Results of Survey on Possible Indicators of School Quality and/or Student Success

Stakeholder Feedback Analysis

March 27, 2017

Overview and purpose of presentation

- This presentation synthesizes and analyzes our stakeholders' preferences on potential indicators of school quality and/or student success for our Every Student Succeeds Act (ESSA) state plan

- Their feedback will help us choose among current and future indicators for reporting and/or accountability purposes

Context/Background

Context/background

- ESSA lets states include indicators of school quality and student success in their accountability systems (in addition to academic indicators, graduation rates and English learner proficiency)

- The indicator of school quality must be measured for all students; be disaggregated for subgroups; and be valid, reliable and comparable. It also must show differences among schools

- To get feedback from stakeholders, we:
  - Posted an online survey (results are in this presentation)
  - Included the question among others during 80+ regional meetings in March-April
  - Will hold public hearings in May-June once a draft plan is finished to get more feedback

School quality and student success indicator options:
Current + potential future indicators for New York state

Current Indicators	**Potential Future Indicators**
Indicators that are available for implementation beginning with the 2017-18 school year results	Indicators that are not available now for implementation with the 2017-18 school year results, but that the Department may develop for future implementation
18 indicators	**21 indicators**

+

School quality and student success indicator options: *Current indicators (18 options)*

Indicators that are available for implementation beginning with the 2017-18 school year results

Student engagement

- Chronic absenteeism
- Student attendance
- Student suspension rate (out of school)

Student access to and completion of advanced coursework

- Student enrollment in and successful completion of dual-credit coursework
- Student participation in Advanced Placement (AP), International Baccalaureate (IB) and honors courses

Postsecondary readiness

- Promotion rates
- High school credit accumulation
- High school success index
- Student completion of required credits by year to determine "on track" status
- Student participation in and successful completion of Career and Technical Education (CTE) courses
- Student participation in and performance on college entrance and/or college placement exams
- Student successful completion of required courses for graduation
- Student success on Regents exams

School climate and safety

- School safety

Educator engagement

- Teacher attendance
- Teacher turnover

Other (state choice)

- Student access to highly qualified teachers
- Teacher certification/effectiveness

School quality and student success indicator options: *Potential future indicators (21 options)*

Indicators that are not available now for implementation with the 2017-18 school year results, but that the Department may develop for future implementation

Student engagement

- Student access to engaging coursework (e.g., project-based learning, wide selection of offerings)
- Student access to and/or participation in arts education
- Student access to and/or participation in Science, Technology, Engineering, Arts, Math (STEAM) curriculum
- Student access to and/or participation in a full educational program that includes Science, Arts, Music, and Physical Education

Other (state choice)

- Opportunity to learn indicators (e.g., class sizes; guidance counselors; many other possibilities)
- Parent and community engagement
- Student access to high quality materials
- Student access to and/or participation in quality early learning programs
- Bilingualism rate
- Lost time
- Middle school success index

School climate and safety

- Student access to safe and clean facilities
- School climate surveys
- Health factors impacting student learning

Educator engagement

- Teacher access to professional learning opportunities that support effective teaching strategies
- Teacher access to a variety of professional learning activities that meet teacher needs in various stages of development
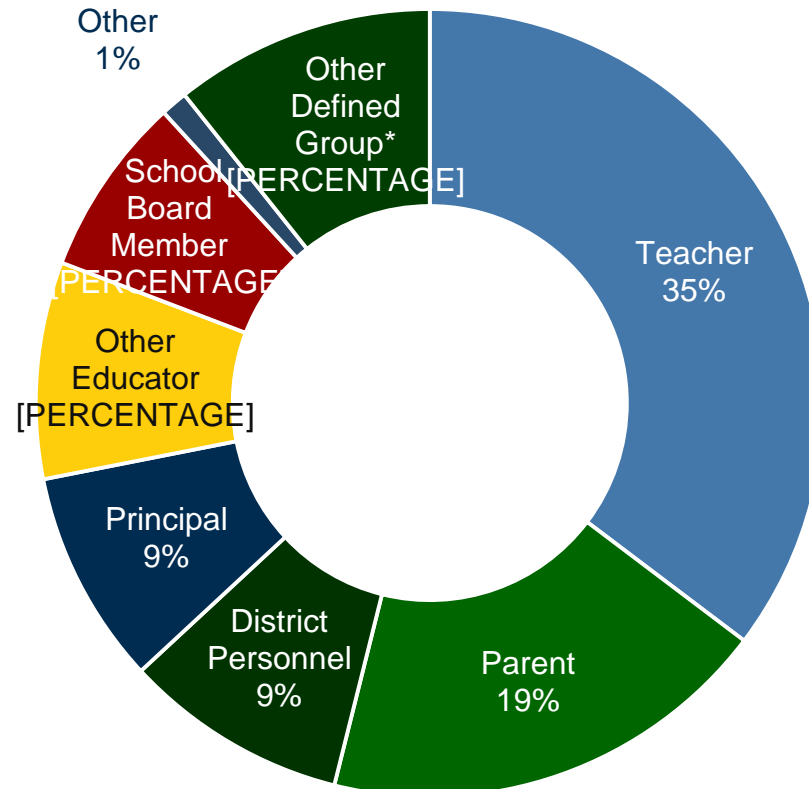
Postsecondary readiness

- Career readiness
- Post-graduation outcomes
- Postsecondary enrollment rates
- Postsecondary persistence rates
- Student attainment of certificates and/or licenses

"Possible Indicators of School Quality and/or Student Success" survey overview

Please identify the stakeholder group to which you consider yourself most affiliated:

Survey Statistics

- Opened on February 23, 2017
- Closed on March 21, 2017
- Overall number of responses = 2,377

Pie chart labels:
- Teacher 35%
- Parent 19%
- District Personnel 9%
- Principal 9%
- Other Educator [PERCENTAGE]
- School Board Member [PERCENTAGE]
- Other Defined Group* [PERCENTAGE]
- Other 1%

*Other Defined Group includes: Other Individual Answers (7.5%), Civil Rights Organization Representative (0.4%), Community Based Organization Representative (1.7%), Government Official (0.6%), and Student (0.5%)

N = 2,352

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Key Findings

Key findings: *Current school quality and student success indicator options*

Analysis of the survey results reveals:

The **top 5 most supported current indicator options** include:

1. Student successful completion of required courses for graduation (77%)
2. Chronic absenteeism (67%)
3. High school success index (66%)
4. Student participation in and successful completion of CTE courses (64%)
5. School safety (63%)

The **top 5 most opposed current indicators options** include:

1. Student participation in and performance on college entrance and/or college placement exams (32%)
2. Success on Regents exams (31%)
3. Promotion rates (30%)
4. Student suspension rate (out of school) (27%), tied with:
   Teacher attendance (27%)

- There is **significant overlap between the current indicator options that survey respondents most supported** and the **indicators they rated as most important to be used for differentiating among schools** for the purpose of making school accountability decisions, including:
  - Chronic absenteeism
  - Student attendance
  - Student successful completion of required courses for graduation
  - High school success index
  - School safety
  - Student completion of required credits by year to determine "on track" status

Current school quality and student success indicator options: *Percent of respondents who support + strongly support*

Please review each indicator, and specify whether you believe the indicator should be used (in combination with the required academic and graduation indicators) in making determinations about the accountability status of schools, beginning with the 2017-18 school year results.

Indicator	Support	Strongly Support
Student successful completion of required courses for graduation	47%	30%
Chronic absenteeism	37%	30%
High school success index	39%	27%
Student participation in and successful completion of CTE courses	38%	26%
School safety	38%	24%
Student attendance	43%	20%
Student completion of required credits by year to determine "on…	43%	17%
Teacher turnover	38%	22%
Teacher attendance	32%	23%
High school credit accumulation	38%	16%
Student enrollment in and successful completion of dual-credit…	34%	21%
Student participation in AP, IB and honors courses	35%	19%
Student access to highly qualified teachers	30%	22%
Teacher certification/effectiveness	33%	18%
Student suspension rate (out of school)	34%	15%
Promotion rates	32%	12%
Success on Regents exams	32%	12%
Student participation in and performance on college entrance…	29%	12%

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

■ Support   ■ Strongly Support

Current school quality and student success indicator options: *Percent of respondents who oppose + strongly oppose*
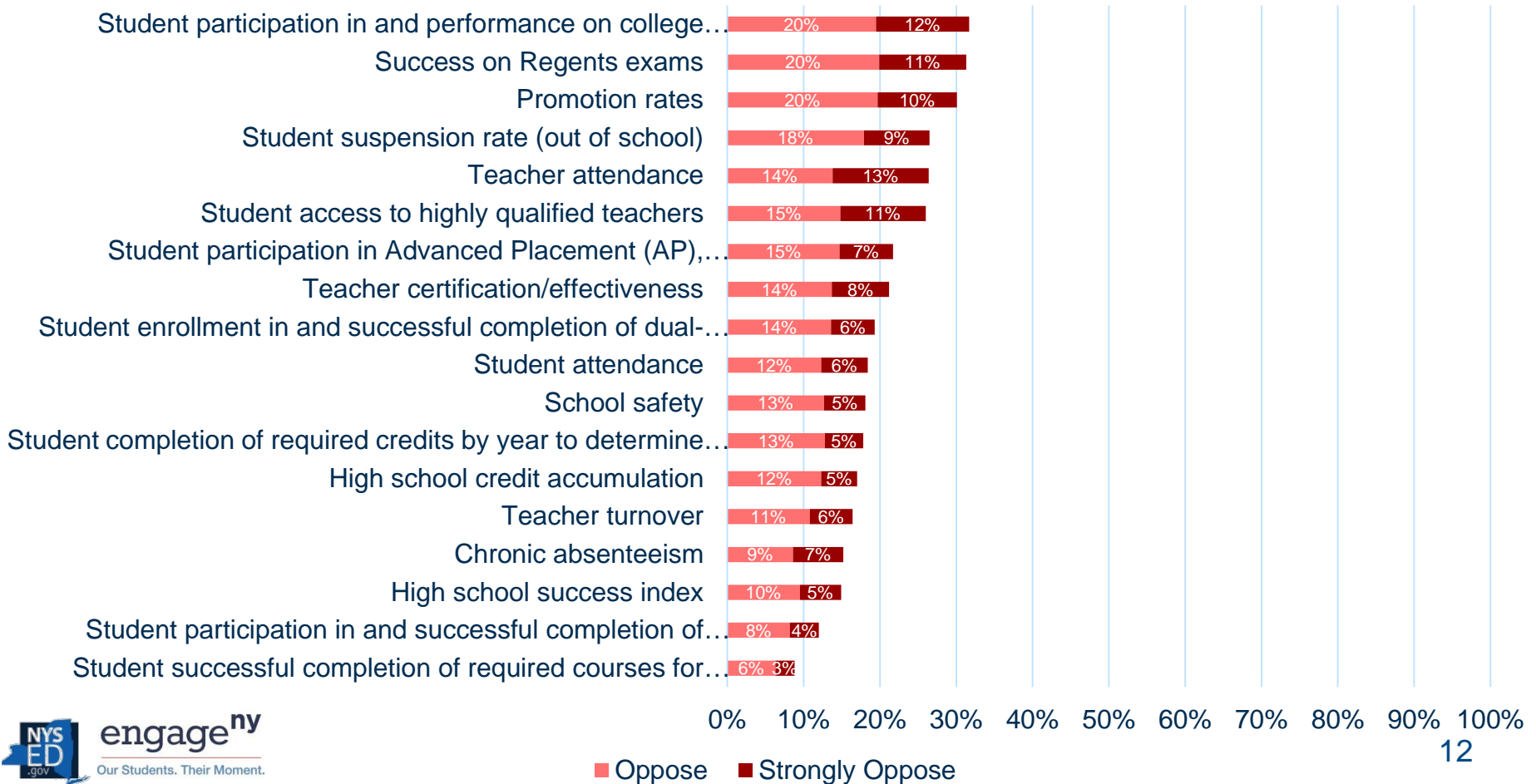
Current | Future

Please review each indicator, and specify whether you believe the indicator should be used (in combination with the required academic and graduation indicators) in making determinations about the accountability status of schools, beginning with the 2017-18 school year results.

Indicator	Oppose	Strongly Oppose
Student participation in and performance on college…	20%	12%
Success on Regents exams	20%	11%
Promotion rates	20%	10%
Student suspension rate (out of school)	18%	9%
Teacher attendance	14%	13%
Student access to highly qualified teachers	15%	11%
Student participation in Advanced Placement (AP),…	15%	7%
Teacher certification/effectiveness	14%	8%
Student enrollment in and successful completion of dual-…	14%	6%
Student attendance	12%	6%
School safety	13%	5%
Student completion of required credits by year to determine…	13%	5%
High school credit accumulation	12%	5%
Teacher turnover	11%	6%
Chronic absenteeism	9%	7%
High school success index	10%	5%
Student participation in and successful completion of…	8%	4%
Student successful completion of required courses for…	6%	3%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Oppose ■ Strongly Oppose

Key findings: *Potential future school quality and student success indicator options*

Analysis of the survey results reveals:

The **top 5 most supported Potential Future indicator options** include:

1. Student access to and/or participation in a full educational program that includes Science, Arts, Music, and PE (85%)
2. Student access to and/or participation in STEAM curriculum (82%)
3. Student access to and/or participation in arts education (78%)
4. Student access to and/or participation in quality early learning programs (76%), tied with:
   Opportunity to learn indicators (76%)

The **top 5 most opposed potential future indicators options** include:

1. Lost time (26%)
   Health factors impacting student learning (26%)
   Postsecondary persistence rates (26%)
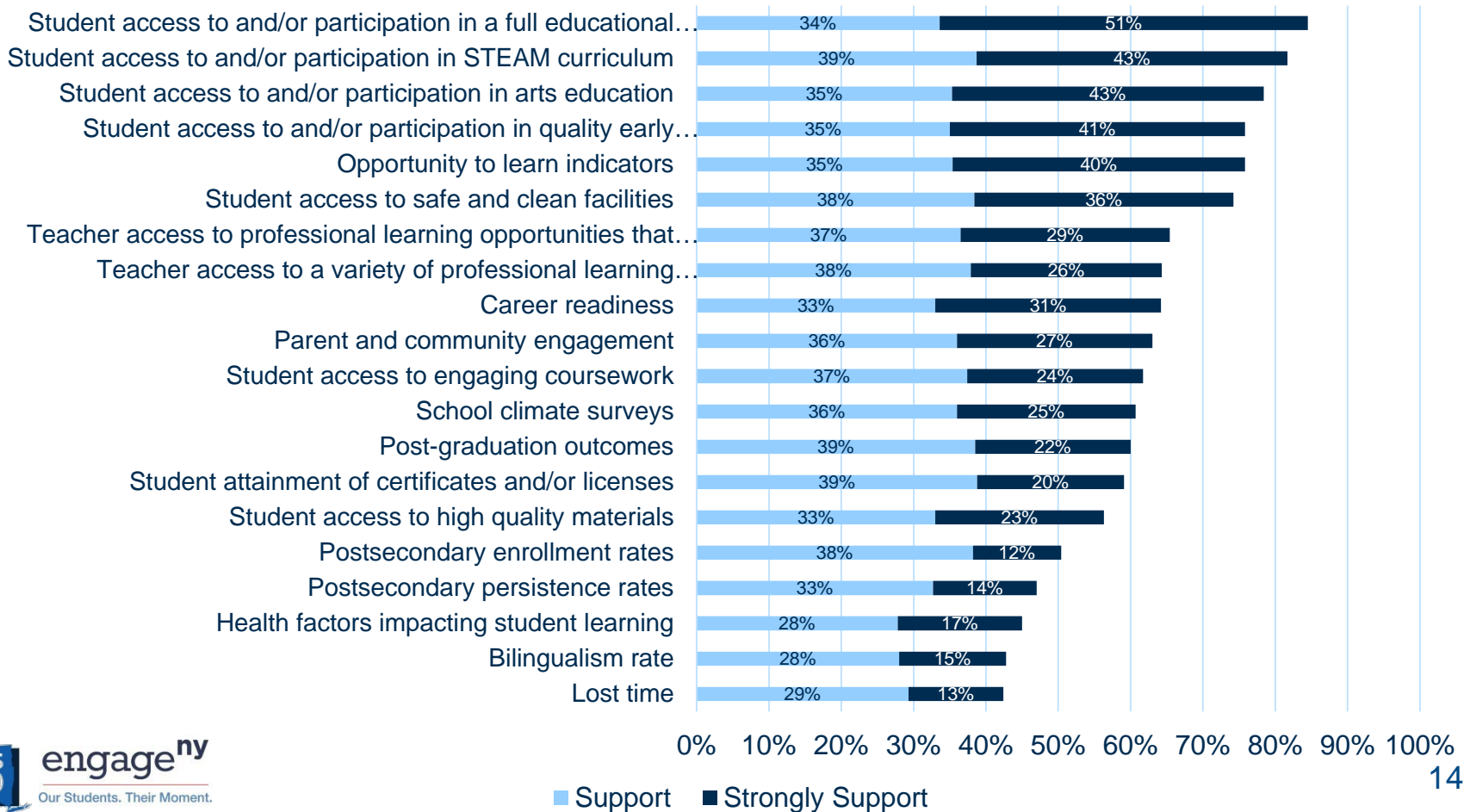4. Postsecondary enrollment rates (22%)
5. Bilingualism rate (20%)

- Of the **potential future indicators that survey respondents supported the most and the ones they rated as most important** for including for school accountability decisions:
  - Opportunity to learn indicators (e.g., class sizes; guidance counselors; many other possibilities) ranked high both in terms of **support** and **importance** for inclusion in accountability systems
  - Indicators of "access" to experiences such as STEAM, early learning, arts and a well-rounded education ranked in both the top 10 for **support** and **importance** for inclusion in accountability systems
- There is **almost universally strong support for some of the student access to and/or participation in indicators** listed above; in fact, the **top 3 potential future options were more strongly supported than any of the current indicator options**

Potential future school quality and student success indicator options: *Percent of respondents who support + strongly support*

Please review each indicator, and specify whether you believe the indicator should be used (in combination with the required academic and graduation indicators) in making determinations about the accountability status of schools, beginning with the 2017-18 school year results.
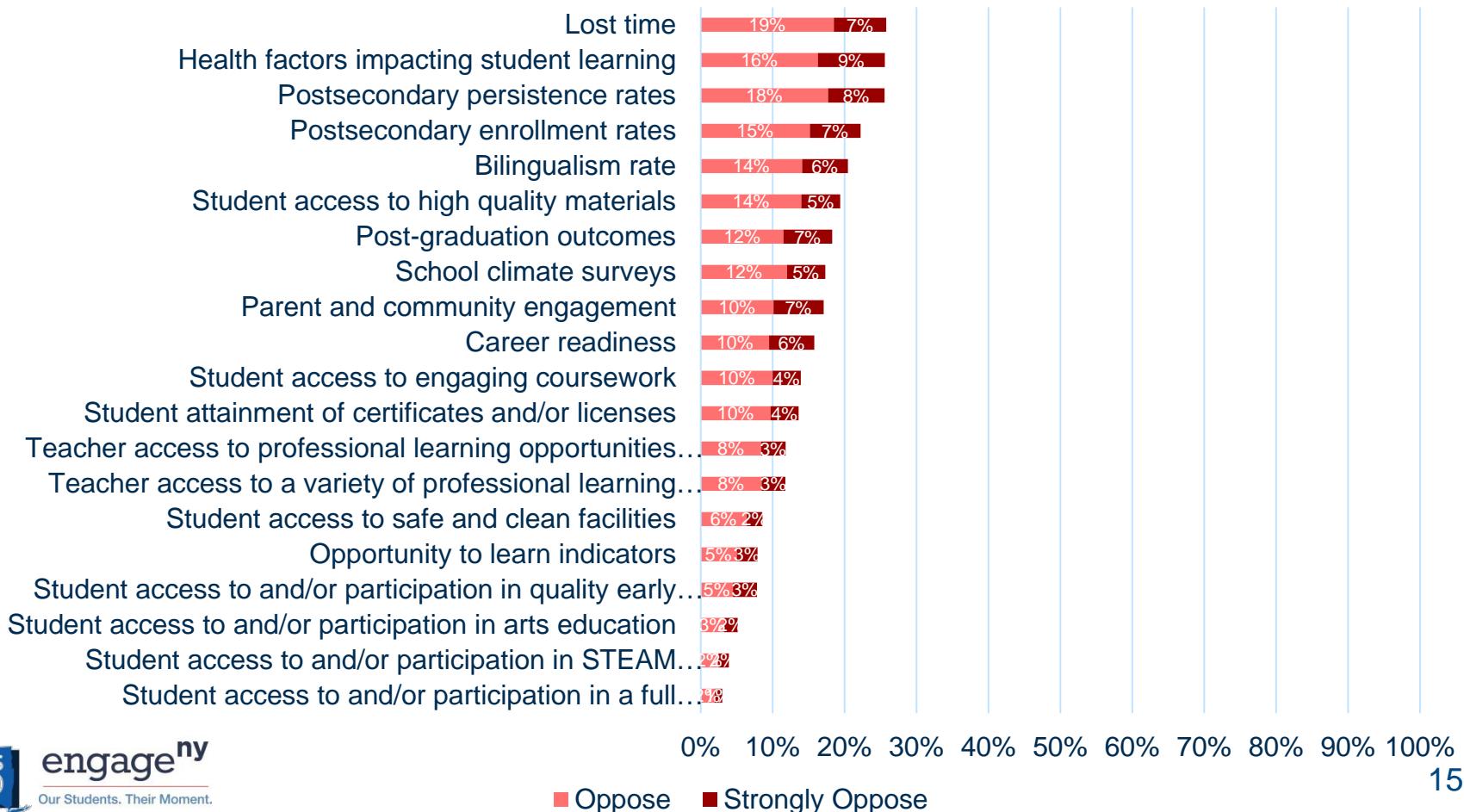
Indicator	Support	Strongly Support
Student access to and/or participation in a full educational…	34%	51%
Student access to and/or participation in STEAM curriculum	39%	43%
Student access to and/or participation in arts education	35%	43%
Student access to and/or participation in quality early…	35%	41%
Opportunity to learn indicators	35%	40%
Student access to safe and clean facilities	38%	36%
Teacher access to professional learning opportunities that…	37%	29%
Teacher access to a variety of professional learning…	38%	26%
Career readiness	33%	31%
Parent and community engagement	36%	27%
Student access to engaging coursework	37%	24%
School climate surveys	36%	25%
Post-graduation outcomes	39%	22%
Student attainment of certificates and/or licenses	39%	20%
Student access to high quality materials	33%	23%
Postsecondary enrollment rates	38%	12%
Postsecondary persistence rates	33%	14%
Health factors impacting student learning	28%	17%
Bilingualism rate	28%	15%
Lost time	29%	13%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Support   ■ Strongly Support

Potential future school quality and student success indicator options: *Percent of respondents who oppose + strongly oppose*

Please review each indicator, and specify whether you believe the indicator should be used (in combination with the required academic and graduation indicators) in making determinations about the accountability status of schools, beginning with the 2017-18 school year results.

Indicator	Oppose	Strongly Oppose
Lost time	19%	7%
Health factors impacting student learning	16%	9%
Postsecondary persistence rates	18%	8%
Postsecondary enrollment rates	15%	7%
Bilingualism rate	14%	6%
Student access to high quality materials	14%	5%
Post-graduation outcomes	12%	7%
School climate surveys	12%	5%
Parent and community engagement	10%	7%
Career readiness	10%	6%
Student access to engaging coursework	10%	4%
Student attainment of certificates and/or licenses	10%	4%
Teacher access to professional learning opportunities…	8%	3%
Teacher access to a variety of professional learning…	8%	3%
Student access to safe and clean facilities	6%	2%
Opportunity to learn indicators	5%	3%
Student access to and/or participation in quality early…	5%	3%
Student access to and/or participation in arts education	3%	2%
Student access to and/or participation in STEAM…	2%	2%
Student access to and/or participation in a full…		

Oppose ■ Strongly Oppose

15

Appendix

Current school quality and student success indicator options: *Definitions + measures*

Indicator	Definition	Measured By
Chronic Absenteeism	In New York State, chronic absenteeism for a student is defined as missing 10% or more (excused and unexcused) of the days that the student has been enrolled and school has been in session.	Calculating the percentage of students annually who meet the definition of being chronically absent within a school.
Promotion Rates	The percentage of students in a school who are promoted to the next grade in the following year.	The percentage of students at a school who are promoted to the next grade in the following school year.
High School Credit Accumulation	The percentage of students in each high school who earn 5 or more credits during the school year.	Dividing the number of students that earn at least five credits during a school year by the total number of students in a high school.
High School Success Index	An index used to give schools credit for students who earn different kinds of diplomas.	An index (to be created) that gives school partial credit for students who earn a high school equivalency diploma and extra credit for students who earn a Regents diplomas with advanced designation, CTE endorsements, or a Seal of Biliteracy.
School Safety	Count of individual serious incidents throughout the school year. Serious incidents are defined as: Homicide, Forcible Sexual Offences, Other Sex Offences, Robbery, Assault with Serious Physical Injury, Arson, Kidnapping, Assault with Physical Injury, Reckless Endangerment, any incident with use of a Weapon, Weapons Possession.	Data gathered annually on the number of serious incidents. Could compare against standard or statewide average.

17

Current school quality and student success indicator options: *Definitions + measures (cont'd)*

Indicator	Definition	Measured By
Student Attendance	Annual Attendance Rate is determined by dividing the school's total actual attendance by the total possible attendance for a school year. A school's actual attendance is the sum of the number of students in attendance on each day the school was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school was open during the school year.	Comparing school against a standard or statewide average.
Student Access to Highly Qualified Teachers	The percentage of students in each school that are taught by teachers who have been rated effective or highly effective in the last two years and are certified and teaching in their certification area.	The ratio of students to "highly qualified" teachers, however it is defined. Results would be computed school wide and disaggregated by the students assigned to individual teachers for purposes of subgroup accountability.
Student Completion of Required Credits by Year to Determine "On Track" Status	Student who earns a specified number of credits at the end of each year will be determined to be "on track."	Comparing school to a standard or statewide average.
Student Participation in Advanced Placement (AP), International Baccalaureate (IB), and Honors Courses	The percentage of students in a cohort who participated in AP, IB and honors courses.	The percentage of a cohort who participated in AP, IB and honors courses.

18

Current school quality and student success indicator options: *Definitions + measures (cont'd)*

Indicator	Definition	Measured By
Student Participation in and Successful Completion of Career and Technical Education (CTE) courses	The percentage of students in a high school cohort that enroll and complete CTE courses.	The percentage of students in a high school cohort that enrolled in and completed CTE courses.
Student Participation in and Performance on College Entrance and/or College Placement Exams	The percentage of students in a high school cohort who enroll and receive a standard score on college entrance and/or college placement exams.	The percentage of students in a high school cohort who enroll and receive a specified score on college entrance and/or college placement exams.
Student Successful Completion of Required Courses for Graduation	The percentage of students in a high school cohort who successfully complete the number of courses required to earn a Regents or other diploma.	The percentage of students in a high school cohort who successfully complete the required courses for graduation.
Student Suspension Rate (Out of School)	Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer, anytime during the school year, by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.	Comparing school data to a standard or statewide average.

19

Current school quality and student success indicator options: *Definitions + measures (cont'd)*

Indicator	Definition	Measured By
Success on Regents Exams	Percent of students passing Regents examinations with a score of 90 or higher.	Percentage of students in a high school cohort who have earned scores of 90 or higher on Regents exams or specified scores on approved alternative to Regents exams.
Teacher Certification/ Effectiveness	For Receivership Schools, it is defined as the percent of all teachers teaching one or more assignments outside of certification.	Teacher Certification. Results would be computed school wide and disaggregated by the students assigned to individual teachers for purposes of subgroup accountability.
Teacher Turnover	Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage. Teachers who in year one were reported as providing instruction in one building, but in year two were reported under the district code or another building within the same district are included in the turnover rate.	Comparing school to a standard or statewide average. Results would be computed school wide and disaggregated by the students assigned to individual teachers for purposes of subgroup accountability.

Indicator	Definition	Measured By
Teacher Attendance	A teacher is absent if he or she is not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. Do not include administratively approved leave for professional development, field trips or other off-campus activities with students. Vacation days, medical leave and maternity leave days that are administratively approved are not to be included in the numerator and denominator for the calculation of attendance. Teachers participating in field trips or other off-campus activities with students are considered present and should be included in the numerator and denominator for the calculation of attendance.	The percentage of students in a high school cohort who successfully complete the required courses for graduation.

Current	Future

Indicator	Possible Definition	Possible Measurement Methodology
Career Readiness	A measure of how prepared a student is to enter a career after high school that is <u>not</u> based on academic data.	Gathering data on student attainment of "soft skills" such as, but not limited to: critical thinking and problem solving; collaboration; agility and adaptability; initiative and entrepreneurialism; effective oral and written communication; accessing and analyzing information.
Opportunity to Learn Indicators (e.g., class sizes; guidance counselors; many other possibilities)	Opportunity could be defined as access to resources, learning practices, or learning conditions that promote student achievement and engagement. For example, for each student in a school, a determination could be made regarding the classes in which the student is enrolled meet specified class size criteria. Other possible opportunity to learn indicators could include such things as the ratio of guidance counselors to students at a school.	
Parent and Community Engagement	This indicator is intended to measure the amount of parent and community engagement at each school, as compared to a state standard.	Tracking parent participation in events at the school, such as parent-teacher conferences.
Post-Graduation Outcomes	The percentage of students who within a specified time period are gainfully employed or enrolled in postsecondary education.	

22

Potential future school quality and student success indicator options: *Possible definitions + measures (cont'd)*

Indicator	Possible Definition	Possible Measurement Methodology
Postsecondary Enrollment Rates	The percentage of students in a high school cohort who receive a local or Regents diploma or receive a high school equivalency diploma and who subsequently enroll in two- or four-year colleges.	The percentage of high school students in a cohort who enroll in two- or four-year colleges.
Postsecondary Persistence Rates	The percentage of students in a high school who receive a local or Regents diploma or receive a high school equivalency diploma and who subsequently enroll in two- or four-year colleges and complete the college program within a specified period of time.	The percentage of high school students who enroll in two- or four-year colleges and who subsequently complete the college program in a specified period of time.
Student Access to Engaging Coursework (e.g., project-based learning, wide selection of offerings)	The variety of coursework that a student has access to at the school annually, regardless of student characteristics.	Collect data on various types of coursework offered in the school, and match that data to the students who are accessing the coursework.
Student Access to High Quality Materials	Access, as it relates to this indicator, could mean that students are using and are being taught with high quality educational materials on a consistent basis. High quality materials could be defined as materials that are aligned with the state's curriculum, and promote student understanding and engagement with the content.	Each school could report on whether students were using high quality materials (as defined by the state) on a daily basis. School with sub groups or students that did not have daily access to high quality materials would not receive the full amount of "credit" for meeting the agreed upon standard.

23

Potential future school quality and student success indicator options: *Possible definitions + measures (cont'd)*

Indicator	Possible Definition	Possible Measurement Methodology
Student Access to Safe and Clean Facilities	The number of accidents reported annually and/or the number of health and safety violations reported annually.	The number of accidents and/or health violations reported annually at the school. An alternative measure could be a survey of student perceptions of the safety and cleanliness of the school facility.
Student Attainment of Certificates and/or Licenses	The percentage of students in a high school cohort who complete a Career and Technical Education course and receive a certificate or license that qualifies them for employment in that field.	The percentage of students in a high school cohort who complete a Career and Technical Education course and receive a certificate or license that qualifies them for employment in that field.
School Climate Surveys	Annual survey of students, parents, and teachers related to the safety and climate of the school.	Comparing survey results of a particular school to a state standard or average statewide results.
Teacher Access to Professional Learning Opportunities that Support Effective Teaching Strategies.	The average number of professional learning opportunities that support effective teaching strategies (as defined by the state) the teachers of a student has had within a school year.	The average number of professional learning opportunities that support effective teaching strategies (as defined by the state) that the teachers have had within a school year compared to a statewide average. Results would be computed school wide and disaggregated by the students assigned to individual teachers for purposes of subgroup accountability.

Potential future school quality and student success indicator options: *Possible definitions + measures (cont'd)*

Indicator	Possible Definition	Possible Measurement Methodology
Teacher Access to a Variety of Professional Learning Activities	The average number of professional learning opportunities the teacher(s) of a student has had that are related to areas taught, within a school year.	The average number of professional learning opportunities a student's teacher has had that are related to areas that they teach, within a school year as compared to the statewide average. Results would be computed school wide and disaggregated by the students assigned to individual teachers for purposes of subgroup accountability.
Student Access to and/or Participation in Arts Education	The percentage of students in a school who are provided with access to learning in Dance, Music, Theatre, Visual and Media Arts; delivered by certified teachers employing instruction reflective of research and best practices; in districts using sequential, standards-based arts curricula; along with quality resources and support from community stakeholders at large.	
Student Access to and/or Participation in Science, Technology, Engineering, Arts, Math (STEAM) Curriculum	The percentage of students in a school who are provided with access to collaborative learning in STEAM programs that utilize an intentional connection between Science, Technology, Engineering, Math and the Arts standards, and the associated assessments and lesson design/implementation.	

25

Potential future school quality and student success indicator options: *Possible definitions + measures (cont'd)*

| Indicator	Possible Definition	Possible Measurement Methodology
Student Access to and/or Participation in Quality Early Learning Programs	The percentage of students who participate in high quality full-day prekindergarten programs, which are credited with producing significant increases in student performance in math and reading for participating students by the second grade, as well as decreases in the rates of grade retention.	The percentage of students enrolled in state administered full-day prekindergarten programs that are enrolled in second grade without retention and demonstrate specified levels of reading and math readiness.
Student Access to and/or Participation in a Full Educational Program that Includes Science, Arts, Music, and Physical Education		
Health Factors Impacting Student Learning	The percentage of students diagnosed with Asthma, Diabetes, Seizure and Life Threatening Allergies in each school. National data indicate that these are the conditions that result in highest absenteeism rates.	The total number of students diagnosed compared to total number of students enrolled, expressed as a percentage.
Bilingualism Rate	The number and/or percentage of students who graduate bilingual in English and another language.	The percentage of students at a school in a four-year graduation cohort reported in the Student Information Reporting System (SIRS) identified as having earned the NYS Seal of Biliteracy.

Potential future school quality and student success indicator options: *Possible definitions + measures (cont'd)*

| Indicator	Possible Definition	Possible Measurement Methodology
Lost Time	Time that a student is removed from her/his regular program/schedule (whether full days or partial days, the latter expressed as a portion of one day) because of disciplinary action.	The total number of days of instruction lost by students during a school year divided by the total number of days of instruction lost plus the total number of days of instruction provided to students during the school year.
Middle School Success Index	Percentage of students who graduate from grade 8 well-prepared to succeed in high school.	Could be measured by such factors as whether the student has completed grade 8 without being chronically absent or suspended, by earning specified amounts of credit in grade 8, and achieving specified scores on State assessments.

ESSA State Plan Timeline – February 2017 – June 2017
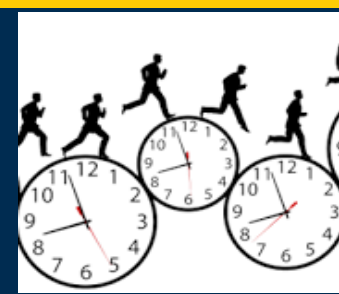
Timeline for Submission of ESSA Plan to USDE in September 2017

Activity	Date
Public Engagement – Survey and Regional Meetings Conducted.	February/March 2017
March and April Board of Regents Meetings – Continued discussion of ESSA plan.	March and April 2017
State must submit fiscal year 2017 ESSA Assurances.	April 3, 2017
May 2017 Board of Regents Meeting – Staff will present draft plan and seek permission to release for public comment.	May 8 - 9, 2017
The Department will release the draft plan for public comment.	May 10 – June 9, 2017
Proposed weeks for Public Hearings on Draft Plan. Regional staff will gather public comments on the draft plan.	May 12 – June 9, 2017

Please note: Timeline may change based on new presidential administration.

ESSA State Plan Timeline –
July 2017 – September 2017
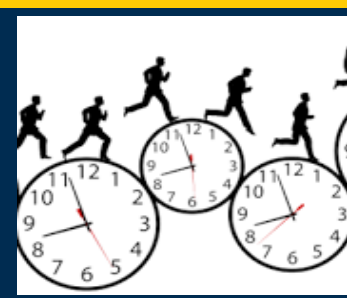
Timeline for Submission of ESSA Plan to USDE in September 2017

Activity	Date
July 2017 Board of Regents Meeting – Staff will present any changes to the draft plan based on public comment, and request permission to send revised draft state plan to Governor.	July 17 - 18, 2017
Application with Governor for 30 days.	July 19 – August 18, 2017
September 2017 Board of Regents Meeting – Staff will seek approval to submit final state plan to USDE.	September 11 - 12, 2017
Deadline to submit ESSA State Plan to USDE.	September 18, 2017 (subject to Board discussion and agreement)

Please note: Timeline may change based on new presidential administration.