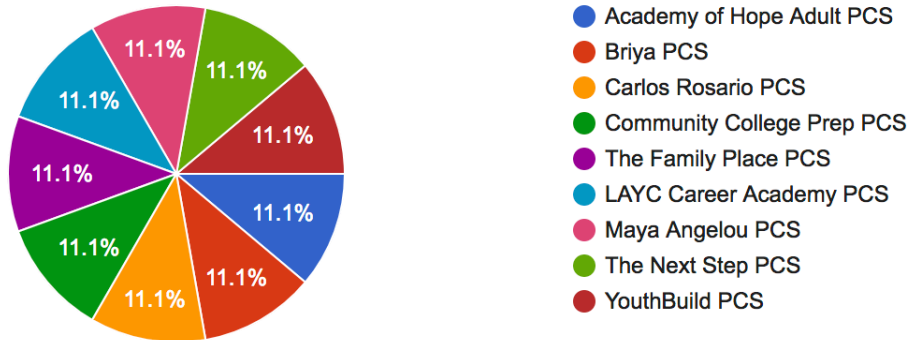


## Feedback for June 2018 AE Task Force Meeting

### Respondents

#### LEA Name

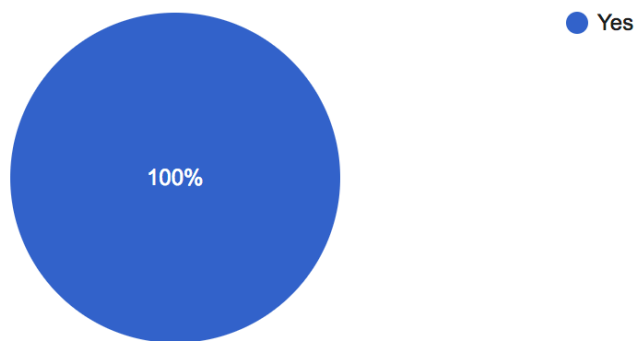
9 responses



### Summative Scoring

Do you agree with the summative scoring weight proposal? (See picture below.)

9 responses



### Addition Summative Scoring Comments

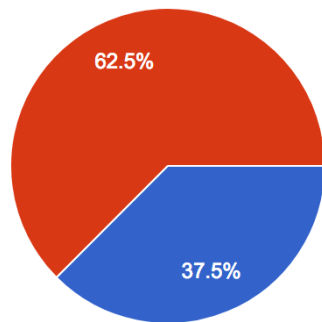
Still concerned that Student Progress floor and target (ceiling) are too high, unreasonably high especially for the ESL Level 4 & 5.

No concerns

### Student Progress

Do you agree with Student Progress Proposal Option 1 or 3? (See pictures below.)

8 responses



- Option 1 - Collapse Student Progress into one measure with one floor and one target.
- Option 3 - Collapse Student Progress into two measures (ABE EFL Gains and ESL EFL Gains) with their own floor and target.

### Addition Student Progress Comments

Although we voted for collapsing the ABE and ESL measures, we would still like them to be displayed separately for transparency purposes (for display only). There is no where on this form to vote on the Student Progress floors and targets, so we are adding comments here. Moving towards a floor of 49% (10th percentile) for Student Progress does not make sense. We have agreed that a school where 70% of students move up in EFL levels should be Tier 1. If that is true, why should a school where 49% of students rise in EFL levels (which are equivalent to two or three grade levels) gain zero points? With the understanding that the floor would be calculated after the two transition years with new data and even then would be incrementally increased according to the "no more than 33.3% increase" rule, it is still not reasonable to aim for a floor of 49%. That would, in effect, be saying that a school deserves a zero if half of its students are gaining two to three grade levels per year. If half of the students in a school are making that type of gains, the school deserves some credit for that work. Whatever the 10th percentile is at the time that we revisit these floors, we need to ensure that the floor still makes sense philosophically.

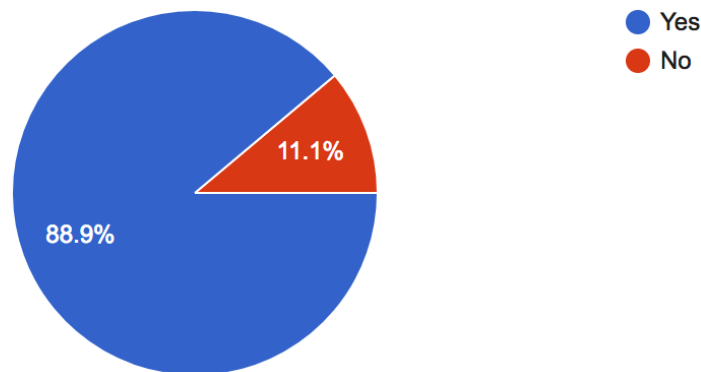
votes for Option 1. Under Option 1 we agree with the floor of 20 and the aspirational target of 100 for the next two years, but during that time the task force needs to revisit whether to use the 10th percentile in year 3+ based on subsequent years of data. This is necessary as schools begin to transition to new CASAS or TABE exams. If Option 3 would be used, we recommend lowering the ABE floor by six rather than raising the ESL floor by six from Option 1. Also, if Option 3 would be used, it is essential that weighting by n-size be maintained across both areas as some schools have significantly larger populations of ESL or ABE students, and they should therefore be weighted by n-size rather than by program.

I think that option 3 provides a fair representation of the ABE & ELL differences.

### Student Achievement

Do you agree with DC PCSB's floor and target-setting proposal for Student Achievement? (See picture below.)

9 responses



#### Additional Student Achievement Comments

In our case we have a CDA program and will have to see how this applies to us under this measures.

Maintain floors/targets through 2019-20 to establish baselines for Subject Test Achievement. Review floor for Subject Test Achievement as 74 is about where GED said students pass who are GED Ready.

We request that these floors and targets should remain constant through 2019-20 instead of only 2018-19.

We support these floors and targets with the caveat that the definition for the NEDP portion of the measure still needs to be resolved. We strongly support weighting of Progress and Achievement by n-sizes represented. We also believe strongly that new

targets yet to be developed for high level certifications should be considered separately from existing floors and targets for the Achievement measure to be sure they are grounded in strong data and appropriate for the particular programs that they are measuring. We support the above floors and targets for 18-19 and 19-20. If the targets are to be adjusted thereafter, we agree it is important to have no more than a 33.3% change in one year. It is also important to maintain a reasonable level of spread between the floor and the target. This is something the taskforce can consider for subsequent years based on data.

█ suggests holding floors and targets steady until PY 2019-20 instead of 2018-19 as proposed.

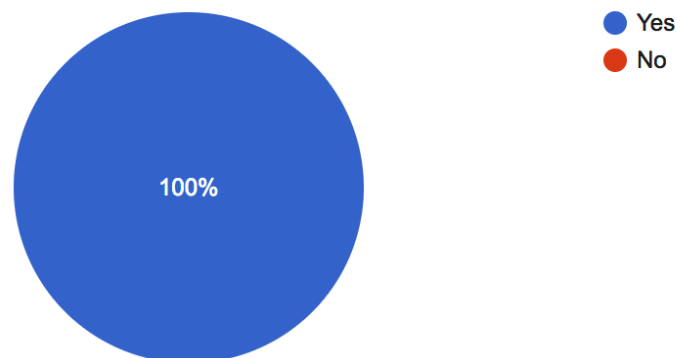
We support keep the floor and target at 40 and 100 respectively. We would also suggest that these floors and targets hold steady through 2019-20 and not just 2018-19 that is in the proposal. Holding steady would allow more time to consider how certifications are introduced to this measure and to continue the conversation raised in the meeting about setting so high a floor in the test achievement measure.

I would really like to see the floors and targets held steady through SY19-20.

### College and Career Readiness (CCR)

Do you agree with the floor and target-setting proposal for CCR? (See picture below.)

9 responses



#### Additional CCR Comments

Just making sure we still under the 50% contact rate target

Request that these metrics be reviewed for SY19-20 when national data is available. Review indicator to determine if alignment to national metrics is needed. There will be no national 10th percentile after Sy2017 as metrics have changed.

We request that these metrics be reviewed for SY19-20 when national data will be available.

We agree with the proposed floors and targets for 18-19 as long as the current business rules for CCR are maintained. It is critical to maintain the existing 50% response rate business rule to maintain accuracy of what we are measuring. Counting a student who can't be reached as a negative response to an employment survey would be inaccurate. Those who are working may be the most likely to not respond to an employment survey as they may not be available to respond to a call.

Yes with the understanding that the 50% response rate will be kept.

█ requests that these metrics be reviewed for PY 2019-20 when national data is available.

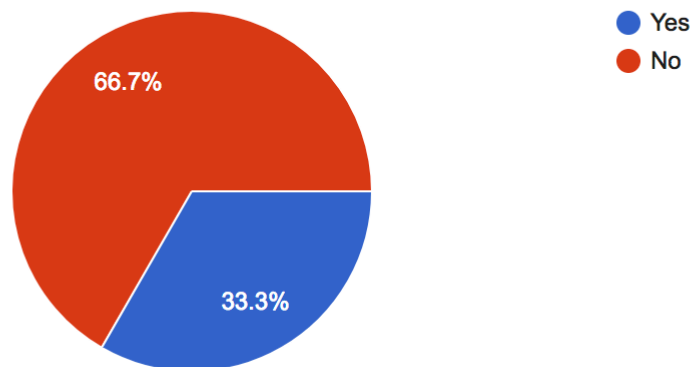
We request that this information be revisited for 2019-20 and moving forward if/when our calculation of the measure departs from national collections.

Metrics should be reviewed for SY 19-20 when national data is available to determine if alignment to national is needed.

## Leading Indicators

Do you agree with the floor and target-setting proposal for Leading Indicators? (See picture below.)

9 responses



### *Additional Leading Indicators Comments*

Some of these indicators will represent a challenge for our school. I would advocate for Attendance indicator to be closer to the previous agreement for Attendance

floor=50 and target= 70 and for the persistence floor= 45 and target = 80. This will provide the opportunity for many AE programs to earn additional points.

Request PCSB adopt the previously agreed upon attendance and persistence floors/targets. Attendance 50-70; Persistence 45-80. Both of these were previously agreed and put forth by PCSB and reflect recognition that these should not be moving targets annually and instead like in the PK12 PMF recognize a target is where optimal performance should be while providing consistency year over year.

This task force already voted on Leading Indicators proposed by PCSB and we request that PCSB adopt the previously agreed upon attendance and persistence floors/targets. These floors and targets are: Attendance 50-70 and Persistence 45-80. These targets should not move annually. Instead, like in the PK12 PMF, a target should reflect where excellent performance should be while providing consistency year to year.

For Leading Indicators, the targets previously approved by PCSB and the task force (attendance and persistence) are appropriate and challenging expectations for adult education schools and these expectations should remain consistent over time. We therefore support using the following floors and targets: Attendance: 50-70  
Persistence: 45-80.

█ selects to adopt the previously agreed upon attendance and persistence floors/targets with attendance at 50-70, and persistence at 45-80.

We request that PCSB adopt the previously agreed upon attendance and persistence floors/targets. (Attendance 50-70; Persistence 45-80). Both of these were previously agreed and put forth as an option from PCSB and reflect recognition that these should not be moving targets annually and instead like in the PK12 PMF recognize a range of where optimal performance should be while providing consistency year over year.

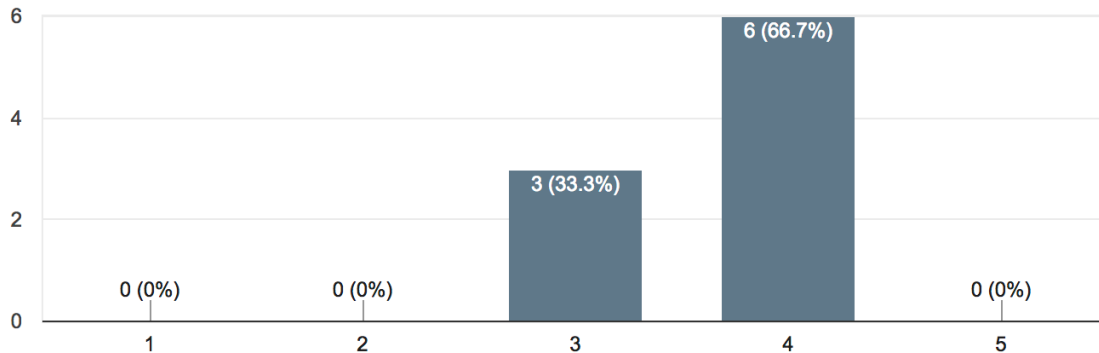
PCSB should adopt the previously agreed upon attendance and persistence floors/targets. Attendance 50-70; Persistence 45-80. Both of these were previously agreed, put forth by PCSB . These should not be moving targets annually.

## Meeting Feedback

How satisfied are you with today's meeting?

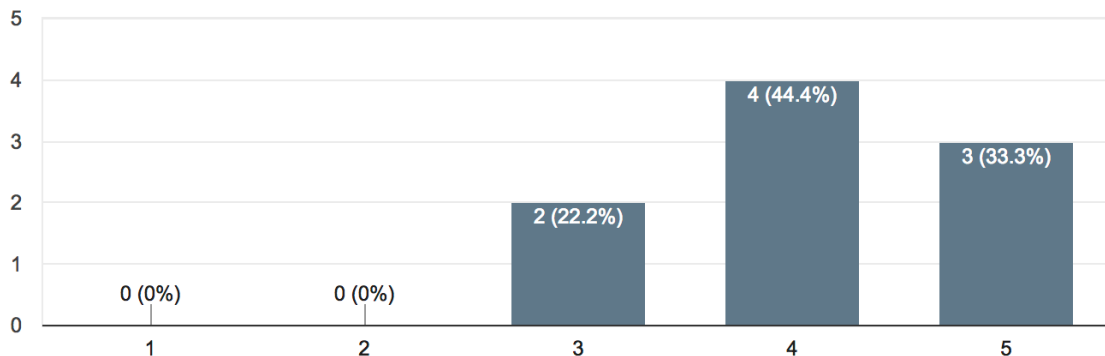


9 responses



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

9 responses



### Additional Meeting Feedback Comments

Appreciate PCSBs willingness to work through LEAs proposal and desire to keep consistency from prior years. However, concerned that the time allotted to review proposals and decide via survey is limited to 1 business day.

We appreciate PCSB's willingness to work through LEAs proposal and desire to keep consistency from prior years. However, we need to receive information further in advance. We received the proposal less than 24 hours before the meeting. Then we came to the meeting and the proposals put forward were different than the ones shared in the email from the previous day. Then we received a poll on Friday afternoon that had yet another set of proposals and we had to return the poll by noon

on Monday. One business day is not enough time to review proposals and vote upon them.

We greatly appreciate the PCSB's willingness to work through the adult schools' proposal. We would appreciate a larger window of time to respond to the meeting/vote when possible in the future.

Seems like there are too many proposals and counter proposals being thrown around all at the same time, it's hard to keep up and make sense of it all. Not convinced that Student Progress is fair to schools with large numbers of ESL students in NRS levels 4 & 5.

██████████ appreciates the PCSB's willingness to work through the LEAs proposal and desire to keep consistency from prior years although critical decision-making with a rapid turn-around has been paramount.

We appreciate PCSB's willingness to work through the proposal from the LEAs and even to provide additional options. However, with all the changes and the volume of information it was a challenge and is a concern that the time allotted to review proposals and decide via survey is limited to 1 business day.