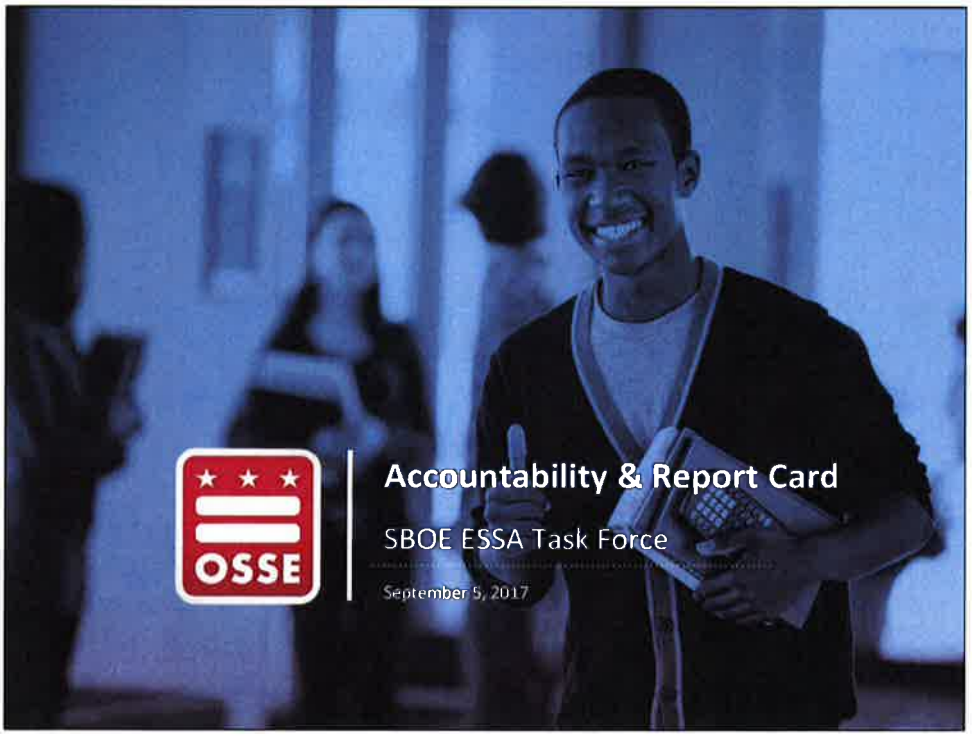
Agenda
ESSA Task Force
September 5, 2017

6:00 – 6:10	**Welcome** Opening remarks and overview of relevant minutes from the August 22 meeting
6:10 – 6:40	**Presentation of ESSA Reporting Requirements and The School Transparency and Reporting System STAR Framework – Justin Tooley (OSSE)**
6:40 – 7:10	**Presentation of Equity Report**
7:10 – 7:25	**Q&A with Presenters**
7:25 – 7:55	**Group Discussion** Based on the demographic profiles: ○ Which groups are doing well? ○ Which groups are struggling? ○ What else do you see?
7:55 – 8:00	**Next Steps** • Overview of the October meeting • TF Homework • Exit ticket
8:00	**Group Photo and Adjourn**

*We welcome your input! Please send any suggested guest speakers, relevant articles, organized outreach platforms, webinars, or local/national conferences to maria.salciccioli@dc.gov.

ESSA Implementation Task Force

September 5, 2017



Objectives

- Summarize federal statutory requirements for report card
- Review STAR Framework

3

ESSA & Report Card

What are we required to do to comply with federal law?

Report Card Requirements Under ESEA

- SEAs must develop report cards at the SEA level.
- LEAs must develop LEA level report cards that include data on its schools.
- OSSE's report card will include SEA, LEA, and school level reports.

Report cards must be:

- "concise"
- "understandable and uniform format"
- "consultation with parents"
- "to the extent practicable, in a language that parents can understand"
- "widely available to the public... on a single webpage of the SEAs website."

There are also minimum data requirements for report cards that are nearly the same the SEA, LEA, and school.

Refer to ESEA Section 1111(h).

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Categorizing Data Elements

Level 1: Required

- Elements required by ESSA including elements used in the accountability system.

Level 2: Collected/Not Required

- Elements collected, cleaned, and verified SEA, LEAs, & OSSE

Level 3: Not Collected/Not Required

- New reporting requirements for SEAs, LEAs, and/or OSSE

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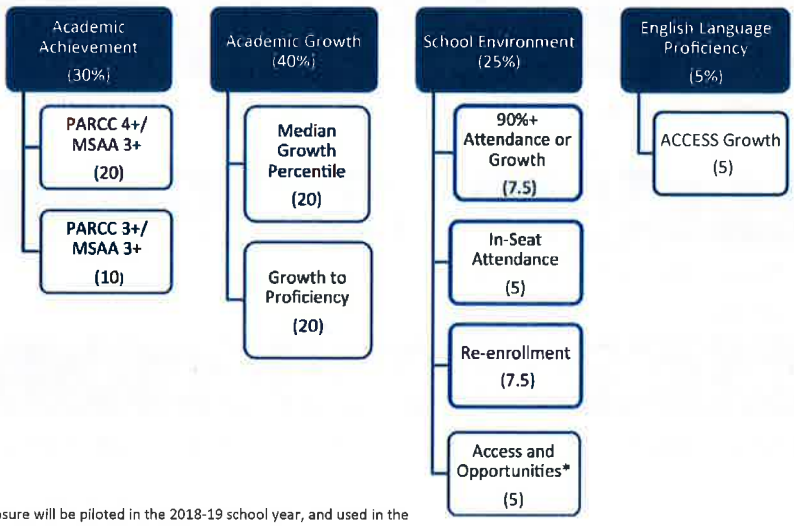
STAR Framework

How will parents know the performance of a school on report card?

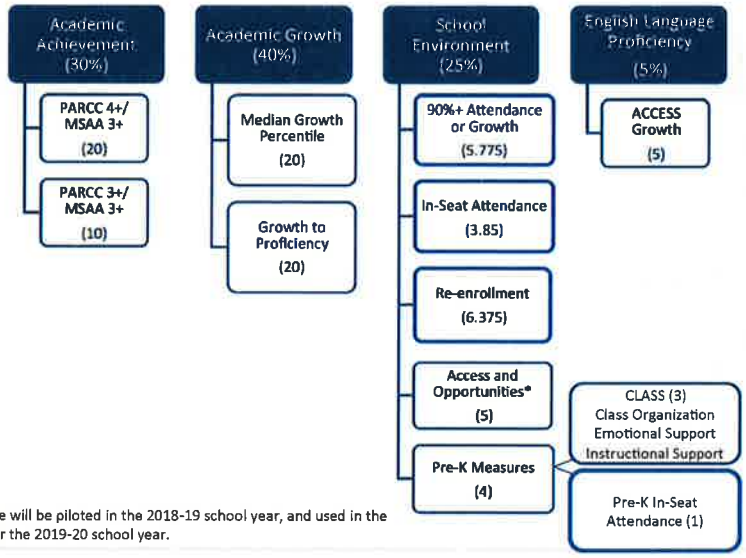
STAR Framework: Elementary Schools without Pre-Kindergarten



* This measure will be piloted in the 2018-19 school year, and used in the STAR rating for the 2019-20 school year.

8

STAR Framework: Elementary Schools with Pre-Kindergarten



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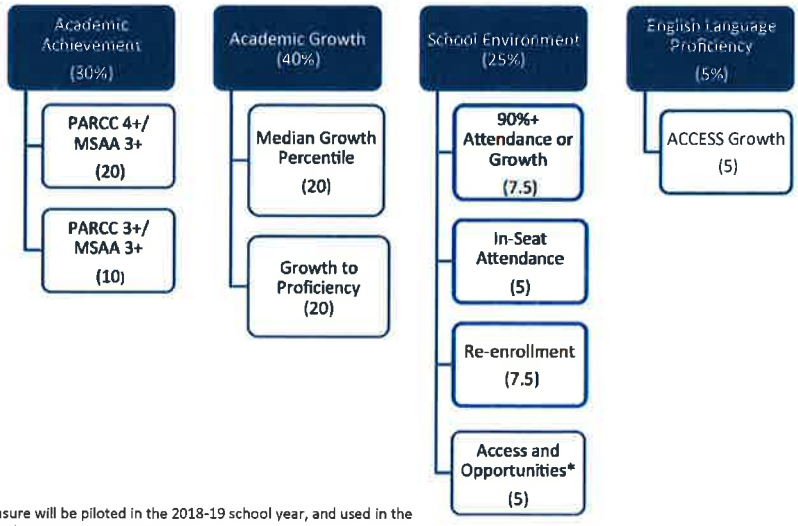
STAR Framework: Middle Schools



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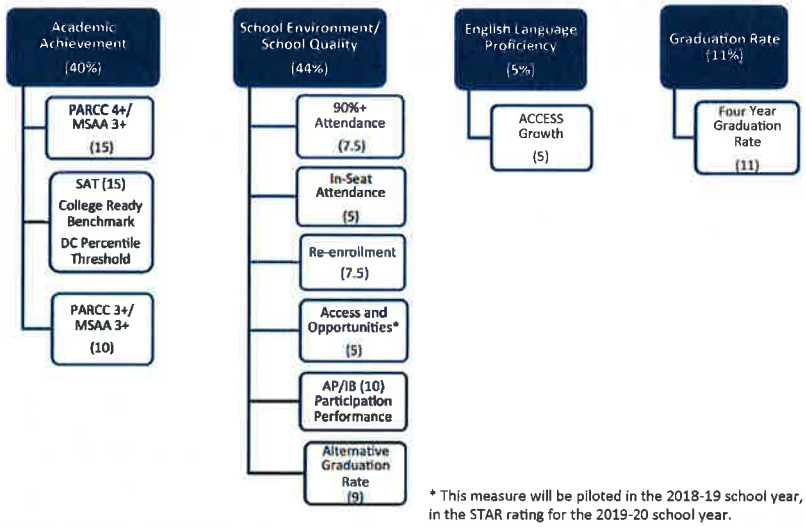
10

STAR Framework: High Schools

Incorporating Changes from Department of Education Feedback



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ESSA Requirements for Report Card

Accountability Related Data Elements

- Description of the State's accountability system
  - N Count
  - Long term goals
  - Indicators used in accountability system
  - Methodology of the state accountability system
  - Names of schools identified as comprehensive or targeted support
  - Exit criteria for leaving comprehensive or targeted support
- Student achievement disaggregated by subgroup (also include homeless, foster, and student with a parent in the Armed Services)
- Performance of the other academic indicator used in the accountability system for Elementary and Middle schools for all students and disaggregated by subgroup.
- Graduation rates for all students and disaggregated by subgroup
- Performance on other indicator or indicators of school quality or student success for all students and disaggregated by subgroup
- Progress of all students and each subgroup of students towards reaching state's long term goals
- Participation rates on assessments for all students and by subgroup

Discipline/Violence Related Data Elements

- Out of school suspensions
- Expulsions
- School related arrests
- Referrals to law enforcement
- Chronic Absenteeism (both excused and unexcused absences)
- Incidences of violence including bullying and harassment

Teacher Data

- Professional qualifications of teachers disaggregated by high poverty and low poverty schools (number and percentage)
  - Inexperienced teachers, principals, and other school leaders
  - Teachers teaching with emergency or provisional credentials
  - Teachers who are not teaching in the subject or field for which the teacher is certified or licensed

Other Data Elements

- Number and percentage of students enrolled in preschool programs
- Number and percentage of students taking accelerated coursework to earn college credit (AP/IB/dual credit)
- Per pupil expenditures disaggregated by source of funds- federal, state, and local
- Number and percentage of students with the most significant cognitive disabilities who take an alternative assessment
- NAEP Results
- Enrollment in postsecondary education by graduation cohort (where available)
- Any additional information that the State believes will provide the public with information regarding the progress of the state's schools.

Source: Elementary and Secondary Education Act of 1965, Section 1111 (h)(1)(C)

District of Columbia

2015-2016 Equity Report

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

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

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

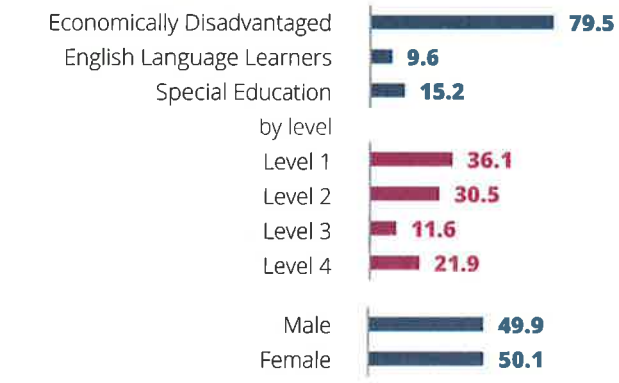
This report includes all public schools (DCPS and public charter) that serve grades PK3 through 12th grade including special education schools and adult/alternative schools including those adult/alternative schools that do not have separate school-level Equity Reports.

STUDENT CHARACTERISTICS

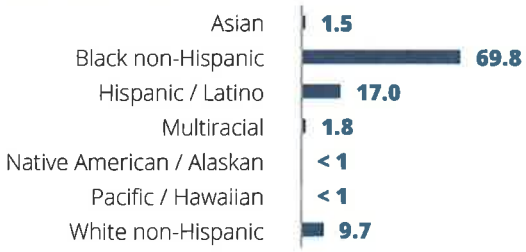
Total Enrollment (#)

87343

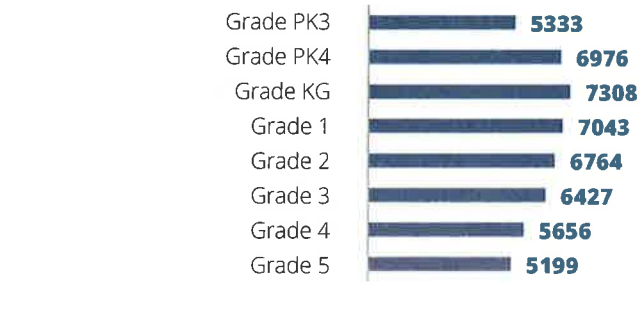
Enrollment by Subgroup (%)

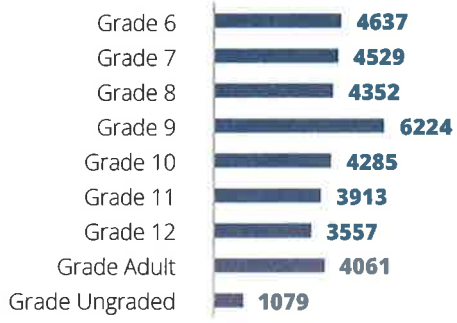


Enrollment by Race/Ethnicity (%)



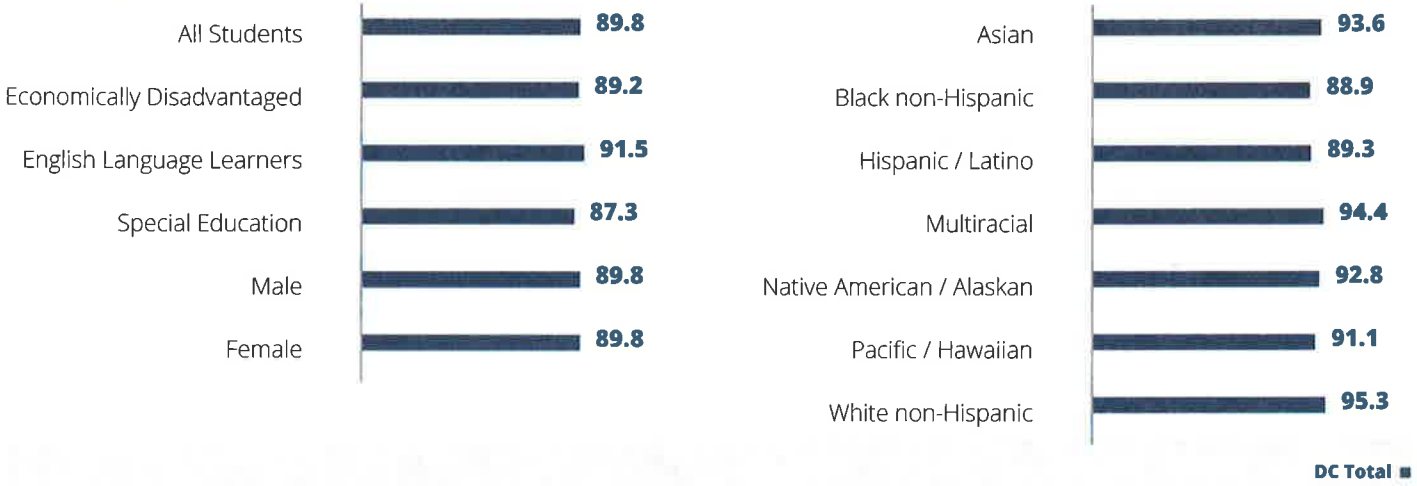
Enrollment by Grade (#)





ATTENDANCE

In-Seat Attendance Rate (%)



DISCIPLINE

Total Suspensions (#)

DC Total 12695

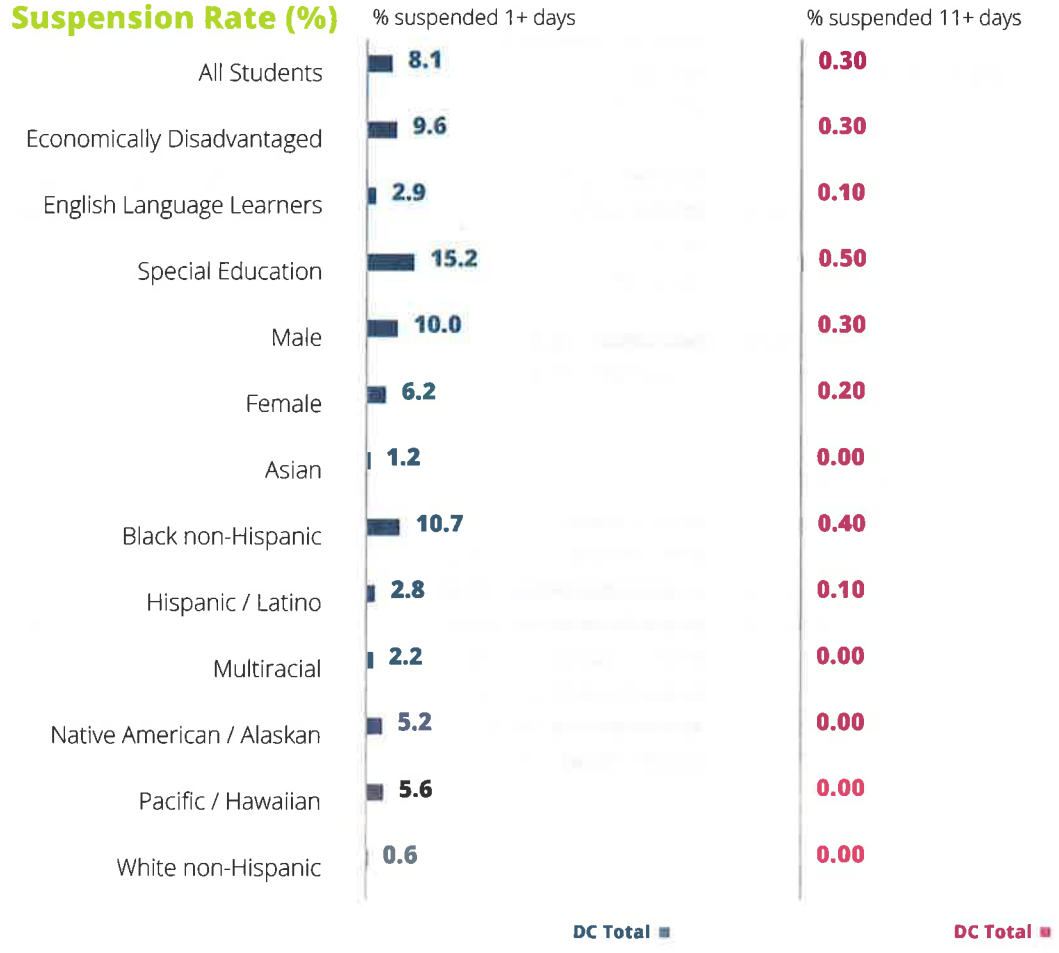
Total Expulsions (#)

DC Total 99

Expulsion Rate (%)

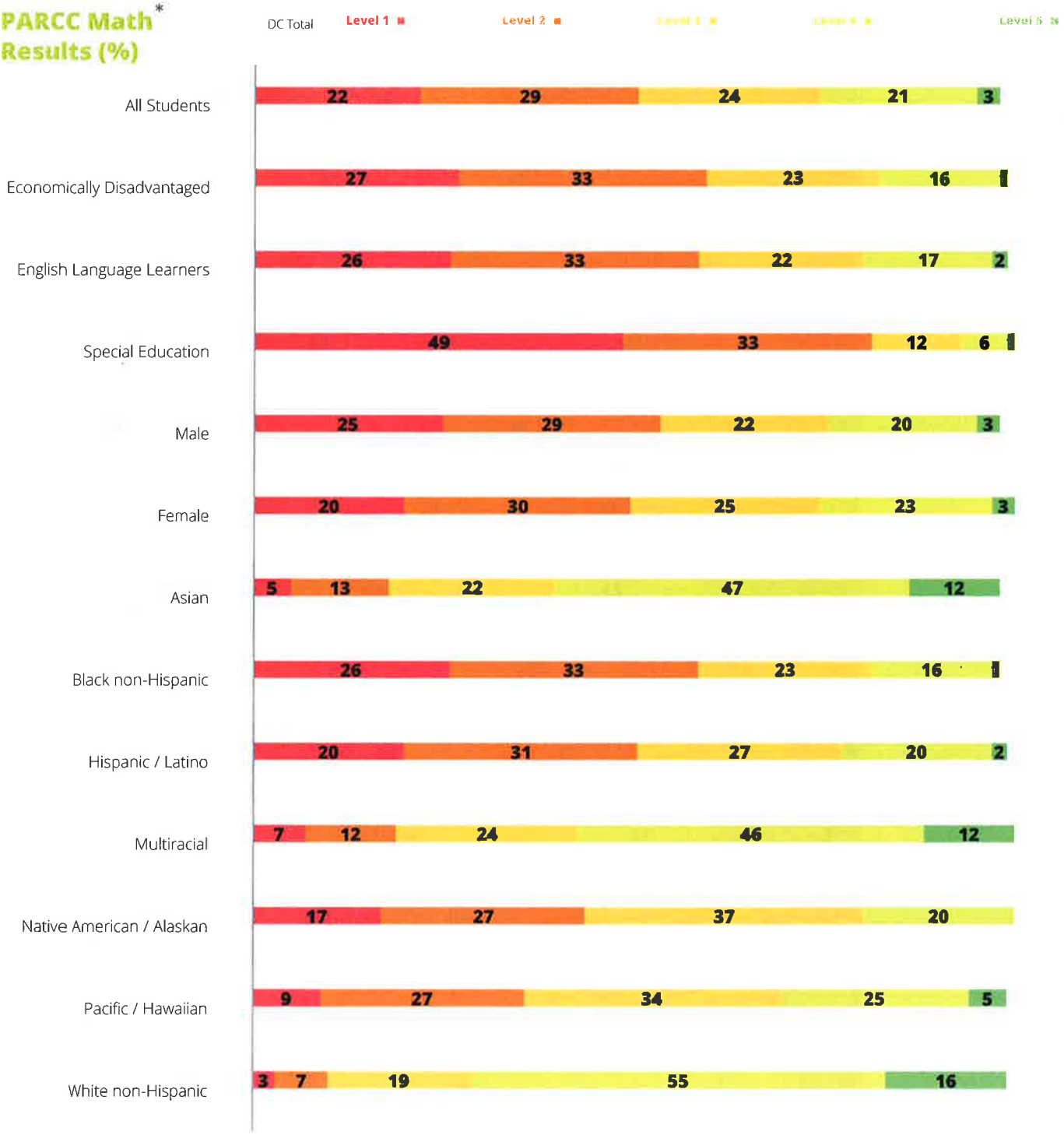
DC Total 0.10

Suspension Rate (%)



STUDENT ACHIEVEMENT

PARCC Math* Results (%)



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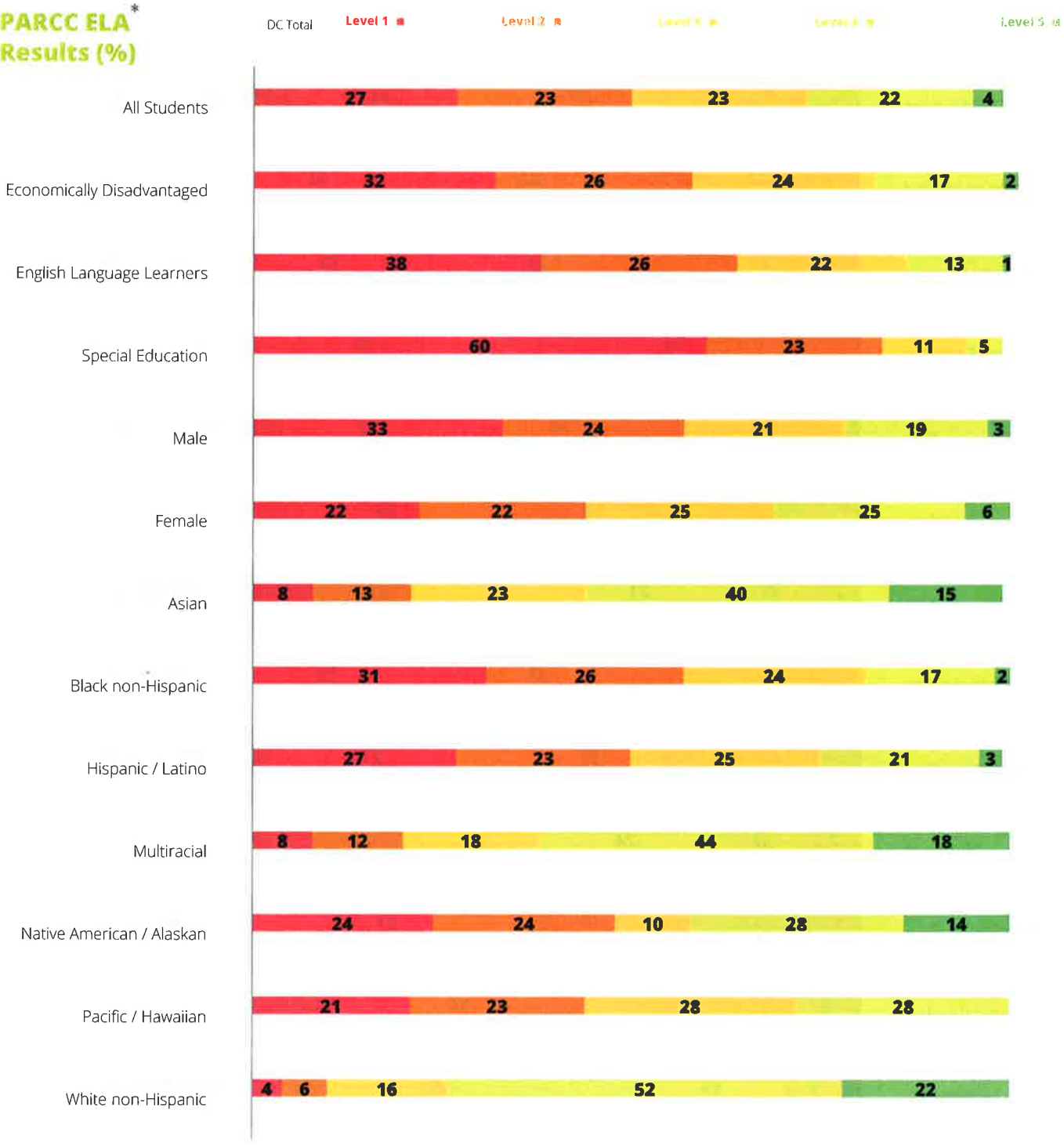
STUDENT ACHIEVEMENT (CONT.)

PARCC ELA* Results (%)



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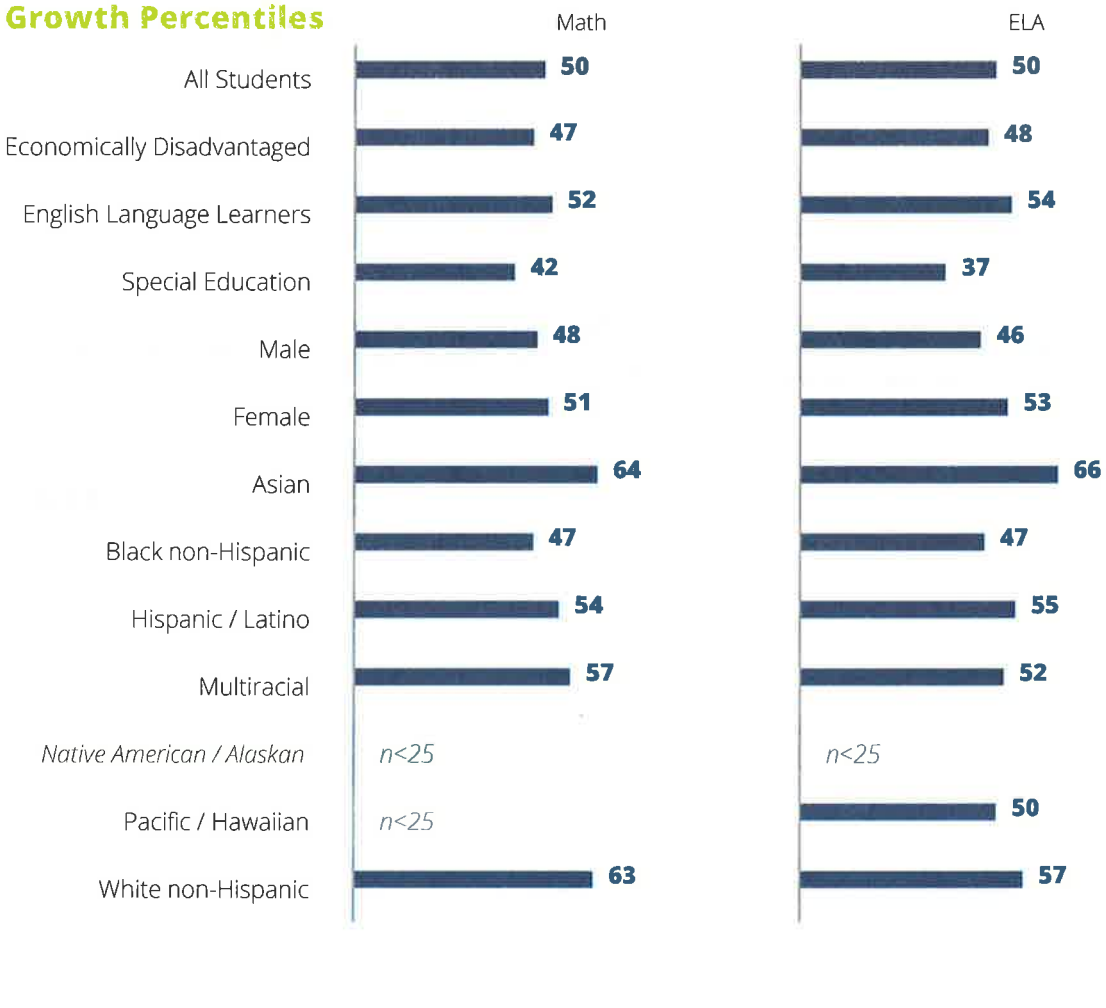
STUDENT GROWTH

PARCC
Growth Percentiles

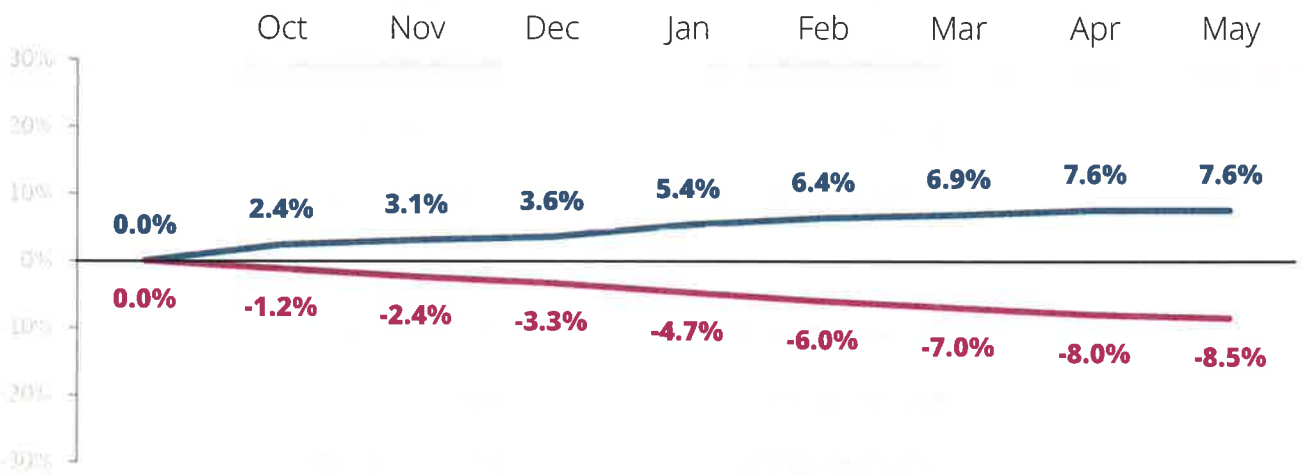


STUDENT MOVEMENT

Mid-Year Entry and Withdrawals (%)

Total Enrollment

87343



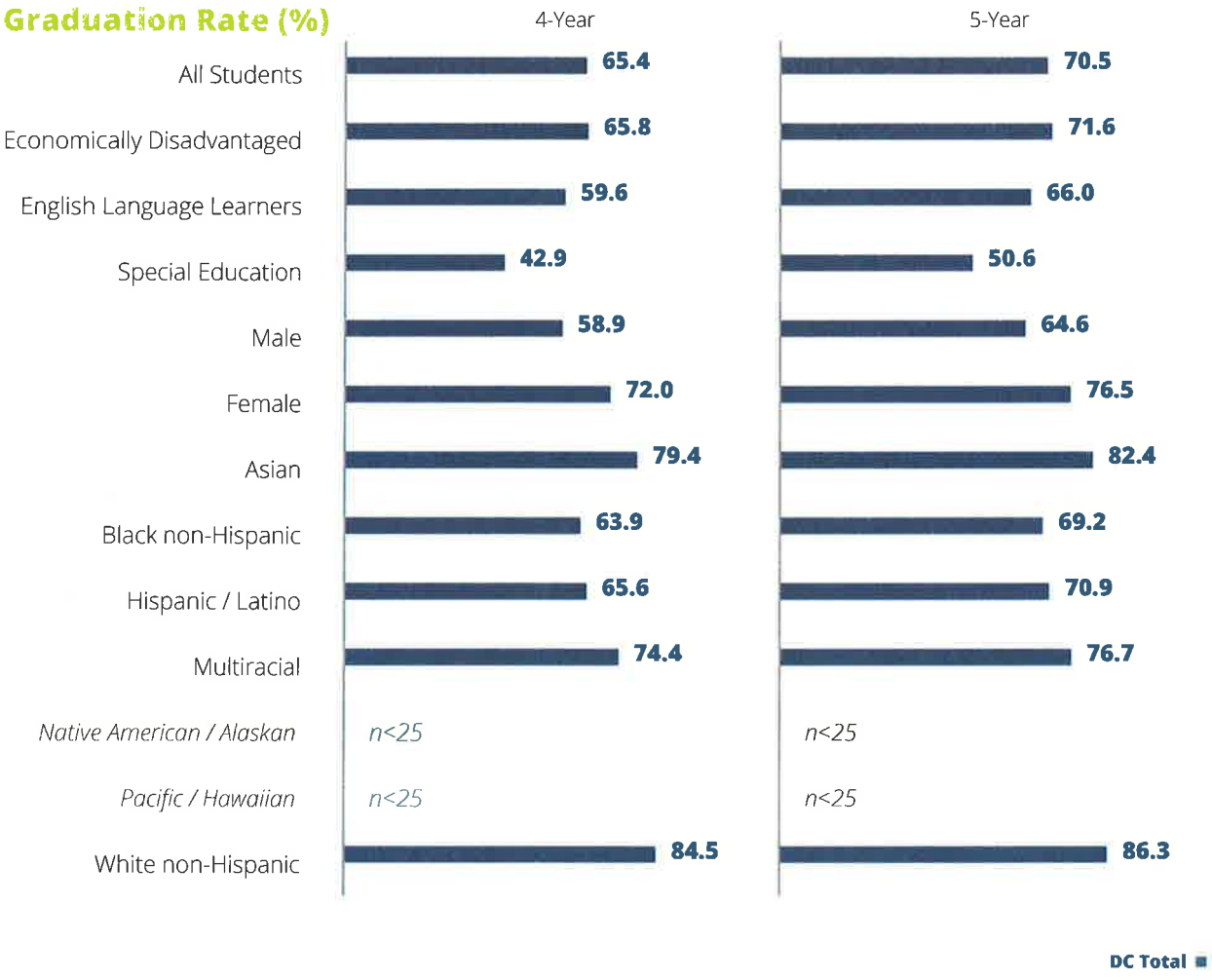
Net Cumulative Change (%)

DC Total	-0.9%

% of Students Entering

% of Students Withdrawing

GRADUATION


Graduation Rate (%)
4-Year
5-Year
All Students
65.4
70.5
Economically Disadvantaged
65.8
71.6
English Language Learners
59.6
66.0
Special Education
42.9
50.6
Male
58.9
64.6
Female
72.0
76.5
Asian
79.4
82.4
Black non-Hispanic
63.9
69.2
Hispanic / Latino
65.6
70.9
Multiracial
74.4
76.7
Native American / Alaskan
n<25
n<25
Pacific / Hawaiian
n<25
n<25
White non-Hispanic
84.5
86.3
DC Total

APPENDIX

Attendance

All students in a school benefit from a high in-seat attendance rate, or the average percentage of students in the classroom on a given day. Any absence, excused or unexcused, counts against this number. In-seat attendance rates are calculated by dividing the total number of students' days present by the total number of students' days enrolled in the school. Students' subgroup status is determined according to the rules outlined under student characteristics. DC average values for this metric are calculated using data on all students in the city enrolled in the grade levels served by this school. Schools that have information for less than 10 students for this metric are displayed as "n<10" for confidentiality purposes. Schools that have no students in a subcategory are displayed as "No students."

Discipline

The short-term and long-term suspension rates are calculated by dividing the total number of students who were enrolled in the school as of the October 5, 2015 enrollment audit with 1 or more full days (or 11 or more days in the case of long-term suspensions) by the total audited enrollment. Similarly, the expulsion rate is calculated by dividing the total number of students who were enrolled in the school as of the October 5, 2015 enrollment audit and were expelled at some point in the school year by the total audited enrollment. If a student received an out-of-school suspension or was expelled from a school other than his or his school of enrollment as of the enrollment audit, that disciplinary incident is not counted in these metrics. Students' subgroup status is determined according to the rules outlined under student characteristics. DC average values for these metrics are calculated using data on all students in the city enrolled in the grade levels served by this school. The total suspensions and expulsions metrics report the number of suspensions and expulsions, respectively, that occurred throughout the school year to any student enrolled at any point in during the school year, even if they were not included in the audited enrollment. DCPS schools have adopted a discipline code that only allows for expulsion in extreme cases, such as incidents of extreme violence like attacking a student or staff member. DCPS schools have the option of transferring a middle or high school student to a DCPS alternative school for disciplinary reasons, and these transfers are not counted as expulsions. Each charter school creates its own policy for determining appropriate disciplinary action. The charter sector does not currently have one designated alternative school to transfer middle or high school students for long-term disciplinary reasons. Schools that have information for less than 10 students for this metric are displayed as "n<10" for confidentiality purposes. Schools that have no students in a subcategory are displayed as "No students."

Graduation Rate

The graduation rate shows the percentage of students who received a high school diploma within four or five years of entering ninth grade. The five-year graduation rate includes all students who started high school in fall of 2011 and graduated by August 2016. The four-year rate includes all students who started high school in fall of 2011 and graduated by August 2015. Graduation rates are calculated by dividing the total number of graduates by an adjusted ninth grade cohort, or the group of students who entered ninth grade four or five years before. Only students who graduate with a regular diploma are counted as graduates for the purposes of the graduation rate. All other outcomes, including General Educational Development (GED) programs and Certificates of Individualized Education Program (IEP) Completion, do not count as graduates. The number of graduates is determined by graduate files that are certified by DCPS and PCSB. Student subgroups are determined by the October 5, 2015 audited enrollment file according to the rules outlined under student characteristics. The number of students in the ninth grade cohort is adjusted according to uniform rules set by the US Department of Education. The initial number of students in a cohort is set at the number of students in a school who are entering ninth grade for the first time. Students who transfer into the school are added to the cohort, and students who transfer out, move to another state or country, or are deceased are subtracted from the cohort. The cohort year is set as four years following the year the cohort entered ninth grade. The same is true of the five-year graduation rate, which is why the most recent available cohort year for this measure lags the four-year rate by one year. Schools that have information for less than 25 students for this metric are displayed as "n<25" for confidentiality purposes. Schools that have no students in a subcategory are displayed as "No students."

Student Achievement

The Partnership for Assessment of Readiness for College and Careers (PARCC), a consortium of states including the District of Columbia, worked together to develop a set of new assessments designed to measure students' mastery of the Common Core State Standards in English Language Arts (ELA) and mathematics, in grades 3-8 and high school. The PARCC assessments help measure whether students are on-track for college and career readiness. The District implemented the PARCC assessments for the first time during the spring of the 2014-15 school year, replacing the previous DC CAS state assessment. Additional information about PARCC results can be found at http://osse.dc.gov/parcc. Schools that have information for less than 25 students for this metric are displayed as "n<25" for confidentiality purposes. Schools that have no students in a subcategory are displayed as "No students."

APPENDIX (CONT.)

Student Characteristics

Every fall, OSSE counts the number of students present in every public and public charter school. This enrollment audit provides us with a snapshot of the student body, including the total number of students enrolled and their characteristics. The enrollment characteristics – race/ethnicity, gender, Special Education, English Language Learner (ELL), and economically disadvantaged – were identified as of particular importance when considering issues of equity, and they will appear throughout this report. This school's total enrollment was identified using the October 5, 2015 audited enrollment data file. For both DCPS and public charter schools, enrollment is determined using the audited enrollment population and subgroup identification is based on the authoritative demographic file that schools verified at the end of SY2015-16. For the economically disadvantaged, ELL, and special education subgroups, students are identified based on their highest level of need at any time during the school year, not just at the time of the annual audit. Additionally, for both the special education and the ELL subgroups, students must be between the ages of 3 and 21 to be considered in the subgroup. The subgroup "economically disadvantaged" does not apply for students attending adult programs because adult programs are not eligible for the Free and Reduced-Price Meal (FARM) program (a key component of the subgroup) and there is no other comparable data collected for adult programs.

Student Growth

Median Growth Percentile (MGP) is a measure of the median academic growth of students at this school as compared to students at other DC schools. MGP identifies student growth by comparing the PARCC scores of groups of students who performed similarly in the past and creating a school-wide metric. MGP is based on the growth percentiles of individual students, which range from 1 and 99. A student with a growth percentile of 80 would be said to have done better than "80 out of 100 peers" with a similar test score history (often read as 80%). The higher the growth percentile number, the higher the student growth compared to his peers. The MGP score is determined by arraying all of the students' student growth percentile scores for a school from high to low. The midpoint, or median, of these student scores becomes the school's MGP. MGP has been calculated only for students enrolled in grades 4 through 8 in 2015-16 with valid PARCC assessment results in 2014-15 and 2015-16, excluding students who took the 7th grade assessment in 2014-15 and an advanced math assessment in the 2015-16 school year. Schools that have information for less than 25 students for this metric are displayed as "n<25" for confidentiality purposes. Schools that have no students in a subcategory are displayed as "No students." DC average values include students enrolled in all tested grades and are not specific to the grades served by this school.

Student Movement

Students may enter or withdraw from a school during the school year. The diverging lines show the rate at which students entered or withdrew from the school throughout the school year as a proportion of its enrollment at the start of the year. The net change in enrollment shows how much this school's enrollment grew or shrank over the course of the school year. The definitions of entrance and withdrawal are consistent across all DC schools. The percentage of students entering into and withdrawing from a school is calculated by first determining each student's school of enrollment as of the first weekday of each month from October through June, and then counting students as entering and/or exiting a school each month by comparing monthly school codes across months. The October enrollment snapshot is based on October 5, 2015. The rates are determined by dividing the cumulative number of students entering or withdrawing for the given month by the total number of students enrolled as of the October 5, 2015 enrollment audit. This metric looks at enrollment as of only the first weekday of each month and it does not capture student movement between the first days of the month. A student enrolled at the time of the audit who withdraws is counted as one withdrawal. A student not enrolled at the time of the audit who enrolls then withdraws is counted as one entrance and one withdrawal. For example, if a student who is enrolled at a school as of the audit then withdraws (regardless of whether the student leaves the DC public school system or enrolls in another school) and then re-enrolls at the same school, that movement is not counted as either a mid-year withdrawal or entrance. This metric does not capture the movement of students who were placed in a nonpublic school at any point in the year. This metric is not reported for adult schools although adult students are included in the student movement metric of the Districtwide report. DC average values for this metric are calculated using data on all students in the city enrolled in the grade levels served by this school.

Aiton ES

2015-2016 Equity Report

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SCHOOL CHARACTERISTICS (SY 2016-17)

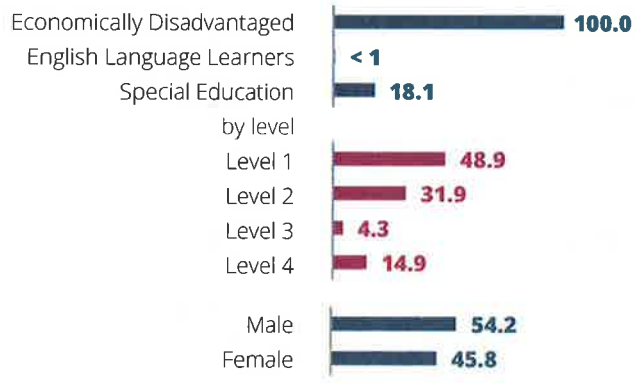
Grades	PK3-5
Ward	7
Address	533 48th Pl NE Washington, DC 20019
Contact	202-671-6060 http://www.dcps.dc.gov
Type	DCPS School

STUDENT CHARACTERISTICS

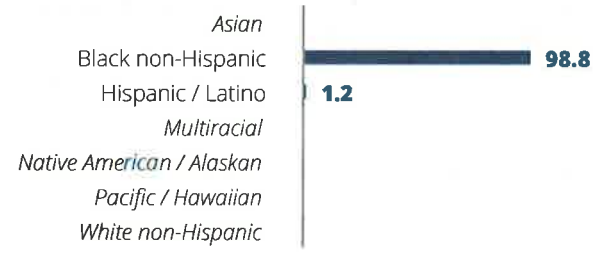
Total Enrollment (#)

260

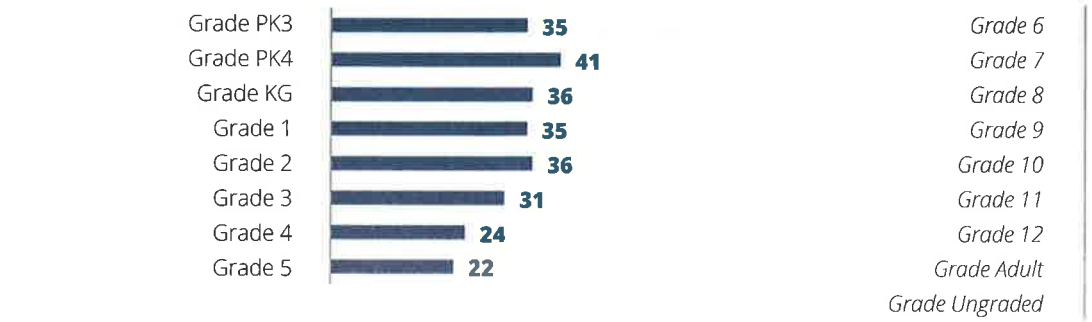
Enrollment by Subgroup (%)



Enrollment by Race/Ethnicity (%)

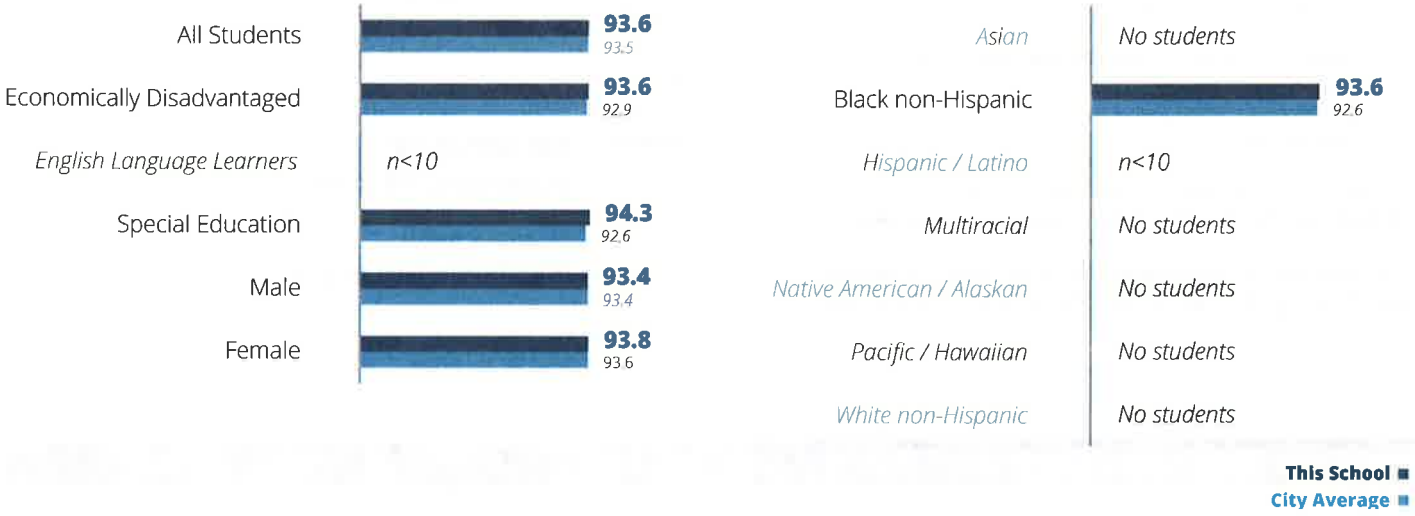


Enrollment by Grade (#)



ATTENDANCE

In-Seat Attendance Rate (%)



DISCIPLINE

Total Suspensions (#)

This School **24**

Total Expulsions (#)

This School **0**

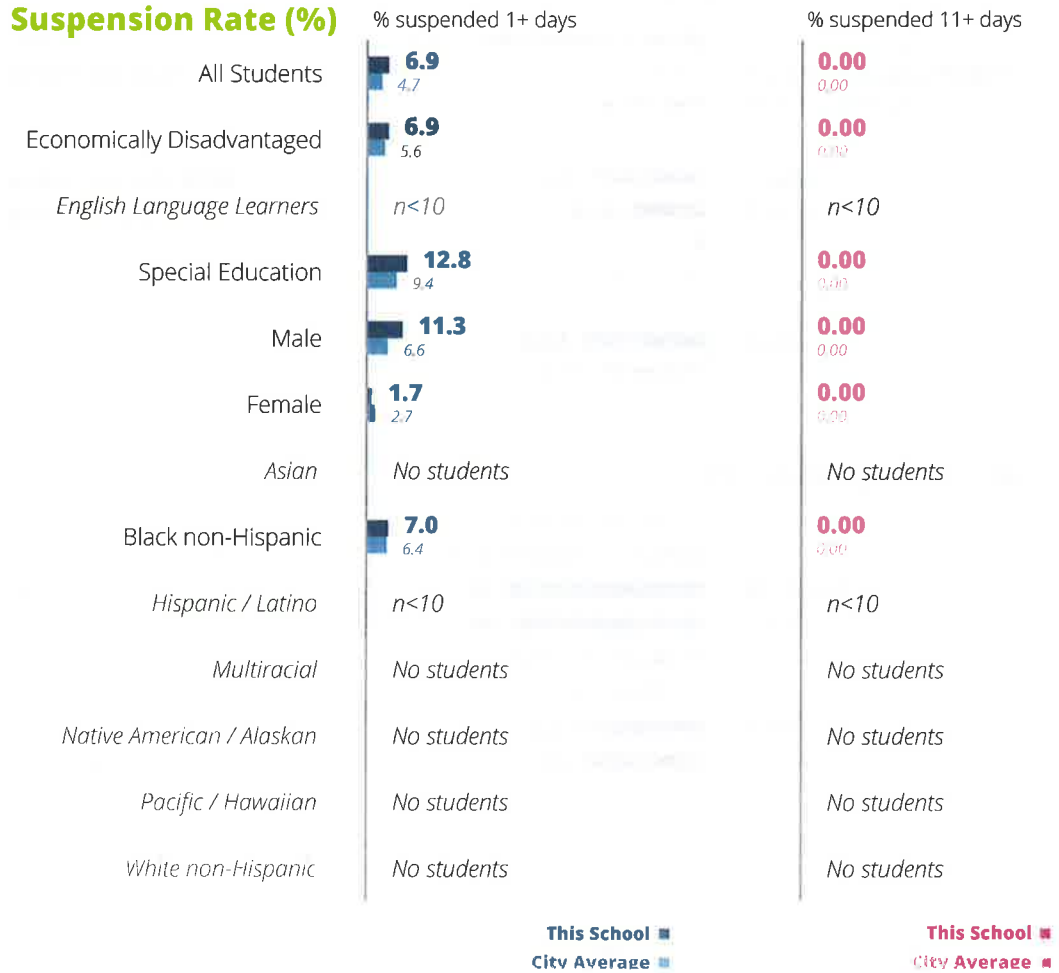
Expulsion Rate (%)

This School **0.00**

City Average * 0.01

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

Suspension Rate (%)



STUDENT ACHIEVEMENT

PARCC Math* Results (%)

* *Students with the most significant cognitive disabilities took the Multi-State Alternate Assessment (MSAA) instead of PARCC. MSAA measures student performance on alternate achievement standards aligned to the Common Core State Standards. Go to results.osse.dc.gov to view a school's MSAA results. The individual percentages may not add up to 100% due to rounding.*

STUDENT ACHIEVEMENT (CONT.)

PARCC ELA* Results (%)

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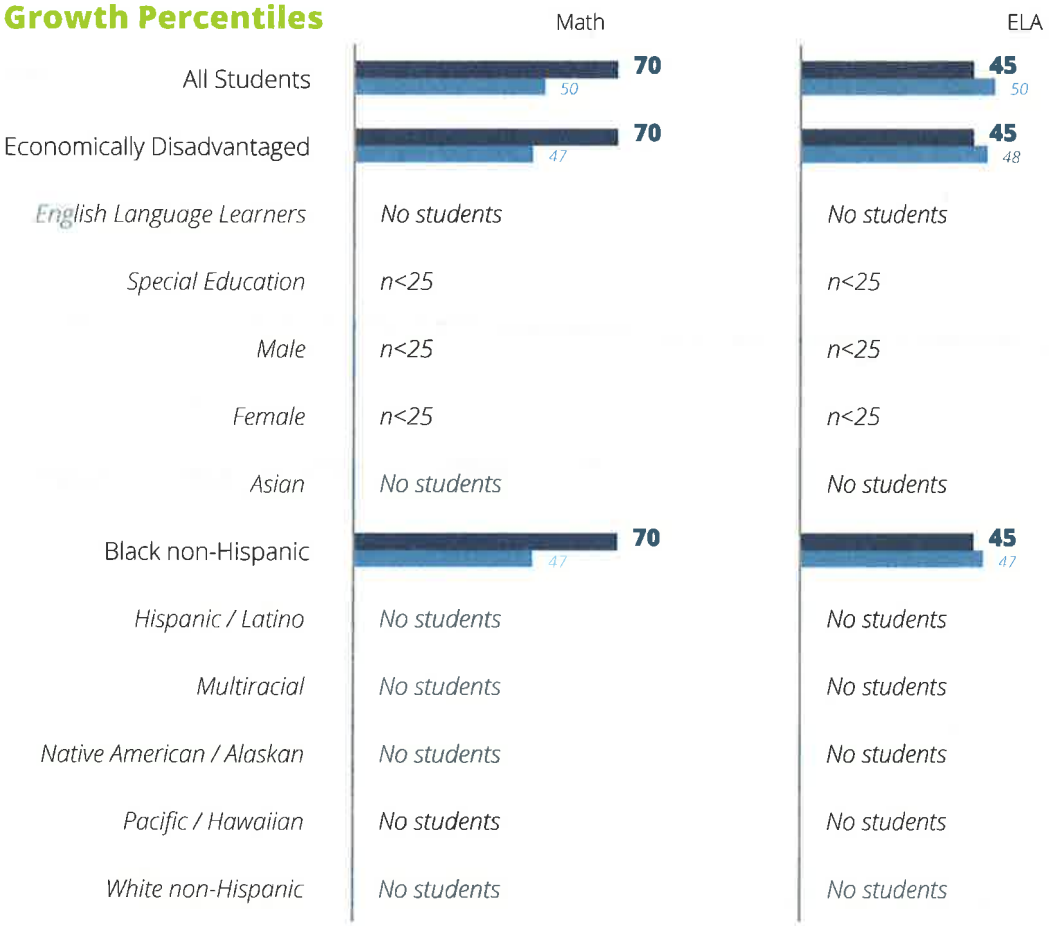
STUDENT GROWTH

PARCC
Growth Percentiles

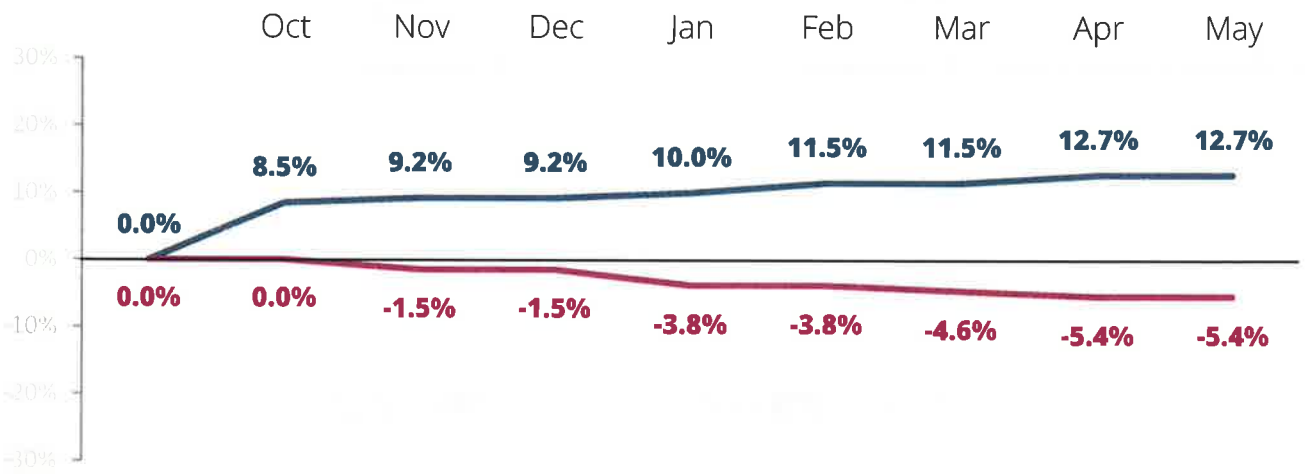


This School
City Average

STUDENT MOVEMENT

Mid-Year Entry and Withdrawals (%)
This School

Total Enrollment
260



Net Cumulative Change (%)

This School	**7.3%**
City Average *	0.6%

% of Students Entering
% of Students Withdrawing

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

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	**1.8%**	**2.1%**	**2.4%**	**2.7%**	**3.0%**	**3.2%**	**3.4%**	**3.6%**
Withdrawal	**-0.8%**	**-1.1%**	**-1.4%**	**-1.8%**	**-2.1%**	**-2.4%**	**-2.7%**	**-3.0%**

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

APPENDIX

Attendance

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Student Achievement

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APPENDIX (CONT.)

Student Characteristics

Every fall, OSSE counts the number of students present in every public and public charter school. This enrollment audit provides us with a snapshot of the student body, including the total number of students enrolled and their characteristics. The enrollment characteristics – race/ethnicity, gender, Special Education, English Language Learner (ELL), and economically disadvantaged – were identified as of particular importance when considering issues of equity, and they will appear throughout this report. This school's total enrollment was identified using the October 5, 2015 audited enrollment data file. For both DCPS and public charter schools, enrollment is determined using the audited enrollment population and subgroup identification is based on the authoritative demographic file that schools verified at the end of SY2015-16. For the economically disadvantaged, ELL, and special education subgroups, students are identified based on their highest level of need at any time during the school year, not just at the time of the annual audit. Additionally, for both the special education and the ELL subgroups, students must be between the ages of 3 and 21 to be considered in the subgroup. The subgroup "economically disadvantaged" does not apply for students attending adult programs because adult programs are not eligible for the Free and Reduced-Price Meal (FARM) program (a key component of the subgroup) and there is no other comparable data collected for adult programs.

Student Growth

Median Growth Percentile (MGP) is a measure of the median academic growth of students at this school as compared to students at other DC schools. MGP identifies student growth by comparing the PARCC scores of groups of students who performed similarly in the past and creating a school-wide metric. MGP is based on the growth percentiles of individual students, which range from 1 and 99. A student with a growth percentile of 80 would be said to have done better than "80 out of 100 peers" with a similar test score history (often read as 80%). The higher the growth percentile number, the higher the student growth compared to his peers. The MGP score is determined by arraying all of the students' student growth percentile scores for a school from high to low. The midpoint, or median, of these student scores becomes the school's MGP. MGP has been calculated only for students enrolled in grades 4 through 8 in 2015-16 with valid PARCC assessment results in 2014-15 and 2015-16, excluding students who took the 7th grade assessment in 2014-15 and an advanced math assessment in the 2015-16 school year. Schools that have information for less than 25 students for this metric are displayed as "n<25" for confidentiality purposes. Schools that have no students in a subcategory are displayed as "No students." DC average values include students enrolled in all tested grades and are not specific to the grades served by this school.

Student Movement

Students may enter or withdraw from a school during the school year. The diverging lines show the rate at which students entered or withdrew from the school throughout the school year as a proportion of its enrollment at the start of the year. The net change in enrollment shows how much this school's enrollment grew or shrank over the course of the school year. The definitions of entrance and withdrawal are consistent across all DC schools. The percentage of students entering into and withdrawing from a school is calculated by first determining each student's school of enrollment as of the first weekday of each month from October through June, and then counting students as entering and/or exiting a school each month by comparing monthly school codes across months. The October enrollment snapshot is based on October 5, 2015. The rates are determined by dividing the cumulative number of students entering or withdrawing for the given month by the total number of students enrolled as of the October 5, 2015 enrollment audit. This metric looks at enrollment as of only the first weekday of each month and it does not capture student movement between the first days of the month. A student enrolled at the time of the audit who withdraws is counted as one withdrawal. A student not enrolled at the time of the audit who enrolls then withdraws is counted as one entrance and one withdrawal. For example, if a student who is enrolled at a school as of the audit then withdraws (regardless of whether the student leaves the DC public school system or enrolls in another school) and then re-enrolls at the same school, that movement is not counted as either a mid-year withdrawal or entrance. This metric does not capture the movement of students who were placed in a nonpublic school at any point in the year. This metric is not reported for adult schools although adult students are included in the student movement metric of the Districtwide report. DC average values for this metric are calculated using data on all students in the city enrolled in the grade levels served by this school.

Capital City PCS High

2015-2016 Equity Report

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

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

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

SCHOOL CHARACTERISTICS (SY 2016-17)

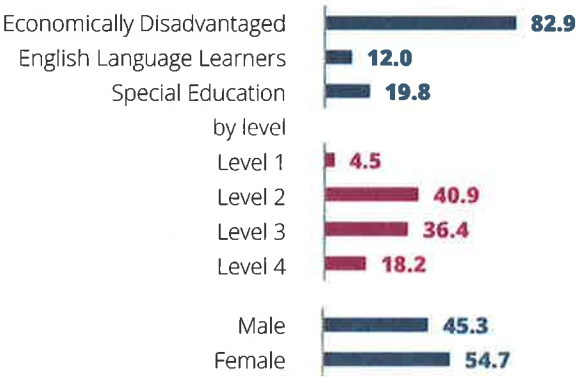
Grades	9-12
Ward	4
Address	100 Peabody St NW Washington, DC 20011
Contact	202-808-9800 http://www.ccpcs.org
Type	Public Charter School

STUDENT CHARACTERISTICS

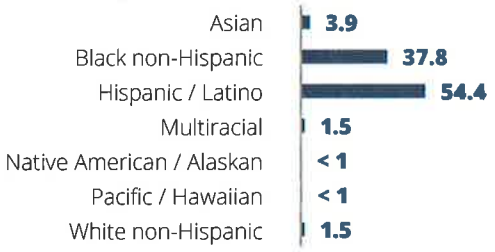
Total Enrollment (#)

333

Enrollment by Subgroup (%)



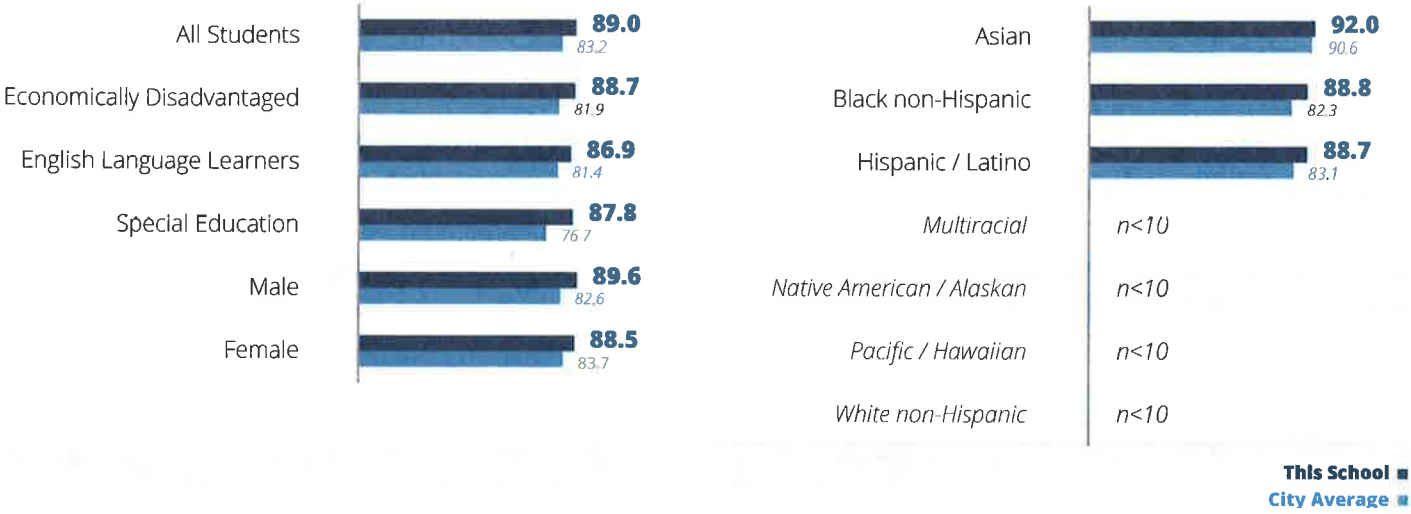
Enrollment by Race/Ethnicity (%)



Enrollment by Grade (#)

ATTENDANCE

In-Seat Attendance Rate (%)



DISCIPLINE

Total Suspensions (#)

This School	**59**

Total Expulsions (#)

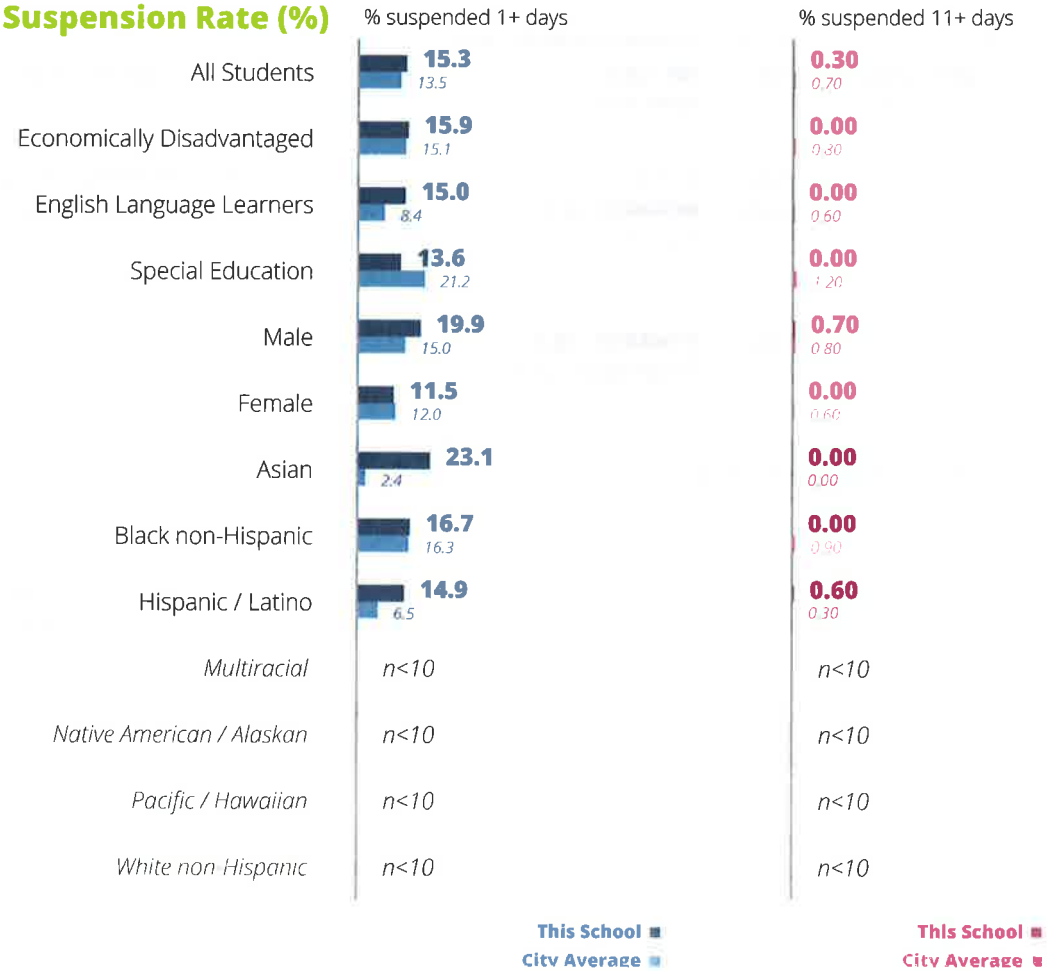
This School	**3**

Expulsion Rate (%)

This School	**0.90**
City Average *	0.23

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

Suspension Rate (%)



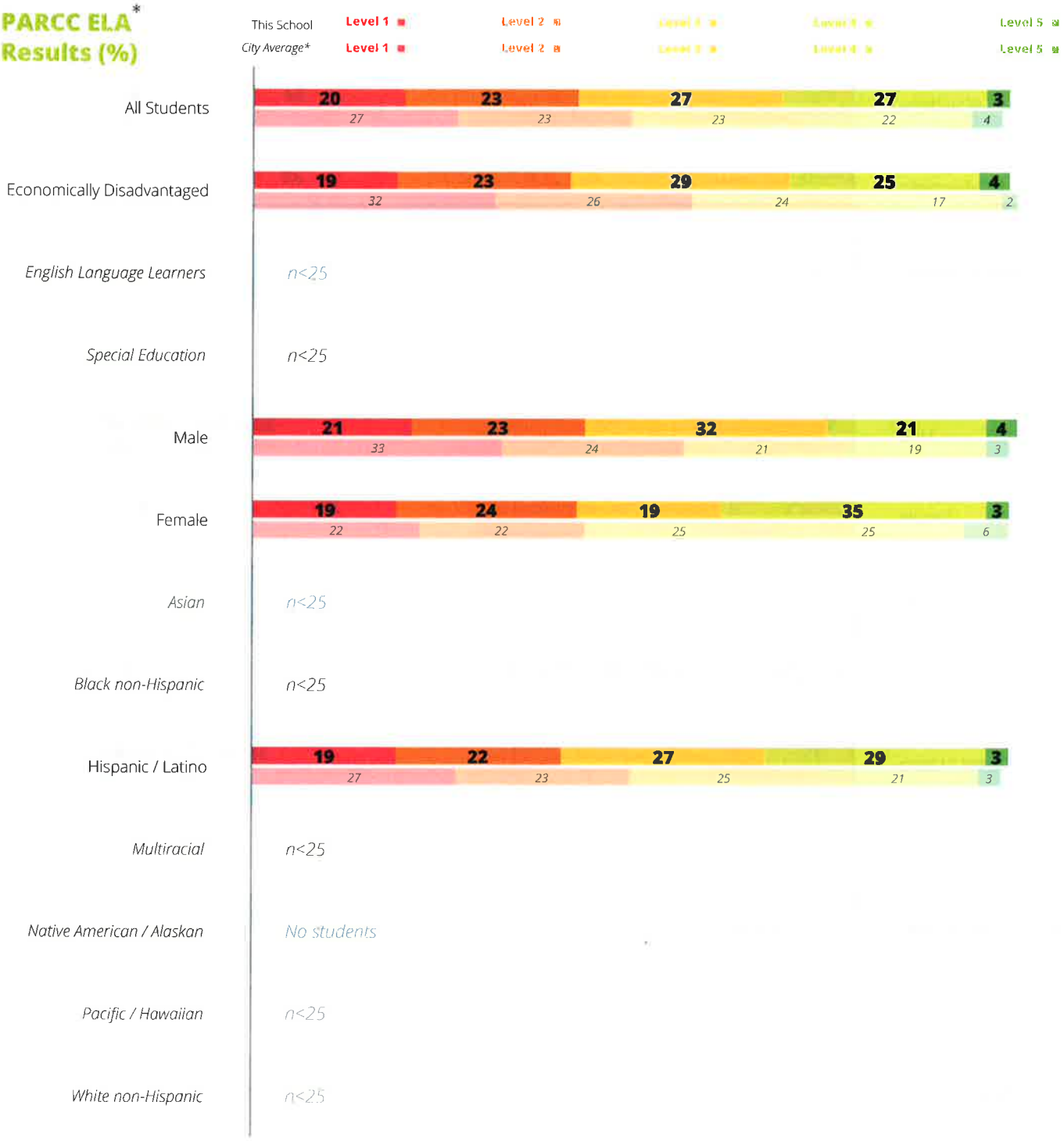
STUDENT ACHIEVEMENT

PARCC Math* Results (%)

* *Students with the most significant cognitive disabilities took the Multi-State Alternate Assessment (MSAA) instead of PARCC. MSAA measures student performance on alternate achievement standards aligned to the Common Core State Standards. Go to results.osse.dc.gov to view a school's MSAA results. The individual percentages may not add up to 100% due to rounding.*

STUDENT ACHIEVEMENT (CONT.)

PARCC ELA* Results (%)



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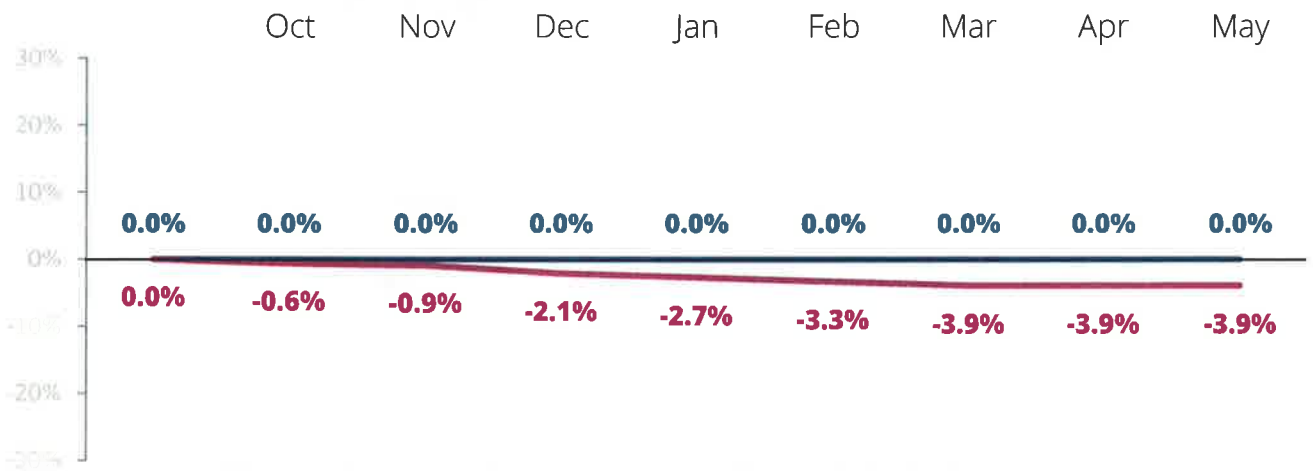
STUDENT MOVEMENT

Mid-Year Entry and Withdrawals (%)
This School

Total Enrollment
333



Net Cumulative Change (%)

This School	**-3.9%**
City Average *	0.9%

% of Students Entering
% of Students Withdrawing

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

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	**2.6%**	**3.0%**	**3.3%**	**3.7%**	**4.0%**	**4.4%**	**4.7%**	**4.9%**
Withdrawal	**-0.9%**	**-1.3%**	**-1.6%**	**-2.2%**	**-2.7%**	**-3.1%**	**-3.6%**	**-4.0%**

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GRADUATION

Graduation Rate (%)

APPENDIX

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