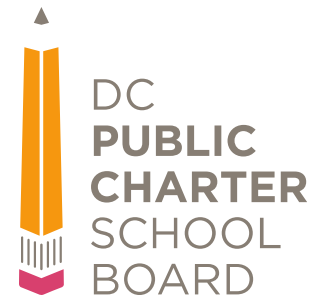


ADULT EDUCATION PMF TASK FORCE MEETING

MARCH 23, 2016



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Welcome and Introductions



Agenda

- › Today's objectives and task force topics
- › Feedback from the last task force meeting
- › Student Achievement updates
 - › Using GED Ready
 - › Including Level 4 certifications
- › Updating floors and targets for Student Progress and College and Career Readiness
- › Tiering
- › Topics for April meeting and next steps



Objectives

- Discuss the proposed business rules and metrics for the Student Achievement measures
- Develop business rules to update the floors and targets for the Student Progress and College and Career Readiness measures
- Discuss the parameters for a tiering system for the AE PMF that provides flexibility in performance year-to-year and maintains a high bar of performance on all indicators



Task Force Topics

November 2015	January 2016	February 2016	March 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



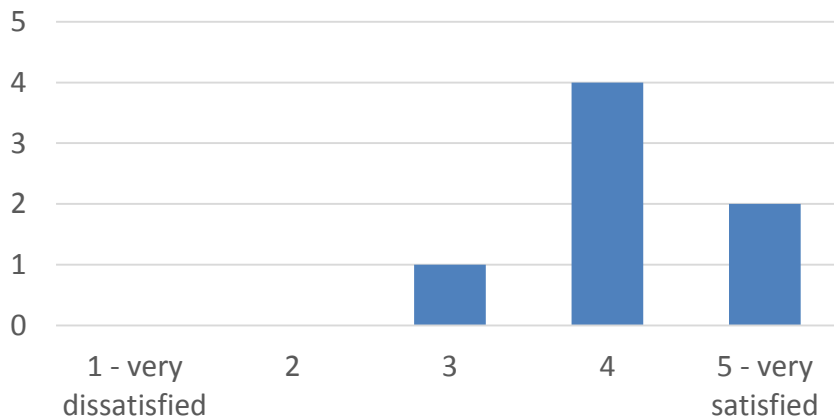
FEEDBACK FROM FEBRUARY MEETING



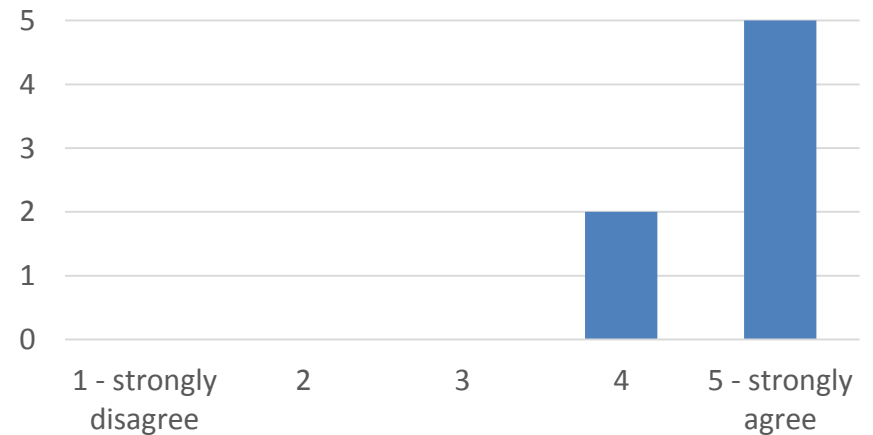
Overall Feedback

› Seven schools responded

How satisfied are you with today's meeting?



Today's meeting was a good use of time



Do you have any outstanding questions/comments about the 15 Calendar Day Rule?

Feedback:

- › Five schools answered no
- › One school suggested an alternative 11 membership days business rule
- › One school wanted additional clarification (DC PCSB reached out to address their questions)

Outcome:

- › We will move forward with the 15 Calendar Day Rule as proposed last month



Comments on the Retention Measure Proposal

Feedback:

- › Question about whether students who pre-test at ABE 6 and have a secondary credential would have to *attempt* or *earn* certifications or college credits
- › Question about CTE students attending 120 hours to show retention when one school's program is closer to 300 hours

Outcome:

- › See handout for the updated Retention business rules



My LEA would like to include the Level 4 CTE certifications in the Student Achievement measure

Feedback:

- ▶ Three schools answered yes, one school answered no, and three schools abstained
- ▶ Schools brought up concerns about the proposed floor and target

Outcome

- ▶ We will discuss this more today in the Student Achievement section



What would you like to name this new CTE certifications measure?

Feedback:

- › Earned High Level Certification: 2 votes
- › Earned Career Level Certification: 2 votes
- › Earned Level 4 Certification: 1 vote
- › One new suggestion: Earned Industry Recognized Certification - Level 4
- › One abstention

Outcome

- › We will call it “Earned High Level Certification”



STUDENT ACHIEVEMENT



Obtained Secondary Credential Measure

- DC PCSB's Goal: (1) accurately measure whether students eligible are earning the GED and (2) incentivize all prepared students to take the GED tests
- In order to best meet this goal, DC PCSB proposes:
 - To use students scoring “likely to pass” on the GED Ready assessment in the denominator
 - To add the GED Subject Test Achievement measure to capture students progressing toward earning their secondary credential



Proposal to use GED Ready for Obtained Secondary Credential

- Students who score in the “likely to pass” range on the GED Ready on all four subject tests will be in the denominator
- No change to how students working toward the NEDP credential are captured in this measure



Proposal to use GED Ready for Obtained Secondary Credential (cont.)

Current Metric

$$\left[\frac{\text{Students who earn a secondary diploma or state-recognized equivalent in the program year}}{\text{Students who earn the NEDP diploma + students in the NEDP assessment phase who exit without the diploma + students taking all four GED tests in the program year}} \right] \times 100$$

Proposed Metric

$$\left[\frac{\text{\# of students who earn a secondary credential/diploma or state-recognized equivalent in the program year}}{\text{\# of students who earn the NEDP diploma + \# of students in the NEDP assessment phase who exit without the diploma + \# of students scoring "likely to pass" on all four (or all remaining) GED Ready tests in the program year}} \right] \times 100$$



Proposed Business Rules for the Obtained Secondary Credential Measure

- All students are included who score “likely to pass” on all four GED Ready tests at least 60 days prior to the end of the program year
- If a student scores “likely to pass” in the last 60 days of the program year, then the school may choose to include the student in the current program year or the next year



Proposed Business Rules for the Obtained Secondary Credential Measure (cont.)

- ▶ Students may also be included if they have already passed up to two GED subject tests in a different GED program (i.e. another LEA or a CBO) and score “likely to pass” on GED Ready for their remaining subjects while enrolled
- ▶ Students must be enrolled in the AE school when they take the GED Ready to count, but the student does not need to be enrolled in the AE school when s/he takes the GED test as long as it is during the program year



Proposed Business Rules for the Obtained Secondary Credential Measure (cont.)

Example:

- ▶ Student A is enrolled in an AE school, takes the GED Ready on all four subjects, and scores “likely to pass” on all four subjects over the course of the program year
- ▶ Student A takes two GED subject tests while enrolled and passes them, then leaves the AE school and passes the final two GED subject tests during the program year
- ▶ In this example, Student A would count as a positive outcome for the AE school



Proposed Floor and Target for the Obtained Secondary Credential Measure

- ▶ DC PCSB proposes to update the floor and target for this measure once we have three years of data in 2017-18
 - ▶ In the meantime, we will hold the floor and target at 0 and 100, respectively
- ▶ When updating the floor and target in 2017-18, DC PCSB proposes using a three-year average of the 90th and 10th percentiles of AE school performance as the Tier 1 and Tier 3 cutoffs*

*Tier cutoffs are described in detail on slide 36



Any questions on the proposed change to the
Obtained Secondary Credential measure?



GED Subject Test Achievement New Measure Proposal

- ▶ While some students are not yet ready to earn a full secondary credential, they are making important strides academically to get there
- ▶ This measure captures students' achievement in content areas needed to earn the full secondary credential



GED Subject Test Achievement New Measure Proposal

- Students taking the GED will be captured when they are prepared for each of the four sections
 - NEDP has 10 competencies, but they are not assessed individually in the same way that the entire portfolio is assessed to earn the credential
- Additionally, students who pre-test on NRS-approved assessments at ABE 6 (and do not already have a secondary credential) are included in the cohort for Student Achievement



Proposed GED Subject Test Achievement Metric, Floor, and Target

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



Proposed Business Rules for the GED Subject Test Achievement Measure

- All students are included who score “likely to pass” on a GED Ready subject test at least 60 days prior to the end of the program year
- If a student takes the GED Ready with fewer than 60 days left in program year, schools may choose to include the student in the current year or next program year
- Students may be counted in the denominator (and numerator) multiple times for each GED Ready subject test on which they score “likely to pass”



Proposed Business Rules for the GED Subject Test Achievement Measure (cont.)

- ▶ Students must be enrolled in the AE school when they take the GED Ready to count, but the student does not need to be enrolled in the AE school when s/he takes the GED test as long as it was during the program year
- ▶ All students without a secondary credential who pre-test at ABE 6 on an NRS approved assessment prior to the last two months of the program year are included in the denominator (one time if they do not have a GED Ready “likely to pass” score)



Proposed Business Rules for the GED Subject Test Achievement Measure (cont.)

Example:

- ▶ Student B took all four GED Ready subject tests and scored “likely to pass” on all four during the program year while enrolled in an AE school
- ▶ Student B took all four GED subject tests and passed three of the GED tests during the program year
- ▶ Student B is counted as a positive outcome for three out of the four subject tests in the GED Subject Test Achievement measure and a negative outcome in the Obtained Secondary Credential measure



Proposed Floor and Target for the GED Subject Test Achievement Measure

- › GED Testing Service publishes the percentage of testers who passed the GED subject tests given their performance on the GED Ready
 - › Red Zone = Not Likely to Pass
 - › Yellow Zone = Too Close to Call
 - › Green Zone = Likely to Pass



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

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.)

- Given these likelihoods of passing, DC PCSB proposes using a Tier 3 cutoff of 90% and a Tier 1 cutoff of 97%
- After applying the business rule of 30-point spread between the floor and target, DC PCSB proposes:
 - Floor: 70
 - Target: 100



Any questions on the proposed GED Subject
Test Achievement measure?



Proposal to Include High Level CTE Certifications in Student Achievement

- › Several schools that voted “no” shared that they like the measure but have concerns about the floor and target
- › DC PCSB proposes to display the measure for the 2016-17 AE PMF
 - › The results will not be included in the Student Achievement score
- › The task force will use this baseline data to work toward developing a floor and target

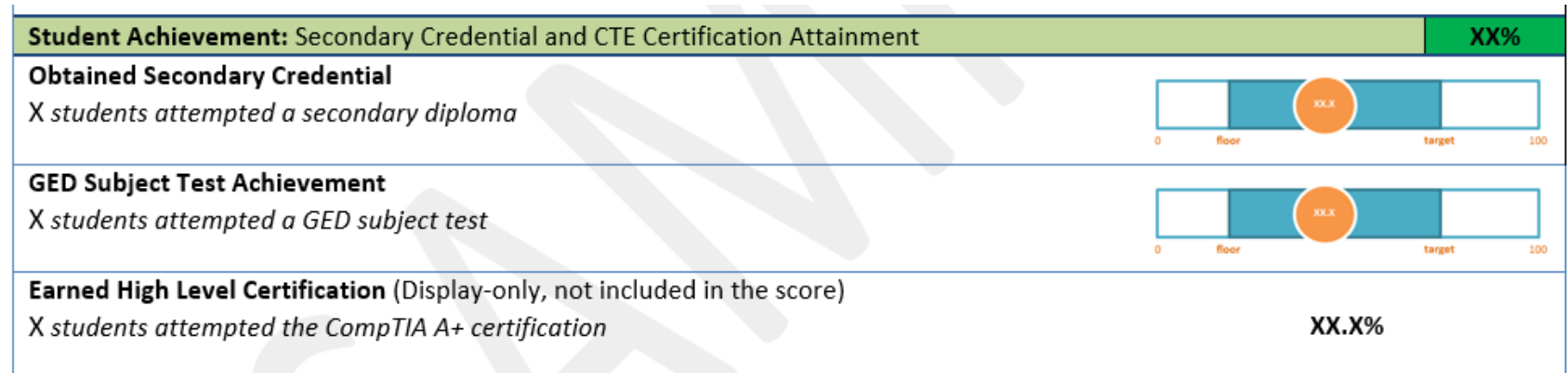


Scorecard Sample

Current Display for Student Achievement



Sample Display for Proposed Student Achievement



UPDATING FLOORS AND TARGETS



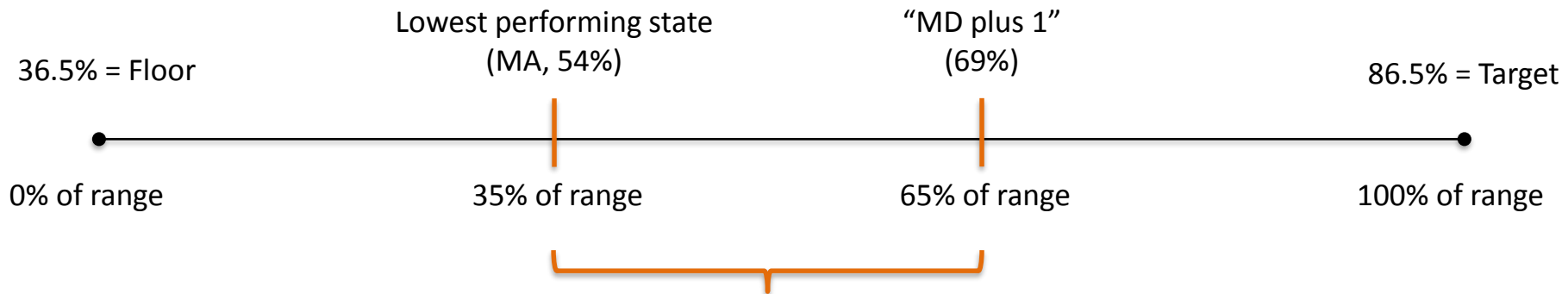
Development of the Current Floors and Targets

- There were only seven adult education public charter schools when the framework was developed, so national data was used to develop the floors and targets
- The targets and floors are backwards mapped from Tier 1 and Tier 3 cutoffs
 - Tier 1 cutoff: the point at which a school reaches 65% of the range for a measure
 - Tier 3 cutoff: the point at which a school reaches 35% of the range for a measure



How Floors and Targets are Calculated

Imagine a range of 0 to 100% for a given metric, say percent completing **Low Intermediate ABE (ABE 3)**.



We know that 15 points in the score difference = 30% of points possible. **So, what number of points is the entire scale?**

$$15 / 30 = x / 100$$

$$30x = 1500$$

$$x = 50 \text{ points total}$$

(minus 15 already allocated) = 35

(divided by 2) = +/- **17.5 points**



Updating the Floors and Targets

Student Achievement

- ▶ The updated floors and targets proposals were presented in the section on Student Achievement above

Attendance and Retention

- ▶ The floor and target for Leading Indicators are based on AE school's average performance, which has not changed significantly, so DC PCSB is not proposing a change to these floors and targets at this time



Updating the Floors and Targets for Student Progress and College and Career Readiness (CCR) Measures

- Since the number of adult education public charter schools is so small even with two years of data, we are continuing to use national data to develop the floors and targets
- Continuing to base the model on Tier 1 and Tier 3 cutoffs is appropriate because it allows for more varied performance given that the data are based on national performance



Proposed Business Rule for Updating the Floors and Targets for Student Progress and CCR Measures

- Take an average of the last two years (2013-14 and 2014-15) of states' NRS data and a sector average of AE schools' data for each measure:
 - ABE 1-5
 - ESL 1-6
 - Entered Employment
 - Retained Employment
- Tier 1 cutoff: Maryland's average plus one percent
- Tier 3 cutoff: An average of the three lowest performers (states or AE public charter schools)



Proposed Business Rule for Updating the Floors and Targets (cont.)

- ▶ A measure's floor and targets cannot raise or lower by more than 33.3 percent change from year to year
 - ▶ If implementing the business rules will result in a floor or target that would raise or lower by more than 33.3%, then the floor or target would be raised or lowered by 33.3%
- ▶ Floors and targets will be held constant for two years unless there is a significant change made to the measure (e.g. new metric calculation or major change in assessments)



Proposed Business Rule for Updating the Floors and Targets (cont.)

- ▶ All measures will have at least a 30-point spread between the floor and target (currently in place)
 - ▶ If there is less than 30 points between the floor and target, then the floor will be lowered to make a 30-point spread
- ▶ When a creating a 30-point spread requires moving the floor more than 33.3%, then the floor will be adjusted to 33.3% even if there is less than a 30-point spread



Implementing the Business Rule: Updated Floors and Targets

	Original				Applying the Proposal				Floor % change	Target % change
	Floor	Target	MD + 1%	Low Performing State	Floor	Target	2-yr Avg MD + 1%	2-yr Avg of the 3 lowest performers		
ABE 1	0.0	100.0	69	35	9.8	90.9	62.5	38.2	NA	-9.1%
ABE 2	19.8	100.0	74	49	26.4	95.9	73.0	53.3	33.1%	-4.1%
ABE 3	36.5	86.5	69	54	40.5	74.3	62.5	52.4	11.0%	-14.1%
ABE 4	25.0	65.0	51	39	16.7	43.4	34.0	32.5	-33.2%	-33.2%
ABE 5	0.0	100.0	64	25	4.4	66.7	32.5	30.8	NA	-33.3%
ESL 1	26.7	100.0	83	57	17.8	100.0	86.5	51.8	-33.3%	0.0%
ESL 2	63.5	93.5	83	74	42.4	100.0	81.0	58.5	-33.2%	7.0%
ESL 3	47.8	77.8	72	67	41.2	71.2	65.0	59.7	-13.8%	-8.5%
ESL 4	35.7	65.7	61	57	32.4	62.4	55.0	48.7	-9.2%	-5.0%
ESL 5	32.8	62.8	57	52	21.9	63.3	47.5	34.0	-33.2%	0.7%
ESL 6	13.2	49.8	37	26	8.8	33.3	22.5	15.8	-33.2%	-33.2%
Enter Employ/Postsec	0.0	75.0	68	34.1	9.5	50.0	31.5	24.7	NA	-33.3%
Retained Employ/Postsec	39.8	69.8	60	51.6	26.6	93.0	67.0	36.5	-33.2%	33.2%



Impact Analysis of the Updated Floors and Targets: Student Progress Indicator

Change from 2014-15	
School	Progress
School A	4.6
School B	2.9
School C	13.7
School D	10.9
School E	2.6
School F	3.3
School G	-1.7
School H	23.0
average	7.4



Impact Analysis of the Updated Floors and Targets: College and Career Readiness Indicator

Change from 2014-15	
School	CCR
School A	-5.7
School B	no change
School C	-8.1
School D	-3.1
School E	no change
School F	-1.6
School G	no change
School H	9.3
average	-1.2



Impact Analysis of the Updated Floors and Targets: Overall Tiers

Change from 2014-15	
School	Tier
School A	no change
School B	no change
School C	no change
School D	no change
School E	no change
School F	no change
School G	no change
School H	no change



ABE 4 and ESL 6

- Schools have shared concerns about the difficulty level of ABE 4 and ESL 6
- ABE 4 and ESL 6 have always had a lower targets than the other levels
- The new business rules for calculating the floors and targets honor recent performance on these levels and would lower the floor and target for ABE 4 and ESL 6



Summary of Proposed Floor and Target Business Rules for Student Progress and CCR Measures

- › Tier 1 cutoff: Maryland's average plus one percent
- › Tier 3 cutoff: An average of the three lowest performers (states or AE public charter schools)
- › A measure's floor and/or target cannot have greater than a 33.3 percent change in a given year
- › Update floors and targets every two years



Any questions on the proposed business rules to update floors and targets?



Updating the Floors and Targets Next Steps

- The business rules for updating the floors and targets may be affected by proposals to change the tiering structure
- DC PCSB is requesting feedback on the proposed business rules for updating the floors and targets for Student Progress and CCR measures, but not a vote until April
- DC PCSB has built a calculator to allow schools to adjust the floors and targets to see how the changes would affect your school's rates and tiers



AE PMF TIERS



Why the AE PMF Tier Structure is Different

- Adult education schools are very different from K-12 schools
- The measures within the AE PMF are very different from the other PMFs
 - In a middle school, for example, every student is captured in almost every measure of the PMF
 - In an AE school, all students are only captured in the Attendance and (soon) Retention measures



Why the AE PMF Tier Structure is Different (cont.)

- ▶ AE schools have greater control than K-12 schools over which students fall into each measure based on when they choose to test students or how they determine when students are ready for the GED, for example
- ▶ Additionally, the data in the CCR measures are entirely self-reported by schools
- ▶ These significant differences in the AE PMF called for a significantly different approach to tiering



Why the AE PMF Tier Structure is Different (cont.)

- In order to be Tier 1, AE schools need to show that they are high performing on all indicators rather than very strong in a few places because all students are not captured in all indicators



Proposals to Change the AE PMF Tier Structure

- DC PCSB has put forth its best strategy to tier schools recognizing the significant differences in the AE PMF and the other frameworks and maintaining that Tier 1 means that all students in a program are performing at high levels
- If schools are interested in changing the tier structure for the AE PMF, DC PCSB would like to use the April task force meeting to hear school's proposals



Proposals to Change the AE PMF Tier Structure (cont.)

- On the feedback form, please indicate your intent to share a proposal in April
 - Sareeta will coordinate with those schools sharing proposals with the task force



Parameters for Proposals to Change the AE PMF Tier Structure

A couple things in the tier proposals cannot change:

- › There must be three tiers of performance
- › If a school proposes using an overall score, the tier cutoffs must remain:
 - › Tier 1: 65.0% or greater
 - › Tier 2: 35.0-64.9%
 - › Tier 3: below 35.0%
- › A response rate below 50% on a CCR measure results in a zero for that measure



UPCOMING TASK FORCE MEETING AND NEXT STEPS



April Task Force Meeting

- Schools will share their proposals how to change the tier structure with the group
- If no schools would like to share proposals, then we will cancel this meeting



PMF Calculator Tool

- DC PCSB has built an editable calculator as a tool to explore different scenarios for tiering
- You can find it on our AE PMF Task Force page



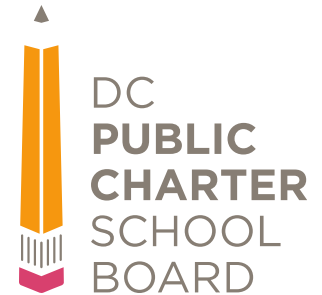
Next Steps

- **Friday, April 1:** Return [feedback form](#)
- **Week of April 4:** Sareeta will reach out to schools who intend to share a proposal
- **April 5 @ 2:00-3:30pm:** AE Data Manager's Meeting (rescheduled date)
- **Friday, April 22 @ 12:30-2:00pm:** April task force meeting



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