

AE TASK FORCE 2018-19 PMF GUIDE



January 30, 2018

WELCOME AND INTRODUCTIONS



Agenda

- Approved 2017-18 PMF Changes
- 2018-19 Student Progress Proposal
- Mission Specific Goals Proposal
- College and Career Readiness Discussion
- “Missing” GED Students Discussion
- 2019-20 Student Progress Proposal
- Next Steps
- Student Achievement Proposal (specific to NEDP schools)



APPROVED 2017-18 PMF CHANGES



Approved 2017-18 PMF Changes

- Schools must post-test at least 60% of eligible students
- ABE students must be tested in reading and math
- Will count relevant GED subject test passage as proof of growth
- Earned secondary credential floor is 40%
- High-level certification attainment display only

Please see the [2017-18 PMF Policy and Technical Guide](#) for details.



2018-19 STUDENT PROGRESS PROPOSAL



Proposal: Adjust ESL Growth Expectations

Eliminate growth expectation for ESL students who pre-test at educational functioning level (EFL) 6.

- Per NRS Technical Assistance Guide, there are only 6 EFLs for ESL
- If a student pre-tests as ESL EFL 6, he/she should not be included in the metric
- Once a student post-tests as ESL EFL 6, we will no longer look for growth to “EFL 7”



Current ESL EFL Language

2017-18 Language

- If a student has a pre-test score that is in ABE 6 or **above ESL 6**, the student is not included in the measure.
- Students with a pre-test score in ABE 5 or **ESL 6 must score** at least **one point above** the score range to qualify as progressing beyond ABE 5 and **ESL 6**.



Proposed ESL EFL Language

2018-19 Adjustment

- If a student has a pre-test score that is in ABE 6 or ~~above~~ ESL 6, the student is not included in the measure.
- Students with a pre-test score in ABE 5 or ESL ~~5~~ ~~6~~ must score at least one point above the score range to qualify as progressing beyond ABE 5 and ESL ~~5~~ ~~6~~.



Modeling Proposal with 2016-17 Data

School	Current Rule (Including ESL 6) Overall ESL Score	Proposed Rule (Excluding ESL 6) Overall ESL Score	Percent Change
School 1	83.7	94.7	13.1%
School 2	65.0	64.7	-0.5%
School 3	41.2	41.2	0.0%
School 4	95.7	98.4	2.8%
School 5	100	100	0.0%



MISSION SPECIFIC GOALS PROPOSAL



Proposal: Mission Specific Goals

Align PMF-reported goals with goals in your charter agreement.

- Eliminates duplicative reporting
- Establishes firm business rules
- Eliminates confusion during reviews and renewals
- Creates consistency between schools with similar goals



Proposal: Mission Specific Goals (cont.)

- Schools can display up to three goals from charter agreement.
- Could implement this sooner than 2018-19, if schools interested.



COLLEGE AND CAREER READINESS DISCUSSION



Discussion: CCR Out of Labor Force

- Recall WIOA conversation in Spring 2017
 - “Out of labor force” phased out
 - Considered removing out of labor force exemption
- Since then
 - NRS Technical Assistance (TA) Guide released
 - Clearer collection and reporting expectations



CCR NRS TA Guide Overview

- “Barriers to employment” replaces the “out-of-labor force” designation
- Agencies to report exit outcomes for ALL participants, and disaggregate those outcomes by barrier
- Sample barriers
 - ELL/low literacy level
 - Low-income



Decision Point: No Change to CCR

- Barriers are broad and capture nearly 100% of AE population
- Heavier data reporting burden if we implement NRS guidance
- For now, comfortable leaving out of labor force exemptions as they are



"MISSING" GED PREP STUDENTS



“Missing” GED Prep Students

- DC PCSB aims to capture majority of students in Progress and/or Achievement categories
- In 2016-17, over 300 students enrolled in GED programs had neither Progress nor Achievement data to report on the PMF



2016-17 Data on “Missing” GED Students

School Name	Total in GED Programs	Total in Progress Denominator	Total in Achievement Denominator	Total in Neither Measure	% of GED Students “Missing” from Progress/Achievement
School 1	143	140	32	3	2.1%
School 2	232	194	39	36	15.5%
School 3	507	506	42	1	0.2%
School 4	280	69	77	142	50.7%
School 5	179	148	44	31	17.3%
School 6	145	74	22	63	43.4%
School 7	207	142	88	30	14.5%
Total	1693	1273	344	306	18.1%



Discussion: “Missing” GED Prep Students

- What may explain why GED prep students aren't being captured on PMF?
- Pre- and post-test participation rules should boost count of GED prep students in Progress measure.
- What else can we do to capture students in Progress and/or Achievement?



2019-20 STUDENT PROGRESS PROPOSAL



Proposal: Report Literacy and Numeracy Growth

For ABE, report performance in literacy and numeracy.

- Per 2017-18 PMF Guide, all ABE students must be tested in math and reading
- Historically, measure has been math-dominant
- More comprehensive look at growth



Proposal: Report Literacy and Numeracy Growth (cont.)

- Report both subjects, not just the lowest scoring subject
- Schools will still get credit when students grow 1 or more EFL
- Weight still based on number of test takers



ABE Student Progress Reporting by Subject

ABE Subject	2015-16 % Reported in Student Progress Measure	2016-17 % Reported in Student Progress Measure
Literacy	42.1%	35.9%
Numeracy	57.9%	64.1%



Reportable Subtests for ABE

Assessment	Reportable Literacy Subtests	Reportable Numeracy Subtests
CASAS Life Skills	Reading	Math
CASAS Employability	Reading	Math
CASAS Life and Work	Reading	N/A
TABE 9 & 10	Reading or Language	Applied Math and Math Computation
TABE 11 & 12	Reading or Language	Math

NEXT STEPS



Next Steps

- Will confirm next meeting(s) soon
 - Hold February 22 (conflict with OSSE meeting?)
 - Hold March 7 (Charter Leaders Meeting)
- [Feedback Form](#) due no later than 5:00 pm on February 7



STUDENT ACHIEVEMENT PROPOSAL (SPECIFIC TO NEDP SCHOOLS)



Considering NEDP Adjustment

- Reviewed national, local, and charter NEDP data
- Concluded inappropriate to adjust floor and target

Measure	Weight	Floor	Target
Earned Secondary Credential (GED or NEDP)	Based on # of test takers	40.0	100.0



NEDP Attainment Rates

Program Year	National	DC	Charter Sector
2014-15	72%	73%	22%
2015-16	81%	86%	59%
2016-17	Not available	53%	75%

Sources: OSSE and *The NEPD: Yearly Statistical Report*, July 2016



Proposal: Adjust NEDP Denominator

Restrict denominator to students who are further along in the Assessment Phase.

- Current denominator may be too large
- Includes all NEDP students who're ABE 4 in math and ASE 5 in reading



Proposal: Adjust NEDP Denominator (cont.)

- Option A: Limit to students who're in the Portfolio Review phase
- Option B: Limit to students who've completed 50% of their Performance Tasks
- Option C: Limit to students who've completed 50% of their Post-Task Assessments



Proposal: Adjust NEDP Denominator (cont.)

- Difficult to identify appropriate alternative rule for denominator
 - Lack detailed Assessment Phase data
 - Need more data from LEAs
 - Need feedback from LEAs



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