

PK-8 PMF TASK FORCE: EARLY CHILDHOOD ASSESSMENTS



October 11, 2018

MEETING GOALS

- **Affirm common understanding of how early childhood assessments are evaluated and scored on the PK-8 PMF**
- **Evaluate public comment and review sector outcomes with data to determine best path forward**
- **Foster discussion around improved tracking and sector support for early childhood progress**



AGENDA

- **Looking Back:**
 - **Overview of Practice & Business Rules**
 - **Public Comment Feedback & Relevant Data**
- **Acting Now: Improvements to DC PCSB Practice**
- **Moving Forward:**
 - **Considered Options & Open Discussion**



LOOKING BACK: OVERVIEW OF PRACTICE & BUSINESS RULES



ELIGIBILITY FOR EARLY CHILDHOOD ASSESSMENTS ON THE PMF

The Early Childhood measures on the PMF include the math and reading outcomes of all FAY students in grades PK3 - 2

- **As mentioned, FAY students without an outcome count against the school's rate**
- **Rates displayed for all campuses in ELA and math (SEL optional), but count in scoring for campuses serving only PK grades and campuses ending in Grades K-3 (NWEA MAP)**



FULL ACADEMIC YEAR (FAY)

BUSINESS RULE (blue approved Sept. 2018)

“The **roster of eligible students included in each early childhood assessment (PK, K-2, and K-3 NWEA MAP) consists of those who meet the Full Academic Year requirement (FAY).**

For these assessments only, FAY is defined as the students who are included in the school’s audit for the EC grades through the first day of the end-of-year testing window.

If the publisher has specific testing windows from the start of school year that cannot be moved, students enrolled on the last day of the testing window in the fall will count for the audit date.

This business rule will be used for all PK-2 Early Childhood data.”



FAY BUSINESS RULE IN PRACTICE

For the past five years (including the past three where NWEA MAP outcomes are measured using median growth percentiles), DC PCSB counts all Full Academic Year (FAY) students in the denominator for EC assessment rates

Assessment Grade	Subject	Testing Window	Start Test Date	Start Score	Start Percentile	End Test Date	End Score	End Percentile	Projected Growth	Conditional Growth Percentile	PMF Numerator	PMF Denominator
01	Math	Spring-to-Spring	2017-05-25	148	21				24		0	1
02	Literacy	Fall-to-Spring	2017-08-15	127	1				22		0	1
02	Math	Fall-to-Spring	2017-08-23	117	1				23		0	1
02	Math	Fall-to-Spring				2018-06-06	190	44			0	1
02	Literacy	Fall-to-Spring									0	1



FAY BUSINESS RULE IN PRACTICE

Unlike the state assessment (FAY), all eligible non-tested students count (and will continue to count) in EC measures on PMF because:

- 1) Eligibility defined by testing windows, not audit alone**
- 2) Tests are not required to be completed in single session; students can start and stop the same test and continue on a later date to finish, following publisher guidelines**
- 3) Eligible non-tested students are more likely to be at-risk or SWDs; important not to exclude those students from accountability**



NWEA MAP BUSINESS RULE

(original)

Components

Median Student Conditional Growth Percentiles (CGP) is calculated by identifying the median score of:

Grades K-3: All students who attended the campus for the full academic year in school year (SY) 2017-18 in grades K-3 in schools ending in grades K-3 **for which there was a NWEA MAP CGP in [insert subject] from spring to spring (fall to spring only for new students entering the LEA) for the current year.**



NWEA MAP BUSINESS RULE

(approved Sept. 2018)

Components

Median Student Conditional Growth Percentiles (CGP) is calculated by identifying the median score of:

Grades K-3: All students who attended the campus for the FAY in SY 2018- 19 in grades K-3 in schools ending in grades K-3 using NWEA MAP CGP in [insert subject] from the prior spring to the current spring (fall to spring of the current year only for new students entering the LEA and for students who did not have a spring score the prior year) for the current year.

Eligible students without a CGP in a subject will be counted as a zero in the respective measure prior to identifying the median value.



PUBLIC COMMENT FEEDBACK & RELEVANT DATA



PUBLIC COMMENT

From LEAs:

- DC PCSB should consider a participation rate of 95% (or 98%) for NWEA MAP growth.
- Zeros should not be included for students without a valid test score.

NWEA MAP's Response to LEA Inquiry:

“The growth count is the number of students with valid growth test events for both terms. Any students that did not test in either of the terms will not be included in that calculation.”



NWEA FEEDBACK ON ACCOUNTABILITY

NWEA MAP's research response to DC PCSB inquiry about addressing eligible non-tested students in accountability:

“[For] students in a school the entire year but, for whatever reason, did not test ... excluding them could send the wrong signal, and potentially provide some incentives to not test those students for whom showing growth may be more challenging ... Ultimately, the goal here is to appropriately capture the growth that occurred in a school, and it isn't unreasonable for that to encompass all students who attended that school from the fall to the spring.”



NWEA MAP PARTICIPATION: PAST 3 YEARS

School Year	Subject	Sector Participation Rate (%)	Participation Rate - Tiered (%)	Participation Rate - Untiered (%)	Difference
2015-2016	Literacy	95.7%	98.3%	93.1%	5.2%
2015-2016	Math	95.9%	98.5%	93.5%	5.0%
2016-2017	Literacy	96.7%	96.8%	96.6%	0.2%
2016-2017	Math	97.0%	96.9%	97.1%	-0.2%
2017-2018	Literacy	95.8%	98.3%	93.9%	4.4%
2017-2018	Math	96.0%	98.4%	94.3%	4.1%



NWEA MAP PARTICIPATION:

Schools with Tiered NWEA MAP That Tested 98%+ of Students

School Year	Subject	# of Campuses Testing 98%+ of Students (out of 20)	# of Campuses with NWEA MAP as Student Progress measure	% of Campuses Testing 98%+ of Students
2016-2017	Literacy	17	20	85.0%
2017-2018	Literacy	14	20	70.0%
2016-2017	Math	17	20	85.0%
2017-2018	Math	15	20	75.0%



NWEA MAP PARTICIPATION: Comparing Tested & Non-Tested Students

School Year	Subgroup	% Students with CGPs	% Students without CGPs	% Difference
2015-2016	At-Risk	52.3	68.0	15.7
2016-2017	At-Risk	51.6	71.1	19.5
2017-2018	At-Risk	52.4	71.0	18.6



NWEA MAP PARTICIPATION:

Participation by Students with Disabilities

School Year	SWD Level	% of students at SWD level missing a growth score
2015-2016	1	5.1%
	2	6.6%
	3	3.4%
	4	19.6%
2016-2017	1	3.3%
	2	5.1%
	3	8.6%
	4	11.5%
2017-2018	1	6.4%
	2	6.1%
	3	5.0%
	4	21.2%



AVERAGE PMF PERCENT OF POINTS: PK-8 STUDENT PROGRESS MEASURES

Year	Measure	10th	Median	90th
2015-2016	Growth on NWEA MAP in ELA	21.4	74.4	100
2015-2016	Growth on the state assessment in ELA	23.5	52.0	89.0
2015-2016	Growth on NWEA MAP in math	43.0	100	100
2015-2016	Growth on the state assessment in math	30.3	53.3	85.0
2016-2017	Growth on NWEA MAP in ELA	25.9	66.9	100
2016-2017	Growth on the state assessment in ELA	23.8	42.4	74.9
2016-2017	Growth on NWEA MAP in math	68.9	100	100
2016-2017	Growth on the state assessment in math	19.3	53.8	79.3



ACTING NOW: IMPROVEMENTS TO DC PCSB PRACTICE



SY 2018-19 IMPROVEMENTS

The EC FAY business rule states that eligibility requires enrollment on the “first day of the end-of-year testing window.”

- In practice, DC PCSB pulls rosters in mid-May, and then replies to tickets based on LEA feedback**

SY 2018-19 Change: DC PCSB will verify EC assessments annually and collect testing windows from LEAs through the Hub



SY 2019-20 IMPROVEMENTS

Annual confirmation of EC assessments will be in the Hub instead of through the goals assurance process for annual reports.

- **DC PCSB is working to do this for all charter goals to replace the goals assurance process entirely by summer 2019.**
- **NOTE: Schools must confirm assessments as displayed; changing assessments requires a charter amendment**



LOOKING FORWARD: TECH GUIDE OPTIONS CONSIDERED BY DC PCSB



PROPOSAL (for LEA vote)

- A) No change to EC FAY business rule.**
- B) Revise EC FAY business rule to define eligibility based on enrollment at time of audit or five instructional days prior to end of fall testing window (instead of last day of fall testing window).**
- C) Revise EC FAY business rule to define eligibility based on enrollment on last day of spring testing window (instead of first).**
- D) Both B & C**



OPEN DISCUSSION

- **How can the sector improve the tracking of academic performance in the early childhood grades?**
 - **Why don't students take EC assessments?**
 - **What PMF rules or DC PCSB policies (if any) could be made to support this?**
- **What else can DC PCSB consider to improve its early childhood practices? What sector-level data would help inform your work?**



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