



District of Columbia  
Office of the State Superintendent of Education

# Preliminary Report Card Content & Public Engagement Responses December 5, 2017

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## Background

The Every Student Succeeds Act (20 U.S. C. § 6311) requires state education agencies (SEAs) to develop report cards for the SEA and local education agencies (LEAs) in their respective states. Further, the law requires LEAs to develop report cards on their schools. In order to develop a uniform and centralized report card, the Office of the State Superintendent of Education (OSSE) will develop one report card for the District of Columbia that complies with all of the requirements of the Act. The report card will be available to the public by December 2018, and it will include data collected from the 2017-18 school year.

Historically, report cards have been a public-facing tool that are used by a wide range of audiences, including parents. School report cards have historically been designed with policymakers in mind and consequently they were not always designed in a way that enabled parents and families to get understandable or valuable information about a school.

As a result, OSSE, along with the State Board of Education (SBOE), the SBOE ESSA Taskforce<sup>1</sup>, and a parents, solicited public feedback on the report card's content from September 15, 2017 to November 28, 2017. This document summarizes the current efforts taken to collect public feedback on the report card's content. Further, this document summarizes the feedback gathered on what parents expect to see on the report card as of November 29, 2017. It responds to the public's feedback, with an emphasis on parent voice. Finally, it includes the currently proposed list of data elements that OSSE will present to the full SBOE for an approval vote on the report card's content and format consistent with D.C. Code §38-2652. The first round of public feedback will continue through December 2017 and as a result, the information summarized below is not OSSE's final proposal; rather it is a summary of what we have heard so far.

## Overview: Public Engagement

Since the report card is a public facing tool that is to provide accurate, accessible, and actionable data to the public, it was important to develop a more authentic and sustainable approach to gathering public feedback from a broader audience, particularly from parents. OSSE believes that the entire engagement process should be locally led, feedback driven, ongoing, and sustainable. Therefore, OSSE consulted with community-based groups with experience gathering stakeholder feedback from diverse perspectives in our community.

OSSE arrived at a three-pronged strategy. First, OSSE solicited deep feedback on research-based questions related to the report card content in a series of OSSE feedback sessions. Second, OSSE created a community toolkit where any community group could engage their members, collect, and submit their feedback. Finally, OSSE launched an online survey allowed parents and stakeholders who could not attend an in-person engagement activity the opportunity to provide input on the content of the report card.<sup>2</sup> This approach allows OSSE to build local capacity and supports community partners as they

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<sup>1</sup> [State Board of Education ESSA Taskforce Participants](#)

<sup>2</sup> You may access the complete survey at the following link:  
<https://www.surveymonkey.com/r/DCReportCardSurvey>

engage various stakeholder groups across key audiences in every ward. OSSE intentionally engaged community-based organizations at the beginning of the community feedback process and encouraged them to support our efforts. OSSE further partnered with Parents Amplifying Voices in Education (PAVE) which led canvassing efforts on our behalf. OSSE also arranged for community based organizations to receive grants to help reach out to specific subgroups of parents.<sup>3</sup>

The community based toolkit includes materials on preparing, promoting, and hosting an engagement session.<sup>4</sup> The facilitator also has the opportunity to submit their feedback using a standardized collection tool. OSSE presented the toolkit to the SBOE ESSA Taskforce at their monthly meeting on October 3, 2017. During this session, OSSE facilitated a mock feedback session for taskforce members and obtained feedback from taskforce members on the toolkit. OSSE made several improvements to the toolkit based on the taskforce’s advice. For example, taskforce members believed that the two activities should be presented in reverse order; as a result, OSSE revised the facilitator script to capture that change. Taskforce members also expressed a need to revise the toolkit instructions for easier facilitation.

Broadly, the toolkit included two activities. In the first activity, participants were asked to complete a Top 3/Bottom 3 activity. In this exercise, respondents were provided with a list of required elements on the report card. Respondents were asked to identify their top three most important data elements and their bottom three or least important data elements. In the second activity, called “You Build It,” respondents were asked to work in small groups and identify themes that they would like to see on their model report card. Then, respondents identified how they would be interested in seeing that theme presented using data on the report card. For example, a respondents may identify teacher data as an important theme. Then, respondents would then list data elements that they would be interested in seeing, for example, teacher effectiveness data, teacher credentials, or teacher-student ratios. Session hosts then tabulated their results and sent their information back to OSSE to be recorded and analyzed.

## Public Engagement Results

### Respondents’ Demographics

As of November 29, 2017, the public engagement activities resulted in more than 430 touch points with community members. A total of 172 community members took the online survey, and 258 participated in an in-person feedback session.

Our collective efforts engaged a diverse cross-section of the city’s population including parents, teachers and administrators, and representatives from community-based organizations. Respondents reside in all of the city’s eight wards and reflect the racial and ethnic diversity of the District of Columbia. Table 1 summarizes the demographic information based on responses received from respondents.

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<sup>3</sup> Community-based organizations include Latin American Youth Center, Advocates for Justice in Education, DC Association for Special Education, the Children’s Law Center, Turning the Page, The Fishing School, For the Love of Children, and Higher Achievement.

<sup>4</sup> You may access all of the materials used in the public engagement toolkit at the following link:  
<https://osse.dc.gov/engagementtoolkit>

**Table 1: Survey Respondents<sup>5</sup>**

	In Person Sessions <i>Total Respondents: 258</i> <i>Total Respondents Submitting Demographic Surveys: 140<sup>6</sup></i>	Online Survey <i>Total Respondents: 172</i>
<b>Audience Composition</b>	Parents: 96 (70%) Students: 17 (12%) General Community Members: 10 (7%) Other: 7 (5%) Teachers: 6 (4%) Administrators 2 (<1%)	Parents: 120 (71%) Teachers: 14 (8%) Community Members: 14 (8%) Community Based Organization Staffers and Advocates: 8 (5%) Administrators: 6 (4%) Other: 5 (3%) Students: 1 (<1%)
<b>Ages of Children (if applicable)</b>	Children enrolled in: Pre-K: 21 (15%) Kindergarten: 18 (13%) Elementary School: 62 (45%) Middle School: 35 (25%) High School: 44 (32%) Non-Applicable: 21 (15%)	Children enrolled in: Pre-K: 54 (32%) Elementary School: 67 (40%) Middle School: 34 (20%) High School: 30 (18%) College: 7 (4%) Other: 40 (24%)
<b>School Sector</b>	DC Public Schools: 79 (61%) DC Public Charter Schools: 40 (31%) Private Schools: 9 (7%) Other: 8 (6%)	DC Public Schools: 75 (51%) DC Public Charter Schools: 54 (37%) Private Schools: 7 (5%) Home School: 2 (<1%) Other: 21 (14%)
<b>Ward</b>	Ward 8: 39 (28%) Ward 4: 21 (15%) Ward 1: 14 (10%) Ward 2: 14 (10%) Ward 5: 11 (8%) Ward 6: 11 (8%) Ward 7: 8 (6%) Ward 3: 7 (5%) Don't Know/Non Residents of DC: 13 (9%)	Ward 5: 28 (17%) Ward 3: 21 (13%) Ward 8: 21 (13%) Ward 4: 20 (12%) Ward 6: 18 (11%) Ward 7: 18 (11%) Ward 1: 15 (9%) Ward 2: 5 (3%) Don't Know/Non Residents of DC: 22 (13%)
<b>Race</b>	Black: 86 (67%) White: 27 (21%) Other: 10 (8%) Asian/Pacific Islander: 1 (<1%) American Indian: 1 (<1%) Preferred Not to Answer: 3 (2%)	White: 85 (50%) Black: 59 (35%) Asian/Pacific Islander: 10 (6%) American Indian: 5 (3%) Other: 7 (4%) Preferred Not to Answer: 15 (9%)
<b>Hispanic/ Latino</b>	30 (22%)	15 (9%)
<b>Children with an IEP</b>	30 (23%)	22 (13%)
<b>Primary Language</b>	English: 118 (84%) Spanish: 22 (16%)	English: 163 (98%) Spanish: 2 (1%) Other: 2 (1%)

<sup>5</sup> Some percentages may not add up to be 100% because respondents could have selected more than one option.

<sup>6</sup> Note that some respondents may submit surveys but not answer all questions.

## Activity Data

### Responses to Activity 1: Top 3/Bottom 3

In both the online survey and the in-person feedback sessions, respondents were asked to identify specific elements that were most or least important to them. Although the listing of data elements used in the exercises are federally required elements that must go on the report card, it is important to get an understanding of what respondents value the most. The purpose of this exercise was to get a sense of how respondents prioritized information for the report card; this will be helpful data to guide the report card development process. Table 2 shows the responses from the online survey. Table 3 shows the responses from the community engagement sessions. You may find the full listing ordered from most important to least important and vice versa in Tables 2 and 3.

**Table 2: Top 3/Bottom 3 Findings – Online Survey**

	<i>Full list of factors in order of high importance (top being most important)</i>	<i>Full list of factors in order of low importance (top being least important)</i>
<b>Online Survey</b>	<ol style="list-style-type: none"> <li>1. High School Graduation Rate within 4 years</li> <li>2. Violence, including harassment and bullying</li> <li>3. Advanced Coursework (AP/IB participation and performance)</li> <li>4. College Enrollment</li> <li>5. School-Related Arrests</li> <li>6. Number of inexperienced teachers</li> <li>7. Referrals to Law Enforcement</li> <li>8. Expulsions</li> <li>9. Suspensions</li> <li>10. Number of teachers who are not teaching in the subject or field for which the teacher is certified or licensed</li> <li>11. State Assessment Growth: PARCC Math</li> <li>12. Number of teachers teaching with emergency or provisional credentials</li> <li>13. State Assessment Growth: PARCC English Language Arts</li> <li>14. PARCC Math</li> <li>15. PARCC English Language Arts</li> <li>16. SAT Performance</li> <li>17. Amount of federal and state money spent per student (per pupil expenditures)</li> </ol>	<ol style="list-style-type: none"> <li>1. PK (Score on CLASS observational tool for PK classrooms)</li> <li>2. Alternative Assessments</li> <li>3. 1-5 STAR rating</li> <li>4. DC Science</li> <li>5. PARCC Math</li> <li>6. PARCC English Language Arts</li> <li>7. Average rate of student attendance</li> <li>8. EL Proficiency</li> <li>9. Number of teachers who are not teaching in the subject or field for which the teacher is certified or licensed</li> <li>10. Amount of federal and state money spent per student (per pupil expenditures)</li> <li>11. Number of teachers teaching with emergency or provisional credentials</li> <li>12. Re-enrollment rate</li> <li>13. State Assessment Growth: PARCC Math</li> <li>14. Rate of students attending school more than 90% of time</li> <li>15. State Assessment Growth: PARCC English Language Arts</li> <li>16. SAT Performance</li> <li>17. Number of inexperienced teachers</li> </ol>

	<i>Full list of factors in order of high importance (top being most important)</i>	<i>Full list of factors in order of low importance (top being least important)</i>
	18. Re-enrollment rate 19. Rate of students attending school more than 90% of time 20. 1-5 STAR rating 21. DC Science 22. Average rate of student attendance 23. High School Graduation Rate more than 4 years 24. EL Proficiency 25. PK (Score on CLASS observational tool for PK classrooms) 26. Alternative Assessments	18. Referrals to Law Enforcement 19. High School Graduation Rate more than 4 years 20. Expulsions 21. Advanced Coursework (AP/IB participation and performance) 22. School-Related Arrests 23. Suspensions 24. High School Graduation Rate within 4 years 25. Violence, including harassment and bullying 26. College Enrollment



**Table 3: Top 3/Bottom 3 Findings – Community Engagement Results**

	<b>Full list of factors in order of high importance (top being most important)</b>	<b>Full list of factors in order of low importance (top being least important)</b>
<b><i>Community Engagement Results</i></b>	<ol style="list-style-type: none"> <li>1. Discipline/Safety</li> <li>2. Teacher Data</li> <li>3. College Readiness</li> <li>4. High School Graduation Rate (Overall)</li> <li>5. State Assessment Growth</li> <li>6. State Assessments Annual Performance</li> <li>7. Advanced Coursework (AP/IB participation and performance)</li> <li>8. Average rate of student attendance</li> <li>9. Re-enrollment rate</li> <li>10. PK (Score on CLASS observational tool for PK classrooms)</li> <li>11. Amount of federal and state money spent per student (per pupil expenditures)</li> <li>12. 1-5 STAR rating</li> <li>13. EL Proficiency</li> </ol>	<ol style="list-style-type: none"> <li>1. Amount of federal and state money spent per student (per pupil expenditures)</li> <li>2. PK (Score on CLASS observational tool for PK classrooms)</li> <li>3. State Assessments Annual Performance</li> <li>4. Re-enrollment rate</li> <li>5. Average rate of student attendance</li> <li>6. Discipline/Safety</li> <li>7. EL Proficiency</li> <li>8. 1-5 STAR rating</li> <li>9. Teacher Data</li> <li>10. Advanced Coursework (AP/IB participation and performance)</li> <li>11. State Assessment Growth</li> <li>12. College Readiness</li> <li>13. High School Graduation Rate (Overall)</li> </ol>

## OSSE Decision Making Framework for Proposed Elements

Activity 2, “You Build It” was designed to encourage open-ended responses as to what data should be presented on the report card. The activities allow respondents to “dream up” what would appear or be most informative on their model report card and not think about constraints.

OSSE relied on the public engagement process, especially the results in Activity 2, to guide our proposal on report card data elements. Based on that feedback, the majority of themes and data elements requested were data elements that OSSE currently collects, verifies, and reports.

Yet, not every data element identified in the public feedback can appear on the report card; OSSE wants the information presented to be informative but not overwhelming to the intended audience -parents. Inevitably, choices must be made; however, we wanted to thoughtfully consider and identify how we could meet parent expectations as reflected in the feedback.

The Every Student Succeeds Act requires SEAs and LEAs to develop report cards. ESSA lists elements that must be included on report cards for the SEA, the LEA, and schools. OSSE must include these required elements in order to comply with the Act and receive access to federal education funds.

There were some cases where respondents proposed data elements that OSSE does not collect or would require a significant administrative burden on schools, LEAs, and OSSE. In those cases, OSSE looked at comparable data already collected that would address the same need.

## Proposed Elements- Preliminary

Based on the open-ended feedback from Activity 2, this section includes the most prominent themes, a description of what we heard, and the top mentioned data-sources respondents hope to see in measuring the information. In addition, the section that follows outlines the data elements that we are proposing for each theme. OSSE responded to each theme that garnered at least 5 percent of responses. Appendix A provides a complete listing of every data element being proposed, a description of the data element, the rationale for selecting it, and the levels and subgroups reported.

It is important to note that this is our first effort to present the public with a full list of proposed elements and more public engagement is underway through the month of December. OSSE will continue to log all responses, calculate responses, and update the proposed list as more feedback is reported.

### Teacher Data

**What We Heard:** Teacher data, specifically data that pertained to demographics and quality, was the most popular theme; it was mentioned in 16 percent of the feedback received. Respondents expressed an interest in knowing teachers' racial/ethnic backgrounds, level of experience, turnover rates, and effectiveness as they pertain to each of the District's schools. Further, it is important to note that much of the feedback expressed a desire for teacher data at the school level. The most common data elements suggested were number of years teaching, teacher demographics, percent of teachers certified or their education level, and teacher turnover data.

**Proposal:** In order to address the public's feedback about measures of teacher quality, OSSE proposes the following teacher data elements for the report card: Educator qualifications: Inexperience<sup>7</sup>, Educator qualifications: Emergency/Provisional Credentials, and Educator qualifications: Out of Certification.

**Rationale:** Out of the full list of suggested teacher data elements around teacher quality, OSSE collects the needed data to calculate three measures. These are the measures pertaining to teachers that must be reported on the report card as required by ESSA. Respondents mentioned a few teacher measures that OSSE cannot commit to putting on the report card at this time, for example, teacher demographic information. OSSE does not collect all of the data needed to calculate these kind of measures from LEAs currently. OSSE would need to implement a statewide teacher identification system that would be used universally throughout the District of Columbia, so teacher records could be matched to the right teacher. This would be a significant administrative and financial undertaking to pursue prior to December 2018.

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<sup>7</sup> Inexperienced is defined by teachers who are in their first year.

## **Parent/Family Engagement**

**What We Heard:** Respondents identified parent and family engagement measures as the second most popular theme and mentioned it in 10 percent of feedback. Respondents were concerned about two general pieces of information. First, they wanted to know the extent to which parents are involved, engaged, and invested in the school. Second, they wanted to know how much effort schools were putting forth to engage their students' families. The most common data elements suggested were attendance at community events or PTA meetings, demographics of parents involved in school activities, school decision-making processes and the extent to which parents were involved in those processes, and the number of initiatives put forth by schools to engage families.

**Proposal:** OSSE will satisfy the public engagement feedback about on the importance of parent engagement strategies by proposing to provide links to school parent engagement plans and PTA/PTO meetings at each school.

**Rationale:** OSSE believes that this information will give families the best information on what schools are doing to engage families. Though respondents suggested that OSSE collect and report parent attendance at school activities, community events, or PTA meetings, this would be a significant administrative undertaking for schools, LEAs, and OSSE. It would require schools to design and establish systems to collect and track parent attendance, identify staff to perform this role, and then begin collecting records on parent attendance. Further, schools are best equipped to have this conversation with parents because of the wide variety of parent engagement efforts offered. Ensuring that there is a link to engagement plans and PTOs shows that it is valuable and incents schools to have clear links that are understandable to parents.

## **Graduation & College Preparedness**

**What We Heard:** Respondents identified high school graduation and college preparedness data as the next most popular theme; it was mentioned in 9 percent of feedback. Respondents were interested in data surrounding the topics of graduation and college readiness as seen through acceptance and graduation rates, certain test scores, and the types of colleges admitting various schools' students. The most common data elements suggested were graduation rates by school, credit hours required for graduation, college acceptance rates, and college acceptance and graduation rates by demographic subgroup.

**Proposal:** OSSE proposes the following data elements pertaining to graduation and college preparedness to be included on the December 2018 report card: SAT "College Ready" Benchmark, SAT/ACT DC Percentile Threshold, Four-Year Graduation Rate, AP/IB Participation, AP/IB Performance, and Alternative Graduation Rate. OSSE is interested in publishing college enrollment data for the first time on the December 2019 report card.

**Rationale:** OSSE heard substantial public feedback on graduation and college preparedness data, and is pleased to satisfy most of the data identified as important. Respondents spoke of the need for the need

for graduation rate data and student performance on SAT as data metrics to gauge college preparedness. OSSE is able to meet those expectations on the report card.

College enrollment rates are more complicated. ESSA requires that states report information on enrollment in public postsecondary education in the State. In addition, the statute requires states to publish enrollment rates on private postsecondary education in the State and programs of postsecondary education outside of the State if and when it is available. Like most other states, DC relies on the National Student Clearinghouse to report college enrollment for its high school graduates. To report out accurate and timely data, OSSE will need to revisit the agreement with the Clearinghouse and develop business rules. Given the time and resources needed to do that, OSSE aims to post college enrollment rates using National Clearinghouse Data beginning on the report card that will be released in December 2019. This will be contingent upon getting accurate and complete records on enrollment from the National Student Clearinghouse.

### **Diversity**

**What We Heard:** Respondents identified racial, ethnic, and gender diversity as an important theme in about 8 percent of public feedback. Respondents stated a desire to understand both the demographics and diversity within DC's schools as well as efforts being made to support certain groups such as English learners. The most common data elements suggested to measure this theme were ethnic and racial demographics of students and teachers and programs in place to support English learners. In addition, respondents expressed the need to compare school demographics to the LEA, state, and even national numbers.

**Proposal:** OSSE will propose enrollment data based on the federally required demographic subgroups: racial/ethnic minorities, students with disabilities, English learners, and economically disadvantaged students. This information will be posted at the SEA, LEA, and school levels.

**Rationale:** OSSE obtains this information on student enrollment and demographics; it is already posted on the school-by-school Equity Reports. OSSE is unable to report demographics of teachers for the reasons outlined above under teacher data.

### **Test Scores & Grades**

**What We Heard:** Respondents expressed a desire for data on test scores and grades in about 8 percent of responses. Participants expressed an interest in learning average test scores and grades across schools in order to gauge performance. The most common data sources mentioned were grade point averages by school, average SAT scores by school, and PARCC scores. Test scores and grades should be able to be compared with LEA, state, and national data.

**Proposal:** OSSE proposes the following information pertaining to test scores and grades: Assessment Results on PARCC and DC Science, English Language Proficiency for English learners as measured on ACCESS, SAT "College Ready" Benchmark, SAT DC Percentile Threshold, and AP/IB Performance.

**Rationale:** OSSE is proposing these data elements as they satisfy the feedback heard as well as comply with federal reporting requirements. School-level scores will be able to be compared with LEA- and State-level scores on the report card. However, grade point average by school is one data element that the public requested that OSSE will not be able to publish. Currently, OSSE does not collect transcript data on students from schools and LEAs statewide that can be used for accountability. Further, grading scales and practices vary from school to school and do not allow for meaningful comparisons across schools.

### **Disciplinary/Safety Topics**

**What We Heard:** Respondents identified discipline and safety topics in just over 6 percent of public feedback. Respondents expressed a desire to see information around school safety, disciplinary approaches, and policies. The most common data elements suggested were disciplinary action statistics (number of expulsions, suspensions, etc.), safety protocols by schools, security infrastructure in place (guards, metal detectors), and safe passage data.

**Proposal:** OSSE will propose to report the following discipline data elements: school suspensions, expulsions, school related arrests, incidents of violence, bullying, and harassment.

**Rationale:** Many of the elements respondents identified as important can be reported on the report card. OSSE proposes to report disciplinary action statistics, for example, number of expulsions and suspensions. OSSE also proposes a host of data elements pertaining to bullying, harassment, in-school arrests, and violence which are required by ESSA. There are several elements that parents expressed interest in seeing like safety protocols by school, security infrastructure, and safe passage data. This information is not currently collected or reported by OSSE. Similar to the previous sections, implementing a new collection would be a significant administrative and financial burden on schools, LEAs and OSSE and we believe that the data currently collected meets the need expressed during public feedback.

### **Other Data Elements**

OSSE proposes several other data elements on the report card that did not garner 5 percent of responses, yet some of this information is foundational, required, or already published and used. Although these did not get 5 percent of responses, these data elements are already collected and respond to parent interest, and OSSE wanted to accommodate these requests. For a complete listing, please refer to Appendix A. Here is a short summary of these data elements and why OSSE is proposing them.

Directory information includes information like school name, LEA name, and contact information of the school. This information is foundational to developing a report card and must be included.

There are several required elements pertaining to accountability that must be published on the report card in order to comply with ESSA and the state's approved state ESSA plan. These data include

information on alternative assessments, exempted EL students, progress towards state long term goals, indicators used in the STAR framework, and the STAR rating.

Some of the feedback mentioned the need for transportation data to help inform families about nearby Metro bus and Metro rail stations. OSSE proposes to continue with the same data on transportation that is on My School DC.

Respondents have expressed interest in school programming. My School DC currently provides information on school programs, before and after care, and extracurricular activities. OSSE proposes those data elements to go on report card as well.

Finally, OSSE currently collects school health profile reports. These reports include time for physical education, number of nurses, and health services available to schools. In order to bring more public awareness to these reports that schools already report and OSSE publicly publishes, we propose linking those to the report card.

## Next Steps

OSSE has taken a new approach to gain valuable perspective on report cards. Because of this effort, the feedback gathered comes from a much larger swath of the population and focuses on parent voice. This is important if the state report card is to serve parents well.

As far as next steps, OSSE plans to continue public engagement until December 15, 2017. The toolkit and online survey will be available for use throughout that period. In addition, we will continue outreach to parents through Ed Fest on December 9, 2017. After that, OSSE will log and analyze public feedback, and update this document based on the updated feedback. OSSE will present a final proposed list to the SBOE in January 2018.

## Appendix A: Proposed Data Elements

Category	Data Element	Description	Selection Reason(s)	Reporting Level
Directory	Name		This directory information is foundational to creating a report card, and it is already collected and reported by My School DC or by OSSE.	SEA, LEA, School
Directory	Address			SEA, LEA, School
Directory	Phone Number			SEA, LEA, School
Directory	Internet Address			SEA, LEA, School
Directory	Hours			School
Directory	LEA Name			School
Directory	Grades Served	Identifies the grades that are currently served and/or expected to be served in the future		School
Directory	Points of Pride	Schools may identify points of pride (course offerings, activities, mission/vision, etc.)		School
Directory	Ward	Identifies the ward in which the school is located		School
Achievement	Assessment Results	Number and percentage of students at each level of achievement on PARCC Math, PARCC ELA, and DC Science <sup>8</sup>	Parent interest. Required by ESSA and currently reported publicly.	SEA, LEA, School and by subgroup
Achievement	English Language Proficiency for English Learners	Number and percentage of English learners achieving English language proficiency as measured on ACCESS 2.0 for ELLs	Required by ESSA	SEA, LEA, School
Achievement	Median Growth Percentile	Measures how the median student performed in this year's assessment when compared with DC students who had similar achievement on the previous year's exam.	Used in STAR framework, so it is required by ESSA to be on report card.	SEA, LEA, School and by subgroup
Achievement	Growth to Proficiency	Percentage of students meeting or exceeding a percentile threshold.	Used in STAR Framework, so it is required by ESSA to be on report card.	SEA, LEA, School and by subgroup
Achievement	Progress in Achieving English Language Proficiency	ACCESS Growth	Used in the STAR framework, so required by ESSA	SEA, LEA, Growth
College Readiness <sup>9</sup>	SAT "College Ready" Benchmark	Percentage of students meeting or exceeding the "college ready" benchmark on SAT	Parent interest. Used in the STAR framework, so required by ESSA. Identified as an important metric.	SEA, LEA, School and by subgroup

<sup>8</sup> For assessment results, we need to publish LEA results with a comparison against the SEA level. For school level results, we need to show with a comparison against the SEA and LEA. We also need to report student achievement two ways: the method in the state's accountability system (achievement of all students who took the test) and a calculation of achievement of all students who should have taken the test.

<sup>9</sup> 9% of respondents identified college readiness data as an important theme.

Category	Data Element	Description	Selection Reason(s)	Reporting Level
College Readiness	SAT DC Percentile Threshold	Percentage of students meeting or exceeding a percentile threshold as determined by the state.	Parent interest. Used in the STAR framework, so required by ESSA. Identified as an important metric.	SEA, LEA, School and by subgroup
College Readiness	Graduation Rate	Graduation rate of the 4 year adjusted cohort	Parent interest. Required by ESSA. Used in STAR framework. Identified as an important metric.	SEA, LEA, School, and by subgroup
College Readiness	AP/IB Participation	Percent of students taking at least one AP or IB exam	Parent interest. Used in STAR framework. Required by ESSA.	SEA, LEA, School, and by subgroup
College Readiness	AP/IB Performance	Percent of students scoring 3+ on at least one AP exam and/or 4+ on at least one IB exam	Parent interest. Used in STAR framework, so required by ESSA. Feedback identified as most important.	SEA, LEA, School, and by subgroup
College Readiness	Alternate Graduation Rate	In a given year, number of total graduates (regardless of time frame) divided by the number of students in the 4 year adjusted graduation cohort	Parent interest. Used in STAR framework, so required by ESSA	SEA, LEA, School, and by subgroup
School Environment	Attendance 90% +	Percentage of enrolled students who were present/in attendance for 90% or more of enrolled days	Used in STAR framework, so required by ESSA. Also, ESSA requires chronic absenteeism measure from Civil Rights data.	SEA, LEA, School
School Environment	Attendance Growth in 90% +	Measures how a student's access to instructional time (the percentage of enrolled days a student was present) in the current school year compared with DC students who had a similar attendance rate in the previous year	Used in STAR framework, so required by ESSA	SEA, LEA, School
School Environment	In-Seat Attendance	Daily average percentage of enrolled students who were present in school	Used in STAR framework, so required by ESSA	SEA, LEA, School
School Environment	Re-enrollment	Percentage of students who are able to re-enroll in the same school and actually choose to re-enroll	Used in STAR framework, so required by ESSA	SEA, LEA, School
School Environment	CLASS	Program level score on CLASS observational tool for Pre-K classrooms	Parent interest. Used in STAR framework, so required by ESSA	SEA, LEA, School
School Environment	Parent Engagement	Link to a school's engagement plan and PTO information	Parent interest. Approximately 10% of respondents mentioned parent engagement. Parents requested PTO information and school engagement efforts specifically.	School



Category	Data Element	Description	Selection Reason(s)	Reporting Level
School Environment	School Program Information	Identifies if schools have the following programs: blended learning, STEM focus, single-gender campus, JROTC, study abroad, AP, Arts Integration, Dual College Enrollment, and Career & Technical Education.	This is what is currently reported in My School DC and are aligned with PCSB and DCPS.	School
School Environment	Before & After School Care	Indicates whether before and after school care is offered to parents	This information is currently reported on My School DC.	School
School Environment	Extra-curricular Activities	Schools have may supply written text or a link to extra-curricular activities offered at the school.	This information is currently reported on My School DC.	
School Environment	Student Mobility	Tracks student mobility throughout out the year- students entering and withdrawing.	Previously reported on equity reports	SEA, LEA, School
Accountability	STAR Rating	1-5 rating based on the state's accountability system framework	Stated that it would be reported on report card in ESSA State Plan.	School
Accountability	Comprehensive/Targeted Support Schools	School support label for applicable schools based off of the STAR framework	Required by ESSA	School
Accountability	Participation Rate	Percentages of students assessed and not assessed in each subject in PARCC	Required by ESSA	SEA, LEA, School
Accountability	Alternative Assessments	Number and percentage of students assessed on DC Alt by grade and subject	Required by ESSA	SEA, LEA, School
Accountability	Exempted EL Students	As applicable, number and percentage of recently arrived English learners exempted from one administration of the reading/language arts assessments or whose results are excluded from certain State accountability system indicators	Required by ESSA	SEA, LEA, School
Accountability	Long Term Goal Progress	Progress toward State-designed long-term goals for academic achievement, graduation rates, and English learners achieving English language proficiency (including measurements of interim progress)	Required by ESSA	SEA, LEA, School
Accountability	Description of the State Accountability System	A description of the state's accountability system that includes: N-Count, long term goals, indicators, system for differentiating schools, number and name of schools receiving comprehensive/targeted support, and exit criteria for comprehensive/targeted support schools.	Required by ESSA	N/A

Category	Data Element	Description	Selection Reason(s)	Reporting Level
Teacher	Educator Qualifications: Inexperience	Rates of inexperienced teachers	Parent interest. Required by ESSA. Teacher related data was identified as an important theme in about 16% of the feedback gathered. Already collected by OSSE, but has not been publicly reported.	SEA, LEA, School- must also be delineated by high and low poverty schools
Teacher	Educator qualifications: Emergency/Provisional Credentials	Rates of teachers that are teaching on emergency and provisional credentials <sup>10</sup>		SEA, LEA, School- must also be delineated by high and low poverty schools
Teacher	Educator qualifications: Out of Certification	Rates of teachers that are teaching in subjects or fields without certification or licensure <sup>11</sup>		SEA, LEA, School- must also be delineated by and low poverty schools
Finance	Per Pupil Expenditures	Per pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds	Required by ESSA	LEA, School
Other	Enrollment	School enrollment counts for students broken out by all federal required subgroups	Previously reported on Equity reports and wants to continue the same level of service, and about 8% of the respondents expressed interest in diversity.	SEA, LEA, School
Transportation	Bus Transportation	Accessible public bus near the school	Offered on My School DC	School
Transportation	Metro Transportation	Accessible public train near the school	Offered on My School DC	School
Discipline <sup>12</sup>	Suspensions	Counts and rates of students receiving in-school suspensions	Required by ESSA and commonly requested data element from feedback. Also on Equity Reports.	SEA, LEA, School

<sup>10</sup> Only for DCPS, since schools in the PCSB are not required to have teachers with license.

<sup>11</sup> Only for DCPS, since schools in the PCSB are not required to have teachers license.

<sup>12</sup> Discipline data was identified as an important overall theme. It was mentioned in about 6 % of all feedback gathered.

<b>Category</b>	<b>Data Element</b>	<b>Description</b>	<b>Selection Reason(s)</b>	<b>Reporting Level</b>
<b>Discipline</b>	Expulsions	Counts and rates of expulsions	Required by ESSA and commonly requested data element from feedback. Also on Equity Reports.	SEA, LEA, School
<b>Discipline</b>	School related arrests	Counts of school related arrests	Required by ESSA and commonly requested data element from feedback. Also on Equity Reports.	SEA, LEA, School
<b>Discipline</b>	Incidences of Violence	Counts on school related arrests	Required by ESSA and commonly requested data element from feedback. Also on Equity Reports.	SEA, LEA, School
<b>Discipline</b>	Bullying	Counts of reported incidents of bullying	Required by ESSA and commonly requested data element from feedback. Also on Equity Reports.	SEA, LEA, School
<b>Discipline</b>	Harassment	Counts of reported incidents of harassment	Required by ESSA and commonly requested data element from feedback. Also on Equity Reports.	SEA, LEA, School
<b>Other</b>	Enrollment in preschool programs	Counts of students enrolled in pre-school	ESSA requires this data.	SEA, LEA, School
<b>Health</b>	School Profile Reports	Link to school profile reports which includes PE time, number of nurses, and health services available schools in addition to other health information.	This is information that OSSE currently collects and can be shared with the public in a larger scale.	School

## Proposed Data Elements - Future Report Card

Category	Data Element	Description	Selection Reason(s)	Reporting Level
<b>College Readiness</b>	College Enrollment	The count and rate of students in a graduating cohort that enrolls in college within 1 year of their high school graduation.	About 9% of respondents identified college readiness data as an important theme. This is also required by ESSA. It was a commonly mentioned data element based on the feedback	SEA, LEA, School

## Appendix B: Responses from Key Stakeholder Audiences

### Wards 7 & 8

OSSE hosted engagement sessions in Ward 7 and Ward 8. The United Planning Organization (UPO) also hosted a session in Ward 8, and Turning the Page, which works primarily with residents in Ward 7 and Ward 8, also hosted a session. For these Ward 7 and Ward 8 specific sessions, Table 4 summarizes the results from Activity 1, the Top 3/Bottom 3 exercise.

Top 3 (Most Important)	Bottom 3 (Least Important)
<ol style="list-style-type: none"> <li>1. Attendance Rate</li> <li>2. Teacher Data</li> <li>3. State Assessments- Growth</li> </ol>	<ol style="list-style-type: none"> <li>1. Re-Enrollment Rate</li> <li>2. STAR Rating of the School</li> <li>3. English Learner Data</li> </ol>

In Activity 2, the “You Build It” exercise respondents from Wards 7 and 8 emphasized the importance of the following information:

- Teacher Data: Retention, Teacher Quality, and Satisfaction
- Health: Quality of food, as it relates to both spoiled food and nutrition that the school is providing to students. Environmental concerns about air quality (mold) and water quality (lead)
- Safety: Crime in and around the schools and whether it is safe for children to get to school
- Transportation to school (what methods/options are available to students?)
- Programs for gifted students

### Students with Disabilities

OSSE also leveraged partners that work with families of students with disabilities. The District of Columbia Association for Special Education (DCASE) hosted a session, which included mostly parents of students with an IEP or parents who had a student who was previously on an IEP.

Top 3 (Most Important)	Bottom 3 (Least Important)
<ol style="list-style-type: none"> <li>1. <b>Teacher Data</b></li> <li>2. <b>Discipline &amp; Safety</b></li> <li>3. <b>High School Graduation Rate</b></li> </ol>	<ol style="list-style-type: none"> <li>1. State Assessments Growth</li> <li>2. State Assessments Performance</li> <li>3. College Readiness</li> </ol>

In Activity 2, the “You Build It” exercise, respondents emphasized the importance of the following information:

- Wrap-around services (nurses, psychiatrists, etc.)
- Availability of assistive technology

- Types of curriculums available (such as reading interventions)
- Types of environments (inclusion or self-contained) that IEP students are in
- IEP information: the number of students with plans, number of evaluations, number of evaluations by school psychologists, and the number of appeals of evaluations

### Students Learning English

Three sessions have been hosted in which the majority of attendees preferred language is Spanish.

Top 3 (Most Important)	Bottom 3 (Least Important)
<ol style="list-style-type: none"> <li>1. Discipline &amp; Safety</li> <li>2. Pre-Kindergarten</li> <li>3. Teacher Data</li> </ol>	<ol style="list-style-type: none"> <li>1. Per-Pupil Expenditures</li> <li>2. Attendance Rate</li> <li>3. College Readiness</li> </ol>

In Activity 2, the “You Build It” exercise respondents emphasized the importance of the following information:

- Types and condition of school facilities (gymnasium, playgrounds, etc.)
- Schools’ principals (education and retention statistics)
- Types of programs and enrichment offered (arts, STEM)
- Extra-curricular activities offered

### Students

In order to gather students’ perspectives, a meeting was held for members of the State Board of Education Student Advisory Committee and for the DC Department of Health’s Youth Advisory Board.

Top 3 (Most Important)	Bottom 3 (Least Important)
<ol style="list-style-type: none"> <li>1. College Readiness</li> <li>2. Advanced Coursework</li> <li>3. Discipline &amp; Safety, State Assessments- Growth, Teacher Data*</li> </ol> <p>*Indicates a three way tie.</p>	<ol style="list-style-type: none"> <li>1. Pre-Kindergarten</li> <li>2. State Assessments- Growth</li> <li>3. Re-Enrollment Rate</li> </ol>

In Activity 2, the “You Build It” exercise, respondents emphasized the importance of the following information:

- Safety (non-bullying policies, number of security guards, etc.)
- Academic rigor/homework load
- Graduation rates, college readiness, and post-high school outcomes
- Teacher quality
- Counselors
- School’s demographic makeup
- Sports and other extra-curricular activities offered