



STAR Framework Family/General Public Survey

The DC State Board of Education (SBOE) invites you to complete a 6-minute survey. The purpose of this family/general public survey is to better understand your experiences with the District’s school accountability system—the School Transparency and Reporting (STAR) 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 November 17 at 5 p.m. If you have any questions, please reach out to the State Board at darren.fleischer@dc.gov. If you prefer the Spanish version of this survey, please click [here](#).

* 1. What is your relationship to D.C. public schools? If you are a current D.C. parent or guardian, please select that option. If you are not, select the best option that applies to you.

- Current D.C. parent or guardian of a child/children in Pre-K-12 Grades
- Current D.C. student (not a parent/guardian)
- School staff (e.g., teacher, principal, etc.)
- D.C. resident
- None of the above apply to me



STAR Framework Family/General Public Survey

2. What type of school does your child/children attend? Check all that apply.

- DCPS
- DC Public Charter School
- DCPS Alternative School
- DCPS Selective School
- Other (please specify)

3. What is your child's/children's current school level? Select all that apply.

- Pre-K 3-4
- Elementary school (K-5)
- Middle school (6-8)
- High school (9-12)

4. What ward is your child's/children's school in? Select all that apply.

- | | |
|---------------------------------|--|
| <input type="checkbox"/> Ward 1 | <input type="checkbox"/> Ward 6 |
| <input type="checkbox"/> Ward 2 | <input type="checkbox"/> Ward 7 |
| <input type="checkbox"/> Ward 3 | <input type="checkbox"/> Ward 8 |
| <input type="checkbox"/> Ward 4 | <input type="checkbox"/> I don't know. |
| <input type="checkbox"/> Ward 5 | |

5. What ward do you live in?

6. What is your race/ethnicity? Select all that apply.

American Indian or Alaskan Native

Native Hawaiian or Other Pacific Islander

Asian

White

Black or African American

Prefer not to answer

Other (please specify)

7. Are you of Hispanic, Latino/a, or Spanish origin?

Yes

No

Prefer not to answer



STAR Framework Family/General Public Survey

Use and Familiarity with the STAR Framework

8. How familiar are you with the STAR Rating used by the District to rate schools?

- Not at all familiar
- Somewhat familiar
- Moderately familiar
- Very familiar

9. Did you use the STAR Rating to help you choose a school for your child/children?

- Yes
- No
- Other (please specify)

10. Where do you get your information on the STAR Rating? Select all that apply.

- DC School Report Card
- Greatschools.org
- My School DC
- Word of mouth from friends and/or family
- Internet searches
- Other (please specify)

- None of the above

11. How important was the STAR Rating when choosing a school for your child?

- Not at all important
- Slightly important
- Moderately important
- Very important

12. If you know your child/children's last STAR Rating for their school, please indicate it below. Check all that apply. If you have one child, please select only one of the options below.

Note: The last rating, due to the pandemic, was in December 2019. If you need to check the STAR Rating for your child/children's school, please quickly [click this link](#) and type in your child's/children's school name in the space on the left side of the page. Once you see the score, **please make sure to finish the last few questions in this survey.**

- 1 Star
- 2 Stars
- 3 Stars
- 4 Stars
- 5 Stars
- N/A
- I don't know.

13. The STAR Rating reflects the quality/effectiveness of my child/children's school.

- Strongly disagree
- Disagree
- Agree
- Strongly agree



STAR Framework Family/General Public Survey

14. We're going to show you three examples of how other states report information on school quality/effectiveness.

Please indicate which example(s) below would best help you understand the quality/performance of a given school, if any. If you can, tell us why the example(s) is/are helpful to you.

In this example, each school receives a single, overall rating.

HOW IS THE OVERALL SCORE MEASURED?

There are many factors that determine a school's performance. The overall score uses the school's performance in the following categories.

ACADEMICS

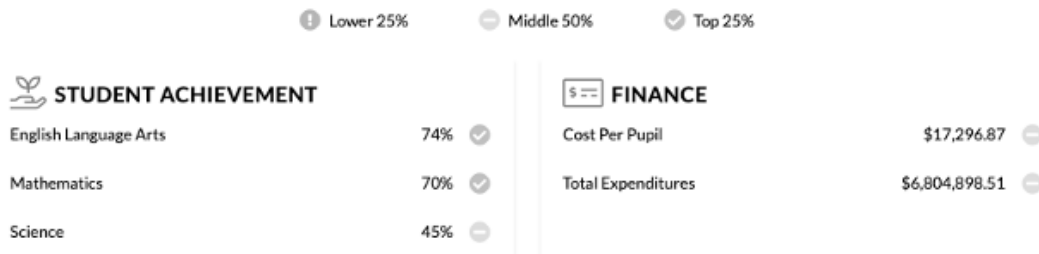
- Student Performance** (Trophy icon) - [VIEW DETAILS](#)
- Student Progress** (Staircase icon) - [VIEW DETAILS](#)
- English Language Learners Progress** (Open book icon) - [VIEW DETAILS](#)

SCHOOL QUALITY

- Educator Qualifications** (Apple icon) - [VIEW DETAILS](#)
- School Environment** (School building icon) - [VIEW DETAILS](#)
- School Safety** (Shield icon) - [VIEW DETAILS](#)

CALCULATION (Donut chart showing 68)

In this example, the school does not get a single rating, but each indicator (e.g., student achievement in English language arts) gets a rating.

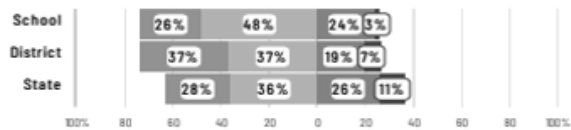


In this example, the single, overall rating is not shown on the front page of the at-a-glance school report card. Information on school quality/effectiveness is provided.

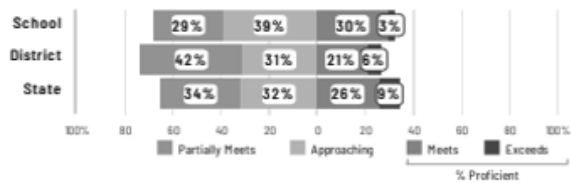
Academic Success

High school students take the SAT in English Language Arts and Math. The display shows SAT ELA & Math results in four performance levels.

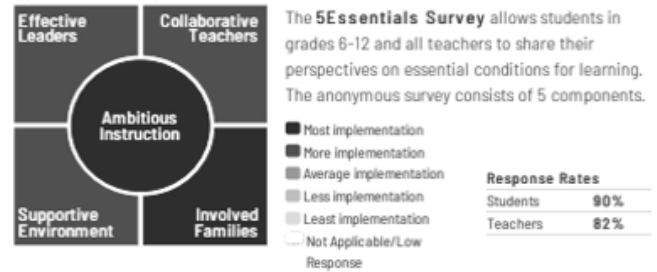
English Language Arts



Mathematics



School Environment



- More Effective Leaders**
Do principals and teachers implement a shared vision for success?
- More Collaborative Teachers**
Do teachers collaborate to promote professional growth?
- Most Ambitious Instruction**
Are classes challenging and engaging?



STAR Framework Family/General Public Survey

School Quality/Effectiveness

15. Select each of the following indicators you believe should be part of evaluating a school's quality/effectiveness.

- | | | |
|--|--|--|
| <input type="checkbox"/> Percent of students who scored "proficient" on PARCC math/reading tests | <input type="checkbox"/> Well-rounded elementary curriculum | <input type="checkbox"/> Teacher turnover/retention |
| <input type="checkbox"/> Progress students have made in math and reading | <input type="checkbox"/> Wide range of electives in middle and high school | <input type="checkbox"/> Student satisfaction |
| <input type="checkbox"/> Attendance rate | <input type="checkbox"/> Challenging courses | <input type="checkbox"/> Parent satisfaction |
| <input type="checkbox"/> Percent of students who re-enrolled | <input type="checkbox"/> School safety | <input type="checkbox"/> Teacher Satisfaction |
| <input type="checkbox"/> Teacher qualifications/experience | <input type="checkbox"/> Teachers' access to training | <input type="checkbox"/> Extra-curricular activities |
| <input type="checkbox"/> Progress of students most at at-risk | <input type="checkbox"/> Welcoming to parents | |
| <input type="checkbox"/> Other (please specify) | | |

16. Experts have shown that under D.C.'s STAR Rating, it is much harder for schools with many students from low-income backgrounds to get high STAR Ratings, even when those schools are comparably effective in raising test scores. Which of these best reflects your view:

- This kind of single rating should be eliminated and instead provide the needed information in an easy-to-read way.
- There should be a way to keep the single rating but make it less biased.
- Nothing should be changed about the STAR Rating.
- I don't know.



STAR Framework Family/General Public Survey

17. What ward do you live in D.C.?

18. What is your race/ethnicity?

- American Indian or Alaskan Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Prefer not to answer

19. Are you of Hispanic, Latino/a, or Spanish origin?

- Yes
- No
- Prefer not to answer

20. How familiar are you with the STAR Framework and Rating used by the District to rate schools?

- Not at all familiar
- Slightly familiar
- Moderately familiar
- Very familiar

21. Select each of the following indicators you believe should be part of evaluating a school's quality/effectiveness.

- | | | |
|--|--|--|
| <input type="checkbox"/> Percent of students who scored "proficient" on PARCC math/reading tests | <input type="checkbox"/> Well-rounded elementary curriculum | <input type="checkbox"/> Teacher turnover/retention |
| <input type="checkbox"/> Progress students have made in math and reading | <input type="checkbox"/> Wide range of electives in middle and high school | <input type="checkbox"/> Student satisfaction |
| <input type="checkbox"/> Attendance rate | <input type="checkbox"/> Challenging courses | <input type="checkbox"/> Parent satisfaction |
| <input type="checkbox"/> Percent of students who re-enrolled | <input type="checkbox"/> School safety | <input type="checkbox"/> Teacher Satisfaction |
| <input type="checkbox"/> Teacher qualifications/experience | <input type="checkbox"/> Teachers' access to training | <input type="checkbox"/> Extra-curricular activities |
| <input type="checkbox"/> Progress of students most at at-risk | <input type="checkbox"/> Welcoming to parents | |
| <input type="checkbox"/> Other (please specify) | | |

22. Experts have shown that under D.C.'s STAR Rating, it is much harder for schools with many students from low-income backgrounds to get high STAR Ratings, even when those schools are comparably effective in raising test scores. Which of these best reflects your view:

- This kind of single rating should be eliminated and instead provide the needed information in an easy-to-read way.
- There should be a way to keep the single rating but make it less biased.
- Nothing should be changed about the STAR Rating.
- I don't know.



STAR Framework Family/General Public Survey

23. We're going to show you three examples of how other states report information on school quality/effectiveness.

Please indicate which example(s) below would best help you understand the quality/performance of a given school, if any. If you can, tell us why the example(s) is/are helpful to you.

In this example, each school receives a single, overall rating.

HOW IS THE OVERALL SCORE MEASURED?

There are many factors that determine a school's performance. The overall score uses the school's performance in the following categories.

ACADEMICS

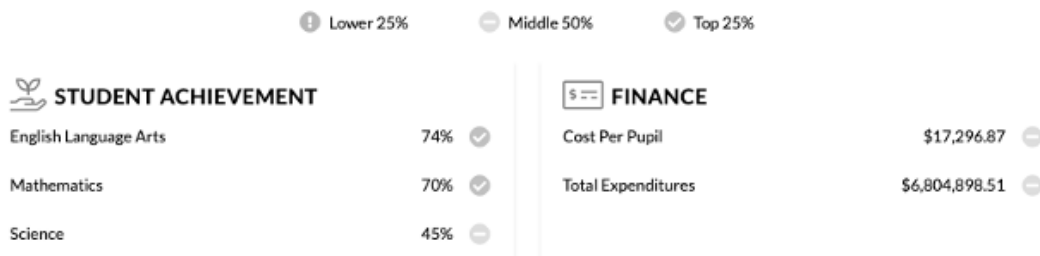
- Student Performance** (Trophy icon) - [VIEW DETAILS](#)
- Student Progress** (Staircase icon) - [VIEW DETAILS](#)
- English Language Learners Progress** (Open book icon) - [VIEW DETAILS](#)

SCHOOL QUALITY

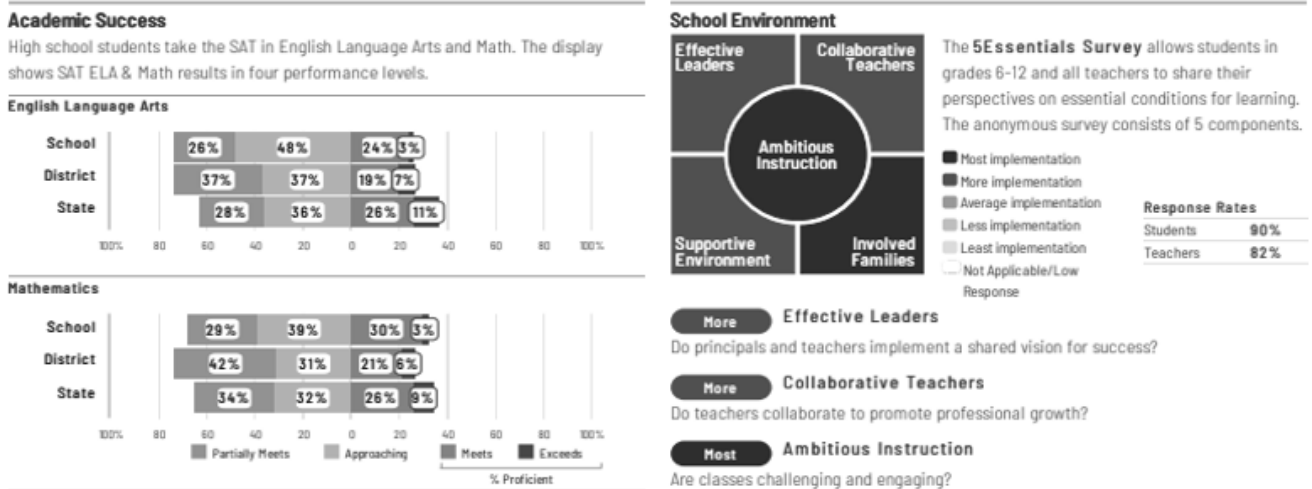
- Educator Qualifications** (Apple icon) - [VIEW DETAILS](#)
- School Environment** (School building icon) - [VIEW DETAILS](#)
- School Safety** (Shield icon) - [VIEW DETAILS](#)

CALCULATION (Donut chart showing 68)

In this example, the school does not get a single rating, but each indicator (e.g., student achievement in English language arts) gets a rating.



In this example, the single, overall rating is not shown on the front page of the at-a-glance school report card. Information on school quality/effectiveness is provided.





STAR Framework Family/General Public Survey

24. Please note any thoughts you have about what, if anything, can be done to improve the STAR Rating over all.

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

We are excited to invite you to the State Board's Fall Engagement events on Monday, November 15 at Deanwood Recreation Center and on Saturday, December 4 at the Martin Luther King Jr. Memorial Library. Come enjoy food, meet State Board members, and have in-depth conversations on some of the work the State Board is doing: (1) social studies standards, (2) changes to the STAR Framework and Rating, and (3) education governance.

Click [here](#) to sign up!

A graphic for the "Fall Engagement Series" with a dark grey background and white text. On the left, there is an illustration of a squirrel sitting on a tree stump, surrounded by trees and falling leaves. The title "Fall Engagement Series" is written in a large, white, serif font. Below the title, the text "Dates and locations:" is followed by a bulleted list of two events. Below the list, the text "Breakout session topics: (1) Social Studies Standards, (2) School Accountability, and (3) Board Governance" is displayed. At the bottom, there is a call to action: "RSVP today! bit.ly/SBOEfallsessions". The SBOE logo is in the bottom right corner.

Fall Engagement Series

Dates and locations:

- Monday, November 15 from 6 to 8:30 pm at the Deanwood Recreation Center (1350 49th St NE)
- Saturday, December 4 from 10:30 am to 1 pm at the Martin Luther King Jr. Memorial Library (901 G St. NW)

Breakout session topics: (1) Social Studies Standards, (2) School Accountability, and (3) Board Governance

RSVP today! bit.ly/SBOEfallsessions

The logo for the District of Columbia State Board of Education (SBOE), featuring the acronym "SBOE" and three stars.