

Name:		
<ul style="list-style-type: none"> ❖ Considerations — Concerns <li style="padding-left: 20px;">Questions 	Comments or Feedback	
Should we keep chronic absenteeism as an SQSS indicator?		
<ul style="list-style-type: none"> ❖ Various studies point to strong relationships between measures of attendance and student performance outcomes ❖ Chronic absenteeism counts are already collected by CDE, and allow for disaggregated student group reporting — Not currently disaggregated by grade span (2019-20 earliest) — Variability in inclusion/exclusion rules applied <ul style="list-style-type: none"> • Inclusion of PK students — In some cases, chronic absenteeism counts exceed total enrollment counts — Can impact schools with students that have legitimate reasons (e.g., medical leave) for having an excused absence <p>Given the concerns with Chronic Absenteeism data to date, should we continue to keep it as an SQSS indicator?</p> <p>If so, what suggestions do you have for helping improve the quality of the data?</p> <ul style="list-style-type: none"> • We could revisit it in a year to see how data looks then. <p>If not, do you recommend using the long-term plans to find a replacement? Get rid of completely?</p>		

❖ Considerations Questions	Comments or Feedback
What should our process be for finalizing our long-term plans for the SQSS indicator?	
<ul style="list-style-type: none"> ❖ The indicator must be valid, reliable and comparable across districts. ❖ The indicator must be the same for all schools at each level (elementary, middle, and high), but may vary across grade levels. ❖ The indicator must be disaggregated by student groups. ❖ The indicator is supported by research that high performance or improvement on such measures is likely to increase student learning. ❖ Developing clear definitions for each indicator selected ❖ Establishing a timeline and evaluation plan to evaluate the impact and efficacy of selected indicators ❖ Previous recommendations <ul style="list-style-type: none"> ▪ PWR – workforce readiness indicators, course data, and “keep as is” ▪ Student engagement – attendance, participation in extracurricular and leadership activities <p>We need to pick this work back up. How should we proceed? What process would you recommend for finalizing our long-term plans for SQSS indicator?</p>	<p>— Brainstorming on Own</p>
	<p>— Final Recommendation</p>

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Process for districts to notify CDE of the timeline and exit criteria for TS/ATS schools	
<ul style="list-style-type: none"> ❖ What would be the reporting burden for LEAs? ❖ What is the least burdensome way to report this information? ❖ How frequently should this data be reported to CDE? Once? Annually? Only when applicable? Once and then only if changes? ❖ At what time of year should this reporting occur? ❖ How long after a district is notified of having TS schools, should this information be shared with CDE? Within the same year? Report on previous year? <p>What process should CDE use to collect districts' timeline and criteria for exiting TS schools?</p> <p>Should CDE use an existing system (e.g., Consolidated Application for capturing this information)? Or have a separate process?</p>	<p>— Brainstorming on Own</p> <hr/> <p>— Final Recommendation</p>
Should CDE have a recommended timeline and exit criteria for TS/ATS schools?	
<ul style="list-style-type: none"> ❖ What are the consequences if a district exits schools every year, setting exit criteria as “no longer identified by CDE”? ❖ What is the impact on schools' eligibility to receive supports and services (1003 funds, etc.)? ❖ How does the timeline selected impact the time available for districts to review and approve improvement plans? ❖ How long do districts need to review and approve plans? <p>Should CDE have a recommended timeline and exit criteria for TS/ATS schools? If so...</p> <ul style="list-style-type: none"> ❖ What should the recommended timeline be? ❖ What should the recommended exit criteria be? ❖ How and when should that be communicated to LEAs? <p>If not, what guidelines could be shared with LEAs in developing their exit criteria and timelines?</p>	