Data Collection Summary
for Revised Accountability Framework

May 2022

DC
PUBLIC
CHARTER
SCHOOL
BOARD

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About the DC Public Charter School Board

Our vision is to ensure every DC student receives a quality education that makes them feel valued and prepares them for lifelong learning, fulfilling careers, and economic security. We do that by creating the policies and conditions that empower teachers and school leaders to do their best work, educating students. Our work is grounded in the School Reform Act and our commitment to race, equity, diversity, and inclusion.

The DC Public Charter School Board is an independent government agency of the District of Columbia, created in 1996, led by a volunteer seven-member board. As the sole public charter school authorizer in our nation's capital, we provide oversight to 133 public charter schools managed by 68 independently run nonprofit organizations called local education agencies. These schools educated 43,857 students in school year 2020-21, nearly half of DC's public school students.

DC PCSB's Revised Accountability Framework[1]

The School Reform Act (SRA) grants the DC Public Charter School Board (DC PCSB) authority to hold DC public charter schools (PCS) accountable for fulfilling their duties and obligations under the SRA. DC PCSB created the Performance Management Framework (PMF) to hold schools serving similar grades to the same set of standards. DC PCSB has foregone a PMF score for the last two school years due to a lack of data availability during the COVID-19 pandemic. The DC PCSB Board (Board) published the COVID-19 Impact Policy2 to outline how LEAs will be held accountable through school year (SY 2023-24.

In June 2021, DC PCSB released its Strategic Roadmap,[3] which will guide its oversight work in the coming years. One of the goals under the strategic priority of Excellent Schools is to "pilot and implement a new accountability framework." This revised accountability framework's principles are to:
1. Hold schools accountable for ensuring that all students meet or exceed high performance and/or improvement targets, acknowledging that an excellent school is equitable;
2. Reward high levels of growth for all students;
3. Provide a rigorous, attainable benchmark to measure school performance; and
4. Focus primarily on outcomes, both performance and school climate measures.

DC PCSB will primarily use the revised accountability framework to make school oversight decisions. It will also serve as a mechanism to communicate school performance to communities and a tool for parents to inform school choice decision-making. The revised accountability framework will reflect DC PCSB's commitment to Race, Equity, Diversity, and Inclusion through a specific focus on comparing student group performance across measures, holding schools accountable for demonstrating successful academic outcomes for all students, regardless of race/ethnicity, disability status, English learner status, or socioeconomic status.

This *Data Collection Summary* is an inventory of the data that will be collected to model potential approaches to the revised framework; not every data point will be used in the revised accountability framework. Data analyses and business rule modeling will inform discussions with stakeholders, including the pre-kindergarten (PK)-8, High School, and Adult Education Taskforces, to decide on floors, targets, and weights for the revised framework. The final list of measures, including which measures will be disaggregated by student group, will be identified during SY 2022-23, the data modeling year (pilot year). The revised accountability framework will be detailed in a new technical guide, anticipated to be released in Spring 2023 and fully implemented in SY 2023-24. See below the timelines expected.

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[1] DC PCSB will finalize a new name for the framework at a later date.
[2] https://dcpcsb.org/covid-19-impact-policy
[3] https://dcpcsb.org/strategic-roadmap

Data Collection Timeline

Time	Milestone	Public/Internal
July 2022	*Data Collection Summary* Board vote	Public vote
Summer 2022, SY 2022-23	SY 2021-22 Data Collection and Modeling (Weights, Floors, Targets, Business Rules)	Internal modeling
June 2023	Revised accountability framework technical guide Board vote	Public vote
Fall 2023	SY 2022-23 Pilot ratings released to schools	Released to schools
SY 2023-24	Revised accountability framework full implementation	N/A
Fall 2024	SY 2023-24 summative ratings published	Public release

Engagement Timeline

Time	Action
Winter/ Spring 2021	Survey disseminated to school leaders and community members to solicit feedback on the revised framework
Spring 2021	Small group meetings with LEA leaders to gather feedback on potential new measures
March – August 2021	Monthly meetings with Mathematica and its Regional Educational Laboratory to discuss research, explore measures and consider models used nationwide
June 2021	School leader meeting held to discuss the list of potential new measures
September 2021 – March 2022	Advisory groups met monthly to solidify measures and discuss preliminary business rules for measures. (Schools not in attendance could submit written feedback in response to notes from the sessions.)
April 2022	Share *Data Collection Summary* draft with LEAs ahead of opening for public comment
May 2022	*Data Collection Summary for Revised Accountability Framework* opened for public comment (Board votes in July)
Summer 2022, SY 2022-23	Taskforce will meet monthly by grade band to help determine weights and scoring (e.g., floors, targets)
June 2023	Revised accountability framework technical guide Board vote

Who Will Receive a Score and When

Each public charter school's[4] performance is measured by an accountability framework aligned to its grade configuration. If a school has more than one campus, each campus is individually held accountable using the applicable framework. When the Board uses accountability framework performance to inform decision-making regarding expansion to serve additional grade levels, replication of campuses, enrollment ceiling increases, and charter renewal or review decisions, it will evaluate all the campuses and grades within the school.

There are currently four frameworks within the PMF:
- PK-8 Accountability Framework
  - Any school that serves any grades between pre-kindergarten and grade 8
- High School (HS) Accountability Framework
  - Any school that starts in grades 8 or 9 and ends in grade 12 with students receiving a high school diploma
- Adult Education (AE) Accountability Framework
  - Any school that meets the federal definition[5] of adult education
- Alternative Accountability Framework (AAF)
  - Any school that meets the criteria[6] to be evaluated under Alternative Accountability

The Board has not yet approved a tier or framework structure for the revised accountability framework. Any proposed tier changes will be available for public comment ahead of Board vote and approval, anticipated in Spring 2023. DC PCSB will fully implement the revised framework in SY 2023-24 and publish summative ratings for each school in Fall 2024.

Framework Structure

This accountability framework comprises categories, measures, and metrics. This structure was adapted from a National Consensus Panel on Charter School Academic Quality report.[7]

- **Categories** are "general dimensions of quality or achievement." These are groups of measures.
- **Measures** are "general instruments or means to assess performance in each area defined by a category." Each category contains one or more specific measures.
- **Metrics** are "the calculation method or formula for a given measure." This document has very little information about metrics, as modeling various

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[4] Under DC law, each public charter school is a separate Local Education Agency (LEA). In this document the word "school" means LEA, and the two terms are used interchangeably.
[5] https://aefla.ed.gov/laws-guidance
[6] For a school to be eligible for the AAF it will meet specific criteria outlined in the Alternative Accountability Framework Eligibility Form here: https://dcpcsb.egnyte.com/dl/zGxCtqaXJa
[7] See "A Framework for Academic Quality," National Consensus Panel on Charter School Academic Quality, June 2008, at http://www.publiccharters.org/wp-content/uploads/2014/01/NAPCS_CSQC_Report_20110402T222336.pdf

approaches will occur during SY 2022-23; for information about the metrics most recently used for accountability, see the 2019-20 PMF Policy and Technical Guide.[8]

Categories
DC PCSB developed the following categories to portray the most important aspects of a school's academic program and some of the social characteristics of a school.

1. **School Progress**: For PK-12 schools, this category consists of measures of academic growth in English language arts and math from one year to the next or within one school year on a standardized assessment. For Adult Education schools, this category contains measures of students' learning gains in either adult basic education (ABE) or English language acquisition/English as a second language (ESL) programs by valid and reliable tests for adults and disengaged youth.

2. **School Performance**: For PK-12 schools, this category consists of measures of academic achievement in English language arts and math in any given year. It is generally described as the "percentage of students" at or above a grade level, as measured by a standardized assessment. For high schools, this category also includes measures of critical achievement and preparation for college and career readiness. For Adult Education schools, this category comprises measures related to secondary credential assessments, certifications earned, enrollment in postsecondary degree or certification programs, and employment.

3. **School Environment**: For PK-12 schools, this category contains measures representing elements of a school's climate, such as attendance and re-enrollment rates. For Adult Education schools, this category consists of a measure of student persistence.

4. **Supplemental Information**: These stand-alone measures provide additional relevant information about a school's program that is not reflected in any other part of the framework. They will not be included in the summative score of the revised accountability framework. This category includes measures related to schools' mission-specific goals, early childhood assessments, discipline, and teachers.

Measures[9]

Category	Measure	Framework
School Progress	K-3 Growth Assessment[10]	PK-8
	School Selected Nationally Normed Growth Assessment – ELA	PK-8

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[8] https://dcpcsb.org/2019-20-pmf-policy-and-technical-guide
[9] Definitions of assessment and measure acronyms can be found in Appendix A
[10] Required for schools permanently ending in grades K-3.

Category	Measure	Framework
	School Selected Nationally Normed Growth Assessment – Math	PK-8
	PARCC MGP – ELA	PK-8, HS
	PARCC MGP – Math	PK-8, HS
	Adult Basic Education Progress	Adult
	English as a Second Language (ESL)Progress	Adult
School Performance	Early Childhood Achievement	PK-8
	PARCC Proficiency – ELA	PK-8, HS
	PARCC Proficiency – Math	PK-8, HS
	GED Subject Test Achievement	Adult
	GED/NEDP Pass Rates	Adult
	9th Grade On-Track	HS
	High School Graduation Rates	HS
	College and Career Preparation (PSAT, SAT/ACT, IB, AP, Dual Enrollment, CTE)	HS
	College and Career Acceptance Rates	HS
	Earned Certifications	Adult
	Entered Employment or Postsecondary	Adult
	Retained Employment or Entered Postsecondary	Adult
School Environment	CLASS: Emotional Support	PK-8
	CLASS: Classroom Organization	PK-8
	CLASS: Instructional Support	PK-8
	In-Seat Attendance	PK-8, HS
	Chronic Absenteeism	PK-8, HS
	Re-enrollment	PK-8, HS
	Student Persistence	Adult
Supplemental Information	Early Childhood (PK3-2) Performance or Growth	PK-8
	Discipline	PK-8, HS, Adult

Category	Measure	Framework
	Teacher Tenure and Demographics	
	Mission-Specific Goals Performance	
	Additional Reports Generated by DC PCSB (e.g., Qualitative Site Review, Financial Analysis Report)	

School Progress Category

School progress is a measure of student growth over the course of a year. There are different measures used depending on grade band and school type. Schools ending in grades 4, 5, 6, 7, or 8 may have a choice to use PARCC median growth percentile (MGP) or a school-selected nationally-normed growth assessment like NWEA MAP and i-Ready. MGP currently cannot be calculated for high schools; DC PCSB will continue to explore potential growth measures for high school grades. Adult Education campuses demonstrate school progress using educational functioning level (EFL) gains on assessments approved by the US Department of Education's National Reporting System (NRS) as the measure of growth.

The list below outlines the data DC PCSB will collect to calculate school progress, the applicable grade levels, and details about each measure[11] that will be modeled and considered for the revised accountability framework.

1. DC PCSB Approved Growth Assessment for schools serving students up to grade 3
   a. Grade Levels: K-3
   b. Measure: Please see the DC PCSB Approved Early Childhood Assessment List for details.[12]
2. School Selected Nationally Normed Growth Assessment for PARCC tested grades
   a. Grade Levels: 4-8
      i. Measure: NWEA MAP Growth
         The median growth of all students at a school (by subject and grade band), as measured by comparing students' Conditional Growth Percentiles (CGP) compared to all students in the same grade with the same starting Rasch Interval Unit[13] (RIT) score. The CGP for each student is set by the publisher's 2020 norms,[14] based on the student's initial assessment score.
      ii. Measure: i-Ready Growth
         The percentage of students at a school who have met their growth goal, as measured by their performance on two diagnostic assessments administered at the beginning of the school year and at the end.

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[11] For detailed information on the calculation of each metric in this and the following sections, please see the SY 2019-20 PMF Policy and Technical Guide, at https://dcpcsb.org/2019-20-pmf-policy-and-technical-guide.
[12] DC PCSB Approved Early Childhood Assessment List; find additional details here: https://dcpcsb.egnyte.com/dl/4rn0Qt7v90/Full_Assessment_Guidance_and_Application_Form.docx_
[13] Find more information about RIT scores here: https://teach.mapnwea.org/impl/maphelp/Content/AboutMAP/WhatRITMeans.htm
[14] https://teach.mapnwea.org/impl/MAPGrowthNormativeDataOverview.pdf

iii.   Measure: Other Assessment

2. PARCC MGP
    a. Grade Levels: 4-8
        i. Measure: The median growth of all students at a school (by subject and grade band), as measured by comparing changes in students' PARCC scores to changes made by other students in the national PARCC consortium with similar score histories on the PARCC in the previous year.
    b. Notes: PARCC data has not been available since SY 2018-19 due to the COVID-19 pandemic. Therefore, DC PCSB will use SY 2018-19 and SY 2021-22 to model MGP data for the revised framework's pilot year.

3. Adult Basic Education (ABE) Progress
    a. Grade Levels: Adult Education students
        i. Measure: The rate of students gaining one or more levels on appropriate tests (including, at a minimum, literacy and numeracy). Progress is captured based on a student's lowest performing subject pre- and post-tests. ABE's "services are designed for adults who need to improve their reading, writing, and basic math skills in order to obtain a high school diploma or GED and/or transition to postsecondary education and/or the workforce." [15]

4. English as a Second Language (ESL) Progress
    a. Grade Levels: Adult Education students
        i. Measure: The rate of students gaining one level or more on appropriate tests to measure ESL progress. Progress is captured based on a student's pre- and post-tests. English Language Acquisition programs are a) designed to help eligible individuals who are English Learners[16] achieve competence in reading, writing, speaking, and comprehension of the English language; b) lead to i) attainment of a secondary school diploma or its recognized equivalent; and ii) transition to postsecondary education and training; or iii) employment.[17]
    b. Notes: DC PCSB may explore point gains during the revised accountability framework pilot year, depending on data availability and ability to standardize such gains for accountability purposes.

School Performance Category
School performance measures how well schools prepare students to meet college and career readiness benchmarks. The Office of the State Superintendent of Education (OSSE) has selected the PARCC as the state assessment for DC for students in grades 3 through 8

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[15] See "District of Columbia Workforce Innovation and Opportunity Act (WIOA) 2020-2023 Unified State Plan," Government of the District of Columbia, available at https://dcworks.dc.gov/sites.
[16] WIOA Title II – Adult Education and Literacy Act Sec. 203 states an English Language Learner is an individual who has limited ability in reading, writing, speaking, or comprehending the English language, and whose native language is a language other than English; or who lives in a family or community environment where a language other than English is the dominant language.
[17] Ibid, Sec. 178.

and high school and the Multi-State Alternate Assessment (MSAA) for students with the most significant cognitive disabilities. For high schools, the state assessment in English language arts (ELA) refers to the PARCC English II exam. The state assessment in mathematics refers to the PARCC Geometry or PARCC Integrated Math II exam, which are the two exams required by OSSE for high school students. School performance is measured by the percentage of students scoring proficient or above on the state assessments by subject area. OSSE has also selected the Multi-State Alternate Assessment (MSAA) for students with the most significant cognitive disabilities. PARCC was not administered in SY 2019-20 and SY 2020-21 due to the COVID-19 pandemic.

For high schools, this category now includes measures like advanced coursework participation and career program acceptance, among other college and career-related measures. Adult schools demonstrate school performance with measures related to students' earned secondary credentials, employment outcomes, and postsecondary education.

The list below outlines the data that will be collected to calculate school performance, the applicable grade levels, and certain details about each measure that will be modeled and considered for the revised accountability framework.

1. PARCC/MSAA Proficiency
   a. Grade Levels: 3-8, HS students taking English II or Geometry
      i. Measure: The percentage of all students in tested grades earning a level 4 or 5 on the PARCC assessment or level 3 or 4 on the MSAA in ELA.
      ii. Measure: The percentage of all students in tested grades earning a level 4 or 5 on the PARCC assessment or level 3 or 4 on the MSAA in math.
2. 9th Grade On-Track
   a. Grade Levels: 9
      i. Measure: The percentage of students earning enough credits to be on track for graduation from high school within four years. At minimum this means earning six credits each year of high school with four core credits and two electives. Core credits include a math, English, science, and social studies credit. LEAs may opt to include additional promotion requirements, including service-learning hours and specific courses. Students that fail to meet these requirements during the school year but earn recovery credits during the summer will be counted as on track.
3. Adjusted Cohort Graduation Rate (ACGR)[18]
   a. Grade Level: 12
      i. Measure: Four-year ACGR
         The percentage of students in a cohort who graduate with a regular high school diploma within four years of their first ninth-grade year. The cohort is adjusted for both entries into and exits out of the state as well as for transfers into and transfers out of the school from or to another DC public or public charter school.

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[18] DC PCSB follows OSSE guidelines regarding ACGR. More information can be found here:
https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/ACGR_2021_Policy_Guide.pdf

ii. <u>Measure:</u> Five-year ACGR
The percentage of students in a cohort who graduate with a high school diploma within five years of entering high school. The cohort is adjusted for both entries into and exits out of the state as well as for transfers into and transfers out of the school from or to another DC public or public charter school.

4. College and Career Preparation
   a. <u>Grade Levels:</u> 11, 12
      i. <u>Measure:</u> PSAT
      The rate of students in grade 11 scoring "college ready" on the PSAT. The benchmark is aligned with the SAT/ACT minimum benchmark measure.
      ii. <u>Measure:</u> SAT/ACT Benchmark
      The rate of students in grade 12 meeting the minimum SAT/ACT requirement to enter DC community college on the SAT or ACT assessment.
      iii. <u>Measure:</u> SAT/ACT College Ready
      The rate of students meeting the publisher's "College and Career Readiness" Benchmark on Evidence-Based Reading and Writing (ERW) and Math for SAT and English/Reading and Math for ACT.
      iv. <u>Measure:</u> Advanced Coursework Participation
      The percentage of students participating in Advanced Placement and/or International Baccalaureate and/or a dual enrollment program offered by the school.
      v. <u>Measure:</u> Advanced Coursework and CTE Performance/Pass Rate
      The rate of students passing AP and/or IB exams, and/or the rate of students earning college credit by taking college-level courses in high school through a dual enrollment program offered by the school and/or the rate of students earning an industry-recognized, DC PCSB-approved CTE certification.

5. College and Career Acceptance
   a. <u>Grade Level:</u> 12
      i. <u>Measure:</u> College Acceptance
      The rate of graduating students in grade 12 earning full-time acceptance into a two- or four-year college or university.
      ii. <u>Measure:</u> Career Acceptance
      The rate of graduating students in grade 12 earning full-time acceptance into a qualified career program. DC PCSB will create guidance on qualified career programs during the pilot of the revised accountability framework.

6. Earned Secondary Credentials and Subject Test Achievement
   a. <u>Grade Levels:</u> Adult Education students
      i. <u>Measure:</u> Earned Secondary Credential

The percentage of eligible students who earned an English or Spanish GED, and the percentage of students who earned a National External Diploma Program (NEDP) credential.

    ii. <u>Measure:</u> GED Subject Test Achievement
The percentage of eligible students who pass individual GED subject tests as they work toward achieving the GED credential.

7. Earned Certifications
    a. <u>Grade Levels:</u> High School and Adult Education students
        i. <u>Measure:</u> High-Quality State and Industry Credentials/Certifications
The percentage of eligible students who earn a high-quality state- or industry-recognized CTE certification that includes rigorous assessments and requirements that lead to higher wages in a high-demand field.[19]
    b. <u>Notes:</u> These certificate pathways will be outlined during the pilot year to identify parameters for such certificates based on existing LEA programmatic offerings. The six previously approved industry certifications remain eligible for this measure: Carpentry Level 1, National Construction Career Test, Child Development Associate, Certified Nursing Assistant , Leadership in Energy and Environmental Design, NAFTrack, and NAFTrack Certified Hiring. DC PCSB will create additional guidance on expanding certifications that fall within this measure once determined.

8. Employment or Postsecondary
    a. <u>Grade Levels:</u> Adult Education students
        i. <u>Measure:</u> Entered Employment or Postsecondary Schooling/Training
The percentage of students entering an adult education school without a job who are either employed in the first quarter after the quarter of exit from the adult education program or enrolled in a postsecondary school or training program before the end of the program year; and the percentage of students who earned a secondary credential in the prior program year and entered postsecondary education or training after exiting the adult education program.
        ii. <u>Measure:</u> Retained Employment or Entered Postsecondary Measure
The percentage of students entering an adult education school with a job who are either still employed in the third quarter after the quarter of exit from the adult education program or who entered postsecondary education or training before the end of the program year.

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[19] DC PCSB staff will, on an annual basis, evaluate additional certifications for inclusion on the list of approved certifications. DC PCSB will approve certifications that require students to complete 125+ seat hours and lead to a high-wage, high-demand career pathway in Washington, DC. DC PCSB will also approve certifications that are recognized by OSSE's Office of Career and Technical Education.

School Environment Category
This category measures key predictors of school progress and achievement, including attendance and re-enrollment for grades PK-12 and persistence for adult schools. Listed below are the data DC PCSB will to calculate school environment, the applicable grade levels, and some details about the measures (e.g., how the measure is calculated) that will be modeled and considered for the revised accountability framework.

1. Classroom Assessment Scoring System (CLASS)
   a. <u>Grade Levels:</u> PK3, PK4
      i. <u>Measure:</u> Ratings of teacher-student interactions in three domains (Emotional Support, Classroom Organization, and Instructional Support) on a scale of 1 to 7, with 7 being the highest.
   b. <u>Notes:</u> CLASS assesses the typical teacher-student interaction in the classroom. An independent, CLASS-trained observer evaluates every PK classroom.
2. Attendance
   a. <u>Grade Levels:</u> PK3-12; does not apply to Adult Education campuses
      i. <u>Measure:</u> In Seat Attendance (ISA)
         The percentage of the cumulative sum of instructional days on which enrolled students are present in school during a given school year.
      ii. <u>Measure:</u> Chronic Absenteeism
         The percentage of students who are absent (excused or unexcused) for 10 percent or more of the school days on which the student was enrolled across the entire school year.
3. Re-enrollment
   a. <u>Grade Levels:</u> PK3-12, Adult; only applies to students enrolled in a non-terminal grade in the previous school year
      i. <u>Measure:</u> The percentage of eligible students who attended the school and were captured in the Fall 2021 audit who return to the school and are captured in the school's 2022 audit.
4. Student Persistence
   a. <u>Grade Levels:</u> Adult Education students only
      i. <u>Measure:</u> The percentage of students who stay at an adult education school long enough to complete a single cycle of instruction.

Supplemental Information
The revised framework has additional stand-alone measures that will be displayed on the school's accountability report but are not included in the overall score for the school on the accountability framework.

1. <u>PK-2 Student Outcomes</u>
   Schools serving grades PK3, PK4, K, 1, or 2 will include additional academic (ELA and math) measures for these grades and have the option to include a measure for social-emotional development.
2. <u>Mission-Specific Goal Performance</u>
   A mission-specific goal is any goal captured in a school's charter agreement that is distinct from the accountability framework. (e.g., additional assessments, unique CTE certifications, or performance-based measures). Such goals typically reflect unique

aspects of a school's program. Schools may apply to display performance on a mission-specific goal on their accountability report.[20]

   3. <u>Teacher Demographics and Tenure</u>
      a. <u>Measure:</u> Racial, ethnic, and gender distribution of teaching staff
      b. <u>Measure:</u> Length of time teachers have been at the school and/or in the teaching profession
   4. <u>Discipline</u>
      a. <u>Measure:</u> Out-of-school suspension rates
      b. <u>Measure:</u> Expulsion rates
      c. <u>Notes:</u> These measures will be disaggregated by student group to highlight disparities.

Calculations and Data Sources

Schools will provide DC PCSB with the underlying student performance data for rates to be calculated at the campus level for each measure. In some cases, OSSE provides DC PCSB with the final rates. DC PCSB will use the data collected to model various approaches to the revised accountability framework during SY 2022-23; as such, this document does not include calculation methods or business rules. In this section you will find business rule components that will inform some of the modeling that will take place during the pilot year.

Rounding

All final data and metrics are rounded to the nearest tenth. DC PCSB makes every effort to retain the data it receives until the final results are presented. Data are stored to the number of digits originally provided by the publisher or LEA, and all rates and percent of points earned are rounded only at the display stage. The points earned on a measure are calculated from the unrounded rates and then rounded to the nearest tenth prior to calculating a school's overall score.

Student Groups

In alignment with DC PCSB's Race, Equity, Diversity, and Inclusion commitments, student outcome measures will be disaggregated by student groups. Student groups will be consistent with the federal definitions used under the Every Student Succeeds Act;[21] these include economically disadvantaged students,[22] students from major racial and ethnic groups, children with disabilities, and English learners.

Adult Education Cohorts

Each adult education public charter school selects one of two options program years to report data based on its program cycle. The table below lists the program year each adult education public charter school has selected.

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[20] Inclusion of a mission-specific goal on the accountability report has no bearing on DC PCSB's assessment of charter goal attainment at charter review and renewal.
[21] https://www.ed.gov/essa?src=rn
[22] Instead of ESSA's economically disadvantaged, DC PCSB will use "at-risk" as defined by D.C. Code § 38–2901(2A).

Cohort 1	Cohort 2
Program Year: July 1 – June 30	Program Year: September 1 – August 31
Quarter 1: July, August, September Quarter 2: October, November, December Quarter 3: January, February, March Quarter 4: April, May, June	Quarter 1: September, October, November Quarter 2: December, January, February Quarter 3: March, April, May Quarter 4: June, July, August
Academy of Hope Adult PCS Briya PCS Carlos Rosario International PCS	Community College Preparatory Academy PCS LAYC Career Academy PCS The Family Place PCS Maya Angelou PCS – Young Adult Learning Ctr The Next Step/El Próximo Paso PCS YouthBuild PCS

Appendix A: Assessment Acronyms Reference

ABE – Adult Basic Education
ACT – American College Test
AP – Advanced Placement
CASAS – Comprehensive Adult Student Assessment System
CLASS – Classroom Assessment Scoring System
CTE – Career and Technical Education
GED – Tests of General Educational Development
IB – International Baccalaureate
NEDP – National External Diploma Program
MAP – Measures of Academic Progress
MGP – median growth percentile
NRS – National Reporting System for Adult Education
NWEA – Northwest Evaluation Association
PARCC – Partnership for Assessment of Readiness for College and Careers
PSAT – Preliminary Scholastic Aptitude Test
SAT – Scholastic Aptitude Test

Appendix B: Approved Early Childhood Assessments

A full table, including publisher guidance, is available [here](#). The following assessments may only be used for accountability with prior approval by DC PCSB. A school must apply for students to use an alternative assessment in grades PK-2. The Early Childhood Assessment Application form can be found [here](#).

Accepted Assessment	Approved Subjects	Approved Grade Levels
AIMSweb	Math, Literacy	K-2
Assessing Math Concepts (AMC)	Math	K-2
Bracken Basic Concept Scale — III: Receptive/Expressive 2006	Math, Literacy (combined score)- single score counted twice	PK3, PK4, K
Brigance Diagnostic Inventory of Early Development (IED II/III) 2004	Literacy, Math, Social-Emotional	PK3, PK4
Brigance Inventory of Early Development (IED III)	Language and/or Literacy, Math	0-8 years old (developmental age)
Circle Progress Monitoring	Math, Literacy	PK3, PK4
CK PAT (Core Knowledge Preschool Assessment Tool)	Literacy, Math, Social-Emotional	PK3, PK4
Classroom Assessment Scoring System (CLASS) 2006	NA	PK3, PK4 classrooms
Continuum Benchmark Assessment	Math, Reading	K-2
Devereux Early Childhood Assessment (DECA) 1998	Social-Emotional	PK3, PK4
Developmental Reading Assessment — Second Edition (DRA 2) 2006	Reading	K-2
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 2006 and IDEL (Spanish version)	Reading	K-2
easyCBM	Math	K-2
Every Child Ready: Math-Revised (ECR:M), Every Child Ready: Language & Literacy-Revised (ECR:LL), 2018	Math, Literacy	PK3, PK4
ECR:PBRS	Social-Emotional	PK3, PK4
enVisionMATH	Math	K-2

Accepted Assessment	Approved Subjects	Approved Grade Levels
Fountas & Pinnell		K-2
GMADE	Math	K-2
Houghton Mifflin Harcourt Journeys	Literacy	K-2
Individual Growth and Development Indicators (myIGDIs) — Early Literacy and Early Numeracy	Math, Literacy	PK3, PK4
i-Ready	Math, Reading	K-2
Learning Accomplishment Profile — Third Edition (LAP-3) 2005	Math, Reading, Social-Emotional	PK3, PK4
Learning Accomplishment Profile Diagnostic (LAP-D) 1992	Math, Literacy	PK3, PK4
mCLASS: Math	Math	K-2
mCLASS: Reading 3d (or TRC)	Reading	K-2
myMath	Math	K-2
NWEA Measures of Academic Progress (MAP)	Math, Reading	K-3
Peabody Picture Vocabulary Test — Third Edition (PPVT-III) 1997	Literacy	PK3, PK4, K-2
Phonological Awareness and Literacy Screenings - Kindergarten (PALS-K) 2004 PALS Grades 1-3	Reading	K-2
Social Skills Rating System (SSRS) 1990	Social-Emotional	PK3, PK4, K-2
Scholastic Reading Assessment (SRA)	Reading	K-2
Stanford Achievement Test (SAT 10) 10th Edition 2003	Math, Reading	K-2
STAR – Early Literacy	Reading	K-2
STAR – math and reading	Math, Reading	1-2
STEP	Reading	K-2
Teaching Strategies GOLD 2000	Math, Literacy, Social-Emotional	PK3, PK4, SEL growth K

Accepted Assessment	Approved Subjects	Approved Grade Levels
TerraNova	Math, Reading	K-2
Test of Early Mathematics Ability – Third Edition (TEMA – 3) 2003	Math	PK3, PK4, K-2
Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)*	Math, Literacy	0-48 months (developmental age)

Appendix C: Testing Guidance for NRS-Approved Assessments

Assessment Name	NRS Approval[23]	DC PCSB Requirements
Comprehensive Adult Student Assessment Systems (CASAS): -Reading GOALS -Math GOALS	Reading GOALS approved through February 25, 2025. Math GOALS approved through March 7, 2023.	-Schools must administer the Reading and Math tests. -All ABE students must be tested in math and reading. -Post-tests must be at the same difficulty level or higher than the administered pre-test unless publisher guidance states otherwise.
Tests of Adult Basic Education (TABE): - TABE 11 & 12	TABE 11 & 12 approved through September 7, 2024.	-Schools must administer the Reading and Math tests. -All ABE students must be tested in math and reading. -Post-tests must be at the same difficulty level or higher than the administered pre-test unless publisher guidance states otherwise.
English Language Acquisition/English as a Second Language (ESL)	Approved through February 2, 2023.	-Schools must administer the BEST Literacy and BEST Plus 2.0 -Post-tests must be at the same difficulty level or higher than the administered pre-test unless publisher guidance states otherwise.
CASAS: -Life and Work Listening - Life and Work Reading	Approved through February 2, 2023.	-Schools must administer reading test. -Post-tests must be at the same difficulty level or higher than the administered pre-test, unless publisher guidance states otherwise.
Tests of Adult Basic Education Complete Language Assessment System - English (TABE CLAS-E)	Approved through February 2, 2023.	-Schools must administer the Reading, Listening, and Writing tests. -Post-tests must be at the same difficulty level or higher than the administered pre-test unless publisher guidance states otherwise. - Beginning school year 2018-19, schools must administer the Battery assessment (DC PCSB will no longer accept Survey scores).

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[23] Full NRS guidance and materials can be found on its website.

A more comprehensive table, including publisher guidelines, can be found [here](). Currently, programs are using CASAS, TABE 11 & 12, TABE CLAS-E, and BEST from the list of NRS-approved tests. DC PCSB will follow the publisher's recommendation if updates are made after the revised accountability framework is finalized. Test benchmarks for NRS-approved assessments can be found [here]().

Appendix D: College and Career Readiness Follow-up Survey

All follow-up surveys used for the AE PMF must include the following questions. DC PCSB will request a copy of all your survey questions before the data collection phase.

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

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

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

Appendix E: College and Career Readiness Follow-Up Schedule

Follow Up Timeframes: Quarters 2 and 4		CCR - Entered Employment or Entered Postsecondary	CCR – Retained Employment or Entered Postsecondary
Quarter	Month Student Exited	Follow-Up Window	Follow-Up Window
1	July August September	January-March	July-September (of the next school year)
2	October November December	April-June	October-December (of the next school year)
3	January February March	July-September	January-March (of the next school year)
4	April May June	October-December	April-June (of the next school year)

Follow Up Timeframes: Quarters 1 and 3		CCR - Entered Employment or Entered Postsecondary	CCR - Retained Employment or Entered Postsecondary
Quarter	Month Student Exited	Follow-Up Window	Follow-Up Window
1	September October November	December-February	June-August
2	December January February	March-May	September-November
3	March April May	June-August	December-February
4	June July August	September-November	March-April