



The D.C. State Board of Education (SBOE) invites you to complete a 10-minute /25-question survey. The purpose of this principal survey is to better understand principals' experiences with the District's school accountability system (i.e., STAR Rating and Framework) as we consider what, if any, changes should be made to it.

We recommend that you use a computer or tablet to fill out this survey. Thank you for taking the time to fill this out, and please know your identity will remain anonymous.

We ask that you submit responses no later than Friday, September 10 at 5 p.m. If you have any questions, please reach out to the State Board at darren.fleischer@dc.gov.

* 1. Please confirm that you are the principal at your school

- I confirm I am the principal at my school.
- I am not the principal at my school.

2. What is your school level?

- Elementary School
- High School
- Middle School
- Education Campus

3. What is your school's Title I status?

- Title I
- Not Title I

4. What ward is your school in?

5. Which type of school do you currently work in?

DCPS or DCPS Alternative school

DC Public Charter School

* 6. How many years have you worked as a principal in DC Public Schools or DC public charter schools?

7. What is your race/ethnicity?

American Indian or Alaskan Native

Asian

Black or African American

Hispanic/Latino

Native Hawaiian or Other Pacific Islander

White

Prefer not to answer

8. What is your gender?

Male

Female

Non-binary

Prefer not to say



PART I: STAR RATING AND FRAMEWORK

For the first part of this survey, we want to know your thoughts on the STAR Rating and Framework—how schools are held accountable in the District of Columbia. Please try to answer the questions as best as you can. If you are not sure, please indicate this by selecting “I don’t know” where applicable.

9. What does the term “school quality” mean to you? Please answer in no more than a few sentences.

10. The last rating my school received (in 2019) was __ STARS.

Next, using a scale from 1 to 4, fill in the blanks with the item you most agree with regarding the STAR Rating.

11. The STAR Rating provides a/an _____ assessment of my school’s quality.

1 - Very unfair	Unfair	Fair	4- Very fair
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. The STAR Rating causes my school to pay _____ to math and/or ELA test scores and that of other subjects (e.g., science, electives, etc.) or student needs.

1 - An excessive amount of attention	Some attention	A fair amount of attention	4- An appropriate amount of attention
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. The information conveyed by the STAR Rating provides a/an ____ picture of my school's quality to families who are choosing a school for their children.

1 - Very incomplete Somewhat incomplete Somewhat complete 4- Very complete

14. Using a scale from 1 to 4, Tell us how familiar you are with the DC School Report Card (example provided below).

1 - Not familiar at all Slightly familiar Familiar 4- Very familiar

**Note: School identifying information blurred from the below DC School Report Card example.*

The screenshot shows the DC School Report Card interface. At the top, there is a search bar and language options (Compare, English, Español). Below the navigation tabs (PROFILE, STAR FRAMEWORK, ACADEMIC PERFORMANCE, SCHOOL ENVIRONMENT, Add To Compare, School Report), a message states: "Given the impact of COVID-19, many metrics and STAR scores are unavailable for the 2020 report card." A notice below explains that School Profiles, Graduation Rates, College Enrollment Rates, and Educator and Health Staff data have been updated with 2020 data, while other metrics display historical data from prior years.

School Overview

Grades Served	Local Education Agency
Grade 9 - Grade 12 2020 - 2021	District of Columbia Public Schools (DCPS)
Title I Status	2019 Star Rating
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.	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 a profile score or score, the State monitors. Not Applicable means the school did not meet the minimum requirements to generate a score or was not in operation during the previous school year.

Student Population

Total Student Enrollment: 956

Enrollment by Race/Ethnicity

American Indian/Alaskan	0%
Asian	4%
Black/African-American	10%
Hawaiian/Pacific Islander	0%
Hispanic/Latino, any race	5%
Two or more races	6%

15. Describe in no more than a sentence or two how the STAR Rating has made an impact on your ability to lead your school. This can be either a positive or negative impact, or both.



PART II: STAR FRAMEWORK INDICATORS

16. Next, we want to hear what you think about indicators that should be included in the STAR Rating or featured prominently in the profile page of your school's report card. Using the columns below, **provide a check mark for all indicators that apply to the following statements:**

Note that indicators that are colored **blue** are currently used in the STAR Rating, indicators in **orange** are **not** currently used in the STAR Rating.

	Including this indicator in the STAR Rating provides an accurate picture of my school's quality.	This indicator should be shared publicly on the school report card .	I don't agree with either statement regarding this indicator.
The percentage of students who have reached "proficiency" on PARCC ELA/ and math assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Annual test score growth of students in ELA and math (ES/MS only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Growth in English language proficiency (for English Language Learners)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proportion of students who have re-enrolled at the school in the following year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance rates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Progress of students most in need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students' SAT scores (HS Only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AP/IB participation and/or performance (HS only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-year graduation rate (HS only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suspension rate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Including this indicator in the **STAR**

Rating provides an accurate picture of my school's quality.

This indicator should be shared

publicly on the **school report card**.

I don't agree with either statement regarding this indicator.

Growth in reading achievement at 1st and 2nd grades

A validated indicator of school climate

A measure of a well-rounded curriculum, including a curriculum rich in social studies, sciences, and the arts

Teacher/staff retention

Student safety

A measure of socio-emotional learning

17. Are there any indicators not listed above that you believe should be included in the STAR Rating or public report that would provide an accurate picture of your school's quality?

18. Thinking about the indicators that are currently used in the STAR Rating, and those not currently used, which indicators would help principals like yourself focus on supporting your school's specific population/ community and their needs? (List a few in the space provided)



19. Which metrics detract from helping principals like yourself focus on supporting your school's specific population/ community and their needs? (List a few in the space provided)

20. Which of these two statements best reflects your view?

- A school's "proficiency" level on math and ELA tests should not be an important part of a school rating because it depends more on how many of the school's students have already reached proficiency or are close to it than on how effective the school is.
- A school's "proficiency" levels on math and ELA tests should be an important part of a school's rating because bringing all students to proficiency should be among the most important goals of school.



PART III: SUPPORTS TO SCHOOLS

Part of the purpose of school accountability systems is to assure that schools get needed support. Based on your experience after ratings were issued for school year 2019-2020, we would like to know if your school received appropriate support (for example, extra funding, teacher training, materials/supplies, tutors, etc.) following your school's rating.

21. Use a scale from 1 to 4 (1 means you completely disagree, 4 means you strongly agree) for the following statement: My school received supports (for example, extra funding, teacher training, materials/supplies, tutors, etc.) based on our school year 2019 STAR Rating.

1 - I completely disagree

Disagree

Agree

4- I completely agree

22. How, if at all, do you recommend connecting a school's rating to its getting assistance?

23. Please share any thoughts you have on creating a better connection between a school's STAR Rating and the assistance it would get (e.g., OSSE, the school's LEA, etc.), please provide those in the space below in no more than a sentence or two.



Final Thoughts

Please provide, in a sentence or two, any final thoughts you have on the following open ended questions.

24. What, if any, impact has the STAR Rating had on your school's actions, behaviors, and/or school policies, if any, for better or worse.

25. Please note any thoughts you have and what, if anything, can be done to improve the STAR Rating or its use.

On behalf of the D.C. State Board of Education, thank you very much for taking the time to fill out this survey.