

Feedback for January 2018 AE Task Force Meeting

Student Progress Proposals

Do you support the proposal to eliminate the growth expectation for ESL students who pre-test at EFL 6? (Slides 7-10.)

6 responses



Use the space below to add comments about this proposal.

n/a to our LEA

Thanks for making this much needed change and for putting ESL students on a level playing field with ABE students.

What are your thoughts about reporting ABE literacy and numeracy growth? What benefits/drawbacks do you anticipate in making this adjustment? (Slides 23-26.)

We support reporting both literacy and numeracy. We already test in both and believe this would put us more in line with national metrics. TNS advocated for this change a while ago, and we're happy to see the proposal being seriously considered. It's hard for me to pinpoint drawbacks for this proposal at this stage, however because the specifics (ie. business rules) have yet to be mapped out.

Unknown implications for TABE 11/12 as there is still not enough information released

Need more information from PCSB (how growth will be determined?) Will growth be required in all areas in one test session? Can the LEA decide between Reading or Language or is growth needed in both?

This proposal isn't sufficiently modeled to be sure what the benefits are drawbacks are. Nationally, students are getting credit for making progress in

either reading OR math. How will the data be "scored"? Per our understanding, this won't change the way student progress is scored, but how is this extra data to be interpreted by the reader? Are we proposing to show it without any context or explanation, or to provide some reference for interpretation?

Not enough information was presented to provide substantive feedback on benefits/drawbacks.

Under the new WIOA system, adult education is nationally granting adult students with credit for an Educational Functioning Level gain if they make a gain in either subject area-reading or math. Previously the NRS tracked progress in the lowest subject area. I believe it would be best for us to follow this new national practice. It will help ensure that our data can be compared to national data on Table 4B for the various EFL levels. If we track each subject area separately, we will not be able to validly compare our data to the national data.

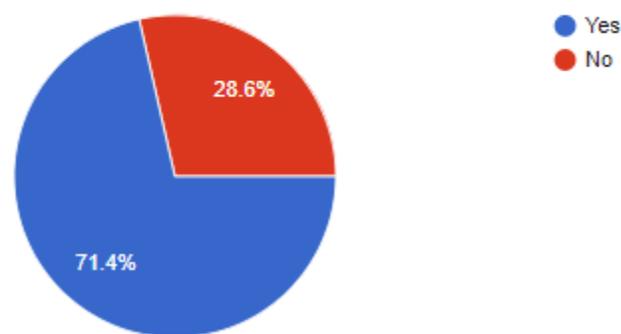
Not strongly opposed. This would require an additional level of effort on our part because of the added reporting requirement.

We would like to receive more details from DCPCSB in order to weigh the benefits or drawbacks of new metrics/business rules. We would however like to see the AE PMF in this area match how NRS WIOA is allowing to include EFL completion on either Math or Reading, not just for subject with lowest entry score/level. Also, it is not clear how this would be applicable for Spanish GED schools. What assessment would they use?

Mission Specific Goals Proposal

Do you agree with the proposal to align PMF mission-specific goals with charter goals? (Slides 16-17.)

7 responses



Use the space below to add comments about the Mission Specific Goals proposal.

If not reported, where does the public or LEA get to view the information submitted?

We are not opposed to the proposal but have questions about how it will be reported with $n < 10$. We are concerned if our pathway groups are small, we won't have ANY mission specific data shown due to the $n < 10$ rule. In that case,

we may want to retain the option to use other mission-related goals that we can report on a larger number of students.

We agree that early validation of charter goal data is preferred and would be good if we can work it into the validation schedule. In terms of the overall mission specific display on the PMF perhaps this can be discussed more.

We strongly believe that keeping the current formats is in the best interest of our learners in that it provides more comprehensive accountability throughout our programs.

It would be interesting to allow for no-display of new metrics for pilot initiatives. When a program/initiative becomes robust, then the metrics could be displayed.

Student Achievement Proposal (NEDP Schools Only)

How do you prefer to adjust the denominator?

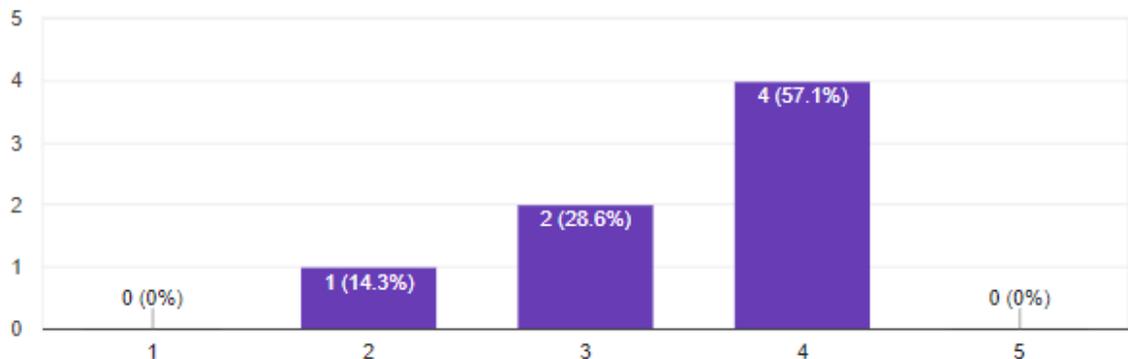
We prefer to not vote on this until we have pinned down more specifics about how the measure will be defined. We support looking at alternative ways to measure the denominator and are willing to consider the 40% to 100% range if the measure we arrive at is compatible. We agree that changing the denominator is probably best given that national data from CASAS was that 61% and 65% of students earned a diploma in 14-15 and 15-16 respectively based on the diploma divided by (diploma + exiter) calculation. We appreciate the opportunity to give input on this, and are currently looking at our data to see what might work.

We are not voting on this item yet because we are studying possible ways to structure the denominator using our longitudinal data and also using local/regional/national data. When there is more information we will be able to make a decision.

Meeting Feedback

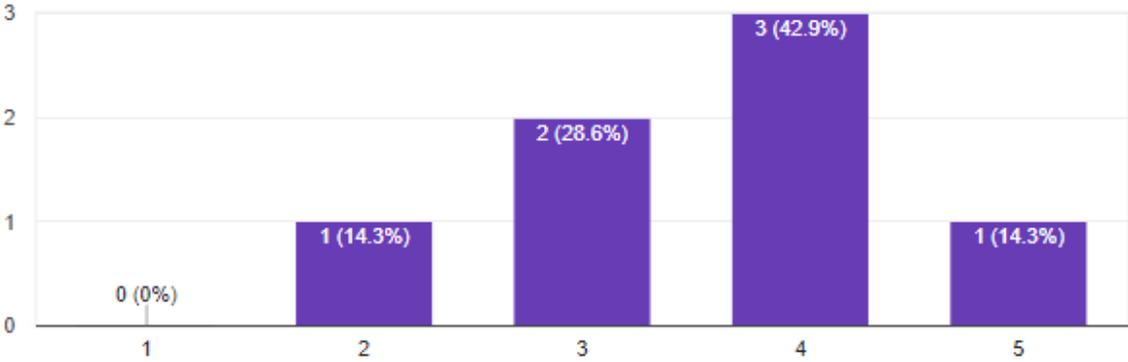
How satisfied are you with today's meeting?

7 responses



Please rate your thoughts on the following statement: "Today's meeting was a good use of time."

7 responses



Use the space below to add comments or concerns regarding this meeting.

I think these meetings have the potential to be helpful, productive, and meaningful. Unfortunately, I find many LEAs use this time to voice their frustrations with the PMF as a whole rather than engage in thoughtful discussion of the topics at hand. I also feel as if PCSB opens up conversations that aren't best suited for these settings. For example, the "Missing" students dialogue was generally confusing and lacking in requisite data to engage in a more robust discussion.

No solutions came out of the meeting other than more time being required to discuss, and PCSB needs more information to present

We felt good about the meeting and use of time. It would be nice to have the meeting materials further ahead of time if possible.

The discussion on "missing students" was not necessary. If you had called us we could have figured out the issue easily. Please trust that we are ethical partners, happy to help figure out data anomalies, which always have a rational explanation. We have found that there are still issues with the revised table. Patricio will reach out by Friday.

Please share proposals in advance so that we can come more prepared to engage in discussion.