



OSSE's Data Journey

Progress & Promise

March 19, 2021



Historical Efforts

Critical Context

Actionable data has been a priority from day one.

2015-2018 Strategic Plan

HIGH-QUALITY ACTIONABLE DATA
STRATEGIES

1 LEAD EFFORTS TO COLLECT AND ANALYZE EDUCATION DATA ACROSS THE DISTRICT

- Convene stakeholders to develop recommendations that address gaps in data collection and analysis, and to discuss new ways to partner on data sharing
- Create and publish privacy, confidentiality, and data sharing policies that protect data while still allowing for collection, analysis, and reporting
- In conjunction with our partners, align and consolidate existing parent and community data portals

3 PROVIDE HIGH-QUALITY, RELIABLE, INTEGRATED, AND SECURE DATA SYSTEMS

- Develop a technology plan for creating inclusive, accessible, comprehensive, and dynamic data systems
- Establish a portal linked to all OSSE data systems to provide secured access with a single login
- Align data systems to national standards like ODS and Ed-Fi to support cross-state exchange of information and tools
- Ensure development and identification of authoritative data sets

2 DEVELOP INFORMATIVE ANALYSES AND REPORTS TO HIGHLIGHT PROMISING PRACTICES

- Work with partners to develop a research agenda that includes evaluations of OSSE-led interventions as well as Districtwide education initiatives and projects
- Advance the research and evaluation agenda through strategic partnerships with research institutions and major partners
- Conduct relevant and actionable research and evaluation studies

HIGH-QUALITY ACTIONABLE DATA
STRATEGIES

4 ENSURE PRACTITIONERS AND FAMILIES HAVE EASILY ACCESSIBLE AND ACTIONABLE DATA

- Survey stakeholders to determine what data are most useful, identify gaps, and fill them
- Provide data back to LEAs, programs, and partners in an easy-to-use format
- Create a training program and support stakeholder use of OSSE data systems
- Lead smooth transition to PARCC, including family-friendly score reports, professional development for LEAs on interpreting results, and timely transmission of data

5 IMPROVE DATA LITERACY AND COORDINATION ACROSS OSSE DIVISIONS

- Eliminate redundant data requests across OSSE divisions
- Create an easily accessible warehouse of commonly requested data points
- Publicize business rules to provide transparency into calculations
- Publish clear data protection standards and provide training for internal staff on how to implement them

2019-2023 Strategic Plan

By sharing and using actionable data, we measure our progress and set a foundation for improvements in learning

What we heard and what we know

- OSSE owns and manages DC's cross-sector education data and systems, including enrollment, assessment, graduation, and demographic data.
- *"OSSE has done a good job of being data-driven and focusing on what it hears from LEAs."* – DC Education Stakeholder
- *"OSSE could play [a role] in aggregating more data that could help the city strategically."* – DC Education Stakeholder

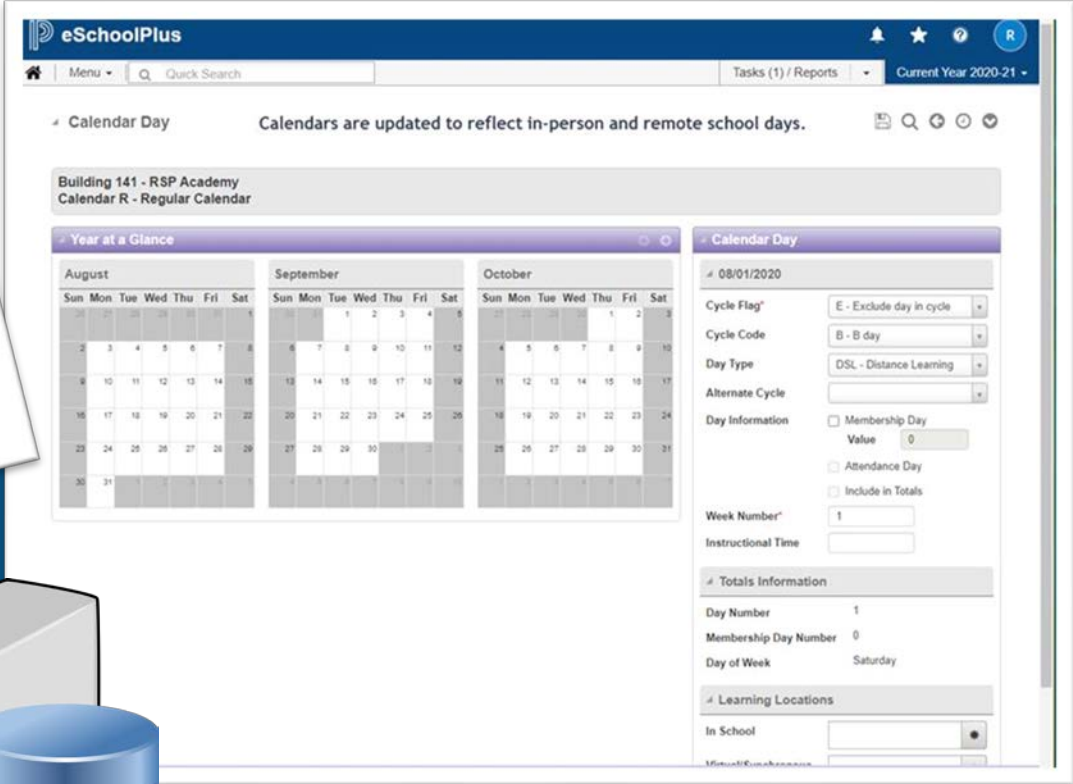
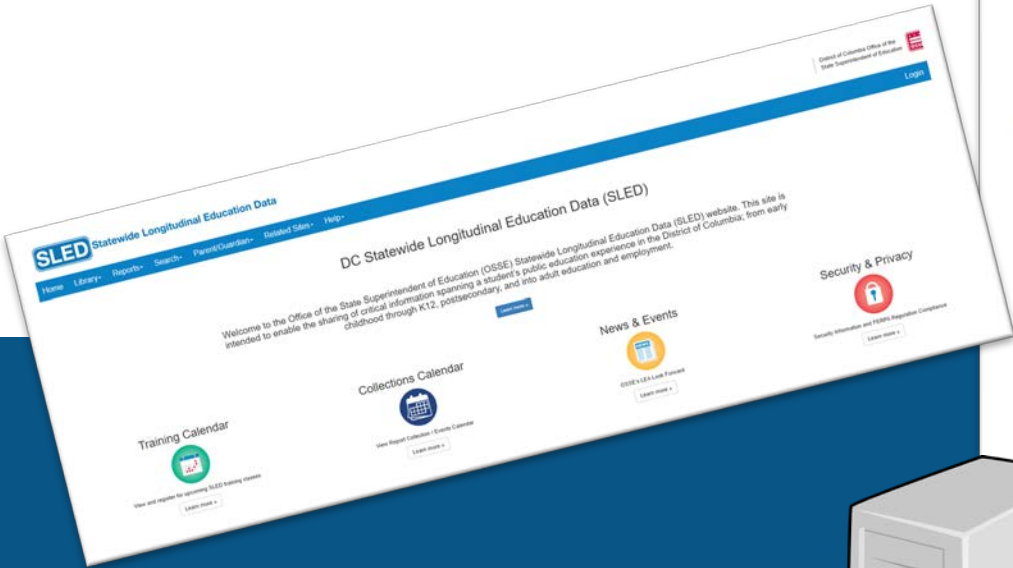
Highlights of our work to build from

- **DC School Report Card:** Publish clear and consistent information about all public schools in DC in a way that families can easily access and use.
- **PARCC data:** Share PARCC results in multiple formats, including parent-friendly individual student score reports, user-friendly public websites, more detailed downloadable data files, and detailed reports for LEAs.
- **LEA data dashboards:** Share data tools with LEAs to support improvement of practice. For example, share information before the start of school on students with disabilities and English learners, support middle and high schools in the 8th to 9th grade transition, and provide ongoing data about chronic absenteeism and truancy.

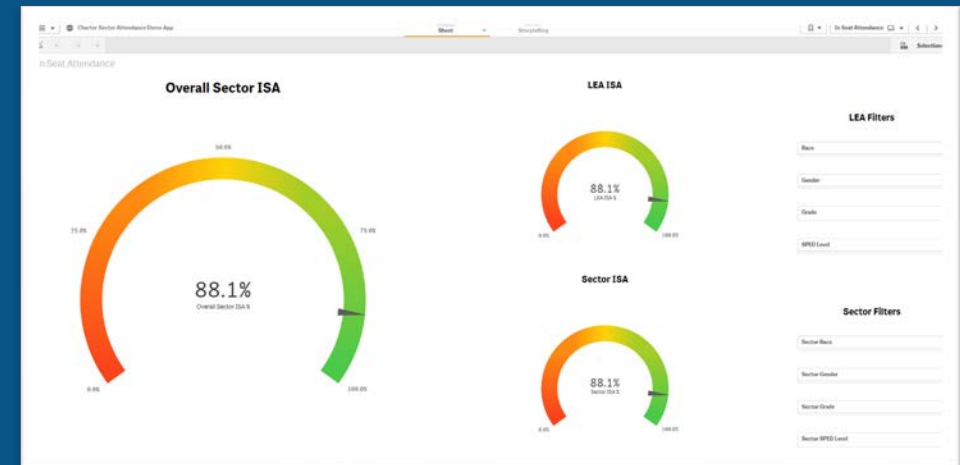
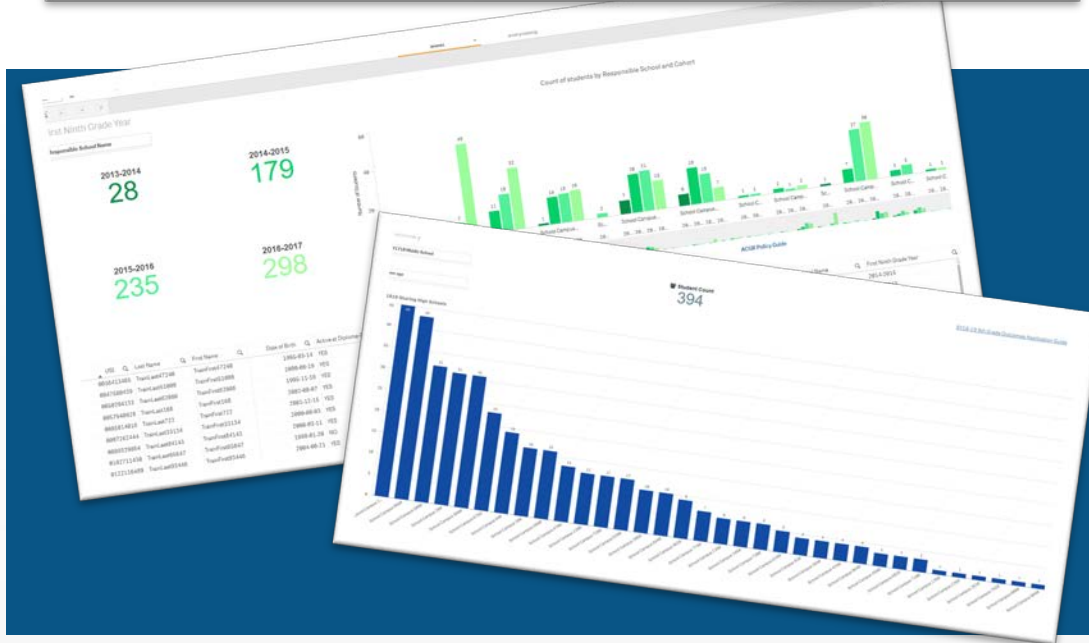
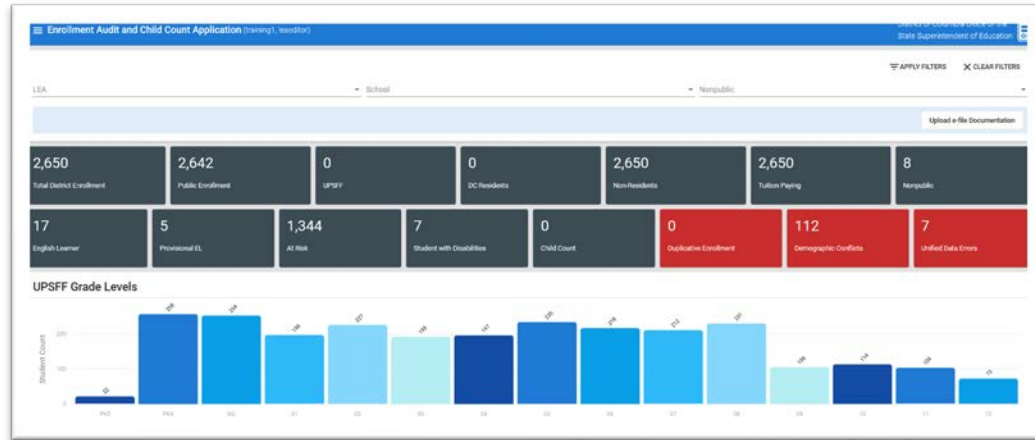
Select priorities to drive this pillar forward

- **Increase access to and use of data.** Develop internal and external data portals and visualizations to promote the use of OSSE-collected data and provide training for schools in the use of data.
- **Design and implement new data systems.** Ensure data systems for Early Childhood and Special Education data allow OSSE and partners to coordinate services and make strategic decisions that improve the life opportunities of District residents.

Early investments needed to shore up foundations



Improved processes and reporting; expanded collections



These investments culminated with DC School Report Card

ESEA National Conference (2019):

DC was highlighted for its transparency, display, parent-friendly usability and community engagement in developing its tools.

Payne Elementary School

PROFILE STAR FRAMEWORK ACADEMIC PERFORMANCE SCHOOL ENVIRONMENT Add To Compare School Report

Given the impact of COVID-19, many metrics and STAR scores are unavailable for the 2020 report card.

School Profiles, Graduation Rates, College Enrollment Rates, and Educator and Health Staff have been updated with 2020 data. All other metrics display historical data from prior years as labeled. Click here for additional information about the Accountability and Assessment waiver and other [COVID-19 educational resources](#).

School Overview

Grades Served
PK3 - Grade 5 2020 - 2021

Title I Status
Yes

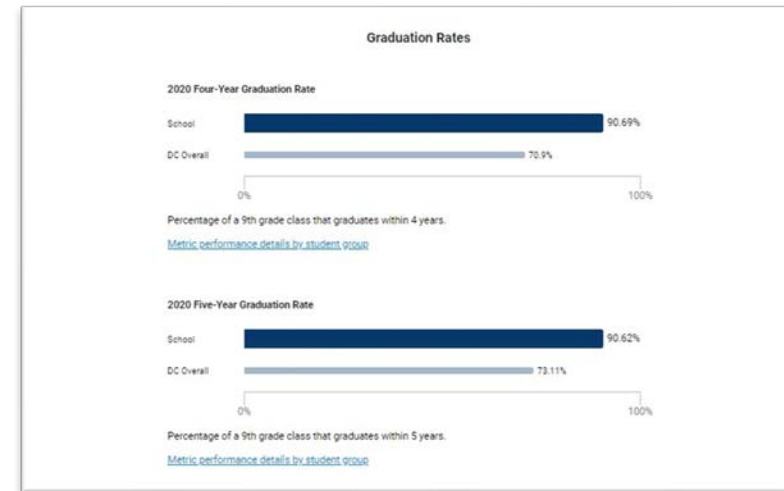
A Title I school is a school that receives federal funds to support students from low-income backgrounds in learning and achieving at high levels.

Local Education Agency
[District of Columbia Public Schools](#) or
A local education agency (LEA) is an organization that operates publicly funded schools. In DC, our LEAs include DC Public Schools (DCPS) and more than 60 charter organizations.

2019 Star Rating
★★★★☆

The School Transparency and Reporting (STAR) Framework is DC's school accountability system. Each school receives a rating of 1 to 5 stars, with 5 being the highest, based on its performance across multiple metrics. Not Applicable means the school did not meet the minimum population size to generate a score or was not in operation during the previous school year.

1445 C St, SE Washington, DC 20003





Present State

Meeting the needs of today

The District's data are longitudinal and portable

Authorized LEA Staff can see a wide variety of OSSE data, including...

Current Data

Student data

- ✓ Enrollment
- ✓ Demographics
- ✓ Attendance
- ✓ Discipline
- ✓ Breakfast counts
- ✓ AP/IB participation
- ✓ Assessments
- ✓ Health & Physical Ed Assessment
- ✓ IEP detail data
- ✓ EL status
- ✓ Related Services data
- ✓ Alternative Assessment Eligibility
- ✓ STAR Framework & Report Card data

Other data

- ✓ Faculty and Staff
- ✓ Enrollment audit process
- ✓ Duplicative enrollment process
- ✓ Data validation process
- ✓ Metric calculation confirmation
- ✓ Per pupil expenditures
- ✓ LEA/school entity management
- ✓ Calendar management
- ✓ School official contact management
- ✓ Potential data errors

Student history from other LEAs

- ✓ Enrollment
- ✓ Demographics
- ✓ AP/IB participation
- ✓ Assessment results
- ✓ IEP data

Incoming/Outgoing Student Data

Incoming SWD

- ✓ Enrollment
- ✓ Demographics
- ✓ IEP detail data

Incoming EL

- ✓ Enrollment
- ✓ Demographics
- ✓ EL history
- ✓ EL screener data
- ✓ ACCESS data
- ✓ PARCC data

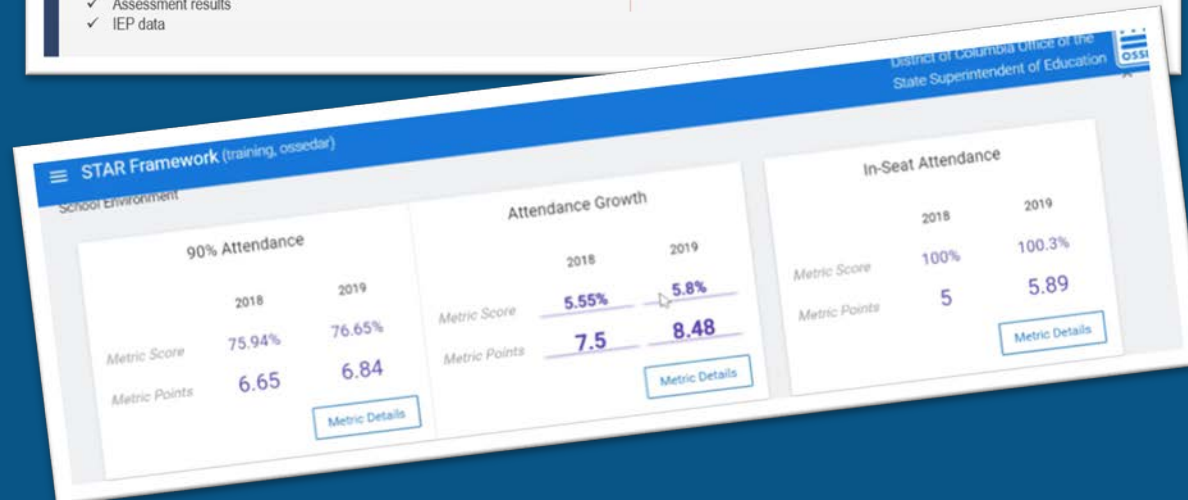
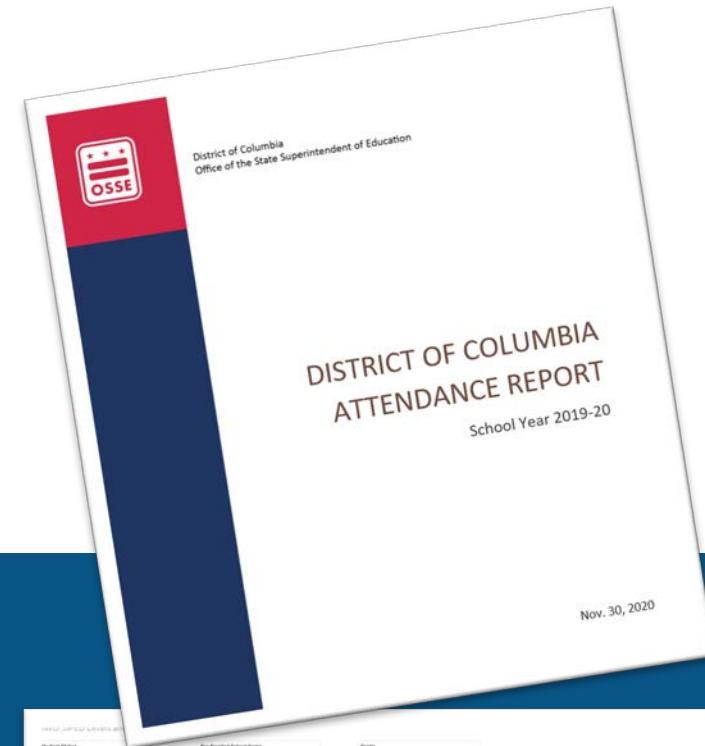
Bridge to High School Participating LEAs can also access

Incoming HS students

- ✓ Prior enrollment
- ✓ Demographics
- ✓ Attendance
- ✓ Assessment results
- ✓ EL status
- ✓ SWD status

Outgoing middle school students

- ✓ 9th grade enrollment
- ✓ 9th grade courses and grades
- ✓ 9th grade attendance



The District's data are transparent

Metric Details, Calculations, and Business Rules

Calculations

Metric	Count	Rates	Reporting Level
Six Month Postsecondary Enrollment Rate	Total number of students enrolled in a postsecondary institution six months after their high school graduation	$\frac{\text{Students Enrolled Six Months After Graduating}}{\text{Total Number of Graduating Students}}$	<ul style="list-style-type: none"> State, LEA, School All students and all student groups
Twelve Month Postsecondary Enrollment Rate	Total number of students enrolled in a postsecondary institution twelve months after their high school graduation	$\frac{\text{Students Enrolled Twelve Months After Graduating}}{\text{Total Number of Graduating Students}}$	<ul style="list-style-type: none"> State, LEA, School All students and all student groups

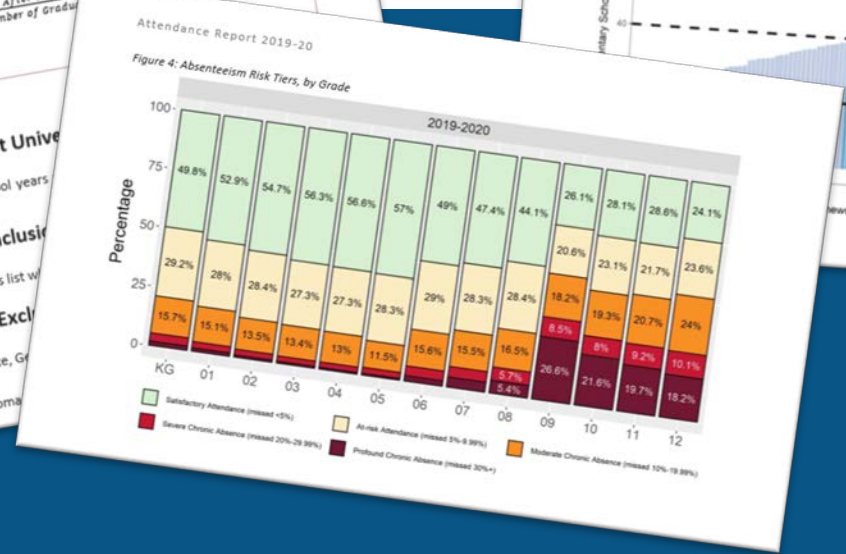
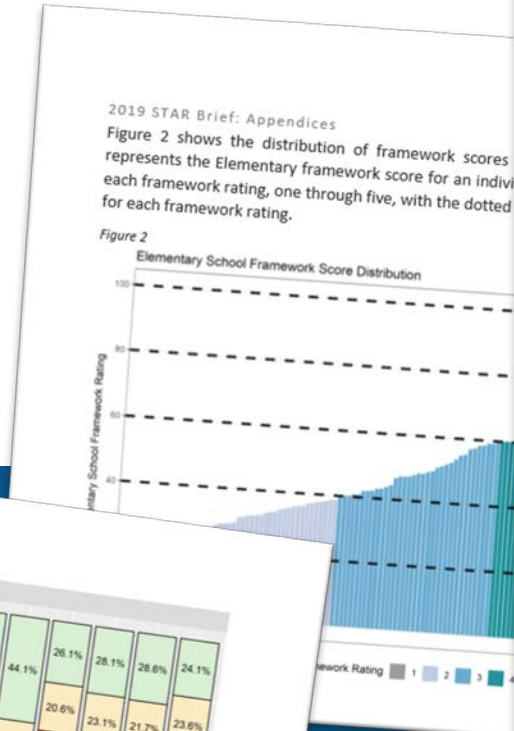
Business Rules

Student Universe

Inclusion

Exclusion

- All students from the certified graduates list with the universe.
- Students who earned an IEP Certificate, Graduation Diploma Program (NEDP) diploma
- Students who graduated with a diploma



OSSE Data Related Reports (FY19-20)

Please read a comprehensive list of OSSE's reports on the [OSSE Data Report site](#).

The following reports were published in FY19:

- OSSE District of Columbia Healthy Schools Act 2018 Report (October 31, 2018)
- District of Columbia Public Schools (DCPS) Graduation Documentation Review (Nov. 2018)
- Interim Update on Duke Ellington Investigation (November 9, 2018)
- 2018 STAR Framework Brief (December 7, 2018)
- 2017-18 School Year Attendance Report (December 14, 2018)
- 2018 STAR Analysis: Exploring Distributions and Correlations (December 18, 2018)
- Youth Suicide Prevention and School Climate Amendment Act of 2016, 2018 Report (January 3, 2019)
- Non-Traditional Childcare (Jan. 22, 2019)
- OSSE Report on the Uniform Per Student Funding Formula, January 2019 (February 1, 2019)
- Fiscal Year 2018 Pre-K Report (March 15, 2019)
- Youth Suicide Prevention and School Climate Amendment Act of 2016, 2019 Report (October 15, 2019)
- State of Discipline: 2017-18 School Year (March 8, 2019)
- OSSE Promoting the Special Supplemental Nutrition Program for Women, Infants and Children (WIC) at Child Development Facilities (FY18) (June 20, 2019)
- Non-Resident Student Review & Findings, School Year 2018-19 (September 17, 2019)
- District of Columbia Office of the State Superintendent of Education 2019 Child and Adult Care Food Program Report (September 26, 2019)

The following reports have been published in FY20:

- Students with Disabilities in the District of Columbia Landscape Analysis (October 9, 2019)
- Youth Suicide Prevention and School Climate Amendment Act of 2016, 2019 Report (October 15, 2019)
- DC Teacher Workforce Report (October 9, 2019)
- National Assessment of Educational Progress: 2019 Results (October 30, 2019)
- OSSE Report on the Uniform Per Student Funding Formula for Public Schools and Public Charter Schools Act Under Council Review (December 20, 2019)
- 2018-19 School Year Attendance Report (December 2, 2019)
- 2019 STAR Framework Brief (December 18, 2019)
- 2019-20 Enrollment Audit Report and Data (January 31, 2020)
- Plan to Expand the Use of School Climate Surveys in District of Columbia Public and Public Charter Middle and High Schools (February 7, 2020)
- State of Discipline: 2018-19 School Year (March 2020)
- Youth Risk Behavior Survey: 2019 Report (July 8, 2020)
- Fiscal Year 2019 Pre-K Report (September 3, 2020)
- Annual Non-Resident Student Review and Findings Report for the 2019-20 School Year (September 14, 2020)

The following reports have been published in FY21 (to date) or are in progress:

- 2019-20 School Year Attendance Report (November 30, 2020)
- DC Environmental Literacy Plan (January 5, 2021)
- DC Free Summer Meals Program Report (February 9, 2021)
- Dual Language Landscape (February 19, 2021)
- 2020-21 Enrollment Audit Report and Data
- Youth Suicide Prevention and School Climate Amendment Act of 2016, 2020 Report (Forthcoming)
- State of Discipline: 2019-20 School Year (Forthcoming)
- Fiscal Year 2020 Pre-K Report (Forthcoming)



The District's data systems are compliant

DC Code § 38–2609. Development of the educational data warehouse system

Requirements	Status
a) Who should use the system:	
1. OSSE, UDC, Public Schools, and Public Charter schools	✓
2. Publicly funded educational programs and policymakers	✓
3. Institutions of higher education and researchers	✓
b) Purpose of the data and resulting research and analyses:	
1. Federal reporting	✓
2. Policymaking and programming	✓
3. Improving information sharing while protecting confidentiality	✓
c) Compatible with other systems data systems	
a) Data shall be submitted to OSSE by: OSSE, UDC, Public Schools, Public Charter schools, Publicly funded educational programs	✓
2. In a timeframe and format determined by OSSE	✓
d) Who participates in the Warehouse system:	
1. OSSE, UDC, Public Schools, Public Charter schools, Publicly funded educational programs	✓
2. OSSE shall ensure that technical assistance and training is provided	✓
e) Groups to whom unique identifiers must be assigned:	
1. Students at all of the groups above	✓
2. Teachers at all of the groups above*	✓



550 12th Street SW
Washington, DC 20002

December 22, 2020

William Henderson
Office of the State Superintendent of Education
1050 1st Street, NE
Washington, DC 20002

Dear Mr. Henderson:

This letter is to confirm that OSSE successfully completed its 2012 Statewide Longitudinal Data Systems (SLDS) Grant, US Department of Education (US ED) grant number R372A120032. OSSE also successfully completed its 2007 SLDS Grant, US ED grant number R372A070021. Both projects were monitored throughout the duration of the work, and the final performance reports were reviewed and accepted by US ED as evidence of successful completion of the projects.

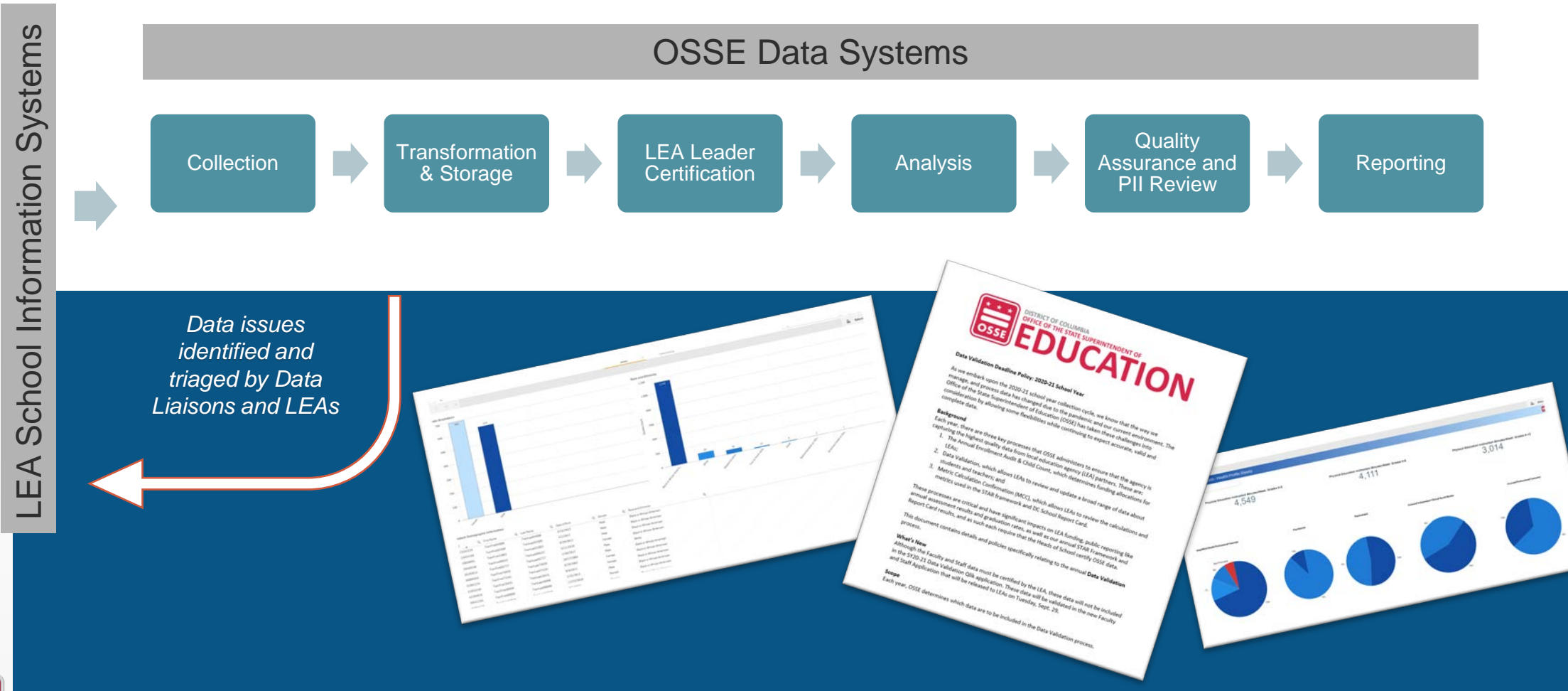
Please let me know if we can provide any additional information about the status of these grants.

Best,
Nancy Sharkey

Nancy Sharkey
Senior Program Officer
SLDS Grant Program
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The District's data are high quality



The District's data work is informed by stakeholders

DC SCHOOL REPORT CARD

WHAT TYPES OF QUESTIONS CAN THE DC SCHOOL REPORT CARD HELP ME ANSWER?

Below are just three examples of the many questions you can answer using the DC School Report Card.

How is the school performing?

The DC School Report Card displays multiple elements that compare how the school is performing compared to schools that serve the same grade levels across the District.

How experienced are the teachers?

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

TEACHER EXPERIENCE	
% OF TEACHERS EXPERIENCED	
1-3 YEARS	22%
4-6 YEARS	22%
7-9 YEARS	22%
10+ YEARS	34%

What can you tell me about the school's pre-kindergarten program?

The DC School Report Card includes information specifically about the early childhood learning environment at the school. It includes data assessing the effectiveness of student-teacher interactions to promote student development and learning as well as pre-K attendance.

PRE-KINDERGARTEN PROGRAM	
PRE-KINDERGARTEN ATTENDANCE	85%
PRE-KINDERGARTEN EFFECTIVENESS	85%

The Office of the State Superintendent of Education (OSSE), working in collaboration with community partners and city agencies, is building a new school report card tool as guided by the federal Every Student Succeeds Act (ESSA). The tool will empower parents and families to advocate for their children by giving them one place where they can get all the information they need about our city's schools to make critical educational decisions.

DC families and education stakeholders are helping to build the new school report card from the ground up. During Fall 2017, OSSE engaged families across the city to learn what they want to see in a school report card. That feedback is currently informing content development for the report card tool. Final content decisions will be approved by the DC State Board of Education (SBOE).

FALL 2017 ENGAGEMENT RESULTS

We consulted with DC education stakeholders to help us identify target audiences and the best ways in which to engage with a cross-section of families. Our engagement approach centered around "meeting families where they are," forming partnerships with community based organizations (CBOs) and DC government agencies to engage families in their networks, and identifying and leveraging "champions" to assist with the engagement process and spread the word about the project.

Who We Heard From. From October-December 2017, we engaged families in in-person feedback sessions, grassroots opportunities at EdFEST and in street interviews, and via a comprehensive online survey. Our CBO partners and community "champions" – in particular, the ESSA Task Force, a cross-sector group of city education leaders – hosted feedback sessions and were instrumental to reaching an array of families. Highlights included:

- Nearly **1,900** parents, families, and community members engaged.
- More than **150** families of children with disabilities participated.
- More than **450** Public Charter School families participated.
- More than **500** people responded to a canvassing survey developed by Parents Amplifying Voices in Education (PAVE).
- Nearly **100** students contributed their input.
- More than **65** Parent Leaders in Education (PLE) members engaged in in-person sessions hosted by PAVE.
- More than **170** English learner families participated.
- More than **600** DC Public Schools families participated.
- 200+** parents and stakeholders engaged at EdFEST on December 9.
- 260** people offered their input via the OSSE online survey.
- 600+** residents engaged from Wards 5, 7, and 8.
- More than **750** community members participated in in-person feedback sessions.

OSSE and CBO-hosted efforts included the following approximate breakdown of participants by ethnicity:

*Demographic data points capture participants who provided such information. Not all participants provided demographic information.

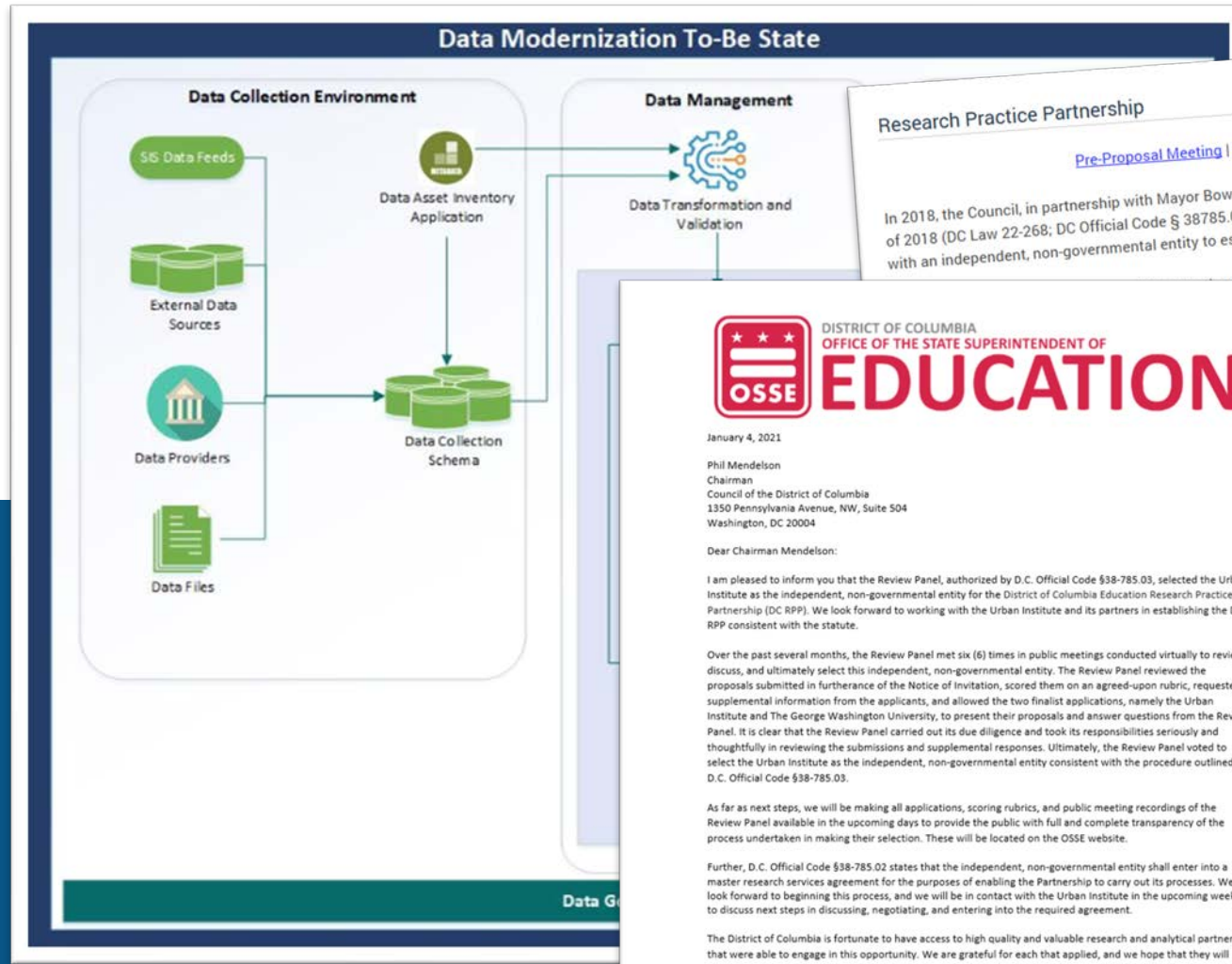




Future Efforts

Accelerating our data journey

The District has a robust plan for the future



Research Practice Partnership

[Pre-Proposal Meeting](#) | [Proposal Submission Deadline](#) | [Proposal Submission](#) | [Questions](#) | [Review Panel](#)

In 2018, the Council, in partnership with Mayor Bowser, enacted the District of Columbia Education Research Practice Partnership Establishment and Audit Act of 2018 (DC Law 22-268; DC Official Code § 38785.01 et seq.) This legislation established a process for the Government of the District of Columbia to partner with an independent, non-governmental entity to establish an education research practice partnership.

The Research Practice Partnership is to provide actionable, easily consumable, independent research to the District of Columbia. Research conducted by the partnership should evaluate the effectiveness of instructional practices in public schools to improve student achievement and educational equity.

Governmental entities to submit proposals to conduct education research on behalf of the District of Columbia.



January 4, 2021

Phil Mendelson
Chairman
Council of the District of Columbia
1350 Pennsylvania Avenue, NW, Suite 504
Washington, DC 20004

Dear Chairman Mendelson:

I am pleased to inform you that the Review Panel, authorized by D.C. Official Code §38-785.03, selected the Urban Institute as the independent, non-governmental entity for the District of Columbia Education Research Practice Partnership (DC RPP). We look forward to working with the Urban Institute and its partners in establishing the DC RPP consistent with the statute.

Over the past several months, the Review Panel met six (6) times in public meetings conducted virtually to review, discuss, and ultimately select this independent, non-governmental entity. The Review Panel reviewed the proposals submitted in furtherance of the Notice of Invitation, scored them on an agreed-upon rubric, requested supplemental information from the applicants, and allowed the two finalist applications, namely the Urban Institute and The George Washington University, to present their proposals and answer questions from the Review Panel. It is clear that the Review Panel carried out its due diligence and took its responsibilities seriously and thoughtfully in reviewing the submissions and supplemental responses. Ultimately, the Review Panel voted to select the Urban Institute as the independent, non-governmental entity consistent with the procedure outlined in D.C. Official Code §38-785.03.

As far as next steps, we will be making all applications, scoring rubrics, and public meeting recordings of the Review Panel available in the upcoming days to provide the public with full and complete transparency of the process undertaken in making their selection. These will be located on the OSSE website.

Further, D.C. Official Code §38-785.02 states that the independent, non-governmental entity shall enter into a master research services agreement for the purposes of enabling the Partnership to carry out its processes. We look forward to beginning this process, and we will be in contact with the Urban Institute in the upcoming weeks to discuss next steps in discussing, negotiating, and entering into the required agreement.

The District of Columbia is fortunate to have access to high quality and valuable research and analytical partners that were able to engage in this opportunity. We are grateful for each that applied, and we hope that they will continue to constructively work with government entities and the soon to be established DC RPP to improve our educational outcomes. The DC RPP will be integral to our continued efforts to make educational decisions based

on Dec. 18, 2019.
How to access the webinar.

than **Monday, Feb. 10, 2020, 5 p.m.** Late proposals **will not** be accepted.

submitted via email at Educationrppnoj@dc.gov.

tion may be submitted to Educationrppnoj@dc.gov. OSSE will accept questions on the NOI until 5



DC is a unique city with unique needs, and we've built our systems to accommodate those needs

