



# OSSE AND DC PCSB ACCOUNTABILITY

## A QUICK GUIDE TO THE TWO ACCOUNTABILITY SYSTEMS

The Office of the State Superintendent of Education (OSSE) and the DC Public Charter School Board (PCSB) each have an accountability system. The two systems have a lot in common but also serve unique purposes.

DC PCSB is an independent government agency, and the District's sole charter authorizer, responsible for making school oversight decisions for public charter schools. Charter school leaders use DC PCSB's accountability system to understand where they excel and where they can take action to improve their impact on student outcomes. Families and communities use the system's data to understand how well their local schools serve students.

OSSE is the state education agency for the District of Columbia and is responsible for implementing a federally-required state accountability and school improvement system that is approved by the DC State Board of Education (SBOE), the US Department of Education (USED) and published in detail for the public. One of OSSE's key roles is to collect and report data about all DC public and public charter schools for the public to understand a school's performance and offerings in an equitable, accurate and easy to understand way. OSSE's state accountability system provides uniformity across both District of Columbia Public Schools (DCPS) and DC public charter schools.

### FOUNDATION OF HIGH-QUALITY DATA

Both accountability systems use many of the same data that OSSE collects and validates for accuracy with DCPS and public charter schools. These data are high quality, comparable and reliable.

The table below compares the two accountability systems. Common data elements are in bold, weights and calculates each item.

	OSSE	PCSB
<b>Grade bands:</b> how each system categorizes schools.	<ul style="list-style-type: none"> <li>• Elementary School w/ Pre-K</li> <li>• Elementary School</li> <li>• Middle School</li> <li>• <b>High School</b></li> <li>• <b>Alternative School (separate system)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pre-K Only</li> <li>• Pre-K – 8</li> <li>• <b>High School</b></li> <li>• Adult Education</li> <li>• <b>Alternative School (separate system)</b></li> </ul>
<b>Academic Achievement</b>	<ul style="list-style-type: none"> <li>• <b>Meeting or Exceeding grade-level expectations on statewide assessments (ELA and Math)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Meeting or Exceeding grade-level expectations on statewide assessments (ELA and Math)</b></li> </ul>
<b>Academic Progress:</b> measuring how students are progressing in their learning based on assessment data  <i>*Please note that both systems measure growth in high school; OSSE uses a growth-to-proficiency model whereas PCSB uses a median growth percentile model</i>	<ul style="list-style-type: none"> <li>• <b>Growth to Proficiency<sup>1</sup></b></li> <li>• <b>Median Growth Percentile<sup>2</sup> (Pre-K – 8)</b></li> <li>• <b>ACCESS Growth<sup>3</sup></b></li> <li>• High School Growth to-Proficiency</li> <li>• Approaching, Meeting or Exceeding grade-level expectations on statewide assessments (ELA and math)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Growth to Proficiency</b></li> <li>• <b>Median Growth Percentile (Pre-K – 8, High School)</b></li> <li>• <b>ACCESS Growth</b></li> <li>• Measurable Skill Gains (Adult)</li> <li>• School-Selected Growth Assessment (opt-in)</li> </ul>
<b>Attendance Measures</b>	<ul style="list-style-type: none"> <li>• Attendance Growth</li> <li>• <b>Chronic Absenteeism</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Chronic Absenteeism (PK – 8, High School)</b></li> <li>• PK ISA (PK-Only, PK – K)</li> <li>• Persistence (Adult)</li> </ul>

1 Number of students who are on track to achieve proficiency.

2 How much students are growing compared to other students in the District.

3 Measuring how English learners are progressing toward proficiency.

	OSSE	PCSB
<b>Early Childhood Environment:</b> measuring the quality of early childhood education spaces	<ul style="list-style-type: none"> <li>• <b>CLASS<sup>4</sup></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>CLASS</b></li> </ul>
<b>College and Career Coursework:</b> measuring how many students are taking college-and-career-level courses and how they are performing in those courses	<ul style="list-style-type: none"> <li>• Participation in AP, IB and dual enrollment (DE) courses</li> <li>• <b>Performance on AP and IB exams</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Performance in AP, IB, DE, Career and Technical Education (CTE) courses</b></li> </ul>
<b>Postsecondary Readiness:</b> measuring how students are performing	<ul style="list-style-type: none"> <li>• SAT College Ready Benchmark</li> <li>• <b>4-Year Adjusted Cohort Graduation Rate</b></li> <li>• <b>5-Year Adjusted Cohort Graduation Rate</b></li> </ul>	<ul style="list-style-type: none"> <li>• 9<sup>th</sup> Grade On-Track</li> <li>• PSAT Performance</li> <li>• SAT/ACT College Ready Benchmark ERW</li> <li>• SAT/ACT College Ready Benchmark Math</li> <li>• <b>4-Year Adjusted Cohort Graduation Rate</b></li> <li>• <b>5-Year Adjusted Cohort Graduation Rate</b></li> <li>• College and Career Acceptance</li> </ul>
<b>Re-enrollment:</b> measuring how many students choose to return every year	<ul style="list-style-type: none"> <li>• <b>Re-enrollment</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Re-enrollment</b></li> </ul>
<b>Student group weights:</b> both systems use similar student groups.  <i>*“Economically Disadvantaged” means students who receive SNAP or TANF benefits and/or have experienced homelessness or spent time in foster care. “At Risk” also includes high school students who are overage for their grade.</i>	<ul style="list-style-type: none"> <li>• <b>40% Economically Disadvantaged</b></li> <li>• <b>30% All Students</b></li> <li>• <b>15% Race/Ethnicity (how the school serves the race/ethnic groups)</b></li> <li>• <b>10% Students with Disabilities</b></li> <li>• <b>5% English Learners</b></li> </ul>	<ul style="list-style-type: none"> <li>• 40% At-Risk</li> <li>• 20% Not At-Risk</li> <li>• <b>15% Race/Ethnicity</b></li> <li>• <b>15% Students with Disabilities</b></li> <li>• <b>10% English Learners</b></li> </ul>

## METRIC WEIGHTS

OSSE calculates each metric by student group using floors and targets (usually the 10<sup>th</sup> and 90<sup>th</sup> percentile, respectively). OSSE generates one school score for each metric within the accountability system. You can learn more on [OSSE’s Data Discovery Blog](#).

DC PCSB calculate each metric by student group, using statewide floors and targets for most measures and sector-wide floors and targets for measures that are not calculated at the state level (usually the 10<sup>th</sup> and 90<sup>th</sup> percentile, respectively). Some measures have publisher-informed floors and targets and some measures are aspirational and may be informed by state or national performance rates. Every campus earns at least one score for each metric within the accountability system; there are exceptions when a campus serves students across multiple frameworks. Student groups do not get an overall framework score in DC PCSB’s accountability system.

## FINAL CALCULATIONS

The OSSE system produces a summative score between 1 and 100. The DC PCSB system divides performance into five levels, with level 1 being the strongest.

## LEARN MORE

OSSE and DC PCSB both have detailed technical guides that are available to the public, which you can find [here](#). OSSE also has some explainer blogs available [here](#) and [here](#). If you have any questions about OSSE’s accountability system please feel free to email [dcschoolreportcard@dc.gov](mailto:dcschoolreportcard@dc.gov). Information about DC PCSB’s accountability system is available [here](#), and a blog series chronicling the development of the revised accountability system is available [here](#). For questions about DC PCSB’s accountability system, please email [dcpublic@dcpcsb.org](mailto:dcpublic@dcpcsb.org).

<sup>4</sup> Observation and measurement tool.