



Adult Education PMF Task Force Meeting **Summary of Proposed 2016-17 Business Rules**

Text in red are proposed edits based on feedback from the task force in March.

15 Calendar Day Business Rules

- Students are included in the AE PMF measures if they have been enrolled in the school for at least 15 consecutive calendar days and have received at least 12 hours of service*
 - *Service includes: orientation, instruction, academic or career counseling, and school-organized internships or dual enrollment
- All students in the audited enrollment are included in the AE PMF measures
- Students are tracked based on their individual date(s) of enrollment
- Students who enroll in a program and un-enroll prior to the 15th calendar day are not included in any AE PMF measures (unless they are in the enrollment audit)
- Schools may un-enroll students for non-attendance consistent with the school's attendance policy
- 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
- In the event of an unplanned school closure (e.g., snowstorm or building damage) of three or more consecutive days, DC PCSB will work with the school to adjust the 15 calendar days of enrollment

Student Progress Measure

Business Rules:

(This business rule is already included in the 2015-16 tech guide)

- Eligible students* without any NRS-approved assessment, will be weighted as a zero for Student Progress
 - Eligible students:
 - Enrolled in an ABE or ESL program
 - Enrolled at least two months before the end of the program year
 - Note: If a student has only a pre-test (no post-test), it is not considered a negative outcome for Student Progress, but if a student has no NRS-approved assessment at all, then it would show up negatively in this measure
- If a student took an NRS-approved assessment in the prior year less than three months before the start of the current year, that assessment may be counted as the pre-test

Floor and Target:

- Created using a two-year average of NRS 2013-14 and 2014-15 data for the 50 states and DC; also, using a two-year average of AE PMF data for the AE public charter school sector aggregated at the student level
- The 65% of range cutoff is Maryland's two-year average plus 1%
- The 35% of range cutoff is the average of the three lowest states and/or AE sector
- If the 65% and 35% of range cutoffs yield a spread between the floor and target that is less than 30 points, then the floor is lowered to make a 30-point spread
- No floor or target will increase or decrease by more than 33.3% from the 2015-16 floor or target (this may mean that some floors and targets have slightly less than a 30-point spread)

Earned Secondary Credential Measure

(Slight name change proposed since we are using a different calculation from NRS)

Metric:

$$\frac{\text{\# of students who earn a secondary credential/diploma or state-recognized equivalent in the program year}}{\text{\# of students who earn the NEDP diploma + \# of students in the NEDP assessment phase who exit without the diploma + \# of students scoring "likely to pass" on all four (or all remaining) GED Ready tests in the program year + \# of students recommended by the school to take the GED test w/o a GED Ready test}} \times 100$$

Business Rules:

- All students are included who score "likely to pass" on all four GED Ready tests at least 60 days prior to the end of the program year
- If a student scores "likely to pass" in the last 60 days of the program year, then the school may choose to include the student in the current program year or the next year
- Students may also be included if they have already passed up to two GED subject tests in a different GED program (i.e. another LEA or a CBO) and score "likely to pass" on GED Ready for their remaining subjects while enrolled
- 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 s/he takes the GED test as long as it is during the program year
- **Students with extenuating circumstances that do not allow them to take the operational GED test within 60 days of scoring "likely to pass" on the GED Ready may be excluded from this measure; these circumstances are limited to:**
 - **Incarceration**
 - **Medical leave (including maternity leave – this different from pregnancy)**

- Moved out of the country
- Death
- Students who cannot take the official GED test due to District policies (e.g., waiting periods) may be excluded from the measure
- DC PCSB will use the GED Ready “likely to pass” scores published by the GED Testing Service on each subject test that correspond to the passing GED score in the District of Columbia
- Students who do not take the GED Ready test or do not score “likely to pass” but take the operational GED test based on the recommendation of the LEA, per OSSE regulations, are included in this measure
- Only students included in the denominator may be included in the numerator

Floor and Target:

- For 2016-17, floor: 0 and target: 100
- Update the floor and target for this measure once we have three years of data in 2017-18 using a three-year average of the 90th and 10th percentiles of AE school performance as the cutoffs for 65% and 35% percent of the range

GED Subject Test Achievement Measure

Metric:

$$\left[\frac{\text{\# of GED subject tests passed during the program year}}{\text{\# of GED Ready "likely to pass" scores from enrolled students during the program year} + \text{\# of students recommended by the school to take the GED test w/o a GED Ready test} + \text{\# of students w/o a secondary credential who pre-tested at ABE 6 on an NRS assessment and do not have a GED Ready "likely to pass" score}} \right] \times 100$$

Business Rules:

- All students are included who score “likely to pass” on a GED Ready subject test at least 60 days prior to the end of the program year and who are enrolled in a GED program
- If a student takes the GED Ready with fewer than 60 days left in program year, schools may choose to include the student in the current year or next program year
- Students may be counted in the denominator (and numerator) multiple times for each GED Ready subject test on which they score “likely to pass”
- 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 s/he takes the GED test as long as it was during the program year
- All students without a secondary credential who pre-test at ABE 6 on an NRS approved assessment prior to the last two months of the program year are included in the denominator (one time if they do not have a GED Ready “likely to pass” score)

- Students with extenuating circumstances that do not allow them to take the operational GED test within 60 days of scoring “likely to pass” on the GED Ready may be excluded from this measure; these circumstances are limited to:
 - Incarceration
 - Medical leave (including maternity leave – this different from pregnancy)
 - Moved out of the country
 - Death
- Students who cannot take the official GED test due to District policies (e.g., waiting periods) may be excluded from the measure
- DC PCSB will use the GED Ready “likely to pass” scores published by the GED Testing Service on each subject test that correspond to the passing GED score in the District of Columbia
- Students who do not take the GED Ready test or do not score “likely to pass” but take the operational GED test based on the recommendation of the LEA, per OSSE regulations, are included in this measure
- Only students included in the denominator may be included in the numerator

Floor and Target:

- Based on GEDTS data that 90-97% of “likely to pass” GED Ready testers pass the official GED test and GEDTS’s guidance that students scoring “likely to pass” on the GED Ready have a 70-75% minimum probability of passing the GED test as well as AE charter school performance
- This takes current AE school performance into account, allows some leeway for students who may never take the official GED test, and sets the 50% of range mark at the minimum probability of passing
- Floor: 40 and Target: 100

Earned High Level Certifications

Metric:

$$\left[\frac{\text{\# of students earning the Level 4 certification}}{\text{\# of students enrolled in a Level 4 certification program with a positive Retention outcome (and beginning the practicum, if applicable) who were enrolled in the certification program in the current year, previous year, or two years ago depending on the certification (see table)}} \right] \times 100$$

Business Rules:

- Level 4 certifications are:

Certification	Certifying Agency
A+ Certification	CompTIA

Registered Medical Assistant (RMA)	American Medical Technologists (AMT)
Certified Medical Assistant (CMA)	American Association of Medical Assistants (AAMA)
Child Development Associate (CDA)	Council for Professional Recognition
National Nurse Aide Assessment Program(NNAAP)	National Council of State Boards of Nursing (NCSBN)

- Students are included in this measure if they counted positively for Retention when they were enrolled the school in the current year, previous year, or two years ago, depending on the certification (see table)
- **For certifications that require a practicum (CMA, RMA, and CDA), students are included in this measure if they are a positive outcome in the Retention measure and began their practicum**
- Some higher level certifications require more than one program year to complete due to practicums, so this measure reports on the outcomes of students in the following timespans:

Level 4 Certification	Students enrolled in the certification program:
A+	Current year
CMA or RMA	1 year ago
NNAAP	
CDA	2 years ago

- If a school is offering a Level 4 certification for the first time, the results would be display-only for that first year and not scored

Floor and Target:

- Display-only measure without a floor or target for 2016-17

Student Achievement Indicator

- The Student Achievement indicator score is a weighted average of all of the measures (**Earned** Secondary Credential, GED Subject Test Achievement, and Earned High Level Certification - once it is scored) in this indicator
 - Done the same way as Student Progress
- If the n-size for any individual measure is less than ten students, then the rate is not shown on the scorecard, but is included in the overall indicator score
- The weight for the GED Subject Test Achievement measure is the number of unique students

College and Career Readiness Measures' Floors and Targets

- Same methodology as Student Progress measures

- Created using a two-year average of NRS 2013-14 and 2014-15 data for the 50 states and DC; also, using a two-year average of AE PMF data for the AE public charter school sector aggregated at the student level
- The 65% of range cutoff is Maryland's two-year average plus 1%
- The 35% of range cutoff is the average three lowest states and/or AE sector
- If the 65% and 35% of range cutoffs yield a spread between the floor and target that is less than 30 points, then the floor is lowered to make a 30-point spread
- No floor or target will increase or decrease by more than 33.3% from the 2015-16 floor or target (this may mean that some floors and targets have slightly less than a 30-point spread)

Entered Employment or Entered Postsecondary Measure

Metric:

$$\left(\frac{\text{Students who are employed one quarter after exiting or have entered postsecondary education or training before the end of the program year AND students who have entered postsecondary education or training who exited in the prior program year with a secondary credential and were not counted in the numerator for any CCR measures in the prior year}}{\text{Students who were not employed at entry and exited in prior quarter 4 or current quarters 1, 2, or 3}} \right) \times 100$$

Updated to include in the numerator those students who fell into the Entered Postsecondary Prior Year Measure, which is eliminated from the AE PMF.

Out of the Labor Force

Reasons to be labeled out of the labor force for the AE PMF:

- Retired
- Full-time parenting
- Ill health or disability
- Institutionalized (e.g. incarceration)
- Full-time student
- Living outside the United States
- No permit to work in the United States

Retention Measure Proposed Business Rules

The following are ways that a student may be counted as retained in a program year:

- Pre- and post-test on an NRS-approved assessment

- If no secondary credential: Pre-test at ABE level 6 on an NRS-approved assessment pre-test and have attempted at least one GED subject test or are in the NEDP assessment phase during the program year
- If secondary credential: Pre-test at ABE level 6 on an NRS-approved assessment pre-test and attempt a certification exam or completed a dual enrollment course while enrolled during the program year
- Pre-test on an NRS-approved assessment and earn a secondary credential while enrolled during the program year
- Pre-test and post-test on a pre-approved non-NRS-approved assessment (i.e., TABE Español, NWEA MAP, or Supera)
 - Assessments must be approved by DC PCSB
 - Schools will submit the assessments they will use before the start of the program year
 - School- or teacher-created assessments will not be approved
- Pre-test on an NRS-approved assessment from of the prior program (no more than three months before the start of the new program year) and a post-test in the current program year
- Enrolled in a certification program that does not have a pre- and post-test and have attended at least 120 hours *or* attempted the certification exam (or a practice certification exam approved by the certifying agency)
 - Schools must submit the names of these students at the start of each enrollment period
 - Schools must share whether students are working toward hours or an exam
- Eligible students* without any NRS-approved assessment, will go into the denominator for Retention (This business rule is also included in the 2015-16 tech guide)
 - Eligible students:
 - Enrolled in an ABE or ESL program
 - Enrolled at least two months before the end of the program year
- If a student took an NRS-approved assessment in the prior year less than three months before the start of the current year, that assessment may be counted as the pre-test