

## PCSB Early Childhood PMF Task Force

### June 6, 2013 9am – 11:30am

### 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 Objectives:**

- a. To finalize the EC PMF structure
- b. To review the process for summer 2013 data submission for EC PMF Pilot schools

**Attendees:**

PCSB – Erin Kupferberg, Naomi DeVeaux  
Tembo Consulting – David Stewart, Steve Cartwright  
EW Stokes – Julia Semerchia  
Imagine – Gabrielle Fardwell  
Center City – Michon Floyd  
Washington Yu Ying – Maquita Alexander  
Shining Stars – Maria Fenton  
Friendship – Zac Morford, Kimberly Campbell  
AppleTree – Michael Samuel  
CAPCS – Colin Welch, Toosdhi Tucker  
Mundo Verde – Dahlia Agular  
Capital City – Megan Reamer, Thora Belk  
Briya – Cara Sklar, Lisa Luceno  
Excel- Courtney Redding, Nikki Stewart  
KIPP DC – Irene Holtzman  
EL Haynes – Rich Pohlman  
Eagle – T. Jett Jones, Jeff Cline  
Focus – Anne Herr  
Ingenuity Prep – Aaron Cuny  
DC Prep – Hilary Dauffenbach-Tabb  
Bridges- Allison Karsh  
Howard Road – Latrice Hicks  
Creative Minds – Golnar Abedin

\*For schools serving up to the 3<sup>rd</sup> grade, 3<sup>rd</sup> grade will be included.

**Minutes:**

1. Welcome
2. Review May 21<sup>st</sup> Meeting

Leadership Update (from a meeting with Scott Pearson and Erin Kupferberg):

- Scott Pearson: Can a small percent of points or bonus points could be awarded to schools for moving students from proficient to advanced in grades K-2?
- Task Force Comments: Members are concerned with inflation and inter-rater reliability. Assessments differ in rigor. But maybe we can look at movement in the bottom quartile. The group agreed that we do not have enough data to push this forward.
- Continued Discussion:
  - We are making high stakes decisions based on outcomes. This framework really goes against ten years of research by judging school quality in EC based on outcomes and not inputs. The members of the task force did generally agree that moving to a continuum of points is better than yes/no targets.
  - One member pointed out that her LEA is comfortable with the framework because there are so many assessments to choose from that they can choose one that fits their program instead of tailoring the program to fit the assessments. If we can do a two-year study, this framework will be stronger and based on actual data instead of guessing.
  - The task force should define the questions to study in the next two years.
  - What is the clear standard(s) we are measuring? How do we know this actually measuring quality in schools. What is the measurement of success?
  - The general discussion on how to define success in early childhood centered on preparing students to be successful on the 3<sup>rd</sup> grade DC CAS. This is a focus the group has talked about throughout the meetings this spring.
  - Charters are not only about accountability but also about parent choice. Ask parents to inform the process by asking what matters most to them.

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LEAs may contact all of their stakeholders and bring that information to the task force meetings. Many LEAs have done this.

- One possibility: The EC PMF could remain a checklist- but with defined metrics. One difficulty with this is charter schools are measured on student outcomes and not on inputs, which is challenging to develop the framework.
  - At least one LEA advocated for the inclusion of Social-Emotional Assessments for students in K-2. Several LEA representatives recommended that the EC PMF not have stakes attached, at least until the end of the “research pilot”. Others proposed not to include the CLASS or to at least make it optional.
  - Our group feels we need additional guidance and information, especially data, to make these decisions.
  - A few members pushed for inputs, the same way QRIS systems are evaluated. One possible input recommended is developmental screenings for students to identify disabilities.
  - How do various input measures correlate with our outcome- success on DC CAS. If input measures we come up with lead to research measures then we can include it.
- OSSE is proposing QRIS that schools will also be held accountable based on inputs. Still have elements of uncertainty that we want more study around. The group has no substantial data to make the decisions on. Polishing and publishing the data makes it high stakes. Look for an external 3<sup>rd</sup> party to evaluate our model and the results. Also, the group mentioned making it clear in the board policy how this will be used in high stakes and when this would be tiered. Could be statistically more valid then it is because of the multiple assessments. Need time for refining the weights and metrics because of the lack of data.

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- The goal of the EC PMF is to create a more even framework to show school quality because accountability plans are inconsistent. Early childhood is typically measured on inputs but this is not a perfect system in any state right now either. When asked about not including SEL, members felt this was less developmentally appropriate.
- The group asked for more options to choose how each program will be measured. For the following options, schools will receive information based on 12-13 results in each area (when possible) to determine which option to choose for the 13-14 school year.
  - More options as a solution for PreK 3 and 4- Schools will all be measured on progress in language/literacy and math as well as attendance.
    - Option 1- only progress (language/literacy and math) and attendance
    - Option 2 - progress (language/literacy and math), attendance and CLASS,
    - Option 3 - progress (language/literacy and math), attendance and SEL.
    - Option 4 - progress (language/literacy and math), attendance and both SEL and CLASS.
    - Discuss option of including re-enrollment
- Grades K-2 – still measure progress/achievement in reading and math, re-enrollment, and attendance. Group wanted to discuss having option of SEL and/or CLASS but ran out of time. This will be posted on a discussion board.
- As the task force moves forward, the group will use data to track the extent to which all indicators are predictive of success on the 3<sup>rd</sup> grade DC CAS. Our current PMFs work like this, and we are tracking to see if this will predict future success.

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- CLASS parameters-
  - LEA will choose CLASS for half of the PreK Teachers
  - Or, LEA will choose to pay for the remaining half to also be observed through 3<sup>rd</sup> party
    - If you do not elect to use CLASS then PCSB will not mandate you are CLASS observed just to evaluate data if the LEA is not using this metric. PCSB is not willing to make schools do this in order to collect data because of the extra time commitment and resources this takes.
  
- Question posed by member to PCSB Board: Does PCSB wants the menu approach for the future or will we want to come to an agreement and limit these options? That is not an answer that PCSB can give right now but Naomi is willing to talk to board members to research this question.

#### Next Steps:

1. Data collection email going to all EC LEAs within next week to start collection process with Tembo Consulting using their secure FTP servers. This is for all schools that have elected to use the EC PMF Pilot in the 12-13 school year. Schools that have elected to use accountability plans may choose to submit their data through this method.
2. Discussion Boards – A few decisions were not made by the task force. Comments will be submitted through the discussion board forum through June 19<sup>th</sup>.
3. Proposal for the board – The board proposal needs to be submitted to the board by the end of June. Task force members will have an opportunity to read the proposal prior to the July board meeting and make comments. Once the proposal is presented in the July board meeting, the EC PMF proposal will open for a 30 day public comment period.

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