Appendix A v.2: Proposed Data Elements

Category	Data Element	Description	Selection Reason(s)	Reporting Level
Directory	Name		Many of the items in the Directory category are standard information that is foundational to creating a report card. Points of pride gives schools the opportunity to provide more context for the parent audience. Feeder school is information currently listed on My School DC and helps parents plan for the future.	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
Directory	*Feeder School*	*Identifies the school(s) that are assigned to serve the student in higher grade levels*		*School*
Achievement	Assessment Results	Number and percentage of students at each level of achievement on PARCC Math, PARCC ELA, and DC Science[1]	Test Scores and Grades was the fourth most popular theme from the public feedback; these data elements are also required by federal law.	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 federal law	SEA, LEA, School

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[1] For assessment results, OSSE is required to publish LEA results with a comparison against the SEA level. For school level results, OSSE must show \ a comparison against the SEA and LEA. OSSE must also 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 statewide assessment.

Category	Data Element	Description	Selection Reason(s)	Reporting Level
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[2]	SAT "College Ready" Benchmark	Percentage of students meeting or exceeding the "college ready" benchmark on SAT	Graduation and college preparedness was the sixth most popular theme from the public feedback and mentioned in 6% of responses. These data elements in the college readiness category are all used in the STAR framework, thus, by federal law, they must be included on the report card.	SEA, LEA, School and by subgroup
College Readiness	SAT DC Percentile Threshold	Percentage of students meeting or exceeding a percentile threshold as determined by the state.		SEA, LEA, School and by subgroup
College Readiness	Graduation Rate	Graduation rate of the 4 year adjusted cohort		SEA, LEA, School, and by subgroup
College Readiness	AP/IB Participation	Percent of students taking at least one AP or IB exam		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		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		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	The data elements in the school environment category are all used in the STAR framework, thus by federal law, must be on the report card.	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		SEA, LEA, School

[2] 9% of respondents identified college readiness data as an important theme.

Category	Data Element	Description	Selection Reason(s)	Reporting Level
		current school year compared with DC students who had a similar attendance rate in the previous year		
School Environment	In-Seat Attendance	Daily average percentage of enrolled students who were present in school		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		SEA, LEA, School
School Environment	CLASS	Program level score on CLASS observational tool for Pre-K classrooms		SEA, LEA, School
School Environment	School Program Information	Identifies if schools have the following programs: *Advanced Placement, Arts integration, Blended Learning, Career & Technical Education, Dual College Enrollment Dual Language/Immersion, Extended Day, Extended Year, IB, JROTC, Montessori, Online Learning, School Uniform Required, Single Gender Campus, STEM Focus, Intercollegiate Sports*	These items provide parents additional context into the program offerings in a school.	School
School Environment	Before & After School Care	Indicates whether before and after school care is offered to parents. *Also indicates whether the care is free, on a sliding scale/voucher, or whether the childcare is paid*	From the feedback, we heard anecdotally that childcare information was important to making a decision about a school. The final proposal includes new information on the cost of childcare.	School
School Environment	Extra-curricular Activities	Schools have may supply written text or a link to extra-curricular activities offered at the school.	These items provide parents additional context into the program offerings of the school.	
School Environment	Student Mobility	Tracks student mobility throughout out the year- students entering and withdrawing.	As OSSE moves to a one stop shop for data on the report card, we wanted to be sure to include the data that is currently on Equity Reports.	SEA, LEA, School
Parent Engagement	Social Media	Links to the school's social media accounts (Twitter & Facebook)	Parent and family engagement information was the number two most important theme from	School

Category	Data Element	Description	Selection Reason(s)	Reporting Level
Parent Engagement	Parent Organization	Do you have an established parent organization in the school that meets at least monthly? If yes, then provide a link or a POC	the public feedback. It was mentioned in about 10% of feedback. The proposed elements provide fundamental information on how parents can get involved in the school in three broad categories- parent opportunities to engage in the decision making of the school, parent opportunities to learn about activities going on in the school, and information on a school's norms and procedures for communicating with parents.	School
Parent Engagement	Parent Communication Policy	Do you have a written policy that outlines expectations for school faculty/staff communication with parents? If yes, then provide a link.		School
Parent Engagement	Parent Representatives	For DCPS schools, provide a link or the POC for the Local School Advisory Team. For charter schools, provide a link or the POC to the parent representative on the school's board.		School
Accountability	STAR Rating	1-5 rating based on the state's accountability system framework	OSSE states in its ESSA plan that it will report publicly the STAR rating for each school.	School
Accountability	Comprehensive/Targeted Support Schools	School support label for applicable schools based off of the STAR framework	Required by federal law	School
Accountability	Participation Rate	Percentages of students assessed and not assessed in each subject in PARCC	Required by federal law	SEA, LEA, School
Accountability	Alternative Assessments	Number and percentage of students assessed on DC Alt by grade and subject	Required by federal law	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 federal law	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	Required by federal law	SEA, LEA, School

Category	Data Element	Description	Selection Reason(s)	Reporting Level
		language proficiency (including measurements of interim progress)		
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 federal law	N/A
Teacher	Educator Qualifications: Years of Experience	For the teachers at a school, the percentage of teachers by years of experience in the following categories: 1, 2-5, 6-10, 10+	Teacher data was the most popular theme and mentioned in 16% of the feedback. Initially, OSSE proposed the percentage of novice or first year teachers in a school. The feedback indicated interest in years of experience, so the proposal breaks down experience into more detail and more years. Parents were also interested in school level retention, which isn't available for statewide collection at this time; however, this does give some indicator of retention in the education profession. OSSE wants to keep the conversation on teacher data going and will continue to work through the SBOE ESSA Taskforce.	SEA, LEA, School- rates of novice teachers must delineated by high and low poverty schools
Teacher	Educator qualifications: Credentialed Teachers	Rates of teachers that are not teaching on emergency and provisional credentials[3]	Teacher data was the most popular theme from the parent engagement. Both of these data elements pertaining to teacher are required by federal law.	SEA, LEA, School- must also be delineated by high and low poverty schools
Teacher	Educator qualifications: Certified Teachers	Rates of teachers that are certified[4]		SEA, LEA, School- must also be delineated by and low poverty schools

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[3] Only for DCPS, since schools in the PCSB are not required to have teachers with license.
[4] Only for DCPS, since schools in the PCSB are not required to have teachers license.

Category	Data Element	Description	Selection Reason(s)	Reporting Level
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 federal law	LEA, School
Other	Enrollment	School enrollment counts for students broken out by all federal required subgroups- race/ethnicity, students with disabilities, economically disadvantaged, and English language learners	Diversity was the fifth most mentioned theme from the public engagement. 6 percent of the responses mentioned diversity as important.	SEA, LEA, School
Transportation	Bus Transportation	Accessible public bus near the school	Information on transportation was mentioned in about 5 percent of the feedback. Parents indicated that transportation access is a factor when selecting schools.	School
Transportation	Metro Transportation	Accessible public train near the school		School
Discipline[5]	Suspensions	Counts and rates of students receiving in-school suspensions	Discipline and safety topics were the third most popular theme from the public feedback; it was mentioned in just over 7% of the feedback gathered.	SEA, LEA, School[5]
Discipline	Expulsions	Counts and rates of expulsions		SEA, LEA, School
Discipline	School related arrests	Counts of school related arrests		SEA, LEA, School
Discipline	Incidences of Violence	Counts on school related arrests		SEA, LEA, School
Discipline	Bullying	Counts of reported incidents of bullying		SEA, LEA, School
Discipline	Harassment	Counts of reported incidents of harassment		SEA, LEA, School
Other	Enrollment in preschool programs	Counts of students enrolled in pre-school	ESSA requires this data.	SEA, LEA, School
Health	Health & Clinical Staff	Health or clinical staff at the school- part time and full time. Clinical staff include: nurses/allied health professional, psychiatrist, psychologist, licensed independent clinical social worker, or licensed professional counselor	This is information from the Health Profile reports. Families with students with Special Education Needs wanted information on wrap-around services.	School

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[5] Discipline data was identified as an important overall theme. It was mentioned in about 6 % of all feedback gathered.

Category	Data Element	Description	Selection Reason(s)	Reporting Level
Health	Physical Activity Time	School self-reported total time in actual physical activity within the physical education course and recess time on average.	This is information from the Health Profile reports.	School

Proposed Data Elements - Future Report Card

Category	Data Element	Description	Selection Reason(s)	Reporting Level
College Readiness	College Enrollment	The count and rate of students in a graduating cohort that enrolls in a 4 year or 2 year college within 1 year of their high school graduation.	About 6% of the responses identified college readiness data as an important theme. This data element is also required by ESSA.	SEA, LEA, School
Special Education	*Initial Evaluation Timeline*	*Compliance with state defined initial evaluation timeline*	*This is information that OSSE currently reports to ED and is important to parents of students with disabilities*	*School (More discussion needed about including in Report Card 2020*
Special Education	*Least Restrictive Environment*	*Percentage of students that are in each Least Restrictive Environment: Level A (80% or more time spent in general education), Level B (40-79% of time spent in general education), and Level C (Less than 40% in general education.)*	*This is information that OSSE currently reports to ED and is important to parents of students with disabilities.*	*School (More discussion needed about including in Report Card 2020)*