ESSA Indicator of School Quality or Student Success (SQSS)

January 30, 2019

SQSS: Long-Term Plans

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

- In our ESSA State Plan, Colorado indicated we would continue to work with stakeholders to explore other SQSS indicators

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

Considerations / Reminders

- ❖ Currently, Colorado proposed to use science achievement for all grade levels, dropout rate for high schools, and reduction in chronic absenteeism rates for elementary/middle 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 3 minutes – write down all the ideas you can come up with
- Share out recommendations on how to proceed
- Turn in notes and final recommendation
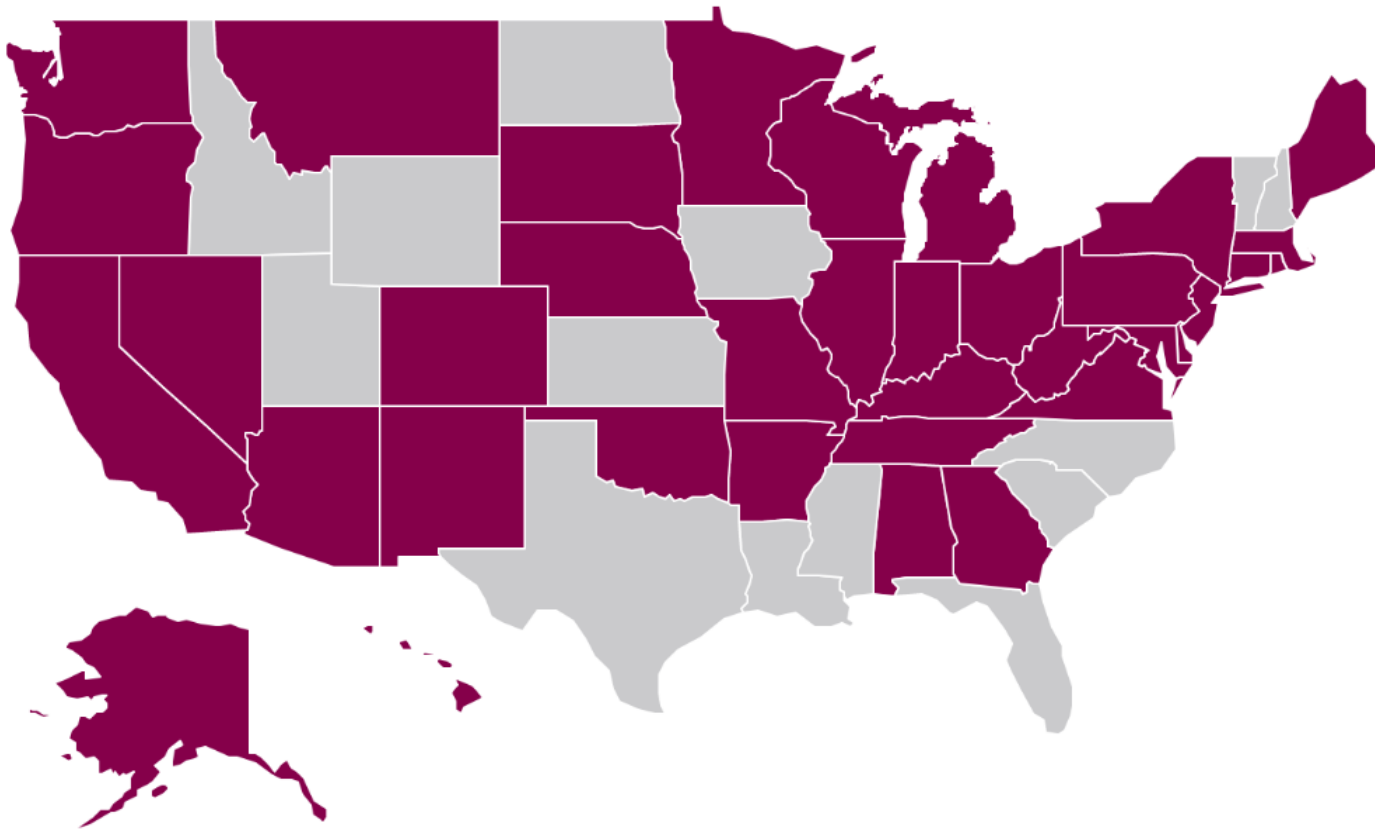
SQSS: Chronic Absenteeism

Colorado's ESSA State Plan

For the School Quality or Student Success (SQSS) indicator, Colorado proposed to use:

- Science achievement (mean scale scores) data for all schools

- Dropout rates for high schools

- Reduction in chronic absenteeism rates for elementary/middle schools

  - 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 group reporting

Use of Chronic Absenteeism for SQSS Indicator

36 states and the District of Columbia chose to use chronic absenteeism within ESSA accountability systems
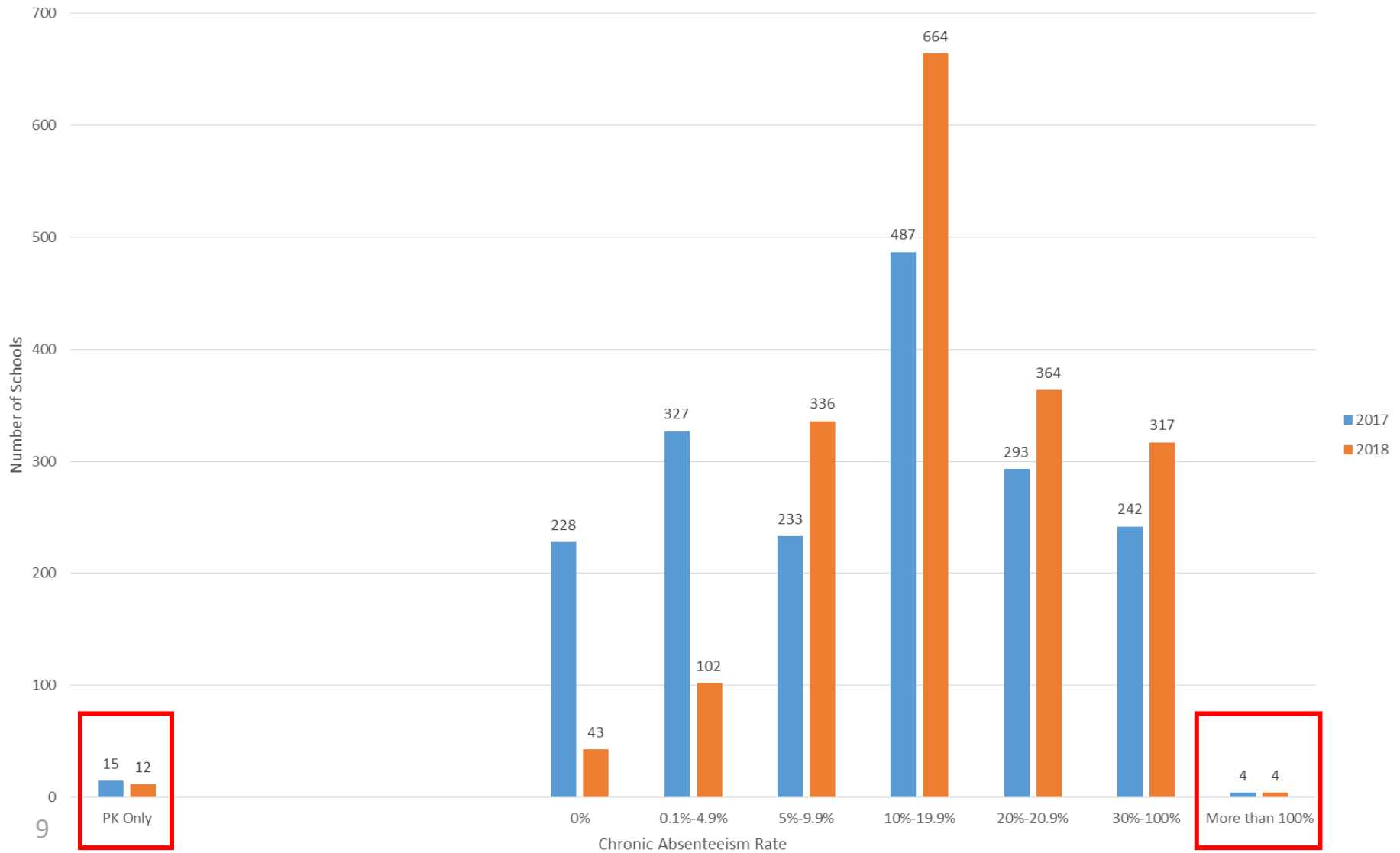
Yes   No

Colorado's Implementation of SQSS Indicator for Identification of Schools in 2018-19

Science mean scale scores (MSS) and dropout rates were used for identification, but Colorado did not utilize chronic absenteeism

- Evaluating data quality
  - Potential variability in inclusion/exclusion rules applied by districts
    - For instance, inclusion of PK students
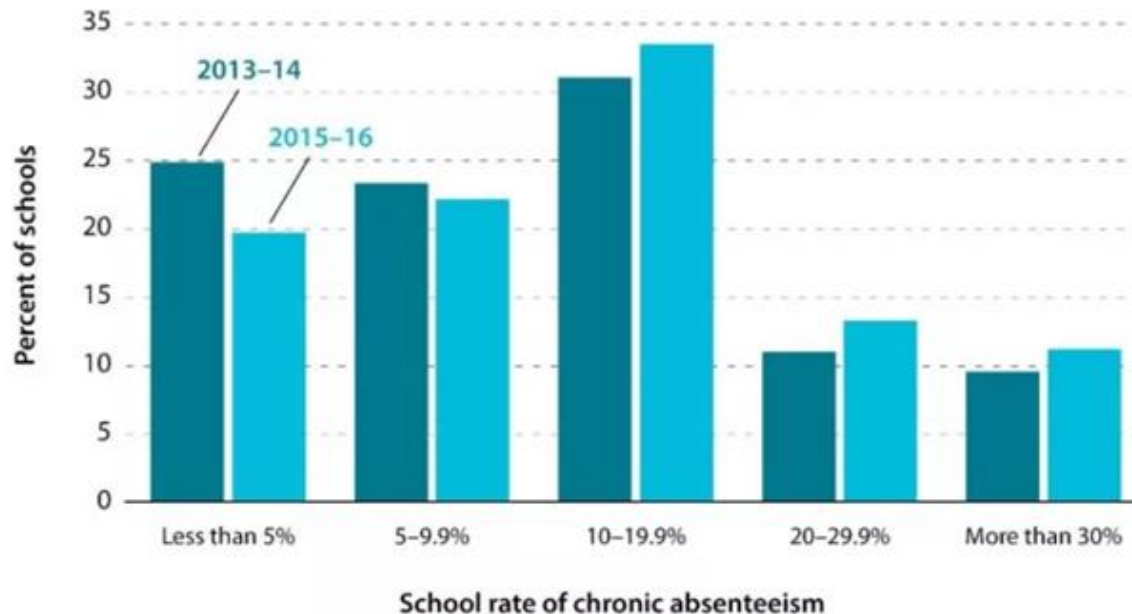 - Chronic absenteeism counts exceeding total enrollment counts

Chronic Absenteeism Rates in 2017 & 2018

- Approximately 3 out of 5 schools reported higher rates of chronic absenteeism from 2013-14 to 2015-16
  - Almost half of the increase in the total number of chronically absent students came from roughly 5,500 schools that had reported no chronically absent students in 2013-14

Percent of Schools by School Rate of Chronic Absenteeism, 2013–14 and 2015–16

https://www.brookings.edu/blog/brown-center-chalkboard/2018/06/18/taking-attendance-seriously-in-the-new-civil-rights-data-collection/

Steps States are Taking to Improve Accuracy of Chronic Absenteeism Data

Writing the Rules – FutureEd and Attendance Works: https://www.future-ed.org/wp-content/uploads/2018/06/REPORT_writingtherules.pdf

Defining Chronic Absenteeism

- ED*Facts* defines chronic absenteeism as missing 10% or more of school days
    - 27 states (including Colorado) utilize this definition
- Chronic absenteeism counts are submitted by districts as part of CDE's School Discipline and Attendance collection
    - "**Number of students with chronic absenteeism** – The unduplicated count of students absent 10% or more of the days enrolled in the public school year during the school year. A student is absent if he or she is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day. Chronically absent students include students who are absent for any reason (e.g., illness, suspension, the need to care for a family member), regardless of whether absences are excused or unexcused. This count would include students in grades K-12."

Determining Inclusion/Exclusion Rules for Absence

- Definition varies by state
  - D.C. considers students absent unless there for 80% of day, whereas California considers students as attending if there for at least one period
  - Some states leave it to local school boards to set the definition
  - ED*Facts* specifies that "a student was absent if he or she was not physically on school grounds and was not participating in instruction or instruction-related activities at an approved off-grounds location <u>for at least half the school day</u>"

- To improve data accuracy, states have taken steps to clarify when a student should be considered absent
  - Some states have noted additional challenges when reporting chronic absenteeism for virtual, alternative, and charter schools
    - Many alternative schools report attendance in units of hours, rather than days, so additional training is provided on how to covert before submitting

Deciding on Minimum Number of Days Enrolled

- ED*Facts* specifies that chronic absenteeism counts should include all students in K-12 who "are enrolled in school for <u>at least 10 days</u> at any time in the school year"
  - Students with 9 or fewer days of enrollment would be excluded, regardless of the number of days absent

Monitoring the Accuracy of Chronic Absenteeism Data

- Currently, Colorado has established business rules to ensure chronic absenteeism counts are not left blank and only contain whole numbers (no decimals)

- Some states have included business rules to flag when schools indicate perfect attendance or no chronically absent students, requiring them to confirm the information is correct before submitting

- Some states (for example, California and Connecticut) conduct audits to look for sudden gains or drops in attendance rates
  - Any school or district that registers a 5% change from the previous year receives additional attention

Should we consider adding these for Colorado?

Establishing Chronic Absenteeism Targets

Targets for Chronic Absenteeism

- Most states using chronic absenteeism as part of their SQSS indicator have opted to look at chronic absenteeism rates directly
  - A couple states, including Colorado, are focusing on reduction in chronic absenteeism instead
    - Gives schools credit for improving their attendance rates
    - Presents challenges for assigning ratings to schools with chronic absenteeism rates already at or near 0%

Baseline Rate	# of Schools
0.0%	43
0.1% - 4.9%	102
5.0% - 9.9%	336
10.0% - 89.9%	1342
90.0% - 94.9%	2
95.0% - 99.9%	1
100%+	4

Differentiating Targets

- Some states are using a combination of a set performance target and a change metric
  - For example, schools with chronic absenteeism rates below 5% earn highest rating, and remaining schools receive ratings based on change in chronic absenteeism rates

- Some states are also differentiating the level of improvement required based on baseline values
  - For example, schools with higher starting chronic absenteeism rates must demonstrate greater improvement (larger reduction)

Input Needed

Use of Chronic Absenteeism Data

- Based on improvements in quality of chronic absenteeism data, CDE recommends keeping it as an SQSS indicator. Input needed:
  - What suggestions do you have for improving the data collection process and/or guidance?
    - What is the easiest way to collect this information?
    - Additional clarification needed regarding who should be considered chronically absent?
  - Should we identify another SQSS indicator as part of the long-term plans? [Keep CA and add another]

Establishing Targets for Chronic Absenteeism

- Suggestions on how to differentiate ratings for schools with chronic absenteeism rates at or near 0%?
    - How to differentiate the level of improvement required based on baseline values?

Timelines and Exit Criteria for TS/ATS Schools

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
- Share with others at your table
- Based on discussion make a final recommendation on how to proceed

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?

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

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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.