

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Staff Proposal	School Request
<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 type="checkbox"/> New PCSB Policy—Open for Public Comment	
<input checked="" type="checkbox"/> New PCSB Policy—Vote	

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SUBJECT: 2014 Adult Education Framework Floors and Targets

DATE: December 16, 2013

PROPOSAL

The District of Columbia Public Charter School Board (“PCSB”) staff recommends that the Board vote to approve the proposal to establish floors and targets for all indicators for the 2013-2014 School Year in the Adult Education Performance Management Framework (“Adult Ed PMF”) and the business rules to adjust them in future years.

This proposal has not been made available for public comment prior to this vote. The proposal was developed and approved by a task force comprised of all DC adult education charter schools, and thus represents the views of 100% of affected constituencies.

BACKGROUND

PCSB has developed the Adult Ed PMF in collaboration with adult education charter schools, local charter advocacy organizations, the American Institutes for Research, and Tembo Consulting in order to objectively assess the quality of programs serving adults in DC, including young adults who are disconnected from the K-12 system.

The Adult Ed PMF is designed to measure the effectiveness of eligible school programs and is divided into five indicators that together measure the quality of a school’s adult education program: (1) student progress, defined as learning gains as measured by tests that are valid and reliable for adults and disengaged youth, (2) student achievement, as measured by passage rates of students enrolled in a GED program and who take the GED test, (3) career and college readiness, measured by the percent of students

entering employment or postsecondary education or students who remain employed, (4) leading indicators of attendance and student retention, and (5) mission-specific goals, assessing aspects of the school’s program otherwise not captured.

FLOORS AND TARGETS

The target is the value at which a school receives the maximum amount of points for the metric and the floor is the point at which a school receives zero points for their performance.

The proposed floors and targets were developed using data reported from the Office of Vocational and Adult Education (“OVAE”) and have been approved by the adult education taskforce. More specifically, the floor for each indicator was calculated using national 2011-12 data from the bottom 10% of states. Each target was created to be equal to the state of Maryland’s performance + 1%. The cohort used to establish the floors and targets were only the students who pre- and post-tested. Students who entered the class and but did not take the post-test are not included. This logic provides schools with a reasonable target wherein they can earn maximum points on the PMF if they exceed the average performance of the closest jurisdiction with a high population of an urban center – Baltimore, MD. Some of the targets were revised to be even higher if the range between floors and targets were smaller than 30 points. It’s worth noting there are two exceptions to this methodology. The taskforce voted unanimously to lower the Attendance target from 79% to 70% and to lower the percent entering employment or postsecondary target from 100% to 75%. This was done based on the baseline data collected for all schools.

PCSB suggests the Board evaluate the floors and targets each year for the Adult Ed PMF based on the most recent year of DC’s adult education charter school-level data and national data reported by the US Department of Education, OVAE. PCSB also suggests the Board adjust the floors and targets to account for changes related to the methodology and/or the assessments used to calculate each specific indicator. Below is a chart with each indicator and the floor and targets.

Student Progress Indicator

<i>Level</i>	<i>Metric</i>	Floor	Target
ABE 1	Percentage of adult students who will complete Beginning Literacy ABE level by end of program year.	0.0%	100.0%
ABE 2	Percentage of adult students who will complete Beginning ABE level by end of program year.	19.8%	100.0%
ABE 3	Percentage of adult students who will complete Low Intermediate ABE level by end of program year.	36.5%	86.5%
ABE 4	Percentage of adult students who will complete High Intermediate ABE level by end of program year.	25.0%	65.0%
ABE 5 (ASE)	Percentage of adult students who will complete Low ASE level by end of program year.	0.0%	100.0%
ESL 1	Percentage of adult students who will complete Beginning Literacy ESL level by end of program year.	26.7%	100.0%
ESL 2	Percentage of adult students who will complete Low Beginning ESL level by end of program year.	63.5%	93.5%
ESL 3	Percentage of adult students who will complete High Beginning ESL level by end of program year.	47.8%	77.8%

ESL 4	Percentage of adult students who will complete Low Intermediate ESL level by end of program year.	35.7%	65.7%
ESL 5	Percentage of adult students who will complete High Intermediate ESL level by end of program year.	32.8%	62.8%
ESL 6	Percentage of adult students who will complete Advanced ESL level by end of program year.	13.2%	49.8%

Student Achievement

<i>Metric</i>	Floor	Target
Obtain secondary credential: Percentage of students that attempt and attain a passing score on the English/Spanish 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) out of the total number of students who attempt the English/Spanish GED.	0.0%	100.0%

Career/College Readiness

<i>Metric</i>	Floor	Target
Entered Employment ¹ : Percentage of adult students who are in the labor force ² but enter the program without a job and either a) obtain a job after exiting the program or b) obtain a job while they are enrolled in the program and still hold a job during the first quarter of exit from the program.	0.0%	75.0%
Retained Employment: Learners who either enter the program with a job, or obtain a job after exit, and <i>remain employed</i> in the 3 rd quarter after program exit.	39.8%	69.8%
Entered Postsecondary Education: Percentage of students with a secondary credential and who enroll in a postsecondary educational, occupational skills training program, or an apprenticeship training program after exit in the current year.	0.0%	75.0%

¹ Employment is working in a paid, unsubsidized job or working 15 hours or more per week in an unpaid job on a farm or business operated by a family member or the student.

² As defined by Department of Labor: "Labor force measures are based on the civilian, non-institutional population 16 years old and over. (Persons under 16, all inmates of institutions and persons on active duty in the Armed Forces are excluded.) All other members of the civilian, non-institutional population who are 16 or over and have a job or are actively looking for one and available to work are classified as in the labor force."

Leading Indicators

<i>Metric</i>	Floor	Target
Attendance: Percentage of students who attend classes regularly	49.5%	70.0%
Retention: Percentage of students with both a baseline assessment (pre-test) and a progress assessment (post-test), regardless of academic gain within the program year divided by the total number of students who were in the program, as defined by taking the pre-test.	43.3%	76.7%

Mission Specific Indicators

Mission-specific measures must align with the mission of the charter school. All programs may select up to three mission-specific measures. Schools must develop mission-specific measures that are not covered by an existing Adult Ed PMF indicator, such as Career and Technical Education certification or diploma or learning a specific trade. Mission-specific goals will not have floors and targets – schools will only receive points if they fully meet the goal.