



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

**EDUCATION**

**DC School Report Card  
Community Engagement | Spring-Summer 2018  
Feedback on Layout, Navigation, and Terminology and Definitions**

The Office of the State Superintendent of Education (OSSE) is creating new school report cards that will give DC families a look into every public school in the District of Columbia. The new report cards, launching in December 2018, will include comparable data and information about all public schools in DC for the first time, and will be accessible by computer, mobile phone, and available on paper. The report cards are a step towards a more transparent and equitable Washington, DC education community that puts students at the center of engagement with public schools.

The District of Columbia currently has a variety of online tools with information about our schools, but none of them include comparable data and information about all public schools in DC, both DC Public Schools and charter schools. In addition, school information tools in the past were often built without the input of the intended audience in mind – namely, the parents and families with children enrolled in public schools. OSSE, along with the State Board of Education (SBOE) and its ESSA taskforce, worked with parents, educators, community organizations, and the public over the past year to gather feedback on the development of these report cards. The goal of OSSE’s engagement was to build a report card that is as useful as possible to parents, while also meeting federal education requirements under ESSA.

In the first phase of public engagement (October-December 2017), OSSE asked parents and the community about report card content and engaged nearly 1,900 individuals. For more information about the results of that engagement effort, please [visit the OSSE website](#).

The following report details OSSE’s approach to the second phase of report card engagement about report card development, including feedback received about layout, navigation, and terminology, definitions and word choice, as well as use of the report cards. From April through July 2018, parents and other community members gave feedback on several report card page mock-ups and draft report card language. Parents and community members provided feedback via in-person sessions held across the city as well as online via electronic surveys.

Throughout this process, OSSE worked with a number of community-based organizations (CBOs) with strong parent networks, including: the Children’s Law Center, The Fishing School, Higher Achievement, Turning the Page, Latin American Youth Center (LAYC), Advocates for Justice in Education, For Love of Children, District of Columbia Association for Special Education, and Parents Amplifying Voices in Education (PAVE). OSSE also worked closely with SBOE and its ESSA taskforce, made up of parents, educators, and community advocates.

In addition to the feedback specific to the report card, throughout conversations with families, OSSE heard other questions, perspectives, and needs expressed by families that were outside the scope of this report. OSSE recognizes the importance of this feedback and will share it with our education partners.

The following report summarizes the approaches OSSE took to engage families on the new school report card, the themes OSSE heard in each phase of the engagement process, and how the feedback OSSE heard has informed choices that will help make the report card more parent-friendly. More detailed information can be found in the appendix.

### **Engagement Approaches**

OSSE engaged with families and the community in the spring and summer (April through July), focusing on layout, navigation, and data visualization, and gathering input on terminology and definitions on the report card. Across all of the engagement opportunities, we leveraged our CBO partnerships to help with recruitment and promotion of opportunities for feedback, providing them with promotional messaging for email, e-newsletters and social media channels. We also utilized our 3,000+ person email list to drive traffic to online surveys and recruit participants for in-person engagement opportunities. Additionally, we prepared toolkits to prepare facilitators to host engagement sessions.

Across all design engagement opportunities, OSSE and our community partners hosted a total of 33 in-person sessions across all eight wards of the city and collected and analyzed responses from a total of 2,228 parents, families, and community members. More detail about the specific approaches utilized between April and July follow below.

#### ***Layout, Navigation and Data Visualization (April and May)***

In early April through early May, OSSE conducted engagement efforts to solicit feedback on the new school report card website. Specifically, we were looking for feedback on the layout and organization of information, and how to best visualize some of the data that will be presented on the report card. To prepare our partners and members of the community at-large to host engagement sessions, we compiled toolkits in both English and Spanish. Facilitators could choose to lead a computer-based or paper-based session; each version of these toolkits included a facilitator's guide, an FAQ sheet, and a PowerPoint presentation.

We developed postcards and posters, which were distributed through OSSE staff and partners and also at every public library in DC. The toolkits and online survey were also sent to our email list, and we sent weekly reminders about the survey and toolkit. My School DC, the District's common application and common lottery, promoted the online survey in its newsletter that was sent out to its entire mailing list, which has a subscription of approximately 50,000 people. We also promoted the survey through an advertising campaign on Facebook and Instagram.

#### ***Report Card Terminology and Definitions (June and July)***

In June and July, OSSE conducted a citywide engagement effort to solicit feedback on the explanatory text that will be used in each of the school report card tool's main sections: School Profile, Academic Performance, School Environment, and STAR Rating. The focus of this engagement was to learn what terminology and word choices parents would find the most accessible and easiest to understand. Our CBO partners hosted discussion groups and distributed an online survey to their parent networks. In addition to hosting discussion groups, PAVE conducted an on-the-ground, grassroots engagement effort through a survey distributed by canvassers on the street at public locations across the city, including grocery stores and Metro and bus stations.

To prepare our partners to host engagement sessions, we again developed a full toolkit that was provided to all who facilitated discussions. This toolkit was organized by report card page, mirroring the format of the engagement sessions. Each version of these toolkits included a facilitator's guide, a PowerPoint presentation, and feedback collection sheets; the toolkit items were translated for engagement with Spanish-language speakers.

We promoted this round of engagement through a number of channels, such as our CBO partners and our email list. An electronic invitation sent to our growing Report Card News email list resulted in RSVPs that put us at or over capacity for each session.

### **Who We Heard From**

Across the entire engagement period (April through July) we heard from a total of 2,228 people and collected demographic information from participants through optional demographic surveys. Based on the responses to the surveys, we engaged with a diverse group of parents and community members. A summary of who we heard from is below as well as more detailed breakdown within the two phases. Note that because the demographic surveys were optional, not all of the 2,228 respondents completed the information. Please see Appendix A for more detailed information.

- The overwhelming majority of respondents that completed demographic surveys were parents.
- Respondents reside in all eight wards of the city.
- Respondents represent families of students with disabilities and English learners.
- Respondents reflect the racial diversity of the city.

### **What We Heard**

Across the engagement period, respondents were eager to engage in the work and provide feedback. In addition to the feedback that parents provided to OSSE on the language and layout of the report card, we heard that parents and the community feel strongly about having better access to a wide range of data on DC schools and it is important that this information is clear, accurate, and useful. Below is a more detailed summary of public feedback on layout, navigation, data visualization, and terminology and definitions, as well as the OSSE response to this feedback. More information can be found in Appendix A.

#### ***Public Feedback on Layout, Navigation and Data Visualization***

In April and May, OSSE conducted engagement efforts to solicit feedback on three distinct report card pieces: black and white mockups, or “wireframes” of each main school report card webpage, the tool's compare function, and data visualizations. During this time, we heard from a total of 1,412 people via an online survey and through in-person sessions.

#### **Public Feedback and OSSE Response on Layout**

*Wireframes:* Respondents were presented with basic images of website pages (wireframes) from the report card development process that show how content could be laid out and organized on a given page. They were subsequently asked if the wireframe presented them with the information they would

expect to see and whether that information was organized properly and in the right place. The majority of the feedback received on the wireframes was positive, with just a small percentage of participants responding that they wanted to change the way the report card pages were organized.

Respondents were also given an option to provide suggestions as to how they would improve the wireframes. The majority of respondents said the information and organization of the report card, as presented, should stay the same. Among the respondents who suggested changes, some common themes emerged. These requests are listed below along with OSSE's response to the feedback. OSSE made every efforts to respond to the feedback we received from parents and the community.

*Feedback:* Request for placement or location of the STAR Rating outside of each page header.

*OSSE Response:* OSSE understands that parents have varying perspectives on what information is important to them when determining school quality. That's why OSSE relied on public feedback to drive the content of the report card. It was important to provide parents with information that they found meaningful to their child's needs. As a result, the report card features more than 150 data elements that include school program offerings, teacher experience, safety and discipline, points of pride, and other information, although only some of those elements are used to calculate the STAR Rating.

Placing the STAR Rating at the top of every page, especially when information on that page is not included in the STAR Rating, had the potential to be confusing to the user. As a result, OSSE will include the STAR Rating on the profile page, the first page of a school's report card, and the STAR Rating page; however, it will not include the STAR Rating on the other pages of the of the report card.

OSSE believes it is important to highlight the STAR Rating prominently on the report card, so parents can easily find it. OSSE believes that a summative rating is a clear way for parents to make sense of the many measures in the District of Columbia's school accountability system. The STAR Rating is based on measures of academic performance, including growth and graduation rates but also measures of school environment, such as chronic absenteeism and access to Advanced Placement (AP)/International Baccalaureate (IB) coursework.

According to the Council of Chief State School Officers (CCSSO), 46 states and jurisdictions, including the District of Columbia, are providing a single summative rating or label for their accountability system, such as an A-F scale, number, or star rating system. This approach to the rating system is a way to ensure that parents are able to easily see information about each school, and that the entire community has a transparent view into how schools are educating our students, including those that are the most vulnerable. DC school report cards follow the model chosen by the majority of states and jurisdictions, and provide the ability to examine the information in different depth as desired by the user of the report card.

*Feedback:* Request for new data to be added or for current data to be removed from the report card.

*OSSE Response:* OSSE will not change the content of the report card for the first year, but will keep community feedback as part of our review of content in future years. The report card content was developed through a public engagement process that resulted in feedback from nearly 1,900 parents and community members. OSSE presented several drafts of the report card content to the SBOE and its ESSA Task Force throughout the winter of 2017. The SBOE approved the content and format of the report card in February 2018. We look forward to using the feedback gathered to drive future conversations on additional content.

*Feedback:* Too much white space and a need for more and better explanatory text.

*OSSE Response:* OSSE will modify the design so that there are fewer pockets of white space and use the available space more effectively. Based on stakeholder feedback, we will also include explanatory text boxes and additional information bubbles on the report cards to address the request for more information. OSSE also tested the language proposed to be included on the report card with more than 170 parents and other stakeholders to ensure it would be clear and provide the appropriate clarification.

In addition to the feedback above, OSSE received feedback that was specific to the layout of individual pages. OSSE wanted to be responsive to the requests for changes even though the majority of respondents did not request any changes to the report card layout and design. This section summarizes the page-specific themes that surfaced from the public engagement and addresses how OSSE will respond to public feedback.

*Feedback - School Profile Page:*

- 81 percent of those who engaged strongly agreed, agreed, or were neutral that the information they expected to see was included on the wireframe, while
- 19 percent of those engaged disagreed or strongly disagreed that the information they expected to see was included on the wireframe.
- 86 percent of those who engaged strongly agreed, agreed, or were neutral that the information was organized properly, while
- 14 percent of those engaged disagreed or strongly disagreed that the information was organized properly.

*Summary of suggestions for improvement by the participants who disagreed or strongly disagreed:*

- Add the principal's name
- Add academic performance information
- Include more detailed enrollment information
- Reorganize overview information
- Remove the parent information
- Remove STAR Rating from the header

*OSSE Response:* In response to the feedback received, OSSE will reorder the information in the overview section in an effort to more logically group and cluster the data. OSSE will split up the overview section and create a separate section for the parent information and school logistics. As a result of the requests to add more detailed enrollment information to the page, OSSE will also add more demographic detail to the profile page to show the school's race and ethnicity details up front. As noted earlier, OSSE will keep the STAR Rating on the profile page but remove it from the header, which is visible across all pages on the report card. Academic performance information is highlighted in another section of the report card, but is also the primary basis for much of the STAR Rating for each school. OSSE will also add the principal name to the school profile page.

*Feedback - Academic Performance Summary Page:*

- 80 percent of those who engaged strongly agreed, agreed, or were neutral that the information they expected to see was included on the wireframe, while
- 20 percent of those engaged disagreed or strongly disagreed that the information they expected to see was included on the wireframe.

- 86 percent of those who engaged strongly agreed, agreed, or were neutral that the information was organized properly, while
- 14 percent of those engaged disagreed or strongly disagreed that the information was organized properly.

*Summary of suggestions for improvement by the participants who disagreed or strongly disagreed:*

- Remove the extra white space
- Add explanations of the text
- Add comparison and trend data

*OSSE Response:* In response to the feedback received on the academic performance page to add comparison and trend data, OSSE is including trend and comparison data on many of the data elements in the report card. PARCC and graduation data will have trend data in this first year; however, because many of the report card elements are being reported for the first time publicly in the 2018-19 school year, much of the trend data will be seen on future publications of the report card. As noted above, OSSE will modify the design so that there are fewer pockets of white space and use the available space more effectively. Based on stakeholder feedback, we will also include explanatory text boxes and additional information bubbles on the report cards to address the request for more information.

*Feedback - School Environment Page:*

- 76 percent of those who engaged strongly agreed, agreed, or were neutral that the information they expected to see was included on the wireframe, while
- 24 percent of those engaged disagreed or strongly disagreed that the information they expected to see was included on the wireframe.
- 85 percent of those who engaged strongly agreed, agreed, or were neutral that the information was organized properly, while
- 15 percent of those engaged disagreed or strongly disagreed that the information was organized properly.

*Summary of suggestions for improvement by the participants who disagreed or strongly disagreed:*

- Remove the extra white space
- Add explanations of the text
- Reorganize some of the metrics and data points. It was unclear to some as to why the information was grouped the way it was and specifically called out finance and teacher data.

*OSSE Response:* In response to this feedback, OSSE will move the finance information to the school profile page, combine teacher information with other staff, and rename this grouping. As noted above, OSSE will modify the design so that there are fewer pockets of white space and use the available space more effectively. Based on stakeholder feedback, we will also include explanatory text boxes and additional information bubbles on the report cards to address the request for more information.

*Feedback - STAR Rating Page:*

- 78 percent of those who engaged strongly agreed, agreed, or were neutral that the information they expected to see was included on the wireframe;
- 22 percent of those engaged disagreed or strongly disagreed that the information they expected to see was included on the wireframe.

- 85 percent of those who engaged strongly agreed, agreed, or were neutral that the information was organized properly; and
- 15 percent of those engaged disagreed or strongly disagreed that the information was organized properly.

*Summary of suggestions for improvement by the participants who disagreed or strongly disagreed:*

- Provide more information and clarifying text
- Provide more comparison points
- Provide an explanation of what makes up the rating

**OSSE Response:** In response to this feedback, OSSE will move the STAR from the header of every page to alleviate any confusion on what is included in the calculation of the STAR Rating. The rating will continue to be included on the school's profile page as the rating is a key component of our report card. OSSE will also add more clarifying text and comparison points to the STAR tab to help parents better understand STAR.

### **Public Feedback and OSSE Response on Navigation**

In addition to engagement about the layout of the report card, we asked parents to provide feedback on the navigation and functionality of the school report card tool. The tool will allow users to select up to three schools and view key information about them on one screen, side by side. To find out what community members wanted to see in this comparison function, we provided respondents with 18 possible choices and asked them to select up to five pieces of information that were the most important to them when comparing schools.

### **Results: Top 5**

- 1) School Programs (596 respondents)
- 2) Grades Served (397 respondents)
- 3) Teacher Information (374 respondents)
- 4) School Safety and Discipline (370 respondents)
- 5) Before and After School Care (348 respondents)

OSSE will include all top five elements as requested in the compare function of the school report card. OSSE will also include PARCC and STAR Rating as comparison points.

### **Public Feedback and OSSE Response on Data Visualization**

In the online survey, respondents were asked four questions in which they were presented with different types of charts and graphs to see how most people best understood visually represented data. For each question, the majority of respondents preferred the simplest option; complicated graphs and charts were not nearly as popular with those who took the survey.

While the feedback we received on data visualizations was mixed, one clear preference from stakeholders was the visualization of the STAR rating. 80 percent of respondents preferred this visual:



Our takeaways on the other visuals were: make them simple, clear and include explanatory text and labels. We are working to incorporate that into the final report card product.

### ***Report Card Terminology and Definitions (June and July):***

After layout, OSSE shifted the engagement effort to ensuring we have clear and understandable terminology and word choices in the report card. In June and July, OSSE and community partners conducted a citywide engagement effort to solicit feedback on the explanatory text that will be used in each of the school report card tool's main sections: School Profile, Academic Performance, School Environment, and STAR Rating. The focus of this engagement was to learn what terminology and word choices for report card elements and metrics potential users would find the most accessible and easiest to understand. People were provided with opportunities to engage through in-person discussion groups and through online surveys distributed by CBO partners and paper-based surveys, which were distributed by PAVE and its canvassers.

During this time, we heard from a total of 816 people who were engaged through discussion groups, the canvassing survey, and the online survey. Of those 816, 176 people attended discussion groups hosted by OSSE and our partners, which were held in every ward of the city. A total 560 people responded to the survey distributed by canvassers, and another 80 people took the online survey that was distributed by our CBO partners. Please see Appendix B for more information about who engaged in this round and what OSSE heard.

**In-Person Session Feedback and OSSE Response:** Discussion groups were held to gather feedback on each section of the report card, allowing us to collect feedback on the tool as a whole without overwhelming participants in the process. Participants were presented with two language options for each metric and metric description that could be included on the report card website. They were asked to choose which version they preferred; they were also presented with an opportunity to provide suggestions for improvement for each metric and description.

Across all sessions, several overarching themes emerged. Participants asked for graphics or visuals to accompany the language, especially for metrics that involved a lot of calculations. There was also a call for clearer, more literal names and explanations of common terms, and in some cases, suggestions were made for replacing them. In regard to brevity vs. detail, when a measure is relatively common/familiar, the simpler the better; for things that were more complex or nuanced, parents wanted more detail or a way to get more information. Many participants also expressed a desire for rollovers or a glossary defining metrics and terms.

The section below provides a summary of the feedback and how OSSE plans to respond, organized by the main pages of the report card: School Profile, Academic Performance, School Environment (versions A and B) and the STAR Rating. More information can be found in Appendix B.

#### ***Feedback - School Profile:***

- Most participants preferred alternate, more literal metric names (68 percent), and most participants preferred alternate, more literal metric descriptions (56 percent).
- There were a number of suggestions for ways to improve the language on this page.



- Respondents requested that definitions be provided alongside metrics and other terms found within the metric descriptions. People also wanted examples of metrics and graphics visualizing metrics and descriptions.
- In regard to the School Communication Policy, a few people requested links to parent handbooks and the policy itself.
- For the “Points of Pride” section, several respondents suggested changing the title to “Mission and Vision.”

*OSSE Response:* OSSE will use the preferred language and, based on feedback, modify certain words and phrases to make it clearer. OSSE will provide links to additional information so that parents can easily find more context and resources. For the “Points of Pride” section, we will ensure the naming of this section reflects what we ask schools to provide in the description.

*Feedback - Academic Performance:*

- Most participants preferred alternate, more literal metric names (62 percent), and most participants preferred alternate, more literal metric descriptions (68 percent).
- There were a number of suggestions for ways to improve the language on this page.
  - Respondents requested that acronyms of metrics be spelled out. Again, links to additional/clarifying information was also requested by several respondents.
  - Several participants suggested replacing the word “proficiency” with “meeting standards.”

*OSSE Response:* OSSE will use the preferred language and spell out the acronyms.

*Feedback - School Environment - Version A:* These sessions focused solely on half of the content on the School Environment page (School Environment Summary page, Attendance, Student Movement, School Finance, and CLASS for Pre-K).

- Most participants preferred alternate, more literal metric names (73 percent), and most participants preferred alternate, more literal metric descriptions (63 percent).
- There were a number of suggestions for ways to improve the language on this page.
  - Several people suggested replacing longer versions of the text and/or paragraphs with bulleted information. Additionally, it was suggested more than once that acronyms be spelled out for clarity/context.
  - For the School Environment Summary description, a couple of respondents noted an aversion to the word “climate” in the description.
  - In regard to the 90 percent Attendance Rate description, a couple of people noted that they like the “non-chronically absent” verbiage in the description. Requests for clarifying information about excused/unexcused absences were also made.
  - People also suggested new metric names for “School Finance” changing it to “School Financial Information.”

*OSSE Response:* OSSE will use the description and explanatory text to make these sections more clear and will use plain, more understandable language for metric names.

*Feedback - School Environment - Version B:* These sessions focused solely on half of the content on the School Environment page (School Environment Summary page, School Safety and Discipline, Teacher Information, and Health Information).

- Most participants preferred alternate, more literal metric names (78 percent), and most participants preferred alternate, more literal metric descriptions (78 percent).
- There were a number of suggestions for ways to improve the language on this page.
  - There were several requests for rollovers or links for more information and definitions. Several people asked for more information about several metrics and descriptions as it pertains to special education.
  - For the “Credentialed Teachers” description, clarity around what emergency/provisional credentials means was requested, as was a clearer explanation of the differences between the two.
  - In regard to “School-Related Arrests,” respondents asked for clarifying information on what transportation means.

*OSSE Response:* OSSE will use the description and explanatory text to make these sections more clear and will use plain, more understandable language for metric names.

*Feedback - STAR Rating:*

- Most participants preferred alternate, more literal metric names (63 percent), and most participants preferred alternate, more literal metric descriptions (60 percent).
- There were a number of suggestions for ways to improve the language on this page.
  - Many requests for adding descriptions and breakdowns of what each STAR Rating represents were made. Concerns over “wonky” language such as “metrics” were voiced. Additionally, people wanted to know how each star level would be described.
  - For the “School Support Designation” category, there were requests to define the word “designation,” and it was suggested that this metric name be changed to “Schools Identified as Needing Support.”
  - In regard to “Comprehensive Support Designation” description requests to define “cohort” and “adjusted four-year cohort” were made.

*OSSE Response:* OSSE will use the description and explanatory text to make these sections more clear and will use plain, more understandable language for metric names.

In response to the feedback summarized above, OSSE will use the language preferred by the majority of stakeholders. OSSE also heard clearly that in some cases the participants did not like either option and requested a hybrid description using aspects of both options. OSSE will work on developing better descriptions based on this feedback. In addition to feedback on the language in the report card, OSSE received many requests for additional resources such as an FAQ page, a glossary of terms and technical guides. OSSE is working on developing these resources and they will accompany the report card.

**Report Card Use Survey:** The next phase of work around the report card will focus on use and adoption. During June and July, OSSE partners distributed a survey to gather preliminary information on how parents are currently thinking of using the report card, how familiar they were with the new school report card tool and wording preference on the STAR Rating system, which star rating represents a school(s) that is doing well, which star rating represents a school(s) that need support.

*Feedback:*

Key takeaways from the survey are:

- The top three ways respondents would use the report card are to help choose a school, to better understand how a school is doing and the kind of support a school might need, and to learn more about the school's programs.
- 21 percent of respondents had heard of the OSSE Statewide Report Card.

*OSSE Response:* OSSE will use this information as a baseline to inform the next phase of engagement around use and adoption. Based on the responses, we know we need to provide parents and families with more resources on how to use the report card; make certain that parents and families are aware of the tool and know how they can use it; and provide parents with more information about what the STAR Rating for their child's school means, no matter where on the scale its rated.

OSSE's community and parent report card engagement work would not be possible without the collaboration of our educational partners. In particular, thank you to the members of the State Board of Education's ESSA Task Force for their feedback, guidance, and work in helping spread the word about the engagement opportunities this spring and summer. OSSE also appreciates the time of community-based organization partners mentioned in the introduction to this report, as well as advocates, educators, and parents and family members who provided feedback. OSSE looks forward to further conversations and engagement as we launch the school report cards in December 2018.

## **Appendix A: Layout, Navigation, and Data Visualization**

The appendix that follows below supplements the information on the engagement efforts around the DC School Report Card's layout, navigation, and data visualization elements, which can be found in the report. This appendix includes additional details on participants' responses to demographic survey questions. Additionally, this appendix provides results (e.g. the number of responses, the number of people who engaged in-person versus the number of people who engaged online, and a breakdown of how participants responded) for each question asked during this phase of engagement.

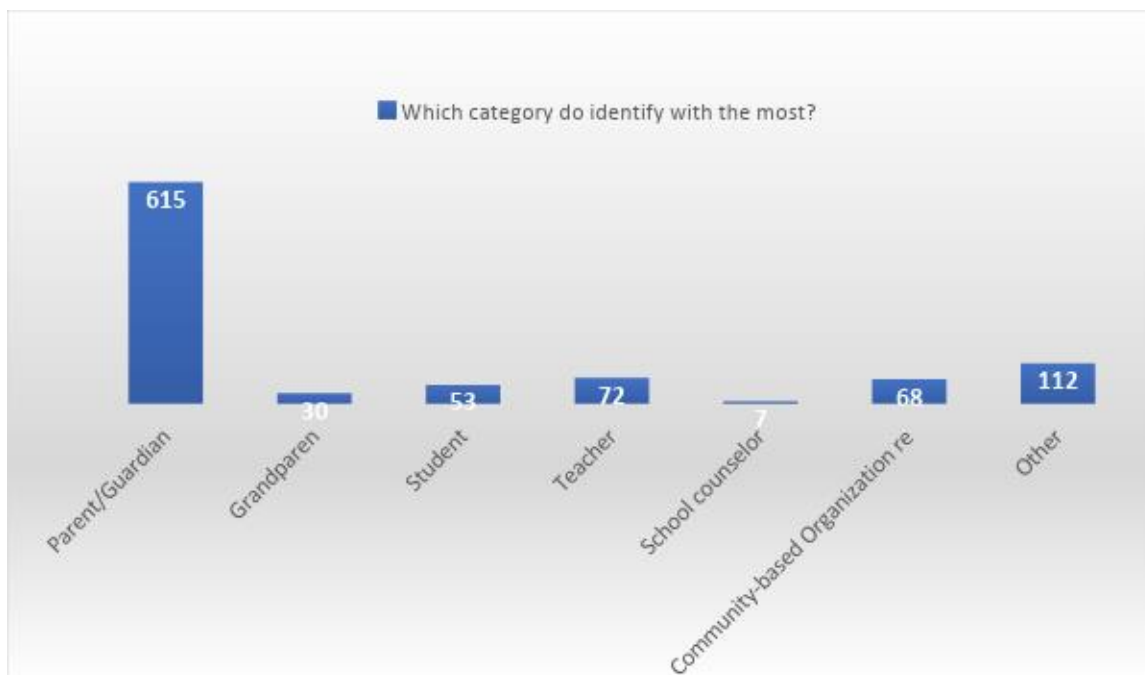
**Who we heard from:** During this time, OSSE heard from a total of 1,412 people who were engaged via the online survey and through in-person sessions. Of those 1,412, 1,205 people took the online survey (this total includes 18 responses to the Spanish version of the survey and 207 participated in in-person, paper-based session (this total include 14 responses in Spanish). Some of the online responses reflect responses from in-person sessions as people hosting those sessions were given the option of using a paper-based format or the online survey to facilitate their session. In addition, OSSE hosted a focus group with seven parents on the design of the section of the report card that shares deeper information about a school's STAR Rating, the 1-5 star rating on DC's accountability system.

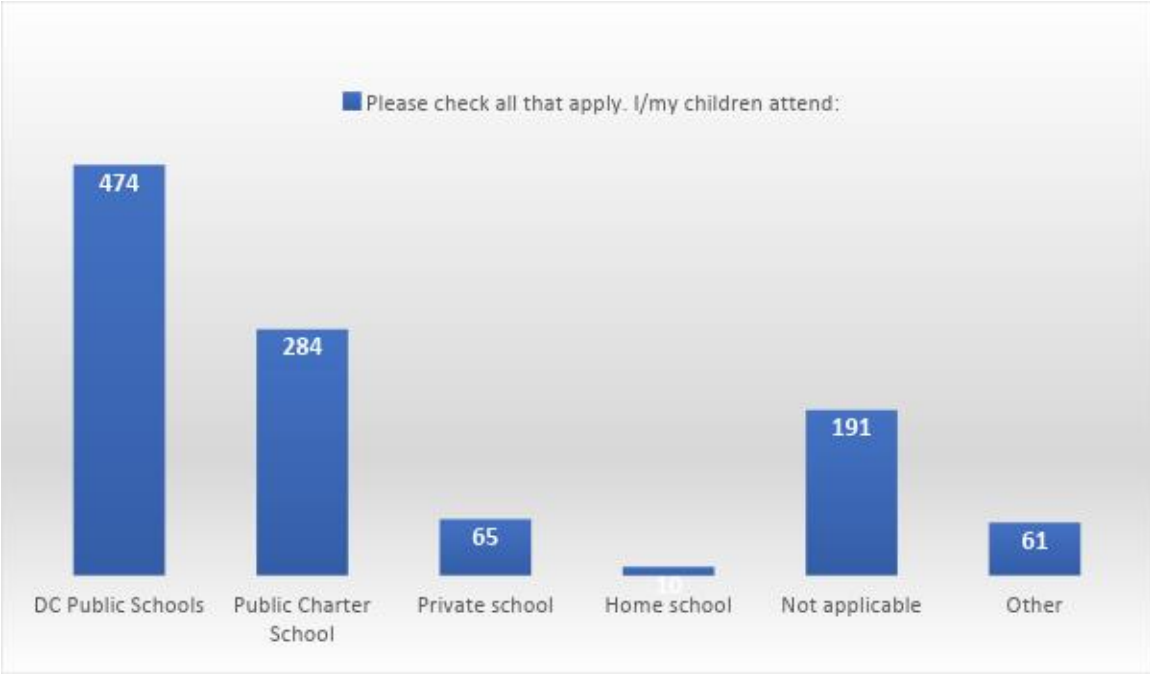
*Demographic breakdown:* Out of the 1,412 people who engaged during this round, 740 completed demographic surveys. In total, 615 parents/guardians (64% of respondents), 112 who self-identified as "Other" (12% of respondents), 72 teachers (8% of respondents), 68 community based organization representatives (7% of respondents), 53 students (6% of respondents), 30 grandparents (3% of respondents), and 7 school counselors (<1% of respondents) engaged during this round. People residing in every DC ward attended an in-person session or took the online survey, with Ward 4 (16% or 157 respondents) and Ward 5 (13% or 124 respondents) garnering the highest participation, followed by Ward 6 (12% or 119 respondents), Ward 1 (12% or 112 respondents), Ward 8 (11% or 105 respondents), Ward 7 (10% or 92 respondents), Ward 3 (8% or 80 respondents), and Ward 2 (3% or 30 respondents), respectively. A total of 16 percent or 148 people stated that they have one or more children who receive special education services. 10% or 103 people stated that their preferred language is Spanish. 44% or 443 people identified as Black/African American, 36% or 357 identified as White/Caucasian, 7% or 65 identified as "Other," 3% or 29 identified as Asian/Pacific Islander, and 2% or 19 people identified as American Indian.

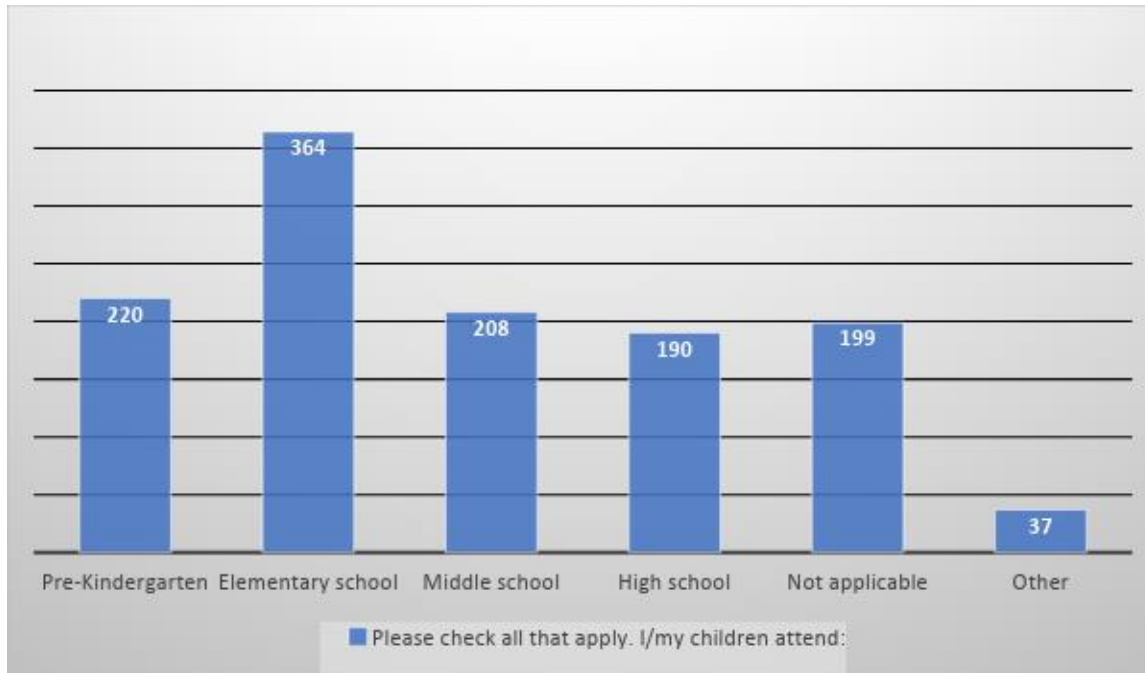
### **Demographics Survey: 574 Completions (801 online; 140 in-person)**

*NOTE: Many of those engaged during in-person sessions, skipped one or more of the demographic questions*

**What ward do you live in?**

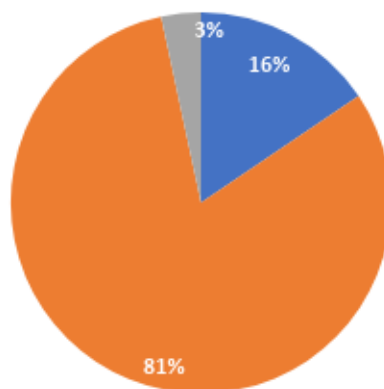


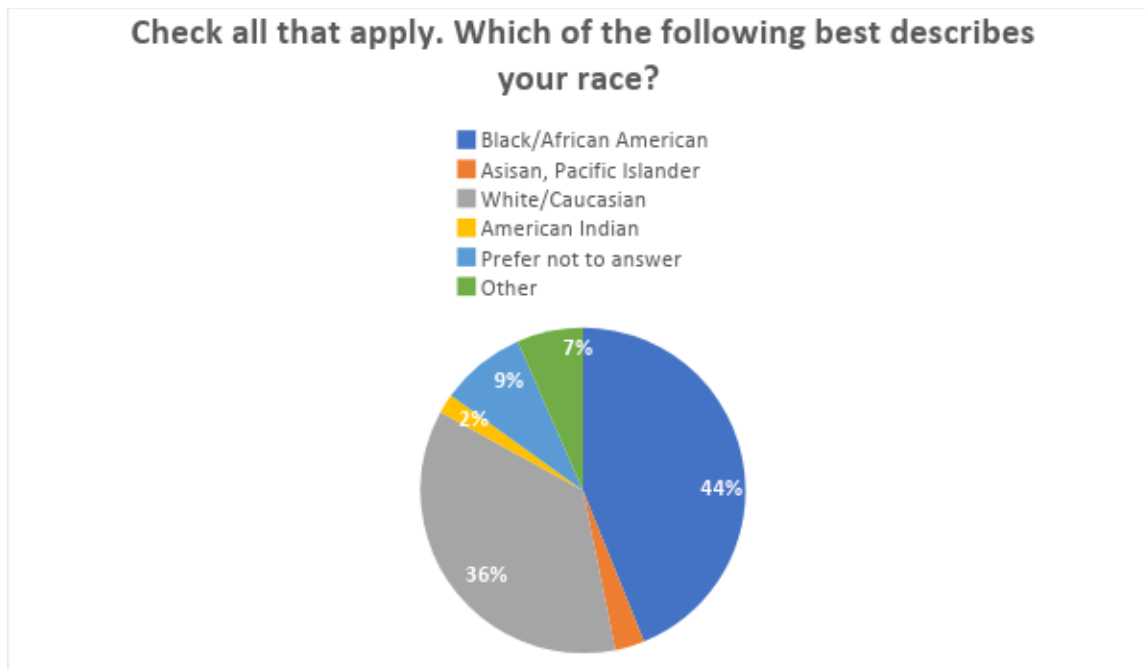
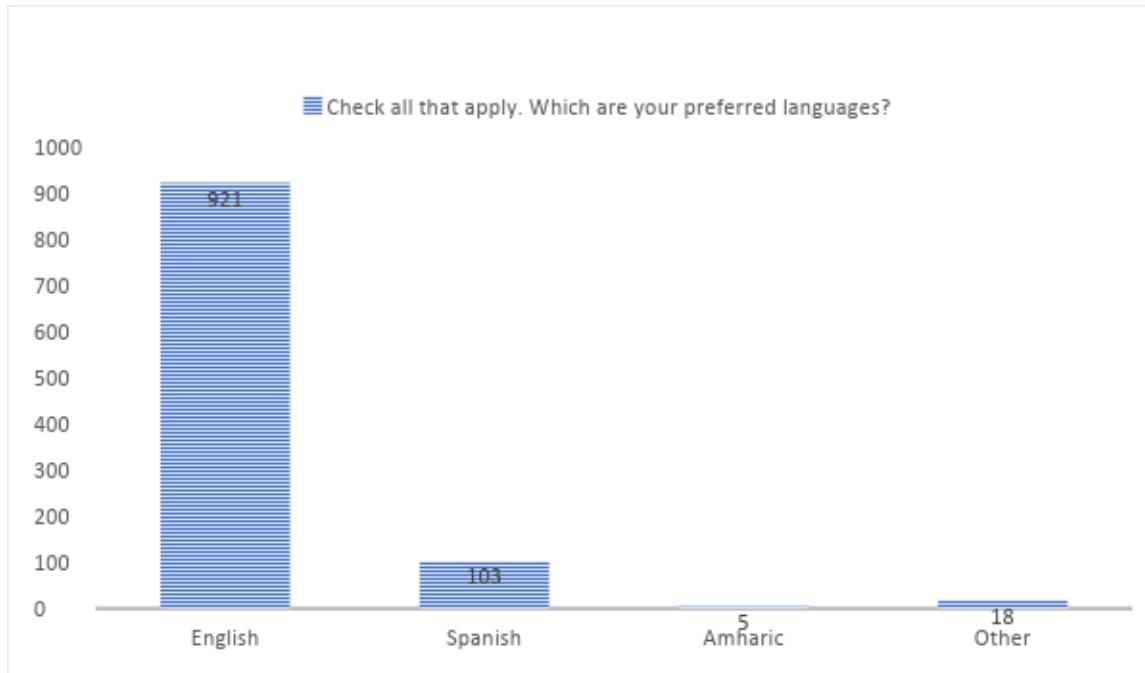




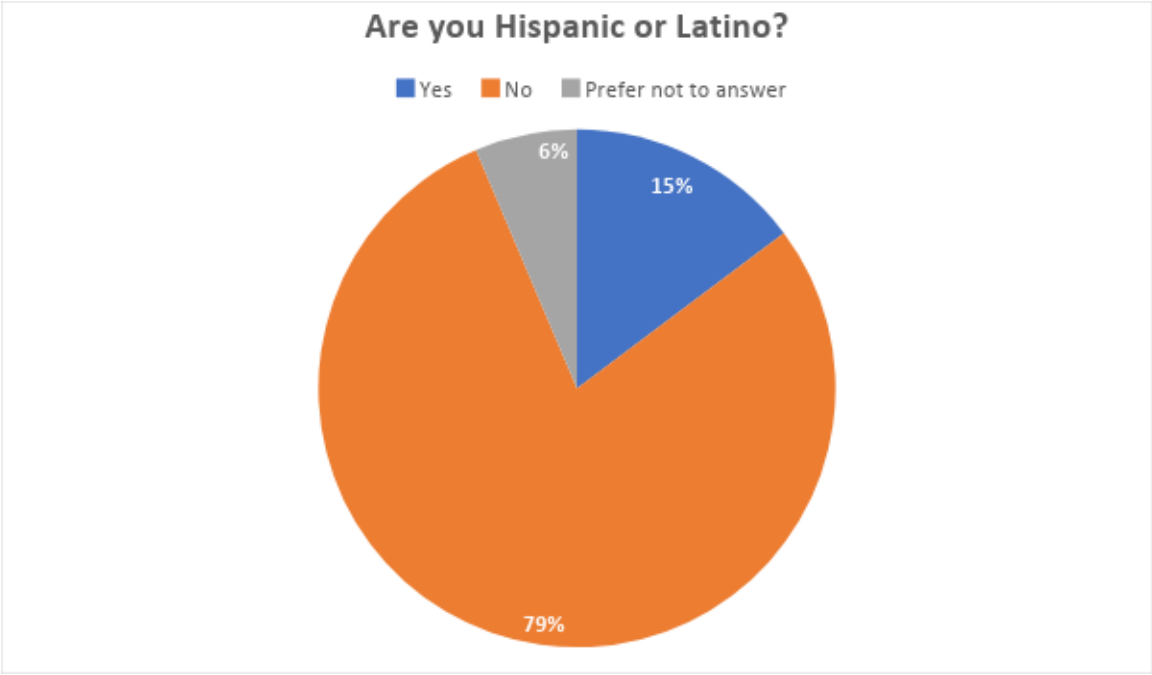
**Do you have a child who receives special education services? (e.g., requiring an individualized Education Program (IEP) covered under the individuals with Disabilities Education Act)**

■ Yes ■ No ■ I don't know



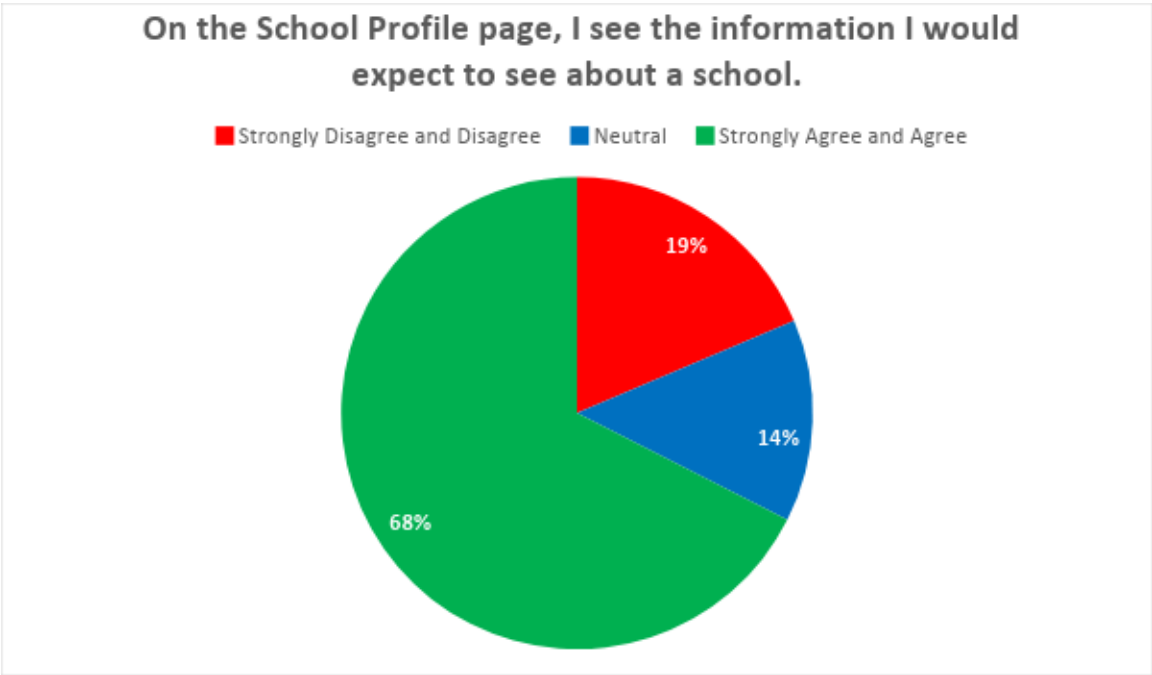






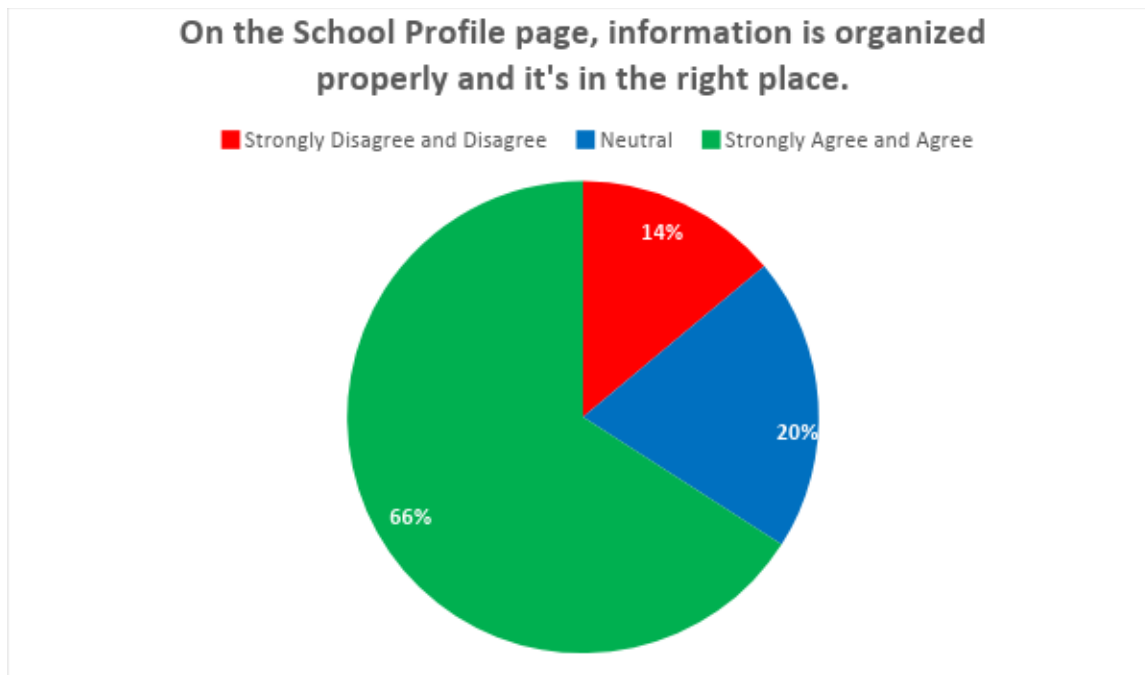
**School Profile Wireframe Results**

*Question 1: 1,205 completions (1,084 online; 121 paper-based)*



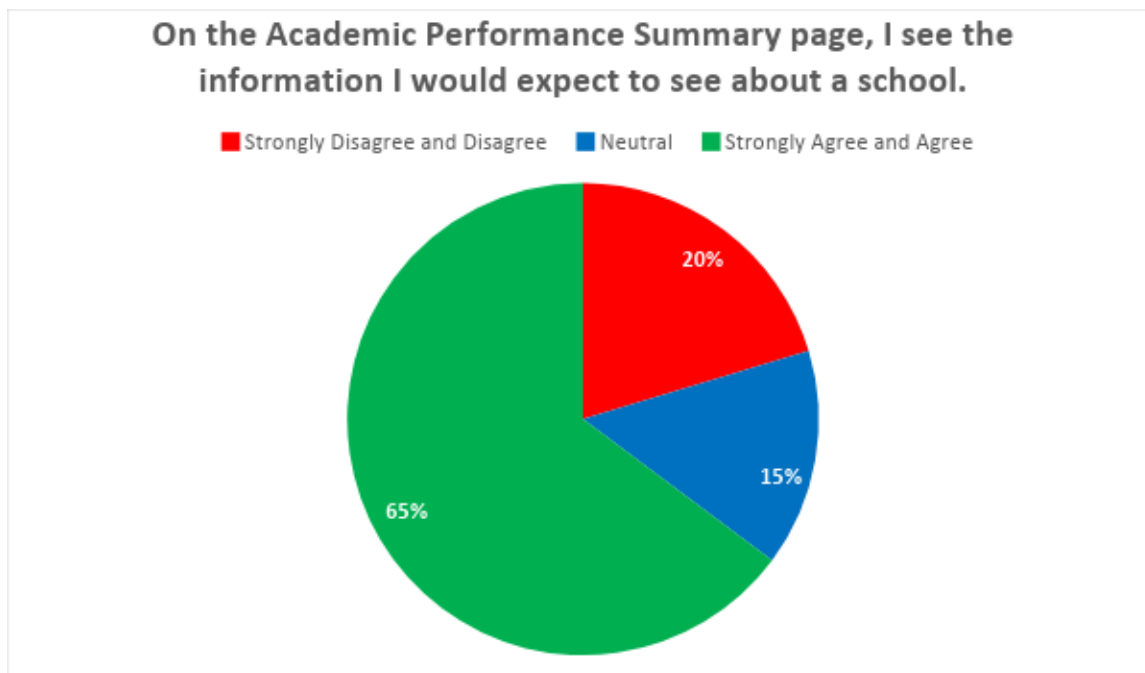
Question 2: 1,204 completions (1,084 online; 120 paper-based)

NOTE: One person skipped this question on the paper-based survey



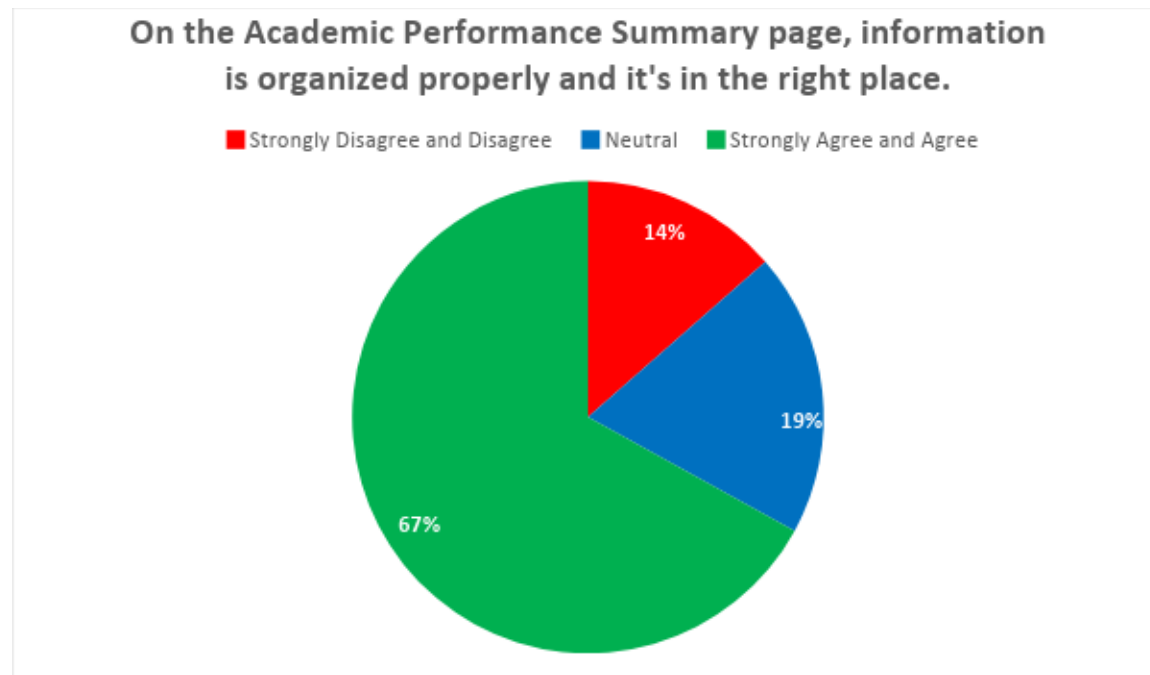
#### Academic Performance Summary Page Results

Question 1: 1,072 completions (983 online; 89 paper-based)



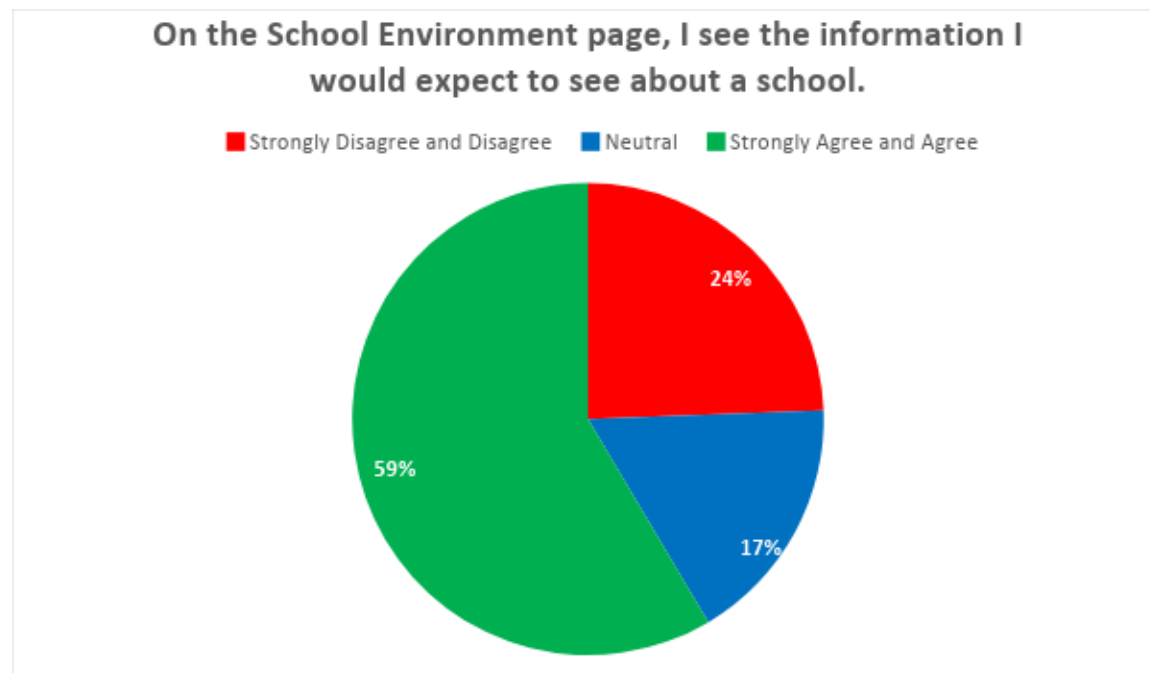
Question 2: 1,072 completions (1,070 online; 87 paper-based)

NOTE: Two people skipped this question on the paper-based survey



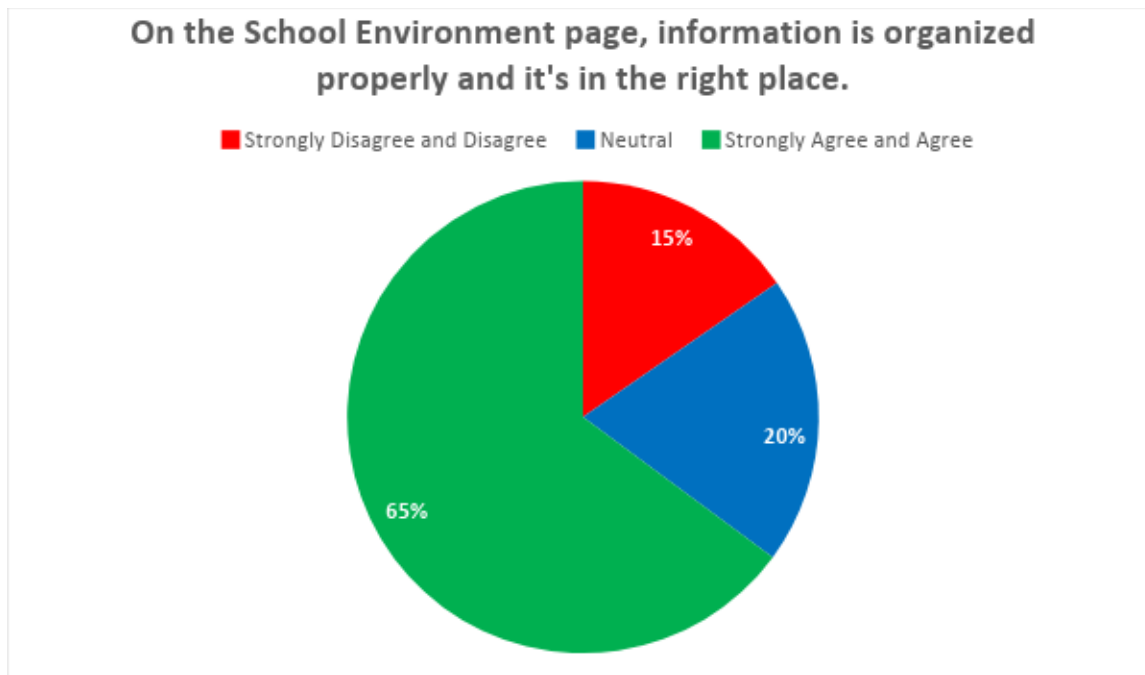
#### School Environment Wireframe Results

Question 1: 1,037 completions (941 online; 96 paper-based)



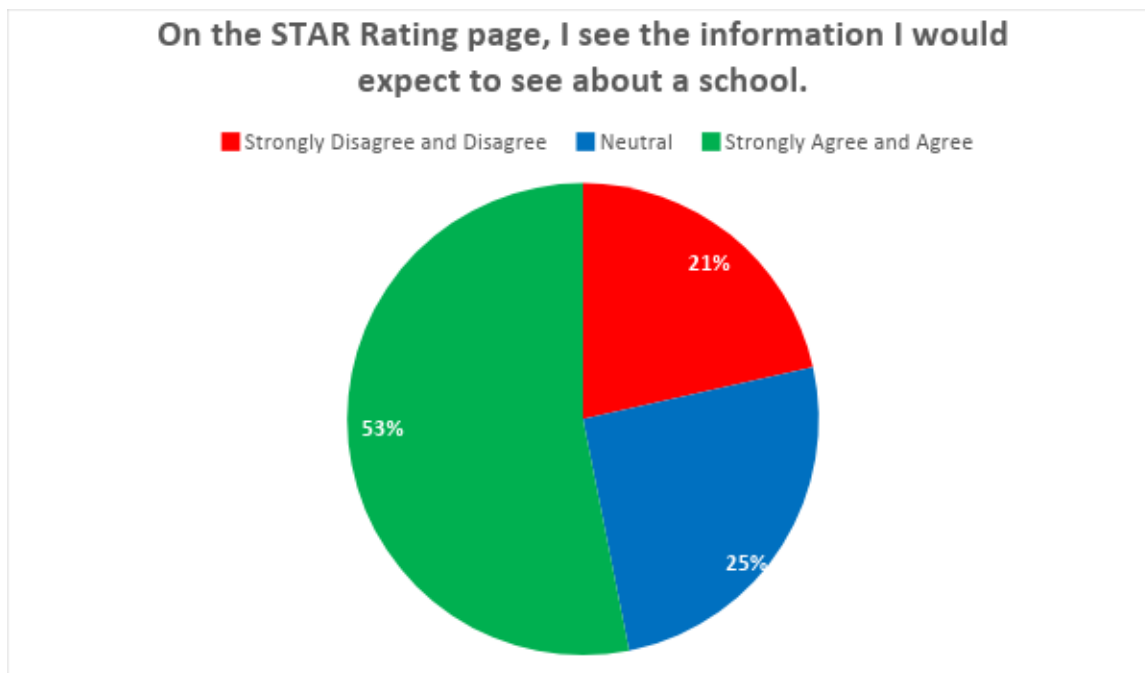
Question 2: 1,034 Completions (941 online; 93 paper-based)

NOTE: Three people skipped this question on the paper-based survey



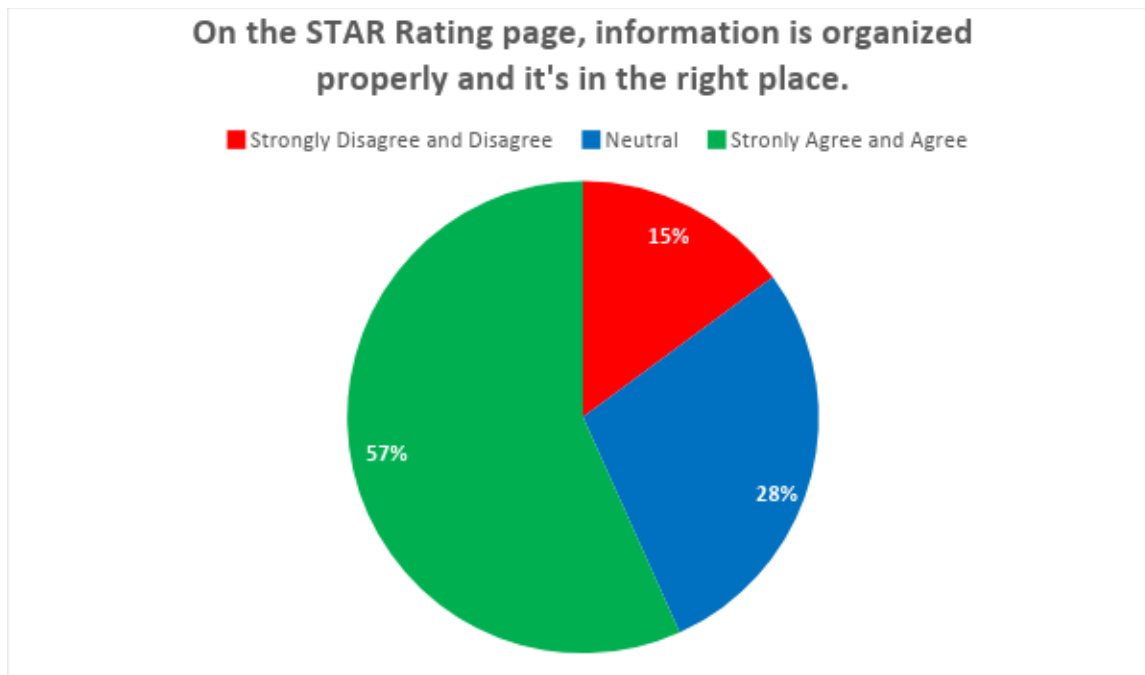
### STAR Rating Wireframe Results

Question 1: 990 Completions (914 online; 76 paper-based)



Question 2: 988 completions (914 online; 74 paper-based)

NOTE: Two people skipped this question on the paper-based survey



## Comparison Tool

1,039 Completions (876 online; 163 paper-based)

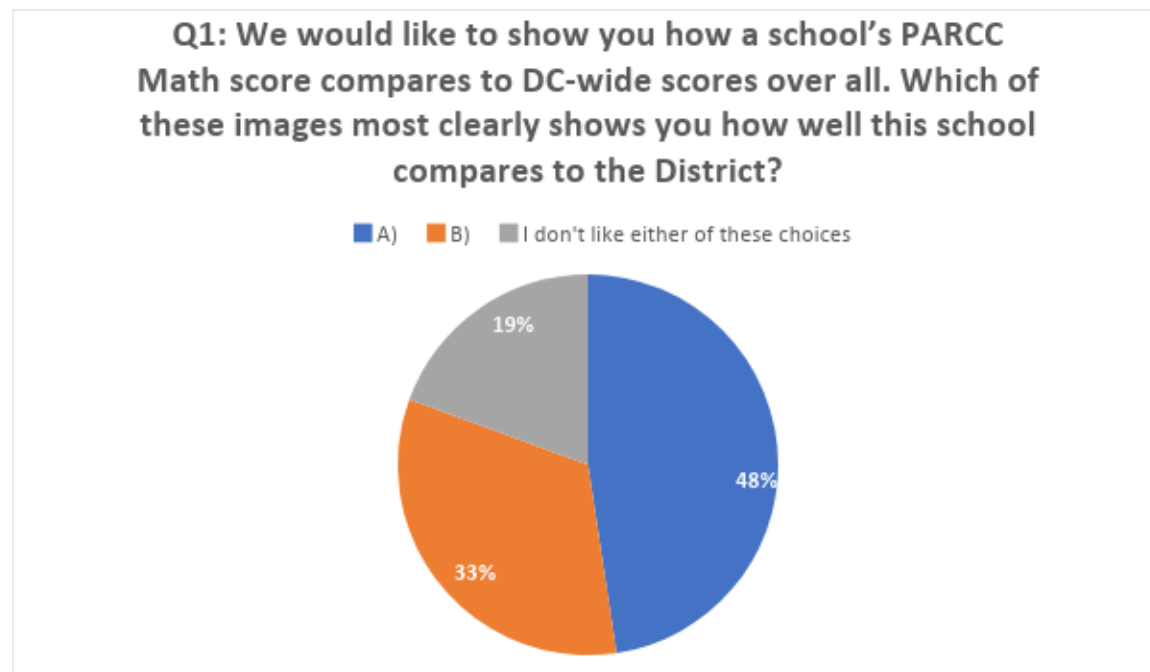
### Results: Top 10

- 1) School Programs (596 respondents)
- 2) Grades Served (397 respondents)
- 3) Teacher Information (374 respondents)
- 4) School Safety and Discipline (370 respondents)
- 5) Before and After School Care (348 respondents)
- 6) Student Enrollment (329 respondents)
- 7) PARCC Scores (327 respondents)
- 8) STAR Rating (308 respondents)
- 9) Extracurricular Activities (282 respondents)
- 10) College and Career Readiness (222 respondents)

## Data Visualization: 813 Completions

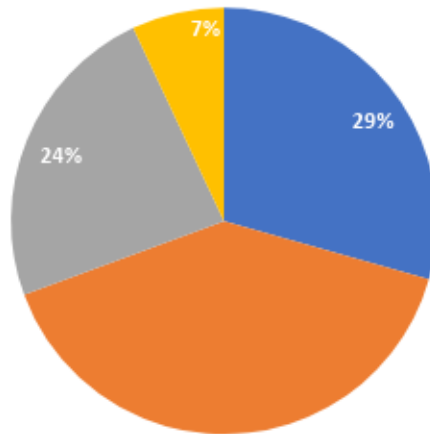
*NOTE: These questions were available on the online versions of the survey only; paper-based sessions did not include data visualization questions*

### Results



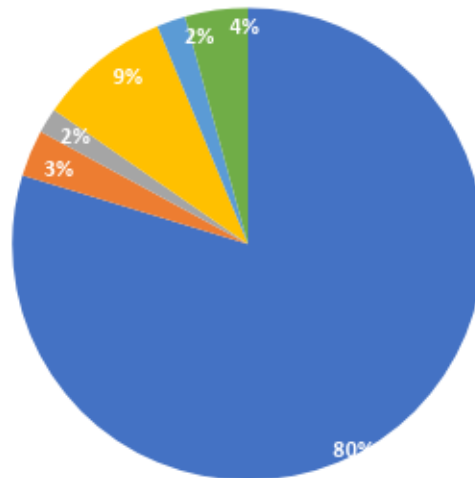
**Q2: Which of these images most clearly shows you a school's attendance rate as compared to the DC-wide attendance rate for schools?**

■ A) ■ B) ■ C) ■ I don't like any of these choices



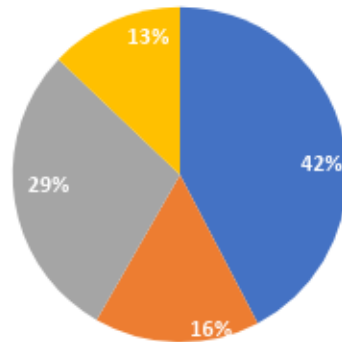
**Q3: Which of these images most clearly shows you that a school has an overall STAR Rating of four out of five?**

■ A) ■ B) ■ C) ■ D) ■ E) ■ I don't like any of these choices



**Q4: We want to show you the rate at which students are entering and withdrawing from a particular school. This is called "student movement." Which of the images below gives you the clearest sense of student movement at a school?**

■ A) ■ B) ■ C) ■ I don't like any of these choices





## **Appendix B: Report Card Terminology, Definitions and Word Choice**

The appendix that follows below supplements the information on the engagement efforts around the DC School Report Card's terminology and word choices, and definitions, which can be found in the report. This appendix includes additional details on participants' responses to demographic survey questions. Additionally, this appendix provides results (e.g., the number of responses and a breakdown of how participants responded) for each question asked during this phase of engagement.

**Who we heard from:** During this time, we heard from a total of 816 people who were engaged through discussion groups, the canvassing survey, and the online survey. Of those 816, 176 people attended discussion groups hosted by OSSE and our partners, which were held in every Ward of the city. 560 of people responded to the survey distributed by canvassers, and another 80 of people took the online survey that was distributed by our CBO partners.

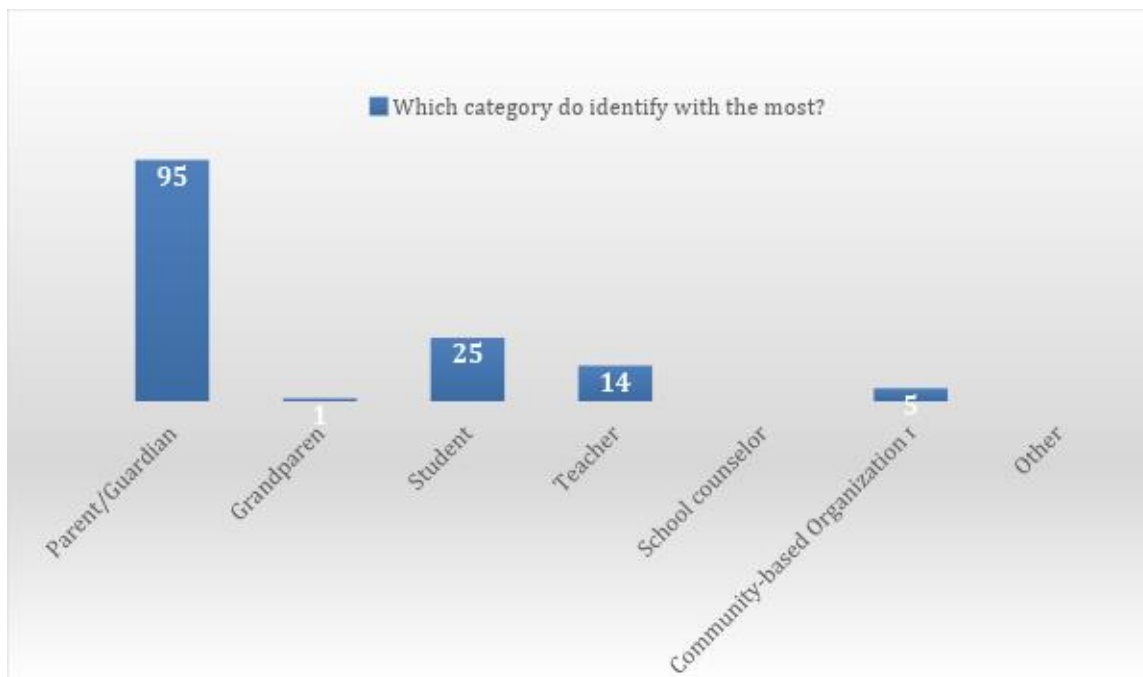
*In-person demographic breakdown:* While 176 people attended discussion groups, only 142 people completed demographic surveys.

- In total, 95 parents/guardians (67% of respondents), 25 students (18% of respondents), 14 teachers (10% of respondents), 5 community-based organization representatives (3% of respondents), 2 who self-identified as "Other" (1% of respondents), and 1 grandparent (<1% of respondents) engaged during this round.
- People residing in every DC ward participated, with Ward 5 (29% or 40 respondents) and Ward 1 (15% or 21 respondents) garnering the highest participation, followed by Ward 8 (14% or 20 respondents), Ward 7 (11% or 16 respondents), Ward 4 (10% or 14 respondents), Ward 6 (9% or 12 respondents), and Wards 2 and 3 (with 2% or 3 respondents each), respectively.
- 37% or 51 people stated that they have one or more children who receive special education services.
- 13 people or 9% stated that their preferred language is Spanish.
- 69% or 101 people identified as Black/African American, 12% or 17 people identified as Asian, Pacific Islander, 11% or 16 people identified as White/Caucasian, 3% or 4 people identified as "Other," and < 1% or 1 person identified as American Indian.

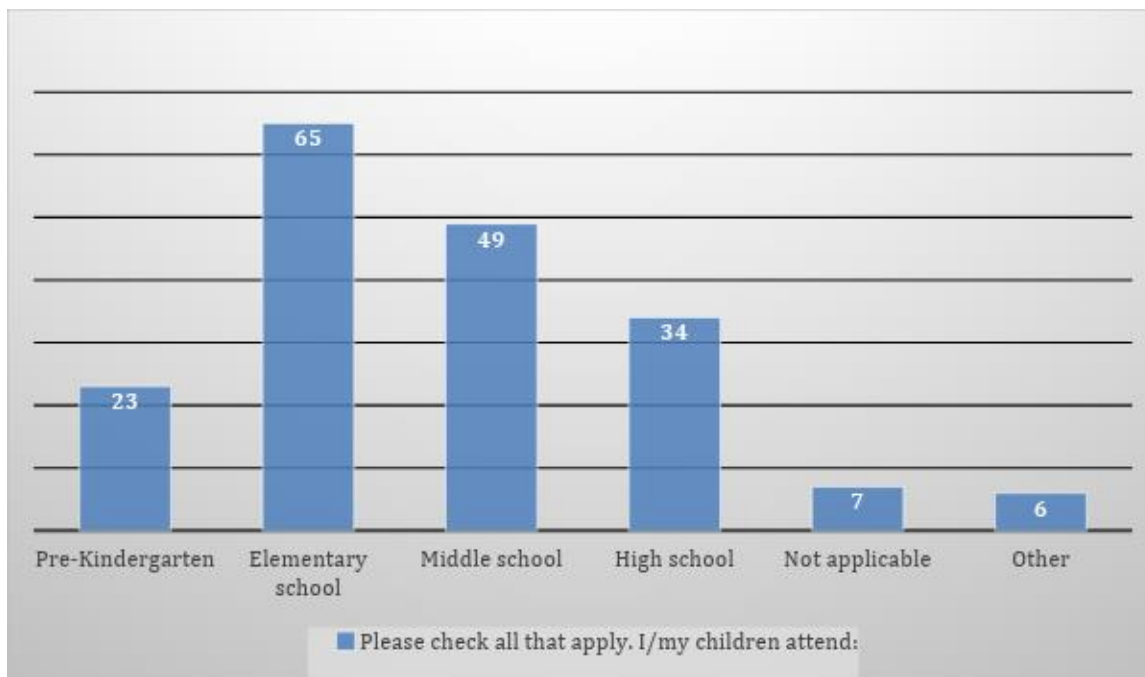
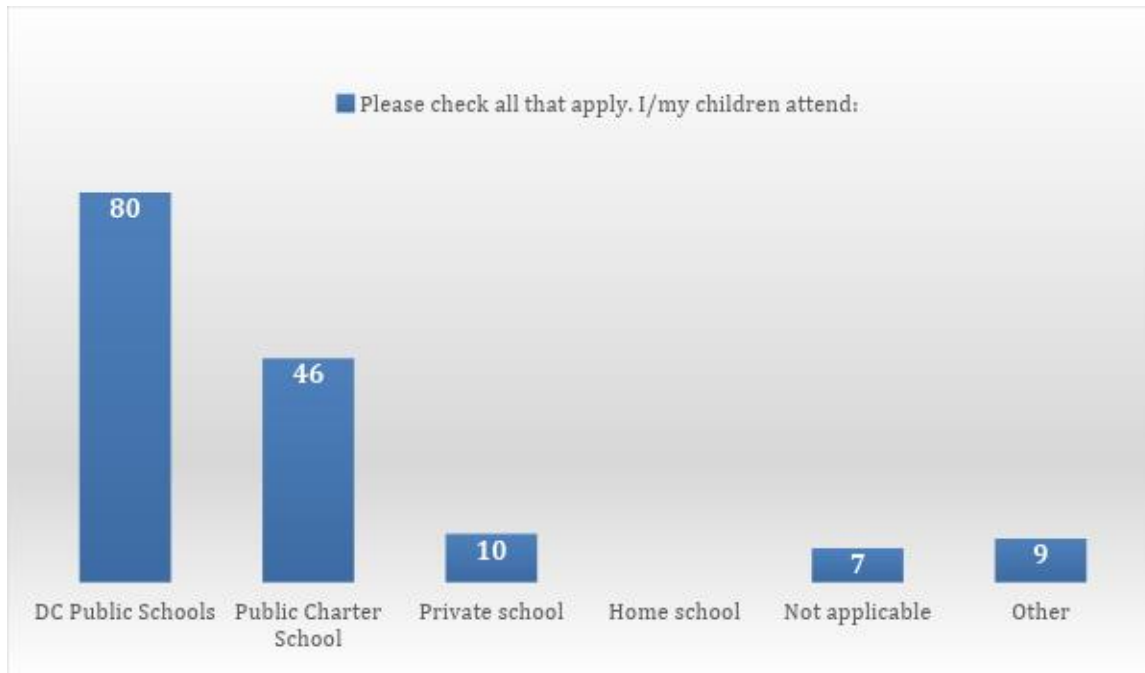
### **Demographics Survey: 142 Completions**

*NOTE: Many people skipped one or more of the demographic questions*

### What ward do you live in?

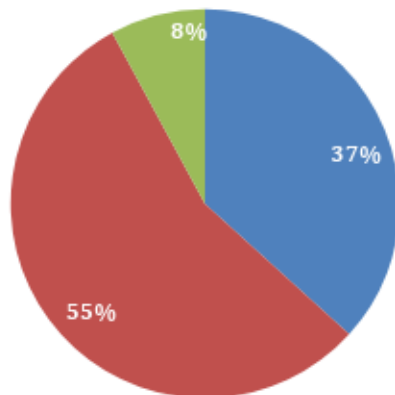


**I or my children attend:**

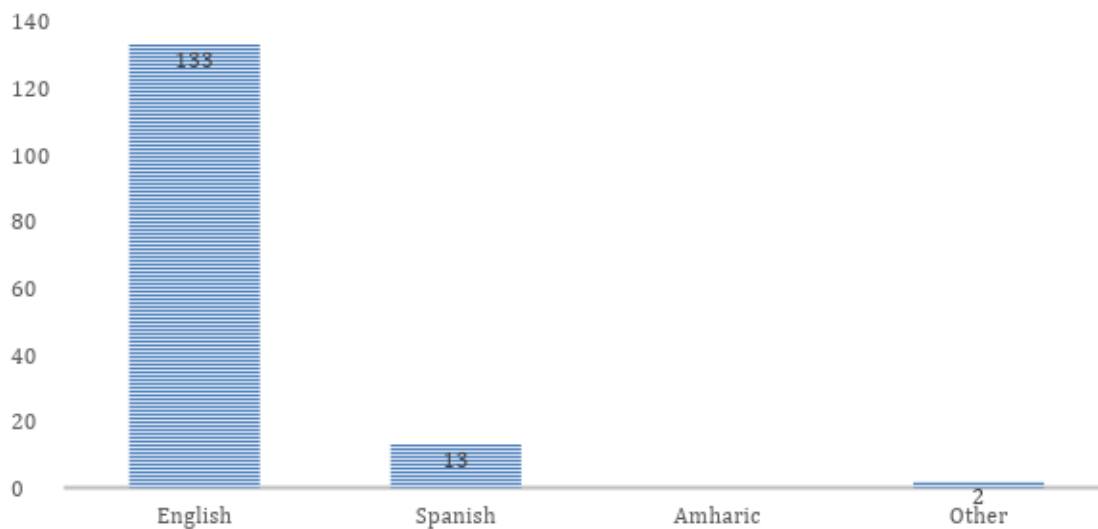


**Do you have a child who receives special education services? (e.g., requiring an individualized Education Program (IEP) covered under the individuals with Disabilities Education Act)**

■ Yes ■ No ■ I don't know

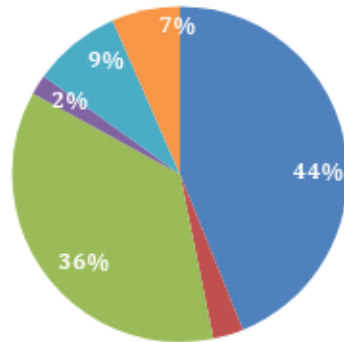


■ Check all that apply. Which are your preferred languages?



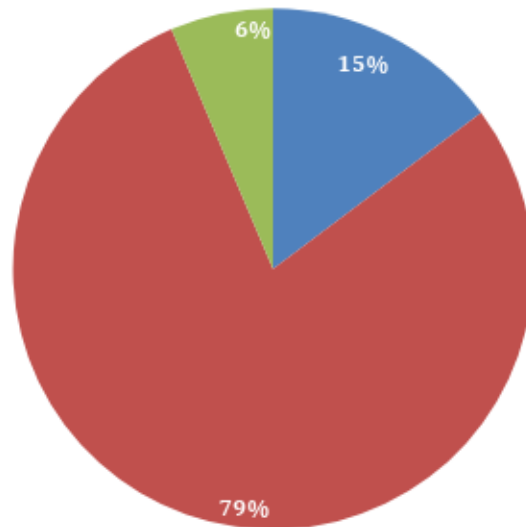
**Check all that apply. Which of the following best describes your race?**

- Black/African American
- Asian, Pacific Islander
- White/Caucasian
- American Indian
- Prefer not to answer
- Other



**Are you Hispanic or Latino?**

- Yes
- No
- Prefer not to answer

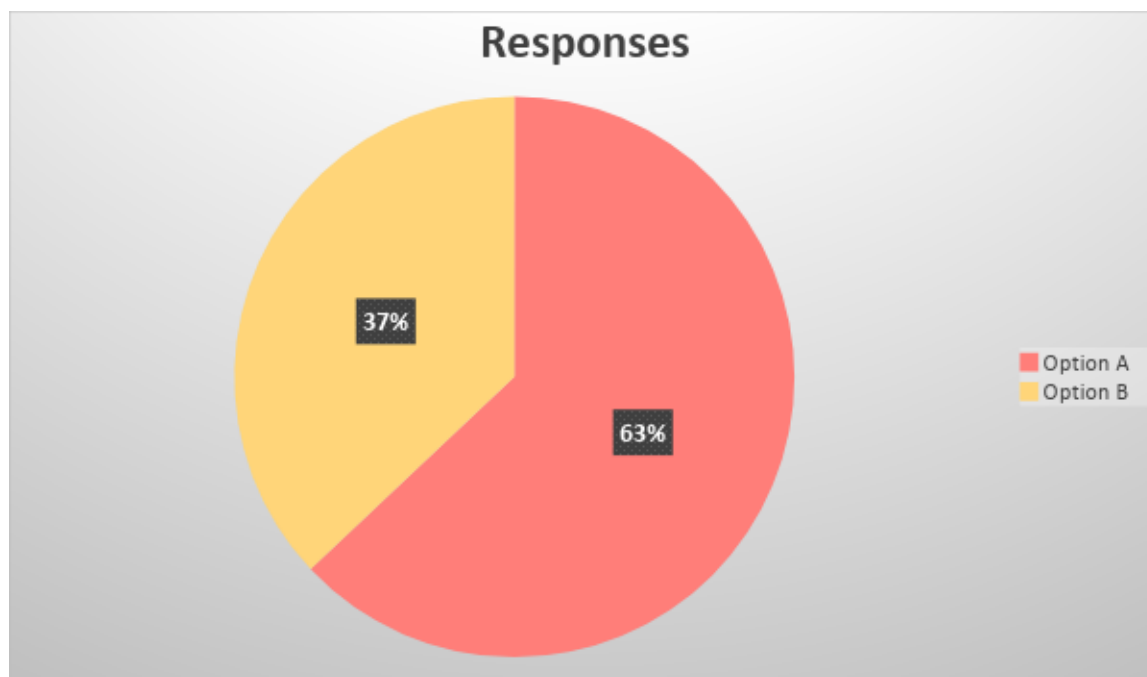


### **School Profile Results:**

*28 people engaged in discussion groups on the School Profile Page*

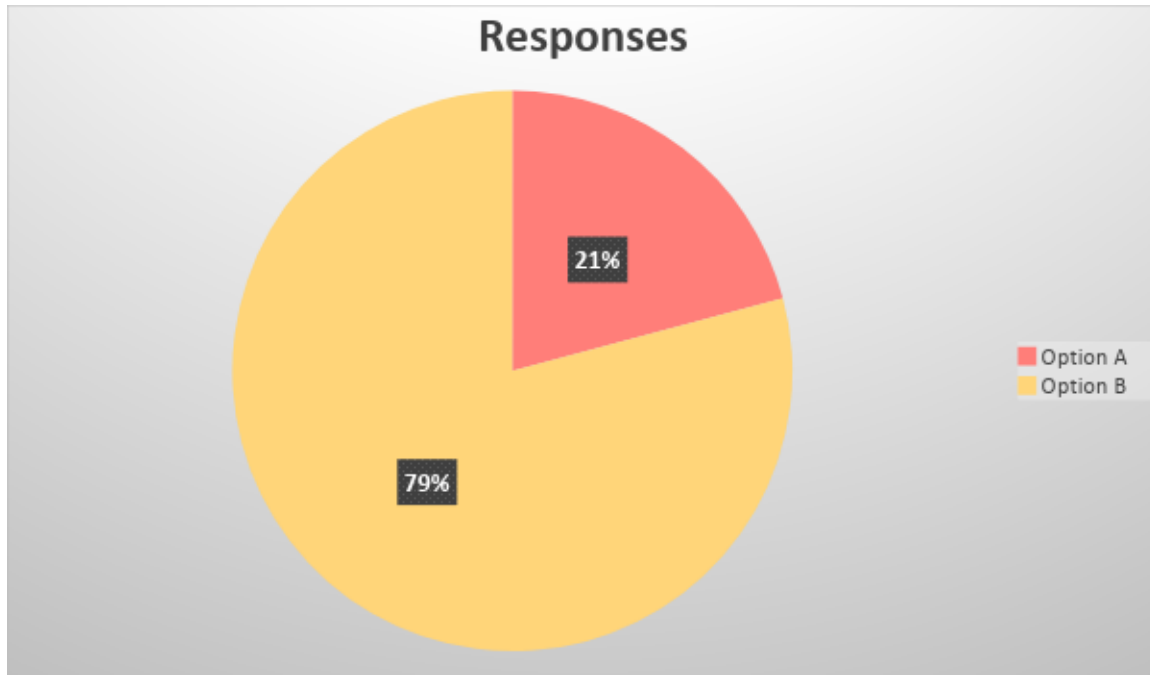
**What is the best description for the School Overview page?**

- A) School Overview
- B) School-At-A-Glance



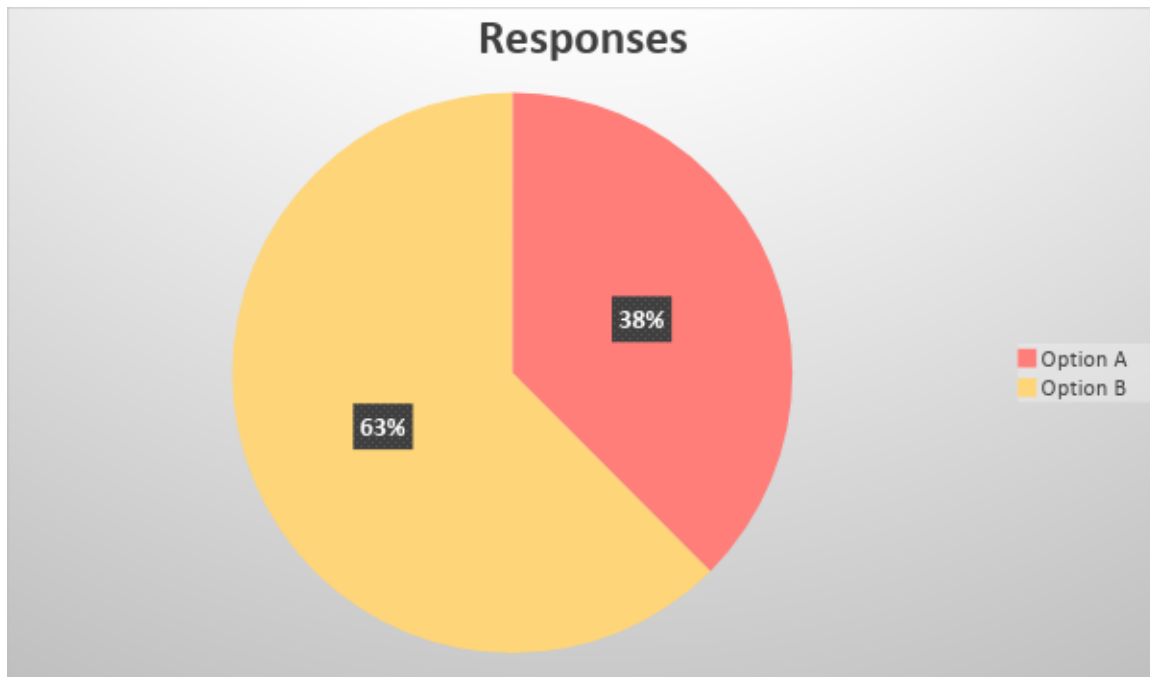
**What is the best description for Extended Day?**

- A) Shows whether the school's normal day is longer than 8 hours, not including before and after care.
- B) Shows if the school day is more than 8 hours (not including before or after school care).



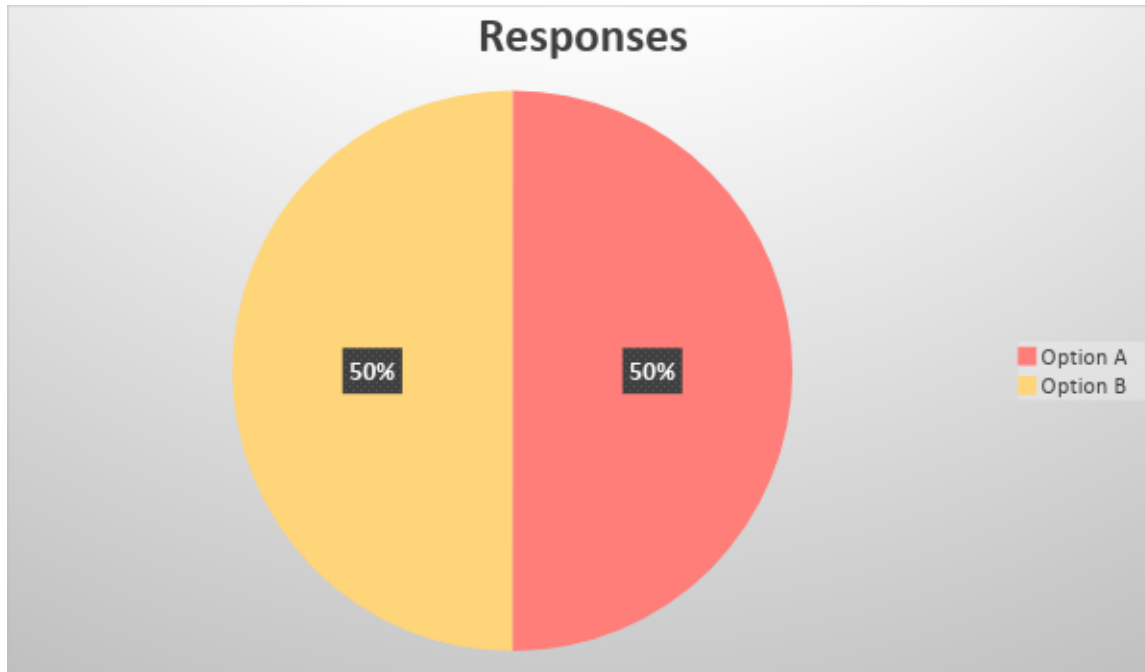
**What is the best description for Extended Year?**

- A) Shows whether the school year is longer than 90 days.
- B) Shows if the school year is more than 190 days.



**What is the best description for Local Education Agency (LEA)?**

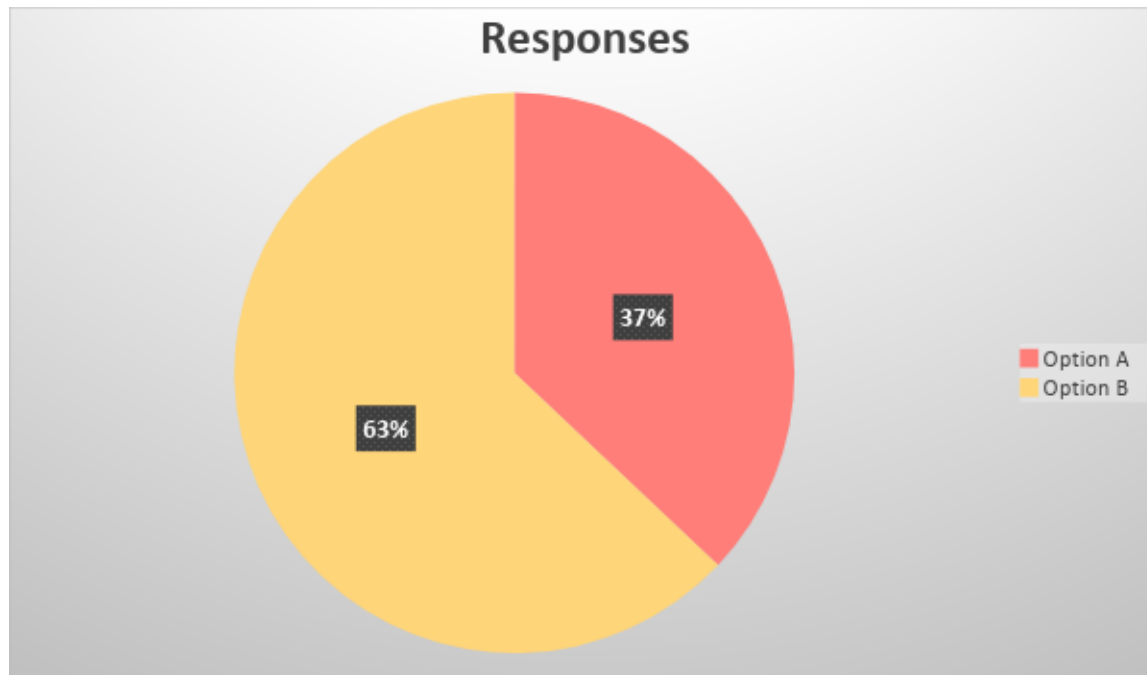
- A) The name of the Local Education Agency (LEA) that operates the school.
- B) The name of the Local Education Agency (LEA) for the school.



**What is the best description for Feeder Schools?**

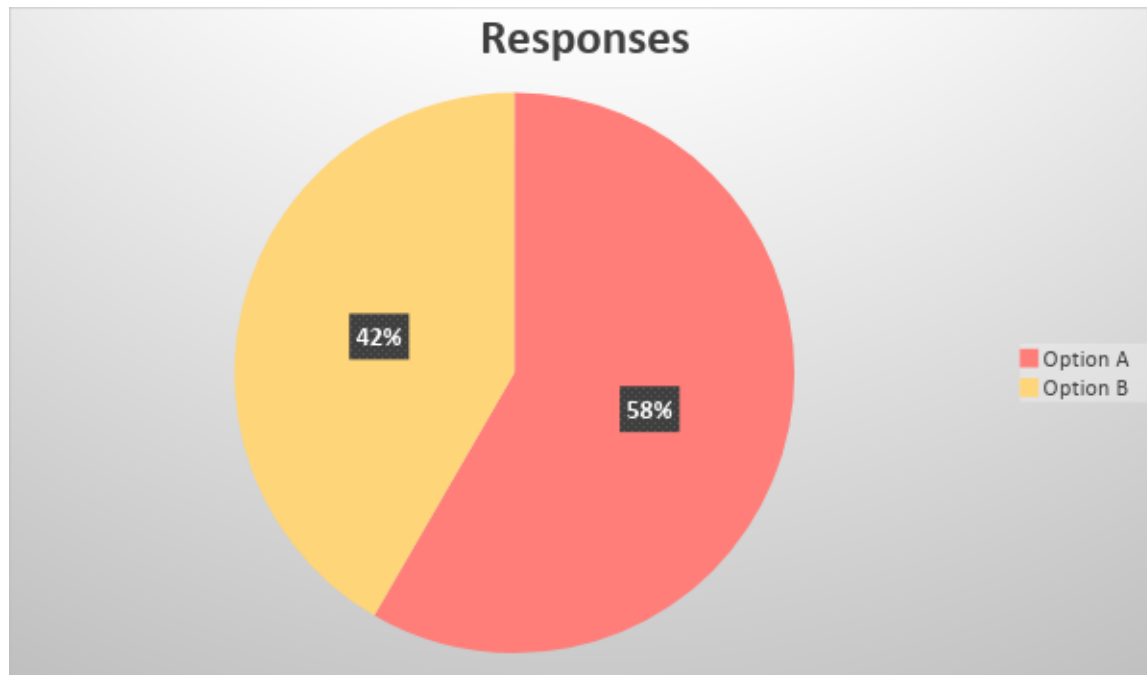
- A) A school that a student automatically has the right to attend, which is based on the student's current school. This assignment only happens during the years the student moves from elementary to middle or middle to high school.
- B) The middle and/or high school students at the school will have the right to attend when they move from elementary to middle school or middle to high school.





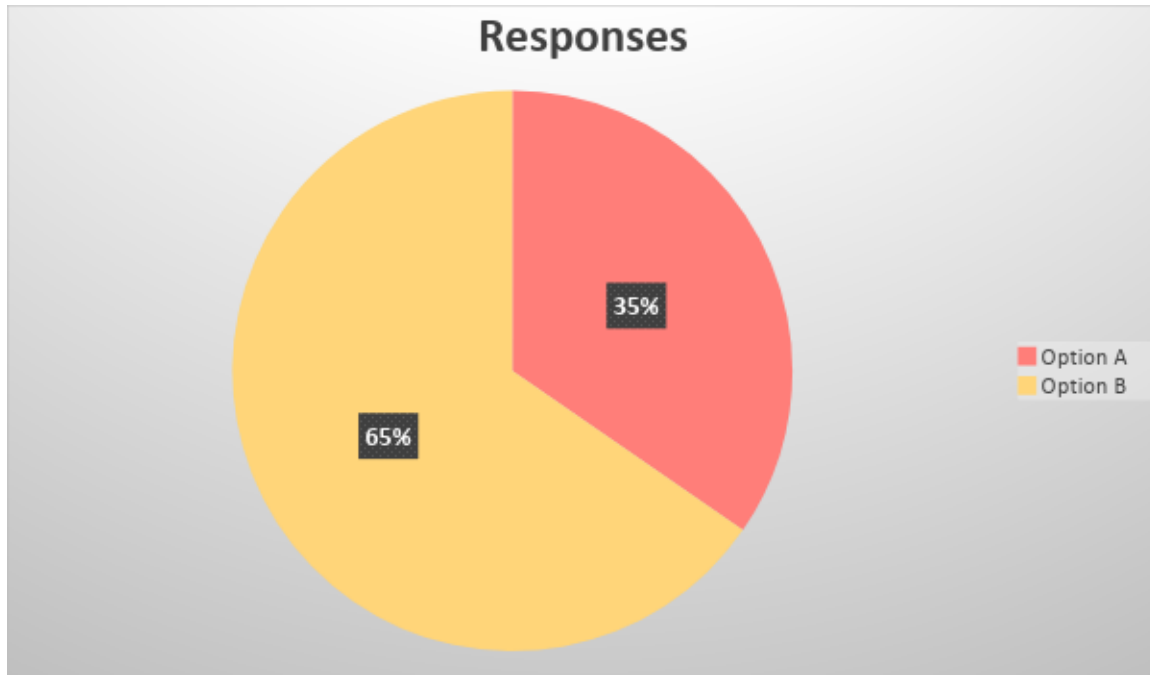
**What is the best description for Parent Representative?**

- A) Contact information for the person who serves as the main contact for parents and families who need assistance at the school.
- B) Contact information for the person who serves as the main contact for parents and families. For DCPS: Local Advisory Team (LSAT) contact information. For Charter Schools: contact information for the Parent Representative on the School Board.



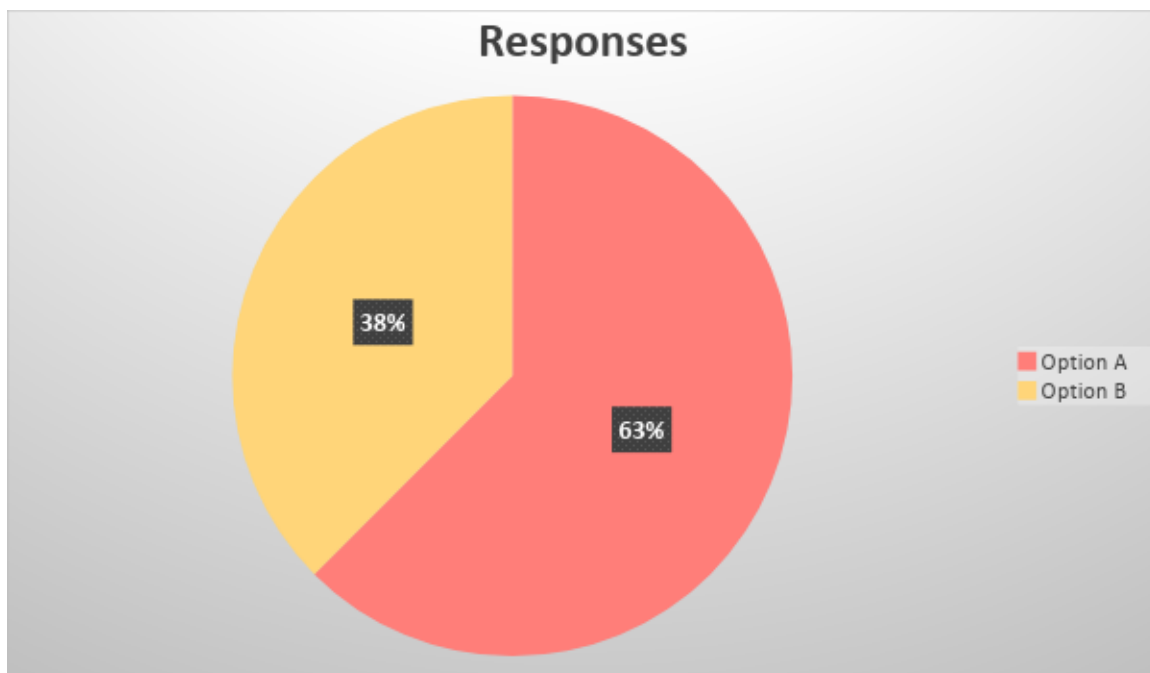
**What is the best description for Parent Organization?**

- A) Do you have an established parent organization in the school that meets at least monthly? (If yes, then a link and contact information would be provided.)
- B) Learn more about the parent organization at the school (Link and contact information would be provided).



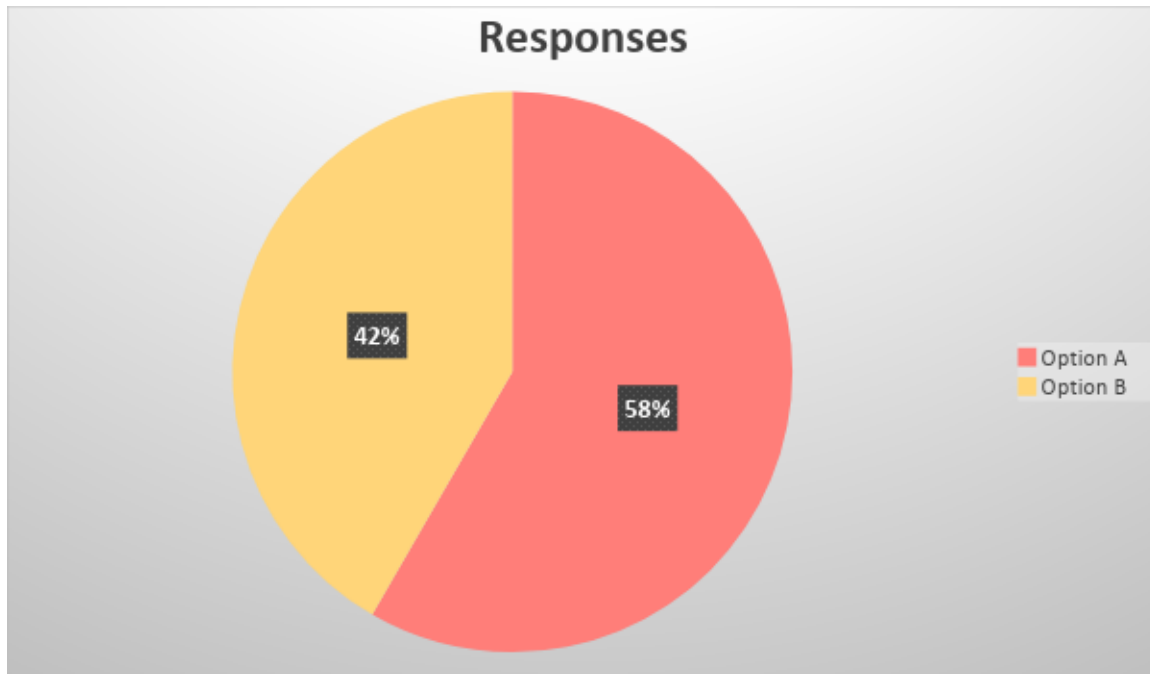
**What is the best description for Parent Communication Policy?**

- A) School policies about how teachers and staff will communicate with parents and families at the school.
- B) School policies on parent and community engagement, including expectations for teacher and staff communication.



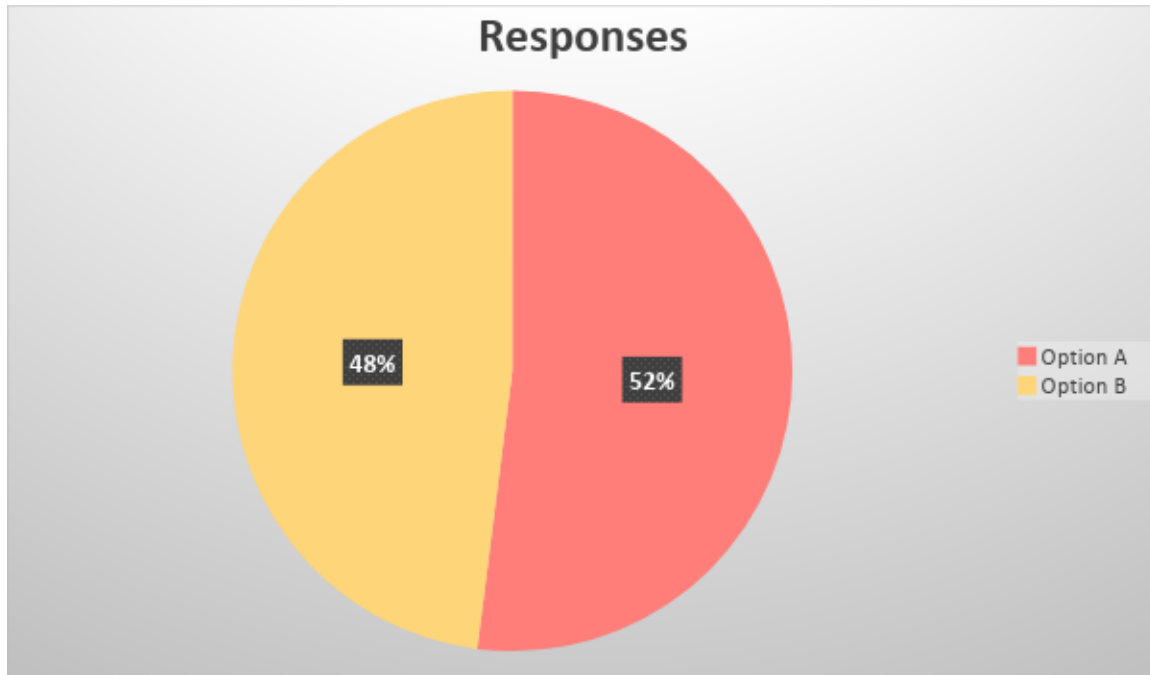
### What is the best description for After-School Care?

- A) Shows if before and after school care is available at the school, and indicates whether the care is free, on a sliding scale, whether a voucher is accepted, or if there is a cost for child care.
- B) Shows if after school care is available. Also shows if the care is free or if it is paid and what types of payment are accepted (sliding scale based on income, voucher, etc.)



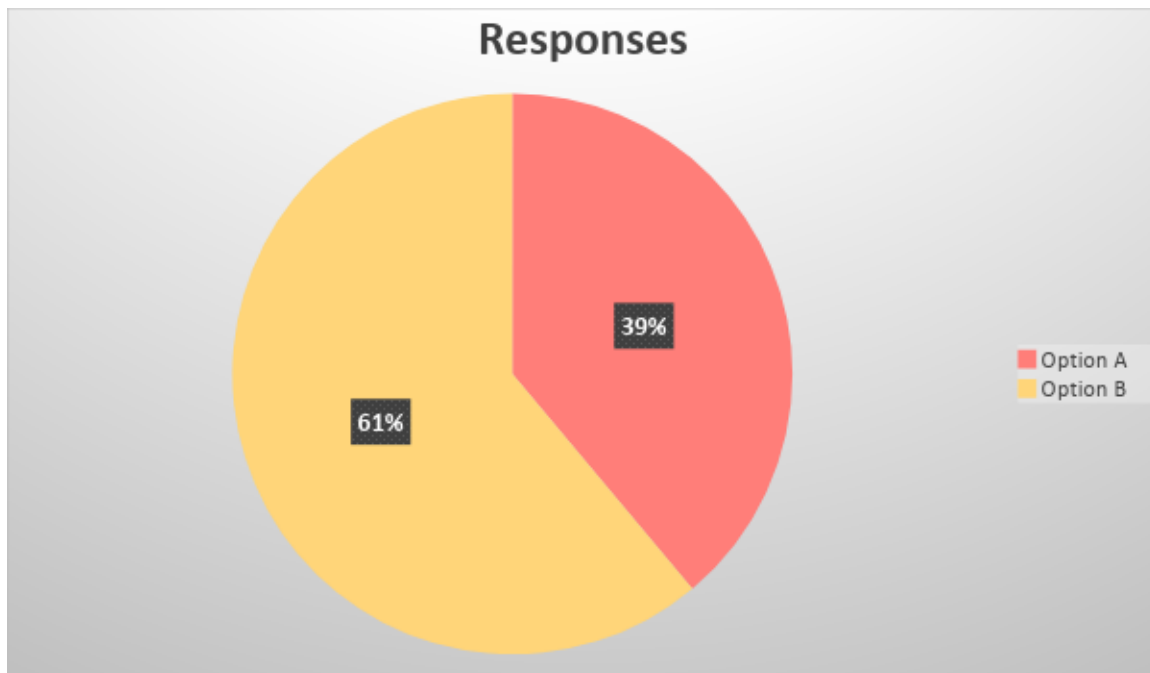
### What is the best description for School Uniform Policy?

- A) Shows if school uniforms are a requirement at the school.
- B) Shows if students must wear a uniform to school.



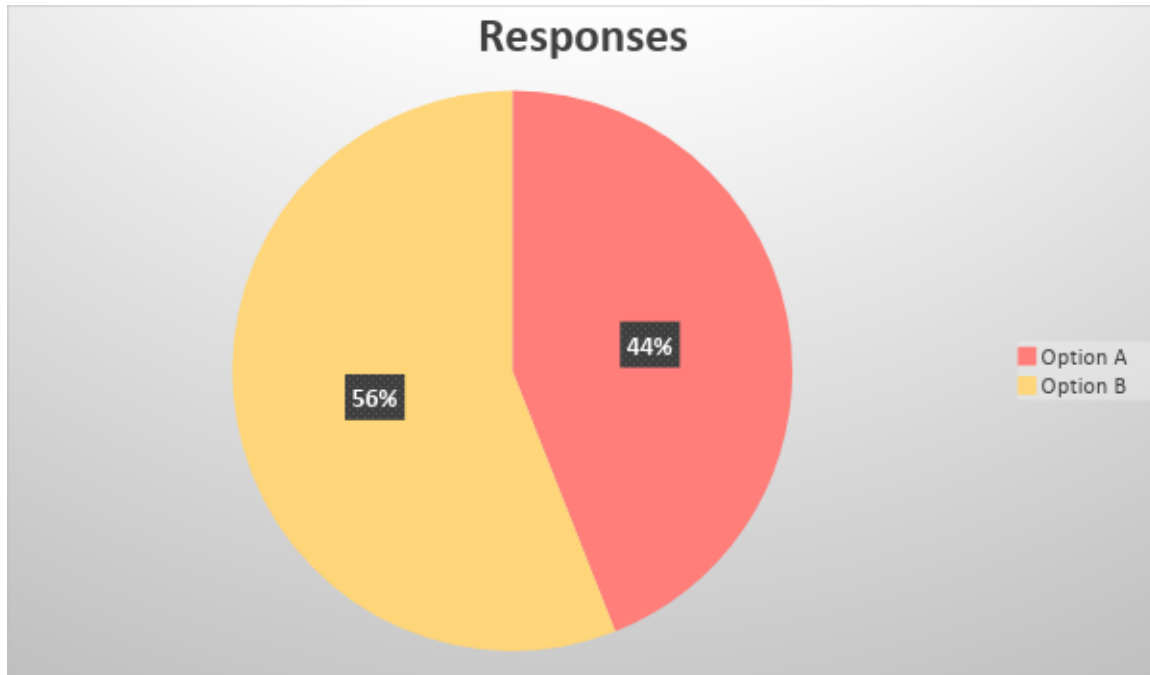
**What is the best title for Points of Pride?**

- A) Points of Pride
- B) Message from the School



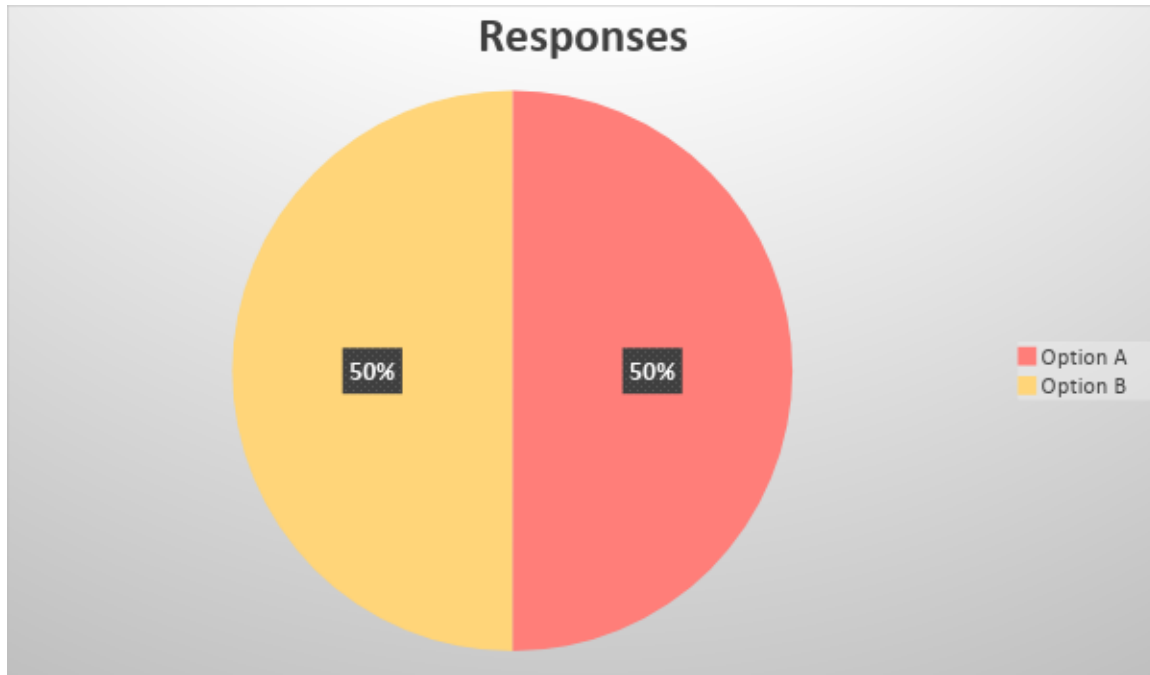
**What is the best description for Points of Pride?**

- A) This will contain information from the school about its mission, points of pride, or other program offerings.
- B) A message from the school about their mission, program offerings and points of pride.



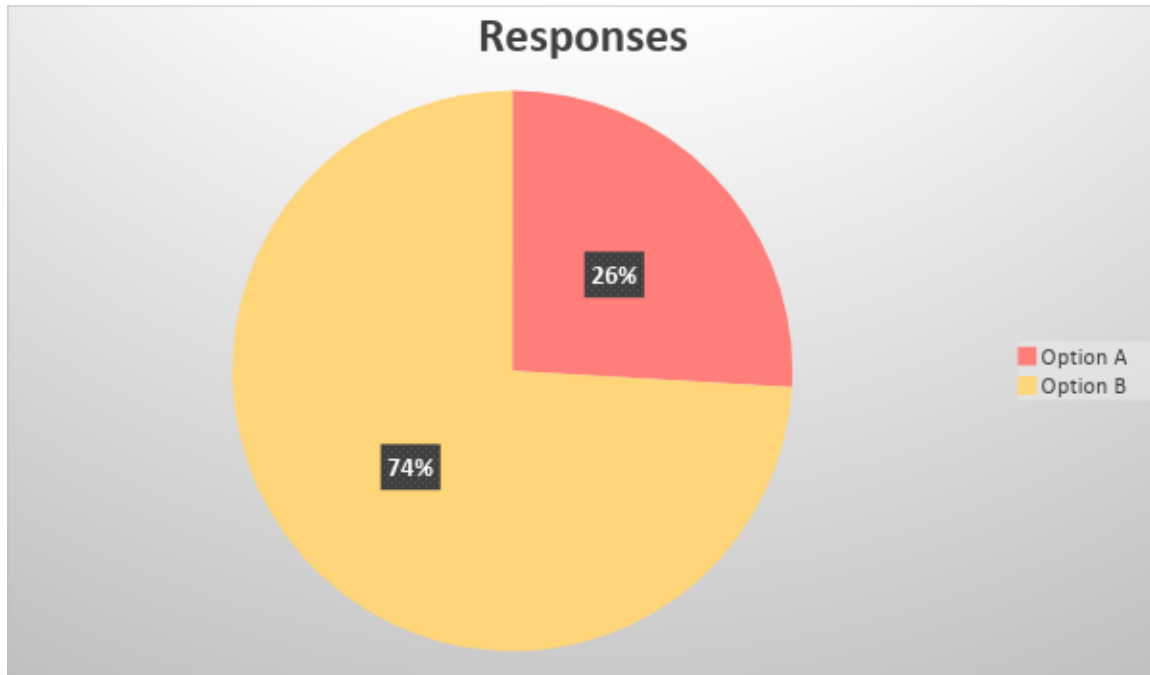
**What is the best title for Student Population?**

- A) Student Population
- B) About Our Students



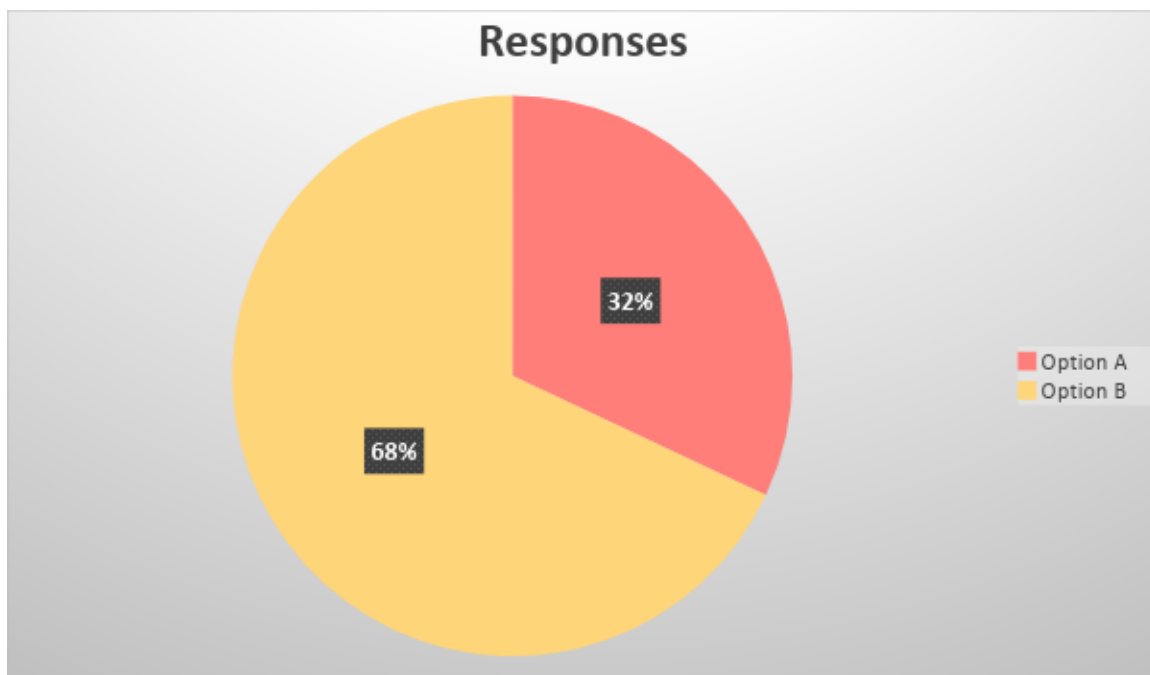
**What is the best description for Total Student Enrollment?**

- A) Provides information on the total number of students attending the school and gives details about the student body such as race/ethnicity, percentage of students with disabilities, percentage of economically disadvantaged students, and percentage of English Learners.
- B) Provides information about the total number of students enrolled in a school. Also includes details on the diversity of the student body (percentage of students by race/ethnicity, students in special education, economically disadvantaged students, and English learners).



**What is the best description for Preschool Enrollment?**

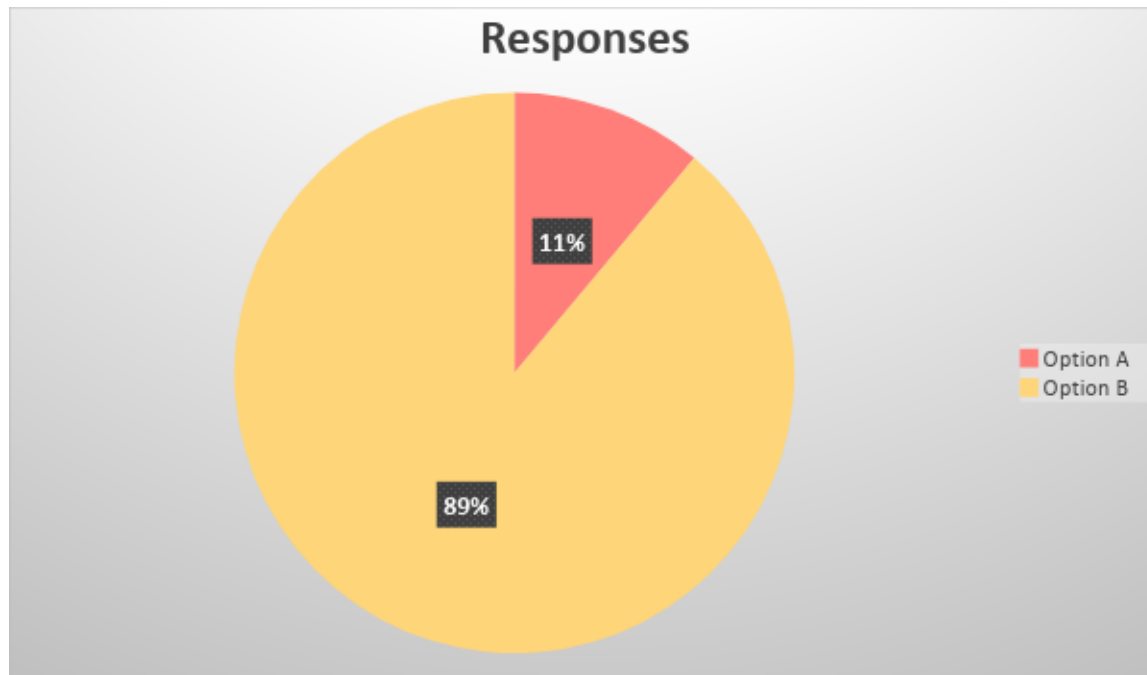
- A) Total number of pre-Kindergarten students enrolled in the school.
- B) Total number of Pre-Kindergarten students attending the school.





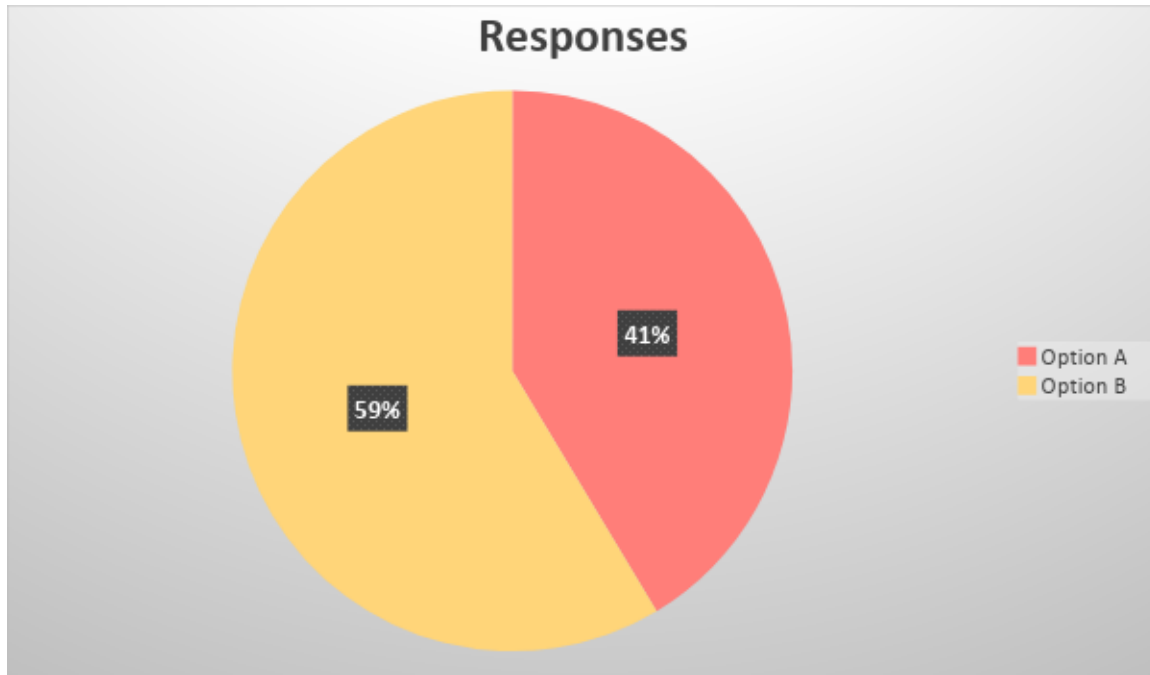
**What is the best title for School Programs and Activities?**

- A) School Offerings
- B) School Programs and Activities



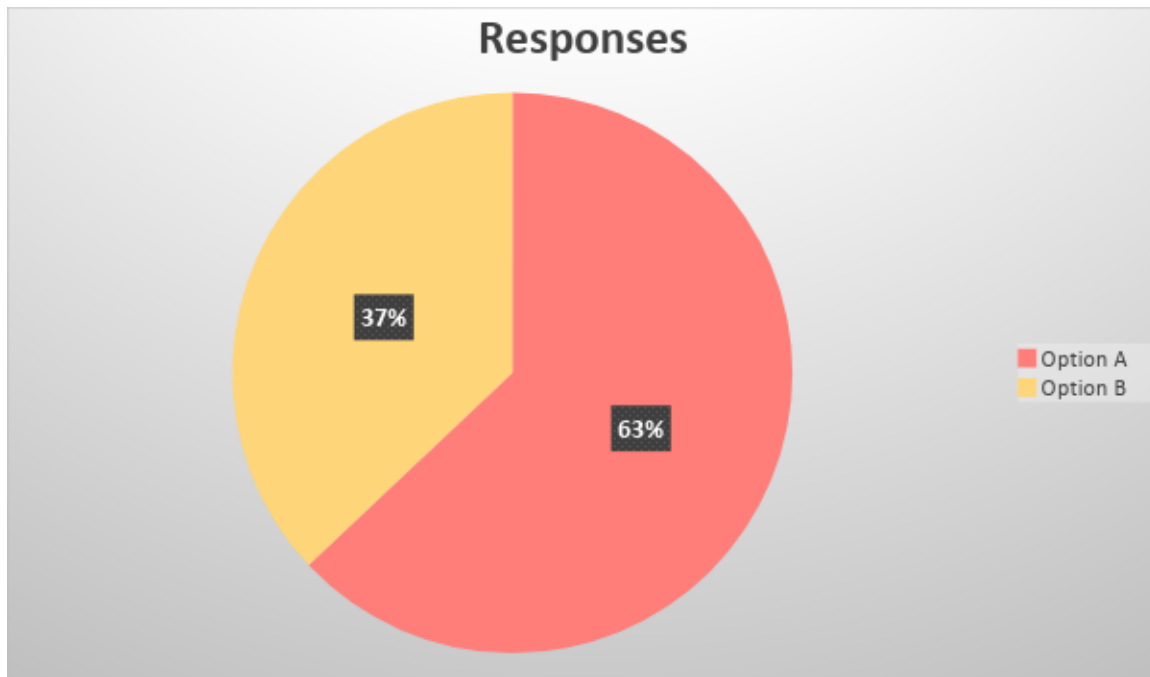
**What is the best description for School Programs and Activities?**

- A) Lists special programs that the school offers. Examples include: Advanced Placement, Arts Integration, Blended Learning, Career & Technical Education, Dual College Enrollment, Dual Language/ Immersion, Extended Day, Extended Year, International Baccalaureate (IB), JROTC, Montessori, Online Learning, Single Gender Campus, STEM Focus, and Intercollegiate Sports.
- B) Lists special programs that the school offers both in and out of school. Examples include: Advanced Placement, Arts Integration, Blended Learning, Career & Technical Education, Dual College Enrollment, Dual Language/ Immersion, Extended Day, Extended Year, International Baccalaureate (IB), JROTC, Montessori, Online Learning, Single Gender Campus, STEM Focus, and Intercollegiate Sports.



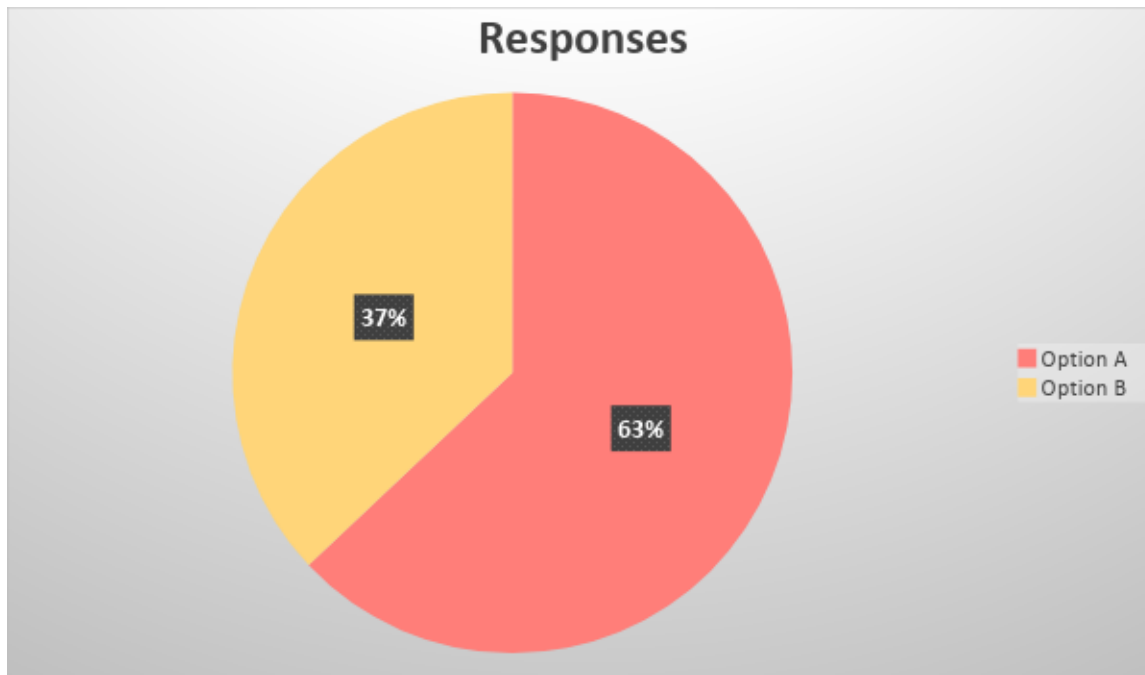
**What is the best title for Extracurricular Activities?**

- A) Extracurricular Activities
- B) Activities Outside of the Classroom



**What is the best description for Extracurricular Activities?**

- A) Provides information on activities such as sports, clubs, and other activities that are available to students in addition to required classes.
- B) Lists activities and opportunities provided to students outside of the classroom. Examples include competitive and intermural sports and clubs.

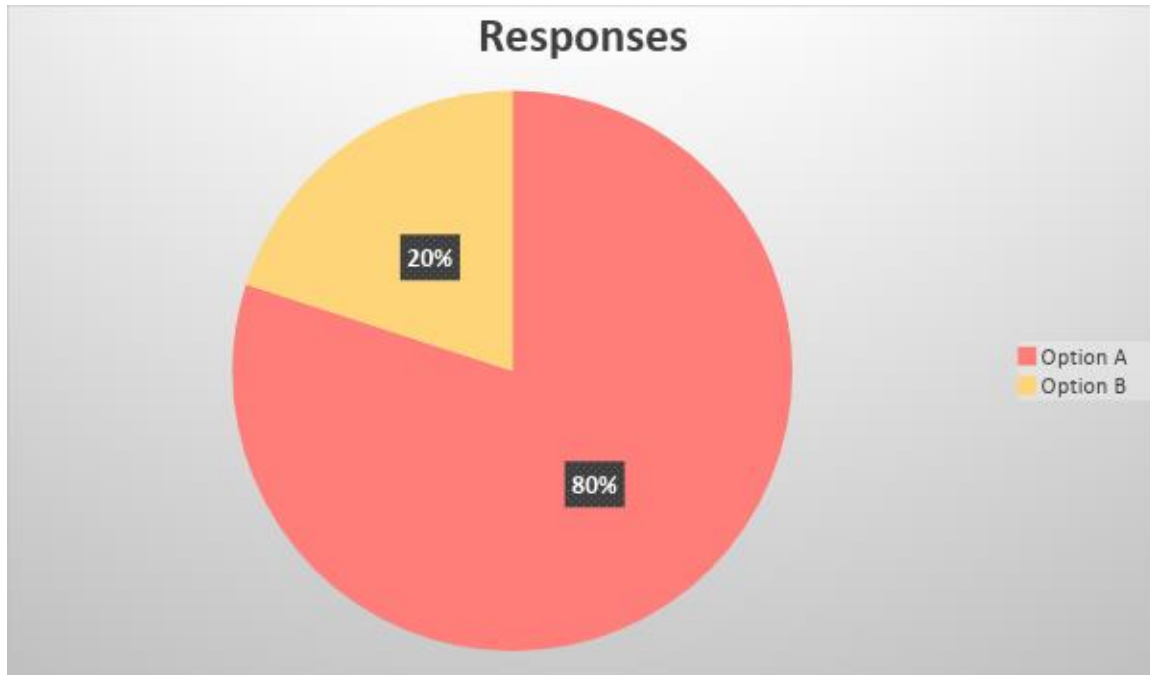


**Academic Performance Results:**

*11 people participated in discussion groups on the Academic Performance page*

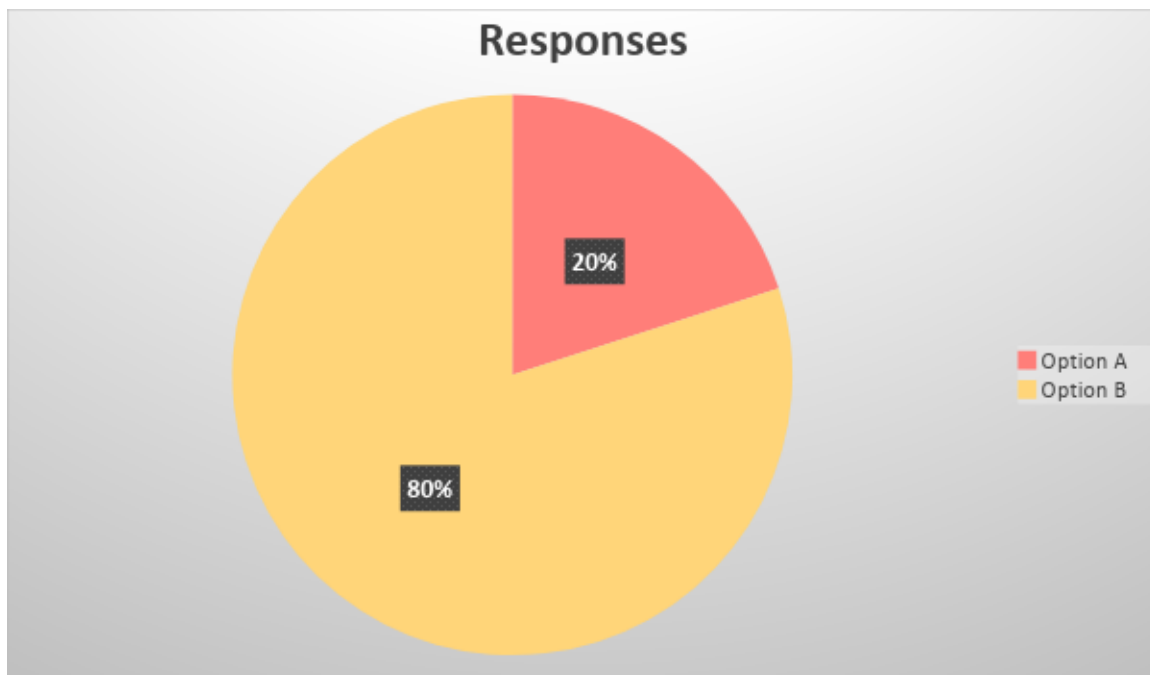
**What is the best description for the Academic Performance Summary page?**

- A) This page includes overall academic information for all students in the school.
- B) This page provides an overview of student academic performance in the school.



**What is the best title for Academic Achievement?**

- A) Student Performance on Standardized Tests
- B) Student Achievement on Standardized Assessments (PARCC or MSAA)

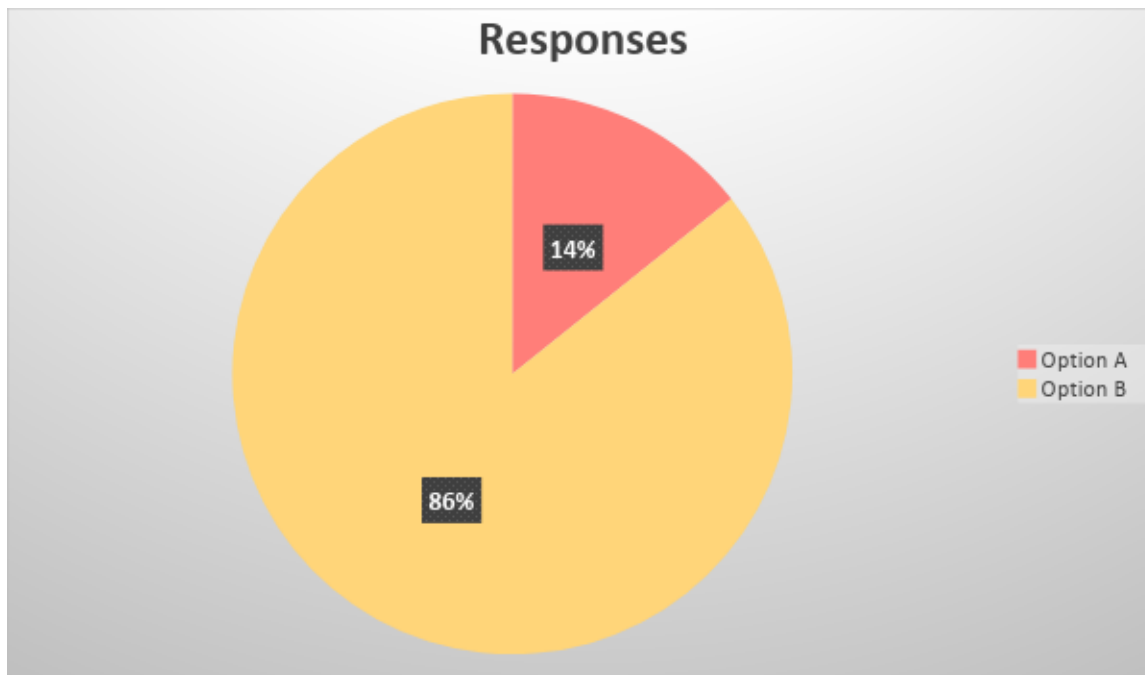


### What is the best description for Academic Achievement?

- A) This page shows how students performed on the Partnership for the Assessment of Readiness for College & Careers (PARCC) and the Multi-State Alternate Assessment (MSAA). This includes performance by level (1-5) for each assessment and how student scores at the school compare to average scores in the District of Columbia.
- B) This page shows the percentage of students at each performance level of the Partnership for the Assessment of Readiness for College & Careers (PARCC) and the Multi-State Alternate Assessment (MSAA):

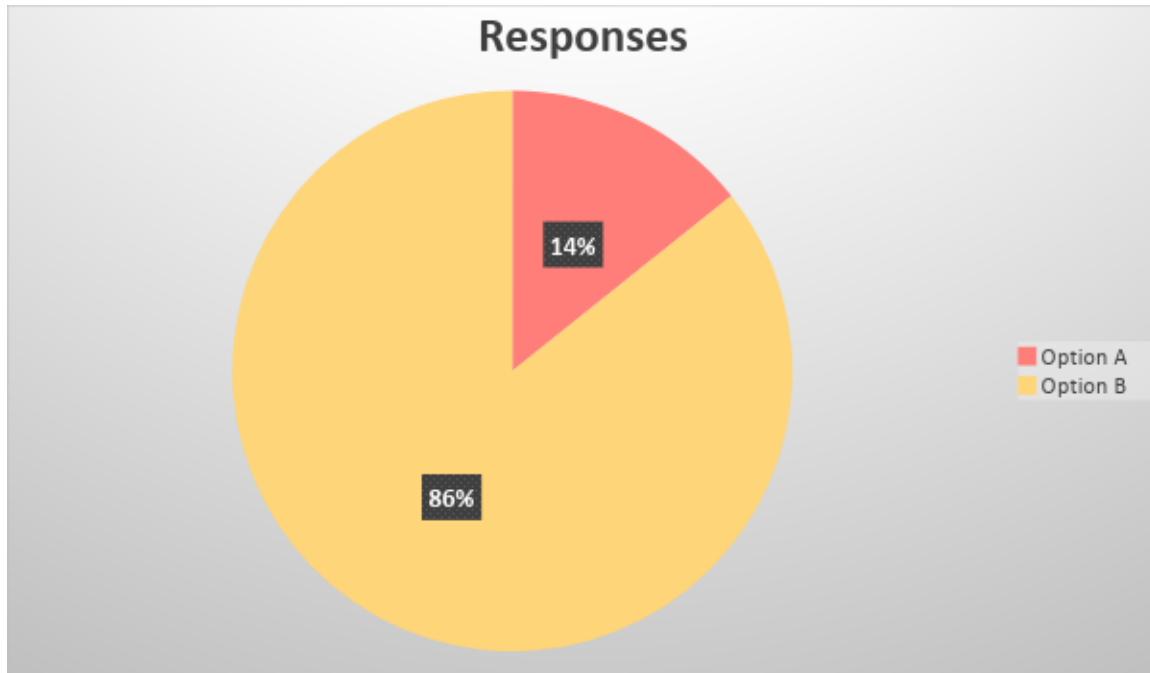
- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

The performance levels describe student performance on grade-level content standards. This page also compares school performance with the average schools across the District of Columbia.



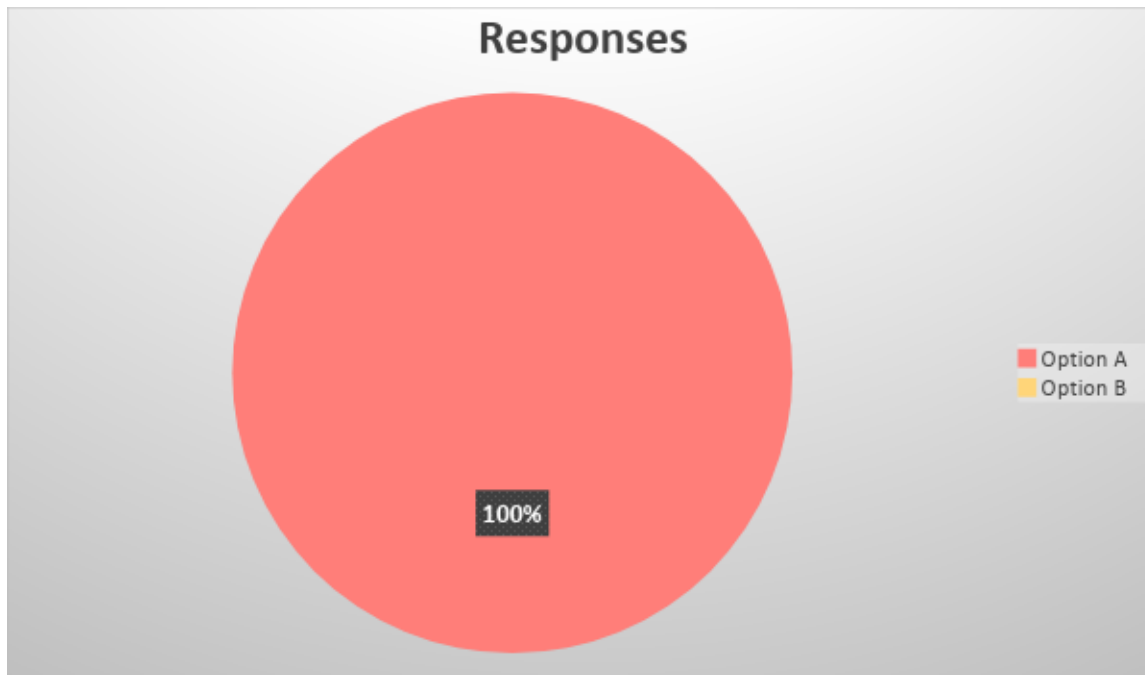
**What is the best description for PARCC/MSAA English Language Arts (ELA) Level 4 or 5?**

- A) Percentage of students at levels 4 or 5 on the ELA PARCC/MSAA test
- B) Percentage of students meeting or exceeding expectations on ELA standards (level 4 or level 5)



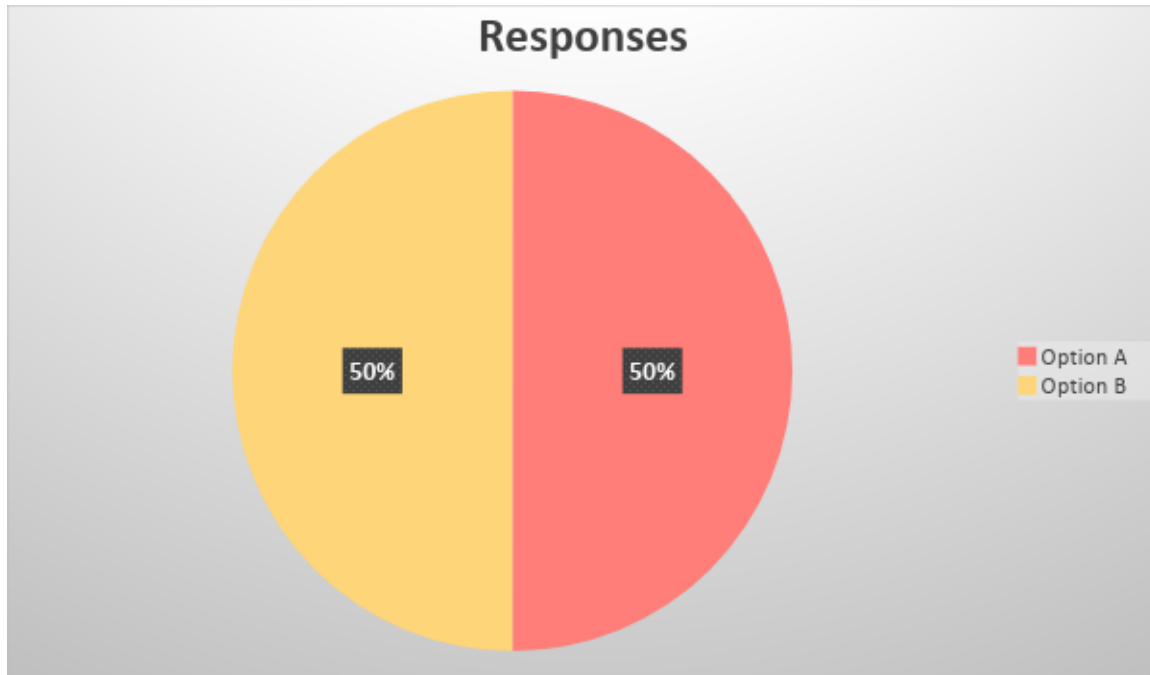
**What is the best title for Student Growth?**

- A) Student Growth
- B) Academic Progress



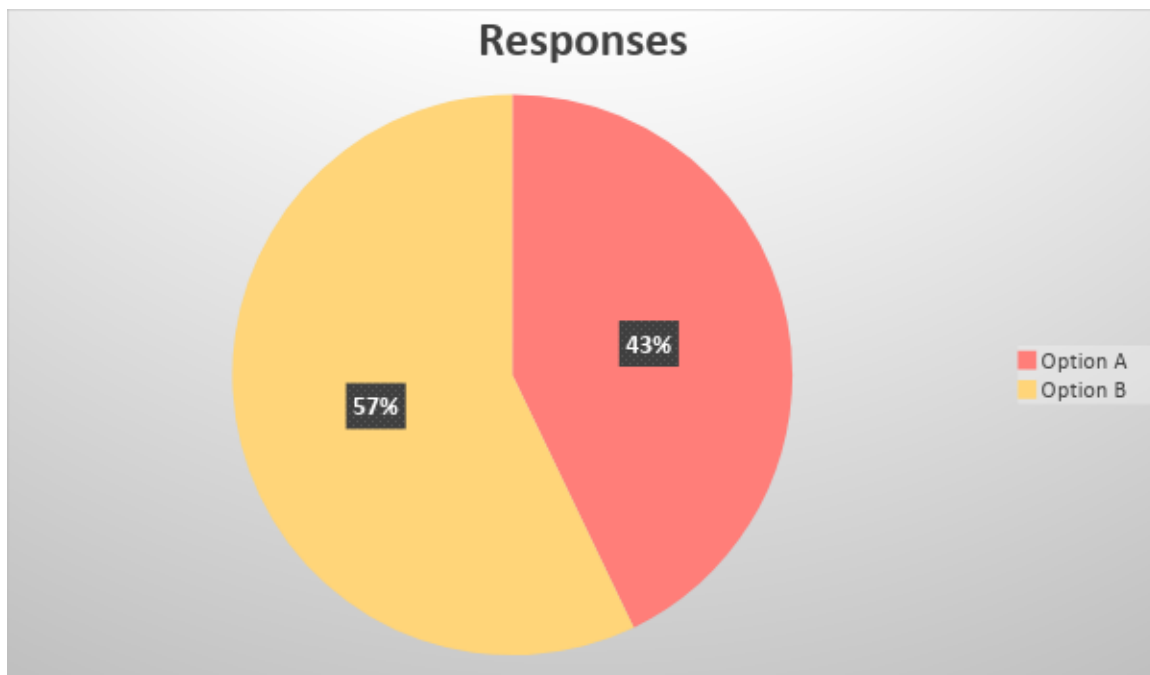
**What is the best description for Student Growth?**

- A) This page includes information about student growth on the Partnership for the Assessment of Readiness for College & Careers (PARCC) and Multi-State Alternate Assessment (MSAA). It includes two types of growth metrics - one that compares the average student at this school with his/her academic peers, and one that measures students growth across proficiency levels on average.
- B) This page includes information about student growth on the Partnership for the Assessment of Readiness for College & Careers (PARCC) and Multi-State Alternate Assessment (MSAA). It includes two types of growth metrics - one that compares student growth with students who scored similarly to them in the last year, and measures average student growth across proficiency levels.



**What is the best description for ELA Growth Percentile?**

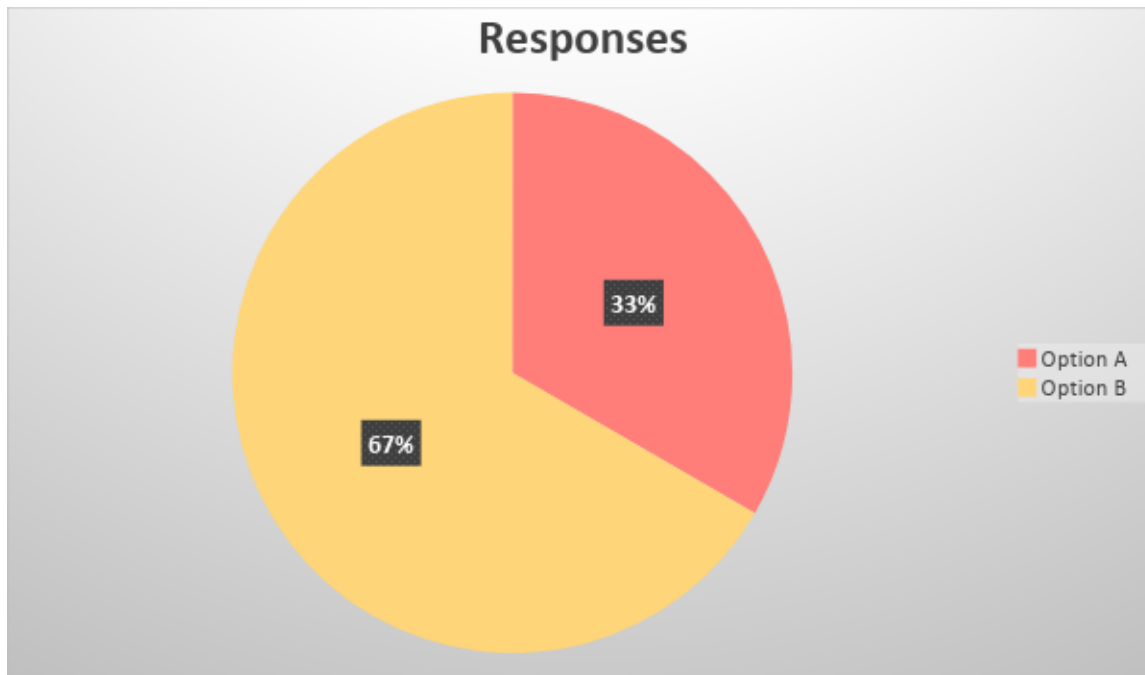
- A) Represents a student's growth on the PARCC assessment from the previous year, compared to students with similar scores last year
- B) Shows a student's growth on the PARCC assessment compared to students who had similar scores in the last year





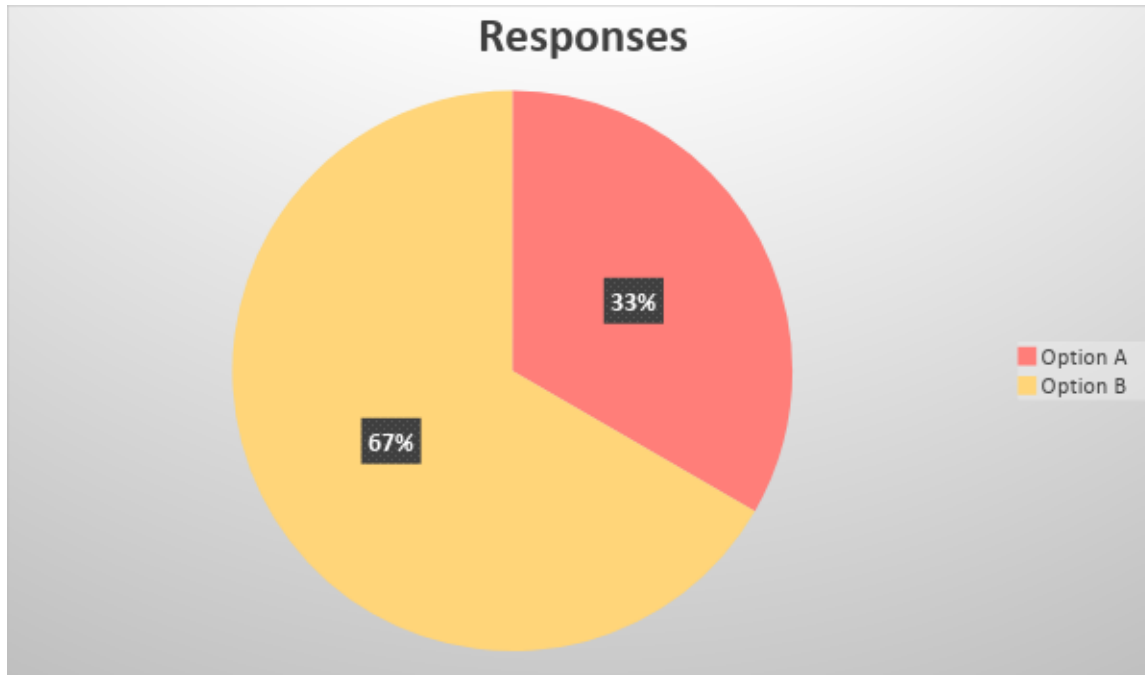
**What is the best title for ELA Growth to Proficiency?**

- A) ELA Growth to Proficiency
- B) On-track to ELA Proficiency



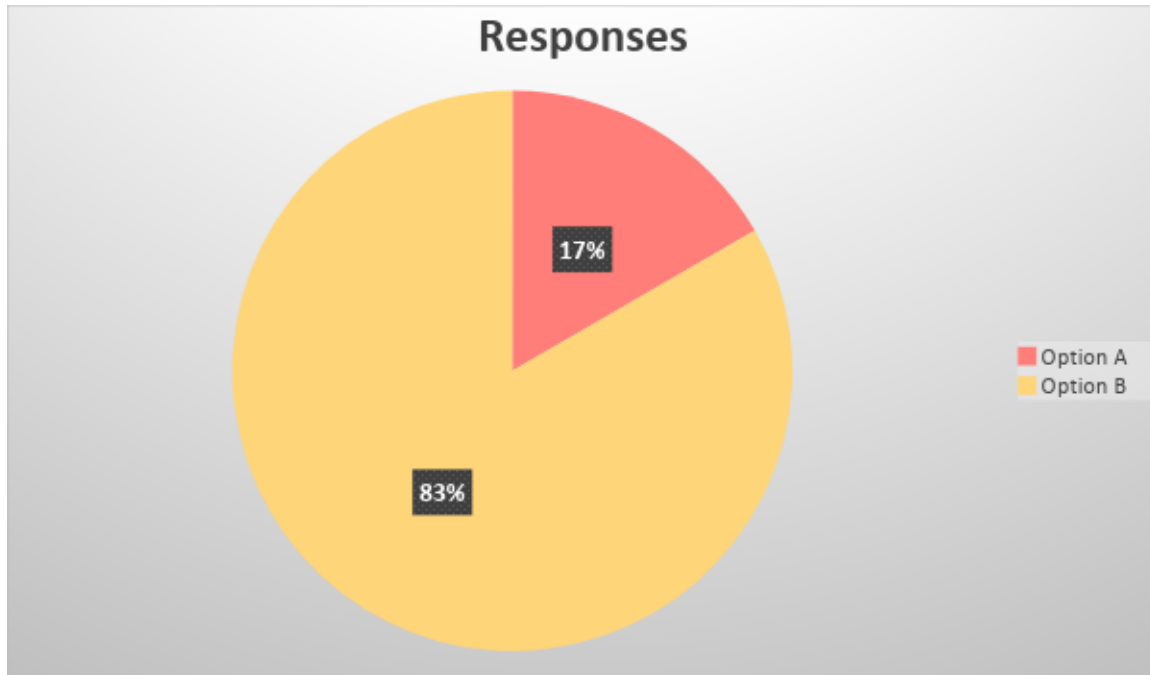
**What is the best description for ELA Growth to Proficiency?**

- A) Percentage of students who show growth in their PARCC scores between one year and the next at a rate that would allow them to reach a level 4 on PARCC within 5 years
- B) Percentage of students who show enough growth on their PARCC score (from one school year to the next) that if they continued at that rate of growth, they would reach a level 4 on PARCC within 5 years



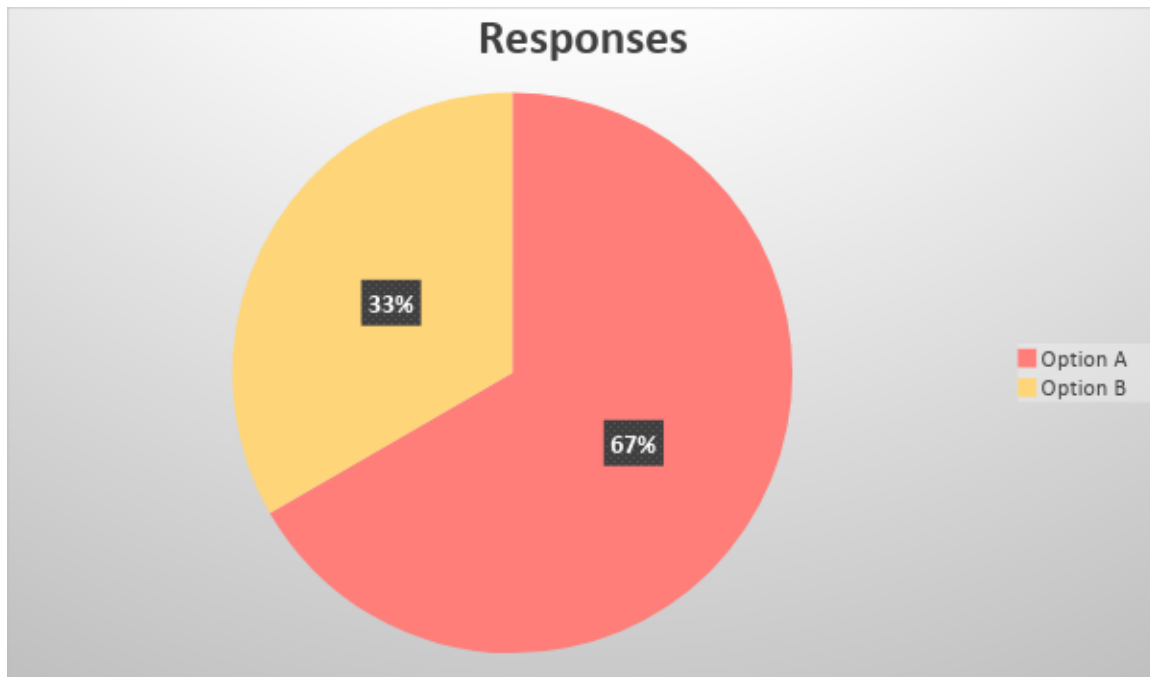
**What is the best description for Graduation Rates?**

- A) This page shows high school graduation rates. This includes the percentage of the 9th grade class that graduates within 4 years. It also shows how many students graduate with a regular diploma, regardless of the number years it takes them, divided by the number of students in the 4-year graduation group.
- B) This page includes two high school graduation measures: 1) The percentage of students who graduate in 4 years 2) The percentage of students who graduate, regardless of the time it takes them.



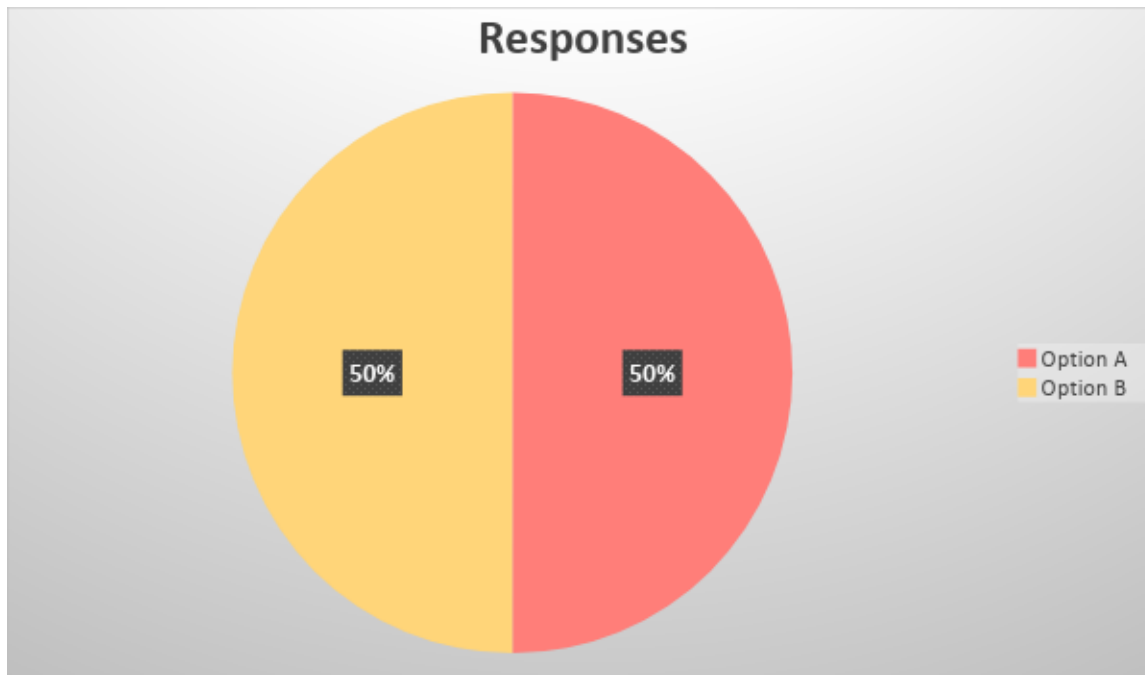
**What is the best description for 4-Year Graduation Rate?**

- A) Percentage of a 9th grade class that graduates within 4 years
- B) The Adjusted Cohort Rate (ACGR) or percentage of the 9th grade class that graduates in 4 years.



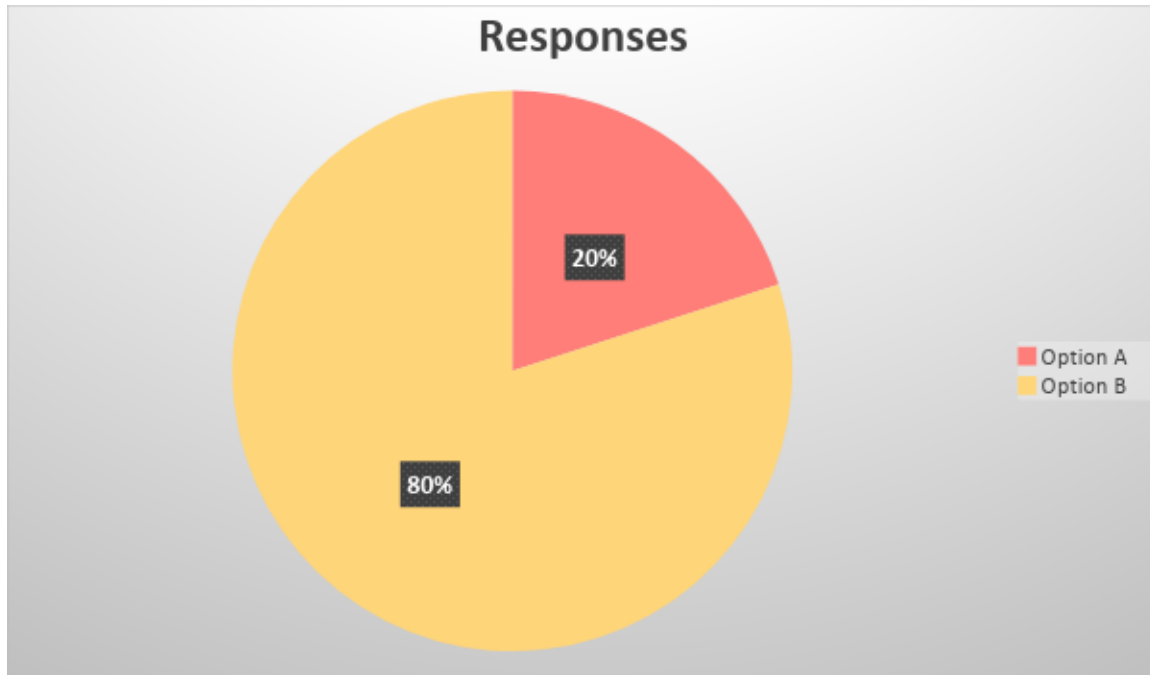
**What is the best title for Alternate Graduation Rate?**

- A) Alternate Graduation Rate
- B) Extended Graduation Rate



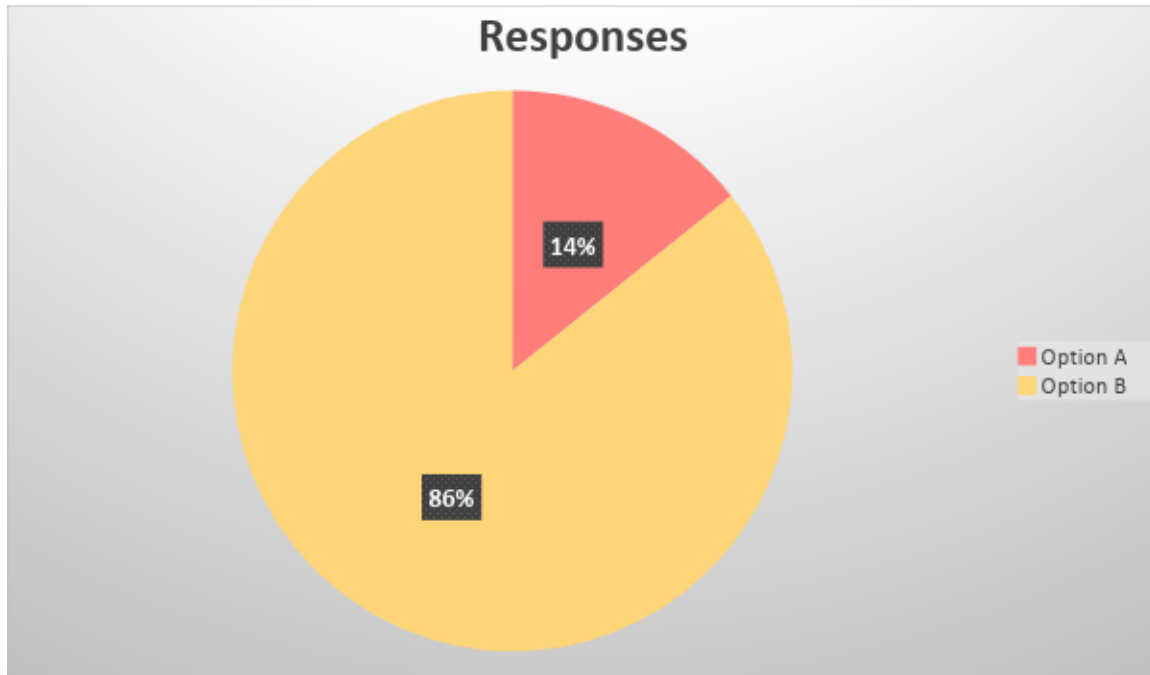
**What is the best description for Alternate Graduation Rate?**

- A) The number of students that graduate with a diploma (regardless of the number of years it takes them) divided by the number students that graduate in four years.
- B) The total number of students that graduate with a diploma divided by the number students that graduate in four years.



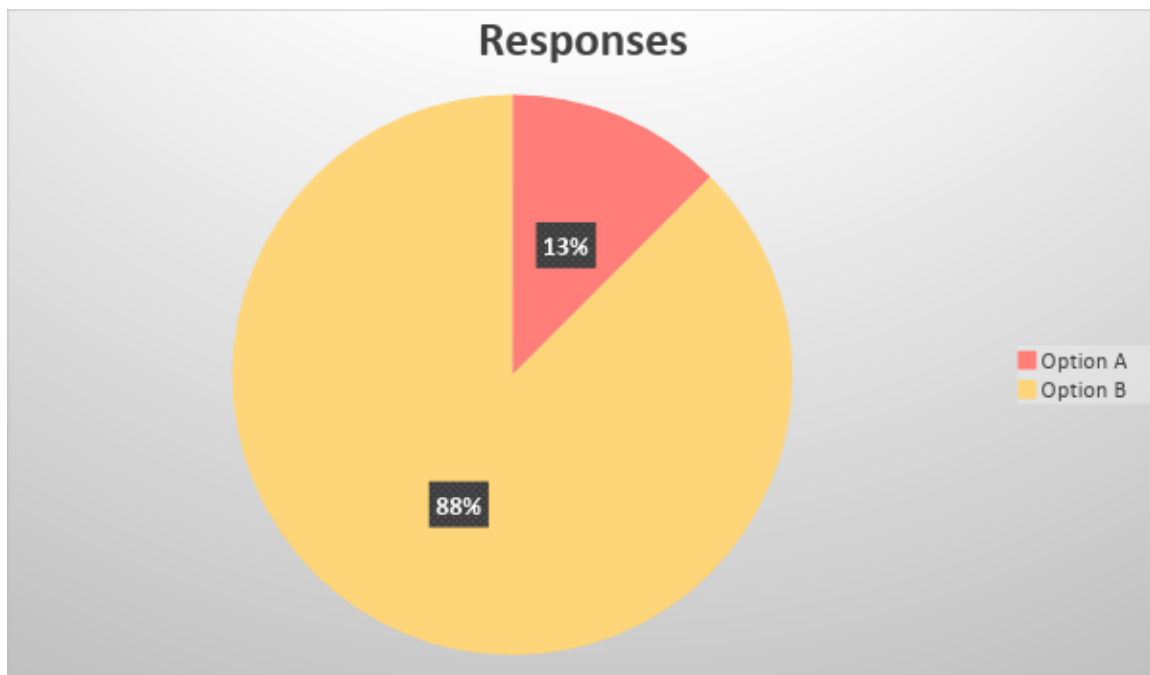
**What is the best description for College and Career Readiness?**

- A) This page includes information about how students at this school are accessing and performing on college and career readiness markers, including Advanced Placement (AP) and International Baccalaureate (IB) exams, and the SAT exam.
- B) This page includes information on how many students take, and how they perform, on college and career readiness exams such as Advanced Placement (AP) and International Baccalaureate (IB) exams, and the SAT exam.



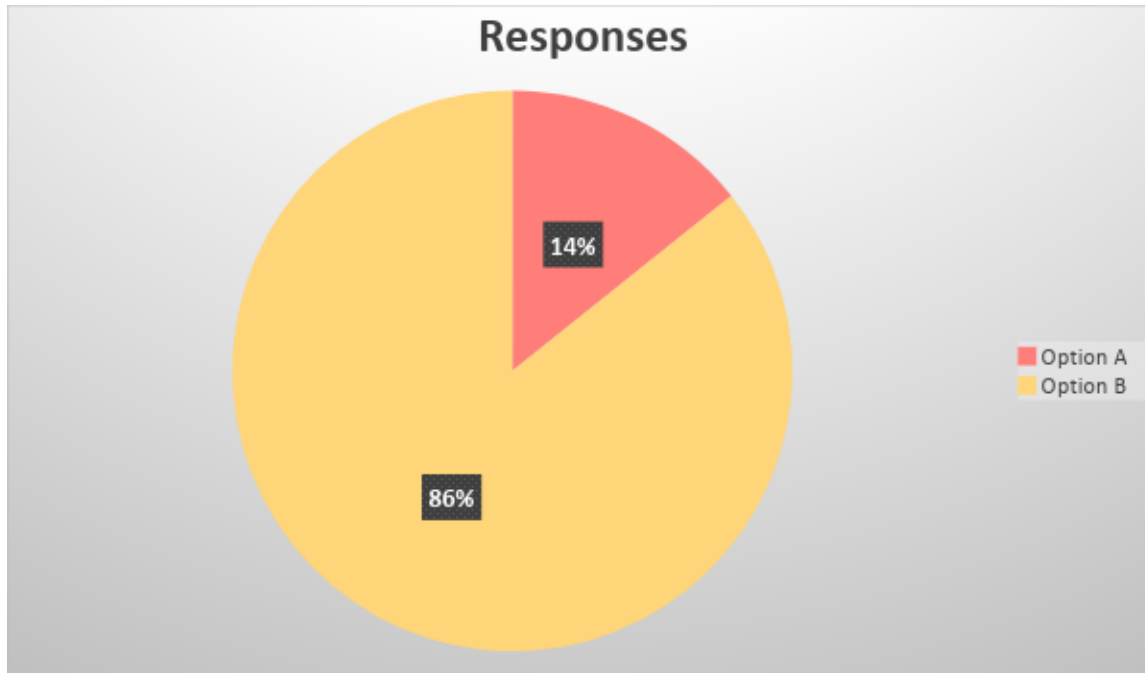
**What is the best description for SAT College Ready Benchmark?**

- A) Percentage of students meeting or exceeding the “college ready” benchmark on the SAT
- B) Percentage of students who meet or exceed the “college ready” benchmark on the SAT which set by the College Board



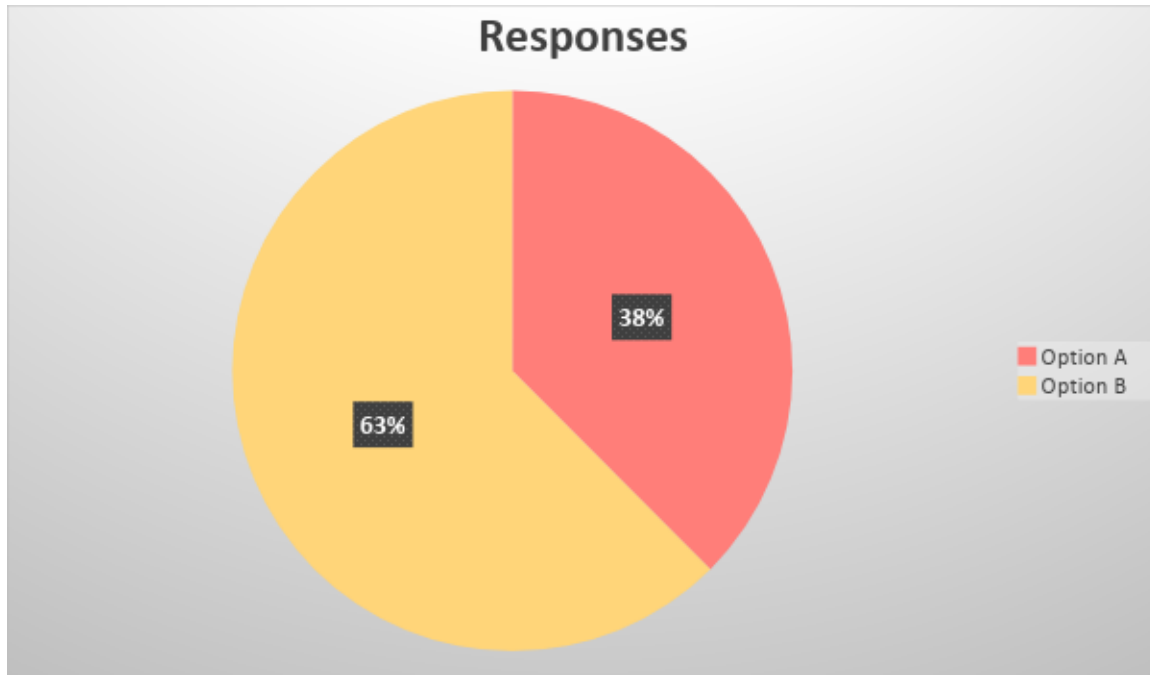
**What is the best title for SAT DC Percentile?**

- A) DC SAT Percentile
- B) DC SAT Benchmark



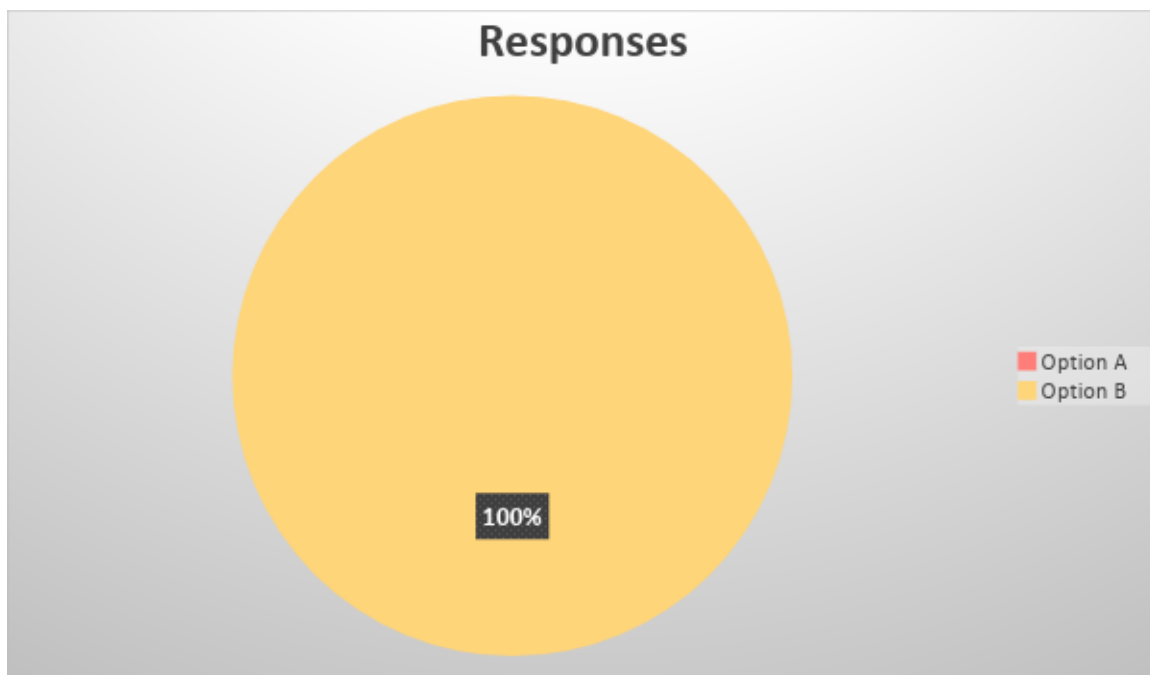
**What is the best description for SAT DC Percentile?**

- A) Percentage of students who score above the national average or 50th percentile on the SAT. This benchmark is determined by the District of Columbia.
- B) Percentage of students that score above the national average or 50th percentile on the SAT.



**What is the best title for AP/IB Participation?**

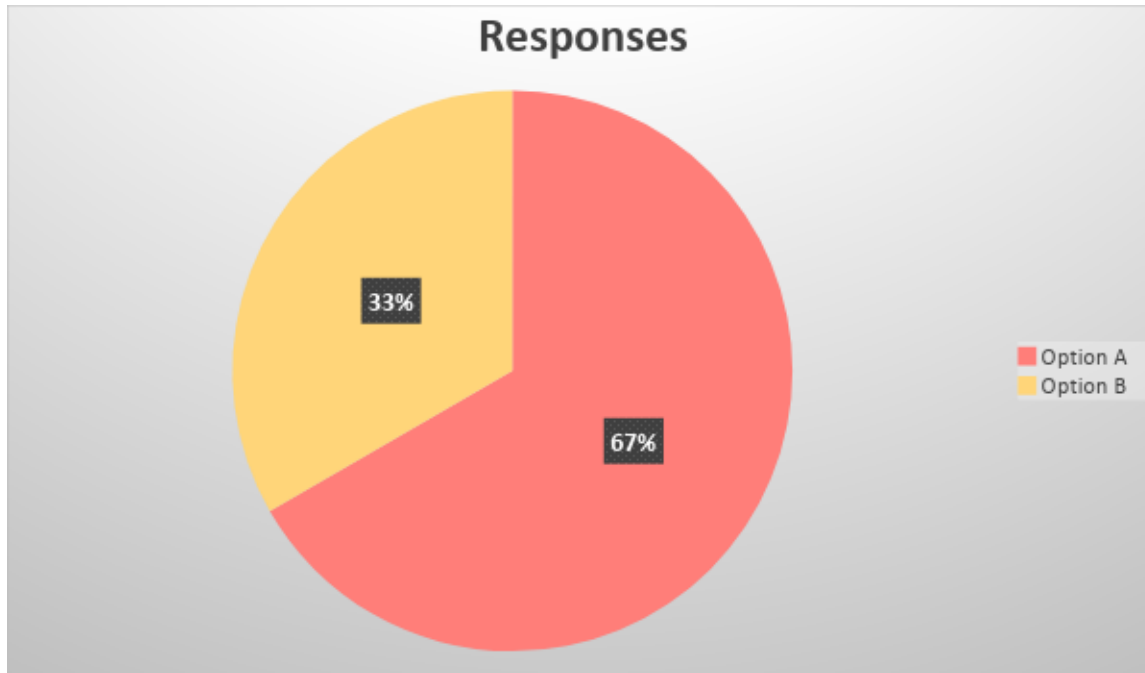
- A) Advanced Placement (AP)/International Baccalaureate (IB) Participation
- B) Advanced Placement (AP)/International Baccalaureate (IB) Exam Participation





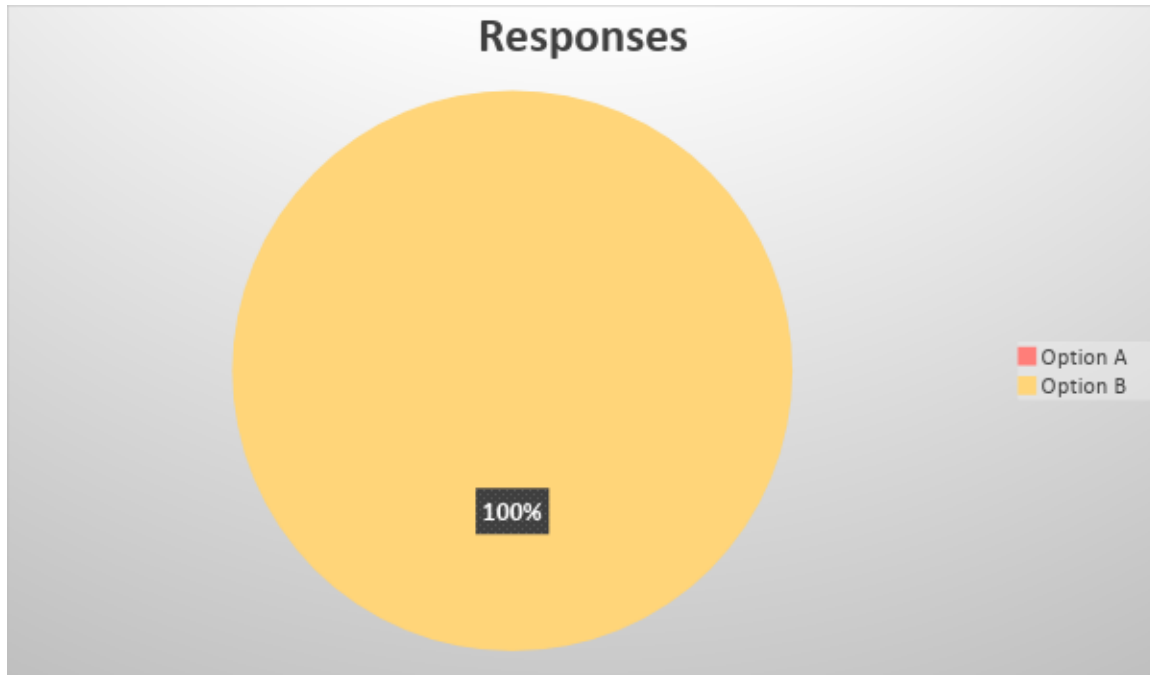
**What is the best description for AP/IB Participation?**

- A) Percentage of students taking at least one AP or IB exam
- B) Percentage of students that participate in at least one AP or IB exam



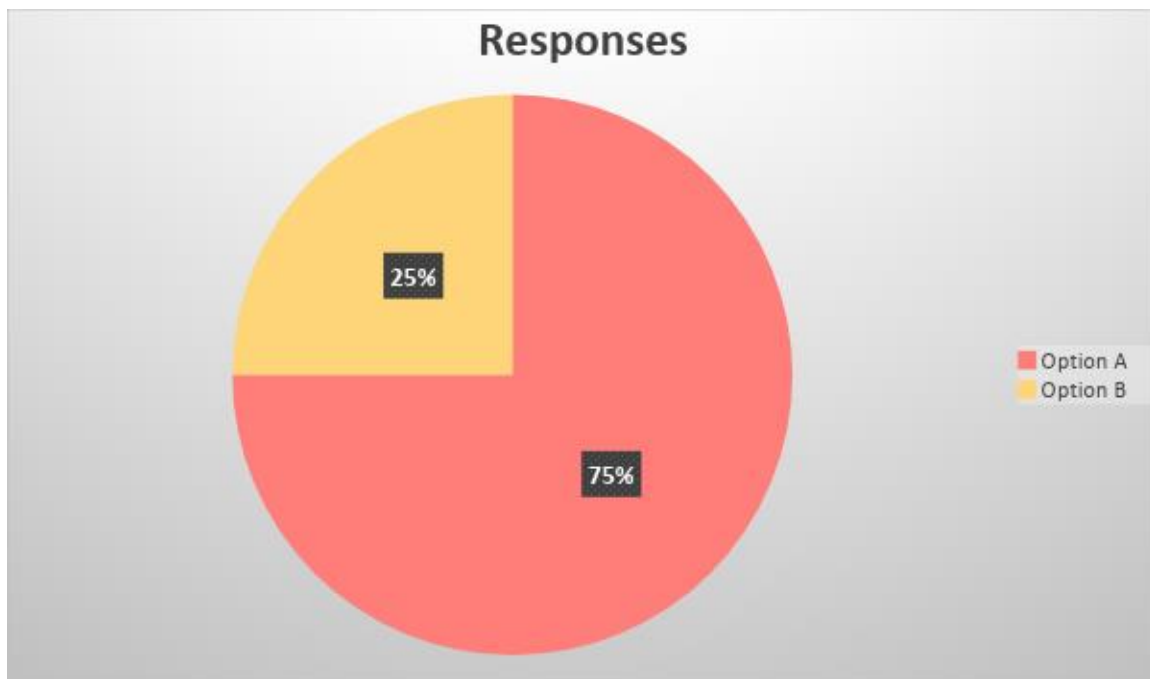
**What is the best title for AP/IB Performance?**

- A) Advanced Placement (AP)/International Baccalaureate (IB) Performance
- B) Advanced Placement (AP)/International Baccalaureate (IB) Exam Performance



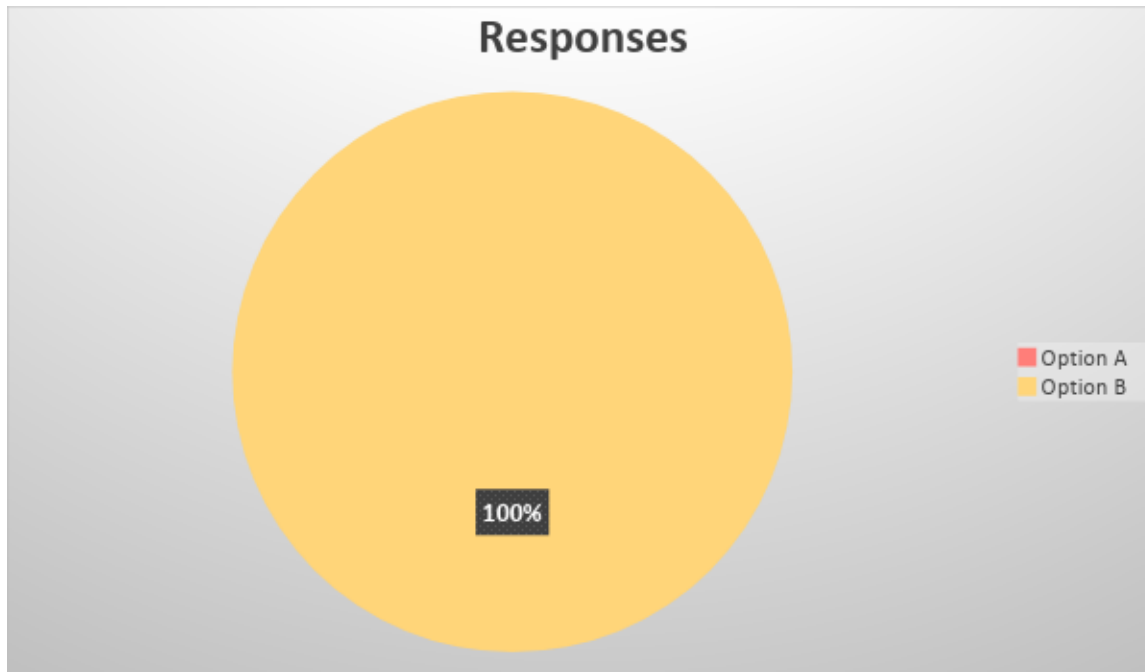
**What is the best description for AP/IB Performance?**

- A) Percentage of students scoring 3+ on at least one AP exam and/or 4+ on at least one IB exam.
- B) Percentage of students who score a 3 or above on at least one AP exam and/or a 4 or above on at least one IB exam.



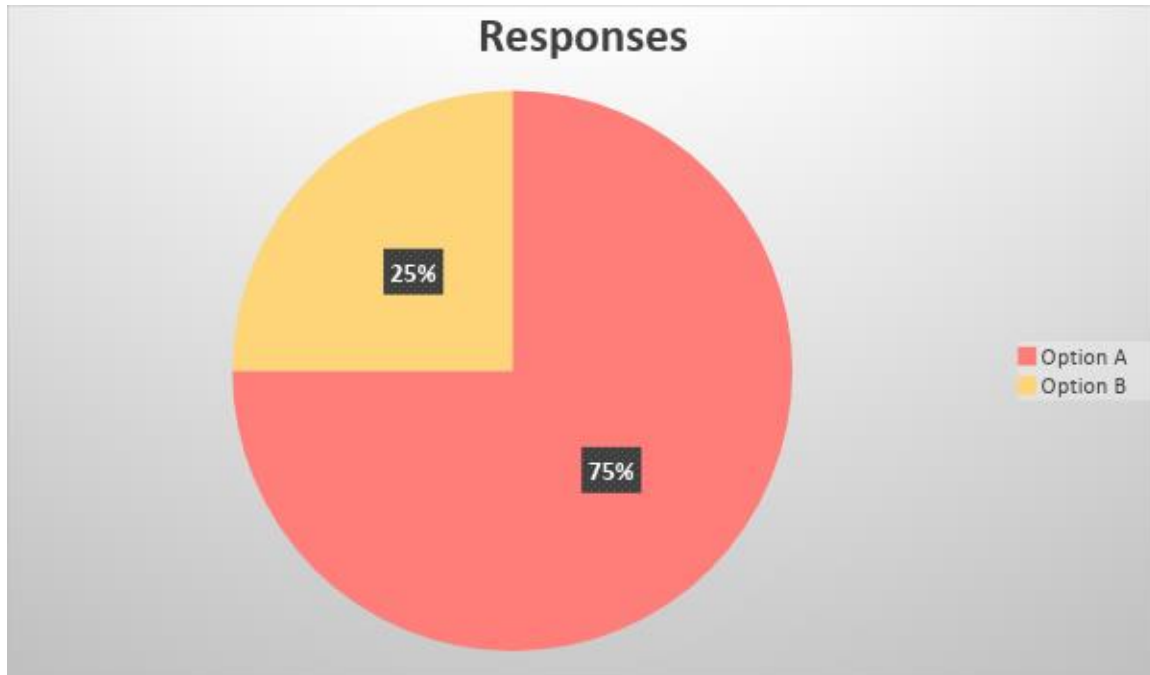
**What is the best description for English Language Proficiency?**

- A) This page includes information about how English learner students at the school are performing on the ACCESS for ELLs 2.0 assessment.
- B) This page shows the number and percentage of English language learners who achieve English language proficiency (measured by the ACCESS 2.0 test that assesses listening, speaking, reading, and writing skills), as well as English Language proficiency growth year over year.



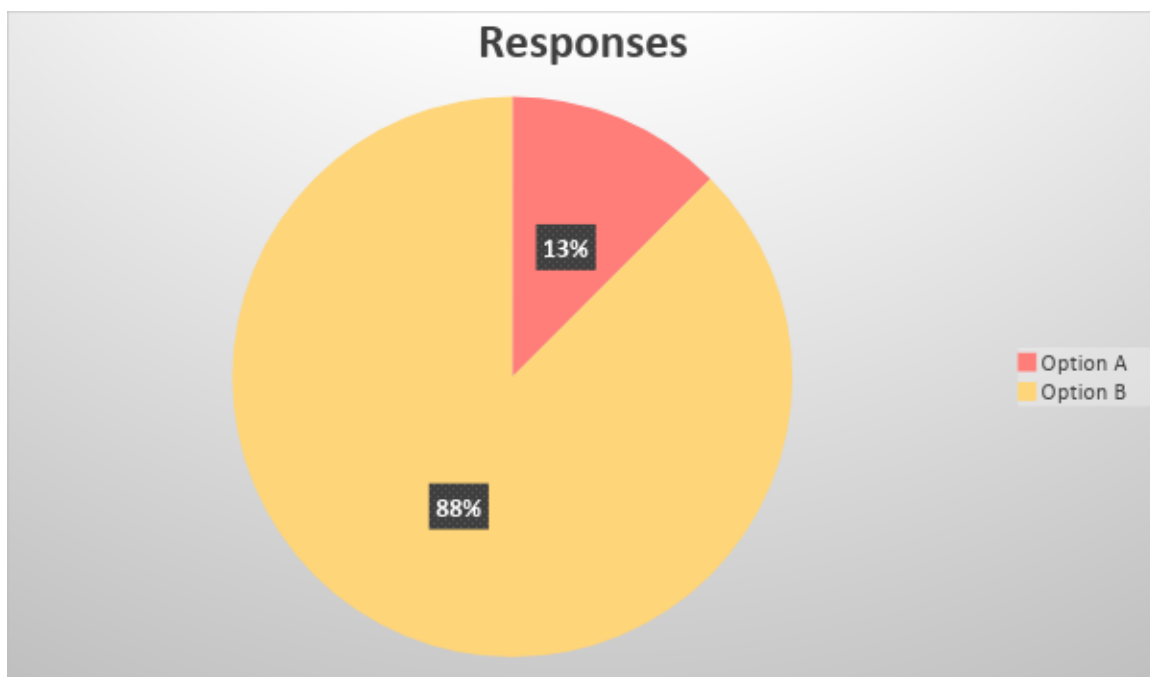
**What is the best title for English Language Proficiency?**

- A) English Language Proficiency (for English Learners)
- B) English Language Proficiency



**What is the best description for English Language Proficiency?**

- A) Number and percentage of English Learners achieving English language proficiency, measured by ACCESS 2.0 for ELLs
- B) Number and percentage of English Learners who achieve English language proficiency based on performance on the ACCESS 2.0 test

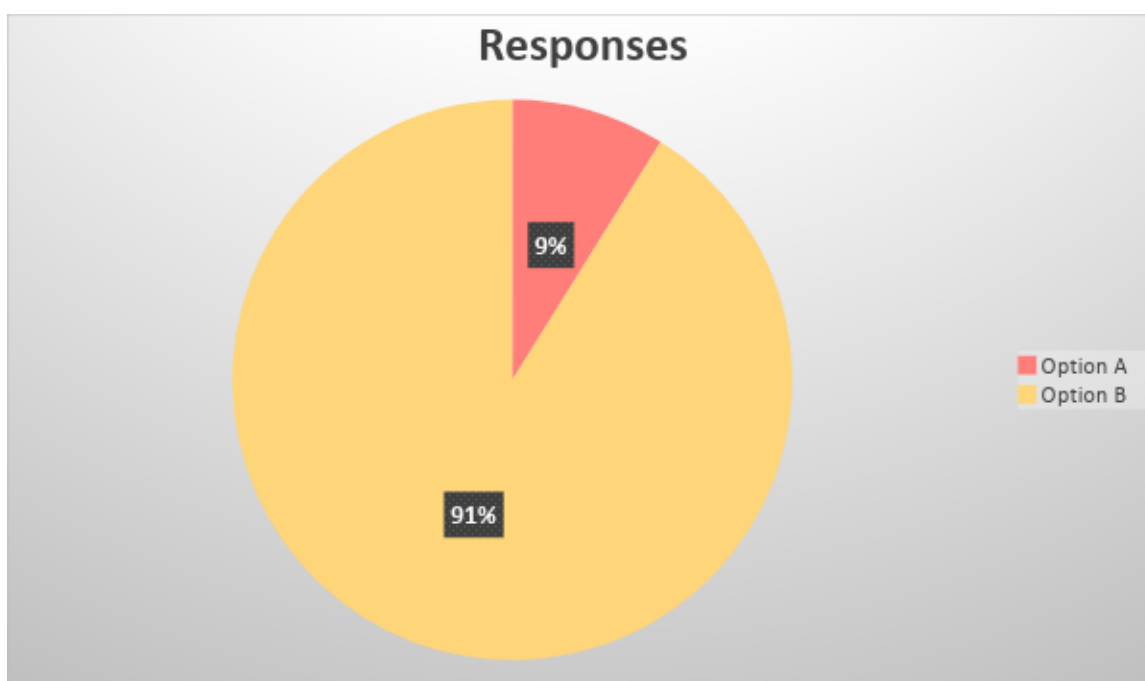


### **School Environment- A Results:**

*22 people participated in discussion groups on Version A of the School Environment page*

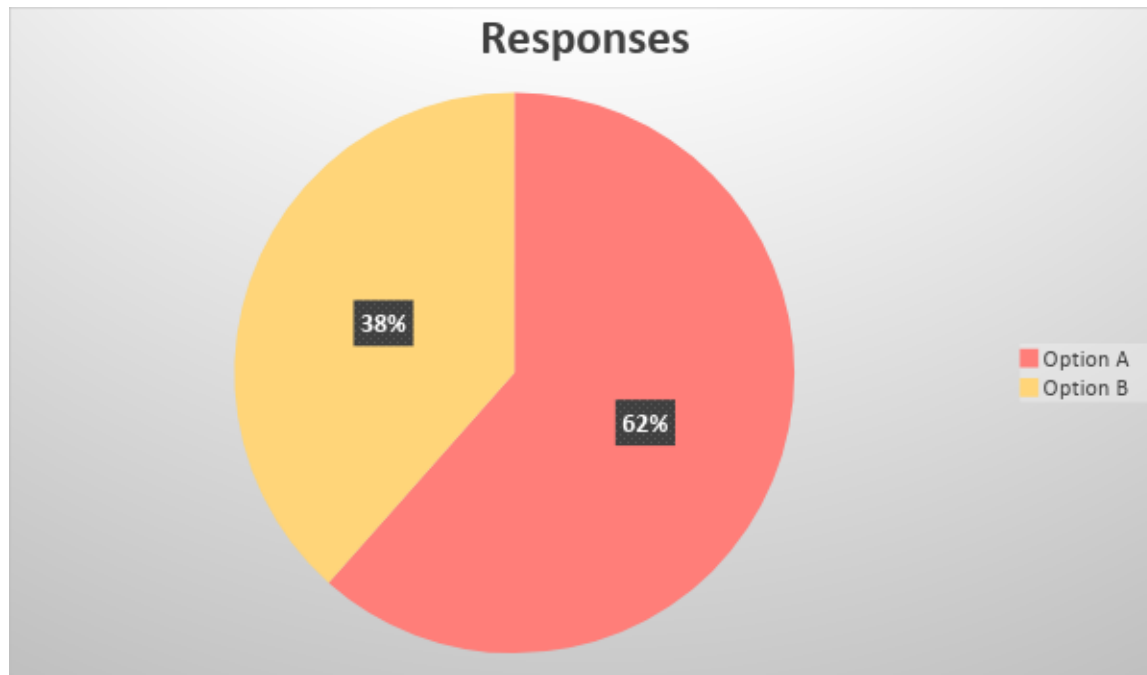
#### **What is the best description for the School Environment page?**

- A) This page includes information about multiple factors related to school climate and staffing at the school.
- B) This page provides information about the staff, school climate, and resources available at the school. This includes attendance rates, teacher experience and qualifications, health and clinical staff, and information on school finances, school safety and discipline, and other characteristics.



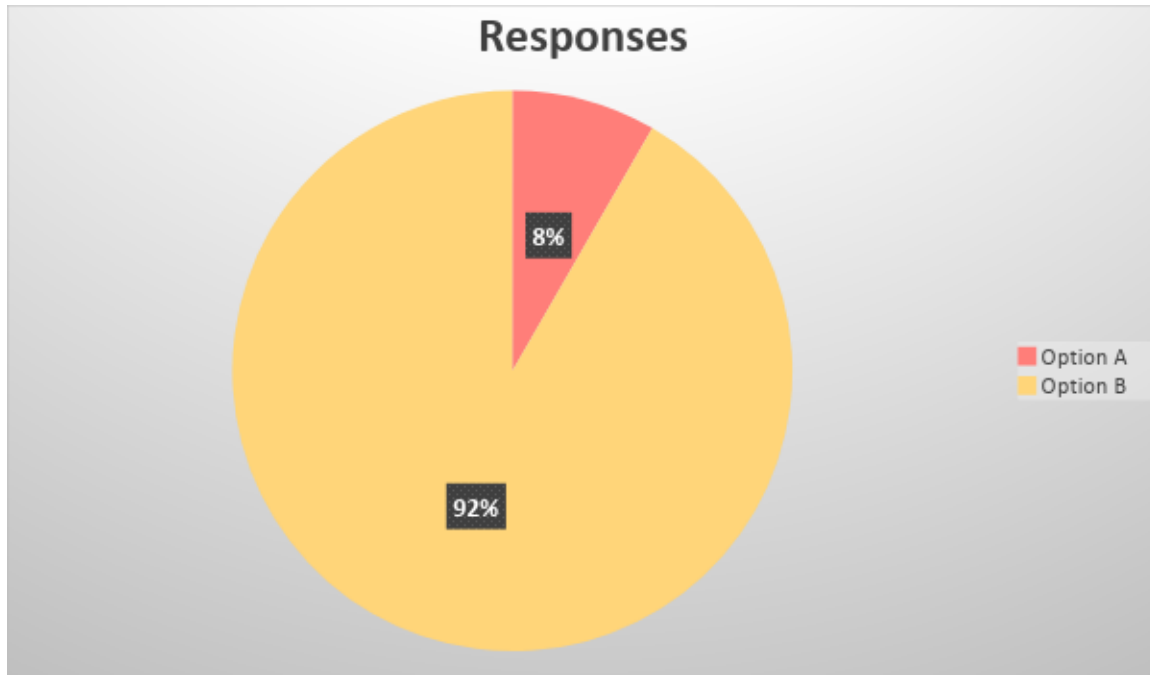
#### **What is the best description for Attendance?**

- A) This page includes information on student attendance, including average daily attendance, what percentage of students are not chronically absent and attend school 90% of the time or more, and attendance growth.
- B) This page provides details on attendance rates. This includes average daily attendance for all students (including pre-K students), the percentage of students attending school 90% or more of the time (or students who are NOT considered to be chronically absent), and attendance growth.



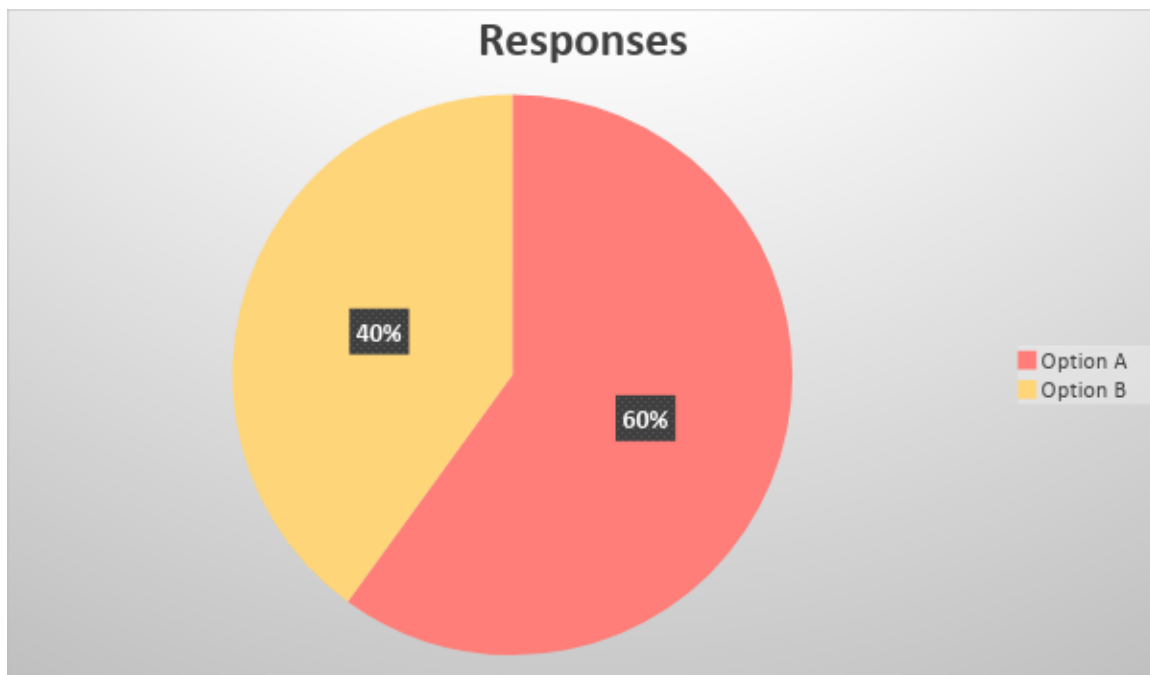
**What is the best title for 90% Attendance Rate?**

- A) 90% Attendance
- B) 90% Attendance Rate



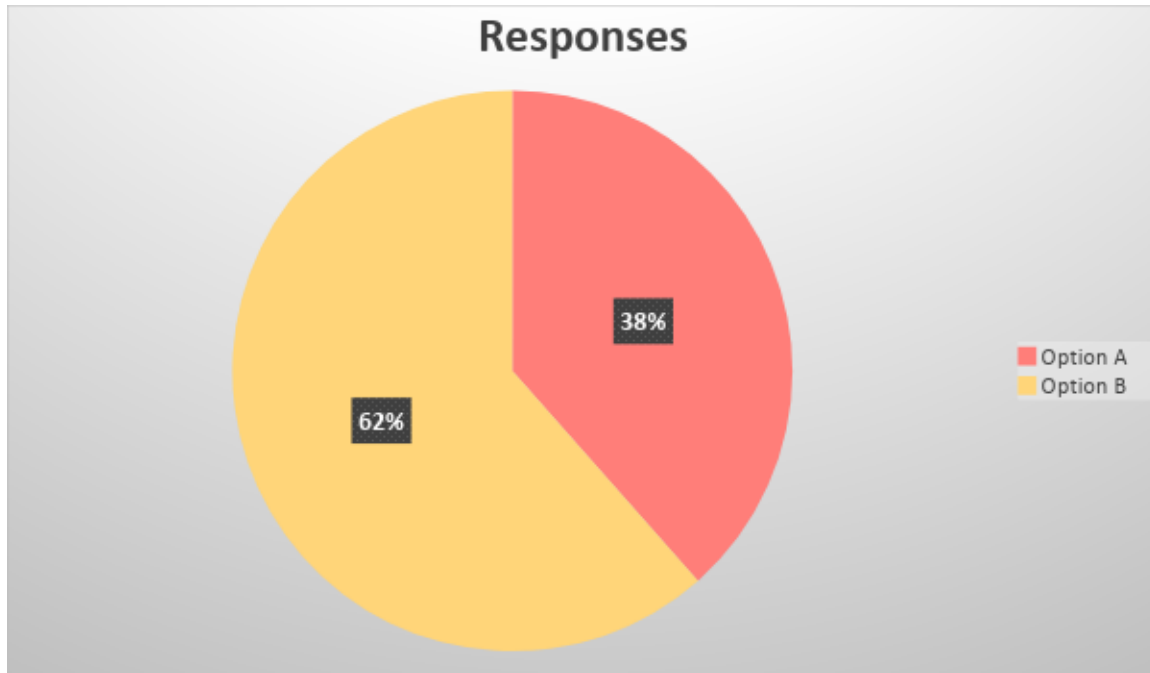
**What is the best description for 90% Attendance Rate?**

- A) Percentage of enrolled students who were present/in attendance for 90% or more of enrolled days.
- B) Percentage of students who attend school for 90% or more of the school year. This shows the percentage of students that are considered NOT chronically absent.



**What is the best title for 90% Attendance Growth?**

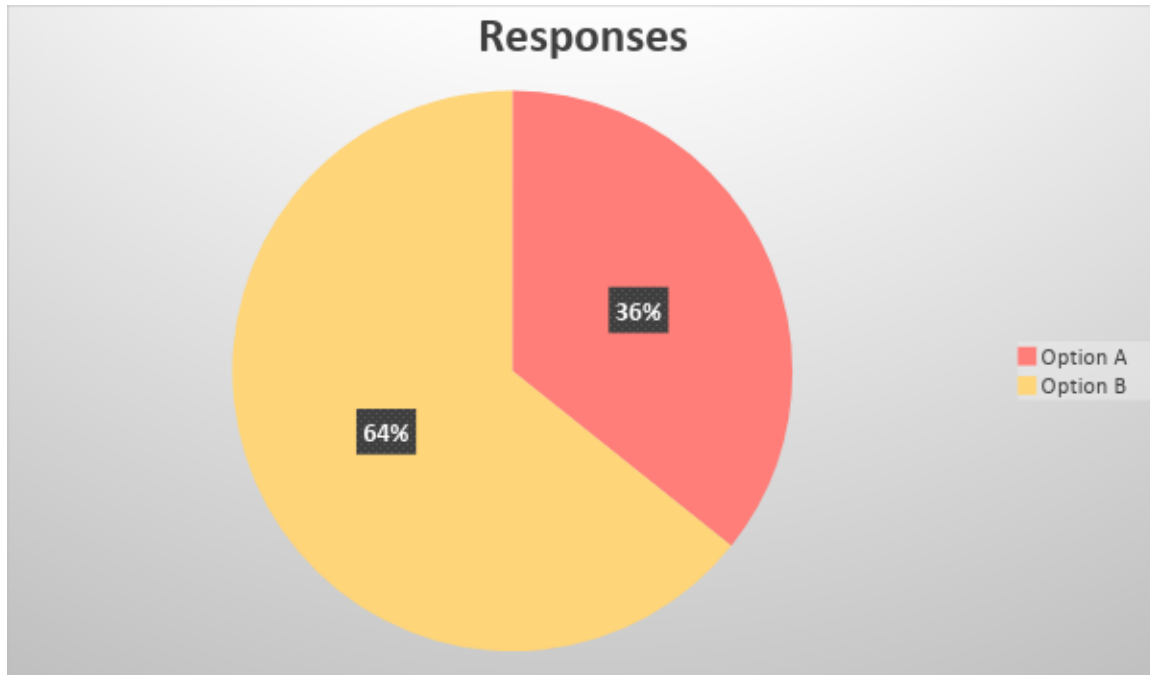
- A) Attendance Growth in 90%
- B) Attendance Growth



**What is the best description for 90% Attendance Growth?**

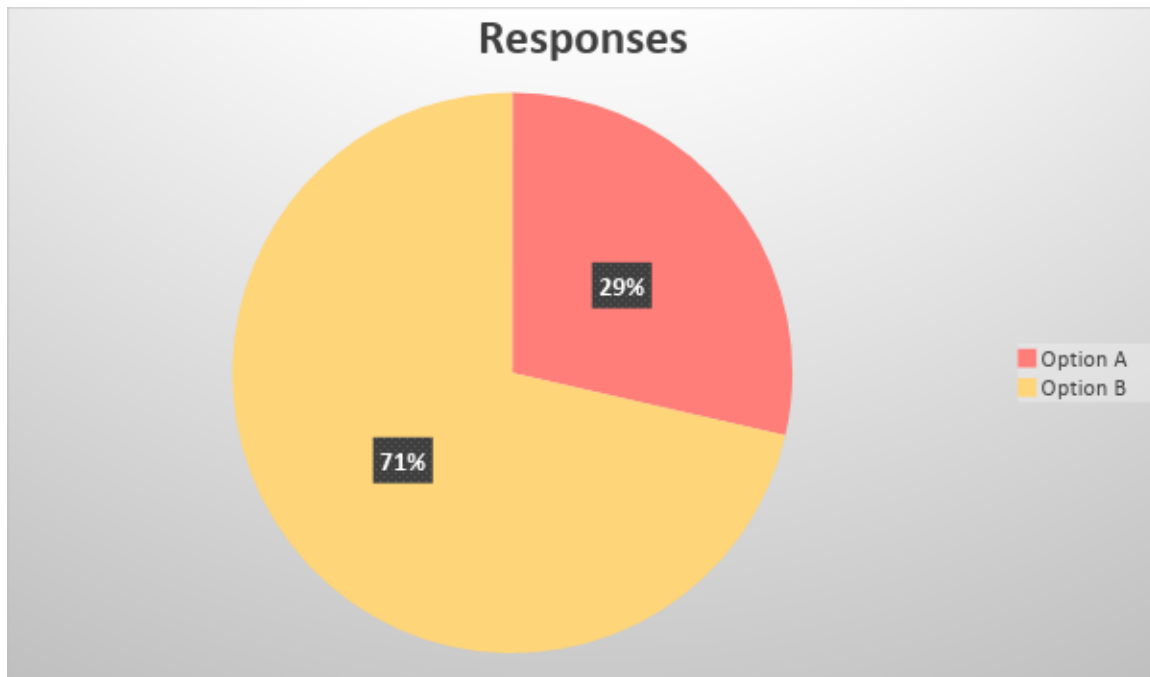
- A) Measures growth in student attendance rates from year to year compared to DC students in the same grade with a similar attendance rate the prior year.
- B) Measures growth in student attendance rates compared to DC students in the same grade with a similar attendance rate the year before.





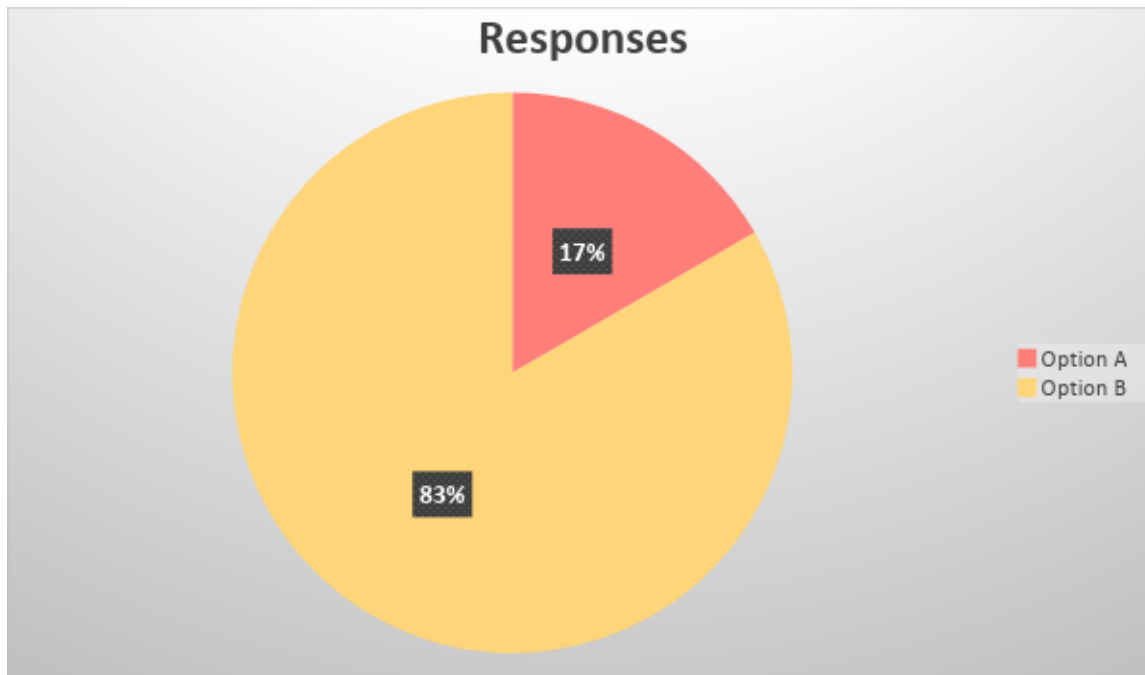
**What is the best title for Average Daily Attendance?**

- A) In-Seat Attendance
- B) Average Daily Attendance



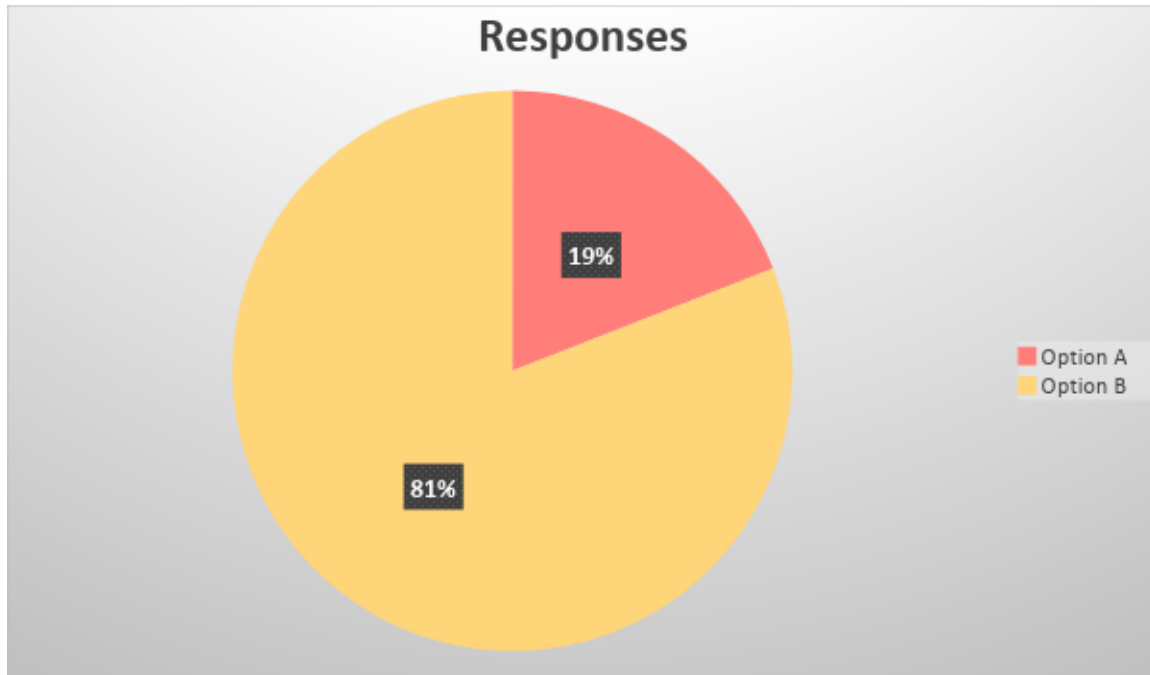
**What is the best description for Average Daily Attendance?**

- A) Daily average percentage of enrolled students who were present in school.
- B) Average percentage of students who attended school on a daily basis.



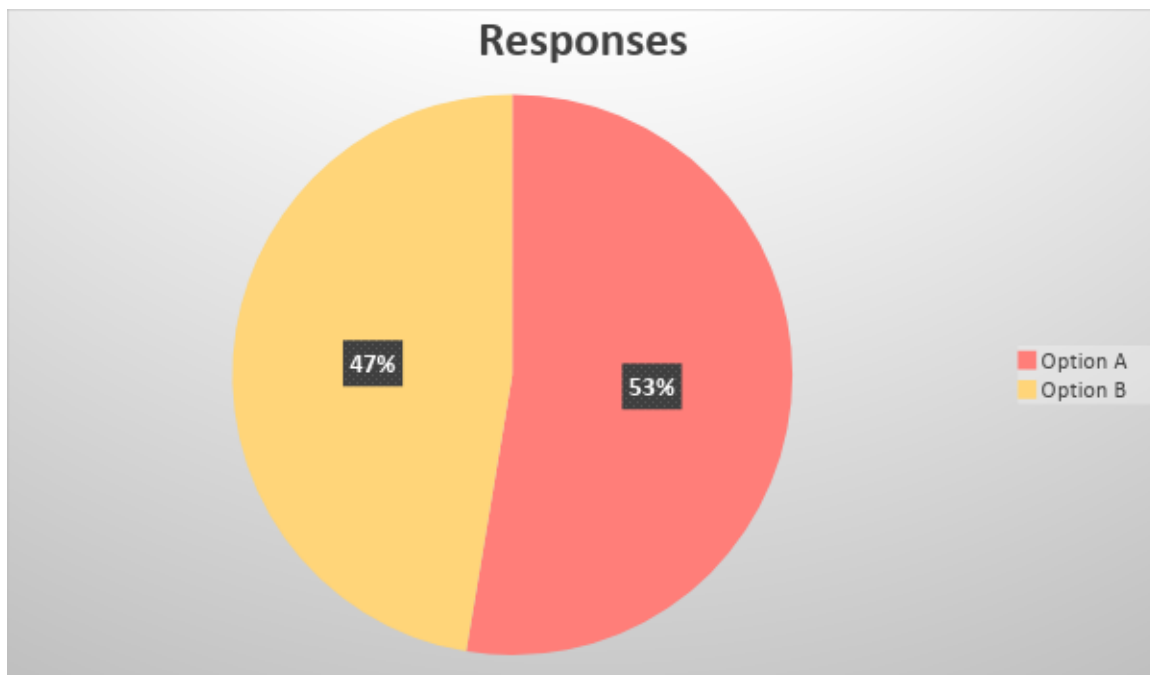
**What is the best title for Student Movement?**

- A) Student Movement
- B) Enrollment Changes



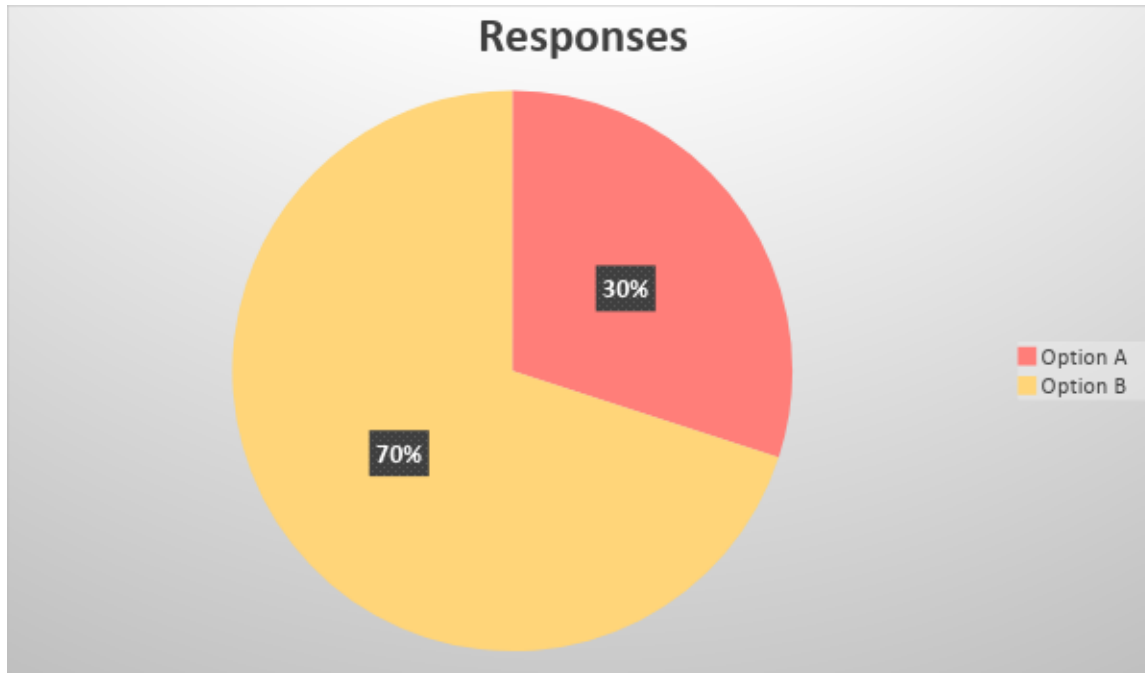
**What is the best description for Student Movement?**

- A) This page includes information about whether students leave or enter the school mid-year, and whether eligible students choose to re-enroll in the school
- B) This page shows information about changes in enrollment, including whether students leave or enter the school mid-year, and whether eligible students choose to re-enroll in the school.



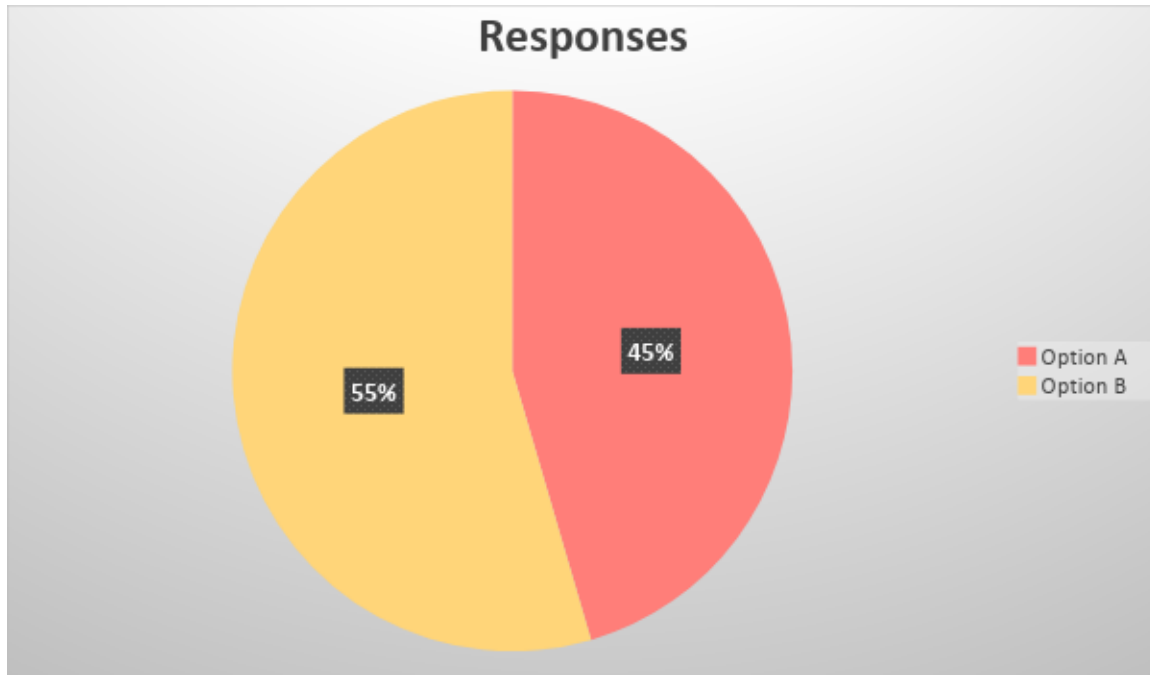
**What is the best title for Re-Enrollment?**

- A) Percentage of Re-Enrolling Students
- B) Re-Enrollment



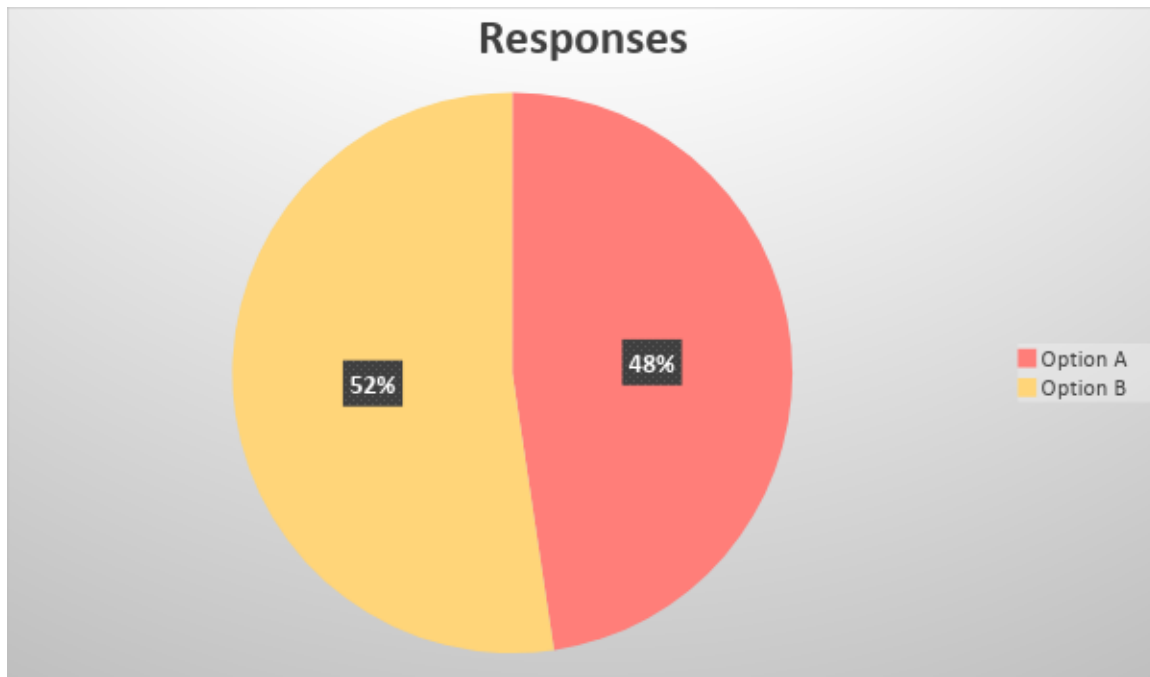
**What is the best description for Re-Enrollment?**

- A) Percentage of students who are able to re-enroll in the same school and actually choose to re-enroll.
- B) Percentage of students who choose to re-enroll at the school (based on the number of students eligible to re-enroll).



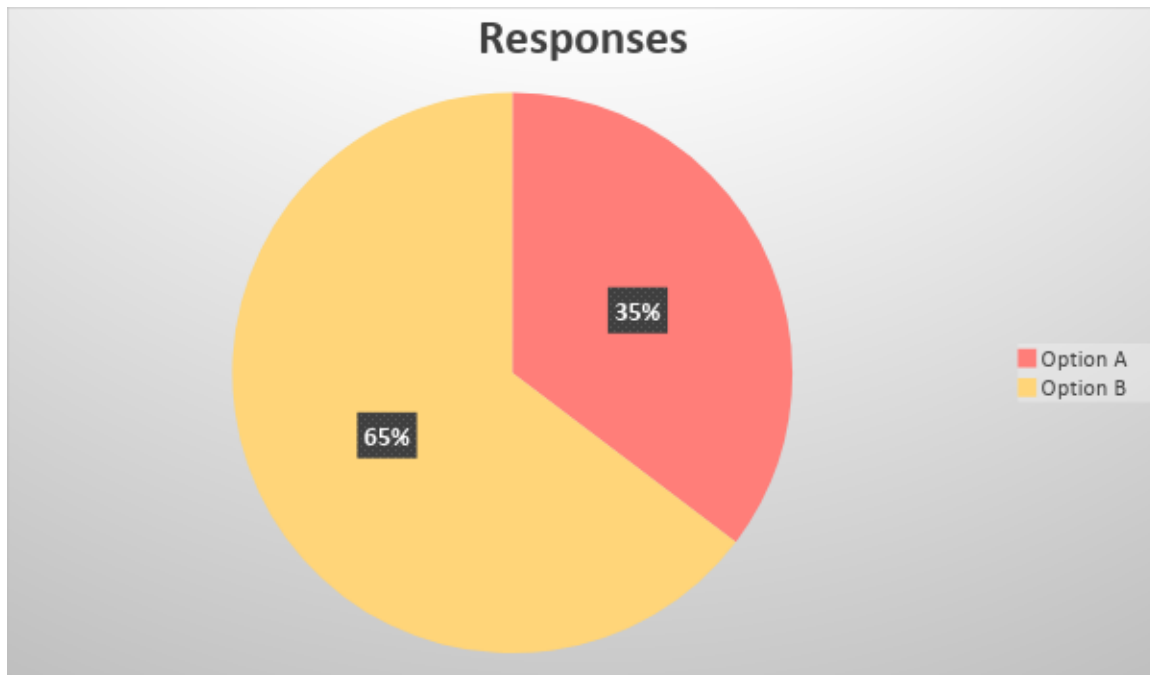
**What is the best title for Student Mobility?**

- A) Student Mobility Rate
- B) Mid-Year Student Entry and Withdrawal Rate



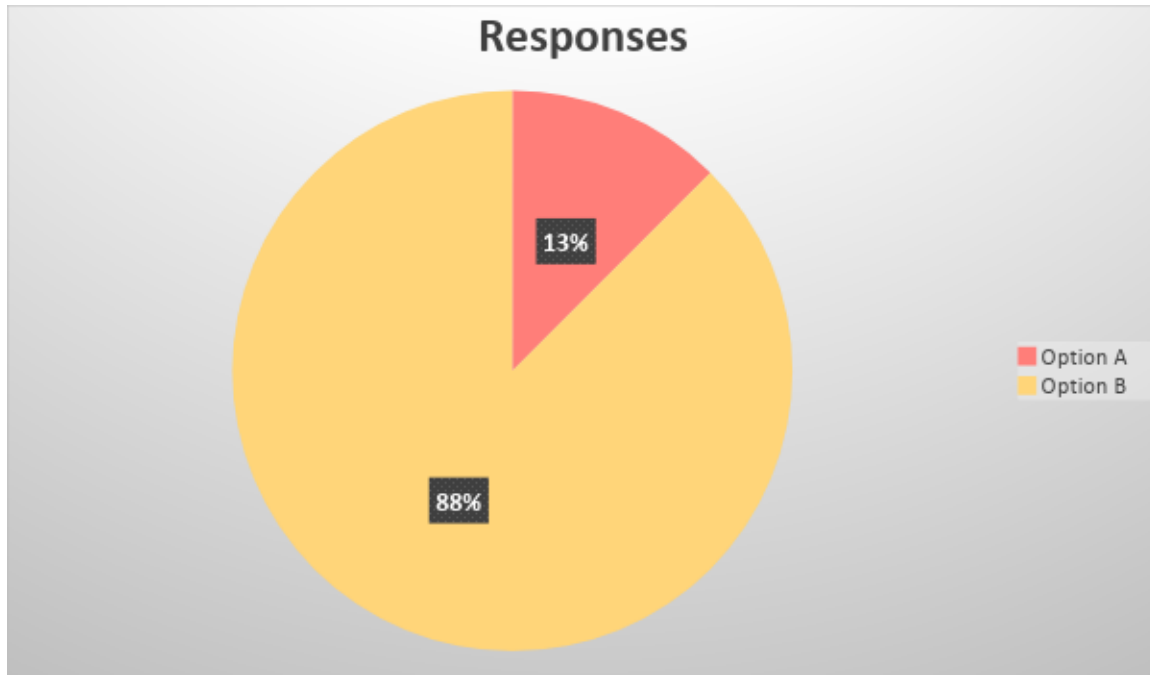
**What is the best description for Student Mobility?**

- A) Rate of students entering and withdrawing from a school during the school year. A positive percentage shows more students entered the school than withdrew. A negative percentage indicates more students withdrew from the school than entered.
- B) Tracks student mobility during the year, showing the rate of students entering and withdrawing.



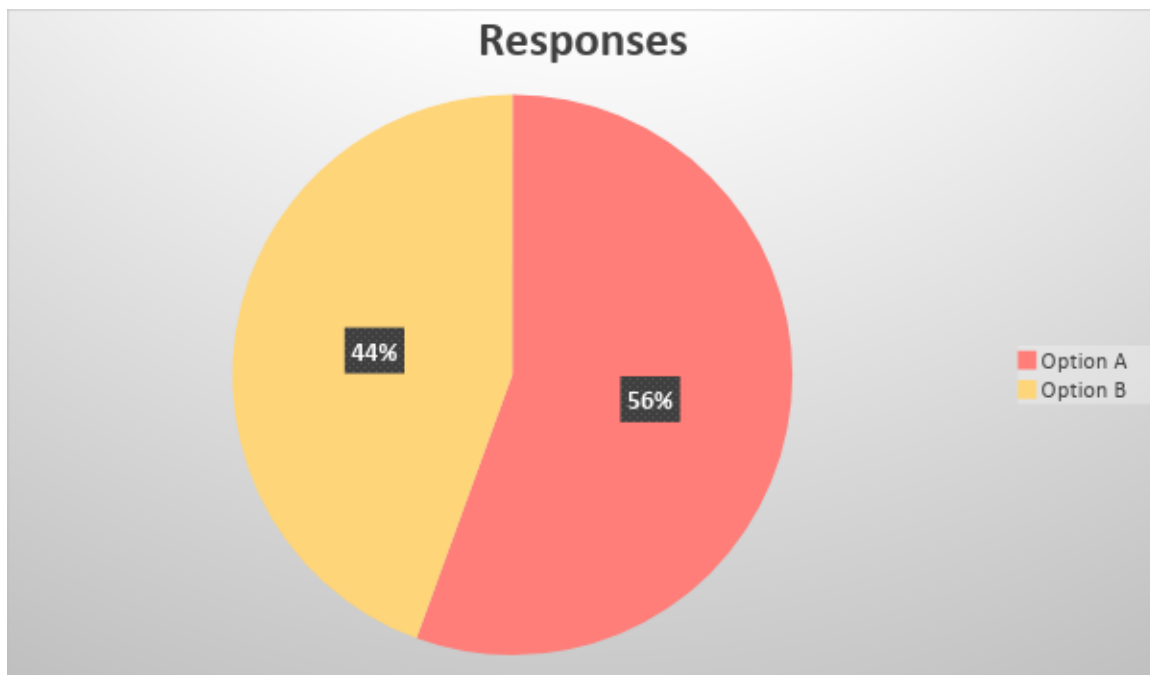
**What is the best title for School Finance?**

- A) School Finance
- B) School Financial Information



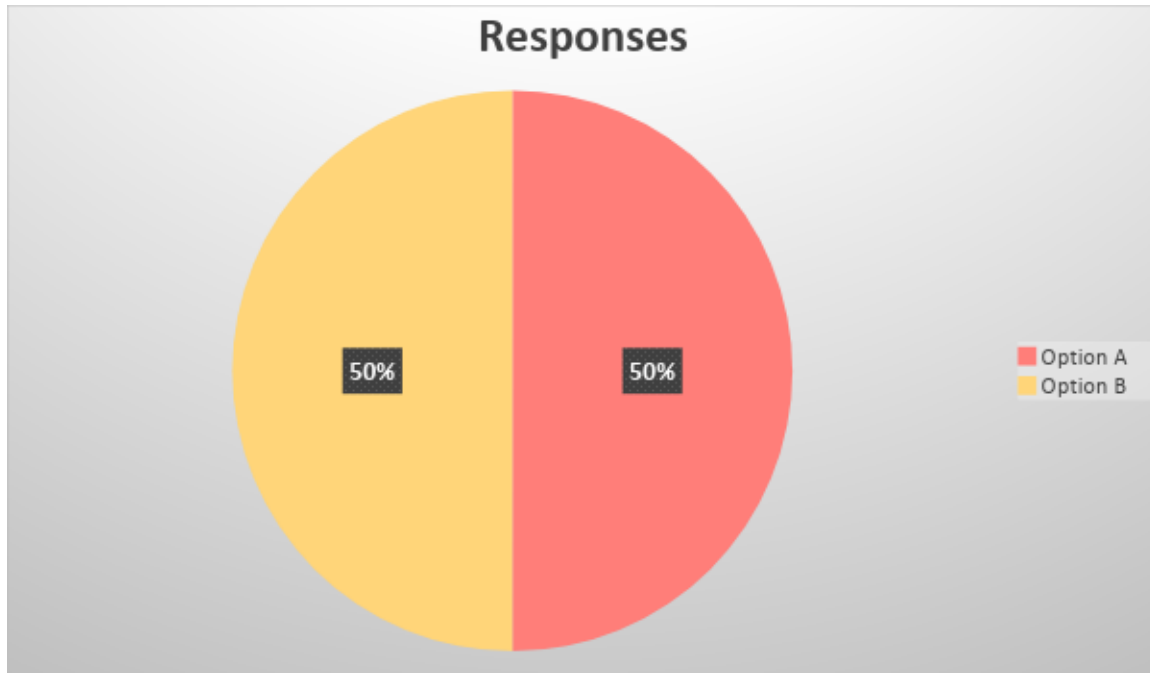
**What is the best description for School Finance?**

- A) This page shares information about how many dollars the school spends per pupil, and whether those dollars come from local or federal sources.
- B) This page shares information about of money the school spends per student and whether those dollars come from local or federal sources.



**What is the best title for Per-Pupil Expenditure?**

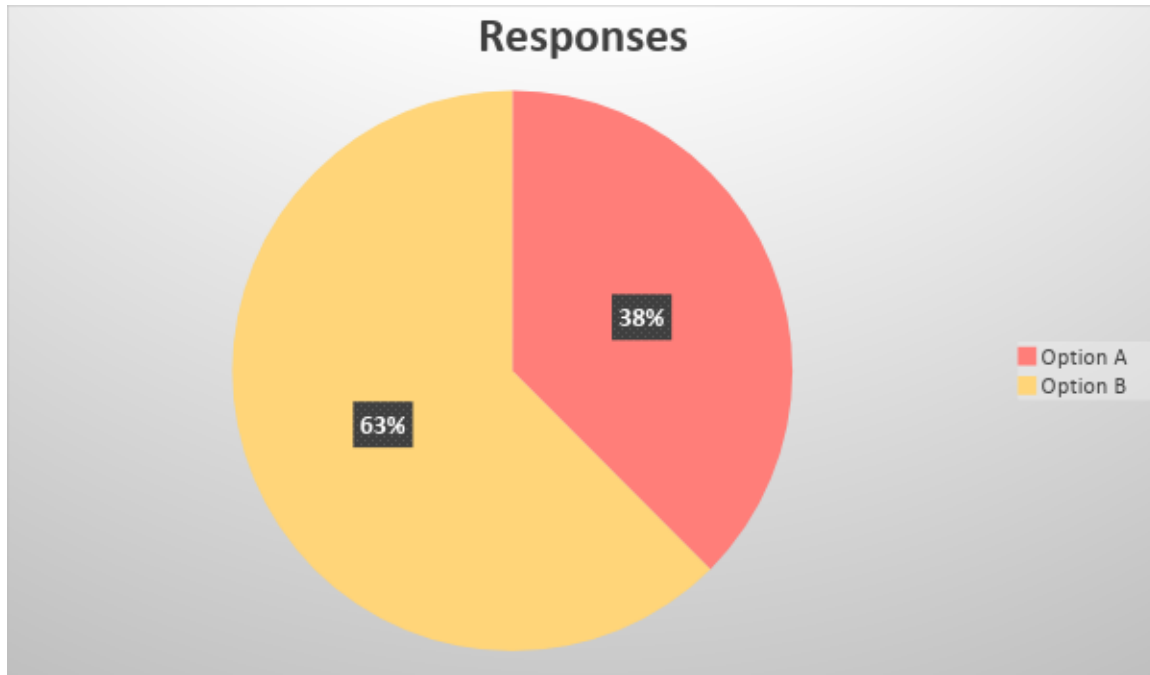
- A) Total Per-Pupil Spending
- B) Total Per-Pupil Expenditure



**What is the best description for Per-Pupil Expenditure?**

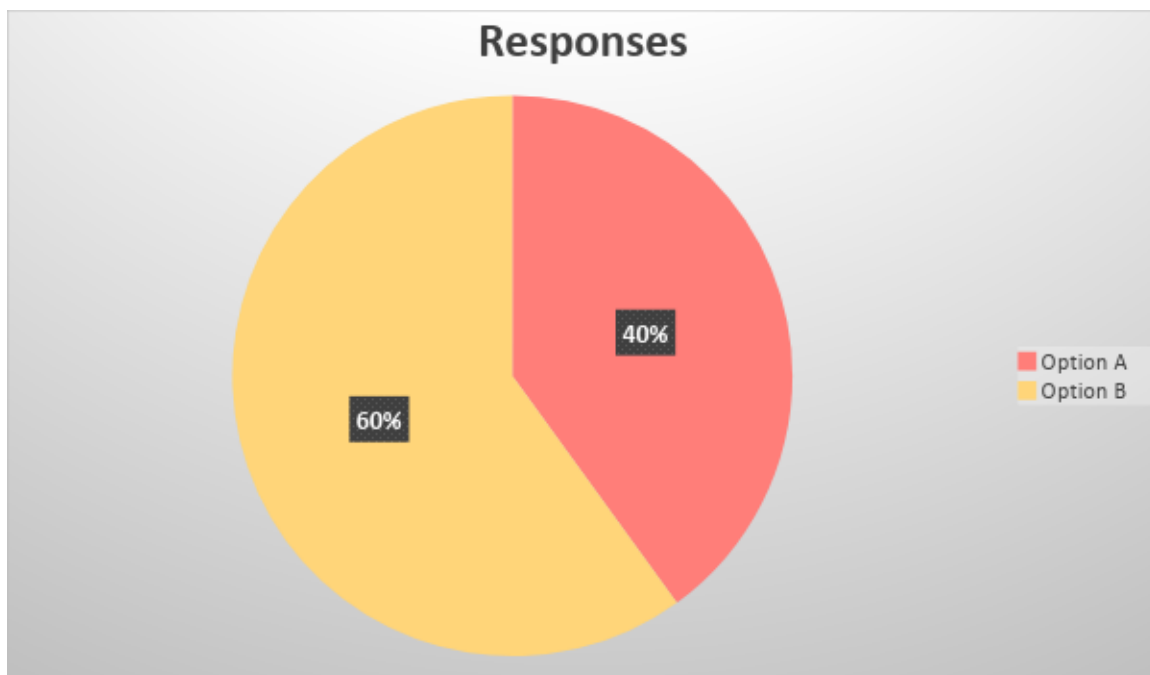
- A) Per pupil spending broken down by federal, state, and local funding sources.
- B) Total amount spent per student. This amount includes faculty and staff salaries and other costs, and is broken down by the source of funds (federal, state, and local).





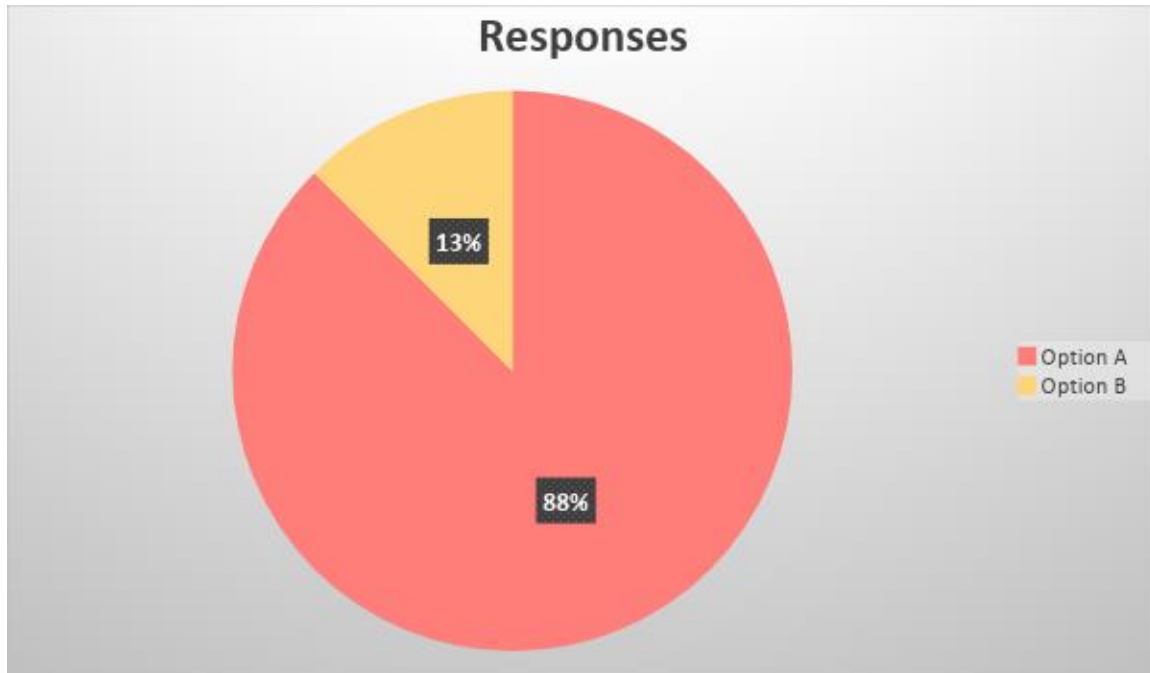
**What is the best title for Percentage from Federal Sources?**

- A) Percentage from Federal Sources
- B) Percentage Funded by Federal Sources



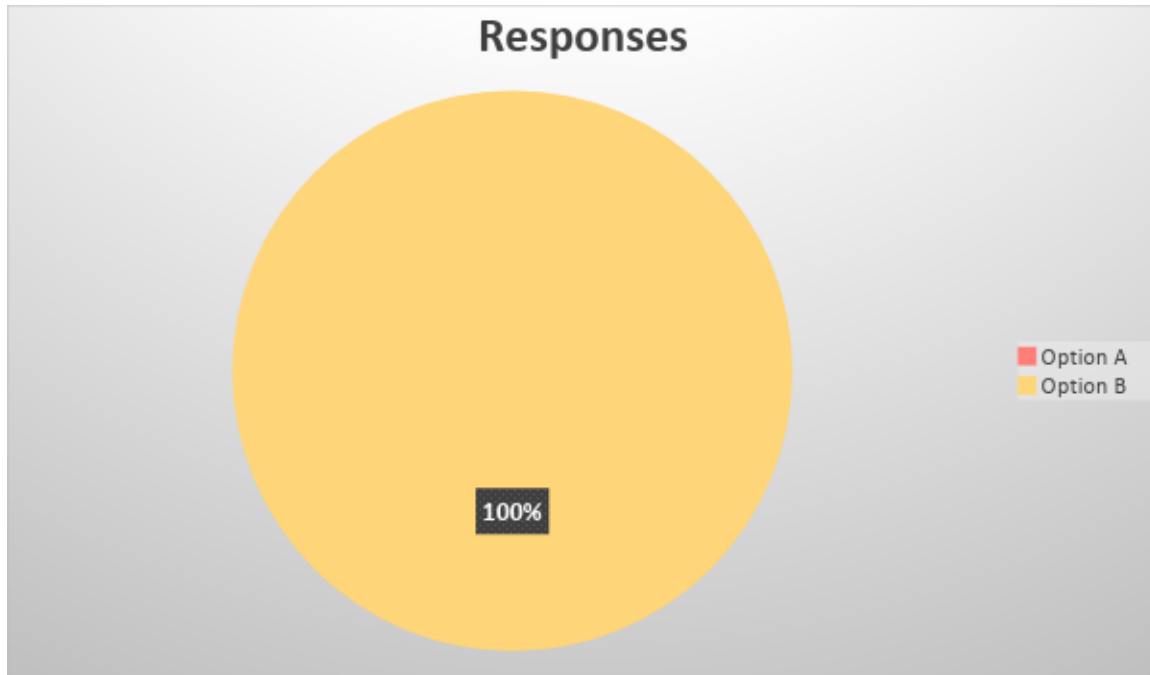
**What is the best description for Percentage from Federal Sources?**

- A) Percentage of the money funded by federal sources only
- B) Percentage of spending funded by Federal sources only



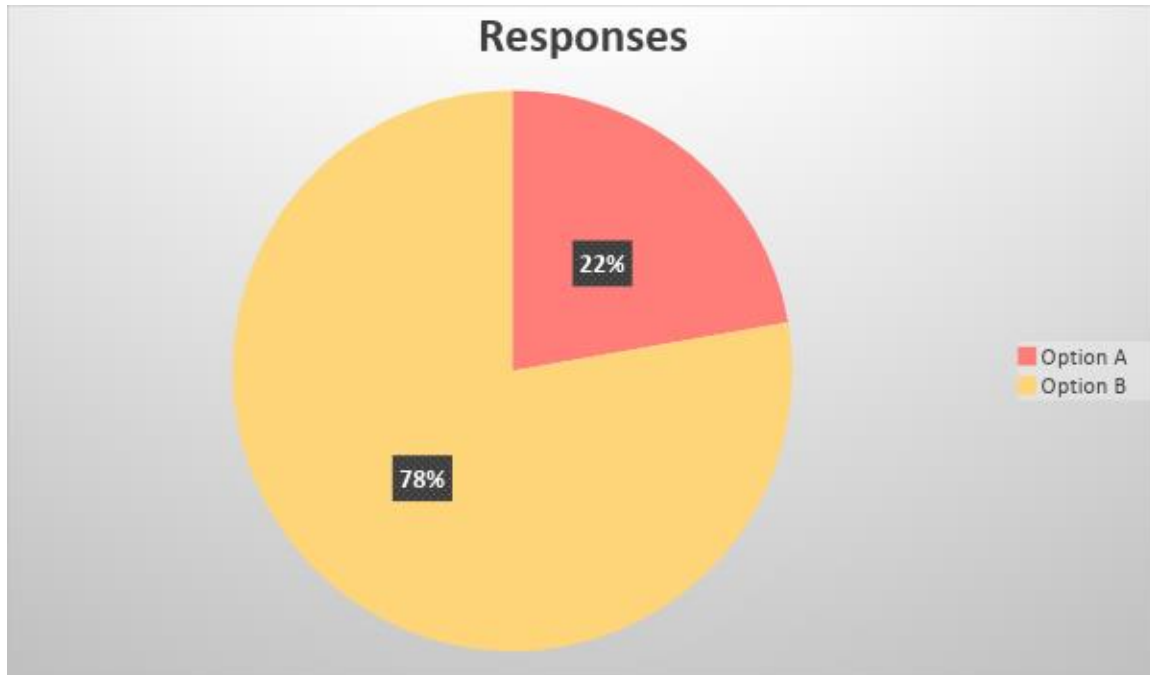
**What is the best title for CLASS for Pre-K?**

- A) CLASS for Pre-K
- B) CLASS Pre-K Evaluation and Performance Measures



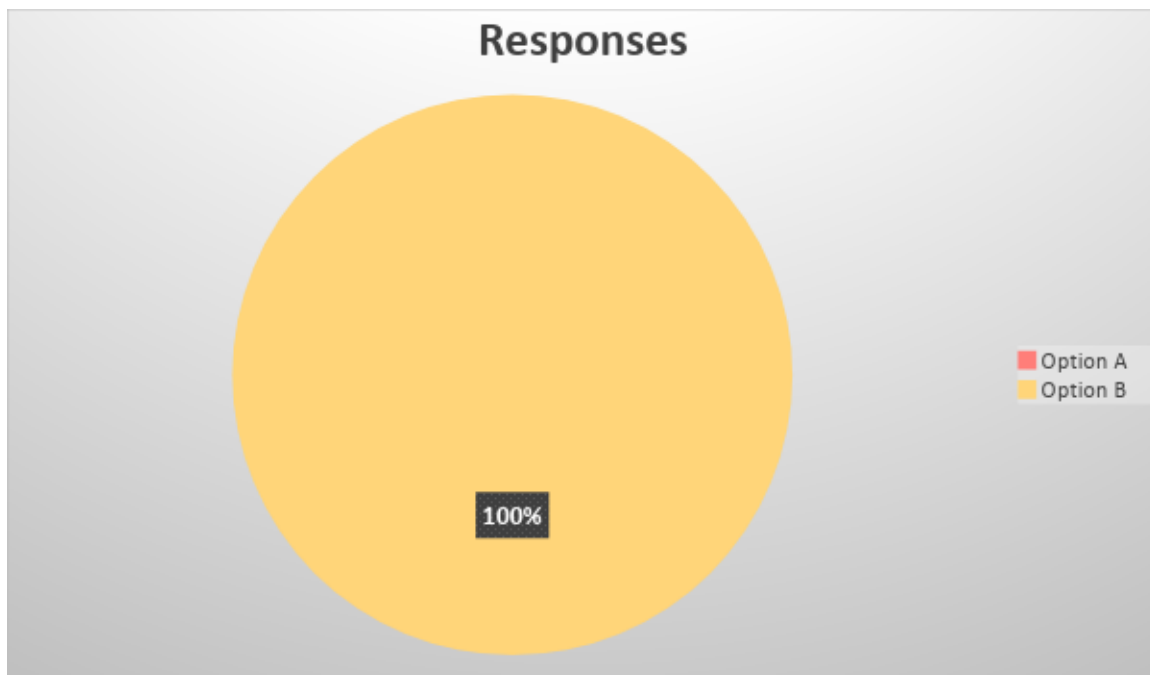
**What is the best description for CLASS for Pre-K?**

- A) This page includes CLASS scores and related information for Pre-K classrooms. CLASS is a research-based observational tool that identifies and describes classroom interactions that promote children's development and learning. There are three content areas: classroom organization, emotional support, and instructional support. Each are rated on a 1-7 scale. Generally, a score of 1 or 2 is considered low quality, a score of 3, 4, or 5 is considered moderate quality, and a score of 6 or 7 is considered high quality.
- B) CLASS is a research-based tool for observing and assessing the effectiveness of classroom interactions in Pre-K classrooms and used to promote children's development and learning. There are three content areas: classroom organization, emotional support, and instructional support. Each are rated on a 1-7 scale. Generally, a score of 1 or 2 is considered low quality, a score of 3, 4, or 5 is considered moderate quality and a score of 6 or 7 is considered high quality.



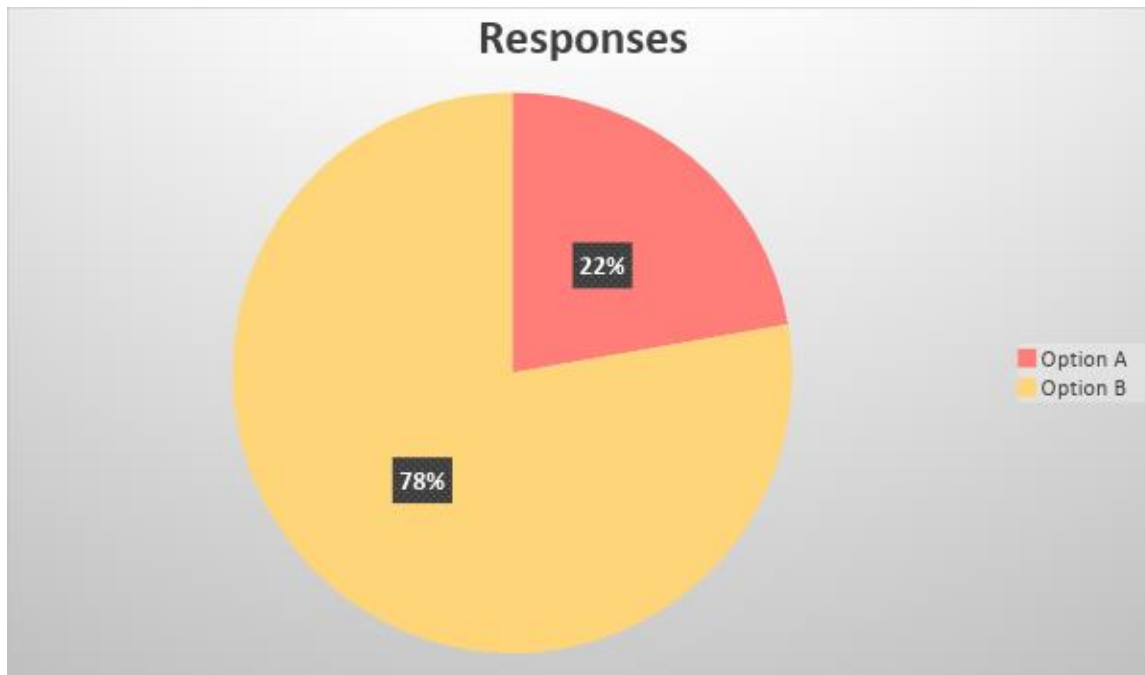
**What is the best description for CLASS Pre-K: Classroom Organization?**

- A) Program level score on CLASS observational tool for Pre-K classrooms rating how well the teacher manages student behavior and classroom activities.
- B) Score for the teacher's classroom routines and procedures, assessing organization and management of student behavior and classroom activities.



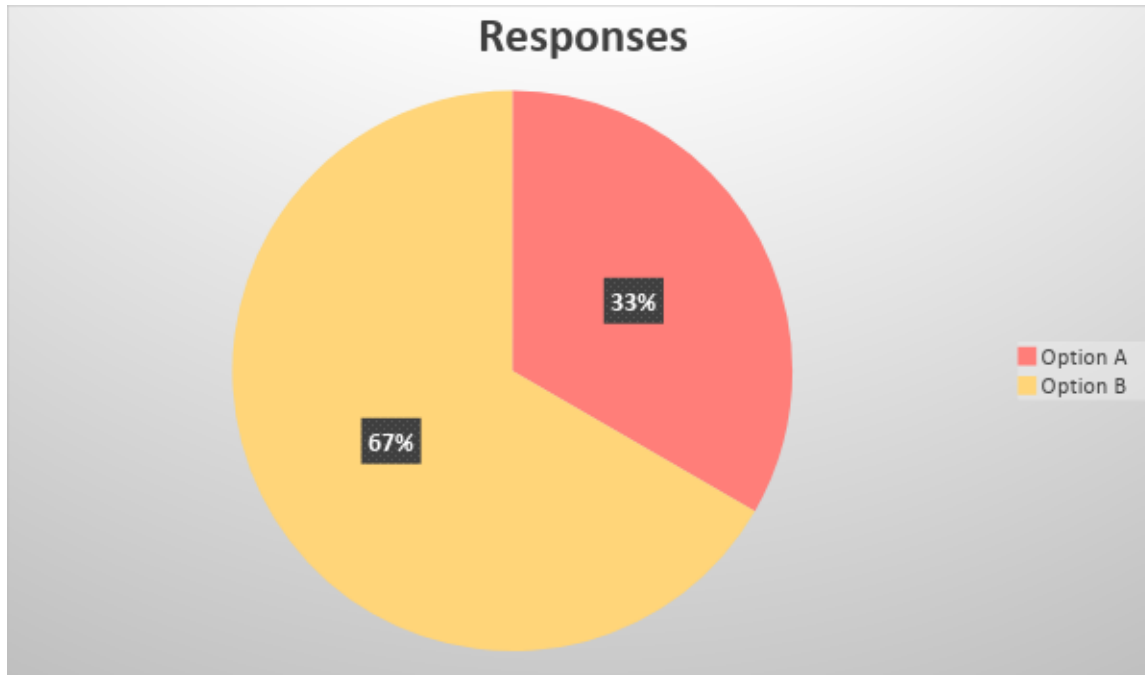
**What is the best description for CLASS Pre-K: Emotional Support?**

- A) Program level score on CLASS observational tool for Pre-K classrooms rating student/teacher interactions to assess how well teachers promote a positive classroom environment.
- B) Score for how well teachers promote a positive classroom environment.



**What is the best description for CLASS Pre-K: Instructional Support?**

- A) Program level score on CLASS observational tool for Pre-K classroom on how well a teacher implements instruction to promote learning development.
- B) Score for teacher effectiveness around implementing instruction to promote learning development.

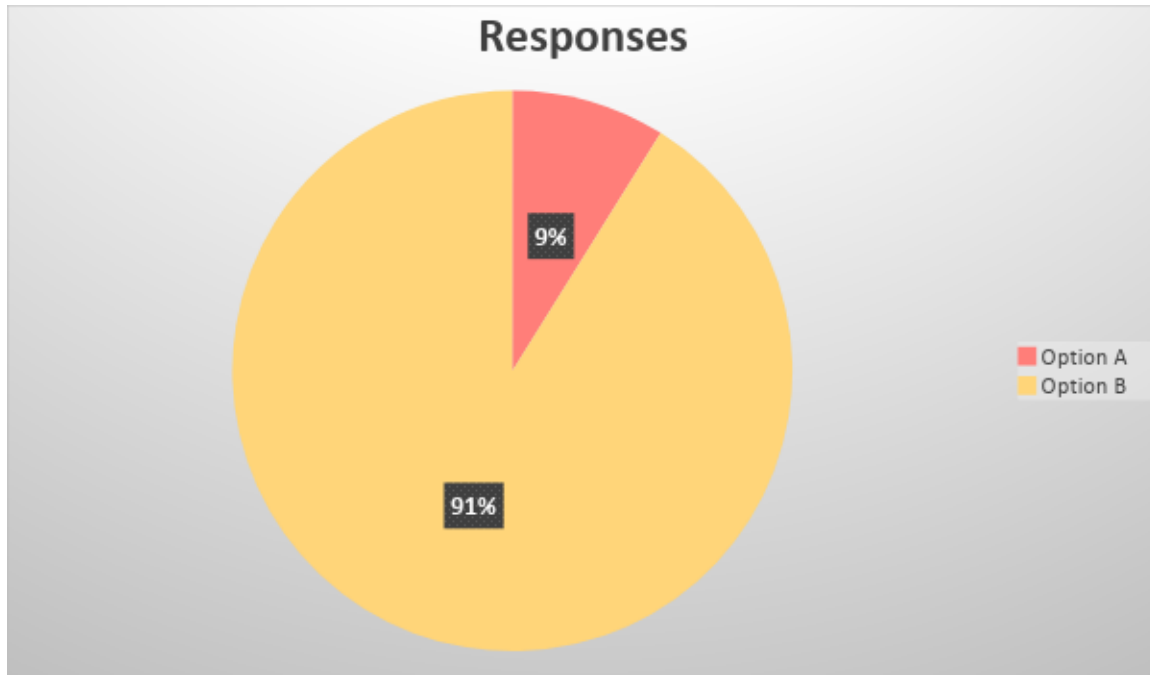


#### School Environment - B Results:

*55 people participated in discussion groups on Version B of the School Environment page*

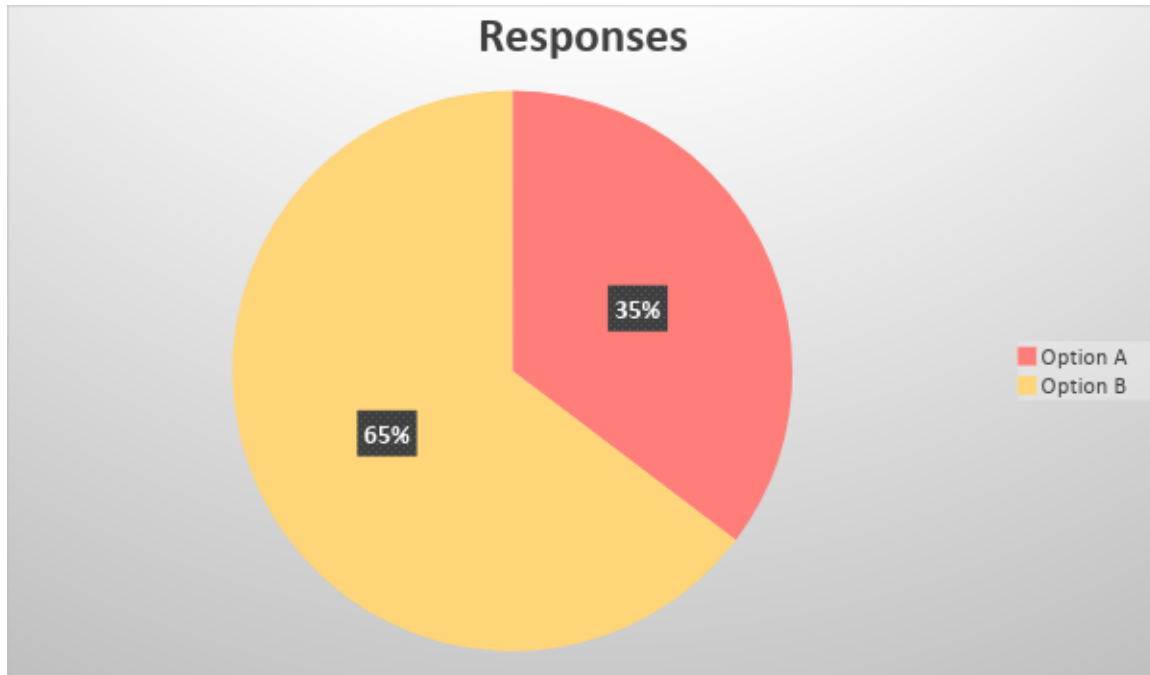
#### **What is the best description for School Safety and Discipline Page?**

- A) This page includes information about discipline and school safety at this school, including suspensions and expulsions for students, and reported incidences of violence, bullying, and harassment.
- B) This page includes information about discipline and school safety. This includes the number of student suspensions and expulsions, and reported incidences of violence, bullying, and harassment at the school.



**What is the best description for Suspensions?**

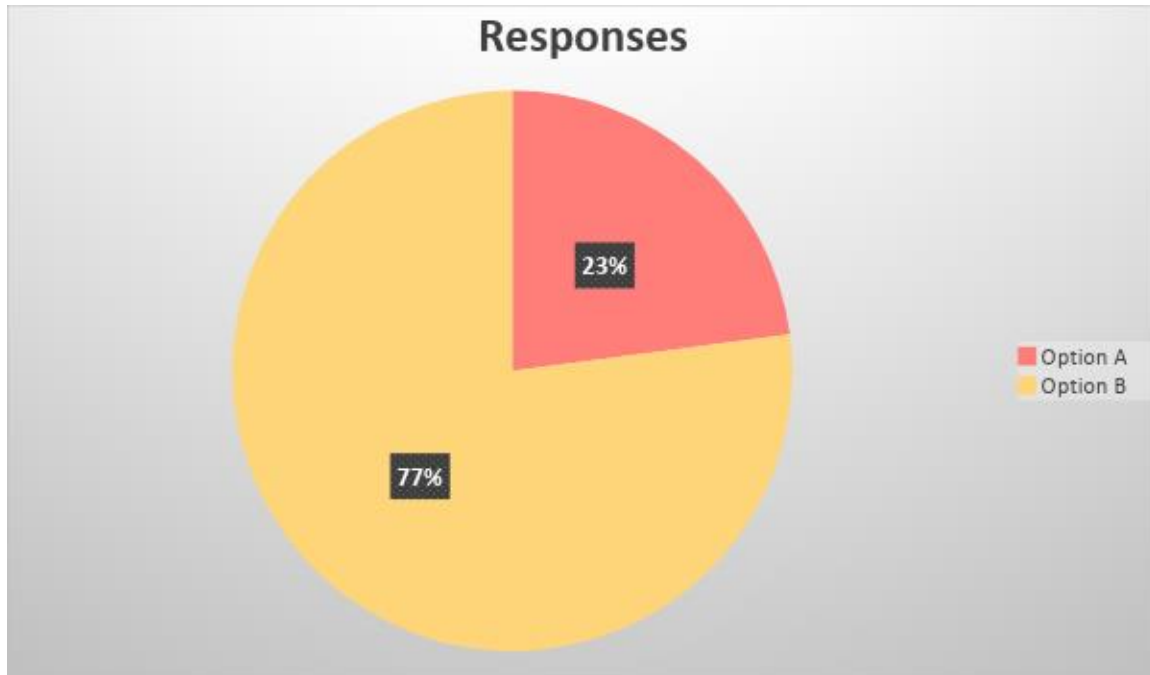
- A) Number and rates of students receiving in-school and out-of-school suspensions. This is defined by excluding a student from their regular classroom for school for one day or longer.
- B) Number and rate of students receiving suspensions. Out-of-school suspensions are defined as excluding a student from school for one day or longer. In-school suspensions are defined as a student being excluded from their regular classroom but are still at the school under the supervision of school staff.



**What is the best description for Expulsions?**

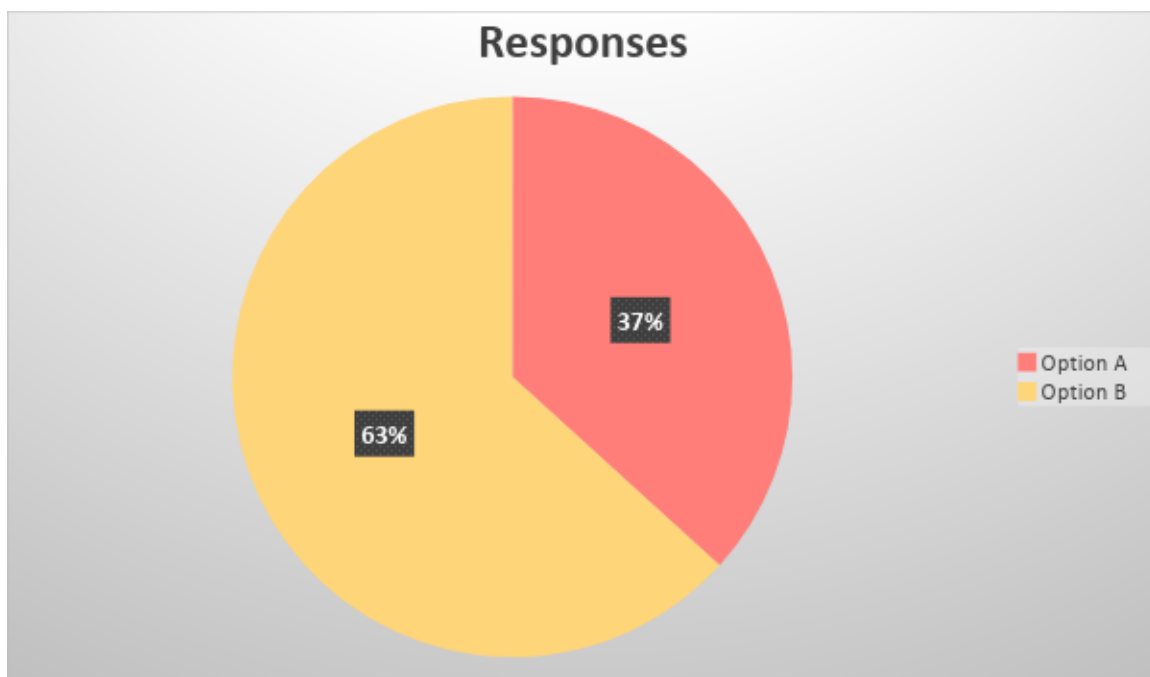
- A) Number and rates of expulsions. Expulsions are defined as the removal of a child from his or her regular school for disciplinary reasons for the remainder of the school year or longer.
- B) Shows the number and rate of students receiving expulsions. Expulsions are defined as the removal of a child from his or her regular school for disciplinary reasons for the remainder of the school year or longer. Expulsions may or may not include continuation of educational services, depending on the LEA policy.





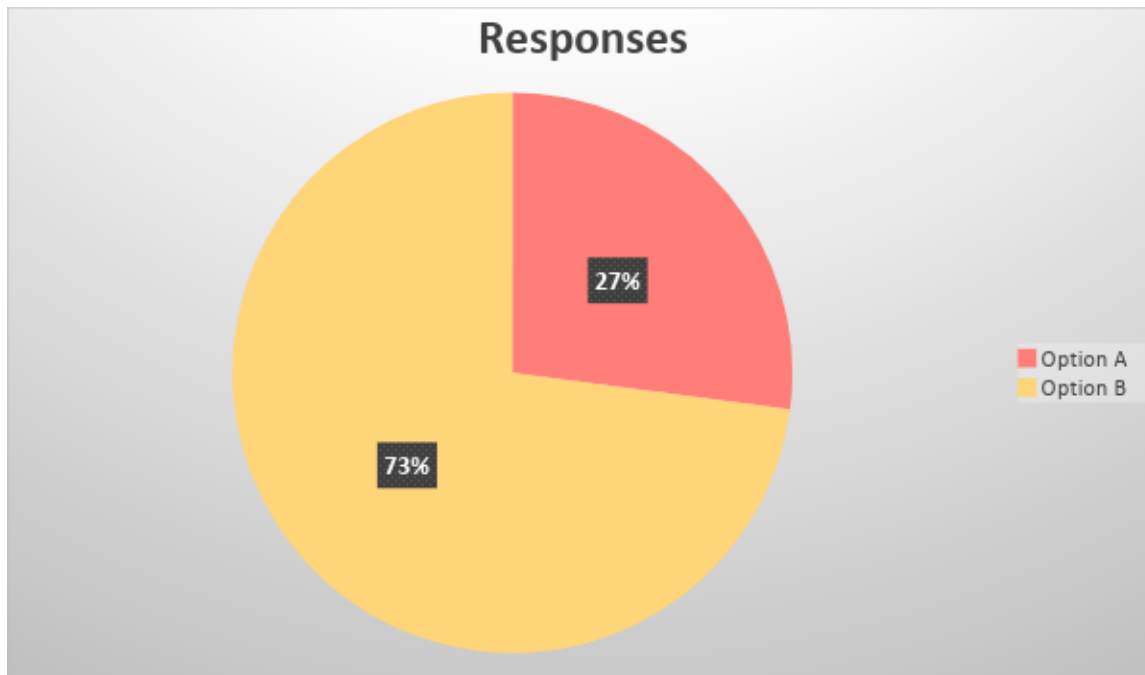
**What is the best description for School-Related Arrests?**

- A) Number of school-related arrests, including off-campus activities and transportation.
- B) Shows the number of arrests for an incident taking place during a school- related event. This includes 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.



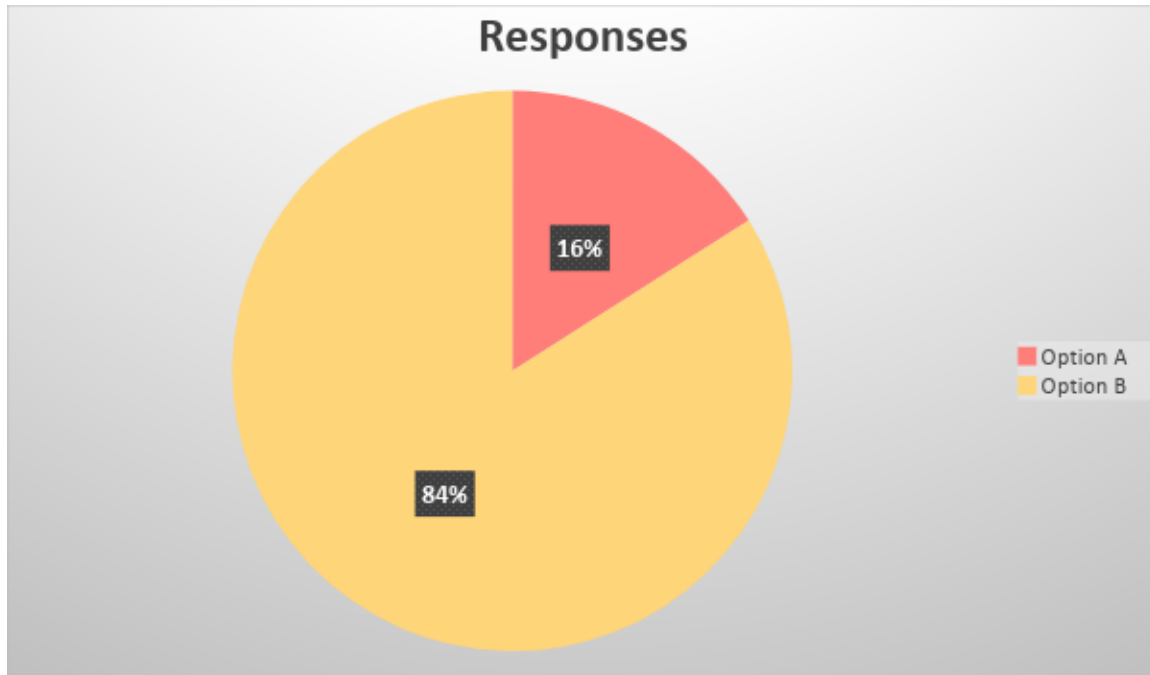
### What is the best description for Incidences of Violence?

- A) Number of violent incidents during a school-related event that led to a suspension or expulsion.
- B) Shows the number of reported violent incidents that led to suspension of expulsion. These incidents may occur on school property, on the way to or from school, or at a school-sponsored event.



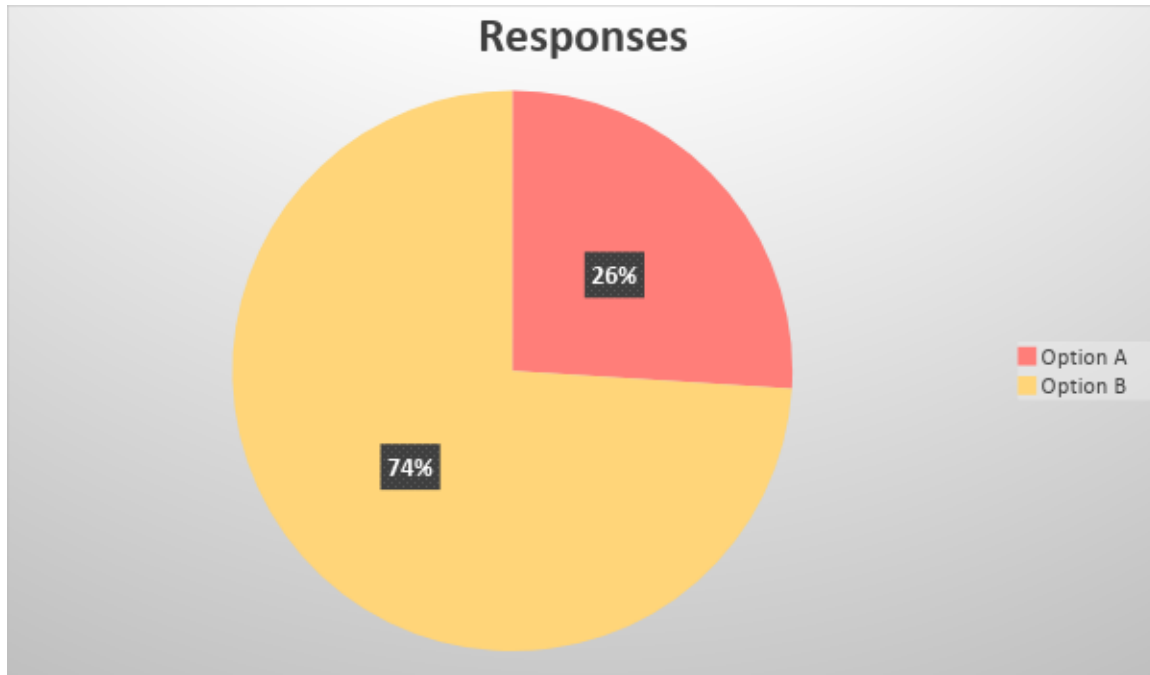
### What is the best description for Harassment?

- A) Number of harassment incidents (verbal, physical, or sexual acts) that led to a suspension or expulsion.
- B) Shows the number of incidents of harassment that led to suspension of expulsion. Forms of harassment may include verbal, physical, or sexual acts, and do not have to have an intent to harm, be directed at a specific target, or involve repeated incidents.



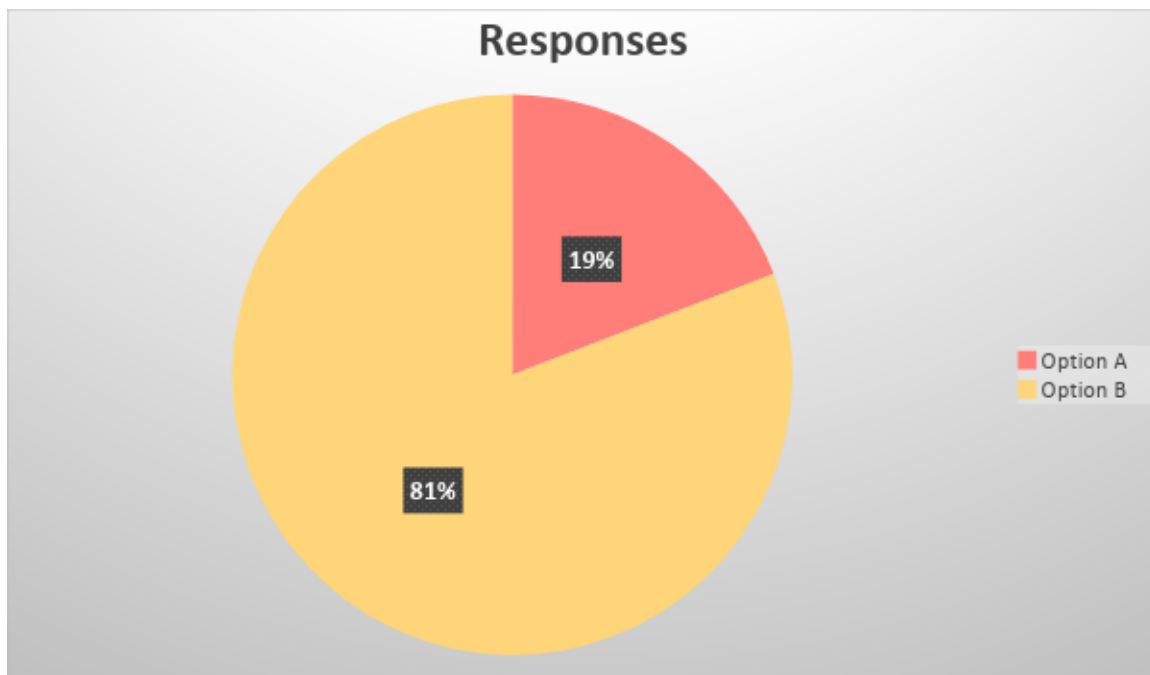
**What is the best description for Bullying?**

- A) Number of bullying incidents (where a student repeatedly feels threatened or disrespected by someone else) that led to a suspension or expulsion.
- B) Shows the number of incidents of bullying that led to a suspension or an expulsion. An incident is considered bullying if a student repeats (or could potentially repeat) unwanted, aggressive behavior that makes another student feel threatened or disrespected by someone else.



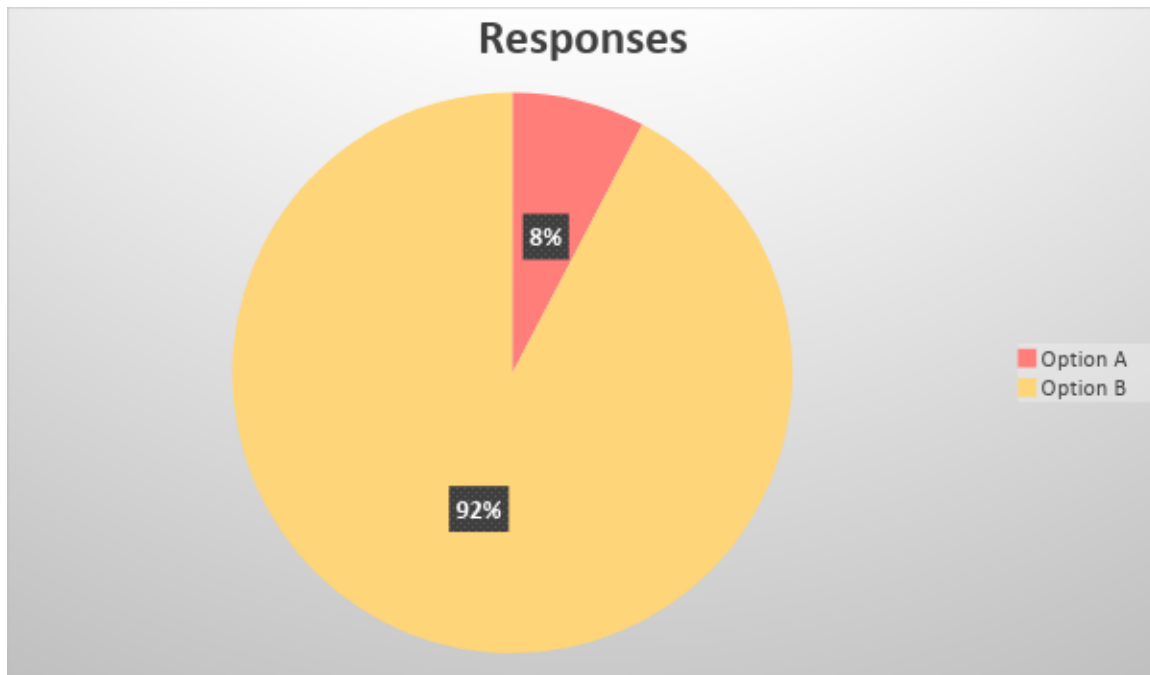
**What is the best title for Teacher Information Page?**

- A) Teacher Information
- B) Teacher Experience and Qualifications



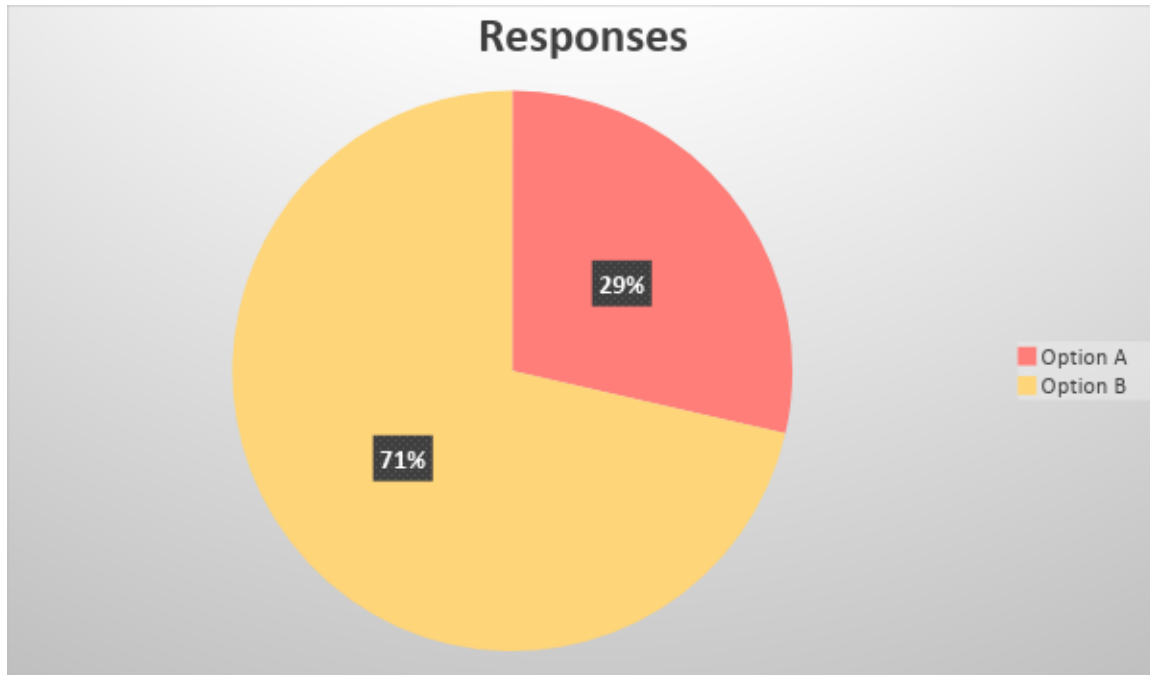
**What is the best description for Teacher Information Page?**

- A) This page includes information about the teachers experience levels at this school, and whether teachers are certified or credentialed.
- B) This page includes information about teacher experience levels at the school. For DCPS schools, it also includes information about certified and credentialed teachers.



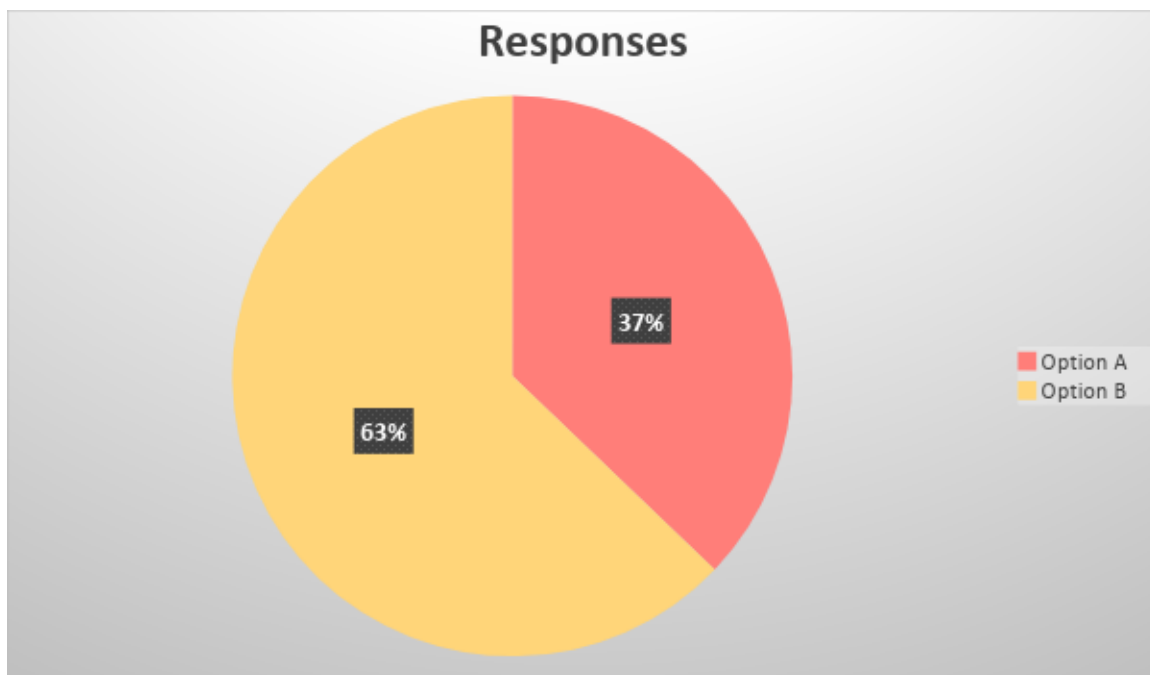
**What is the best title for Percentage of Teachers by Years of Experience?**

- A) Percentage of Teachers with [x] Year(s) of Experience
- B) The percentage of teachers who have taught for [x] years



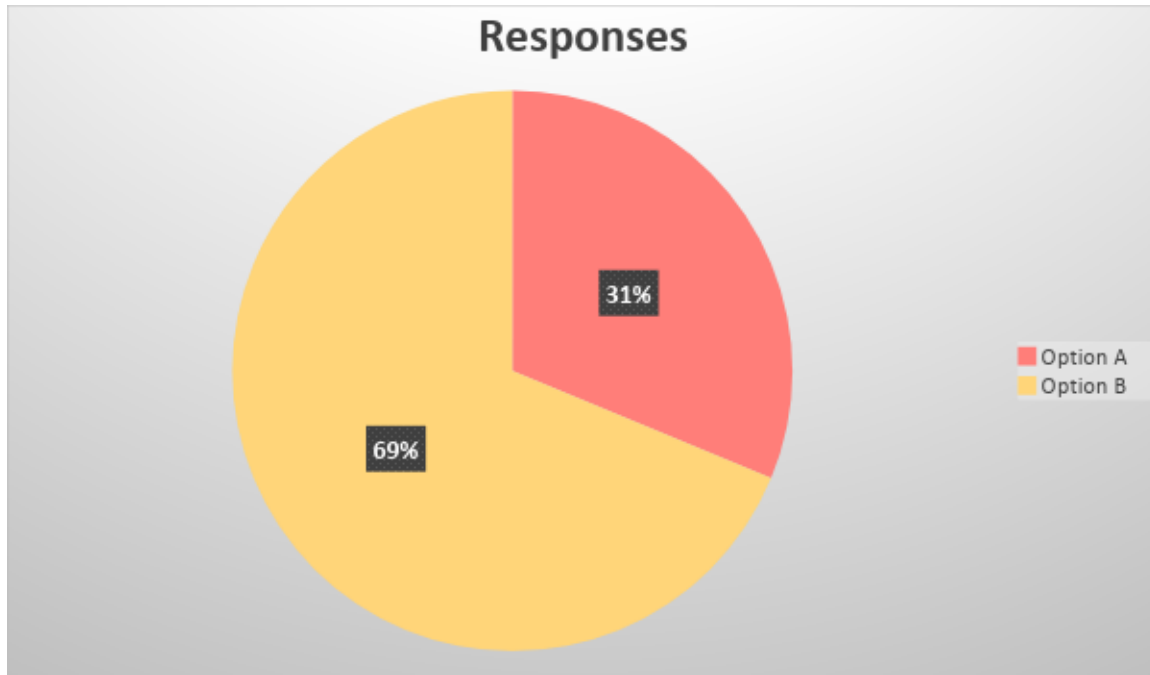
**What is the best description for Percentage of Teachers by Years of Experience?**

- A) Percentage of teachers at the school with [x] year of experience.
- B) For the teachers at the school, the percentage of teachers who have taught for [x] years.



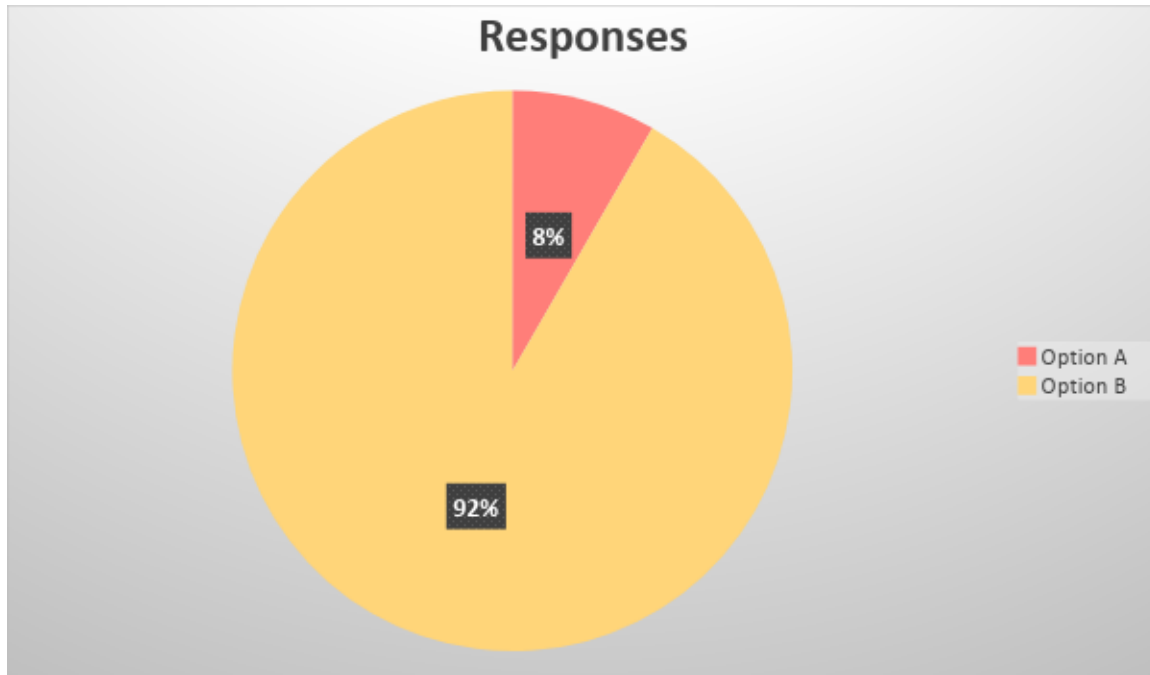
### What is the best description for Credentialed Teachers?

- A) Rates of teachers that are not teaching on emergency and provisional credentials
- B) Percentage of teachers who are fully licensed (not teaching with emergency/ provisional credentials)



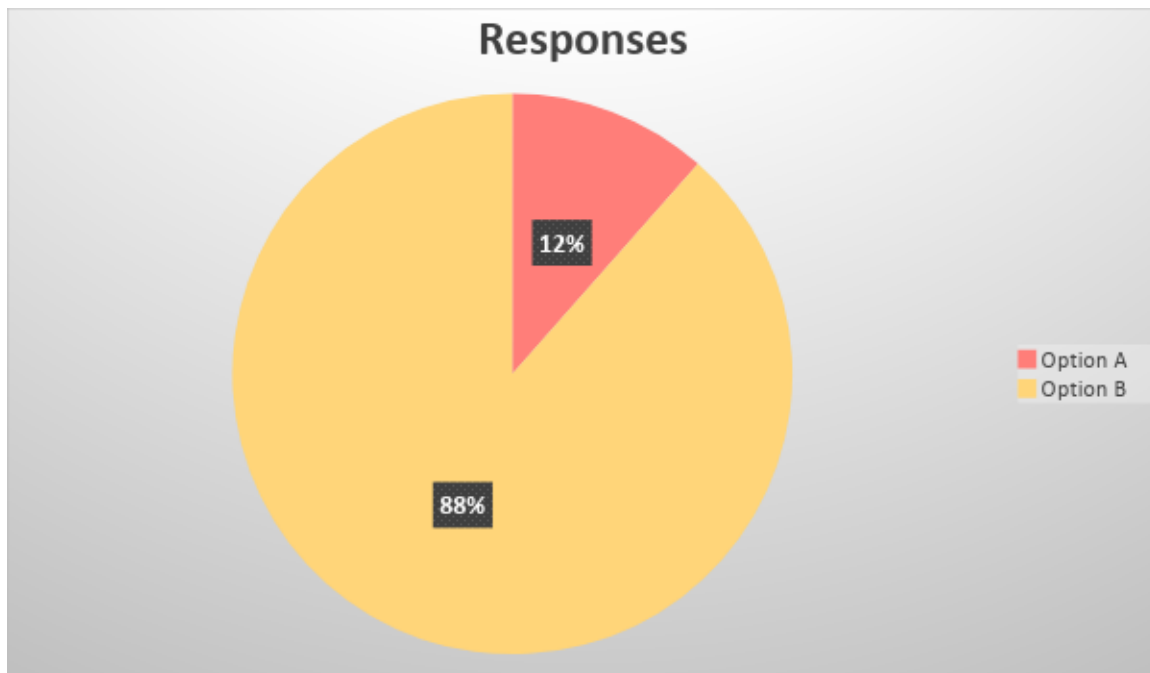
### What is the best description for Certified Teachers?

- A) Rates of teachers that are certified
- B) Percentage of teachers who are certified to teach specific grade levels and/or in a specific subject area (math, history, etc.)



**What is the best title for Health Information?**

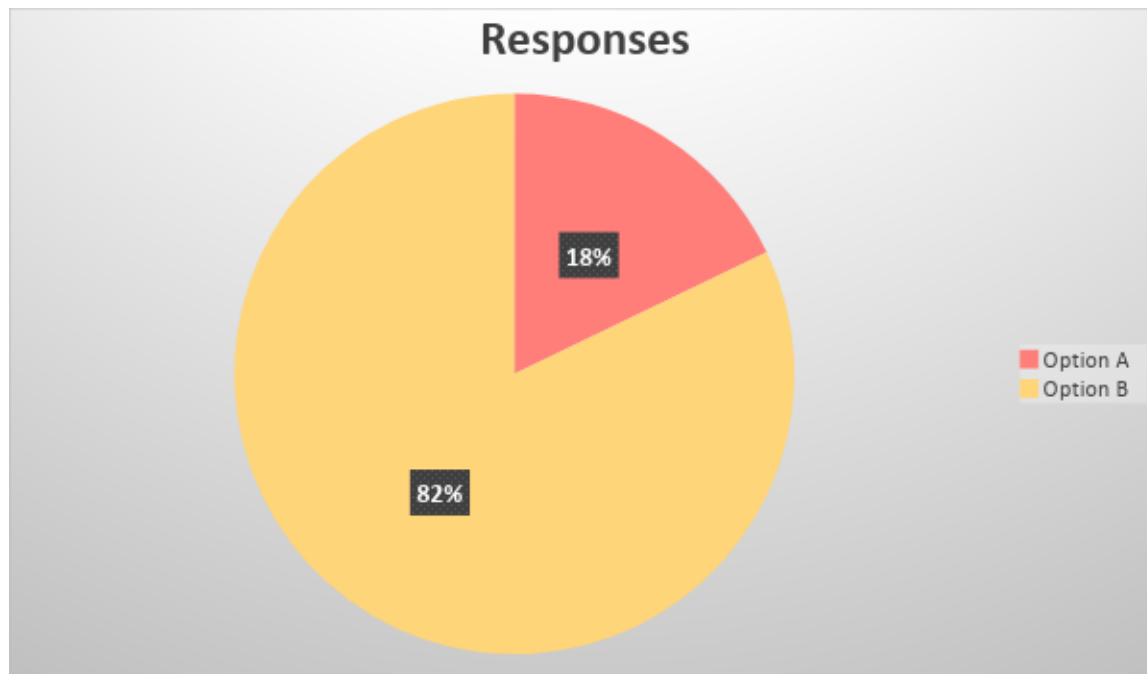
- A) Health Information
- B) Health Staff and Student Physical Activity Information





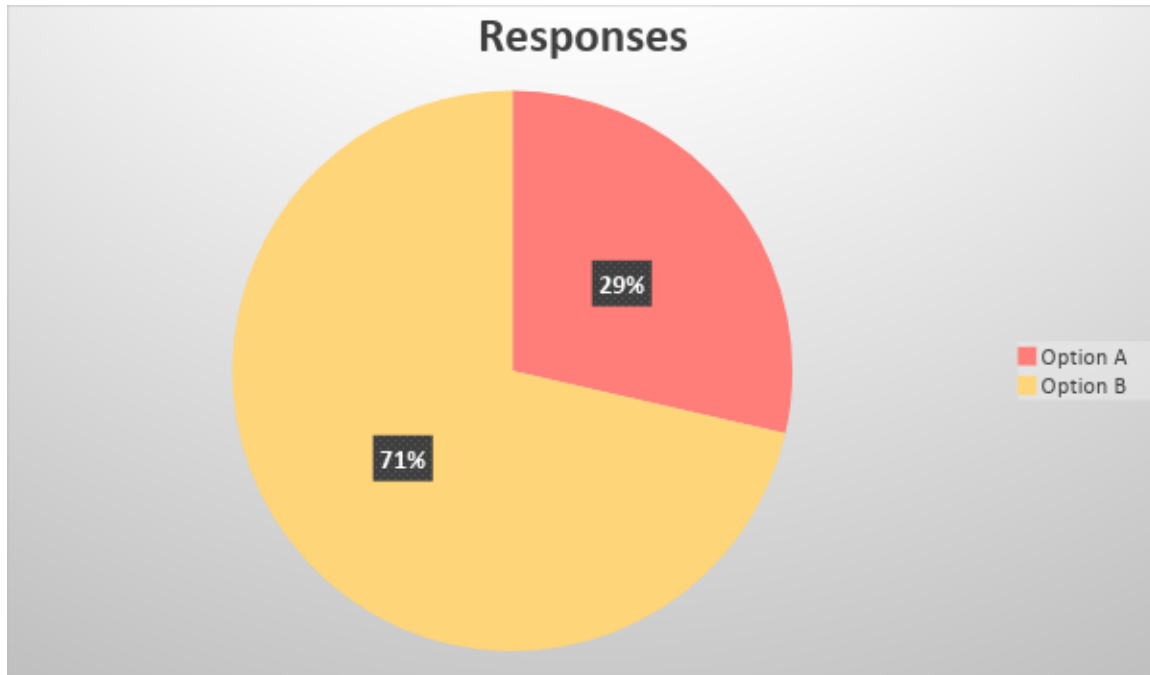
**What is the best description for Health Information Page?**

- A) This page includes information about health and clinical staff available part or full-time at the school, as well as the average number of recess or physical education classes available to students.
- B) This page includes information about part- and full-time health and clinical staff at the school. It also includes information about the amount of physical education classes and recess available at the school.



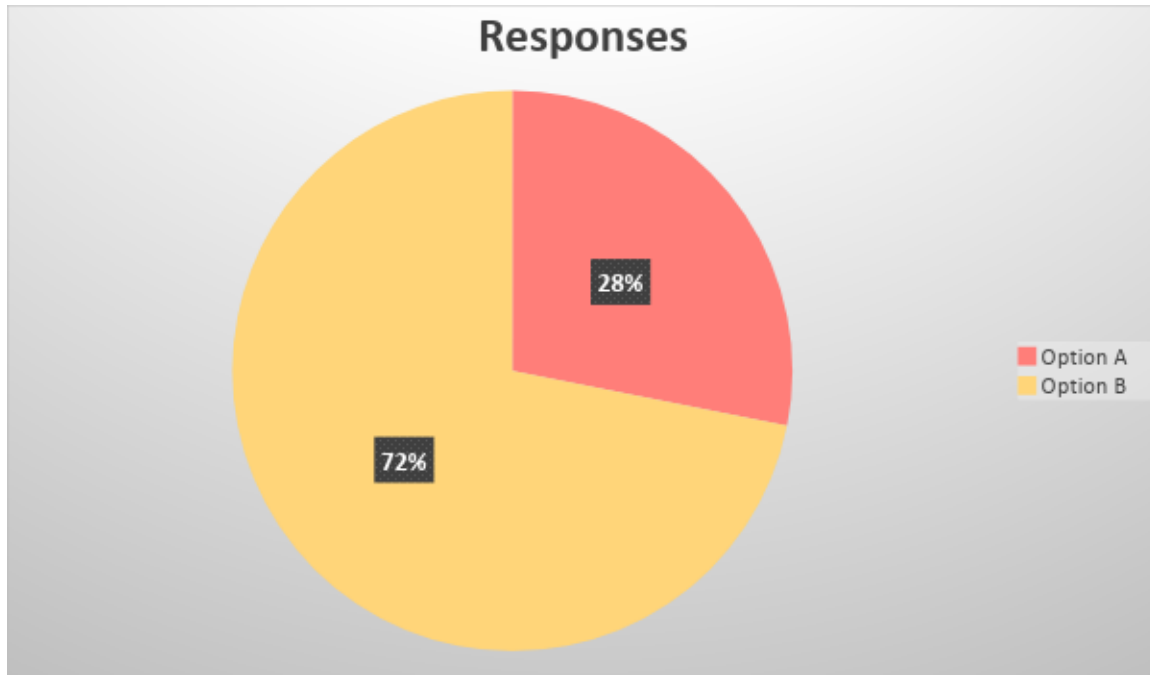
**What is the best title for Nurses/Other Health Services Professionals?**

- A) Nurses/Allied Health Professional
- B) Nurses/Other Health Services Professionals



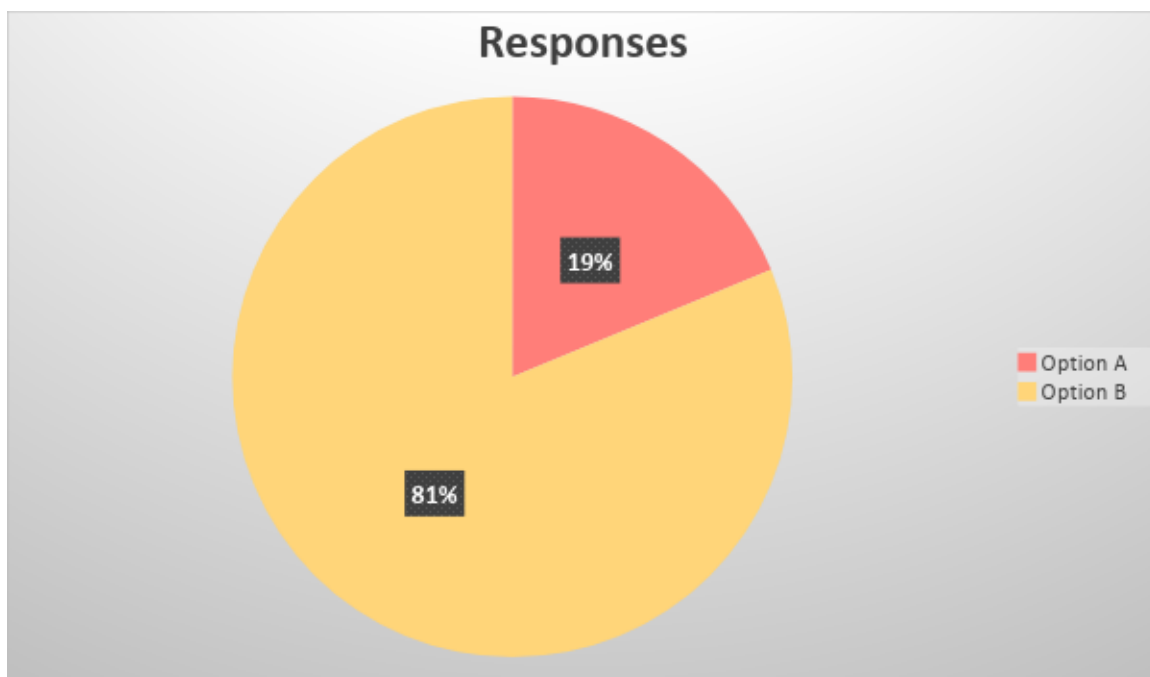
**What is the best description for Nurses/Other Health Services Professionals?**

- A) Health or clinical staff at the school that is part time and full time. This includes: nurses/allied health professionals, psychiatrists, psychologists, licensed independent clinical social workers, or licensed professional counselors.
- B) Shows if school support staff includes full- and part-time health and/or clinical staff such as nurses/other health services professionals, psychiatrists, and licensed independent clinical social workers or counselors.



**What is the best title description for Physical Activity Time?**

- A) School self-reported average time doing physical activity within a physical education course and recess.
- B) Average amount of time students spend being physically active (in either a physical education course or during recess). Self-reported by the school.



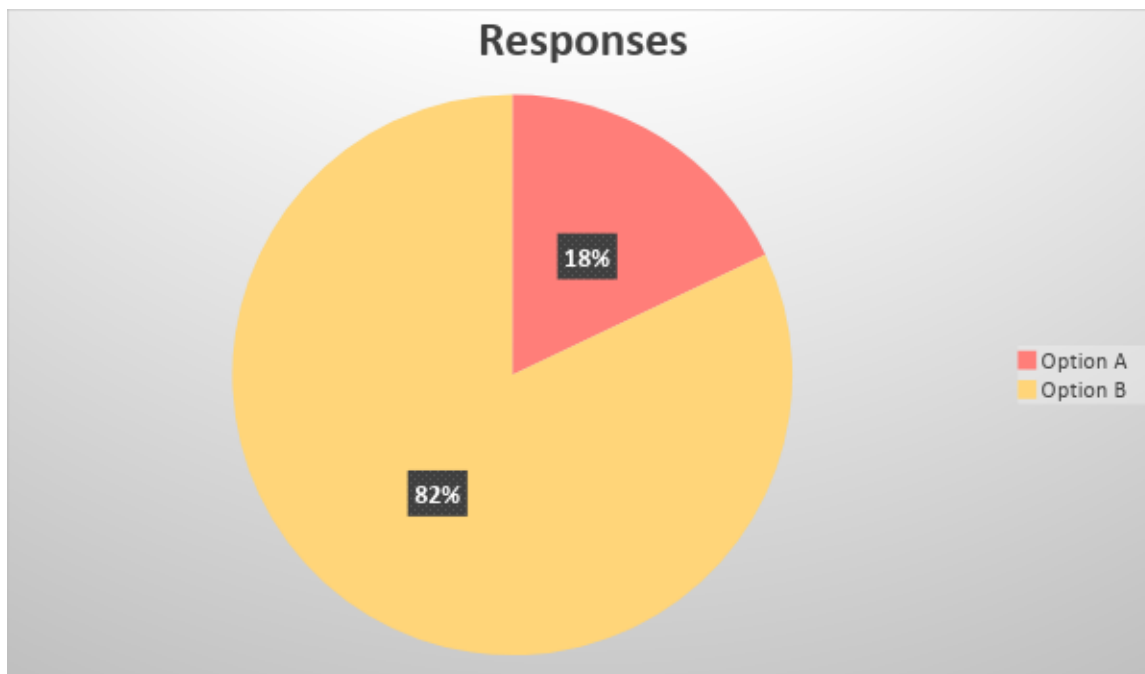
### **STAR Rating Results:**

*45 people participated in discussion groups on the STAR Rating page*

#### **What is the best description for the STAR Rating page?**

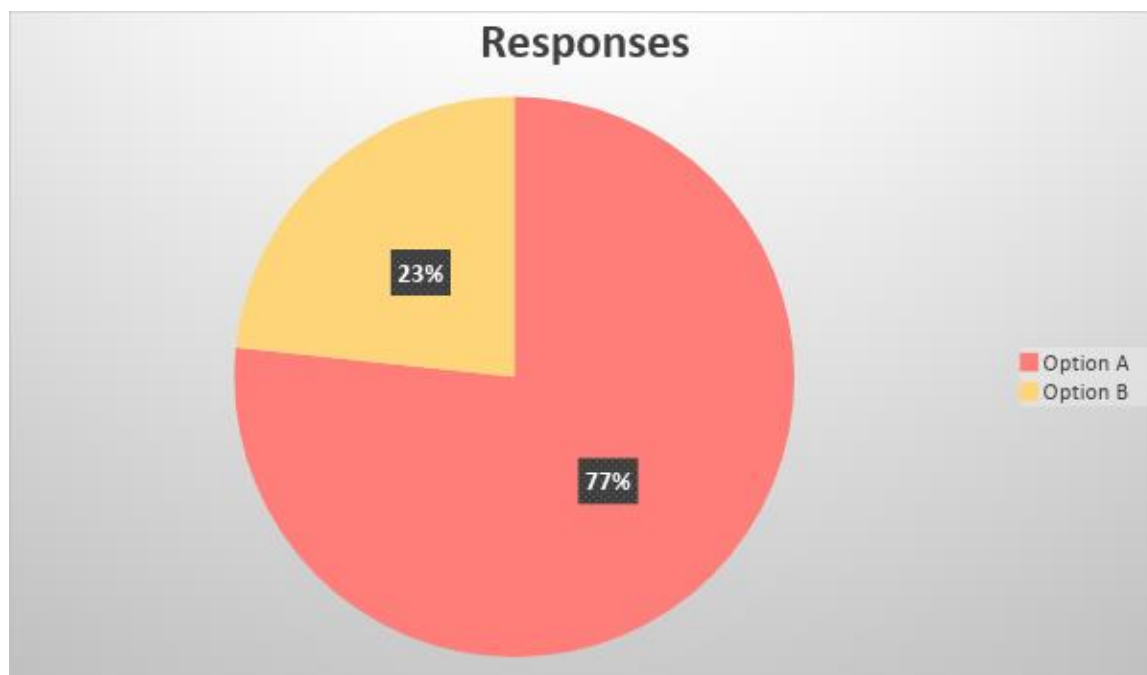
- A) This section provides more information about the STAR (School Transparency and Reporting) Rating for this school. The STAR Rating is based on the STAR Framework, the District of Columbia's accountability system, and uses multiple measures to share more information about school performance. This page provides an overview of student academic performance in the school.
- B) The STAR (School Transparency and Reporting) Framework is the District of Columbia's accountability system. This system gives schools a rating using multiple measures of school performance to show how a school performs compared to others in the District. Ratings range from a 1 (lowest) to 5 (highest) based on their total points earned out of a possible 100%

- 1 Star: Earned less than 20% of the points possible
- 2 Stars: Earned between 20% and 39% of the points possible
- 3 Stars: Earned between 40% and 59% of the points possible
- 4 Stars: Earned between 60% and 79% of the points possible
- 5 Stars: Earned between 80% and 100% of the points possible



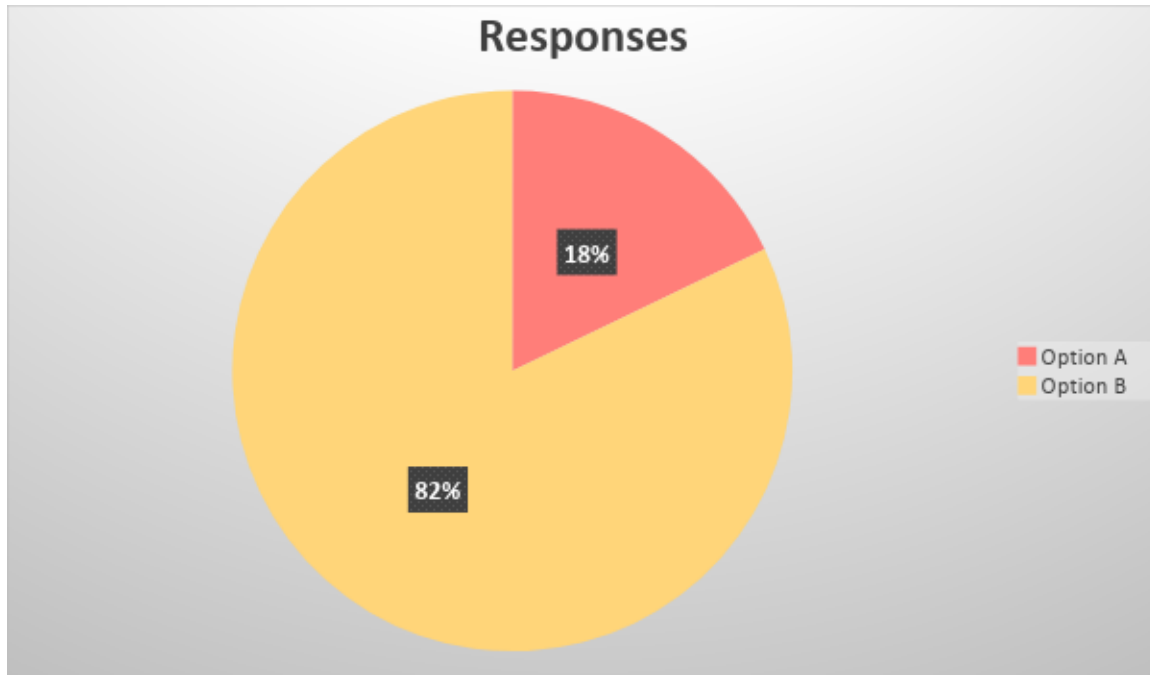
**What is the best description for STAR Rating for Elementary/ Middle or High Schools?**

- A) This page provides detailed information on how students at the school performed on each metric that is used to calculate the school's overall STAR Rating (Student Growth, Student Achievement, School Environment, and English Learner Language Acquisition and for high schools, Graduation Rates). The STAR Rating measures overall performance of all students as well as how key student groups perform on these metrics.
- B) This page provides detailed information about how the groups of students at this school performed on each of the metrics in the STAR Framework.



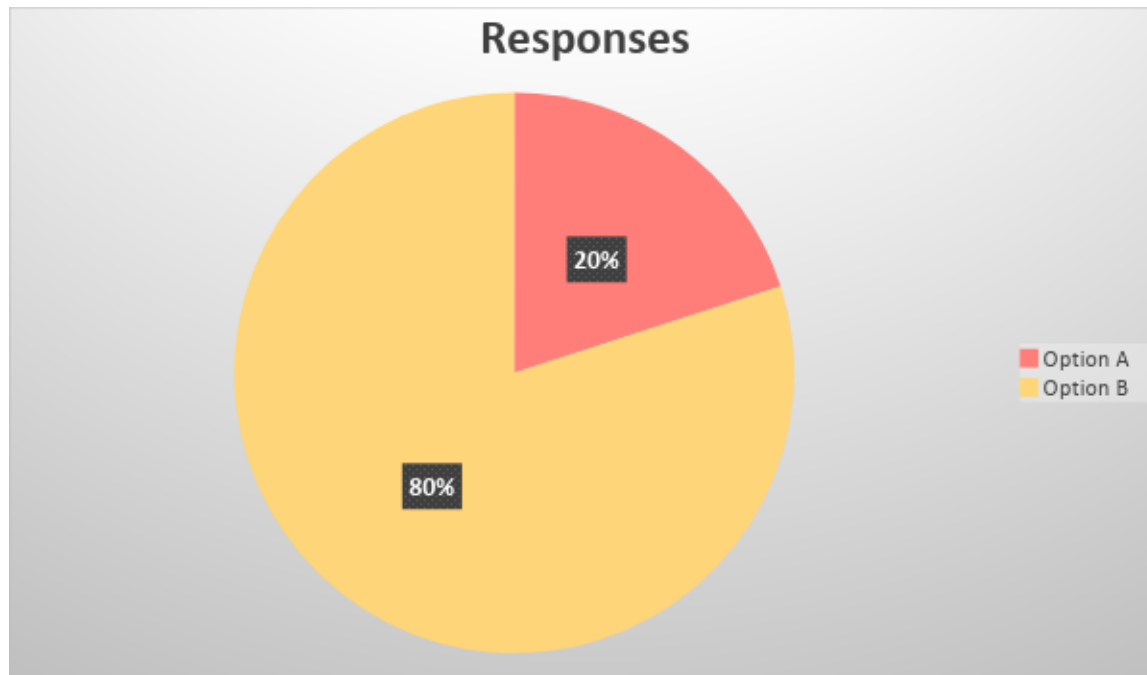
**What is the best title for School Support Designation?**

- A) School Support Designation
- B) Schools Identified as Needing Comprehensive or Targeted Support



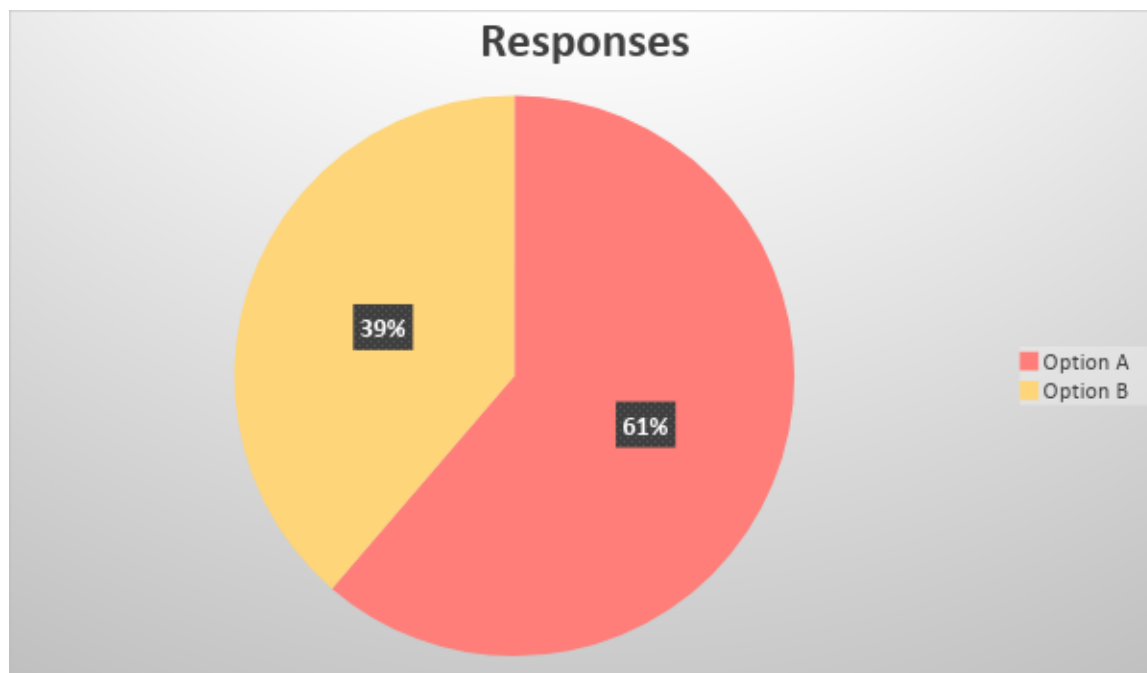
**What is the best description for School Support Designation?**

- A) School support label for schools identified as needing additional support based off of the STAR framework. Schools may need support for targeted groups of students or require comprehensive support based on performance.
- B) Schools identified as needing extra support from the Local Education Agency and OSSE, which is based on its performance on STAR Framework measures. Schools may need support for targeted groups of students or require comprehensive support based on performance. This includes additional funding, monitoring from DCPCSB/DCPS, and school improvement plans.



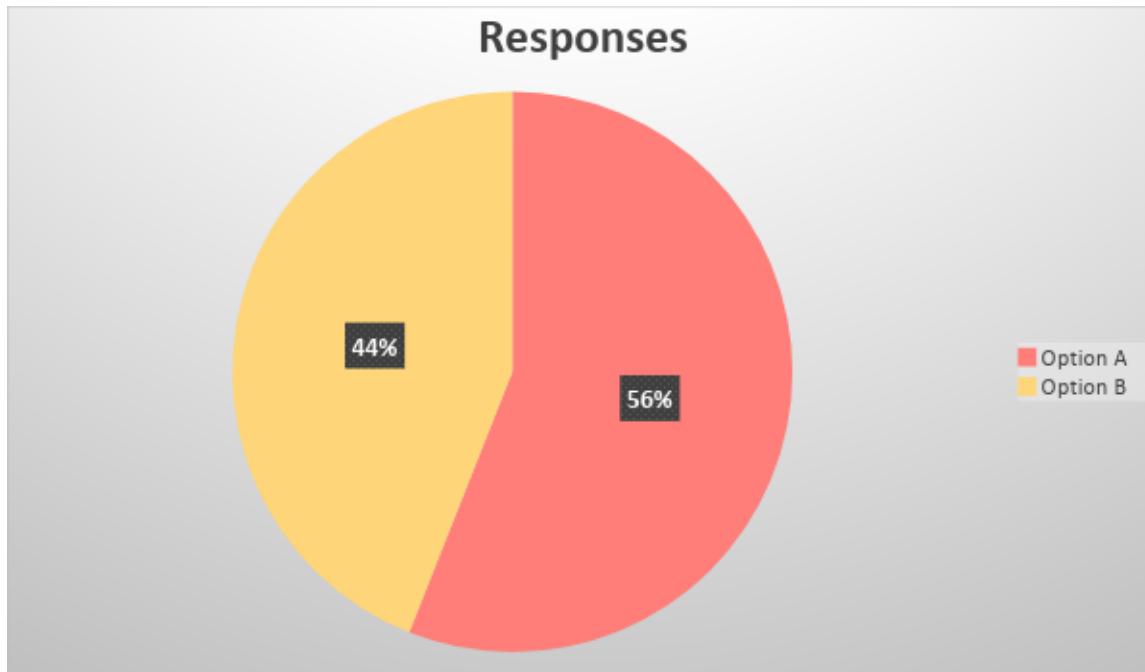
**What is the best title for Targeted Support Designation?**

- A) Targeted Support Designation
- B) Targeted Support School



**What is the best description for Targeted Support Designation?**

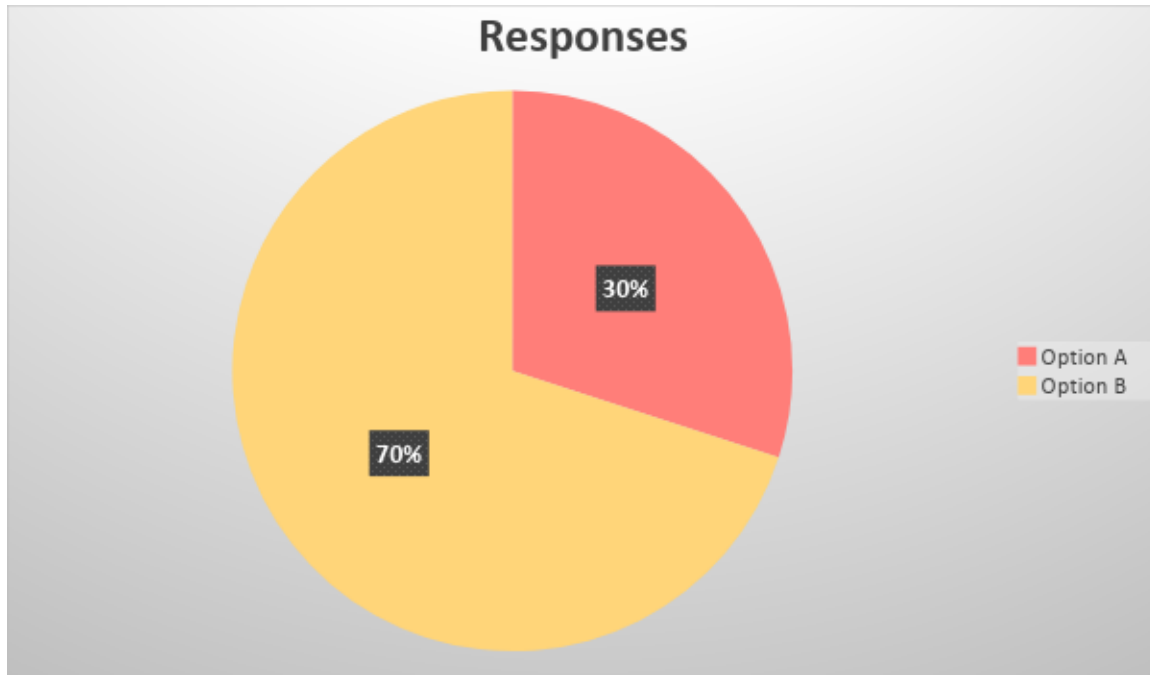
- A) If one or more subgroups of students is performing at or below the lowest performing students in all schools, schools will receive targeted support to help improve outcomes for that particular group
- B) School receives support to improve outcomes for specific targeted subgroups based on low academic performance



**What is the best title for Comprehensive Support Designation?**

- A) Comprehensive Support Designation
- B) Comprehensive Support School





**What is the best description for Comprehensive Support Designation?**

- A) Based on low academic performance and graduation rates, the school receives support to help improve outcomes for all students.
- B) The lowest-performing five percent of schools overall or any high school with a four-year adjusted cohort graduation rate at or below 67 percent will receive support to help improve all student outcomes.

