

## The Performance Management Framework Overview

Exert from: [Transforming Public Education in The Nation's Capital](#)

DC PCSB's Performance Management Framework (PMF) is the primary tool by which PCSB measures the academic performance of each charter school in Washington, DC. The PMF is used to evaluate each school in PCSB's portfolio every year, including years when schools are not up for charter review or renewal. As such, it provides a regular update on each school's academic progress. Although the specific measures that comprise the PMF vary for different school levels and school types, the same five domains of performance are used for all schools:

The Performance Management Framework (PMF) measures public charter school performance on several indicators, which are explained below.





**1. Student Progress:** an evaluation of individual students' academic improvement over time. Improvement over time is measured by growth in each student scores on the reading and math sections of the District of Columbia Comprehensive Assessment System (DC-CAS), the standardized examination given by OSSE to all District of Columbia public school students<sup>1</sup>. Student progress does not measure student proficiency, but instead, growth in student results over time.<sup>2</sup>

**2. Student Achievement:** an evaluation of academic performance in the year measured. Whereas student progress measures the growth of student results at Washington, DC charter schools over time, student achievement measures the percentage of students scoring proficient or advanced at a specific point in time, and does not account for growth. For high schools, performance on Advanced Placement and International Baccalaureate examinations is also factored into the score.

**3. Gateway Indicators:** an evaluation of academic performance in specific subjects that predict future academic success and/or college and career readiness. Metrics used to evaluate performance in this domain include DC-CAS results for 3<sup>rd</sup> grade reading for elementary schools, DC-CAS results for 8<sup>th</sup> grade math for middle schools, and 11<sup>th</sup> grade PSAT performance, 12<sup>th</sup> grade SAT

performance, and college acceptance rate for high schools.

**4. School Environment:** an evaluation of performance in specific predictors of future student progress and achievement. These criteria include attendance and re-enrollment rates in all schools as well as the percentage of 9<sup>th</sup> grade students completing sufficient credits to be on-track to graduate within 4 years in high schools.

**5. Mission-Specific Measures:** an evaluation of performance in criteria tailored specifically to each school to incorporate differences in the missions and methods of Washington, DC's charter schools. In the past, the evaluations of early childhood and adult education charter schools were based entirely on these measures.

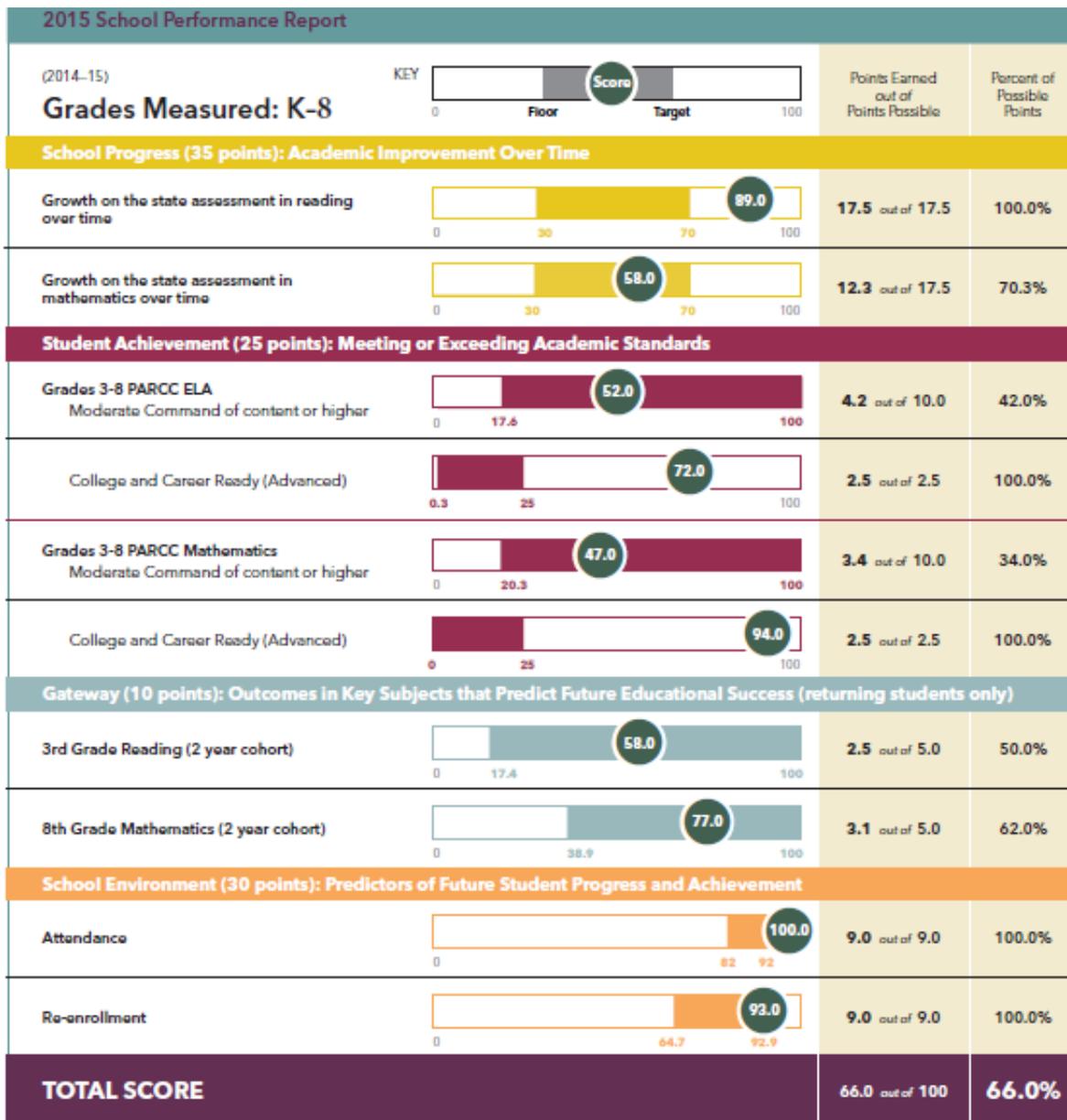
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<sup>1</sup> Washington, DC is a member of the Partnership for the Assessment of Readiness for College and Career (PARCC) Consortium. All public schools in the city, including charter schools, will switch to the PARCC assessment for the city's state-level assessment of reading and math in school year 2014-15.

<sup>2</sup> Growth over time is measured using a technique called "median growth percentile," which is calculated through a two-step process. First, a student growth percentile is calculated for each student at the school by comparing that

student's growth to his or her academic peers, or students starting from the same level of academic achievement. Then, the median of all the growth percentiles for students at the school is calculated. This number is the school's median growth percentile. This measure was selected because it allows for meaningful comparisons of growth of groups of students, even when the groups being measured represent different populations. For more information on student and median growth percentiles, please see "[A Primer on Student Growth Percentiles](#)," authored by Damian W. Betebenner from the The Center for Assessment.

Example PMF



Within each domain, data on between one and four metrics is compiled and used to calculate the percentage of possible points a school earns in that domain. In most cases, schools earn the maximum number of points in a category if their results are at or above the 90<sup>th</sup> percentile of results from all DC charter schools, and no points in a category if their results are below the 10<sup>th</sup> percentile of all results from DC charter schools. For example, a school in the 92<sup>nd</sup> percentile for attendance rate would be above the 90<sup>th</sup> percentile of all charter schools for attendance, and so would earn all of the possible points for attendance.

The scores of each domain are then added to find a school's overall score, which ranges from 0-100. These overall scores are used to assign schools to performance tiers, which span high-performing (Tier 1) mid-performing (Tier 2) and low-performing (Tier 3) schools.

Each tier is composed of schools with the following overall score:

- Tier 1: 65-100
- Tier 2: 35-64.9
- Tier 3: 0-34.9

This straightforward, easy-to-understand, system clearly and simply communicates whether schools are high, middle, or low-performing. This designation cuts through the complex methodology used to calculate a school's score, and provides an accessible assessment of a school's performance. PCSB makes public PMF results for all schools, allowing parents or other interested parties to go beyond the summary PMF score to better understand the nuances of each school's academic performance.

Washington, DC is unique in that it has both early childhood public charter schools and adult education charter schools. Because these schools do not offer a standardized state-wide assessment, PCSB has developed specialized PMFs for tracking the performance of these schools. The Early Childhood Performance Management Framework (EC PMF) is used for schools with grades spanning from three year-old pre-kindergarten through third grade, and is applied to schools that terminate at the conclusion of third grade or earlier. The EC PMF is more flexible than the PMF for elementary, middle, and high schools, and reflects the many models used by schools focusing on early childhood education and the broad array of assessments given. Domains that are examined using the EC PMF include math, literacy achievement, and optional social and emotional indicators.

The Adult Education Performance Management Framework (AEPMF) uses a series of metrics more appropriate for adult education programs than those that are used by traditional PK-12 schools. The domains it measures are student progress, career and college readiness, mission-specific indicators of success, student achievement, and post-school outcomes, such as securing employment or matriculation to a college, university, or vocational program.

PCSB has also taken steps to change the way it evaluates alternative charter schools, or charter schools with populations that are substantially different from the student population of Washington, DC as a whole. Alternative schools serve PK-12 students, and a high percentage of their students must meet one or more criteria of "at-risk" students, (e.g., the student is currently under court supervision, the student is a high-needs special education student). Alternative schools must also have an explicitly-stated mission of serving at-risk or high-needs special education students. Because alternative schools have unique missions and challenging student populations, PCSB negotiates appropriate goals with each alternative charter school in Washington, DC, and assesses schools on their progress against these specific goals.