

SCHOOL YEAR 2011–12

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>District averages</i>	7
<i>Minimum group size</i>	7
Metric Descriptions	8
<i>Student Performance</i>	8
<i>Student Progress</i>	11
<i>Safe and Effective Schools</i>	13
<i>Family and Community Engagement and Satisfaction</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 www.dcps.dc.gov/profiles. 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 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.



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

2011-12 SCHOOL SCORECARD

John Smith High School



WARD
1
GRADES
9-12

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 academic and extracurricular opportunities available at this school. Taken



1000 Smith St. NW, Washington, DC 20009
 Phone: (202) 671-0000 | Fax: (202) 724-0000
 Principal: Jane Smith | jane.smith@dc.gov
 Web Site: www.johnsmithhs.com
 School Hours: 8:45 a.m.– 3:15 p.m.

John Smith High School provides students with personalized, comprehensive instruction and support services. All students have the opportunity to enroll in Advanced Placement courses and choose a career pathway. The instructional program at John Smith is supported by a modernized facility that includes state-of-the-art science and computer labs. The John Smith experience affords students the opportunity to develop knowledge, talents and tremendous opportunities for postsecondary success.

ACADEMIC ENRICHMENT

- Martha's Table (off-site tutoring etc.)
- Pi Sigma Pi
- Advanced Placement
- IB (International Baccalaureate)
- After-School Tutorial
- Peer Tutorial Services
- Hi-Scip

WELLNESS AND FITNESS

- Brainfood (nutrition education, career exploration)
- Men of Strength Club
- Basketball
- Cross Country/Track
- Cheerleading
- Volleyball
- Soccer
- Tennis
- Peer Mediation

ARTS AND CULTURE

- Drama Club
- Robotic Club
- Academic Team
- Student Government
- World languages: French, Spanish, Latin
- Book Club
- Chess Club
- Journalism Club
- Model UN

SCHOOL IMPROVEMENT

This school does not have an improvement plan (NCLB).

STUDENT DEMOGRAPHY

Enrollment: 336

Black:	74%
Hispanic/Latino:	25%
White:	0%
Asian:	0%
Pacific/Hawaiian:	0%
Native/Alaskan:	1%
Multiple races:	0%

English language learners: 19%
 Free and reduced-price lunch: 49%
 Special education: 10%
 In boundary: N/A

Sincerely,



Kaya Henderson
Chancellor

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

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

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

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 Satisfaction, 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 2009–10 and 2010–11 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	2010	69%
	2011	83%
District Average		43%

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.

District averages (for 2010–11) are displayed when available beneath the 2010–11 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 students' 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	2010	2011	District Average
Meeting or exceeding math standards	61%	62%	61%
Meeting or exceeding reading standards	58%	59%	58%
Exceeding math standards	10%	11%	10%
Exceeding reading standards	10%	11%	10%
Graduation rate	81%	82%	81%
5-year graduation rate	81%	82%	81%
College enrollment	62%	63%	62%
Advanced Placement performance	69%	83%	43%
Student engagement	43	44	43
Retention of effective and highly effective teachers	43	44	43

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	2010	2011	District Average
Student attendance	81%	79%	81%
School safety	69	67	69
Expulsions and suspensions	45%	44%	45%
Serious incidents	54	54	54
Student re-enrollment	94%	94%	94%

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	2010	2011	District Average
9th grade completion	88%	88%	88%
Student growth in math	43	42	43
Student growth in reading	43	42	43

FAMILY AND COMMUNITY ENGAGEMENT AND SATISFACTION

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	2010	2011	District Average
Community satisfaction	64	64	64
Parent engagement	41	41	41

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	2010	2011	District Average
School-defined Metric 1	44	44	N/A
School-defined Metric 2	44%	44%	N/A

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.



2011–12 SCHOOL SCORECARD

John Smith High School

Facilities:	Feeder School(s):	Community Partnerships:	Career Pathways:
Art room <input checked="" type="checkbox"/> Auditorium <input checked="" type="checkbox"/> Computer lab <input checked="" type="checkbox"/> Gym <input checked="" type="checkbox"/> Media center <input checked="" type="checkbox"/> Music room <input checked="" type="checkbox"/> Outdoor recreation space <input type="checkbox"/> Science lab <input type="checkbox"/> Other: Parent organization <input checked="" type="checkbox"/> School uniform <input type="checkbox"/> Title I <input checked="" type="checkbox"/>	N/A	Teen Women in Action Urban Alliance White House Internship Program Howard University Alpha Kappa Alpha Sorority Folger Theatre	N/A

GETTING TO SCHOOL

 52, 53, 54 (14th Street Line)
63 (Takoma-Petworth Line)
64 (Fort Totten-Petworth Line)
90, 92, 93 (U Street-Garfield Line)

 Green/Yellow Line: U Street/
African-American Civil War Memorial/Cardozo station

96 (East Capitol Street-Cardozo Line)
X3 (Benning Road-Potomac Park Line)
DC Circulator Adams (Woodley Park-Adams
Morgan-McPherson Square Metro)

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 Oct. 17, 2011; Feb. 6, 2012; and May 14, 2012.

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/studentssuccess.

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, a student scoring at these levels is 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 three 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.

District averages

When possible, District averages are displayed to put each school's performance in the context of the larger system. These averages are calculated for schools of a similar type (e.g., elementary school, middle school, education campus or high school) and are weighted by student. For DC CAS, graduation and attendance metrics and district averages are determined by AYP School Category, as described in the OSSE Assessment and Accountability Manual, available online at <http://osse.dc.gov/service/assessment-and-accountability>.

Expulsions and suspensions	2010	0%
	2011	0%
	District Average	▲ 4%
Serious student misbehavior	2010	0
	2011	0
	District Average	▲ 2
Student re-enrollment	2010	95%
	2011	90%
	District Average	▲ 81%

Minimum group size

Each metric has a minimum number of observations required to report a result. This helps avoid statistical fluctuations that naturally occur in small sample groups, and it also helps protect privacy. Minimum group sizes on the scorecard are either 15 or 25, depending on the 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.

<p>Meeting or exceeding math and reading standards</p>	<p>The percentage of students meeting or exceeding state standards by earning scores of Proficient or Advanced on the District of Columbia's Comprehensive Assessment System (DC CAS or DC CAS Alt).</p> <p>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 Full Academic Year requirements, as described in the manual.</p>
<p>Median math and reading performance levels</p>	<p>The median student's performance on the continuum of Advanced, Proficient, Basic and Below Basic performance levels on the District of Columbia's Comprehensive Assessment System (DC CAS or DC CAS Alt). This performance level is for the median (or middle) student, meaning that among other students in the school, half score above and half score below this point. If the median is at the high end of Basic, for example, the school is closer to having all students meeting standards (Proficient) than if the median is at the low end of Basic.</p> <p>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 Full Academic Year requirements, as described in the manual.</p>
<p>Student engagement</p>	<p>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>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>

Retention of effective teachers	<p>The percentage of teachers rated Effective or Highly Effective by DC Public Schools' IMPACT evaluation system who are returning to this school from the previous year.</p> <p>Detailed Description and Technical Information: This metric combines data on all classroom teachers' IMPACT effectiveness rating (IMPACT groups 1 through 8) in the IMPACT End-of-Year Report (e.g., June 2009) with human resources data as of October 1 of each year (e.g., Oct. 1, 2009). Teachers who are promoted or retire are still included in this calculation as non-retained, as are teachers who are retained but who are employed by a different school. Teachers who are shared at multiple locations are counted for all schools in which they worked. Teachers working in both a comprehensive high school and a STAY program are counted only at their comprehensive high school with the IMPACT rating associated with their performance in that school.</p>
Graduation rate	<p>The graduation rate at this school is based on the total number of graduates for a given year and is divided by this total plus the total number of dropouts over the previous four years.</p> <p>Detailed Description and Technical Information: Until fall 2012, District of Columbia graduation rates will continue to be based on the National Center for Education Statistics' Leaver (or Completer) Graduation methodology. This metric divides the total number of graduates in a given year, regardless of the year in which they entered high school, by that number plus the sum of 12th grade dropouts in the year of graduation, 11th grade dropouts the year prior, 10th grade dropouts two years prior and 9th grade dropouts three years prior. Graduates are based on the annual Certified Graduates Roster, and dropouts are those students who withdraw from school for work, non-attendance, adult education, unknown reasons or voluntary withdrawals.</p>
5-year graduation rate	<p>These data will be available in fall 2012. At that time, all graduation rates will be based not on the total number of graduates in a given year, but on the four- and five-year high school outcomes of various 9th grade cohorts.</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. This method focuses on four-year, on-time graduation for various 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.</p>

College enrollment	<p>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>Detailed Description and Technical Information:</p> <p>This metric combines data from the Certified Graduates Roster with matched records from the National Student Clearinghouse, a national repository of college enrollment records. Students are counted as enrolled in college if they have enrollment at any type at a college or university in the year that they graduate from high school. Note that not all colleges and universities participate in the National Student Clearinghouse, and rates for the District of Columbia could be underestimated by 1 to 2 percentage points.</p>
Advanced Placement performance	<p>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>Detailed Description and Technical Information:</p> <p>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>The percentage of students who are on track to graduate based on their course plans.</p>
	<p>Detailed Description and Technical Information:</p> <p>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 total 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 Schools and DC Public Charter Schools.

Note that the STAY programs do not have a Student Progress section displayed on their scorecards.

The growth metrics in this section are 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

The median student's growth on the District of Columbia's Comprehensive Assessment System (DC CAS). 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.

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 grade 10 in the District of Columbia. As a result, median growth percentiles (MGPs) at the school level are comparable across DC Public Schools and DC 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>. Broadly, SGPs are produced by estimating a quantile regression model using two years of prior achievement data. Each student is assigned an SGP based on the location of his or her actual score relative to the nearest predicted percentile.

9th grade completion

The percentage of first-time 9th grade students who earned enough credits by the end of the spring semester to be promoted to 10th grade. These students are on track for graduation.

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. Credit recovery courses taken during summer school are not considered for this metric. Students are associated with schools based on their school of enrollment on October 5 of each year.

Credit accumulation

The percentage of students who have completed seven or more credits over the course of an academic year.

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 during 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 hard to measure, DCPS believes these indicators are closely linked to student achievement in a school.

Student attendance	<p>The average percentage of students attending school daily.</p> <p>Detailed Description and Technical Information: Average daily attendance (defined as the number of students attending school on the average day) is calculated by dividing the sum of students present on each day of the school year by the total number of days in the year. The components of the numerator in this calculation (the number of students present) are determined by subtracting the total number of students with full day absences from the total number of students in the school. Only students age 5 to 18 are included in this calculation.</p>
School safety	<p>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 given every two years.</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>
Expulsions and suspensions	<p>The percentage of students who were expelled or suspended for 11 days or more.</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>

<p>Student re-enrollment</p>	<p>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>Detailed Description and Technical Information: Data are from May 31 of each school year to October 5 of the next. This measure excludes students in preschool and prekindergarten. Students in the school's highest grade level are excluded. Students repeating or skipping a grade still count as re-enrolled.</p>
<p>Serious student misbehavior</p>	<p>The number of long-term suspensions or expulsions for the most serious (Tier 5) student misbehaviors in this school per 100 students.</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>
<p>Truant student attendance</p>	<p>The average daily attendance of students with 15 or more unexcused absences after their fifth unexcused absence.</p> <p>Detailed Description and Technical Information: This metric includes all truants, defined as students accumulating 15 or more unexcused absences in a school with a minimum membership of 25 days. The metric presents the average daily attendance for such students by dividing the number of days each student is present by the total number of membership days after each student's 15th unexcused absence.</p>
<p>Evening program attendance</p>	<p>The average daily attendance of students attending evening academic programs.</p> <p>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.</p>



Family and Community Engagement and Satisfaction

Families and community members play key roles in helping students and schools thrive. DCPS believes, 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

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 given every two years.

Detailed Description and Technical Information:

This metric uses data from DCPS' biennial Stakeholder Survey. A description of the items used to calculate this score is located in Appendix I.

Parent engagement

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 given every two years.

Detailed Description and Technical Information:

This metric uses data from DCPS' biennial Stakeholder Survey. A description of the items used to calculate this score is located in Appendix I.

APPENDIX I: STAKEHOLDER SATISFACTION SURVEY METRICS

Purpose

On the student, parent and administrator versions of the Stakeholder Satisfaction Survey, respondents are asked to answer questions shown in the tables below using the following scale, 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