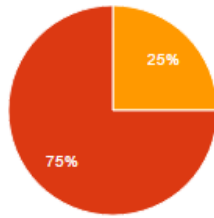


AE PMF Task Force Meeting | May 25, 2016 Feedback Form Results

Task Force Recommendations:

How does your LEA prefer to handle the English and Spanish GED Ready "likely to pass" scores?



Treat both the English and Spanish GED Ready the same with a "likely to pass" score of 145 or greater for all the subject tests	0	0%
Incorporate the GED Testing Service's probability charts by using a "likely to pass" score of 145 or greater for the English GED Ready subject tests and a "likely to pass" score of 150 or greater for the Spanish GED Ready subject tests	6	75%
Abstain	2	25%

Comments on the proposals for "likely to pass" scores on the English and Spanish GED Ready tests:

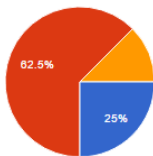
We don't currently have a Spanish GED program.

We defer to those schools offering a Spanish GED option.

Thank you for hearing us on this issue and for following up with GEDTS. This is a fair way to handle the differences in GED Ready scores for the two language versions of the tests.

Thank you for working with the GEDTS to look more carefully at this data, and creating this option based on the data thus far. Our data bear out this difference as well.

GED Subject Test Achievement Measure: Which option does your LEA prefer?



Option 1: Passage rate of academically prepared students with some exclusions (e.g., illness, incarceration, etc.) for students who cannot take the GED **2** 25%

Option 2: Passage rate of academically prepared students who test with a 75% participation rate **5** 62.5%

Abstain **1** 12.5%

Comments on the options for calculating the GED Subject Test Achievement measure:

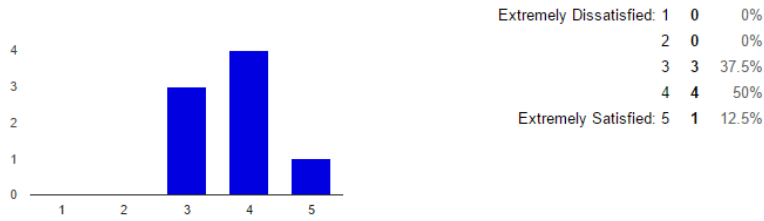
We agree that tracking participation rate is good measure; however, 0 points for participation less than 75% does not give an accurate accounting of student achievement. Using participation rate as a weight could work better. A school with 74% participation and a 80% pass rate would do worse than a school with a 40% pass rate but a 75% participation.

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

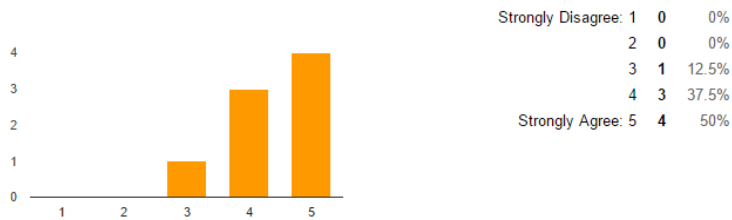
However, we would like to see the exemptions from Option 1 (the exclusions) to not be included in the 25%. For example, if someone is withdrawn, we'd take them out, but if someone becomes incarcerated we would have to include one or the other and that creates a very precarious situation for the school

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:



What conversations, issues, or topics would you like discuss when the task force meetings resume in Fall 2016?

- We'd like to delve a little more into the student progress measure. First, we should use something other than a standardized test to measure progress for adults with intellectual disabilities. Following a special education model, we could report on individual educational plan goals. Second, we'd like to be able to look at progress in terms of both reading and math and not just the lower-scoring subject.
- Anything that PCSB can do make the GED Manager downloads from OSSE available to schools on a more regular basis would be appreciated.
- We need to address the penalty for non-pretesters. We need to have a detailed conversation about the challenges and the unintended consequences of this new rule.
- Options for adults only regarding attendance for those who have extended periods of absence due to legal matters, fulfillment of social service benefits activities (i.e. training for TANF recipients), back-to-back bereavement (we've had students lose up to 3 loved ones within a week more than once), medical, etc
- We have not yet had time to discuss this issue in depth yet. We appreciate the opportunity to provide input and will share ideas later in June. Thanks again