School Year 2016-2017 Business Rules for School-Wide Accountability Metrics

September 2016

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This document was developed in a collaborative effort across the Office of the Chief of Schools (COS), the Office of Instructional Practice (OIP), the Office of Teaching and Learning (OTL), and the Office of the Chief of Staff (OCS).

The business rules included in this document provide an outline of how metrics are tracked and calculated as displayed in SPDI and other accountability related Central Office reports. While designed to answer most questions, additional inquiries should be directed to the following offices:

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Table of Contents

Reading Inventory (RI)

What is the purpose of this assessment?

This assessment, administered by Houghton Mifflin Harcourt, is a research-based, adaptive assessment that measures students' reading skills and longitudinal progress. DCPS uses this assessment to measure students' reading comprehension in terms of lexile scores, proficiency levels, and growth.

Which students are included in RI calculations?

Students that meet the following criteria will be included in all RI calculations unless otherwise noted under specific metrics:

- Are *not* English language learner (ELL) Newcomers: ELL Newcomers are students that were born outside of the United States and have been enrolled in U.S. schools for less than 12 full calendar months
- Are *not* students that are eligible for the Multi-State Alternate Assessment (MSAA)

RI Participation Rate

Which students are included in the calculation?

In addition to the inclusion criteria above, students need to meet the following criteria to be included in the RI participation rate calculation. Students must:

- Be in the enrollment snapshot at the school where they tested; the BOY enrollment snapshot is the official audited enrollment file (preliminary rates are calculated using the October enrollment snapshot) and the EOY snapshot is from the first day of the EOY testing window communicated by OTL
- Be in grades 5-10, OR be in grades 4-10 if the school has designated RI as the primary assessment for 4th graders

The RI participation rate (**RI Participation Rate**) is expressed by the total number of students in the enrollment snapshot that were tested in a window (**RI Participation Tested**) as a percentage of the total number of students registered in the enrollment snapshot in the school's testing grades (**RI Registered**):

$$\boldsymbol{RI\ Participation\ Rate} = \frac{\boldsymbol{RI\ Participation\ Tested}}{\boldsymbol{RI\ Registered}}$$

RI Proficiency Bands

Which students are included in the calculation?

- Students in grades 1-12 who completed an RI assessment in the testing window

How are results reported?

- Students can fall into one of four proficiency bands based on their grade of enrollment and lexile score: Below Basic, Basic, Proficient, or Advanced. The table below outlines the cut points for each proficiency band and grade.

Grade	Below Basic	Basic	Proficient	Advanced
Grade 1	BR	0L to 189L	190L to 534L	535L & Above
Grade 2	BR to 219L	220L to 419L	420L to 654L	655L& Above
Grade 3	BR to 329L	330L to 519L	520L to 824L	825L& Above
Grade 4	BR to 539L	540L to 739L	740L to 944L	945L& Above
Grade 5	BR to 619L	620L to 829L	830L to 1014L	1015L & Above
Grade 6	BR to 729L	730L to 924L	925L to 1074L	1075L & Above
Grade 7	BR to 769L	770L to 969L	970L to 1124L	1125L & Above
Grade 8	BR to 789L	790L to 1009L	1010L to 1189L	1190L & Above
Grade 9	BR to 849L	850L to 1049L	1050L to 1264L	1265L & Above
Grade 10	BR to 889L	890L to 1079L	1080L to 1339L	1340L & Above
Grade 11/12	BR to 984L	985L to 1184L	1185L to 1389L	1390L & Above

The percentage of students who score as proficient or advanced on RI (**RI Proficiency**) is expressed as the number of proficient or advanced students (**RI Proficient Students**) divided by the number of students tested, as recorded in the export file (**RI Tested**).

$$RI\ Proficiency = \frac{RI\ Proficient\ Students}{RI\ Tested}$$

RI Proficiency Band Growth

Which students are included in the calculation?

In addition to the inclusion criteria for all RI metrics (page 2), students need to meet the following criteria to be included in the RI proficiency band growth calculation. Students must:

- Be in the enrollment snapshot at the school where they tested; the BOY enrollment snapshot is the official audited enrollment file (preliminary rates are calculated using the October enrollment snapshot) and the EOY snapshot is from the first day of the EOY testing window communicated by OTL
- Be in grades 5-10, OR be in grades 4-10 if the school has designated RI as the primary assessment for 4th graders
- Test at the same school in the BOY and EOY windows

How are results reported?

- *For the purposes of the proficiency band growth calculation only*, students' grade levels in the audit file will be used to calculate all proficiency bands during the year. For example, if a student starts the year in 9th grade but promotes to 10th grade during the year, the student's proficiency bands at BOY and EOY will be based on the 9th grade cut points.
- For students that meet the inclusion criteria outlined above, the first recorded proficiency band from the BOY window (or highest proficiency band if the student tested more than once on the same day) is used as the base for calculation.
- If the student tested any time after the beginning of the unofficial MOY window and achieved a higher proficiency band than the official EOY assessment, the higher proficiency band will be used to determine if the student improved. However, a student must test during the EOY window in order for the MOY score to count for the growth calculation.

Proficiency Band Growth (**RI Band Growth**) is the number of students who improve at least one proficiency band or maintain Advanced status (**RI Improved Band**) expressed as a percentage of the number of students eligible to be included in the growth calculation (**RI Growth Total**).

$$\boldsymbol{RI\ Band\ Growth} = \frac{\boldsymbol{RI\ Improved\ Band}}{\boldsymbol{RI\ Growth\ Total}}$$

Please see the next page for example calculations of RI Proficiency Band Growth.

RI Proficiency Band Growth

Example Calculations

Example 1:

Testing Window (Date)	School	Performance Band
BOY (9/22/2016)	*School A*	*Basic*
Unofficial MOY (2/16/2017)	*School A*	*Proficient*
EOY (5/16/2017)	*School A*	*Basic*

Result: *This student tested at the same school in the BOY and EOY windows, so he is eligible to count for the growth rate. Because the student is eligible to be included in the calculation, the Data and Strategy Team will use the student's highest proficiency band after the beginning of the unofficial MOY window, which is Proficient. Therefore, because the student scored Basic at BOY, the student will count as having improved proficiency bands.*

Example 2:

Testing Window (Date)	School	Performance Band
BOY (9/21/2016)	*School A*	*Proficient*
EOY (5/15/2017)	*School B*	*Proficient*

Result: *This student will not count towards any school's growth rate because she did not test at the same school at BOY and EOY.*

Example 3:

Testing Window (Date)	School	Performance Band
BOY (9/21/2016)	*School A*	*Advanced*
EOY (5/15/2017)	*School A*	*Advanced*

Result: *This student will count as having maintained her Advanced proficiency band because she tested at the same school at BOY and EOY.*

Example 4:

Testing Window (Date)	School	Performance Band
BOY (9/21/2016)	*School A*	*Advanced*
Unofficial MOY (2/16/2017)	*School A*	*Advanced*

Result: *This student will not count towards School A's growth rate because she did not test at School A during the EOY testing window.*

RI Lexile Score Growth

Which students are included in the calculation?

In addition to the inclusion criteria for all RI metrics (page 2), students need to meet the following criteria to be included in the RI proficiency band growth calculation. Students must:

- Be in the enrollment snapshot at the school where they tested; the BOY enrollment snapshot is the official audited enrollment file (preliminary rates are calculated using the October enrollment snapshot) and the EOY snapshot is from the first day of the EOY testing window communicated by OTL
- Be in grades 5-10, OR be in grades 4-10 if the school has designated RI as the primary assessment for 4th graders
- Test at the same school in the BOY and EOY windows

How are results reported?

- For students that meet the inclusion criteria outlined above, the first recorded proficiency band from the BOY window (or highest proficiency band if the student tested more than once on the same day) is used as the base for calculation.
- Student growth targets are provided by the vendor, Houghton-Mifflin, and are based on students' BOY lexile scores and grade levels. The growth targets are displayed in the appendix.
- If the student tested any time after the beginning of the unofficial MOY window and earned a higher score than their official EOY assessment, the higher score will be used to calculate growth. However, a student must test during the EOY window in order for the MOY score to count for the growth calculation.

The percentage of students who met their growth targets (**RI % Met Growth**) are the number of students who met their growth target on RI lexile scores (**RI Student Met Growth**) divided by **RI Growth Total**.

$$\boldsymbol{RI\ \%\ Met\ Growth} = \frac{\boldsymbol{RI\ Student\ Met\ Growth}}{\boldsymbol{RI\ Growth\ Total}}$$

Please see the next page for examples of RI Lexile Score Growth calculations.

RI Lexile Score Growth

Example Calculations

Example 1: *6th grade student*

Testing Window (Date)	School	Lexile Score	Growth Target
BOY (9/22/2016)	*School A*	*650*	*705*
Unofficial MOY (2/16/2017)	*School A*	*720*	
EOY (5/16/2017)	*School A*	*700*	

Result: *This student tested at the same school in the BOY and EOY windows, so he is eligible to count for the growth rate. Because the student is eligible to be included in the calculation, the Data and Strategy Team will use the student's highest score after the beginning of the informal MOY window, which is 720. The student's lexile point growth for the year is: 720 - 650 = 70. The student exceeded his growth target of 55 points.*

Example 2: *7th grade student*

Testing Window (Date)	School	Lexile Score	Growth Target
BOY (9/21/2016)	*School A*	*800*	*835*
EOY (5/15/2017)	*School B*	*810*	

Result: *This student will not count towards any school's growth rate because she did not test at the same school at BOY and EOY.*

Example 3: *7th grade student*

Testing Window (Date)	School	Lexile Score	Growth Target
BOY (9/21/2016)	*School A*	*1010*	*1035*
Unofficial MOY (2/16/2017)	*School A*	*1040*	

Result: *This student will not count towards School A's growth rate because she did not test at School A during the EOY testing window.*

Example 4: *10th grade student*

Testing Window (Date)	School	Lexile Score	Growth Target
BOY (9/21/2016)	*School A*	*1305*	*1305*
EOY (5/15/2017)	*School A*	*1295*	

Result: *Because this student's expected growth was 0 and he did not maintain or improve upon his BOY score of 1305 from the beginning of the year, he did not meet his growth target.*

Text Reading Comprehension (TRC)

What is the purpose of this assessment?

TRC is a reading performance assessment that allows teachers to evaluate a student's reading comprehension skills and the ability to apply those skills to increasingly complex texts. DCPS uses TRC as a reading proficiency assessment for students in elementary school (grades K-4).

Proficiency Rate

Which students are included in the calculation?

In order to be included in TRC calculations, students must meet all of the following criteria:

- Are *not* English language learner (ELL) Newcomers: ELL Newcomers are students that were born outside of the United States and have been enrolled in U.S. schools for less than 12 full calendar months
- Are *not* eligible for the Multi-State Alternate Assessment (MSAA)
- Are in grades K-3 if the school tested 4th graders on RI or K-4 if the school tested 4th graders on TRC
- Are on a school's roster at both the beginning-of-year (BOY) and end-of-year (EOY) windows will be considered for TRC EOY achievement
- Are *not* in grade K **and are** enrolled in a Dual-Language program. Dual-Language participation is as follows:
    - *Whole school implementation:* Bancroft ES, Bruce-Monroe ES, Oyster-Adams Bilingual School
    - *Strand implementation:* Cleveland ES, Marie Reed ES, Powell ES, Tyler ES

How are results reported?

- Each student's proficiency level is provided by the assessment's vendor as Far Below Proficient, Below Proficient, Proficient, or Above Proficient for each window.
- Students in grades 3-5 who score Proficient or Above Proficient in the BOY window, do not take TRC at EOY, and are at the same school as of the first day of the EOY window are assumed to remain at Proficient or better at EOY and will be included in the school's EOY aggregate calculation.

The proficiency rate for TRC (**TRC % Proficient**) is expressed as the percentage of students who scored as Proficient or Above Proficient (**TRC Proficient**) compared to the total number of students who are tested and meet the inclusion criteria above (**TRC Tested**).

$$\boldsymbol{TRC\ \%\ Proficient} = \frac{\boldsymbol{TRC\ Proficient}}{\boldsymbol{TRC\ Tested}}$$

i-Ready

What is the purpose of this assessment?

The i-Ready mathematics diagnostic assesses a student's performance across Common Core-aligned domains. Through an online computer adaptive diagnostic, DCPS measures proficiency and growth in mathematics for students in grades 2-8. i-Ready leverages advanced technology to provide a deep, customized evaluation of every student and to track student growth and performance consistently and continuously.

i-Ready Participation Rate

Which students are included in the calculation?

Students that meet the following criteria will be included in the calculation:

- In the enrollment snapshot at the school where they tested; the BOY enrollment snapshot is the official audited enrollment file (preliminary rates are calculated using the October enrollment snapshot) and the MOY and EOY snapshots are from the first day of the respective testing window communicated by OTL
- In grades 2-8
- Are *not* eligible for the MSAA

How are results reported?

The participation rate for i-Ready (**i-Ready Participation Rate**) is the expression of the total number of students tested in the window (**i-Ready Participation Tested**) as a percentage of the total number of students registered in i-Ready testing grades in the enrollment snapshot (**i-Ready Registered**).

$$\boldsymbol{i-Ready\ Participation\ Rate} = \frac{\boldsymbol{i-Ready\ Participation\ Tested}}{\boldsymbol{i-Ready\ Registered}}$$

i-Ready Grade Level Performance

What students are included in the calculation?

Students that meet the following criteria will be included in the calculation:

- In grades 2-8
- Are *not* eligible for the MSAA

How are results reported?

- Students can fall into one of three proficiency levels based on their grade of enrollment and scale score: 2+ Grade Levels Below, 1 Grade Level Below, or On/Above Grade Level.

Grade	2+ Grade Levels Below	1 Grade Level Below	On/Above Grade Level
Grade 2	<387	387-427	428+
Grade 3	<413	413-448	449+
Grade 4	<434	434-464	465+
Grade 5	<450	450-479	480+
Grade 6	<465	465-494	495+
Grade 7	<480	480-507	508+
Grade 8	<493	493-517	518+

Grade Level Performance on i-Ready (**i-Ready GLP**) is the number of students On/Above Grade Level, or grade level students (**i-Ready Level Students**), expressed as a percentage of the **i-Ready Participation Tested**.

$$\boldsymbol{i-Ready\ GLP = \frac{i-Ready\ Level\ Students}{i-Ready\ Participation\ Tested}}$$

i-Ready Scale Score Growth

Which students are included in the calculation?

Students that meet the following criteria will be included in the calculation:

- Tested at the same school in the BOY and EOY windows
- In the enrollment snapshot at the school where they tested; the BOY enrollment snapshot is the official audited enrollment file (preliminary rates are calculated using the October enrollment snapshot) and the EOY snapshot is from the first day of the EOY testing window communicated by OTL
- In grades 2-8
- Are *not* eligible for the MSAA

How are results reported?

- During the EOY window, the higher of a student's first two scores will be used for growth calculations.
- A student's MOY score will be used in place of a lower EOY score if:
  - It is the first score recorded for that student between the beginning of the MOY window and the beginning of the EOY window
  - A student tests at least once during the EOY window
- Student growth targets are provided by the vendor, Curriculum Associates, and are based on each student's grade of enrollment. The table below displays all expected growth targets.

Grade	Expected Growth (Points)
Grade 2	27
Grade 3	27
Grade 4	22
Grade 5	20
Grade 6	13
Grade 7	11
Grade 8	11

The percentage of students who met their i-Ready growth targets (**i-Ready % Met Growth**) will be expressed as the number of students who met or exceeded their expected growth target (**i-Ready Students Met Growth**) expressed as a percentage of the total number of students tested in BOY and EOY windows (**i-Ready Growth Tested**).

$$\boldsymbol{i-Ready\ \%\ Met\ Growth} = \frac{\boldsymbol{i-Ready\ Students\ Met\ Growth}}{\boldsymbol{i-Ready\ Growth\ Tested}}$$

Please see the next page for examples of i-Ready scale score growth calculations.

i-Ready Scale Score Growth

Example Calculations

Example 1: *2nd grade student*

Testing Window (Date)	School	Scale Score	Growth Target
BOY 1 (9/22/2016)	*School A*	*300*	
BOY 2 (9/22/2016)	*School A*	*430*	*460*
EOY (5/16/2017)	*School A*	*465*	

Result: *This student tested at the same school in the BOY and EOY windows, so he is eligible to count for the growth rate. The student's BOY 2 score of 430 will be used for the growth calculation because it was the highest score in the BOY window from the student's first day of testing (9/22/2016). The student's scale score growth for the year is: 465 - 430 = 35. The student exceeded his growth target of 27 points.*

Example 2: *7th grade student*

Testing Window (Date)	School	Scale Score	Growth Target
BOY (9/21/2016)	*School A*	*505*	*516*
EOY (5/15/2017)	*School B*	*520*	

Result: *This student will not count towards any school's growth rate because she did not test at the same school at BOY and EOY.*

Example 3: *5th grade student*

Testing Window (Date)	School	Scale Score	Growth Target
BOY (9/22/2016)	*School A*	*465*	*485*
MOY (2/16/2017)	*School A*	*490*	
EOY (5/16/2017)	*School A*	*480*	

Result: *This student tested at the same school in the BOY and EOY windows, so he is eligible to count for the growth rate. Because the student is eligible to be included in the calculation, the Data and Strategy Team will use the student's highest score after the beginning of the MOY window, which is 490. The student's scale score growth for the year is: 490 - 465 = 25. The student exceeded his growth target of 20 points.*

Ninth Grade Academy

What is the purpose of this metric?

Ninth Grade Academy is a program meant to track the progress of high school cohorts in passing core courses needed to graduate. DCPS measures the percentage of these students who are "On-Track to Promote", or those students passing said core courses, in order to better gauge progress toward graduation.

Which students are included in the NGA population?

- First-time 9th grade students who are currently registered in English I and/or Algebra I courses in the current school year based on the following rules:
    - Enrolled and registered on the last day of school at one of the participating NGA high schools: Anacostia HS (school code= 450); Ballou HS (452); Cardozo EC (454); Coolidge HS (455); Dunbar HS (467); Eastern HS (457); Roosevelt HS @ MacFarland (459); Ron Brown High School (425); Woodson, H.D. HS (464).
    - Classified as first-time 9th graders
        - 9th grade entry year, which is a data point entered by schools, is the current school year
        - Registered as grade 9 on the last day of school
    - Enrolled in English I and/or Algebra I or completed the course already in the current year.
    - "English I courses" include courses whose course codes contain the following leading characters: E03; E09; E15; E16; E50; E95; EC6; EI3; X01; X02; E07. For schools on a semester schedule, EX1 counts as English I in the first semester.
    - "Algebra I courses" include courses whose course codes contain the following leading characters: M21; M22; M24; MMX; M18; M19; M8X; MA1; MA2; MX8; M23.
    - Students who took Alg I-A (M23), but not Alg I-B (M24), count as NGA.
    - Students with credit recovery courses (i.e. suffix of "CR") only count if they have another record of that course at any point in the year.

- **Notes about student participation:**
    - Special education (SPED) students in self-contained classrooms are excluded because they are not taught by Academy teachers.
    - ELL Level 1 students are excluded. Even though these ELL Level 1 students may be taught by an NGA teacher for Algebra I, they are not taught by an NGA teacher for English I.
    - **Special Exclusions:** Students at Cardozo Education Campus and Roosevelt Senior High School who are part of the International Academy do not count as NGA. These students have an "ESL" section type added to their courses.

NGA On-Track to Promote

Which students are included in the calculation?

- On-track to promote is measured each term, based on currently enrolled and registered NGA students. The final on-track to promote rate is limited to NGA students registered on the last day of school and includes courses passed and credits earned after summer school.

How are results reported?

- Students are considered on-track to promote (**On-Track Students**) if their most recent term marks (or final marks for completed courses) indicate they are passing English I, Algebra I and 6 total credits (5 DCMR, Chapter 2201.8)
- See the appendix for notes on passing course marks for English I, Algebra I and 6 Total Credits.

NGA On-Track % is the number of **On-Track Students** expressed as a percentage of the total number of students enrolled in the ninth-grade academy (**NGA Enrolled**).

$$\boldsymbol{NGA\ On-Track}\ \% = \frac{\boldsymbol{On-Track\ Students}}{\boldsymbol{NGA\ Enrolled}}$$

Promotion

What is the purpose of this metric?

DCPS measures the percentage of these students who are "On-Track to Promote", or those students passing the courses needed to graduate, in order to better gauge progress toward graduation.

Which students are included in the individual grade populations?

First-time 9th graders

- 9th grade entry year, which is a data point entered by schools, is the current school year
- Enrolled and registered at school as a 9th grader at the last day of the school

First-time 10th graders

- 9th grade entry year, which is a data point entered by schools, is the prior school year
- Enrolled and registered at school as a 10th grader at the last day of the school

First-time 11th graders

- 9th grade entry year, which is a data point entered by schools, is two years prior
- Enrolled and registered at school as an 11th grader at the last day of the school

On-Track to Promote

Which students are included in the calculation?

On-track to promote is measured each term based on currently enrolled and registered students. The final on-track to promote rate includes students registered on the last day of school, but includes courses passed and credits earned after summer school.

How are results reported?

For First-time 9th graders:

- Students are considered on-track to promote (**On-Track Students**) if their most recent term marks (or final marks for completed courses) indicate they are passing English I, Algebra I and 6 total credits (5 DCMR, Chapter 2201.8)
- See the appendix for notes on passing course marks for English I, Algebra I and 6 Total Credits.

For All 10th graders:

- Students are considered on-track to promote (**On-Track Students**) if their most recent term marks (or final marks for completed courses) indicate they are passing English II and 12 total credits (5 DCMR, Chapter 2201.8)
- See the appendix for notes on passing course marks for English II and 12 Total Credits.

For All 11th graders:

- Students are considered on-track to promote (**On-Track Students**) if their most recent term marks (or final marks for completed courses) indicate they are passing English III and 18 total credits (5 DCMR, Chapter 2201.8)
- See the appendix for notes on passing course marks for English III and 18 Total Credits.

On-Track % is the number of **On-Track Students** expressed as a percentage of the total number of students enrolled at the noted grade level (**Enrolled**).

$$\boldsymbol{On-Track}\ \% = \frac{\boldsymbol{On-Track\ Students}}{\boldsymbol{Enrolled}}$$

Course Passing

What is the purpose of this metric?

Course Passing rates are measured in order to observe trends in student population achievement in different areas of study. These rates can be broken down by sub-groups, in order to better assist school leaders in identifying instructional areas which may benefit from additional support.

What students are included in the calculations?

Students who were enrolled on the last day of school (**Course Enrollment**) and students who took the specified course(s) and earned a passing mark(s) (**Passing Students**).

How are results reported?

- Passing marks are considered non-numeric marks of: P, A, A-, B+, B, B-, C+, C, C-, D+, D; or numeric marks of 64 and above.
- For high schools, core courses are defined as courses in English, math, science, or social studies that count toward graduation credit as defined by programs of study in ASPEN.
- For middle schools, courses are core English, math, science, and social studies courses. See the appendix for comprehensive list.
- Students who have withdrawn from the course, with a course mark of "W", and students who did not receive a final grade are excluded from the calculation.
- If a student takes a course twice or more, the student's best grade is included in the calculation.
- For courses on a semester schedule, the passing rate will be determined as of the last day of the semester.
- For the passing all core courses calculation, the student's best grade from each core subject area is included in the calculation. The core course codes tables on pp. 44 and 45-49 of the appendix display which courses count towards each core subject area.

The passage rate of an individual course (**% Passing**) is the number of **Passing Students** expressed as a percentage of the **Course Enrollment**.

$$\%\ \boldsymbol{Passing} = \frac{\boldsymbol{Passing\ Students}}{\boldsymbol{Course\ Enrollment}}$$

Middle School On-Track

What is the purpose of this metric?

The Middle School On-Track metric allows schools with middle grades to systematically identify struggling students and target supports to ensure students are on-track for academic success in high school.

Which students are included in the calculation?

All students in grades 6, 7, and 8 that were enrolled in the school in the audit file and in the EOY enrollment snapshot are included in the calculation. The only exception is that students in the Missing Marks category will not be included in aggregate calculations so that the percentages only reflect students with marks entered for all core subject areas and at least one non-core course.

How are results reported?

Student-Level Flag: Students will fall into one of six statuses based on their course marks. Note that the criteria and courses for SPED and ELL[1] students differ from the criteria for students in the general education population.

General Education OR SPED & enrolled in SPED course(s)	If ELL & enrolled in ELL course(s)
• grade-level English courses, • grade-level science courses, • grade-level social studies courses, • grade-level or higher math courses, • AND at least one non-core course.	• any middle school ELL English courses, • any middle school ELL science courses, • any middle school ELL social studies courses, • any middle school ELL math courses, • AND at least one non-core course.

The criteria for each status are displayed in the following table. The core subject areas noted in the table are defined as English, science, social studies, and math. Specific courses that count as core for each subject are outlined in the Core Courses Table in the appendix.

Status	Criteria
Green	Receiving passing marks in all core subject areas and at least one non-core course.
Yellow	Passing at least one course in all core subject areas but receiving non-passing marks in all non-core courses, OR receiving non-passing marks in all courses in one core subject area.
Purple	Passing English, science, social studies, and at least one non-core course but receiving a non-passing mark in a higher grade-level math course.
Orange	Not enrolled at least one course in each of the core subject areas OR not enrolled in a non-core course.
Red	Receiving non-passing marks in all courses in two or more core subject areas OR receiving non-passing marks in all courses in one core subject area and in all non-core courses.
Missing Marks	Missing a mark in any core course and/or missing marks for all non-core courses.

[1] ELL students include all students with the following ELL statuses: ELL, ELL Level 1, ELL Level 2, ELL Level 3, ELL Level 4, ELLm (Return to ESL), FLEP Monitoring Year 1, FLEP Monitoring Year 2, LES, NES, Outdated (Re-Assess), and Parental Exempt (ELL Level 1-4).

Additional Notes:

- The Core Courses Table on page 3 displays the course codes that are included in each core subject area by grade level. Please note that statuses for SPED and ELL students will incorporate the courses under their respective sections as well as the general education courses. However, SPED and ELL courses will not count towards statuses for students that are not identified as SPED or ELL, respectively.
- A, A-, B+, B, B-, C+, C, C-, D+, D, and P are considered to be passing marks. Instances in which students withdrew with a course mark of W will be removed and will not be considered in determining students' statuses. All other marks are considered to be non-passing marks.
- If a student is enrolled in more than one grade-level or higher math course as in the example of Student H above, the highest mark will be used to determine the student's on-track flag. If a student is enrolled in a math course at a higher grade level than his or her own (e.g. a 7th grade student enrolled in 8th grade math) and not in the grade-level course, the student is assumed to have previously passed the course associated with his or her grade of enrollment.
- Mark entry rates are calculated by dividing the total number of courses in which students included in the calculation have received a mark by the total number of courses in which students included in the calculation are enrolled.

School-Level Calculation: MS On-Track status aggregations (**% i Status**) are reported as the number of students that fall under each status (**# i Status**) as a percentage of the total number of students with Green, Yellow, Red, Purple, and Orange statuses (**# Eligible**). Note that students with a status of Missing Marks are not included in the percentage calculations.

$$\%\ \boldsymbol{i\ Status} = \frac{\#\ \boldsymbol{i\ Status}}{\#\ \boldsymbol{Eligible}}$$

NOTE: The "i" represents the respective status.

Adjusted Cohort Graduation Rate (ACGR)

What is the purpose of this metric?

ACGR is measure of how many students, who begin 9th grade in DCPS, are able to graduate in four years. This metric will allow school leaders to better observe how often students are both retained and achieve promotion in order to graduate "on time".

Which students are included in the calculation?

The ACGR cohort initially consists of all students who were ever enrolled in DCPS with a first-time 9th grade year of three school years before their graduating year. For example, the SY2015-2016 graduating cohort was comprised of students who first enrolled as a first-time 9th grader in SY2012-2013. Students can enter the cohort at any point in time during the 4-year span, as long as they meet this initial criterion.

- The following students are not included in the cohort:
  - Students only ever enrolled in a non-diploma-granting institution [Mamie D. Lee and Sharpe Health (now River Terrace), Incarcerated Youth Program, Youth Services Center, CHOICE Academy, Resolution].
  - Students who were last enrolled in DCPS prior to the official October 2012 audit and were withdrawn with the code "Enrolled but never attended."
  - Students who never reached Stage 5 enrollment
  - Students who were last enrolled in CFSA/PRO schools (948, 958, 7000)
  - Students for whom schools have provided acceptable withdrawal documentation indicating a transfer to another diploma-granting institution after the student's final withdrawal from DCPS or unofficial documentation for deceased students or those who have moved outside the country.

How are results reported?

The ACGR method of calculating graduation rate, which has been in use in DC since SY2010-2011, accounts for the completion outcomes (e.g., graduation) of a cohort of students who all started 9th grade at the same time. ACGR accounts not only for the outcome of a student but also the time spent in reaching that outcome.

- Initial ACGR rates are available in August of most years. ACGR calculations are then audited and finalized in the fall, after approval by OSSE. This typically occurs in October or November.

ACGR is the number of certified graduates within the cohort (**Cohort Grads**) expressed as a percentage of the total number of students in the cohort, *minus* the number of those students who transferred out with valid transfer documentation (**Cohort Size**).

$$ACGR = \frac{Cohort\ Grads}{Cohort\ Size}$$

Additional Notes:

- **School of Responsibility:** The last diploma-granting school in which a student is enrolled is the school of responsibility. If students subsequently transfer to a non-diploma-granting institution, the last diploma-granting school in which the student was enrolled prior to the end of June is held responsible.
- **Graduation Status:** A student is considered a certified graduate for ACGR calculations if he or she appears on any certified graduates list in 2016 or prior. August graduates are treated the same as June graduates. Earning an IEP certificate does not count as a successful graduation.

SAT- College Admission Exam

What is the purpose of these metrics?

SAT participation rates and average SAT scores allow school leaders to see how well high school students are performing on one of the most used college admission exams. This section references the **Super Score,** which is a student's highest possible combination of Evidence-Based Reading & Writing and Math sections on the SAT. Both the Super Score and section averages are reported, which can offer school leaders information as to what additional supports may help high school students be better prepared for this college admission exam.

SAT Participation Rate

Which students are included in the calculation?

All 11th and 12th graders registered at a school as of the test administration date (**SAT Registered**).

How are results reported?

These metrics are calculated after each SAT administration and use the count of registered 11th and 12th graders as of the latest test administration date. A student's grade level will be determined by their grade in ASPEN as of the test administration date. *Note: This is different from the self-reported grades used by College Board.*

The **SAT Participation Rate** is expressed by the total number of 11th and 12th grade students that took the SAT at any point during the year (**SAT Tested**) as a percentage of the total number of registered 11th and 12th grade students as of the test administration date (**SAT Registered**):

$$\textbf{SAT Participation Rate} = \frac{\textbf{SAT Tested}}{\textbf{SAT Registered}}$$

SAT Section Average

Which students are included in the calculation?

All 11th and 12th graders who took the SAT during the school year. (**SAT Total**)

How are results reported?

These metrics are calculated after each SAT administration and use the count of registered 11th and 12th graders as of the latest test administration date. A student's grade level will be determined by their grade in ASPEN as of the test administration date. *Note: This is different from the self-reported grades used by College Board.*

DCPS breaks out the average score for each section (evidence-based reading & writing and math) by grade. The average score for each section (**SAT Section Average**) is the sum each student's highest score on that section (**Section High Score**), expressed as an average of the total number of 11th or 12th grade test takers (**SAT Total**).

$$\boldsymbol{SAT\ Section\ Average} = \frac{\boldsymbol{Section\ High\ Score}}{\boldsymbol{SAT\ Total}}$$

SAT Average Super Score

Which students are included in the calculation?

All 11th and 12th graders who took the SAT during the school year. (**SAT Total**)

How are results reported?

These metrics are calculated after each SAT administration and use the count of registered 11th and 12th graders as of the latest test administration date. A student's grade level will be determined by their grade in ASPEN as of the test administration date. *Note: This is different from the self-reported grades used by College Board.*

DCPS calculates the highest combination of scores for all 11th and 12th graders who took the test during the 2015-2016 school year. The school's average composite score on the SAT (**SAT Avg Super Score**) is expressed as the sum of super scores for all 11th and 12th grade test takers (**Super Score Sum**) averaged against the **SAT Total**.

$$\boldsymbol{SAT\ Avg\ Super\ Score} = \frac{\boldsymbol{Super\ Score\ Sum}}{\boldsymbol{SAT\ Total}}$$

PSAT

What is the purpose of these metrics?

PSAT participation rates and average PSAT scores allow school leaders to see how well high school students are prepared for the SAT. In addition to being a great practice exam for students, the PSAT (NMSQT) qualifies students for the National Merit Scholarship. All metrics will be reported by grade level.

PSAT Participation Rate

Which students are included in the calculation?

All 9th, 10th, and 11th grade students registered at a school as of the test administration date (**PSAT Registered**).

How are results reported?

These metrics are calculated after each PSAT administration and use the count of registered 9th, 10th, and 11th graders as of the test administration date. A student's grade level will be determined by their grade in ASPEN as of the test administration date. *Note: This is different from the self-reported grades used by College Board.*

The **PSAT Participation Rate** is expressed by the total number of 9th, 10th, and 11th grade students that took the PSAT at any point during the year (**PSAT Tested**) as a percentage of the total number of registered 9th, 10th, and 11th grade students as of the test administration date (**PSAT Registered**):

$$\boldsymbol{PSAT\ Participation\ Rate} = \frac{\boldsymbol{PSAT\ Tested}}{\boldsymbol{PSAT\ Registered}}$$

PSAT Section Average

Which students are included in the calculation?

All 9th, 10th, and 11th grade students who took the PSAT during the school year. (**PSAT Total**)

How are results reported?

These metrics are calculated after the PSAT administration and use the count of registered 9th, 10th, and 11th graders as of the test administration date. A student's grade level will be determined by their grade in ASPEN as of the test administration date. *Note: This is different from the self-reported grades used by College Board.*

DCPS breaks out the average score for each section (evidence-based reading & writing and math) by grade. The average score for each section (**PSAT Section Average**) is the sum each student's score on that section (**PSAT Section High Score**), expressed as an average of the total number of 9th, 10th, and 11th grade test takers (**PSAT Total**).

$$\boldsymbol{PSAT\ Section\ Average} = \frac{\boldsymbol{PSAT\ Section\ High\ Score}}{\boldsymbol{PSAT\ Total}}$$

PSAT Average Score

Which students are included in the calculation?

All 9th, 10th, and 11th grade students who took the PSAT during the school year. (**PSAT Total**)

How are results reported?

These metrics are calculated after the PSAT administration and use the count of registered 9th, 10th, and 11th graders as of the test administration date. A student's grade level will be determined by their grade in ASPEN as of the test administration date. *Note: This is different from the self-reported grades used by College Board.*

The school's average composite score on the PSAT (**PSAT Avg Score**) is expressed as the sum of scores for 9th, 10th, and 11th grade test takers (**PSAT Score Sum**) averaged against the **PSAT Total**.

$$\boldsymbol{PSAT\ Avg\ Score} = \frac{\boldsymbol{PSAT\ Score\ Sum}}{\boldsymbol{PSAT\ Total}}$$

Advanced Placement (AP) Achievement

What is the purpose of this metric?

Advanced Placement (AP) exams are administered toward the end of the year and are offered to students who are enrolled in the respective AP course during that school year. Exams are graded on a scale from 1-5 (5 being the highest), where scores of 3 and above represent passing. By measuring the percentage of students who achieve each of the five possible scores, on each exam, school leaders are able to see how well their AP courses are preparing their students for success on the AP exam.

AP Course Enrollment Rate

Which students are included in the calculation?

All students who were enrolled in an AP course during the school year (**AP Enrolled**)

How are results reported?

The participation rate for AP (**AP Participation Rate**) is the number of students enrolled in AP courses at the school (**AP Enrolled**) expressed as a percentage of the total number of students enrolled at the school (**AP Enroll Total**).

$$\boldsymbol{AP\ Participation\ Rate} = \frac{\boldsymbol{AP\ Enrolled}}{\boldsymbol{AP\ Enroll\ Total}}$$

AP Exam Performance

Which students are included in the calculation?

All students who completed an AP exam for the respective school year are included in the calculation.

How are results reported?

Each exam is graded on a 1-5 scale with results of 3 or higher counting as passing. The percentage of exams in each score level will be calculated.

School AP Performance is number of **AP Exams** that fall into each of the five score levels, expressed as a percentage of **AP Total Exams**. For example, **% AP 3** would be the number of exams graded a 3 (**AP 3 Exams**) expressed as a percentage of **AP Total Exams**.

$$\%\ \boldsymbol{AP\ i} = \frac{\boldsymbol{AP\ i\ Exams}}{\boldsymbol{AP\ Total\ Exams}}$$

NOTE: The "i" represents the respective score level.

Evaluacion del Desarrollo de la Lectura 2 (EDL2)

What is the purpose of this assessment?

EDL2 is the Spanish literacy benchmark assessment administered by the elementary dual-language programs within DCPS. The assessment, used in conjunction with TRC and DIBELS, is used to inform growth and proficiency in the Spanish language. The following schools will administer the EDL2 in SY16-17: Bancroft ES, Bruce-Monroe ES, Cleveland ES, Oyster-Adams Bilingual School, Marie Reed ES, Powell ES, and Tyler ES.

EDL2 Proficiency Bands

Which students are included in this calculation?

Students that meet the following criteria will be included in the calculation:

- Completed an EDL2 assessment in the testing window
- Are in grades 1-5
- Are in the enrollment snapshot at the school where they tested; the BOY enrollment snapshot is the official audited enrollment file (the October enrollment snapshot is used until the audit file is ready) and the EOY snapshot is from the first day of the EOY testing window communicated by OTL
- Are not eligible for the MSAA
- Are not ELL Newcomers (except if student's home language is Spanish, as indicated on their registration form): ELL Newcomers are students that were born outside of the United States and have been enrolled in U.S. schools for less than 12 full calendar months
- Are enrolled in a dual-language program at one of the following schools:
    - *Whole school implementation:* Bancroft ES, Bruce-Monroe ES, Oyster-Adams Bilingual
    - *Strand implementation:* Cleveland ES, Marie Reed ES, Powell ES, Tyler ES

How are results reported?

Students can fall into one of four proficiency levels based on their grade of enrollment and DRA level: Below Benchmark, Approaching Benchmark, Benchmark, Above Benchmark. The EDL Proficiency Bands table in the appendix outlines the cut points for each proficiency level and grade at each benchmark period. The first score in the window is used to determine each student's proficiency level for BOY and the highest score in the window is used for EOY. If a student tested more than once on the same day for either window, the highest score is used.

Additional Notes:

- MOY testing is optional if students are showing growth through progress monitoring
- TRC and EDL2:
    - Students scoring at or below the "Reading Behaviors" (RB) level in their home language should be exempted from the RB portion of the assessment in the partner language
    - Once students have demonstrated RB proficiency in either language, assessments can begin at level 3 (EDL2) and level C (TRC) which assess post-RB skills.
- Any student that scores a Level 60 at the beginning of the year on a non-fiction text (NF) is exempt from EDL2 testing at the end of the year and will be considered above benchmark.
- Teachers must report students' independent level.

Achievement rates for EDL2 (**% EDL Prof Band i**) is the number of students scoring in each band (**EDL Band i**) expressed as a percentage of the total number of students tested in the window (**EDL Tested**).

$$\%\ \boldsymbol{EDL\ Prof\ Band\ i} = \frac{\boldsymbol{EDL\ Band\ i}}{\boldsymbol{EDL\ Tested}}$$

NOTE: The "i" represents the respective proficiency band.

ACCESS Growth

What is the purpose of this metric?

The ACCESS for ELLs is an annual assessment that helps schools determine how ELL students have progressed with their English language development. The results inform the need for support to enable English language learners (ELLs) to continue developing greater English language proficiency in each of the four language domains. The results also allow teachers to tailor instruction for ELL students. Students are expected to achieve 0.6 points of growth on the ACCESS over the course of a full academic year, as measured from one ACCESS for ELLs assessment to another.

Which students are included in the calculation?

Students that took the ACCESS ALT, meaning they received an A1, A2, A3, P1, P2, or P3 for their results, are not included in the calculation. All other students that took ACCESS in the current school year and the previous school year are included in the calculation.

What is the difference between state and internal accountability measures?

The ACCESS for ELLs 2.0 administration window is being moved to February, effective SY 16-17. As such, state accountability for student growth will take effect in SY 17-18. DCPS will continue to measure ELL language growth internally. LAD is available to support schools in this process.

How are results reported?

The ACCESS growth rate (**ACCESS Growth**) is the number of students that achieved 0.6 points of growth from the previous year's administration (**ACCESS Students Met Growth**) expressed as a percentage of the total number of students that took the ACCESS assessment in the current year and the previous year (**ACCESS Tested**).

Results count toward the school where the student tested in the current year.

$$\boldsymbol{ACCESS\ Growth} = \frac{\boldsymbol{ACCESS\ Students\ Met\ Growth}}{\boldsymbol{ACCESS\ Tested}}$$

Attendance

What is the purpose of this metric?

This metric is an indicator of the percent of students who are present for instruction, a vital aspect of educational success. These measures can be broken down by sub-group, which allow school leaders to identify where chronic absence is occurring most frequently in the school.

In-Seat Attendance

Which students are included in the calculation?

In-Seat Attendance (**ISA**) is the percent of school days for which students were present, or in-seat. Because this is intended to be an indicator of the percent of students who are present for instruction, almost all absences count against ISA.

The only absences that do not count against ISA are in-school suspension absences and school activity absences. Absences that count against ISA are called In-Seat Absences.

How are results reported?

The school level ISA calculation includes all in-seat days and membership days that were accrued at the school that year. Therefore, in-seat days and membership days accrued by students that have since withdrawn are still included in the school ISA calculation.

ISA is the total number of in-seat days, or the sum of each student's attended school days (**In-Seat Days**), expressed as a percentage of the total number of expected school days for each student minus the total number of excluded absences, or the total number of days students were expected to attend school (**Membership Days**).

$$\boldsymbol{ISA = \frac{In - Seat\ Days}{Membership\ Days}}$$

ISA Categories for Students

What is the purpose of this metric?

Students are often categorized into ISA categories to allow school leaders to quickly see student attendance more granularly than an overall ISA rate. The information below provides an overview of the ranges and how students are placed in them.

Which students are included in the calculation?

Only currently registered students are included, and only the membership days and in-seat days accrued in each of these students' most current enrollment period are included. For example, if a student was enrolled in a school in the fall, withdrew, and came back in the spring and stayed through the end of the year, only the membership days and in-seat days from her or his most recent enrollment date will be included in the calculation.

How are results reported?

This metric shows students who have an ISA of less than or equal to 90% - which aligns with the definition of what is considered a chronically absent student - broken out into the <=80% and 81%-90% groups.

The preceding formula for **ISA** is used to find the percentage of days each student attended school out of the days they were expected to attend. This formula will categorize each student into one of four categories:

- < 80%
- 80 – 89 %
- 90- 94 %
- >= 95 %

Students who fall into the 80-89% and <80% categories will be considered "chronically absent". The percentage of students falling into each category will be reported at the end of the year.

Truancy

What is the purpose of this metric?

The truancy metric allows school leaders to identify where and when truancy is occurring most frequently, and how their school compares to other schools within the district.

Which students are included in the calculation?

- A truant student (sometimes referred to as a chronically truant student) is a student who:
  - Is over the age of 5 and under the age of 18 as of 9/30/16
  - Was enrolled in the school at some point during the school year, for at least 10 membership days
  - Has accrued at least 10 unexcused absences in any enrollment during the school year
- All students who are enrolled at a school for at least 10 membership days will be counted toward the **Enrolled Students**
- Students will only count toward a school's **Truant Students** *at the school at which they became truant*.
- School numbers will not necessarily add up to the district number, since a student could be enrolled in multiple schools or become truant in multiple schools throughout the year.

How are results reported?

The **Truancy Rate** is calculated by dividing the number of unique students who ever became truant in any one enrollment (**Truant Students**) by the total number of students ever enrolled in the school during the year (**Enrolled Students**).

$$\textbf{\textit{Truancy Rate}} = \frac{\textbf{\textit{Truant Students}}}{\textbf{\textit{Enrolled Students}}}$$

Behavior Metrics

Suspensions per Hundred Students

What is the purpose of this metric?

This metric is designed to allow comparison of suspensions across schools of different size or to district, cluster, or national metrics.

Which students are included in the calculation?

Students registered at any point during the school year are included in the calculation.

How are results reported?

Suspensions per hundred students is calculated by taking the number of approved suspensions issued at the school and dividing it by the average number of registered students. All suspensions issued at the school are included regardless of whether the student is still a DCPS student or at the suspending school.

The number of suspensions per hundred students (**Susp per Hundred**) is the total number of approved suspensions issued (**Issued Susps**) divided by the average number of registered students (**Avg Registered**) multiplied by 100 to minimize fractional results.

$$\textbf{\textit{Susp per Hundred}} = \frac{\textbf{\textit{Issued Susps}}}{\textbf{\textit{Avg Registered}}}$$

Percent of Registered Students Suspended

What is the purpose of this metric?

This metric is designed to allow comparison of suspensions across schools of different size or to district or cluster metrics.

Which students are included in the calculation?

This calculation includes suspended students in the numerator and the average number of registered students during the school year in the denominator. Average instead of a point in time is used in order to minimize the impact of changes in student population throughout the year on the metric.

How are results reported?

This metric is designed to look at the number of students, rather than incidents and speaks to what share of the student population has behavior issues that result in suspension.

The percent of registered students suspended (**% Suspended**) is the number of students with at least one suspension (**Susp Students**) expressed as a percentage of the **Avg Registered**.

$$\%\ \boldsymbol{Suspended} = \frac{\boldsymbol{Susp\ Students}}{\boldsymbol{Avg\ Registered}}$$

Note: The following two metrics should be looked at together.

What is the purpose of these metrics?

If the percent of suspensions assigned to SPED students far outweighs the overall percent of SPED students in a building, this could mean that SPED students are being disproportionately suspended.

Special Education Suspension Rates

Which students are included in the calculation?

This calculation includes suspensions assigned to special education students in the numerator and suspensions assigned to any student in the numerator for a given school, cluster or district.

How are results reported?

Suspension rates for special education students (**% SPED Suspensions**) are calculated as the total number of suspensions assigned to SPED students (**SPED Susps**) as a percentage of the total number of suspensions (**Total Susps**).

$$\%\ \boldsymbol{SPED\ Suspensions} = \frac{\boldsymbol{SPED\ Susps}}{\boldsymbol{Total\ Susps}}$$

Percent of SPED students

Which students are included in the calculation?

This metric includes special education students as of the run date in the numerator and registered students as of the run date in the denominator.

How are results reported?

The percentage of SPED students in the building is calculated by the number of currently registered SPED students (**SPED Total**) divided by the total number of currently registered students (**Registered Total**).

$$\%\ \boldsymbol{SPED} = \frac{\boldsymbol{SPED\ Total}}{\boldsymbol{Registered\ Total}}$$

Student Satisfaction Metrics

What is the purpose of this metric?

In addition to collecting general data on school climate, the student satisfaction survey is also the primary method for measuring progress against DCPS' 4th Capital Commitment Goal, which states that 90% of students will say they like their school by 2017.

Student Satisfaction Index

Which students are included in the calculation?

- DCPS administers satisfaction surveys to students in grades 3 and higher. Students must answer at least two of the eight questions to be included in the index score
    - **Student Response Rate:** All students enrolled as of March 9, 2016 were eligible to complete the survey in SY2015-2016 and a similar date will be communicated this year.
        - Students in the following categories are removed from the population (and therefore do NOT count against the response rate):
            - Students who had returned opt out forms.
            - Students withdrawn before the start of the survey window (May 2, 2016 in SY2015-2016).
            - Students flagged to DCPS as having severe cognitive disabilities that prevented them from taking the survey.
        - Students were counted as respondents as long as they answered at least one question on the survey.
        - For alternative schools (CHOICE, Youth Services Center, Incarcerated Youth Program), DCPS used rosters as of May 2, 2016 to calculate response rates in SY2015-2016 and a similar date will be communicated this year.

How are results reported?

- The Student Satisfaction Index (SSI) score for the district (or each school) is the percentage of students who overall responded favorably to this group of questions.
- The SSI uses eight questions instead of the single "I like my school" for a more robust measure.
- Scores range from 0-100%.
- Response options range from Strongly Disagree to Strongly Agree.

NOTE: Questions in the Student Satisfaction Index are in the appendix.

Appendix

RI Expected Growth Cuts; Grades 4-10*

Grade	BOY Lexile Score	Expected Growth
Grade 4	0L to 199L	245
	200L to 299L	200
	300L to 399L	160
	400L to 499L	130
	500L to 599L	100
	600L to 699L	80
	700L to 799L	65
	800L to 899L	50
	900L to 999L	35
	1000L to 1099L	25
Grade 5	0L to 199L	235
	200L to 299L	190
	300L to 399L	155
	400L to 499L	130
	500L to 599L	105
	600L to 699L	85
	700L to 799L	65
	800L to 899L	50
	900L to 999L	30
	1000L to 1099L	15
	1100L to 1199L	5
Grade 6	0L to 199L	205
	200L to 299L	155
	300L to 399L	115
	400L to 499L	90
	500L to 599L	70
	600L to 699L	55
	700L to 799L	45
	800L to 899L	35
	900L to 999L	30
	1000L to 1099L	20
	1100L to 1199L	5
	1200L to 1299L	0
Grade 7	0L to 199L	220
	200L to 299L	165
	300L to 399L	125
	400L to 499L	90
	500L to 599L	70
	600L to 699L	55
	700L to 799L	45
	800L to 899L	35
	900L to 999L	30
	1000L to 1099L	25
	1100L to 1199L	15
	1200L to 1299L	0

RI Expected Growth Cuts Continued…

Grade	BOY Lexile Score	Expected Growth
Grade 8	0L to 199L	240
	200L to 299L	185
	300L to 399L	140
	400L to 499L	105
	500L to 599L	80
	600L to 699L	65
	700L to 799L	55
	800L to 899L	45
	900L to 999L	35
	1000L to 1099L	30
	1100L to 1199L	20
	1200L to 1299L	10
	1300L to 1399L	0
Grade 9	0L to 199L	220
	200L to 299L	165
	300L to 399L	125
	400L to 499L	90
	500L to 599L	70
	600L to 699L	50
	700L to 799L	40
	800L to 899L	35
	900L to 999L	30
	1000L to 1099L	25
	1100L to 1199L	15
	1200L to 1299L	5
	1300L to 1399L	0
Grade 10	0L to 199L	245
	200L to 299L	185
	300L to 399L	140
	400L to 499L	105
	500L to 599L	80
	600L to 699L	65
	700L to 799L	50
	800L to 899L	45
	900L to 999L	40
	1000L to 1099L	35
	1100L to 1199L	25
	1200L to 1299L	15
	1300L to 1399L	0
	1400L to 1499L	0

*Students with an expected growth target of 0 must maintain or improve upon their BOY score in order to meet their growth target.

Ninth Grade Academy: On-Track to Promote & Promotion Course Code Table

Notes on Course Passing for inclusion among **On-Track Students**:

- **Passing English I:** Student is currently enrolled in an English I course (see NGA business rules for list of English I courses) and has a passing mark for the most recent term OR has completed English I and passed the course.
- **Passing Algebra I:** Student is currently enrolled in an Algebra I course (see NGA business rules for list of Algebra I courses) and has a passing mark for the most recent term OR has completed Algebra I and passed the course, including middle school Algebra I credit.
- **Passing 6 Total Credits:** Student is currently passing or has earned credits equal to at least 6 total credits. Passing credits are calculated by summing up the credit value of all courses a student is passing; credits a student has already earned is based on cumulative credit on the student's transcript (including applicable credit from middle school or a non-DCPS school).

The following table displays course codes that count for each course required for promotion.

Course Code	Course Name	Algebra I	English I	English II	English III
M21	Algebra I	Yes	No	No	No
M22	Honors Algebra I	Yes	No	No	No
M24	Algebra I-B 1.0	Yes	No	No	No
M19	Algebra I PtB	Yes	No	No	No
M8X	Algebra I MS	Yes	No	No	No
MA1	Algebra I-A 0.5	Yes	No	No	No
MA2	Algebra I-B 0.5	Yes	No	No	No
MX8	MS Algebra EOC	Yes	No	No	No
MMX	Algebra I MS	Yes	No	No	No
M18	Algebra I PtA	Yes	No	No	No
E03	English I	No	Yes	No	No
E09	Hon English I	No	Yes	No	No
E15	English I-A	No	Yes	No	No
E16	English I-B	No	Yes	No	No
E50	English & Humanities I	No	Yes	No	No
E95	English I	No	Yes	No	No
EC6	9th Grade Ramp-Up ELA Workshop	No	Yes	No	No
EI3	Read 180 English I	No	Yes	No	No
E04	English II	No	No	Yes	No
E07	AP English Lit & Composition	No	No	Yes	Yes
E08	AP English Lang & Composition	No	No	Yes	Yes
E18	English II-B	No	No	Yes	No
E36	Hon English II	No	No	Yes	No
E51	English & Humanities II	No	No	Yes	No
X01	IB English A1 HL Part I	No	No	Yes	Yes
X02	IB English A1 HL Part II	No	No	Yes	Yes
E05	English III	No	No	No	Yes
E12	AP Language & Composition	No	No	No	Yes
E19	English III-A	No	No	No	Yes
E20	English III-B	No	No	No	Yes
E37	Hon English III	No	No	No	Yes
E52	English & Humanities III	No	No	No	Yes

Courses required for promotion continued…

Course Code	Course Name	Algebra I	English I	English II	English III
EP3	AP Eng Lit&Comp A	No	No	No	Yes
EP4	AP Eng Lit&Comp B	No	No	No	Yes
YGA	College English Lit	No	No	No	Yes
YGB	College Humanities	No	No	No	Yes

Reporting Schedule		
No.	**Reporting Period**	**Purpose**
1	Term 1 End	Reflects term 1 marks
2	Term 2 End	Reflects term 2 marks
3	Term 3 End	Reflects term 3 marks
4	Term 4 End	Reflects final marks
5	Post-Summer (used for EOY metrics)	Reflects credits earned post-summer school

Course Passing Rate Course Lists

Course Codes Included for Specific Course Passing Rates

Course Code	Title	Algebra I	Algebra II	Geometry	English I	English II	English III	English IV
M21	Algebra I	Yes	No	No	No	No	No	No
M22	Honors Algebra I	Yes	No	No	No	No	No	No
M24	Algebra I-B 1.0	Yes	No	No	No	No	No	No
MA1	Algebra I-A 0.5	Yes	No	No	No	No	No	No
MA2	Algebra I-B 0.5	Yes	No	No	No	No	No	No
MMX	Algebra I MS	Yes	No	No	No	No	No	No
M41	Algebra II & Trigonometry	No	Yes	No	No	No	No	No
M42	Honors Algebra II	No	Yes	No	No	No	No	No
M44	Algebra II-B + Trig 1.0	No	Yes	No	No	No	No	No
M45	Algebra II (MS)	No	Yes	No	No	No	No	No
MA3	Algebra II-A + Trig 0.5	No	Yes	No	No	No	No	No
MA4	Algebra II-B + Trig 0.5	No	Yes	No	No	No	No	No
M31	Geometry	No	No	Yes	No	No	No	No
M32	Honors Geometry	No	No	Yes	No	No	No	No
M34	Geometry Part B 1.0	No	No	Yes	No	No	No	No
MG1	Geometry A 0.5	No	No	Yes	No	No	No	No
MG2	Geometry B 0.5	No	No	Yes	No	No	No	No
MMY	Geometry MS	No	No	Yes	No	No	No	No
E03	English I	No	No	No	Yes	No	No	No
E09	Hon English I	No	No	No	Yes	No	No	No
E15	English I-A	No	No	No	Yes	No	No	No
E16	English I-B	No	No	No	Yes	No	No	No
E50	English &Humanities I	No	No	No	Yes	No	No	No
E95	English I	No	No	No	Yes	No	No	No
E04	English II	No	No	No	No	Yes	No	No
E10	English & Humanities II	No	No	No	No	Yes	No	No
E17	English II-A	No	No	No	No	Yes	No	No
E18	English II-B	No	No	No	No	Yes	No	No
E36	Hon English II	No	No	No	No	Yes	No	No
E51	English &Humanities II	No	No	No	No	Yes	No	No
E05	English III	No	No	No	No	No	Yes	No
E07	AP English Lit & Composition	No	No	No	No	No	Yes	No
E08	AP English Lang & Composition	No	No	No	No	No	Yes	No
E12	AP Language & Composition	No	No	No	No	No	Yes	No
E19	English III-A	No	No	No	No	No	Yes	No
E20	English III-B	No	No	No	No	No	Yes	No
E37	Hon English III	No	No	No	No	No	Yes	No
E52	English &Humanities III	No	No	No	No	No	Yes	No
EP3	AP Eng Lit&Comp A	No	No	No	No	No	Yes	No

Course Code	Title	Algebra I	Algebra II	Geometry	English I	English II	English III	English IV
EP4	AP Eng Lit&Comp B	No	No	No	No	No	Yes	No
X01	IB English A1 HL Part I	No	No	No	No	No	Yes	No
X02	IB English A1 HL Part II	No	No	No	No	No	Yes	No
YGA	College English Lit	No	No	No	No	No	Yes	No
YGB	College Humanities	No	No	No	No	No	Yes	No
E06	English IV	No	No	No	No	No	No	Yes
E21	English IV-A	No	No	No	No	No	No	Yes
E22	English IV-B	No	No	No	No	No	No	Yes
E40	Hon English IV	No	No	No	No	No	No	Yes
E53	English &Humanities IV	No	No	No	No	No	No	Yes
ES4	Senior English Seminar	No	No	No	No	No	No	Yes

Notes:

- For any calculations completed during semester two in a given school year, Algebra course M23 and Geometry course M33 will be considered a core class. M23 and M33 will not be considered core courses for year-end calculations as these courses do not count toward graduation.
- If necessary, central office will work with schools to adjust the business rules to fit special circumstances.

Core Course Codes for Middle School Course Passing Rates

Course Code	Course Title	Core English	Core Math	Core Social Studies	Core Science
E01	English 7	Yes	No	No	No
E02	English 8	Yes	No	No	No
E48	Humanities 7	Yes	No	No	No
E49	Humanities 8	Yes	No	No	No
EE2	Lang Arts 6	Yes	No	No	No
EM6	Humanities 6	Yes	No	No	No
M06	CC 6TH GRADE MATH	No	Yes	No	No
M07	CC 7TH GRADE MATH	No	Yes	No	No
M08	CC 8TH GRADE MATH	No	Yes	No	No
MMX	Algebra I MS	No	Yes	No	No
MMY	Geometry MS	No	Yes	No	No
MMU	Accelerated 5th Grade	No	Yes	No	No
MMV	Accelerated 6th Grade	No	Yes	No	No
MMW	Accelerated 7th Grade	No	Yes	No	No
HC2	WORLD GEOGRAPHY AND CULTURES	No	No	Yes	No
HC3	WORLD HISTORY AND GEOGRAPHY I: ANCIENT WORLD	No	No	Yes	No
HC4	US HISTORY AND GEOGRAPHY: GROWTH & CONFLCT	No	No	Yes	No
SS2	Science 6	No	No	No	Yes
SS3	Science 7	No	No	No	Yes
SS4	Science 8	No	No	No	Yes

Notes:

- For Cap Hill Montessori @ Logan, course codes E48, E49 and EM6 are used as social studies courses and not English courses.
- For Oyster Adams, course codes L6H, L6L and L6S are used for social studies courses, as part of their dual immersion program.
- This practice may vary year to year. The Data and Strategy Team will work closely with OTL, in conjunction with analyzing the course enrollment trends, to ensure that appropriate course codes as identified.
- If necessary, central office will work with schools to adjust the business rules to fit special circumstances.

Core Course Codes for High School Course Passing Rates

Course Code	Title	Core English	Core Math	Core Social Studies	Core Science
EP3	AP Eng Lit&Comp A	Yes	No	No	No
EP4	AP Eng Lit&Comp B	Yes	No	No	No
E08	AP English Lang & Composition	Yes	No	No	No
E07	AP English Lit & Composition	Yes	No	No	No
EP5	APEng Lang&Comp A	Yes	No	No	No
EP6	APEng Lang&Comp B	Yes	No	No	No
YGA	College English Lit	Yes	No	No	No
YGB	College Humanities	Yes	No	No	No
E50	English &Humanities I	Yes	No	No	No
E51	English &Humanities II	Yes	No	No	No
E52	English &Humanities III	Yes	No	No	No
E53	English &Humanities IV	Yes	No	No	No
NE4	English C1	Yes	No	No	No
NE5	English C2	Yes	No	No	No
NE6	English C3	Yes	No	No	No
NE7	English C4	Yes	No	No	No
E03	English I	Yes	No	No	No
E15	English I-A	Yes	No	No	No
E16	English I-B	Yes	No	No	No
E04	English II	Yes	No	No	No
E17	English II-A	Yes	No	No	No
E18	English II-B	Yes	No	No	No
E05	English III	Yes	No	No	No
E19	English III-A	Yes	No	No	No
E20	English III-B	Yes	No	No	No
E06	English IV	Yes	No	No	No
E21	English IV-A	Yes	No	No	No
E22	English IV-B	Yes	No	No	No
E09	Hon English I	Yes	No	No	No
E36	Hon English II	Yes	No	No	No
E37	Hon English III	Yes	No	No	No
E40	Hon English IV	Yes	No	No	No
X01	IB English A1 HL Part I	Yes	No	No	No
X02	IB English A1 HL Part II	Yes	No	No	No
ES4	Senior English Seminar	Yes	No	No	No
M23	Algebra I-A 1.0	No	No^	No	No
M33	Geometry Part A 1.0	No	No^	No	No
M21	Algebra I	No	Yes	No	No
MMX	Algebra I MS	No	Yes	No	No
MA1	Algebra I-A 0.5	No	Yes	No	No
NN2	Algebra I-A C2	No	Yes	No	No
MA2	Algebra I-B 0.5	No	Yes	No	No
M24	Algebra I-B 1.0	No	Yes	No	No

Course Code	Title	Core English	Core Math	Core Social Studies	Core Science
NN3	Algebra I-B C2	No	Yes	No	No
M41	Algebra II & Trigonometry	No	Yes	No	No
M45	Algebra II (MS)	No	Yes	No	No
MA3	Algebra II-A + Trig 0.5	No	Yes	No	No
MA4	Algebra II-B + Trig 0.5	No	Yes	No	No
M44	Algebra II-B + Trig 1.0	No	Yes	No	No
M61	AP Calculus AB	No	Yes	No	No
M62	AP Calculus BC	No	Yes	No	No
M64	AP Statistics	No	Yes	No	No
M67	AP ULM Computer Science	No	Yes	No	No
YGF	College Calculus B	No	Yes	No	No
YGT	College Mathematics	No	Yes	No	No
M54	Conc & Context of Calculus	No	Yes	No	No
M52	Elementary Func & Analytical Geo	No	Yes	No	No
NN1	Foundational Math C1	No	Yes	No	No
M31	Geometry	No	Yes	No	No
MG1	Geometry A 0.5	No	Yes	No	No
MG2	Geometry B 0.5	No	Yes	No	No
MMY	Geometry MS	No	Yes	No	No
M34	Geometry Part B 1.0	No	Yes	No	No
M22	Honors Algebra I	No	Yes	No	No
M42	Honors Algebra II	No	Yes	No	No
M32	Honors Geometry	No	Yes	No	No
M56	Honors Precalculus	No	Yes	No	No
X41	IB Math Methods SL I	No	Yes	No	No
X42	IB Math Methods SL II	No	Yes	No	No
X43	IB Math Studies SL I	No	Yes	No	No
X44	IB Math Studies SL II	No	Yes	No	No
X48	Mathematics HL	No	Yes	No	No
M49	Plane Trigonometry	No	Yes	No	No
M51	Pre-Calculus	No	Yes	No	No
M57	Precalculus (MS)	No	Yes	No	No
MP1	Pre-Calculus Pt A 0.5	No	Yes	No	No
MP2	Pre-Calculus Pt B 0.5	No	Yes	No	No
M38	Probability & Stats (1.0)	No	Yes	No	No
M36	Probability & Stats I	No	Yes	No	No
M37	Probability & Stats II	No	Yes	No	No
NN4	Real World Math	No	Yes	No	No
HP2	AP U.S. Government	No	No	Yes	No
HP1	AP U.S. History	No	No	Yes	No

Course Code	Title	Core English	Core Math	Core Social Studies	Core Science
HQ3	AP US Government	No	No	Yes	No
HX7	AP US Hist Part A - 0.5	No	No	Yes	No
HX8	AP US Hist Part B 0.5	No	No	Yes	No
HP4	AP World History	No	No	Yes	No
HM1	AP World History (MS)	No	No	Yes	No
YGC	College DC Hist&Govt	No	No	Yes	No
YGE	College Political Science	No	No	Yes	No
YGD	College US Hist&Geog	No	No	Yes	No
YGV	College World History	No	No	Yes	No
NH7	Concepts of US & DC Government C4	No	No	Yes	No
NH6	Concepts of US Hist & Geo C3	No	No	Yes	No
NH4	Concepts of World Hist & Geo I-A C1	No	No	Yes	No
NH5	Concepts of World Hist & Geo I-B C1	No	No	Yes	No
HC9	District of Columbia Hist & Gov	No	No	Yes	No
HH1	Honors U.S. History	No	No	Yes	No
HH4	Honors World History	No	No	Yes	No
X24	IB 20th Century World History HL	No	No	Yes	No
X23	IB History of the Americas HL	No	No	Yes	No
HC8	Principles of US Government	No	No	Yes	No
HX5	U.S. History/Geo Pt A	No	No	Yes	No
HX6	U.S. History/Geo Pt B	No	No	Yes	No
HC7	US Hist & Geo :Gilded Age to Present	No	No	Yes	No
H23	World Geography	No	No	Yes	No
HC5	World Hist & Geo I: Middle Ages	No	No	Yes	No
HC6	World Hist & Geo II: Modern World	No	No	Yes	No
HX1	World Hist & Geog I - Part A	No	No	Yes	No
HX3	World History & Geo II - PART A	No	No	Yes	No
HX4	World History & Geography II - PART B	No	No	Yes	No
HX2	World History/Geo I - PART B	No	No	Yes	No
S17	Anatomy & Physiology	No	No	No	Yes
S23	AP Biology	No	No	No	Yes
S33	AP Chemistry	No	No	No	Yes
S05	AP Environmental Science	No	No	No	Yes
S72	AP Physics 1: Algebra-Based	No	No	No	Yes
S73	AP Physics 2: Algebra Based	No	No	No	Yes
S42	AP Physics B	No	No	No	Yes
S71	AP Physics C: Electricity & Magnetism	No	No	No	Yes
S70	AP Physics C: Mechanics	No	No	No	Yes
S32	Biochemistry	No	No	No	Yes
S21	Biology	No	No	No	Yes

Course Code	Title	Core English	Core Math	Core Social Studies	Core Science
SB3	Biology I-A 0.5	No	No	No	Yes
SB4	Biology I-B 0.5	No	No	No	Yes
SB2	Biology I-B 1.0	No	No	No	Yes
SZ1	Biotechnology I	No	No	No	Yes
SZ2	Biotechnology II	No	No	No	Yes
SZ3	Biotechnology III	No	No	No	Yes
S31	Chemistry	No	No	No	Yes
SC2	Chemistry IB - 1.0	No	No	No	Yes
S94	Chemistry I-A 0.5	No	No	No	Yes
S95	Chemistry I-B 0.5	No	No	No	Yes
YGG	College Biology	No	No	No	Yes
YGH	College Biology-SciMajors	No	No	No	Yes
YGJ	College Chemistry	No	No	No	Yes
YGW	College Engineering	No	No	No	Yes
YGR	College Lab Science	No	No	No	Yes
YGK	College Physics	No	No	No	Yes
SP2	Conc of Phys Sci B 1.0	No	No	No	Yes
S57	Conc of Physical Science	No	No	No	Yes
NS5	Concepts of Biology CE	No	No	No	Yes
NS6	Concepts of Earth Science CE	No	No	No	Yes
NS4	Concepts of Environmental Science CE	No	No	No	Yes
NS7	Concepts of Physical Science CE	No	No	No	Yes
S45	Earth Science	No	No	No	Yes
SR1	Earth Science Pt A 0.5	No	No	No	Yes
SR2	Earth Science Pt B 0.5	No	No	No	Yes
S20	Ecology	No	No	No	Yes
SE2	Environ Sci I-B 1.0	No	No	No	Yes
S03	Environmental Science	No	No	No	Yes
S68	Forensic Science	No	No	No	Yes
ST4	Hon Aerospace Enginrg	No	No	No	Yes
S64	Hon Biology	No	No	No	Yes
SB7	Hon Biology I-A 0.5	No	No	No	Yes
SB8	Hon Biology I-B 0.5	No	No	No	Yes
OH6	HON BIOMED SCI CAPSTONE (LEVEL IV)	No	No	No	Yes
ST5	Hon Biotech Engineering	No	No	No	Yes
ST6	Hon Civ Eng & Architecture	No	No	No	Yes
ST7	Hon Cmp Integr Mfg	No	No	No	Yes
ST3	Hon Digital Electronics	No	No	No	Yes
ST8	HON ENG DESIGN & DEVT	No	No	No	Yes
S04	Hon Environmental Science	No	No	No	Yes

Course Code	Title	Core English	Core Math	Core Social Studies	Core Science
OH4	HON HUMAN BODY SYSTEMS (LEVEL II)	No	No	No	Yes
OH5	HON MEDICAL INTERVENTIONS (LEVEL III)	No	No	No	Yes
S49	Hon Physics B	No	No	No	Yes
S58	Hon Physics C	No	No	No	Yes
OH3	HON PRINS OF BIOMED SCIENCES (LEVEL I)	No	No	No	Yes
S36	Honors Chemistry	No	No	No	Yes
ST1	HONORS INTRO TO ENGINEERING DESIGN (LEVEL I)	No	No	No	Yes
ST2	HONORS PRINCIPLES OF ENGINEERING (LEVEL II)	No	No	No	Yes
X29	IB Biology HL I	No	No	No	Yes
X30	IB Biology HL II	No	No	No	Yes
X27	IB Biology SL I	No	No	No	Yes
X28	IB Biology SL II	No	No	No	Yes
X40	IB Sports Science	No	No	No	Yes
X75	IB Sports Science Part II	No	No	No	Yes
S16	Intro Anatomy & Physiology	No	No	No	Yes
S47	Intro to Physical Oceanography	No	No	No	Yes
SZ6	Issues in Biotechnology	No	No	No	Yes
S56	Lab Techniques	No	No	No	Yes
S46	Marine Science	No	No	No	Yes
S22	Microbiology	No	No	No	Yes
S35	Organic Chemistry	No	No	No	Yes
S48	Physical Oceanography	No	No	No	Yes
X37	Physics High Level Part I	No	No	No	Yes
S41	Physics I	No	No	No	Yes
S96	Physics Part A 0.5	No	No	No	Yes
S97	Physics Part B 0.5	No	No	No	Yes
S19	Prins of Botany	No	No	No	Yes
S40	Prins of Technology I	No	No	No	Yes
S06	Prins of Zoology	No	No	No	Yes
TR3	Robotics Technology I	No	No	No	Yes
SBA	Spanish Language Biology I	No	No	No	Yes
Y67	Transfd General Science Course	No	No	No	Yes

Notes:

- For any calculations completed during semester two in a given school year, Algebra course M23 and Geometry course M33 will be considered a core class. M23 and M33 will not be considered core courses for year-end calculations as these courses do not count toward graduation.
- If necessary, central office will work with schools to adjust the business rules to fit special circumstances

Middle School On-Track

Example Scenarios:

Student	Grade	Math	English	Social Studies	Science	Non-Core Courses	Status
Student A	7	Passing	Passing	Passing	Passing	Passing	Green
Student B	8	Passing	Passing	Passing	Passing	Not passing	Yellow
Student C	7	Passing	Not passing	Passing	Passing	Passing	Yellow
Student D	6	Not passing	Passing	Not passing	Passing	Passing	Red
Student E	7	Passing	Passing	Passing	Passing 6th grade science	Passing	Orange
Student F	7	Not passing 8th grade math	Passing	Passing	Passing	Passing	Purple
Student G	6	Passing	Missing mark	Passing	Passing	Passing	Missing Marks
Student H	7	Not passing 7th grade math; Passing 8th grade math	Passing	Passing	Passing	Passing	Green
Student I	6	Missing mark	Passing	Not enrolled	Passing	Passing	Orange

Core Courses Table: This table displays the courses incorporated under each core subject area based on students' grade levels, SPED statuses, and ELL statuses.

Grade	Group	Core Math	Core English	Core Social Studies	Core Science
6th	**Gen Ed**	**M06** – CC 6th Grade Math **MMV** – Accelerated 6th Grade **M07** – CC 7th Grade Math **MMW** – Accelerated 7th Grade **M08** – CC 8th Grade Math **MMX** – Algebra I MS **MMY** – Geometry MS	**EM6** – Humanities 6 **EE2** – Lang Arts 6	**HC2** – World Geography and Cultures	**SS2** – Science 6
	SPED	**NM6 –** Math FT 6 **NM7 –** Math FT 7 **NM8 –** Math FT 8	**NE1 –** ELA FT 6	**NH1 –** Concepts of World History & Geo I-1 FT	**NS1 –** Science FT 6
	ELL	**F14 –** ESL Mathematics I **F15 –** ESL Mathematics II **F16 –** ESL Mathematics MS	**F08 –** Beginning ESL MS **F10 –** Intermed ESL MS **F13 –** Adv ESL MS	**F20 –** ESL Social Studies I **F21 –** ESL Social Studies II **F22 –** ESL SOCIAL STUDIES (MS)	**F17 –** ESL Science I **F18 –** ESL Science II **F19 –** ESL Science MS
7th	**Gen Ed**	**M07** – CC 7th Grade Math **MMW** – Accelerated 7th Grade **M08** – CC 8th Grade Math **MMX** – Algebra I MS **MMY** – Geometry MS	**E01** – English 7 **E48** – Humanities 7	**HC3** – World History and Geography I: Ancient World	**SS3** – Science 7
	SPED	**NM7 –** Math FT 7 **NM8 –** Math FT 8	**NE2 –** ELA FT 7	**NH2 –** Concepts of World History & Geo I-B FT	**NS2 –** Science FT 7
	ELL	**F14 –** ESL Mathematics I **F15 –** ESL Mathematics II **F16 –** ESL Mathematics MS	**F08 –** Beginning ESL MS **F10 –** Intermed ESL MS **F13 –** Adv ESL MS	**F20 –** ESL Social Studies I **F21 –** ESL Social Studies II **F22 –** ESL SOCIAL STUDIES (MS)	**F17 –** ESL Science I **F18 –** ESL Science II **F19 –** ESL Science MS

Grade	Group	Core Math	Core English	Core Social Studies	Core Science
8th	**Gen Ed**	**M08** – CC 8th Grade Math **MMX** – Algebra I MS **MMY** – Geometry MS	**E02** – English 8 **E49** – Humanities 8	**HC4** – US History and Geography: Growth & Conflict	**SS4** – Science 8
	SPED	**NM8 –** Math FT 8	**NE3 –** ELA FT 8	**NH3 –** Concepts of United States His/Geo 8 FT	**NS3 –** Science FT 8
	ELL	**F14 –** ESL Mathematics I **F15 –** ESL Mathematics II **F16 –** ESL Mathematics MS	**F08 –** Beginning ESL MS **F10 –** Intermed ESL MS **F13 –** Adv ESL MS	**F20 –** ESL Social Studies I **F21 –** ESL Social Studies II **F22 –** ESL SOCIAL STUDIES (MS)	**F17 –** ESL Science I **F18 –** ESL Science II **F19 –** ESL Science MS

NOTE: Course codes L6L (6th Grade), L6S (7th Grade), and L6H (8th Grade) also count for general education social studies at Oyster-Adams; Course codes EM6 (6th Grade), E48 (7th Grade), and E49 (8th Grade) count as general education social studies courses but not general education English courses at Capitol Hill Montessori.

High school course codes M21, M22, M23, M24, MA1, MA2, M31, M32, M33, M34, MG1, MG2, and M45 count as higher grade-level math courses for all middle school students. The table above only contains middle school course codes.

Course codes AA5, AA6, AA7, LUN, AVD, REC, AA4, AA3, Y15, and Summer School courses are excluded from all calculations.

EDL Proficiency Bands

Grade	TOY	Below Benchmark	Approaching Benchmark	Benchmark	Above Benchmark
Kindergarten	BOY				
	MOY	<A	A	1	2 and above
	EOY	1 or below	2	3	4 and above
Grade 1	BOY	1 or below	2	3	4 and above
	MOY	6 or below	8	10	12 and above
	EOY	10 or below	12-14	16	18 and above
Grade 2	BOY	10 or below	12-14	16	18 and above
	MOY	14 or below	16-18	20	24 and above
	EOY	18 or below	20-24	28	30 and above
Grade 3	BOY	18 or below	20-24	28	30 and above
	MOY	24 or below	28-30	34	38 and above
	EOY	28 or below	30-34	38	40 and above
Grade 4	BOY	28 or below	30-34	38	40 and above
	MOY	28 or below	30-34	38-40	50 and above
	EOY	30 or below	34-38	40	50 and above
Grade 5	BOY	30 or below	34-38	40	50 and above
	MOY	34 or below	38	40-50	60 and above
	EOY	34 or below	38-40	50	60 and above

Student Satisfaction Survey

Below are the questions asked in the Student Satisfaction Survey with response options ranging from Strongly Disagree to Strongly Agree:

Student Satisfaction Survey Questions
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.