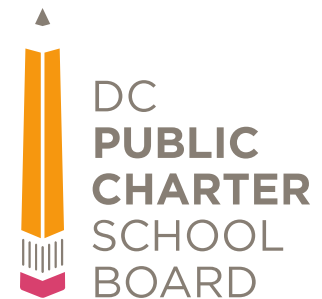


# 2017-18 ADULT EDUCATION PMF TASK FORCE MEETING



March 23, 2017

# Agenda

1. Welcome and Introductions
2. Achievement Indicator Proposals
  - a) Align Secondary Credential and GED Subject Measures
  - b) High-Level Certification Measure
3. Attendance Measure Proposal
4. Impact of Workforce Innovation and Opportunity Act (WIOA) on PMF
5. Update and Next Steps



# STUDENT ACHIEVEMENT



## 2016-17 Secondary Credential and GED Subject Measures

	Earned Secondary Credential	GED Subject Test
<b>Description</b>	Percentage of eligible students who earned a GED, and the percentage of students who earned an NEDP	Percentage of eligible students who pass individual GED subject tests as they work toward achieving the GED
<b>2016-17 Target</b>	100	100
<b>2016-17 Floor</b>	0	40

# Align Secondary Credential and GED Subject Measures

- DC PCSB will maintain targets at 100
- Adjust Floor(s)
  - 2016-17 the last year the Secondary Credential measure's floor is zero



# Earned Secondary Credential Measure

2016-17 Approved Adjusted Denominator

$$\frac{\begin{array}{l} \text{\# of students who earn a secondary credential/diploma} \\ \text{or state-recognized equivalent in the program year} \end{array}}{\begin{array}{l} \text{\# of students who earn the NEDP diploma + \# of students in the NEDP} \\ \text{assessment phase who exit without the diploma + \# of students scoring "likely} \\ \text{to pass" on all four (or all remaining) GED Ready tests in the program year +} \\ \text{\# of students recommended by the school to take the GED test w/o a GED Ready test} \end{array}} \times 100$$



# Earned Secondary Credential Measure (cont.)

March  
**2016**  
Task  
Force  
Meeting

## Proposed Floor and Target for the Obtained Secondary Credential Measure

- ▶ DC PCSB proposes to update the floor and target for this measure once we have three years of data in 2017-18
- ▶ In the meantime, we will hold the floor and target at 0 and 100, respectively
- ▶ When updating the floor and target in 2017-18, DC PCSB proposes using a three-year average of the 90<sup>th</sup> and 10<sup>th</sup> percentiles of AE school performance as the Tier 1 and Tier 3 cutoffs\*

\*Tier cutoffs are described in detail on slide 36

## Proposal A: Business Rules for Secondary Credential and GED Subject Test Floors

### Proposal for **Secondary Credential Measure**:

Calculate the floor based on the previous three years' GED attainment rates, where the Tier 3 cutoff is set at the 10<sup>th</sup> percentile of school performance, using a three-year weighted average.

### Proposal for **GED Subject Test Measure**:

Calculate the floor based on the previous three years' GED subject test data, where the Tier 3 cutoff is set at the 10<sup>th</sup> percentile of school performance, using a three-year weighted average.





## Proposal A: Calculating the 2017-18 Floors

- For 2017-18, use two-year weighted average (2015-16 and 2016-17) of the 10<sup>th</sup> percentile of school performance as the Tier 3 cutoff
- Rationale for limiting data
  - 2013-14 GED changed mid-year
  - 2014-15 N-size too small
- For now, use 2015-16 data to model business rules



# 2015-16 GED Attainment Data

2015-16			
School	GED Ready and Took GED	Passed GED	GED Pass Rate
<del>School 1</del>	$N < 10$		N/A
<del>School 2</del>	$N < 10$		N/A
<del>School 3</del>	$N < 10$		N/A
School 4	10	7	70.0%
School 5	12	9	75.0%
School 6	17	16	94.1%
School 7	39	31	79.5%
10th Percentile		71.5 (Tier 3 Cutoff)	



## Proposal A: 2017-18 Estimated Secondary Credential Floor

Target	100
Tier 3 Cutoff (10 <sup>th</sup> Percentile)	71.5
Floor	56.2

Tier 3 Cutoff and Floor to be updated in Fall 2017



# 2015-16 GED Subject Test Data

Campus	Subject	Pass Rate	Campus	Subject	Pass Rate
School 1	Math	57.1	School 1	Science	72.7
School 2	Math	65.4	School 2	Science	81.8
School 3	Math	84.0	School 3	Science	85.0
School 4	Math	87.0	School 4	Science	85.7
School 5	Math	90.2	School 5	Science	88.9
School 6	Math	98.0	School 6	Science	92.3
<del>School 7</del>	<del>Math</del>	<del>NA</del>	School 7	Science	92.6
School 8	Math	NA	School 8	Science	NA
School 1	Reading Language Arts	77.1	School 1	Social Studies	72.7
School 2	Reading Language Arts	81.1	School 2	Social Studies	75.0
School 3	Reading Language Arts	83.9	School 3	Social Studies	85.3
School 4	Reading Language Arts	85.0	School 4	Social Studies	93.4
School 5	Reading Language Arts	85.0	School 5	Social Studies	94.4
School 6	Reading Language Arts	85.9	School 6	Social Studies	97.9
School 7	Reading Language Arts	91.2	School 7	Social Studies	100.0
School 8	Reading Language Arts	NA	School 8	Social Studies	NA
10th Percentile			72.7 (Tier 3 Cutoff)		

## Proposal A: 2017-18 Estimated GED Subject Test Floor

Target	100
Tier 3 Cutoff (10 <sup>th</sup> Percentile)	72.7
Floor	58.0

Tier 3 Cutoff and Floor to be updated in Fall 2017



## Proposal B: Business Rules for Secondary Credential and GED Subject Test Floors

### Proposal for **Secondary Credential Measure**:

Calculate the floor based on the previous three years' GED attainment rates, where the Tier 1 cutoff is set at the charter sector pass rate, using a three-year weighted average.

### Proposal for **GED Subject Test Measure**:

Calculate the floor based on the previous three years' GED subject test data, where the Tier 1 cutoff is set at the charter sector pass rate, using a three-year weighted average.



## Proposal B: Modeling the 2017-18 Floors

- Set the Tier 1 cutoff at
  - For now, use two-year weighted average pass rate
  - In November, use three-year weighted average pass rate



# GED Attainment Rates

2014-15		2015-16	
GED Test Takers	GED Pass Rate	GED Test Takers	GED Pass Rate
17	94.1%	95	81.1%
Two-Year Weighted Average		83.1%	





## Proposal B: 2017-18 Estimated Secondary Credential Floor

Target	100
Tier 1 Cutoff (Two-Year Weighted Average)	83.1
Floor	51.7

Tier 1 Cutoff and Floor to be updated in Fall 2017



# Proposal A and B Summary

- Proposal A
  - Tier 3 Cutoff = 10<sup>th</sup> percentile of school performance
- Proposal B
  - Tier 1 Cutoff = charter sector average



# Implementation Options

## Option 1

- Immediate transition to one of the new business rules on the 2017-18 PMF's Secondary Credential and GED Subject Test measures

## Option 2

- Apply the 2016-17 GED Subject Test floor business rule to the 2017-18 Secondary Credential measure
- Implement the new business rule for both measures on the 2018-19 PMF



# Implementation Options (cont.)

## Option 1: Transition now

	2016-17	2017-18	2018-19
Secondary Credential	Target: 100 Floor: 0	Target: 100 Floor: TBD*	Target: 100 Floor: TBD*
GED Subject Test	Target: 100 Floor: 40	Target: 100 Floor: TBD*	Target: 100 Floor: TBD*

\* Implement approved business rule using data

## Option 2: Transition 2018-19

	2016-17	2017-18	2018-19
Secondary Credential	Target: 100 Floor: 0	Target: 100 Floor: 40	Target: 100 Floor: TBD*
GED Subject Test	Target: 100 Floor: 40	Target: 100 Floor: 40	Target: 100 Floor: TBD*



# Earned High-Level Certification Measure

Proposal: display-only for another year

- No data to determine floor or target
- Use data from 2016-17 and 2017-18 to set 2018-19 PMF floor and target
- Discuss data collection and validation with schools



# ATTENDANCE MEASURE



# Attendance Measure

Consider using OSSE's validated attendance rates instead of DC PCSB's

- Reduce data validation burden
- Minimal difference between OSSE's rates and DC PCSB's



# 2015-16 In-Seat Attendance Rates

	PMF ISA Rate (12-Hour Rule)	OSSE ISA Rate	PCSB ISA Rate (15-Day Rule)	Difference Between OSSE & 15-Day ISA Rates
School 1	56.1	57.5	57.5	0.0
School 2	58.6	72.4	71.0	1.4
School 3	66.0	69.1	69.1	0.0
School 4	67.0	65.3	65.4	-0.1
School 5	69.1	72.9	72.9	0.0
School 6	70.9	55.0	55.0	0.0
School 7	73.0	66.4	66.4	0.0
School 8	74.2	73.7	74.0	-0.3





# IMPACT OF WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA) ON PMF



# WIOA Overview

- The Act was “designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with...skilled workers...”
- The Act sets “performance accountability indicators and...reporting requirements to assess the effectiveness of state and local areas in achieving positive outcomes for individuals...”
  - US Department of Education, December 2016  
(available at <http://bit.ly/2mNZdm1>)



## WIOA Overview (cont.)

- Signed into law July 2014
  - Effective July 2015
  - Further provisions effective July 2016
- Additional implementation requirements forthcoming



## WIOA's Impact on PMF

- Out of the labor force phased out July 2016
- Beginning with 2017-18 PMF, all students will count toward the College and Career Readiness indicator
- Will discuss in-depth once additional implementation guidelines released



## 2015-16 Out of Labor Force Rates

School	Rate Exempt/Out of the Labor Force
School 1	75%
School 2	0%
School 3	1%
School 4	0%
School 5	88%
School 6	0%
School 7	32%
School 8	35%



# UPDATE AND NEXT STEPS



# Update on Data Collection

- In coming weeks/months, DC PCSB will collect program(s) of study details for AE students
- Create a Hub collection process that's aligned to the way LEAs store these data in SIS
- In 2017-18, plan to collect data quarterly in the Hub
- More details to come



## Next Steps

- Feedback forms due Friday, March 31
- April Task Force Meeting unlikely
- PMF Policy & Technical Guide Open for Public Comment Monday, May 22





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