

POLICY TITLE:	Charter Goals Policy
ADOPTION/EFFECTIVE DATE:	July 17, 2023
MOST RECENTLY UPDATED:	June 10, 2024

PURPOSE

Per the School Reform Act of 1995 (SRA), each DC public charter school must adopt goals and student academic achievement expectations (charter goals or goals).¹ These charter goals then become one of the standards by which the DC Public Charter School Board (DC PCSB) evaluates schools during high-stakes reviews and renewals.²

The first iteration of this policy, approved in July 2023, replaced the *COVID-19 Impact Policy* and extended the collection of transitional goals data through school year (SY) 2023 – 24. Transitional goals served as standardized accountability measures used to assess goal attainment in the absence of outcomes from the Performance Management Framework (PMF) (the previous iteration of DC PCSB’s accountability system).

The *Charter Goals Policy* has been amended to align with standards defined in the *Annual School Performance Index Report and Evaluation (ASPIRE) Policy & Technical Guide* (DC PCSB’s revised accountability system). It includes goal determination standards through full implementation of the ASPIRE System in SY 2026 – 27. It continues to offer schools a pathway for goal attainment when demonstrating improvement in outcomes over time, including for schools that elect to adopt ASPIRE as their charter goals.

The policy also consolidates and expands upon existing DC PCSB charter goals policies and guidelines.³ It provides guidance on developing individually negotiated charter goals, the charter goals amendment process, and charter goals monitoring, including consequences for underperformance.

¹ See generally D.C. Code § 38–1802.02.

² See D.C. Code § 38–1802.12.

³ DC PCSB policies referenced, incorporated into, or superseded by this policy include: *COVID-19 Impact Policy*, *PMF Policy & Technical Guide*, *Elect to Adopt the PMF as Charter Goals Policy*, and *Charter Amendments for Revised Goals and Academic Achievement Expectations Policy*. For details, see Appendix G.

POLICY⁴

This policy is divided into three sections, as follows:

- I. *Adopting and Amending Charter Goals* describes the guidelines DC PCSB will use to negotiate and recommend approval for new and amended charter goals.
- II. [Goal Determination in SY 2022 – 23 Through SY 2026 – 27](#) describes how DC PCSB will assess goal attainment in charter reviews and renewals for the listed school years.
- III. [Charter Goals Monitoring and Consequences for Underperformance](#) describes DC PCSB's processes for monitoring schools' progress in meeting charter goals and the possible actions taken when a local education agency (LEA) is not meeting its charter goals.

I. Adopting and Amending Charter Goals

DC PCSB holds each school accountable to the goals and student academic achievement expectations in its charter agreement.⁵ A school's board and the DC PCSB Board must approve these goals. When identifying charter goals, schools may adopt DC PCSB's accountability system, ASPIRE, or individually negotiate goals with DC PCSB staff.⁶ This section of the policy provides guidance on both options and outlines the process and requirements for amending charter goals.

Nearly every school, regardless of what it chooses as its charter goals, will receive an ASPIRE score and level and have its accountability data published by DC PCSB on an annual basis.⁷ Schools may refer to DC PCSB's *Data and Document Submission and Verification Policy* for details on expectations for the annual collection of both charter goals and additional academic and non-academic data.⁸

Elect to Adopt ASPIRE as Charter Goals

Schools may adopt ASPIRE, as amended over time, as their charter goals for the grade levels or programs they serve. When a school elects to adopt ASPIRE as its charter goals, the goals and student academic achievement expectations detailed in its charter will be updated and replaced with the framework(s) aligned with the

⁴ The guidance in this document supersedes any conflicting guidance found in existing DC PCSB policies.

⁵ During and following the COVID-19 pandemic and throughout the development of the ASPIRE System, the *COVID-19 Impact Policy* and *Charter Goals Policy* have provided supplemental accountability guidance.

⁶ Goals are adopted and evaluated by campus and/or framework as specified in the school's charter agreement.

⁷ Though an Alternative Accountability Framework (AAF) school will still have its goals data published, it will not receive a framework score or level.

⁸ See the policy here: <https://bit.ly/3OnCoG8>.

grade levels and student population the school serves. The school will automatically accept updates to the framework(s) (e.g., changes in state-adopted assessments, performance indicators, floors, targets, metrics, weights, and calculation methodologies) without requiring a charter agreement amendment, provided DC PCSB updated ASPIRE through a fair and transparent process. Such a process typically involves engagement with school leaders and charter advocates, and it requires a notice period for public comment, a public hearing, and official adoption by the DC PCSB Board in a public vote. In the event of more substantive changes to DC PCSB's accountability system, a school retains the right to submit a petition for charter revision to amend its goals, subject to the requirements in this or any other applicable policy.

For charter reviews and renewals conducted through SY 2027 – 28,⁹ DC PCSB will assess goal attainment for schools that have adopted ASPIRE as their charter goals in accordance with Section II of this policy. Following the collection and analysis of several years of accountability data, and no later than SY 2026 – 27, DC PCSB will develop updated academic continuance standards, and accompanying discretionary provisions,¹⁰ for Five-Year and 10-Year Reviews, as well as 15-Year Renewals and beyond.

Transition from PMF as Goals to ASPIRE as Goals

ASPIRE is a revision of DC PCSB's previous accountability system, known as the PMF. Schools that previously elected to adopt the PMF as their charter goals retain the right to opt out of using ASPIRE as their charter goals; these schools must negotiate new goals with DC PCSB, subject to the requirements in this policy. These schools may begin negotiating new goals at any point following the approval of this policy and the *ASPIRE Policy & Technical Guide* but will have until April 1, 2026¹¹ to confirm their intention to either 1) update their charter to reflect new ASPIRE as Goals language aligned with this policy, or 2) opt out of using ASPIRE as their goals and amend their charter to adopt individually negotiated goals.

In the case of a school that previously adopted the PMF as its goals electing to negotiate new individualized goals, DC PCSB will temporarily deviate from typical charter goal amendment restrictions by 1) engaging in goal negotiations and accepting petitions for charter revision within 12 months of a school's charter review or within 24 months of a school's charter renewal, and 2) recommending approval for such goals to apply to SY 2025 – 26 and beyond as long as the school's charter

⁹ Charter reviews and renewals conducted through SY 2027 – 28 evaluate performance through SY 2026 – 27.

¹⁰ DC PCSB intends to propose discretionary provisions similar to Demonstrated Promise and Improvement established in the *Elect to Adopt the PMF as Charter Goals Policy*.

¹¹ DC PCSB will prioritize schools approaching charter review or renewal.

amendment application is submitted by April 1, 2026.¹² If such a school is undergoing review or renewal in SY 2024 – 25 or SY 2025 – 26, the public hearing and vote on the charter goal amendment request will be scheduled following the school’s successful charter continuance or renewal.

Unless and until a school that previously adopted the PMF as its charter goals opts out of ASPIRE and adopts individually negotiated goals, DC PCSB will assess its goal attainment in SY 2024 – 25 and SY 2025 – 26 using the pathways applicable to schools with “PMF/ASPIRE as Goals” outlined in Section II of this policy. For SY 2024 – 25, DC PCSB will offer multiple pathways for goal attainment to such schools, including pathways that are not based on ASPIRE scores or levels.

For schools currently identified as PMF+ (schools that adopted the PMF as their charter goals that also adopted mission-specific goals), DC PCSB will cease evaluation of their mission-specific goals beginning in SY 2024 – 25. During this time, schools will begin the process of identifying two ASPIRE School-Specific Performance measures to implement beginning in SY 2025 – 26. PMF+ schools may consider retaining or modifying their former mission-specific goals to use as their ASPIRE School-Specific Performance measures, as long as the measures meet the standards for approval.

Alternative Accountability Framework (AAF)¹³

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.

Schools approved to be evaluated using the AAF will collaborate with DC PCSB staff to design a unique set of goals aligned to the categories outlined in the most recent *ASPIRE Policy & Technical Guide*. Each category will include custom measures, metrics, and targets.

¹² DC PCSB staff will only recommend approval for goals that satisfy the requirements of this policy. For new individualized goals negotiated during SY 2025 – 26, DC PCSB staff will only recommend approval for those goals to take effect in SY 2025 – 26 if the proposed measures are currently being implemented by the school such that a sufficient body of data is available to both develop the goal and calculate the measure for that year in the forthcoming data validation cycle.

¹³ For a school to be deemed eligible for the AAF it must meet the criteria outlined in the *ASPIRE Policy & Technical Guide*, submit an AAF eligibility application following the process set by DC PCSB, and be approved for AAF status by the DC PCSB Board in a public vote. For details on eligibility criteria, see the AAF section of the *ASPIRE Policy & Technical Guide* for the relevant year.

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

How This Policy Applies if a School Is Not Awarded an ASPIRE Level in a Given Year¹⁴

Generally speaking, once DC PCSB begins issuing public ASPIRE levels, each DC public charter school will receive at least one overall ASPIRE level on at least one framework, annually.¹⁵ However, there are some instances in which a school is not issued an ASPIRE level, such as new schools or campuses, some growing schools or campuses, and asset acquisitions. In the event DC PCSB issues no ASPIRE level to a school in a given year, the ASPIRE level for that year will not be included in the school's standard of review for the relevant review period. DC PCSB will use the remaining years in the review period to evaluate the standard.¹⁶

Schools Growing to Serve Grade 5 or Beyond:

In the instance of a new pre-kindergarten (PK) – 12 school or campus that is growing to serve students one grade at a time up to grade 5 or beyond, it is only appropriate for the school to adopt ASPIRE as goals if the school commits to administering Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) while it is serving students in grades kindergarten (K) – 4.¹⁷ Because the state assessment is only administered beginning in grade 3, these schools would otherwise not have growth data available for the first several years of operation, sufficient to allow DC PCSB to calculate ASPIRE level outcomes and fully assess the school's goal attainment across the applicable review period(s). Alternatively, such a school may initially elect to adopt individually negotiated goals that remain in effect until the school or campus begins serving grade 5 students.

New Campuses Within Existing LEAs¹⁸

If an existing LEA opens a new campus or campuses between charter review cycles, the new campus(es) must have at least two years of ASPIRE outcomes prior to the next review or renewal to be evaluated as part of the LEA's charter goals. However, at

¹⁴ See Section II of this policy for details on how DC PCSB will use ASPIRE scores and levels for goal determination in SY 2024 – 25, when scores and levels will not be publicly reported for any school.

¹⁵ Due to the unique measures used by AAF schools, these schools do not receive an ASPIRE score or level. However, outcomes on a school's individual measures are reported annually.

¹⁶ See the *ASPIRE Policy & Technical Guide* for information on when a school may not receive a score or level.

¹⁷ The School Progress category for ASPIRE Primary and Early Childhood PK – 8 sub-frameworks is comprised of two NWEA MAP K – 3 Growth Outcomes measures. Performance will be assessed in accordance with the *ASPIRE Policy & Technical Guide*.

¹⁸ This exception does not apply to campuses that opened between SY 2019 – 20 and SY 2024 – 25 and have at least two years of accountability data available with corresponding goal attainment pathway outcomes.

charter review or charter renewal, continuance/renewal or revocation decisions applied to the LEA's existing campuses will also be applied to the new campus(es) whose outcomes were not included in the review or renewal analysis because only one year of data was available.

Provision for Schools Undergoing Charter Renewal in SY 2025 – 26¹⁹

The following provision will apply, at the DC PCSB Board's sole discretion, to schools that elect to adopt ASPIRE as goals and undergo charter renewal in SY 2025 – 26.²⁰ The schools that undergo charter renewal in SY 2025 – 26 will have only one year of published ASPIRE measure outcomes,²¹ in addition to the outcomes of the goal attainment pathways available to schools in SY 2022 – 23 and SY 2023 – 24.

Demonstrated Promise Provision for Schools Undergoing Renewal in SY 2025 – 26: In cases where a school or campus undergoing renewal in SY 2025 – 26 has been deemed to have not met any goal attainment pathway in SY 2022 – 23 and SY 2023 – 24, the DC PCSB Board may, at its discretion, determine that the school or campus has met its goals and student achievement expectations if the school or campus met an ASPIRE goal attainment pathway in SY 2024 – 25.

Elect to Negotiate Individual Goals^{22, 23}

All DC public charter schools may choose to negotiate their own set of individualized charter goals. All individualized charter goals are developed by an LEA in collaboration with DC PCSB staff and are subject to approval by the DC PCSB Board. Individually negotiated goals should encompass a variety of measures related to, at minimum, school progress, school achievement, and the school's mission or unique program offerings (school-specific). Standards for goal development—including expectations for targets, assessments, and business rules—are captured below.

¹⁹ Charter renewal is distinct from charter review. Unless sooner revoked or relinquished, the term of a charter granted to a public charter school is 15 years. Every 15 years, a public charter school is eligible for charter renewal for an additional 15-year term. Per the SRA, DC PCSB shall not renew the charter of a school that fails to meet the goals and student academic achievement expectations set forth in its charter. Charter renewal occurs at 15-year intervals (e.g., at 15 years, 30 years, 45 years, etc.). DC PCSB must also conduct a high-stakes review of every charter school at least once every five years; charter reviews occur in between charter renewals (e.g., at 5 years, 10 years, 20 years, etc.).

²⁰ No DC public charter schools are scheduled to undergo charter renewal in SY 2023 – 24 or SY 2024 – 25.

²¹ DC PCSB will not publicly report SY 2024 – 25 ASPIRE scores or levels. SY 2024 – 25 ASPIRE level outcomes may still be used to assess goal attainment in a school's charter review or renewal report but will not be explicitly referenced.

²² The guidance in this section of the policy, including minimum standards for charter goals, is generally applicable to AAF schools. However, it does not supersede the specific guidance on categories, measures, metrics, and targets outlined in the AAF section of the *ASPIRE Policy & Technical Guide*.

²³ School-specific measures developed for use under the School-Specific Performance category in the ASPIRE System should be SMAART and follow the guidance in this section of the policy, as applicable, on targets, student group performance, assessments, and business rules.

Minimum Standards for Charter Goals

Schools that elect to negotiate individual charter goals must develop goals that, at minimum, meet the criteria outlined below:

1. At least one goal for each category of School Progress, School Achievement, and School-Specific Performance. A non-exhaustive list of potential measures by category is provided in Appendix F.
2. School Progress and School Achievement goals must include outcomes in both English language arts (ELA) and mathematics.
3. All students/grades served by the school are represented within the collective suite of goals.
4. Schools whose grades include those tested by the state assessment must have one goal for ELA and one for math that commits the school to meeting or exceeding the state proficiency rate for that assessment and grade band.²⁴
5. Each goal includes assessments (as applicable), evidence to be submitted, targets, and business rules that follow the standards outlined within this policy.
6. All goals are SMAART:
 - *Specific*: Each goal is clear, concise, and easy to understand. Each goal captures the necessary content, outcomes, and student universe.
 - *Measurable*:²⁵ Each goal has a metric (i.e., a calculation method or formula for a given measure) that is designed to measure the goal and provides the necessary data to determine goal attainment.
 - *Ambitious and Achievable*: Targets are developed considering state (or sector when state is unavailable) performance data and/or industry-led research, align with DC PCSB expectations outlined within this policy, and consider the school's student population.
 - *Relevant*: Each goal speaks to the unique mission and programmatic offerings of the school and is appropriate to be used for the intended student population.
 - *Time-bound*: Goals are measured annually and reported on in a school's annual report; however, schools may choose to set some long-term targets. In this case, the goal(s) should include specific deadlines for achieving each target and may include intermediate goals.

Schools are encouraged to focus on quality over quantity to develop intentional and comprehensive goals for all framework(s) served.²⁶ Goals should primarily capture

²⁴ This standard is not applicable to AAF schools.

²⁵ Schools will be expected to provide third party verification of student outcomes (e.g., publisher score reports).

²⁶ In this context, "framework" refers to the ASPIRE frameworks: PK-Only, PK – 8 (including all applicable sub-frameworks), High School, Adult Education, and Alternative Accountability.

student outcomes as a result of inputs, rather than the inputs themselves. Schools should avoid goals that are vague, trivial, redundant, or difficult to measure.

Targets

Targets must be appropriately rigorous. For example, measure targets meet or exceed state performance (sector or national performance when state is unavailable) for the applicable grade band and/or student group, or measure targets meet or exceed the assessment publisher's definition of proficiency or growth. Depending on the measure or assessment tool, additional third-party research may be considered to determine an appropriately rigorous target.

In some cases (e.g., a new school), it may be appropriate to define targets that increase in rigor over time. For existing LEAs seeking to develop a new goal or revise an existing goal, a school's most recent three years of performance on such measures will also be considered when setting targets.

Student Group Performance

DC PCSB's mission states 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. Therefore, DC PCSB encourages schools to develop goals that promote equitable outcomes for all students. Schools may develop school-specific goals that focus on outcomes for a particular student group or may select specific measures to disaggregate by student group and set ambitious performance targets.

When an LEA is developing goals that will be evaluated at the student group level, DC PCSB expects every student group to perform at or above the state (or sector when state is unavailable) for that student group. If the measure is not reported on at the state or sector level, targets should be developed using the guidance outlined within this policy. Any specified student groups must align with those defined in the *ASPIRE Policy & Technical Guide*, or by the Office of the State Superintendent of Education (OSSE), to ensure the availability of certified demographic data.

Assessments

Assessments selected for a school's charter goals should:

- align with applicable state testing requirements;
- be norm- or criterion-referenced;
- have published research, validity, and reliability study findings; and
- include clearly defined benchmarks for proficiency and/or growth.

For an existing LEA that wishes to change an assessment it uses for its charter goals, the school will need to provide a rationale for selecting a particular assessment in the amendment application.

When referencing assessments within the goal language and/or accompanying business rules, the following elements should be defined:

- assessment type,
- subject,
- publisher, and
- testing window(s) (e.g., general pre- and post-testing timelines, or seasonal windows such as spring-to-spring or fall-to-spring).

Business Rules²⁷

To ensure consistent and accurate data reporting, all goals must have business rules that define, as applicable, the following elements:

- Evidence (data or documents to be submitted) and how it will be sourced.
- A detailed metric calculation formula (e.g., numerator and denominator).
- Relevant student universe.
- Participation rate requirements that ensure outcome validity.²⁸
- Data caveats, as applicable (e.g., specify inclusions and exclusions from the metric calculation formula or scenarios that may affect data calculation or availability).

Goals that align with measures captured within ASPIRE must directly reference the business rules in the most current version of the *ASPIRE Policy & Technical Guide*. This ensures consistency in the reporting of ASPIRE data and individually negotiated goals data. If there is a compelling rationale to modify or expand upon ASPIRE business rules, DC PCSB and school staff will collaborate to define business rules of a similar level of detail and complexity.

Amending Existing Charter Goals

A school may seek to amend its charter goals if the goals, measures, or assessments used are outdated, or do not adequately capture the school's mission, educational approach, or curriculum. A school wishing to amend its charter goals must first

²⁷ Business rule guidance is applicable to all individually negotiated goals, including goals developed by AAF schools.

²⁸ DC PCSB expects all eligible students' outcomes to be included in each measure. Generally, participation rates for individually negotiated goals should either align to OSSE's participation policy for statewide measures or DC PCSB's participation rate requirements for additional measures scored in the ASPIRE System. Detailed participation rate expectations by measure are outlined in the *ASPIRE Policy & Technical Guide*. For any other measures where participation rate expectations are appropriate, such rates will be determined between LEA and DC PCSB staff.

engage DC PCSB staff to negotiate revised goals and then submit a Goals and Student Academic Achievement Expectations Charter Agreement Amendment Application.²⁹ All charter goals amendments must be approved by both the LEA's board and the DC PCSB Board. DC PCSB staff will only recommend approval for new or revised goals that align with the requirements in this policy and meet the standard of approval in the application.

Process and Timelines³⁰

Consistent with DC PCSB's *Charter Agreement Amendment Petition Submission Policy*,³¹ schools may submit a petition to amend their charter goals no later than April 1 before the start of the school year in which the proposed changes will be implemented. Additionally, a school may not submit such a request within 12 months before the start of the school year in which a school undergoes charter review, nor within 24 months before the start of the school year in which a school undergoes charter renewal. However, a school may adopt ASPIRE as its charter goals outside of the above outlined timeframe.

Generally, revisions of a school's charter goals may only be used for the upcoming years and do not replace the goals for previous years of any review period unless the school adopts ASPIRE as its charter goals. ASPIRE can be applied for all years of a review period that the school existed beginning in SY 2024 – 25, the first year of ASPIRE's implementation.

Some additional exceptions to the processes and timeline may be made for circumstances beyond a school's control or in cases where DC PCSB deems an amendment is necessary, such as the discontinuation of an assessment or if a measure or metric becomes permanently unavailable.

Grounds for Removing a Goal

DC PCSB staff will typically not recommend that its Board approve the elimination of an existing charter goal. Instead, LEA and DC PCSB staff should work to determine more appropriate targets, assessments, and/or business rules. However, in instances where substantial evidence and compelling rationale support the removal of a goal, and as long as the removal of the goal does not conflict with the minimum standards set forth in this policy, DC PCSB staff will consider such requests.

Grounds for Lowering Goal Targets

²⁹ Application materials available here: <https://bit.ly/3OXM05g>.

³⁰ As previously noted, DC PCSB will temporarily deviate from the timeline restrictions in this subsection until April 1, 2026 for schools that previously adopted the PMF as charter goals and opt to submit a petition for charter revision to adopt new individualized goals.

³¹ Available here: <https://bit.ly/3PjmCLE>.

For charter goals measuring school progress or achievement in ELA and math, DC PCSB staff will typically not recommend that its Board approve targets lower than the minimum requirements outlined within this policy. For all other goals, when extenuating circumstances are present that DC PCSB staff deem compelling, lowering targets may be considered.

II. Goal Determination in SY 2022 – 23 Through SY 2026 – 27³²

In recognition of the disruption and subsequent recovery period from the COVID-19 pandemic, as well as the revision from the PMF to ASPIRE, DC PCSB will deviate from previously implemented goal attainment standards for the impacted school years listed in this section of the policy. For goal determination in SY 2022 – 23 and SY 2023 – 24, the guidance is largely unchanged from the July 2023 Charter Goals Policy and includes multiple pathways for goal attainment each year.^{33, 34} Beginning in SY 2025 – 26, fewer pathways are available as DC PCSB moves toward fully implementing the ASPIRE System. See Appendices A and B for year-by-year visualizations of goal attainment pathways from SY 2018 – 19 to SY 2026 – 27. Goal attainment pathways are evaluated separately by campus and framework.

Goal Determination in SY 2022 – 23 and SY 2023 – 24³⁵

When conducting charter reviews and renewals, DC PCSB staff will evaluate goal attainment for SY 2022 – 23 and SY 2023 – 24 using the pathways listed below in the order in which they appear.³⁶ A school need only meet one pathway to be considered as having met its goals. See Appendices C and D for a list of transitional goals measures by grade band and corresponding business rules.

School Year	Pathways to Demonstrate Goal Attainment ³⁷
2022 – 23	Pathway A: Individually Negotiated Goals ³⁸

³² Each listed school year in this section refers to the year of data that will be assessed, not the school year in which DC PCSB conducts the review or renewal.

³³ See the full version of the first iteration of the *Charter Goals Policy* here: <https://bit.ly/44xu4HL>.

³⁴ Some language has been revised for clarity and accuracy (e.g., referencing OSSE Accountability/DC School Report Card in place of STAR, and DC CAPE in place of PARCC). DC PCSB also created a separate growth pathway for high schools in SY 2023 – 24 due to the absence of state-level MGP data and added OSSE Accountability as a pathway for SY 2023 – 24.

³⁵ The goal attainment pathways listed in this policy supersede those listed in the *COVID-19 Impact Policy*, which expired on August 31, 2023 and was superseded by the *Charter Goals Policy*.

³⁶ At a minimum, DC PCSB staff will evaluate individually negotiated goals and transitional goals in review and renewal reports.

³⁷ In some instances, DC PCSB may be unable to assess improvement for transitional goals or individually negotiated goals due to lack of prior year data, or a change in assessment or measure calculation.

³⁸ This pathway also applies to Alternative Accountability Framework schools with individually negotiated goals and any school with the PMF as its charter goals that also adopted mission-specific goals (PMF+ schools). DC PCSB will evaluate PMF+ schools using a combination of Pathways A – D, with Pathway A applicable to the schools' mission-specific goals.

School Year	Pathways to Demonstrate Goal Attainment ³⁷
	For schools with individually negotiated goals: Meet or exceed the goal targets as set in the charter agreement; <u>OR</u> demonstrate improvement compared to SY 2021 – 22 performance on the goal targets as set in the charter agreement.
	<u>Pathway B: Transitional Goals</u> For each applicable transitional goals measure (excluding nationally normed growth assessments): Meet or exceed state performance (sector performance when state is unavailable); ³⁹ <u>OR</u> demonstrate improvement compared to SY 2021 – 22 baseline data. ⁴⁰
	<u>Pathway C: Growth</u> For school-selected, nationally normed growth assessment: Meet or exceed publisher growth criteria on ELA/reading and math subject tests compared to the publisher's national performance rates; ⁴¹ <u>OR</u> demonstrate improvement compared to SY 2021 – 22 baseline data.
	<u>Pathway D: OSSE Accountability</u> Earn a 40.0% or higher on OSSE's DC School Report Card for SY 2022 – 23.
2023 – 24	<u>Pathway A: Individually Negotiated Goals</u> ⁴² For schools with individually negotiated goals: Meet or exceed the goal targets as set in the charter agreement; <u>OR</u> demonstrate improvement compared to SY 2022 – 23 performance on the goal targets as set in the charter agreement.
	<u>Pathway B: Transitional Goals</u> For each applicable transitional goals measure (excluding nationally normed growth assessments): Meet or exceed state performance (sector performance when state is unavailable); ⁴³ <u>OR</u> demonstrate improvement compared to SY 2022 – 23 data. ⁴⁴

³⁹ DC PCSB will exclude outliers when calculating sector rates.

⁴⁰ If the overall targets are not met, DC PCSB may consider student group performance on transitional goals. DC PCSB will primarily review performance among at-risk, students with disabilities, and emerging multilingual learner student groups. DC PCSB receives student-level demographic designations from OSSE.

⁴¹ For adult schools, DC PCSB will consider gains in either subject.

⁴² This pathway also applies to Alternative Accountability Framework schools with individually negotiated goals and any school with the PMF as its charter goals that also adopted mission-specific goals (PMF+ schools). DC PCSB will evaluate PMF+ schools using a combination of Pathways A – D, with Pathway A applicable to the schools' mission-specific goals.

⁴³ Again, DC PCSB will exclude outliers when calculating sector rates.

⁴⁴ If the overall targets are not met, DC PCSB may consider student group performance on transitional goals. DC PCSB will primarily review performance among economically disadvantaged, students with disabilities, and emerging multilingual learner student groups. DC PCSB receives student-level demographic designations from OSSE.

School Year	Pathways to Demonstrate Goal Attainment ³⁷
	<p><u>Pathway C: Growth</u> Meet or exceed publisher growth criteria on school-selected, nationally normed growth assessments for ELA/reading and math subject tests compared to the publisher's national performance rates;^{45, 46} <u>OR</u> for PK – 8 schools, meet or exceed a Median Growth Percentile (MGP) of 50.0 on DC Comprehensive Assessments of Progress in Education (DC CAPE) ELA and math.⁴⁷ For high schools, meet or exceed the state Growth to Proficiency (GTP) rate on DC CAPE ELA and math.</p> <p><u>Pathway D: OSSE Accountability</u> Earn a 40.0% or higher on OSSE's DC School Report Card for SY 2023 – 24.</p>

Determining Goal Attainment Using Transitional Goals

When determining goal attainment based on transitional goals outcomes, DC PCSB will evaluate each measure and make a determination based on the collective suite of transitional goals data available. When a campus meets or improves on fewer than 50.0% of individual measures, DC PCSB will typically issue an overall determination of “goals not met.” In most other cases, the following thresholds and corresponding goal determinations apply: Campuses that meet or improve on 50.0 – 74.9% of transitional goals measures will be deemed to have partially met the pathway; campuses that meet or improve on 75.0 – 99.0% of measures will be deemed to have substantially met the pathway; and campuses that meet or improve on all measures will be considered to have met the pathway outright.

In instances in which transitional goals are not met outright, DC PCSB retains the right to make determinations and issue conditions based on the data available and other contributing factors of the school (e.g., student group performance, data availability, etc.).

When Data Is Unavailable

⁴⁵ For adult schools, DC PCSB will consider gains in either subject.

⁴⁶ The Northwest Evaluation Association (NWEA) will launch an updated Measures of Academic Progress (MAP) assessment in SY 2023 – 24. NWEA advised DC PCSB against comparing performance on the updated MAP assessment to outcomes using the old MAP assessment. For SY 2023 – 24, DC PCSB will compare the growth on NWEA MAP to the publisher norms, as recommended by the publisher.

⁴⁷ Beginning in SY 2022 – 23, OSSE will no longer calculate MGP for high school grades. Therefore, this growth measure is only applicable to schools serving grades 3 – 8.

Schools are required to submit transitional goals data and data outlined in their charter agreement, as applicable and available. DC PCSB will consider all data measures aligned to the school's charter goals and grade-specific program offerings. Missing data may inhibit DC PCSB from determining goal attainment for the impacted school year(s), and/or may result in a determination that a goal is not met, in the absence of mitigating circumstances DC PCSB deems compelling (i.e., circumstances beyond a school's control).

Goal Determination in SY 2024 – 25 Through SY 2026 – 27

In SY 2024 – 25, DC PCSB will begin implementing the ASPIRE System. During the first year of implementation, DC PCSB will offer schools that previously adopted the PMF as goals (current “PMF as goals” schools) multiple pathways for goal attainment, including pathways unrelated to ASPIRE scores or levels. The first such pathway is “Transitional Goals (ASPIRE-Aligned).” Like the transitional goals pathway offered to schools in SY 2022 – 23 and SY 2023 – 24, measures within the Transitional Goals (ASPIRE-Aligned) pathway will be evaluated against state or sector performance, or publisher criteria. However, the measures will correspond to those included within the school's respective ASPIRE framework(s) and will be calculated in accordance with the business rules in the *ASPIRE Policy & Technical Guide*. This shift will help alleviate the reporting and validation burden on both schools and DC PCSB and prepare for a smooth transition into the ASPIRE System. For more details on measures and targets within this pathway, see Appendix E. Goal determinations for Pathway A: Transitional Goals (ASPIRE-Aligned) will follow the same evaluation logic as detailed above for transitional goals in SY 2022 – 23 and SY 2023 – 24.

In SY 2024 – 25 and SY 2025 – 26, DC PCSB expects schools with individually negotiated goals to meet or exceed the targets set in the charter agreement or to demonstrate improvement from the prior school year. DC PCSB expects schools that adopt ASPIRE as their charter goals to meet one of the applicable pathways in SY 2024 – 25 and earn, or demonstrate progress toward earning, Level 3 or higher on their respective frameworks in SY 2025 – 26.⁴⁸ Full implementation of the ASPIRE System, with corresponding standards for review and renewal, will begin in SY 2026 – 27. Likewise, the expectation that schools with individually negotiated goals meet or exceed targets set in the charter agreement will resume in SY 2026 – 27. See the table below for a description of the goal attainment pathways DC PCSB will apply in SY 2024 – 25 through SY 2026 – 27.

⁴⁸ As noted earlier, unless and until a school that previously adopted the PMF as its charter goals opts out of ASPIRE and adopts individually negotiated goals, DC PCSB will assess its goal attainment in SY 2024 – 25 and SY 2025 – 26 using the pathways applicable to schools with “PMF/ASPIRE as Goals.”

School Year	Pathways to Demonstrate Goal Attainment	
	<i>Schools with PMF/ASPIRE as Goals</i> ⁴⁹	<i>Schools with Individually Negotiated Goals</i>
2024 – 25 ⁵⁰	<u>Pathway A: Transitional Goals (ASPIRE-Aligned)</u> For each applicable transitional goals measure: meet or exceed the comparative target (state performance; sector performance when state is unavailable; or publisher criteria)	<u>Pathway A: Meet or Exceed</u> Meet or exceed the goal targets as set in the charter agreement.
	<u>Pathway B: ASPIRE</u> Earn Level 3 or higher on ASPIRE.	<u>Pathway B: Improvement</u> For any goal targets not met outright, demonstrate improvement compared to SY 2023 – 24 performance.
	<u>Pathway C: OSSE Accountability</u> Earn a 40.0% or higher on OSSE's DC School Report Card for SY 2024 – 25.	
	<u>Pathway D: ASPIRE Improvement</u> For schools that earn Level 4 on ASPIRE, improve score from prior year.	
2025 – 26	<u>Pathway A: ASPIRE</u> Earn Level 3 or higher on ASPIRE.	<u>Pathway A: Meet or Exceed</u> Meet or exceed the goal targets as set in the charter agreement.
	<u>Pathway B: <i>Applicable at DC PCSB Board's Discretion</i> – ASPIRE Improvement</u> ⁵¹ For schools that earn Level 4 on ASPIRE, improve score from prior year.	<u>Pathway B: <i>Applicable at DC PCSB Board's Discretion</i> – Improvement</u> ⁵² For any goal targets not met outright, demonstrate improvement compared to SY 2024 – 25 performance.

⁴⁹ Schools with multiple ASPIRE Frameworks will have each framework evaluated separately.

⁵⁰ DC PCSB will not publish SY 2023 – 24 simulated ASPIRE outcomes or SY 2024 – 25 ASPIRE scores and levels. While embargoed information will not be publicly reported, DC PCSB may refer to goal attainment pathways based on ASPIRE scores and levels in review and renewal reports for applicable schools.

⁵¹ DC PCSB's Board will primarily consider student group, framework category, and cohort performance when determining acceptable improvement.

⁵² DC PCSB's Board will primarily consider improvement on school progress and school achievement goals, as well as state and sector performance on similar measures when determining acceptable improvement.

School Year	Pathways to Demonstrate Goal Attainment	
	<i>Schools with PMF/ASPIRE as Goals</i> ⁴⁹	<i>Schools with Individually Negotiated Goals</i>
2026 – 27	Earn Level 3 or higher on ASPIRE.	Meet or exceed the goal targets as set in the charter agreement.

III. Charter Goals Monitoring and Consequences for Underperformance

Pursuant to the SRA, DC PCSB shall monitor the progress of each school in meeting its goals and student academic achievement expectations. Such monitoring occurs annually, primarily through annual report review, data collection, and ASPIRE production and reporting. Through these processes, DC PCSB staff can identify when a school is at risk of not meeting its charter goals. Formal determinations of charter goal attainment occur at least once every five years, during charter reviews and renewals.

Consequences for underperformance outlined in this section of the policy will be implemented following the collection and evaluation of SY 2023 – 24 outcomes. In SY 2023 – 24 through SY 2025 – 26, multiple pathways to goal attainment (outlined in Section II of this policy) are available to schools. If schools are not meeting targets outright, DC PCSB expects schools to continually improve upon accountability measures and/or charter goals outcomes. When schools are not meeting expectations for performance, consequences are left to the discretion of the DC PCSB Board, subject to the requirements of the SRA. DC PCSB staff will consider all available data and the extent of underperformance and improvement over time when making recommendations to its Board at the time of charter review or renewal.

Annual Monitoring

Annual Reports

The SRA requires that each public charter school produce and submit an annual report to DC PCSB. The contents of this report must include the extent to which the school is meeting its charter goals.⁵³ Designated DC PCSB staff review each section of a school's annual report, including a school's reported academic performance and progress. Such information is pertinent, but not determinative, in identifying whether a school is on track to meet its charter goals at the time of its next charter

⁵³ D.C. Code § 38-1802.04(C)(11).

review or renewal. Information on the annual report process and the most recently published Annual Report Guidelines can be found on the DC PCSB website.⁵⁴

Data Collection and Validation

To conduct annual monitoring of a school's progress in meeting its charter goals, DC PCSB collects data and documents needed to assess a school's individually negotiated charter goals and/or ASPIRE measures. DC PCSB provides schools with instructions for submitting data, a calendar of submission and validation dates, and a list of data elements and their definitions.⁵⁵ For schools with individually negotiated charter goals, DC PCSB will provide schools with the templates for data submission.

All schools are expected to validate the rates for individually negotiated goals (if applicable) and ASPIRE measures in DC PCSB's data system. Data are considered validated when the school and DC PCSB agree upon the same rate and calculation for a given metric, and the corresponding documents and data are accurate and complete. DC PCSB will use validated data to inform goal determinations in charter review and renewal reports.

Production of ASPIRE

Following the close of the SY 2024 – 25 data validation cycle, DC PCSB will publish schools' ASPIRE measure outcomes for the first time, but will not report scores or levels. DC PCSB will publicly report ASPIRE scores and levels beginning after the SY 2025 – 26 data validation cycle. Most DC public charter school campuses, with the exception of AAF schools and other special cases outlined in the *ASPIRE Policy & Technical Guide*, will receive a score and/or level based on its summative performance across the measures within its corresponding ASPIRE framework(s).

For schools that have adopted ASPIRE as their charter goals (ASPIRE as goals schools), ASPIRE scores and levels provide a clear indication of the schools' progress toward meeting their charter goals. For schools with individually negotiated goals, satisfactory or above performance on ASPIRE likely indicates a school is on track to meet its charter goals, whereas underperformance on ASPIRE measures may signal a school is not on track to meet its charter goals.

Charter Reviews and Renewals

The SRA stipulates that DC PCSB must review a school's charter at least once every five years and must determine whether to renew a school's charter every fifteen years. As part of a charter school's review or renewal, DC PCSB must determine whether the school has met the goals and student academic achievement

⁵⁴ For more information on annual reports, see here: <https://bit.ly/3FYUuYJ>.

⁵⁵ For more information, see DC PCSB's *Data and Document Submission and Verification Policy* here: <https://bit.ly/3OnCoG8>.

expectations set forth in its charter.⁵⁶ In a school's review or renewal report, DC PCSB makes formal determinations on goal attainment and reports on all relevant charter goals data for years included within the review period. Information on the charter review or renewal process is updated annually and posted on the DC PCSB website.⁵⁷

Consequences for Underperformance

For SY 2023 – 24, prior to implementation of the ASPIRE System, DC PCSB will monitor all schools' performance on accountability measures used for transitional goals.⁵⁸ If DC PCSB observes significant underperformance (e.g., rates far below state, sector, or publisher benchmarks) in School Progress or School Achievement measures and a lack of improvement from SY 2022 – 23, DC PCSB may initiate Effective Organization Meetings with school leaders and board members to discuss possible interventions.

In SY 2024 – 25, DC PCSB will begin implementing the ASPIRE System. All schools, regardless of whether they have adopted the ASPIRE System as their charter goals, will be subject to the consequences for underperformance detailed in the *ASPIRE Policy & Technical Guide* and repeated below if they earn either a Level 4 or a Level 5 on ASPIRE.⁵⁹

DC PCSB will relax consequences applied in SY 2025 – 26 for SY 2024 – 25 underperformance:⁶⁰

Level 4 – Weak Performance (SY 2024 – 25 Performance Only)

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.

Level 5 – Unsatisfactory Performance (SY 2024 – 25 Performance Only)

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 **may** conduct a Qualitative Site Review (QSR) at the school during the following school year.

⁵⁶ D.C. Code § 38-1802.12(c).

⁵⁷ For more information on charter reviews and renewals, see here: <https://bit.ly/49nT4op>.

⁵⁸ The review of SY 2023 – 24 data will occur in SY 2024 – 25 following the completion of data collection and validation.

⁵⁹ For the purposes of this subsection, "all schools" refers to all schools that receive an annual ASPIRE score and level.

⁶⁰ DC PCSB will still apply consequences based on SY 2024 – 25 ASPIRE level outcomes, despite not publicly reporting scores or levels.

The school **may** 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.⁶¹ Prior to the charter's expiration, the SRA gives DC PCSB discretion over whether or not to revoke a charter for failure to meet the goals and student academic achievement expectations in its charter. In exercising that discretion, 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.

Following the collection and validation of SY 2025 – 26 data, DC PCSB will begin reporting ASPIRE scores and levels publicly for each eligible school on an annual basis and resume regular implementation of consequences for underperformance in accordance with the *ASPIRE Policy & Technical Guide*, which are reiterated below. For SY 2025 – 25 performance and beyond, all schools, regardless of whether they have adopted the ASPIRE System as their charter goals, will be subject to the consequences for underperformance detailed below if they earn either a Level 4 or a Level 5 on ASPIRE:

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 QSR at the school during the following school year.

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.⁶² Prior to the charter's expiration, the SRA gives DC PCSB discretion over whether or not to revoke a charter for failure to meet the goals and student academic achievement expectations in its charter. In exercising that discretion, in the case of Candidates for Charter Revocation, DC PCSB

⁶¹ D.C. Code § 38–1802.13

⁶² D.C. Code § 38–1802.13

staff will generally recommend charter revocation if a school fails to meet even one (i.e., meets all but one) of its charter goals.

Out-of-Cycle Reviews

In addition to the consequences listed above, DC PCSB may, as permitted by law,⁶³ elect at any time to conduct an “out-of-cycle” review (i.e., an additional review outside of the reviews that occur every five years). DC PCSB may conduct an out-of-cycle review when a school is identified as Level 4 or 5 under the ASPIRE System,⁶⁴ identified as low-performing under the Office of the State Superintendent of Education’s Every Student Succeeds Act (ESSA) State Plan, not meeting its conditions for charter continuance, or for other reasons of poor performance or non-compliance.⁶⁵ When conducting such a review, DC PCSB will use the last five years of the school’s data to determine if the school is meeting its charter goals.

Board Approval Acknowledged By:

Lea Crusey

DC PCSB Board Chair

⁶³ D.C. Code § 38-1802.12(a)(3) states that “An eligible chartering authority that grants or renews a charter...shall review the charter at least once every 5 years....” Thus, DC PCSB may review a charter more than once within a five-year cycle.

⁶⁴ As noted on p. 19 of this policy, in SY 2025 – 26, in response to SY 2024 – 25 performance, DC PCSB will use its discretion in determining whether initiating a high-stakes review is necessary.

⁶⁵ This list is not exhaustive and should not be interpreted to limit DC PCSB’s authority to conduct an out-of-cycle review in accordance with the SRA.

Appendix A⁶⁶

School Year	Goals Determination Pathways for Schools with PMF/ASPIRE as Goals	Goals Determination Pathways for Schools with Individually Negotiated Goals
2018 – 19	PMF score meets or exceeds the target set in the charter agreement.	Meet or exceed the goal targets as set in the school's charter agreement.
2019 – 20⁶⁷	Not applicable (n/a) No data collected in SY 2019 – 20.	n/a No data collected in SY 2019 – 20.
2020 – 21	n/a No data collected in SY 2020 – 21.	n/a Limited data collected in SY 2020 – 21. ⁶⁸
2021 – 22	n/a Baseline transitional goals data collected.	n/a Baseline transitional goals and individually negotiated goals data collected.
2022 – 23	<p>(B) <u>Transitional Goals</u>: For each applicable transitional goals data measure (excluding nationally normed growth assessments): Meet or exceed state performance (sector performance when state is unavailable); <u>OR</u> demonstrate improvement compared to SY 2021 – 22 baseline data.</p> <p>(C) <u>Growth</u>: For school-selected, nationally normed growth assessment: Meet or exceed publisher growth criteria on both English Language Arts (ELA)/reading and math subject tests compared to the publisher national performance rates; <u>OR</u> demonstrate improvement compared to SY 2021 – 22 baseline data.</p>	<p>(A) <u>Individually Negotiated Goals</u>: Meet or exceed the goal targets as set in the charter agreement; <u>OR</u> demonstrate improvement compared to SY 2021 – 22 performance on the goal targets as set in the charter agreement.</p> <p>(B) <u>Transitional Goals</u>: For each applicable transitional goals data measure (excluding nationally normed growth assessments) meet or exceed state performance (sector performance when state is unavailable); <u>OR</u> demonstrate improvement compared to SY 2021 – 22 baseline data.</p> <p>(C) <u>Growth</u>: For school-selected, nationally normed growth assessment: Meet or exceed publisher growth criteria on both English Language Arts (ELA)/reading and math subject tests compared to the publisher national performance rates; <u>OR</u></p>

⁶⁶ This table has been adapted from the first iteration of the *Charter Goals Policy*. Detailed footnotes pertaining to goal attainment pathways can be found in Section II of this policy.

⁶⁷ Goal determination standards for SY 2019 – 20, 2020 – 21, and 2021 – 22 are identical to those named in the *COVID-19 Impact Policy*; language in the table for those years is paraphrased. For SY 2022 – 23, the paths for goal determination are consistent with the July 2023 iteration of this policy. For SY 2023 – 24, Pathway C has been updated to include Growth to Proficiency for high school and 'OSSE Accountability' has been included as an additional pathway.

⁶⁸ For SY 2020 – 21, DC PCSB collected charter goals data from schools with individually negotiated goals but did not use data to evaluate goal attainment. SY 2020 – 21 data will be displayed in a school's review and renewal report and the data may be used by the Board as discretionary evidence, but only if it helps a school.

School Year	Goals Determination Pathways for Schools with PMF/ASPIRE as Goals	Goals Determination Pathways for Schools with Individually Negotiated Goals
	(D) <u>OSSE Accountability</u> : Earn 40.0% or higher on OSSE's DC School Report Card for SY 2022 – 23.	demonstrate improvement compared to SY 2021 – 22 baseline data. (D) <u>OSSE Accountability</u> : Earn 40.0% or higher on OSSE's DC School Report Card for SY 2022 – 23.
2023 – 24	<p>(B) <u>Transitional Goals</u>: For each applicable transitional goals data measure (excluding nationally normed growth assessments): meet or exceed state performance (sector performance when state is unavailable); <u>OR</u> demonstrate improvement compared to SY 2022 – 23 data.</p> <p>(C) <u>Growth</u>: Meet or exceed publisher growth criteria on school-selected, nationally normed growth assessments for both ELA/reading and math subject tests compared to the publisher national performance rates; <u>OR</u> for PK – 8 schools, meet or exceed a Median Growth Percentile (MGP) of 50.0 on DC CAPE ELA and math. For high schools, meet or exceed the state Growth to Proficiency (GTP) rate on DC CAPE ELA and math.</p> <p>(D) <u>OSSE Accountability</u>: Earn 40.0% or higher on OSSE's DC School Report Card for SY 2023 – 24.</p>	<p>(A) <u>Individually Negotiated Goals</u>: Meet or exceed the goal targets as set in the charter agreement <u>OR</u> demonstrate improvement compared SY 2022 – 23 performance on the goal targets as set in the charter agreement.</p> <p>(B) <u>Transitional Goals</u>: For each applicable transitional goals data measure (excluding nationally normed growth assessments): meet or exceed state performance (sector performance when state is unavailable); <u>OR</u> demonstrate improvement compared to SY 2022 – 23 data.</p> <p>(C) <u>Growth</u>: Meet or exceed publisher growth criteria on school-selected, nationally normed growth assessments for both ELA/reading and math subject tests compared to the publisher national performance rates; <u>OR</u> for PK – 8 schools, meet or exceed a MGP of 50.0 on DC CAPE ELA and math. For high schools, meet or exceed the state GTP rate on DC CAPE ELA and math</p> <p>(D) <u>OSSE Accountability</u>: Earn 40.0% or higher on OSSE's DC School Report Card for SY 2023 – 24.</p>
2024 – 25	<p>(A) <u>Transitional Goals (ASPIRE-Aligned)</u>: For each applicable transitional goals measure: meet or exceed the comparative target (state performance; sector performance when state is unavailable; or publisher criteria)</p> <p>(B) <u>ASPIRE</u>: Earn Level 3 or higher on ASPIRE.</p> <p>(C) <u>OSSE Accountability</u>: Earn 40.0% or higher on OSSE's DC School Report Card for SY 2024 – 25.</p>	<p>(A) <u>Meet or Exceed</u>: Meet or exceed the goal targets as set in the charter agreement.</p> <p>(B) <u>Improvement</u>: For any goal targets not met outright, demonstrate improvement compared to SY 2023 – 24 performance on the goal targets as set in the charter agreement.</p>

School Year	Goals Determination Pathways for Schools with PMF/ASPIRE as Goals	Goals Determination Pathways for Schools with Individually Negotiated Goals
	(D) <u>ASPIRE Improvement</u> : For schools that earn Level 4 on ASPIRE, improve score from prior year.	
2025 – 26	<p>(A) <u>ASPIRE</u>: Earn Level 3 or higher on ASPIRE.</p> <p>(B) <u>Applicable at DC PCSB Board's Discretion – ASPIRE Improvement</u>: For schools that earn Level 4 on ASPIRE, improve score from prior year.</p>	<p>(A) <u>Meet or Exceed</u>: Meet or exceed the goal targets as set in the charter agreement.</p> <p>(B) <u>Applicable at DC PCSB Board's Discretion – Improvement</u>: For any goal targets not met outright, demonstrate improvement compared to SY 2024 – 25 performance on the goal targets as set in the charter agreement.</p>
2026 – 27	Earn Level 3 or higher on ASPIRE.	Meet or exceed the goal targets as set in the charter agreement.

Appendix B

School Year	Reporting Year	Goals Determination Pathways PMF/ASPIRE	Goals Determination Pathways Schools with Individually Negotiated Goals
2018 – 19	2019 – 20	Average PMF score meets or exceeds standard of review as set in charter agreement	Meet or exceed goal targets as set in charter agreement
2019 – 20	2020 – 21	N/A - No goals determination	
2020 – 21	2021 – 22		
2021 – 22	2022 – 23		
2022 – 23	2023 – 24	<ol style="list-style-type: none"> Transitional goals: Meet or exceed state/sector performance Transitional goals: Demonstrate improvement from SY 2021 – 22 Growth (school-selected assessment): Meet or exceed publisher growth criteria on ELA and math Growth (school-selected assessment): Demonstrate improvement from SY 2021 – 22 OSSE: Earn 40.0% or higher on OSSE's DC School Report Card for SY 2022 – 23 	<ol style="list-style-type: none"> Charter goals: Meet or exceed goal targets Charter goals: Demonstrate improvement on goal outcomes from SY 2021 – 22 Transitional goals: Meet or exceed state/sector performance Transitional goals: Demonstrate improvement from SY 2021 – 22 Growth (school-selected assessment): Meet or exceed publisher growth criteria on ELA and math Growth (school-selected assessment): Demonstrate improvement from SY 2021 – 22 OSSE: Earn 40.0% or higher on OSSE's DC School Report Card for SY 2022 – 23
2023 – 24	2024 – 25	<ol style="list-style-type: none"> Transitional goals: Meet or exceed state/sector performance Transitional goals: Demonstrate improvement from SY 2022 – 23 Growth (school-selected assessment): Meet or exceed publisher growth criteria on ELA and math Growth (state assessment): For PK – 8, meet or exceed a MGP of 50.0 on DC CAPE ELA and math. For high school, meet or exceed the state GTP rate on DC CAPE ELA and math. OSSE: Earn 40.0% or higher on OSSE's DC School Report Card for SY 2023 – 24 	<ol style="list-style-type: none"> Charter goals: Meet or exceed goal targets Charter goals: Demonstrate improvement on goal outcomes from SY 2022 – 23 Transitional goals: Meet or exceed state /sector performance Transitional goals: Demonstrate improvement from SY 2022 – 23 Growth (school-selected assessment): Meet or exceed publisher growth criteria on ELA and math Growth (state assessment): For PK – 8, meet or exceed a MGP of 50.0 on DC CAPE ELA and math. For high school, meet or exceed the state GTP rate on DC CAPE ELA and math.

School Year	Reporting Year	Goals Determination Pathways PMF/ASPIRE	Goals Determination Pathways Schools with Individually Negotiated Goals
			7. OSSE: Earn 40.0% or higher on OSSE's DC School Report Card for SY 2023 – 24
2024 – 25	2025 – 26	<ol style="list-style-type: none"> Transitional Goals (ASPIRE-Aligned): Meet or exceed comparative target ASPIRE: Earn Level 3 or higher on ASPIRE OSSE: Earn 40.0% or higher on OSSE's DC School Report Card for SY 2024 – 25 ASPIRE Improvement: For schools that earn Level 4 on ASPIRE, improve score from prior year 	<ol style="list-style-type: none"> Meet or Exceed: Meet or exceed goal targets Improvement: For any goal targets not met outright, demonstrate improvement on goal outcomes compared to SY 2023 – 24
2025 – 26	2026 – 27	<ol style="list-style-type: none"> ASPIRE: Earn Level 3 or higher on ASPIRE <u>Applicable at DC PCSB Board's Discretion – ASPIRE Improvement:</u> For schools that earn Level 4 on ASPIRE, improve score from prior year 	<ol style="list-style-type: none"> Meet or Exceed: Meet or exceed goal targets <u>Applicable at DC PCSB Board's Discretion – Improvement:</u> For any goal targets not met outright, demonstrate improvement on goal outcomes compared to SY 2024 – 25
2026 – 27	2027 – 28	Earn Level 3 or higher on ASPIRE	Meet or exceed goal targets

Appendix C

“Transitional Goals” refer to the following measures, listed by school type. For all transitional goals, to the extent possible, DC PCSB will use the business rules in the 2019 – 20 *PMF Policy & Technical Guide*, unless otherwise stated in a school’s charter agreement or in Appendix D.

Pre-kindergarten (PK)-Only:⁶⁹

- PK Pre-literacy
- PK Math
- *If Applicable*: PK Social-Emotional Learning
- CLASS: Classroom Organization
- CLASS: Emotional Support
- CLASS: Instructional Support
- PK In-Seat Attendance (PK ISA)

PK – 8:

- CLASS: Classroom Organization
- CLASS: Emotional Support
- CLASS: Instructional Support
- PARCC/DC CAPE Proficiency (4+) ELA
- PARCC/DC CAPE Proficiency (4+) Math
- In-Seat Attendance (ISA)
- Re-enrollment

High School:

- 9th Grade on Track
- Four-Year ACGR
- Five-Year ACGR
- AP/IB/DE/CTE
- College Acceptance
- PARCC/DC CAPE Proficiency (4+) ELA
- PARCC/DC CAPE Proficiency (4+) Math

⁶⁹ PK Pre-literacy, Math, and Social-Emotional Learning measures will only be included within transitional goals and evaluated for goal attainment for PK-Only Framework schools. Due to the variety of early childhood assessments in use across DC public charter schools, there are no standardized comparative targets. Therefore, DC PCSB will first assess year-over-year improvement on PK assessment measures. If improvement is not demonstrated, DC PCSB will consider, as applicable and available, supplemental information (sector rates, publisher guidance, or measure floors in the *PMF Policy & Technical Guide*) to determine the measures as met or not met.

- PSAT
- SAT/ACT
- SAT/ACT College and Career Ready: ERW
- SAT/ACT College and Career Ready: Math
- In-Seat Attendance
- Re-enrollment

Alternative Accountability Schools:

All data collected under a school's charter goals will be considered transitional goals.

Adult Education:

- Earned High-Level Certification
- Earned Secondary Credential
- GED Subject Test Achievement
- Persistence

Growth Pathway Measures (all grade bands):

For school-selected nationally normed growth assessments (NWEA MAP, i-Ready, or Schools' National Reporting System (NRS) data), DC PCSB will use the business rules in the *2019 – 20 PMF Policy & Technical Guide*, unless otherwise stated in a school's charter goals or Appendix D. School Selected Growth Assessments, depending on grade-bands served, include:

- K – 3 Literacy School Selected Growth Assessment
- K – 3 Math School Selected Growth Assessment
- PARCC/DC CAPE-Tested Grades (3 – 8) Literacy School Selected Growth Assessment
- PARCC/DC CAPE-Tested Grades (3 – 8) Math School Selected Growth Assessment
- *Optional: School Selected Growth Assessment ELA (Grades 9 – 10)*
- *Optional: School Selected Growth Assessment Math (Grades 9 – 10)*
- ABE Educational Gain
- ESL Educational Gain

Beginning in SY 2023 – 24: Median Growth Percentile (MGP) and Growth to Proficiency (GTP) ELA and math data will be available for PK – 8 and high schools, respectively, to use as an additional measure for goal attainment under the growth pathway.



Appendix D

Transitional Goals Data Collection Business Rules

(Updated May 2024)

Note: The business rules outlined below may be updated as needed without amending the Charter Goals Policy.

Transitional Goals Data Business Rules

These business rule updates apply to SY 2021 – 22 and SY 2022 – 23, and to transitional goals data collected through SY 2023 – 24. These business rules do not apply to Transitional Goals (ASPIRE-Aligned) collected and evaluated for SY 2024 – 25.⁷⁰

K – 8 and High School School-Selected Nationally Normed Growth Assessments⁷¹

DC PCSB has approved i-Ready and NWEA MAP for K– 8 schools and NWEA MAP for high schools.

For NWEA MAP student-level growth assessment data collection, K – 8 and high school (if applicable) growth will be calculated according to the business rules for K – 3 Student Progress measures in the [SY 2019 – 20 PMF Policy & Technical Guide \(PMF Tech Guide\)](#) (pp. 35 – 36). Per the SY 2019 – 20 PMF Tech Guide for K – 3 Student Progress measures, schools previously did not have to submit data for 3rd grade students who were also taking PARCC; moving forward, if a school elects to administer school-selected nationally normed growth assessments to 3rd grade students, DC PCSB will collect the data. This policy supersedes the PMF Tech Guide business rules. For SY 2021 – 22 and SY 2022 – 23, DC PCSB will calculate a median Conditional Growth Percentile (CGP) from the individual student CGPs determined by NWEA MAP.⁷²

For NWEA MAP and i-Ready assessments, DC PCSB will assess growth from fall-to-spring for SY 2021 – 22, SY 2022 – 23, and SY 2023 – 24. Schools must follow the publisher’s guidelines for reporting growth (including but not limited to adjusting

⁷⁰ For more information on Transitional Goals (ASPIRE-Aligned), see Appendix E.

⁷¹ NWEA will launch an updated MAP growth assessment in SY 2023 – 24 and has advised DC PCSB against comparing performance against prior school years. For SY 2023 – 24, DC PCSB will compare the growth on NWEA MAP to the publisher norms, as recommended by the publisher.

⁷² If a student is eligible for MSAA or qualifies for other designated exemptions, they will not be included in any school-selected nationally normed growth assessment measures. Once DC PCSB receives MSAA data from OSSE, the accountability universe will be updated to exclude those students from metric inclusion.



the weeks between testing windows, reporting on the student test with the lowest standard error, and requirements for in-person testing, unless the school's charter has been approved for full-time virtual programming).

Targets

Transitional goal measure targets are based on state performance rates (sector performance when state is unavailable). In some cases, such as adult education ABE/ESL measures, national performance rates are considered when setting targets and subject to availability from NRS. For measures with publisher criteria or national norms (e.g., NWEA MAP), the publisher criteria for expected growth or proficiency will serve as the target(s).⁷³

For state-level targets, OSSE reports state measure rates and defines the corresponding calculation methodology. For sector-level targets, DC PCSB calculates rates using a measure's sector-wide numerator and denominator after outliers have been removed from the data set. An outlier is determined if the rate(s) are 1.5 times the Interquartile Range (IQR). Targets will be based on data from the prior school year (e.g., SY 2022 – 23 targets will be based on SY 2021 – 22 data).

DC PCSB will report student group performance rates, setting targets based on state and sector performance of the corresponding student group. If a school does not outright meet any of the goal attainment pathways, student group performance may be considered as supplemental information.

Student Universe and Participation Rates

Schools are expected to submit assessment data for all students that were tested.

- Eligible Full Academic Year (FAY) students are defined as students both audited/UPSFF and continuously enrolled through May 1.
- Medical exemptions and alternative assessment eligibility for students with disabilities will follow guidance outlined in the SY 2019 – 20 PMF Tech Guide.
- Students with New to US status will follow OSSE's exemption rules.

For most measures, excluding school-selected nationally normed growth assessment measures, participation rate business rules from the SY 2019 – 20 PMF Tech Guide will be applied.

High School Measures

⁷³ In some cases, publisher criteria may also be used as supplemental information to inform whether a measure target has been met (e.g., if CLASS publisher benchmarks are lower than the state rate).



For high school measures, DC PCSB will collect all data outlined in the Data Collection Summary Document and use the SY 2019 – 20 PMF Tech Guide business rules and calculation.

Adult Education

DC PCSB will collect GED and CTE Certification data using student eligibility and reporting information outlined in the SY 2019 – 20 PMF Tech Guide.

Beginning in SY 2022 – 23, Educational Gains measures, based on National Reporting System assessments of Adult Basic Education (ABE) and English as a Second Language (ESL), will be calculated in accordance with revised business rules that consider gains in either subject. These business rules supersede the SY 2019 – 20 PMF Tech Guide and can be found [here](#).

Alternative Education

DC PCSB will consider an alternative school's (schools using the Alternative Accountability Framework under the SY 2019 – 20 PMF Tech Guide) individually negotiated goals as its transitional goals and apply any business rules outlined in the school's charter agreement.

Statewide Consistency

DC PCSB will align the calculations of the following measures with the most recent DC School Report Card metric calculations:

- PARCC/DC CAPE ELA and Math Proficiency
- Median Growth Percentile (MGP) ELA and Math
- Growth to Proficiency (GTP) ELA and Math
- 4- and 5-Year ACGR
- Re-enrollment: by campus
- CLASS

Additional Reporting Factors

DC PCSB will follow the SY 2019 – 20 PMF Tech Guide for additional reporting requirements and business rules not detailed above, including n-size and rounding rules. Any business rules deviating from the SY 2019 – 20 PMF Tech Guide stated in this document will supersede the business rules in the SY 2019 – 20 PMF Tech Guide.



All other measures will be calculated according to the SY 2019 – 20 PMF Tech Guide until DC PCSB publishes an updated accountability framework technical guide approved by the DC PCSB Board.

Appendix E

SY 2024 – 25 Transitional Goals (ASPIRE-Aligned)

Note: The business rules outlined below may be updated as needed without amending the Charter Goals Policy.

Business Rules

ASPIRE-aligned transitional goals measures will be calculated in accordance with the business rules outlined in the *ASPIRE Policy & Technical Guide*. Typically, statewide measures included within ASPIRE will align with OSSE's DC School Report Card calculations.

Measures by Framework

"Transitional Goals (ASPIRE-Aligned)" refer to the following measures, as applicable, by framework and grades served.

PK Only:

- Early Childhood Assessment Outcomes – Pre-literacy⁷⁴
- Early Childhood Assessment Outcomes – Math
- Early Childhood Assessment Outcomes – Social-Emotional Learning
- CLASS: Classroom Organization
- CLASS: Emotional Support
- CLASS: Instructional Support
- PK In-Seat Attendance (PK ISA)

PK – 8:^{75, 76}

- Early Childhood Assessment Outcomes – Pre-literacy⁷⁷
- Early Childhood Assessment Outcomes – Math
- Early Childhood Assessment Outcomes – Social-Emotional Learning
- CLASS: Classroom Organization
- CLASS: Emotional Support

⁷⁴ Due to the variety of early childhood assessments in use across DC public charter schools, there are no standardized comparative targets. Therefore, DC PCSB will consider, as applicable and available, supplemental information (sector rates, publisher guidance, or measure floors in the *ASPIRE Policy & Technical Guide*) to determine the measures as met or not met.

⁷⁵ Measures assessed are dependent on a campus's ASPIRE sub-framework.

⁷⁶ For state assessment measures (proficiency, MGP, and GTP), DC PCSB will report rates and corresponding targets by grade band (3 – 5 and 6 – 8).

⁷⁷ Early Childhood Assessment measures and PK ISA only apply to the PK – K sub-framework.



- CLASS: Instructional Support
- NWEA MAP K – 3 Growth Outcomes – ELA
- NWEA MAP K – 3 Growth Outcomes – Math
- State Assessment GTP – ELA
- State Assessment GTP – Math
- State Assessment MGP – ELA
- State Assessment MGP – Math
- *If Applicable: ACCESS Growth*
- State Assessment Proficiency – ELA
- State Assessment Proficiency – Math
- PK In-Seat Attendance
- Chronic Absenteeism
- Re-enrollment

High School

- State Assessment Proficiency – ELA
- State Assessment Proficiency – Math
- 9th Grade on Track
- High School Graduation – 4-Year ACGR
- High School Graduation – 5-Year ACGR
- Advanced Coursework and Career Certification Achievement
- PSAT College Readiness Benchmark Achievement
- ACT/SAT College Readiness Benchmark Achievement
- Career and College Acceptance
- State Assessment GTP – ELA
- State Assessment GTP – Math
- *If Applicable: ACCESS Growth*
- Chronic Absenteeism
- Re-enrollment

Adult Education

- Adult Basic Educational Gains
- ESL Educational Gains
- GED Subject Test Achievement
- High School Equivalency Achievement
- Industry and Mid-Level Certification Achievement
- Persistence



Targets

Transitional Goals (ASPIRE-Aligned) targets are based on state performance rates (sector performance rates when state is unavailable). In some cases, such as adult education ABE/ESL measures, national performance rates are considered when setting targets and subject to availability from NRS. For measures with publisher criteria or national norms (e.g., NWEA MAP), the publisher criteria for expected growth or proficiency will serve as the target(s).⁷⁸

For state-level targets, OSSE reports state measure rates and defines the corresponding calculation methodology. For sector-level targets, DC PCSB calculates rates using a measure's sector-wide numerator and denominator after outliers have been removed from the data set. An outlier is determined if the rate(s) are 1.5 times the Interquartile Range (IQR). Targets will be based on data from the prior school year (SY 2024 – 25 targets will be based on SY 2023 – 24 data).

For state assessment measures (proficiency, MGP, and GTP) included within the PK – 8 framework and sub-frameworks, DC PCSB will produce separate rates and corresponding targets by grade band (3 – 5 and 6 – 8).

⁷⁸ In some cases, publisher criteria may also be used as supplemental information to inform a determination (e.g., if CLASS publisher benchmarks are lower than the state rate).

Appendix F

Example Measures by Category

Goal Categories	Measures ⁷⁹
<i>School Achievement</i>	<p><u>PK – 8</u></p> <ul style="list-style-type: none"> • State assessment proficiency • Early childhood achievement <p><u>High School</u></p> <ul style="list-style-type: none"> • State assessment proficiency • 4- and 5-year Adjusted Cohort Graduation Rate • College and career acceptance • PSAT achievement • SAT/ACT achievement • Advanced studies and career certification performance <p><u>Adult Education</u></p> <ul style="list-style-type: none"> • GED subject test achievement • High school equivalency achievement • Industry certification achievement • Entered/retained employment or postsecondary education
<i>School Progress</i>	<p><u>PK – 8</u></p> <ul style="list-style-type: none"> • Growth on state assessment • Early childhood progress • Progress on nationally normed growth assessment • ACCESS growth <p><u>High School</u></p> <ul style="list-style-type: none"> • Growth on state assessment • Progress on nationally normed growth assessment • ACCESS growth <p><u>Adult Education</u></p> <ul style="list-style-type: none"> • ABE educational gains • ESL educational gains
<i>School Environment</i>	<p><u>PK – 8</u></p> <ul style="list-style-type: none"> • CLASS • PK ISA

⁷⁹ The listed measures are not exhaustive. Schools may consider and propose additional measures that best align to their mission, programmatic offerings, and student population.

Goal Categories	Measures ⁷⁹
	<ul style="list-style-type: none"> • Chronic absenteeism • Truancy • Re-enrollment <u>High School</u> <ul style="list-style-type: none"> • Chronic absenteeism • Truancy • Re-enrollment <u>Adult Education</u> <ul style="list-style-type: none"> • Persistence
<i>School-Specific</i>	<u>Example measures:</u> <ul style="list-style-type: none"> • State science assessment performance • Performance on academic projects • Social-emotional learning assessment • Teacher survey • Global language proficiency • Credential or certificate attainment



Appendix G

Impacted DC PCSB Policies

COVID-19 Impact Policy

The *COVID-19 Impact Policy* expired on August 31, 2023. The contents of this policy supersede the *COVID-19 Impact Policy*.

PMF Policy & Technical Guide

DC PCSB is revising its accountability system. The ASPIRE System and its implementing policies will supersede the *PMF Policy & Technical Guide*. Expectations for data collection, including specific business rules, will be detailed in the *ASPIRE Policy & Technical Guide* that will be voted on by the Board on June 10, 2024. Schools will receive unofficial ASPIRE outcomes using SY 2022 – 23 and SY 2023 – 24 data. These outcomes will not be publicly reported. ASPIRE measure outcomes will be publicly reported for the first time in SY 2025 – 26 using SY 2024 – 25 data, however, summative scores and levels for SY 2024 – 25 will be considered embargoed.

Transitional goals data and school-selected nationally normed growth data will follow business rules as detailed in Appendix D through their final collection with SY 2023 – 24 data. All other data points, including ASPIRE-aligned transitional goals produced using SY 2024 – 25 data, will follow business rules detailed in the *ASPIRE Policy & Technical Guide*, unless stated otherwise in a school's charter agreement.

Elect to Adopt the PMF as Charter Goals Policy

The *Charter Goals Policy* supersedes any existing language in or referencing of the *Elect to Adopt the PMF as Charter Goals Policy*; that policy will be archived once the *Charter Goals Policy* is approved.

Criteria for Determining Schools in Good Standing

DC PCSB staff will use the most recent year of transitional goals pathway outcomes, or the outcome of the school's most recent review or renewal, to determine if a school is in academic good standing until the next publication of the School Quality Reports, or their equivalent, in SY 2025 – 26. All other indicators assessed to determine a school's good standing status under this policy (e.g., compliance) will be based on the most recent data available.



Charter Amendments for Revised Goals and Academic Achievement Expectations Policy

The policy will be updated to include revised ASPIRE as goals language and refer to the *Charter Goals Policy* in place of the *Elect to Adopt the PMF as Charter Goals Policy*.

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