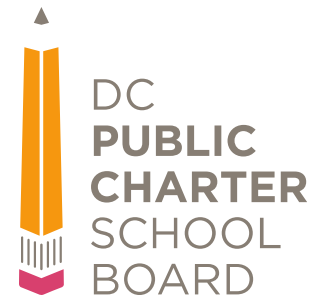


ADULT EDUCATION PMF TASK FORCE MEETING

APRIL 22, 2016



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Welcome and Introductions



Agenda

- › Today's objectives and task force topics
- › Feedback from the last task force meeting
- › GED Subject Test Achievement measure
 - › Floor and target
 - › Business rules
- › Tiering
- › Summary of proposals for 2016-17 AE PMF and next steps



Objectives

- Agree on the business rules for GED Subject Test Achievement measure, including the floor and target
- Discuss the school's proposals for an alternative tiering system for the AE PMF that provides flexibility in performance year-to-year and maintains a high bar of performance on all indicators
- Summarize the business rule proposals for the 2016-17 AE PMF



Task Force Topics

November 2015	January 2016	February 2016	March 2016	April 2016
<ul style="list-style-type: none"> Public comment feedback on the 2015-16 PMF Policy and Tech Guide CCR survey questions Student Achievement: GED metric 12-hour rule Clarification of business rules in the Tech Guide 	<ul style="list-style-type: none"> Inconsistencies in the current framework Proposals to strengthen the business rules Entered Postsecondary Prior Year 	<ul style="list-style-type: none"> Defining eligibility for Progress/Retention (for 15-16) Closing out business rules for the two-week rule Retention for all students Incorporating CTE measures into PMF scoring 	<ul style="list-style-type: none"> Student Achievement: GED metric Updating floors and targets for Student Progress and CCR measures AE PMF tiering 	<ul style="list-style-type: none"> GED Subject Test Achievement business rules (including floor and target) School's tiering proposals Summary of 2016-17 proposals



FEEDBACK FROM MARCH MEETING



March Meeting Feedback

- You have a handout with the [feedback summary](#) and the outcome of the feedback
- Several items that schools noted in their feedback will be addressed today



GED SUBJECT TEST ACHIEVEMENT



New GED Passing Score in DC

- OSSE announced last week that the passing score on the GED would align with the GED Testing Service's (GEDTS's) recommendation
- This means that passing goes from a 150 to a 145 on all GED subject tests
- Additionally, the “likely to pass” score on all GED Ready subject tests is also 145



New GED Passing Score and the AE PMF

- The business rule for the AE PMF is to align with the state passing score on the GED
- The 2015-16 AE PMF and all proposals for the 2016-17 AE PMF will align to a 145 passing score
- DC PCSB is going to work to revise the old AE PMFs given the advice to retroactively award passing scores at 145 on the 2014 series GED
- We will contact affected schools individually in the coming weeks



GED Subject Test Achievement New Measure Proposal

- The majority of the task force voted to include this new measure; no schools voted against it
- This measure captures students' achievement in content areas needed to earn the full secondary credential
- Students taking the GED will be captured as they are prepared for each of the four sections

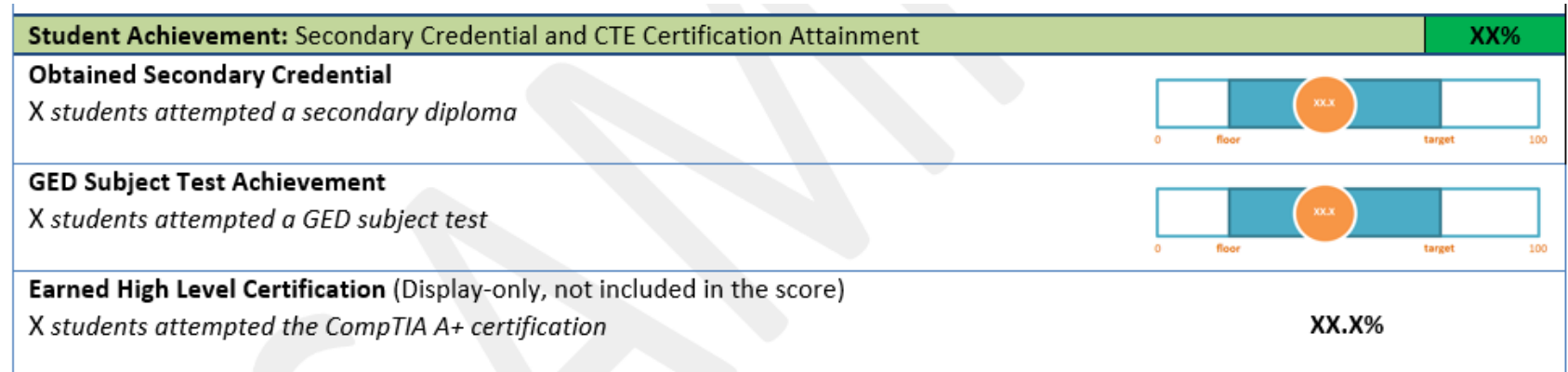


Scorecard Sample

Current Display for Student Achievement



Sample Display for Proposed Student Achievement



Proposed GED Subject Test Achievement Metric

$$\left[\frac{\text{\# of GED subject tests passed during the program year}}{\text{\# of GED Ready "likely to pass" scores from enrolled students during the program year} + \text{\# of students recommended by the school to take the GED test w/o a GED Ready test} + \text{\# of students w/o a secondary credential who pre-tested at ABE 6 on an NRS assessment and do not have a GED Ready "likely to pass" score}} \right] \times 100$$



Proposed Floor and Target for the GED Subject Test Achievement Measure

- At last month's task force meeting, we looked at GED Testing Service's data on the percent of students scoring "likely to pass" on the GED Ready who also pass the corresponding subject test on the official GED
- DC PCSB proposed at the March meeting a floor of 70 and target of 100
- Schools shared concerns about high percentages given that some students who score "likely to pass" on the GED Ready never take the official GED



AE School GED and GED Ready Data

Using 150 Passing Score

(GED: July 2015 – March 2016; GED Ready: July 2015 – January 2016)

School	# LTP on GED Ready	# took GED	# did not take GED	% of LTP on GED Ready that did NOT take GED
School A	6	1	5	83.3%
School B	13	9	4	30.8%
School C	11	9	2	18.2%
School D	91	78	13	14.3%
School E	10	6	4	40.0%
School F	7	5	2	28.6%
School G	39	30	9	23.1%
Sector	177	138	39	22.0%

“likely to pass” = LTP

Passing score did not change to 145 until April 2016



National GED and GED Ready Data

Using 145 Passing Score

School	# LTP on GED Ready	# took GED	# did not take GED	% of LTP on GED Ready that did NOT take GED
RLA	231070	136455	94615	40.9%
Social Studies	199626	126536	73090	36.6%
Science	186213	118783	67430	36.2%
Math	171386	109185	62201	36.3%
All	788295	490959	297336	37.7%

“likely to pass” = LTP



AE School GED and GED Ready Data

Using 150 Passing Score

(GED: July 2015 – March 2016; GED Ready: July 2015 – January 2016)

School	# LTP on GED Ready & took GED	# passed GED	% of LTP on GED Ready that passed the GED
School A	1	0	0.0%
School B	9	5	55.6%
School C	9	2	22.2%
School D	78	37	47.4%
School E	6	4	66.7%
School F	5	3	60.0%
School G	30	22	73.3%
Sector	138	73	52.9%

“likely to pass” = LTP

Passing score did not change to 145 until April 2016



AE School GED and GED Ready Data

Using 145 Passing Score

(GED: July 2015 – March 2016; GED Ready: July 2015 – January 2016)

School	# LTP on GED Ready & took GED	# passed GED	% of LTP on GED Ready that passed the GED
School A	2	1	50.0%
School B	14	10	71.4%
School C	13	8	61.5%
School D	96	70	72.9%
School E	9	8	88.9%
School F	8	6	75.0%
School G	37	36	97.3%
Sector	179	139	77.7%

“likely to pass” = LTP



National GED and GED Ready Data

Table 20. Percentage of Adult Testers Who Passed the GED® Test, Given GED Ready® Performance

Content Area	GED Ready® Zone	Passed
Reasoning Through Language Arts	Red	28%
	Yellow	73%
	Green	97%
Mathematical Reasoning	Red	20%
	Yellow	56%
	Green	92%
Science	Red	41%
	Yellow	69%
	Green	93%
Social Studies	Red	30%
	Yellow	59%
	Green	90%



Proposed Floor and Target for the GED Subject Test Achievement Measure (cont.)

- Nationally, the percentages of learners who score “likely to pass” on GED Ready that pass the corresponding subject test on the GED is very high, but there are some limitations
- GED Testing Service shared that they have calibrated the scale scores such that scoring “likely to pass” on the GED Ready corresponds to a 70-75% or greater of passing the operational GED



Proposed Floor and Target for the GED Subject Test Achievement Measure (cont.)

- › This means that students who score at the minimum “likely to pass” scale score on the GED Ready have a 70-75% likelihood of passing the GED test
 - › Students with higher “likely to pass” scale scores have higher likelihoods of passing the GED test
- › We also know that not all GED Ready test-takers sit for the operational GED test
 - › Nationally, GEDTS shared that about 38% of people who score “likely to pass” on GED Ready do not ever take the GED

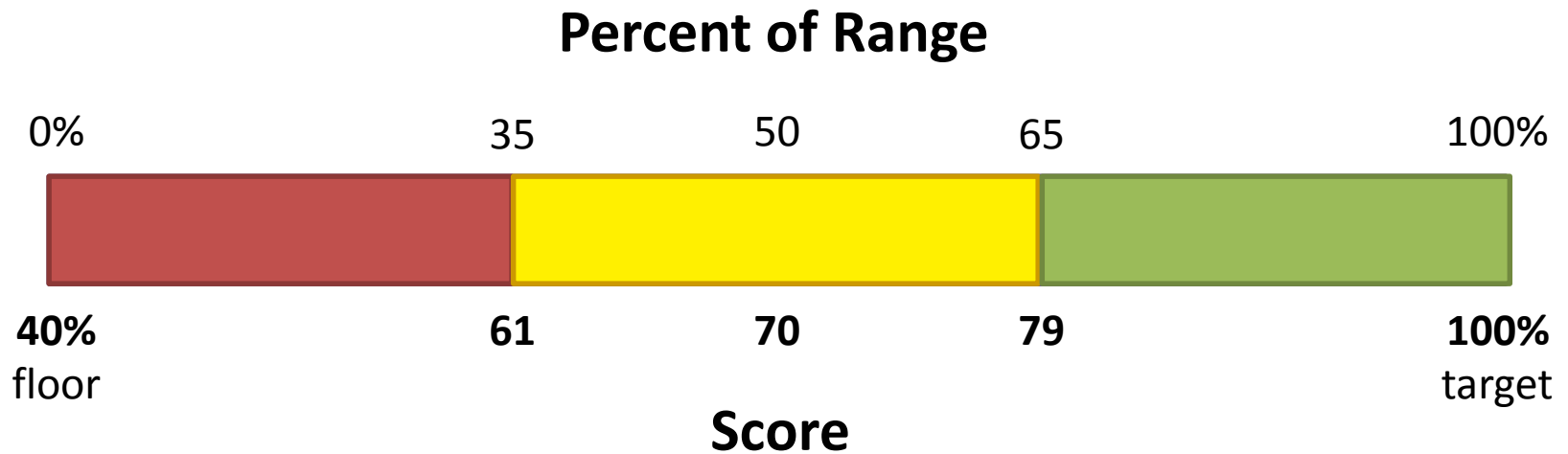


Proposed Floor and Target for the GED Subject Test Achievement Measure (cont.)

- › With this additional data analysis, DC PCSB proposes:
 - › Floor: 40
 - › Target: 100
- › This is based on the 50% of the range mark being 70, which is in line with what GED Testing Services says is the minimum the probability of passing a GED test if one scores “likely to pass” on the GED Ready



Proposed Floor and Target for the GED Subject Test Achievement Measure (cont.)



Proposed Floor and Target for the GED Subject Test Achievement Measure (cont.)

Additionally, DC PCSB proposes that students who scored “likely to pass” but could not take the GED test within 60 days may be excluded because of:

- › Incarceration
- › Moving out of the country
- › Medical leave (including maternity leave)
- › Death
- › Ineligibility due to state policy (e.g., waiting periods)



Any questions on the updated proposal for
GED Subject Test Achievement measure's
floor and target?



SCHOOLS' AE PMF TIERING PROPOSALS



ACADEMY OF HOPE ADULT PCS PROPOSAL





AE PMF TIER PROPOSAL

Academy of Hope Adult PCS

Intent and Context for Proposal

- Continue to reserve Tier 1 status for adult LEAs that truly excel in programming and services.
- Given that each Indicator of the Adult Education PMF may not touch every adult learner served by the LEA and that performance on one Indicator may reflect only a small part of the educational programming an adult LEA provides, this proposal explores a tiering system that looks at more than one Indicator of the AE PMF.

Tiering Proposal

Tier 1	<ul style="list-style-type: none">• Tier 1 on all 4 Indicators• Tier 1 on 3 Indicators with at least 50% on the 4th
Tier 2	<ul style="list-style-type: none">• Tier 1 on 3 Indicators with least than 50% on the 4th• Tier 1 on 2 Indicators and Tier 2 on 2 Indicators• Tier 1 on 2 Indicators, Tier 2 on 1 and >20% on the 4th• Tier 1 or 2 on 3 Indicators with >20% on the 4th• Tier 2 on all 4 Indicators
Tier 3	<ul style="list-style-type: none">• <20% on any Indicator and <50% survey response• Tier 3 on 3 Indicators

Examples

Indicator 1	Indicator 2	Indicator 3	Indicator 4	Tier
1	1	1	1	1
1	1	1	2 ($\geq 50\%$)	1
1	1	1	2 or 3 ($> 20\%$)	2
1	1	2	2	2
1	1	2	3 ($>20\%$)	2
1	1	2	3 ($<20\%$)	3
1 or 2	2	2	3	2
1 or 2	2	3 ($>20\%$)	3 ($>20\%$)	2
1 or 2	2	3 ($>20\%$)	3 ($<20\%$)	3

When there are only three Indicators...

Indicator 1	Indicator 2	Indicator 3	Tier
1	1	1	1
1 or 2	1 or 2	1 or 2	2
1 or 2	1 or 2	3 (>20%)	2
1 or 2	3 (>20%)	3 (>20%)	3
1 or 2	1 or 2	3 (<20%)	3

CARLOS ROSARIO INTERNATIONAL PCS PROPOSAL



CRIPCS' Proposed Criteria Adjustments for Tiers

Overall Tier Designation	Current	Proposed	Example of what the proposed changes would look like:															
Tier 1	<ul style="list-style-type: none"> Must have Tier 1 in all 4 indicators 	No Change	No change															
Tier 2	<ul style="list-style-type: none"> Having no Tier 3 indicators <u>and at the same time</u> not having all 4 indicators as Tier 1 	<ul style="list-style-type: none"> Keeping current Tier 2 criteria with the following addition: can have one Tier 3 indicator with the condition of needing to have at least one Tier 1 Indicator 	<table> <tr> <td>STUDENT PROGRESS</td> <td>2</td> <td>2</td> </tr> <tr> <td>STUDENT ACHIEVEMENT</td> <td>1</td> <td>1</td> </tr> <tr> <td>COLLEGE & CR</td> <td>1</td> <td>2</td> </tr> <tr> <td>LEADING INDICATORS</td> <td>3</td> <td>3</td> </tr> <tr> <td colspan="3">OVERALL TIER 2</td> </tr> </table>	STUDENT PROGRESS	2	2	STUDENT ACHIEVEMENT	1	1	COLLEGE & CR	1	2	LEADING INDICATORS	3	3	OVERALL TIER 2		
STUDENT PROGRESS	2	2																
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OVERALL TIER 2																		
Tier 3	<ul style="list-style-type: none"> Having at least one indicator as a Tier 3 	<ul style="list-style-type: none"> Change: Having one tier 3 indicator with no Tier 1 indicators <u>or</u> Change: Having two tier 3 indicators (regardless of how many other indicators are at tier 1) 	<table> <tr> <td>STUDENT PROGRESS</td> <td>1</td> <td>2</td> </tr> <tr> <td>STUDENT ACHIEVEMENT</td> <td>1</td> <td>2</td> </tr> <tr> <td>COLLEGE & CR</td> <td>3</td> <td>2</td> </tr> <tr> <td>LEADING INDICATORS</td> <td>3</td> <td>3</td> </tr> <tr> <td colspan="3">OVERALL TIER 3</td> </tr> </table>	STUDENT PROGRESS	1	2	STUDENT ACHIEVEMENT	1	2	COLLEGE & CR	3	2	LEADING INDICATORS	3	3	OVERALL TIER 3		
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LEADING INDICATORS	3	3																
OVERALL TIER 3																		

LAYC CAREER ACADEMY PCS PROPOSAL





Tiering Proposal

Adult Education PMF

April 2016



Problem Statement

- The Adult Education PMF looks different than others because not all measures affect all students and at least one measure is largely self reported.
- However, the current system does not take into account overall performance. A school's tier can be entirely based on scoring for just one section of the PMF.
- We need a system that takes into account differences with the AE PMF and overall performance.



Proposed Solution

- In this proposal, a school's tier would be determined by averaging the school's lowest scored section with the school's average overall score for the remaining measures.
- The 50% threshold for contacting exited students for the CCR measure would remain intact.



Examples

Student Progress: 75%

Student Achievement: 80%

Leading Indicators: 75%

CCR (Met response rate): 60%

Tier = $(60+76.7)/2 = 68.3\% = \text{Tier 1}$

Student Progress: 70%

Student Achievement: 70%

Leading Indicators: 70%

CCR (Met response rate): 45%

Tier = $(45+70/2) = 57.5\% = \text{Tier 2}$

Student Progress: 60%

Student Achievement: 70%

Leading Indicators: 60%

CCR (Met response rate): 34%

Tier = $(34+63.3)/2 = 48.7\% = \text{Tier 2}$

SUMMARIZING THE 2016-17 PROPOSALS AND NEXT STEPS



Summary of Proposals

- You have a [handout](#) with all of business rules that we have discussed at task force meetings
- Based on school's feedback, some of these business rules have been updated
- Updates in red are new based on feedback from the March task force meeting



Next Steps

- › **Today, Fri., April 22:** [Feedback forms](#) due by COB
- › **May 16:** The 2016-17 PMF Policy and Technical Guide is scheduled to open for 30 days of public comment at the May board meeting
- › AE PMF task force meetings will pause until after the 2016-15 AE PMF data collection and validation cycle



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