2017-18
Performance Management Framework
Policy & Technical Guide

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DC PUBLIC CHARTER SCHOOL BOARD

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About the DC Public Charter School Board

In school year 2017-18, the DC Public Charter School Board (DC PCSB) oversees 65 Local Education Agencies (LEAs) at 118 schools, which will serve nearly 42,000 students from every ward of the city. The organization's mission is to provide high-quality public school options for District of Columbia students, families, and communities through four functions:

- *A comprehensive review application process* – ensures that the DC PCSB approves only those charter school applications that will prepare and train students for postsecondary experiences and individual career paths.

- *Effective oversight* – holds schools to high standards for results, with extensive reviews and data collection, and makes oversight decisions with the best interests of students in mind.

- *Meaningful support* – provides clear feedback and increased oversight to low-performing schools, and rewards consistently high-performing schools with more autonomy.

- *Active engagement of stakeholders* – solicits community input and strives to be responsive to and transparent with all who are affected by and have an impact on DC PCSB and public charter schools.

DC PCSB's vision is to lead the transformation of public education in DC and to serve as a national model for charter school authorizing and accountability.

At the heart of the organization's core values is the belief that every child is entitled to a high-quality education that will enable him or her to leave high school well prepared for college and careers.

A Board of seven with a professional staff of 38 is responsible for the oversight and management of the organization's mission and vision. Board members are nominated by the mayor and confirmed by the DC Council.

DC PCSB's Performance Management Framework

The School Reform Act (SRA) grants DC PCSB authority to hold DC public charter schools (PCSs) accountable for fulfilling their duties and obligations under the SRA. DC PCSB has created the Performance Management Framework (PMF) to hold schools serving similar grades to the same set of standards.

The Performance Management Framework Policy & Technical Guide (PMF Guide) outlines DC PCSB's process of evaluating and publicly reporting the performance of the public charter schools under its authority. It was created so that school leaders, data managers, families, and other stakeholders would understand how each PMF score was calculated, which measures are used, and how these measures are weighed to form a score.

There are currently four frameworks:

- Early Childhood, Elementary School, and Middle School Performance Management Framework (PK-8 PMF[1])
    - Any school that serves any grades between pre-kindergarten and grade 8.
- High School Performance Management Framework (HS PMF)
    - Any school that starts in grades 8 or 9 and ends in grade 12 with students receiving a high school diploma.
- Adult Education Performance Management Framework (AE PMF)
    - Any school that meets the federal definition of adult education.
- Alternative Accountability Framework (AAF)
    - The guidelines for how a school qualifies to be evaluated under Alternative Accountability.

Who Gets a PMF Score and Tier

Each public charter school is measured by a Performance Management Framework. If a school has more than one campus, each campus receives a separate PMF. For example, a school with two campuses, each serving grades PK-8, would receive a separate PK-8 PMF for each campus. If a campus spans more than one PMF grade span, each grade configuration is scored and reported separately. For example, a campus serving grades PK-12 will receive an PK-8 PMF for grades PK-8 and a HS PMF for grades 9-12.

When the DC PCSB Board (Board) uses the PMF score as input on decisions regarding expansion to serve additional grade levels, replication of campuses, enrollment ceiling increases, and charter renewal or review decisions, it will evaluate all of the campuses and grades within the school.[2]

[1] This portion of the PMF had been referred to as the Early Childhood/Elementary School/Middle School or EC/ES/MS PMF. PK stands for pre-kindergarten.

[2] Under DC law, each public charter school is a separate Local Education Agency (LEA). In this guide the word "school" means LEA, and the two terms are used interchangeably.

Determining Campuses
Each public charter school determines its school configuration based on the Definition of School, Campus, and Facility policy. All changes to school configuration must undergo Board approval and a charter amendment.

New Schools
A new public charter school or a new campus of an existing public charter school will receive a published PMF score if the school meets the minimum point requirement, but the school will not be tiered during its first year of operation. Beginning in its second year, the new charter school campus will be given a score and a tier.

Expansion Campuses, including Asset Acquisitions
If an LEA is authorized to expand or replicate or acquires the assets of another LEA that ceases operations, the new LEA's campus(es) will be treated as a new school and scored as such on the PMF.

How Tiers are Determined
Most campuses will receive a tier that indicates whether the school was high performing, mid performing, or low performing for the past academic year. Tiers are calculated based on the total number of points earned for the PK-8 PMF and HS PMF and based on points earned by indicator for the AE PMF. Points are not rounded up to the next whole number.

- **PK-8 PMF and HS PMF:** Using a 100-point scale, schools serving a traditional school-aged population of pre-kindergarten through grade 12 are identified as Tier 1, Tier 2, or Tier 3 based on the school's overall performance on multiple categories, including student achievement on state assessments in English language arts (ELA) and math, student growth over time, teacher interaction in pre-kindergarten classrooms, attendance, and re-enrollment.
    - Schools with Tier 1 status earn at least 65.0% of the possible points.
    - Schools with Tier 2 status earn 35.0% to 64.9% of the possible points.
    - Schools with Tier 3 status earn less than 35.0% of the possible points.

    Exceptions for Tiering using the PK-8 PMF:

        - Schools that recently opened and are growing one grade at a time that do not yet serve grade 4 or higher and also do not use Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) will receive an overall score but no tier. (Note: Schools that choose to give NWEA MAP will follow the framework guidelines for schools ending prior to grade 4 and will receive a tier.)

- **AE PMF:** Adult education schools will be identified as Tier 1, Tier 2, or Tier 3 on the AE PMF based on students' performance in every program offered within the school. Typically, adult education schools offer programs ranging from adult basic education to English as a second language to career and technical certifications. An important aspect of all adult education programs is student engagement in the workforce or postsecondary education upon exiting the school. To assess the school's overall performance, each category is evaluated separately, and Tier 1 status is awarded only to schools that earn high scores in every category.

    - Schools earning Tier 1 status must meet or exceed a weighted range score of 65.0% on every applicable category of the AE PMF.

    - Schools earning Tier 2 status must meet or exceed a weighted range score of 35.0% in at least three of the four categories and not less than 20.0% on the fourth category on the AE PMF. If a school has a category that is not applicable and only three categories are scored, every category must meet a minimum of 35.0%.

    - Schools earning Tier 3 status do not meet the 35.0% weighted range score on more than one of the applicable category or do not meet the 20.0% weighed range score on any category on the AE PMF.

- **AAF:** Schools approved for the AAF are not scored or tiered.

How DC PCSB Responds to Tiers

DC PCSB responds to schools that perform at the varying performance levels by offering more or less on-site oversight and by awarding schools with higher scores permission to replicate or expand their programs. Schools earning fewer points are monitored closely for charter goal attainment.

Tier 1

High performing campuses are publicly recognized as such by DC PCSB and are generally exempt from Qualitative Site Reviews (QSRs) unless conducted as part of the school's periodic charter review or renewal.[3] LEAs at which all of their schools are consistently earning Tier 1 status are encouraged to expand, replicate, or otherwise grow to serve more students.

Tier 2

Mid-performing campuses are generally exempt from QSRs unless conducted as part of the charter review or renewal.

[3] Schools designated as Focus or Priority by the Office of the State Superintendent of Education (OSSE) are also subject to QSRs, pursuant to DC's ESEA (Elementary and Secondary Education Act) waiver agreement with the U.S. Department of Education.

Lower performing Tier 2 schools (e.g., scoring 35.0% - 45.0%) are often not achieving their charter goals and student academic achievement expectations as set forth in their charter. Not achieving a school's charter goals puts the school at risk of non-renewal or non-continuance. DC PCSB will generally meet with the school leader(s) and board members to review the school's status.

Tier 3

If a campus earns a Tier 3 status, it is likely failing to meet its charter goals and student academic achievement expectations as set forth in its charter. DC PCSB conducts a QSR during the following school year. DC PCSB also meets with the school leader(s) and board members.

Tier 3 PMF results that meet one or more of the following criteria may be subject to a high-stakes review as a Candidate for Charter Revocation to determine whether the school's charter should be revoked pursuant to the SRA.

- PK-8 or HS PMF score of 20.0% or lower in the most recent year.
- PK-8 or HS PMF score that is a 5.0% decrease or greater within Tier 3 from one year to the next.
- AE PMF score in which the school earns an N/A or 35.0% or less of the possible points in three or more categories.
- Any school performing in Tier 3 for any three of the previous five years.

Schools that are Candidates for Charter Revocation as a result of their Tier 3 status undergo a high-stakes review immediately to gather qualitative and quantitative evidence to determine whether the school has met its Charter Goals and is otherwise compliant with the SRA. Prior to the charter's expiration, the SRA gives DC PCSB discretion over whether or not to revoke a charter for failure to meet Charter Goals. In the case of Candidates for Charter Revocation, DC PCSB staff will generally recommend charter revocation if a school has failed to meet any of its Charter Goals.

How Scores Are Calculated

This evaluation framework comprises categories, measures, and metrics. This structure has been adapted from a report by the National Consensus Panel on Charter School Academic Quality.[4]

- **Categories (formerly named Indicators)** are defined as "general dimensions of quality or achievement." These are groups of measures such as "student achievement" "student progress," or "school environment."
- **Measures** are defined as "general instruments or means to assess performance in each area defined by a category." Each category contains one or more specific measures,

[4] See "A Framework for Academic Quality," National Consensus Panel on Charter School Academic Quality, June 2008, available at http://www.publiccharters.org/wp-content/uploads/2014/01/NAPCS_CSQC_Report_20110402T222336.pdf.

such as "percentage of students scoring College and Career Ready on the PARCC,"[5] or "school re-enrollment rate."

- **Metrics** are defined as "the calculation method or formula for a given measure."

Categories

For each framework, categories were developed to capture the most important aspects of a school's academic program.

For schools serving grades PK-12, the categories are:

- Student academic achievement, such as the percentage of students scoring College and Career Ready on the PARCC in English language arts or mathematics.
- Student progress, as measured by the Median Growth Percentile, which assesses the relative year-to-year progress made by individual students at a school.
- School environment, such as attendance and re-enrollment rates.
- "Gateway," which contains measures of early benchmarks of student achievement, such as high school graduation rates, or the reading proficiency of a school's third graders.

For schools serving an adult population, the categories include:

- Student achievement and progress in specific programs (measured by progress through the various levels of English as a second language and adult basic education).
- College and career readiness outcomes.
- Leading Indicators, such as attendance and retention rates, that capture the student's likelihood of completion.

Calculating a School's Score

Each measure has a "weight," which is the maximum possible points that can be awarded for that measure. Each measure also has an established floor and target.

The floor determines the minimum value for which any points are awarded. Schools do not receive points for values that are at or below the floor. For example, if the re-enrollment floor were 60.0%, a school where 60.0% or fewer of its students re-enroll would not receive any points for the measure.

The target determines the value at which the maximum points for a common measure are awarded. Schools do not receive additional points for values that are above the target. For example, if the target for re-enrollment is 90.0%, a school where 95.0% of its students re-enroll would receive the full amount of points available for the measure, but no more.

Depending on the school's score on each measure and its position between the floor and target, it will receive incrementally more points the higher the score. For example, if the floor for re-enrollment was 60.0% and the target was 90.0%, a school that earned a 75% re-enrollment rate

[5] The PARCC (Partnership for Assessment of Readiness for College and Career) is the assessment given to all DC public school students in English Language Arts and Mathematics, beginning with the 2014-15 school year.

would receive exactly half of the total amount of possible points because its score fell halfway between the floor and the target.[6]

A school's overall PMF score (PK-8 and HS only) is calculated by taking the sum of the points earned by the school for all of the measures for which it was eligible and dividing it by the maximum possible score that could have been earned by the school. For example, if a school's total earned points for all measures was 60, and the total possible points that could have been earned was 80, the school's PMF score would be 60/80, or 75%.

A school must be eligible for a minimum of 50 points possible on the PMF score for the score to be displayed. If a school is not eligible for at least 50 possible points (for example, a high school opening with only grade 9 or an early childhood campus only opening with PK grades but growing into an elementary school), the rates for each measure will be displayed but an overall score will not be calculated or displayed.

Untiered Measures
The PK-8 PMF has additional stand-alone measures included within the framework for grades PK-2. These additional measures are not included in the overall score and tier for the school. These measures are displayed on the school's PMF report and are considered as part of the school's overall information for reviews and renewals. For additional information, please see the PK-8 PMF section of this document.

Mission Specific Goals
PK-8 and AE schools may display a Mission Specific Goal on the PMF. These data are not included within the tiered PMF as they are unique to the individual school. When a school applies to display a Mission Specific Goal on the PMF, the school will also negotiate a performance display range with DC PCSB.

Metrics
The metrics, or data sources and calculation rules used for each measure, are outlined in the appropriate section of this PMF Guide. Schools provide DC PCSB with the underlying student performance data for rates to be calculated at the campus level for each PMF. In some cases, such as state assessments achievement and progress, pre-kindergarten climate, and graduation rates, the Office of the State Superintendent of Education (OSSE) provides DC PCSB with the final rates. There is always a validation process in which the school affirms that the data are correct and that the calculation is accurate. DC PCSB complies with FERPA (the Federal Educational Rights and Privacy Act) and takes every precaution not to publish data that would allow anyone to identify a specific student.

When No Data Are Available
DC PCSB will not report the results when no data are available for the campus due to issues beyond a school's control, such as an error with the results coming from the testing company. The points associated with that measure are removed and the total possible points for the PMF

[6] Each year, PCSB will follow the business rules outlined in this document to determine if the floors and targets for each measure should be revised based on updated data. Any revisions will be voted on by the Board with opportunity for public review and comment.

are adjusted. For example, a first-year school does not have a re-enrollment rate. In this case, the re-enrollment rate is not applicable and the total scorecard is out of 90 points instead of 100.

DC PCSB will report results as zero and the school will not receive points if the school made an error causing no data to be available, such as failing to provide data to DC PCSB or administer an assessment. This measure will be included in the calculation of the total points possible in the PMF.

Minimum Cohort Sizes

DC PCSB will not report the results in case fewer than 10 students are included in a particular metric result, and the points associated with that measure will be removed from the total points possible in the PMF.[7]

Rounding

All final data and metrics are rounded to the nearest tenth. DC PCSB makes every effort to retain the data it receives until final results are presented. Data are stored to the number of digits originally provided by the publisher, school, or LEA and are rounded only at the display stage.

[7] PCSB will report results in all cases where 10 or more students are included in a metric result, even if less than 5% or greater than 95% of the students meet the criteria.

Early Childhood/Elementary School/Middle School (PK-8) PMF

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PK-8 School Performance Management Framework

This overarching framework covers all school campuses with pre-kindergarten-3 (PK3) through grade 8. Given that schools have different start and end grade combinations; the framework has slight differences depending on the grade level(s) the campus serves. DC PCSB has adopted five unique configurations of this framework to allow flexibility for the unique starting and ending grade levels of charter schools.

Exceptions to this framework:

- If a school ends in grade 9 and has at least two grades between grades 6 and 8 (i.e. grades 7 and 8), it is evaluated using the PK-8 PMF, and grade 9 is considered part of this framework rather than as part of the high school framework.
- For schools starting in grade 8 and serving grade 9 and above, the grade 8 is considered part of the high school framework rather than part of the PK-8 PMF.

Categories

DC PCSB will use four categories to measure academic performance for all schools serving grades PK-8:

(1) **Student Progress**: This category includes measures that capture student academic growth in English language arts and math from spring-to-spring on a standardized assessment. Every eligible student is included in this indicator.
(2) **Student Achievement**: This category includes measures that capture student academic achievement in English language arts and math in any given year or years. It is generally described as "percentage of students scoring" at a grade-level standard. Every eligible student in grades 3 and higher is included in this indicator.
(3) **Gateway**: This category includes measures that capture critical achievement for future progress, such as reading in 3rd grade, a predictor of future academic success, and math in 8th grade, also a predictor of student success in high school. Performance is limited to students who have attended the LEA for two or more years.
(4) **School Environment**: This category includes measures that capture a school's climate such as attendance rate, re-enrollment rate (as calculated from audited enrollment to audited enrollment), and for pre-kindergarten classrooms, teacher interaction as measured by the Classroom Assessment Scoring System (CLASS).

These four core categories of academic achievement apply to every school ending in grades 3-8, with different weights assigned to the categories depending on the grade span of the school. Student achievement is not applicable for schools ending in grades PK-2 because there is no state assessment for these grades.

Measures, Floors, and Targets for the Tiered Portion of the PK-8 PMF

Each category has an approved set of measures that fall into each category. To assign points, each measure has a floor and a target in which points are earned. Depending on the school's score on a specific measure and its position between the floor and target, it will receive

incrementally more points the higher the score, up to the maximum number of points for that measure, which is determined by the weight.

The floor determines the minimum value for which any points are awarded. Schools receive no points for values that are below the floor. The target determines the value at which the maximum points for a measure are awarded. Schools receive no additional points for values that are above the target. Floors and targets are calculated using the formulas in the following sections. DC PCSB holds floors and targets steady for two years when the measure has been established with at least three years of data. In each section, under the floor and target, the technical guide notes if the floor and target is being held for longer than one year.

Student Progress Category

Student progress is a measure of student growth over the course of a year. For schools ending in grades K-3, DC PCSB uses the median of the school's Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) student level conditional growth percentile (CGP) as the growth measure. For schools ending in grades 4-8, DC PCSB uses the median growth percentile (MGP) on the Partnership for Assessment of Readiness for College and Careers (PARCC) as the growth measure.

1. Progress Measure for grades K-3
   a. Measure: NWEA MAP's CGP captures the student's percentile of growth compared to all students in the same grade with the same starting RIT score in grades K-3 to measure student progress.[8] The CGP for each student is set by the publisher's 2015 norms, based on the student's initial assessment score. Note: this measure is included in the tiered portion of the PMF only for schools ending in grades kindergarten, 1, 2, or 3.
      (1) A CGP is calculated for each student by the publisher, which shows how the student performed compared with other students, nationally, who take NWEA MAP.
      (2) All students' CGP scores for a school are arrayed from high to low and the median of these scores becomes the school's growth score for both ELA and Math. The higher the score, the more improvement students made compared with all students, nationally, who are taking the same assessment.
      (3) This is a one-year measure.
   b. Floor and Target: Floor and Target: The floor for median CGP is 30 and the target is 70. CGP is centered at 50.

Measure	Floor	Target
NWEA MAP Growth – ELA	30	70
NWEA MAP Growth – Math	30	70

   c. New and expanding schools: If a new and expanding school adds grade 4 for the first time and does not have enough students that matriculated from grade 3 to grade 4 to

[8] See NWEA's 2015 Norms Report, section 4.2.2 for additional information. The Conditional Growth tables are in Appendix E of this report.

calculate a valid Median Growth Percentile score, DC PCSB shall calculate the school's K-3 NWEA MAP median CGP to capture growth.

2. Progress Measure for grades 4-8
    a. Measure: MGP captures the median growth of all DC public school students' progress by comparing changes in students' PARCC scores to changes made by other students with similar score histories on the PARCC in the previous year. Calculating MGP is a three-step process:
        (1) A student growth percentile (SGP) is calculated for each student, which shows how that student performed in this year's assessment compared with other DC students who had similar performance in the previous year's assessment. For example, if 20 students had a score of 340 in last year's PARCC test, a student who did better than 15 of those students in this year's test would have an SGP of 75, since that student did better than 75% of the students with a similar score on last year's assessment. Scores from all District students, including those at DCPS schools, are used to determine an academic peer group and to calculate SGPs.
        (2) All the students' SGP scores for a school are arrayed from high to low and the midpoint, or median, of these scores becomes the school's median growth percentile, or MGP. The higher the score, the more students are improving compared with students attending other public schools in the District.
        (3) DC PCSB calculates a two-year weighted average (by n-size) by averaging the school's MGP values from two consecutive years. The two-year weighted average is used to mitigate fluctuations in scores from year to year. If a school has only one year of MGP data (e.g., it is a new school, offering grade 4 for the first time), only one year of MGP data is used; however, the weight of the student progress measures is weighted half the weight outlined in this section.

    b. Floor and Target: The floor for MGP is 30 and the target is 70. MGP is centered at 50.

Measure	Floor	Target
Median Growth Percentile – ELA	30	70
Median Growth Percentile – Math	30	70

Student Achievement Category

OSSE has selected the Partnership for Assessment of Readiness for College and Careers (PARCC) as the state assessment for DC for students in grades 3 through 8. Each student will receive a score and a level, from 1 to 5, as follows:

- Level 1: Did not yet meet expectations of career and college readiness
- Level 2: Partially met expectations of career and college readiness
- Level 3: Approached expectations of career and college readiness
- Level 4: Met expectations of career and college readiness
- Level 5: Exceeded expectations of career and college readiness

For the PMF, schools are measured as follows:

1. Approaching College and Career Readiness Measure: Achievement Measures for grades 3 through 8 (and any subset thereof):
    a. Level 3 and above in ELA: The percentage of all students in all tested grades at the school achieving a level 3 or above on the PARCC assessment in ELA.
    b. Level 3 and above in math: The percentage of all students in all tested grades achieving a level 3 or above on the PARCC assessment in math.
2. College and Career Readiness Measure: Achievement Measures for grades 3 through 8 (and any subset thereof):
    a. Level 4 and above in ELA: The percentage of all students in tested grades earning a level 4 or 5 on the PARCC assessment in ELA.
    b. Level 4 and above in math: The percentage of all students in tested grades earning a level 4 or 5 on the PARCC assessment in math.
3. Floors and Targets
    a. Approaching College and Career Readiness and Above: DC PCSB set an aspirational target of 100.0 for level 3 and above.
    b. College and Career Ready: The target for PARCC level 4+ is the 90th percentile of performance, calculated using a three-year weighted average.[9]
    c. The floor for the achievement measures will incrementally increase annually over the next three years until the 10th percentile is reached. The floor will remain at the 10th percentile of performance after the three years. In 2017-18, the floor is set at the 3.3rd percentile of performance. In 2018-19, the floor will be set at the 6.6th percentile of performance and in 2019-20, the floor will be set at the 10th percentile of performance. The floor is calculated using a three-year weighted average.[10]
    d. Prior to calculating the floor and target for the achievement measures, DC PCSB will determine if there are any outliers in the data set, in each year of the three-year weighted average. An outlier is determined if the rate(s) are 1.5 times the Interquartile Range (IQR). The outliers will be removed prior to calculating the percentile of performance for each year in the three-year weighted average for both the floor and/or target.

[9] The three-year weighted average is calculated as follows: the most recent year has 50% weight, the previous year has 30% weight, and the year prior to that has 20% weight.

[10] The three-year weighted average is calculated as follows: the most recent year has 50% weight, the previous year has 30% weight, and the year prior to that has 20% weight.

e. The achievement measures have three years of data, and are considered established measures. The floor and target are calculated based on data through 2016-17 and set for two years with 2017-18 serving as year one. The floor and target will follow the business rules to be updated for the 2019-20 PMF Policy and Technical Guide.

The table below describes the business rule for determining the floor and target for both approached and college and career measures.

Measure	Floor Business Rules	Floor	Target Business Rule	Calculated Target
Level 3: Approaching College and Career Readiness and Above in ELA (all tested grades)	~~3.3rd percentile~~0	~~31.5~~0	100.0	100.0
Level 3: Approaching College and Career Readiness and Above in Math (all tested grades)	~~3.3rd percentile~~ 0	~~26.7~~0	100.0	100.0
Level 4 and 5: College and Career Ready in ELA (all tested grades)	~~3.3rd percentile~~0	~~8.6~~0	(100-90th percentile)*.25 + 90th percentile~~90th percentile~~	~~43.0~~-58.8
Level 4 and 5: College and Career Ready in Math (all tested grades)	~~3.3rd percentile~~0	~~6.0~~0	(100-90th percentile)*.25 + 90th percentile~~90th percentile~~	~~52.3~~-64.2

Gateway Indicator

This indicator includes measures that capture critical achievement for future success, such as reading in 3rd grade, a predictor of future academic success, and math in 8th grade, also a predictor of student success in high school. Performance is limited to students who have attended the LEA for two or more years.

1. Measures for grade 3 and 8:
   a. Level 4 or above in grade 3 ELA: The percentage of all grade 3 students who have attended the LEA for at least two full academic years[11] achieving a level 4 or above on the PARCC assessment in ELA.
   b. Level 4 or above in grade 8 math: The percentage of all grade 8 students who have attended the LEA for at least two full academic years and achieved a level 4 or above on the PARCC assessment in math.

2. Floors and Targets

[11] Two full academic years means that a student who took the PARCC exam in the spring of the current year and has been enrolled in the school since at least October of the prior academic year.

a. The target for PARCC level 4+ is the 90th percentile of performance, calculated using a three-year weighted average. [12]
b. The floor for the gateway measures will incrementally increase annually over the next three years until the 10th percentile is reached. The floor will remain at the 10th percentile of performance after the three years. In 2017-18, the floor is set at the 3.3rd percentile of performance. In 2018-19, the floor will be set at the 6.6th percentile of performance and in 2019-20, the floor will be set at the 10th percentile of performance. The floor is calculated using a three-year weighted average.[13]
c. Prior to calculating the floor and target for the achievement measures, DC PCSB will determine if there are any outliers in the data set, in each year of the three-year weighted average. An outlier is determined if the rate(s) are 1.5 times the Interquartile Range (IQR). The outliers will be removed prior to calculating the percentile of performance for each year in the three-year weighted average for both the floor and/or target.
d. The gateway measures have three years of data, and are considered established measures. The floor and target are calculated based on data through 2016-17; the floor and target are set for two years with 2017-18 serving as year one. The floor and target will follow the business rules to be updated for the 2019-20 PMF Policy and Technical Guide.

The table below describes the business rule for determining the floor and targets.

Measure	Floor Business Rules	Floor	Target Business Rule	Calculated Target
Level 4: College and Career Ready Grade 3 ELA of returning students	~~3.3rd percentile~~0	~~8.8~~0	(100-90th percentile)*.25 + 90th percentile~~90th percentile~~	~~48.6~~58.5
Level 4: College and Career Ready Grade 8 math of returning students	~~3.3rd percentile~~0	~~4.6~~0	(100-90th percentile)*.25 + 90th percentile~~90th percentile~~	~~52.5~~61.6

Student Environment Indicator

1. Classroom environment/teacher interaction for pre-kindergarten classrooms
   a. Measure: DC PCSB uses a Teacher Interaction observational tool to assess pre-kindergarten (PK) instruction. The Classroom Assessment Scoring System (CLASS) assesses the typical teacher-student interaction in the classroom. The tool captures and scores this information within three domains, Emotional

[12] [12] The three-year weighted average is calculated as follows: the most recent year has 50% weight, the previous year has 30% weight, and the year prior to that has 20% weight.
[13] The three-year weighted average is calculated as follows: the most recent year has 50% weight, the previous year has 30% weight, and the year prior to that has 20% weight.

Support, Classroom Organization, and Instructional Support, on a scale of 1 to 7, with 7 being the highest. An independent, CLASS-trained observer evaluates every PK classroom. For the PK-8 PMF, the score is displayed as a two-year weighted average, with 70% on the current year score and 30% on the previous year's score.

b. Floors and Targets
   i. The business rule for calculating the target for each domain is to follow the publisher's guidelines for a score of "high," which means earning 6.0 or above.
   ii. Or, if the sector's 90th percentile average is more than 0.5 points below the target, the target will be lowered to the 90th percentile, but not lowered below 4.0.
      a. In the Instructional Support domain, the 90th percentile is currently 3.4. Therefore, the target is set at 4.0.
   iii. The floor is based on the three-year weighted average score of the 10th percentile in DC public charter schools.
   iv. The minimum range between the floor and target must be 1.5 points. If the range between the floor and the target is less than 1.5, the floor will be lowered 1.5 points from the target.
   v. Below are the floors and targets for 2017-18:

Measure	Floor	Target
Emotional Support	4.5	6
Classroom Organization	4.5	6
Instructional Support	2	4

c. The CLASS measure has three years of data, and is considered an established measure. The floor and target are calculated based on data through 2016-17 and set for two years with 2017-18 serving as year one. The floor and target will follow the business rules to be updated for the 2019-20 PMF Policy and Technical Guide.

2. Attendance
   a. Measure for grades PK3 through 8: DC PCSB measures attendance through the average in-seat attendance (ISA) rate of all students attending the campus in grades PK3 through 8. If the 90th percentile of PK3 and PK4 students ISA rates fall two or more percent below the K-8 90th percentile of ISA rates, DC PCSB will calculate a separate floor and target for this population and calculate a total attendance rate based on n-size. The current data does not support a separate PK measure.

   b. Floor and Target
      The attendance measure has more than three years of data, and is considered an established measure. The floor and target are calculated based on data through 2016-17 and set for two years with 2017-18 serving as year one. The floor and target will

be recalculated for the 2019-20 PMF Policy and Technical Guide. The floor and target are calculated based on the previous three years of ISA rates, where the floor is set at the 10th percentile of school performance and the target is set at the 90th percentile of school performance, with a three-year weighted average.[14] The minimum range between the floor and target must be 10 points. If the range between the calculated floor and target is less than 10 points, the floor will be lowered by 10 points from the target.

Below is the floor and target for 2017-18:

Measure	Floor	Target
Attendance (all students)	85.0~~5~~	95.0~~5~~

3. Re-enrollment
   a. Measure for grades PK3 through 8
   Re-enrollment is calculated based on all eligible students who attended the school and were captured in the fall 2016 audit who return to the school and are captured in the school's 2017 audit. Please see the Data Sources and Methodology table for details on eligibility.
   b. Floor and Target
   The re-enrollment measure has more than three years of data, and is considered an established measure. The floor and target are calculated based on data through 2016-17and set for two years with 2017-18 serving as year one. The floor and target will be recalculated for the 2019-20 PMF Policy and Technical Guide. The floor and target are calculated based on the previous three years of re-enrollment rates, where the floor is based on the 10th percentile of school performance and the target is based on the 90th percentile of school performance, with a three-year weighted average.[15]

   Below is the floor and target for re-enrollment for 2017-18:

Measure	Floor	Target
Re-enrollment (all students)	~~69.1~~67.0	92.0~~3.8~~

   c. Re-enrollment Rate Calculations with Campus Reconfigurations
   If an existing school is approved by DC PCSB's Board to reconfigure its campuses, the PMF re-enrollment rate is calculated only at the LEA level during the first year after the campus reconfigures. For example, if an LEA approved by DC PCSB to reconfigure its one campus spanning PK through grade 8 into two campuses serving PK-grade 4 and grades 5-8, the re-enrollment rates for each campus during the subsequent year of reconfiguration will be the re-enrollment rate for the entire LEA, not each individual campus, and the re-enrollment rate will be the same for both campuses.

[14] The three-year weighted average is calculated as follows: the most recent year has 50% weight, the previous year has 30% weight, and the year prior to that has 20% weight.
[15] The three-year weighted average is calculated as follows: the most recent year has 50% weight, the previous year has 30% weight, and the year prior to that has 20% weight.

Additional Business Rules for Setting Floors and Targets

Any changes to floors and targets will be voted on by the Board after an opportunity for public comment and review. The floors will generally be proposed for revisions according to the business rules described previously, with the following exceptions:

- A measure's floor will not rise by more than 33.3% in any given year. If the weighted average would cause the floor to rise more than 33%, the increase of the floor will be artificially capped at 33.3%.
- If the three-year weighted average floor decreases by more than 33.3%, the decrease of the floor will be artificially capped at 33.3%
- If there is a significant change in the measure used, (e.g., a change in formula for graduation rates, the state adopts a new state assessment) the floors will be readjusted to the 10th percentile of charter school performance for that new measure using only the year(s) when the new measure is applied and the results are publicly available.[16] For example, for the PARCC, which was first administered in school year 2014-15, the floor was calculated using only that year's data.
- When only two years of data are available as opposed to three years, the floor will be calculated based on the lowest 10th percentile over the past two years, where both years have 50% of the weight.
- When one year of data is available, the floor will be calculated based on the lowest 10th percentile in that year.

Targets will follow the business rules each year, with the following exceptions:

- If the calculated 90th percentile is at or more than 33.3% above the current target, the target will be raised by 33.3%.
- If a measure is significantly changed (e.g., a new state assessment or a change in formula), and the target is currently not aspirational (e.g., 100%), the target will be recalculated to match the 90th percentile.
- When three years of historical data are not available, such as when a new measure is introduced or the formula is changed, one or two years of data will be used, until three years of data are available.
- If the calculated target exceeds 100%, the target will remain at 100%.

Measures that are not included in the Overall Score or Tier

Schools serving grades PK, K, 1, or 2 must include additional measures as untiered measures in the PMF for literacy and math for these grades. These schools also have the option to include an additional untiered measure for social-emotional development. Each measure will include a floor and target specific to that measure, developed according to the procedures described below. These measures will be considered when evaluating a school's performance but will not be considered when assigning a school a PMF Score or Performance Tier.

[16] This was done in 2015 when the state changed its state assessment from DC CAS to PARCC.

1. **PK-8 PMF for schools ending in grade 4 or above**
   Student outcomes in school-chosen assessments for literacy, math, and social-emotional development for PK through grade 2 will be untiered measures on the PK-8 PMF. They will be displayed on the PMF scorecard but will not be incorporated into the school's PMF Score or tier because schools use a variety of assessments in these grades and standardization across these assessments does not exist, making it impossible to compare performance of schools using different assessments. A list of these assessment descriptions can be found in Appendix A of this section.

2. **PK-8 PMF for schools ending in grade 3 or below**
   Student outcomes in school-chosen assessments for literacy, math, and social-emotional development for PK will be untiered stand-alone measures on the PK-8 PMF.

   Schools permanently ending in grades K-3 must have student growth captured for grades K-3 through a DC PCSB-approved assessment within the scored section of the PMF; these data are not shown again as untiered goals. DC PCSB has approved for the 2017-18 PMF one assessment to capture growth for grades K through 3: NWEA MAP. Schools may opt out of testing grade 3 students in NWEA MAP since they will also be taking the PARCC.

3. **Growing Schools with Grades PK-3**
   For schools temporarily ending in grades K-3 (because they are growing a grade a year and ultimately will serve grades 4 or above) and that do not use NWEA MAP as a school-chosen assessment, student outcomes in the school-chosen assessments for literacy, math, and social-emotional development for PK through grade 2 will be untiered measures. If the school chooses the NWEA MAP assessment, it will follow the guidelines for PK-8 PMF for schools ending in 3 or below (number 2, above).

   If the school chooses any other assessment to measure growth for reading and math other than NWEA MAP, each measure will be handled as a stand-alone goal until the school reaches grade 4 in which the state assessment and MGP will apply, at which time the school will receive a PMF Tier.

Mission Specific Goals

Schools may apply to display a mission specific goal. This data is not included within the tiered PMF as it is unique to the individual school. Schools can apply to display a mission specific goal through DC PCSB's charter amendment process.

Displaying Untiered Measures

For each assessment a school chooses as a goal that falls into the untiered section of the PMF, the measure will have performance displayed within a range as follows:

Normed reference floor of 30 – target of 70 (if the norm is based on the 50th percentile)
Criterion reference floor of 60 – target of 100.

Schools using a combination of normed and criterion reference assessments have a combined display range.

Weights for Measures Included in PMF Tier
Indicator Weights by Grade Configuration

Early Childhood Schools with Pre-Kindergarten Grades (Ending Grades K-2)

Weight	Indicator	Measure	Weight	Floor	Target
50%	Student Progress[17]	NWEA MAP Growth – ELA	25%	30	70
		NWEA MAP Growth – Math	25%	30	70
0%	Student Achievement	Not Applicable*	0%	Not applicable	
		Not Applicable*	0%		
50%	School Environment	Teacher Interaction: CLASS Emotional Support	10%	4.5	6
		Teacher Interaction: CLASS Classroom Organization	10%	4.5	6
		Teacher Interaction: CLASS Instructional Support	10%	2	4
		Attendance	10%	85.0~~5~~	95.0~~5~~
		Re-enrollment	10%	~~69.1~~6 7.0	~~93.8~~9 2.0

Additional measures may be displayed in the Untired Measures portion of the PMF.

Early Childhood Schools without Pre-Kindergarten Grades (Ending Grades K-2)

Weight	Indicator	Measure	Weight	Floor	Target
80%	Student Progress	NWEA MAP Growth – ELA	40%	30	70
		NWEA MAP Growth – Math	40%	30	70
N/A	Student Achievement	Not Applicable*	0%	Not applicable	
		Not Applicable*	0%		
20%	School Environment	Attendance	10%	85.0	95.0
		Re-enrollment	10%	67.0	92.0

Additional measures may be displayed in the Untired Measures portion of the PMF.

Elementary Schools with Pre-Kindergarten grades (Ending Grade 3)

17 New Early Childhood schools that begin in grades PK-3 will be placed on the above framework if they use NWEA MAP or another PCSB-approved assessment for the Campus-Level PMF. Once a school has 4th grade, the campus will receive a PMF for schools ending in 4-8. If the above PMF is not released for the school, the school will be held accountable for the EC Growing School scorecard.

Weight	Indicator	Measure	Weight	Floor	Target
45%	Student Progress[11] (Grades K-3)	NWEA MAP Growth – ELA	22.5%	30	70
		NWEA MAP Growth – Math	22.5%	30	70
15%	Student Achievement	Level 3: Approaching College and Career Readiness and Above in ELA (all tested grades)	~~3.75~~4.5%	~~31.5~~ 0	100.0
		Level 3: Approaching College and Career Readiness and Above in Math (all tested grades)	~~3.75~~4.5%	~~26.7~~0	100.0
		College and Career Ready in ELA (all tested grades)	3.~~75~~.0%	~~8.6~~0	~~43.0~~58.8
		College and Career Ready in Math (all tested grades)	3.~~75~~0%	~~6.0~~0	~~52.3~~64.2
10%	Gateway[18]	Grade 3 ELA: College and Career Ready (returning students)	10.0%	~~8.8~~0	~~48.6~~58.5
30%	School Environment	Teacher Interaction: CLASS Emotional Support	4%	4.5	6
		Teacher Interaction: CLASS Classroom Organization	4%	4.5	6
		Teacher Interaction: CLASS Instructional Support	4%	2	4
		Attendance	9%	85.0~~85.5~~	95.0~~95.5~~
		Re-enrollment	9%	67.0~~69.1~~	92.0~~93.8~~

Elementary Schools without Pre-Kindergarten Grades (Ending Grade 3)

Weight	Indicator	Measure	Weight	Floor	Target
50%	Student Progress[11] (Grades K-3)	NWEA MAP Growth – ELA	25%	30	70
		NWEA MAP Growth – Math	25%	30	70
20%	Student Achievement	Level 3: Approaching College and Career Readiness and Above in ELA (all tested grades)	~~5.0~~6.0%	~~31.5~~0	100.0
		Level 3: Approaching College and Career Readiness and Above in Math (all tested grades)	~~5.0~~6.0%	~~26.7~~0	100.0
		Level 4 and 5: College and Career Ready in ELA (all tested grades)	~~5.0~~4.0%	~~8.6~~0	58.8~~43.0~~

[18] If a school does not have applicable gateway grade, the 5.0% will be added to the other applicable gateway grade. If a school has neither 3rd nor 8th grades and has grades in between, the school will not receive a Gateway Measure and the total score will be out of 90%.

		Level 4 and 5 College and Career Ready in Math (all tested grades)	~~5.0~~4.0%	~~6.0~~0	64.2~~52.3~~
10%	Gateway[19]	Grade 3 ELA: College and Career Ready (returning students)	10.0%	~~8.8~~0	58.5~~48.6~~
20%	School Environment	Attendance	10%	85.~~5~~0	95.~~5~~0
		Re-enrollment	10%	6~~9.1~~7.0	9~~3.8~~2.0

Additional measures may be displayed in the Untired Measures portion of the PMF.

Elementary/Middle Schools with Pre-kindergarten Grades (Ending Grades 4-8)

Weight	Indicator	Measure	Weight	Floor	Target
35%	Student Progress (grades 4-8)	Median Growth Percentile – ELA	17.5%	30.0	70.0
		Median Growth Percentile – Math	17.5%	30.0	70.0
25%	Student Achievement	Level 3: Approaching College and Career Readiness and Above in ELA (all tested grades)	~~6.25~~7.5%	~~31.5~~0	100.0
		Level 3: Approaching College and Career Readiness and Above in Math (all tested grades)	~~6.25~~7.5%	~~26.7~~0	100.0
		Level 4 and 5: College and Career Ready in ELA (all tested grades)	~~6.25~~5.0%	~~8.6~~0	58.8~~43.0~~
		Level 4 and 5 College and Career Ready in Math (all tested grades)	~~6.25~~5.0%	~~6.0~~0	64.2~~52.3~~
10%	Gateway[19]	Grade 3 ELA: College and Career Ready (returning students, if applicable)	5.0%	~~8.8~~0	58.5~~48.6~~
		Grade 8 Math: College and Career Ready (returning students, if applicable)	5.0%	0~~4.6~~	~~52.5~~61.6
30%	School Environment	Teacher Interaction: CLASS Emotional Support	4%	4.5	6
		Teacher Interaction: CLASS Classroom Organization	4%	4.5	6
		Teacher Interaction: CLASS Instructional Support	4%	2	4
		Attendance	9%	85.~~5~~0	95.~~5~~0
		Re-enrollment	9%	67.0~~9.1~~	92.0~~3.8~~

[19] If a school does not have an applicable gateway grade, the 5.0% will be added to the other applicable gateway grade. If a school has neither 3rd nor 8th grades and has grades in between, the school will not receive a Gateway Measure and the total score will be out of 90%.

Elementary/Middle Schools without Pre-kindergarten Grades (Ending Grades 4-8)

Weight	Indicator	Measure	Weight	Floor	Target
40%	Student Progress (grades 4-8)	Median Growth Percentile – ELA	20%	30.0	70.0
		Median Growth Percentile – Math	20%	30.0	70.0
30%	Student Achievement	Level 3: Approaching College and Career Readiness and Above in ELA (all tested grades)	~~7.5~~9.0%	~~31.5~~0	100.0
		Level 3: Approaching College and Career Readiness and Above in Math (all tested grades)	~~7.5~~9.0%	~~26.7~~0	100.0
		Level 4 and 5: College and Career Ready in ELA (all tested grades)	~~7.5~~6.0%	~~8.6~~0	58.8~~43.0~~
		Level 4 and 5 College and Career Ready in Math (all tested grades)	~~7.5~~6.0%	~~6.0~~0	64.2~~52.3~~
10%	Gateway	Grade 3 ELA: College and Career Ready (returning students, if applicable)[20]	5.0%	~~8.8~~0	58.5~~48.6~~
		Grade 8 Math: College and Career Ready (returning students, if applicable)[21]	5.0%	~~4.6~~0	~~52.5~~61.6
20%	School Environment	Attendance	10%	85.~~5~~0	95.~~5~~0
		Re-Enrollment	10%	6~~9.1~~7.0	9~~3.8~~2.0

Additional measures may be displayed in the Untired Measures portion of the PMF.

[20] If a school does not have applicable gateway grade, the 5.0% will be added to the other applicable gateway grade. If a school has neither 3rd nor 8th grades and has grades in between, the school will not receive a Gateway Measure and the total score will be out of 90%.

[21] If a school does not have applicable gateway grade, the 5.0% will be added to the other applicable gateway grade. If a school has neither 3rd nor 8th grades and has grades in between, the school will not receive a Gateway Measure and the total score will be out of 90%.

Early Childhood Growing Schools without DC PCSB-approved PMF Growth Assessment[22]

Weight	Indicator	Measure	Weight	Floor	Target
0%	Student Progress	Not Applicable	0%	Not Applicable	
				Not Applicable	
0%	Student Achievement[23]	Level 3: Approaching College and Career Readiness and Above in ELA (all tested grades)	0%	~~31.5~~0	100.0
		Level 3: Approaching College and Career Readiness and Above in Math (all tested grades)	0%	~~26.7~~0	100.0
		Level 4 and 5: College and Career Ready in ELA (all tested grades)	0%	~~8.6~~0	58.8~~43.0~~
		Level 4 and 5 College and Career Ready in Math (all tested grades)	0%	~~6.0~~0	64.2~~52.3~~
0%	Gateway	Grade 3 ELA: College and Career Ready (returning students, if applicable)	0%	~~8.8~~0	58.5~~48.6~~
100%	School Environment	Teacher Interaction: CLASS Emotional Support	20%	4.5	6
		Teacher Interaction: CLASS Classroom Organization	20%	4.5	6
		Teacher Interaction: CLASS Instructional Support	20%	2	4
		Attendance	20%	85.~~5~~0	95.0~~5~~
		Re-Enrollment	20%	67.0~~9.1~~	92.0~~3.8~~

- This framework will receive an overall score but not a tier since student progress and achievement are not included in the overall score. A tier will be assigned when the school grows to include grade 4.

[22] New Early Childhood schools that begin in grades PK-3 will be placed on this framework only if they do not use a PCSB-approved assessment for the EC/ES/MS PMF. Once a school has 4th grade, the campus will receive a PMF for schools ending in 4-8.

[23] For the year the growing school ends in grade 3, PCSB will display the grade 3 PARCC results with the same floors and targets used for these measures.

Schools with only PK Grades: PK Only PMF

DC PCSB designed a performance framework for schools who are approved to only serve grades PK3 and PK4. Schools that serve grades K-12 in their network or new schools beginning in only PK grades and adding a grade each year, are not eligible for this framework. PK Only Schools are unique because there is no PK state assessment or a common assessment to use for accountability in these grades. The framework for PK Only Schools includes the following categories:

1. Student Outcomes: This indicator includes measures that capture student achievement or growth in pre-literacy skills, math, and social emotional learning. The publisher determines the targets for student growth or achievement for these developmentally appropriate student assessments. While PK student outcomes are only displayed (not included for points) on the scorecards for all other grade configurations, PK Only Schools asked that PK student outcomes be included for this framework.
2. School Environment: This indicator includes measures that capture the climate such as attendance rates and prekindergarten teacher-student interaction.

Measures, Floors, and Targets
The following are the measures used in the PK Only PMF:

Student Outcomes
Schools have the ability to choose the appropriate assessment to measure the skills of pre-literacy, math, and social emotional learning for PK students. Currently, the schools that have PK Only campuses use the following assessments: Every Child Ready, Teaching Strategies GOLD, PPVT and TEMA.
Floors and Targets: DC PCSB set the floors and targets for each assessment to align to charter goals for consistency. The minimum range between the floor and target for PK Student Outcomes is 15 points.

	Every Child Ready			Teaching Strategies Gold			PPVT	TEMA
	Pre-literacy	Math	Social Emotional Learning	Pre-literacy	Math	Social Emotional Learning	Pre-literacy	Math
Floor	65	65	65	85	85	85	80	70
Target	100	100	100	100	100	100	100	100

School Environment

Classroom environment/teacher interaction for pre-kindergarten classrooms

a. Measure: DC PCSB uses scores from a Teacher Interaction observational tool to assess pre-kindergarten (PK) instruction. The Classroom Assessment Scoring System (CLASS) assesses the typical teacher-student interaction in the classroom. CLASS is observed the same across all PK classrooms for the PMF. Please see page 17 in the PK-8 PMF section for the description of CLASS and business rules for floors and targets.

3. Attendance
    a. Measure for PK3 and PK4: DC PCSB measures attendance through the in-seat attendance (ISA) rate of all students attending the campus in grades PK3 and PK4.

    b. Floor and Target
    The floor and target are calculated based on the previous three years of ISA rates. The floor is set at the 10th percentile of PK Only School performance and the target is set at the 90th percentile of PK Only School performance, with a three-year weighted average.[24] The minimum range between the floor and target must be 10 points. If the range between the calculated floor and target is less than 10 points, the floor will be lowered by 10 points from the target.

In-Seat Attendance floor and target for 2017-18:

Measure	Floor	Target
Attendance (all students)	81.9	91.9

Weights for PK Only Framework

Weight	Indicator	Measure	Weight	Floor	Target
45%	Student Outcomes	Pre-literacy	15%	*	*
		Math	15%	*	*
		Social Emotional Learning (optional)[25]	15%	*	*
0%	Student Achievement	Not Applicable	0%	Not applicable	
		Not Applicable	0%		
55%	School Environment	Teacher Interaction: CLASS Emotional Support	15%	4.5	6
		Teacher Interaction: CLASS Classroom Organization	15%	4.5	6
		Teacher Interaction: CLASS Instructional Support	15%	2	4
		Attendance	10%	81.9	91.9

* Please see the table on the previous page for the floors and targets related to student outcomes.

[24] The three-year weighted average is calculated as follows: the most recent year has 50% weight, the previous year has 30% weight, and the year prior to that has 20% weight.
[25] For a school not choosing to include the optional social-emotional assessment for PK Only Student Outcomes, the points are redistributed evenly between the subjects of pre-literacy and math."

Data Sources and Methodology

Indicator	Measure	Description	Components, Metric, Additional Notes	Rationale
Student Progress	**Median Growth Percentile** (Grades 4-8)	Growth measure that tells how much change or growth there has been in student performance from year to year. To lessen some of the observed year-to-year variability in the MGPs, DC PCSB computes an aggregated MGP by taking the median of all Student Growth Percentile scores from the previous two years.	**Score as provided by OSSE and validated by schools.** **Components** Median Growth Percentile Score is calculated by identifying the median score of: c. Grades 3-8: All students who attended the campus for the full academic year (FAY) in SY 2017-18 in grades 4-8 and all students who attended a campus for the full academic year in SY 2016-17 in grades 4-8 for whom there was a PARCC score in **ELA** for two years in two consecutive grade levels. d. PK-8: All students who attended the campus for the full academic year (FAY) in SY 2017-18 in grades 4-8 and all students who attended a school for the full academic year in SY 2016-17 in grades 4-8 for whom there was a PARCC score in **math** for two years in two consecutive grade levels. Notes: • If a school has only one year of MGP data (e.g., it is a new school, offering grade 4 for the first time), only one year of MGP data is used but the weight of the student progress measures is weighted half the weight outlined in this section. N-size: If an early childhood growing school (a school that has PK – 3 grades and is adding a grade annually) adds grade 4 for the first time and does not have a minimum of 10 students to display MGP, the school will use K-3 NWEA MAP median CGP for one additional year. Once the school has two years of MGP data, the school will display MGP and not continue to use NWEA MAP for Student Progress. Validation: OSSE calculates and validates this measure with schools. References: http://www.doe.mass.edu/mcas/growth/InterpretiveGuide.pdf http://www.schoolview.org/GMFAQ.asp http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DC%20Growth%20Tech%20Report.pdf	A measure of student progress that compares changes in a student's PARCC scores to other students with similar score performance profiles. It tells how much change or growth there has been in performance from year to year. Requirement of two years of PARCC results of each student, but not necessarily from the same school (e.g., the baseline PARCC score can be from a different school).

Indicator	Measure	Description	Components, Metric, Additional Notes	Rationale
Student Progress	**NWEA Measures of Academic Progress (MAP) – DC PCSB-approved Growth Assessment** (Grades K-3)	Growth measure that tells how much change or growth there has been in student performance from spring to spring.	**Components** Median Student Conditional Growth Percentiles (CGP) is calculated by identifying the median score of: • Grades K-3: All students who attended the campus for the full academic year (FAY[26]) in school year (SY) 2017-18 in grades K-3 in schools ending in grades K-3 for which there was a NWEA MAP CGP in **ELA** from spring to spring (fall to spring only for new students entering the LEA) for the current year. • Grades K-3: All students who attended the campus for the full academic year (FAY) in SY 2017-18 in grades K-3 in schools ending in grades K-3 for which there was a NWEA MAP CGP in **MATH** from spring to spring (fall to spring only for new students entering the LEA) for the current year. • Schools will submit the Achievement Status and Growth (ASG) Summary Class Report based on the 2015 norms for both literacy and math. For students who repeat the assessment, DC PCSB will use the most accurate score in accordance with the publisher, which has the lowest Standard Error (SE), as reported in the ASG report. **Note**: Schools may opt out of testing 3rd grade students in NWEA MAP since they will also be taking the PARCC. • N-size: If an early childhood growing school (a school that has PK – 3 grades and is adding a grade annually) adds grade 4 for the first time and does not have enough students to display MGP, the school will use K-3 NWEA MAP median CGP for one additional year. Once the school has	A measure of student progress that compares changes in a student's scores to a norm-referenced population. It tells how much change or growth there has been in performance through the school year.

[26] *Full Academic Year (FAY) Business Rule*

The number of students included in each grade span (PK and K-2) is the number of students who meet the Full Academic Year requirement (FAY). For the early childhood grades, FAY is defined as the students who are included in the school's audit for the EC grades through the first day of the end-of-year testing window. If the publisher has specific testing windows from the start of school year that cannot be moved, students enrolled on the last day of the testing window in the fall will count for the audit date. This business rule will be used for all PK-2 Early Childhood data.

Indicator	Measure	Description	Components, Metric, Additional Notes	Rationale
			two years of MGP data, the school will display MGP and not continue to use NWEA MAP for Student Progress. Validation: DC PCSB collects the data and calculates this measure. DC PCSB collects the publisher's ASG report to verify the accuracy of the school's submission.	
Student Achievement	**PARCC Approached Expectations and above rates in math and ELA** (Grades 3-8)	% of students scoring levels 3, 4, and 5 on the PARCC assessment	**Components** PARCC scores for all campus-level FAY students. Number of FAY students tested for the most recent year. FAY determined by OSSE and validated by schools. • Calculating the Floor (Grades 3-8) = 3.3rd percentile[27] • Calculating the Target (Grades 3-8 ELA) = 100.0 • Calculating the Target (Grades 3-8 Math) = 100.0 **Metric** $\left[\frac{\text{Total \# of FAY students scoring levels 3, 4, and 5 on PARCC Math}}{\text{Total \# FAY tested}}\right] \times 100$ OR $\left[\frac{\text{Total \# of FAY students scoring levels 3, 4, and 5 on PARCC ELA}}{\text{Total \# FAY tested}}\right] \times 100$ Note: Outliers are removed prior to calculating the floor and target for the achievement measures, Outliers are any rates that exceed 1.5*IQR. Outliers are removed prior to implementing the business rule to calculate each year's rate in the three-year weighted calculation. Validation: OSSE calculates and validates this measure with schools.	This indicator shows the percentage of students who Approaching College and Career Ready and above on the content on the PARCC.
Student Achievement	**PARCC College and Career Ready Rates in**	% of students scoring levels 4 and 5 on the PARCC assessment	**Components** PARCC scores for all campus -level FAY students in either grade level math or Algebra 1. Number of FAY students tested for the most recent year. FAY determined by OSSE and validated by schools.	This indicator captures the percentage of students who demonstrate College and Career Ready level

[27] The three-year weighted average is calculated as follows: the most recent year has 50% weight, the previous year has 30% weight, and the year prior to that has 20% weight.

Indicator	Measure	Description	Components, Metric, Additional Notes	Rationale
	math and ELA (Grades 3-8)		• Calculating the Floor = 3.3rd percentile[28] • Calculating the Target (Grades 3-8 Math) = 90th percentile[28] • Calculating the Target (Grades 3-8 ELA) = 90th percentile[28] **Metric** Calculated as with PARCC Approaching College and Career Readiness $\left[\frac{\text{Total \# of FAY students scoring levels 4 and 5 on PARCC Math}}{\text{Total \# FAY tested}}\right] \times 100$ OR $\left[\frac{\text{Total \# of FAY students scoring levels 4 and 5 on PARCC ELA}}{\text{Total \# FAY tested}}\right] \times 100$ Note: Outliers are removed prior to calculating the floor and target for the achievement measures, Outliers are any rates that exceed 1.5*IQR. Outliers are removed prior to implementing the business rule to calculate each year's rate in the three-year weighted calculation. Validation: OSSE validates this measure with schools.	performance on the PARCC.

Indicator	Measure	Description	Components, Metric, Additional Notes	Rationale
Gateway	**PARCC College and Career Ready Rate in grade 3 ELA – cohort measure**	% of grade 3 students returning to the LEA scoring levels 4 and 5 on the PARCC assessment in ELA.	**Components** Cohort: PARCC ELA scores for grade 3 school-level FAY students who attended the same LEA the previous year. (2-year cohort) Total number of grade 3 FAY students returning to the LEA from the previous year. For a first-year school that does not have returning students, the gateway rate will be calculated using all current grade 3 students. • Calculating the Floor = 3.3rd percentile[28] • Calculating the Target = (100-90th percentile)*.25 + 90th percentile **Metric** $\left[\frac{\text{Total \# of returning FAY students in grade 3 scoring levels 4 and 5 on PARCC ELA}}{\text{Total \# of returning FAY grade 3 students tested}}\right] \times 100$ Note: Outliers are removed prior to calculating the floor and target for the achievement measures, Outliers are any rates that exceed 1.5*IQR. Outliers are removed prior to implementing the business rule to calculate each year's rate in the three-year weighted calculation. Validation: OSSE calculates and validates the data with schools.	Critical gateway year for childhood literacy; the cohort measure evaluates schools on their performance from previous years to successfully prepare students for critical academic measures.

Indicator	Measure	Description	Components, Metric, Additional Notes	Rationale
Gateway	**PARCC College and Career Ready Rate in 8th grade math**	% of grade 8 students returning to the LEA scoring levels 4 and 5 on the PARCC assessment in math.	**Components** Cohort: PARCC math scores for FAY grade 8 students who attended the same LEA the previous year (2-year cohort). Total number of grade 8 FAY students returning to the LEA from the previous year. For a first-year school that does not have returning students, the gateway rate will be calculated using all current grade 8 students. • Calculating the Floor = 3.3rd percentile[28] • Calculating the Target = (100-90th percentile)*.25 + 90th percentile[29] **Metric** $\left[\frac{\text{Total \# of returning FAY students in grade 8 scoring levels 4 and 5 on PARCC math}}{\text{Total \# of returning FAY grade 8 students tested}}\right] \times 100$ Note: Outliers are removed prior to calculating the floor and target for the achievement measures, Outliers are any rates that exceed 1.5*IQR. Outliers are removed prior to implementing the business rule to calculate each year's rate in the three-year weighted calculation. Validation: OSSE calculates and validates this measure with schools.	Critical gateway year for adolescent number skills; the cohort measure evaluates schools on their performance from previous years to successfully prepare students for critical academic measures
School Environment	**Pre-K Teacher Interaction: Classroom Assessment Scoring System™ (CLASS)™**	Observational tool that provides a common lens and language focused on teacher-student interactions. To lessen some of the observed year-to-year variability in observations of CLASS with	An independent organization will conduct CLASS observations on every PK classroom between November and May. The tool contains three domains: 1. Emotional Support 2. Classroom Organization 3. Instructional Support **Metric** Class will be a two-year score for each domain with the most recent year weighted 70% of the overall scores and the previous year weighted 30% of the overall score. **Business Rules** Schools will be notified of the two-week window in which observations will occur. The school can opt out of two days within the two-week window. The	CLASS is an observational tool that provides a common lens through which to assess interactions between the teachers and children in each classroom.

[28] The three-year weighted average is calculated as follows: the most recent year has 50% weight, the previous year has 30% weight, and the year prior to that has 20% weight.

Indicator	Measure	Description	Components, Metric, Additional Notes	Rationale
		new teachers, DC PCSB computes an aggregated CLASS domain score by a two year average with the most recent year weighing slightly more than the previous year.	observer will come at the start of the school day and observe a minimum of four observation cycles of the CLASS tool with an aim to complete 6 on every visit. A minimum of 10 observation cycles will be completed over a two year period for a CLASS score to be included on the PMF." The aggregate scores for each domain will be reported per school. DC PCSB will work with OSSE to have all charter school CLASS observations completed within a three-month window. Validation: OSSE calculates and validates this measure with schools.	
School Environment	**Attendance**	In-seat attendance rate for grades PK through 8.	**Components** Attendance by grade span. Aligns with District of Columbia Public Schools (DCPS) calculation. See eligibility exceptions. **Metric** $\left[\frac{\#\text{ of days present}}{\#\text{ days enrolled}}\right]*100$ NOTE: PK-8 schools: The floor and target for all schools other than PK Only school use data from all campuses excluding PK Only data. The floor and target for PK Only schools use data from PK Only schools. Validation: OSSE calculates and validates this measure with schools.	
School Environment	**Re-enrollment**	Re-enrollment rate for those eligible to return.	**Components** Previous fall enrollment by student USI and grade (October Audited Enrollment). Current fall enrollment by student USI and grade (October Audited Enrollment). **Metric** Linked audited enrollment data from previous and current year to determine which students reenrolled. Determine which students in previous fall are ineligible to re-enroll (those in their final year; moved out of DC).	Used to assess student and parent satisfaction and dropout rate.

<table>
<tr><th>Indicator</th><th>Measure</th><th>Description</th><th>Components, Metric, Additional Notes</th><th>Rationale</th></tr>
<tr><td></td><td></td><td></td><td>

$$\left[\frac{\text{Total \# of students attending both previous fall and current fall}}{(\text{\# of students in previous fall}) - (\text{\#of students ineligible to enroll})}\right] \times 100$$

For all students deemed ineligible to re-enroll, DC PCSB will verify their ineligibility using the following processes:

<table>
<tr><th>Reason for Ineligibility to Re-Enroll</th><th>Ineligibility Verification Process</th></tr>
<tr><td>Students in the campus's terminal grade who were promoted to the next grade.</td><td>DC PCSB will use enrollment data to verify the student's grade in both school years. LEAs do not have to submit any documentation.</td></tr>
<tr><td>Students who moved out of DC.</td><td>DC PCSB will verify that the student is not enrolled in another public school in DC. To show proof of out-of-state move, LEAs must submit one of the following for each student:
• Signed parent/guardian withdrawal form explicitly indicating out-of-state move.
• Signed parent/guardian letter/email indicating enrollment at an out-of-state public school.
• Student records or records request from an out-of-state public school.</td></tr>
<tr><td>Students expelled for a federally recognized reason, such as bringing a firearm to school; U.S. Code § 7151 (PDF / text).</td><td>DC PCSB will use discipline data to verify a student's expulsion records. LEAs must submit documentation that the expulsion was for a federally recognized reason.</td></tr>
<tr><td>Students placed into private placement.</td><td>LEAs may have to provide documentation that the student was placed in a private placement.</td></tr>
</table>

Notes:

- Students who transfer within an LEA from one campus to another will be removed from both the numerator and the denominator.
- PK Only schools (not serving any grades higher than PK) do not receive a re-enrollment score, and their data are not included in the floor and target calculation.
- Documents used for multiple students (e.g., siblings) must include each student's name.

</td><td></td></tr>
</table>

Indicator	Measure	Description	Components, Metric, Additional Notes	Rationale
			• For schools with a composition of grades that receive both the PK-8 and HS PMF, the grade 8 students are captured in the PK-8 re-enrollment measure. Validation: DC PCSB reviews the documents submitted by schools to validate this measure.	
Stand-Alone, Untiered Measures	**School Chosen Approved Assessment** (PK-2**)**	Percentage of students meeting the performance metric for achievement or rate of growth from the start of the year through the end of the year.	**Score as provided by school, aggregated by DC PCSB, and validated by schools.** DC PCSB allows schools to choose the assessments for mathematics and literacy that best fit the academic program and philosophy of the early childhood environment at the school. DC PCSB maintains a list of Early Childhood Assessments in use at public charter schools and approved for the PMF. The assessment displayed by the school is listed in this document and the document describes information on the assessments and how the publisher defines the assessments use to measure growth or achievement in the early childhood grades. **Note:** For display on the PMF, growth or achievement guidance is set by the publisher. In cases where there are subtests with no overall student score, the number of subtests meeting the achievement requirement out of total number of subtests taken are reported. Level 4 Special Education students (Optional) • **Business Rule:** Students who would likely qualify for the alternative PARCC are allowed to take a developmentally appropriate approved assessment, written for students of low cognitive ability. If an LEA is planning to use an alternative assessment for accountability, the LEA must contact DC PCSB to receive approval. Students must be identified as Level 4 with significant cognitive disabilities. Validation: DC PCSB collects and validates student level data for this measure. DC PCSB randomly selects one-fourth of the schools to visit to confirm the submitted data.	A measure of student achievement or student progress It shows the level of student performance at the end of the year or if the student achieved a year of growth from the beginning of the year through the end of the year. DC PCSB feels strongly that parents and stakeholders should have access to the academic information for early childhood grades but that most assessments were not designed to be used as part of a program evaluation.

Indicator	Measure	Description	Components, Metric, Additional Notes	Rationale
	School-approved Mission Specific Goal (MSG)	The Mission Specific Goal measures a specific commitment of the LEA to the school.	This measure is optional. For a school to display its Mission Specific Goal (MSG) on the ES/ES/MS PMF, the LEA must submit an application through DC PCSB's Goal Amendment Application for review and approval. Applicants must submit the completed application to DC PCSB by February 1 to be included for the following year's PMF. The goal will continue to be displayed until the LEA changes the mission of the charter or the measurement is no longer available. **Mission Specific data are provided by school, aggregated by DC PCSB (when possible), and validated by schools. If DC PCSB cannot aggregate the overall score, DC PCSB will validate the data.** Validation: DC PCSB collects and validates the data for this measure.	Charter schools are awarded charters based on the innovation of their program. This display option allows schools the option to show the results of their MSG to all stakeholders.

Supplemental Materials

Appendix A: Early Childhood Approved Assessment List

* Norm-referenced assessment achievement levels were set by linking percentile scores in 1st and 2nd grades with DC CAS proficient the following year.

Title	Publisher	Publisher guidance on Achievement or Progress	PMF Scorecard Displayed Student Results	Subjects Approved for the PMF	Age Group per the Publisher (Approved for use on the PMF)	Description
AIMSweb	Pearson	Progress: Rates of Improvement (ROI) given in five separate sets of ROI growth norms for each grade and time interval that correspond to five ranges of initial scores (very low, low, average, high, and very high). Achievement: Two default cut scores are provided at each grade and season. The higher cut score separates Tier 1 and 2 and can be considered the target.	Progress: Percentage of students earning 50% growth based on initial score. *Subtests: Percentage of subtests resulting in 50% growth.	Math, Literacy	Grades K-12 (K-2)	Norm-referenced assessment for Early Literacy, Reading, Early Numeracy, Mathematics, spelling and Writing offered through a web-based program for screening, progress monitoring, and data management.
Assessing Math Concepts (AMC)	Math Perspectives	Achievement: Proficient (Level A – ready to apply) on every assessment per each grade. Kindergarten: Counting Objects 1 and 2; 1st grade: Hiding Assessment tests #5, 6, and Number Arrangements; and 2nd grade: Hiding tests #7, 8, 9, and 10, and Grouping Tens	Achievement: Percentage of students at end-of- year proficient levels (Level A- ready to apply)	Math	(K-2)	This criterion-referenced assessment contains nine levels of math concepts for each grade to determine what a child knows and what the child still needs to learn.
Bracken Basic Concept Scale –	Harcourt Assessment Inc.	Assessment gives a total composite score and descriptive qualification (very delayed, delayed, average,	Achievement:	Math, Literacy	2.6 – 8 years (PK3, PK4, K)	These companion assessment tools are designed to evaluate

III: Receptive/ Expressive 2006		advanced); subtests give percentage mastery.	Percentage of students at average and above at end of year.	(combined score)- single score counted twice		receptive and expressive knowledge of basic concepts such as colors, letters, sounds, numbers, positions, time, and sequence. Provides a school readiness composite. Spanish version available.
Brigance Diagnostic Inventory of Early Development (IED II/III) 2004	Curriculum Associates	Age equivalency, composite scores, scaled scores, percentile ranks, and instructional ranges.	Achievement: IED II: Percent of students at or above age equivalency at the end of the year. IED III: Percent of students at average or above (90 or above) on the sub-tests for end of year achievement. The two sub-tests viewed will be Language and Cognitive.	Literacy, Math, Social Emotional	0-7 years (PK3, PK4)	Criterion-referenced assessment that assess 11 areas: perambulatory, gross and fine motor, adaptive, speech/language, general knowledge/ comprehension, social-emotional, reading-readiness, basic reading, writing and math; 98 skill sequences are covered within these domains. Developmental ages are indicated for each sequence of skills, plus scales link assessment with intervention.
CK PAT (Core Knowledge Preschool Assessment Tool)	Core Knowledge	Observational – no publisher guidance given.	Achievement: Percentage of students who increase one level on every skill (or remain at highest	Literacy, Math, Social Emotional	PK3 – PK4	A series of skills for each age in each domain (literacy, mathematics, and social emotional) are assessed through not yet, progressing, and ready.

			level) from fall to spring.			
Classroom Assessment Scoring System (CLASS) 2006	Teachstone	Scoring is completed at the dimension level using a 7-point scale, with the low range being a score of 1-2, the middle range 3-5, and the high range 6-7.	Teacher Interaction Score per domain.	NA	PK – 3rd grade (PK3, PK4 classrooms)	Criterion-referenced observational tool of teacher-student interaction to inform program evaluations. Trained observer scores classroom on 11 dimensions, using 7-point scales with an average score (1-7) on each domain (Emotional Support, Classroom Organization, and Instructional Support).
Continuum Benchmark Assessment	Houghton Mifflin Harcourt	Achievement level, progress level, Lexile range, predicted national percentile rank range, quantile range, college readiness indicator.	Achievement/Progress: The percent of students scoring mastery or exceeds achievement level at the end of the year (most recent Benchmark test per grade level) ELA Total assessment per the Student Longitudinal Report (Growth Report) or students who gain at least a ½ standard deviation of growth between the	Math, Reading	K-11 (K-2)	Computerized adaptive tests for ELA and math based on the Common Core State Standards.

			BOY scale score and EOY scale score. The publisher has defined the standard deviation as 35 scale score points for K and 45 scale score points for grades 1 and 2.			
Devereux Early Childhood Assessment (DECA) 1998	Kaplan Press	A T-score above the post-test range shows significant growth.	Growth: Percentage of students who show significant growth.	Social Emotional	2-5 years (PK3, PK4)	Checklist completed by parents, family caregivers, or early childhood professionals. Scale used to assess a child's protective factors related to resilience (initiative, self-control, and attachment) and screen for behavior concerns. Computerized version of the DECA may be administered in Spanish. Standardized, norm-referenced. Yields percentiles, T scores.
Discovery (Assessment discontinued by publisher June 2017)	Discovery Education	Progress: Average growth (normed) is the expected full year's growth. Based on one of four starting levels. Achievement: Level 3 or above at the end of the year.	Growth: Percentage of students at or above average growth	Math, Reading	Grades K-12 (K-2)	The criterion-referenced Predictive Benchmark Assessments provides state specific screening data, using each state's curriculum standards.

<table>
<tr><td>Developmental Reading Assessment – Second Edition (DRA 2)
2006</td><td>Pearson Learning Group</td><td>Achievement: Independent levels at the end of the school year: K = 3, 1st = 16, and 2nd = 28</td><td>Achievement: Percentage of students who score at or above end of year reading levels.</td><td>Reading</td><td>K-3rd grade (K-2)</td><td>Criterion-referenced literacy assessment completed by teacher to determine independent reading level, stage of reading development, accuracy rate, comprehension, and fluency as scored on a rubric. Spanish version available.</td></tr>
<tr><td>Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
2006
and IDEL (Spanish version)</td><td>Institute for the Development of Educational Achievement – Univ. of Oregon</td><td>6th Edition Achievement: Benchmark Goals- K = LNF 47, NWF-CLS 39, NWF-WRC 3, WUF 37; 1st = NWF-CLS 71, NWF-WRC 13, ORF-WRC 47, ORF-A 91, WUF 47; 2nd = ORF-WC 96, ORF-A 98, WUF 50

Achievement on all other editions: Meeting Core Benchmark score.</td><td>Achievement:
6th Edition:
*Percentage of subtests scored at or above benchmark goals.

Next & IDEL:
Percentage of students meeting benchmark score.</td><td>Reading</td><td>K-6th grade (K-2)</td><td>Criterion-referenced literacy assessment assessing fluency in sound, phonemic segmentation, nonsense word, oral, retell, letter naming and word use. Spanish version available.</td></tr>
<tr><td>easyCBM</td><td>Institute for the Development of Educational Achievement – Univ. of Oregon</td><td>Achievement: Benchmark scores (low risk)-
• NCTM Math K = 37-45, 1st= 35-45, 2nd= 34-45
• CCSS Math K = 22-30, 1st = 28-35, 2nd = 28-35</td><td>Achievement: Percentage of students at or above benchmark score.</td><td>Math</td><td>Grades K-8 (K-2)</td><td>Criterion-referenced assessments based on the National Council of Teachers of Mathematics (NCTM) curriculum standards or the Common Core State Standards (CCSS).</td></tr>
<tr><td>ECR:M
ECR:LL</td><td>AppleTree Institute</td><td><table><tr><th colspan="3">ECR:M</th></tr><tr><th></th><th>PS</th><th>PK</th></tr><tr><td>Proficiency Goal</td><td>50</td><td>80</td></tr></table></td><td>Achievement/Growth: Percentage of students who are at or above</td><td>Math, Literacy</td><td>PK3 – PK4</td><td>One-on-one administered literacy and math progress monitoring.</td></tr>
</table>

			the proficiency goal or percentage of students making one year of growth (if not yet proficient).		

Growth Goals	**PS**	**PK**
Beginning in the lowest 25th percentile	40	46
Beginning in the 26th-49th percentile	32	37
Beginning in the 50th-74th percentile	21	22
Beginning in the 75th-89th percentile	11	18
Beginning in the top 10th percentile	10	8
ECR:LL		
	PS	**PK**
Proficiency Goal	28	44
Growth Goals	**PS**	**PK**
Beginning in the lowest 25th percentile	21	28
Beginning in the 26th-49th percentile	19	26
Beginning in the 50th-74th percentile	15	18
Beginning in the 75th-89th percentile	11	12
Beginning in the top 10th percentile	10	11

ECR:PBRS	AppleTree Institute	**ECR:PBRS (SEL)**	Achievement/Growth: Percentage of students who are at or above	Social Emotional	PK3 – PK4	

	PS	**PK**

		Proficiency Goal	4	4	the proficiency goal or percentage of students making one year of growth (if not yet proficient).		
		Growth Goals	**PS**	**PK**			
		Beginning in the lowest 25th percentile	1.3	1			
		Beginning in the 26th-49th percentile	1	0.75			
		Beginning in the 50th-74th percentile	0.5	0.5			
		Beginning in the top 25th percentile	Maintain baseline	Maintain baseline			
enVisionMATH	Pearson Education Inc.	Achievement: 75% or higher			Achievement: Percentage of students at or above the achievement level.	Math	Grades K-6 (K-2)	Ongoing assessment connected to curriculum to help students develop an understanding of math concepts.
Fountas & Pinnell	Fountas & Pinnell	Achievement: Instructional Level: K: level D; 1st: level J; 2nd: level M			Achievement: Percentage of students at or above the end of the year achievement level.		Grades K-12 (K-2)	Guided reading program that matches books to readers to provide differentiated instruction through small reading groups.

GMADE	Pearson	Achievement: Stanine 5*	Achievement: Percentage of students at or above the achievement level at the end of the year.	Math	Grades K-12 (K-2)	A norm-referenced diagnostic mathematics test that measures individual student skills in the main areas of math.
Individual Growth and Development Indicators (myIGDIs) – Early Literacy and Early Numeracy	Center for Early Education and Development – Univ. of Minnesota	Early Literacy: Cut or Tier 1 score at end of year on all subtests. Early Numeracy: Tier 1 or Cut Range score for age at end of year.	Achievement: Percentage of subtests scored in the cut or Tier 1 at the end of the year.	Math, Literacy	3-5 years (PK3 – PK4)	Criterion-referenced assessment to screen, inform instruction, and monitor progress in the cognitive and language domains. Spanish version available.
i-Ready	Curriculum Associates LLC	Progress: 1.0 year of growth as set by the publisher based on the current year's Student Growth Measures (Reading: K-46, 1 – 46, 2 – 39, Math: K-32, 1 – 32, 2 – 30) Achievement: End-of-year proficiency scale score, Mid-Level or higher.	Progress: Percentage of students earning 1.0 year of growth or more.	Math, Reading	Grades K-12 (K-2)	Common core aligned online assessment for both reading and math. I-Ready combines an adaptive diagnostic assessment with individualized instruction, progress monitoring, and comprehensive reporting.
Learning Accomplishment Profile – Third Edition (LAP-3) 2005	Kaplan Press	Percentage of students at age range or above at end of year.	Achievement: Percentage of students at or above their age range at the end of the year.	Math, Reading, Social Emotional	3-6 years (PK3 – PK4)	Curriculum-embedded, comprehensive evaluation generates a profile of development in seven domains: gross motor, fine motor, prewriting, cognitive, language, self-help, and socialization. Items are arranged in a hierarchy of developmental skills.

						Criterion-referenced. Available in Spanish.
Learning Accomplishment Profile Diagnostic (LAP-D) 1992	Kaplan Press	Percentage of students at age range or above at end of year.	Achievement: Percentage of students at or above their age range at the end of the year.	Math, Literacy	3-5 years (PK3 – PK4)	Comprehensive screening system evaluates development within four domains: fine motor, gross motor, cognitive and language. Norm-referenced, yields standard scores. Available in Spanish.
mCLASS: Math	Amplify	Achievement: Established (green) at end of the year	Achievement: Percentage of students at the achievement level at the end of the year.	Math	Grades K-3 (K-2)	Criterion-referenced assessment to determine risk levels and benchmark goals for each student.
mCLASS: Reading 3d (or TRC)	Amplify	Achievement: Proficient or above level	Achievement: Percentage of students at the achievement level at the end of the year.	Reading	Grades K-3 (K-2)	Reading leveled books where a student must read with an accuracy of 90-94%.
mCLASS: Circle	Amplify	Achievement: Students at the highest level (green/proficient) at end of year in math and literacy on the letter and comprehensive math sub-tests.	Achievement: Percentage of students at the achievement level at the end of the year.	Math, Literacy	PK3-PK4	Criterion-referenced tasks for letter naming, vocabulary, phonological awareness, and basic math.
myMath	McGraw-Hill	Grade-level proficient: students to have a mastery level of at least 90% on the supporting clusters, at least 80% on the major clusters, and at least 70% on the additional clusters.	Achievement: Percentage of students at or above grade level proficiency at the end of the year.	Math	PK-5th grade (K-2)	Criterion-referenced assessments

NWEA Measures of Academic Progress (MAP)	NWEA	Progress: Conditional Growth Percentile (CGP), 2015 Growth Norms	Progress: Median score of students' CGP	Math, Reading	Grades K-12 (K-3)	Norm-referenced computer adaptive assessments that measure growth and project proficiency on high-stakes tests.
Peabody Picture Vocabulary Test – Third Edition (PPVT-III) 1997	Pearson Assessment	Assessment gives standard score, GSV, percentile, NCE, age equivalents, and description (extremely low, moderately low, average, moderately high, and extremely high). Domain level results also have descriptive qualifications.	Achievement: Percentage of students at average or above (standard score of 86 and above) at the end of the year.	Literacy	2 years – adult (PK3, PK4, K-2)	Measure of receptive vocabulary. Norm-referenced, wide-range test available in two parallel forms. Standard scores, age equivalent scores and percentile scores provided. Spanish version available.
Phonological Awareness and Literacy Screenings – Kindergarten (PALS-K) 2004 PALS Grades 1-3	Univ. of Virginia	Achievement: Score at benchmark (sum score K: 83; 1st: 35; 2nd: 54)	Achievement: Percentage of students at or above the achievement level at the end of the year.	Reading	5-8 years (K-2)	Criterion-referenced literacy assessment that can be used for a screener, to inform instruction or monitor progress. Scores are summed and compared to cut-points for determining which students need instruction in addition to the regular classroom literacy instruction
Social Skills Rating System (SSRS) 1990	Pearson Assessment	Scores are Standard Scores (mean 100) or Percentile Ranks or score at average or above average	Achievement: Percentage of students at or above the level of average at the end of the year.	Social Emotional	3-18 years (PK3, PK4, K-2)	Teacher and parent rating scales measuring behaviors affecting relationships, peer acceptance, academic performance and more.

						Behavior is assessed on subscales of internalizing/externalizing problems and hyperactivity. Norm-referenced, gender-based norms and norms for students with and without disabilities. Provides standard scores and percentiles.
Scholastic Reading Assessment (SRA)	McGraw-Hill	Achievement: Score proficient or higher	Achievement: The percentage of students at or above the achievement level at the end of the year.	Reading	Grades K-5 (K-2)	Use of direct instruction to help students develop into fluent, independent, and highly skilled readers.
Stanford Achievement Test (SAT 10) 10th Edition 2003	Harcourt Assessment	Achievement: Reading: Stanine 6* Math: Stanine 5*	Achievement: The percentage of students at or above the achievement level at the end of the year.	Math, Reading	K-12th grade (K-2)	Norm-referenced assessment in reading, math, and language. Scores available in scaled scores, national and local percentile ranks and stanines, grade equivalents, and normal curve equivalents.
STAR – Early Literacy	Renaissance Learning	Achievement: Benchmark at end of year: K: 574; 1st: 723: 2nd: 783	Achievement: The percentage of students at or above the achievement benchmark at the end of the year.	Reading	Grades K-3 (K-2)	Criterion-referenced standards-based assessment measuring early literacy skills.

STAR – math and reading	Renaissance Learning	Achievement: At or above grade level at the end of the year (GE: 1.9/ 2.9)	Achievement: The percentage of students at or above the achievement level at the end of the year.	Math, Reading	Grades 1-12 (1-2)	Standards-based, interactive, skills based measures for reading and mathematics.
STEP	University of Chicago	Achievement: K = STEP 3, 1st: STEP 6: 2nd: STEP 9	Achievement: The percentage of students at or above the achievement level at the end of the year.	Reading	Grades K-3 (K-2)	Literacy assessment tightly aligned with scientifically established milestones in reading development.

Teaching Strategies GOLD 2000	Teaching Strategies	Progress: meeting or exceeding the growth range Achievement: meeting widely held expectations Publisher guidance for reporting: For children entering the school year meeting (or exceeding) expectations (viewed on the growth report), the student needs to grow within their grade-band or more. For children entering below widely held expectations, growth is measured per the growth report.	Progress: Percentage of students making progress within meeting or exceeding widely held expectations or meeting or exceeding the growth range for students who start the year below expectations.	Math, Literacy, Social Emotional	Age zero to 3rd Grade (PK3 – PK4, and SEL growth K)	Criterion-referenced assessment to inform instruction and monitor student progress. The assessment covers seven domains: cognitive; mathematics; language and literacy; physical health and development; science; social emotional development; and the arts. Teachers' observations used to rate child's development on the Developmental Continuum. Spanish version available.
TerraNova	McGraw-Hill	Achievement: 40th percentile*	Achievement: The percentage of students at or above the achievement level at the end of the year.	Math, Reading	Grades K-12 (K-2)	Norm-referenced common core aligned assessments in reading and mathematics.
Test of Early Mathematics Ability – Third Edition (TEMA – 3)	Stoelting	Assessment gives standard score, GSV, percentile, NCE, age equivalents, and description (very	Achievement: The percent of students at "Average" (standard score of 90 – 110) or	Math	3-9 years (PK3 – PK4, K-2)	Measures informal and school taught concepts and skills in the following domains: numbering skills, number comparison facility,

2003		poor, poor, below average, average, above average, superior, and very superior).	above at the end of the year.			numeral literacy, mastery of number facts, calculation skills, and understanding of concepts. Two parallel forms allow for repeated measurement. Norm-referenced; provides standard scores, percentiles, and age equivalents.

The following assessments may only be used with prior-approval by DC PCSB for use on the PMF. A school must apply for students to use an alternative assessment in grades PK-2.

Title	**Publisher**	**Guidance on Progress**	**PMF Scorecard Displayed Student Results**	**Subjects Approved for the PMF**	**Age Group per the Publisher (Approved for use on the PMF)**	**Description**
Brigance Inventory of Early Development (IED III)	Curriculum Associates	Gain 1 point on a minimum of 60% on the scored BOY subtests accessible by the student.	Progress: Growth of a minimum of 60% of the scored BOY subtests.	Language and/or Literacy, Math	0-8 years old (developmental age)	This assessment is a comprehensive collection of valid, reliable, and well-researched developmental skill sequences performed in authentic, everyday conditions.
Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)*	AVP Press	Gain of a half step or more in 50% or more of the scored areas from the beginning of the year.	Progress: For uneven number of scored areas, round down. (ex-BOY scored areas 13, progress displayed in 6)	Math, Literacy	0-48 months (developmental age)	Assesses the language, learning and social skills of children with autism or other developmental disabilities.

Appendix B: Early Childhood/Elementary/Middle School PMF Assessment Proposal

Please complete this form for each new assessment you plan to administer that is not on the current list of approved PMF assessments and submit to Erin Kupferberg, ekupferberg@dcpcsb.org.

School/Campus_____
Assessment_____
Contact Name and Email: _____

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

☐ Student Progress	☐ Student Achievement	
☐ Literacy or language	☐ Mathematics	☐ Social-Emotional

Please check assessment type (may be both):

☐ Norm-referenced	☐ Criterion-referenced

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

☐ PK3	☐ PK4	☐ Kindergarten	☐ 1st grade	☐ 2nd grade	☐ Entire School

Please answer each question below. If the assessment proposed is a new version of an existing approved assessment, only questions 1 and 4 need to be answered.

1. Please describe the assessment instrument materials in detail, using language from the test manufacturer (such as computer adaptive, one-on-one interview, paper/pencil assessment).

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

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

4. 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 (such as NCE, standard score points, percentile, level of growth, low risk, age equivalency).

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 where the information can be found)
- A copy of the assessment to be administered (or a sample excerpt)
- Technical Manual if possible

High School PMF

DC PUBLIC CHARTER SCHOOL BOARD

High School Performance Management Framework

This framework will be used as a common accountability measure for all high school campuses. The High School PMF covers grades 9 through 12. A school must have at least a grade 10 to be evaluated using the high school framework.

Exceptions to this framework:

- If the school has only grade 9 and middle school grades, it is measured using the PK-8 PMF.
- For schools starting in grade 8 and serving grade 9 and above, the grade 8 is considered part of the high school framework rather than part of the PK-8 PMF.
- If a high school does not contain the grade for which a common measure applies, the points associated with that measure are removed and the total possible points available are adjusted. For example, a school that terminates in grade 11 does not have graduation, SAT/ACT, AP, or college acceptance data. In this case, the school is evaluated against the remaining 67.5 points. Schools containing grade levels for which a common measure applies are held accountable for the relevant metric, even if they do not offer the measure. For example, a school that has grade 11 but does not offer the PSAT receives zero points on the PSAT metric.

Categories

DC PCSB will use four categories to measure academic performance for all schools serving grades 9-12:

(1) **Student Progress**: This category includes measures that capture student academic growth in English language arts and math on the state assessment from spring to spring.
(2) **Student Achievement**: This category includes measures that capture student academic achievement in English language arts and math. It is generally described as "percent of students scoring" at a grade-level standard.
(3) **Gateway**: This category includes measures that capture critical achievement and preparation for college and career readiness.
(4) **School Environment**: This category includes measures that capture a school's climate such as attendance rates and re-enrollment rate (as calculated from fall to fall).

These four core categories of academic achievement apply to every school with different weights assigned to the categories depending on the grade span of the school.

Measures, Floors, and Targets

Measures are defined as "general instruments or means to assess performance in each area defined by an indicator."[29] Each indicator has an approved set of measures that fall into each category. To assign points, each measure has a floor and a target in which points are achieved. Depending on the school's score on a specific measure and its position between the floor and target, it will receive incrementally more points the higher the score.

The floor determines the minimum value for which any points are awarded. Public charter schools receive no points for values that are below the floor. The target determines the value at which the maximum points for a common measure are awarded. Public charter schools receive no additional points for values that are above the target. Floors and targets are calculated using the formula in the following sections. DC PCSB holds floors and targets steady for two years when the measure has been established with at least three years of data. In each section, under the floor and target, the technical guide notes if the floor and target is being held for longer than one year.

Student Progress Category

The Office of the State Superintendent of Education (OSSE) has selected the PARCC as the state assessment for DC for students in grades 3 through 8 and high school. For high schools, the state assessment in English language arts (ELA) refers to the PARCC English II exam. The state assessment in mathematics refers to the PARCC Geometry or PARCC Integrated Math II exam, the two exams required by OSSE for high school students.

1. Measure: MGP captures the median growth of all public school students' progress by comparing changes in students' PARCC scores to changes made by other students with similar score histories on the PARCC in the previous year. Calculating MGP is a three-step process:
    (1) A student growth percentile (SGP) is created for each student, which shows how that student performed in this year's assessment compared with other DC students who had similar performance in the last year's assessment. For example, if 20 students had a score of 340 in last year's PARCC test, a student who did better than 15 of those students in this year's test would have an SGP of 75, because that student did better than 75% of the students with a similar score on last year's assessment. Scores from all District students, including those at DCPS schools, are used to determine an academic peer group and to calculate SGPs.
    All of the students' SGP scores for a school are arrayed from high to low and the midpoint, or median, of these scores becomes the school's median growth percentile, or MGP; the higher the score, the more students are improving compared with students attending public schools in the District. DC PCSB calculates a two-year

[29] See "A Framework for Academic Quality," National Consensus Panel on Charter School Academic Quality, June 2008, available at http://www.publiccharters.org/wp-content/uploads/2014/01/NAPCS_CSQC_Report_20110402T222336.pdf.

weighted average by averaging the school's MGP values from two consecutive years, giving more weight to the most recent year. The two-year weighted average is used to mitigate fluctuations in scores year to year. If a school has only one year of MGP data (e.g. it is a new school, a high school offering grade 10 for the first time), only one year of MGP data is used.

1. Floor and Target: The floor for MGP is 30, and the target is 65. MGP is centered at 50.

Measure	Floor	Target
Median Growth Percentile – ELA	30.0	65.0
Median Growth Percentile – Math	30.0	65.0

Student Achievement Category

The Office of the State Superintendent of Education (OSSE) has selected the PARCC as the state assessment for DC for students in grades 3 through 8 and high school. For high schools, the state assessment in English language arts (ELA) refers to the PARCC English II exam. The state assessment in mathematics refers to the PARCC Geometry or PARCC Integrated Math II exam, which are the two exams required by OSSE for high school students. For the HS PMF Student Achievement Category, schools are measured by the percentage of students scoring level 3 (Approaching College and Career Readiness) and levels 4 and 5 (College and Career Ready) on the state assessment in both ELA and mathematics.

- Level 1: Did not yet meet expectations of career and college readiness
- Level 2: Partially met expectations of career and college readiness
- Level 3: Approached expectations of career and college readiness
- Level 4: Met expectations of career and college readiness
- Level 5: Exceeded expectations of career and college readiness

1. Approaching College and Career Readiness Measure: Achievement Measures for high grades
    a. Level 3 or above in ELA: The percentage of all students in all tested grades at the school achieving a level 3 or above on the PARCC assessment in ELA.
    b. Level 3 or above in math: The percentage of all students in all tested grades achieving a level 3 or above on the PARCC assessment in math.

College and Career Readiness Measure: Achievement Measures for high grades

a. Level 4 or above in ELA: The percentage of all students in tested grades earning a level 4 or 5 on the PARCC assessment in ELA.
b. Level 4 or above in math: The percentage of all students in tested grades earning a level 4 or 5 on the PARCC assessment in math.

2. Floors and Targets
    a. Approaching College and Career Readiness and Above: DC PCSB set an aspirational target of 100.0 for level 3 and above.
    b. College and Career Ready: The target for PARCC level 4+ is the 90th percentile of performance, calculated using a three-year weighted average. [30]
    c. The floor for the achievement measures will incrementally increase annually over the next three years until the 10th percentile is reached. The floor will remain at the 10th percentile of performance after the three years. In 2017-18, the floor is set at the 3.3rd percentile of performance. In 2018-19, the floor will be set at the 6.6th percentile of performance and in 2019-20, the floor will be set at the 10th percentile of performance. The floor is calculated using a three-year weighted average.[31]
    d. Prior to calculating the floor and target for the achievement measures, DC PCSB will determine if there are any outliers in the data set, in each year of the three-year weighted average. An outlier is determined if the rate(s) are 1.5 times the Interquartile Range (IQR). The outliers will be removed prior to calculating the percentile of performance for each year in the three-year weighted average for both the floor and/or target.

    The table below describes the business rule for determining the floor and target for both approached and college and career measures.

[30] The three-year weighted average is calculated as follows: the most recent year has 50% weight, the previous year has 30% weight, and the year prior to that has 20% weight.
[31] The three-year weighted average is calculated as follows: the most recent year has 50% weight, the previous year has 30% weight, and the year prior to that has 20% weight.

Measure	Floor Business Rule	Floor	Target Business Rule	Calculated Target
Level 3: Approaching College and Career Readiness and Above in ELA (all tested grades)	3.3rd percentile	23.3	100.0	100.0
Level 3: Approaching College and Career Readiness and Above in Math (all tested grades)	3.3rd percentile	11.4	100.0	100.0
Level 4 and 5: College and Career Ready in ELA (all tested grades)	3.3rd percentile	7.7	90th percentile	39.2
Level 4 and 5: College and Career Ready in Math (all tested grades)	3.3rd percentile	0.0	90th percentile	12.6

e. The achievement measures have three years of data, and are considered established measures. The floor and target are calculated based on data through 2016-17 and set for two years with 2017-18 serving as year one. The floor and target will follow the business rules to be updated for the 2019-20 PMF Policy and Technical Guide.

Gateway Category

This indicator includes measures that capture critical achievement for future success in high school and college and careers, including grade 9 credits towards on track graduation, the school's four- and five-year graduation rates; student performance on college entrance exams and Advanced Placement (AP) and/or International Baccalaureate (IB) exams; college credits earned through a school's dual enrollment program; and the school's college acceptance rate. Additionally, schools offering career and technical education (CTE) programs of study may include their completion rates. Below is a list of each of the measures included in this category.

Unless otherwise indicated, the floor for each measure is created using a three-year weighted average of public charter school performance to determine the bottom 10th percentile of all public charter schools. Data included in this calculation are from school

years 2016-17, 2015-16, and 2014-15. Floors for each measure are recalculated by November of the current year once all the previous year's data is finalized. Many gateway measures are established measures which have more than three years of data. In cases of established measures, the floor and target are held constant for two years. The floor and target are calculated based on data through 2016-17 and set for two years with 2017-18 serving as year one. The floor and target will be recalculated for the 2019-20 PMF Policy and Technical Guide.

*Denotes measures where the floor and target are held constant for two years if they are calculated following the business rules stated above.

9th Grade on Track

- Measure: The measure is the percentage of grade 9 students earning enough credits to be on track for graduation from high school within four years. In most cases, this means earning six credits in the first year of high school.
- Target: The target is set at 90.0%
- Floor: The floor is set at 67% to align with the 4-year graduation rate.

High School Graduation Rates

- Measure: Four- and Five-year Adjusted Cohort Graduation Rate (ACGR).
- Target: The four-year target is set at 90.0% and the 5-year target is set at 100%.
- Floor: The floor is set at 67%, aligning with the Every Student Succeeds Act (ESSA) graduation requirement.

College Entrance Exams

- PSAT Measure: The rate of students in grade 11 scoring "college ready" on the PSAT. The benchmark is aligned with the SAT/ACT minimum benchmark measure.
- Target: The target is set at 50%, which is above the 90th percentile.
- Floor*: The floor is a three-year weighted average of the 10th percentile of school performance.

- SAT/ACT Benchmark Measure: The rate of students in grade 12 scoring "college ready" on the SAT or ACT assessment. The benchmark is set at the minimum requirement to enter DC community college.
- Target: The target is set at the aspirational goal of 75%.
- Floor*: The floor is a three-year weighted average of the 10th percentile of school performance.

- SAT/ACT College Ready Measure: The rate of students meeting the publisher's "College and Career Readiness Benchmark on Evidence-Based Reading and Writing (ERW) and Math for SAT and English/Reading and Math for ACT.
- Floor and Target*: The floor is a three-year weighted average of the 10th percentile of school performance and the target is a three-year weighted average of the 90th percentile of school performance.

- Prior to calculating the floor and target for the PSAT and SAT/ACT measures, DC PCSB will determine if there are any outliers in the data set, in each year of the three-year weighted average. An outlier is determined if the rate(s) are 1.5 times the Interquartile Range (IQR). The outliers will be removed prior to calculating the percentile of performance for each year in the three-year weighted average for both the floor and/or target.

College Acceptance Rate

- Measure: The rate of students in grade 12 earning full-time acceptance into a two- or four-year college or university.
- Target: The target is set at the aspirational goal of 100%.
- Floor*: The floor is a three-year weighted average of the 10th percentile of school performance.

Career and College Readiness

- Measure of college readiness: The rate of students passing AP and/or IB exams, and/or the rate of students earning college credit by taking college-level courses in high school through a dual enrollment program offered by the school and/or the rate of students earning an industry-recognized certification on an approved CTE program of study.
- Floor and Target*: The floor is a three-year weighted average of the 10th percentile of school performance and the target is a three-year weighted average of the 90th percentile of school performance.

a. Prior to calculating the floor and target for the AP/IB/DE/CTE measure, DC PCSB will determine if there are any outliers in the data set, in each year of the three-year weighted average. An outlier is determined if the rate(s) are 1.5 times the Interquartile Range (IQR). The outliers will be removed prior to calculating the percentile of performance for each year in the three-year weighted average for both the floor and/or target.

Most of the gateway measures are established measures with more than three years of data. For these measures the floor is held constant for two years. The floor is calculated based on data through 2016-17 and set for two years with 2017-18 serving as year one. The floor and target will be recalculated for the 2019-20 PMF Policy and Technical Guide.

Measure	Floor	Target
9th Grade on Track to Graduate	67.0	90.0
Four-Year Graduation Rate (Prior year Adjusted Cohort Graduation Rate)	67.0	90.0
Five-Year Graduation Rate (Adjusted Cohort Graduation Rate)	67.0	100.0
PSAT Performance (Grade 11)	5.3	50.0
SAT/ACT Performance (Grade 12)	15.9	75.0
SAT/ACT College and Career Ready: ERW	17.9	47.0
SAT/ACT College and Career Ready: Math	4.2	24.4
College Acceptance Rate	88.2	100.0
College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement/CTE Certification	3.3	33.6

Student Environment Indicator

This indicator measures key predictors of student progress and achievement, including attendance and re-enrollment..

1. Attendance
    a. Measure: DC PCSB measures attendance through the in-seat attendance (ISA) rate of all students attending the school.
    b. Floor and Target: The floor is set at 82% the target at 92%.
2. Re-enrollment
    - Measure: Re-enrollment is calculated based on all eligible students who attended the school and were captured in the previous fall audit who return to the school and are captured in the school's current year audit. Please see the Data Sources and Methodology table for details on eligibility.
    - Floor and Target: The floor and target are calculated based on the previous three years of re-enrollment rates, where the floor is based on the 10th percentile of school performance and the target is set at 90%. Re-enrollment is an established measure with more than three years of data. For this measure the floor is held constant for two years. The floor is calculated based on data through 2016-17 and set for two years with 2017-18 serving as year one. The floor and target will be recalculated for the 2019-20 PMF Policy and Technical Guide.
    - **Re-enrollment Rate Calculations with Campus Reconfigurations**

If an existing school is approved by DC PCSB's Board to reconfigure its campuses, the PMF re-enrollment rate is calculated only at the LEA level during the first year after the campus reconfigures. For example, if an LEA approved by DC PCSB to reconfigure its one campus spanning 6 through grade 12 into two campuses serving grade 6-8 and grades 9-12, the re-enrollment rates for each campus during the subsequent year of reconfiguration will be the re-enrollment rate for the entire LEA, not each individual campus, and the re-enrollment rate will be the same for both campuses.

Measure	Floor	Target
Attendance	82	92
Re-Enrollment	74.0	91.5

Additional Business Rules for Setting Floors and Targets

The floors will follow the business rules each year, with the following exceptions:

- A measure's floor will not rise by more than 33.3% in any given year. If the weighted average would cause the floor to rise more than 33%, the floor will be artificially capped at 33.3%.
- If the three-year weighted average floor decreases by more than 33.3%, DC PCSB will decrease the floor by 33.3%.
- If there is a significant change in the measure used, (e.g., a change in formula for graduation rates, the state adopts a new state assessment) the floors will be readjusted to the 10th percentile of charter school performance for that new measure using only the year(s) when the new measure is applied and the results are publicly available.[32]
- When only two years of data are available as opposed to three years, the floor will be calculated based on the lowest 10th percentile over the past two years, where both years have 50% of the weight.
- When one year of data is available, the floor will be calculated based on the lowest 10th percentile in that year.

Targets will follow the business rules each year, with the following exceptions:

- If the calculated 90th percentile is at or more than 33.3% above the current target, the target will be raised by 33.3%
- If a measure is significantly changed (e.g., a new state assessment or a change in formula), and the target is currently not aspirational (e.g., 100%), the target will be recalculated to match the 90th percentile.

[32] This was done in 2012 when the state changed the methodology for calculating graduation rates, and again in 2015 when the state converted its state assessment from DC CAS to PARCC.

- When three years of archival data are not available, such as when a new measure is introduced or the formula is changed, one or two years of data will be used, until three years of data are available.
- If the calculated target exceeds 100%, the target will remain at 100%.

Weights for Measures included in PMF Tier

Each measure has a specific approved weight, which describes how much the measure will impact the overall score.

High School PMF (9-12) for Schools

Weight	Indicator	Measure	Weight	Floor	Target
15%	Student Progress	Median Growth Percentile – ELA	7.5%	30.0	65.0
		Median Growth Percentile – Math	7.5%	30.0	65.0
20%	Student Achievement	Level 3: Approaching College and Career Readiness and Above in ELA	5.0%	23.3	100.0
		Level 3: Approaching College and Career Readiness and Above in Math	5.0%	11.4	100.0
		Level 4 and 5: College and Career Ready in ELA	5.0%	7.7	39.2
		Level 4 and 5 College and Career Ready in Math	5.0%	0.0	12.6
42.5%	Gateway	9th Grade on Track to Graduate	5.0%	67.0	90.0
		Four-Year Graduation Rate (Prior year Adjusted Cohort Graduation Rate)	4.0%	67.0	90.0
		Five-Year Graduation Rate	6.0%	67.0	100.0

		(Adjusted Cohort Graduation Rate)			
		PSAT Performance (Grade 11)	5.0%	5.3	50.0
		SAT/ACT Performance (Grade 12)	5.0%	15.9	75.0
		SAT/ACT College and Career Ready: ERW (Grade 12)	2.5%	17.9	47.0
		SAT/ACT College and Career Ready: Math (Grade 12)	2.5%	4.2	24.4
		College Acceptance Rate	5.0%	88.2	100.0
		College and Career Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement/CTE Certificate	7.5%	3.3	33.6
22.5%	School Environment	Attendance	12.5%	82	92
		Re-Enrollment	10.0%	74.0	91.5

Data Sources and Methodology

Indicator	Measure	Description	Components, Metric, Additional Notes	Rationale
Student Progress	**Median Growth Percentile**	Growth measure that tells how much change or growth there has been in student performance from year to year. To lessen some of the observed year-to-year variability in the MGPs, DC PCSB computes an aggregated MGP by taking the median of all Student Growth Percentile scores from the previous two years.	**Score as provided by OSSE and validated by schools.** **Components** Median Growth Percentile Score is calculated by identifying the median score of: • HS: All grade 10 students who attended the campus for the full academic year in SY 2017-18 and all grade 10 students who attended a school in 2015-16, for whom there is a state assessment score for **ELA** from when they were in grade 8. • HS: All grade 10 students who attended the campus for the full academic year in SY 2017-18 and all grade 10 students who attended a school in 2015-16, for whom there is a state assessment score for **math** from when they were in grade 8. **Notes** • HS schools have the option of using the PARCC Geometry and/or PARCC Integrated Math II assessment as their high school state assessment in math. For schools using both assessments (either in one year or back to back years), the scores will be combined to determine the math MGP for the HS PMF. Validation: OSSE calculates and validates this measure with schools. References: http://pcsb-pmf.wikispaces.com/Changes+to+the+2010-2011+PMF http://www.doe.mass.edu/mcas/growth/InterpretiveGuide.pdf http://www.schoolview.org/GMFAQ.asp http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DC%20Growth%20Tech%20Report.pdf	A measure of student progress that compares changes in a student's PARCC scores to other students with similar score performance profiles. It tells how much change or growth there has been in performance from year to year. Requirement of two years of PARCC results for each student, but not necessarily from the same school (e.g., the baseline PARCC score can be from a different school).
Student Achievement	**PARCC Approaching College and Career Readiness and above rates in**	Percentage of students scoring levels 3, 4, and 5 on the PARCC assessment.	**Components** PARCC scores for all campus-level FAY students. Number of FAY students tested for the most recent year. FAY determined by OSSE and validated by schools: • HS Math Provision: DC PCSB will combine scores for both high school math assessments (Geometry and Integrated Math II) to create the achievement score.	This indicator shows the percentage of students who demonstrated they are Approaching College and Career Readiness or above on the content on the PARCC.

Indicator	Measure	Description	Components, Metric, Additional Notes	Rationale
	math and ELA		• Calculating the Floors (HS Math and ELA) = 3.3rd percentile[33] • Calculating the Target (HS Math) = 100 • Calculating the Target (HS ELA) = 100 **Metric** $\left[\frac{\text{Total \# of FAY students scoring levels 3, 4 and 5 on PARCC math}}{\text{Total \# FAY tested}}\right] * 100$ OR $\left[\frac{\text{Total \# of FAY students scoring levels 3, 4 and 5 on PARCC ELA}}{\text{Total \# FAY tested}}\right] * 100$ **Notes** • High schools may choose either the PARCC Geometry or Integrated Math II assessment. • If a high school has students taking both exams (in either one year or back to back years), all FAY campus-level students will be combined into one aggregated rate each year. • Outliers are removed prior to calculating the floor and target for the achievement measures. Outliers are any rates that exceed 1.5*IQR. Outliers are removed prior to implementing the business rule to calculate each year's rate in the three-year weighted calculation. Validation: OSSE validates this measure with schools.	
Student Achievement	**PARCC College and Career Ready rates in math and ELA**	Percentage of students scoring levels 4 and 5 on the PARCC assessment.	**Components** PARCC scores for all campus-level FAY students. Number of FAY students tested for the most recent year. FAY determined by OSSE and validated by schools: • Calculating the Floor = 3.3rd percentile[35] • Calculating the Target (HS Math) = 90th percentile[35]	This indicator captures the percentage of students who demonstrate College and Career Ready level performance on the PARCC.

[33] The three-year weighted average is calculated as follows: the most recent year has 50% weight, the previous year has 30% weight, and the year prior to that has 20% weight.

Indicator	Measure	Description	Components, Metric, Additional Notes	Rationale
			• Calculating the Target (HS ELA) = 90th percentile[35] **Metric** Calculated as with PARCC Approaching College and Career Readiness $\left[\frac{\text{Total \# of FAY students scoring levels 4 and 5 on PARCC math}}{\text{Total \# FAY tested}}\right] * 100$ OR $\left[\frac{\text{Total \# of FAY students scoring levels 4 and 5 on PARCC ELA}}{\text{Total \# FAY tested}}\right] * 100$ **Notes** • High schools may choose either the PARCC Geometry or Integrated Math II assessment. • If a high school has students taking both exams (in either one year or back to back years), all FAY students will be combined into one aggregated rate each year. • Outliers are removed prior to calculating the floor and target for the achievement measures. Outliers are any rates that exceed 1.5*IQR. Outliers are removed prior to implementing the business rule to calculate each year's rate in the three-year weighted calculation. Validation: OSSE validates this measure with schools.	

Indicator	Measure	Description	Components, Metric, Additional Notes	Rationale
Gateway	**9th Grade on Track to graduate**	Percentage of grade 9 students receiving enough credits to be on track to meet OSSE graduation requirements and the individual LEA graduation requirements in 4 years.	**Components** • Number of grade 9 students as per end of year enrollment records on a date determined by DC PCSB. • Credits based on the standard DC State Board of Education (SBOE) requirements: Students must pass 6 credits or the equivalent, consisting of Algebra I, an English course, a science course, a social studies course that is among World History, US History, US Government or DC History, and two additional credits (e.g., elective courses). **Metric** $\left[\frac{\text{\# of grade 9 students receiving enough credits to be on track to meet LEA graduation requirements in four years}}{\text{\# of grade 9 students}}\right] \times 100$ **Notes** • To earn points for being "on track," a student must have earned a minimum number of credits to allow him or her to complete high school in four years without taking summer school past grade 9 or classes outside of the published school day hours required of all students (i.e., mandatory "zero period" or "after school" or "Saturday school" if it is not required of every student). • DC PCSB will use LEA promotion policies as documented in its fall Compliance Review Epicenter submission to DC PCSB to determine 9th Grade on Track status. • Students on the individualized education program (IEP) certificate track will be considered on track if they have made sufficient progress toward IEP goals as determined by the school's student support team. • All current grade 9 students are included regardless of repeater status. • Self-reported by schools based on grade 9 transcripts. • Students with disabilities in non-public placements are excluded from this measure. Validation: DC PCSB validates a 20% sample of transcripts; if there are discrepancies, DC PCSB will validate 100% of records.	

Gateway	**College and Career Readiness**	Number of passing AP/IB exams, dual enrollment courses, or CTE certificates per year over the number of grade 12 students.	**Components** Number of passing Advanced Placement (AP) exams, International Baccalaureate (IB) exams, dual enrollment courses, and approved Career and Technical Education (CTE) certification exams in the current school year: ○ Minimum passing requirement for AP is a 3 on the exam ○ Minimum passing requirement for IB is a 4 on the exam ○ Minimum passing requirement for a dual enrollment course is a grade of C- ○ Minimum passing requirements for a CTE certification: ▪ A CTE certification must be earned in an eligible CTE career sector per the Strategic Plan for Career and Technical Education in the District of Columbia (CTE Strategic Plan)[34] ▪ A CTE certification exam is the test to receive an industry-recognized certification ▪ Earning a certification means completing all the requirements and receiving the certification Number of grade 12 students as per end of year enrollment records on a date determined by DC PCSB **Metric** $\left[\frac{\# \text{ of AP exams, IB exams, dual enrollment courses, and CTE certifications passed by studentsat any grade level}}{\# \text{ of grade 12 students}}\right] \times 100$ **Notes** • One student may contribute multiple passing exams or courses, and each passing score or grade will count in the numerator. The student, if in grade 12, will count only once in the denominator. • Passing scores from students in grades 9-11 contribute to numerator but not to the denominator, which is limited to all grade 12 students. • Any HS with a grade 12 that does not offer AP or IB exams, dual enrollment courses, or CTE Programs of Study is given 0 points on this metric. • Dual enrollment courses must be at least three credit hours.	All students who earn college-level credits or earning a CTE industry-recognized certifications while attending high school. All passing exams during school year 2017-18 contribute to the score, regardless of who takes the test. Expressing passing exams as per 100 score adjusts to reflect size of school and corresponds more closely to national reporting norms. Using the grade 12 cohort as denominator enables measures to track passing scores without creating incentives for schools to limit size of college/career-level classes.

Indicator	Measure	Description	Components, Metric, Additional Notes	Rationale
			• Dual enrollment courses taken in the summer prior to the start of the school year (i.e., summer 2017) will be included along with courses taken during school year 2017-18. • Students with disabilities in non-public placements are not included in this measure. • Students who qualify for the alternative state assessment (i.e., the Multi-State Alternate Assessment consortium or MSAA assessment) and students on an IEP certificate track are not included in this measure. • Outliers are removed prior to calculating the floor and target for the achievement measures. Outliers are any rates that exceed 1.5*IQR. Outliers are removed prior to implementing the business rule to calculate each year's rate in the three-year weighted calculation. Validation: DC PCSB collects AP data from College Board, dual enrollment from UDC. Schools submit evidence of passing IB courses, transcripts for dual enrollment courses, and evidence of earned CTE certifications. DC PCSB validates 100% of the evidence submitted by schools to validate the rate for this measure. Schools must notify DC PCSB prior to the program year if planning to include CTE for approval.	

[34] A copy of the Strategic Plan can be found at: http://osse.dc.gov/publication/career-and-technical-education-cte-strategic-plan; schools may appeal the PCSB to include a certification that is not an eligible CTE career sector if the school can show that the career filed meets the high-skill, high-wage, and high-demand criteria outlined in the Strategic Plan.

Indicator	Measure	Description	Components, Metric, Additional Notes	Rationale
Gateway	**4-Year Graduation Rate**	4-year Adjusted Cohort Graduation Rate calculated by OSSE and validated by schools.	**Rate as provided by OSSE and validated by schools**: $\left[\frac{(\text{\# of student in the cohort who graduated by June or August 2017 with a standard diploma})}{(\text{\# of first time grade 9 students in fall 2013} + \text{transfers} - \text{in} - \text{transfers} - \text{out} - \text{emigrants} - \text{students who pass away})*}\right] \times 100$ **Notes** • DC PCSB publishes the 4-year ACGR one year behind so that the 4-year and 5-year rates report on the same cohort of students. • If a school has a grade 12 for the first, then the current year's four-year ACGR is included (using the fall 2014 cohort) *As defined by OSSE. If a school receives updated documentation after a cohort has been finalized, DC PCSB will accept the documentation for review. If the document is approved and a student is removed from the cohort, the PMF published rate may differ from OSSE's published rate. Validation: OSSE calculates and validates this data with schools.	Aligned with OSSE standards
Gateway	**5-Year Graduation Rate**	5-year Adjusted Cohort Graduation Rate (as of October) calculated by OSSE and validated by schools.	**Rate as provided by OSSE and validated by schools:** $\left[\frac{(\text{\# of student in the cohort who graduated by June or August 2018 with a standard diploma})}{(\text{\# of first time grade 9 students in fall 2013} + \text{transfers} - \text{in} - \text{transfers} - \text{out} - \text{emigrants} - \text{students who pass away})*}\right] \times 100$ *As defined by OSSE. If a school receives updated documentation after a cohort has been finalized, DC PCSB will accept the documentation for review. If the document is approved and a student is removed from the cohort, the PMF published rate may differ from OSSE's published rate. Validation: OSSE calculates and validates this data with schools.	Aligned with OSSE standards Many high schools have ninth graders who are far below grade level and take five years (or more) to earn a high school diploma.

Indicator	Measure	Description	Components, Metric, Additional Notes	Rationale
Gateway	**PSAT Performance** (HS)	Percentage of current grade 11 students scoring at a college-ready level on the PSAT.	**Components** • PSAT data for current grade 11 students • Number of grade 11 students as per end of year enrollment records on a date determined by DC PCSB **Metric** $\left[\frac{\text{\# of grade 11 students scoring at least a score of 850 (combined Math and Evidenced − based Reading and Writing)on the PSAT}}{\text{\# of grade 11 students}}\right] \times 100$ **Notes** • Any HS with the grade 11 that does not offer the PSAT exam is given 0 points on this metric. • Students who meet the criteria to be in the denominator but have not taken the PSAT exam are still included in this measure • Students with disabilities in non-public placements are excluded from this measure. • Students who qualify for the alternative state assessment (i.e., the MSAA assessment) or are on the IEP certificate track are not included in this measure. • Outliers are removed prior to calculating the floor and target for the achievement measures. Outliers are any rates that exceed 1.5*IQR. Outliers are removed prior to implementing the business rule to calculate each year's rate in the three-year weighted calculation. Validation: DC PCSB will collect PSAT data directly form the College Board. Schools will validate this data.	

Gateway	**SAT and ACT Baseline Performance**	Percentage of current grade 12 students at a college ready level on the SAT or ACT.	**Components** • Every SAT or ACT score for current grade 12 students, including when it was taken in previous years • Grade 12 enrollment as of the end of the school year per enrollment records on a date determined by DC PCSB **Metric** $$\left[\frac{\begin{array}{c}\text{\# of grade 12 students scoring at least a score of 890}\\ \text{(combined Math and Evidenced} - \text{based Reading and Writing) on the SAT}\\ \textbf{OR}\text{ earning at least a 16 (composite score) on the ACT}\end{array}}{\text{\# of grade 12 students}}\right] \times 100$$ **Notes** • Because students often take the SAT and ACT multiple times to improve their scores, DC PCSB will count the student as having met this measure if the student earns an 890 on the SAT or 16 on the ACT at any time in his or her high school career even if the score is earned while the student attended a different high school. • DC PCSB uses a student's highest score on each section of the SAT (Math and Evidenced-based Reading and Writing) even if those scores occurred on different test dates. • Students who have not taken the SAT or ACT exams are given 0 points on this metric. • Students with disabilities in non-public placements are excluded from this measure. • Students who qualify for the alternative state assessment (i.e., the MSAA assessment) or are on a IEP certificate track are not included in this measure. Outliers are removed prior to calculating the floor and target for the achievement measures. Outliers are any rates that exceed 1.5*IQR. Outliers are removed prior to implementing the business rule to calculate each year's rate in the three-year weighted calculation.	For reference visit: SAT-ACT concordance table: https://dcpcsb.egnyte.com/dl/rdVB5CRMB0

Indicator	Measure	Description	Components, Metric, Additional Notes	Rationale
			Validation: DC PCSB obtains SAT score from the College Board. Schools must submit evidence of student's test score on the ACT. DC PCSB reviews 100% of the documents submitted by schools.	
Gateway	**College and Career Ready SAT and ACT Performance – Math and ERW**	Percentage of students scoring at the College and Career Readiness Benchmark in either Math or ERW.	**Components** • Every SAT or ACT score for current grade 12 students, including when it was taken in previous years • Grade 12 enrollment as of the end of the school year per enrollment records on a date determined by DC PCSB Metric: $\left[\frac{\text{\# of grade 12 students scoring at least a score of 480 Evidenced} - \text{based Reading and Writing section on the SAT } \textbf{OR} \text{ earning at least a average score of 20 on the English and Reading sections on the ACT}}{\text{\# of grade 12 students}}\right] \times 100$ $\left[\frac{\text{\# of grade 12 students scoring at least a score of 530 Math section on the SAT } \textbf{OR} \text{ earning at least a 22 on the Math section on the ACT}}{\text{\# of grade 12 students}}\right] \times 100$ Notes • DC PCSB uses a student's highest score on each section of the SAT or ACT, even if those scores occurred on different test dates. • Student who have not taken the SAT or ACT exams are given 0 points on this metric. • Students with disabilities in non-public placements are excluded from this measure. • Students who qualify for the alternative state assessment (i.e., the MSAA assessment) or are on an IEP certificate track are not included in this measure.	

Indicator	Measure	Description	Components, Metric, Additional Notes	Rationale
			• Outliers are removed prior to calculating the floor and target for the achievement measures. Outliers are any rates that exceed 1.5*IQR. Outliers are removed prior to implementing the business rule to calculate each year's rate in the three-year weighted calculation. Validation: DC PCSB obtains SAT score from the College Board. Schools must submit evidence of student's test score on the ACT. DC PCSB reviews 100% of the documents submitted by schools.	
Gateway	**College Acceptance**	Percentage of high school seniors accepted to a full-time college or university.	**Components** • Unique college acceptances • Students on the current year's certified graduates list **Metric** $\left[\frac{\text{\# of graduating students accepted to a full-time college or university}}{\text{\# of graduates}}\right] \times 100$ **Notes** • Acceptances must be from a degree-granting institution of higher education. • College acceptances must be from the current school year unless the college or university indicates that an earlier acceptance is still valid. • Students with disabilities in non-public placements are excluded from this measure. • Acceptable documentation includes only <u>final</u> acceptance letters (not conditional or provisional admissions letters), and other documentation that demonstrate a student's admission or enrollment at a degree-granting institution. • Conditions or provisions solely related to non-academic factors, such as a background check, will count as full acceptances for the HS PMF. • DC PCSB recognizes that all college acceptances are conditional upon receipt of a final high school transcript or diploma, so a condition or provision solely based on receipt of a final high school transcript or diploma are considered full acceptances for the HS PMF. • Students who qualify for the alternative state assessment (i.e., the MSAA assessment) or are on an IEP certificate track are not included in this measure	College acceptance is a necessary step to college enrollment and has been defined to be an important measure of student success.

Indicator	Measure	Description	Components, Metric, Additional Notes	Rationale
School Environment	**Attendance**	In-seat attendance rate	**Components** • Attendance by grade span • Aligns with OSSE's calculation **Metric** $\left[\frac{\#\text{ of days present}}{\#\text{ days enrolled}}\right]*100$ Validation: OSSE collects and validates this data with schools.	

<table>
<tr>
<td>School Environment</td>
<td>Re-enrollment</td>
<td>Re-enrollment rate for those eligible to return.</td>
<td>
Components
Previous fall enrollment by student ID and grade (October Audited Enrollment).
Current fall enrollment by student ID and grade (October Audited Enrollment).

Metric
Map students in previous fall and current fall to determine overlap.
Determine which students in previous fall are ineligible to re-enroll (those in their final year or on the certified graduation list; moved out from DC).

$$\left[\frac{\text{Total \# of students attending both previous fall and current fall}}{(\text{\# of students in previous fall}) - (\text{\# of students ineligible to enroll})}\right] \times 100$$

For all students deemed ineligible to re-enroll, DC PCSB will verify their ineligibility using the following processes:
<table>
<tr><th>Reason for Ineligibility to Re-Enroll</th><th>Ineligibility Verification Process</th></tr>
<tr><td>Students in the campus’s terminal grade who were promoted to the next grade.</td><td>DC PCSB will use enrollment data to verify the student’s grade in both school years. LEAs do not have to submit any documentation.</td></tr>
<tr><td>Students who moved out of DC.</td><td>DC PCSB will verify that the student is not enrolled in another public school in DC.
To show proof of out-of-state move, LEAs must submit one of the following:
• Signed parent/guardian withdrawal form explicitly indicating out-of-state move.
• Signed parent/guardian email/letter indicating enrollment at an out-of-state public school.
• Student records or records request from an out-of-state public school.</td></tr>
<tr><td>Students placed in a private placement.</td><td>Schools may have to provide documentation of the placement.</td></tr>
<tr><td>Students expelled for a federally recognized reason, such as bringing a firearm to school; U.S. Code § 7151 (PDF / text).</td><td>DC PCSB will use discipline data to verify students’ expulsion records. LEAs must submit documentation that the expulsion was for a federally recognized reason.</td></tr>
</table>
</td>
<td>Used to assess student and parent satisfaction and dropout rate.</td>
</tr>
</table>

			Notes • Students who transfer within an LEA from one campus to another will be removed from both the numerator and denominator. • Documents used for multiples (e.g., siblings) must include each student's name. Validation: DC PCSB reviews the documents submitted by schools to validate this measure.	

Adult Education PMF

Adult Education Performance Management Framework

The Adult Education Performance Management Framework (AE PMF) is used as a common accountability measure for young adult and adult education public charter schools.

Each LEA serving young adult or adult education populations selected one of two program years to report data based on its program cycle. The following table lists the program year each LEA selected for school year 2017-18:

Cohort 1	Cohort 2
Program Year: July 1 – June 30	Program Year: September 1 – August 31
Quarter 1: July, August, September Quarter 2: October, November, December Quarter 3: January, February, March Quarter 4: April, May, June	Quarter 1: September, October, November Quarter 2: December, January, February Quarter 3: March, April, May Quarter 4: June, July, August
Academy of Hope Public Charter School (PCS) Briya PCS Carlos Rosario International PCS	Community College Preparatory Academy PCS LAYC Career Academy PCS Maya Angelou PCS – Young Adult Learning Center The Next Step/El Próximo Paso PCS YouthBuild PCS

Categories
DC PCSB will use four categories (formerly named indicators) to measure academic performance for all adult education public charter schools to develop each school's overall tier:

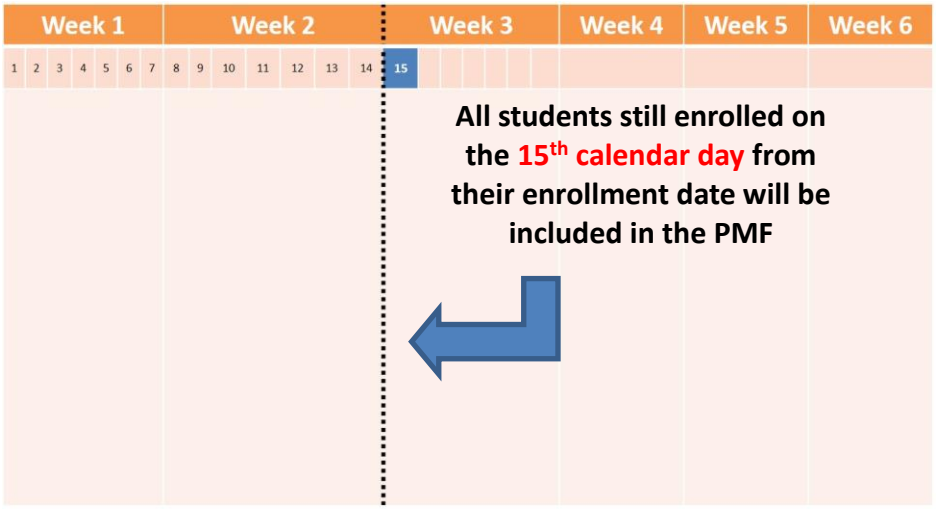
(1) **Student Progress**: This category captures students' learning gains in either adult basic education (ABE) or English Language Acquisition/English as a second language (ESL) programs. Student progress is measured by tests that are valid and reliable for adults and disengaged youth.
(2) **Student Achievement**: This category reflects the rate of students who completed a program of study and either passed a portion of a secondary credential assessment or earned their secondary credential, or a high-level, industry-recognized career and technical education (CTE) certification in child development, medical/nurse assisting, or information technology.
(3) **College and Career Readiness**: This category captures whether students who exit an adult education school are employed or enrolled in a postsecondary degree or certification program.
(4) **Leading Indicators**: This category captures the school's attendance rates and the rate at which it retains students at the school.

An additional, category, **Mission Specific Goals**, assesses aspects of the school program otherwise not captured in the AE PMF. Since each school has a different emphasis and approach to adult learning, some parts of an adult education program may not be fully captured in the common measures above. Schools that offer an additional assessment (e.g., the Spanish TABE), offer CTE certifications (e.g., OSHA-10, Microsoft Office Specialist),

or performance-based measures may elect to include a mission specific goal on the AE PMF. This indicator is not part of the tier but is displayed on the PMF scorecard.

Student Engagement

Students in an adult education charter school who are enrolled for at least 15 consecutive calendar days and receive 12 or more hours of instruction are considered engaged in the school's program. These students are included in all the categories of the AE PMF.



Weights

Each category in this framework has the same weight in developing an overall tier. A school must earn at least 65% of the possible points in each category to earn a Tier 1 score.

- The Leading Indicator has two measures, and each contributes the same amount of weight when calculating the overall score for the indicator (i.e., the two rates each contribute 50% of the possible points toward the final score for the indicator).
- The Student Progress, Student Achievement, and College and Career Readiness categories also have multiple measures. These categories are calculated by taking the weighted average of the measures. For example, if three times as many students take part in a school's ABE program as in its ESL program, the passage rate for ABE is weighted three times as much as the ESL passing rate.
- The Mission Specific category has no weight and is not included in the calculation of the tier. This is a display-only category.

Measures, Floors, and Targets for the Tiered Portion of the AE PMF

Measures are defined as "general instruments or means to assess performance in each area defined by an indicator."[35] Each indicator has an approved set of measures that fall into each category. To assign points, each measure has a floor and a target in which points are achieved. The floor determines the minimum value for which any points are awarded. Schools do not

[35] See "A Framework for Academic Quality," National Consensus Panel on Charter School Academic Quality, June 2008, available at http://bit.ly/2Bs5tXj.

receive points for values that are below the floor. The target determines the value at which the maximum points for a measure is awarded. Schools do not receive additional points for values that are above the target. Floors and targets are calculated using the formulas in the following sections. Depending on the school's score on a specific measure and its position between the floor and target, it will receive incrementally more points the higher the score. Generally, the floors and targets are updated every two years.

Student Progress Category

Student progress is a measure of student growth in either English Language Acquisition/English as a second language (ESL) or adult basic education (ABE) in their lowest performing subject over the course of a program year. Schools must pre- and post-test a minimum of 60% of eligible students in their lowest performing subject to receive points in this category. For ESL, the measure reports English language acquisition through writing, speech, and reading and for ABE the measure reports student progress in reading, language, and numeracy over the course of a program year. Both ESL and ABE measures use educational functioning level gains on assessments approved by the US Department of Education's National Reporting System (NRS) as the growth measure.

1. Adult Basic Education (ABE) Progress Measure: This measure captures the rate of students gaining one or more levels on appropriate tests (including, at a minimum, literacy and numeracy) to measure ABE progress. Progress is captured based on a student's lowest performing subject pre- and post-tests, and points are earned only when a post-test outcome puts the student at the next ABE level. ABE "services are designed for adults who need to improve their reading, writing, and basic math skills in order to obtain a high school diploma or GED and/or transition to postsecondary education and/or the workforce." [36]

2. English Language Acquisition/English as Second Language (ESL) Progress Measure: This measure captures the rate of students gaining one or more level on appropriate tests to measure ESL progress. Progress is captured based on a student's pre- and post-tests, and points are earned only when a post-test outcome puts the student at the next ESL level. English Language Acquisition programs are a) designed to help eligible individuals who are English Language Learners[37] achieve competence in reading, writing, speaking, and comprehension of the English language; and b) that leads to i) attainment of a secondary school diploma or its recognized equivalent; and ii) transition to postsecondary education and training; or iii) employment."[38]

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[36] See "District of Columbia Workforce Innovation and Opportunity Act (WIOA) 2016-2020 Unified State Plan," Government of the District of Columbia, February 2016, available at http://bit.ly/2oSeZg6.

[37] WIOA Title II – Adult Education and Literacy Act Sec. 203 states an English Language Learner is an individual who has limited ability in reading, writing, speaking, or comprehending the English language, and whose native language is a language other than English; or who lives in a family or community environment where a language other than English is the dominant language.

[38] Ibid, 178.

3. Floor and Target: The floor and target are determined for each starting educational functioning level separately. Floors are the minimum percentage of students who must pass a level in order for the school to begin earning points. Targets are the minimum percentage of students who must pass a level for the school to earn all the available points.

4. Floors and targets were developed using data reported from the US Department of Education's Office of Career, Technical, and Adult Education and adult education public charter school data from school years 2013-14 and 2014-15. The floor and target are set for two school years with school year 2017-18 serving as year two. The floor and target will follow the business rules to be updated for the 2018-19 PMF Guide. The floor for each level is calculated using national data from the bottom three performing states (including the adult education public charter school sector treated as a state) as the cutoff to earn 35% of the weighted percent of range for each measure. The targets are created using an average of Maryland's 2013-14 and 2014-15 performance plus 1% as the cutoff to earn 65% of the weighted percent of range for each measure.

   (1) If the range between floors and targets is less than 30 points, the floor is lowered so that there is at least a 30-point spread.
   (2) If applying the above method raises or lowers any of the floors or targets by more than 33.3% of what floor or target had previously been, then the floor or target will be raised or lowered by 33.3% of its previous value.

   Each measure is calculated by adding the points earned for students progressing at each ABE or ESL level together and then finally combined to form a single progress rate of all students weighted by the number of students at each level. Levels with less than ten students are not displayed on a school's scorecard, but are used in calculating the overall ABE, ESL, and combined indicator scores. Eligible students without a NRS-approved assessment pre-test, are weighted as a zero for Student Progress and Retention.

   Eligible students for the Student Progress measure are students:
   - Enrolled in an ABE or ESL program;
   - Enrolled for at least 15 consecutive calendar days and receiving at least 12 hours of service within the 15 days; and
   - Enrolled at least two months before the end of the program year

   Note: Students who took an NRS-approved assessment in the prior year less than three months before the start of the current year may use that assessment as their pre-test in the current year.

Measure: Adult Basic Education	Floor	Target	Weight
ABE Level 1: Beginning ABE Literacy	9.8	90.9	# of test takers
ABE Level 2: Beginning Basic Education	26.4	95.9	# of test takers
ABE Level 3: Low Intermediate Basic Education	40.5	74.3	# of test takers
ABE Level 4: High Intermediate Basic Education	16.7	43.4	# of test takers
ABE Level 5: Low Adult Secondary Education	4.4	66.7	# of test takers

Measure: English as a Second Language	Floor	Target	Weight
ESL Level 1: Beginning ESL Literacy	17.8	100.0	# of test takers
ESL Level 2: Low Beginning ESL	42.4	100	# of test takers
ESL Level 3: High Beginning ESL	41.2	71.2	# of test takers
ESL Level 4: Low Intermediate ESL	32.4	62.4	# of test takers
ESL Level 5: High Intermediate ESL	21.9	63.3	# of test takers
ESL Level 6: Advanced ESL	8.8	33.3	# of test takers

Student Achievement Category

This indicator reflects the rate of students who completed a program of study and either passed a portion of a secondary credential assessment or earned a secondary credential, or a high-level, industry-recognized career and technical education (CTE) certification and certifications in child development, medical/nurse assisting, or information technology.

1. Earned Secondary Credential Measure:
    a. This measure captures the percentage of eligible students who earned a GED, and the percentage of students who earned an NEDP.
    b. Floor and Target: The floor is based on setting the probability of passing the GED given a "likely to pass" score on the GED Ready at 50% of the range between the floor and target. The target is set at 100%. The floor and target will follow the business rules to be updated for the 2018-19 PMF Guide.
2. GED Subject Test Achievement Measure:
    a. This measure captures the percentage of eligible students who pass individual GED subject tests as they work toward achieving the GED credential.
    b. Floor and Target: The floor is based on setting the probability of passing the GED given a "likely to pass" score on the GED Ready at 50% of the range between the floor and target. The target is set at the aspirational goal of 100%. The floor and target will follow the business rules to be updated for the 2018-19 PMF Guide.
3. Earned High-Level Certification Measure[39]:
    a. This measure captures the percentage of eligible students who earn an industry-recognized CTE certification that includes rigorous assessments and requirements and that leads to higher wages in a high-demand field.

Measure	Floor	Target	Weight
Earned secondary credential	40.0	100.0	# of test takers
GED subject test achievement	40.0	100.0	# of test takers
Earned high-level certification	N/A	N/A	N/A

[39] This measure will be displayed as a percentage on the 2017-18 AE PMF, but not included in the indicator score or AE PMF tier. DC PCSB will work with AE PMF task force to develop a floor and target once additional years of data are available.

College and Career Readiness Category

This category includes measures that capture students' employment outcomes or entry into postsecondary education. It looks at whether students who entered the adult education program either retained or entered a job or entered postsecondary education or training after exiting the program. Realizing that it is hard to follow up with every student who exited a program, schools can earn points for this measure so long as they have surveyed at least 50% of their exiting students. Conversely, schools that do not survey at least 50% of their exiting students earn zero points for the measure in this indicator.

1. Entered Employment or Postsecondary Measure: This measure captures the percentage of students without a job when they entered the school who are employed in the first quarter after the quarter of exit from the adult education program or enrolled in a postsecondary school or training program before the end of the program year. It also captures the percentage of students not captured in any College and Career Readiness measures who earned a secondary credential in the prior program year and entered postsecondary education or training after exiting the adult education program.
2. Retained Employment or Entered Postsecondary Measure: This measure captures the percentage of students entering an adult education school with a job who are still employed in the third quarter after the quarter of exit from the adult education program or who entered postsecondary education or training before the end of the program year.
3. Floor and Target: Floors and targets were developed using 2013-14 and 2014-15 data reported from the US Department of Education's Office of Career, Technical, and Adult Education and adult education public charter school data. The floor for each level is calculated using national data from the bottom three performing states (including the adult education public charter school sector treated as a state) as the cutoff to earn 35% of the weighted percent of range for each measure. The targets are created using an average of Maryland's 2013-14 and 2014-15 performance plus 1% as the cutoff to earn 65% of the weighted percent of range for each measure. These floors and targets are set for two years with 2017-18 serving as year two. These floors and targets will follow the business rules to be updated for the 2018-19 PMF Guide.

    (1) If the range between floors and targets is less than 30 points, the floor is lowered so that there is at least a 30-point spread.
    (2) If applying the above method raises or lowers any of the floors or targets by more than 33.3% of what floor or target had previously been, then the floor or target will be raised or lowered by 33.3% of its previous value.

Measure	Floor	Target	Weight
Entered Employment or Postsecondary	9.5	50.0	# of exited students unemployed at entry into the school's program
Retained Employment or Entered Postsecondary	26.6	93.0	# of exited students employed at entry into the school's program

Leading Indicators Category

This category reports attendance and student retention rates, both of which are key predictors of whether students make academic gains in the program. The floor and target for each measure will follow the business rules to be updated for the 2018-19 PMF Guide.

1. Attendance
    a. Measure: DC PCSB measures attendance through the average in-seat attendance (ISA) rate.
    b. Floor and Target: The floor and target are calculated based on the previous three years of ISA rates, where the floor is set at the 10th percentile of school performance and the target is set at the 90th percentile of school performance, using a three-year weighted average.
        a. The minimum range between the floor and target must be 10 points. If the range between the calculated floor and target is less than 10 points, the floor will be lowered by 10 points from the target.
2. Retention
    a. Measure: Retention measures the percentage of students who stay at an adult education school long enough to complete a single cycle of instruction. It is measure differently depending on the program; for example, the retention of students in an ABE or ESL program is measured based on taking a pre- and post-test and a student in a CTE certification program may be measured by attempting a certification test or the required number of program hours.
    b. Floor and Target: The floor and target is calculated using the same methodology as the Student Progress indicator.

Measure	Floor	Target	Weight
Attendance	49.5	70.0	50%
Retention	43.3	76.7	50%

Mission Specific Category (Untiered)

Adult education schools may display a Mission Specific Goal on the PMF. These data are not included within the tiered PMF as they are unique to the individual school. Schools choosing to display a Mission Specific Goal in the AE PMF work with DC PCSB at the start of the school year to determine their Mission Specific Goals and complete the Adult Education PMF Selection Form in Epicenter. The PMF scorecard displays the percentage of students meeting each Mission Specific Goal. There are three types of Mission Specific Goals for the AE PMF:

- Assessments – goals using assessments other than the NRS-approved assessments reporting math and/or reading gains as a grade-level equivalency score.
- CTE certifications – industry-recognized certifications that can help to advance students' employment opportunities, which are not included in the high-level certifications measure.
- Other performance-based measures – measures that are unique to a school's programs not otherwise captured in the PMF.

All adult education schools are measured using the same framework. A score between 0-100% is calculated for each indicator. At no time is a school given an overall score other than a final tier of 1, 2 or 3. A school must earn at least 65% of the possible points for each indicator to score a Tier 1.

Indicator	Measure	Weight	Floor	Target
Student Progress	Adult Basic Education (ABE) – Weights of each level are dependent on # of test takers in each ABE level			
	ABE level 1	Based on # of test takers	9.8	90.9
	ABE level 2		26.4	95.9
	ABE level 3		40.5	74.3
	ABE level 4		16.7	43.4
	ABE level 5		4.4	66.7
	English as a Second Language (ESL) – Weights of each level are dependent on # of test takers in each ESL level			
	ESL level 1	Based on # of test takers	17.8	100.0
	ESL level 2		42.4	100
	ESL level 3		41.2	71.2
	ESL level 4		32.4	62.4
	ESL level 5		21.9	63.3
	ESL level 6		8.8	33.3
Student Achievement	Earned Secondary Credential (GED or NEDP)	Based on # of test takers	40.0	100.0
	GED Subject Test Achievement	Based on # of test takers	40.0	100.0
	Earned High Level Certification[40]	N/A	N/A	N/A
College and Career Readiness	Entered Employment or Postsecondary	Based on # of students	9.5	50.0
	Retained Employment or Entered Postsecondary	Based on # of students	26.6	93.0
School Environment	Attendance	50%	49.5	70.0
	Retention	50%	43.3	76.7

A school that does not offer a particular program or has no students in a given year partake in a particular program, such as GED preparation courses, or ESL programming, will receive no points for the measure, with 100% of the weight being given to the remaining measure(s) within the indicator. If a school does not offer a program resulting in either a GED or NEDP, the school will not receive a score for that indicator.

[40] This measure will be displayed as a percentage on the 2017-18 AE PMF, but not included in the indicator score or AE PMF tier. DC PCSB will work with AE PMF task force to develop a floor and target once additional years of data are available.

Data Sources and Methodology

Indicator	Measure	Description	Components, Method, Additional Notes	Rationale

Student Progress	Educational gain using educational functioning levels (EFLs)	Percentage of adult students who complete the ABE or ESL level at which they entered by end of the program year.	**Components**
			• Students with both a pre-test and post-test score
			  ○ Pre-test scores must come from an NRS-approved assessment
			  ○ Post-test scores must come from an NRS-approved assessment
			• Students who gained at least one EFL based on NRS assessment cut scores
			
			Metric
			$\left[\frac{\text{\# of students gaining at least one EFL Ffrom the pre-test to the post-test by the end of the program year}}{\text{\# of students with a pre-test and post-test + the number of eligible students without a pre-test}}\right] \times 100$
			
			15 Calendar Day Business Rule
			• Students are included in the AE PMF measures if they have been enrolled in the school for at least 15 consecutive calendar days and have received at least 12 hours of service
			  ○ Service includes: orientation, instruction, academic or career counseling, and school-organized internships or dual enrollment
			• All students in the audited enrollment are included in the AE PMF measures
			• Students are tracked based on their individual date(s) of enrollment
			• Students who enroll in a program and un-enroll prior to the 15th calendar day are not included in any AE PMF measures (unless they are in the enrollment audit)
			• Schools may un-enroll students for non-attendance consistent with the school's attendance policy
			• Schools must follow all legal requirements for students who are under the age of 18 or who receive special education or English language learner funds
				This measure reflects learning gains in a student's lowest performing subject as measured by tests that are valid and reliable for adults and disengaged youth. Participants make significant educational gains that demonstrate progress toward their educational, employment, and postsecondary education and training goals. Programs will report educational gains using assessments validated for use with the adult population and aligned with the EFLs as described by the National Reporting System (NRS) for Adult Education. Schools serving ABE students must administer, at a minimum, literacy and numeracy subtests from an NRS-approved assessment. See http://bit.ly/2naMJHi for a list of NRS-approved assessments.

Indicator	Measure	Description	Components, Method, Additional Notes	Rationale

			• In the event of an unplanned school closure (e.g., snowstorm or building damage) of three or more consecutive days, DC PCSB will work with the school to adjust the 15 calendar days of enrollment
			
			Notes
			• Students are assigned to an NRS educational functioning level (EFL) based on their pre-test and post-test using the cut scores identified by assessment and subject according to the February 2015 update. ABE and ESL levels are determined by the scores students earn on the TABE and CASAS assessments. Please see Appendix D for detailed information on the cut scores for each level.
			• DC PCSB will report progress for each student based on the subject on which each student had the lowest pre-test NRS EFL score. ABE students must take, at a minimum, the literacy and numeracy subject tests.
			• For students who have a lowest pre-test score at the same NRS EFL on multiple subjects, schools may choose which subject to report on for progress.
			• Students are counted as meeting the student progress metric when
			  ○ Their post-test ABE or ESL level is greater than their pre-test ABE or ESL level, or
			  ○ They pass the GED Subject test that corresponds to their lowest performing ABE subject during the program year and they do not post-test after passing said GED subject test, or
			  ○ They attain the National External Diploma Program (NEDP) credential during the program year and they do not post-test after attaining the NEDP.
			• If a student has a pre-test score in ABE level 6 or above ESL 6, the student is not included in the measure.
			• Students with a pre-test score in ABE level 5 or ESL level 6 must score at least one point above the score range to qualify as progressing beyond ABE level 5 and ESL level 6.
			• If a student is in both the ABE and ESL programs and takes both assessments, then DC PCSB will use the ABE assessment for this measure if the student scores at ESL level 4 or higher	

Indicator	Measure	Description	Components, Method, Additional Notes	Rationale
			on the pre-test. If the student scores at ESL level 3 or below on the pre-test, then DC PCSB will use the ESL assessment. • Schools must report on all students who meet the 15 calendar day rule. • Students enrolled in a school's ABE and/or ESL program without a NRS-approved assessment pre-test, will be weighted as a zero for Student Progress. Schools must post-test a minimum of 60% of eligible students to receive points for this measure (for ABE and ESL separately). If a school falls under this rate, zero points will be assigned to the Student Progress Category's ABE and/or ESL weighted score. To count toward the post-test participation rate, students must, at a minimum, be post-tested in their lowest performing subject.	

Indicator	Measure	Description	Components, Method, Additional Notes	Rationale
Student Achievement	Earned secondary credential	Percentage of students attempting and passing the GED or state-recognized equivalent in the program year	**Components** • Students scoring "likely to pass" on the GED Ready while enrolled or who are recommended by the LEA to take the GED test • Students earning an NEDP diploma, students in the NEDP assessment phase who exit the school, • Students earning a GED or state-recognized secondary diploma in the program year **Metric** $\left[\frac{\text{\# of students who earn a secondary credential/diploma or state-recognized equivalent in the program year}}{\text{\# of students who earn the NEDP diploma + \# of students in the NEDP assessment phase who exit without the diploma + \# of students scoring "likely to pass" on all four (or all remaining) GED Ready tests in the program year + \# of students recommended by the school to take the GED test w/o a GED Ready test}}\right] \times 100$ **Notes** • DC PCSB gives credit to students earning a Spanish or English GED. • Students are counted as meeting this measure if they earn the NEDP diploma. Students are counted as not meeting the student achievement metric if they are in the assessment phase of the NEDP and exit without earning the NEDP diploma. • Students are also counted as meeting this measure if they score "likely to pass" on the GED Ready on all subjects and pass all subjects on the GED tests. • All students are included who score "likely to pass" on all four GED Ready tests at least 60 days prior to the end of the program year • If a student scores "likely to pass" in the last 60 days of the program year, then the school may choose to include the student in the current program year or the next year • Students may also be included if they have already passed up to two GED subject tests in a different GED program (e.g., another LEA or a community-based organization) and score	This measure reflects the attainment of a GED or the state-recognized equivalent. This measure reflects whether students have obtained the skills needed to get a job, retain a job, or attend college without needing remedial classes.

Indicator	Measure	Description	Components, Method, Additional Notes	Rationale

			"likely to pass" on GED Ready for their remaining subjects while enrolled
			• Students must be enrolled in the AE school when they take the GED Ready to count, but the student does not need to be enrolled in the AE school when s/he takes the GED test as long as it is during the program year
			• Students with extenuating circumstances that do not allow them to take the GED test will not be included in this measure; these circumstances are limited to:
			  o Transferred to a diploma granting high school
			  o Incarceration
			  o Medical leave (including maternity leave – this different from pregnancy)
			  o Moved out of the country
			  o Death
			• Students who cannot take the GED test due to District policies may be excluded from the measure (e.g., waiting periods)
			• DC PCSB will use comparable GED Ready "likely to pass" scores for the English GED Ready and the Spanish GED Reay exams based on the probabilities of passing the GED test as provided to DC PCSB by the GED Testing Service
			  o For the English GED Ready, "likely to pass" is a score of 145 or greater
			  o For the Spanish GED Ready, "likely to pass" is a score of 150 or greater
			• Students who do not take the GED Ready test or do not score "likely to pass" but take the operational GED test based on the recommendation of the LEA, per OSSE regulations, are included in this measure
			• Only students included in the denominator may be included in the numerator
			• DC PCSB works with OSSE to gather data and documentation on students taking GED Ready tests, GED tests, and/or students in the assessment phase of the NEDP. OSSE data and school data are combined to determine students included in the metric. If there is a discrepancy between school and OSSE data, the school should provide additional documentation.	

Indicator	Measure	Description	Components, Method, Additional Notes	Rationale
			15 Calendar Day Business Rule • Students are included in the AE PMF measures if they have been enrolled in the school for at least 15 consecutive calendar days and have received at least 12 hours of service ○ Service includes: orientation, instruction, academic or career counseling, and school-organized internships or dual enrollment • All students in the audited enrollment are included in the AE PMF measures • Students are tracked based on their individual date(s) of enrollment • Students who enroll in a program and un-enroll prior to the 15th calendar day are not included in any AE PMF measures (unless they are in the enrollment audit) • Schools may un-enroll students for non-attendance consistent with the school's attendance policy • Schools must follow all legal requirements for students who are under the age of 18 or who receive special education or English language learner funds • In the event of an unplanned school closure (e.g., snowstorm or building damage) of three or more consecutive days, DC PCSB will work with the school to adjust the 15 calendar days of enrollment	

Indicator	Measure	Description	Components, Method, Additional Notes	Rationale
Student Achievement	GED subject test achievement	Percentage of students who score “likely to pass” on a GED Ready subject test that pass the corresponding GED subject test	**Components** • Students scoring “likely to pass” on the GED Ready while enrolled who take a GED subject test • Students recommended by the LEA to take the GED test who take a GED subject test • Students passing GED subject tests during the program year **Metric** $\left[\frac{\text{\# of GED subject tests passed during the program year}}{\begin{array}{c}\text{\# of GED Ready "likely to pass" scores from enrolled students}\\ \text{during the program year who took the corresponding GED subject test(s)}\\ \text{and/or}\\ \text{\# of school recommendations to take a GED subject test(s)}\\ \text{for enrolled students who took the corresponding GED subject test(s) w/o a GED Ready}\\ \text{"Likely to pass" score.}\end{array}}\right] \times 100$ **Notes** • All students are included who are in a GED program and score “likely to pass” on a GED Ready subject test while enrolled in the school or are recommended by the school to take the GED and who took the corresponding GED subject test during the program year • Students may be counted in the denominator (and numerator) multiple times, once for each GED Ready subject test on which they score “likely to pass” or are recommended by the school and take the corresponding GED subject test, but each student is included in the n-size weighting only once • Students must be enrolled in the AE school when they take the GED Ready to be included, but the student does not need to be enrolled in the AE school when s/he takes the GED test as long as it was taken during the program year • All students without a secondary credential who pre-test at ABE 6 on an NRS approved assessment and take a GED subject test during the program year are included in the measure	This measure reflects the passage of a GED subject tests. This measure reflects whether students have obtained the skills needed toward earning a secondary credential.

Indicator	Measure	Description	Components, Method, Additional Notes	Rationale

			• Participation Rate: At least 75% of "likely to pass" scores on the GED Ready while enrolled in the school, students recommended by their school to take the GED, and ABE 6 pre-testers who are in a GED program must also have a corresponding GED score during the program year (unless the "likely to pass" score was achieved in the last 60 days of the program year)
			  ○ If a 75% participation rate is not achieved, then the school earns a zero for this measure
			  ○ If a student scores "likely to pass" on a GED Ready subject test with fewer than 60 days left in program year, schools may choose to include the student's subject test in the current year or the next program year
			  ○ The participation rate is based on the number of "likely to pass" scores not the number of students, so if one student earns "likely to pass" scores on multiple subject tests, then s/he would be included in this rate once for each subject on which s/he scored "likely to pass"
			  ○ Other than death, there are no exclusions from the participation rate
			• DC PCSB will use comparable GED Ready "likely to pass" scores for the English GED Ready and the Spanish GED Reay exams based on the probabilities of passing the GED test as provided to DC PCSB by the GED Testing Service
			  ○ For the English GED Ready, "likely to pass" is a score of 145 or greater
			  ○ For the Spanish GED Ready, "likely to pass" is a score of 150 or greater
			• Only students included in the denominator may be included in the numerator
			• DC PCSB works with OSSE to gather data and documentation on students taking GED Ready tests and/or GED tests. OSSE data and school data are combined to determine students included in the metric. If there is a discrepancy between school and OSSE data, the school should provide additional documentation.	

Indicator	Measure	Description	Components, Method, Additional Notes	Rationale
			15 Calendar Day Business Rule • Students are included in the AE PMF measures if they have been enrolled in the school for at least 15 consecutive calendar days and have received at least 12 hours of service ○ Service includes: orientation, instruction, academic or career counseling, and school-organized internships or dual enrollment • All students in the audited enrollment are included in the AE PMF measures • Students are tracked based on their individual date(s) of enrollment • Students who enroll in a program and un-enroll prior to the 15th calendar day are not included in any AE PMF measures (unless they are in the enrollment audit) • Schools may un-enroll students for non-attendance consistent with the school's attendance policy • Schools must follow all legal requirements for students who are under the age of 18 or who receive special education or English language learner funds • In the event of an unplanned school closure (e.g., snowstorm or building damage) of three or more consecutive days, DC PCSB will work with the school to adjust the 15 calendar days of enrollment	

<table>
<tr><th>Indicator</th><th>Measure</th><th>Description</th><th>Components, Method, Additional Notes</th><th>Rationale</th></tr>
<tr>
<td>Student Achievement</td>
<td>Earned High-Level Certification</td>
<td>Percentage of students who completed the coursework for high-level, industry-recognized CTE certifications that earn the certifications</td>
<td>
Components

Students earning Level 4 certifications (see table below)
Students enrolled in Level 4 certification programs with a positive Retention outcome at the time of enrollment who also began the practicum (if applicable)

Metric
$$\left[\frac{\text{\# of students earning the Level 4 certification}}{\text{\# of students enrolled in a Level 4 certification program with a positive Retention outcome (and beginning the practicum, if applicable) who were enrolled in the certification program in the current year, previous year, or two years ago depending on the certification (see table)}}\right] \times 100$$
Notes

Level 4 certifications are:
<table>
<tr><th>Certification</th><th>Certifying Agency</th></tr>
<tr><td>A+ Certification</td><td>CompTIA</td></tr>
<tr><td>Registered Medical Assistant (RMA)</td><td>American Medical Technologists (AMT)</td></tr>
<tr><td>Certified Medical Assistant (CMA)</td><td>American Association of Medical Assistants (AAMA)</td></tr>
<tr><td>Child Development Associate (CDA)</td><td>Council for Professional Recognition</td></tr>
<tr><td>National Nurse Aide Assessment Program (NNAAP)</td><td>National Council of State Boards of Nursing (NCSBN)</td></tr>
</table>

Students are included in this measure if they counted positively for Retention when they were enrolled the school in the current year, previous year, or two years ago, depending on the certification (see table below)
Some higher-level certifications require more than one program year to complete due to practicums, so this measure

</td>
<td>This measure reflects the attainment of an industry-recognized CTE certifications with rigorous requirements, including an assessment that leads to employment in a high-wage, high-demand field. This measure reflects whether students have obtained the skills needed to get a job in a high-wage, high-demand field, advance in a current job, or retain a job.</td>
</tr>
</table>

<table>
<tr><th>Indicator</th><th>Measure</th><th>Description</th><th>Components, Method, Additional Notes</th><th>Rationale</th></tr>
<tr><td></td><td></td><td></td><td>reports on the outcomes of students in the following timespans:
<table>
<tr><th>Level 4 Certification</th><th>Students enrolled in the certification program:</th></tr>
<tr><td>A+</td><td>Current year</td></tr>
<tr><td>CMA or RMA</td><td rowspan="2">1 year ago</td></tr>
<tr><td>NNAAP</td></tr>
<tr><td>CDA</td><td>2 years ago</td></tr>
</table>

For certifications that require a practicum outside of the course hours (CMA, RMA, and CDA), students are included in this measure if they are a positive outcome in the Retention measure and began their practicum
If a school is offering a Level 4 certification for the first time, the results would be display-only for that first year and not scored
This measure will be displayed but not included in the indicator score or overall tier for the 2017-18 AE PMF

15 Calendar Day Business Rule

Students are included in the AE PMF measures if they have been enrolled in the school for at least 15 consecutive calendar days and have received at least 12 hours of service

Service includes: orientation, instruction, academic or career counseling, and school-organized internships or dual enrollment

All students in the audited enrollment are included in the AE PMF measures
Students are tracked based on their individual date(s) of enrollment
Students who enroll in a program and un-enroll prior to the 15th calendar day are not included in any AE PMF measures (unless they are in the enrollment audit)
Schools may un-enroll students for non-attendance consistent with the school’s attendance policy
Schools must follow all legal requirements for students who are under the age of 18 or who receive special education or English language learner funds
</td><td></td></tr>
</table>

Indicator	Measure	Description	Components, Method, Additional Notes	Rationale
			• In the event of an unplanned school closure (e.g., snowstorm or building damage) of three or more consecutive days, DC PCSB will work with the school to adjust the 15 calendar days of enrollment	

Indicator	Measure	Description	Components, Method, Additional Notes	Rationale
College and Career Readiness	Entered Employment or Entered Postsecondary	Percentage of adult students who are in the labor force but enter the program without a job and either a) obtain a job after exiting the program or b) obtain a job while they are enrolled in the program and still hold a job during the first quarter of exit from the program or c) enroll in a postsecondary educational, occupational skills training program, or an apprenticeship training program.	**Components** Survey respondents: • Students who exited the program and were not employed when they entered the program • Students who exited in the prior program year with a secondary credential and were not captured already in any College and Career Readiness measures • Students who are employed one* quarter after their exit quarter • Students who have entered postsecondary education or training before the end of the program year **Metric** $\left[\frac{\text{Students who are employed one quarter after exiting or have entered postsecondary education or training before the end of the program year AND students who have entered postsecondary education or training who exited in the prior program year with a secondary credential and were not counted in the numerator for any CCR measures in the prior year}}{\text{Students who were not employed at entry and exited in prior quarter 4 or current quarters 1, 2, or 3}}\right] \times 100$ **Notes** *****For schools electing to use NRS employment follow up timeframes, follow up is two quarters after exit. • School must follow up with eligible students one* quarter after they exit the program. For additional details, see Appendix E. • Schools are expected to develop and administer surveys to track the college and career outcomes for their students after they exit the program. Results of these surveys should be documented and saved for data collection and validation cycles by DC PCSB. Questions that every school should ask on these surveys are found in Appendix F.	This measure reflects the number of students who exit the program and enter employment and/or enter a postsecondary program. Schools will receive points if students either enter employment or a postsecondary program.

Indicator	Measure	Description	Components, Method, Additional Notes	Rationale
			• Students are counted as meeting the College and Career Readiness metric if the school's total response rate for this metric is at least 50%. • If a school does not meet the 50% response rate for this measure, the school will receive zero points for the measure weighted by 50% of the students who qualify for the measure. In cases where the number of students who qualify is odd, DC PCSB will use the unrounded calculation in its weighting. • If a school does not have the survey results documentation for a student, the student is treated as a non-response. • If a student is a non-response in the school's survey results, but the student's outcomes are captured via other valid means (e.g., Jacob France Institute or National Student Clearinghouse data), then the student will be counted as having a positive outcome. • Students are excluded from this metric and the survey response rate if they are identified as being out of the labor force (see definition below). • If a student updates his/her labor force status for maternity leave, chronic illness or any other reason, then the school is required to provide documentation of this update to DC PCSB. Schools should not automatically classify students who go on maternity leave as withdrawing from the labor force. DC PCSB will review these requests for a modification to labor force participation on a case-by-case basis during the annual data collection cycle. • If a school graduates students with a Spanish GED and the student enrolls in ESL courses within the same school ("first school") or elsewhere, then they will not be included in the College and Career Readiness indicator cohort. The first school will receive credit for student achievement only. If the student does not enroll in ESL courses, the first school will still be required to track College and Career Readiness outcomes for this student. • Students with a secondary credential who enroll in an adult education school's vocational program can be counted as entering postsecondary education or training upon exit from the school.	

Indicator	Measure	Description	Components, Method, Additional Notes	Rationale

			• Students with a secondary credential who exit the reporting school and enroll in another school's career training program can be counted as entering post-secondary education or training by the reporting school. Students who exit and enroll in another GED or secondary credentialing program are not counted as entering postsecondary.
			• Students who exited in the program year but are enrolled again at the time of the data collection are considered continuing students and their outcomes are not reported until they exit.
			• If a school does not know whether a student was employed at entry, then the student is treated as not employed at entry and should be followed up on two quarters after exit.
			• Students can be labeled out of the labor force for the AE PMF for one of the following reasons:
			  ○ Retired
			  ○ Full-time parenting (including maternity leave)
			  ○ Ill health or disability
			  ○ Institutionalized (e.g., incarceration)
			  ○ Full-time student
			  ○ Living outside the United States
			
			15 Calendar Day Business Rule
			• Students are included in the AE PMF measures if they have been enrolled in the school for at least 15 consecutive calendar days and have received at least 12 hours of service
			  ○ Service includes: orientation, instruction, academic or career counseling, and school-organized internships or dual enrollment
			• All students in the audited enrollment are included in the AE PMF measures
			• Students are tracked based on their individual date(s) of enrollment
			• Students who enroll in a program and un-enroll prior to the 15th calendar day are not included in any AE PMF measures (unless they are in the enrollment audit)
			• Schools may un-enroll students for non-attendance consistent with the school's attendance policy	

Indicator	Measure	Description	Components, Method, Additional Notes	Rationale
			• Schools must follow all legal requirements for students who are under the age of 18 or who receive special education or English language learner funds • In the event of an unplanned school closure (e.g., snowstorm or building damage) of three or more consecutive days, DC PCSB will work with the school to adjust the 15 calendar days of enrollment for a recently enrolled student.	

Indicator	Measure	Description	Components, Method, Additional Notes	Rationale
	Retained Employment or Entered Postsecondary	Percentage of adult students who either a) enter the program with a job, or b) obtain a job after exit, and *remain employed* in the third quarter after program exit, or c) enroll in a postsecondary educational, occupational skills training program, or an apprenticeship training program.	**Components** Survey respondents: • Students who exited the program and were employed when they entered the program and/or students who exited the program and were employed one* quarter after exiting • Students who are employed three** quarters after their exit quarter or who have entered postsecondary education or training before the end of the program year **Metric** $\left[\frac{\text{Students who are employed three quarters after exiting or have entered postsecondary education or training before the end of the program year}}{\text{Students who were employed at entry or employed one quarter after exiting and exited in prior quarters 2, 3, or 4 or current quarter 1}}\right] \times 100$ **Notes** ***** For schools electing to use NRS employment follow up timeframes, follow up is two quarters after exit. ** For schools electing to use NRS employment follow up timeframes, follow up is four quarters after exit. • School must follow up with students three** quarters after they exit the program. For additional details, see Appendix E. • Schools are expected to develop and administer surveys to track the college and career outcomes for their students after they exit the program. Results of these surveys should be documented and saved for data collection and validation cycles by DC PCSB. Questions that every school should ask on these surveys are found in Appendix F. • Students are counted as meeting the College and Career Readiness metric if the school's total response rate for this metric is at least 50%. • If a school does not meet the 50% response rate for this measure, the school will receive zero points for the measure weighted by 50% of the students who qualify for the measure. • If a school does not have the survey results documentation for a student, the student is treated as a non-response. • If a student is non-response in the school's survey results, but the student's outcomes are captured via other valid means	

Indicator	Measure	Description	Components, Method, Additional Notes	Rationale
			(e.g., Jacob France Institute or National Student Clearinghouse data), then the student will be counted as having the outcome. • Students are excluded from this metric and the survey response rate if they are identified as being out of the labor force (see definition below). • If a student updates his/her labor force status for maternity leave, chronic illness or any other reason, then the school is required to provide documentation of this update to DC PCSB. Schools should not automatically classify students who go on maternity leave as withdrawing from the labor force. DC PCSB will review these requests for a modification to labor force participation on a case-by-case basis during the annual data collection cycle. • If a school graduates students with a Spanish GED and the student enrolls in ESL courses within the same school ("first school") or elsewhere, then they will not be included in the College and Career Readiness indicator cohort. The first school will receive credit for student achievement only. If the student does not enroll in ESL courses, the first school will still be required to track College and Career Readiness outcomes for this student. • Students with a secondary credential who enroll in an adult education school's vocational program can be counted as entering the postsecondary education or training upon exit from the school. • Students with a secondary credential who exit the reporting school and enroll in another school's career training program can be counted as entering postsecondary education or training by the reporting school. Students who exit and enroll in another GED or secondary credentialing program are not counted as entering postsecondary. • Students who exited in the program year but are enrolled again at the time of the data collection are considered continuing students and their outcomes are not reported until they exit. • If a school does not know whether a student was employed at entry, then the student is treated as not employed at entry and should be followed up on two quarters after exit. That survey	

Indicator	Measure	Description	Components, Method, Additional Notes	Rationale

			response is then used to determine whether the student is eligible for the retained measure.
			• Students can be labeled out of the labor force for the AE PMF for one of the following reasons:
			  ○ Retired
			  ○ Full-time parenting (including maternity leave)
			  ○ Ill health or disability
			  ○ Institutionalized (e.g., incarceration)
			  ○ Full-time student
			  ○ Living outside the United States
			
			15 Calendar Day Business Rule
			• Students are included in the AE PMF measures if they have been enrolled in the school for at least 15 consecutive calendar days and have received at least 12 hours of service
			  ○ Service includes: orientation, instruction, academic or career counseling, and school-organized internships or dual enrollment
			• All students in the audited enrollment are included in the AE PMF measures
			• Students are tracked based on their individual date(s) of enrollment
			• Students who enroll in a program and un-enroll prior to the 15th calendar day are not included in any AE PMF measures (unless they are in the enrollment audit)
			• Schools may un-enroll students for non-attendance consistent with the school's attendance policy
			• Schools must follow all legal requirements for students who are under the age of 18 or who receive special education or English language learner funds
			• In the event of an unplanned school closure (e.g., snowstorm or building damage) of three or more consecutive days, DC PCSB will work with the school to adjust the 15 calendar days of enrollment	

Indicator	Measure	Description	Components, Method, Additional Notes	Rationale
Leading	Attendance	In-seat attendance rate.	**Components** • Students meeting the 15 calendar day rule (see below) • Daily student attendance records during the program year **Metric** $\left[\frac{\#\text{ of days present}}{\#\text{ days enrolled}}\right]*100$ **Notes** Aligns with District of Columbia Public Schools (DCPS) calculation and calculation for all other Performance Management Frameworks. **15 Calendar Day Business Rule** • Students are included in the AE PMF measures if they have been enrolled in the school for at least 15 consecutive calendar days and have received at least 12 hours of service ○ Service includes: orientation, instruction, academic or career counseling, and school-organized internships or dual enrollment • All students in the audited enrollment are included in the AE PMF measures • Students are tracked based on their individual date(s) of enrollment • Students who enroll in a program and un-enroll prior to the 15th calendar day are not included in any AE PMF measures (unless they are in the enrollment audit) • Schools may un-enroll students for non-attendance consistent with the school's attendance policy. For reporting purposes, schools may backdate students' exit date to the first day of non-attendance. • Schools must follow all legal requirements for students who are under the age of 18 or who receive special education or English language learner funds • In the event of an unplanned school closure (e.g., snowstorm or building damage) of three or more consecutive days, DC PCSB will work with the school to adjust the 15 calendar days of enrollment	This metric reflects the percentage of students attending classes daily.

Indicator	Measure	Description	Components, Method, Additional Notes	Rationale

Leading	Retention	Number of students who meet the retention criteria for their program, divided by the total number of students who meet the 15 calendar day rule during the program year.	**Components**
			• Students meeting the 15 calendar day rule (see below)
			• Students with a retention outcome appropriate to their program
			
			Metric
			
			$\left[\frac{\text{Students meeting the retention criteria for their program}}{\text{Students enrolled during the program year and meeting the 15 calendar day rule}}\right] \times 100$
			
			Notes
			The following are ways that a student may be counted as retained in a program year:
			• Both a pre- and post-test on an NRS-approved assessment
			  ○ Pre-test on an NRS-approved assessment from the prior program year (no more than three months before the start of the new program year) and a post-test in the current program year
			  ○ In alignment with the Student Progress measure described on page 92, in lieu of an NRS-approved post-test, a student may be counted as retained if they earn the NEDP credential or pass the GED Subject test that corresponds to their lowest performing ABE subject during the program year and they do not post-test after earning the NEDP or passing said GED subject test
			• If no secondary credential: Pre-test at ABE level 6 on an NRS-approved assessment pre-test and have attempted at least one GED subject test or are in the NEDP assessment phase during the program year
			• If secondary credential: Pre-test at ABE level 6 (in current year or previous year) on an NRS-approved assessment and attempt a certification exam or completed (pass the course or proof from college/university that student attended full duration of course) a dual enrollment course while enrolled during the
				This measure reflects the percentage of students enrolled in adult education schools who meet the retention criteria for their program.

Indicator	Measure	Description	Components, Method, Additional Notes	Rationale

			program year
			• Pre-test on an NRS-approved assessment (or previously have earned an ABE level 6) and earn a secondary credential while enrolled during the program year
			• Pre-test and post-test on a pre-approved non-NRS-approved assessment (e.g., TABE Español, NWEA MAP, or Supera)
			  ○ Assessments must be approved by DC PCSB
			  ○ Schools will submit the assessments they will use before the start of the program year
			  ○ School- or teacher-created assessments will not be approved
			• Enrolled in a certification program that does not have a pre- and post-test and have attended at least 120 hours *or* attempted the program's certification exam (or a practice certification exam approved by the certifying agency)
			  ○ Schools must submit the names of these students at the start of each enrollment period
			  ○ Schools must share whether students are working toward hours or an exam
			• Pre-test and post-test dates must be appropriately spaced based on the publisher's guidelines.
			• If a student took both an NRS-approved assessment and a mission-specific goals assessment, the NRS-approved assessment will be used for the Retention measure.
			• Eligible students without any NRS-approved assessment, will go into the denominator for Retention
			  ○ Eligible students:
			  ▪ Enrolled in an ABE or ESL program
			  ▪ Enrolled at least two months before the end of the program year
			• If a student took an NRS-approved assessment in the prior year less than three months before the start of the current year, that assessment may be counted as the pre-test
			
			15 Calendar Day Business Rule
			• Students are included in the AE PMF measures if they have been enrolled in the school for at least 15 consecutive calendar days and have received at least 12 hours of service	

Indicator	Measure	Description	Components, Method, Additional Notes	Rationale
			○ Service includes: orientation, instruction, academic or career counseling, and school-organized internships or dual enrollment • All students in the audited enrollment are included in the AE PMF measures • Students are tracked based on their individual date(s) of enrollment • Students who enroll in a program and un-enroll prior to the 15th calendar day are not included in any AE PMF measures (unless they are in the enrollment audit) • Schools may un-enroll students for non-attendance consistent with the school's attendance policy • Schools must follow all legal requirements for students who are under the age of 18 or who receive special education or English language learner funds • In the event of an unplanned school closure (e.g., snowstorm or building damage) of three or more consecutive days, DC PCSB will work with the school to adjust the 15 calendar days of enrollment	
Mission Specific Goals	Career and Technical Education certifications or alternative academic assessments offered by the school, not measured in the Student Achievement indicator	Schools may elect mission specific goals for the following areas: A) Certification: Number of students earning industry-recognized certification divided by the number of exiting students enrolled in the certification course as well as the number of students earning	All mission specific goals will be non-tiered measures in the AE PMF. Schools will have the opportunity to submit and, if needed, negotiate their mission specific goals with DC PCSB. The Board will approve the submitted mission specific goals at the beginning of the school year. Schools will have an opportunity to revise, submit and, if needed, negotiate their mission specific goals annually using the Adult Education PMF Selections Form found in Epicenter. DC PCSB will display the percentage of students meeting or exceeding each school's mission specific goal(s). Schools must report the required measure on all students who receive 12 hours or more of service and are eligible for the mission specific goal as determined by the school.	This measure provides schools with the opportunity to demonstrate progress on vocational programming unique to the school's mission and academic assessments that are not aligned with NRS reporting.

Indicator	Measure	Description	Components, Method, Additional Notes	Rationale
		industry-recognized certification divided by the number of exiting students taking the certification exam. B) Assessments: Number of students gaining at least one grade level divided by the number of test takers (within one program year). C) Performance-based Measures: Other areas of the school program that may not be comparable across school programs.	**Metric** $\left[\frac{\text{\# of students meeting the mission specific goal}}{\text{\# of students eligible for the mission specific goal}}\right]\times 100$ **15 Calendar Day Business Rule** • Students are included in the AE PMF measures if they have been enrolled in the school for at least 15 consecutive calendar days and have received at least 12 hours of service ○ Service includes: orientation, instruction, academic or career counseling, and school-organized internships or dual enrollment • All students in the audited enrollment are included in the AE PMF measures • Students are tracked based on their individual date(s) of enrollment • Students who enroll in a program and un-enroll prior to the 15th calendar day are not included in any AE PMF measures (unless they are in the enrollment audit) • Schools may un-enroll students for non-attendance consistent with the school's attendance policy • Schools must follow all legal requirements for students who are under the age of 18 or who receive special education or English language learner funds • In the event of an unplanned school closure (e.g., snowstorm or building damage) of three or more consecutive days, DC PCSB will work with the school to adjust the 15 calendar days of enrollment	

Supplemental Materials

Appendix C: Overview and Testing Guidance for NRS-Approved Assessments in use among DC's Adult Education Public Charter Schools

Category	Assessment Name	Publisher	NRS Approval	Purpose	Subtests	DC PCSB Minimum Required Subtests	Publisher's Pre- and Post-testing Timeframes	Additional DC PCSB Requirements
Adult Basic Education (ABE) and English Language Acquisition/English as a Second Language (ESL)	Comprehensive Adult Student Assessment Systems (CASAS): -CASAS Life Skills -CASAS Employability -CASAS Life and Work	CASAS	Approved through February 2, 2019.	CASAS can be used to assess adult students' proficiency level and to measure learning progress. The assessment may be used to place students in the appropriate program/instructional level. The test can also be used for program evaluation and accountability.	Life Skills -Math -Reading -Listening Employability -Math -Reading Life and Work -Reading -Listening	Schools must administer Math and Reading tests.	Minimum 40 hours of instruction; 70-100 hours of instruction recommended.	-All ABE students must be tested in math and reading. -Post-tests must be at the same difficulty level or higher than the administered pre-test, unless publisher guidance states otherwise.
ABE	Tests of Adult Basic Education (TABE): -TABE 9&10 -TABE Online	Data Recognition Corporation/CTB	Approved through February 2, 2019.	TABE can be used as a placement exam and to assesses adult learners' educational growth. The test can also be used for program evaluation and accountability.	TABE 9&10/TABE Online -Applied Math -Math Computation -Reading -Language	Schools must administer the Reading test. Schools must also administer the Applied Math and Math Computation tests (which will yield an aggregate score).	-For students testing into ABE Levels 1-4 and ESL levels 1-6 when testing with an alternate form (e.g., form 9 to form 10): minimum 40 hours of instruction; 50-60 hours of instruction recommended. -For students testing into ABE/ASE Levels 5 and 6: 30-59 hours of instruction recommended. -If the pre- and post-tests are at the same difficulty level and use the same form: 60-80 hours of instruction recommended.	-All ABE students must be tested in math and reading. -Post-tests must be at the same difficulty level or higher than the administered pre-test, unless publisher guidance states otherwise. -Beginning school year 2018-19, schools must administer the Battery assessment (DC PCSB will no longer accept Survey scores).

Category	Assessment Name	Publisher	NRS Approval	Purpose	Subtests	DC PCSB Minimum Required Subtests	Publisher's Pre- and Post-testing Timeframes	Additional DC PCSB Requirements
ESL	Basic English Skills Test (BEST): -BEST Literacy -BEST Plus 2.0	Center for Applied Linguistics	Approved through February 2, 2019.	-BEST Literacy can be used as a placement, diagnostic, progress, and proficiency assessment. The test can also be used for program evaluation and accountability. -BEST Plus 2.0 can be used to assess the oral language proficiency of adult English language learners.	No separately administered subtests.	Schools must administer the BEST Literacy and BEST Plus 2.0	Minimum 60 hours of instruction; 80-100 hours of instruction recommended.	Post-tests must be at the same difficulty level or higher than the administered pre-test, unless publisher guidance states otherwise.
ESL	Tests of Adult Basic Education Complete Language Assessment System - English (TABE CLAS-E)	Data Recognition Corporation/CTB	Approved through February 2, 2019.	TABE CLAS-E can be used to evaluate students who are English language learners. The test can be used to place students in appropriate courses and to monitor students' progress in developing reading, listening, writing, and speaking skills. The test can also be used for program evaluation and accountability.	-Reading -Listening -Writing -Speaking	Schools must administer the Reading, Listening, and Writing tests.	-For students testing into ESL levels 1-6 when testing with an alternate form (e.g., form 9 to form 10): minimum 40 hours of instruction; 50-60 hours of instruction recommended. - If the pre- and post-tests are at the same difficulty level and use the same form: 60-80 hours of instruction recommended.	-Post-tests must be at the same difficulty level or higher than the administered pre-test, unless publisher guidance states otherwise. -Beginning school year 2018-19, schools must administer the Battery assessment (DC PCSB will no longer accept Survey scores).

Appendix D: Assessment Table for Educational Functioning Levels

Currently, programs are using CASAS, TABE 9 & 10, TABE CLAS-E, and BEST from the list of NRS-approved tests. Following is a comparison chart of those tests used for ABE and ESL students. DC PCSB will follow the publisher's recommendation if updates are made after the PMF Policy & Technical Guide are finalized.

Adult Basic Education (ABE)

NRS Educational Functioning Level	TABE 9 & 10 Scale Scores	CASAS Scale Scores
Level 1: Beginning Literacy	Reading: 367 and below Total Math: 313 and below Language: 389 and below	Reading: 200 and below Math: 200 and below
Level 2: Beginning ABE	Reading: 368-460 Total Math: 314-441 Language: 390-490	Reading: 201-210 Math: 201-210
Level 3: Low Intermediate ABE	Reading: 461-517 Total Math: 442-505 Language: 491-523	Reading: 211-220 Math: 211-220
Level 4: High Intermediate ABE	Reading: 518-566 Total Math: 506-565 Language: 524-559	Reading: 221-235 Math: 221-235
Level 5: Low Advanced Adult Secondary Education (ASE)	Reading: 567-595 Total Math: 566-594 Language: 560-585	Reading: 236-245 Math: 236-245
Level 6: High Advanced ASE	Reading: 596 and above Total Math: 595 and above Language: 586 and above	Reading: 246 and above Math: 246 and above

English as a Second Language (ESL)

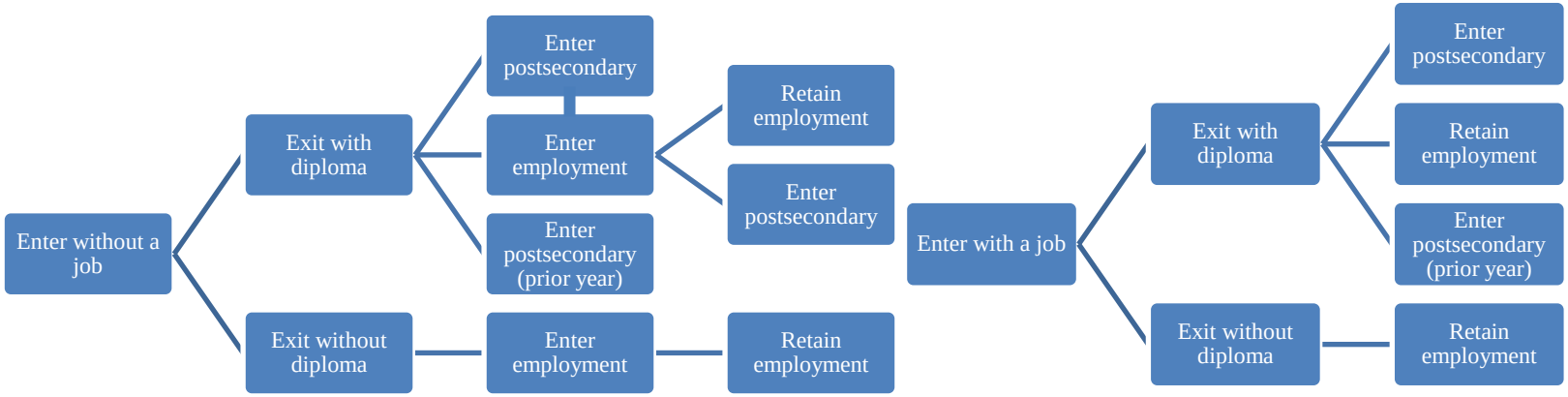
NRS Educational Functioning Level	TABE CLAS-E	CASAS Scale Scores	BEST Plus 2.0
Level 1: Beginning ESL Literacy	Total Reading and Writing: 225-394 Total Listening and Speaking: 230-407	Reading: 180 and below Listening: 180 and below	Plus: 88-361 (SPL 0-1) Literacy: 0-20 (SPL 0-1)

NRS Educational Functioning Level	TABE CLAS-E	CASAS Scale Scores	BEST Plus 2.0
Level 2: Low Beginning ESL	Total Reading and Writing: 395-441 Total Listening and Speaking: 408-449	Reading: 181-190 Listening: 181-189	Plus: 362-427 (SPL 2) Literacy: 21-52 (SPL 2)
Level 3: High Beginning ESL	Total Reading and Writing: 442-482 Total Listening and Speaking: 450-485	Reading: 191-200 Listening: 190-199	Plus: 428-452 (SPL 3) Literacy: 53-63 (SPL 3)
Level 4: Low Intermediate ESL	Total Reading and Writing: 483-514 Total Listening and Speaking: 486-525	Reading: 201-210 Listening: 200-209	Plus: 543-484 (SPL 4) Literacy: 64-67 (SPL 4)
Level 5: High Intermediate ESL	Total Reading and Writing: 515-556 Total Listening and Speaking: 526-558	Reading: 211-220 Listening: 210-218	Plus: 485-524 (SPL 5) Literacy: 68-75 (SPL 5)
Level 6: Advanced ESL	Total Reading and Writing: 557-600 Total Listening and Speaking: 559-600	Reading: 221-235 Listening: 219-227	Plus: 525-564 (SPL 6) Literacy: 76-78 (SPL 6)

Appendix E: College and Career Readiness Overview

Metric	Start of Follow-up	Length of Follow-up	Numerator	Denominator	Example
Entered Employment or Entered Postsecondary	First quarter after exit (Second quarter if following NRS Guidelines)	Enter Employment – within the first quarter after exit. Enter Postsecondary – up to end of program year.	Students in the denominator who are employed in the first quarter after the quarter of exit or Enter Postsecondary before the end of the program year *Note: If students earn a job after they entered the program, the school must follow up again with the student during the first quarter to earn credit for entering employment.*	Exiting students who entered the program/program year without a job or gained a job after they entered the program.	If 100 students exit a program, none of whom entered the program/program year with a job, and the school determines through follow-up that 40 students entered employment and 13 different students entered a postsecondary program, the value would be 53/100, or 53% of students entered employment or entered a postsecondary program.
Entered Postsecondary Prior Program Year* **Note: This is a component of the Entered Employment or Entered Postsecondary measure (one single measure)*	Any time after exit, if credit was not received in any other metric	Up to end of subsequent program year.	Exiting students who earned a GED or high school diploma and did not Enter or Retain Employment from the previous program year and did not already earn credit for entering a postsecondary program who have Entered Postsecondary.	See above.	Fifty students exit the program with a GED or high school diploma. During the first quarter after they exit the program, the school determines that 20 of these students entered a postsecondary program. Thirty students with a GED or high school diploma were not identified as entering postsecondary during the follow-up. During the next program year, the school determines that 10 more students entered a postsecondary program. These 10 students would be added to the numerator for entering a postsecondary program.
Retained Employment or Entered Postsecondary	Third quarter after exit (fourth quarter if following NRS Guidelines)	Retain Employment – within the third quarter after exit. Enter Postsecondary – up to end of program year.	Students in the denominator that are employed in the third quarter after the quarter of exit or enter postsecondary before the end of the program year.	Exiting students who enter the program/program year with a job plus students who obtain a job in the first quarter after exit.	Five students who entered the program/program year with a job and another five students who obtained a job in the first quarter after exit, a pool of 10 exited students, are contacted in the third quarter after exit. Seven of those students still have a job, and 1 additional student entered a postsecondary program. The value would be 8/10, or 80%, of students retained employment or entered a postsecondary program.

These flowcharts illustrate which students are eligible for each metric.



Appendix F: College and Career Readiness Measures Survey Follow-up Questions

All follow-up surveys used for the AE PMF should include the following suggested questions. DC PCSB will request a copy of your full survey questions prior to the data collection phase.

At entry:

1. Do you have a high school diploma, GED, or other secondary credential recognized in the United States/transferable secondary credential?
2. Are you currently employed?

For Obtained Employment/Entered Postsecondary Follow-ups:

1. Are you currently employed (if asking within the follow-up window) or were you employed within three months of leaving the program (between <date> and <date>)?
    a. If no, what is the reason that you are not working?
2. Are you enrolled in any education or training programs?
    a. If yes, what is the goal of the education or training program?

For Retained Employment/Entered Postsecondary Follow-ups:

1. Are you currently employed (if asking within the follow-up window) or were you employed nine months to a year after leaving the program (between <date> and <date>)?
    a. If no, what is the reason that you are not working?
2. Are you enrolled in any education or training programs?
    a. If yes, what is the goal of the education or training program?

Alternative Accountability Framework Eligibility

Alternative Accountability Framework—Eligibility

Identifying Alternative Schools
Some public charter schools strive to provide alternative programs in order to serve highly at-risk students. DC PCSB recognizes that the standard Performance Management Frameworks (PK-8, HS, and AE) can be inappropriate for measuring a school serving a population that is considerably different and more challenged than that of most schools.

For a school to be eligible for the Alternative Accountability Framework (AAF), it will meet all of the following criteria:

(1) The percentage of the school's students who are identified as having at least one of the following risk factors is at least 60%:
   a. Receiving special education services at levels 3 or 4.
   b. Is at least two years over-aged and under-credited for their grade level.
   c. Is pregnant or mothering.
   d. Is homeless
   e. Has been involved with the criminal or juvenile system as follows:
      i. is currently under court supervision in a criminal, juvenile, or PINS case
      ii. has been or is currently detained or incarcerated in a juvenile detention center or adult correctional facility[41]
      iii. has been adjudicated in a juvenile or PINS case or convicted in an adult criminal case
   f. Has been expelled.
   g. Has been involved with the child abuse and neglect system, as follows:
      i. is currently under or has been subject to court supervision in an abuse and neglect
      ii. has been adjudicated neglected by a court in the District of Columbia or another jurisdiction; this risk factor includes but is not limited to current or former placement in foster care
      iii. regardless of court involvement is currently receiving or has received services through DC's Child and Family Services Agency (CFSA) or a comparable agency in a different jurisdiction as a result of abuse and neglect
   h. Has a parent[42] who is either currently detained in an adult correctional facility subject to pending criminal charges or who is currently incarcerated as a result of criminal conviction, or has previously been incarcerated in an adult correctional facility within the past two years as a result of criminal conviction
   i. Has been hospitalized due to a psychiatric condition.

(2) The school's mission specifically expresses its desire to serve at-risk and/or high-level special education students.[43]

(3) The school serves grades that fall within the traditional PK-12 system with the ultimate aim

[41] A student's previous overnight detention in such a facility, regardless of the ultimate outcome of any criminal charges, is sufficient to meet this risk factor.
[42] Note that the student does not need to have lived with this parent in order to qualify under this risk factor.
[43] Schools whose original mission does not include serving alternative students but whose student populations have evolved to include larger percentages of at-risk and high-need special education students may amend their missions.

of students earning a DC high school diploma by meeting or exceeding the DC high school graduation requirements or serves students ages 3-24 in an ungraded program where students earn certificates of IEP completion.

Schools that meet the above criteria shall be approved by DC PCSB to use the AAF. The following schools are currently eligible for the Alternative Accountability Framework (AAF) until their next charter review or renewal:

- Goodwill Excel Center PCS
- Kingsman Academy PCS
- Maya Angelou PCS – High School Campus
- Monument Academy PCS
- Sustainable Futures PCS
- St. Coletta PCS
- The Children's Guild DC PCS

Categories and Measures

Once a school is eligible to be evaluated using the Alternative Accountability Framework, it will consult with DC PCSB staff to design a unique set of goals aligned to specific categories[44] of quality, with traditional and/or non-traditional measures,[45] metrics,[46] and targets unique to the school's program. This school's unique AAF will be subject to approval of the Board and will ultimately be incorporated into the school's charter as its charter goals and student achievement expectations. Each school's AAF will be measured annually, and the achievement results will be shared publicly. While each AAF will be unique to that school, staff intends to explore in the future whether there is a way to appropriately display results on a 0-100 scale used by DC PCSB's Performance Management Frameworks.

Schools should select one or more measures for each of the categories below:

- **Student Progress** – Academic improvement over time on the statewide assessment.
- **Student Achievement** – Academic proficiency on the statewide assessment and additional assessments such as NWEA MAP, Scantron Performance Series, or Renaissance Learning.
- **Gateway/Postsecondary Readiness** – Outcomes in key subjects that indicate future success or that are aligned to college and career readiness such as graduation rates of four-, five-, six-, and seven-year cohorts, SAT/ACT performance, Accuplacer results, preparation of FAFSA (student aid) applications, workforce readiness, credit/course completion, or other postsecondary readiness metrics.
- **Student Engagement** – Predictors of student achievement such as suspension rates, truancy rates, in-seat attendance rates, student re-engagement rates, and positive socio-emotional or psychological adjustment rates.

[44] Indicators – general dimensions of quality or achievement.
[45] Measures – general instruments or means to assess performance in each area defined by an indicator.
[46] Metrics – the calculation method or formula for a given measure.

Metrics
DC PCSB staff will work with the eligible schools to select the specific measures that will gauge the school's performance, including both traditional and non-traditional measures aligned to the categories above. The specific targets for each school may be determined using baseline data from previous years or results from other schools serving similar populations of students in Washington, DC, or other districts in the country.

<u>Appendix A:</u> Acceptable Documentation for Verifying Risk Factors for Alternative Accountability Framework

The following lists documentation PCSB's third-party assessor will accept as verification of the risk factors that qualify a Public Charter School for the Alternative Accountability Framework. The third-party assessor may also consider comparable verifying evidence not listed here.

Unless otherwise noted, the documentation will satisfy the specified risk factor as long as it reflects the student's status at any point from the beginning of the school year for which the Public Charter School seeks AAF status until the date of submission of the AAF application. Similarly, "current" or "currently" mean at any point from the beginning of the school year for which the school seeks AAF status until the date of submission of the AAF application.

a. **Receiving special education services at levels 3 or 4**
   - Verification from Statewide Longitudinal Education Data system

b. **Is at least two years over-aged and under-credited for their grade level**
   - Verification from Statewide Longitudinal Education Data system

   If students are the age below by September 1 of the current school year, they are eligible:

Grade	Age
K	7 or older
1	8 or older
2	9 or older
3	10 or older
4	11 or older
5	12 or older
6	13 or older
7	14 or older
8	15 or older
9	16 or older
10	17 or older
11	18 or older
12	19 or older

c. **Is pregnant or mothering**
   - Record from doctor or medical professional that reflects student is pregnant or mothering; record should include date, student's name, source of determination that student is pregnant or mothering, and signature and contact information of doctor or medical professional.
   - Completed Form 1: written attestation from a medical professional or school counselor, including any DC Department of Health employee, indicating student's status as pregnant or mothering.

d. Is homeless[47]

- Official records provided by OSSE or McKinney-Vento Homeless liaison that student qualifies as homeless.

e. Has been involved in the juvenile or criminal system as follows:

i. **Is currently under court supervision in a PINS, juvenile, or adult criminal case**

- Court document showing student has an open PINS case, juvenile case, or adult criminal case[48] in the District of Columbia or any other jurisdiction; documentation should include student's name, court case number, and reference to a future court date.
- Record from student's probation or parole officer, case worker, or social worker; documentation should include student's name, court case number, name and contact information of probation or parole officer, case worker, or social worker, and reference to a future court hearing, appointment, or meeting date. Acceptable records include, but are not limited to, emails, letters, memos, or other correspondence.
- Completed Form 3: written attestation from a legal, social service, or other professional attesting that student has an open PINS, juvenile, or adult criminal case.

ii. **Is currently or has previously been detained or incarcerated in a juvenile detention center or adult correctional facility**[49]

- Record from juvenile detention center or adult correctional facility showing date and student's name. Detention centers and correctional facilities include but are not limited to the Youth Services Center; New Beginnings Youth Development

[47] A "homeless" student is one who lacks a fixed, regular and adequate nighttime residence and includes students who are:

- Sharing housing of other persons due to loss of housing or economic hardship or similar reasons;
- Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations
- Living in emergency or transitional shelter, including DC transitional housing;
- Living in a primary nighttime resident that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- Living in a hospital due to abandonment;
- Awaiting foster care placement;
- Migratory; or
- Unaccompanied

[48] A student will be considered to have an open PINS case, juvenile case, or adult criminal case if the student is currently:

- pending hearing, trial, or disposition or on probation in a juvenile or PINS case;
- committed to the DYRS or juvenile system in another jurisdiction; or
- pending hearing, trial, or sentencing or on probation or parole in an adult criminal case.

[49] A student's prior overnight detention in such a facility, regardless of the ultimate outcome of any criminal charges, is sufficient to meet this risk factor.

Center; Central Detention Facility (DC Jail); Correctional Treatment Facility. Records from juvenile detention centers or adult correctional facilities in a jurisdiction other than the District of Columbia are also acceptable. Acceptable records include, but are not limited to, letters, memos, or other correspondence.

- Completed Form 3: written attestation from a legal, social service, or other professional attesting that student is currently or has previously been detained or incarcerated in a juvenile detention center or adult correctional facility in the District of Columbia or another jurisdiction.

iii. **Has been adjudicated in a juvenile or PINS case or convicted in an adult criminal case**

- Court document showing that student has been adjudicated in a juvenile or PINS case or convicted in an adult case in the District of Columbia or any other jurisdiction; documentation should include student's name, court case number, and reference to adjudication or conviction.
- Completed Form 3: written attestation from a legal, social service, or other professional attesting that student has been adjudicated in a juvenile or PINS case or convicted in an adult criminal case.

f. Has been expelled

- Record from official or administrator from DCPS, a DC public charter school, or school system in another jurisdiction; record should include student's name and name and contact information of school official or administrator and should reference that student did not leave a previous school voluntarily Acceptable records include, but are not limited to, letters, memos, or other correspondence.

g. Has been involved with the child abuse and neglect system, as follows:

i. **Is currently subject to court supervision or was previously subject to court supervision in an abuse and neglect case**

- Court document showing student is currently the subject of an open abuse and neglect case[50] or was previously the subject of an abuse and neglect case in the District of Columbia or any other jurisdiction; documentation should include student's name and court case number.
- Record from student's case worker or social worker; documentation should include student's name, court case number, and name and contact information of case worker or social worker. Acceptable records include, but are not limited to, emails, letters, memos, or other correspondence.
- Confirmation from OSSE, in response to data request, that student currently is or has previously been affiliated with DYRS and/or CFSA.
- Completed Form 2: written attestation from a legal, social service, or other professional attesting that student is currently subject to court supervision or was previously subject to court supervision in an abuse and neglect case.

[50] A student will be considered to have an open abuse and neglect case if the student is currently the subject of an abuse or neglect case that has not been dismissed or closed.

ii. **Has been adjudicated neglected by a court in the District of Columbia or another jurisdiction; this risk factor includes but is not limited to student's current or former placement in foster care**

- Court document from the District of Columbia or another jurisdiction showing that the court has made a finding of neglect; documentation should include student's name and court case number and reference to either the neglect adjudication or any post-adjudication disposition or permanency plan including protective supervision, third-party placement, commitment, foster care placement, custody determination, guardianship, or adoption.
- Record from student's case worker or social worker; documentation should include student's name, court case number, name and contact information of case worker or social worker and reference to either the neglect adjudication or any post-adjudication disposition or permanency plan including protective supervision, third-party placement, commitment, foster care placement, custody determination, guardianship, or adoption. Acceptable records include, but are not limited to, emails, letters, memos, or other correspondence.
- Record that caregiver of student currently receives or has received foster care or adoption subsidy payments for student. Documentation should show student's name. Acceptable records include, but are not limited to, annual benefits notification, receipt from payment, notification of payment, or approval letter for foster care or adoption subsidy payments.
- Completed Form 2: written attestation from a legal, social services or other professional attesting that the student has been adjudicated neglected by a court of law.
- Confirmation from OSSE, in response to data request, that student is currently or has been affiliated with CFSA.

iii. **Regardless of court involvement, is currently receiving or has received services through DC's Child and Family Services Agency (CFSA) or a comparable agency in a different jurisdiction as a result of allegations of abuse or neglect**[51]

- Record from agency case worker or social worker regarding services provided to student and/or student's then-current parent or caregiver. Documentation should include student's name, reference to types of services provided and dates of services, and name and contact information of case worker or social worker. Acceptable records include, but are not limited to, emails, letters, memos or other correspondence.

[51] Mere investigation of an allegation of child abuse and neglect, without further substantiation or services, is insufficient under this risk factor.

h. **Has a parent[52] who is either currently detained in an adult correctional facility subject to pending criminal charges or who is currently incarcerated or has previously been incarcerated in an adult correctional facility as a result of criminal conviction, or who, at any time within the two years before the start of the current school year, was incarcerated in an adult correctional facility as a result of criminal conviction**

- Record from adult correctional facility showing date and parent's name. Correctional facilities include but are not limited to the Central Detention Facility (DC Jail) and the Correctional Treatment Facility. Records from adult correctional facilities in a jurisdiction other than the District of Columbia are also acceptable. Acceptable records include, but are not limited to, letters, memos, or other correspondence.
- For students with a parent who has been detained during the school year, either subject to pending criminal charges or as a result of criminal conviction and sentence, documentation should include parent's name, court case number, dates of detention, and, if detention is a result of criminal conviction, reference to conviction and/or commitment order.
- For students with a parent who has been previously incarcerated, documentation should reflect *both* the criminal conviction and the location and dates of incarceration, including parent's name, court case number, dates of detention, and reference to conviction and/or commitment order.
- Court document showing that parent has been convicted in an adult criminal case and/or sentenced to a period of incarceration. Documentation should include parent's name, court case number, and reference to conviction and/or commitment order
- Completed Form 4: written attestation from a legal, social service, or other professional attesting that the student's parent:
    - Is currently held in an adult correctional facility in the District of Columbia or another jurisdiction; or
    - Within the two years prior to the beginning of the current school year, was held in an adult correctional facility in the District of Columbia or another jurisdiction as a result of criminal conviction.

i. **Has been hospitalized due to a psychiatric condition**

- Record from a legal, social service, medical, or other professional documenting the dates and reasons for student's hospitalization. Documentation should include student's name, date and location of hospitalization, brief description of reason for hospitalization[53], and contact information for professional. Acceptable records include, but are not limited to, emails, letters, memos, or other correspondence.

[52] Note that the student does not need to have lived with the parent in order to qualify under this risk factor.
[53] "For psychiatric treatment" will be considered an adequate reason.

Form 1 (Pregnant or Mothering)

Attestation by Medical Professional or School Counselor Regarding Student who is Pregnant or Mothering

I, _____, and employed by _____, located at _____,

hereby certify the following to the best of my knowledge:

_____ (the student) is (choose one or both):

_____ pregnant

_____mothering

My relationship to the student is as follows: (specify) _____.

I solemnly affirm under the penalties of perjury that the contents of the foregoing are true to the best of my knowledge, information, and belief.

_____	_____
Signature of Attesting Professional	Date
_____	_____
Printed Name	Title
_____	_____
Organization	Contact Phone

CONFIDENTIALITY NOTICE: PLEASE NOTE THAT THIS INFORMATION IS BEING PROVIDED SOLELY FOR THE PURPOSE OF DOCUMENTING RISK FACTORS THAT QUALIFY THE PUBLIC CHARTER SCHOOL THE STUDENT ATTENDS FOR AN ALTERNATIVE ACCOUNTABILITY FRAMEWORK. THIS INFORMATION WILL NOT BE USED FOR ANY OTHER PURPOSE.

DC PCSB will destroy all student data and provide written verification of the destruction of all copies of the student data to the applicant school 12 months following the date of completion of the project.

Form 2 (Abuse and Neglect System)

Attestation by Legal, Social Service, or Other Professional Regarding Student Involved in the Abuse and Neglect System

I, _____, and employed by _____, located at _____, hereby certify the following to the best of my knowledge.

_____ (the student):
(Complete one or more of the following)

1. is currently subject to court supervision in an abuse and neglect case in case number: _____.

2. was previously subject to court supervision in an abuse and neglect case in case number: _____.

3. was adjudicated neglected in case number _____ on _____(date).

My relationship to the student is as follows: (specify) _____.
I solemnly affirm under the penalties of perjury that the contents of the foregoing are true to the best of my knowledge, information, and belief.

_____	_____
Signature of Attesting Professional	Date
_____	_____
Printed Name	Title
_____	_____
Organization	Contact Phone

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Form 3 (Juvenile or Criminal System)

Attestation by Legal, Social Service, or Other Professional Regarding Student Involved in the Juvenile or Criminal System

I, _____, and employed by _____, located at _____, hereby certify the following to the best of my knowledge.

_____ (the student):

(Complete one or more of the following)

1. is currently under court supervision in a PINS, juvenile, or criminal case in case number: _____.

   If the student is currently on **probation or parole** and does not have a court date scheduled, check here ____ and indicate the following:

   - If currently on **probation** in the juvenile or adult criminal system
     Name of probation officer: _____
     Phone number of probation officer: _____

   - If currently on **parole** in the adult criminal system
     Name of parole officer: _____
     Phone number of parole officer: _____

2. is currently or has been detained or incarcerated in a juvenile detention center or adult correctional facility in the District of Columbia or another jurisdiction (juvenile detention centers include but are not limited to Youth Services Center, New Beginnings Youth Development Center; adult correctional facilities include but are not limited to Central Detention Facility (DC Jail), Correctional Treatment Facility)

   Name of facility: _____
   Location of facility: _____
   Approximate dates of detention: _____

3. has been adjudicated in a juvenile or PINS case or has been found guilty in an adult criminal case in case no: _____.

My relationship to the student is as follows: (specify) _____.

I solemnly affirm under the penalties of perjury that the contents of the foregoing are true to the best of my knowledge, information, and belief.

_____	_____
Signature of Attesting Professional	Date
_____	_____
Printed Name	Title
_____	_____
Organization	Contact Phone

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Form 4 (Parent's Detention or Incarceration)

Attestation by Legal, Social Service, or Other Professional Regarding Parent's Detention or Incarceration

I, _____, and employed by _____, located at _____, hereby certify the following to the best of my knowledge.
The following statement(s) concern _____ , who is the parent of _____ (the student).
(Complete one or both of the following)

1. _____ (the parent) is currently held or has been during the current school year in adult correctional facility in the District of Columbia or another jurisdiction subject either to pending criminal charges or a criminal conviction.

   Name of facility: _____
   Location of facility: _____
   Approximate dates of detention: _____

2. _____ (the parent), within the two years prior to the beginning of the current school year, has previously been held in an adult correctional facility in the District of Columbia or another jurisdiction as a result of a criminal conviction (adult correctional facilities.

   Name of facility: _____
   Location of facility: _____
   Approximate dates of detention: _____

(Adult correctional facilities include but are not limited to Central Detention Facility (DC Jail) and Correctional Treatment Facility)

My relationship to the student is as follows: (specify) _____.
My relationship to the parent is as follows: (specify) _____.
I solemnly affirm under the penalties of perjury that the contents of the foregoing are true to the best of my knowledge, information, and belief.

_____	_____
Signature of Attesting Professional	Date
_____	_____
Printed Name	Title
_____	_____
Organization	Contact Phone

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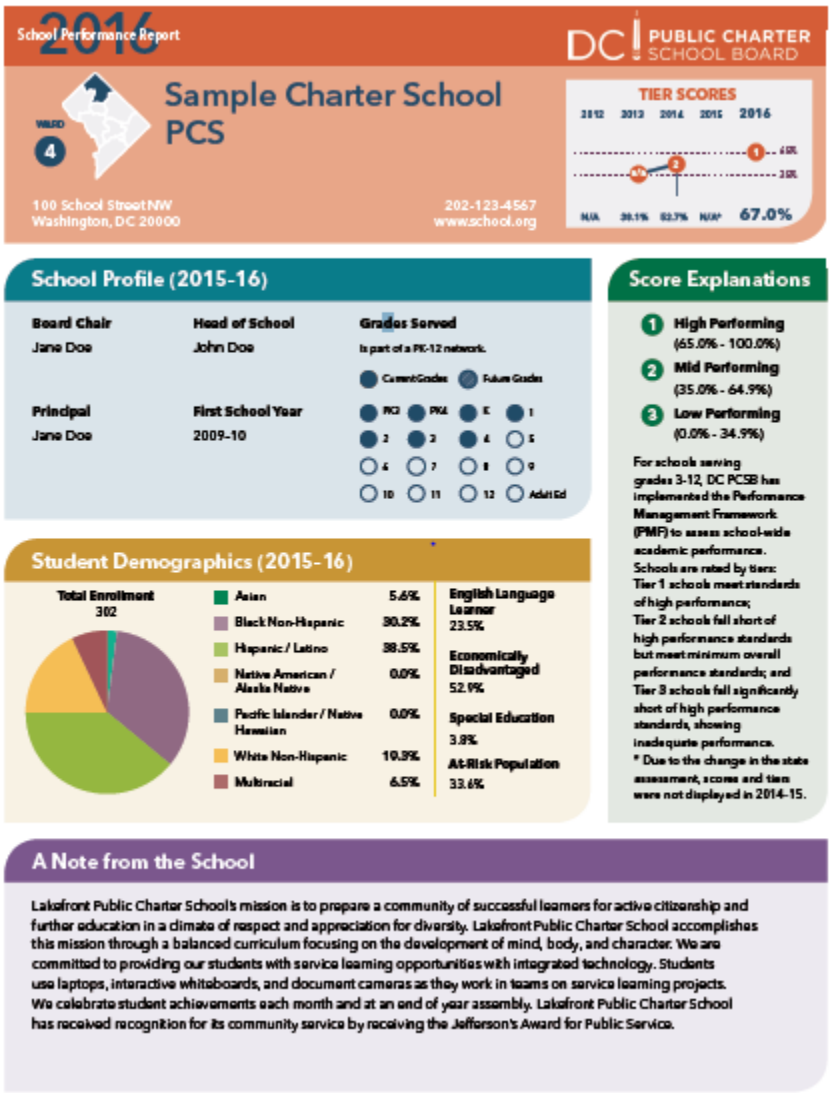
PMF School Profile Page

Every school receives a profile page as part of the PMF. The profile page is the first page of the scorecard and gives contextual information about the school.

The profile page includes the following sections:

1. Basic School Information – including score and tier history
2. School Profile
3. Student Demographics
4. A Note from the School



1. Basic School Information

The basic school information section identifies the name of the school for each PMF scorecard. This also includes the current address, ward, and phone number for the school. DC PCSB publishes the current information for a school at the time of publication. If a school has multiple addresses, the PMF Profile page can display up to two locations for a single school.

Additionally, the tier box shows the historical score and tier information for each school. If a school has received a PMF score and tier for several years, the historical information is listed on the scorecard for the current year and up to four previous years. Historical tiers will be added as they become available. Since the adult education framework does not assign an overall score, no score will be included for these schools.

There are some instances where a school will not receive a score or tier:

1. First Year of Operation:
   Schools receive a score but not a tier in the first year of operation. The tier bubble will say "N/A" in this case.
2. EC schools that are adding a grade annually and not using the DC PCSB approved growth assessment for kindergarten through second grades do not receive a tier until the school adds grade 4. Up to this point, the school is considered an EC Growing School under the PK-8 framework and only receives a score, no tier.
3. Approved AAF schools will not receive a score or tier in 2017-18.

2. School Profile

The school profile section displays the school's current leadership and grade configuration at the time of the PMF publication. Since the PMF is typically produced four to five months after the school year ends, this section displays the current board chair and school leadership. If a school is adding a grade every year, the current grades served reflect the current year and not the grade configuration measured on the scorecard.

The AE PMF school profile will display the ages the school serves and the program offerings instead of the grade offerings.

3. Student Demographics

The student demographics section displays the school's demographic population the year prior to the release of the PMF. This information reflects the student body of the year the data are captured for the PMF. This is the only section on the profile page that contains data from the previous year.

The student demographics section is based on the OSSE final demographics file. OSSE reports demographics following the Department of Education's federal reporting requirements. The demographics file is finalized at the end of the year by OSSE to capture the demographics of every student the school served, not just those in the final enrollment audit. DC PCSB uses this file, reporting rates based only on the data for audited enrollment students. The audited enrollment file is the official roster for the Uniform Per Student Funding Formula "UPSFF".

For demographic categories where UPSFF funding is based on the highest level of need served in that school year (Special Education, Economically Disadvantaged, English Language Learners, and At-Risk), the final file is updated based on the highest level of need for each student. The following ethnicity/race categories are displayed in the Student Demographics section:

- Asian
- Black non-Hispanic
- Hispanic/Latino
- Native American/Alaskan Native
- Pacific Islander/ Native Hawaiian
- White non-Hispanic
- Multiracial

If OSSE changes its reporting guidance, DC PCSB will follow OSSE's reporting requirements.

The student demographic section also includes the English Language Learner (ELL), Special Education, Economically Disadvantaged, and At-Risk populations for each school based on the OSSE final enrollment audit file and business rules. Economically Disadvantaged and At-Risk categories do not apply to adult education campuses and are not displayed on the PMF scorecard.

4. A Note from the School

Each school has the opportunity to include a paragraph that speaks to their mission and purpose. The Note from the School is submitted by the school for the PMF. In this section, the school describes the unique aspects of its program.