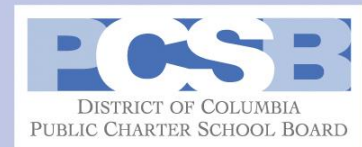


# Elementary/Middle School PMF Task Force Meeting March 11, 2014



# Agenda

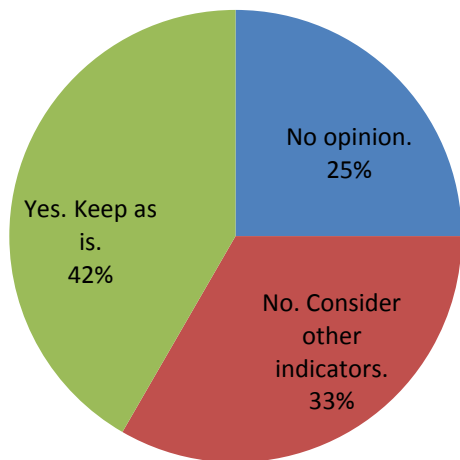
- Background and Follow up
- Gateway Discussions
- February Task Force Meeting - Proposals recap
- Options on table for 2015 PMF
- Vote

# Background and Follow Up

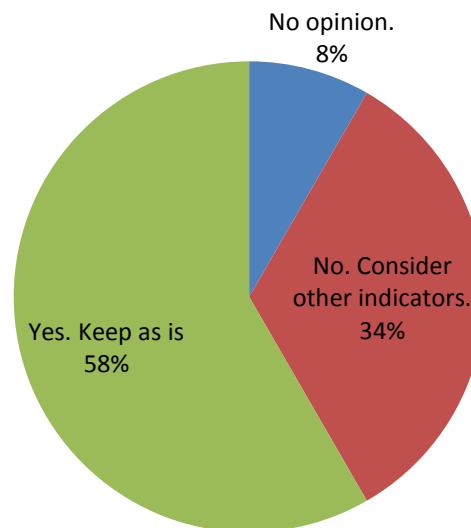
- Conversation around changes to ESMS gateway metrics is based upon the survey results that PCSB collected in 2013 from LEAs
- 67% of the respondents either did not want to change anything with 3<sup>rd</sup> grade DC CAS or did not have any opinion towards changing this metric
- Lowering targets and adjusting weights were not on the table at the time when survey was conducted.
- PCSB is not open to removing gateway metrics at all in 2015
- PCSB is now open to reducing targets of gateway metrics from 100% to the formula driven values in 2015

## Jan 2013 Survey Result (ESMS Gateway)

Would you like the PMF to measure Gateway by using 3rd grade reading percent proficient?



Would you like the PMF to measure Gateway by using 8th grade math percent proficient?



### Gateway Comments:

“I think that the 3rd grade measure is difficult for schools that only go up to 3rd or 4th grade. One small group of students impacts the entire PMF. “

“Would be interested in replacing this metric with DC CAS scores for kids who have been at a school for 3+ years.”

[Click here](#) to go to the original survey

# Why is 3<sup>rd</sup> grade reading so important?

- “Third graders who lack proficiency in reading are four times more likely to become high school dropouts” – Hernandez
- “Matthew Effect”—slow reading acquisition has cognitive, behavioral, and motivational consequences that slow the development of other cognitive skills and inhibit performance on many academic tasks. In short, as reading develops, other cognitive processes linked to it track the level of reading skill.
- “fourth grade slump,” as the focus for instruction changes from “learning to read literary and informational text” to “reading to learn content.”
- “Today, a total of 32 states and the District of Columbia have policies in statute aimed at improving 3rd-grade reading proficiency.”

**Note:** There are plenty of research that shows how important 3<sup>rd</sup> grade reading and or 8<sup>th</sup> grade math are.

# History of discussions among Task Force members

Date	Topic	Consensus
Jan 2013	ESMS and PMF TF survey was conducted	67% of the respondents either did not want to change or had no opinion about the 3 <sup>rd</sup> gateway metric
May 2013	Task Force Meeting: Cohort metric	Task force reviewed 2 and 3 year cohort data and was not interested in including this metric. Alternative approach was suggested to remove the 3 <sup>rd</sup> grade literacy as a metric.
Summer 2013	Board Proposal: Changes to 2013-14 PMF	PCSB Board reiterated its commitment to 3 <sup>rd</sup> grade Literacy as an important component of the PMF.
Jan 2014	Task force meeting: Cohort data	Task force reviewed 2 and 3 year cohort data based on the exit grade. Task force voted not to include this metric with the current 3 <sup>rd</sup> grade literacy metric.

# Following options were proposed in Sept 2013 Board Proposal

- Schools ending in grade 4 would be measured based on its fourth grade students who had been attending the school or LEA since at least 2nd grade.
- Schools ending in grade 5 would be measured based on its fifth grade students who had been attending the school or LEA since at least 3rd grade.
- There are no schools that currently end in 6th or 7th grade, that are not in the process of growing to 8th grade.
- Schools ending in 8th grade or who are affiliated with a high school will be measured based on the performance of their 8th grade students who have been attending the school since 6th grade.
- Schools that are growing a grade level per year will not be measured on gateway until they have a fifth grade class (unless they intentionally choose to end in 4th), and will be measured on the 8th grade metrics once they have an 8th grade class. This was done so that a growing school would not be adversely impacted by having the same group of students, its pioneer class, count year after year.

# 2014 Technical Guide

“If there is a significant change in the measure used, (e.g. a change in formula for graduation rates, the state adopts a new state assessment) the floors will be readjusted to the 10th percentile of charter school performance for that new measure using only the year(s) when the new measure is applied and the results are publicly available. This was done in 2012 when the state changed the methodology for calculating graduation rates, and will be done when the state converts its statewide assessment from DC CAS to PARCC”



# February Task Force Meeting - Proposal Recap

- No change to gateway metrics
- Reduce floor and target for gateway metrics
- Reduce gateway points to 7.5 points
- Only display the gateway results
- Remove 3<sup>rd</sup> and 8<sup>th</sup> grade from achievement sections
- Assign points to gateway based on N size
- Replace gateway with exit grade DC CAS cohort proficiency

**Green:** Indicates that PCSB is open to consider for 2015 PMF

**Yellow:** indicates that PCSB will open up these topics when PARCC is fully implemented in 2015. PCSB will send out a survey in 2015 to collect LEA's feedback

**Red:** Not on table for 2015

# Three Options on table when PARCC is fully implemented in 2015

**Option 1:** No Change to gateway metric

**Option 2:** Reduce gateway weight to 7.5 from 15 if a school has one gateway grade

**Option 3:** Use a 2/3 year cohort rate for each of the gateway metrics (cohort rate of 3<sup>rd</sup> grade reading and cohort rate of 8<sup>th</sup> grade math)

# Comments, Questions, Next Meeting

**NEXT MEETING**

**MEETING FEEDBACK FORMS**

# Q & A

## **Contacts**

All feedback, comments, questions and suggestion should be forwarded to [pmf@dcpcsb.org](mailto:pmf@dcpcsb.org)

**Thank You**