

Annual School Performance Index Report and Evaluation



Policy & Technical Guide

About the DC Public Charter School Board

The DC Public Charter School Board (DC PCSB) is the sole authorizer of public charter schools in the nation's capital. Our vision is that every DC student receives a quality education that makes them feel valued and prepares them for lifelong learning, fulfilling careers, and economic security. DC PCSB creates the policies and conditions that empower educators to do their best work in serving students.

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INTRODUCTION

Welcome to ASPIRE

What's in this introduction?

A description of the ASPIRE System's goals and values.

What's in Section 1?

Details about the ASPIRE System components, like how measures are structured within categories and frameworks, and how measures are calculated to create scores and levels.

[Go to this section.](#)

What's in Section 2?

Details about each framework, including:

- the schools the framework applies to
- categories and weights
- measures

[Go to this section.](#)

What's in Section 3?

Details about universal calculation rules like floors, targets, student groups, cohort sizes, and handling missing or little data.

[Go to this section.](#)

What's in Section 4?

Details about how each measure is calculated.

[Go to this section.](#)

What is ASPIRE and why is it important to DC PCSB?

ASPIRE is a system for measuring how well public charter schools are serving their students.

ASPIRE stands for Annual School Performance Index Report and Evaluation.

DC PCSB has high expectations for every public charter school in DC. The ASPIRE System measures how well each school is meeting these expectations. Specifically, ASPIRE evaluates schools in the areas DC PCSB believes are most important:

- helping students grow,
- preparing students for college and career success, and
- building a learning environment that supports all students.

ASPIRE provides information about school quality to different stakeholders.

Each year, DC PCSB will use the ASPIRE System to assign nearly every DC public charter school an overall ASPIRE level. Beginning in SY 2025 – 26, DC PCSB will publish these levels, with the intent that:

- **DC PCSB** will use the ASPIRE System to make school oversight decisions.
- **School leaders** will use their ASPIRE data to understand where they excel, where they can take action to improve their impact on student outcomes, and where they can spur innovation.
- **Families and communities** will use ASPIRE data to understand how well their local schools serve students.
- **Lawmakers** will use the information and data to keep students, community, and equitable outcomes at the center of their policymaking.

ASPIRE focuses on all students and the unique ways schools impact them.

DC PCSB's mission asserts that DC public charter schools are environments where all students, especially those in historically marginalized groups, thrive. DC PCSB believes that all schools should demonstrate success for all students—regardless of a student's race, ethnicity, disability status, English learner status, or socioeconomic status. Because of this, the ASPIRE System evaluates schools on how well they support each of these student groups.

DC PCSB also recognizes that each school is unique, with its own mission, vision, and values. As a result, the ASPIRE System embraces school-specific measures of quality, included alongside the accountability measures DC PCSB identifies.

Where did the ASPIRE System come from?

It started with the Performance Management Framework (PMF).

In 2008, the DC PCSB Board asked staff to create a tool to evaluate school performance. The Board aimed to improve the agency's "ability to define high, medium, and low-performing standards, and to clearly communicate the expectations, rewards, and consequences to schools, families, and communities."¹ The Board convened a working group comprising DC PCSB staff, researchers, school leaders, and other stakeholders to develop a set of academic performance indicators for elementary, middle, and high schools. In 2010, DC PCSB launched the academic and school climate evaluation system known as the Performance Management Framework (PMF). DC PCSB piloted the PMF with limited schools in school year (SY) 2008 – 09. The following school year, the Board implemented the PMF with all pre-kindergarten 3 (PK3) through 12th grade-serving public charter schools. From 2010 to 2016, DC PCSB collaborated with school leaders and national experts to develop accountability measures for early childhood, adult, and alternative programs. As a result, DC PCSB launched the Early Childhood PMF in SY 2014 – 15, followed by the Adult Education PMF in SY 2015 – 16, and the Alternative PMF in SY 2017 – 18. DC PCSB published PMF outcomes annually from 2011 through 2019.²

The PMF supported DC PCSB's school monitoring efforts. Many schools adopted the PMF as their charter goals, as enabled through DC PCSB's Elect to Adopt the PMF as Charter Goals Policy.³

ASPIRE is based on what we learned from the PMF.

Just as the Board aspired in 2008, DC PCSB's "overarching objective is to drive high-achieving schools to full potential, mediocre schools to high-achieving levels, and to eliminate low-performing schools so that DC students and families have a diversity of high-quality public school options."⁴

In 2019, DC PCSB began internal and external conversations about how to strengthen the PMF. In 2021, DC PCSB committed to revising the PMF. DC PCSB staff and the Board refined the PMF's guiding principles, prioritizing those principles that aligned with DC PCSB's Strategic Roadmap.⁵ This process resulted in the following guiding principles, which DC PCSB used to drive its accountability work:

¹ See DC PCSB's 2009 Annual Report, p. 10, here: <https://bit.ly/3THXgtx>.

² In response to the COVID-19 pandemic, DC PCSB ceased collecting academic data in SY 2019 – 20 and collected a limited scope of academic data in SY 2020 – 21, SY 2021 – 22, and SY 2022 – 23. Consequently, DC PCSB did not publish the PMF from 2020 through 2023.

³ See the policy here: <https://bit.ly/3Pz2lv2>.

⁴ See DC PCSB's 2009 Annual Report, p. 10, here: <https://bit.ly/3THXgtx>.

⁵ See the Strategic Roadmap here: <https://bit.ly/42ogBkh>.

1. We will 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. We will reward high levels of growth for all students.
3. We will provide a rigorous, attainable benchmark to measure school performance.
4. We will focus primarily on outcomes, both performance and school climate measures.

Staff, leadership, and other stakeholders wanted to revise the framework to:

- evaluate student group performance;
- prioritize academic growth for schools serving elementary and middle school students;
- further differentiate measures of school quality by framework; and
- affirm the reliability and stability of existing measures, expand some measures, and consider additional relevant measures.

Over the past three years, DC public charter school leaders and local organizations that support and advocate for public charter schools informed the revisions through small group listening sessions, surveys, and advisory task force groups. See the accompanying DC PCSB publication, [A New Way Forward on Charter School Academic Accountability](#), for additional information.

DC PCSB also partnered with national education organizations for support, including the Mid-Atlantic Regional Education Laboratory (REL), the National Association of Charter School Authorizers (NACSA), and the National Charter Schools Institute's Assess - Global access, Academics, Mission, and Equity (A-GAME). The result is the ASPIRE System.

What is the goal of this document?

This policy and technical guide is the single source of truth for ASPIRE components and business rules.

This document will increase the reader's understanding of:

- DC PCSB's decision to revise its accountability system and the process for doing so,
- the structure of ASPIRE and its frameworks, and
- how DC PCSB will use ASPIRE scores and levels in its authorizing practices.

This policy and technical guide's target audience is accountability professionals within DC public charter schools, including but not limited to data managers, principals, heads of schools, and executive directors. However, this document is available for anyone seeking information on the ASPIRE System's development and mechanics.

Accompanying References and Resources

DC PCSB

[A New Way Forward on Charter School Academic Accountability](#)

Office of the State Superintendent of Education (OSSE)

[2023 DC School Report Card Technical Guide](#)

What is in this document?

The rest of this document describes the specifics of the ASPIRE System, including the major components of ASPIRE, the ways in which it applies to individual schools, and how school performance determines a school's overall ASPIRE level.

The document has four sections:

1. Summary of the ASPIRE System ([Go to this section](#))

This section explains the key features of the system, including levels, categories, and measures. It also introduces how student groups are included in calculations and explains why different types of schools have different combinations of measures.

2. Calculation Rules by Framework ([Go to this section](#))

This section explains each framework's rationale, when it is used, and what measures are calculated.

3. General Calculation Rules ([Go to this section](#))

This section explains the math behind levels, categories, and measures. Specifically, it focuses on weights, floors and targets, student group calculations, missing data handling, cohort sizes, rounding rules, and other details.

4. Calculation Rules by Measure ([Go to this section](#))

This section details each of the measures included in the ASPIRE System, the rationale for including them, and the business rules for calculating them.

SECTION 1

Summary of the ASPIRE System

What's in this section?

Details about the components of the ASPIRE System, like how measures are structured within categories and frameworks, and how measures are calculated to create scores and levels.

What's in Section 2?

Details about each framework, including:

- the schools the framework applies to
- categories and weights
- measures

[Go to this section.](#)

What's in Section 3?

Details about universal calculation rules like floors, targets, student groups, cohort sizes, and handling missing or little data.

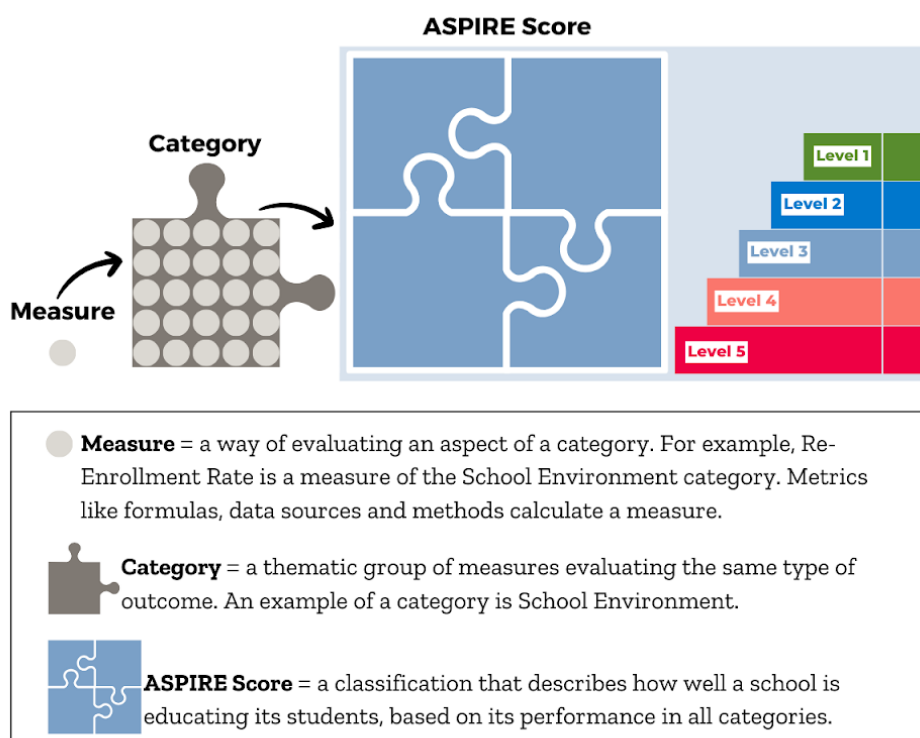
[Go to this section.](#)

What's in Section 4?

Details about how each measure is calculated.

[Go to this section.](#)

How does the ASPIRE System evaluate schools?



The ASPIRE System assigns every school an overall level that describes how well that school is educating its students. There are five possible levels, from Level 1 (Exemplary Performance) to Level 5 (Unsatisfactory Performance). [Read about how these levels are calculated.](#)

DC PCSB awards high-performing schools with eligibility to replicate or expand their programs. DC PCSB closely monitors low-performing schools.⁶

Level 1 – Exemplary Performance

The school is generally eligible to expand, replicate, or otherwise grow to serve more students.⁷

Level 2 – Strong Performance

The school may be eligible to expand, replicate, or otherwise grow to serve more students.

⁶ This applies to single-campus local education agencies (LEAs) and to the performance of all campuses of a multi-campus LEA.

⁷ All schools, regardless of level determination, are required to apply for expansion and will be evaluated under the Enrollment Ceiling Increase Policy, or any successor school expansion policy. The Enrollment Ceiling Increase Policy is available here: bit.ly/3rgePVt.

Level 3 – Satisfactory Performance

The school is generally not eligible to expand, replicate, or otherwise grow to serve more students.

Level 4 – Weak Performance

The school is not eligible to expand, replicate, or otherwise grow to serve more students. DC PCSB may meet with the school's leaders—including its board members—to discuss the school's performance. DC PCSB may conduct a Qualitative Site Review (QSR) at the school during the following school year.

Beginning in SY 2029 – 30, after five years of public ASPIRE System reporting, DC PCSB will implement additional interventions. For instance, any school that receives Level 4 standing in any three of the previous five years may be subject to a high-stakes review as a Candidate for Charter Revocation to determine whether the school's charter should be revoked pursuant to the School Reform Act (SRA).⁸

Level 5 – Unsatisfactory Performance

The school is not eligible to expand, replicate, or otherwise grow to serve more students. DC PCSB will meet with the school's leaders—including its board members—to discuss the school's performance and will conduct a QSR at the school during the following school year.

The school will also be subject to an immediate high-stakes review as a Candidate for Charter Revocation to gather qualitative and quantitative evidence to determine whether the school's charter should be revoked pursuant to the SRA. Prior to the charter's expiration, the SRA gives DC PCSB discretion over whether to revoke a charter for failure to meet the goals and academic achievement expectations in its charter. In the case of Candidates for Charter Revocation, DC PCSB staff will generally recommend charter revocation if a school fails to meet even one (i.e., meets all but one) of its charter goals.

⁸ See D.C. Code § 38-1802.13. The SRA is DC's public charter school law.

ASPIRE evaluates schools differently depending on the students they serve.

The ASPIRE System evaluates campuses based on the grades and students they serve.⁹ There are five different approaches called **frameworks**.

Framework		Where this framework is used	Number of campuses (SY 2023 – 24)	Read more about this framework
1	PK-Only	Any campus exclusively enrolling PK3 and pre-kindergarten 4 (PK4).	8	More
2	PK – 8	Any configuration of grade levels from PK through grade 8. There are seven distinct sub-frameworks based on grades served: Early Childhood, Primary, Elementary with PK, Elementary without PK, Elementary-Middle with PK, Elementary-Middle without PK, and Middle.	95	More
3	High School (HS)	Any diploma-granting campus that starts in grade 8 or 9 and ends in grade 12.	18	More
4	Adult Education (AE)	Any campus that meets the federal definition of adult education. ¹⁰	9	More
5	Alternative Accountability	Any campus that meets the criteria to be evaluated under Alternative Accountability. ¹¹	6	More

⁹ Each public charter school determines its configuration based on the Definition of School, Campus, and Facility Policy (available at <https://bit.ly/3PFMTV6>). All changes to school configuration must undergo DC PCSB Board approval and a charter amendment.

¹⁰ See the Adult Education and Family Literacy Act here: <https://bit.ly/3pBa3BC>.

¹¹ See the Alternative Accountability Framework Eligibility Form listing the criteria here: <https://bit.ly/3NWrlm0>.

ASPIRE levels are based on underlying categories.

In the ASPIRE System, each campus is assigned an ASPIRE level based on how it performs in key areas called **categories**.

The ASPIRE System has four categories:

1. **School Progress**
2. **School Achievement**
3. **School Environment**
4. **School-Specific Performance**

This section provides a brief description of each category, DC PCSB's rationale for including the category in the ASPIRE System, and an explanation of how the category varies between frameworks.



School Progress

Points vary by framework

This category measures how well schools are helping students grow academically. As students continue to recover academically from the effects of the pandemic, it is increasingly important to capture how schools are accelerating student learning, especially students who are not yet proficient and students from historically marginalized groups.¹²

For **PK – 12 schools**, this category measures academic growth in English language arts (ELA) and math from one year to the next, or within one school year, on a standardized assessment, including state, school-selected, and English proficiency assessments.

¹² See NACSA's *Guide to Performance Frameworks* here: <https://bit.ly/48yJmOC>.

For **adult education schools**, this category measures growth in adult basic education and English as a second language within one school year on a nationally recognized assessment.

School Achievement

Points vary by framework

This category measures how well schools prepare students to meet college and career readiness benchmarks. NACSA advises that accountability frameworks include proficiency, or achievement, measures for schools to demonstrate they can bring students up to and beyond grade level.¹³

For **PK – 12 schools**, this category consists of measures of academic achievement in ELA and math. It is generally described as the percentage of students at or above grade level, as measured by a standardized assessment.

For **high schools**, this category includes measures of academic achievement in ELA and math, as well as measures of critical achievement and preparation for college and career readiness like advanced coursework performance and graduation rates.

For **adult education schools**, this category includes measures related to secondary credential attainment, career certifications earned, enrollment in postsecondary degree or certification programs, and employment.

School Environment

Points vary by framework

This category measures a school's learning environment and provides information about how well schools are engaging their students. These are non-academic factors that contribute to school quality and directly impact student outcomes.

For **PK – 12 schools**, this category measures key predictors of student progress and achievement, such as attendance and re-enrollment rates.

For **adult education schools**, this category measures students' persistence in their educational programs.

School-Specific Performance

10 points

This category measures qualities that are important to a school's mission, program, or model.

¹³ See NACSA's *Guide to Performance Frameworks* here: <https://bit.ly/48yJmOC>.

DC PCSB acknowledges that there are additional ways schools impact student outcomes related to a school's unique mission, design, or programmatic offerings not otherwise captured by ASPIRE's standard measures.

Starting in summer 2024, each school will collaborate with DC PCSB staff to develop two School-Specific Performance measures. These can be new measures or duplicates of ASPIRE measures.

These measures will be scored in the fall 2026 ASPIRE release, based on SY 2025 – 26 data. Until then, School-Specific Performance measures will not be included in the total points possible for any framework.

Each category is made up of multiple measures.

These measures are specific indicators of how schools perform in a category.

Each framework of the ASPIRE System includes a different combination of measures within each category that are most relevant to the grades and students served. Each measure has a unique number of points possible.

ASPIRE categories, measures, and which measures are used in each framework

	Frameworks				
	PK-Only	PK – 8	HS	AE	
School Progress					
NWEA MAP K – 3 Growth Outcomes – ELA		•			More
NWEA MAP K – 3 Growth Outcomes – Math		•			More
State Assessment Growth to Proficiency Rate – ELA		•			More
State Assessment Growth to Proficiency Rate – Math		•			More
State Assessment Median Growth Percentile – ELA		•	•		More
State Assessment Median Growth Percentile – Math		•	•		More
ACCESS Growth Rate		•	•		More
School-Selected Growth Assessment – ELA <i>This is an opt-in measure counted for bonus points.</i>		•	•		More
School-Selected Growth Assessment – Math <i>This is an opt-in measure counted for bonus points.</i>		•	•		More
Adult Basic Educational Gains Rate				•	More
English as a Second Language (ESL) Educational Gains Rate				•	More
School Achievement					
Early Childhood Assessment Outcomes – Pre-literacy	•	•			More
Early Childhood Assessment Outcomes – Math	•	•			More
Early Childhood Assessment Outcomes – Social and Emotional Learning	•	•			More
State Assessment Proficiency Rate – ELA		•	•		More
State Assessment Proficiency Rate – Math		•	•		More
9th Grade On-Track Rate			•		More
High School Graduation Rate – 4-Year ACGR			•		More
High School Graduation Rate – 5-Year ACGR			•		More
AP/IB/CTE/DE Achievement Rate			•		More
PSAT College Readiness Benchmark Achievement Rate			•		More

ASPIRE categories, measures, and which measures are used in each framework

		Frameworks				
		PK-Only	PK – 8	HS	AE	
	SAT/ACT College Readiness Benchmark Achievement Rate – ERW			•		More
	SAT/ACT College Readiness Benchmark Achievement Rate – Math			•		More
	College and Career Acceptance Rate			•		More
	GED Subject Test Achievement Rate				•	More
	High School Equivalency Achievement Rate				•	More
	Industry- and Mid-Level Certification Achievement Rate				•	More
	Entered/Retained Employment or Postsecondary Enrollment Rate				•	More
	School Environment					
	CLASS: Emotional Support	•	•			More
	CLASS: Classroom Organization	•	•			More
	CLASS: Instructional Support	•	•			More
	PK In-Seat Attendance Rate	•	•			More
	Chronic Absenteeism Rate		•	•		More
	Re-enrollment Rate		•	•		More
	Persistence Rate				•	More
School-Specific Performance						
	School-Specific Measure #1	•	•	•	•	More
	School-Specific Measure #2	•	•	•	•	More

DC PCSB calculates most PK – 12 measures by student group performance.

The ASPIRE System looks at the performance of five student groups:

1. Economically Disadvantaged Students

Students who meet any of these criteria at any point during the school year are deemed economically disadvantaged:¹⁴

- eligible for Temporary Assistance for Needy Families (TANF),
- eligible for Supplemental Nutrition Assistance Program (SNAP),
- identified as homeless, or
- under the care of the Child and Family Services Agency (CFSA).

2. Not Economically Disadvantaged Students

Students who do not meet any of the above criteria during the school year.

3. Racial/Ethnic Groups

Students' parents/guardians self-report race and ethnicity data during enrollment. ASPIRE recognizes seven major race/ethnicity groups:

1. American Indian or Alaskan Native
2. Asian
3. Black/African American
4. Hispanic/Latino
5. Native Hawaiian or Other Pacific Islander
6. White
7. Two or more races

4. Students with Disabilities

Students identified as having an Individualized Education Program (IEP) that details the special education services the student must receive at any point during the school year.

5. Emerging Multilingual Learners (EML)

“EML” refers to a student who speaks a language other than English at home and is learning to become bilingual or multilingual in school. DC PCSB will use this term interchangeably with the term “English learner” (EL), defaulting to the former when discussing DC PCSB policies and practices. Students who are part of this group have been screened for English language proficiency in reading, writing, listening, and speaking. Students will be included in the EML student group for two years after exiting EML status.

¹⁴ See DC ESSA State Plan – 2022 Amendment: <https://bit.ly/3sa5fnx>

Why does DC PCSB calculate PK – 12 measures by student group?

The COVID-19 pandemic exacerbated academic achievement differences across student groups. Research reveals that low-income students and students of color experienced the greatest learning delays and fell even further behind their economically advantaged and White peers because of the pandemic.¹⁵ Looking at aggregate school performance can mask performance for some student groups (NACSA, 2023).¹⁶ Disaggregating outcomes by student group provides nuanced information that can help schools take action to replicate strategies or pivot to new ones.

As part of its mission, DC PCSB approves, monitors, and evaluates schools, with an emphasis on equity and academic excellence. Disaggregating student outcomes by student group allows DC PCSB to evaluate whether schools effectively serve all students. Additionally, one of DC PCSB's strategic priorities is to ensure its decision-making results in improved outcomes for all DC students, especially those in historically marginalized groups. Disaggregating student outcomes by student group improves DC PCSB's ability to realize this strategic priority.

DC PCSB neither calculates nor reports Adult Education Framework measures by student group. DC PCSB relies on OSSE for schools' demographic data; OSSE does not collect comprehensive demographic data for adult students.

Where do student group designations come from? How and when are they validated?

OSSE's data validation process occurs at the end of the school year. The process allows schools to review and update a broad range of data about students, including if a student was ever identified as part of any student group at any point in the given school year.

Schools certify this data with OSSE, and OSSE uses this demographic information for all its state accountability metric calculations. DC PCSB requires local education agencies (LEAs) to undergo a second validation process to confirm this information before DC PCSB staff calculates metrics; [this process is detailed in Section 3](#).

Which measures are calculated by student group?

Nearly all measures in the PK – 8 and HS frameworks are calculated by student group. Some metrics in the PK-Only framework are not. None of the AE framework's metrics are calculated by student group. [Learn more about how DC PCSB uses student groups to calculate measures here.](#)

¹⁵ For details, see the Center on Reinventing Public Education's report, *Student Achievement Gaps and the Pandemic: A New Review of Evidence from 2021 – 2022*, here: <https://bit.ly/3H5Yo2U>.

¹⁶ See NACSA's *Guide to Performance Frameworks* here: <https://bit.ly/48yJmOC>.

ASPIRE categories, measures, and which measures are calculated by student group

Calculated by student group		
School Progress		
NWEA MAP K – 3 Growth Outcomes – ELA	•	More
NWEA MAP K – 3 Growth Outcomes – Math	•	More
State Assessment Growth to Proficiency Rate – ELA	•	More
State Assessment Growth to Proficiency Rate – Math	•	More
State Assessment Median Growth Percentile – ELA	•	More
State Assessment Median Growth Percentile – Math	•	More
ACCESS Growth Rate		More
School-Selected Growth Assessment – ELA <i>This is an opt-in measure counted for bonus points.</i>	•	More
School-Selected Growth Assessment – Math <i>This is an opt-in measure counted for bonus points.</i>	•	More
Adult Basic Educational Gains Rate		More
English as a Second Language (ESL) Educational Gains Rate		More
School Achievement		
Early Childhood Assessment Outcomes – Pre-literacy	•	More
Early Childhood Assessment Outcomes – Math	•	More
Early Childhood Assessment Outcomes – Social and Emotional Learning	•	More
State Assessment Proficiency Rate – ELA	•	More
State Assessment Proficiency Rate – Math	•	More
9 th Grade On-Track Rate	•	More
High School Graduation Rate – 4-Year ACGR	•	More
High School Graduation Rate – 5-Year ACGR	•	More
AP/IB/CTE/DE Achievement Rate	•	More
PSAT College Readiness Benchmark Achievement Rate	•	More
SAT/ACT College Readiness Benchmark Achievement Rate - ERW	•	More
SAT/ACT College Readiness Benchmark Achievement Rate – Math	•	More
College and Career Acceptance Rate	•	More
GED Subject Test Achievement Rate		More
GED/High School Equivalency Achievement Rate		More
Industry Certification Achievement Rate		More
Entered/Retained Employment or Postsecondary Enrollment Rate		More
School Environment		

ASPIRE categories, measures, and which measures are calculated by student group

Calculated by student group		
CLASS: Emotional Support		More
CLASS: Classroom Organization		More
CLASS: Instructional Support		More
PK In-Seat Attendance Rate	•	More
Chronic Absenteeism Rate	•	More
Re-enrollment Rate	•	More
Persistence Rate		More
School-Specific Performance		
School-Specific Measure #1		More
School-Specific Measure #2		More

What information about schools will DC PCSB publicly report in the ASPIRE System?

DC PCSB will publish **scored information** about each school annually, beginning in fall 2025. This data could include, but is not limited to:

- an overall ASPIRE level,
- an overall ASPIRE score,
- an ASPIRE score for each category,
- the data for each measure (for example, the growth rate of every student group), and/or
- for each student group, the percentage of points earned.

DC PCSB may also report **non-scored, profile information** about each school that provides important school context. This could include, but is not limited to:

- early childhood assessments performance and growth rates,
- discipline outcomes by student group,
- teacher tenure,
- teacher demographics,
- Qualitative Site Review from DC PCSB, and/or
- Financial Analysis Report from DC PCSB.

SECTION 2

Calculation Rules by Framework

What's in this section?

Details about each framework, including:

- the schools the framework applies to
- categories and weights
- measures

What's in Section 3?

Details about universal calculation rules like floors, targets, student groups, cohort sizes, and handling missing or little data.

[Go to this section.](#)

What's in Section 4?

Details about how each measure is calculated.

[Go to this section.](#)

Which framework applies to my school?

There are five ASPIRE frameworks.

A school's grade-level configuration may span multiple ASPIRE frameworks. In this case, the school will receive an ASPIRE level and score for each relevant framework. For example, a school that serves grades 6 – 12 will receive a PK – 8 Framework score for its 6 – 8 performance and a High School Framework score for its 9 – 12 performance.

Framework	Where this framework is used	Number of schools (SY 2023 – 24)	Read more about this framework
PK-Only	Any school exclusively enrolling PK3 and PK4 students.	8	More
PK – 8	Any configuration of grade levels from PK through grade 8. There are seven distinct sub-frameworks based on grades served: Early Childhood, Primary, Elementary with PK, Elementary without PK, Elementary-Middle with PK, Elementary-Middle without PK, and Middle.	95	More
High School (HS)	Any diploma-granting school that starts in grade 8 or 9 and ends in grade 12.	18	More
Adult Education (AE)	Any school that meets the federal definition of adult education. ¹⁷	9	More
Alternative Accountability	Any school that meets the criteria to be evaluated under Alternative Accountability. ¹⁸	7	More

¹⁷ See the Adult Education and Family Literacy Act here: <https://bit.ly/3pBa3BC>.

¹⁸ See the Alternative Accountability Framework Eligibility Form listing the criteria here: <https://bit.ly/3NWrlm0>.

What information is available for each framework?

In this section, each framework is described with the following details:

- when the framework is used (e.g. for what types of schools and grade configurations),
- why the framework was developed,
- the categories and weights used in the framework, and
- what measures are used in the framework, and the *points possible* for each.

PK-Only

When does DC PCSB use this framework?

This framework is for public charter schools that **only** serve PK3 and PK4 students. Additionally, DC PCSB evaluates growing PK – 12 schools that initially open with grades PK3 and PK4 under the PK-Only framework until they begin serving students in kindergarten and beyond, when the school transitions to using the PK – 8 Framework. [See a list of the schools we assess under this framework.](#)

Why did DC PCSB develop this framework?

The absence of a state assessment for PK students presented an opportunity to develop a framework comprising appropriate measures to evaluate how well schools serve our youngest learners. This framework aims to provide a comprehensive picture of early childhood programs through age-appropriate assessment outcomes and evaluating how teachers, staff, and children interact with one another.

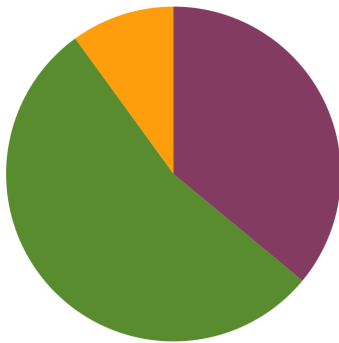
This framework prioritizes the learning environment. The School Environment category has the greatest weight, which includes measures related to school climate and student-teacher interactions.

How are categories weighted in this framework?

There are three categories in this framework.

For this framework only, the **School Progress** and **School Achievement** categories are merged into one category: **School Progress and Achievement**.

The measures in this category are based on early childhood assessments used in DC public charter schools. Of the five commonly used early childhood assessments in DC, one measures progress, two measure achievement, and two measure progress and achievement. [Read more about these measures here.](#)



Category	Weight	Notes
School Progress and Achievement	36%	For this framework only, this is a merged category.
School Environment	54%	
School-Specific Performance	10%	Will not be included until fall 2026. In SY 2023 – 24 and SY 2024 – 25, the framework will have a total of 90 points, not 100.

What are the measures in this framework?

There are nine measures in this framework, some of which DC PCSB calculates by student group.

The ASPIRE categories and measures in the PK-Only Framework

	Calculated by student group	Points possible	
School Progress and Achievement		36.0	
Early Childhood Assessment Outcomes – Pre-literacy	•	12.0	More
Early Childhood Assessment Outcomes – Math	•	12.0	More
Early Childhood Assessment Outcomes – Social and Emotional Learning	•	12.0	More
School Environment		54.0	
CLASS: Emotional Support		15.0	More
CLASS: Classroom Organization		15.0	More
CLASS: Instructional Support		15.0	More
PK In-Seat Attendance Rate	•	9.0	More
School-Specific Performance		10.0	
School-Specific Measure #1		5.0	More
School-Specific Measure #2		5.0	More

PK – 8

When does DC PCSB use this framework?

This framework is for public charter schools serving any combination of grades PK3 through 8. This framework has seven sub-frameworks that align to specific grade configurations. Sample grade configurations are included in the table below, and [this list shows the schools DC PCSB assesses under each sub-framework](#).

Sub-framework	Sample grade configurations
Early Childhood	PK – K
Primary	PK – 1, PK – 2, PK – 3
Elementary with PK	PK – 4, PK – 5, PK – 6
Elementary without PK	K – 5, K – 6, 1 – 4
Elementary-Middle with PK	PK – 7, PK – 8
Elementary-Middle without PK	K – 8, 1 – 4
Middle	5 – 8, 6 – 8

Each sub-framework has a specific combination of measures and points possible for those measures.

There are some grade configurations with special considerations:

- If a school begins in PK or K and ends in grade 6, it uses the Elementary Sub-framework; the sixth-grade students' performance is grouped with the 3 – 5 grade band.
- If a school begins in grade 4 and ends in grade 8, it uses the Elementary-Middle Sub-framework; the fourth- and fifth-grade students' performance is separated from the sixth through eighth graders' performance.
- If a school begins in grade 8 and serves grades 9 and above, DC PCSB evaluates it using the High School Framework, not the PK – 8 Framework.

Why did DC PCSB develop this framework?

This framework emphasizes growth. In this framework, DC PCSB assigns the most weight to the School Progress or “growth” category. The local and national decline in academic growth observed among students during the COVID-19 pandemic and recovery period drives this emphasis (U.S. Department of Education Office for Civil Rights, 2021).

This framework considers context. The PK – 8 Framework includes both norm- and criterion-referenced growth measures. Norm-referenced measures compare student performance in the context of their peers, while criterion-referenced measures compare student performance to content standards (Quesen, 2023).

How are categories weighted in this framework?

There are four categories in this framework. Each PK – 8 sub-framework has its own category weights, and its own combination of measures for each category.



Category	Weight	Notes
School Progress	Varies by sub-framework	
School Achievement	Varies by sub-framework	
School Environment	Varies by sub-framework	
School-Specific Performance	Varies by sub-framework	Will not be included until fall 2026. In SY 2023 – 24 and SY 2024 – 25, the framework will have a total of 90 points, not 100.

What are the measures in the PK – 8 sub-frameworks?

Each PK – 8 sub-framework has its own combination of measures and points possible for those measures.

The ASPIRE categories and measures in each PK – 8 sub-framework

PK – 8 Sub-frameworks								
	Early Childhood	Primary	Elem w/ PK	Elem w/o PK	Elem-Mid w/ PK	Elem-Mid w/o PK	Middle	
School Progress								
NWEA MAP K – 3 Growth Outcomes – ELA	•	•						More
NWEA MAP K – 3 Growth Outcomes – Math	•	•						More
State Assessment Growth to Proficiency Rate – ELA			•	•	•	•	•	More
State Assessment Growth to Proficiency Rate – Math			•	•	•	•	•	More
State Assessment Median Growth Percentile – ELA			•	•	•	•	•	More
State Assessment Median Growth Percentile – Math			•	•	•	•	•	More
ACCESS Growth Rate		•	•	•	•	•	•	More
School-Selected Growth Assessment – ELA <i>This is an opt-in measure counted for bonus points.</i>			•	•	•	•	•	More
School-Selected Growth Assessment – Math <i>This is an opt-in measure counted for bonus points.</i>			•	•	•	•	•	More
School Achievement								
Early Childhood Assessment Outcomes – Pre-literacy	•							More
Early Childhood Assessment Outcomes – Math	•							More
Early Childhood Assessment Outcomes – Social and Emotional Learning	•							More
State Assessment Proficiency Rate – ELA		•	•	•	•	•	•	More
State Assessment Proficiency Rate – Math		•	•	•	•	•	•	More
School Environment								
CLASS: Emotional Support	•	•	•		•			More
CLASS: Classroom Organization	•	•	•		•			More
CLASS: Instructional Support	•	•	•		•			More

The ASPIRE categories and measures in each PK – 8 sub-framework

PK – 8 Sub-frameworks

	Early Childhood	Primary	Elem w/ PK	Elem w/o PK	Elem-Mid w/ PK	Elem-Mid w/o PK	Middle	
PK In-Seat Attendance Rate	•	•						More
Chronic Absenteeism Rate	•	•	•	•	•	•	•	More
Re-enrollment Rate	•	•	•	•	•	•	•	More
School-Specific Performance								
School-Specific Measure #1	•	•	•	•	•	•	•	More
School-Specific Measure #2	•	•	•	•	•	•	•	More

Early Childhood Sub-framework

This sub-framework applies to public charter schools serving grades PK – K.

What are the measures in this sub-framework?

There are 13 measures in this sub-framework. Eight are calculated by student group.

The ASPIRE categories and measures in the Early Childhood Sub-framework

	Calculated by student group	Points possible	
School Progress		26.0	
NWEA MAP K – 3 Growth Outcomes – ELA	•	13.0	More
NWEA MAP K – 3 Growth Outcomes – Math	•	13.0	More
School Achievement		15.0	
Early Childhood Assessment Outcomes – Pre-literacy	•	5.0	More
Early Childhood Assessment Outcomes – Math	•	5.0	More
Early Childhood Assessment Outcomes – Social and Emotional Learning	•	5.0	More
School Environment		49.0	
CLASS: Emotional Support		10.0	More
CLASS: Classroom Organization		10.0	More
CLASS: Instructional Support		10.0	More
PK In-Seat Attendance Rate	•	5.0	More
Chronic Absenteeism Rate	•	6.0	More
Re-enrollment Rate	•	8.0	More
School-Specific Performance		10.0	
School-Specific Measure #1		5.0	More
School-Specific Measure #2		5.0	More

Primary Sub-framework

This sub-framework applies to public charter schools serving grades PK – 1, PK – 2, or PK – 3.

What are the measures in this sub-framework?

There are 12 measures in this sub-framework. Six are calculated by student group.

The ASPIRE categories and measures in the Primary Sub-framework

	Calculated by student group	Points possible	
School Progress		38.0	
NWEA MAP K – 3 Growth Outcomes – ELA	•	17.0	More
NWEA MAP K – 3 Growth Outcomes – Math	•	17.0	More
ACCESS Growth Rate		4.0	More
School Achievement		15.0	
State Assessment Proficiency Rate – ELA	•	7.5	More
State Assessment Proficiency Rate – Math	•	7.5	More
School Environment		37.0	
CLASS: Emotional Support		7.0	More
CLASS: Classroom Organization		7.0	More
CLASS: Instructional Support		7.0	More
Chronic Absenteeism Rate	•	8.0	More
Re-enrollment Rate	•	8.0	More
School-Specific Performance		10.0	
School-Specific Measure #1		5.0	More
School-Specific Measure #2		5.0	More

Elementary with PK Sub-framework

This sub-framework applies to public charter schools serving grades PK – 4, PK – 5, or PK – 6.

What are the measures in this sub-framework?

There are 16 measures in this sub-framework and two opt-in measures for bonus points; [read more about bonus points here](#). Ten measures are calculated by student group.

The ASPIRE categories and measures in the Elementary with PK Sub-framework

	Calculated by student group	Grade bands	Points possible	
School Progress			40.0	
State Assessment Growth to Proficiency Rate – ELA	•	4 – 5	9.0	More
State Assessment Growth to Proficiency Rate – Math	•	4 – 5	9.0	More
State Assessment Median Growth Percentile – ELA	•	4 – 5	9.0	More
State Assessment Median Growth Percentile – Math	•	4 – 5	9.0	More
ACCESS Growth Rate		K – 5	4.0	More
School-Selected Growth Assessment – ELA <i>This is an opt-in measure counted for bonus points.</i>	•	4 – 5	+2.5	More
School-Selected Growth Assessment – Math <i>This is an opt-in measure counted for bonus points.</i>	•	4 – 5	+2.5	More
School Achievement			22.0	
State Assessment Proficiency Rate – ELA	•	3 – 5	11.0	More
State Assessment Proficiency Rate – Math	•	3 – 5	11.0	More
School Environment			28.0	
CLASS: Emotional Support		PK	4.0	More
CLASS: Classroom Organization		PK	4.0	More
CLASS: Instructional Support		PK	4.0	More
Chronic Absenteeism Rate	•	K – 5	8.0	More
Re-enrollment Rate	•	K – 5	8.0	More
School-Specific Performance			10.0	
School-Specific Measure #1			5.0	More
School-Specific Measure #2			5.0	More

Elementary without PK Sub-framework

This sub-framework applies to public charter schools serving grades between K – 5, K – 6, or 1 – 4.

What are the measures in this sub-framework?

There are 11 measures in this sub-framework and two opt-in measures for bonus points; [read more about bonus points here](#). Ten measures are calculated by student groups.

The ASPIRE categories and measures in the Elementary without PK Sub-framework

	Calculated by student group	Points possible	
School Progress		48.0	
State Assessment Growth to Proficiency Rate – ELA	•	11.0	More
State Assessment Growth to Proficiency Rate – Math	•	11.0	More
State Assessment Median Growth Percentile – ELA	•	11.0	More
State Assessment Median Growth Percentile – Math	•	11.0	More
ACCESS Growth Rate		4.0	More
School-Selected Growth Assessment – ELA <i>This is an opt-in measure counted for bonus points.</i>	•	+2.5	More
School-Selected Growth Assessment – Math <i>This is an opt-in measure counted for bonus points.</i>	•	+2.5	More
School Achievement		26.0	
State Assessment Proficiency Rate – ELA	•	13.0	More
State Assessment Proficiency Rate – Math	•	13.0	More
School Environment		16.0	
Chronic Absenteeism Rate	•	8.0	More
Re-enrollment Rate	•	8.0	More
School-Specific Performance		10.0	
School-Specific Measure #1		5.0	More
School-Specific Measure #2		5.0	More

Elementary-Middle with PK Sub-framework

This sub-framework applies to public charter schools serving grades PK – 7, or PK – 8.

What are the measures in this sub-framework?

There are 16 measures in this sub-framework and two opt-in measures for bonus points; [read more about bonus points here](#). Ten measures are calculated by student group. Six measures are also calculated by grade band.

The ASPIRE categories and measures in the Elementary-Middle with PK Sub-framework

	Calculated by student group	Grade bands	Points possible	
School Progress			40.0	
State Assessment Growth to Proficiency Rate – ELA	•	4 – 5	4.5	More
State Assessment Growth to Proficiency Rate – ELA	•	6 – 8	4.5	More
State Assessment Growth to Proficiency Rate – Math	•	4 – 5	4.5	More
State Assessment Growth to Proficiency Rate – Math	•	6 – 8	4.5	More
State Assessment Median Growth Percentile – ELA	•	4 – 5	4.5	More
State Assessment Median Growth Percentile – ELA	•	6 – 8	4.5	More
State Assessment Median Growth Percentile – Math	•	4 – 5	4.5	More
State Assessment Median Growth Percentile – Math	•	6 – 8	4.5	More
ACCESS Growth Rate		K – 8	4.0	More
School-Selected Growth Assessment – ELA <i>This is an opt-in measure counted for bonus points.</i>	•	4 – 8	+2.5	More
School-Selected Growth Assessment – Math <i>This is an opt-in measure counted for bonus points.</i>	•	4 – 8	+2.5	More
School Achievement			22.0	
State Assessment Proficiency Rate – ELA	•	3 – 5	5.5	More
State Assessment Proficiency Rate – ELA	•	6 – 8	5.5	More
State Assessment Proficiency Rate – Math	•	3 – 5	5.5	More
State Assessment Proficiency Rate – Math	•	6 – 8	5.5	More
School Environment			28.0	
CLASS: Emotional Support		PK	4.0	More
CLASS: Classroom Organization		PK	4.0	More
CLASS: Instructional Support		PK	4.0	More
Chronic Absenteeism Rate	•	K – 8	8.0	More

The ASPIRE categories and measures in the Elementary-Middle with PK Sub-framework

	Calculated by student group	Grade bands	Points possible	
Re-enrollment Rate	•	K – 8	8.0	More
School-Specific Performance			10.0	
School-Specific Measure #1			5.0	More
School-Specific Measure #2			5.0	More

Elementary-Middle without PK Sub-framework

This sub-framework applies to public charter schools serving grades between K and 8, like grade configurations K – 8 and 4 – 8.

What are the measures in this sub-framework?

There are 11 measures in this sub-framework and two opt-in measures for bonus points; [read more about bonus points here](#). Eight measures are calculated by student group. Six measures are also calculated by grade band.

The ASPIRE categories and measures in the Elementary-Middle without PK Sub-framework

	Calculated by student group	Grade bands	Points possible	
School Progress			48.0	
State Assessment Growth to Proficiency Rate – ELA	•	4 – 5	5.5	More
State Assessment Growth to Proficiency Rate – ELA	•	6 – 8	5.5	More
State Assessment Growth to Proficiency Rate – Math	•	4 – 5	5.5	More
State Assessment Growth to Proficiency Rate – Math	•	6 – 8	5.5	More
State Assessment Median Growth Percentile – ELA	•	4 – 5	5.5	More
State Assessment Median Growth Percentile – ELA	•	6 – 8	5.5	More
State Assessment Median Growth Percentile – Math	•	4 – 5	5.5	More
State Assessment Median Growth Percentile – Math	•	6 – 8	5.5	More
ACCESS Growth Rate		K – 8	4.0	More
School-Selected Growth Assessment – ELA <i>This is an opt-in measure counted for bonus points.</i>	•	4 – 8	+2.5	More
School-Selected Growth Assessment – Math <i>This is an opt-in measure counted for bonus points.</i>	•	4 – 8	+2.5	More
School Achievement			26.0	
State Assessment Proficiency Rate – ELA	•	4 – 5	6.5	More
State Assessment Proficiency Rate – ELA	•	6 – 8	6.5	More
State Assessment Proficiency Rate – Math	•	4 – 5	6.5	More
State Assessment Proficiency Rate – Math	•	6 – 8	6.5	More
School Environment			16.0	
Chronic Absenteeism Rate	•	K – 8	8.0	More
Re-enrollment Rate	•	K – 8	8.0	More
School-Specific Performance			10.0	
School-Specific Measure #1			5.0	More
School-Specific Measure #2			5.0	More

Middle Sub-framework

This sub-framework applies to schools serving grades bands 5 – 8 or 6 – 8.

What are the measures in this sub-framework?

There are 11 measures in this sub-framework and two opt-in measures for bonus points; [read more about bonus points here](#). Ten measures are calculated by student group.

The ASPIRE categories and measures in the Middle Sub-framework

	Calculated by student group	Points possible	
School Progress		48.0	
State Assessment Growth to Proficiency Rate – ELA	•	11.0	More
State Assessment Growth to Proficiency Rate – Math	•	11.0	More
State Assessment Median Growth Percentile – ELA	•	11.0	More
State Assessment Median Growth Percentile – Math	•	11.0	More
ACCESS Growth Rate		4.0	More
School-Selected Growth Assessment – ELA <i>This is an opt-in measure counted for bonus points.</i>	•	+2.5	More
School-Selected Growth Assessment – Math <i>This is an opt-in measure counted for bonus points.</i>	•	+2.5	More
School Achievement		26.0	
State Assessment Proficiency Rate – ELA	•	13.0	More
State Assessment Proficiency Rate – Math	•	13.0	More
School Environment		16.0	
Chronic Absenteeism Rate	•	8.0	More
Re-enrollment Rate	•	8.0	More
School-Specific Performance		10.0	
School-Specific Measure #1		5.0	More
School-Specific Measure #2		5.0	More

High School

When does DC PCSB use this framework?

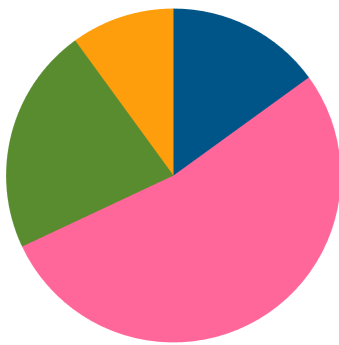
This framework applies to public charter schools serving any combination of grades 9 through 12. If a school begins in grade 8 and serves grades 9 and above, DC PCSB evaluates it using the High School Framework, not the PK – 8 Framework. [See a list of the schools we assess under this framework.](#)

Why did DC PCSB develop this framework?

In this framework, DC PCSB assigns the most weight to the School Achievement category because it includes postsecondary readiness measures, acknowledging high school as the culmination of K – 12 schooling. These School Achievement measures capture outcomes at several points of the traditional four or five high school years to evaluate a school's impact on students' preparedness for post-secondary pathways.

How are categories weighted in this framework?

There are four categories in this framework.



Category	Weight	Notes
School Progress	15%	
School Achievement	53%	
School Environment	22%	
School-Specific Performance	10%	Will not be included until fall 2026. In SY 2023 – 24 and SY 2024 – 25, the framework will have a total of 90 points, not 100.

What are the measures in this framework?

There are 17 measures in this framework, and two opt-in measures for bonus points; [read more about bonus points here](#). Sixteen measures are calculated by student group.

The ASPIRE categories and measures in the High School Framework

	Calculated by student group	Points possible	
School Progress		15.0	
State Assessment Median Growth Percentile – ELA	•	5.0	More
State Assessment Median Growth Percentile – Math	•	5.0	More
ACCESS Growth Rate		5.0	More
School-Selected Growth Assessment – ELA <i>This is an opt-in measure counted for bonus points.</i>	•	+2.5	More
School-Selected Growth Assessment – Math <i>This is an opt-in measure counted for bonus points.</i>	•	+2.5	More
School Achievement		53.0	
State Assessment Proficiency Rate – ELA	•	6.0	More
State Assessment Proficiency Rate – Math	•	6.0	More
9 th Grade On-Track Rate	•	5.0	More
High School Graduation Rate – 4-Year ACGR	•	4.0	More
High School Graduation Rate – 5-Year ACGR	•	6.0	More
AP/IB/CTE/DE Achievement Rate	•	10.0	More
PSAT College Readiness Benchmark Achievement Rate	•	5.0	More
SAT/ACT College Readiness Benchmark Achievement Rate – ERW	•	2.5	More
SAT/ACT College Readiness Benchmark Achievement Rate – Math	•	2.5	More
College and Career Acceptance Rate	•	6.0	More
School Environment		22.0	
Chronic Absenteeism Rate	•	12.0	More
Re-enrollment Rate	•	10.0	More
School-Specific Performance		10.0	
School-Specific Measure #1		5.0	More
School-Specific Measure #2		5.0	More

Adult Education

When does DC PCSB use this framework?

This framework applies to public charter schools serving students 16 years and older, and offering opportunities for adult education and literacy, workforce preparation, and workforce training.

Why did DC PCSB develop this framework?

This framework is designed to measure how well schools educate adult students who seek to 1) develop their reading, writing, and basic math skills, and 2) obtain a high school diploma (or its equivalent) and/or to transition to postsecondary education and the workforce.

This framework is derived from the National Reporting System (NRS), “an outcome-based reporting system for...[s]tate-administered, federally funded adult education program[s].”¹⁹ For example, like the NRS, DC PCSB requires schools to assess students’ Adult Basic Education (ABE) and English language acquisition skills, measure students’ success earning a secondary credential and workforce certification, and report whether students are entering or retaining employment or enrollment in postsecondary programs.

DC PCSB asks adult-serving public charter schools to operate according to one of two program-year cycles: July 1 – June 30 or September 1 – August 31. Each school selects a cycle, also known as an accountability cohort year, and then reports student-level data according to that window. A school may not switch its program-year cycle without requesting approval from DC PCSB staff. The following table highlights the accountability cohort year that each LEA selected.

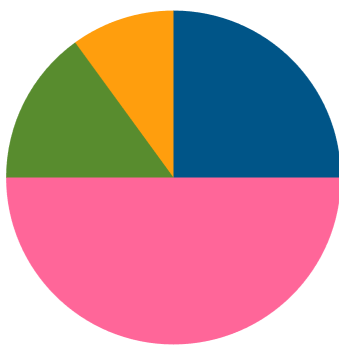
¹⁹ For details, see the National Reporting System for Adult Education here: <https://bit.ly/48ApQRV>.

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

How are categories weighted in this framework?

There are four categories in this framework.

As noted in the table below, two of the categories—School Progress and School Achievement—have measures that are weighted by n-size. This means we determine how much a measure weighs in its category depending on the number of students in the measure’s denominator.



Category	Weight	Notes
School Progress	25%	All measures (i.e., the full 25% weight) are weighted by n-size.
School Achievement	50%	Three of four measures (i.e., 35% of the total 50% weight) are weighted by n-size.
School Environment	15%	
School-Specific Performance	10%	Will not be included until fall 2026. In SY 2023 – 24 and SY 2024 – 25, the framework will have a total of 90 points, not 100.

Measures

There are nine measures in this framework. Five of these measures are weighted by the number of students in that measure's denominator. This framework does not calculate any measures by student group.

The ASPIRE categories and measures in the Adult Education Framework

Points possible		
School Progress	25.0	
Adult Basic Educational Gains Rate	25.0 weighted by n-size	More
English as a Second Language (ESL) Educational Gains Rate		More
School Achievement	50.0	
GED Subject Test Achievement Rate	35.0 weighted by n-size	More
High School Equivalency Achievement Rate		More
Industry Certification Achievement Rate		More
Entered/Retained Employment or Postsecondary Enrollment Rate	15.0	More
School Environment	15.0	
Persistence Rate	15.0	More
School-Specific Performance	10.0	
School-Specific Measure #1	5.0	More
School-Specific Measure #2	5.0	More

Alternative Accountability

When does DC PCSB use this framework?

This framework applies to schools approved by DC PCSB to be evaluated using the Alternative Accountability Framework (AAF).

The following schools are eligible for the AAF until their next charter review or renewal:

LEA	Most Recent AAF Eligibility Approval	Next AAF Eligibility Review
Children's Guild PCS	2023	SY 2024 – 25
Goodwill Excel PCS	2023	SY 2025 – 26
Kingsman PCS	2023	SY 2024 – 25
Maya Angelou PCS – High School	2023	SY 2027 – 28
Monument PCS	2023	SY 2024 – 25
St. Coletta PCS	2023	SY 2025 – 26

Why did DC PCSB develop this framework?

Some public charter schools strive to provide alternative programming to serve specific populations of students. DC PCSB recognizes that the standard ASPIRE frameworks can be inappropriate for measuring a school serving a population that is considerably different than that of most schools. DC PCSB designed the AAF for schools that seek to offer alternative programming for students who face significant obstacles to academic success.

A school is eligible for the AAF when it meets the following criteria:

1. The percentage of the school's students who are identified as having at least one of nine risk factors is at least 60.0%.²⁰
2. The school's mission specifically expresses its desire to serve at-risk and/or high-level special education students.
3. The school serves either:

²⁰ See risk factors in Appendix 2.

- a. Grades that fall within the traditional PK – 12 system with the ultimate aim of students earning a DC high school diploma by meeting or exceeding the DC high school graduation requirements, or
- b. Students ages 3 – 24 in an ungraded program where students earn certificates of Individualized Education Program (IEP) completion.

Categories and measures

Schools will collaborate with DC PCSB staff to design a unique set of goals aligned to one or more of the categories below. Each category will include custom measures, metrics, and targets.

1. School Progress

Academic improvement over time in both ELA and math.²¹

2. School Achievement

Academic proficiency on the statewide assessment and additional approved assessments. This category also includes “gateway” measures that report on outcomes in key subjects that indicate future success. This category also captures postsecondary readiness measures including but not limited to four-, five-, six-, and seven-year cohort graduation rates; SAT/ACT performance; Accuplacer results; and credit/course completion.

3. School Environment

Measures of the school environment and student engagement such as suspension rates, truancy rates, student re-engagement rates, and positive socio-emotional learning outcomes.

Each school’s AAF will be subject to DC PCSB staff’s approval, with confirmation from the DC PCSB Board. Each school’s AAF will become its charter goals and student achievement expectations. DC PCSB will measure performance annually and share the results publicly.

²¹ The school may choose to use the state assessment, its own assessment, or both, or to be measured through a pre-approved competency-based program. If the school uses its own assessment or competency-based program, either must be pre-approved by DC PCSB prior to goals negotiations. For use in goals, the assessments or competency-based programs must be externally valid and reliable and appropriate for the tested student population. See DC PCSB’s [list of approved assessments](#). Additional assessments may be reviewed and approved at the request of the school.

SECTION 3

General Calculation Rules

What's in this section?

Calculation rules that apply universally across the ASPIRE System, including:

- how to calculate how many points a school earns on each measure in a framework (e.g., floors, targets, student group calculations),
- how to calculate a school's overall level based on how it performs across all measures,
- how DC PCSB handles too few data or missing data,
- how DC PCSB sources and validates data, and
- the process for LEAs to appeal data and/or calculations in the ASPIRE System.

What's in Section 4?

Details about how each measure is calculated.

[Go to this section.](#)

How do we calculate how many points a school earns on each measure using floors and targets?

In the ASPIRE System, schools earn points for their performance on each measure in their framework. In order to calculate how many points a school earns for a given measure, we need to know:

1. How many total **points possible** are available for this measure? Each measure in each framework has a specific number of points possible.
2. What is the **rate or outcome** for a school or student group? A rate or outcome is a calculated datapoint about that school or group, like a proficiency rate, a median growth percentile, or a graduation rate.
3. How does this rate or outcome compare to the **floors and targets** that DC PCSB has set for this measure? For each measure, the floor and target are benchmarks DC PCSB sets to define high-quality performance.

Schools receive some, all, or none of the **points possible** based on where their rate falls within the **scoring range** between the **floor** and the **target**.



There are three possible scenarios:

- If the rate meets or exceeds the target, the school or student group earns all points possible.
- If the rate is at or below the floor, the school or student group earns no points.
- If the rate is between the floor and target, the school or student group earns partial points based on performance.

Where the rate falls in the scoring range determines the **percentage of points earned**, which will range from 0% to 100%. This percentage of points earned is multiplied by the points possible to calculate the **points earned**.

Examples of how points earned are calculated using floors and targets

Schools serving PK students are evaluated in the *CLASS: Emotional Support* measure. This measure is not evaluated by student group. The floor is 4.5 and the target is 6.0. This measure is worth 15 points possible in the PK-Only Framework.

School A is a PK-Only school with a rate of 5.5 on *CLASS: Emotional Support*. This school receives 10 points, as shown in the following calculations.

$$\begin{aligned} &(\text{rate} - \text{floor}) / (\text{target} - \text{floor}) = \text{percentage of points earned} \\ &(5.5 - 4.5) / (6 - 4.5) = 66.67\% \text{ of points earned} \end{aligned}$$

$$\begin{aligned} &\text{percentage of points earned} * \text{points possible} = \text{points earned} \\ &66.67\% * 15 = 10 \text{ points earned} \end{aligned}$$

School B is a PK-Only school with a rate of 4.4 on *CLASS: Emotional Support*. This school receives 0 points because its rate is lower than the floor.

How does DC PCSB set the floor and target for each measure?

There are four approaches to setting floors and targets in the PK-Only, PK – 8, and High School Frameworks:

1. State performance

For most measures, DC PCSB sets the floors and targets at the 10th and 90th percentiles of performance statewide, using data from all traditional and public charter schools that qualify for that measure. Scores from schools that do not meet the minimum cohort size requirement are not included in the calculations. These floors and targets are set by framework, grade band, and student group.

2. Charter sector performance

For measures that are not calculated at the state level or are calculated differently at the state level (e.g., AP/IB/DE/CTE), the floors and targets are set to the 10th and 90th percentiles of performance at the charter sector level, initially using SY 2022 – 23 data. (As described later in this section, floors and targets will change over time.)

3. Publisher-informed

Other floors and targets are set based on norms or other information from the assessment publisher. For example, the floor and target for the K – 3 Growth on the NWEA MAP measure are set at 30 and 70, respectively, or as 20 points below and 20 points above a score of 50. At the school level, a median conditional growth percentile (CGP) over 50 suggests that most students in a school have better growth than their academically similar peers. Therefore, the floor (30) and target (70) are set equidistant (-20 and +20) from the median of 50.

4. Aspirational targets

Some measures use aspirational targets or stretch goals. These targets are not based on current performance; instead, they are designed to set a benchmark for excellence and to be transformative.

There are two approaches to setting floors and targets in the Adult Education Framework:

1. Charter sector or national performance

Most measures' floors will be set at the 10th percentile of local or national performance (whichever is lower). "Local" refers to data from DC's adult education public charter sector. "National" refers to data reported by the Office of Career, Technical, and Adult Education (including the National Reporting System for Adult Education) and the GED Testing Service, for example.

2. Aspirational targets

All Adult Education measures have aspirational targets; however, they are informed by recent national performance rates, state performance rates, and/or sector performance rates, based on availability.

The table below indicates which approach DC PCSB used to set the floors and targets for each measure in the ASPIRE System.

ASPIRE categories, measures, and what approach was used for setting floors and targets

	State	Sector	Publisher	National	Aspirational	
School Progress						
NWEA MAP K – 3 Growth Outcomes – ELA			•			More
NWEA MAP K – 3 Growth Outcomes – Math			•			More
State Assessment Growth to Proficiency Rate – ELA	•					More
State Assessment Growth to Proficiency Rate – Math	•					More
State Assessment Median Growth Percentile – ELA			•			More
State Assessment Median Growth Percentile – Math			•			More
ACCESS Growth Rate	•					More
School-Selected Growth Assessment – ELA <i>This is an opt-in measure counted for bonus points.</i>			•			More
School-Selected Growth Assessment – Math <i>This is an opt-in measure counted for bonus points.</i>			•			More
Adult Basic Educational Gains Rate	•	•		•	•	More
English as a Second Language (ESL) Educational Gains Rate	•	•		•	•	More
School Achievement						
Early Childhood Assessment Outcomes – Pre-literacy			•			More
Early Childhood Assessment Outcomes – Math			•			More
Early Childhood Assessment Outcomes – Social and Emotional Learning			•			More
State Assessment Proficiency Rate – ELA	•					More
State Assessment Proficiency Rate – Math	•					More
9 th Grade On-Track Rate					•	More
High School Graduation Rate – 4-Year ACGR	•					More
High School Graduation Rate – 5-Year ACGR	•					More
AP/IB/CTE/DE Achievement Rate		•				More

ASPIRE categories, measures, and what approach was used for setting floors and targets

	State	Sector	Publisher	National	Aspirational	
PSAT College Readiness Benchmark Achievement Rate					•	More
SAT/ACT College Readiness Benchmark Achievement Rate – ERW		•				More
SAT/ACT College Readiness Benchmark Achievement Rate – Math		•				More
College and Career Acceptance Rate					•	More
GED Subject Test Achievement Rate	•	•		•	•	More
GED/High School Equivalency Achievement Rate	•	•		•	•	More
Industry Certification Achievement Rate	•	•		•	•	More
Entered/Retained Employment or Postsecondary Enrollment Rate	•	•		•	•	More
School Environment						
CLASS: Emotional Support			•			More
CLASS: Classroom Organization			•			More
CLASS: Instructional Support			•			More
PK In-Seat Attendance Rate		•				More
Chronic Absenteeism Rate	•					More
Re-enrollment Rate	•					More
Persistence Rate		•			•	More
School-Specific Performance²²						
School-Specific Measure #1	•	•	•	•	•	More
School-Specific Measure #2	•	•	•	•	•	More

²² DC PCSB staff and schools will select the most appropriate floor and target approach for the school-specific measures schools adopt.

How will floors and targets change over time?

In the ASPIRE System, floors and targets will change over time to reflect changes in state, sector, and nationwide performance. DC PCSB will update floors and targets to promote continuous improvement within DC public charter schools.

The following business rules apply to state, sector, and national floors and targets. These business rules also describe the approach DC PCSB uses when setting publisher-informed floors and targets, except for with CLASS.²³

1. Floors and targets will update every three years.
 - DC PCSB will hold floors and targets steady for three years: SY 2022 – 23, SY 2023 – 24, and SY 2024 – 25.
 - DC PCSB will update floors and targets when measuring SY 2025 – 26 performance.
2. When floors and targets are updated, DC PCSB will use (up to) three years of data to create each floor and target.
 - In SY 2025 – 26 and future years, when there are three years of ASPIRE data, each measure that uses state, charter sector, or national performance will use a three-year weighted average for the floor and target.²⁴
3. If DC PCSB significantly changes a measure, it will set new floors and targets for that measure effective immediately.
 - If DC PCSB significantly changes a measure and the target is not aspirational, DC PCSB will recalculate the floor and target to match the 90th percentile, using only the year(s) when the new measure is implemented.
4. If state- or sector-wide or national performance declines significantly, DC PCSB will limit changes to floors and targets.²⁵
 - When DC PCSB reviews floors and targets every three years, starting in SY 2025 – 26, the updates will handle significant performance drops differently.
 - If the three-year weighted average floor decreases by more than 33.3%, DC PCSB will artificially cap the floor at 33.3% of the previous floor.
 - If the calculated 90th percentile is at or above 33.3% above the current target, DC PCSB will raise the target by a maximum of 33.3%.

²³ See the floor and target methodology for the CLASS measures in Section 4.

²⁴ The three-year weighted average is calculated as follows: The most recent year has 50.0% weight, the previous year has 30.0% weight, and the year prior to that has 20.0% weight.

²⁵ This will apply to the next floor and target update in SY 2025 – 26.

How do student groups impact how many points a school earns on each measure?

Many measures in the ASPIRE System include student groups in their scoring.
[Review the summary about why calculations are done by student group.](#)

For these measures, the total points that a school earns is based on the school's rate relative to floors and targets for each of the following student groups:

- Economically Disadvantaged
- Not Economically Disadvantaged
- Race/Ethnicity
- Students with Disabilities
- Emerging Multilingual Learners

How are students included in student groups?

Each student will be included in at least two student groups.

- Each student is included in either the Economically Disadvantaged or Not Economically Disadvantaged group.
- Each student is also included in one Race/Ethnicity group if the group meets the minimum n-size of 10.

Students identified as emerging multilingual learners and/or students with disabilities will additionally be included in those groups.

Some examples:

Student A is not economically disadvantaged and is Hispanic/Latino. The student is included in two groups: *Not Economically Disadvantaged* and *Hispanic/Latino*.

Student B is economically disadvantaged, White, and an emerging multilingual learner (EML). The student is included in three groups: *Economically Disadvantaged*, *White*, and *EML*.

Student C is not economically disadvantaged, Asian, and has an IEP. The student is included in three groups: *Not Economically Disadvantaged*, *Other*, and *Students with Disabilities*.

Each student group has its own weight in the ASPIRE System.

Measures that are calculated using student groups assign a weight to each of the five student groups according to this table:

Group	Weight Totals 100%	Notes
Economically Disadvantaged	40.0%	Every student will be included once. Every student is either economically disadvantaged or not economically disadvantaged.
Not Economically Disadvantaged	20.0%	
Race/Ethnicity	15.0%	Every student will be included once, in either the American Indian or Alaskan Native, Asian, Black/African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, White, or Two or more races group. The total weight of 15% is divided proportionally based on the student population relevant <i>to a given measure</i> . Said another way: The proportional weights for each race/ethnicity group are unique for each measure, for each school. See more in the next section.
Students with Disabilities	15.0%	Every student identified as a student with a disability or under 504 accommodations during the accountability cohort year through OSSE's Special Programs or the LEA's student information systems.
Emerging Multilingual Learner	10.0%	Every student identified as an active English Learner during the accountability cohort year or Monitored English learners for two years after exiting the "active" status with OSSE.

The weights for race/ethnicity are further broken down based on students captured within a particular measure.

For measures calculated by student group, the Race/Ethnicity group is assigned a weight of 15.0% of points possible. These points are then further distributed to the following groups:

- American Indian or Alaskan Native
- Asian
- Black/African American
- Hispanic/Latino
- Native Hawaiian or Other Pacific Islander
- White
- Two or more races

More specifically, the 15.0% of points possible for race/ethnicity are distributed across these groups relative to the size of each group at the campus **within the given measure's student universe**.

Example

There are 100 students captured in a particular measure. Sixty are Black/African American, 30 are Hispanic/Latino, and 10 are White.

Student Group	Weight
Economically Disadvantaged	40.0%
Not Economically Disadvantaged	20.0%
Race/Ethnicity	15.0%
Students with Disabilities	15.0%
Emerging Multilingual Learners	10.0%
Total	100%

Of the 15.0% total weight for the Race/Ethnicity student group, this is how it is divided:

- Black/African American: $(60/100) \times 15.0\% = 9.0\%$
- Hispanic/Latino: $(30/100) \times 15.0\% = 4.5\%$
- White: $(10/100) \times 15.0\% = 1.5\%$

Student Group	Race/Ethnicity Group	Weight
Economically Disadvantaged		40.0%
Not Economically Disadvantaged		20.0%
Race/Ethnicity	Black/African American	9.0%
	Hispanic/Latino	4.5%
	White	1.5%
Students with Disabilities		15.0%
Emerging Multilingual Learners		10.0%
	Total	100%

Each student group has a custom floor and target for each measure.

For measures calculated by student group, each student group has its own floor and target. Each student group's floors and targets are set using the four previously described [approaches to setting floors and targets](#).

For example, the Re-enrollment Rate in the High School Framework is worth 10 total points. For this measure, each student group has a specific **floor** and **target**. The table below has examples of floors and targets to illustrate.

Student Group	Floor	Target
Economically Disadvantaged	63.4	89.1
Not Economically Disadvantaged	64.4	88.7
Black/African American	64.9	90.3
Hispanic/Latino	71.4	94.4
White	45.5	91.7
Other	64.2	91.5
Students with Disabilities	63.6	90.2
EML	64.4	88.7

Next, for each student group, DC PCSB calculates the percentage of points earned. Based on where each student group's calculated **rate** corresponds to the floor and target, each group receives a **percentage of points** earned. The table below has examples of rates to illustrate the calculation.

Student Group	Floor	Target	Rate	% points earned
Economically Disadvantaged	63.4	89.1	92.2	100%
Not Economically Disadvantaged	64.4	88.7	80.7	67.2%
Black/African American	64.9	90.3	86.2	83.9%
Hispanic/Latino	71.4	94.4	87.7	70.8%
White	45.5	91.7	80.6	76.0%
Other	64.2	91.5	72.2	29.3%
Students with Disabilities	63.6	90.2	86.0	84.1%
EML	64.4	88.7	87.0	93.3%

Then, the percentage of points earned for each group is adjusted relative to that group's weight. (Reminder: The weights of the Race/Ethnicity groups are determined by the students included in the measure and together they total 15.0%.)

Student Group	Floor	Target	Rate	% points earned	Student group weight	Weighted % of points earned
Economically Disadvantaged	63.4	89.1	92.2	100%	40%	40.0%

Student Group	Floor	Target	Rate	% points earned	Student group weight	Weighted % of points earned
Not Economically Disadvantaged	64.4	88.7	80.7	67.2%	20%	13.4%
Black/African American	64.9	90.3	86.2	83.9%	5.5%	4.6%
Hispanic/Latino	71.4	94.4	87.7	70.8%	2.5%	1.8%
White	45.5	91.7	80.6	76.0%	5.3%	4.1%
Other	64.2	91.5	72.2	29.3%	1.7%	0.5%
Students with Disabilities	63.6	90.2	86.0	84.1%	15%	12.6%
EML	64.4	88.7	87.0	93.3%	10%	9.3%
				Total	100%	86.3%

Finally, the total points earned for the measure is equal to the total points possible for the measure multiplied by the weighted percentage of points earned. The weighted percentage of points earned are summed to get a total percentage. In this example, this school earned **86.3% out of 100%** of the total 10 points possible for this measure, which means that this school received **8.6** points.

How are bonus points applied to scores?

In the PK – 8 (any campus serving students in grades 4 – 8) and High School Frameworks, there are two optional measures in the School Progress category that can be included for bonus points. These measures are:

- School-Selected Growth Assessment – ELA
- School-Selected Growth Assessment – Math

These measures are included to reward LEAs for high levels of growth separate from proficiency or growth on the state assessment, fulfilling one of the accountability system's guiding principles.

These measures are available to all campuses serving grades 4 – 12 that opt in. If an LEA chooses to opt in, it must opt in for **both** ELA and math. These measures are calculated by student group. In two PK – 8 sub-frameworks, [Elementary-Middle with PK](#) and [Elementary-Middle without PK](#), they are also calculated by grade band.

In the PK – 8 and High School Frameworks, the bonus points are not included in the total points possible for the School Progress category, nor are they included in the overall points possible. These bonus points are added to the total points earned **prior** to the final calculation of percentage of points earned (i.e., points possible divided by points earned). In other words, they do not affect the points possible—they only impact the points earned.

[Read more about how these two measures for bonus points are calculated.](#)

How are ASPIRE levels calculated?

Each school receives an overall ASPIRE level on each of the frameworks relevant to that school. DC PCSB performs three steps to determine a school's overall ASPIRE level on a specific framework:

1. Calculates the **total points earned** across all measures in the framework.
2. Calculates the **total points possible** across all measures in the framework (i.e., if there are any points subtracted from the framework due to missing data or n-size considerations).
3. Divides the total points possible by the total points earned, then rounds to the thousands place, to determine the **percentage of points earned**.

The percentage of points earned determines the ASPIRE level, based on the following cut points:

Level 1 Exemplary Performance	Percentage of points earned is greater than or equal to 75.0%
Level 2 Strong Performance	Percentage of points earned is between 74.9% and 55.0%
Level 3 Satisfactory Performance	Percentage of points earned is between 54.9% and 35.0%
Level 4 Weak Performance	Percentage of points earned is between 34.9% and 20.0%
Level 5 Unsatisfactory Performance	Percentage of points earned is less than 20.0%

Who receives an ASPIRE level and who does not?

Annually, all DC public charter schools will receive at least one overall ASPIRE level on at least one framework. However, there are some exceptions.

Some schools are scored but do not receive an ASPIRE level.

- **New schools and campuses**

A new public charter school or a new campus of an existing public charter school will receive a published framework score; however, DC PCSB will not issue an ASPIRE level to the school or campus for its first year of operation. DC PCSB will issue a score and an ASPIRE level for its second year of operation.

- **Some growing schools or campuses**

PK – 12 schools growing one grade at a time that 1) do not yet serve grade 4 or higher, and 2) do not use Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) will receive a score but no level.

- **Expansion campuses**

If DC PCSB authorizes an LEA to expand or replicate, DC PCSB will evaluate the expansion campus(es) using the relevant ASPIRE framework(s) in the first year following the expansion; the new campus(es) will receive a score but no level. This exception does not apply to any campuses in SY 2023 – 24.

Some schools are not scored and do not receive an ASPIRE level.

- **Alternative Accountability**

Campuses approved for the Alternative Accountability Framework are each evaluated by a unique set of measures and targets, customized to their programs and student populations. Therefore, they do not receive an ASPIRE score or level. [Read more about this framework.](#)

- **Asset acquisitions**

If an LEA acquires the assets of another LEA that ceases operations, and more than 50.0% of students at a PK – 8 or high school campus of that LEA attended a non-terminal grade at the closed charter LEA the prior year, DC PCSB will not publish a level or score for the receiving PK – 8 or high school campus. This exception does not apply to any campuses in SY 2023 – 24.

Some schools will not receive an ASPIRE score or level, and only their measure data will be displayed.

- A school must have at least one measure in each of the four scored categories for an ASPIRE score and level to be displayed. If a school is not eligible for at

least one measure in each category, only the rates for each measure will be displayed.

Some schools will receive multiple scores and multiple ASPIRE levels.

- For schools with **multiple campuses**, each campus will receive at least one score and one level for each framework that applies to the grades it serves.
- Campuses that **serve students across multiple grades** will receive an ASPIRE score and level for each relevant framework. For example, if a school serves students in grades 6 through 12 at one campus, it will receive one ASPIRE score and level for its grade 6 through 8 program and a second ASPIRE score and level for its grade 9 through 12 program.

DC PCSB staff will consider the ASPIRE performance of all campuses and grades served within a school to inform recommendations to the Board (e.g., for charter reviews or renewals, requests for school expansion, replication, or enrollment ceiling increases).

What are minimum cohort sizes?

DC PCSB will not report results when **fewer than 10 students** are included in a particular measure. For measures calculated by student groups, a student group's performance is only scored when there are at least **10 or more eligible students included in that student group's measure rate**, regardless of how many students from this student group are enrolled at the school.

Per DC PCSB's Family Educational Rights and Privacy Act (FERPA) Policy, in cases of sensitive, negative data (namely poor academic performance and discipline), DC PCSB will not publish aggregated data at the LEA, campus, or subgroup level which results in a greater than 95.0% or less than 5.0% rate. Instead, these will be **published as ">95%" or "<5%,"** and the **actual data will be used to calculate framework scores**. DC PCSB will otherwise report results in cases where 10 or more students are included in a metric result, even if less than 5.0% or greater than 95.0% of the students meet the criteria.

What happens when the cohort size is too small?

Handling insufficient data for student groups

When student group data is excluded from a calculation because the student group does not meet the n-size minimum requirement, the percentage of points for that student group are redistributed among all other groups. Put another way, the total points possible for the measure does not change, regardless of which student groups are available. Those points are distributed among the available student groups.

If there are too few observations for **Race/Ethnicity groups** (Black/African American, Hispanic/Latino, White, or Other), the 15.0% of points possible for Race/Ethnicity are distributed based on the relative size of each Race/Ethnicity group with at least 10 students included in the measure. ([See this calculation example.](#))

If there are too few observations for **any other student group** (Economically Disadvantaged, Not Economically Disadvantaged, Students with Disabilities, Emerging Multilingual Learners), the points possible for that group are distributed among the other groups relative to the original weights.

An example of dropping student groups from a measure's calculation

The Emerging Multilingual Learner (EML) student group has a weight of 10.0% in the ASPIRE System.

At Elementary School A, only five EML students took the state assessment. Because there are fewer than 10 students, the EML student group will be dropped from measures that relate to the state assessment. The total student group weight will be 90, not 100.

In this example, the sum of the weighted percentage of points earned is 76.97% and the sum of student group weights is now 90.0% instead of 100%.

Student Group	Floor	Target	Rate	% points earned	Student group weight	Weighted % of points earned
Economically Disadvantaged	63.40	89.11	92.22	100%	40.0%	40.00%
Not Economically Disadvantaged	64.42	88.67	80.72	67.22%	20.0%	13.44%
Black/African American	64.85	90.32	86.21	83.85%	5.45%	4.57%
Hispanic/Latino	71.42	94.35	87.65	70.80%	2.54%	1.80%
White	45.45	91.66	80.59	76.04%	5.32%	4.05%
Other	64.22	91.50	72.22	29.33%	1.69%	0.50%
Students with Disabilities	63.63	90.19	85.96	84.09%	15.0%	12.61%
EML			NA	NA	NA	NA
Total					90%	76.97%

Note that the floors, targets, and rates used in this table are for illustrative purposes only.

We calculate the overall percent of points by dividing these two numbers. The school earns 76.97 / 90.00 or 85.52% of the total points possible for the measure.

Since the measure has 10 points possible, the school earns 8.552 points (85.52% of 10).

[See more examples about handling student groups in Appendix 3.](#)

Handling insufficient data for all student groups within a measure

When there are too few students available to calculate any student group scores for a measure, or when there are fewer than 10 students included in measures that do not include student groups, that measure will be removed from the total points possible in the framework for that school.

For example, the High School Framework has 100 total points possible. The PSAT College Readiness Benchmark Achievement measure has five points possible. If a school has fewer than 10 students across all student groups eligible for the PSAT measure, no score is calculated for this metric and the five points possible are removed from the framework total points possible.

Participation rates

DC PCSB expects all eligible students' outcomes to be included in each measure. OSSE applies its participation policy to all statewide required assessments, and any measures calculated by the state use those business rules.²⁶ For any PK – 12 measure

²⁶ See OSSE's Statewide Assessments Participation and Performance Policy for the 2023-24 School Year here: <https://bit.ly/4aFbqBP>.

not collected or calculated at the state level (e.g., early childhood assessments, school-selected nationally normed growth assessments), at least 85.0% of eligible students must be included in the measure to score the outcomes in the ASPIRE System.

The Adult Education Framework has participation rate business rules that are measure-specific. See the details [here](#).

Where do the rates and outcomes used in measures come from?

The student-level data used to calculate measures in the ASPIRE System can come from three sources:

1. schools,
2. OSSE, and
3. assessment vendors.

Sometimes, DC PCSB does the calculations.

For some measures, DC PCSB receives underlying student performance data and calculates campus-level and student group outcomes. DC PCSB complies with FERPA to protect the privacy of student education records and takes every precaution to prevent disclosure of students' unique personally identifying information.

Sometimes, DC PCSB receives calculated data.

For other measures, such as graduation rates or measures involving state assessments, OSSE provides calculated campus-level and student group outcomes to DC PCSB.

No matter who does the calculations, DC PCSB validates the data with schools.

Each year, DC PCSB conducts a validation process through which it asks schools to confirm that data and calculations are accurate.

ASPIRE categories, measures, and the data and calculation source for each measure

	Data source			Calculation source			
	LEA	Vendor	OSSE	DC	PCSB		OSSE
School Progress							
NWEA MAP K – 3 Growth Outcomes – ELA	•	•		•		More	
NWEA MAP K – 3 Growth Outcomes – Math	•	•		•		More	
State Assessment Growth to Proficiency Rate – ELA			•		•	More	
State Assessment Growth to Proficiency Rate – Math			•		•	More	
State Assessment Median Growth Percentile – ELA			•		•	More	
State Assessment Median Growth Percentile – Math			•		•	More	
ACCESS Growth Rate			•		•	More	
School-Selected Growth Assessment – ELA <i>This is an opt-in measure counted for bonus points.</i>	•			•		More	

ASPIRE categories, measures, and the data and calculation source for each measure

	Data source			Calculation source		
	LEA	Vendor	OSSE	DC PCSB	OSSE	
School-Selected Growth Assessment – Math <i>This is an opt-in measure counted for bonus points.</i>	•			•		More
Adult Basic Educational Gains Rate	•	•		•		More
English as a Second Language (ESL) Educational Gains Rate	•	•		•		More
School Achievement						
Early Childhood Assessment Outcomes – Pre-literacy	•			•		More
Early Childhood Assessment Outcomes – Math	•			•		More
Early Childhood Assessment Outcomes – Social and Emotional Learning	•			•		More
State Assessment Proficiency Rate – ELA			•			More
State Assessment Proficiency Rate – Math			•			More
9 th Grade On-Track Rate	•			•		More
High School Graduation Rate – 4-Year ACGR			•			More
High School Graduation Rate – 5-Year ACGR			•			More
AP/IB/CTE/DE Achievement Rate	•	•	•	•		More
PSAT College Readiness Benchmark Achievement Rate	•	•		•		More
SAT/ACT College Readiness Benchmark Achievement Rate – ERW	•	•	•	•		More
SAT/ACT College Readiness Benchmark Achievement Rate – Math	•	•	•	•		More
College and Career Acceptance Rate	•			•		More
GED Subject Test Achievement Rate	•		•	•		More
GED/High School Equivalency Achievement Rate	•		•	•		More
Industry Certification Achievement Rate	•			•		More
Entered/Retained Employment or Postsecondary Enrollment Rate	•			•		More
School Environment						
CLASS: Emotional Support			•		•	More
CLASS: Classroom Organization			•		•	More
CLASS: Instructional Support			•		•	More
PK In-Seat Attendance Rate			•		•	More
Chronic Absenteeism Rate			•		•	More
Re-enrollment Rate			•	•		More
Persistence Rate	•			•		More

ASPIRE categories, measures, and the data and calculation source for each measure

	Data source			Calculation source		
	LEA	Vendor	OSSE	DC PCSB	OSSE	
School-Specific Performance						
School-Specific Measure #1	•	•	•	•	•	More
School-Specific Measure #2	•	•	•	•	•	More

How does DC PCSB validate data with schools?

Each year, DC PCSB conducts a validation process in which it asks schools to confirm that underlying data and calculations are accurate.

Schools must submit and validate data throughout the year, including but not limited to data pertaining to DC PCSB's accountability system. DC PCSB sets submission and validation windows for underlying, student-level data and a school's overall rate. DC PCSB expects schools to submit and validate data within the established timeframes.

At each stage of the data collection and validation cycle, DC PCSB confirms data accuracy:

- **Goals Assurance Validation** is an opportunity to review and verify goal language and business rules are aligned with the school's charter agreement.
- **Assessment and Adult Declarations** is when schools identify assessments and program enrollments for a given accountability year.
- **Roster Confirmation** is an opportunity to verify the universe of students included in a measure.
- **Demographics Validation** allows schools to confirm students' demographic designations.
- **Metric Validation** is an opportunity to confirm accountability metric calculations. Data are considered validated when the school and DC PCSB agree upon the same rate and calculation for a given metric, and the submitted documents and data are accurate and complete.

How do schools dispute data during this process?

To initiate an appeal to change or dispute data, schools must not validate the data in question and must open a support ticket in the Hub **before the support ticket window closes**. Schools must include as much information as possible about the data being disputed, including but not limited to Unique Student Identifiers (USIs) and any supporting evidence or documentation. Once submitted, DC PCSB staff will

promptly review the appeal and approve or deny the request. DC PCSB staff may request additional documentation to substantiate a school's appeal request. DC PCSB will provide a narrative explanation for the final decision.

In instances where a school requests a change to data for which the data validation window has already closed, it may receive an Out of Compliance notice (e.g., requesting a change to student-level enrollment data after the close of OSSE data validation). This also might result in data being published incorrectly.²⁷

How do schools appeal an ASPIRE score?

In addition to reviewing and validating the underlying, student-level data and metric calculations for each measure, schools will have an opportunity to review and validate their overall ASPIRE score(s). Barring any technical error on DC PCSB's part, DC PCSB will publish the score. DC PCSB generally will not reassess an ASPIRE score unless there is an acknowledged technical error on its part.

If a school wants to appeal an ASPIRE score, it may do so by submitting a written request to DC PCSB's Chief School Performance Officer. DC PCSB staff will then present the request to its Board during a public meeting. The Board will determine whether to uphold or amend the ASPIRE score.

²⁷ For details, see DC PCSB's Data and Document Submission and Verification Policy here: <https://bit.ly/48Bi0aG>.

What happens when data are unavailable?

Insufficient measures in public ASPIRE reporting

A campus must have at least one measure in each of the four categories for an ASPIRE score and level to be displayed. If a campus does not have at least one measure in each category, it will not receive an ASPIRE score and level; only the rates for each measure will be displayed.

Due to an issue beyond a school's control

DC PCSB will not report the results when no data are available for the campus due to issues beyond the school's control, such as an error with the results from the testing company. The points associated with that measure are removed, and the total points possible are adjusted. For example, a first-year campus does not have a Re-enrollment Rate, which has a total of 10 points possible in the High School Framework. This measure is dropped, and the total points possible is now 90 instead of 100.

Due to a school error

If a school makes an error causing no data to be available, such as failing to provide data to DC PCSB or to administer an assessment, the measure will still be included in the total points possible. DC PCSB will report the school as earning zero points out of the points possible. For more information about the consequences of a school submitting no data or incorrect data, see DC PCSB's [Data and Document Submission and Verification Policy](#).

How are rounding rules applied during calculations?

Data are stored to the number of digits originally provided by the publisher, school, or OSSE. DC PCSB makes every effort to retain the data it receives with all provided digits.

All percentage of points earned for measures and categories are calculated with unrounded rates.

Values are only rounded to the nearest thousandth (.956, also nearest tenth 95.6 of a percentage value) when calculating a school's final ASPIRE score (i.e., the percentage of total points earned).

This rounded value is used to determine the overall ASPIRE level based on level cut scores, [described further here](#).

SECTION 4

Calculation Rules by Measure

What's in this section?

This section details how to calculate each measure.

School Progress Measures

[NWEA MAP K – 3 Growth Outcomes – ELA](#)

[NWEA MAP K – 3 Growth Outcomes – Math](#)

[State Assessment Growth to Proficiency Rate – ELA](#)

[State Assessment Growth to Proficiency Rate – Math](#)

[State Assessment Median Growth Percentile – ELA](#)

[State Assessment Median Growth Percentile – Math](#)

[ACCESS Growth Rate](#)

[School-Selected Growth Assessment – ELA](#)

[School-Selected Growth Assessment – Math](#)

[Adult Basic Educational Gains Rate](#)

[English as a Second Language Educational Gains Rate](#)

School Achievement Measures

[Early Childhood Assessment Outcomes – Pre-literacy](#)

[Early Childhood Assessment Outcomes – Math](#)

[Early Childhood Assessment Outcomes – SEL](#)

[State Assessment Proficiency Rate – ELA](#)

[State Assessment Proficiency Rate – Math](#)

[9th Grade On-Track Rate](#)

[High School Graduation Rate – 4-Year ACGR](#)

[High School Graduation Rate – 5-Year ACGR](#)

[AP/IB/CTE/DE Pass Rate](#)

[PSAT College Readiness Benchmark Achievement Rate](#)

[SAT/ACT College Readiness Benchmark Achievement Rate – ERW](#)

[SAT/ACT College Readiness Benchmark Achievement Rate – Math](#)

[College and Career Acceptance Rate](#)

[GED Subject Test Achievement Rate](#)

[High School Equivalency Achievement Rate](#)

[Industry Certification Achievement Rate](#)

[Entered/Retained Employment or Postsecondary Enrollment Rate](#)

School Environment Measures

[Classroom Assessment Scoring System \(CLASS\): Emotional Support](#)
[Classroom Assessment Scoring System \(CLASS\): Classroom Organization](#)
[Classroom Assessment Scoring System \(CLASS\): Instructional Support](#)
[PK In-Seat Attendance Rate](#)
[Chronic Absenteeism](#)
[Re-enrollment Rate](#)
[Persistence Rate](#)

School-Specific Measures

[School-specific measure #1](#)
[School-specific measure #2](#)

What information is available about each measure?

This section, which is organized by category, details each measure in the ASPIRE System. Each measure (or group of measures if the calculation methodology is the same) has:

1. A description and key definitions,
2. A summary of evidence and rationale considered for this measure,
3. Inclusion and exclusion criteria used to determine eligibility for the measure,
4. A metric calculation formula and business rules,
5. Aggregation specifications,
6. Minimum cohort specifications,
7. Other measure considerations, including unique rules to grades served and campus applicability,
8. Data and calculation sources, and details about data collection and validation processes, and
9. Floors and targets, and details about how they will change over time.

School Progress Measures

		School Progress
Measure	NWEA MAP K – 3 Growth Outcomes – ELA	
Framework(s)	PK – 8 (sub-frameworks: Primary and Early Childhood)	

		School Progress
Measure	NWEA MAP K – 3 Growth Outcomes – Math	
Framework(s)	PK – 8 (sub-frameworks: Primary and Early Childhood)	

Measure Description

This growth measure calculates the change in student performance on the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) in ELA or math at a given campus over the course of the accountability school year, from **fall to spring**, or **beginning-of-year to end-of-year**.

The publisher NWEA calculates a conditional growth percentile (CGP) for each student. The CGP compares the progress that the student made relative to their academically similar peers using NWEA MAP's 2020 norms.²⁸ Peers are defined as students with similar starting achievement level, grade, subject area, and number of instructional weeks between assessments.

CGPs range from the 1st to 99th percentile. If a student's CGP is 50, this means the student's growth was greater than 50.0% of academically similar students in the NWEA norm-referenced population (NWEA, 2022). A percentile rank higher than the 50th percentile indicates higher growth than most of the norm-referenced group, and a percentile rank lower than the 50th percentile indicates less growth than most of the norm-referenced group.

This measure orders the CGPs of students in this school from the lowest to the highest and identifies the median CGP for each student group. This median CGP is the outcome used in the measure calculation.

Key Definitions

These are key terms specific to this measure and metric.

²⁸ See NWEA's 2020 Growth Normative Data Overview here: <https://bit.ly/3NrKYSO>. NWEA will launch an updated MAP assessment in SY 2023 – 24. As recommended by the publisher, DC PCSB will use the 2020 publisher norms until new norms are established.

- **Conditional Growth Percentile (CGP):** a student's percentile rank for growth
- **NWEA MAP:** Northwest Evaluation Association Measures of Academic Progress

Evidence and Rationale

Research shows that students who are not reading proficiently in third grade are four times less likely to graduate high school on time (Hernandez, 2011). This means capturing growth toward meeting grade-level standards prior to students' first high-stakes assessment in third grade is critical.

MAP is designed to be fair and equitable for all students (Meyer & Dahlin, 2022). It is aligned to the Common Core State Standards, and its adaptive nature meets students where they are in their achievement and selects appropriate items (NWEA, 2022b). CGPs can be compared across grade levels and across subjects but should not be averaged, which is why the median is used (NWEA, 2022c).

The Every Student Succeeds Act (ESSA) requires state assessments for students in grades 3 through 8 and high school, but does not require assessments for early elementary school students. In the absence of state assessment progress data for students in grades 3 and lower, and with limited or no state assessment proficiency data for schools that permanently end in grades K through 3, DC PCSB only uses NWEA MAP for this measure.

Student Eligibility

The following are eligibility considerations for each assessed subject: ELA and math.

Inclusion Criteria

Students who meet all of the following criteria are included in the measure:

1. Attended the campus for the Full Academic Year (FAY), defined for this measure as:
 - a. Included in the campus Enrollment Audit on October 5, and
 - b. Continuously enrolled (no withdrawal or transfer) at the same campus from the enrollment audit date through May 1 of the accountability year.
2. Are enrolled at a campus ending in grades K – 3
3. Are enrolled in grades K – 3

Exclusion Criteria

None to report.

Metric Calculation

1. NWEA calculates a CGP for each student.

2. If a student is eligible for inclusion but does not have a CGP from NWEA because they are missing a start and/or end score, assign that student a CGP of zero.
3. All student CGP for a particular subgroup and school are arrayed from high to low and the midpoint, or median, of these scores becomes the school's median CGP for each subject.

Aggregation Level

DC PCSB calculates this metric for ELA and math separately and disaggregates each by student group.

Additional Measure Considerations

Grades Served Clarifications

1. Campuses serving grade 3 may opt out of testing 3rd grade students in NWEA MAP since they will also be taking the PARCC/DC CAPE. If an LEA opts into NWEA testing for grade 3, the LEA must declare that it is doing so during Assessment Declarations and submit scores during data collection.

Campus Applicability Rules

1. If a growing early childhood school (e.g., a school that has PK – 3 grades and is adding a grade annually) adds grade 4 for the first time and does not have 10 or more students to display MGP, the school will use K – 3 NWEA MAP median CGP for one additional year. Once the school has two years of MGP data, it will replace NWEA MAP in the School Progress Category, and MAP will become a Supplemental Information measure.

Minimum Cohort Size

Each student group needs a minimum of 10 eligible students to be included in the measure calculation.

Data and Calculation Source

Data Collection

Every year, DC PCSB will release guidance to LEAs about the processes for submitting data and supporting evidence. The ASPIRE Policy & Technical Guide will use these guidelines.

Data Validation

Every year, DC PCSB will release guidance to LEAs about the annual data validation period. The ASPIRE Policy & Technical Guide will use these guidelines.

Floors and Targets

- CGP is centered at 50.0, and the floor and target are equidistant from it at 30.0 and 70.0, respectively.
- All student groups use the same floor and target.

NWEA MAP K – 3 Growth Outcomes				
Student Group	ELA		Math	
	Floor	Target	Floor	Target
Economically Disadvantaged	30.0	70.0	30.0	70.0
Not Economically Disadvantaged	30.0	70.0	30.0	70.0
Students with Disabilities	30.0	70.0	30.0	70.0
Emerging Multilingual Learners	30.0	70.0	30.0	70.0
American Indian/Alaskan Native	30.0	70.0	30.0	70.0
Asian	30.0	70.0	30.0	70.0
Black/African-American	30.0	70.0	30.0	70.0
Hispanic/Latino of any race	30.0	70.0	30.0	70.0
Native Hawaiian/Other Pacific Islander	30.0	70.0	30.0	70.0
Two or more races	30.0	70.0	30.0	70.0
White	30.0	70.0	30.0	70.0

Measure	State Assessment Growth to Proficiency Rate – ELA
Framework(s)	<ul style="list-style-type: none"> PK – 8 (sub-frameworks: Elementary with PK, Elementary without PK, Elementary-Middle with PK, Elementary-Middle without PK, Middle)

Measure	State Assessment Growth to Proficiency Rate – Math
Framework(s)	<ul style="list-style-type: none"> PK – 8 (sub-frameworks: Elementary with PK, Elementary without PK, Elementary-Middle with PK, Elementary-Middle without PK, Middle)

Measure Description

This criterion-referenced measure assesses whether a student has made sufficient growth toward PARCC/DC CAPE proficiency (Level 4) or sustained proficiency with minimal scale score regression in Levels 4 and 5.

This metric uses two years of PARCC/DC CAPE scores: current and prior year scores. A student's prior year scale score determines the student's growth floor and growth target, as demonstrated in the table below. OSSE developed these growth floors and growth targets to create challenging but attainable goals for students' growth.

Prior Year PARCC/DC CAPE Level	Scale Score - Growth Floor	Scale Score - Growth Target
1 (650 – 674)	0	20
1 (675 – 699)	-1	15
2	-3	13
3	-5	9
4	-7	6
5	-10	0
<i>Note: PARCC/DC CAPE Level 1 covers 50 scale score points instead of 25 scale score points as in other performance levels and thus has two different sets of floors and targets.</i>		

A student score is calculated for each student by comparing the student's actual growth to the growth floor and target. Then, the Growth to Proficiency measure is calculated for each student group by taking the mean of these student scores.

Key Definitions

These are key terms and definitions specific to this measure and metric.

- **Actual growth:** Students' actual growth is calculated by subtracting students' prior year assessment score from their current year assessment score. This number will be positive if a student's score increased and negative if a student's score decreased.
- **Growth floor:** A student's prior year performance level determines the student's growth floor. If a student's actual growth exceeds the growth floor, the student score will be positive; if a student's actual growth falls below the growth floor, the student score will be zero.
- **Growth target:** The ultimate goal is for students to achieve proficiency, or a performance level of 4 or higher. A student's prior year proficiency level determines the student's growth target and is set to the minimum growth a student at the lowest score within a performance level would need to achieve proficiency within a certain number of years (OSSE, 2023). If a student's actual growth exceeds the growth target, the student score will be 100; if a student's actual growth falls below the growth target, the student score will fall between 0 – 100.

Evidence and Rationale

Generally, growth-to-standard measures offer a picture of whether students are on track to meet academic benchmarks and offer more information about students who are already performing below a proficiency benchmark (Data Quality Campaign, 2019). This type of measure assumes that a student will continue to make the same amount of improvement on his or her test scores year after year, regardless of their starting point (Data Quality Campaign, 2019).

Growth to Proficiency rewards schools for advancing their students toward college and career readiness. This measure allows schools to demonstrate that students are making progress toward PARCC/DC CAPE Level 4, which corresponds to meeting grade-level expectations. The growth floors and growth targets are set for each performance level to account for variations in growth and were informed by expectations to reach proficiency after five years when starting at Level 1, four years when starting at Level 2, and three years when starting at Level 3 (OSSE, 2019).

Student Eligibility

Inclusion Criteria

1. Attended the campus for the FAY, defined for this measure by OSSE as:
 - a. Included in the campus Enrollment Audit on October 5, and
 - b. Enrolled at the campus for 85% or more of the instructional days between the audit and the first day of the School, LEA, or State assessment window.
2. In grades 4 through 8 in the accountability year.
3. Have a valid score for the PARCC/DC CAPE exam in the prior school year.
4. Have a valid score for the PARCC/DC CAPE exam in the current school year.

Exclusion Criteria

1. Completed the Multi-State Alternate Assessment (MSAA) exam in the prior or current year.
2. Did not qualify for the PARCC/DC CAPE achievement universe in the prior or current year.

Metric Calculation

First, student scores are calculated with the following formula:

$$\text{Student Score} = \left(\frac{\text{Actual Growth} - \text{Growth Floor}}{\text{Floor}} \right)$$

Student scores below zero and above 100 are capped at zero and 100, respectively. Then, DC PCSB calculates the mean of the student scores for each student group.

Aggregation Level

OSSE calculates this measure separately for ELA and math and disaggregates the outcomes for each by grade band and by student group.

Grade Assignments

In the PK – 8 Framework, students are assigned to a grade band based on the grades served at their school. Generally, students in grades 4 – 5 will be included in the Elementary Grades band and students in grades 6 – 8 will be included in the Middle Grades band. For a school serving only one grade outside of these bands, all students will be grouped into the main grade band served at the school. For example, at a school serving students in grades 5 – 8, the grade 5 students' performance is grouped with that of the students in grades 6 – 8.

Minimum Cohort Size

Each student group needs a minimum of 10 students to be included in the measure calculation.

Data and Calculation Source

Data Collection

OSSE provides the student-level data for this accountability measure.

Data Validation

LEAs verify the OSSE-provided student-level data.

Metric Calculation

DC PCSB uses student-level data to produce metric calculations.

Floors and Targets

- The floor is set at the 10th percentile of state Growth to Proficiency outcomes and the target is set at the 90th percentile.
- They are set by subject, grade band, and student group.

SY 2022 – 23 is the first year this measure will be available since SY 2018 – 19.

The floors and targets will be set using SY 2022 – 23 data. These will be used for three years: SY 2022 – 23, SY 2023 – 24, and SY 2024 – 25. They will be updated in SY 2025 – 26.

ELA				
Student Group	Grades 4 – 5		Grades 6 – 8	
	Floor	Target	Floor	Target
Economically Disadvantaged	47.4	74.8	35.1	68.8
Not Economically Disadvantaged	49.7	72.7	39.9	69.8
Students with Disabilities	41.9	77.6	31.7	63.5
Emerging Multilingual Learners	44.2	81.8	36.5	76.8
American Indian/Alaskan Native	-	-	-	-
Asian	73.6	89.6	46.7	82.2
Black/African-American	47.2	73.4	38.8	70.4
Hispanic/Latino of any race	46.0	81.0	38.6	71.6
Native Hawaiian/Other Pacific Islander	-	-	-	-
Two or more races	54.1	80.0	54.7	72.9
White	50.0	78.1	58.0	78.5

Math				
Student Group	Grades 4 – 5		Grades 6 – 8	
	Floor	Target	Floor	Target
Economically Disadvantaged				
Not Economically Disadvantaged				
Students with Disabilities				
Emerging Multilingual Learners				
American Indian/Alaskan Native				
Asian				
Black/African-American				
Hispanic/Latino of any race				
Native Hawaiian/Other Pacific Islander				
Two or more races				
White				

Measure	State Assessment Median Growth Percentile – ELA
Framework(s)	<ul style="list-style-type: none"> • PK – 8 (sub-frameworks: Elementary with PK, Elementary without PK, Elementary-Middle with PK, Elementary-Middle without PK, Middle) • High School

Measure	State Assessment Median Growth Percentile – Math
Framework(s)	<ul style="list-style-type: none"> • PK – 8 (sub-frameworks: Elementary with PK, Elementary without PK, Elementary-Middle with PK, Elementary-Middle without PK, Middle) • High School

Measure Description

A student growth percentile (SGP) is a norm-referenced growth measure that captures students' year-to-year growth by comparing changes in students' PARCC/DC CAPE scores to changes made by other students with similar score histories on the PARCC/DC CAPE in the previous year(s).

The framework measure is the median SGP, or median growth percentile (MGP). This is the middle value when all students' SGP scores are listed from high to low. The higher a student's SGP score, the more that student has improved relative to similar DC students.

Evidence and Rationale

Many schools report enrolling students who perform one or more years below grade level, so it is critical to consider how well schools are accelerating student learning (NACSA, 2023). Student growth percentile measures offer insight into whether educators are helping students learn, regardless of student proficiency level, and suggest a school's collective contributions to student outcomes.

As a norm-referenced growth measure, MGP demonstrates growth relative to peers. Proficiency is not a requirement or indicator of students having a high SGP. Student growth percentiles do not reveal any information about how students are performing relative to grade-level learning goals (Data Quality Campaign, 2019).²⁹

It is possible for students to perform below the proficiency mark and to show significant growth as compared to their peers with similar starting scores. It is also 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.

²⁹ Data Quality Campaign. (2019). *Growth data: It matters, and it's complicated*. Retrieved from: <https://bit.ly/3DUG3UE>.

Student Eligibility

Inclusion Criteria

Students who meet all the following criteria are included in the measure:

1. Enrolled at the campus for the FAY, defined for this measure by OSSE as:
 - a. Included in the campus Enrollment Audit on October 5, and
 - b. Enrolled at the campus for 85% or more of the instructional days between the audit and the first day of the School, LEA, or State assessment window.
2. Have a valid score for the exam in the accountability school year.
3. Have a valid score for the exam in the prior school year.
4. Have an SGP calculated by the Center for Assessment in the accountability school year.

Additional inclusion criteria for the PK – 8 Framework:

1. Were a student enrolled in grades 4 – 8.

Additional inclusion criteria for the HS Framework:

1. For ELA: Enrolled in an English I or English II course. (This will most often occur during grades 9 and 10.)
2. For Math: Enrolled in an Algebra I or Geometry course (or Algebra II in cases of students who took Algebra I and Geometry prior to entering high school) in the accountability school year. For many students, Algebra I will occur in grade 9 and Geometry will occur in grade 10. However, students may take these assessments in any grade in high school or in seventh and eighth grade if enrolled in advanced coursework.

Exclusion Criteria

Students who meet any of the following criteria will be excluded from the accountability measure:

1. Completed the MSAA exam in the prior or current year.
2. Did not qualify for the PARCC/DC CAPE achievement universe in the prior or current year.
3. Were in a course progression that does not include at least 1,000 other students.
4. Were in a non-progression grade sequence.

Metric Calculation

1. Each student earns an SGP.
 - a. Scores from all students taking the same PARCC/DC CAPE assessment determine academic peer groups to calculate SGPs.
2. All students are assigned to a grade band based on the grades served at their school. Generally, students in grades 4 – 5 will be included in the Elementary

Grades band and students in grades 6 – 8 will be included in the Middle Grades band. For a school serving only one grade outside of these bands, all students' SGPs will be grouped into the main grade band served at the school.

3. All the students' SGP scores for a school are arrayed from high to low and the midpoint, or median, of these scores becomes the school's median growth percentile, or MGP, for each subject and grade band.
4. To lessen year-to-year variability, DC PCSB computes an aggregated MGP by taking the median of all student growth percentile scores from the previous two academic years. In SY 2022 – 23, there will be only one year of MGP data. DC PCSB will begin computing two-year MGPs after SY 2023 – 24.

Aggregation Level

OSSE calculates this measure separately for ELA and math, and disaggregates the outcomes for each by grade band and by student group.

Grade Assignments

In the PK – 8 Framework, students are assigned to a grade band based on the grades served at their school. Generally, students in grades 4 – 5 will be included in the Elementary Grades band and students in grades 6 – 8 will be included in the Middle Grades band. For a school serving only one grade outside of these bands, all students' SGPs will be grouped into the main grade band served at the school.

Additional Measure Considerations

Time Period

To lessen year-to-year variability, DC PCSB calculates a two-year weighted average (by n-size) of each school's MGP values from two consecutive years. In SY 2022 – 23, the only available year of MGP data will be used for accountability. DC PCSB will resume using a two-year weighted average MGP in SY 2023 – 24.

Campus Applicability Rules

PK – 8 Framework:

1. If a school has only one year of MGP data (e.g., it is a new school, offering grade 4 for the first time), only one year of MGP data is used but the points possible for the School Progress accountability measures is weighted at half the points possible. See details of measure weights [here](#).
2. If an early childhood growing school (e.g., a school that has PK – 3 grades and is adding a grade annually) adds grade 4 for the first time and does not have a minimum of 10 students to display MGP, the school will use K – 3 NWEA MAP median CGP for one additional year. Once the school has at least one year of MGP data, the school will display MGP, replacing NWEA MAP for School Progress accountability measure.

Assessment Inclusion Rules

PK – 8 Framework

- Students in grades 7 and 8 who take high school course-based mathematics assessments are counted for performance reporting, as the high school course-based assessment takes the place of the required grade-level assessment.

HS Framework

- The required high school assessments are Algebra I, Geometry, English I, and English II.

Minimum Cohort Size

PK – 8 Framework

Each student group needs a minimum of 10 students for each year to be included in the measure calculation.

1. If the most current year has an n-size of 10 or greater but the year prior does not, only the current year will be included in the calculation, and the points possible of the measure is weighted at half the points possible outlined in this section.
2. If the year prior has an n-size of 10 or greater but the current year does not, growth will not be reported on the scorecard.

HS Framework

Each student group needs a minimum of 10 students to be included in the measure calculation.

1. If the most current year has an n-size of 10 or greater but the year prior does not, only the current year will be included in the calculation.
2. If the year prior has an n-size of 10 or greater but the current year does not, growth will not be reported on the scorecard.

Data and Calculation Source

Data Collection

MGP is calculated by OSSE.

Data Validation

Schools validate the calculated results with OSSE during their Metric Calculation Confirmation period.

Every year, DC PCSB will release guidance to LEAs about the annual data validation period. The ASPIRE Policy & Technical Guide will use these guidelines.

Floors and Targets

MGP floors and targets are not established by student group due to the comparative nature of the measure itself.

The floors and targets will be set using SY 2022 – 23 data. These will be used for three years: SY 2022 – 23, SY 2023 – 24, and SY 2024 – 25. They will be updated in SY 2025 – 26.

Measure	Floor	Target
Median Growth Percentile – ELA (Grades 4 – 5)	30	70
Median Growth Percentile – ELA (Grades 6 – 8)	30	65
Median Growth Percentile – Math (Grades 4 – 5)	30	70
Median Growth Percentile – Math (Grades 6 – 8)	30	65

Measure	ACCESS Growth Rate ³⁰
Framework(s)	PK – 8 (all sub-frameworks) High School

Measure Description

This measure reports emerging multilingual learners' progress toward English language proficiency as assessed by the ACCESS for English Language Learners 2.0 (ACCESS) test.^{31, 32}

ACCESS is DC's English language proficiency assessment for grades K through 12. The test measures the English language development of students identified as English learners across four domains: listening, reading, speaking, and writing. WIDA, a division of the University of Wisconsin-Madison's Center for Education Research, scores the ACCESS exam.³³ WIDA provides scale scores and proficiency levels for each domain. WIDA also provides composite scale scores that assign weights to multiple language domains. Then, WIDA combines language domain scale scores to create a composite scale score, which is associated with a proficiency level that ranges from 1.0 (Entering) to 6.0 (Reaching). Emerging multilingual learners must take the ACCESS exam every year until they earn a composite score indicating proficiency.³⁴

Students' growth targets reset every year based on two factors: current grade level and prior year's composite proficiency level. The table below reports the SY 2022 – 23 ACCESS growth targets by grade level. Analyses from several years of DC ACCESS data support the feasibility of these years-to-proficiency determinations.³⁵

SY 2022 – 23 Growth Targets by Grade Level and Prior Year				
Current Grade Level	Prior Year's Proficiency Level			
	1.0 – 1.9	2.0 – 2.9	3.0 – 3.9	4.0 – 4.9
K	1.3	1.8	1.3	0.2
1	1.2	0.9	0.1	0.1
2 – 5	0.7	0.7	0.4	0.3
6 – 8	0.3	0.4	0.1	0.1
9 – 12	0.3	0.6	0.2	0.2

³⁰ Metric details adopted from OSSE's [2023 DC School Report Card Technical Guide](#).

³¹ "ACCESS" stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners.

³² See more information about the assessment here: <https://bit.ly/3R1MPj3>.

³³ ACCESS assesses social and instructional English as well as the academic language associated with the four core subject areas, across the four language domains. For more information, see: Center for Applied Linguistics. (2022). *Annual technical report No. 18A*. Retrieved from: <https://bit.ly/3qs28io>.

³⁴ A composite score of 5.0 is proficient in Kindergarten, and 4.5 is proficient in grades 1 – 12.

³⁵ OSSE. (2023). *DC School Report Card technical guide*. Retrieved from: <https://bit.ly/3QVbfdY>

Example

If a grade 2 student scored 3.5 on the prior year's ACCESS assessment, their growth target in the accountability year is 0.4. The student will have met their growth target if they score at least 3.9 in the accountability year.

Key Definitions

These are key terms specific to this measure and metric.

1. **ACCESS Actual Growth:** A student's prior ACCESS overall proficiency level subtracted from their current year ACCESS overall proficiency level. *If a student's proficiency level increased, actual growth is positive, and if student's proficiency level decreased, it is negative.*
2. **ACCESS Growth Target:** The minimum proficiency level increase expected based on a student's current grade level and their prior year's proficiency level. *Growth targets are recalculated each year based on the student's current grade level and their prior year's proficiency level.*
3. **Invalid Score:** A student's test voided by the test vendor due to concerns over the integrity of the test administration. The student will receive an invalid score and will not be included in the metric.
4. **Off-Grade Tests:** If a student takes ACCESS for the incorrect grade, based on the ever-enrolled grade provided by the LEA in the SIS, the proficiency level will be adjusted based on the scale score and assessment and reporting grade for the student by DRC (the assessment platform) or OSSE.
5. **Percent of Growth Target Met:** A student's Actual Growth divided by their Growth Target. The range of student growth will be limited to non-negative values for the purpose of calculating this metric, so any value less than zero will be treated as zero in the calculation for the metric. Students whose growth exceeds their target are reported as **growth over 100%**. Students who do not meet their growth target but receive a score at or above proficient (5.0 in kindergarten, 4.5 in grades 1 – 12) are treated as meeting at least 100% of their target.

Evidence and Rationale

DC PCSB did not report on ACCESS performance in the PMF. However, ESSA requires states to administer a yearly English proficiency assessment to English learners,³⁶ demonstrating the importance of measuring emerging multilingual learners' progress in English language acquisition. Incorporating ACCESS Growth Rates in the ASPIRE System is worthwhile, especially given English language proficiency declines during the COVID-19 pandemic and recovery period. WIDA reports "an overall downward trend in student proficiency and growth" on ACCESS

³⁶ Every Student Succeeds Act, 20 U.S.C. § 6301 (2015).

in 2021, particularly among elementary and middle schoolers.³⁷ DC PCSB recognizes an opportunity to formally track English learners' performance, thereby supporting DC public charter schools in monitoring English language acquisition program quality at this critical post-pandemic moment.

For additional detail on how DC PCSB will use the terminology Emerging Multilingual Learner (EML) and English Learner (EL), [please see this section about student groups](#).

Student Eligibility

Inclusion Criteria

Students who meet all the following criteria are included in the measure:

1. Identified as active English learners in the current and previous year's data validation.
2. Enrolled for at least 90 calendar days from the enrollment audit to the beginning of the ACCESS testing window at the testing school.³⁸
3. Continuously enrolled (no withdrawal or transfer) during the school's ACCESS testing window OR not continuously enrolled during the school's testing window but tested at that school and received a valid score.
4. Have a valid composite score from a public school in DC on ACCESS in the prior and current years.

Responsible School

A school is held responsible for a student's ACCESS assessment if these conditions are met:

1. Students must be enrolled for at least 90 calendar days from the enrollment audit to the beginning of the state ACCESS testing window at the testing school to ensure that students are in school for a long enough period of time to justify the school being held accountable for their learning.
2. Either:
 - a. Students are continuously enrolled during the school's ACCESS testing window; **or**
 - b. Students are not continuously enrolled during the school's testing window but tested at that school and received a valid score.

Exclusion Criteria

Students who meet any of the following criteria are excluded from the measure:

1. Do not have a valid ACCESS score from a public school in DC from the prior and/or current year.
2. Receive an invalid score in the current or previous year.

³⁷ WIDA. (2021). *Examining English learner testing, proficiency, and growth: Before and throughout the COVID-19 pandemic*. Retrieved from: <https://bit.ly/3R25U4F>.

³⁸ If a school does not supply a school-level testing window, the state testing window is applied.

3. Took an off-grade test in a grade level below their enrolled grade level in the current or previous accountability year.
4. Not identified as English learners in **both** the current and previous year.
5. Took the Alt ACCESS exam in the current or previous accountability year.
6. Achieved proficiency in a prior accountability year of ACCESS testing, even if they were re-identified as English learners in the current accountability year.
7. Are proficient in their first year of ACCESS testing.
8. Not enrolled for **at least 90 calendar days** from October 5 through the beginning of the testing window at their testing school.
9. Did not complete ACCESS and were not continuously enrolled at one school for the entire testing window.

Metric Calculation

1. Calculate the *percent of growth target met* for each student:
 - a. Any *percent of growth target met* value less than zero will be counted as a zero in this measure.
 - b. Any *percent of growth target met* value above 100 will be counted as its actual value.
 - c. Students who do not meet their growth target but receive an overall proficiency level that is considered proficient will have a *percent of growth target* of 100.

$$\frac{\text{Actual Change in Proficiency Level}}{\text{Expected Growth Target}}$$

2. Calculate the median of the *percent of growth target met* for all students included in the measure.

Aggregation Level

This metric calculation includes students identified by OSSE as English Learners; the metric is not further disaggregated by other student groups (e.g., Students with Disabilities or racial/ethnic groups).

Additional Measure Considerations

Repeating Testers

Growth targets for Grade 1 students who were in first grade the previous year will be calculated as other elementary grade students, using 2nd to 5th grade growth targets.

Minimum Cohort Size

A school needs a minimum of 10 students to be included in the measure calculation.

Data and Calculation Source

Data Collection

OSSE provides the student-level data for this metric.

Data Validation

LEAs will validate the student-level data provided by OSSE.

Metric Calculation

DC PCSB will calculate this metric using OSSE-provided student-level data.

Floors and Targets

The floor and target are set at the 10th and 90th percentiles of statewide outcomes, respectively.

The floors and targets will be set using SY 2022 – 23 data. These will be used for three years: SY 2022 – 23, SY 2023 – 24, and SY 2024 – 25. They will be updated in SY 2025 – 26.

Framework	Floor	Target
PK – 8 (Elementary)	50.0	133.3
PK – 8 (Middle School)	0.0	125.0
High School	0.0	116.7

		School Progress	Opt-In Bonus
Measure	School-Selected Growth Assessment – ELA		
Framework(s)	<ul style="list-style-type: none"> • PK – 8 (sub-frameworks: Elementary with PK, Elementary without PK, Elementary-Middle with PK, Elementary-Middle without PK, Middle) • High School 		

		School Progress	Opt-In Bonus
Measure	School-Selected Growth Assessment – Math		
Framework(s)	<ul style="list-style-type: none"> • PK – 8 (sub-frameworks: Elementary with PK, Elementary without PK, Elementary-Middle with PK, Elementary-Middle without PK, Middle) • High School 		

How does DC PCSB apply bonus points to scores?

These measures are included to reward LEAs for high levels of growth separate from proficiency or growth on the state assessment, fulfilling one of the accountability framework's guiding principles.

These measures are available to all campuses serving grades 4 – 12 that want to opt in. If an LEA chooses to opt in, it must opt in for **both** ELA and math and use the same assessment across all grade levels. These measures are calculated by student group. In two PK – 8 sub-frameworks ([Elementary-Middle with PK](#), [Elementary-Middle without PK](#)), they are also calculated by grade band.

The bonus points are not included in the total points possible for the School Progress category, nor the overall points possible.

These bonus points are added to the overall framework score. They are added to the total points earned **prior** to the final calculation of percentage of points earned (i.e., points possible divided by points earned).

Measure Description

This is a measure of student growth over the course of a school year on a school-selected, nationally normed growth assessment in ELA and math from fall to spring, or from beginning-of-year to end-of-year.

The most commonly used assessments are i-Ready and NWEA MAP.

- The **i-Ready** assessment utilizes Typical Growth and Stretch Growth. Both Typical Growth and Stretch Growth are criterion-referenced, as both are based on students' criterion-referenced starting placements.

- Typical Growth is the conditional median of growth for students at a given grade and placement level. It is a descriptive measure of growth based on the observed growth of i-Ready test-takers nationwide. Typical Growth can be considered average growth.
- Stretch Growth reflects the amount of growth needed for a student who is below grade level to be on a path toward attaining grade-level proficiency or the amount of growth needed for a student who is on grade level to achieve advanced proficiency levels. Stretch Growth measures are based on observations of growth of a national sample of students who started at each placement level and achieved grade-level proficiency over time.
- The **NWEA MAP** creates a conditional growth percentile (CGP) to capture each student's percentile rank for growth.
 - The publisher NWEA calculates a conditional growth percentile (CGP) for each student. The CGP assesses the progress that the student made relative to their academically similar peers using NWEA MAP's 2020 norms.³⁹ Peers are defined as students with similar starting achievement level, grade, subject area, and number of instructional weeks between assessments. CGPs range from the 1st to 99th percentile.
 - This measure orders the CGPs of students in this school from the lowest to the highest and calculates a median CGP for each student group. This median CGP is the outcome used in the measure calculation.

Key Definitions

- **i-Ready Stretch Growth:** The amount of growth needed for a student who is below grade level to be on a path toward attaining on-grade level proficiency, or the amount of growth needed for a student who is on grade level to achieve advanced proficiency levels.
- **i-Ready Typical Growth:** The conditional median of growth for students at a given grade and placement level. It can be considered average growth.
- **NWEA MAP:** Northwest Evaluation Association Measures of Academic Progress
- **NWEA MAP Conditional Growth Percentile (CGP):** A student's percentile rank for growth.

Evidence and Rationale

School-selected, nationally normed growth assessments allow schools to highlight growth outside of the state assessment, PARCC/DC CAPE. Many schools utilize these assessments to inform their curriculum and identify learning gaps. Many assessment

³⁹ See NWEA's 2020 Growth Normative Data Overview here: <https://bit.ly/3NrKYSO>. NWEA will launch an updated MAP assessment in SY 2023 – 24. As recommended by the publisher, DC PCSB will use the 2020 publisher norms until new norms are established.

publishers have conducted research to demonstrate how well aligned the nationally normed assessments are in measuring progress on state standards.

Metric Calculation

The metric calculation formula is dependent on the chosen and DC PCSB approved assessment and its student eligibility considerations.

Student Eligibility

The following are eligibility considerations for each assessed subject: ELA and math.

Inclusion Criteria

Students who meet all of the following criteria are included in the measure:

1. Are an FAY student, defined for this measure as:
 - a. Included in the campus Enrollment Audit on October 5, and
 - b. Continuously enrolled (no withdrawal or transfer) through May 1 of the accountability year.
2. Enrolled in grades 4 through 10.

Exclusion Criteria

Students with disabilities who qualify for and take the MSAA are excluded from the measure.⁴⁰

Additional Measure Considerations

Campus Applicability Rules

This opt-in measure is available as bonus points to all campuses that serve students in any grade level from grades 4 through 10.

Assessment Inclusion Rules

1. DC PCSB allows campuses to choose assessments for ELA and math that are nationally normed and best fit the academic program and philosophy of the campus.
2. Currently, LEAs use either NWEA MAP or i-Ready. In the event an LEA would like to administer a different, nationally-normed growth assessment for this measure, DC PCSB must approve the request prior to the LEA administering the assessment. In Spring 2024, LEAs will be able to submit assessment proposals via the Hub.
3. An LEA may choose to use the same or different assessment for ELA and math.

⁴⁰ See OSSE's 2023 DC School Report Card Technical Guide here: <https://bit.ly/3QVbfdY>

Grades Served Clarifications

- LEAs must ensure that the chosen assessment is applicable for the assessed grades. For example, i-Ready is only eligible for up to grade 8 students, making grade 9 – 12 students ineligible for this assessment.

Aggregation Level

DC PCSB calculates this metric separately for ELA and math and disaggregates each by student group.

Minimum Cohort Size

Each student group needs a minimum of 10 students to be included in the measure calculation.

Data and Calculation Source

Data Collection

Every year, DC PCSB will release guidance to LEAs about the processes for submitting data and supporting evidence. The ASPIRE Policy & Technical Guide will use these guidelines.

Data Validation

Every year, DC PCSB will release guidance to LEAs about the annual data validation period. The ASPIRE Policy & Technical Guide will use these guidelines.

Floors and Targets

Aligned with ASPIRE's guiding principle to reward high levels of growth, this measure sets high expectations for students' academic growth and evaluates schools' performance against those expectations.⁴¹ The floor is 50, which means a campus can only earn points for this measure if it is accelerating students faster than average. All student groups use the same floor and target.

Student Group	NWEA MAP Median CGP			
	ELA		Math	
	Floor	Target	Floor	Target
Economically Disadvantaged	50.0	90.0	50.0	90.0
Not Economically Disadvantaged	50.0	90.0	50.0	90.0
Students with Disabilities	50.0	90.0	50.0	90.0
Emerging Multilingual Learners	50.0	90.0	50.0	90.0
American Indian/Alaskan Native	50.0	90.0	50.0	90.0
Asian	50.0	90.0	50.0	90.0
Black/African-American	50.0	90.0	50.0	90.0
Hispanic/Latino of any race	50.0	90.0	50.0	90.0
Native Hawaiian/Other Pacific Islander	50.0	90.0	50.0	90.0
Two or more races	50.0	90.0	50.0	90.0

⁴¹ See NACSA's *Guide to Performance Frameworks* here: <https://bit.ly/48yJmOC>.

White	50.0	90.0	50.0	90.0
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Student Group	i-Ready % Meeting or Exceeding Stretch Growth Targets			
	Reading		Math	
	Floor	Target	Floor	Target
Economically Disadvantaged	50.0	75.0	50.0	75.0
Not Economically Disadvantaged	50.0	75.0	50.0	75.0
Students with Disabilities	50.0	75.0	50.0	75.0
Emerging Multilingual Learners	50.0	75.0	50.0	75.0
American Indian/Alaskan Native	50.0	75.0	50.0	75.0
Asian	50.0	75.0	50.0	75.0
Black/African-American	50.0	75.0	50.0	75.0
Hispanic/Latino of any race	50.0	75.0	50.0	75.0
Native Hawaiian/Other Pacific Islander	50.0	75.0	50.0	75.0
Two or more races	50.0	75.0	50.0	75.0
White	50.0	75.0	50.0	75.0

School Progress	
Measure	Adult Basic Educational Gains Rate
Framework(s)	Adult Education

School Progress	
Measure	English as a Second Language Educational Gains Rate
Framework(s)	Adult Education

Measure Description

The Adult Education Framework's School Progress category measures student growth in either adult basic education (ABE) or English Language Acquisition/English as a second language (ESL) over the course of an accountability cohort year. For ABE, the measure reports student growth in reading, language, and numeracy over the course of an accountability cohort year. For ESL, the measure reports English language acquisition through writing, speech, and reading. These measures report growth by accounting for educational functioning level (EFL) gains on assessments approved by the US Department of Education's National Reporting System (NRS).

Students demonstrate progress when:

1. Their post-test increases one or more EFL.
2. They pass a GED subject test during the program year in a corresponding NRS subject in which they pre-tested, including literacy, numeracy, reading, or listening.
3. They attain the National External Diploma Program (NEDP) credential during the accountability cohort year.

Schools must pre- and post-test a minimum of 60.0% of eligible students to receive points in these measures. Only students in the denominator may be included in the numerator, and students can only be included once.

Key Definitions

- **ABE:** ABE programs and services designed to help adults, particularly those who have limited or no high school education, improve their literacy and numeracy skills. These programs are aimed at helping adults obtain a high school diploma (or its equivalent) and prepare for postsecondary education and workforce readiness.
- **ESL:** ESL programs are educational services that focus on teaching English language skills to individuals who are not native English speakers. ESL

programs aim to improve participants' abilities in reading, writing, speaking, and comprehending the English language. These programs often support the transition to postsecondary education, workforce training, or employment.

- **NRS:** The National Reporting System for Adult Education is a U.S. federal reporting and accountability system that tracks and measures the educational gains and progress of adults participating in adult education and literacy programs. It provides standardized methods for data collection, assessment, and reporting to assess the effectiveness of adult education programs and support accountability in the field.
- **EFL:** The NRS developed educational functioning levels to categorize adult learners' skills in reading, writing, math, and English language proficiency. See the levels for ABE and ESL below.
 - ABE Educational Functioning Levels:
 - Level 1: Beginning Literacy
 - Level 2: Beginning ABE
 - Level 3: Low Intermediate ABE
 - Level 4: High Intermediate ABE
 - Level 5: Low Advanced Adult Secondary Education (ASE)
 - Level 6: High Advanced ASE
 - ESL Educational Functioning Levels
 - Level 1: Beginning ESL Literacy
 - Level 2: Low Beginning ESL
 - Level 3: High Beginning ESL
 - Level 4: Low Intermediate ESL
 - Level 5: High Intermediate ESL
 - Level 6: Advanced ESL
- **Pre-Test:** The pre-test is considered the first eligible test taken by the student during the accountability cohort year, within a single NRS assessment and subject pairing. If multiple such tests have the same earliest date, the test with the lowest EFL level and then the lowest scale score is used. Students should be pre-tested upon entry into the program or before any substantial instruction.
- **Post-Test:** Post-tests are administered according to the assessment publisher's guidelines. For CASAS and TABE assessments, the assessment publishers recommend administering the post-test after a minimum of 40 hours of instruction. DC PCSB will consider the post-test to be the test with the highest EFL level taken at least three days after the pre-test within a single NRS assessment and subject pairing. If multiple such tests have the same EFL level, the test with the highest scale score and then the earliest date will be used.
- **Push-Forward Test:** A push forward test is a test taken within 90 days of the start of the new accountability cohort year at the same LEA and that can be used only as the pre-test in the current accountability cohort year.

- **Comprehensive Adult Student Assessment System (CASAS):** CASAS is an NRS-approved assessment designed to evaluate adult learners' skills in reading, writing, math, and other competencies.
- **Test of Adult Basic Education (TABE):** TABE is an NRS-approved assessment designed to measure the skills and knowledge of adult learners in areas such as reading, mathematics, language, and spelling. It is often employed in adult education programs to evaluate participants' current skill levels and to monitor their progress.

Evidence and Rationale

As reported in DC's Workforce Innovation and Opportunity Act (WIOA) Unified State Plan 2020 – 2023, "approximately 50,000 adult residents in the District do not have a high school diploma or its equivalent."⁴² The city's adult-serving public charter schools are critical in boosting literacy, numeracy, and English language proficiency rates. Developing these skills in adult learners is a precursor to helping students earn a secondary credential.

Student Eligibility

Inclusion Criteria

15 & 12 Calendar Day/Audit Business Rule:

1. To be included in Adult Education accountability measures, students must meet the following criteria:
 - Be included in a school's audited enrollment; **OR**
 - They have been enrolled in the school for at least 15 consecutive calendar days; **AND** they have received at least 12 hours of instruction.
2. All students in a school's audited enrollment are included in the Adult Education accountability measures and are tracked based on their individual date(s) of enrollment.
3. Students must be enrolled in a school's ABE or ESL program.

Exclusion Criteria

1. *Student Enrollment:* Students who enroll in a program and unenroll prior to the 15th calendar day AND are not in the enrollment audit.
 - Schools may unenroll students for non-attendance according to the school's attendance policy.
2. *Legal Requirements:* Schools must follow all legal requirements for students who are under the age of 18 or who receive special education or English language learner funds.
3. *Deceased Students:* Students who pass away while enrolled at the school during the accountability cohort year

⁴² See the plan here: <https://bit.ly/3ueE645>

4. *Exclusion due to Low Instruction Hours:* Students with less than 12 hours of instruction must adhere to the following procedure:
 - a. *Record of Attendance Hours:* Schools are required to submit a record of attendance hours for the student to DC PCSB during the annual Roster Confirmation process.
 - b. *Declaration on Adult Accountability Roster:* Schools must declare the student's low participation rate on the Adult Accountability Roster.
5. *EFL 6 Pre-test:* Students who pretest into EFL 6 in a subject are excluded **for that specific subject and NRS assessment.**

Metric Calculation

Adult Basic Education (ABE):

$$\left(\frac{\text{No. of unique ABE students gaining at least one EFL from the pre-test to post-test} + \text{No. of unique students passing a NRS corresponding GED subject test} + \text{No. of unique students attaining the NEDP credential during the Accountability Year}}{\text{No. of unique ABE students with a pre-test and post-test during the Accountability Year}^*} \right) \times 100$$

Participation Rate:

$$\left(\frac{\text{No. of unique ABE students with a post-test by the end of the Accountability Year}^{**}}{\text{No. of unique ABE students with a pre-test (EFL 1 to 5) during the Accountability Year}} \right) \times 100$$

English as a Second Language (ESL):

$$\left(\frac{\text{No. of unique ESL students gaining at least one EFL from the pre-test to post-test} + \text{No. of unique students passing a NRS corresponding GED subject test} + \text{No. of unique students attaining the NEDP credential during the Accountability Year}}{\text{No. of unique ESL students with a pre-test and post-test during the Accountability Year}^*} \right) \times 100$$

Participation Rate:

$$\left(\frac{\text{No. of unique ESL students with a post-test by the end of the Accountability Year}^*}{\text{No. of unique ESL students with a pre-test (EFL 1 to 5) during the Accountability Year}} \right) \times 100$$

** Students who demonstrate progress without a post-test (e.g., by passing a corresponding approved NRS subject test or attaining the NEDP) do not need to undergo post-testing to be included in the metric denominator.*

*** Students who demonstrate progress without a post-test (e.g., by passing a corresponding approved NRS subject test or attaining the NEDP) do not need to undergo post-testing to be included in the participation rate numerator.*

Additional Measure Considerations

Unplanned School Closure

In the event of an unplanned school closure lasting three or more consecutive days, DC PCSB will work with the school to adjust the 15 calendar days of enrollment.

Submission of NRS Test Data

- Schools are required to submit all available NRS test data for students who meet the eligibility requirements for the Adult Education Framework.
- Schools must ensure that accurate and complete NRS test data, including pre-test and post-test scores, are submitted to DC PCSB.
- It is the responsibility of the school to maintain and provide the necessary documentation and evidence of student NRS test data when requested for verification or auditing purposes (including testing errors).

NRS Educational Functioning Level (EFL) Assignment

- Students are assigned an NRS Educational Functioning Level (EFL) by the assessment publisher based on their pre-test and post-test cut scores identified by the assessment and subject.
- NRS ESL EFL Level 7:
 - This is as a placeholder value in DC PCSB's data ecosystem. This allows for mathematical calculation of students who exit ESL to demonstrate gain.

Subject Test Expectations

- ABE students are expected to take both literacy and numeracy subject tests. Students not meeting the requirements will be excluded from this metric.
- ESL students are expected to take reading and/or listening subject tests and *may* take numeracy tests.

- Only tests that are designated by the assessment publisher as being ESL may be included in the ESL progress type. If an ESL student takes the ABE numeracy test in addition to reading or listening, and the student only makes a gain in numeracy, the student should be labeled by the LEA as ABE instead of ESL in the Adult Accountability Roster's program field. The ABE test requirements listed above are waived in this scenario. **Numeracy tests must be classified as ABE, unless otherwise stated by the assessment publisher.**

Progress Criteria:

- Students make progress when:
 - Their post-test increases one or more Educational Functioning Levels (EFL) in a subject test that is expected by DC PCSB for their assigned progress type.
 - They pass a GED subject test during the program year in a corresponding NRS subject in which they pre-tested, including literacy, numeracy, reading, or listening.
 - They attain the National External Diploma Program (NEDP) credential during the program year.
- Only students in the denominator may be included in the numerator and can only be included once.

Exclusion for EFL 6:

- Students who pretest into EFL 6 in a subject are excluded from this metric for that specific subject.
- However, if a student has another subject test with a pre-test score below EFL 6, they will be tracked and allowed to show progress (educational gain) in that subject.

Progress Categorization and Program Declaration

- When a student is assessed with both ABE and ESL exams, the school **must** declare a single category (ABE or ESL) in which the student's progress is tracked, regardless of whether the student is assessed with both ABE and ESL exams. If the school does not declare the student in the Adult Accountability Roster's program field during Roster Confirmation, the student will not be captured in the measure rates.
- Schools are required to declare which NRS program area (ABE/ESL) a student is tracked in the Adult Accountability Roster's program field during Roster Confirmation. Once the school has validated the Adult Accountability Roster, the roster may not be changed during the Accountability Year.

Participation Requirement

- Schools must achieve a minimum pre- and post-test rate of 60.0%.

- If a school's rate falls below 60.0%, zero points will be assigned to the corresponding School Progress measure.

Pre-Test and Post-Test

- Students should be pre-tested as soon as is feasible upon entry into the program or before any substantial instructional intervention has occurred. Otherwise, a pre-test is considered the first eligible test taken by the student during the accountability cohort year.
 - Schools may choose to use a prior program year's NRS-approved assessment as the pre-test if taken within three months before the start of the current Accountability Year. The Accountability Year is based on the school's cohort designation. The school must declare if a test is a pushforward test when submitting NRS test data to DC PCSB.
- Post-tests are administered according to the assessment publisher's guidelines. For [CASAS](#) and [TABE](#) assessments, **the assessment publisher recommends administering the post-test after a minimum of 40 hours of instruction.**
 - Schools may choose to assess students who indicate they are leaving the program before the scheduled post-test time to maximize the collection of paired test data.
 - DC PCSB will consider the test with the highest EFL as the post-test, following the assessment publisher's guidelines.

CASAS and TABE Testing Errors

1. Pre-tests:

- For students who receive a NULL or Out of Range (O/R) pre-test score and do not have an eligible pushforward test or have not re-tested:
 - **If the assessment publisher does not provide a scale score, does not assign an Educational Functioning Level (EFL), or requires the student to be retested,** their progress will be tracked using the subject pre-test that has a valid result. They will not be excluded from this metric for not meeting the subject test expectations for ABE or ESL.
 - If they receive this type of score on both subject tests, they will be excluded from this metric without penalty for the LEA.

2. Post-tests:

- For students who receive a NULL or Out of Range (O/R) post-test score and have not re-tested within the accountability cohort year:
 - **If the assessment publisher does not provide a scale score, does not assign an Educational Functioning Level (EFL), or requires the student to be retested,** their progress will be tracked using the subject post-test that has a valid result. They will not be excluded from this metric for not meeting the subject test expectations for ABE or ESL.

- If they receive this type of score on all tested subjects, they will be excluded from this metric without penalty for the LEA.
- **Testing Errors and the Adult Persistence Measure:**
 - In cases of substantial testing errors, like those outlined above, DC PCSB will consider the student(s) impacted **positively** in the Adult Persistence measure within the School Environment category. The school is required to furnish the necessary documentation, as described below, **before** DC PCSB proceeds with updating the Persistence Measure outcomes.
- **Required Documentation for Exclusion of Score Errors:**
 - The LEA must provide DC PCSB with a printout or screenshot of the assessment publisher testing site and/or official student score report that clearly shows the student's Out of Range (O/R) or NULL score designation and their testing history for the entire accountability cohort year, including the 90 days preceding the accountability cohort year. This documentation should be submitted to DC PCSB through a support ticket in the Hub. **Until DC PCSB receives the complete information, including the designated O/R or NULL score and the student's testing history, the student will be excluded from this metric.**

Aggregation Level

DC PCSB does not disaggregate this metric by student group.

Minimum Cohort Size

The metric n-size needs to be at least 10 in order for the measure to be calculated and included in a school's framework score.

Data and Calculation Source

Data Collection

Every year, DC PCSB will release guidance to LEAs about the processes for submitting data and supporting evidence. The ASPIRE Policy & Technical Guide will use these guidelines.

Data Validation

Every year, DC PCSB will release guidance to LEAs about the annual data validation period. The ASPIRE Policy & Technical Guide will use these guidelines.

Floors and Targets

Floors and targets are set using national averages [published by NRS](#).

The floors and targets will be set using SY 2022 – 23 data. These will be used for three years: SY 2022 – 23, SY 2023 – 24, and SY 2024 – 25. They will be updated in SY 2025 – 26.

Measure		
	Floor	Target
ABE Gains Rate	Coming Soon Based on SY 2022 – 23 Performance	
ESL Gains Rate		

School Achievement Measures

Measure	Early Childhood Assessment Outcomes - Pre-literacy
Framework(s)	<ul style="list-style-type: none"> • PK-Only • PK – 8 (sub-frameworks: Early Childhood)

Measure	Early Childhood Assessment Outcomes - Math
Framework(s)	<ul style="list-style-type: none"> • PK-Only • PK – 8 (sub-frameworks: Early Childhood)

Measure	Early Childhood Assessment Outcomes - SEL (optional)
Framework(s)	<ul style="list-style-type: none"> • PK-Only • PK – 8 (sub-frameworks: Early Childhood option)

Measure Description

This measures the percent of students who are meeting proficiency, age, or grade-level expectations, or growth targets over the course of the accountability year (e.g. from fall to spring). The Social-Emotional Learning (SEL) assessment type is optional, and schools may choose to submit student outcomes for SEL assessments.

DC PCSB asks PK-Only and PK – K campuses to select a criterion- or norm-referenced early childhood assessment.⁴³ Currently, these are the most used assessments:

1. Every Child Ready
2. Teaching Strategies GOLD (GOLD)
3. Peabody Picture Vocabulary Test (PPVT)
4. Test of Early Mathematics Ability (TEMA)
5. Devereux Early Childhood Assessment (DECA)

The publisher of each assessment sets guidance on accountability growth or achievement. In cases where there are subtests with no overall student score, the

⁴³ The list of DC PCSB-approved early childhood assessments, including publisher guidance, is available [here](#). Schools must apply to use or change an early childhood assessment, even for assessments on the approved list; the application form can be found [here](#). Additionally, a school must apply for students to use an alternative assessment in grades PK – 2.

number of subtests meeting the achievement requirement out of the total number of subtests taken is reported.

Key Definitions

Not applicable.

Evidence and Rationale

Accountability has a meaningful role in early childhood, and assessments provide useful information on what students know and can do.⁴⁴ Assessments can also demonstrate whether students being served at PK-Only and PK – K campuses are progressing in critical academic areas.⁴⁵

Unlike for grades K – 12, there is no PK state assessment or common assessment for accountability. Traditional assessment measures—such as reading or extended testing times—are not developmentally appropriate for PK students and may not accurately reflect student growth and achievement during this time.

Therefore, DC PCSB allows schools to select the appropriate assessment to measure PK students' pre-literacy, math, and SEL skills. DC PCSB requires PK-Only and PK – K campuses to select assessments that are valid, reliable, externally validated, and developmentally appropriate.⁴⁶

Metric Calculation

$$\left(\frac{\text{No. of students meeting the performance metric for achievement or growth from beginning of year to end of year}}{\text{No. of eligible students}} \right) \times 100$$

Student Eligibility

The following are eligibility considerations for each assessed subject.

Inclusion Criteria

Students who meet all of the following criteria are included in the measure:

1. Are an FAY student, defined for this measure as:
 - a. Included in the campus Enrollment Audit on October 5, and

⁴⁴ Meisels, S. J. (2007). Accountability in early childhood: No easy answers. In Pianta, R. C., Cox, M. J., & Snow, K. L. (Eds.), *School readiness and the transition to kindergarten in the era of accountability* (pp. 31 – 47). Paul H. Brookes Publishing Co.

⁴⁵ Ibid.

⁴⁶ The list of DC PCSB-approved early childhood assessments, including publisher guidance, is available [here](#). Schools must apply to use or change an early childhood assessment, even for assessments on the approved list; the application form can be found [here](#). Additionally, a school must apply for students to use an alternative assessment in grades PK – 2.

- b. Continuously enrolled (e.g., no mid-year mobility) through May 1 of the accountability year.
2. Are PK3 and PK4 attending a PK-Only or PK – K campus

Exclusion Criteria

Students who meet any of the following criteria are excluded from the measure:

1. Students who meet the criteria for medical exemption on the state assessment may be deemed ineligible.
2. Students with disabilities who would qualify for the alternative PARCC/DC CAPE assessment are excluded from this measure unless LEAs opt into using an alternative assessment. Please refer to additional considerations for Students with Disabilities below for more details.

Additional Measure Considerations

Assessment Inclusion Criteria

1. DC PCSB allows schools to choose the assessments for mathematics, pre-literacy, and SEL that best fit the school's academic program and philosophy of the early childhood environment.
2. DC PCSB maintains a [list of Early Childhood Assessments](#) in use at public charter schools and approved for accountability.
 - a. Schools must apply to use or change an early childhood assessment, even for assessments on the approved list; the application form can be found [here](#).
 - If adding a new assessment, remember the LEA must provide a rationale for its use over a currently DC PCSB-approved assessment.
 - b. A school must apply for students to use an alternative assessment.

Alternative Assessments for Students with Disabilities (Optional)

In the case of students who would likely qualify for the alternative PARCC/DC CAPE (Level 4 students with disabilities), LEAs can submit a request to DC PCSB to approve an alternative, developmentally appropriate assessment. If an LEA plans to use an alternative assessment for accountability, the LEA must contact DC PCSB to receive prior approval.

Aggregation Level

DC PCSB calculates this metric separately for pre-literacy, math, and SEL (when applicable), and disaggregates each by student group.

Minimum Cohort Size

Each student group needs a minimum of 10 students to be included in the measure calculation.

Data and Calculation Source

Data Collection

Every year, DC PCSB will release guidance to LEAs about the processes for submitting data and supporting evidence. The ASPIRE Policy & Technical Guide will use these guidelines.

Data Validation

Every year, DC PCSB will release guidance to LEAs about the annual data validation period. The ASPIRE Policy & Technical Guide will use these guidelines.

Floors and Targets

The difference between the floor and target cannot be less than 15. All student groups use the same floor and target.

The floors and targets will be set using SY 2022 – 23 data. These will be used for three years: SY 2022 – 23, SY 2023 – 24, and SY 2024 – 25. They will be updated in SY 2025 – 26.

Every Child Ready						
Student Group	Pre-literacy		Math		SEL	
	Floor	Target	Floor	Target	Floor	Target
Economically Disadvantaged	65.0	100	65.0	100	65.0	100
Not Economically Disadvantaged	65.0	100	65.0	100	65.0	100
Students with Disabilities	65.0	100	65.0	100	65.0	100
Emerging Multilingual Learners	65.0	100	65.0	100	65.0	100
American Indian/Alaskan Native	65.0	100	65.0	100	65.0	100
Asian	65.0	100	65.0	100	65.0	100
Black/African-American	65.0	100	65.0	100	65.0	100
Hispanic/Latino of any race	65.0	100	65.0	100	65.0	100
Native Hawaiian/Other Pacific Islander	65.0	100	65.0	100	65.0	100
Two or more races	65.0	100	65.0	100	65.0	100
White	65.0	100	65.0	100	65.0	100

GOLD						
Student Group	Pre-literacy		Math		SEL	
	Floor	Target	Floor	Target	Floor	Target
Economically Disadvantaged	85.0	100	85.0	100	85.0	100
Not Economically Disadvantaged	85.0	100	85.0	100	85.0	100
Students with Disabilities	85.0	100	85.0	100	85.0	100
Emerging Multilingual Learners	85.0	100	85.0	100	85.0	100
American Indian/Alaskan Native	85.0	100	85.0	100	85.0	100
Asian	85.0	100	85.0	100	85.0	100

Black/African-American	85.0	100	85.0	100	85.0	100
Hispanic/Latino of any race	85.0	100	85.0	100	85.0	100
Native Hawaiian/Other Pacific Islander	85.0	100	85.0	100	85.0	100
Two or more races	85.0	100	85.0	100	85.0	100
White	85.0	100	85.0	100	85.0	100

PPVT		
Pre-literacy		
Student Group	Floor	Target
Economically Disadvantaged	80.0	100
Not Economically Disadvantaged	80.0	100
Students with Disabilities	80.0	100
Emerging Multilingual Learners	80.0	100
American Indian/Alaskan Native	80.0	100
Asian	80.0	100
Black/African-American	80.0	100
Hispanic/Latino of any race	80.0	100
Native Hawaiian/Other Pacific Islander	80.0	100
Two or more races	80.0	100
White	80.0	100

TEMA		
Math		
Student Group	Floor	Target
Economically Disadvantaged	70.0	100
Not Economically Disadvantaged	70.0	100
Students with Disabilities	70.0	100
Emerging Multilingual Learners	70.0	100
American Indian/Alaskan Native	70.0	100
Asian	70.0	100
Black/African-American	70.0	100
Hispanic/Latino of any race	70.0	100
Native Hawaiian/Other Pacific Islander	70.0	100
Two or more races	70.0	100
White	70.0	100

DECA		
SEL		
Student Group	Floor	Target
Economically Disadvantaged	65.0	100
Not Economically Disadvantaged	65.0	100
Students with Disabilities	65.0	100
Emerging Multilingual Learners	65.0	100
American Indian/Alaskan Native	65.0	100
Asian	65.0	100

Black/African-American	65.0	100
Hispanic/Latino of any race	65.0	100
Native Hawaiian/Other Pacific Islander	65.0	100
Two or more races	65.0	100
White	65.0	100

Measure	State Assessment Proficiency Rate – ELA
Framework(s)	<ul style="list-style-type: none"> • PK – 8 (sub-frameworks: Elementary with PK, Elementary without PK, Elementary-Middle with PK, Elementary-Middle without PK, Middle) • High School

Measure	State Assessment Proficiency Rate – Math
Framework(s)	<ul style="list-style-type: none"> • PK – 8 (sub-frameworks: Elementary with PK, Elementary without PK, Elementary-Middle with PK, Elementary-Middle without PK, Middle) • High School

Measure Description

The state assessment proficiency measure demonstrates whether students are meeting grade-level expectations in the tested subject area.

Students' raw scores on these assessments are converted to scale scores. Each range of scale scores defines a performance level,⁴⁷ which represents the extent to which a student demonstrates readiness for the next grade level. PARCC/DC CAPE has five performance levels and MSAA has four; these are defined in the table below.⁴⁸

Level	PARCC/DC CAPE	MSAA
1	Did not yet meet expectations	Did not yet meet expectations
2	Partially met expectations	Partially met expectations
3	Approached expectations	Met expectations
4	Met expectations	Exceeded expectations
5	Exceeded expectations	<i>Not applicable</i>

The state assessment proficiency in **ELA** measure is expressed as the percentage of all students in all tested grades earning a level 4 and above on the PARCC/DC CAPE assessment in ELA or level 3 and above on the MSAA assessment in ELA.

The state assessment proficiency in **math** measure is expressed as the percentage of all students in all tested grades earning a level 4 and above on the PARCC/DC CAPE assessment in math or level 3 and above on the MSAA assessment in math.

⁴⁷ See ELA cut scores here: <https://bit.ly/3DXk7s9>; see math cut scores here: <https://bit.ly/3EdFIDD>.

⁴⁸ Each MSAA performance level summarizes the knowledge, skills, and abilities that students need to attain at each level of achievement. See more information on performance level descriptors here: <https://bit.ly/3D4jkoC>.

Key Definitions

These are key terms specific to this measure and metric.

- **DC CAPE:** District of Columbia Comprehensive Assessments of Progress in Education
- **MSAA:** Multi-State Alternate Assessment
- **PARCC:** Partnership for Assessment of Readiness for College and Career

Metric Calculation

ELA:

$$\left(\frac{(\text{No. of students scoring level 4 or level 5 on PARCC/DC CAPE ELA}) + (\text{No. of students scoring level 3 or level 4 on MSAA ELA})}{\text{No. of students tested in PARCC/DC CAPE or MSAA ELA}} \right) \times 100$$

Math:

$$\left(\frac{(\text{No. of students scoring level 4 or level 5 on PARCC/DC CAPE math}) + (\text{No. of students scoring level 3 or level 4 on MSAA math})}{\text{No. of students tested in PARCC/DC CAPE or MSAA math}} \right) \times 100$$

Student Eligibility

Inclusion Criteria

Students who meet all of the following criteria are included in the measure:

1. Enrolled for the FAY, defined for this measure by OSSE as:
 - a. Included in the campus Enrollment Audit on October 5, and
 - b. Enrolled for 85.0% or more of the instructional days between the audit and the first day of the School, LEA, or State assessment window.
2. Received a valid score on a required assessment.
3. Identified by OSSE as a participant for purposes of calculating the statewide assessment participation rate, by meeting one of the following criteria:
 - a. Enrolled in a grade or course with a required assessment, per the requirements in OSSE's "Statewide Assessments Participation and Performance Policy."⁴⁹
 - b. Continuously enrolled (no withdrawal or transfer) during the school's testing window OR not continuously enrolled during the school's testing window but tested at that school and received a valid score.

⁴⁹ See OSSE's Statewide Assessments Participation and Performance Policy here: <https://bit.ly/3tyzzJg>

- c. Is a grade 7 or 8 student who took high school course-based mathematics assessments, as the high school course-based assessment takes the place of the required grade-level assessment.

Exclusion Criteria

Students who meet any of the following criteria are excluded from the measure:

1. Took an “off-grade” or “off-policy” assessment.
2. Have an OSSE-approved medical exemption.
3. Are recently arrived EML students first enrolled in U.S. schools within 12 months from the first day of the previous year’s test window.
 - a. Note that a student may only be eligible for this exception once.

Additional criteria for the PK – 8 Framework:

4. Students who attended a non-terminal grade of a PK – 8 campus from a different charter LEA that closed after the prior academic year.

Additional criteria for the HS Framework:

5. Students who attended a non-terminal grade of a high school campus from a different charter LEA that closed after the prior academic year.

Aggregation Level

DC PCSB calculates this measure for ELA and math separately and disaggregates this metric by student group.

Additional Measure Considerations

Grade Assignments

In the PK – 8 Framework, students will be assigned to the Elementary Grades (3 – 5) or Middle Grades (6 – 8) band prior to the metric calculation.

- If a school begins in PK or K and ends in grade 6, the sixth-grade students’ performance is grouped with the 3 – 5 grade band.
- If a school begins in grade 4 and ends in grade 8, the fourth and fifth grade students’ performance is separated from the sixth through eighth graders’ performance.

Minimum Cohort Size

Each student group needs a minimum of 10 students to be included in the measure calculation.

Data and Calculation Source

Data Collection

OSSE provides the student-level data for this accountability measure.

Data Validation

LEAs validate the data provided by OSSE and calculated by DC PCSB. Every year, DC

PCSB will release guidance to LEAs about the annual data validation period. The ASPIRE Policy & Technical Guide will use these guidelines.

Floors and Targets

The floor and target are set at the 10th and 90th percentiles of statewide outcomes. They are calculated by subject, grade band, and student group.

The floors and targets will be set using SY 2022 – 23 data. These will be used for three years: SY 2022 – 23, SY 2023 – 24, and SY 2024 – 25. They will be updated in SY 2025 – 26.

ELA						
Student Group	Grades 3 – 5		Grades 6 – 8		High School	
	Floor	Target	Floor	Target	Floor	Target
Economically Disadvantaged	Coming Soon Based on SY 2022 – 23 Performance					
Not Economically Disadvantaged						
Students with Disabilities						
Emerging Multilingual Learners						
American Indian/Alaskan Native						
Asian						
Black/African-American						
Hispanic/Latino of any race						
Native Hawaiian/Other Pacific Islander						
Two or more races						
White						

Math						
Student Group	Grades 3 – 5		Grades 6 – 8		High School	
	Floor	Target	Floor	Target	Floor	Target
Economically Disadvantaged	Coming Soon Based on SY 2022 – 23 Performance					
Not Economically Disadvantaged						
Students with Disabilities						
Emerging Multilingual Learners						
American Indian/Alaskan Native						
Asian						
Black/African-American						
Hispanic/Latino of any race						
Native Hawaiian/Other Pacific Islander						
Two or more races						
White						

Measure	9 th Grade On-Track Rate
Framework(s)	High School

Measure Description

This measure captures the percentage of grade 9 students receiving enough credits to be on track to meet DC graduation requirements and any additional individual LEA graduation requirements (if applicable) in four years.

To be deemed on track, by the end of 9th grade a student must pass six credits, or the equivalent, consisting of the following courses:⁵⁰

- 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 credits (e.g., elective courses).

Key Definitions

These are key terms and definitions specific to this measure and metric.

- **On-Track:** On-track students must be expected to complete high school in four years without taking summer school past grade 9 or classes outside of the published school day hours required of all students (e.g., mandatory “zero period” or “after school” or “Saturday school” if it is not required of every student). **This definition of “on track” supersedes an LEA’s individual promotion policies defined in the LEA’s student handbook.**
- **Off-Track:** Off-track students have not earned the necessary credits in the necessary courses that will position them to earn the required credits to graduate in four years from their first ninth-grade year.

Evidence and Rationale

This measure is meaningful because grade 9 performance serves as an “early warning [indicator] useful for improving student achievement.”⁵¹ Research suggests the first year of high school is a critical transition point for students.⁵² Further, successful completion of those courses in grade 9 predicts students’ success in high

⁵⁰ Credits are based on the standard DC State Board of Education (SBOE) requirements.

⁵¹ Allensworth, E. M. (2017, September 21). *Why is ninth grade a critical time for students? A researcher explains*. Retrieved from Gates Foundation website: <https://gates.ly/3q9MvUK>.

⁵² Ibid.

school.⁵³ Students who struggle academically are more likely to drop out.⁵⁴ Low grades and test scores, failing English and math, falling behind in course credits, and being held back one or more times have been linked to lower chances for graduation.⁵⁵

Research on the relationship between on-track status and graduation has shown that more than 75.0% of students who are on track at the end of 9th grade graduate high school in four years. While on-track rates vary by students' demographics and upper elementary achievement, the on-track indicator is a better predictor of high school graduation than a student's demographic characteristics and is highly predictive of graduation among all students.⁵⁶

Metric Calculation

$$\left[\frac{\text{\# of grade 9 students receiving enough credits to be on track to meet LEA graduation requirements in four years}}{\text{\# of grade 9 students}} \right] \times 100$$

Student Eligibility

Inclusion Criteria

1. Enrolled for the FAY, defined for this measure as:
 - a. Included in the campus Enrollment Audit on October 5, and
 - b. Continuously enrolled (no withdrawal or transfer) through May 1 of the accountability year.
2. Current grade 9 student according to the end-of-year enrollment records on May 1 of the accountability year (included regardless of repeater status).

Exclusion Criteria

Students with disabilities in non-public placements are excluded from this measure.

Aggregation Level

DC PCSB calculates this metric by student group.

⁵³ Ibid.

⁵⁴ Dynarski, S. M., Gleason, P. M., Rangarajan, A., & Wood, R. G. (2018). *Understanding why students drop out of high school, according to their own reports: Are they pushed or pulled, or do they fall out?* Harvard Educational Review, 88(3), 285-318.

⁵⁵ Ritter, B. (2015). *Factors influencing high school graduation*. Retrieved from Washington Student Achievement Council website: bit.ly/3OHxDq4.

⁵⁶ Allensworth, E. M. & Easton, J. Q. (2005). *The on-track indicator as a predictor of high school graduation*. Consortium on Chicago School Research at the University of Chicago. Retrieved from: <https://bit.ly/3Pqr7o6>.

Additional Measure Considerations

Students with Disabilities

Students on the individualized education program (IEP) certificate track will be considered on track if they have made sufficient progress toward IEP goals as determined by the school's student support team.

Additional LEA-specific Promotion Requirements

LEAs may require grade 9 students to fulfill additional requirements (e.g., service-learning hours, additional courses) to be promoted. In these instances, DC PCSB will deem students on track for graduation when they satisfy DC PCSB's minimum requirements **along with** the LEA's additional requirements. These LEA-specific promotion policies must be documented in the LEA student handbook and must have been approved and implemented prior to the start of the school year for which the data is being reported.

Minimum Cohort Size

Each student group needs a minimum of 10 students to be included in the measure calculation.

Data and Calculation Source

Data Collection

Every year, DC PCSB will release guidance to LEAs about the processes for submitting data and supporting evidence. The ASPIRE Policy & Technical Guide will use these guidelines.

Data Validation

Every year, DC PCSB will release guidance to LEAs about the annual data validation period. The ASPIRE Policy & Technical Guide will use these guidelines.

Floors and Targets

This aspirational target is set at 90.0% and the floor is set at 67.0%, aligned with ESSA's benchmark for designating Comprehensive Support and Improvement Schools for *Low Graduation Rate*.

Student Group	Floor	Target
Economically Disadvantaged	67.0	90.0
Not Economically Disadvantaged	67.0	90.0
Students with Disabilities	67.0	90.0
Emerging Multilingual Learners	67.0	90.0
Asian	67.0	90.0
Black/African-American	67.0	90.0
Hispanic/Latino of any race	67.0	90.0
Native Hawaiian/Other Pacific Islander	67.0	90.0
Two or more races	67.0	90.0
White	67.0	90.0

Measure	High School Graduation Rate - 4-Year ACGR
Framework(s)	High School

Measure	High School Graduation Rate - 5-Year ACGR
Framework(s)	High School

Measure Description

Four-Year Adjusted Cohort Graduation Rate (ACGR) measures the percentage of the adjusted cohort of students who graduated with a regular high school diploma within four years of their first ninth-grade year. The cohort is adjusted for entries into, exits out of, and transfers into and out of the campus.

Five-Year ACGR measures the percentage of the adjusted cohort of students who graduated with a regular high school diploma within five years of their first ninth-grade year. The cohort is adjusted for entries into, exits out of, and transfers into and out of the campus.

DC PCSB publishes the 4-Year ACGR one year behind so that the 4-year and 5-year rates report on the same cohort of students.

Additional details about this measure and its policies are available from OSSE.⁵⁷

Key Definitions

These are key terms specific to this measure and metric.

- **Adjusted cohort:** An incoming class of grade 9 students that is “adjusted” by adding students who enter the school at a later point during the ninth-grade year or at any point during the next three years and subtracting any students with a validated exit from the school during that same period.⁵⁸
- **First ninth-grade year (FNGY):** The first year in which a student attended ninth grade.
- **Non-graduate:** 1) student did not graduate with a regular high school diploma and is enrolled in a regular high school diploma-granting LEA at the start of the school year following their graduation year; 2) student is enrolled in a non-diploma-granting school at the start of the school year following their

⁵⁷ See OSSE's ACGR Policy Guide here: <https://bit.ly/3SeJ1v2>

⁵⁸ CFR Title 34 § 200.19

respective graduation year; 3) student received an Individuals with Disabilities Education Act (IDEA) Certificate or State Diploma; or 4) student did not graduate with a regular high school diploma, did not earn an IDEA Certificate or State Diploma, and is not currently enrolled in an LEA.

- **Regular high school diploma:** The standard high school diploma awarded to students that is fully aligned with the state's academic content standards and does not include a GED credential, certificate of attendance, or any alternative award.⁵⁹
- **Responsible LEA (or school):** The last degree-granting LEA (or school) that was responsible for providing educational services to the student.
- **State diploma:** State-issued diploma granted to students who pass the GED or complete the requirements of the National External Diploma Program (NEDP); these are not included in the numerator for the calculation of ACGR.
- **Verified exit:** Exited the ninth-grade cohort with a valid exit code.⁶⁰

Evidence and Rationale

High school graduation rate is an important indicator of school quality and is directly correlated with students' life outcomes.⁶¹

A high on-time graduation rate generally suggests that a school is effectively supporting its students academically and providing them with the necessary resources and support to complete their high school education successfully. It can reflect positively on the school's overall effectiveness, including its curriculum, teaching methods, and student support services.

A high on-time graduation rate indicates students are meeting the required academic standards and are on track for future opportunities, such as pursuing higher education or entering the workforce.

Metric Calculation

$$\left(\frac{\text{No. of students from the adjusted cohort who graduates as of the end of the accountability year with a regular high school diploma}}{\text{No. of students in the adjusted cohort}} \right) \times 100$$

Students are placed into a campus cohort using the following steps:

⁵⁹ CFR Title 34 § 200.19

⁶⁰ OSSE's exit codes: 1940, 1941, 1942, 1943, or 1944.

⁶¹ U.S. Department of Education. (2017). *Every Student Succeeds Act high school graduation rate non-regulatory guidance*. Retrieved from: bit.ly/43UrpqU.

1. All high school-aged students (up to 22 years old) in the universe attending a diploma-granting high school are assigned to a single first ninth-grade year (cohort year).
2. A campus is responsible for any student for whom the campus was the last degree-granting institution providing educational services to the student.
3. Based on a student's first ninth-grade year, they are assigned to two cohorts:
 - a. 5-Year Cohort: all students who enrolled in a given diploma-granting DC public or public charter school at any point within the five years following their first ninth-grade year and whose first ninth-grade year is the school year four years prior to the accountability year.
 - b. 4-Year Cohort: all students who enrolled in a given diploma-granting DC public or public charter school at any point within the four years following their first ninth-grade year and whose first ninth-grade year is the school year three years prior to the accountability year.

Student Eligibility

Inclusion Criteria

Students who meet the following criteria are included in the measure:

- Students who received a Stage 5 enrollment at any point between their first ninth-grade year and their expected year of graduation.⁶²

Exclusion Criteria

Students who meet any of the following criteria are excluded from the measure:

1. All students with validated cohort exits,⁶³ including:
 - a. Exited to home-schooling or a public, private, or online diploma-granting school in a different state (exit codes 1918 and 1940)
 - b. Exited to a school outside the United States (exit code 1941)
 - c. Exited to be home-schooled in DC (exit code 1942)
 - d. Exited to attend a private school in DC (exit code 1943)
 - e. Died or is permanently incapacitated (exit code 1944)
2. Any student who has only ever attended a non-diploma-granting school while aged 14 to 22 years.
3. Students who first enrolled in a DC public or public charter school four years after their first ninth-grade year.

Aggregation Level

DC PCSB calculates this metric by student group.

Additional Measure Considerations

Not applicable.

⁶² "Stage 5 enrollment" occurs when a student has physically attended the school where they are enrolled.

⁶³ Exit Codes are sourced from [OSSE's SY 2023-24 Entry and Exit Code Guidance](#) and will be updated to reflect the corresponding guidance document for the accountability cohort year.

Minimum Cohort Size

Each student group needs a minimum of 10 students to be included in the measure calculation.

Data and Calculation Source

Data Collection

Every year, DC PCSB will release guidance to LEAs about the processes for submitting data and supporting evidence. The ASPIRE Policy & Technical Guide will use these guidelines.

Data Validation

Every year, DC PCSB will release guidance to LEAs about the annual data validation period. The ASPIRE Policy & Technical Guide will use these guidelines.

Floors and Targets

The floors and targets are set at the 10th and 90th percentile of statewide performance, respectively, by student group.

The floors and targets will be set using SY 2022 – 23 data. These will be used for three years: SY 2022 – 23, SY 2023 – 24, and SY 2024 – 25. They will be updated in SY 2025 – 26.

ACGR				
Student Group	4-Year		5-Year	
	Floor	Target	Floor	Target
Economically Disadvantaged	Coming Soon Based on SY 2022 – 23 Performance			
Not Economically Disadvantaged				
Students with Disabilities				
Emerging Multilingual Learners				
American Indian/Alaskan Native				
Asian				
Black/African-American				
Hispanic/Latino of any race				
Native Hawaiian/Other Pacific Islander				
Two or more races				
White				

Measure	AP/IB/CTE/DE Achievement Rate
Framework(s)	High School

Measure Description

This measure captures the percentage of students successfully completing advanced coursework while in grades 9 – 12. Students count positively in the measure by 1) passing advanced coursework exams; 2) earning an industry-recognized, DC PCSB-approved Career and Technical Education (CTE) certification; or 3) earning college credit through a dual enrollment program.

There are precise ways in which DC PCSB measures students' advanced coursework achievement:

- Score 3 or above on Advanced Placement (AP) exams,
- Score 4 or above on International Baccalaureate (IB) exams,
- Earn a grade of C- or better in dual enrollment (DE) courses, or
- Earn an industry-recognized CTE certification by completing all requirements and taking a certification exam in one of five approved certification programs:⁶⁴
 - Carpentry Level 1, National Construction Career Test
 - Child Development Associate (CDA)
 - Certified Nursing Assistant (CAN)
 - Leadership in Energy and Environmental Design (LEED)
 - NAFTrack, NAFTrack Certified Hiring

Key Definitions

These are key terms specific to this measure and metric.

- **Advanced Placement (AP):** AP courses are a set of rigorous college-level classes for high school students. These courses are designed to provide students with the opportunity to engage in college-level work while still in high school. Depending on the college or university, students who perform well on AP exams may receive college credit or be allowed to skip introductory courses.
- **Career and Technical Education (CTE):** CTE courses are designed to prepare students for careers in specific industries or occupational fields. These programs focus on providing students with the knowledge, skills, and experiences necessary to pursue careers directly after high school or to continue their education in post-secondary institutions.

⁶⁴ See more details about eligible certification programs in the [State Plan](#) for Career and Technical Education in the District of Columbia.

- **Dual Enrollment (DE):** DE programs allow high school students to complete college-level courses and simultaneously earn credit for both high school and college. In other words, students can take classes that count toward their high school graduation requirements while also earning college credit.
- **International Baccalaureate (IB):** IB is an educational program designed to foster critical thinking and intercultural understanding. IB coursework is viewed as rigorous preparation for higher education and beyond.

Metric Calculation

$$\left(\frac{\text{No. of AP exams, IB exams, DE courses, and CTE certifications passed by students at any grade level}}{\text{No. of returning grade 12 students}} \right) \times 100$$

Evidence and Rationale

Advanced coursework provides high school students with the opportunity to earn college credit while they are still in high school, gaining skills and demonstrating competencies in the kinds of learning they can expect in postsecondary education.⁶⁵ Students who take advanced courses, specifically in math, science, and ELA, are likely to have better postsecondary outcomes.⁶⁶

Student Eligibility

Inclusion Criteria for Denominator (Students)

A student must have a valid enrollment at the campus at any time during the accountability year AND meet either of the following criteria to be included. Each student will only count only once toward the denominator.

1. In grade 12 per end-of-the-year enrollment records on a date determined by DC PCSB, or
2. Graduated early as a grade 12 student during the current accountability year.

Exclusion Criteria for Denominator (Students)

Students who meet any of the following criteria are excluded from the measure:

1. In grades 9 – 11 per end-of-the-year enrollment records on a date determined by DC PCSB.
2. A student with disabilities in a non-public placement.

⁶⁵ Chatterji, R., Cambell, N., & Quirk, A. (2021). Closing Advanced Coursework Equity Gaps for All Students. Center for American Progress. Retrieved from: <https://bit.ly/44agGsX>.

⁶⁶ Ogut, B., Circi, R., & Yee, D. (2021). Why Does High School Coursework Matter? The Case for Increasing Exposure to Advanced Courses. American Institutes for Research. Retrieved from: <https://bit.ly/3PhCPSd>.

3. Qualified for the alternative state assessment (e.g., the Multi-State Alternate Assessment also known as MSAA) for their most recent state test.
4. On an IEP certificate track.

Inclusion Criteria for Numerator (Scores)

A passing score must meet all of the following criteria to be included.

1. A passing score is defined as either:
 - a. AP: A 3 or above on the exam, as outlined by the publisher.
 - b. IB: A 4 or above on the exam, as outlined by the publisher.
 - c. A CTE certification earned during the school year or in the summer prior to the school year in:
 - Carpentry Level 1, National Construction Career Test
 - Child Development Associate (CDA)
 - Leadership in Energy and Environmental Design (LEED)
 - NAFTTrack, NAFTTrack Certified Hiring
 - d. A grade of C- or above in a DE course of at least three credit hours taken during the school year or in the summer prior to the school year.
2. A passing score must be achieved while the student is enrolled in grades 9 – 12.
3. A passing score must be achieved while the student was enrolled at that campus.

Data Caveat

One student may be positively counted in the numerator multiple times.

Aggregation Level

DC PCSB calculates this metric by student group.

Additional Measure Considerations

Campus Applicability Rules

1. LEAs must notify DC PCSB prior to the accountability cohort year if planning to include CTE for approval.
2. Any high school with a grade 12 that does not offer AP or IB exams, DE courses, or CTE Programs of Study is given zero points on this metric.

Minimum Cohort Size

Each student group needs a minimum of 10 students to be included in the measure calculation.

Data and Calculation Source

Data Collection

DC PCSB will collect AP exam data from the College Board, OSSE, or LEAs.

DC PCSB will collect this data directly from LEAs if it is not available from the College Board or OSSE. Every year, DC PCSB will release guidance to LEAs about the processes for submitting data and supporting evidence. The ASPIRE Policy & Technical Guide will use these guidelines.

Data Validation

DC PCSB validates 100% of the evidence submitted by schools to validate the rate for this measure.

Every year, DC PCSB will release guidance to LEAs about the annual data validation period. The ASPIRE Policy & Technical Guide will use these guidelines.

Floors and Targets

The floor and target will be set at the three-year weighted average of the 10th and 90th percentile of sector performance, respectively, by student group.⁶⁷

Student Group	Floor	Target
Economically Disadvantaged	Coming Soon Based on SY 2022 – 23 Performance	
Not Economically Disadvantaged		
Students with Disabilities		
Emerging Multilingual Learners		
American Indian/Alaskan Native		
Asian		
Black/African-American		
Hispanic/Latino of any race		
Native Hawaiian/Other Pacific Islander		

⁶⁷ The three-year weighted average is calculated as follows: The most recent year has 50.0% weight, the previous year has 30.0% weight, and the year prior to that has 20.0% weight.

Measure	PSAT College Readiness Benchmark Achievement Rate
Framework(s)	High School

Measure Description

This measure captures the percentage of grade 11 students who scored “college ready,” or 970, on the combined reading and math sections of the PSAT. The “college ready” benchmark is 460 in Evidence-Based Reading and Writing (ERW) and 510 in math. These benchmarks consider expected student growth and were designed to assess how students are progressing year-over-year toward college readiness.⁶⁸

Key Definitions

Not applicable.

Evidence and Rationale

The PSAT/National Merit Scholarship Qualifying Test (NMSQT) is a strong indicator of college readiness and is highly related to success in college.⁶⁹

While most students may not be college ready when taking the PSAT, indicators of students’ trajectory toward college readiness can provide useful information to students and schools. A student’s PSAT and SAT/ACT scores in the same content areas are highly and positively correlated.⁷⁰

Meeting the SAT college readiness benchmarks indicates that students are prepared to enter a four-year postsecondary institution and have a high likelihood of success in first-year college courses. Students who perform well on the SAT/ACT are more likely to persist to a second year of college and graduate on time.⁷¹ Unfortunately, research indicates that 40.0% of new college students take remedial courses because they are unprepared for the academic demands of college.⁷²

Student Eligibility

Inclusion Criteria

Students who meet all of the following criteria are included in the measure:

1. An FAY student, defined for this measure as:

⁶⁸ College Board. (n.d.). *The college and career readiness benchmarks for the SAT® suite of assessments*. Retrieved from: <https://bit.ly/448RhQ4>

⁶⁹ College Board. (2014). *Research foundations: Empirical foundations for college and career readiness*. Retrieved from: <https://bit.ly/3NCdTDD>

⁷⁰ Proctor, T., Wyatt, J., & Wiley, A. (2010). *PSAT/NMSQT indicators of college readiness* (College Board Research Report No. 2010–4). Retrieved from: <https://bit.ly/3phv2cf>

⁷¹ Ibid.

⁷² Hanover Research. (2014, September 24). Why college and career readiness is an integral component of K-12 education. *Hanover Research Insights Blog*. Retrieved from <https://bit.ly/3qWWiNE>

- a. Included in the campus Enrollment Audit on October 5, and
 - b. Continuously enrolled through May 1 of the accountability year.
2. Are a grade 11 student in the accountability year.
3. Were an FAY student within the same LEA in the previous accountability year.

Exclusion Criteria

Students who meet any of the following criteria are excluded from the measure:

1. A student with a disability in non-public placement.
2. Qualify for the alternative state assessment (the MSAA) for their most recent state test.
3. Are on an IEP certificate track.

Metric Calculation

$$\left(\frac{\text{No. of returning grade 11 students scoring at least a score of 970 (combined math and ERW) on the PSAT}}{\text{No. of returning grade 11 students}} \right) \times 100$$

Numerator Criteria

1. Eligible students who have not taken the PSAT will be counted as a zero in the numerator.
2. DC PCSB uses each eligible student's highest score on each section of the PSAT, including from multiple tests taken on different dates, from tests taken while the student was in grades 10 or 11.

Aggregation Level

DC PCSB calculates this metric by student group.

Minimum Cohort Size

Each student group needs a minimum of 10 students to be included in the measure calculation.

Data and Calculation Source

Data Collection

DC PCSB will collect PSAT data from the College Board or OSSE.

DC PCSB will collect this data directly from LEAs if it is not available from the College Board or OSSE. Every year, DC PCSB will release guidance to LEAs about the processes for submitting data and supporting evidence. The ASPIRE Policy & Technical Guide will use these guidelines.

Data Validation

Every year, DC PCSB will release guidance to LEAs about the annual data validation period. The ASPIRE Policy & Technical Guide will use these guidelines.

Floors and Targets

Student Group	Floor	Target
Economically Disadvantaged	67.0	90.0
Not Economically Disadvantaged	67.0	90.0
Students with Disabilities	67.0	90.0
Emerging Multilingual Learners	67.0	90.0
American Indian/Alaskan Native	67.0	90.0
Asian	67.0	90.0
Black/African-American	67.0	90.0
Hispanic/Latino of any race	67.0	90.0
Native Hawaiian/Other Pacific Islander	67.0	90.0
Two or more races	67.0	90.0
White	67.0	90.0

Measure	SAT/ACT College Readiness Benchmark Achievement Rate – ERW
Framework(s)	High School

Measure	SAT/ACT College Readiness Benchmark Achievement Rate – Math
Framework(s)	High School

Measure Description

The SAT/ACT College Readiness Benchmark Achievement Rate in Evidence-Based Reading and Writing (ERW) measures the percentage of grade 12 students who met the publisher’s “College and Career Readiness Benchmark” for the SAT (480), or for the ACT’s English (18) or Reading (22) assessments.

The SAT/ACT College Readiness Benchmark Achievement Rate in Math measures the percentage of grade 12 students who met the publisher’s “College and Career Readiness Benchmark” on the SAT (530) and ACT (22) math assessments.

Key Definitions

Not applicable.

Evidence and Rationale

The SAT/ACT is a strong indicator of college readiness and is highly related to success in college.⁷³ Meeting the SAT college readiness benchmarks indicates that students are prepared to enter a four-year postsecondary institution and have a high likelihood of success in first-year college courses. Students who perform well on the SAT/ACT are more likely to persist to a second year of college and graduate on time.⁷⁴ Unfortunately, research indicates that 40.0% of new college students take remedial courses because they are unprepared for the academic demands of college.⁷⁵

⁷³ College Board. (2014). *Research foundations: Empirical foundations for college and career readiness*. Retrieved from: <https://bit.ly/3NCdTDD>

⁷⁴ Ibid.

⁷⁵ Hanover Research. (2014, September 24). Why college and career readiness is an integral component of K-12 education. *Hanover Research Insights Blog*. Retrieved from <https://bit.ly/3qWWiNE>

Eligibility

Inclusion Criteria

Students who meet all the following criteria are included in the measure:

1. Are an FAY student, defined for this measure as:
 - a. Included in the campus Enrollment Audit on October 5, and
 - b. Continuously enrolled (no withdrawal or transfer) through May 1 of the accountability year.
2. Are grade 12 students in the accountability year.
3. Were FAY students within the same LEA in the previous accountability year.

Exclusion Criteria

Students who meet any of the following criteria are excluded from the measure:

1. student with a disability in non-public placement.
2. Qualify for the alternative state assessment (the MSAA) for their most recent state test.
3. Are on an IEP certificate track.

Metric Calculation

SAT/ACT College Readiness Benchmark Achievement Rate - ERW:

$$\left(\frac{\begin{array}{c} \text{No. of returning grade 12 students scoring at least a score of 480} \\ \text{on the Evidenced-based Reading and Writing section on the SAT OR} \\ \text{earning at least a score of 18 on the English and 22} \\ \text{on the Reading sections on the ACT} \end{array}}{\text{No. of returning grade 12 students}} \right) \times 100$$

SAT/ACT College Readiness Benchmark Achievement Rate - Math:

$$\left(\frac{\begin{array}{c} \text{No. of returning grade 12 students scoring at least a score of 530} \\ \text{on the Math section on the SAT OR earning at least} \\ \text{a score of 22 on the Math section on the ACT} \end{array}}{\text{No. of returning grade 12 students}} \right) \times 100$$

Numerator Criteria

1. Eligible students who have not taken the SAT or ACT exams will not be counted in the numerator.

2. DC PCSB uses each eligible student's highest score on each section of the SAT or ACT, even if those scores occurred on different test dates in other school years.

Aggregation Level

DC PCSB calculates this metric by student group.

Minimum Cohort Size

Each student group needs a minimum of 10 students to be included in the measure calculation.

Data and Calculation Source

Data Collection

DC PCSB will collect SAT data from the College Board or OSSE.

DC PCSB will collect SAT data directly from LEAs if it is not available from the College Board or OSSE. Every year, DC PCSB will release guidance to LEAs about the processes for submitting data and supporting evidence. The ASPIRE Policy & Technical Guide will use these guidelines.

Data Validation

Every year, DC PCSB will release guidance to LEAs about the annual data validation period. The ASPIRE Policy & Technical Guide will use these guidelines.

Floors and Targets

The floors and targets will be the 10th and 90th percentiles of sector-wide performance.

SAT/ACT College Ready Benchmark				
Student Group	ERW		Math	
	Floor	Target	Floor	Target
Economically Disadvantaged	Coming Soon Based on SY 2022 – 23 Performance			
Not Economically Disadvantaged				
Students with Disabilities				
Emerging Multilingual Learners				
American Indian/Alaskan Native				
Asian				
Black/African-American				
Hispanic/Latino of any race				
Native Hawaiian/Other Pacific Islander				
Two or more races				
White				

Measure	College and Career Acceptance Rate
Framework(s)	High School

Measure Description

The College and Career Acceptance Rate measures the percentage of high school graduates accepted to a full-time college, university, or career program.

Key Definitions

Not applicable.

Evidence and Rationale

It is a common belief that a traditional four-year college is the only career path after high school.⁷⁶ DC PCSB believes there are many postsecondary pathways that can lead students to lifelong learning, fulfilling careers, and economic security. Viable options include college, trade and technical programs, the military, or entering the job market.

Student Eligibility

Inclusion Criteria

Students who meet all the following criteria are included in the measure:

1. Enrolled at the school for the FAY, defined for this measure as:
 - a. Included in the campus Enrollment Audit on October 5, and
 - b. Continuously enrolled through May 1 of the accountability year.
2. On the accountability year's Certified Graduates List.

Exclusion Criteria

Students who meet any of the following criteria are excluded from the measure:

1. Students with disabilities in non-public placements
2. Students who qualify for the alternative state assessment (the MSAA) for their most recent state tests or students who are on an IEP certificate track

Metric Calculation

$$\left(\frac{\text{No. of graduating students accepted to a full-time, accredited college or university OR other approved postsecondary pathway}}{\text{No. of graduates}} \right) \times 100$$

⁷⁶ Stefanakos, V. S. *After high school: Different ways to thrive*
<https://www.understood.org/en/articles/after-high-school-different-paths-to-success>

Numerator Criteria

1. Acceptances must be from a degree-granting higher education institution.
2. Approved post-secondary career pathways include but are not limited to:
 - a. Enlisting in the Armed Forces (U.S. Army, Navy, Air Force, Coast Guard, or Marines)
 - b. Post-secondary career training program
 - c. Police Academy acceptance
 - d. DC Fire Cadet Program (or equivalent in another jurisdiction) acceptance
 - e. Firefighter/EMT or Firefighter/Paramedic job offer
 - f. Apprenticeship through CareerWise DC
 - g. DC Infrastructure Academy acceptance
 - h. Job offer aligned to NAF, CTE, or ATC program
 - i. Job Corps acceptance

Aggregation Level

DC PCSB calculates this metric by student group.

Additional Measure Considerations

1. College acceptances must be from the current school year unless the valid college or university indicates that an earlier acceptance is still valid.
2. Acceptances from for-profit colleges will count as zero in the numerator.
3. DC PCSB reserves the right to accept alternative forms of evidence when an acceptance letter is not available on a case-by-case basis.

Minimum Cohort Size

Each student group needs a minimum of 10 students to be included in the measure calculation.

Data and Calculation Source

Data Collection

Every year, DC PCSB will release guidance to LEAs about the processes for submitting data and supporting evidence. The ASPIRE Policy & Technical Guide will use these guidelines.

Data Validation

Every year, DC PCSB will release guidance to LEAs about the annual data validation period. The ASPIRE Policy & Technical Guide will use these guidelines.

Floors and Targets

The aspirational target is set at 100%. The floors will be the 10th percentile of sector-wide performance by student group.

Student Group	Floor	Target
Economically Disadvantaged	Coming Soon Based on SY 2022 – 23 Performance	100
Not Economically Disadvantaged		100
Students with Disabilities		100
Emerging Multilingual Learners		100
American Indian/Alaskan Native		100
Asian		100
Black/African-American		100
Hispanic/Latino of any race		100
Native Hawaiian/Other Pacific Islander		100
Two or more races		
White		

Measure	GED Subject Test Achievement Rate
Framework(s)	Adult Education

Measure Description

This measure reports the percentage of students scoring “likely to pass” on a GED Ready subject test who successfully pass the corresponding GED subject test.

Key Definitions

- **GED (General Educational Development):** A set of tests that people who did not finish high school can take to earn a credential equivalent to a high school diploma. Students can take GED tests in English or Spanish.
- **GED Ready:** Practice tests designed to help individuals determine if they are ready to take their GED exams. The practice tests are offered in math, science, social studies, and language arts.

Evidence and Rationale

This measure reflects the successful passage of GED subject tests, indicating that students have acquired the skills necessary to earn a secondary credential.

Student Eligibility

15 & 12 Calendar Day/Audit Business Rule:

1. To be included in Adult Education accountability measures, students must meet the following criteria:
 - Be included in a school's audited enrollment; **OR**
 - They have been enrolled in the school for at least 15 consecutive calendar days; **AND** they have received at least 12 hours of instruction
2. All students in a school's audited enrollment are included in the Adult Education accountability measures and are tracked based on their individual date(s) of enrollment.

Additional Notes and Criteria About Enrollment

1. All students in a school's audited enrollment are included in the Adult Education Accountability Measures and are tracked based on their individual date(s) of enrollment.
2. Students who enroll in a program and unenroll prior to the 15th calendar day are not included in any Adult Education Accountability Measures, unless they are in the enrollment audit.
3. Schools may unenroll students for non-attendance according to the school's attendance policy.

4. *Legal Requirements:*

Schools must follow all legal requirements for students who are under the age of 18 or who receive special education or English language learner funds.

5. *Unplanned School Closure:*

In the event of an unplanned school closure lasting three or more consecutive days, DC PCSB will work with the school to adjust the 15 calendar days of enrollment.

6. *Deceased Students:*

If a student passes away while enrolled at the school during the accountability cohort year, the student will be excluded from this measure.

7. *Exclusion Due to Low Participation Rate:*

Schools that need to exclude a student from the accountability cohort year's Accountability Universe due to a participation rate of less than 12 hours must adhere to the following procedure:

- a. *Record of Attendance Hours:* Schools are required to submit a record of attendance hours for the student to DC PCSB during the annual Roster Confirmation process.
- b. *Declaration on Adult Accountability Roster:* Schools must declare the student's low participation rate on the Adult Accountability Roster.

Metric Calculation

$$\frac{\text{No. of GED subject tests passed during the accountability cohort year}}{(\text{No. of unique students who achieved a 'likely to pass' score on the GED Ready and subsequently took the corresponding GED subject tests during the accountability cohort year} + (\text{No. of unique students for whom the school recommended taking GED subject test(s) during the accountability cohort year, regardless of having a 'likely to pass' score on GED Ready})*} \times 100$$

** This count encompasses students who eventually took the corresponding GED subject test(s), irrespective of their initial GED Ready score*

Denominator Criteria

Students may be counted in the denominator multiple times for each GED Ready subject test on which they score "likely to pass" or are recommended by the school and take the corresponding GED subject test. However, each student is included in the n-size weighting only once.

Numerator Criteria

1. Only students in the denominator may be included in the numerator.

2. All students are included if they are in a GED program, score "likely to pass" on a GED Ready subject test while enrolled in the school, or are recommended by the school to take the GED AND have taken and passed the corresponding GED subject test during the accountability cohort year.
3. Students may be counted in the numerator multiple times for each GED Ready subject test on which they score "likely to pass" or are recommended by the school and take the corresponding GED subject test. However, each student is included in the n-size weighting only once.
4. Students must be enrolled in the AE school when they take the GED Ready to be included, but they do not need to be enrolled in the AE school when they take the GED test as long as it was taken during the accountability cohort year.
5. All students without a secondary credential who pre-test at ABE 6 on an NRS approved assessment and take a GED subject test during the accountability cohort year are included in the measure.

Aggregation Level

DC PCSB will calculate this metric at the all student level and will not disaggregate by student group.

Additional Measure Considerations

Participation Rate

1. To meet the participation rate requirement, at least 75% of "likely to pass" scores on the GED Ready while enrolled in the school, students recommended by their school to take the GED, and ABE 6 pre-testers who are in a GED program must also have a corresponding GED score during the accountability cohort year (unless the "likely to pass" score was achieved in the last 60 days of the accountability cohort year).
 - If a 75% participation rate is not achieved, the school earns a zero for this measure.
 - If a student scores "likely to pass" on a GED Ready subject test with fewer than 60 days left in the accountability cohort year, schools may choose to include this test.
 - The participation rate is based on the number of "likely to pass" scores, not the number of students. If one student earns "likely to pass" scores on multiple subject tests, they are included in this rate once for each subject on which they scored "likely to pass."
 - Other than death, there are no exclusions from the participation rate.

Scoring Criteria:

1. DC PCSB will use comparable GED Ready "likely to pass" scores for the English GED Ready and the Spanish GED Ready exams based on the probabilities of passing the GED test as provided to DC PCSB by the GED Testing Service.

- For the English GED Ready, "likely to pass" is a score of 145 or greater.
- For the Spanish GED Ready, "likely to pass" is a score of 150 or greater.

Minimum Cohort Size

The denominator needs a minimum of 10 students.

Data and Calculation Source

Data Collection

Every year, DC PCSB will release guidance to LEAs about the processes for submitting data and supporting evidence. The ASPIRE Policy & Technical Guide will use these guidelines.

Data Validation

Every year, DC PCSB will release guidance to LEAs about the annual data validation period. The ASPIRE Policy & Technical Guide will use these guidelines.

Floors and Targets

The aspirational target is set at 90%, which is 15 percentage points above both the 2021 – 22 national GED pass rate, and the median of the sector's pass rate. The floor will be the 10th percentile of local or national GED attainment performance (whichever is lower). "Local" refers to GED attainment rates from DC's adult education public charter sector. "National" refers to GED attainment rates from the GED Testing Service.

Measure	Floor	Target
GED Subject Test Achievement Rate	Coming Soon Based on SY 2022 – 23 Performance	90.0%

Measure	High School Equivalency Achievement Rate
Framework(s)	Adult Education

Measure Description

This measure reports the percentage of adult students who earned a high school diploma or its equivalent in the accountability year.

Key Definitions

- **GED (General Educational Development):** The GED is a set of tests that people who did not finish high school can take to earn a credential equivalent to a high school diploma. Students can take GED tests in English or Spanish.
- **GED Ready:** GED Ready refers to practice tests designed to help individuals determine if they are ready to take their GED exams. The practice tests are offered in math, science, social studies, and language arts.
- **NEDP (National External Diploma Program):** The NEDP is a program for adults who have not completed high school but want to get a diploma by showing what they have learned through life experiences. Students demonstrate high school-level skills through completing a portfolio of life skill and academic tasks.

Evidence and Rationale

This measure reflects the attainment of a GED or the state-recognized equivalent. This measure reflects whether students have obtained the skills needed to get a job, retain a job, or attend college without needing remedial classes.

Student Eligibility

Inclusion Criteria

Students who meet the following criteria are included in the measure:

1. Are included in a school's audited enrollment; **or**
2. Have been enrolled in the school for at least 15 consecutive calendar days; and
3. Have received at least 12 hours of instruction.

Additional Notes and Criteria About Enrollment

4. All students in a school's audited enrollment are included in the Adult Education Accountability Measures and are tracked based on their individual date(s) of enrollment.

5. Students who enroll in a program and unenroll prior to the 15th calendar day are not included in any Adult Education Accountability Measures, unless they are in the enrollment audit.
6. Schools may unenroll students for non-attendance according to the school's attendance policy.
7. *Legal Requirements:*
Schools must follow all legal requirements for students who are under the age of 18 or who receive special education or English language learner funds.
8. *Unplanned School Closure:*
In the event of an unplanned school closure lasting three or more consecutive days, DC PCSB will work with the school to adjust the 15 calendar days of enrollment.
9. *Deceased Students:*
If a student passes away while enrolled at the school during the accountability cohort year, the student will be excluded from this measure.
10. *Exclusion Due to Low Participation Rate:*
Schools that need to exclude a student from the accountability cohort year's Accountability Universe due to a participation rate of less than 12 hours must adhere to the following procedure:
 - a. *Record of Attendance Hours:* Schools are required to submit a record of attendance hours for the student to DC PCSB during the annual Roster Confirmation process.
 - b. *Declaration on Adult Accountability Roster:* Schools must declare the student's low participation rate on the Adult Accountability Roster.

Exclusion Criteria

Students who meet any of the following criteria are excluded from the measure:

1. Students with extenuating circumstances that do not allow them to take the GED test will not be included in this measure. These circumstances include:
 - a. Transferred to a diploma-granting high school
 - b. Incarceration
 - c. Medical leave (including maternity leave – distinct from pregnancy)
 - d. Moved out of the country
 - e. Death
2. Students who cannot take the GED test due to District policies may be excluded from the measure (e.g., waiting periods).

Metric Calculation

$$\frac{\text{Unique count of students who earn the NEDP or pass all subjects on the GED test.}}{\text{Unique count of students meeting AE eligibility rules, enrolled in an LEA's GED or NEDP program during the accountability cohort year, and meeting one of the following criteria:
1) earn the NEDP during the accountability cohort year,
2) accumulate four or more items in the NEDP Portfolio Review and exit without the diploma,
3) score 'likely to pass' on all four (or all remaining) GED READY tests in the accountability cohort year, or
4) LEA recommends them to take the GED without the GED READY}} \times 100$$

Denominator Criteria

Students are included in the denominator of this measure if:

1. They meet the 15 and 12 or audited eligibility rule, and
2. Are enrolled in an LEA's GED or NEDP program. This enrollment must be indicated on the Adult Education Accountability Roster, and
3. They meet one of the following:
 - a. They earn the NEDP during the accountability cohort year.
 - b. They have four or more items in the NEDP Portfolio Review and exit without the diploma.
 - c. They score '*likely to pass*' on all four (or all remaining) GED READY tests in the accountability cohort year.
 - d. The LEA recommends them to take the GED without the GED READY test during the accountability cohort year.

Numerator Criteria

Students are included in the numerator of this measure if:

1. They earn the NEDP diploma, or
2. They pass all subjects on the GED test.

Aggregation Level

DC PCSB will calculate this metric at the all student level and will not disaggregate by student group.

Additional Measure Considerations

Time Period

1. Students must be enrolled in the AE school when they take the GED Ready to count, but the student does not need to be enrolled in the AE school when they take the GED test as long as it is during the accountability cohort year.

Eligibility for "Likely to Pass" GED Ready Scores

1. All students who score "likely to pass" on all four GED Ready tests at least 60 days prior to the end of the accountability cohort year are included.
2. If a student scores "likely to pass" in the last 60 days of the accountability cohort year, the school may choose to include the student in the current accountability cohort year or the next year.
3. Students may also be included if they have already passed up to two GED subject tests in a different GED program (e.g., another LEA or a community-based organization) and score "likely to pass" on GED Ready for their remaining subjects while enrolled.

Scoring Criteria

1. DC PCSB will use comparable GED Ready "likely to pass" scores for the English GED Ready and the Spanish GED Ready exams based on the probabilities of passing the GED test as provided to DC PCSB by the GED Testing Service.
 - For the English GED Ready, "likely to pass" is a score of 145 or greater.
 - For the Spanish GED Ready, "likely to pass" is a score of 150 or greater.
2. Students who do not take the GED Ready test or do not score "likely to pass" but take the operational GED test will be assessed differently.

Minimum Cohort Size

The denominator needs a minimum of 10 students.

Data and Calculation Source

Data Collection

Every year, DC PCSB will release guidance to LEAs about the processes for submitting data and supporting evidence. The ASPIRE Policy & Technical Guide will use these guidelines.

Data Validation

Every year, DC PCSB will release guidance to LEAs about the annual data validation period. The ASPIRE Policy & Technical Guide will use these guidelines.

Floors and Targets

The aspirational target is set at 90%, which is less than five percentage points above the 2019 national GED pass rate average of all subjects. The floor will be set at the 10th percentile of local or national GED attainment performance (whichever is lower). "Local" refers to GED attainment rates from DC's adult education public charter sector. "National" refers to GED attainment rates from the GED Testing Service.

Measure	Floor	Target
High School Equivalency Achievement Rate	Coming Soon Based on SY 2022 – 23 Performance	90.0%

Measure	Industry- and Mid-Level Certification Achievement Rate
Framework(s)	Adult Education

Measure Description

This measure reports the percentage of students who earned an industry-recognized CTE certification or a mid-level CTE certification. The process to earn an industry-recognized CTE certification includes rigorous assessments and requirements, which lead to higher wages in a high-demand field.

Key Definitions

- **A+ Certification (CompTIA):** A+ Certification, provided by CompTIA, is a widely recognized credential for IT professionals. It validates foundational skills in IT, including hardware, software, and problem-solving. Holders of this certification are well prepared for entry-level IT roles.
- **Certified Medical Assistant (CMA, American Association of Medical Assistants):** The Certified Medical Assistant (CMA) credential, provided by the American Association of Medical Assistants, certifies medical assistants for clinical and administrative duties. It is widely recognized in the field and highly valued by employers.
- **Child Development Associate (CDA, Council for Professional Recognition):** The Child Development Associate (CDA) certification, granted by the Council for Professional Recognition, is for individuals working in early childhood education. It demonstrates their competence in nurturing and educating young children.
- **Heating, Ventilation, and Cooling (HVAC) Technician Certification (Mainstream Engineering Corporation):** HVAC Technician Certification, from Mainstream Engineering Corporation, certifies professionals in the field of heating, ventilation, and air conditioning. It covers installation, maintenance, and repair of HVAC systems.
- **Industry-Level Certification (formerly known as High-Level/Level 4):** The highest level credential available through adult education programs. Certification criteria are developed and validated by a reputable third-party (e.g., National Licensure Exam). These certifications are recognized across multiple locations and are not limited to a single state or local jurisdiction. They typically require 125+ hours of combined in-seat and experiential learning.
- **Medical Assistant Certification (CCMA, National Healthcareer Association):** The Certified Clinical Medical Assistant (CCMA) certification, awarded by the National Healthcareer Association, confirms the skills and knowledge required to work as a medical assistant. It covers clinical and administrative tasks in healthcare settings.
- **Mid-Level Certification:** Certifications with criteria established and validated by a qualified third-party (e.g., State Licensure Exam). These certifications may

be associated with vocational programs or technical schools offered within or in collaboration with the LEA. Generally, they are limited to one state or local jurisdiction. They typically involve 50 – 100+ hours of combined in-seat and experiential learning.

- **National Nurse Aide Assessment Program (NNAAP, National Council of State Boards of Nursing):** The National Nurse Aide Assessment Program (NNAAP), administered by the National Council of State Boards of Nursing, assesses and certifies nurse aides. It confirms their skills in providing care to patients and residents in healthcare settings.
- **Registered Medical Assistant (RMA, American Medical Technologists):** The Registered Medical Assistant (RMA) certification, offered by the American Medical Technologists, signifies competence in medical assisting. It covers both clinical and administrative skills and is recognized in the healthcare industry.

Evidence and Rationale

This measure reflects the achievement of Industry-Level Certification or Mid-Level Certification with rigorous requirements, including assessments leading to employment in high-wage, high-demand fields. It assesses whether students have gained the skills necessary to secure a job in these fields and/or advance in their current careers.

Student Eligibility

Inclusion Criteria

Students who meet the following criteria are included in the measure:

1. Are included in a school's audited enrollment; **or**
2. Have been enrolled in the school for at least 15 consecutive calendar days; and
3. Have received at least 12 hours of instruction.

Additional Notes and Criteria About Enrollment

4. All students in a school's audited enrollment are included in the Adult Education Accountability Measures and are tracked based on their individual date(s) of enrollment.
5. Students who enroll in a program and unenroll prior to the 15th calendar day are not included in any Adult Education Accountability Measures unless they are in the enrollment audit.
6. Schools may unenroll students for non-attendance according to the school's attendance policy.
7. *Legal Requirements:*
Schools must follow all legal requirements for students who are under the age of 18 or who receive special education or English language learner funds.
8. *Unplanned School Closure:*

In the event of an unplanned school closure lasting three or more consecutive days, DC PCSB will work with the school to adjust the 15 calendar days of enrollment.

9. *Deceased Students:*

If a student passes away while enrolled at the school during the accountability cohort year, the student will be excluded from this measure.

10. *Exclusion Due to Low Participation Rate:*

Schools that need to exclude a student from the accountability cohort year's Accountability Universe due to a participation rate of less than 12 hours must adhere to the following procedure:

- a. *Record of Attendance Hours:* Schools are required to submit a record of attendance hours for the student to DC PCSB during the annual Roster Confirmation process.
- b. *Declaration on Adult Accountability Roster:* Schools must declare the student's low participation rate on the Adult Accountability Roster.

Metric Calculation

$$\frac{\text{Unique count of students who earn an Industry or Mid-Level Certification during the accountability cohort year}}{\text{Unique count of students meeting the AE eligibility rule, enrolled in an approved certification program at a school during or up to two years before the accountability cohort year, and who took the corresponding certification exam in the accountability cohort year}} \times 100$$

Denominator Criteria

1. Meet the adult education framework eligibility requirements
2. Enrolled in the school's Industry Level or Mid-Level Certification program during or up to two years prior to the accountability cohort year; and,
3. Took the corresponding certification examination in the accountability cohort year

Numerator Criteria

1. Earned an Industry Level or Mid-Level Certification during the accountability cohort year

Aggregation Level

DC PCSB will calculate this metric at the all-student level and will not disaggregate by student group.

Additional Measure Considerations

Time Period

1. If a school is offering an Industry- or mid-level certification for the first time, the results will be displayed but not scored for that first year.

Approved Industry-Level Certifications

The list of approved certifications is below, and their certifying agency is designated in parentheses.

1. A+ Certification (CompTIA)
2. Medical Assistant Certification (CCMA, National Healthcareer Association)
3. Registered Medical Assistant (RMA, American Medical Technologists)
4. Certified Medical Assistant (CMA, American Association of Medical Assistants)
5. Child Development Associate (CDA, Council for Professional Recognition)
6. Heating, Ventilation, and Cooling (HVAC) Technician Certification (Mainstream Engineering Corporation)
7. National Nurse Aide Assessment Program (NNAAP, National Council of State Boards of Nursing)

Approved Mid-Level Certifications

There are no Mid-Level Certifications approved for SY 2023-24.

New Certifications

1. Prior to the start of the accountability cohort year, DC PCSB will request new certifications from adult schools to be considered for inclusion in the upcoming accountability cohort year's Earned Industry- and Mid-Level Certification Achievement measure.
2. Schools will submit this data through the Hub and complete a submission task.
3. The information that adult schools are required to submit includes factors for determining the certification level. These factors encompass, but are not limited to, the number of in-seat hours, number of experience hours, details about the final exam, and educational prerequisites (e.g., GED).
4. For the first year after a new Industry- or Mid-Level Certification is approved, the outcomes will be reported as display-only and will not be scored

DC PCSB will conduct a comprehensive review of the factors listed above and determine the appropriate certification level, along with the rationale for the designation.

It is important to note that schools failing to submit proposed certifications by the established deadline will not have that certification considered for inclusion in the upcoming accountability cohort year.

Minimum Cohort Size

Performance data for individual approved certification programs with fewer than 10 students will not be published; however, if the total n-size for students included in all approved certification programs at a school is at or above 10, the data will be included in a school's School Achievement score.

Data and Calculation Source

Data Collection

Every year, DC PCSB will release guidance to LEAs about the processes for submitting data and supporting evidence. The ASPIRE Policy & Technical Guide will use these guidelines.

Data Validation

Every year, DC PCSB will release guidance to LEAs about the annual data validation period. The ASPIRE Policy & Technical Guide will use these guidelines.

Floors and Targets

The target for each certification (or set of certifications) is set at the three-year average local or national certification attainment rate plus 15 (whichever is lower/available). If adding 15 to the three-year average certification attainment rate exceeds 100, the target will be capped at 100. The floor will be set at the 10th percentile of local or national performance (whichever is lower). "Local" refers to attainment rates from DC's adult education public charter sector. "National" refers to attainment rates from the relevant certifying agency.

Measure	Floor	Target	Local and National References
Earned Child Development Associate Certification	Coming Soon Based on SY 2022 – 23 Performance	68.3%	
Earned Medical Assistant Certification/ Certified Medical Assistant/Registered Medical Assistant Certification		77.3%	National CMA Pass Rates: ⁷⁷ 2019 – 20: 67% 2020 – 21: 62% 2021 – 22: 58%
Earned CompTIA A+ Certification		83.3%	Target is from SY 2019-20 PMF Tech Guide
Earned Heating, Ventilation, and Cooling Technician Certification		79.3%	Target is from SY 2019-20 PMF Tech Guide

⁷⁷ Average NNAAP pass rates as reported by DC Health. See <https://bit.ly/3EGoF6J>.

Measure	Floor	Target	Local and National References
Earned National Nurse Aide Assessment Program Certification		95.9%	Average Local Pass Rates: ⁷⁸ 2018: 83.46% 2019: 80.83% 2021: 78.43%

⁷⁸ Reported by the American Association of Medical Assistants. See <https://bit.ly/3P2KjGH>.

Measure	Entered/Retained Employment or Postsecondary Enrollment Rate
Framework(s)	Adult Education

Measure Description

This measure determines the percentage of adult students who either obtain a job after completing the program or secure employment while they are enrolled and continue to hold a job after exiting. Additionally, it includes students who choose to enroll in a postsecondary educational, occupational skills training, or apprenticeship training program after finishing the program.

Since it can be challenging to follow up with every exiting student, schools can earn points in this category by surveying at least 50% of their exiting students. Conversely, schools failing to meet this survey threshold will receive zero points in this metric.

Key Definitions

Not applicable.

Evidence and Rationale

This measure tracks students' outcomes regarding employment or their entry into postsecondary education. It assesses whether students who initially joined the adult education program retained or obtained employment or entered postsecondary education or training upon program completion.

Student Eligibility

Inclusion Criteria

Students who meet the following criteria are included in the measure:

1. Included in a school's audited enrollment; **or**
2. Enrolled in the school for at least 15 consecutive calendar days; and
3. Received at least 12 hours of instruction.

Additional Notes and Criteria About Enrollment

4. All students in a school's audited enrollment are included in the Adult Education Accountability Measures and are tracked based on their individual date(s) of enrollment.
5. Students who enroll in a program and unenroll prior to the 15th calendar day are not included in any Adult Education Accountability Measures unless they are in the enrollment audit.
6. Schools may unenroll students for non-attendance according to the school's attendance policy.

Legal Requirements:

7. Schools must follow all legal requirements for students who are under the age of 18 or who receive special education or English language learner funds.

Unplanned School Closure:

8. In the event of an unplanned school closure lasting three or more consecutive days, DC PCSB will work with the school to adjust the 15 calendar days of enrollment.

Deceased Students:

9. If a student passes away while enrolled at the school during the accountability cohort year, the student will be excluded from this measure.

Exclusion Due to Low Participation Rate:

10. Schools that need to exclude a student from the accountability cohort year's Accountability Universe due to a participation rate of less than 12 hours must adhere to the following procedure:
 - a. *Record of Attendance Hours:* Schools are required to submit a record of attendance hours for the student to DC PCSB during the annual Roster Confirmation process.
 - b. *Declaration on Adult Accountability Roster:* Schools must declare the student's low participation rate on the Adult Accountability Roster.

Exclusion Criteria

1. Exited in the accountability cohort year but are currently enrolled are classified as continuing students, and their outcomes will not be reported until they exit again.
2. Identified as being "out of the labor force" (see Additional Measure Considerations).

Metric Calculation

$$\left(\frac{\text{No. of unique students who entered or maintained employment within the second to fourth quarter after exit **or** were enrolled in postsecondary education or training after exit}}{\text{No. of unique students who exited in Q1, Q2, Q3, or Q4 of the previous accountability cohort year (regardless of employed or unemployed at program entry)}} \right) \times 100$$

Denominator Criteria

1. Exited in any of the four quarters (Q1, Q2, Q3, or Q4) of the previous accountability cohort year.

Numerator Criteria

1. Entered or maintained employment or entered post-secondary education, regardless of being employed or unemployed at entry.

Aggregation Level

DC PCSB will calculate this metric at the all student level and will not disaggregate by student group.

Additional Measure Considerations

Survey Development and Administration

1. Schools should create and conduct surveys to track college and career outcomes for exiting students.
2. Survey results must be documented and retained for data collection and validation by DC PCSB.
3. Documentation from a student's employer or training provider may be utilized to report student employment or training outcomes.
4. Student's post-secondary enrollment may be reported by the National Student Clearinghouse

Response Rate Requirement

1. The school's total response rate for this metric must be at least 50.0%.
2. If a school's response rate is below 50.0%, the school's measure will be weighted by 50.0% of the students who qualify.
3. A student without survey results or other approved documentation is treated as a non-response (negative outcome).

Out of the Labor Force

1. Students can be labeled as "out of the labor force" for various reasons, including retirement, full-time parenting (including maternity leave), ill health or disability, institutionalization (e.g., incarceration), being a full-time student, or living outside the United States.

Labor Force Status Updates

1. Schools must provide documentation if a student's labor force status changes due to parental leave, chronic illness, or other reasons.
2. Parental leave should not automatically be classified as withdrawing from the labor force. DC PCSB will review such cases individually.

Spanish GED Graduates

1. If a school graduates students with a Spanish GED and those students enroll in ESL courses within the same school ("first school") or elsewhere, the school may request that the student be excluded from this metric's student universe. The first school receives credit for the student's positive outcome.

Secondary Credential Holders:

1. Students with a secondary credential who exit and enroll in another school's career training program can be counted as entering postsecondary education or training by the reporting school. However, those who exit and enroll in another GED or secondary credentialing program are not counted as entering postsecondary.

Minimum Cohort Size

The denominator needs a minimum of 10 students.

Data and Calculation Source

Data Collection

Every year, DC PCSB will release guidance to LEAs about the processes for submitting data and supporting evidence. The ASPIRE Policy & Technical Guide will use these guidelines.

Data Validation

Every year, DC PCSB will release guidance to LEAs about the annual data validation period. The ASPIRE Policy & Technical Guide will use these guidelines.

Floors and Targets

The aspirational target is set at 92.5%, which is an average of the targets when the measure was separated and approximately five percentage points above the sector median in SY 2021 – 22. The floor will be set at the 10th percentile of local or national GED attainment performance (whichever is lower). “Local” refers to Retained Employment/Entered Postsecondary rates from DC’s adult education public charter sector. “National” refers to Retained Employment or Entered Postsecondary rates reported by Office of Career, Technical, and Adult Education (OCTAE).

Measure	Floor	Target
Entered/Retained Employment or Postsecondary Enrollment Rate	Coming Soon Based on SY 2022 – 23 Performance	92.5%

School Environment Measures

Measure	Classroom Assessment Scoring System (CLASS): Emotional Support
Framework(s)	<ul style="list-style-type: none"> • PK-Only • PK – 8 (sub-frameworks: Early Childhood, Primary, Elementary with PK, Elementary-Middle with PK)

Measure	Classroom Assessment Scoring System (CLASS): Classroom Organization
Framework(s)	<ul style="list-style-type: none"> • PK-Only • PK – 8 (sub-frameworks: Early Childhood, Primary, Elementary with PK, Elementary-Middle with PK)

Measure	Classroom Assessment Scoring System (CLASS): Instructional Support
Framework(s)	<ul style="list-style-type: none"> • PK-Only • PK – 8 (sub-frameworks: Early Childhood, Primary, Elementary with PK, Elementary-Middle with PK)

Measure Description

CLASS is an observational tool administered only in PK classrooms used to analyze the quality of teacher-student interactions in the classroom. OSSE conducts CLASS observations for all DC public schools, including public charter schools. DC PCSB receives scores directly from OSSE and includes these observations in the accountability framework.

There are four cycles of observations of teachers and students by a certified observer. The observer provides qualitative ratings across three domains:

1. Emotional Support
2. Classroom Organization
3. Instructional Support

Within these three domains are dimensions that evaluate detailed aspects of classroom interactions. Each dimension is scored on a 7-point scale (1 being the lowest score and 7 the highest score) as shown in the table below.

CLASS Design

Domain 1 (D1) Emotional Support	Domain 2 (D2) Classroom Organization	Domain 3 (D3) Instructional Support
Dimension (1-7)	Dimension (1-7)	Dimension (1-7)
Dimension (1-7)	Dimension (1-7)	Dimension (1-7)
Dimension (1-7)	Dimension (1-7)	Dimension (1-7)
Dimension (1-7)	Dimension (1-7)	Dimension (1-7)

Due to the pandemic, CLASS observations were not conducted in SY 2019 – 20 and SY 2020 – 21.

Key Definitions

Not applicable.

Evidence and Rationale

Research and developmental theory indicate that interactions in early childhood classrooms, along with the overall learning environment, are foundational to learning.⁷⁹ Studies show students make greater gains in key areas of school readiness when they are in classrooms with more effective teacher-child interactions, as measured by CLASS scores. Preschoolers, specifically, showed greater learning gains in executive functioning and early literacy.⁸⁰

Student Eligibility

Not applicable. This measure is calculated using classroom observations.

Metric Calculation

1. The CLASS measures in the ASPIRE System use a two-year weighted average for each domain, with the most recent year weighted 70.0% of the overall score and the previous year weighted 30.0% of the overall score.
2. There are two calculation scenarios:
 - a. Only OSSE observations are used, or
 - b. OSSE observations and up to one additional independent observation are used. See “Observation Considerations” below for more details.

⁷⁹ Burchinal et al. (2010). *Threshold analysis of association between child care quality and child outcomes for low-income children in pre-kindergarten programs*. Early Childhood Research Quarterly.

⁸⁰ See CLASS® Research Summary by Teachstone here: <https://bit.ly/42tXeGw>

Emotional Support

OSSE observation only	$0.7(\text{current year OSSE D1 score}) + 0.3(\text{prior year OSSE D1 score})$
OSSE plus independent observation	$0.7 \left[\frac{\text{current year OSSE D1 score} + \text{current year Independent D1 score}}{2} \right] + 0.3 \left[\frac{\text{prior year OSSE D1 score} + \text{prior year Independent D1 score}}{2} \right]$

Classroom Organization

OSSE observation only	$0.7(\text{current year OSSE D2 score}) + 0.3(\text{prior year OSSE D2 score})$
OSSE plus independent observation	$0.7 \left[\frac{\text{current year OSSE D2 score} + \text{current year Independent D2 score}}{2} \right] + 0.3 \left[\frac{\text{prior year OSSE D2 score} + \text{prior year Independent D2 score}}{2} \right]$

Instructional Support

OSSE observation only	$0.7(\text{current year OSSE D3 score}) + 0.3(\text{prior year OSSE D3 score})$
OSSE plus independent observation	$0.7 \left[\frac{\text{current year OSSE D3 score} + \text{current year Independent D3 score}}{2} \right] + 0.3 \left[\frac{\text{prior year OSSE D3 score} + \text{prior year Independent D3 score}}{2} \right]$

Additional Measure Considerations

Campus Applicability Rules

CLASS is administered in all PK classrooms of all campuses.

Observation Considerations

1. In addition to the mandated OSSE observation, LEAs may also contract an independent, Teachstone-certified organization or individual(s) to conduct CLASS observations for every PK classroom between February and May of the accountability year.
2. The LEA must notify DC PCSB before the start of the accountability year whether it will opt into the additional observation.

3. Observations conducted by employees of the school will not be accepted.
4. Any independent observations must occur within the same designated three-month window as the OSSE observation.
5. DC PCSB will only consider independent observations if they are conducted by a single observer per classroom and consist of all three domains. Partial observations will not be accepted.
6. Contracted observers cannot observe the same school twice in one school year (e.g., the individual observer contracted for the OSSE observation may not be contracted for another individual observation submitted to DC PCSB).
7. If an LEA opts to include an outside CLASS observation, the domain scores will be averaged with those from the OSSE observation.

Timeline and Scoring

1. LEAs will be notified by OSSE of the two-week window in which observations will occur. LEAs can opt out of two days within the two-week window.
2. The observer will come at the start of the school day and observe a minimum of four observation cycles of the CLASS tool with an aim to complete six on every visit.
3. A minimum of 10 observation cycles must be completed by OSSE over a two-year period for a CLASS score to be included in the accountability framework. Weighted scores for each domain will be reported per campus.
4. If another CLASS observation is conducted in addition to the OSSE observation, DC PCSB will use the average of the OSSE observation and up to one additional optional independent observation.

Aggregation Level

Not applicable.

Minimum Cohort Size

This is not a student-level measure. This is a classroom-level measure that is averaged across the number of classrooms that are assessed using the CLASS tool.

Data and Calculation Source

Data Collection

1. DC PCSB receives the unweighted scores from the OSSE observation directly from OSSE.
2. For the optional additional independent observation, LEAS must submit the observation to DC PCSB via the Hub and must include the full report for the observation. Schools will be required to submit:
 - a. Observation data
 - b. Full score report (PDF) and
 - c. Any other data necessary to vet the organization or individuals conducting these observations

Data Validation

1. DC PCSB weighs the OSSE scores from the current and prior accountability year and, if applicable, averages the OSSE and independent observations scores prior to LEA data validation during the annual Data Validation period.

Floors and Targets

CLASS metric floors and targets are based on research that identifies minimum thresholds at which CLASS scores meeting or exceeding these thresholds are associated with improvements in child outcomes. Calculating the target for each CLASS domain aligns with the publisher's guidelines for a score of high, which means earning 6.0 or above in Classroom Organization and Emotional Support and a score of 3.0 or above in Instructional Support.⁸¹ Research suggests that instructional support scores of 3.25 or higher are associated with improvements in child outcomes.⁸² The target for Instructional Support is set at 4.0 to remain consistent with the historical target; additionally, the 90th percentile of statewide performance in SY 2021 – 22 in the Instructional Support domain was 6.4.

In SY 2019 – 20, the calculated floor for CLASS – Instructional Support changed from 2.0 to 2.5 based on improving sector performance. The floor was scheduled to be moved to 2.25 in SY 2019 – 20 and 2.5 in SY 2020 – 21. Since CLASS observations were not conducted in SY 2019 – 20 or SY 2020 – 21, and the 10th percentile of statewide performance in the domain was 2.7 in SY 2021 – 22, the floor for the Instructional Support domain will be raised to 2.25 in SY 2022 – 23 to maintain reliability of results.

If the sector's 90th percentile domain score is more than 0.5 points below the target, the target will be lowered to the 90th percentile, but not lowered below 4.0. Alternatively, if all sites' 90th percentile average domain score is more than 0.5 points below the target, the target will be lowered to the 90th percentile, but not lowered below 4.0. Additionally, there is a minimum range of 1.5 imposed between the floor and target to ensure a fair distribution of points to all schools. If the range between the floor and the target is less than 1.5, the floor will be lowered 1.5 points from the target.

To better maintain the reliability of results, the floor for Instructional Support is 2.0 in SY 2022 – 23 and will move to 2.25 in SY 2023 – 24 and 2.5 in SY 2024 – 25.

⁸¹ See CLASS® Thresholds Summary (2023) by Teachstone here: <https://bit.ly/47rXI3s>

⁸² Burchinal et al. (2010).

CLASS Domain	Floor	Target
Emotional Support	4.5	6.0
Classroom Organization	4.5	6.0
Instructional Support	2.25	4.0

Measure	PK In-Seat Attendance Rate
Framework(s)	<ul style="list-style-type: none"> • PK-Only • PK – 8 (sub-framework: Early Childhood)

Measure Description

DC PCSB measures PK attendance using an in-seat attendance rate. This rate measures the percentage of instructional days students are present during a given school year.

Key Definitions

Not applicable.

Evidence and Rationale

Regular school attendance is critical for academic success, and research shows that students who miss too many days of pre-kindergarten have weaker literacy and numeracy skills entering kindergarten.⁸³ Chronically absent pre-kindergarten students are far more likely to be chronically absent in later grades.⁸⁴ At the PK level, good attendance may also indicate strong parent/family engagement.⁸⁵

Student Eligibility

Inclusion Criteria

Students who meet all the following criteria are included in the measure:

1. Stage 5 students continuously enrolled (no withdrawal or transfer) at the campus for more than 20 instructional days.
2. Enrolled in PK3 or PK4, regardless of age (e.g., even if the student is not of compulsory age).⁸⁶

Data Caveats

1. Students' attendance records at a given campus are only included in the metric calculation for that campus; students' attendance records are included in the calculation for each campus at which the students were enrolled for the minimum number of days during the school year.
2. Missing data are counted as absences. If there is no attendance data for a student for an instructional day on which the student was enrolled, the day is counted in the denominator but not in the numerator.

⁸³ *Why Attendance Matters*, Early Childhood Educators, Attendance Works, May 2022. bit.ly/3YyjqPD

⁸⁴ Ehrlich, S. B., Gwynne, J. A., & Allensworth, E. M. *Pre-kindergarten attendance matters: Early chronic absence patterns and relationships to learning outcomes*, Early Childhood Research Quarterly, Volume 44, 2018, Pages 136-151, ISSN 0885-2006

⁸⁵ *Why Attendance Matters*, Early Childhood Educators, Attendance Works, May 2022. bit.ly/3YyjqPD

⁸⁶ Compulsory age refers to students who are at least 5 years old and not yet aged 18 as of September 30th of the school year.

Measure Calculation

$$\left(\frac{\text{Sum of instructional days on which each enrolled student was present at the campus}}{\text{Sum of instructional days in which each students had an enrollment at the campus}} \right) \times 100$$

Numerator Criteria

1. The cumulative total of instructional days is determined by the number of instructional days each student was enrolled at the campus, inclusive of the minimum number of days a student must be enrolled to be included in the measure.
2. The LEA attendance codes mapped to OSSE values of PF (Present Full), PIS (Present In-School Suspension), PP (Present Partial), PPE (Present Partial Excused), and PPU (Present Partial Unexcused) are considered present.

Denominator Criteria

1. The instructional days for a campus in a given school year are determined by the program calendar for each campus.

Aggregation Level

DC PCSB calculates this metric by student group.

Additional Measure Considerations

Not applicable.

Data and Calculation Source

Data Collection

OSSE provides the data required for this measure to DC PCSB.

Data Validation

Every year, DC PCSB will release guidance to LEAs about the annual data validation period. The ASPIRE Policy & Technical Guide will use these guidelines.

Floors and Targets

The floor and target are set at the 10th and 90th percentiles of PK In-Seat Attendance performance in the sector.

The minimum range between the floor and the target must be at least 10 points. If the range between the calculated floor and the target is less than 10 points, the floor will be lowered by 10 points from the target.

The floors and targets will be set using SY 2022 – 23 data. These will be used for three years: SY 2022 – 23, SY 2023 – 24, and SY 2024 – 25. They will be updated in SY 2025 – 26.

Student Group	Floor	Target
Economically Disadvantaged	Coming Soon Based on SY 2022 – 23 Performance	
Not Economically Disadvantaged		
Students with Disabilities		
Emerging Multilingual Learners		
American Indian/Alaskan Native		
Asian		
Black/African-American		
Hispanic/Latino of any race		
Native Hawaiian/Other Pacific Islander		

Measure	Chronic Absenteeism
Framework(s)	<ul style="list-style-type: none"> • PK – 8 (all sub-frameworks) • High School

Measure Description

This measure is the percentage of enrolled students who were absent, including both excused and unexcused partial and full-day absences, for at least 10.0% of enrolled instructional days.

DC PCSB calculates the measure based on the daily attendance of all eligible students who were enrolled at the campus for more than 20 instructional days.

Key Definitions

Please refer to the [OSSE K-12 Attendance and Truancy Resources](#) document for detailed definitions of **excused** and **unexcused absences**.

Evidence and Rationale

Regular school attendance is critical for academic success. Chronic absence from school is correlated with lower levels of academic proficiency and higher likelihood of dropping out of high school. It is also correlated with an increased risk of poor life outcomes such as poverty, diminished health, and involvement in the criminal justice system.⁸⁷

Student Eligibility

Universe Criteria

1. All K – 12 students who were ever Stage 5 enrolled and attended a given campus for more than 20 instructional days.
 - a. Students' attendance records at a given campus are only included in the metric calculation for that campus; students' attendance records are included in the calculation for each campus at which the students were enrolled for the minimum number of days during the school year.

Metric Calculation

$$\left(\frac{\text{Total number of eligible students absent for at least 10\% of instructional days in which they were enrolled at a given campus}}{\text{Total number of eligible students}} \right) \times 100$$

⁸⁷ *Chronic Absenteeism in the Nation's Schools: A hidden educational crisis.* (2016). U.S. Department of Education. Retrieved from: bit.ly/3Yqicbr.

Numerator Criteria

1. Eligible students who were absent for 10.0% or more of the instructional days in which they were enrolled in a given campus during the accountability year.

Denominator Criteria

1. All eligible K-12 students who were ever Stage 5 enrolled at a given campus with the following inclusions:
 - a. Students of all ages enrolled in kindergarten through twelfth grade, including those who are not of compulsory age,⁸⁸ for more than 20 instructional days are included in the metric calculation.
 - b. Students' attendance records at a given campus are only included in the metric calculation for that campus.

Aggregation Level

DC PCSB disaggregates this metric by student group.

Additional Measure Considerations

Not applicable.

Minimum Cohort Size

Each student group needs a minimum of 10 students to be included in the measure calculation.

Data and Calculation Source

Data Collection

OSSE provides the data required for this measure to DC PCSB.

Data Validation

Every year, DC PCSB will release guidance to LEAs about the annual data validation period. The ASPIRE Policy & Technical Guide will use these guidelines.

Floors and Targets

The floor and target are set at the 10th and 90th percentiles of statewide outcomes, respectively. They are calculated by student group.

The floors and targets will be set using SY 2022 – 23 data. These will be used for three years: SY 2022 – 23, SY 2023 – 24, and SY 2024 – 25. They will be updated in SY 2025 – 26.

⁸⁸ Compulsory age refers to students who are at least 5 years old and not yet aged 18 as of September 30th of the school year.

Student Group	Floor	Target
Economically Disadvantaged	Coming Soon Based on SY 2022 – 23 Performance	
Not Economically Disadvantaged		
Students with Disabilities		
Emerging Multilingual Learners		
American Indian/Alaskan Native		
Asian		
Black/African-American		
Hispanic/Latino of any race		
Native Hawaiian/Other Pacific Islander		
Two or more races		
White		

Measure	Re-enrollment Rate
Framework(s)	<ul style="list-style-type: none"> • PK – 8 (all sub-frameworks) • High School

Measure Description

Re-enrollment measures the percentage of eligible students who return to a campus the following year. DC PCSB calculates the measure based on all eligible students who attended the campus for the Full Academic Year who return to the campus and are captured in the campus's October Enrollment Audit the following school year.

Key Definitions

Not applicable.

Evidence and Rationale

Students and families choosing to return to a school each year may be an indicator of a positive school environment. While students in DC demonstrate high rates of mobility, the re-enrollment metric seeks to measure the percentage of students who choose to re-enroll in the same school year after year.⁸⁹

Student Eligibility

Inclusion Criteria

1. Enrolled for the FAY in the prior accountability year, defined for this measure as:
 - a. Included in the prior year's campus Enrollment Audit on October 5, and
 - b. Continuously enrolled through May 1 of the prior accountability year.

Metric Calculation

$$\left(\frac{\text{Number of students enrolled in both the previous and current accountability years}}{(\text{Number of students enrolled in previous accountability year}) - (\text{Number of students enrolled in previous accountability year who are ineligible in current in current accountability year})} \right) \times 100$$

Numerator Criteria

Students who meet these criteria are included in the numerator:

1. Accountability Inclusion Criteria, and

⁸⁹ See OSSE's rationale for using re-enrollment for accountability here: <https://bit.ly/3p0yB6E>.

2. Does not meet any Denominator Exclusion Criteria, and
3. Included in the campus's Enrollment Audit in the current accountability year.

Denominator Exclusion Criteria

Students who were enrolled in the previous accountability year who were **ineligible** to enroll in the current academic year are:

1. Students in the campus's terminal grade who were promoted to the next grade.
 - a. DC PCSB will use enrollment data to verify students' grades in both school years. LEAs do not have to submit any documentation.
2. Students who moved out of DC.
 - a. DC PCSB will use enrollment data to verify that students are not enrolled in another public campus in DC.
 - b. DC PCSB will review documents that LEAs submit to OSSE, which must include at least one of the following for each student:
 - Signed parent/guardian withdrawal form explicitly indicating out-of-state move.
 - Signed parent/guardian letter/email indicating enrollment at an out-of-state public school.
 - Student records or records request from an out-of-state public school.
3. Students expelled for a federally recognized reason, such as bringing a firearm to school.⁹⁰
 - a. DC PCSB will use discipline data to verify a student's expulsion records. This data is provided to DC PCSB by OSSE and certified by LEAs.
4. Students placed into private placement.
 - a. DC PCSB will review documents that LEAs submit to OSSE.
5. Death.
 - a. DC PCSB will review documents that LEAs submit to OSSE.
6. Students who transfer within an LEA from one campus to another.
 - a. DC PCSB will use enrollment data to verify students' enrollments in both school years. LEAs do not have to submit documentation.

Aggregation Level

DC PCSB disaggregates this metric by student group.

Additional Measure Considerations

Grades Served Clarifications

For campuses that are measured with both the PK – 8 and High School Frameworks, the grade 8 students are captured in the PK – 8 Re-enrollment Rate measure.

Minimum Cohort Size

⁹⁰ See U.S. Code § 7151.

Each student group needs a minimum of 10 students to be included in the measure calculation.

Data and Calculation Source

Data Collection

1. DC PCSB will use OSSE data to calculate this measure.
2. All supporting documentation required per the Denominator Criteria section must be submitted through OSSE's data system for DC PCSB review.
 - a. Documents used for multiple students (e.g., siblings) must include each student's name.

Data Validation

1. To validate the components of this accountability measure, DC PCSB will review the documents that LEAs submit to OSSE as outlined in the Denominator Criteria.
2. LEAs will validate the student-level data provided by OSSE.

Floors and Targets

The floor and target are set at the 10th and 90th percentiles of statewide outcomes, respectively.

The floors and targets will be set using SY 2022 – 23 data. These will be used for three years: SY 2022 – 23, SY 2023 – 24, and SY 2024 – 25. They will be updated in SY 2025 – 26.

Student Group	Floor	Target
Economically Disadvantaged	Coming Soon Based on SY 2022 – 23 Performance	
Not Economically Disadvantaged		
Students with Disabilities		
Emerging Multilingual Learners		
American Indian/Alaskan Native		
Asian		
Black/African-American		
Hispanic/Latino of any race		
Native Hawaiian/Other Pacific Islander		
Two or more races		
White		

Measure	Persistence Rate
Framework(s)	Adult Education

Measure Description

This measure reflects the percentage of students who remain enrolled in an adult education school long enough to complete a single cycle of instruction.

The measurement criteria vary depending on the program. For instance, in an ABE or ESL program, retention is measured based on pre- and post-tests, while in a CTE certification program, it may be assessed by attempting a certification test or completing the required number of program hours.

Key Definitions

Not applicable.

Evidence and Rationale

Adult education schools often serve students who faced challenges when they were enrolled in traditional education programs. Adult students who re-engage in learning must often “overcome significant barriers to participate in educational services.”⁹¹ Further, most adult students “come with [educational and career] goals that require hundreds, if not thousands of hours of instruction to achieve.”⁹² Consequently, adult-serving schools are tasked with providing students with support services “that help them persist in learning long enough to reach their educational goals.”⁹³ While this measure captures the proportion of students who persist in their education, it also indicates whether adult education schools are successful in supporting students’ educational pursuits.

Student Eligibility

Inclusion Criteria

Students who meet the following criteria are included in the measure:

1. Included in a school’s audited enrollment; **OR**
2. Enrolled in the school for at least 15 consecutive calendar days; **AND**
 - a. Received at least 12 hours of instruction AND
 - b. Enrolled in an approved program as per this school’s annual Adult Accountability Declarations; AND
 - c. Enrolled in an ABE or ESL program.

⁹¹ Comings, J. P. (2007). Persistence: Helping adult education students reach their goals. *National Center for the Study of Adult Learning and Literacy (NCSALL) Review of Adult Learning and Literacy*, Vol. 7, Ch. 2. <https://bit.ly/3QPow7F>.

⁹² Ibid.

⁹³ Ibid.

3. Enrolled at least two months before the end of the accountability cohort year.

Additional Notes and Criteria About Enrollment

1. All students in a school's audited enrollment are included in the Adult Education Accountability Measures and are tracked based on their individual date(s) of enrollment.
2. Schools may unenroll students for non-attendance according to the school's attendance policy.
3. Legal Requirements: Schools must follow all legal requirements for students who are under the age of 18 or who receive special education or English language learner funds.
4. Unplanned School Closure: In the event of an unplanned school closure lasting three or more consecutive days, DC PCSB will work with the school to adjust the 15 calendar days of enrollment.

Exclusion Criteria

1. Students who enroll in a program and unenroll prior to the 15th calendar day are not included in any Adult Education Accountability Measures AND are not in the enrollment audit.
2. Students who passed away while enrolled at the school during the accountability cohort year.
3. *Low Participation Rate*: Schools that need to exclude a student from the accountability cohort year's Accountability Universe due to a participation rate of less than 12 hours must adhere to the following procedure:
 - a. *Record of Attendance Hours*: Schools are required to submit a record of attendance hours for the student to DC PCSB during the annual Roster Confirmation process.
 - b. *Declaration on Adult Accountability Roster*: Schools must declare the student's low participation rate on the Adult Accountability Roster.

Metric Calculation

$$\left(\frac{\text{No. of unique students meeting the persistence criteria for scenarios 1, 2, or 3}}{\text{No. of unique students meeting the adult education audited or 15 \& 12 eligibility rule}} \right) \times 100$$

Denominator Criteria

Students who meet the inclusion criteria are included in the denominator.

Numerator Criteria

Students may be counted as persisting in an accountability cohort year through various criteria, depending on their circumstances. These criteria include:

1. **Scenario 1:** No Secondary Credential, i.e. if the student does not possess a secondary credential during the accountability cohort year:
 - a. Pre-test at ABE level 6 on an NRS-approved assessment.
 - b. Attempt at least one GED subject test during the accountability cohort year.
 - c. Be in the NEDP assessment phase during the accountability cohort year.
2. **Scenario 2:** Secondary Credential, i.e. if the student has earned a secondary credential during the accountability cohort year.
 - a. Pre-test at ABE level 6 in the current or the previous year on an NRS-approved assessment.
 - b. Attempt a certification exam or complete a dual enrollment course while enrolled during the accountability cohort year.
3. **Scenario 3:** Other. Persistence may also be counted for students who:
 - a. Pre-test on an NRS-approved assessment (or previously earned an ABE level 6).
 - **NRS Testing Errors and the Persistence Measure:** In cases of substantial testing errors, DC PCSB will consider the student(s) impacted **positively** in the Persistence measure. The school is required to furnish the necessary documentation, as described in the ABE/ESL Educational Gain measure, before DC PCSB proceeds with updating the Persistence Measure outcomes.
 - b. Earn a secondary credential while enrolled during the accountability cohort year.
 - c. Complete pre-test and post-test on a pre-approved non-NRS-approved assessment (e.g., TABE Español, NWEA MAP, or Supera).
 - d. Are enrolled in a certification program that lacks pre- and post-tests.
 - e. Attend at least 120 hours or attempt the program's certification exam (or a practice certification exam approved by the certifying agency).
 - Schools must submit the names of these students at the start of each enrollment period and indicate whether students are working toward hours or an exam.

Aggregation Level

DC PCSB will calculate this metric at the all-student level and will not disaggregate by student group.

Additional Measure Considerations

Assessment Inclusion Rules

- For NRS testing, ensure pre-test and post-test dates adhere to the publisher's guidelines.

- If a student took both an NRS-approved assessment and a mission-specific goals assessment, the NRS-approved assessment takes precedence for the Persistence measure.
- If a student took an NRS-approved assessment in the prior year less than three months before the start of the current year, that assessment may be counted as the pre-test.

Minimum Cohort Size

The denominator needs a minimum of 10 students.

Data and Calculation Source

Data Collection

Every year, DC PCSB will release guidance to LEAs about the processes for submitting data and supporting evidence. The ASPIRE Policy & Technical Guide will use these guidelines.

Data Validation

Every year, DC PCSB will release guidance to LEAs about the annual data validation period. The ASPIRE Policy & Technical Guide will use these guidelines.

Floors and Targets

The floor and target are set at the 10th and 90th percentiles of charter sector outcomes, respectively.

The floors and targets will be set using SY 2022 – 23 data. These will be used for three years: SY 2022 – 23, SY 2023 – 24, and SY 2024 – 25. They will be updated in SY 2025 – 26.

Measure	Floor	Target
Persistence	Coming Soon	Based on SY 2022 – 23 Performance

School-Specific Performance Measures

		School-Specific
Measure	School-Specific Measure #1	
Framework(s)	<ul style="list-style-type: none"> • PK-Only • PK – 8 (all sub-frameworks) • High School • Adult Education 	

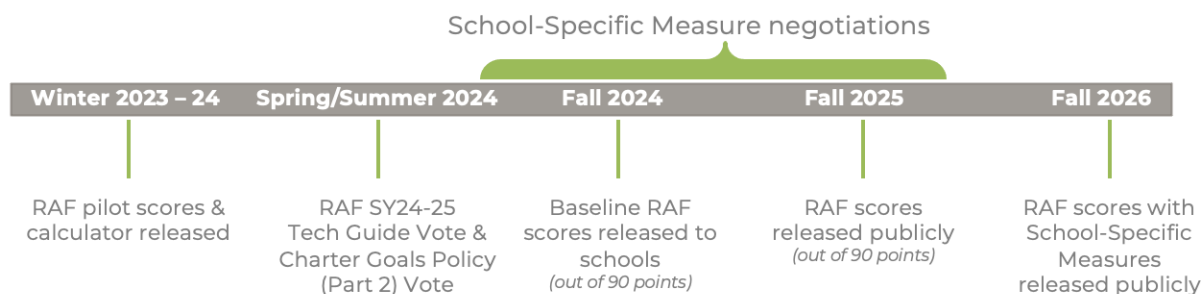
		School-Specific
Measure	School-Specific Measure #2	
Framework(s)	<ul style="list-style-type: none"> • PK-Only • PK – 8 (all sub-frameworks) • High School • Adult Education 	

Measure Description

The school-specific measures assess aspects of the school program that may not be captured elsewhere in the accountability framework.

These measures are typically unique to each school, and the data will be scored and included in the framework. Alternatively, schools can reallocate the 10 points in this category to another category within the framework that directly aligns to their mission.

Schools will negotiate school-specific performance measures with DC PCSB staff beginning in summer 2024. DC PCSB will score school-specific measures beginning in SY 2025 - 26, publicly reporting outcomes in fall 2026. Until then, ASPIRE scores will have a maximum total of 90 points possible, not 100.



Key Definitions

Not applicable.

Evidence and Rationale

In line with NACSA's 2023 Guide to Performance Frameworks, prioritizing school-specific measures helps foster more diverse and innovative schooling options with students and communities. Rigorous measures of quality aligned to a school's mission provide insight into how well schools are delivering for students and communities.⁹⁴

Data and Calculation Source

Data Collection

Every year, DC PCSB will release guidance to LEAs about the processes for submitting data and supporting evidence. The ASPIRE Policy & Technical Guide will use these guidelines.

Data Validation

Every year, DC PCSB will release guidance to LEAs about the annual data validation period. The ASPIRE Policy & Technical Guide will use these guidelines.

Aggregation Level

Schools may choose to adopt student-group conscious school-specific measures. Alternatively, they may opt to adopt campus-wide or LEA-wide measures that do not account for student-group performance.

Floors and Targets

DC PCSB will collaborate with each school to determine the appropriate floors and targets for the school's unique measures.

⁹⁴ See the document here: <https://bit.ly/3Ov79gx>

Key terms

ABE – Adult Basic Education

ACT – American College Test

AP – Advanced Placement

ASPIRE – Annual School Performance Index Report and Evaluation

CASAS – Comprehensive Adult Student Assessment System

CLASS – Classroom Assessment Scoring System

CTE – Career and Technical Education

DC CAPE – District of Columbia Comprehensive Assessments of Progress in Education

DECA – Devereux Early Childhood Assessment

ESL – English as a Second Language

GED – tests of General Educational Development

IB – International Baccalaureate

LEA – Local Education Agency

MAP – Measures of Academic Progress

MGP – median growth percentile

MSAA – Multi-State Alternate Assessment

NEDP – National External Diploma Program

NRS – National Reporting System for Adult Education

NWEA – Northwest Evaluation Association

PARCC – Partnership for Assessment of Readiness for College and Careers

PK – pre-kindergarten

PPVT – Peabody Picture Vocabulary Test

PSAT – Preliminary Scholastic Aptitude Test

QSR – Qualitative Site Review

SAT – Scholastic Aptitude Test

SEL – Social-Emotional Learning

SRA – School Reform Act

SY – school year

TEMA – Test of Early Mathematics Ability

APPENDICES

APPENDIX 1

Alternative Accountability Framework (AAF) Student Risk Factors

A campus is eligible to be evaluated by the AAF when the percentage of the students it serves who are identified as having at least one of the following risk factors is at least 60.0%:

1. Receiving special education services at levels 3 or 4
2. Is at least two years over-aged and under-credited for their grade level
3. Is pregnant or mothering
4. Is homeless
5. Has been involved with the criminal or juvenile system as follows:
 - a. is currently under court supervision in a criminal, juvenile, or PINS case
 - b. has been or is currently detained or incarcerated in a juvenile detention center or adult correctional facility⁹⁵
 - c. has been adjudicated in a juvenile or PINS case or convicted in an adult criminal case
6. Has been expelled
7. Has been involved with the child abuse and neglect system, as follows:
 - a. is currently under or has been subject to court supervision in an abuse and neglect case
 - b. has been adjudicated neglected by a court in the District of Columbia or another jurisdiction; this risk factor includes but is not limited to current or former placement in foster care
 - c. regardless of court involvement is currently receiving or has received services through DC's Child and Family Services Agency (CFSA) or a comparable agency in a different jurisdiction as a result of abuse and neglect
8. Has a parent⁹⁶ who is either currently detained in an adult correctional facility subject to pending criminal charges or who is currently incarcerated as a result of criminal conviction, or has previously been incarcerated in an adult correctional facility within the past two years as a result of criminal conviction
9. Has been hospitalized due to a psychiatric condition.

⁹⁵ A student's previous overnight detention in such a facility, regardless of the ultimate outcome of any criminal charges, is sufficient to meet this risk factor.

⁹⁶ Note that the student does not need to have lived with this parent in order to qualify under this risk factor.

APPENDIX 2

Student Group Data Management

This appendix details two additional examples where the weights allocated for student groups are redistributed if a student group does not meet cohort size requirements. The technical guide includes an [example of the EML student group dropping](#).

Example 1: Dropping the Economically Disadvantaged student group from a measure's calculation

The Economically Disadvantaged student group has a weight of 40.0% in the ASPIRE System.

At Elementary School A, only eight Economically Disadvantaged students took the PARCC/DC CAPE test. Because there are fewer than 10 students, the Economically Disadvantaged student group will be dropped from measures that relate to PARCC/DC CAPE test taking. The total student group weight will be 60, not 100.

In this example, the sum of the weighted percentage of points earned is 46.25% and the sum of student group weights is now 60.0% instead of 100%.

Student Group	Floor	Target	Rate	% points earned	Student group weight	Weighted % of points earned
Economically Disadvantaged				na	na	na
Not Economically Disadvantaged	64.42	88.67	80.72	67.22%	20%	13.44%
Black/African American	64.85	90.32	86.21	83.85%	5.45%	4.57%
Hispanic/Latino	71.42	94.35	87.65	70.80%	2.54%	1.80%
White	45.45	91.66	80.59	76.04%	5.32%	4.05%
ASian	64.22	91.50	72.22	29.33%	1.69%	0.50%
Students with Disabilities	63.63	90.19	85.96	84.09%	15%	12.61%
EML	65.43	92.34	90.41	92.83%	10%	9.28%
Total					60%	46.25%

Note that the floors, targets, and rates used in this table are for illustrative purposes only.

We calculate the overall percent of points by dividing these two numbers. The school earns 46.25 / 60.00 or 77.08% of the total points possible for the measure.

Since the measure has 10 points possible, the school earns 7.708 points (77.08% of 10).

Example 2: Dropping the Students with Disabilities student group from a measure's calculation

The Students with Disabilities student group has a weight of 15.0% in the ASPIRE System.

At Elementary School B, there are no Students with Disabilities who took the PARCC/DC CAPE test. Because there are fewer than 10 students, the Students with Disabilities student group will be dropped from measures that relate to PARCC/DC CAPE test taking. The total student group weight will be 85, not 100.

In this example, the sum of the weighted percentage of points earned is 73.64% and the sum of student group weights is now 85.0% instead of 100%.

Student Group	Floor	Target	Rate	% points earned	Student group weight	Weighted % of points earned
Economically Disadvantaged	63.40	89.11	92.22	100%	40%	40.00%
Not Economically Disadvantaged	64.42	88.67	80.72	67.22%	20%	13.44%
Black/African American	64.85	90.32	86.21	83.85%	5.45%	4.57%
Hispanic/Latino	71.42	94.35	87.65	70.80%	2.54%	1.80%
White	45.45	91.66	80.59	76.04%	5.32%	4.05%
Asian	64.22	91.50	72.22	29.33%	1.69%	0.50%
Students with Disabilities				na	na	na
EML	65.43	92.34	90.41	92.83%	10%	9.28%
Total					85%	73.64%

Note that the floors, targets, and rates used in this table are for illustrative purposes only.

We calculate the overall percent of points by dividing these two numbers. The school earns 73.64 / 85.00 or 86.635 of the total points possible for the measure.

Since the measure has 10 points possible, the school earns 8.6635 points (86.635% of 10).

APPENDIX 3

Adult Education Assessments and Educational Functioning Levels

DC's adult-serving public charter schools use the following NRS-approved assessments: CASAS, TABE 11 & 12, and TABE CLAS-E. The following is a comparison chart of those tests used for ABE and ESL students. DC PCSB will follow the publisher's recommendation if updates are made after the ASPIRE Policy & Technical Guide is finalized.

DC PCSB is monitoring changes to the CASAS examination that are being implemented with SY 2024 – 25. DC PCSB will collaborate with Adult Education schools to ensure the ASPIRE Policy & Technical Guide, along with DC PCSB's data system, accurately reflects the correct test type and corresponding scoring matrix.

Adult Basic Education (ABE)

NRS Educational Functioning Level	TABE 11 & 12 Scale Scores	CASAS Scale Scores
Level 1: Beginning Literacy	Reading: 300 – 441 Math: 300 – 448 Language: 300 – 457	Reading: 203 and below Math: 193 and below
Level 2: Beginning ABE	Reading: 442 – 500 Math: 449 – 495 Language: 458 – 510	Reading: 204 – 216 Math: 194 – 203
Level 3: Low Intermediate ABE	Reading: 501 – 535 Math: 496 – 536 Language: 511 – 546	Reading: 217 – 227 Math: 204 – 214
Level 4: High Intermediate ABE	Reading: 536 – 575 Math: 537 – 595 Language: 547 – 583	Reading: 228 – 238 Math: 215 – 225
Level 5: Low Advanced Adult Secondary Education (ASE)	Reading: 576 – 616 Math: 596 – 656 Language: 584 – 630	Reading: 239 – 248 Math: 226 – 235

NRS Educational Functioning Level	TABE 11 & 12 Scale Scores	CASAS Scale Scores
Level 6: High Advanced ASE	Reading: 617 – 800 Math: 657 – 800 Language: 63 – 800	Reading: 249 and above Math: 236 and above

English as a Second Language (ESL)

NRS Educational Functioning Level	TABE CLAS-E	CASAS Scale Scores
Level 1: Beginning ESL Literacy	Total Reading and Writing: 225 – 394 Total Listening and Speaking: 230 – 407	Reading: 181 and below Listening: 180 and below
Level 2: Low Beginning ESL	Total Reading and Writing: 395 – 441 Total Listening and Speaking: 408 – 449	Reading: 182 – 190 Listening: 181 – 189
Level 3: High Beginning ESL	Total Reading and Writing: 442 – 482 Total Listening and Speaking: 450 – 485	Reading: 191-200 Listening: 190 – 199
Level 4: Low Intermediate ESL	Total Reading and Writing: 483 – 514 Total Listening and Speaking: 486 – 525	Reading: 201 – 210 Listening: 200 – 209
Level 5: High Intermediate ESL	Total Reading and Writing: 515 – 556 Total Listening and Speaking: 526 – 558	Reading: 211 – 220 Listening: 210 – 218
Level 6: Advanced ESL	Total Reading and Writing: 557 – 600 Total Listening and Speaking: 559 – 600	Reading: 221 – 235 Listening: 219 – 227

REFERENCES

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