2015-16
Performance Management Framework
Policy & Technical Guide

February 2016

DC PUBLIC CHARTER SCHOOL BOARD

Table of Contents

About the DC Public Charter School Board 4

DC PCSB's Performance Management Framework 5

Who Gets a PMF Score and Tier 5

Expansion Campuses, including Asset Acquisitions 6

How Tiers are Determined 6

Indicators 9

Calculating a School's Score 9

Untiered Measures 10

Mission Specific Goals 10

Metrics 10

When No Data are Available 10

Minimum Cohort Sizes 11

Rounding 11

Early Childhood/Elementary School/Middle School 12

Indicators 13

Measures, Floors, and Targets 13

Additional Business Rules for Setting Floors and Targets 19

Measures that are not included in the Overall Score or Tier 20

Weights for Measures Included in PMF Tier 21

Schools with only PK Grades: PK Only PMF 25

Measures, Floors, and Targets 26

Student Outcomes 26

School Environment 26

Weights for PK Only Framework 27

Data Sources and Methodology 28

Supplemental Materials 36

Appendix A: Early Childhood Approved Assessment List 37

Appendix B: Early Childhood/Elementary/Middle School PMF Assessment Proposal 55

High School PMF 57

Indicators 58

Measures, Floors, and Targets 58

Additional Business Rules for Setting Floors and Targets 63

Weights for Measures included in PMF Tier 64

Data Sources and Methodology 67

Adult Education PMF 81

Indicators 82

Measures, Floors, and Targets for the Tiered Portion of the AE PMF 83

Data Sources and Methodology 89

Supplemental Materials 101

Appendix C: Assessment Table for Educational Functioning Levels 102

Appendix D: College and Career Readiness Overview 104

Appendix E: 2015-16 Adult Education PMF Selection Form 106
Appendix F: College and Career Readiness Measures Survey Follow-up Questions 108

Alternative Accountability Framework 109
Identifying Alternative Schools 110
Indicators and Measures 110
Metrics 111
Appendix F: Alternative Accountability Framework – Data Dictionary 112

PMF School Profile Page 114

About the DC Public Charter School Board

In school year 2015-16, the DC Public Charter School Board (DC PCSB) oversees 62 Local Education Agencies (LEAs) at 115 schools, which will serve nearly 39,000 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 DC PCSB approves only those charter school applications that will prepare and train students for postsecondary 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.

- *Active engagement of stakeholders* – solicits community input and strives to be responsive to and transparent with all who are affected by and have an impact on DC PCSB and public charter schools.

DC 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 careers.

A Board of seven with a professional staff of 37 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.

DC PCSB's Performance Management Framework

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

The Performance Management Framework Policy & Technical Guide (PMF Guide) outlines DC PCSB's process of evaluating and publicly reporting the performance of the public charter schools under its authority. It was created so that school leaders, data managers, families, and other stakeholders would understand how each PMF score was calculated, which measures are used, and how these measures are weighed to form a score.

There are currently four frameworks:

- Early Childhood, Elementary School, and Middle School Performance Management Framework (EC/ES/MS PMF)
    - Any school that serves any grades between pre-kindergarten and grade 8, excluding schools that serve only pre-kindergarten.
- High School Performance Management Framework (HS PMF)
    - Any school that starts in grades 8 or 9 and ends in grade 12 with students receiving a high school diploma.
- Adult Education Performance Management Framework (AE PMF)
    - Any school that meets the federal definition of adult education.
- Alternative Accountability Framework (AAF)
  The AAF framework is unique to each school and therefore is not included in the 2015-16 Policy and Technical Guide.
    - The guidelines for how a school qualifies to be evaluated under Alternative Accountability can be found here.

Who Gets a PMF Score and Tier

Each public charter school is measured by a Performance Management Framework. If a school has more than one campus, each campus receives a separate PMF. For example, a school with two campuses, each serving grades PK-8, would receive a separate EC/ES/MS PMF for each campus. If a campus spans more than one PMF grade span, each grade configuration is scored and reported separately. For example, a campus serving grades PK-12 will receive an EC/ES/MS PMF for grades PK-8 and a HS PMF for grades 9-12.

When the DC PCSB Board (" Board") uses the PMF score as input on decisions regarding expansion to serve additional grade levels, replication of campuses, enrollment ceiling increases, and charter renewal or review decisions, it will evaluate all of the campuses and grades within the school.[1]

[1] Under DC law, each charter school is a separate Local Education Agency (LEA). In this guide the word "school" means LEA, and the two terms are used interchangeably.

Determining Campuses
Each charter school determines its school configuration based on the Definition of School, Campus, and Facility board policy. All changes to school configuration must undergo Board approval and a charter amendment.

New Schools
A new charter school or a new campus of an existing charter school will receive a published PMF score, but the school will not be tiered during its first year of operation. Beginning in its second year, a new charter school campus will be given a score and a tier.

Expansion Campuses, including Asset Acquisitions
If an LEA is authorized to expand or replicate or acquires the assets of another LEA that ceases operations, the new LEA's campus(es) will be treated as a new school and scored as such on the PMF.

How Tiers are Determined
Most campuses will receive a tier that indicates whether the school was high performing, mid performing, or low performing for the past academic year. Tiers are calculated based on the total number of points earned for the EC/ES/MS PMF and HS PMF and based on points earned by indicators for the AE PMF. Points are not rounded up to the next whole number.

- **Early Childhood, Elementary School, Middle School (EC/ES/MS) PMF and High School (HS) PMF:** Using a 100-point scale, schools serving a traditional school-aged population of pre-kindergarten through 12th grade are identified as Tier 1, Tier 2, or Tier 3 based on the school's overall performance on multiple indicators, including student achievement on state assessments in English language arts (ELA) and math, student growth over time, teacher interaction in pre-kindergarten classrooms, attendance, and re-enrollment.
    - Schools with Tier 1 status earn at least 65.0% of the possible points.
    - Schools with Tier 2 status earn 35.0% to 64.9% of the possible points.
    - Schools with Tier 3 status earn less than 35.0% of the possible points.

    Exceptions for Tiering using the EC/ES/MS PMF:

    - Schools that recently opened and are growing one grade at a time that do not yet serve grade 4 or higher and also do not use Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) will receive an overall score but no tier. (Note: Schools that choose to give NWEA MAP will follow the framework guidelines for schools ending prior to grade 4 and will receive a tier.)

- Schools serving only pre-kindergarten grades will not receive a tier for 2015-16. DC PCSB is piloting the PK Only portion of the EC/ES/MS PMF framework.

- **Adult Education (AE) PMF:** Adult education schools will be identified as Tier 1, Tier 2, or Tier 3 on the 2015-16 AE PMF based on the performance of students in progress and achievement in every program offered within the school. Typically, adult education schools offer programs ranging from adult basic education to English as a second language to career and technical certifications. An important aspect of all adult education programs is student engagement in the workforce or postsecondary education upon exiting the school. To assess the school's overall performance, each program is measured separately, and Tier 1 status is awarded only to schools that earn high marks in every program.

    - Schools earning Tier 1 status must meet or exceed a weighted range score of 65.0% on every applicable indicator of the AE PMF.

    - Schools earning Tier 2 status must meet or exceed a weighted range score of 35.0% on every applicable indicator of the AE PMF.

    - Schools earning Tier 3 status do not meet the 35.0% weighted range score on one or more of the applicable indicators on the AE PMF.

How DC PCSB Responds to Tiers

DC PCSB responds to schools that perform at the varying performance levels by offering more or less on-site oversight and by awarding schools with higher scores permission to replicate or expand their programs. Schools earning fewer points are monitored closely for charter goal attainment.

Tier 1

High performing campuses are publicly recognized as such by DC PCSB and are generally exempt from Qualitative Site Reviews (QSRs) unless conducted as part of the school's periodic charter review or renewal.[2] LEAs at which all of their schools are consistently earning Tier 1 status are encouraged to expand, replicate, or otherwise grow to serve more students.

Tier 2

Mid-performing campuses are generally exempt from QSRs unless conducted as part of the charter review or renewal.

[2] Schools designated as Focus or Priority by the Office of the State Superintendent of Education (OSSE) are also subject to QSRs, pursuant to DC's ESEA (Elementary and Secondary Education Act) waiver agreement with the U.S. Department of Education.

Lower performing Tier 2 schools (e.g., scoring 35.0% - 45.0%) are often not achieving their charter goals and student academic achievement expectations as set forth in their charter. Not achieving a school's charter goals puts the school at risk of non-renewal or non-continuance. DC PCSB will generally meet with the school leader(s) and board members to review the school's status.

Tier 3

If a campus earns a Tier 3 status, it is likely failing to meet its charter goals and student academic achievement expectations as set forth in its charter. DC PCSB conducts a QSR during the following school year. DC PCSB also meets with the school leader(s) and board members.

Tier 3 PMF results that meet one or more of the following criteria may be subject to a high-stakes review as a Candidate for Charter Revocation to determine whether the school's charter should be revoked pursuant to the SRA.

- EC/ES/MS or HS PMF score of 20.0% or lower in the most recent year.
- EC/ES/MS or HS PMF score that is a 5.0% decrease or greater within Tier 3 from one year to the next.
- AE PMF score in which the school earns 35.0% or less of the possible points or an N/A in three or more indicators.
- Any school performing in Tier 3 for any three of the previous five years.

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 DC PCSB discretion over whether or not to revoke a charter for failure to meet Charter Goals. In the case of Candidates for Charter Revocation, DC PCSB staff will generally recommend charter revocation if a school has failed to meet any of its Charter Goals.

How Scores are Calculated

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.[3]

- **Indicators** are defined as "general dimensions of quality or achievement." These are categories of measures such as "student achievement" "student progress," or "school environment."
- **Measures** are defined as "general instruments or means to assess performance in each area defined by an indicator." Each indicator contains one or more specific measures, such as "percentage of students scoring College and Career Ready on the PARCC,"[4] or "school re-enrollment rate."

[3] 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.

[4] The PARCC (Partnership for Assessment of Readiness for College and Career) is the assessment given to all DC public school students in English Language Arts and Mathematics, beginning with the 2014-15 school year.

- **Metrics** are defined as "the calculation method or formula for a given measure."

Indicators

For each framework, indicators were developed to capture the most important aspects of a school's academic program.

For schools serving grades PK-12, the indicators are:

- Student academic achievement, such as the percentage of students scoring College and Career Ready on the PARCC in English language arts or mathematics.
- Student progress, as measured by the Median Growth Percentile, which assesses the relative year-to-year progress made by individual students at a school.
- School environment, such as attendance and re-enrollment rates.
- "Gateway," which contains measures of early benchmarks of student achievement, such as high school graduation rates, or the reading proficiency of a school's third graders.

For schools serving an adult population, the indicators include:

- Student achievement and progress in specific programs (measured by progress through the various levels of English as a second language and adult basic education).
- College and career readiness outcomes.
- Leading Indicator, such as attendance and re-enrollment rates, that capture the student's likelihood of completion.

Calculating a School's Score

Each measure has a "weight," which is the maximum possible points that can be awarded for that measure. Each measure also has an established floor and target.

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 would 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, if the target for re-enrollment is 90.0%, a school where 95.0% of its students re-enroll would receive the full amount of points available for the measure, but no more.

Depending on the school's score on each measure and its position between the floor and target, it will receive incrementally more points the higher the score. For example, if the floor for re-enrollment was 60.0% and the target was 90.0%, a school that earned a 75% re-enrollment rate

would receive exactly half of the total amount of possible points because its score fell halfway between the floor and the target.[5]

A school's overall PMF score is calculated by taking the sum of the points earned by the school for all of the measures for which it was eligible and dividing it by the maximum possible score that could have been earned by the school. For example, if a school's total earned points for all measures was 60, and the total possible points that could have been earned was 80, the school's PMF score would be 60/80, or 75%.[6]

Untiered Measures
The EC/ES/MS PMF has additional stand-alone goals and measures included within the framework for grades PK-2. These additional goals and measures are not included in the overall score and tier for the school. These measures are displayed on the school's PMF report and are considered as part of the school's overall information for reviews and renewals. For additional information, please see the EC/ES/MS PMF section of this document.

Mission Specific Goals
EC/ES/MS and AE schools may display a Mission Specific Goal on the PMF. These data are not included within the tiered PMF as they are unique to the individual school. When a school applies to display a Mission Specific Goal on the PMF, the school will also negotiate a performance display range with DC PCSB.

Metrics
The metrics, or data sources and calculation rules used for each measure, are outlined in the appropriate section of this PMF Guide. Schools provide DC PCSB with the underlying student performance data for rates to be calculated at the campus level for each PMF. In some cases, such as state assessments achievement and progress, pre-kindergarten climate, and graduation rates, the Office of the State Superintendent of Education (OSSE) provides DC PCSB with the final rates. There is always a validation process in which the school affirms that the data are correct and that the calculation is accurate. DC PCSB complies with FERPA (the Federal Educational Rights and Privacy Act) and takes every precaution not to publish data that would allow anyone to identify a specific student.

When No Data are Available
DC PCSB will not report the results when no data are available for the campus due to issues beyond a school's control, such as an error with the results coming from the testing company. The points associated with that measure are removed and the total possible points for the PMF are adjusted. For example, a first-year school does not have a re-enrollment rate. In this case, the re-enrollment rate is not applicable and the total scorecard is out of 90 points instead of 100.

[5] Each year, PCSB will follow the business rules outlined in this document to determine if the floors and targets for each measure should be revised based on updated data. Any revisions will be voted on by the Board with opportunity for public review and comment.

DC PCSB will report results as zero and the school will not receive points if the school made an error causing no data to be available, such as failing to provide data to DC PCSB or forgetting to administer an assessment. This measure will be included in the calculation of the total points possible in the PMF.

Minimum Cohort Sizes

DC PCSB will not report the results in case fewer than 10 students are included in a particular metric result, and the points associated with that measure will be removed from the total points possible in the PMF.[7]

Rounding

All final data and metrics are rounded to the nearest tenth. DC 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 display stage.

[7] PCSB will report results in all cases where 10 or more students are included in a metric result, even if less than 5% or greater than 95% of the students meet the criteria.

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

DC PUBLIC CHARTER SCHOOL BOARD

EC/ES/MS School Performance Management Framework

This overarching framework covers all school campuses with pre-kindergarten-3 (PK3) through grade 8 for school year 2015-16. Given that schools have different start and end grade combinations, the framework has slight differences depending on the grade level(s) the campus serves. DC PCSB has adopted five unique configurations of this framework to allow flexibility for the unique starting and ending grade levels of charter schools.

Exceptions to this framework:

- Campuses serving PK only grades are not included in this framework.

- If a school ends in grade 9 and has at least two grades between grades 6 and 8 (i.e. grades 7 and 8), it is evaluated using the EC/ES/MS PMF, and grade 9 is considered part of this framework rather than as part of the high school framework.

Indicators

For the 2015-16 school year, DC 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 "percentage of students scoring" at a grade-level standard. Every eligible student in grades 3 and higher is included in this indicator.
(3) **Gateway**: This indicator includes measures that capture critical achievement for future progress, such as reading in 3rd grade, a predictor of future academic success, and math in 8th grade, also a predictor of student success in high school. Performance is limited to students who have attended the school for two or more years.
(4) **School Environment**: This indicator includes measures that capture a school's climate such as attendance rate, re-enrollment rate (as calculated from fall to fall), and for pre-kindergarten classrooms, teacher interaction as measured by the Classroom Assessment Scoring System (CLASS).

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 untiered (display only) for schools ending in grades PK-2 because there is no state assessment for these grades.

Measures, Floors, and Targets for the Tiered Portion of the EC/ES/MS PMF

Each indicator has an approved set of measures that fall into each category. To assign points, each measure has a floor and a target in which points are earned. Depending on the school's

score on a specific measure and its position between the floor and target, it will receive incrementally more points the higher the score, up to the maximum number of points for that measure, which is determined by the weight.

The floor determines the minimum value for which any points are awarded. 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. Schools receive no additional points for values that are above the target. Floors and targets are calculated using the formulas in the following sections. For 2015-16 and forward, DC PCSB is holding floors and targets steady for two years when the measure has been established with at least three years of data. In each section, under the floor and target, the technical guide notes if the floor and target is being held for longer than one year.

Student Progress Indicator

Student progress is a measure of student growth over the course of a year. For schools ending in grades K-3, DC PCSB uses the median of the school's Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) student level Conditional Growth Percentile (CGP) as the growth measure. For schools ending in grades 4-8, DC PCSB uses the median growth percentile (MGP) on the Partnership for Assessment of Readiness for College and Careers (PARCC) as the growth measure.

1. Progress Measure for grades K-3
   a. Measure: NWEA MAP's CGP captures the student's percentile of growth compared to all students in the same grade with the same starting RIT score in grades K-3 to measure student progress.[8] The CGP for each student is set by the publisher's 2015 norms, based on the student's initial assessment score. Note: this measure is included in the tiered portion of the PMF only for schools ending in grades kindergarten, 1, 2, or 3.
      (1) A CGP is calculated for each student by the publisher, which shows how the student performed compared with other students, nationally, who take NWEA MAP.
      (2) All students' CGP scores for a school are arrayed from high to low and the median of these scores becomes the school's growth score for both ELA and Math. The higher the score, the more students are improving compared with all students, nationally, who are taking the same assessment.
      (3) This is a one year measure.

      a. Floor and Target: Floor and Target: The floor for median CGP is 30 and the target is 70. CGP is centered at 50.

   b.

Measure	Floor	Target
NWEA MAP Growth – ELA	30	70
NWEA MAP Growth – Math	30	70

[8] See NWEA's 2015 Norms Report, section 4.2.2 for additional information. The Conditional Growth tables are in Appendix E of this report.

2. Progress Measure for grades 4-8
    b. Measure: MGP captures the median growth of all public school students' progress by comparing changes in students' PARCC scores to changes made by other students with similar score histories on the PARCC in the previous year. Calculating MGP is a three-step process:
        (1) A student growth percentile (SGP) is calculated for each student, which shows how that student performed in this year's assessment compared with other DC students who had similar performance in the previous year's assessment. For example, if 20 students had a score of 340 in last year's PARCC test, a student who did better than 15 of those students in this year's test would have an SGP of 75, since that student did better than 75% of the students with a similar score on last year's assessment. Scores from all District students, including those at DCPS schools, are used to determine an academic peer group and to calculate SGPs.
        (2) All of the students' SGP scores for a school are arrayed from high to low and the midpoint, or median, of these scores becomes the school's median growth percentile, or MGP. The higher the score, the more students are improving compared with students attending other public schools in the District.
        (3) DC PCSB calculates a two-year weighted average (by n-size) by averaging the school's MGP values from two consecutive years. The two-year weighted average is used to mitigate fluctuations in scores from year to year.
    c. Floor and Target: The floor for MGP is 30 and the target is 70. MGP is centered at 50.

Measure	Floor	Target
Median Growth Percentile – ELA	30	70
Median Growth Percentile – Math	30	70

Student Achievement Indicator

OSSE has selected the Partnership for Assessment of Readiness for College and Careers (PARCC) as the state assessment for DC for students in grades 3 through 8. Each student will receive a score and a level, from 1 to 5, as follows:

- Level 1: Did not yet meet expectations of Career and College Readiness
- Level 2: Partially met expectations of Career and College Readiness
- Level 3: Approached expectations of Career and College Readiness
- Levels 4 and 5: Career and College Ready

For the PMF, schools are measured as follows:

1. Approaching College and Career Readiness Measure: Achievement Measures for grades 3 through 8 (and any subset thereof):

a. Level 3 and above in ELA: The percentage of all students in all tested grades at the school achieving a level 3 or above on the PARCC assessment in ELA.
b. Level 3 and above in math: The percentage of all students in all tested grades achieving a level 3 or above on the PARCC assessment in math.

2. College and Career Readiness Measure: Achievement Measures for grades 3 through 8 (and any subset thereof):
    a. Level 4 and above in ELA: The percentage of all students in tested grades earning a Level 4 or 5 on the PARCC assessment in ELA.
    b. Level 4 and above in math: The percentage of all students in tested grades earning a Level 4 or 5 on the PARCC assessment in math.
3. Floors and Targets
    a. Approaching College and Career Readiness and Above: DC PCSB set an aspirational target of 100.0 for Level 3 and above.
    b. College and Career Ready: The business rule for calculating the target for Level 4+ is to take 25% of the difference of 100-90th percentile and add it to the 90th percentile for the measure.

       The table below describes the business rule for determining the floor and target for both approached and college and career measures.

Measure	Floor	Target Business Rule	Calculated Target
Level 3: Approaching College and Career Readiness and Above in ELA (all tested grades)	0.0	100.0	100.0
Level 3: Approaching College and Career Readiness and Above in Math (all tested grades)	0.0	100.0	100.0
Level 4 and 5: College and Career Ready in ELA (all tested grades)	0.0	(100-90th percentile)*.25 + 90th percentile	56.1
Level 4 and 5: College and Career Ready in Math (all tested grades)	0.0	(100-90th percentile)*.25 + 90th percentile	63.2

Gateway Indicator

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

1. Measures for grade 3 and 8:
    a. Level 4 or above in 3rd grade ELA: The percentage of all 3rd grade students who have attended the LEA for at least two full academic years[9] achieving a level 4 or above on the PARCC assessment in ELA.

[9] Two full academic years means, for example, that a student who took the PARCC exam in the spring of 2016 has been enrolled in the school since at least October 2014.

b. Level 4 or above in 8th grade math: The percentage of all 8th grade students who have attended the LEA for at least two full academic years and achieved a level 4 or above on the PARCC assessment in math.

2. Floors and Targets
    a. The business rule for calculating the target for Level 4+ is to take 25% of the difference of 100-90th percentile and add it to the 90th percentile for the measure.

The table below describes the business rule for determining the floor and targets.

Measure	Floor	Target	Calculated Target
Level 4: College and Career Ready Grade 3 ELA of returning students	0.0	(100-90th percentile)*.25 + 90th percentile	63.5
Level 4: College and Career Ready Grade 8 math of returning students	0.0	(100-90th percentile)*.25 + 90th percentile	67.5

Student Environment Indicator

1. Classroom environment/teacher interaction for pre-kindergarten classrooms
    a. Measure: DC PCSB uses a Teacher Interaction observational tool to assess pre-kindergarten (PK) instruction. The Classroom Assessment Scoring System (CLASS) assesses the typical teacher-student interaction in the classroom. The tool captures and scores this information within three domains, Emotional Support, Classroom Organization, and Instructional Support, on a scale of 1 to 7, with 7 being the highest. An independent, CLASS-trained observer evaluates every PK classroom. For the EC/ES/MS PMF, the score is displayed as a two-year weighted average, with 70% on the current year score and 30% on the previous year's score.

    b. Floors and Targets
        i. The business rule for calculating the target for each domain is to follow the publisher's guidelines for a score of "high," which means earning 6.0 or above.
        ii. Or, if the sector's 90th percentile average is more than 0.5 points below the target, the target will be lowered to the 90th percentile, but not lowered below 4.0.
            a. In the Instructional Support domain, the 90th percentile is currently 3.4. Therefore, the target is set at 4.0.
        iii. The floor is based on the three-year weighted average score of the 10th percentile in DC public charter schools.
        iv. The minimum range between the floor and target must be 1.5 points. If the range between the floor and the target is less than 1.5, the floor will be lowered 1.5 points from the target.

v. Below are the floors and targets for 2015-16:

Measure	Floor	Target
Emotional Support	4.5	6
Classroom Organization	4.5	6
Instructional Support	2	4

c. The CLASS measure has three years of data and is an established measure. The floor and target are calculated based on data through 2015-16 and set for two years with 2015-16 serving as year one. The floor and target will follow the business rules to be updated for the 2017-18 PMF Policy and Technical Guide.

2. Attendance
   a. Measure for grades PK3 through 8: DC PCSB measures attendance through the average in-seat attendance (ISA) rate of all students attending the campus in grades PK3 through 8. If the 90th percentile of PK3 and PK4 students ISA rates fall two or more percent below the K-8 90th percentile of ISA rates, DC PCSB will calculate a separate floor and target for this population and calculate a total attendance rate based on n-size. The current data does not support a separate PK measure.

   b. Floor and Target
   The attendance measure has more than three years of data. The floor and target are calculated based on data through 2015-16 and set for two years with 2015-16 serving as year one. The floor and target will be recalculated for the 2017-18 PMF Policy and Technical Guide. The floor and target are calculated based on the previous three years of ISA rates, where the floor is set at the 10th percentile of school performance and the target is set at the 90th percentile of school performance, with a three-year weighted average.[10] The minimum range between the floor and target must be 10 points. If the range between the calculated floor and target is less than 10 points, the floor will be lowered by 10 points from the target.

   Below is the floor and target for 2015-16:

Measure	Floor	Target
Attendance (all students)	85.0	95.0

3. Re-enrollment
   a. Measure for grades PK3 through 8
   Re-enrollment is calculated based on all eligible students who attended the school and were captured in the fall 2014 audit who return to the school and are captured in the school's 2015 audit. Please see the Data Sources and Methodology table for details on eligibility.
   b. Floor and Target
   The re-enrollment measure has more than three years of data. The floor and target are calculated based on data through 2014-15 and set for two years with 2015-16 serving

[10] The three-year weighted average is calculated as follows: the most recent year has 50% weight, the previous year has 30% weight, and the year prior to that has 20% weight.

as year one. The floor and target will be recalculated for the 2017-18 PMF Policy and Technical Guide. The floor and target are calculated based on the previous three years of re-enrollment rates, where the floor is based on the 10th percentile of school performance and the target is based on the 90th percentile of school performance, with a three-year weighted average.[11]

Below is the floor and target for re-enrollment for 2015-16:

Measure	Floor	Target
Re-enrollment (all students)	67.0	92.0

c. Re-enrollment Rate Calculations with Campus Reconfigurations

If an existing school is approved by DC PCSB's Board to reconfigure its campuses, the PMF re-enrollment rate is calculated only at the LEA level during the first year after the campus reconfigures. For example, if an LEA approved by DC PCSB to reconfigure its one campus spanning PK through grade 8 into two campuses serving PK-grade 4 and grades 5-8, 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 for both campuses.

Additional Business Rules for Setting Floors and Targets

Any changes to floors and targets will be voted on by the Board after an opportunity for public comment and review. The floors will generally be proposed for revisions according to the business rules described previously, with the following exceptions:

- A measure's 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 increase of the floor will be artificially capped at 33.3%.
- If the three-year weighted average floor decreases by more than 33.3%, the decrease of the floor will be artificially capped at 33.3%
- If there is a significant change in the measure used, (e.g., a change in formula for graduation rates, the state adopts a new state assessment) 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.[12] For example, for the PARCC, which was first administered in school year 2014-15, the floor was calculated using only that year's data.
- When only two years of data are available as opposed to three years, the floor will be calculated based on the lowest 10th percentile over the past two years, where both years have 50% of the weight.
- When one year of data is available, the floor will be calculated based on the lowest 10th percentile in that year.

[11] The three-year weighted average is calculated as follows: the most recent year has 50% weight, the previous year has 30% weight, and the year prior to that has 20% weight.

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

Targets will follow the business rules 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 state assessment or a change in formula), and the target is currently not aspirational (e.g., 100%), the target will be recalculated to match the 90th percentile.
- When three years of historical 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 years of data are available.
- If the calculated target exceeds 100%, the target will remain at 100%.

Measures that are not included in the Overall Score or Tier

Schools serving grades PK, K, 1, or 2 must include additional measures as untiered measures in the PMF for literacy and math for these grades. These schools also have the option to include untiered measures for social-emotional development. Each measure will include a floor and target specific to that measure, developed according to the procedures described below. These measures will be considered when evaluating a school's performance but will not be considered when assigning a school a PMF Score or Performance Tier.

1. **EC/ES/MS PMF for schools ending in grade 4 or above**
   Student outcomes in school-chosen assessments for literacy, math, and social-emotional development for PK through grade 2 will be untiered measures on the EC/ES/MS PMF. They will be displayed on the PMF scorecard but will not be incorporated into the school's PMF Score or tier because schools use a variety of assessments in these grades and standardization across these assessments does not exist, making it impossible to compare performance of schools using different assessments. A list of these assessment descriptions can be found in Appendix A of this section.

2. **EC/ES/MS PMF for schools ending in grade 3 or below**
   Student outcomes in school-chosen assessments for literacy, math, and social-emotional development for PK will be untiered stand-alone measures on the EC/ES/MS PMF.

   Schools permanently ending in grades K-3 must have student growth captured for grades K-3 through a DC PCSB-approved assessment within the scored section of the PMF; these data are not shown again as untiered goals. DC PCSB has approved for the 2015-16 PMF one assessment to capture growth for grades K through 3: NWEA MAP. Schools may opt out of testing 3rd grade students in NWEA MAP since they will also be taking the PARCC.

3. **Growing Schools with Grades PK-3**
   For schools temporarily ending in grades K-3 (because they are growing a grade a year and ultimately will serve grades 4 or above) and that do not use NWEA MAP as a school-chosen assessment, student outcomes in the school-chosen assessments for literacy, math, and social-emotional development for PK through grade 2 will be untiered

measures. If the school chooses the NWEA MAP assessment, it will follow the guidelines for EC/ES/MS PMF for schools ending in 3 or below (number 2, above).

If the school chooses any other assessment to measure growth for reading and math other than NWEA MAP, each measure will be handled as a stand-alone goal until the school reaches grade 4 in which the state assessment and MGP will apply, at which time the school will receive a PMF Tier.

Mission Specific Goals

Schools may apply to display a mission specific goal. This data is not included within the tiered PMF as it is unique to the individual school. Schools can apply to display a mission specific goal through DC PCSB's charter amendment process.

Displaying Untiered Measures

For each assessment a school chooses as a goal that falls into the untiered section of the PMF, the measure will have its performance displayed within a range as follows:

Normed reference floor of 40 – target of 70 (if the norm is based on the 50th percentile)
Criterion reference floor of 60 – target of 100.

Weights for Measures Included in PMF Tier

Indicator Weights by Grade Configuration

Early Childhood Schools with Pre-kindergarten Grades (Ending Grades K-2)

Weight	Indicator	Measure	Weight	Floor	Target
50%	Student Progress[13]	NWEA MAP Growth – ELA	25%	30	70
		NWEA MAP Growth – Math	25%	30	70
0%	Student Achievement	Not Applicable*	0%	Not applicable	
		Not Applicable*	0%		
50%	School Environment	Teacher Interaction: CLASS Emotional Support	10%	4.5	6
		Teacher Interaction: CLASS Classroom Organization	10%	4.5	6
		Teacher Interaction: CLASS Instructional Support	10%	2	4
		Attendance	10%	85.0	95.0
		Re-enrollment	10%	67.0	92.0

*Additional achievement scores may be displayed in the Untired Measures portion of the PMF.

13 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.

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%	30	70
		NWEA MAP Growth – Math	40%	30	70
N/A	Student Achievement	Not Applicable*	0%	Not applicable	
		Not Applicable*	0%		
20%	School Environment	Attendance	10%	85.0	95.0
		Re-enrollment	10%	67.0	92.0

*Additional measures may be displayed in the Untired Measures portion of the PMF.

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%	30	70
		NWEA MAP Growth – Math	22.5%	30	70
15%	Student Achievement[14]	Level 3: Approaching College and Career Readiness and Above in ELA (all tested grades)	4.5%	0.0	100.0
		Level 3: Approaching College and Career Readiness and Above in Math (all tested grades)	4.5%	0.0	100.0
		College and Career Ready in ELA (all tested grades)	3.0%	0.0	56.1
		College and Career Ready in Math (all tested grades)	3.0%	0.0	63.2
10%	Gateway[15]	Grade 3 ELA: College and Career Ready (returning students)	10.0%	0.0	63.5
30%	School Environment	Teacher Interaction: CLASS Emotional Support	4%	4.5	6
		Teacher Interaction: CLASS Classroom Organization	4%	4.5	6
		Teacher Interaction: CLASS Instructional Support	4%	2	4
		Attendance	9%	85.0	95.0
		Re-enrollment	9%	67.0	92.0

[14] Transitional Floors and Targets for Student Achievement and Gateway. Because of 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 2015-16 PMF. The floor for Student Achievement will be set at 0.0, and the target will be the 90th percentile plus the percentage 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.

[15] 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%.

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%	30	70
		NWEA MAP Growth – Math	25%	30	70
20%	Student Achievement[12]	Level 3: Approaching College and Career Readiness and Above in ELA (all tested grades)	6.0%	0.0	100.0
		Level 3: Approaching College and Career Readiness and Above in Math (all tested grades)	6.0%	0.0	100.0
		Level 4 and 5: College and Career Ready in ELA (all tested grades)	4.0%	0.0	56.1
		Level 4 and 5 College and Career Ready in Math (all tested grades)	4.0%	0.0	63.2
10%	Gateway[16]	Grade 3 ELA: College and Career Ready (returning students)	10.0%	0.0	63.5
20%	School Environment	Attendance	10%	85.0	95.0
		Re-enrollment	10%	67.0	92.0

Elementary/Middle Schools with Pre-kindergarten Grades (Ending Grades 4-8)

Weight	Indicator	Measure	Weight	Floor	Target
35%	Student Progress (grades 4-8)	Median Growth Percentile – ELA	17.5%	30.0	70.0
		Median Growth Percentile – Math	17.5%	30.0	70.0
25%	Student Achievement[12]	Level 3: Approaching College and Career Readiness and Above in ELA (all tested grades)	7.5%	0.0	100.0
		Level 3: Approaching College and Career Readiness and Above in Math (all tested grades)	7.5%	0.0	100.0
		Level 4 and 5: College and Career Ready in ELA (all tested grades)	5.0%	0.0	56.1
		Level 4 and 5 College and Career Ready in Math (all tested grades)	5.0%	0.0	63.2
10%	Gateway[17]	Grade 3 ELA: College and Career Ready (returning students, if applicable)	5.0%	0.0	63.5

[16] If a school does not have an 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%.

[17] 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
		Grade 8 Math: College and Career Ready (returning students, if applicable)	5.0%	0.0	67.5
30%	School Environment	Teacher Interaction: CLASS Emotional Support	4%	4.5	6
		Teacher Interaction: CLASS Classroom Organization	4%	4.5	6
		Teacher Interaction: CLASS Instructional Support	4%	2	4
		Attendance	9%	85.0	95.0
		Re-enrollment	9%	67.0	92.0

Elementary/Middle Schools without Pre-kindergarten Grades (Ending Grades 4-8)

Weight	Indicator	Measure	Weight	Floor	Target
40%	Student Progress (grades 4-8)	Median Growth Percentile – ELA	20%	30.0	70.0
		Median Growth Percentile – Math	20%	30.0	70.0
30%	Student Achievement[12]	Level 3: Approaching College and Career Readiness and Above in ELA (all tested grades)	9.0%	0.0	100.0
		Level 3: Approaching College and Career Readiness and Above in Math (all tested grades)	9.0%	0.0	100.0
		Level 4 and 5: College and Career Ready in ELA (all tested grades)	6.0%	0.0	56.1
		Level 4 and 5 College and Career Ready in Math (all tested grades)	6.0%	0.0	63.2
10%	Gateway	Grade 3 ELA: College and Career Ready (returning students, if applicable)[18]	5.0%	0.0	63.5
		Grade 8 Math: College and Career Ready (returning students, if applicable)[19]	5.0%	0.0	67.5
20%	School Environment	Attendance	10%	85.0	95.0
		Re-Enrollment	10%	67.0	92.0

[18] 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%.

[19] 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%.

Early Childhood Growing Schools without DC PCSB-approved PMF Growth Assessment[20]

Weight	Indicator	Measure	Weight	Floor	Target
0%	Student Progress	Not Applicable	0%	Not Applicable	
				Not Applicable	
0%	Student Achievement[21]	Level 3: Approaching College and Career Readiness and Above in ELA (all tested grades)	0%	0.0	100.0
		Level 3: Approaching College and Career Readiness and Above in Math (all tested grades)	0%	0.0	100.0
		Level 4 and 5: College and Career Ready in ELA (all tested grades)	0%	0.0	56.1
		Level 4 and 5 College and Career Ready in Math (all tested grades)	0%	0.0	63.2
0%	Gateway	Grade 3 ELA: College and Career Ready (returning students, if applicable)	0%	0.0	63.5
100%	School Environment	Teacher Interaction: CLASS Emotional Support	20%	4.5	6
		Teacher Interaction: CLASS Classroom Organization	20%	4.5	6
		Teacher Interaction: CLASS Instructional Support	20%	2	4
		Attendance	20%	85.0	95.0
		Re-Enrollment	20%	67.0	92.0

- This framework will receive an overall score but not a tier since student progress and achievement are not included in the overall score. A tier will be assigned when the school grows to include grade 4.

Schools with only PK Grades: PK Only PMF

DC PCSB designed a performance framework for schools who are approved to only serve grades PK3 and PK4. Schools that serve grades K-12 in their network or new schools beginning in only PK grades and adding a grade each year, are not eligible for this framework. PK Only Schools are unique because there is no PK state assessment or a common assessment to use for accountability in these grades. The framework for PK Only Schools includes the following indicators:

[20] 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 EC/ES/MS PMF. Once a school has 4th grade, the campus will receive a PMF for schools ending in 4-8.

[21] For the year the growing school ends in grade 3, PCSB will display the grade 3 PARCC results with the same floors and targets used for these measures.

1. Student Outcomes: This indicator includes measures that capture student achievement or growth in pre-literacy skills, math, and social emotional learning. The publisher determines the targets for student growth or achievement for these developmentally appropriate student assessments. While PK student outcomes are only displayed (not included for points) on the scorecards for all other grade configurations, PK Only Schools asked that PK student outcomes be included for this framework.
2. School Environment: This indicators includes measures that capture the climate such as attendance rates and prekindergarten teacher-student interaction.

Measures, Floors, and Targets
The following are the measures used in the PK Only PMF:

Student Outcomes
Schools have the ability to choose the appropriate assessment to measure the skills of pre-literacy, math, and social emotional learning for PK students. Currently, the schools that have PK Only campuses use the following assessments: Every Child Ready, Teaching Strategies GOLD, PPVT and TEMA.
Floors and Targets: DC PCSB set the floors and targets for each assessment to align to charter goals for consistency. The minimum range between the floor and target for PK Student Outcomes is 15 points.

	Every Child Ready			Teaching Strategies Gold			PPVT	TEMA
	Pre-literacy	Math	Social Emotional Learning	Pre-literacy	Math	Social Emotional Learning	Pre-literacy	Math
Floor	65	65	65	85	85	85	80	70
Target	100	100	100	100	100	100	100	100

School Environment
Classroom environment/teacher interaction for pre-kindergarten classrooms

a. Measure: DC PCSB uses scores from a Teacher Interaction observational tool to assess pre-kindergarten (PK) instruction. The Classroom Assessment Scoring System (CLASS) assesses the typical teacher-student interaction in the classroom. CLASS is observed the same across all PK classrooms for the PMF. Please see page 17 in the EC/ES/MS PMF section for the description of CLASS and business rules for floors and targets.

3. Attendance
    a. Measure for PK3 and PK4: DC PCSB measures attendance through the in-seat attendance (ISA) rate of all students attending the campus in grades PK3 and PK4.

    b. Floor and Target
    The floor and target are calculated based on the previous three years of ISA rates. The floor is set at the 10th percentile of PK Only School performance and the target is set at the 90th percentile of PK Only School performance, with a three-

year weighted average.[22] The minimum range between the floor and target must be 10 points. If the range between the calculated floor and target is less than 10 points, the floor will be lowered by 10 points from the target.

In-Seat Attendance floor and target for 2015-16:

Measure	Floor	Target
Attendance (all students)	81.2	91.2

Weights for PK Only Framework

Weight	Indicator	Measure	Weight	Floor	Target
45%	Student Outcomes	Pre-literacy	15%	*	*
		Math	15%	*	*
		Social Emotional Learning (optional)[23]	15%	*	*
0%	Student Achievement	Not Applicable	0%	Not applicable	
		Not Applicable	0%		
55%	School Environment	Teacher Interaction: CLASS Emotional Support	15%	4.5	6
		Teacher Interaction: CLASS Classroom Organization	15%	4.5	6
		Teacher Interaction: CLASS Instructional Support	15%	2	4
		Attendance	10%	81.2	91.2

* Please see the table on the previous page for the floors and targets related to student outcomes.

[22] The three-year weighted average is calculated as follows: the most recent year has 50% weight, the previous year has 30% weight, and the year prior to that has 20% weight.

[23] For a school not choosing to include the optional social-emotional assessment for PK Only Student Outcomes, the points are redistributed evenly between the subjects of pre-literacy and math."

Data Sources and Methodology

Indicator	Measure	Description	Components, Metric, Additional Notes	Rationale
Student Progress	**Median Growth Percentile** (Grades 4-8)	Growth measure that tells how much change or growth there has been in student performance from year to year. To lessen some of the observed year-to-year variability in the MGPs, DC PCSB computes an aggregated MGP by taking the median of all Student Growth Percentile scores from the previous two years.	**Score as provided by OSSE and validated by schools.** **Components** Median Growth Percentile Score is calculated by identifying the median score of: • Grades 3-8: All students who attended the school for the full academic year (FAY) in SY2015-16 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. • EC/ES/MS: All students who attended the school for the full academic year (FAY) in SY2015-16 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. References: http://www.doe.mass.edu/mcas/growth/InterpretiveGuide.pdf http://www.schoolview.org/GMFAQ.asp 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 same school (e.g., the baseline PARCC score can be from a different school).
Student Progress	**NWEA Measures of Academic Progress (MAP) – DC PCSB-approved Growth Assessment** (Grades K-3)	Growth measure that tells how much change or growth there has been in student performance from fall to spring.	**Components** Median Student Conditional Growth Percentiles (CGP) is calculated by identifying the median score of:	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.

Indicator	Measure	Description	Components, Metric, Additional Notes	Rationale
			• Grades K-3: All students who attended the school for the full academic year (FAY[24]) in school year (SY) 2015-16 in grades K-3 in schools ending in grades K-3 for which there was a NWEA MAP CGP in **ELA** from fall to spring (schools have the option of using spring to spring) for the current year. • Grades K-3: All students who attended the school for the full academic year (FAY) in SY2015-16 in grades K-3 in schools ending in grades K-3 for which there was a NWEA MAP CGP in **MATH** from fall to spring (schools have the option of using spring to spring) for the current year. • Schools will submit the Achievement Status and Growth (ASG) Summary Class Report based on the 2015 norms for both literacy and math. For students who repeat the assessment, DC PCSB will use the most accurate score in accordance with the publisher, which has the lowest Standard Error (SE), as reported in the ASG report. **Note**: Schools may opt out of testing 3rd grade students in NWEA MAP since they will also be taking the PARCC.	
Student Achievement	**PARCC Approached Expectations and above rates in**	% of students scoring levels 3, 4, and 5 on the PARCC assessment	**Components** PARCC scores for all school-level FAY students. Number of FAY students tested for the most recent year. FAY determined by OSSE and validated by schools. • Calculating the Floor (Grades 3-8) = 0% • Calculating the Target (Grades 3-8 ELA) = 100.0	This indicator shows the percentage of students who Approaching College and Career Ready and above on the content on the PARCC.

[24] *Full Academic Year (FAY) Business Rule*

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 all PK-2 Early Childhood data.

Indicator	Measure	Description	Components, Metric, Additional Notes	Rationale
	math and ELA (Grades 3-8)		• Calculating the Target (Grades 3-8 Math) = 100.0 **Metric** $\frac{\text{Total \# of FAY students scoring levels 3, 4, and 5 on PARCC Math}}{\text{Total \# FAY tested}} * 100$ OR $\frac{\text{Total \# of FAY students scoring levels 3, 4, and 5 on PARCC ELA}}{\text{Total \# FAY tested}} * 100$	
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** PARCC scores for all school-level FAY students. Number of FAY students tested for the most recent year. FAY determined by OSSE and validated by schools. • Calculating the Floor = 0% • Calculating the Target (Grades 3-8 Math) = (100-90th percentile)*.25 + 90th percentile • Calculating the Target (Grades 3-8 ELA) = (100-90th percentile)*.25 + 90th percentile **Metric** Calculated as with PARCC Approaching College and Career Readiness $\frac{\text{Total \# of FAY students scoring levels 4 and 5 on PARCC Math}}{\text{Total \# FAY tested}} * 100$ OR $\frac{\text{Total \# of FAY students scoring levels 4 and 5 on PARCC ELA}}{\text{Total \# FAY tested}} * 100$	This indicator captures the percentage of students who demonstrate College and Career Ready level performance on the PARCC.

Indicator	Measure	Description	Components, Metric, Additional Notes	Rationale
Gateway	**PARCC College and Career Ready Rate in grade 3 ELA – cohort measure**	% of grade 3 students returning to the LEA scoring levels 4 and 5 on the PARCC assessment in ELA.	**Components** Cohort: PARCC ELA scores for grade 3 school-level FAY students who attended the same LEA the previous year. (2-year cohort) Total number of grade 3 FAY students returning to the LEA from the previous year. For a first-year school that does not have returning students, the gateway rate will be calculated using all current grade 3 students. • Calculating the Floor = 0% • Calculating the Target = (100-90th percentile)*.25 + 90th percentile **Metric** $\frac{\text{Total \# of returning FAY students in grade 3 scoring levels 4 and 5 on PARCC ELA}}{\text{Total \# of returning FAY grade 3 studetns tested}} * 100$	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.
Gateway	**PARCC College and Career Ready Rate in 8th grade math**	% of grade 8 students returning to the LEA scoring levels 4 and 5 on the PARCC assessment in math.	**Components** Cohort: PARCC math scores for FAY grade 8 students who attended the same LEA the previous year (2-year cohort). Total number of grade 8 FAY students returning to the LEA from the previous year. For a first-year school that does not have returning students, the gateway rate will be calculated using all current grade 8 students. • Calculating the Floor = 0% • Calculating the Target = (100-90th percentile)*.25 + 90th percentile **Metric** $\frac{\text{Total \# of returning FAY students in grade 8 scoring levels 4 and 5 on PARCC math}}{\text{Total \# of returning FAY grade 8 studetns tested}} * 100$	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:**	Observational tool that provides a common lens	An independent organization will conduct CLASS observations on every PK classroom between November and May. The tool contains three domains:	CLASS is an observational tool that provides a common lens through which to assess

Indicator	Measure	Description	Components, Metric, Additional Notes	Rationale
	Classroom Assessment Scoring System™ (CLASS)™	and language focused on teacher-student interactions. To lessen some of the observed year-to-year variability in observations of CLASS with new teachers, DC PCSB computes an aggregated CLASS domain score by a two year average with the most recent year weighing slightly more than the previous year.	1. Emotional Support 2. Classroom Organization 3. Instructional Support **Metric** 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. **Business Rules** Schools will be notified of the two-week window in which observations will occur. The school can opt out of two days within the two-week window. The observer will come at the start of the school day and observe a minimum of four cycles of the CLASS tool. The aggregate scores for each domain will be reported per school. DC PCSB will work with OSSE to have all charter school CLASS observations completed within a three-month window.	interactions between the teachers and children in each classroom.
School Environment	**Attendance**	In-seat attendance rate for grades PK through 8.	**Components** Attendance by grade span. Aligns with District of Columbia Public Schools (DCPS) calculation. See eligibility exceptions. **Metric** $\left[\frac{\#\text{ of days present}}{\#\text{ days enrolled}}\right]*100$ NOTE: PK-8 schools: The floor and target for all schools other than PK Only school use data from all campuses excluding PK Only data. The floor and target for PK Only schools use data from PK Only schools.	
School Environment	**Re-enrollment**	Re-enrollment rate for those eligible to return.	**Components** Previous fall enrollment by student ID and grade (October Audited Enrollment). Current fall enrollment by student ID and grade (October Audited Enrollment).	Used to assess student and parent satisfaction and dropout rate.

<table>
<tr><th>Indicator</th><th>Measure</th><th>Description</th><th>Components, Metric, Additional Notes</th><th>Rationale</th></tr>
<tr><td></td><td></td><td></td><td>
Metric
Linked audited enrollment data from previous and current year to determine which students reenrolled.
Determine which students in previous fall are ineligible to re-enroll (those in their final year; moved out of DC).

$$\frac{\text{Total \# of students attending both previous fall and current fall}}{(\text{\# of students in previous fall}) - (\text{\#of students ineligible to enroll})} * 100$$

For all students deemed ineligible to re-enroll, DC PCSB will verify their ineligibility using the following processes:

<table>
<tr><th>Reason for Ineligibility to Re-Enroll</th><th>Ineligibility Verification Process</th><th></th></tr>
<tr><td>Students in the campus's terminal grade who were promoted to the next grade.</td><td>DC PCSB will use enrollment data to verify the student's grade in both school years. LEAs do not have to submit any documentation.</td><td></td></tr>
<tr><td>Students who moved out of DC.</td><td>DC PCSB will verify that the student is not enrolled in another public school in DC. To show proof of out-of-state move, LEAs must submit one of the following for each student:
• Signed parent/guardian withdrawal form explicitly indicating out-of-state move.
• Signed parent/guardian withdrawal form indicating enrollment at an out-of-state public school.
• Student records or records request from an out-of-state public school.</td><td></td></tr>
<tr><td>Students expelled for a federally recognized reason, such as bringing a firearm to school; U.S. Code § 7151 (PDF / text).</td><td>DC PCSB will use discipline data to verify a student's expulsion records. LEAs must submit documentation that the expulsion was for a federally recognized reason.</td><td></td></tr>
</table>
</td><td></td></tr>
</table>

<table>
<tr><th>Indicator</th><th>Measure</th><th>Description</th><th>Components, Metric, Additional Notes</th><th>Rationale</th></tr>
<tr><td></td><td></td><td></td><td>
<table>
<tr><td>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.</td><td>DC PCSB will verify that the LEA is a dependent charter and that the student was transferred into a private placement. LEAs may have to provide documentation that the student was placed in a private placement.</td></tr>
</table>

Notes:
Students who transfer within an LEA from one campus to another will be removed from both the numerator and denominator.

PK Only schools (not serving any grades higher than PK) do not receive a re-enrollment score, and their data are not included in the floor and target calculation.

Documents used for multiple students (e.g., siblings) must include each student's name.</td><td></td></tr>
<tr><td>Stand-Alone, Untiered Measures</td><td>School Chosen Approved Assessment (PK-2)</td><td>Percentage of students meeting the performance metric for achievement or rate of growth from the start of the year through the end of the year.</td><td>Score as provided by school, aggregated by DC PCSB, and validated by schools.

DC 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.

DC PCSB maintains a list of Early Childhood Assessment 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.

Note:
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.</td><td>A measure of student achievement or student progress

It shows the level of student performance at the end of the year or if the student achieved a year of growth from the beginning of the year through the end of the year.

DC PCSB feels strongly that parents and stakeholders should have access to the academic information for early childhood grades but that most assessments were not designed to be used as</td></tr>
</table>

Indicator	Measure	Description	Components, Metric, Additional Notes	Rationale
			Level 4 Special Education students (Optional) • **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. If an LEA is planning to use an alternative assessment for accountability, the LEA must contact DC PCSB to receive approval. Students must be identified as Level 4 with significant cognitive disabilities.	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 its Mission Specific Goal (MSG) on the ES/ES/MS PMF, the LEA must submit an application through DC PCSB's Goal Amendment Application for review and approval. Applicants must submit the completed application to DC 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. **Mission Specific data are provided by school, aggregated by DC PCSB (when possible), and validated by schools. If DC PCSB cannot aggregate the overall score, DC PCSB will validate the data.**	Charter schools are awarded charters based on the innovation of their program. This display option allows schools the option to show the results of their MSG to all stakeholders.

Supplemental Materials

Appendix A: Early Childhood Approved Assessment List

* Norm-referenced assessment achievement levels were set by linking percentile scores in 1st and 2nd grades with DC CAS proficient the following year.

Title	Publisher	Publisher guidance on Achievement or Progress	PMF Scorecard Displayed Student Results	Subjects Approved for the PMF	Age Group per the Publisher (Approved for use on the PMF)	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.	Progress: Percentage of students earning 50% growth based on initial score. *Subtests: Percentage of subtests resulting in 50% growth.	Math, Literacy	Grades K-12 (K-2)	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.
Assessing Math Concepts (AMC)	Math Perspectives	Achievement: Proficient on every assessment per each grade. Kindergarten: proficient through #6; 1st grade: proficient through #8; and 2nd grade: proficient through #9b	Achievement: Percentage of students at end-of- year proficient levels	Math	(K-2)	This criterion-referenced assessment contains nine levels of math concepts for each grade to determine what a child knows and what the child still needs to learn.

Title	Publisher	Publisher guidance on Achievement or Progress	PMF Scorecard Displayed Student Results	Subjects Approved for the PMF	Age Group per the Publisher (Approved for use on the PMF)	Description
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 percentage mastery.	Achievement: Percentage of students at average and above at end of year.	Math, Literacy (combined score)- single score counted twice	2.6 – 8 years (PK3, PK4, K)	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 Inventory of Early Development (IED II/III) 2004	Curriculum Associates	Age equivalency, composite scores, scaled scores, percentile ranks, and instructional ranges.	Achievement: IED II: Percent of students at or above age equivalency at the end of the year. IED III: Percent of students at average or above (90 or above) on the sub-tests for	Literacy, Math, Social Emotional	0-7 years (PK3, PK4)	Criterion-referenced assessment that assess 11 areas: perambulatory, gross and fine motor, adaptive, speech/language, general knowledge/ comprehension, social-emotional, reading-readiness, basic reading, writing and math; 98

Title	Publisher	Publisher guidance on Achievement or Progress	PMF Scorecard Displayed Student Results	Subjects Approved for the PMF	Age Group per the Publisher (Approved for use on the PMF)	Description
			end of year achievement. The two sub-tests viewed will be Language and Cognitive.			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.	Achievement: Percentage of students who increase one level on every skill (or remain at highest level) from fall to spring.	Literacy, Math, Social Emotional	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.
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.	NA	PK – 3rd grade (PK3, PK4 classrooms)	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-

Title	Publisher	Publisher guidance on Achievement or Progress	PMF Scorecard Displayed Student Results	Subjects Approved for the PMF	Age Group per the Publisher (Approved for use on the PMF)	Description
						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.	Growth: Percentage of students who show significant growth.	Social Emotional	2-5 years (PK3, PK4)	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-referenced. Yields percentiles, T scores.

Title	Publisher	Publisher guidance on Achievement or Progress	PMF Scorecard Displayed Student Results	Subjects Approved for the PMF	Age Group per the Publisher (Approved for use on the PMF)	Description
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.	Growth: Percentage of students at or above average growth	Math, Reading	Grades K-12 (K-2)	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, 1st = 16, and 2nd = 28	Achievement: Percentage of students who score at or above end of year reading levels.	Reading	K-3rd grade (K-2)	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	Institute for the Development of Educational	6th Edition Achievement: Benchmark Goals- K = LNF 47, NWF-CLS 39, NWF-WRC 3, WUF 37; 1st = NWF-CLS 71, NWF-WRC 13, ORF-WRC	Achievement: 6th Edition: *Percentage of subtests scored at	Reading	K-6th grade (K-2)	Criterion-referenced literacy assessment assessing fluency in sound, phonemic segmentation,

<table>
<tr><th>Title</th><th>Publisher</th><th>Publisher guidance on Achievement or Progress</th><th>PMF Scorecard Displayed Student Results</th><th>Subjects Approved for the PMF</th><th>Age Group per the Publisher (Approved for use on the PMF)</th><th>Description</th></tr>
<tr><td>Skills (DIBELS) 2006 and IDEL (Spanish version)</td><td>Achievement – Univ. of Oregon</td><td>47, ORF-A 91, WUF 47; 2nd = ORF-WC 96, ORF-A 98, WUF 50

Achievement on all other editions: Meeting Core Benchmark score.</td><td>or above benchmark goals.

Next & IDEL: Percentage of students meeting benchmark score.</td><td></td><td></td><td>nonsense word, oral, retell, letter naming and word use. Spanish version available.</td></tr>
<tr><td>easyCBM</td><td>Institute for the Development of Educational Achievement – Univ. of Oregon</td><td>Achievement: Benchmark scores (low risk), K = 37-45, 1st= 35-45, 2nd = 34-45</td><td>Achievement: Percentage of students at or above benchmark score.</td><td>Math</td><td>Grades K-8 (K-2)</td><td>Criterion-referenced assessments based on the National Council of Teachers of Mathematics (NCTM) curriculum standards.</td></tr>
<tr><td>ECR:M
ECR:LL</td><td>AppleTree Institute</td><td><table><tr><th colspan="3">ECR:M</th></tr><tr><th></th><th>PS</th><th>PK</th></tr><tr><td>Proficiency Goal</td><td>50</td><td>80</td></tr><tr><td></td><td></td><td></td></tr><tr><td>Growth Goals</td><td>PS</td><td>PK</td></tr><tr><td>Beginning in the lowest 25th percentile</td><td>40</td><td>46</td></tr><tr><td>Beginning in the 26th-49th percentile</td><td>32</td><td>37</td></tr></table></td><td>Achievement/Growth: Percentage of students who are at or above the proficiency goal or percentage of students making one year of growth (if not yet proficient).</td><td>Math, Literacy</td><td>PK3 – PK4</td><td>One-on-one administered literacy and math progress monitoring.</td></tr>
</table>

Title	Publisher	Publisher guidance on Achievement or Progress	PMF Scorecard Displayed Student Results	Subjects Approved for the PMF	Age Group per the Publisher (Approved for use on the PMF)	Description
		Beginning in the 50th-74th percentile: 21, 22 Beginning in the 75th-89th percentile: 11, 18 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				

<table>
<tr><th>Title</th><th>Publisher</th><th>Publisher guidance on Achievement or Progress</th><th>PMF Scorecard Displayed Student Results</th><th>Subjects Approved for the PMF</th><th>Age Group per the Publisher (Approved for use on the PMF)</th><th>Description</th></tr>
<tr><td></td><td></td><td><table>
<tr><td>Beginning in the 75th-89th percentile</td><td>11</td><td>12</td></tr>
<tr><td>Beginning in the top 10th percentile</td><td>10</td><td>11</td></tr>
</table></td><td></td><td></td><td></td><td></td></tr>
<tr><td>ECR:PBRS</td><td>AppleTree Institute</td><td><table>
<tr><th colspan="3">ECR:PBRS (SEL)</th></tr>
<tr><td></td><td>PS</td><td>PK</td></tr>
<tr><td>Proficiency Goal</td><td>4</td><td>4</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td>Growth Goals</td><td>PS</td><td>PK</td></tr>
<tr><td>Beginning in the lowest 25th percentile</td><td>1.3</td><td>1</td></tr>
<tr><td>Beginning in the 26th-49th percentile</td><td>1</td><td>0.75</td></tr>
<tr><td>Beginning in the 50th-74th percentile</td><td>0.5</td><td>0.5</td></tr>
</table></td><td>Achievement/Growth: Percentage of students who are at or above the proficiency goal or percentage of students making one year of growth (if not yet proficient).</td><td>Social Emotional</td><td>PK3 – PK4</td><td></td></tr>
</table>

Title	Publisher	Publisher guidance on Achievement or Progress			PMF Scorecard Displayed Student Results	Subjects Approved for the PMF	Age Group per the Publisher (Approved for use on the PMF)	Description
		Beginning in the top 25th percentile	Maintain in baseline	Maintain in baseline				
enVisionMATH	Pearson Education Inc.	Achievement: 75% or higher			Achievement: Percentage of students at or above the achievement level.	Math	Grades K-6 (K-2)	Ongoing 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			Achievement: Percentage of students at or above the end of the year achievement level.		Grades K-12 (K-2)	Guided reading program that matches books to readers to provide differentiated instruction through small reading groups.
GMADE	Pearson	Achievement: Stanine 5*			Achievement: Percentage of students at or above the achievement level at the end of the year.	Math	Grades K-12 (K-2)	A norm-referenced diagnostic mathematics test that measures individual student skills in the main areas of math.
Individual Growth and Development	Center for Early Education	Early Literacy: Cut or Tier 1 score at end of year on all subtests.			Achievement: Percentage of subtests scored in	Math, Literacy	3-5 years (PK3 – PK4)	Criterion-referenced assessment to screen, inform instruction,

Title	Publisher	Publisher guidance on Achievement or Progress	PMF Scorecard Displayed Student Results	Subjects Approved for the PMF	Age Group per the Publisher (Approved for use on the PMF)	Description
Indicators (myIGDIs) – Early Literacy and Early Numeracy	and Development – Univ. of Minnesota	Early Numeracy: Tier 1 or Cut Range score for age at end of year.	the cut or Tier 1 at the end of the year.			and monitor progress in the cognitive and language domains. Spanish version available.
i-Ready	Curriculum Associates LLC	Progress: 1.0 year of growth as set by the publisher based on the current year's Student Growth Measures (Reading: K-46, 1 – 46, 2 – 39, Math: K-32, 1 – 32, 2 – 30)) Achievement: End-of-year proficiency scale score, Mid-Level or higher.	Progress: Percentage of students earning 1.0 year of growth or more.	Math, Reading	Grades K-12 (K-2)	Common core aligned online assessment for both reading and math. I-Ready combines an adaptive diagnostic assessment with individualized instruction, progress monitoring, and comprehensive reporting.
Learning Accomplishment Profile – Third Edition (LAP-3) 2005	Kaplan Press	Percentage of students at age range or above at end of year.	Achievement: Percentage of students at or above their age range at the end of the year.	Math, Reading, Social Emotional	3-6 years (PK3 – PK4)	Curriculum-embedded, comprehensive evaluation generates a profile of development in seven domains: gross motor, fine motor, prewriting, cognitive,

Title	Publisher	Publisher guidance on Achievement or Progress	PMF Scorecard Displayed Student Results	Subjects Approved for the PMF	Age Group per the Publisher (Approved for use on the PMF)	Description
						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	Percentage of students at age range or above at end of year.	Achievement: Percentage of students at or above their age range at the end of the year.	Math, Literacy	3-5 years (PK3 – PK4)	Comprehensive screening system evaluates development within four domains: fine motor, gross motor, cognitive and language. Norm-referenced, yields standard scores. Available in Spanish.
mCLASS: Math	Amplify	Achievement: Established (green) at end of the year	Achievement: Percentage of students at the achievement level at the end of the year.	Math	Grades K-3 (K-2)	Criterion-referenced assessment to determine risk levels and benchmark goals for each student.
mCLASS: Reading 3d (or TRC)	Amplify	Achievement: Proficient or above level	Achievement: Percentage of students at the	Reading	Grades K-3 (K-2)	Reading leveled books where a student must read

Title	Publisher	Publisher guidance on Achievement or Progress	PMF Scorecard Displayed Student Results	Subjects Approved for the PMF	Age Group per the Publisher (Approved for use on the PMF)	Description
			achievement level at the end of the year.			with an accuracy of 90-94%.
mCLASS: Circle	Amplify	Achievement: Students at the highest level (green/proficient) at end of year in math and literacy	Achievement: Percentage of students at the achievement level at the end of the year.	Math, Literacy	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, and at least 70% on the additional clusters.	Achievement: Percentage of students at or above grade level proficiency at the end of the year.	Math	PK-5th grade (K-2)	Criterion-referenced assessments
NWEA Measures of Academic Progress (MAP)	NWEA	Progress: Conditional Growth Percentile (CGP), 2015 Growth Norms	Progress: Median score of students' CGP	Math, Reading	Grades K-12 (K-3)	Norm-referenced computer adaptive assessments that measure growth and project proficiency on high-stakes tests.
Peabody Picture Vocabulary Test – Third Edition (PPVT-III)	Pearson Assessment	Assessment gives standard score, GSV, percentile, NCE, age equivalents, and description (extremely low, moderately low, average, moderately high, and	Achievement: Percentage of students at average or above (standard score of 86 and above) at	Literacy	2 years – adult (PK3, PK4, K-2)	Measure of receptive vocabulary. Norm-referenced, wide-range test available in two parallel forms. Standard scores, age

Title	Publisher	Publisher guidance on Achievement or Progress	PMF Scorecard Displayed Student Results	Subjects Approved for the PMF	Age Group per the Publisher (Approved for use on the PMF)	Description
1997		extremely high). Domain level results also have descriptive qualifications.	the end of the year.			equivalent scores and percentile scores provided. Spanish version available.
Phonological Awareness and Literacy Screenings – Kindergarten (PALS-K) 2004 PALS Grades 1-3	Univ. of Virginia	Achievement: Score at benchmark (sum score K: 81; 1st: 35; 2nd: 54)	Achievement: Percentage of students at or above the achievement level at the end of the year.	Reading	5-8 years (K-2)	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 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	Achievement: Percentage of students at or above the level of average at the end of the year.	Social Emotional	3-18 years (PK3, PK4, K-2)	Teacher and parent rating scales measuring behaviors affecting relationships, peer acceptance, academic performance and

Title	Publisher	Publisher guidance on Achievement or Progress	PMF Scorecard Displayed Student Results	Subjects Approved for the PMF	Age Group per the Publisher (Approved for use on the PMF)	Description
						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	Achievement: The percentage of students at or above the achievement level at the end of the year.	Reading	Grades K-5 (K-2)	Use of direct instruction to help students develop into fluent, independent, and highly skilled readers.
Stanford Achievement Test (SAT 10) 10th Edition 2003	Harcourt Assessment	Achievement: Reading: Stanine 6* Math: Stanine 5*	Achievement: The percentage of students at or above the achievement level at the end of the year.	Math, Reading	K-12th grade (K-2)	Norm-referenced assessment in reading, math, and language. Scores available in scaled scores, national and local percentile ranks

Title	Publisher	Publisher guidance on Achievement or Progress	PMF Scorecard Displayed Student Results	Subjects Approved for the PMF	Age Group per the Publisher (Approved for use on the PMF)	Description
						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	Achievement: The percentage of students at or above the achievement benchmark at the end of the year.	Reading	Grades K-3 (K-2)	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)	Achievement: The percentage of students at or above the achievement level at the end of the year.	Math, Reading	Grades 1-12 (1-2)	Standards-based, interactive, skills based measures for reading and mathematics.
STEP	University of Chicago	Achievement: K = STEP 3, 1st: STEP 6: 2nd: STEP 9	Achievement: The percentage of students at or above the achievement level at the end of the year.	Reading	Grades K-3 (K-2)	Literacy assessment tightly aligned with scientifically established milestones in reading development.

Title	Publisher	Publisher guidance on Achievement or Progress	PMF Scorecard Displayed Student Results	Subjects Approved for the PMF	Age Group per the Publisher (Approved for use on the PMF)	Description
Teaching Strategies GOLD 2000	Teaching Strategies	Progress: meeting or exceeding the growth range Achievement: meeting widely held expectations	Progress: Percentage of students meeting or exceeding the growth range.	Math, Literacy, Social Emotional	Age zero to 3rd Grade (PK3 – PK4, and SEL growth K)	Criterion-referenced assessment to inform instruction and monitor student progress. The assessment covers seven 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.
TerraNova	McGraw-Hill	Achievement: 40th percentile*	Achievement: The percentage of students at or above the	Math, Reading	Grades K-12 (K-2)	Norm-referenced common core aligned assessments

Title	Publisher	Publisher guidance on Achievement or Progress	PMF Scorecard Displayed Student Results	Subjects Approved for the PMF	Age Group per the Publisher (Approved for use on the PMF)	Description
			achievement level at the end of the year.			in reading and mathematics.
Test of Early Mathematics Ability – Third Edition (TEMA – 3) 2003	Stoelting	Assessment gives standard score, GSV, percentile, NCE, age equivalents, and description (very poor, poor, below average, average, above average, superior, and very superior).	Achievement: The percent of students at "Average" (standard score of 90 – 110) or above at the end of the year.	Math	3-9 years (PK3 – PK4, K-2)	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	AVP Press	Gain of a half step or more in 50% or more of the scored areas from the beginning year.	Progress: For uneven number of scored areas, round down. (ex-	Math, Literacy	0-48 months (developmental age)	Assesses the language, learning and social skills of children with autism

Title	Publisher	Publisher guidance on Achievement or Progress	PMF Scorecard Displayed Student Results	Subjects Approved for the PMF	Age Group per the Publisher (Approved for use on the PMF)	Description
and Placement Program (VB-MAPP)*		*Assessment use must have prior-approval by DC PCSB for use on the PMF through an application	BOY scored areas 13, progress displayed in 6)			or other developmental disabilities. Must have prior-approval through DC PCSB.

Appendix B: Early Childhood/Elementary/Middle School PMF Assessment Proposal

Please complete this form for each new assessment you plan to administer that is not on the current list of approved PMF assessments and submit to Erin Kupferberg, ekupferberg@dcpcsb.org.

School/Campus_____
Assessment_____
Contact Name and Email: _____

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

☐ Student Progress	☐ Student Achievement	
☐ Literacy or language	☐ Mathematics	☐ 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	☐ Kindergarten	☐ 1st grade	☐ 2nd grade	☐ Entire School

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 (such as computer adaptive, one-on-one interview, paper/pencil assessment).

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

3. Which company/ institution published this assessment? Describe the findings of the research, validity, and reliability studies that 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 (such as NCE, standard score points, percentile, level of growth, low risk, age equivalency).

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 where the information can be found)
- A copy of the assessment to be administered (or a sample excerpt)
- Technical Manual if possible

High School PMF

High School Performance Management Framework

This framework will be used as a common accountability measure for all high school campuses for school year 2015-16. The High School PMF covers grades 9 through 12. A school must have at least a grade 10 to be evaluated using the high school framework.

Exceptions to this framework:

- If the school has only grade 9 and middle school grades, it is measured using the EC/ES/MS PMF.

- If a high school does not contain the grade for which a common measure applies, 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.

Indicators
For school year 2015-16, DC PCSB will use four indicators to measure academic performance for all schools serving grades 9-12:

(1) **Student Progress**: This indicator includes measures that capture student academic growth in English language arts and math on the state assessment from spring to spring.
(2) **Student Achievement**: This indicator includes measures that capture student academic achievement in English language arts and math. It is generally described as "percent of students scoring" at a grade-level standard.
(3) **Gateway**: This indicator includes measures that capture critical achievement and preparation for college and career readiness.
(4) **School Environment**: This indicator includes measures that capture a school's climate such as attendance rates, re-enrollment rate (as calculated from fall to fall), and grade 9 credits toward graduation.

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.

Measures, Floors, and Targets
Measures are defined as "general instruments or means to assess performance in each area defined by an indicator." Each indicator has an approved set of measures that fall into each category. To assign points, each measure has a floor and a target in which points are achieved. Depending on the school's score on a specific measure and its position between the floor and target, it will receive incrementally more points the higher the score.

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 additional points for values that are above the target. Floors and targets are calculated using the formula in the following sections.

Student Progress Indicator

The Office of the State Superintendent of Education (OSSE) has selected the PARCC as the state assessment for DC for students in grades 3 through 8 and high school. For high schools, the state assessment in English language arts (ELA) refers to the PARCC English II exam. The state assessment in mathematics refers to the PARCC Geometry or PARCC Integrated Math II exam, the two exams required by OSSE for high school students.

1. Measure: MGP captures the median growth of all public school students' progress by comparing changes in students' PARCC scores to changes made by other students with similar score histories on the PARCC in the previous year. Calculating MGP is a three-step process:
    (1) A student growth percentile (SGP) is created for each student, which shows how that student performed in this year's assessment compared with other DC students who had similar performance in the last year's assessment. For example, if 20 students had a score of 340 in last year's PARCC test, a student who did better than 15 of those students in this year's test would have an SGP of 75, because that student did better than 75% of the students with a similar score on last year's assessment. Scores from all District students, including those at DCPS schools, are used to determine an academic peer group and to calculate SGPs.
    (2) All of the students' SGP scores for a school are arrayed from high to low and the midpoint, or median, of these scores becomes the school's median growth percentile, or MGP; the higher the score, the more students are improving compared with students attending public schools in the District.
    (3) DC PCSB calculates a two-year weighted average by averaging the school's MGP values from two consecutive years, giving more weight to the most recent year. The two-year weighted average is used to mitigate fluctuations in scores year to year.
1. Floor and Target: The floor for MGP is 30, and the target is 65. MGP is centered at 50.

Measure	Floor	Target
Median Growth Percentile – ELA	30.0	65.0
Median Growth Percentile – Math	30.0	65.0

Student Achievement Indicator

The Office of the State Superintendent of Education (OSSE) has selected the PARCC as the state assessment for DC for students in grades 3 through 8 and high school. For high schools, the state assessment in English language arts (ELA) refers to the PARCC English II exam. The state assessment in mathematics refers to the PARCC Geometry or PARCC Integrated Math II exam, which are the two exams required by OSSE for high school students. For the HS PMF Student Achievement Indicator, schools are measured by the percentage of students scoring level 3 (Approaching College and Career Readiness) and levels 4 and 5 (College and Career Ready) on the state assessment in both ELA and mathematics.

- Level 1: Did not yet meet expectations of Career and College Readiness
- Level 2: Partially met expectations of Career and College Readiness
- Level 3: Approached expectations of Career and College Readiness
- Level 4 and 5: Career and College Ready

1. Approaching College and Career Readiness Measure: Achievement Measures for high grades
    a. Level 3 or above in ELA: The percentage of all students in all tested grades at the school achieving a level 3 or above on the PARCC assessment in ELA.
    b. Level 3 or above in math: The percentage of all students in all tested grades achieving a level 3 or above on the PARCC assessment in math.

    College and Career Readiness Measure: Achievement Measures for high grades
    a. Level 4 or above in ELA: The percentage of all students in tested grades earning a level 4 or 5 on the PARCC assessment in ELA.
    b. Level 4 or above in math: The percentage of all students in tested grades earning a level 4 or 5 on the PARCC assessment in math.

2. Floors and Targets
    a. Approaching College and Career Readiness and Above: DC PCSB set an aspirational target of 100.0 for Level 3 and above.
    b. College and Career Ready: The business rule for calculating the target for Level 4+ is to take 25% of the difference of 100-90th percentile and add it to the 90th percentile for the measure.

        The table below describes the business rule for determining the floor and target for both approached and college and career measures.

Measure	Floor	Target Business Rule	Calculated Target
Level 3: Approaching College and Career Readiness and Above in ELA (all tested grades)	0.0	100.0	100.0
Level 3: Approaching College and Career Readiness and Above in Math (all tested grades)	0.0	100.0	100.0

Level 4 and 5: College and Career Ready in ELA (all tested grades)	0.0	(100-90th percentile)*.25 + 90th percentile	72.5
Level 4 and 5: College and Career Ready in Math (all tested grades)	0.0	(100-90th percentile)*.25 + 90th percentile	43.9

Gateway Indicator

This indicator includes measures that capture critical achievement for future success in college and careers, including the school's four- and five-year graduation rates; student performance on college entrance exams and Advanced Placement (AP) and/or International Baccalaureate (IB) exams; college credits earned through a school's dual enrollment program; and the school's college acceptance rate. Additionally, schools offering career and technical education (CTE) programs of study may include their completion rates. Below is a list of each of the measures included in this indicator.

Unless otherwise indicated, the floor for each measure is created using a three-year weighted average of public charter school performance to determine the bottom 10th percentile of all charter schools. Data included in this calculation are for school year 2014-15, which, at the time of this printing, have not yet been released, and school years 2013-14 and 2012-13.

High School Graduation Rates

- Measure: Four- and Five-year Adjusted Cohort Graduation Rate (ACGR).
- Target: The target is set at the aspirational goal of 100%.

College Entrance Exams

- Measure: The rate of students in grade 11 scoring "college ready" on the PSAT.
- Target: The target is set at 50%, which is above the 90th percentile.

- Measure: The rate of students in grade 12 scoring "college ready" on the SAT or ACT assessment.
- Target: The target is set at the aspirational goal of 75%.

College Acceptance Rate

- Measure: The rate of students in grade 12 earning full-time acceptance into a two- or four-year college or university.
- Target: The target is set at the aspirational goal of 100%.

Career and College Readiness

- Measure of college readiness: The rate of students passing AP and/or IB exams, and/or the rate of students earning college credit by taking college-level courses in high school through a dual enrollment program offered by the school.
- Floor and Target: The floor is a three-year weighted average of the 10th percentile of school performance and the target is a three-year weighted average of the 90th percentile of school performance.

- Measure of career readiness: The completion rate of students completing the courses of study in school-offered CTE program(s) and the certification rate of students who completed the program and earned industry-recognized certification(s).
- Floor and Targets: Given that no data were available to create the floors and targets based on historical performance, the Task Force determined the following:
    i. The floor for the completion rate will be set at 0 and the target at 15%.
    ii. The floor and target are determined based on historical citywide data and the goals of the citywide CTE Strategic Plan.

Measure	Floor	Target
Four-Year Graduation Rate (Prior year Adjusted Cohort Graduation Rate)	52.3	100.0
Five-Year Graduation Rate (Adjusted Cohort Graduation Rate)	65.3	100.0
PSAT Performance (Grade 11)	4.0	50.0
SAT/ACT Performance (Grade 12)	11.9	75.0
College Acceptance Rate	70.0	100.0
College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement	0.0	45.4
Career Readiness:[25] CTE Certification Rate	0.0	15.0
Career Readiness: CTE Program of Study Completion Rate	25.0	75.0

* The 2014-15 data for these measures have not yet been finalized. Once they are finalized, the business rules will be applied and floors set. All of the targets are set as aspirational and are, therefore, included.

Student Environment Indicator

This indicator measures key predictors of student progress and achievement, including attendance, re-enrollment, and 9th grade credits on track for graduation in four years.

1. Attendance
    a. Measure: DC PCSB measures attendance through the in-seat attendance (ISA) rate of all students attending the school.
    b. Floor and Target: The floor is set at 82 the target at 92.
2. Re-enrollment
    a. Measure: Re-enrollment is calculated based on all eligible students who attended the school and were captured in the previous fall audit who return to the school and are captured in the school's current year audit. Please see the Data Sources and Methodology table for details on eligibility.
    b. Floor and Target: The floor and target are calculated based on the previous three years of re-enrollment rates, where the floor is based on the 10th percentile of school performance and the target is set at 90.

[25] The floors and targets for the Career Readiness measures were determined with the input of the HS PMF CTE working group in summer 2015 and introduced to the Board in October 2015.

c. **Re-enrollment Rate Calculations with Campus Reconfigurations**
If an existing school is approved by DC PCSB's Board to reconfigure its campuses, the PMF re-enrollment rate is calculated only at the LEA level during the first year after the campus reconfigures. For example, if an LEA approved by DC PCSB to reconfigure its one campus spanning 6 through grade 12 into two campuses serving grade 6-8 and grades 9-12, the re-enrollment rates for each campus during the subsequent year of reconfiguration will be the re-enrollment rate for the entire LEA, not each individual campus, and the re-enrollment rate will be the same for both campuses.

3. 9th Grade on Track
    a. Measure: The measure is the percentage of grade 9 students earning enough credits to be on track for graduation from high school within four years. In most cases, this means earning six credits in the first year of high school.
    b. Floor and Target: The floor is a three-year weighted average of the 10th percentile. The target is set at the aspirational goal of 100%.

Measure	Floor	Target
Attendance	82.0	92.0
Re-Enrollment	72.1	90.0
9th Grade on Track to Graduate	56.4	100.0

* The 2014-15 data for these measures have not yet been finalized as the 2014-15 data are not yet finalized. Once they are finalized, the business rules will be applied and floors set.

Additional Business Rules for Setting Floors and Targets

The floors will follow the business rules each year, with the following exceptions:

- A measure's 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 more than 33.3%, DC PCSB will decrease the floor by 33.3%.
- If there is a significant change in the measure used, (e.g., a change in formula for graduation rates, the state adopts a new state assessment) 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.[26] For example, for the PARCC, which was first administered in school year 2014-15, the floor will be calculated using only that year's data.
- When only two years of data are available as opposed to three years, the floor will be calculated based on the lowest 10th percentile over the past two years, where both years have 50% of the weight.
- When one year of data is available, the floor will be calculated based on the lowest 10th percentile in that year.

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

Targets will follow the business rules 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 state assessment or a change in formula), and the target is currently not aspirational (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 years of data are available.
- If the calculated target exceeds 100%, the target will remain at 100%.

Weights for Measures included in PMF Tier

Each measure has a specific approved weight, which describes how much the measure will impact the overall score.

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	Median Growth Percentile – ELA	7.5%	30.0	65.0
		Median Growth Percentile – Math	7.5%	30.0	65.0
25%	Student Achievement	Level 3: Approaching College and Career Readiness and Above in ELA	7.5%	0.0	100.0
		Level 3: Approaching College and Career Readiness and Above in Math	7.5%	0.0	100.0
		Level 4 and 5: College and Career Ready in ELA	5.0%	0.0	72.5
		Level 4 and 5 College and Career Ready in Math	5.0%	0.0	43.9
35%	Gateway	Four-Year Graduation Rate (Prior year Adjusted Cohort Graduation Rate)	3%	52.3	100.0
		Five-Year Graduation Rate (Adjusted Cohort Graduation Rate)	4.5%	65.3	100.0
		PSAT Performance (Grade 11)	7.5%	4.0	50.0
		SAT Performance (Grade 12)	7.5%	11.9	75.0
		College Acceptance Rate	7.5%	70.0	100.0

Weight	Indicator	Measure	Weight	Floor	Target
		College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement	5%	0.0	45.4
25%	School Environment	Attendance	10%	82.0	92.0
		Re-Enrollment	10%	72.1	90.0
		9th Grade on Track to Graduate	5%	56.4	100.0

* The 2014-15 data for these measures have not yet been finalized. Once they are finalized, the business rules will be applied and floors set.

High School PMF (9-12) for Schools Opting to include the CTE metric

Weight	Indicator	Measure	Weight	Floor	Target
15%	Student Progress	Median Growth Percentile – ELA	7.5%	30.0	65.0
		Median Growth Percentile – Math	7.5%	30.0	65.0
25%	Student Achievement	Level 3: Approaching College and Career Readiness and Above in ELA	7.5%	0.0	100.0
		Level 3: Approaching College and Career Readiness and Above in Math	7.5%	0.0	100.0
		Level 4 and 5: College and Career Ready in ELA	5.0%	0.0	72.5
		Level 4 and 5 College and Career Ready in Math	5.0%	0.0	43.9
35%	Gateway	4-Year Graduation Rate (Prior year Adjusted Cohort Graduation Rate)	3.0%	52.3	100.0
		5-Year Graduation Rate (Adjusted Cohort Graduation Rate)	4.5%	65.3	100.0
		PSAT Performance (Grade 11)	7.5%	4.0	50.0
		SAT Performance (Grade 12)	7.5%	11.9	75.0
		College Acceptance Rate	7.5%	70.0	100.0
		College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement	3%	0.0	45.4
		Career Readiness: CTE Certification Rate	1%	0.0	15.0
		Career Readiness: CTE Program of Study Completion Rate	1%	25.0	75.0
25%	School Environment	Attendance	10%	82.0	92.0
		Re-Enrollment	10%	72.1	90.0
		9th Grade on Track to graduate	5%	56.4	100.0

Data Sources and Methodology

Indicator	Measure	Description	Components, Metric, Additional Notes	Rationale
Student Progress	**Median Growth Percentile**	Growth measure that tells how much change or growth there has been in student performance from year to year. To lessen some of the observed year-to-year variability in the MGPs, DC PCSB computes an aggregated MGP by taking the median of all Student Growth Percentile scores from the previous two years.	**Score as provided by OSSE and validated by schools.** **Components** Median Growth Percentile Score is calculated by identifying the median score of: • HS: All grade 10 students who attended the school for the full academic year in SY2015-16 and all grade 10 students who attended the school in 2013-14, for whom there is a state assessment score for **ELA** from when they were in grade 8. • HS: All grade 10 students who attended the school for the full academic year in SY2015-16 and all grade 10 students who attended the school in 2013-14, for whom there is a state assessment score for **math** from when they were in grade 8. **Notes** • HS schools have the option of using the PARCC Geometry and/or PARCC Integrated Math II assessment as their high school state assessment in math. For schools using both assessments, the scores will be combined to determine the math MGP for the HS PMF. References: http://pcsb-pmf.wikispaces.com/Changes+to+the+2010-2011+PMF http://www.doe.mass.edu/mcas/growth/InterpretiveGuide.pdf http://www.schoolview.org/GMFAQ.asp 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 for each student, but not necessarily from the same school (e.g., the baseline PARCC score can be from a different school).
Student Achievement	**PARCC Approaching College and Career Readiness and above rates in math and ELA**	Percentage of students scoring levels 3, 4, and 5 on the PARCC assessment.	**Components** PARCC scores for all school-level FAY students. Number of FAY students tested for the most recent year. FAY determined by OSSE and validated by schools: • HS Math Provision: DC PCSB will combine scores for both high school math assessments (Geometry and Integrated Math II) to create the achievement score. • Calculating the Target (HS Math) = 100	This indicator shows the percentage of students who demonstrated they are a Approaching College and Career Readiness or above on the content on the PARCC.

Indicator	Measure	Description	Components, Metric, Additional Notes	Rationale
			• Calculating the Target (HS ELA) = 100 **Metric** $\frac{\text{Total \# of FAY students scoring levels 3, 4 and 5 on PARCC math}}{\text{Total \# FAY tested}} * 100$ OR $\frac{\text{Total \# of FAY students scoring levels 3, 4 and 5 on PARCC ELA}}{\text{Total \# FAY tested}} * 100$ **Notes** • High schools may choose either the PARCC Geometry or Integrated Math II assessment. • 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**	Percentage of students scoring levels 4 and 5 on the PARCC assessment.	**Components** PARCC scores for all school-level FAY students. Number of FAY students tested for the most recent year. FAY determined by OSSE and validated by schools: • Calculating the Floor = 0% • Calculating the Target (HS Math) = (100-90th percentile)*.25 + 90th percentile • Calculating the Target (HS ELA) = (100-90th percentile)*.25 + 90th percentile **Metric** Calculated as with PARCC Approaching College and Career Readiness $\frac{\text{Total \# of FAY students scoring levels 4 and 5 on PARCC math}}{\text{Total \# FAY tested}} * 100$ OR $\frac{\text{Total \# of FAY students scoring levels 4 and 5 on PARCC ELA}}{\text{Total \# FAY tested}} * 100$	This indicator captures the percentage of students who demonstrate College and Career Ready level performance on the PARCC.

Indicator	Measure	Description	Components, Metric, Additional Notes	Rationale
			Notes • High schools may choose either the PARCC Geometry or Integrated Math II assessment. • If a high school has students taking both exams, the results will be combined into one aggregated rate.	

Indicator	Measure	Description	Components, Metric, Additional Notes	Rationale
Gateway	**College Readiness**	Number of passing AP/IB exams and dual enrollment courses per year over the number of grade 12 students.	**Components** Number of passing Advanced Placement (AP) exams, International Baccalaureate (IB) exams, and dual enrollment courses in the current school year: • Minimum passing requirement for AP is a 3 on the exam • Minimum passing requirement for IB is a 4 on the exam • Minimum passing requirement for a dual enrollment course is a grade of C- Number of grade 12 students as per end of year pulled from ProActive/ADT on a date determined by DC PCSB **Metric** $\left[\frac{\#\text{ of AP exams and IB exams and dual enrollment courses passed by students at any grade level}}{\#\text{ of grade 12 students}}\right]*100$ **Notes** • 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 count only once in the denominator. • Passing scores from students in grades 9-11 contribute to numerator but not to the denominator, which is limited to all grade 12 students. • 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. • Dual enrollment courses must be at least three credit hours. • Dual enrollment courses taken in the summer prior to the start of the school year (i.e., summer 2015) will be included along with courses taken during school year 2015-16. • Students with disabilities in non-public placements are not included in this measure. • Students who qualify for the alternative state assessment (i.e., the NCSC assessment) are not included in this measure	All students who earn college-level credits while attending high school. All passing exams during school year 2015-16 contribute to the score, regardless of who takes the test. Expressing passing exams as per 100 score adjusts to reflect size of school and corresponds more closely to national reporting norms. 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:** **CTE Certification Rate**	Percentage of students who complete CTE programs of study that earn industry-recognized certifications.	**Components** # CTE certifications earned in the current school year: • 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 (CTE Strategic Plan)[27] • A CTE certification exam is the test to receive an industry-recognized certification • Earning a certification means completing all the requirements and receiving the certification # of CTE completers in the current school year: • 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 **Metric** $\left[\frac{\#\text{ of CTE certifications earned}}{\#\text{ of CTE completers}}\right]*100$ **Notes** • Schools may choose to include the Career Readiness measures in their PMF (CTE Certification Rate and CTE Program of Study Completion Rate). • 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 percentage of students who are earning CTE industry-recognized certifications, which can make them more competitive job applicants. Terms and definitions follow the District's Strategic Plan for CTE.

[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 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:** **CTE Program of Study Completion Rate**	Percentage of students participating in CTE programs of study and eligible to complete those programs of study that finish the CTE program of study.	**Components** # of CTE completers in the current school year: • 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 # of CTE participants eligible for completion in the current school year: • A CTE participant is a student who has completed the first course and enrolled in the second course of a CTE program of study • CTE programs of study must be in an eligible career sector per the CTE Strategic Plan[28] • Programs of study must be sequences of at least three courses **Metric** $\frac{\text{\# of CTE completers}}{\text{\# of CTE participants eligible for completion}} * 100$ **Notes** • Schools may choose to include the Career Readiness measures in their PMF (CTE Certification Rate and CTE Program of Study Completion Rate). • 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 percentage of students who complete CTE programs of study in Eligible Career Sectors, which can make them more competitive job applicants. Terms and definitions follow the District's Strategic Plan for CTE.

[28] 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**	4-year Adjusted Cohort Graduation Rate calculated by OSSE and validated by schools.	Rate as provided by OSSE and validated by schools: $\left[\frac{\#\text{ of students in cohort who graduated by June or August 2015 with a standard diploma}}{\#\text{ of first time grade 9 students in Fall 2011} + \text{transfers-in} - \text{transfers-out} - \text{emigrants} - \text{students who pass away}}\right] * 100$ **Notes** • DC PCSB publishes the 4-year ACGR one year behind so that the 4-year and 5-year rates report on the same cohort of students. • If a school has a grade 12 for the first, then the current year's four-year ACGR is included (using the Fall 2012 cohort)	Aligned with OSSE standards
Gateway	**5-Year Graduation Rate**	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:** $\left[\frac{\#\text{ of students in cohort who graduated by June or August 2016 with a standard diploma}}{\#\text{ of first time grade 9 students in Fall 2011} + \text{transfers-in} - \text{transfers-out} - \text{emigrants} - \text{students who pass away}}\right] * 100$	Aligned with OSSE standards 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 Performance** (HS)	Percentage of current grade 11 students scoring at a college-ready level on the PSAT.	**Components** • PSAT data for current grade 11 students • Grade 11 enrollment as of the end of the school year pulled from ProActive/ADT on a date determined by DC PCSB **Metric** $\left[\frac{\text{\# of grade 11 students scoring at least equivalent to the pre-October 2015 score of 80 (combined math and critical reading/writing) on the PSAT}}{\text{\# of grade 11 students}}\right] \times 100$ **Notes** • College Board has not yet published new college-ready benchmarks for the redesigned PSAT. DC PCSB will use the College Board's concordance tables to equate the October 2015 PSAT scores with the former score of 80 (combined math and reading). • Any HS with the grade 11 that does not offer the PSAT exam is given 0 points on this metric. • Students who meet the criteria to be in the denominator but have not taken the PSAT exam are still included in this measure • Grades 9 and 10 PSAT scores are not included because they are standardized to a different scale. • Students with disabilities in non-public placements are excluded from this measure. • Students who qualify for the alternative state assessment (i.e., the NCSC assessment) are not included in this measure	

Gateway	**SAT and ACT Performance**	Percentage of current grade 12 students at a college ready level on the SAT or ACT.	**Components** • Every SAT or ACT score for current grade 12 students, including when it was taken in previous years • Grade 12 enrollment as of the end of the school year pulled from ProActive/ADT on a date determined by DC PCSB **Metric** $\left[\frac{\text{\# of grade 12 students scoring at least equivalent to the pre-March 2016 score of 800 (combined math and critical reading/writing) on the SAT } \mathbf{OR} \text{ earning at least a 16 (composite score) on the ACT}}{\text{\# of grade 12 students}}\right] \times 100$ **Notes** • College Board has not yet published new college-ready benchmarks for the redesigned SAT. For students taking the redesigned SAT (March 2016 and later), DC PCSB will use the College Board's concordance tables to equate the score with the former score of 800 (combined math and reading) on the SAT. • Because students often take the SAT and ACT multiple times to improve their scores, DC PCSB will count the student as having met this measure if the student earns an 800 on the SAT or 16 on the ACT at any time in his or her high school career even if the score is earned while the student attended a different high school. • DC PCSB uses a student's highest score on each section of the SAT even if those scores occurred on different test dates. • Students who have not taken the SAT or ACT exams are given 0 points on this metric. • Students with disabilities in non-public placements are excluded from this measure. • Students who qualify for the alternative state assessment (i.e., the NCSC assessment) are not included in this measure	For reference visit: SAT-ACT concordance table: http://www.act.org/aap/concordance/

Indicator	Measure	Description	Components, Metric, Additional Notes	Rationale
Gateway	**College Acceptance**	Percentage of high school seniors accepted to a full-time college or university.	**Components** • Unique college acceptances • Students on the current year's certified graduates list **Metric** $\left[\frac{\text{\# of graduating students accepted to a full-time college or university}}{\text{\# of graduates}}\right] \times 100$ **Notes** • Acceptances must be from a degree-granting institution of higher education. • College acceptances must be from the current school year unless the college or university indicates that an earlier acceptance is still valid. • Students with disabilities in non-public placements are excluded from this measure. • Acceptable documentation includes only final acceptance letters (not conditional or provisional letters). • Conditions or provisions solely related to non-academic factors, such as a background check, will count as full acceptances for the HS PMF. • DC PCSB recognizes that all college acceptances are conditional upon receipt of a final high school transcript or diploma, so a condition or provision solely based on receipt of a final high school transcript or diploma are considered full acceptances for the HS PMF. • Students who qualify for the alternative state assessment (i.e., the NCSC assessment) are not included in 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**	In-seat attendance rate	**Components** • Attendance by grade span • Aligns with DCPS's calculation **Metric** $\left[\frac{\text{\# of days present}}{\text{\# days enrolled}}\right] * 100$	

<table>
<tr>
<td>School Environment</td>
<td>Re-enrollment</td>
<td>Re-enrollment rate for those eligible to return.</td>
<td>
Components
Previous fall enrollment by student ID and grade (October Audited Enrollment).
Current fall enrollment by student ID and grade (October Audited Enrollment).

Metric
Map students in previous fall and current fall to determine overlap.
Determine which students in previous fall are ineligible to re-enroll (those in their final year; moved out from DC).

$$\left[\frac{\text{Total \# of students attending both previous fall and current fall}}{(\text{\# of students in previous fall}) - (\text{\# of students ineligible to enroll})}\right] \times 100$$

For all students deemed ineligible to re-enroll, DC PCSB will verify their ineligibility using the following processes:
<table>
<tr><th>Reason for Ineligibility to Re-Enroll</th><th>Ineligibility Verification Process</th></tr>
<tr><td>Students in the campus's terminal grade who were promoted to the next grade.</td><td>DC PCSB will use enrollment data to verify the student's grade in both school years. LEAs do not have to submit any documentation.</td></tr>
<tr><td>Students who moved out of DC.</td><td>DC PCSB will verify that the student is not enrolled in another public school in DC.
To show proof of out-of-state move, LEAs must submit one of the following:
• Signed parent/guardian withdrawal form explicitly indicating out-of-state move.
• Signed parent/guardian withdrawal form indicating enrollment at an out-of-state public school.
• Student records or records request from an out-of-state public school.</td></tr>
<tr><td>Students expelled for a federally recognized reason, such as bringing a firearm to school; U.S. Code § 7151 (PDF / text).</td><td>DC PCSB will use discipline data to verify students' expulsion records. LEAs must submit documentation that the expulsion was for a federally recognized reason.</td></tr>
<tr><td>Students placed into private placement from a DCPS-dependent LEA, as the student is</td><td>DC PCSB will verify that the LEA is a dependent charter and that the student was</td></tr>
</table>
</td>
<td>Used to assess student and parent satisfaction and dropout rate.</td>
</tr>
</table>

			removed from the school's roster at that point and placed into DCPS.	transferred into a private placement. LEAs may have to provide documentation that the student was placed in a private placement.	

Notes
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.

Documents used for multiples (e.g., siblings) must include each student's name.

School Environment	**9th Grade on Track to graduate**	Percentage 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** • Grade 9 enrollment as of the end of the school year pulled from ProActive/ADT on a date determined by DC PCSB. • Credits based on the standard DC State Board of Education (SBOE) 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 credits (e.g., elective courses). **Metric** $\left[\frac{\text{\# of grade 9 students receiving enough credits to be on track to meet LEA graduation requirements in four years}}{\text{\# of grade 9 students}}\right] \times 100$ **Notes** • To earn points for being "on track," a student must have earned a minimum number of credits to allow him or her to complete high school in four years without taking summer school past grade 9 or classes outside of the published school day hours required of all students (i.e., mandatory "zero period" or "after school" or "Saturday school" if it is not required of every student). • DC PCSB will use LEA promotion policies as documented in its fall Compliance Review Epicenter submission to DC PCSB to determine 9th Grade on Track status. • Students on the individualized education program (IEP) certificate track will be considered on track if they have made sufficient progress toward IEP goals as determined by the school's student support team. • All current grade 9 students are included regardless of repeater status. • Self-reported by schools based on grade 9 transcripts. • DC PCSB validates a 20% sample of transcripts; if there are discrepancies, DC PCSB will validate 100% of records. • Students with disabilities in non-public placements are excluded from this measure.	

Adult Education PMF

Adult Education Performance Management Framework

The Adult Education Performance Management Framework (AE PMF) will be used as a common accountability measure for adult education charter schools for school year 2015-16.

Each LEA serving adult education populations selected one of two program years to report data based on its program cycle. The following table lists the program year that each LEA selected for school year 2015-16:

Cohort 1	Cohort 2
Program Year: July 1 – June 30	Program Year: September 1 – August 31
Academy of Hope Public Charter School (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 Próximo Paso PCS YouthBuild PCS

Indicators
For school year 2015-16 DC PCSB will use four indicators to measure academic performance for all adult education charter schools to develop the school's overall tier:

(1) **Student Progress**: This indicator captures learning gains of students taking part in either adult basic education (ABE) or English as a second language (ESL) programs. Student progress is measured by tests that are valid and reliable for adults and disengaged youth.
(2) **Student Achievement**: This indicator reflects the rate of students who completed a program of study and earned a secondary credential. In most cases this refers to students earning a General Education Development (GED) credential or the National External Diploma Program (NEDP).
(3) **College and Career Readiness**: This indicator captures whether students who exit an adult education school are employed or enroll in a postsecondary degree or certification program.
(4) **Leading Indicators**: This indicator captures the school's attendance rates for its enrolled students and the rate at which it is retaining students at the school.

An additional indicator, **Mission Specific Goals**, assesses aspects of the school program otherwise not captured in the AE PMF. Since each school has a different emphasis and approach to adult learning, some parts of an adult education program may not be fully captured in the common measures above. Schools that offer an additional assessment (e.g., the Spanish TABE), offer Career and Technical Education certifications (e.g., OSHA-10, Microsoft Office Specialist), or performance-based measures may elect to include a missions specific goal on the AE PMF. However, this indicator is <u>not</u> part of the tier but is displayed on the PMF scorecard.

Weights

Each indicator of this framework has the same weight in developing an overall tier. A school must earn at least 65% of the possible points in each indicator to ultimately earn a score of Tier 1.

- For the Leading Indicator, there are two measures and each contributes the same amount of weight when calculating the overall score for the indicator, i.e., the two rates each contribute 50% of the possible points toward the final score for the indicator.
- For Student Progress and College and Career Readiness indicators, there are also multiple measures. These indicators are calculated by taking the weighted average of the measures. For example, if three times as many students take part in a school's adult basic education (ABE) program as in its English as a second language (ESL) program, the passage rate for ABE is weighted three times as much as the ESL.
- For student achievement, there is only one measure, weighted at 100%.
- Mission Specific is not included in the calculation of the tier, and therefore has no weight.

Measures, Floors, and Targets for the Tiered Portion of the AE PMF

Measures are defined as "general instruments or means to assess performance in each area defined by an indicator." Each indicator has an approved set of measures that fall into each category. To assign points, each measure has a floor and a target in which points are achieved. The floor determines the minimum value for which any points are awarded. 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. Schools receive no additional points for values that are above the target. Floors and targets are calculated using the formulas in the following sections. Depending on the school's score on a specific measure and its position between the floor and target, it will receive incrementally more points the higher the score.

Student Progress Indicator

Student progress is a measure of student growth over the course of a program year. For adult education schools, DC PCSB uses educational functioning level gains on assessments approved by the US Department of Education's National Reporting Service (NRS) as the growth measure.

1. Adult Basic Education (ABE) Progress Measure: This measure captures the rate for students gaining one or more level on appropriate tests to measure ABE progress. Progress is captured based on a student's pre- and post-tests, and points are earned only when a post-test outcome puts the student at the next level of ABE.

2. English as Second Language (ESL) Progress Measure: This measure captures the rate for students gaining one or more level on appropriate tests to measure ESL progress. Progress is captured based on a student's pre- and post-tests, and points are earned only when a post-test outcome puts the student at the next level of ESL.

3. Floor and Target: The floor and target are determined for each starting educational functioning level separately. Floors are minimum percentage of students who must pass a

level in order for the school to earn points. Targets are the minimum percentage of students who must pass a level for the school to earn all of the points.

4. Floors and targets were developed using 2011-12 data reported from the Office of Vocational and Adult Education (OVAE). The floor for each level assessment is calculated using national data from the bottom 10th percentile of all states. The targets are created using Maryland's 2011-12 performance +1% as the cutoff to earn 65% of the weighted percent of range for each measure.

    (1) If the range between floors and targets is less than 30 points, the floor is lowered so that there is at least a 30-point spread.
    (2) If Maryland is already at 100%, the target remains at 100% and is not raised to 101%.

Each measure is calculated by adding the points earned for students earning at each ABE or ESL level together and then finally combined to form a single progress rate of all students weighted by the number of students at each level. Levels with less than ten students are not displayed on a school's scorecard, but are used in calculating the overall ABE, ESL, and combined indicator scores. Eligible students without a NRS –approved assessment pre-test, will be weighted as a zero for Student Progress and Retention.

Eligible students for the Student Progress measure are students:

- Enrolled in an ABE or ESL program;
- Enrolled for at least 15 consecutive calendar days and receiving at least 12 hours of service within the 15 days; and
- Enrolled at least two months before the end of the program year

Note: Students who took an NRS-approved assessment in the prior year less than three months before the start of the current year may use that assessment as their pre-test in the current year

Measure: Adult Basic Education	Floor	Target	Weight
ABE Level 1: Beginning ABE Literacy	0.0	100.0	# of test takers
ABE Level 2: Beginning Basic Education	19.8	100.0	# of test takers
ABE Level 3: Low Intermediate Basic Education	36.5	86.5	# of test takers
ABE Level 4: High Intermediate Basic Education	25.0	65.0	# of test takers
ABE Level 5: Low Adult Secondary Education	0.0	100.0	# of test takers

Measure: English as a Second Language	Floor	Target	Weight
ESL Level 1: Beginning ESL Literacy	26.7	100.0	# of test takers
ESL Level 2: Low Beginning ESL	63.5	93.5	# of test takers
ESL Level 3: High Beginning ESL	47.8	77.8	# of test takers
ESL Level 4: Low Intermediate ESL	35.7	65.7	# of test takers

ESL Level 5: High Intermediate ESL	32.8	62.8	# of test takers
ESL Level 6: Advanced ESL	13.2	49.8	# of test takers

Student Achievement Indicator

This indicator reflects the rate of students who completed a program of study and earned a secondary credential. In most cases this refers to students earning a General Education Development (GED) credential or the National External Diploma Program (NEDP).

1. Measure: This measure captures the percentage of eligible students who earned a GED, and the percentage of students who earned a high school diploma or NEDP.
2. Floor and Target: The floor is zero, and the target 100.

Measure	Floor	Target	Weight
Obtain secondary credential	0.0	100.0	100%

College and Career Readiness Indicator

This indicator includes measures that capture students' employment outcomes or entry into postsecondary education. It looks at whether students who entered the adult education program either retained or entered a job or entered postsecondary education or training after exiting the program. Realizing that it is hard to follow up with every student who exited a program, schools can earn points for this measure so long as they have surveyed at least 50% of their exiting students. Conversely, schools that do not survey at least 50% of their exiting students earn zero points for this indicator.

1. Entered Employment or Postsecondary Measure: This measure captures the percentage of students without a job when they entered the school who are employed in the first quarter after the quarter of exit from the adult education program or enrolled in a postsecondary school or training program before the end of the program year.
2. Retained Employment or Entered Postsecondary Measure: This measure captures the percentage of students entering an adult education school with a job who are still employed in the third quarter after the quarter of exit from the adult education program or who entered postsecondary education or training before the end of the program year.
3. Entered Postsecondary (Prior Program Year) Measure: This measure captures the percentage of students not captured in the previous two measures who earned a secondary credential in the prior program year and entered postsecondary education or training after exiting the adult education program.
4. Floor and Target: The floor is calculated using a three-year weighted average[29] of the 10th percentile of performance on all adult education schools, and the target is calculated based on a three-year weighted average of the 90th percentile of performance.

Measure	Floor	Target	Weight

[29] The three-year weighted average is calculated as follows: the most recent year has 50% weight, the previous year has 30% weight, and the year prior to that has 20% weight.

Entered Employment or Postsecondary	0.0	75.0	# of exited students unemployed at entry into the school's program
Retained Employment or Entered Postsecondary	39.8	69.8	# of exited students employed at entry into the school's program
Prior Program Year students who Entered Postsecondary	0.0	75.0	# of students who exited the program the prior year with a credential but were not captured in either of the previous measures

Leading Indicators

This indicator is made up of attendance and student retention both key predictors of students making academic gains in the program.

1. Attendance
    a. Measure: DC PCSB measures attendance through the average in-seat attendance (ISA) rate of all students attending a school's program.
    b. Floor and Target: The floor and target are calculated based on the previous three years of ISA rates, where the floor is set at the 10th percentile of school performance and the target is set at the 90th percentile of school performance, using a three-year weighted average[30].
        a. The minimum range between the floor and target must be 10 points. If the range between the calculated floor and target is less than 10 points, the floor will be lowered by 10 points from the target.
2. Retention
    a. Measure: Retention is calculated based on whether students enrolled in a program who took the pre-test also took the post-test. All students who enter adult education programs receive a pre-test to assess their skill level. Once students have completed a cycle of instruction, which varies by school, they take a post-test. This measure is the percentage of students who stay at an adult education school long enough to complete a single cycle of instruction.
    b. Floor and Target: The floor and target is calculated using the same methodology as the Student Progress indicator.

Measure	Floor	Target	Weight
Attendance	49.5	70.0	50%
Retention	43.3	76.7	50%

[30] For the 2015-16 AE PMF, no change was made to the Attendance measure floor or target from the 2014-15 AE PMF.

Mission Specific Indicator (Untiered)

Adult education schools may display a Mission Specific Goal on the PMF. These data are not included within the tiered PMF as they are unique to the individual school. Schools choosing to display a Mission Specific Goal in the AE PMF work with DC PCSB at the start of the school year to determine their Mission Specific Goals and complete the Adult Education PMF Selection Form (Appendix E). The PMF scorecard displays the percentage of students meeting each Mission Specific Goal. There are three types of Mission Specific Goals for the AE PMF:

- Assessments – goals using assessments other than the NRS-approved assessments reporting math and/or reading gains as a grade-level equivalency score.
- CTE certifications – industry-recognized certifications that can help to advance students' employment opportunities.
- Other performance-based measures – measures that are unique to a school's programs not otherwise captured in the PMF.

All adult education schools are measured using the same framework. A score between 0-100% is calculated for each indicator. When more than one measure is included in an indicator, the score is either weighted by student cohort size or the measures each have equal weight. At no time is a school given an overall score other than a final tier of 1, 2 or 3. A school must earn at least 65% of the possible points for each indicator to score a Tier 1.

Indicator	Measure	Weight	Floor	Target
Student Progress	Adult Basic Education (ABE) – Weights of each level are dependent on # of test takers in each ABE level			
	ABE level 1	Based on # of test takers	0.0	100.0
	ABE level 2		19.8	100.0
	ABE level 3		36.5	86.5
	ABE level 4		25.0	65.0
	ABE level 5		0.0	100.0
	English as a Second Language (ESL) – Weights of each level are dependent on # of test takers in each ESL level			
	ESL level 0	Based on # of test takers	26.7	100.0
	ESL level 1		26.7	100.0
	ESL level 2		63.5	93.5
	ESL level 3		47.8	77.8
	ESL level 4		35.7	65.7
	ESL level 5		32.8	62.8
	ESL level 6		13.2	49.8
Student Achievement	Obtaining Secondary Credential (GED or NEDP)	100%	0.0	100.0
College and Career Readiness	Entered Employment or Postsecondary	Based on # of students	0.0	75.0
	Retained Employment or Entered Postsecondary	Based on # of students	39.8	69.8

Indicator	Measure	Weight	Floor	Target
	Prior Program Year students who Entered Postsecondary	Based on # of students	0.0	75.0
School Environment	Attendance	50%	49.5	70.0
	Retention	50%	43.3	76.7

A school that does not offer a particular program or has no students in a given year partake in a particular program, such as GED preparation courses, or ESL programming, will receive no points for the measure, with 100% of the weight being given to the remaining measure(s) within the indicator. If a school does not offer a program resulting in either a GED or NEDP, the school will not receive a score for that indicator.

Data Sources and Methodology

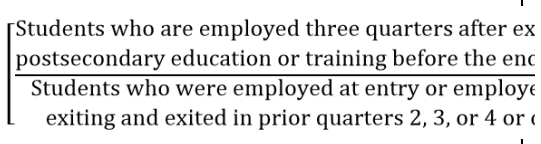
Indicator	Measure	Description	Components, Method, Additional Notes	Rationale
Student Progress	Educational gain using educational functioning levels (EFLs)	Percentage of adult students who complete the ABE or ESL level at which they entered by end of program year.	**Components** • Students with both a pre-test and post-test score on an NRS approved assessment who attended at least 15 consecutive calendar days and receive at least 12 hours of service within the 15 days; and ○ Enrolled at least two months before the end of the program year. • Students who gained at least one EFL based on NRS assessment cut scores **Metric** $\left[\frac{\text{\# of students gaining at least one EFL from the to the post-test by the end of the program}}{\text{\# of students with a pre-test and post-te}}\right.$ **Notes** • Students are assigned to an NRS educational functioning level (EFL) based on their pre-test and post-test using the cut scores identified by assessment and subject according to the February 2015 update. ABE and ESL levels are determined by the scores students earn on the TABE and CASAS assessments. Please see Appendix C for detailed information on the cut scores for each level. • Schools should report progress for each student based on the subject on which each student had the lowest pre-test NRS EFL or grade level equivalent score. • For students who have a lowest pre-test score at the same NRS EFL and grade level equivalent on multiple subjects, schools may choose which subject to report on for progress. • Students are counted as meeting the student progress metric if their post-test ABE or ESL level is greater than their pre-test ABE or ESL level. • 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	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 gains 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.

Indicator	Measure	Description	Components, Method, Additional Notes	Rationale
			reading and writing and beneath 230 in listening and speaking. Gaining a level is determined by students moving up to ESL Level 1 or higher. • If a student has a pre-test score that is below ABE level 1, above ABE 5, or above ESL 6, the student is not included in the measure. • Students with a pre-test score in ABE 5 or ESL 6 must score at least one point above the score range to qualify as progressing beyond ABE 5 and ESL 6. • If a student is in both the ABE and ESL programs and takes both assessments, then DC PCSB will use the ABE assessment for this measure if the student scores at ESL level 4 or higher on the pre-test. If the student scores at ESL level 3 or below on the pre-test, then DC PCSB will use the ESL assessment. • Schools must report on all students who receive 15 consecutive days and at least 12 hours of service. • Students enrolled in a school's ABE and/or ESL program without a NRS-approved assessment pre-test, will be weighted as a zero for Student Progress.	
Student Achievement	GED or state-recognized equivalent attainment	Percentage of students attempting and passing the GED or state-recognized equivalent in the program year	**Components** • Students earning an NEDP diploma, students in the NEDP assessment phase who exit the school, and students taking all four GED tests in the program year • Students earning a GED or state-recognized secondary diploma in the program year **Metric** $\left[\frac{\text{Students who earn a secondary diploma or state-recognized equivalent in the program year}}{\text{Students who earn the NEDP diploma + students in the NEDP assessment phase who exit without the diploma + students taking all four GED tests in the program year}}\right] \times 100$ **Notes** • Students are counted as meeting the Student Achievement metric if their	This measure reflects the attainment of a GED or the state-recognized equivalent. This measure reflects whether students have obtained the skills needed to get a job, retain a job, or attend college without needing remedial classes.

Indicator	Measure	Description	Components, Method, Additional Notes	Rationale
			GED result indicates that all four tests were attempted and passed. Students are counted as not meeting the student achievement metric if their GED result indicates that all four tests were attempted and any were failed. • DC PCSB gives credit to students earning a Spanish or English GED. • Students are also counted if they earn the NEDP. Students are counted as meeting the Student Achievement metric if they earn the NEDP diploma. Students are counted as not meeting the student achievement metric if they are in the assessment phase of the NEDP and exit without earning the NEDP diploma. • Students may take some of the four GED tests in a prior program year. They will count for this measure if they complete their fourth GED test in the current program year. • DC PCSB works with OSSE to gather data and documentation on students taking all four GED tests and/or in the assessment phase of the NEDP. OSSE data and school data are combined to determine students included in the metric. If there is a discrepancy between school and OSSE data, the school should provide additional documentation.	

Indicator	Measure	Description	Components, Method, Additional Notes	Rationale
College and Career Readiness	Entered Employment or Entered Postsecondary	Percentage of adult students who are in the labor force 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. Schools must report the required measure on all students who receive 12 hours or more of service.	**Components** • Students who exited the program and were not employed when they entered the program • Students who are employed one quarter after their exit quarter or who have entered postsecondary education or training before the end of the program year **Metric** $\left[\frac{\text{Students who are employed one quarter after exit}}{\text{Students who were not employed at entry}}\right.$ postsecondary education or training before the end prior quarter 4 or current quarters 1, **Notes** • Schools must report the on all students who receive 12 hours or more of service. • School must follow up with eligible students one quarter after they exit the program. For additional details, see Appendix D. • Schools are expected to develop and administer surveys to track the college and career outcomes for their students after they exit the program. Results of these surveys should be documented and saved for data collection and validation cycles by DC PCSB. Questions that every school should ask on these surveys are found in Appendix F. • Students are counted as meeting the College and Career Readiness metric if the school's total response rate for this metric is at least 50%. • If a school does not meet the 50% response rate for this measure, the school will receive zero points for the measure weighted by 50% of the students who qualify for the measure. • If a school does not have the survey results documentation for a student,	This measure reflects the number of students who exit the program and enter employment and/or enter a postsecondary program. Schools will receive points if students either enter employment or a postsecondary program.

Indicator	Measure	Description	Components, Method, Additional Notes	Rationale
			the student is treated as a non-response. • If a students is non-response in the school's survey results, but the student's outcomes are captured via other valid means (e.g., Jacob France Institute or National Student Clearinghouse data), then the student will be counted as having the outcome. • Students are excluded from this metric and the survey response rate if they are identified as being out of the labor force (see definition below). • If a student updates his/her labor force status for maternity leave, chronic illness or any other reason, then the school is required to provide documentation of this update to DC PCSB. Schools should not automatically classify students who go on maternity leave as withdrawing from the labor force. DC PCSB will review these requests for a modification to labor force participation on a case-by-case basis during the annual data collection cycle. • If a school graduates students with a Spanish GED and the student enrolls in ESL courses within the same school ("first school") or elsewhere, then they will not be included in the College and Career Readiness indicator cohort. The first school will receive credit for student achievement only. If the student does not enroll in ESL courses, the first school will still be required to track College and Career Readiness outcomes for this student. • Students with a secondary credential who enroll in an adult education school's vocational program can be counted as entering postsecondary education or training upon exit from the school. • Students with a secondary credential who exit the reporting school and enroll in another school's career training program can be counted as entering post-secondary education or training by the reporting school. Students who exit and enroll in another GED or secondary	

Indicator	Measure	Description	Components, Method, Additional Notes	Rationale
			credentialing program are not counted as entering postsecondary. • Students who exited in the program year but are enrolled again at the time of the data collection are considered continuing students and their outcomes are not reported until they exit. • If a school does not know whether a student was employed at entry, then the student is treated as not employed at entry and should be followed up on one quarter after exit. **Labor Force and Employment Definitions** 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.	
	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 third quarter after program exit, or c) enroll in a postsecondary educational, occupational skills training program, or	**Components** • Students who exited the program and were employed when they entered the program and/or students who exited the program and were employed one quarter after exiting • Students who are employed three quarters after their exit quarter or who have entered postsecondary education or training before the end of the program year **Metric**  **Notes** • Schools must report the on all students who receive 12 hours or more of service.	

Indicator	Measure	Description	Components, Method, Additional Notes	Rationale
		an apprenticeship training program.	• School must follow up with students three quarters after they exit the program. For additional details, see Appendix D. • Schools are expected to develop and administer surveys to track the college and career outcomes for their students after they exit the program. Results of these surveys should be documented and saved for data collection and validation cycles by DC PCSB. Questions that every school should ask on these surveys are found in Appendix F. • Students are counted as meeting the College and Career Readiness metric if the school's total response rate for this metric is at least 50%. • If a school does not meet the 50% response rate for this measure, the school will receive zero points for the measure weighted by 50% of the students who qualify for the measure. • If a school does not have the survey results documentation for a student, the student is treated as a non-response. • If a students is non-response in the school's survey results, but the student's outcomes are captured via other valid means (e.g., Jacob France Institute or National Student Clearinghouse data), then the student will be counted as having the outcome. • Students are excluded from this metric and the survey response rate if they are identified as being out of the labor force (see definition below). • If a student updates his/her labor force status for maternity leave, chronic illness or any other reason, then the school is required to provide documentation of this update to DC PCSB. Schools should not automatically classify students who go on maternity leave as withdrawing from the labor force. DC PCSB will review these requests for a modification to labor force participation on a case-by-case basis during the annual data collection cycle. • If a school graduates students with a Spanish GED and the student enrolls	

Indicator	Measure	Description	Components, Method, Additional Notes	Rationale
			in ESL courses within the same school ("first school") or elsewhere, then they will not be included in the College and Career Readiness indicator cohort. The first school will receive credit for student achievement only. If the student does not enroll in ESL courses, the first school will still be required to track College and Career Readiness outcomes for this student. • Students with a secondary credential who enroll in an adult education school's vocational program can be counted as entering the postsecondary education or training upon exit from the school. • Students with a secondary credential who exit the reporting school and enroll in another school's career training program can be counted as entering postsecondary education or training by the reporting school. Students who exit and enroll in another GED or secondary credentialing program are not counted as entering postsecondary. • Students who exited in the program year but are enrolled again at the time of the data collection are considered continuing students and their outcomes are not reported until they exit. • If a school does not know whether a student was employed at entry, then the student is treated as not employed at entry and should be followed up on one quarter after exit. That survey response is then used to determine whether the student is eligible for the retained measure. **Labor Force and Employment Definitions** 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	

Indicator	Measure	Description	Components, Method, Additional Notes	Rationale
			unpaid job on a farm or business operated by a family member or the student.	
	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	**Components** c. Students who exited in the prior program year with a secondary credential and were not captured already in any College and Career Readiness measures d. Students entering postsecondary education or training **Metric** $\frac{\text{Students who have entered postsecondary education or training}}{\text{Students who exited in the prior program year with a credential and were not counted in the numerator for a year for any College and Career Readiness mea}}$ **Notes** e. Schools must report the on all students who receive 12 hours or more of service. f. Schools are expected to develop and administer surveys to track the college and career outcomes for their students after they exit the program. Results of these surveys should be documented and saved for data collection and validation cycles by DC PCSB. Questions that every school should ask on these surveys are found in Appendix F. g. Students are counted as meeting the College and Career Readiness metric if the school's total response rate for this metric is at least 50%. h. If a school does not have the survey results documentation for a student, the student is treated as a non-response.	

Indicator	Measure	Description	Components, Method, Additional Notes	Rationale
			i. If a students is non-response in the school's survey results, but the student's outcomes are captured via other valid means (e.g., Jacob France Institute or National Student Clearinghouse data), then the student will be counted as having the outcome. j. If a school graduates students with a Spanish GED and the student enrolls in ESL courses within the same school ("first school") or elsewhere, then they will not be included in the College and Career Readiness indicator cohort. The first school will receive credit for student achievement only. If the student does not enroll in ESL courses, the first school will still be required to track College and Career Readiness outcomes for this student. k. Students who exit with a secondary credential and enroll in an adult education school's vocational program can be counted as entering postsecondary. Students who exit and enroll in another GED or secondary credentialing program are not counted as entering postsecondary.	
Leading	Attendance	In-seat attendance rate.	**Components** • Students receiving 12 or more hours of service • Daily student attendance records during the program year **Metric** $\left[\frac{\#\text{ of days present}}{\#\text{ days enrolled}}\right]*100$ **Notes** Aligns with District of Columbia Public Schools (DCPS) calculation and calculation for all other Performance Management Frameworks.	This metric reflects the percentage of students attending classes daily.

Indicator	Measure	Description	Components, Method, Additional Notes	Rationale
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 taking a pre-test.	**Components** • Students taking a pre-test on an NRS-approved assessment or mission-specific assessment • Students taking both a pre- and post-test during the program year **Metric** $\left[\frac{\text{\# of students with both a pre-test and post-test during the program year}}{\text{\# of students taking a pre-test}}\right] \times$ **Notes** • Students are counted as meeting the retention metric if the school has both their pre- and post-test levels. Students are counted as not meeting the retention metric if the school has their pre-test level but not their post-test level. • All students included in the Student Progress measure are included in the Retention measure along with other students who have pre-tests in other assessments not approved by the NRS (e.g., mission-specific goal assessments). • Pre-test and post-test dates must be appropriately spaced based on the publisher's guidelines. • Mission specific goals assessments that have a pre-test and post-test may be used. The school should provide all pre- and post-test data. • If a student took both an NRS-approved assessment and a mission specific goals assessment, the NRS-approved assessment will be used for the Retention measure. • Eligible students enrolled in a school's ABE and/or ESL program without a NRS-approved assessment pre-test or a mission specific assessment pre-test, will be weighted as a zero for Retention.	This measure reflects the percentage of students enrolled in academic courses that complete a pre-test and post-test.

Indicator	Measure	Description	Components, Method, Additional Notes	Rationale
Mission Specific Goals	Career and Technical Education certifications 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: 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. B) Assessments: Number of students gaining at least one grade level divided by the number of test takers (within one program year).	All mission specific goals will be non-tiered measures for the 2015-16 PMF. Schools will have the opportunity to submit and, if needed, negotiate their mission specific goals with DC PCSB. The Board will approve the submitted mission specific goals at the beginning of the school year. Schools will have an opportunity to revise, submit and, if needed, negotiate their mission specific goals annually using the Adult Education PMF Selections Form (Appendix E). DC PCSB will display the percentage of students meeting or exceeding each school's mission specific goal(s). Schools must report the required measure on all students who receive 12 hours or more of service and are eligible for the mission specific goal as determined by the school. **Metric** $\left[\frac{\text{\# of students meeting the mission specific goal}}{\text{\# of students eligible for the mission specific goal}}\right] \times 100$	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.

Indicator	Measure	Description	Components, Method, Additional Notes	Rationale
		C) Performance -based Measures: Other areas of the school program that may not be comparable across school programs.		

Supplemental Materials

Appendix C: Assessment Table for Educational Functioning Levels

Currently, programs are using CASAS, TABE 9 & 10, TABE CLAS-E, and BEST 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 9 & 10 Scale Scores	CASAS Scale Scores
Level 1: Beginning Literacy	Reading: 367 and below Total Math: 313 and below Language: 389 and below	Reading: 200 and below Math: 200 and below
Level 2: Beginning ABE	Reading: 368-460 Total Math: 314-441 Language: 390-490	Reading: 201-210 Math: 201-210
Level 3: Low Intermediate ABE	Reading: 461-517 Total Math: 442-505 Language: 491-523	Reading: 211-220 Math: 211-220
Level 4: High Intermediate ABE	Reading: 518-566 Total Math: 506-565 Language: 524-559	Reading: 221-235 Math: 221-235
Level 5: Low Advanced Adult Secondary Education (ASE)	Reading: 567-595 Total Math: 566-594 Language: 560-585	Reading: 236-245 Math: 236-245
Level 6: High Advanced ASE	Reading: 596 and above Total Math: 595 and above Language: 586 and above	Reading: 246 and above Math: 246 and above

English as a Second Language (ESL)

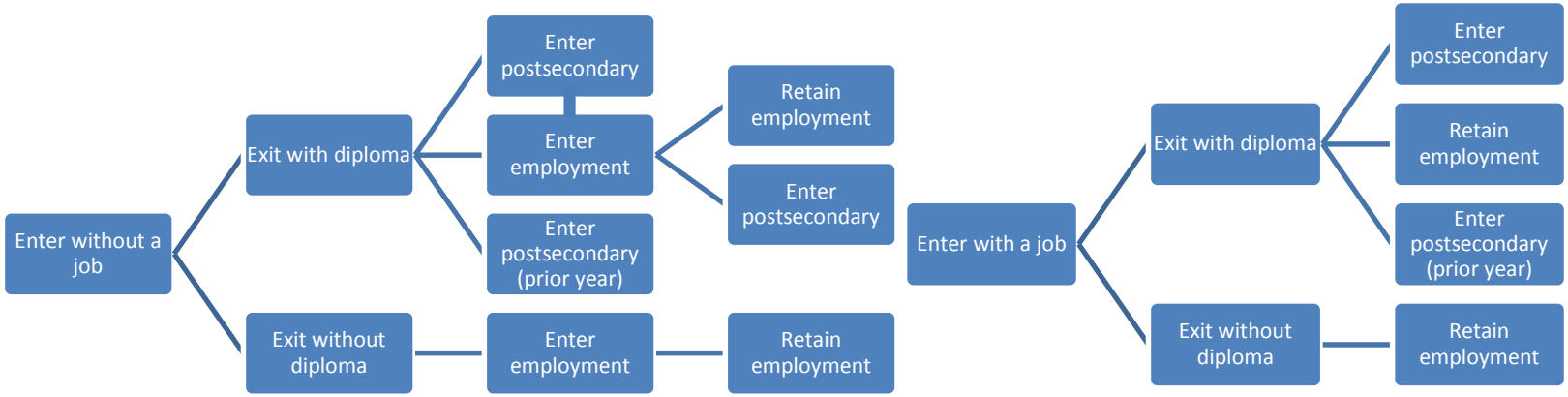
NRS Educational Functioning Level	TABE CLAS-E	CASAS Scale Scores	BEST
Level 1: Beginning ESL Literacy	Total Reading and Writing: 225-394 Total Listening and Speaking: 230-407	Reading: 180 and below Listening: 180 and below	Plus: 400 and below (SPL 0-1) Literacy: 0-20 (SPL 0-1)
Level 2: Low Beginning ESL	Total Reading and Writing: 395-441 Total Listening and Speaking: 408-449	Reading: 181-190 Listening: 181-189	Plus: 401-417 (SPL 2) Literacy: 21-52 (SPL 2)

Level 3: High Beginning ESL	Total Reading and Writing: 442-482 Total Listening and Speaking: 450-485	Reading: 191-200 Listening: 190-199	Plus: 418-438 (SPL 3) Literacy: 53-63 (SPL 3)
Level 4: Low Intermediate ESL	Total Reading and Writing: 483-514 Total Listening and Speaking: 486-525	Reading: 201-210 Listening: 200-209	Plus: 439-472 (SPL 4) Literacy: 64-67 (SPL 4)
Level 5: High Intermediate ESL	Total Reading and Writing: 515-556 Total Listening and Speaking: 526-558	Reading: 211-220 Listening: 210-218	Plus: 473-506 (SPL 5) Literacy: 68-75 (SPL 5)
Level 6: Advanced ESL	Total Reading and Writing: 557-600 Total Listening and Speaking: 559-600	Reading: 221-235 Listening: 219-227	Plus: 507-540 (SPL 6) Literacy: 76-78 (SPL 6)

Appendix D: College and Career Readiness Overview

Metric	Start of Follow-up	Length of Follow-up	Numerator	Denominator	Example
Entered Employment or Entered Postsecondary	First quarter after exit	Enter Employment – within the first quarter after exit. Enter Postsecondary – up to end of program year.	Students in the denominator who are employed in the first quarter after the quarter of exit or Enter Postsecondary before the end of the program year *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 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 a postsecondary program, the value would be 53/100, or 53% of students entered employment or entered a postsecondary program.
Retained Employment or Entered Postsecondary	Third quarter after exit	Retain Employment – within the third quarter after exit. 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 enter the program/program year with a job plus students who obtain a job in the first quarter after exit.	Five students who entered the program/program year with a job and another five students who obtained a job in the first quarter after exit, a pool of 10 exited students, are contacted in the third quarter after exit. Seven of those students still have a job, and 1 additional student entered a postsecondary program. The value would be 8/10, or 80%, of students retained employment or entered a postsecondary program.
Entered Postsecondary (Prior Program Year)	Any time after exit, if credit was not received in any other metric	Up to end of subsequent program year.	Students in the denominator who have Entered Postsecondary.	Exiting students who earned a GED or high school diploma and did not Enter or Retain Employment from the previous program year that did not already earn credit for entering a postsecondary program.	Fifty 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 a postsecondary program. Thirty 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 a postsecondary program. The value would be 10/30, or 33.3%, of students entered a postsecondary program.

These flowcharts illustrate which students are eligible for each metric.



DC PUBLIC CHARTER SCHOOL BOARD

Appendix E: 2015-16 Adult Education PMF Selection Form

LEA NAME: _____

Cohort (Program Year) ☐

Choose your school's cohort from the dropdown

Student Progress Assessment ☐ **ABE** ☐ **ESL**

Choose your school's assessment from the dropdown

Mission Specific Goal(s)

Would your school like to include on the 2015-16 ☐

If yes, please complete the section below with your mission specific goal(s)

Goal ☐

Please describe your goal including how it is measured

Goal ☐

Please describe your goal including how it is measured

Goal

Please describe your goal including how it is measured

Goal

Please describe your goal including how it is measured

Goal

Please describe your goal including how it is measured

Appendix F: College and Career Readiness Measures Survey Follow-up Questions

All follow-up surveys used for the AE PMF should include the following suggested questions. DC PCSB will request a copy of your full survey questions prior to the data collection phase.

At entry:

1. Do you have a high school diploma, GED, or other secondary credential recognized in the United States/transferable secondary credential?
2. Are you currently employed?

For Obtained Employment/Entered Postsecondary Follow-ups:

1. Are you currently employed (if asking within the follow-up window) or were you employed within three months of leaving the program (between <date> and <date>)?
    a. If no, what is the reason that you are not working?
2. Are you enrolled in any education or training programs?
    a. If yes, what is the goal of the education or training program?

For Retained Employment/Entered Postsecondary Follow-ups:

1. Are you currently employed (if asking within the follow-up window) or were you employed nine months to a year after leaving the program (between <date> and <date>)?
    a. If no, what is the reason that you are not working?
2. Are you enrolled in any education or training programs?
    a. If yes, what is the goal of the education or training program?

Alternative Accountability Framework Eligibility

Alternative Accountability Framework—Eligibility

Identifying Alternative Schools
Some public charter schools strive to provide alternative programs in order to serve highly at-risk students. DC 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.

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 under court supervision.[31]
    e. Has been expelled.
    f. Is currently or formerly incarcerated[32] or adjudicated.
    g. Is homeless.
    h. Is currently or formerly in foster care.
(2) The school's mission specifically expresses its desire to serve at-risk and/or high-level special education students.[33]
(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 by meeting or exceeding the DC high school graduation requirements 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 DC PCSB to use the AAF.

Indicators and Measures
Once a school is eligible to be evaluated using the Alternative Accountability Framework, it will consult with DC PCSB staff to design a unique set of goals aligned to specific indicators[34] of quality, with traditional and/or non-traditional measures,[35] metrics,[36] and targets unique to the school's program. This school's unique AAF will be subject to approval of the Board and will ultimately be incorporated into the school's charter as its charter goals and student achievement expectations. Each school's AAF will be measured annually, and the achievement results will be shared publicly. While each AAF will be unique to that school, staff intends to explore in the future

[31] 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.
[32] This includes incarceration in an adult correctional facility or a juvenile detention center.
[33] 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.
[34] Indicators – general dimensions of quality or achievement.
[35] Measures – general instruments or means to assess performance in each area defined by an indicator.
[36] Metrics – the calculation method or formula for a given measure.

whether there is a way to appropriately display results on a 0-100 scale used by DC 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, or Renaissance Learning.
- **Gateway/Postsecondary Readiness** – Outcomes in key subjects that indicate future success or that are aligned to college and career readiness such as graduation rates of four-, five-, six-, and seven-year cohorts, SAT/ACT performance, Accuplacer results, preparation of FAFSA (student aid) applications, workforce readiness, credit/course completion, or other postsecondary 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

DC 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 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.

Appendix F: Alternative Accountability Framework – Data Dictionary

1) Receiving special education services at levels 3 or 4, verified by the Special Education Data System (SEDS) or 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 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

As verified by SLED and/or a student's birth certificate.

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 those who 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 Education of Homeless Children and Youth Assistance Act.

The term "homeless children 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.

- 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.

Source: 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.

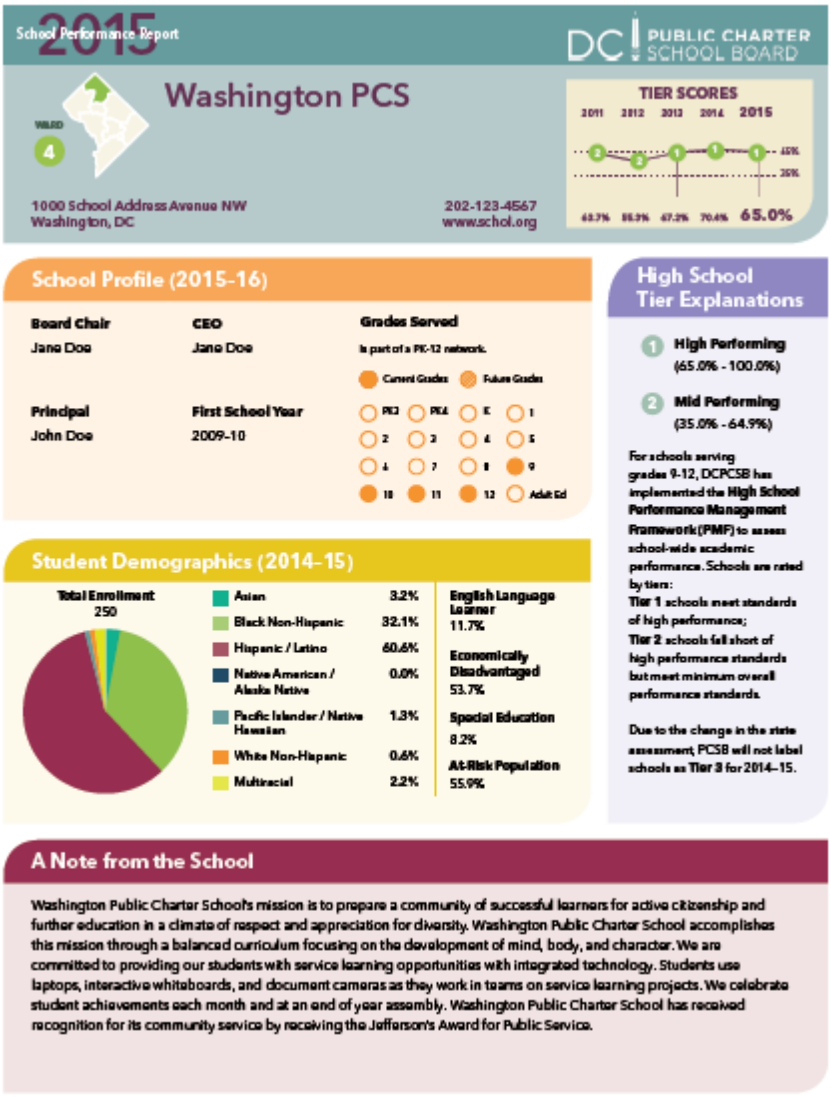
   Defined in the Federal Foster Care Program authorized by Title IV-E of the Social Security Act, as amended, and implemented under the Code of Federal Regulations (CFR) at 45 CFR parts 1355, 1356, and 1357.

PMF School Profile Page

Every school receives a profile page as part of the PMF. The profile page is the first page of the scorecard. The profile page gives contextual information about the school.

The profile age includes the following sections:

1. Basic School Information – including score and tier history
2. School Profile
3. Student Demographics
4. A Note from the School



1. Basic School Information

The basic school information section identifies the name of the school for each PMF scorecard. This also includes the current address, ward, and phone number for the school. DC PCSB publishes the current information for a school at the time of publication. If a school has multiple addresses, the PMF Profile page can display up to two locations for a single school.

Additionally, the tier box shows the historical score and tier information for each school. If a school has received a PMF score and tier for several years, the historical information is listed on the scorecard for the current year and up to four previous years. The adult education schools were tiered for the first time in 2014-15. Historical tiers will be added as they become available. Since the adult education framework does not assign an overall score, no score will be included for these schools.

There are some instances where a school will not receive a score or tier:

1. First Year of Operation:
   Schools receive a score but not a tier in the first year of operation. The tier bubble will say "N/A" in this case.
2. Hold Harmless:
   a. In 2014-15, the EC/ES/MS schools were not scored or tiered due to the change in the state assessment and the first year of the EC/ES/MS framework. Prior to 2014-15, only ES/MS schools received a tier. Early childhood (EC) schools did not receive a score until 2014-15.
   b. In 2014-15, the high schools were not scored or tiered due to the change in the state assessment.
3. EC schools that are adding a grade annually and not using the DC PCSB approved growth assessment for kindergarten through second grades do not receive a tier until the school adds grade 4. Up to this point, the school is considered an EC Growing School under the EC/ES/MS framework and only receives a score, no tier.
4. Prior to the AAF, some high schools have received a HS PMF score but an "n/a" for the tier.

2. School Profile

The school profile section displays the school's current leadership and grade configuration at the time of the PMF publication. Since the PMF is typically produced four to five months after the school year ends, this section displays the current board chair and school leadership. If a school is adding a grade every year, the current grades served reflect the current year and not the grade configuration measured on the scorecard.

The AE PMF school profile will display the ages the school serves and the program offerings instead of the grade offerings.

3. Student Demographics

The student demographics section displays the school's demographic population the year prior to the release of the PMF. This information reflects the student body of the year the data are captured for the PMF. This is the only section on the profile page that contains data from the previous year.

The student demographics section is based on the OSSE final demographics file. OSSE reports demographics following the Department of Education's federal reporting requirements. The demographics file is finalized at the end of the year by OSSE to capture the demographics of every student the school served, not just those in the final enrollment audit. DC PCSB uses this file, reporting rates based only on the data for audited enrollment students. The audited enrollment file is the official roster for the Uniform Per Student Funding Formula "UPSFF".

For demographic categories where UPSFF funding is based on the highest level of need served in that school year (Special Education, Economically Disadvantaged, English Language Learners, and At-Risk), the final file is updated based on the highest level of need for each student. The following ethnicity/race categories are displayed in the Student Demographics section:

- Asian
- Black non-Hispanic
- Hispanic/Latino
- Native American/Alaskan Native
- Pacific Islander/ Native Hawaiian
- White non-Hispanic
- Multiracial

If OSSE changes its reporting guidance, DC PCSB will follow OSSE's reporting requirements.

The student demographic section also includes the English Language Learner (ELL), Special Education, Economically Disadvantaged, and At-Risk populations for each school based on the OSSE final enrollment audit file and business rules. Economically Disadvantaged and At-Risk categories do not apply to adult education campuses and are not displayed on the PMF scorecard.

4. A Note from the School

Each school has the opportunity to include a paragraph that speaks to their mission and purpose. The Note from the School is submitted by the school for the PMF. In this section, the school describes the unique aspects of its program.