



# Healthy Youth and Schools Commission

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Quarterly Commission Meeting  
February 27, 2019

Jeff Travers  
Chairman of the Commission



Welcome



# Agenda

- **Welcome and Introductions**
- **Recap of the Previous Commission Meeting**
  - Approval of Minutes
- **Update on Healthy Youth and Schools Commission**
  - New Commissioners
- **Legislative Update**
  - Healthy Students Amendment Act of 2018
  - LGBTQ Health Data Collection Amendment Act of 2018
  - School Safety Omnibus Amendment Act of 2018
  - Sustainable DC Omnibus Amendment Act of 2014
  - School Sunscreen Safety Amendment Act of 2019
- **Update from OSSE**
  - General Announcements
  - Health and Wellness Personnel Update
- **OSSE Strategic Plan Presentation**
- **DC School Report Card Presentation**
- **Comments from Commissioners on Current Work**
- **Closeout and Priorities for Next Meeting**



# Recap Previous Commission Meeting

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Jeff Travers, Chairman

Healthy Youth and Schools Commission



# Recap Previous Commission Meeting

- November Quarterly Meeting
  - Date: Wednesday, Nov. 7, 2018
  - Main topics covered:
    - Legislative Update
      - Healthy Students Amendment Act of 2018
      - LGBTQ Health Data Collection Amendment Act of 2018
      - Student Safety and Consent Education Act of 2018
      - School Safety Act of 2018
      - Student Certificate of Health Amendment Act of 2018
    - Environmental Literacy Presentation
  - Approval of minutes



# Update on Healthy Youth and Schools Commission

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Jeff Travers, Chairman

Healthy Youth and Schools Commission



# New Commissioners

- Kristy McCarron
  - Healthy Eating Specialist  
YMCA of Metropolitan Washington
- Maggie White
  - Deputy Chief, Inner Core (Global Education, Arts, Health and Physical Education)  
District of Columbia Public Schools



# Legislative Update

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**Caitlin Shauck, Policy Analyst**

Office of the State Superintendent of Education (OSSE)





- Healthy Students Amendment Act of 2018
- School Safety Omnibus Amendment Act of 2018
- LGBTQ Health Data Collection Amendment Act of 2018
- Sustainable DC Omnibus Amendment Act of 2014
- School Sunscreen Safety Amendment Act of 2019



# Healthy Students Amendment Act of 2018

- **Signed by Mayor on Jan. 16, 2019**
- Increases breakfast reimbursement
- Creates annual subsidy for alternative breakfast serving models
- Makes changes to nutrition-content requirements
- Allows for a waiver from the breakfast in the classroom (BIC) requirement for elementary schools
- Encourages schools to purchase food in a manner consistent with the Good Food Purchasing Program's (GFPP) core values
- Requires the Office of Planning to submit a report to the Mayor and DC Council regarding best practices for developing a central kitchen
- Requires OSSE and the Department of Parks and Recreation to submit a joint report to the Mayor and DC Council on strategies to increase participation in the DC Free Summer Meals Program
- Specifies amounts of age-appropriate physical education and physical activity per week



# School Safety Omnibus Amendment Act of 2018

- **Signed by Mayor on Jan. 30, 2019**
- **Requirements of Schools and LEAs**
  - Requires schools to adopt and implement policies to prevent and address child sexual abuse by school staff and student-on-student acts of sexual harassment, sexual assault, and dating violence
  - Requires LEAs to investigate the employment history of potential employees
  - Prohibits schools and child development facilities from assisting an individual in gaining employment at another school or child development facility if the individual has committed an act of sexual abuse or misconduct against students or minors
- **Requirements of OSSE**
  - Requires OSSE to create model policies and make training resources available
  - Amends the Healthy Schools Act of 2010 to require LEAs to provide instruction on consent, setting and respecting boundaries, and developing and maintaining healthy relationships
  - Requires OSSE to update the health education standards and make available a list of curricula or a curriculum guide for schools to meet the revised standards



# School Safety Omnibus Amendment Act of 2018

- DCPS is drafting “DCPS Sexual Misconduct and Sex-Based Discrimination for Students Policy”
- PCSB is drafting the “Model D.C. Public Charter School Student Protection Policy”
- OSSE’s Divisions of Systems & Supports, K-12, Teaching & Learning, and Health & Wellness are collaborating to create model policies



# LGBTQ Health Data Collection Amendment Act of 2018

- **Signed by Mayor on Jan. 30, 2019**
- **Requirements of DC Health**
  - Participate in the Behavioral Risk Factor Surveillance System (BRFSS)
  - Include questions related to sexual orientation, gender identity, and gender expression
  - Annually publish a comprehensive report on the health of the District's LGBTQ community in coordination with the Office of Gay, Lesbian, and Transgender Affairs, including BRFSS data at least once every three years
- **Requirements of OSSE**
  - Require public and public charter school participation in the Youth Risk Behavior Survey (YRBS)
  - Include sexual orientation in pilot school climate survey report
  - Include questions related to sexual orientation, gender identify, and gender expression
  - Publish a YRBS report which shall differentiate the prevalence of health-related risk behaviors, chronic health conditions, and use of preventive services among the LGBTQ youth population and the general youth population.



# Sustainable DC Omnibus Amendment Act of 2014

- **Banned the use of Styrofoam and other products that cannot be recycled or composted**
- Timeline:
  - Jan. 1, 2016: Styrofoam ban began
  - Jan. 1, 2017: Additional recyclable and compostable requirements began
  - Oct. 29, 2018: New restrictions on single-use plastic straws and stirrers
  - Jan. 1, 2019: Department of Energy and Environment (DOEE) began inspections of businesses for plastic straw requirements
  - July 1, 2019: DOEE will begin issuing fines for plastic straws
- Applies to schools and child development facilities
- Compliant alternatives include paper, hay, and reusable straws made out of materials like stainless steel or glass
- Schools must keep stock of plastic straws to meet the needs of students with disabilities, pursuant to the Americans with Disabilities Act (ADA) and the DC Human Rights Act



# School Sunscreen Safety Amendment Act of 2019

- **Referred to Committee on Education and Committee of the Whole on Jan. 22, 2019**
- Permits students to possess and self-administer sunscreen while at school without a medication action plan
- Adds sunscreen application to the Administration of Medication (AOM) Training
- Permits AOM-trained school staff to apply sunscreen
- Specifies sunscreen storage locations and amount limitations
- Clarifies that schools may discipline students for self-administration for purposes other than treatment



# Update from OSSE

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**Heidi Schumacher, Assistant Superintendent**

Office of the State Superintendent of Education

**Kyle Flood, Manager of Policy and Compliance**

Office of the State Superintendent of Education





# Update from OSSE

- General Announcements
- Health and Wellness Personnel Update



# OSSE Strategic Plan

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**Shana Young, Chief of Staff**

Office of the State Superintendent of Education



District of Columbia  
Office of the State Superintendent of Education

# 2019-2023 Strategic Plan



# DC has made significant progress

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DC has taken many steps to expand the access to and quality of public education.



And yet, we continue to see persistent gaps in outcomes and are not yet preparing enough of our students for their long-term aspirations.

# There is more work to do and OSSE is ready to lead the way

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While great progress has been made in DC education, and OSSE has contributed to this progress by defining and improving our state education agency role, there's much more to do.

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In a complicated system, our partners are eager for OSSE to:

- take a role in setting standards across programs and content areas,
- share more relevant and actionable data, and
- support convening and collaboration to position us all on the same path

in order to improve education across DC for our students and families.

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OSSE is uniquely poised to make an impact across a diverse, growing city with many strengths and very real challenges.



In response to all that we have heard and learned, we are setting forth a bold new vision and clearly defining our mission:

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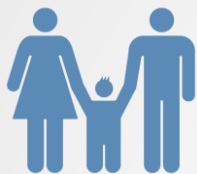


**VISION:** DC will close the achievement gap and ensure people of all ages and backgrounds are prepared to succeed in school and in life.



**MISSION:** As DC's state education agency, OSSE works urgently and purposefully, in partnership with education and related systems, to sustain, accelerate, and deepen progress for DC students.

# By 2023, we aim to reach the following ambitious goals to advance outcomes for DC students



Early Childhood

**1,500 more**  
vulnerable infants and  
toddlers access **quality care**

**4,100 more students**  
are in **high-quality**  
pre-K classrooms



Elementary and  
Secondary

**6,700 more students**  
meet or exceed expectations on state assessments while  
**CLOSING ACHIEVEMENT GAPS**



Postsecondary

**1,100 more students**  
enroll in higher education, on a path to complete a  
two- or four-year degree

# Over the next five years, the following pillars will form the foundation of our work as an agency



## Set high expectations

We set and maintain high standards for program quality and high expectations for learners to ensure our educational systems are driving toward excellence and equity.



## Share and use actionable data

We collect and share reliable and actionable data to inform policy decisions, empower our partners to improve, and build community understanding.



## Build ecosystem capacity

We convene partners, provide targeted support, and invest resources to improve quality, increase access, and advance equity in education.



## Maximize OSSE's impact

Above and beyond our focus on all students, we bring specific focus to two areas:

- **Early Childhood**, to ensure that DC's significant investments are leveraged to maximize impact on long-term outcomes in school and in life, and
- **Special Education**, to catalyze progress and dramatically shift the trajectory of growth for students with disabilities.



Continue commitment to our talented team and culture of excellence





# Division of Health and Wellness Strategic Plan

Heidi Schumacher, Assistant Superintendent  
Office of the State Superintendent of Education



- First-ever strategic plan
- Collaborative, inclusive process:
  - Five internal and 11 external focus groups
  - 16 key informant interviews
  - One electronic external survey
  - Five division all-staff meetings
  - 11 division leadership meetings
  - And more!



As we approached our strategic planning process, we had several guiding principles.

**Elevate the voices  
of our amazing staff**

Co-built our strategic plan with our team. Workshopped every aspect of the plan in large and small group settings.

**Identify  
intersections**

Break down siloes internally and externally to identify common goals and approaches.

**Define and intensify  
focus on impact,  
student outcomes**

Bring specific focus to high impact opportunities to advance student success.



Healthy bodies and minds are the foundation of academic success.

The Division of Health and Wellness leverages programming, partnerships, policy, and data to remove health barriers to learning so that people of all ages and backgrounds are prepared to succeed in school and in life.



# Five-Year Strategic Priorities

**Champion the Whole School, Whole Community, Whole Child model** as a best practice to achieving healthy student development and academic achievement.



**Leverage data** that demonstrates the intersection of student health and academic outcomes to inform our targeted investments and enable our partners to anticipate and respond to student need.



**Promote partnerships** that support schools and child development facilities in developing sustainable cultures of wellness.



**Deepen and broaden our investment** in health and wellness in the early childhood setting.



**Positive Organizational Climate and Culture of Excellence**



# Five-Year Strategic Priorities

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# Five-Year Strategic Priorities

**Deepen and broaden  
our investment**  
in health and wellness in the  
early childhood setting.





Our work is built on a foundation of a positive organizational culture and climate of excellence.



# Five-Year Strategic Goals

2.5 percent decrease in chronic absenteeism in pre-K and middle school.

For every 100 students who qualify for Free and Reduced-Price meals and participate in school lunch, 75 will participate in school breakfast.

100 percent of schools and child development facilities will have high-quality Local Wellness Policies that reflect DC's health and education landscape and drive action toward school improvement.

100 percent of schools will have high-quality multi-tiered mental health systems and supports.



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# DC School Report Card

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**Shana Young, Chief of Staff**

Office of the State Superintendent of Education





# DC School Report Card

Office of the State Superintendent of Education



## Why We are Here

Today, we will share information about the **new DC School Report Card**, launched in December 2018, and how parents, schools and communities can use the tool.







# What is a School Report Card?

District of Columbia Office of the State Superintendent of Education

[Go To Compare](#)
[Español](#)

< Back to Finder

DC EXAMPLE SCHOOL

PROFILE
STAR RATING
ACADEMIC PERFORMANCE ▾
SCHOOL ENVIRONMENT ▾

**123 ABC St. SE**  
Washington, DC 20020

Ward

555-1234

[Web Address](#)

**PRINCIPAL**  
Principal name

**BASIC INFO.**

**GRADES SERVED**  
Pre-K-Grade 12

**TITLE I STATUS**<sup>Ⓞ</sup>  
Yes

**STAR RATING**<sup>Ⓞ</sup>  
★★★★☆

**PARENT CONTACTS**

**PARENT REPRESENTATIVE**  
Parent Name  
[Parent Email](#)

**PARENT ORGANIZATION**  
[Organization Name](#)

**PARENT COMMUNICATION**  
[Parent Engagement Policy](#)

**A NOTE FROM THE SCHOOL ABOUT WHAT MAKES IT UNIQUE**

At DC Example School, our mission is present in the hallways and classrooms and spills out into the community. Excellence is forged here, in the playground and the focus in the classroom. Inside, there is a time and place for everything. Schedules are made and kept. Students take on their responsibilities. They learn there is no secret to success, because here they learn that hands-on and hard work are key. Excellence isn't detected in the code. It is available to anyone willing to put in the work.

**STUDENT POPULATION**

**TOTAL STUDENT ENROLLMENT**  
1,000

[View Enrollment by Grade Level](#)

**ENROLLMENT BY RACE/ETHNICITY**

African-American/Black	00%
Asian	00%
Hawaiian/Pacific Islander	00%
Hispanic/Latino	00%
Multi-racial	00%
Native American	00%
White	00%

**ENROLLMENT BY SUBGROUPS**

Children in Foster Care	78%	At-Risk <sup>Ⓞ</sup>	6%	English Learners	78%
Homeless Children and Youth	78%	Military Connected <sup>Ⓞ</sup>	6%	Students with Disabilities	78%

**SCHOOL OFFERINGS**

<input checked="" type="checkbox"/> Advanced Placement <sup>Ⓞ</sup>	<input checked="" type="checkbox"/> International Baccalaureate <sup>Ⓞ</sup>
<input checked="" type="checkbox"/> Arts Integration <sup>Ⓞ</sup>	<input checked="" type="checkbox"/> Interscholastic Sports <sup>Ⓞ</sup>
<input checked="" type="checkbox"/> Blended Learning <sup>Ⓞ</sup>	<input checked="" type="checkbox"/> JROTC <sup>Ⓞ</sup>
<input checked="" type="checkbox"/> Career and Technical Education <sup>Ⓞ</sup>	<input checked="" type="checkbox"/> Montessori <sup>Ⓞ</sup>
<input checked="" type="checkbox"/> Dual College Enrollment <sup>Ⓞ</sup>	<input checked="" type="checkbox"/> Online Learning <sup>Ⓞ</sup>
<input checked="" type="checkbox"/> Dual Language/Language Immersion <sup>Ⓞ</sup>	<input checked="" type="checkbox"/> Single Gender Campus <sup>Ⓞ</sup>
<input checked="" type="checkbox"/> Extended Day <sup>Ⓞ</sup>	<input checked="" type="checkbox"/> STEM Focus <sup>Ⓞ</sup>
<input checked="" type="checkbox"/> Extended Year <sup>Ⓞ</sup>	

**PHYSICAL ACTIVITY TIME**<sup>Ⓞ</sup>  
00 Mins.

**LOGISTICS**

<b>SCHOOL HOURS</b> 8:30 AM–3:30 PM	<b>BEFORE-SCHOOL CARE</b> <sup>Ⓞ</sup> No	<b>BUS TRANSPORTATION</b> US, U6, V2, V4, W4, X9
<b>SCHOOL UNIFORMS REQUIRED</b> Yes	<b>AFTER-SCHOOL CARE</b> <sup>Ⓞ</sup> <a href="#">Sliding Scale/Voucher</a>	<b>METRO TRANSPORTATION</b> None



# Our Vision for the DC School Report Card

The DC School Report Card **gives families a look into all public schools** in the District.

Built in partnership with families, this tool is a step towards a more **transparent, equitable DC education system, with students at the center of critical decision-making.**



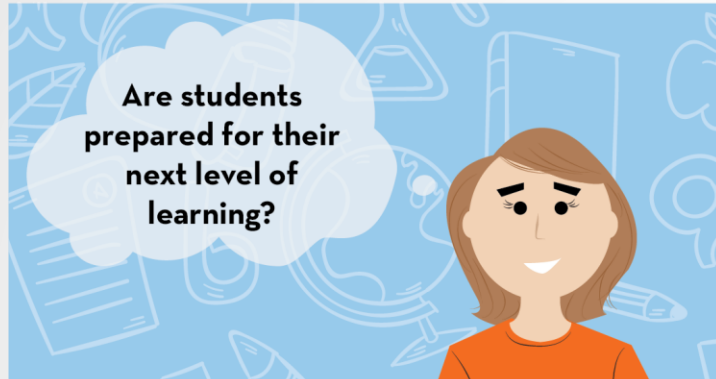


# How We Hope the Report Card Will be Used

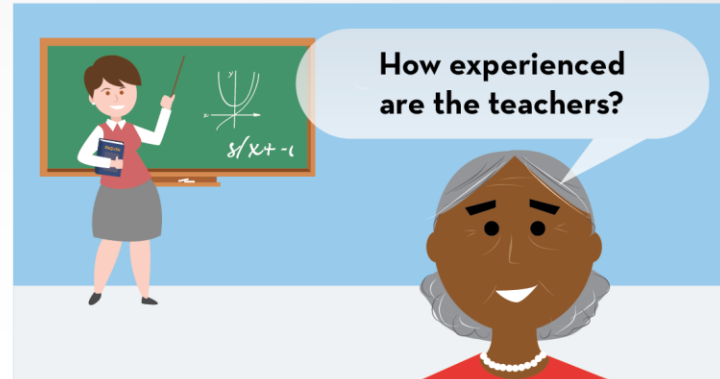
<b>Inform Parents</b>	<b>Shape Better Policy</b>	<b>Propel School Improvement</b>
<p>Families at all income levels will use the report card to <b>engage more deeply with their current school</b></p> <p>Clear information will <b>help families determine the best fit school for their children</b>, and illuminate schools in all sectors who are succeeding at serving children</p>	<p>System leaders will use the report card to <b>make better policy and resource choices</b> and facilitate conversations across LEAs and the city about education</p>	<p>The report card will <b>create a common language for educators</b>, used across and within the education sectors</p> <p>School leaders and educators will use the information in the system to inform their thinking and planning, and <b>share what is working</b></p>



# Helping Families with Student-Centered Decisions



The DC School Report Card provides details about multiple areas of academic performance, including details of the school's STAR Rating.



The DC School Report Card provides information about teacher experience and health staff availability.



The DC School Report Card provides a list of a school's programs as well as a search tool to find schools with the programs you want.



The DC School Report Card provides transportation information and a mapping tool to search for schools close to a specific address.



OSSE Community  
Engagement to Date



# How We've Engaged with Parents and Communities

Over the past year, we've heard **over 4,000 voices of parents, educators and community members** through three rounds of engagement on report card content, layout, and word choice



Almost **70 percent of participants are parents or guardians.**



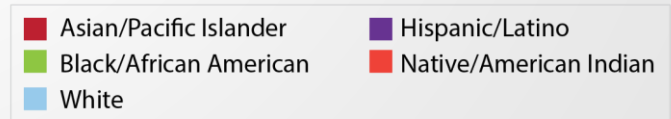
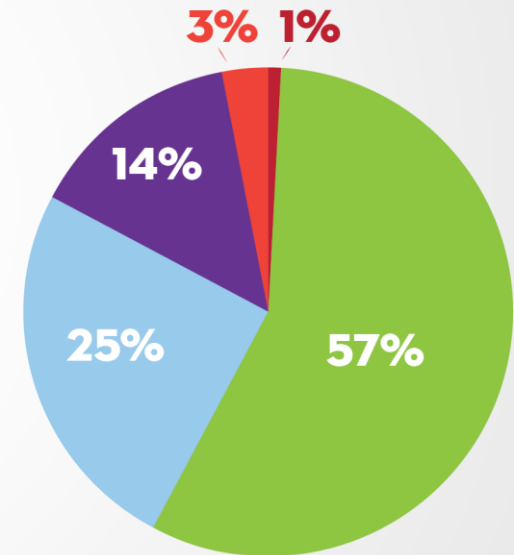
About **60 percent of participants have a child in DC Public Schools**, and **40 percent have a child in charter schools.**



More than **15 percent of participants** are families of a student with a disability.



More than **1,200 participants live in wards 5, 7 and 8.**



**Note:** Because demographic surveys were not required, not all participants reported demographic information





# Report Card Preview



# DC School Report Card – School Profile

## School Environment

Provides information about the school's attendance, re-enrollment, safety and discipline, teaching and health staff, and Early Childhood Learning environment.

## STAR Rating

Every school's performance is measured and rated by the annual STAR (School Transparency and Reporting) Framework. Schools receive a rating from one to five stars, five being the highest.

## Message from the School

Each school will write a message for users that helps highlight unique aspects of the school, how it approaches its work to serve students.

## Compare

Compare the schools you are interested in based on school performance, program offerings, location, and more.

## Parent Organization Information

Easily accessible information about the school's parent organization.

## Student Population

Shares the school's overall enrollment, percentage of students from each racial/ethnic group as well as six other student groups, including: students with disabilities, English learners, and students who are at risk.

The screenshot shows the 'DC Example School' profile page. At the top, there is a search bar and a 'Go To Compare' button. Below the school name, there are tabs for 'PROFILE', 'STAR RATING', 'ACADEMIC PERFORMANCE', and 'SCHOOL ENVIRONMENT'. The 'PROFILE' tab is active, showing a school photo, a map, and contact information. The 'STAR RATING' section shows a 4-star rating. The 'BASIC INFO.' section lists 'GRADES SERVED' as Pre-K-Grade 12, 'TITLE STATUS' as Yes, and 'STAR RATING' as 4 stars. The 'PARENT CONTACTS' section lists 'PARENT REPRESENTATIVE' as Parent Name and Parent Email, and 'PARENT ORGANIZATION' as Organization Name and Parent Communication Policy. A 'MESSAGE FROM THE SCHOOL' section contains a paragraph about the school's mission. The 'STUDENT POPULATION' section shows 'TOTAL STUDENT ENROLLMENT' as 1,000 and a pie chart for 'ENROLLMENT BY RACE/ETHNICITY' with a legend: African American/Black (00%), Asian (00%), Hawaiian/Pacific Islander (00%), Hispanic/Latino (00%), Multi-racial (00%), Native American (00%), and White (00%).



# More from the School Profile



## SCHOOL OFFERINGS

### SCHOOL PROGRAM INFORMATION

- ✓ Advanced Placement <sup>1</sup>
- ✓ Arts Integration <sup>1</sup>
- ✗ Blended Learning <sup>1</sup>
- ✓ Career and Technical Education <sup>1</sup>
- ✓ Dual College Enrollment <sup>1</sup>
- ✓ Dual Language/Language Immersion <sup>1</sup>
- ✓ Extended Day <sup>1</sup>
- ✗ Extended Year <sup>1</sup>

- ✓ International Baccalaureate <sup>1</sup>
- ✓ Interscholastic Sports <sup>1</sup>
- ✓ JROTC <sup>1</sup>
- ✗ Montessori <sup>1</sup>
- ✗ Online Learning <sup>1</sup>
- ✗ Single Gender Campus <sup>1</sup>
- ✗ STEM Focus <sup>1</sup>

### EXTRACURRICULAR ACTIVITIES

- Study Abroad Program
- Boys & Girls Basketball
- College Prep Program
- World Languages
- Health Academy

### PHYSICAL ACTIVITY TIME <sup>1</sup>

00 Mins.



## LOGISTICS

### SCHOOL HOURS

8:30 AM–3:30 PM

### SCHOOL UNIFORMS REQUIRED

Yes

### BEFORE-SCHOOL CARE <sup>1</sup>

No

### AFTER-SCHOOL CARE <sup>1</sup>

[Sliding Scale/Voucher](#)

### BUS TRANSPORTATION

U5, U6, V2, V4, W4, X9

### METRO TRANSPORTATION

None



# What's on the Report Card?

## School Profile

Shows basic information about the school, such as:

- Grades served
- School hours
- Principal name
- Message from the School
- STAR Rating
- Parent organization
- School demographics
- Programs and activities

## STAR Framework

Details of the School Transparency and Reporting Framework:

- The STAR Framework shares information about the performance of public schools in the District in multiple areas and highlights the performance of student groups in the school.

## Academic Information

Detailed look at academic performance:

- Students at level 3+ and 4+ on PARCC
- Student growth on PARCC (ES/MS)
- SAT performance
- Participation and performance on AP and IB exams
- Graduation rate
- English proficiency for English learners

## School Environment

Factors that contribute to school environment:

- Daily attendance
- Chronic absenteeism
- Safety and discipline
- Re-enrollment
- Teacher experience level
- Health Staffing information



# School Report Card Overview Pages

DC EXAMPLE SCHOOL

[Add To Compare](#)

PROFILE   STAR RATING   **ACADEMIC PERFORMANCE**   SCHOOL ENVIRONMENT

## ACADEMIC PERFORMANCE SUMMARY

### ACADEMIC PERFORMANCE SUMMARY

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#### OVERALL TITLE

##### STUDENT ACHIEVEMENT

124 character limit. This is a placeholder for this domain summary. It will briefly describe what this domain is all about.

[Learn More >](#)

##### STUDENT GROWTH

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##### ENGLISH LANGUAGE PROFICIENCY

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##### COLLEGE AND CAREER READINESS

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[Learn More >](#)

##### GRADUATION RATE

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[Learn More >](#)

Each section of the website provides an overview of the information included.

## SCHOOL ENVIRONMENT SUMMARY

### SCHOOL ENVIRONMENT SUMMARY

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#### OVERALL TITLE

##### ATTENDANCE

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[Learn More >](#)

##### STUDENT MOVEMENT

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[Learn More >](#)

##### EARLY CHILDHOOD LEARNING ENVIRONMENT

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[Learn More >](#)

##### SCHOOL SAFETY AND DISCIPLINE

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[Learn More >](#)

##### TEACHER/HEALTH STAFF

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[Learn More >](#)



# School Transparency and Reporting Framework Page

District of Columbia Office of the State Superintendent of Education

Search | Go To Compare | Español

Back to Finder

## DC EXAMPLE SCHOOL

Add To Compare

PROFILE | STAR RATING | ACADEMIC PERFORMANCE | SCHOOL ENVIRONMENT

### STAR RATING

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**MIDDLE SCHOOL RATING**      **SCORE**

★ ★ ★ ☆ ☆      00.0%

☆☆☆☆ 00.0%-00.0%    ☆☆☆☆ 00.0%-00.0%    ☆☆☆☆ 00.0%-00.0%    ☆☆☆☆ 00.0%-00.0%    ☆☆☆☆ 00.0%-00.0%

**MIDDLE SCHOOL FRAMEWORK METRIC SCORE**

What is this measure?

● School Score    ■ Possible Scoring Range

**METRIC 1 - ALL STUDENTS**

00.0%    51.5%    96.3%

Display Details

Explore school performance by looking at outcomes for different groups of students, and for all students in the school by metric.

**MIDDLE SCHOOL FRAMEWORK STUDENT GROUP SCORE**

What is this measure?

● School Score

**STUDENT GROUP 1**      00.0%

Display Details

**STUDENT GROUP 2**      00.0%

Display Details

**RE-ENROLLMENT**

What is this measure?

State Score: 00%

00%

Display Details



# Dynamic Website Helps Parents Explore Schools

District of Columbia Office of the State Superintendent of Education

Washington, D.C.

Filters

Displaying 1-20 of 180 schools within 20 Miles [Change Distance](#)

Sort By A-Z Search School Name

1	<b>KENNEDY HIGH SCHOOL</b> 9-12   DCPS	Distance: 3.2 Miles	STAR Rating: ★★☆☆☆	Preferences Met: 1 of 4
2	<b>HORACE PREPARATORY SCHOOL</b> K-12   DCPS (Alternative)	Distance: 2.6 Miles	STAR Rating: ★★★★★	Preferences Met: 2 of 4
3	<b>RAVEN ELEMENTARY SCHOOL</b> K-6   Charter	Distance: 0.8 Miles	STAR Rating: ★★★★★	Preferences Met: 3 of 4
4	<b>RISING STARS LEARNING CENTER</b> K-6   Charter (Alternative)	Distance: 1.9 Miles	STAR Rating: ★★☆☆☆	Preferences Met: 3 of 4
5	<b>FILLMORE JUNIOR HIGH SCHOOL</b> 7-8   DCPS	Distance: 20.4 Miles	STAR Rating: ★★☆☆☆	Preferences Met: 1 of 4
6	<b>RAY ACADEMY</b> K-12   DCPS (Alternative)	Distance: 1.2 Miles	STAR Rating: ★★★★★	Preferences Met: 4 of 4

Filter, sort and compare schools based on options such as location, before/aftercare availability, teacher experience and safety information, and more.





# What is the School Transparency and Reporting (STAR) Framework?



- The **STAR Framework** is the District's accountability system under the **Every Student Succeeds Act (ESSA)**.
- Each public school in DC receives a 1-5 star rating based on multiple measures of school performance and student outcomes.
- **The STAR Framework:**
  - Will provide a clear snapshot for parents and the community of how schools are doing
  - Will help school leaders and policymakers to identify areas of **strength** and **focus** on areas of **improvement for schools**
- For schools that need the most help, **OSSE** will be **investing \$11 million over three years**





# How Does the STAR Framework Work?

## WHAT'S IN THE STAR FRAMEWORK?

The STAR Framework uses seventeen sources of data to measure the school's performance in the following areas:



### Academic Achievement

Measures student performance on PARCC, MSAA and the SAT.



### English Language Proficiency

Measures the progress of English learners in speaking, listening, reading and writing in English.



### School Environment

Measures chronic absenteeism, daily attendance, and re-enrollment of students from one year to the next. For high schools, it also measures extended graduation rates and student participation and performance on the AP and IB exams. For schools with Pre-K, it includes measures of early childhood learning.



### Academic Growth

Measures student progress on PARCC.



### Graduation Rate

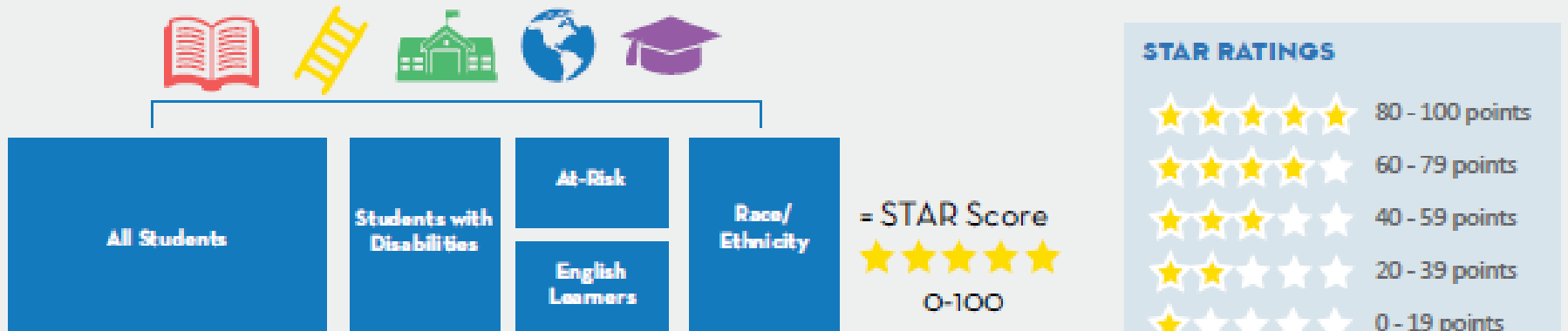
Measures how many students receive their regular diploma in four years.

	Academic Achievement	Academic Growth	School Environment	English Language Proficiency	Graduation Rate
Elementary/Middle	30pts	40pts	20pts	5pts	N/A
High	40pts	N/A	39pts	5pts	11pts



## How Does the STAR Framework Work? (Cont.)

- Measures a school's performance for all students in all of the applicable metrics. Schools earn points based on their students' performance compared to students across the city.
- To ensure that schools are publicly accountable for educating DC's most vulnerable students, the STAR Framework then measures performance in each of these groups relative to similar students
  - • Students with Disabilities • At-Risk Students • English Learners • Racial/Ethnic Groups
- The overall score and rating combines the performance of all students and the performance score for each student group. The total score is then assigned a rating of 1 to 5 stars.





# Usage & Resources



# Successful Launch!

- Held event with Mayor Bowser at Tubman Elementary School in Ward 1 to launch the DC School Report Card website and thank the community for their partnership.
- Met with thousands of families at EdFEST at the DC Armory.
- Kicked off the first ever DC All-STAR Tour at Turner Elementary School in Ward 8.





# School Report Card Website Traffic

Users	Access	Activity	Traffic
Over 34,000 unique users with over 52,000 sessions.	52% of users access with a mobile device	Average number of pages visited per session = 5.31	More than 250,000 pages viewed
Over 7,600 users have visited multiple times	74% of users are located in DC	Average Session time just under 4 minutes	Heaviest traffic is on Thursday and Friday afternoon and early evening
50% of users access site directly	93% of users access the English website	Over 2,300 sessions have explored more than 20 pages in a session	
22% from a referral site and 8.5% from social media			

## Multiple Resources Available:

- New resources available and recently reorganized to help users address their needs
  - [For Parents and Families](#)
  - [For Educators](#)
  - [Downloadable Data, Research, and Technical Guides](#)

## Resources Include

- Resources accessible in multiple languages
- Frequently Asked Questions
- Report Card User Guide
- Tiered tools providing different levels of detail about the Report Card and STAR Framework
- Video Tutorials
- Presentation materials for Community meetings
- Full Data file available and two detailed data and statistical analysis of the first year of the STAR Framework
- STAR Application – provides a deeper dive into data for LEA and School leaders

### DC School Report Card Resources for Families

Want to know more about what will be on the DC School Report Cards, and how you can use the information to engage more deeply in your child's school? Check out our resources and tools below for families.



#### Frequently Asked Questions

- [Frequently Asked Questions for Families | Spanish](#)

#### Report Card Resources

- [What is the DC School Report Card? \(Video\)](#)
- [DC School Report Card User Guide | Spanish](#)
- [DC School Report Card At-a-Glance | Spanish | Amharic | Chinese | French | Korean | Vietnamese](#)
- [DC School Report Card Brochure](#)
- [DC School Report Card Walk Through Video](#)



### School Transparency and Reporting (STAR) Resources

- [What is the STAR Framework? \(Video\)](#)
- [STAR Framework At-a-Glance | Spanish | Amharic | Chinese | French | Korean | Vietnamese](#)
- [STAR Framework At-a-Glance for Alternative Schools](#)
- [STAR Framework Brochure](#)

### DC School Report Card and STAR Framework Technical Guide

- [2018-19 DC School Report Card and STAR Framework Technical Guide](#)



# Appendix



# STAR Frameworks: Details



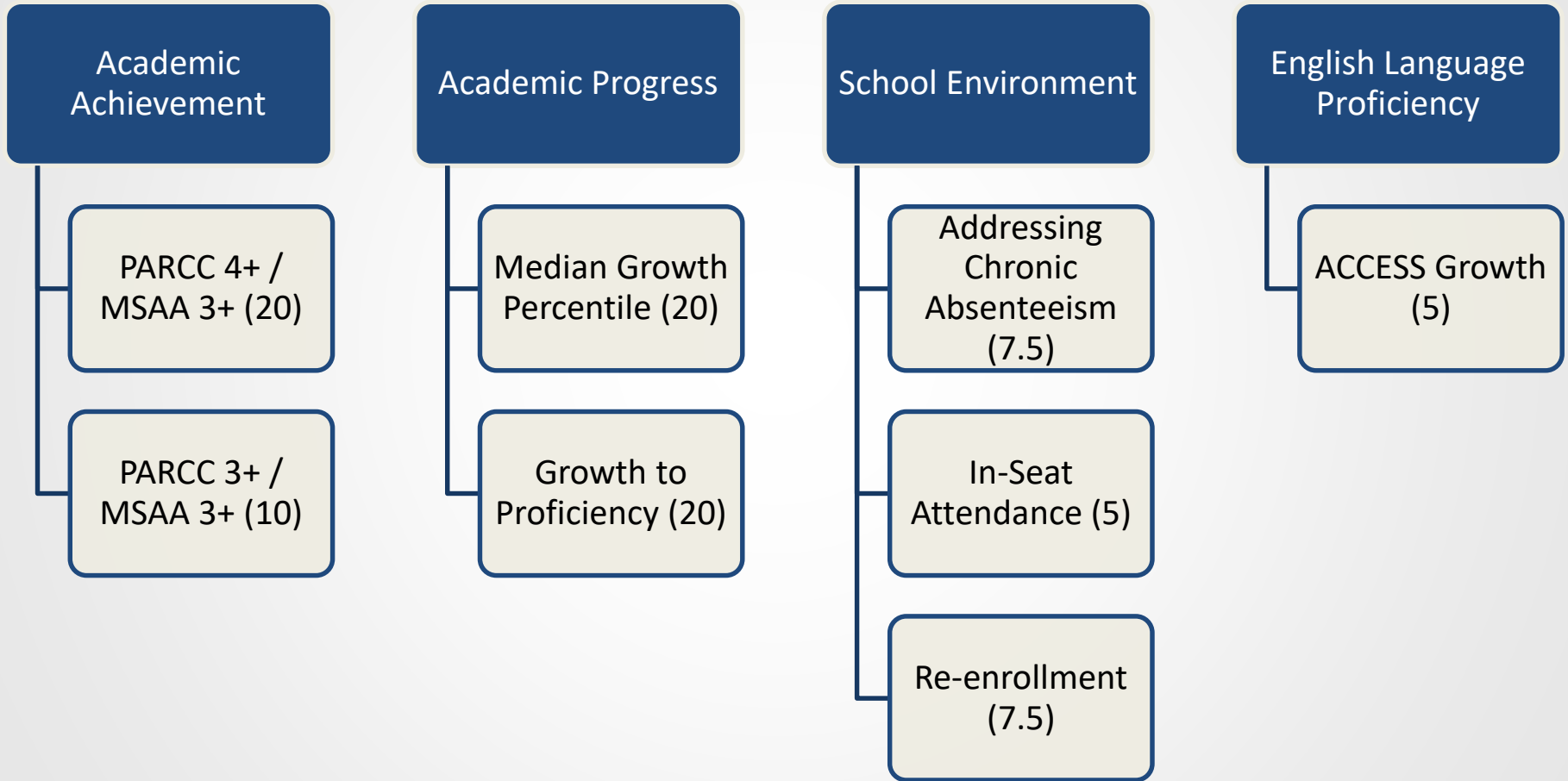


## Data Collection, Validation, and Confirmation

- We are deeply committed to ensuring that the information published is both high quality and accurate information about all of our schools. In order to accomplish this, **we established multiple collection, validation, and confirmation points for the data.**
- As is done normally, LEAs and Schools report, validate and confirm their enrollment, attendance, assessment reporting, discipline data, graduation rates, and other measures at multiple points in the year.
- Additionally, for the report card data, we added another final layer called **Metric Calculation Confirmation**, we have also provided in-person technical assistance, at no cost to LEAs, to help review all the data presented before confirming its accuracy.
- The **Metric Calculation Confirmation** cycles were:
  - **Phase I: Monday, Sept. 10 – Friday, Sept. 28, 2018**
  - **Phase II: Monday, Oct. 15 – Thursday, Nov. 1, 2018**

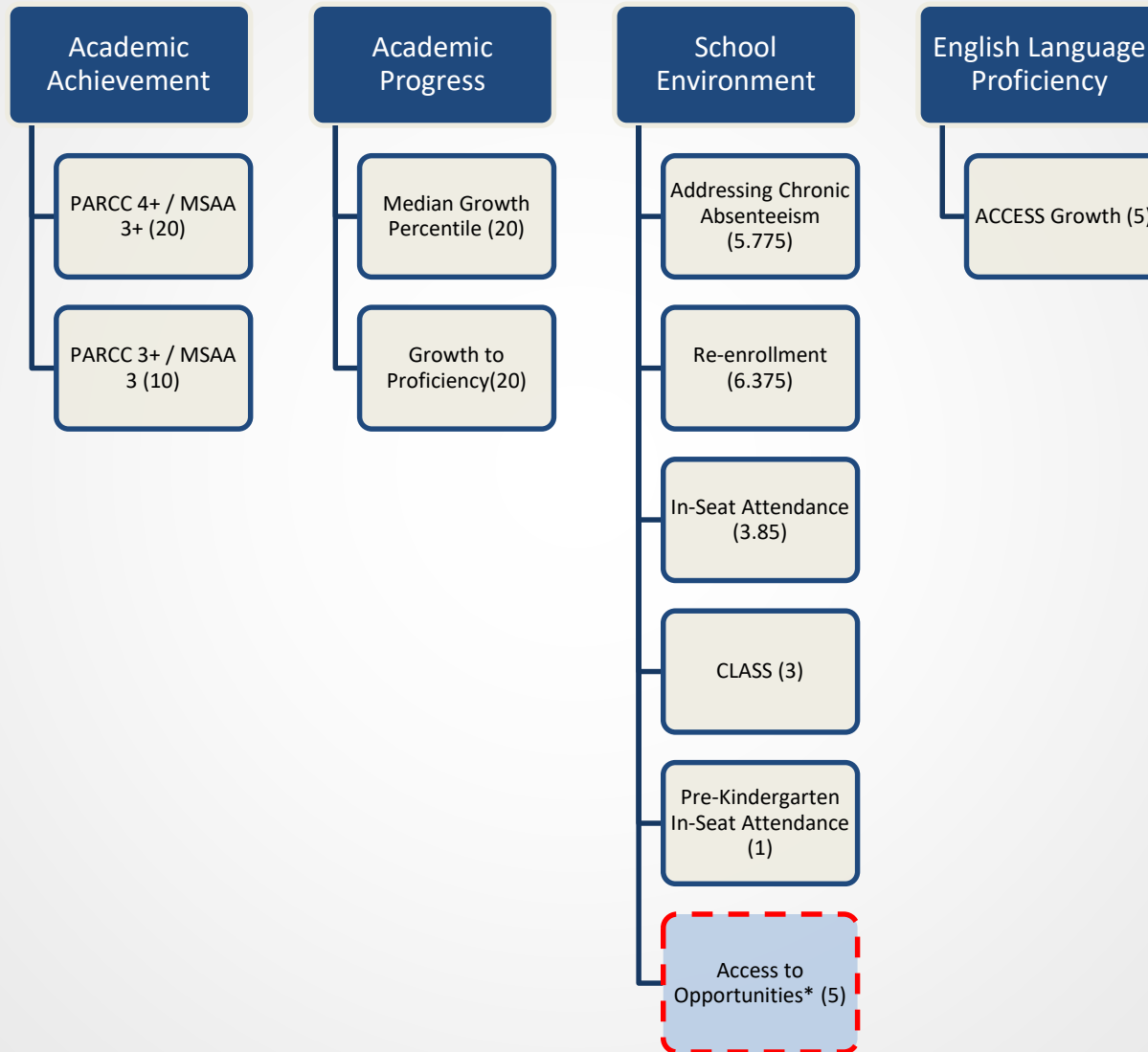


# Elementary School without Pre-K



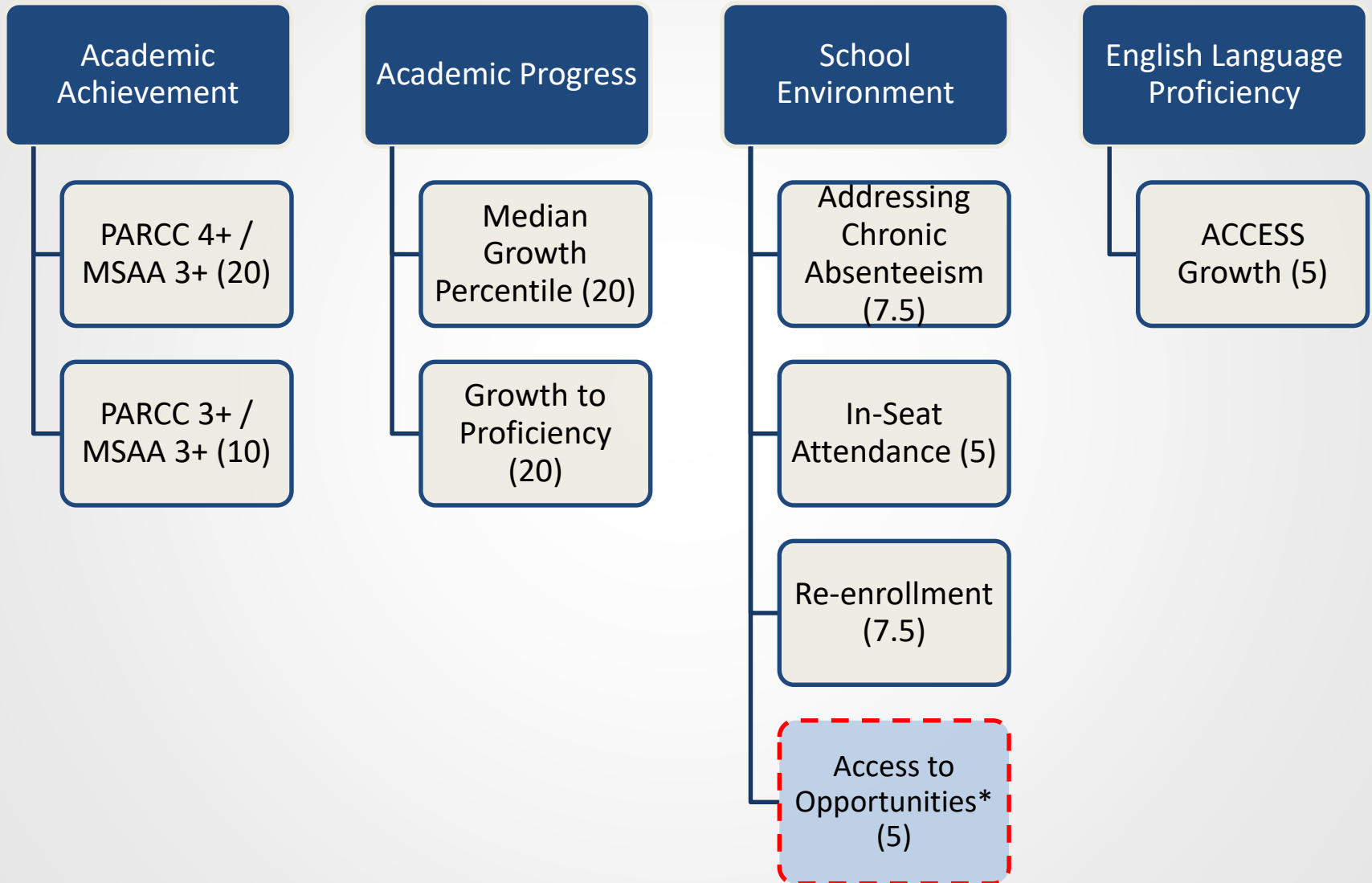


# Elementary School with Pre-K



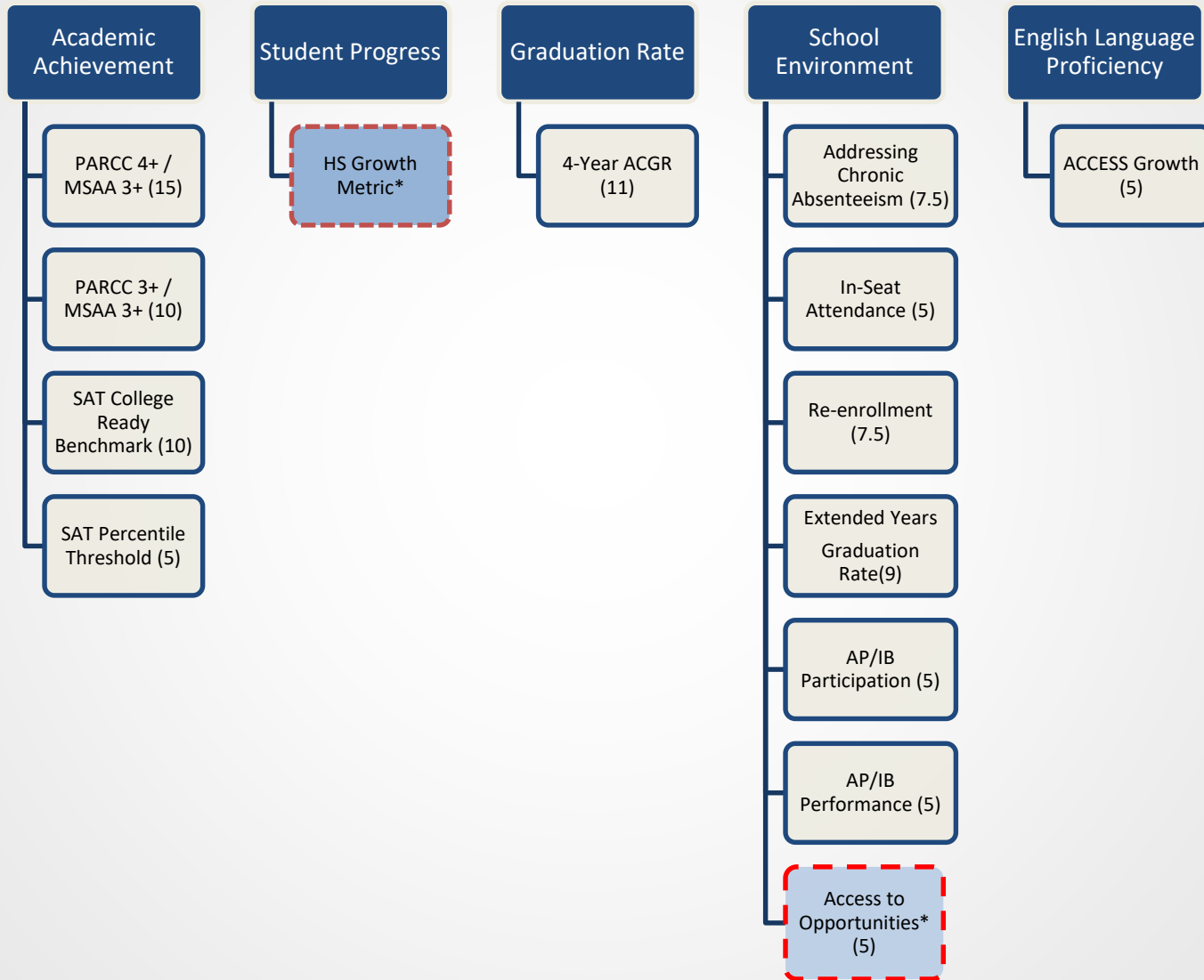


# Middle School



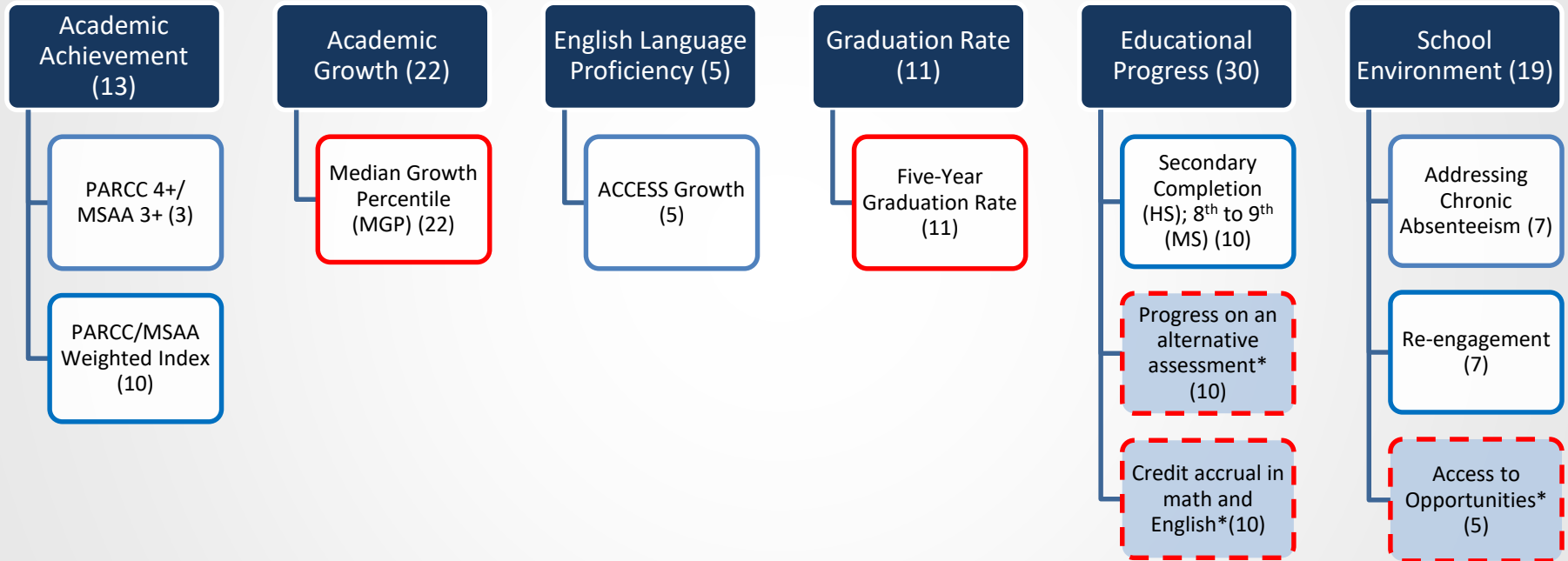





# High School





# Alternative Schools Framework



-  : Completed metrics, all Alt schools eligible
-  : Completed metrics, all Alt schools NOT eligible
-  : Metrics under development

\*These measures will be developed in the 2018-19 school year, and may be proposed for use in the STAR rating for the 2019-20 school year.



# Commissioners' Current Work

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**Commissioners**

Healthy Youth and Schools Commission



# Closeout and Priorities for Next Meeting

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**Jeff Travers, Chairman**

Healthy Youth and Schools Commission