Calculate Your School's Access & Equity Report Card:
Please grab materials at the front of the room

Aislinn Walsh, CSI Performance & Accountability Analyst

Download the Excel file here: http://tinyurl.com/y3w8f3gk

Download the Notecatcher here: http://tinyurl.com/y6cngw8w

Purpose Today

- What are some ways we can evaluate access & equity at our schools?
  - Today, we will:
    - Review data;
    - Reflect on unique school contexts;
    - Participate in group discussions; &
    - Begin to identify some specific target areas for the future.

Let's Start with this Quick Survey

www.menti.com|

Please enter the code

12 34 56

Submit

1 Grab your phone

2 Go to www.menti.com

3 Enter the code 35 68 95 and vote!
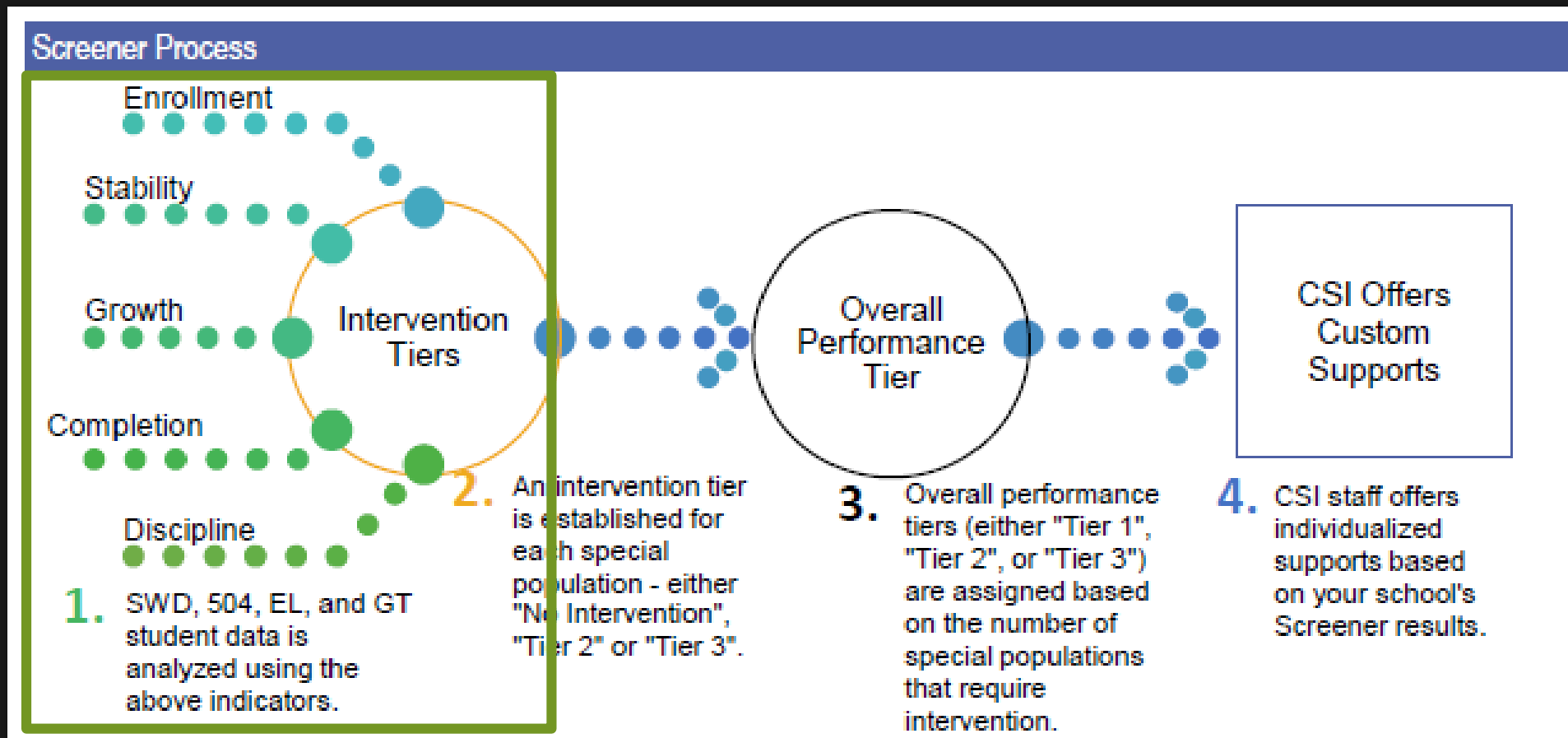
35 68 95

CSI's Student Services Screener

- Purpose:
  - Assess the quality of access, instructional supports, and outcomes for special populations (SWDs, 504s, EL, GT)
  - Assist CSI in providing focused support to schools struggling to meet specific goals for students

CSI's Student Services Screener

- Schools voiced an overwhelming need for support around special populations

- Created the Student Services Screener with support from CSI staff and consultants from the National Center for Special Education in Charter Schools (NCSECS)

CSI's Student Services Screener

Screener Process

Enrollment

Stability

Growth — Intervention Tiers

Completion

Discipline

1. SWD, 504, EL, and GT student data is analyzed using the above indicators.

2. An intervention tier is established for each special population - either "No Intervention", "Tier 2" or "Tier 3".

Overall Performance Tier

3. Overall performance tiers (either "Tier 1", "Tier 2", or "Tier 3") are assigned based on the number of special populations that require intervention.

CSI Offers Custom Supports

4. CSI staff offers individualized supports based on your school's Screener results.
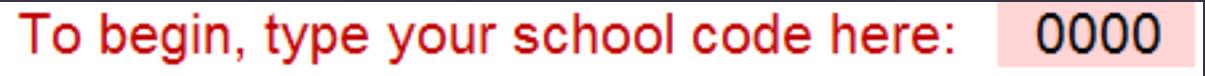
CSI's Student Services Screener

○ To learn more about the Screener, you can attend the session "Collaborating to Improve Access and Services for All Students" tomorrow from 11-12pm in Conifer to hear from Clare Vickland, CSI's Director of Student Services

Form Groups!

- Create groups of 4 or 5 using those around you
- Group expectation: respect, honesty, & trust
- Introduce self, your role, where you're from

Let's Look at Your Data

○ Open the Excel file called "Access & Equity Report Card", available here: http://tinyurl.com/y3w8f3gk

○ If you would like, you can type your school code into the red box in cell G1 on the "Access & Equity Report Card" tab (see image below) – *this is not necessary*

To begin, type your school code here: 0000

○ Your school data will autopopulate for all measures other than Stability and Discipline (only available at the school level)

○ You can also use our sample school code "0000" on the "SAMPLE DATA" tab.

Enrollment Indicator

Enrollment

- The enrollment indicator looks at your most recent October Count data in comparison to the district in which your school is located or statewide charter percentages (for SWDs).

  - **Is your school enrolling special populations at a rate proportional to your geographic district or other charter schools in the state?**

- Look at your results in the Excel file.

Enrollment: Group Discussion

- **Look at how you answered your first two reflection questions and discuss as a group:**

  - What are some common challenges in enrolling special populations at a rate proportional to district-run schools or other charter schools in the state?

  - Were you surprised by the results you received?

- **Look at the components/processes you listed for enrollment of special populations and discuss as a group:**

  - How are you tracking enrollment for SWDs, 504s, EL, and GT students?

  - What are you doing to encourage enrollment for SWDs, 504s, EL, and GT students?

  - Are there enrollment policies or practices currently in place that might be barriers for SWDs, 504s, EL, and GT students?

Enrollment: Reflection and Next Steps

Enrollment

○ **Individually answer the next set of questions.**

○ **Use your group for support! If you need to think through your responses, you can ask your group for their insight.**

Stability Indicator

Stability

○ The stability indicator looks at stability rates for your special populations (ie., whether that a student was continuously enrolled at your school) compared to their non-subgroup peers.

○ **How stable is the enrollment of special populations in the school?**

○ Input your results in the Excel file. If you do not have any results, use the sample data – school code "0000".

Stability: Group Discussion

Stability

- **Look at how you answered your first two reflection questions and discuss as a group:**

  - Why do you think the stability rate for some special populations is less than the rate of their non-subgroup peers?

  - Were you surprised by the results you received?

- **Look at the components/processes you listed for enrollment of special populations and discuss as a group:**

  - How are you tracking disenrollment for SWDs, EL, and GT students?

  - Do you conduct exit interviews for students leaving?

  - Are there policies or practices currently in place that might contribute to SWDs, EL, and GT students leaving your school more frequently?

Stability: Reflection and Next Steps
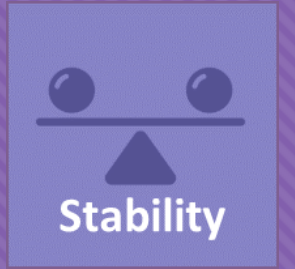
Stability

○ **Individually answer the next set of questions.**

○ **Use your group for support! If you need to think through your responses, you can ask your group for their insight.**

Growth Indicator

Growth

- Why Growth instead of Achievement?
  - Measures student *progress* (what you at the school are doing) – achievement can be influenced by where that student is coming from.
- Each student received a growth percentile – 1 to 99.
  - Low Growth: <35
  - Typical Growth: 35-65* - 50 is meeting state expectations
  - High Growth: >65
- Fact sheet available in the Excel file

Growth Indicator

Growth

○ The growth indicator looks at median growth percentiles for your special populations. Growth percentiles evaluate how well your students are progressing in English Language Arts & Math over time.

   ○ **Do special populations see typical growth over the school year?**

○ Look at your results in the Excel file. You can filter by CMAS or PSAT/SAT results using the dropdown in cell J40. If you do not have any results, use the school code "0000".

Growth: Group Discussion

Growth

- Look at how you answered your first two reflection questions and discuss as a group:
  - What structures are in place to ensure all students make typical growth each school year?
  - Are your special populations meeting state expectations (≥50MGP)?
  - Were you surprised by the results you received?
- Look at the components/processes you listed for enrollment of special populations and discuss as a group:
  - What monitoring system is set up to ensure students with low growth are identified and supported?
  - What might you do to increase student growth results for SWDs, EL, and GT students?

Growth: Reflection and Next Steps

Growth

- **Individually answer the next set of questions.**

- **Use your group for support! If you need to think through your responses, you can ask your group for their insight.**

Discipline Indicator

- The discipline indicator flags how the discipline rate of special populations compares to students in your school not in that subgroup.

  - **Are special populations receiving disciplinary actions at a rate comparable to their peers?**

- Input your results in the Excel file. If you do not have any results, use the sample data – school code "0000".

Discipline: Group Discussion

- **Look at how you answered your first two reflection questions and discuss as a group:**
  - Why do you think the percentage of special populations with disciplinary actions is higher than their non-subgroup peers?
  - Were you surprised by the results you received?

- **Look at the components/processes you listed for enrollment of special populations and discuss as a group:**
  - How are you tracking discipline at your school?
  - Are there policies or practices currently in place that might contribute to SWDs, 504s, and ELs being disciplined at a disproportionate rate?

Discipline: Reflection and Next Steps

- Individually answer the next set of questions.

- Use your group for support! If you need to think through your responses, you can ask your group for their insight.

Completion Indicator

- The completion indicator flags how the 4-year completion rate of special populations compares to the district in which your school is located.
  - **What is the rate of special populations who complete secondary schooling in 4 years?**
- Look at your results in the Excel file. If you do not have any results (Elem./Middle schools won't have results), use the sample data – school code "0000".

Completion: Group Discussion

Completion Rate

- Look at how you answered your first two reflection questions and discuss as a group:

  - Why do you think the percentage of special populations completing is lower than their non-subgroup peers?

  - Were you surprised by the results you received?

- Look at the components/processes you listed for enrollment of special populations and discuss as a group:

  - How do you track completion or graduation for students that enter your school?

  - What processes do you use to track what happens to students when they leave your school?

  - What processes do you use to ensure special populations are transitioning successfully and participating in post-secondary opportunities?

Completion: Reflection and Next Steps

- Individually answer the next set of questions.

- Use your group for support! If you need to think through your responses, you can ask your group for their insight.

Let's Look Overall

- Using our sample school data, what overall trends can you see?
  - SWDs do not meet standards on all indicators 🚩
  - ELs do not meet standards on all indicators but Math growth 🚩
  - All special populations did not meet standards on the Stability indicator 🚩
- In your Notecatcher, I've left space for you to evaluate your school's overall results and catch some potential red flags.

Actionable Next Steps

○ With your school team, take the time to enter in your school's data into the tool

○ Ask the questions from the notecatcher/discussion questions to review your outcomes

○ Now you have tools to begin the conversation at your school

　　○ Use other data to investigate!

　　○ Monitor all implementation!

　　○ Add other indicators that work for you!

Questions?

Contact Aislinn Walsh at aislinnwalsh@csi.state.co.us

Link to notecatcher: http://tinyurl.com/y6cngw8w

PowerPoint: http://tinyurl.com/yy5du6se

Questions about the measures used today?

- Go to the session tomorrow called "Collaborating to Improve Access and Services for All Students" where CSI's Director of Student Services, Clare Vickland, will talk about the Screener.