

# COLORADO ESSA SUMMIT FEEDBACK SUMMARY

## ACCOUNTABILITY: 'N' SIZE AND OTHER INDICATOR

### JANUARY 2017

#### Colorado ESSA Summit

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Colorado's second statewide ESSA Summit took place on January 17, 2017 and brought together almost 200 educators from 39 school districts. The purpose of the ESSA Summit was to provide a meaningful opportunity to gather feedback from teachers, wellness specialists, school leaders, district leaders, and school board members to inform the development of Colorado's ESSA state plan. Districts were encouraged to bring a team comprised of these various roles. The event was hosted by six organizations: CASB, CASE, CEA, CBA, CEI, and PEBC.

#### ESSA Summit Event Structure and Data Collection

The event was designed to both capture feedback from the field, and to expeditiously develop an accessible summary of the feedback for key decision makers.

Following an overview of ESSA, participants attended breakout sessions focused on the following topics:

- Accountability: 'N' Size and Other Indicator
- Accountability: School Identification and Student Participation
- Assessment
- Effective Instruction and Leadership
- School Improvement

In each break-out session, stakeholders involved in the ESSA plan development process presented a brief summary of key decisions points. After discussing the decision points in small groups, each group captured feedback through an online survey platform. The online survey was designed to capture nuances from the small group discussions by providing an open text box after each question to document different perspectives that emerged regarding the decision points. After the event, the link to the online survey was emailed to attendees so they could provide additional comments or make the survey available to others who could not attend the summit.

#### Data Analysis and Reporting

Members of the Research and Impact team at CEI used the feedback submitted through the survey to create five separate summaries that synthesize quantitative and qualitative data on the key topic areas captured in the online survey. The visuals presented in the summaries represent the small group responses. The rates are calculated using the following method:

$$\frac{\text{number of small groups that selected each response option}}{\text{total number of small group survey submissions specific to the topic area}}$$

Most survey items allowed respondents to select all options, which is why rates do not total 100%. Individual responses submitted after the event were the same or similar to group responses and are reflected in the qualitative data.

#### Contact Information

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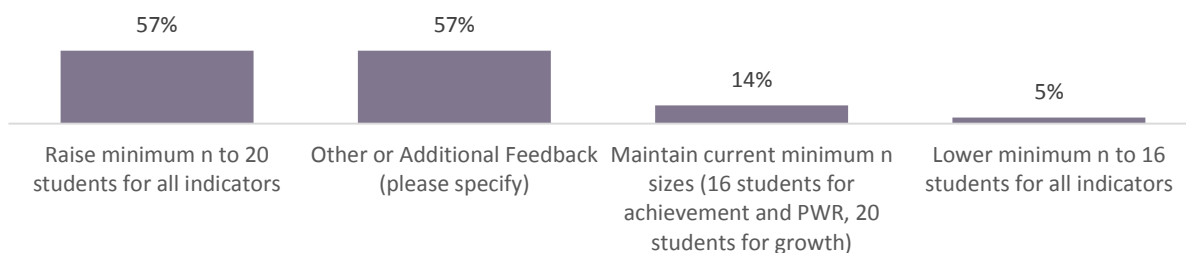
#### Overview and Participation

The information in the Colorado ESSA Summit Accountability: 'N' Size and Other Indicator Feedback Summary reflects group perspectives on the 'N' size and reporting rules; long-term goals and interim measures; and the 'other' indicator of school quality or student success.

Twenty-one surveys about the Accountability: 'N' size and Other Indicator decision points were submitted by small groups during the break-out sessions. A few additional individuals took the opportunity to share feedback about the Accountability decision points although they did not attend the event. The summary provided after each question includes overarching themes and direct quotes that reflect the spectrum of responses provided by small groups and individual respondents.

#### 'N' Size and Long Range Goals

##### 1. What is the minimum number of students that should be used for accountability?



Most respondents believe the minimum 'n' should be 20 for all indicators. Others said to choose one for consistency, but didn't say which 'n' they preferred. Respondents also offered alternatives, and expressed concerns and questions.

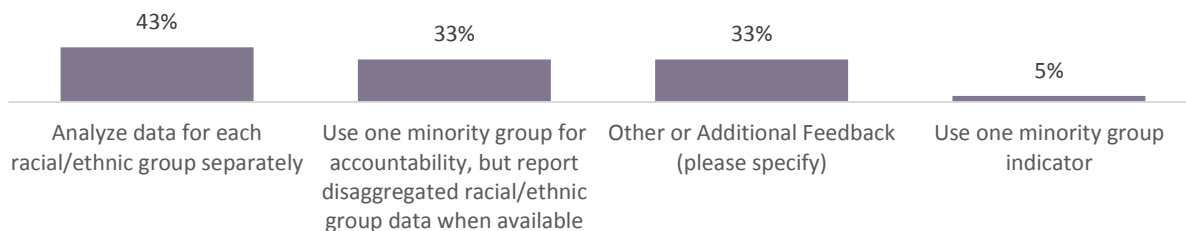
- Concern that if n=20 for achievement, certain groups will fall through the cracks.
- There is potential that small rural districts will not meet 'n' in numerous categories.
- Significant concern in small/rural systems where students identify as multiple risk factors - then the district disproportionally reflects the number of students who have risk factors - (e.g. ELL, poverty). Is it possible to weight them by % or # of students with 1 risk factor; % or # with 2 risk factors, etc.?
- 'N' size should be even lower for growth scores (e.g., n=10) since they are less impacted by who is taking the test than achievement scores (since it's a matched group).
- 20 is the minimum. Higher would be better.
- Consider hiding results if 'n' count is a small percentage of overall students (if 80% of students opt-out and you have 21 valid scores, you may want to consider hiding those results as well as non-representative of the whole.).

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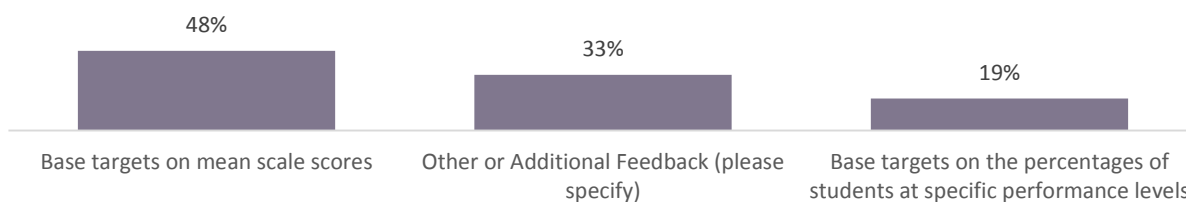
## 2. How should Colorado disaggregate the performance of minority students in the state?



Survey responses expressed a range of perspectives and concerns on how to disaggregate the performance of minority students.

- Provide disaggregated data for minority groups when the n is large enough to justify the statistics. When the n is too small in those subgroups, the minority groups should be combined to provide valuable data to schools.
- Using each group separately may mask performance when the groups all fall below the "n."
- The public will not understand or be supportive of a system that does not report out data broken down by racial/ethnic group.
- When schools have small n sizes for subgroups that are too small to report they need to find another method to report to ensure that information about this subgroup is captured.
- One student could be over-represented; it might be necessary to specifically account for this circumstance.
- Include poverty as a subgroup.

## 3. How should Colorado set targets?



The majority of respondents suggested that Colorado base targets on mean scale scores and provided additional context for their rationale.

- Score as it is scored today, using mean scale score to create percentile ranking for achievement.
- Compromise: use mean scale scores, with confidence interval, and set the cut points for scale scores at a level that demonstrates performance of "meets", "exceeds," "approaching".

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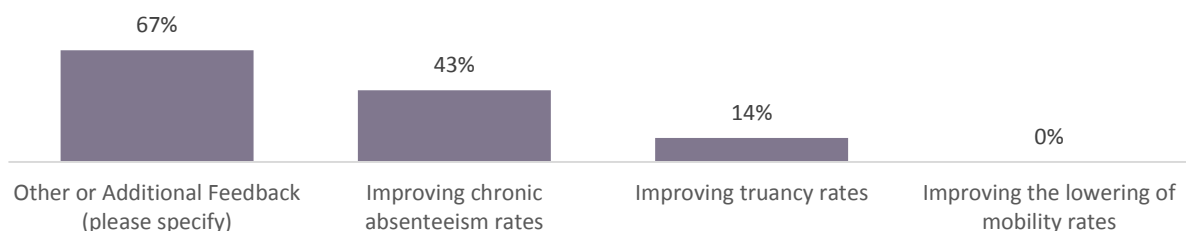
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- Growth is the most critical component - particularly for language learners (as it takes a minimum of 5-7 years to gain language proficiency). Without growth data, some of the ELL high-impact elementary schools would never show the learning happening in the schools.
- The mean scale scores would not give nearly as much valuable feedback to schools. Many average scores would come out very similarly, especially in large districts.

#### Other Indicator: Quality and Student Success

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#### 4. What criteria/measures at the elementary/middle school levels will Colorado use to address the short-term 'Other' Indicator requirements (i.e. to be utilized in 2018-2019)?



While several survey respondents expressed support for using chronic absenteeism, many suggested other indicators that should be considered.

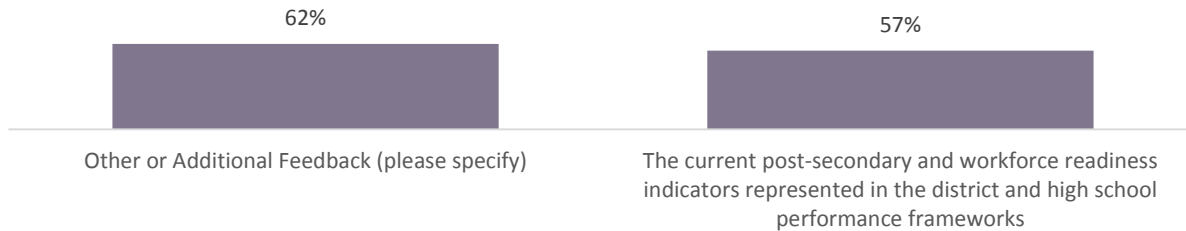
- Absenteeism is the best option as attendance is more closely aligned to engagement than these other two indicators.
- Absenteeism is largely outside of the school's control but reporting of discipline rates and access to rigorous courses would be within the schools' control.
- Under no circumstances would we recommend a measure related to mobility, given the fast pace of gentrification which is contributing to high mobility.
- Reduction of discipline referrals.
- Climate survey.
- Health and mental health issues.
- Explore a measure of safety.
- Social emotional support services - # of social workers, nurses, counselors, etc.
- Parent and student surveys are the right answer as absenteeism, truancy, and mobility are all correlated to poverty.
- There needs to be additional study on options; climate, health, absenteeism are all options, but the problem comes with consistency in measurement.
- Is there a common definition of chronic?

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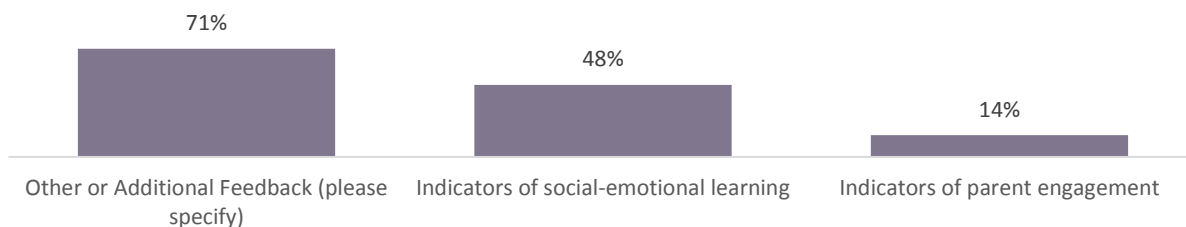
#### 5. What criteria/measures at the high school level will Colorado use to address the short-term 'Other' Indicator requirements (i.e. To be utilized in 2018-2019)?



While several responses expressed support for using the current PWR indicators, many also mentioned other indicators that should be considered and expressed a desire for local flexibility in choosing indicators.

- The use of the PWR indicators is not accurate because they don't measure those students who are going into the military, which is an area that might be a measure of post school success and career opportunity.
- Matriculation to other post-secondary options such as military or trade school options.
- Have a menu of options for how high schools can meet the fifth indicator requirement, broken down by student population of each high school.
- Allows for local context and allow schools/districts to choose.
- Extracurricular activities including school-sponsored activities (sports, theater, clubs), and internships.
- Engagement.
- Teacher retention.
- Access to mental health support.
- Licensed and endorsed educators.
- Workforce readiness programs that are well-integrated at middle and high school levels.
- Chronic absenteeism should be used for K-12.

#### 6. What suggestions or ideas do you have for addressing the long-term approach (post-2018) to the 'Other' Indicator? What methods/metrics do you believe would be valuable?



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More of the submitted surveys expressed interest in using social-emotional learning indicators in the long-term, while fewer chose indicators of parent engagement. Additional indicators were suggested.

- These two indicators are not appropriate to measure school quality because student SEL and parent engagement are more influenced by contexts outside of the control of the school.
- Prefer staying with the short term recommendations, preferably chronic absenteeism, for the long term.
- These measures are not considering an equity lens.
- Student engagement, student safety, cultural competence.
- Student access to the arts/well-rounded education opportunities.
- Mental health support.
- Indicators of staff engagement (TELL survey).
- Measurement of alumni satisfaction.
- Percentage of teachers who leave profession within the first three years.
- Climate surveys of students, parents, and staff.
- Universal, standardize parent/student satisfaction survey.