

## ***SLDS Program Management – Questions for SLDS to Answer***

***The following is a list of questions to consider for Colorado’s SLDS plan:***

### EARLY CHILDHOOD EDUCATION

1. Evaluate effectiveness of early childhood education providers; can pre-school programs be used as predictors?
  - a. Are those who participate in PreK programs better equipped for elementary school, based on 3<sup>rd</sup> grade assessment?
  - b. Are those who participate in PreK programs better equipped for elementary school, based on PreK assessment?
2. What do comparisons of Pre-K records (with and without pre-school programs) with graduation records tell us? What are relevant variables?

### EDUCATOR QUALITY and EFFECTIVENESS

#### **Teacher**

3. Evaluate effectiveness of classroom teacher
  - a. Teacher prep programs impact
  - b. Certification pathways impact
  - c. Success in classroom (student success, evaluations, intangible factors, etc.)impact
  - d. Salary impact
4. How do we assess performance of Pre-K through Post-Graduate students and educators?
5. How do we link the educator effectiveness to student effectiveness?
6. What are the implications for students that are in classrooms of highly effective teachers or highly ineffective teachers for multiple years?

#### **Principal**

7. Evaluate effectiveness of principal
  - a. Principal prep programs impact
  - b. Certification pathways impact
  - c. Success in classroom (student success, evaluations, intangible factors, etc.)impact
  - d. Salary impact
8. Is the school leadership in Colorado schools effective in improving student and teacher performance?
9. Report data collected for the educator accountability reporting system.
10. When teachers leave the profession, where do they go?
11. How do teacher salaries compare to their peers?

### EFFECTIVE BUILDINGS

12. What are the long term implications for students who are educated in highly effective buildings, or ineffective buildings?

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13. What factors contribute to a building being considered highly effective or ineffective (school climate, sense of team among staff, engagement with community, etc.)?

### **STUDENT ACHIEVEMENT AND PROGRESSION**

14. What early indicators a child's readiness to transition from elementary school to middle school?
15. What early indicators illustrate a child's readiness to transition from middle school to high school?
16. Review comparisons of the numbers and percentages of untested pub school students (by school district and by major ethnic group, special ed status, poverty status and gender).
17. Review high school longitudinal graduation and dropout data, including information that distinguishes between dropouts or students whose whereabouts are unknown and students who have transferred to other schools, including private schools or home schools, other school districts or other states.
18. Review postsecondary remediation data, including assessment scores on exams used to determine the need for remediation.
19. Review postsecondary remedial course enrollment history, including the number and type of credit and noncredit remedial courses being taken.
20. Review postsecondary retention data that indicate whether students are returning the second fall term after being enrolled as full-time first-time degree-seeking students.
21. Review numbers of Colorado public high school students who enroll in a public postsecondary educational institution within three years of graduating and review their freshman year outcomes.
22. Review postsecondary student completion status.
23. Are students making annual progress toward their degrees?
24. Review prekindergarten through postgraduate student-level enrollment data, demographic information and program participation information (looking for what?).
25. Review prekindergarten through postgraduate student-level transcript information, including information on courses completed, grades earned and cumulative grade point average (looking for what?).
26. Connect performance with financial information.
27. Identify movement of students (unduplicated counts).
28. Review student course-taking patterns.
29. Match individual public school students' test (which tests?) records from year to year to measure academic growth, including student-level college and career readiness test scores.
30. What grade is the best to take Algebra I?

### **COLLEGE READINESS AND PARTICIPATION**

31. What indicators predict a high school student's readiness for college? (college readiness assessments, others?)
32. What outcomes are possible, i.e., where do students go when they leave high school? (college, community college, employment, public assistance, incarceration, military, etc.)
33. How many and what percentage of students continue on into postsecondary?
34. What are the implications of a lag between high school graduation and post-secondary enrollment?

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35. How does information about a student's performance in college connect back to the student's preparation in high school? That is, what high school courses/conditions support a student's likelihood to succeed in college?
36. How can we identify early indicators of post-secondary success in high school? (apprenticeship programs, career-technical education programs)?
37. How long does it take to get a degree? (does the type of degree matter?)
38. For students who come unprepared for post-secondary level courses, what remediation strategies work best to prepare students for success?
39. Remediation rates
  - a. What factors contribute to need for remediation?
  - b. What happens after they take these classes?
40. Study individuals through the transitions (from K-12 to post-secondary/employment)-looking at what?
41. Are Colorado students academically prepared when they enter high school?
42. Are Colorado college students academically prepared to complete their college programs and to do so in a timely manner?
43. Are graduates of Colorado colleges prepared for employment and in what type of jobs?
44. How many community college (AA recipients) students progress into the upper division in a university (Upper division feedback reports)?
45. What is impact of accelerated learning mechanisms (AP, IB, dual enrollment) in facilitating students attaining a BA degree quicker?
46. How aligned is the high school curriculum to postsecondary?
47. What high school course taking schedules best prepare student for higher education?
48. What is the impact of financial aid on college access and success?
49. Are there gatekeeper competencies/courses that predict success in post-secondary study?

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### COLLEGE SUCCESS AND COMPLETION

50. What early indicators exist that can be used to predict the likelihood that students will complete their post-secondary education?
51. Review forecasting information (changes in student levels and how it affects higher ED or workforce).
52. What strategies and interventions have the greatest success in helping at-risk students get to credential completion?
53. What impact does employment have on persistence in higher education?
54. Are Colorado's schools and colleges preparing the workforce for the jobs of the future?
55. How effective are specific interventions and strategies to increase the rate at which students/citizens, particularly those from low income families, progress through an education program/system to achieve college, workforce, and life ready? (look at the interventions and strategies to be compared, capture success metrics on students at certain points/ages and "final" result once student in college/career).
56. How do Colorado's postsecondary institutions' educational program productivity and capacity align with Colorado's current and anticipated workforce needs? (how do we determine anticipated workforce needs?)
57. What is the private/public return on private/public investment in education? (metrics for measurement?)
58. Students taking concurrent enrollment courses – are these students as prepared as those who don't?
59. Can we measure to see if the success curriculum currently in legislation is the best possible program? How do students taking the curriculum compare to those who are not?

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### WORKFORCE SUCCESS

60. Review earnings based on highest educational attainment.
61. Review other outcomes (e.g., public assistance, incarceration, military) based on highest attainment.
62. Ties to work force
  - a. How many (graduates?) stay in Colorado?
  - b. Do they make higher salaries than non-graduates, non-Colorado-graduates, others?
63. Accountability
  - a. \$ investment and success
64. How many students are working while attending school? Full-time or part-time?
65. What are the workforce outcomes for students that succeed in various post-secondary educational programs (apprenticeship, certificates, associate's degree, bachelor's degree, etc.)?
66. What are the workforce outcomes for students that do not achieve a post-secondary credential?
67. What are the workforce outcomes for students that drop out of high school?
68. Compare employment in different fields of study (salary comparisons, employed or not, others?)
69. How many and which students are progressing through an education program/system to achieve college, workforce, and life readiness?
70. What are the migration rates and patterns for Coloradoans accessing postsecondary programs outside of Colorado and subsequently returning to Colorado?
71. Of those Coloradoans who receive education services from Colorado secondary and postsecondary institutions, how many remain in the state and contribute to the economy?
72. Of those Coloradoans who exited Colorado secondary or postsecondary institutions without credentials, how many are within three or fewer semesters to completion and what are their employment status and income?
73. Are we producing or bringing in the professional workforce in Colorado?
74. Where are our graduates working?
  - a. Are they working in fields related to their area of study?
75. Life-long learning habits – do they have to go out of state to get training? (what to measure?)

### QUESTIONS RAISED BY COLORADO DISTRICTS

76. Would like to review Post Secondary and Workforce success of High School students by school.
77. Would like to understand impact of health issues on academic success
78. How can we track success of students who are not on IEP's, e.g., those who transferred from other districts?
79. Would like to compare value of full and half time pre-school programs with Head Start, and compare SPED with pre-school.