ADULT EDUCATION PMF TASK FORCE MEETING

DC PCSB | 3333 14th Street NW
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Agenda

> Today's objectives and task force topics

> Feedback from the last task force meeting

> Defining eligible students in 2015-16 PMF Policy and Technical Guide

> 15 calendar day (formerly two-week) business rule

> Retention measure: Including all students

> Scoring high level CTE certifications

> Topics for March meeting and next steps

Objectives

For 2015-16

> Define eligibility for NRS assessments for the Student Progress and Retention measures

For 2016-17

> Finalize the business rules for the 15 calendar day (formerly two-week) rule of including students in the AE PMF

> Develop a plan to include all students in the Retention measure regardless of program

> Agree upon business rules, floors, and targets for including high level CTE certifications in the Student Achievement measure

Task Force Topics

| November 2015	January 2016	February 2016	March 2016
• 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	• Inconsistencies in the current framework • Proposals to strengthen the business rules • Entered Postsecondary Prior Year	• 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	• Student Achievement: GED metric • Updating floors and targets for Student Progress and CCR measures • AE PMF tiering

Feedback from January Meeting

Meeting Feedback

How satisfied are you with today's meeting?

Today's meeting was a good use of time
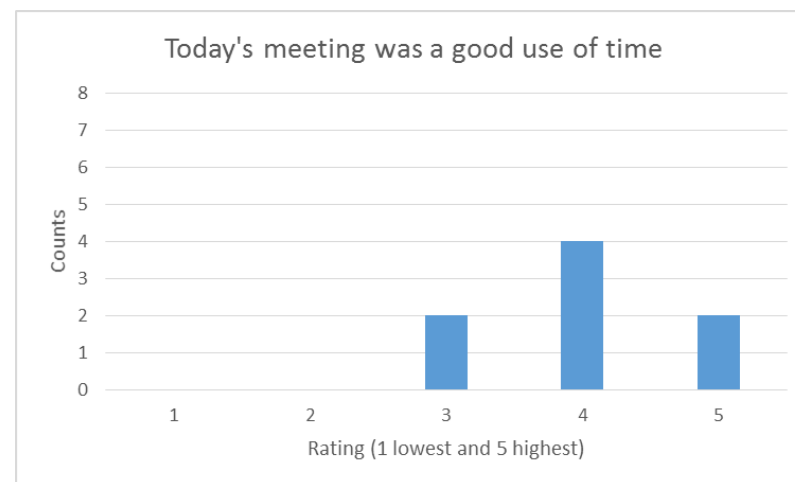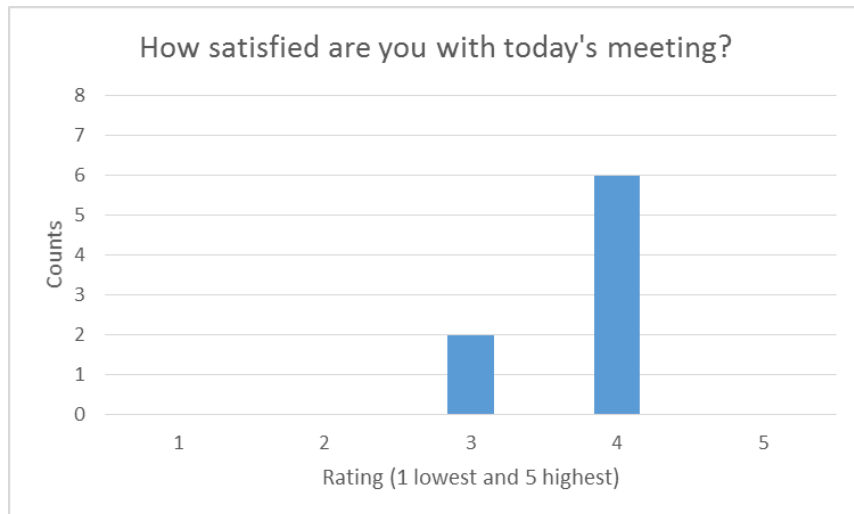
Feedback on Entered Postsecondary Prior Year Proposal

My LEA would like to roll up Entered Postsecondary Prior Year into Enter Employment/ Entered Postsecondary

Voting Results

100%

■ Yes ■ No ■ Abstain
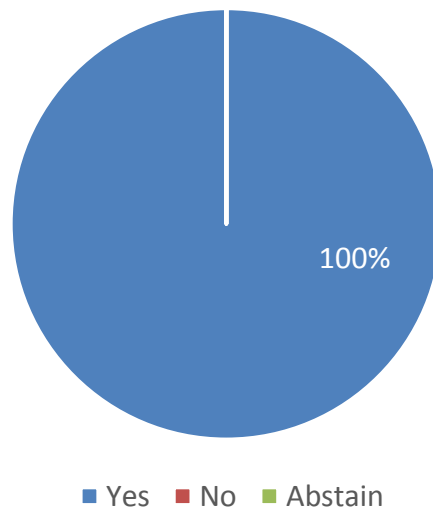
Feedback on Entered Postsecondary Prior Year Proposal (cont.)

My LEA would like to roll up Entered Postsecondary Prior Year into Enter Employment/ Entered Postsecondary

Summary of Comments:

› Will this only affect Entered Employment/ Entered Postsecondary or also Retained Employment/Entered Postsecondary?

  › The proposal is to include those all of those prior year students in Entered Employment/Entered Postsecondary

Feedback on the Out of the Labor Force Proposal

Comments on the proposal to modify the federal definition for "out of the labor force"

Summary of Comments:
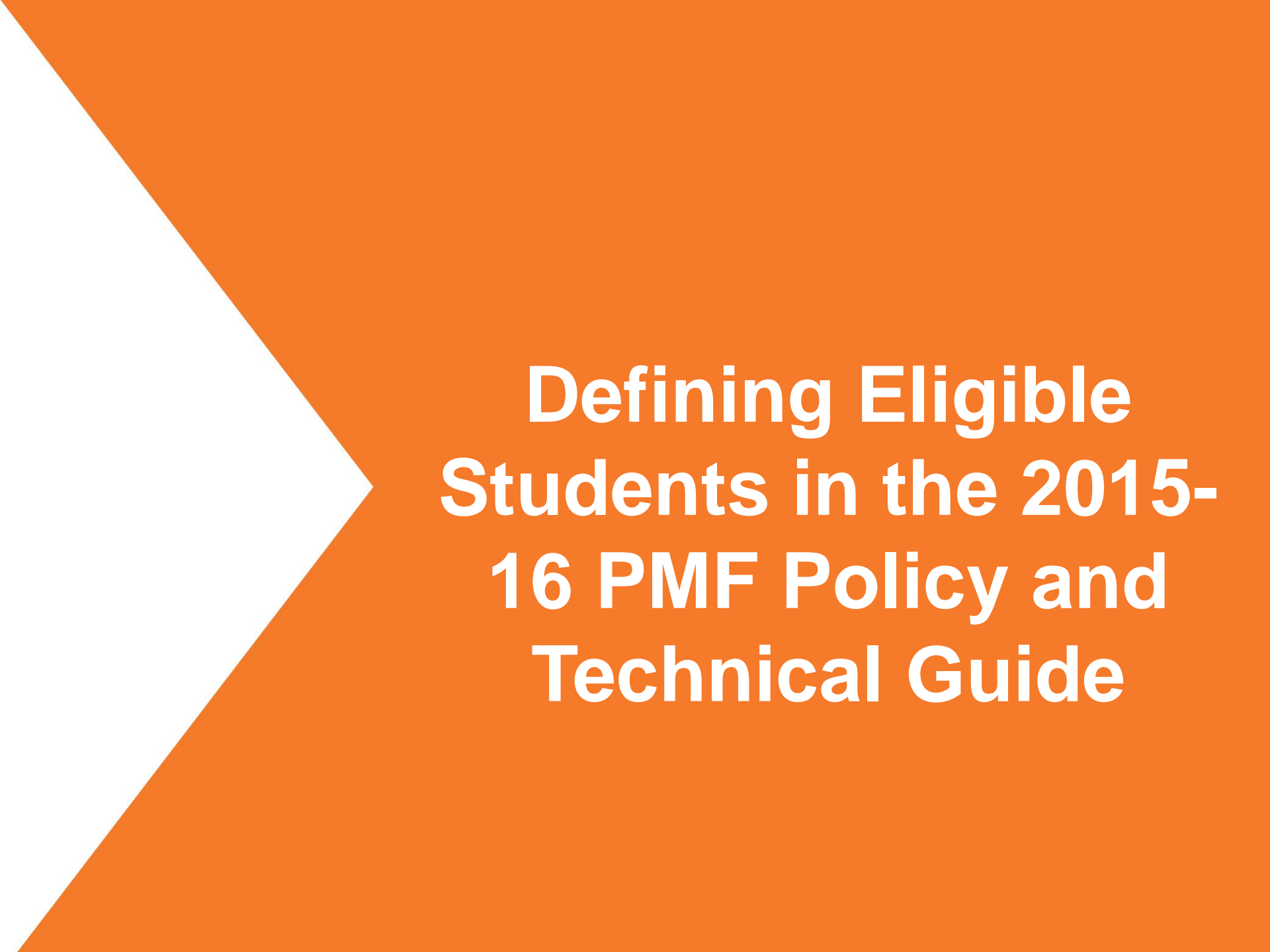
› For privacy reasons, the exact criteria that a student notes (among those reasons on the list) should not be recorded by DC PCSB

› Add to the list: full-time student, living outside the country, and no permit to work in the U.S.

› Several schools already ask for labor force status at entry

Reasons to be Out of the Labor Force

❯ Retired

❯ Full-time parenting

❯ Ill health or disability

❯ Institutionalized (e.g. incarceration)

❯ Full-time student

❯ Living outside the United States

❯ No permit to work in the United States

Defining Eligible Students in the 2015-16 PMF Policy and Technical Guide

Pre-Testing All Students

› It has always been the expectation that all students in ABE or ESL programs take NRS-approved assessments

› The language in the Tech Guide did not make this expectation clear

› After hearing the AE PMF appeal at the January board meeting, board members requested that DC PCSB staff clarify this business rule for the 2015-16 Tech Guide

Updated Language in the 2015-16 Tech Guide

"Eligible students without an NRS-approved assessment pre-test, will be weighted as a zero for Student Progress and Retention"

› No change to the calculation of Student Progress (i.e., students with both pre- and post-tests on NRS assessments)

› No change to including mission specific assessments in Retention

Proposed 2015-16 Definition of Eligible Students for Student Progress

› Students who meet the following criteria:

  › Enrolled in an ABE or ESL program;

  › Enrolled for at least 15 consecutive calendar days and receiving at least 12 hours of service; and

  › Enrolled at least two months before the end of the program year

› If a student took an NRS test in the prior year less than three months before the start of the current year, that is counted as the pre-test

› Students who pre-test at ABE 6 are not included

Proposed 2015-16 Definition of Eligible Student for Retention

› All students eligible for Student Progress (same criteria)

› Students within mission specific goals with pre-approved assessments that have a pre- and post-test (i.e., Spanish TABE, Supera, NWEA MAP)

DC PCSB would continue to use the business rule establishing a hierarchy if students have both NRS and mission specific assessments: 1) NRS-approved assessments and 2) other assessments

Other proposals on defining eligible students?

15 Calendar Day Rule

Feedback on Extending the 12-Hour Rule Proposal

My LEA would like to use the proposed two-week rule which would replace the 12-hour rule

Voting Results

- ■ Yes
- ■ No
- ■ Abstain

87%

13%
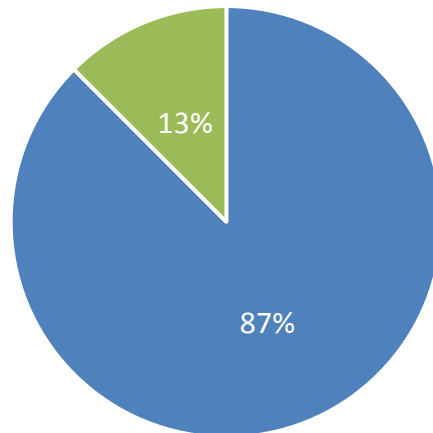
Feedback on Extending the 12-Hour Rule Proposal (cont.)

My LEA would like to use the proposed two-week rule which would replace the 12-hour rule

Summary of Comments:

› The enrollment should be counted as consecutive, not cumulative

› It may not be possible to pre-test all students in the first two weeks

› The 60% attendance language creates an expectation to do this and can cause confusion

Proposed 15 Calendar Day Rule

Students are included in the AE PMF measures if they have been enrolled in the school for at least 15 consecutive calendar days *and* have received at least 12 hours of service*. Additionally, all students in the audited enrollment are included in the AE PMF measures.

*Service includes: orientation, instruction, academic or career counseling, and school-organized internships or dual enrollment

15 Calendar Day Rule:
- Students enrolled for 15 calendar days and receiving at least 12 hours of service
- All students in the audited enrollment

Student Progress

Student Achievement

College and Career Readiness

Leading Indicators:
Attendance
Retention

Mission Specific Goals

15 Calendar Day Rule:
- Students enrolled for 15 calendar days and receiving at least 12 hours of service
- All students in the audited enrollment

Attendance

Retention

Student Progress | Pre-test but no post-test | Career pathway w/o NRS test

Student Achievement | Not yet academically prepared for the GED/NEDP | Already have a secondary credential

College and Career Readiness

Proposed 15-Day Rule

Example: Student A enrolls in a program, attends for one week, does not return for a second week, and is un-enrolled at the end of the second week

> ❯ Then a month later, Student A returns and re-enrolls in the program

> ❯ Student A's 15 day count restarts; the previous enrollment is not taken into account

Example: Student B enrolls in a program the day of the enrollment audit and only attends for two days

> ❯ The school un-enrolls the student after missing 10 days, per the school's policy

> ❯ Student B is included in the AE PMF measures

15-Day Rule Proposed Business Rules

(Continued)

> Students will be tracked based on their individual date(s) of enrollment

> Students who enroll in a program and un-enroll prior to the 15th calendar day are not included in any AE PMF measures (unless they are in the enrollment audit)

> Schools may un-enroll students for non-attendance consistent with the school's attendance policy

> Schools must follow all legal requirements for students who are under the age of 18 or who receive special education or English language learner funds

15-Day Rule Proposal Summary

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | **15** | | | | | | | | | | | | | | |

Students with low attendance are exited per the school's policy

All students enrolled on the first day of the third week will be included in the PMF
(15th calendar day enrolled)

All eligible students must have a pre-test or will be weighted as a zero in Progress and Retention

Students withdrawing in this timeframe have no effect on AE PMF

Students enrolled after Week 3 of the program follow this same process with Week 1 as their enrollment date

All students in the enrollment audit are included in the AE PMF

Unplanned School Closure

> DC PCSB proposes to add language regarding an unplanned school closure

> In the event of an unplanned school closure (e.g., snowstorm, building damage) of three or more consecutive days, DC PCSB will work with the school to adjust the 15 calendar days of enrollment

Questions?

Including All Students in Retention

Retention Measure

> Currently, students in programs that do not include an assessment reported elsewhere on the PMF are not captured in Retention

> In some schools, as many as a quarter of students are not captured

> It is DC PCSB's goal to capture all students in a school in the PMF

Current Pre-Testing Practices

Percentage of Students Pre-testing (2014-15 AE PMF)

Legend: ■ NRS ABE pre-test ■ NRS ESL pre-test ■ No NRS pre-test
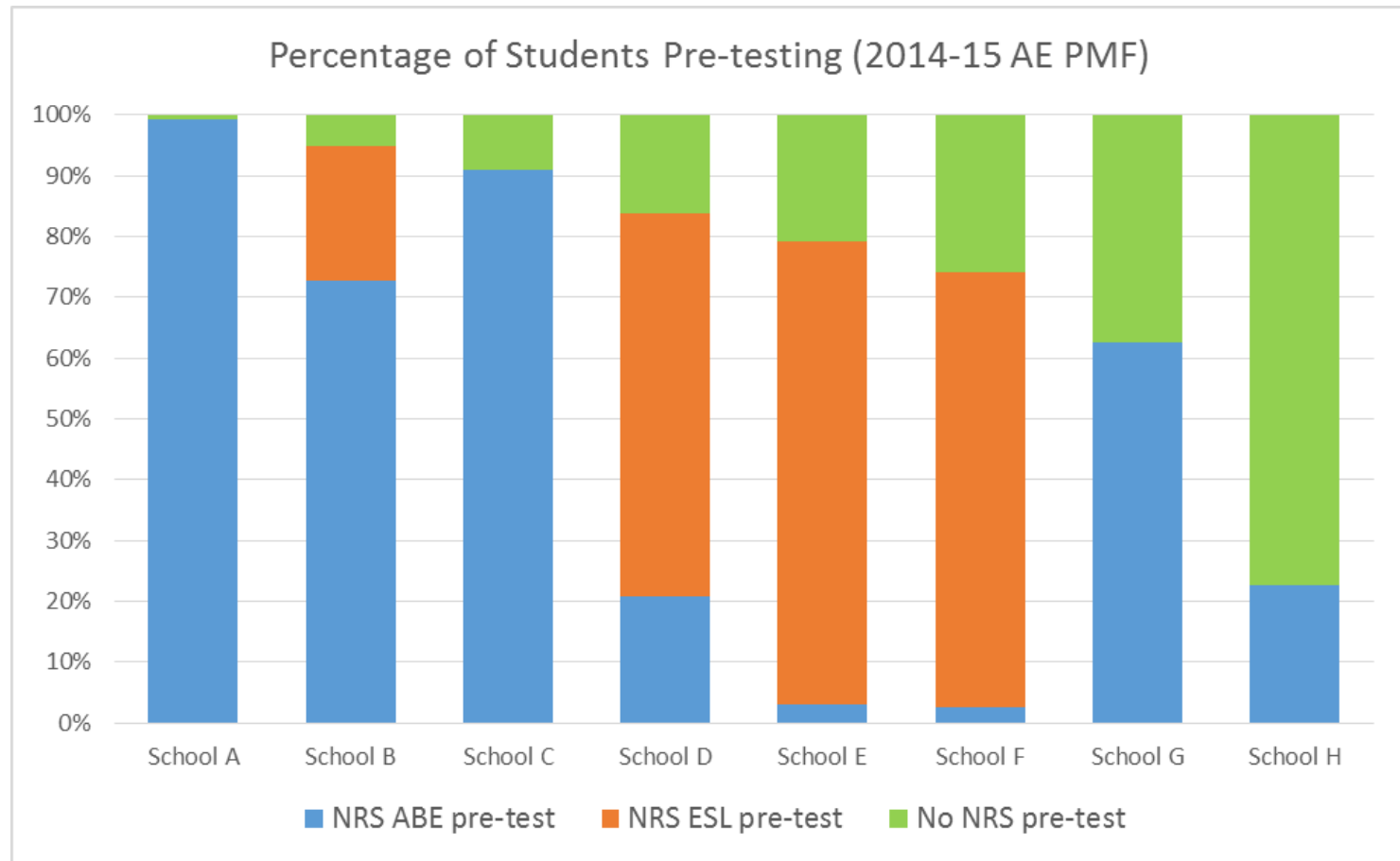
The percentage of students not captured in Student Progress or Retention is in green.

Proposed Business Rule for the Retention Measure

Students will be counted as retained if:

> They have an NRS-approved assessment pre-test and post-test

> They score at ABE level 6 on an NRS-approved assessment pre-test and have attempted at least one GED test or are in the NEDP assessment phase while enrolled during the program year

> They already have a secondary credential, score at ABE level 6 on an NRS-approved assessment pre-test and earn a certification or college credit while enrolled during the program year

Proposed Business Rule for the Retention Measure

(Continued)

Students will be counted as retained if:

› They have an NRS-approved assessment pre-test and earn a GED or NEDP while enrolled during the program year

› They have a pre-test and post-test on a non-NRS-approved assessment (i.e., TABE Español, NWEA MAP, Supera)

- › These assessments must be approved by DC PCSB
- › Schools will submit the assessments they plan to use before the start of the program year
- › No school- or teacher-created assessments

Proposed Business Rule for the Retention Measure

(Continued)

Students will be counted as retained if:

> ❯ They have an NRS-approved assessment pre-test from of the prior program year and a post-test in the current program year that is no more than three months after the pre-test and meets the publisher guidelines of instructional hours between pre- and post-tests

Proposed Business Rule for the Retention Measure

(Continued)

Students will be counted as retained if:

- They are enrolled in a certification program that does not have a pre-test but has a post-test (i.e. certification exam) and have attended at least 120 hours *or* attempted the certification exam

  - Schools must submit the names of these students at the start of each enrollment period (as appropriate for the program)

  - At the data collection/validation, DC PCSB would look at the attendance of those students identified to determine the 120 hours

Scoring High-Level CTE Certification

Certification Discussion from Nov. 2014

	Level 4	Level 3	Level 2	Level 1
Certification Types	A+ RMA CDA NNAAP	HBI MOS – Excel, Access NCCER	IC3 MOS – Word, PowerPoint Cisco Networking	ServSafe OSHA-10 Flagging
Description	Most difficult exams, 125+ seat hours, certification = career pathway	125+ seat hours Examination required	75 – 125 seat hours required Examination required	No final examination required, minimal seat hours
Goal	% of students enrolled in certification course completing mandatory seat hours earning a certificate	% of students enrolled in certification course completing mandatory seat hours earning a certificate	% of students enrolled in certification course completing mandatory seat hours earning a certificate	% of students enrolled in course earning a certificate
Potential Floor	60	70	80	90
Potential Target	100	100	100	100

Proposal to Include High Level CTE Certification in Student Achievement

› Schools have expressed wanting to include CTE certification in the AE PMF scores

› While all industry-recognized CTE certifications can create opportunities for students, the higher-level certifications have rigorous assessments and requirements, and they lead to higher wages in higher demand fields

› These high-level certifications (Level 4) are more comparable with the Obtained Secondary Credential measure

High Level CTE Certification the Task Force has Identified

Certification	Certifying Agency
A+ Certification	CompTIA
Registered Medical Assistant (RMA)	American Medical Technologists (AMT)
Certified Medical Assistant (CMA)	American Association of Medical Assistants (AAMA)
Child Development Associate (CDA)	Council for Professional Recognition
National Nurse Aide Assessment Program(NNAAP)	National Council of State Boards of Nursing (NCSBN)

Proposal to Include High Level CTE Certification in Student Achievement

› Building off of the task force's work in 2014, DC PCSB proposes to include CTE certifications from Level 4 in the Student Achievement indicator

› The Earned High Level Certification measure has an aspirational target of 100% and a floor of 60%

› All schools offering these certifications will report on them in the AE PMF

Proposal to Include High Level CTE Certification in Student Achievement

❯ Some higher level certifications require more than one program year to complete due to practicums

❯ DC PCSB proposes that this measure report on the outcomes of students in the following timespans:

Certification	Students Enrolled in the Certification Program:
A+	Current year
CMA or RMA	1 year ago
NNAAP	
CDA	2 years ago

Proposal to Include High Level CTE Certification in Student Achievement

› <u>Numerator</u>: Students earning the Level 4 certification

› <u>Denominator</u>: Students with a positive Retention outcome who were enrolled in the certification program in the current year, previous year, or two years ago depending on the certification (see table on previous slide)

› The Student Achievement indicator score is a weighted average of this certification measure and the obtained secondary credential measure

   › Done the same way as Student Progress

Proposal to Include High Level CTE Certification in Student Achievement

› If a school is offering a Level 4 certification for the first time, the results would be display-only for that first year and not scored

› DC PCSB proposes that this metric be display-only on the 2016-17 AE PMF for all schools offering these certifications

Sample of the Scorecard

Current Display for Student Achievement

Student Achievement: GED and NEDP Attainment	XX%
Obtained Secondary Credential X *students attempted a secondary diploma*	0 floor xx.x target 100

Sample Display for Proposed Student Achievement

Student Achievement: Secondary Credential and CTE Certification Attainment	XX%
Obtained Secondary Credential X *students attempted a secondary diploma*	0 floor xx.x target 100
Earned High Level Certification X *students attempted the CompTIA A+ certification*	0 floor xx.x target 100

Note: There will likely be a third measure if the task force votes in March to recommend splitting the Obtained Secondary Credential measure into two parts

Upcoming Task Force Meeting and Next Steps

Topics for March Task Force Meeting

› Student Achievement: GED Metric

› Updating floors and targets for Student Progress and CCR measures

› AE PMF tier structure

Planning Ahead for the 2015-16 Data Collection

> Sareeta and Adam will reach out to data managers for a training on the data collection

>> Training will be held at 10am March 16

> We will send out a survey to better understand how you capture your data in preparation for our 2015-16 collection and validation

>> Window to complete the survey: Feb. 29 – March 11

Next Steps

› **Friday, March 4:** Return [feedback form](#)

› **February 29-March 11:** Data managers survey and verify mission specific goals numerator/denominator

› **March 11:** Send feedback to Sareeta and Erin on AE PMF scorecard

› **March 16 @ 10am:** AE data managers PMF training

› **March 23:** Next task force meeting

Contact Us

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