework Weights are summed to create a Total Metric Weight for the school.
4. Each School Framework Metric Weight is divided by the Total Metric Weight to create Final School Framework Weights.
5. The School Framework Scores are multiplied by the School Framework Metric Weights to create Weighted School Framework Scores.
6. The Weighted School Framework Scores are summed to create the single summative STAR Score.

Data Source

1. SLIMS (Accountability Year)
    a. Grades served

Example

The tables below shows how School B's Elementary and Middle School Framework Scores would be combined into a single STAR Score. Tables 2.10 and 2.11 show the Metric Weights for the Elementary and Middle School Frameworks.

Table 2.10: School B (Elementary School) Example

School Framework	Metric	N-Size	Metric Points Possible	Metric Weights (Points * Students)
Elementary School	Approaching, Meeting or Exceeding Expectations ELA	221	5	1105
Elementary School	Approaching, Meeting or Exceeding Expectations Math	222	5	1110
Elementary School	Meeting or Exceeding Expectations ELA	221	10	2210
Elementary School	Meeting or Exceeding Expectations Math	222	10	2220
Elementary School	Growth to Proficiency ELA	130	10	1300
Elementary School	Growth to Proficiency Math	132	10	1320
Elementary School	Median Growth Percentile ELA	130	10	1300
Elementary School	Median Growth Percentile Math	132	10	1320
Elementary School	ACCESS Growth	201	5	1005
Elementary School	90% Attendance	630	5.775	3638.25
Elementary School	In-Seat Attendance	539	3.85	2075.15
Elementary School	Pre-Kindergarten In-Seat Attendance	91	1	91
Elementary School	Re-Enrollment	516	6.375	3289.5
Totals		**3,387**		**21,983.9**

Table 2.11: School B (Middle School) Example

School Framework	Metric	N-Size	Points Possible	Metric Weights (Points * Students)
Middle School	Approaching, Meeting or Exceeding Expectations ELA	166	5	830
Middle School	Approaching, Meeting or Exceeding Expectations Math	168	5	840
Middle School	Meeting or Exceeding Expectations ELA	166	10	1660
Middle School	Meeting or Exceeding Expectations Math	168	10	1680
Middle School	Growth to Proficiency ELA	146	10	1460
Middle School	Growth to Proficiency Math	145	10	1450
Middle School	Median Growth Percentile ELA	146	10	1460
Middle School	Median Growth Percentile Math	145	10	1450
Middle School	ACCESS Growth	75	5	375
Middle School	90+ Attendance	212	7.5	1590
Middle School	In-Seat Attendance	212	5	1060
Middle School	Re-Enrollment	181	7.5	1357.5
Totals		**1,930**		**15,212.5**

Table 2.12 below shows the School Framework Metric Weights and the resulting Final School Framework Weight for each school framework.

Table 2.12

School Framework	School Framework Metric Weight	Total Metric Weight	Final School Framework Weight
Elementary School	21,983.9	37,196.4	59.10 %
Middle School	15,212.5	37,196.4	40.90%
Totals	**37,196.4**		**100.00%**

Table 2.13 below shows how the Final School Framework Weights are combined with the School Framework Scores to create the Weighted School Framework Scores and how the Weighted School Framework Scores are combined into a single summative STAR Score.

Table 2.13

Framework	Final School Framework Weight	School Framework Score	Weighted School Framework Score
Elementary School	59.10%	67	39.60
Middle School	40.90%	56	22.90
STAR Score			**62.50**

STAR Rating

A school's STAR Score is converted to a STAR Rating using Table 2.14 below.

Table 2.14

STAR Rating	STAR Score
One star	Less than 20
Two star	Greater than or equal to 20 and less than 40
Three star	Greater than or equal to 40 and less than 60
Four star	Greater than or equal to 60 and less than 80
Five star	Greater than or equal to 80

How are STAR Ratings Calculated for the Alternative School Framework?

The Alternative School Framework is designed to ensure meaningful differentiation among schools and recognize the educational goals and values of alternative schools in a single framework. Most metrics apply to all alternative schools; however, specific metrics only apply to students enrolled in high school grades or to students enrolled in elementary and middle school grades. Additionally, the District has a number of schools with unique grade configurations that do not align with standard elementary, middle and high school grade configurations; metrics within the Alternative School Framework apply differently to schools with these different configurations. In this section, the Technical Guide will focus on how the Alternative School Framework calculates scores and ratings differently than the Traditional Frameworks.

Alternative School Framework Points

The Alternative School Framework includes 14 metrics which are used to measure student growth and performance. Because alternative schools in the District vary in the grades served, there are some metrics that are not applicable to certain schools. For example, only high schools are held accountable for the five-year adjusted cohort graduation rate (ACGR) and secondary completion metrics, but all alternative school are held accountable for addressing chronic absenteeism.

Metrics and Metric Points Possible (Alternative School Framework)

Table 3.1

Metric Name	Framework Points
ELA Weighted Index	5
Math Weighted Index	5
Meeting or Exceeding Expectations ELA	1.5
Meeting or Exceeding Expectations Math	1.5
PARCC ELA - Median Growth Percentile	11
PARCC Math - Median Growth Percentile	11
ACCESS Growth	5
Five-Year ACGR	11
Addressing Chronic Absenteeism: Best of 90% Attendance or Attendance Growth	7
Re-Engagement	7
Completion: Either Secondary Completion or 8th to 9th Grade Transition	10

Points by Grade Bands Served (Alternative School Framework)

Not all metrics in apply to all alternative schools, as demonstrated by Table 3.2 below.

Table 3.2

Metric Name	Framework Points			
	Elementary/ Middle Schools Grade Bands	K-12 Grade Band	6-12 Grade Band	High Schools Grade Band
ELA Weighted Index	5	5	5	5
Math Weighted Index	5	5	5	5
Meeting or Exceeding Expectations ELA	1.5	1.5	1.5	1.5
Meeting or Exceeding Expectations Math	1.5	1.5	1.5	1.5
PARCC ELA - Median Growth Percentile	11	11	11	n/a
PARCC Math - Median Growth Percentile	11	11	11	n/a
ACCESS Growth	5	5	5	5
Five-Year ACGR	n/a	11	11	11
Addressing Chronic Absenteeism: Best of 90% Attendance or Attendance Growth	7	7	7	7
Re-Engagement	7	7	7	7
Completion: Either Secondary Completion or 8th to 9th Grade Transition	10	10	10	10

Points Possible by Student Group (Alternative School Framework)

The Alternative School Framework measures performance on all metrics for all student groups and then combines the points from each student group to create the overall score. Table 3.3 below breaks down the weights for each student group in the Alternative School Framework. The All Students group, English Learners, and Race/Ethnicity student groups each comprise a weight of 5 points in the overall framework. The remaining 85 points are assigned to the Students with Disabilities, At-Risk, and At-Risk Students with Disabilities student groups based on the proportion of each respective student group at each school. The demographic universe of students are those who were enrolled for at least 20 instructional days in the Accountability Year.

Table 3.3

Student Group	Student Group Points Possible
All Students	5
Race / Ethnicity – split evenly between student	5

groups meeting the minimum points possible threshold: American Indian or Alaska Native, Black or African American, White, Native Hawaiian or Other Pacific Islander, Asian, Hispanic or Latino of any race, Two or More Races	
English Learners	5
Students with Disabilities	*proportional
At-Risk Students	*proportional
At-Risk Students with Disabilities	*proportional

This methodology acknowledges that alternative schools disproportionately serve At-Risk students and students with disabilities and adjusts the framework points allocated to a specific student group based on the specific population served by an alternative school. The proportional weighting of the students with disabilities, At-Risk and At-Risk students with disabilities groups within the alternative accountability framework also allows the performance and growth of the students served by alternative schools to be compared against the performance and growth of these same student groups across the state.

The proportional weight assigned to each student group within a school is calculated by the unique count of students within these three student groups, even though students who are both At-Risk and students with disabilities will contribute to the metric scores for all three student groups (At-Risk, Students with Disabilities, and At-Risk Students with Disabilities). For example, if a school's student population includes a high proportion of At-Risk students with disabilities, the performance of this subgroup across all metrics will be weighted heavily in the overall STAR Score.

Example: School A Weighting among Student Groups

- 90% students are At-Risk
- 60% students are Students with Disabilities
- And 50% students are both (At-Risk x SWD)
  - » 40% of students are only At-Risk
  - » 10% are only SWD
  - » 50% are At-Risk x SWD
  - » (40+10+50 = 100)

$$85\% = \frac{(100)}{(X)} \longrightarrow X = 1.176$$

  - » 40/1.176 = 34
  - » 10/1.176 = 8.5
  - » 50/1.176 = 42.5

- The weights for each subgroup would be:
  - » At-Risk: 34
  - » SWD: 8.5
  - » At-Risk x SWD: 42.5

Student Group Points Possible and Student Group Points Earned (Alternative School Framework)

Schools earn two different types of points in each framework, metric points and student group points. Metric points earned are the number of points a school earns on each metric based on the performance of a specific student group on that metric. Metric points can be earned by each student group on each metric.

Student Group points earned are the total number of points a specific student group earns on the Alternative School Framework based on the cumulative performance of that student group across all metrics. It is important to note that for a student group to count towards a school's given framework score, it must meet a minimum threshold of 50 percent of points applicable, and at least 45 points possible. Student groups that do not meet this threshold will be excluded from the calculation of a school's framework score.

The following sections provide more detail on how metric points are earned and how these earned metric points are used to calculate student group points earned. The number of Student Group Points Earned is calculated as follows:

$$Student\ Group\ Points\ Earned = Student\ Group\ Points\ Possible * \frac{(Sum\ of\ Metric\ Points\ Earned)}{(Sum\ of\ Metric\ Points\ Possible)}$$

Metric Points Earned Calculations (Alternative School Framework)

Metric Points Earned for a given metric are calculated for each student group that has a minimum student population (n size) of 10.

Table 3.4 below shows the number of students at Alternative High School A, who qualify to be included in the calculation of different metrics for two different student groups: All Students and English Learners. The metric points applicable applies to all student groups within the school. Metric points possible is calculated separately for each student group in the school.

In addition to population size requirements, the Alternative School Framework sets a minimum threshold for the proportion of eligible points, and the minimum total possible points for each student group in order for a student group to be included in the final STAR Score calculation. The last row in the Table 3.4 below shows the total framework points applicable for the school, and total points possible for each student group.

Metric points possible may vary by virtue of differences in population size, resulting in different metrics being excluded from the calculation of total possible metric points based this group-specific population size. In this example, only three metrics are included in the calculation of total possible metric points for English Learners, resulting in 24 total possible metric points for this student group. Because the total number of possible metric points for the English Learners student group is less than minimum threshold of 50 percent of applicable points and 45 points possible, the English Learners student group would not be included in the calculation of High School A's STAR Framework Score. Although this table only includes

information for the "All Students" and "English Learners" student groups, the same procedure would apply for all student groups.

Framework Points Applicable and Metric Points Possible by Student Group (Alternative School Framework)

Table 3.4: Alternate High School A Example

		Subgroup: All Students		Subgroup: English Learners	
Metric Name	Framework Points Applicable	Number of Students	Metric Points Possible	Number of Students	Metric Points Possible
ELA Weighted Index	5	25	5	6	-
Math Weighted Index	5	25	5	6	-
Meeting or Exceeding Expectations ELA	1.5	25	1.5	6	-
Meeting or Exceeding Expectations Math	1.5	25	1.5	6	-
ELA Median Growth Percentile	N/A		N/A		-
Math Median Growth Percentile	N/A		N/A		-
ACCESS Growth	5	8	N/A	8	-
Five-Year ACGR	11	15	11	3	-
Secondary Completion	10	30	10	10	10
Addressing Chronic Absenteeism: Best of 90% Attendance or Attendance Growth	7	100	7	30	7
Re-Engagement	7	50	7	20	7
Student Group Points Possible	**53**		**48**		**24**

Metrics that have fewer than 10 students are excluded.

Only the metrics that met the 10-student threshold count toward possible points. The EL student group has fewer than 50 possible points after accounting for the number of students so this student group will be excluded from the accountability system.

Calculations of Floors and Targets (Alternative School Framework)

The floors and targets for alternative schools are adjusted by the grade bands served in each school. Schools that offer two or more grades outside of a traditional grade configuration will have benchmarks set by schools that serve both grade bands. For example, an alternative educational campus serving grades 6-12 would have benchmarks set using metric scores from all middle schools and high schools in the District. Schools that offer one grade outside of a traditional grade configuration will have benchmarks set by the grade band corresponding to the greatest number of grades served in the school, but only for metrics that apply to the entire student population. For instance, a school serving grades 8-12 would have the attendance and academic achievement metric benchmarks set by all high schools across the district, but for

metrics that are specific to grade bands, benchmarks will be set by the grade bands applicable to that metric.

10th and 90th Percentiles (Alternative School Framework)

For all metrics in the initial run of the Alternative STAR Framework, floors and targets are set by calculating the 10th and 90th percentile scores of all schools in the District for a student group.[7] The floors and targets for alternative schools are adjusted by the grade bands served in each school. For example, an alternative high school's benchmarks are set using scores for all schools in the District serving high school grades, and an alternative educational campus serving grades 6-12 would have benchmarks set using metric scores of all middle schools and high schools in the District[8]. The 10th and 90th percentiles are calculated using scores from all schools that qualify for that metric for each student group. That is, scores from schools that do not meet the minimum population size of 10 are not included in the calculation of floors and targets. Outliers, defined as scores that exceed 2.5 standard deviations from the mean, are also excluded from the calculation of benchmarks[9].

Metric Points Earned Formula (Alternative School Framework)

The number of points earned for each metric is calculated using the following formula:

$$Metric\ Points\ Earned = Metric\ Points\ Possible * \frac{(Metric\ Score - Floor)}{(Target - Floor)}$$

Metric Points Earned are bounded by zero and the Metric Points Possible; Metric Points Earned cannot be less than zero and cannot exceed the points possible. Metric Points Earned are calculated by finding the difference between the school's score and the floor, dividing by the difference between the target and the floor, and multiplying by the points possible for the metric. Table 3.5 below shows the number of Metric Points Earned for each metric as well as Total Metric Points Earned for High School A for the All Students student group.

[7] The default method for calculating percentiles in Stata is used. See: https://www.stata.com/manuals13/dpctile.pdf

[8] For more information on business rules pertaining to grade configurations, please reference the Grade Configuration memo.

[9] All outliers, except those that are alternative schools, are dropped for the purposes of calculating floors and targets.

Metric Points Earned for All Students group (Alternative School Framework)

Table 3.5

Metric Name	Subgroup	School Score	Floor	Target	$\frac{SchScore - Floor}{Target - Floor}$	Metric Points Possible	Metric Points Earned
ELA Weighted Index	All Students	2.2	1.8	3.4	(2.2-1.8)/ (3.4-1.8) =0.25	5	1.25
Math Weighted Index	All Students	1.9	1.8	3.5	(1.9-1.8)/ (3.5-1.8) =0.06	5	0.29
Meeting or Exceeding Expectations ELA	All Students	9%	7%	54%	(9-7)/ (54-7) =0.04	1.5	0.06
Meeting or Exceeding Expectations Math	All Students	2%	2.5%	54%	Score lower than floor	1.5	0
Five-Year ACGR	All Students	72%	47%	99%	(72-47)/ (99-47) =0.48	11	5.28
ACCESS Growth	All Students	-	6%	40%	-	-	-
Secondary Completion	All Students	86%	71%	98%	(86-71)/ (98-71)) =0.75	10	5.56
Addressing Chronic Absenteeism: Best of 90% Attendance or Attendance Growth	All Students	57	33	65	(57-33)/ (65-33) =0.75	7	5.25
Re-Engagement	All Students	8%	0.2%	4.2%	Score exceeds target	7	7

Scores lower than the floor receive 0 points.

Metrics that have fewer than 10 students are excluded.

Scores higher than the target receive all points.

Calculation of Student Group Points Earned (Alternative School Framework)

Student Group Points Earned are calculated using the following formula (repeated from earlier):

$$Student\ Group\ Points\ Earned = Student\ Group\ Points\ Possible * \frac{(Sum\ of\ Metric\ Points\ Earned)}{(Sum\ of\ Metric\ Points\ Possible)}$$

Table 3.6 below shows the Student Group Points Earned for each student group at Example Alternative School B. Note that the previous table only showed the calculation of points possible and points earned for the All Students student group. That process would be repeated for each student group to determine the number of Student Group Points Earned for each student group.

Table 3.6: Example Alternative School B

Subgroup	Student Group Points Possible	Summed Metric Points Earned	Summed Metric Points Possible	(Sum of Metr Points Earne / (Sum of Metr Points Possib	Student Group Points Earned
All Students	5	24.69	48	24.69/48=0.51	2.57
English Learners	5	8.38	24	-	-
At-Risk	34	27.8	48	27.8/48=0.58	19.69
Students with Disabilities	8.5	29.43	48	29.43/48=0.61	5.21
At-Risk Students with Disabilities	42.5	32.43	48	32.43/48=0.68	28.71
American Indian or Alaskan Native	-	-	0	-	-
Asian	-	-	0	-	-
Black or African American	5	23.11	48	23.11/48=0.48	2.4
Hispanic/Latino of any race	-	11.27	24	-	-
Native Hawaiian or Other Pacific Islander	-	-	0	-	-
White	-	-	0	-	-
Two or more races	-	7.32	24	-	-
Totals	**95**			**-**	**58.59**

Student groups with fewer than 45 points possible, and at least 50% of points eligible are excluded.

The 5 race/ ethnicity Student Group Points Possible are divided evenly between all groups with at least 50 points possible.

Calculation of STAR Score and STAR Rating (Alternative School Framework)

Each school's STAR Score is the sum of a school's Student Group Points Earned divided by the sum of the Student Group Points Possible:

$$STAR\ Score = \frac{Sum\ of\ Weighted\ Student\ Group\ STAR\ Points}{Sum\ of\ Student\ Group\ Weights}$$

This number is then converted to a percentage and used to assign the school's final STAR Rating. For Alternative High School A, the following formula determines their STAR Score:

$$STAR\ Score = \frac{58.59}{95} = 61.67$$

The STAR Score is then converted to a STAR Rating using Table 3.7 below. With a STAR Score of 61.67 points, Alternative High School A would earn a STAR Rating of four stars.

Table 3.7

STAR Rating	STAR Score
One star	Less than 20%

Two star	Greater than or equal to 20% and less than 40%
Three star	Greater than or equal to 40% and less than 60%
Four star	Greater than or equal to 60% and less than 80%
Five star	Greater than or equal to 80%

Multiple Grade Bands Served

Alternative schools in the District have a variety of grade configurations that do not align with traditional elementary, middle, and high school grade bands. For example, some alternative educational campuses serve students who are in elementary and middle, and/or middle and high school grades. In addition, many students enrolled in alternative high schools are overage and/or under-credited, or on an IEP certificate path, and may not follow traditional grade progressions.

Applicable Metrics

All school-level metric scores are calculated based on the performance of all students in the metric universe within the school, independent of the students' grade levels. Schools that offer both middle school grades and award diplomas are eligible for both MGPs and Five-Year ACGR. Such schools are also eligible for both the 8th to 9th Grade Transition and Secondary Completion metrics. These metrics are designed to reward schools for moving students through the educational pipeline, so rather than dropping one metric when the schools are eligible for both, the metric weights are split evenly between the metrics. Determining metric weights between 8th to 9th Grade Transition and Secondary Completion is done at the student group level. For instance, if a school does serve not enough students to calculate a metric score for Students with Disabilities for 8th to 9th Transition, but has enough students with disabilities in Secondary Completion, that school's Secondary Completion metric weight would remain 10 and it's 8th to 9th Grade Transition metric weight would be zero for the Students with Disabilities student group.

Data Caveats

Including data from one grade of students that fall outside the traditional grades served within that framework may have a minor effect on the calculated floors and targets for that framework. However, including a single grade of students in another framework helps to maximize the number of students whose performance is included in the STAR Framework and is a simple, easily explained and transparent solution for parents.

Non-Diploma Granting Programs in Alternative Schools

Alternative schools educate students of all ages, and as such there is no age limitation for inclusion in the STAR Framework. However, students enrolled in non-diploma granting programs in alternative high schools are excluded from the universe of students for all metrics except for Five-Year ACGR. Since all alternative schools are diploma-granting, students up to the age of 22 enrolled in alternative schools are assigned a first ninth grade year and responsible school for the calculation of the Five-Year ACGR, even though some students are enrolled in a non-diploma granting program within the schools.

Metric Details, Business Rules, and Calculation Guidelines

Academic Achievement Domain

To measure student achievement at multiple grade levels, the Academic Achievement domain uses performance data from three assessments: the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment, the Multi-State Alternate Assessment (MSAA), and, for the High School Framework, the SAT college entrance exam.

Meeting or Exceeding Expectations (ELA and Math) & Approaching, Meeting or Exceeding Expectations (ELA and Math)

Metric Points per Domain

30 points

for the Elementary and Middle School Frameworks

40 points

for the High School Framework

13 points

for the Alternative School Framework

These four metrics are designed to measure if students in a school are approaching or meeting grade-level expectations for English language arts/literacy (ELA) and math. Students with the most significant cognitive disabilities (approximately 1 percent of students enrolled in tested grades and courses) take the Multi-State Alternate Assessment (MSAA) in place of PARCC for ELA and mathematics. The MSAA is based on alternate achievement standards called Core Content Connectors (CCCs)[10], which are aligned to the CCSS, and measure the preparedness of students with significant cognitive disabilities for a broader array of postsecondary outcomes.

The primary purpose of DC's assessments is to provide high-quality, criterion-referenced assessments to measure students' progress toward college and career readiness. The assessments are computer-based and use interactive questions to assess higher-order skills such as critical thinking, problem-solving, modeling, and analyzing sources to write arguments and informational essays. Raw scores are converted to scale scores to enable accurate comparisons between students across test forms and administration years within each content area and associated grade or course assessment. Scale scores correspond to five performance

[10] https://wiki.ncscpartners.org/index.php/Core_Content_Connectors

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. Performance level descriptors indicate what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards. Students at performance level 3 are those who approached expectations of the assessment, whereas students at performance level 4 have met expectations of the assessment. Performance level 4 is the performance level indicating that a student is on track or ready for college and careers.

Educational Context

In July 2010, the DC State Board of Education adopted the Common Core State Standards (CCSS) in ELA and mathematics for grades K-12. The District of Columbia joined the Partnership for Assessment of Readiness for College and Careers (PARCC) Consortium in 2010 and contributed to the development of the PARCC assessment for ELA and math.

After initial field tests during the 2013-14 school year, OSSE conducted the first of the administration of PARCC in the 2014-15 school year, replacing the former DC CAS assessment. The 2018-19 school year marks the fifth year of implementation of the state assessments in ELA and math and the fourth year in which student growth in performance may be measured. The 2018-19 school year also includes the first administration of the newly developed DC Science assessment.

All District students are required to test in mathematics and ELA every year during grades 3-8 and are required to take at least one test in mathematics and ELA during high school.

Metric-Specific Terminology and Definitions

Proficiency

On both PARCC and MSAA, there is a specified performance level cut-off that corresponds to 'proficiency.' Students performing at levels 4 or 5 on PARCC have met or exceeded the expectations of the assessment and have demonstrated readiness for the next grade level/course and, ultimately, that they are on track for college and careers. On the MSAA, students performing at levels 3 or 4 have met or exceeded grade level expectations and are on track to leave high school ready for postsecondary careers.

Table 4.1

	PARCC	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

Metric Detail, Calculation, and Business Rules

Calculation

Formulas for Metric

Meeting or Exceeding Expectations ELA Metric Calculation ("Proficient")

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

Meeting or Exceeding Expectations Mathematics Metric Calculation ("Proficient")

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

Approaching, Meeting or Exceeding Expectations ELA Metric Calculation

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

Approaching, Meeting or Exceeding Expectations Mathematics Metric Calculation

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

Floors and Targets

Floors and targets for the Meeting or Exceeding Expectations metric will be calculated for all frameworks for all student groups within each framework. The floors and targets for this metric will be based on the 10th and 90th percentile of schools within the same framework, which is then adjusted to account for long-term Meeting or Exceeding Expectations goals as follows:

1. Subtract the proficiency rate corresponding to the 90th percentile for PARCC and MSAA for each framework from the long-term goal – a proficiency rate of 85 percent for all student groups by 2039.
2. Divide the difference by seven – the number of school support designation cycles between now and 2039.

3. Add the resulting number to the 90th percentile to calculate the target.

Floors and targets for the Approaching, Meeting or Exceeding Expectations metric will be calculated for all frameworks for all student groups within each framework. The floors and targets for this metric will be based on the 10th and 90th percentile of schools within the same framework.

Business Rules

Achievement Universe

All students enrolled in grades 3-8, students registered in a required course in high school (grades 9-12), or students in grade 11 who are deemed eligible by OSSE for participation in the alternate assessment. Middle school students in grades 7 or 8 who are enrolled in an advanced math course will 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 deemed eligible by OSSE for participation in the alternate assessment take the end-of-course assessment that corresponds to their enrolled course.

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.
    a. Students must be enrolled in a grade or course with a required assessment, per the requirements in the "Districtwide Assessments Participation and Performance Policy." Students must be continuously enrolled during the school's testing window or students are not continuously enrolled during the school's testing window but tested at that school and received a valid score.
    b. Students who take "off-grade" or "off-policy" assessments will not have their scores counted for performance reporting.
    c. Students who take optional high school assessments are not counted for performance reporting.
    d. Students in grades 7 and 8 who take high school course-based mathematics assessments are counted for performance reporting, as the high school course-based assessment takes the place of the required grade-level assessment.
3. Students must be enrolled for the full academic year (FAY) for their scores to be counted for performance calculations.
4. Students who do not meet FAY at the school level (for example, due to transfer between LEAs, or entering or leaving the District) will not be included in the metric calculation.
    a. Students will be deemed enrolled for the FAY at their school if they are enrolled in the same school for 85 percent of the school days between the official Enrollment Audit date and the first day of the State assessment window for each of the required assessments.

Exclusions

1. Medical Exemptions – Students with an OSSE-approved medical exemption will not be included in the numerator or denominator of the participation calculation.
2. Recently Arrived English Learner (EL) – Recently arrived Limited English Proficient (LEP)/English learner (EL) students who first enrolled in US schools within 12 months from the first day of the previous year's test window are not included in assessment performance results reporting for ELA or mathematics. Although recently arrived EL students are required to participate in mathematics testing, they are exempt from taking the DC ELA or MSAA ELA assessment.
    a. These students are required to take DC Math or MSAA mathematics assessments.
    b. These students will only be excluded from the numerator and denominator of the ELA participation calculation if ACCESS for ELLs 2.0 is administered.
3. Students who were continuously enrolled in multiple schools and who did participate in a required test are included in the participation numerator and denominator of the school where the student took the assessment.
4. Students who were continuously enrolled in multiple schools and who did not participate in a required test are included in the participation denominator of the school where the student was enrolled longest during the school year.
5. Students who were not continuously enrolled in any school but who did participate in a required test and receive a valid school are included in the participation denominator of the school where the student tested.
6. Void/Incomplete tests – If a student does not meet the attemptedness rules for a test or if the test is later voided by the test vendor due to concerns over integrity of the test administration, the student will not receive a valid score and therefore no score will be included in the metric calculation.
7. Optional Assessments – Students taking optional high school assessments, including but not limited to Algebra I and English I in grade 9, are not included in the metric calculation.
8. Off-grade Assessments – If a student takes an assessment that is not the required assessment for his or her grade (e.g., a student enrolled in grade 4 takes a Grade 3 Mathematics test), the student will not be included in the metric calculation.
9. Off-policy Assessments – If a student who is approved to take the alternate assessment takes the PARCC assessment, or if a student who is not deemed eligible by OSSE to take the alternate assessment takes the MSAA assessment, the student will not be included in the metric calculation.

Data Caveats

1. Parents reserve the right to test their students in the alternate assessment even if they were not deemed eligible by OSSE. In this case, students are not included in this metric calculation.
2. Previous PARCC reporting for the Students with Disabilities student group outside of accountability has included monitored students with disabilities. However, monitored students with disabilities are not included in the Students with Disabilities student group for accountability purposes.

Data Sources

1. PARCC Assessment Data (Accountability Year):
    a. Student assessment scores on PARCC are provided to OSSE from Pearson; these data include relevant scale score, performance level, and attemptedness information.
2. MSAA Data (Accountability Year):
    a. Student assessment scores on MSAA are provided to OSSE from Measured Progress; these data include relevant scale score, performance level, and attemptedness information.
3. Certified Demographic Data (Accountability Year):
    b. Demographic data are submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.
4. Medical exemption data (Accountability Year):
    c. LEAs are responsible for submitting documentation for a valid Medical Exemption from assessments to the OSSE Assessment Team. These data are submitted through the OSSE Support Tool (OST). More information can be found in the Data Validation Technical Guide.
    d. OSSE approved medical exemptions are used for determining eligibility for the academic performance metrics (see the Exclusions section).
5. Certified Enrollment Data (Accountability Year):
    - Enrollment data are submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.
    - Certified enrollment data was deduplicated according to the process outlined below in the 'Data Validation' section.

Data Validation

LEA Validation

1. Student-, school-, and LEA-level student information pertaining to assessment participation and achievement universes was included in the Data Validation process. Schools and LEAs are expected to resolve all pending UDE errors during this process.
2. There also exists a Unified Data Errors Qlik Application with information on specific assessment-related data errors that need to be addressed. LEAs can correct data errors during the Data Validation window.

OSSE Validation

The following assumptions apply to assessment data:

1. A student should test in the grade in which she or he was enrolled longest during the school year
2. A student will participate in one ELA and one mathematics assessment in a given year, in accordance with the assessment participation policy and requirements
3. All students registered in the Pearson Access Next (PAN) or MSAA systems will participate in the corresponding assessment

4. A student who has a valid score at a given school will have a valid Stage 5 enrollment at the same school during the school's testing window
5. A student who has a valid assessment score will be included in the Data Validation and will have verified student characteristics
6. A student who is not deemed eligible to participate in the alternative assessment will participate in the traditional assessment
7. A student who is deemed eligible to participate in the alternative assessment will not participate in the traditional assessment
8. A recently arrived EL will not participate in the state assessments
10. A student with a medical exemption will not participate in the assessments indicated on the medical exemption form

Metric Points Possible

Table 4.2: Meeting or Exceeding Expectations (ELA)

Framework	Points Possible
Elementary School	10
Elementary School with Pre-K	10
Middle School	10
High School	7.5
Alternative School	1.5

Table 4.3: Meeting or Exceeding Expectations (Math)

Framework	Points Possible
Elementary School	10
Elementary School with Pre-K	10
Middle School	10
High School	7.5
Alternative School	1.5

Table 4.4: Approaching, Meeting or Exceeding Expectations (ELA)

Framework	Points Possible
Elementary School	5
Elementary School with Pre-K	5
Middle School	5
High School	5
Alternative School	N/A

Table 4.5: Approaching, Meeting or Exceeding Expectations (Math)

Framework	Points Possible
Elementary School	5
Elementary School with Pre-K	5
Middle School	5
High School	5
Alternative School	N/A

SAT Performance College Ready Benchmark

The SAT College Ready Benchmark measures how well DC schools are preparing their students to be college and career ready.

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 points for all of their applicants. While the importance of SAT scores in a college application varies from school to school, almost every student who is considering college will take the exam during high school. For this reason, OSSE uses SAT data to measure how students in each school are performing.

Student performance on the SAT has been reported at the state-level by OSSE's division of Postsecondary and Career Education through the Postsecondary Access and Readiness Series, developed in partnership with representatives from OSSE, DCPS, PCSB and individual charter schools. This group met from the 2014-15 through the 2015-16 school years and identified a measure of college and career readiness based on the College Board's SAT College Readiness Benchmarks as a key indicator of college readiness for DC students. The use of this metric in the accountability system marks the first time this metric will be reported at the school-level.

The SAT College Ready Benchmark metric is intended to provide an indication of how well DC schools are preparing their students to be college and career ready. The SAT College and Career Readiness Benchmarks set by College Board provide an indication of how successful a student will be in subject-specific college courses. The benchmarks are fixed scores identified by the College Board for each subject area of the test. Changes to the benchmarks are at the discretion of the College Board; for example, the College Board may elect to formally issue new benchmarks following a substantive change to the format or scoring of the test. For this metric, students must meet or exceed both benchmarks in the subject areas of Math and Evidence-Based Reading and Writing (EBRW) in order to be considered "college ready." Table 4.6 below shows the benchmark scores for each of the subject area tests for the SAT and the corresponding college course.

Table 4.6

College Readiness Benchmarks for ACT and 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 Definitions

Meeting or Exceeding the College Ready Benchmark

The SAT College Ready Benchmark is set by the College Board. A student must obtain at least a 530 on the Math section and at least a 480 on the EBRW section.

Super-score

The highest combined score, from the Evidence-Based Reading and Writing and Math sections, across all tests taken by a student, including years prior to the accountability year.

Twelfth Grade Student

Any student who was ever enrolled in the twelfth grade in the accountability year.

Metric Detail, Calculation, and Business Rules

Calculation

Formula for Metric

$$\frac{Number\ of\ twelfth\ grade\ students\ with\ super-scores\ meeting/exceeding\ the\ college\ ready\ benchmark}{Total\ number\ of\ twelfth\ graders\ enrolled\ during\ the\ accountability\ year}$$

Example

One hundred (100) students were enrolled in the twelfth grade at a school during the accountability year.

Fifty (50) twelfth grade students met or exceeded the college ready benchmark, therefore:

$$\frac{50\ Students}{100\ Students} = 50\%\ of\ students\ met\ the\ college\ and\ career\ readiness\ benchmark$$

Floors and Targets

Floors and targets will be calculated for all student groups with students assigned to the high school framework. The floors and targets for this metric will be based on the 10th and 90th percentile of schools with students assigned to the High School Framework.

Example

SAT College Ready Benchmark	Floor: 1%
	Target: 36%
	LEA score: 17%
	10 points * $\frac{17-1}{(36-1)} =$
	10 * 0.457 = 4.57 points

Business Rules

Student Universe

All enrolled twelfth grade students.

Inclusions

1. Students can take the SAT test multiple times, but a student will only be counted once in each school they were enrolled.

Exclusions

1. Students who were not enrolled in twelfth grade during the accountability year.
2. Schools that only participate in alternate exams (e.g., ACT).

Data Caveats

Calculating the Super-score

Students can take the SAT test multiple times, but a student will only be counted once in each school in which they were enrolled. The highest score for each section of the SAT will be selected across all tests and all years and used to calculate the metric – this is the student's super-score. If a student took the SAT more than once (for example: once in 2014 where they achieved their highest EBRW score, and another time in 2015 where they achieved their highest Math score) each of the highest scores from both tests would be

selected and the resulting combined score would be used to determine whether the student was college ready. An example is provided in Table 4.7 below.

Table 4.7: Super-score Calculation

	2014 SAT	2015 SAT	Score Selected
Evidence-Based Reading and Writing	750	700	750
Math	650	700	700

Assigning a Student to a School

A student's super-score will be credited to all schools in which a student was enrolled as a twelfth grader during the accountability year.

Change in SAT Format and Scoring

In March 2016, the College Board revised the SAT. Table 4.8 below describes some of the major changes between the old and new SAT tests and compares the major differences between the two.

Table 4.8: SAT Changes

Category	Pre-March 2016 SAT	New SAT
Components	• Critical Reading • Writing • Mathematics • Essay	• Evidence-Based Reading and Writing • Math • Essay (optional)
Scoring	• Scale ranges from 600 to 2400 • Scale ranges from 200 to 800 for Critical Reading • Scale ranges from 200 to 800 for Math • Scale ranges from 200 to 800 for Writing • Essay results scaled to multiple-choice Writing	• Scale ranges from 400 to 1600 • Scale ranges from 200 to 800 for Evidence-Based Reading and Writing • Scale ranges from 200 to 800 for Math • Scale ranges from 2 to 8 for Essay • Essay results reported separately

Because the pre-March 2016 test and the new test are different, the scores on the two tests are not equivalent. Therefore, when scores are reported for tests that span both the pre-March 2016 SAT format and the new SAT format, scores must be converted using SAT concordance tables in order to make comparisons across the tests.[11] For the SAT College Ready Benchmark metric, pre-March 2016 scores are converted to the new SAT scoring system using the guidance provided by the College Board.

USI Matching

SAT data received from the College Board go through a USI matching process to assign student USIs to student SAT scores based on student's first name, last name, date of birth and tested school. LEAs will have the opportunity to validate their SAT data with OSSE so that as many scores as possible can be included in the metric calculation.

Data Sources

1. College Board SAT data
    a. 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.
2. Certified Enrollment Data
    a. Enrollment data is submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.
        i. Enrollment data is used in determining students' enrollment to a school
        ii. Enrollment data is used to determine a students' grade
3. College Ready Benchmarks identified by College Board
    a. 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. Changes to these benchmarks are at the discretion of the College Board.

Metric Points Possible

Table 4.9: SAT Performance College Ready

Framework	Points Possible
Elementary School	N/A
Elementary School with Pre-K	N/A
Middle School	N/A
High School	10
Alternative School	N/A

[11] https://collegereadiness.collegeboard.org/educators/higher-ed/scoring/concordance

SAT DC Percentile Threshold

The SAT DC Percentile Threshold metric is intended to provide an indication of how well DC schools are preparing their students to be college and career ready.

Educational Context

The metric will identify the percentage of students who perform at a level that meets or exceeds the DC 50th percentile on the SAT. Students in DC who are identified as meeting or exceeding the DC 50th percentile have earned an SAT score that is ranked equal to or greater than half of the District.

Metric-Specific Terminology and Definitions

Twelfth Grade Student

Any student who was ever enrolled in the twelfth grade in the accountability year

Super-score

The highest combined score, from the Evidence-Based Reading and Writing and Math sections, across all tests taken by a student.

DC 50th Percentile

OSSE will use the calculated 50th Percentile of students' SAT super-score across all SAT tests taken by DC public school students during the accountability year.

Metric Detail, Calculation, and Business Rules

Calculation

Formula for Metric

$$\frac{\text{Number of twelfth grade students with super} - \text{scores meeting or exceeding the DC Percentile}}{\text{Number of twelfth graders enrolled during the accountability year}}$$

Example

One hundred (100) students were enrolled in the twelfth grade at a school during the accountability year.

Sixty-two (62) twelfth grade students met or exceeded the DC 50th percentile.

Metric Calculation

$$\frac{62 \text{ students}}{100 \text{ students}} = 62\% \text{ of students met the DC 50th percentile}$$

Floors and Targets

Floors and targets will be calculated for all student groups with students assigned to the High School Framework. The floors and targets for this metric will be based on the 10th and 90th percentile of schools with students assigned to the high school framework.

Example

SAT College Ready Benchmark	Floor: 1%
	Target: 36%
	LEA score: 20%
	10 points * $\frac{20-1}{(36-1)} =$
	10 * 0.543 = 5.43 points

Business Rules

Student Universe

All enrolled twelfth grade students.

Inclusions

1. Students can take the SAT test multiple times, but a student will only be counted once in each school they were enrolled.

Exclusions

1. Students who were not enrolled in twelfth grade during the accountability year.
2. Schools that only participate in alternate exams (e.g., ACT).

Data Caveats

Multiple Tests

Students can take the test multiple times, but a student will only be counted once. The highest score for each section will be selected across all tests and used to calculate the metric. If a student took two tests,

(for example, one in 2017 where they achieved their highest Evidence Based Reading and Writing (EBRW) score, and one in 2018 where they achieved their highest Math score), each of the highest scores from both tests will be selected to calculate whether the student was college ready, as you can see in Table 4.10 below.

Table 4.10

	2014 SAT	2015 SAT	Score Selected
Evidence-Based Reading and Writing	750	700	750
Math	650	700	700
Super-score			1450

Assigning a Student to a School

A student's super-score will apply across all schools that student was enrolled as a twelfth grader for the accountability year.

Change in SAT Format and Scoring

In March 2016, the College Board revised the SAT. Table 4.11 shows a comparison of major features of the pre-March 2016 SAT and the "New SAT."

Table 4.11

Category	Pre-March 2016 SAT	New SAT
Components	• Critical Reading • Writing • Mathematics • Essay	• Evidence-Based Reading and Writing • Math • Essay (optional)
Scoring	• Scale ranges from 600 to 2400 • Scale ranges from 200 to 800 for Critical Reading • Scale ranges from 200 to 800 for Math • Scale ranges from 200 to 800 for Writing • Essay results scaled to multiple-choice Writing	• Scale ranges from 400 to 1600 • Scale ranges from 200 to 800 for Evidence-Based Reading and Writing • Scale ranges from 200 to 800 for Math • Scale ranges from 2 to 8 for Essay • Essay results reported separately

Because the pre-March 2016 test and the new test are different, the scores on the two tests are not equivalent. Therefore, when scores are reported for tests that span both the pre-March 2016 SAT format and the new SAT format, scores must be converted using SAT concordance tables in order to make comparisons across the tests.[12] For the SAT DC Percentile threshold metric, pre-March 2016 scores are converted to the new SAT scoring system using the guidance provided by the College Board.

USI Matching

SAT data received from the College Board go through a USI matching process to assign student USIs to student SAT scores based on student's first name, last name, date of birth and tested school. LEAs will have the opportunity to validate their SAT data with OSSE so that as many scores as possible can be included in the metric calculation.

Data Sources

1. College Board SAT data
    a. 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.
        i. College Board data is used to calculate a school student's super-score
        ii. College Board data is used to calculate the DC 50th percentile
2. Certified Adjusted Cohort Data (expected four-year graduates in Accountability Year)
    a. Students' first ninth grade year (cohort) year, cohort responsible school and outcomes are reviewed, finalized and certified by each LEA in the summer and fall of each year via the Adjusted Cohort Graduation Rate validation process.
        i. Enrollment data is used in determining students' enrollment to a school
        ii. Enrollment data is used to determine a students' grade

Metric Points Possible

Table 4.12: SAT DC Percentile Threshold

Framework	Points Possible
Elementary School	N/A
Elementary School with Pre-K	N/A
Middle School	N/A
High School	10
Alternative School	N/A

[12] https://collegereadiness.collegeboard.org/educators/higher-ed/scoring/concordance

Weighted Index Metric (Alternative School Framework only)

Metric Detail, Calculation, and Business Rules

Calculation

Formulas for Metric

Weighted Index ELA Metric Calculation

$$\frac{\begin{array}{c} 1 * Number\ of\ students\ at\ PARCC\ ELA\ Performance\ Level\ 1\ + \\ 2 * Number\ of\ students\ at\ PARCC\ ELA\ Performance\ Level\ 2\ + \\ 3 * Number\ of\ students\ at\ PARCC\ ELA\ Performance\ Level\ 3\ + \\ 4 * Number\ of\ students\ at\ PARCC\ ELA\ Performance\ Level\ 4\ + \\ 5 * Number\ of\ students\ at\ PARCC\ ELA\ Performance\ Level\ 5\ + \\ 1 * Number\ of\ students\ in\ MSAA\ ELA\ Performance\ Level\ 1\ + \\ 2 * Number\ of\ students\ at\ MSAA\ ELA\ Performance\ Level\ 2\ + \\ 4 * Number\ of\ students\ at\ MSAA\ ELA\ Level\ 3\ + \\ 5 * Number\ of\ students\ at\ MSAA\ ELA\ Level\ 4 \end{array}}{Number\ of\ Students\ in\ PARCC\ or\ MSAA\ ELA\ Achievement\ Universe}$$

Weighted Index Mathematics Metric Calculation

$$\frac{\begin{array}{c} 1 * Number\ of\ students\ at\ PARCC\ Mathematics\ Performance\ Level\ 1\ + \\ 2 * Number\ of\ students\ at\ PARCC\ Mathematics\ Performance\ Level\ 2\ + \\ 3 * Number\ of\ students\ at\ PARCC\ Mathematics\ Performance\ Level\ 3\ + \\ 4 * Number\ of\ students\ at\ PARCC\ Mathematics\ Performance\ Level\ 4\ + \\ 5 * Number\ of\ students\ at\ PARCC\ Mathematics\ Performance\ Level\ 5\ + \\ 1 * Number\ of\ students\ in\ MSAA\ Mathematics\ Performance\ Level\ 1\ + \\ 2 * Number\ of\ students\ at\ MSAA\ Mathematics\ Performance\ Level\ 2\ + \\ 4 * Number\ of\ students\ at\ MSAA\ Mathematics\ Level\ 3\ + \\ 5 * Number\ of\ students\ at\ MSAA\ Mathematics\ Level\ 4 \end{array}}{Number\ of\ Students\ in\ PARCC\ or\ MSAA\ Mathematics\ Achievement\ Universe}$$

Floors and Targets

Floors and targets for the Weighted Index metrics will be calculated for all schools for all student groups across the District. The floors and targets for this metric will be based on the 10th and 90th percentile of all schools across the District, by grade band.

Business Rules

Student Universe

All students enrolled in grades 3-8, students registered in a required course in high school (grades 9-12), or students in grade 11 who are deemed eligible by OSSE for participation in the alternate assessment. Middle school students in grades 7 or 8 who are enrolled in an advanced math course will 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 deemed eligible by OSSE for participation in the alternate assessment take the end-of-course assessment that corresponds to their enrolled course.

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.
    a. Students must be enrolled in a grade or course with a required assessment, per the requirements in the "Districtwide Assessments Participation and Performance Policy for [Accountability Year]" Students must be continuously enrolled during the school's testing window, or students are not continuously enrolled during the school's testing window but tested at that school and received a valid score.
    b. Students who take "off-grade" or "off policy" assessments will not have their scores counted for performance reporting.
    c. Students who take optional high school assessments are not counted for performance reporting.
    d. Students in grades 7 and 8 who take high school course-based mathematics assessments are counted for performance reporting, as the high school course-based assessment takes the place of the required grade-level assessment.
3. Students must be enrolled for the full academic year (FAY) for their scores to be counted for performance calculations.
    a. *Full Academic Year* -- Students who do not meet FAY at the school level (for example, due to transfer between LEAs, or entering or leaving the District) will not be included in the metric calculation. Students will be deemed enrolled for the FAY at their school if they are enrolled in the same school for 85 percent of the school days between the official Enrollment Audit date and the first day of the State assessment window for the accountability year2017-18 for each of the required assessments.

Exclusions

1. Medical Exemptions – Students with an OSSE-approved medical exemption will not be included in the numerator or denominator of the participation calculation.
2. Recently Arrived English Learner (EL) - Recently arrived Limited English Proficient (LEP)/English learner (EL) students who first enrolled in U.S. schools within 12 months from the first day of the previous year's test window are not included in assessment performance results reporting for ELA or mathematics. While recently arrived EL students are required to participate in mathematics testing, they are exempt from taking the PARCC ELA or MSAA ELA assessment.
    a. These students are required to take PARCC mathematics or MSAA mathematics assessments.
    b. These students will only be excluded from the numerator and denominator of the ELA participation calculation if ACCESS for ELLs 2.0 is administered.
3. Students who were continuously enrolled in multiple schools and who **did** participate in a required test are included in the participation numerator and denominator of the school where the student took the assessment.
4. Students who were continuously enrolled in multiple schools and who **did not** participate in a required test are included in the participation denominator of the school where the student was enrolled longest during the school year.
5. Students who were not continuously enrolled in any school but who did participate in a required test and receive a valid school are included in the participation denominator of the school where the student tested.
6. Students enrolled in high school who are in non-diploma granting programs.
7. Void/Incomplete tests – If a student does not meet the attemptedness rules for a test, or if the test is later voided by the test vendor due to concerns over integrity of the test administration, the student will not receive a valid score and therefore no score will be included in the metric calculation.
8. Optional Assessments – Students taking optional high school PARCC tests, including but not limited to Algebra I and English I in grade 9, are not included in the metric calculation.
9. Off-grade Assessments – If a student takes an assessment that is not the required assessment for his or her grade (e.g., a student enrolled in grade 4 takes a PARCC Grade 3 Mathematics test), the student will not be included in the metric calculation.
10. Off-policy Assessments -- If a student who is approved to take the alternate assessment takes the PARCC assessment, or if a student who is not deemed eligible by OSSE to take the alternate assessment takes the MSAA assessment, the student will not be included in the metric calculation.

Data Caveats

1. Parents reserve the right to test their students in the alternate assessment even if they were not deemed eligible by OSSE. In this case, students are not included in this metric calculation.
2. Outside of the accountability system, previous PARCC reporting for the Students with Disabilities subgroup outside of accountability has included monitored students with disabilities. However,

monitored students with disabilities are not included in the Students with Disabilities subgroup for accountability purposes.

Data Sources

1. PARCC Data (Accountability Year):
    a. Student assessment scores on PARCC are provided to OSSE from Pearson; these data include relevant scale score, performance level, and attemptedness information
2. MSAA Data (Accountability Year):
    a. Student assessment scores on MSAA are provided to OSSE from Measured Progress; these data include relevant scale score, performance level, and attemptedness information
3. Certified Demographic Data (Accountability Year):
    a. Demographic data are submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process
4. Medical exemption data (Accountability Year):
    a. LEAs are responsible for submitting documentation for a valid Medical Exemption from assessments to the OSSE Assessment Team. These data are submitted through the OSSE Support Tool (OST). More information can be found in the Data Validation Technical Guide.
    b. OSSE approved medical exemptions are used for determining eligibility for the academic performance metrics (see the Exclusions section).
5. Certified Enrollment Data (Accountability Year):
    a. Enrollment data is submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.
    b. Certified enrollment data was de-duplicated according to the process outlined below in the 'Data Validation' section.

Data Validation

LEA Validation

1. Student-, school-, and LEA-level student information pertaining to assessment participation and achievement universes is included in Data Validation. Schools and LEAs are expected to resolve all pending UDE errors during this process.
2. There also exists a Unified Data Errors Qlik Application with information on specific assessment-related data errors that need to be addressed. LEAs can correct data errors during the Data Validation window.

OSSE Validation

The following assumptions apply to assessment data:

1. A student should test in the grade in which she or he was enrolled longest during the school year
2. A student will participate in one ELA and one mathematics assessment in a given year, in accordance with the assessment participation policy and requirements
3. All students registered in the Pearson Access Next (PAN) or MSAA systems will participate in the corresponding assessment

4. A student who has a valid score at a given school will have a valid Stage 5 enrollment at the same school during the school's testing window
5. A student who has a valid assessment score will be included in the Data Validation and will have verified student characteristics
6. A student who is not deemed eligible to participate in the alternative assessment will participate in the traditional assessment
7. A student who is deemed eligible to participate in the alternative assessment will not participate in the traditional assessment
8. A recently arrived EL will not participate in state assessments
9. A student with a medical exemption will not participate in the assessments indicated on the medical exemption form

Metric Points Possible

Table 4.13: Weighted Index ELA

Framework	Points Possible
Elementary School	0
Elementary School with Pre-K	0
Middle School	0
High School	0
Alternative School	5

Table 4.14: Weighted Index Math

Framework	Points Possible
Elementary School	0
Elementary School with Pre-K	0
Middle School	0
High School	0
Alternative School	5

Academic Growth Domain

The STAR Framework also uses PARCC assessments to measure student growth. In DC, fourth grade is usually the first year when students will have two years of assessment data, which allows growth to be measured; 8th grade is the last year when all students take PARCC in the same year. (An exception is that students repeating the third grade are also eligible for a growth to proficiency score.) For this reason, the Academic Growth domain is only included in frameworks with students that take the assessment more than once while they are part of that framework.

Median Growth Percentile (MGP)

One measure of growth uses student growth percentiles (SGPs) to calculate each school's median growth percentile (MGP). SGPs measure students' growth compared to academically similar students.

Using assessment performance data, this metric uses student growth percentiles (SGPs) to calculate each school's median growth percentile (MGP) for both math and ELA. SGPs represent each student's relative growth in the scale score from previous years to the current year. A student's change in growth is compared to other students with the same course progression and with similar prior scores. 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. SGPs are calculated by Pearson and provided to OSSE at the end of the school year[13]. OSSE then uses one year of SGPs to determine a school's MGP. A higher SGP represents more relative growth compared to academic peers.

At the school level, an MGP over 50 suggests that most students in a school have better PARCC growth for a given subject when compared to similar students across the PARCC consortium.

Metric Points per Domain

40 points

for the Elementary and Middle School Frameworks

N/A

for the High School Framework

22 points

for the Alternative School Framework

Educational Context

As a norm-referenced growth metric, MGP rewards schools for high levels of growth relative to peers. One advantage of MGP is that students need not be at proficiency level 3 or 4 to have a high SGP. Schools with populations of students who were previously at a lower level of achievement can perform well in this metric. Another advantage to MGP is that comparisons are made against other similar students as opposed to comparing against a reference score (as in the Growth to Proficiency metric). This allows for some

[13] For more information on the SGP calculations conducted by Pearson, see: https://sgp.io/

flexibility in which students are given a high growth score; for example, if a specific grade progression is particularly challenging, schools that serve many students in that grade are not disadvantaged. The downside to using MGPs is that they do not hold schools to a particular growth expectancy, with the comparison being against other students' performance. For this reason, DC has chosen to include both a norm- and criterion-referenced growth metric.

Metric Detail, Calculation, and Business Rules

Calculation

Formula for Metric

$$\text{Median Growth Percentile} = \text{Median (Student Growth Percentile)}$$

Example

Table 5.1 below shows an ordered set of 91 Math SGPs. The median of these values is 53, which is the school's Math MGP score.

Table 5.1

Ordered Math SGPs: Median score highlighted						
1	4	5	8	9	9	11
12	13	13	23	23	23	23
23	24	25	27	29	29	30
31	31	33	35	35	35	36
36	37	37	39	39	40	41
41	42	42	43	46	46	49
50	51	53	53	56	56	58
58	59	59	59	60	62	63
66	66	67	67	68	69	69
75	77	78	78	79	81	82
82	82	83	83	84	84	84
84	85	85	87	90	90	91
92	93	93	93	94	95	95

Floors and Targets

Floors and targets will be calculated for all student groups within Elementary and Middle School Frameworks. The floors and targets for this metric will be based on the 10th and 90th percentile of schools with students assigned to the Elementary or Middle School frameworks.

Example

Math MGP Point Calculation	Floor: 35
	Target: 65
	School MGP: 53
	10 points * $\frac{53-35}{(65-35)} = 0.600$
	10 * 0.600 = 6 points

Business Rules

Student Universe

Students in grades 4 through 8 who take the PARCC English language arts (ELA) or Math exam who have at least two consecutive years of valid scores.

Inclusions

Students receive an SGP and are included in a school's MGP population if they meet each of the following requirements (see the Exclusions section for exceptions/special rules):

1. Are in grades 4 through 8 in the accountability year.
2. Have a valid score for the PARCC exam in the accountability school year and are included in a school's achievement universe, and meet (FAY) at the school level.[14]
3. Have a valid score for the PARCC exam in the prior school year and were included in the achievement universe; and
4. Have an SGP calculated by Pearson.

Exclusions

The following students are excluded from the MGP population:

1. Students who completed the MSAA exam in the prior or current year.[15]
2. Students who do not qualify for the achievement universe in the prior or current year

[14] For more information on *Districtwide Assessments Participation and Performance Policy for the 2017-18 School Year*, visit: https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2017-18%20School%20Year%20OSSE%20Districtwide%20Assessments%20Participation%20Policy%20%28updated%29.pdf

[15] MSAA is not an assessment that is designed for growth purposes.

3. Students whose course progression does not include at least 1,000 other students across the PARCC consortium. For example, if a student progresses from MAT04-MAT06, skipping fifth grade, there may not be 1,000 other students who made the same course progression and therefore an SGP would not be calculated; and
4. Students who are in a non-progression grade sequence (e.g., ELA5 to ELA5).

Data Caveats

1. All students for whom Pearson is able to calculate an SGP across the consortium are included in their SGP calculations. This includes students who do not meet DC's requirements for being in the achievement universe.
2. The consortium-level SGP data file received from Pearson includes SGPs for students who were not in the achievement universe in the current and prior year. These students are excluded from this metric.

Data Sources

1. PARCC Achievement Data (Accountability Year/Prior Year):
    a. Student assessment scores and eligibility information determined using the business rules described in the Statewide Assessments Participation and Performance Policy for the 2018-19 School Year.
2. PARCC Consortium SGPs (Accountability Year):
    a. Student consortium-level SGPs are provided to OSSE from Pearson; these data include student identifiers, grade progressions, student growth percentiles, and student test Universally Unique Identifiers (UUIDs). These UUIDs are used to match SGPs to PARCC achievement data.
3. Certified Demographic Data (Accountability Year):
    a. Demographic data are submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process

Metric Points Possible

Table 5.2 Median Growth Percentile (ELA)

Framework	Points Possible
Elementary School	10
Elementary School with Pre-K	10
Middle School	10
High School	N/A
Alternative School	11

Table 5.3: Median Growth Percentile (Math)

Framework	Points Possible
Elementary School	10
Elementary School with Pre-K	10
Middle School	10
High School	N/A
Alternative School	11

Growth to Proficiency

The Growth to Proficiency metric measures whether a student has made sufficient growth towards a goal of PARCC Performance Level 4 (Proficient). This metric uses two years of PARCC scores: current and previous scores. A student's prior year scale score determines the student's growth floor and target. Each student's actual growth is then compared against the growth floor and target to calculate a student score. For each student group at each school, growth to proficiency is calculated by taking the mean of student scores within the school. This metric is calculated separately for math and ELA; each subject is worth 10 points.

Educational Context

Growth metrics, in general, have been widely used to incentivize and reward improvement. An absolute growth metric allows DC to set growth goals that suggest students are making progress towards college and career readiness.

Growth to Proficiency rewards schools for advancing their students towards college and career readiness. PARCC Performance Level 4 is the goal because it corresponds to a level of performance that suggests a student is ready to advance to more difficult material and, eventually, to succeed in college-level courses. The growth floors and targets are meant to create challenging but attainable goals for students' growth. These floors and targets are set separately for each PARCC Performance Level to account for differing levels of growth across performance levels. The floors and targets were informed by expectations to reach PARCC Performance Level 4 after five years at PARCC Performance Level 1, four years at PARCC Performance Level 2, and three years at PARCC Performance Level 3. Because PARCC Performance Level 1 covers 50 scale score points instead of 25 scale score points as in other performance levels, Level 1 has two different sets of floors and targets.

Metric-Specific Terminology and Definitions

Growth Floor

A student's prior year performance level determines the student's growth floor. If a student's actual growth exceeds the growth floor, the student score will be positive; if a student's actual growth falls below the growth floor, the student score will be zero, as demonstrated by Table 4.5 below.

Growth Target

The goal is for students to achieve a performance level of 4. A student's prior year proficiency level determines the student's growth target, and is set to the minimum growth a student at the lowest score within a performance level would need to achieve proficiency within the years outlined in Table 4.6 below. If a student's actual growth exceeds the growth target, the student score will be 100; if a student's actual growth falls below the growth target, the student score will fall between 0-100.

Actual Growth

Students' Actual Growth is calculated by subtracting students' prior year assessment score from their current year assessment score. This number will be positive if students' scores increased and negative if students' scores decreased.

Student Score

Student scores are calculated with the following formula:

$$\text{Student Score} = \frac{\text{Actual Growth} - \text{Growth Floor}}{\text{Growth Target} - \text{Growth Floor}}$$

Table 5.5: 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

Table 5.6: Years to reach proficiency for each baseline score

Prior year Scale Score	Prior year Performance Level	Number of Years Remaining to Level 4
650-699	1	5
700-724	2	4
725-749	3	3

Metric Detail, Calculation, and Business Rules

Calculation

Formula for Metric

Prior year Scale Score: 682

Current year Scale Score: 694

Actual Growth: 12

Growth Floor: -1

Growth Target: 15

$$Student\ Score = \frac{Actual\ Growth\ (12) - Growth\ Floor\ (-1)}{Growth\ Target\ (15) - Growth\ Floor\ (-1)} = 81.25\%$$

School Level Growth to Proficiency is the mean of all student scores. This formula is calculated separately for ELA and math. Each school will receive a score in each subject.

Floors and Targets

Floors and targets will be calculated for all student groups with students assigned to the Elementary or Middle School frameworks. The floors and targets for this metric will be based on the 10th and 90th percentile of school scores by grade bands served.

Business Rules

Inclusions

Students are included in a school's Growth to Proficiency population if they meet each of the following requirements (see the Exclusions section for exceptions and special rules):

1. Are in grades 3 through 8.
2. Have a valid score for the PARCC exam in the prior school year and were included in the achievement universe; and
3. Have a valid score for the PARCC exam in the current school year and are included in a school's achievement universe and meet FAY at the school level.

Exclusions

The following students are excluded from the Growth to Proficiency population:

1. Students who completed the MSAA exam in the prior or current year[16] and
2. Students who do not qualify for the PARCC achievement universe in the prior or current year

Data Caveats

1. Students who repeat or skip grades are included in this metric; data from their previous year will serve as the basis for growth target, which is the same methodology as for students who do not repeat or skip grades.
2. Advanced math test takers are included in this metric; data from their previous year will serve as the basis for growth target, which is the same methodology as for students who do not repeat or skip grades.

[16] MSAA is not an assessment that is designed for growth purposes.

3. The same business rules used for assessment reporting Recently Arrived English learners will use the same business rules for determining the student universe as is used for assessment reporting. The students must be in the achievement universe for both the current and prior school year to be included.
4. Students who score at Level 4 but did not take the assessment in the prior year will not be included in this metric for the current year.

Data Sources

1. PARCC Achievement Data
    a. The PARCC data are first processed using the business rules described in the PARCC Achievement memo. These data are then used as the basis for this metric.[17]
2. Certified Data Validation (Accountability Year):
    a. Demographic data are submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.

Metric Points Possible

Table 5.7: Growth to Proficiency (ELA)

Framework	Points Possible
Elementary School	10
Elementary School with Pre-K	10
Middle School	10
High School	N/A
Alternative School	N/A

Table 5.8: Growth to Proficiency (Math)

Framework	Points Possible
Elementary School	10
Elementary School with Pre-K	10
Middle School	10
High School	N/A
Alternative School	N/A

[17] For more information on *Districtwide Assessments Participation and Performance Policy for the 2017-18 School Year*, visit: https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2017

School Environment Domain

Student outcomes improve when they consistently attend a school that offers both interesting and challenging coursework. Using a number of metrics, the School Environment domain is designed to measure how well schools are engaging their students.

Addressing Chronic Absenteeism: Best of Attendance Growth or 90% Attendance

In order to reward schools that are consistently achieving high attendance as well as schools that are improving attendance, the STAR Framework includes the metric that best reflects the performance in a school. A school that consistently achieves high attendance will not be able to demonstrate attendance growth and schools that are improving attendance should be rewarded for their efforts. Therefore, the higher-scoring metric between Attendance Growth and 90% Attendance will be included in the overall rating for the domain.

In the calculation of the LEA-level rates for addressing chronic absenteeism metrics, each student is included in the universe for the attendance growth and 90% attendance metrics based on the business rules for the corresponding framework for that student (e.g., Elementary School, Middle School, High School, Alternative Schools).

Metric Points per Domain

25 points
for Elementary and Middle School Frameworks

44 points
for the High School Framework

19 points
for the Alternative School Framework

Attendance Growth

Attendance Growth captures improvement in student-level attendance rates from year to year. Each student's growth in attendance is compared against the growth in attendance of other DC students of the same age. This is done by calculating the median change in the attendance rate for each age group in the accountability year compared to the previous year. An individual student's attendance rate is calculated by dividing the number of days a student is present by the number of 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. For example, if a student's attendance rate in the current year is 4 percentage points higher than the previous year and the median growth for that student's age group is a 1 percentage point increase, the student's attendance growth score is 3 percentage points; this student's growth is 3 percentage points higher than other students of the same age. On the other hand, another student of the same age whose attendance rate decreased 2 percentage points would have an attendance growth score of negative 3 percentage points; this student's growth is 3 percentage points lower than other students of the same age.

When a student's attendance improves more than the median year-over-year change for students of the same age, the student will contribute positively to the school's metric score. The Attendance Growth metric encourages schools to support all students in improving their attendance rates; the metric credits improvements in attendance regardless of previous attendance rates.

Educational Context

In the STAR Framework, schools are awarded points for either 90% Attendance or Attendance Growth, whichever would allocate the higher share of points. Whereas In-Seat Attendance (ISA) represents an aggregate measure of school-level attendance, both 90% Attendance and Attendance Growth are derived from student-level attendance rates. For schools with student populations struggling with lower attendance rates, Attendance Growth will reward improvement.

Metric-Specific Terminology and Definitions

Minimum Enrolled Days

The minimum number of instructional days a student must be enrolled to be included in the metric calculation. For the Addressing Chronic Absenteeism metrics in the Elementary School, Middle School, and High School Frameworks, students must be enrolled for a minimum of 30 instructional days after the 10th day of school to contribute to a school's metric score. For the Addressing Chronic Absenteeism metrics in the Alternative School Framework, students must be enrolled for a minimum of 20 instructional days to contribute to a school's metric score.

Metric Detail, Calculation, and Business Rules

Calculation

Median [(difference in student's attendance rate in the Accountability year compared to the student's attendance rate in the previous year) – Median (difference in the attendance rate of all DC students of the same age in the Accountability year compared to the attendance rate of all DC students of the same age in the previous year)]

Floors and Targets

Floors and targets will be calculated for all frameworks for all student groups within each framework. The floors and targets for this metric will be based on the 10th and 90th percentile of schools by grade bands served.

Example

Reducing Chronic Absenteeism: Attendance Growth	Floor: -1
	Target: 6
	School score: 2
	7.5 points * $\frac{2--1}{(6--1)} = .426$
	7.5 * 0.426 = 3.19 points

Business Rules

Inclusions

1. Students of all ages, enrolled in kindergarten through twelfth grade, including those who are not of compulsory age[18], with attendance records for both the accountability year and the previous school year are included in the metric calculation.
2. 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 enrolled for the minimum number of days during the school year.

Exclusions

1. Attendance which only corresponds to stage 4 enrollments (entry code 1800):
    a. A stage 4 enrollment represents a pre-enrollment (meaning the student has not shown up to receive educational services from the school). Students are considered enrolled when they reach stage 5 enrollment, which means that the student received educational services at the school. Please see additional information about the stages of enrollment in DCMR Section 5-A2101.

Data Caveats

1. Students' previous year attendance records are averaged across all enrolled schools. For previous year data, students only need to have been enrolled for the minimum instructional days during the school year.
2. The 10th day of school is determined by the program calendar within each school.

[18] Compulsory age refers to students who are at least 5 years old and not yet age 18 as of September 30th of the school year.

3. Student demographics are aligned with reported demographics from the current year, even though some designations are variable year-to-year (e.g. At-Risk status, EL status, special education status).
4. When calculating the median attendance growth by age, all DC students are grouped together according to their age as of Sept. 30th in the accountability year. If there are fewer than 100 students with attendance records across DC of a given age, multiple ages will be grouped together to ensure sufficient n-size from which to derive a median year-over-year change in attendance.

Data Sources

1. Certified Attendance Data (Accountability Year and Prior Year):
   - Attendance is submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via Data Validation.
2. Certified Demographic Data (Accountability Year):
   - Demographic data are submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.
3. Certified Enrollment Data (Accountability Year and Prior Year):
   - Enrollment data are submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.

Data Validation

LEA Validation

The following data validation procedures are expected of all LEAs:

1. The Unified Data Errors (UDE) Qlik Application contains information on attendance data errors that need to be addressed. LEAs can correct attendance data errors at any point in time during the school year.
2. A monthly LEA Attendance Status Report is sent to LEA data managers and heads of school. The report includes ISA rates, submission rates, chronic absence rates, and attendance UDEs, as well as overlapping enrollments; all metrics are reflective of both the prior month and year-to-date. OSSE began sharing this report during the 2017-18 school year.
3. Student-, school-, and LEA-level attendance are included in the Data Validation; all pending UDEs are expected to be resolved during this process.

OSSE Validation

The following assumptions apply to attendance data:

1. Attendance data is 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.

For duplicative enrollments that violated any of the above assumptions and persisted through data validation, overlapping enrollment periods were de-duplicated as follows[19]:

1. If an enrollment instance was fully contained within another enrollment instance, the fully contained enrollment instance and its corresponding attendance values were removed, unless the fully contained enrollment instance covers the audit period or the fully contained enrollment instance is at the achievement school over the assessment period. Fully contained duplicative enrollments covering the audit period are valid through the audit date. Fully contained duplicative enrollments covering the assessment period are valid for the entire enrollment period to preserve FAY status used for PARCC and MSAA.
2. If an enrollment instance overlapped with another enrollment instance, the first enrollment instance was assumed to end when the second enrollment instance began, UNLESS the first enrollment instance covers the audit period OR the enrollment instance is at the achievement school during the assessment period. Partially overlapped duplicative enrollments covering the audit period are valid at the audit school through the audit date. Partially overlapped duplicative enrollments covering the assessment period are valid for the entire enrollment period to preserve FAY status used for PARCC and MSAA.
3. For circumstances in which there are duplicative enrollments with identical stage 5 entry and exit dates, the enrollment record aligned with the audit or the achievement school will be retained[20]. When one school is the audited school and the other the achievement school, the audited school enrollment will be set through October 5, and the achievement school for the remainder of the enrollment period.
4. If there was no enrollment record at a school in which the student has a valid PARCC or MSAA test, an enrollment is created

Metric Points Possible

Please note that the higher of the point values awarded for 90% Attendance or Attendance Growth will be carried forward in the STAR Framework calculation.

[19] Enrollment refers to stage 5 enrollment.
[20] If the audit/achievement fails to isolate the valid record, then SPED data, followed by EL data, and then previous year enrollment will be used to inform the valid enrollment record for the student.

Table 6.1: Attendance Growth

Framework	Points Possible
Elementary School	7.5
Elementary School with Pre-K	5.775
Middle School	7.5
High School	7.5
Alternative School	7

90% Attendance

This metric is defined as the percentage of enrolled students who were present for 90 percent or more of enrolled days (the inverse of chronic absenteeism). The higher the percentage is, the greater the rate of students attending at least 90 percent of the days in which they are enrolled. Attendance is taken on a daily basis and submitted to OSSE via an LEA's Student Information System (SIS). Attendance indicates whether the student was present in school or absent, and, if they were absent, whether or not the absence was excused or unexcused. Each LEA is responsible for defining excused and unexcused absences.

Educational Context

In the STAR Framework, schools are awarded points for 90% Attendance or Attendance Growth, whichever would allocate the higher share of points. Whereas In-Seat Attendance (ISA) represents an aggregate measure of school-level attendance, both 90% Attendance and Attendance Growth are derived from student-level attendance rates. For schools with student populations struggling with attendance, Attendance Growth can reward improvement even when students are not reaching the 90% threshold. For schools with high rates of student attendance, student growth may be limited, but points would be allocated from 90% Attendance.

Metric-Specific Definition

Minimum Enrolled Days

The minimum number of instructional days a student must be enrolled to be included in the metric calculation. For the Addressing Chronic Absenteeism metrics in the Elementary School, Middle School, and High School Frameworks, students must be enrolled for a minimum of 30 instructional days after the 10th day of school to contribute to a school's metric score. For the Addressing Chronic Absenteeism metrics in the Alternative School Framework, students must be enrolled for a minimum of 20 instructional days to contribute to a school's metric score.

Metric Detail, Calculation, and Business Rules

Calculation

$$\frac{\text{The number of students who were present on at least 90\% of the instructional days in which they were enrolled in school}}{\text{The number of students with unduplicated enrollment records for the minimum instructional days at the school}}$$

Floors and Targets

Floors and targets will be calculated for all frameworks for all student groups within each framework. The floors and targets for this metric will be based on the 10th and 90th percentile of schools by grade bands served.

Example

Reducing Chronic Absenteeism: 90% Attendance	Floor: 70%
	Target: 96%
	School score: 85%
	7.5 points * $\frac{85-70}{(96-70)} =$
	7.5 * 0.577 = 4.3 points

Business Rules

Student Universe

All students, kindergarten through twelfth grade, who were ever Stage 5 enrolled and attending a given school, with the following inclusions and exclusions:

Inclusions

1. Students of all ages enrolled in kindergarten through twelfth grade, including those who are not of compulsory age[21], are included in the metric calculation.
2. 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 enrolled for the minimum number of days during the school year.

Exclusions

1. Attendance records that conflict with dates of verified enrollment are excluded.
2. Attendance that only corresponds to stage 4 enrollments (entry code 1800).
    a. A stage 4 enrollment represents a pre-enrollment (meaning the student has not shown up to receive educational services from the school). Students are considered enrolled when they reach stage 5 enrollment, which means that the student received educational services at the school. Please see additional information about the stages of enrollment in DCMR Section 5-A2101.

[21] Compulsory age refers to students who are at least 5 years old and not yet aged 18 as of September 30th of the school year.

Data Caveats

1. If there is no attendance data for a student for an instructional day on which the student was enrolled, the day is counted in the denominator but not in the numerator (missing data are counted as absences)[22].
2. The 10th day of school is determined by the program calendar within each school.
3. The LEA attendance codes mapped to OSSE values of PF (Present Full), PIS (Present In-School Suspension), PP (Present Partial), PPE (Present Partial Excused), and PPU (Present Partial Unexcused) are considered present.
4. The attendance rates reported in the accountability system may differ slightly from other publicly reported attendance metrics that only consider compulsory-aged students, such as many of the analyses in the DC attendance report. The accountability system reports attendance for all students, regardless of age.

Data Sources

1. Certified Attendance Data (Accountability Year):
   - Attendance is submitted to OSSE on a daily basis via the LEA's SIS ; these data are reviewed, finalized and certified by each LEA at the close of each school year via Data Validation
2. Certified Demographic Data (Accountability Year):
   - Demographic data are submitted to OSSE on a daily basis via the LEA's SIS ; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process
3. Certified Enrollment Data (Accountability Year):
   - Enrollment data is submitted to OSSE on a daily basis via the LEA's SIS ; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process

Data Validation

LEA Validation

The following data validation procedures are expected of all LEAs:

1. The Attendance Qlik Application is updated on a daily basis; LEAs are expected to review student-level attendance records as well as school- and LEA-level aggregate ISA metrics as it becomes updated every day.
2. The Unified Data Errors (UDE) Qlik Application contains information on attendance data errors that need to be addressed. LEAs can correct attendance data errors at any point in time during the school year. The following data errors are updated and reported in the UDE Qlik Application daily:

[22] 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.

- Attendance records for students on days in which the student has no enrollment
- Missing attendance status code
- Multiple attendance codes on the same day
- Unknown attendance code
- Students with stage 5 enrollment without attendance
- Attendance on days designated as Not a School Day (NSD)

3. A monthly LEA Attendance Status Report is sent to LEA data managers and heads of school. The report includes ISA rates, submission rates, chronic absence rates, and attendance UDEs, as well as overlapping enrollments; all metrics are reflective of both the prior month and year-to-date. This report began being shared during the 2017-2018 school year.
4. Student-, school-, and LEA-level attendance are included in the Data Validation process; all pending UDEs are expected to be resolved during this process.

OSSE Validation

The following assumptions apply to attendance data:

1. Attendance data is unique by student and date (except in instances of enrollment in adult LEAs where valid duplicative enrollments may occur);
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.

For duplicative enrollments which violated any of the above assumptions and that persisted through data validation, overlapping enrollment periods were de-duplicated as follows[23]:

6. If an enrollment instance was fully contained within another enrollment instance, the fully contained enrollment instance and its corresponding attendance values were removed, unless the fully contained enrollment instance covers the audit period or the fully contained enrollment instance is at the achievement school over the assessment period. Fully contained duplicative enrollments covering the audit period are valid through the audit date. Fully contained duplicative enrollments covering the assessment period are valid for the entire enrollment period to preserve FAY status used for PARCC and MSAA.
7. If an enrollment instance overlapped with another enrollment instance, the first enrollment instance was assumed to end when the second enrollment instance began, UNLESS the first enrollment instance covers the audit period OR the enrollment instance is at the achievement school during the assessment period. Partially overlapped duplicative enrollments covering the audit period are valid at the audit school through the audit date. Partially overlapped duplicative

[23] Enrollment refers to stage 5 enrollment.

enrollments covering the assessment period are valid for the entire enrollment period to preserve FAY status used for PARCC and MSAA.

8. For circumstances in which there are duplicative enrollments with identical stage 5 entry and exit dates, the enrollment record aligned with the audit or the achievement school will be retained[24]. When one school is the audited school and the other the achievement school, the audited school enrollment will be set through October 5, and the achievement school for the remainder of the enrollment period.
9. If there was no enrollment record at a school in which the student has a valid PARCC or MSAA test, an enrollment is created.

Metric Points Possible

Once again, please note that the higher of the point values awarded for 90% Attendance or Attendance Growth will be carried forward in the STAR Framework calculation.

Table 6.2: 90% Attendance

Framework	Points Possible
Elementary School	7.5
Elementary School with Pre-K	5.775
Middle School	7.5
High School	7.5
Alternative School	7

[24] If the audit/achievement fails to isolate the valid record, then SPED data, followed by EL data, and then previous year enrollment will be used to inform the valid enrollment record for the student.

In-Seat Attendance

In-Seat Attendance (ISA) measures the percentage of the cumulative sum of instructional days on which enrolled students are present in school during a given school year. A higher ISA rate indicates that, on average, a given school had a greater percentage of students who were present in school over the course of the school year compared to a school with a lower ISA rate.

ISA is a school-level attendance measure. Even though research finds that the strongest relationship between attendance and achievement exists at the student level, school-level attendance can impact student-level performance: gains in individual performance predicted by increased attendance are greater in schools with higher mean attendance[25].

Educational Context

As a school-level attendance metric, ISA provides an overview of school-level attendance patterns across the school year. ISA is reported annually through the *Equity Reports*, a cross-sector partnership with the goal of providing DC schools, families and communities transparent and comparable information related to equity across all DC schools. ISA is also used in the Public Charter School Board (PCSB) annual Performance Management Framework (PMF), making this indicator a familiar benchmark for educators, families, and the community.

Metric-Specific Terminology and Definitions

Achievement School

The school to which a student's assessment participation and performance is counted.

Audit School

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

Present

An indication that the student had a present full (PF), present partial (PP), present in-school suspension (PIS), present partial excused (PPE), or present partial unexcused (PPU) attendance record on a given day according to the Attendance Qlik Application:

- Daily attendance is received by OSSE from the LEA SIS and mapped to standardized attendance status codes in the LEA Data Mapping Tool to populate the Attendance Qlik Application.

[25] The Campaign for Fiscal Equity (2011). *Taking Attendance Seriously: How School Absences Undermine Student and School Performance in New York City.*

Minimum Enrolled Days

The minimum number of instructional days a student must be enrolled to be included in the metric calculation. For In-Seat Attendance in in the Elementary School, Middle School, and High School Frameworks, students must be enrolled for a minimum of 10 instructional days after the 10th day of school to contribute to a school's metric score.

Unduplicated Enrollment

An indication that a given student has an unduplicated Stage 5 enrollment at a given school.

Metric Detail, Calculation, and Business Rules

Calculation

Formula for Metric

$$\frac{Sum\ of\ instructional\ days\ on\ which\ each\ enrolled\ student\ was\ present\ in\ the\ school}{Sum\ of\ instructional\ days\ on\ which\ each\ student\ had\ an\ unduplicated\ enrollment\ at\ the\ school}$$

Floors and Targets

Floors and targets will be calculated for all frameworks for all student groups within each framework. The floors and targets for this metric will be based on the 10th and 90th percentile of schools by grade bands served, with the following exception:

- If the 10th percentile for the ISA metric exceeds an ISA rate of 90% for a given student group within a given framework, a maximum floor of 90% ISA will be applied to that student group.

Business Rules

Student Universe

All students who were ever stage 5 enrolled and attending a given school, with the following inclusions and exclusions:

Inclusions

1. Students of all ages, including those who are not of compulsory age[26], are included in the metric calculation.

[26] Compulsory age refers to students who are at least 5 years old and not yet aged 18 as of September 30th of the school year.

2. 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 enrolled for the minimum number of days during the school year.

Exclusions

1. Attendance records that conflict with dates of verified enrollment are excluded.
2. Attendance which only corresponds to stage 4 enrollments (entry code 1800):
    a. A stage 4 enrollment represents a pre-enrollment (meaning the student has not shown up to receive educational services from the school). Students are considered enrolled when they reach stage 5 enrollment, which means that the student received educational services at the school. Please see additional information about the stages of enrollment in DCMR Section 5-A2101.

Data Caveats

1. If there is no attendance data for a student for an instructional day on which the student was enrolled, the day is counted in the denominator but not in the numerator (missing data are counted as absences).[27]
2. The 10th day of school is determined by the program calendar within each school.
3. The LEA attendance codes mapped to OSSE values of PF (Present Full), PIS (Present In-School Suspension), PP (Present Partial), PPE (Present Partial Excused), and PPU (Present Partial Unexcused) are considered present.
4. The attendance rates reported in the accountability system may differ slightly from other publicly reported attendance metrics that only consider compulsory-aged students. The accountability system reports attendance for all students, regardless of age.

Data Sources

1. Certified Attendance Data (Accountability Year):
    - Attendance is submitted to OSSE on a daily basis via the LEA's Student Information Systems (SIS); these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation Process
2. Certified Demographic Data (Accountability Year):
    - Demographic data are submitted to OSSE on a daily basis via the LEA's SIS ; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process
3. Certified Enrollment Data (Accountability Year):

[27] 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.

- Enrollment data is submitted to OSSE on a daily basis via the LEA's SIS ; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process

Data Validation

LEA Validation

The following data validation procedures are expected of all LEAs:

1. LEAS can view their attendance data using the Attendance Qlik applications that correspond to their sector.
2. The Unified Data Errors (UDE) Qlik Application provides information on attendance data errors that need to be addressed. (UDE guidance is available on OSSE's website.) LEAs can correct attendance data errors at any point in time during the school year.
3. A monthly LEA Attendance Status Report will be sent to LEA data managers and heads of school. The report will include ISA rates, submission rates, chronic absence rates, and attendance UDEs, as well as overlapping enrollments; all metrics will be reflective of both the prior month and year-to-date.
4. Student-, school-, and LEA-level attendance are included in the *Data Validation* process; all pending UDE errors are expected to be resolved during this process.

OSSE Validation

The following assumptions apply to attendance data:

1. Attendance data is 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.
5. A student should not have attendance on non-instructional days.

For duplicative enrollments which violated any of the above assumptions and that persisted through data validation, overlapping enrollment periods were de-duplicated as follows[28]:

6. If an enrollment instance was fully contained within another enrollment instance, the fully contained enrollment instance and its corresponding attendance values were removed, unless the fully contained enrollment instance covers the audit period or the fully contained enrollment instance is at the achievement school over the assessment period. Fully contained duplicative

[28] Enrollment refers to Stage 5 enrollment.

enrollments covering the audit period are valid through the audit date. Fully contained duplicative enrollments covering the assessment period are valid for the entire enrollment period to preserve FAY status used for PARCC and MSAA.

7. If an enrollment instance overlapped with another enrollment instance, the first enrollment instance was assumed to end when the second enrollment instance began, UNLESS the first enrollment instance covers the audit period OR the enrollment instance is at the achievement school during the assessment period. Partially overlapped duplicative enrollments covering the audit period are valid at the audit school through the audit date. Partially overlapped duplicative enrollments covering the assessment period are valid for the entire enrollment period to preserve FAY status used for PARCC and MSAA.
8. For circumstances in which there are duplicative enrollments with identical stage 5 entry and exit dates, the enrollment record aligned with the audit or the achievement school will be retained[29]. When one school is the audited school and the other the achievement school, the audited school enrollment will be set through October 5, and the achievement school for the remainder of the enrollment period.
9. If there was no enrollment record at a school in which the student has a valid PARCC or MSAA test, an enrollment is created.

Metric Points Possible

Table 6.3: In-Seat Attendance

Framework	Points Possible
Elementary School	5
Elementary School with Pre-K	3.85 (K-12); 1 (PK)
Middle School	5
High School	5
Alternative School	N/A

[29] If the audit/achievement fails to isolate the valid record, then SPED data, followed by EL data, and then previous year enrollment will be used to inform the valid enrollment record for the student.

Re-Enrollment

Students and families choosing to return to their school each year is one signal of a positive school environment. In DC, students demonstrate high rates of mobility with as many of 13% of students transferring to a different school within or across school years. The re-enrollment metric seeks to measure the percentage of students who choose to re-enroll in the same school year over year.

Educational Context

The District of Columbia is the only state education agency that utilizes a reenrollment metric in its accountability system due to an array of educational options for many families, a result of the District's unique geographical and educational context. There is limited research around reenrollment as rates can vary widely across contexts, making it difficult to ascertain an educational standard for student mobility.

Metric-Specific Terminology and Definitions

Audit Population

Students identified as enrolled on Count Day through the annual Enrollment Audit process.

Audit School

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

Eligible to Reenroll

Students enrolled in a non-terminal grade in the year preceding the accountability year.

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.

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.

Minimum Enrolled Days

The minimum number of instructional days a student must be enrolled to be included in the metric calculation. For re-enrollment in the Elementary School, Middle School, and High School Frameworks, students must be enrolled during the previous school year for a minimum of 30 instructional days after the 10th day of school to contribute to a school's metric score.

Non-terminal grade

All grades which are not the highest grade offered for a given school according to SLIMS in the accountability year; note: terminal grades are defined by grades offered in the accountability year, not the year preceding the accountability year.

Unduplicated Enrollment

Any student with a valid Stage 5 entry date according to the enrollment data verified through the Data Validation process.

Metric Detail, Calculation, and Business Rules

Calculation

Formula for Metric

$$\frac{\begin{array}{c}\textit{Number of students in the audit population of a given school in the accountability year}\\ \textit{who met the minimum enrolled days requirement at the same school}\\ \textit{in the year preceding the accountability year}\end{array}}{\begin{array}{c}\textit{Number of students who met the minimum enrolled days requirement}\\ \textit{at a given school in the year preceding the accountability year}\\ \textit{who were eligible to reenroll in the accountability year}\end{array}}$$

Floors and Targets

Floors and targets will be calculated for all frameworks for all student groups within each framework. The floors and targets for this metric will be based on the 10th and 90th percentile of schools within the same framework.

Example

Re-Enrollment	Floor: 70%
	Target: 89%
	School score: 85%
	7.5 points * $\frac{(85-70)}{(89-70)} =$
	7.5 * 0.789 = 5.92 points

Business Rules

Student Universe

All students who were ever stage 5 enrolled for at least 30 instructional days after the 10th day of school in the year preceding the accountability year.

Inclusions

1. Students who were eligible for reenrollment, as identified by non-terminal grades served in SLIMS, who were enrolled for the minimum instructional days in the year preceding the accountability year.
2. Students enrolled in non-terminal grades, as identified by grades served in SLIMS, in the year preceding the accountability year AND 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, as identified by grades served in SLIMS, 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[30] corresponding to the following exit types:
    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
    e. Died or is permanently incapacitated
    f. More information can be found in OSSE's Entry and Exit Guidance[31]
3. Students with disabilities whose latest enrollment was at a non-public school during the year preceding the accountability year.

---

[30] For the 2018-19 DC School Report Card and STAR Framework, validated exit codes include those exit codes which LEAs certified as accurate as part of the 2016-17 Demographic Certification or 2017-18 Data Validation process. For the 2019-20 school year and forward, validated exit codes will 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.

[31] https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/OSSE%20Entry%20and%20Exit%20Guidance_FINAL_6.21.2016.pdf

4. Students who were expelled for firearm use or possession during the year preceding the accountability year.
5. Students who received any credential during the year preceding the accountability year (e.g. diploma, certificate) as validated by the following sources:
    a. Certified Graduates list;
    b. Certificate of IEP Completion list; and
    c. GED® Completion data sent to OSSE directly from Pearson.
6. 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.
    a. Those students who are logged as entering and exiting on the same date will have a count of 0 days enrolled.
2. Students are included in the re-enrollment metric for each school at which they were enrolled for a minimum of 30 instructional days after the 10th day of school in the year preceding the accountability year.
3. For enrollment data which were validated in school years prior to the implementation of Prior Year Exit (implemented in the 2017-18 school year), all exit codes which were verified as part of the Data Validation process will be considered valid.
4. For the 2017-18 school year and forward, all exits corresponding to valid exclusion criteria (see exclusions) must be designated as 'complete' in Prior Year Exit and accompanied by the appropriate OSSE-approved corresponding documentation.
5. Schools that add a terminal grade will count and schools that drop a terminal grade will use the new terminal grade.

Data Sources

1. Certified Demographic Data (Accountability Year):
    - Demographic data are submitted to OSSE on a daily basis via the LEA's SIS ; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.
2. Certified Enrollment Data (Year Preceding Accountability Year):
    - Enrollment data is submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.
3. Certified Enrollment Audit Data (Accountability Year)
4. SLIMS (Accountability Year)
    a. Grades served
        i. Source for determining whether a student is eligible to re-enroll
5. Certified Attendance Data (Accountability Year):

a. Attendance is submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via Data Validation

Data Validation

LEA Validation

The following data validation procedures are expected of all LEAs:

1. Entry and exits via the data validation process are submitted by LEAs, processed by OSSE and then verified by LEAs throughout the process.
2. The Attendance Qlik Application is updated on a daily basis; LEAs are expected to review student-level attendance records as well as school- and LEA-level metrics as it becomes updated every day.
3. The Unified Data Errors Qlik Application contains information on enrollment data errors that need to be addressed. LEAs can correct enrollment data errors at any point in time during the school year. The following data errors are updated and reported in the UDE Qlik Application daily:
    a. Attendance records for students on days in which the student has no enrollment.
    b. Students with Stage 5 enrollment without attendance
    c. Grade level invalid/grade level missing/grade level does not match offered grades
    d. Invalid exit codes
4. A monthly LEA Attendance Status Report will be sent to LEA data managers and heads of school. The report will include attendance UDEs, as well as overlapping enrollments; all metrics will be reflective of both the prior month and year-to-date.
5. Student-, school-, and LEA-level enrollment will be included in the Data Validation process; all pending UDE errors are expected to be resolved during this process.

OSSE Validation

The following assumptions apply to the enrollment data:

1. Enrollment data is unique by student and date (except in instances of enrollment in adult LEAs where valid duplicative enrollments may take place) – see rules below for cleaning these valid
2. For all students with certified demographic and 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.

For enrollments that violated any of the above assumptions and persisted through Data Validation, enrollment periods were de-duplicated as follows[32]:

[32] Enrollment refers to Stage 5 enrollment.

1. If an enrollment instance was fully contained within another enrollment instance, the fully contained enrollment instance and its corresponding attendance values were removed, unless the fully contained enrollment instance covers the audit period or the fully contained enrollment instance is at the achievement school over the assessment period. Fully contained duplicative enrollments covering the audit period are valid through the audit date. Fully contained duplicative enrollments covering the assessment period are valid for the entire enrollment period to preserve FAY status used for state assessments.
2. If an enrollment instance overlapped with another enrollment instance, the first enrollment instance was assumed to end when the second enrollment instance began, UNLESS the first enrollment instance covers the audit period OR the enrollment instance is at the achievement school during the assessment period. Partially overlapped duplicative enrollments covering the audit period are valid at the audit school through the audit date. Partially overlapped duplicative enrollments covering the assessment period are valid for the entire enrollment period to preserve FAY status used for PARCC and MSAA.
3. For circumstances in which there are multiple enrollments with identical stage 5 entry and exit dates, the enrollment record aligned with the audit or the achievement school will be retained[33]. When one school is the audited school and the other the achievement school, the audited school enrollment will be set through October 5, and the achievement school for the remainder of the enrollment period.
4. If there was no enrollment record at a school in which the student has a valid PARCC or MSAA test, an enrollment is created.

[33] If the audit/achievement fails to isolate the valid record, then SPED data, followed by EL data, and then previous year enrollment will be used to inform the valid enrollment record for the student.

Metric Points Possible

Table 6.4: Re-Enrollment

Framework	Points Possible
Elementary School	7.5
Elementary School with Pre-K	6.375
Middle School	7.5
High School	7.5
Alternative School	N/A

AP & IB Participation

With the Advanced Placement Program® (AP), students can take college-level course work in high school. When students take AP courses and exams, they demonstrate to college admission officers that they have sought out an educational experience that will prepare them for success in college and beyond.

The International Baccalaureate (IB) program was designed in Switzerland in the 1960s. It was made to be a rigorous, internationally-recognized diploma for entry into universities that students all around the world could earn. To earn an IB diploma, a student must attend an IB-approved school and meet the requirements, including taking classes in the six subject groups, passing their exams, and completing three additional core requirements.[34]

Educational Context

Both participation and performance are measured because OSSE wants to promote access to advanced coursework to promote college and career readiness. A higher percentage of students taking AP or IB exams reflects greater access to advanced coursework in high school.

Metric-Specific Terminology and Definitions

AP/IB Enrollment Window

The enrollment window is between October 5th and May 31st.

AP/IB Enrolled Universe

AP/IB enrolled students must be in the twelfth grade during the accountability year and must also have been enrolled at the same school between October 5th and May 31st in both the accountability year and the prior school year.

AP/IB Participant

Any twelfth grade student who was has taken an AP or IB exam during their high school career.

[34] IB Organization. (n.d.). Diploma Programme. Retrieved December 06, 2017, from http://www.ibo.org/programmes/diploma-programme/

Metric Detail, Calculation, and Business Rules

Calculation

Formula for Metric

$$\frac{\begin{array}{c}All\ twelfth\ grade\ students\ \ enrolled\ at\ the\ school\ in\ both\ the\ accountability\ year\\ and\ the\ year\ prior\ who\ took\ an\ AP/IB\ test\ during\ their\ high\ school\ career\end{array}}{\begin{array}{c}All\ twelfth\ grade\ students\ enrolled\ at\ a\ school\ in\ both\ the\ accountability\ year\\ and\ the\ year\ prior\ between\ October\ 5th\ and\ May\ 31st\end{array}}$$

Example

There were one-hundred (100) twelfth grade students in a school for the accountability year.

Five (5) twelfth grade students were not enrolled between October 5th and May 31st in the school year prior to the accountability year.

Five (5) twelfth grade students were also not enrolled between October 5th and May 31st of the accountability year.

An additional ten (10) twelfth grade students were not enrolled during either window.

Therefore, a total of eighty (80) twelfth grade students from the school were AP/IB enrolled in both years.

Of the sixty (60) twelfth grade students who were AP/IB enrolled in the school took at least one AP/IB exam.

Metric calculation

$$\frac{60\ students}{(100 - 20)\ students} = 75\%\ of\ students\ participated\ in\ an\ AP/IB\ exam$$

Floors and Targets

Floors and targets will be calculated for all student groups with students assigned to the high school framework. The floors and targets for this metric will be based on the 10th and 90th percentile of schools with students assigned to the high school framework.

Example

AP/IB Participation Hypothetical Point Calculation	Floor: 1%
	Target: 88%
	LEA score: 50%
	5 points * $\frac{50-1}{(88-1)} =$
	5 * 0.563 = 2.81 points

Business Rules

Student Universe

All twelfth grade students who were enrolled at a school between October 5th and May 31st in both the accountability year and the year prior.

Inclusion

1. All twelfth grade students who were AP/IB enrolled according to enrollment data verified as part of the Data Validation process.

Exclusion

1. Twelfth grade students who were not enrolled during the AP/IB enrollment window in both the accountability year and the prior school year.

Data Caveats

USI-matching

AP/IB data received from College Board and International Baccalaureate go through a USI matching process to assign student USIs to student scores based on student's first name, last name, date of birth and tested school.

Assigning a Student to a School

Students and their corresponding scores will be assigned to their enrollment during the accountability year.

Data Sources

2. AP data

   a. The College Board sends OSSE a summative annual examination file with individual scores for each AP test; these data will be reviewed, finalized, and certified by each LEA during the Metric Calculation Confirmation process
3. IB data
   a. International Baccalaureate sends OSSE a summative annual examination file with individual scores for each IB test; these data will be reviewed, finalized, and certified by each LEA during the Metric Calculation Confirmation process.
4. Certified Enrollment Data:
   a. Enrollment data is submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.
      i. Enrollment data is used in determining students' entry and exit date to a school
      ii. Data Validation is used to determine the student's assessment and reporting grade

Metric Points Possible

Table 6.5: AP & IB Participation

Framework	Points Possible
Elementary School	N/A
Elementary School with Pre-K	N/A
Middle School	N/A
High School	5
Alternative School	N/A

AP & IB Performance

Educational Context

Both participation and performance are measured because OSSE wants to promote access to advanced coursework to promote college and career readiness.

The AP/IB Performance metric captures the percentage of students participating in AP or IB assessments who are proficient in content material at the college level.

Metric-Specific Terminology and Definitions

AP/IB Participation

Any student who has taken an AP or IB exam during the school year while in high school.

Passed an Exam

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.

Metric Detail, Calculation, and Business Rules

Calculation

Formula for Metric

$$\frac{The\ number\ of\ students\ who\ passed\ at\ least\ one\ AP/IB\ exam\ during\ the\ accountability\ year}{The\ number\ of\ students\ who\ took\ at\ least\ one\ AP/IB\ exam\ during\ the\ accountability\ year}$$

Example

Sixty (60) students took at least one AP/IB exam during the school's accountability year.

Forty-five (45) students passed at least one exam.

Metric calculation

$$\frac{45\ students}{60\ students} = 75\%\ of\ students\ participated\ in\ an\ AP/IB\ exam$$

Floors and Targets

Floors and targets will be calculated for all student groups with students assigned to the high school framework. The floors and targets for this metric will be based on the 10th and 90th percentile of schools with students assigned to the high school framework.

Example

AP/IB Performance Hypothetical Point Calculation	Floor: 1.4%
	Target: 55.5%
	LEA score: 10%
	5 points * $\frac{10-1.4}{(55.5-1.4)} =$
	5 * 0.159 = 0.795 points

Business Rules

Student Universe

Students are only counted once in the numerator and denominator.

Inclusion

All students throughout DC schools who took at least one AP or IB exam during the school year.

Exclusion

All students who did not take at least one AP or IB exam during the school year.

Data Caveats

USI-matching

AP/IB data received from College Board and International Baccalaureate go through a Unique Student Identifier (USI) matching process to assign student USIs to student AP/IB scores based on student's first name, last name, date of birth and tested school.

Choosing Scores

A student's highest score will be selected if the student sits for multiple exams. If more than one score is reported for a given test for the year for a student, the highest score will be kept.

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 AP/IB performance.

Assigning a Student to a School

Students and their corresponding scores will be assigned to their cohort responsible school during the accountability year (currently 2016-2017.)

Data Sources

1. AP data
    a. The College Board sends OSSE a summative annual examination file with individual scores for each AP test.
2. IB data
    a. International Baccalaureate sends OSSE a summative annual examination file with individual scores for each IB test.
3. Certified Enrollment Data:
    a. Enrollment data is submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.
        i. Enrollment data is used in determining students' enrollment to a school

Metric Points Possible

Table 6.6: AP & IB Performance

Framework	Points Possible
Elementary School	N/A
Elementary School with Pre-K	N/A
Middle School	N/A
High School	5
Alternative School	N/A

CLASS (pre-K only)

The Classroom Assessment Scoring System (CLASS) is a research-based observational tool that measures the quality of teacher-child interactions in PK-12 classrooms. CLASS is measured at the classroom level and not at the student level, so a school's CLASS score will apply to all student groups.[35]

CLASS is recognized as a valid and reliable measure of the quality of teacher-child interactions[36] and functions equally well across classrooms with diverse populations.[37] In DC, CLASS is administered only in pre-K classrooms and is not administered to students in grades K to 12. Therefore, this metric is only included in the STAR Framework for elementary with pre-K classrooms. The CLASS tool includes multiple 30-minute cycles of classroom observations by trained observers. In general, four CLASS cycles provide a reliable estimate of the overall quality of teacher-child interactions in a classroom.[38] OSSE is conducting four to six observation cycles of all classrooms to increase reliability.

The CLASS metric is comprised of three domains, each with its own floor and target:

- Emotional Support
- Classroom Organization
- Instructional Support

Educational Context

Observations are rated along ten dimensions organized into three domains that support child development. The three domains are emotional support, classroom organization, and instructional support. Each dimension within these domains is on a 7-point scale with 1 being the lowest score and 7 being the highest score. The figure below shows how the dimensions are organized within each domain. Research suggests that emotional support and classroom organization scores of 5.0 or higher and instructional support scores of 3.25 or higher are associated with improvements in child outcomes.[39]

---

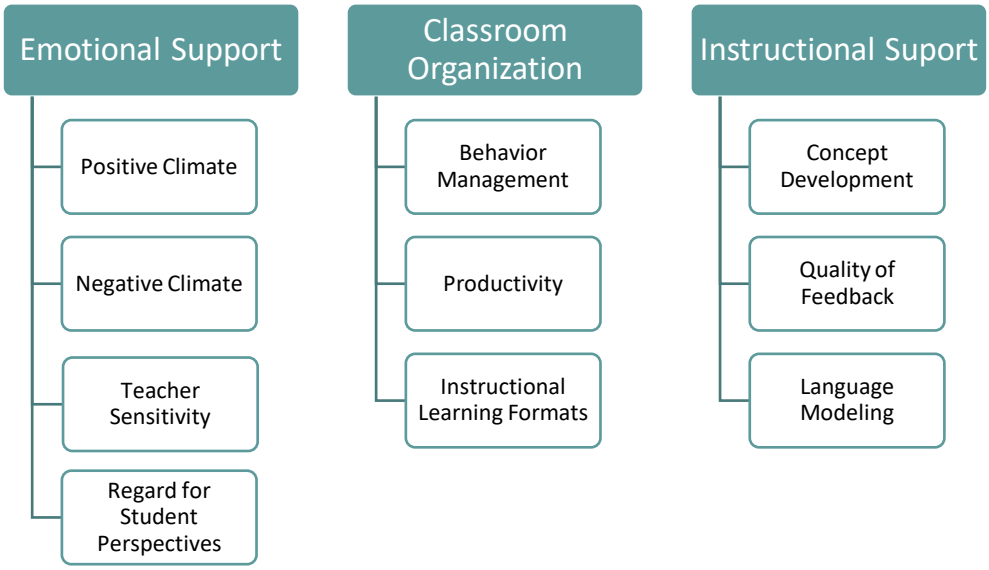
[35] Although CLASS is calculated for all student groups where n>=10 in a school's Pre-K class, a student group will not count towards a school's STAR Rating unless it has a minimum of 50 possible points. Because CLASS scores are worth three points, they alone will not cause a student group to be included in the STAR Rating.

[36] Hamre, B. K., Pianta, R. C., Mashburn, A. J., & Downer, J. T. (2007). Building a science of classrooms: Application of the CLASS framework in over 4,000 US early childhood and elementary classrooms. Foundation for Childhood Development, 30, 2008; La Paro, K. M., Pianta, R. C., & Stuhlman, M. (2004). The Classroom Assessment Scoring System: Findings from the pre-kindergarten year. Elementary School Journal, 104(5), 409-426.

[37] Downer, J. T., Lopez, M. L., Grimm, K., Hamagami, A., Pianta, R. C., & Howes, C. (2012). Observations of teacher-child interactions in classrooms serving Latinos and dual language learners: Applicability of the classroom assessment scoring system in diverse settings. **Early Childhood Research Quarterly, 27**, 21-32.

[38] Hamre, B. K., Goffin, S. G., & Kraft-Sayre, M. (2009). Classroom Assessment Scoring System Implementation Guide: Measuring and Improving Classroom Interactions in Early Classroom Settings.

[39] Burchinal et al., (2010).



Metric-Specific Terminology and Definitions

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 Detail, Calculation, and Business Rules

Calculation

Formula for Metric

$$\frac{Sum\ of\ classroom-level\ [Emotional\ Support, Classroom\ Organization\ or\ Instructional\ Support]\ domain\ scores\ for\ each\ classroom}{Number\ of\ classrooms\ assessed\ using\ CLASS}$$

Floors and targets are used to calculate the possible points of each CLASS domain, then added together to calculate all possible points as below:

$$Possible\ points\ \times (Domain\ Score - Floor)/(Target - Floor)$$

Examples

Emotional Support	Floor: 4.5
	Target: 6
	School score: 5.5
	1 point * $\frac{5.5-4.5}{(6-4.5)} =$
	1 * 0.67 = 0.67 points
Classroom Organization	Floor: 4.5
	Target: 6
	School score 6.1
	1 point * $\frac{6.1-4.5}{(6-4.5)} =$
	1 * 1.1 = 1.1 points -> 1 point
Instructional Support Points	Floor: 2
	Target: 4
	School score: 2.56
	1 point * $\frac{2.56-2}{(4-2)} =$
	1 * 0.28 = 0.28 points

Total CLASS Points Calculation

0.67 + 1.0 + 0.28= 1.95 points
(out of 3 points)

Floors and Targets

CLASS metric floors and targets are based on research that identifies minimum thresholds at which CLASS scores meeting or exceeding these thresholds are associated with improvements in child outcomes.

Calculating the target for each CLASS domain follows the publisher's guidelines for a score of *high*, which means earning 6.0 or above. Alternatively, if all sites' 90th percentile average domain score is more than 0.5 points below the target, the target will be lowered to the 90th percentile, but not lowered below 4.0.

Additionally there is a minimum range of 1.5 imposed between the floor and target to ensure a fair distribution of points to all schools. If the range between the floor and the target is less than 1.5, the floor will be lowered 1.5 points from the target.

Table 6.7 below shows the current floors and targets based on data from the 2014-15 and 2015- 2016 school years.

Table 6.7

CLASS Domain	Floor	Target
Emotional Support	4.5	6.0
Classroom Organization	4.5	6.0
Instructional Support	2.0	4.0

The research-based floors for Emotional Support and Classroom Organization are 5.0, but this violates the minimum 1.5 range between floor and target. Therefore, the floors are lowered to 4.5.

The target for the Instructional Support domain is currently calculated below the minimum target and is set at 4.0.

Business Rules

This is not a student-level measure. This is a classroom-level measure that is averaged across the number of classrooms that are assessed using the CLASS tool. This measure is included in the accountability framework for all elementary schools with pre-K classrooms. A school's CLASS scores will count for each student group that meets or exceeds 10 students based on the school's pre-k enrollment population.

Student Universe

This is not a student-level measure. This is a classroom-level measure that is averaged across the number of classrooms that are assessed using the CLASS tool.

Numerator

The numerator is the sum of classroom-level [Emotional Support, Classroom Organization or Instructional Support] domain scores for each classroom.

Denominator

The denominator is the number of classrooms assessed using CLASS.

Inclusions

N/A

Exclusions

1. Self-contained classrooms are not included.
2. Although CLASS is calculated for all student groups where n>=10 in a school's Pre-K ISA population, CLASS scores are not attributed to student groups where a school's Pre-k population for that group is less than 10

Data Caveats

N/A

Data Sources

Data are received directly from the vendor, which provides classroom-level ratings for the Emotional Support, Classroom Organization, and Instructional Support domains for each classroom that was observed according to Teachstone's CLASS observation protocol.

Data Validation

To ensure reliability for CLASS, OSSE follows the multi-step protocol endorsed by Teachstone and requires that each data collector holds a current CLASS Pre-K certificate. Additionally, OSSE has implemented the following best practices around classroom observations:

- Classroom observations must occur at least 30 minutes after the school day begins
- Classroom observations can only occur when the majority of students are present
- Require that data collectors participate in monthly calibration activities
- Require that a random sample of 12% of the total of all classrooms are "double-coded," which requires that classrooms are observed by two data collectors
- Require that each data collector is screened for fidelity to the CLASS instrument during an actual observation visit and passes the fidelity check

Metric Points Possible

The CLASS metric is comprised on three domains, each with its own floor and target:

- Emotional Support
- Classroom Organization
- Instructional Support

Each CLASS domain contributes one point to the three total points of the CLASS metric.

Table 6.8: CLASS

Framework	Points Possible
Elementary School	N/A
Elementary School with Pre-K	3
Middle School	N/A

High School	N/A
Alternative School	N/A

Extended Years Graduation Rate

The Extended Years Graduation Rate recognizes and rewards schools that are successfully graduating off-track students. The Extended Years Graduation Rate is calculated as the number of total graduates (regardless of the year of graduation) divided by the number of students in the four-year adjusted graduation cohort. Students who graduate in three years or less will be counted in the four-year ACGR metric the year they were expected to graduate with the rest of their cohort.

Educational Context

Every year, approximately 12 to 15 percent of graduates in DC are "off-track," meaning they have taken longer than four years to graduate. While the common standard is that all high school students graduate within four years, the extended years graduation rate metric acknowledges schools that may serve a substantial number of students who have fallen off-track and rewards those schools who are able to support these students in successfully reaching graduation.

Metric-Specific Terminology and Definitions

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 within four years of his or her first ninth grade year.

Metric Detail, Calculation, and Business Rules

Calculation

Formula for Metric

$$\frac{Total\ number\ of\ students\ who\ graduated\ with\ a\ regular\ diploma\ in\ the\ accountability\ year}{Number\ of\ students\ in\ the\ four-year\ adjusted\ cohort}$$

Floors and Targets

Floors and targets will be calculated for all student groups within the high school framework. The floors and targets for this metric will be determined by the floors and targets used for the Four-Year ACGR metric.

Examples

90th percentile < 90%	Floor: 45%
	Target: 81.43% *(90th percentile: 80% + 1.43)*
	LEA score: 75%
	9 points * $\frac{75-45}{(81.43-45)} =$
	9 * 0.82 = 7.41 points

90th percentile > 90%	Floor: 45%
	Target: 96%
	LEA score: 81%
	9 points * $\frac{81-45}{(96-45)} =$
	9 * 0.80 = 7.2 points

Business Rules

For more detail please refer to the ACGR policy and technical guide.

Student Universe

Numerator

Any student who graduated with a regular diploma in the four-year adjusted cohort plus any student who graduated with a regular diploma in the accountability year.

Denominator

All students who comprise the four-year adjusted cohort for the first ninth grade year which corresponds with the school year three years prior to the accountability year.

Inclusions

1. All high school-aged students (up to 22 years old) attending a diploma-granting high school are assigned to a single ninth grade cohort year.

2. Any student who has received a Stage 5 enrollment at any point during their ninth-, tenth-, eleventh-, or twelfth-grade year.

Exclusions

1. All students with validated cohort exits:
    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
    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 will be excluded from the metric.
3. Any student who has most recently attended DYRS is included in the State Cohort and therefore is excluded from the metric.
4. Any student who has most recently been under the care of CFSA and placed at a public school out-of-state will be excluded from the metric.
5. Students who first enrolled in a DC public school or public charter school four years after their first ninth-grade year will be excluded from the metric.
6. Students who are three-year graduates in the accountability year.
    a. Validated first ninth grade year according to the Data Validation corresponding with the accountability year will be used to determine which students are three-year graduates.

Data Caveats

1. Court Involvement: Students who transfer to the Inspired Youth Program (IYP) remain on the cohort of their most recent previous diploma-granting school because IYP does not grant a regular diploma.
2. Transition Institutions: Students who transfer to Youth Services Center (YSC) or C.H.O.I.C.E. Academy (CHOICE) will remain on the cohort of their most recent previous diploma-granting school because YSC and CHOICE do not grant a regular diploma.
3. Special Education: Students who transfer to non-diploma-granting special education schools (currently River Terrace Education Campus and St. Coletta PCS) remain on the cohort of their most recent previous diploma-granting school because these schools do not grant a regular diploma.

Data Sources

1. Adjusted Cohort Data (expected four-year graduates in Accountability Year)
    a. Students' first ninth grade year (cohort year), cohort responsible school and outcomes are reviewed, finalized and certified by each LEA in the summer and fall of each year via the Adjusted Cohort Graduation Rate validation process.
2. Graduates List

    a. Credential data are submitted to OSSE once per year in September by the Public Charter School Board (PCSB) and District of Columbia Schools (DCPS) central office via excel spreadsheet.
3. Data Validation (Each year of high school enrollment):
    a. Demographic data are submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.
4. Enrollment Data (Accountability Year):
    a. Enrollment data is submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.
        i. Enrollment data is used in determining students' first ninth grade year and cohort responsible school.
        ii. Starting in the 2017-18 school year, Prior Year Exit is used in determining whether the student had a valid cohort exit; prior to the 2017-18 school year, paper documentation was submitted by LEAs and reviewed by OSSE.

Data Validation

LEA Validation

Each LEA has the opportunity to validate the students included in its first ninth grade cohort at both the LEA- and school-level pursuant to the "Identifying the Ninth-Grade Cohort" section of the ACGR Policy. LEAs are also responsible for providing and validating cohort responsible LEA and school for any students who have attended their LEA pursuant to this policy. Please see the Adjusted Cohort Graduation Rate Validation Technical Guide for detail on the validation process.

LEAs in the District of Columbia are expected to help in the preparation of the adjusted cohort graduation rate by:

1. Reading and understanding this guidance document and accompanying technical guide;
2. Fully implementing current entry and exit codes as stipulated by OSSE in the OSSE Entry and Exit Guidance;
3. Maintaining record of student's first ninth-grade year and submitting this record through the Automated Data Transfer (ADT) as part of the student's record;
4. Maintaining, as described below, full documentation for student outcomes as follows:
    a. Student credentials (High school diplomas, IEP Certificate of Completion, Career and Technical Certifications); and
    b. Student exits from the state educational system (transfers to a public or private school out-of-state, transfers to private school in-state, transfers out of the country, transfers to home-schooling, death, and permanent incapacitation);
5. Submitting and verifying data per (2), (3) and (4) in accordance with the timelines set by the LEA Student Membership Tracker and Prior Year Exit, and Data Validation initiatives; and
6. Performing an annual certification of final rates through the ACGR Qlik application.

OSSE Validation

Any student included in the Certified Graduates List provided by the Public Charter School Board (PCSB) and District of Columbia Schools (DCPS) who does not have any certified enrollment data in the accountability year will be excluded from the metric.

Metric Points Possible

Table 6.9: Extended Years Graduation Rate

Framework	Points Possible
Elementary School	N/A
Elementary School with Pre-K	N/A
Middle School	N/A
High School	9
Alternative	N/A

Re-Engagement/Re-Enrollment (Alternative School Framework Only)

Alternative schools serving populations of students in grades 9-12 will utilize the re-engagement metric, whereas alternative schools serving students in grades K-8 will utilize the re-enrollment metric.

Re-Enrollment

Students and families choosing to return to their school each year is one signal of a positive school environment. In DC, students demonstrate high rates of mobility with as many of 13% of students transferring to a different school within or across school years. The re-enrollment metric for alternative schools seeks to measure the percentage of students in grades K-8 who choose to re-enroll in the same school year over year. For details about how this metric is calculated, please refer to the full Re-Enrollment section above.

Metric Points Possible

Table 6.10

Framework	Points Possible
Elementary School	N/A
Elementary School with Pre-K	N/A
Middle School	N/A
High School	N/A
Alternative School (Grades K-8)	7

Re-Engagement

This metric rewards the efforts of alternative schools serving grades 9-12 to re-engage previously disengaged students. The Re-Engagement metric measures the proportion of students enrolled at a given school considered academically engaged in the accountability year who were academically disengaged in the prior year.

Educational Context

As with many other major US cities, DC faces a crisis of connection for youth and young adults. There are currently at least 8,000 youth (ages 16-24) residing in the District of Columbia who are not enrolled in school or other educational programs and who do not have a high school diploma or credential. As the District continues its efforts to ensure that all students within its pre-K-12 system receive a quality education, it is critical that students who have dropped out, or have become disengaged from school, also

have solid on-ramps to reconnect back to education options that will prepare them for successful adulthood.

Metric Detail, Calculation, and Business Rules

Calculation

$$\frac{\begin{array}{c}Number\ of\ students\ who\ were\ enrolled\ for\ at\ least\ 120\ days\ in\ the\ accountability\ year \\ AND\ enrolled\ for\ fewer\ than\ 90\ days\ in\ the\ prior\ year\end{array}}{\begin{array}{c}Number\ of\ students\ who\ were\ enrolled\ for\ at\ least \\ 20\ instructional\ days\ in\ the\ accountability\ year\end{array}}$$

Floors and Targets

Floors and targets will be calculated for all schools for all student groups across the District. The floor will be set at the 10th percentile and the target at the 90th percentile of all schools across the District, by grade bands served.

Example

Re-Engagement	Floor: 0.4%
	Target: 6%
	School score: 5%
	7 points * $\frac{5-0.4}{(6-0.4)} =$
	7 * 0.82 = 5.75 points

Business Rules

Student Universe

All students who were ever Stage 5 enrolled and attending a given school, with the following inclusion and exclusions:

Inclusion

1. Students enrolled for at least 20 instructional days in the accountability year.

Exclusions

1. Students enrolled in grades Pre-K3, Pre-K4, or Kindergarten in the accountability year are excluded from the metric.

2. Enrollment records for students attending alternative schools who are not seeking a regular diploma or IEP certificate are excluded.

Data **Caveats**

1. Students who have no enrollment records in the prior school year are considered disengaged in the prior school year.
2. If a student is new to DC in the accountability year, and has no enrollment history in any DCPS or public charter school since the 2001-2002 school year, the student is not considered previously disengaged.
3. Students who were considered "Currently Active" at the end of the prior school year are not considered disengaged, regardless of number of days enrolled.
4. Enrolled days in the prior year are summed at the student level, regardless of school; enrolled days in the accountability year are unique to students' records at each enrolled school.

Data Source

1. Certified Enrollment Data (Accountability Year and Prior Year):
    a. Enrollment data is submitted to OSSE on a daily basis via the LEA's Student Information Systems (SIS); these data are reviewed, finalized and certified by each LEA at the close of each school year via the Demographic Certification process.
        i. Enrollment data is used in determining students' first ninth grade year and cohort responsible school.
        ii. Starting in the 2017-18 school year, Prior Year Exit is used in determining whether the student had a valid cohort exit; prior to the 2017-18 school year, paper documentation was submitted by LEAs and reviewed by OSSE.

Data Validation

LEA Validation

The following data validation procedures are expected of all LEAs:

1. Entry and exits[40] via the demo certification process are submitted by LEAs, processed by OSSE and then verified by LEAs throughout the process.

[40] For the 2018-19 DC School Report Card and STAR Framework, validated exit codes include those exit codes which LEAs certified as accurate as part of the 2016-17 Demographic Certification or 2017-18 Data Validation process. For the 2019-20 school year and forward, validated exit codes will 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.

2. The Qlik Attendance Application is updated on a daily basis; LEAs are expected to review student-level attendance records as well as school- and LEA-level metrics as it becomes updated every day.
3. The Qlik Unified Data Errors Application contains information on enrollment data errors that need to be addressed. LEAs can correct enrollment data errors at any point in time during the school year. The following data errors are updated and reported in the UDE Qlik Application daily:
    - Attendance records for students on days in which the student has no enrollment.
    - Students with Stage 5 enrollment without attendance
    - Grade level invalid/grade level missing/grade level does not match offered grades
    - Invalid exit codes
4. A monthly LEA Attendance Status Report will be sent to LEA data managers and heads of school. The report will include attendance UDEs, as well as overlapping enrollments; all metrics will be reflective of both the prior month and year-to-date.
5. Student-, school-, and LEA-level enrollment will be included in the Data Validation Certification process for SY2017-18 going forward; all pending UDE errors are expected to be resolved during the process.

OSSE Validation

The following assumptions apply to the enrollment data:

1. Enrollment data is unique by student and date (except in instances of enrollment in adult LEAs where valid duplicative enrollments may take place) – see rules below for cleaning these valid
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.

For enrollments that violated any of the above assumptions and that persisted through data validation certification, enrollment periods were de-duplicated as follows[41]:

5. If an enrollment instance was fully contained (see below for examples) within another enrollment instance, the fully contained enrollment instance and its corresponding attendance values were removed, unless the fully contained enrollment instance covers the audit period or the fully contained enrollment instance is at the achievement school over the assessment period. Fully contained duplicative enrollments covering the audit period are valid through the audit date. Fully contained duplicative enrollments covering the assessment period are valid for the entire enrollment period to preserve FAY status used for state assessments.
6. If an enrollment instance overlapped with another enrollment instance, the first enrollment instance was assumed to end when the second enrollment instance began, UNLESS the first

[41] Enrollment refers to stage 5 enrollment.

enrollment instance covers the audit period OR the enrollment instance is at the achievement school during the assessment period. Partially overlapped duplicative enrollments covering the audit period are valid at the audit school through the audit date. Partially overlapped duplicative enrollments covering the assessment period are valid for the entire enrollment period to preserve FAY status used for state assessments.

7. For circumstances in which there are multiple enrollments with identical stage 5 entry and exit dates, the enrollment record aligned with the audit or the achievement school will be retained[42]. When one school is the audited school and the other the achievement school, the audited school enrollment will be set through October 5, and the achievement school for the remainder of the enrollment period.

Metric Points Possible

Table 6.11

Framework	Points Possible
Elementary School	N/A
Elementary School with Pre-K	N/A
Middle School	N/A
High School	N/A
Alternative School (Grades 9-12)	7

English Language Proficiency Domain

ACCESS Growth

Assessing Comprehension and Communication in English State-to-State (ACCESS) for English language learners (ELLs) 2.0 is an English language proficiency assessment that is administered to DC students in grades K-12 who have been identified as English Learners (ELs). ACCESS for ELLs 2.0 is administered annually by WIDA to WIDA Consortium member states. The exam is used to provide a snapshot of students' proficiency in English. Across multiple exams and years, ACCESS is used to track students' growth in their level of proficiency.

Metric Points per Domain

5pts

for Elementary, Middle, High, and Alternative School

[42] If the audit/achievement fails to isolate the valid record, then SPED data, followed by EL data, and then previous year enrollment will be used to inform the valid enrollment record for the student.

ACCESS is scored by WIDA and includes four domains: Listening, Speaking, Reading, and Writing. WIDA provides both scale scores and proficiency levels. Scale scores allow for comparisons across grades within a domain. WIDA also provides composite scale scores, which assigns weights to multiple language domains and then combines them. The *overall composite scale score* represents a combination of all four language domains. This scale score is also associated with a composite proficiency level, which ranges from 1.0 (Entering) to 6.0 (Reaching). A composite proficiency level of 5.0 (Bridging) has been established by DC as the target level for students to exit EL status. See the Data Caveats for more information on how scores are weighted and proficiency levels calculated.

ACCESS Growth measures DC students' progress towards the goal of achieving a proficiency level of 5.0 or higher. Students are given an appropriate number of years to achieve proficiency based on their initial ACCESS exam, which sets their baseline. The number of years given to students at each starting proficiency level is intended to create an ambitious but realistic goal. Table 6.1 below displays students' timelines for reaching level 5.0. Analyses from several years of DC ACCESS data support the feasibility of these years-to-proficiency determinations. Note that these analyses were based on ACCESS data through 2015-16.

Table 7.1

Baseline ACCESS Proficiency Level	Number of Years Remaining to Proficiency Level 5
Level 1-Entering	5
Level 2-Emerging	4
Level 3-Developing	3
Level 4-Expanding	2

Students' growth targets are determined for the next year by calculating how many scale score points students need to grow to reach level 5.0 in the corresponding grade, then dividing by the number of years remaining. When students' actual growth is *greater than or equal to* their growth target, they have made sufficient growth. When students' actual growth is *less* than their growth target, they have made insufficient growth. Growth targets are recalculated each year, but the year that a student is expected to reach proficiency remains fixed based on the baseline year unless the student is attending a new school. Thus, students who exceed their growth target one year will have a smaller growth target for the following year; the opposite is true when students miss their target. Table 6.2 below demonstrates the calculation of growth targets.

Table 7.2

Grade	Proficiency Level	Scale Score	Change in Scale Score	Growth Target	Years remaining to proficiency	Outcome
2	2.0	255	N/A	N/A	4	Baseline Set – Should achieve a 5.0 in 6th grade; 399 minimum scale score
3	2.8	295	+40	(399-255)/4 = 36	3	Target met; next year's target will be same or lower

4	No score	No Score	0	(399-295)/3 = 34.7	2	Target missed; next year's target will be higher
5	4.3	370	+75	(399-295)/2 = 52	1	Target met; next year's target will be same or lower
6	5.1	402	+32	(399-370)/1 = 29	0	Target met; student eligible to exit EL status

Educational Context

ACCESS proficiency levels range from 1.0-6.0, with scale scores ranging from 100-600. Each grade level requires a higher scale score to correspond with the same proficiency level as compared with a younger grade. For example, a 1st grader must score a 344 to reach a proficiency level of 5.0, whereas a 2nd grader would have to score a 359 to reach the same proficiency level.

Metric-Specific Terminology and Definitions

ACCESS Years Remaining to Proficiency

Students' baseline ACCESS level is set the first year they complete ACCESS for ELLs 2.0 with recalibrated scoring, which began in 2016-17. This baseline proficiency level sets the number of remaining years to proficiency level 5.0. Once again, Table 6.1 above provides details about the baseline number of years remaining to proficiency.

The number of Years Remaining to Proficiency decreases by one after each school year. Students' years remaining to proficiency still decreases by one if they do not take ACCESS for a year without having exited EL status.

A student's baseline year resets when he or she has a new responsible school from the previous year. This reset makes the previous year the student's baseline year and resets the years remaining to proficiency. This reset also applies if a student does not have a DC enrollment for a school year, then returns to his or her previous school.

ACCESS Growth Target

The ultimate goal is for students to score a proficiency level of 5.0 or higher. After students' baseline exam sets the total number of years to proficiency level 5, their expected grade after that number of years is determined assuming that the student is promoted to the next grade each year. Students' *target scale score* is the minimum composite scale score to achieve level 5.0 in that particular grade. The final target score does not change from year to year unless the baseline changes due to starting a new school or taking the Alternate ACCESS for ELLs. Students' growth targets are then calculated each year using the following formula, in which the *Previous ACCESS Scale Score* is the last valid score, not necessarily from the immediately preceding year, as long as the assessment taken was ACCESS for ELLs 2.0 (2016-17 or later):

$$Growth\ Target = \frac{Target\ Scale\ Score - Previous\ ACCESS\ Scale\ Score}{Years\ Remaining\ to\ Proficiency}$$

ACCESS Actual Growth

Students' ACCESS Actual Growth is calculated by subtracting students' prior ACCESS composite scale score from their current year ACCESS score. This number will be positive if students' scores increased and negative if students' scores decreased.

ACCESS Sufficient Growth

Students' ACCESS Growth to Proficiency is determined to be *sufficient* if their ACCESS Actual Growth is greater than or equal to their ACCESS Growth Target. If students' ACCESS Actual Growth is less than their ACCESS Growth Target, their ACCESS Growth to Proficiency is determined to be *insufficient*[43].

Invalid Score

If a student does not meet the attemptedness rules for ACCESS, or if the test is later voided by the test vendor due to concerns over the integrity of the test administration, the student will receive an invalid score.

Responsible School

A school is held responsible for a student's ACCESS assessment if the following conditions are met:

1. Students must be identified as an English Learner in the current year's data validation
2. Students must be enrolled for at least 90 calendar days from the enrollment audit to the beginning of the state ACCESS testing window at the testing school to ensure that students are in school for a long enough period of time to justify the school being held accountable for their learning
3. a) Students are continuously enrolled during the school's ACCESS testing window
   OR
   b) Students are not continuously enrolled during the school's testing window but tested at that school and received a valid score

[43] If a student repeats a grade, it is possible for a student to achieve a level 5.0 or higher without meeting the growth target. In this case, the student will be counted as making sufficient progress.

Metric Detail, Calculation, and Business Rules

Calculation

Formula for Metric

$$\frac{Students\ who\ make\ Sufficient\ Growth\ towards\ ACCESS\ level\ 5}{Students\ who\ are\ expected\ to\ take\ ACCESS}$$

Floors and Targets

Floors and targets will be calculated for all frameworks for all student groups within each framework. The floors and targets for this metric will be based on the 10th and 90th percentile of schools within the same framework. If the 90th percentile falls below the long-term goal of 85% of students making sufficient growth, the target will be adjusted to account for long-term ACCESS Growth goals as follows:

1. Subtract the ACCESS Growth rate corresponding to the 90th percentile for all schools within a framework from the long-term goal – 85% of students making sufficient growth on ACCESS by 2039.
2. Divide the difference by seven – the number of school support designation cycles between now and 2039.
3. Add the resulting number to the 90th percentile to calculate the target.

Examples

90th percentile < 85%	Floor: 32%
	Long-Term Goal Adjustment: *(85% [long-term goal] - 59% [90th percentile]) / 7 cycles = 3.71%*
	Adjusted Target: 62.71% | 59% [90th percentile] + 3.71% [adjustment]
	LEA score: 51%
	5 points * $\frac{51-32}{(62.71-32)} = .619$
	5 * 0.619 = 3.09 points

90th percentile > 85%	Floor: 32%
	Target: 86%
	LEA score: 51%
	5 points * $\frac{51-32}{(86-32)} = .352$
	5 * 0.352 = 1.76 points

Business Rules

LEA/School Universe (define by framework)

The schools included in the STAR Framework are all schools serving grades PK-12, excluding schools included in the alternative accountability system, adult schools, juvenile justice schools, and non-public schools.

Inclusions: Current Year's Expected Testers

1. Students must be EL in the current year's data validation.
2. Students must be enrolled for at least 90 calendar days from the enrollment audit to the beginning of the ACCESS testing window at the testing school to ensure that students are in school for a long enough period of time to justify the school being held accountable for their learning.
3. a) Students are continuously enrolled during the school's testing window;
   OR
   b) Students are not continuously enrolled during the school's testing window but tested at that school and received a valid score.

Inclusions: Previous Year's Expected Testers

1. Students must be EL in the previous year's data validation.
2. Students must have tested with a complete score on ACCESS in the previous year. A complete score requires scores for all four domains (reading, writing, speaking, and listening).
   OR
3. Students who did not test in the previous year:
   b. Must have been enrolled for at least 90 days from audit to beginning of ACCESS testing window at the same school as the current year; AND
   c. Must have been continuously enrolled during the previous year's testing window at the same school as the current year.

Exclusions

1. If a student receives an invalid score, the test will not be included in the metric calculation.
2. Students who are identified as EL for the first time in the current year.
3. Students who took the Alt ACCESS exam in the current year or who took the Alt ACCESS exam in a previous year and do not have an ACCESS for ELLs 2.0 baseline score.
4. After a student achieves proficiency level 5.0 or higher, they are exited from future years' ACCESS growth metric. For example, if a student scores a 5.0 and continues to take the exam, that student will not be counted in the ACCESS Growth population.
5. Students who are proficient in their first year of ACCESS testing.
6. Students whose assessment was taken at a private school in the previous year.

Data Caveats

1. Students who take ACCESS after taking Alt ACCESS in the past will have their first ACCESS year count as their baseline.
2. Students who take ACCESS for ELLs 2.0, take Alt ACCESS for one or more years, then return to taking ACCESS for ELLs 2.0 will not be assigned a new baseline.
3. Starting in 2018-19, students in grades 3-12 will have to be on the OSSE-approved Alt-eligible list in order to take Alt-ACCESS and be excluded from the ACCESS growth metric. This list did not exist for previous years.
4. If a school does not supply a school level testing window the state testing window is applied.
5. Decisions regarding inclusion and exclusion of students will be aligned with OSSE policy and guidance in the years related to data collection.
6. Students who have an established baseline year with a valid or missing ACCESS for ELLs 2.0 score, had an invalid score for one or more years, then return to taking ACCESS for ELLs 2.0 with a valid or missing score will not be assigned a new baseline.

ACCESS Years Remaining to Proficiency

1. All students' initial Years Remaining to Proficiency are set based on their baseline ACCESS score, regardless of their grade. For students completing their baseline exam in high school, the number of years remaining may have the student reaching proficiency level 5.0 or higher past their grade 12 year. For example, a student who scores at level 1 in Grade 11 has five more exams to reach proficiency, though only one more year until twelfth grade. For growth target calculations, this student will still be given five years to proficiency. Note that the student's target scale score will be the scale score equivalent to a 5.0 in twelfth grade.
2. Because the number of years to proficiency does not change when students are not tested for a year or more, their expected growth will be higher for the following year.
3. A student's baseline year resets when a student's responsible school changes. The year prior to a student's first year at a new school will be considered his/her baseline year.

4. The grade in which a student is expected to be proficient is based on the data validated grade at the tested school in their baseline year, even if that grade does not align with the ACCESS grade level test taken.
5. For students who do not follow the expected grade progression of advancing one grade per year:
    - If grade progression is more rapid than expected, such as skipping a grade, the target grade and accompanying target scale score will be adjusted upward based on the most recent year's data validated grade.
    - If grade progression is slower than expected, such as being retained in a grade, the target grade and accompanying target scale score will not be adjusted from the original baseline year.

Change to ACCESS for ELLs 2.0

Students began taking ACCESS for ELLs 2.0 beginning in the 2015-16 school year. Scoring for test items was then recalibrated for the 2016-17 administration. The new ACCESS exam and the recalibrated scores have the same range of composite scale scores and proficiency levels. However, because ACCESS for ELLs 2.0 is substantially different from the ACCESS assessment administered prior to 2015-16 and because the scoring changed in 2016-17, OSSE will use the 2016-17 school year as a baseline for all students.

Achieving Sufficient Growth

1. When a student does not reach level 5.0 or higher by their target year, they are counted as making insufficient growth. If a student continues to take the ACCESS exam, they will continue to have an insufficient growth determination until they reach level 5.0 or higher.
2. When a student scores level 5.0 or higher, they are counted as making sufficient growth unless it is their first year of taking the ACCESS for ELLs 2.0. This is true if students repeat grades and the scale score required for a score of level 5 is lower than the initial target scale score set after their baseline exam.

Students Who Do Not Test in Baseline Year

If students are expected to test in their first year of being classified as EL, but do not test, they will be excluded from the metric in their first year due to not having a previous score, but will count as not having met growth in their second year of being classified as EL, assuming they also meet enrollment requirements. The only exception to this is a student who fails to test in their first year expected to test, then scores proficient the next year; this student would be counted as meeting growth.

Calculation of Composite Scores

All calculations are completed using scale scores, and then the corresponding proficiency level attained based on the domain and grade level.

Oral = 50% speaking + 50% listening

Literacy = 50% reading + 50% writing

Comprehension = 30% listening + 70% reading

Composite Overall = 15% speaking + 15% listening + 35% reading + 35% writing

Minimum Scale Scores Corresponding to Proficiency

The minimum scale score required to achieve a proficiency level of 5.0 varies by grade:

Table 7.3

Grade	Scale Score
0 (Kindergarten)	325
1	344
2	359
3	371
4	382
5	390
6	399
7	406
8	412
9	418
10	424
11	429
12	434

Data Sources

1. ACCESS Data (Accountability year and prior year):
   a. Student assessment scores on ACCESS are provided to OSSE from DRC; these data include relevant scale score, proficiency level, and attemptedness information
2. Alt ACCESS Data (Accountability year and prior year):
   a. Student assessment scores on Alt ACCESS are provided to OSSE from DRC; these data include relevant scale score, proficiency level, and attemptedness information
3. Certified Data Validation (Accountability year and prior year):
   - Demographic data are submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process
4. Certified Enrollment Data (Accountability year and prior year):
   - Enrollment data is submitted to OSSE daily via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process

Metric Points Possible

Table 7.4: ACCESS Growth

Framework	Points Possible
Elementary School	5
Elementary School with Pre-K	5
Middle School	5
High School	5
Alternative School	5

Graduation Rate Domain

Adjusted Cohort Graduation Rate (ACGR)

Under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), the federal government requires that each state and LEA calculate and report its annual Four-Year Adjusted Cohort Graduation Rate (ACGR). The U.S. Department of Education has established guidelines for calculating the adjusted cohort graduation rate in order to create a "uniform and accurate measure of the four-year high school graduation rate [that] is comparable across States and consistently reported over time."

The Four-Year ACGR is the number of students who graduate from high school in four years with a regular high school diploma divided by the number of students who form the four-year cohort for the graduating class. The adjusted cohort is determined by the number of students who enter grade 9 for the first time, adding any students who enter at a later point during the ninth-grade year or at any point up until the expected year of graduation, and subtracting any students who exit the state public school system with a validated reason during the same time period.

Metric Points per Domain

11 points

for the High School Framework (4-Year ACGR)

11 points

for the Alternative School Framework (5-Year ACGR)

N/A

for the Elementary and Middle School Frameworks

For the Alternative School Framework, Five-Year ACGR is used to measure graduation rate. The calculations and methodology are similar but additional flexibility in expected time until graduation is added to account for the wider spectrum of circumstances for students attending alternative schools. The Five-Year ACGR is the number of students who graduate from high school in five years with a regular high school diploma divided by the number of students who form the five-year adjusted cohort for the graduating class. The adjusted cohort is determined by the number of students who enter grade 9 for the first time, adding any students who enter at a later point during the ninth-grade year or at any point up until the expected year of graduation, and subtracting any students who exit the state public school system with a validated reason during the same time period.

Educational Context

The ACGR methodology was adopted in DC starting with the graduating class of the 2010-11 school year and has been reported annually by OSSE for all DC public schools. OSSE has set long-term goals for increasing graduation rates among all student groups and reducing disparities in the graduation rates of different student groups over the next approximately 20 years. OSSE's goal is that, by 2039, 90 percent of all student groups in the State's adjusted cohort will graduate within four years of first ninth grade entry, with a key milestone of seeing all student groups improve and cutting gaps in half over the next ten years.

Metric Detail, Calculation, and Business Rules

Calculation

Formula for Metric

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

Floors and Targets

Floors and targets will be calculated for all frameworks for all student groups within each framework. The floors and targets for this metric will be based on the 10th and 90th percentile of schools within the same framework. If the 90th percentile falls below the long-term goal of 90%, the target will be adjusted to account for long-term graduation rate goals as follows:

1. Subtract the graduation rate corresponding to the 90th percentile for all high schools from the long-term goal – a 90% graduation rate for all student groups by 2039.
2. Divide the difference by seven – the number of school support designation cycles between now and 2039
3. Add the resulting number to the 90th percentile to calculate the target

Example

90th percentile < 90%	Floor: 45%
	Target: 81.43% *(90th percentile: 80% + 1.43)*
	LEA score: 75%
	11 points * $\frac{75-45}{(81.43-45)} =$
	11 * 0.82 = 9.06 points

90th percentile > 90%	Floor: 45%
	Target: 96%
	LEA score: 81%
	11 points * $\frac{81-45}{(96-45)} =$
	11 * 0.71 = 7.76 points

Business Rules

For more detail please refer to the ACGR policy and Technical Guide.

Student Universe

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

Inclusions

1. All high school-aged students (up to 22 years old) attending a diploma-granting high school are assigned to a single first ninth grade year (cohort year).
2. Any student who has received a Stage 5 enrollment at any point between their first ninth-grade year and their expected year of graduation.
    a. For the calculation of the four-year ACGR, students are expected to graduate within four years of their first ninth grade year
    b. For the calculation of the five-year ACGR, students are expected to graduate within five years of their first ninth grade year

Exclusions

1. All students with validated cohort exits
    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
    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 will be excluded from the metric
3. Any student who has most recently attended DYRS is included in the State Cohort[44] and therefore is excluded from the metric
4. Any student who has most recently been under the care of CFSA and placed at a public school out-of-state will be excluded from the metric
5. Students who first enrolled in a DC public school or public charter school four years after their first ninth-grade year will be excluded from the metric

Data Caveats

1. Court Involvement: Students who transfer to the Inspired Youth Program (IYP) remain on the cohort of their most recent previous diploma-granting school because IYP does not grant a regular diploma.
2. Transition Institutions: Students who transfer to Youth Services Center (YSC) or C.H.O.I.C.E. Academy (CHOICE) will remain on the cohort of their most recent previous diploma-granting school because YSC and CHOICE do not grant a regular diploma. Adult Education: Students who transfer to a non-diploma-granting adult education program (currently Academy of Hope, Briya PCS, Carlos Rosario International PCS, Community College Preparatory Academy, 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 diploma-granting school because these schools do not offer a regular diploma.
3. Special Education: Students who transfer to non-diploma-granting special education schools (currently River Terrace Education Campus and St. Coletta PCS) remain on the cohort of their most recent previous diploma-granting school because these schools do not grant a regular diploma.

[44] 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

Data Sources

1. Certified Adjusted Cohort Data (expected graduates in Accountability Year)
    a. Students' first ninth grade year (cohort) year, cohort responsible school and outcomes are reviewed, finalized and certified by each LEA in the summer and fall of each year via the Adjusted Cohort Graduation Rate validation process.
2. Certified Graduates List
    a. Credential data are submitted to OSSE once per year in September by the Public Charter School Board (PCSB) and District of Columbia Schools (DCPS) central office via excel spreadsheet.
3. Certified Demographic Data (Each year of high school enrollment):
    a. Demographic data are submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.
4. Certified Enrollment Data (Accountability Year):
    a. Enrollment data is submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.
        i. Enrollment data is used in determining students' first ninth grade year and cohort responsible school.
        ii. Starting in the 2017-18 school year, Prior Year Exit is used in determining whether the student had a valid cohort exit; prior to the 2017-18 school year, paper documentation was submitted by LEAs and reviewed by OSSE.

Data Validation

LEA Validation

Each LEA has the opportunity to validate the students included in its first ninth grade cohort at both the LEA- and school-level pursuant to the "Identifying the Ninth-Grade Cohort" section of the ACGR Policy. LEAs are also responsible for providing and validating cohort responsible LEA and school for any students who have attended their LEA pursuant to this policy. Please see the Adjusted Cohort Graduation Rate Validation: Technical Guide for detail on the validation process.

LEAs in the District of Columbia are expected to help in the preparation of the adjusted cohort graduation rate by:

1. Reading and understanding this guidance document and accompanying technical guide;
2. Fully implementing current entry and exit codes[45] as stipulated by OSSE in the OSSE Entry and Exit Guidance;

[45] For the 2018-19 DC School Report Card and STAR Framework, validated exit codes include those exit codes which LEAs certified as accurate as part of the 2016-17 Demographic Certification or 2017-18 Data Validation process. For

3. Maintaining record of student's first ninth-grade year and submitting this record through the Automated Data Transfer (ADT) as part of the student's record;
4. Maintaining, as described below, full documentation for student outcomes as follows:
    a. Student credentials (High school diplomas, IEP Certificate of Completion, Career and Technical Certifications); and
    b. Student exits from the state educational system (transfers to a public or private school out-of-state, transfers to private school in-state, transfers out of the country, transfers to home-schooling, death, and permanent incapacitation);
5. Submitting and verifying data per (2), (3) and (4) in accordance with the timelines set by the LEA Student Membership Tracker, Prior Year Exit, and Data Validation initiatives; and
6. Performing an annual certification of final rates through the ACGR Qlik application.

Metric Points Possible

Table 8.1: Four-Year ACGR

Framework	Points Possible
Elementary School	N/A
Elementary School with Pre-K	N/A
Middle School	N/A
High School	11
Alternative School	N/A

Table 8.2: Five-Year ACGR

Framework	Points Possible
Elementary School	N/A
Elementary School with Pre-K	N/A
Middle School	N/A
High School	N/A
Alternative School	11

---

the 2019-20 school year and forward, validated exit codes will 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.

Educational Progress Domain (Alternative School Framework Only)

This domain only applies to the Alternative School Framework. For 2018, alternative schools will only receive a score in this domain based on one metric. For alternative schools serving high school grades, this rating will come from the Secondary Completion Rate metric. For alternative schools serving middle school grades, 10 metric points are available from the 8th to 9th Grade Transition Metric.

8th to 9th Grade Transition (Alternative School Framework only)

The 8th to 9th Grade Transition metric measures the percentage 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 previous year.

Student promotion from 8th to 9th grade is an important signal that students are on track for secondary completion and on a positive trajectory toward meeting their educational goals. Readying students to enroll in high school is an important part of a school's responsibility to the student.

Educational Context

Given the District's ambitious goals for a 90% four-year Adjusted Cohort Graduation Rate by 2039, as stated in the approved ESSA plan, retaining and promoting students is an important goal for District schools. Students enrolling in high-school is an essential step towards meeting the District's graduation goal. Research indicates student achievement during the middle grades help predict which students graduate after four years of high school[46].

Metric Detail, Calculation, and Business Rules

Calculation

Formula for Metric

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

[46] Kiefffer, M.J., Marinell, W.H. (2011). The Middle Grades Student Transitions Study: Navigating the Middle School Grade and Preparing Students for High School Graduation.

Floors and Targets

Floors and targets will be calculated for all middle schools for all student groups across the District. The floor will be set at the 10th percentile and the target at the 90th percentile of all schools across the District.

Example

8th to 9th Transition	Floor: 80%
	Target: 96%
	School score: 85%
	10 points * $\frac{85-80}{(96-80)} =$
	10* 0.577 = 3.12 points

Business Rules

LEA/School Universe (define by framework)

All alternative middle schools.

Inclusion

1. Students must have been enrolled in 8th grade for a minimum of 120 instructional days in the prior year.
    - For middle schools which do not yet serve 8th grade, students must have been enrolled for a minimum of 120 instructional days in the terminal grade of their middle school in the year prior to the accountability year

Exclusions

1. Students whose exit code[47] during the prior year indicated the student exited from the state educational system and who did not re-enroll during the accountability year.

[47] For the 2018-19 DC School Report Card and STAR Framework, validated exit codes include those exit codes which LEAs certified as accurate as part of the 2016-17 Demographic Certification or 2017-18 Data Validation process. For the 2019-20 school year and forward, validated exit codes will 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.

2. Student enrolled for fewer than 120 days in 8th grade year in the prior year.

Data Caveats

1. Students are included in the numerator regardless of the school they attend during the accountability year.
2. Grades are aligned with students' assessment and reporting grade.
3. Students who enroll in grades higher than 9th grade following their 8th grade year (e.g. student who progress from 8th to 10th grade directly) are counted in the numerator.
4. For middle schools in which the terminal grade is not yet 8th grade, the denominator is comprised of students enrolled for a minimum of 120 instructional days in the terminal grade of their middle school; 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 in the prior year 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. If a student is promoted to a non-public school, the student must be enrolled for at least 20 days at the non-public school 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 will be counted in the numerator.
8. There may be instances in which students are enrolled in both 8th and 9th grade in the accountability year.
    a. Students enrolled for 120 days or more in the 8th grade who are subsequently promoted to the 9th grade for 20 or more days within the accountability year will not be included in the numerator; these students will be eligible to be included in the metric universe in the following accountability year.
    b. Students whose initial enrollment in the accountability year is in the 9th grade for at least 20 days with a subsequent enrollment in the 8th grade will be included in the numerator; these students are counted as transitioning to 9th grade regardless of number of enrolled days in the 8th grade.
        i. In the event that the student's subsequent enrollment in 8th grade is 120 or more days, the student will not be included in the metric universe in the following accountability year; the student will not be counted as transitioning from 8th to 9th grade more than once.
9. Student demographics are taken from the accountability year, when available. For students in the metric universe who do not re-enroll in DC schools during the accountability year, demographics are taken from the prior year.

Data Sources

1. Certified Demographic Data (Accountability Year and Prior Year):

   a. Demographic data are submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.
2. Certified Enrollment Data (Accountability Year and Prior Year):
   a. Enrollment data is submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.
3. SLIMS (Prior Year)
   a. Grades served
      i. Source for determining whether a student is in a terminal grade of their middle school.

Data Validation

LEA Validation

Each LEA has the opportunity to validate the student grade and enrollment in the end-of-year data validation process.

LEAs in the District of Columbia are expected to help in the preparation of the adjusted cohort graduation rate by:

1. Reading and understanding this guidance document and accompanying technical guide.
2. Submitting and verifying data related to grade and enrollment in accordance with the timelines set by the LEA Student Membership Tracker initiatives.

Metric Points Possible

Table 9.1: 8th to 9th Grade Transition

Framework	Points Possible
Elementary School	N/A
Elementary School with Pre-K	N/A
Middle School	N/A
High School	N/A
Alternative School (MS)	10
Alternative School (HS)	N/A

Secondary Completion Rate (Alternative School Framework only)

The Secondary Completion Rate is the number of students who complete school with a credential – regular high school diploma, National External Diploma Program (NEDP) certificate, Individual Education Plan (IEP) Certificate of Completion, or General Equivalency Diploma (GED)® – divided by the number of students expected to receive a credential in their terminal year of secondary school.

A high school diploma is an important academic achievement that positively impacts students' lives. However, not all students in the District of Columbia are on track to earn a regular high school diploma and some alternative high schools are designed to help students prepare to pass their GED, receive an IEP Certificate of Completion, or an NEDP diploma. This metric recognizes the work schools do to help students achieve an academic recognition that will help them in college and careers.

Additionally, alternative schools can be geared toward serving students on non-traditional timelines. This metric rewards schools serving students who are too far removed from their First Ninth Grade Year to be captured in the four-year or five-year ACGR metrics, but still complete school with a credential while enrolled in a terminal grade.

The federal Office of Career, Technical, and Adult Education and the federal Workforce Innovation Opportunity Act recognize NEDP as an alternative pathway to a regular high school diploma.[48]

Earning a GED is also shown to increase earnings; earnings growth is faster for students who have dropped out of high school but succeed in attaining a GED than for students who have dropped out of high school and did not attain a GED. Five years after earning a GED, individuals see a 15 percent gain in earnings, on average, from their income prior to attaining a GED[49].

Educational Context

OSSE has set long-term goals for increasing graduation rates among all student groups and reducing disparities in the graduation rates of different student groups over the next approximately 20 years. OSSE's goal is that, by 2039, 95 percent of all student groups in the State's adjusted cohort will graduate within five years of first ninth grade entry, with a key milestone of seeing all student groups improve and cutting gaps in half over the next ten years.

---

[48] Rogne, Marit. (2017). *LESC Hearing Brief: National External Diploma Program*. Legislative Education Study Committee, New Mexico. Retrieved from https://www.nmlegis.gov/(X(1)S(4dtckukxqtekfjudw0den2it))/handouts/ALESC%20111517%20Item%202%20a%20-%20Rogne%20Brief%2011.14.17%20National%20External%20Diploma%20....pdf

[49] Tyler, John. *So You Want a GED? Estimating the Impact of the GED on the Earnings of Dropouts Who Seek The Credential.* National Center for the Study of Adult Learning and Literacy: Harvard University, Cambridge, MA. Retrieved from http://ncsall.net/fileadmin/resources/research/brief_tyler2.pdf.

In January 2016, the DC State Board of Education approved the resolution to allow OSSE to grant State Diplomas to individuals who have passed the GED or completed the NEDP since January 2014, signaling the Board's recognition of both the GED and NEDP as measures of significant academic achievement.

Metric-Specific Terminology and Definitions

General Equivalency Diploma (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.

Individual Education Plan (IEP) Certificate of Completion

A certificate that signals that the student has met their educational goals, as outlined in the student's Individual Education Plan.

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.

Regular Diploma

U.S. Department of Education 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.

Terminal Grade

Grades 12 and C8 are considered terminal grades.

Metric Detail, Calculation, and Business Rules

Calculation

Formula for Metric

$$\frac{\text{Number of students who receive a high school diploma, a National External Diploma Program diploma, an Individual Education Program certificate, or pass their General Equivalency Diploma assessment during the accountability year}}{\text{Number of students expected to receive a credential at the end of their terminal year of secondary school} + \text{actual completers}}$$

LEA/School Universe

All schools that award a regular high school diploma, an IEP Certificate of Completion, a NEDP diploma, or help students prepare for the GED assessment.

Floors and Targets

Floors and targets will be calculated for all schools for all student groups across the District. The floor will be set at the 10th percentile and the target at the 90th percentile of all schools across the District.

Example

Secondary Completion	Floor: 80%
	Target: 96%
	School score: 85%
	10 points * $\frac{85-80}{(96-80)} =$
	10 * 0.312 = 3.12 points

Business Rules

Student Universe

All students who enrolled in grades 12, according to the end-of-year data validation, at a school that awards a regular high school diploma, an IEP Certificate of Completion, a NEDP diploma, or help students prepare for the GED assessment.

Inclusion

1. Include 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. Students are only expected to receive a credential at their most recently enrolled school in the Accountability Year.

Exclusion

1. Students who are missing a validated enrollment period at the school in which they were reported to have received a credential are excluded from the metric.

Data Caveats

1. Students enrolled in non-diploma granting programs in alternative schools are excluded from the metric.
2. 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
    a. Credential data are submitted to OSSE once per year in September by the Public Charter School Board (PCSB) and District of Columbia Schools (DCPS) central office via excel spreadsheet.
    b. Credential data should include all NEDP diplomas and IEP Certificates of Completion.
2. GED Data
    a. GED data is sent from the test administrator to OSSE on a quarterly basis.
3. Certified Demographic Data (Each year of high school enrollment):
    a. Demographic data are submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.
4. Certified Enrollment Data (Accountability Year):
    a. Enrollment data is submitted to OSSE on a daily basis via the LEA's SIS; these data are reviewed, finalized and certified by each LEA at the close of each school year via the Data Validation process.
        i. Enrollment data is used in determining students' first ninth grade year and cohort responsible school.
        ii. Starting in the 2017-18 school year, Prior Year Exit is used in determining whether the student had a valid cohort exit; prior to the 2017-18 school year, paper documentation was submitted by LEAs and reviewed by OSSE.

Data Validation

LEA Validation

Each LEA has the opportunity to validate the student grade and enrollment in the end-of-year data validation process. Additionally, each LEA is responsible for maintaining and providing to OSSE the official list of credentials (regular diploma, IEP Certificate of Completion, NEDP diploma) earned by students.

LEAs in the District of Columbia are expected to help in the preparation of the adjusted cohort graduation rate by:

1. Reading and understanding this guidance document and accompanying technical guide;
2. Maintaining, as described below, full documentation for student outcomes as follows:
    a. Student credentials (High school diplomas, IEP Certificate of Completion, Career and Technical Certifications); and

Submitting and verifying data related to grade and enrollment in accordance with the timelines set by the LEA Student Membership Tracker initiatives.

Metric Points Possible

Table 9.2: Secondary Completion

Framework	Points Possible
Elementary School	N/A
Elementary School with Pre-K	N/A
Middle School	N/A
High School	N/A
Alternative School (MS)	N/A
Alternative School (HS)	10

Appendix A: Data Sources

ACCESS

Student assessment scores on ACCESS for English Language Learners 2.0 are provided to OSSE from 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.

Alt ACCESS

Student assessment scores on Alt ACCESS are provided to OSSE from WIDA. These data include relevant scale score, proficiency level, and attemptedness information.

Attendance

Attendance is submitted to OSSE on a daily basis. These data are reviewed, finalized and certified by each LEA at the close of each school year.

Certified Graduation Data

Student graduation data are submitted to OSSE by LEAs via the OSSE-provided template following DCPS and PCSB issuance of August diplomas through a secure data transfer; these data are then reviewed by OSSE and certified by LEAs through OSSE's Data Validation process.

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).

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.

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.

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.

Discipline Data Collection

OSSE's annual collection of student discipline data.

Enrollment

Enrollment data is 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 is used in determining students' enrollment to a school and to determine a students' grade.

Faculty and Staff Data Collection

OSSE collects faculty, staff and leadership data on an annual basis. These data are then confirmed to be accurate by Heads of School during Data Validation.

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 Pubic Charter School Board (DC PCSB) and the District of Columbia Public School (DCPS).

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.

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.

MSAA

Student assessment scores on MSAA are provided to OSSE from Measured Progress. These data include relevant scale score, performance level, and attemptedness information.

National Assessment of Educational Progress (NAEP)

Commonly known as the Nation's Report Card, NAEP is the largest continuing and nationally representative assessment of what U.S. students know and can do in various subjects. The Report Card uses NAEP data to report SEA-level performance in 4th grade math, 4th grade ELA, 8th grade math, and 8th grade ELA.

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.

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.

PARCC

Student assessment scores on PARCC are provided to OSSE from Pearson. These data include relevant scale score, performance level, and attemptedness information.

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.

Student Characteristics

Students' English Learner (EL) status and homeless status is submitted to OSSE on a daily basis from LEAs. Data for students with disabilities are submitted to OSSE via the Special Education Data System (SEDS); SEDS is the authoritative data source used to determine students' students with disabilities status. Students' receipt of SNAP and TANF benefits is 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.

University of the District of Columba (UDC) and University of the District of Columbia-Community College (UDC-CC)

UDC data is collected through different data feeds for UDC and UDC-CC that OSSE maintains through its relationship with UDC.

Appendix B: School Support Designations

The STAR Framework is designed to identify schools for ESSA-mandated school support designations. These schools were identified in 2018 and will receive financial and strategic support from OSSE until 2021. In 2021, the STAR Framework will identify a new cohort. Full details are available on OSSE's Investment in Schools and School Support Under ESSA page.

Designation	Definition	Timeline
Comprehensive Support and Improvement Schools, type 1 (CS1)	Title I schools that score in the bottom 5 percent of the total number of points on the STAR Framework as compared to their peers.	Schools first identified in December 2018 and once every three school years thereafter.
Comprehensive Support and Improvement Schools, type 2 (CS2)	High schools in which both four-year and five-year adjusted cohort graduation rates (ACGR) fall below 67 percent.	Schools first identified in December 2018 and once every three school years thereafter.
Targeted Support and Improvement Schools, type 1 (TS1)[2]	Schools receiving this designation have at least one student group that is performing at or below the level of the lowest performing schools in DC, which are the schools designated for Comprehensive Support 1.	Schools first identified by December 2018 and annually thereafter.

Appendix C: Updates to the Technical Guide

Updates for 2020 Version

Overall

- Updated the design of the Technical Guide to the new OSSE template.

COVID-19

- Added information to the introduction to explain how the DC School Report Card will report fewer metrics using data from the 2019-20 school year, due to COVID-19 waivers and/or school building closures.
- Added tables to detail which metrics will not be reported for the 2020 DC School Report Card due to COVID-19 waivers and/or school building closures.

School Profile

- Added Before and After School Care hours per day.
- Clarified that AP and IB programs listed are only those approved by College Board and Internal Baccalaureate, respectively.

Teacher and Staff Data

- Added display of the percentage of teachers or school leaders for which the school did not provide information about years of experience, certification, or in-field status.

Updates for 2019 Version

Edits for Clarity

- Updated the language in introductory sections to address common questions. For example, this guide includes additional context and information about the data collection and validation processes.

8th to 9th Grade Promotion

- Clarified data caveats for the 8th to 9th Grade Promotion metric for students who are promoted to non-public schools.

ACCESS Growth

- To improve the target scale scores and account for students who do not progress from one grade to the next, OSSE updated the data caveats for ACCESS Years Remaining to Proficiency.
- To improve clarity, added to the ACCESS Growth inclusions and exclusions to account for rare circumstances that impact student baseline scores

CLASS

- Clarified that CLASS student group universe is based on pre-K enrollment.

College Enrollment

- College Enrollment was reported for the first time in 2019. The College Enrollment section explains the details.

Discipline

- Clarified that discipline data collection for the DC School Report Card is consistent with the CRDC collection and the DC Discipline collection.

DC Science & DLM

- Added a section for the the DC Science and Dynamic Learning Maps (DLM) assessments, which were administered for the first time in 2019. DC Science and DLM results are reported on the DC School Report Card but are not included in the STAR Framework. The DC Science section explains the details.

Glossary

- Clarified definition of Instructional Day.

Resources

- Added Appendix D to share additional resources, analysis, and public data files.

School Finance

- Added metric details for School Finance and per-pupil expenditure reporting which will befor reporting in April 2020.

School Leadership

Added The DC School Report Card will report school leader years of experience in 2019. The Teacher & School Leadership section explains the details.

School Support Designations

- Added Appendix B to explain School Support designations.

Teacher & School Leadership Data

- Added that the n-size of teachers as reported by the LEA will be reported with applicable teacher metrics for the school and LEA.
- Clarified decimal precision for teacher and staff data.

Appendix D: Available Resources

OSSE developed a suite of materials for parents and educators that explain the DC School Report Card and the STAR Framework.

Frequently Asked Questions

- Frequently Asked Questions for Families
- Frequently Asked Questions for Educators

Report Card Resources

- What is the DC School Report Card? (Video)
- DC School Report Card Discussion Guide
- DC School Report Card – School Finance Brochure
- DC School Report Card User Guide
- DC School Report Card At-a-Glance
- DC School Report Card Brochure
- DC School Report Card Walk Through (Video)

School Transparency and Reporting (STAR) Resources

- What is the STAR Framework? (Video)
- STAR Framework At-a-Glance
- STAR Framework At-a-Glance for Alternative Schools
- STAR Framework Brochure

Public Data Files

- 2019 DC School Report Card and STAR Framework Data File - This data file contains DC School Report Card and STAR Framework metrics at the school-, LEA-, and state-level for all metrics and student groups on the report card and the within the STAR Framework by student group and framework for the same reporting levels. (Includes DC Science Assessment data)
- 2019 DC School Report Card and STAR Framework Cross-Tabulated Data File - This data file contains STAR metrics scores at the school-, LEA-, and state-level for cross-tabulated student groups: gender; race/ethnicity; race/ethnicity by gender; at-risk, English learners, students with disabilities, and the converse of those groups (e.g., not at-risk) by race/ethnicity and by gender. (Includes DC Science Assessment data)

- 2019 DC School Report Card Per-Pupil Expenditures File - This file contains data shared on the DC School Report Card related to school finance and includes per-pupil expenditures per school, LEA, and DC. It contains finance data by entity, by source type, and shows school expenditures, excluded expenditures, as well as centralized expenditures.
- 2018 DC School Report Card and STAR Framework Data Files - This data file contains DC School Report Card and STAR Framework metrics at the School-, LEA-, and state-level for all metrics and student groups on the report card and the within the STAR Framework by student group and framework for the same reporting levels.
- 2018 STAR Framework Cross-Tabulated Student Group Data File - this data file contains STAR metrics scores at the school-, LEA-, and state-level for cross-tabulated student groups: gender; race/ethnicity; race/ethnicity by gender; at-risk, English learners, students with disabilities, and the converse of those groups (e.g. not at-risk) by race/ethnicity and by gender.

STAR Framework Reports and Analyses

- 2019 STAR Framework Brief and Appendices: these reports share the citywide performance trends for frameworks, student groups, and metrics. The appendices share additional views and analyses of distributions and correlations including a review of distributions and correlations between frameworks, student group performance, sectors, and metrics.
- 2018 STAR Framework Report and Appendices: this report shares the citywide performance trends for frameworks, student groups, and metrics.
- 2018 STAR Analysis Exploring Distributions and Correlations: this report provides additional views and analyses of distributions and correlations including a review of distributions and correlations between frameworks, student group performance, sectors, and metrics.