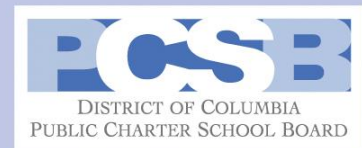


Elementary/Middle and High School PMF Task Force Meeting October 16, 2014



Agenda for 2014-15 PMF

- PMF Overview and Philosophy
- PARCC and the PMF
 - Floors and targets business rules
 - Publishing triggers
- High School Math Assessments

Task Force Meeting Norms

1. Be goal-oriented and solution-driven
2. Be respectful
3. Step up, step back
4. One vote per LEA; 66% majority to make a change on existing board approved policy
5. Start and stop on time
6. Share proposals that are best for all LEAs, not just your own
7. No pictures, photocopies, or removal of embargoed data

Meeting Objectives

1. Create fair **business rules** for determining floors and targets for the Student Achievement and Gateway measures in the EC 3rd grade, ES/MS, and HS PMFs
2. Develop a **list of indicators** that would trigger the PMF not to be published

The PMF's Philosophy

- PMF was built on the belief that school quality should be measured by: Progress (growth), Achievement, Gateway, and Leading Indicators
- Our board feels that each part is equally important to determine quality

How Does the PMF Work?

- Comprises multiple measures per indicator to measure schools on common measures
- Each measure has a target and a floor
- Schools earn points based on their performance as compared to the scale

Student Progress

Median Growth Percentile (MGP)

- Computed citywide
- Floor set at 30
- Target set at 70
- The norm is set at 50

No change recommended to business rules

Conditions identified to not publish

Questions Received After 10/7 Call

What is the role of the MGP working group vs. the PMF task force?

PCSB Task Force

- Reasons to use or not use MGP

OSSE Working Group

- Business rules for calculating MGP

Student Achievement

Moderate command of the content

(formerly proficient)

- PARCC levels 3, 4, or 5
- Floor is a 3-year weighted average of the 10th percentile
- Target is aspirational and set at 100%

Change recommended to business rules

We will discuss this today

Student Achievement

College and career ready (formerly advanced)

- PARCC levels 4 or 5
- Floor is a 3-year weighted average of the 10th percentile
- Target is aspirational and set at 25%

Change recommended to business rules

We will discuss this today

Gateway (ES/MS Only)

3rd grade reading and 8th grade math

- Moderate command of the content
- Floor is a 3-year weighted average of the 10th percentile
- Target is aspirational and set at 100%

Change recommended to business rules

We will discuss this today

Gateway (HS Only)

Graduation rate

- 4-year and 5-year adjusted cohort graduation rate (ACGR)
- Floor is a 3-year weighted average of the 10th percentile
- Target is aspirational and set at 100%

No change recommended to business rules

Gateway (HS Only)

PSAT Performance, SAT/ACT Performance, and College Acceptance follow the standard floors and targets business rule:

- Floor is a 3-year weighted average of the 10th percentile
- Target is a 3-year weighted average of the 90th percentile

No change recommended to business rules

Leading Indicators

Attendance

- In-seat attendance (ISA) rate
- Floor is set at 82%
- Target is set at 92%
- Floor and target based on the impact analysis during transition from average daily to in-seat attendance

No change recommended to business rules

Leading Indicators

Re-enrollment

- Floor is a 3-year weighted average of the 10th percentile
- Target is aspirational and set at 90%

No change recommended to business rules

Business Rule Discussion Items

- Student Achievement transitional floors and targets business rules
 - Moderate command of content
 - College and career ready
- Gateway transitional floors and targets business rules

**Transitional Floors and Targets
Business Rules for
Student Achievement and Gateway**

Transitional Floors and Targets Business Rules

Goal: Similar performance on the state assessment should result in similar PMF score and tier designations

- Currently, Student Achievement and Gateway have a floor set at the 10th percentile and an aspirational target
- PCSB is open to scenarios to create transitional floors and/or targets for Student Achievement and Gateway

Questions Received After 10/7 Call

How will we compute floors/targets for Student Achievement and Gateway moving forward?

Floors and Targets Transition	
2014-15	2015-16
Business rule proposed by the task force (Hold for two years)	

Transitional Floors and Targets Business Rules

Goal: Similar performance on the state assessment should result in similar PMF score and tier designations

Let's look at the impact analysis tool...

Voting Item #1: Transitional floors and targets business rules

If all else is equal, which rule would impact the results the least?

Publishing Triggers

Triggers for Not Publishing a 2014-15 PMF

- The release of the 2014-15 PMF would occur too close to when schools are taking the 2016 PARCC
 - **What is *too close*?**

Triggers for Not Publishing a 2014-15 PMF

- The correlation between 2013-14 and 2014-15 PMF scores is below 0.60
 - **Is 0.60 sufficient?**
Source: <http://www.livebinders.com/media/get/OTQ0MTkwNw==>
 - **0.68 was suggested**
Source: <http://www.sagepub.com/salkind2study/articles/05Article01.pdf>

Indicators of MGP Invalidity

- The correlation between DC CAS and PARCC scores is less than 0.60
- The distribution of scores is not meaningful (i.e., greater than 5% at the extremes)
- Cohort sizes too small (as determined by the MGP vendor)
- **Others?**

Voting Item #2: List of indicators to publish

Under which circumstances should PCSB consider not publishing a 2014-15 PMF?

Voting Forms DUE Monday, Oct. 20

All feedback, comments, questions and suggestion should be forwarded to:

Sareeta Schmitt: sschmitt@dcpcsb.org

High School Math Assessments

Objective

Develop business rules for how to incorporate both the Geometry and Integrate Math II PARCC assessments into Student Achievement

Geometry and Integrated Math II

How will the high school math assessments be included in Student Achievement?

- Combine the scores for both assessments
- Create separate floors and targets for each assessment
- **Others?**

Geometry and Integrated Math II

If we separate the assessments, should we:

- Split the points for schools using both assessments evenly?
- Split the points weighting by n-size?
- **Others?**

Voting Forms DUE Monday, Oct. 20

All feedback, comments, questions and suggestion should be forwarded to:

Sareeta Schmitt: sschmitt@dcpcsb.org

Follow up meeting Tuesday, October 28
(if needed)