

Making Students Visible: Comparing Different Student Subgroup Sizes for Accountability

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CORE
DISTRICTS

 **PACE**
Policy Analysis for California Education



CORE

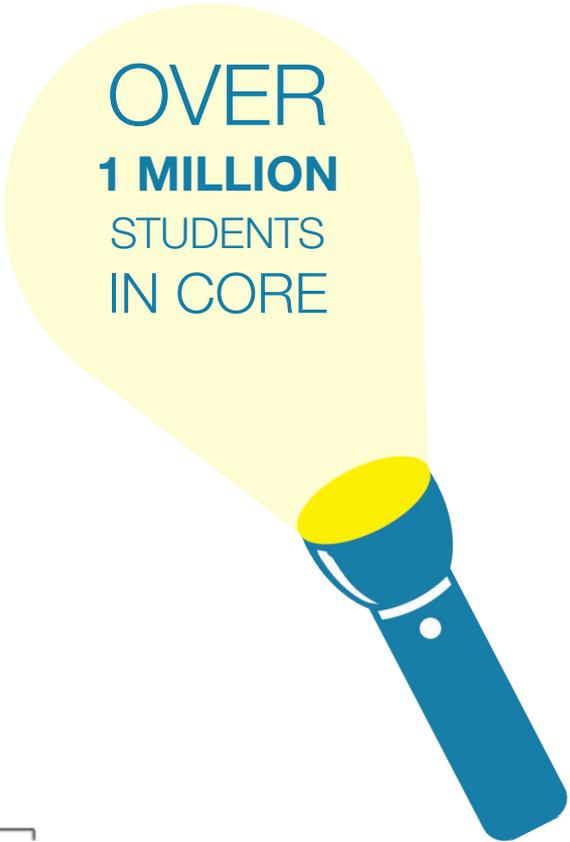
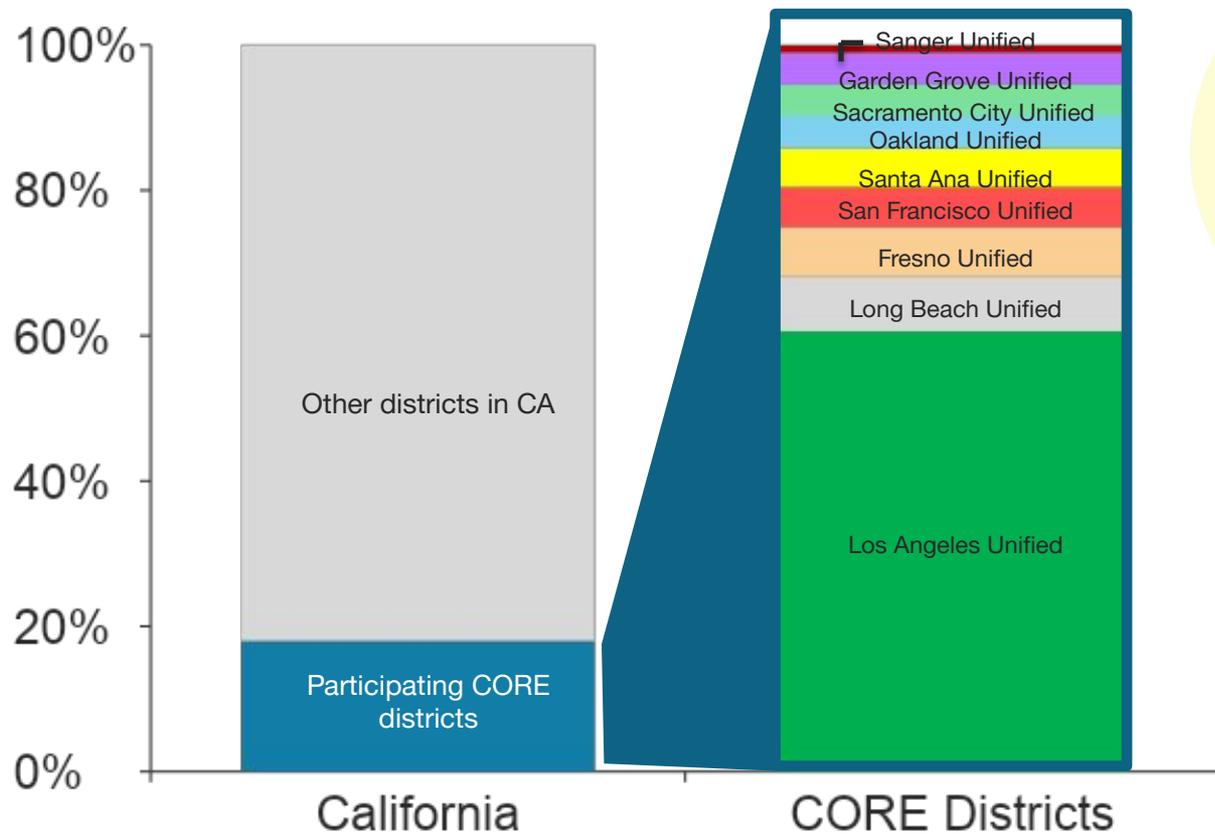
is a collaboration among
9 California school districts.

Why are **superintendents, school leaders,**
and teachers from these districts
actively involved in a collaborative effort?

**WE WORK BETTER
TOGETHER.**



We're working together to significantly improve student outcomes – for ALL students.



The Intent of the School Quality Improvement Index:

Developed by educators and experts working with the CORE districts, the Index offers more and better information to help schools and teachers help students learn.

CORE Districts is committed to moving from traditional accountability frameworks...

...to an innovative and more inclusive approach

Narrow focus on academic indicators



Holistic, multiple indicators from the academic, social emotional and culture-climate domains

Accountability as a “hammer” that labels most schools as failing



Accountability as a needs and strengths assessment that identifies a small subset of schools in need of the greatest amount of support and capacity building

Only measuring achievement



Measuring achievement and growth

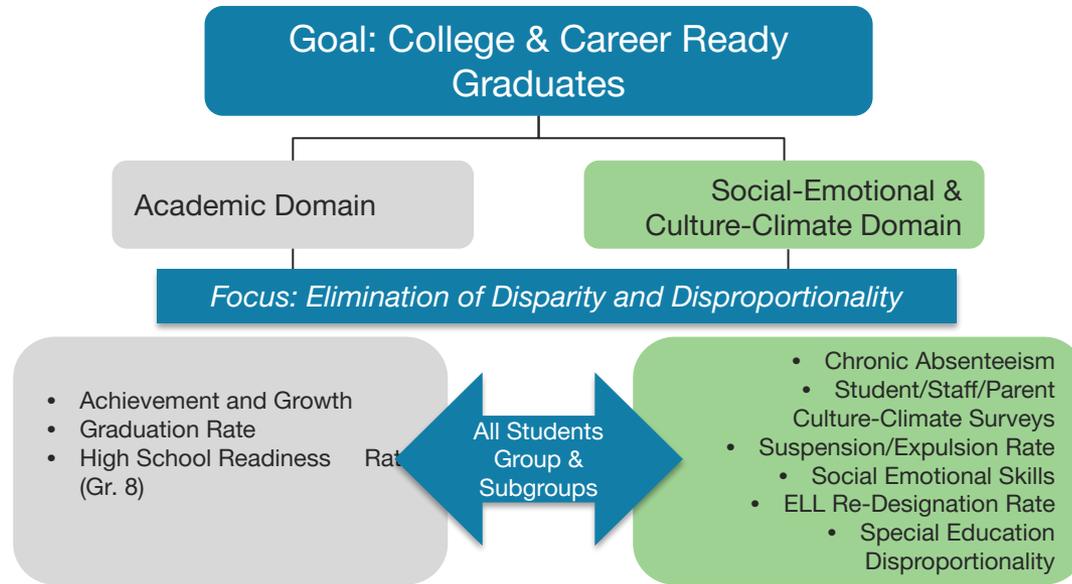
Only including subgroups with 100+ students



Including subgroups with 20+ students



Designing the School Quality Improvement Index:



MAKING ALL STUDENTS VISIBLE:

N size of 20 resulting in over 150,000 additional students counted!

Guiding principles:

- ✓ Information as “flashlight” (and not a “hammer”)
- ✓ From a narrow focus to a holistic approach
- ✓ Making all students visible
- ✓ From just achievement to achievement and growth

Developed through collaboration and partnership:

- ✓ Led by the CORE Superintendents
- ✓ Guided by the experts in our districts
- ✓ With input from hundreds of educators across the CORE districts
- ✓ With support from our key partners (e.g. Stanford University, Harvard University)
- ✓ With guidance from our Oversight Panel (e.g. ACSA, CSBA, Ed Trust West, PACE, PTA)



Each indicator has been carefully developed, refined, and analyzed before inclusion in the Index

Measurable

- Evidence of validity, reliability and stability through the examination of baseline and/or field test data.

Actionable

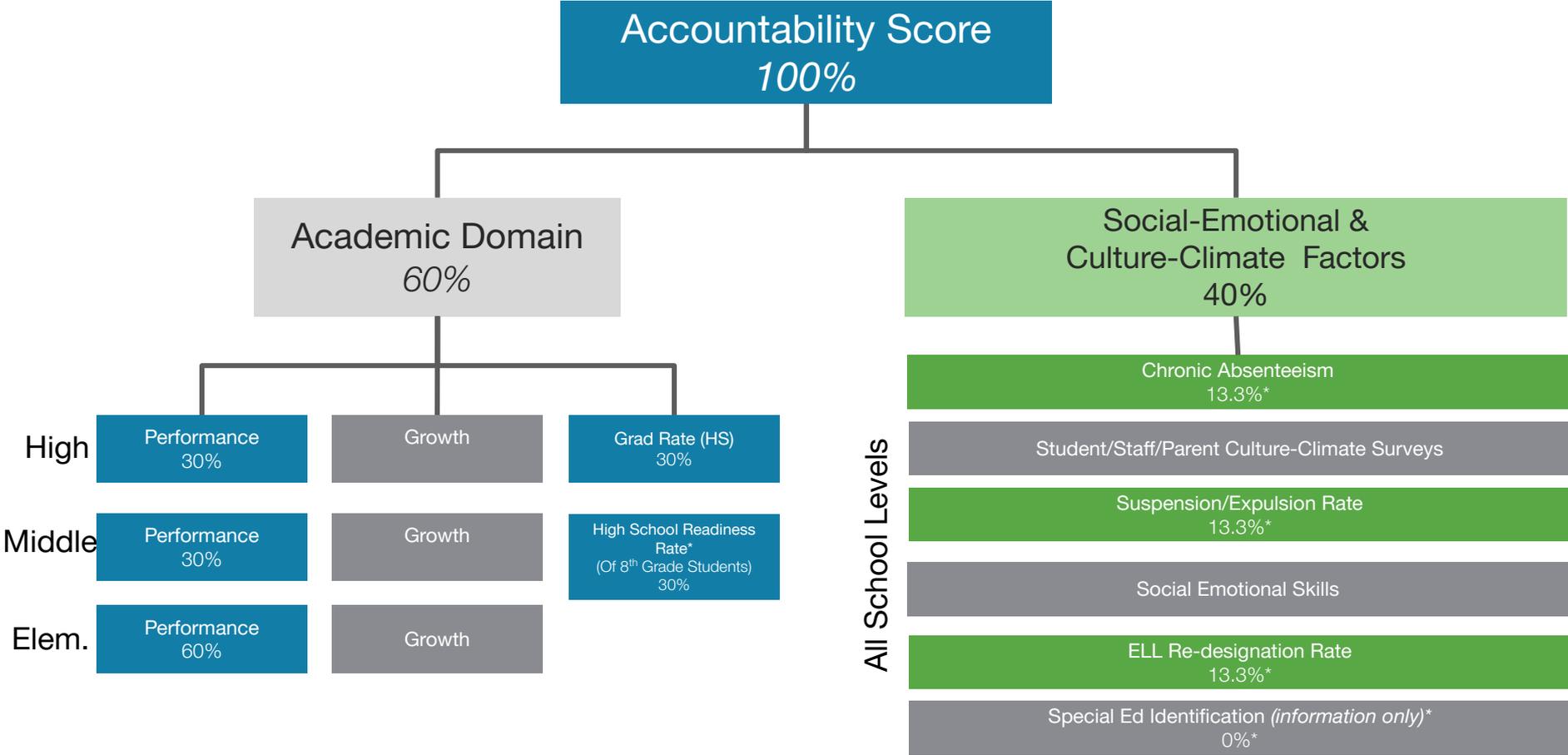
- Evidence from research that schools can influence and impact the outcome in question.
- Evidence from baseline data that schools serving similar youth demonstrate notably different outcomes (such that there is evidence that schools play a substantive role in the outcome).

Meaningful

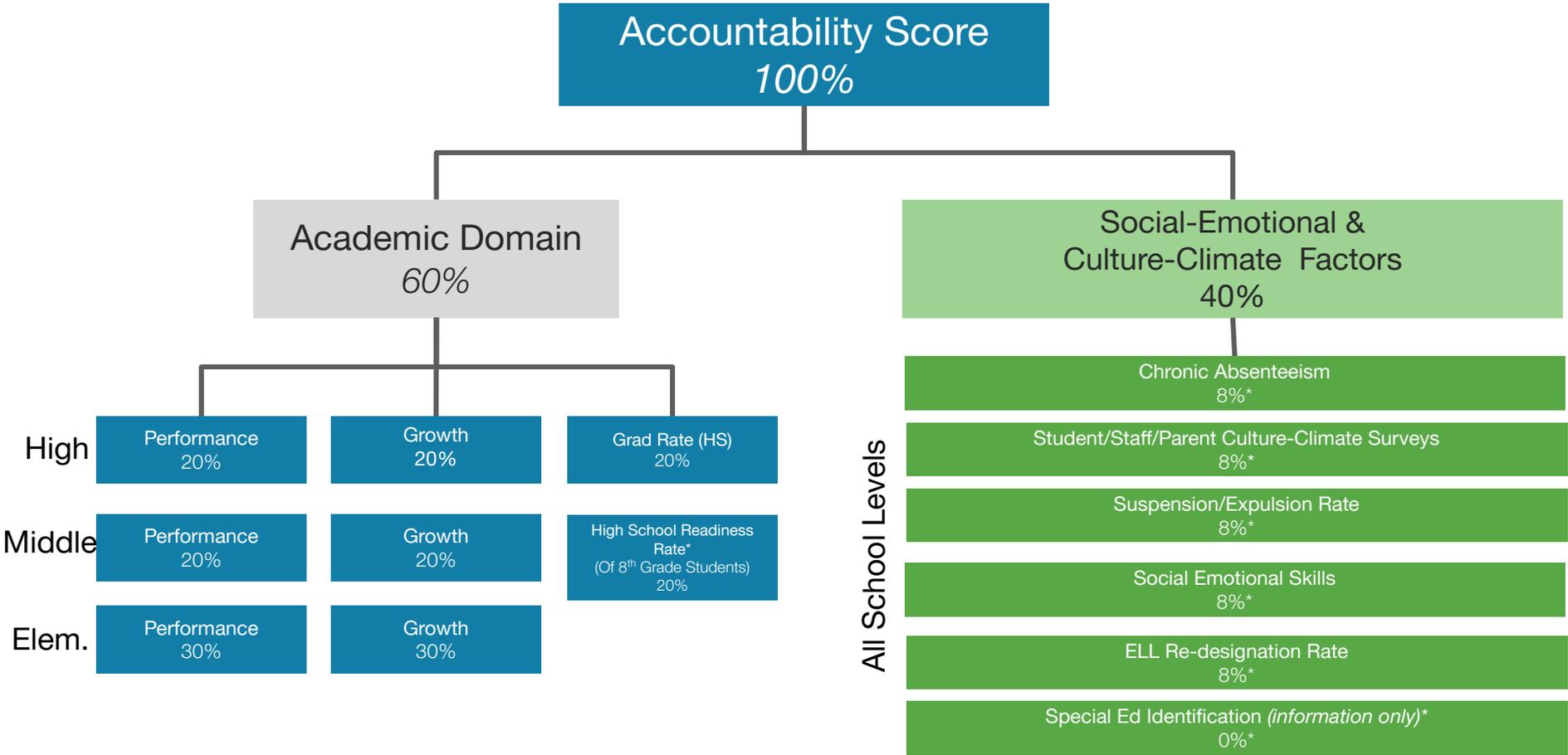
- Clearly connected (e.g., through research) to college and career readiness, and the elimination of disparity and disproportionality (e.g., based upon the current presence of substantive gaps in performance).



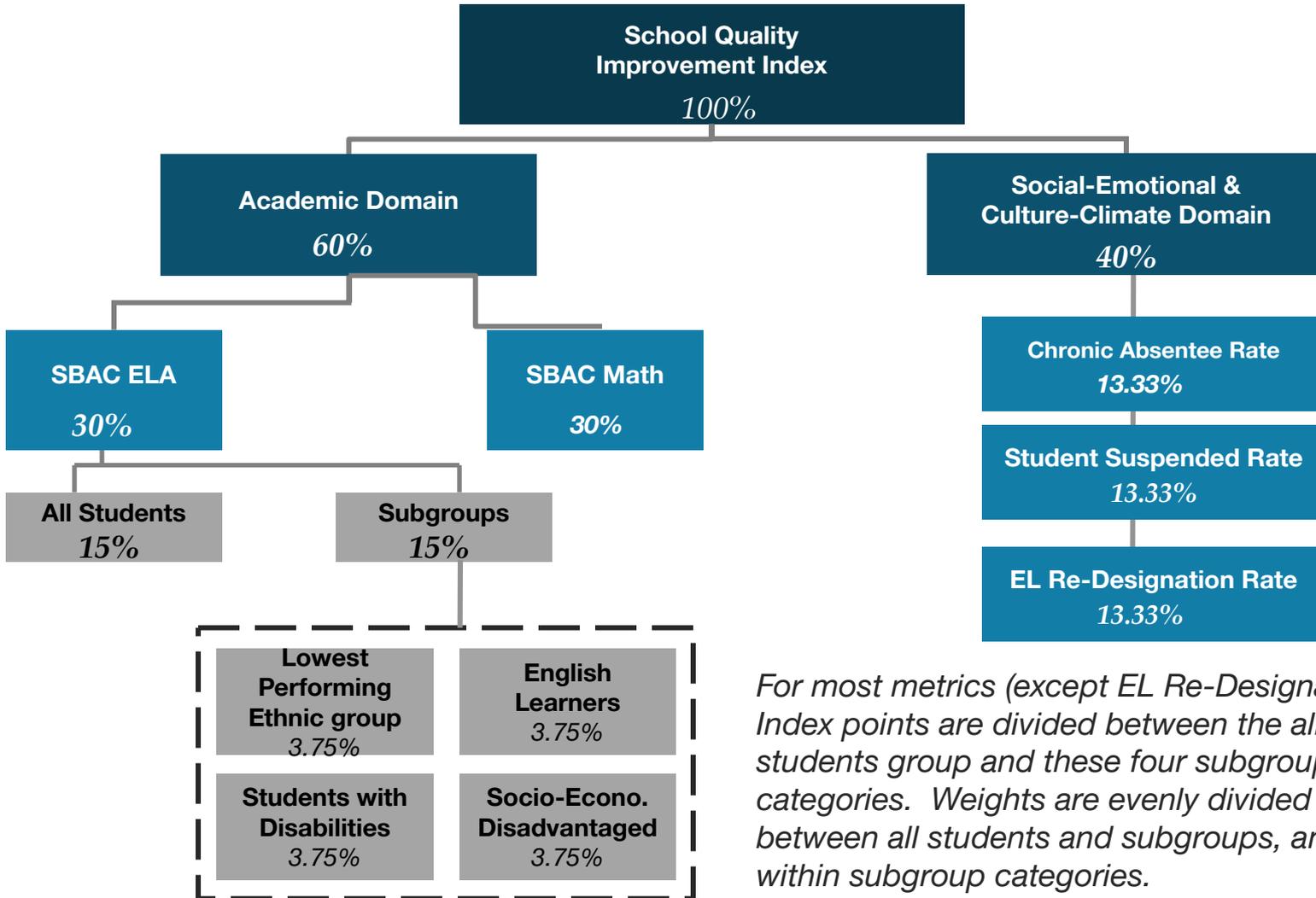
The School Quality Improvement Index (2014-2015)



The School Quality Improvement Index (2015-2016+)



Subgroup results account for half of the weight in most of the metrics in the Index.



For most metrics (except EL Re-Designation), Index points are divided between the all students group and these four subgroup categories. Weights are evenly divided – first between all students and subgroups, and then within subgroup categories.



SAMPLE HIGH SCHOOL

PRELIMINARY REPORT - SUBJECT TO CHANGE - 12/01/15

Public | 2887

CDS code: 00000000000000
Random Valley Unified

SD: 68% AA: 8% FI: 1%
EL: 40% AI/AN :0% PI: 0%
SWD: 9% AS: 22% WH: 3%
HI: 64% Two+: 2%

1234 Any Street
Random Valley, CA 12345

	Metric result 2014	Metric result 2015	Change in Metric Performance from 2014 to 2015	Index Level 2015	Change in Index Level from 2014 to 2015
ACADEMIC DOMAIN (see pages 12 & 13 for metric descriptions)					
Academic Performance English Language Arts	-	43% MEET OR EXCEED STANDARDS	-	5 /10	-
Growth English Language Arts	Coming Fall 2016				
Academic Performance Math	-	12% MEET OR EXCEED STANDARDS	-	5 /10	-
Growth Math	Coming Fall 2016				
Four Year Cohort Graduation Rate	86% GRADUATED CLASS OF 2013	88% GRADUATED CLASS OF 2014	+2%	8 /10	↗ 1
Five Year Cohort Graduation Rate	86% GRADUATED CLASS OF 2012	88% GRADUATED CLASS OF 2013	+2%	8 /10	↗ 1
Six Year Cohort Graduation Rate	87% GRADUATED CLASS OF 2011	87% GRADUATED CLASS OF 2012	0%	7 /10	⇒ 0
SOCIAL-EMOTIONAL & CULTURE-CLIMATE DOMAIN (see pages 12 & 13 for metric descriptions)					
Chronic Absenteeism	19% CHRONICALLY ABSENT	15% CHRONICALLY ABSENT	-4%	7 /10	↗ 2
Suspension Rates (includes students suspended and/or expelled)	6% SUSPENDED (AND/OR EXPELLED)	5% SUSPENDED (AND/OR EXPELLED)	-1%	6 /10	⇒ 0
English Learner Re-designation	10% RE-DESIGNATED	15% RE-DESIGNATED	+5%	8 /10	↗ 3
Social-Emotional Skills	Coming Fall 2016				
Culture and Climate	Coming Fall 2016				

Green = above average (Index Levels 8, 9 and 10) Orange = average (Index Levels 4, 5, 6, 7) Red = below average (Index Levels 1, 2, 3)

This February, CORE Districts will publicly release the 1st version of the School Quality Improvement Index at www.coredistricts.org

Reports support
CONTINUAL IMPROVEMENT
for school leaders and teachers



2015 Performance on the Index Metrics for All Students and Each Subgroup Category

Overall Index results are generally evenly weighted between the all students group and subgroup performance (for subgroups with 20 or more students).

	All Students	Lowest Performing Racial/Ethnic Subgroup	English Learners	Students with Disabilities	Socio-Economically Disadvantaged Students
ACADEMIC DOMAIN (see pages 12 & 13 for metric descriptions)					
Academic Performance English Language Arts	43% MEET OR EXCEED STANDARDS	33% (AA) MEET OR EXCEED STANDARDS	1% MEET OR EXCEED STANDARDS	7% MEET OR EXCEED STANDARDS	43% MEET OR EXCEED STANDARDS
Growth English Language Arts	Coming Fall 2016				
Academic Performance Math	12% MEET OR EXCEED STANDARDS	7% (AA) MEET OR EXCEED STANDARDS	1% MEET OR EXCEED STANDARDS	0% MEET OR EXCEED STANDARDS	13% MEET OR EXCEED STANDARDS
Growth Math	Coming Fall 2016				
Four Year Cohort Graduation Rate	88% GRADUATED CLASS OF 2014	77% (WH) GRADUATED CLASS OF 2014	78% GRADUATED CLASS OF 2014	53% GRADUATED CLASS OF 2014	88% GRADUATED CLASS OF 2014
Five Year Cohort Graduation Rate	88% GRADUATED CLASS OF 2013	84% (AA) GRADUATED CLASS OF 2013	82% GRADUATED CLASS OF 2013	66% GRADUATED CLASS OF 2013	89% GRADUATED CLASS OF 2013
Six Year Cohort Graduation Rate	87% GRADUATED CLASS OF 2012	83% (WH) GRADUATED CLASS OF 2012	78% GRADUATED CLASS OF 2012	57% GRADUATED CLASS OF 2012	88% GRADUATED CLASS OF 2012
SOCIAL-EMOTIONAL & CULTURE-CLIMATE DOMAIN (see pages 12 & 13 for metric descriptions)					
Chronic Absenteeism	15% CHRONICALLY ABSENT	19% (WH) CHRONICALLY ABSENT	14% CHRONICALLY ABSENT	30% CHRONICALLY ABSENT	13% CHRONICALLY ABSENT
Suspension Rates (includes students suspended and/or expelled)	5% SUSPENDED (AND/OR EXPELLED)	12% (AA) SUSPENDED (AND/OR EXPELLED)	5% SUSPENDED (AND/OR EXPELLED)	12% SUSPENDED (AND/OR EXPELLED)	5% SUSPENDED (AND/OR EXPELLED)
English Learner Re-designation	15% RE-DESIGNATED	(N/A)	(N/A)	(N/A)	(N/A)
Social-Emotional Skills	Coming Fall 2016				
Culture and Climate	Coming Fall 2016				

Results include performance by the “all students” group and by subgroups

Examples of full reports for elementary, middle, and high schools are available online at <http://coredistricts.org/core-index/>



Measurement under ESSA

Elementary & Middle Schools

Annual academic achievement

Academic growth

Another academic measure

English proficiency

Non-academic measure*

High Schools

Annual academic achievement

Academic growth (optional)

Graduation rate

English proficiency

Non-academic measure*

*Student engagement, educator engagement, student access to and completion of advanced coursework, post-secondary readiness, school climate and safety

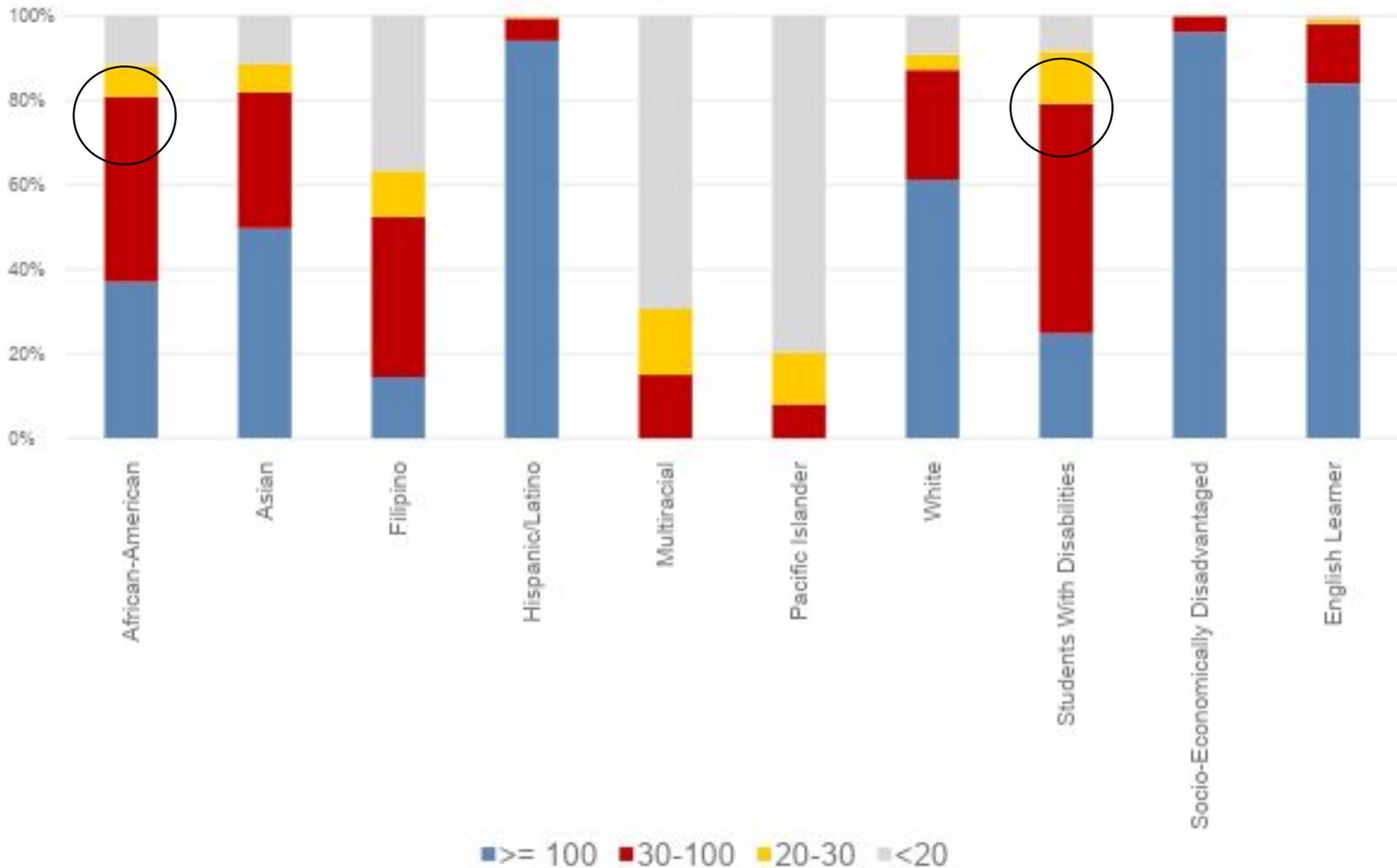
Reported subgroups for schools

- Each major racial/ethnic group
- Economically disadvantaged
- Students with disabilities
- EL status

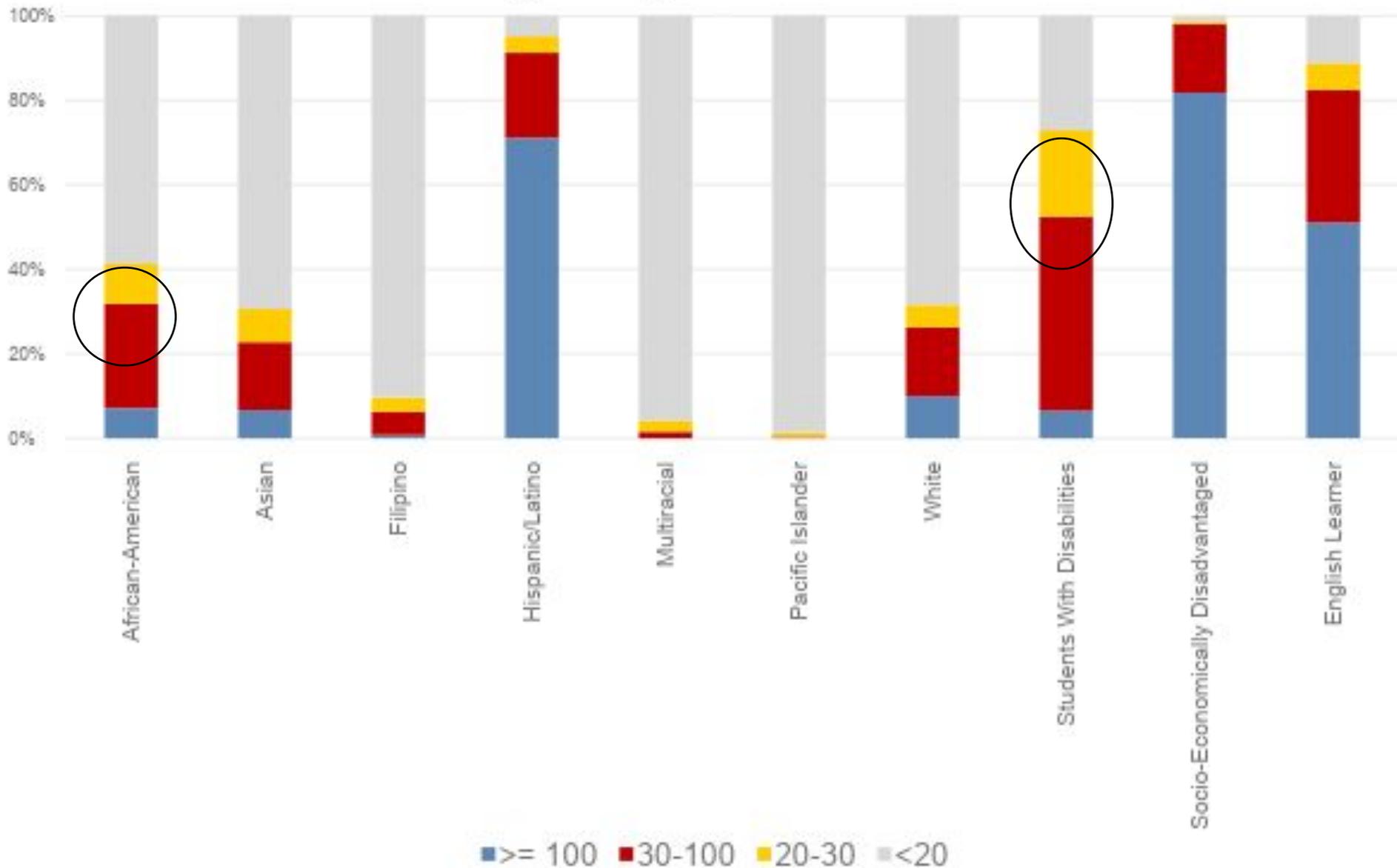
Subgroup size under ESSA

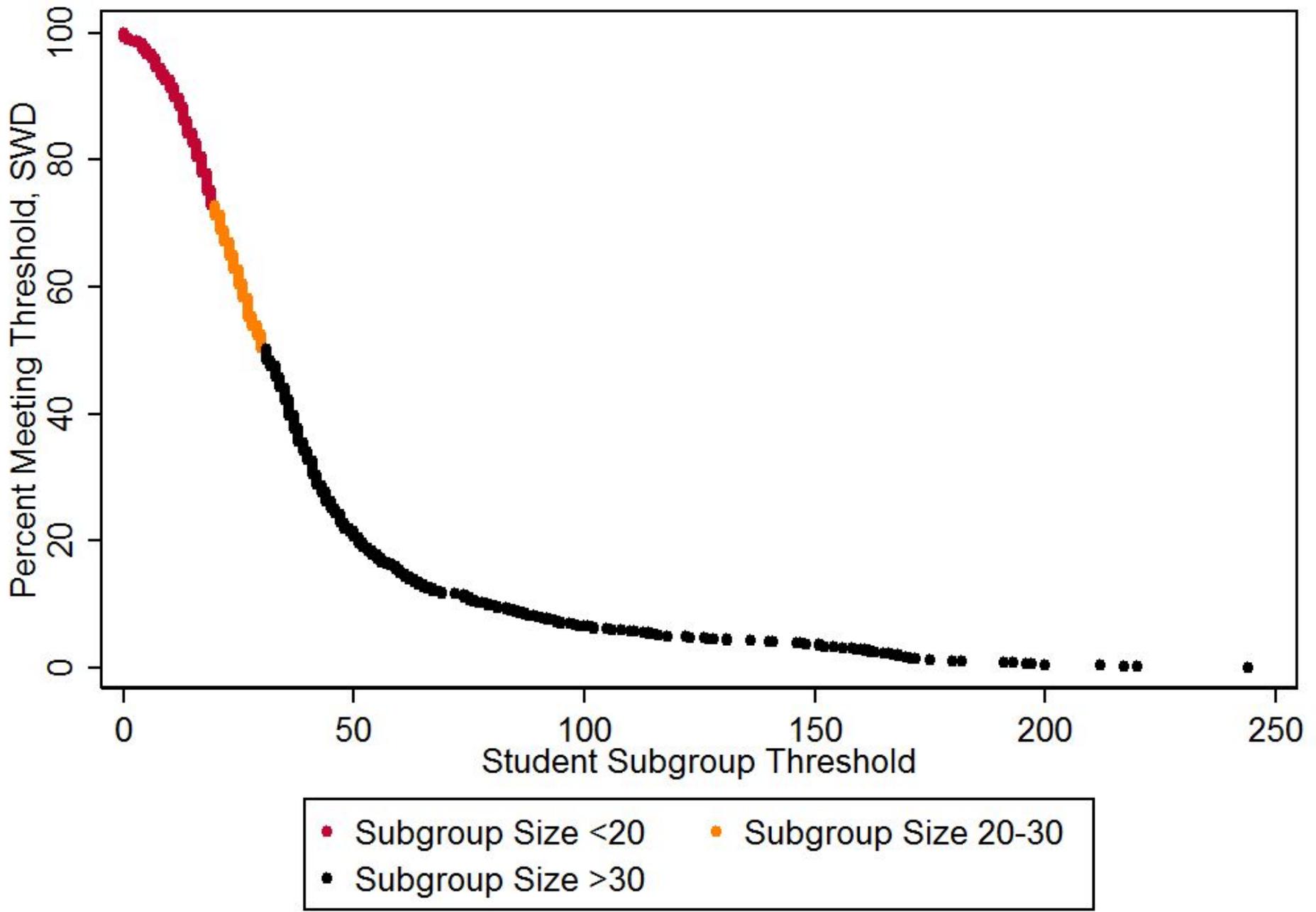
- ESSA legislation initially vague on subgroup size
- PACE-CORE brief comparing 20 to 100 influenced development of regulations
- Regulations “allow states to establish a range of n-sizes, not to exceed 30”
- For this reason, we redid the analysis to focus on the difference between 20, 30, and 100 to further illustrate the tradeoffs

Percent of Students Reported, by Subgroup Threshold

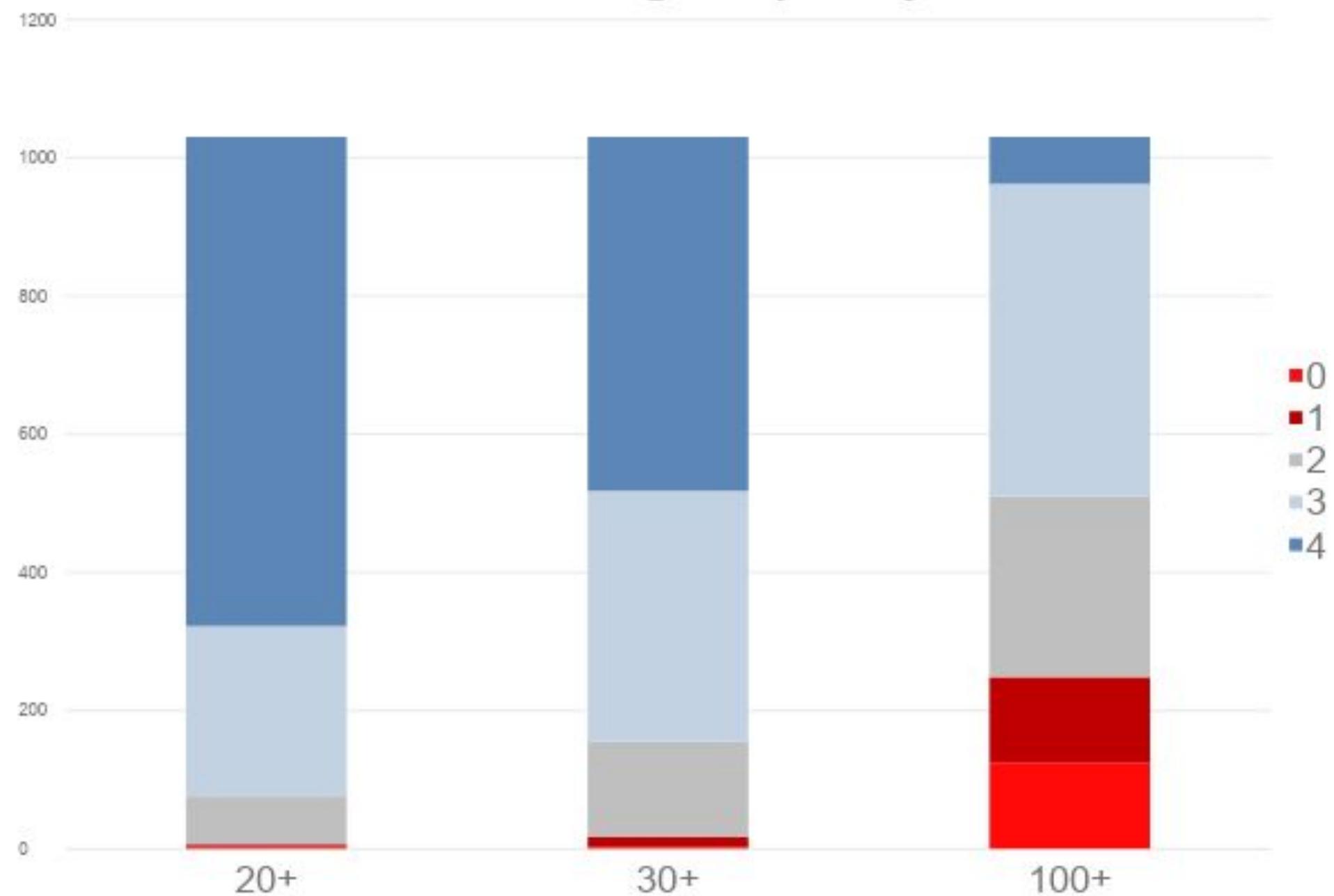


Percent of Schools Reporting, by Subgroup Threshold

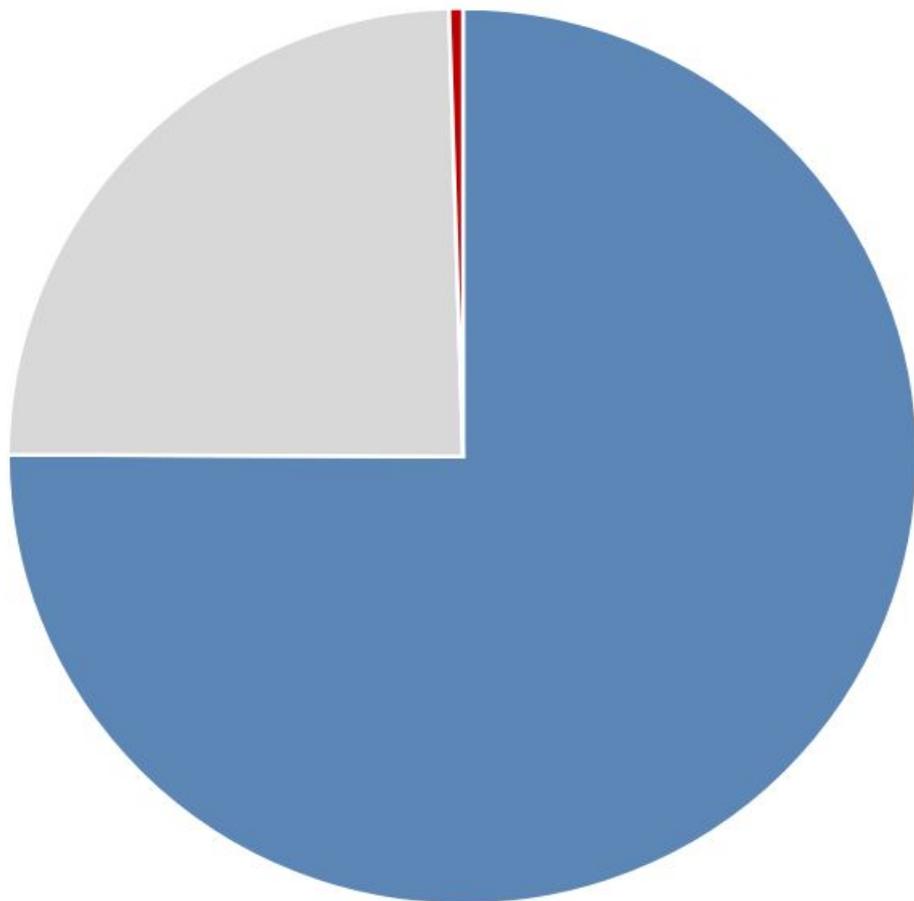




Number of Subgroups by School

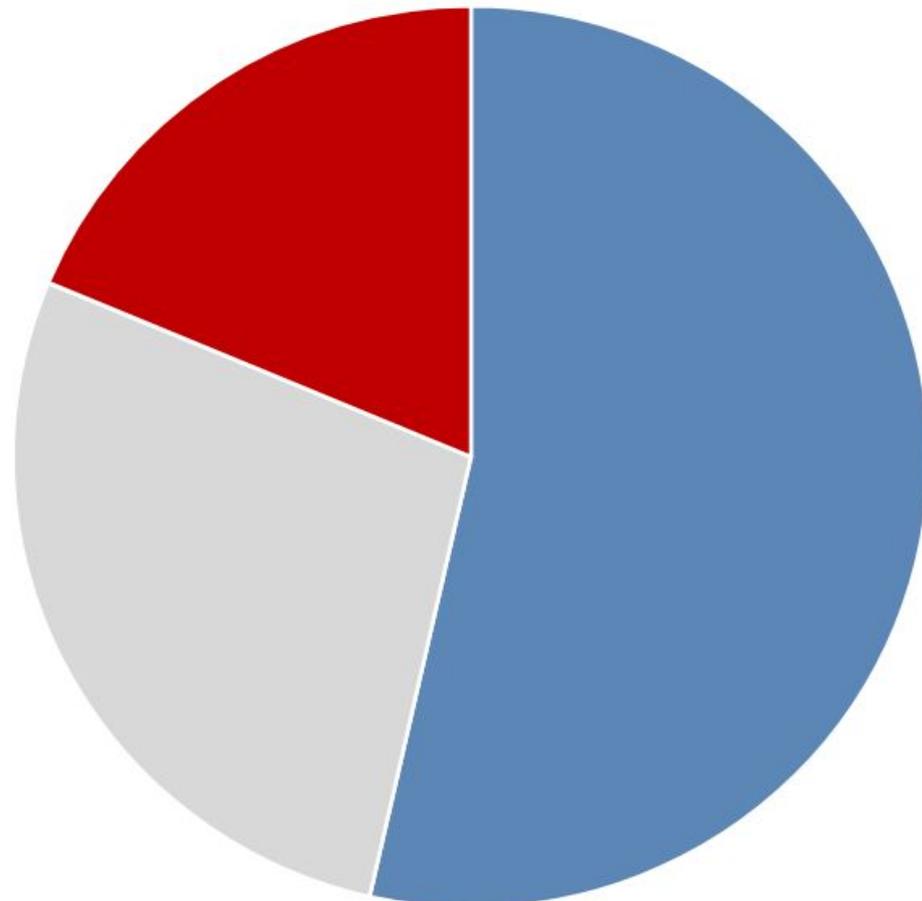


20+ vs. 30+



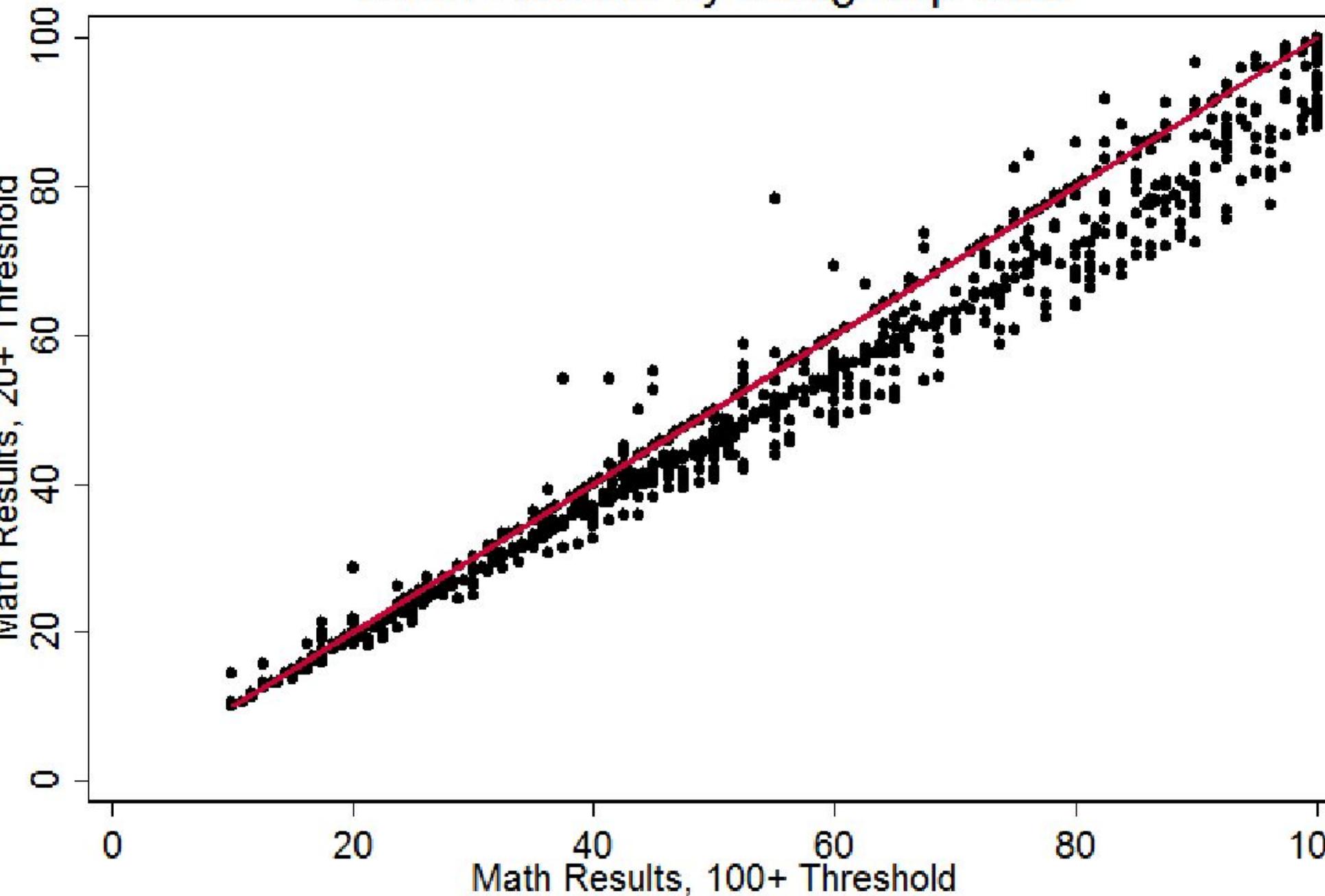
- LPRG Same
- LPRG Different
- LPRG available for 20+ but not 30+

20+ vs. 100+



- LPRG Same
- LPRG Different
- LPRG available for 20+ but not 100+

Math Results by Subgroup Size



Questions & Discussion

- Clarifying questions
- Suggestions for future research and analysis
- What are the implications in your work?