

Hub Input for Accountability Spoke Committee September 12, 2016

Decision Points and Areas of Misalignment	Green font represents comments submitted by more than one group or person		
	Considerations Recommended for the Spoke Committee	Data or Information That Would Help Decision-Making	Questions
<p>English learner progress measure(s) and English learner assessment policy (1st year in US)</p> <p>In collaboration with assessment spoke</p>	<ul style="list-style-type: none"> • Would like to see where we are. • Baseline is first year and growth in future years • What data do we have on each district re when they engage in testing? → Options A or B? • Consider an additional subgroup of these students; consider common arguments 	<ul style="list-style-type: none"> • How many do not complete assessment due to frustration? • Which districts have the most/highest percentage of these students? • How many district opt not to test these students in the first year and why? • Is it beneficial to separate 1st year EL kids to see growth & achievement faster? • How many districts have a high # of newly arrived ELs? • How many districts opt out of first year? 	<ul style="list-style-type: none"> • What data loss do we have with each racial group? • What would be the additional cost of requiring all students to take? • What would a sub-subgroup of these students look like? • Is this feasible?
<p>“Other indicator” of school quality or student success</p>	<ul style="list-style-type: none"> • Student & parent satisfaction • Attendance/chronic absenteeism • Certificates / Industry credentials, AP, Concurrent enrollment – might have to be phased in as a flexible package (like grad guidelines) • What measures we already have? • Consider ways to incorporate parental satisfaction • Consider ways to incorporate parent and student satisfaction surveys 	<ul style="list-style-type: none"> • Other states considering or using this data (precedent)? • Cost of survey work annual in each district • Satisfaction research in other educational fields & over seas 	<ul style="list-style-type: none"> • Are there funds available to do surveys?

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<p>Participation requirements</p> <ul style="list-style-type: none"> ▪ Parent excuses counted as non-proficient and non-participants ▪ 95% participation (including parent excusals) included as an impact in accountability ratings 	<ul style="list-style-type: none"> • Consider Colo’s current law & SBE policy • Consider positive incentives for 95% participation • Require student posting of scores on transcript • What are the pieces / waivers we can go after with USDE? • Kids should be counted even if they do not test to avoid incentivizing systematic encouragement of opt out • Is there a way to turn high participation into a positive incentive instead of a punitive issue? • Kids who don’t take tests have to be counted. 	<ul style="list-style-type: none"> • Success stories in reducing opt out percentages at the district level? Salida? Jeffco? • Any districts that have turned around low participation rates? 	<p>How do we address contradiction in statute itself? §1111(b)(2)(K): “Nothing in this paragraph shall be construed as preempting a State or local law regarding the decision of a parent to not have the parent’s child participate in the academic assessments.”</p> <ul style="list-style-type: none"> • What wiggle room does the state have? • Is there a way to get valid/reliable data at a lower percentage? • Can we prove it to USDE? • Is a waiver here possible? • How might that work? • How could we sell it? • Is there a % other than 95 that would allow/satisfy the validity to calculate data, achievement, etc.
<p>Long-term goals and interim measures</p>	<ul style="list-style-type: none"> • Justify current policy • Should consider raising expectations • How is grad rate calculated? 4? 5? 6? 7? 	<ul style="list-style-type: none"> • Possibility of formative assessments as interim measurements? 	<ul style="list-style-type: none"> • What are other states doing here? • Is there a way to tie these goals to AGP? Or is that already the case? • Can we measure growth goals?

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<p>N size and reporting rules</p>	<ul style="list-style-type: none"> • Should stick to 16 • Impact on small rural districts on reporting? what is the impact on reporting for 16 v. 20? • Stick with 16 	<ul style="list-style-type: none"> • Impact analysis – show the # of schools that would have data suppressed if minority group is divided up into each major race/ethnicity. • How we can maximize into to the public 	<ul style="list-style-type: none"> • How does this affect data suppression? • What are the effects of increasing/decreasing this number on privacy & district/school ratings?
<p>Method for identifying and exiting comprehensive and targeted support schools</p> <p>In collaboration with school improvement committee</p>	<ul style="list-style-type: none"> • When public reporting, use easier to understand ratings • Summative rating that is easy to understand <ul style="list-style-type: none"> ○ this should be an additional consideration • Do we need 5 levels to id accountability? Do we need to change SB 163? Do we need another criteria to consider: External factors, migration, FRL, EL, etc. • Parent friendly / public facing easier to read ratings 		