Annual **S**chool **P**erformance **I**ndex **R**eport & **E**valuation

DC **PUBLIC** **CHARTER** SCHOOL BOARD

ASPIRE

Policy & Technical Guide

About the DC Public Charter School Board

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

TABLE OF CONTENTS

Section 3

Section 4

INTRODUCTION
Welcome to ASPIRE

What's in this introduction?
A description of the ASPIRE System's goals and values.

What's in Section 1?
Details about the ASPIRE System components, like how measures are structured within categories and frameworks, and how measures are calculated to create scores and levels.
Go to this section.

What's in Section 2?
Details about each framework, including:
- the schools the framework applies to
- categories and weights
- measures

Go to this section.

What's in Section 3?
Details about universal calculation rules like floors, targets, student groups, cohort sizes, and handling missing or little data.
Go to this section.

What's in Section 4?
Details about how each measure is calculated.
Go to this section.

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

The ASPIRE System measures how well public charter schools are serving their students.

ASPIRE stands for Annual School Performance Index Report and Evaluation.
DC PCSB has high expectations for every public charter school in DC. The ASPIRE System measures how well each school is meeting these expectations. Specifically, ASPIRE evaluates schools in the areas DC PCSB believes are most important:
- helping students grow,
- preparing students or college and career success, and
- building a learning environment that supports all students.

ASPIRE provides information about school quality to different stakeholders.

Each year, DC PCSB will use the ASPIRE System to assign nearly every DC public charter school an overall ASPIRE level from Level 1 (Exemplary Performance) to Level 5 (Unsatisfactory Performance). Beginning in school year (SY) 2026 – 27,[1] DC PCSB will publish these levels, with the intent that:
- **DC PCSB** will use the ASPIRE System to make school oversight decisions.
- **School leaders** will use their ASPIRE data to understand where they excel, where they can take action to improve their impact on student outcomes, and where they can spur innovation.
- **Families and communities** will use ASPIRE data to understand how well their local schools serve students.
- **Lawmakers** will use ASPIRE data to keep students, community, and equitable outcomes at the center of their policymaking.

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

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

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

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[1] In SY 2025 – 26, DC PCSB will publish SY 2024 – 25 ASPIRE measure outcomes for each public charter school, but it will not publish summative scores or ASPIRE levels. In SY 2026 – 27, DC PCSB will publish SY 2025 – 26 ASPIRE outcomes for each public charter school, including summative scores and ASPIRE levels.

Where did the ASPIRE System come from?

It started with the Performance Management Framework (PMF).

In 2008, the DC PCSB Board asked staff to create a tool to evaluate school performance. The Board aimed to improve the agency's "ability to define high, medium, and low-performing standards, and to clearly communicate the expectations, rewards, and consequences to schools, families, and communities (DC PCSB, 2009, p10)." The Board convened a working group comprising DC PCSB staff, researchers, school leaders, and other stakeholders to develop a set of academic performance indicators for elementary, middle, and high schools. In 2010, DC PCSB launched the academic and school climate evaluation system known as the Performance Management Framework (PMF). DC PCSB piloted the PMF with limited schools in SY 2008 – 09. The following school year, the Board implemented the PMF with all pre-kindergarten 3 (PK3) through 12th grade-serving public charter schools. From 2010 to 2016, DC PCSB collaborated with school leaders and national experts to develop accountability measures for early childhood, adult, and alternative programs. As a result, DC PCSB launched the Early Childhood PMF in SY 2013 – 14, followed by the Adult Education PMF in SY 2014 – 15, and the Alternative PMF in SY 2015 – 16. DC PCSB published PMF outcomes annually from 2011 through 2019.[2]

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

ASPIRE is based on what we learned from the PMF.

Just as the Board aspired in 2008, DC PCSB's "overarching objective is to drive high-achieving schools to full potential, mediocre schools to high-achieving levels, and to eliminate low-performing schools so that DC students and families have a diversity of high-quality public school options (DC PCSB, 2009, p10)."

In 2019, DC PCSB began internal and external conversations about how to strengthen the PMF. In 2021, DC PCSB committed to revising the PMF. DC PCSB staff and the Board refined the PMF's guiding principles, prioritizing those principles that aligned with DC PCSB's *Strategic Roadmap*.[4] This process resulted in the following guiding principles, which DC PCSB used to drive its accountability work:

1. We will hold schools accountable for ensuring that all students meet or exceed high performance and/or improvement targets, acknowledging that an excellent school is equitable.

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[2] In response to the COVID-19 pandemic, DC PCSB ceased collecting academic data in SY 2019 – 20 and collected a limited scope of academic data in SY 2020 – 21, SY 2021 – 22, and SY 2022 – 23. Consequently, DC PCSB did not publish the PMF from 2020 through 2023.
[3] See the policy here: https://bit.ly/3Pz2Iv2.
[4] See the Strategic Roadmap here: https://bit.ly/42ogBkh.

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

Staff, leadership, and other stakeholders wanted to revise the framework to:
● evaluate student group performance;
● prioritize academic growth for schools serving elementary and middle school students;
● further differentiate measures of school quality by framework; and
● affirm the reliability and stability of existing measures, expand some measures, and consider additional relevant measures.

Over the past three years, DC public charter school leaders and local organizations that support and advocate for public charter schools informed the revisions through small group listening sessions, surveys, and advisory task force meetings. See the accompanying DC PCSB publication, *A New Way Forward on Charter School Academic Accountability*,[5] for additional information.

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

What is the goal of this document?

This policy and technical guide is the authoritative reference for ASPIRE components and business rules.

This document will increase the reader's understanding of:
● DC PCSB's decision to revise its accountability system and the process for doing so,
● the structure of ASPIRE and its frameworks, and
● how DC PCSB will use ASPIRE scores and levels in its authorizing practices.

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

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[5] *A New Way Forward on Charter School Academic Accountability* was published on January 8, 2024, and does not reflect subsequent revisions DC PCSB has made to the ASPIRE System and the *ASPIRE Policy & Technical Guide*.

> **Accompanying References and Resources**
>
> DC PCSB
> [A New Way Forward on Charter School Academic Accountability](#)
>
> Office of the State Superintendent of Education (OSSE)
> [2023 DC School Report Card Technical Guide](#)[6]

What is in this document?

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

The document has four sections:

1. **Summary of the ASPIRE System** ([Go to this section](#))
   This section explains the key features of the system, including levels, categories, and measures. It also introduces how student groups are included in calculations and explains why different types of schools have different combinations of measures.

2. **Calculation Rules by Framework** ([Go to this section](#))
   This section explains each framework's rationale, when it is used, and what measures are calculated.

3. **General Calculation Rules** ([Go to this section](#))
   This section explains the math behind levels, categories, and measures. Specifically, it focuses on weights, floors and targets, student group calculations, handling missing data, cohort sizes, rounding rules, and other details.

4. **Calculation Rules by Measure** ([Go to this section](#))
   This section details each of the measures included in the ASPIRE System, the rationale for including them, and the business rules for calculating them.

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[6] Any ASPIRE System measures adopted from OSSE's accountability system, including metric calculation and business rules, will be considered when updating the *ASPIRE Policy & Technical Guide*.

Summary of the ASPIRE System

What's in this section?

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

What's in Section 2?

Details about each framework, including:
- the schools the framework applies to
- categories and weights
- measures

Go to this section.

What's in Section 3?

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

Go to this section.

What's in Section 4?

Details about how each measure is calculated.

Go to this section.

How does the ASPIRE System evaluate schools?

The ASPIRE System evaluates campuses based on the grades and students they serve, assigning each campus a level, by framework, that describes how well it is serving its students. Generally, the grades a campus serves align to one framework, but not always; in some instances, a campus serves students across multiple frameworks and will receive an ASPIRE level per framework. There are five possible levels, from Level 1 (Exemplary Performance) to Level 5 (Unsatisfactory Performance). Read about how these levels are calculated.

In SY 2024 – 25, DC PCSB will begin implementing the ASPIRE System. DC PCSB will use ASPIRE levels to inform oversight and authorizing decisions, as broadly described below. DC PCSB awards high-performing schools with eligibility to replicate or expand their programs. DC PCSB closely monitors low-performing schools.[7] Following the collection and validation of SY 2025 – 26 data, DC PCSB will begin reporting ASPIRE scores and levels publicly for each school on an annual basis. All schools, regardless of whether they have adopted the ASPIRE System as their charter goals, will be subject to the consequences for underperformance if they earn either a Level 4 or a Level 5 on ASPIRE.

Level 1 – Exemplary Performance *(Summative Score: 75.0 – 100%)*
The school is generally eligible to expand, replicate, or otherwise grow to serve more students.[8]

Level 2 – Strong Performance *(Summative Score: 55.0 – 74.9%)*
The school may be eligible to expand, replicate, or otherwise grow to serve more students.

Level 3 – Satisfactory Performance *(Summative Score: 35.0 – 54.9%)*
The school is generally not eligible to expand, replicate, or otherwise grow to serve more students.

Level 4 – Weak Performance *(Summative Score: 20.0 – 34.9%)*
The school is not eligible to expand, replicate, or otherwise grow to serve more students. DC PCSB may meet with the school's leaders—including its board members—to discuss the school's performance. DC PCSB may conduct a Qualitative Site Review (QSR) at the school during the following school year.[9]

After five years of public ASPIRE System reporting, DC PCSB will implement additional interventions.[10] For example, any school that receives Level 4 standing in any three of

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

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

[9] DC PCSB may conduct QSR visits as a consequence for Level 4 performance no earlier than SY 2026 – 27.

[10] DC PCSB anticipates implementing additional interventions after SY 2029 – 30.

the previous five years may be subject to a high-stakes review as a Candidate for Charter Revocation to determine whether the school's charter should be revoked pursuant to the School Reform Act (SRA).[11]

Level 5 – Unsatisfactory Performance *(Summative Score: 0.0 – 19.9%)*
The school is not eligible to expand, replicate, or otherwise grow to serve more students. DC PCSB will meet with the school's leaders—including its board members—to discuss the school's performance and will conduct a QSR at the school during the following school year.

The school will also be subject to an immediate high-stakes review as a Candidate for Charter Revocation to gather qualitative and quantitative evidence to determine whether the school's charter should be revoked pursuant to the SRA. Prior to a charter's expiration, the SRA gives DC PCSB discretion over whether to revoke a charter for failure to meet the goals and academic achievement expectations in its charter. In 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.

> DC PCSB will relax consequences applied in SY 2025 – 26 for SY 2024 – 25 underperformance:[12]
>
> **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.
>
> 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. 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.

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[11] See D.C. Code § 38–1802.13. The SRA is DC's public charter school law.
[12] DC PCSB will still apply consequences based on SY 2024 – 25 ASPIRE level outcomes, despite not publicly reporting scores or levels.

ASPIRE evaluates schools differently depending on the students they serve.

The ASPIRE System evaluates campuses based on the grades and students they serve.[13] There are five different approaches called **frameworks**.

	Framework	Where this framework is used	Number of campuses (SY 2023 – 24)	Read more about this framework
1	Pre-kindergarten (PK)-Only	Any campus exclusively enrolling PK3 and PK4.	8	More
2	PK – 8	Any configuration of grade levels from PK through grade 8. There are nine distinct sub-frameworks based on grades served: Early Childhood, Primary,[14] Elementary with PK, Elementary without PK, Elementary-Middle with PK, Elementary-Middle without PK, and Middle.	97	More
3	High School (HS)	Any diploma-granting campus that starts in grade 8 or 9 and ends, or will end, in grade 12.	19	More
4	Adult Education (AE)	Any campus that meets the federal definition of adult education.[15]	9	More
5	Alternative Accountability	Any campus that meets the criteria to be evaluated under Alternative Accountability.[16]	6	More

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

[14] Schools serving students in grades PK, K, or 1 through grade 4 will be evaluated by a modified PK – 8: Primary sub-framework called Primary Plus (+) or Primary+ without PK. See the details in Appendix 4.

[15] See the Adult Education and Family Literacy Act here: https://bit.ly/3pBa3BC.

[16] See the Alternative Accountability Framework Eligibility Form listing the criteria here: https://bit.ly/3NWrlm0.

ASPIRE levels are based on underlying categories.

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

The ASPIRE System has four categories:

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

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

School Progress
Points vary by framework

This category measures how well schools are helping students grow academically. As students continue to recover academically from the effects of the COVID-19 pandemic, it is increasingly important to capture how schools are accelerating student learning, especially students who are not yet proficient and students from historically marginalized groups NACSA, 2023).

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

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

School Achievement
Points vary by framework

This category measures how well schools prepare students to meet college and career readiness benchmarks. NACSA advises that accountability frameworks include proficiency, or achievement, measures for schools to demonstrate they can bring students up to and beyond grade level (NACSA, 2023).

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

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

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

School Environment
Points vary by framework

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

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

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

School-Specific Performance
10 points

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

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

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

These measures will be scored in the SY 2026 – 27 ASPIRE release, based on SY 2025 – 26 data. Until then, the ten points assigned to the School-Specific Performance category will not be included in the total points possible for any framework.

Each category is made up of multiple measures.

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

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

ASPIRE categories, measures, and which measures are used in each framework[17]

	PK-Only	PK – 8	HS	AE	
School Progress					
K – 3 Growth Outcomes – ELA		●			More
K – 3 Growth Outcomes – Math		●			More
State Assessment Median Growth Percentile (MGP) – ELA		●			More
State Assessment MGP – Math		●			More
State Assessment Growth to Proficiency Rate – ELA		●			More
State Assessment Growth to Proficiency Rate – Math		●			More
ACCESS Growth Rate		●	●		More
School-Selected Growth Assessment – ELA *This is an opt-in measure counted for bonus points.*		●	●		More
School-Selected Growth Assessment – Math *This is an opt-in measure counted for bonus points.*		●	●		More
ACT/SAT College Readiness Participation Rate *This measure is counted for bonus points.*			●		More
Advanced Coursework and Career Certification Participation Rate *This measure is counted for bonus points.*			●		More
Adult Basic Education (ABE) Gains Rate				●	More
English as a Second Language (ESL) Educational Gains Rate				●	More
School Achievement					
Early Childhood Assessment Outcomes – Math	●	●			More
Early Childhood Assessment Outcomes – Pre-literacy	●	●			More
Early Childhood Assessment Outcomes – Social-Emotional Learning	●	●			More
State Assessment Proficiency Rate – ELA		●	●		More
State Assessment Proficiency Rate – Math		●	●		More
9th Grade On-Track Rate			●		More
ACT/SAT College Readiness Benchmark Achievement Rate			●		More
Advanced Coursework and Career Certification Achievement Rate			●		More

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[17] This does not apply to schools eligible for the Alternative Accountability Framework.

ASPIRE categories, measures, and which measures are used in each framework[17]

	PK-Only	PK – 8	HS	AE	
Career and College Acceptance Rate			●		[More](#)
High School Graduation Rate – 4-Year ACGR			●		[More](#)
High School Graduation Rate – 5-Year ACGR			●		[More](#)
PSAT College Readiness Benchmark Achievement Rate			●		[More](#)
GED Subject Test Achievement Rate				●	[More](#)
High School Equivalency (GED/NEDP) Achievement Rate				●	[More](#)
Industry- and Mid-Level Certification Achievement Rate				●	[More](#)
Entered/Retained Employment or Postsecondary Enrollment Rate				●	[More](#)
School Environment					
Classroom Assessment Scoring System (CLASS): Classroom Organization	●	●			[More](#)
CLASS: Emotional Support	●	●			[More](#)
CLASS: Instructional Support	●	●			[More](#)
CLASS Bonus: Classroom Organization _**This measure is counted for bonus points.**_	●	●[18]			[More](#)
CLASS Bonus: Emotional Support _**This measure is counted for bonus points.**_	●	●			[More](#)
CLASS Bonus: Instructional Support _**This measure is counted for bonus points.**_	●	●			[More](#)
Chronic Absenteeism Rate		●	●		[More](#)
PK In-Seat Attendance Rate	●	●[19]			[More](#)
Re-enrollment Rate		●	●		[More](#)
Persistence Rate				●	[More](#)
School-Specific Performance					
School-Specific Measure #1	●	●	●	●	[More](#)
School-Specific Measure #2	●	●	●	●	[More](#)

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[18] The CLASS Bonus measures apply only to the Early Childhood and Primary PK – 8 sub-frameworks.
[19] The PK In-Seat Attendance Rate measure is only in the Early Childhood PK – 8 sub-framework.

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

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

1. **Economically Disadvantaged Students**
   Students who meet any of these criteria at any point during the school year are deemed economically disadvantaged (OSSE, 2023 p3):
   - eligible for Temporary Assistance for Needy Families (TANF),
   - eligible for Supplemental Nutrition Assistance Program (SNAP),
   - identified as homeless, or
   - under the care of the Child and Family Services Agency (CFSA).

2. **Not Economically Disadvantaged Students**
   Students who do not meet any of the above criteria during the school year.

3. **Racial/Ethnic Groups**
   Students' parents/guardians self-report race and ethnicity data during enrollment. The ASPIRE System recognizes seven major race/ethnicity groups, aligned with current Department of Education reporting guidance:[20]
   1. American Indian or Alaskan Native
   2. Asian
   3. Black/African American
   4. Hispanic/Latino
   5. Native Hawaiian or Other Pacific Islander
   6. White
   7. Two or more races

4. **Students with Disabilities**
   Students identified as having an Individualized Education Program (IEP) that details the special education services the student must receive at any point during the school year.[21]

5. **Emerging Multilingual Learners (EML)**
   "EML" refers to a student who speaks a language other than English at home and is learning English in school. DC PCSB will use this term interchangeably with the term "English learner" (EL) used in the *Every Student Succeeds Act* (2015), defaulting to the former when discussing DC PCSB policies and practices. Students who are part of this group have been screened for English language proficiency. Students will be included in the EML student group for two years after exiting EML status.

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[20] *Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education*, 72 FR 59266 (2007). https://bit.ly/3ymJ14N.
[21] This designation does not include students with a 504 Plan.

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

The COVID-19 pandemic exacerbated academic achievement differences across student groups. Research reveals that low-income students and students of color experienced the greatest learning delays and fell even further behind their economically advantaged and White peers because of the pandemic (Center for Reimagining Public Education, 2022). Looking at aggregate school performance can mask performance for some student groups (NACSA, 2023). Disaggregating outcomes by student group provides nuanced information that can help schools take action to replicate strategies or pivot to new ones.

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

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

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

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

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

Which measures are calculated by student group?

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

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

	Calculated by student group	
School Progress		
K – 3 Growth Outcomes – ELA	●	More
K – 3 Growth Outcomes – Math	●	More
State Assessment Median Growth Percentile – ELA	●	More
State Assessment Median Growth Percentile – Math	●	More
State Assessment Growth to Proficiency Rate – ELA	●	More
State Assessment Growth to Proficiency Rate – Math	●	More
ACCESS Growth Rate		More
School-Selected Growth Assessment – ELA _This is an opt-in measure counted for bonus points._	●	More
School-Selected Growth Assessment – Math _This is an opt-in measure counted for bonus points._	●	More
ACT/SAT College Readiness Participation Rate _This measure is counted for bonus points._	●	More
Advanced Coursework and Career Certification Participation Rate _This measure is counted for bonus points._	●	More
Adult Basic Education (ABE) Gains Rate		More
English as a Second Language (ESL) Educational Gains Rate		More
School Achievement		
Early Childhood Assessment Outcomes – Math	●	More
Early Childhood Assessment Outcomes – Pre-literacy	●	More
Early Childhood Assessment Outcomes – Social Emotional Learning	●	More
State Assessment Proficiency Rate – ELA	●	More
State Assessment Proficiency Rate – Math	●	More
9th Grade On-Track Rate	●	More
ACT/SAT College Readiness Benchmark Achievement Rate	●	More
Advanced Coursework and Career Certification Achievement Rate	●	More
Career and College Acceptance Rate	●	More
High School Graduation Rate – 4-Year ACGR	●	More
High School Graduation Rate – 5-Year ACGR	●	More
PSAT College Readiness Benchmark Achievement Rate	●	More
GED Subject Test Achievement Rate		More
High School Equivalency (GED/NEDP) Achievement Rate		More
Industry- and Mid-Level Certification Achievement Rate		More
Entered/Retained Employment or Postsecondary Enrollment Rate		More
School Environment		
CLASS: Classroom Organization		More

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

	Calculated by student group	
CLASS: Emotional Support		More
CLASS: Instructional Support		More
CLASS Bonus: Classroom Organization *This measure is counted for bonus points.*		More
CLASS Bonus: Emotional Support *This measure is counted for bonus points.*		More
CLASS Bonus: Instructional Support *This measure is counted for bonus points.*		More
Chronic Absenteeism Rate	●	More
PK In-Seat Attendance Rate	●	More
Re-enrollment Rate	●	More
Persistence Rate		More
School-Specific Performance		
School-Specific Measure #1		More
School-Specific Measure #2		More

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

DC PCSB will publish **scored information** about each campus annually, beginning in SY 2025 – 26, based on SY 2024 – 25 performance.[22] This data could include, but is not limited to:

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

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

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

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[22] DC PCSB will not publicly report overall SY 2024 – 25 ASPIRE scores, levels, or percentages of points earned.

Calculation Rules by Framework

What's in this section?
Details about each framework, including:
- the schools the framework applies to
- categories and weights
- measures

What's in Section 3?
Details about universal calculation rules like floors, targets, student groups, cohort sizes, and handling missing or insufficient data.
Go to this section.

What's in Section 4?
Details about how each measure is calculated.
Go to this section.

Which framework applies to my school?

There are five ASPIRE frameworks.

As explained in Section One, the ASPIRE System evaluates schools by campus and by framework based on the grades and students they serve. While the grades a campus serves will generally align to one framework, meaning a school will typically receive one ASPIRE level and score per campus, a campus' grade-level configuration may span multiple ASPIRE frameworks. In this case, the campus will receive an ASPIRE level and score for each relevant framework. For example, a campus that serves grades 6 – 12 would receive a PK – 8 Framework score for its 6 – 8 performance and a High School Framework score for its 9 – 12 performance.

Framework	Where this framework is used	Number of campuses (SY 2023 – 24)	Read more about this framework
PK-Only	Any campus exclusively enrolling PK3 and PK4 students.	8	More
PK – 8	Any campus with a configuration of grade levels from PK through grade 8. There are nine distinct sub-frameworks based on grades served: Early Childhood, Primary[23], Elementary with PK, Elementary without PK, Elementary-Middle with PK, Elementary-Middle without PK, and Middle.	97	More
High School (HS)	Any diploma-granting campus that starts in grade 8 or 9 and ends, or will end, in grade 12.	19	More
Adult Education (AE)	Any campus that meets the federal definition of adult education.[24]	9	More
Alternative Accountability	Any campus that meets the criteria to be evaluated under Alternative Accountability.[25]	6	More

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[23]As previously stated, Schools serving students in grades PK, K, or 1 through grade 4 will be evaluated by the *Primary+* or *Primary+ without PK* sub-frameworks. See the details in Appendix 4.
[24] See the Adult Education and Family Literacy Act here: https://bit.ly/3pBa3BC.
[25] See the Alternative Accountability Framework Eligibility Form listing the criteria here: https://bit.ly/3NWrlm0.

What information is available for each framework?

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

- when the framework is used (e.g., for what types of schools and grade configurations),
- why the framework was developed,
- the categories and weights used in the framework, and
- what measures are used in the framework, and the *points possible* for each.[26]

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[26] For all tables or other listings of points possible per category or framework, bonus points are not included in the total sum of framework points.

PK-Only

When does DC PCSB use this framework?

This framework is for public charter schools that **only** serve PK3 and PK4 students. Additionally, DC PCSB evaluates growing PK – 12 schools that initially open with grades PK3 and PK4 under the PK-Only framework until they begin serving students in kindergarten and beyond, when the school transitions to using the PK – 8 Framework.

Why did DC PCSB develop this framework?

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

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

How are categories weighted in this framework?

There are three categories in this framework.

For this framework, the **School Achievement** and **School Progress** categories are merged into one category, **School Achievement and Progress**, because the measures in this category are based on early childhood assessments used in DC public charter schools, which can measure progress, achievement, or a combination of the two. [Read more about these measures here.](#)
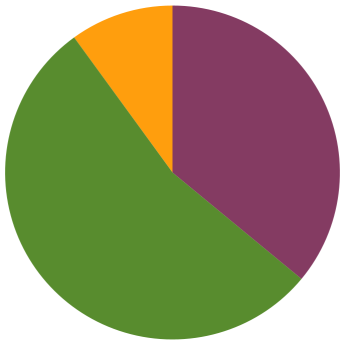
Category	Weight	Notes
School Achievement and Progress	**36%**	For this framework only, this is a merged category.
School Environment	**54%**	
School-Specific Performance	**10%**	Will not be included until outcomes based on SY 2025 – 26 performance are published. Until then, the framework will have a total of 90 points, not 100.

What are the measures in this framework?

ASPIRE categories and measures in the PK-Only Framework

	Calculated by student group	Points possible	
School Achievement and Progress		**36.0**	
Early Childhood Assessment Outcomes – Math	●	12.0	More
Early Childhood Assessment Outcomes – Pre-literacy	●	12.0	More
Early Childhood Assessment Outcomes – Social Emotional Learning	●	12.0	More
School Environment		**54.0**	
CLASS: Classroom Organization		15.0	More
CLASS: Emotional Support		15.0	More
CLASS: Instructional Support		15.0	More
CLASS Bonus: Classroom Organization *This measure is counted for bonus points.*		**+2.0**	More
CLASS Bonus: Emotional Support *This measure is counted for bonus points.*		**+2.0**	More
CLASS Bonus: Instructional Support *This measure is counted for bonus points.*		**+2.0**	More
PK In-Seat Attendance Rate	●	9.0	More
School-Specific Performance		**10.0**	
School-Specific Measure #1		5.0	More
School-Specific Measure #2		5.0	More

PK – 8

When does DC PCSB use this framework?

This framework is for public charter schools serving any combination of grades PK3 through 8. This framework has nine sub-frameworks that align to specific grade configurations. Sample grade configurations are included in the table below.

Sub-framework	Sample grade configurations
Early Childhood	PK – K
Primary[27]	PK – 1, PK – 2, PK – 3
Elementary with PK	PK – 5, PK – 6
Elementary without PK	K – 5, K – 6,
Elementary-Middle with PK	PK – 7, PK – 8
Elementary-Middle without PK	K – 8, 4 – 8
Middle	5 – 8, 6 – 8

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

There are some grade configurations with special considerations:
- If a school ends in grade 4, it will be evaluated by a modified Primary sub-framework that includes state assessment growth measures. See details here.
- If a school begins in PK or K and ends in grade 6, it uses the Elementary sub-framework; the sixth-grade students' performance is grouped with the 3 – 5 grade band.
- If a school begins in grade 4 and ends in grade 8, it uses the Elementary-Middle sub-framework; the fourth- and fifth-grade students' performance is separated from the sixth through eighth graders' performance.
- If a school begins in grade 5 or 6 and ends in grade 9, it uses the Middle sub-framework; grade 9 students' performance is grouped with the other grades.
- If a school begins in grade 8 and serves grades 9 and above, DC PCSB evaluates it using the High School Framework, not the PK – 8 Framework.

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[27] Schools serving students in grades PK, K, or 1 through grade 4 will be evaluated by the *Primary+* or *Primary+ without PK* sub-frameworks. See details in Appendix 4.

Why did DC PCSB develop this framework?

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

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

How are categories weighted in this framework?

There are four categories in this framework. Each PK – 8 sub-framework has its own category weights, and its own combination of measures for each category.
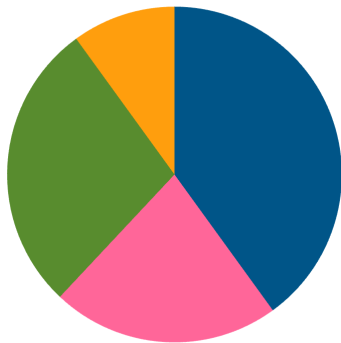
Category	Weight	Notes
School Progress	Varies by sub-framework	
School Achievement	Varies by sub-framework	
School Environment	Varies by sub-framework	
School-Specific Performance	Varies by sub-framework	Will not be included until outcomes based on SY 2025 – 26 performance are published. Until then, the framework will have a total of 90 points, not 100.

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

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

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

	Early Childhood	Primary[28]	Elem w/ PK	Elem w/o PK	Elem-Mid w/ PK	Elem-Mid w/o PK	Middle	
School Progress								
K – 3 Growth Outcomes – ELA	●	●						More
K – 3 Growth Outcomes – Math	●	●						More
State Assessment Median Growth Percentile – ELA			●	●	●	●	●	More
State Assessment Median Growth Percentile – Math			●	●	●	●	●	More
State Assessment Growth to Proficiency Rate – ELA			●	●	●	●	●	More
State Assessment Growth to Proficiency Rate – Math			●	●	●	●	●	More
ACCESS Growth Rate		●	●	●	●	●	●	More
School-Selected Growth Assessment – ELA *This is an opt-in measure counted for bonus points.*			●	●	●	●	●	More
School-Selected Growth Assessment – Math *This is an opt-in measure counted for bonus points.*			●	●	●	●	●	More
School Achievement								
Early Childhood Assessment Outcomes – Math	●							More
Early Childhood Assessment Outcomes – Pre-literacy	●							More
Early Childhood Assessment Outcomes – Social Emotional Learning	●							More
State Assessment Proficiency Rate – ELA		●	●	●	●	●	●	More
State Assessment Proficiency Rate – Math		●	●	●	●	●	●	More
School Environment								
CLASS: Classroom Organization	●	●	●		●			More
CLASS: Emotional Support	●	●	●		●			More
CLASS: Instructional Support	●	●	●		●			More
CLASS Bonus: Classroom Organization *This measure is counted for bonus points.*	●	●						More
CLASS Bonus: Emotional Support *This measure is counted for bonus points.*	●	●						More

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[28] Schools serving students in grades PK, K, or 1 through grade 4 will be evaluated by a modified PK – 8: Primary sub-framework. See details in Appendix 4.

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

	Early Childhood	Primary[28]	Elem w/ PK	Elem w/o PK	Elem-Mid w/ PK	Elem-Mid w/o PK	Middle	
CLASS Bonus: Instructional Support ***This measure is counted for bonus points.***	●	●						[More](#)
Chronic Absenteeism Rate	●	●	●	●	●	●	●	[More](#)
PK In-Seat Attendance Rate	●							[More](#)
Re-enrollment Rate	●	●	●	●	●	●	●	[More](#)
School-Specific Performance								
School-Specific Measure #1	●	●	●	●	●	●	●	[More](#)
School-Specific Measure #2	●	●	●	●	●	●	●	[More](#)

Early Childhood Sub-framework

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

What are the measures in this sub-framework?

ASPIRE categories and measures in the Early Childhood Sub-framework

	Calculated by student group	Points possible	
School Progress		**26.0**	
K – 3 Growth Outcomes – ELA	●	13.0	More
K – 3 Growth Outcomes – Math	●	13.0	More
School Achievement		**15.0**	
Early Childhood Assessment Outcomes – Pre-literacy	●	5.0	More
Early Childhood Assessment Outcomes – Math	●	5.0	More
Early Childhood Assessment Outcomes – Social-Emotional Learning	●	5.0	More
School Environment		**49.0**	
CLASS: Classroom Organization		10.0	More
CLASS: Emotional Support		10.0	More
CLASS: Instructional Support		10.0	More
CLASS Bonus: Classroom Organization *This measure is counted for bonus points.*		**+2.0**	More
CLASS Bonus: Emotional Support *This measure is counted for bonus points.*		**+2.0**	More
CLASS Bonus: Instructional Support *This measure is counted for bonus points.*		**+2.0**	More
Chronic Absenteeism Rate	●	6.0	More
PK In-Seat Attendance Rate	●	5.0	More
Re-enrollment Rate	●	8.0	More
School-Specific Performance		**10.0**	
School-Specific Measure #1		5.0	More
School-Specific Measure #2		5.0	More

Primary Sub-framework

This sub-framework applies to public charter schools serving grades PK – 1, PK – 2, or PK – 3.[29]

What are the measures in this sub-framework?

ASPIRE categories and measures in the Primary Sub-framework

	Calculated by student group	Points possible	
School Progress		**38.0**	
K – 3 Growth Outcomes – ELA	●	17.0	More
K – 3 Growth Outcomes – Math	●	17.0	More
ACCESS Growth Rate		4.0	More
School Achievement		**15.0**	
State Assessment Proficiency Rate – ELA	●	7.5	More
State Assessment Proficiency Rate – Math	●	7.5	More
School Environment		**37.0**	
CLASS: Classroom Organization		7.0	More
CLASS: Emotional Support		7.0	More
CLASS: Instructional Support		7.0	More
CLASS Bonus: Classroom Organization *This measure is counted for bonus points.*		**+2.0**	More
CLASS Bonus: Emotional Support *This measure is counted for bonus points.*		**+2.0**	More
CLASS Bonus: Instructional Support *This measure is counted for bonus points.*		**+2.0**	More
Chronic Absenteeism Rate	●	8.0	More
Re-enrollment Rate	●	8.0	More
School-Specific Performance		**10.0**	
School-Specific Measure #1		5.0	More
School-Specific Measure #2		5.0	More

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[29] Schools serving students in grades PK, K, or 1 through grade 4 will be evaluated by a modified PK – 8: Primary sub-framework. See details in Appendix 4.

Elementary with PK Sub-framework

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

What are the measures in this sub-framework?

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

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

Elementary without PK Sub-framework

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

What are the measures in this sub-framework?

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

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

Elementary-Middle with PK Sub-framework

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

What are the measures in this sub-framework?

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

	Calculated by student group	Grade bands	Points possible	
School Progress			**40.0**	
State Assessment Median Growth Percentile – ELA	●	4 – 5	4.5	More
State Assessment Median Growth Percentile – ELA	●	6 – 8	4.5	
State Assessment Median Growth Percentile – Math	●	4 – 5	4.5	More
State Assessment Median Growth Percentile – Math	●	6 – 8	4.5	
State Assessment Growth to Proficiency Rate – ELA	●	4 – 5	4.5	More
State Assessment Growth to Proficiency Rate – ELA	●	6 – 8	4.5	
State Assessment Growth to Proficiency Rate – Math	●	4 – 5	4.5	More
State Assessment Growth to Proficiency Rate – Math	●	6 – 8	4.5	
ACCESS Growth Rate		1 – 8	4.0	More
School-Selected Growth Assessment – ELA *This is an opt-in measure counted for bonus points.*	●	K – 8	**+2.5**	More
School-Selected Growth Assessment – Math *This is an opt-in measure counted for bonus points.*	●	K – 8	**+2.5**	More
School Achievement			**22.0**	
State Assessment Proficiency Rate – ELA	●	3 – 5	5.5	More
State Assessment Proficiency Rate – ELA	●	6 – 8	5.5	
State Assessment Proficiency Rate – Math	●	3 – 5	5.5	More
State Assessment Proficiency Rate – Math	●	6 – 8	5.5	
School Environment			**28.0**	
CLASS: Emotional Support		PK	4.0	More
CLASS: Classroom Organization		PK	4.0	More
CLASS: Instructional Support		PK	4.0	More
Chronic Absenteeism Rate	●	K – 8	8.0	More
Re-enrollment Rate	●	PK – 8	8.0	More

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

	Calculated by student group	Grade bands	Points possible	
School-Specific Performance			**10.0**	
School-Specific Measure #1			5.0	[More](#)
School-Specific Measure #2			5.0	[More](#)

Elementary-Middle without PK Sub-framework

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

What are the measures in this sub-framework?

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

	Calculated by student group	Grade bands	Points possible	
School Progress			**48.0**	
State Assessment Median Growth Percentile – ELA	●	4 – 5	5.5	More
State Assessment Median Growth Percentile – ELA	●	6 – 8	5.5	
State Assessment Median Growth Percentile – Math	●	4 – 5	5.5	More
State Assessment Median Growth Percentile – Math	●	6 – 8	5.5	
State Assessment Growth to Proficiency Rate – ELA	●	4 – 5	5.5	More
State Assessment Growth to Proficiency Rate – ELA	●	6 – 8	5.5	
State Assessment Growth to Proficiency Rate – Math	●	4 – 5	5.5	More
State Assessment Growth to Proficiency Rate – Math	●	6 – 8	5.5	
ACCESS Growth Rate		1 – 8	4.0	More
School-Selected Growth Assessment – ELA ***This is an opt-in measure counted for bonus points.***	●	K – 8	**+2.5**	More
School-Selected Growth Assessment – Math ***This is an opt-in measure counted for bonus points.***	●	K – 8	**+2.5**	More
School Achievement			**26.0**	
State Assessment Proficiency Rate – ELA	●	3 – 5	6.5	More
State Assessment Proficiency Rate – ELA	●	6 – 8	6.5	
State Assessment Proficiency Rate – Math	●	3 – 5	6.5	More
State Assessment Proficiency Rate – Math	●	6 – 8	6.5	
School Environment			**16.0**	
Chronic Absenteeism Rate	●	K – 8	8.0	More
Re-enrollment Rate	●	K – 8	8.0	More
School-Specific Performance			**10.0**	
School-Specific Measure #1			5.0	More
School-Specific Measure #2			5.0	More

Middle Sub-framework

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

What are the measures in this sub-framework?

ASPIRE categories and measures in the Middle Sub-framework

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

High School

## When does DC PCSB use this framework?

This framework applies to public charter schools serving any combination of grades 9 through 12. If a school begins in grade 8 and serves grades 9 and above, DC PCSB evaluates it using the High School Framework, not the PK – 8 Framework.

Why did DC PCSB develop this framework?

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

How are categories weighted in this framework?

There are four categories in this framework.
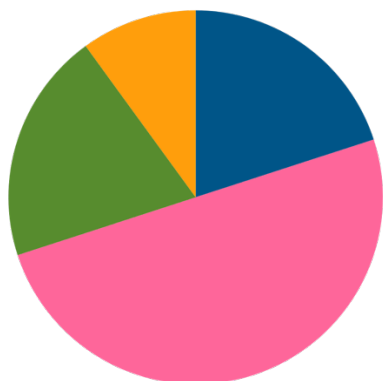
Category	Weight	Notes
School Progress	**20%**	Schools may earn up to 9.0 School Progress bonus points on their overall ASPIRE score.
School Achievement	**50%**	
School Environment	**20%**	
School-Specific Performance	**10%**	Will not be included until outcomes based on SY 2025 – 26 performance are published. Until then, the framework will have a total of 90 points, not 100.

What are the measures in this framework?

ASPIRE categories and measures in the High School Framework

	Calculated by student group	Points possible	
School Progress		**20.0**	
ACCESS Growth Rate		5.0	[More](#)
State Assessment Growth to Proficiency – ELA	●	7.5	[More](#)
State Assessment Growth to Proficiency – Math	●	7.5	[More](#)
ACT/SAT College Readiness Participation Rate *This measure is counted for bonus points.*	●	**+2.0**	[More](#)
Advanced Coursework and Career Certification Participation Rate *This measure is counted for bonus points.*	●	**+2.0**	[More](#)
School-Selected Growth Assessment – ELA *This is an opt-in measure counted for bonus points.*	●	**+2.5**	[More](#)
School-Selected Growth Assessment – Math *This is an opt-in measure counted for bonus points.*	●	**+2.5**	[More](#)
School Achievement		**50.0**	
9th Grade On-Track Rate	●	4.0	[More](#)
ACT/SAT College Readiness Benchmark Achievement Rate	●	5.0	[More](#)
Advanced Coursework & Career Certification Achievement Rate	●	10.0	[More](#)
Career and College Acceptance Rate	●	6.0	[More](#)
High School Graduation Rate – 4-Year ACGR	●	5.0	[More](#)
High School Graduation Rate – 5-Year ACGR	●	6.0	[More](#)
PSAT College Readiness Benchmark Achievement Rate	●	4.0	[More](#)
State Assessment Proficiency Rate – ELA	●	5.0	[More](#)
State Assessment Proficiency Rate – Math	●	5.0	[More](#)
School Environment		**20.0**	
Chronic Absenteeism Rate	●	10.0	[More](#)
Re-enrollment Rate	●	10.0	[More](#)
School-Specific Performance		**10.0**	
School-Specific Measure #1		5.0	[More](#)
School-Specific Measure #2		5.0	[More](#)

Adult Education

When does DC PCSB use this framework?

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

Why did DC PCSB develop this framework?

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

This framework is derived from the National Reporting System (NRS), "an outcome-based reporting system for…[s]tate-administered, federally funded adult education program[s] (National Reporting System, 2024)." For example, like the NRS, DC PCSB requires schools to assess students' Adult Basic Education (ABE) and English language acquisition skills, measure students' success earning a secondary credential and workforce certification, and report whether students are entering or retaining employment or enrollment in postsecondary programs.

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

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

How are categories weighted in this framework?

There are four categories in this framework.

As noted in the table below, two of the categories—School Progress and School Achievement—have measures that are weighted by n-size. This means we determine how much a measure weighs in its category depending on the number of students in the measure's accountability denominator.
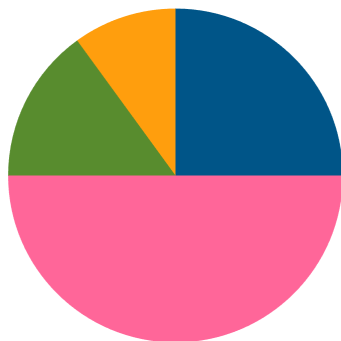
Category	Weight	Notes
School Progress	**25%**	All measures (i.e., the full 25% weight) are weighted by accountability n-size.
School Achievement	**50%**	Three of four measures (i.e., 35% of the total 50% weight) are weighted by accountability n-size.
School Environment	**15%**	
School-Specific Performance	**10%**	Will not be included until outcomes based on SY 2025 – 26 performance are published. Until then, the framework will have a total of 90 points, not 100.

What are the measures in this framework?

ASPIRE categories and measures in the Adult Education Framework

Points possible

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

Alternative Accountability

When does DC PCSB use this framework?

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

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

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

Why did DC PCSB develop this framework?

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

A school is eligible for the AAF when it meets the following criteria:
1. The percentage of the school's students who are identified as having at least one of nine risk factors is at least 60.0%.[30]
2. The school's mission specifically expresses its desire to serve at-risk and/or high-level special education students.
3. The school serves either:
    a. Grades that fall within the traditional PK – 12 system with the ultimate aim of students earning a DC high school diploma by meeting or exceeding the DC high school graduation requirements, or
    b. Students ages 3 – 24 in an ungraded program where students earn certificates of Individualized Education Program (IEP) completion.

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[30] See risk factors in Appendix 1.

What are the categories and measures in this framework?

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

1. **School Progress**
   Academic improvement over time in both ELA and math.[31]

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

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

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

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

SECTION 3
General Calculation Rules

What's in this section?

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

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

What's in Section 4?

Details about how each measure is calculated.

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

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

1. How many total **points possible** are available for this measure? Each measure in each framework has a specific number of points possible.

2. What is the **rate or outcome** for a school or student group? A rate or outcome is a calculated data point about that school or group, like a proficiency rate, a median growth percentile, or a graduation rate.

3. How does this rate or outcome compare to the **floors and targets** that DC PCSB has set for this measure? For each measure, the floor and target are benchmarks DC PCSB sets to define high-quality performance.

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

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

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

> **Examples of how points earned are calculated using floors and targets**
>
> Schools serving PK students are evaluated in the *CLASS: Emotional Support* measure. This measure is not evaluated by student group. The floor is 4.5 and the target is 6.0. This measure is worth 15 points possible in the PK-Only Framework.
>
> School A is a PK-Only school with a score (outcome) of 5.5 on *CLASS: Emotional Support*. This school earns 10 points, as shown in the following calculations:
>
> (outcome - floor) / (target - floor) = percentage of points earned
> (5.5 - 4.5) / (6 - 4.5) = 66.67% of points earned
>
> percentage of points earned * points possible = points earned
> 66.67% * 15 = 10 points earned
>
> School B is a PK-Only school with a score of 4.4 on *CLASS: Emotional Support*. This school receives 0 points because its outcome is lower than the floor.

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

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

1. **State performance**
   For most measures, DC PCSB sets floors and targets at the 10th and 90th percentiles of statewide performance, calculated by OSSE using data from all traditional public and public charter schools that qualify for that measure. The calculations do not include scores from schools that do not meet the minimum cohort size requirement. Most of these floors and targets are set by framework, grade band, and student group.

   For three measures in the PK – 8 Framework (ACCESS Growth Rate, Chronic Absenteeism Rate, and Re-Enrollment Rate), DC PCSB will set the floors and targets by calculating the average of the Elementary School and Middle School floors and targets set by OSSE.[32]

2. **Charter sector performance**
   For measures that are not calculated at the state level or are calculated differently at the state level (e.g., Advanced Coursework and Career Certification Achievement Rate), the floors and targets are set at the 10th and 90th percentiles of all public charter schools that qualify for that measure.

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[32] See SY 2022 – 23 state level floors and targets here: https://bit.ly/3X2gyeX

In cases where the 10th and 90th percentiles are within 10 points of each other, the floor will be set to 10 points below the target. If that would set the floor to a negative number, the floor will remain at the 10th percentile and the target will be set to 10 points above the 90th percentile.

3. **Publisher-informed**
   Some floors and targets are set based on national norms or other research from the assessment publisher. For example, the floor and target for the NWEA MAP assessment used in the K – 3 Growth Outcomes and the School Selected Growth Assessment measures are set based on NWEA's guidance about aggregate student growth. A school-level median conditional growth percentile (CGP) above 50 suggests that most students in a school have greater growth than their academically similar peers (Kuhfeld & Thum, 2020). Therefore, the floor (30) and target (70) are set equidistant (-20 and +20) from the median of 50.

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

If no campuses have at least 10 students in a given student group eligible to be included in a given measure universe, that student group's floor and target for that measure will use OSSE's *All Students* floor and target for state measures, or DC PCSB will calculate and use an *All Students* floor and target for the sector.

There are two approaches to setting floors and targets in the Adult Education Framework:[33]

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

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

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[33] For details about how DC PCSB will temporarily use an additional approach to floors and targets for the School Progress measures in the Adult Education Framework, see Section 4.

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

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

	State	Sector	Publisher/ Research	National	Aspirational	
School Progress						
K – 3 Growth Outcomes – ELA			●			More
K – 3 Growth Outcomes – Math			●			More
State Assessment Median Growth Percentile – ELA			●			More
State Assessment Median Growth Percentile – Math			●			More
State Assessment Growth to Proficiency Rate – ELA	●					More
State Assessment Growth to Proficiency Rate – Math	●					More
ACCESS Growth Rate	●					More
School-Selected Growth Assessment – ELA ***This is an opt-in measure counted for bonus points.***			●			More
School-Selected Growth Assessment – Math ***This is an opt-in measure counted for bonus points.***			●			More
Advanced Coursework and Career Certification Participation Rate ***This measure is counted for bonus points.***		●				More
ACT/SAT College Readiness Participation Rate ***This measure is counted for bonus points.***		●				More
Adult Basic Education (ABE) Gains Rate[34]						More
English as a Second Language (ESL) Educational Gains Rate						More
School Achievement						
Early Childhood Assessment Outcomes – Pre-literacy			●			More
Early Childhood Assessment Outcomes – Math			●			More
Early Childhood Assessment Outcomes – Social Emotional Learning			●			More

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[34] All Adult Education schools will transition to a new School Progress assessment in SY 2024 – 25 (CASAS STEPS) or SY 2025 – 26 (TABE 13/14). In the absence of available local or national outcomes to calculate floors or inform targets, the floors will be set at 20.0 and the targets at 80.0 for both Educational Gains measures through SY 2025 – 26.

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

	State	Sector	Publisher/ Research	National	Aspirational	
State Assessment Proficiency Rate – ELA	●					More
State Assessment Proficiency Rate – Math	●					More
9th Grade On-Track Rate					●	More
High School Graduation Rate – 4-Year ACGR	●					More
High School Graduation Rate – 5-Year ACGR	●					More
Advanced Coursework and Career Certification Achievement Rate		●				More
PSAT College Readiness Benchmark Achievement Rate		●				More
ACT/SAT College Readiness Benchmark Achievement Rate		●				More
Career and College Acceptance Rate		●			●	More
GED Subject Test Achievement Rate		●		●	●	More
High School Equivalency (GED/NEDP) Achievement Rate		●		●	●	More
Industry- and Mid-Level Certification Achievement Rate		●		●	●	More
Entered/Retained Employment or Postsecondary Enrollment Rate					●	More
School Environment						
CLASS: Classroom Organization			●			More
CLASS: Emotional Support			●			More
CLASS: Instructional Support			●			More
CLASS Bonus: Classroom Organization *This measure is counted for bonus points.*			●		●	More
CLASS Bonus: Emotional Support *This measure is counted for bonus points.*			●		●	More
CLASS Bonus: Instructional Support *This measure is counted for bonus points.*			●		●	More
Chronic Absenteeism Rate	●					More

__ASPIRE categories, measures, and what approach was used for setting floors and targets__

	State	Sector	Publisher/ Research	National	Aspirational	
PK In-Seat Attendance Rate		●				More
Re-enrollment Rate	●					More
Persistence Rate		●				More
School-Specific Performance[35]						
School-Specific Measure #1	●	●	●	●	●	More
School-Specific Measure #2	●	●	●	●	●	More

How will floors and targets change over time?

In the ASPIRE System, floors and targets will change over time to reflect changes in state,[36] sector, and nationwide performance. DC PCSB will update floors and targets to promote continuous improvement within DC public charter schools.

The following business rules apply to state, sector, and national floors and targets. These business rules also describe the approach DC PCSB uses when setting publisher-informed floors and targets.[37]

1. DC PCSB will generally update floors and targets every three years.
    o DC PCSB will hold SY 2022 – 23 floors and targets steady for four years, through reporting on SY 2025 – 26 ASPIRE outcomes.
    o DC PCSB will update floors and targets when measuring SY 2026 – 27 performance and every three years thereafter.

2. DC PCSB will use three years of data to create each floor and target.[38]
    o When floors and targets are updated in SY 2026 – 27 and future years, each measure that uses state, charter sector, or national performance will use a

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[35] When developing each school-specific measure, DC PCSB staff and schools will select the most appropriate approach to setting floors and targets.
[36] DC PCSB anticipates OSSE's updates to state floors and targets will align with their three-year school improvement cycles. See details of the school improvement timeline here: https://bit.ly/4aDDMuZ.
[37] CLASS, Adult Basic Education (ABE) Gains Rate, and English as a Second Language (ESL) Educational Gains Rate, and School-Specific Performance measures are exceptions to these business rules. See the floor and target methodology for CLASS here, ABE/ESL measures here, and School-Specific Performance measures here.
[38] Implementing three-year weighted averages for state floors and targets is subject to data availability from OSSE.

three-year weighted average for the floor and target.[39]

3. If DC PCSB introduces a new measure or significantly changes a measure, it will set new floors and targets for that measure effective immediately.
    o   If the target is not aspirational, DC PCSB will recalculate the floor and target to match the 10th and 90th percentile, using only the year(s) when the new measure is implemented.

4. If state- or sector-wide or national performance changes significantly, DC PCSB will limit changes to floors and targets.
    o   If the floor decreases by more than 33.3%, DC PCSB will artificially cap the floor at 33.3% of the previous floor.
    o   If the calculated 90th percentile is equal to or greater than 33.3% above the previous target, DC PCSB will raise the target by a maximum of 33.3%.

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

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

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

For these measures, the total points that a school earns is based on the campus' rate relative to floors and targets for each of the following student groups:
- Economically Disadvantaged
- Not Economically Disadvantaged
- Race/Ethnicity
- Students with Disabilities
- Emerging Multilingual Learners

How are students included in student groups?

Since there is no *All Students* group, **a student's performance is counted each time they are a part of a student group with at least 10 students eligible for a given measure**. [Read more about minimum n-sizes.](#)

Generally, each student will be included in at least two student groups.
- Each student is included in either the Economically Disadvantaged or Not Economically Disadvantaged group.
- Each student is also included in one Race/Ethnicity group.

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

Some examples:

Student A is not economically disadvantaged and is Hispanic/Latino. Their school has 30 Hispanic/Latino students and 12 not economically disadvantaged students eligible for the Re-enrollment measure. Student A is reflected in two groups that are part of the school's ASPIRE Re-enrollment measure calculation: *Not Economically Disadvantaged* and *Hispanic/Latino*.

Student B is economically disadvantaged, White, and an emerging multilingual learner (EML). Their school has 79 economically disadvantaged students, seven EML students, and three White students eligible for the Chronic Absenteeism measure. Student B is only reflected in one group that is part of the school's ASPIRE Chronic Absenteeism measure calculation: *Economically Disadvantaged*; the other student groups the student belongs to do not meet the minimum n-size requirement.

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

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

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

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

For measures calculated by student group, the Race/Ethnicity group is assigned a weight of 15.0% of points possible. These points are then further distributed to the following groups:
- American Indian or Alaskan Native
- Asian
- Black/African American
- Hispanic/Latino
- Native Hawaiian or Other Pacific Islander
- Two or more races
- White

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

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Example

There are 100 students captured in a particular measure. Fifty-two are Black/African American, 25 are Hispanic/Latino, 15 are Two or more races, eight are White, and none are American Indian/Alaskan Native, Asian, or Native Hawaiian/Other Pacific Islander.

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

Because several of the Race/Ethnicity student groups have n-sizes less than 10, they are removed from the total student population for the Race/Ethnicity student group calculation for this measure, reducing the total student group population to **92**. Of the 15.0% total weight for the Race/Ethnicity student group for the measure, this is how it is divided:

- Black/African American: (52/92)*15.0% = 8.5%
- Hispanic/Latino: (25/92)*15.0% = 4.1%
- Two or more races: (15/92)*15.0% = 2.5%
- White: N/A (n-size < 10)
- American Indian/Alaskan Native: N/A (n-size < 10)
- Asian: N/A (n-size < 10)
- Native Hawaiian/Other Pacific Islander: N/A (n-size < 10)

Student Group	Race/Ethnicity Group	Weight
Economically Disadvantaged		40.0%
Not Economically Disadvantaged		20.0%
Race/Ethnicity	Black/African American	8.5%
	Hispanic/Latino	4.1%
	Two or more races	2.5%
Students with Disabilities		15.0%
Emerging Multilingual Learners		10.0%
Total		100%

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

For most measures calculated by student group, each student group has its own floor and target.[40] Each student group's floors and targets are set using the four previously described approaches to setting floors and targets.

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[40] For floors and targets based on state or charter sector performance, the *All Students* floor and target will be used for student-group floors and targets that cannot otherwise be calculated (i.e., there aren't enough schools with student group outcomes to set a 10th and 90th percentile).

For example, the Re-enrollment Rate measure in the High School Framework is worth 10 total points. For this measure, each student group has a specific **floor** and **target**. The table below has examples of floors and targets to illustrate.[41]

Student Group	Floor	Target
Economically Disadvantaged	63.4	89.1
Not Economically Disadvantaged	64.4	88.7
EML	64.4	88.7
Students with Disabilities	63.6	90.2
American Indian/Alaskan Native	67.2	96.5
Asian	88.0	100
Black/African American	64.9	90.3
Hispanic/Latino	71.4	94.4
Native Hawaiian/Other Pacific Islander	67.2	96.5
Two or More Races	70.0	100
White	45.5	91.7

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

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

Student Group	Floor	Target	Rate	% points earned
Economically Disadvantaged	63.4	89.1	92.2	100%
Not Economically Disadvantaged	64.4	88.7	80.7	67.2%
EML	64.4	88.7	87.0	93.3%
Students with Disabilities	63.6	90.2	86.0	84.1%
American Indian/Alaskan Native	67.2	96.5	-	-
Asian	88.0	100	-	-
Black/African American	64.9	90.3	86.2	83.9%
Hispanic/Latino	71.4	94.4	87.7	70.8%
Native Hawaiian/Other Pacific Islander	67.2	96.5	-	-
Two or More Races	70.0	100	74.0	13.3%
White	45.5	91.7	-	-

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

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[41] This is an example and does not reflect how DC PCSB will display ASPIRE System metric calculations in DC PCSB's data systems.

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

Student Group	Floor	Target	Rate	% points earned	Student group weight	Weighted % points earned
Economically Disadvantaged	63.4	89.1	92.2	100%	40.0%	40.0%
Not Economically Disadvantaged	64.4	88.7	80.7	67.2%	20.0%	13.4%
EML	64.4	88.7	87.0	93.3%	10.0%	9.3%
Students with Disabilities	63.6	90.2	86.0	84.1%	15.0%	12.6%
American Indian/Alaskan Native	67.2	96.5	-	-	-	-
Asian	88.0	100	-	-	-	-
Black/African American	64.9	90.3	86.2	83.9%	8.5%	7.1%
Hispanic/Latino	71.4	94.4	87.7	70.8%	4.1%	2.9%
Native Hawaiian/Other Pacific Islander	67.2	96.5	-	-	-	-
Two or More Races	70.0	100	74.0	13.33%	2.5%	0.3%
White	45.5	91.7	-	-	-	-
				Total	100%	**85.8%**

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

Finally, the total points earned for the measure is equal to the total points possible for the measure multiplied by the weighted percentage of points earned. The weighted percentage of points earned are summed to get a total percentage. In this example, this school earned **85.8% out of 100%** of the total 10 points possible for this measure, which means that this school received **8.6** points.

How are bonus points applied to scores?

There are seven framework-specific bonus point measures, two of which are optional. These measures are:

- ACT/SAT College Readiness Participation Rate
- Advanced Coursework and Career Certification Participation Rate
- CLASS Bonus: Classroom Environment
- CLASS Bonus: Emotional Support
- CLASS Bonus: Instructional Support
- School-Selected Growth Assessment – ELA **(optional/opt-in)**
- School-Selected Growth Assessment – Math **(optional/opt-in)**

Enacting one of the accountability system's guiding principles, these measures are included to reward LEAs for demonstrating high levels of growth, excellence in the CLASS domains, and postsecondary readiness exposure separate from proficiency or growth on the state assessment.

The bonus points are not included in the total points possible for any categories, nor are they included in the overall points possible. These bonus points are added to the total points earned **prior** to the final calculation of percentage of points earned (i.e., points

possible divided by points earned). In other words, they do not affect the points possible—
they only impact the points earned.

How are ASPIRE levels calculated?

Each **campus** receives an overall ASPIRE level on each of the frameworks relevant to its
grades served. DC PCSB performs three steps to determine a campus' overall ASPIRE level
on a specific framework:

1. Calculates the **total points earned,** including bonus points, across all measures in
   the framework.

2. Calculates the **total points possible** across all measures in the framework (i.e., if
   there are any points subtracted from the framework due to missing data or n-size
   considerations).

3. Divides the total points possible by the total points earned (including any bonus
   points earned), then rounds to the thousands place to determine the **percentage of
   points earned**.

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

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

Who receives an ASPIRE level and who does not?

Generally, most DC public charter school campuses will receive at least one overall ASPIRE level on at least one framework. Some exceptions are outlined below.

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

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

- **Growing schools or campuses**
  In the instance of a new PK – 12 school or campus that is growing to serve students one grade at a time up to grade 5 or beyond, that 1) does not yet serve grade 5, AND 2) does not administer the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) will receive a score but no level (DC PCSB, 2024, p5).

- **Expansions and replications**
  If DC PCSB authorizes an LEA to expand or replicate, DC PCSB will evaluate the expanded campus(es) using the relevant ASPIRE framework(s) in the first year following the expansion; the new campus(es) will receive a score but no level.

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

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

- **Asset acquisitions**
  If an LEA acquires the assets of another LEA that ceases operations, and more than 50.0% of students at a PK – 8 or high school campus of that LEA attended a non-terminal grade at the closed charter LEA the prior year, DC PCSB will not publish a level or score for the receiving campus.

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

A campus must have at least one measure in each of the scored categories for an ASPIRE score and level to be displayed. If a campus is not eligible for at least one measure in each category, only the rates for each measure will be displayed, assuming each measure meets

the [minimum n-size requirement](#). If the n-size is less than 10, no rates will be calculated for the measure.

Some campuses will receive multiple scores and multiple ASPIRE levels.

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

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

What are minimum cohort sizes?

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

Per DC PCSB's *Family Educational Rights and Privacy Act* (*FERPA*) *Policy* (2016), in cases of sensitive, negative data (namely poor academic performance and discipline), DC PCSB will not publish aggregated data at the LEA, campus, or subgroup level which results in a greater than 95.0% or less than 5.0% rate. Instead, these will be **published as ">95%" or "<5%,"** and the **actual data will be used to calculate framework scores**. DC PCSB will otherwise report results in cases where 10 or more students are included in a metric result, even if less than 5.0% or greater than 95.0% of the students meet the criteria.

What happens when the cohort size is too small?

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

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

Handling insufficient data for student groups

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

If there are too few observations for any **Race/Ethnicity group** (American Indian/Alaskan Native, Asian, Black/African American, Hispanic/Latino, Native Hawaiian/Other Pacific Islander, White, or Two or more races), the 15.0% of points possible for Race/Ethnicity are distributed based on the relative size of each Race/Ethnicity group with at least 10 students included in the measure. (See this calculation example.)

If there are too few observations for **any other student group** (Economically Disadvantaged, Not Economically Disadvantaged, Students with Disabilities, Emerging

Multilingual Learners), the points possible for that group are distributed among the other groups relative to the original weights.

> **An example of dropping a student group from a measure's calculation**
>
> The Emerging Multilingual Learner (EML) student group has a weight of 10.0% in the ASPIRE System.
>
> At High School B, only five EML students were eligible for the re-enrollment measure. Because there are fewer than 10 students, the EML student group weight will be dropped from the measure calculation. The total student group weight will be 90, not 100.
>
> In this example, the sum of the weighted percentage of points earned is 76.4% and the sum of student group weights is now 90.0% instead of 100%.
>
> | Student Group | Floor | Target | Rate | % points earned | Student group weight | Weighted % points earned |
> |---|---|---|---|---|---|---|
> | Economically Disadvantaged | 63.4 | 89.1 | 92.2 | 100% | 40% | 40.0% |
> | Not Economically Disadvantaged | 64.4 | 88.7 | 80.7 | 67.2% | 20% | 13.4% |
> | EML | 64.4 | 88.7 | - | - | - | - |
> | Students with Disabilities | 63.6 | 90.2 | 86.0 | 84.1% | 15% | 12.6% |
> | American Indian/Alaskan Native | 67.2 | 96.5 | - | - | - | - |
> | Asian | 88.0 | 100.0 | - | - | - | - |
> | Black/African American | 64.9 | 90.3 | 86.2 | 83.9% | 8.5% | 7.1% |
> | Hispanic/Latino | 71.4 | 94.4 | 87.7 | 70.8% | 4.1% | 2.9% |
> | Native Hawaiian/Other Pacific Islander | 67.2 | 96.5 | - | - | - | - |
> | Two or More Races | 70.0 | 100.0 | 74.0 | 13.33% | 2.5% | 0.3% |
> | White | 45.5 | 91.7 | - | - | - | - |
> | | | | | **Total** | **90%** | **76.4%** |
>
> *Note that the floors, targets, and rates used in this table are for illustrative purposes only.*
>
> We calculate the overall percent of points by dividing the weighted percentage of points earned by the total student group weight. The school earns **76.4 / 90.00 or 84.9%** of the total points possible for the measure.
>
> Since the measure has 10 points possible, the school earns 8.5 points (84.9% of 10).
>
> See more examples of handling student groups in Appendix 2.

Participation requirements

DC PCSB expects all eligible students' outcomes to be included in each measure. OSSE applies its participation policy to all statewide required assessments, and any measures calculated by the state use those business rules.[42]

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[42] See OSSE's *Statewide Assessments Participation and Performance Policy for the 2023 – 24 School Year* here: https://bit.ly/4aFbqBP.

For most PK – 12 measures not collected or calculated at the state level, a multi-tiered participation rate threshold will determine how the measure's accountability rate is calculated:

- **90 – 100% participation:** If at least 90% of eligible students participate, then the non-participating students will be removed from the accountability rate calculations.
- **80 – 90% participation:** If at least 80% but less than 90% of eligible students participate, then the non-participating students will still be included in the accountability universe but will not count positively toward the achievement rate. For example, they would have zeros imputed for their accountability numerator or conditional growth percentile, depending on the measure.
- **Below 80% participation:** If less than 80% of eligible students participate in the measure, zero points will be awarded for the measure.

While non-participating students will be removed from the accountability rate calculations in cases of 90 – 100% participation, they will still be included in minimum cohort and student-group weighting calculations.

The Adult Education Framework has measure-specific business rules for participation rates. Read about them here.

For all frameworks, DC PCSB calculates participation rates for all eligible students included in a measure; it does not disaggregate participation rates by student group.

ASPIRE measures with DC PCSB-calculated participation requirements

	Participation requirement	
School Progress		
K – 3 Growth Outcomes – ELA	•	More
K – 3 Growth Outcomes – Math	•	More
State Assessment MGP – ELA		More
State Assessment MGP – Math		More
State Assessment Growth to Proficiency Rate – ELA		More
State Assessment Growth to Proficiency Rate – Math		More
ACCESS Growth Rate		More
School-Selected Growth Assessment – ELA ***This is an opt-in measure counted for bonus points.***	•	More
School-Selected Growth Assessment – Math ***This is an opt-in measure counted for bonus points.***	•	More
ACT/SAT College Readiness Participation Rate ***This measure is counted for bonus points.***		More

ASPIRE measures with DC PCSB-calculated participation requirements

	Participation requirement	
Advanced Coursework and Career Certification Participation Rate *This measure is counted for bonus points.*		More
Adult Basic Education (ABE) Gains Rate	●	More
English as a Second Language (ESL) Educational Gains Rate	●	More
School Achievement		
Early Childhood Assessment Outcomes – Math	●	More
Early Childhood Assessment Outcomes – Pre-literacy	●	More
Early Childhood Assessment Outcomes – Social-Emotional Learning	●	More
State Assessment Proficiency Rate – ELA		More
State Assessment Proficiency Rate – Math		More
9th Grade On-Track Rate		More
ACT/SAT College Readiness Benchmark Achievement Rate	●	More
Advanced Coursework and Career Certification Achievement Rate		More
Career and College Acceptance Rate		More
High School Graduation Rate – 4-Year ACGR		More
High School Graduation Rate – 5-Year ACGR		More
PSAT College Readiness Benchmark Achievement Rate	●	More
GED Subject Test Achievement Rate	●	More
High School Equivalency (GED/NEDP) Achievement Rate		More
Industry- and Mid-Level Certification Achievement Rate		More
Entered/Retained Employment or Postsecondary Enrollment Rate	●	More
School Environment		
CLASS: Classroom Organization		More
CLASS: Emotional Support		More
CLASS: Instructional Support		More
CLASS Bonus: Classroom Organization *This measure is counted for bonus points.*		More
CLASS Bonus: Emotional Support *This measure is counted for bonus points.*		More

ASPIRE measures with DC PCSB-calculated participation requirements

	Participation requirement	
CLASS Bonus: Instructional Support ***This measure is counted for bonus points.***		[More](#)
PK In-Seat Attendance Rate		[More](#)
Chronic Absenteeism Rate		[More](#)
Re-enrollment Rate		[More](#)
Persistence Rate		[More](#)
School-Specific Performance		
School-Specific Measure #1	•	[More](#)
School-Specific Measure #2	•	[More](#)

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

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

1. Schools
2. OSSE
3. Assessment Vendors

Sometimes, DC PCSB does the calculations.

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

Sometimes, DC PCSB receives calculated data.

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

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

DC PCSB conducts a validation process each year, asking schools to confirm that data and calculations are accurate.

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

	Data source			Calculation source		
	LEA	Vendor	OSSE	DC PCSB	OSSE	
School Progress						
K – 3 Growth Outcomes – ELA	●			●		More
K – 3 Growth Outcomes – Math	●			●		More
State Assessment MGP – ELA			●		●	More
State Assessment MGP – Math			●		●	More
State Assessment Growth to Proficiency Rate – ELA			●		●	More
State Assessment Growth to Proficiency Rate – Math			●		●	More
ACCESS Growth Rate			●		●	More
ACT/SAT College Readiness Participation Rate *This measure is counted for bonus points*	●	●	●	●		More

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

	Data source			Calculation source		
	LEA	Vendor	OSSE	DC PCSB	OSSE	
Advanced Coursework and Career Certification Participation Rate *This measure is counted for bonus points*	•	•	•	•		More
School-Selected Growth Assessment – ELA *This is an opt-in measure counted for bonus points.*	•			•		More
School-Selected Growth Assessment – Math *This is an opt-in measure counted for bonus points.*	•			•		More
Adult Basic Education (ABE) Gains Rate	•		•	•		More
English as a Second Language (ESL) Educational Gains Rate	•		•	•		More
School Achievement						
Early Childhood Assessment Outcomes – Pre-literacy	•			•		More
Early Childhood Assessment Outcomes – Math	•			•		More
Early Childhood Assessment Outcomes – Social and Emotional Learning	•			•		More
State Assessment Proficiency Rate – ELA			•		•	More
State Assessment Proficiency Rate – Math			•		•	More
9th Grade On-Track Rate	•		•	•		More
ACT/SAT College Readiness Benchmark Achievement Rate	•	•	•	•		More
Advanced Coursework and Career Certification Achievement Rate	•	•	•	•		More
Career and College Acceptance Rate	•			•		More
High School Graduation Rate – 4-Year ACGR			•		•	More
High School Graduation Rate – 5-Year ACGR			•		•	More
PSAT College Readiness Benchmark Achievement Rate	•	•		•		More
GED Subject Test Achievement Rate	•		•	•		More
High School Equivalency (GED/NEDP) Achievement Rate	•		•	•		More
Industry- and Mid-Level Certification Achievement Rate	•			•		More
Entered/Retained Employment or Postsecondary Enrollment Rate	•			•		More
School Environment						
CLASS: Classroom Organization	•		•	•	•	More
CLASS: Emotional Support	•		•	•	•	More

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

	Data source			Calculation source		
	LEA	Vendor	OSSE	DC PCSB	OSSE	
CLASS: Instructional Support	●		●	●	●	[More](#)
CLASS Bonus: Classroom Organization _This measure is counted for bonus points._			●	●		[More](#)
CLASS Bonus: Emotional Support _This measure is counted for bonus points._			●	●		[More](#)
CLASS Bonus: Instructional Support _This measure is counted for bonus points._			●	●		[More](#)
Chronic Absenteeism Rate			●	●		[More](#)
PK In-Seat Attendance Rate			●	●		[More](#)
Re-enrollment Rate			●	●		[More](#)
Persistence Rate	●	●	●	●		[More](#)
School-Specific Performance						
School-Specific Measure #1	●	●	●	●	●	[More](#)
School-Specific Measure #2	●	●	●	●	●	[More](#)

How does DC PCSB collect and validate data with schools?

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

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

At each stage of the data collection and validation cycle, DC PCSB confirms data accuracy:
- The academic production cycle for the upcoming accountability year begins by allowing schools to review and verify the following data points:
  - **Accountability Data Contacts**: primary contacts notified and responsible for school's academic production cycle
  - **Accountability System Configuration**: accountability framework, sub-framework, and grades served at the campus
  - **Goals Assurance Validation**: goal language and business rules as written in the school's charter agreement
  - **Assessment, Adult, High School CTE Certification Declarations**: assessments, program(s), CTE certification enrollments
  - **Accountability Measures**: accountability measures based on the school's accountability system configuration
- **Roster Confirmation** is an opportunity for schools to verify the universe of students included in each measure.
- **Demographics Validation** allows schools to confirm students' demographic designations.
- **Data Submission** is an opportunity for schools to submit student-level performance data to DC PCSB staff.
- **Metric Validation** is an opportunity to confirm accountability metric calculations. Data are considered validated when the school and DC PCSB agree upon the same rate and calculation for a given metric, and the submitted documents and data are accurate and complete.

Data Sourced From OSSE

It is the responsibility of the LEA to ensure the accuracy and completeness of data certified with OSSE during OSSE's annual Metric Calculation Confirmation (MCC) process. This includes verifying student-level data and overall metrics, including information on student demographics, universes, scores, etc. Any discrepancies should be resolved with OSSE using the established appeals process outlined in OSSE's annual *MCC Policy*.[43]

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[43] Access the current *MCC Policy* here: https://bit.ly/4bROwqY

DC PCSB considers certified data elements (e.g., student-level, overall outcomes) sourced directly from OSSE as **final**. These data points will not be adjusted during DC PCSB's annual data validation process, and schools should view the second opportunity to validate as confirmation that the data displayed matches what OSSE has reported. Only in instances where OSSE or its designee shares updated data with DC PCSB will data be updated.

According to DC PCSB's *Data and Document Submission Policy* (2023), failure to comply with posted policies, correctly validate, or request updates to data with OSSE may result in an out-of-compliance notice being issued against the LEA.

How do schools dispute data during this process?

During the annual academic production cycle, schools are required to review all data used to calculate ASPIRE System score(s). These elements include but may not be limited to student-level rosters used to support data submission, data uploaded by the LEA into DC PCSB's data systems, and aggregate ASPIRE System performance metrics. **LEAs should never complete a submission or validation task unless the data is accurate and complete to the best of their understanding.**

If a data quality issue is identified with any data element used to calculate ASPIRE scores, **LEAs must open a support ticket in the Hub before the posted support ticket deadline for that particular data task.** If an LEA seeks to dispute data after the support ticket deadline passes, LEAs may be issued an **Early Warning Notice** in accordance with DC PCSB's Data and Document Submission and Verification Policy.

LEAs must include as much information as possible about the data being disputed, including but not limited to Unique Student Identifiers (USIs) and any supporting evidence or documentation. Once submitted, DC PCSB staff will promptly review the dispute and approve or deny the request. DC PCSB staff may request additional documentation to substantiate the request. DC PCSB will provide a narrative explanation for the final decision.

Except in cases of bona fide errors on the part of DC PCSB staff, DC PCSB will generally not accept late data updates or updates (e.g., when an LEA marks a data completed). Any exceptions will be at DC PCSB's sole discretion if DC PCSB deems the requested changes significant in nature **and** can be reasonably resolved without impacting DC PCSB's annual academic reporting cycle (i.e., resolved **before** the start of metric data validation of ASPIRE System measure metrics).

How do schools appeal a validated ASPIRE score?

Once the LEA has validated an ASPIRE score in the Hub, DC PCSB considers the data final. **Appeals requesting DC PCSB accept new or corrected data after validation is completed or after a missed deadline will only be considered in extremely limited**

circumstances. LEAs wishing to request that DC PCSB accept new or amended data or review metric calculations are <u>required</u> to submit a data appeal.

The LEA must submit the appeal through DC PCSB's Hub ticketing system using the "*Validated ASPIRE System Data Appeal*" category. The appeal submission should include an attachment of a formal letter to DC PCSB's Chief School Performance Officer from the LEA Head of School and Board Chair. This letter should indicate the reason for the request for delayed submission, additional DC PCSB review of validated metric calculations, or other appeal request. The letter should be supported by supporting documentation as well as a corrective action plan to address these issues in the future.

> Appeals must be submitted within **5 business days** of the validation window closing. Failure to submit using the correct ticket category or with all the required elements may result in the automatic rejection of the appeal. DC PCSB retains sole discretion over whether to accept an LEA's appeal. Generally, DC PCSB will not revise publicly reported data unless there is a bona fide issue originating from DC PCSB that caused the data to be reported inaccurately.

DC PCSB staff, in accordance with the Data and Document Submission and Verification Policy, will issue an Out of Compliance notice for *each* ASPIRE System framework data revision requested after the close of the validation window and may recommend the Board issue a Notice of Concern if the LEA requests more than two post-validation updates.

What happens when data are unavailable?

Insufficient measures in public ASPIRE reporting

A campus must have at least one measure in each of the four categories for an ASPIRE score and level to be displayed.[44] If a campus does not have at least one measure in each category, it will not receive an ASPIRE score and level; only the rates for each measure will be displayed. This does not apply when a category cannot be calculated due to circumstances within the school's control. In such cases, where a school's actions or inactions led to the lack of data, the campus(es) will receive an ASPIRE score and level.

Due to an issue beyond a school's control

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

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[44] DC PCSB will not publish ASPIRE levels or scores in SY 2025 – 26, based on SY 2024 – 25 performance, and School-Specific Performance will first be included in SY 2025 – 26 ASPIRE outcomes. Consequently, this requirement of one measure in each of four categories to earn an ASPIRE score and level will be implemented in SY 2026 – 27, based on SY 2025 – 26 performance.

the total points possible is now 90 instead of 100. **Schools** must **furnish appropriate documentation to** support that the issue is beyond the school's control before DC PCSB will remove the measure from the school's ASPIRE System denominator.

Due to a school error

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

How are rounding rules applied during calculations?

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

Note: The Classroom Assessment Scoring System (CLASS) measures use rates that are rounded to the tenths place by OSSE before publication.

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

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

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

SECTION 4

Calculation Rules by Measure

What's in this section?

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

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

School Progress Measures

Measure	**K – 3 Growth Outcomes – ELA**
Framework(s)	PK – 8 *(sub-frameworks: Primary[45] and Early Childhood)*

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

Metric Calculation

i-Ready

1. The i-Ready vendor calculates each student's percent (%) progress toward typical growth.
2. If a student is eligible for inclusion but is missing a start and/or end score, that student will be included in the metric as 0% progress.
3. All students' percent progress for a particular student group and campus are arrayed from high to low, and the midpoint, or median, of these scores becomes the school's median percent progress toward typical growth for each subject and student group.
4. The median calculation will include only students who are included in the accountability universe and do not meet any of the exclusion criteria.

NWEA MAP

1. NWEA calculates a CGP for each student.
2. If a student is eligible for inclusion but does not have a CGP from NWEA because they are missing a start and/or end score, that student will have a CGP of zero.
3. All student CGP for a particular student group and campus are arrayed from high to low, and the midpoint, or median, of these scores becomes the school's median CGP for each subject and student group.
4. The median calculations will only include students who are in the accountability universe and do not meet any of the exclusion criteria.

Measure Description

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

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[45] Schools serving students in grades PK, K, or 1 through grade 4 will be evaluated by a modified PK – 8: Primary sub-framework. See details in Appendix 4.

<u>i-Ready</u>
The i-Ready Diagnostic assessment vendor assigns each test-taker a *typical growth* target, a descriptive measure of growth based on the observed growth of i-Ready test-takers nationwide, based on their beginning placement level. *Typical growth* is not intended to serve as a recommendation for sufficient growth (Curriculum Associates, 2019). Students growing less than *typical growth* are demonstrating below-average growth, while students growing more are demonstrating above-average growth

The vendor reports student growth as a percentage toward *typical growth*. Each student's percent progress toward typical growth is determined by dividing their observed growth by their differentiated typical growth goal. A school's growth can be measured by using the median percent progress toward typical growth for all students. A median percent progress of 100% or greater indicates that students have experienced a full year's worth of typical growth on average (Curriculum Associates, 2019).[46] **This median percent progress toward typical growth is the outcome used in the measure calculation.**

<u>NWEA MAP</u>
The publisher NWEA calculates each student's conditional growth percentile (CGP). The CGP compares the progress that the student made relative to their academically similar peers using the NWEA MAP 2020 norms.[47] Peers are defined as students with similar starting achievement levels, grades, subject areas, and the number of instructional weeks between assessments.

CGPs range from the 1st to 99th percentile. If a student's CGP is 50, this means the student's growth was greater than 50.0% of academically similar students in the NWEA norm-referenced population (NWEA, 2022). A percentile rank higher than the 50th percentile indicates higher growth than most of the norm-referenced group, and a percentile rank lower than the 50th percentile indicates less growth than most of the norm-referenced group. A school's growth can be measured by using the median CGP of all students. **This median CGP is the outcome used in the measure calculation.**

Key Definitions
- **Conditional Growth Percentile (CGP):** a student's percentile rank for growth
- **i-Ready Typical Growth:** The conditional median of growth for students at a given grade and placement level. It can be considered average growth.
- **Measures of Academic Progress (MAP) Growth:** assessment that measures academic growth and achievement across a wide range of subjects from Kindergarten through grade 12.
- **Northwest Evaluation Association (NWEA):** creator of academic assessments for students in grades PK – 12

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[46] This statement was used to develop the floors and targets for this measure.
[47] See NWEA's 2020 Growth Normative Data Overview here: https://bit.ly/3NrKYSO. As recommended by the publisher, DC PCSB will use the 2020 publisher norms until new norms are established.

Evidence and Rationale

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

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

While the i-Ready Diagnostic assessment is criterion-referenced, assessing student performance against set standards, the *typical growth* targets are differentiated based on student grade and placement level. Monitoring percent progress toward *typical growth*— rather than the scale score point increase—is a better way of understanding the growth of individual students and identifying trends across groups of students (Curriculum Associates, 2025).

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

Student Eligibility

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

Accountability Universe Criteria

1. Students who were continuously enrolled at the campus from Count Day through May 1 (the full academic year or FAY) and included in the campus' Uniform Per Student Funding Formula (UPSFF)[48] population; **and**
2. Were kindergarten to grade 3 students.[49]

Accountability Denominator Criteria

All students in the accountability universe are included in the denominator unless they meet at least one of the exclusion criteria.

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[48] See D.C. Code §§ 38-2901 – 38-2914.
[49] For schools evaluated by a modified PK – 8: Primary sub-framework (See the details in Appendix 4), grade 4 students are not included in this measure.

Accountability Numerator Criteria
Not applicable. Please refer to Metric Calculation to learn more about how this measure is calculated.

Exclusion Criteria
Generally, DC PCSB will exclude students who have one or more of the following attributes:
1. Listed as being New to the United States during the accountability year
2. Students with disabilities with the following criteria:
    a. Grades K – 2: students with severe cognitive disabilities who would likely qualify for the alternative state assessment
    b. Grade 3: students who qualify for the alternative state assessment
3. Enrolled in a non-public-placement at any point during the accountability year
4. Do not meet the Accountability Universe Criteria for this measure
5. Medical conditions or emergencies
    a. For students eligible for the Statewide Assessment, schools generally provide evidence for medical exemptions using OSSE's Statewide Assessment Medical Exemption Process.
    b. In cases where the student is not eligible for the Statewide Assessment or a medical emergency occurs outside the window for OSSE's approval process, schools should provide evidence in the form of a signed statement by the student's medical provider via a DC PCSB support ticket.

Participation Requirements
Participation Thresholds
DC PCSB expects all eligible students to participate in the K – 3 Growth Outcomes measures. A multi-tiered participation rate threshold will determine how the measure's accountability rate is calculated:
- **90.0 – 100% Participation:** If at least 90.0% of eligible students participate, then the non-participating students will be removed from the accountability rate calculations.
- **80.0 – 90.0% Participation:** If at least 80.0% but less than 90.0% of eligible students participate, then the non-participating students will still be included in the accountability denominator but will have zeros imputed for their CGP.
- **Below 80.0% Participation:** If less than 80.0% of eligible students participate in the measure, zero points will be awarded for the measure.

While non-participating students will be removed from the accountability rate calculations in cases of 90 – 100% participation, they will still be included in minimum cohort and student-group weighting calculations.

Participation Denominator Criteria
All students in the Accountability Denominator are included in the Participation Denominator.

1. Only students meeting the Participation Denominator criteria may be included in the Participation Numerator; **and**
2. Students must have a valid CGP for that subject from the current accountability year while enrolled at the campus.

Participation Aggregation Level
DC PCSB calculates participation rates at the all-student level, not by student group. Participation rates are calculated separately for each subject.

Aggregation Level
DC PCSB calculates this metric by student group, with each student group requiring a minimum of 10 students to be included in the measure's calculation.

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

Campus Applicability Rules
If a growing early childhood or primary school (e.g., a school that has PK – 3 grades and is adding a grade annually) adds grade 5 for the first time and does not have 10 or more students to display MGP, the school will use K – 3 Growth Outcomes measure for one additional year (following the Primary+ sub-framework). Once the school has two years of MGP data, it will replace the K – 3 Growth Outcomes measure in the School Progress Category.

Data and Calculation Source
Data Collection
Student-Level Assessment Outcomes
LEAs must submit student-level outcomes for [NWEA MAP](#) or [i-Ready](#) using approved data formats. DC PCSB reserves the right to request additional verification of an LEA's data submission, which may involve contacting the assessment publisher and requesting an official score report. If DC PCSB requests official score reports, it will encompass each student meeting the FAY requirement as defined in the student universe section. The LEA should compile a single PDF of each score report, showcasing each subject's performance organized alphabetically by student last name.

OSSE Certified Student Enrollment Data
LEAs submit enrollment data to OSSE daily through the LEA's student information system (SIS). DC PCSB relies on the final certified Student Enrollment Data from OSSE to confirm whether a student meets the accountability universe criteria for a measure. Explore the

specific information DC PCSB utilizes to assess a student's eligibility within the accountability universe here.

Additional Data Submission Information
For each accountability year, DC PCSB will release guidance to LEAs about the processes for submitting supporting evidence for this metric. The *ASPIRE Policy & Technical Guide* will use these guidelines.

Data Validation
- LEAs typically validate the accuracy of student-level test data, including student universe, enrollment, and demographics. Additionally, they review the measure's metric calculation.
- For each accountability year, DC PCSB will release guidance to LEAs about the annual accountability metric validation process. The *ASPIRE Policy & Technical Guide* will follow these guidelines for metric validation.

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

K – 3 Growth Outcomes – i-Ready				
Student Group	**Math**		**ELA**	
	Floor	**Target**	**Floor**	**Target**
Economically Disadvantaged	80.0	120.0	80.0	120.0
Not Economically Disadvantaged	80.0	120.0	80.0	120.0
Emerging Multilingual Learners	80.0	120.0	80.0	120.0
Students with Disabilities	80.0	120.0	80.0	120.0
American Indian/Alaskan Native	80.0	120.0	80.0	120.0
Asian	80.0	120.0	80.0	120.0
Black/African American	80.0	120.0	80.0	120.0
Hispanic/Latino of any race	80.0	120.0	80.0	120.0
Native Hawaiian/Other Pacific Islander	80.0	120.0	80.0	120.0
Two or More Races	80.0	120.0	80.0	120.0
White	80.0	120.0	80.0	120.0

K – 3 Growth Outcomes – NWEA MAP				
Student Group	**ELA**		**Math**	
	Floor	**Target**	**Floor**	**Target**
Economically Disadvantaged	30.0	70.0	30.0	70.0
Not Economically Disadvantaged	30.0	70.0	30.0	70.0
Emerging Multilingual Learners	30.0	70.0	30.0	70.0
Students with Disabilities	30.0	70.0	30.0	70.0

K – 3 Growth Outcomes – NWEA MAP				
Student Group	**ELA**		**Math**	
	Floor	**Target**	**Floor**	**Target**
American Indian/Alaskan Native	30.0	70.0	30.0	70.0
Asian	30.0	70.0	30.0	70.0
Black/African American	30.0	70.0	30.0	70.0
Hispanic/Latino of any race	30.0	70.0	30.0	70.0
Native Hawaiian/Other Pacific Islander	30.0	70.0	30.0	70.0
Two or more races	30.0	70.0	30.0	70.0
White	30.0	70.0	30.0	70.0

Measure	State Assessment Median Growth Percentile – ELA[50]
Framework(s)	PK – 8 *(sub-frameworks: Primary,[51] Elementary with PK, Elementary without PK, Elementary-Middle with PK, Elementary-Middle without PK, Middle)*

Measure	State Assessment Median Growth Percentile – Math
Framework(s)	PK – 8 *(sub-frameworks: Primary, Elementary with PK, Elementary without PK, Elementary-Middle with PK, Elementary-Middle without PK, Middle)*

Metric Calculation

1. OSSE calculates each student's individual student growth percentile (SGP).
   a. Scores from all students taking the same PARCC/DC CAPE assessment determine academic peer groups to calculate SGPs.
2. All students are assigned to a grade band based on the grades served at their school. Generally, students in grades 4 – 5 will be included in the Elementary Grades band, and students in grades 6 – 8 will be included in the Middle Grades band. For a school serving only one grade outside of these bands, all students' SGPs will be grouped into the main grade band served at the school.
3. All the students' SGP scores for a subject, framework, grade band, and student group are arrayed from high to low, and the midpoint, or median, of these scores becomes the school's median growth percentile, or MGP.

Measure Description

A student growth percentile (SGP) is a norm-referenced growth measure that captures students' year-to-year growth by comparing changes in students' state assessment scores to changes made by other students with similar score histories on the state assessment in the previous year(s). The median SGP, or median growth percentile (MGP) is the middle value when all students' SGP scores are listed from high to low.

Key Definitions

Student Growth Percentile (SGP): a percentile ranking from one to 99 that represents a student's relative academic progress from previous years to the current year as compared to academically similar peers (i.e., students with the same course progression and similar prior scores.

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[50] Metric details adopted from OSSE's *2023 DC School Report Card Technical Guide* here: https://bit.ly/3QVbfdY.
[51] Schools serving students in grades PK, K, or 1 through grade 4 will be evaluated by a modified PK – 8: Primary sub-framework, which includes State Assessment Growth to Proficiency and Median Growth Percentile measures. See details in Appendix 4.

Median Growth Percentile (MGP): an aggregate measure of the academic growth of a group of students using their individual SGPs.

Multi-State Alternative Assessment (MSAA): comprehensive assessment system including. ELA/literacy and mathematics for students with significant cognitive abilities, required for students in grade 3 – 8 and grade 11 who meet OSSE's eligibility criteria for the alternative assessment.

Partnership for Assessment of Readiness for College and Careers (PARCC): DC's annual assessment of ELA/literacy and mathematics, required by OSSE for students in grades 3 – 8 and high school, administered from 2015 – 2022.

DC Comprehensive Assessments of Progress in Education (DC CAPE): DC's general statewide assessment system, which includes assessments of ELA/literacy, mathematics, and science. OSSE requires students in grades 3 – 8 and students enrolled in designated high school courses to take these assessments annually.

Evidence and Rationale

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

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

It is possible for students to perform below the proficiency mark and to show significant growth as compared to their peers with similar starting scores. It is also possible for students to be performing well above the proficiency mark but to have shown little growth as compared to their peers with similar starting scores.

Student Eligibility (Governed by OSSE)

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

Accountability Universe Criteria

1. Any student with an assessment and reporting grade ID of grades 4 through 8 must have a valid score and SGP for the state assessment in the current and prior school year to be included in a school's accountability universe. Additionally, the student must be enrolled at the school for at least 85.0% of the school days between the official Enrollment Audit date and the first day of the state assessment window for each of the required assessments.
2. The accountability universe is defined as all students enrolled in grades 4 through 8.

Accountability Denominator Criteria

Not applicable.

<u>Accountability Numerator Criteria</u>
Not applicable.

<u>Exclusion Criteria</u>
DC PCSB will generally exclude students with any of the following attributes:
1. Students who completed the MSAA exam in the prior or current year and students who do not qualify for the PARCC/DC CAPE accountability universe in the prior or current year.
2. Were in a course progression that does not include at least 1,000 other students.
3. Were in a non-progression grade sequence.

Participation Requirements
There is no DC PCSB participation requirement for this measure.

Aggregation Level
DC PCSB calculates this metric by student group, with each student group requiring a minimum of 10 students to be included in the measure's calculation.

Additional Measure Considerations (Governed by DC PCSB)
<u>Grade Band Assignments</u>
Students will be assigned to the Elementary Grades (4 – 5) or Middle Grades (6 – 8) band prior to the metric calculation.
1. For example, if a school begins in grade 4 and ends in grade 8, the grade 4 – 5 students' performance will be separated from the grade 6 – 8 students' performance.
2. For a school serving only one grade outside of these bands, all students will be grouped into the main grade band served at the school. For example:
   a. If a school serves only grades 5 – 8, the students in grade 5 are grouped with the students in grades 6 – 8.
   b. If a school begins in PK or K and ends in grade 6, the 6th grade students' performance is grouped with the 4 – 5 grade band.

Additional Measure Considerations (Governed by OSSE)
<u>Assessment Inclusion Rules</u>
Students in grades 7 and 8 who take high school course-based mathematics assessments are counted for performance reporting, as the high school course-based assessment takes the place of the required grade-level assessment.

<u>Minimum Cohort Size</u>
Each student group needs a minimum of 10 students for each year to be included in the measure calculation.
1. If the most current year has an n-size of 10 or greater but the year prior does not, only the current year will be included in the calculation, and the points possible of the measure is weighted at half the points possible outlined in this section.

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

Data and Calculation Source

Data Collection

Median Growth Percentile Data

On an annual basis, DC PCSB receives the ELA and Math student growth percentiles (SGPs) and calculated Median Growth Percentile outcomes from OSSE. This data aligns with the rosters and outcomes that LEAs validate during the annual OSSE MCC process. OSSE utilizes the state assessment achievement data, processed following the business rules outlined in the *Statewide Assessments Participation and Performance Policy*, as the foundation for the median growth percentile data.[52] DC PCSB regards the data provided by OSSE as authoritative and will only update it if directed to do so by OSSE or their designee.

OSSE Certified Student Enrollment Data

LEAs submit enrollment data to OSSE daily through the LEA's SIS. DC PCSB relies on the final certified Student Enrollment Data from OSSE to confirm whether a student meets the accountability universe criteria for a measure. Explore the specific information DC PCSB utilizes to assess a student's eligibility within the accountability universe here.

Additional Data Submission Information

For each accountability year, DC PCSB will release guidance to LEAs about the processes for submitting supporting evidence for this metric. The *ASPIRE Policy & Technical Guide* will use these guidelines.

Data Validation

- LEAs typically validate the accuracy of student-level test data, including student universe, enrollment, and demographics. Additionally, they review the measure's metric calculation.
- For each accountability year, DC PCSB will release guidance to LEAs about the annual accountability metric validation process. The *ASPIRE Policy & Technical Guide* will follow these guidelines for metric validation.

Floors and Targets

MGP floors and targets are not established by student group due to the comparative nature of the measure itself. All student groups will have the same floor and target, based on grade band.

State Assessment Median Growth Percentile (4 – 5)				
Student Group	**ELA**		**Math**	
	Floor	**Target**	**Floor**	**Target**
Economically Disadvantaged	30.0	70.0	30.0	70.0
Not Economically Disadvantaged	30.0	70.0	30.0	70.0

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[52] See OSSE's current *Statewide Assessments Participation and Performance Policy* here: https://bit.ly/3D0fDUx

State Assessment Median Growth Percentile (4 – 5)				
Student Group	**ELA**		**Math**	
	Floor	**Target**	**Floor**	**Target**
Emerging Multilingual Learners	30.0	70.0	30.0	70.0
Students with Disabilities	30.0	70.0	30.0	70.0
American Indian/Alaskan Native	30.0	70.0	30.0	70.0
Asian	30.0	70.0	30.0	70.0
Black/African American	30.0	70.0	30.0	70.0
Hispanic/Latino of any race	30.0	70.0	30.0	70.0
Native Hawaiian/Other Pacific Islander	30.0	70.0	30.0	70.0
Two or More Races	30.0	70.0	30.0	70.0
White	30.0	70.0	30.0	70.0

State Assessment Median Growth Percentile (6 – 8)				
Student Group	**ELA**		**Math**	
	Floor	**Target**	**Floor**	**Target**
Economically Disadvantaged	30.0	65.0	30.0	65.0
Not Economically Disadvantaged	30.0	65.0	30.0	65.0
Emerging Multilingual Learners	30.0	65.0	30.0	65.0
Students with Disabilities	30.0	65.0	30.0	65.0
American Indian/Alaskan Native	30.0	65.0	30.0	65.0
Asian	30.0	65.0	30.0	65.0
Black/African American	30.0	65.0	30.0	65.0
Hispanic/Latino of any race	30.0	65.0	30.0	65.0
Native Hawaiian/Other Pacific Islander	30.0	65.0	30.0	65.0
Two or More Races	30.0	65.0	30.0	65.0
White	30.0	65.0	30.0	65.0

Measure	**State Assessment Growth to Proficiency Rate – ELA**[53]
Framework(s)	• PK – 8 (*sub-frameworks: Primary,*[54] *Elementary with PK, Elementary without PK, Elementary-Middle with PK, Elementary-Middle without PK, Middle*) • High School

Measure	**State Assessment Growth to Proficiency Rate – Math**
Framework(s)	• PK – 8 (*sub-frameworks: Primary, Elementary with PK, Elementary without PK, Elementary-Middle with PK, Elementary-Middle without PK, Middle*) • High School

Metric Calculation

$$\mu \text{ (campus score)} \left(\frac{\text{Actual Growth - Growth Floor}}{\textbf{Growth Target - Growth Floor}} \right)$$

Campus level Growth to Proficiency is the mean (μ) of all student scores. This formula is calculated <u>separately</u> for ELA and Math. Each campus receives a score in each subject.

Measure Description
The State Assessment Growth to Proficiency Rate measures a campus' collective growth toward level 4 proficiency on the state assessment or sustained proficiency with minimal scale score regression in levels 4 and 5. This metric is based on student growth to proficiency scores calculated by OSSE.

Key Definitions (Adopted from OSSE)
- **Actual growth:** Students' actual growth is calculated by subtracting students' prior year assessment score from their current year assessment score. This number will be positive if a student's score increased and negative if a student's score decreased.
- **Growth floor:** A student's prior year performance level determines the student's growth floor. If a student's actual growth exceeds the growth floor, the student score will be positive; if a student's actual growth falls below the growth floor, the student score will be zero.
- **Growth target:** The ultimate goal is for students to achieve proficiency, or a performance level of 4 or higher. A student's prior year proficiency level determines

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[53] Metric details adopted from OSSE's *2023 DC School Report Card Technical Guide* here: https://bit.ly/3QVbfdY.
[54] Schools serving students in grades PK, K, or 1 through grade 4 will be evaluated by a modified PK – 8: Primary Sub-framework, which includes State Assessment Growth to Proficiency and Median Growth Percentile measures. See details in Appendix 4.

the student's growth target and is set to the minimum growth a student at the lowest score within a performance level would need to achieve proficiency within a certain number of years (see table below).[55] If a student's actual growth exceeds the growth target, the student score will be 100; if a student's actual growth falls below the growth target, the student score will fall between 0 – 100.

The following table shows the growth floors and targets, by starting proficiency level:[56]

Prior Year Performance Level	Growth Floor	Growth Target
Level 1 (650 – 674)	0	20
Level 1 (675 – 699)	-1	15
Level 2	-3	13
Level 3	-5	9
Level 4	-7	6
Level 5	-10	0

The following table shows the years to reach proficiency by baseline score:

Prior Year Scale Score	Prior Year Performance Level	Number of Years Remaining to Level 4
650 – 699	1	5
700 – 724	2	4
725 – 749	3	3

- **Student Score:** Student scores are calculated with the following formula:

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

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

Evidence and Rationale

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

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[55] As previously stated, Any ASPIRE System measures adopted from OSSE's accountability system, including metric calculation and business rules, will be considered when updating the *ASPIRE Policy & Technical Guide*. See OSSE's *2023 DC School Report Card Technical Guide* here: https://bit.ly/3QVbfdY.
[56] OSSE developed these growth floors and targets to serve as challenging but attainable goals for students' growth.

year, regardless of their starting point (DQC, 2019).

Growth to Proficiency rewards schools for advancing their students toward college and career readiness. This measure allows schools to demonstrate that students are making progress toward PARCC/DC CAPE Level 4, which corresponds to meeting grade-level expectations. The growth floors and growth targets are set for each performance level to account for variations in growth and were informed by expectations to reach proficiency after five years when starting at Level 1, four years when starting at Level 2, and three years when starting at Level 3 (OSSE, 2019, p109).

Student Eligibility (Governed by OSSE)
<u>Accountability Universe Criteria</u>
1. Any student with an assessment and reporting grade ID of grades 3 through 12 must have a valid score for the state assessment exam in the prior school year to be included in a school's accountability universe. Additionally, they must be enrolled at their school for at least 85.0% of the school days between the official Enrollment Audit date and the first day of the state assessment window for each of the required assessments.
2. The accountability universe is defined as all students enrolled in grades 3 – 8, as well as students registered in a required course (Algebra I, Geometry, English I, or English II) in high school.

<u>Accountability Denominator Criteria</u>
Not applicable.

<u>Accountability Numerator Criteria</u>
Not applicable.

<u>Exclusion Criteria</u>
1. Students who completed the MSAA exam in the prior or current year, and
2. Students who do not qualify for the PARCC/DC CAPE accountability universe in the prior or current year.

Participation Requirements
There is no participation requirement for this measure.

Aggregation Level
DC PCSB calculates this metric by student group, with each student group requiring a minimum of 10 students to be included in the measure's calculation.

Additional Measure Considerations (Governed by OSSE)
● Students who repeat or skip grades are included in this metric. Data from their previous year will serve as the basis for the growth target, following the same methodology as for students who do not repeat or skip grades.

- Advanced math test takers are also included in this metric. Data from their previous year will serve as the basis for the growth target, using the same methodology as for students who do not repeat or skip grades.
- The same business rules used for assessment reporting of Recently Arrived English learners will be applied to determine the student universe. Students must have been in the accountability universe for both the current and prior school years to be included.
- Students who score at Level 4 but did not take the assessment in the prior year will not be included in this metric for the current year.

> Starting in 2022, OSSE mandated Algebra I and ELA I assessments, enabling the measurement of growth among high school students through two standardized, quality-aligned statewide assessments. To ensure the validity and reliability of the growth data, the Center for Assessment, responsible for calculating student-level growth measures in the District, requires a minimum of 1,000 students per testing progression. OSSE will only report data that meet the Center for Assessment's standards for validity and reliability.

Additional Measure Considerations (Governed by DC PCSB)

Grade Band Assignments

1. In the PK – 8 Framework, students will be assigned to the Elementary Grades (3 – 5) or Middle Grades (6 – 8) band prior to the metric calculation.
   a. For example, if a school begins in grade 4 and ends in grade 8, the grade 4 – 5 students' performance will be separated from the grade 6 – 8 students' performance.
   b. For a school serving only one grade outside of these bands, all students will be grouped into the main grade band served at the school. For example:
      i. If a school serves only grades 5 – 8, the students in grade 5 are grouped with the students in grades 6 – 8.
      ii. If a school begins in PK or K and ends in grade 6, the 6th grade students' performance is grouped with the 3 – 5 grade band.
2. If high school begins in grade 8, all students will be grouped into the high school grade band.

Data and Calculation Source

Data Collection

Growth to Proficiency Data

On an annual basis, DC PCSB receives math and ELA Growth to Proficiency data from OSSE. This data aligns with the roster that LEAs validate during the annual OSSE MCC process. OSSE processes student-level PARCC/DC CAPE data following the business rules outlined in the DC School Report Card Technical Guide. These processed data serve as the foundation for the growth to proficiency data. DC PCSB regards the data provided by OSSE as authoritative and will only update it if directed to do so by OSSE or their designee.

OSSE Certified Student Enrollment Data
LEAs submit enrollment data to OSSE daily through the LEA's SIS. DC PCSB relies on the final certified Student Enrollment Data from OSSE to confirm whether a student meets the accountability universe criteria for a measure. Explore the specific information DC PCSB utilizes to assess a student's eligibility within the accountability universe here.

Additional Data Collection Information
For each accountability year, DC PCSB will release guidance to LEAs about the processes for submitting supporting evidence for this metric. The *ASPIRE Policy & Technical Guide* will use these guidelines.

Data Validation
- LEAs typically validate the accuracy of student-level test data, including student universe, enrollment, and demographics. Additionally, they review the measure's metric calculation.
- For each accountability year, DC PCSB will release guidance to LEAs about the annual accountability metric validation process. The *ASPIRE Policy & Technical Guide* will follow these guidelines for metric validation.

Floors and Targets
The floor is set at the 10th percentile of state Growth to Proficiency outcomes and the target is set at the 90th percentile. They are set by subject, grade band, and student group. Please note that OSSE has calculated the Not Economically Disadvantaged floors and targets. The floors and targets below are based on SY 2022 – 23 performance. Read about when floors and targets will be updated.

State Assessment Growth to Proficiency Rate (4 – 5)				
Student Group	**ELA**		**Math**	
	Floor	**Target**	**Floor**	**Target**
All Students	49.7	72.7	29.5	63.0
Economically Disadvantaged	47.4	74.8	28.3	66.2
Not Economically Disadvantaged	45.0	77.2	23.3	66.7
Emerging Multilingual Learners	44.2	81.8	28.4	73.6
Students with Disabilities	41.9	77.6	25.5	71.3
American Indian/Alaskan Native	N/A	N/A	N/A	N/A
Asian	73.6	89.6	47.6	75.4
Black/African American	47.2	73.4	29.1	62.8
Hispanic/Latino of any race	46.0	81.0	29.6	69.4
Native Hawaiian/Other Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	54.1	80.0	27.2	62.9
White	50.0	78.1	36.6	66.4

State Assessment Growth to Proficiency Rate (6 – 8)				
Student Group	**ELA**		**Math**	
	Floor	**Target**	**Floor**	**Target**
All Students	39.9	69.8	34.5	54.9
Economically Disadvantaged	35.1	68.8	32.5	54.7
Not Economically Disadvantaged	42.8	71.1	31.7	58.8
Emerging Multilingual Learners	36.5	76.8	32.5	58.8
Students with Disabilities	31.7	63.5	23.6	51.3
American Indian/Alaskan Native	N/A	N/A	N/A	N/A
Asian	46.7	82.2	51.5	56.8
Black/African American	38.8	70.4	33.4	54.1
Hispanic/Latino of any race	38.6	71.6	29.9	55.9
Native Hawaiian/Other Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	54.7	72.9	28.6	78.8
White	58.0	78.5	47.3	70.8

State Assessment Growth to Proficiency Rate (HS)				
Student Group	**ELA**		**Math**	
	Floor	**Target**	**Floor**	**Target**
All Students	37.8	66.9	39.7	60.2
Economically Disadvantaged	35.7	59.9	42.9	64.0
Not Economically Disadvantaged	29.9	66.8	41.0	56.4
Emerging Multilingual Learners	39.5	59.4	49.2	66.8
Students with Disabilities	31.9	52.5	49.2	68.4
American Indian/Alaskan Native	N/A	N/A	N/A	N/A
Asian	52.3	86.1	36.4	53.7
Black/African American	34.3	64.9	40.2	58.6
Hispanic/Latino of any race	33.2	71.6	41.4	62.0
Native Hawaiian/Other Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	53.1	79.4	21.9	35.3
White	53.5	78.8	25.8	82.2

Measure	ACCESS Growth Rate[57]
Framework(s)	• PK – 8 *(sub-frameworks: Primary, Elementary with PK, Elementary without PK, Elementary-Middle with PK, Elementary-Middle without PK, Middle)* • High School

Metric Calculation

$$\text{med}\left[\frac{\text{Actual Change in Proficiency}}{\text{Expected Growth Target}}\right]$$

The campus-level metric for ACCESS Growth Rate will be calculated as the median (med) of the "percent of growth target met" for all Emerging Multilingual Learners who meet the inclusion criteria.

Measure Description

This measure reports emerging multilingual learners' progress toward English language proficiency as assessed by the Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners 2.0 test.[58]

Key Definitions

- **ACCESS Actual Growth:** A student's prior ACCESS overall proficiency level subtracted from their current year ACCESS overall proficiency level. *If a student's proficiency level increased, actual growth is positive, and if a student's proficiency level decreased, it is negative.*
- **ACCESS Growth Target:** The minimum proficiency level increase expected based on a student's current grade level and their prior year's proficiency level. *Growth targets are recalculated each year based on the student's current grade level and their prior year's proficiency level.*

Below is a table of the SY 2022 – 23 growth targets:

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

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[57] Metric details adopted from OSSE's *2023 DC School Report Card Technical Guide* here: https://bit.ly/3QVbfdY.
[58] See more information about the assessment here: https://bit.ly/3R1MPj3.

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

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

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

- **Responsible School:** A school is held responsible for a student's ACCESS assessment if both of the following conditions are met:
    - Students must be enrolled for at least 90 calendar days from the enrollment audit to the beginning of the state ACCESS testing window at the testing school to ensure that students are in a school for a long enough period of time to justify the school being held accountable for their learning, **AND**
    - Students are continuously enrolled during the school's ACCESS testing window, **OR** Students are not continuously enrolled during the school's testing window but tested at that school and received a valid score.

Evidence and Rationale

ACCESS is DC's English language proficiency assessment for grades K through 12. Emerging multilingual learners must take the ACCESS exam every year until they earn a composite score indicating proficiency.[59] DC PCSB did not report on ACCESS performance in the PMF. However, ESSA requires states to administer a yearly English proficiency assessment to English learners (Every Student Succeeds Act, 2015), demonstrating the importance of measuring emerging multilingual learners' progress in English language acquisition.

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[59] A composite score of 5.0 is proficient in K, and 4.5 is proficient in grades 1 – 12.

Incorporating ACCESS Growth Rates in the ASPIRE System is worthwhile, especially given English language proficiency declines during the COVID-19 pandemic and recovery period. WIDA reports "an overall downward trend in student proficiency and growth" on ACCESS in 2021, particularly among elementary and middle schoolers (WIDA, 2021, p13). DC PCSB recognizes an opportunity to formally track English learners' performance, thereby supporting DC public charter schools in monitoring English language acquisition program quality at this critical post-pandemic moment.

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

Student Eligibility (Governed by OSSE)

Accountability Universe Criteria
1. Students must be identified as active English learners in both the current and previous year's data validation.
2. Students must be enrolled for at least 90 calendar days from the enrollment audit to the beginning of the ACCESS testing window at the testing school to ensure sufficient time for accountability for their learning.
3. Students are included at the school where they tested and received a valid score.
4. Students must have a valid composite score from a public school in DC on ACCESS for ELLs in both the prior and current years.

Accountability Denominator Criteria
Not applicable.

Accountability Numerator Criteria
Not applicable.

Exclusion Criteria
1. Students without a valid ACCESS score from a public school in DC in both the prior and current years are excluded from the growth metric.
2. Students with an invalid score are not included in the school's growth metric calculation.
3. Students who took an off-grade test in a grade level below their enrolled grade in either the current or previous year.
4. Students not identified as EL in both the current and previous years.
5. Students who took the Alt ACCESS exam in either the current or previous year.
6. Once a student achieves proficiency, they are excluded from future years' ACCESS growth metric, even upon re-identification as English learners.
7. Students proficient in their first year of ACCESS testing.
8. Students not enrolled for at least 90 calendar days from October 5 through the beginning of the testing window at their testing school.

9. Students who did not complete ACCESS and were not continuously enrolled at one school for the entire testing window.

Participation Requirements
There is no DC PCSB participation requirement for this measure.

Aggregation Level
This metric calculation includes students identified by OSSE as English Learners. DC PCSB does not further disaggregate this measure by other student groups (e.g., Students with Disabilities or racial/ethnic groups). A minimum of 10 students must be included in the measure calculation.

Additional Measure Considerations (Governed by OSSE)
- Testing Window: If a school does not establish a specific testing window, the state-testing window is applied.
- Metric Universe Criteria: Inclusion and exclusion decisions regarding students will align with OSSE policy and guidance during the relevant data collection years.
- Student Targets: Growth targets for first-grade students who were in first grade the previous year will be calculated similarly to other elementary grade students, using 2nd to 5th grade growth targets. However, growth targets for grade 1 students who progress as expected are computed differently due to differences in test forms between kindergarten and first grade. First-grade repeaters will be treated similarly to their elementary grade peers.
- Alternative Students: OSSE collaborates with test coordinators at LEAs with ungraded students annually to determine the equivalent grade level for each student. The assigned grade level equivalent will be used to calculate growth targets for these students.

Data and Calculation Source
Data Collection
ACCESS Growth Data
On an annual basis, OSSE provides DC PCSB with the student-level roster for ACCESS Growth from the accountability year's DC School Report Card metric calculation. This roster is certified by LEAs during OSSE's annual MCC process. The data used by OSSE to calculate these rates comprise the current accountability year and the prior year's ACCESS student assessment scores, sourced from DRC. These data include relevant scale scores, proficiency levels, and 'attempted-ness' information. DC PCSB considers this data final and will not update it unless directed to do so by OSSE or their designee.

OSSE Certified Student Enrollment Data
LEAs submit enrollment data to OSSE daily through the LEA's SIS. DC PCSB relies on the final certified Student Enrollment Data from OSSE to confirm whether a student meets the accountability universe criteria for a measure. Explore the specific information DC PCSB utilizes to assess a student's eligibility within the accountability universe here.

Additional Data Collection Information

For each accountability year, DC PCSB will release guidance to LEAs about the processes for submitting supporting evidence for this metric. The *ASPIRE Policy & Technical Guide* will use these guidelines.

<u>Data Validation</u>

- LEAs typically validate the accuracy of student-level test data, including student universe, enrollment, and demographics. Additionally, they review the measure's metric calculation.
- For each accountability year, DC PCSB will release guidance to LEAs about the annual accountability metric validation process. The *ASPIRE Policy & Technical Guide* will follow these guidelines for metric validation.

Floors and Targets

The floors and targets for the ACCESS Growth Rate Measure are established based on the 10th and 90th percentile of state-wide performance. For the PK – 8 Framework, the floor and target were set by taking the average of the Elementary School and Middle School floors and targets set by OSSE. The floors and targets below are based on SY 2022 – 23 performance. <u>Read about when floors and targets will be updated.</u>

ACCESS Growth Rate		
Student Group	**Floor**	**Target**
All Students (PK – 8)	25.0	129.2
All Students (HS)	0.0	116.7

		School Progress	Opt-In Bonus
Measure	**School-Selected Growth Assessment – ELA**		
Framework(s)	• PK – 8 (*sub-frameworks: Elementary with PK, Elementary without PK, Elementary-Middle with PK, Elementary-Middle without PK, Middle*) • High School		

		School Progress	Opt-In Bonus
Measure	**School-Selected Growth Assessment – Math**		
Framework(s)	• PK – 8 *(sub-frameworks: Elementary with PK, Elementary without PK, Elementary-Middle with PK, Elementary-Middle without PK, Middle)* • High School		

> **How does DC PCSB apply bonus points to scores?**
>
> DC PCSB includes these measures to reward campuses for high levels of growth separate from proficiency or growth on the state assessment, fulfilling one of ASPIRE's guiding principles.
>
> For each eligible sub-framework, a campus can choose to opt in for either or for both ELA and math and may use different assessments for each subject. However, the campus must test a minimum of two grade levels per subject and must use the same assessment across all grade levels tested in that subject. These measures are calculated by student group.
>
> The bonus points are not included in the total points possible for the School Progress category or the overall points possible. They are included in the total points earned **before** the final calculation of the percentage of points earned (i.e., *points possible* divided by *points earned*). However, a school's ASPIRE score cannot exceed 100%. In public reporting, while DC PCSB will display that a school has been awarded points for a bonus measure, the ASPIRE score will always be capped at 100%.

Metric Calculation

The metric calculation formula is dependent on the chosen and DC PCSB-approved assessment and its student eligibility considerations. The rate for each subject is calculated separately.

Measure Description

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

What assessments are approved for this measure?
- The **i-Ready Diagnostic** assessment vendor assigns each test-taker a *typical growth* target, a descriptive measure of growth based on the observed growth of i-Ready test-takers nationwide, based on their beginning placement level.
  - Each student's percent progress toward typical growth is determined by dividing their observed growth by their differentiated typical growth goal.
  - This measure orders each student's percent progress toward typical growth from the lowest to the highest and calculates a median for each student group. This median percent progress toward typical growth is the outcome used in the measure calculation.
  - A median percent progress of 100% or greater indicates that students have experienced a full year's worth of typical growth on average (Curriculum Associates, 2019).[60]

- The **NWEA** calculates a *conditional growth percentile* (CGP) to capture each student's percentile rank for growth.
  - The CGP assesses the progress that the student made relative to their academically similar peers using the NWEA MAP 2020 norms.[61] Peers are defined as students with similar starting achievement level, grade, subject area, and number of instructional weeks between assessments. CGPs range from the 1st to 99th percentile.
  - This measure orders the CGPs of students in this school from the lowest to the highest and calculates a median CGP for each student group. This median CGP is the outcome used in the measure calculation.

Key Definitions
- **Conditional Growth Percentile (CGP):** a student's percentile rank for growth
- **i-Ready Typical Growth:** The conditional median of growth for students at a given grade and placement level. It can be considered average growth.
- **Measures of Academic Progress (MAP) Growth:** assessment that measures academic growth and achievement across a wide range of subjects from Kindergarten through grade 12.
- **Northwest Evaluation Association (NWEA):** creator of academic assessments for students in grades PK – 12

Evidence and Rationale
School-selected, nationally normed growth assessments allow schools to highlight growth outside of the state assessment, PARCC/DC CAPE. Many schools utilize these assessments to inform their curriculum and identify learning gaps. Many assessment publishers have conducted research to demonstrate how well-aligned the nationally normed assessments are in measuring progress on state standards.

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[60] This statement was used to develop the floors and targets for this measure.
[61] See NWEA's 2020 *Growth Normative Data Overview* here: https://bit.ly/3NrKYSO. As recommended by the publisher, DC PCSB will use the 2020 publisher norms until new norms are established.

Student Eligibility

Accountability Universe Criteria
1. Students who were included in the campus' UPSFF population and either:
   a. Continuously enrolled at the campus from Count Day through May 1 (the full academic year or FAY); **or**
   b. Continuously enrolled at the campus from Count Day through their early graduation. The student must be listed in the campus' corresponding Certified Graduate List for that accountability year and must have the correct Exit Code according to OSSE's annual guidance.
2. Were grade K – 12 students.

Accountability Denominator Criteria
Not applicable.

Accountability Numerator Criteria
Not applicable.

i-Ready
1. The i-Ready vendor calculates each student's percent (%) progress toward typical growth.
2. If a student is eligible for inclusion but is missing a start and/or end score, that student will be included in the metric as 0% progress.
3. All students' percent progress for a particular student group and campus are arrayed from high to low and the midpoint, or median, of these scores becomes the school's median percent progress toward typical growth for each subject and student group.
4. Only students who are included in the accountability universe and do not meet any of the exclusion criteria will be included in the median calculation.

NWEA MAP
1. NWEA calculates a CGP for each student.
2. If a student is eligible for inclusion but does not have a CGP from NWEA because they are missing a start and/or end score, that student will have a CGP of zero.
3. All student CGP for a particular student group and campus are arrayed from high to low, and the midpoint, or median, of these scores becomes the school's median CGP for each subject and student group.
4. The median calculations will only include students who are in the accountability universe and do not meet any of the exclusion criteria.

Exclusion Criteria
Generally, DC PCSB will exclude students who have one or more of the following attributes:
1. Listed as being new to the United States during the accountability year.
2. Deemed eligible for the alternate state assessment in the current accountability year or took the MSAA for their most recent state assessment regardless of year.
3. For grades K – 2, students with severe cognitive disabilities who would likely qualify for the alternative state assessment.

4. Enrolled in a non-public-placement at any point during the accountability year.
5. Enrolled in courses beyond the content in the declared assessment for that student's grade.
   a. For example, NWEA MAP has assessments for Algebra 1, Algebra 2, and Geometry. If a school declares NWEA MAP for grade 11 but a student is enrolled in AP Statistics, the student will qualify for exclusion. LEAs should notify DC PCSB of these students as part of the annual Data Validation process and must provide supporting documentation at DC PCSB's discretion.
6. Do not meet the Accountability Universe Criteria for this measure.
7. Medical conditions or emergencies
   a. For students eligible for the Statewide Assessment, schools generally provide evidence for medical exemptions using OSSE's Statewide Assessment Medical Exemption Process.
   b. In cases where the student is not eligible for the Statewide Assessment or a medical emergency occurs outside the window for OSSE's approval process, schools should provide evidence in the form of a signed statement by the student's medical provider via a DC PCSB support ticket.

Participation Requirements

Participation Thresholds

DC PCSB expects all eligible students to participate in the School-Selected Growth Assessment measures. A multi-tiered participation rate threshold will determine how the measure's accountability rate is calculated:

- **90 – 100% Participation:** If at least 90% of eligible students participate, then the non-participating students will be removed from the accountability rate calculations.
- **80 – 90% Participation:** If at least 80% but less than 90% of eligible students participate, then the non-participating students will still be included in the accountability denominator but will have zeros imputed for their percent progress toward typical growth or CGP, depending on the assessment used.
- **Below 80% Participation:** If less than 80% of eligible students participate in the measure, zero points will be awarded for the measure.

While non-participating students will be removed from the accountability rate calculations in cases of 90 – 100% participation, they will still be included in minimum cohort and dynamic student-group weighting calculations.

Participation Denominator Criteria

All students in the Accountability Universe are included in the Participation Denominator unless they meet any of the exclusion criteria.

Participation Numerator Criteria

1. Only students meeting the Participation Denominator criteria may be included in the Participation Numerator; **and**

2. Students must have valid percent progress toward typical growth or a valid CGP, depending on the assessment used, for that subject from the current accountability year while enrolled at the campus.

Participation Aggregation Level
DC PCSB calculates participation rates at the all-student level, not by student group. Participation rates are calculated separately for each subject.

Aggregation Level
DC PCSB calculates this metric by student group, with each student group requiring a minimum of 10 students to be included in the measure's calculation. Rates are calculated separately for each subject.

Additional Measure Considerations
Assessment Inclusion Rules
1. Schools must declare and validate the assessment subject and grade pairing(s) for which they intend to submit outcomes to be included in the ASPIRE System before the accountability year begins. Once the validation window closes, DC PCSB will not accept any further modifications to the declaration unless DC PCSB was at fault for the data being validated incorrectly. In such cases, changes must be requested and re-validated before the end of the accountability year.
2. DC PCSB allows campuses to declare either the NWEA MAP or i-Ready assessments for ELA and math. A campus can choose to opt in for either or both ELA and math, and may use different assessments for each subject. Campuses must test a minimum of two grade levels per subject and must use the same assessment across all grade levels tested in that subject.
3. Subjects, assessments, and grade level declarations must be consistent for each campus evaluated by the same framework or sub-framework.
4. LEAs must ensure that the chosen assessment is applicable for the assessed grades. For example, i-Ready is only eligible for up to grade 8 students, making grade 9 – 12 students ineligible for this assessment.

Data and Collection Source
Data Collection
Student Level Assessment Outcomes
LEAs must submit student-level outcomes for either i-Ready or NWEA MAP using approved data formats. DC PCSB reserves the right to request additional verification of an LEA's data submission, which may involve contacting the assessment publisher or requesting official score reports from NWEA or Curriculum Associates. If DC PCSB requests official score reports, it will encompass each student meeting the FAY requirement as defined in the student universe section. The LEA should compile a single PDF of each score report, showcasing each subject's performance organized alphabetically by student last name.

OSSE Certified Student Enrollment Data
LEAs submit enrollment data to OSSE daily through the LEA's student information system (SIS.) DC PCSB relies on the final certified Student Enrollment Data from OSSE to confirm whether a student meets the accountability universe criteria for a measure. Explore the specific information DC PCSB utilizes to assess a student's eligibility within the accountability universe [here].

Additional Data Collection Information
For each accountability year, DC PCSB will release guidance to LEAs about the processes for submitting and supporting evidence for this metric. The *ASPIRE Policy & Technical Guide* will use these guidelines.
Data Validation
   ● LEAs typically validate the accuracy of student-level test data, including student universe, enrollment, and demographics. Additionally, they review the measure's metric calculation.
   ● For each accountability year, DC PCSB will release guidance to LEAs about the annual accountability metric validation process. The *ASPIRE Policy & Technical Guide* will follow these guidelines for metric validation.

Floors and Targets
The floors and targets for the School-Selected Growth Assessment measures are informed by the publishers and established based on the ASPIRE guiding principle that high levels of growth should be rewarded.

i-Ready Assessment (K – 8)				
Student Group	**Math**		**ELA**	
	Floor	**Target**	**Floor**	**Target**
Economically Disadvantaged	80.0	120.0	80.0	120.0
Not Economically Disadvantaged	80.0	120.0	80.0	120.0
Emerging Multilingual Learners	80.0	120.0	80.0	120.0
Students with Disabilities	80.0	120.0	80.0	120.0
American Indian/Alaskan Native	80.0	120.0	80.0	120.0
Asian	80.0	120.0	80.0	120.0
Black/African American	80.0	120.0	80.0	120.0
Hispanic/Latino of any race	80.0	120.0	80.0	120.0
Native Hawaiian/Other Pacific Islander	80.0	120.0	80.0	120.0
Two or More Races	80.0	120.0	80.0	120.0
White	80.0	120.0	80.0	120.0

NWEA MAP Assessment (K – 12)				
Student Group	**Math**		**ELA**	
	Floor	**Target**	**Floor**	**Target**
Economically Disadvantaged	30.0	70.0	30.0	70.0

NWEA MAP Assessment (K – 12)				
Student Group	**Math**		**ELA**	
	Floor	**Target**	**Floor**	**Target**
Not Economically Disadvantaged	30.0	70.0	30.0	70.0
Emerging Multilingual Learners	30.0	70.0	30.0	70.0
Students with Disabilities	30.0	70.0	30.0	70.0
American Indian/Alaskan Native	30.0	70.0	30.0	70.0
Asian	30.0	70.0	30.0	70.0
Black/African American	30.0	70.0	30.0	70.0
Hispanic/Latino of any race	30.0	70.0	30.0	70.0
Native Hawaiian/Other Pacific Islander	30.0	70.0	30.0	70.0
Two or More Races	30.0	70.0	30.0	70.0
White	30.0	70.0	30.0	70.0

Measure	ACT/SAT College Readiness Participation Rate
Framework(s)	High School

> **How does DC PCSB apply bonus points to scores?**
>
> This measure is designed to reward LEAs for high levels of 11th-grade participation in ACT or SAT testing. Available to all campuses assigned the ASPIRE High School Framework, there is no opt-in process for this bonus measure. DC PCSB will automatically calculate the participation rate and add the bonus points to the overall framework score.
>
> The bonus points are not included in the total points possible for the School Progress category or the overall points possible. They are included in the total points earned **before** the final calculation of the percentage of points earned (i.e., *points possible divided by points earned*). However, a school's ASPIRE score cannot exceed 100%. In public reporting, while DC PCSB will display that a school has been awarded points for a bonus measure, the ASPIRE score will always be capped at 100%.

Metric Calculation

$$\frac{\text{Count of students enrolled for a full academic year (FAY) or early-graduate grade 11 students who took the ACT or SAT during the accountability year}}{\textbf{Count of FAY or early-graduate grade 11 students at the campus}} \times 100$$

Measure Description

The ACT/SAT College Readiness Participation Rate measures the percentage of FAY or early-graduate UPSFF grade 11 students who took either the ACT or SAT during the accountability year.

Key Definitions

- **ACT:** a standardized assessment, administered by ACT, Inc., used for college admissions in the United States that covers academic skills in English, reading, mathematics, and scientific reasoning.
- **Full Academic Year (FAY):** Students who were included in the campus' UPSFF population and were continuously enrolled at the campus from Count Day through May 1.
- **SAT:** a standardized assessment, administered by the College Board, used for college admissions in the United States that aims to measure students' skills in reading, writing, and mathematics.

Evidence and Rationale

Research provided by the College Board indicates that students who take the SAT in their junior year and then again in their senior year often experience skill development and improvement between the two test administrations (College Board, 2023). Test-prep giant Kaplan (n.d.)recommends students take practice exams for the SAT or ACT to lower anxiety, to know their baseline performance, to build test-taking endurance, and to raise their scores. Many juniors utilize their initial SAT experience as a diagnostic tool to identify areas needing improvement. Armed with this information, they often engage in targeted test preparation activities. Improvement from junior to senior year can be attributed to factors such as increased familiarity with the test format, exposure to test-taking strategies, and continued academic growth during the academic year.

OSSE provides juniors at public charter and traditional public schools in the District the opportunity to take the SAT twice a year. In SY 2022 – 23, 980 students classified as grade 11 took the SAT compared to 1,051 students classified as seniors, demonstrating the prevalence of grade 11 students taking the SAT in the District's charter sector.

DC PCSB's rationale for including this bonus measure is to further encourage junior participation in the ACT or SAT. Given that most juniors use either assessment as a first-time diagnostic test, DC PCSB aims to measure participation rather than performance.

Student Eligibility

Accountability Universe Criteria
1. Students who were included in the campus' UPSFF population and were continuously enrolled at the campus from Count Day through either:
    a. May 1; **or**
    b. Their early graduation. The student must be listed in the campus' corresponding Certified Graduate List for that accountability year and must have the correct Exit Code according to OSSE's annual guidance.
2. Were grade 11 students.

Accountability Denominator Criteria
1. All students in the accountability universe are included in the accountability denominator unless they meet at least one of the exclusion criteria.
2. Students may only be included in the accountability denominator once.

Accountability Numerator Criteria
1. Only students in the denominator are included in the numerator.
2. Students must have attempted the ACT/SAT during the accountability year. DC PCSB defines the accountability year from August 1 to July 31 for inclusion in the numerator.

Generally, DC PCSB will exclude students that have one or more of the following attributes:

1. Listed as being new to the United States during the accountability year.
2. Deemed eligible for the alternate state assessment in the current accountability year or took the MSAA for their most recent state assessment regardless of year.
3. Enrolled in a non-public-placement at any point during the accountability year.
4. Do not meet the Accountability Universe Criteria for this measure.

Participation Requirements
There is no participation requirement for this measure.

Aggregation Level
DC PCSB calculates this metric by student group, with each student group requiring a minimum of 10 students to be included in the measure's calculation.

Data and Calculation Source
Data Collection
ACT Data
- This data is submitted to DC PCSB by the LEA using the approved data format.
- In addition to the student-level test records, the LEA must also submit the official score report from ACT. The LEA should prepare a single non-scanned PDF file that includes official score reports from ACT in alphabetical order by student last name.

SAT Data
- Each accountability year, OSSE provides DC PCSB with student-level SAT test records sourced from the College Board. The College Board sends OSSE both individual score files for each SAT Day administration and a cumulative summative file each year containing the SAT scores for students who participated in the SAT at any DC public or public charter school.
- LEAs may submit additional or corrected test records to DC PCSB that are not captured in the OSSE provided data.
  - LEAs must submit this data via a DC PCSB Support Ticket, providing tabular data for ingestion in the approved data format and the official student-level score reports from the College Board. The LEA should prepare a single non-scanned PDF file that includes official score reports from the College Board in alphabetical order by student last name.
- OSSE USI Matching: SAT data provided to DC PCSB by OSSE that is received from the College Board undergoes a USI matching process to assign student USIs to student SAT scores using their first name, last name, date of birth, and tested school. LEAs will have the chance to validate their SAT data with OSSE and DC PCSB to ensure that as many scores as possible are included in the metric calculation.

OSSE Certified Student Enrollment Data
LEAs submit enrollment data to OSSE daily through the LEA's SIS. DC PCSB relies on the final certified Student Enrollment Data from OSSE to confirm whether a student meets the

accountability universe criteria for a measure. Explore the specific information DC PCSB utilizes to assess a student's eligibility within the accountability universe [here](#).

Additional Data Collection Information
For each accountability year, DC PCSB will release guidance to LEAs about the processes for submitting supporting evidence for this metric. The *ASPIRE Policy & Technical Guide* will use these guidelines.

<u>Data Validation</u>
- LEAs typically validate the accuracy of student-level test data, including student universe, enrollment, and demographics. Additionally, they review the measure's metric calculation.
- For each accountability year, DC PCSB will release guidance to LEAs about the annual accountability metric validation process. The *ASPIRE Policy & Technical Guide* will follow these guidelines for metric validation.

Floors and Targets
The floors and targets for the ACT/SAT College Readiness Participation Rate Measure are established based on the 10th and 90th percentile of sector-wide performance. [Read about when floors and targets will be updated.](#)

ACT/SAT College Readiness Participation Rate		
Student Group	**Floor**	**Target**
All Students	79.0	96.1
Economically Disadvantaged	71.7	95.3
Not Economically Disadvantaged	88.1	100
Emerging Multilingual Learners	77.2	94.8
Students with Disabilities	68.0	93.3
American Indian/Alaskan Native	N/A	N/A
Asian	N/A	N/A
Black/African American	73.8	96.9
Hispanic/Latino of any race	86.9	98.6
Native Hawaiian/Other Pacific Islander	N/A	N/A
Two or More Races	90.0	100
White	87.4	100

> Beginning with SY 2023 – 24 data collection, DC PCSB will primarily obtain SAT data directly from OSSE. This decision aims to streamline data collection processes and addresses the challenge of DC PCSB being unable to access high school SAT test records directly from the College Board when the LEA has multiple high schools.

Measure	**Advanced Coursework and Career Certification Participation Rate**
Framework(s)	High School

> **How does DC PCSB apply bonus points to scores?**
>
> DC PCSB designed this measure to reward LEAs for high levels of participation in advanced coursework regardless of grade. Available to all campuses assigned the ASPIRE High School Framework, there is no opt-in process for this bonus measure. DC PCSB will automatically calculate the participation rate and add the bonus points to the overall framework score.
>
> The bonus points are not included in the total points possible for the School Progress category or the overall points possible. They are included in the total points earned **before** the final calculation of the percentage of points earned (i.e., *points possible divided by points earned*). However, a school's ASPIRE score cannot exceed 100%. In public reporting, while DC PCSB will display that a school has been awarded points for a bonus measure, the ASPIRE score will always be capped at 100%.

Metric Calculation

$$\left(\frac{\text{Count of students enrolled for a full academic year (FAY) or early-graduate students who attempt an AP test, IB exam, dual enrollment course, or career certificate during the accountability year}}{\textbf{Count of FAY or early-graduate students at the campus}} \right) \times 100$$

Measure Description
The Advanced Coursework and Career Certification Participation Rate measures the number of FAY or early-graduate students in any grade who attempt to take an AP, IB, DE, or CTE examination.

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

- **Dual Enrollment (DE):** DE programs allow high school students to complete college-level courses and simultaneously earn credit for both high school and college. In other words, students can take classes that count toward their high school graduation requirements while also earning college credit.
- **Full Academic Year (FAY):** Students who were included in the campus' UPSFF population and were continuously enrolled at the campus from Count Day through May 1.
- **International Baccalaureate (IB):** IB is an educational program designed to foster critical thinking and intercultural understanding. IB coursework is viewed as rigorous preparation for higher education and beyond.

Evidence and Rationale

Research indicates that students participating in Advanced Placement, career certification, dual enrollment, and/or International Baccalaureate programs during high school often experience several benefits that can expand their opportunities in postsecondary education and career pathways (College Board, n.d.). DC PCSB aims to reward schools that enable students to begin taking advanced coursework prior to their senior year of high school, believing it will lead to stronger academic preparedness, better access to higher education, and exposure to diverse learning environments. The benefits of these programs underscore the importance of providing access to and support for advanced coursework and high-level career certification programs in high schools to help students succeed academically and achieve their postsecondary and career goals.

Student Eligibility

Accountability Universe Criteria

1. Students who were included in the campus' UPSFF population and were either:
    a. Continuously enrolled at the campus from Count Day through May 1; **or**
    b. Continuously enrolled at the campus from Count Day through their early graduation. The student must be listed in the campus' corresponding Certified Graduate List for that accountability year and must have the correct Exit Code according to OSSE's annual guidance.

Accountability Denominator Criteria

All students included in the Accountability Universe who do not meet any of the exclusion criteria are included in the Accountability Denominator.

Accountability Numerator Criteria

1. Only students included in the denominator may be included in the numerator and may only be included once.
2. Students who did at least one of the following during the accountability year (see the Advanced Coursework and Career Certification Participation Rate measure's 'Additional Measure Considerations' section for more detail):
    a. Attempted an AP exam; **or**
    b. Attempted an IB exam; **or**
    c. Attempted a CTE exam; **or**

d. Enrolled in a DE program.

Exclusion Criteria

Generally, DC PCSB will exclude students that have one or more of the following attributes:
1. Listed as being new to the United States during the accountability year.
2. Deemed eligible for the alternate state assessment in the current accountability year or took the MSAA for their most recent state assessment regardless of year.
3. Enrolled in a non-public-placement at any point during the accountability year.
4. Do not meet the Accountability Universe Criteria for this measure.

Participation Requirements

There is no participation requirement for this measure.

Aggregation Level

DC PCSB calculates this metric by student group, with each student group requiring a minimum of 10 students to be included in the measure's calculation.

Additional Measure Considerations

The 'Additional Measure Considerations' section of the Advanced Coursework and Career Certification Achievement Rate measure also applies to the Advanced Coursework and Career Certification Participation Rate measure.

Data and Calculation Source

The 'Data and Calculation Source' section of the Advanced Coursework and Career Certification Achievement Rate measure also applies to the Advanced Coursework and Career Certification Participation Rate measure.

Floors and Targets

The floors and targets for the Advanced Coursework and Career Certification Participation Rate Measure are established based on the 10th and 90th percentile of sector-wide performance. Read about when floors and targets will be updated.

Advanced Coursework and Career Certification Participation Rate		
Student Group	Floor	Target
All Students	9.6	38.8
Economically Disadvantaged	8.4	28.8
Not Economically Disadvantaged	11.8	44.6
Emerging Multilingual Learners	10.3	29.0
Students with Disabilities	0.0	19.6
American Indian/Alaskan Native	N/A	N/A
Asian	33.8	72.8
Black/African American	9.6	35.5
Hispanic/Latino of any race	18.3	50.1

Advanced Coursework and Career Certification Participation Rate		
Student Group	Floor	Target
Native Hawaiian/Other Pacific Islander	N/A	N/A
Two or More Races	21.8	75.2
White	29.1	72.3

Measure	Adult Basic Education (ABE) Gains Rate
Framework(s)	Adult Education

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

Metric Calculation

ABE:

Accountability Rate

$$\left\{ \frac{\textit{Count of unique ABE students gaining at least one EFL from the pre-test to post-test + Count of unique students passing an NRS corresponding GED subject test + Count of unique students attaining the NEDP credential during the Accountability Cohort Year}}{\textbf{Count of unique ABE students with a pre-test and post-test during the Accountability Cohort Year*}} \right\} \times 100$$

Participation Rate

$$\left\{ \frac{\textit{Count of unique ABE students with a post-test by the end of the Accountability Year**}}{\textbf{Count of unique ABE students with a pre-test (EFL 1 to 5) during the Accountability Year}} \right\} \times 100$$

ESL:

Accountability Rate

$$\left\{ \frac{\textit{Count of unique ESL students gaining at least one EFL from the pre-test to post-test + Count of unique students passing an NRS corresponding GED subject test + Countof unique students attaining the NEDP credential during the Accountability Cohort Year}}{\textbf{Count of unique ESL students with a pre-test and post-test during the Accountability Cohort Year*}} \right\} \times 100$$

Participation Rate

$$\frac{\textit{Count of unique ESL students with a post-test by the end of the Accountability Year**}}{\textbf{\textit{Count of unique ESL students with a pre-test (EFL 1 to 5) during the}}} \times 100$$

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

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

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

Key Definitions
- **Adult Basic Education (ABE):** Programs and services designed to help adults, particularly those who have limited or no high school education, improve their literacy and numeracy skills. These programs are aimed at helping adults obtain a high school diploma (or its equivalent) and prepare for postsecondary education and workforce readiness.
- **Comprehensive Adult Student Assessment System (CASAS):** An NRS-approved assessment designed to evaluate adult learners' skills in reading, writing, math, and other competencies.
- **Educational Functioning Levels (EFL):** NRS-developed levels to categorize adult learners' skills in reading, writing, math, and English language proficiency. See the levels for ABE and ESL below.
    - ABE Educational Functioning Levels:
        - Level 1: Beginning Literacy
        - Level 2: Beginning ABE
        - Level 3: Low Intermediate ABE
        - Level 4: High Intermediate ABE
        - Level 5: Low Advanced Adult Secondary Education (ASE)

- Level 6: High Advanced ASE
  - ESL Educational Functioning Levels
    - Level 1: Beginning ESL Literacy
    - Level 2: Low Beginning ESL
    - Level 3: High Beginning ESL
    - Level 4: Low Intermediate ESL
    - Level 5: High Intermediate ESL
    - Level 6: Advanced ESL
- **GED:** A set of tests that people who did not finish high school can take to earn a credential equivalent to a high school diploma. Students can take GED tests in English or Spanish.
- **GED Ready:** Practice tests designed to help individuals determine if they are ready to take their GED exams. The practice tests are offered in math, science, social studies, and language arts.
- **English as a Second Language (ESL):** Educational services that focus on teaching English language skills to individuals who are not native English speakers. ESL programs aim to improve participants' abilities in reading, writing, speaking, and comprehending the English language.
- **National External Diploma Program (NEDP):** A program for adults who have not completed high school to earn a diploma by demonstrating high school-level skills through completing a portfolio of life skills and academic tasks.
- **National Reporting System for Adult Education (NRS):** A U.S. federal reporting and accountability system that tracks and measures the educational gains and progress of adults participating in adult education and literacy programs used to assess the effectiveness of adult education programs and support accountability in the field.
- **Pre-Test:** The first eligible test taken by the student during the accountability cohort year, within a single NRS assessment and subject pairing.
- **Post-Test:** Administered according to the assessment publisher's guidelines. For CASAS and TABE assessments, the assessment publishers recommend administering the post-test after a minimum of 40 hours of instruction.
- **Push-Forward Test:** A test taken within 90 days of the start of the new accountability cohort year at the same LEA and that can be used only as the pre-test in the current accountability cohort year.
- **Test of Adult Basic Education (TABE):** An NRS-approved assessment designed to measure the skills and knowledge of adult learners in areas such as reading, mathematics, language, and spelling. It is often employed in adult education programs to evaluate participants' current skill levels and to monitor their progress.

Evidence and Rationale

As reported in DC's *Workforce Innovation and Opportunity Act (WIOA) Unified State Plan PY 2020 – 2023*, "…approximately 50,000 adult residents in the District do not have a high school diploma or its equivalent (2022, p59)." The city's adult-serving public charter schools are critical in boosting literacy, numeracy, and English language proficiency rates. Developing these skills in adult learners is a precursor to helping students earn a secondary credential.

Student Eligibility

Accountability Universe Criteria

ASPIRE System Adult Education Enrollment Eligibility Rule:
1. To be included in Adult Education accountability measures, students must meet the following criteria:
    a. Be included in a school's audited enrollment; **OR**
    b. They have been enrolled in the school for at least 15 consecutive calendar days; **AND** they have received at least 12 hours of instruction
2. All students in a school's audited enrollment are included in the Adult Education accountability measures and are tracked based on their individual date(s) of enrollment.
3. There are additional criteria for the Adult Education Enrollment Eligibility Rule, available [here](#).

Accountability Denominator Criteria
1. Students must meet the Adult Education Framework enrollment eligibility requirements; **and**
2. Be declared in either ABE or ESL; **and**
3. Have a corresponding NRS pre-test of EFL 1 – 5 during the accountability year; **and**
4. Meet at least one of the following criteria during the accountability
    a. Have an NRS post-test; **or**
    b. Demonstrate progress without an NRS post-test by:
        i. Passing an approved GED subject test in a corresponding subject; **or**
        ii. Attaining the NEDP.

Accountability Numerator Criteria
1. Students must be in the denominator to be included in the numerator and may only be included once; **and**
2. Meet any of the following criteria during the accountability year:
    a. Their post-test increases one or more EFLs in a subject test that is expected by DC PCSB for their assigned progress type.
    b. They pass a GED subject test during the program year in a corresponding NRS subject in which they pre-tested, including literacy, numeracy/math, and reading.
    c. They attain the NEDP credential during the program year.

Exclusion Criteria
1. Any student who does not meet the Adult Education Enrollment Eligibility Rule is excluded from this metric.
2. Students who pretest into EFL 6 in a subject are excluded from this metric for that specific subject.
3. However, if a student has another subject test with a pre-test score below EFL 6, they will be tracked and allowed to show progress (*educational gain*) in that subject.

Participation Requirements

Participation Thresholds

A campus must achieve a minimum pre- and post-test rate of 60.0%. If a campus' participation rate falls below 60.0%, zero points will be assigned to the corresponding School Progress measure.

As with the Accountability Rates, a single student may only be counted in one of either the ABE or ESL Participation Rates.

Participation Denominator Criteria
1. Meet the Adult Education Framework eligibility requirements; **and**
2. Be declared in either ABE or ESL; **and**
3. Have a corresponding NRS pre-test of EFL 1 – 5 during the accountability year.

Participation Numerator Criteria
1. Only students in the participation denominator may be included in the participation numerator and can only be included once.
2. Meet at least one of the following criteria during the accountability year:
    a. Have an NRS post-test; **or**
    b. Demonstrate progress without an NRS post-test by any of:
        i. Passing an approved GED subject test in a corresponding subject; **or**
        ii. Attaining the NEDP.

Aggregation Level

DC PCSB will only calculate this measure at the all-students level and will not disaggregate by student group. There must be at a minimum of 10 students for DC PCSB to calculate this measure.

Additional Measure Considerations

NRS EFL Assignment
● Students are assigned an NRS EFL by the assessment publisher based on their pre-test and post-test cut scores identified by the assessment and subject.
● NRS ESL EFL 7:
    ○ This is a placeholder value in DC PCSB's data ecosystem. This allows for mathematical calculation of students who exit ESL to demonstrate gain. **This will be discontinued after the full implementation of the updated CASAS test suites.**

Subject Tests
● ABE students are encouraged to take both literacy and numeracy subject tests.
● ESL students are encouraged to take reading and/or listening subject tests and *may* take numeracy tests.
    ○ Only tests that are designated by the assessment publisher as being ESL may be included in the ESL progress type. If an ESL student takes the ABE numeracy test in addition to reading or listening, and the student only makes

a gain in numeracy, the student should be labeled by the LEA as ABE instead of ESL in the Adult Accountability Roster's program field. **Numeracy tests should be classified as ABE, unless otherwise stated by the assessment publisher.**

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

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

CASAS and TABE Testing Errors
1. Pre-tests:
   For students who receive a NULL or Out of Range (O/R) pre-test score and do not have an eligible push-forward test or have not retested:
    - **If the assessment publisher does not provide a scale score, does not assign an Educational Functioning Level (EFL), or requires the student to be retested**, their progress will be tracked using the subject pre-test that has a valid result. They will not be excluded from this metric for not meeting the subject test expectations for ABE or ESL.

- ○ If they receive this type of score on both subject tests, they will be excluded from this metric without penalty for the LEA.
  2. Post-tests:
     - For students who receive a NULL or Out of Range (O/R) post-test score and have not re-tested within the accountability cohort year:
       - ○ **If the assessment publisher does not provide a scale score, does not assign an EFL, or requires the student to be retested**, their progress will be tracked using the subject post-test that has a valid result. They will not be excluded from this metric for not meeting the subject test expectations for ABE or ESL.
       - ○ If they receive this type of score on all tested subjects, they will be excluded from this metric without penalty for the LEA.
     - **Testing Errors and the Adult Persistence Measure:**
       In cases of substantial testing errors, like those outlined above, DC PCSB will consider the student(s) impacted **positively** in the Adult Persistence measure within the School Environment category. The school is required to furnish the necessary documentation, as described below, **before** DC PCSB proceeds with updating the Persistence Measure outcomes.
     - **Required Documentation for Exclusion of Score Errors:**
       The LEA must provide DC PCSB with a printout or screenshot of the assessment publisher testing site and/or official student score report that clearly shows the student's Out of Range (O/R) or NULL score designation and their testing history for the entire accountability cohort year, including the 90 days preceding the accountability cohort year. This documentation should be submitted to DC PCSB through a support ticket in the Hub. **Until DC PCSB receives the complete information, including the designated O/R or NULL score and the student's testing history, the student will be not included in the Persistence Rate measure numerator.**

Corresponding GED Subject Tests
- GED Subject Tests used in the accountability and participation rate criteria must correspond to the NRS pre-test.
- The Mathematical Reasoning GED subject test corresponds to math NRS tests.
- The Reasoning Through Language Arts (RLA) GED subject test applies to reading and literacy NRS tests.

Data and Calculation Source
Data Collection
- Schools are required to submit all available NRS test data for students who meet the eligibility requirements for the Adult Education Framework.
- Schools must ensure that accurate and complete NRS test data, including pre-test and post-test scores, are submitted to DC PCSB. DC PCSB will verify a school's data submission using the NRS Scoring Matrices available [here](#).

- It is the responsibility of the school to maintain and provide the necessary documentation and evidence of student NRS test data when requested for verification or auditing purposes (including testing errors).
- For each accountability year, DC PCSB will release guidance to LEAs about the processes for submitting data and supporting evidence for this metric. The *ASPIRE Policy & Technical Guide* will use these guidelines.

Data Validation
- LEAs typically validate the accuracy of student-level test data, including student universe, enrollment, and demographics. Additionally, they review the measure's metric calculation.
- For each accountability year, DC PCSB will release guidance to LEAs about the annual accountability metric validation process. The *ASPIRE Policy & Technical Guide* will follow these guidelines for metric validation.

Floors and Targets

The floor for each Educational Gains measure will be set at the 10th percentile of local or national performance (whichever is lower). "Local" refers to data from Washington, DC's adult education public charter sector. "National" refers to data reported by the National Reporting System for Adult Education. The targets will be aspirational and informed by national and/or local performance.

All Adult Education schools will transition to a new School Progress assessment in SY 2024 – 25 (CASAS STEPS) or SY 2025 – 26 (TABE 13/14). In the absence of available local or national outcomes to calculate floors or inform targets, the floors will be set at 20.0 and the targets at 80.0 for both Educational Gains measures **through SY 2025 – 26.**

ABE Gains Rate		
Student Group	**Floor**	**Target**
All Students	20.0	80.0

ESL Educational Gains Rate		
Student Group	**Floor**	**Target**
All Students	20.0	80.0

School Achievement Measures

Measure	Early Childhood Assessment Outcomes – Math
Framework(s)	• PK-Only • PK – 8 (*sub-frameworks: Early Childhood*)

Measure	Early Childhood Assessment Outcomes – Pre-literacy
Framework(s)	• PK-Only • PK – 8 (*sub-frameworks: Early Childhood*)

Measure	Early Childhood Assessment Outcomes - SEL (optional)
Framework(s)	• PK-Only • PK – 8 (*sub-frameworks: Early Childhood*)

Metric Calculation

$$\frac{\text{Count of students meeting the performance metric for achievement or growth from beginning of year to end of year}}{\text{Count of eligible students}} \times 100$$

Measure Description

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

DC PCSB asks PK-Only and PK – K campuses to select a criterion- or norm-referenced early childhood assessment.[62] Currently, these are the most used assessments:

1. Every Child Ready
2. Positive Behavior Rating Scale

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

3. Teaching Strategies GOLD (GOLD)
4. Peabody Picture Vocabulary Test (PPVT)
5. Test of Early Mathematics Ability (TEMA)
6. Devereux Early Childhood Assessment (DECA)

The publisher of each assessment sets guidance on accountability growth or achievement. In cases where there are subtests with no overall student score, the number of subtests meeting the achievement requirement out of the total number of subtests taken is reported.

Key Definitions
Not applicable.

Evidence and Rationale
Accountability has a meaningful role in early childhood, and assessments provide useful information on what students know and can do. Assessments can also demonstrate whether students being served at PK-Only and PK – K campuses are progressing in critical academic areas (Meisels, 2007).

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

Therefore, DC PCSB allows schools to select the appropriate assessment to measure PK students' pre-literacy, math, and SEL skills. DC PCSB requires PK-Only and PK – K campuses to select assessments that are valid, reliable, externally validated, and developmentally appropriate.[63]

Student Eligibility
The following are eligibility considerations for each assessed subject.

Accountability Universe Criteria
1. Students who were continuously enrolled at the campus from Count Day through May 1 (FAY) and included in the campus' UPSFF population; **and**
2. Were PK3 and PK4 students.

Accountability Denominator Criteria
Students may only be counted once in the denominator.

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

Accountability Numerator Criteria

Students may only be counted once in the numerator and must be included in the denominator to be considered in the numerator.

Exclusion Criteria

Generally, DC PCSB will exclude students that have one or more of the following attributes:

1. Listed as being New to the United States (by OSSE) during the accountability year.
2. Have severe cognitive disabilities who would likely qualify for the alternative state assessment at any point during the accountability year.
3. Enrolled in a non-public-placement at any point during the accountability year.
4. Do not meet the Accountability Universe Criteria for this measure.
5. Medical conditions or emergencies
   a. For students eligible for the Statewide Assessment, schools generally provide evidence for medical exemptions using OSSE's Statewide Assessment Medical Exemption Process.
   b. In cases where the student is not eligible for the Statewide Assessment or a medical emergency occurs outside the window for OSSE's approval process, schools should provide evidence in the form of a signed statement by the student's medical provider via a DC PCSB support ticket.

Participation Requirements

Participation Thresholds

DC PCSB expects all eligible students to participate in the Early Childhood Assessment Outcomes measures. A multi-tiered participation rate threshold will determine how the measure's accountability rate is calculated:

- **90 – 100% Participation:** If at least 90% of eligible students participate, then the non-participating students will be removed from the accountability rate calculations.
- **80 – 90% Participation:** If at least 80% but less than 90% of eligible students participate, then the non-participating students will still be included in the accountability denominator but will have zeros imputed for their accountability numerator.
- **Below 80% Participation:** If less than 80% of eligible students participate in the measure, zero points will be awarded for the measure.

While non-participating students will be removed from the accountability rate calculations in cases of 90 – 100% participation, they will still be included in minimum cohort and dynamic student-group weighting calculations.

Participation Denominator Criteria

All students in the Accountability Denominator are included in the Participation Denominator.

Participation Numerator Criteria

1. Only students meeting the Participation Denominator criteria may be included in the Participation Numerator; **and**

2. Students must have taken the assessment(s) necessary for their theoretical inclusion in the Accountability Numerator.
    a. For example, if an assessment's only pathway(s) for a student to be included in the Accountability Numerator required the student to take both a fall and a spring test, then the student must have taken both to be included in the Participation Numerator. However, if an assessment's pathway(s) for a student to be included in the Accountability Numerator only required a student to take a single test, then it is only required that the student take that test to be included in the Participation Numerator, even if there is another pathway to the Accountability Numerator that can be achieved by taking a fall and spring test.

Participation Aggregation Level
DC PCSB calculates participation rates at the all-student level, not by student group. Participation rates are calculated separately for each subject.

Aggregation Level
DC PCSB calculates this metric separately for pre-literacy, math, and SEL (when applicable), and disaggregates each by student group, with each student group requiring a minimum of 10 students to be included in the measure calculation.

Additional Measure Considerations
Assessment Inclusion Criteria
1. DC PCSB allows schools to choose the assessments for mathematics, pre-literacy, and SEL that best fit the school's academic program and philosophy of the early childhood environment.
    a. Schools may choose different assessments for each subject; however, the same assessment must be used for all grades tested.
2. DC PCSB maintains a list of Early Childhood Assessments in use at public charter schools and approved for accountability.
    a. Schools must apply to use or change an early childhood assessment used in the previous accountability year, even for assessments on the approved list; the application form can be found here.
        i. If adding a new assessment, the LEA must provide a rationale for using it instead of a currently DC PCSB-approved assessment.
        ii. If administering an SEL assessment for the first time, a school is not required to notify DC PCSB prior to declaring and administering the assessment.
    b. A school must apply for students to use an alternative assessment.

Alternative Assessments for Students with Disabilities (Optional)
In the case of students who would likely qualify for the alternative PARCC/DC CAPE (students with severe cognitive disabilities), LEAs can submit a request to DC PCSB to approve an alternative, developmentally appropriate assessment. If an LEA plans to use an

alternative assessment for accountability, the LEA must contact DC PCSB to receive prior approval.

Data and Calculation Source

Data Collection

Student Level Assessment Outcomes

LEAs must submit student-level outcomes for approved Early Childhood assessments using approved data formats. DC PCSB reserves the right to request additional verification of an LEA's data submission, which may involve contacting the assessment publisher or requesting official score reports. If DC PCSB requests official score reports, it will encompass each student meeting the FAY requirement as defined in the student universe section. The LEA should compile a single PDF of each score report, showcasing each subject's performance organized alphabetically by student last name.

OSSE Certified Student Enrollment Data

LEAs submit enrollment data to OSSE daily through the LEA's SIS. DC PCSB relies on the final certified Student Enrollment Data from OSSE to confirm whether a student meets the accountability universe criteria for a measure. Explore the specific information DC PCSB utilizes to assess a student's eligibility within the accountability universe here.

Additional Data Collection Information

For each accountability year, DC PCSB will release guidance to LEAs about the processes for submitting and supporting evidence for this metric. *The ASPIRE Policy & Technical Guide* will use these guidelines.

Data Validation

- LEAs typically validate the accuracy of student-level test data, including student universe, enrollment, and demographics. Additionally, they review the measure's metric calculation.
- For each accountability year, DC PCSB will release guidance to LEAs about the annual accountability metric validation process. The *ASPIRE Policy & Technical Guide* will follow these guidelines for metric validation.

Floors and Targets

The floors and targets for the Early Childhood Outcomes measures are informed by the publishers. The difference between the floor and target cannot be less than 15. All student groups use the same floor and target.

Every Child Ready				
Student Group	**Pre-literacy**		**Math**	
	Floor	**Target**	**Floor**	**Target**
Economically Disadvantaged	65.0	100	65.0	100
Not Economically Disadvantaged	65.0	100	65.0	100
Emerging Multilingual Learners	65.0	100	65.0	100

Every Child Ready

Student Group	Pre-literacy		Math	
	Floor	Target	Floor	Target
Students with Disabilities	65.0	100	65.0	100
American Indian/Alaskan Native	65.0	100	65.0	100
Asian	65.0	100	65.0	100
Black/African American	65.0	100	65.0	100
Hispanic/Latino of any race	65.0	100	65.0	100
Native Hawaiian/Other Pacific Islander	65.0	100	65.0	100
Two or more races	65.0	100	65.0	100
White	65.0	100	65.0	100

Positive Behavior Rating Scale

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

GOLD

Student Group	Pre-literacy		Math		SEL	
	Floor	Target	Floor	Target	Floor	Target
Economically Disadvantaged	71.0	100	69.0	100	73.2	100
Not Economically Disadvantaged	71.0	100	69.0	100	73.2	100
Emerging Multilingual Learners	71.0	100	69.0	100	73.2	100
Students with Disabilities	71.0	100	69.0	100	73.2	100
American Indian/Alaskan Native	71.0	100	69.0	100	73.2	100
Asian	71.0	100	69.0	100	73.2	100
Black/African American	71.0	100	69.0	100	73.2	100
Hispanic/Latino of any race	71.0	100	69.0	100	73.2	100
Native Hawaiian/Other Pacific Islander	71.0	100	69.0	100	73.2	100
Two or more races	71.0	100	69.0	100	73.2	100
White	71.0	100	69.0	100	73.2	100

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

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

DECA		
Student Group	**SEL**	
	Floor	**Target**
Economically Disadvantaged	65.0	95.0
Not Economically Disadvantaged	65.0	95.0
Emerging Multilingual Learners	65.0	95.0
Students with Disabilities	65.0	95.0
American Indian/Alaskan Native	65.0	95.0
Asian	65.0	95.0
Black/African American	65.0	95.0

DECA		
Student Group	**SEL**	
	Floor	**Target**
Hispanic/Latino of any race	65.0	95.0
Native Hawaiian/Other Pacific Islander	65.0	95.0
Two or more races	65.0	95.0
White	65.0	95.0

Measure	State Assessment Proficiency Rate – ELA
Framework(s)	• PK – 8 *(sub-frameworks: Primary, Elementary with PK, Elementary without PK, Elementary-Middle with PK, Elementary-Middle without PK, Middle)* • High School

Measure	State Assessment Proficiency Rate – Math
Framework(s)	• PK – 8 *(sub-frameworks: Primary, Elementary with PK, Elementary without PK, Elementary-Middle with PK, Elementary-Middle without PK, Middle)* • High School

Metric Calculation

ELA Metric:

$$\left(\frac{\text{Count of students in ELA Accountability Universe scoring Level 4 or 5 on the state assessment or 3 or 4 on the alternative state assessment}}{\textbf{Count of students in the state assessment or alternative state assessment ELA Accountability Universe}} \right) \times 100$$

Math Metric:

$$\left(\frac{\text{Count of students in Math Accountability Universe scoring Level 4 or 5 on the state assessment or 3 or 4 on the alternative state assessment}}{\textbf{Count of students in the state assessment or alternative state assessment Math Accountability Universe}} \right) \times 100$$

Measure Description

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

Key Definitions

- **DC CAPE:** The statewide assessment system, which includes assessments in English language arts/literacy (ELA), mathematics, and science.
- **MSAA:** A comprehensive assessment system of ELA and math designed to promote higher academic outcomes for students with significant cognitive disabilities, required for students in grades 3 – 8 and 11 who qualify for the alternate assessment.

- **OSSE FAY:** Continuously enrolled at the same campus for at least 85% of school days between the official Enrollment Audit date and the first day of the state assessment window for each required assessment.
- **PARCC:** DC's annual assessment of math and ELA for DC public school students in grades 3 – 8 and high school from 2015 – 2023.

Evidence and Rationale

Federal regulations require all District public school students to test in mathematics and ELA every year during grades 3 – 8 and at least once in high school (Every Student Succeeds Act, 2015), and DC PCSB recognizes the importance of balancing an evaluation of both proficiency and growth. Ultimately, schools must demonstrate that they can bring students' academic performance up to and beyond grade level (NACSA, 2023). The State Assessment Proficiency measure demonstrates whether students in a school are meeting grade-level expectations.

Student Eligibility (Governed by OSSE)

ELA Accountability Universe Criteria

All OSSE FAY students enrolled in grades 3 – 8, students registered in required high school courses (grades 9 – 12), or students in grade 11 determined eligible by OSSE for participation in the alternate assessment. High school students who are not determined eligible by OSSE for participation in the alternate assessment take the end-of-course assessment that corresponds to their enrolled course.

Math Accountability Universe Criteria

All OSSE FAY students enrolled in grades 3 – 8, students registered in required high school courses (grades 9 – 12), or students in grade 11 determined eligible by OSSE for participation in the alternate assessment. Middle school students in grades 7 or 8 who are enrolled in an advanced math course may take the corresponding end-of-course math assessment (e.g., Algebra I, Geometry) rather than the expected grade-level math assessment (e.g., Grade 8 Math). High school students not eligible for the alternate assessment take the end-of-course assessment corresponding to their enrolled course.

Accountability Denominator Criteria
1. Students must achieve a valid score on a mandatory assessment.
2. Students must be designated as participants to calculate the statewide assessment participation rate.
    a. Students must be enrolled in a grade or course with a mandatory assessment, as outlined in OSSE's *Statewide Assessments Participation and Performance Policy*. Students must remain enrolled throughout the school's testing window, or if not continuously enrolled during this period, they must test at that school and obtain a valid score.
    b. Scores from "off-grade" or "off-policy" assessments will not be considered for performance reporting.

      c. *For math only:* Students in grades 7 and 8 taking high school course-based math assessments are included in performance reporting, as these assessments replace the required grade-level assessments.
3. Students must maintain enrollment for FAY for their scores to contribute to performance calculations.
4. Students failing to meet FAY at the school level (e.g., due to inter-LEA transfers or entering/leaving the District) will not be factored into metric calculations.

Accountability Numerator Criteria
Students must achieve a level 4 or 5 on the State Assessment for the respective subject or a level 3 or 4 on the Alternative State Assessment to be included in the numerator.

Exclusion Criteria
1. **Medical Exemptions:** Students with an OSSE-approved medical exemption are excluded from the assessment performance reporting for ELA and mathematics.
2. **Recently Arrived English Learners**: Limited English Proficient (LEP)/English learner (EL) students who enrolled in US schools within 12 months preceding the previous year's test window are not considered for assessment performance reporting in ELA or mathematics. Although required to participate in mathematics testing, they are exempt from the DC ELA or MSAA ELA assessment.
      a. These students must take mathematics state assessment or alternative state assessment.
      b. These students are excluded from the numerator and denominator of the ELA participation calculation only if ACCESS for ELLs is administered.
3. **Void/Incomplete Tests:** If a student fails to meet "attempted-ness" rules for a test or if the test is later voided by the test vendor due to administration integrity concerns, no valid score is assigned, and the student's data is not included in the metric calculation.
4. **Off-Grade Assessments:** Students taking grade-specific assessments not corresponding to their grade level (e.g., a grade 4 student taking a grade 3 math test) are not factored into the metric calculation.
5. **Off-Policy Assessments:** Students approved for the alternate assessment but taking the DC CAPE assessment, or students not OSSE-approved for the alternate assessment but taking the MSAA assessment, are excluded from the metric calculation.

Participation Requirements
There is no DC PCSB participation requirement for this measure.

Aggregation Level
DC PCSB calculates this metric by student group, with each student group requiring a minimum of 10 students to be included in the measure's calculation.

Additional Measure Considerations (Governed by OSSE)
Caregivers reserve the right to test their students using the alternate assessment even if

they were not determined eligible by OSSE. In this case, students are not included in this metric calculation.

Performance Level
Performance levels on the state and alternative state assessment are determined by OSSE and are as follows:

Level	State Assessment	Alternative State Assessment
Level 1	Did not yet meet expectations	Did not yet meet expectations
Level 2	Partially met expectations	Partially met expectations
Level 3	Approached expectations	Met expectations
Level 4	Met expectations	Exceeded expectations
Level 5	Exceeded expectations	*N/A*

Additional Measure Considerations (Governed by DC PCSB)

Grade Band Assignments
1. In the PK – 8 Framework, students will be assigned to the Elementary Grades (3 – 5) or Middle Grades (6 – 8) band prior to the metric calculation.
   a. For example, if a school begins in grade 4 and ends in grade 8, the grade 4 – 5 students' performance will be separated from the grade 6 – 8 students' performance.
   b. For a school serving only one grade outside of these bands, all students will be grouped into the main grade band served at the school. For example:
      i. If a school serves only grades 5 – 8, the students in grade 5 are grouped with the students in grades 6 – 8.
      ii. If a school begins in PK or K and ends in grade 6, the sixth-grade students' performance is grouped with the 3 – 5 grade band.
2. If high school begins in grade 8, all students will be grouped into the high school grade band.

Data and Calculation Source

Data Collection
DC CAPE and MSAA Achievement Data
On an annual basis, DC PCSB receives student-level rosters for the DC CAPE and MSAA assessments from OSSE. These rosters mirror those validated by LEAs during OSSE's annual MCC process. Sourced from Pearson (State Assessment) or Measured Progress (Alternative State Assessment), the data includes relevant scale scores, performance levels, and 'attempted-ness' information. Additionally, the roster incorporates medical exemption data from the accountability year, submitted by LEAs to OSSE (i.e., a valid Medical Exemption Form to the OSSE Assessment Team). DC PCSB regards state assessment and alternative state assessment data from OSSE as authoritative and will not update it unless directed to do so by OSSE or its designee.

OSSE Certified Student Enrollment Data
LEAs submit enrollment data to OSSE daily through the LEA's SIS. DC PCSB relies on the final certified Student Enrollment Data from OSSE to confirm whether a student meets the accountability universe criteria for a measure. Explore the specific information DC PCSB utilizes to assess a student's eligibility within the accountability universe here.

Additional Data Collection Information
For each accountability year, DC PCSB will release guidance to LEAs about the processes for submitting and supporting evidence for this metric. The *ASPIRE Policy & Technical Guide* will use these guidelines.

Data Validation
- LEAs typically validate the accuracy of student-level test data, including student universe, enrollment, and demographics. Additionally, they review the measure's metric calculation.
- For each accountability year, DC PCSB will release guidance to LEAs about the annual accountability metric validation process. The *ASPIRE Policy & Technical Guide* will follow these guidelines for metric validation.

Floors and Targets
The floors and targets for the State Assessment Proficiency Rate measure are established based on the 10th and 90th percentile of state-wide performance. Please note that OSSE has calculated the Not Economically Disadvantaged floors and targets. The floors and targets below are based on SY 2022 – 23 performance. Read about when floors and targets will be updated.

State Assessment Proficiency Rate (3 – 5)				
Student Group	**ELA**		**Math**	
	Floor	**Target**	**Floor**	**Target**
All Students	8.5	63.7	5.3	57.5
Economically Disadvantaged	4.7	27.5	2.3	25.0
Not Economically Disadvantaged	9.5	69.0	8.3	66.7
Emerging Multilingual Learners	7.8	52.6	9.1	55.6
Students with Disabilities	0.0	21.4	0.0	22.2
American Indian/Alaskan Native	N/A	N/A	N/A	N/A
Asian	53.3	86.7	61.7	91.3
Black/African American	7.9	38.6	4.7	34.9
Hispanic/Latino of any race	6.7	71.4	9.1	68.8
Native Hawaiian/Other Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	56.3	85.7	50.0	85.7
White	54.5	91.8	56.4	90.0

State Assessment Proficiency Rate (6 – 8)				
Student Group	**ELA**		**Math**	
	Floor	**Target**	**Floor**	**Target**
All Students	16.3	54.0	3.1	38.8
Economically Disadvantaged	10.7	39.3	2.0	16.2
Not Economically Disadvantaged	20.0	63.5	5.7	50.0
Emerging Multilingual Learners	13.3	37.5	0.0	20.0
Students with Disabilities	0.0	26.9	0.0	20.0
American Indian/Alaskan Native	N/A	N/A	N/A	N/A
Asian	57.1	85.0	46.7	77.6
Black/African American	15.4	44.6	2.8	23.1
Hispanic/Latino of any race	18.5	57.2	3.1	38.8
Native Hawaiian/Other Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	52.7	91.1	18.8	76.1
White	79.9	96.4	64.3	86.5

State Assessment Proficiency Rate (High School)				
Student Group	**ELA**		**Math**	
	Floor	**Target**	**Floor**	**Target**
All Students	10.0	70.7	1.3	30.5
Economically Disadvantaged	8.2	46.5	1.0	11.5
Not Economically Disadvantaged	9.7	79.0	0.0	37.6
Emerging Multilingual Learners	0.0	22.2	0.0	10.6
Students with Disabilities	0.0	21.4	0.0	6.3
American Indian/Alaskan Native	N/A	N/A	N/A	N/A
Asian	53.8	100	41.7	63.6
Black/African American	8.8	62.0	0.8	25.1
Hispanic/Latino of any race	14.0	85.7	0.0	52.1
Native Hawaiian/Other Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	73.1	100	40.9	57.9
White	62.9	97.8	32.4	87.5

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

Metric Calculation

$$\frac{\text{Count of 9}^{\text{th}}\text{ grade students enrolled for the full academic year (FAY) and earning the required credits to be considered on-track to graduate at the end of the accountability year}}{\textbf{Count of FAY 9}^{\textbf{th}}\textbf{ grade students}} \times 100$$

Measure Description

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

Key Definitions

- **On-Track:** On-track students have earned the necessary number of credits in the necessary courses in ninth grade. On-track students are expected to complete high school in four years. **For the purposes of this measure, a LEA's individual promotion policies defined in the LEA's student handbook are supplementary to DC PCSB's on-track requirements.**
- **Off-Track:** Off-track students have not earned the necessary credits in the necessary courses that will position them to earn the required credits to graduate in four years from their first ninth grade year.

Evidence and Rationale

This measure is meaningful because performance in ninth grade serves as an "early warning [indicator] useful for improving student achievement (Allensworth 2017)." Research suggests the first year of high school is a critical transition point for students, and successful completion of those courses in ninth grade predicts students' success in high school (Allensworth, 2017). Students who struggle academically are more likely to drop out (Dynarski et al., 2018). Low grades and test scores, failing English and math, falling behind in course credits, and being held back one or more times have been linked to lower chances for graduation (Ritter, 2015).

Research on the relationship between on-track status and graduation has shown that more than 75.0% of students who are on track at the end of ninth grade graduate high school in four years (Allensworth & Easton, 2005). While on-track rates vary by students' demographics and upper elementary achievement, the on-track indicator is a better

predictor of high school graduation than a student's demographic characteristics and is highly predictive of graduation among all students (Allensworth & Easton, 2005).

Student Eligibility
Accountability Universe Criteria
1. Students who were continuously enrolled at the campus from Count Day through May 1 and included in the campus' UPSFF population; **and**
2. Were grade 9 students.

Accountability Denominator Criteria
All students in the accountability universe are included in the denominator unless they meet at least one of the exclusion criteria.

Accountability Numerator Criteria
1. Only students in the denominator are included in the numerator.
2. Students are deemed "*on track*" only if they have passed six credits or their equivalent, comprising the following courses aligned with the DC State Board of Education (SBOE) requirements:
    a. A Math Course
    b. An English Course
    c. A Science Course
    d. One of the following Social Studies courses: World History, US History, US Government, or DC History
    e. Two additional credits (*e.g., elective courses*)
3. Students on the individualized education program (IEP) certificate track will be considered on track if they have made sufficient progress toward IEP goals as determined by the school's student support team.

Exclusion Criteria
Generally, DC PCSB will exclude students who have one or more of the following attributes:
1. Listed as being new to the United States during the accountability year.
2. Deemed eligible for the alternate state assessment in the current accountability year or took the MSAA for their most recent state assessment, regardless of year.
3. Enrolled in a non-public-placement at any point during the accountability year.
4. Do not meet the Accountability Universe Criteria for this measure.

Participation Requirements
There is no participation requirement for this measure.

Aggregation Level
DC PCSB calculates this metric by student group, with each student group requiring a minimum of 10 students to be included in the measure's calculation.

Additional Measure Considerations

Additional LEA-Specific Promotion Requirements

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

Middle Schools Serving 9th Grade

The 9th Grade On-Track Rate measure will be included as a display-only measure for campuses that serve 9th grade under the PK – 8 Framework. The measure outcomes will not be factored into the calculation of the total points earned, total points possible, percentage of points earned, or level for the PK – 8 Framework at that campus.

Data and Calculation Source

Data Collection

9th Grade On-Track Data
- This data is submitted to DC PCSB by the LEA using the approved data format.
- In addition to the student-level outcome data, the LEA must also submit the official transcripts for DC PCSB to audit the LEA's credits earned determinations. This includes progress documentation for students on the IEP Certificate Track. The LEA should prepare a single non-scanned PDF file that includes official score reports from transcripts in alphabetical order by student last name.

OSSE Certified Student Enrollment Data
LEAs submit enrollment data to OSSE daily through the LEA's SIS. DC PCSB relies on the final certified Student Enrollment Data from OSSE to confirm whether a student meets the accountability universe criteria for a measure. Explore the specific information DC PCSB utilizes to assess a student's eligibility within the accountability universe here.

Additional Data Collection Information
For each accountability year, DC PCSB will release guidance to LEAs about the processes for submitting and supporting evidence for this metric. The *ASPIRE Policy & Technical Guide* will use these guidelines.

Data Validation
- LEAs typically validate the accuracy of student-level test data, including student universe, enrollment, and demographics. Additionally, they review the measure's metric calculation.
- For each accountability year, DC PCSB will release guidance to LEAs about the annual accountability metric validation process. The *ASPIRE Policy & Technical Guide* will follow these guidelines for metric validation.

Floors and Targets

The floor and target for the 9th Grade On-Track measure are set using an aspirational approach. The floor aligns with the ESSA's benchmark for designating Comprehensive Support and Improvement Schools for *Low Graduation Rate*. The target is set at the state's long-term Graduation Rate goal. These benchmarks <u>may</u> be revised in the future, incorporating any change to ESSA's benchmark data, in line with OSSE's DC School Report Card.

9th Grade On-Track Rate		
Student Group	**Floor**	**Target**
Economically Disadvantaged	67.0	90.0
Not Economically Disadvantaged	67.0	90.0
Emerging Multilingual Learners	67.0	90.0
Students with Disabilities	67.0	90.0
American Indian/Alaskan Native	67.0	90.0
Asian	67.0	90.0
Black/African American	67.0	90.0
Hispanic/Latino of any race	67.0	90.0
Native Hawaiian/Other Pacific Islander	67.0	90.0
Two or More Races	67.0	90.0
White	67.0	90.0

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

Metric Calculation

$$\frac{\begin{array}{l}\text{Count of full academic year (FAY) or early-graduate grade 12 students} \\ \text{re-enrolling at the campus who achieved a score of at least:} \\ \qquad \text{480 on the SAT Evidenced-Based Reading \& Writing, or} \\ \qquad \text{18 on the ACT English and 22 on the ACT Reading, or} \\ \qquad \text{530 on the SAT Math, or} \\ \qquad \text{22 on the ACT Math}\end{array}}{\textbf{Count of FAY or early-graduate grade 12 students re-enrolling at the campus}} \times 100$$

Measure Description

The ACT/SAT College Readiness Benchmark Achievement Rate measures the percentage of re-enrolling FAY or early-graduate grade 12 students who meet or exceed the publisher benchmark score for at least one of the ACT/SAT sections.

Key Definitions

- **ACT College Ready Benchmarks:** ACT defines the ACT College and Career Readiness benchmarks, which are predetermined scores for each subject area of the test. Any revisions to these standards are made solely by ACT. DC PCSB will utilize the latest available data provided by ACT.

- **FAY:** Continuously enrolled at the same campus from Count Day through May 1.
- **SAT College Ready Benchmarks:** The College Board establishes SAT College and Career Readiness Benchmarks, which are predetermined scores for each subject area of the test. Any changes to these benchmarks are determined by the College Board. DC PCSB will utilize the latest available data provided by the College Board.

Evidence and Rationale

The ACT/SAT is a strong indicator of college readiness and is highly related to success in college (College Board, 2014). Meeting the SAT college readiness benchmarks indicates that students are prepared to enter a four-year postsecondary institution and have a high likelihood of success in first-year college courses. Unfortunately, research indicates that 40.0% of new college students take remedial courses because they are unprepared for the academic demands of college; however, students who perform well on the ACT/SAT are more likely to persist to a second year of college and graduate on time (Hanover Research, 2014).

Student Eligibility

Accountability Universe Criteria

1. Students who were included in the campus' UPSFF population and were either:
    a. Continuously enrolled at the campus from Count Day through May 1; **or**
    b. Continuously enrolled at the campus from Count Day through their early graduation. The student must be listed in the campus' corresponding Certified Graduate List for that accountability year and must have the correct Exit Code according to OSSE's annual guidance.
2. Were grade 12 students; **and**
3. Re-enrolled at the campus from the previous accountability year to the current accountability year (determined by OSSE).

Accountability Denominator Criteria

1. All students in the accountability universe are included in the accountability denominator unless they meet at least one of the exclusion criteria.
2. Students may only be included in the accountability denominator once.

Accountability Numerator Criteria

1. Only students in the denominator are included in the numerator.
2. Students who met any of the subject-specific ACT or SAT College Ready Benchmarks:
    a. SAT College Ready Benchmarks:
        i.   480 on Evidence-Based Reading and Writing (EBRW); **or**
        ii. 530 on Math
    b. ACT College Ready Benchmarks:
        i.   18 on English **and** 22 on Reading; **or**
        ii. 22 on Math
3. Students may only be included in the accountability numerator once.

Exclusion Criteria

Generally, DC PCSB will exclude students who have one or more of the following attributes:

1. Listed as being new to the United States during the accountability year.
2. Deemed eligible for the alternate state assessment in the current accountability year or took the MSAA for their most recent state assessment regardless of year.
3. Enrolled in a non-public-placement at any point during the accountability year.
4. Did not re-enroll at the campus from the previous accountability year to the current accountability year (determined by OSSE).
5. Do not meet the Accountability Universe Criteria for this measure.

Participation Requirements

Participation Thresholds

DC PCSB expects all eligible students to participate in the ACT/SAT College Readiness Benchmark Achievement Rate measure. A multi-tiered participation rate threshold will determine how the measure's accountability rate is calculated:

- **90 – 100% Participation:** If at least 90% of eligible students participate, then the non-participating students will be removed from the accountability rate calculations.
- **80 – 90% Participation:** If at least 80% but less than 90% of eligible students participate, then the non-participating students will still be included in the accountability denominator but will have zeros imputed for their accountability numerator.
- **Below 80% Participation:** If less than 80% of eligible students participate in the measure, zero points will be awarded for the measure.

While non-participating students will be removed from the accountability rate calculations in cases of 90 – 100% participation, they will still be included in minimum cohort and dynamic student-group weighting calculations.

Participation Denominator Criteria
All students in the Accountability Denominator are included in the Participation Denominator.

Participation Numerator Criteria
1. Only students meeting the Participation Denominator criteria may be included in the Participation Numerator; **and**
2. Students must have a valid ACT or SAT score from the current or any previous accountability year while enrolled at the campus.

Participation Aggregation Level
DC PCSB calculates participation rates at the all-student level, not by student group.

Aggregation Level
DC PCSB calculates this metric by student group, with each student group requiring a minimum of 10 students to be included in the measure's calculation.

Additional Measure Considerations
Calculating the Super-Score
When assessing whether a student met the Accountability Numerator Criteria, DC PCSB will utilize their highest score from each test section achieved while they were enrolled at that campus, even if those scores were achieved across multiple tests or in prior accountability years. A single student will only count once toward the Accountability Numerator and Accountability Denominator regardless of how many times they met the Numerator Criteria.

An **example** of how DC PCSB selects a student's score is provided below:

SAT Subject	2021 SAT	2022 SAT	Included Score
EBRW	600	500	**600**
Math	300	400	**400**

Data and Calculation Source

<u>Data Collection</u>

ACT Data
- This data is submitted to DC PCSB by the LEA using the approved data format.
- In addition to the student-level test records, the LEA <u>must</u> also submit the official score report from ACT. The LEA should prepare a single non-scanned PDF file that includes official score reports from ACT in alphabetical order by student last name.

SAT Data
- Each accountability year, OSSE provides DC PCSB with student-level SAT test records sourced from the College Board. The College Board sends OSSE both individual score files for each SAT Day administration and a cumulative summative file each year containing the SAT scores for students who participated in the SAT at any DC public or public charter school.
- LEAs may submit additional or corrected test records to DC PCSB that are not captured in the OSSE provided data.
  - LEAs <u>must</u> submit this data via a DC PCSB Support Ticket, providing tabular data for ingestion in the approved data format and the official student-level score reports from the College Board. The LEA should prepare a single non-scanned PDF file that includes official score reports from the College Board in alphabetical order by student last name.
- OSSE USI Matching: SAT data provided to DC PCSB by OSSE that is received from the College Board undergoes a USI matching process to assign student USIs to student SAT scores using their first name, last name, date of birth, and tested school. LEAs will have the chance to validate their SAT data with OSSE and DC PCSB to ensure that as many scores as possible are included in the metric calculation.

> Beginning with SY 2023 – 24 data collection, DC PCSB will primarily obtain SAT Test data directly from OSSE. This decision aims to streamline data collection processes and addresses the challenge of DC PCSB being unable to access high school SAT test records directly from the College Board when the LEA has multiple high schools.

OSSE Certified Student Enrollment Data
LEAs submit enrollment data to OSSE daily through the LEA's SIS. DC PCSB relies on the final certified Student Enrollment Data from OSSE to confirm whether a student meets the accountability universe criteria for a measure. Explore the specific information DC PCSB utilizes to assess a student's eligibility within the accountability universe here.

Additional Data Collection Information
For each accountability year, DC PCSB will release guidance to LEAs about the processes for submitting and supporting evidence for this metric. The *ASPIRE Policy & Technical Guide* will follow these guidelines.

<u>Data Validation</u>

- LEAs typically validate the accuracy of student-level test data, including student universe, enrollment, and demographics. Additionally, they review the measure's metric calculation.
- For each accountability year, DC PCSB will release guidance to LEAs about the annual accountability metric validation process. The *ASPIRE Policy & Technical Guide* will follow these guidelines for metric validation.

Floors and Targets

The floors and targets for the ACT/SAT College Readiness Benchmark Achievement Rate Measure are established based on the 10th and 90th percentiles of sector-wide performance.

ACT/SAT College Readiness Benchmark Achievement Rate		
Student Group	Floor	Target
All Students	11.8	71.7
Economically Disadvantaged	5.1	31.5
Not Economically Disadvantaged	20.2	79.8
Emerging Multilingual Learners	1.7	11.7
Students with Disabilities	0.0	22.7
American Indian/Alaskan Native	N/A	N/A
Asian	N/A	N/A
Black/African American	12.0	65.3
Hispanic/Latino of any race	22.0	51.4
Native Hawaiian/Other Pacific Islander	N/A	N/A
Two or More Races	N/A	N/A
White	90.0	100

Measure	Advanced Coursework and Career Certification Achievement Rate
Framework(s)	High School

> Growing high schools will not have this measure included in their ASPIRE System total points possible. Additionally, in the first year a high school offers grade 12, the Advanced Studies and Career Certification Performance Rate will be "display only" in ASPIRE System reporting.

Metric Calculation

$$\frac{\text{Count of students enrolled for the full academic year (FAY) or early-graduate students who passed an AP test, IB exam, dual enrollment course, or earn a career certificate during the accountability year}}{\textbf{Count of FAY or early-graduate students who took an AP test, IB exam, dual enrollment course, or career certificate exam during the accountability year}} \times 100$$

Measure Description

The Advanced Coursework and Career Certification Achievement Rate measures the number of students enrolled for FAY or early-graduate students in any grade who pass an AP test, IB exam, DE course, or earn a career certificate during the accountability year.

Key Definitions

- **Advanced Placement (AP):** AP courses are a set of rigorous college-level classes for high school students. These courses are designed to provide students with the opportunity to engage in college-level work while still in high school. Depending on the college or university, students who perform well on AP exams may receive college credit or be allowed to skip introductory courses.
- **Career and Technical Education (CTE):** CTE courses are designed to prepare students for careers in specific industries or occupational fields. These programs focus on providing students with the knowledge, skills, and experiences necessary to pursue careers directly after high school or to continue their education in postsecondary institutions.
- **Dual Enrollment (DE):** DE programs allow high school students to complete college-level courses and simultaneously earn credit for both high school and college. In other words, students can take classes that count toward their high school graduation requirements while also earning college credit.
- **Full Academic Year (FAY):** Continuously enrolled at the same campus from Count Day through May 1 or through the student's early graduation.
- **International Baccalaureate (IB):** IB is an educational program designed to foster critical thinking and intercultural understanding. IB coursework is viewed as rigorous preparation for higher education and beyond.

Evidence and Rationale

Advanced coursework allows high school students to earn college credit while they are still in high school, gaining skills and demonstrating competencies in the kinds of learning they can expect in postsecondary education (Chatterji et al., 2021). Students who take advanced courses, specifically in math, science, and ELA, are likely to have better postsecondary outcomes (Ogut et al., 2021).

Student Eligibility

Accountability Universe Criteria

1. Students who were included in the campus' UPSFF population and were either:
   a. Continuously enrolled at the campus from Count Day through May 1; **or**
   b. Continuously enrolled at the campus from Count Day through their early graduation. The student must be listed in the campus' corresponding Certified Graduate List for that accountability year and must have the correct Exit Code according to OSSE's annual guidance.

Accountability Denominator Criteria

1. Included in the accountability universe; **and**
2. Did at least one of the following during the accountability year (see the 'Additional Measure Considerations' section for more detail):
   a. Attempted an AP exam; **or**
   b. Attempted an IB exam; **or**
   c. Attempted a CTE exam; **or**
   d. Enrolled in a DE program
3. Students may only be included in the accountability denominator once.

Accountability Numerator Criteria

1. Included in the accountability denominator; **and**
2. Did at least one of the following during the accountability year (see the 'Additional Measure Considerations' section for more detail):
   a. Scored a 3 or above on an AP exam; **or**
   b. Scored a 4 or above on an IB exam; **or**
   c. Earned an approved CTE certification; **or**
   d. Earned a grade of C- or above in at least one three-credit-hour dual enrollment class.
3. Students may only be included in the accountability numerator once.

Exclusion Criteria

Generally, DC PCSB will exclude students that have one or more of the following attributes:

1. Listed as being new to the United States during the accountability year.
2. Deemed eligible for the alternate state assessment in the current accountability year or took the MSAA for their most recent state assessment regardless of year.
3. Enrolled in a non-public-placement at any point during the accountability year.
4. Do not meet the Accountability Universe Criteria for this measure.

Participation Requirements
There is no participation requirement for this measure.

Aggregation Level
DC PCSB calculates this metric by student group, with each student group requiring a minimum of 10 students to be included in the measure's calculation.

Additional Measure Considerations
Time Period
- Student test scores or enrollment outcomes are considered for this measure regardless of the month in the accountability year in which the outcome result was recorded, as long as the student was still actively enrolled at the school per the certified enrollment data provided to DC PCSB by OSSE.
- CTE certificates earned and dual enrollment courses taken in the summer will be included along with certificates earned and courses taken during the following school year (i.e., certifications/courses taken in summer 2025 will be included along with other certificates earned and courses taken during the 2025-2026 school year).

Measure Component Eligibility
- **AP:** Only students who attempt an official AP test are considered for this measure component. DC PCSB does not determine eligibility based on student enrollment in an AP course.
- **CTE:** Eligibility for this measure component is limited to students who complete the CTE program of study course series. If a certification is available upon completion of the course series, DC PCSB measures inclusion based on attempting certification attainment. If certification is unavailable, inclusion is based on completion of the final course series. See a list of approved CTEs here.
- **DE:** Any student enrolled in a dual enrollment program is considered for this measure component.
- **IB:** Only students who attempt an official IB exam are considered for this measure component. DC PCSB does not determine eligibility based on student enrollment in an IB course.

Choosing Scores
- If a student takes multiple AP and/or IB exams during the accountability year, DC PCSB will select the highest score achieved by the student. While all available student AP and IB test records will still be collected and displayed for data accuracy, only the highest score will be used in the metric calculation.
- If a student is enrolled in multiple CTE or DE courses during the accountability year, DC PCSB will select the highest score achieved by the student. While all available student records will still be collected and displayed for data accuracy, only the highest score will be used in the metric calculation. DC PCSB requires that LEAs submit all available student CTE program records regardless of whether the student earned or did not earn the certification.

CTE Certification Attainment Criteria
DC PCSB defines earning a certification as completing all the requirements and receiving the certification or meeting the certification publisher's criteria for attainment. Review a list of those criteria [here.](#)

Approved CTE Programs
- For SY 2023 – 24: DC PCSB will automatically populate approved CTEs for LEAs to validate during each accountability year's academic production cycle. This data will be sourced from the LEA's certified course catalog submitted to OSSE. DC PCSB considers data from OSSE as authoritative and will only include CTE programs or credentials designated as CTE by OSSE. You can review OSSE's approved CTE programs and credentials [here](#).

Data and Calculation Source
Data Collection
AP Data
- Each accountability year, OSSE provides DC PCSB with student-level AP test records sourced from the College Board. The College Board sends OSSE individual score files for each AP test attempted by the student during the accountability year.
- LEAs may submit additional or corrected test records to DC PCSB that are not captured in the OSSE provided data.
  - LEAs must submit this data via a DC PCSB Support Ticket, providing tabular data for ingestion in the [approved data format](#) and the official student-level score reports from the College Board. The LEA should prepare a single non-scanned PDF loop file that includes official score reports from the College Board in alphabetical order by student last name.
- OSSE USI Matching: AP data provided to DC PCSB by OSSE that is received from the College Board undergoes a USI matching process to assign student USIs to student scores. LEAs will have the chance to validate their AP data with OSSE and DC PCSB to ensure that as many scores as possible are included in the metric calculation.

IB Data
- Each accountability year, OSSE provides DC PCSB with student-level IB test records sourced from International Baccalaureate. International Baccalaureate sends OSSE both individual score files for each IB test attempted by the student during the accountability year.
- LEAs may submit additional or corrected test records to DC PCSB that are not captured in the OSSE provided data.
  - LEAs must submit this data via a DC PCSB Support Ticket, providing tabular data for ingestion in the [approved data format](#) and the official student-level score reports from International Baccalaureate. The LEA should prepare a single non-scanned PDF file that includes official score reports from International Baccalaureate in alphabetical order by student last name.
- OSSE USI Matching: IB data provided to DC PCSB by OSSE that is received from International Baccalaureate undergoes a USI matching process to assign student

USIs to student scores. LEAs will have the chance to validate their IB data with OSSE and DC PCSB to ensure that as many scores as possible are included in the metric calculation.

CTE Data
- For SY 2023 – 24, LEAs will submit student CTE outcome data directly to DC PCSB using the [approved data format](#) based on programs declared during Launchpad. DC PCSB may request additional documentation to support an LEA's outcome declaration during the data submission process.
- Starting in SY 2024 – 25, OSSE will provide DC PCSB with student-level CTE outcomes sourced from the LEA's SIS. These data undergo review, finalization, and certification by the LEA during OSSE's close of each year via the Data Validation Process. DC PCSB will provide LEAs with a roster of students who have completed the final course in a CTE program series by the end of the accountability year. It is expected that LEAs will report on all students who were enrolled in any of these courses.
- *CTE Participation:* For SY 2023 – 24 and SY 2024 – 25, there is no participation requirement for students attempting a CTE certification. However, upon reviewing student-level course outcome data in SY 2024 – 25 and calculating the percentage of students at each campus that attempted to earn a program of study's approved CTE certification, DC PCSB may revise the ASPIRE System to mandate a participation requirement for students attempting CTEs starting in SY 2025 – 26.

DE Data
- For SY 2023 – 24, DC PCSB will provide LEAs with a roster of students tagged as being dual-enrolled in their SIS. This data will be sourced from OSSE's SY 2023 – 24 Data Validation Dual Enrollment application. LEAs will submit student DE course, institution, and outcome data directly to DC PCSB using the [approved data format](#). DC PCSB may request additional documentation to support an LEA's student outcome declaration during the data submission process.
- Starting in SY 2024 – 25, OSSE will provide DC PCSB with student-level DE course outcomes sourced from the LEA's SIS. These data undergo review, finalization, and certification by the LEA during OSSE's close of each year via the Data Validation Process.
  - LEAs may submit additional or corrected DE course outcome data to DC PCSB that are not captured in the OSSE provided data.
    - LEAs <u>must</u> submit this data via a DC PCSB Support Ticket, providing tabular data for ingestion in the [approved data format](#) and the official transcript or supporting documentation from the postsecondary institution where the student was enrolled. DC PCSB will not accept additional DE records when the required documentation cannot be produced during the data submission window. The LEA should prepare a single non-scanned PDF file that includes official score reports from the postsecondary school in alphabetical order by student last name.

OSSE Certified Student Enrollment Data
LEAs submit enrollment data to OSSE daily through the LEA's SIS. DC PCSB relies on the final certified Student Enrollment Data from OSSE to confirm whether a student meets the accountability universe criteria for a measure. Explore the specific information DC PCSB utilizes to assess a student's eligibility within the accountability universe [here](#).

Additional Data Collection Information
For each accountability year, DC PCSB will release guidance to LEAs about the processes for submitting and supporting evidence for this metric. The *ASPIRE Policy & Technical Guide* will follow these guidelines.

Data Validation
- LEAs typically validate the accuracy of student-level test data, including student universe, enrollment, and demographics. Additionally, they review the measure's metric calculation.
- For each accountability year, DC PCSB will release guidance to LEAs about the annual accountability metric validation process. The *ASPIRE Policy & Technical Guide* will follow these guidelines for metric validation.

Floors and Targets
The floors and targets for the Advanced Coursework and Career Certification Achievement Rate measure are established based on the 10th and 90th percentile of sector-wide performance. [Read about when floors and targets will be updated.](#)

Advanced Coursework and Career Certification Achievement Rate		
Student Group	**Floor**	**Target**
All Students	12.5	84.3
Economically Disadvantaged	10.8	77.9
Not Economically Disadvantaged	17.4	93.8
Emerging Multilingual Learners	18.7	68.0
Students with Disabilities	15.0	79.5
American Indian/Alaskan Native	N/A	N/A
Asian	63.7	73.7
Black/African American	12.4	83.1
Hispanic/Latino of any race	21.8	71.3
Native Hawaiian/Other Pacific Islander	N/A	N/A
Two or More Races	81.9	96.7
White	80.8	90.8

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

Metric Calculation

$$\left(\frac{\text{Count of certified graduates accepted to a full-time, accredited college, university, } \textbf{OR} \text{ other approved postsecondary pathway}}{\textbf{Count of certified graduates enrolled during the accountability year}} \right) \times 100$$

Measure Description

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

Key Definitions

Not applicable.

Evidence and Rationale

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

Student Eligibility

Accountability Universe Criteria

1. Students who were included in the campus' certified graduate list for the accountability year; **and**
2. Were ever stage 5 enrolled during the accountability year.

Accountability Denominator Criteria

All students included in the Accountability Universe who do not meet any of the exclusion criteria are included in the Accountability Denominator.

Accountability Numerator Criteria

1. Only students in the denominator are included in the numerator.
2. Students may only be included in the numerator once.
3. Students must be accepted to a degree-granting institution or an approved postsecondary career pathway program.

Exclusion Criteria

Generally, DC PCSB will exclude students that have one or more of the following attributes:

1. Listed as being new to the United States during the accountability year.
2. Deemed eligible for the alternate state assessment in the current accountability year or took the MSAA for their most recent state assessment regardless of year.
3. Enrolled in a non-public-placement at any point during the accountability year.
4. Do not meet the Accountability Universe Criteria for this measure.

Participation Requirements

There is no participation requirement for this measure.

Aggregation Level

DC PCSB calculates this metric by student group, with each student group requiring a minimum of 10 students to be included in the measure's calculation.

Additional Measure Considerations

Approved Postsecondary Career Pathways

DC PCSB has approved the following postsecondary career pathways:

- Apprenticeship through CareerWise DC
- DC Fire Cadet Program (*or equivalent in another jurisdiction*) acceptance
- DC Infrastructure Academy acceptance
- Enlisting in the United States Armed Forces (*Air Force, Army, Coast Guard, Marines, Navy, or Space Force*)
- Firefighter/EMT or Firefighter/Paramedic job/trainee offer
- Job Corps acceptance
- Job offer aligned to NAF, CTE, or ATC program
- Police Academy acceptance
- Post-secondary career training program

Additional Postsecondary Career Pathways

Schools have the option to request the inclusion of additional postsecondary career pathways in the ASPIRE System's Career and College Acceptance Measure. Since these pathways may not become available for review until the end of the accountability year, DC PCSB will accept petitions from schools continuously throughout the accountability year. This process begins on the first day of the accountability year and continues until either the final day of the accountability year (*the last day of the normal school year*) or the commencement of data collection for this measure, whichever comes first. After this deadline, DC PCSB will not consider any further requests for additional pathways.

Acceptable Degree-Granting Institutions

DC PCSB will consider any 2- or 4-year degree-granting institution, whether domestic or international, as an acceptable source of postsecondary education acceptance for the Career and College Acceptance Measure. However, DC PCSB does not consider for-profit postsecondary institutions in this measure.

Data and Calculation Source

Data Collection

Career and College Student Level Outcome Data
- LEAs are required to submit this data on an annual basis using the [approved data format](#).
- In addition to the student-level data outcomes, documentation of either acceptance into a degree-granting institution or an approved postsecondary career pathway is required. This documentation must be from the current accountability year and indicate that the acceptance and/or job offer is still valid. DC PCSB reserves the right to accept alternative forms of evidence when an acceptance letter is not available, on a case-by-case basis. The LEA should prepare a single non-scanned PDF file that includes the required documentation for this measure, arranged in alphabetical order by student last name.

OSSE Certified Student Enrollment Data
LEAs submit enrollment data to OSSE daily through the LEA's SIS. DC PCSB relies on the final certified Student Enrollment Data from OSSE to confirm whether a student meets the accountability universe criteria for a measure. Explore the specific information DC PCSB utilizes to assess a student's eligibility within the accountability universe [here](#).

Data Validation
- LEAs typically validate the accuracy of student-level test data, including student universe, enrollment, and demographics. Additionally, they review the measure's metric calculation.
- For each accountability year, DC PCSB will release guidance to LEAs about the annual accountability metric validation process. The *ASPIRE Policy & Technical Guide* will follow these guidelines for metric validation.

Floors and Targets
The floors and targets for the Career and College Acceptance Measure are set using aspirational and sector approaches. The floor is set using the 10th percentile of sector performance while the target is set at an aspirational 100%. The floors below are based on SY 2022 – 23 performance. [Read about when floors and targets will be updated.](#)

Career and College Acceptance Rate		
Student Group	**Floor**	**Target**
All Students	84.8	100
Economically Disadvantaged	80.7	100
Not Economically Disadvantaged	87.6	100
Emerging Multilingual Learners	49.1	100
Students with Disabilities	63.9	100
American Indian/Alaskan Native	N/A	N/A
Asian	N/A	N/A
Black/African American	84.3	100

Career and College Acceptance Rate		
Student Group	Floor	Target
Hispanic/Latino of any race	79.0	100
Native Hawaiian/Other Pacific Islander	N/A	N/A
Two or More Races	N/A	N/A
White	82.9	100

Annually, before commencing data collection, DC PCSB will retrieve the latest postsecondary IPEDs ID from the U.S. Department of Education. If a degree-granting institution is not included in DC PCSB's IPEDs data pull, schools should open a support ticket in the Hub.

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

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

Metric Calculation

$$\left(\frac{\text{Count of students from the adjusted cohort who graduated as of the end of the accountability year with a regular high school diploma}}{\textbf{Count of students in the adjusted cohort}} \right) \times 100$$

Measure Description

Four-Year Adjusted Cohort Graduation Rate (ACGR) measures the percentage of students who graduated with a regular high school diploma within four years of their first ninth-grade year.

Five-Year ACGR measures the percentage of students who graduated with a regular high school diploma within five years of their first ninth-grade year.

Key Definitions
- **Adjusted cohort:** An incoming class of ninth grade students that is "adjusted" by adding students who enter the school at a later point during the ninth-grade year or at any point during the next three years and subtracting any students with a validated exit from the school during that same period.[64]
- **First ninth-grade year:** The first year in which a student attended ninth grade.
- **Non-graduate:** 1) student did not graduate with a regular high school diploma and is enrolled in a regular high school diploma-granting LEA at the start of the school year following their graduation year; 2) student is enrolled in a non-diploma-granting school at the start of the school year following their respective graduation year; 3) student received an Individuals with Disabilities Education Act (IDEA) Certificate or State Diploma; or 4) student did not graduate with a regular high school diploma,

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[64] CFR Title 34 § 200.34.

did not earn an IDEA Certificate or State Diploma, and is not currently enrolled in an LEA.

- **Regular high school diploma:** The standard high school diploma awarded to students that is fully aligned with the state's academic content standards and does not include a GED credential, certificate of attendance, or any alternative award.[65]
- **Responsible LEA (or school):** The last degree-granting LEA (or school) that was responsible for providing educational services to the student.
- **State diploma:** State-issued diploma granted to students who pass the GED or complete the requirements of the National External Diploma Program (NEDP); these are not included in the numerator for the calculation of ACGR.
- **Validated exit:** Students who exited the ninth-grade cohort with a valid exit code and approved documentation.[66]

Evidence and Rationale

High school graduation rate is an important indicator of school quality and is directly correlated with students' life outcomes (U.S. Department of Education, 2017). A high on-time graduation rate generally suggests that a school is effectively supporting its students academically and providing them with the necessary resources and support to complete their high school education successfully. It can reflect positively on the school's overall effectiveness, including its curriculum, teaching methods, and student support services. A high on-time graduation rate indicates students are meeting the required academic standards and are on track for future opportunities, such as pursuing higher education or entering the workforce.

Student Eligibility (Governed by OSSE)

Accountability Universe Criteria

All students who enrolled in a diploma-granting public or public charter school in DC at any point within the four years following their first ninth-grade year and whose first ninth-grade year is the school year three years prior to the accountability year.

Accountability Denominator Criteria

1. All high school-aged students (*up to 22 years old*) attending a diploma-granting high school are assigned to a single first ninth-grade year (*cohort year*).
2. Any student who has received a Stage 5 enrollment at any point during their first ninth-grade year and their expected year of graduation.

Accountability Numerator Criteria

1. Only students in the denominator may be included in the numerator.
2. For the calculation of the four-year ACGR, students are expected to graduate within four years of their first ninth-grade year.
3. For the calculation of the five-year ACGR, students are expected to graduate within five years of their first ninth-grade year.

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[65] CFR Title 34 § 200.19
[66] OSSE's exit codes: 1940, 1941, 1942, 1943, or 1944.

Exclusion Criteria
1. All students with validated cohort exits, including:
    a. Students who exited to home-schooling or to a public, private, or online diploma-granting school in a different state;
    b. Students who exited to a school outside the United States;
    c. Students who exited to be home-schooled in DC;
    d. Students who exited to attend a private school in DC; or
    e. Students who died or are permanently incapacitated.
2. Any student who has only ever attended a non-diploma-granting school while aged 14 to 22 years.
3. Any student who most recently attended the Department of Youth Rehabilitation Services (DYRS) is included in the State Cohort.[67]
4. Any student who most recently was under the care of the DC Child and Family Services Agency (CFSA) and placed at a public school out of state.
5. Students who first enrolled in a DC public or public charter school four years after their first ninth-grade year.

Participation Requirements:
There is no participation requirement for this measure.

Aggregation Level
DC PCSB calculates this metric by student group, with each student group requiring a minimum of 10 students to be included in the measure's calculation.

Additional Measure Considerations (Governed by OSSE)
- Court Involvement: Students transferring to DYRS or Maya Angelou New Beginnings are considered part of the "state" cohort. This classification applies to those transferring to DYRS because it is a regular high school diploma-granting institution.
- Transition Institutions: Students transferring to Youth Services Center (YSC) or Inspiring Youth Program (IYP) will be included in DC Public Schools' (DCPS) LEA-level rate, as DCPS grants a general diploma to students graduating from these institutions. Students transferring to C.H.O.I.C.E. Academy (CHOICE) will remain in the cohort of their previous diploma-granting institution.
- Adult Education Programs: Students transferring to education programs that do not award a regular high school diploma (e.g., Academy of Hope PCS, Briya PCS, Carlos Rosario International PCS) will remain in the cohort of their most recent previous regular high school diploma-granting school. This is because these programs do not offer a regular high school diploma.
- Non-Public and Special Education Programs: Students enrolled or transferring to non-public schools are reported at the LEA and State levels based on their most

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[67]"State Cohort" is the designation for students who were either only ever enrolled or last enrolled in programs that do not award regular diplomas and are not included in the school or LEA level calculations, but the state is responsible for tracking student outcomes. For more information, please see page 11 of OSSE's annual *Adjusted Cohort Graduation Rate Policy.*

recent LEA cohort. Those attending high school diploma-granting special education schools (e.g., River Terrace Education Campus, St. Coletta PCS) are reported in DCPS's LEA cohort and the State cohort. Students exclusively enrolled in special education programs are excluded from all ACGR reporting.

- Online-only Regular High School Diploma Granting Institutions: Students transferring to accredited online-only regular high school diploma-granting institutions, such as Penn Foster, should be exited from the state using exit code 1940.
- Other Scenarios: Students who never enroll in a regular high school diploma-granting institution and only enroll in DYRS or CHOICE are classified as members of the "state" cohort.

Data and Calculation Source
Data Collection
Certified Adjusted Cohort Data
Annually, OSSE provides DC PCSB with a roster containing 4- and 5-year ACGR student-level data, certified by LEAs during OSSE's annual MCC process. DC PCSB regards this data as authoritative and will not update it unless directed by OSSE or its designee. The data LEAs certify is based on the Certified Adjusted Cohort Data, which includes expected graduates in the Accountability Year, the students' first ninth-grade year (cohort), cohort-responsible school, and outcomes. Additionally, the Certified Graduate List submitted to OSSE by DC PCSB forms part of this data. Charter LEAs validate the Certified Graduate List upon completion of the transcript audit process.

OSSE Certified Student Enrollment Data
LEAs submit enrollment data to OSSE daily through the LEA's SIS. DC PCSB relies on the final certified Student Enrollment Data from OSSE to confirm whether a student meets the accountability universe criteria for a measure. Explore the specific information DC PCSB utilizes to assess a student's eligibility within the accountability universe [here](#).

Additional Data Collection Information
For each accountability year, DC PCSB will release guidance to LEAs about the processes for submitting and supporting evidence for this metric. The *ASPIRE Policy & Technical Guide* will follow these guidelines.

Data Validation
- LEAs typically validate the accuracy of student-level test data, including student universe, enrollment, and demographics. Additionally, they review the measure's metric calculation.
- For each accountability year, DC PCSB will release guidance to LEAs about the annual accountability metric validation process. The *ASPIRE Policy & Technical Guide* will follow these guidelines for metric validation.

Floors and Targets

The floors and targets for the High School Graduation Rate 4- and 5-year ACGR Measure are established based on the 10th and 90th percentile of state-wide performance. Please note that OSSE has calculated the Not Economically Disadvantaged floors and targets. The floors and targets below are based on SY 2022 – 23 performance. Read about when floors and targets will be updated.

High School Graduation Rate				
Student Group	4-Year ACGR		5-Year ACGR	
	Floor	Target	Floor	Target
All Students	65.2	98.1	75.0	99.3
Economically Disadvantaged	60.5	96.9	74.5	97.1
Not Economically Disadvantaged	66.7	100	74.0	100
Emerging Multilingual Learners	36.2	90.0	56.1	96.4
Students with Disabilities	56.3	92.0	57.7	94.5
American Indian/Alaskan Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	90.0	100
Black/African American	68.1	98.9	80.6	100
Hispanic/Latino of any race	60.0	100	57.5	100
Native Hawaiian/Other Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	92.0	100	N/A	N/A
White	94.4	100	97.0	100

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

Metric Calculation

$$\left(\frac{\text{Count of students enrolled for FAY or early-graduate grade 11 students re-enrolling at the campus who achieved a superscore of at least 970 on the PSAT}}{\textbf{Count of FAY or early-graduate grade 11 students re-enrolling at the campus}} \right) \times 100$$

Measure Description

This measure captures the percentage of re-enrolling FAY or early-graduate grade 11 students who scored "college ready," or 970, on the combined reading and math sections of the PSAT. The "college ready" benchmark is 460 in Evidence-Based Reading and Writing (EBRW) and 510 in math. These benchmarks consider expected student growth and were designed to assess how students are progressing year-over-year toward college readiness (College Board, n.d.).

Key Definitions

Not applicable.

Evidence and Rationale

The PSAT/National Merit Scholarship Qualifying Test (NMSQT) is a strong indicator of college readiness and is highly related to success in college (College Board, 2014). While most students may not be college ready when taking the PSAT, indicators of students' trajectory toward college readiness can provide useful information to students and schools. A student's PSAT and SAT/ACT scores in the same content areas are highly and positively correlated (Proctor et al., 2010). Meeting the SAT college readiness benchmarks indicates that students are prepared to enter a four-year postsecondary institution and have a high likelihood of success in first-year college courses. Proctor et al. (2010) also found that students who perform well on the SAT/ACT are more likely to persist to a second year of college and graduate on time Unfortunately, research indicates that 40.0% of new college students take remedial courses because they are unprepared for the academic demands of college (Hanover Research, 2014).

Student Eligibility

Accountability Universe Criteria

1. Students who were included in the campus' UPSFF population and were either:
   a. Continuously enrolled at the campus from Count Day through May 1; **or**
   b. Continuously enrolled at the campus from Count Day through their early

graduation. The student must be listed in the campus' corresponding Certified Graduate List for that accountability year and must have the correct Exit Code according to OSSE's annual guidance.

2. Were grade 11 students; **and**
3. Re-enrolled at the campus from the previous accountability year to the current accountability year (determined by OSSE).

Accountability Denominator Criteria
1. All students in the accountability universe are included in the accountability denominator unless they meet at least one of the exclusion criteria.
2. Students may only be included in the accountability denominator once.

Accountability Numerator Criteria
1. Only students in the denominator are included in the numerator.
2. Students with a superscore of at least 970 on the PSAT (see the 'Additional Measure Considerations' section for more detail).
3. Students may only be included in the accountability numerator once.

Exclusion Criteria
Generally, DC PCSB will exclude students that have one or more of the following attributes:
1. Listed as being new to the United States during the accountability year.
2. Deemed eligible for the alternate state assessment in the current accountability year or took the MSAA for their most recent state assessment regardless of year.
3. Enrolled in a non-public-placement at any point during the accountability year.
4. Did not re-enroll at the campus from the previous accountability year to the current accountability year (determined by OSSE).
5. Do not meet the Accountability Universe Criteria for this measure.

Participation Requirements
Participation Thresholds
DC PCSB expects all eligible students to participate in the PSAT College Readiness Benchmark Achievement Rate measure. A multi-tiered participation rate threshold will determine how the measure's accountability rate is calculated:
- **90 – 100% Participation:** If at least 90% of eligible students participate, then the non-participating students will be removed from the accountability rate calculations.
- **80 – 90% Participation:** If at least 80% but less than 90% of eligible students participate, then the non-participating students will still be included in the accountability denominator but will have zeros imputed for their accountability numerator.
- **Below 80% Participation:** If less than 80% of eligible students participate in the measure, zero points will be awarded for the measure.

While non-participating students will be removed from the accountability rate calculations in cases of 90 – 100% participation, they will still be included in minimum cohort and dynamic student-group weighting calculations.

Participation Denominator Criteria

All students in the Accountability Denominator are included in the Participation Denominator.

Participation Numerator Criteria

1. Only students meeting the Participation Denominator criteria may be included in the Participation Numerator; **and**
2. Students must have a valid PSAT score from the current or any previous accountability year while enrolled at the campus.

Participation Aggregation Level

DC PCSB calculates participation rates at the all-student level, not by student group.

Aggregation Level

DC PCSB calculates this metric by student group, with each student group requiring a minimum of 10 students to be included in the measure's calculation.

Additional Measure Considerations

Calculating the Super-Score

When assessing whether a student met the Accountability Numerator Criteria, DC PCSB will utilize their highest score from each test section achieved while they were enrolled at that campus, even if those scores were achieved across multiple tests or in prior accountability years. A single student will only count once toward the Accountability Numerator and Accountability Denominator regardless of how many times they met the Numerator Criteria.

An **example** of how DC PCSB selects a student's score:

SAT Subject	2021 SAT	2022 SAT	Included Score
EBRW	600	500	**600**
Math	300	400	**400**

Data and Calculation Source

Data Collection

PSAT Data

- Each accountability year, College Board provides DC PCSB with student-level PSAT test records. The College Board sends DC PCSB both individual score files for each PSAT day administration and a cumulative summative file each year containing the PSAT scores for students who participated in the PSAT at any DC public charter school.
- LEAs may submit additional or corrected test records to DC PCSB that are not captured in the College Board provided data.

- LEAs <u>must</u> submit this data via a DC PCSB Support Ticket, providing tabular data for ingestion in the [approved data format](#) and the official student-level score reports from the College Board. The LEA should prepare a single non-scanned PDF file that includes official score reports from the College Board in alphabetical order by student last name.
- DC PCSB USI Matching: PSAT data provided to DC PCSB from the College Board undergoes a USI matching process to assign student USIs to student PSAT scores using their first name, last name, and tested school. LEAs will have the chance to validate their PSAT data with DC PCSB to ensure that as many scores as possible are included in the metric calculation.

OSSE Certified Student Enrollment Data
LEAs submit enrollment data to OSSE daily through the LEA's SIS. DC PCSB relies on the final certified Student Enrollment Data from OSSE to confirm whether a student meets the accountability universe criteria for a measure. Explore the specific information DC PCSB utilizes to assess a student's eligibility within the accountability universe [here](#).

Additional Data Collection Information
For each accountability year, DC PCSB will release guidance to LEAs about the processes for submitting and supporting evidence for this metric. The *ASPIRE Policy & Technical Guide* will follow these guidelines.

Data Validation
- LEAs typically validate the accuracy of student-level test data, including student universe, enrollment, and demographics. Additionally, they review the measure's metric calculation.
- For each accountability year, DC PCSB will release guidance to LEAs about the annual accountability metric validation process. The *ASPIRE Policy & Technical Guide* will follow these guidelines for metric validation.

Floors and Targets
The floors and targets for the PSAT College Readiness Benchmark Achievement Rate Measure are established based on the 10th and 90th percentile of sector-wide performance.[68] The floors and targets below are based on SY 2022 – 23 performance. [Read about when floors and targets will be updated.](#)

PSAT College Readiness Benchmark Achievement Rate		
Student Group	Floor	Target
All Students	3.3	60.4
Economically Disadvantaged	2.1	21.6
Not Economically Disadvantaged	1.2	67.5
Emerging Multilingual Learners	0.0	12.7

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[68] When calculating 10th and 90th percentile of SY 2022 – 23 sector-wide performance, DC PCSB did not include rates from campuses that did not test grade 11 students in the PSAT that school year.

PSAT College Readiness Benchmark Achievement Rate		
Student Group	Floor	Target
Students with Disabilities	0.0	20.5
American Indian/Alaskan Native	N/A	N/A
Asian	N/A	N/A
Black/African American	0.7	46.9
Hispanic/Latino of any race	6.6	39.9
Native Hawaiian/Other Pacific Islander	N/A	N/A
Two or More Races	70.0	80.0
White	84.9	94.9

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

Metric Calculation

Accountability Rate

$$\frac{\text{Count of records from the denominator with a corresponding GED Subject Test passed during the accountability cohort year}}{\text{Sum of the following from accountability cohort year:}} \times 100$$

Sum of the following from accountability cohort year:
- **GED Ready "*likely to pass*" scores from eligible students who took the corresponding GED subject test(s); and**
- **Number of school recommendations to take GED subject tests for eligible students who took the corresponding GED subject test without a GED Ready "Likely to Pass" score**
- **Level 6 ABE Pre-Tests from GED students without secondary credentials who took the corresponding GED subject test**

Participation Rate

$$\frac{\text{Count of records from the denominator with a corresponding valid GED Subject Test score during the accountability cohort year}}{\text{Sum of the following from accountability cohort year:}} \times 100$$

Sum of the following from accountability cohort year:
- **GED Ready "*likely to pass*" scores from eligible students; and**
- **Number of school recommendations to take GED subject tests for eligible students without a GED Ready "Likely to Pass" score**
- **Level 6 ABE Pre-Tests from GED students without secondary credentials**

Measure Description

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

Key Definitions

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

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

Student Eligibility
Accountability Universe Criteria

ASPIRE System Adult Education Enrollment Eligibility Rule:
1. To be included in Adult Education accountability measures, students must meet the following criteria:
    a. Be included in a school's audited enrollment; **OR**
    b. They have been enrolled in the school for at least 15 consecutive calendar days; **AND** they have received at least 12 hours of instruction.
2. All students in a school's audited enrollment are included in the Adult Education accountability measures and are tracked based on their individual date(s) of enrollment.
3. There are additional criteria for the Adult Education Enrollment Eligibility Rule, available [here.](#)

Accountability Denominator Criteria
1. Meet the Adult Education Enrollment Eligibility Rule; **and**
2. Students in a GED program may be counted in the denominator multiple times, up to once per subject, for each of the following that happened during the accountability year:
    a. GED Ready subject with a "likely to pass" score; **or**
    b. Recommendation from the school to take the corresponding GED Subject test; **or**
    c. ABE Pre-test at EFL 6 if the student does not have a secondary credential.
3. Students must be enrolled in the school when they take the GED Ready to be included.
4. Students must have a corresponding valid GED Subject Test score during the accountability cohort year.
5. Each student is included in the n-size weighting with other School Progress measures only once.

Accountability Numerator Criteria
1. Only student records in the denominator may be included in the numerator.
2. Students may be counted in the numerator multiple times, up to once per subject, for each record in the denominator.
3. Students must take and pass a corresponding GED subject test during the accountability cohort year.
4. Students do not need to be enrolled in the school when they take the GED subject test as long as it was taken during the accountability cohort year. Students must be enrolled in the school when they take the GED Ready to be included.

Exclusion Criteria
1. Any student who doesn't meet the Adult Education Enrollment Eligibility Rule is excluded from this metric.
2. If a student scores *"likely to pass"* on a GED Ready test with less than 60 days remaining in the accountability cohort year the school may choose to exclude this test during the annual data submission window.
3. If the publisher declares a GED Subject or GED Ready test invalid, such as in the case of testing security violations, the test may be removed from the metric calculation of this measure.
   - The LEA must provide evidence of the publisher's declaration via DC PCSB support ticket.

N-Size Weighting
While students may be included in the accountability denominator and accountability numerator multiple times, each student is included in the n-size weighting with other School Achievement measures only once.

Participation Requirements
DC PCSB has instituted a participation threshold for this measure.
If the GED Subject Test Participation Rate drops below 75.0%, no points will be awarded for this metric and the overall points possible will not be adjusted.

Participation Denominator Criteria
1. Meet the Adult Education Enrollment Eligibility Rule; **and**
2. Students in a GED program may be counted in the participation denominator multiple times, up to once per subject, for each of the following that happened during the accountability year:
   a. GED Ready subject with a "likely to pass" score; **or**
   b. Recommendation from the school to take the corresponding GED Subject test; **or**
   c. ABE Pre-test at EFL 6 if the student does not have a secondary credential.
3. Students must be enrolled in the school when they take the GED Ready to be included.

Participation Numerator Criteria
1. Only student records in the participation denominator may be included in the numerator.
2. Students may be counted in the participation numerator multiple times, up to once per subject, for each record in the participation denominator for which they received a valid score for the corresponding GED subject test during the accountability cohort year.
3. Students do not need to be enrolled in the school when they take the GED Subject test as long as it was taken during the accountability cohort year

Aggregation Level

DC PCSB will only calculate this measure at the all-students level and will not disaggregate by student group. There must be a minimum of 10 students included in the measure for DC PCSB to calculate this measure.

Additional Measure Considerations

Scoring Criteria

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

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

Data and Calculation Source

Data Collection

- Each accountability year, OSSE provides DC PCSB with student-level GED test records (GED Ready and GED) sourced from GED.
- LEAs may submit additional or corrected test records to DC PCSB that are not captured in the OSSE provided data.
  - LEAs must submit this data via a DC PCSB Support Ticket, providing tabular data for ingestion in the approved data format (GED Ready and GED Subject Tests) and the official student-level score reports from GED. The LEA should prepare a single non-scanned PDF file that includes official score reports from GED Manager.
- For each accountability year, DC PCSB will release guidance to LEAs about the processes for submitting and supporting evidence for this metric. The *ASPIRE Policy & Technical Guide* will use these guidelines.

Data Validation

- LEAs typically validate the accuracy of student-level test data, including student universe, enrollment, and demographics. Additionally, they review the measure's metric calculation.
- For each accountability year, DC PCSB will release guidance to LEAs about the annual accountability metric validation process. The *ASPIRE Policy & Technical Guide* will follow these guidelines for metric validation.

Floors and Targets

The floor for the GED Subject Test Achievement Rate measure will be set at the 10th percentile of local or national performance, if available (whichever is lower). "Local" refers to data from Washington, DC's adult education public charter sector. "National" refers to data reported by the National Reporting System for Adult Education. The target will be aspirational and informed by national and/or local performance.

GED Subject Test Achievement Rate		
Student Group	Floor	Target
All Students	70.4	89.8

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

Metric Calculation

$$\frac{\text{The count of students who earn the NEDP diploma or GED credential during the accountability cohort year}}{\begin{array}{l}\text{The count of students who are enrolled in a school's GED or NEDP program during the accountability cohort year and:} \\ \bullet \text{ Earn the NEDP diploma; or} \\ \bullet \text{ Have four or more items in the NEDP Portfolio Review and exit without a diploma; or} \\ \bullet \text{ Score "likely to pass" on all four (or remaining) GED Ready tests during the accountability cohort year; or} \\ \bullet \text{ Are recommended by the school to take the GED test without the GED Ready test} \end{array}} \times 100$$

Measure Description

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

Key Definitions

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

Evidence and Rationale

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

Student Eligibility

Accountability Universe Criteria

ASPIRE System Adult Education Enrollment Eligibility Rule:

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

Accountability Denominator Criteria
1. Meet the Adult Education Enrollment Eligibility Rule; **and**
2. Are enrolled in an LEA's GED or NEDP program. This enrollment must be indicated on the Adult Education Accountability Roster; **and**
3. They meet at least one of the following:
    a. They earn the NEDP during the accountability cohort year; **or**
    b. They have four or more items in the NEDP Portfolio Review and exit without the diploma; **or**
    c. They score *'likely to pass'* on all four (or all remaining) GED Ready tests in the accountability cohort year; **or**
    d. The LEA recommends them to take the GED without the GED Ready test during the accountability cohort year.

Accountability Numerator Criteria
1. Only students in the denominator may be included in the numerator; **and**
2. Students must meet at least one of the following criteria during the accountability year:
    a. They earn the NEDP diploma; **or**
    b. They earn a GED credential.

Exclusion Criteria
Students who meet any of the following criteria are excluded from the measure:
1. Students who do not meet the Adult Education Enrollment Eligibility Rule.
2. Students with extenuating circumstances that do not allow them to take the GED test will not be included in this measure. These circumstances include:
    a. Transferred to a diploma-granting high school
    b. Incarceration
    c. Medical leave (*including maternity leave – distinct from pregnancy*)
    d. Moved out of the country
    e. Death
3. Students who cannot take the GED test due to District policies may be excluded from the measure (e.g., waiting periods).
4. If the publisher declares a GED Subject or GED Ready test invalid, such as in the case of testing security violations, the test may be removed from the metric calculation of

this measure.
   a. The LEA must provide evidence of the publisher's declaration via DC PCSB support ticket.

Participation Requirements
There is no participation requirement for this measure.

Aggregation Level
DC PCSB will only calculate this measure at the all-students level and will not disaggregate by student group. There must be at a minimum of 10 students for DC PCSB to calculate this measure.

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

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

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

Data and Calculation Source
Data Collection
   ● Each accountability year, OSSE provides DC PCSB with student-level GED test records (GED Ready and GED) sourced from GED.
   ● LEAs may submit additional or corrected test records to DC PCSB that are not captured in the OSSE provided data.

- ○ LEAs <u>must</u> submit this data via a DC PCSB Support Ticket, providing tabular data for ingestion in the approved data format ([GED Ready](#) and [GED Subject Tests](#)) and the official student-level score reports from GED. The LEA should prepare a single non-scanned PDF file that includes official score reports from GED Manager.
- For each accountability year, DC PCSB will release guidance to LEAs about the processes for submitting and supporting evidence for this metric. The *ASPIRE Policy & Technical Guide* will use these guidelines.

Data Validation
- LEAs typically validate the accuracy of student-level test data, including student universe, enrollment, and demographics. Additionally, they review the measure's metric calculation.
- For each accountability year, DC PCSB will release guidance to LEAs about the annual accountability metric validation process. The *ASPIRE Policy & Technical Guide* will follow these guidelines for metric validation.

Floors and Targets

The floor for the High School Equivalency (GED/NEDP) Achievement Rate measure will be set at the 10th percentile of local or national performance, if available (whichever is lower). "Local" refers to data from Washington, DC's adult education public charter sector. "National" refers to data reported by the National Reporting System for Adult Education. The target will be aspirational and informed by national and/or local performance.

High School Equivalency (GED/NEDP) Achievement Rate		
Student Group	Floor	Target
All Students	69.3	87.5

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

Metric Calculation

$$\frac{\text{Count of students who earn an Industry- or Mid-Level Certification during the accountability cohort year}}{\textbf{Number of students meeting the AE eligibility rule AND enrolled in a certification program at a school during or up to two years before the accountability cohort year, and who took the corresponding certification exam in the current accountability cohort year}} \times 100$$

Measure Description

This measure reports the percentage of students who earned an industry-recognized CTE certification or a mid-level CTE certification. The process to earn an industry-recognized CTE certification includes rigorous assessments and requirements, which lead to higher wages in a high-demand field.

Key Definitions

- **A+ Certification (CompTIA):** A+ Certification, provided by CompTIA, is a widely recognized credential for IT professionals. It validates foundational skills in IT, including hardware, software, and problem-solving. Holders of this certification are well prepared for entry-level IT roles.
- **Certified Medical Assistant (CMA, American Association of Medical Assistants):** The Certified Medical Assistant (CMA) credential, provided by the American Association of Medical Assistants, certifies medical assistants for clinical and administrative duties. It is widely recognized in the field and highly valued by employers.
- **Child Development Associate (CDA, Council for Professional Recognition):** The Child Development Associate (CDA) certification, granted by the Council for Professional Recognition, is for individuals working in early childhood education. It demonstrates their competence in nurturing and educating young children.
- **Heating, Ventilation, and Cooling (HVAC) Technician Certification (Mainstream Engineering Corporation):** HVAC Technician Certification, from Mainstream Engineering Corporation, certifies professionals in the field of heating, ventilation, and air conditioning. It covers installation, maintenance, and repair of HVAC systems.
- **Industry-Level Certification (formerly known as High-Level/Level 4):** The highest-level credential available through adult education programs. Certification criteria are developed and validated by a reputable third-party (e.g., National Licensure Exam). These certifications are recognized across multiple locations and are not limited to a

single state or local jurisdiction. They typically require 125+ hours of combined in-seat and experiential learning.

- **Certified Clinical Medical Assistant Certification (CCMA, National Healthcareer Association):** The Certified Clinical Medical Assistant (CCMA) certification, awarded by the National Healthcareer Association, confirms the skills and knowledge required to work as a medical assistant. It covers clinical and administrative tasks in healthcare settings.
- **Mid-Level Certification:** Certifications with criteria established and validated by a qualified third-party (e.g., State Licensure Exam). These certifications may be associated with vocational programs or technical schools offered within or in collaboration with the LEA. Generally, they are limited to one state or local jurisdiction. They typically involve 50 – 100+ hours of combined in-seat and experiential learning.
- **National Nurse Aide Assessment Program (NNAAP, National Council of State Boards of Nursing):** The National Nurse Aide Assessment Program (NNAAP), administered by the National Council of State Boards of Nursing, assesses and certifies nurse aides. It confirms their skills in providing care to patients and residents in healthcare settings.
- **Registered Medical Assistant (RMA, American Medical Technologists):** The Registered Medical Assistant (RMA) certification, offered by the American Medical Technologists, signifies competence in medical assisting. It covers both clinical and administrative skills and is recognized in the healthcare industry.

Evidence and Rationale

This measure reflects the achievement of Industry-Level Certification or Mid-Level Certification with rigorous requirements, including assessments leading to employment in high-wage, high-demand fields. It assesses whether students have gained the skills necessary to secure a job in these fields and/or advance in their current careers.

Student Eligibility

Accountability Universe Criteria

ASPIRE System Adult Education Enrollment Eligibility Rule:

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

Accountability Denominator Criteria

1. Meet the Adult Education Enrollment Eligibility Rule; **and**

2. Enrolled in the school's Industry Level or Mid-Level Certification program during or up to two years prior to the current accountability cohort year; **and**
3. Took the corresponding certification examination in the current accountability cohort year.
    a. If a student takes the exam during the accountability cohort year but has not received results as of the completion of the ASPIRE data collection process, the student will be reported in the following accountability year.
    b. If results are received after the completion of the data collection process but before the end of the metric data validation process, the student will still be included in the following accountability year.

Accountability Numerator Criteria
1. Only students in the denominator may be included in the numerator; **and**
2. Students must earn an Industry-Level or Mid-Level Certification during the accountability cohort year.

Exclusion Criteria
Any student who does not meet the Adult Education Enrollment Eligibility Rule is excluded from this metric.

Additional Context
During data collection, DC PCSB will generate rosters of students who were enrolled in the certification program during or up to two years prior to the current accountability cohort year. LEAs will indicate which of these students took the certification exam in the current year (denominator) and which students earned the certification (numerator). For example, a CDA student in SY 2023 – 24 who took the certification exam in SY 2024 – 25 would be included in the accountability rate for SY 2024 – 25.

Participation Requirements
There is no participation requirement for this measure.

Aggregation Level
DC PCSB will only calculate this measure at the all-students level and will not disaggregate by student group. There must be at a minimum of 10 students combined across all certification types for DC PCSB to calculate this measure.

Additional Measure Considerations
DC PCSB will consider the following set of evaluation criteria to determine whether an industry- or mid-level certification qualifies for inclusion in this measure:

	Mid-Level	Industry-Level
Industry Relevance and Demand	Aligned with high-demand industries in the region or nationally	

	Mid-Level	Industry-Level
Industry Recognition	• **Endorsed by training institutions** or smaller regional (local) bodies (may be more locally applicable) • **Recognized within the specific industry** but not required to be universally accepted across all geographic locations • May have **limited transferability** across sectors	• Certifications **recognized nationally** • Typically **accredited or backed by national organizations or boards** • Certifications often **transferable** (states, regions, companies) due to universal standards
Minimum Instruction Hours	• At least **20 classroom or instruction** hours (including labs) • Hands-on training not required	At least **125 classroom or instruction** hours (e.g., classroom, practical labs, supervised on-the-job training)
Program Duration	Program and certification requirements and exam must be completed within the accountability year	Program and certification requirements and exam may be completed across up to three accountability years.
Assessment	**Standardized third-party** examination	• Standardized exam **administered by a third-party certifying body** • Generally **aligned with industry legal or regulatory standards**
Prerequisites	• Associated classroom/instructional hours • **No prior experience, practicum, or internship hours required**	• Associated classroom/ instructional hours • May require practicum or internship hours • May require high school diploma
Skills	• **Essential/intermediate skills** that prepare students for common responsibilities within a field, covering **general knowledge** but not the advanced or specialized skills required for higher-level roles • Skills should be **applicable across most employers in a specific industry**	• **Comprehensive, advanced training** for specific roles within a field, often involving **specialized skills**, beyond foundational knowledge • **Job-ready** for said roles
Employability	• **Basic entry-level or mid-level positions** where they may work under supervision, and can gain exposure and practical experience	• **Skilled roles** where they can work independently or with minimal supervision • Roles offer **higher wages** and **career stability** • Qualify for positions that **require knowledge specific to the industry**
Pathways for Career Progression	Mid-level certifications should serve as **steppingstones** to advanced positions, through additional credentials or work experience	High-level certifications **offer (or require) continuing education, recertification, or opportunities to earn additional credentials** in specialized areas within the field

Approved Industry-Level Certifications

The list of approved certifications is below, and their certifying agency is designated in parentheses.

- A+ (CompTIA)
- Certified Clinical Medical Assistant (CCMA, National Healthcareer Association)
- Registered Medical Assistant (RMA, American Medical Technologists)
- Certified Medical Assistant (CMA, American Association of Medical Assistants)
- Child Development Associate (CDA, Council for Professional Recognition)
- Heating, Ventilation, and Cooling (HVAC) Technician Certification (Mainstream Engineering Corporation)
- National Nurse Aide Assessment Program (NNAAP, National Council of State Boards of Nursing)
- Cosmetology Operator (DC Department of Licensing and Consumer Protection)
- Barber Operator (DC Department of Licensing and Consumer Protection)
- Cosmetology Specialist - Manicurist (DC Department of Licensing and Consumer Protection)
- Project Management (Google)
- Data Analytics (Google)
- Microsoft Office Specialist: Associate *Office 2019* (Microsoft)

Approved Mid-Level Certifications

- IT Fundamentals+ (ITF+, CompTIA)
- Security+ (CompTIA)
- Network+ (CompTIA)
- Certified Phlebotomy Technician (National Healthcare Association or National Center for Competency Testing)
- Supply Chain, Inventory & Logistics (NRF Foundation RISE Up)

New Certifications

1. Prior to the start of the accountability cohort year, DC PCSB will request new certifications from adult schools to be considered for inclusion in the upcoming accountability cohort year's Earned Industry- and Mid-Level Certification Achievement measure.
2. Schools will submit this data through the Hub and complete a submission task.
3. The information that adult schools are required to submit is detailed in the chart above.
4. For the first year after a new Industry- or Mid-Level Certification is approved, the outcomes will be reported as display-only and will not be scored.
5. The following year, the new certification outcomes will be scored and included in the Certification Achievement Rate measure.

DC PCSB will conduct a comprehensive review of the factors listed above and determine the appropriate certification level and rationale for the designation. Schools failing to

submit proposed certifications by the established deadline will not have that certification considered for inclusion in the upcoming accountability cohort year.

> Schools failing to submit proposed certifications by the established deadline will not have that certification considered for inclusion in the upcoming accountability cohort year.

Data and Calculation Source

Data Collection

For each accountability year, DC PCSB will release guidance to LEAs about the processes for submitting and supporting evidence for this metric. The *ASPIRE Policy & Technical Guide* will follow these guidelines.

Data Validation

- LEAs typically validate the accuracy of student-level test data, including student universe, enrollment, and demographics. Additionally, they review the measure's metric calculation.
- For each accountability year, DC PCSB will release guidance to LEAs about the annual accountability metric validation process. The *ASPIRE Policy & Technical Guide* will follow these guidelines for metric validation.

Floors and Targets

The floor for each certification (or set of certifications) included in the Industry- or Mid-Level Earned Certification Achievement Rate measure is set at zero. The targets are aspirational and informed by national and/or local performance. "Local" refers to data from Washington, DC's adult education public charter sector. "National" refers to data reported by the certifying agencies. The targets below are based on the most recent local or national data available. For the first year after a new Industry- or Mid-Level Certification is approved, the outcomes will be reported as display-only and will not be scored. DC PCSB will use the first year's outcomes and any national or local exam pass rates to inform a target.

Industry- and Mid-Level Certification Achievement Rate			
Certification Name	**Floor**	**Target**	**Local & National References**
A+ Certification	0.0	83.3	Target is from *SY 2019 – 20 PMF Policy & Technical Guide*
Medical Assistant Certification (*Certified Clinical Medical Assistant, Certified Medical Assistant, Registered Medical Assistant*)	0.0	77.3	National CMA Pass Rates: 2021 – 22: 58.0 2022 – 23: 77.3 2023 – 24: 76.0 National CCMA Pass Rates: 2021: 77.1 2022: 75.1 2023: 77.3
Child Development Associate	0.0	68.3	Target is from the *SY 2019 – 20 PMF Policy & Technical Guide*

Industry- and Mid-Level Certification Achievement Rate			
Certification Name	**Floor**	**Target**	**Local & National References**
HVAC Technician	0.0	79.3	Target is from the *SY 2019 – 20 PMF Policy & Technical Guide*
National Nurse Aide Assessment Program	0.0	95.9	Average Local Pass Rates: 2021: 78.4 2022: 88.3

Measure	Entered/Retained Employment or Postsecondary Enrollment Rate
Framework(s)	Adult Education

> **For SY 2025 – 26 and beyond**, DC PCSB will collect and score Entered/Retained Employment or Postsecondary Enrollment Rate outcomes by campus as part of the Adult Education Framework, using the business rules detailed below. DC PCSB will report the measure outcomes by campus. **Schools that do not report on this measure in SY 2025 – 26 (and beyond) will receive zero points for the measure.**

Metric Calculation

$$\frac{\text{Count of students who entered or maintained employment within the second to fourth quarter after exit } \textbf{or} \text{ were enrolled in a postsecondary education or training after exit}}{\textbf{Count of students in Q1, Q2, Q3, or Q4 of the previous accountability cohort year (regardless of employed or unemployed at program entry)}} \times 100$$

Measure Description

This measure determines the percentage of adult students who either obtain a job after completing the program or secure employment while they are enrolled and continue to hold a job after exiting. Additionally, it includes students who choose to enroll in a postsecondary educational, occupational skills training, or apprenticeship training program after finishing the program.

Since it can be challenging to follow up with every exiting student, schools can earn points in this category by surveying at least 50% of their exiting students. Conversely, schools failing to meet this survey threshold will receive zero points in this metric.

Key Definitions

Not applicable.

Evidence and Rationale

This measure tracks students' outcomes regarding employment or their entry into postsecondary education. It assesses whether students who initially joined the adult education program retained or obtained employment or entered postsecondary education or training upon program completion.

Student Eligibility

Accountability Universe Criteria

ASPIRE System Adult Education Enrollment Eligibility Rule:

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

Accountability Denominator Criteria

1. Meet the Adult Education Enrollment Eligibility Rule in the previous accountability year; **and**
2. Exited in any of the four quarters (Q1, Q2, Q3, or Q4) of the previous accountability cohort year; **and**
3. Responded to the school's post-exit employment or postsecondary survey.

Accountability Numerator Criteria:

1. Only students in the denominator may be included in the numerator.
2. Regardless of being employed or unemployed at entry, students must have done at least one of the following:
   a. Entered or maintained employment within Q2 – Q4 after exit; **or**
   b. Entered postsecondary education or training after exit.

Exclusion Criteria

1. Out of Labor Force students are excluded from the measure and the participation rate calculation.
2. Any student who doesn't meet the Adult Education Enrollment Eligibility Rule is excluded from this metric.
3. Students who exited in the previous accountability year but enroll again and meet the Adult Education Enrollment Eligibility Rule at the school during the current accountability year are considered continuing students and are excluded.

Aggregation Level

DC PCSB will only calculate this measure at the all-students level and will not disaggregate by student group. There must be a minimum of 10 students for DC PCSB to calculate this measure.

Participation Requirements
Participation Thresholds
DC PCSB has implemented a participation requirement for this measure. The total survey response rate for this metric must be at least 50.0% or zero points will be awarded for this measure.

Participation Denominator Criteria
Students meeting the Adult Education Enrollment Eligibility rule who exited in any of the four quarters (Q1, Q2, Q3, or Q4) of the previous accountability cohort year are included in the participation denominator.

Participation Numerator Criteria
Students in the participation denominator who responded to a survey for this metric are included in the participation numerator.

Additional Measure Considerations
Survey Development and Administration
- Schools should create and conduct surveys to track college and career outcomes for exiting students.
- Survey results must be documented and retained for data collection and validation by DC PCSB.
- Documentation from a student's employer or training provider may be utilized to report student employment or training outcomes.
- Students' postsecondary enrollment may be reported by the National Student Clearinghouse

Out of the Labor Force
Students can be labeled as "out of the labor force" for various reasons, including retirement, full-time parenting (including parental leave), ill health or disability, institutionalization (e.g., incarceration), being a full-time student, or living outside the United States.

Labor Force Status Updates
- Schools must provide documentation if a student's labor force status changes due to parental leave, chronic illness, or other reasons.
- Parental leave should not automatically be classified as withdrawing from the labor force. DC PCSB will review such cases individually.

Spanish GED Graduates
If a school graduates students with a Spanish GED and those students enroll in ESL courses within the same school ("first school") or elsewhere, the school may request that the student be excluded from this metric's student universe. The first school receives credit for the student's positive outcome.

<u>Secondary Credential Holders</u>
Students with a secondary credential who exit and enroll in another school's career training program can be counted as entering postsecondary education or training by the reporting school. However, those who exit and enroll in another GED or secondary credentialing program are not counted as entering postsecondary.

Data and Calculation Source
<u>Data Collection</u>
For each accountability year, DC PCSB will release guidance to LEAs about the processes for submitting and supporting evidence for this metric. The *ASPIRE Policy & Technical Guide* will follow these guidelines.

<u>Data Validation</u>
- LEAs typically validate the accuracy of student-level test data, including student universe, enrollment, and demographics. Additionally, they review the measure's metric calculation.
- For each accountability year, DC PCSB will release guidance to LEAs about the annual accountability metric validation process. The *ASPIRE Policy & Technical Guide* will follow these guidelines for metric validation.

Floors and Targets
The floor is set at the 10th percentile of local or national performance. The targets will be aspirational and informed by national and/or local performance. "Local" refers to data from Washington, DC's adult education public charter sector. "National" refers to data reported by the Office of Career, Technical, and Adult Education (OCTAE).

In SY 2025 – 26, DC PCSB will update the floor and target values below after DC PCSB completes SY 2024 – 25 data validation with AE schools.

Entered/Retained Employment or Postsecondary Enrollment Rate		
Student Group	**Floor**	**Target**
All Students	Coming in SY 2025 – 26 based on SY 2024 – 25 Performance	

School Environment Measures

Measure	Classroom Assessment Scoring System (CLASS): Classroom Organization
Framework(s)	- PK-Only - PK – 8 (*sub-frameworks: Early Childhood, Primary, Elementary with PK, Elementary-Middle with PK*)

Measure	Classroom Assessment Scoring System (CLASS): Emotional Support
Framework(s)	- PK-Only - PK – 8 (*sub-frameworks: Early Childhood, Primary, Elementary with PK, Elementary-Middle with PK*)

Measure	Classroom Assessment Scoring System (CLASS): Instructional Support
Framework(s)	- PK-Only - PK – 8 (*sub-frameworks: Early Childhood, Primary, Elementary with PK, Elementary-Middle with PK*)

Metric Calculation

1. The CLASS measures in the ASPIRE System use a two-year weighted average for each domain, with the most recent year weighted 70% of the overall score and the previous year weighted 30% of the overall score.
2. For PK-Only campuses, there are two calculation options:
   a. Only OSSE observations are used, **or**
   b. OSSE observations and up to one additional independent observation are equally averaged. See Observation Considerations below for more details.
      i. If opting into this option, the campus must opt in for all CLASS domains and must notify DC PCSB before the accountability year begins.

Classroom Organization (D1)

OSSE observation only	0.7(current year OSSE D1 score) + 0.3(prior year OSSE D1 score)
PK-Only: OSSE plus independent observation	$0.7\left[\dfrac{\text{current year OSSE D1 score} + \text{current year independent D1 score}}{2}\right] +$ $0.3\left[\dfrac{\text{prior year OSSE D1 score} + \text{current year independent D1 score}}{2}\right]$

Emotional Support (D2)

OSSE observation only	0.7(current year OSSE D2 score) + 0.3(prior year OSSE D2 score)
PK-Only: OSSE plus independent observation	$0.7\left[\dfrac{\text{current year OSSE D2 score} + \text{current year independent D2 score}}{2}\right] +$ $0.3\left[\dfrac{\text{prior year OSSE D2 score} + \text{current year independent D2 score}}{2}\right]$

Instructional Support (D3)

OSSE observation only	0.7(current year OSSE D3 score) + 0.3(prior year OSSE D3 score)
PK-Only: OSSE plus independent observation	$0.7\left[\dfrac{\text{current year OSSE D3 score} + \text{current year independent D3 score}}{2}\right] +$ $0.3\left[\dfrac{\text{prior year OSSE D3 score} + \text{current year independent D3 score}}{2}\right]$

Measure Description

CLASS is an observational tool administered only in PK classrooms used to analyze the quality of teacher-student interactions in the classroom. OSSE conducts CLASS observations for all DC public schools, including public charter schools. DC PCSB receives scores directly from OSSE and includes these observations in the accountability framework.

There are four cycles of observations of teachers and students by a certified observer. The observer provides qualitative ratings across three domains:
1. Emotional Support
2. Classroom Organization
3. Instructional Support

Within these three domains are dimensions that evaluate detailed aspects of classroom interactions. Each dimension is scored on a 7-point scale (1 being the lowest score and 7 the highest score) as shown in the table below:

CLASS Design

Domain 1 (D1) **Classroom Organization**	Domain 2 (D2) **Emotional Support**	Domain 3 (D3) **Instructional Support**
Dimension (1-7)	Dimension (1-7)	Dimension (1-7)
Dimension (1-7)	Dimension (1-7)	Dimension (1-7)
Dimension (1-7)	Dimension (1-7)	Dimension (1-7)
Dimension (1-7)	Dimension (1-7)	Dimension (1-7)

Key Definitions
Not applicable.

Evidence and Rationale
Research and developmental theory indicate that interactions in early childhood classrooms, along with the overall learning environment, are foundational to learning (Burchinal et al., 2010). Studies show students make greater gains in key areas of school readiness when they are in classrooms with more effective teacher-child interactions, as measured by CLASS scores; preschoolers, specifically, showed greater learning gains in executive functioning and early literacy (Teachstone, 2020).

Student Eligibility
Not applicable. This measure is calculated using classroom observations.

Aggregation Level
Not applicable. This is a classroom-level measure that is averaged across the number of classrooms that are assessed using the CLASS tool.

Participation Requirements
Not applicable.

Additional Measure Considerations
Campus Applicability Rules
1. CLASS is administered in all PK classrooms of all eligible campuses.
2. The additional independent observation is only available for PK-Only campuses.

Additional Independent Observation Considerations for PK-Only Campuses
1. In addition to the mandated OSSE observation, PK-Only campuses may also contract an independent, Teachstone-certified organization or individual(s) to conduct CLASS observations for every PK classroom between February and May of the accountability year.
2. The LEA must notify DC PCSB before the start of the accountability year whether it will opt into the additional observation.

3. Observations conducted by employees of the school will not be accepted.
4. Any independent observations must occur within the same designated three-month window as the OSSE observation.
5. DC PCSB will only consider independent observations if they are conducted by a single observer per classroom and consist of all three domains. Partial observations will not be accepted.
6. Contracted observers cannot observe the same school twice in one school year (e.g., the individual observer contracted for the OSSE observation may not be contracted for another individual observation submitted to DC PCSB).
7. If an LEA opts to include an outside CLASS observation, the domain scores will be averaged with those from the OSSE observation.
8. If a PK-Only campus opts into independent observations one year and not the next, the averaged score (OSSE score and independent observation score) of the previous year will be used as the previous year score weighted at 30.0%.

Timeline and Scoring
1. LEAs will be notified by OSSE of the two-week window in which observations will occur. LEAs can opt out of two days within the two-week window.
2. The observer will come at the start of the school day and observe a minimum of four observation cycles of the CLASS tool with an aim to complete six on every visit.
3. A minimum of 10 observation cycles must be completed by OSSE over a two-year period for a CLASS score to be included in the accountability framework. Weighted scores for each domain will be reported per campus.
4. For PK-Only campuses, if another CLASS observation is conducted in addition to the OSSE observation, DC PCSB will use the average of the OSSE observation and up to one additional optional independent observation.

Data and Calculation Source
Data Collection
- DC PCSB receives the unweighted scores for each domain from the OSSE observation directly from OSSE.
  - OSSE calculates these scores by averaging the individual classroom scores from each domain. DC PCSB will use OSSE's published rates, which are rounded to the tenths place, for this measure.
- For the optional additional independent observation, LEAs must submit the observation to DC PCSB via the Hub and must include the full report for the observation. Schools will be required to submit:
  - Observation data,
  - Full score report (PDF), and
  - Any other data necessary to vet the organization or individuals conducting these observations.

<u>Data Validation</u>
- LEAs typically validate the accuracy of student-level test data, including student universe, enrollment, and demographics. Additionally, they review the measure's metric calculation.
    - For PK-Only campuses incorporating an optional independent observation, the LEA will review the averaged metric calculation of the measure.
- For each accountability year, DC PCSB will release guidance to LEAs about the annual accountability metric validation process. The *ASPIRE Policy & Technical Guide* will follow these guidelines for metric validation.

Floors and Targets

CLASS metric floors and targets are based on research that identifies minimum thresholds at which CLASS scores meeting or exceeding these thresholds are associated with improvements in child outcomes. Calculating the target for each CLASS domain aligns with the publisher's guidelines for a score of high, which means earning 6.0 or above in Classroom Organization and Emotional Support and a score of 3.0 or above in Instructional Support.[69] Research suggests that instructional support scores of 3.25 or higher are associated with improvements in child outcomes (Burchinal et al., 2010). The target for Instructional Support is set at 4.0 to remain consistent with OSSE's target

If the sector's 90th percentile domain score is more than 0.5 points below the target, the target will be lowered to the 90th percentile but not lowered below 4.0. Alternatively, if all sites' 90th percentile average domain score is more than 0.5 points below the target, the target will be lowered to the 90th percentile but not lowered below 4.0. Additionally, there is a minimum range of 1.5 imposed between the floor and target to ensure a fair distribution of points to all schools. If the range between the floor and the target is less than 1.5, the floor will be lowered by 1.5 points from the target.

CLASS		
Domain	**Floor**	**Target**
Emotional Support	4.5	6.0
Classroom Organization	4.5	6.0
Instructional Support	2.0	4.0

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[69] See CLASS® Thresholds Summary (2023) by Teachstone here: https://bit.ly/47rXI3s.

	School Environment	Bonus
Measure	**CLASS Bonus: Classroom Organization**	
Framework(s)	• PK-Only • PK – 8 *(sub-frameworks: Early Childhood, Primary)*	

	School Environment	Bonus
Measure	**CLASS Bonus: Emotional Support**	
Framework(s)	• PK-Only • PK – 8 *(sub-frameworks: Early Childhood, Primary)*	

	School Environment	Bonus
Measure	**CLASS Bonus: Instructional Support**	
Framework(s)	• PK-Only • PK – 8 *(sub-frameworks: Early Childhood, Primary)*	

> **How does DC PCSB apply bonus points to scores?**
>
> This measure is designed to reward LEAs for demonstrating excellence in the CLASS domains. It is available to all campuses assigned to the PK-Only Framework, and the Early Childhood, Primary, and Primary+ PK – 8 sub-frameworks. There is no opt-in process for this bonus measure; DC PCSB will automatically calculate and add the bonus points to the overall framework score.
>
> The bonus points are not included in the total points possible for the School Environment category or the overall points possible. These bonus points are included in the total points earned **before** the final calculation of the percentage of points earned (i.e., *points possible divided by points earned*). However, a school's ASPIRE score cannot exceed 100%. In public reporting, DC PCSB will display that a school has been awarded points for a bonus measure, but the ASPIRE score will always be capped at 100%.

Measure Calculation
1. The 'Metric Calculation' section of the non-bonus-point CLASS accountability measures for the three domains also applies to the CLASS Bonus measures for each domain.
2. For calculating bonus points earned, the floors of the CLASS bonus measures will be set at the target of the respective non-bonus-point accountability measure. The target of the CLASS bonus measures will be set to the highest possible score for the respective domain.

Measure Description
The CLASS bonus measures reward campuses for performing well above the target in each domain.

Key Definitions
Not applicable.

Evidence and Rationale
Research and developmental theory indicate that interactions in early childhood classrooms, along with the overall learning environment, are foundational to learning (Burchinal et al., 2010). Studies show students make greater gains in key areas of school readiness when they are in classrooms with more effective teacher-child interactions, as measured by CLASS scores. Preschoolers, specifically, showed greater learning gains in executive functioning and early literacy.[70] The CLASS Bonus measures aim to highlight and reward campuses for performing above the publisher-set targets for each domain.

Student Eligibility
Not applicable. This measure is calculated using classroom observations.

Aggregation Level
Not applicable. This is a classroom-level measure that is averaged across the number of classrooms that are assessed using the CLASS tool.

Participation Requirements
Not applicable.

Additional Measure Considerations
1. The 'Additional Measure Considerations' section of the CLASS accountability measures for the three domains also applies to the CLASS Bonus measures for each domain.
2. A campus may earn bonus points for all, some, or none of the CLASS Bonus measures based on their performance on the respective non-bonus-point CLASS accountability measure.
   a. If a campus does not earn a domain score above the respective accountability measure target, the campus does not earn any bonus points for the measure.

Data and Calculation Source
1. The 'Data and Calculation Source' section of the CLASS accountability measures for the three domains also applies to the CLASS Bonus measures for each domain.
2. For the CLASS Bonus measures, LEAs will validate the same rate as the non-bonus point CLASS accountability measure during data validation.

Floors and Targets

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[70] See CLASS® Research Summary by Teachstone here: https://bit.ly/42tXeGw

The floors and targets for this measure are aspirational. The floor is determined by the target of the respective non-bonus CLASS accountability measure. The target is set at the highest possible score for the domain.

CLASS Bonus		
Domain	Floor	Target
Emotional Support	6.0	7.0
Classroom Organization	6.0	7.0
Instructional Support	4.0	7.0

Measure	Chronic Absenteeism
Framework(s)	● PK – 8 *(all sub-frameworks)* ● High School

Metric Calculation

$$\frac{\text{The count of students who were absent 10\% or more of the instructional days in which they were enrolled in school}}{\textbf{The number of students with unduplicated enrollment records for the minimum instructional days at the school}} \times 100$$

Measure Description

This measure is the percentage of enrolled students who were absent, including both excused and unexcused partial and full-day absences, for at least 10.0% of enrolled instructional days.

Key Definitions

- **Minimum Enrolled Days:** Students must be enrolled for more than 20 instructional days to contribute to a school's metric score; students enrolled in a school for 20 or fewer instructional days are excluded from the metric.

Evidence and Rationale

Regular school attendance is critical for academic success. Chronic absence from school is correlated with lower levels of academic proficiency, a higher likelihood of dropping out of high school, and an increased risk of poor life outcomes such as poverty, diminished health, and involvement in the criminal justice system (US Department of Education, 2016).

Student Eligibility (Governed by OSSE)

Accountability Universe Criteria

All kindergarten through 12th grade students who were ever stage 5 enrolled and attended a given campus for more than 20 instructional days.

Accountability Denominator Criteria

1. Students of all ages enrolled in K through 12th grade, including those who are not compulsory age, are included in the metric calculation.
2. Students' attendance records at a given time are only included in this metric calculation for that school; students' attendance records are included in the calculation for each school at which the students were enrolled for the minimum number of days during the school year.

<u>Accountability Numerator Criteria</u>
1. Students who have been absent for at least 10.0% of the instructional days for which they were enrolled at the campus and meeting the minimum number of days enrolled.
2. Only students in the denominator may be included in the numerator.

<u>Exclusion Criteria</u>
1. Attendance records that conflict with verified enrollment dates.
2. Attendance corresponding only to stage 4 enrollments (entry code 1800). stage 4 enrollment denotes pre-enrollment, indicating the student has not yet received educational services from the school. Enrollment is confirmed upon reaching stage 5, indicating the student has begun receiving educational services at the school. Additional details about the stages of enrollment are available in DCMR Section 5-A2101.

Aggregation Level
DC PCSB calculates this metric by student group, with each student group requiring a minimum of 10 students to be included in the measure's calculation.

Participation Requirements:
There is no participation requirement for this measure.

Additional Measure Considerations (Governed by OSSE)
- If there is no attendance data for a student on an instructional day when the student was enrolled, the day is counted in the denominator of each student's individual chronic absenteeism rate but not in the numerator. (*Missing data are treated as absences.)* This applies to LEAs that fully report attendance. For LEAs that default to present attendance and only report absences via SIS, missing data are imputed with present values.
- Any absence (*full-day or partial, excused or unexcused*) is considered an absence for Chronic Absenteeism, based on all instructional days, excluding the NSD (*Non-School Day*) attendance code.

Data and Calculation Source
<u>Data Collection</u>
Chronic Absenteeism Student-Level Data
Annually, DC PCSB receives student-level Chronic Absenteeism outcome data, certified by LEAs during OSSE's annual MCC process. This data originates from each school's certified attendance records, submitted daily to OSSE through the LEA's SIS. OSSE reviews, finalizes, and certifies this data three times per year, following OSSE's Annual Data Validation Policy. DC PCSB considers OSSE's provided data authoritative and will only update it upon instruction from OSSE or its designee.

OSSE Certified Student Enrollment Data

LEAs submit enrollment data to OSSE daily through the LEA's SIS. DC PCSB relies on the final certified Student Enrollment Data from OSSE to confirm whether a student meets the accountability universe criteria for a measure. Explore the specific information DC PCSB utilizes to assess a student's eligibility within the accountability universe here.

Additional Data Collection Information

For each accountability year, DC PCSB will release guidance to LEAs about the processes for submitting and supporting evidence for this metric. The *ASPIRE Policy & Technical Guide* will follow these guidelines.

Data Validation
- LEAs typically validate the accuracy of student-level test data, including student universe, enrollment, and demographics. Additionally, they review the measure's metric calculation.
- For each accountability year, DC PCSB will release guidance to LEAs about the annual accountability metric validation process. The *ASPIRE Policy & Technical Guide* will follow these guidelines for metric validation.

Floors and Targets

The floors and targets for the Chronic Absenteeism Rate Measure are established based on the 10th and 90th percentile of state-wide performance. For the PK – 8 Framework, the floors and targets were set by taking the average of the Elementary School and Middle School floors and targets set by OSSE. Please note that OSSE has calculated the Not Economically Disadvantaged floors and targets. The floors and targets below are based on SY 2022 – 23 performance. Read about when floors and targets will be updated.

Chronic Absenteeism Rate				
Student Group	**PK – 8**		**HS**	
	Floor	**Target**	**Floor**	**Target**
All Students	62.5	12.9	81.9	23.4
Economically Disadvantaged	69.5	29.5	86.1	30.5
Not Economically Disadvantaged	48.7	8.6	73.0	16.0
Emerging Multilingual Learners	48.7	8.4	69.6	13.6
Students with Disabilities	71.4	23.7	85.8	36.7
American Indian/Alaskan Native	N/A	N/A	N/A	N/A
Asian	18.2	1.5	35.7	7.3
Black/African American	63.5	19.0	81.7	24.8
Hispanic/Latino of any race	49.9	10.3	71.6	23.4
Native Hawaiian/Other Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	38.0	0.0	76.9	11.8
White	19.2	3.0	36.7	10.4

Measure	PK In-Seat Attendance Rate
Framework(s)	● PK-Only ● PK – 8 *(sub-framework: Early Childhood)*

Measure Calculation

$$\left(\frac{\text{Sum of instructional days on which each enrolled student was present at the campus}}{\text{Sum of instructional days on which each student had an enrollment at the campus}} \right) \times 100$$

Measure Description

DC PCSB measures PK attendance using an in-seat attendance rate. This rate measures the percentage of instructional days PK students are present during a given school year.

Key Definitions

Not applicable.

Evidence and Rationale

Regular school attendance is critical for academic success, and research shows that students who miss too many days of pre-kindergarten have weaker literacy and numeracy skills entering kindergarten (Attendance Works, 2022). Chronically absent pre-kindergarten students are far more likely to be chronically absent in later grades (Ehrlich et al., 2018). Attendance Works (2022) also noted that good attendance at the PK level may also indicate strong parent/family engagement.

Student Eligibility

Accountability Universe Criteria

All PK3 and PK4 students, regardless of age (even if the student is not of compulsory age), who were ever stage 5 enrolled and attended a given campus for more than 20 instructional days.

Accountability Denominator Criteria

The instructional days for a campus in a given school year are determined by the program calendar for each campus.

Accountability Numerator Criteria

The cumulative total of instructional days is determined by the number of instructional days each student was enrolled at the campus, inclusive of the minimum number of days a student must be enrolled to be included in the measure.

- The LEA attendance codes mapped to OSSE values of PF (Present Full), PIS (Present In-School Suspension), PP (Present Partial), PPE (Present Partial Excused), and PPU (Present Partial Unexcused) are considered present.

Exclusion Criteria
- Attendance records that conflict with verified enrollment dates.
- Attendance corresponding only to stage 4 enrollments (entry code 1800).
    - Stage 4 enrollment denotes pre-enrollment, indicating the student has not yet received educational services from the school. Enrollment is confirmed upon reaching stage 5, indicating the student has begun receiving educational services at the school. Additional details about the stages of enrollment are available in [DCMR Section 5-A2101](#).

Aggregation Level
DC PCSB calculates this metric by student group, with each student group requiring a minimum of 10 students to be included in the measure's calculation.

Participation Requirements:
There is no participation requirement for this measure.

Additional Measure Considerations (Governed by OSSE)
If there is no attendance data for a student on an instructional day when the student was enrolled, the day is counted in the denominator but not in the numerator. (*Missing data are treated as absences.)* This applies to schools/LEAs that fully report attendance. For schools/LEAs that default to present attendance and only report absences via SIS, missing data are imputed with present values.

Data and Calculation Source
Data Collection
PK In-Seat Attendance Student Level Data
Annually, DC PCSB receives PK In-Seat Attendance student-level and outcome data, certified by LEAs during OSSE's annual Data Validation processes. This data originates from each school's certified attendance records, submitted daily to OSSE through the LEA's SIS. OSSE reviews, finalizes, and certifies this data following their annual Data Validation Policy. DC PCSB considers OSSE's provided data authoritative and will only update it upon instruction from OSSE or its designee.

OSSE Certified Student Enrollment Data
LEAs submit enrollment data to OSSE daily through the LEA's SIS. DC PCSB relies on the final certified Student Enrollment Data from OSSE to confirm whether a student meets the accountability universe criteria for a measure. Explore the specific information DC PCSB utilizes to assess a student's eligibility within the accountability universe [here](#).

Additional Data Collection Information
For each accountability year, DC PCSB will release guidance to LEAs about the processes for submitting and supporting evidence for this metric. The *ASPIRE Policy & Technical Guide* will follow these guidelines.

<u>Data Validation</u>
- LEAs typically validate the accuracy of student-level test data, including student universe, enrollment, and demographics. Additionally, they review the measure's metric calculation.
- For each accountability year, DC PCSB will release guidance to LEAs about the annual accountability metric validation process. The *ASPIRE Policy & Technical Guide* will follow these guidelines for metric validation.

Floors and Targets
The floors and targets are set at the 10th and 90th percentiles of PK In-Seat Attendance performance in the sector. The minimum range between a floor and its corresponding target must be at least 10 points. If the range between the calculated floor and the target is less than 10 points, the floor will be lowered by 10 points from the target. The floors and targets below are based on SY 2022 – 23 performance. [Read about when floors and targets will be updated.](#)

PK In-Seat Attendance		
Student Group	**Floor**	**Target**
All Students	74.1	86.1
Economically Disadvantaged	70.3	82.7
Not Economically Disadvantaged	76.6	89.0
Emerging Multilingual Learners	72.6	84.6
Students with Disabilities	75.2	86.2
American Indian/Alaskan Native	N/A	N/A
Asian	N/A	N/A
Black/African American	72.7	84.6
Hispanic/Latino of any race	64.9	74.9
Native Hawaiian/Other Pacific Islander	N/A	N/A
Two or More Races	N/A	N/A
White	79.4	89.4

Measure	Re-enrollment Rate
Framework(s)	• PK – 8 *(all sub-frameworks)* • High School

Metric Calculation

$$\left(\frac{\text{Count of students in the audit population of a given school in the accountability year who met the minimum enrolled days requirement at the same school in the year preceding the accountability year}}{\textbf{Count of students who met the minimum enrolled days requirement at a given school in the year preceding the accountability year who were eligible to reenroll in the accountability year}} \right) \times 100$$

Measure Description

Re-enrollment measures the percentage of eligible students who return to a campus the following year. DC PCSB calculates the measure based on all eligible students who attended the campus for more than 20 instructional days in the year preceding the accountability year, who return to the campus and are captured in the campus' October Enrollment Audit the following school year.

Key Definitions

- **Audit Population:** Students identified as enrolled on Count Day through the annual Enrollment Audit process.
- **Audit School:** The school where the student was counted in the Enrollment Audit.
- **Eligible to Reenroll:** Students enrolled in a non-terminal grade in the year preceding the accountability year.
- **Enrollment Instance:** A period of enrollment for a student at a given school defined as the time between a specific entry date and corresponding exit date.
- **Instructional Day:** Any date designated as a day on which educational services were provided to students according to the LEA's individual school- and program-specific calendars maintained by the LEA in OSSE's eSchoolPLUS.
- **Minimum Enrolled Days:** The minimum number of instructional days a student must be enrolled to be included in the metric calculation. For re-enrollment in elementary, middle, and high school, students must be enrolled during the previous school year for more than 20 instructional days to contribute to a school's metric score.
- **Non-terminal Grade:** All grades which are not the highest grade offered for a given school according to the School and LEA Information Management System (SLIMS) in the accountability year; note: terminal grades are defined by grades offered in the accountability year, not the year preceding the accountability year.

- **Unduplicated Enrollment:** Any student with a valid stage 5 entry date according to the enrollment data verified through the Data Validation process.

Evidence and Rationale

Students and families choosing to return to a school each year may be an indicator of a positive school environment. While students in DC demonstrate high rates of mobility, the re-enrollment metric seeks to measure the percentage of students who choose to re-enroll in the same school year after year.[71]

Student Eligibility (Governed by OSSE)

Accountability Universe Criteria

All students who were ever stage 5 enrolled for more than 20 instructional days in the year preceding the accountability year.

Accountability Denominator Criteria
1. Students who were eligible for re-enrollment, as identified by non-terminal grades served in SLIMS, who were enrolled for the minimum instructional days in the year preceding the accountability year.
2. Students enrolled in non-terminal grades, as identified by grades served in SLIMS, in the year preceding the accountability year **AND** students enrolled in terminal grades in the year preceding the accountability year who repeated the same grade in the accountability year.

Accountability Numerator Criteria
1. Students captured in the audit population of the accountability year who met the minimum enrolled days required at the same campus in the year preceding the accountability year.
2. Only students in the denominator are eligible for the numerator.

Exclusion Criteria
1. Students who were enrolled in a terminal grade, as identified by grades served in SLIMS, in the year preceding the accountability year (based on grades offered in the accountability year) and were not retained in the same grade in the accountability year.
2. All students with validated exit codes[72] corresponding to the following exit types:
   a. Exited to home-schooling or a public, private, or online diploma-granting school in a different state.
   b. Exited to a school outside the United States.
   c. Exited to be home-schooled in DC.
   d. Exited to attend a private school in DC.

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[71] See OSSE's rationale for using re-enrollment for accountability here: https://bit.ly/3p0yB6E.

[72] For the 2018 – 19 DC School Report Card and STAR Framework, validated exit codes include those certified by LEAs as accurate during the 2016 – 17 Demographic Certification or 2017–18 Data Validation process. From the 2019 – 20 school year onwards, validated exit codes will encompass those associated with a *'Complete'* exit in the Prior Year Exit, provided the appropriate documentation has been submitted and approved by OSSE.

      e.   Died or is permanently incapacitated.

      f.   Students with disabilities whose latest enrollment was at a non-public school during the year preceding the accountability year.

3. Students who were expelled for firearm use or possession during the year preceding the accountability year.

4. Students who received any credential during the year preceding the accountability year (e.g., *diploma, certificate*) as validated by the following sources:

      a.   Certified Graduates list.

      b.   Certificate of IEP Completion list.

      c.   GED Completion data sent to OSSE directly from Pearson.

5. Students with disabilities who turned age 22 and became ineligible for special education services during the year preceding the accountability year.

Aggregation Level

DC PCSB calculates this metric by student group, with each student group requiring a minimum of 10 students to be included in the measure's calculation.

Participation Requirements

There is no participation requirement for this measure.

Additional Measure Considerations (Governed by OSSE)

- The exit date is considered an instructional day, so the count of instructional days includes both the initial entry date and the exit date.
- Students with entry and exit dates logged as the same will have a count of 0 days enrolled.
- Students are included in the re-enrollment metric for each school if they were enrolled for more than 20 instructional days in the year preceding the accountability year.
- For enrollment data validated before the implementation of Prior Year Exit (*introduced in the 2017–18 school year*), all exit codes verified during the Data Validation process are considered valid.
- From the 2017–18 school year onwards, all exits corresponding to valid exclusion criteria (see exclusions) must be marked as 'complete' in Prior Year Exit and accompanied by the appropriate OSSE-approved documentation.
- Schools that introduce a terminal grade will include it in the count, while those removing a terminal grade will adjust accordingly.

Data and Calculation Source

Data Collection

Re-Enrollment Student Level Outcomes Data

Annually, DC PCSB receives student-level re-enrollment outcome data, certified by LEAs during OSSE's annual MCC process. This data originates from each school's certified enrollment and attendance records, submitted daily to OSSE through the LEA's SIS. OSSE reviews, finalizes, and certifies this data three times per year, following OSSE's Annual Data Validation Policy. Additionally, OSSE Certified Enrollment Audit Data for the accountability

year and the grades served data that is certified in SLIMS to determine whether a student is eligible to re-enroll at a school. DC PCSB considers OSSE's provided data authoritative and will only update it upon instruction from OSSE or its designee.

OSSE Certified Student Enrollment Data
LEAs submit enrollment data to OSSE daily through the LEA's SIS. DC PCSB relies on the final certified Student Enrollment Data from OSSE to confirm whether a student meets the accountability universe criteria for a measure. Explore the specific information DC PCSB utilizes to assess a student's eligibility within the accountability universe here.

Additional Data Collection Information
For each accountability year, DC PCSB will release guidance to LEAs about the processes for submitting and supporting evidence for this metric. The *ASPIRE Policy & Technical Guide* will follow these guidelines.

Data Validation
- LEAs typically validate the accuracy of student-level test data, including student universe, enrollment, and demographics. Additionally, they review the measure's metric calculation.
- For each accountability year, DC PCSB will release guidance to LEAs about the annual accountability metric validation process. The *ASPIRE Policy & Technical Guide* will follow these guidelines for metric validation.

Floors and Targets
The floors and targets for the re-enrollment rate measure are established based on the 10th and 90th percentile of state-wide performance. For the PK – 8 framework, the floors and targets were set by taking the average of the elementary school and middle school floors and targets set by OSSE. Please note that OSSE has calculated the Not Economically Disadvantaged floors and targets. The floors and targets below are based on SY 2022 – 23 performance. Read about when floors and targets will be updated.

Re-Enrollment Rate				
Student Group	**PK – 8**		**HS**	
	Floor	**Target**	**Floor**	**Target**
All Students	68.8	91.5	67.2	96.5
Economically Disadvantaged	61.1	87.5	60.0	87.5
Not Economically Disadvantaged	86.9	100	97.7	100
Emerging Multilingual Learners	73.6	98.3	66.7	98.1
Students with Disabilities	70.1	93.8	69.3	91.9
American Indian/Alaskan Native	N/A	N/A	N/A	N/A
Asian	68.0	98.5	88.0	100
Black/African American	68.9	91.8	67.3	94.2
Hispanic/Latino of any race	67.6	96.4	73.3	98.9
Native Hawaiian/Other Pacific Islander	N/A	N/A	N/A	N/A

Re-Enrollment Rate				
Student Group	PK – 8		HS	
	Floor	Target	Floor	Target
Two or More Races	69.3	97.4	70.0	100
White	63.1	94.4	81.0	99.5

Measure	Persistence Rate
Framework(s)	Adult Education

Metric Calculation

$$\left(\frac{\text{Number of unique students meeting the persistence criteria}}{\textbf{Number of students meeting the adult education audited or 15 \& 12 eligibility rule}} \right) \times 100$$

Measure Description

This measure reflects the percentage of students who remain enrolled in an adult education school long enough to complete a single cycle of instruction.

The measurement criteria vary depending on the program. For instance, in an ABE or ESL program, retention is measured based on pre- and post-tests, while in a CTE certification program, it may be assessed by attempting a certification test or completing the required number of program hours.

Key Definitions

Not applicable.

Evidence and Rationale

Adult education schools often serve students who faced challenges when they were enrolled in traditional education programs. Adult students who re-engage in learning must often overcome significant barriers to do so. Further, most adult students "come with [educational and career] goals that require hundreds, if not thousands of hours of instruction to achieve" (Comings & Cuban, 2007). Consequently, adult-serving schools are tasked with providing students with support services "that help them persist in learning long enough to reach their educational goals" (Ibid.). While this measure captures the proportion of students who persist in their education, it also indicates whether adult education schools are successful in supporting students' educational pursuits.

Student Eligibility

Accountability Universe Criteria

ASPIRE System Adult Education Enrollment Eligibility Rule:

1. To be included in Adult Education accountability measures, students must meet the following criteria:
    c. Be included in a school's audited enrollment; **OR**

> d. They have been enrolled in the school for at least 15 consecutive calendar days; **AND** they have received at least 12 hours of instruction
2. All students in a school's audited enrollment are included in the Adult Education accountability measures and are tracked based on their individual date(s) of enrollment.
3. There are additional criteria for the Adult Education Enrollment Eligibility Rule, available [here](#).

Accountability Denominator Criteria
All students meeting the Adult Education Framework enrollment eligibility requirements are included in the Accountability Denominator.

Accountability Numerator Criteria
1. Only students in the denominator may be included in the numerator; **and**
2. Meet any of the following criteria during the accountability year:
    a. Having a pre-test AND post-test on an NRS-approved ESL or ABE assessment, regardless of EFL on either test; **or**
    b. Attempting a certification exam or an approved practice certification exam; **or**
    c. Be declared in any program and attend at least 100 hours; **or**
    d. Attempted a GED subject test in any GED offered test and received a valid score; **or**
    e. Achieving a secondary credential (GED or NEDP) while enrolled during the accountability cohort year; **or**
    f. Completing pre-test and post-test on a pre-approved non-NRS-approved assessment (e.g., TABE Español, NWEA MAP, or Supera); **or**
    g. Fulfilling requirements for a dual enrollment course while enrolled during the accountability cohort year. (Refer to 'Data Collection' for more information on documentation).

In cases of substantial testing errors, DC PCSB will positively consider impacted students in the Persistence measure. The school must provide the necessary documentation, as described in the ABE/ESL Educational Gain measure, before DC PCSB updates the Persistence measure outcomes.

Exclusion Criteria
Any student who does not meet the Adult Education Enrollment Eligibility Rule is excluded from this metric.

Aggregation Level
DC PCSB will only calculate this measure at the all-students level and will not disaggregate by student group. There must be at a minimum of 10 students for DC PCSB to calculate this measure.

Participation Requirements
There is no participation requirement for this measure.

Additional Measure Considerations
The 'Additional Measure Considerations' section of the [Adult Basic Education (ABE) Gains Rate and English as a Second Language (ESL) Gains Rate](#) measures also applies to the Persistence Rate measure.

Data and Calculation Source
Data Collection
For each accountability year, DC PCSB will release guidance to LEAs about the processes for submitting and supporting evidence for this metric. The *ASPIRE Policy & Technical Guide* will use these guidelines.

Dual Enrollment
For students in a dual enrollment course, LEAs will be required to provide DC PCSB with evidence of enrollment and successful completion of the course by way of an official dual enrollment transcript from the dual enrollment institution.

Data Validation
- LEAs typically validate the accuracy of student-level test data, including student universe, enrollment, and demographics. Additionally, they review the measure's metric calculation.
- For each accountability year, DC PCSB will release guidance to LEAs about the annual accountability metric validation process. The *ASPIRE Policy & Technical Guide* will follow these guidelines for metric validation.

Floors and Targets
The floor is set at 60.0%, which is the pre- and post-test participation rate requirement for the School Progress measure. The target for this measure is set at the 90th percentile of sector performance in the measure.

Persistence Rate		
Student Group	**Floor**	**Target**
All Students	60.0	80.1

School-Specific Performance Measures

Measure	School-Specific Measure #1
Framework(s)	• PK-Only • PK – 8 *(all sub-frameworks)* • High School • Adult Education

Measure	School-Specific Measure #2
Framework(s)	• PK-Only • PK – 8 *(all sub-frameworks)* • High School • Adult Education

Measure Description

The school-specific measures assess aspects of the school program that may not be captured elsewhere in the accountability framework. These measures are typically unique to each school, and the outcomes will be scored and included in the framework.

All schools evaluated by the PK-Only, PK – 8, High School, and Adult Education frameworks, regardless of whether they adopt the ASPIRE System as their charter goals, will have at least two school-specific measures.

The measures will be agreed upon and approved by DC PCSB School Performance Department leadership, school leaders and their LEA's Board Chair. These school-specific measures will not be codified in charter agreements, and changes to these measures will not require a charter amendment application and subsequent board proceedings

Schools will negotiate school-specific performance measures with DC PCSB staff during SY 2024 – 25. DC PCSB will score school-specific measures beginning in SY 2025 – 26, publicly reporting outcomes in SY 2026 – 27. Until then, ASPIRE scores will have a maximum total of 90 points possible, not 100.

Approaches to Identifying SSPMs

1. <u>Reallocate to ASPIRE Measures</u>
   A measure (or measures) from the school's applicable ASPIRE framework(s) will be duplicated in the SSPM category. The percentage of points earned on the measure will be multiplied by the five available points. Reallocated measures will remain disaggregated by student groups (if applicable) or may alternatively focus on one student group.

2. Select from the DC PCSB SSPM Bank
    This DC PCSB-developed resource aims to assist schools in selecting quality school-specific measures. For each measure, the measure bank provides a corresponding floor/target approach, business rule expectation, aggregation level, and if applicable, recommended assessments or measurement tool(s). The Bank includes unique measures, select DC School Report Card measures, and ASPIRE measures.

3. Repurpose Existing Charter Goals
    (*Schools with individually negotiated goals or PMF + mission-specific goals*)
    Schools with an existing mission-specific goal(s) in their charter agreement are eligible to repurpose the measure(s) as SSPMs. Existing charter goals must meet, or be easily revised to meet, the SSPM Parameters (see below). *Note: Per the Charter Goals Policy, PMF+ mission-specific goals will otherwise cease to be evaluated by DC PCSB for SY 2024 – 25 and beyond.*

4. Develop Unique Measures
    Schools will complete a logic model and measure development exercise to identify unique measures that closely align with the school's mission, program, or model and meet the SSPM parameters.

Parameters for Selecting or Developing SSPMs
SSPMs must meet all applicable parameters to be eligible for DC PCSB approval.
1. SMAART Measures
    SSPMs must meet SMAART criteria and expectations for assessment selection and business rule development as outlined in the *Charter Goals Policy*.

2. Outcome Measures
    SSPMs should primarily capture intended outcomes as a result of inputs, rather than the inputs themselves. Measures of passive participation are not appropriately rigorous.

3. Supporting Evidence
    SSPMs must produce a sufficient body of data and supporting evidence that can be collected, analyzed, and reported annually. Evidence must be valid, reliable, and credible (e.g., third- party data report, certificates, etc.)

4. Mission Alignment
    Schools must provide a rationale supported by evidence, research, etc., connecting their selected measures to their mission, program, or model.

5. Floors and Targets
    For the first four years of implementation, measures selected from the DC PCSB SSPM Bank will use the Bank's established floors and targets, and all unique and repurposed measures will use a standard floor and target of 20.0 and 80.0, respectively.

6. Aggregation
   During initial implementation, only SSPMs using ASPIRE measures or select OSSE measures in DC PCSB's Measure Bank may be disaggregated by student groups during initial implementation. SSPMs may otherwise focus on all students, a grade level or grade band, program type (for AE schools), or relevant stakeholders (e.g., staff or families). However, both measures cannot focus on the same, single grade level or stakeholder. To ensure consistent measurability and validity, the applicable 'student universe' must meet n-size requirements annually.

7. Measure Consistency
   For LEAs with multiple campuses evaluated under the same framework, SSPMs must be consistent across campuses.

8. Measure Duration
   Immediately following SY 2025 – 26, LEAs may, as necessary, refine SSPM business rules or transition to ASPIRE measure reallocation. LEAs must then maintain their identified SSPMs for at least three accountability years.

9. Reallocation Rules
   When reallocating to existing ASPIRE measures:
   - Points must be reallocated to two distinct measures (e.g., 10 points cannot be reallocated to a single ASPIRE measure).
   - School-Selected Growth Assessment is the only bonus measure eligible for reallocation.

Key Definitions
Not applicable.

Evidence and Rationale
In line with NACSA's *2023 Guide to Performance Frameworks*, prioritizing school-specific measures helps foster more diverse and innovative schooling options with students and communities. Rigorous measures of quality aligned to a school's mission provide insight into how well schools are delivering for students and communities.[73]

The standard floors and targets will be used for measures that do not otherwise have publisher guidance, consistently reported state or sector data, or relevant local or national benchmarks to inform floors and targets. This approach also does not require DC PCSB staff to attempt to calculate floors and targets for measures that have not previously been used or have limited current or historical data.

A floor of 20.0 sets a strong expectation for minimum performance, and a target of 80.0 is a solid indicator of success and aligned with ASPIRE's guiding principle of providing rigorous, attainable benchmarks to measure school performance. Additionally, the target was informed by DC PCSB staff's analysis of individually negotiated mission-specific charter goals targets and

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[73] See the document here: https://bit.ly/3Ov79qx.

historical performance which revealed that, on average, schools met 80.0% of their individually negotiated goals and the average target across mission-specific goals was 76.0% and schools met their targets approximately 80.0% of the time.

Aggregation Level

Schools may choose to adopt school-specific measures focused on a particular student group. Alternatively, they may opt to adopt campus-wide or LEA-wide measures that do not account for student-group performance.

Data and Calculation Source

Data Collection

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

Data Validation

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

Floors and Targets

DC PCSB will collaborate with each school to determine the appropriate floors and targets for the school's unique measures.

Key terms

AAF – Alternative Accountability Framework
ABE – Adult Basic Education
ACCESS – Assessing Comprehension and Communication in English State-to-State
ACGR – Adjusted Cohort Graduation Rate
ACT – American College Test
AE – Adult Education
AP – Advanced Placement
ASPIRE – Annual School Performance Index Report and Evaluation
CASAS – Comprehensive Adult Student Assessment System
CGP – Conditional Growth Percentile
CLASS – Classroom Assessment Scoring System
CTE – Career and Technical Education
DC CAPE – District of Columbia Comprehensive Assessments of Progress in Education
DE – Dual Enrollment
DECA – Devereux Early Childhood Assessment
ELA – English Language Arts
EML – Emerging Multilingual Learners
ERW – Evidence-Based Reading and Writing
ESL – English as a Second Language
FAY – Full Academic Year
GED – tests of General Educational Development
IB – International Baccalaureate
LEA – Local Education Agency
MAP – Measures of Academic Progress
MGP – median growth percentile
MSAA – Multi-State Alternate Assessment
NEDP – National External Diploma Program
NRS – National Reporting System for Adult Education
NWEA – Northwest Evaluation Association
PARCC – Partnership for Assessment of Readiness for College and Careers
PK – pre-kindergarten
PPVT – Peabody Picture Vocabulary Test
PSAT – Preliminary Scholastic Aptitude Test
QSR – Qualitative Site Review
SAT – Scholastic Aptitude Test
SEL – Social-Emotional Learning
SGP – Student Growth Percentile
SIS – Student Information System
SRA – School Reform Act
SSPM – School-Specific Performance Measure
SY – school year
TABE – Test of Adult Basic Education
TEMA – Test of Early Mathematics Ability

USI – Unique Student Identifier

UPSFF – Uniform Per Student Funding Formula

APPENDICES

Alternative Accountability Framework (AAF) Student Risk Factors

A campus is eligible to be evaluated by the AAF when the percentage of the students it serves who are identified as having at least one of the following risk factors is at least 60.0%:

1. Receiving special education services at levels 3 or 4
2. Is at least two years over-aged and under-credited for their grade level
3. Is pregnant or parenting
4. Is homeless
5. Has been involved with the criminal or juvenile system as follows:
   a. is currently under court supervision in a criminal, juvenile, or PINS case
   b. has been or is currently detained or incarcerated in a juvenile detention center or adult correctional facility[74]
   c. has been adjudicated in a juvenile or PINS case or convicted in an adult criminal case
6. Has been expelled
7. Has been involved with the child abuse and neglect system, as follows:
   a. is currently under or has been subject to court supervision in an abuse and neglect case
   b. has been adjudicated neglected by a court in the District of Columbia or another jurisdiction; this risk factor includes but is not limited to current or former placement in foster care
   c. regardless of court involvement is currently receiving or has received services through DC's Child and Family Services Agency (CFSA) or a comparable agency in a different jurisdiction as a result of abuse and neglect
8. Has a parent[75] who is either currently detained in an adult correctional facility subject to pending criminal charges or who is currently incarcerated as a result of criminal conviction, or has previously been incarcerated in an adult correctional facility within the past two years as a result of criminal conviction
9. Has been hospitalized due to a psychiatric condition.

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[74] A student's previous overnight detention in such a facility, regardless of the ultimate outcome of any criminal charges, is sufficient to meet this risk factor.
[75] Note that the student does not need to have lived with this parent in order to qualify under this risk factor.

APPENDIX 2:
Student Group Data Management

This appendix details two additional examples where the weights allocated for student groups are redistributed if a student group does not meet cohort size requirements. The technical guide includes an example of the EML student group dropping.

Example 1: Dropping the Economically Disadvantaged student group from a measure's calculation

The Economically Disadvantaged student group has a weight of 40.0% in the ASPIRE System.

At Elementary School A, only eight Economically Disadvantaged students took the PARCC/DC CAPE test. Because there are fewer than 10 students, the Economically Disadvantaged student group will be dropped from measures that relate to PARCC/DC CAPE test taking. The total student group weight will be 60, not 100.

In this example, the sum of the weighted percentage of points earned is 46.25% and the sum of student group weights is now 60.0% instead of 100%.

Student Group	Floor	Target	Rate	% points earned	Student group weight	Weighted % points earned
Economically Disadvantaged				NA	NA	NA
Not Economically Disadvantaged	64.42	88.67	80.72	67.22%	20%	13.44%
Black/African American	64.85	90.32	86.21	83.85%	5.45%	4.57%
Hispanic/Latino	71.42	94.35	87.65	70.80%	2.54%	1.80%
White	45.45	91.66	80.59	76.04%	5.32%	4.05%
Asian	64.22	91.50	72.22	29.33%	1.69%	0.50%
Students with Disabilities	63.63	90.19	85.96	84.09%	15%	12.61%
EML	65.43	92.34	90.41	92.83%	10%	9.28%
				Total	**60%**	**46.25%**

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

We calculate the overall percent of points by dividing these two numbers. The school earns 46.25 / 60.00 or 77.08% of the total points possible for the measure.

Since the measure has 10 points possible, the school earns 7.708 points (77.08% of 10).

Example 2: Dropping the Students with Disabilities student group from a measure's calculation

The Students with Disabilities student group weighs 15.0% in the ASPIRE System.

Elementary School B has no Students with Disabilities who took the PARCC/DC CAPE test. Because there are fewer than 10 students, the Students with Disabilities student group will be dropped from measures that relate to PARCC/DC CAPE test taking. The total student group weight will be 85, not 100.

In this example, the sum of the weighted percentage of points earned is 73.64%, and the sum of student group weights is now 85.0% instead of 100%.

Student Group	Floor	Target	Rate	% points earned	Student group weight	Weighted % points earned
Economically Disadvantaged	63.4	89.1	92.2	100.0%	40.0%	40.0%
Not Economically Disadvantaged	64.4	88.7	80.7	67.2%	20.0%	13.4%
Black/African American	64.9	90.3	86.2	83.9%	5.5%	4.6%
Hispanic/Latino	71.4	94.4	87.7	70.8%	2.5%	1.8%
White	45.5	91.7	80.6	76.0%	5.3%	4.0%
Asian	64.2	91.5	72.2	29.3%	1.7%	0.5%
Students with Disabilities				NA	NA	NA
EML	65.4	92.3	90.4	92.8%	10.0%	9.3%
				Total	**85.0%**	**73.6%**

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

We calculate the overall percentage of points by dividing these two numbers. The school earns 73.6 / 85.0 or 86.6% of the total points possible for the measure.

Since the measure has 10 points possible, the school earns 8.6 points (86.6% of 10).

APPENDIX 3:
Adult Education Assessments and Educational Functioning Levels

The ASPIRE System's Adult Education Framework uses the following NRS-approved assessments: **CASAS (Math GOALS 2, Reading GOALS 2, Reading STEPS, and Listening STEPS), TABE (13 & 14), and TABE/CLAS-E (C/D).**[76]

> DC PCSB is actively monitoring changes to the CASAS assessments. The following assessments will sunset in 2025 or 2026:
> - CASAS Reading (ESL) sunsets **June 30, 2025.**
> - CASAS Life and Work Listening (ESL) is valid through **June 30, 2025**.
> - TABE CLAS-E (A/B) (ESL) sunset **June 30, 2025**.
> - CASAS Reading GOALS (ABE) is valid through **June 30, 2026**.
> - TABE (11 & 12) assessment will likely be valid through **June 30, 2026**.
>
> Furthermore, starting from the 2023 – 24 accountability cohort year, the placeholder value of NRS EFL 7 will be retired. CASAS has updated the scoring matrix to incorporate the Exit Advanced ESL as EFL 6, prompting this change.

The Workforce Innovation and Opportunity Act (WIOA) requires states to report performance outcomes to monitor program performance. For states to meet these requirements, local programs use standardized assessments to collect and report data on student and client learning gains. The following tables display the approved NRS Assessments and the corresponding educational functioning levels (EFLs). NRS at its sole discretion can update the EFL scoring matrices, and DC PCSB will use the most current version provided by NRS or the assessment publisher.

The **Comprehensive Adult Student Assessment System (CASAS)** is an NRS-approved assessment designed to evaluate adult learners' skills in reading, writing, math, and other competencies. DC PCSB will accept Reading STEPS and Listening STEPS for ESL, and Math GOALS 2, Reading GOALS, and Reading GOALS 2 for ABE.

CASAS Math GOALS 2 Scoring Matrix (ABE)		
NRS ABE EFL	**ABE EFL Name**	**Scale Scores Ranges**
1	Beginning ABE Literacy	0 – 192
2	Beginning Basic Education	193 – 203
3	Low Intermediate Education	204 – 213
4	Middle Intermediate Education	214 – 224
5	High Intermediate Education	225 – 235

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[76] Approved NRS assessments as of May 2025 can be found here: https://bit.ly/44Iqljm

CASAS Math GOALS 2 Scoring Matrix (ABE)		
NRS ABE EFL	**ABE EFL Name**	**Scale Scores Ranges**
6	Adult Secondary Education	236 *& above*

Source: CASAS Math Goals 2 Scoring Matrix

CASAS Reading GOALS and Reading GOALS 2 Scoring Matrix (ABE)		
NRS ABE EFL	**ABE EFL Name**	**Scale Scores Ranges**
1	Beginning ABE Literacy	0 – 203
2	Beginning Basic Education	204 – 216
3	Low Intermediate Basic Education	217 – 227
4	High Intermediate Basic Education	228 – 238
5	Low Adult Secondary Education	239 – 248
6	High Adult Secondary Education	249 *& above*

Source: CASAS Reading Goals Scoring Matrix and CASAS Reading Goals 2 Scoring Matrix

CASAS Reading STEPS Scoring Matrix (ESL)		
NRS ESL EFL	**ESL EFL Name**	**Scale Scores Ranges**
1	Beginning ESL Literacy	0 – 183
2	Low Beginning ESL	184 – 196
3	High Beginning ESL	197 – 206
4	Low Intermediate ESL	207 – 216
5	High Intermediate ESL	217 – 227
6	Advanced ESL	228 – 238
6	Exit Advanced ESL	239 *& above*

Source: CASAS Reading STEPS Scoring Matrix

CASAS Listening STEPS Scoring Matrix (ESL)		
NRS ESL EFL	**ESL EFL Name**	**Scale Scores Ranges**
1	Beginning ESL Literacy	0 – 181
2	Low Beginning ESL	182 – 191
3	High Beginning ESL	192 – 201
4	Low Intermediate ESL	202 – 211
5	High Intermediate ESL	212 – 221

CASAS Listening STEPS Scoring Matrix (ESL)		
NRS ESL EFL	ESL EFL Name	Scale Scores Ranges
6	Advanced ESL	222 – 231
6	Exit Advanced ESL	232 *& above*

Source: CASAS Listening STEPS Scoring Matrix

The **Test of Adult Basic Education (TABE)** is an NRS-approved assessment designed to measure the skills and knowledge of adult learners in areas such as reading, mathematics, language, and spelling. DC PCSB will accept TABE 13 & 14 (ABE) and TABE CLAS-E (ESL) Forms C/D assessments.

TABE 13 & 14 Reading Scoring Matrix (ABE)			
NRS ABE EFL	ABE EFL Name	Level	Scale Scores Ranges
1	Beginning ABE Literacy	TABE E	300 – 441
2	Beginning Basic Education	TABE E, M	442 – 500
3	Low Intermediate Basic Education	TABE E, M, D	501 – 535
4	High Intermediate Basic Education	TABE M, D, A	536 – 575
5	Low Adult Secondary Education	TABE D, A	576 – 616
6	High Adult Secondary Education	TABE A	617 – 800

Source: TABE 13 & 14 and TABE CLAS-E Scoring Levels: Best Practice Guidance

TABE 13 & 14 Math Scoring Matrix (ABE)			
NRS ABE EFL	ABE EFL Name	Level	Scale Scores Ranges
1	Beginning ABE Literacy	TABE L	300 – 448
		TABE E	310 – 448
2	Beginning Basic Education	TABE L, E, M	449 – 495
3	Low Intermediate Basic Education	TABE E, M, D	496 – 536
4	High Intermediate Basic Education	TABE M, D, A	537 – 595
5	Low Adult Secondary Education	TABE D, A	596 – 656
6	High Adult Secondary Education	TABE A	631 – 800

Source: TABE 13 & 14 and TABE CLAS-E Scoring Levels: Best Practice Guidance

TABE CLAS–E (C/D) Total Reading Scoring Matrix (ESL)

NRS ESL EFL	ESL EFL Name	Level	Scale Scores
1	Beginning ESL Literacy	1, 2	200 – 354
2	Low Beginning ESL	1, 2, 3	355 – 388
3	High Beginning ESL	1, 2, 3	389 – 427
4	Low Intermediate ESL	2, 3, 4	428 – 448
5	High Intermediate ESL	3, 4	449 – 487
6	Advanced ESL	4	488 – 580

Source: TABE 13 & 14 and TABE CLAS-E Scoring Levels: Best Practice Guidance

TABE CLAS–E (C/D) Listening Scoring Matrix (ESL)

NRS ESL EFL	ESL EFL Name	Level	Scale Scores Ranges
1	Beginning ESL	1, 2	200 – 348
2	Low Beginning ESL	1, 2, 3	349 – 389
3	High Beginning ESL	1, 2, 3	390 – 427
4	Low Intermediate ESL	2, 3, 4	428 – 457
5	High Intermediate ESL	3, 4	458 – 488
6	Advanced ESL	4	489 – 620

Source: TABE 13 & 14 and TABE CLAS-E Scoring Levels: Best Practice Guidance

TABE CLAS–E (C/D) Writing Scoring Matrix (ESL)

NRS ESL EFL	ESL EFL Name	Level	Scale Scores Ranges
1	Beginning ESL	1, 2	210 – 384
2	Low Beginning ESL	1, 2, 3	385 – 414
3	High Beginning ESL	1, 2, 3	415 – 437
4	Low Intermediate ESL	2, 3, 4	438 – 461
5	High Intermediate ESL	3, 4	462 – 500
6	Advanced ESL	4	501 – 670

Source: TABE 13 & 14 and TABE CLAS-E Scoring Levels: Best Practice Guidance

TABE CLAS–E (C/D) Speaking Scoring Matrix (ESL)

NRS ESL EFL	ESL EFL Name	Level	Scale Scores Ranges
1	Beginning ESL	1, 2	170 – 338

TABE CLAS–E (C/D) Speaking Scoring Matrix (ESL)			
NRS ESL EFL	**ESL EFL Name**	**Level**	**Scale Scores Ranges**
2	Low Beginning ESL	1, 2, 3	339– 402
3	High Beginning ESL	1, 2, 3	403 – 402
4	Low Intermediate ESL	2, 3, 4	437 – 475
5	High Intermediate ESL	3, 4	476 – 542
6	Advanced ESL	4	543 – 760

Source: TABE 13 & 14 and TABE CLAS-E Scoring Levels: Best Practice Guidance

Additional PK – 8 Grade Configurations

This framework is intended for schools that serve grades PK – 4 or K – 4, 1 – 4, and 2 – 4. The Primary+ (plus) sub-framework is like the Primary sub-framework, with the inclusion of Growth to Proficiency and Median Growth Percentile for students in grade 4. The weights of the measures in the framework are a redistribution of the Primary and Elementary sub-frameworks to align with the grade configuration of these schools.

Please note that future grade configurations that do not align with an approved ASPIRE System framework and sub-framework combination will be assigned to the framework that most closely represents the school's grade configuration. DC PCSB will not continuously create additional sub-frameworks to align with a school's grade configuration.

ASPIRE categories and measures in the Primary+ Framework

	Calculated by student group	Points possible w/ PK	Points possible w/o PK
School Progress		**40.0**	**48.0**
K – 3 Growth Outcomes – ELA	●	10.0	10.0
K – 3 Growth Outcomes – Math	●	10.0	10.0
State Assessment Growth to Proficiency Rate – ELA	●	4.0	6.0
State Assessment Growth to Proficiency Rate – Math	●	4.0	6.0
State Assessment Median Growth Percentile – ELA	●	4.0	6.0
State Assessment Median Growth Percentile – Math	●	4.0	6.0
ACCESS Growth Rate		4.0	4.0
School Achievement		**22.0**	**26.0**
State Assessment Proficiency Rate – ELA	●	11.0	13.0
State Assessment Proficiency Rate – Math	●	11.0	13.0
School Environment		**28.0**	**16.0**
CLASS: Classroom Organization		4.0	
CLASS: Emotional Support		4.0	
CLASS: Instructional Support		4.0	
CLASS Bonus: Classroom Organization *This measure is counted for bonus points.*		**+2.0**	

ASPIRE categories and measures in the Primary+ Framework

	Calculated by student group	Points possible w/ PK	Points possible w/o PK
CLASS Bonus: Emotional Support *This measure is counted for bonus points.*		+2.0	
CLASS Bonus: Instructional Support *This measure is counted for bonus points.*		+2.0	
Chronic Absenteeism Rate	●	8.0	8.0
Re-enrollment Rate	●	8.0	8.0
School-Specific Performance		**10.0**	**10.0**
School-Specific Measure #1		5.0	5.0
School-Specific Measure #2		5.0	5.0

Student Enrollment and Demographic Data

DC PCSB relies on student enrollment and demographic data provided by OSSE, which is sourced from the LEA's SIS. LEAs submit this data daily via an automated data feed, and periodically throughout the school year, LEAs certify this data with OSSE. Unless otherwise stated, DC PCSB will use the end-of-year demographic file (i.e., data from OSSE's 5th Certification Window) to create student rosters for LEAs. LEAs then provide accountability outcomes to DC PCSB by downloading the roster, completing it per the prescribed template, and submitting the data file to DC PCSB for processing. When using data sourced directly from OSSE and/or an assessment publisher, student enrollment data and demographic data are used to verify and complete a data table within DC PCSB's data systems.

What is a roster?

In the context of ASPIRE System reporting, DC PCSB uses the term "*roster*" to describe a list of students within a school that meet the criteria for a particular measure. Generally, rosters are at the student level, but for some measures (e.g., *CLASS*), they are displayed at the campus level. When LEAs are asked to complete a data roster during the data submission window, schools need to download and submit data to DC PCSB for processing. Generally, when DC PCSB "rosters" a table for LEAs, the accountability universe criteria of a particular measure are applied to the table.

What data informs a school's roster?

Typically, the following student enrollment and demographic details are incorporated into DC PCSB's rostering tables. This data is extracted from the final LEA student enrollment and demographic file, typically OSSE's end-of-year demographic file (Data Validation Qlik Application). DC PCSB will conform to the data indicators outlined in the DC School Report Card Technical Guide to streamline the validation process for schools, alleviating the need to validate separate data indicators. Nevertheless, DC PCSB will mandate that all schools validate student enrollment and demographic information during the annual Accountability Demographics Validation process.

Data Element	Data Element Description
LEA ID	The OSSE LEA ID at which the student is actively enrolled or was most recently enrolled.
LEA Name	The name of the LEA at which the student is actively enrolled or was most recently enrolled. This matches the approved LEA name per the charter agreement with DC PCSB.
School ID	The OSSE school ID at which the student is actively enrolled or was most recently enrolled.
School Name	The name of the school at which the student is actively enrolled or was most recently enrolled if the student has not re-enrolled since exiting. This matches the approved School/Campus name per the charter agreement with DC PCSB.
USI	The unique student identifier (USI) is the official state identifier assigned to all students attending District of Columbia LEAs by OSSE.
Last Name	The legal last name of the student.
First Name	The legal first name of the student.
Date of Birth	The day, month, and year on which the student was born.
Gender	A coded value represents the student's gender; Gender is a person's actual sex or perceived sex.
Race and Ethnicity	The reported race/ethnicity of the student. One and only one race/ethnicity option may be selected per student.
Stage 5 Entry Date	The month, day, and year on which the student enters and begins to receive instructional services in a school or an institution during a given school year.
Stage 5 Entry Code	An indication of the reason that the student enrolled in an LEA or school.
Stage 5 Exit Date	The month, day, and year of the first day after the date of the student's last attendance in school (if known), the day on which the student graduated, or the date on which it becomes known officially that the student left school. Students who are currently active will not have a Stage 5 Exit Date.
Stage 5 Exit Code	An indication of the reason that the student exited or withdrew from an LEA or school. Students who are currently active will not have a Stage 5 Exit Code.
Homeless Status 2023- 24	An indication that the student was identified as homeless at any point during the current school year. Derived from: SIS Homeless Status, The Community Project (TCP) data
CFSA	An indication that the student was ever a ward of the state during the current school year
New to the US	An indication whether the student's first enrollment in a school in the United States occurred 12 or fewer months ago.

Data Element	Data Element Description
TANF/SNAP	An indication that the student ever received TANF or SNAP as of March 27, 2023. Temporary Cash Assistance for Needy Families (TANF) provides cash assistance to needy families with dependent children when available resources do not fully address the family's needs, and while preparing program participants for independence through work. Supplemental Nutrition Assistance Program (SNAP) is a nutrition program administered through the District's Department of Human Services
Over age	An indication that the student is one or more years older than the expected age for the grade in which the student is enrolled. The age is calculated as of Sept. 30 of the respective birth year for the grade level.
At-Risk	An indication that the student was identified as at-risk at any point during the current school year. Derived from: TANF/SNAP, CFSA, Homeless status, & Over age (students only in grade levels 9-12)
Economically Disadvantaged	An indication that the student was identified as economically disadvantaged at any point during the current school year. Derived from: TANF/SNAP, CFSA,& Homeless status,.
Current SWD Level	The current special education level for the student in the current school year. Derived from: Current Hours Specialized Instruction
Highest SWD Level 2023 – 24	An indication of the highest level of special education services a student received during the current school year. Derived from: All finalized IEPs in Special Programs that contains a start or end date which falls within the most recent school year
Audit Grade	The final enrolled grade level for the student in the final Enrollment Audit file. If a student was not in the audit, the student's Audit Grade will be "NA."
Assessment and Reporting Grade	The grade that will be used for the purposes of ASPIRE System, assessment, federal, and other local reporting for the current school year. Derived from: Longest Enrolled Grade Please note that this data element will equal "Longest Enrolled Grade" unless OSSE approves documentation from the LEA of a different grade level for the student. High school students on the certificate track whose grades are listed as C1-C8 will be reported in their age appropriate grade as of Sept. 30.
Active English Learner 2023 – 24	An indication that a student was ever identified as an English Learner. Derived from: SIS English Learner Current Enrollment, Audit EL Status ACCESS for ELLs historical composite assessment score data Students who exited EL status but who were monitored during the school year to ensure academic achievement on grade level do not qualify as EL.
Monitored EL Year	Indicates the monitored year status for a student. Students exited from EL status must be monitored for four years
ASPIRE System EML	DC PCSB derives if a student is an active or monitored EL student using the same logic as the DC School Report Card that is active EML or within the two year monitored period
Recently Arrived EL	Indicates if the student has been stage 5 enrolled in a school in one of the 50 States in the United States or the District of Columbia, using the OSSE derived value of New to US and OSSE's authoritative value for EL = Yes. Note: Students are only identified as Recently Arrived EL' once. Students that received a PARCC Exemption are excluded as OSSE New to US.
Dual Enrollment Program Indicator	An indication if the student is identified as dual enrolled in the LEA SIS.

Adult Education Enrollment Eligibility Rule

The ASPIRE System Adult Education Framework encompasses distinct and comprehensive accountability universe criteria, which are <u>only</u> applicable to the measures within the Adult Education Framework. These criteria are uniquely tailored to adult schools, reflecting the specific nature of adult education in the District.

This appendix provides supplementary notes and clarifications concerning the enrollment eligibility criteria rule. Its inclusion ensures consistent application of language and text across all measures within the adult framework. Additionally, each measure may feature additional accountability universe eligibility, inclusion, and exclusion criteria.

The Adult Education Enrollment Eligibility Rule generally states that to be considered for inclusion in any measure in the ASPIRE System's Adult Education Framework, a student must either be included in the school's audited enrollment population for the accountability cohort year, or the student must have been stage five enrolled at the school for at least 15 consecutive calendar days and the student must have received at least 12 hours of instruction.

<u>Additional criteria for the Adult Education Enrollment Eligibility Rule:</u>

1. All students in a school's audited enrollment are included in the Adult Education Accountability Measures and are tracked based on their individual date(s) of enrollment.
2. Students who enroll in a program and unenroll prior to the 15th calendar day are not included in any measure, unless they are in the enrollment audit.
3. Schools may unenroll students for non-attendance according to the school's attendance policy.
4. *Legal Requirements:* Schools must follow all legal requirements for students who are under the age of 18 or who receive special education or English language learner funds.
5. *Unplanned School Closure:* In the event of an unplanned school closure lasting three or more consecutive days, DC PCSB will work with the school to adjust the 15 calendar days of enrollment.
6. *Deceased Students:* If a student passes away while enrolled at the school during the accountability cohort year, the student will be excluded from this measure.
7. *Exclusion Due to Low Participation Rate:* Schools that need to exclude a student from the accountability cohort year's Accountability Universe due to a

participation rate of less than 12 hours must adhere to the following procedure:

    a. *Record of Attendance Hours:* Schools are required to submit a record of attendance hours for the student to DC PCSB during the annual Roster Confirmation process.

    b. *Declaration on Adult Accountability Roster:* Schools must declare the student's low participation rate on the Adult Accountability Roster.

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