Performance Management Framework
Guidelines and Technical Guide

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PCSB
DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

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About the DC Public Charter School Board

DC Public Charter School Board ("PCSB") currently oversees 60 schools on over 100 campuses, which serve over 35,000 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 PCSB only approves charter school applications that will prepare and train students for post secondary 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; and

- *Active engagement of stakeholders*—solicits community input and strives to be responsive to and transparent with all who are impacted by and impact PCSB and public charter schools.

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 career.

A mayor-appointed governing board of seven with a professional staff of 34 is responsible for the oversight and management of the organization's mission and vision.

Performance Management Framework Overview

The School Reform Act ("SRA") grants PCSB authority to hold D.C. public charter schools accountable for fulfilling their duties and obligations under the Act. PCSB has developed and updated the Performance Management Framework Guidelines ("Guidelines") to outline the process by which it evaluates and publicly reports the performance of the public charter schools under its authority.

To assess a charter school's performance, PCSB has developed an evaluation framework comprising indicators, measures, and metrics. This structure has been adapted from a report by the National Consensus Panel on Charter School Academic Quality.[1]

- **Indicators** are defined as "general dimensions of quality or achievement."
- **Measures** are defined as "general instruments or means to assess performance in each area defined by an indicator."
- **Metrics** are defined as "the calculation method or formula for a given measure."

As an example, a common indicator of student performance is academic achievement level, a common measure of academic achievement is performance on statewide assessments, such as the DC-CAS, and a related performance metric is the percentage of students in a school who score at least proficient on the assessment.

There is a separate PMF for early childhood, elementary/middle school, high school, and adult education, as described in more detail below. If an individual campus spans more than one of these grade configurations, each grade configuration is scored and reported separately. When the Board uses the PMF score as input to decisions regarding expansion, enrollment ceilings, or other requests, it will evaluate all of the campuses and grades within the LEA.

Monitoring Charter Schools' Performance
PCSB assesses performance using PMF results for all schools that are eligible for one of the frameworks and uses "Accountability Plan" results (described further below) for the rest.   Using the PMF, PCSB designates a school as a high-performer (Tier 1), mid-performer (Tier 2), or low-performer (Tier 3), respectively. Schools evaluated under an Accountability Plan are not currently tiered. With the adoption of PMFs for early childhood and adult, only a few schools will be evaluated under Accountability Plans.

PMF Performance Tiers
Using a 100-point scale and based on the scores for the academic scoring screen, standard schools are identified as Tier 1 (high-performers), Tier 2 (mid-performers), or Tier 3 (low-performers). Tier 1 schools earn at least 65.0% of the possible points. Tier 2 schools earn between 35.0% and 64.9% of the possible points. Tier 3 schools earn less than 35.0% of the possible points. A school must meet the threshold for points for each tier; points are not rounded up to the next whole number. The threshold points for identifying each tier is set every few years and identified through an assessment of past overall school performance across all public charter schools.   PCSB responds to PMF tiers as follows:

> **Tier 1**
> High performing schools are publically recognized as such by PCSB and are generally exempt from Qualitative Site Reviews (QSRs) unless conducted as part of the charter review or renewal cycle. Tier 1 schools are encouraged to expand, replicate or otherwise grow to serve more students.

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[1] *See* "A Framework for Academic Quality," National Consensus Panel on Charter School Academic Quality, June 2008, *available at* http://www.bcsq.org/downloads/BCSQ_Report.pdf.

Tier 2
Mid-performing schools are exempt from QSRs unless conducted as part of the charter review or renewal cycle or are designated a Focus/Priority status by the Office of the State Superintendent of Education ("OSSE"), and are encouraged to work with charter support organizations and other schools to improve their academic and non-academic programs. Lower performing Tier 2 schools, scoring 40 or below, often are out of compliance with the goals and academic achievement expectations in their charter (Charter Goals), and thus are at risk of nonrenewal at the expiration of the school's charter, or of closure during the comprehensive charter review that PCSB conducts of each LEA at least once every five years (High-Stakes Review). These schools should be proactive in searching for turnaround or re-start options to avoid this outcome. Turnarounds take time and should be undertaken at least one year prior to an upcoming High-Stakes Review.

Tier 3
PCSB commences a QSR for low-performing schools during the school year following the year for which the school qualified as Tier 3.

Tier 3 charter schools that meet one or more of the following three criteria are immediately subject to a High Stakes Review as a "Candidate for Charter Revocation" to determine whether their charter should be revoked pursuant to the SRA.
- Schools scoring below 20 percentage points in the most recent year;
- Showing ≥ 5.0 percentage point decrease within Tier 3 from one year to the next; or,
- Schools performing in Tier 3 for three of the previous five years.

Candidates for Charter Revocation
PCSB may revoke a charter at any time for several reasons defined in the SRA, including if a school fails to meet its Charter Goals. PCSB normally conducts extensive analysis into whether or not a school is meeting its Charter Goals during its High Stakes Reviews, which occur at least once every five years.[2] As noted above, schools that perform poorly on the PMF are often also failing to meet their Charter Goals or are otherwise out of compliance with the SRA.

Schools that are Candidates for Charter Revocation as a result of their Tier 3 status undergo a High-Stakes Review immediately 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 PCSB discretion over whether or not to revoke a charter for failure to meet Charter Goals. In the case of Candidates for Charter Revocation, PCSB staff will generally recommend charter revocation if a school has failed to meet any of its Charter Goals.

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[2] At 15 years, when a school's charter expires, the SRA prescribes that PCSB may not renew the charter if the school has failed to meet its Charter Goals.

Part I: Framework Eligibility and Reporting Business Rules

This section of the guidelines focuses on the different types of frameworks and the business rules that determine which framework applies to unique campuses.

Elementary School Framework
- The Elementary School Framework normally covers grades 3 through 5.

- If an elementary school is in its first year of operation, data is collected on all available measures. Schools receive a final score, but do not receive a tier during their first year of operation.

- If a school ends with 3rd grade and has no other tested grades, it is not be measured by the Elementary PMF. Instead, it is measured by the Early Childhood PMF, which spans grades prekindergarten-3 ("PK-3") through grade 3, or an Accountability Plan. (See Part III for more information about the Early Childhood PMF.)

- If a school does not have 3rd grade but has grades 4 and 5, it is not evaluated on the gateway[3] metric and the school is evaluated using a total of 85 points.

- If a school ends in 6th grade and has at least one other grade from $3^{rd} – 5^{th}$, the 6th grade is considered part of the elementary school framework.

Middle School Framework
- The Middle School Framework normally covers grades 6 through 8.

- If a middle school is in its first year of operation, data is collected on all available measures. Schools receive a final score, but are not tiered during their first year of operation.

- If a school does not have 8th grade but has grades 6 and 7, it is not evaluated on the gateway measure and the school is evaluated using a total of 85 points.

- If a school ends in 9th grade and has at least one other grade from 6th – 8th, then its 9th grade is considered part of the middle school framework.

- If a school starts at 8th grade, expecting to become a high school campus, it is evaluated using the high school framework with the 8th grade considered part of the high school framework.

- If a school ends in 6th grade and has at least one other grade from 3rd – 5th, then its 6th grade is considered part of the elementary school framework.

Elementary/Middle School Combined Framework
- A school must have two grades between the 3rd – 5th grade range and two grades between the 6th – 8th grade range to be evaluated using the Elementary/Middle school framework.

- If an elementary/middle school is in its first year of operation, data is collected on all available measures. Schools receive a final score, but are not be tiered during their first year of operation.

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[3] Gateway measures are designed to capture key subject area mastery, literacy at the elementary school level, and mathematics at the middle school level.

- If a school has both 3rd and 8th grade, the school receives 7.5 points for each gateway measure.

- If a school has either 3rd or 8th grade, the school receives 15 points for the applicable gateway measure (3rd or 8th).

- If a school has neither 3rd nor 8th grade, the school does not receive any points for the gateway measure and the school is evaluated using a total of 85 points.

- If a school ends in 9th grade, and has at least two other grades between the 3rd – 5th grade range and two grades between the 6th – 8th grade range, then it is evaluated using the Elementary/Middle school framework, and the 9th grade is considered part of the elementary/middle school framework.

High School Framework
- The Middle School Framework normally covers grades 9 through 12.

- If a high school is in its first year of operation, data is collected on all available measures. Schools receive a final score, but are not tiered during their first year of operation.

- A school must have at least a 10th grade to be evaluated using the high school framework. If the school just has 9th grade and middle school grades, it is measured using the middle school framework.

- If a high school does not contain the grade for which a common measure applies, then the points associated with that measure are removed and the total possible points available are adjusted. For example, a school that terminates in the 11th grade does not have graduation, SAT, AP, or College acceptance data. In this case, the school is evaluated against the remaining 72.5 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 11th graders but does not offer the PSAT receives zero points on the PSAT metric.

For a list of all common measures and metrics please refer to Part II.

School Reconfiguration
If a school restructures its campus configuration then the PMF re-enrollment rate is calculated at the LEA level only during the subsequent year of school reconfiguration. For example, consider an LEA that has two campuses that span between grades PK – 6 and grades 7 – 12 and is PCSB-approved to reconfigure into three campuses serving grades PK – 5, 6 – 8 and 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. If the reconfiguration results in new campuses, per PCSB's "School, Campus, Facility Policy", the new campuses will be treated as new schools for reporting purposes and will not receive a PMF tier in their first year of existence.

New Schools or Campuses
In their first year of operation, data will be collected on all measures of the applicable performance framework. Schools will receive a final score which will be published, but will not be tiered during their first year of operation.
Beginning in their second year, new charter schools will be held to the same performance framework as existing schools. The growth measure will be based upon two years of data. If a school has only one year of MGP data (e.g. it is a new school, offering 4th grade for the first time or a high school offering 10th grade for the first time), only one year of MGP data is used.

Part II: Indicators and Weights

This section of the Guidelines focuses on indicators, measures, and metrics common across all schools within each grade-span.

A. Indicators and Measures

For the 2012-2013 school year PCSB used four indicators to measure academic performance for all schools serving grades 3-8 and high school: (1) student progress, (2) student achievement, (3) gateway measures, and (4) leading indicators[4]. These four core indicators of academic achievement apply to every school with different weights assigned to the indicators depending on the grade span of the school.

Elementary School Framework (Grades 3 – 5)

Weight	Indicator	Metric	Weight	Floor[5]	Target[6]
40%	Student Progress	Median Growth Percentile[1] – Reading	20%	30.0	70.0
		Median Growth Percentile[1] – Math	20%	30.0	70.0
25%	Student Achievement	DC-CAS Proficient and Above in Reading	10%	27.0	100
		DC-CAS Proficient and Above in Math	10%	20.4	100
		DC-CAS Advanced in Reading	2.5%	0.0	25.0
		DC-CAS Advanced in Math	2.5%	0.0	25.0
15%	Gateway	Proficient and Advanced 3rd Grade Reading	15%	17.4	100.0
20%	Leading Indicators	Attendance	10%	85.0	95.0
		Re-Enrollment	10%	60.0	90.0

Middle School Framework (Grades 6 - 8)

Weight	Indicator	Metric	Weight	Floor	Target
40%	Student Progress	Median Growth Percentile[1] – Reading	20%	30.0	70.0
		Median Growth Percentile[1] – Math	20%	30.0	70.0
25%	Student Achievement	DC-CAS Proficient and Above in Reading	10%	28.9	100.0
		DC-CAS Proficient and Above in Math	10%	30.5	100.0
		DC-CAS Advanced in Reading	2.5%	0.0	25.0
		DC-CAS Advanced in Math	2.5%	0.0	25.0
15%	Gateway	Proficient and Advanced 8th Grade Math	15%	29.2	100.0
20%	Leading Indicators	Attendance	10%	85.0	95.0
		Re-Enrollment	10%	60.0	90.0

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[4] The leading indicator is the performance on attendance, re-enrollment or 9th grade on-track (high school only).

[5] The floor is the number at and below which a school receives zero points for that particular indicator.

[6] The target is the number above which a school receives no more than the maximum points available for a articular indicator.

Elementary/Middle School Framework (Grades 3 - 8)

Weight	Indicator	Metric	Weight	Floor	Target
40%	Student Progress	Median Growth Percentile[1] – Reading	20%	30.0	70.0
		Median Growth Percentile[1] – Math	20%	30.0	70.0
25%	Student Achievement	Elementary DC-CAS Proficient and Above in Reading	5%	27.0	100.0
		Elementary DC-CAS Proficient and Above in Math	5%	20.4	100.0
		Elementary DC-CAS Advanced in Reading	1.25%	0.0	25.0
		Elementary DC-CAS Advanced in Math	1.25%	0.0	25.0
		Middle DC-CAS Proficient and Above in Reading	5%	28.9	100.0
		Middle DC-CAS Proficient and Above in Math	5%	30.5	100.0
		Middle DC-CAS Advanced in Reading	1.25%	0.0	25.0
		Middle DC-CAS Advanced in Math	1.25%	0.0	25.0
15%	Gateway	Proficient and Advanced 3rd Grade Reading	7.5%	17.4	100.0
		Proficient and Advanced 8th Grade Math	7.5%	29.9	100.0
20%	Leading Indicators	Attendance	10%	85.0	95.0
		Re-Enrollment	10%	60.0	90.0

High School Framework (9 – 12)

Weight	Indicator	Metric	Weight	Floor	Target
15%	Student Progress	Median Growth Percentile[1] – Reading	7.5%	30.0	65.0
		Median Growth Percentile[1] – Math	7.5%	30.0	65.0
30%	Student Achievement	DC-CAS Proficient and Above in Reading	10%	26.4	100.0
		DC-CAS Proficient and Above in Math	10%	20.3	100.0
		DC-CAS Advanced in Reading	2.5%	0.0	25.0
		DC-CAS Advanced in Math	2.5%	0.0	25.0
30%	Gateway	Graduation Rate (Adjusted Cohort Graduation Rate)	7.5%	57.0	100.0
		PSAT Performance (11th Grade)	7.5%	3.5	50.0
		SAT Performance (12th Grade)	7.5%	10.0	75.0
		College Acceptance Rate	7.5%	66.1	100.0
25%	Leading Indicators	Attendance	10%	85.0	95.0
		Re-Enrollment	10%	64.6	90.0
		9th Grade on track to graduate	5%	50.5	100.0

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[1] For more information about Median Growth Percentile please see Part II: Section B

B. Metrics

Overview

PCSB uses various metrics to assign points to each common measure. For each metric, between zero and a maximum number of points is assigned, with the maximum number being the weight assigned that metric. The number of points a school earns for that metric is determined by where the school's performance falls between the Floor and the Target.

For example, with the Elementary School PMF, the first metric is Median Growth Percentile—Reading. If a school's MGP score were 50, that would place it exactly halfway between the floor of 30 and the target of 70. The school would therefore receive half of the possible points. Since the weight for this metric is 20%, the school would receive 10 points for this metric.

Under most circumstances the total possible points equals 100, and therefore a school's total points would equate to its PMF score. In certain cases some metrics are not applicable, so the total points a school may earn would be less than 100 points. In these cases a school's PMF score is determined by dividing its points by the total possible points.

The overall points each school receives determines a school's PMF tier.

Performance bar metrics

Most common measures are based on the percentage of students that meet or exceed a certain performance bar which are created by the test publisher or the state. For example, with DC-CAS proficiency, schools are scored based on the percentage of students that meet or exceed the performance bar of "Proficient" on the DC-CAS. Each student either meets or does not meet the common measure; the metric is based on the percentage of all students that meet the standard.

The floor determines the minimum value for which any points are awarded. Public charter schools do not receive points for values that are at or below the floor. For example, the high school floor for re-enrollment is 64.6%. A school where 64.6% percent or less of its students re-enroll does not receive any points for the measure even though more than half of its eligible students may re-enroll in the school.

The target determines the value at which the maximum points for a common measure are awarded. Public charter schools do not receive points for values that are above the target. For example, the target for re-enrollment is 90%. A school where 92% of its students re-enroll receives the full amount of points available for the measure even though it re-enrolled more students than the targeted amount.

Not applicable metrics and missing data

Most data required to calculate the score for each charter school's common measures is collected from third party data sources. Pursuant to the SRA 38-1802.11(2) public charter schools must provide PCSB with data needed for oversight. Failure for the school to provide the data results in the school earning zero points on the measure. However, when data for a common metric are not available due to issues beyond a school's control, such as small sample sizes for growth measures that require statistical calculations, then the points associated with that measure are removed and the total possible points available are adjusted.

Rounding

All source data and metrics are rounded to the nearest tenth, except for the DC-CAS Advanced metric for schools that have elementary and middle school data. The DC-CAS Advanced metric is (not) rounded (to

the nearest tenth. This is due to the weighting of these metrics being equal to 1.25 points, where as all other metrics have weight values with one value after the decimal place (i.e. 2.5, 5.0, etc.)

Creating Floors & Targets

As stated above, the floor determines the minimum value for which any points are awarded. 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. Charter schools receive no points for values that are above the target. Floors and targets are set as follows:

Floors

The 2013 floors are calculated based on the lowest 10th percentile of charter school performance over the past three years where 2012 has 50% weight, 2011 has 30% weight and 2010 has 20% weight (floor = $0.5*\text{tenth\_pctl}_t + 0.3*\text{tenth\_pctl}_{t-1} + 0.2*\text{tenth\_pctl}_{t-2}$), where pctl = percentile, and t = 2012. If only two years' data are available then the weights of the 10th percentile values are assigned in the following way: the recent year = 60%, the previous year = 40%; if only one year data is available, then the 100% weight will be applied to that particular year.[7]

If the weighted average rises, the floors are recalculated. In no case will a PMF floor rise by more than 33.3% in any given year. If the weighted average falls, the floors generally remain the same. If, however, there is a discontinuity in the measure used, then floors will be readjusted to the 10th percentile of charter school performance for that new measure[8].

Targets

When available, the 90th percentile of school data, weighted over the past three years, was used to establish PMF targets. When three years of archival data were not available the targets were set based on one year of data or PCSB policy.

Each year, PCSB will consider whether to raise or lower the floors and targets as warranted by performance of the school sector or adjustment in a performance metric. Decisions to raise or lower floors and targets will be supported by comparing the effect of moving the floor/target on the Tier classification of schools with the previous Tier classifications of schools. If raising or lowering the floors impacts the previous year's scores by a large range – PCSB may not make an adjustment. For example, PCSB lowered a target (graduation rate) when the city's metric changed from the Lever Rate to the Adjusted Cohort Graduation Rate. Using this metric lowered the graduation rates of our schools, hence the decision to lower the floor and target.

Median Growth Percentile

Student Growth Percentiles – Individual Student Growth Scores

Traditional presentations of students' DC CAS scores reflect absolute achievement. These snapshots are useful for describing the performance level of students within a school for any given year but do little to explain the progress students are making.

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[7] Floors will not rise indefinitely. The PMF task forces will consider what is an appropriate limit to the rise of PMF floors (for example to some percentage of the statewide average).

[8] This was done in 2012 when the state changed the methodology for calculating graduation rates, and will be done when the state converts its statewide assessment from DC CAS to PARCC.

In order to paint a more comprehensive picture of student and school performance, PCSB, in conjunction with OSSE, assesses public charter schools' student progress by comparing changes in students' DC CAS scores to changes made by other students with similar score histories. In this way, students are only compared based on their previous DC CAS score, not on demographic metrics (such as race, gender, or socioeconomic status). This metric uses scores from all District students (including those at DCPS schools) to determine an academic peer group and to calculate individual student growth percentiles.

Percentiles are commonly understood values that express the percentage of cases that fall below a certain score. For example:

- A student with a student growth percentile of 77 in 6th grade mathematics grew as much or more than 77 percent of her academic peers (students with similar score histories) from the 5th grade DC CAS Mathematics to the 6th grade DC CAS Mathematics. Only 23 percent of her academic peers grew more in mathematics than she did.

or

- A student with a student growth percentile of 34 in 8th grade reading grew as well or better than 34 percent of her academic peers (students with similar score histories) from the 7th grade DC CAS reading to the 8th grade DC CAS reading. 66 percent of her academic peers grew more in reading than she did.

Since this growth measure is assessing change in performance, it is possible for students to have performed below the proficiency mark but to have shown a considerable amount of growth as compared to his peers with similar starting scores. This sort of occurrence could indicate that elements within a school's program are working to help this student advance. Conversely, it is possible for students to be performing well above the proficiency mark but to have shown little growth as compared to his peers with similar starting scores. In this way, this growth measure serves to put DC CAS scores into greater context.

Median Growth Percentile

To represent student growth at a school level, individual student growth percentiles are aggregated to create a Median Growth Percentile ("MGP") score. After significant research and consultation, PCSB chose a two-year weighted MGP model as the most appropriate measure for reporting the growth of a school. This model finds the median (the middle number for scores arranged in order from least to greatest) of each school's individual student growth percentiles for the past two years. This is known as the median growth percentile for a school.

PCSB reports student growth for DC CAS reading and mathematics for grades 4 through 8, and grade 10 in the PMF as a two-year weighted average. Because the model requires data from at least two grade levels, students in grade 3 (the first testing grade) are not included in the calculation. PCSB computes an aggregated MGP by combining student growth percentiles over time within a subject and applies a weight equal to the number of students who took the test. If a school has only one year of MGP data (e.g. it is a new school, offering 4th grade for the first time or a high school offering 10th grade for the first time), only one year of MGP data is used.

As with student percentile scores, a school's MGP is read as a percentile. Percentiles are commonly understood values that express the percentage of cases that fall below a certain score. For example:

- A school with an MGP of 77 means that the typical student attending its school grew as much or more than 77 percent of all other students attending DCPS or public charter schools. It does NOT

mean that the school is in the 77th percentile, but that the typical student attending its school has reached that percentile.

or

- A school with an MGP of 34 means that the typical student attending its school grew as much or more than just 34 percent of all students attending DCPS or public charter schools. In other words, the median student growth score was below 66% of other students in the city.

Metrics and data sources for academic performance measures

The table below provides details about each of the measures included in the academic performance framework. Information is arranged as follows:

- *Indicator* – identifies the academic indicator (progress, achievement, gateway, leading) to which each measure belongs
- *Measure* – provides measure name and indicates which scoring frameworks include it
- *Description* – provides brief summary of measure
- *Components, method, and additional notes* - provides a more detailed description of all steps required to translate raw data into a measure calculation
- *Rationale* – available rationale for why the metric has been designed as it has

Unless otherwise indicated, all measures are grouped by the grade span of the performance framework to which they apply. Grade-spans are as follows:

ES/MS: 3-8
HS: 9-12

Data sources and methodology

Indicator	Measure	Description	Components, method, additional notes	Rationale

Student Progress	**Median Growth Percentile** (ES/MS and HS)	Growth measure that tells how much change or growth there has been in performance from year to year.
		
		To lessen some of the observed year-to-year variability in the MGPs, 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:
			  o All students who attended the school for the full academic year in SY2012-2013 in grades 4th – 10th and all students who attended the school for the full academic year in SY2011-2012 in grades 3rd – 7th for ES/MS and the 8th grade in SY 2010-2011 for HS who received a student percentile growth score for reading; and
			  o All students who attended the school for the full academic year in SY2012-2013 in grades 4th – 10th and all students who attended the school for the full academic year in SY2011-2012 in grades 3rd – 7th for ES/MS and the 8th grade in SY 2010-2011 for HS who received a student percentile growth score for math.
			
			References:
			http://pcsb-pmf.wikispaces.com/Changes+to+the+2010-2011+PMF
			http://www.duxbury.k12.ma.us/SPEDfiles/MCASStudentGrowth%20%25%20.pdf
			http://www.swcompcenter.org/educator_effectiveness2/The_Colorado_Growth_Model.pdf
				A measure of student progress that compares changes in a student's DC CAS 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 DCCAS results of each student, but not necessarily from the same school (i.e. the baseline DC CAS score can be from a different school.)

Student Achievement	**State Assessment Proficiency rates in math and reading** (ES/MS and HS)	% of students scoring Proficient or above on the state assessment	**Components** 2013 DC-Comprehensive Assessment System ("DC CAS") scores for all students who attended the school for a "full academic year". Number of students tested for the most recent year, who attended for the Full Academic Year ("FAY"). FAY determined by OSSE and validated by schools ES PMF proficiency rates are inclusive of grades 3 – 5 and sometimes 6 (refer to the section on eligibility) MS PMF proficiency rates are inclusive of grades 6 – 8 and sometimes 5 (refer to the section on eligibility) **Method** $$\left[\frac{\text{Total \# of FAY Math proficient students in that SY}}{\text{Total \# FAY tested}}\right]*100$$	This indicator shows the percent of students who meet the minimum threshold set by the state for reading and math proficiency.

Indicator	Measure	Description	Components, method, additional notes	Rationale
			OR $$\left[\frac{\text{Total \# of FAY Reading proficient students in that SY}}{\text{Total \# FAY tested}}\right]*100$$	
Student Achievement	**DC-CAS Advanced in math and reading** (ES/MS and HS)	% of students scoring Advanced on the DC-CAS	**Components** 2013 DC-CAS scores for all students who attended the school for the "full academic year" Number of students tested for the most recent year, who attended for the "full academic year." FAY determined by OSSE and validated by schools ES PMF proficiency rates are inclusive of grades 3 – 5 and sometimes 6 (refer to the section on eligibility) MS PMF proficiency rates are inclusive of grades 6 – 8 and sometimes 5 (refer to the section on eligibility) **Method** Calculated as with DC-CAS proficient $$\left[\frac{\text{Total \# of FAY Reading Advanced students in that SY}}{\text{Total \# FAY tested}}\right]*100$$ OR $$\left[\frac{\text{Total \# of faMath Advanced student in that SY}}{\text{Total \# FAY tested}}\right]*100$$	This indicator captures the percent of students who are exceeding the state's minimum threshold and has been shown to be a strong indicator of college readiness.

Indicator	Measure	Description	Components, method, additional notes	Rationale

Student Achievement	**Advanced Placement performance (HS)**	Number of passing exams per year over the number of 12th grade students	**Components**
			\# of passing Advanced Placement and International Baccalaureate exams in the current school year
			  o Minimum passing requirement for AP is a 3 on the exam
			  o Minimum passing requirement for IB is a 4 on the exam
			12th grade enrollment as per end of year
			
			Method
			$$\left[\frac{\text{\# of AP exams and IB exams passed by students at any grade level}}{\text{\# of 12th grade students}}\right]*100$$
			
			Additional notes
			One student may contribute multiple passing exams and each passing score will count in the numerator. The student, if in 12th grade, will only count once the denominator.
			Passing scores from students in grades 9-11 contribute to numerator but not to the denominator, which is limited to all 12th grade students. Any HS with the 12th grade that does not offer either AP or IB exams is given 0 points on this metric.
				All passing exams during the 2012-2013 school year contribute to the score, regardless of who takes the test
				Expressing passing exams as a "per 100" score adjusts to reflect size of school and corresponds more closely to national reporting norms
				Using full 12th grade class as denominator enables measure to track passing scores without creating incentives for schools to limit size of AP classes

Gateway	**DC-CAS Proficient in 3rd grade reading (ES/MS)**	% of 3rd grade students scoring at least proficient on the state assessment in reading.	**Components** 2013 DC-CAS reading scores for every 3rd grade student who attended the school for the full academic year Total number of 3rd grade students who attended the school for the full academic year **Method** $$\left[\frac{\text{Total \# of FAY reading proficient in the 3rd grade}}{\text{Total \# of FAY 3rd graders tested}}\right]*100$$	Critical gateway year for childhood literacy

Indicator	Measure	Description	Components, method, additional notes	Rationale
Gateway	**DC-CAS Proficient in 8th grade math** (ES/MS)	% of 8th grade students scoring at least Proficient on DC-CAS math in the most recent year as per the validated file from OSSE.	**Components** 2013 DC-CAS math scores for every 8th grade student who attended the school for the full academic year. Total number of 8th grade students who attended the school for the full academic year **Method** $$\left[\frac{\text{Total \# of FAY math proficient in the 8th grade}}{\text{Total \# of FAY 8th graders tested}}\right]*100$$	Critical gateway year for adolescent number skills
Gateway	**Graduation rate** (HS)	Graduation rate of high school students using the Adjusted Cohort Graduation Rate conducted by OSSE and validated by schools.	**Rate as provided by OSSE and validated by schools:** **http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Guidance_grad%20rate.pdf** Regular Diploma (OSSE) excluded the following: (a) GED, (b) certificates of completion, (c) certificates of attendance, (d) or, any other diploma not fully aligned with the State's academic records	Aligned with OSSE standards .
Gateway	**12th grade SAT scores** (HS)	% of current 12th grade students scoring at least 800 on the SAT or 16 on the ACT.	**Components** Every SAT/ACT score for current 12th grade, including when it was taken in previous years (Note: Students often take SAT and ACT multiple times to improve their scores. PCSB will count the student as having met the Gateway measure if s/he earns an 800 on the SAT or 16 on the ACT at any time in his high school career even if the score is earned while s/he attended a different high school). 2012-2013 12th grade enrollment, as per end of year any HS with the 12th grade that haven't taken the SAT or ACT exams is given 0 points on this metric. $$\left[\frac{(\text{\# of current 12th graders scoring at least } 800\,(V+M)\text{ in SAT}+16\text{ or hihger }(V+M)\text{ in ACT})}{(\text{\# of 12th grade students})}\right]*100$$	College Board research indicates that a score of at least 800 on the math, and verbal sections of the SAT predicts with high likelihood a GPA of at least 2.0 in freshman year at community college or university For reference visit: http://professionals.collegeboard.com/profdownload/pdf/RN-30.pdf SAT-ACT concordance table: http://www.act.org/aap/concordance/

Indicator	Measure	Description	Components, method, additional notes	Rationale
Gateway	**11th grade PSAT scores** (HS)	% of 11th grade students scoring at least 80 on the combined math and verbal portion of the PSAT	**Components** PSAT data for current 11th grade 2012-2013 11th grade enrollment, as per the end of school year Any HS with the 11th grade that doesn't offer the PSAT exam is given 0 points on this metric. 9th and 10th grade PSAT scores do not count because they are standardized to a different scale **Method** $$\left[\frac{(\text{\# of current 11th graders scoring at least } 80\,(V+M) \text{ on PSAT})}{(\text{\# of 11th grade students})}\right]*100$$	11th grade PSAT performance of at least 80 on the math and verbal sections is a predictor of SAT performance of at least 800 on the math and verbal sections.
Gateway	**College Acceptance** (HS)	% of high school seniors accepted to a full-time college or university	**Components** Unique college acceptances – self reported, verified by PCSB acceptance letter review 2012-2013 12th grade enrollment, as per end of year **Method** $$\left[\frac{(\text{\# of 12th graders accepted to a full time college or university})}{(\text{\# of 12th graders})}\right]*100$$	College acceptance is a necessary step to college enrollment and has been defined to be an important measure of student success
Leading	**Attendance** (ES/MS)	Average daily attendance rate for 3rd to 8th grade.	**Components** Attendance by grade-span Aligns with the State calculation. See eligibility exceptions. **Method** $$\left[\frac{(\text{\# of days present} + \text{\# of excused absences})}{(\text{\# days enrolled})}\right]*100$$	Only 3rd through 8th graders are included.
	Attendance (HS)	Average daily attendance rate for 9th to 12th grade	**Components** Attendance by grade-span Aligns with the State calculation. **Method**	

Indicator	Measure	Description	Components, method, additional notes	Rationale
			$$\left[\frac{(\text{\# of days present} + \text{\# of excused absences})}{(\text{\# days enrolled})}\right]*100$$	
Leading	**Reenrollment** (ES/MS & HS)	Re-enrollment rate for those eligible to return # of students ineligible to reenroll are: (a) Students in the exit grade unless they were not promoted to the next grade (b) students who moved out from DC. (c) students in the non standard school(EC, Adult and GED)	**Components** Previous fall enrollment by student ID and grade (Audited Oct 5) Current fall enrollment by student ID and grade (Audited Oct 5) **Method** 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; moved out from DC) $$\left[\frac{(\text{Total \# of Students attending both previous Fall and current fall})}{(\text{\# of students in previous Fall}) - (\text{\# of students ineligible to enroll})}\right]*100$$	Used to assess student and parent satisfaction and drop-out rate
Leading	**9th grade credits** (HS)	Percent of 9th grade students receiving enough credits to be on track to meet OSSE graduation requirements in 4 years	**Components** Review of all 9th grade transcripts – on-site review **Method** $$\left[\frac{(\text{\# of 9th grade students receiving enough credits to be on track to meet LEA graduation requirements in 4 years})}{(\text{Total \# of 9th grade students})}\right]*100$$ OSSE 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 elective courses. LEA requirements vary by LEA.	

C. Glossary of Measures

Listed below are brief descriptions of some of the common academic scoring measures PCSB uses to track charter schools' progress in meeting their goals and academic achievement expectations.

Student Growth Measures

Student Progress

Appears for 3rd -5th grades, 6th -8th grades, and High Schools - [9]Median growth percentiles for mathematics and reading, a growth measure based on individual student DC-CAS performance.

Student Achievement Measures

DC-CAS Proficient & Advanced

Appears for 3rd -5th grades, 6th -8th grades, and High Schools - Percent of students scoring at least Proficient and those scoring Advanced on the DC-CAS for math and reading; both Proficient and Advanced measures are included for all grades in which DC-CAS testing occurs.

Advanced Placement and International Baccalaureate

Appears for High Schools - Ratio of number of passing scores (Advanced Placement score of 3 or higher and International Baccalaureate score of 4 or higher) for the entire population to number of seniors, written as a percentage.

Gateway Measures

DC-CAS 3rd grade reading proficiency

Appears for 3rd -5th grades - Percent of students scoring at least proficient in third grade reading on the DC-CAS

DC-CAS 8th grade math proficiency

Appears for 6th -8th grades - Percent of students scoring at least proficient in eighth grade mathematics on the state assessment

Graduation rate

Appears for High Schools - Graduation rate is a data point that PCSB receives from OSSE. It measures the number of 9th graders that graduate from the particular high school in four years. It is called the Four-Year Adjust Cohort Graduation Rate.

PSAT 11th grade performance

Appears for High Schools - Percentage of 11th grade students scoring at a level on-track for college readiness in the combined mathematics and verbal sections of the PSAT, defined to be a score of 80 or higher.

SAT/ACT 12th grade performance

Appears for High Schools - Percentage of 12th grade students scoring at a level on-track for college readiness on the combined math, writing and verbal sections of the SAT, defined to be a combined score of 800 or higher or 16 on the ACT.

College Acceptance

Appears for High Schools - Percentage of seniors accepted to a college or university.

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[9] https://pcsb-pmf.wikispaces.com/Median+Growth+Percentile

Leading Indicators

Average Daily Attendance

Appears for 3rd -5th grades, 6th -8th grades, and High Schools - Ratio for the entire population, written as a percentage of days present (inclusive of excused absences) to days enrolled.

Re-enrollment

Appears for 3rd -5th grades, 6th -8th grades, and High Schools - Percentage of those eligible students who re-enroll.

9th grade credits

Appears for High Schools - Percentage of 9th grade students on-track to graduate in 4 years, based on OSSE guidelines for completed Carnegie Units and required courses and each school's graduation policy.

Part III: Accountability Plans

Overview
For school year 2012-2013, not all school campuses and grade levels are measured by a performance management framework. Schools that serve adults or students 16 or older in institutions that do not offer high school diplomas, have extremely high percentages of at-risk students, are considered "alternative education" programs, or are elementary schools without at least two years of DC-CAS testing data instead, are measured by individual Accountability Plans that are designed to measure and report the academic performance for students at their schools.   Each school's Accountability Plan was developed in concert with PCSB staff and the school's leadership and approved by PCSB's board of trustees. Schools are provided guidance on the minimum and maximum number of targets to include in the Accountability Plan as well as criteria in the identification of assessments and measures to determine performance (see Accountability Plan Guidance charts in Appendix B).

Accountability Plan Guidance
Schools must choose at least 5 targets (ideally no more than 9) from the Academic Indicators. Should a school choose to include more than 9 targets, the total number of targets must be odd.

STUDENT PROGRESS	
Min/Max Targets	**Criteria**
No minimum/ No maximum	- Can be curriculum based or standardized; PCSB preference is measures be standardized - Measures are chosen from what schools already have in place from the 2010-2011 school year - Targets must assess a cross section of students in programs

STUDENT ACHIEVEMENT	
Min/Max Targets	**Criteria**
No minimum/ No maximum	- Can be curriculum based or standardized; PCSB preference is measures be standardized measures - Measures are chosen from what schools already have in place from the 2010-2011 school year - Targets must assess a cross section of students in programs

GATEWAY	
Min/Max Targets	**Criteria**
No minimum/ No maximum	Optional

LEADING INDICATORS	
Min/Max Targets	**Criteria**
No minimum/ No maximum	Re-enrollment: - Optional Attendance: - Optional

Adult Education and Alternative Accountability Schools

Schools that serve adults or students 16 or older in institutions that do not offer high school diplomas, have extremely high percentages of at-risk students or are considered "alternative education" programs, or are elementary schools without at least two years of DC-CAS testing data are not currently measured by established Performance Management Framework.

The schools, instead, are measured by individual Accountability Plans that are designed to measure and report the academic performance for students at their schools.   Each school's Accountability Plan was developed in concert with PCSB staff and the school's leadership and approved by PCSB's board of trustees. Schools are provided guidance on the minimum and maximum number of targets to include in the Accountability Plan as well as criteria in the identification of assessments and measures to determine performance (see Accountability Plan Guidance charts in Appendix B).

Special Education

PCSB recognizes one charter school as a stand-alone special education entity as 100% of the school's population is identified with significant physical and cognitive disabilities. All eligible students taking the state-wide assessment at this school are administered the DC CAS Alternative Assessment Portfolio to measure their academic and developmental progress and performance.   This school uses their accountability plan, which was developed in concert with PCSB staff and the school's leadership and approved by PCSB's board of trustees.

Early Childhood Schools

The Board voted to approve a pilot of an Early Childhood Performance Management Framework ("EC PMF") for school year 2012-2013. This framework is used as a common accountability measure for schools with students in grades prekinderagarten-3 to second grade, that do not currently take a statewide assessment.

This year PCSB convened and worked with an Early Childhood task force to draft a pilot framework for this program, which will be fully implemented in 2013-2014. The EC PMF includes the pilot results of the 26 LEAs that volunteered to participate in the EC framework and the Accountability Plan results of the 10 LEAs that did not participate in the pilot.

Early Childhood Performance Management Framework Targets for School Year 2012-2013[1]:

- PK-2nd: 7 targets total: 2 progress, 2 achievement, 2 leading indicator, 1 mission specific (or an additional progress target instead if school has no mission specific) *See chart below
- PK-K only schools: 6 targets total: 2 progress, 1 achievement, 2 leading indicator, 1 mission specific (or additional progress target instead if school has no mission specific)
- PK only schools: 5 targets total: 2 progress, 1 leading indicator, 2 mission specific (or additional progress targets instead if school has no mission specific/ social emotional)
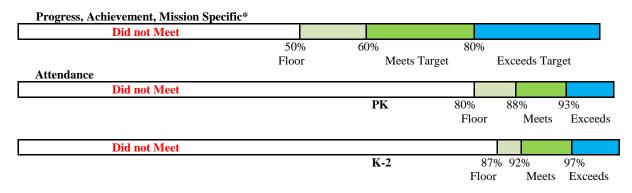
Indicator	Domains	Number	Metric
Progress (PK, K-2nd)	Literacy/ language *math optional	2-3	Target range: 60-100%
Achievement (1-2nd) *K optional* *schools which end at 3rd include DC CAS*	ELA and/or Math *Math optional in pilot year, mandated future years	2	Target range: 60-100%
Leading Indicators (PK, K-2nd)	Attendance	2	PK: 88%; K-2: 92%
Mission Specific/ Social Emotional (PK-2nd, optional span)	Optional	1-	Target range: 60-100%

- Schools upload their assessments and targets in an electronic template.

- Assessments with the following characteristics are permitted: norm or criterion referenced, publisher-prescribed cut-scores/ benchmarks, research based (studies of documented validity).

- Pre-determined performance scores for each assessment (set by the publisher) determine what is *at minimum* designated as average/ normal at each grade level.

- PCSB updates and revises the list of assessments on an annual basis.

- There is a flat target range for all assessments, **60%-100%** (see visual on following page). In the future, there may be varying targets for each of the different assessments based off historical data.

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[1] These targets and reporting system will change when the EC PMF is implemented for school year 2013-2014.

- 3rd grade DC CAS is a mandatory Achievement target for campuses that end at 3rd grade but do not have a 4th grade, and thus are not part of the Elementary School PMF. The proficiency goal is 45% for math and 55% for reading.

- Mission Specific targets: parent surveys based on "satisfied or highly satisfied" with school or specific aspect of the mission; surveys must have minimum 80% participation rate; site observations must be conducted by an external reviewer with a research-based rubric.

- The minimum participation rate for all assessments is 95%, and all eligible students must participate.

Early Childhood Programs with upper PMF grades

Progress, Achievement, Mission Specific*

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

Attendance

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

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

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

Early Childhood Assessments

The following list represents the scope of assessments schools chose to use in the EC PMF pilot year. For an assessment to be considered for inclusion in the EC PMF, it has to meet the following characteristics:
- The test publisher provides specific benchmark information (cut-off scores, expected growth, age-equivalent steps, proficiency levels, etc.)
- Assessment documentation indicates that the assessment is designed to assess growth or end of year achievement (not only to screen or provide data on intervention)
- There was evidence documented of norming samples or validity in the development of the assessment

Early Childhood Assessments

Assessment (drop down menu)	Indicator	Grade(s)	Performance (included in Progress: "or students in the fall who score at a level equivalent to *proficient* maintain that level")	Domain/ Subject
Bracken School Readiness Assessment (BSRA-3)	Progress	PK3, PK4 K	-Progress to age equivalency	Composite (Reading, Math)
	Achievement	K	-Standard score of at least 86	
Brigance Developmental Inventory Standardized Assessment (IED II)	Progress	PK3, PK4	-Progress to age equivalency	Reading
Core Knowledge Preschool Assessment Test (CK PAT)	Progress	PK3, PK4	-Advance 1 level (on all 8 or 12 categories) (or maintain "competent/ ready" on all)	Literacy Math
Creative Curriculum- Teaching Strategies GOLD	Progress	PK3, PK4	-Meet or exceed widely held expectations of growth	Language/ Literacy Math
DC CAS	Achievement	2, 3	-Proficient or higher *(3rd grade DC CAS mandatory for schools that stop at 3rd grade with no upper PMF)*	Reading Math
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Progress Achievement	K, 1,2 K, 1, 2	-Advance 1 level -Proficient (low risk/ established/ core support)	Literacy (Composite) Other—List specific domains
Discovery Benchmark Assessment	Achievement	K, 1, 2	-Proficient or higher (level 3 or 4)	Reading/ Lang Arts Math
Discovery Predictive Assessment	Progress Achievement	K, 1, 2 K, 1, 2	-Average growth or higher -On grade level at end of year	Reading Math
Developmental Reading Assessment (DRA)	Achievement	K, 1, 2	-Score on grade level (K-level 3; 1st-level 16; 2nd-level 28)	Reading
Easy Curriculum-Based Measures (Easy CBM)	Progress	K, 1, 2	-A year of growth (K-11 points; 1st-12; 2nd-6 points)	Math
	Achievement	K, 1, 2	-Score on grade level (K-38; 1st-38; 2nd- 34)	
Every Child Ready (ECR)	Progress	PK3, PK4	-Meet or exceed the average growth goal	Language/ Literacy Math

			(or score proficient--PK-3: Lit-20, Math-49; PK-4: Lit-32, Math-78)	
Fountas & Pinnell	Achievement	K, 1, 2	-Score on grade level (K-level C; 1st-level I; 2nd-level M)	Reading
Group Mathematics Assessment and Diagnostic Evaluation (GMADE)	Progress Achievement	K, 1, 2 K, 1, 2	-make 0 or greater NCE -Stanine 4	Math
Dinamicos del Exito en la Lectura (IDEL)	Progress Achievement	K, 1,2 K, 1, 2	-Advance 1 level -Proficient (low risk/ established/ core support)	Literacy-Spanish (Composite) Other—List specific domains
Individual Growth and Development Indicators (IGDI/ Get It! Got It! Go!)	Progress	PK3, PK4	-Progress to age equivalency (x months fall to spring; chart)	Literacy (picture naming, rhyming, alliteration)
k-12 Online Assessment	Progress	PK3, PK4, K, 1, 2	-Progress from baseline to mastery	Language Arts Math
Learning Accomplishment Profile-3 (LAP-3)	Progress	PK3, PK4	-Progress to age equivalency (mean score)	Language
Learning Accomplishment Profile-Diagnostic (LAP-D)	Progress Achievement	PK3, PK4, K	-Progress to age equivalency (3 to 4; 4 to 5) with passing score (if N/A- demonstrate passing score) -Score above the age equivalent cut score (K-10)	Language Composite (lang, fine/ gross motor, cognitive)
Metropolitan Achievement Test-8 (MAT-8)	Achievement	K, 1, 2	-Stanine 4	Reading Math
mCLASS CIRCLE: letter	Progress	PK3, PK4	-Advance from Emerging to Satisfactory	Literacy
mCLASS CIRCLE: math	Progress Achievement	PK3, PK4, K, 1, 2 K,1, 2	-Advance 1 level -Benchmark	Math (composite)
mCLASS Reading	Progress Achievement	K, 1, 2 K, 1, 2	-Advance 1 level -Proficient	Reading
mCLASS Text Reading Comprehension (TRC)	Progress Achievement	K, 1, 2 K, 1, 2	-Advance 1 level -Proficient or higher	Reading
Northwest Evaluation Association's Measure of Academic Progress	Progress	K, 1, 2	-Score at or above typical growth	Reading Math

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(NWEA MAP)	Achievement	K, 1, 2	-Meet or exceed college readiness target K: 149-Read; 144-Math; 1st: 166-Read; 164-Math 2nd: 179-Read; 177-Math	
Phonological Awareness Literacy Screening (PALS) Pre-K PALS	Progress Achievement	PK3, PK4 K, 1, 2	-Advance to the spring developmental range (grow 12 letters, or master at least 21) -Score at benchmark (by task, or sum score K: 81st, 1st:35; 2nd:54)	Letter ID Other—List specific domains
Peabody Picture Vocabulary Test (PPVT)	Progress Achievement	PK3, PK4, K, 1, 2 K, 1, 2	-Gain of 4 standard score points (or SS of 86) -Standard score of 86 or higher	Vocabulary
Stanford Achievement Test (SAT-10)	Progress Achievement	K, 1, 2	-make 0 or greater NCE -Stanine 4	Reading Math
Scholastic Reading Assessment (SRA Reading Mastery)	Progress Achievement	K, 1, 2	-Advance by 1 book level -mastery (80% of final lesson in level; K-1st: 145; 2nd: 165)	Reading
STAR Early Literacy	Progress Achievement	PK3, PK4 K, 1, 2 K, 1, 2	-Advance one literacy classification or intervention level (or maintain benchmark) -Probable Reader (or at/ above benchmark)	Literacy
STAR Reading/ Math	Progress Achievement	1, 2 1, 2	-1 year of growth (1.0 GLE) -at or above grade level (GE: 1.9/ 2.9)	Reading Math
Scantron Performance Series	Progress Achievement	K, 1, 2	-make 0 or greater NCE -50th percentile	Reading Math
Strategic Teaching and Evaluation of Progress (STEP)	Achievement	K, 1, 2	-Score on grade level (K- level 3; 1st-level 6; 2nd-level 9)	Literacy
Test of Early Mathematics Ability (TEMA)	Progress Achievement	PK3, PK4, K, 1, 2 K, 1, 2	-Gain of 4 scale points (or SS of 86) -Standard score of at least 86	Math
Terra Nova	Progress Achievement	1, 2 K, 1, 2	-make 0 or greater NCE -40th percentile	Reading Math

Test of Preschool Early Literacy (TOPEL)	Progress	PK3, PK4, K	-Gain of 4 scale points (or SS of 86)	Literacy
	Achievement	K	-Standard score of at least 86	