

<b>POLICY TITLE:</b>	Charter Goals Policy
<b>ADOPTION/EFFECTIVE DATE:</b>	July 17, 2023
<b>MOST RECENTLY UPDATED:</b>	February 26, 2024

## **PURPOSE**

Per the School Reform Act of 1995 (SRA), each DC public charter school must adopt goals and student academic achievement expectations (charter goals or goals).<sup>1</sup> These charter goals then become one of the standards by which the DC Public Charter School Board (DC PCSB) evaluates schools during high-stakes reviews and renewals.<sup>2</sup>

The first iteration of this policy, approved in July 2023, replaced the COVID-19 Impact Policy and extended the collection of transitional goals data through school year (SY) 2023 – 24. Transitional goals served as standardized accountability measures used to assess goal attainment in the absence of outcomes from the Performance Management Framework (PMF) (the previous iteration of DC PCSB’s accountability system).

The Charter Goals Policy has been amended to align with standards defined in the Annual School Performance Index Report and Evaluation (ASPIRE) Policy and Technical Guide (DC PCSB’s revised accountability system). It includes goal determination standards through full implementation of the ASPIRE System in SY 2026 – 27. It continues to offer schools a pathway for goal attainment when demonstrating improvement in outcomes over time, including for schools that elect to adopt ASPIRE as their charter goals.

The policy also consolidates and expands upon existing DC PCSB charter goals policies and guidelines.<sup>3</sup> It provides guidance on developing individually negotiated charter goals, the charter goals amendment process, and charter goals monitoring, including consequences for underperformance.

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<sup>1</sup> See generally D.C. Code § 38–1802.02.

<sup>2</sup> See D.C. Code § 38–1802.12.

<sup>3</sup> DC PCSB policies referenced, incorporated into, or superseded by this policy include: *COVID-19 Impact Policy*, *PMF Policy & Technical Guide*, *Elect to Adopt the PMF as Charter Goals Policy*, and *Charter Amendments for Revised Goals and Academic Achievement Expectations Policy*. For details, see Appendix F.

## **POLICY**<sup>4</sup>

This policy is divided into three sections, as follows:

- I. *Adopting and Amending Charter Goals* describes the guidelines DC PCSB will use to negotiate and recommend approval for new and amended charter goals.
- II. [Goal Determination in SY 2022 – 23 Through SY 2026 – 27](#) describes how DC PCSB will assess goal attainment in charter reviews and renewals for the listed school years.
- III. [Charter Goals Monitoring and Consequences for Underperformance](#) describes DC PCSB's processes for monitoring schools' progress in meeting charter goals and the possible actions taken when a local education agency (LEA) is not meeting its charter goals.

### **I. Adopting and Amending Charter Goals**

DC PCSB holds each school accountable to the goals and student academic achievement expectations in its charter agreement.<sup>5</sup> A school's board and the DC PCSB Board must approve these goals. When identifying charter goals, schools may adopt DC PCSB's accountability system, ASPIRE, or individually negotiate goals with DC PCSB staff. This section of the policy provides guidance on both options and outlines the process and requirements for amending charter goals.

Nearly every school, regardless of what it chooses as its charter goals, will receive an ASPIRE score and level and have its accountability data published by DC PCSB on an annual basis.<sup>6</sup> Schools may refer to DC PCSB's Data and Document Submission and Verification Policy for details on expectations for the annual collection of both charter goals and additional academic and non-academic data.<sup>7</sup>

#### **Elect to Adopt ASPIRE as Charter Goals**

Schools may adopt ASPIRE, as amended over time, as their charter goals for the grade levels or programs they serve. When a school elects to adopt ASPIRE as its charter goals, the goals and student academic achievement expectations detailed in its charter will be updated and replaced with the framework(s) aligned with the grade levels and student population the school serves. The school will automatically accept any updates to the framework(s) (e.g., changes in state-adopted assessments,

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<sup>4</sup> The guidance in this document supersedes any conflicting guidance found in existing DC PCSB policies.

<sup>5</sup> During and following the COVID-19 pandemic and throughout the development of the ASPIRE System, the *COVID-19 Impact Policy* and *Charter Goals Policy* have provided supplemental accountability guidance.

<sup>6</sup> Though an Alternative Accountability Framework (AAF) school will still have its goals data published, it will not receive a framework score or level.

<sup>7</sup> See the policy here: <https://bit.ly/3OnCoG8>.

performance indicators, floors, targets, metrics, and calculation methodologies), provided DC PCSB updated ASPIRE through a fair and transparent process. Such a process typically involves prior engagement with school leaders, charter advocates, and official adoption by the DC PCSB Board in a public vote.

For charter reviews and renewals conducted through SY 2027 – 28,<sup>8</sup> DC PCSB will assess goal attainment for schools that have adopted ASPIRE as their charter goals in accordance with Section II of this policy. Following the collection and analysis of several years of accountability data, DC PCSB will develop updated academic continuance standards for Five-Year and 10-Year Reviews, as well as 15-Year Renewals and beyond.

#### Transition from PMF as Goals to ASPIRE as Goals

ASPIRE is a revision of DC PCSB's previous accountability system, known as the PMF. Schools that previously elected to adopt the PMF as their charter goals retain the right to opt out of using ASPIRE as their charter goals; these schools must negotiate new goals with DC PCSB, subject to the requirements in this policy. These schools may begin negotiating new goals at any point following the approval of this policy and the ASPIRE Policy & Technical Guide but will have until April 1, 2026<sup>9</sup> to confirm their intention to either 1) update their charter to reflect new ASPIRE as Goals language aligned with this policy, or 2) opt out of using ASPIRE as their goals and amend their charter to adopt individually negotiated goals. Unless and until a school that previously adopted the PMF as its charter goals opts out of ASPIRE and adopts individually negotiated goals, it will be considered as having adopted ASPIRE as its charter goals under this policy, including for goal determination purposes.

#### Alternative Accountability Framework (AAF)<sup>10</sup>

Some public charter schools strive to provide alternative programming to serve specific populations of students. DC PCSB recognizes that the standard ASPIRE frameworks can be inappropriate for measuring a school serving a population that is considerably different than that of most schools. DC PCSB designed the AAF for schools that seek to offer alternative programming for students who face significant obstacles to academic success.

Schools approved to be evaluated using the AAF will collaborate with DC PCSB staff to design a unique set of goals aligned to the categories outlined in the most recent

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<sup>8</sup> Charter reviews and renewals conducted through SY 2027 – 28 evaluate performance through SY 2026 – 27.

<sup>9</sup> DC PCSB will prioritize schools approaching charter review or renewal.

<sup>10</sup> For a school to be deemed eligible for the AAF it must meet the criteria outlined in the ASPIRE Policy & Technical Guide, submit an AAF eligibility application following the process set by DC PCSB, and be approved for AAF status by the DC PCSB Board in a public vote. For details on eligibility criteria, see the AAF section of the ASPIRE Policy & Technical Guide for the relevant year.

ASPIRE Policy & Technical Guide. Each category will include custom measures, metrics, and targets.

Each school's AAF will be subject to DC PCSB staff's approval, with confirmation from the DC PCSB Board, in order to become its charter goals. DC PCSB will measure performance annually and share the results publicly.

#### How This Policy Applies if a School Is Not Awarded an ASPIRE Level in a Given Year

Generally speaking, once DC PCSB begins issuing public ASPIRE levels, each DC public charter school will receive at least one overall ASPIRE level on at least one framework, annually.<sup>11</sup> However, there are some instances in which a school is not issued an ASPIRE level, such as new schools or campuses, some growing schools or campuses, and asset acquisitions. In the event DC PCSB issues no ASPIRE level to a school in a given year, the ASPIRE level for that year will not be included in the school's standard of review for the relevant review period. DC PCSB will use the remaining years in the review period to evaluate the standard.<sup>12</sup>

#### New Campuses Within Existing LEAs

If an existing LEA opens a new campus or campuses between charter review cycles, the new campus(es) must have at least two years of ASPIRE outcomes prior to the next review or renewal to be evaluated as part of the LEA's charter goals. However, at charter review or charter renewal, continuance/renewal or revocation decisions applied to the LEA's existing campuses will also be applied to the new campus(es) whose outcomes were not included in the review or renewal analysis because only one year of data was available.

#### Provision for Schools Undergoing Charter Renewal in SY 2025 – 26<sup>13</sup>

The following provision will apply, at the DC PCSB Board's sole discretion, to schools that elect to adopt ASPIRE as goals and undergo charter renewal in SY 2025 – 26.<sup>14</sup> The schools that undergo charter renewal in SY 2025 – 26 will have only one year of

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<sup>11</sup> Due to the unique measures used by AAF schools, these schools do not receive an ASPIRE score or level. However, outcomes on a school's individual measures are reported annually.

<sup>12</sup> See the ASPIRE Policy & Technical Guide for information on when a school may not receive a score or level.

<sup>13</sup> Charter renewal is distinct from charter review. Unless sooner revoked or relinquished, the term of a charter granted to a public charter school is 15 years. Every 15 years, a public charter school is eligible for charter renewal for an additional 15-year term. Per the SRA, DC PCSB shall not renew the charter of a school that fails to meet the goals and student academic achievement expectations set forth in its charter. Charter renewal occurs at 15-year intervals (e.g., at 15 years, 30 years, 45 years, etc.). DC PCSB must also conduct a high-stakes review of every charter school at least once every five years; charter reviews occur in between charter renewals (e.g., at 5 years, 10 years, 20 years, etc.).

<sup>14</sup> No DC public charter schools are scheduled to undergo charter renewal in SY 2023 – 24 or SY 2024 – 25.

published ASPIRE scores and levels, in addition to the outcomes of the goal attainment pathways available to schools in SY 2022 – 23 and SY 2023 – 24.

*Demonstrated Promise Provision for Schools Undergoing Renewal in SY 2025 – 26:* In cases where a school or campus undergoing renewal in SY 2025 – 26 has been deemed to have not met any goal attainment pathway in SY 2022 – 23 and SY 2023 – 24, the DC PCSB Board may, at its discretion, determine that the school or campus has met its goals and student achievement expectations if the school or campus met an ASPIRE goal attainment pathway in SY 2024 – 25.

### **Elect to Negotiate Individual Goals<sup>15, 16</sup>**

All DC public charter schools may choose to negotiate their own set of individualized charter goals. All individualized charter goals are developed by an LEA in collaboration with DC PCSB staff and are subject to approval by the DC PCSB Board. Individually negotiated goals should encompass a variety of measures related to school achievement, school progress, school environment, and the school's mission or program offerings (school-specific). Standards for goal development—including expectations for targets, assessments, and business rules—are captured below.

#### Minimum Standards for Charter Goals

Schools that elect to negotiate individual charter goals must develop goals that, at minimum, meet the criteria outlined below:

1. Develop at least one goal for each category of School Progress, School Achievement, School Environment, and School-Specific Performance. A non-exhaustive list of potential measures by category is provided in Appendix E.
2. School Progress and School Achievement goals must include outcomes in both English Language Arts (ELA) and mathematics.
3. For PK – 12 schools, include at least one ELA and one math goal for all grades served by the school, including early childhood grades (i.e., grades PK through 2).
4. Schools whose grades include those tested by the state assessment must have one goal for ELA and one for math that commits the school to meeting or exceeding the state average proficiency rate for that assessment and grade band.<sup>17</sup>

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<sup>15</sup> The guidance in this section of the policy, including minimum standards for charter goals, is generally applicable to AAF schools. However, it does not supersede the specific guidance on categories, measures, metrics, and targets outlined in the AAF section of the ASPIRE Policy & Technical Guide.

<sup>16</sup> School-specific measures developed for use under the School-Specific Performance category in the ASPIRE System should be SMAART and follow the guidance in this section of the policy, as applicable, on targets, student group performance, assessments, and business rules.

<sup>17</sup> This standard is not applicable to AAF schools.

5. Include assessments (as applicable), evidence to be submitted, targets, and business rules for each goal that follow the standards outlined within this policy.
6. All goals are SMART:
  - *Specific*: Each goal is clear, concise, and easy to understand. Each goal captures the necessary content, outcomes, and student universe.
  - *Measurable*:<sup>18</sup> Each goal has a metric (i.e., a calculation method or formula for a given measure) that is designed to measure the goal and provides the necessary data to determine goal attainment.
  - *Ambitious and Achievable*: Targets are developed considering state or sector performance data and/or industry-led research, align with DC PCSB expectations outlined within this policy, and consider the school's student population.
  - *Relevant*: Each goal speaks to the unique mission and programmatic offerings of the school and is appropriate to be used for the intended student population.
  - *Time-bound*: Goals are measured annually and reported on in a school's annual report; however, schools may choose to set some long-term targets. In this case, the goal(s) should include specific deadlines for achieving each target and may include intermediate goals.

Schools are encouraged to focus on quality over quantity to develop intentional and comprehensive goals for all framework(s) served.<sup>19</sup> Goals should primarily capture student outcomes as a result of inputs, rather than the inputs themselves. Schools should avoid goals that are vague, trivial, redundant, or difficult to measure.

### Targets

Targets must be appropriately rigorous. For example, measure targets meet or exceed the state or charter sector performance average for a particular grade band and/or student group, targets meet or exceed the assessment publisher's definition of proficiency or growth, or targets are on or above grade level. In some cases (e.g., a new school), it may be appropriate to define targets that increase in rigor over time.

If a goal uses the same assessment tool as one of the measures in ASPIRE, the target should be at or above the 50<sup>th</sup> percentile of state performance (alternatively, sector or national performance when state is not available), using the most recent year(s) of data available. For existing LEAs seeking a charter goals amendment, a school's most recent three years of performance on such measures will also be considered.

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<sup>18</sup> Schools will be expected to provide third party verification of student outcomes (e.g., publisher score reports).

<sup>19</sup> In this context, "framework" refers to the ASPIRE frameworks: PK-Only, PK – 8, High School, Adult Education, and Alternative Accountability.

Targets for goals using metrics not included in ASPIRE should be set based on third party research, local and/or national performance data, or the assessment provider's benchmarks.

### Student Group Performance

DC PCSB's mission states that DC public charter schools are environments where all students, especially those in historically marginalized groups, thrive. DC PCSB believes that all schools should demonstrate success for all students—regardless of a student's race, ethnicity, disability status, English learner status, or socioeconomic status. Therefore, DC PCSB encourages schools to develop goals that promote equitable outcomes for all students. Schools may develop school-specific goals that focus on outcomes for a particular student group or may select specific measures to disaggregate by student group and set ambitious performance targets.

When an LEA is developing goals that will be evaluated at the student group level, DC PCSB expects every student group to perform at or above the state average (or sector average when state is unavailable) for that student group. If the measure is not reported on at the state or sector level, targets should be developed using the guidance outlined within this policy. Any specified student groups should align with those defined in the ASPIRE Policy & Technical Guide, or by the Office of the State Superintendent of Education (OSSE), to ensure availability of certified demographic data.

### Assessments

Assessments selected for a school's charter goals should:

- align with applicable state testing requirements;
- be norm- or criterion-referenced;
- have published research, validity, and reliability study findings; and
- include clearly defined cut-offs for proficiency and/or growth.

For an existing LEA that wishes to change an assessment it uses for its charter goals, the school will need to provide a rationale for selecting a particular assessment in the amendment application.

When referencing assessments within the goal language and/or accompanying business rules, the following elements should be defined:

- assessment type,
- subject,
- publisher,
- testing window(s) (e.g., pre- and post-testing),
- data sourcing, and

- submission of assessment data.

### Business Rules<sup>20</sup>

To ensure consistent and accurate data reporting, all goals must have business rules that define, as applicable, the following elements:

- Evidence (data or documents to be submitted) and how it will be sourced.
- A detailed metric calculation formula (e.g., numerator and denominator).
- Relevant student universe.
- Participation rate requirements that ensure outcome validity.<sup>21</sup>
- Data caveats, as applicable (e.g., specify inclusions and exclusions from the metric calculation formula, or scenarios that may affect data calculation or availability).

For goals that align with measures captured within ASPIRE, it is generally required that business rules directly reference the most current version of the ASPIRE Policy & Technical Guide. This ensures consistency in the reporting of ASPIRE data and individually negotiated goals data. If there is compelling rationale to modify or expand upon ASPIRE business rules, DC PCSB and school staff will collaborate to define business rules of a similar level of detail and complexity.

### **Amending Existing Charter Goals**

A school may seek to amend its charter goals if the goals, measures, or assessments used are outdated, or do not adequately capture the school's mission, educational approach, or curriculum. A school wishing to amend its charter goals must first engage DC PCSB staff to negotiate revised goals and then submit a Goals and Student Academic Achievement Expectations Charter Agreement Amendment Application.<sup>22</sup> All charter goals amendments must be approved by the DC PCSB Board. DC PCSB staff will only recommend approval for new or revised goals that align with the requirements in this policy and meet the standard of approval in the application.

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<sup>20</sup> Business rule guidance is applicable to all individually negotiated goals, including goals developed by AAF schools.

<sup>21</sup> DC PCSB expects all eligible students' outcomes to be included in each measure. Generally, participation rates for individually negotiated goals should align to OSSE's participation policy for statewide measures or be 85.0% or higher for other PK – 12 measures scored in the ASPIRE System. Adult Education participation rate expectations are measure-specific and outlined in the ASPIRE Policy & Technical Guide. For any other measures, where participation rate expectations are appropriate, such rates will be determined between LEA and DC PCSB staff.

<sup>22</sup> Application materials available here: <https://bit.ly/3OXMQ5g>.



### Process and Timelines

Consistent with DC PCSB's Charter Agreement Amendment Petition Submission Policy,<sup>23</sup> schools may submit a petition to amend their charter goals no later than April 1 before the start of the school year in which the proposed changes will be implemented. Additionally, a school may not submit such a request within 12 months before the start of the school year in which a school undergoes charter review, nor within 24 months before the start of the school year in which a school undergoes charter renewal. However, a school may adopt ASPIRE as its charter goals outside of the above outlined timeframe.

Generally, revisions of a school's charter goals may only be used for the upcoming years and do not replace the goals for previous years of any review period unless the school adopts ASPIRE as its charter goals. ASPIRE can be applied for all years of a review period that the school existed.<sup>24</sup>

Some exceptions to the processes and timeline may be made for circumstances beyond a school's control, such as the discontinuation of an assessment or if a measure or metric becomes permanently unavailable.

### Grounds for Removing a Goal

DC PCSB staff will typically not recommend that its Board approve the elimination of an existing charter goal. Instead, LEA and DC PCSB staff should work to determine more appropriate targets, assessments, and/or business rules. However, in instances where substantial evidence and compelling rationale support the removal of a goal, and so long as the removal of the goal does not conflict with the minimum standards set forth in this policy, DC PCSB staff will consider such requests.

### Grounds for Lowering Goal Targets

For charter goals measuring school progress or achievement in ELA and math, DC PCSB staff will typically not recommend that its Board approve targets lower than the minimum requirements outlined within this policy. For all other goals, when extenuating circumstances are present that DC PCSB staff deem compelling, lowering targets may be considered.

## **II. Goal Determination in SY 2022 – 23 Through SY 2026 – 27<sup>25</sup>**

In recognition of the disruption and subsequent recovery period from the COVID-19 pandemic, as well as the revision from the PMF to ASPIRE, DC PCSB will deviate from previously implemented goal attainment standards for the impacted school

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<sup>23</sup> Available here: <https://bit.ly/3PjmCLE>.

<sup>24</sup> The PMF may be applied for years prior to the development of ASPIRE where a PMF for the school existed and is available.

<sup>25</sup> Each listed school year in this section refers to the year of data that will be assessed, not the school year in which DC PCSB conducts the review or renewal.

years listed in this section of the policy. For goal determination in SY 2022 – 23 and SY 2023 – 24, the guidance is largely unchanged from the July 2023 Charter Goals Policy and includes multiple pathways for goal attainment each year.<sup>26, 27</sup> Beginning in SY 2024 – 25, fewer pathways are available as DC PCSB moves toward fully implementing the ASPIRE System. See Appendices A and B for year-by-year visualizations of goal attainment pathways from SY 2018 – 19 to SY 2026 – 27. Goal attainment pathways are evaluated separately by campus and framework.

### Goal Determination in SY 2022 – 23 and SY 2023 – 24<sup>28</sup>

When conducting charter reviews and renewals, DC PCSB staff will evaluate goal attainment for SY 2022 – 23 and SY 2023 – 24 using the pathways listed below in the order in which they appear.<sup>29</sup> See Appendices B and C for a list of transitional goals measures by grade band and corresponding business rules.

School Year	Pathways to Demonstrate Goal Attainment
<b>2022 – 23</b>	<u>Pathway A: Individually Negotiated Goals<sup>30</sup></u> For schools with individually negotiated goals: Meet or exceed the goal targets as set in the charter agreement; <u>OR</u> demonstrate improvement compared to SY 2021 – 22 performance on the goal targets as set in the charter agreement.
	<u>Pathway B: Transitional Goals</u> For each applicable transitional goals data measure (excluding nationally normed growth assessments): Meet or exceed the state average (sector average when state is unavailable); <sup>31</sup> <u>OR</u> demonstrate improvement compared to SY 2021 – 22 baseline data. <sup>32</sup>
	<u>Pathway C: Growth</u> For school-selected, nationally normed growth assessment: Meet or exceed publisher growth criteria on ELA/reading and math subject

<sup>26</sup> See the full version of the first iteration of the Charter Goals Policy here: <https://bit.ly/44xu4Hl>.

<sup>27</sup> Some language has been revised for clarity and accuracy (e.g., referencing OSSE Accountability in place of STAR and DC CAPE in place of PARCC), as well as the addition of a separate growth pathway for high schools in SY 2023 – 24 due to the absence of state-level MGP data.

<sup>28</sup> The goal attainment pathways listed in this policy supersede those listed in the *COVID-19 Impact Policy*, which expired on August 31, 2023 and was superseded by the *Charter Goals Policy*.

<sup>29</sup> At a minimum, DC PCSB staff will evaluate individually negotiated goals and transitional goals in review and renewal reports.

<sup>30</sup> This pathway also applies to Alternative Accountability Framework schools with individually negotiated goals and any school with the PMF as its charter goals that also adopted mission-specific goals (PMF+ schools). DC PCSB will evaluate PMF+ schools using a combination of Pathways A – D, with Pathway A applicable to the schools' mission-specific goals.

<sup>31</sup> DC PCSB will exclude outliers when calculating state/sector averages.

<sup>32</sup> If the overall targets are not met, DC PCSB may consider student group performance on transitional goals. DC PCSB will primarily review performance among at-risk, students with disabilities, and emerging multilingual learner student groups. DC PCSB receives student-level demographic designations from OSSE.

School Year	Pathways to Demonstrate Goal Attainment
	<p>tests compared to the publisher's national performance rates;<sup>33</sup> <u>OR</u> demonstrate improvement compared to SY 2021 – 22 baseline data.</p> <p><u>Pathway D: OSSE Accountability</u> Earn a 40.0% or higher on OSSE's accountability system for SY 2022 – 23.</p>
<b>2023 – 24</b>	<p><u>Pathway A: Individually Negotiated Goals</u><sup>34</sup> For schools with individually negotiated goals: Meet or exceed the goal targets as set in the charter agreement; <u>OR</u> demonstrate improvement compared to SY 2022 – 23 performance on the goal targets as set in the charter agreement.</p>
	<p><u>Pathway B: Transitional Goals</u> For each applicable transitional goals data measure (excluding nationally normed growth assessments): Meet or exceed the state average (sector average when the state average is unavailable);<sup>35</sup> <u>OR</u> demonstrate improvement compared to SY 2022 – 23 data.<sup>36</sup></p>
	<p><u>Pathway C: Growth</u> Meet or exceed publisher growth criteria on school-selected, nationally normed growth assessments for ELA/reading and math subject tests compared to the publisher's national performance rates;<sup>37, 38</sup> <u>OR</u> for PK – 8 schools, meet or exceed a Median Growth Percentile (MGP) of 50.0 on DC Comprehensive Assessments of Progress in Education (DC CAPE) ELA and math.<sup>39</sup> For high schools, meet or exceed the state average for Growth to Proficiency (GTP) on DC CAPE ELA and math.</p>

<sup>33</sup> For adult schools, DC PCSB will consider gains in either subject.

<sup>34</sup> This pathway also applies to Alternative Accountability Framework schools with individually negotiated goals and any school with the PMF as its charter goals that also adopted mission-specific goals (PMF+ schools). DC PCSB will evaluate PMF+ schools using a combination of Pathways A – D, with Pathway A applicable to the schools' mission-specific goals.

<sup>35</sup> Again, DC PCSB will exclude outliers when calculating state/sector averages.

<sup>36</sup> If the overall targets are not met, DC PCSB may consider student group performance on transitional goals. DC PCSB will primarily review performance among at-risk, students with disabilities, and emerging multilingual learner student groups. DC PCSB receives student-level demographic designations from OSSE.

<sup>37</sup> For adult schools, DC PCSB will consider gains in either subject.

<sup>38</sup> The Northwest Evaluation Association (NWEA) will launch an updated Measures of Academic Progress (MAP) assessment in SY 2023 – 24. NWEA advised DC PCSB against comparing performance on the updated MAP assessment to outcomes using the old MAP assessment. For SY 2023 – 24, DC PCSB will compare the growth on NWEA MAP to the publisher norms, as recommended by the publisher.

<sup>39</sup> Beginning in SY 2022 – 23, OSSE will no longer calculate MGP for high school grades. Therefore, this growth measure is only applicable to schools serving grades 3 – 8.

### Determining Goal Attainment Using the Transitional Goals Pathway

When determining goal attainment based on transitional goals outcomes, DC PCSB will evaluate each measure and make a determination based on the collective suite of transitional goals data available. When a school meets fewer than 50.0% of individual measures, DC PCSB will typically issue an overall determination of “goals not met.”

In instances in which transitional goals are not met, DC PCSB retains the right to make determinations and issue conditions based on the data available and other contributing factors of the school (e.g., student group performance, data availability, etc.).

### When Data Is Unavailable

Schools are required to submit transitional goals data and data outlined in their charter agreement, as applicable and available. DC PCSB will consider all data measures aligned to the school’s charter goals and grade-specific program offerings. Missing data may inhibit DC PCSB from determining goal attainment for the impacted school year(s), and/or may result in a determination that a goal is not met, in the absence of mitigating circumstances DC PCSB deems compelling.

### **Goal Determination in SY 2024 – 25 Through SY 2026 – 27**

In SY 2024 – 25, DC PCSB will begin implementing the ASPIRE System and move away from the use of transitional goals and other alternative pathways for goal attainment. In SY 2024 – 25 and SY 2025 – 26, DC PCSB expects schools with individually negotiated goals to meet, exceed, or improve upon the targets set in the charter agreement. DC PCSB expects schools that adopt ASPIRE as their charter goals to earn or demonstrate progress toward earning Level 3 or higher on their respective frameworks.<sup>40</sup> Full implementation of the ASPIRE System, with corresponding standards for review and renewal, will begin in SY 2026 – 27. Likewise, the expectation that schools with individually negotiated goals meet or exceed targets set in the charter agreement will resume in SY 2026 – 27. See the table below for a description of the goal attainment pathways DC PCSB will apply in SY 2024 – 25 through SY 2026 – 27.

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<sup>40</sup> As noted earlier, unless and until a school that previously adopted the PMF as its charter goals opts out of ASPIRE and adopts individually negotiated goals, it will be considered as having adopted ASPIRE as its charter goals under this policy, including for goal determination purposes.

School Year	Pathways to Demonstrate Goal Attainment	
	<i>Schools with ASPIRE as Goals</i>	<i>Schools with Individually Negotiated Goals</i>
<b>2024 – 25</b>	<u>Pathway A: Level 3 or Higher</u> Earn Level 3 or higher on ASPIRE. <sup>41</sup>	<u>Pathway A: Meet or Exceed Targets</u> Meet or exceed the goal targets as set in the charter agreement.
	<u>Pathway B: Improvement</u> For schools that earn Level 4 on ASPIRE, improve score from prior year. <sup>42</sup>	<u>Pathway B: Improvement</u> For any goal targets not met outright, demonstrate improvement compared to SY 2023 – 24 performance.
<b>2025 – 26</b>	<u>Pathway A: Level 3 or Higher</u> Earn Level 3 or higher on ASPIRE.	<u>Pathway A: Meet or Exceed Targets</u> Meet or exceed the goal targets as set in the charter agreement.
	<u>Pathway B (Applicable at DC PCSB Board's Discretion): Improvement</u> <sup>43</sup> For schools that earn Level 4 on ASPIRE, improve score from prior year.	<u>Pathway B (Applicable at DC PCSB Board's Discretion): Improvement</u> <sup>44</sup> For any goal targets not met outright, demonstrate improvement compared to SY 2024 – 25 performance.
<b>2026 – 27</b>	Earn Level 3 or higher on ASPIRE.	Meet or exceed the goal targets as set in the charter agreement.

### III. Charter Goals Monitoring and Consequences for Underperformance

Pursuant to the SRA, DC PCSB shall monitor the progress of each school in meeting its goals and student academic achievement expectations specified. Such monitoring occurs annually primarily through annual report review, data collection, and ASPIRE production and reporting. Through these processes, DC PCSB staff can identify when a school is at risk of not meeting its charter goals. Formal

<sup>41</sup> Schools with multiple ASPIRE Frameworks will have each framework evaluated separately.

<sup>42</sup> DC PCSB will not formally publish SY 2023 – 24 ASPIRE scores and levels but may reference them in review and renewal reports in order to apply this goal attainment pathway to eligible schools.

<sup>43</sup> DC PCSB's Board will primarily consider student group, framework category, and cohort performance when determining acceptable improvement.

<sup>44</sup> DC PCSB's Board will primarily consider improvement on school progress and school achievement goals, as well as state and sector performance on similar measures when determining acceptable improvement.

determinations of charter goal attainment occur at least once every five years, during charter reviews and renewals.

Consequences for underperformance outlined in this section of the policy will be implemented following the collection and evaluation of SY 2023 – 24 through SY 2025 – 26 outcomes. During this period, multiple pathways to goal attainment (outlined in Section II of this policy) are available to schools. DC PCSB expects schools to continually improve upon accountability measures and/or charter goals outcomes if targets are not being met outright. When schools are not meeting expectations for performance, consequences are left to the discretion of the DC PCSB Board, subject to the requirements of the SRA. DC PCSB staff will consider all available data and the extent of underperformance and improvement over time when making recommendations to its Board at the time of charter review or renewal.

## **Annual Monitoring**

### Annual Reports

The SRA requires that each public charter school produce and submit an annual report to DC PCSB. The contents of this report must include the extent to which the school is meeting its charter goals.<sup>45</sup> Designated DC PCSB staff review each section of a school's annual report, including a school's reported academic performance and progress. Such information is pertinent, but not determinative, in identifying whether a school is on track to meet its charter goals at the time of its next charter review or renewal. Information on the annual report process and the most recently published Annual Report Guidelines can be found on the DC PCSB website.<sup>46</sup>

### Data Collection and Validation

To conduct annual monitoring of a school's progress in meeting its charter goals, DC PCSB collects data and documents needed to assess a school's individually negotiated charter goals and/or ASPIRE measures. DC PCSB provides schools with instructions for submitting data, a calendar of submission and validation dates, and a list of data elements and their definitions.<sup>47</sup> For schools with individually negotiated charter goals, DC PCSB will provide schools with the templates for data submission.

All schools are expected to validate the rates for individually negotiated goals (if applicable) and ASPIRE measures in DC PCSB's data system. Data are considered validated when the school and DC PCSB agree upon the same rate and calculation

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<sup>45</sup> D.C. Code § 38-1802.04(C)(11).

<sup>46</sup> For more information on annual reports, see here: <https://bit.ly/3FYUuYJ>.

<sup>47</sup> For more information, see DC PCSB's Data and Document Submission and Verification Policy here: <https://bit.ly/3OnCoG8>.

for a given metric, and the corresponding documents and data are accurate and complete. DC PCSB will use validated data to inform goal determinations in charter review and renewal reports.

### Production of ASPIRE Scores and Levels

Following the close of the SY 2024 – 25 data validation cycle, DC PCSB will publish schools' scores and levels on the ASPIRE System. Each school, with the exception of AAF schools, will receive a score and level based on its summative performance across the measures within its corresponding ASPIRE framework(s).

For schools that have adopted ASPIRE as their charter goals (ASPIRE as goals schools), ASPIRE outcomes provide a clear indication of the schools' progress toward meeting their charter goals. For schools with individually negotiated goals, satisfactory or above performance on ASPIRE likely indicates a school is on track to meet its charter goals, whereas underperformance on ASPIRE measures may signal a school is not on track to meet its charter goals.

### **Charter Reviews and Renewals**

The SRA stipulates that DC PCSB must review a school's charter at least once every five years and must determine whether to renew a school's charter every fifteen years. As part of a charter school's review or renewal, DC PCSB must determine whether the school has met the goals and student academic achievement expectations set forth in its charter.<sup>48</sup> In a school's review or renewal report, DC PCSB makes formal determinations on goal attainment and reports on all relevant charter goals data for years included within the review period. Information on the charter review or renewal process is updated annually and posted on the DC PCSB website.<sup>49</sup>

### **Consequences for Underperformance**

For SY 2023 – 24, prior to implementation of the ASPIRE System, DC PCSB will monitor all schools' performance on accountability measures utilized for transitional goals.<sup>50</sup> If DC PCSB observes significant underperformance in school achievement or progress measures and a lack of improvement from SY 2022 – 23, DC PCSB may initiate Effective Organization Meetings with school leaders and board members to discuss possible interventions. Depending on the severity of underperformance, DC PCSB may conduct a Qualitative Site Review (QSR) at the school during the following school year. DC PCSB staff will likely not recommend its Board approve such schools to expand, replicate, or otherwise grow to serve more students.

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<sup>48</sup> D.C. Code § 38-1802.12(c).

<sup>49</sup> For more information on charter reviews and renewals, see here: <https://bit.ly/49nT4op>.

<sup>50</sup> The review of SY 2023 – 24 data will occur in SY 2024 – 25 following the completion of data collection and validation.

Following the collection and validation of SY 2024 – 25 data, DC PCSB will begin reporting ASPIRE scores and levels publicly for each school on an annual basis. DC PCSB will begin implementing consequences for underperformance in accordance with the ASPIRE Policy & Technical Guide. All schools, regardless of whether they have adopted the ASPIRE System as their charter goals, will be subject to the consequences for underperformance detailed below if they earn either a Level 4 or a Level 5 on ASPIRE:

#### Level 4 – Weak Performance

The school is not eligible to expand, replicate, or otherwise grow to serve more students. DC PCSB may meet with the school's leaders—including its board members—to discuss the school's performance. DC PCSB may conduct a Qualitative Site Review (QSR) at the school during the following school year.

#### Level 5 – Unsatisfactory Performance

The school is not eligible to expand, replicate, or otherwise grow to serve more students. DC PCSB will meet with the school's leaders—including its board members—to discuss the school's performance, and will conduct a QSR at the school during the following school year.

The school will also be subject to an immediate high-stakes review as a Candidate for Charter Revocation to gather qualitative and quantitative evidence to determine whether the school's charter should be revoked pursuant to the SRA.<sup>51</sup> Prior to the charter's expiration, the SRA gives DC PCSB discretion over whether or not to revoke a charter for failure to meet the goals and student academic achievement expectations in its charter. In the case of Candidates for Charter Revocation, DC PCSB staff will generally recommend charter revocation if a school fails to meet even one (i.e., meets all but one) of its charter goals.

#### Out-of-Cycle Reviews

In addition to the consequences listed above, DC PCSB may, as permitted by law,<sup>52</sup> elect at any time to conduct an "out-of-cycle" review (i.e., an additional review outside of the reviews that occur every five years). DC PCSB may conduct an out-of-cycle review when a school is identified as Level 4 or 5 under the ASPIRE System, identified as low-performing under the Office of the State Superintendent of Education's Every Student Succeeds Act (ESSA) State Plan, not meeting its

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<sup>51</sup> D.C. Code § 38-1802.13

<sup>52</sup> D.C. Code § 38-1802.12(a)(3) states that "An eligible chartering authority that grants or renews a charter...shall review the charter at least once every 5 years...." Thus, DC PCSB may review a charter more than once within a 5-year cycle.



conditions for charter continuance, or for other reasons of poor performance or non-compliance.<sup>53</sup> When conducting such a review, DC PCSB will use the last five years of the school's data to determine if the school is meeting its charter goals.

**Board Approval Acknowledged By:**

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Lea Crusey

DC PCSB Board Chair

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<sup>53</sup> This list is not exhaustive and should not be interpreted to limit DC PCSB's authority to conduct an out-of-cycle review in accordance with the SRA.

## Appendix A<sup>54</sup>

School Year	Goals Determination Pathways for Schools with PMF/ASPIRE as Goals	Goals Determination Pathways for Schools with Individually Negotiated Goals
<b>2018 – 19</b>	PMF score meets or exceeds the target set in the charter agreement.	Meet or exceed the goal targets as set in the school's charter agreement.
<b>2019 – 20<sup>55</sup></b>	n/a No data collected in SY 2019 – 20.	n/a No data collected in SY 2019 – 20.
<b>2020 – 21</b>	n/a No data collected in SY 2020 – 21.	n/a Limited data collected in SY 2020 – 21. <sup>56</sup>
<b>2021 – 22</b>	n/a Baseline transitional goals data collected.	n/a Baseline transitional goals and individually negotiated goals data collected.
<b>2022 – 23</b>	(B) Transitional Goals: For each applicable transitional goals data measure (excluding nationally normed growth assessments): Meet or exceed the state average (sector average when state is unavailable); <u>OR</u> demonstrate improvement compared to SY 2021 – 22 baseline data.  (C) Growth: For school-selected, nationally normed growth assessment: Meet or exceed publisher growth criteria on both English Language Arts (ELA)/reading and math subject tests compared to the publisher national performance rates; <u>OR</u> demonstrate improvement compared to SY 2021 – 22 baseline data.	(A) Meet or exceed the goal targets as set in the charter agreement; <u>OR</u> demonstrate improvement compared to SY 2021 – 22 performance on the goal targets as set in the charter agreement.  (B) Transitional Goals: For each applicable transitional goals data measure (excluding nationally normed growth assessments) meet or exceed the state average (sector average when state is unavailable); <u>OR</u> demonstrate improvement compared to SY 2021 – 22 baseline data.  (C) Growth: For school-selected, nationally normed growth assessment: Meet or exceed publisher growth criteria on both English Language Arts (ELA)/reading and math subject tests compared to the publisher national performance rates; <u>OR</u> demonstrate improvement compared to SY 2021 – 22 baseline data.

<sup>54</sup> This table has been adapted from the first iteration of the Charter Goals Policy. Detailed footnotes pertaining to goal attainment pathways can be found in Section II of this policy.

<sup>55</sup> Goal determination standards for SY 2019 – 20, 2020 – 21, and 2021 – 22 are identical to those named in the COVID-19 Impact Policy; language in the table for those years is paraphrased. For SY 2022 – 23, the paths for goal determination are consistent with the July 2023 iteration of this policy. For SY 2023 – 24, Pathway C has been updated to include Growth to Proficiency for high school.

<sup>56</sup> For SY 2020 – 21, DC PCSB collected charter goals data from schools with individually negotiated goals but did not use data to evaluate goal attainment. SY 2020 – 21 data will be displayed in a school's review and renewal report and the data may be used by the Board as discretionary evidence, but only if it helps a school.

School Year	Goals Determination Pathways for Schools with PMF/ASPIRE as Goals	Goals Determination Pathways for Schools with Individually Negotiated Goals
	(D) OSSE Accountability: Earn 40.0% or higher on OSSE's accountability system for SY 2022 – 23.	(D) OSSE Accountability: Earn 40.0% or higher on OSSE's accountability system for SY 2022 – 23.
<b>2023 – 24</b>	<p>(B) Transitional Goals: For each applicable transitional goals data measure (excluding nationally normed growth assessments): meet or exceed the state average (sector average when the state average is unavailable); <u>OR</u> demonstrate improvement compared to SY 2022 – 23 data.</p> <p>(C) Growth: Meet or exceed publisher growth criteria on school-selected, nationally normed growth assessments for both ELA/reading and math subject tests compared to the publisher national performance rates; <u>OR</u> for PK – 8 schools, meet or exceed a MGP of 50.0 on DC CAPE ELA and math. For high schools, meet or exceed the state average for GTP on DC CAPE ELA and math.</p>	<p>(A) Meet or exceed the goal targets as set in the charter agreement <u>OR</u> demonstrate improvement compared SY 2022 – 23 performance on the goal targets as set in the charter agreement.</p> <p>(B) Transitional Goals: For each applicable transitional goals data measure (excluding nationally normed growth assessments): meet or exceed the state average (sector average when the state average is unavailable); <u>OR</u> demonstrate improvement compared to SY 2022 – 23 data.</p> <p>(C) Growth: Meet or exceed publisher growth criteria on school-selected, nationally normed growth assessments for both ELA/reading and math subject tests compared to the publisher national performance rates; <u>OR</u> for PK – 8 schools, meet or exceed a MGP of 50.0 on DC CAPE ELA and math. For high schools, meet or exceed the state average for GTP on DC CAPE ELA and math</p>
<b>2024 – 25</b>	<p>(A) Earn Level 3 or higher on ASPIRE.</p> <p>(B) For schools that earn Level 4 on ASPIRE, improve score from prior year.</p>	<p>(A) Meet or exceed the goal targets as set in the charter agreement.</p> <p>(B) For any goal targets not met outright, demonstrate improvement compared to SY 2023 – 24 performance on the goal targets as set in the charter agreement.</p>
<b>2025 – 26</b>	<p>(A) Earn Level 3 or higher on ASPIRE.</p> <p>(B) <u>Applicable at DC PCSB Board Discretion</u>: For schools that earn Level 4 on ASPIRE, improve score from prior year.</p>	<p>(A) Meet or exceed the goal targets as set in the charter agreement.</p> <p>(B) <u>Applicable at DC PCSB Board Discretion</u>: For any goal targets not met outright, demonstrate improvement compared to SY 2024 – 25 performance on the goal targets as set in the charter agreement.</p>
<b>2026 – 27</b>	Earn Level 3 or higher on ASPIRE.	Meet or exceed the goal targets as set in the charter agreement.

## Appendix B

Data SY	Reporting SY	Goals Determination Pathways PMF/ASPIRE	Goals Determination Pathways Schools with Individually Negotiated Goals
2018 – 19	2019 – 20	Average PMF score meets or exceeds standard of review as set in charter agreement	Meet or exceed goal targets as set in charter agreement
2019 – 20	2020 – 21	N/A - No goals determination	
2020 – 21	2021 – 22		
2021 – 22	2022 – 23		
2022 – 23	2023 – 24	<ol style="list-style-type: none"> <li><b>Transitional goals:</b> Meet or exceed state/sector average</li> <li><b>Transitional goals:</b> Demonstrate improvement from SY 2021 – 22</li> <li><b>Growth (school-selected assessment):</b> Meet or exceed publisher growth criteria on ELA and math</li> <li><b>Growth (school-selected assessment):</b> Demonstrate improvement from SY 2021 – 22</li> <li><b>OSSE:</b> Earn 40.0% or higher on OSSE's accountability system for SY 2022 – 23</li> </ol>	<ol style="list-style-type: none"> <li><b>Charter goals:</b> Meet or exceed goal targets</li> <li><b>Charter goals:</b> Demonstrate improvement on goal outcomes from SY 2021 – 22</li> <li><b>Transitional goals:</b> Meet or exceed state/sector average</li> <li><b>Transitional goals:</b> Demonstrate improvement from SY 2021 – 22</li> <li><b>Growth (school-selected assessment):</b> Meet or exceed publisher growth criteria on ELA and math</li> <li><b>Growth (school-selected assessment):</b> Demonstrate improvement from SY 2021 – 22</li> <li><b>OSSE:</b> Earn 40.0% or higher on OSSE's accountability system for SY 2022 – 23</li> </ol>
2023 – 24	2024 – 25	<ol style="list-style-type: none"> <li><b>Transitional goals:</b> Meet or exceed state/sector average</li> <li><b>Transitional goals:</b> Demonstrate improvement from SY 2022 – 23</li> <li><b>Growth (school-selected assessment):</b> Meet or exceed publisher growth criteria on ELA and math</li> <li><b>Growth (state assessment):</b> For PK –8, meet or exceed 50.0 MGP on DC CAPE ELA and math. For high school, meet or exceed state average GTP on DC CAPE ELA and math.</li> </ol>	<ol style="list-style-type: none"> <li><b>Charter goals:</b> Meet or exceed goal targets</li> <li><b>Charter goals:</b> Demonstrate improvement on goal outcomes from SY 2022 – 23</li> <li><b>Transitional goals:</b> Meet or exceed state /sector average</li> <li><b>Transitional goals:</b> Demonstrate improvement from SY 2022 – 23</li> <li><b>Growth (school-selected assessment):</b> Meet or exceed publisher growth criteria on ELA and math</li> <li><b>Growth (state assessment):</b> For PK –8, meet or exceed 50.0 MGP on DC CAPE ELA and math. For high school, meet or exceed state average GTP on DC CAPE ELA and math.</li> </ol>
2024 – 25	2025 – 26	<ol style="list-style-type: none"> <li>Earn Level 3 or higher on ASPIRE</li> </ol>	<ol style="list-style-type: none"> <li>Meet or exceed goal targets</li> </ol>

Data SY	Reporting SY	Goals Determination Pathways PMF/ASPIRE	Goals Determination Pathways Schools with Individually Negotiated Goals
		<ol style="list-style-type: none"> <li>For schools that earn Level 4 on ASPIRE, improve score from prior year</li> </ol>	<ol style="list-style-type: none"> <li>For any goal targets not met outright, demonstrate improvement on goal outcomes compared to SY 2023 – 24</li> </ol>
<b>2025 – 26</b>	2026 – 27	<ol style="list-style-type: none"> <li>Earn Level 3 or higher on ASPIRE</li> <li><u>Applicable at DC PCSB Board discretion:</u> For schools that earn Level 4 on ASPIRE, improve score from prior year</li> </ol>	<ol style="list-style-type: none"> <li>Meet or exceed goal targets</li> <li><u>Applicable at DC PCSB Board discretion:</u> For any goal targets not met outright, demonstrate improvement on goal outcomes compared to SY 2024 – 25</li> </ol>
<b>2026 – 27</b>	2027 – 28	Earn Level 3 or higher on ASPIRE	Meet or exceed goal targets

## **Appendix C**

“Transitional Goals” refer to the following measures, listed by school type. For all transitional goals, to the extent possible, DC PCSB will use the business rules in the 2019 – 20 PMF Policy & Technical Guide, unless otherwise stated in a school’s charter agreement or in Appendix C.

### Pre-kindergarten (PK) Only:<sup>57</sup>

- PK Pre-literacy
- PK Math
- *If Applicable*: PK Social-Emotional Learning
- CLASS: Classroom Organization
- CLASS: Emotional Support
- CLASS: Instructional Support
- In-Seat Attendance (ISA)

### PK – 8:

- CLASS: Classroom Organization
- CLASS: Emotional Support
- CLASS: Instructional Support
- PARCC/DC CAPE Proficiency (4+) ELA
- PARCC/DC CAPE Proficiency (4+) Math
- In-Seat Attendance (ISA)
- Re-enrollment

### High School:

- 9th Grade on Track
- Four-Year ACGR
- Five-Year ACGR
- AP/IB/DE/CTE
- College Acceptance
- PARCC/DC CAPE Proficiency (4+) ELA
- PARCC/DC CAPE Proficiency (4+) Math
- PSAT
- SAT/ACT

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<sup>57</sup> PK Pre-literacy, Math, and Social-Emotional Learning measures will only be included within transitional goals and evaluated for goal attainment for PK only framework schools. Due to the variety of assessments utilized by schools, which may capture student achievement and/or growth, PK measures will only be compared to prior year performance to determine year-over-year improvement.

- SAT/ACT College and Career Ready: ERW
- SAT/ACT College and Career Ready: Math
- In-Seat Attendance
- Re-enrollment

#### Alternative Accountability Schools:

All data collected under a school's charter goals will be considered transitional goals.

#### Adult Education:

- Earned High-Level Certification
- Earned Secondary Credential
- GED Subject Test Achievement
- Persistence

#### Growth Pathway Measures (all grade bands):

For school-selected nationally normed growth assessments (NWEA MAP, i-Ready, or Schools' National Reporting System (NRS) data), DC PCSB will use the business rules in the 2019 – 20 PMF Policy & Technical Guide, unless otherwise stated in a school's charter goals or Appendix C. School Selected Growth Assessments, depending on grade-bands served, include:

- K – 3 Literacy School Selected Growth Assessment
- K – 3 Math School Selected Growth Assessment
- PARCC/DC CAPE-Tested Grades (3 – 8) Literacy School Selected Growth Assessment
- PARCC/DC CAPE-Tested Grades (3 – 8) Math School Selected Growth Assessment
- *Optional: School Selected Growth Assessment ELA (Grades 9 – 10)*
- *Optional: School Selected Growth Assessment Math (Grades 9 – 10)*
- ABE Educational Gain
- ESL Educational Gain

**Beginning in SY 2023 – 24:** Median Growth Percentile (MGP) and Growth to Proficiency (GTP) ELA and math data will be available for PK – 8 and high schools, respectively, to use as an additional measure for goal attainment under the growth pathway.



## **Appendix D**

### **Transitional Goals Data Collection Business Rules**

(Updated January 2024)

*Note: The business rules outlined below may be updated as needed without amending the Charter Goals Policy.*

#### **Transitional Goals Data Business Rules**

These business rule updates apply to SY 2021 – 22 and SY 2022 – 23, and to transitional goals data collected through SY 2023 – 24.

#### **K – 8 and High School School-Selected Nationally Normed Growth Assessments<sup>58</sup>**

DC PCSB has approved i-Ready and NWEA MAP for K– 8 schools and NWEA MAP for high schools.

For NWEA MAP student-level growth assessment data collection, K – 8 and high school (if applicable) growth will be calculated according to the business rules for K – 3 Student Progress measures in the [SY 2019 – 20 PMF Policy & Technical Guide](#) (PMF Tech Guide) (pp. 35 – 36). Per the SY 2019 – 20 PMF Tech Guide for K – 3 Student Progress measures, schools previously did not have to submit data for 3<sup>rd</sup> grade students who were also taking PARCC; moving forward, if a school elects to administer school-selected nationally normed growth assessments to 3<sup>rd</sup> grade students, DC PCSB will collect the data. This policy supersedes the PMF Tech Guide business rules. For SY 2021 – 22 and SY 2022 – 23, DC PCSB will calculate a median Conditional Growth Percentile (CGP) from the individual student CGPs determined by NWEA MAP.<sup>59</sup>

For NWEA MAP and i-Ready assessments, DC PCSB will assess growth from fall-to-spring for SY 2021 – 22, SY 2022 – 23, and SY 2023 – 24. Schools must follow the publisher's guidelines for reporting growth (including but not limited to adjusting the weeks between testing windows, reporting on the student test with the lowest standard error, and requirements for in-person testing, unless the school's charter has been approved for full-time virtual programming).

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<sup>58</sup> NWEA will launch an updated MAP growth assessment in SY 2023 – 24 and has advised DC PCSB against comparing performance against prior school years. For SY 2023 – 24, DC PCSB will compare the growth on NWEA MAP to the publisher norms, as recommended by the publisher.

<sup>59</sup> If a student is eligible for MSAA or qualifies for other designated exemptions, they will not be included in any school-selected nationally normed growth assessment measures. Once DC PCSB receives MSAA data from OSSE, the accountability universe will be updated to exclude those students from metric inclusion.





### Targets

Targets for sector (state-wide, when available) averages will be calculated by finding the 50th percentile of performance after outliers have been removed from the data set. Targets will be based on performance from the prior school year (e.g., SY 2022 – 23 targets will be based on SY 2021 – 22 state-wide averages (sector, when state-wide average is unavailable). For measures with publisher criteria (e.g., NWEA MAP), the publisher criteria will serve as the target(s).

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 average. For student group performance rates, the target calculation will only include students at each school in the same student group. This target calculation will be applied to a school's transitional goals data if a school does not outright meet the goal targets set in its charter agreement.

### Student Universe and Participation Rates

Schools are expected to submit assessment data for all students that were tested.

- Eligible Full Academic Year (FAY) students are defined as students both audited/UPSFF and continuously enrolled through May 1.
- Medical exemptions and alternative assessment eligibility for students with disabilities will follow guidance outlined in the SY 2019 – 20 PMF Tech Guide.
- Students with New to US status will follow OSSE's exemption rules.

For most measures, excluding school-selected nationally normed growth assessment measures, participation rate business rules from the SY 2019 – 20 PMF Tech Guide will be applied.

### High School Measures

For high school measures, DC PCSB will collect all data outlined in the Data Collection Summary Document and use the SY 2019 – 20 PMF Tech Guide business rules and calculation.

### Adult Education

DC PCSB will collect GED and CTE Certification data using student eligibility and reporting information outlined in the SY 2019 – 20 PMF Tech Guide.

Beginning in SY 2022 – 23, Educational Gains measures, based on National Reporting System assessments of Adult Basic Education (ABE) and English as a Second



Language (ESL), will be calculated in accordance with revised business rules that consider gains in either subject. These business rules supersede the SY 2019 – 20 PMF Tech Guide and can be found [here](#).

#### Alternative Education

DC PCSB will consider an alternative school's (schools using the Alternative Accountability Framework under the SY 2019 – 20 PMF Tech Guide) individually negotiated goals as its transitional goals and apply any business rules outlined in the school's charter agreement.

#### Statewide Consistency

DC PCSB will align the calculations of the following measures with the most recent DC School Report Card metric calculations:

- PARCC/DC CAPE ELA and Math Proficiency
- Median Growth Percentile (MGP) ELA and Math
- Growth to Proficiency (GTP) ELA and Math
- 4- and 5-Year ACGR
- Re-enrollment: by campus
- CLASS

#### Additional Reporting Factors

DC PCSB will follow the SY 2019 – 20 PMF Tech Guide for additional reporting requirements and business rules not detailed above, including n-size and rounding rules. Any business rules deviating from the SY 2019 – 20 PMF Tech Guide stated in this document will supersede the business rules in the SY 2019 – 20 PMF Tech Guide.

All other measures will be calculated according to the SY 2019 – 20 PMF Tech Guide until DC PCSB publishes an updated accountability framework technical guide approved by the DC PCSB Board.

## Appendix E

Goal Categories	Measures <sup>60</sup>
<i>School Achievement</i>	<p><u>PK – 8</u></p> <ul style="list-style-type: none"> <li>• State assessment performance (4+)</li> <li>• Early childhood achievement</li> </ul> <p><u>High School</u></p> <ul style="list-style-type: none"> <li>• State assessment performance (4+)</li> <li>• 4- and 5-year Adjusted Cohort Graduation Rate</li> <li>• College and Career Acceptance</li> <li>• PSAT performance</li> <li>• SAT/ACT performance</li> <li>• Advanced Placement/International Baccalaureate/Dual Enrollment/CTE certification</li> </ul> <p><u>Adult Education</u></p> <ul style="list-style-type: none"> <li>• GED subject test achievement</li> <li>• Earned certifications</li> <li>• Earned secondary credentials</li> <li>• Entered/retained employment or postsecondary education</li> </ul>
<i>School Progress</i>	<p><u>PK – 8</u></p> <ul style="list-style-type: none"> <li>• Growth on state assessment performance</li> <li>• Early childhood progress</li> <li>• Progress on nationally normed growth assessment</li> </ul> <p><u>High School</u></p> <ul style="list-style-type: none"> <li>• Growth on state assessment performance</li> <li>• Progress on nationally normed growth assessment</li> </ul> <p><u>Adult Education</u></p> <ul style="list-style-type: none"> <li>• Educational Gain on Adult Basic Education</li> <li>• Educational Gain on English as a Second Language</li> </ul>
<i>School Environment</i>	<p><u>PK – 8</u></p> <ul style="list-style-type: none"> <li>• CLASS</li> <li>• PK In-Seat Attendance</li> <li>• Chronic absenteeism</li> <li>• Truancy</li> <li>• Re-enrollment</li> </ul>

<sup>60</sup> The listed measures are not exhaustive. Schools may consider and propose additional measures that best align to their mission, programmatic offerings, and student population.

Goal Categories	Measures <sup>60</sup>
	<u>High School</u> <ul style="list-style-type: none"> <li>• Chronic absenteeism</li> <li>• Truancy</li> <li>• Re-enrollment</li> </ul> <u>Adult Education</u> <ul style="list-style-type: none"> <li>• Persistence</li> </ul>
<i>School-Specific</i>	<u>Example measures:</u> <ul style="list-style-type: none"> <li>• State science assessment performance</li> <li>• Performance on academic projects</li> <li>• Social-emotional learning assessment</li> <li>• Teacher survey</li> <li>• Global language proficiency</li> <li>• Service-learning</li> <li>• Internship completion</li> <li>• Credential or certificate attainment</li> </ul>



## **Appendix F**

### Impacted DC PCSB Policies

#### *COVID-19 Impact Policy*

The COVID-19 Impact Policy expired on August 31, 2023. The contents of this policy supersede the COVID-19 Impact Policy.

#### *PMF Policy & Technical Guide*

DC PCSB is revising its accountability system. The ASPIRE System and its implementing policies will supersede the PMF Policy & Technical Guide. Expectations for data collection, including specific business rules, will be detailed in the ASPIRE Policy & Technical Guide that is expected to be voted on by the Board in the June of 2024. Schools will receive an unofficial ASPIRE score and level using SY 2022 – 23 data. SY 2023 – 24 will be considered baseline data – scores and levels will not be publicly reported. Summative scores and levels will be publicly reported for the first time in SY 2025 – 26 using SY 2024 – 25 data. However, SY 2023 – 24 performance may be publicly referenced for purposes of determining goal attainment in SY 2024 – 25 for ASPIRE as goals schools.

Transitional goals data and school-selected nationally normed growth data will follow business rules as detailed in Appendices B and C through their final collection with SY 2023 – 24 data. All other data points will follow business rules detailed in the ASPIRE Policy & Technical Guide, unless stated otherwise in a school's charter agreement.

#### *Elect to Adopt the PMF as Charter Goals Policy*

The Charter Goals Policy supersedes any existing language in or referencing of the Elect to Adopt the PMF as Charter Goals Policy; that policy will be archived once the Charter Goals Policy is approved.

#### *Criteria for Determining Schools in Good Standing*

DC PCSB staff will use the most recent year of transitional goals pathway outcomes, or the outcome of the school's most recent review or renewal, to determine if a school is in academic good standing until the next publication of the School Quality Reports, or their equivalent, in SY 2025 – 26. All other indicators assessed to determine a school's good standing status under this policy (e.g., compliance) will be based on the most recent data available.

#### *Charter Amendments for Revised Goals and Academic Achievement Expectations Policy*



The policy will be updated to include revised ASPIRE as goals language and refer to the Charter Goals Policy in place of the Elect to Adopt the PMF as Charter Goals Policy

*Note: The guidance in this document supersedes any conflicting guidance, contained in DC PCSB's existing policies or elsewhere, but only for the period of time and to the extent indicated in this document.*