

# 2019 PMF TASK FORCE: PK-8 FRAMEWORK



March 21, 2019

# Agenda

- Priorities and Focus Areas
- Impact of SY 2018-19 Changes on SY 2017-18 Results
- Proposal for Revisions for SY 2019-20
  - Student Achievement
  - Gateway Achievement Measures
  - School Environment
- Reflections & Process Improvements
  - PMF Re-enrollment
  - Early Childhood Assessments



# Priorities and Focus Areas



# Priorities for SY 2019-20 Cycle

- Maintain reliability of PMF as accountability tool and assessment of school quality
  - *Target: proposed changes impact scores with a range of less than 10 points and average of less than one point*
- Maintain alignment with STAR framework unless philosophical differences
  - *Mitigate duplicative reporting burdens*
- Continue to ensure that strong PMF results can be attained across grade configurations



# Focus Areas for SY 2019-20 PMF

- Student Achievement
  - Reviewing Performance across Grade Configurations and Separate Measures
- Gateway Achievement
  - Contrasting Current Measures and Growth to Proficiency
- School Environment
  - Growth Opportunities with CLASS - Instructional Support



# Potential Focus Areas for SY 2020-21 PMF

*These are areas where LEAs have shared feedback and interest in further exploration but that PCSB is not considering at this time to maintain reliability of framework (e.g. not make too many changes at once)*

- Student Progress
  - Possible Topics: Performance Distributions versus Definition of Quality and Reflection on Consortium Growth
- School Environment
  - Possible Topics: Reflect on 2+ years of STAR Outcomes to Consider Further Alignment



# Impact of SY 2018-19 Changes on SY 2017-18 PMF Results



# Key Approved Changes for SY 2018-19

- Student Achievement and Gateway rates on the PK-8 PMF will include both PARCC and MSAA results
  - Consistent with STAR framework
- Weight of Gateway measures will always be 5 points (double weighting no longer applies)
- MGP will transition to include consortium growth scores (still a two-year weighted average)



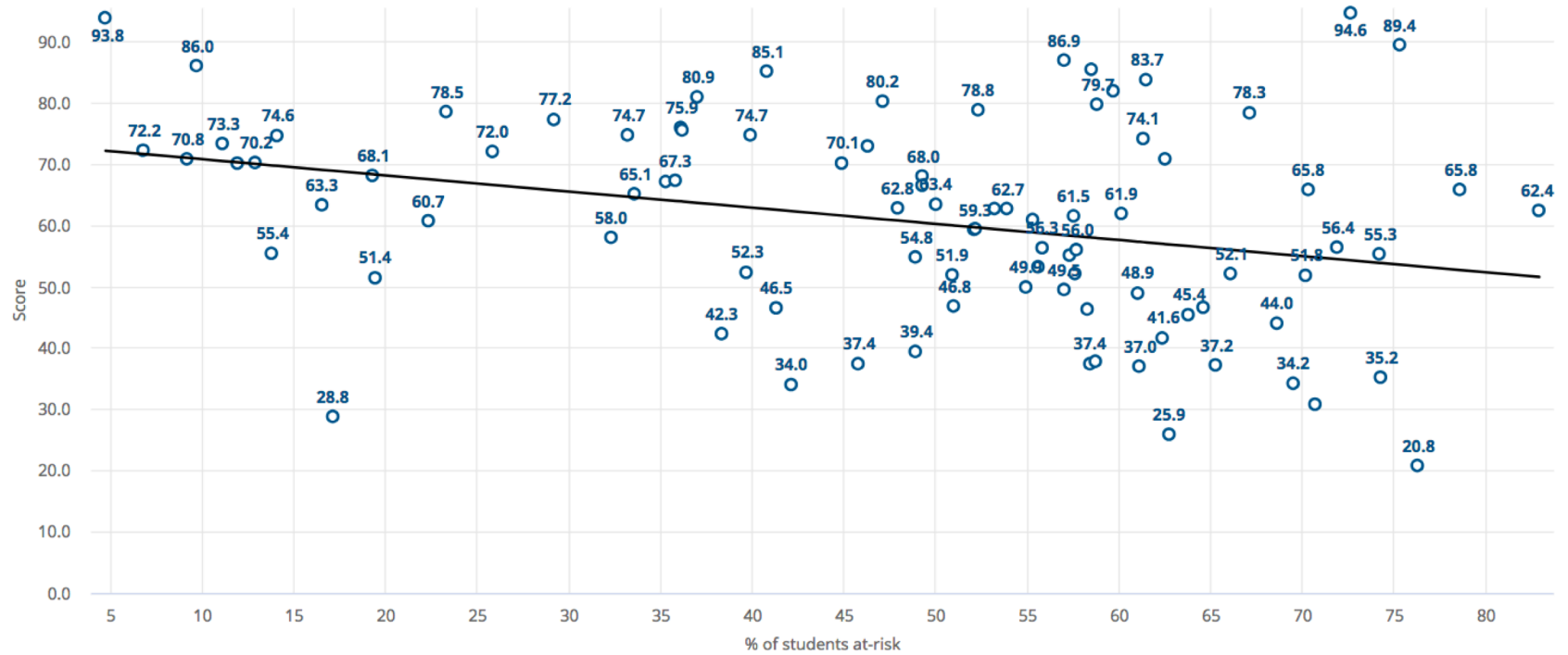


# SY 2017-18 PMF Performance by Growth Assessment using SY 2018-19 Rules

Growth Assessment measured on PK-8 PMF	# of schools	10th %	Median	90th %
MGP	63	37.7 (+0.5)	58.9 (+0.9)	75.8 (+0.9)
NWEA MAP	20	46.9 (+1.5)	76.2 (0.0)	88.1 (+0.9)
PK Only	7	52.6 (0.0)	72.9 (0.0)	79.5 (0.0)



# SY 2017-18 PMF Scores by % of Students At-Risk



0.094

R-Squared (Current Year)



# PMF Performance by Growth Assessment: SY 2015-16 through SY 2017-18 (with Student Populations)

Growth Assessment measured on PK-8 PMF	R-squared: PMF Score & % At-Risk			% of Schools with 50%+* At-Risk Scoring 50+** on PMF		
	SY 2015-16	SY 2016-17	SY 2017-18	SY 2015-16	SY 2016-17	SY 2017-18
<b>MGP</b>	<b>0.33</b>	<b>0.29</b>	<b>0.42</b>	<b>39.3</b>	<b>48.4</b>	<b>51.5</b>
<b>NWEA MAP</b>	<b>0.06</b>	<b>0.00</b>	<b>0.07</b>	<b>92.9</b>	<b>93.3</b>	<b>86.7</b>

\* The median percentage of at-risk students at charter schools using MGP over the past three years

\*\* The average score that a PMF as Goals school must earn at renewal to meet its goals



# SY 2017-18 PMF Performance by Growth Assessment using SY 2018-19 Rules (with Student Populations)

Growth Assessment measured on PK-8 PMF	# of schools	R-squared: PMF Score & % At-Risk	% of Schools with 50%+ At-Risk Scoring 50+
<b>MGP</b>	<b>63</b>	<b>0.41</b>	<b>57.6</b>
<b>NWEA MAP</b>	<b>20</b>	<b>0.08</b>	<b>86.7</b>
<b>PK Only</b>	<b>7</b>	n < 10	n < 10



# Proposal for Revisions for SY 2019-20



# Proposal for Revisions for SY 2019-20

- **Student Achievement:** Separate all achievement measures by elementary (grades 3-5) and middle (grades 6-8) schools
  - Maintain % 3+ Floors/Targets at 0 to 100
  - Maintain % 4+ Floors at 0, update %4+ Targets using Current Calculation after removing outliers
- **Gateway Achievement: Replace current gateway measures with Growth to Proficiency on STAR**
  - Maintain Gateway Floors at 0
  - Set Target to Match STAR Framework Targets for each measure



# Proposal for Revisions for SY 2019-20

## School Environment

- **Option A:** Move Floor/Target for CLASS - Instructional Support (IS) from 2/4 to 2.5/5
- **Option B:** Move Target for CLASS - Instructional Support to 4.5 and adjust Weight among CLASS measures
  - CLASS - Instructional Support would count 3 more points than each of the other domains
    - For instance, weights of 4/4/4 become 3/3/6, with IS counting out of 6 possible points



# Proposal for Revisions for SY 2019-20

## School Environment

- **Option B (continued):** the resulting breakdown in possible points in School Environment for schools serving PK grades would be:

Measure	PK Only	Ending Grades K-2	Ending Grades 3-8
Attendance	15	10	9
Re-enrollment	N/A	10	9
Classroom Organization	12.5	9	3
Classroom Organization	12.5	9	3
Instructional Support	15	12	6





# Impact of Proposal for SY 2019-20

- **Both proposals consist of an average change of 0.5 points or less to SY 2017-18 scores calculated with SY 2018-19 business rules**
- **Range of change is 10.7 points for Option A and 9.6 points for B**

	Option A	Option B
Average Change in PMF Score	<b>+0.3</b>	<b>+0.5</b>
Range of Change in PMF Score	<b>-5.5 to +5.2</b>	<b>-4.2 to +5.4</b>



# Proposal for Revisions for SY 2019-20

*Note that the change is calculated from the SY 2017-18 schools using the SY 2018-19 approved changes discussed earlier*

Option	Growth Assessment	Average Change in PMF Score	Minimum Change in PMF Score	Maximum Change in PMF Score	Median Change in PMF Score	% 50+ At-Risk Scoring 50+	R-squared Value of At-Risk Correlation with PMF Score
A	MGP	+1.8	-2.3	+5.2	+2.9	63.6	0.38
A	NWEA MAP	-2.6	-4.4	-0.3	-2.8	86.7	0.07
A	PK Only	-4.5	-5.5	-3.6	-4.4	<i>n &lt; 10</i>	<i>n &lt; 10</i>
B	MGP	+1.7	-2.6	+5.4	+2.9	63.6	0.37
B	NWEA MAP	-2.2	-3.3	-1.4	-1.7	86.7	0.07
B	PK Only	-2.7	-4.2	-0.9	-3.4	<i>n &lt; 10</i>	<i>n &lt; 10</i>



# Student Achievement



# Current Measures

- Current: % 3+ and %4+ in ELA and Math
  - Floor= 0
  - Target =  $(100-90\text{th percentile}) \times 0.25 + 90\text{th percentile}$
- Approved changes for SY 2018-19:
  - Add MSAA to results
- Philosophy
  - 100% of students should be approaching expectations (scoring 3+)
  - Maintaining floors at zero (mitigate achievement correlations with at-risk)
  - Focus area: target for %4+



# Proposal and Rationale

Separate all achievement measures by elementary (grades 3-5) and middle (grades 6-8) schools

- Maintain % 3+ Floors/Targets at 0 to 100
- Maintain % 4+ Floors at 0, update %4+ Targets using Current Calculation after removing outliers

## Why do this?

- 1) Improve validity of student achievement measures; target based on near-peer results
- 2) Reduce subgroup correlations by excluding outliers
- 3) Reported rates consistent across STAR/PMF



# PMF Target Calculation: PARCC 4+/MSAA 3+

If targets calculated based on three-year weighted average using the current target calculation logic, the targets would be as follows (grades 3-8 and by grade band)

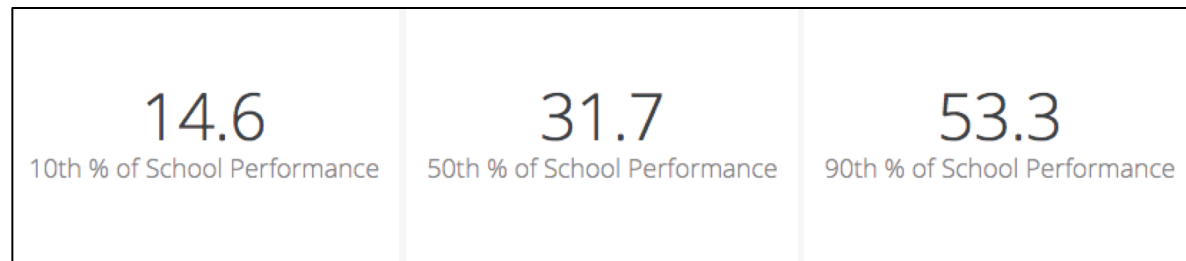
Grade Band	Measure	SY 2015-16	SY 2016-17	SY 2017-18	Calculated Target
Grades 3-8	PARCC 4+/MSAA 3+ ELA	60.4	62.8	61.6	<b>61.7</b>
Grades 3-5	PARCC 4+/MSAA 3+ ELA	60.0	59.0	60.4	<b>59.9</b>
Grades 6-8	PARCC 4+/MSAA 3+ ELA	58.9	60.6	66.0	<b>63.0</b>
Grades 3-8	PARCC 4+/MSAA 3+ Math	64.4	65.2	63.8	<b>64.4</b>
Grades 3-5	PARCC 4+/MSAA 3+ Math	66.2	65.8	65.3	<b>65.6</b>
Grades 6-8	PARCC 4+/MSAA 3+ Math	51.9	55.8	55.7	<b>55.0</b>



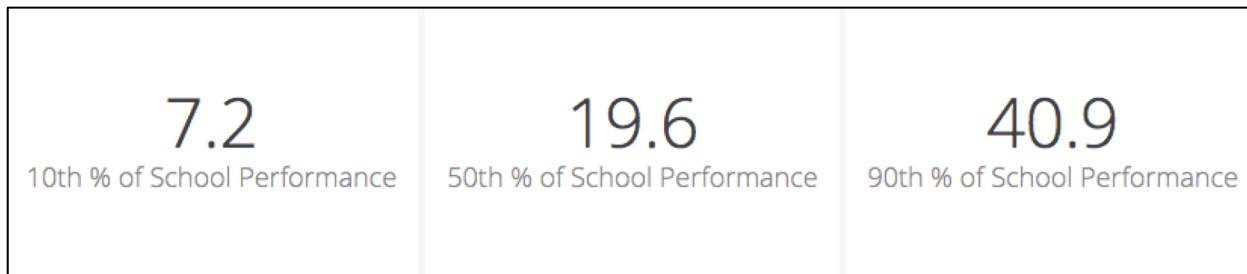
# SY 2017-18 Performance: PARCC 4+/MSAA 3+ Math

This is consistent if you look at the distribution of charter school performance on % 4+ in math in SY 2017-18; students in elementary grades perform higher at the 10, 50 and 90<sup>th</sup> percentile of charter school performance.

Elementary School:



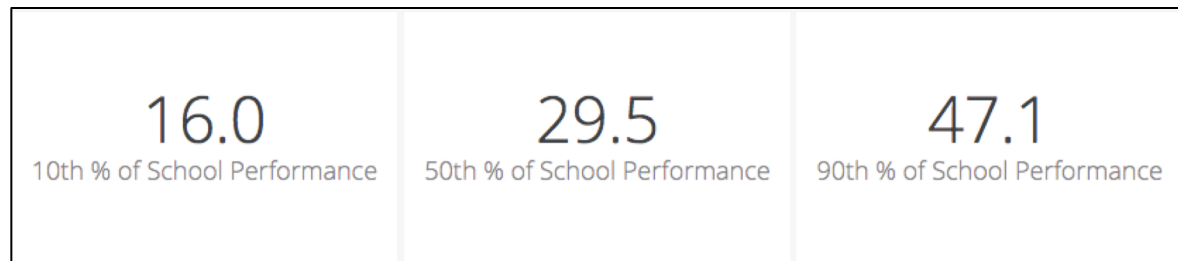
Middle School:



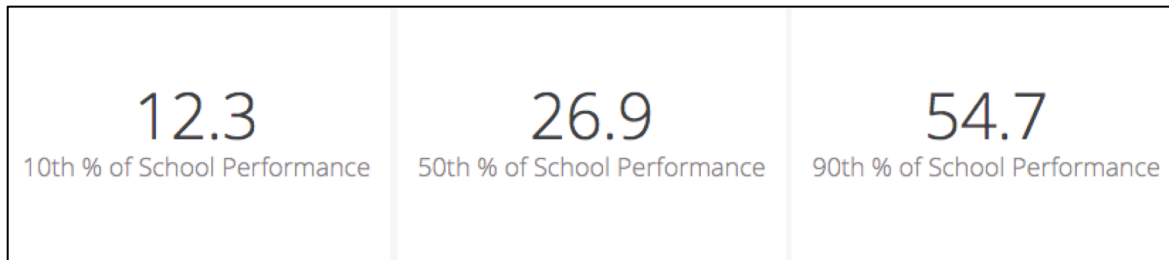
# SY 2017-18 Performance: PARCC 4+/MSAA 3+ ELA

In ELA, results are more mixed; the higher target for middle schools is a result of higher rates by schools at the upper range of performance (note that the median and 10<sup>th</sup> percentile of performance are actually lower than elementary); removing outliers before calculating this target will help to mitigate some of this impact.

Elementary School:



Middle School:





# Calculating %4+ Targets: Impact of Removing Outliers

Removing outliers also makes a minor difference in both the target calculation and the r-squared value with the % of students at-risk on this measure

Grade Band	Measure	Calculated Target	Calculated Target (No Outliers)
Grades 3-8	PARCC 4+/MSAA 3+ ELA	<b>61.7</b>	<b>60.8</b>
Grades 3-5	PARCC 4+/MSAA 3+ ELA	<b>59.9</b>	<b>59.6</b>
Grades 6-8	PARCC 4+/MSAA 3+ ELA	<b>63.0</b>	<b>61.6</b>
Grades 3-8	PARCC 4+/MSAA 3+ Math	<b>64.4</b>	<b>63.8</b>
Grades 3-5	PARCC 4+/MSAA 3+ Math	<b>65.6</b>	<b>64.7</b>
Grades 6-8	PARCC 4+/MSAA 3+ Math	<b>55.0</b>	<b>53.5</b>



# Additional Notes

- Continue to hold Floor/Target/Weight for two years, revisit in SY 2021-22 cycle to review impact



# Gateway Achievement Measures



# Current Measures

- Current: % 4+ in Grade 3 ELA and Grade 8 Math (returning students)
- Approved changes for SY 2018-19:
  - Add MSAA to results
  - Weight of Gateway measures always 5 points
- Challenges:
  - Moderately correlated with % at-risk (mostly Grade 8 - Math)
  - More heavily weights achievement for small cohort of students



# Proposal and Rationale

Replace current gateway measures with Growth to Proficiency on STAR

- Maintain Gateway Floors at 0
- Set Target to Match STAR Framework Targets for each measure

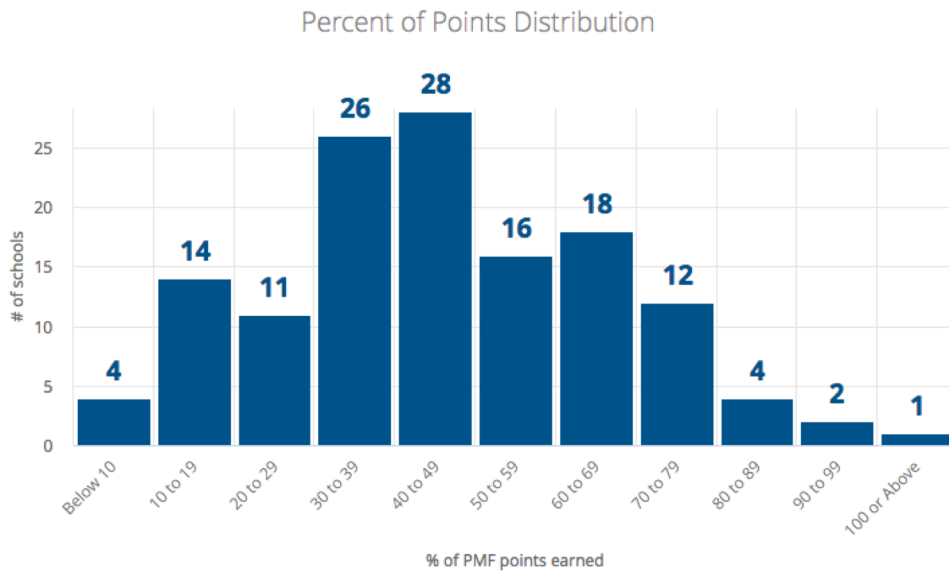
Why do this?

- 1) Reduce subgroup correlations by changing to more growth-centric measure for this category
- 2) Reduce rate-to-rate correlations among achievement and gateway measures (e.g. double counting)
- 3) Reported rates consistent across STAR/PMF

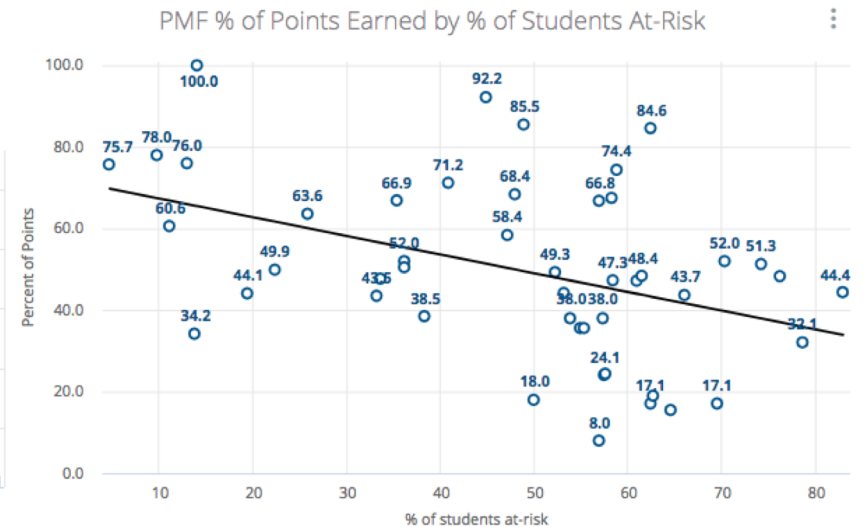


# PMF Performance: Grade 3 ELA (Gateway)

**% of points distribution:  
SY 2015-16 through SY 2017-18**



**% of points earned by % of students at-risk: SY 2017-18 only**

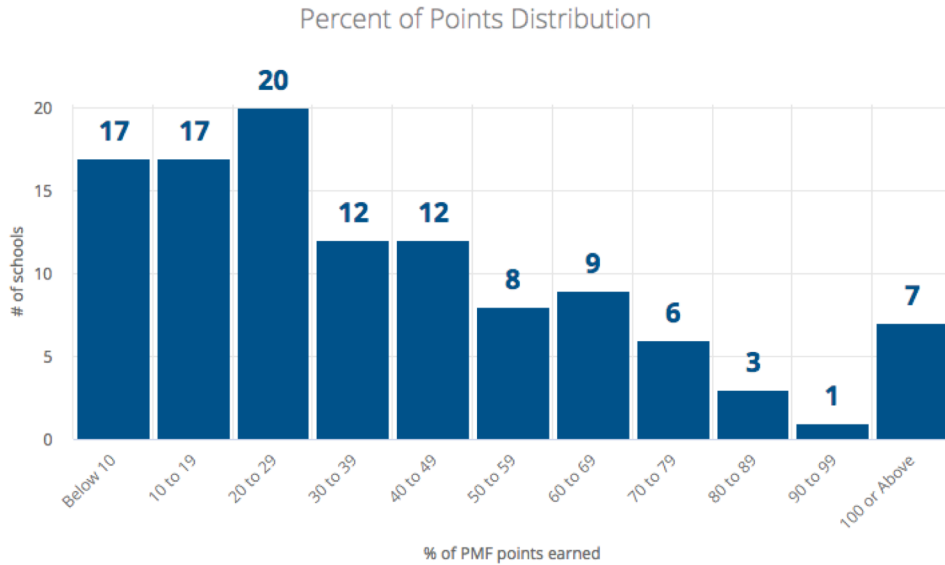


**0.179**  
R-Squared (Current Year)

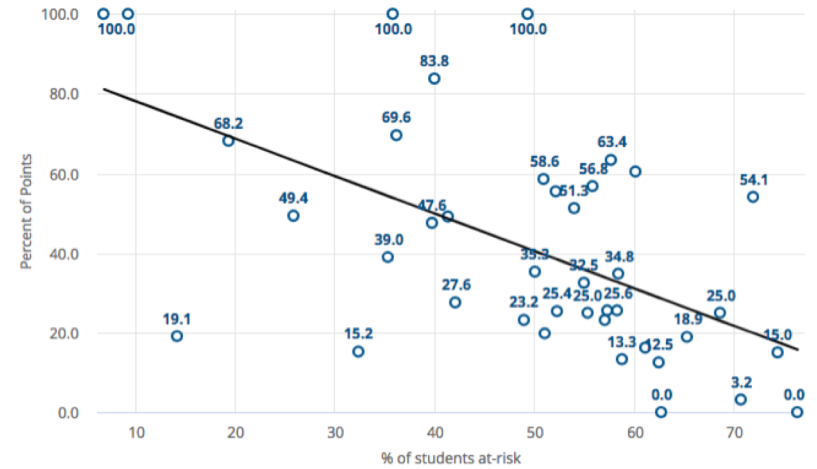


# PMF Performance: Grade 8 Math (Gateway)

**% of points distribution:  
SY 2015-16 through SY 2017-18**



**% of points earned by % of students  
at-risk: SY 2017-18 only**



**0.322**  
R-Squared (Current Year)



# Growth to Proficiency

- Included on the STAR framework in SY 2017-18
- Uses two years of PARCC scores to measure sufficient progress toward growth

$$\text{Student Score} = \frac{\text{Actual Growth} - \text{PARCC Growth Floor}}{\text{PARCC Growth Target} - \text{PARCC Growth Floor}}$$

Table 5.5: Growth Floors and Targets, by starting proficiency level

Prior year PARCC Performance Level	PARCC Growth Floor	PARCC Growth Target
Level 1 (650-674)	0	20
Level 1 (675-699)	-1	15
Level 2	-3	13
Level 3	-5	9
Level 4	-7	6
Level 5	-10	0

Source: 2018 DC School Report Card and STAR Framework Technical Guide



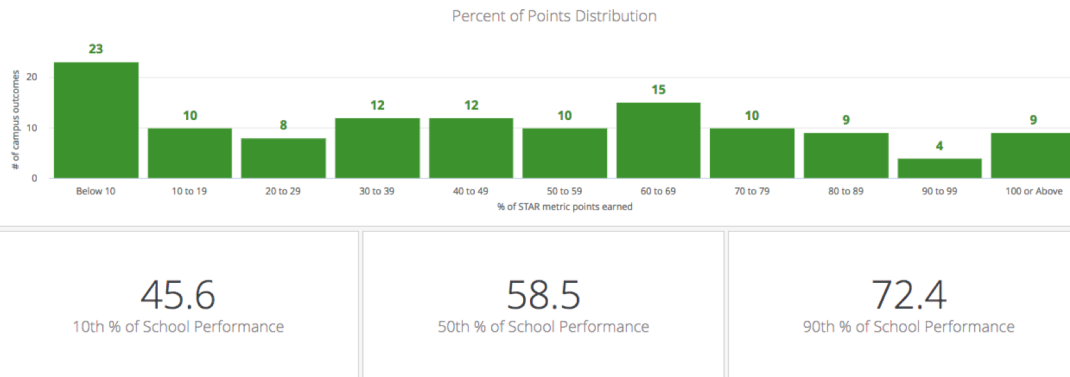


# Growth to Proficiency: Example

	Scale Score (Prior Year)	Scale Score (Current Year)	PARCC Growth Floor/Target	Score
Student A	660	670 (+12)	0/20	12/20 = 60%
Student B	710	715 (+5)	-3/13	8/16 = 50%
Student C	800	791 (-9)	-10/0	1/10 = 10%
School Score		$(60 + 50 + 10) / 3 = 40$		

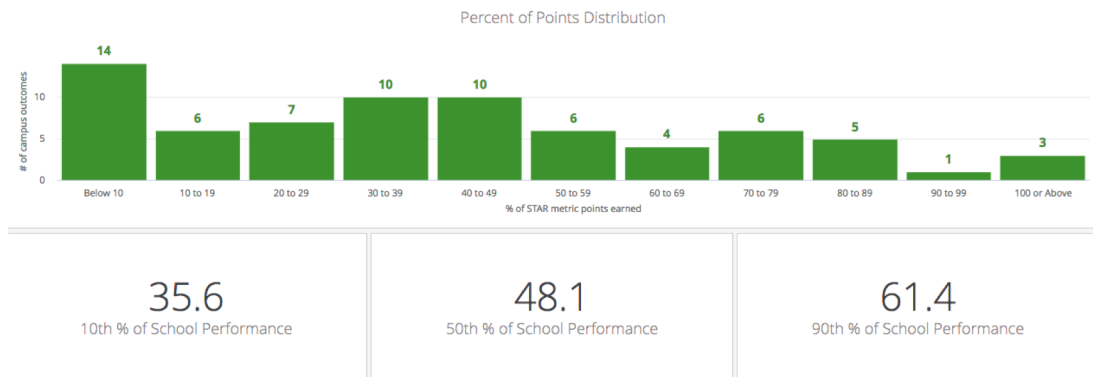


# STAR Performance (Sector): Growth to Proficiency - ELA



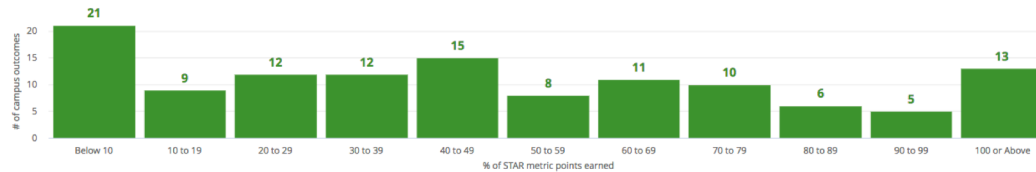
Floor	Target
<b>45.73</b>	<b>73.83</b>

Floor	Target
<b>36.93</b>	<b>66.54</b>



# STAR Performance (Sector): Growth to Proficiency - Math

Percent of Points Distribution



Floor	Target
<b>27.42</b>	<b>59.65</b>

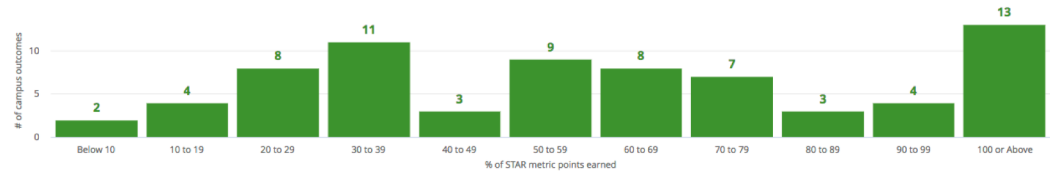
27.4  
10th % of School Performance

42.6  
50th % of School Performance

64.3  
90th % of School Performance

Floor	Target
<b>24.82</b>	<b>51.03</b>

Percent of Points Distribution



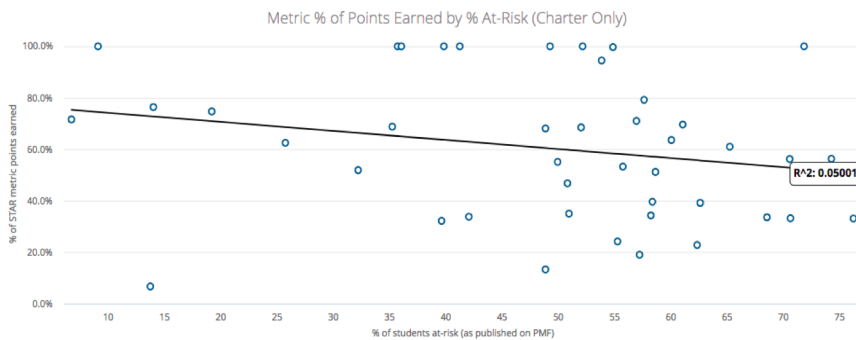
30.8  
10th % of School Performance

39.6  
50th % of School Performance

56.5  
90th % of School Performance



# Growth to Proficiency: Relationship with % of students at-risk



**Left: % of STAR metric points earned for All Students group by % at-risk - middle school math**

**Below: r-squared values of % of STAR metric points earned for All Students group by % at-risk, by subject and framework**

	ELA	Math
Elementary	0.08	0.19
Middle	0.05	0.05



# r-squared Matrix: % of Points Earned Among ELA/Math Measures – SY 2017-18

Looking at the extent to which PMF measures are correlated with one another, points earned on 8<sup>th</sup> grade math as a gateway measure was highly correlated with math achievement measures on the SY 2017-18 PMF.

	3rd Grade ELA - College and Career Ready	ELA - Approaching College and Career Ready	ELA - College and Career Ready and Above	Growth on the state assessment in ELA
3rd Grade ELA - College and Career Ready	1.00	0.54	0.66	0.12
ELA - Approaching College and Career Ready and Above	0.54	1.00	0.84	0.26
ELA - College and Career Ready and Above	0.66	0.84	1.00	0.27
Growth on the state assessment in ELA	0.12	0.26	0.27	1.00

	8th Grade Math - College and Career Ready	Growth on the state assessment in mathematics	Math - Approaching College and Career Ready	Math - College and Career Ready and Above
8th Grade Math - College and Career Ready	1.00	0.23	0.76	0.72
Growth on the state assessment in mathematics	0.23	1.00	0.19	0.16
Math - Approaching College and Career Ready and Above	0.76	0.19	1.00	0.87
Math - College and Career Ready and Above	0.72	0.16	0.87	1.00



# r-squared Matrix: % of Points Earned Among ELA Measures – Proposal

	ELA - Approaching College and Career Ready (ES)	ELA - Approaching College and Career Ready (MS)	ELA - College and Career Ready (ES)	ELA - College and Career Ready (MS)	ELA - Growth to Proficiency (ES)	ELA - Growth to Proficiency (MS)	Growth on the state assessment in ELA
ELA - Approaching College and Career Ready (ES)	1.00	0.53	0.80	0.43	0.23	0.07	0.30
ELA - Approaching College and Career Ready (MS)	0.53	1.00	0.45	0.84	0.21	0.54	0.29
ELA - College and Career Ready (ES)	0.80	0.45	1.00	0.44	0.24	0.11	0.37
ELA - College and Career Ready (MS)	0.43	0.84	0.44	1.00	0.07	0.42	0.17
ELA - Growth to Proficiency (ES)	0.23	0.21	0.24	0.07	1.00	0.16	0.30
ELA - Growth to Proficiency (MS)	0.07	0.54	0.11	0.42	0.16	1.00	0.44
Growth on the state assessment in ELA	0.30	0.29	0.37	0.17	0.30	0.44	1.00



# r-squared Matrix: % of Points Earned Among Math Measures – Proposal

Using the percent of points earned on growth to proficiency measures under this proposal, the r-squared value is below 0.5 compared to nearly all other math measures.

	Growth on the state assessment in mathematics	Math - Approaching College and Career Ready (ES)	Math - Approaching College and Career Ready (MS)	Math - College and Career Ready (ES)	Math - College and Career Ready (MS)	Math - Growth to Proficiency (ES)	Math - Growth to Proficiency (MS)
Growth on the state assessment in mathematics	1.00	0.12	0.25	0.12	0.15	0.62	0.28
Math - Approaching College and Career Ready (ES)	0.12	1.00	0.45	0.83	0.41	0.05	0.05
Math - Approaching College and Career Ready (MS)	0.25	0.45	1.00	0.35	0.89	0.12	0.42
Math - College and Career Ready (ES)	0.12	0.83	0.35	1.00	0.38	0.07	0.02
Math - College and Career Ready (MS)	0.15	0.41	0.89	0.38	1.00	0.06	0.30
Math - Growth to Proficiency (ES)	0.62	0.05	0.12	0.07	0.06	1.00	0.19
Math - Growth to Proficiency (MS)	0.28	0.05	0.42	0.02	0.30	0.19	1.00



# Additional Details: Proposed Changes to Gateway

For schools ending in Grades 4-8:

- Remove Grade 3 - ELA & Grade 8 - Math
- Add Growth to Proficiency measures
  - Weight: 2.5 to each measure (5 each if only serving one of the two grade bands)
  - Floor/Target: 0 and Target from STAR, hold for two years

For schools ending in Grade 3:

- Keep Grade 3 - Gateway as gateway measure
- Exclude outliers before calculating target
- Return weight to 10 points (score out of 100)





# Additional Considerations

- Plan is to match OSSE business rules on eligibility and hold floors and targets for two years, and then re-visit questions with task force.
- Questions to consider in SY 2021-22 cycle:
  - Eligibility - limiting roster to include students not yet proficient or only returning students
  - Floors and targets - set based on score distributions or set definition of “quality” growth toward proficiency



# School Environment



# Proposal and Rationale

**Option A:** Move Floor/Target for CLASS - Instructional Support (IS) from 2/4 to 2.5/5

**Option B:** Move Target for CLASS - Instructional Support to 4.5 and adjust Weight among CLASS measures

Why do this?

- 1) Update measure to reflect consistent progress in sector
- 2) Option A: Set Floor/Target to move sector toward high range in this domain
- 3) Option B: Add Weight to domain where schools have greatest potential to show growth

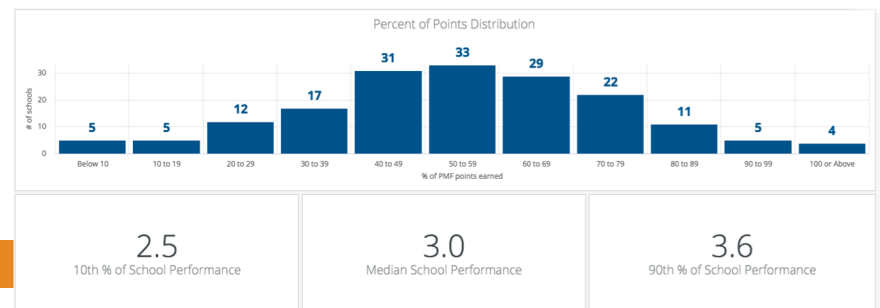
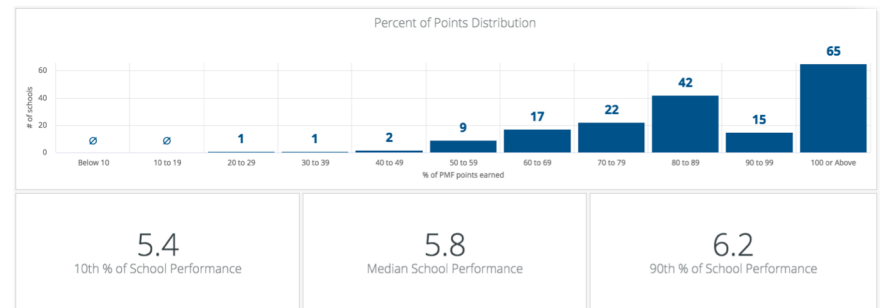
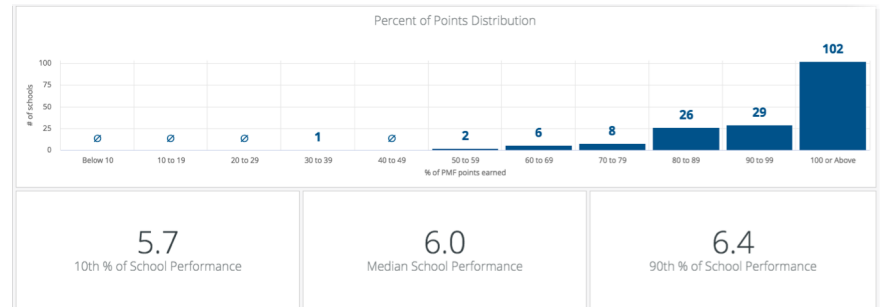


# % of Points Earned on CLASS: SY 2015-16 - SY 2017-18

The distribution of the % of points earned on the PMF shown here over past three years (top to bottom):

- Emotional Support
- Classroom Organization
- Instructional Support

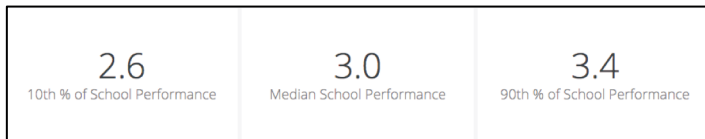
Median charter school earning 100% of possible points on Emotional Support



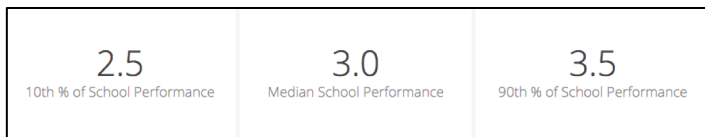
# School Performance on CLASS - Instructional Support

- Improvement in CLASS - Instructional Support campus scores consistent over past three years and statistically significant from SY 2016-17 to SY 2017-18
- On 2018 PMF, over 2/3 of PK-8 schools (40 out of 59) earned 50%+ of possible points on Instructional Support

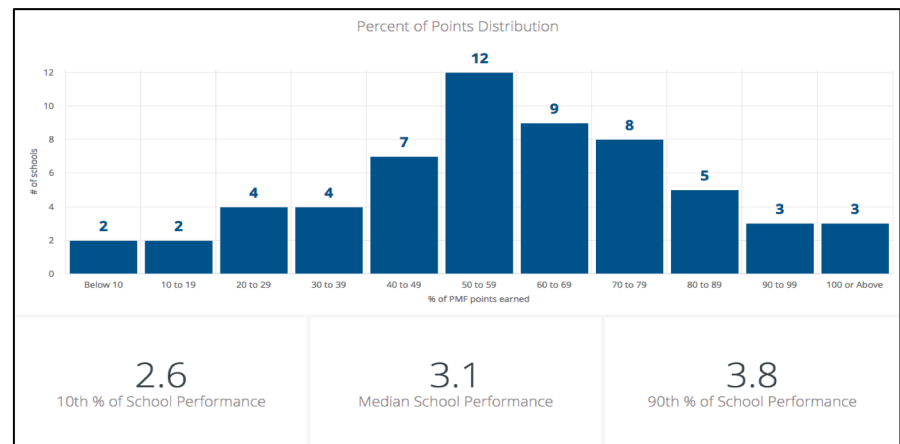
SY 2015-16:



SY 2016-17:

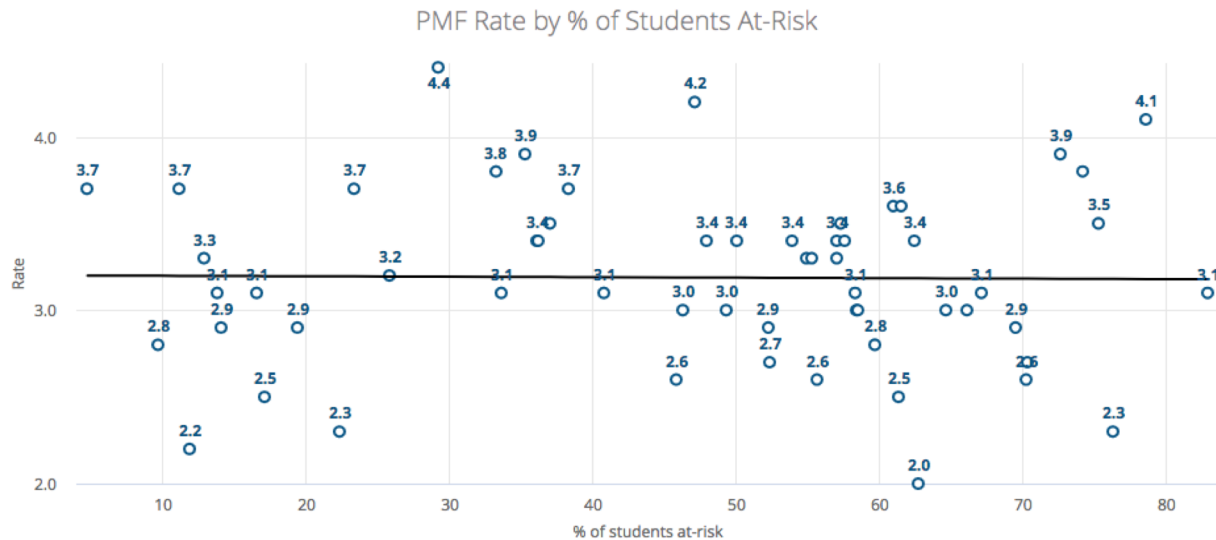


SY 2017-18:



# School Performance on CLASS - Instructional Support

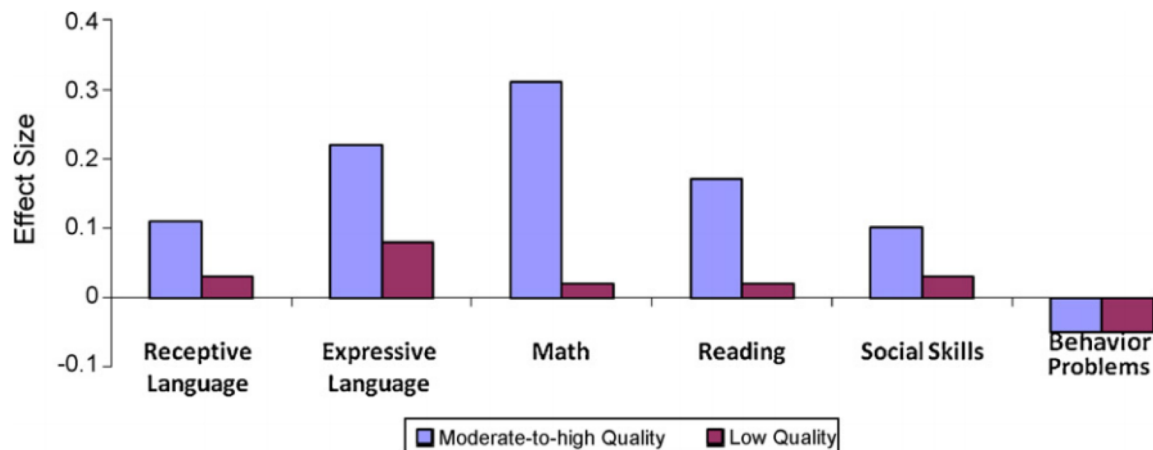
- No significant correlation between PMF rate and % of students at-risk at campus
- CLASS – Instructional Support is also the domain with the weakest correlation with other domains (e.g. better distinguishes between programs/performance)



# Considerations

[Research](#) shows that children acquire academic skills when CLASS instructional support is **3.25** or above; moving target to 4.5 would set this score to the midpoint of floor/target range.

*M. Burchinal et al. / Early Childhood Research Quarterly 25 (2010) 166–176*



**Fig. 2.** Instructional Quality effect sizes for moderate-to-high- and low-quality classrooms.



# NWEA MAP Growth based on CLASS – Instructional Support Scores

Charter school data from SY 2016-17 and SY 2017-18 indicates that kindergarten students continuing in schools with CLASS – Instructional Support rates of 3.25 or above the prior year see more growth on NWEA MAP in both literacy and math.

Subject	Instructional Support Score above 3.25 in Prior Year			Instructional Support Score of 3.25 or Below in Prior Year		
	Average CGP*	# of Students**	% At-Risk	Average CGP*	# of Students**	% At-Risk
Literacy	<b>67.1</b>	<b>1083</b>	<b>66.2%</b>	<b>58.7</b>	<b>1976</b>	<b>50.9%</b>
Math	<b>75.3</b>	<b>1094</b>	<b>65.6%</b>	<b>67.4</b>	<b>2116</b>	<b>49.1%</b>

\* Excludes students who did not pre- and post-test

\*\* Includes only K students continuing in same school where they attended PK4





# Next Steps



# Changes to Early Childhood

- At October 2018 PK-8 meeting, task force approved changes to EC FAY business rule that requires knowledge of LEA testing windows to confirm eligibility (or exclusions) from rosters
- Expected timeline:
  - April 22 to May 8 - LEAs submit windows in Hub
    - Default is audit to end of state testing window
  - May 13 to May 29 - LEAs validate assessments and windows in the Hub
  - June 3 to June 26 - LEAs submit early childhood assessment results into the Hub



# Verifying/Updating Assessments

- LEAs can now view and verify early childhood assessments by campus, grade and subject in the Hub
- To make changes, open a Hub ticket

6 PMF Early Childhood Assessments

															School Year			
Data Type	LEA ID	LEA	Campus ID	Campus	School Year	Framework	Measure	Scored Measure	Subject	Grade	Early Childhood Assessments	Fall Testing Start Date	Fall Testing End Date	Spring Testing Start Date	Spring Testing End Date	Available Date	Due Date	Validate
Early Childhood Assessments					2018-2019	PK-8	PK Literacy		Literacy	PK3						2019-02-20 12:00 PM	2019-04-20 12:00 PM	
Early Childhood Assessments					2018-2019	PK-8	PK Literacy		Literacy	PK4						2019-02-20 12:00 PM	2019-04-20 12:00 PM	
Early Childhood Assessments					2018-2019	PK-8	Growth on NWEA MAP in ELA	✓	Literacy	K						2019-02-20 12:00 PM	2019-04-20 12:00 PM	
Early Childhood Assessments					2018-2019	PK-8	PK Math		Math	PK3						2019-02-20 12:00 PM	2019-04-20 12:00 PM	
Early Childhood Assessments					2018-2019	PK-8	PK Math		Math	PK4						2019-02-20 12:00 PM	2019-04-20 12:00 PM	
Early Childhood Assessments					2018-2019	PK-8	Growth on NWEA MAP in mathematics	✓	Math	K						2019-02-20 12:00 PM	2019-04-20 12:00 PM	



# PMF Re-enrollment Process: SY 2018-19 PMF

- DC PCSB working with OSSE to get access to Exit Management; all documentation can be submitted there instead of Hub
  - DC PCSB will accept additional evidence through Hub tickets as necessary so long as business rules do not fully align
- DC PCSB will provide initial determinations in May/June 2019 that will include current status of out-of-state exits
  - Rate validation for measure will occur closer to corresponding MCC window



# Next Actions

- Provide feedback on this meeting by **Thursday, March 28<sup>th</sup> at 12 PM**
  - Follow-up survey/vote to be sent out to RSVP list + attendees no later than tomorrow
- Join discussion on **April 11<sup>th</sup> at 12 PM**; focus on aligning STAR and PMF Re-enrollment
  - Review of impact analysis between two measures
  - Discussion with better aligning with STAR (both process and policy), including eligibility and exclusions



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# Appendix A: SY 2017-18 PK-8 PMF Rates by Measure

3rd Grade ELA - College and Career Ready	1.00	0.04	0.04	0.00	0.00	0.56	0.48	0.12	0.06	0.14	0.03	0.06	0.53	0.66	0.37	0.39	0.10	0.10	0.13
8th Grade Math - College and Career Ready	0.04	1.00	0.27	0.06	0.38			0.03	0.19	0.22	0.26	0.16	0.60	0.61	0.75	0.75	0.11	0.08	0.20
CLASS - Classroom Organization	0.04	0.27	1.00	0.52	0.50	0.03	0.02	0.11	0.23	0.04	0.13	0.28	0.03	0.02	0.06	0.11	0.06	0.10	0.10
CLASS - Emotional Support	0.00	0.06	0.52	1.00	0.41	0.01	0.00	0.05	0.16	0.13	0.32	0.46	0.03	0.01	0.01	0.02	0.11	0.26	0.11
CLASS - Instructional Support	0.00	0.38	0.50	0.41	1.00	0.07	0.09	0.05	0.27	0.02	0.08	0.13	0.02	0.01	0.05	0.03	0.05	0.10	0.09
Growth on NWEA MAP in ELA	0.56		0.03	0.01	0.07	1.00	0.76			0.02	1.00		0.58	0.51	0.70	0.60	0.00	0.07	0.11
Growth on NWEA MAP in mathematics	0.48		0.02	0.00	0.09	0.76	1.00			0.07	1.00		0.56	0.39	0.41	0.56	0.01	0.12	0.14
Growth on the state assessment in ELA	0.12	0.03	0.11	0.05	0.05			1.00	0.31	0.12	0.03	0.00	0.27	0.24	0.13	0.12	0.04	0.06	0.17
Growth on the state assessment in mathematics	0.06	0.19	0.23	0.16	0.27			0.31	1.00	0.13	0.09	0.04	0.18	0.18	0.17	0.15	0.04	0.13	0.13
In-seat Attendance	0.14	0.22	0.04	0.13	0.02	0.02	0.07	0.12	0.13	1.00	0.08	0.02	0.24	0.26	0.08	0.05	0.00	0.07	0.07
K-2 Literacy	0.03	0.26	0.13	0.32	0.08	1.00	1.00	0.03	0.09	0.08	1.00	0.56	0.06	0.06	0.06	0.07	0.11	0.38	0.26
K-2 Math	0.06	0.16	0.28	0.46	0.13			0.00	0.04	0.02	0.56	1.00	0.04	0.03	0.07	0.12	0.06	0.18	0.16
PARCC: ELA - Approaching College and Career Ready and Above	0.53	0.60	0.03	0.03	0.02	0.58	0.56	0.27	0.18	0.24	0.06	0.04	1.00	0.84	0.60	0.53	0.13	0.12	0.22
PARCC: ELA - College and Career Ready and Above	0.66	0.61	0.02	0.01	0.01	0.51	0.39	0.24	0.18	0.26	0.06	0.03	0.84	1.00	0.61	0.59	0.05	0.07	0.23
PARCC: Math - Approaching College and Career Ready and Above	0.37	0.75	0.06	0.01	0.05	0.70	0.41	0.13	0.17	0.08	0.06	0.07	0.60	0.61	1.00	0.86	0.06	0.07	0.19
PARCC: Math - College and Career Ready and Above	0.39	0.75	0.11	0.02	0.03	0.60	0.56	0.12	0.15	0.05	0.07	0.12	0.53	0.59	0.86	1.00	0.07	0.09	0.17
PK Literacy	0.10	0.11	0.06	0.11	0.05	0.00	0.01	0.04	0.04	0.00	0.11	0.06	0.13	0.05	0.06	0.07	1.00	0.48	0.14
PK Math	0.10	0.08	0.10	0.26	0.10	0.07	0.12	0.06	0.13	0.07	0.38	0.18	0.12	0.07	0.07	0.09	0.48	1.00	0.08
Reenrollment	0.13	0.20	0.10	0.11	0.09	0.11	0.14	0.17	0.13	0.07	0.26	0.16	0.22	0.23	0.19	0.17	0.14	0.08	1.00
3rd Grade ELA - College and Career Ready	3rd Grade ELA - College and Career Ready	8th Grade Math - College and Career Ready	CLASS - Classroom Organization	CLASS - Emotional Support	CLASS - Instructional Support	Growth on NWEA MAP in ELA	Growth on NWEA MAP in mathematics	Growth on the state assessment in ELA	Growth on the state assessment in mathematics	In-seat Attendance	K-2 Literacy	K-2 Math	PARCC: ELA - Approaching College and Career Ready and Above	PARCC: ELA - College and Career Ready and Above	PARCC: Math - Approaching College and Career Ready and Above	PARCC: Math - College and Career Ready and Above	PK Literacy	PK Math	Reenrollment

