

SES Evaluation 2010-2011

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Agenda

- Context / background
- Purpose of the evaluation
- Methods
- Results
- What we recommend that you do with the results
- Questions

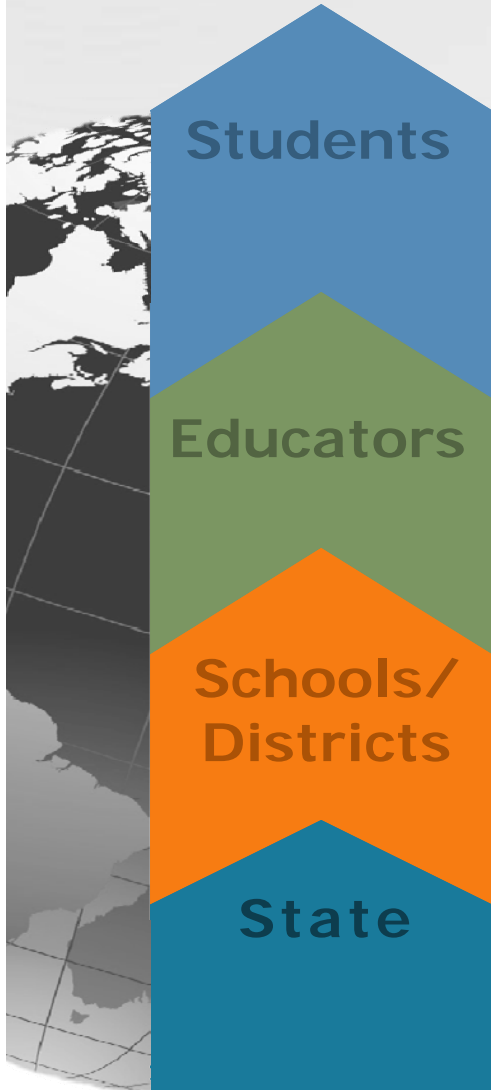
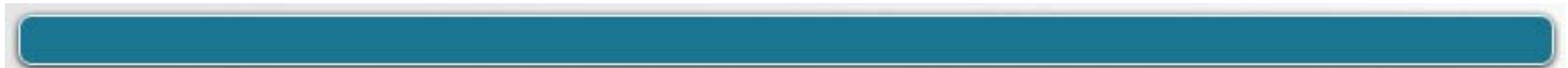
Colorado Department of Education

Vision

All students in Colorado will become educated and productive citizens capable of succeeding in a globally competitive workforce.

Mission

The mission of CDE is to shape, support, and safeguard a statewide education system that prepares students for success in a globally competitive world.



GOALS

Globally competitive workforce

- Ensure every student is **on track to graduate** postsecondary and workforce ready.
- Ensure students graduate ready for success in postsecondary education and the workforce.
- Increase achievement** and national/international competitiveness for all students.

Great teachers and leaders

- Increase and support the effectiveness of all educators.
- Optimize the preparation, retention, and effectiveness of new educators.
- Eliminate the educator equity gap.

Outstanding schools and districts

- Increase school and district performance.**
- Foster innovation and expand access to a rich array of high quality school choices for students.

Best state education agency in the nation

- Develop and implement CDE's strategic direction.
- Increase customer satisfaction with CDE's communication, services, and systems.
- Attract and retain outstanding talent to CDE.

Driving Questions

What do we want students, educators, schools, and districts to know and be able to do?

How will we know if expectations are met?

How will we respond when help is needed and to support continued growth?

Students	Colorado Academic Standards	Assessments	<ul style="list-style-type: none"> • RTI • PBSI • Targeted interventions • IEPs
Educators	Educator quality standards	Educator evaluations	<ul style="list-style-type: none"> • Induction • Mentoring • Professional development plans • Remediation plans
Schools/ Districts	Performance indicators	School and district performance frameworks	<ul style="list-style-type: none"> • Unified planning • Priority • Turnaround

Impetus and Purpose

- ESEA Statute §1116(e)(4)(D)
 - “Develop, implement, and publicly report on standards and techniques for monitoring the **quality and effectiveness of the services** offered by approved providers under this subsection, and for **withdrawing approval** from providers that fail, for 2 consecutive years, to contribute to increasing the academic proficiency of students served....”

Method

- Served students
 - Attended an SES eligible school
 - Were eligible for SES
 - Had a provider contract to receive services
- Dividing students by content of tutoring
- Comparison Students
 - From schools served
 - Eligible for services but did not receive any tutoring
- Primary data
 - Performance results based on PL change and growth
- Secondary data
 - Demographics
 - Z-scores

Our Process

- Measure change ~ 2 years of valid state assessments scores
 - Reading
 - K-3 = DRA2
 - 3-10 = CSAP Proficiency Levels and Growth
 - Math
 - K-3 = no assessment available
 - 3-10 = CSAP Proficiency Levels and Growth
- Compare students with lowest performance
 - Unsatisfactory and Partially Proficient for % change
 - All students all students with growth data
 - Below grade level on DRA2

*Demographic data comes from assessment files

Decision-Making

- External evaluators – objectively analyze data and prepare reports
- CDE internal evaluator – reviews analyses and makes recommendations to Title I Team
- Title I Team votes to remove providers based on recommendations
- Not effective year 1 ~ Warning ~ Primary Data
 - All metrics were at the same level or below comparison
 - May continue to serve students, if selected
- Not effective year 2 ~ Removal ~ Primary + Secondary Data
 - All metrics were below comparison
 - If at the same level of comparison
 - Similar proportion of special populations (ELL, IEP)

Data Limitations

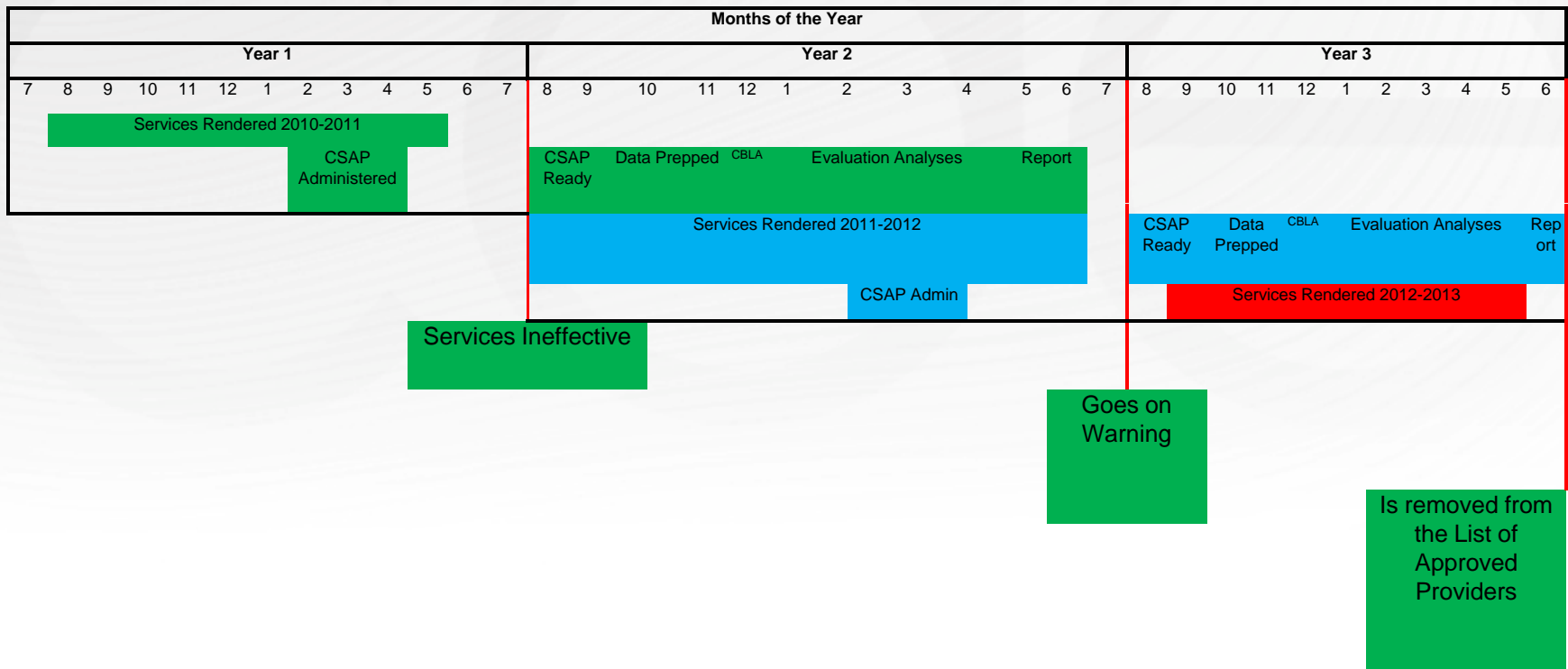
- No math scores for K-2 & No reading or math for 11-12th grade
- Need 2 years of valid scores in tutoring content
 - Not SES eligible or from an SES implementing school
 - No such SASID in our data warehouse (name search)
 - Assigned to 2 vendors (one with most sessions kept)
 - Did not test in one of the years (not in state)
 - Took CSAP-A or LECTURA
 - Student repeated or skipped a grade
 - Student had 2 test scores for same grade/same year
 - District uses DIBELS or PALS
 - Test was invalidated for one of many reasons
 - Misadministration, student worked ahead, student did not take all test sections, students tested in mixed grades
- Tutoring occurred after state assessment dates

2010-2012 Results

- Reading grades K – 3
 - 5 of the 18 vendors who could be evaluated had a greater percentage of students improve reading performance relative to the comparison group.
- Reading grades 4 – 10
 - Proficiency Level: 7 of the 23 vendors who could be evaluated had a greater percentage of students who improved reading proficiency levels relative to the comparison group.
 - Median Growth Percentile: 17 of the 26 vendors who could be evaluated had a higher median growth percentile for their SES students relative to the comparison group students.
- Math grades 4 – 10
 - Proficiency Level: 10 of the 14 vendors who could be evaluated had a greater percentage of students who improved math proficiency levels relative to the comparison group.
 - Median Growth Percentile: 11 of the 19 vendors who could be evaluated had a higher median growth percentile for their SES students relative to the comparison group students.

The Timing Conundrum: Evaluation is one year lagged

- CSAP/TCAP is taken in spring (e.g., March 2011)
- Results are ready end of summer for prior year (August 2011 for 2010-2011 school year)
 - Data has to be prepped and made available to external evaluator (October-November 2011)
- CBLA is submitted to CDE in December for prior year/
 - CBLA data is cleaned and prepped for external evaluators (January-February)
- Data is analyzed and report is finalized by end of spring the following year (May 2012)
- CDE reviews results, makes determination and notifications (June - July 2012)
- Services for next evaluation year have already been implemented (2011-2012)



How to Use this Information

- Evaluate your program for the 2010-2011 year to determine if there were any changes or anomalies
 - Program implementation
 - Session location(s)
 - Duration, intensity, frequency
 - The students served
 - Different population
 - Any issues with students (e.g., higher dropout rate)
 - Hiring/staffing tutors
 - Training tutors
 - Serving different school(s) or district(s)

Corrective Actions

- What worked and what did not?
- Now look at 2011-2012
 - How does implementation compare to 2010-2011?
- Ask questions:
 - If changes were made in 2010-2011, are they still in place now?
 - Can you isolate or explain the dip in performance due to some factor within your control?
 - Should you make revisions to your program based on these factors? Will that require reapplication to the State?
 - Is our assessment aligned with new Colorado Standards?
 - Is the alignment there for each grade?

Appeals Process if Removed

- As a last resort, start preparing case for appeal of the CDE decision.
- CDE will consider an appeal based on
 - Data and analyses from a nationally normed, reliable, and valid assessment.
 - Greater consideration will be given to data from students not included in our own evaluation
 - Must include:
 - Descriptive data, including SASID, name, & demographics
 - Assessment used
 - Method of analyses
 - Data
 - Analyses results
 - Interpretation of results
 - Summary of why should be reconsidered