

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

<p>Charter Actions Requiring a Vote</p> <ul style="list-style-type: none"><input type="checkbox"/> Approve a Charter Application (15 yrs)<input type="checkbox"/> Approve a Charter Renewal (15 yrs)<input type="checkbox"/> Approve Charter Continuance (5 or 10 yrs)<input type="checkbox"/> Approve a Charter Amendment Request<input type="checkbox"/> Give a Charter Notice of Concern<input type="checkbox"/> Lift the Charter Notice of Concern<input type="checkbox"/> Commence Charter Revocation Proceedings<input type="checkbox"/> Revoke a Charter<input type="checkbox"/> Board Action, Other _____	<p>Non-Voting Board Items</p> <ul style="list-style-type: none"><input type="checkbox"/> Public Hearing Item<input type="checkbox"/> Discussion Item<input type="checkbox"/> Read into Record
<p>Policies</p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> Open a New Policy or Changes to a Policy for Public Comment<input type="checkbox"/> Approve a New Policy<input type="checkbox"/> Approve an Amendment to an Existing Policy	

PREPARED BY: Erin Kupferberg, School Quality and Accountability Manager

SUBJECT: 2015-16 PMF Policy & Technical Guide—Open for Public Comment

DATE: September 21, 2015

PROPOSAL

The DC Public Charter School Board ("PCSB") staff recommends that the Board vote to open for public comment from September 21, 2015 through October 26, 2015 the 2015-16 Performance Management Framework ("PMF") Policy & Technical Guide.

PCSB will hold a public hearing on this matter on October 26, 2015 and will vote on the policy on November 16, 2015 at its public meeting. Any public comments received during the public comment period will be taken into consideration prior to the vote.

Written comments may be submitted until October 26, 2015 by mail or emailed to:

DC Public Charter School Board
3333 14th Street NW, Suite 210
Washington, DC 20010
public.comment@dcpsb.org

The 2015-16 PMF Policy & Technical Guide (PMF Guide) includes the indicators, measures, metrics, and specific business rules for the Early Childhood/Elementary School/Middle School PMF

(EC/ES/MS PMF), High School PMF (HS PMF), Adult Education PMF (AE PMF), and the Alternative Accountability Framework (AAF).

When the business rule for calculating the floor or target requires using 2014-15 results and the final verified results are not yet available, the PMF Guide contains the business rule and a placeholder marker “*” in place of a numerical value. PCSB Staff will update the PMF Guide within four weeks of receiving the data and the Board will have the option to approve the new floors and targets, including the targets for the new PARCC assessment.

The 2015-16 PMF includes all revisions made to the 2014-15 PMF Guide that were approved by the Board on August 17, 2015. The most notable revision was combining the Early Childhood PMF with the Elementary School/Middle School PMF into one framework.

All proposed changes between the revised 2014-15 PMF and the 2015-16 PMF have been highlighted in yellow in the PMF Guide for easy reference. The changes recommended here have been discussed by task force members, comprised of school leaders and charter advocates. Below is a summary of the changes:

1. Early Childhood/Elementary School/Middle School Performance Management Framework

- a. Business Rules for Classroom Assessment Scoring System (CLASS) Floors and Targets: PCSB uses a Teacher Interaction observational tool to assess prekindergarten (PK) instruction. The protocol captures and scores this information within three domains: Emotional Support, Classroom Management, and Instructional Support on a scale of 1 to 7, with 7 being the highest. For the EC/ES/MS PMF, the score is displayed as a two-year weighted average, with 70% on the current year and 30% on the previous year’s scores. The task force voted on the following proposed business rules for establishing CLASS floors and targets
 - i. The business rule for calculating the target for each domain is to follow the publisher’s guidelines for a score of “high”, which means earning a 6 or above.
 - ii. Or, if the sector’s 90th percentile average is more than 0.5 points below the target, the target will be lowered to the 90th percentile, but not lowered below a 4.0.
 - a. In Instructional Support domain, the 90th percentile is currently 3.4. Therefore, the target is set at 4.
 - iii. The floor is based on the three-year weighted average score of the 10th percentile in DC schools.
 - iv. The minimum range between the floor and target must be 1.5 points. 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.
 - v. Below are the floors and targets for 2015-16:

Measure	Floor	Target
Emotional Support	4.5	6
Classroom Organization	4.5	6
Instructional Support	2	4

- b. Application for Mission Specific Goal
 PCSB staff is recommending that the application for including a mission specific goal as a stand-alone goal within the EC/ES/MS PMF be included with the application to amend a school’s goals. For schools interested in including a mission specific goal on the PMF, PCSB staff will work

with the school to include the goal in the school's charter goals and to display it on the EC/ES/MS PMF.

c. Untiered Measures and Goals

PCSB staff is recommending that it follow publisher guidelines for early childhood assessments that are approved to be displayed as an untiered measure of progress in reading, math, and/or socio-emotional growth. When a publisher has designated a definition for a year of growth for an assessment, PCSB will calculate the school's growth measure as per the publisher's definition. This is a change from the previous year when achievement was approved for some assessments without publisher guidance. This change will affect 4 of the 22 prekindergarten through second grade assessments.

d. Re-enrollment Documentation

PCSB staff is recommending that schools must submit re-enrollment documents with each sibling's name stated on the document.

2. High School Performance Management Framework

a. Career Readiness Floors and Targets

In 2013-14, the PCSB Board approved the HS PMF Task Force's proposal to include Career Readiness measures in the HS PMF in order to capture the work schools are doing not only to prepare their students for college but also to prepare students for careers in high wage, high demand career sectors. The HS PMF Career and Technical Education (CTE) working developed the business rules for creating the floors and targets for Career Readiness measures by reviewing the newly available CTE citywide data and [CTE Strategic Plan](#). In an effort to keep the HS PMF aligned with city-wide efforts, the Task Force voted to align the floors and targets in the PMF with the goals stated in the citywide [CTE Strategic Plan](#).

b. SAT & PSAT Metrics

The College Board is making changes to the PSAT and SAT effective October 2015 for the PSAT and March 2016 for the SAT. Under this new version, the PSAT scoring scale will change and the SAT scores will be re-normed. The College Board will publish concordance tables to equate the pre-2015 PSAT scores with the redesigned PSAT scores and to equate the current SAT with the redesigned SAT scores in December 2015 and May 2016, respectively. PCSB will use the College Board's concordance tables to convert the new PSAT and SAT scores to their former scores equivalents.

c. Re-enrollment Documentation

PCSB staff is recommending that schools must submit re-enrollment documents with each sibling's name stated on the document. (Same as rule for EC/ES/MS PMF.)

d. 9th Grade on Track

Staff is recommending to use the LEA's official promotion policy submitted to PCSB in the fall of the school year and made publicly available to families. If a school does not have a designated promotion policy, PCSB will use the State's promotion policy.

PCSB defined what it means to be "on track" in 9th grade as students earning a minimum number of credits to allow him or her to complete high school in four years without taking summer school or classes outside of the published school day hours required of all students (i.e., mandatory "zero period" of "after school" or "Saturday school" if it is not required of every student). Sufficient progress on Individual Education Plans for students eligible for high school completion certifications will count for the student as being "on track."

- e. College acceptance rate
The denominator will change to all graduates (not all seniors) and only graduates will be considered in the numerator.

PCSB will not accept conditional or provisional college acceptance letters.

3. Adult Education Performance Management Framework

- a. Student Progress Indicator
While the metric for creating the final score for Progress Indicator is not changing, the adult basic education and English as a second language will be displayed as two separate measures.

The score ranges for each level of the TABE and CASAS assessments has been updated based on the February 2015 NRS Test Benchmark updates, as per the business rule for establishing floors and targets.

- b. Student Achievement Indicator
A common definition will be adopted by all schools to determine the denominator for the student achievement indicator that is based on the number of students who test in the upper levels of the adult basic education assessments.
- c. Mission Specific Indicator (Untiered)
While the mission specific indicator existed in the 2014-15 AE PMF, the 2014-15 PMF Guide did not contain specific language explaining how the indicator would be used. This language was added to the AE PMF framework to describe how a school can adopt a mission-specific indicator and how the score will be displayed and that it will not be considered part of the school's Tier.
- d. Handling no students or no program
The following clarification language was added: "A school that does not offer a particular program or has no students in a given year partake in a particular program – such as GED preparation courses, or ESL programming—will receive no points for the measure, with 100% of the weight being given to the remaining measure(s) within the indicator. If a school does not offer a program resulting in either a GED or NEDP, the school will not receive a score for that indicator."

4. Alternative Accountability Framework

The 2015-16 AAF has been updated to allow a third party, hired by PCSB, to verify evidence submitted by the school, that proves that a student, who was not found in current state data systems, meets one or more of the policy's at-risk criteria.

Date: _____

PCSB Action: _____ Approved _____ Approved with Changes _____ Rejected

Changes to the Original Proposal/Request:
