

Potential Tier I Accountability Indicators: Outcomes

Measures of Student Outcomes will be disaggregated to the subgroup level within a school and used as part of the process for differentiation of schools and identification of schools for improvement and support.

Indicator	Measure	Notes	Questions
Achievement: English Language Arts (ELA) Mathematics Science Social Studies (HS only)	<p>Performance Index - Index would give partial credit to students who are partially proficient and could give additional credit to students who are more than proficient.</p> <p>At the high school level, the ELA and math Performance Index would be based on a student's best performance on Regents exams or approved alternatives within four years after the student's entry into grade 9.</p>	<p>ELA and math required grades 3-8, plus once in HS. Science and Social Studies are not required. Depending on USDOE ruling, Science / SS might be counted as part of the academic set of indicators or as part of School Quality indicator set.</p>	<p>Should Science and Social Studies (which are optional) be reported in addition to ELA and math?</p> <p>Should results be reported along an index scale instead of only % proficient? [Note: Research suggests that measures focused on % proficient direct attention to the "bubble kids" near the cut score and away from students who have greater educational needs.] If so, should the index give greater credit to students who score 'advanced'?</p>
Growth: Student Progress: ELA and Math	<p>Individual Student Growth in ELA and Math – Could be measured by Student Growth Percentiles or another method that evaluates student growth.</p>	<p>ESSA requires that student growth or another measure of progress be used at the elementary / middle school level. A student growth measure is permitted, not required, at the high school level.</p>	<p>Should the accountability system include a growth indicator for individual student progress?</p> <p>If a growth indicator is used, should it be applied both at the elementary/middle and high school levels? (NY currently has a growth indicator at the high school level that is used for principal evaluation purposes, but not for school accountability.)</p>
School Progress	<p>Changes in Performance Index - Measured by change in school's Performance Index between two points in time.</p>	<p>Could be linked to long-term goals and measures of interim progress.</p>	<p>Should the accountability system include a progress indicator? Should status & growth be represented separately or as a combined measure in the system?</p>
English Learner Progress toward Proficiency	<p>Measure of student gains on the NYSESLAT across multiple levels on a proficiency scale.</p>	<p>Rulemaking requires grades 3-8 plus a single year in high school</p>	<p>Should NY start this measure at before grade 3 (at K or grade 1) as many states are doing?</p>
Graduation Rate	<p>4-year, 5-year, and/or 6-year adjusted extended year graduation rate measured as the % of students graduating with the diploma earned by the preponderance of students in the state.</p>	<p>4-year rate is required; 5 and 6 year rates are optional</p>	<p>How much should NY weight the 5- and 6- year graduation rate, if extended rates are used? [Note: Research suggests that crediting schools with extended graduation rates creates incentives to keep and bring back high-need students who cannot graduate in 4 years, rather than pushing them out.]</p>

Potential Tier I Accountability Indicators: School Quality or Student Success (SQSS)

Measures of School Quality and Student Success will be disaggregated to the subgroup level within a school and used as part of the process for differentiation of schools and identification of schools for improvement and support.

Indicator	Measure	Notes	Questions
Chronic Absenteeism ----- Attendance	Chronic absenteeism is often calculated as the percentage of students who miss 10% or more of school days. Definitions may also distinguish between excused and unexcused absences.	Highly rated in the public survey. Chronic absenteeism differentiates more effectively between schools than attendance.	Should NY consider using chronic absenteeism as part of its accountability system? If yes, should chronic absenteeism be defined as any absence from school?
High School Success Index	An Index based upon the percentage of students earning a high school equivalency diploma, a local or Regents diploma, or a Regents diploma with advanced designation, CTE endorsement or Seal of Biliteracy. Also possibly successful high school completion by students with severe disabilities.	One of top 5 in the public survey. Other indicators could be added to the index if desired. (See below.)	Should the state adopt a high school success index to use in the accountability system? What factors should receive the greatest weight?
Successful completion of coursework for graduation	Percentage of students in a high school cohort who have successfully completed all required coursework for graduation.	Highest ranked indicator in the survey. Could be added to the HS Success Index.	Should the state consider successful completion of graduation coursework as an indicator – either alone or as part of HS Success Index?
Participation and Success in Advanced Coursework	Percentage of students in a high school cohort who have taken advanced courses (e.g. AP, IB, dual credit courses) and % who have achieved specified scores on nationally recognized assessments or earned college credit.	Well rated in the public survey. Could be added to the HS Success Index or reported separately.	Should the state consider reporting participation and success in advanced coursework as an indicator – either alone or as part of a HS Success Index?
Completion of CTE Coursework Sequence ----- Completion of College Prep Coursework Sequence?	Percentage of students in a high school cohort who have successfully completed a series of CTE coursework [Note: Some states also include an indicator of completion of college prep coursework, aiming for all graduating students to have completed CTE, college prep, or both.]	Highly rated in the public survey. Could be added to the HS Success Index and/or participation in Advanced Coursework or reported separately.	Should the state consider reporting completion of a CTE coursework sequence as an indicator – either alone or as part of a HS Success Index and/or as part of a measure of advanced coursework? Should this coursework need to meet specified criteria (e.g., coherent sequence, work-based learning)? Should college prep coursework sequence also be considered?
Promotion Rates -----	% of students promoted Average credit accumulation per year	Less well rated in the public survey. Some are redundant with other indicators that are	Should any of these factors be considered for accountability indicators – either alone or as part of a HS Success Index?

High School Credit Accumulation or Completion of Required Credits	% of students reaching a specified # of credits	stronger measures. Could encourage 'social promotion' or weaker coursework.	Should any be considered as Tier 2 indicators (for statewide reporting?)
<u>Admissions test scores</u>	Average SAT or ACT test scores	Poorly rated in survey. Admissions test scores are less predictive of college success than course taking, class rank, and GPA. Use of this measure could create disincentives for schools to encourage more students to take the test.	Should college test scores be considered as an accountability indicator – either alone or as part of a HS Success Index—or as a Tier 2 indicator? [Note: Average scores are difficult to interpret because they are affected by the share of students taking the test.]
Success on Regents Exams	Average Regents Exam Scores or % of students passing different exams at specified levels or a performance index.	Less well rated in survey. Overlaps with required measures of high school performance in ELA and math. Already included in the HS Success Index where diploma levels are incorporated.	Should Regents exam scores be considered as an accountability indicator – either alone or as part of a HS Success Index? Should they be considered as Tier 2 indicators (for statewide reporting?)
High school readiness indicator	Can be measured as an index, like the HS Success Index. California's CORE districts report the percentage of 8th graders who meet the following criteria: grade point average (GPA) of 2.5 or better; attendance rate of 96% or better; no D's or F's in ELA or math; and no suspensions. ¹	Not rated in survey. Student-level indicators such as grades, attendance, and suspensions are predictive of dropping out of school. Can provide data about which students are at risk, allowing for early intervention, which research shows improves student graduation rates.	Should a high school readiness indicator be considered for development, initially as a Tier 2 indicator with the possibility of eventual inclusion in the accountability system?
Suspension Rates	Suspension rates can be reported as the percentage of students suspended at least once at a school or the total number of days of suspension or a combination of both.	Less well rated in survey. Strongly related to high school dropout / graduation. Can incentivize schools to reduce exclusion, introduce social-emotional learning, and restorative practices.	Should suspension rates be considered as an accountability indicator? Should suspension rates be considered as a Tier 2 indicator (for statewide reporting?)

Potential Tier 2 State-reported Indicators

Can be reported annually in a comparable form statewide and used for state and local accountability and continuous improvement. Alternatively, any of these could supported by the state with data or optional survey tools and reported locally (Tier 3). Most of the indicators below cannot be disaggregated to the student subgroup level and therefore would not be appropriate as Tier 1 measures for accountability purposes.

Indicator	Measure	Notes	Questions
School Safety	Can be reported as # of incidents / enrollment annually and/ or as the responses of students on a school climate survey about their experience of school safety.	Highly rated on the survey. Difficult to disaggregate as required for Tier 1 but could be reported in tier 2.	Should NY consider reporting incident rates as a Tier 2 indicator? Should NY consider developing a school climate survey for either local use or statewide use? (See Tier 3 discussion below.)
Teacher Turnover ----- Teacher Absences	% of teachers leaving each year Average # of teacher absences per year	Rated positively in the survey. Both are predictors of student achievement.	Should the state consider reporting teacher turnover and / or absences as Tier 2 indicators?
Teacher Professional Development	Can be reported as # of days of PD or, though teacher surveys, as access to kinds of PD, duration, topics, and satisfaction.	Many states use a statewide teacher survey. Could also be state-supported through a tool made available to locals.	Should the state consider reporting aspects of teacher learning opportunities or other teaching conditions as Tier 2 indicators, or providing an optional tool that LEAs could use locally (tier 3)?
Teaching Conditions	Teacher Survey, such as TELL or similar tool.		
Equity / Opportunity to Learn Indicators			
Student Access to Highly Qualified Teachers	% of fully certified / effective teachers % of in-field teachers in each school % experienced teachers (e.g. with 3+ years of experience)	Positively rated in the survey. Required as part of ESSA monitoring for comparability.	Which indicators of access to school resources and learning opportunities, should NY consider collecting and reporting as part of its system of equity indicators? Should NY consider collecting and reporting curriculum access data from schools or incorporating indicators of learning opportunities into surveys of students or teachers?
Access to Staffing Resources	Ratios of teachers / counselors / administrators / librarians, etc. to students Average class size by grade	Ratios for staff are readily available and reported federally. Class sizes would likely have to be reported from the school.	
Per Pupil School Funding	Could be reported by function (e.g., total, instructional, capital, non-capital) spending.	Per pupil expenditures must be reported at State, local educational agency, and school level as part of new ESSA fiscal transparency requirements.	
Access to Specific Learning Opportunities	Student access to types of courses / curriculum (e.g., preschool, full-day kindergarten, STEM, arts, physical education, history / social studies) measured either	Highly rated in Part 2 of survey. Learning opportunities indicators can require new data collection strategies but are	

	through school reports of hours taught, # of courses offered, or # of students enrolled, or through student survey results.	typically highly valued by parents and the public.	
Student Access to Safe and Clean Facilities	Measure typically relies on a state rating system of facilities.	Difficult if a state rating system does not already exist.	Should the state consider reporting on access to clean, safe facilities.
Other Outcome Indicators			
Post-Graduation Outcomes	Percentage of students going onto college or employment.	Often evaluated based on school leaving surveys, which can be inaccurate.	Should NY consider any additional post-graduation outcomes to be reported individually or as part of a HS success or postgraduate success index? If some indicators are desired, but do not currently have reliable data available, should the state consider developing data collection strategies, waiting for the field to develop them, or providing tools to locals for their own use?
Postsecondary Enrollment Rates	Percentage of students enrolling in 2- or 4-year colleges within set time after graduation.	Often evaluated using the college clearinghouse data for but it has limitations, including missing data, especially for immigrant students and those who attend private colleges or universities out of state.	
Postsecondary Persistence Rates	Percentage of students who persist to a 2 nd or 3 rd year of college.		
Student Attainment of Industry- Approved Licenses or Certificates	Percentage of students acquiring an industry-recognized license or certificate.	A number of states use an indicator like this as part of a college-career readiness index.	

Potential Tier 3 State-Supported Indicators

The state can support local districts by providing tools that may be used for local tracking, diagnostics, and improvement. The state might further choose to use these tools in schools that are identified for comprehensive or targeted intervention and assistance, as appropriate to school needs. None of these indicators are currently systemically collected statewide by the State Education Department.

Indicator	Measure	Notes	Questions
Surveys of Students, Teachers, and Parents			
School Climate Teaching and Learning Opportunities School Responsiveness	<p>Surveys completed by students, parents, and staff are a common measure of school climate and conditions, and can measure learning opportunities. Constructs often include</p> <ul style="list-style-type: none"> • perceptions of safety and belonging, • supports for teaching and learning, • learning opportunities • adult-student relationships, • the physical environment. <p>The NYC School Survey measures</p> <ul style="list-style-type: none"> • rigorous instruction • collaborative teachers • supportive environment • effective school leadership • strong family-community ties • trust.² <p>Staff surveys can examine staff time and opportunity for collaboration and professional learning, teaching conditions, support and trust. Parent surveys can include information on how responsive the school is their questions or their child’s needs.</p>	<p>A recent report reviewed 78 school climate studies and found that a positive school climate can mitigate the negative effects of poverty on academic achievement.³ Measures of staff collaboration and support and leadership are also a key predictors of teacher turnover and thus student success.⁴</p> <p>Can provide actionable data to schools for improvement.</p> <p>Student surveys can be included in the federally-required tier of indicators (tier 1), although teacher and parent indicators cannot.</p> <p>See Appendix 1: School Climate Survey Tools.</p>	<p>Should NY consider student surveys as data for Tier 1 accountability, Tier 2 state reporting, Tier 3, state-supported tools for local use and reporting, or Tier 4 local discretion?</p> <p>Should New York offer one or more student, teacher, and/or parent survey tools to local districts as options for their use?</p> <p>Should the state require, as some do, that local districts must use surveys of their choice and analyze them annually as part of a continuous improvement process?</p> <p>If local surveys are used, should they include a small number of common statewide questions?</p>
Parent Involvement and Engagement	<p>Parent engagement may be measured in many ways. A common measure is parent surveys, although other local measures might also be encouraged, such as evidence of participation in school leadership or other school events.</p>	<p>Positive family-program connections have been linked to greater academic motivation, grade promotion, and socio-emotional skills.⁵</p>	<p>Should NY provide survey tools or other measures to support locals in assessing parent involvement and engagement?</p>

Measures of Program Quality

Program quality (e.g., for preschool)	Observational tools such as the CLASS (early childhood programs), or program review protocols (like those used in VT and KY) can be used to evaluate the quality of programs.	Strong local observation / review tools can help set standards and guide ongoing improvement efforts.	Should the state make available program quality assessment tools for local use?
Integration of Students	A measure of the extent to which students of different subgroups (by race/ethnicity, socioeconomic status, English language learners and students with disabilities) are in schools and classrooms together relative to their presence in the district as a whole.	A district measure of integration could raise awareness of school & class assignment policies that may reinforce segregation.	Should the state suggest tools for local assessment of integration?
Professional Development Quality	Organizations like Learning Forward have created standards for evaluating professional development quality that can be made available to local districts to assess their offerings and strategies.	Self-assessments using standards grounded in the research can help develop shared understandings among stakeholders about design and conduct of professional learning or other district functions.	Should the state suggest tools for local assessment of professional development quality?

Measures of Student Learning

Authentic Measures of Student learning	<p>Tools for supporting performance assessment development, scoring, and use, such as portfolio guidelines, banks of performance tasks, and rubrics, are available through several sources, including the Performance Assessment Resource Bank https://www.performanceassessmentresourcebank.org/</p> <p>Some states provide recommendations for tools for assessing young children (PK – 2) with high-quality performance-based measures that offer strong information about student knowledge and skills, such as the Primary Language Record, the Developmental Reading Assessment, the Mathematics Assessment Resource Services.</p>	<p>States like NH, CO, VA, and others are supporting local districts in developing and using performance tasks, in part by using the resource bank and similar tools.</p> <p>States like CT and CA have supported local districts selection and use of high-quality tools for assessing young children. This can be a strategy to reduce state testing time, by embedding more fine-grained information at the local level.</p>	Should the state support local district selection and development of authentic assessments to give more information about students?
--	---	---	---

Appendix 1: School Climate Survey Tools¹

Survey	Description	School climate constructs measured ⁶
<p>U.S. Department of Education School Climate Surveys (EDSCLS)</p> <p>Developed by American Institute for Research for USDOE</p>	<p>EDSCLS a national survey that is free and offers results in real time for states, districts, and schools. The survey is linked to a school climate improvement resource package to help schools interpret data and facilitate school discussion.⁷</p>	<ul style="list-style-type: none"> • Engagement (cultural and linguistic competence, relationships, school participation) • Safety (emotional safety, physical safety, bullying/cyberbullying) • Environment (physical environment, instructional environment, mental health, discipline)
<p>California School Climate, Health, and Learning Survey (CalSCHLS)</p> <p>Developed by WestEd for CDE</p>	<p>CalSCHLS includes a core set of survey items along with add-on modules for school climate, social and emotional learning, equity, cultural responsiveness, and the achievement gap.⁸ It has been used widely across California since it was a requirement for Title IV Safe and Drug-Free Community grants, and is currently administered by approximately 85% of districts in the state.⁹</p>	<ul style="list-style-type: none"> • School connectedness • School supports (caring relationships, high expectations, opportunities for meaningful participation) • Violence victimization and perpetration • Peer supports (caring relationships, high expectations) • SEL (problem-solving, self-efficacy, cooperation and communication, empathy, self-awareness)
<p>The 5 Essentials School Report</p> <p>Developer by U of Chicago Consortium on School Research</p>	<p>This study measures the extent to which schools have effective leaders, collaborative teachers, involved families, a supportive environment, and ambitious instruction. Schools in Chicago have administered a version of this survey for over 15 years.¹⁰ Schools may customize their survey.</p>	<ul style="list-style-type: none"> • Academic engagement • Academic press • Peer support for academic achievement • Teacher personal attention • Schoolwide future orientation • Student sense of belonging • Safety • Incidence of disciplinary action • Relationships (student-teacher trust, teacher personal support) • Student classroom behavior • Culture
<p>Tripod</p> <p>Developer: Ronald Ferguson, Harvard University</p>	<p>Tripod survey scores are available for schools, districts, and states, with data that is calibrated at the national level. Tripod's surveys were chosen as a measure in the Gates Foundation's Measures of Teaching project. The survey has been used by over</p>	<ul style="list-style-type: none"> • Instructional climate • Climate of safety and respect¹²

¹ To be included in this table, surveys needed to be widely used, strengths-based, normed with a population of students without disabilities, administered in less than 20 minutes, include an online platform, and have strong evidence of validity and reliability. All surveys were included in the U.S. Department of Education's Safe and Supportive Schools compendium, with the exception of the Tripod survey, which has also been externally validated. Source: Melnick, H., Cook-Harvey, C., Darling-Hammond, L. (Forthcoming). *Encouraging social and emotional learning in the context of new accountability*. Palo Alto, CA: Learning Policy Institute.

	100,000 teachers since 2001, and is currently administered statewide in Hawaii. ¹¹	
<p>Comprehensive School Climate Inventory (CSCI)</p> <p>Developer: National School Climate Council</p>	<p>This survey provides school-level analysis with accompanying action planning worksheets and recommendations for how school leaders can take action. Schools can customize it by adding items. It is used in schools across the country.¹³</p>	<ul style="list-style-type: none"> • Orderly school environment • Administration provides instructional leadership • Positive learning environment • Parent and community involvement Instruction is well-developed and implemented • Expectations for students • Collaboration between administration, faculty, and students
<p>Conditions for Learning Survey</p> <p>Developed by American Institutes for Research</p>	<p>This survey has a particular focus on school supports for learning, including SEL, as well as measuring the impact of school discipline reforms. It is conducted in schools across the nation and is used districtwide in Cleveland Metropolitan School District.¹⁴</p>	<ul style="list-style-type: none"> • A safe and respectful climate • Challenge/high expectations • Student support • Social and emotional learning

Endnotes

-
- ¹ California Office to Reform Education (CORE) and the John W. Garner Center for Youth and their Communities. 2014, November. “High school readiness.” Retrieved on August 3, 2016, from <http://www.ousd.org/cms/lib07/CA01001176/Centricity/Domain/3154/High%20School%20Readiness%2011%2012%2014.pdf>.
- ² 2016 NYC School Survey report guide. (2016). New York City: NYC Department of Education. <http://schools.nyc.gov/NR/rdonlyres/CD687C0E-7798-4C5A-BCA7-D5AF2D24579F/0/2016NYCSchoolSurveyGuide.pdf>.
- ³ Berkowitz, R., Moore, H., Astor, R.A., & Benbenishty, R. (2016). A research synthesis of the associations between socioeconomic background, inequality, school climate, and academic achievement. *Review of Educational Research*, 0034654316669821.
- ⁴ Kraft, M. A., Marinell, W. H., & Shen-Wei Yee, D. (2016). School organizational contexts, teacher turnover, and student achievement: Evidence from panel data. *American Educational Research Journal*, 53(5), 1411–1449.; Johnson, S. M., Kraft, M. A., & Papay, J. P. (2012). How context matters in high-need schools: The effects of teachers’ working conditions on their professional satisfaction and their students’ achievement. *Teachers College Record*, 114(October 2012).
- ⁵ Sandra L. Christenson, “Families and Schools: Rights, Responsibilities, Resources, and Relationships,” *The Transition to Kindergarten*, ed. Robert C. Pianta and Martha J. Cox (Baltimore, MD: Paul H. Brookes Publishing Co., 2000), 143–177; P. Mantzicopoulos, “Flunking Kindergarten after Head Start: An Inquiry into the Contribution of Contextual and Individual Variables,” *Journal of Educational Psychology* 95, no. 2 (2003): 268–278; C. McWayne et al., “A Multivariate Examination of Parent Involvement and the Social and Academic Competencies of Urban Kindergarten Children,” *Psychology in the Schools*, 41, no. 3 (2004): 363–377.
- ⁶ Summary table of Office of Safe and Healthy Students approved school climate surveys. (2016). Washington, DC: American Institutes for Research.
- ⁷ National Center on Safe and Supportive Learning Environments. ED School Climate Surveys (EDSCLS). <https://safesupportivelearning.ed.gov/edscls>.
- ⁸ Hanson, T. & Voight, A. (September 2014). The appropriateness of a California student and staff survey for measuring school climate (REL 2014-039). Washington, DC: U.S. Department of Education, Institute of Education Sciences. <http://files.eric.ed.gov/fulltext/ED546900.pdf>; California Department of Education. (2005). What does getting results say about student health, supportive schools, and academic success? <http://www.cde.ca.gov/ls/he/at/documents/getresultsfs5.pdf>.
- ⁹ Benbenishty, R., Astor, R.A., Roziner, I., & Wrabel, S. (April 2016). Testing the causal links between school climate, school violence, and school academic performance: A cross-lagged panel autoregressive model. *Educational Researcher*, 45(3), 197–206. See also April 27, 2016 Memo. “California’s accountability and continuous improvement system—further analysis of potential key indicators.” <http://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-apr16item02.doc>. *The U.S.* [The hyperlink extends to “The U.S.” here.] Department of Education has also found state surveys from Alaska, Arizona, Delaware, and Maryland to be valid and reliable measures.
- ¹⁰ Surveys of CPS schools. (n.d.). UChicago Consortium on School Research. <https://consortium.uchicago.edu/surveys>.
- ¹¹ *Districts and states*. (n.d.). Tripod. <http://tripoded.com/districts-states/>.
- ¹² Presentation given by Ron Ferguson to the Raikes Foundation, October 2016.
- ¹³ CSCI school report. (n.d.). National School Climate Center. <http://www.schoolclimate.org/programs/csci-report.php>.
- ¹⁴ AIR Conditions for Learning Surveys. (n.d.). National Clearinghouse on Supportive School Discipline. <http://supportiveschooldiscipline.org/resources/air-conditions-learning-surveys>.