

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter Actions Requiring a Vote

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

Non-Voting Board Items

- ☐ Public Hearing Item
- ☐ Discussion Item
- ☐ Read into Record

Policies

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

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SUBJECT: 2016-17 PMF Policy & Technical Guide – Open for Public Comment

DATE: May 16, 2016

Proposal

The DC Public Charter School Board ("DC PCSB") staff recommends that the Board vote to open for public comment from May 16, 2016 through June 20, 2016 the 2016-17 Performance Management Framework ("PMF") Policy & Technical Guide. DC PCSB will hold a public hearing on June 20, 2016 and will vote on the policy on July 18, 2016 at its public meeting. Any public comment received during the public comment period will be taken into consideration prior to the vote¹.

Written comments may be submitted until June 20, 2016 by mail or emailed to:

DC Public Charter School Board
3333 14th Street NW, Suite 210

¹ Please note that DC PCSB staff is continuing to work with the Adult Education (AE) PMF task force to come to consensus on the business rules for creating a floor and target for the General Education Development (GED) measures. The proposed floor and target for this measure were proposed by staff but rejected by school leaders at the April 22, 2016 task force meeting. Another meeting will be held on May 25, 2016 and any proposed changes will be handled along with public comment, documented and included in the final version for Board vote.

DC PCSB staff will present the final 2016-17 PMF Policy & Technical Guide (Guide) with calculated floors and targets to the Board in November 2016².

All approved changes by the DC PCSB board to the Alternative Accountability Framework in the 2015-16 PMF Guide will be reflected in the 2016-17 PMF Guide prior to the vote.

Background

The 2016-17 Guide includes the indicators, measures, metrics and specific business rules for the Early Childhood/Elementary School/Middle School (EC/ES/MS) PMF, High School (HS) PMF, Adult Education (AE) PMF, and the Alternative Accountability Framework (AAF). DC PCSB recommends **no changes** to the EC/ES/MS, HS PMF, and AAF PMFs for the 2016-17 PMF. However, DC PCSB proposes **some changes** to the AE PMF. All changes have been highlighted in yellow within the Guide for easy reference.

Changes to the AE PMF

The AE PMF task force met numerous times from November 2015 – April 2016 to discuss potential updates to several business rules for the student progress, student achievement, career and college readiness and leading indicators and how the overall AE PMF is tiered. A majority of the task force came to agreement on all but one of the changes – a student achievement measure. A summary of the proposed changes can be found in Attachment A.

In addition to changes in business rules, AE task force members expressed a desire to revisit how the AE PMF is tiered on numerous occasions. DC PCSB invited the AE PMF task force to present alternative ideas for tiering the framework at the April 22, 2016 task force meeting. (See the presentations [here](#).) DC PCSB used a combination of two proposals to adjust the current AE PMF tier structure:

- Tier 1: Schools earning Tier 1 status must meet or exceed the weighted range score of 65.0% on every applicable indicator of the AE PMF. (No change from current rule.)
- Tier 2: Schools earning Tier 2 status must meet or exceed a weighted range score of 35.0% in at least three of four indicators and not less than 20.0% on the fourth indicator on the AE PMF. If a school has an

² When the business rules for calculating the floor or target requires using 2015-16 results and the final verified results are not yet available, the PMF Policy & Technical Guide contains the business rule and a placeholder marker "*" in place of a numerical value.

indicator that is not applicable and only three indicators are scored, every indicator must meet a minimum score of 35.0%. (Change by allowing one indicator to fall into Tier 3.)

- Tier 3: Schools earning Tier 3 status do not meet the 35.0% weighted range score on more than one of the applicable indicators or do not meet the 20.0% weighed score range on any indicator on the AE PMF. (Change to allow one indicator to be Tier 3 and score within Tier 2.)

Attachment A

Summary of Proposed Changes to Business Rules

Please see the 2016-17 PMF Policy & Technical Guide for the full list of business rules.

Overview of Old Business Rule	Overview of Proposed Business Rule	Rationale
<p>Student Engagement: 12-Hour Rule</p> <p>Students enrolled in an adult education public charter school receiving 12 or more hours of instruction are included in all of the indicators of the AE PMF.</p>	<p>Student Engagement: 15 Calendar Day Rule</p> <p>Students in an adult education public charter school who are enrolled for at least 15 consecutive calendar days and receive 12 or more hours of instruction are included in all of the indicators of the AE PMF.</p>	<p>The purpose of this business rule is to determine when a student is considered engaged in a school and will count towards all accountability measures.</p> <p>The AE PMF task force asked for additional flexibility from the 12-Hour Rule to capture students who are in their programs more than two or three days in some cases. The proposed change means that students who attend school for fewer than 15 calendar days (two weeks) may be exited without adversely affecting a school's PMF score.</p> <p>For the 2015-16 AE PMF, the Board approved the business rules for the Student Progress and Retention measures based on task force input.</p>
<p>Student Progress and College and Career Readiness Indicators: Floor and Target</p> <p>The floors and targets were developed using</p>	<p>Student Progress and College and Career Readiness Indicators: Floor and Target</p> <p>The floors and targets will be updated every</p>	<p>Previously, there were no business rules for updating the floor and target for the measures in this indicator. Because there are only eight schools in the</p>

<p>2011-12 national data from the National Reporting System (NRS), the Department of Education's adult education accountability system. The 65% of range cutoff was based on Maryland's³ performance plus 1%, and the 35% of range cutoff was based on the performance of states in the bottom 10th percentile.</p>	<p>two years using an average of the most recent two years of NRS data and aggregated adult education public charter school data (for the 2016-17 AE PMF this is data from 2013-14 and 2014-15). The 65% of range cutoff is based on Maryland's two-year average plus 1%. The 35% of range cutoff is based on the average three lowest states and/or the adult education sector. The percent change is capped at 33.3% for any measure from year to year.</p>	<p>adult education public charter school sector, using national data gives better perspective of performance. This proposal includes adult education public charter school data, however, so that the floor and target account for the what is happening in the DC sector. By capping the percent change for floors and targets, the expectations will not change drastically from year to year. This mirrors what is done the other frameworks. The AE PMF task force and DC PCSB staff agreed with using Maryland's two-year average plus 1% as the 65% range cutoff because the state has a similar adult education population to DC and strong historical performance.</p>
<p>This is a new business rule for 2016-17.</p>	<p>Student Achievement Indicator: Measure Weights</p> <p>The Student Achievement indicator score is a weighted average of all of the measures (Earned Secondary Credential, GED Subject Test Achievement, and Earned High Level Certification - once it is scored) in this indicator.</p>	<p>Previously, there was only one measure in this indicator. DC PCSB staff is proposing to add two additional measures to Student Achievement. These proposed business rules mirror what is done in the Student Progress and College and Career Readiness indicators in the AE PMF.</p>

³ Maryland was chosen with guidance for our consultants at the American Institutes for Research (AIR) because it has larger sample sizes than DC and its demographics related to adult education programming are the most like DC's adult education sector.

	<p>If the n-size for any individual measure is less than 10 students, then the rate is not shown on the scorecard, but is included in the aggregated indicator score.</p>	
<p>Student Achievement Indicator: Obtained Secondary Credential Measure</p> <p>The denominator is students who took all four GED subject tests (or completed all remaining subject tests) in the program year.</p> <p>Additionally, National External Diploma Program (NEDP) students are captured when they are in the NEDP assessment phase.</p>	<p>Student Achievement Indicator: Earned Secondary Credential Measure</p> <p>The denominator is students who score "likely to pass" on all four GED Ready subject tests (or all remaining subject tests) in the program year or who are recommended by an adult education school to take all four GED subject tests (or remaining subject tests).</p> <p>NEDP students are captured in this measure the same way as is currently done.</p>	<p>The name change distinguishes this measure from the NRS measure since the AE PMF proposes a change in calculation from how NRS calculates the measure.</p> <p>The purpose of this measure is to gauge whether students who are academically prepared to earn the GED credential are earning it. This captures students who are academically prepared to take all four GED subject tests by scoring "likely to pass" on the subject tests of the GED Ready test or are recommended by the school to take the GED subject tests.</p>
<p>This is a new business rule for 2016-17.</p>	<p>Student Achievement Indicator: GED Subject Test Achievement Measure</p> <p>The denominator for this measure is the number of students who score "likely to pass" on individual GED Ready subject tests during the program and students without a secondary</p>	<p>The purpose of this measure is to give credit to schools for preparing students to pass one or more GED subject tests.</p> <p>While all students may not be prepared to take the full battery of GED tests in a given year, schools are moving students closer to this goal each year. Per NRS</p>

	<p>credential whose lowest pre-test on an NRS-approved assessment puts the student at the High Adult Secondary Education level (referred to as ABE level 6).</p> <p>The numerator this measure is the number of students passing individual GED subject tests. Students may be included multiple times for passing multiple subject tests.</p> <p>The floor of 40% and target of 100% are based on national testing data, guidance from GED Testing Service on the development of the tests, and data shared by schools.</p>	<p>guidelines, students without a secondary credential who pre-test at ABE level 6 should be tracked as working toward earning a secondary credential.</p> <p>The floor and target were developed using an aspirational target of 100% and setting the 50% of range cutoff at 70%, which is minimum probability of passing a GED subject test given a "likely to pass" score on the GED Ready in that subject.</p> <p>Note: The AE PMF task force did not agree with the proposed floor and target for this measure. The AE PMF task force and DC PCSB staff are continuing to discuss the business rules to establish the floors and targets for this measure which will be updated prior to the public hearing.</p>
<p>This is a new business rule for 2016-17.</p>	<p>Student Achievement Indicator: Earned High Level Certification Measure</p> <p>This measure would be display-only for 2016-17</p> <p>The denominator for this measure is the number of students who completed the course work (and began the practicum, if applicable)</p>	<p>The purpose of this measure is to capture how well schools are preparing students to earn industry-recognized career and technical education certifications that lead to employment in high-wage, high-demand fields. The high level certifications included in this measure require at least 120 hours of instruction, a rigorous</p>

	<p>in high level certification programs.</p> <p>The numerator is the number of high level certifications earned.</p> <p>The high level certifications offered at adult education public charter schools are: A+ Certification, Registered Medical Assistant (RMA), Certified Medical Assistant (CMA), Child Development Associate (CDA), and National Nurse Aide Assessment Program(NNAAP).</p> <p>DC PCSB will work with the AE PMF task force to develop the floor and target for 2017-18.</p>	<p>certification exam, and in some cases a practicum.</p>
<p>College and Career Readiness Indicator: Out of the Labor Force Rule</p> <p>The AE PMF uses the federal definition of the labor force: "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</p>	<p>College and Career Readiness Indicator: Out of the Labor Force Rule</p> <p>Students may be labeled as out of the labor force for any of the following reasons:</p> <ul style="list-style-type: none"> • Retired • Full-time parenting • Ill health or disability • Institutionalized (e.g. incarceration) • Full-time student • Living outside the United States at the time of follow up • No permit to work in the United States 	<p>The purpose of updating the "out of the labor force" definition is to focus on the specific needs of the AE PMF and to clarify the business rule to ensure comparable practice across all schools. The federal definition was too broad and allowed for different interpretations which can create confusion in reporting.</p>

work are classified as in the labor force.”		
<p>College and Career Readiness Indicator: Entered Employment or Entered Postsecondary Measure and Entered Postsecondary Prior Year Measure</p> <p>The Entered Employment or Entered Postsecondary Measure is separate from the Entered Postsecondary Prior Year Measure</p>	<p>College and Career Readiness Indicator: Entered Employment or Entered Postsecondary Measure</p> <p>The Entered Employment or Entered Postsecondary Measure is combined with the Entered Postsecondary Prior Year Measure. There is no change to the denominator, but those students who exited the prior year with a secondary credential can go into the numerator if they have entered postsecondary education or training in the current program year.</p>	<p>The purpose of combining the measures is to allow schools to capture and earn credit for students who earned a secondary credential the previous year but needed extra time to enter postsecondary education. Schools were not always able to earn the credit for the students because of the complicated business rules and small n-sizes. By combining these measures, the business rules are simplified and these students can be captured in the indicator score even if the n-size is less than 10.</p>
<p>Leading Indicators: Retention Measure</p> <p>Students who have both a pre- and post-test on an NRS-approved assessment (or secondarily, a pre- and post-test on an approved mission-specific assessment) are counted as retained.</p>	<p>Leading Indicators: Retention Measure</p> <p>Students in Adult Basic Education (ABE) and English as a Second Language (ESL) programs are captured using pre- and post-tests. Students who pre-test at the highest ABE level may show retention by attempting a GED test. Schools may also show retention using pre-approved non-NRS assessments (secondary to an NRS-assessment) that have pre- and post-test, and</p>	<p>The purpose of this update to the Retention measure is to allow for more flexibility in how schools can demonstrate retention for students in different programs. It also captures students in programs other than the ABE and ESL programs.</p>

	<p>students in career pathways may show retention by finishing the course hours or attempting the certification exam or a publisher-endorsed practice certification exam.</p>	
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