PCSB
DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

Early Childhood Performance Management Framework Pilot

Targets:

- *For PK-2nd:* **7 targets total:** 2 progress, 2 achievement, 2 leading indicator, 1 mission specific (or an additional progress target instead if school has no mission specific) ****See chart below***
- *For PK-K only schools*: **6 targets total:** 2 progress, 1 achievement, 2 leading indicator, 1 mission specific (or additional progress target instead if school has no mission specific)
- *For PK only schools*: **5 targets total:** 2 progress, 1 leading indicator, 2 mission specific (or additional progress targets instead if school has no mission specific/ social emotional)

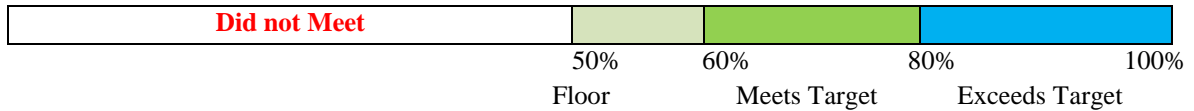| Indicator	Domains	Number	Metric
Progress (PK, K-2nd)	Literacy/ language *math optional	2-3	Target range: 60-100%
Achievement (1-2nd) *K optional *schools which end at 3rd include DC CAS	ELA and/or Math *Math optional in pilot year, mandated future years	2	Target range: 60-100%
Leading Indicators (PK, K-2nd)	Attendance	2	PK: 88%; K-2: 92%
Mission Specific/ Social Emotional (PK-2nd, optional span)		1- Optional	Target range: 60-100%

- Schools will upload their assessments and targets in an electronic template.
- Assessments with the following characteristics will be permitted: norm or criterion referenced, publisher-prescribed cut-scores/ benchmarks, research based (studies of documented validity).
- Pre-determined performance scores for each assessment (set by the publisher) will determine what is *at minimum* designated as average/ normal at each grade level.
- The PCSB will update and revise the list of assessments on an annual basis.
- There will be a flat target range for all assessments, **60%-100%** (see visual on following page)**.** In the future, there may be varying targets for each of the different assessments based off historical data.
- 3rd grade DC CAS will be mandatory Achievement targets for campuses that end at 3rd grade but are not part of the standard PMF (**target is 45% for math, 55% for reading**→represents 90th percentile of 2012 3rd grade charter scores which were 56.4% for reading, 46.7% for math.)
- Mission Specific targets: parent surveys based on "satisfied or highly satisfied" with school or specific aspect of the mission; surveys must have minimum 80% participation rate; site observations must be conducted by an external reviewer with a research-based rubric.
- The minimum participation rate for all assessments is 95%, and all classes must participate.

- Plans will remain constant for minimum of 3 years (unless change in PCSB policy or special permission granted by the PCSB).
- Results from the CLASS observation will be documented on the School Performance Report (not public in pilot year).
- A task force of PCSB staff and schools will analyze data and feedback collected during the pilot year to determine if and how the framework requires adjustment before it would be put in place in school year 2013-2014. (This data will be made publicly available.) The task force will be open to schools that participated in the pilot or were in the initial task force which assisted in development of the pilot.
- The task force will also make recommendations on policies and protocols for checking the reliability of administration for both direct and observational assessments.
- Each campus will be scored and reported separately. When the Board uses the PMF score to make decisions regarding expansion, enrollment ceilings, or other requests, it will evaluate all of the campuses within the LEA.
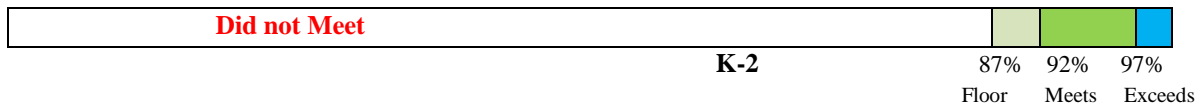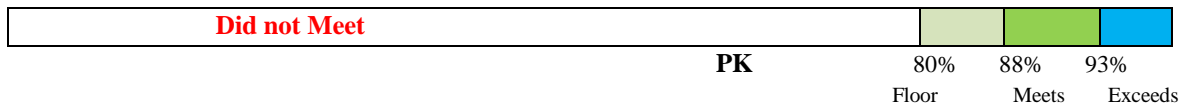
Early Childhood Programs with upper PMF grades

Progress, Achievement, Mission Specific*

Did not Meet				
	50%	60%	80%	100%
	Floor	Meets Target	Exceeds Target	

Attendance

Did not Meet				
PK	80%	88%	93%	
	Floor	Meets	Exceeds	

Did not Meet				
K-2	87%	92%	97%	
	Floor	Meets	Exceeds	

Rewards/Consequences

High performing	**All targets met** School meets or exceeds 7 of 7 targets	➢ Public recognition ➢ Honors and awards ➢ Reduced onsite academic oversight ➢ Factored into decision for expansion, replication
Mid performing	**Majority of targets met** School meets or exceeds 4 to 6 targets; achieves the floor on remaining targets	➢ Factored into decision for expansion, replication
Low performing	**Less than majority of targets met** School meets less than 4 targets	➢ Increased onsite academic oversight ➢ Factored into decision for expansion, replication

3rd grade DC CAS: The percentage for "meets target" is 45% for math and 55% for reading, with a floor 10% below these rates. The percentage for "exceeds target" is 65% for math and 75% for reading.

Early Childhood Programs without upper PMF grades/ stand-alone schools

No standard PMF for LEA as a whole

1. AppleTree
2. Bridges
3. ESF
4. Eagle
5. Early Childhood Academy

No standard PMF in campus (PMF in higher grades of LEA)

6. DC Prep Edgewood
7. DC Prep-Benning
8. KIPP-Discover
9. KIPP-Grow
10. KIPP-Leap
11. CAPCS-Amos 2
12. Schools growing into their chartered grades (i.e., Mundo Verde, Shining Stars)

*For schools that end at 3rd grade but are not part of a standard PMF, the 3rd grade reading and math DC CAS will be a mandatory target (DC Prep, Eagle, Early Childhood Academy). Given that schools may only have two Achievement targets, these schools will have the option of adding an additional Achievement target to include their K-2nd grade population.

Targets:

- A. **For PK-2^(nd)** *:* There will be 7 targets total: 2 progress, 2 achievement, 2 leading indicator, 1 mission specific (or an additional progress target instead if school has no mission specific)
- *B. For PK-K only schools*: There will be 6 targets total: 2 progress, 1 achievement, 2 leading indicator, 1 mission specific (or additional progress target if school has no mission specific)
- *C. For PK only schools***:** There will be 5 targets total: 2 progress, 1 leading indicator, 2 mission specific (or additional progress targets if school has no mission specific/ social emotional)

Rewards/Consequences

High performing	**All targets met** A. **School meets or exceeds 7 of 7 targets** B. **6 of 6** C. **5 of 5**	➢ Public recognition ➢ Honors and awards ➢ Reduced onsite academic oversight ➢ Factored into decision for expansion, replication
Mid performing	**Majority of targets met** A. **School meets or exceeds 4 to 6 targets;** achieves the floor on remaining targets B. **4 to 5;** achieves the floor on remaining targets C. **3 to 4;** achieves the floor on remaining targets	➢ Factored into decision for expansion, replication
Low performing	**Less than majority of targets met** A. **School meets less than 4 targets** B. **Less than 4** C. **Less than 3**	➢ Increased onsite academic oversight ➢ Factored into decision for expansion, replication ➢ Potential candidate for revocation (2 years in a row) → *if there is no standard PMF in upper grades*

*Schools that have 8 targets (due to an additional Achievement target) must achieve 7-8 targets to be classified as high-performing; 5-6 targets to be classified as mid-performing; and less than 5 targets to be classified as low-performing.

Early Childhood Assessments

Assessment (drop down menu)	Indicator	Grade(s)	Performance (included in Progress: "or students in the fall who score at a level equivalent to *proficient* maintain that level")	Domain/ Subject
Brigance Developmental Inventory Standardized Assessment (IED II)	Progress	PK3, PK4	-Progress to age equivalency	Reading
Core Knowledge Preschool Assessment Test (CK PAT)	Progress	PK3, PK4	-Advance 1 level (on all 8 or 12 categories) (or maintain "competent/ ready" on all)	Literacy Math
Creative Curriculum- Teaching Strategies GOLD	Progress	PK3, PK4	-Meet or exceed widely held expectations of growth	Language/ Literacy Math
DC CAS	Achievement	2, 3	-Proficient or higher (3rd grade DC CAS mandatory for schools that stop at 3rd grade with no upper PMF)	Reading Math
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Progress Achievement	K, 1,2 K, 1, 2	-Advance 1 level -Proficient (low risk/ established/ core support)	Literacy (Composite) Other—List specific domains
Discovery Benchmark Assessment	Achievement	K, 1, 2	-Proficient or higher (level 3 or 4)	Reading/ Lang Arts Math
Discovery Predictive Assessment	Progress Achievement	K, 1, 2 K, 1, 2	-Average growth or higher -On grade level at end of year	Reading Math
Developmental Reading Assessment (DRA)	Achievement	K, 1, 2	-Score on grade level (K-level 3; 1st-level 16; 2nd-level 28)	Reading
Easy Curriculum-Based Measures (Easy CBM)	Progress Achievement	K, 1, 2 K, 1, 2	-A year of growth (K-11 points; 1st-12; 2nd-6 points) -Score on grade level (K-38; 1st-38; 2nd- 34)	Math
Fountas & Pinnell	Achievement	K, 1, 2	-Score on grade level (K-level C; 1st-level I; 2nd-level M)	Reading
Group Mathematics Assessment and Diagnostic Evaluation (GMADE)	Progress Achievement	K, 1, 2 K, 1, 2	-make 0 or greater NCE -Stanine 4	Math

Dinamicos del Exito en la Lectura (IDEL)	Progress Achievement	K, 1,2 K, 1, 2	-Advance 1 level -Proficient (low risk/ established/ core support)	Literacy-Spanish (Composite) Other—List specific domains
Individual Growth and Development Indicators (IGDI/ Get It! Got It! Go!)	Progress	PK3, PK4	-Progress to age equivalency (x months fall to spring; chart)	Literacy (picture naming, rhyming, alliteration)
k-12 Online Assessment	Progress	PK3, PK4, K, 1, 2	-Progress from baseline to mastery	Language Arts Math
Learning Accomplishment Profile-3 (LAP-3)	Progress	PK3, PK4	-Progress to age equivalency (mean score)	Language
Learning Accomplishment Profile-Diagnostic (LAP-D)	Progress Achievement	PK3, PK4, K	-Progress to age equivalency (3 to 4; 4 to 5) with passing score (if N/A- demonstrate passing score) -Score above the age equivalent cut score (K-10)	Language Composite (lang, fine/ gross motor, cognitive)
Metropolitan Achievement Test-8 (MAT-8)	Achievement	K, 1, 2	-Stanine 4	Reading Math
mCLASS CIRCLE: letter	Progress	PK3, PK4	-Advance from Emerging to Satisfactory	Literacy
mCLASS CIRCLE: math	Progress Achievement	PK3, PK4, K, 1, 2 K,1, 2	-Advance 1 level -Benchmark	Math (composite)
mCLASS Reading	Progress Achievement	K, 1, 2 K, 1, 2	-Advance 1 level -Proficient	Reading
mCLASS Text Reading Comprehension (TRC)	Progress Achievement	K, 1, 2 K, 1, 2	-Advance 1 level -Proficient or higher	Reading
Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP)	Progress Achievement	K, 1, 2 K, 1, 2	-Score at or above typical growth -Meet or exceed college readiness target K: 149-Read; 144-Math; 1st: 166-Read; 164-Math 2nd: 179-Read; 177-Math	Reading Math
Phonological Awareness Literacy Screening (PALS) Pre-K PALS	Progress Achievement	PK3, PK4 K, 1, 2	-Advance to the spring developmental range (grow 12 letters, or master at least 21) -Score at benchmark (by task, or sum score K: 81st, 1st:35; 2nd:54)	Letter ID Other—List specific domains

Assessment	Type	Grades	Criteria	Category
Peabody Picture Vocabulary Test (PPVT)	Progress	PK3, PK4, K, 1, 2	-Gain of 4 standard score points (or SS of 86)	Vocabulary
	Achievement	K, 1, 2	-Standard score of 86 or higher	
Stanford Achievement Test (SAT-10)	Progress Achievement	K, 1, 2	-make 0 or greater NCE -Stanine 4	Reading Math
Scholastic Reading Assessment (SRA Reading Mastery)	Progress Achievement	K, 1, 2	-Advance by 1 book level -mastery (80% of final lesson in level; K-1st: 145; 2nd: 165)	Reading
STAR Early Literacy	Progress	PK3, PK4 K, 1, 2	-Advance one literacy classification or intervention level (or maintain benchmark)	Literacy
	Achievement	K, 1, 2	-Probable Reader (or at/ above benchmark)	
STAR Reading/ Math	Progress	1, 2	-1 year of growth (1.0 GLE)	Reading
	Achievement	1, 2	-at or above grade level (GE: 1.9/ 2.9)	Math
Scantron Performance Series	Progress	K, 1, 2	-make 0 or greater NCE	Reading
	Achievement		-50th percentile	Math
Strategic Teaching and Evaluation of Progress (STEP)	Achievement	K, 1, 2	-Score on grade level (K- level 3; 1st-level 6; 2nd-level 9)	Literacy
Test of Early Mathematics Ability (TEMA)	Progress	PK3, PK4, K, 1, 2	-Gain of 4 scale points (or SS of 86)	Math
	Achievement	K, 1, 2	-Standard score of at least 86	
Terra Nova	Progress	1, 2	-make 0 or greater NCE	Reading Math
	Achievement	K, 1, 2	-40th percentile	
Test of Preschool Early Literacy (TOPEL)	Progress	PK3, PK4, K, 1, 2	-Gain of 4 scale points (or SS of 86)	Literacy
	Achievement	K, 1, 2	-Standard score of at least 86	

This list represents assessments that were in use for the 2011-2012 school year accountability plans (or assessments that schools indicated that they are moving towards). Language was chosen based off guidance from the publisher, accuracy for properly measuring growth or achievement, or ease in understanding for stakeholders. This is a preliminary list that will be reviewed on an annual basis. As more assessments are introduced and as long-standing assessments go through new iterations, this list will change. On an electronic template, school staff will be able to choose the assessment from a drop down menu, and specify the indicator, grade span, and domain (shaded columns). The performance benchmark will be pre-populated with the language above.

Assessments with the following characteristics were kept on the assessment list:

- The test publisher provides specific benchmark information (cut-off scores, expected growth, age-equivalent steps, proficiency levels, etc.)
- Assessment documentation indicates that the assessment is designed to assess growth or end of year achievement (not only to screen or provide data on intervention)
- There was evidence documented of norming samples or validity in the development of the assessment

Assessments not included in the drop-down menu that may be currently used by schools for Progress/ Achievement reporting:

Assessment/ Indicator	Reason for omission
Brigance Preschool Screen	Screening tool; the screen is not intended for end of year summative program evaluation
Denver Developmental Screening Test II	Screening tool; the levels on the rubric of the screening tool ("normal, suspect, un-testable") do not correlate with growth in literacy or mathematics, nor does the publisher outline specific growth benchmarks; conflicting reports of validity
Discovery Education Benchmark Assessment *(for Progress)*	Test publisher does not prescribe specific increase in levels for growth from fall to spring
DRA (*for Progress*)	Since individual students begin at different levels, test publisher will not prescribe that students should "grow X levels from fall to spring"
Fountas & Pinnell (*for Progress*)	Since individual students begin at different levels, test publisher will not prescribe that students should "grow X levels from fall to spring"
Houghton Mifflin Assessment	No national performance norms are set by the test publisher ; districts or schools are to set their own
Roots Pre-Primary Language Arts Objective Assessment	The assessment was vetted by an outside source; however no documented reports of validity or norming samples exist; revisions to the rubric require validation by an outside source
STEP (*for Progress*)	Since individual students begin at different levels, test publisher will not prescribe that students should "grow X levels from fall to spring"
Teach for America Indicators of Success	No published national validated benchmarks set by TFA

Early Childhood Performance Management Framework

Assessment Proposal

Please complete this form for each new assessment you plan to administer which is not on the current list of approved PMF assessments.

School/Campus_____

Assessment_____

Please check the appropriate academic indicator(s) for which the assessment will address:

☐ Student Progress	☐ Student Achievement	☐ Mission Specific

Please check assessment type (may be both):

☐ Norm referenced	☐ Criterion referenced

Please check the grade level(s) in which the assessment will be administered:

☐ Pre-k-3	☐ Pre-k-4	☐ Kinder.	☐ 1st grade	☐ 2nd grade	☐ 3rd grade

Please answer each question below. If the assessment proposed is a new version of an existing approved assessment, only questions 2 and 5 need to be answered.

1. Please describe the purpose of this assessment within the instructional program (why has the school chosen this assessment?). For those assessments which are meant to fulfill mission specific requirements, how does the assessment align with the mission of the school?

2. Please describe the assessment instrument materials in detail, using language from the test manufacturer (i.e. computer adaptive, one-on-one interview, paper/pencil assessment, etc.).

3. Please describe the plan/schedule for administration, scoring, data entry/analysis, and record keeping. How will student scores be reported (publisher report, school-generated report, etc.)?

4. Which company/ institution published this assessment? Describe the findings of the research, validity, and reliability studies which have been conducted on this assessment.

5. According to the test publisher, what is the proficiency cut-off score for each grade for which the test will be administered? What is the suggested growth goal that the publisher determines is average growth for each grade for which the test will be administered? This explanation should indicate how the *average* student is expected to perform or grow. Include all specific metrics provided by the publisher (i.e., NCE, standard score points, percentile, level of growth, low risk, age equivalency, etc.)

The following items should be included with this form as attachments:

- Documentation from the publisher on proficiency cut-offs for growth and achievement (if it is a large file, please indicate the page number the information can be found on)
- A copy of the assessment to be administered (or a sample excerpt)