



Adult Education (AE) Task Force Meeting Notes Wednesday, March 7, 2018

Attendees

LEA/Support Organization Representatives: Allison Kokkoros (Carlos Rosario PCS), Alexandra Pardo (Tensquare), Andrew Touchette (YouthBuild PCS), Audrey Reese (Academy of Hope Adult PCS), Cara Sklar (Briya PCS), Christie McKay (Briya PCS), Haley Wiggins (The Family Place PCS), Heather Wathington (Maya Angelou PCS), Irene Holtzman (FOCUS), Janalee Jordan-Meldrum (Tensquare), Jonathan Mathis (The Next Step PCS), Lorie Preheim (Briya PCS), Marcos Pantelis (Academy of Hope Adult PCS), Mark Kutner (Academy of Hope Adult PCS), Matthew Layton (Academy of Hope Adult PCS), Michael Barnet (The Family Place PCS), Nicole Hanrahan (LAYC Career Academy PCS), Oluremi Olufemi (YouthBuild PCS), Patricio Sanchez (Carlos Rosario PCS), and Ryan Monroe (Carlos Rosario PCS)

DC PCSB Staff: Naomi DeVeaux, Erin Kupferberg, Melodi Sampson, Paul Capp and Pete Petrin

Small Group Discussion

School leaders discuss the elements of a high-performing adult education school

- Building sustainability and a myriad of systems of support.
- Tier 1 is encouraging, but important for schools to stay focused what this looks like for students (college and career readiness).
- Adults are not just students, they're community members with families.

Vision for High-Performance

Naomi introduces vision for next three years of the AE PMF. Floors and targets originated with conversation of defining quality (must be better than Maryland to be Tier 1). DC PCSB believes that keeping Maryland as the Tier 1 cutoff is not rigorous enough; we need to look at our school performance compared to other states and embrace that the framework must push the quality of our schools forward. When Maryland is a low-performing state in a measure, the Tier 1 and Tier 3 cutoff are incredibly close in value; our Tier 1 cutoff should not be comparable to low-performing states nationally. People look at the AE Framework and our schools as a model; we have to make adjustments to live up to our reputation.

Discussion:

- Carlos Rosario PCS: Schools ask about the contexts of the different states; NRS allows for different cutoffs based on state-wide factors.

- This is why DC PCSB includes the DC charter sector as a state in our analyses. While we want to review the business rules, we can maintain this practice.
- Academy of Hope PCS: Some of these states have surprising results, e.g. Delaware. How will we know that is a reliable reflection of the performance of the sector?
 - Removing outliers, as we're beginning to do with the PK-8/HS Frameworks, is one way to mitigate this. We're open to other ideas as well.

Three-year Plan

Melodi summarizes the AE PMF three-year plan. In response to feedback during last month's Task Force meeting, DC PCSB will hold off on major adjustments to categories and measures. Still, we will recommend the Board adopt the two changes the Task Force approved at last month's meeting: eliminating the ESL EFL 6 growth expectation (100% approval vote) and aligning Mission Specific Goals with Charter Goals (70%+ approval vote). We will also move forward with adjusting the NEDP denominator. Additionally, we will continue to clarify existing business rules as needed.

Our primary task at this point is adjusting floors and targets for Progress, College and Career Readiness, and Retention. We plan to incrementally increase floors and targets for these categories/measures. We also plan to freeze the underlying dataset for Student Progress and College and Career Readiness to the NRS and PMF data from 14-15, 15-16, and 16-17. We came to this decision based on a dilemma Adriana from Maya Angelou PCS pointed out at the last meeting: WIOA no longer defaults to the lowest scoring subject for growth, while DC PCSB still defaults to the lowest scoring subject. By the end of this year, NRS data will be aligned to the new WIOA rule and will no longer be appropriate for PMF use. By locking in the data to the past three school years, we can comfortably continue using NRS data.

AE PMF as Goals Policy Proposal

Pete explains the PMF as Goals policy. Currently, three AE schools use PMF-related measures as their goals, but their targets are remarkably different. The policy's objective is to set unified standard for AE schools who want to adopt goals aligned to the PMF. Here are the standards:

- Standard for 5-Year Review: To be considered as having met its goals at its fifth-year charter review, the AE school needs to have earned an average score of at least 40% in each of the scored AE PMF categories during the review period.
- Standard for 10-Year Review: To be considered as having met its goals at its fifth-year charter review, the AE school needs to have earned an average score of at least 45% in each of the scored AE PMF categories during the review period.
- Standard for 15-Year Renewal and Beyond: To be considered as having met its goals at its fifth-year charter review, the AE school needs to have earned an average score of at least 50% in each of the scored AE PMF categories during the review period.
- Improvement Provision

We're sharing the policy with you today to get your feedback. Later this month, the policy will be opened for public comment with a vote in May. Schools do not have to adopt the PMF as their goals, but if they choose to, they'll go through a charter amendment process.

Next Steps

Melodi describes goals and plan for working sessions around re-designing floors and targets. We will hold working sessions with data managers/analysts to develop new floor and target-setting business rules. We will hold two sessions in March, and plan to present new rules to the Task Force in April.

Feedback forms are due next Wednesday, March 14. If you have questions and/or want to set up a follow-up meeting to discuss today's content, reach out to Melodi.

Discussion

- Carlos Rosario PCS: What about spring break scheduling conflicts?
 - We will get schedule working sessions based on school feedback.