Accountability Work Group

October 23, 2018

ESSA Overview
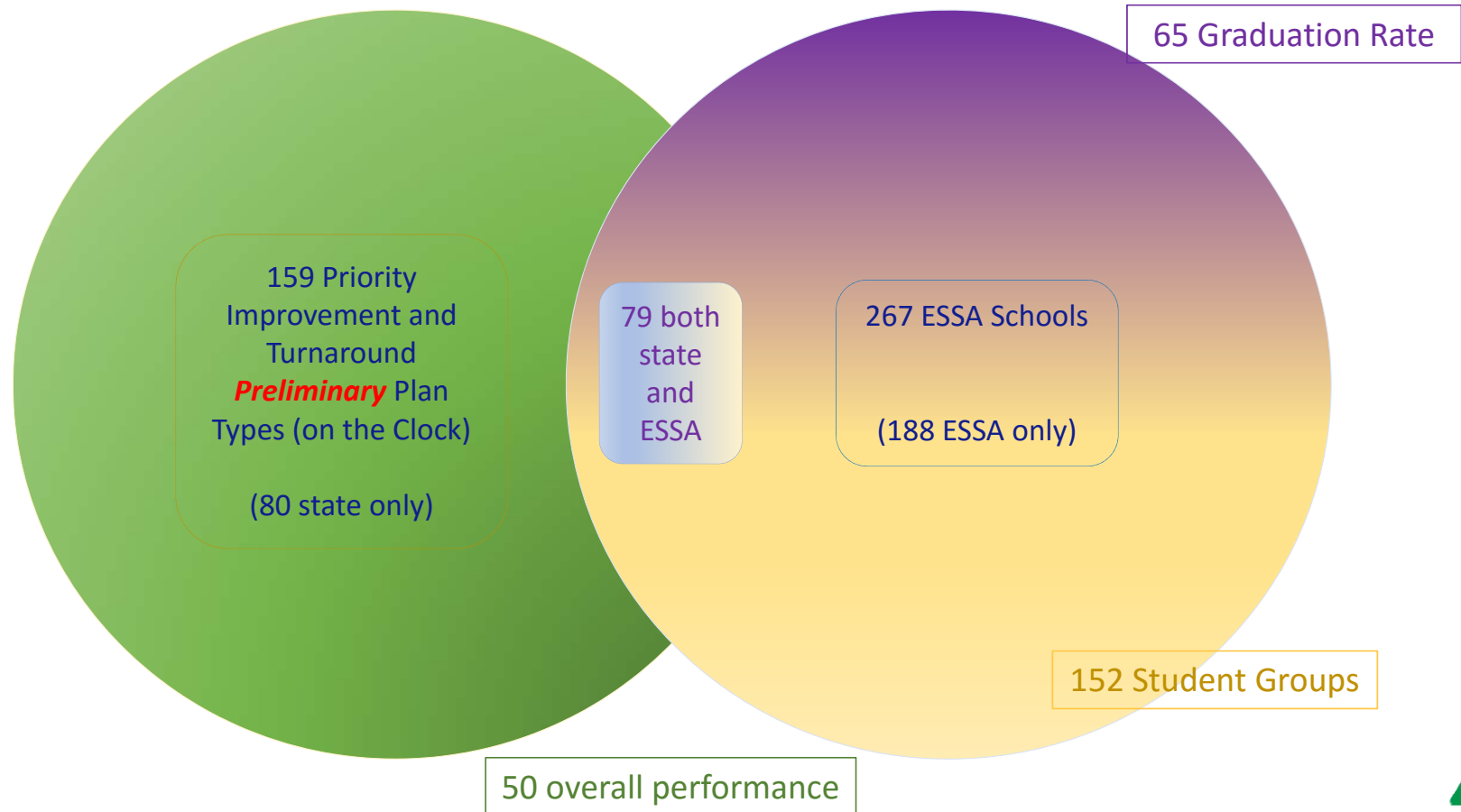
Every Student Succeeds Act (ESSA): Overview

- May 2018 – ESSA State Plan approved
- September 2018 – Schools identified for Comprehensive (CS) and Targeted (TS) Support and Improvement for 2018-19
  - Districts notified September 17th, 2018
  - Second year of school identification under ESSA
  - Improvement planning requirements in effect staring in 2018-2019
- November 2018 (or possibly later) – Schools identified for CS and TS due to participation only
  - No improvement planning requirements for this year

2018-2019 Identified Schools

65 Graduation Rate

159 Priority Improvement and Turnaround *Preliminary* Plan Types (on the Clock)

(80 state only)

79 both state and ESSA

267 ESSA Schools

(188 ESSA only)

152 Student Groups

50 overall performance

2018-2019 Identified Schools, Cont.

Category	# of Schools Identified in 2018-19	# of Schools on "Hold"	Total # of 2018-19 Identified Schools	# of 2017-18 Schools Eligible for Supports
CS - Lowest 5%	37	13	**50**	
CS - Low Grad	60	5	**65**	
ATS	72		**72**	35
IEP	*65*			
EL	*0*			
FRL	*3*			
Racial/Ethnic Groups	*7*			
TS	80		**80**	33
IEP	*53*			
EL	*7*			
FRL	*19*			
Racial/Ethnic Groups	*26*			

Input Needed

Topics That Need Input

- Current Priorities
  - Not able to include chronic absenteeism in the School Quality and Student Success (SQSS) indicator for identification of schools under ESSA in 2018-2019
  - Long-term plans for the SQSS indicator
  - Process for districts to notify CDE of the timeline and exit criteria for TS/ATS (Additional Targeted Support) schools
    - Recommendations for timeline and exit criteria for schools identified for TS or ATS

- Future Considerations
  - State-determined action for CS schools not exiting within allotted timeline
    - Differentiated outcomes for schools identified due to participation only
 - Long-term plans for AECs identified due to low graduation

School Quality and Student Success (SQSS): Chronic Absenteeism

- School-level data only, not disaggregated by grade span
  - Requested changes would not be implemented until 2019-20
- Concerns with current chronic absenteeism data
  - Variability in inclusion/exclusion rules applied
    - PK excluded
  - Counts exceeding total enrollment

- Input needed
  - Should we keep chronic absenteeism as an SQSS indicator?

Chronic Absenteeism Rates
2016-17

Distribution of Chronic Absenteeism Rates
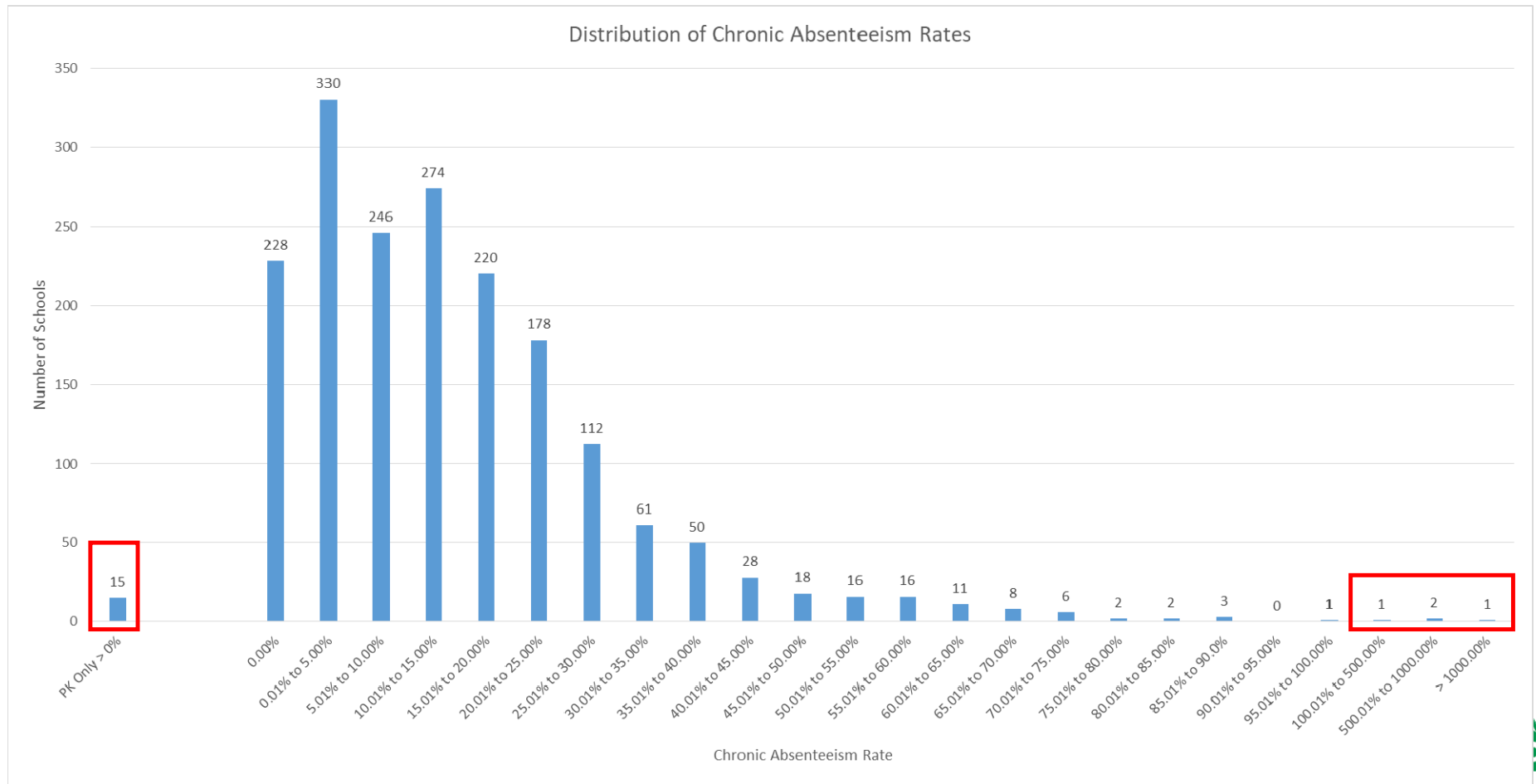
Considerations and Concerns

- ❖ 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
  - 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

Given the concerns with Chronic Absenteeism data to date, should we continue to keep it as an SQSS indicator?

If so, what suggestions do you have for helping improve the quality of the data?

- We could revisit it in a year to see how data looks then.

If not, do you recommend using the long-term plans to find a replacement? Get rid of completely?

School Quality and Student Success (SQSS) Indicator: Long-Term Plans

- In our ESSA State Plan, Colorado indicated we would continue to work with the AWG to explore other indicators of school quality or student success (SQSS)

- Input needed
    - Process for finalizing our long-term plans for the SQSS indicator

Considerations - Reminders

- ❖ **Currently using Science for all grade levels and dropout rate for high schools**
- ❖ 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.
- ❖ Should develop clear operational definitions for each indicator selected.
- ❖ Should develop a timeline and evaluation plan to evaluate the impact and efficacy of selected indicators.
- ❖ Previous recommendations
  - ▪ PWR – workforce readiness indicators, course data, and "keep as is"
  - ▪ Student engagement – attendance, participation in extracurricular and leadership activities

Activity:
- • Brainstorm on own for 1 minute – write down all the ideas you can come up with
- • Share with others at your table
- • Based on discussion make a final recommendation on how to proceed

Timelines and Exit Criteria for Schools Identified for Targeted or Additional Targeted Support and Improvement

- LEAs are responsible for setting the timeline and exit criteria for schools identified for Targeted (TS) or Additional Targeted (ATS) Support and Improvement

- Input needed
  - Process for districts to notify CDE of the timeline and exit criteria for TS/ATS schools

Considerations

❖ 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 it changes?

❖ At what time of year should this reporting occur to align with improvement planning and application for supports and services?
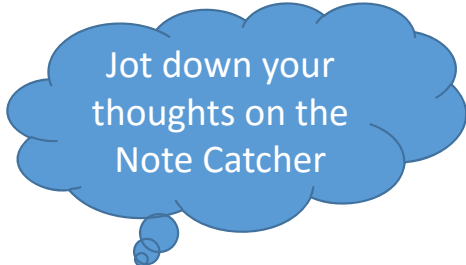
Activity:
- Brainstorm on own for 1 minute – write down all the ideas you can come up with
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Recommended Timeline and Exit Criteria

- CDE has been asked by some districts if there is a "CDE recommended" timeline and exit criteria to which districts could defer, instead of creating their own?

- Should CDE have a recommended timeline and exit criteria for TS/ATS schools?
  - If so,
    - What should be the recommended timeline?
    - What should be the recommended exit criteria?
    - How and when should that be communicated to LEAs?
  - If not,
    - What guidelines or considerations could be shared with LEAs in developing their exit criteria and timelines?

Jot down your thoughts on the Note Catcher

Future Conversations

State Educational Agencies (i.e., CDE) may take action to initiate additional improvement in any local educational agency with CS schools that do not meet state-determined exit criteria or have a significant number of TS schools.

- What does that mean?

- What process should be used?

- When would it go into effect?

Email Nazie Mohajeri-Nelson if you have recommendations and/or interest in developing plans with CDE

Mohajeri-Nelson_N@cde.state.co.us

Districts must have plans for what to do if schools identified for TS are not successful in implementing improvement plans in a district-determined timeline.

Final Thoughts

Any final recommendations, thoughts, concerns, or suggestions?

When should we meet again?

Final comments and

Contact Information

When to contact **_Accountability and Data Analysis Office_** (Ashley, Marie, B, Josh, Dan, or Jessica) or **_School Quality and Support_** (Alan Dillon)

- Performance Frameworks

- SB 1355

- UIP

- http://www.cde.state.co.us/accountability/contactus

When to contact **_ESEA Programs Office_** (Nazie, Tina, Donna, Alexandra, and Barb) or **_Federal Programs_** (Pat Chapman)

- ESSA

- ESSA identification

- ESSA improvement planning

- ESSA reporting requirements

- http://www.cde.state.co.us/fedprograms/dper-contacts