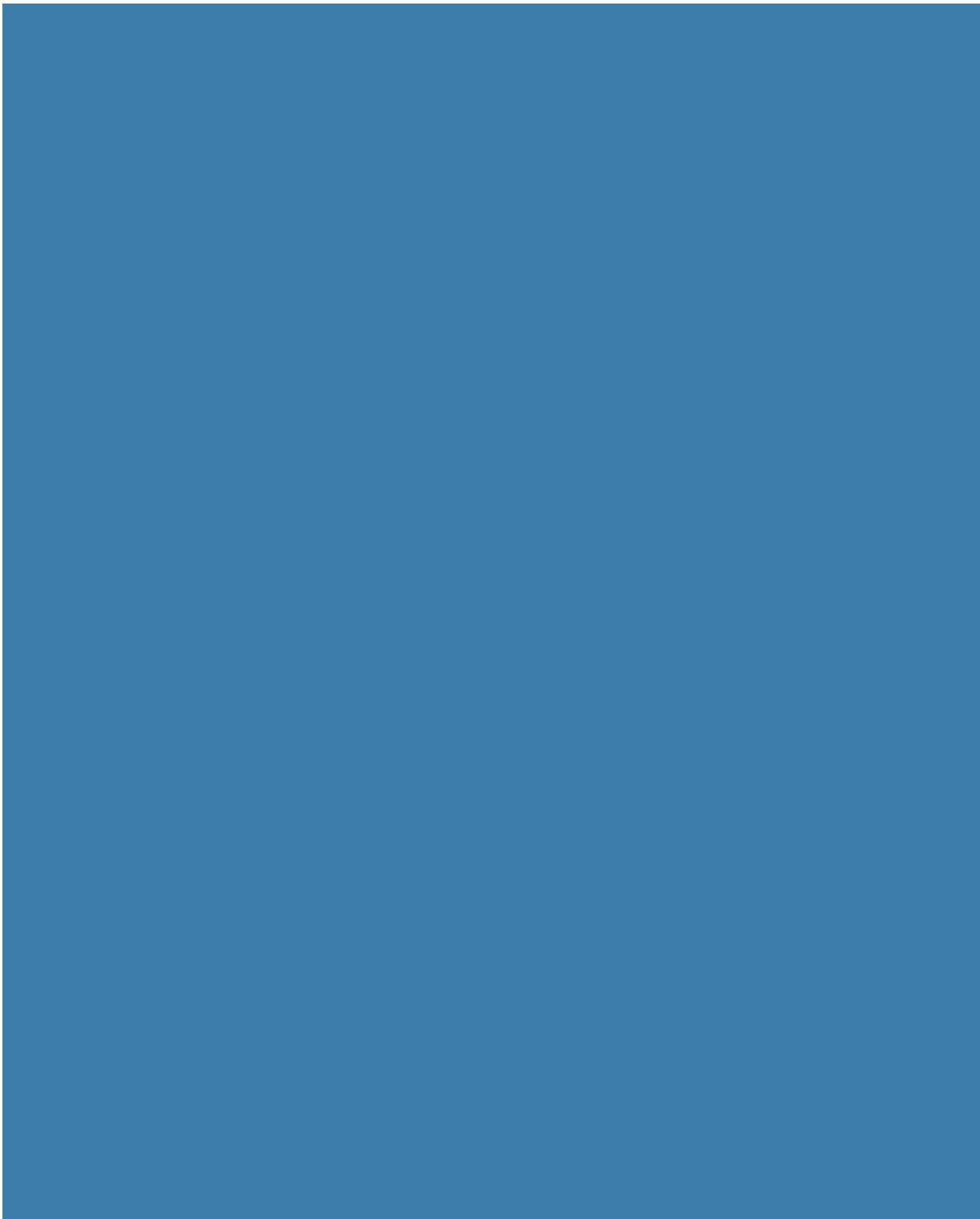


SCHOOL YEAR 2012–13

School Scorecard User Guide



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS



Scorecard Overview	1
Purpose and Uses	2
<i>Purpose</i>	2
<i>Who should use the scorecard and how?</i>	2
School Profile	3
Scorecard Metrics	4
Additional Information and Next Steps	5
Scorecard Metric Detail	6
Important Metric Information	7
<i>Background on the DC Comprehensive Assessment System</i>	7
<i>Definitions of scorecard templates</i>	7
<i>District averages</i>	7
<i>Minimum group size</i>	7
Metric Descriptions	8
<i>Student Performance</i>	8
<i>Student Progress</i>	10
<i>Safe and Effective Schools</i>	12
<i>Family and Community Engagement</i>	15
Appendix I: Stakeholder Satisfaction Survey Metrics	16

Scorecard Overview

This section describes the purpose, uses, and overall layout of the scorecard.

PURPOSE AND USES

Purpose

The purpose of the scorecard is to give parents, students, and community members in the District of Columbia a clear, objective picture of school performance. By incorporating multiple measures of school quality into one tool, the scorecard presents a unique opportunity to compare schools' strengths and weaknesses across the District.

Scorecards are available both in print and online at profiles.dcps.dc.gov. This User Guide is designed to help school staff and community members understand the various components of the scorecard as well as provide additional technical detail on each of the metrics displayed.

Parents seeking more information on their student's performance should contact their school principal. Suggestions for future releases of the scorecard can be addressed to the DCPS Office of Data and Accountability at dcpsdata.accountability@dc.gov.

Who should use the scorecard and how?

STUDENTS AND THEIR FAMILIES

- ✔ Compare schools' performance in advance of the Out-of-Boundary Lottery each year
- ✔ Review each application high school's profile to choose the right school for your secondary experience
- ✔ Highlight successes when fundraising for various school events
- ✔ Talk about the scorecard with your student's teacher during parent-teacher conferences
- ✔ Discuss the scorecard with other parents at community meetings

SCHOOL ADMINISTRATORS AND STAFF

- ✔ Distribute print copies of the scorecard during Back to School Night and other parent events
- ✔ Discuss areas for improvement with school staff at faculty meetings
- ✔ Present the scorecard with your Comprehensive School Plan to your Local School Advisory Team
- ✔ Highlight successes on your school website

SCHOOL PROFILE

The front page of the scorecard is designed to provide a high-level profile of the school, including a photograph of the school building and information about its programs and community partnerships. The majority of this information is reported directly by school principals and academic leadership teams.



2012-13 SCHOOL SCORECARD

McKinley Technology High School



WARD
5
GRADES
9th-12th

Dear Parent or Guardian,

You are the first teacher and most important partner in your child's education. As a result, you need high-quality information on the performance of DCPS schools and the District overall. This scorecard provides important facts related to student performance, school facilities, and the environment related to your child's education.

While the data on this scorecard objectively illustrate the progress of this school, the best way to gauge a school's quality is to get involved. Be sure to review the back page of this document for ideas on engaging with your school community, such as volunteering or attending parent-teacher conferences. You can also compare schools' programs and performance online at www.dcps.dc.gov/profiles.

It's my hope that you use this information to hold principals, school staff and my office accountable for continuing to improve the quality of education available to your family.

Sincerely,



Kaya Henderson
Chancellor

These represent programs at a school that support students' academic progress.

These represent programs at a school focused on developing students' artistic talents.

These represent programs at school that support the physical and/or mental well-being of students.



151 T St. NE Washington, DC 20002
Phone: (202) 281-3950 | **Fax:** (202) 576-6279
Principal: David Pinder | david.pinder@dc.gov
Web Site: www.dcps.dc.gov/DCPS/mckinley
School Hours: 8:45 a.m. – 3:15 p.m.

McKinley Technology High School is one of five specialized secondary schools in the district. It is the Science, Technology, Engineering and Mathematics (STEM) high school for the district offering a comprehensive school experience and specialized instruction opportunities in biotechnology, engineering, information technology and mass media technology. McKinley's STEM curriculum, state of the art technology, Advanced Placement offerings and emphasis on critical thinking and problem solving make it particularly desirable for students interested in the math and science fields. Our motto is "No excuses. Just solutions!"

PROGRAMS (2012-13)

<p>ACADEMIC ENRICHMENT</p> <ul style="list-style-type: none"> • AP Statistics • SAT Prep • AP Calculus • AP US History • AP Biology • AP Chemistry • AP Physics • AP Language • AP Literature • AP Spanish 	<p>WELLNESS AND FITNESS</p> <ul style="list-style-type: none"> • Football • Best Friends Foundation (Reproductive Health) • Boys and Girls Cross Country • Boys and Girls Soccer • Cheerleading • Boys and Girls Basketball • Boys and Girls Swim Team • Boys and Girls Indoor and Outdoor Track • Baseball/Softball 	<p>ARTS AND CULTURE</p> <ul style="list-style-type: none"> • Dance/Flag team • Future Business Leaders of America (FBLA) • Drama Club • Chess Club • Drumline • Debate Team • CSI Biotech • Urban Game Design - BtheGame • Yearbook • Band/Choir
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ELEMENTARY AND SECONDARY SCHOOL EFFECTIVE PRACTICE CLASSIFICATION

Reward — Reward schools have an overall index score at or above 80 and demonstrate student growth as demonstrated by an increase in the top 5% of all schools in DC.

STUDENT DEMOGRAPHICS (2011-12)

Enrollment: **670**

<ul style="list-style-type: none"> Black: 93% Hispanic/Latino: 4% White: 0% Asian: 0% Pacific/Hawaiian: 0% Native/Alaskan: 1% Multiple races: 1% 		<ul style="list-style-type: none"> English language learners: 1% Free and reduced-price lunch: 52% Special education: 2% In boundary: 0% Average core class size: 21
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SCORECARD METRICS

The metrics within the scorecard are aligned to the Effective Schools Framework and address five areas of school effectiveness: Student Performance, Student Progress, Safe and Effective Schools, Family and Community Engagement, and Unique School Indicators. (Note that scorecards for Mamie D. Lee, Sharpe Health School, CHOICE Academy, Youth Services Center, and Incarcerated Youth Program do not currently include these metrics.)

With a few exceptions, data are displayed for school years 2010-11 and 2011-12 so school performance can be tracked over time.

Performance on most metrics is displayed by two horizontal bar graphs, one for each of the two most recent school years.

Advanced Placement performance	2011	13%	The percentage of students participating in an Advanced Placement examination and scoring 3, 4 or 5. These scores generally enable students to receive college credit.
	2012	9%	
District Average		29%	

District averages (for 2011-12) are displayed when available beneath the 2011-12 bar graph.

Each metric contains a brief description of its definition and data source. More detail on each metric is provided in this User Guide.

STUDENT PERFORMANCE

Results of annual, standardized assessments don't describe the full school experience, but they do provide the most accurate and reliable signal of student performance. Every DCPS school should demonstrate progress in the core areas of math and reading, as well as cultivate students and faculty focused on improving performance through outstanding teaching and learning.

Metric	2011	2012	District Average
Student math performance	27%	27%	27%
Student reading performance	42%	42%	42%
Graduation rate	84%	84%	84%
5-year graduation rate	84%	84%	84%
College enrollment	70%	70%	70%
Advanced Placement performance	13%	9%	29%

SAFE AND EFFECTIVE SCHOOLS

DCPS believes that all schools must provide caring and supportive environments. School environments that are safe and welcoming better enable students and staff to learn and teach.

Metric	2011	2012	District Average
Student in-seat attendance	84%	84%	84%
School safety	85	85	85
Expulsions and suspensions	1%	1%	1%
Serious student misbehavior	1%	1%	1%
Student re-enrollment	97%	97%	97%
Student engagement	79	79	79
Retention of effective and highly effective teachers	76%	76%	76%

STUDENT PROGRESS

Compared to student performance, which signals the share of students achieving at various levels, student progress is a measure of how much students grow from year to year. While some schools may have relatively few students meeting or exceeding state standards, it is important to gauge the extent to which those schools help students catch up.

Metric	2011	2012	District Average
First-time 9th grade completion	64%	64%	64%
Student growth in math	14	14	14
Student growth in reading	10	10	10

FAMILY AND COMMUNITY ENGAGEMENT

Families and community members play key roles in helping students and schools thrive. When parents, guardians and family members feel respected and informed about their student's life at school, they are more likely to be involved in helping their child learn.

Metric	2011	2012	District Average
Community satisfaction	84	84	84
Parent engagement	74	74	74
Survey response rate	74	74	74

UNIQUE SCHOOL INDICATORS

The school scorecard is meant to provide information that is easy to compare across schools. However, each school is unique in its approach to teaching and learning. This section provides schools the opportunity to highlight their own measures of success.

Metric	2011	2012	District Average
Advanced Placement enrollment	4%	4%	4%
Students with 95% attendance	64%	64%	64%

ADDITIONAL INFORMATION AND NEXT STEPS

The last page of the scorecard includes additional descriptive information about the school, such as facility information and Metro route information. Additionally, it outlines a number of next steps for families and community members to increase their involvement with the school and learn more about DC Public Schools.



2012-13 SCHOOL SCORECARD

McKinley Technology High School

<p>Facilities:</p> <ul style="list-style-type: none"> Art room ✔ Auditorium ✔ Computer lab ✔ Gym ✔ Media center ✔ Music room ✔ Outdoor recreation space ✔ Science lab ✔ <p>Other:</p> <ul style="list-style-type: none"> Parent organization ✔ School uniform ✔ Title I ✔ 	<p>Community Partnerships:</p> <ul style="list-style-type: none"> National Institute of Health Armed Forces Communication and Electronics Carnegie Academy for Science Education Cisco Georgetown University Howard University National Geographic, Geographic Project National Society of Black Engineers First Robotics Anacostia Watershed Society 	<p>Career Pathways:</p> <ul style="list-style-type: none"> Biotechnology Engineering (PLTW) Interactive Media Mass Media & Communications Networking Programming/General
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GETTING TO SCHOOL

 80 (North Capitol Street Line), G8 (Rhode Island Avenue Line), M31 (McKinley High School Line), P6 (Anacostia-Eckington Line)

WHAT YOU CAN DO

Parents and community members play an important role in ensuring that every child, in every classroom across the district, receives the high-quality education he or she deserves.

Volunteer at school. Volunteers are key to helping students succeed. Many schools need volunteers who can work directly with students on reading and math, but volunteers also can provide support in classrooms, the office and the library, as well as help plan and staff events, write grants, and much more. For more information, check with the principal or visit www.dcps.dc.gov/DCPS/volunteer.

Join the school's parent organization. Parent organizations are an important part of every school community. They provide ways to support students through community events, fundraising and other activities. Joining a parent organization helps parents meet other parents who are engaged in their child's education. For more information, contact the school.

Attend parent-teacher conferences. Stay in touch with your child's teachers and ask that they be in touch with you. Ask your child's teachers about

what kind of classroom behavior they expect and how they reward positive behavior. Ask what your child should be learning, how well he or she is doing, and what you can do to help. Parent-teacher conferences will be held at school on Jan. 25, 2013, and June 3, 2013.

Work with or run for the school advisory board. This group advises the principal on the comprehensive school plan — including specific programs and activities that strengthen student performance, create safe and effective schools, and involve parents and families. For more information, check with the principal.

Talk to your child about school. Your opinion matters to your child. Ask your child about one thing he or she learned at school, and keep asking every day! For more information, visit www.dcps.dc.gov/DCPS/studentsuccess.

WHERE CAN I FIND INFORMATION ON OTHER SCHOOLS?

If you are interested in seeing the information contained here for every DCPS school, please visit www.dcps.dc.gov/profiles. You will be able to search for DCPS schools based on the information that you care about, and you will also be able to compare schools side by side.

HOW CAN I STAY UP TO DATE ON WHAT'S HAPPENING?

Be sure to let your school know if your contact information changes. Visit www.dcps.dc.gov regularly, and sign up to receive regular e-mail updates from DCPS at www.dcps.dc.gov/DCPS/enews.

Scorecard Metric Detail

This section contains the definitions and detailed explanations for each metric included on the scorecard by metric type.

IMPORTANT METRIC INFORMATION

Background on the DC Comprehensive Assessment System

Many metrics, particularly those in the Student Performance section of the scorecard, are based on the results of annual test scores. DC Public Schools administers the DC Comprehensive Assessment System (DC CAS) to measure the academic proficiency of students. Proficiency is relative to students' mastery of the DC Content Standards, with which reading, math, and science curricula are aligned.

There are four performance levels for the content areas measured by the DC CAS: Below Basic, Basic, Proficient, and Advanced. Performance at the Below Basic or Basic level indicates the student has not mastered grade-level content. Performance at the Proficient or Advanced level indicates an overall understanding of the concepts, knowledge, and skills required for the grade level. Generally, students scoring at these levels are able to apply such understanding to solve problems using learned strategies.

For a student to meet DC's state standards, he/she must score at either the Proficient or Advanced level. The first two Student Performance metrics concerning math and reading standards are derived from student performance on the DC CAS. DC CAS data for previous years can be found at the Office of the State Superintendent of Education's (OSSE) website: www.nclb.osse.dc.gov.

Definitions of scorecard templates

Note that different school types have unique scorecard layouts. In each of the metric descriptions in the following section, these abbreviations are used to show which templates include that metric:

K–8: Elementary schools and education campuses serving up to grade 8

HS: High schools

K–12: Schools with grade 12 and a grade below 9

A: Alternative high schools

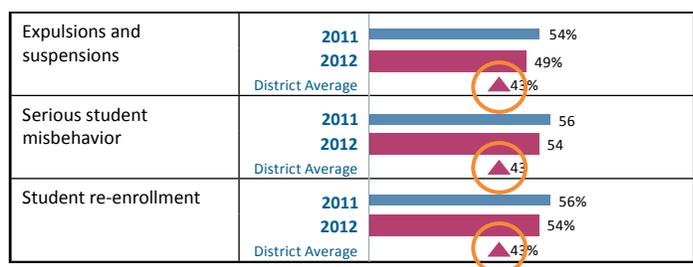
SP: Special education schools

ST: STAY evening schools

P: Placement programs

District averages

When possible, District averages are displayed to put each school's performance in the context of the larger system.



Minimum group size

Each metric has a minimum number of observations (or "n-size") required to report a result. This minimum safeguards against statistical fluctuations that naturally occur in small samples and helps protect privacy. Minimum group sizes on the scorecard are 25 for DC CAS performance metrics and 10 for the teacher retention metric.

METRIC DESCRIPTIONS



Student Performance

Results of annual, standardized assessments don't describe the full school experience, but they do provide the most accurate and reliable signal of student performance. Every DCPS school should demonstrate progress in the core areas of math and reading, as well as cultivate students and faculty focused on improving performance through outstanding teaching and learning.

Student math performance	Summary: The percentage of students achieving at each proficiency level on the District of Columbia's Comprehensive Assessment System (DC CAS or DC CAS Alt).	Templates: K–8, HS, K–12, A
Detailed Description and Technical Information: This metric is calculated using definitions set forth in the OSSE Assessment and Accountability Manual, available online at http://osse.dc.gov/service/assessment-and-accountability . Students are excluded from these calculations if they are new to the United States or do not meet the Full Academic Year requirements.		
Student reading performance	Summary: The percentage of students achieving at each proficiency level on the District of Columbia's Comprehensive Assessment System (DC CAS or DC CAS Alt).	Templates: K–8, HS, K–12, A
Detailed Description and Technical Information: This metric is calculated using definitions set forth in the OSSE Assessment and Accountability Manual, available online at http://osse.dc.gov/service/assessment-and-accountability . Students are excluded from these calculations if they are new to the United States or do not meet the Full Academic Year requirements.		
Graduation rate	Summary: The graduation rate at this school is based on the total number of graduates who started high school four years ago.	Templates: HS, K–12, A, ST
Detailed Description and Technical Information: Beginning in fall 2012, DCPS will report graduation rates based on the Four-Year and Extended-Year Adjusted Cohort Graduation methodology. This method focuses on four-year, on-time graduation for cohorts of first-time 9th graders. This metric divides the total number of four-year graduates by the sum of first-time 9th graders four years prior and students transferring in between grades 9 and 12, minus students transferring out between grades 9 and 12.		

5-year graduation rate	<p>Summary: The graduation rate at this school is the graduation rate including students who graduated in five years.</p>	<p>Templates: HS, K–12, A, ST</p>
	<p>Detailed Description and Technical Information: Beginning in fall 2012, the District of Columbia will report graduation rates based on the Four-Year and Extended-Year Adjusted Cohort Graduation methodology. The Extended-Year Adjusted Cohort Graduation methodology is calculated the same way as the Four-Year Adjusted Cohort Graduation but includes students who graduated within five years and does not account for any school transfers in the fifth year.</p>	
College enrollment	<p>Summary: The percentage of students graduating in June or August who are registered at a college or university the fall following their high school graduation.</p>	<p>Templates: HS, K–12, A, ST</p>
	<p>Detailed Description and Technical Information: This metric combines data from the Certified Graduates Roster with matched records from the National Student Clearinghouse (NSC), a national repository of college enrollment records. Students are counted as enrolled in college if they have any enrollment at a college or university that reports to the NSC in the year that they graduate from high school. Note that not all colleges and universities participate in the NSC and rates for the District of Columbia could be underestimated by 1 to 2 percentage points.</p>	
Advanced Placement performance	<p>Summary: The percentage of students participating in an Advanced Placement examination and scoring 3, 4, or 5. These scores generally enable students to receive college credit.</p>	<p>Templates: HS, K–12</p>
	<p>Detailed Description and Technical Information: This metric uses annual data made available by the College Board. Results are based on all of the Advanced Placement examinations in which students participate and for whom a valid score is returned.</p>	
Individualized Graduation Plan completion	<p>Summary: The percentage of students who are on track to graduate based on their course plans.</p>	<p>Templates: A</p>
	<p>Detailed Description and Technical Information: This metric includes all students in grades 9 through 12. The numerator is the number of students who have completed the appropriate course plan for their grade level. The denominator is the number of students in grades 9 through 12.</p>	

Student Progress

Compared to student performance, which signals the share of students achieving at various levels, student progress is a measure of how much students grow from year to year. While some schools may have relatively few students meeting or exceeding state standards, it is important to gauge the extent to which those schools help students catch up.

Metrics in the Student Progress section are based on the concept of growth. Unlike metrics in the Student Performance section, which focus on a school’s status (its performance at a single point in time), Student Progress focuses on how much individual students in a school improve their performance over time. These growth metrics take advantage of data on all students in the District of Columbia to enable fair comparisons across DC public and public charter schools.

The growth metrics in this section were computed as part of a statewide project led by the OSSE. Full technical information on the growth metrics is available on the OSSE website: <http://osse.dc.gov/service/data-and-accountability>.

Student growth in math and reading	<p>Summary: This score describes the percentage of students the median (middle) student outperforms who started with a similar level of prior achievement. For example, a score of 70 means that this school’s median student outperformed more than 70 percent of students in the District with the same level of prior achievement.</p>	<p>Templates: K–8, HS, K–12</p>
	<p>Detailed Description and Technical Information: This metric is derived from a student growth percentile (SGP) model using data on all students testing in grades 3–8 and 10 in the District of Columbia. As a result, median growth percentiles (MGPs) at the school level are comparable across DC public and public charter schools. The detailed methodology, as well as the complete set of business rules used in the calculation, is available on the OSSE website: http://osse.dc.gov/service/race-top. Students missing one of the two years of prior data are treated with a fixed effect and included in the model. Each student is assigned an SGP based on the location of his or her actual score relative to the nearest predicted percentile.</p>	

First-time 9th grade completion	Summary: The percentage of first-time 9th grade students who earned enough credits to be promoted to 10th grade. These students are on track for graduation.	Templates: HS, K–12
	Detailed Description and Technical Information: Students' first 9th grade year is determined based on transcript information entered into DC STARS, the system of record for DCPS student enrollment, attendance, and course-taking data. Grade 10 status is based on students' completion of at least six credits, including Algebra I and English, by the end of the school year or in summer school. Students are associated to schools based on their school of enrollment on October 5 of each year.	
Credit accumulation	Summary: The percentage of students who have completed seven or more credits over the course of an academic year.	Templates: A, ST
	Detailed Description and Technical Information: This metric includes any student who has been enrolled at any given time for any length of time over the course of a school year. The numerator is the number of students who attended the school during the school year who received seven or more credits in the respective school year, regardless of course type. The denominator is any student who enrolled in the school at any given time of the school year.	



Safe and Effective Schools

DCPS believes that all schools must provide caring and supportive environments. School environments that are safe and welcoming better enable students and staff to learn and teach.

Metrics in the Safe and Effective Schools section are based on data related to a school’s culture, such as attendance and behavior. While school culture is necessarily hard to measure, DCPS believes these indicators are closely linked to student achievement in a school.

<p>Student in-seat attendance</p>	<p>Summary: The in-seat attendance rate of students attending school.</p>	<p>Templates: K–8, HS, K–12, A, ST</p>
<p>Detailed Description and Technical Information: In-seat attendance is calculated by dividing the membership days of each student minus full-day absences of those students by the membership days of each student. Some authorized absences, like out-of-school suspensions, are considered an absence.</p>		
<p>School safety</p>	<p>Summary: A score that represents student, parent, and staff perceptions of safety and order at this school. The scale is from 0 to 100, and the score is based on the results of a stakeholder survey.</p>	<p>Templates: K–8, HS, K–12, A, ST</p>
<p>Detailed Description and Technical Information: A description of the items used for this scale is located in Appendix I.</p>		
<p>Expulsions and suspensions</p>	<p>Summary: The percentage of students who were expelled or suspended long-term (for 11 days or more).</p>	<p>Templates: K–8, HS, K–12, A, ST</p>
<p>Detailed Description and Technical Information: This metric is calculated by dividing the total number of long-term suspensions and expulsions (involuntary removals from school for 11 days or more, as defined by Chapter 25 of the District of Columbia Municipal Regulations) by the total number of registered students in a school as of October 5 of each school year.</p>		

Student re-enrollment	<p>Summary: The percentage of students who returned to school the following year. This does not include students in the school's highest grade level.</p>	<p>Templates: K–8, HS, K–12, A, SP, ST</p>
	<p>Detailed Description and Technical Information: This metric calculates the percentage of students enrolled on the last day of school and also enrolled in September of the following year. Students in the school's highest grade level are excluded. Students repeating or skipping a grade still count as re-enrolled; this metric does not track grade level promotion.</p>	
Student engagement	<p>Summary: A score that signals students' level of effort and interest in their classes, as well as students' confidence in their own educational success. The scale is from 0 to 100, and the score is based on the results of a student survey given every two years.</p>	<p>Templates: K–8, HS, K–12, A, ST</p>
	<p>Detailed Description and Technical Information: This metric uses data from DCPS' biennial Stakeholder Survey. A description of the items used for this scale is located in Appendix I.</p>	
Serious student misbehavior	<p>Summary: The number of long-term suspensions or expulsions for the most serious (Tier 5) student misbehaviors in this school per 100 students.</p>	<p>Templates: HS, K–12, A, ST</p>
	<p>Detailed Description and Technical Information: This metric focuses specifically on long-term suspensions and expulsions that are for Tier 5 student misbehaviors, as identified in Chapter 25 of the DC Municipal Regulations. Tier 5 contains behaviors that are illegal or cause substantial harm to self or others. Examples include arson, assault, possession of drugs or alcohol, theft using force, and the possession or use of weapons.</p>	
Truant student attendance	<p>Summary: The average daily attendance of students with 15 or more unexcused absences after their 15th unexcused absence.</p>	<p>Templates: A</p>
	<p>Detailed Description and Technical Information: This metric includes all truant students within a school. It calculates the number of days present divided by the total days of membership after each student's 15th unexcused absence to determine each truant student's average daily attendance following his/her point of truancy.</p>	

Evening program attendance	Summary: The average daily attendance of students attending evening academic programs.	Templates: ST
Detailed Description and Technical Information: This metric includes all students who attend evening programs within a school. The numerator is the number of days present for students enrolled in an evening program. The denominator is the number of membership days for students enrolled in an evening program.		
Truancy rate	Summary: The percentage of chronically truant students at the school.	Templates: K–8, HS, K–12, A, ST
Detailed Description and Technical Information: This metric uses end-of-year data to calculate the percent of chronically truant students at a school. A student is considered chronically truant if he or she has accrued 15 or more unexcused absences between the ages of 5 and 18 and has 25 or more membership days at that school.		
Retention of effective and highly effective teachers	Summary: The percentage of teachers rated Effective or Highly Effective who are returning to this school from the previous year.	Templates: K–8, HS, K–12, A, P, SP, ST
Detailed Description and Technical Information: This metric combines data on all classroom teachers’ IMPACT effectiveness rating in the IMPACT End-of-Year Report (e.g., June 2009) with human resources data as of October 1 of each year. Teachers who are promoted or retire are still included in this calculation as nonretained, as well as teachers who are retained but are employed by a different school. Teachers who are shared across locations are counted for all schools in which they worked. Teachers working in both a comprehensive high school and a STAY program were counted only at their comprehensive high school and with the IMPACT rating associated with their performance in that school.		



Family and Community Engagement

Families and community members play key roles in helping students and schools thrive. We believe, as a school district, that when parents, guardians, and family members feel respected and informed about their student's life at school, they are more likely to be involved in helping their child learn.

Community satisfaction	<p>Summary: A score that represents overall student, parent, and staff satisfaction with this school. The scale is from 0 to 100, and the score is based on the results of a stakeholder survey.</p>	<p>Templates: K–8, HS, K–12, A, P, SP, ST</p>
	<p>Detailed Description and Technical Information: This metric uses data from DCPS' Stakeholder Survey. A description of the items used for this scale is located in Appendix I.</p>	
Parent engagement	<p>Summary: A score that represents how well and how often parents felt this school engaged and communicated with them. The scale is from 0 to 100, and the score is based on the results of a parent survey.</p>	<p>Templates: K–8, HS, K–12, A</p>
	<p>Detailed Description and Technical Information: This metric uses data from DCPS' biennial Stakeholder Survey. A description of the items used for this scale is located in Appendix I.</p>	
Survey response rate	<p>Summary: The percentage of families with enrolled students who submitted a survey response.</p>	<p>Templates: K–8, HS, K–12, A</p>
	<p>Detailed Description and Technical Information: This metric uses data from DCPS' biennial Stakeholder Survey. A description of the items used for this scale is located in Appendix I. For the parent survey, this number reflects the percentage of families with enrolled students at that school who submitted a survey response.</p>	

APPENDIX I: STAKEHOLDER SATISFACTION SURVEY METRICS

On the student, parent, and administrator versions of the Stakeholder Satisfaction Survey, respondents were asked to answer questions using the following scale as shown in the tables below, unless otherwise specified: Strongly agree, Agree, Disagree, and Strongly disagree. The scorecard metric values calculated using these answers are:

-  Student engagement
-  School safety
-  Community satisfaction
-  Parent engagement

Student engagement

Question	Parent Survey	Staff Survey	Student Survey
I try hard to do well in school			
I know what I do well in school and what areas I need to work on			
I ask for help from my teachers or others when I need it			
I set goals and then work to achieve them			
I am confident I will graduate from high school			
I like school			
I attend all of my classes			
I think doing well in school is important for my future			
I can get help on schoolwork if I need it			
My friends think it's important to work hard to get high grades			

School safety

Question	Parent Survey	Staff Survey	Student Survey
Everyone is expected to follow the school rules			✓
How often do students in your school get into fights <i>Answer scale: Often, Sometimes, Rarely, and Never</i>			✓
How often do students in your school get made fun of for the way they look or talk <i>Answer scale: Often, Sometimes, Rarely, and Never</i>			✓
Hallways, stairwells, and bathrooms are empty of students during class periods			✓
How often do students in your school have things stolen or damaged by other students <i>Answer scale: Often, Sometimes, Rarely, and Never</i>			✓
How safe you feel in your classes <i>Answer scale: Very safe, Mostly safe, Somewhat safe, and Not safe</i>			✓
How safe you feel in the hallways and bathrooms of the school <i>Answer scale: Very safe, Mostly safe, Somewhat safe, and Not safe</i>			✓
How safe you feel outside around the school <i>Answer scale: Very safe, Mostly safe, Somewhat safe, and Not safe</i>			✓
I feel safe at my school		✓	✓
My school is clean and well maintained			✓
My school is orderly and in control		✓	✓
School entrances are monitored consistently		✓	✓
School security devices are consistently operational		✓	✓
Security personnel at my school do a good job		✓	✓
How often do students in your school see gang activity in school <i>Answer scale: Often, Sometimes, Rarely, and Never</i>			✓
How satisfied are you with safety inside the school	✓		
This school applies discipline procedures fairly to all students	✓		
My school's discipline plan is implemented uniformly		✓	
My school has effective discipline procedures in place		✓	

Community satisfaction

Question	Parent Survey	Staff Survey	Student Survey
My school is on the right track for student achievement	✓	✓	✓
I am strongly supported within my school		✓	✓
What grade would you give your school <i>Answer scale: Letter grades — A, B, C, D, F</i>	✓	✓	✓
I would recommend my school to other students			✓
This school is a welcoming place for my family			✓
Would you recommend that a friend send his or her child to this school <i>Answer scale: Yes, No</i>	✓	✓	

Parent engagement

Question	Parent Survey	Staff Survey	Student Survey
How the school communicates with parents	✓		
The level of parent engagement	✓		
The school keeps me regularly informed of my child(ren)'s progress	✓		
Teachers contact me promptly with concerns	✓		
I receive interpretations/translations when I need them	✓		
I am made to feel welcome in this school	✓		
School staff members are helpful in answering my questions	✓		



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

District of Columbia Public Schools
1200 First Street, NE
Washington, DC 20002
www.dcps.dc.gov