



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of Data and Strategy

School Year 2014-15

Scorecard User Guide

Scorecard Overview3

Purpose and Uses4

Purpose 4

Who should use the scorecard and how?..... 4

School Profile.....5

Scorecard Metrics6

Additional Information and Next Steps.....7

Scorecard Metric Detail8

Important Metric Information9

Background on the DC Comprehensive Assessment System 9

Definitions of scorecard templates..... 9

District averages..... 9

Minimum group size 9

Metric Descriptions.....10

Student Performance..... 10

Student Progress..... 12

Safe and Effective Schools 13

Appendix I: Student 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 <http://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 Strategy at dcpsdata.accountability@dc.gov.

Who should use the scorecard and how?

Students and their families	School administrators and staff
✓ Compare schools' performance in advance of the My School DC common lottery and application deadline	✓ Distribute print copies of the scorecard during parent events
✓ Highlight successes when fundraising for various school events	✓ Discuss areas for improvement with school staff at faculty meetings
✓ Talk about the scorecard with your student's teacher during parent-teacher conferences	✓ Present the scorecard with your Comprehensive School Plan to your Local School Advisory Team
✓ Discuss the scorecard with other parents at community meetings	✓ 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

2013-14 SCHOOL SCORECARD

McKinley Technology High School



WARD
5
GRADES
9th-12th

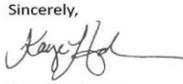
Dear Parent or Guardian,

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. Inside, you'll find important facts related to **student performance, family and community engagement, safety, facilities, and more.** Taken together, I believe these data can help you make the best, most informed decisions possible related to your child's education.

While the data on this scorecard provide you with the facts on the progress of this school, the best way to learn more is to visit our website. Please take a look at our website for more information on how you can partner with your school. We are schools' programs and performance online at www.dcps.dc.gov/profiles.

It is 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



151 T St. NE Washington, DC 20002
Phone: (202) 281-3950 | Fax: (202) 576-6279
Principal: Mary Louise Jones | louise.jones@dc.gov
Web Site: www.mckinleytech.org
School Hours: 8:45 a.m. - 3:15 p.m.

This school is a Science, Technology, Engineering, and Mathematics (STEM) school. It is one of five schools in the District of Columbia for enrollment. The high school offers a variety of courses in science, technology, engineering, and mathematics. With a variety of programs, we offer "No Excuses. Just Solutions!" our motto. McKinley Middle School is associated with a non-specialized neighborhood.

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

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

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

These represent programs at a school that support students' special education needs.

PROGRAMS (2013-14)

ACADEMIC ENRICHMENT	WELLNESS AND FITNESS	ARTS AND CULTURE	SPECIAL EDUCATION
<ul style="list-style-type: none"> •AP Statistics •AP Calculus •AP U.S. Government •AP U.S. History •AP Chemistry •AP Biology •AP Physics •AP Language •AP Literature •AP Human Geo 	<ul style="list-style-type: none"> •Football •Boys' and Girls Indoor & Outdoor Track •Badminton •Squad •Ball & Softball 	<ul style="list-style-type: none"> •Future Business Leaders of America (FBLA) •Poetry Club •Chess Club •Band •Gay Straight Alliance (GSA) •Student Government Association (SGA) •Youth in Government •Model UN •National Honor Society 	<ul style="list-style-type: none"> •Autism Support

ELEMENTARY AND SECONDARY EDUCATION ACT CLASSIFICATION

Reward — Reward schools have the highest levels of student performance and growth as demonstrated by an overall index score at or above 80 or growth in overall index score that falls in the top 5% of all schools in DC.

- Reward
- Rising
- Developing
- Focus
- Priority

STUDENT DEMOGRAPHICS (2012-13)

Enrollment: 697

Black:	92%
Hispanic/Latino:	5%
White:	1%
Asian:	0%
Pacific/Hawaiian:	0%
Native/Alaskan:	0%
Multiple races:	2%



English language learners:	1%
Free and reduced-price lunch:	57%
Special education:	2%
In boundary:	N/A
Average core class size:	20

Scorecard Metrics

The metrics within the scorecard are aligned to the Effective Schools Framework and address Student Performance, Student Progress, Safe and Effective Schools, 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.)

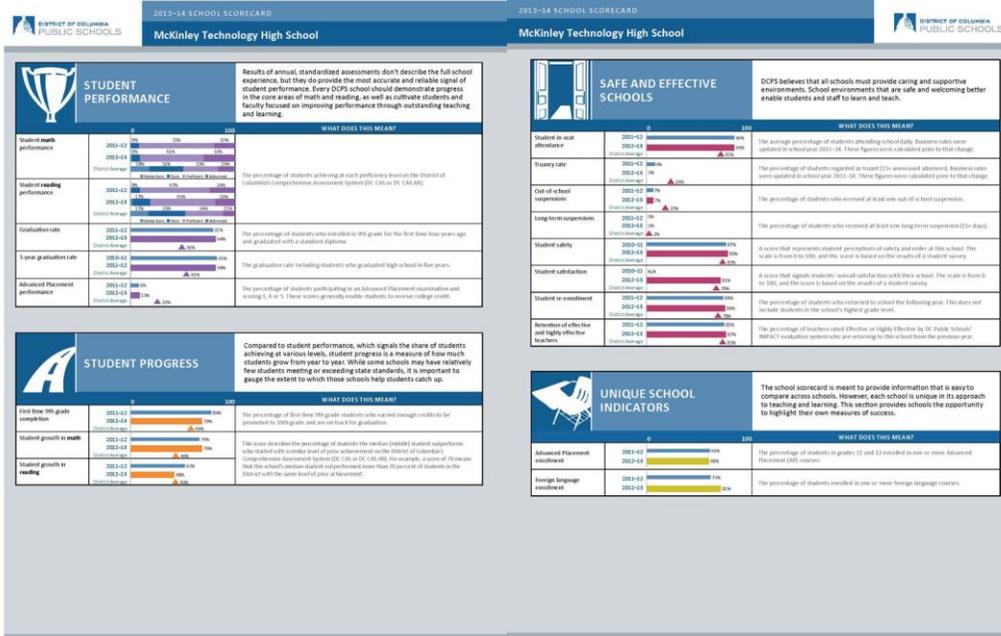
With a few exceptions, data are displayed for school years 2012-13 and 2013-14 so school performance can be tracked over time.

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

<p>Advanced Placement performance</p>		<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>
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District averages for the most recent year are displayed when available beneath the 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.



Additional Information and Next Steps

The last page of the scorecard includes family and community engagement opportunities offered at the school as well as additional descriptive information, such as facilities and Metro route information.

DC
2013-14 SCHOOL SCORECARD

McKinley Technology High School

<p>Facilities:</p> <ul style="list-style-type: none"> 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 checked="" type="checkbox"/> Pool <input type="checkbox"/> Science lab <input checked="" type="checkbox"/> <p>Other:</p> <ul style="list-style-type: none"> After school care <input type="checkbox"/> Before school care <input type="checkbox"/> School uniform <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> 	<p>Family and Community Engagement:</p> <ul style="list-style-type: none"> Local school advisory team <input checked="" type="checkbox"/> Active parent organization <input checked="" type="checkbox"/> Home visit trained teachers <input type="checkbox"/> Regularly scheduled school tours <input type="checkbox"/> 	<p>Community Partnerships:</p> <ul style="list-style-type: none"> National Institute of Health Cisco Georgetown University First Robotics Carnegie Academy of Science Education Howard University 	<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, P6, G8, 90, 92, 93, X3

WHAT YOU CAN DO

Families play an essential role in supporting student success.

Talk to your child about school. Your opinion and interest matter to your child. Ask your child about one thing he or she learned at school, and keep asking every day!

Talk to your child's teacher(s). Teachers and parents are on the same team. Ask teacher(s) about their expectations and goals for your child, and share your own. Brainstorm ways you can help your child at home to supplement learning at school.

Stay up-to-date and informed about what's happening at school. Pay attention to report cards, attendance, data, and any updates or newsletters coming home from school. If you have

any questions, don't hesitate to ask the teachers, principal, or staff. Find out what leadership opportunities are available, such as in parent organizations.

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 main office or the library. For more information, contact the school's main office to determine specific needs or visit www.dcps.dc.gov/volunteer for details about the volunteer clearance process.

WHERE CAN I FIND INFORMATION ON OTHER SCHOOLS?

View scorecards of every DCPS school at: www.dcps.dc.gov/ profiles. You can search for DCPS schools based on the information that you care about, and you can also compare schools side by side.

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

Website: www.dcps.dc.gov
 Facebook: [FB.com/dcpublichools](https://www.facebook.com/dcpublichools)
 Twitter: [@dcpublichools](https://twitter.com/dcpublichools)
 Instagram: [dcpublichools](https://www.instagram.com/dcpublichools)

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.

In order 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: <http://www.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 (School to Aid Youth) 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. District averages are calculated using all DCPS students in the grades served by the school. For example, District averages on high school scorecards include all DCPS students in grades 9 through 12.

Minimum group size

Some metrics have 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 do not 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/s: Student math performance	Templates: K-8, HS, K-12, A
Summary: The percentage of students achieving at each proficiency level on the District of Columbia's Comprehensive Assessment System (DC CAS).	
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/accountability . Students are excluded from these calculations if they are new to the United States or do not meet the Full Academic Year requirements.	

Metric/s: Student reading performance	Templates: K-8, HS, K-12, A
Summary: The percentage of students achieving at each proficiency level on the District of Columbia's Comprehensive Assessment System (DC CAS).	
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/accountability . Students are excluded if they are new to the United States or do not meet the Full Academic Year requirements.	

Metric/s: Graduation rate	Templates: HS, K-12, A
Summary: The graduation rate at this school is based on the total number of graduates who started high school four years ago.	
Detailed Description and Technical Information: The District of Columbia reports 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 9 th graders. This metric divides the total number of four-year graduates by the sum of first-time 9 th graders four years prior and students transferring in between grades 9 and 12, minus students transferring out between grades 9 and 12.	

Metric/s: 5-year graduation rate	Templates: HS, K-12, A
<p>Summary: The 5-year graduation rate at this school is the graduation rate including students who graduated in five years.</p>	
<p>Detailed Description and Technical Information: The District of Columbia reports 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>	

Metric/s: Advanced Placement performance	Templates: HS, K-12
<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>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>	

Metric/s: Individualized Graduation Plan Completion	Templates: A
<p>Summary: The percentage of students who are on track to graduate based on their course plans.</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/publication/school-level-model-measure-student-achievement-over-time-technical-report>.

Metric/s: Student growth in math and reading	Templates: K-8, HS, K-12, A
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.	
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/publication/school-level-model-measure-student-achievement-over-time-technical-report . 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.	

Metric/s: First-time 9th grade completion	Templates: HS, K-12, A
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 on-time graduation.	
Detailed Description and Technical Information: Students’ first 9 th grade year is determined based on transcript information documented by the school. Grade 10 status is based on students’ completion of at least six credits, including Algebra I and English I, by the end of the school year or in summer school. Students are associated with schools based on their school of enrollment at the end of the 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.

Metric/s: Student In-seat Attendance	Templates: K-8, HS, K-12, A, ST
Summary: The average percent of students attending school daily. Business rules were updated in school year 2013-14. The school year 2012-13 figures were recalculated using the updated business rules.	
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 absences, such as school authorized activities, are not considered an absence. Business rules were updated in school year 2013-14. The school year 2012-13 figures were recalculated using the updated business rules.	

Metric/s: Truancy Rate	Templates: K-8, HS, K-12, A, ST
Summary: The percentage of students regarded as truant (10 or more unexcused absences while compulsory school-aged). Business rules were updated in school year 2013-14. The school year 2012-13 figures were recalculated using the updated business rules.	
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 they have accrued 10 or more unexcused absences and have 25 or more membership days at that school and are between the compulsory school ages of 5 and 18. Business rules were updated in school year 2013-14; school year 2012-13 figures were recalculated using the updated business rules.	

Metric/s: Out-of-school suspensions	Templates: K-8, HS, K-12, A, ST
Summary: The percentage of students included in the enrollment audit who received at least one out-of-school suspension.	
Detailed Description and Technical Information: This metric is calculated by dividing the total number of students with at least one out-of-school suspension (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.	

Metric/s: Long-term suspensions	Templates: K-8, HS, K-12, A, ST
Summary: The percentage of students included in the enrollment audit who received at least one long-term suspension (11 or more days).	
Detailed Description and Technical Information: This metric is calculated by dividing the total number of students with at least one long-term suspension (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.	

Metric/s: Student safety	Templates: K-8, HS, K-12, A, ST
Summary: A score that represents student 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 student survey.	
Detailed Description and Technical Information: A description of the items used for this scale is located in Appendix I.	

Metric/s: Student satisfaction	Templates: K-8, HS, K-12, A, ST
Summary: A score that signals students' overall satisfaction with his or her school. The scale is from 0 to 100, and the score is based on the results of a student survey.	
Detailed Description and Technical Information: A description of the items used for this scale is located in Appendix I.	

Metric/s: Student re-enrollment	Templates: K-8, HS, K-12, A, SP, ST
Summary: The percentage of students who returned to school the following year. This does not include students in the school's highest grade level.	
Detailed Description and Technical Information: This metric calculates the percentage of students enrolled at the school on May 31 st and also enrolled on October 5 th 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.	

Metric/s: Retention of effective and highly effective teachers	Templates: K-8, HS, K-12, A, SP, ST
Summary: The percentage of teachers rated Effective or Highly Effective who return to this school the following year.	
Detailed Description and Technical Information: This metric uses the IMPACT rating of all classroom teachers who were employed at the school on October 1 and calculates the percent of those teachers who are still at the school at the beginning of the	

following school year. Teachers that are promoted or retire are still included in this calculation as non-retained, as well as teachers who are retained but are employed by a different school. If a school does not have at least 10 teachers who were ranked Effective or Highly Effective, this metric appears as N/A.

Appendix I: Student Survey Metrics

On the student surveys, respondents were asked to indicate their agreement with the statements using the following scale (unless otherwise specified): Strongly Agree, Agree, Disagree, and Strongly Disagree. The scorecard metric values calculated using these responses are Student Safety and Student Satisfaction.

Student safety

Question
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>
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 ranges from Very safe, Mostly safe, Somewhat safe, and Not safe</i>
I feel safe at my school.
My school is clean and well maintained.
Adults maintain control of my school.

Student satisfaction

Question
I would recommend my school to other students.
My family is welcome at my school.
We have enough teaching materials (like books, photocopies, and calculators) for all.
My school is clean and well maintained.
I feel safe at my school.
Adults maintain control of my school.
My school offers good after-school options.
I like my school.