

## DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

### Charter Actions Requiring a Vote

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

### Non-Voting Board Items

- Public Hearing Item
- Discussion Item
- Read into Record

### Policies

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

**PREPARED BY:** Erin Kupferberg, Senior Manager of the Financial and Academic Quality Team

**SUBJECT:** Open for Public Comment: COVID-19 Impact Policy Revisions

**DATE:** May 17, 2021

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### **Proposal**

DC PCSB staff recommends its Board open for public comment updates to the COVID-19 Impact Policy, which clarify how DC PCSB staff will hold schools accountable based on their charter goals in charter reviews and renewals conducted in school years (SYs) 2021-22, 2022-23, and 2023-24. Public comment will remain open until June 21, 2021, with a public hearing held at the June 21 board meeting. This policy will be voted on at DC PCSB's July board meeting.

### **Policy and Guidance Summary**

In May 2020, DC PCSB adopted the [COVID-19 Impact Policy](https://dcpcsb.org/covid-19-impact-policy)<sup>1</sup> in response to the COVID-19 public health emergency that resulted in all DC public charter schools physically closing in March 2020 and implementing distance learning programs for the remainder of SY 2019-20; the policy was then revised in December 2020. Given the ongoing pandemic, continued use of distance learning, and cancellation of the state-wide assessments in both SY 2019-20 and SY 2020-21, staff is recommending additional adjustments to this policy related to 1) how DC

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<sup>1</sup> COVID-19 Impact Policy: <https://dcpcsb.org/covid-19-impact-policy>

PCSB will evaluate schools' goal attainment in charter reviews and renewals conducted through SY 2023-24, 2) how DC PCSB will collect and publicly report certain data, and 3) how DC PCSB will assess schools with high-stakes conditions in SY 2021-22. This proposal summarizes these adjustments; a redlined version of the policy may be found at Attachment A.

The *COVID-19 Impact Policy* will automatically end after the completion of the 2022-23 school year, on June 30, 2023. Staff will propose additional revisions, including potentially extending this termination date, if circumstances change or new circumstances arise that warrant it.

### **Summary of Proposed Additional Revisions**

#### 2020-21 Performance Management Framework

- DC PCSB will not produce the 2020-21 School Quality Reports (also known as the Performance Management Framework or PMF).
  - DC PCSB will collect and analyze specific grade-band data for SY 2020-21, but this data will not be reported publicly. The data to be collected include:<sup>2</sup>
    - Pre-kindergarten (PK) through 8: Attendance<sup>3</sup> and re-enrollment.
    - High School: 9<sup>th</sup> Grade on Track, 4- and 5- Year Adjusted Cohort Graduation Rate (ACGR), PSAT, SAT/ACT, Advanced Placement, International Baccalaureate, Dual Enrollment, Career and Technical certificates, attendance, and re-enrollment.
    - Adult Education: Adult Basic Education and English as a Second Language progress assessments, GED subject tests, Career and Technical certificates, attendance, and persistence.

#### Elect to Adopt the PMF as Charter Goals Policy (PMF as Goals Policy) - COVID-19 Impact Provision

If a school that has adopted the PMF as its charter goals is undergoing charter review or renewal in SY 2021-22 or SY 2022-23 and has not met its goals based on available data, the DC PCSB Board may, at its sole discretion, apply the COVID-19 Impact Provision to determine that the school has met its goals.

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<sup>2</sup> All PMF data related to a school's goals will be collected unless unavailable as outlined in the policy under "Charter Goals and Academic Expectations."

<sup>3</sup> The Office of the State Superintendent of Education (OSSE) collects attendance, ACGR, SAT, Advanced Placement, and re-enrollment data from public charter schools.

To be eligible for the COVID-19 Impact Provision, a school must have earned an average PMF score equal to or exceeding 40% on data available during the review or renewal period, and a PMF score equal to or exceeding 40% in the most recent available year of results.

Any school or campus for which the DC PCSB Board chooses to apply this provision shall be subject to the following conditions:

- The school must submit a plan, in accordance with a timeline and specific requirements to be determined by DC PCSB, that describes:
  - Areas of improvement identified by the available data in the charter review or renewal report and the specific strategies the school will use to improve student outcomes in those areas.
  - A description of how the school will measure its academic progress toward meeting its goals noted in the review or renewal report.
- The school must report its progress on the plan in its annual report each year, displaying disaggregated student achievement data and explaining specific strategies the school is using to improve student outcomes in the area(s) of deficiency.
- DC PCSB will consider the school's progress as reported in its annual reports at its next charter review or renewal.

#### Transitional Goals Data Collection

DC PCSB will collect "transitional goals data" from all schools for SY 2021-22 and SY 2022-23 to support school evaluation during the COVID-19 recovery period.<sup>4</sup>

DC PCSB will collect the following transitional goals data from schools:<sup>5</sup>

- *PK*: Schools' student-level data submitted for the School Quality Reports as outlined in the [SY 2019-20 PMF Policy and Technical Guide](#) (PMF Guide).
- *Kindergarten (K) through 8*: Schools' student-level growth data from a nationally normed growth assessment<sup>6</sup> each year by grade-band (as defined in the [SY 2019-20 PMF Guide](#)) and subgroup.
- *High School*: 9<sup>th</sup> Grade on Track, SAT, AP/IB/DE/CTE, and 4- and 5- Year ACGR as outlined in the [SY 2019-20 PMF Guide](#)
  - Schools may submit national normed growth assessment data as additional evidence to be considered for grades 9 through 10.

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<sup>4</sup> The specific business rules that will apply to the collection and use of this transitional goals data may be found in the COVID-19 Impact Policy as attachment A.

<sup>5</sup> If a school is unable to provide transitional goals data, DC PCSB will not be able to use this data to support goal attainment at charter review or renewal.

<sup>6</sup> Growth assessments can be norm-referenced or criterion-referenced. The publisher must include growth criteria based on national data. Assessments currently approved for growth are NWEA MAP and Curriculum Associates i-Ready. Additional growth assessments will be considered. If you would like to propose an additional growth assessment, please contact Erin Kupferberg ([ekupferberg@dcpcsb.org](mailto:ekupferberg@dcpcsb.org)) for the approval process.

- Alternative Schools: No additional data collection; schools will submit goals data as outlined in their charter agreements. Schools may submit growth assessment data for a larger student population than identified in the charter goals if desired.
- Adult Education: Schools' National Reporting System (NRS) progress data and achievement measures as defined in the [SY 2019-20 PMF Guide](#)

For all schools, DC PCSB will also collect available goals data related to schools' individually negotiated or mission-specific goals, if applicable.

#### Charter Reviews and Renewals Conducted through SY 2023-24<sup>7</sup>

To assist the DC PCSB Board in evaluating school performance following the COVID-19 pandemic and two years of limited data, DC PCSB will collect transitional goals data from all schools as stated above. This data will be included in every charter review and renewal that contains SYs 2021-22 and 2022-23 within the review period, along with additional goals data as available. The following paragraphs describe how DC PCSB will assess goal attainment at charter reviews and renewals conducted through SY 2023-24.

#### Charter Reviews and Renewals Conducted in SY 2021-22

Schools will be assessed on goal attainment using data prior to COVID-19 in accordance with a school's charter goals. DC PCSB is not proposing any changes to the current policy apart from the proposed addition of the COVID-19 Impact Provision to the PMF as Goals Policy noted above.

#### Charter Reviews and Renewals Conducted in SY 2022-23

Schools will be assessed on goal attainment using data prior to COVID-19 in accordance with a school's charter goals. For schools with individually negotiated goals, the school's goals data will be collected for SY 2020-21 and SY 2021-22 and may be used as supplemental evidence of school performance, but only if it helps a school.

Transitional goals data from SY 2021-22 will be considered baseline data. This data may be used as supplemental evidence of school performance, but only if it helps a school. For schools deemed to have not met their goals or schools eligible for the COVID-19 Impact Provision, this data may be used to identify targeted areas for improvement in developing conditions.

For schools with one or fewer years of data prior to COVID-19, DC PCSB will review the data available but will not be able to make a determination of goal

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<sup>7</sup> DC PCSB will issue additional guidance related to charter reviews and renewals conducted after SY 2023-24 at a later date.

attainment. Accordingly, staff proposes that the DC PCSB Board use transitional goals data to develop and impose improvement conditions as needed.

Charter Reviews and Renewals Conducted in SY 2023-24

Schools will be assessed on goal attainment as outlined in the charts below, which address first schools that have adopted the PMF as Goals Policy and then schools with individually negotiated goals. Data from SY 2020-21 and SY 2021-22 may be used as supplemental evidence of school performance, but only if it helps a school. The DC PCSB Board may also use any available data to develop and impose improvement conditions as needed.

**Schools with the PMF as Goals**

<b>SY</b>	<b>Annual Goal Determination</b>
2018-19	PMF score meets or exceeds the target set in the charter agreement
2019-20	<i>No data available</i>
2020-21	<i>No data available</i>
2021-22	Transitional goals data from SY 2021-22 will be considered baseline data and may be used as supplemental evidence of school performance, but only if it helps a school
2022-23	<ol style="list-style-type: none"> <li>1. Meet or exceed the following targets using the transitional goals data:               <ol style="list-style-type: none"> <li>a. <u>PK-8 and High School</u>: Meet or exceed publisher growth criteria compared to publisher national performance rates OR demonstrate improvement from SY 2021-22 baseline data to SY 2022-23</li> <li>b. <u>High School</u>: Meet or exceed the state average (or sector average if state is not available) for the high school specific measures outlined in the transitional goals data collection OR demonstrate improvement from SY 2021-22 baseline data to SY 2022-23</li> <li>c. <u>Adult Education</u>: Demonstrate improvement from SY 2021-22 baseline data to SY 2022-23 for progress and achievement transitional measures</li> </ol> </li> </ol> <p><b>OR</b></p> <ol style="list-style-type: none"> <li>2. Earn a 3-STAR rating or above on OSSE’s STAR Framework accountability system for SY 2022-23</li> </ol>

### Schools with Individually Negotiated Goals

SY	Annual Goal Determination
2018-19	Meet or exceed the goal targets as set in the charter agreement <sup>8</sup>
2019-20	<i>No data available</i>
2020-21	Goal attainment not assessed; submitted goals data may be used as supplemental evidence of school performance, but only if it helps a school
2021-22	<ol style="list-style-type: none"> <li>1. Goals data collected in accordance with charter goals; and</li> <li>2. Transitional goals data from SY 2021-22 will be considered baseline data</li> </ol> <p>Data may be used as supplemental evidence of school performance, but only if it helps a school</p>
2022-23	<ol style="list-style-type: none"> <li>1. Meet or exceed the goal targets as set in the charter agreement</li> </ol> <p><b>OR</b></p> <ol style="list-style-type: none"> <li>2. Meet or exceed the following targets using the transitional goals data:               <ol style="list-style-type: none"> <li>a. <u>PK-8 and High School</u>: Meet or exceed publisher growth criteria compared to publisher national performance rates OR demonstrate improvement from SY 2021-22 baseline data to SY 2022-23</li> <li>b. <u>High School</u>: Meet or exceed the state average (or sector average if state is not available) for the high school specific measures outlined in the transitional goals data collection OR demonstrate improvement from SY 2021-22 baseline data to SY 2022-23</li> <li>c. <u>Adult Education</u>: Demonstrate improvement from SY 2021-22 baseline data to SY 2022-23 for progress and achievement transitional measures</li> </ol> </li> </ol> <p><b>OR</b></p> <ol style="list-style-type: none"> <li>3. Earn a 3-STAR rating or above on OSSE’s STAR Framework accountability system for SY 2022-23</li> </ol>

### **Background**

In response to the COVID-19 public health emergency, District of Columbia Public Schools and public charter schools physically closed in March 2020 in accordance with a directive from the Mayor, and remained in virtual status through the remainder of SY 2019-20. In coordination with public health officials

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<sup>8</sup> This data has already been validated by schools in the Hub.

and the Deputy Mayor of Education, all public charter schools started SY 2020-21 either 100% virtual or in a hybrid mode of instruction and remained that way for the majority of the school year.

While all public charter schools developed and implemented distance learning plans for their students, student access to the material may not be equitable due to varying internet access, living situations, or other factors. In addition, OSSE requested a waiver from administering the state assessments from the Federal Department of Education in both SY 2019-20 and SY 2020-21.

*Note: The guidance in this document supersedes any conflicting guidance, contained in DC PCSB's existing policies or elsewhere, but only for the period of time indicated.*

**Attachments**

Attachment A: COVID-19 Impact Policy redlined version

Date: _____
DC PCSB Action: _____Approved _____Approved with Changes _____Rejected
Changes to the Original Proposal: _____ _____
Signature: _____