



COLORADO
Department of Education

ESSA Accountability Work Group
Other Indicator Decision Point

November 21, 2016

Decision Point

- Identify viable indicators to implement for the “Other Indicator” under ESSA
- Develop short-term recommendations
- Identify long-term possibilities

Requirements

ESSA SEC 1005- (c)(4)(B)(v)(II): "may include measures of–

- (III) student engagement;
- (IV) educator engagement;
- (V) student access to and completion of advanced coursework;
- (VI) postsecondary readiness;
- (VII) school climate and safety

Proposed Regulations

- Must use the same indicator for all schools at a grade level
- The indicator must be disaggregated by student group
- The indicator must differentiate performance
- The indicator must be valid, reliable and comparable
- *Proposed regulations require evidence that it increases student academic achievement or graduation rates.*
- *This indicator cannot raise the rating of a school to prevent it from being identified for comprehensive or targeted support.*

What We've Heard

Listening Tour and Other Groups:

- As much as possible, keep the framework “the same” – a desire to minimize data burden on districts and schools,
- Consider some type of school climate indicator – as it is important to share out information on parent and student satisfaction, safety, attendance or engagement with schools
- Consider the use of the TELL survey – results from TELL serve as an indicator of educator satisfaction with working conditions at schools

Process Used to Narrow the Selection

- Reviewed the ESSA regulations and proposed regulations
- Considered stakeholder input
- Identified *additional* (in addition to ESSA requirements and accountability purpose) guiding principles for sub-indicator selection based on stakeholder input
- Identified 3 general “other” categories (school climate, PWR and social-emotional learning) based on stakeholder input and work being piloted in schools
- Determined feasibility of implementation with pros- and cons-: selected short-term and identified possible long-term indicators that fall under the 3 broader categories
- Outlined considerations for implementing the short-term indicators
- Considered existing research supporting the use of selections
- Outlined a general process for considering possible long-term indicators



Short-Term Recommendations by Category

School Climate (for E and M only)

- **Student engagement** – use an improvement sub-indicator that tracks changes in student absenteeism in schools

Postsecondary and Workforce Readiness

- **Postsecondary readiness** – graduation rate, dropout rate, matriculation rate, and SAT (already in SPF and DPF)

Social-Emotional Learning

- None deemed to be feasible for 2018 implementation across all schools in the state

One Sub-Indicator of Student Engagement for Elementary and Middle Schools

School Climate (E and M only)

- **Student engagement** – use an improvement sub-indicator that tracks changes in student absenteeism in schools

Rationale for selection:

1. Various studies point to strong relationship between measures of attendance with student performance outcomes
2. Standardized attendance data is already collected by CDE from districts and will allow for disaggregated group reporting
3. Actions can be taken at the school-level to work with individual students, parents and guardians to improve behaviors around attendance

One Sub-Indicator of Student Engagement for Elementary and Middle Schools

School Climate (E and M only)

- Student engagement – use an improvement sub-indicator that tracks changes in student absences in schools

- Options for reporting on this attendance related sub-indicator for elementary and middle schools:
 - a. Improving chronic absenteeism rates – Chronic absences defined as at least 10 days of excused and unexcused absences in a school year
 - b. Improving truancy rates – Habitual truant count defined as at least 10 days of unexcused absences in a school year
 - c. Improving the lowering of mobility rates – mobility defined as the percentage of students moving between districts or schools within the same year

Considerations for Attendance Related Options

- **Truancy** – not likely to see a lot of variation in rates across schools (applies to attendance rate too)
- **Chronic absences** – can penalize schools with students that have legitimate reasons (e.g., medical leave) for having an excused absence. Decisions would have to be made regarding exceptions (e.g. medical)
- **Mobility** – schools have less control of factors driving mobility, difficult to track accurately and data not currently reported at the disaggregated level
- For the first two options, CDE may need to provide common definitions for “unexcused” vs. “excused” since districts defining these in different ways.

Option for High School: Leave PWR “as is”

Postsecondary and Workforce Readiness

- Postsecondary readiness – best of graduation rate, dropout rate, matriculation rate, and SAT (already in SPF and DPF)

Rationale for selection:

1. Adheres to wishes of stakeholder groups to leave PWR “as is” in the frameworks
2. No additional data collection required from districts for 2018 implementation
3. Continues state’s interest in evaluating the extent to which high schools and districts are moving students toward postsecondary and workforce readiness

Option for High School: Leave PWR "as is"

Postsecondary and Workforce Readiness

- Postsecondary readiness – best of graduation rate, dropout rate, matriculation rate, and SAT (already in SPF and DPF)

Considerations:

- Weight assigned to PWR in current frameworks is not consistent with ESSA proposed regulations, this weighting decision should be contested with USED
- Matriculation as currently defined by legislation, should be re-examined to ensure broader definition is considered

Educator Satisfaction: TELL Survey

Rationale for not including at this time:

- To preserve integrity and the use of survey or other teacher surveys we believe this should be considered a long-term option
- Inadequate respondent participation for accountability – less than 55% of all educators participate

Long-Term Possibilities by Indicator

School Climate

- School Safety
- Parent, Student and Educator Satisfaction
- Engagement

Postsecondary and Workforce Readiness

- Workforce Readiness
- Completion of advanced coursework
- Students graduating with college credit and/or industry credentials
- Post-graduation employment

Social-emotional Learning

- Discussions needed on defining indicators falling under SEL and what is appropriate for inclusion

General Process for Considering Long-Term Options

In regards to future process, the subgroup recommends...

- Defining a theory of action for selecting and using any given indicator in this area to support accountability goals
- Ensuring that key principles used to select the short-term indicators apply to the selection of the possible long-term indicators
- That members from the AWG along with any other relevant stakeholders (e.g., parents) are involved with the next set of discussions around considering the long-term possibilities for this other indicator
- Ensuring that clear definitions are developed for each indicator in this new area as a means to identify better measures for evaluating each indicator
- Ensure that a timeline and evaluation plan is defined to evaluate impact and efficacy of selected indicators relative to the theory of action



Survey Feedback

- In order to improve our recommendations, we're requesting that you complete a brief on-line survey.

- Please click on this link to access the survey:

[https://www.surveymonkey.com/r/ESSA Other](https://www.surveymonkey.com/r/ESSA_Other)

- Thank you for your assistance!