2014-15
Performance Management Framework
Technical Guide

January 2015

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About the DC Public Charter School Board

In School Year 2014-15, DC Public Charter School Board (PCSB) expects to oversee 61 Local Education Agencies (LEAs) at 109 schools, which will serve nearly 36,000 students from every ward of the city. The organization's mission is to provide high quality public school options for District of Columbia students, families, and communities through four functions:

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

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

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

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

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

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

A Board of seven with a professional staff of 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.

Universal Performance Management Framework Business Rules

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

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

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

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

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

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

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

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

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

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

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

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

Tier 1 (High Performing)
Schools earning a Tier 1 status must meet or exceed a weighted range score of 65.0% on the Student Progress, Student Achievement, Leading Indicators, College and Career Readiness and Mission-Specific Goals (if applicable) indicator. The weighted range score is determined based on the number of points earned for each PMF measure relative to the floor and target. For example, if a measure has a floor of 0 and a target of 100 and the school has 65.0% of students meeting this measure – the school will earn a weighted range score of 65.0%. Schools must also meet or exceed the 50.0% survey response rate for all eligible Career and College Readiness measures.

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

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

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

PCSB responds to PMF tiers as follows:

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

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

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

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

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

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

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

PCSB will create a scorecard for EC PMF schools ending in 3rd grade without PARCC data for the November 2015 PMF release. A preliminary Tier will be provided based on the PK and K-2 measures only. Upon receipt of 2014-15 PARCC data (estimated winter 2016), early childhood programs ending in 3rd grade will receive a revised PMF scorecard, which will include the performance of their 3rd grade students with a revised Tier. If the school were to fall into Tier 3 only because of their progress and achievement indicators of third graders on the PARCC, PCSB will not conduct the following actions:
- Commence a QSR for EC PMF schools if the only trigger is that they earned a Tier 3 rating on the 2014-15 EC PMF with third grade included.
- Publicly label the school as Tier 3

Tier 3 and charter non-renewal or revocation
PCSB may revoke a charter at any time for several reasons defined in the SRA, including if a school fails to meet its Charter Goals. Schools that perform poorly on the PMF are often also failing to meet their Charter Goals or are otherwise out of compliance with the SRA.

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

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

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

School Reconfiguration for ES/MS/HS
If a school restructures its campus configuration then the PMF re-enrollment rate is calculated at the local education agency (LEA) level only during the subsequent year of school reconfiguration. Consider an LEA that has been approved by PCSB to reconfigure its two campuses that span between pre-kindergarten (PK) and grade 6 and grades 7-12 into three campuses serving PK-grade 5, grades 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. If the reconfiguration results in new campuses, per PCSB's School, Campus, Facility Policy, the new campuses will be treated as new schools for reporting purposes and will not receive a PMF tier in their first year of existence.

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

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

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

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

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

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

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

Rounding
All source data and metrics are rounded to the nearest tenth, except for the PARCC College and Career Readiness metric for schools that have elementary and middle school data. The PARCC College and Career Readiness metric is not rounded to the nearest tenth. This is due to the weighting of these metrics being equal to 1.25 points, whereas all other metrics have weight values with one value after the decimal place (e.g., 2.5, 5.0, etc.).

Creating Floors and Targets
The floor determines the minimum value for which any points are awarded. Charter schools receive no points for values that are below the floor. The target determines the value at which the maximum points for a common measure are awarded. Charter schools receive no points for values that are above the target. Floors and targets are calculated using the formula in the following sections.

Formula for calculating PMF floors

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

The following are exceptions to this rule:
- A PMF floor will not rise by more than 33.3% in any given year. If the weighted average would cause the floor to rise more than 33%, the floor will be artificially capped at 33.3%.
- If the three-year weighted average floor decreases by 33.3% or more, PCSB will decrease the floor by 33%.
- If there is a significant change in the measure used, (e.g., a change in formula for graduation rates, the state adopts a new PARCC) the floors will be readjusted to the 10th

percentile of charter school performance for that new measure using only the year(s) when the new measure is applied and the results are publicly available.[3]

- If the baseline value of a floor is 0 and the 10th percentile of school performance is greater than 0 but less than .33, the new floor will be equal to the 10th percentile value. However, if the 10th percentile of school performance is greater than .33, then it will be raised to a value of 0.3.
- The ES/MS and HS PMF Attendance measure floor is set at 82% based on the impact analysis of moving from average daily attendance to in-seat attendance.

For the 2014-15 PMF, the floor for all PARCC-related assessments will be zero. This includes all Achievement Measures that use PARCC results and Gateway Measures based on PARCCs. For 2014-15 of the Early Childhood PMF, most measures did not have three years of data to calculate the floor. The following are exceptions to this rule:

- When a measure was identical to the ES PMF, the task force voted to make the floor and target consistent between the two frameworks.
- When one year of data was available, the task force came to consensus on the floor and target through a vote.
- When two years of data are available, the floor will be calculated based on the lowest 10th percentile of charter school performance over the past two years, where the most recent year has 50% weight and the previous year has 50% weight. This applies to attendance and re-enrollment specifically. The EC PMF Task Force voted to align the attendance floors with the elementary/middle PMF. These floors and targets will remain constant for 2014-15.
- For assessments that measure student progress and achievement (PK-grade 2), the task force voted on floors and targets that will be in place for a minimum of three years.

Formula for calculating PMF targets

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

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

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

   o For example: The 2013-14 90th percentile for Elementary Reading Proficiency is 70.0 and the target is 100. The target of 100 is 42.8% higher than the 90th percentile of 70 (70*1.428 = 100, or stated another way 100/70 = 1.428).

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

> o This 42.8% is the percent gap which will then be added on to the new 90th percentile of PARCC data for this measure. If the PARCC 90th percentile is 20.0, the new target will be 28.6 (20*.428 = 8.6 and 20 + 8.6 = 28.6).

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

Other Targets
Additionally, the ES/MS and HS PMF targets for the Re-enrollment and Attendance measures are set at 90% and 92%, respectively. The HS PMF targets for the 4-year and 5-Year Graduation and 9th Grade On Track measures are aspirational targets set at 100%.

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

For 2014-15 of the Early Childhood PMF, most measures did not have three years of data to calculate the target. The following are exceptions to this rule:
- When only one year of data was available, the target was determined by looking at the Elementary School PMF and maintaining consistency with these two frameworks. The task force voted on floors based on available data. The EC PMF Task Force voted to align the attendance targets with the elementary/middle PMF. These floors and targets will remain constant for 2014-15.
- When two years of data is available, the target will be calculated based on the lowest 10th percentile of charter school performance over the past two years, where the most recent year has 50% weight and the previous year has 50% weight. This applies to re-enrollment specifically.
- For student level assessments (PK-grade 2), the task force voted on floors and targets that will be in place for a minimum of three years.

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

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

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

Early Childhood PMF

Early Childhood Performance Management Framework

Identifying Early Childhood Schools

This framework will be used as a common accountability measure for all schools that have any combination of early childhood grades from three-year-old pre-kindergarten (PK3) through grade 2. When a school ends in grade 3 and does not have grade 4, grade 3 is included in the Early Childhood Performance Management Framework (EC PMF).

Monitoring Early Childhood Charter Schools' Performance

In school year 2014-15, schools evaluated under the EC PMF will be tiered for the first time. PCSB will use the EC PMF to designate an Early Childhood program as a high-performer (Tier 1), mid-performer (Tier 2), or low-performer (Tier 3).

PCSB will create a scorecard for EC PMF schools ending in 3rd grade without PARCC data for the November 2015 PMF release. A preliminary Tier will be provided based on the PK and K-2 measures only. Upon receipt of 2014-15 PARCC data (estimated winter 2016), early childhood programs ending in 3rd grade will receive a revised PMF scorecard, which will include the performance of their 3rd grade students with a revised Tier. If the school were to fall into Tier 3 only because of their progress and achievement indicators of third graders on the PARCC, PCSB will not conduct the following actions:

- Commence a QSR for EC PMF schools if the only trigger is that they earned a Tier 3 rating on the 2014-15 EC PMF with third grade included.
- Publicly label the school as Tier 3

Performance standards for measures

Most common measures are based on the percentage of students who meet or exceed a certain performance standard on a given assessment. In some cases, these standards are determined by a test's publisher (specifically for criterion-referenced assessments); in other cases, the standard is set based on business rules established by the task force (specifically for norm-referenced K-grade 2 assessments). For example, with pre-kindergarten student progress, schools are scored based on the percentage of students who meet the publisher-determined progress standard. Each student either meets or does not meet the standard; the metric is based on the percentage of all students who meet the standard.

Student achievement/progress (K-grade 2)

To maintain a developmentally appropriate framework, the Early Childhood PMF task force voted that K-grade 2 assessment components (reading and math) are measured by achievement or progress, but not both. First, students who met the achievement metrics will be counted as part of the school's score. Once the achievement criteria are examined, the students who met this performance metric will not be reassessed for progress. The students who did not meet the achievement performance metric are assessed for the progress metric. The students who meet this metric will also be included as part of the school's K-grade 2 assessment score for either reading or math.

Metrics and data sources for academic performance measures

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

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

Indicators and Measures

For the 2014-15 school year PCSB will use five indicators to measure academic performance for all schools serving PK3 through grade 2 (schools that have grade 3 and do not have grade 4 will also be captured in the EC framework): (1) Student Progress (PK-grade 2), (2) Student Achievement (K-grade 2 or K-grade 3 only), (3) Teacher Interaction (PK only), (4) Leading Indicators[4], and (5) Mission Specific Goals (display only in 2014-15). These five core indicators of academic achievement apply to every school with different weights assigned to the indicators depending on the grade span of the school.

The EC PMF was created to allow for flexibility and autonomy for each school and therefore schools may choose assessments or measures that best fit their educational philosophy. Schools may choose to include a measure of social-emotional learning under the progress indicator of their PK program.

Indicator Definitions:
1. Student Progress: Growth from the beginning of the year to the end of the year on the same assessment[5].
2. Student Achievement: End of year performance level.
3. Teacher Interaction: The Classroom Assessment Scoring System (CLASS) observation tool measures teacher-student interaction. This tool looks at three domains: Emotional Support, Classroom Organization, and Instructional Support. There are three to four dimensions that create the score for each domain. An independent, CLASS-trained observer will evaluate every PK classroom.
4. Leading Indicators: Attendance and re-enrollment
5. Mission Specific: A LEA-generated goal related specifically to the school's mission

Within the student progress indicator, schools must measure literacy and mathematics performance. Schools also have the option of selecting an assessment to measure Social-Emotional Learning (SEL). Schools also have the option of including a mission specific goal. If schools elected to adopt mission specific goal(s), the results will be displayed on the 2014-15 PMF and school performance on these goals will not be included in the overall score. The mission specific goal must be approved prior to the school year by PCSB.

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[4] The leading indicator is the performance on attendance and re-enrollment (K-2 only).
[5] For students continuing in program, progress may be assessed spring to spring.

Weights

The following charts outline the indicators and weights for each grade band: PK, K-grade 2 and grade 3 (if applicable). Each school is assessed based on the student grades it serves. For example, a PK-only school will only show results for the PK grade band. A school that serves PK through grade 3 will show results for all grades.

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Pre-Kindergarten: PK3 and PK4

Weight	Indicator	Measure	Weight without SEL[6]	Weight with SEL	Weight without MSG	Floor[7]	Target[8]
40%	Student Progress	Language/Literacy	20%	14%	w/o SEL: 22.5% w/ SEL: 15.75%	60.0	100
		Mathematical Thinking	20%	14%	w/o SEL: 22.5% w/ SEL: 15.75%	60.0	100
		Social-Emotional Learning (SEL) - Optional	0%	12%	w/o SEL: 0% w/ SEL: 13.5%	60.0	100
40%	Teacher Interaction (CLASS)	Emotional Support	13.3%	13.3%	15%	3	6
		Classroom Organization	13.3%	13.3%	15%	3	6
		Instructional Support	13.3%	13.3%	15%	1	4
10%	Leading	Attendance	10%	10%	10%	80.0	90.0

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[6] Social-Emotional Learning
[7] The floor is the number at and below which a school receives zero points for that particular indicator. The EC PMF follows the floor and target business rules when data is available. Until multiple years of data is available for student level assessments, the task force determines the business rule for the floor and target.
[8] The target is the number above which a school receives no more than the maximum points available for a particular indicator. The EC PMF follows the floor and target business rules when data is available. Until multiple years of data is available for student level assessments, the task force determines the business rule for the floor and target.

Weight	Indicator	Measure	Weight without SEL[6]	Weight with SEL	Weight without MSG	Floor[7]	Target[8]
10%	Mission Specific (MSG)	Optional – If Mission Specific is not used, 5% will be added to Student Progress and Teacher Interaction	10%	10%	0%	NA[9]	NA

[9] Mission specific goals will pilot as display only in 2014-15.

Lower Elementary: K-grade 2 or K-grade 3

Weight[10]	Indicator sub-weight	Indicator	Measure	Weight without SEL	Weight with SEL	Weight without MSG	Floor[11]	Target[12]
70%	K-grade 2[13]	Student Achievement /Progress	Reading	35%	25%	w/o SEL: 40% w/ SEL: 28%	50.0	90.0
			Mathematics	35%	25%	w/o SEL: 40% w/SEL 28%	50.0	90.0
			Social-Emotional Learning (SEL) – Optional, progress only	0%	20%	w/o SEL: 0% w/ SEL: 24%	50.0	90.0
	Grade 3[14]	Student Achievement[15]	Moderate Command of Content and Above in ELA	35%	N/A	40%	0.0	90th Percentile + 42.4% of the percentile
			Moderate	35%	NA	40%	0.0	90th

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[10] Both K-2 student achievement/progress and 3rd grade student achievement (if applicable) will be 80% of the grade-band score if the LEA opts out of the mission specific goal. When a school ends in 3rd grade, the weight of the 3rd grade and K-2 assessments will be based on n-size.

[11] The floor is the number at and below which a school receives zero points for that particular indicator. The EC PMF follows the floor and target business rules when data is available. Until multiple years of data is available for student level assessments, the task force determines the business rule for the floor and target.

[12] The target is the number above which a school receives no more than the maximum points available for a particular indicator.. The EC PMF follows the floor and target business rules when data is available. Until multiple years of data is available for student level assessments, the task force determines the business rule for the floor and target.

[13] Percent of K-2 students who meet the EC PMF FAY definition for the school program

[14] Percent of 3rd grade students who meet OSSE's FAY definition in the school program

[15] Transitional floors and targets for student achievement and gateway measures

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

			Command of Content and Above in Math					Percentile + 37.7% of the Percentile
			College and Career Ready in ELA	5%	NA	5%	0.0	90th Percentile + 127.0% of the Percentile
			College and Career Ready in Math	5%	NA	5%	0.0	90th Percentile + 1.7% of the Percentile
20%	---	Leading	Attendance	10%	10%	10%	82.0	92.0%
			Re-Enrollment	10%	10%	10%	64.8	90.0%
10%	---	Mission Specific (MSG)	Optional – If Mission Specific is not used, 5% will be added to Reading and Mathematics	10%	10%	0%	NA[16]	NA

Under most circumstances the total possible points equals 100, and therefore a school's total points would equate to its PMF score. In certain cases some metrics are not applicable, so the total points a school may earn would be less than 100 points. In these cases, a school's PMF score is determined by dividing its points by the total possible points. This may occur if the school is in its first year of operation and does not have a re-enrollment score.

The overall percentage each school receives determines a school's PMF Tier.

Metrics

PCSB uses various metrics to assign points to each common measure. Each measure is assigned a floor and target that is common across the EC PMF. The number of points a school earns for that metric is determined by where the school's performance falls between the floor and the target.

Early childhood schools differ in grades offered. For example one school may offer only PK3 and PK4 while another school may offer PK4 through grade 3. In order to correctly assess each school's overall performance, the EC PMF is made up of grade bands: PK3 and PK4 and K-grade 2 or K-grade 3. Each grade band is scaled so that a school can earn 100% of the possible points. The grade bands are rolled up into one ultimate score by weighting each grade band by the number of students enrolled in the school in the particular grade band. For example, if a

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[16] Mission specific goals will pilot in 2014-15 as display on. The 2014 EC PMF will not show floors and targets for this indicator.

school has 50 students in the PK grades and 50 students in K-grade 2, both the PK and K-grade 2 frameworks are weighted at 50%. However, if 25 students participate in the PK grades and 75 in K-grade 2, the results will be weighted accordingly (25% and 75%) to create a total score. In cases where the school does not offer a specific grade band (for example, PK) or if the 3rd grade student scores are captured in the ES PMF, then this portion of the framework contains no weight, and does not affect the school's score.

This table shows how the grade-bands are combined:

Grade Span	Number of Students*	Percent of Overall Weight
PK	Y	Y divided by ALL
K-2 K-3	Z	Z divided by ALL
TOTAL	ALL	

EC PMF Full Academic Year (FAY) Business Rule:

*The number of students included in each grade span is the number of students who meet the Full Academic Year requirement (FAY). For the EC PMF, 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.

Data sources and methodology

Indicator	Measure	Description	Metric	Rationale
Student Progress	**School Chosen Approved Assessment** (PK)	Growth measure that tells how much change or growth there has been in performance from the start of the year through the end of the year.	**Score as provided by school, aggregated by PCSB, and validated by schools.** **Components** Student Progress Score is calculated by identifying the score of: • All PK students who meet the approved progress performance measures for the assessments chosen by the school. The approved assessment performance measures are listed in Appendix A: EC PMF Assessments. This applies to all students who attended the school for the full academic year (FAY) in PK3-grade 2. Student Progress applies to reading and math for each student. If the school elects, Social-Emotional progress will also be calculated for each student. PK student progress business rule: • Students testing above age level or age band at the start of year will maintain above age level/band; • Students testing on age level/band at the start of year will increase 1-year progress per publisher recommendations; • Students testing below age level/band at the start of the year will increase 1-year progress per publisher recommendations. 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 PCSB to receive approval. Students must be identified as Level 4 with significant cognitive disabilities.	A measure of student progress. It shows how much change or growth there has been in performance from the beginning of the year through the end of the year.

Indicator	Measure	Description	Metric	Rationale
Student Achievement/ Progress	**School Chosen Approved Assessment** (K-grade 2)	% of students meeting the performance metric for achievement or % of growth from the start of the year through the end of the year.	This applies to all students who attended the school for the full academic year (FAY) in grades K-grade 2. Step 1: All K-grade 2 students who meet the approved achievement performance target for the assessments chosen by the school. The approved assessment performance measures are listed in the EC PMF Assessments List. Step 2: Students who did not meet the achievement target (step 1), all K-grade 2 students who meet the approved progress performance target for the assessments chosen by the school. 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 PCSB to receive approval. Students must be identified as Level 4 with significant cognitive disabilities.	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 made a year of growth from the beginning of the year through the end of the year.
Student Achievement	**PARCC "Moderate Command of Content" rates in math and ELA** (Grade 3)	% of students scoring levels 3, 4, or 5 on the PARCC assessment	**Components** 2014-15 PARCC scores for all FAY students. Number of FAY students tested for the most recent year. FAY determined by OSSE and validated by schools EC PMF proficiency rates are inclusive of grade 3 (refer to the section on eligibility) • Calculating the Floor = 0% • Calculating the Target (Math) = 90th percentile plus 37.7% of that percentile[17]	This indicator captures the percent of students who demonstrate a moderate command of content performance on the PARCC.

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[17] 37.7% represents the percent gap between the 90th percentile of DC CAS results in 2014 (72.6%) and the target in 2014 (100%).

Indicator	Measure	Description	Metric	Rationale
			• Calculating the Target (ELA) = 90th percentile plus 42.4% of that percentile[18]	
			Metric $$\left[\frac{\text{Total \# of FAY Math level 3, 4 or 5 students in that SY}}{\text{Total \# FAY tested}}\right]*100$$ OR $$\left[\frac{\text{Total \# of FAY ELA leve 3, 4 or 5 students in that SY}}{\text{Total \# FAY tested}}\right]*100$$	
Student Achievement	**PARCC College and Career Readiness Rates in math and ELA** (Grade 3)	% of students scoring levels 4 and 5 on the PARCC assessment	**Components** 2014-15 PARCC scores for all FAY students Number of FAY students tested for the most recent year FAY determined by OSSE and validated by schools EC PMF proficiency rates are inclusive of grade 3 (refer to the section on eligibility) • Calculating the Floor = 0% • Calculating the Target (Math) = 90th percentile plus 1.7% of that percentile[19] • Calculating the Target (ELA) = 90th percentile plus 127.0% of that percentile[20] **Metric** Calculated as with PARCC Moderate Command of Content	This indicator captures the percent of students who demonstrate college and career ready level performance on the PARCC.

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[18] 42.4% represents the percent gap between the 90th percentile of DC CAS results in 2014 (70.2%) and the target in 2014 (100%).

[19] 1.7% represents the percent gap between the 90th percentile of DC CAS results in 2014 (24.6%) and the target in 2014 (25.0%).

[20] 127.0% represents the percent gap between the 90th percentile of DC CAS results in 2014 (11.0%) and the target in 2014 (25.0%).

Indicator	Measure	Description	Metric	Rationale
			$$\left[\frac{\text{Total \# of FAY ELA } level 4 or 5 \text{ students in that SY}}{\text{Total \# FAY tested}}\right]*100$$ OR $$\left[\frac{\text{Total \# of FAY Math level 4 or 5 student in that SY}}{\text{Total \# FAY tested}}\right]*100$$	
Teacher Interaction	**Pre-K Classroom Assessment Scoring System™ (CLASS)™**	Observational tool that provides a common lens and language focused on teacher-student interactions.	An independent organization will conduct CLASS observations on every PK classroom between November and May. The tool contains three domains: 1. Emotional Support 2. Classroom Organization 3. Instructional Support **Business Rules**: Schools will be notified of the two-week window in which observations will occur. The school can opt out of 2 days within the two-week window. The observer will come at the start of the school day and observe 4 cycles of the CLASS tool. The aggregate scores for each domain will be reported per school.	CLASS is an observational tool that provides a common lens through which to assess classroom interactions between the teachers and children in each classroom.
Leading	**Attendance** (PK-grade 3)	In-seat attendance rate for PK3-grade 2 and grade 3 when included in EC PMF).	**Components** Attendance by grade-span Aligns with District of Columbia Public Schools (DCPS) calculation. **Metric** $$\left[\frac{\#\text{ of days present}}{\#\text{ days enrolled}}\right]*100$$	

Indicator	Measure	Description	Metric	Rationale
Leading	**Re-enrollment** (K-grade 3)	Re-enrollment rate for those eligible to return	**Ineligibility:** Students ineligible to re-enroll include: (a) students in the school's terminal grade who were promoted to the next grade; (b) students who moved out of DC; (c) students enrolled in an adult education school; (d) students expelled for a federally-recognized reason, such as bringing a firearm to school; (e) students placed into private placement from a DCPS-dependent LEA, as the student is removed from the school's roster at that point and placed into DCPS; (f) Students that transfer within an LEA from a high school to their adult education school; (g) Students that are deceased	Used to assess student and parent satisfaction and drop-out rate
Mission Specific	**School Specific Goal** (PK-grade 2/grade 3)	% of school-determined goal met by school.	**Components** This indicator will be displayed in the 2014-15 school year. **Metric** If an LEA opts into this indicator, the LEA will negotiate the mission specific goal between March and August 2014. If a school chooses a mission specific goal, the new goal must be approved by the PCSB Board at the September board meeting for initial approval. Any changes to the goal must also be approved. The goal must be related to the LEA's mission and Specific, Measurable, Attainable, Relevant, Time-bound goal (SMART goal).	

Early Childhood PMF Assessment List

Assessment	Indicator	Grade(s)	Performance Metric	Domain/ Subject
AIMSweb - TEN (all subtests) (K-1), TEL (K-LNF, 1-PSF & NWF), M-CAP (2), M-COMP (1-2), R-CBM (2)	Progress Achievement	K, 1, 2	Subtest Assessments (TEN) – Progress: average ROI across all 4 subtests at the 55th percentile or above from the initial level (very low, low, average) at the start of the year per the ROI Growth Norms Table. Achievement- Tier 1 per subtest, if not Tier 1 in all subtests, look at average ROI per non tier 1 subtest. Single assessment: Achievement Tier 1, progress: increase by the 55th percentile from the initial level (very low, low, average) at the start of the year per the ROI Growth Norms Tables.	Reading Math
Bracken School Readiness Assessment (BSRA-3)	Progress Achievement	PK3, PK4, K K	Maintain above age equivalency status, or demonstrate 9 months of progress Standard score of at least 86	Reading Math (combined score)- single score counted twice
Brigance Developmental Inventory Standardized Assessment II/III (IED II/III)	Progress	PK3, PK4	Maintain above age equivalency status, or demonstrate 9 months of progress	Literacy Math Social-Emotional
Core Knowledge Preschool Assessment Test (CK PAT)	Progress	PK3, PK4	Advance 1 level on all skills in domain (see accompanying chart) (or maintain "competent/ready" on all)	Literacy Math Social-Emotional

Early Childhood PMF Assessment List

Assessment	Indicator	Grade(s)	Performance Metric	Domain/ Subject
Creative Curriculum-Teaching Strategies GOLD	Progress	PK3, PK4, K	Meet or exceed widely held expectations per the growth report	Language/ Literacy Math Social Emotional
PARCC	Achievement	3	**Moderate Command of Content** (3rd grade PARCC mandatory for schools that stop at 3rd grade with no upper PMF)	ELA Math
Devereux Early Childhood Assessment (DECA) Devereux Student Strengths Assessment (DESSA)	Progress Progress	PK3, PK4 K, 1, 2	Significant growth Significant growth	Social Emotional
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Progress Achievement	K, 1,2 K, 1, 2	Advance 1 level Core (low risk/ established/ core support)	Literacy
Discovery Benchmark Predictive Assessment	Progress Achievement	K, 1, 2 K, 1, 2	Advance 1 level (level 1, red - significantly below target to level 2, yellow -below target to level 3, green - on target, to level 4 - exceeding target) Proficient (level 3 or 4) on the end of the year assessment	Reading Math

Early Childhood PMF Assessment List

Assessment	Indicator	Grade(s)	Performance Metric	Domain/ Subject
Developmental Reading Assessment (DRA)	Progress Achievement	K, 1, 2 K, 1, 2	Please see accompanying growth chart. Score on grade level (K-level 4; 1st-level 18; 2nd-level 28)	Reading
Easy Curriculum-Based Measures (Easy CBM)	Progress Achievement	K, 1, 2 K, 1, 2	Advance 1 level (at risk/intensive to some risk/strategic to low risk/benchmark) or maintain benchmark Benchmark/low risk	Math
enVision Math	Progress Achievement	K, 1, 2 K, 1, 2	Progress: increase one colored level (red to orange to yellow). If a student starts in yellow, student must make achievement target. Achievement: 75% or higher	Math
Every Child Ready (ECR) Positive Behavior Rating Scale (PBRS)	Progress	PK3, PK4	Meet or exceed the average growth goal - Growth Goals- Please see accompanying chart. SEL: Progress to grade level baseline	Language/ Literacy Math Social Emotional

Early Childhood PMF Assessment List

Assessment	Indicator	Grade(s)	Performance Metric	Domain/ Subject
Fountas & Pinnell	Progress Achievement	K, 1, 2	Please see accompanying chart. Score on grade level (instructional level) (K-level D; 1st-level J; 2nd-level M)	Reading
Group Mathematics Assessment and Diagnostic Evaluation (GMADE)	Progress Achievement	K, 1, 2 K, 1, 2	make 0 or greater NCE Stanine 5	Math
Dinamicos del Exito en la Lectura (IDEL)	Progress Achievement	K, 1,2 K, 1, 2	Advance 1 level Proficient (Benchmark)	Literacy-Spanish
i-Ready	Progress Achievement	K, 1, 2	Student increase scale score points according to grade level (Reading: K & 1 – 46 scale score increase, 2 – 39 scale score increase) (Math: K, 1, & 2 – 32 scale score increase) End-of-year proficiency scale score (Overall Reading scale score: 424 for K, 480 for 1st, and 537 for 2nd) (Overall Math: scale score: 412 for K, 455 for 1st, and 497 for 2nd)	Reading Math

Early Childhood PMF Assessment List

Assessment	Indicator	Grade(s)	Performance Metric	Domain/ Subject
Individual Growth and Development Indicators (myIGDI)	Progress	PK3, PK4	Literacy: • PK3 – Increase 3 points on Picture Naming • PK4 – Increase one cut score (or maintain tier 1) on all three: Picture Naming, Rhyming, and sound ID Math: Increase one cut score on each subtest on the lowest level and maintain on higher levels- PK3 only Quantity Comparison, PK4 oral counting, quantity comparison and 1-to-1 correspondence counting.	Literacy (picture naming and rhyming - all fall to spring subtests) Math (Early Numeracy - all subtests)
K-12 Online Assessment	Achievement	K, 1, 2	Mastery (80% of curriculum mastered)	Language ArtsMath
Learning Accomplishment Profile-3 (LAP-3)	Progress	PK3, PK4	Children whose BOY developmental age range overlaps their chronological age must maintain age equivalency at EOY. Children whose BOY developmental age range is ahead of their chronological age must increase by one age range or maintain a developmental age range that is ahead of their chronological age at EOY. Children whose BOY developmental age range is below their chronological age must achieve age equivalency or increase by two age ranges at EOY.	Language Math Social-Emotional

Early Childhood PMF Assessment List

Assessment	Indicator	Grade(s)	Performance Metric	Domain/ Subject
Learning Accomplishment Profile-Diagnostic (LAP-D) (not screener)	Progress	PK3, PK4	Children whose BOY developmental age range overlaps their chronological age must maintain age equivalency at EOY. Children whose BOY developmental age range is ahead of their chronological age must increase by one age range or maintain a developmental age range that is ahead of their chronological age at EOY. Children whose BOY developmental age range is below their chronological age must achieve age equivalency or increase by two age ranges at EOY.	Language Math
mCLASS CIRCLE: letter	Progress	PK3, PK4	Advance from Emerging to Satisfactory	Literacy
mCLASS CIRCLE: math - composite	Progress	PK3, PK4	Advance from Emerging to Satisfactory	Math
mCLASS: Math	Progress Achievement	K, 1, 2 K, 1, 2	Advance 1 level Proficient	Math

mCLASS: Reading	Progress	K, 1, 2	Advance 1 level	Reading
	Achievement	K, 1, 2	Proficient	
mCLASS: Text Reading Comprehension (TRC)	Progress	K, 1, 2	Advance 1 level	Reading
	Achievement	K, 1, 2	Proficient or higher	
My Math	Progress Achievement	K, 1, 2	Advance 1 level Score Proficient or higher	Math
Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP)	Progress	K, 1, 2	Score at or above typical growth	Reading
	Achievement	K, 1, 2	40th percentile	Math
PALS	Achievement	K, 1, 2	Score at benchmark (sum score K: 81, grade 1: 35, grade 2: 54)	Reading
Peabody Picture Vocabulary Test (PPVT)	Progress	PK3, PK4, K, 1, 2	Gain of 4 standard score points (or SS of 86)	Vocabulary
	Achievement	K, 1, 2	Standard score of 86 or higher	

Social Skills Improvement System (SSIS) - Social Skills subtest	Progress	PK3, PK4, K, 1, 2	Increase one level	Social Emotional
Stanford Achievement Test (SAT-10)	Progress	K, 1, 2	Make 0 or greater NCE	Reading Math
	Achievement	K, 1, 2	Stanine 5 (Math), 6 (Reading)	
Scholastic Reading Assessment (SRA Reading Mastery)	Progress	K, 1, 2	Advance by 1 performance level	Reading
	Achievement	K, 1, 2	Score Proficient or higher on the end of year exam	
STAR Early Literacy	Progress Achievement	PK3, PK4, K, 1, 2K, 1, 2	Advance one literacy classification or intervention level (or maintain benchmark) (Early Emergent - scaled score 300-487, Late Emergent - scaled score 488-674 , Transitional - scaled score 675-774, Probable Reader - scaled score 775-900) Benchmark: 40th percentile scaled score (K-574, grade 1 - 723, grade 2 - 783)	Literacy
STAR Reading	Progress	1, 2	1 year of growth (1.0 GE)	Reading
	Achievement	1, 2	At or above grade level (GE: 1.9/ 2.9)	

STAR Math	Progress	1, 2	1 year of growth (1.0 GE)	Math
	Achievement	1, 2	At or above grade level (GE: 1.9/ 2.9)	
Strategic Teaching and Evaluation of Progress (STEP)	Achievement	K, 1, 2	Score on grade level (K- level 3; 1st-level 6; 2nd-level 9)	Literacy
Test of Early Mathematics Ability (TEMA)	Progress	PK3, PK4, K, 1, 2	Gain of 4 scale points (or SS of 86)	Math
	Achievement	K, 1, 2	Standard score of at least 86	
Terra Nova	Progress	1, 2	Make 0 or greater NCE	Reading Math
	Achievement	K, 1, 2	40th percentile	
Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) – Prior approval required through PCSB	Progress	For children with autism and other developmental disabilities, must have prior-approval through PCSB.	Gain of a half step or more in 50% or more of the scored areas from the beginning year. For uneven number of scored areas, round down. (ex- BOY scored areas 13, progress displayed in 6)	Overall growth

Test of Preschool Early Literacy (TOPEL)	Progress Achievement	PK3, PK4, K	Gain of 4 scale points (or SS of 86) Standard score of at least 86	Literacy

Growth Charts

Core Knowledge Preschool Assessment Test (CK PAT)		
Domain*	**PK3**	**PK4**
Literacy (Emerging Literacy Skill in Reading and Writing)	4	12
Math (Mathematical Reasoning and Number Sense)	8	7
Social Emotional (Autonomy and Social Skills)	9	11
* All skills in each domain must be assessed at BOY and EOY. If student does not know skill = NY.		

Developmental Reading Assessment (DRA)

Kindergarten	
BOY	**EOY**
A	4
Grade 1	
BOY	**EOY**
A	4
2	14
4	16
6	16
8	18
Grade 2	
BOY	**EOY**
A	4
2	14
4	16
6	16
8	18
10	20
12	20
14	24
16	28
18	28

Every Child Ready		
Math		
Proficiency Goal	**PK3**	**PK4**
	50	80
Growth Goals	**PK3**	**PK4**
Beginning in the lowest 25th percentile	40	46
Beginning in the 26th-49th percentile	32	37
Beginning in the 50th-74th percentile	21	22
Beginning in the 75th-89th percentile	11	18
Beginning in the top 10th percentile	10	8
Language and Literacy		
Proficiency Goal	**PK3**	**PK4**
	28	44
Growth Goals	**PK3**	**PK4**
Beginning in the lowest 25th percentile	21	28
Beginning in the 26th-49th percentile	19	26
Beginning in the 50th-74th percentile	15	18
Beginning in the 75th-89th percentile	11	12
Beginning in the top 10th percentile	10	11
Social Emotional Learning		
Proficiency Goal	**PK3**	**PK4**
	4	4
Growth Goals	**PK3**	**PK4**
Beginning in the lowest 25th percentile	1.3	1
Beginning in the 26th-49th percentile	1	0.75
Beginning in the 50th-74th percentile	0.5	0.5
Beginning in the top 25th percentile	Maintain baseline	Maintain baseline

Fountas and Pinnell Guided Reading Levels

Kindergarten	Start	End
	Pre-A	D
	A	F
	B	G
	C	I
	D	J
	E	J
	F	K
	G	L
	H	L
	I	M
	J	M
First Grade	**Start**	**End**
	Pre-A	H
	A	H
	B	I
	C	I
	D	J
	E	J
	F	K
	G	L
	H	L
	I	M
	J	M
Second Grade	**Start**	**End**
	Pre-A	H
	A	H
	B	I
	C	I
	D	J
	E	J
	F	K
	G	L
	H	L
	I	M
	J	M

Social Skills Improvement System (SSIS)		
Levels	Well Above Average	130 - 180
	Above Average	115 - 129
	Average	85 - 114
	Below Average	70 - 84
	Well Below Average	40 - 69

Supplemental Materials

Early Childhood PMF Assessment Proposal

Please complete this form for each new assessment you plan to administer which is not on the current list of approved PMF assessments. (Does not apply to Mission Specific Goals)

School/Campus_____

Assessment_____

Contact Name and Email: _____

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

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

Please check assessment type (may be both):

☐ Norm referenced	☐ Criterion referenced

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

☐ PK3	☐ PK4	☐ Kinder.	☐ 1st grade	☐ 2nd grade

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

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

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

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

4. According to the test publisher, what is the proficiency cut-off score for each grade for which the test will be administered? What is the suggested growth goal that the publisher determines is average growth for each grade for which the test will be administered? This explanation should indicate how the *average* student is expected to perform or grow. Include all specific metrics provided by the publisher (i.e., NCE, standard score points, percentile, level of growth, low risk, age equivalency, etc.)

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

Elementary, Middle, and High School PMF

Elementary, Middle, and High School Performance Management Framework

Identifying Elementary, Middle, and High Schools
This section of the guidelines focuses on the different types of frameworks and the business rules that determine which framework applies to unique schools.

Elementary School Performance Management Framework

- The Elementary School PMF covers grades 3 through 5.

- If an elementary school is in its first year of operation, data is collected on all available measures. Schools receive a final score, but do not receive a tier during their first year of operation.

- If a school ends with grade 3 and has no other tested grades, it is not be measured by the Elementary School PMF. Instead, it is measured by the Early Childhood PMF, which spans grades PK3 through grade 3.

- If a school does not have grade 3 but has grades 4 and 5, it is not evaluated on the gateway[21] metric and the school is evaluated using a total of 85 points.

- If a school ends in grade 6 and has at least one other grade between grades 3 and 5, the grade 6 is considered part of the elementary school framework.

Middle School Performance Management Framework

- The Middle School PMF covers grades 6 through 8.

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

- If a school does not have grade 8 but has grades 6 and 7, it is not evaluated on the gateway measure and the school is evaluated using a total of 85 points.

- If a school ends in grade 9 and has at least one other grade between grades 6 and 8, then its grade 9 is considered part of the middle school framework.

- If a school starts at grade 8, expecting to become a high school campus, it is evaluated using the high school framework with the grade 8 considered part of the high school framework.

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

- If a school ends in grade 6 and has at least one other grade between grades 3 and 5, then its grade 6 is considered part of the elementary school framework.

Elementary/Middle School Combined Performance Management Framework
- A school must have two grades between grades 3 and 5 and two grades between grades 6 and 8 to be evaluated using the Elementary/Middle School PMF.

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

- If a school has both 3rd and 8th grade, the school receives 7.5 points for each gateway measure.

- If a school has either grade 3 or grade 8, the school receives 15 points for the applicable gateway measure (grade 3 or grade 8).

- If a school has neither grade 3 nor grade 8, the school does not receive any points for the gateway measure and the school is evaluated using a total of 85 points.

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

High School Performance Management Framework
- The High School PMF covers grades 9 through 12.

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

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

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

High Schools with Adult Education Schools
Students that transfer within an LEA from a high school campus to their adult education campus will not be eligible for re-enrollment within the high school. Since the high school is providing

another education alternative for their students within the LEA, the school will not be penalized for the student not re-enrolling within the high school. However, the student will not count towards a graduate in the Adjust Cohort Graduation Rate, adversely impacting the school's graduation rate.

Monitoring Elementary, Middle, and High Schools' Performance

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

Indicators and Measures

For the 2014-15 school year PCSB will use four indicators to measure academic performance for all schools serving grades 3-8 and high school: (1) student progress on the PARCC, (2) student achievement on the PARCC, (3) gateway measures, and (4) leading indicators.[22] 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.

Elementary School PMF (Grades 3 – 5)

Weight	Indicator	Measure	Weight	Floor[23]	Target[24]
40%	Student Progress	Transitional Median Growth Percentile[1] – ELA	20%	30.0	70.0
		Transitional Median Growth Percentile[1] – Math	20%	30.0	70.0
25%	Student Achievement[25]	Moderate Command of Content and Above in ELA	10%	0.0	90th percentile + 42.8% of the Percentile
		Moderate Command of Content and Above in Math	10%	0.0	90th percentile + 33.6% of the Percentile
		College and Career Ready in ELA	2.5%	0.0	90th percentile + 197.3% of the Percentile
		College and Career Ready in Math	2.5%	0.0	90th percentile

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[22] The leading indicator is the performance on attendance, re-enrollment or 9th grade on-track (high school only).

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

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

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

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

Weight	Indicator	Measure	Weight	Floor[23]	Target[24]
15%	Gateway	Moderate Command of Content and Above Grade 3 ELA	15%	0.0	90th percentile + 53.3% of the Percentile
20%	Leading Indicators	Attendance	10%	82.0	92.0
		Re-Enrollment	10%	65.6	90.0

Middle School PMF (Grades 6 – 8)

Weight	Indicator	Measure	Weight	Floor	Target
40%	Student Progress	Transitional Median Growth Percentile[1] – ELA	20%	30.0	70.0
		Transitional Median Growth Percentile[1] – Math	20%	30.0	70.0
25%	Student Achievement	Moderate Command of Content and Above in ELA	10%	0.0	90th percentile + 31.8% of the Percentile
		Moderate Command of Content and Above in Math	10%	0.0	90th percentile + 22.4% of the Percentile
		College and Career Ready in ELA	2.5%	0.0	90th percentile + 33.3% of the Percentile
		College and Career Ready in Math	2.5%	0.0	90th percentile
15%	Gateway	Moderate Command of Content and Above on Grade 8 Math	15%	0.0	90th percentile + 4.6% of the Percentile
20%	Leading Indicators	Attendance	10%	82.0	92.0
		Re-Enrollment	10%	65.6	90.0

Elementary/Middle School PMF (Grades 3-8)

Weight	Indicator	Measure	Weight	Floor	Target
40%	Student Progress	Transitional Median Growth Percentile[1] – ELA	20%	30.0	70.0
		Transitional Median Growth Percentile[1] – Math	20%	30.0	70.0
25%	Student Achievement[26]	Elementary: Moderate Command of Content and Above in ELA	5%	0.0	90th percentile + 42.8% of the Percentile
		Elementary: Moderate Command of Content and Above in Math	5%	0.0	90th percentile + 33.6% of the Percentile
		Elementary: College and Career Ready in ELA	1.25%	0.0	90th percentile + 197.3% of the Percentile
		Elementary: College and Career	1.25%	0.0	90th percentile

Weight	Indicator	Measure	Weight	Floor	Target
		Ready in Math			
		Middle: Moderate Command of Content and Above in ELA	5%	0.0	90th percentile + 31.8% of the Percentile
		Middle: Moderate Command of Content and Above in Math	5%	0.0	90th percentile + 22.4% of the Percentile
		Middle: College and Career Ready in ELA	1.25%	0.0	90th percentile + 33.3% of the Percentile
		Middle: College and Career Ready in Math	1.25%	0.0	90th percentile
15%	Gateway	Elementary: Moderate Command of Content and Above Grade 3 ELA	7.5%	0.0	90th percentile + 53.3% of the Percentile
		Middle: Moderate Command of Content and Above Grade 8 Math	7.5%	0.0	90th percentile + 4.6% of the Percentile
20%	Leading Indicators	Attendance	10%	82.0	92.0 (no change)
		Re-Enrollment	10%	65.6	90.0 (no change)

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

Weight	Indicator	Measure	Weight	Floor	Target
15%	Student Progress	Transitional Median Growth Percentile[1] – ELA	7.5%	30.0	65.0
		Transitional Median Growth Percentile[1] – Math	7.5%	30.0	65.0
25%	Student Achievement	Moderate Command of Content and Above in ELA	10%	0.0	90th percentile + 52.7% of the Percentile
		Moderate Command of Content and Above in Math	10%	0.0	90th percentile + 14.1% of the Percentile
		College and Career Ready in ELA	2.5%	0.0	90th percentile + 53.4% of the Percentile
		College and Career Ready in Math	2.5%	0.0	90th percentile + 163.2% of the Percentile
35%	Gateway	4-Year Graduation Rate (Adjusted Cohort Graduation Rate)	3%	48.8	100.0
		5-Year Graduation Rate (Adjusted Cohort Graduation Rate)	4.5%	62.5	100.0
		PSAT Performance (Grade 11)	7.5%	3.0	50.0

Weight	Indicator	Measure	Weight	Floor	Target
		SAT Performance (Grade 12)	7.5%	8.9	75.0
		College Acceptance Rate	7.5%	66.9	100.0
		College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement	5%	0.0	39.5
25%	Leading Indicators	Attendance	10%	82.0	92.0
		Re-Enrollment	10%	71.3	90.0
		9th Grade on track to graduate	5%	57.9	100.0

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

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

Weight	Indicator	Measure	Weight	Floor	Target
		Career Readiness: CTE Program of Study Completion Rate	1%	TBD[26]	TBD
25%	Leading Indicators	Attendance	10%	82.0	92.0
		Re-Enrollment	10%	71.3	90.0
		9th Grade on track to graduate	5%	57.9	100.0

Metrics

Median Growth Percentile

Median Growth Percentile (MGP) assesses public charter schools' student progress by comparing changes in students' PARCC scores to changes made by other students with similar score histories. This metric is called the student growth percentile. Students are only compared based on their previous scores, not on demographic metrics (such as race, gender, or socioeconomic status). Scores from all District students (including those at DCPS schools) are used to determine an academic peer group and to calculate individual student growth percentiles.[27]

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

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

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

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

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[26] No schools opted to use the Career Readiness measures for the 2014-15 PMF. The floors and targets for the Career Readiness measures will be determined with the input of the HS PMF task force in winter 2015.

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

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

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

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

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

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

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

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

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

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

Metrics and data sources for academic performance measures

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

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

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

Grade-spans are as follows:

ES/MS: grades 3-8
HS: grades 9-12

Data sources and methodology

Indicator	Measure	Description	Components, metric, additional notes	Rationale

Student Progress	**Median Growth Percentile** (ES/MS and HS)	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, 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:
			
			• ES/MS: All students who attended the school for the full academic year (FAY) in SY2014-15 in grades 4-8 and all students who attended a school for the full academic year in SY2013-14 in grades 4-8 for whom there was a PARCC score in **ELA** for two years in two consecutive grade levels.
			• ES/MS: All students who attended the school for the full academic year (FAY) in SY2014-15 in grades 4-8 and all students who attended a school for the full academic year in SY2013-14 in grades 4-8 for whom there was a PARCC score in **math** for two years in two consecutive grade levels.
			• HS: All grade 10 students who attended the school for the full academic year in SY2014-15 and all grade 10 who attended the school in 2013-14, for whom there is a PARCC score for **ELA** from when they were in grade 8.
			• HS: All grade 10 who attended the school for the full academic year in SY2014-15 and all grade 10 who attended the school in 2013-14, for whom there is a PARCC score for **math** from when they were in grade 8.
			
			Notes
			• HS schools have the option of using the PARCC Geometry and/or PARCC Integrated Math II assessment as their high school PARCC. For schools using both assessments, the scores will be combined to determine the math MGP for the HS PMF.
			
			• PCSB commits to ensuring that the OSSE-identified vendor conducting the Transitional MGP will check the metric for its validity. PCSB will consider the MGP to be invalid to use for high-stakes decisions if there is:
			  • A scale score correlation of less than 0.70;
			  • The distribution of PARCC scale scores includes more
				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.)

Indicator	Measure	Description	Components, metric, additional notes	Rationale
			than 5.0% in the high or low end of the distribution curve; • The vendor indicates that the cohort size at any level is too small to calculate. If the ES/MS Transitional MGP is found to be invalid, PCSB will not publish the 2015 PMF. If the HS Transitional MGP is found to be invalid, PCSB will follow the following logic: • Overall PMF score out of 92.5 points if only one MGP (either math or ELA) is found to be invalid; • Overall PMF score out of 85 points if neither MGP is valid. 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	
Student Achievement	**PARCC Moderate Command of Content and above rates in math and ELA** (ES/MS and HS)	% of students scoring levels 3, 4, or 5 on the PARCC assessment	**Components** 2015 PARCC scores for all FAY students. Number of FAY students tested for the most recent year. FAY determined by OSSE and validated by schools • HS Math Provision: PCSB will combine scores for both high school math assessments: Geometry and Integrated Math II to create an achievement score for the 2015 HS PMF • Calculating the Floor (ES, MS, HS) = 0% • Calculating the Target (ES Math) = 90th percentile plus 33.6% of that percentile[28] • Calculating the Target (ES ELA) = 90th percentile plus 42.8% of that percentile[29]	This indicator shows the percent of students who demonstrated at least a moderate command of the content on the PARCC.

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[28] 33.6% represents the percent gap between the 90th percentile of DC CAS results in 2014 (74.9%) and the target in 2014 (100%).
[29] 42.8% represents the percent gap between the 90th percentile of DC CAS results in 2014 (70.0%) and the target in 2014 (100%).

Indicator	Measure	Description	Components, metric, additional notes	Rationale
			- Calculating the Target (MS Math) = 90th percentile plus 22.4% of that percentile[30] - Calculating the Target (MS ELA) = 90th percentile plus 31.8% of the percentile[31] - Calculating the Target (HS Math) = 90th percentile plus 14.1% of that percentile[32] - Calculating the Target (HS ELA) = 90th percentile plus 52.7% of that percentile[33] **Metric** $$\left[\frac{\text{Total \# of FAY students in that SY scoring level 3, 4, or 5 on PARCC math}}{\text{Total \# FAY tested}}\right]*100$$ OR $$\left[\frac{\text{Total \# of FAY students in that SY scoring level 3, 4, or 5 on PARCC ELA}}{\text{Total \# FAY tested}}\right]*100$$ **Notes** - 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** (ES/MS and HS)	% of students scoring levels 4 and 5 on the PARCC assessment	**Components** 2015 PARCC scores for all FAY students Number of FAY students tested for the most recent year FAY determined by OSSE and validated by schools	This indicator captures the percent of students who demonstrate college and career ready level performance on the PARCC.

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[30] 22.4% represents the percent gap between the 90th percentile of DC CAS results in 2014 (81.7%) and the target in 2014 (100%).

[31] 31.8% represents the percent gap between the 90th percentile of DC CAS results in 2014 (75.9%) and the target in 2014 (100%).

[32] 14.1% represents the percent gap between the 90th percentile of DC CAS results in 2014 (87.7%) and the target in 2014 (100%).

[33] 52.7% represents the percent gap between the 90th percentile of DC CAS results in 2014 (65.5%) and the target in 2014 (100%).

Indicator	Measure	Description	Components, metric, additional notes	Rationale
			• Calculating the Floor = 0% • Calculating the Target (ES Math) = 90th percentile[1] • Calculating the Target (ES ELA) = 90th percentile plus 197.3% of that percentile[1] • Calculating the Target (MS Math) = 90th percentile[1] • Calculating the Target (MS ELA) = 90th percentile plus 33.3% of that percentile[1] **Metric** Calculated as with PARCC Moderate Command of Content $$\left[\frac{\text{Total \# of FAY students in that SY scoring levels 4 and 5 on PARCC math}}{\text{Total \# FAY tested}}\right]*100$$ OR $$\left[\frac{\text{Total \# of FAY students in that SY scoring levels 4 and 5 on PARCC ELA}}{\text{Total \# FAY tested}}\right]*100$$ **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	
Gateway	**PARCC Moderate Command of Content Rate in grade 3 ELA** (ES/MS)	% of grade 3 students scoring levels 3, 4, or 5 on the PARCC assessment in ELA.	**Components** 2015 PARCC ELA scores for every grade 3 FAY student Total number of grade 3 FAY students • Calculating the Floor = 0% • Calculating the Target = 90th percentile plus 53.3% of that percentile[1] **Metric** $$\left[\frac{\text{Total \# of FAY students in the grade 3 scoring levels 3, 4, or 5 on PARCC ELA}}{\text{Total \# of FAY grade 3 students tested}}\right]*100$$	Critical gateway year for childhood literacy

Indicator	Measure	Description	Components, metric, additional notes	Rationale
Gateway	**PARCC Moderate Command of Content Rate in 8th grade math** (ES/MS)	% of grade 8 students scoring levels 3, 4, or 5 on the PARCC assessment in math.	**Components** 2015 PARCC math scores for every FAY grade 8 student Total number of grade 8 FAY students • Calculating the Floor = 0% • Calculating the Target = 90th percentile plus 4.6% of that percentile[34] **Metric** $$\left[\frac{\text{Total \# of FAY students in the grade 8 scoring levels 3, 4, or 5 on PARCC math}}{\text{Total \# of FAY grade 8 students tested}}\right] * 100$$	Critical gateway year for adolescent number skills

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[34] 4.6% represents the percent gap between the 90th percentile of DC CAS results in 2014 (95.6%) and the target in 2014 (100%).

Indicator	Measure	Description	Components, metric, additional notes	Rationale
Gateway	College Readiness (HS)	Number of passing AP/IB exams and dual enrollment courses per year over the number of grade 12 students	**Components** \# 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- \# of grade 12 students as per end of year pulled from ProActive on a date determined by PCSB o Twelfth grade enrollment will use the adjusted cohort number used in the graduation rate metric **Metric** $$\left[\frac{\substack{\text{\# of AP exams and IB exams and dual enrollment courses}\\ \text{passed by students at any grade level}}}{\text{\# of grade 12 students}}\right]*100$$ **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 only count once 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 2014) will be included along with courses taken during the 2014-15 school. • Students with disabilities in non-public placements are not included in this measure	All students who earn college-level credits while attending high school. All passing exams during the 2014-15 school year 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** (HS): **CTE Certification Rate**		**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 ("Strategic Plan")[35] • 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 percent 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.

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

Indicator	Measure	Description	Components, metric, additional notes	Rationale
Gateway	**Career Readiness** (HS): **CTE Program of Study Completion Rate**		**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 Strategic Plan[36] • Programs of study must be sequences of at least three courses **Metric** $$\left[\frac{\#\ of\ CTE\ completers}{\#\ of\ CTE\ participants\ eligible\ for\ completion}\right]*100$$ **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 percent of students who complete CTE programs of study in Priority Career Sectors which can make them more competitive job applicants. Terms and definitions follow the District's Strategic Plan for CTE.
Gateway	**4-Year Graduation rate** (HS)	4-year Adjusted Cohort Graduation Rate conducted by OSSE and validated by schools.	**Rate as provided by OSSE and validated by schools:** $$\left[\frac{\#\ of\ students\ in\ cohort\ who\ graduated\ by\ June\ or\ August\ 2014\ with\ a\ standard\ diploma}{\#\ of\ first\ time\ grade\ 9\ students\ in\ Fall\ 2010 + transfers\text{-}in - transfers\text{-}out - emigrants - students\ who\ pass\ away}\right]*100$$	Aligned with OSSE standards

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[36] 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	**5-Year Graduation Rate** (HS)	5-year Adjusted Cohort Graduation Rate conducted by OSSE and validated by schools.	**Rate as provided by OSSE and validated by schools:** $$\left[\frac{\substack{\#\,of\,students\,in\,cohort\,who\,graduated\,by\,June\,or\\August\,2015\,with\,a\,standard\,diploma}}{\substack{\#\,of\,first\,time\,grade\,9\,students\,in\,Fall\,2010\,+\\transfers\text{-}in\,-\,transfers\text{-}out\,-\,emigrants\,-\,students\\who\,pass\,away}}\right]*100$$	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.
Gateway	**PSAT scores** (HS)	% of grade 11 students scoring at least 80 on the combined math and verbal portion of the PSAT	**Components** PSAT data for current grade 11 students Grade 11 enrollment as of the end of the school year pulled from ProActive on a date determined by PCSB Any HS with the grade 11 that doesn't offer the PSAT exam is given 0 points on this metric. Grades 9 and 10 PSAT scores do not count because they are standardized to a different scale **Metric** $$\left[\frac{\#\,of\,current\,grade\,11\,students\,scoring\,at\,least\,\,80\,(Verbal\,+\,Math)\,on\,PSAT}{\#\,of\,grade\,11\,students}\right]*100$$ **Note** Students with disabilities in non-public placements are excluded from this measure	Grade 11 PSAT performance of at least 80 on the math and verbal sections is a predictor of SAT performance of at least 800 on the math and verbal sections.

Indicator	Measure	Description	Components, metric, additional notes	Rationale
Gateway	**SAT and ACT scores** (HS)	% of current grade 12 students scoring at least 800 on the SAT or 16 on the ACT.	**Components** Every SAT/ACT score for current grade 12, including when it was taken in previous years (Note: Students often take SAT and ACT multiple times to improve their scores. PCSB will count the student as having met the Gateway measure if s/he earns an 800 on the SAT or 16 on the ACT at any time in his high school career even if the score is earned while s/he attended a different high school). Grade 12 enrollment as of the end of the school year pulled from ProActive on a date determined by PCSB Students who have not taken the SAT or ACT exams are given 0 points on this metric. **Metric** $$\left[\frac{\text{\# of current grade 12 students scoring at least } 800\,(\text{Verbal} + \text{Math})\text{in SAT} + 16\text{ or higher (Composite) in ACT}}{\text{\# of grade 12 students}}\right]*100$$ **Note** Students with disabilities in non-public placements are excluded from this measure	College Board research indicates that a score of at least 800 on the math, and verbal sections of the SAT predicts with high likelihood a GPA of at least 2.0 in freshman year at community college or university For reference visit: SAT-ACT concordance table: http://www.act.org/aap/concordance/
Gateway	**College Acceptance** (HS)	% of high school seniors accepted to a full-time college or university	**Components** Unique college acceptances – self reported, verified by PCSB acceptance letter review Grade 12 enrollment as of the end of year pulled from ProActive on a date determined by PCSB **Metric** $$\left[\frac{\text{\# of grade 12 students accepted to a full time college or university}}{\text{\# of grade 12 students}}\right]*100$$ **Note** Students with disabilities in non-public placements are excluded from this measure	College acceptance is a necessary step to college enrollment and has been defined to be an important measure of student success
Leading	**Attendance** (ES/MS)	In-seat attendance rate for grades 3	**Components** Attendance by grade-span Aligns with District of Columbia Public Schools (DCPS) calculation.	Only students in grades 3 through 8 are included.

Indicator	Measure	Description	Components, metric, additional notes	Rationale
		through 8.	See eligibility exceptions. **Metric** $$\left[\frac{\#\ of\ days\ present}{\#\ days\ enrolled}\right]*100$$	
	Attendance (HS)	In-seat attendance rate for grades 9 to 12	**Components** Attendance by grade-span Aligns with DCPS's calculation. **Metric** $$\left[\frac{\#\ of\ days\ present}{\#\ days\ enrolled}\right]*100$$	

Leading	Re-enrollment (ES/MS & HS)	Re-enrollment rate for those eligible to return Students ineligible to re-enroll include: (a) Students in the campus's terminal grade who were promoted to the next grade; (b) students who moved out of DC; (c) students enrolled in an adult education campus (d) students expelled for a federally-recognized reason, such as bringing a firearm to school; (e) students placed into private placement from a DCPS-dependent LEA, as the student is removed from the school's roster at that point and placed into DCPS; (f) Students that transfer within an LEA from a high school campus to their adult education campus;	**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) $$\left[\frac{\text{Total \# of students attending both previous fall and current fall}}{(\text{\# of students in previous fall})-(\text{\# of students ineligible to enroll})}\right]*100$$ For all students deemed ineligible to re-enroll, PCSB will verify their ineligibility using the following processes:	Used to assess student and parent satisfaction and drop-out rate

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

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

Adult Education PMF

Adult Education Performance Management Framework

Identifying Adult Education Schools

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

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

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

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

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

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

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

Monitoring Adult Education Charter Schools' Performance

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

Indicators and Measures

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

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

Adult Education PMF

Indicator	Measure	Floor[37]	Target[38]
Student Progress	ABE Level 1 – Percentage of adult students who enter at a basic literacy level who will complete Beginning Literacy ABE level by end of program year.	0.0%	100.0%
	ABE Level 2 – Percentage of adult students who will complete Beginning ABE level by end of program year.	19.8%	100.0%
	ABE Level 3 – Percentage of adult students who will complete Low Intermediate ABE level by end of program year.	36.5%	86.5%
	ABE Level 4 – Percentage of adult students who will complete High Intermediate ABE level by end of program year.	25.0%	65.0%
	ABE Level 5 (ASE) – Percentage of adult students who will complete Low ASE level by end of program year.	0.0%	100.0%
	ESL Level 1 – Percentage of adult students will enter at a basic ESL literacy level who complete Beginning Literacy ESL level by end of program year.	26.7%	100.0%
	ESL Level 2 – Percentage of adult students who	63.5%	93.5%

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

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

Indicator	Measure	Floor[37]	Target[38]
	will complete Low Beginning ESL level by end of program year.		
	ESL Level 3 – Percentage of adult students who will complete High Beginning ESL level by end of program year.	47.8%	77.8%
	ESL Level 4 – Percentage of adult students who will complete Low Intermediate ESL level by end of program year.	35.7%	65.7%
	ESL Level 5 – Percentage of adult students who will complete High Intermediate ESL level by end of program year.	32.8%	62.8%
	ESL Level 6 – Percentage of adult students who will complete Advanced ESL level by end of program year.[39]	13.2%	49.8%
Student Achievement	Percentage of students that attempt and attain a passing score on the English/Spanish GED tests, or the learner obtains a diploma or state-recognized equivalent, documenting satisfactory completion of secondary studies (high school or adult high school diplomas) out of the total number of students who attempt the English/Spanish GED or diplomas or that are enrolled in the assessment phase of the NEDP.	0.0%	100.0%

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

Indicator	Measure	Floor[37]	Target[38]
College and Career Readiness	Entered Employment or Entered Postsecondary[40]: Percentage of adult students who are in the labor force[41] but enter the program without a job and either a) obtain a job after exiting the program or b) obtain a job while they are enrolled in the program and still hold a job during the first quarter of exit from the program or c) enroll in a postsecondary educational, occupational skills training program, or an apprenticeship training program.	0.0%	75.0%
	Retained Employment or Entered Postsecondary: Learners who either a) enter the program with a job, or b) obtain a job after exit, and *remain employed* in the 3rd quarter after program exit c) enroll in a postsecondary educational, occupational skills training program, or an apprenticeship training program.	39.8%	69.8%
	Entered Postsecondary Education (prior program year): Percentage of students with a secondary credential and who enroll in a postsecondary educational, occupational skills training program, or an apprenticeship training program in the prior program year.	0.0%	75.0%
Leading Indicators	Attendance: Percentage of students who attend classes regularly	49.5%	70.0%

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

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

Indicator	Measure	Floor[37]	Target[38]
	Retention: Percentage of students with both a baseline assessment (pre-test) and a progress assessment (post-test), regardless of academic gain within the program year divided by the total number of students who were in the program, as defined by taking the pre-test.	43.3%	76.7%
Mission Specific Goals	This indicator is chosen by the school and must align with the specific mission of the charter school. Specifically, schools will choose goals related to Career and Technical Education certification, alternative academic assessments offered by the school, not included in the Student Progress indicator or other mission specific programming offered at the school. This will be a display-only indicator during the 2014-15 school year as the task force continues to refine the business rules for this measure.	0%	100%[42]

Floors and Targets

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

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

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

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

Metrics - **Data sources and methodology**

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

Metrics - **Data sources and methodology**

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

Metrics - **Data sources and methodology**

Indicator	Measure	Description	Components, method, additional notes	Rationale
Career/ College Readiness	Entered Employment or Entered Postsecondary	Percentage of adult students who are in the labor force[43] 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.	Students are counted as meeting this metric in the college & career readiness metric if the school's total response rate for this metric is $\geq$ 50%. To be counted as not meeting the college & career readiness metric, students had to be identified with an "N" for both postsecondary and obtained employment. Students are excluded from this metric if they are identified as being out of the labor force. If schools do not meet the 50% response rate for Entered Employment/Entered Postsecondary or Retained Employment/Entered Postsecondary, they will receive zero points for the measure. 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. • If a student updates their labor force status for maternity leave or chronic illness, then the school is required to provide documentation of this update to PCSB. Schools should not automatically classify students who go on maternity leave as withdrawing from the labor force. PCSB will review these requests for a modification to labor force participation on a case-by-case basis during the annual data collection cycle. If a school graduates students with a Spanish GED and they enroll in ESL courses within the school or elsewhere, then they will not be included in the College/Career-Readiness indicator cohort. The "first school" will receive credit for student achievement only. If the student does not enroll in ESL courses, the school will still be eligible for tracking Career and College Readiness outcomes for this student. Schools are expected to develop and administer surveys to track the career and college outcomes for their students after they exit the program. Results of these surveys should be documented and saved for random audits by PCSB. Students that enroll directly into a school's vocational program can be counted as entering post-secondary.	This measure reflects the number of students who exit the program and enter employment and/or enter postsecondary. Schools will receive points if students either enter employment OR enter postsecondary.

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

Metrics - **Data sources and methodology**

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

Metrics - **Data sources and methodology**

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

Metrics - **Data sources and methodology**

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

Supplemental Materials

Sample Assessment Table for Educational Functioning Levels

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

Adult Basic Education (ABE)

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

English as a Second Language (ESL)

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

College and Career Readiness Overview

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

These flowcharts illustrate which students are eligible for each metric.
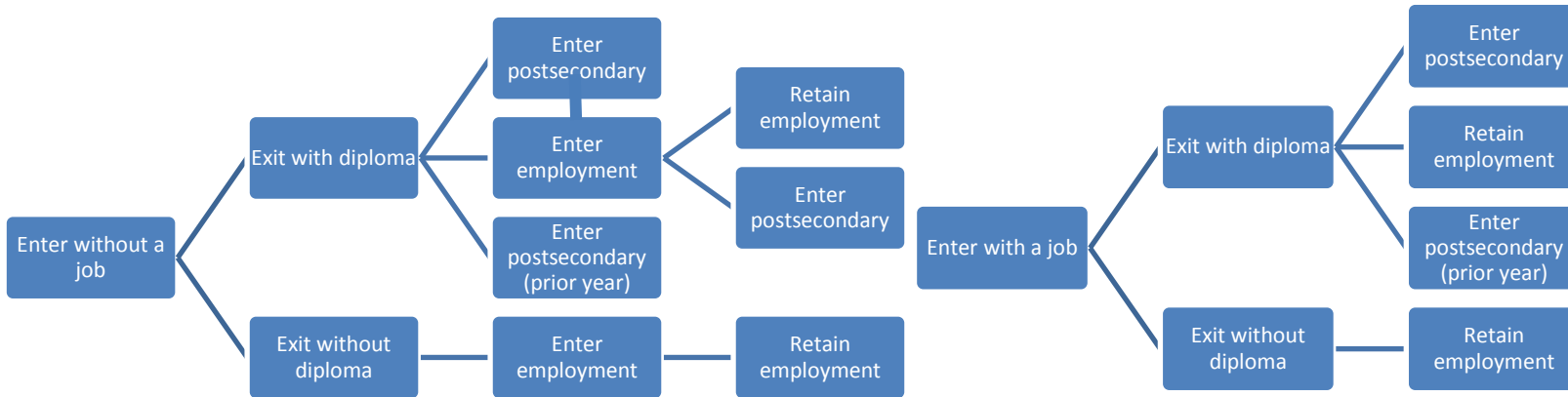
Alternative Accountability Framework

Alternative Accountability Framework

Identifying Alternative Schools

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

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

(1) The percentage of the school's students who are identified as having at least one of the following risk factors is at least 60%:
   a. receiving special education services at levels 3 or 4;
   b. is at least two years over-aged and under-credited for their grade level;
   c. is pregnant or mothering;
   d. is currently under court supervision[44];
   e. has been expelled;
   f. is currently or formerly incarcerated[45] or adjudicated;
   g. is homeless; or
   h. is currently or formerly in foster care.
(2) The school's mission specifically expresses their desire to serve at-risk and/or high-level special education students.[46]
(3) The school serves grades that fall within the traditional PK-12 system with the ultimate aim of students earning a DC high school diploma or serves students ages 3-24 in an ungraded program where students earn certificates of IEP completion.

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

Indicators and Measures

Once a school is eligible to be evaluated using the Alternative Accountability Framework, they will consult with PCSB staff to design a unique set of goals aligned to specific indicators[47] of quality, with traditional and/or non-traditional measures[48], metrics[49] and targets unique to their school's program. This school's unique AAF will be subject to PCSB board approval and will ultimately be incorporated into the school's charter as their charter goals and student achievement expectations. Each school's AAF will be annually measured and the achievement results will be shared publicly. While each AAF will be unique to that school, staff intends to explore in the future whether there is

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[44] 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.

[45] This includes incarceration in an adult correctional facility or a juvenile detention center.

[46] 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.

[47] Indicators – General dimensions of quality or achievement

[48] Measures – General instruments or means to assess performance in each area defined by an indicator

[49] Metrics – The calculation method or formula for a given measure

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

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

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

Metrics

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

Supplemental Materials

Alternative Accountability Framework – Data Dictionary

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

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

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

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

3) Is pregnant or mothering;

4) Currently under court supervision;

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

5) Expelled;

6) Currently or formerly incarcerated or adjudicated;

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

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

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

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

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

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

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

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

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

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

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