

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

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

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

SUBJECT: **Adult Education Performance Management Framework Pilot**

DATE: **November 19, 2012**

Proposal/Request. PCSB staff requests that the Board vote to approve the attached Adult Education Performance Management Framework Pilot. The pilot includes feedback received from public charter school leaders, adult education consultants and advisors, and task force members. The feedback is appended to the end of the policy.

Revisions to the Adult Ed PMF include changes to the targets determined by a thorough review of DC, MD, and VA actual performance outcomes and proposed targets. These findings have been included in the newly created PMF calculator, which clearly outlines the indicators for each category. It is attached to the proposal.

The educational gains measure includes both numbers and percentages, and reflects the schools’ request to count more than one level gain a program year. Two reports of education gain will be made with corresponding targets to include:

- All students in the program who have participated 12 or more hours who make a level gain within the program year; and
- All students who have been pre-posttested within the program year.

Two student achievement indicators have been removed from this category: Achieve Industry Certification and Pass College Entry Examination. These do not apply to all

schools. Schools with vocational education programs include Carlos Rosario, Booker T. Washington, ESF, YouthBuild, and Maya Angelou. Schools offering dual enrollment in college currently include YouthBuild and Community College Preparatory Academy.

Several schools (not all) expressed concerns related to the requirement of tracking students after matriculating from respective adult education programs to post-secondary and job placement. The PCSB did not modify this requirement in the pilot. Schools' concerns focused on human resources required to track transitory populations. These requirements are in line with the National Reporting System for Adult Education.

Background. To track and ensure that the performance of each adult education charter school meets its student academic goals and expectations, the DC Public Charter School Board has developed an Adult Education PMF Pilot for the 2012 - 2013 school year. PCSB staff requests that the Board approve the pilot of the Adult Education Performance Management Framework (PMF). This framework will be used as a common accountability measure for schools with students 16 years and older whom the Adult Education and Family Literacy Act defines as adults. During the pilot year, a task force of PCSB staff and schools will schedule dates for the collection of data from the adult education schools. The task force will then analyze the data and feedback submitted, according to the scheduled dates. These procedures and reports will determine if and how the framework requires adjustment before it is officially implemented in the 2013 – 2014 school year.

If approved, the Adult Education PMF will replace the current accountability plan system. The pilot is optional for all adult education charter schools. While the pilot is underway, the accountability plan process will remain in effect for all previously established adult education charter schools. The two new adult education charter schools which opened during the 2012 -2013 school year, MAYA Young Adult Learning Center PCS and LAYC Career Academy PCS, will collect and analyze data for the current school year using the Adult Education Pilot PMF. The Adult Education PMF is a no-fault evaluation system during the pilot year. The Indicators of Program Effectiveness for the Adult Education Charter Schools Pilot Program and the draft Performance Report (Calculator) are attached.

For school years 2010-2011 and 2011-2012, the PCSB has used accountability plans for adult education schools with students 16 years and older. The accountability plan measures schools on student progress, student achievement, leading indicators and optional targets for mission specific goals, which align to the PMF. These plans have been approved by the Board for adult education schools to use until a Performance Management Framework (PMF) is developed, piloted, and officially implemented for these unique populations.

Date: _____
PCSB Action: _____ Approved _____ Approved with Changes _____ Rejected
Changes to the Original Proposal/Request: _____



Indicators of Program Effectiveness for the Adult Education Public Charter Schools Pilot Program

Prepared under contract to:
DC Public Charter School Board

Prepared by:
Dahlia Shaewitz, American Institutes for Research

Revised:
November 7, 2012

Note: Highlights indicate new or revised text since August 23.

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Overview

The DC Public Charter School Board (PCSB) has developed performance indicators for its adult education public charter schools to address the quality of programs serving adults in DC including young adults who have disconnected from the K-12 system. These performance indicators reflect the importance of student progress and achievements as well as program quality. These indicators have been developed for use as a pilot in the next school year, with the pilot beginning on September 1, 2012 and ending on July 31, 2013. It is important to note that unlike K-12, the adult education schools remain open year-round. Performance indicators may be used in addition to other information, such as demographics, student records, and other resources to monitor charter schools.

The Students:

The Adult Education and Family Literacy Act (AEFLA), section 203, describes adult education as services or instruction below the postsecondary level for individuals: a) who have attained 16 years of age; b) who are not enrolled or required to be enrolled in secondary school under State law; and c) who lack sufficient mastery of basic educational skills to enable the individual to function effectively in society; do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or are unable to speak, read, or write the English language.

The intent of the adult education public charter schools is to improve the educational skills and/or English proficiency of their students, while enhancing their opportunities to advance their postsecondary education and skills, and their employability. Understanding the goals of the adult education public charter schools is key to selecting the right indicators, collecting valuable data, and using that data for continuous program review and improvement to provide the highest quality services to the adult learners in DC. The indicators of performance presented here address the goals of the adult education public charter schools.

The Indicators:

The pilot outlines two types of indicators: program effectiveness and program quality. **Program effectiveness** is measured 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 improve their educational skills to obtain a GED, high school equivalency, or academic skills to prepare them for college; and to improve their educational skills to prepare them for a postsecondary certification program, job skills, entry to employment, and improved employment options. Charter Schools must report the required measures on all students who receive 12 hours or more of service.

Adult education charter schools in DC will be required to use an assessment for educational gain that has been aligned with the common educational functioning levels (EFLs) currently used in the National Reporting System (NRS) for Adult Education¹. See Appendix B for a list of NRS-approved assessments currently used by the adult education public charter schools.

Program quality measures the operational elements of programs and may include program design, curriculum and instruction, staff qualifications, professional development, and support services.

¹ See *NRS Implementation Guidelines* and other reference documents regarding measuring educational gain and the EFLs.

Indicators of program quality examine the aspects of an adult education program that best serve the needs of this population. In addition, program quality reflects the fidelity to which adult education charter school programs address the goals of their charters. (The program quality measures are presented in a separate document and will be adapted to School Quality Reviews of adult education programs in the future.)

Program Effectiveness

Following are potential indicators for program effectiveness in terms of student progress and student achievement. Notes are provided at the start of each section to highlight additional information about each indicator, and measures of effectiveness and definitions are provided where helpful.

Overall notes on students served: Several adult education schools suggested that they are serving “disconnected youth” or older youth as opposed to the adult learner population. However, AEFLA defines adults as individuals age 16 and older. Youth within these age ranges are considered adults and while there are certain challenges to serving youth, these challenges are similar to those serving adults of any age or demographic. Regardless of age, adult students attend programs with specific goals to: improve their English proficiency, improve their skills to obtain or improve their employment prospects, and to improve their literacy and numeracy skills to enter a postsecondary program or college. Progress in literacy and numeracy skills supports these broader goals. Family literacy programs add early childhood and parenting elements to their program, but still serve the needs of learners for literacy and English proficiency at a minimum. Therefore no distinction is made regarding indicators for different age groups of adults.

In addition, all adult education programs must serve students with identified disabilities as per the Americans with Disabilities Act (ADA). This means that programs are responsible to provide accommodations for adults who disclose a disability and request accommodations.

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. Programs will report educational gain using assessments validated for use with the adult population and aligned with the educational functioning levels (EFLs) as described by the National Reporting System (NRS) for Adult Education.

Reporting Table: See Sample Reporting Tables 1 and 2 in Appendix A

Weighting of outcomes: TBD. [Adult Ed. PMF Calculator](#)

Notes:

- Measures of student progress include both numbers and percentages, and reflect the schools' request to count more than one level gain in a program year (see Sample Reporting Table 1, Column D).
- Two reports of educational gain will be made with corresponding targets to include:
 - All students in the program who have participated 12 or more hours who make a level gain within the program year and
 - All students who have been pre- and posttested within the program year.
- Student records will be maintained and made available for scheduled PCSB audits and verification of numbers, including non-duplicated counts.

Targets² for Adult Education Charter Schools for Pilot year – October 1, 2012 – July 31, 2013

#	Sample Targets for Proposed Performance Measures from Three States	TARGETS 2012-2013 Students enrolled 12 or more hours	TARGETS 2012-2013 Only Pre-Posttested Students
ABE 1	Percentage of adult students who will complete Beginning Literacy ABE level by end of program year.	43%	69%
ABE 2	Percentage of adult students who will complete Beginning ABE level by end of program year.	48%	77%
ABE 3	Percentage of adult students who will complete Low Intermediate ABE level by end of program year.	46%	73%
ABE 4	Percentage of adult students who will complete High Intermediate ABE level by end of program year.	32%	53%
ABE/ASE 5	Percentage of adult students who will complete Low ASE level by end of program year.	50%	67%
ESL 1	Percentage of adult students who will complete Beginning Literacy ESL level by end of program year.	58%	86%
ESL 2	Percentage of adult students who will complete Low Beginning ESL level by end of program year.	63%	85%
ESL 3	Percentage of adult students who will complete High Beginning ESL level by end of program year.	55%	73%
ESL 4	Percentage of adult students who will complete Low	46%	63%

² Target values were determined by a review of DC, MD, and VA actuals, and proposed targets for DC and VA

Developing Performance Indicators for Adult Education Public Charter Schools

	Intermediate ESL level by end of program year.		
ESL 5	Percentage of adult students who will complete High Intermediate ESL level by end of program year.	41%	56%
ESL 6	Percentage of adult students who will complete Advanced ESL level by end of program year.	25%	26%

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 program year.

Student Achievement

Description of Indicator:

- **Obtain secondary credential** – this indicator reflects the achievement of a GED or state-recognized equivalent.

Reporting Table: See Sample Reporting Table 3 in Appendix A

Weighting: TBD and reported in the PMF Adult Ed Calculator (attached).

Note: GED in Spanish will count toward total outcomes in the PMF, and PCSB will add a note in the Annual Report that this number includes Spanish GED for applicable programs

Indicators	Description of indicator	Measures	Target or Standard to meet
Obtain secondary credential	Learners enrolled in the program who take all GED tests, or are enrolled in adult high school <u>at the high ASE level, or are enrolled in the assessment phase</u> of the EDP who exit during the program year.	Percentage of learners who obtain certification of attaining passing scores on GED tests, or obtain a diploma or State-recognized equivalent, documenting satisfactory completion of secondary studies (high school or adult high school diploma) who exit during the program year.	Highly proficient – 70% of participants without a high school diploma or equivalent who earn a secondary credential within the program year Proficient – 60% to 69% of participants without a high school diploma or equivalent who earn a secondary credential within the program year Not proficient – Less than 60% of participants without a high school diploma or equivalent who earn a secondary within the program year

Gateway Measures

Description of Indicators:

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

Reporting Table: See Sample Reporting Table 4 in Appendix A

Weighting: TBD. See Adult Ed. Pilot PMF Calculator draft.

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 1st quarter after exit, and whether those employed students then retained their jobs by the 3rd quarter after exit. The target for entering and retaining employment applies to all students who enter the program who are in the labor force. For the *Entered Employment* measure, 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 *after exit from the program*
- *Postsecondary* – Entry to Postsecondary Education or Training can occur any time from the time of exit till the end of the following program year; student counts may not be duplicated for these goals. Only *after exit* may the program count the outcome of enter postsecondary (i.e., vocational education or college).

Indicators	Description of indicator	Measures	Target ³ or Standard to meet
Entered Employment	Learners in the labor force 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 exiting the program, and who exit during the program year.	Highly proficient – 68% or more of participants not employed at enrollment (and in the workforce) will obtain unsubsidized employment by the 1 st quarter <i>after exit</i> Proficient – 58% to 67% of participants not employed at enrollment (and in the workforce) will obtain unsubsidized employment by the 1 st quarter <i>after exit</i> Not proficient – less than 57% of participants not employed at enrollment (and in the workforce) will obtain

³ Where DC actuals were available for the previous year, we have used that number as the target for PCSB for the pilot. Where those data were not available (due to low survey response rates), the MD actuals were used.

			unsubsidized employment by the 1 st quarter <i>after exit</i>
Retained employment	Learners in the labor force who remain employed in the third quarter after program exit	Percentage of learners who retain employment by the 3 rd 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	Highly proficient – 60% of the <i>relevant</i> participants will retain unsubsidized employment in the 3 rd quarter <i>after exit</i> Proficient – 50-59% of the <i>relevant</i> participants will retain unsubsidized employment in the 3 rd quarter <i>after exit</i> Not proficient – less than 50% of the <i>relevant</i> participants will retain unsubsidized employment in the 3 rd quarter <i>after exit</i>
Entered Postsecondary Education or Training— current program year	Students with a secondary credential who 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	Percentage of program participants who have a secondary credential and who enroll in a postsecondary educational, occupational skills training program, or an apprenticeship training program <i>after exit in the current year</i>	Highly proficient – 73% of program participants with a GED or high school diploma will enroll in postsecondary education or training after exit Proficient – 63% to 72% of program participants with a GED or high school diploma will enroll in postsecondary education or training after exit Not proficient – less than 62% of program participants with a GED or high school diploma will enroll in postsecondary education or training See footnote³ re: targets.
Entered Postsecondary Education or Training— prior program year (UNWEIGHTED IN FIRST TWO YEARS)	Students with a secondary credential who successfully transition to occupational courses and/or college from the adult education program. Learners enrolling in a postsecondary education or occupational skills program, building	Percentage of program participants who have a secondary credential and who enroll in a postsecondary educational, occupational skills training program, or an apprenticeship training program <i>after exit during the previous program year</i>	Need to establish a baseline

	on prior services or training received		
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Definition:

Employment – 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

Relevant – means those students who obtained a job in the 1st 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.

In the labor force – 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.”⁴

⁴ <http://www.dol.gov/odep/topics/DisabilityEmploymentStatistics.htm>

Leading Indicators

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

Reporting Table: See Sample Reporting Table 5 in Appendix A

Weighting: TBD. Adult Ed. Pilot PMF Calculator Draft attached.

Indicators	Description of indicator	Measures	Target or Standard to meet
Attendance	Participants attend classes regularly	Average daily attendance shown as a percentage	Highly proficient – Average daily attendance of student population is 69% or higher Proficient – Average daily attendance of student population is 60% - 68% Not proficient – Average daily attendance of student population is less than 60%
Retention	Participants remain in the program long enough to receive pre-posttesting 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	Highly Proficient – 65% or more of participants will remain in the program long enough to be pre-post tested in the program year. Proficient – 55% to 64% of participants will remain in the program long enough to be pre-post tested in the program year. Not proficient – Less than 55% of participants will remain in the program long enough to be pre-post tested in the program year.
Progressive attainment toward GED or HS diploma (Optional)	Students attain parts of GED or high school diploma	Percent of program participants in ABE levels 4-6 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	Highly proficient – 75% or more of participants without a high school diploma or equivalent will pass at least two (2) GED tests, or two (2) of the five tasks of the external part of the high school equivalency diploma Proficient – 65% to 74% of

			participants without a high school diploma or equivalent will pass at least two (2) GED tests, or two (2) of the five tasks of the external part of the high school equivalency diploma Not proficient – less than 65% of participants without a high school diploma or equivalent will pass at least two (2) GED tests, or two (2) of the five tasks of the external part of the high school equivalency diploma
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Pre-Posttesting: Pre-posttest timeframes depend on the test used, so this will vary by publisher-stated testing timeframes. Publisher-stated testing timeframes for NRS-approved assessments may be found here: <http://www.nrsweb.org/docs/pubs/AssessmentPolicyGuidance.pdf>

Mission-Specific Measures

Description of Indicators: Mission-specific measures must align with the mission of the charter school. All programs must select a minimum of one and a maximum of three mission-specific measures. Targets will be negotiated with PCSB.

Appendix A – Sample Reporting Tables for Indicators

Sample Reporting Table 1

Student Progress Shown as Educational Gains by Educational Functioning Level

Pilot Year: October 1, 2012 – July 31, 2012

Enter number of participants for each category listed and calculate percentage of participants completing each level.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Number Completed Level Within Program Year (C)	Number Completed More Than One Level Within Program Year (D)	Number Separated Before Completed (E)	Number Remaining Within Level (F)	Percentage Completing Level (G)
ABE Beginning Literacy	100	50	12	2	48	50%
ABE Beginning Basic						
ABE Intermediate Low						
ASE Low						
ESL Beginning Literacy						
ESL Low Beginning						
ESL High Beginning						
ESL Intermediate Low						
ESL Intermediate High						
ESL Advanced						
Total						

Instructions for Completing Table for Student Progress Measures of Educational Gain

The total in Column B should equal the total number of participants in the school for the program year.

Column C is the total number of learners who completed a level, including learners who left after completing and learners who remained enrolled and moved to one or more higher levels.

Column D represents a subset of Column C (Number Completed Level) and is learners who completed more than one level in that program year, including learners who left after completing two or more levels and learners who remained enrolled and moved to two or more higher levels.

Column E is students who left the program and have no scheduled services.

Column C + E + F should equal the total in Column B.

Column F represents the number of learners still enrolled who are at the same educational level as when entering.

Each row total in Column G is calculated by using the following formula:

$$G = \text{Column C} / \text{Column B}$$

Sample Reporting Table 2

Student Progress Shown as Educational Gains by Educational Functioning Level for Students Pre- and Posttested

Pilot Year: October 1, 2012 – July 31, 2012

Enter number of participants for each category listed and calculate percentage of participants completing each level.

Entering Educational Functioning Level (A)	Total Number Enrolled Pre- and Posttested (B)	Number Completed Level Within Program Year (C)	Number Completed More Than One Level Within Program Year (D)	Number Separated Before Completed (E)	Number Remaining Within Level (F)	Percentage Completing Level (G)
ABE Beginning Literacy	80	40	8	10	30	50%
ABE Beginning Basic						
ABE Intermediate Low						
ASE Low						
ESL Beginning Literacy						
ESL Low Beginning						
ESL High Beginning						
ESL Intermediate Low						
ESL Intermediate High						
ESL Advanced						
Total						

Instructions for Completing Table for Student Progress Measures of Educational Gain

The total in Column B should equal the total number of participants in the school for the program year who were pre- and posttested.

Column C is the total number of learners who completed a level, including learners who left after completing and learners who remained enrolled and moved to one or more higher levels.

Column D represents a subset of Column C (Number Completed Level) and is learners who completed more than one level in that program year, including learners who left after completing two or more levels and learners who remained enrolled and moved to two or more higher levels.

Column E is students who left the program and have no scheduled services.

Column C + E + F should equal the total in Column B.

Column F represents the number of learners still enrolled who are at the same educational level as when entering.

Each row total in Column G is calculated by using the following formula:

$$G = \text{Column C} / \text{Column B}$$

Sample Reporting Table 3

Student Achievement Indicators
Pilot Year: October 1, 2012 – July 31, 2012

Student Achievement Indicator	Number of participants who exited program	Number of participants included in follow up survey	Number of participants responding to follow up survey	Response rate	Number of participants achieving outcome	Percent of participants achieving outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Obtained GED or Secondary School Diploma	100	100	75	75%	42	56%

Instructions for Completing Leading Indicators Table

Report in Column B the number of participants who (1) took all five subject area GED tests or (2) were enrolled in adult high school at the high ASE level or (3) were enrolled in the assessment phase of the National External Diploma Program (NEDP) who exited during the program year.

The number in Column C should equal the number in Column B *unless random sampling was used*. If the program used random sampling, then enter in Column C the total number of students included in the survey.

The number in Column D should be less than Column C, unless there was a 100-percent response rate to the survey.

Column E = $\frac{\text{Column D}}{\text{Column B}}$, unless the program used random sampling.

In Column F, the number should be equal to or less than the number in Column D.

Column G is the number in Column F divided by the number in Column D. Column G should never be greater than 100 percent. If the response rate is less than 50 percent (Column E), then the percent reported in Column G is not considered valid.

Sample Reporting Table 4
Gateway Measures
Pilot Year: October 1, 2012 – July 31, 2012

Gateway Measures	Number Of Participants Who Exited The Program	Number Of Participants Included In Follow Up Survey	Number Of Participants Responding To Survey	Response Rate From Follow Up Survey	Number Of Participants Achieving Outcomes	Percent Of Participants Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Entered Employment*	100	100	75	75%	62	83%
Retained Employment**	70	70	35	50%	31	86%
Entered Postsecondary Education or Training—exit current program year***	200	200	120	60%	30	25%
Entered Postsecondary Education or Training—exit prior program year***	200	200	80	40%	20	25% (not valid due to response rate)

Instructions for Completing Table for Gateway Measures

* Report in Column B the number of participants who were unemployed at entry and in the labor force who exited during the program year. Do not exclude students because of missing Social Security numbers or other missing data.

** Report in Column B: (1) the number of participants who were unemployed at entry and who were in the labor force who exited during the program year and who entered employment by the end of the first quarter after program exit and (2) the number of participants employed at entry who exited during the program year.

*** Report in Column B the number of participants who (1) have earned a GED or high school diploma, or (2) have a secondary credential at entry, or (3) are enrolled in a class specifically designed for transitioning to community college, who exited during the program year. Enter the number of these participants who enrolled during the current program year in the row labeled current program year. Enter the number of these participants who enrolled during the program year immediately prior to the current year in the row labeled prior program year.

The number in Column C should equal the number in Column B unless random sampling was used. If the program used random sampling, then enter in Column C the total number of students included in the survey. Response rates for random sampling may not be less than 70 percent.

The number in Column D should be less than Column C, unless there was a 100-percent response rate to the survey.

Column E = $\frac{\text{Column D}}{\text{Column B}}$, unless the program used random sampling.

In Column F, the number should be equal to or less than the number in Column D.

Column G is the number in Column F divided by the number in Column D. Column G should never be greater than 100 percent. If the response rate is less than 50 percent (Column E), then the percent reported in Column G is not considered valid.

Sample Reporting Table 5
Leading Indicators
Pilot Year: October 1, 2012 – July 31, 2012

Total Number Students In Program	Attendance: Average Daily Attendance of Students	Retention Numbers: Number Of Students With Pre-Posttest Scores	Retention Percentage: Percent Of Students With Both Pre- And Posttest Scores
(A)	(B)	(C)	(D)
500	69%	400	80%

Instructions for Completing Leading Indicators Table

Report in Column A the total number of students in the program including students who are in vocational education programs or who are dually enrolled in college prep classes, if these programs exist in the school.

Column D is the number in Column C divided by the number in Column A.

Sample Reporting Table 6
Leading Indicators - Optional
Pilot Year: October 1, 2012 – July 31, 2012

Number Of Students In Levels 4-6	Progressive Attainment Toward Secondary Credential: Number Of Students Passing 2 Or More GED Tests, Or 2 Or More Tasks Of The High School Equivalency Diploma (Optional)**	Progressive Attainment Toward Secondary Credential: Number Of Students Passing 2 Or More GED Tests, Or 2 Or More Tasks Of The High School Equivalency Diploma (Optional)**
(A)	(B)	
100	60	60%

Column A includes all students in ABE levels 4-6 who do not have a GED or secondary school credential.
 Column B includes those students who passed two or more of the five total GED tests, or passed two or more of the tasks of the high school equivalency diploma.
 Column C is the number in Column B divided by the number in Column A

Appendix B – Sample Assessment Tables for Educational Functioning Levels

Currently, programs are using CASAS, TABE, and TABE CLAS-E from the list of NRS-approved tests. Following is a comparison chart of those tests used for ABE and ESL students.

ABE

NRS Educational Functioning Level	TABE-R 9 & 10 Scale Scores	CASAS Scale Scores
Level 1: Beginning Literacy	160 - 367	Reading: 200 and below; Math: 200 and below; Writing: 200 and below
Level 2: Beginning ABE	368 - 461	Reading: 201-210; Math: 201-210; Writing: 201-225
Level 3: Low Intermediate ABE	462 - 517	Reading: 211-220; Math: 211-220; Writing: 226-242
Level 4: High Intermediate ABE	518 - 566	Reading: 221-235; Math: 221-235; Writing: 243-260
Level 5: Low Advanced ASE	567 - 595	Reading: 236-245; Math: 236-245; Writing: 261-270
Level 6: High Advanced ASE	596 +	Reading: 246 and above; Math: 246 and above; Writing: 271 and above

ESL

NRS Educational Functioning Level	TABE CLAS-E	CASAS Scale Scores
Level 1: Beginning ESL Literacy	Total Reading and Writing: 225-394; Total Listening and Speaking: 230-407	Reading: 180 and below; Listening: 180 and below
Level 2: Low Beginning ESL	Total Reading and Writing: 395-441 Total Listening and Speaking: 408-449	Reading: 181-190 Listening: 181-190 Writing: 136-145
Level 3: High Beginning ESL	Total Reading and Writing: 442-482; Total Listening and Speaking: 450-485	Reading: 191-200; Listening: 191-200; Writing: 146-200
Level 4: Low Intermediate ESL	Total Reading and Writing: 483-514; Total Listening and Speaking: 486-525	Reading: 201-210; Listening: 201-210; Writing: 201-225
Level 5: High Intermediate ESL	Total Reading and Writing: 515-556; Total Listening and Speaking: 526-558	Reading: 211-220; Listening: 211-220; Writing: 226-242
Level 6: Advanced ESL	Total Reading and Writing: 557-600; Total Listening and Speaking: 559-600	Reading: 221-235; Listening: 221-235; Writing: 243-260



Adult Ed School Performance Report (Calculator)

School Year 2012-2013 Pilot

Adult Ed and GED Program (Draft)

Performance Summary

Tier This Year: **2**
 Total Score: **44.9**
 (out of 100)
 Percent of Possible: **44.9%**
 Points Earned:

Academic Review

	ENTER VALUES BELOW	Floor	% of Target Range				Target	% of Target Range	Points Possible	Points Earned
			25	50	75	100				
Points Available in Each Academic Indicator Are Included in Parentheses ()										
1 Student Progress/Education Gain (20)										
ABE 1	25.0						69.0	36.2%	2.0	0.7
ABE 2	78.0						77.0	100.0%	2.0	2.0
ABE 3	55.0						73.0	75.3%	2.0	1.5
ABE 4	65.0						53.0	100.0%	2.0	2.0
ASE	25.0						67.0	37.3%	2.0	0.7
ESL1	92.0						86.0	100.0%	2.0	2.0
ESL2	55.0						85.0	64.7%	2.0	1.3
ESL3	25.0						73.0	34.2%	2.0	0.7
ESL4	28.0						63.0	44.4%	2.0	0.9
ESL5	25.0						56.0	44.6%	2.0	0.9
2 Student Achievement (15)										
% of enrolled learners who take all GED tests, or are enrolled in the assessment phase of the EDP who exit during the program year	80.0	60.0					70.0	100.0%	15.0	15.0
3 Gateway (30)										
% Entered Employment	56.0	57.0					68.0	0.0%	10.0	0.0
% Retained employment	38.0	50.0					60.0	0.0%	10.0	0.0
% Entered PostSecondary Education or Training	58.0	62.0					73.0	0.0%	10.0	0.0
4 Leading Indicators (20)										
Attendance Rate	56.0	60.0					69.0	0.0%	5.0	0.0
Retention Rate	59.0	55.0					65.0	40.0%	15.0	6.0
5 Mission Specific (15)										
Mission Specific Goal 1	65.0						78.0	83.3%	7.5	6.3
Mission Specific Goal 2	56.0						86.0	65.1%	7.5	4.9

DATE	NAME	Affiliation	Policy	Concern	Concern Detail	PCSB's Response
#####	Allison Kokkoros	Carlos Rosario	Adult Ed. PMF	The Supera Test, which Carlos Rosario uses to measure grade level gains for their Spanish GED program, is not approved by the National Reporting System (NRS), which is the standard used for acceptable measures of achievement in the adult PMF.	(1) The school is exploring other NRS-aligned assessments and are open to moving this direction, but have learned that the TABE in Spanish is being discontinued. (2) The school wishes for the PCSB to be aware that we have spent significant funds related to the Supera (aligning our curriculum, acquiring Supera materials, developing the Supera-specific data elements in our SIS). (3) The Pilot PMF would result in either (a) ABE student progress data not being included in our reporting or (b) Carlos Rosario adopting a new assessment.	<p>* passage of the GED, whether in English or in Spanish, may be counted in the school's GED passage rate</p> <p>* Supera level gains may be included in the school's mission specific goals.</p>
10.22.2012	Allison Kokkoros; Karen Hertzler; Christie McKay; Lorie Preheim	Carlos Rosario ; Education Strengthens Families	Obtain Secondary Credential	The alignment of the secondary credential measures are not aligned to NRS definitions.	The secondary credential measures should align to the NRS definition and, we would add, the national GED testing service definition.	This definition of the secondary credential measures have been revised to match the National Reporting Standards (NRS) definition.

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10.22.2012	Allison Kokkoros; Karen Hertzler; Christie McKay; Lorie Preheim	Carlos Rosario ; Education Strengthens Families	Achieving industry-recognized certification	Students may not receive final scores on recognized industry exams until up to 6 months after exiting the program.	Both schools suggest reporting this outcome by the end of the year following exit. Currently students attending Education Strengthens Families who are enrolled in the CDA (Child Development Associates) certificate program students exit at the end of the school year in which they complete their coursework. However, it usually takes another semester to receive the credential. ESF proposes to report on students who achieve certification by the end of the year following exit. I.e., in 2013-2014, report on 2012-2013 students so that they have sufficient time to complete certification.	Receipt of an industry-recognized certificate will only be part of the "Mission-Specific" section of the PMF. The policy permits PCSB and the school to jointly negotiate these mission-specific targets. These negotiations can also resolve the appropriate time-frame for reporting the information.
10.22.2012	Allison Kokkoros	Carlos Rosario	Entered Employment	Concerned that staffing level to track employment outcomes will be burdensome.	We are concerned about the staffing level necessary to gather this data. Without significant staff reorganization or an increase in funds, we are not confident that we will have the capacity to effectively track the number of students that are exiting, especially if all students, regardless of English proficiency are included in this measure. Rosario would like to define	Only students who exit the program will be included in the reporting requirement. PCSB recognizes the added burden. However this data tracking is consistent with a national movement to holding adult education programs accountable for employment outcomes. It may be that this reporting requirement doesn't

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10.22.2012	Allison Kokkoros	Carlos Rosario	Retained employment	The retained employment data collection is highly burdensome.	<p>We estimate that we have 1,920 employed students at the start of the school year, and the number compounds over the course of the school year the number of students compounds over the course of the school year as new students come in behind them as a result of mini registrations and new spring semester registrations. The school estimates that about 3,000 students would need to be tracked for the “retained employment” measure per school year. Due to the nature of our ELL immigrant and low income student population, we anticipate having substantial challenges tracking “retain employment” via a survey. To be able to obtain a high response rate, we would need a more direct approach such as telephone or in-person interviews, which requires more staff than is feasible.</p>	<p>Only students who exit the program will be included in the reporting requirement. PCSB recognizes the added burden. However this data tracking is consistent with a national movement to holding adult education programs accountable for employment outcomes. It may be that this reporting requirement doesn't make sense for certain categories of adult ed students (for example part-time students taking only ESL courses). We should track the burden during the pilot and revisit at the Pilot's end.</p>

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10.22.2012	Allison Kokkoros	Carlos Rosario	Enter postsecondary education or training	How will achieving post-secondary education or training apply to students who have high school diplomas from their home country?	This would specifically apply to students who have obtained their credential through the Spanish or French version of the official GED exam, but do not have the English proficiency necessary to enter into a postsecondary training program.	<p>If a student has transitioned from Spanish GED or Spanish language classes to ESL classes, then they have not exited the program. If they have not exited the program, <u>they are not counted toward any Gateway measures</u>. A student with a HS diploma from their home country may achieve any of the Gateway measures including enter or retain employment, or enter a postsecondary program. A student with an advanced degree from their home country may achieve any of the Gateway measures including employment outcomes or enter a postsecondary training program. One issue that the Pilot will help PCSB determine is whether we should separately measure employment and post-secondary outcomes, or whether fulfillment of either outcome is sufficient.</p>

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10.22.2012	Allison Kokkoros; J. Meyer; Juan Carlos	Carlos Rosario; Next Step	Method for determining baseline ESL outcomes.	C. Rosario and Next Step expressed a concern about the similarities between the populations in Maryland, Virginia and DC. and perceived dissimilarities between immigrant populations in DC and Texas.	We strongly suggest looking at the NRS gains for ESL for states that have a more similar (and diverse) immigrant population such as Maryland and Virginia. Most of the immigrants in Texas would be familiar with the Roman alphabet, for example. Most of our immigrant students come from Central America and Ethiopia.	Final targets for the pilot were determined by a review of DC, MD, and VA actuals, and proposed targets for DC and VA. MD has similar populations, particularly in Prince Georges County and in Baltimore. Virginia has particularly similar learner populations in Northern Virginia and in Richmond. Two reports of educational gain will be made with corresponding targets to include (1) all students in the program who have participated 12 or more hours who make a level gain within the program year; and (2) all students who have been pre-posttested within the program year. We are not using Texas as a source for the baseline.
10.22.2012	Karen Hertzler, Christie McKay	Education Strengthens Families	Definition of Program Year	There are several advantages and disadvantages to running from July 1 to June vs. August to July.	The school would like to designate additional time to analyze which would work better.	At the presentation of the pilot PMF (August 23rd), most programs agreed with the August – July timeframe. Implementation of the pilot within this timeframe will give programs the opportunity to determine whether this timeframe works better.
10.22.2012	Karen Hertzler, Christie McKay; Lorie Preheim	Education Strengthens Families	Targets	The school would like to track literacy gain for students who have pre and posttested.	As a measure of academic gain, ESF feels that it is most accurate to track literacy gain for those who have participated in learning activities for sufficient time to be posttested. We propose measuring literacy gains as in Federal Table 4B.	PCSB will use the reporting table 1 to include pre-and posttested students. PCSB will add the requirement that students must be in the program for a minimum 12 hours to be included in the reporting tables.

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10.22.2012	Karen Hertzler, Christie McKay; Lorie Preheim	Education Strengthens Families	Cohort for tracking GED attainment.	Low academic level students (Academic levels 1-3) should not be included in the cohort measured for progress toward GED.	Only program participants who exit ABE levels 4-6 should be counted when determining the percentage of students who achieve a GED or diploma within the program year. This language should match the NRS definition of this cohort in the Sample Reporting Table .	PCSB has excluded academic levels 1-3 from GED progress and completion indicator.
10.22.2012	Karen Hertzler, Christie McKay; Lorie Preheim	Education Strengthens Families	Cohort for tracking GED attainment	GED attainments should only be tracked for a subset of students to be consistent with the NRS definition of the appropriate cohort.	Only program participants who (1) took all five subject area GED tests or (2) were enrolled in adult high school at the high ASE level or (3) were enrolled in the assessment phase of the NEDP who exited during the program year should be tracked for attainment of GED.	PCSB accepted the suggestion.
10.22.2012	Karen Hertzler, Christie McKay; Lorie Preheim	Education Strengthens Families	Timeframe for tracking entrance to a post-secondary institution.	Students should have from exit until the following program year to enter into a post-secondary institution.	NRS gives until the end of the following program year after exit. This is important as a student who completes a GED in June may not immediately achieve entrance into post-secondary by the end of the program year. NRS guidelines language: "Entry into postsecondary education or training can occur any time from the time of exit till the end of the following program year"	PCSB revised the language to reflect that entry into postsecondary would occur any time between exit and end of the following program year. However, tracking students who exited the previous year will be optional for programs.

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10.22.2012	Karen Hertzler, Christie McKay; Lorie Preheim	Education Strengthens Families	Definition: <u>Employment</u>	Need greater clarity on what "obtain employment" means.	The NRS guidelines define obtaining employment as Follow-up Measure #1: Entered Employment: Learner enters employment by the end of the first quarter after the program exit quarter. 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 of the student...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 after exit from the program. Our understanding is that, under the NRS guidelines, employment is counted for a student who obtains a job full time or part time regardless of hours per week, during the quarter after exit. The reference to 15 hours per week refers to someone working in an unpaid position in a family business or family farm."	This wording was revised to reflect that 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 of the student.
10.22.2012	Karen Hertzler, Christie McKay; Lorie Preheim	Education Strengthens Families	Definition of an enrolled student.	An enrolled student is defined as anyone enrolled for 12 hours or more. ESF does not want their initial 20 hour orientation to count towards this minimum.	The Federal definition of an enrolled student is anyone enrolled 12 hours or more. Because ESF is a family literacy school, parents spend time in their child's classroom helping them adjust and attending parenting/PACT orientation activities during the first week of school. ESF ,therefore, proposes a minimum orientation period of 20 hours to allow parents to help their children adjust and to receive orientation to parenting and PACT tim, as well as academic classes.	PCSB will include wording that students are considered enrolled in the program if they have been there a minimum of 12 hours. This will apply to all schools without exception. If the school requests a waiver of the 12 hour minimum, it must present the complete curriculum for the 20 hour extension for approval by the PCSB.
10.22.2012	Karen Hertzler, Christie McKay; Lorie Preheim	ESF	Reporting Consistency	When showing academic gains in the table in Appendix A, do not show "all students" but show only students who were pre-post-tested.		PCSB created two tables. One measures academic progress for all students, the other measures academic progress for pre-post-tested students only.

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10.22.2012	D. Ables; O. Bevineaux; N. Jones	Booker T. Washington	Leading Indicators		Wording for progressive attainment toward GED (an optional measure) should include language limited to students currently in levels 4-6.	Suggestion accepted
10.22.2012	Juan Carlos; Julie Meyer	Next Step	Targets for ABE and ASE	In most cases targets set are two to four times higher than the five-year average for DC		ALL Final targets for the pilot were determined by a review of DC, MD, and VA actuals, and proposed targets for DC and VA. MD has similar populations particularly in Prince George's County and in Baltimore. Virginia has particularly similar learner populations in Northern Virginia and in Richmond. Two reports of educational gain will be made with corresponding targets to include (1)All students in the program who have participated 12 or more hours who make a level gain within the program year; and (2) all students who have been pre-posttested within the program year.
10.22.2012	Juan Carlos; Julie Meyer	Next Step	Targets for GED	GED attainment targets are low compared with DC and US historical averages.		GED attainment targets were raised to match DC actuals. Where DC actuals were not available (due to low survey response rates), the MD actuals were used.
10.22.2012	Juan Carlos; Julie Meyer	Next Step	Setting of targets	Should not use Texas averages to develop targets		Texas was not used to set targets