# 2014-15
# Performance Management Framework
## Policy & Technical Guide

**Updated August 2015**

PCSB

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

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# About the DC Public Charter School Board

In School Year 2014-15, DC Public Charter School Board (PCSB) expects to oversee 61 Local Education Agencies (LEAs) at 112 schools, which will serve nearly 36,000 students from every ward of the city. The organization's mission is to provide high quality public school options for District of Columbia students, families, and communities through four functions:

- *A comprehensive review application process*—ensures that the PCSB only approves charter school applications that will prepare and train students for post-secondary experiences and individual career paths;

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

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

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

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

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

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

# Universal Performance Management Framework Business Rules

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

There is a separate PMF for each level.
- Early Childhood, Elementary School, and Middle School (EC/ES/MS PMF)
- High School (HS PMF)
- Adult Education (AE PMF)
- Alternative Accountability Framework (AAF)

Each individual school will receive a PMF. If an individual school spans more than one of these grade configurations, each grade configuration is scored and reported separately. When the Board uses the PMF score as input on decisions regarding expansion, enrollment ceilings, charter renewal, or other requests, it will evaluate all of the schools and grades within the LEA.

The Performance Management Framework Policy & Technical Guide outlines PCSB's process of evaluating and publicly reporting the performance of the public charter schools under its authority.

This evaluation framework comprises indicators, measures, and metrics. This structure has been adapted from a report by the National Consensus Panel on Charter School Academic Quality.[1]

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

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

## PMF Performance Tiers for Early Childhood, Elementary, Middle, High and Adult Education Schools

1. **Early Childhood, Elementary, Middle, and High Schools.** Using a 100-point scale, early childhood, elementary, middle and high schools are identified as Tier 1, Tier 2, or Tier 3. Schools earning a Tier 1 status earn at least 65.0% of the possible points. Schools earning a Tier 2 status earn between 35.0% and 64.9% of the possible points. Schools earning a Tier 3 status earn less than 35.0% of the possible points. A school must meet the threshold for points for each tier; points are not rounded up to the next whole number.

   Note: PK-Only Schools and Early Childhood New Schools[2]: These schools will have an overall score but not receive a tier.

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**Hold Harmless Provision:** PCSB will not tier any schools eligible for the EC/ES/MS PMF. PCSB will not conduct the following actions towards schools if they earn less than 35.0% of the possible points on the 2015 EC/ES/MS or HS PMF:

- Commence a QSR for EC/ES/MS or HS schools if the only trigger is that they earned less than 35.0% of the possible points on the 2014-15 PMF.
- Publicly label the HS school as Tier 3.

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2. **Adult Education Schools:** Adult education schools will be identified as Tier 1, Tier 2, or Tier 3 on the 2014-15 AE PMF.

   **Tier 1 (High Performing)**
   Schools earning a Tier 1 status must meet or exceed a weighted range score of 65.0% on the Student Progress, Student Achievement, Leading Indicators, College and Career Readiness and Mission-Specific Goals (if applicable) indicators. The weighted range score is determined based on the number of points earned for each PMF measure relative to the floor and target. For example, if a measure has a floor of 0 and a target of 100 and the school has 65.0% of students meeting this measure – the school will earn a weighted range score of 65.0%.

   **Tier 2 (Mid Performing)**

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[2] A PK Only school does not serve any grades higher than pre-kindergarten. An Early Childhood Growing School is a newer school beginning in early childhood grades (PK-3) and adding one grade each year that does not use a PCSB assessment for growth in the EC/ES/MS PMF. These schools will receive a EC/ES/MS PMF and tier once a 4th grade is added.

[3]Schools earning a Tier 2 status must meet or exceed a weighted range score of 35.0% on the Student Progress, Student Achievement, Leading Indicators, College and Career Readiness and Mission-Specific Goals (if applicable) indicator. Schools must also meet or exceed the 50.0% survey response rate for all eligible Career and College Readiness measures.

**Tier 3 (Low Performing)**
Schools earning a Tier 3 status do not meet the 35.0% weighted range score on the Student Achievement, Leading Indicators, College and Career Readiness or Mission-Specific Goals indicator or do not meet or exceed the 50.0% survey response rate for all eligible College and Career Readiness measures.

PCSB responds to PMF tiers as follows:

**Tier 1**
High performing schools are publically recognized as such by PCSB and are generally exempt from Qualitative Site Reviews (QSRs) unless conducted as part of the charter review or renewal or are designated a Focus/Priority status by OSSE. Schools at which all or most of their schools that are consistently earning Tier 1 status are encouraged to expand, replicate, or otherwise grow to serve more students.

**Tier 2**
Mid-performing schools are generally exempt from QSRs unless conducted as part of the charter review or renewal or are designated a Focus/Priority status by OSSE, and are encouraged to work with charter support organizations and other schools to improve their academic and non-academic programs.

At charter renewal, after 15 years of operation, lower performing Tier 2 schools, (i.e., EC/ES/MS & HS schools scoring 45% or below), are often out of compliance with the goals and student academic achievement expectations as set forth in their charter (Charter Goals). Noncompliance puts the school at risk of nonrenewal at the expiration of the school' charter. These schools should be searching for turnaround or re-start options to avoid this outcome. Turnarounds take time and should commence at least three years prior to the expiration of the charter.

**Tier 3**
If a school earns a Tier 3 status, PCSB conducts a Qualitative Site Review (QSR) during the following school year. PCSB also meets with the school leader and board chair.

Tier 3 PMF results that meet one or more of the following three criteria are immediately subject to a High-Stakes Review as a Candidate for Charter Revocation to determine whether their charter should be revoked pursuant to the SRA.
- Schools scoring below 20% in the most recent year;
- Schools with a 5% decrease or greater within Tier 3 from one year to the next; or

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[3] If schools exceed 35.0% of points on all indicators, but not 65.0% of points they will earn a Tier 2 rating.

- Schools performing in Tier 3 for any three of the previous five years.

*Tier 3 and charter non-renewal or revocation*

PCSB may revoke a charter at any time for several reasons defined in the SRA, including if a school fails to meet its Charter Goals. Schools that perform poorly on the PMF are often also failing to meet their Charter Goals or are otherwise out of compliance with the SRA.

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

**Hold Harmless Provision:** PCSB will not include a low 2014-15 PMF score, PARCC achievement score, or transitional growth score for any school when making a charter renewal or review decision, while continuing to use the non-PARCC-related measures, such as attendance and re-enrollment, as well as prior year DC CAS results to determine school performance.

## Defining and Changing PMF Eligibility

Each charter school determines its school configuration based on the Definition of School, Campus, and Facility board policy.

**School Reconfiguration for EC/ES/MS and HS**

If a school restructures its campus configuration then the PMF re-enrollment rate is calculated at the local education agency (LEA) level only during the subsequent year of school reconfiguration. Consider an LEA that has been approved by PCSB to reconfigure its one campus that spans pre-kindergarten (PK) through grade 8 into three campuses serving PK-grade 3, grades 4-5, and grades 6-8. The re-enrollment rates for each campus during the subsequent year of reconfiguration will be the re-enrollment rate for the entire LEA – not each individual campus and the re-enrollment rate will be the same. If the reconfiguration results in new campuses, per PCSB's School, Campus, Facility Policy, the new campuses will be treated as new schools for reporting purposes and will not receive a PMF tier in their first year of existence.

**New Schools or Campuses within an LEA**

In their first year of operation, data will be collected on all measures of the applicable performance framework. A new school will receive a final score that will be published, but the school's PMF will not be tiered during its first year of operation. Beginning in its second year, a new school will be held to the same performance framework and will receive a Tier. The growth measure will be based upon two years of data. If a school has only one year of Median Growth Percentile (MGP) data (e.g., it is a new school, offering grade 4 for the first time or a high school offering grade 10 for the first time), only one year of MGP data is used.

**Asset Acquisitions**
If an LEA acquires the assets of an existing LEA or campus that ceases operations, the LEA acquiring the assets will be treated as a new school and scored as such on the PMF. In the first year of operation, data will be collected on all measures of the applicable performance framework. A new charter school will receive a final score that will be published, but the school will not be tiered during its first year of operation. Beginning in its second year, the new school will be held to the same performance framework and will receive a tier. The growth measure will be based upon two years of data. If a school has only one year of Median Growth Percentile (MGP) data (e.g., it is a new school, offering grade 4 for the first time or a high school offering grade 10 for the first time), only one year of MGP data is used.

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

The target determines the value at which the maximum points for a common measure are awarded. Schools do not receive additional points for values that are above the target. For example, the target for re-enrollment is 90.0%. A school where 92.0% of its students re-enroll receives the full amount of points available for the measure. Charter schools receive no additional points for values that are above the target.

## Data Reporting Special Cases
Most data required to calculate the score for each charter school's common measures are collected at the school level. Pursuant to the SRA 38-1802.11(2) public charter schools must provide PCSB with data needed for oversight. Failure for the school to provide the data, results in the school earning zero points on the measure.

When data for a common measure are not available due to issues beyond a school's control, such as small sample sizes for growth measures that require statistical calculations, then the points associated with that measure are removed and the total possible points available are adjusted. In cases in which there are fewer than 10 students included in a particular metric result, that result is not computed and the points possible associated with that measure are removed from the total points possible in the PMF.

PCSB will report the results in cases where there are more than 10 students included in a metric result but less than 5% or greater than 95% of the students meet the criteria.

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

## Creating Floors and Targets

The floor determines the minimum value for which any points are awarded. Charter schools receive no points for values that are below the floor. The target determines the value at which the maximum points for a common measure are awarded. Charter schools receive no points for values that are above the target. Floors and targets are calculated using the formula in the following sections. PCSB conducts and analyses an impact analysis annually when proposing changes to all floors and targets based on the business rules described in the PMF Policy & Tech Guide.

*Formula for calculating PMF floors*

Some Performance Management Framework floors are calculated based on the lowest 10th percentile of charter school performance over the past three years where the most recent year has 50% weight, the previous year has 30% weight and the year prior to that has 20% weight (floor $=0.5*tenth\_pctl_t + 0.3*tenth\_pctl_{t-1} + 0.2*tenth\_pctl_{t-2}$), where pctl = percentile, and t = the most recent year.

The following are exceptions to this rule:

- A PMF floor will not rise by more than 33.3% in any given year. If the weighted average would cause the floor to rise more than 33%, the floor will be artificially capped at 33.3%.
- If the three-year weighted average floor decreases by 33.3% or more, PCSB will decrease the floor by 33%.
- If there is a significant change in the measure used, (e.g., a change in formula for graduation rates, the state adopts a new PARCC) the floors will be readjusted to the 10th percentile of charter school performance for that new measure using only the year(s) when the new measure is applied and the results are publicly available.[4]
- If the baseline value of a floor is 0 and the 10th percentile of school performance is greater than 0 but less than .33, the new floor will be equal to the 10th percentile value. However, if the 10th percentile of school performance is greater than .33, then it will be raised to a value of 0.3.
- The floor for Student Progress with NWEA MAP typical growth is based off the 10th percentile of national data from the publisher, which is 40.
- The floor for attendance and re-enrollment will be calculated based on the lowest 10th percentile of charter school performance over the past two years, where the most recent year has 50% weight and the previous year has 50% weight.
- MGP floor is set at 30% for both the EC/ES/MS PMF and the HS PMF.

For the 2014-15 PMF, the floor for all PARCC-related assessments will be zero. This includes all Achievement Measures that use PARCC results and Gateway Measures based on PARCCs. The following are exceptions to this rule:

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

- For the measure of Teacher Interaction with CLASS, the task force voted on floors and targets that will be in place for a minimum of three years, through the end of 2014-15. The Emotional Support and Classroom Organization domain floor and target are set at 3 and 6 respectively. The Instructional Support domain floor and target is set at 1 and 4 through 2014 -15.

*Formula for calculating PMF targets*

**Some** Performance Management Framework floors targets are calculated based on the 90th percentile of charter school performance over the past three years where the most recent year has 50% weight, the previous year has 30% weight and the year prior to that has 20% weight (floor $=0.5*\text{tenth\_pctl}_t + 0.3*\text{tenth\_pctl}_{t-1} + 0.2*\text{tenth\_pctl}_{t-2}$), where pctl = percentile, and t = the most recent year.

When available, the 90th percentile of school data, weighted over the past three years, was used to establish PMF targets.

**For Student Achievement and Gateway Measures that use PARCC the following calculation will be used to establish the targets**:
For the 2014-15  EC/ES/MS and HS PMF, the target will be set at the 90th percentile for PARCC performance plus the percent difference between the 90th percentile on the 2013-14 DC CAS.

- o For example: The 2013-14 90th percentile for Elementary Reading Proficiency is 70.0 and the target is 100. The target of 100 is 42.8% higher than the 90th percentile of 70 (70*1.428 = 100, or stated another way 100/70 = 1.428).
- o This 42.8% is the percent gap which will then be added on to the new 90th percentile of PARCC data for this measure. If the PARCC 90th percentile is 20.0, the new target will be 28.6 (20*.428 = 8.6 and 20 + 8.6 = 28.6).

For Progress Measures
The EC/ES/MS and HS targets for the Student Progress measure are set at 70% for the EC/ES/MS PMF and 65% for the HS PMF.

Other Targets
The HS PMF targets for the 4-year and 5-Year Graduation and 9th Grade On Track measures are aspirational targets set at 100%. The target for Student Progress with NWEA MAP is based on the 90th percentile of national data from the publisher.

Targets will remain the same each year, with the following exceptions:
- If the calculated 90th percentile is at or more than 33.3% above the current target, the target will be raised by 33.3%
- If a measure is significantly changed (e.g., a new PARCC or a change in formula), and the target is currently not aspiration (e.g., 100%), the target will be recalculated to match the 90th percentile.
- When three years of archival data are not available, such as when a new measure is introduced or the formula is changed, one or two years of data will be used, until three is available.

Each year PCSB will consider whether to raise or lower the floors and targets as warranted by performance of the school sector or adjustment in a performance metric. Decisions to raise or lower floors and targets will be supported by comparing the effect of moving the floor/target on the Tier classification of schools with the previous Tier classifications of schools.  If raising or lowering the floors would significantly alter (e.g., change Tier classification) the performance of more than one-quarter of the schools, PCSB may choose not to make an adjustment.

**The EC/ES/MS or HS PMF will not be published if one or more of the following occurs:**

- The framework is not ready for public release on or before January 19, 2016
- The correlation between the DC CAS-related achievement points earned on the 2014 PMF to the PARCC-related achievement points earned on the 2015 PMF is less than 0.70 for **EC/ES/MS** or for HS PMF
- PARCC releases a study showing that its test results are invalid for all students or a subgroup of students
- PARCC releases consortium-level analysis stating that there is a statistical difference (>0.05 level) between paper and computer-based administration and PCSB is unable to create a scale to accommodate both assessments into the Framework
- In the highly unlikely event that something catastrophic occurs in the roll-out of PARCC to make us believe that it would be inappropriate to apply the results to schools (e.g., a massive technology failure that renders the results invalid).

# Early Childhood/Elementary School/Middle School (EC/ES/MS) PMF

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

# EC/ES/MS School Performance Management Framework

## Identifying Pre-Kindergarten (PK) – 8 Schools

This overarching Framework covers all schools with grade levels between PK- and 8 for School Year 2014-15. Given that schools have start and ending grades at different points, the framework has slight differences, depending on the grade level(s) the campus serves. PCSB has adopted five unique configurations of the PK – 8 framework to allow flexibility for the unique starting and ending grade levels of charter schools.

## Indicators

For the 2014-15 school year PCSB will use four indicators to measure academic performance for all schools serving grades PK-8:

(1) **Student Progress**: This indicator includes measures that capture student academic growth in English language arts and/or math either from fall to spring or spring to spring on a standardized assessment. Every eligible student is included in this indicator.

(2) **Student Achievement**: This indicator includes measures that capture student academic achievement in English language arts and math in any given year or years. It is generally described as "percent of students scoring" at a grade-level standard. Every eligible student is included in this indicator.

(3) **Gateway**: This indicator includes measures that capture critical achievement for future progress, such as reading in $3^{rd}$ grade, a predictor of future academic success, and math in $8^{th}$ grade, also a predictor of student success in high school. Performance is limited to only students who have attended the school for two or more years.

(4) **School Environment** (previously Leading Indicator): This indicator includes measures that capture the climate such as attendance rates, re-enrollment rate (as calculated from fall to fall), and, for prekindergarten classrooms, teacher interaction.

These four core indicators of academic achievement apply to every school ending in grades 3-8 with different weights assigned to the indicators depending on the grade span of the school. Student achievement is display only for schools ending in grades PK – 2 because there is not a state assessment for these grades.

## Measures

The following are the different measures used in the EC/ES/MS School PMF:

### Student Progress

(1) Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP): This assessment is used in grades K through 3 to measure student progress. Student progress through this assessment is measured as the percent of students meeting or exceeding typical growth. NWEA MAP assigns a typical growth score for every student based on the grade and stating score of each student. The typical growth score set by NWEA MAP is based on the growth made by 50% of students with the same starting score.

The Floor for NWEA –MAP is 40 and the Target is 70. This was determined by using NWEA's national data. Nationally, the 10th percentile of schools have 40% of students meeting or exceeding typical growth and the 90th percentile of schools have 70% of students meeting or exceeding typical growth.

*(2) Median Growth Percentile: Partnership in Assessment of Readiness for College and Careers (PARCC):*

Median Growth Percentile (MGP) assesses public charter schools' student progress by comparing changes in students' PARCC scores to changes made by other students with similar score histories on the PARCC in 2015. This metric is called the student growth percentile. Students are only compared based on their previous scores, not on demographic metrics (such as race, gender, or socioeconomic status). Scores from all District students (including those at DCPS schools) are used to determine an academic peer group and to calculate individual student growth percentiles.[5]

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

A student with a student growth percentile of 77 in grade 6 mathematics earned a better score than 77.0% of her academic peers (students with similar score histories) from the grade 5 PARCC in mathematics to the grade 6 PARCC in mathematics. Only 23.0% of her academic peers grew more in mathematics than she did.

The student growth percentile is assessing change in performance. It is possible for students to perform below the proficiency mark but to show a considerable amount of growth as compared to their peers with similar starting scores. This sort of occurrence could indicate that elements within a school's program are working to help this student advance. Conversely, it is possible for students to be performing well above the proficiency mark but to have shown little growth as compared to their peers with similar starting scores.

Student growth percentiles are aggregated to create a Median Growth Percentile (MGP) score. The MGP represents student growth at a school level. For School Year 2014-15, MGP will be calculated using one year of growth from the 2014 DC CAS scores in reading and math to the 2015 PARCC scores in ELA and math. The MGP finds the median score (the middle number for scores arranged in order from least to greatest) of the student growth percentiles for each school over the past two years. This is the school's MGP.

PCSB reports student growth for the state assessment in ELA and mathematics for grades 4 through 8, and grade 10 in the PMF as a two-year weighted average. Because the model requires data from at least two grade levels, students in grade 3 (the first testing grade) are

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[5] It is important to note that the growth model PCSB uses is test-agnostic, meaning that the same formula can be applied when there is a test change from year to year. PCSB is prepared to continue to use MGP in 2015 with 2014 DC CAS as baseline and the new PARCC as the growth measure.

not included in the calculation.  PCSB combines student growth percentiles over time within a subject and applies a weight equal to the number of students who took the test to compute the MGP. If a school has only one year of MGP data (e.g., it is a new school, offering grade 4 for the first time or a high school offering grade 10 for the first time), only one year of MGP data is used.

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

A school with an MGP of 77 means that the typical student attending its school grew as much or more than 77.0% of all other students attending DCPS or public charter schools. It does NOT mean that the school is in the 77th percentile, but that the typical student attending its school has reached that percentile.

(3) List all of the PCSB-approved school assessments used for K-2 can be found in Appendix B. Schools choose the assessments to administer to their students to show mastery of literacy, math, and optional emotional support skills for PK and K-2 students. PCSB will display only the results of most student outcomes (except for schools ending in grades K-3). Assessment outcomes will be displayed based on the publisher's guidance; this information is stated in Appendix B.

Student Achievement
(4) PARCC
PCSB worked with the PMF Task Force to establish a 2-year transitional floor and target for the first two years of PARCC testing. The following floor and target methodology will be used for 2014-15 and 2015-16.
The Floor for achievement on PARCC is 0 for all of the various measures within this category.
The new EC/ES/MS PMF shows student achievement combined grades 3-8 and not separated by elementary and middle grades. The table below has been updated to reflect combined 3-8 transitional targets based on 2013-14 DC CAS data. The Targets vary by measure.

| Measure | Floor | Target |
|---|---|---|
| Moderate Command of Content and Above in ELA (All grades) | 0.0 | 90th percentile on 2015 PARCC + 33.0% of the Percentile |
| Moderate Command of Content and Above in Math  (All grades) | 0.0 | 90th percentile on 2015 PARCC + 23.6% of the Percentile |
| College and Career Ready in ELA (All Grades) | 0.0 | 90th percentile on 2015 PARCC + 88.7% of the Percentile |
| College and Career Ready in Math (All Grades) | 0.0 | 90th percentile on 2015 PARCC |

(1) List all of the PCSB-approved school assessments used for K-2 can be found in Appendix B. Schools choose up the assessments to administer to their students to show mastery of literacy, math, and optional emotional support skills for PK and K-2 students. PCSB will

display only the results of most student outcomes (except for schools ending in grades K-3). Assessment outcomes will be displayed based on the publisher's guidance; this information is stated in Appendix B.

Schools also have the option to apply to display only the Mission Specific Goal of the LEA. The application to apply is in Appendix C.

Gateway
(2) PARCC

| Measure | Floor | Target |
|---------|-------|--------|
| Elementary: Moderate Command of Content and Above Grade 3 ELA of returning students | 0.0 | 90th percentile on 2015 PARCC + 53.3% of the Percentile |
| Middle: Moderate Command of Content and Above Grade 8 math of returning students | 0.0 | 90th percentile on 2015 PARCC + 4.6% of the Percentile |

**Student Environment**

(3) CLASS: PCSB is using Teacher Interaction score to assess PK instruction in schools with PK programs. This measure will be shown within the School Environment indicator. The Classroom Assessment Scoring System (CLASS) observation tool measures teacher-student interaction over a two year weighted average, 70% on the current year and 30% on the previous year's scores. This tool looks at three domains: Emotional Support, Classroom Organization, and Instructional Support. There are three to four dimensions that create the score for each domain. An independent, CLASS-trained observer will evaluate every PK classroom.
The Floor for Emotional Support and Classroom Organization domains is 3 and the target is 6. The floor for Instructional Support domain is 1 and the target is 4.

(4) Attendance: PCSB uses an In-Seat Attendance (ISA) rate to measure attendance for all students in each school. The floor and target for attendance have a minimum of 10 points between the two. When the 10$^{th}$ percentile is less than 10 points from the 90$^{th}$ percentile, the floor is set 10 points from the 90$^{th}$ percentile. The EC/ES/MS PMF has a single floor and target for all schools with K-8 grades. The floor and target for these schools is 85.0 and 95.0, respectively. Schools with only PK grades and no grades higher than PK, have a slightly lower floor and target for attendance. These schools have historically had different attendance rates than the remaining population. The floor for PK only schools is 80.7 and the floor is 91.0 based on the 10$^{th}$ and 90$^{th}$ percentiles of attendance data from the previous two years.

(5) Re-enrollment: The re-enrollment rate is a measure of parent satisfaction on the PMF for all students at the school. This rate is calculated as the students from the previous year's audit who re-enroll at the school and are there for the current year's audit. The floor and target are based on the 10$^{th}$ and 90$^{th}$ percentiles from the last two years of data (50%

weight on each year). The floor is 64.7 and the target is 92.9 for all schools with K-8 grades. PK Only schools do not have a re-enrollment rate as part of the PMF. This rate was not deemed appropriate for PK Only schools as parents choose to move their student to an elementary school at PK4 even if satisfied with the PK program to have continuous education through grade 5 or higher.

# Weights

Indicator Weights by Grade Configuration

### Pre-kindergarten Only (Grades PK3 – PK4)

| Weight | Indicator | Measure | Weight | Floor[6] | Target[7] |
|--------|-----------|---------|--------|-------|--------|
| 0% | Student Progress | Display Only | N/A | N/A | N/A |
| 0% | Student Achievement | | | | |
| 100% | School Environment | Teacher Interaction: CLASS Emotional Support | NA | 3 | 6 |
| | | Teacher Interaction: CLASS Classroom Organization | NA | 3 | 6 |
| | | Teacher Interaction: CLASS Instructional Support | NA | 1 | 4 |
| | | Attendance | NA | 80.7 | 91.0 |
| | | Re-enrollment | N/A | -- | -- |

- Pre-Kindergarten performance will be display-only on the scorecard.

### Early Childhood Schools with pre-kindergarten grades (Ending Grades K-2)

| Weight | Indicator | Measure | Weight | Floor | Target |
|--------|-----------|---------|--------|-------|--------|
| 50% | Student Progress[8] | NWEA MAP Growth - ELA | 25% | 40 | 70 |
| | | NWEA MAP Growth - Math | 25% | 40 | 70 |
| N/A | Student Achievement | Display Only | N/A | N/A | N/A |

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[6] The floor is the number at and below which a school receives zero points for that particular indicator.
[7] The target is the number above which a school receives no more than the maximum points available for a particular indicator.
8 New Early Childhood schools that begin in grades PK – 3 will be placed on the above framework if they use NWEA MAP or another PCSB approved assessment for the Campus-Level PMF. Once a school has 4th grade, the campus will receive a PMF for schools ending in 4-8. If the above PMF is not released for the school, the school will be held accountable for the EC Growing School scorecard.

| Weight | Indicator | Measure | Weight | Floor | Target |
|--------|-----------|---------|--------|-------|--------|
| 50% | School Environment | Teacher Interaction: CLASS Emotional Support | 10% | 3 | 6 |
| | | Teacher Interaction: CLASS Classroom Organization | 10% | 3 | 6 |
| | | Teacher Interaction: CLASS Instructional Support | 10% | 1 | 4 |
| | | Attendance | 10% | 85.0 | 95.0 |
| | | Re-enrollment | 10% | 64.7 | 92.9 |

**Early Childhood Schools without pre-kindergarten grades (Ending Grades K-2)**

| Weight | Indicator | Measure | Weight | Floor | Target |
|--------|-----------|---------|--------|-------|--------|
| 80% | Student Progress[11] | NWEA MAP Growth - ELA | 40% | 40 | 70 |
| | | NWEA MAP Growth - Math | 40% | 40 | 70 |
| 0% | Student Achievement | Display Only | N/A | N/A | N/A |
| 20% | School Environment | Attendance | 10% | 85.0 | 95.0 |
| | | Re-enrollment | 10% | 64.7 | 92.9 |

- Pre-Kindergarten performance will be display only on the scorecard.

- For schools permanently ending in grades K-2, typical growth from a PCSB approved assessment will be used for student progress for all grades the school serves (K-2). This data is included in the overall score and tier. PK assessments will still be display only below the scorecard. Currently PCSB's approved growth assessment (NWEA MAP) is in use at all schools permanently ending in grades K-3.

**Elementary Schools with pre-kindergarten grades (Ending Grade 3)**

| Weight | Indicator | Measure | Weight | Floor | Target |
|--------|-----------|---------|--------|-------|--------|
| 45% | Student Progress[11] (Grades K-3) | NWEA MAP Growth - ELA | 22.5% | 40 | 70 |
| | | NWEA MAP Growth - Math | 22.5% | 40 | 70 |
| 15% | Student Achievement[9] | Moderate Command of Content and Above in ELA (All grades) | 6.0% | 0.0 | 90th percentile + 33.0 % of the Percentile |

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[9] Transitional Floors and Targets for Student Achievement and Gateway

Due to the change in PARCC, the PMF Task Forces voted on new business rules to create transitional floors and targets for Student Achievement and Gateway measures relating to the PARCC on the 2014-15 PMF. The floor for Student Achievement will be set a 0.0 and the target will be the 90th percentile plus the percent difference between the current 90th percentile and the aspirational target from previous years. The floors and targets created using these business rules will be used for two years

| Weight | Indicator | Measure | Weight | Floor | Target |
|---|---|---|---|---|---|
| | | Moderate Command of Content and Above in Math (All grades) | 6.0% | 0.0 | 90th percentile + 23.6% of the Percentile |
| | | College and Career Ready in ELA (All Grades) | 1.5% | 0.0 | 90th percentile + 88.7% of the Percentile |
| | | College and Career Ready in Math (All Grades) | 1.5% | 0.0 | 90th percentile |
| 10% | Gateway | Elementary: Moderate Command of Content and Above Grade 3 ELA[10] | 10.0% | 0.0 | 90th percentile + 53.3% of the Percentile |
| 30% | School Environment | Teacher Interaction: CLASS Emotional Support | 4% | 3 | 6 |
| | | Teacher Interaction: CLASS Classroom Organization | 4% | 3 | 6 |
| | | Teacher Interaction: CLASS Instructional Support | 4% | 1 | 4 |
| | | Attendance | 9% | 85.0 | 95.0 |
| | | Re-enrollment | 9% | 64.7 | 92.9 |

**Elementary Schools without pre-kindergarten grades (Ending Grade 3)**

| Weight | Indicator | Measure | Weight | Floor | Target |
|---|---|---|---|---|---|
| 50% | Student Progress[11] (Grades K-3) | NWEA MAP Growth - ELA | 25% | 40 | 70 |
| | | NWEA MAP Growth - Math | 25% | 40 | 70 |
| 20% | Student Achievement[12] | Moderate Command of Content and Above in ELA (All grades) | 8.0% | 0.0 | 90th percentile + 33.0% of the Percentile |
| | | Moderate Command of Content and Above in Math (All grades) | 8.0% | 0.0 | 90th percentile + 23.6% of the Percentile |

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

| Weight | Indicator | Measure | Weight | Floor | Target |
|---|---|---|---|---|---|
| | | College and Career Ready in ELA (All Grades) | 2.0% | 0.0 | 90th percentile + 88.7% of the Percentile |
| | | College and Career Ready in Math (All Grades) | 2.0% | 0.0 | 90th percentile |
| 10% | Gateway | Elementary: Moderate Command of Content and Above Grade 3 ELA[11] | 10.0% | 0.0 | 90th percentile + 53.3% of the Percentile |
| 20% | School Environment | Attendance | 10% | 85.0 | 95.0 |
| | | Re-enrollment | 10% | 64.7 | 92.9 |

- For schools permanently ending in grades K-3, typical growth from a PCSB approved assessment will be used for student progress for all grades the school serves (K-3). This data is included in the overall score and tier. Grade 3 progress is optional in the K-3 measure, a school may choose not to additionally test the third graders for progress in addition to the state assessment. Currently PCSB's approved growth assessment (NWEA MAP) is in use at all schools permanently ending in grades K-3.

**Elementary/Middle Schools with pre-kindergarten grades (Ending Grades 4-8)**

| Weight | Indicator | Measure | Weight | Floor | Target |
|---|---|---|---|---|---|
| 35% | Student Progress (grades 4-8) | Transitional Median Growth Percentile – ELA | 17.5% | 30.0 | 70.0 |
| | | Transitional Median Growth Percentile – Math | 17.5% | 30.0 | 70.0 |
| 25% | Student Achievement[12] | Moderate Command of Content and Above in ELA (All grades) | 10.0% | 0.0 | 90th percentile + 33.0% of the Percentile |
| | | Moderate Command of Content and Above in Math (All grades) | 10.0% | 0.0 | 90th percentile + 23.6% of the Percentile |
| | | College and Career Ready in ELA (All Grades) | 2.5% | 0.0 | 90th percentile + 88.7% of the Percentile |
| | | College and Career Ready in Math (All Grades) | 2.5% | 0.0 | 90th percentile |

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

| Weight | Indicator | Measure | Weight | Floor | Target |
|---|---|---|---|---|---|
| 10% | Gateway | Elementary: Moderate Command of Content and Above Grade 3 ELA (If applicable)[12] | 5.0% | 0.0 | 90th percentile + 53.3% of the Percentile |
| | | Middle: Moderate Command of Content and Above Grade 8 Math (If applicable) [9] | 5.0% | 0.0 | 90th percentile + 4.6% of the Percentile |
| 30% | School Environment | Teacher Interaction: CLASS Emotional Support | 4% | 3 | 6 |
| | | Teacher Interaction: CLASS Classroom Organization | 4% | 3 | 6 |
| | | Teacher Interaction: CLASS Instructional Support | 4% | 1 | 4 |
| | | Attendance | 9% | 85.0 | 95.0 |
| | | Re-enrollment | 9% | 64.7 | 92.9 |

**Elementary/Middle Schools without pre-kindergarten grades (Ending Grades 4-8)**

| Weight | Indicator | Measure | Weight | Floor | Target |
|---|---|---|---|---|---|
| 40% | Student Progress (grades 4-8) | Transitional Median Growth Percentile – ELA | 20% | 30.0 | 70.0 |
| | | Transitional Median Growth Percentile – Math | 20% | 30.0 | 70.0 |
| 30% | Student Achievement[12] | Moderate Command of Content and Above in ELA (All grades) | 12.0% | 0.0 | 90th percentile + 33.0% of the Percentile |
| | | Moderate Command of Content and Above in Math (All grades) | 12.0% | 0.0 | 90th percentile + 23.6% of the Percentile |
| | | College and Career Ready in ELA (All Grades) | 3.0% | 0.0 | 90th percentile + 88.7% of the Percentile |
| | | College and Career Ready in Math (All Grades) | 3.0% | 0.0 | 90th percentile |
| 10% | Gateway | Elementary: Moderate Command of Content and Above Grade 3 ELA (If applicable) [13] | 5.0% | 0.0 | 90th percentile + 53.3% of the Percentile |
| | | Middle: Moderate Command of Content and Above Grade 8 Math (If applicable) [13] | 5.0% | 0.0 | 90th percentile + 4.6% of the Percentile |
| 20% | School Environment | Attendance | 10% | 85.0 | 95.0 |
| | | Re-Enrollment | 10% | 64.7 | 92.9 |

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

- Pre-Kindergarten and K-2 performance will be display only on the scorecard.

- If a school has both 3rd and 8th grade, the school receives 5 points for each gateway[13] measure.

- If a school has either grade 3 or grade 8, the school receives 10 points for the applicable gateway measure (grade 3 or grade 8).

- If a school has neither grade 3 nor grade 8, the school does not receive any points for the gateway measure and the school is evaluated using a total of 90 points.

- If a school ends in grade 9, and has at least two other grades between grades 3 and 5 and two grades between grades 6 and 8, then it is evaluated using the Elementary/Middle School PMF, and the grade 9 is considered part of the Elementary/Middle school.

**Early Childhood Growing Schools without PCSB approved PMF Assessment[14]**

| Weight | Indicator | Measure | Weight | Floor | Target |
|---|---|---|---|---|---|
| 0% | Student Progress | Display Only | N/A | N/A | N/A |
| 0% | Student Achievement | | | | |
| 100% | School Environment | Teacher Interaction: CLASS Emotional Support | 20% | 3 | 6 |
| | | Teacher Interaction: CLASS Classroom Organization | 20% | 3 | 6 |
| | | Teacher Interaction: CLASS Instructional Support | 20% | 1 | 4 |
| | | Attendance | 20% | 85.0 | 95.0 |
| | | Re-Enrollment | 20% | 64.7 | 92.9 |

- All schools adding a grade annually (growing) will receive the elementary/middle scorecard once the schools has a minimum of grade 4.

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

[14] New Early Childhood schools that begin in grades PK – 3 will be placed on this framework only if they do not use a PCSB approved assessment for the Campus-Level PMF. Once a school has 4th grade, the campus will receive a PMF for schools ending in 4-8. This score will have a categorical rating beginning in 2015-16.

## PCSB Approved PMF Assessment for Schools Ending in Grades K-3

PCSB has approved for the 2014-15 PMF one assessment to capture growth: NWEA MAP for 2014-15 as the K – 3 student growth assessment for all schools that end between kindergarten and grade 3. Schools may opt out of testing 3$^{rd}$ grade students using NWEA since they will also be taking the PARCC.

## Full Academic Year (FAY) Business Rule for grades PK - 2

The number of students included in each grade span (PK and K-2) is the number of students who meet the Full Academic Year requirement (FAY). For the early childhood grades, FAY is defined as the students who are included in the school's audit for the EC grades through the first day of the end of year testing window. If the publisher has specific testing windows from the start of school year that cannot be moved, students enrolled on the last day of the testing window in the fall will count for the Audit date. This business rule will be used for both display only early childhood data and Student Progress data for schools ending in grades K-3.

## Metrics

*Performance bar metrics*

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

*Median Growth Percentile*

Median Growth Percentile (MGP) assesses public charter schools' student progress by comparing changes in students' PARCC scores to changes made by other students with similar score histories. This metric is called the student growth percentile. Students are only compared based on their previous scores, not on demographic metrics (such as race, gender, or socioeconomic status). Scores from all District students (including those at DCPS schools) are used to determine an academic peer group and to calculate individual student growth percentiles.[15]

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[15] It is important to note that the growth model PCSB uses is test-agnostic, meaning that the same formula can be applied when there is a test change from year to year. PCSB is prepared to continue to use MGP in 2015 with 2014 DC CAS as baseline and the new PARCC as the growth measure.

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

> A student with a student growth percentile of 77 in grade 6 mathematics grew as much or more than 77.0% of her academic peers (students with similar score histories) from the grade 5 PARCC in mathematics to the grade 6 PARCC in mathematics. Only 23.0% of her academic peers grew more in mathematics than she did.

The student growth percentile is assessing change in performance. It is possible for students to perform below the proficiency mark but to show a considerable amount of growth as compared to their peers with similar starting scores. This sort of occurrence could indicate that elements within a school's program are working to help this student advance. Conversely, it is possible for students to be performing well above the proficiency mark but to have shown little growth as compared to their peers with similar starting scores.

Student growth percentiles are aggregated to create a Median Growth Percentile (MGP) score. The MGP represents student growth at a school level. PCSB uses a two-year weighted MGP for reporting the growth of a school. The MGP finds the median score (the middle number for scores arranged in order from least to greatest) of the student growth percentiles for each school over the past two years. This is the school's MGP.

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

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

> A school with an MGP of 77 means that the typical student attending its school grew as much or more than 77.0% of all other students attending DCPS or public charter schools. It does NOT mean that the school is in the 77th percentile, but that the typical student attending its school has reached that percentile.

For school year 2014-15, PCSB, in conjunction with OSSE, will be running a transitional median growth percentile (Transitional MGP). The Transitional MGP will measure student performance from the DC CAS reading and math to the PARCC English language arts (ELA) and math. The same business rules applied to previous MGPs will be used whenever possible, but all schools will only have one year of testing data, so the 2014-15 MGP will be a one-year MGP, rather than a two-year model. However, the two-year weighted average on the PMF will combine the score from 2014 and 2015.

PCSB commits to ensuring that the OSSE-identified vendor conducting the Transitional MGP will check the metric for its validity. PCSB will consider the MGP to be invalid to use for high-stakes decisions if there is:
- o   A scale score correlation of less than 0.70;
- o   The distribution of PARCC scale scores includes more than 5.0% in the high or low end of the distribution curve;
- o   The vendor indicates that the cohort size at any level is too small to calculate.

Furthermore, if the EC/ES/MS Transitional MGP is found to be invalid, PCSB will not publish the 2015 PMF; and, if the HS Transitional MGP is found to be invalid, PCSB will follow the following logic:
- o   Overall PMF score out of 92.5 points if only one MGP (either math or ELA) is found to be invalid;
- o   Overall PMF score out of 85 points if neither MGP is valid.

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Note on MGP for  EC/ES/MS and HS PMFs:
- • If the  EC/ES/MS Transitional MGP is found to be invalid, PCSB will not publish the 2015 PMF.

- • If the HS Transitional MGP is found to be invalid, PCSB will follow the following logic:
    - o   Overall PMF score out of 92.5 points if only one MGP (either math or ELA) is found to be invalid;
    - o   Overall PMF score out of 85 points if neither MGP is valid.

Note on Publishing: PCSB will NOT publish a 2014-15 PMF if:
- o The framework is not ready for public release on or before January 19, 2016
- o The correlation between the DC CAS-related achievement points earned on the 2014 PMF to the PARCC-related achievement points earned on the 2015 PMF is less than 0.70 for EC/ES/MS or for HS PMF
- o PARCC releases a study showing that its test results are invalid for all students or a subgroup of students
- o PARCC releases consortium-level analysis stating that there is a statistical difference (>0.05 level) between paper and computer-based administration and PCSB is unable to accommodate both assessments into the Framework
- o In the highly unlikely event that something catastrophic occurs in the roll-out of PARCC to make us believe that it would be inappropriate to apply the results to schools (e.g. a massive technology failure that renders the results invalid).

*Metrics and data sources for academic performance measures*

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

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

Unless otherwise indicated, all measures are grouped by the grade span of the performance framework to which they apply.

## Data sources and methodology

| Indicator | Measure | Description | Components, metric, additional notes | Rationale |
|---|---|---|---|---|
| **Student Progress** | **Median Growth Percentile** (Grades 3-8) | Growth measure that tells how much change or growth there has been in student performance from year to year.<br><br>To lessen some of the observed year-to-year variability in the MGPs, PCSB computes an aggregated MGP by taking the median of all Student Growth Percentile scores from the previous two years. | **Score as provided by OSSE and validated by schools.**<br><br>**Components**<br>Median Growth Percentile Score is calculated by identifying the median score of:<br>&bull; Grades 3-8: All students who attended the school for the full academic year (FAY) in SY2014-15 in grades 4-8 and all students who attended a school for the full academic year in SY2013-14 in grades 4-8 for whom there was a PARCC score in **ELA** for two years in two consecutive grade levels.<br>&bull; EC/ES/MS: All students who attended the school for the full academic year (FAY) in SY2014-15 in grades 4-8 and all students who attended a school for the full academic year in SY2013-14 in grades 4-8 for whom there was a PARCC score in **math** for two years in two consecutive grade levels.<br><br>**Notes**<br><br>&bull; PCSB commits to ensuring that the OSSE-identified vendor conducting the Transitional MGP will check the metric for its validity. PCSB will consider the MGP to be invalid to use for high-stakes decisions if there is:<br>  &bull; A scale score correlation of less than 0.70;<br>  &bull; The distribution of PARCC scale scores includes more than 5.0% in the high or low end of the distribution curve;<br>  &bull; The vendor indicates that the cohort size at any level is too small to calculate.<br>If the EC/ES/MS Transitional MGP is found to be invalid, PCSB will not publish the 2015 PMF.<br><br>References:<br>http://pcsb-pmf.wikispaces.com/Changes+to+the+2010-2011+PMF<br>http://www.doe.mass.edu/mcas/growth/InterpretiveGuide.pdf<br>http://www.schoolview.org/GMFAQ.asp<br>http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DC%20Growth%20Tech%20Report.pdf | A measure of student progress that compares changes in a student's PARCC scores to other students with similar score performance profiles. It tells how much change or growth there has been in performance from year to year. Requirement of two years of PARCC results of each student, but not necessarily from the |

| Indicator | Measure | Description | Components, metric, additional notes | Rationale |
|---|---|---|---|---|
| | | | | same school (e.g., the baseline PARCC score can be from a different school.) |
| Student Progress | NWEA Measures of Academic Progress (MAP) - PCSB Approved Assessment (Grades K-3) | Growth measure that tells how much change or growth there has been in student performance from fall to spring | **Components**<br>Meeting or exceeding typical growth is calculated by identifying the percent of students in:<br><br>• Schools ending in grades K-3: All students who attended the school for the full academic year (FAY) in SY2014-15 in grades K-3 in schools ending in grades K-3 for whom there was a NWEA MAP score in **ELA** from fall to spring (school have an option of using spring to spring for returning students) for the current year.<br><br>• Schools ending in grades K-3: All students who attended the school for the full academic year (FAY) in SY2014-15 in grades K-3 in school ending in grades K-3 for whom there was a NWEA MAP score in **MATH** from fall to spring (school have an option of using spring to spring for returning students) for the current year.<br><br>**Metric**<br>$$\left[\frac{\text{Total \# of FAY students in that SY meeting/exceeding NWEA MAP's typical growth math}}{\text{Total \# FAY students}}\right]*100$$<br>OR<br>$$\left[\frac{\text{Total \# of FAY students in that SY meeting/exceeding NWEA MAP's typical growth ELA}}{\text{Total \# FAY students}}\right]*100$$<br><br>Note: For schools permanently ending in grade 3, grade 3 progress is optional in the K-3 measure, a school may choose not to additionally test the third graders for progress in addition to the state assessment. | A measure of student progress that compares changes in a student's scores to a norm referenced population. It tells how much change or growth there has been in performance through the school year. |
| Student Achievement | PARCC Moderate Command of Content and | % of students scoring levels 3, 4, or 5 on the | **Components**<br>2015 PARCC scores for all FAY students.<br>Number of FAY students tested for the most recent year.<br>FAY determined by OSSE and validated by schools<br>• Calculating the Floor (Grades 3-8 ) = 0% | This indicator shows the percent of students who |

| Indicator | Measure | Description | Components, metric, additional notes | Rationale |
|---|---|---|---|---|
| | above rates in math and ELA (Grades 3-8) | PARCC assessment | • Calculating the Target (Grades 3-8 ELA) = 90th percentile plus 33.0% of that percentile[16]<br>• Calculating the Target (Grades 3-8 Math) = 90th percentile plus 23.6% of that percentile[17]<br><br>**Metric**<br>$$\left[\frac{\text{Total \# of FAY students in that SY scoring level 3, 4, or 5 on PARCC math}}{\text{Total \# FAY tested}}\right] * 100$$<br>OR<br>$$\left[\frac{\text{Total \# of FAY students in that SY scoring level 3, 4, or 5 on PARCC ELA}}{\text{Total \# FAY tested}}\right] * 100$$ | demonstrated at least a moderate command of the content on the PARCC. |
| Student Achievement | PARCC College and Career Ready Rates in math and ELA (Grades 3-8) | % of students scoring levels 4 and 5 on the PARCC assessment | **Components**<br>2015 PARCC scores for all FAY students<br>Number of FAY students tested for the most recent year<br>FAY determined by OSSE and validated by schools[18]<br><br>• Calculating the Floor = 0%<br>• Calculating the Target (Grades 3-8 Math) = 90th percentile[1]<br>• Calculating the Target (Grades 3-8 ELA) = 90th percentile plus 88.7% of that percentile<br><br>**Metric**<br>Calculated as with PARCC Moderate Command of Content<br>$$\left[\frac{\text{Total \# of FAY students in that SY scoring levels 4 and 5 on PARCC math}}{\text{Total \# FAY tested}}\right] * 100$$<br>OR<br>$$\left[\frac{\text{Total \# of FAY students in that SY scoring levels 4 and 5 on PARCC ELA}}{\text{Total \# FAY tested}}\right] * 100$$ | This indicator captures the percent of students who demonstrate college and career ready level performance on the PARCC. |

[16] 33.0% represents the percent gap between the 90th percentile of DC CAS results in 2014 (75.2%) and the target in 2014 (100%).

[17] 23.6% represents the percent gap between the 90th percentile of DC CAS results in 2014 (74.0%) and the target in 2014 (100%).

[18] 53.3% represents the percent gap between the 90th percentile of DC CAS results in 2014 (65.2%) and the target in 2014 (100%).

| Indicator | Measure | Description | Components, metric, additional notes | Rationale |
|---|---|---|---|---|
| | | | | |
| Gateway | **PARCC Moderate Command of Content Rate in grade 3 ELA – cohort measure** | % of grade 3 students scoring levels 3, 4, or 5 on the PARCC assessment in ELA. | **Components**<br>Cohort: 2015 PARCC ELA scores for grade 3 FAY students who attended the same LEA the previous year. (2 year cohort)<br>Total number of grade 3 FAY students returning to the school from the previous year. For a first year school which does not have returning students, the gateway rate will be calculated using all current grade 3 students.<br><br>- Calculating the Floor = 0%<br>- Calculating the Target = 90th percentile plus 53.3% of that percentile[1]　　　　**Metric**<br><br>$$\left[\dfrac{\text{Total \# of returng FAY students in the grade 3 scoring levels 3, 4, or 5 on PARCC ELA}}{\text{Total \# of returning FAY grade 3 students tested}}\right]*100$$ | Critical gateway year for childhood literacy; the cohort measure evaluates schools on their performance from previous years to successfully prepare students for critical academic measures. |

| Indicator | Measure | Description | Components, metric, additional notes | Rationale |
|---|---|---|---|---|
| Gateway | PARCC Moderate Command of Content Rate in 8th grade math | % of grade 8 students scoring levels 3, 4, or 5 on the PARCC assessment in math. | **Components**<br>Cohort: 2015 PARCC math scores for FAY grade 8 students who attended the same LEA the previous year. (2 year cohort)<br>Total number of grade 8 FAY students returning to the school from the previous year. For a first year school which does not have returning students, the gateway rate will be calculated using all current grade 8 students.<br><br>• Calculating the Floor = 0%<br>• Calculating the Target = 90th percentile plus 4.6% of that percentile[19]<br><br>**Metric**<br>$$\left[\frac{\text{Total \# of returning FAY students in the grade 8 scoring levels 3, 4, or 5 on PARCC math}}{\text{Total \# of returning FAY grade 8 students tested}}\right]*100$$ | Critical gateway year for adolescent number skills; the cohort measure evaluates schools on their performance from previous years to successfully prepare students for critical academic measures |
| School Environment | Pre-K Teacher Interaction: Classroom Assessment Scoring System™ (CLASS)™ | Observational tool that provides a common lens and language focused on teacher-student interactions.<br><br>To lessen some of | An independent organization will conduct CLASS observations on every PK classroom between November and May. The tool contains three domains:<br>1. Emotional Support<br>2. Classroom Organization<br>3. Instructional Support<br><br>**Metric:**<br>Class will be a two-year score for each domain with the most recent year weighted 70% of the overall scores and the previous year weighted 30% of the overall score.<br><br>**Business Rules**:<br>Schools will be notified of the two-week window in which observations will occur. The school can opt out of 2 days within the two-week window. The observer will | CLASS is an observational tool that provides a common lens through which to assess classroom interactions between the |

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[19] 4.6% represents the percent gap between the 90th percentile of DC CAS results in 2014 (95.6%) and the target in 2014 (100%).

| Indicator | Measure | Description | Components, metric, additional notes | Rationale |
|---|---|---|---|---|
| | | the observed year-to-year variability in observations of CLASS with new teachers, PCSB computes an aggregated CLASS domain score by a two year average with the most recent year weighing slightly more than the previous year. | come at the start of the school day and observe a minimum of 4 cycles of the CLASS tool. The aggregate scores for each domain will be reported per school.<br><br>PCSB will work with OSSE to have all charter school CLASS observations completed within a three-month window. | teachers and children in each classroom. |
| **School Environment** | **Attendance** | In-seat attendance rate for grades PK through 8. | **Components**<br>Attendance by grade-span<br>Aligns with District of Columbia Public Schools (DCPS) calculation.<br>See eligibility exceptions.<br><br>**Metric**<br>$\left[\dfrac{\#\,of\,days\,present}{\#\,days\,enrolled}\right]*100$ | |

| Indicator | Measure | Description | Components, metric, additional notes | Rationale |
|---|---|---|---|---|
| | | | NOTE:<br>PK – 8 schools: The floor and target for all schools other than PK Only school uses data from all campuses excluding PK Only data. The floor and target for PK Only schools uses data from PK Only schools. | |
| **School Environment** | **Re-enrollment** | Re-enrollment rate for those eligible to return<br><br>Students ineligible to re-enroll include: (a) Students in the campus's terminal grade who were promoted to the next grade; (b) students who moved out of DC; (c) students enrolled in an adult education campus (d) students expelled for a federally- | **Components**<br>Previous fall enrollment by student ID and grade (October Audited Enrollment)<br>Current fall enrollment by student ID and grade (October Audited Enrollment)<br><br>**Metric**<br>Map students in previous fall and current fall to determine overlap<br>Determine which students in previous fall are ineligible to re-enroll (those in their final year; moved out from DC)<br><br>$$\left[\frac{\text{Total \# of students attending both previous fall and current fall}}{(\text{\# of students in previous fall}) - (\text{\# of students ineligible to enroll})}\right]*100$$<br><br>For all students deemed ineligible to re-enroll, PCSB will verify their ineligibility using the following processes:<br><br>| Reason for Ineligibility to Re-Enroll | Ineligibility Verification Process |<br>|---|---|<br>| Students in the campus's terminal grade who were promoted to the next grade | PCSB will use enrollment data to verify the student's grade in both school years. LEAs do not have to submit any documentation. |<br>| Students who moved out of DC | PCSB will verify that the student is not enrolled in another DC school.<br>LEAs will submit a parent/guardian letter or withdrawal form stating the family's intent to move away from DC. |<br>| Students enrolled in an adult education campus | PCSB will use enrollment data to verify the student's grade. LEAs do not have to submit any documentation. |<br>| Students expelled for a federally-recognized reason, such as bringing a firearm to school; U.S. Code § 7151 (PDF / text) | PCSB will use discipline data to verify students' expulsion records. LEAs do not have to submit any documentation. |<br>| Students placed into private placement from a DCPS-dependent LEA, as the student is | PCSB will verify that the LEA is a dependent charter and that the student was transferred into | | Used to assess student and parent satisfaction and drop-out rate. Not calculated for PK only schools (serving no higher grades). |

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| Indicator | Measure | Description | Components, metric, additional notes | | Rationale |
|---|---|---|---|---|---|
| | | recognized reason, such as bringing a firearm to school; (e) students placed into private placement from a DCPS-dependent LEA, as the student is removed from the school's roster at that point and placed into DCPS; (f) Students that transfer within an LEA from a high school campus to their adult education campus; (g) Students that are deceased. | removed from the school's roster at that point and placed into DCPS. | a private placement. LEAs do not have to submit any documentation. | |
| | | | Students that transfer within an LEA from a high school campus to their adult education campus. | PCSB will verify that the student is enrolled at the adult education campus within the LEA. LEAs do not have to submit any documentation. | |

**Note:**

Students who transfer within an LEA from one campus to another (excluding from a high school campus to an adult education campus) will be removed from both the numerator and denominator.

PK Only schools do not receive an re-enrollment score and their data is not included in the floor and target calculation.

| Indicator | Measure | Description | Components, metric, additional notes | Rationale |
|---|---|---|---|---|
| **Display Only metrics** | **School Chosen Approved Assessment** (PK - 2 ) | % of students meeting the performance metric for achievement or % of growth from the start of the year through the end of the year. | **Score as provided by school, aggregated by PCSB, and validated by schools.**<br><br>PCSB allows schools to choose the assessments for mathematics and literacy that best fit the academic program and philosophy of the early childhood environment at the school.<br><br>PCSB maintains an Early Childhood Assessments in use at Public Charter Schools for the PMF. The assessment displayed by the school is listed in this document and the document describes information on the assessments and how the publisher defines the assessments use to measure growth or achievement in the early childhood grades.<br><br>**Note:**<br>For display on the PMF, growth or achievement guidance is set by the publisher. In cases where there are subtests with no overall student score, the number of subtests meeting the achievement requirement out of total number of subtests taken are reported.<br><br><br>Level 4 Special Education students (Optional)<br><br>• **Business Rule:** Students who would likely qualify for the alternative PARCC are allowed to take a developmentally appropriate approved assessment, written for students of low cognitive ability.<br>If an LEA is planning to use an alternative assessment for accountability, the LEA must contact PCSB to receive approval. Students must be identified as Level 4 with significant cognitive disabilities. | A measure of student achievement or student progress<br><br>It shows the level of student performance at the end of the year or if the student made a year of growth from the beginning of the year through the end of the year.<br><br><br>PCSB feels strongly that parents and stakeholders should have access to the |

| Indicator | Measure | Description | Components, metric, additional notes | Rationale |
|---|---|---|---|---|
| | | | | academic information for early childhood grades but that most assessments were not designed to be used as part of a program evaluation. |
| | **School Approved Mission Specific Goal (MSG)** | The mission specific goal, measures a specific commitment of the LEA to the School. | This measure is optional. For a school to display their Mission Specific Goal (MSG) on the ES/ES/MS PMF, the LEA must submit an application to PCSB to be reviewed by the MSG Committee. PCSB makes the final approval of the application.<br><br>Applicants must submit the completed application to PCSB by February 1 to be included for the following year's PMF. The goal will continue to be displayed until the LEA changes the mission of the charter or the measurement is no longer available.<br><br>**Mission Specific data is provided by school, aggregated by PCSB (when possible), and validated by schools. If PCSB cannot aggregate the overall score, PCSB will validate the data.** | Charter Schools are awarded charters based on the innovation of their program. This display option allows school the option to show the results of their MSG to all stakeholders. |

**Supplemental Materials**

# Early Childhood Assessment List – Display Only

| Title | Publisher | Publisher guidance on Achievement or Progress | PMF Scorecard Displayed Student Results | Age Group | Description |
|-------|-----------|------------------------------------------------|------------------------------------------|-----------|-------------|
| AIMSweb | Pearson | Progress: Rates of Improvement (ROI) given in five separate sets of ROI growth norms for each grade and time interval that correspond to five ranges of initial scores (very low, low, average, high, and very high). Achievement: Two default cut scores are provided at each grade and season. The higher cut score separates Tier 1 and 2 and can be considered the target. | Single Assessment: Percent of students at Tier 1. *Subtests: Percent of subtests resulting in a tier 1 score. | Grades K-12 | Norm referenced assessment for Early Literacy, Reading, Early Numeracy, Mathematics, spelling and Writing offered through a web-based program for screening, progress monitoring, and data management. |
| Bracken Basic Concept Scale – III: Receptive/Expressive 2006 | Harcourt Assessment Inc. | Assessment gives a total composite score and descriptive qualification (very delayed, delayed, average, advanced); subtests give percent mastery. | Percent of students at average and above at end of year. | 2.6 – 8 years | These companion assessment tools are designed to evaluate receptive and expressive knowledge of basic concepts such as colors, letters, sounds, numbers, positions, time and sequence. Provides a school readiness composite. Spanish version available. |
| Brigance Diagnostic | Curriculum Associates | Age equivalency to track growth | *Percent of students at | 0-7 years | Criterion-referenced assessment that assess |

| Title | Publisher | Publisher guidance on Achievement or Progress | PMF Scorecard Displayed Student Results | Age Group | Description |
|---|---|---|---|---|---|
| Inventory of Early Development – II (IED II) 2004 | | | or above age equivalency at end of year. | | eleven areas: perambulatory, gross and fine motor, adaptive, speech/language, general knowledge/comprehension, social-emotional, reading-readiness, basic reading, writing and math; 98 skill sequences are covered within these domains. Developmental ages are indicated for each sequence of skills, plus scales link assessment with intervention. |
| CK PAT (Core Knowledge Preschool Assessment Tool) | Core Knowledge | Observational – no publisher guidance given. | Percent of students who increase one level on every skill (or remain at highest level) from fall to spring. | PK3 – PK4 | A series of skills for each age in each domain (literacy, mathematics, and social emotional) are assessed through not yet, progressing, and ready. |

| Title | Publisher | Publisher guidance on Achievement or Progress | PMF Scorecard Displayed Student Results | Age Group | Description |
|---|---|---|---|---|---|
| Classroom Assessment Scoring System (CLASS) 2006 | Teachstone | Scoring is completed at the dimension level using a 7-point scale, with the low range being a score of 1-2, the middle range 3-5, and the high range 6-7. | Teacher Interaction Score per domain. | PK – 3rd grade | Criterion-referenced observational tool of teacher-student interaction to inform program evaluations. Trained observer scores classroom on 11 dimensions, using 7-point scales with an average score (1-7) on each domain (Emotional Support, Classroom Organization, and Instructional Support). |
| Devereux Early Childhood Assessment (DECA) 1998 | Kaplan Press | A T-score above the post-test range shows significant growth | Percent of students who show significant growth. | 2-5 years | Checklist completed by parents, family caregivers or early childhood professionals. Scale used to assess a child's protective factors related to resilience (initiative, self-control and attachment) and screen for behavior concerns. Computerized version of the DECA may be administered in Spanish. Standardized, norm |

| Title | Publisher | Publisher guidance on Achievement or Progress | PMF Scorecard Displayed Student Results | Age Group | Description |
|---|---|---|---|---|---|
| | | | | | referenced. Yields percentiles, T scores. |
| Discovery | Discovery Education | Progress: Average growth (normed) is the expected full year's growth. Based on one of four starting levels. Achievement: Level 3 or above at the end of the year. | Percent of students at or above level 3 at the end of the year. | Grades K-12 | The criterion-referenced Predictive Benchmark Assessments provides state specific screening data, using each state's curriculum standards. |
| Developmental Reading Assessment – Second Edition (DRA 2) 2006 | Pearson Learning Group | Achievement: Independent levels at the end of the school year: K = 3, $1^{st}$ = 16, and $2^{nd}$ = 28 | Percent of students who score at or above end of year reading levels. | K-$3^{rd}$ grade | Criterion-referenced literacy assessment completed by teacher to determine independent reading level, stage of reading development, accuracy rate, comprehension, and fluency as scored on a rubric. Spanish version available. |
| Dynamic Indicators of Basic Early Literacy Skills, (DIBELS) 2006 and IDEL (Spanish version) | Institute for the Development of Educational Achievement – Univ. of OR | $6^{th}$ Edition Achievement: Benchmark Goals- K = LNF 47, NWF-CLS 39, NWF-WRC 3, WUF 37; $1^{st}$ = NWF-CLS 71, NWF-WRC 13, ORF-WRC 47, ORF-A 91, WUF 47; $2^{nd}$ = ORF-WC 96, ORF-A 98, WUF 50 | $6^{th}$ Edition: *Percent of subtests scored at or above benchmark goals. | K-$6^{th}$ grade | Criterion-referenced literacy assessment assessing fluency in sound, phonemic segmentation, nonsense word, oral, retell, letter naming and word use. Spanish version available. |

| Title | Publisher | Publisher guidance on Achievement or Progress | PMF Scorecard Displayed Student Results | Age Group | Description |
|---|---|---|---|---|---|
| | | Achievement on all other editions: Meeting Core Benchmark score. | Next & IDEL: Percent of students meeting benchmark score. | | |
| Easy CBM | Institute for the Development of Educational Achievement – Univ. of OR | Achievement: Benchmark scores (low risk), K = 37-45, 1$^{st}$= 35-45, 2$^{nd}$ = 34-45 | Percent of students at or above benchmark score. | Grades K-8 | Criterion-referenced assessments based on the National Council of Teachers of Mathematics (NCTM) curriculum standards. |
| ECR:M ECR:LL | AppleTree Institute | *(table below)* | Percent of students who are at or above the proficiency goal or percent of students making one year of growth (if | PK3 – PK4 | One-on-one administered literacy and math progress monitoring. |

| ECR:M | | |
|---|---|---|
| | PS | PK |
| **Proficiency Goal** | 50 | 80 |
| | | |
| **Growth Goals** | PS | PK |
| Beginning in the lowest 25th percentile | 40 | 46 |
| Beginning in the 26th-49th percentile | 32 | 37 |
| Beginning in the 50th-74th percentile | 21 | 22 |

| Title | Publisher | Publisher guidance on Achievement or Progress | | | PMF Scorecard Displayed Student Results | Age Group | Description |
|---|---|---|---|---|---|---|---|
| | | Beginning in the 75th-89th percentile | 11 | 18 | not yet proficient). | | |
| | | Beginning in the top 10th percentile | 10 | 8 | | | |
| | | | | | | | |
| | | **ECR:LL** | | | | | |
| | | | **PS** | **PK** | | | |
| | | **Proficiency Goal** | 28 | 44 | | | |
| | | | | | | | |
| | | **Growth Goals** | **PS** | **PK** | | | |
| | | Beginning in the lowest 25th percentile | 21 | 28 | | | |
| | | Beginning in the 26th-49th percentile | 19 | 26 | | | |
| | | Beginning in the 50th-74th percentile | 15 | 18 | | | |
| | | Beginning in the 75th-89th percentile | 11 | 12 | | | |
| | | Beginning in the top 10th percentile | 10 | 11 | | | |
| ECR:PBRS | AppleTree Institute | **ECR:PBRS (SEL)** | | | Percent of students who are at or above the proficiency | | |
| | | | **PS** | **PK** | | | |
| | | **Proficiency Goal** | 4 | 4 | | | |
| | | | | | | | |

| Title | Publisher | Publisher guidance on Achievement or Progress | | | | PMF Scorecard Displayed Student Results | Age Group | Description |
|---|---|---|---|---|---|---|---|---|
| | | **Growth Goals** | | **PS** | **PK** | goal or percent of students making one year of growth (if not yet proficient). | | |
| | | Beginning in the lowest 25th percentile | | 1.3 | 1 | | | |
| | | Beginning in the 26th-49th percentile | | 1 | 0.75 | | | |
| | | Beginning in the 50th-74th percentile | | 0.5 | 0.5 | | | |
| | | Beginning in the top 25th percentile | | Maintain baseline | Maintain baseline | | | |
| enVision Math | Pearson Education, Inc | Achievement: 75% or higher | | | | Percent of students at or above the achievement level. | Grades K-6 | On-going assessment connected to curriculum to help students develop an understanding of math concepts. |
| Fountas & Pinnell | Fountas & Pinnell | Achievement: Instructional Level: K-level D; 1st-level J; 2nd-level M | | | | Percent of students at or above | Grades K-12 | Guided reading program which matches books to readers to provide |

| Title | Publisher | Publisher guidance on Achievement or Progress | PMF Scorecard Displayed Student Results | Age Group | Description |
|---|---|---|---|---|---|
| | | | the end of the year achievement level. | | differentiated instruction through small reading groups. |
| GMADE | Pearson | Achievement: Stanine 5* | Percent of students at or above the achievement level at the end of the year. | Grades K-12 | A norm-referenced diagnostic mathematics test that measures individual student skills in the main areas of math. |
| Individual Growth and Development Indicators (myIGDIs) - Early Literacy and Early Numeracy | Center for Early Education and Development – Univ. of MN | Early Literacy: Cut or Tier 1 score at end of year on all subtests.<br><br>Early Numeracy: Tier 1 or Cut Range score for age at end of year. | *Percent of subtests scored in the cut or Tier 1 at the end of the year. | 3-5 years | Criterion-referenced assessment to screen, inform instruction, and monitor progress in the cognitive and language domains. Spanish version available. |
| i-Ready | Curriculum Associates, LLC | End-of-year proficiency scale score, Mid-Level or higher (Overall Reading scale score: 396 for K, 448 for 1st, and 516 for 2nd) (Overall Math: scale score: 376 for K, 416 for 1st, and 446 for 2nd) | Percent of students at or above the end of year proficiency scale score at the end of the year. | Grades K-12 | Common core aligned on-line assessment for both reading and math. I-Ready combines an adaptive diagnostic assessment with individualized instruction, progress |

| Title | Publisher | Publisher guidance on Achievement or Progress | PMF Scorecard Displayed Student Results | Age Group | Description |
|---|---|---|---|---|---|
| | | | | | monitoring, and comprehensive reporting. |
| K12 Online | K12 Online | Mastery (80% curriculum mastered) | Percent of students at or above mastery level at end of year. | Grades K-12 | Criterion-referenced mastery based curriculum. |
| Learning Accomplishment Profile – Third Edition (LAP-3) 2005 | Kaplan Press | Percent of students at age range or above at end of year. | Percent of students at or above their age range at the end of the year. | 3-6 years | Curriculum-embedded, comprehensive evaluation generates a profile of development in seven domains: gross and fine motor, prewriting, cognitive, language, self-help and socialization. Items are arranged in a hierarchy of developmental skills. Criterion-referenced. Available in Spanish. |
| Learning Accomplishment Profile Diagnostic (LAP-D) 1992 | Kaplan Press | Percent of students at age range or above at end of year. | Percent of students at or above their age range at the end of the year. | 3-5 years | Comprehensive screening system evaluates development within four domains: fine and gross motor, cognitive and language. Norm-referenced, yields |

| Title | Publisher | Publisher guidance on Achievement or Progress | PMF Scorecard Displayed Student Results | Age Group | Description |
|---|---|---|---|---|---|
| | | | | | standard scores. Available in Spanish. |
| mCLASS Math | Amplify | Achievement: Established (green) at end of the year | Percent of students at the achievement level at the end of the year. | Grades K-3 | Criterion-referenced assessment to determine risk levels and benchmark goals for each student. |
| mCLASS Reading 3d (or TRC) | Amplify | Achievement: Proficient or above level | Percent of students at the achievement level at the end of the year. | Grades K-3 | Reading leveled books where a student must read with an accuracy of 90-94 percent. |
| mCLASS: Circle | Amplify | Achievement: Students in Satisfactory (green) at end of year in math and literacy | Percent of students at the achievement level at the end of the year. | PK3-PK4 | Criterion-referenced tasks for letter naming, vocabulary, phonological awareness, and basic math. |
| myMath | McGraw-Hill | Grade level proficient: students to have a mastery level of at least 90% on the supporting clusters, at least 80% on the major clusters, | Percent of students at or above grade level proficiency | PK-5th grade | Curriculum and criterion-referenced assessments |

| Title | Publisher | Publisher guidance on Achievement or Progress | PMF Scorecard Displayed Student Results | Age Group | Description |
|---|---|---|---|---|---|
| | | and at least 70% on the additional clusters. | at the end of the year. | | |
| NWEA Measures of Academic Progress (MAP) | NWEA | Progress: Typical Growth Achievement: 40$^{th}$ percentile* | Percent of students at or above the end of year achievement level. | Grades K-12 | Norm-referenced computer adaptive assessments that measure growth and project proficiency on high-stakes tests. |
| Peabody Picture Vocabulary Test – Third Edition (PPVT-III) 1997 | Pearson Assessment | Achievement: Standard score of 100 | Percent of students at or above the achievement level at the end of the year. | 2 years – adult | Measure of receptive vocabulary. Norm-referenced, wide-range test available in two parallel forms. Standard scores, age equivalent scores and percentile scores provided. Spanish version available. |
| Phonological Awareness and Literacy Screenings - Kindergarten (PALS-K) 2004 PALS Grades 1-3 | Univ. of VA | Achievement: Score at benchmark (sum score K: 81, 1st: 35, 2nd: 54) | Percent of students at or above the achievement level at the end of the year. | 5-8 years | Criterion-referenced literacy assessment that can be used for a screener, to inform instruction or monitor progress. Scores are summed and compared to cut-points for determining which students need instruction |

| Title | Publisher | Publisher guidance on Achievement or Progress | PMF Scorecard Displayed Student Results | Age Group | Description |
|---|---|---|---|---|---|
| | | | | | in addition to the regular classroom literacy instruction |
| Social Skills Rating System (SSRS) 1990 | Pearson Assessment | ***Scores are Standard Scores (mean 100) or Percentile Ranks*** Or Score at average or above average | Percent of students at or above the level of average at the end of the year. | 3-18 years | Teacher and parent rating scales measuring behaviors impacting relationships, peer acceptance, academic performance and more. Behavior is assessed on subscales of internalizing/externalizing problems and hyperactivity. Norm-referenced, gender-based norms and norms for students with and without disabilities. Provides standard scores and percentiles. |
| Scholastic Reading Assessment (SRA) | McGraw-Hill | Achievement: Score proficient or higher | The percent of students at or above the achievement level at the end of the year. | Grades K-5 | Use of direct instruction to help students develop into fluent, independent, and highly skills readers. |

| Title | Publisher | Publisher guidance on Achievement or Progress | PMF Scorecard Displayed Student Results | Age Group | Description |
|---|---|---|---|---|---|
| Stanford Achievement Test (SAT 10) 10th Edition 2003 | Harcourt Assessment | Achievement: Reading: Stanine 6* Math: Stanine 5* | The percent of students at or above the achievement level at the end of the year. | K-12th grade | Norm referenced assessment in reading, math, and language. Scores available in scaled scores, national and local percentile ranks and stanines, grade equivalents, and normal curve equivalents. |
| STAR - Early Literacy | Renaissance Learning | Achievement: Benchmark at end of year: K-574, 1st - 723, 2nd - 783 | The percent of students at or above the achievement benchmark at the end of the year. | Grades K-3 | Criterion-referenced standards based assessment measuring early literacy skills |
| STAR - math and reading | Renaissance Learning | Achievement: At or above grade level at the end of the year (GE: 1.9/ 2.9) | The percent of students at or above the achievement level at the end of the year. | Grades K-12 | Standards-based, interactive, skills based measures for reading and mathematics |
| STEP | University of Chicago | Achievement: K = STEP 3, 1st= STEP 6, 2nd = STEP 9 | The percent of students | Grades K-3 | Literacy assessment tightly aligned with |

| Title | Publisher | Publisher guidance on Achievement or Progress | PMF Scorecard Displayed Student Results | Age Group | Description |
|---|---|---|---|---|---|
| | | | at or above the achievement level at the end of the year. | | scientifically established milestones in reading development. |
| Teaching Strategies GOLD 2000 | Teaching Strategies | Progress: meeting or exceeding the growth range<br>Achievement: meeting widely held expectations | Percent of students meeting or exceeding the growth range | Age zero to 3rd Grade | Criterion-referenced assessment to inform instruction and monitor student progress. The assessment covers four domains: cognitive, mathematics, language and literacy, physical health and development, science, social emotional development, and the arts. Teachers' observations used to rate child's development on the Developmental Continuum. Spanish version available. |
| Terra Nova | McGraw-Hill | Achievement: 40th percentile* | The percent of students at or above the achievemen | Grades K-12 | Norm-referenced common core aligned assessments in reading and mathematics. |

| Title | Publisher | Publisher guidance on Achievement or Progress | PMF Scorecard Displayed Student Results | Age Group | Description |
|---|---|---|---|---|---|
| | | | t level at the end of the year. | | |
| Test of Early Mathematics Ability – Third Edition (TEMA – 3) 2003 | Stoelting | Achievement: standard score of 100 | The percent of students at or above the achievement level at the end of the year. | 3-9 years | Measures informal and school taught concepts and skills in the following domains: numbering skills, number comparison facility, numeral literacy, mastery of number facts, calculation skills and understanding of concepts. Two parallel forms allow for repeated measurement. Norm-referenced; provides standard scores, percentiles and age equivalents. |
| Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) | AVP Press | Gain of a half step or more in 50% or more of the scored areas from the beginning year. | For uneven number of scored areas, round down. (ex-BOY scored | 0-48 months (developmental age) | Assesses the language, learning and social skills of children with autism or other developmental disabilities. Must have prior-approval through PCSB. |

| Title | Publisher | Publisher guidance on Achievement or Progress | PMF Scorecard Displayed Student Results | Age Group | Description |
|---|---|---|---|---|---|
| | | | areas 13, progress displayed in 6) | | |

**Early Childhood PMF Assessment Proposal – Display Only Assessments**

Please complete this form for each new assessment you plan to administer which is not on the current list of approved PMF assessments.

School/Campus_____

Assessment_____

Contact Name and Email: _____

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

| ☐   Student Progress | ☐   Student Achievement | ☐ Mission Specific |
|---|---|---|
| ☐ Literacy or language | ☐   Math | ☐ Social-Emotional |

Please check assessment type (may be both):

| ☐   Norm referenced | ☐ Criterion referenced |
|---|---|

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

| ☐ PK3 | ☐ PK4 | ☐ Kinder. | ☐ 1$^{st}$ grade | ☐ 2$^{nd}$grade |
|---|---|---|---|---|

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

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

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

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

4. According to the test publisher, what is the proficiency cut-off score for each grade for which the test will be administered?  What is the suggested growth goal that the publisher determines is average growth for each grade for which the test will be administered?

This explanation should indicate how the *average* student is expected to perform or grow.
Include all specific metrics provided by the publisher (i.e., NCE, standard score points,
percentile, level of growth, low risk, age equivalency, etc.)

---

**The following items should be included with this form as attachments:**
- Documentation from the publisher on proficiency cut-offs for growth and achievement  (if it is a large file, please indicate the page number the information can be found on)
- A copy of the assessment to be administered (or a sample excerpt)

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# Appendix C

## EC/ES/MS PMF Mission Specific Goal Application                    Due: February 1

**Guidelines for completing the EC/ES/MS PMF Mission Specific Goal (MSG) Application:**
1. LEAs wishing to be evaluated for any mission-specific goals must submit a mission-specific goal application to PCSB by the date listed above.
2. The Mission-Specific (MSG) Panel, made up of EC/ES/MS PMF Task Force members, will evaluate the application per the rubric and submit recommendations to PCSB. PSCB staff will moderate the application review process. Applicants may be present during the application review to clarify questions regarding its goal.
3. After MSG applications have been evaluated by the MSG Panel , PCSB will submit the LEA's goal to the PCSB board for a vote before the goal can be included as part of the LEA's evaluation under the EC PMF.


**Purpose of the EC PMF Mission Specific Goal Application:**
This form is intended to launch the individual tailoring of the EC Performance Management Framework for each school.   If you have mission-specific goal that you wish to incorporate to your LEA's evaluation under the EC PMF, please complete the form below. There should be one application completed for each proposed mission-specific goal. All mission-specific goals are subject to modification and must be approved by the PCSB board. A glossary of terms used throughout the application can be found attached to the rubric. For any questions, please contact Erin Kupferberg at (202) 328-2660 or ekupferberg@dcpcsb.org

| | |
|---|---|
| **School** | |
| **Mission Statement**<br>*What is the mission of your charter school? (Brief, 1-2 sentence statement of the school's central purposes)* | |
| **Goal**<br>*What is your goal? (Specific, Measurable, Attainable, Relevant, Time-bound)* | |
| **Relationship to Mission**<br>*How is your goal connected to your charter school's mission/educational philosophy?* | |
| **Measure** | |

| | |
|---|---|
| *How will the school assess and demonstrate performance toward this goal? (What tool will be used?)* | |
| **Metric**<br>*How will the school quantify this measure? (Identify a specific rate, calculation method, or formula)* | |
| **Research**<br>*Please attach the research for this measure showing that the tool measures the goal and that the tool is valid and reliable. (Is there publisher produced or peer reviewed research? Are there other schools (local or national) using this tool? What are their results?)* | |
| **Administration**<br>*What is the school's plan to administer/implement the tool? (What training has your staff received on this tool?)* | |
| **Baseline data**<br>*Please submit and describe at least one year of baseline data.* | |
| **Long-term**<br>*What is the school's plan for longitudinal progress on this goal? (Describe the plan for the next 3-5 years).* | |

| Guiding Question | 3 | 2 | 1 |
|---|---|---|---|
| 1. **Mission-Specific Goal** Is the goal a SMART goal? (Specific, Measurable, Attainable, Relevant, Time-bound? | Goal is clearly defined and completely addresses all elements of a SMART goal | Goal is somewhat defined, but some elements of a SMART goal need revision | Goal is poorly defined, and most or all elements of a SMART goal need revision |
| 2. **Relationship to Mission** Is the MSG tied to the LEA's mission/educational philosophy? | The MSG is very clearly tied to the LEA's mission/educational philosophy | The MSG is somewhat tied to the LEA's mission/educational philosophy | The MSG is not tied to the LEA's mission/educational philosophy |
| 3. **Measure** Does the LEA present a tool for assessing and demonstrating performance towards this goal? | The LEA presents a tool that assesses and demonstrates performance towards this goal. The tool completely measures the goal. | The LEA presents a tool for assessing and demonstrating performance, but the tool only measures some, but not aspects of the goal and/or the tool is not a reliable measure of the goal. | The LEA does not present a tool, or the tool presented does not measure the goal. |
| 4. **Metric** Does the LEA identify a metric (specific rate, calculation method, or formula) to quantify the goal? | The LEA identifies a specific rate, calculation method, or formula that completely quantifies the goal. | The LEA identifies a specific rate, calculation method, or formula that quantifies some, but not all aspects of the goal. | The LEA does not identify a specific rate, calculation method, or formula, or the specific rate, calculation method, or formula does not quantify the goal. |
| 5. **Research** Did the LEA provide research that supports the tool to measure this goal? Is the tool valid and reliable per the definition? | The LEA provides publisher produced or peer-reviewed research that substantially supports the tool as a measure of the goal. The LEA also provides evidence of other schools using this tool that very clearly demonstrates that the tool is valid and reliable per the definition. | The LEA provides research that supports the tool as a measure of the goal or provides evidence of other schools using this tool, but the research provided may not fully support the tool as a valid and reliable per the definition. | The LEA provides no research or evidence that supports the tool as a measure of the goal, or provides evidence that does not support the tool as a valid and reliable measure of the goal. |
| 6. **Administration** Did the LEA provide a reasonable | The LEA provides a very reasonable administration/implementation that | The LEA provides an administration/implementation plan, | The LEA does not provide an administration/ implementation plan, or the provides a very |

| | | | |
|---|---|---|---|
| administration/implementation plan? Has the staff received proper training on the tool? | includes a detailed plan for staff training. | but some elements of the plan may be missing or weak. | weak plan that does not address many aspects associated with administration or implementation. |
| **7.** **Long-term** What is the LEA's plan for longitudinal progress on this goal? Is the plan rigorous and reasonable over the course of 3-5 years? | The LEA provides a detailed plan for longitudinal progress that is very rigorous and reasonable over the course of 3-5 years. | The LEA provides a plan for longitudinal progress, but the plan is somewhat lacking in rigor or feasibility over the course of 3-5 years. | The LEA does not provide a plan for longitudinal progress, but the plan is very lacking in rigor or feasibility over the course of 3-5 years. |

**Panel's Comments:**

_____

_____

_____

_____

**<u>Total Points:</u>**

☐ Recommend (17-24 points)

☐ Recommend with proposed adjustments (9-16 points):

_____

☐ Not Recommend, reason (0-8 points):

_____

## Glossary
**Measure**

General instruments or means to assess performance in each area defined by an indicator.
**Metric**

The calculation method or formula for a given measure.
**Reliable**

Yielding the same or compatible results in different trials.
**Valid**

Validity is an indicator of how much meaning can be placed upon a set of test results. A tool is valid if it accurately reflects a certain set of abilities.

**High School PMF**

# High School Performance Management Framework

## Identifying High Schools

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

*High School Performance Management Framework*

- The High School PMF covers grades 9 through 12.

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

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

- If a high school does not contain the grade for which a common measure applies, then the points associated with that measure are removed and the total possible points available are adjusted. For example, a school that terminates in grade 11 does not have graduation, SAT/ACT, AP, or college acceptance data. In this case, the school is evaluated against the remaining 72.5 points. Schools containing grade levels for which a common measure applies are held accountable for the relevant metric, even if they do not offer the measure. For example, a school that has grade 11 but does not offer the PSAT receives zero points on the PSAT metric.

*High Schools with Adult Education Schools*

Students that transfer within an LEA from a high school campus to their adult education campus will not be eligible for re-enrollment within the high school. Since the high school is providing another education alternative for their students within the LEA, the school will not be penalized for the student not re-enrolling within the high school. However, the student will not count towards a graduate in the Adjust Cohort Graduation Rate, adversely impacting the school's graduation rate.

## Monitoring High Schools' Performance

PCSB assesses performance using PMF results for all schools that are eligible for one of the frameworks and uses Accountability Plan results for the rest. Using the PMF, PCSB designates a school as a high-performer (Tier 1), mid-performer (Tier 2), or low-performer (Tier 3). Schools designated by PCSB to meet the definition for Alternative Accountability will be evaluated using the Alternative Accountability Framework.

## Indicators and Measures

For the 2014-15 school year PCSB will use four indicators to measure academic performance for all schools serving high school: (1) student progress, (2) student achievement, (3) gateway measures, and (4) school environment (previously named leading indicators). These four core indicators of academic achievement apply to every school with different weights assigned to the indicators depending on the grade span of the school.

**High School PMF (9-12) for schools not opting to include the Career and Technical Education (CTE) metric**

| Weight | Indicator | Measure | Weight | Floor | Target |
|---|---|---|---|---|---|
| 15% | Student Progress | Transitional Median Growth Percentile[1] – ELA | 7.5% | 30.0 | 65.0 |
| | | Transitional Median Growth Percentile[1] – Math | 7.5% | 30.0 | 65.0 |
| 25% | Student Achievement | Moderate Command of Content and Above in ELA | 10% | 0.0 | 90th percentile + 52.7% of the Percentile |
| | | Moderate Command of Content and Above in Math | 10% | 0.0 | 90th percentile + 14.1% of the Percentile |
| | | College and Career Ready in ELA | 2.5% | 0.0 | 90th percentile + 53.4% of the Percentile |
| | | College and Career Ready in Math | 2.5% | 0.0 | 90th percentile + 163.2% of the Percentile |
| 35% | Gateway | 4-Year Graduation Rate (Adjusted Cohort Graduation Rate) | 3% | 48.8 | 100.0 |
| | | 5-Year Graduation Rate (Adjusted Cohort Graduation Rate) | 4.5% | 62.5 | 100.0 |
| | | PSAT Performance (Grade 11) | 7.5% | 3.0 | 50.0 |
| | | SAT Performance (Grade 12) | 7.5% | 8.9 | 75.0 |
| | | College Acceptance Rate | 7.5% | 66.9 | 100.0 |
| | | College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement | 5% | 0.0 | 39.5 |
| 25% | School Environment | Attendance | 10% | 82.0 | 92.0 |
| | | Re-Enrollment | 10% | 71.3 | 90.0 |
| | | 9th Grade on track to graduate | 5% | 57.9 | 100.0 |

**High School PMF (9 – 12) for schools opting to include the CTE metric**

| Weight | Indicator | Measure | Weight | Floor | Target |
|---|---|---|---|---|---|
| 15% | Student Progress | Transitional Median Growth Percentile – ELA | 7.5% | 30.0 | 65.0 |
| | | Transitional Median Growth Percentile – Math | 7.5% | 30.0 | 65.0 |
| 25% | Student Achievement | Moderate Command of Content and Above in ELA | 10% | 0.0 | 90th percentile + 52.7% of the Percentile |
| | | Moderate Command of Content and Above in Math | 10% | 0.0 | 90th percentile + 14.1% of the Percentile |
| | | College and Career Ready in ELA | 2.5% | 0.0 | 90th percentile + 53.4% of the Percentile |
| | | College and Career Ready in Math | 2.5% | 0.0 | 90th percentile + 163.2% of the Percentile |
| 35% | Gateway | 4-Year Graduation Rate (Adjusted Cohort Graduation Rate) | 3.0% | 48.8 | 100.0 |
| | | 5-Year Graduation Rate (Adjusted Cohort Graduation Rate) | 4.5% | 62.5 | 100.0 |
| | | PSAT Performance (Grade 11) | 7.5% | 3.0 | 50.0 |
| | | SAT Performance (Grade 12) | 7.5% | 8.9 | 75.0 |
| | | College Acceptance Rate | 7.5% | 66.9 | 100.0 |
| | | College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement | 3% | 0.0 | 39.5 |
| | | Career Readiness: CTE Certification Rate | 1% | TBD | TBD |
| | | Career Readiness: CTE Program of Study Completion Rate | 1% | TBD[20] | TBD |
| 25% | School Environment | Attendance | 10% | 82.0 | 92.0 |
| | | Re-Enrollment | 10% | 71.3 | 90.0 |
| | | 9th Grade on track to graduate | 5% | 57.9 | 100.0 |

## Metrics

*Median Growth Percentile*

Median Growth Percentile (MGP) assesses public charter schools' student progress by comparing changes in students' PARCC scores to changes made by other students with similar

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[20] No schools opted to use the Career Readiness measures for the 2014-15 PMF. The floors and targets for the Career Readiness measures will be determined with the input of the HS PMF CTE working group in summer 2015 and introduced to the Board in November 2015.

score histories. This metric is called the student growth percentile. Students are only compared based on their previous scores, not on demographic metrics (such as race, gender, or socioeconomic status). Scores from all District students (including those at DCPS schools) are used to determine an academic peer group and to calculate individual student growth percentiles.[21]

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

> A student with a student growth percentile of 77 in grade 6 mathematics grew as much or more than 77.0% of her academic peers (students with similar score histories) from the grade 5 PARCC in mathematics to the grade 6 PARCC in mathematics. Only 23.0% of her academic peers grew more in mathematics than she did.

The student growth percentile is assessing change in performance. It is possible for students to perform below the proficiency mark but to show a considerable amount of growth as compared to their peers with similar starting scores. This sort of occurrence could indicate that elements within a school's program are working to help this student advance. Conversely, it is possible for students to be performing well above the proficiency mark but to have shown little growth as compared to their peers with similar starting scores.

Student growth percentiles are aggregated to create a Median Growth Percentile (MGP) score. The MGP represents student growth at a school level. PCSB uses a two-year weighted MGP for reporting the growth of a school.  The MGP finds the median score (the middle number for scores arranged in order from least to greatest) of the student growth percentiles for each school over the past two years.  This is the school's MGP.

From SY2010-09 to SY2013-14, PCSB reported student growth for the PARCC in ELA and mathematics for grades 4 through 8, and grade 10 in the PMF as a two-year weighted average. Because the model requires data from at least two grade levels, students in grade 3 (the first testing grade) are not included in the calculation.  PCSB combines student growth percentiles over time within a subject and applies a weight equal to the number of students who took the test to compute the MGP. If a school has only one year of MGP data (e.g., it is a new school, offering grade 4 for the first time or a high school offering grade 10 for the first time), only one year of MGP data is used.

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

> A school with an MGP of 77 means that the typical student attending its school grew as much or more than 77.0% of all other students attending DCPS or public charter schools.

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[21] It is important to note that the growth model PCSB uses is test-agnostic, meaning that the same formula can be applied when there is a test change from year to year. PCSB is prepared to continue to use MGP in 2015 with 2014 DC CAS as baseline and the new PARCC as the growth measure.

It does NOT mean that the school is in the 77th percentile, but that the typical student attending its school has reached that percentile.

For school year 2014-15, PCSB, in conjunction with OSSE, will be running a transitional median growth percentile (Transitional MGP). The Transitional MGP will measure student performance from the DC CAS reading and math to the PARCC English language arts (ELA) and math. The same business rules applied to previous MGPs will be used whenever possible, but all schools will only have one year of testing data, so the 2014-15 MGP will be a one-year MGP, rather than a two-year model. However, the two-year weighted average on the PMF will combine the score from 2014 and 2015.

PCSB commits to ensuring that the OSSE-identified vendor conducting the Transitional MGP will check the metric for its validity. PCSB will consider the MGP to be invalid to use for high-stakes decisions if there is:
- o A scale score correlation of less than 0.70;
- o The distribution of PARCC scale scores includes more than 5.0% in the high or low end of the distribution curve;
- o The vendor indicates that the cohort size at any level is too small to calculate.

Furthermore, if the HS Transitional MGP is found to be invalid, PCSB will follow the following logic:
- o Overall PMF score out of 92.5 points if only one MGP (either math or ELA) is found to be invalid;
- o Overall PMF score out of 85 points if neither MGP is valid.

Note on MGP for HS PMFs:

- If the HS Transitional MGP is found to be invalid, PCSB will follow the following logic:
  - o Overall PMF score out of 92.5 points if only one MGP (either math or ELA) is found to be invalid;
  - o Overall PMF score out of 85 points if neither MGP is valid.

Note on Publishing: PCSB will NOT publish a 2014-15 PMF if:
- o The framework is not ready for public release on or before January 19, 2016
- o The correlation between the DC CAS-related achievement points earned on the 2014 PMF to the PARCC-related achievement points earned on the 2015 PMF is less than 0.70 for HS PMF
- o PARCC releases a study showing that its test results are invalid for all students or a subgroup of students
- o PARCC releases consortium-level analysis stating that there is a statistical difference (>0.05 level) between paper and computer-based administration and PCSB is unable to accommodate both assessments into the Framework
- o In the highly unlikely event that something catastrophic occurs in the roll-out of PARCC to make us believe that it would be inappropriate to apply the results to schools (e.g. a massive technology failure that renders the results invalid).

*Metrics and data sources for academic performance measures*

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

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

Unless otherwise indicated, all measures are grouped by the grade span of the performance framework to which they apply.

Grade-spans are as follows:
    HS: grades 9-12

**Data sources and methodology**

| Indicator | Measure | Description | Components, metric, additional notes | Rationale |
|---|---|---|---|---|
| **Student Progress** | **Median Growth Percentile** (HS) | Growth measure that tells how much change or growth there has been in student performance from year to year.<br><br>To lessen some of the observed year-to-year variability in the MGPs, PCSB computes an aggregated MGP by taking the median of all Student Growth Percentile scores from the previous two years. | **Score as provided by OSSE and validated by schools.**<br><br>**Components**<br>Median Growth Percentile Score is calculated by identifying the median score of:<br>• HS: All grade 10 students who attended the school for the full academic year in SY2014-15 and all grade 10 who attended the school in 2013-14, for whom there is a PARCC score for **ELA** from when they were in grade 8.<br>• HS: All grade 10 who attended the school for the full academic year in SY2014-15 and all grade 10 who attended the school in 2013-14, for whom there is a PARCC score for **math** from when they were in grade 8.<br><br>**Notes**<br>• HS schools have the option of using the PARCC Geometry and/or PARCC Integrated Math II assessment as their high school PARCC. For schools using both assessments, the scores will be combined to determine the math MGP for the HS PMF.<br><br>• PCSB commits to ensuring that the OSSE-identified vendor conducting the Transitional MGP will check the metric for its validity. PCSB will consider the MGP to be invalid to use for high-stakes decisions if there is:<br>　• A scale score correlation of less than 0.70;<br>　• The distribution of PARCC scale scores includes more than 5.0% in the high or low end of the distribution curve;<br>　• The vendor indicates that the cohort size at any level is too small to calculate.<br><br>If the HS Transitional MGP is found to be invalid, PCSB will follow the following logic:<br>• Overall PMF score out of 92.5 points if only one MGP (either math or ELA) is found to be invalid;<br>• Overall PMF score out of 85 points if neither MGP is valid. | A measure of student progress that compares changes in a student's PARCC scores to other students with similar score performance profiles.<br>It tells how much change or growth there has been in performance from year to year.<br>Requirement of two years of PARCC results of each student, but not necessarily from the same school (e.g., the baseline PARCC score can be from a different school.) |

| Indicator | Measure | Description | Components, metric, additional notes | Rationale |
|---|---|---|---|---|
| | | | References:<br>http://pcsb-pmf.wikispaces.com/Changes+to+the+2010-2011+PMF<br>http://www.doe.mass.edu/mcas/growth/InterpretiveGuide.pdf<br>http://www.schoolview.org/GMFAQ.asp<br>http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DC%20Growth%20Tech%20Report.pdf | |
| **Student Achievement** | **PARCC Moderate Command of Content and above rates in math and ELA** (HS) | % of students scoring levels 3, 4, or 5 on the PARCC assessment | **Components**<br>2015 PARCC scores for all FAY students.<br>Number of FAY students tested for the most recent year.<br>FAY determined by OSSE and validated by schools<br>&bull; HS Math Provision: PCSB will combine scores for both high school math assessments: Geometry and Integrated Math II to create an achievement score for the 2015 HS PMF<br>&bull; Calculating the Target (HS Math) = 90th percentile plus 14.1% of that percentile[22]<br>&bull; Calculating the Target (HS ELA) = 90th percentile plus 52.7% of that percentile[23]<br><br>**Metric**<br>$$\left[\frac{\text{Total \# of FAY students in that SY scoring level 3, 4, or 5 on PARCC math}}{\text{Total \# FAY tested}}\right]*100$$<br>OR | This indicator shows the percent of students who demonstrated at least a moderate command of the content on the PARCC. |

[22] 14.1% represents the percent gap between the 90th percentile of DC CAS results in 2014 (87.7%) and the target in 2014 (100%).
[23] 52.7% represents the percent gap between the 90th percentile of DC CAS results in 2014 (65.5%) and the target in 2014 (100%).

| Indicator | Measure | Description | Components, metric, additional notes | Rationale |
|---|---|---|---|---|
| | | | $$\left[\frac{\text{Total \# of FAY students in that SY scoring level 3, 4, or 5 on PARCC ELA}}{\text{Total \# FAY tested}}\right] * 100$$ **Notes**<br>• High schools may choose either the PARCC Geometry or Integrated Math II assessment<br>• If a high school has students taking both exams, the results will be combined into one aggregated rate | |
| **Student Achievement** | **PARCC College and Career Ready Rates in math and ELA** **(HS)** | % of students scoring levels 4 and 5 on the PARCC assessment | **Components**<br>2015 PARCC scores for all FAY students<br>Number of FAY students tested for the most recent year<br>FAY determined by OSSE and validated by schools<br>• Calculating the Floor = 0%<br>• Calculating the Target (HS Math) = 90th percentile plus 163.2% of that percentile[24]<br>• Calculating the Target (HS ELA) = 90th percentile plus 53.4% of that percentile[25]<br><br>**Metric**<br>Calculated as with PARCC Moderate Command of Content<br>$$\left[\frac{\text{Total \# of FAY students in that SY scoring levels 4 and 5 on PARCC math}}{\text{Total \# FAY tested}}\right] * 100$$<br>OR<br>$$\left[\frac{\text{Total \# of FAY students in that SY scoring levels 4 and 5 on PARCC ELA}}{\text{Total \# FAY tested}}\right] * 100$$<br>**Notes**<br>• High schools may choose either the PARCC Geometry or Integrated Math II assessment<br>• If a high school has students taking both exams, the results will be combined into one aggregated rate | This indicator captures the percent of students who demonstrate college and career ready level performance on the PARCC. |

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[24] 163.2% represents the percent gap between the 90th percentile of DC CAS results in 2014 (9.5%) and the target in 2014 (25%)

[25] 53.4% represents the percent gap between the 90th percentile of DC CAS results in 2014 (16.3%) and the target in 2014 (25%)

| Indicator | Measure | Description | Components, metric, additional notes | Rationale |
|---|---|---|---|---|
| **Gateway** | **College Readiness** (HS) | Number of passing AP/IB exams and dual enrollment courses per year over the number of grade 12 students | **Components**<br>\# of passing Advanced Placement (AP) exams, International Baccalaureate (IB) exams, and dual enrollment courses in the current school year<br>• Minimum passing requirement for AP is a 3 on the exam<br>• Minimum passing requirement for IB is a 4 on the exam<br>• Minimum passing requirement for a dual enrollment course is a grade of C-<br>\# of grade 12 students as per end of year pulled from ProActive/ADT on a date determined by PCSB<br>  o Twelfth grade enrollment will use the adjusted cohort number used in the graduation rate metric<br><br>**Metric**<br>$$\left[\frac{\text{\# of AP exams and IB exams and dual enrollment courses passed by students at any grade level}}{\text{\# of grade 12 students}}\right]*100$$<br><br>**Notes**<br>• One student may contribute multiple passing exams or courses, and each passing score or grade will count in the numerator. The student, if in grade 12, will only count once the denominator.<br>• Passing scores from students in grades 9-11 contribute to numerator but not to the denominator, which is limited to all grade 12 students.<br>• Any HS with a grade 12 that does not offer AP or IB exams or dual enrollment courses is given 0 points on this metric.<br>• Dual enrollment courses must be at least three credit hours<br>• Dual enrollment courses taken in the summer prior to the start of the school year (i.e. summer 2014) will be included along with courses taken during the 2014-15 school.<br>• Students with disabilities in non-public placements are not included in this measure | All students who earn college-level credits while attending high school.<br><br>All passing exams during the 2014-15 school year contribute to the score, regardless of who takes the test.<br><br>Expressing passing exams as per 100 score adjusts to reflect size of school and corresponds more closely to national reporting norms.<br><br>Using the grade 12 cohort as denominator enables measures to track passing scores without creating incentives for schools to limit size of college-level classes. |

| Indicator | Measure | Description | Components, metric, additional notes | Rationale |
|---|---|---|---|---|
| **Gateway** | **Career Readiness** (HS): **CTE Certification Rate** | | **Components**<br># CTE certifications earned in the current school year<br>• A CTE certification must be earned in an eligible CTE career sector per The Strategic Plan for Career and Technical Education In the District of Columbia ("Strategic Plan")[26]<br>• A CTE certification exam is the test to receive an industry-recognized certification<br>• Earning a certification means completing all the requirements and receiving the certification<br># of CTE completers in the current school year<br>• A CTE completer is a student who has completed all of the course in a CTE program of study and met all of the standards of proficiency<br><br>**Metric**<br>$$\left[\frac{\#\text{ of CTE certifications earned}}{\#\text{ of CTE completers}}\right]*100$$<br><br>**Notes**<br>• Schools may choose to include the Career Readiness measures in their PMF (CTE Certification Rate and CTE Program of Study Completion Rate)<br>• There will be a summer deadline for schools to declare whether they would like to include the Career Readiness measure ahead of the August board meeting | This indicator captures the percent of students who are earning CTE industry-recognized certifications, which can make them more competitive job applicants.<br><br>Terms and definitions follow the District's Strategic Plan for CTE. |

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

| Indicator | Measure | Description | Components, metric, additional notes | Rationale |
|---|---|---|---|---|
| **Gateway** | **Career Readiness** (HS):<br><br>**CTE Program of Study Completion Rate** | | **Components**<br># of CTE completers in the current school year<br>• A CTE completer is a student who has completed all of the course in a CTE program of study and met all of the standards of proficiency<br># of CTE participants eligible for completion in the current school year<br>• A CTE participant is a student who has completed the first course and enrolled in the second course of a CTE program of study<br>• CTE programs of study must be in an eligible career sector per the Strategic Plan[27]<br>• Programs of study must be sequences of at least three courses<br><br>**Metric**<br>$$\left[\frac{\text{\# of CTE completers}}{\text{\# of CTE participants eligible for completion}}\right]*100$$<br><br>**Notes**<br>• Schools may choose to include the Career Readiness measures in their PMF (CTE Certification Rate and CTE Program of Study Completion Rate)<br>• There will be a summer deadline for schools to declare whether they would like to include the Career Readiness measure ahead of the August board meeting | This indicator captures the percent of students who complete CTE programs of study in Eligible Career Sectors which can make them more competitive job applicants.<br><br>Terms and definitions follow the District's Strategic Plan for CTE. |

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

| Indicator | Measure | Description | Components, metric, additional notes | Rationale |
|---|---|---|---|---|
| **Gateway** | **4-Year Graduation rate** (HS) | 4-year Adjusted Cohort Graduation Rate (as of October) calculated by OSSE and validated by schools. | **Rate as provided by OSSE and validated by schools:**<br><br>$$\left[\frac{\text{\# of students in cohort who graduated by June or August 2014 with a standard diploma}}{\text{\# of first time grade 9 students in Fall 2010} + \text{transfers-in} - \text{transfers-out} - \text{emigrants} - \text{students who pass away}}\right] * 100$$ | Aligned with OSSE standards |
| **Gateway** | **5-Year Graduation Rate** (HS) | 5-year Adjusted Cohort Graduation Rate (as of October) calculated by OSSE and validated by schools. | **Rate as provided by OSSE and validated by schools:**<br><br>$$\left[\frac{\text{\# of students in cohort who graduated by June or August 2015 with a standard diploma}}{\text{\# of first time grade 9 students in Fall 2010} + \text{transfers-in} - \text{transfers-out} - \text{emigrants} - \text{students who pass away}}\right] * 100$$ | Aligned with OSSE standards<br><br>Many high schools have ninth graders who are far below grade level and take five years (or more) to earn a high school diploma. |

| Indicator | Measure | Description | Components, metric, additional notes | Rationale |
|---|---|---|---|---|
| **Gateway** | **PSAT scores**<br><br>(HS) | % of grade 11 students scoring at least 80 on the combined math and verbal portion of the PSAT | **Components**<br>PSAT data for current grade 11 students<br>Grade 11 enrollment as of the end of the school year pulled from ProActive/ADT on a date determined by PCSB<br>Any HS with the grade 11 that doesn't offer the PSAT exam is given 0 points on this metric.<br><br>Grades 9 and 10 PSAT scores do not count because they are standardized to a different scale<br><br>**Metric**<br><br>$$\left[ \frac{\# \text{ of current grade 11 students scoring at least } 80 \text{ (Verbal + Math) on PSAT}}{\# \text{ of grade 11 students}} \right] * 100$$<br><br>**Note**<br>Students with disabilities in non-public placements are excluded from this measure | Grade 11 PSAT performance of at least 80 on the math and verbal sections is a predictor of SAT performance of at least 800 on the math and verbal sections. |

| Indicator | Measure | Description | Components, metric, additional notes | Rationale |
|---|---|---|---|---|
| **Gateway** | **SAT and ACT scores** (HS) | % of current grade 12 students scoring at least 800 on the SAT or 16 on the ACT. | **Components**<br>Every SAT/ACT score for current grade 12, including when it was taken in previous years (Note: Students often take SAT and ACT multiple times to improve their scores. PCSB will count the student as having met the Gateway measure if s/he earns an 800 on the SAT or 16 on the ACT at any time in his high school career even if the score is earned while s/he attended a different high school).<br>Grade 12 enrollment as of the end of the school year pulled from ProActive/ADT on a date determined by PCSB<br>Students who have not taken the SAT or ACT exams are given 0 points on this metric.<br><br>**Metric**<br><br>$$\left[\frac{\text{\# of current grade 12 students scoring at least } 800\,(\text{Verbal}+\text{Math})\text{ in SAT}+16\text{ or higher (Composite) in ACT}}{\text{\# of grade 12 students}}\right]*100$$<br><br>**Note**<br>Students with disabilities in non-public placements are excluded from this measure | College Board research indicates that a score of at least 800 on the math, and verbal sections of the SAT predicts with high likelihood a GPA of at least 2.0 in freshman year at community college or university<br>For reference visit: SAT-ACT concordance table: http://www.act.org/aap/concordance/ |
| **Gateway** | **College Acceptance** (HS) | % of high school seniors accepted to a full-time college or university | **Components**<br>Unique college acceptances – self reported, verified by PCSB acceptance letter review<br>Grade 12 enrollment as of the end of year pulled from ProActive/ADT on a date determined by PCSB<br><br>**Metric**<br>$$\left[\frac{\text{\# of grade 12 students accepted to a full time college or university}}{\text{\# of grade 12 students}}\right]*100$$<br><br>**Note**<br>Students with disabilities in non-public placements are excluded from this measure | College acceptance is a necessary step to college enrollment and has been defined to be an important measure of student success |
| **School Environment** | **Attendance** (HS) | In-seat attendance rate | **Components**<br>Attendance by grade-span<br>Aligns with DCPS's calculation. | |

| Indicator | Measure | Description | Components, metric, additional notes | Rationale |
|---|---|---|---|---|
| | | for grades 9 to 12 | **Metric**<br><br>$\left[ \dfrac{\#\,of\,days\,present}{\#\,days\,enrolled} \right] * 100$ | |

| School Environment | Re-enrollment (HS) | Re-enrollment rate for those eligible to return<br><br>Students ineligible to re-enroll include: (a) Students in the campus's terminal grade who were promoted to the next grade; (b) students who moved out of DC; (c) students enrolled in an adult education campus (d) students expelled for a federally-recognized reason, such as bringing a firearm to school; (e) students placed into private placement from a DCPS-dependent LEA, as the student is removed from the school's roster at that point and placed into DCPS; (f) Students that transfer within an LEA from a high school campus to | **Components**<br>Previous fall enrollment by student ID and grade (October Audited Enrollment)<br>Current fall enrollment by student ID and grade (October Audited Enrollment)<br><br>**Metric**<br>Map students in previous fall and current fall to determine overlap<br>Determine which students in previous fall are ineligible to re-enroll (those in their final year; moved out from DC)<br><br>$$\left[\frac{\text{Total \# of students attending both previous fall and current fall}}{(\text{\# of students in previous fall})- (\text{\# of students ineligible to enroll})}\right]*100$$<br><br>For all students deemed ineligible to re-enroll, PCSB will verify their ineligibility using the following processes: | Used to assess student and parent satisfaction and drop-out rate. |
|---|---|---|---|---|

| Reason for Ineligibility to Re-Enroll | Ineligibility Verification Process |
|---|---|
| Students in the campus's terminal grade who were promoted to the next grade | PCSB will use enrollment data to verify the student's grade in both school years. LEAs do not have to submit any documentation. |
| Students who moved out of DC | PCSB will verify that the student is not enrolled in another DC school.<br>LEAs will submit a parent/guardian letter or withdrawal form stating the family's intent to move away from DC. |
| Students enrolled in an adult education campus | PCSB will use enrollment data to verify the student's grade. LEAs do not have to submit any documentation. |
| Students expelled for a federally-recognized reason, such as bringing a firearm to school; U.S. Code § 7151 (PDF / text) | PCSB will use discipline data to verify students' expulsion records. LEAs do not have to submit any documentation. |
| Students placed into private placement from a DCPS-dependent LEA, as the student is removed from the school's roster at that point and placed into DCPS. | PCSB will verify that the LEA is a dependent charter and that the student was transferred into a private placement. LEAs do not have to submit any documentation. |
| Students that transfer within an LEA from a high school campus to their adult education campus. | PCSB will verify that the student is enrolled at the adult education campus within the LEA. LEAs do not have to submit any documentation. |

| | | their adult education campus; (g) Students that are deceased. | **Note**<br>Students who transfer within an LEA from one campus to another (excluding from a high school campus to an adult education campus) will be removed from both the numerator and denominator. | |
|---|---|---|---|---|
| **School Environ ment** | **9th grade on track to graduate (HS)** | % of grade 9 students receiving enough credits to be on track to meet OSSE graduation requirements and the individual LEA graduation requirements in 4 years | **Components**<br>Grade 9 enrollment as of the end of the school year pulled from ProActive on a date determined by PCSB<br>Review of all grade 9 transcripts – on-site review<br><br>**Metric**<br>$$\left[\frac{\text{\# of grade 9 students receiving enough credits to be on track to meet LEA graduation requirements in 4 years}}{\text{\# of grade 9 students}}\right]*100$$<br><br>**Notes**<br>• OSSE requirements: Students must pass 6 credits or the equivalent, consisting of Algebra I, an English course, a Science course, a Social Studies course that is among World History, US History, US Government or DC History, and two additional elective courses. Requirements vary by LEA.<br>• All current grade 9 students are included regardless of repeater status<br>• Self-reported by schools based on grade 9 transcripts<br>• PCSB validates a 20% sample; if there are discrepancies, PCSB will validation a 100% of records<br>• Students with disabilities in non-public placements are excluded from this measure | |

# Adult Education PMF

# Adult Education Performance Management Framework

## Identifying Adult Education Schools

The Adult Education Performance Management Framework (AE PMF) will be used as a common accountability measure for adult education charter schools. The federal Adult Education and Family Literacy Act, section 203, defines adult education as:

> Services or instruction below the postsecondary level for individuals: a) who have attained 16 years of age; b) who are not enrolled or required to be enrolled in secondary school under State law; and c) who lack sufficient mastery of basic educational skills to enable the individual to function effectively in society; do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or are unable to speak, read, or write the English language.

As opposed to a typical secondary school or high school, adult education schools do not offer a high school diploma.

The below schools will be assessed according to the goals of the AE PMF along with any new school that is approved by PCSB to offer an adult education program.

- Academy of Hope PCS
- Briya PCS
- Carlos Rosario International PCS
- Community College Preparatory Academy PCS
- LAYC Career Academy PCS
- Maya Angelou PCS - Young Adult Learning Center
- The Next Step/El Proximo Paso PCS
- YouthBuild PCS

Each LEA selected one of two program years to report data, based on their actual program cycle. The schools will not be given the option to switch program years without requesting a charter amendment that documents the change in the academic program. The following table highlights the program year that each LEA selected:

| Cohort 1 | Cohort 2 |
|---|---|
| Program Year:  July 1 – June 30 | Program Year:  September 1 – August 31 |
| Data Collection Cycle:  July 15 – August 15 | Data Collection Cycle:  September 1 – September 30 |
| Academy of Hope PCS<br>Briya PCS<br>Carlos Rosario International PCS<br>Maya Angelou Young Adult Learning Center PCS | LAYC Career Academy PCS<br>The Next Step/El Proximo Paso PCS<br>YouthBuild PCS<br>Community College Preparatory Academy PCS |

## Monitoring Adult Education Charter Schools' Performance

PCSB assesses performance using PMF results for all schools that are eligible for one of the frameworks. In school year 2014-15, schools evaluated under the AE PMF will be tiered for the first time. PCSB will use the AE PMF to designate an Adult Education school as a high-performer (Tier 1), mid-performer (Tier 2), or a low-performer (Tier 3).

## Indicators and Measures

For the 2014-15 school year PCSB will use five indicators to measure academic performance for all adult education charter schools (1) student progress, defined as learning gains as measured by tests that are valid and reliable for adults and disengaged youth; (2) student achievement, reflects the achievement of a GED (whether in English or Spanish) or diploma documenting satisfactory completion of secondary studies; (3) career/college readiness; (4) leading indicators of attendance and student retention; and (5) mission specific goals, assessing aspects of the school program otherwise not captured. Since each school is vastly different in its program, not all schools will be measured using the same assessments or on the same indicators. Schools should report outcomes on students enrolled in programs for 12 hours or more.

These five core indicators apply to every school with the following floors, and targets assigned:

### Adult Education PMF

| Indicator | Measure | Floor[28] | Target[29] |
|---|---|---|---|
| Student Progress | ABE Level 1 – Percentage of adult students who enter at a basic literacy level who will complete Beginning Literacy ABE level by end of program year. | 0.0% | 100.0% |
| | ABE Level 2 – Percentage of adult students who will complete Beginning ABE level by end of program year. | 19.8% | 100.0% |
| | ABE Level 3 – Percentage of adult students who will complete Low Intermediate ABE level by end of program year. | 36.5% | 86.5% |
| | ABE Level 4 – Percentage of adult students who will complete High Intermediate ABE level by end of program year. | 25.0% | 65.0% |
| | ABE Level 5 (ASE) – Percentage of adult students who will complete Low ASE level by end of program year. | 0.0% | 100.0% |
| | ESL Level 1 – Percentage of adult students will enter at a basic ESL literacy level who complete Beginning Literacy ESL level by end of program year. | 26.7% | 100.0% |

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

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

| Indicator | Measure | Floor[28] | Target[29] |
|---|---|---|---|
| | ESL Level 2 – Percentage of adult students who will complete Low Beginning ESL level by end of program year. | 63.5% | 93.5% |
| | ESL Level 3 – Percentage of adult students who will complete High Beginning ESL level by end of program year. | 47.8% | 77.8% |
| | ESL Level 4 – Percentage of adult students who will complete Low Intermediate ESL level by end of program year. | 35.7% | 65.7% |
| | ESL Level 5 – Percentage of adult students who will complete High Intermediate ESL level by end of program year. | 32.8% | 62.8% |
| | ESL Level 6 – Percentage of adult students who will complete Advanced ESL level by end of program year.[30] | 13.2% | 49.8% |
| Student Achievement | Percentage of students that attempt and attain a passing score on the English/Spanish GED tests, or the learner obtains a diploma or state-recognized equivalent, documenting satisfactory completion of secondary studies (high school or adult high school diplomas) out of the total number of students who attempt the English/Spanish GED or diplomas or that are enrolled in the assessment phase of the NEDP. | 0.0% | 100.0% |

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[30] ESL 6 will be a display-only measure for 2014-15 and not a part of the final score.

| Indicator | Measure | Floor[28] | Target[29] |
|---|---|---|---|
| College and Career Readiness | Entered Employment or Entered Postsecondary[31]: Percentage of adult students who are in the labor force[32] but enter the program without a job and either a) obtain a job after exiting the program or b) obtain a job while they are enrolled in the program and still hold a job during the first quarter of exit from the program or c) enroll in a postsecondary educational, occupational skills training program, or an apprenticeship training program. | 0.0% | 75.0% |
| | Retained Employment or Entered Postsecondary: Learners who either a) enter the program with a job, or b) obtain a job after exit, and *remain employed* in the 3rd quarter after program exit c) enroll in a postsecondary educational, occupational skills training program, or an apprenticeship training program. | 39.8% | 69.8% |
| | Entered Postsecondary Education (prior program year): Percentage of students with a secondary credential and who enroll in a postsecondary educational, occupational skills training program, or an apprenticeship training program in the prior program year. | 0.0% | 75.0% |
| Leading Indicators | Attendance: Percentage of students who attend classes regularly | 49.5% | 70.0% |

[31] As defined by NRS, employment is working in a paid, unsubsidized job or working 15 hours or more per week in an unpaid job on a farm or business operated by a family member or the student. Schools should contact the student in the first quarter after exit to determine if they have entered employment, and in the third quarter after exit to determine if they have retained employment. For example, if the student exited on February 22, that is the first quarter of the year (January 1 – March 31). The school must collect information on the student's employment status in the quarter after exit (April 1 – June 30). If the student confirms employment in the first quarter after exit, then the school must follow up with that student in the third quarter after exit (October 1 – December 31) to determine if that student retained the job.

[32] As defined by Department of Labor: "Labor force measures are based on the civilian, non-institutional population 16 years old and over. (Persons under 16, all inmates of institutions and persons on active duty in the Armed Forces are excluded.) All other members of the civilian, non-institutional population who are 16 or over and have a job or are actively looking for one and available to work are classified as in the labor force."

| Indicator | Measure | Floor[28] | Target[29] |
|---|---|---|---|
| | Retention: Percentage of students with both a baseline assessment (pre-test) and a progress assessment (post-test), regardless of academic gain within the program year divided by the total number of students who were in the program, as defined by taking the pre-test. | 43.3% | 76.7% |
| Mission Specific Goals | This indicator is chosen by the school and must align with the specific mission of the charter school. Specifically, schools will choose goals related to Career and Technical Education certification, alternative academic assessments offered by the school, not included in the Student Progress indicator or other mission specific programming offered at the school. This will be a display-only indicator during the 2014-15 school year as the task force continues to refine the business rules for this measure. | 0% | 100%[33] |

## Floors and Targets

The target is the value at which a school receives the maximum amount of points for the metric and the floor is the point at which a school receives zero points for their performance.

The proposed floors and targets were developed using data reported from the Office of Vocational and Adult Education ("OVAE") and have been approved by the adult education taskforce. More specifically, the floor for each indicator was calculated using national 2011-12 data from the bottom 10% of states. Each target was created to be equal to the state of Maryland's performance + 1%. The cohort used to establish the floors and targets were only the students who pre- and post-tested. Some of the targets were revised to be even higher if the range between floors and targets were smaller than 30 points. It's worth noting there are two exceptions to this methodology. The taskforce voted unanimously to lower the Attendance target from 79% to 70% and to lower the percent entering employment or postsecondary target from 100% to 75%. This was done based on the baseline data collected for all schools.

PCSB suggests the Board evaluate the floors and targets again in the Fall of 2015 for the Adult Ed PMF based on the most recent year of DC's adult education charter school-level data and national data reported by the US Department of Education, OVAE. PCSB also suggests the Board adjust the floors and targets to account for changes related to the methodology and/or the assessments used to calculate each specific indicator.

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[33] The task force will determine floors and targets for schools electing mission specific goals aligned to certification programs by November 2014.

Metrics - **Data sources and methodology**

| Indicator | Measure | Description | Components, method, additional notes | Rationale |
|---|---|---|---|---|
| Student Progress | Educational gain using educational functioning levels (EFLs) | Percentage of students with a post-test level score that is one or more educational functioning levels higher than the starting level measured on entry into the program<br><br>Schools must report the required measure on all students who receive 12 hours or more of service. | Students are assigned to an NRS functioning level pre-test and post-test using the cut scores identified by assessment & subject according to the March 2010 update (Appendix B).<br><br>Because there are observed scores below the minimum cut scores for ESL Level 1 on the TABE CLAS-E, an ESL Level 0 was created for students participating in this assessment scoring beneath 225 in reading and writing and beneath 230 in listening and speaking.<br><br>Students are counted as meeting the student progress metric if their post-test level > pre-test level.<br><br>Students must score one point above each the ABE 5 and ESL 6 targets to qualify as progressing beyond ABE 5 and ESL 6. | This measure reflects learning gains as measured by tests that are valid and reliable for adults and disengaged youth. Participants make significant educational gains that demonstrate progress toward their educational, employment, and postsecondary education and training goals. Programs will report educational gain using assessments validated for use with the adult population and aligned with the EFLs as described by the National Reporting System (NRS) for Adult Education. See **https://www.federalregister.gov/articles/2013/12/12/2013-29709/tests-determined-to-be-suitable-for-use-in-the-national-reporting-system-for-adult-education#h-10** for a list of NRS approved assessments. |

Metrics - **Data sources and methodology**

| Indicator | Measure | Description | Components, method, additional notes | Rationale |
|---|---|---|---|---|
| Student Achievement | GED or state-recognized equivalent attainment | Percentage of students attempting and passing the GED or state-recognized equivalent | Students are counted as meeting the student achievement metric if their GED result indicates the test was attempted and passed.  Students are counted as not meeting the student achievement metric if their GED result indicates the test was attempted and failed.  PCSB gives credit to students earning a Spanish or English GED.<br><br>Programs are responsible for conducting follow ups with their students after exit on Student Achievement and Gateway measures.  Each program must develop a follow-up survey and a plan that describes follow-up questions, survey procedures, staff training documentation, and tracking mechanisms.<br><br>Students are also counted if they earn the NEDP.<br><br>Numerator: Students that earn the diploma or state-recognized equivalent in that program year<br><br>Denominator: Students who earn the NEDP diploma plus any student in the assessment phase who exited without getting the diploma, students taking all four GED tests | This measure reflects the achievement of a GED or state-recognized equivalent.  This measure reflects whether or not students have attained the skills needed to get a job, retain a job, or attend college without needing remedial classes. |

Metrics - **Data sources and methodology**

| Indicator | Measure | Description | Components, method, additional notes | Rationale |
|---|---|---|---|---|
| Career/ College Readiness | Entered Employment or Entered Postsecondary | Percentage of adult students who are in the labor force[34] but enter the program without a job and either a) obtain a job after exiting the program or b) obtain a job while they are enrolled in the program and still hold a job during the first quarter of exit from the program or c) enroll in a postsecondary educational, occupational skills training program, or an apprenticeship training program.<br><br>Schools must report the required measure on all students who receive 12 hours or more of service. | Students are counted as meeting this metric in the college & career readiness metric if the school's total response rate for this metric is ≥ 50%.<br><br>To be counted as not meeting the college & career readiness metric, students had to be identified with an "N" for both postsecondary and obtained employment. Students are excluded from this metric if they are identified as being out of the labor force. If schools do not meet the 50% response rate for Entered Employment/Entered Postsecondary or Retained Employment/Entered Postsecondary, they will receive zero points for the measure.<br><br>As defined by Department of Labor: "Labor force measures are based on the civilian, non-institutional population 16 years old and over. (Persons under 16, all inmates of institutions and persons on active duty in the Armed Forces are excluded.) All other members of the civilian, non-institutional population who are 16 or over and have a job or are actively looking for one and available to work are classified as in the labor force." Employment is working in a paid, unsubsidized job or working 15 hours or more per week in an unpaid job on a farm or business operated by a family member or the student.<br><br>• If a student updates their labor force status for maternity leave or chronic illness, then the school is required to provide documentation of this update to PCSB. Schools should not automatically classify students who go on maternity leave as withdrawing from the labor force. PCSB will review these requests for a modification to labor force participation on a case-by-case basis during the annual data collection cycle.<br><br>If a school graduates students with a Spanish GED and they enroll in ESL courses within the school or elsewhere, then they will not be included in the College/Career-Readiness indicator cohort. The "first school" will receive credit for student achievement only. If the student does not enroll in ESL courses, the school will still be eligible for tracking Career and College Readiness outcomes for this student.<br><br>Schools are expected to develop and administer surveys to track the career and college outcomes for their students after they exit the program. Results of these surveys should be documented and saved for random audits by PCSB.<br><br>Students that enroll directly into a school's vocational program can be counted as entering post-secondary. | This measure reflects the number of students who exit the program and enter employment and/or enter postsecondary. Schools will receive points if students either enter employment OR enter postsecondary. |

Metrics - **Data sources and methodology**

| Indicator | Measure | Description | Components, method, additional notes | Rationale |
|---|---|---|---|---|
| | Retained Employment or Entered Postsecondary | Percentage of adult students who either a) enter the program with a job, or b) obtain a job after exit, and *remain employed* in the 3rd quarter after program exit c) enroll in a postsecondary educational, occupational skills training program, or an apprenticeship training program. | | |
| | Entered Postsecondary (prior program year) | Percentage of students with a secondary credential and who enroll in a postsecondary educational, occupational skills training program, or an apprenticeship training program after exit in the prior program year | | |

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[34] As defined by Department of Labor: "Labor force measures are based on the civilian, non-institutional population 16 years old and over. (Persons under 16, all inmates of institutions and persons on active duty in the Armed Forces are excluded.) All other members of the civilian, non-institutional population who are 16 or over and have a job or are actively looking for one and available to work are classified as in the labor force."

Metrics - **Data sources and methodology**

| Indicator | Measure | Description | Components, method, additional notes | Rationale |
|---|---|---|---|---|
| Leading | Attendance | In-Seat attendance rate | Aligns with District of Columbia Public Schools (DCPS) calculation and calculation for all other Performance Management Frameworks. $$\left[\frac{\#\ of\ days\ present}{\#\ days\ enrolled}\right]*100$$ Schools must report the required measure on all students who receive 12 hours or more of service. | This metric reflects the percentage of students attending classes daily. |
| Leading | Retention | Number of students with both a baseline assessment (pre-test) and a progress assessment (post-test), regardless of academic gain within the program year divided by the total number of students who were in the program, as defined by taking the pre-test. | Students are counted as meeting the retention metric if their pre- and post-test levels are not missing.  Students are counted as not meeting the retention metric if their pre-test level is not missing, but their post-test level is missing. | This measure reflects the percentage of students enrolled in academic courses that complete a pre-test and post-test. Future modifications to this metric will include retention rates in other programming at the school. |

Metrics - **Data sources and methodology**

| Indicator | Measure | Description | Components, method, additional notes | Rationale |
|---|---|---|---|---|
| Mission Specific Goals | Career and Technical Education certification or alternative academic assessments offered by the school, not measured in the Student Achievement indicator | Schools may elect mission specific goals for the following areas:<br><br>A) Certification: Number of students earning industry-recognized certification divided by the number of exiting students enrolled in the certification course as well as the number of students earning industry-recognized certification divided by the number of exiting students taking the certification exam<br><br>B) Assessments: Number of students gaining at least one grade level divided by the number of test takers (within one program year)<br><br>C) Mission Specific Areas of Focus: Other areas of the school program that may not be comparable across school programs | All mission-specific goals will be display only for the 2014-15 PMF.<br><br>Schools will have the opportunity to submit and, if needed, negotiate their mission specific goals with PCSB. The Board will approve the submitted mission specific goals at the beginning of the school year. Schools will have the opportunity to revise, submit and, if needed, negotiate their mission specific goals annually. Schools will earn points for meeting or exceeding their mission specific goals. The total points earned will be based on the n-size associated with each mission specific goal.<br><br>The minimum n-size within the mission specific indicator will be ten students.<br><br>Schools must report the required measure on all students who receive 12 hours or more of service. | This measure provides schools with the opportunity to demonstrate progress on vocational programming unique to the school's mission and academic assessments that are not aligned with NRS reporting. |

**Supplemental Materials**

**Sample Assessment Table for Educational Functioning Levels**

Currently, programs are using CASAS, TABE, and TABE CLAS-E from the list of NRS-approved tests. Following is a comparison chart of those tests used for ABE and ESL students.

**Adult Basic Education (ABE)**

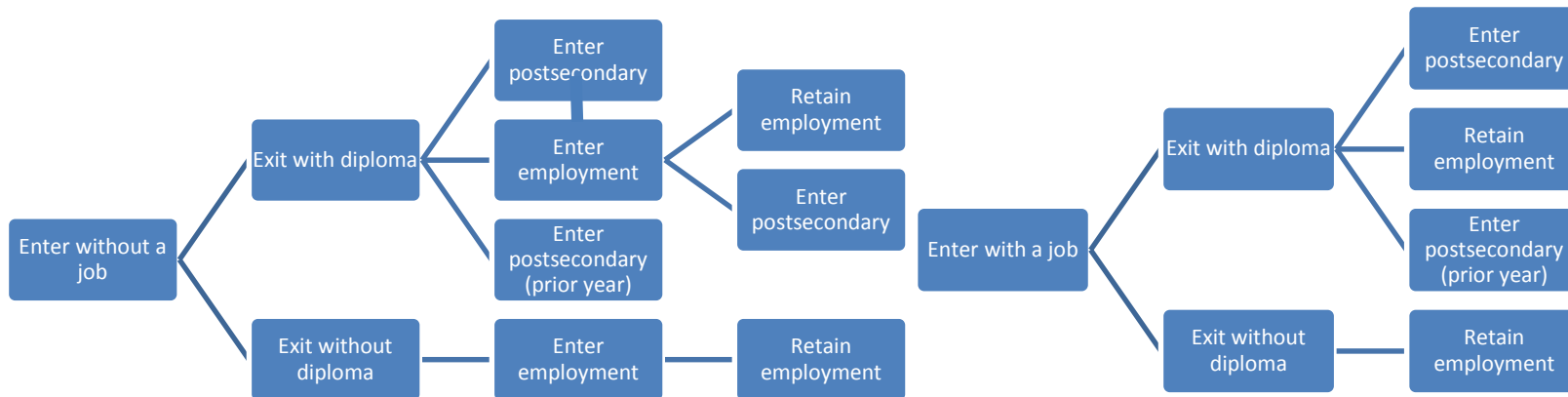| NRS Educational Functioning Level | TABE-R 9 & 10 Scale Scores | CASAS Scale Scores |
|---|---|---|
| **Level 1: Beginning Literacy** | 160 - 367 | Reading: 200 and below; Math: 200 and below; |
| **Level 2: Beginning ABE** | 368 - 461 | Reading: 201-210: Math: 201-210; Writing: |
| **Level 3: Low Intermediate ABE** | 462 - 517 | Reading: 211-220; Math: 211-220; Writing: |
| **Level 4: High Intermediate ABE** | 518 - 566 | Reading: 221-235; Math: 221-235; Writing: |
| **Level 5: Low Advanced ASE** | 567 - 595 | Reading: 236-245; Math: 236-245; Writing: |
| **Level 6: High Advanced ASE** | 596 + | Reading: 246 and above; Math: 246 and above; |

**English as a Second Language (ESL)**

| NRS Educational Functioning | TABE CLAS-E | CASAS Scale |
|---|---|---|
| **Level 1: Beginning ESL Literacy** | Total Reading and Writing: 225-394; | Reading: 180 and below; Listening: |
| **Level 2: Low Beginning ESL** | Total Reading and Writing: 395-441 Total Listening and Speaking: 408-449 | Reading: 181-190 Listening: 181-190 Writing: 136-145 |
| **Level 3: High Beginning ESL** | Total Reading and Writing: 442-482; | Reading: 191-200; Listening: 191- |
| **Level 4: Low Intermediate ESL** | Total Reading and Writing: 483-514; | Reading: 201-210; Listening: 201- |
| **Level 5: High Intermediate ESL** | Total Reading and Writing: 515-556; Total Listening and Speaking: | Reading: 211-220; Listening: |
| **Level 6: Advanced ESL** | Total Reading and Writing: 557-600; Total Listening and Speaking: | Reading: 221-235; Listening: |

**College and Career Readiness Overview**

| Metric | Start of Follow-up | Length of Follow-up | Numerator | Denominator | Example |
|---|---|---|---|---|---|
| Entered employment or entered postsecondary | 1st Quarter after exit | Enter employment - within the 1st quarter after exit<br><br>Enter postsecondary - Up to end of program year | Students in the denominator that are employed in the first quarter after the quarter of exit or enter postsecondary before the end of the program year<br>*Note: If students earn a job after they entered the program, the school must follow up again with the student during the first quarter to earn credit for entering employment.* | Exiting students (who responded to the survey) that entered the program/program year without a job or gained a job after they entered the program | If 100 students exit a program, none of whom entered the program/program year with a job, and the school determines through follow-up that 40 students entered employment and 13 different students entered postsecondary, the value would be 53/100 or 53% of students entered employment or entered postsecondary. |
| Retained employment or entered postsecondary | 3rd Quarter after exit | Retain employment - within the 3rd quarter after exit<br><br>Enter postsecondary - Up to end of program year | Students in the denominator that are employed in the third quarter after the quarter of exit or enter postsecondary before the end of the program year | Exiting students (who responded to the survey) that enter the program/program year with a job plus students that obtain a job in the first quarter after exit | Five students who entered the program/program year with a job and another 5 students who obtained a job in the first quarter after exit, a pool of 10 exited students, are contacted in the 3rd quarter after exit. 7 of those students still have a job, and 1 additional student entered postsecondary. The value would be 8/10 or 80% of students retained employment or entered postsecondary. |
| Entered postsecondary (prior program year) | Anytime after exit, if credit was not received in any other metric | Up to end of subsequent program year | Students in the denominator that have entered postsecondary | Exiting students (who responded to the survey) that earned a GED or high school diploma that did not enter or retain employment from the previous program year that did not already earn credit for entering postsecondary | 50 students exit the program with a GED or high school diploma. During the first quarter after they exit the program, the school determines that 20 of these students entered postsecondary. 30 students with a GED or high school diploma were not identified as entering postsecondary during the follow-up. During the next program year, the school determines that 10 more students entered postsecondary. The value would be 10/30 or 33 1/3% of students entered postsecondary. |

These flowcharts illustrate which students are eligible for each metric.

# Alternative Accountability Framework

# Alternative Accountability Framework

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

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

(1) The percentage of the school's students who are identified as having at least one of the following risk factors is at least 60%:
   a. receiving special education services at levels 3 or 4;
   b. is at least two years over-aged and under-credited for their grade level;
   c. is pregnant or mothering;
   d. is currently under court supervision[35];
   e. has been expelled;
   f. is currently or formerly incarcerated[36] or adjudicated;
   g. is homeless; or
   h. is currently or formerly in foster care.
(2) The school's mission specifically expresses their desire to serve at-risk and/or high-level special education students.[37]
(3) The school serves grades that fall within the traditional PK-12 system with the ultimate aim of students earning a DC high school diploma or serves students ages 3-24 in an ungraded program where students earn certificates of IEP completion.

Schools that meet the above criteria shall be approved by PCSB to use the AAF.

## Indicators and Measures
Once a school is eligible to be evaluated using the Alternative Accountability Framework, they will consult with PCSB staff to design a unique set of goals aligned to specific indicators[38] of quality, with traditional and/or non-traditional measures[39], metrics[40] and targets unique to their school's program. This school's unique AAF will be subject to PCSB board approval and will ultimately be incorporated into the school's charter as their charter goals and student achievement expectations. Each school's AAF will be annually measured and the achievement results will be shared publicly. While each AAF will be unique to that school, staff intends to explore in the future whether there is

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[35] Includes students affiliated with the following agencies: Child and Family Services (CFSA), Department of Youth Rehabilitation Services (DYRS), Persons in Need of Supervision (PINS), on probation or on parole. This risk factor will be included pending receipt of data from OSSE and these agencies.
[36] This includes incarceration in an adult correctional facility or a juvenile detention center.
[37] Schools whose original mission does not include serving alternative students, but whose student populations have evolved to include larger percentages of at-risk and high-need special education students may amend their missions.
[38] Indicators – General dimensions of quality or achievement
[39] Measures – General instruments or means to assess performance in each area defined by an indicator
[40] Metrics – The calculation method or formula for a given measure

a way to appropriately display results on a 0-100 scale used by PCSB's Performance Management Frameworks.

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

- **Student Progress** – Academic improvement over time on the statewide assessment
- **Student Achievement** – Academic proficiency on the statewide assessment and additional assessments such as NWEA MAP, Scantron Performance Series, Renaissance Learning, etc.
- **Gateway/Post-Secondary Readiness** – Outcomes in key subjects that indicate future success or that are aligned to college and career readiness such as graduation rates of 4, 5, 6 or 7 year cohorts, SAT/ACT performance, Accuplacer results, preparation of FAFSA applications, workforce readiness, credit/course completion, or other post-secondary readiness metrics
- **Student Engagement** – Predictors of student achievement such as suspension rates, truancy rates, in-seat attendance rates, student re-engagement rates, and positive socio-emotional or psychological adjustment rates

## Metrics

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

**Supplemental Materials**

**Alternative Accountability Framework – Data Dictionary**

**1)** Receiving special education services at levels 3 or 4;
Verified by the Statewide Longitudinal Education Data (SLED) system

**2)** At least two years over-aged and under-credited for their grade level;

If students are the age below by September 1$^{st}$ of the current school year, they are eligible:

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

**3)** Is pregnant or mothering;

**4)** Currently under court supervision;

Includes students on probation, parole, or classified as Persons in Need of Supervision (PINS) in addition to those receiving services from Child and Family Services (CFSA) or have case files with Department of Youth Rehabilitation Services (DYRS).

**5)** Expelled;

**6)** Currently or formerly incarcerated or adjudicated;

**Incarcerated:**  The student has served time in an adult correctional facility or a juvenile detention center.

**Adjudicated**: The stage of the juvenile criminal justice process when "all the preparations and court hearings from the time formal charges are petitioned against a juvenile in juvenile court until a decision is made by a plea agreement or a trial about whether the juvenile committed a crime. In juvenile court, the trial is also known as the adjudication hearing or the fact-finding hearing."  More information about the adjudication process in the District of Columbia can be found at:
http://www.courtexcellence.org/uploads/publications/DCJuvenileJusticeGuideEnglish_Final.pdf

7) **Homeless**: Homeless children and youths as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act.

The term "homeless child and youth" means:
- Children and youth who lack a fixed, regular and adequate nighttime residence; and includes children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelter (including DC transitional housing); are abandoned in hospitals; or are awaiting foster care placement;

- Children and youth who have a primary nighttime residence that is a private or public place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;

- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;

- Migratory children who qualify as homeless because they are living in circumstances described above; and

- Unaccompanied youth, including youth who are not in the physical custody of a parent or guardian, who qualify as homeless because they live in circumstances described above

http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/McKinney-Vento%20Homeless%20Act%20Law-2.pdf

8) **Foster care** as defined under 45 CFR 1355.20: *Foster care* means 24-hour substitute care for children placed away from their parents or guardians and for whom the title IV-E agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the State, Tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is Federal matching of any payments that are made.

Defined in the Federal Foster Care Program authorized by title IV-E of the Social Security Act, as amended, and implemented under the Code of Federal Regulations (CFR) at 45 CFR parts 1355, 1356, and 1357.