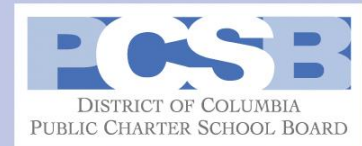# Early Childhood PMF Task Force Meeting

Tuesday, January 14, 2013
9:30 am – 11:30 am

Early Childhood Performance Management Framework (EC PMF) Meeting Goals:

a. Recap December vote

b. Level 4 SPED students (DC CAS –Alt eligible)

c. View K-2 Achievement Revised Business Rule (Re-Vote)

d. K-2 Floors and Targets – Discuss Plan

e. Mission Specific Criteria – Discuss Options and Vote

December 12 Vote Results

1. 3rd Grade Reading Floor: Task Force Vote for consistency with Elementary PMF
    a. Floor = 17.4%
    b. Calculator online is updated

2. Self – Contained Classrooms & CLASS observations: Task Force voted to:
    a. Not include observations in PMF
    b. Not observe self-contained classrooms

3. K-2 Assessments: Task Force voted to:
    1. Maintain current achievement metrics for 2013-14 and implement revised business rule 2014-15 (to be discussed today)
    2. For Norm-referenced assessment with zero NCE as growth, vote was too close. Outcome- Discuss updated information

3ʳᵈ Grade Reading and Math - Advanced Only

DC CAS Advanced Only (Reading and Math): PMF policy in place

Floor: based on the lowest 10th percentile of charter school performance over the past three years where the most recent year has 50% weight, the previous year has 30% weight and the year prior to that has 20% weight.

Target: 25%

Variable	10th pctl			Formula Floor (2014)	PMF Target (2014)
	2011	2012	2013		
3rd Grade Math - Advanced	0	0	0	0	25%
3ʳᵈ Grade Reading- Advanced	0.5%	0	1.0%	0.6%	25%

Level 4 SPED: Cognitively Impaired students

The EC PMF task force has worked on a developmentally appropriate framework. This assumes that all students will go on to take the DC CAS in 3rd grade. Students taking the DC CAS-Alt are included in all PMF frameworks.

- For DC's 1% of students who will take the DC CAS – Alt, OSSE has outlined the following criteria:

"Additionally, the parent(s) or guardian(s) must be informed that the child's achievement will be measured based on alternate academic achievement standards.[2] If the IEP team determines the student is unable to participate in the regular assessment, a statement of why the DC CAS is not appropriate and why the DC CAS-Alt is appropriate for the student is required in the student's IEP.[3] If the decision is not reflected on the current IEP, an IEP meeting must be held to address and document the decision prior to administering the test. **Students that do not have significant cognitive disabilities are not eligible to take the DC CAS-Alt.** "

PCSB

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

Level 4 SPED: Cognitively Impaired students

Proposed Business Rule: Students who would likely qualifyfor the DC CAS –Alt be allowed to take a developmentally appropriate assessment, geared for students of low cognitive ability.

Proposed Criteria (Task force members to determine):

- Assessment(s) must still meet approval criteria
- Students will still be measured on progress
- Task force needs to define eligibility criteria
- PCSB will monitor any increase of level 4 percentages at any campus

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

K-2 Achievement Metrics-Revised/Updated Business Rule

Updated proposed Business Rule based on feedback from December vote:

- Norm referenced tests: *Make the achievement target the 50th percentile/ stanine 5 unless the probability of students subsequently scoring proficient on the DC CAS is 45% or lower at that level and the probably increases substantially (above 55%) at the next decile/stanine. The level can be lowered if the research support this finding. For the first three years, the achievement level will not be increased or decreased more than one level above or below the 50th percentile/stanine 5.

*Overall, the data analyses supports increasing the achievement metric for norm referenced assessments to the 50th percentile

- 2 exceptions: strong evidence to support:
  - Terra Nova Reading – 40th percentile
  - SAT 10 Reading– 60th percentile

- Criterion referenced tests: use the publisher's guidance for achievement and progress until a minimum of three years of data is collected to further analyze.

T-Tests & Power/Sensitivity Analyses

Purpose

To ensure that the observed differences in proficiency rates between groups (eg, students in the 4th and 5th deciles) are statistically significant. To understand the sample size at which we are unlikely to make a 'false negative' conclusion (that we are noticing a difference when there is in fact not one).

Key

P = *probability that no difference exists (want p <= 0.10 or 0.05)*
Power = *probability that the difference is <u>not</u> a "false negative" (ie, the difference is "true")*
Desired N = *the minimum number of observations needed to ensure power >= 0.80*

Assessment: MAP
Subject: Math
18 LEAs using this assessment

Grades: 2

P=.0000
Power=.99

Achievement Indicator: CCR target (SS 177 = 13th percentile)

Proposed Achievement Indicator: 50th percentile **No change to Business Rule**

N size: 187

ScoreType	Decile	% Prof & Adv	% B & BB
Percentile	0-2	11%	89%
Percentile	3	10%	90%
Percentile	4	35%	65%
Percentile	5	67%	33%
Percentile	6	64%	36%
Percentile	7-9	79%	21%

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

Assessment: MAP
Subject: Reading
9 LEAs using this assessment

P=.037
Power=.57
Desired Ns = 43/43

Grades: 2

Current Achievement Indicator: CCR target (SS 179 = 24th percentile)

Proposed Achievement Indicator: 50th percentile **No change to business rule**

N size: 186

ScoreType	Decile	% Prof & Adv	% B & BB
Percentile	0-2	9%	91%
Percentile	3	36%	64%
Percentile	4	46%	54%
Percentile	5	48%	52%
Percentile	6	50%	50%
Percentile	7-9	87%	13%

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

Assessment: GMADE
Subject: Math
2 LEAs using this assessment

P=.0001
Power=.97

Grades: K-2

Achievement Indicator: Stanine 4

Proposed Achievement Indicator: Stanine 5 **No change to business rule**

N size: 37

ScoreType	Level	% Prof & Adv	% B & BB
Stanine	1-2	0%	100%
Stanine	3	0%	100%
Stanine	4	0%	100%
Stanine	5	83%	17%
Stanine	6	91%	9%
Stanine	7-9	57%%	43%

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

Assessment: SAT 10
Subject: Math
3 LEAs using this assessment

Grades: K-2

Achievement Indicator: Stanine 4

Proposed Achievement Indicator: Stanine 5 **No change to business rule**

N size: 99

ScoreType	Level	% Prof	N
Stanine	1-2	3%	97%
Stanine	3	9%	91%
Stanine	4	6%	94%
Stanine	5	44%	56%
Stanine	6	50%	50%
Stanine	7-9	33%	67%

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

Assessment: Terra Nova
Subject: Math
2 LEAs using this assessment

Grades: K-2

Achievement Indicator: 40th Percentile

Proposed Achievement Indicator: 50th Percentile **No change to business rule**

N size: 69

P=.2449
Power=.22
Desired Ns = 57/57

ScoreType	Decile	% Prof & Adv	% B & BB
Percentile	0-2	8%	92%
Percentile	3	0%	100%
Percentile	4	38%	62%
Percentile	5	64%	36%
Percentile	6	86%	14%
Percentile	7-9	84%	16%

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

Assessment: Terra Nova
Subject: Reading
0 LEAs using this assessment

Grades: K-2
Achievement Indicator: 40th Percentile
Proposed Achievement Indicator: **40th Percentile – Business rule implemented**
N size: 107

P=.091
Power=.45
Desired Ns = 40/40

ScoreType	Decile	% Prof & Ad	% B & BB
Percentile	0-2	5%	95%
Percentile	3	63%	37%
Percentile	4	60%	40%
Percentile	5	85%	15%
Percentile	6	79%	21%
Percentile	7-9	84%	16%

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

Assessment: SAT 10
Subject: Reading
18 LEAs using this assessment

Grades: K-2

Achievement Indicator: Stanine 4

Proposed Achievement Indicator: **Stanine 6 – Business Rule Implemented**

N size: 97

P=.0001
Power=.99

ScoreType	Level	% Prof & Adv	% B & BB
Stanine	1-2	3%	97%
Stanine	3	5%	95%
Stanine	4	18%	82%
Stanine	5	33%	67%
Stanine	6	100%	0%
Stanine	7-9	50%	50%

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

Norm Referenced Progress

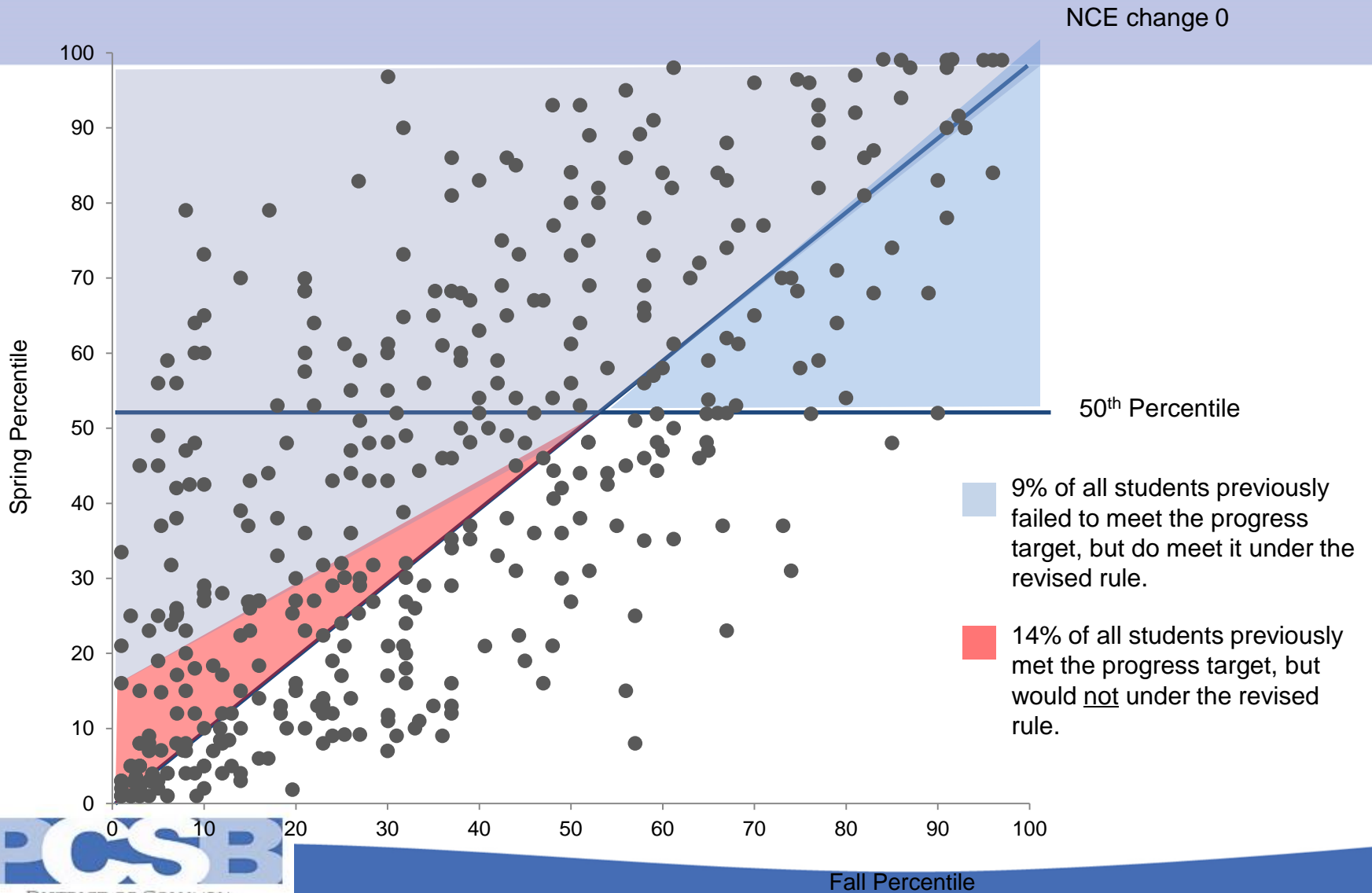**Assessments with 0 NCE for growth: GMADE, SAT 10, Scantron, and Terra Nova**

- **Pilot** Progress metric for most: make 0 or greater NCE

- **Board Approved** Norm-referenced progress metric replacement: Decrease path to achievement by 1/3

Recommendation: Keep "make 0 NCE" as growth metric for these assessments.

Rationale: Counts more students as making progress and maintains consistency with pilot metrics.

Pooled Math & Reading Growth
GMADE, SAT 10, Terra Nova results combined

NCE change 0

50th Percentile

9% of all students previously failed to meet the progress target, but do meet it under the revised rule.

14% of all students previously met the progress target, but would not under the revised rule.

Spring Percentile

Fall Percentile

K-2 Floors and Targets

- 2014 Technical Guide will be open for public comment in February. Since the task force will not have floors and targets decided upon until the February task force meeting (at the earliest), PCSB proposes the following:
  - 2014 PMF: Floors and targets for K-2 assessments are not published or viewable
    - The line for K-2 student assessments will show total percent met by school for each subject
    - Each campus will receive a complete PMF based on 2014 floors and targets and implemented business rules regarding performance metrics with 2014 data. This will assist schools in planning for 2015
  - 2015 PMF: Full PMF with floors, targets, summation of points, and tiers

Sample Possible 2014 EC PMF (Public Version)

ABC Academy PCS
2014 School Performance Report

(2013-2014)

Grades measured: Prekindergarten-3 through 3rd

Pre-Kindergarten (PK3 – PK4) Grades		
Student Progress: Academic Improvement over time	Literacy/Language	87.8%
	Mathematics	77.2%
	Social-Emotional Learning	85.4%
Teacher Interaction: Classroom Assessment Scoring System (CLASS)	Emotional Support	6
	Classroom Organization	5.2
	Instructional Support	2.1
Leading Indicator: Predictors of future student progress and achievement	Attendance	89.2%
Kindergarten – Second Grades		
Student Achievement/Progress: Meeting or exceeding academic standards and academic improvement over time	Literacy	74.0%
	Mathematics	63.3%
	Social-Emotional Learning	81.8%
Leading Indicator: Predictors of future student progress and achievement	Attendance	91.7%
	Re-Enrollment	84.0%
Third Grade		
Student Achievement: Proficient or Advanced- meeting or exceeding academic standards	DC CAS Reading	48.6%
	DC CAS Mathematics	54.8%
Student Achievement: Advanced Only	DC CAS Reading	3.9%
	DC CAS Mathematics	8.7%
Leading Indicator	Attendance	95.0%
	Re-Enrollment	85.7%

K-2 performance metrics results would reflect pilot metrics (not updated business rules for norm-referenced assessments). Per Dec. task force vote.

Mission Specific Criteria: 2015 PMF

- Mission specific goals will go to the PCSB Board for approval
  - New goals will be approved each September

- Proposed Criteria (used in the Adult Ed PMF):
  - SMART: Specific, Measurable, Attainable, Relevant, Time-bound
  - Must align with the specific mission of the charter school
  - Option for LEA to choose one SMART goal and negotiate with PCSB
  - Cannot be covered by common indicators
  - Floor – Floor can be zero or part of goal negotiation (will be a higher floor)
  - Target – 100%

- **Alternative Option**: Include Mission Specific Goals for schools who opt in but not part of the framework. Floor and target do not need to be set and schools can show more of their early childhood program. Mission can be reintegrated for optional 10% once they are rigorous if task force chooses.

PCSB
DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

EC PMF Scoring Calculator – Updated on Wiki
(Calculator is up-to-date)

DC Public Charter School Board Early Childhood PMF Calculator

Total Points Earned	**67.4**	Select PK3/PK4 Option	**2**	PK3/PK4 Mission Specific	**No**
Total Points Possible	**100**	Select K-2 Option	**2**	K-2 Mission Specific	**No**
Percent of Possible	**67.4%**				

						Weighted % of Range	**Points Possible**	**Earned Points**
Grades PK3/PK4						**64.1%**	**40**	**25.7**

	Score	N-Size	Points Poss.	Floor	Target	Percent of Range		
Progress								
Language/Literacy	80	40	5.60	40	100	66.7		67
Mathematical Thinking	80	40	5.60	40	100	66.7		67
Social-Emotional Learning	80	40	4.80	40	100	66.7		67
Teacher Interaction								
Emotional Support	5	40	5.33	4.6	6	28.6	29	
Classroom Organization	5	40	5.33	4.2	6	44.4	44	
Instructional Support	3	40	5.33	1.2	4.3	58.1	58	
Leading Indicator (Attendance)	95	40	8.00	80	90	100.0		100
Mission Specific (SMART Goal)	80	40	0.00	70	100	33.3	33	

						Weighted % of Range	**Points Possible**	**Earned Points**
Grades K-2						**69.5%**	**60**	**41.7**

	%	N-Size	Points Poss.	Floor	Target	
Student Progress and/or Achievement						
Reading	80	60	15.00	50	100	60.0	60
Mathematics	80	60	15.00	50	100	60.0	60

Items to Discuss

Next Meeting:

- K-2 Floors and Targets with updated analysis
- Mission Specific Goals
- Data Collection and Validation
- SPED

Future meeting outline:

- March - June: K-2 Floors and Targets, Layout, Tiers
- Mission Specific Goals