



**COLORADO**  
Department of Education

# ESSA 'Other' Indicator: Stakeholder Survey Results

## Webinar

January 4, 2016

# Update

- **Welcome!**
- **Status of State Plan for the ‘Other’ Indicator:**
  - ‘Other’ indicator section being developed based on prior work
  - January 6<sup>th</sup>– Any changes recommended from this meeting will be incorporated and allow for internal CDE review
  - January 10<sup>th</sup>– target date to share draft plan to Hub and AWG
- **Today:**
  - Share the results from the ‘other’ indicator survey
  - Share feedback from the Hub committee
  - Discuss feedback and consider possible changes to our initial recommendations



# Demographics

## Question 1: What is your role?

Role	Percent of Total	Count
Parent	6%	6
<b><i>Educator</i></b>	<b>78%</b>	<b>78</b>
Citizen	16%	16
Hub Committee Member	3%	3
Healthy Schools Steering Committee Member	5%	5

Note. Percentage is based on 100 respondents.

# Demographics: Location

## Question 2: Where are you from?

Location	Percent	Count
Rural Areas	27.5%	27
Suburban Areas	34.7%	34
<i>Urban Areas</i>	<b>37.8%</b>	<b>37</b>

# Short-Term Indicator (ES/MS)

**Question 3:** 'I would support the plan to use an attendance-related metric at the elementary/middle school levels as a short-term option to meet the 'other' indicator requirements.'

Agreement	Percent	Count
Strongly Disagree	9.1%	9
Disagree	10.1%	10
<b>Agree</b>	<b>61.6%</b>	<b>61</b>
Strongly Agree	19.2%	19
<b>Overall (Agree/SA)</b>	<b>80.8%</b>	<b>80</b>

# Short-Term Indicator: Preferred Measure

**Question 4:** Based on the three options described in the informational recording for elementary and middle schools, which option would you prefer to use in the short-term for the 'other' indicator?

Preferred Indicator	Percent	Count
<i>Improving chronic absenteeism rates</i>	<i>75.2%</i>	<i>73</i>
Improving truancy rates	22.7%	22
Improving the lowering of mobility rates	2.1%	2

# Short-term Indicator (HS)

**Question 5:** I would support the plan to use the current postsecondary and workforce readiness indicators represented in the district and high school performance frameworks as a short-term option to meet the ‘other’ indicator requirements.

Agreement	Percent	Count
Strongly Disagree	11.1%	11
Disagree	5.0%	5
<b>Agree</b>	<b>65.7%</b>	<b>65</b>
Strongly Agree	18.2%	18
<b>Overall (Agree/SA)</b>	<b>83.9%</b>	<b>83</b>

# General Feedback

## Question 6: General Feedback/Comments:

- A total of 46 open-ended responses were received.
- The response were reviewed to identify overall themes and significant notes of consideration.
  - The obtained feedback was grouped into three categories:
    - Group 1: Attendance<sup>(4)</sup>, Mobility<sup>(3)</sup>, and Chronic Absenteeism<sup>(13)</sup>
    - Group 2: SAT<sup>(3)</sup>, PWR<sup>(4)</sup>, and SEL<sup>(3)</sup>
    - Group 3: General Comments<sup>(14)</sup>
  - An overview of comments are reflected on subsequent slides.



# Group 1: ES/MS Measures

- **Mobility:**

- Limited ability of districts to control mobility rates<sup>(3)</sup>
- Viewed as a measure of poverty<sup>(2)</sup>
- Not recommended for use<sup>(2)</sup>

- **Attendance & Chronic Absenteeism:**

- Need to apply adopted measure to high school level<sup>(7)</sup>
- These measures may not truly reflect student engagement<sup>(3)</sup>
- Limited ability of districts to control these outcomes<sup>(1)</sup>
- Recommendation to focus on 'unexcused' absences<sup>(1)</sup>

# Group 2: SAT, SEL, Climate, PWR

- **Scholastic Aptitude Test (SAT):** understand how seriously student take the test and report to CDE to be shared for public information<sup>(3)</sup>
- **Social-Emotional Learning (SEL):**
  - Interest in seeing SEL measures included<sup>(2)</sup>
  - Agreement w/proposed long-term path<sup>(1)</sup>
  - Obtain feedback from teachers working in restrictive school settings<sup>(1)</sup>
- **School Climate:**
  - Recommend student survey with safety/trust items<sup>(2)</sup>
- **PWR:**
  - Respondent believes PWR indicator is discriminatory; matriculation calculations are flawed since districts can't track students<sup>(2)</sup>
  - Interested in knowing more about student matriculation and program participation (e.g. AP, IB, CE, CTE, work-based programs, etc.)<sup>(2)</sup>

# Group 3: General Comments

- **Minimize changes, consider district context**
- **Obtain buy-in from field (CASB, Superintendents)**
- **Make optional**
- **Expand the indicator moving forward to include things such as:**
  - parent indicators,
  - teacher surveys,
  - accessibility of programmatic offerings,
  - extracurricular activities,
  - advanced coursework.

# Hub Feedback - Overview

- A brief overview of the proposed 'other' indicator was presented to the Hub committee.
- The members voted on their preferred approach for ES/MS.
  - 5/17 chronic absenteeism, 4/17 improving truancy rates, and 1/17 lowering of mobility.
- Open-ended feedback was provided.
- Dan and/or Elena will share more information with the Hub on 1/20.

# Discussion

- 1. Does the obtained survey data change our short-term ES/MS recommendations? If so, how?**
- 2. Does the obtained survey data change our short-term HS recommendations? If so, how?**
- 3. Does the obtained information change our long-term recommendations? If so, how?**
- 4. Does anyone have other items of discussion?**