



Feedback from March 2018 AE Task Force Meeting

AE PMF Three-Year Plan

Please use the space below to write concerns or questions regarding our three-year plan.

There are two different proposals under consideration that are moving on two different timelines with two different teams leading them. Raising the floors and targets needs to be linked to the PMF as goals policy process. We do not know enough about the three year plan to have an opinion. We can state an opinion when we have more specifics about what the floors and targets will be, a deeper understanding about why the new targets were chosen, and a clear understanding of how this would affect schools who have PMF metrics as part of their goals.

We agree with eliminating ESL EFL 6 growth expectation. We continue to question the need to align Mission Specific Goals with Charter Goals. We are in favor of continuing to collaborate with PCSB in clarifying existing business rules as needed. We favor entering a period of stability of floors and targets.

Before PCSB makes any recommendations about changing floors and targets, we would want to see what impacts changes would have on each school and the sector generally, and how the changes might interact with each other – e.g. progress and retention. We would also want more information about how WIOA changes (e.g. around reporting college and career progress for Q2 and Q4) are impacting (or may impact) College and Career Readiness outcomes.

I am pleased to see DCPCSB holding off on adjusting floors and targets for Student Achievement. However, I am concerned about the constant changes to what is supposed to be a consistent framework. At this point, we are going to have no year-over-year comparisons because what the PMF was in 2015-2016 will be radically different than what it is likely to be in 2021-2022.

We agree with holding off on major adjustments to categories and measures.

We are concerned about the process of adjusting floors and targets and, if needed, want to be sure it is done carefully and based on good data. As far as freezing the underlying data set, please see several concerns about the data listed in the section below.

We want to see what the new floors and targets will be for College and Career Readiness and Leading Indicators before committing to them. The business rules in the abstract don't tell us enough to determine whether the floors and targets will be appropriate.

I think we will need a significant amount of time to look at High Level Certification Data before setting those targets. As discussed by phone that data is difficult to

get nationally and if we are using national data as a comparison we need to be sure it is comparable with how we are measuring it. The data we saw from PCSB in the past was not comparable as it seemed to be the percentage of students that took the exam versus passed the exam. We might be fine with measuring it that way to ensure comparability, but this is not how the task force has measured it so far. Determining targets may also be challenging because different schools are doing different certifications and the expected outcomes may not be comparable.

We are concerned overall about the frequent changes to the PMF, particularly mid-year changes. It is challenging for schools to keep pace and adjust programming and operations when there are frequent changes. We also have concerns about the process because sometimes feedback is requested but then PCSB proceeds without considering or responding back to the feedback. We also think that a conversation about floors and targets and adopting the PMF as Goals conversations should not happen independently of each other they are interconnected.

Data Share

Please use the space below to write concerns or questions regarding the Student Progress, College and Career Readiness, and Leading Indicators data we shared today.

We are interested in learning about best practices, data validation procedures, and demographic information about students and programs in top performing states both to learn about their programming (i.e., how it may inform our own programs) and assess the comparability of states to our schools.

Thanks for sharing the information. We are interested in receiving additional details as to validity and reliability of student achievement data from other states. We would also like to know more about other states' fidelity to data collecting and reporting methods.

Our primary concerns are about the validity of the data. These are some of the questions we have:

What are n-sizes for each of the states listed?

Is it possible to compare urban city data - with populations similar to DC's? What do those data look like?

What tests are states using (TABE? TABE-E? CASAS, if so, which CASAS tests?) so that we know how to compare the data.

While it is good to see PCSB providing data to LEAs and providing analysis, this data set is concerning. Adjusting floors based on the lowest performing states in this data set would have been a poor decision, and it seems DCPCSB is going to pull back from that. For example, if ESL 1 was to move to the average of NH, SD, and CO it would be 52.5% and we would have fallen in the 35% of range in 2016-2017 rather than 62.5%. That is very significant change that even the best of schools would have trouble making adjustments for. I hope that PCSB also takes into consideration the demographic makeup of states when considering future business rules. The population of Wyoming, for example, looks very different than DC and it was the top performing state in ESL 2 based on the Data Share.

When I went to the publically available website for OVAE, the data I saw for individual states was nearly all designated as in progress or awaiting approval for 16-17. I tried to use the function to look at aggregate averages from 14-15 to 16-17 and the system wouldn't let me include 16-17 in the data. It gives me pause to use potentially unfinalized data for setting floors and targets.

If we are using the data in the presentation to set floors and targets, I think it would be a good idea for each school to review their own data on the provided table to ensure that accurate data is used. It's hard to confirm accuracy of the averages presented without the formulas used or annual data broken down.

CASAS is coming out with new assessments that will mean a re-alignment of curriculum and assessment in the next several years for schools who use the new series. We expect that there will be changes in outcomes as a result. I'm not sure how valid it will be to compare our new data with the old 14-15 to 16-17 data that is based on the previous version of CASAS.

In addition, local charter and national Progress data is actually made up of various assessments from CASAS, TABE, etc. I don't have faith that all of these assessments are comparable to each other across schools and states. Also, factors that impact the data include varied program types and goals, varied assessment practices across states, variations in rural vs urban settings, and different assessments used by different schools. All of these issues impact the comparability of data between schools and between states and cities.

Given these issues above and even though we are a Tier One school, our preference would be to not tier schools. We prefer to instead report school outcomes on the individual measures. We feel this will provide a clearer picture of each schools' strengths and weaknesses in performance and allow for nuance in schools' performance as they mature and develop new programs. This would also allow for straight reporting of performance rather than setting floors and targets based on data with issues of comparability.

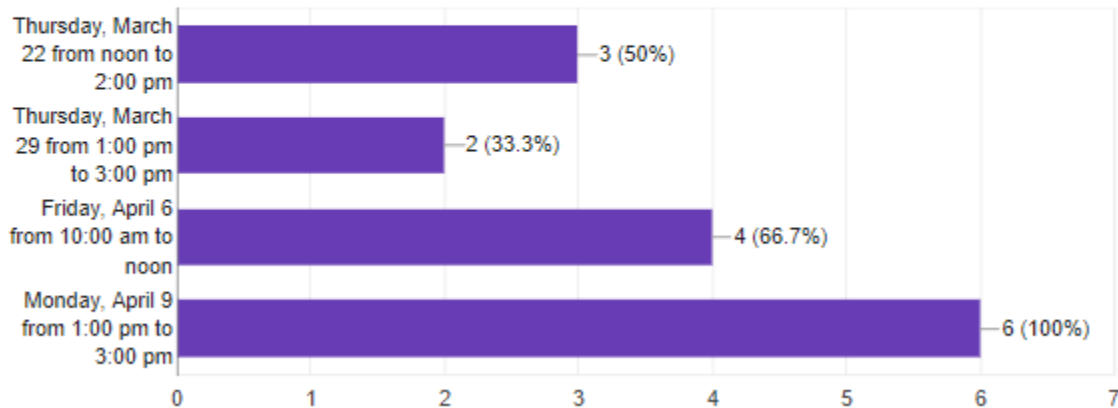
We plan to participate in the working sessions.

We have concerns with the national NRS data and how it is used/incorporated into student progress. In particular how it is collected, validated and n-sizes in connection with how it operates in DC. Need more time to consider the local metrics data (CCR, Leading Indicators).

AE Working Sessions

Please check the dates that best fit your data manager/analyst's schedule.

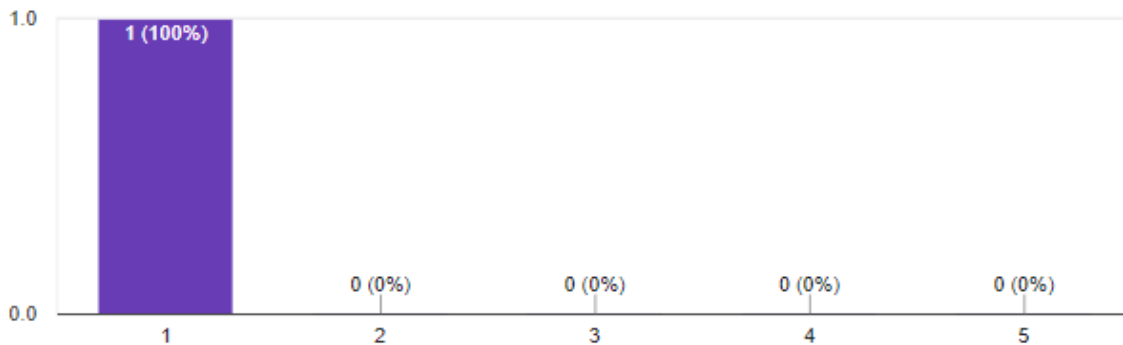
6 responses



AE PMF as Goals Policy Proposal

Please rate your thoughts on the following statement: "The AE PMF as Goals policy is a fair accountability standard for schools that elect to adopt the proposed targets."

1 response



What questions do you have about the AE PMF as Goals policy proposal and/or what suggestions do you have to improve the standard?

We cannot evaluate this proposed policy because we have been told that there are yet to be determined increases to the floors and targets for Student Progress, College and Career Readiness, and Leading Indicators. We need to understand those proposed changes before we can evaluate the standard for the PMF as goals. In addition, we would need to understand more about what it means to be a Tier 2 school. At present, a number of schools are required to have Tier 1 measures to stay open. Some schools cannot be viable and have all Tier 2 measures. Going forward, would it be OK to be a Tier 2 school or not?

This cannot be fair if the floors and targets are not static.

We appreciate the PCSB's work on this. The improvement provision is an important provision. We would suggest that it be better defined before the Task Force votes on it.

As long as PCSB continues shifting business rules and adjusting floors and targets, we cannot even begin to have this conversation. We cannot evaluate this policy without an understanding of what the PMF will look like in the future.

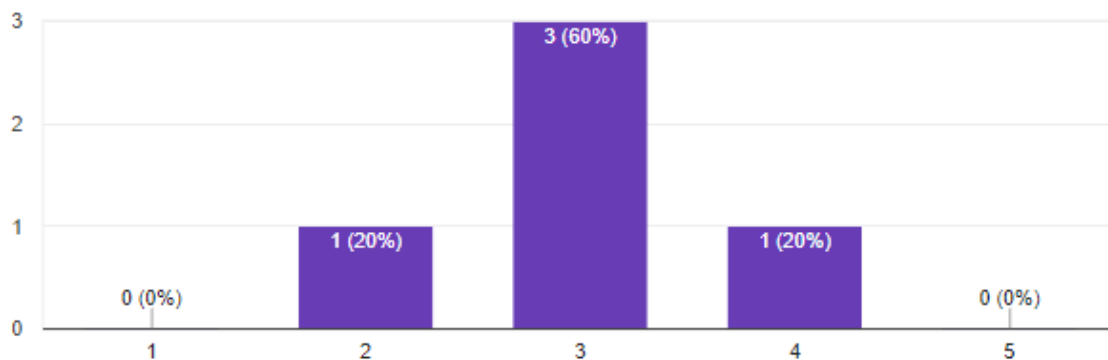
We are hesitant to assess the fairness of the goals when the targets are not yet determined. The concept of having a range of targets based on the longevity of the school makes sense. Although new programs within a school with longevity might impact outcomes.

Cannot answer above question. Per early comment this is connected to the upcoming design of the framework. It is hard to consider if the policy is fair until we understand more how the framework is constructed and will be modified. We also would want to see evidence that bias checks have been run on the framework when making changes.

Meeting Feedback

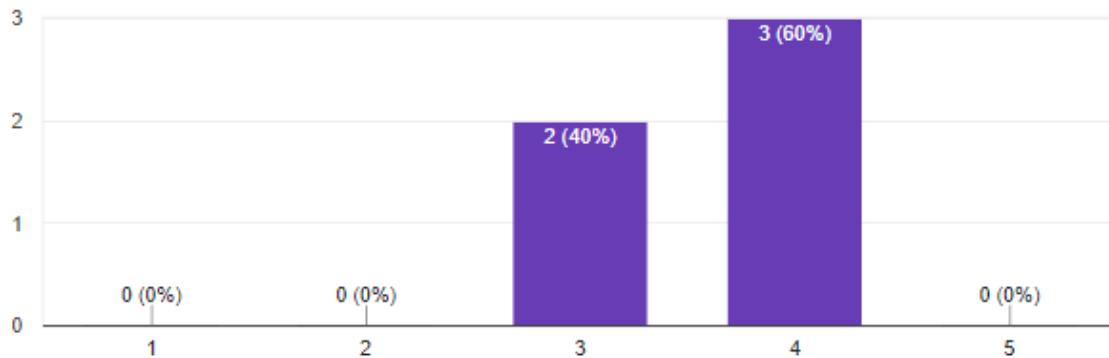
How satisfied are you with today's meeting?

5 responses



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

5 responses



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

Poor acoustics and the amplifiers prevented clear communication. It's hard to process brand new information without having reviewed it beforehand.

The meeting could have been more productive if Task Force members would have received the materials in advance and had time to process them. It was difficult to process the information (especially around state comparisons) without having the data in advance.

It is helpful to have national comparison data, for example; however, in order to begin to draw conclusions about the validity of the comparisons, we needed more information about the data- such as: n sizes for each state; the data collected for each state (i.e. tests used); and data for urban cities. All of this would be helpful to advance the dialogue.

more time for discussion and receiving materials ahead of time would improve the meeting

Was not able to attend the meeting, reviewed documents afterwards.

Maximizing Task Force Meetings

What adjustments can we make to increase meeting usefulness and meaningfulness?

It would be helpful to know more about the meeting before we arrive. It would be wonderful if PCSB could send all data and a detailed and annotated agenda ahead of time. Having the data a week before the meeting would allow for a much richer discussion. It would be even better if schools were able to provide feedback on the agenda before the meeting.

We prefer not to tack on AE Task Force meetings to Charter Leaders meeting. It's too long.

Please provide information, recommendations, and data sources in advance.

Provide materials at least one week ahead.

Providing materials in advance (a week if you can) so that there is time to review and digest information beforehand. More detailed agendas so that the correct staff can be identified to attend.

Are you interested in creating space for school-lead idea-sharing and problem-solving? If so, what topics are you interested in discussing?

Yes. Currently, we would be interested in discussing schools' transitions to the TABE 11/12.

We can do that ourselves.

I am interested to see how other schools keep track of PMF data throughout the year, if at all. Where is the Next Step in the process? Are we ahead of the curve? Behind?

Maybe

There already is a small group of us looking at the transition to TABE 11/12. We might be interested in participating in others but would need more time to think on topics and best time of year.

How many days in advance would you like to receive meeting materials?

