

PCSB Early Childhood PMF Task Force
December 12, 2013 10:00am – 12:00pm
Minutes

Goal of Early Childhood PMF Taskforce: To produce a taskforce-generated, board approved Early Childhood PMF that measures school progress towards preparing students to be successful learners in schools serving Pre-K-3 through 2nd grades*

Meeting Objective:

- a. Discuss K-2 achievement and progress metrics
- b. 3rd grade DC CAS floors and targets: Reading and Advanced only
- c. Mission Specific Criteria

Attendees:

PCSB
Tembo Consulting
AppleTree
Arts and Technology
Bridges
Bryia
CAPCS
Capital City
Cedar Tree
Center City
DC Bilingual
DC Prep
Eagle
EL Haynes
EW Stokes
Excel
FOCUS
Friendship
Hope Community
Ingenuity Prep
Inspired Teaching
KIPP DC
LAMB
Mundo Verde
Washington Yu Ying
WEDJ

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Minutes:

1. Recap vote from November – Last month the task force discussed maintaining consistency for schools that end in 3rd grade with those that receive the elementary (ES) PMF. The floor voted on for the percent of students proficient and advanced in reading should have been the same as the ES PMF. The floor for the ES PMF is slightly lower than the floor voted on in the EC PMF task force last month. PCSB brought the topic up for re-vote. The reason for the difference is when calculating the floors and targets for the ES PMF, PCSB used only school that are participating in that PMF and not all third graders in the charter sector. The task forces for both PMFs will work to refine this for the 2014-15 year but the ES PMF has already established the floor for the gateway reading measure as 17.4%. The task force discussed today the purpose of maintaining consistency with the ES PMF was so all schools with third graders are held to the same standard. A few members of the groups stated that they were in favor of consistency. No other topics were brought up. The vote will go to the group to maintain consistency with the ES PMF or keep the floors as voted on by the EC PMF task force last month. See vote #1 on vote form [here](#).
2. Self-Contained PK CLASS observations: After talking more with Teachstone and reading the [position paper posted on their website](#), which states “the CLASS tool has not been specifically validated in self-contained special education classrooms.” The tool has been proven valid in general education classrooms with special education students (per the position paper and Teachstone representatives). PCSB proposed that CLASS observations not count in the EC PMF. The group was given the option if PK self-contained special education teachers be observed but scores not counted. One concern discussed is that the observed score may be counted accidentally. PCSB proposed two criteria to be able to verify that a classroom is a self-contained classroom: 1. Must be taught by a special education teacher, 2. Every student in the room must have an IEP stating the need for self-contained setting. A few voiced agreement with these criteria. No members voiced alternative or additional criteria to verify self-contained classrooms. The group came to consensus on the following indicators:
 - Self-contained not observed either.
 - Lead teacher versus specials teachers being observed.This is vote #2 on the [voting form](#).
3. 3rd Grade Advanced only- Floors and Targets: PCSB presented the 10th and 90th percentiles and proposed the consistent floor and target of the ES PMF which, is 0% for the floor and by policy, 25% for the target. Because the 3rd grade reading advanced 90th percentile is very low, the group wanted to know what the 3rd – 5th grade reading 10th and 90th percentiles were because the ES PMF does have 25% set as the target as a policy. If 3rd – 5th grade advanced reading is much higher than 3rd grade only, the task force would like to look at additional ways to determine the target.

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During the meeting, Steve from Tembo was able to see that the citywide math advanced score for 3rd grade was 12.2% and the reading was 5.9% from 2013. Ashok, from PCSB will have the 3rd – 5th 10th and 90th percentiles available at the week of the meeting.

4. K-2 Student Assessment Analysis from pilot:

Steve's analysis: DC CAS testing is the external standard we have now to help make the comparison of assessments more fair. Members shared issues with the proposed changes based on equating to the DC CAS. Our question- is there a way, using the data we have, to more fairly set achievement targets to have a more fair way to compare assessments and schools. The comparisons do currently use low N sizes, which is a concern. Another concern is using 3rd grade DC CAS, is 3rd grade has a higher cut score than the rest of the assessments. One member voiced comfort in the fact is there is equating. There is a benefit to work through this now when the stakes are not as high but if we wait, the stakes will be higher. It is very difficult to make decisions on small N sizes. This information does inform the LEA that possibly students may not be successful on 3rd grade DC CAS using the standards set by the publisher. Right now PCSB is trying to use data we have to help make the assessments more comparable.

Members of the task force asked for the following commitment and PCSB agreed: 2nd annual review of data to work on achievement metrics and lower target if data suggests it. The voting form sets that this will be done for at least the next few years.

One task force member voiced to move forward with decision criteria. Someone else suggested the default should be what publisher says until there is clear evidence to move the target up. This makes it difficult to compare the assessments and schools, which is what the EC PMF is trying to do. The task force needs to compare the assessments to the same target, right now DC has the DC CAS.

For F&P- make sure alignment chart is the same for all schools using. Erin will send the chart being used currently to all schools using F&P and DRA. Schools can propose one chart and vote on which to use.

Many publishers are currently raising the bar of their own assessments to connect the assessment to the common core. But for high stakes, we should be cautious.

PCSB's and the EC PMF's fundamental goal is to make comparisons across programs. It might be a better conversation to be cautious on floor and targets.

This is a way to make the assessments more comparable.

Naomi DeVeaux asked for proposed business rule unless it clear- so on a norm referenced assessment, use 50th percentile unless there is clear evidence.

PCSB reformatted the voting form after the meeting to include more of the conversation voiced at the meeting. The voting form is posted on the wiki site [here](#). Votes are due by Tuesday, December 17th by the close of business.

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5. Mission Specific Criteria – this topic was not covered. It will be introduced at the next meeting.

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