

Summary of Measures of School Quality and Student Success Survey

As of March 7, 2017

Please identify the stakeholder group to which you consider yourself most affiliated:		
Answer Options	Response Percent	Response Count
Civil Rights Organization Representative	0.2%	3
Community Based Organization Representative	1.8%	24
District Personnel	11.7%	159
Government Official	0.8%	11
Parent	15.7%	213
Principal	9.4%	127
School Board Member	11.0%	149
Student	0.6%	8
Teacher	29.1%	394
Other Educator	10.0%	135
Other	1.6%	22
Other (please specify)	8.2%	111
<i>answered question</i>		1356

The plurality of survey responses to date have come from teachers and other educators, followed by parents, district personnel, school board members and principals.

Part 1 Survey Results: Measures of School Quality and Student Success for Use Beginning with 2017-18 School Year Results

Answer Options	1 - Most Important	2 - Very Important	3- Important	4 - Least Important	Rating Weight	Response Count	Percent Supported
Student successful completion of required courses for graduation.	144	117	96	58	1177	415	78.6%
High School Success Index (not currently in use, but could be implemented beginning with 2017-18 school year results)	94	59	59	42	713	254	68.2%
Student participation in and successful completion of Career and Technical Education (CTE) courses	36	71	81	77	596	265	67.2%
Chronic Absenteeism	150	87	64	55	1044	356	65.8%
School Safety (Count of serious incidents data would be lagged by one year, i.e., 2016-17 school year data)	100	109	81	56	945	346	64.4%
Student completion of required credits by year to determine "on track" status	67	82	75	48	712	272	61.7%
Student Attendance	136	122	70	46	1096	374	60.2%
Teacher Turnover	45	73	73	108	653	299	57.9%
High School Credit Accumulation (not currently in use, but could be implemented beginning with 2017-18 school year results)	71	61	82	45	676	259	57.8%
Student enrollment in and successful completion of dual-credit coursework	22	31	29	36	275	118	55.2%
Student participation in Advanced Placement (AP), International Baccalaureate (IB), and honors courses	22	32	65	53	367	172	55.0%
Teacher Attendance	49	50	77	124	624	300	53.1%
Teacher Certification/Effectiveness	61	70	74	67	669	272	52.3%
Student access to highly qualified teachers	110	88	59	47	869	304	51.9%
Student Suspension Rate (Out of School)	15	39	44	53	318	151	47.8%
Success on Regents Exams	49	45	51	55	488	200	46.9%
Promotion Rates (not currently in use, but could be implemented beginning with 2017-18 school year results)	37	48	54	60	460	199	44.4%
Student participation in and performance on college entrance and/or college placement exams	15	17	21	61	214	114	41.2%

Above are the responses to Part 1 of the survey, which asked questions pertaining to indicators that could potentially be used as measures of school quality and student success beginning with 2017-18 school year results. Responses are rank ordered based on the percentage of respondents who indicated that they strongly supported or supported use of the measure. Rating Weight is used to determine the degree of importance that respondents assigned to a measure. It should be noted that some measures have deep but not necessarily broad support. For example, Student Access to Highly Qualified Teachers has among the lowest levels of overall support, but those who support it tend to rank it highly in importance. Conversely some measures have broad support that is not deep. Thus, while a high percent of persons support or strongly support a CTE indicator, not many people rated this among their most important indicators.

High Concept Idea 14 states that “to ensure that all students benefit from access to rigorous coursework, we will measure student participation in advanced coursework and measure the degree to which students score at specified levels on advanced high school assessments or earn college credit.” When the responses to the individual options pertaining to student participation in and successful completion of CTE courses, student enrollment in and successful completion of dual-credit coursework; and student participation in Advanced Placement (AP), International Baccalaureate (IB) and honors courses are considered together; there appears to be strong support for this idea.

Part 2 Survey Results: Measures of School Quality and Student Success for Future Use

Answer Options	Most Important	Very Important	Important	Least Important	Weighted Response	Response Count	Support or Strong
Student access to and/or participation in Science, Technology, Engineering, Arts, Math (STEAM) curriculum	57	81	75	49	670	262	82.0%
Student access to and/or participation in a full educational program that includes Science, Arts, Music, and	80	64	65	82	724	291	81.8%
Student access to and/or participation in arts education	40	42	55	39	435	176	76.3%
Student access to and/or participation in quality early learning programs	74	53	40	46	581	213	73.9%
Student access to safe and clean facilities	51	48	61	62	532	222	73.8%
Opportunity to Learn Indicators (e.g., class sizes; guidance counselors; many other possibilities)	187	96	65	29	1195	377	73.0%
Teacher access to professional learning opportunities that support effective teaching strategies.	48	45	94	54	569	241	68.3%
Career Readiness	101	58	36	21	671	216	68.1%
Teacher access to a variety of professional learning activities that meet teacher needs in various stages of	17	39	63	46	357	165	66.4%
Post-Graduation Outcomes	61	49	34	29	488	173	62.7%
Student access to engaging coursework (e.g., project-based learning, wide selection of offerings)	87	111	73	52	879	323	61.7%
School Climate Surveys	28	38	47	64	384	177	61.0%
Parent and Community Engagement	74	99	59	50	761	282	60.8%
Student attainment of certificates and/or licenses	13	19	25	28	187	85	60.7%
Student access to high quality materials	31	54	53	43	435	181	55.5%
Postsecondary enrollment rates	9	23	24	25	178	81	50.9%
Postsecondary persistence rates	14	33	34	34	257	115	48.8%
Lost Time	20	9	17	47	188	93	46.4%
Health Factors Impacting Student Learning	10	10	16	29	131	65	42.7%
Bilingualism Rate	8	6	11	50	122	75	41.0%

Above are the responses to Part 2 of the survey, which asked questions pertaining to indicators that could potentially be used as measures of school quality and student success, but not in time for use beginning with 2017-18 school year results. Responses are rank ordered based on the percentage of respondents who indicated that they strongly supported or supported use of the measure. Rating Weight is used to determine the degree of importance that respondents assigned to a measure. It should be noted that some measures have deep but not necessarily broad support. For example, Parent and Community Engagement has among the lower levels of overall support, but those who support it tend to rank it highly in importance. Conversely some measures have broad support that is not deep. Thus, while a high percent of persons support or strongly support an Arts Education indicator, not many people rated this among their most important indicators. However, when combined with the responses to two other options that include student access to or participation in the arts along with access to other coursework, there appears to be significant interest in an arts indicator.