

AE PMF Task Force Meeting | March 23, 2016 Feedback Form Results

Task Force Recommendations:

Questions or comments on the proposed metric and business rules for the Obtained Secondary Credential measure:

Use of "likely to pass" status with our population does not yield the suggested results of success as indicated in the GED handout. We have seen students score LTP on the Ready then attempt a section of the GED and fail. Inclusion of this business rule without looking at actual data first is not favored by CCPrep.

We would support this measure with two conditions. 1) We would like to ensure that we use a likely to pass score that is calibrated to a 150 pass rate rather than a 145 pass rate. Until the DC GED pass rate is changed to 145, we recommend using 150 on GED Ready as a likely to pass score. 2) There is a policy that prevents students under the age of 18 from taking the GED for at least six months after they leave high school. After the six months are over, they need permission from their former school to take the exam. We have had a number of students who have earned likely to pass scores on the GED Ready exam and have been unable to take the test. We would like PCSB's support to change this OSSE policy. Until we are successful in this advocacy, we would like to have those students not be counted in the measure during the six months that they are prohibited from taking the test.

none at this time

MAPCS would like to ensure that the 'likely to pass' score is determined correctly based on the analysis of predictive validity with national and district-level data and that it is adjusted in case of any re-norming done by the GED Testing Service. In addition, students should be excluded from the metric if they score "likely to pass" but are unable to test due to extenuating circumstances, including, but not limited to, medical issues, an inability to secure proper identification, incarceration, and death.

See email sent 3/24 to Sareeta

We are in the process of identifying a threshold predictor for the Spanish GED Ready test. The cut score will not necessarily be the same as for the English GED ready.

We are still concerned that this will included students that may not actually attempt the official GED.

• Some learners take and pass the GED without scoring "likely to pass" on all four subjects of the GED Ready. The denominator should include # of students scoring "likely to pass" on all four (or all remaining) GED Ready subject tests + all who passed all four subjects of the Official GED. • GEDTS gives a "likely to pass" on GED Ready according to the new scoring guidelines, which DC has not yet adopted. • The 60-day window is a very important part of the business rule for this metric; however, in order for Adult LEAs to serve learners effectively and in a timely fashion, we need monthly updates from OSSE's GED Program Office on adult learners who score "likely to pass" on the GED Ready, because we do have learners who take the GED Ready outside of our school, for example, at the library or the testing center itself.

Comments or questions on the proposed business rules to update the floor and target in 2017-18 for the Obtained Secondary Credential measure:

We have no objection to this update.

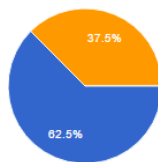
The GED Ready likely to pass score should be set at 150 as long as DC maintains a 150 pass score for the GED exam. We are interested in seeing the three years of data that will determine the floor and target for 2017-18 measure. We appreciate PCSB's continued efforts to improve access to GED data, given the limitations of GED Manager. It will be great to have easier access to this data.

We are willing to consider using the 90th and 10th percentiles as a possibility for determining the 17-18 diploma targets, but we would rather see the aggregated data before committing to whether we think it is the best option. PCSB and the task force have determined for the other measures that an alternative to the 90th and 10th percentiles is best based on n-sizes and local and national data. Let's consider as much data as possible before deciding what is appropriate for the diploma measure.

No.

Because there was such a precipitous drop in GED test takers nationwide the first year of the new exam, AoH proposes beginning the three-year collection of data with the 2015-2016 school year rather than 2014-2015.

My LEA would like to add the GED Subject Test Achievement measure to Student Achievement in the AE PMF



Yes	5	62.5%
No	0	0%
Abstain	3	37.5%

Comments or questions on the proposed metric and business rules for the GED Subject Test Achievement measure:

We have no objection to this rule.

The GED Ready likely to pass score should be set at 150 as long as DC maintains a 150 pass score for the GED exam.

We are abstaining from voting because we don't have a GED program.

MAPCS would like to ensure that the 'likely to pass' score is determined correctly based on the analysis of predictive validity with national and district-level data and that it is adjusted in case of any re-norming done by the GED Testing Service. In addition, students should be excluded from the metric if they score "likely to pass" but are unable to test due to extenuating circumstances, including, but not limited to, medical issues, an inability to secure proper identification, incarceration, and death.

see email 3/24 to Sareeta. YB is generally open in using GED Achievement measure if there is clarity on cut score; provisions to remove students as outlined in email; students are not double counted for both GED metrics, as currently proposed

Please make sure to add "all students in a GED program".

We should set a cut score instead of the "likely to pass" categorization. The GED Testing service changes the cut score for likely to pass (retroactively) and we need to know at the time of testing if students are eligible to take the official test. If a student tested in September 2015 with a score of 147 in Reading they would not have been designated as Likely to Pass at the time. But in January that designation changed to Likely to Pass. We have no clear guidance into how often these categorizations will change.

• Academy of Hope uses the GED Ready to help learners discern whether or not NEDP is a good route for them. Sometimes learners score "likely to pass" on a GED subject test but still determine that NEDP would be better for them. This applies to 15 of 88 learners in a year. These learners who select NEDP should not be included in the denominator. • The denominator should exclude both those with a high school credential and those who are in NEDP.

Comments on the proposed floor and target for the GED Subject Test Achievement measure:

The data shared by the GED testing service is not realistic among our student population at all. We would like to see actual AE PCS data used to set a baseline for measurement.

We recommend using 0/100 as the floor and target until we have several years of DC data to reference. The data from the GED Testing Service only represented individuals who actually took the GED exam and included a likely to pass score, which has since changed. It is also important to note that most states have now adopted a 145 passing score and DC has not. For these reasons, we hope that you will consider using 0/100 for the floor and target for now.

not applicable to our school

There should be consistency between the floors and targets in the Student Achievement measure. The Subject Test Achievement measure should have a range of 0-100 in alignment with the Obtained Secondary Credential measure, which can be re-evaluated based on data in 2017-18.

YB cannot support the floors and targets without further information. We would like to see the data which the GED study was based on - # of test takers, age range of test takers, demographics, an assessment of how representation test takers were to national and DC test takers, differences by subject and test. What proportion of test takers take the GED Ready but not sit for the test, nationally. YB is interested in continuing this conversation and believes it's heading in the right direction, but more information is needed.

The floor and target should be adjusted. The data that was shared from the GED Testing Service was based on a different set of assumptions. The cut score was 158 for all subjects, this only included individuals that actually sat for the official GED, and it's not reflective of the Spanish GED performance. Until we have a comparable set of data we should use a floor of 0 and a target of 100.

Developing DC floors and targets based on GEDTS data is problematic because the GEDTS results reflect a small n-size and are based on the English-version of the exam. There are many factors driving whether or not a young adult or adult who scores "likely to pass" on the GED Ready takes the GED Official Exam during the same program year. • One set of factors involve administrative barriers that Adult LEAs in partnership with PCSB could work with OSSE to address. In particular, these factors include the difficulty of getting permission for a 16 or 17-year-old to take the exam and the challenges of the process itself of registering for the GED (can take up to 4 hours). • Another set of factors arise from the very difficult circumstances of our adult students' lives, keeping in mind that the vast majority of young adults and adults served by our LEAs are in households or head households that would be classified as "at risk" in a K-12 setting. Adult students drop out unexpectedly due to significant personal hardship, e.g., change in job schedule, loss of housing or childcare and death in the family. Sometimes they move out of state. Unfortunately, these circumstances can and do arise between the time a student tests "likely to pass" on the GED Ready and when they would take the actual GED. • Sometimes we advise our students to wait to test because of what we know about their attitudes toward testing. For example, some students are reluctant to test if they are told they're "not likely to pass" in several subjects, even though they are "likely to pass" in one. These students fare better when they have at least two subjects where they are likely to pass. • For all of these reasons, floors and targets should not be based on GEDTS data alone. • Proposal: Display only for 2016-2017 and 2017-2018, then develop floors and targets based on three years of data.

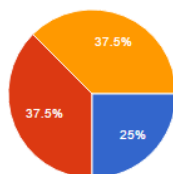
Do you have other ideas for the name of this new GED Subject Test Achievement measure?

- No
- The current name is sufficient
- n/a
- GED Subject Test Attainment? GED Subject Test Progress
- No.

Comments on the proposed business rules to update floors and targets for Student Progress and CCR measures

- We have no objection to these proposed changes.
- We are OK with the proposed changes
- We agree with the proposed rules of using MD+1 as the 65% marker and the methodology for determining the floor. We also support controlling for large increases in targets from one two year period to the next.
- N/A
- Student Progress: Academy of Hope Adult PCS serves adults with cognitive disabilities (about 10 out of a sample of 290). For these adults with special needs, the CASAS does not accurately reflect progress toward their goals. Can we develop adult IEPs for these learners so that we can report on meaningful progress? • Student Progress: NRS bases educational functioning level on the lower of two scores, one for math and one for reading. Because of this, students may be making educational functioning level gains in one subject that are not reflected on this NRS measure. Could DC schools report EFL gains in either subject?

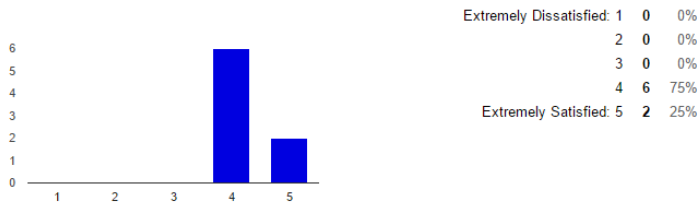
My LEA is interested in sharing an alternative AE PMF tiering proposal at the April task force meeting



Yes, definitely	2	25%
Maybe	3	37.5%
No	3	37.5%

Meeting Feedback:

On a five-point scale, where "5" is extremely satisfied and "1" is extremely dissatisfied, how satisfied are you with today's meeting?



On a five-point scale, where "5" is strongly agree and "1" is strongly disagree, please rate your thoughts on the following statement:

