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# ADULT EDUCATION PMF TASK FORCE MEETING

DC PCSB | 3333 14<sup>th</sup> Street NW  
January 20, 2016

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# Agenda

- Today's objective and task force topics
- Inconsistencies with current business rules
  - Enrollment
  - Pre-testing
  - Out of the labor force
- Proposals to strengthen business rules
- Entered Postsecondary Prior Year
- Objectives for the February task force meeting



# Objective

Strengthen the business rules for the 2016-17 AE PMF to eliminate inconsistencies in how the framework is applied



# Task Force Topics

November 2015	January 2016	February 2016	March 2016
<ul style="list-style-type: none"> <li>Public comment feedback on the 2015-16 PMF Policy and Tech Guide</li> <li>CCR survey questions</li> <li>Student Achievement: GED metric</li> <li>12-hour rule</li> <li>Clarification of business rules in the Tech Guide</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistencies in the current framework</li> <li>Proposals to strengthen the business rules</li> <li>Entered Postsecondary Prior Year</li> </ul>	<ul style="list-style-type: none"> <li>Student Achievement: GED metric</li> <li>Incorporating CTE measures into PMF scoring</li> <li>Retention for all students</li> </ul>	<ul style="list-style-type: none"> <li>Updating floors and targets for Student Achievement and CCR measures</li> <li>AE PMF tiering</li> </ul>





# **Inconsistencies with Current Business Rules**

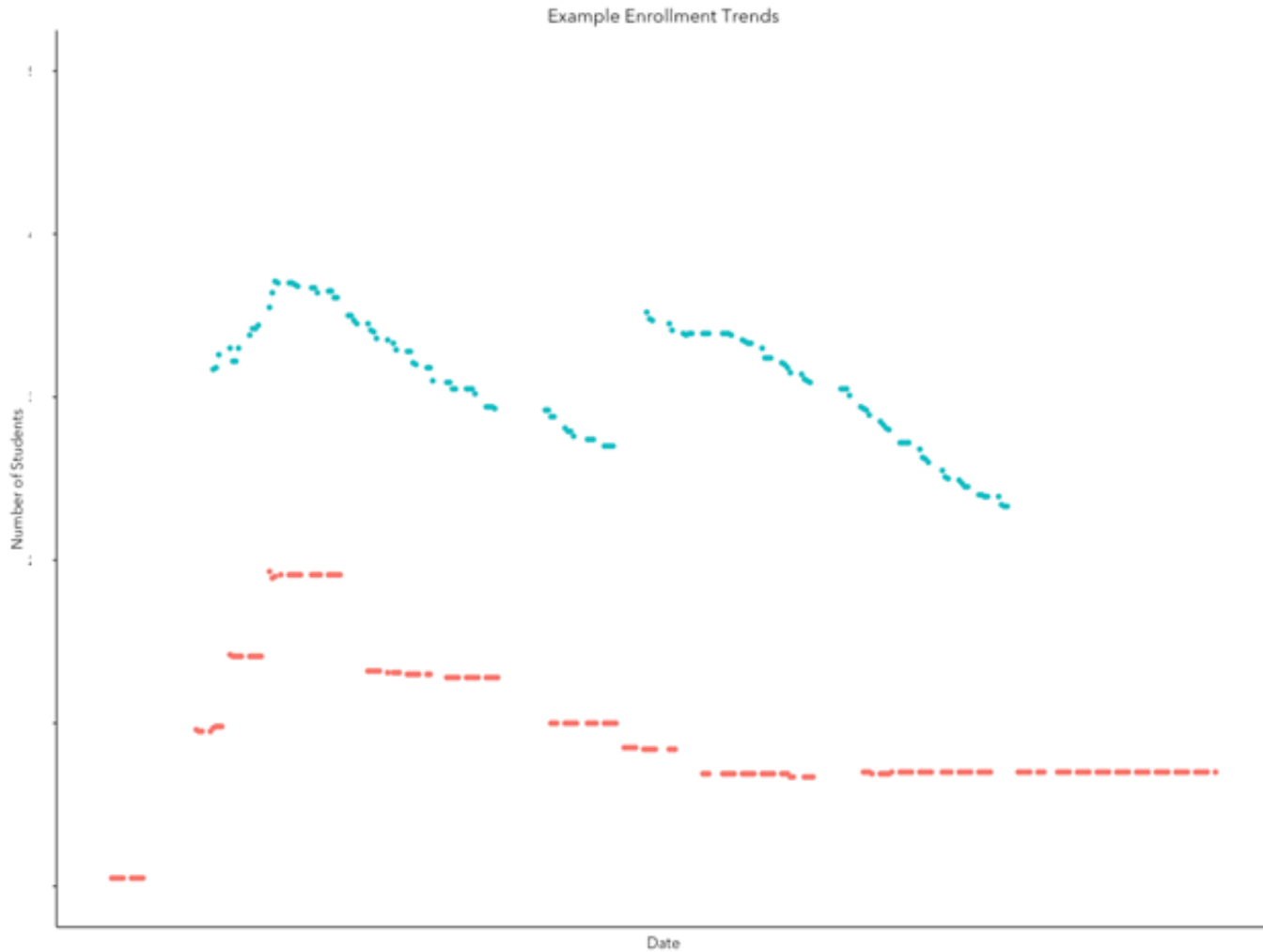
# #1 Enrollment: Enrolling and Un-enrolling Students

Schools' practices on enrolling and un-enrolling students vary widely:

- Orientation first, then enroll those who complete; un-enroll students post-orientation with low attendance (attended more than 12 hours).
- Enroll all students; hold orientation; un-enrollment if low attendance before 12-hours
- Enroll students; start class; un-enroll after missing 12-hours



# #1 Enrollment: Daily Enrollment over Program Year



## #2 Pre-testing Students

Schools' practices on pre-testing students vary widely:

- Some do it within the school's orientation
- Some do it within the first 12 hours of school
- Some do it after the 12-hour period is over
- Some wait until students are in courses, sometimes weeks after the grading period begins
- Some students are never pre-tested



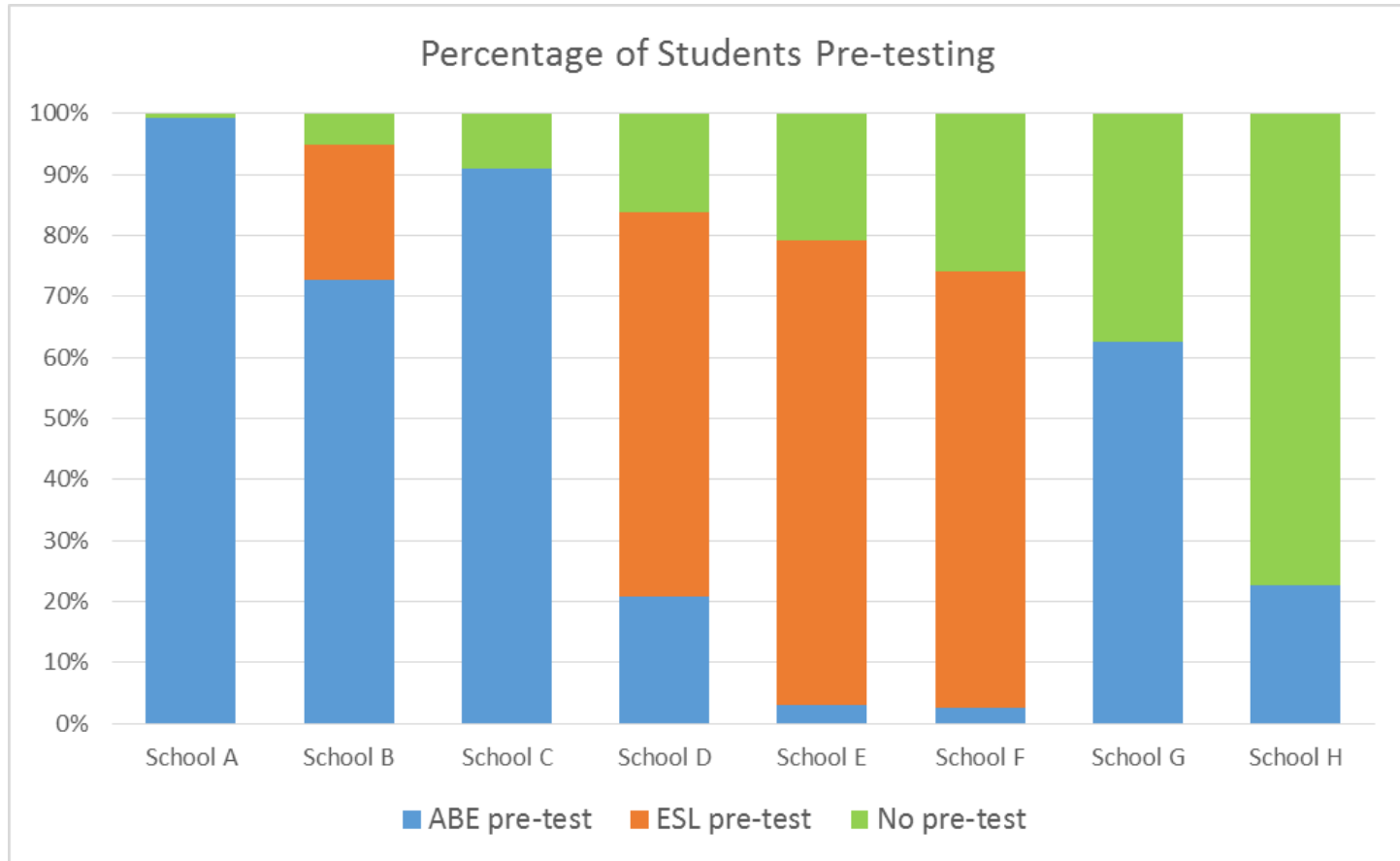


## #2 Pre-testing Students

- Some schools' programs have students who are enrolled solely for a career pathway or to earn a CTE certification
- Other schools have all students enrolled in ABE or ESL courses
- Practices vary as to whether students only in career pathway courses take pre- and post-tests
- Students without a pre-test are not included in the Student Progress or Retention measures



# #2 Pre-testing Students



The percentage of students not captured in Student Progress or Retention is in green.



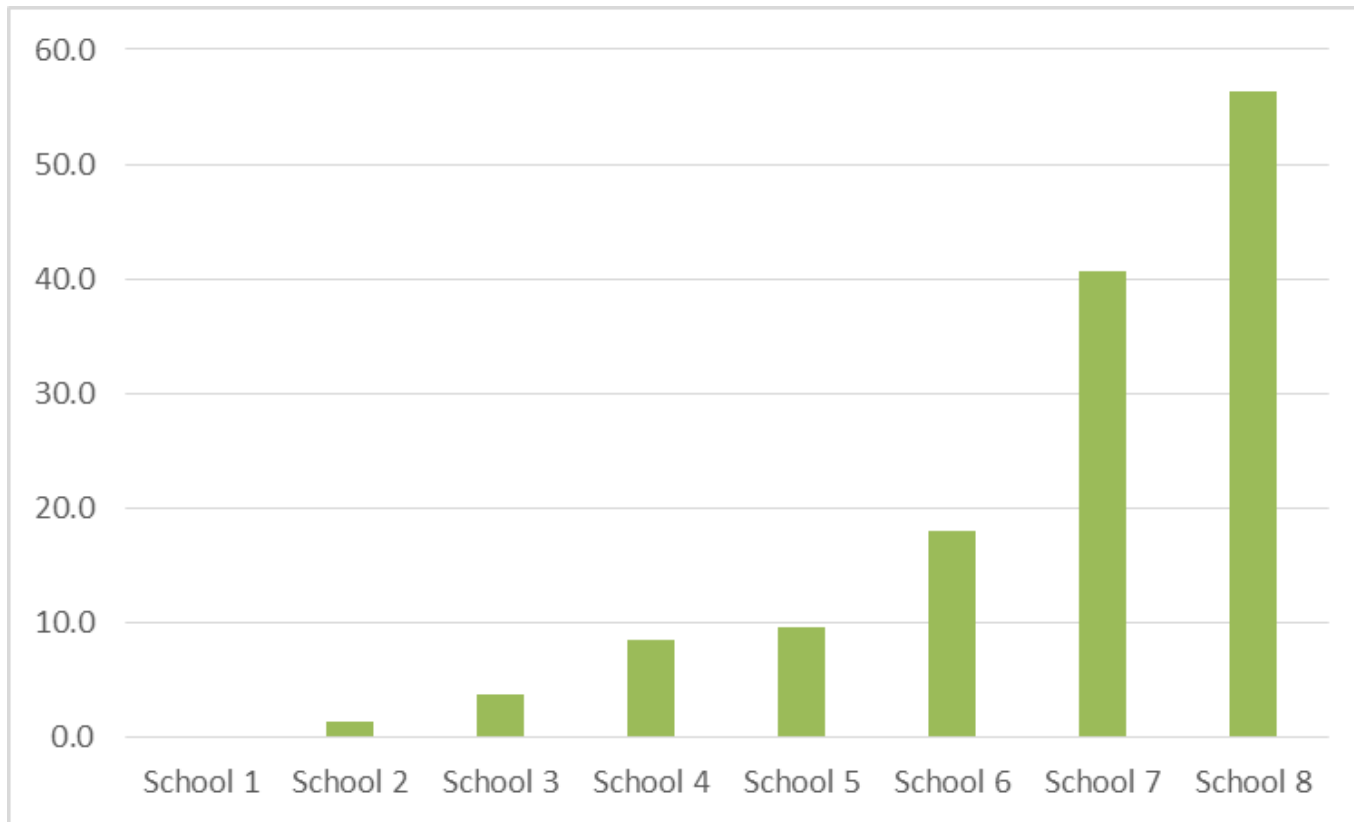
## #3 Out of the Labor Force

Schools' practices of classify students as out of the labor force vary widely:

- Some label students based only on health/medical reasons
- Some label students based on parenting status
- Some label students based on not looking for work
- Some are checking whether students are in the labor force at entry and others at exit



# Percent of Students Eligible for CCR Classified as “Out of the Labor Force”



## #4: Achievement Measure: Determining Whether Students Qualify for GED or NEDP

Schools have very different criteria for determining which students are ready for the GED (or NEDP):

- Some use the GED Ready “likely to pass” score
- Some use teacher recommendations
- Some use other criteria (e.g., typing speed)

We will continue discussing proposals to change the metric for Student Achievement at the February task force meeting.





**Proposals to  
Strengthen the AE  
PMF Business Rules**

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# **Enrollment**

# #1 Enrollment: Proposal to Create a Common Pool of Students for the Denominators

- Lock in rosters of students who are enrolled in the third week (after each enrollment period)
- These students would be the basis of those included in all indicators
- Students who begin school but leave within the first two weeks would not be counted for any measures





# #1 Enrollment: Proposal to Create a Common Pool of Students for the Denominators

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Students with less than 60% attendance may be exited at the school's discretion</p> <p>No effect on PMF for students exiting the program</p>		<p><b>All students enrolled on the first day of the third week will be included in the PMF (9<sup>th</sup> or 11<sup>th</sup> day)</b></p>		<p>Students enrolled after Week 3 follow this same process with Week 1 as their enrollment date</p>	



# #1 Enrollment: Proposal to Create a Common Pool of Students for the Denominators

## Inconsistency

Practices of enrolling and un-enrolling students vary by school

## Benefits of Proposal

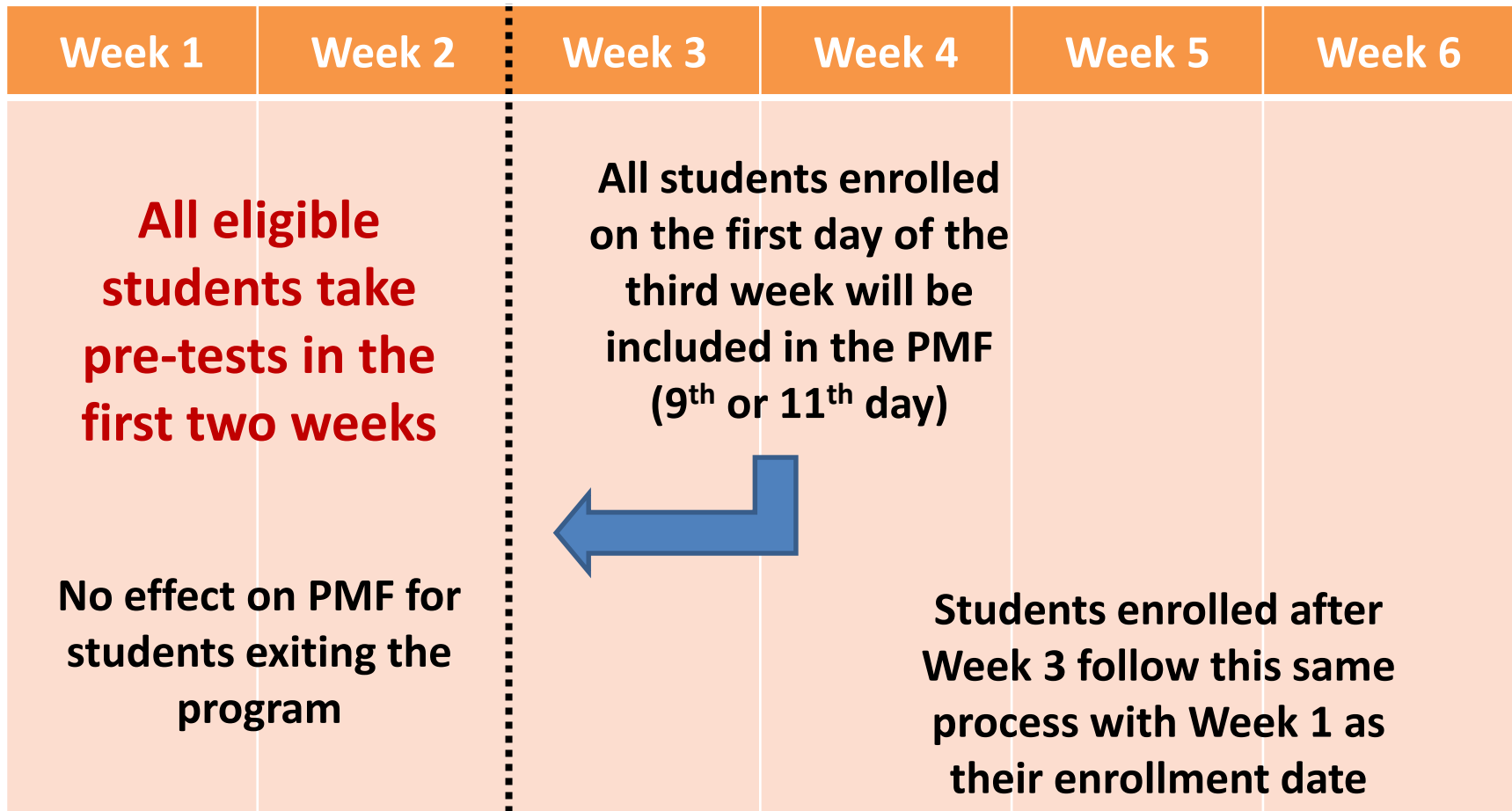
- Creates a comparable way to handle enrollment
- Allows for more time than the current 12-hour rule to engage students





# Pre-Testing

## #2 Pre-Testing: Proposal to Create a Common Pool of Students for the Denominators



## #2 Pre-Testing: Proposal to Create a Common Pool of Students for the Denominators

### Inconsistency

Schools pre-test students after different lengths of enrollment

### Benefits of Proposal

- Creates a comparable way to handle pre-testing
- Ensures that all eligible students who will count in the denominators have a pre-test score



# How would this affect Student Progress?

- All students enrolled in ABE or ESL programs take a pre-test in the first two weeks
- If a student does not have a pre-test for some reason, the student would count with a zero in the weighted score
- For students who begin, exit, and return, their initial pre-test can be used or they can take a new pre-test as deemed appropriate by the school



# How would this affect Student Achievement?

- All students in the pool may be included in the denominator for Student Achievement if they meet the other qualifications (e.g., eligible for the secondary credential\*)
- If a student takes a GED assessment, for example, and leaves the school in the first two weeks, the student's results would not be reported in the PMF

\*The task force is currently working on this measure and it is not finalized yet.



# How would this affect CCR?

- Schools only need to follow up on exiting students who were enrolled for at least two weeks
- No change to the 50% response rate





# How would this affect Leading Indicators?

- Attendance would only be measured for those students enrolled in the third week
- Retention would include all of those students as well regardless of program  
*(More discussion at February meeting)*



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# **Out of the Labor Force**

## #3 Out of the Labor Force: Proposal to Modify the Federal Definition

- Use a modified version of the federal definition for the AE PMF
- All schools ask at entry and have the option to update if the status has changed at the time of the follow-up
  - Schools keep documentation of students' responses for PMF data collection



## #3 Out of the Labor Force: Reasons Students are Classified as Out of the Labor Force

- The federal definition included reasons in direct contradiction to our work (e.g., in school or training)
- Proposed reasons to be out of the labor force:
  - Retired
  - Full-time parenting
  - Ill health or disability
  - Institutionalized (e.g. incarceration)
  - Other suggestions?



# #3 Out of the Labor Force: Proposal to Modify the Federal Definition

## Inconsistency

Schools are not applying the business rules to appropriately classify students the same way

School	% "Out of the Labor Force" on 2014-15 AE PMF*
1	0.0
2	1.4
3	3.7
4	8.5
5	9.6
6	18.0
7	40.6
8	56.4

\*Of students eligible for CCR measures

## Benefits of Proposal

- Creates a comparable way to classify students
- Ensures that outcomes the AE PMF is trying to measure are captured





**Entered  
Postsecondary  
Prior Year**

# Entered Postsecondary Prior Year Business Rules

- This measure is not achieving its intended goal; only one school has had this measure in the last two years
- DC PCSB proposes to combine this measure with the Entered Employment/Postsecondary measure
- This would no longer be a stand alone measure; CRR would have two measures



# Entered Employment or Entered Postsecondary Metric

Current metric:

$$\left[ \frac{\text{Students who are employed three quarters after exiting or have entered postsecondary education or training before the end of the program year}}{\text{Students who were employed at entry or employed one quarter after exiting and exited in prior quarters 2, 3, or 4 or current quarters 1}} \right] \times 100$$





# Entered Employment or Entered Postsecondary Metric

Proposed metric:

$$\frac{\begin{array}{l} \text{Students who are employed one quarter after exiting or have entered} \\ \text{postsecondary education or training before the end of the program year} \\ \text{AND students who have entered postsecondary education or training who} \\ \text{exited in the prior program year with a secondary credential and were not} \\ \text{counted in the numerator for any CCR measures in the prior year} \end{array}}{\begin{array}{l} \text{Students who were not employed at entry and exited in} \\ \text{prior quarter 4 or current quarters 1, 2, or 3} \end{array}} \times 100$$



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# **Objectives for the February Task Force Meeting**

# Topics for February

- › Updating the Student Achievement
  - › GED metric (Don't forget the brainstorming [Google Sheet](#))
  - › Incorporating CTE certifications
- › Including all students in the Retention measure



# Next Steps

- **Friday, Jan. 29:** Return [voting and feedback form](#)
- **Next week:** AE PMF team will reach out to data managers get input on the data collection process
- **February 26:** Next task force meeting





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