

**DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD**

<b>Staff Proposal</b>	<b>School Request</b>
<input type="checkbox"/> Board Action	<input type="checkbox"/> Enrollment Ceiling Increase
<input type="checkbox"/> Notice of Concern	<input type="checkbox"/> Change in LEA Status
<input type="checkbox"/> Notice of Deficiency	<input type="checkbox"/> Lift Board Action
<input type="checkbox"/> Notice of Probation	<input type="checkbox"/> Approve Accountability Plan
<input type="checkbox"/> Charter Warning	<input type="checkbox"/> Operate in a New Location
<input type="checkbox"/> Proposed Revocation	<input type="checkbox"/> Charter Amendment
<input type="checkbox"/> Revocation	<input type="checkbox"/> Approve E-Rate Plan
<input type="checkbox"/> Charter Continuance	
<input type="checkbox"/> Charter Approval (Full)	
<input type="checkbox"/> Charter Approval (Conditional)	
<input type="checkbox"/> Charter Denial	
<input type="checkbox"/> Proposed Revisions to PCSB Existing Policy--Vote	
<input checked="" type="checkbox"/> New PCSB Policy—Open for Public Comment	
<input type="checkbox"/> New PCSB Policy—Vote	
<input type="checkbox"/> Other	

**PREPARED BY:**            **Dr. Jackie L. Boddie**  
   **School Quality and Accountability Specialist**

**SUBJECT:**                    **Policy Proposal: Adult Education Performance Management**  
   **Framework Pilot: School Year 2012-2013**

**DATE:**                        **September 17, 2012**

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**Policy Statement**

PCSB staff requests that the Board vote the adult education pilot to be open for public comment.

The School Reform Act (SRA) grants the D.C. Public Charter School Board authority to hold D.C. public charter schools accountable for fulfilling their duties and obligations under the Act. To ensure that each school meets its student academic achievement expectations the PCSB will conduct an Adult Education PMF Pilot in the 2012-2013 School Year to track and evaluate the performance of Adult Education Charter Schools. The Pilot is optional for all Adult Education School Program Leaders, and it will be a no-fault evaluation system.

While the Pilot is underway, the Accountability Plan process will remain in effect for all adult education schools during the 2012-2013SY Pilot. New Accountability Plans will be negotiated for the 2012-2013 SY with our two new adult ed schools: MAYA AYLC and LAYC Career Academy.

## Background Information:

- (1) An adult education task force was formed during the 2010-2011SY. Meetings have been on-going. Leaders from each adult education program have represented their schools: Booker T. Washington, Carlos Rosario, Education Strengthens Families, Maya Angelou Young Adult Learning Center, The Next Step, and Youth Build. LAYC Academy, the newest charter school program, opening in the 2012SY and its leaders have been involved in the final phases of the process, and will participate in the Pilot. An A.I.R. adult education consultant was hired to assist in the development of accountability systems recognized by the US Department of Education National Reporting System (NRS) for Adult Education.
- (2) The Pilot measures program effectiveness by tracking student progress and achievement. Student progress includes learning gains as measured by tests that are valid and reliable for the population of adults that participate in the program. Student achievement includes those common goals that adults have for returning to school—to obtain a GED or high school equivalency, to prepare for college, to obtain post-secondary certification programs, and to secure entry to employment or improved employment. The assessments used to measure educational gain in the Pilot are aligned with the educational functioning levels (EFLs) as defined by the National Reporting System for adult education (NRS), which compares educational progress across the nation’s adult education programs. Standards have been proposed for the following components of the adult education programs: Adult Basic Education, Adult Secondary Education, Literacy, ESL, Mission-Specific, Workforce Certification, Job Placement, Job Retention, and College Acceptance.
- (3) The following are proposed indicators of program effectiveness in the areas of student progress, student achievement, gateway measures, and leading indicators. Proposed targets for each program effectiveness area are identified; comparisons among three states have been used to recommend reasonable DC PCSB targets for excellent outcomes during the PILOT. Conversations with school leaders are in progress to finalize targets and weights for all outcomes.

## Student Progress Measures

### Description of Indicator:

- **Educational Gain:** Participants make significant educational gains that *demonstrate progress* toward their educational, employment, and postsecondary education and training goals by progressing one level in one year.

### Notes:

- This measure of student progress includes both numbers and percentages, and reflects the schools’ request to count more than one level gain in a program year.

- Student records will be maintained and made available for scheduled PCSB audits and verification of numbers, including non-duplicated counts.

**Targets for Adult Education Charter Schools for Pilot year:  
October 1, 2012 – July 31, 2013**

#	Sample Targets for Proposed Performance Measures from Three States	<b>*Proposed 2012-2013 TARGETS PCSB</b>	<b>*D.C. 2012-2013</b>	<b>*TEXAS 2012- 2013</b>	<b>*VA 2012- 2013</b>
<b>ABE 1</b>	Percentage of adult students who will complete <b>Beginning Literacy ABE</b> level by end of program year.	60%	20%	68%	50%
<b>ABE 2</b>	Percentage of adult students who will complete <b>Beginning ABE</b> level by end of program year.	52%	26%	58%	50%
<b>ABE 3</b>	Percentage of adult students who will complete <b>Low Intermediate ABE</b> level by end of program year.	52%	27%	60%	45%
<b>ABE 4</b>	Percentage of adult students who will complete <b>High Intermediate ABE</b> level by end of program year.	45%	20%	49%	40%
<b>ABE/AS E 5</b>	Percentage of adult students who will complete <b>Low ASE</b> level by end of program year.	44%	21%	59%	37%
<b>ESL 1</b>	Percentage of adult students who will complete <b>Beginning Literacy ESL</b> level by end of program year.	54%	58%	62%	40%
<b>ESL 2</b>	Percentage of adult students who will complete <b>Low Beginning ESL</b> level by end of program year.	56%	61%	68%	44%
<b>ESL 3</b>	Percentage of adult students who will complete <b>High Beginning ESL</b> level by end of program year.	62%	50%	70%	50%
<b>ESL 4</b>	Percentage of adult students who will complete <b>Low Intermediate ESL</b> level by end of program year.	68%	37%	74%	44%
<b>ESL 5</b>	Percentage of adult students who will complete <b>High Intermediate ESL</b> level by end of program year.	50%	36%	60%	39%
<b>ESL 6</b>	Percentage of adult students who will complete <b>Advanced ESL</b> level by end of program year.	42%	17%	68%	22%

**\*Note:** In the past, programs reported on those students who exited **and** had set the goal; new Federal guidelines require that **all** students who exit **must be reported** in the denominator. The numbers you see here will be lower in future years.

**Definitions:**

Educational Gain – Learner completes or advances one or more educational functioning levels from starting level measured on entry into the program.

Enter – the classification of a participant’s level is determined by pretesting when the participant begins or returns to the adult education program for the first time within a current fiscal year.

**Student Achievement**

**Description of Indicator:**

- **Obtain secondary credential** – this indicator reflects the achievement of a GED or state-recognized equivalent.
- For programs that house a vocational education program as part of the adult education school or offer dual-enrollment classes for students with the community college, additional mission-specific measures to reflect continued student achievement include:
  - **Achieve industry-recognized certification** – Student achieves an industry-recognized certification, or
  - **Student Passes Accuplacer for Entry to College** – Student scores above the minimum criteria required for passing the Accuplacer test and entering to the college to which the student applies

**Weighting:** *TBD*

**Notes:**

- Schools with vocational education programs currently include Carlos Rosario, Booker T. Washington, ESF, YouthBuild, and Maya Angelou YALC.
- Schools offering dual enrollment in college currently include CCPA (to be opened 2013-2014 under conditional continuance approval).

Indicators	Description of indicator	Measures	Target or Standard to meet
<b>Obtain secondary credential</b>	Learner obtains passing scores on the GED tests or the learner obtains a diploma or state-recognized equivalent, documenting satisfactory completion of secondary studies (high school or adult high school diploma)	<b>Percent of program participants who exit ABE levels 4-6 and who achieve a GED or diploma within the program year</b>	<b>Highly proficient</b> – 50% of participants without a high school diploma or equivalent will earn a high school diploma or recognized equivalent within the program year <b>Proficient</b> – 35% to 49% of participants without a high school diploma or equivalent will earn a high school diploma or recognized equivalent within the program year <b>Not proficient</b> – Less than 35% of participants without a high school diploma or

Indicators	Description of indicator	Measures	Target or Standard to meet
			equivalent will earn a high school diploma or recognized equivalent within the program year
<b>Achieve industry-recognized certification</b>	Students with a secondary credential in the vocational education program who successfully complete an industry-recognized certification in this program	Percentage of students in the vocational education program who successfully complete an industry-recognized certification program within the program year	<p><b>Highly proficient</b> – 50% of program participants with secondary credential who complete an industry-recognized certification program</p> <p><b>Proficient</b> – 40% to 49% of program participants with secondary credential who complete an industry-recognized certification program</p> <p><b>Not proficient</b> – less than 40% of program participants with secondary credential who complete an industry-recognized certification program</p>
<b>Student Passes Accuplacer for Entry to College</b>	Students with a secondary credential and in the program’s transition to college dual enrollment program, who obtain a score on the Accuplacer exam that meets the minimum requirements for entry to the college to which the student applies	Percentage of students with a secondary credential who participate in the program’s dual-enrollment college program, who obtain a score on the Accuplacer exam that meets the minimum requirements for entry to the college to which the student applies	<p><b>Highly proficient</b> – 50% of program participants with secondary credential who obtain a score on the Accuplacer exam that meets requirements for entry to the college to which they apply</p> <p><b>Proficient</b> – 40% to 49% of program participants with secondary credential who obtain a score on the Accuplacer exam that meets requirements for entry to the college to which they apply</p> <p><b>Not proficient</b> – less than 40% of program participants with secondary credential who obtain a score on the Accuplacer exam that meets requirements for entry to the college to which they apply</p>

**Definition:**

Accuplacer scores: The Accuplacer is not a pass/fail test, rather, colleges have different policies to determine the score range that required for entry in that school. Given that each college has a different score minimum for entry, charter schools that wish to submit this data will need to determine the minimum scores for each community college to which their students apply and are accepted.

**Gateway Measures**

**Employment Outcomes:** Employment outcomes involve tracking the outcomes of whether a student attained a job or entered postsecondary are key to measuring the success of an adult education program.

**Description of Indicators:**

- **Enter Employment** – Learners who are in the workforce and enter the program without a job, who then obtain a job after they exit the program.
- **Retain Employment** – Learners who either enter the program with a job, or obtain a job after exit, and remain employed in the 3<sup>rd</sup> quarter after program exit.
- **Enter Postsecondary** – Students with a GED or High School Diploma successfully transition to occupational courses and/or college from the adult education program. Learners enrolling in a postsecondary education or occupational skills program, building on prior services or training received.

**Weighting:** TBD

**Notes:**

- *Employment* – The follow up for employment outcomes follows the Department of Labor standard for measuring employment outcomes, which is to follow up with students after exit to learn if they obtained a job by the 1<sup>st</sup> quarter after exit, and whether those employed students then retained their jobs by the 3<sup>rd</sup> quarter after exit. The target for entering and retaining employment applies to all students who enter the program who are in the workforce between the ages of 16 – 64 years old.
- *Postsecondary* –The **postsecondary** outcomes for those students dually enrolled in literacy/ESL and a vocational education program or college classes may be counted for educational gain under the Student Progress indicator. Only *after exit* may the program count the outcome of enter postsecondary (i.e., vocational education or college). See Student Achievement indicators for additional measures for these.

Indicators	Description of indicator	Measures	Target or Standard to meet
<b>Entered Employment</b>	Learners who obtain a job after exiting the program	Percentage of learners who are unemployed and in the labor force when they entered the program, obtain employment during the first quarter after	<b>Highly proficient – 40%</b> or more of participants not employed at enrollment (and in the workforce) will obtain unsubsidized

Indicators	Description of indicator	Measures	Target or Standard to meet
		<p>exiting the program, and who exit during the program year.</p> <p><b>Note:</b> A job obtained while the student is enrolled can be counted for entered employment and is reported if the student is still employed in the first quarter <i>after exit from the program</i></p>	<p>employment by the 1<sup>st</sup> quarter <i>after exit</i></p> <p><b>Proficient</b> – 30% to 39% of participants not employed at enrollment (and in the workforce) will obtain unsubsidized employment by the 1<sup>st</sup> quarter <i>after exit</i></p> <p><b>Not proficient</b> – less than 30% of participants not employed at enrollment (and in the workforce) will obtain unsubsidized employment by the 1<sup>st</sup> quarter <i>after exit</i></p>
<b>Retained employment</b>	Learners who remain employed in the third quarter after program exit	Percentage of learners who retain employment by the 3 <sup>rd</sup> quarter after exiting the program, including learners who either entered the program with a job or obtained a job by the first quarter after exit from the program	<p><b>Highly proficient</b> – <b>60%</b> of the <i>relevant</i> participants will retain unsubsidized employment in the 3<sup>rd</sup> quarter <i>after exit</i></p> <p><b>Proficient</b> – 50-59% of the <i>relevant</i> participants will retain unsubsidized employment in the 3<sup>rd</sup> quarter <i>after exit</i></p> <p><b>Not proficient</b> – less than 50% of the <i>relevant</i> participants will retain unsubsidized employment in the 3<sup>rd</sup> quarter <i>after exit</i></p>
<b>Enter postsecondary education or training</b>	Students with a secondary credential who successfully transition to occupational courses and/or	Percentage of program participants who have a secondary credential and who enroll in a postsecondary educational, occupational skills	<b>Highly proficient</b> – <b>60%</b> of program participants with a GED or high school diploma will enroll in postsecondary education or training

Indicators	Description of indicator	Measures	Target or Standard to meet
	college from the adult education program. Learners enrolling in a postsecondary education or occupational skills program, building on prior services or training received	training program, or an apprenticeship training program <i>after exit</i>	after exit <b>Proficient</b> – 50% to 59% of program participants with a GED or high school diploma will enroll in postsecondary education or training after exit <b>Not proficient</b> – less than 50% of program participants with a GED or high school diploma will enroll in postsecondary education or training

**Definition:**

Employment – Employment is working in a paid, unsubsidized job for more than 20 hours per week. This indicator does not include learners who are not in the workforce.

Relevant – means those students who obtained a job in the 3<sup>rd</sup> quarter after exiting the program, who are then tracked for the measure of retained employment. The total number of students who require follow-up for Retained Employment will be lower.

**Leading Indicators**

**Attendance Rates:** *Attendance* is not typically used in adult education programs because the program design is structured to meet the needs of adults, most of whom need greater flexibility due to work, but other measures for calculating attendance with adult education programs are also shown below.

**Description of Indicator:**

- **Attendance** – Participants attend classes regularly
- **Retention** - Participants remain in the program long enough to receive pre-post assessments to measure learning gain
- **Progressive attainment toward a GED or HS diploma (Optional)**– Students attain parts of GED or high school diploma to show progression toward the goal of achieving a secondary credential

**Weighting:** *TBD*



Indicators	Description of indicator	Measures	Target or Standard to meet
<b>Attendance</b>	Participants attend classes regularly	Average daily attendance shown as a percentage	<p><b>Highly proficient</b> – Average daily attendance of student population is 69% or higher</p> <p><b>Proficient</b> – Average daily attendance of student population is 60% - 68%</p> <p><b>Not proficient</b> – Average daily attendance of student population is less than 60%</p>
<b>Retention</b>	Participants remain in the program long enough to receive pre-post-testing to measure learning gain	Percent of the students with both a baseline assessment (pre-test) and a progress assessment (posttest), regardless of whether they showed a gain, in program year	<p><b>Highly Proficient</b> – 65% or more of participants will remain in the program long enough to be pre-post tested <u>in the program year</u>.</p> <p><b>Proficient</b> – 55% to 64% of participants will remain in the program long enough to be pre-post-tested <u>in the program year</u>.</p> <p><b>Not proficient</b> – Less than 55% of participants will remain in the program long enough to be pre-post-tested <u>in the program year</u>.</p>
<b>Progressive attainment toward GED or HS diploma (Optional)</b>	Students attain parts of GED or high school diploma	Percent of program participants who achieve passing rates on at least two (2) GED tests, or two (2) of the five tasks of the external part of the high school equivalency diploma	<p><b>Highly proficient</b> – 75% or more of participants without a high school diploma or equivalent will pass at least <b>two (2) GED</b> tests, or <b>two (2)</b> of the five <b>tasks</b> of the external part of the high school equivalency diploma-NEDP</p> <p><b>Proficient</b> – 65% to 74% of participants without a high school diploma or equivalent will pass at least <b>two (2) GED</b> tests, or two</p>

Indicators	Description of indicator	Measures	Target or Standard to meet
			<p>(2) of the five <b>tasks</b> of the external part of the high school equivalency diploma-NEDP</p> <p><b>Not proficient</b> – less than 65% of participants without a high school diploma or equivalent will pass at least two (2) <b>GED</b> tests, or two (2) of the five <b>tasks</b> of the external part of the high school equivalency diploma-NEDP</p>

## Proposed Weighting/TABLE

High	Medium	Low
Achieved Educational Level Gain(s)	Retention	Attendance
Obtained Secondary Credential	Achieved Industry-Approved Certificate	Mission Specific
Entered post-secondary	Dually-enrolled students achieved Accuplacer score according to selected institutions' minimum scores	Progress made toward obtaining secondary credential - <b>optional</b>
Entered employment		
Retained Employment		

Date: \_\_\_\_\_

PCSB Action: \_\_\_\_\_ Approved \_\_\_\_\_ Approved with Changes \_\_\_\_\_ Rejected

Changes to the Original Proposal:

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