



# Every Student Succeeds Act (ESSA) School Quality or Student Success Indicators Subcommittee

January 4, 2018

# Meeting Overview

- Federal feedback update.
- Committee process updates.
- Review of context and previous stakeholder work.
- Minnesota Common Course Catalogue (MCCC) overview.
- Group work: How to measure well-rounded education and career and college readiness using the MCCC.

# Federal Feedback Update

- MDE received initial feedback on the ESSA State Plan on December 18.
- Feedback was overall positive.
- MDE clarified two primary areas and re-submitted on January 3.
  - Exit criteria for comprehensive support and improvement schools.
  - Reporting of disproportionate rates of students from low-income families, students of color, and American Indian students taught by ineffective teachers.
- We expect a final decision on approval by January 16.

# Multiple Ways to Provide Input

## Topic #1: School Quality or Student Success Indicator

What indicator(s) related to well-rounded education, career and college readiness, and school readiness should be used for the school quality or student success indicator in the future?

*Feedback from subcommittee and student input meetings provided to commissioner for consideration and final decision.*

***\*Reminder: this topic was discussed at length in fall 2016 and spring 2017***

### School Quality or Student Success Indicator Subcommittee

Meeting #1: December 11  
Meeting #2: January 4  
Meeting #3: January 17

### Student Input Meetings

Dates and times are to be determined.

# Multiple Ways to Provide Input

## Topic #2: Data Dashboard (Public Data Reporting)

What indicators are important to include in a data dashboard?  
How should the information be presented so it is transparent and understandable for families and communities?

*Feedback from focus groups, Ideascale, student meetings and subcommittee provided to commissioner for consideration and final decision.*

### Focus Groups

- Parents, community members, businesses, educators.
- Five locations (Worthington, Bemidji, one suburban, two urban).
- Initial focus groups in January.
- Follow-up focus groups in June.

### Ideascale

Digitally submitted feedback.

### Student Input Meetings

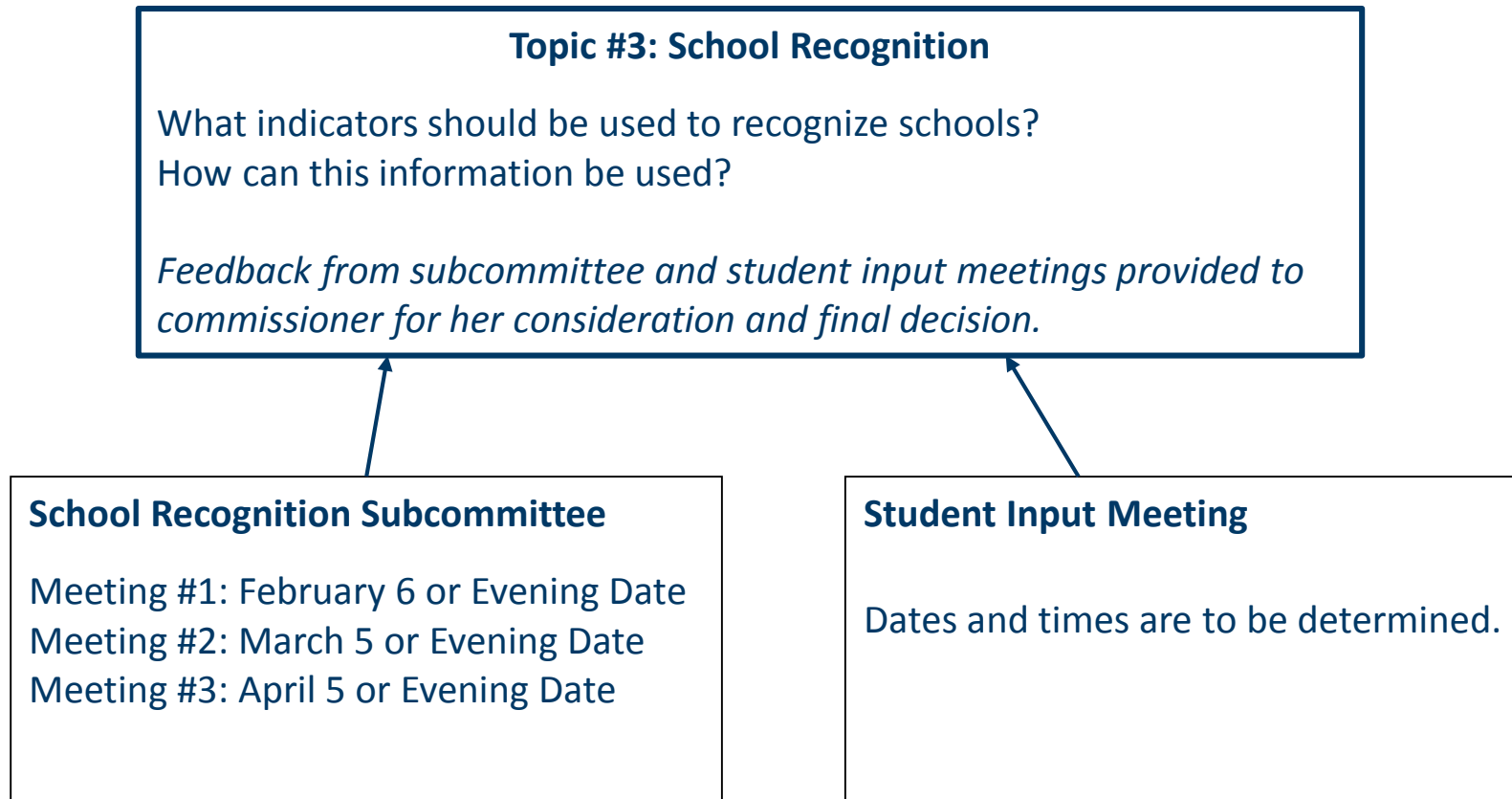
Dates and times are to be determined.

### Data Dashboard Subcommittee

Meeting #1: Jan 17 or Evening Date  
Meeting #2: Feb 6 or Evening Date  
Meeting #3: March 5 or Evening Date  
Meeting #4: June

\*Note the April meeting is moved to June.

# Multiple Ways to Provide Input



# Updated Committee Schedule

Date	Time	Committee	Evening Meeting Option as Alternative? (evening dates/times TBD)
Monday, December 11	12:30-2:30 p.m.	Full Group Meeting	
Monday, December 11	2:30-4:30 p.m.	School Quality or Student Success Indicator	
Thursday, January 4	12:30-4:30 p.m.	School Quality or Student Success Indicator	
Wednesday, January 17	12:30-2:30 p.m.	School Quality or Student Success Indicator	
Wednesday, January 17	2:30-4:30 p.m.	Data Dashboard	Yes
Tuesday, February 6	12:30-2:30 p.m.	Data Dashboard	Yes
Tuesday, February 6	2:30-4:30 p.m.	School Recognition	Yes
Monday, March 5	12:30-2:30 p.m.	Data Dashboard	Yes
Monday, March 5	2:30-4:30 p.m.	School Recognition	Yes
Thursday, April 5	12:30-2:30 p.m.	School Recognition	Yes
Thursday, April 5	2:30-4:30 p.m.	Full Group Meeting	
June date TBD		Data Dashboard	Yes

# Focus Groups

Topic is focused on public data reporting for schools and districts.

Two focus group times at each location:

- #1 - Parents, community members, and business members
- #2 - Educators

*Tentative* schedule:

- January 22: Worthington
- January 23: Urban location
- January 24: Suburban location
- January 25: Bemidji
- January 26: Urban location

We welcome your support with recruiting diverse participants.



# Increasing Diversity

- Offer stakeholders multiple ways to provide input, all of which are equally considered by MDE and the commissioner.
- Work with partner organizations to recruit diverse representatives for data reporting focus groups, student meetings, committee meetings, and Ideascale campaign.
- Personally invite educators of color and American Indian educators to participate.

# Increasing Diversity, Continued

- Offer two options for the Dashboard and School Recognition Subcommittee meetings – same agenda for both meetings so members can select to attend one.
  - During the day at MDE (existing schedule).
  - In the evening at community locations (dates TBD).
- Hold focus groups in January and June during the evening and at community locations that are accessible.
- Ensure diverse students have an opportunity to engage in the process.

# Process Agreement Reminders

- Process agreement is a working draft.
- Outlines our purpose, scope of work, group norms, equity focus, and decision-making process.

- Under ESSA, Minnesota will identify schools for support in the summer of 2018.
- Most categories of support will be identified again in the summer of 2021.

Identification will look at how students are doing in several areas:

- Academic achievement.
- Progress toward English language proficiency.
- Academic progress.
- Graduation rates.
- School quality or student success.

Some categories of identification will look at the average of all student groups with at least 20 students in a school. Others will look at student groups individually.

The groups will be:

- Seven major racial and ethnic groups.
- Students eligible for free or reduced-price lunch, and students who are not eligible.
- Students who are English learners, and students who are not English learners.
- Students in special education, and students who are not in special education.

School quality or student success indicators must be:

- Statewide.
- School-level.
- Comparable.
- Able to be disaggregated by student group.

# Stakeholder Priorities So Far

During Minnesota's stakeholder engagement when preparing the first version of its state plan, stakeholders expressed interest in exploring the options for school quality or student success indicators in a variety of areas:

- Career and college readiness.
- Well-rounded education.
- School readiness.
- School climate.
- And so on...



# Short-Term and Medium-Term Options

- Most available data sources in Minnesota do not meet all of the technical requirements in the law.
- Consistent attendance, based on chronic absenteeism, will be used for the 2018 identifications.
- Additional indicators based on the Minnesota Common Course Catalogue can be used starting with the 2021 identifications.
  - Today's focus.

Indicators that require new data collection, or significant changes to existing data collection systems, can be used (if developed) for the 2024 identifications.

- Discussion as time allows today, with more at the next meeting.

Most require one or more of:

- Changes to state law.
- Additional funding.
- Cooperation from other state agencies.

# Matching Options to Priorities

- Consistent attendance in 2018 will provide some insight about student and family engagement.
- MCCC-based measurements in 2021 could provide some insight about well-rounded education and/or career and college readiness.
- Additional measurements (MCCC-based or not) in 2024 could further address these or other priorities.

## What is the Minnesota Common Course Catalogue (MCCC)?

**The MCCC is a course classification and data collection system. It describes:**

- Local courses offered.
- Teachers who taught courses.
- Students who completed courses, including the marks and credits at the student transcript or permanent record level.

**The MCCC course classification system is built on a national model.**

- *Secondary School course Classification System: School Codes for the Exchange of Data (SCED).*
- Developed by the National Center for Education Statistics (NCES).
- Modified to work for Minnesota schools.

# MCCC Overview Data Collections

Number	Name of data collection	Information collected
1.	Local Course Index	List of <b>local courses offered</b> described according to MCCC classifications and additional contextual information.
2.	Calendar Information	<b>Selected</b> local <b>scheduling information to locate a course at a point in time.</b>
3.	Staff Course Records	Which <b>educators taught specific course sections</b> of local courses.
4.	Student Course Records	Which <b>students completed what coursework</b> , including marks and credits (if credits are awarded) at the student transcript or permanent record level.

# MCCC Overview Coursework Type

Type of coursework	Generally offered by:	Characteristics
1. Scheduled	<ul style="list-style-type: none"> <li>• Traditional high schools</li> <li>• College in the Schools</li> <li>• Alternative learning centers</li> <li>• Alternative learning programs</li> <li>• Charter schools</li> <li>• Online Courses</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Can be indexed:</b> Include in Local Course Index</li> <li>• <b>Can be scheduled:</b> Include in Calendar Information</li> </ul>
2. Independent study	<ul style="list-style-type: none"> <li>• Alternative learning centers</li> <li>• Alternative learning programs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Can be indexed:</b> Include in Local Course Index</li> <li>• <b>Cannot be scheduled:</b> No Calendar Information (rolling enrollment)</li> </ul>
3. Project-based learning	<ul style="list-style-type: none"> <li>• Charter schools</li> <li>• Alternative learning centers</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Cannot be indexed:</b> No Local Course Index</li> <li>• <b>Cannot be scheduled:</b> No Calendar Information</li> </ul>
4. Direct Pay PSEO (9-12 ONLY) ( <i>not part of district's course offering</i> )	Postsecondary institutions online or on campus	<ul style="list-style-type: none"> <li>• <b>Do NOT include in Local Course Index</b> (Software dependent)</li> <li>• <b>No Calendar Information</b></li> </ul>

# MCCC Overview Responsibilities

**MDE responsible for “what.” The “what” of the MCCC data collections system, includes:**

- Requirements for data reporting.
- Background information necessary to understand the MCCC classification system and data collections.
- Definitions for data and terminology associated with the MCCC data collections.
- Choices available for the elements and fields within the Local Course Index, Staff Course Records and Student Course Records.

**Individual vendors responsible for “how.” The “how” of the vendor systems, includes:**

- How to enter MCCC information into vendor system for each of three data collections—Local Course Index, Staff Records and Student Records.
- How to download MCCC data files from vendor system for uploading to MCCC system.

# MCCC Data for Accountability K-8

<b>Subject Participation Rates</b>	<b>Year Starting Collection</b>	<b>When Data is Available</b>
<b>Percent of day for science</b>	2018	3/2019
<b>Percent of day for physical education</b>	2018	3/2019
<b>Percent of day for social studies</b>	2018	3/2019
<b>Percent of day for art</b>	2018	3/2019
<b>Percent of day for world languages</b>	2018	3/2019
<b>Percent of day for mathematics</b>	2018	Currently Available
<b>Percent of day for English language arts</b>	2018	Currently Available
<b>Percent of day for technology</b>	2019	3/2020



# Sample of Data for K-8

Student Group	Percent of Day for ELA	Percent of Day for Math	Percent of Day for Science	Percent of Day for Social Studies	Percent of Day for Art	Percent of Day for Physical Education	Percent of Day for World Language	Percent of Day for Technology
All Students	20%	20%	15%	15%	10%	10%	0%	10%
Black	25%	25%	15%	10%	8%	8%	0%	9%
White	18%	18%	15%	18%	11%	11%	0%	11%

# MCCC Data for Accountability 9-12

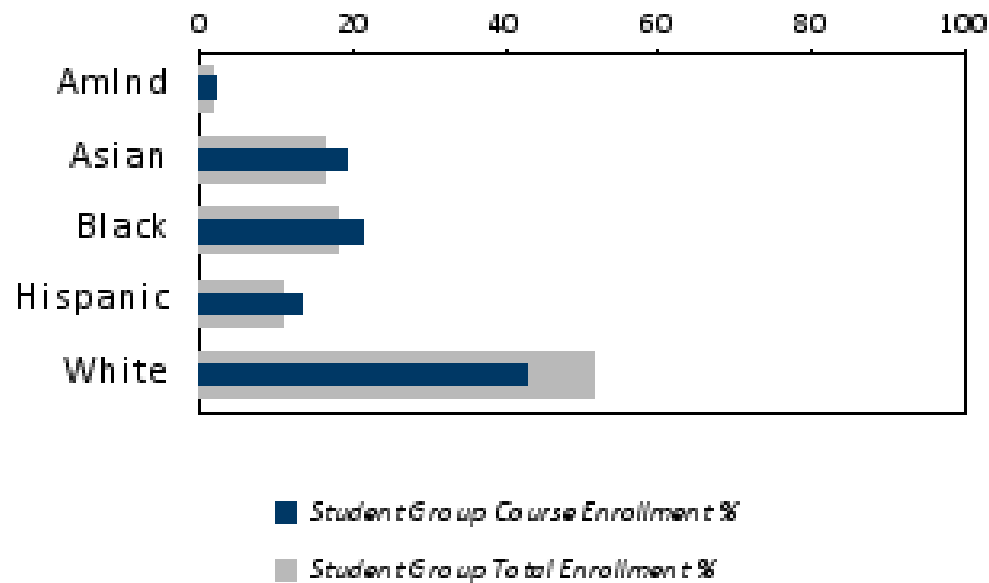
Subject or Rigor Level Participation Rates	Year Starting Collection	When Data is Available
Percent of students taking science	2011	Currently Available
Percent of students taking physical education	2011	Currently Available
Percent of students taking social studies	2011	Currently Available
Percent of students taking art	2011	Currently Available
Percent of students taking world languages	2011	Currently Available
Percent of students taking mathematics	2011	Currently Available

# More MCCC Data for Accountability 9-12

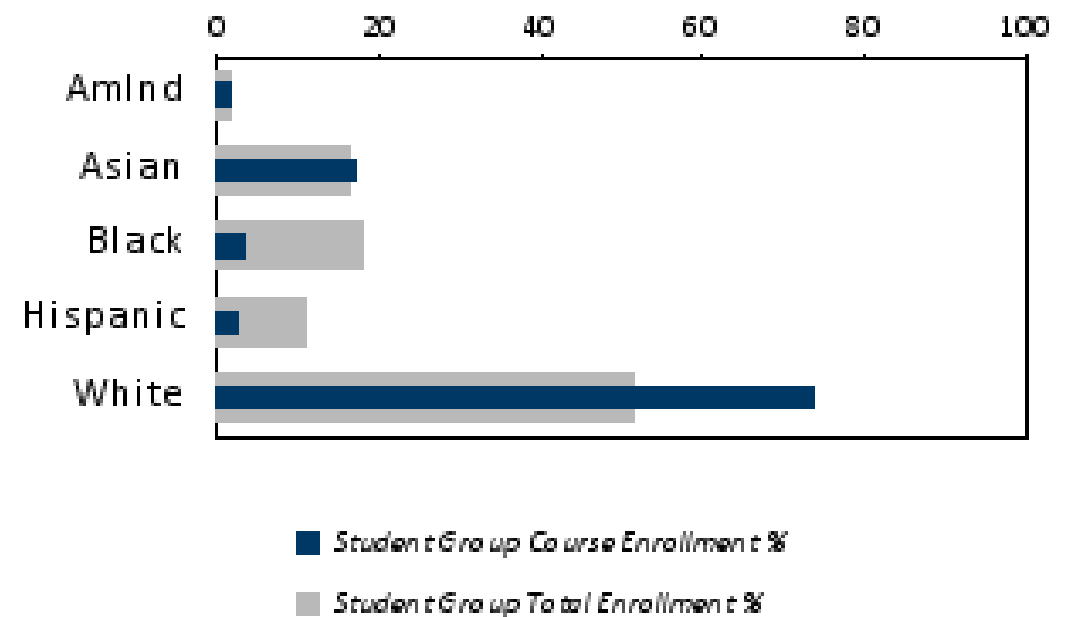
<b>Indicator by Subject Area or Course Level Indicator</b>	<b>Year Starting Collection</b>	<b>When Data is Available</b>
<b>Percent of students taking English language arts</b>	2011	Currently Available
<b>Percent of students taking technology</b>	2011	Currently Available
<b>Percent of students taking rigorous coursework – IB, AP, honors/advanced course taking, Project Lead the Way, PSEO (concurrent or direct pay). Each program can be measured separately.</b>	2011	Currently Available
<b>Percent of students taking CTE courses</b>	2011	Currently Available

# Course taking pattern for HS Mathematics

HS for a school for the course Algebra I.

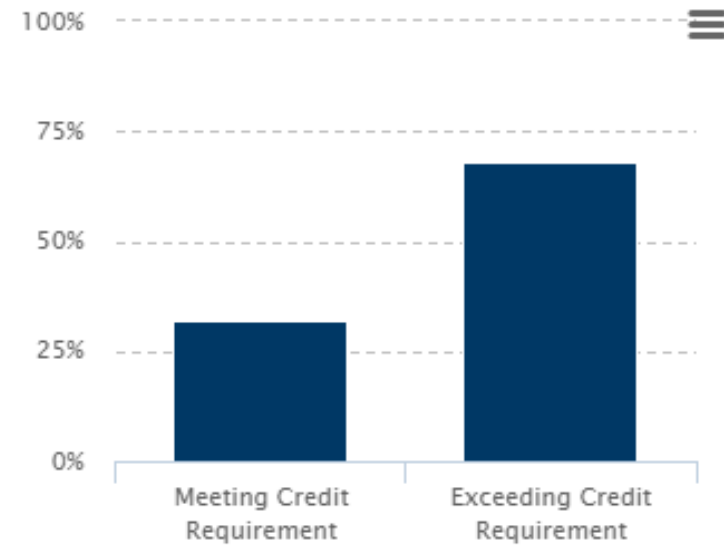


HS for a school for the course Calculus.



# Graduate course-taking patterns

HS graduates who took Math courses

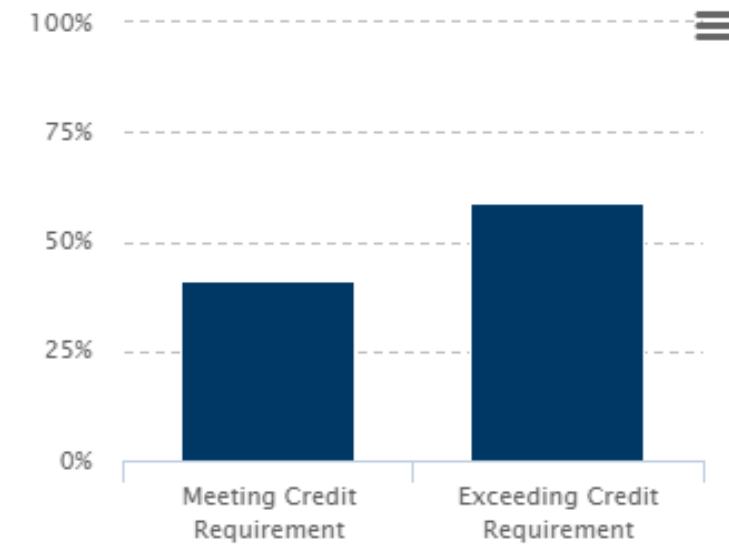


	Percent (Count)
Meeting Credit Requirement	32% (58)
Exceeding Credit Requirement	68% (122)

← All student groups for a school

Students with free/reduced-price lunch →

HS graduates who took Math courses



	Percent (Count)
Meeting Credit Requirement	41% (13)
Exceeding Credit Requirement	59% (19)

# Today's Small Group Work

## Five groups

- School Readiness (starting with MCCC-based options for 2024)
- Well-rounded education – Elementary School (K-6)
- Well-rounded education – Middle School (6-8)
- Well-rounded education – High School (through 12<sup>th</sup> grade)
- Career and College Readiness

# Guiding Questions (Also on Handout)

- What is most important to measure about student groups' **access** and **participation**? How could that best be done with the MCCC?
- What is most important to measure about student groups' **outcomes**? How could that best be done with the MCCC?
- What is the **best case** scenario for students? What is the **worst case**?
- What – if anything – would you **recommend** be used?
- **How else** could this be measured?

- Discuss each guiding question in your small group. Allow time for individual thinking and response on the handout before moving to discussion.
- Keep track of your small group's thinking on the poster paper.
- Your small group will “pitch” their ideas to the large group, then field questions and feedback.
- Your group will then make any desired changes in response to the large group's questions and feedback.
- Revisit each group's recommendations and complete your feedback form.



# Thank you!

**We'll see you January 17 at 12:30 p.m.**

Minnesota Department of Education

Conference Center B, Room 15