

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter Actions Requiring a Vote

- Approve a Charter Application
- Approve a Charter Renewal (15 yrs.)
- Approve Charter Continuance (5 or 10 yrs.)
- Approve a Charter Amendment Request
- Approve a Charter Agreement
- Give a Charter Notice of Concern
- Lift the Charter Notice of Concern
- Commence Charter Revocation Proceedings
- Revoke a Charter
- Board Action, Other_____

Non-Voting Board Items

- Public Hearing Item
- Discussion Item
- Read into Record

Policies

- Open a New Policy or Changes to a Policy for Public Comment
- Approve a New Policy
- Approve Revisions to an Existing Policy

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Finance and Academic Quality

SUBJECT: Public Hearing: 2019-20 PMF Policy & Technical Guide

DATE: June 17, 2019

The following proposal was originally opened for public comment on May 20, 2019, and a public hearing on the proposed changes will occur on June 17, 2019, as noticed. However, in the meantime, staff made an additional change in the policy (outlined in Section A below) and recommends, therefore, that the policy remain open for public comment for an additional month, with a second public hearing on July 15, 2019, after which the comment period will close. The DC PCSB Board is scheduled to vote on the proposal at its September 2019 Board meeting. Any public comment received will be discussed prior to the vote. To date, no public comment has been received.

Proposal

The DC Public Charter School Board (DC PCSB staff recommends the Board hold the first of two hearings for the School Year (SY) 2019-20 Performance Management Framework Policy & Technical Guide (PMF Guide) on June 15 and the second on July 15, 2019.

The Board will vote on the 2019-20 PMF Guide at its September public meeting and will then hold a supplemental vote in November 2019 to add to the PMF Guide those floor and target calculations that include SY 2018-19 results. At this point, the 2019-20 PMF Guide will be final.¹

¹ When the business rules for calculating the floor or target requires using 2018-19 results and the final verified results are not yet available, the PMF Policy & Technical Guide contains the business rule and a placeholder marker “*” in place of a numerical value.

Proposal Overview

The 2019-20 PMF Guide includes all calculations and business rules for the following frameworks: Pre-kindergarten to Grade Eight (PK-8), High School (HS), Adult Education (AE), and the Alternative Accountability Framework (AAF).

This proposal has three sections: [Section A](#) includes the changes staff is proposing since the 2019-20 PMF Guide was opened for public comment in May 2019. Since these are additional changes, staff is extending the open for public comment period and delaying the public hearing one month. [Section B](#) describes the changes and rationale for the PK-8 framework, and [Section C](#) lists the change and rationale for the AE framework. DC PCSB staff is not recommending any changes to the AAF framework for SY 2019-20.

Summary of Proposed Changes to the 2019-20 PMF Guide

Section A: Changes to the Proposal from May 2019 Board Meeting to recognize that schools measured by the Prekindergarten-8 (PK-8) or High School (HS) PMFs enrolling students from closed campuses may require additional time to bring students to academic proficiency and may focus on attendance and growth in their first year².

- 1. All students who attended a non-terminal grade of a closed PK-8 or HS campus from another charter local education agency (LEA) the prior year will not be included when calculating Achievement measures of the receiving campus' PK-8 or HS PMF score.**
- 2. When more than 50.0% of students at a PK-8 or HS campus attended a non-terminal grade of a closed PK-8 or HS campus from another charter LEA the prior year, no tier or score will be published for the receiving PK-8 or HS campus.**

This business rule will only apply to students enrolled in a non-terminal grade of a closed public charter school through the end of the prior school year.

Proposal Details and Rationale: DC PCSB staff is proposing these changes to minimize the impact of school closures on the reliability of the PMF. If a school either takes over operation of a closing school through an asset acquisition or offers a majority of its seats to students coming from closed schools, the school will still receive a PMF scorecard displaying the academic outcomes of its students, but would not earn an overall score or tier for the relevant year.

These changes would ensure that students entering a school from a closed school, who may be far below grade level, from negatively impacting the receiving school's achievement scores and, in many instances, standard for review or renewal. For the first year the students attend the new school, students will be measured by attendance and, when applicable, growth.

² This change does not apply to adult education or alternative accountability frameworks.

This proposal aims to address school feedback and concerns received to date, but no task force discussion or vote was held as a result of the accelerated timeline of the proposal. DC PCSB staff did communicate these changes on June 13 via email to all school leaders and data managers in advance of the public hearing.

No PK-12 public charter schools closed at the end of SY 2016-17, and thus these business rules did not result in any changes to the impact analyses using SY 2017-18 PMF results. However, an impact analysis on SY 2015-16 and SY 2016-17 scores can be found in [Appendix C](#).

Section B: PK-8 PMF

Category	Current Policy	Proposed Change
Student Progress	All tested grades are included in the Student Growth measures in one grouping independent of the grades each school serves.	<p>Create separate Median Growth Percentile (MGP) measures by elementary (grades 4-5) and middle grades (grades 6-8).</p> <p>Maintain the points assigned to the overall Student Progress category, evenly distribute the possible points in the category among the ELA and Math measures for elementary and middle school grades. See pages 28-32 of the 2019-20 PMF Guide, Attachment A for the point allocation to specific grade bands served by school.</p> <p>Floors for all MGP measures remain at 30. The target for elementary grades' MGP measures remains at 70. The target for middle grades' MGP measures moves to 65.</p> <p>This change impacts schools ending in grades 4-8.</p>
Student Achievement	Sets a single floor and target for approaching expectations (3+) and meeting expectations (4+) on the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment, regardless of grade.	<p>Create separate Student Achievement measures for Approaching Expectations (3+) and College and Career Ready (4+) by elementary and middle grades.</p> <p>Maintain the points assigned to the 3+ and 4+ measures within the Student Achievement category, but evenly distribute the possible points if the school serves elementary and middle</p>

Category	Current Policy	Proposed Change
		<p>school grades. See the example on page 5 of this document and detailed tables by grade band on pages 28-32 of the 2019-20 PMF Guide, Attachment A.</p> <p>The floors remain at 0 for 3+ and 4+.</p> <p>The target for %3+ measures remain at 100.</p> <p>Target for %4+ measures is separated by grades 3-5 and 6-8. Calculating the targets for elementary and middle school maintains the current business rule³ but is calculated after removing outliers (using the 1.5*IQR methodology).</p> <p>This change impacts schools serving any combination of grades 3-8.</p>
Gateway	Reports the rate(s) of returning grade three reading and grade eight math students who score “Meet Expectations” levels 4 or 5) on the PARCC.	<p>Remove Gateway measures from framework altogether.</p> <p>Remove possible points from this category from the overall PMF scores for SY 2019-20, making the framework for schools serving up through grade three 95 possible points and schools serving grades four through eight, 90 possible points instead of 100. The framework for schools ending in grades two or below would remain out of 100 possible points.</p> <p>This change impacts schools serving returning students in any combination of grades 3-8.</p>
School Environment: CLASS Measures	The three CLASS measures have equal allocation of points in the School Environment category.	Overall, the allocation of points for the three CLASS domains, Emotional Support, Classroom Organization, and Instructional Support, will remain the

³ The business rule for calculation the 4+ target is 100 minus the 90th percentile of DC public charter school performance multiplied by 0.25 added to the 90th percentile of performance, calculated using a three-year weighted average (see page 17 of the PMF Guide).

Category	Current Policy	Proposed Change
		<p>same but have the following weights, respectively, 30%, 30%, 40% (see chart on page 6 of this document).</p> <p>This change impacts all schools serving PK grades.</p>

Proposal Details and Rationale: When developing PK-8 PMF adjustments, DC PCSB staff set the priorities described below.

The amended PK-8 PMF must

- Maintain year-to-year PMF reliability as an accountability tool and assessment of school quality.
- Maintain alignment with the STAR framework (unless there are deliberate philosophical differences).
- Ensure reliability among PMF results across grade configurations.

DC PCSB staff presented revision proposals to the task force that satisfied all three priorities. Staff offered three proposals to the task force⁴; the proposal presented in this memo received the most support from school leaders (53.3%).

See a category-by-category rationale below, bearing in mind each adjustment is proposed in unison with the others and is not designed to be independently implemented. **Any one departure from the collective adjustments proposed in this memo does not accomplish the priorities for this PMF cycle.**

Student Progress (Growth on PARCC Assessment Compared with Peers Measured by Median Growth Percentile)

An analysis of Student Progress data from the last three school years revealed middle school (grades 6-8) performance lags behind elementary school (grades 4-5) performance. The 90th percentile of performance for middle schools has been closer to 65 while the 90th percentile for elementary schools has been closer to 70. Additional analysis can be viewed [here](#).

Measure	Floor	Target
Median Growth Percentile – ELA (Elementary Grades)	30	70
Median Growth Percentile – ELA (Middle Grades)	30	65
Median Growth Percentile – Math	30	70
Median Growth Percentile – Math (Middle Grades)	30	65

⁴ The three proposals are described in this [memo](#).

Student Achievement (Results on PARCC Assessment)

Similarly, an analysis of Student Achievement data revealed 10-point PARCC achievement difference in math and approximately five points in ELA between elementary and middle schools.⁵ This prompted staff to look at separating the category by grade band, setting separate targets for elementary and middle schools.

For a school that has both elementary and middle school grades, the measures will be set as follows (possible points shown for a PK-8 school, please see [2019-20 PMF Guide](#) for all grade band configurations):

Measure	Possible Points	Floor	Target
Level 3: Approaching College and Career Readiness and Above in ELA (Elementary Grades)	3.75	0	100.0
Level 3: Approaching College and Career Readiness and Above in ELA (Middle Grades)	3.75	0	100.0
Level 3: Approaching College and Career Readiness and Above in Math ((Elementary Grades)	3.75	0	100.0
Level 3: Approaching College and Career Readiness and Above in Math (Middle Grades)	3.75	0	100.0
Level 4 and 5: College and Career Ready in ELA (Elementary Grades)	2.5	0	*
Level 4 and 5: College and Career Ready in ELA (Middle Grades)	2.5	0	*
Level 4 and 5 College and Career Ready in Math (Elementary Grades)	2.5	0	*
Level 4 and 5 College and Career Ready in Math (Middle Grades)	2.5	0	*

* For the PARCC Student Achievement measures, only the targets for Level 4 and 5: College and Career Ready measures are calculated per the business rule⁶. The remaining floors and targets are set and do not change. The targets for these measures will be updated in the PMF Guide in November, once the 2018-19 data is final and the business rule can be calculated.

Gateway (3rd Grade Reading and 8th Grade Math)

Task force members have voiced concerns with this category for the past [five years](#) because the category double counts PARCC performance for students in

⁵ See slide 22 of the March [presentation](#).

⁶ The business rule for calculation the 4+ target is 100 minus the 90th percentile of DC public charter school performance multiplied by 0.25 added to the 90th percentile of performance, calculated using a three-year weighted average (see page 17 of the PMF Guide).

grades 3 and 8.⁷ Additionally, the two Gateway measures are highly correlated with the at-risk student subgroup.⁸ Despite past efforts to reduce correlation, staff found the Gateway measures continue to be highly correlated with Student Achievement measures. As such, Gateway does not provide meaningful information that is not already captured in Student Achievement.

School Environment (Attendance, Re-enrollment, “CLASS” Pre-school Teacher Evaluation Scores)

The change to CLASS possible points is the only proposed change within School Environment category. CLASS assesses classroom environment through teacher interaction in three categories: Emotional Support, Classroom Organization, and Instructional Support. Schools tend to earn a greater percentage of the possible points on the first two and are steadily improving on Instructional Support. We therefore propose moving slightly more of the possible points to the Instructional Support domain, where scores have more room to improve and schools can demonstrate greater improvement.

The proposed change in possible points limits the overall score increases prompted by the other parts of the proposal and improves the parity in scores for schools serving all grade bands. If changing CLASS points is not part of the proposal, schools with PK grades, particularly those ending in grade 3 or lower, achieve much higher points on average on the overall PMF score than schools without CLASS. The table below includes the points per measure by grade band served at the school and is outlined on pages 25-35 of the [2019-20 PMF Guide](#), Attachment A.

Grade Band Served by the School	Current Possible Points for each Domain	Proposed Possible Points for Emotional Support	Proposed Possible Points for Classroom Organization	Proposed Possible Points for Instructional Support
PK Only	15	13.5	13.5	18
Ending in Grades K-2	10	9	9	12
Ending in Grade 3-8	4	3.6	3.6	4.8

Impact of the entire proposal:

On average, PMF scores increase 1.3 points and the range of impact is -1.8 to +6.1 points. Staff will continue to focus on this priority with future changes. A full impact analysis at the framework, campus and measure-level can be found in [Appendix A](#).

⁷ These students’ PARCC performance is already captured in the Student Achievement category.

⁸ For details on this analysis, please see slides 30-31 of the March task force [presentation](#).

Task Force Vote: The task force voted in favor (53.3%) of this proposal.

Section C: AE PMF

Category	Current Policy	Proposed Change
Student Achievement: Earned High-Level Certification Measure	The measure reports the percentage of eligible students who earn an industry-recognized career and technical education (CTE) certification that includes rigorous assessments and requirements that lead to higher wages in a high-demand field. The measure is currently display-only, without business rules for floors and targets.	Score the measure so that it counts towards a school's score and tier. ⁹ Set a floor and target for each CTE certification (or set of like CTE certifications). Add the Medical Assistant Certification to the list of approved high-level CTE certifications.

Proposal Details and Rationale: DC PCSB staff recommends scoring the Earned High-Level Certification measure. This involves setting a floor and target for each high-level certification (or set of like certifications). By assigning a floor and target, schools can earn points that count toward their summative PMF score.

During the display-only period, DC PCSB reported performance across all CTE certifications in one measure. Beginning with the SY 2019-20 AE PMF, staff recommends setting independent floors and targets for each high-level certification (or set of like certifications). This recommendation is driven by the attainment variation between some of the certifications. For example, the two-year certification attainment rate for the National Nurse Aide Assessment Program is 97.2%, whereas the two-year certification attainment rate for the Child Development Associate Program is 52.0%.

The target will be set using a three-year average of local or national certification attainment rates (whichever is lower/available) plus 15. The floor will be set at zero. Staff will work with the task force to set business rules to move the floor away from zero.¹⁰

Additionally, DC PCSB staff proposes adding the Medical Assistant Certification (CCMA) to the list of approved high-level CTE certifications. Like the previously approved certifications, the CCMA credential generally requires students to engage in over 125 hours of instruction prior to certification examination.

⁹ The conjoined Student Progress and Student Achievement categories make up 60.0% of the total possible points a school can earn. The percent of possible points for each Student Progress and Student Achievement measure depends on the number of students in the denominator for each measure.

¹⁰ DC PCSB staff does not anticipate moving the floors away from zero until the 2021-22 AE PMF, at the earliest.

Furthermore, DC PCSB staff recommends adding the CCMA credential to the approved list because the certification can lead to employment in the high-demand, high-wage health science career pathway.

Student Achievement Scoring

Measure	Floor	Target	Weight
Earned Secondary Credential	53.3	100	# of test takers
GED Subject Test Achievement	53.3	100	# of test takers
Earned Child Development Associate Certification	0	*	# of test takers
Earned Medical Assistant Certification/Certified Medical Assistant/Registered Medical Assistant Certification ¹¹	0	*	# of test takers
Earned CompTIA A+ Certification	0	*	# of test takers
Earned National Nurse Aide Assessment Program Certification	0	*	# of test takers

*These targets will be updated in November 2019 when the 2018-19 data is available.

Impact: The range of the impact associated with this proposal is -0.1 to +1.8. The average school gains +0.3 points. This impact analysis was created based on the summative score business rules using 2017-18 data. DC PCSB's first summative AE PMF scores will be released Fall 2019 for SY 2018-19.

Task Force Vote: The task force voted in favor (80.0%) of this proposal.

PMF Guide Revision Process

DC PCSB staff met with the PK-8 and AE PMF task force groups during the spring of 2019 to discuss changes to each framework for 2019-20. School representatives vote on proposed changes. Generally, when two-thirds of the task force votes in favor of a revision, staff proposes the change. When the majority of the task force is in favor (51.0%-66.5%), staff proposes the change with an explanation for adoption. When the majority of task force members are not in favor of the change staff generally does not recommend the change to the Board. However, at times, staff recommends a change contrary to the task force members' recommendation. In these cases, staff provides justification for proposal adoption. See below for the dates and meeting materials for each task force meeting regarding 2019-20 PMF Guide adjustments.

DC PCSB staff met with the PK-8 and AE PMF task force groups during the spring of 2019 to discuss changes to each framework for 2019-20.

PK-8 Task Force

DC PCSB met with the PK-8 task force on March 21, 2019 and April 11, 2019.

¹¹ These CTE certifications are combined because they are similar and have similar pass rates.

March

- [Presentation](#)
- [LEA Feedback](#)

April

- [Handout](#)
- [LEA Feedback](#)

AE Task Force

DC PCSB staff met with school leaders whose schools offer preparation for high-level CTE certifications on March 14, 2019.

March

- [Presentation](#)
- [LEA Feedback](#)

Date: _____
PCSB Action: _____Approved _____Approved with Changes _____Rejected
Changes to the Original Proposal:

Signature: _____

Appendix A – PK-8 PMF Impact Analysis of all the Proposed Changes

This chart compares the 2017-18 score of each school on the PK-8 framework to the score under the 2019-20 business rules. As described in the memo, the score impact represented in the memo reflects 2017-18 scores recalculated using 2018-19 business rules compared to the 2019-20 proposal, to better model the expected single year impact.

School	Score (2017-18 PMF)	Score (using Proposed 2019-20 Rules)	Change (using Proposed 2019-20 Rules)	Tier (2017-18 PMF)	Tier (using Proposed 2019-20 Rules)
Achievement Preparatory Academy PCS - Wahler Place Elementary School	46.6	48.3	1.7	2	2
Achievement Preparatory Academy PCS - Wahler Place Middle School	37.0	39.8	2.8	2	2
AppleTree Early Learning Center PCS - Columbia Heights	80.9	80.2	-0.7	1	1
AppleTree Early Learning Center PCS - Douglas Knoll	51.8	50.9	-0.9	2	2
AppleTree Early Learning Center PCS - Lincoln Park	78.5	78.5	0.0	1	1
AppleTree Early Learning Center PCS - Oklahoma Avenue	66.5	65.7	-0.8	1	1
AppleTree Early Learning Center PCS - Southwest	72.9	71.8	-1.1	1	1
BASIS DC PCS	70.8	72.4	1.6	1	1
Breakthrough Montessori PCS	28.8	27.8	-1.0	3	3
Bridges PCS	42.3	44.1	1.8	2	2
Briya PCS	77.2	77.2	0.0	1	1
Capital City PCS - Lower School	65.1	67.4	2.3	1	1
Capital City PCS - Middle School	58.0	65.0	7.0	2	1
Cedar Tree Academy PCS	89.4	88.9	-0.5	1	1
Center City PCS - Brightwood	75.9	79.0	3.1	1	1
Center City PCS - Capitol Hill	55.1	59.4	4.3	2	2
Center City PCS - Congress Heights	62.7	65.6	2.9	2	1
Center City PCS - Petworth	67.1	70.0	2.9	1	1
Center City PCS - Shaw	63.4	67.1	3.7	2	1
Center City PCS - Trinidad	41.6	43.9	2.3	2	2
Cesar Chavez PCS for Public Policy - Chavez Prep	46.8	54.2	7.4	2	2
Cesar Chavez PCS for Public Policy - Parkside Middle School	35.2	38.9	3.7	2	2

School	Score (2017-18 PMF)	Score (using Proposed 2019-20 Rules)	Change (using Proposed 2019-20 Rules)	Tier (2017-18 PMF)	Tier (using Proposed 2019-20 Rules)
City Arts & Prep PCS	46.3	47.3	1.0	2	2
Creative Minds International PCS	55.4	61.4	6.0	2	2
DC Bilingual PCS	74.7	80.0	5.3	1	1
DC Prep PCS - Anacostia Elementary School	78.3	77.6	-0.7	1	1
DC Prep PCS - Benning Elementary School	86.9	87.7	0.8	1	1
DC Prep PCS - Benning Middle School	68.0	69.4	1.4	1	1
DC Prep PCS - Edgewood Elementary School	85.1	85.4	0.3	1	1
DC Prep PCS - Edgewood Middle School	67.3	67.2	-0.1	1	1
DC Scholars PCS	37.4	36.3	-1.1	2	2
Democracy Prep Congress Heights PCS	20.8	21.7	0.9	3	3
District of Columbia International School	68.1	73.8	5.7	1	1
E.L. Haynes PCS - Elementary School	75.5	78.0	2.5	1	1
E.L. Haynes PCS - Middle School	52.3	56.4	4.1	2	2
Eagle Academy PCS - Capitol Riverfront	52.1	54.1	2.0	2	2
Eagle Academy PCS - Congress Heights	34.2	35.1	0.9	3	2
Early Childhood Academy PCS	65.8	66.3	0.5	1	1
Elsie Whitlow Stokes Community Freedom PCS - Brookland	70.2	70.3	0.1	1	1
Friendship PCS - Armstrong Elementary	48.9	49.3	0.4	2	2
Friendship PCS - Blow Pierce Elementary	65.8	68.0	2.2	1	1
Friendship PCS - Blow Pierce Middle	56.4	60.6	4.2	2	2
Friendship PCS - Chamberlain Elementary	83.7	85.9	2.2	1	1
Friendship PCS - Chamberlain Middle	61.9	64.9	3.0	2	2
Friendship PCS - Online Academy	54.8	59.9	5.1	2	2
Friendship PCS - Southeast Elementary	55.3	56.7	1.4	2	2

School	Score (2017-18 PMF)	Score (using Proposed 2019-20 Rules)	Change (using Proposed 2019-20 Rules)	Tier (2017-18 PMF)	Tier (using Proposed 2019-20 Rules)
Friendship PCS - Technology Preparatory Middle School	44.0	49.3	5.3	2	2
Friendship PCS - Woodridge International Elementary	80.2	81.2	1.0	1	1
Friendship PCS - Woodridge International Middle	74.7	77.1	2.4	1	1
Harmony DC PCS - School of Excellence	45.4	48.1	2.7	2	2
Hope Community PCS - Lamond	62.8	63.7	0.9	2	2
Hope Community PCS - Tolson	49.5	55.9	6.4	2	2
Howard University Middle School of Mathematics and Science PCS	39.4	44.0	4.6	2	2
Ideal Academy PCS	25.9	29.3	3.4	3	3
Ingenuity Prep PCS	52.1	57.0	4.9	2	2
Inspired Teaching Demonstration PCS	74.6	75.3	0.7	1	1
KIPP DC - AIM Academy PCS	56.3	60.8	4.5	2	2
KIPP DC - Arts and Technology Academy PCS	85.4	84.5	-0.9	1	1
KIPP DC - Connect Academy PCS	81.9	81.4	-0.5	1	1
KIPP DC - Discover Academy PCS	74.1	73.4	-0.7	1	1
KIPP DC - Grow Academy PCS	78.8	78.0	-0.8	1	1
KIPP DC - Heights Academy PCS	70.8	71.4	0.6	1	1
KIPP DC - KEY Academy PCS	51.9	53.3	1.4	2	2
KIPP DC - Lead Academy PCS	70.1	68.7	-1.4	1	1
KIPP DC - LEAP Academy PCS	53.2	51.5	-1.7	2	2
KIPP DC - Northeast Academy PCS	59.3	64.0	4.7	2	2
KIPP DC - Promise Academy PCS	79.7	82.2	2.5	1	1
KIPP DC - Quest Academy PCS	61.5	67.3	5.8	2	1
KIPP DC - Spring Academy PCS	62.7	66.9	4.2	2	1
KIPP DC - Valor Academy PCS	56.0	59.6	3.6	2	2
KIPP DC - WILL Academy PCS	46.5	48.7	2.2	2	2
Latin American Montessori Bilingual PCS	86.0	87.7	1.7	1	1
Lee Montessori PCS	70.1	68.4	-1.7	1	1
Mary McLeod Bethune Day Academy PCS	49.9	52.4	2.5	2	2
Meridian PCS	59.4	63.1	3.7	2	2
Mundo Verde Bilingual PCS	73.3	76.8	3.5	1	1
Paul PCS - Middle School	34.0	38.0	4.0	3	2

School	Score (2017-18 PMF)	Score (using Proposed 2019-20 Rules)	Change (using Proposed 2019-20 Rules)	Tier (2017-18 PMF)	Tier (using Proposed 2019-20 Rules)
Perry Street Preparatory PCS	60.9	65.7	4.8	2	1
Rocketship PCS - Legacy Prep	94.6	94.4	-0.2		
Rocketship PCS - Rise Academy	62.4	63.5	1.1	2	2
Roots PCS	37.4	36.4	-1.0	2	2
SEED PCS of Washington DC	37.2	41.1	3.9	2	2
Sela PCS	60.7	62.5	1.8	2	2
Shining Stars Montessori Academy PCS	63.3	64.7	1.4	2	2
Somerset Preparatory Academy PCS	30.8	36.3	5.5	3	2
Two Rivers PCS - 4th Street	72.0	75.8	3.8	1	1
Two Rivers PCS - Young	51.4	51.2	-0.2	2	2
Washington Global PCS	37.8	43.9	6.1	2	2
Washington Latin PCS - Middle School	72.2	74.3	2.1	1	1
Washington Yu Ying PCS	93.8	96.0	2.2	1	1

Appendix B – AE PMF Impact Analysis of the Proposed Changes

This chart compares the 2017-18 simulated summative PMF score to the score schools would receive if the Board approves the proposed 2019-20 business rules.¹² This proposal only impacts the five schools that offer high-level CTE training programs. The table only shows the proposal’s impact on four of those schools; the fifth opened in 2018-19, which means its data is not available to model.

School	Score (Simulated 2017-18 Summative PMF)	Score (using Proposed 2019-20 Rules)	Change (using Proposed 2019-20 Rules)	Tier (2017-18 Simulated Summative PMF)	Tier (using Proposed 2019-20 Rules)
1	53.3	55.1	1.8	2	2
2	73.3	73.8	0.5	1	1
3	65.2	65.4	0.2	1	1
4	39.2	39.2	0	2	2
5	52	52	0	2	2
6	63.9	63.9	0	1	1
7	66.5	66.5	0	1	1
8	60.5	60.4	-0.1	2	2

¹² In this impact analysis, staff used the simulated 2017-18 summative PMF score using 2017-18 data instead of the official 2017-18 PMF score because the Board approved summative scoring to begin with the 2018-19 AE PMF. Since the summative results have not been publicly released, the schools are anonymized.

Appendix C – PK-12 PMF Impact Analysis of Removing Students from Closed Schools from Achievement Measures

This chart compares the 2015-16 and 2016-17 PMF actual Scores to the scores campuses would receive if students from closed schools were removed from Achievement measures. The average change over the two years is 0.0. Please note, while there is one outlier score of -2.8, the remaining scores range between -0.4 to +0.5 change in overall PMF score.

The full analysis can be seen [here](#), the following chart only shows schools that had a change in PMF score of 0.1 or greater.

Campus	School Year	Frame-work	PMF Score (All Students)	PMF Score (Excluding Students from Closed Schools from Achievement)	Change in PMF Score
Achievement Preparatory Academy PCS - Wahler Place Elementary School	2015-2016	PK-8	26.3	26.8	0.5
Achievement Preparatory Academy PCS - Wahler Place Middle School	2015-2016	PK-8	38.3	38.4	0.1
Capital City PCS - Lower School	2015-2016	PK-8	60.8	60.6	-0.2
Capital City PCS - Middle School	2015-2016	PK-8	57.4	57.5	0.1
Center City PCS - Brightwood	2015-2016	PK-8	66.6	66.5	-0.1
Center City PCS - Capitol Hill	2015-2016	PK-8	39.4	39.6	0.2
Center City PCS - Capitol Hill	2016-2017	PK-8	52.9	53.1	0.2
Center City PCS - Petworth	2016-2017	PK-8	70.4	70.6	0.2
Center City PCS - Shaw	2016-2017	PK-8	73.7	73.9	0.2
Center City PCS - Trinidad	2015-2016	PK-8	32.7	32.8	0.1
City Arts & Prep PCS	2015-2016	PK-8	49.4	49.6	0.2
City Arts & Prep PCS	2016-2017	PK-8	42.4	42.5	0.1
Creative Minds International PCS	2015-2016	PK-8	52.6	52.9	0.3
DC Bilingual PCS	2015-2016	PK-8	75.3	75.6	0.3

DC Prep PCS - Benning Middle School	2016-2017	PK-8	59.1	59.0	-0.1
DC Prep PCS - Edgewood Elementary School	2016-2017	PK-8	74.7	74.6	-0.1
DC Scholars PCS	2016-2017	PK-8	54.1	54.0	-0.1
Democracy Prep Congress Heights PCS	2016-2017	PK-8	31.4	31.7	0.3
E.L. Haynes PCS - Elementary School	2015-2016	PK-8	73.2	73.4	0.2
Friendship PCS - Armstrong Elementary	2015-2016	PK-8	52.4	Suppressed	
Friendship PCS - Armstrong Elementary	2016-2017	PK-8	50.1	50.0	-0.1
Friendship PCS - Blow Pierce Elementary	2016-2017	PK-8	79.0	78.9	-0.1
Friendship PCS - Blow Pierce Middle	2016-2017	PK-8	65.9	66.1	0.2
Friendship PCS - Chamberlain Elementary	2015-2016	PK-8	77.2	77.3	0.1
Friendship PCS - Online Academy	2015-2016	PK-8	62.8	60.0	-2.8
Friendship PCS - Technology Preparatory Middle School	2016-2017	PK-8	41.0	40.8	-0.2
Friendship PCS - Woodridge International Elementary	2016-2017	PK-8	83.7	83.5	-0.2
Friendship PCS - Woodridge International Middle	2016-2017	PK-8	54.5	54.7	0.2
Harmony DC PCS - School of Excellence	2016-2017	PK-8	30.8	30.4	-0.4
Hope Community PCS - Lamond	2015-2016	PK-8	47.2	47.3	0.1
Hope Community PCS - Tolson	2015-2016	PK-8	54.6	54.7	0.1
Hope Community PCS - Tolson	2016-2017	PK-8	52.7	52.9	0.2
Howard University Middle School of Mathematics and Science PCS	2015-2016	PK-8	39.1	39.2	0.1
Howard University Middle School of Mathematics and Science PCS	2016-2017	PK-8	51.9	52.0	0.1
Ideal Academy PCS	2016-2017	PK-8	33.8	33.9	0.1
KIPP DC - Lead Academy PCS	2015-2016	PK-8	60.9	61.0	0.1
KIPP DC - Lead Academy PCS	2016-2017	PK-8	58.3	58.5	0.2
KIPP DC - Northeast Academy PCS	2015-2016	PK-8	74.7	74.8	0.1
KIPP DC - Quest Academy PCS	2015-2016	PK-8	71.2	71.6	0.4
KIPP DC - Quest Academy PCS	2016-2017	PK-8	67.0	67.1	0.1

KIPP DC - Valor Academy PCS	2015-2016	PK-8	46.3	46.4	0.1
KIPP DC - Valor Academy PCS	2016-2017	PK-8	49.8	49.6	-0.2
KIPP DC - WILL Academy PCS	2015-2016	PK-8	55.3	55.1	-0.2
Mary McLeod Bethune Day Academy PCS	2016-2017	PK-8	39.6	39.5	-0.1
Meridian PCS	2015-2016	PK-8	41.8	41.6	-0.2
Paul PCS - Middle School	2015-2016	PK-8	44.9	44.8	-0.1
Paul PCS - Middle School	2016-2017	PK-8	45.3	45.4	0.1
Perry Street Preparatory PCS	2015-2016	PK-8	39.4	39.7	0.3
Richard Wright PCS for Journalism and Media Arts	2016-2017	High School	48.5	48.7	0.2
Roots PCS	2016-2017	PK-8	33.7	34.2	0.5
The Children's Guild DC PCS	2015-2016	PK-8	11.9	12.0	0.1
Washington Global PCS	2015-2016	PK-8	35.0	35.1	0.1
Washington Latin PCS - Middle School	2015-2016	PK-8	89.4	89.6	0.2