

Goodwill Excel Center PCS Proposed Goals SY 2017-18

<i>SY 2016-17 Goal</i>	<i>SY 2016-17 Business Rules</i>	<i>SY 2017-18 Proposed Goals</i>	<i>SY 2017-18 GEC Proposed Business Rules</i>	<i>SY 2017-18 DC PCSB Proposed Business rules</i>
Student Achievement				

<p>The annual percent of Goodwill Excel PCS students scoring 3 or above on the state high school PARCC assessment for English Language Arts will be no more than three points below the percent of overage, under-credited charter sector students who score 3 or above on the state high school PARCC assessment for English Language Arts.</p> <p>The annual percent of Goodwill Excel PCS students scoring 4 or above on the state high school PARCC assessment for English Language Arts will be no more than three points below the percent of overage, under-credited charter sector students who score 4 or above on the state high school PARCC assessment for English Language Arts.</p>	<p>OSSE provides roster of eligible students for the state assessment.</p>	<p><i>ACT</i></p> <p>50% of students who graduate by August 25st of a calendar year will earn a composite ACT score of at least a level that University of the District of Columbia determines does not need remediation or support when accessing college-level courses. The cutoff is currently set at 16.</p> <p>Rationale for Change: OSSE determined that most students at Goodwill Excel PCS are not eligible to take the state assessment. In response, the school suggested using ACT to measure student achievement. A score of 16 allows students</p>	<p>To determine the rate for the academic year:</p> <p>Numerator: The number of students who graduate by the end of term 5 (by August 25st of a calendar year) who achieve a composite score of at least a 16 on the ACT.</p> <p>Denominator: Total number of students who graduate by the end of term 5</p> <p>-If less than 75% of the students who graduate take the ACT the goal will be considered not met.</p>	
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<p>The annual percent of Goodwill Excel PCS students scoring 3 or above on the state's high school assessment for math will be no more than three points below the percent of overage, under-credited charter sector students who score 3 or above on the state high school PARCC assessment for math.</p> <p>The annual percent of Goodwill Excel PCS students scoring 4 or above on the state's high school assessment for math will no more than three points below the percent of overage, under-credited charter sector students who score 4 or above on the state high school PARCC assessment for math.</p>		<p>to take college-level courses at the University of the District of Columbia without remediation.</p>		
Student Progress				
<p><i>Earning Course Credit</i></p> <p>An average of at least 65% of students will earn at least one credit in one</p>	<p>NO CHANGE FROM SY 2016-17 GOALS – Change to Business Rules</p> <p>See Attachment K (charter agreement) for information on the courses represented by one credit. Most course requirements for graduation equal one credit, though there are a small number of half credit courses.</p>			

of the following academic years, and the annual average of students earning at least one credit will not fall below a 55% in any of the following academic years: SY 2016-17, SY 2017-18, SY 2018-19 and SY 2019-20.

Starting in SY 2020-21 and every year thereafter, an average of at least 65% of students will earn at least one credit in two of the most recent five academic years preceding charter review or charter renewal, and the annual average of students earning at least one credit will not fall below a 55% in any of the previous five academic years.

To determine the rate for the academic year:

Numerator: The number of students who earn at least one credit in the academic year

Denominator: Unique number of students enrolled in the academic year

Enrollment is defined as the total number of students who complete the school's orientation and have attended at least one day of the term.

Goal attainment determined by:

$$\left(\frac{\text{\# of students earning at least one credit in the academic year}}{\text{Total \# of unique students enrolled in the academic year}} \right)$$

<p><i>Reading Progress</i></p> <p>An average of at least 65% of students enrolled in <i>Read 180</i> will reach their reading growth goals, as indicated by the publisher's guidelines, in one of the following academic years, and the annual average of students reaching their reading growth goals will not fall below a 50% in any of the following academic years: SY 2016-17, SY 2017-18, SY 2018-19 and SY 2019-20.</p>	<p>To determine the rate for one term:</p> <p>Numerator: The number of students in Term X who are enrolled in Read 180 who reach their term reading growth goals, as measured by pre and post tests during Term X.</p> <p>Denominator: The total number of students enrolled in the reading intervention program Read 180 in Term X, as indicated by pre and post tests in Term X.</p> <p>This requires at least 50% of the students enrolled in Read 180 to</p>	<p>Over 2 8-week terms, at least 65% percent of students who initially test below 1000 Lexile level on the <i>Scholastic Reading Inventory</i> will either grow at least 75 Lexiles (slightly less than one grade level) or reach the high school ready Lexile level of 1000 as indicated by the <i>Scholastic Reading Inventory</i>.</p> <p>Rationale for Change: Unlike in Indiana, the school in DC is attracting students who have no or low literacy skills, and growth targets are adjusted. based on its SY 2016-17 data to date. The revised goal commits the school to growing students nearly one grade level in two terms (for students</p>	<p>To determine the rate for the year:</p> <p>Numerator: The number of students (terms 1-4 current year, and term 5 from the previous year) who come in scoring below 1000 Lexile levels on the Scholastic Reading Inventory assessment who either</p> <ul style="list-style-type: none"> - grow at least 75 Lexile levels or - reach 1000 Lexile on the Scholastic Reading Inventory assessment within 2 terms of the program year of their enrollment at GEC. <p>Denominator: The total number of students (terms 1-4 current year, and term 5 from the previous year) who enter the program scoring below 1000 Lexile levels on the Scholastic Reading Inventory and who</p>	
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	<p>have pre and post -tests. If less than 50% of the students enrolled in Read 180 take pre and post tests, the school will be determined not to have met this goal.</p> <p>Goal attainment determined by:</p> <p>(# of students who reach their Read 180 goal in Term 1 + # of students who reach their Read 180 growth goal in Term 2... _ # of students who reach their Read 180 growth goal in Term 5) / (# of student enrolled in Term 1 + # of student enrolled in Term 2 +... #</p>	<p>who score below high school ready on the Scholastic Reading Inventory) or to growing to high school ready (with a Scholastic Reading Inventory score of 1000).</p> <hr/>	<p>complete (as defined by receiving a grade) two terms of Reading Foundations + the number of students who complete one term of Reading Foundations (as defined by receiving a grade) who achieve their growth goal or 1000 lexile in one term.</p> <p>- This requires at least 70% of the students completing (as defined by receiving a grade in the course) two terms of Reading Foundations to have pre- and post -tests over the course of the two terms in a program year. If less than 70% of the students enrolled in Reading Foundations take pre and post tests, the school will be determined not to have met this goal.</p> <p>- Students who test above a 1000 Lexile</p>	
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	of student enrolled in Term 5)		<p>level go into the school's humanities course and do not have a post-test.</p> <p>Note that if a student starts the program in Term 5, that student will be counted in the denominator of the following program year if the student continues the intervention in the following program year.</p> <p>- Enrollment is defined as the total number of students who complete the school's orientation and have attended at least one day of the term.</p> <hr/>	
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<p><i>Math Progress</i></p> <p>An average of at least 75% of students enrolled in the math intervention programming will reach their mathematic growth goals for the term, following the publisher's guidelines as indicated by the iReady assessment, in one of the following academic years, and the annual average of students reaching their math growth goals for the term will not fall below a 50% in any of the following academic years: SY 2016-17, SY 2017-18, SY 2018-19 and SY 2019-20.</p>		<p>Math Progress</p> <p>60% of enrolled students taking Math Lab A will reach a scale score of 480 within consecutive two eight-week terms on the iReady math assessment.</p> <p>60% of enrolled students taking Math Lab B will reach 508 within two consecutive eight-weekterms on the iReady math assessment.</p> <p>Rationale for Change:</p> <p>After reviewing SY 2016-17 data, Goodwill Excel PCS determined that student growth is partly determined by their starting point.</p>	<p>To determine the rate for one year:</p> <p>Numerator: # of students (term 1-4 current year, term 5 previous year) coming in at iReady scale score of 480 or below on the math assessment who reach a scale score of at least 480 within two terms of the program year</p> <p>Denominator: The total number of students (terms 1-4 current year, and term 5 from the previous year) who come in scoring at an iReady scale score of 480 or below on the math assessment and who complete (as defined by receiving a grade) two terms of Math Lab A + total number of students who come in scoring a scale score of between 481 and</p>	
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		<p>The revised math growth targets for students are more reflective of the school's population of students than the previous goal, which does not differentiate performance or growth by starting point.</p>	<p>508 on the iReady math assessment and reach their scale score target within one term of taking Math Lab A.</p> <p>Note that if a student starts Math Lab A in Term 5, that student will be counted in the denominator of the following program year if the student continues Math Lab A in the following <u>program year</u>.</p> <hr/> <p>To determine the rate for one term:</p> <p>Numerator: the number of students (term 1-4 current year, term 5 previous year) coming in at iReady scale score level of between 481 to 508 on the iReady math assessment who score above a scale score 508 within 2 terms</p>	
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			<p>Denominator: The total number of students (terms 1-4 current year, and term 5 from the previous year) who come in scoring a scale score of between 481 and 508 on the iReady math assessment and who complete (as defined by receiving a grade) two terms of Math Lab B + total number of students who come in scoring a scale score of between 481 and 508 on the iReady math assessment and reach their scale score target within one term of Math Lab B.</p> <p>NOTES: - Students in Math Lab A scored below a 480 on the iReady math assessment upon entrance into the school program. Students in Math Lab B scored between 481</p>	
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			<p>and 508 on the iReady math assessment upon entrance into the school program.</p> <ul style="list-style-type: none">- This requires at least 70% of the students completing (as defined by receiving a grade in the course) two terms of Math Lab A or Math Lab B to have pre- and post -tests within two 8-week terms. If less than 70% of the students enrolled in math intervention take pre and post tests, the school will be determined not to have met this goal.- A scale score of 480 represents end of 4th grade, approaching 5th grade.- A scale score of 508 represents the end of 7th grade.- Enrollment is defined as the total number of students who complete the school's	
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			<p>orientation and have attended at least one day of the term.</p> <p>- Note that if a student starts Math Lab A in Term 5, that student will be counted in the denominator of the following program year if the student continues Math Lab A in the following program year.</p>	
College and Career Readiness				
<p><i>Credentials by the end of program year</i></p> <p>By the end of academic school year 2016-17, 60% of the students who have graduated that academic year will have earned at least 3 college credits (through at least one three-credit college level class) or an industry recognized credential during the program year.</p> <p>By the end of academic school year 2017-18,</p>	<p>NO CHANGE FROM SY 2016-17 GOALS</p> <p>Industry recognized credentials that meet the following criteria will be accepted:</p> <ul style="list-style-type: none"> a. A professional license issued by DC, Maryland or Virginia that is required for entry into a specific occupation as determined by a DC, MD, or VA state licensing agency; b. A certificate from an industry which may consist of entry-level exams as a component of a suite of exams in an industry certification program leading toward full certification (Automotive Service Excellence, (ASE), Microsoft Office Specialist (MOS); c. Credentials required for occupations associated with DC's High Demand Sectors and Occupation list published by the DC Workforce Investment Council and any other future approved credential list issued by the District government 			

<p>65% of the students who have graduated that academic year will have earned at least 3 college credits (through at least one three-credit college level class) or an industry recognized credential during the program year.</p> <p>By the end of academic school year 2018-19 and every year thereafter, 70% of the students who have graduated that academic year will have earned at least 3 college credits (through at least one three-credit college level class) or an industry recognized credential during the program year.</p>	<p>d. A credential listed on Virginia's Board of Education Approved Industry Certifications, Occupational Competency Assessments, and professional licenses list</p> <p>Numerator: Total number of students who have graduated and who have earned at least three college credits (through at least one three credit college-level class) or have earned an industry-recognized credential as described in the goal during the program year, by the time they have graduated</p> <p>Denominator: Total number of students who have graduated that academic year.</p>
<p>By the end of at least one of the following school years, at least 65% of graduates will enroll in college or be employed within 6 months of graduation, as indicated by follow-up surveys with at least a 50% response rate, and at least 50% of graduates annually will</p>	<p>NO CHANGE FROM SY 2016-17 GOALS</p> <p>Start of Follow-Up: 1st term after graduation</p> <p>Length of Follow-up: Within 6 months of graduation</p> <hr/>

<p>enroll in college or be employed within 6 months of graduation, as indicated by follow-up surveys with at least a 50% response rate: SY 2016-17, SY 2017-18, SY 2018-19, SY 2019-20.</p> <p>Starting in SY 2020-21 and every year thereafter, by the end of at least two of the most recent five years preceding charter review or renewal, at least 65% of graduates will enroll in college or be employed within 6 months of graduation as indicated by follow-up surveys with at least a 50% response rate, and at least 60% of graduates annually will enroll in college or be employed within 6 months of graduation, as indicated by follow-up surveys with at least a 50% response rate.</p>	<p>Goal determined by:</p> <p>Of the students that have responded to follow up surveys:</p> <p>Numerator: Students in the denominator that are employed or enrolled in college within the first six months after graduation</p> <p>Denominator: Students who have graduated from the Goodwill Excel PCS program during the academic year.</p>			
Gateway				

<p>In at least one of the following years, at least 25% of Goodwill Excel PCS's verified enrolled students will graduate by the end of the academic year and the percent of verified enrolled students who graduate by the end of the academic year will not fall below 10% in any of the following years: SY 2017-18, 2018-19, 2019-20.</p> <p>Starting in SY 2020-21 and every year thereafter, at least 25% of verified enrolled students will graduate in at least one of the most recent five years preceding charter review or renewal and the percent of verified enrolled students who graduate will not fall below 20% in any of the previous five years.</p>	<p>A Graduate is defined as a student who meets all of GEC PCS's graduation requirements and earns a diploma.</p> <p>Numerator: The total number of students who graduate during the academic year.</p> <p>Denominator: The total number of students enrolled on count day.</p>	<p><i>No Change to goal, change to business rules</i></p> <p>The following business rule was added to this goal to maintain consistency with the PMF Policy and Technical Guide:</p> <p>Goodwill Excel PCS also proposes to use an average enrollment as the denominator, rather than enrollment on count day. Using an average enrollment sets a more realistic target, as the number of students enrolled in Term 1 was significantly higher than the number of students enrolled in Terms 2 through 5. The school set this target based on data from its Indiana school, which uses a different calculation for</p>	<p>Graduate is defined as a student who meets all of GEC PCS's graduation requirements and earns a diploma.</p> <p>Numerator: The total number of students who graduate during the academic year.</p> <p>Denominator: The average enrollment from Term 1 to Term 5</p> <p>Enrollment is defined as the total number of students who complete the school's orientation and have attended at least one day of the term.</p>	
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		enrollment that reflects mid-year movement. Using a more similar business rule to the rule used in Indiana ensures that this target is realistic.		
During the school year, the average re-enrollment from term to term is 75%, excluding the students who have graduated	<p>To get the rate for one term (starting in the second term):</p> <p>Numerator: # of students in term I who have not graduated and who have enrolled in term I + 1</p> <p>Denominator: # of students in term I who have not graduated</p> <p>In year one (SY 2016-17), the rate will include an average of the re-enrollment rates of term 2, term</p>	<i>No change to goal, change to business rules</i>	<p>Business rules will now exclude from this measure students who qualify for federally recognized exclusions from re-enrollment per the High School PMF Policy and Technical Guide.</p> <p>To get the rate for one term (starting in the second term):</p> <p>Numerator: # of students in term I who have not graduated and who have enrolled in term I + 1</p> <p>Denominator: # of students in term I who have not graduated</p>	

	<p>3, term 4, and term 5.</p> <p>In year two and beyond (SY 2017-18 and beyond), the rate will include an average of the re-enrollment rates term 1 of the new academic year (re-enrollment calculated from the previous academic year's term 5), term 2 of the new academic year, term 3 of the new academic year, term 4 of the academic year, and term five of the academic year.</p>		<p>In year one (SY 2016-17), the rate will include an average of the re-enrollment rates of term 2, term 3, term 4, and term 5.</p> <p>In year two and beyond (SY 2017-18 and beyond), the rate will include an average of the re-enrollment rates term 1 of the new academic year (re-enrollment calculated from the previous academic year's term 5), term 2 of the new academic year, term 3 of the new academic year, term 4 of the academic year, and term five of the academic year - Students who qualify for federally recognized exclusions from re-enrollment per the PMF Policy and Technical Guide will be</p>	
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			removed from this measure.	
The school's annual cumulative audited enrollment rate will not go below 70%.	No business rules listed in charter agreement	<i>No Change but DC PCSB and GEC PCS propose adding business rules for the purposes of clarification.</i> Numerator: [Total number of students enrolled in Term 1 ...+ Total number of students enrolled in Term 5]/5 Denominator: lower of the following two: audited enrollment or enrollment cap		
School Environment				
The annual in-seat attendance rate will be 60%.	This measure will follow the business rules for in-seat attendance for the high school PMF. [# of instructional days present (all students) /# days enrolled (all students)] *100	<i>No change to goal, change to business rules</i> Business rules will reflect the following proposed rule for the Adult Education PMF Policy and Technical Guide. Changes to the Guide will be automatically incorporated into the rule. From the 2017-18 Guide: "Schools may unenroll students for nonattendance consistent with the school's attendance policy. For reporting purposes, schools may backdate students' exit date to the first day of nonattendance."		

