

# Indicators and Profile Narrative Comments

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## MS/MS Comments

1. Measure of growth is something that would apply to every school and also allow schools to be on an equal field for achievement. It would also create a need to have schools focus on ALL students versus some that need to be pushed up into the proficient (ie. approaching to meets category).
2. This is very significant and would tie in the importance of the Student Learning Goals and create a sense of necessity of the whole student and also provide teachers with an opportunity to reflect on students' work. It would also be an area that schools that excel in performing arts or superior achievements could be recognized for their value.
3. English Language Proficiency is essential. It is an area that a lot of funds (ie. Title 3) are put into programs and resources but the return on investment hasn't been measured or addressed in a way that requires schools to make an immediate adjustment to make a change from what they have always done.
4. Test Scores – Due to the limited availability of data that is accessible to all and the lack of timeliness this is rated lower. It is difficult to create a level of proficiency and improve on that when there have been 2 years with no information to move forward from at this time. Maybe in the future when cut scores are available and schools can see trends then this area would be considered higher in the weight category.
5. Not only does this category support CCSD pledge of achievement but it is directly about how we are engaging our community into our business (ie. School). This is a great way to continue to have parents and community members involved in the process as stakeholders for all students. However, this should have an alternative to including student numbers (this is a huge reason that surveys are not completed by parents).
6. 6. ADA- Needs to have a time frame- previously it was the 100th day- so something that would be comparable

We need to make sure that determinations of excellence are based on previous historical data that students/schools have been and will be able to achieve. If we set goals based on aspiration, like all students will achieve at 100% (NCLB), then we are not doing anything better than what was done before. It should be a system that is difficult to game, so that schools cannot manipulate scores. It needs to be fair regardless if the school is large or small. There should be bonus points available if you are able to close achievement gaps greater than 50% of the schools in the state, rather than penalizing schools for not being able to achieve something that is unreasonable. Our focus needs to be on student growth.

*[Re: School Quality]* Perhaps this indicator could be the school climate indicator that could encompass student, parent, and staff perception data, average daily attendance, and other factors (discipline?, community involvement?, etc.). Non-academic skills measures may also fit in the school climate category.

*Proficiency % should be grounded in national data for "excellence"*

*Consider using a point system (ex. Level 1 = 1, level 2 = 2, etc.) and calculating an average score for each school so that the student performance indicator doesn't simply value reaching proficiency but also values progress towards and maintenance of proficiency (ex. Level 2) and advanced proficiency (ex. Level 4)*

*Suggest using an indicator here that measures student growth against a national scale (either use MGP within national analysis or use progress between proficiency bands that are set nationally – for this, you would give each proficiency band a point value and find the average for the school. The measure would be the change from year to year in the student average and so would account for positive and negative change)*

*This measure would create a set of points that certain schools would not have access to due to the size of their ELL population. To create an equitable framework for all schools, all points should be equally accessible to all school types regardless of demographics of the community served*

*In addition to attendance, consider including a measure of a school's ability to maximize educational time through low suspensions, expulsions and mitigation of chronic truancy*

### **Gap or subgroup measure**

- *Each school would be awarded points within this category for the largest non-white racial/ethnic or special population subgroup (FRL, ELL, SPED) that they serve that makes up less than 90% of the population.*
- *Measure: Difference in subgroup % meeting AGP to state average*
- *Need to determine how points are reallocated if N is not big enough to provide statistical significance*

I am an advocate for growth and plan to support efforts to keep growth the priority. I was unable to write on the attachments

The measure for school climate should be based entirely on the student perception survey

Positive climate rating as measured by family, student and educator perception surveys

SBAC testing is still not a reliable measure for student achievement. There are still many flaws in the program that have been logged and need to be repaired in order for the test to be a reliable measure. Furthermore, there is a process for norming test items, and there has not been enough time for that to take place.

Additionally, if the first three accountability indicators improve, then test scores should also improve. Over emphasis on test scores have led to many of the flaws that we see in poor performing schools. In higher achieving schools, there is a greater push towards the first three indicators that I ranked; testing is not the emphasis.

School climate should be rated through a variety of measures, such as teacher retention and teacher attendance, not only the school climate survey. Schools with positive climates maintain their teaching staff from year to year, and teachers are excited to come to work each day.

Even though, I ranked the indicators from one-five in order of importance, I weighted each category equally. All five of these indicators are necessary in order for schools to be successful. I also believe it would lead to a more balanced look at school culture and success, not just testing.

Students are evaluated on Social Emotional and progress is tracked

Average scale scores not proficiency

## Nevada Accountability Committee

Measuring a WELL-ROUNDED EDUCATION as defined by the EVERY STUDENT SUCCEEDS ACT (ESSA)

In his Dear Colleague Letter dated July 13, 2016, Education Secretary, John B. King affirmed that “Ensuring that all students have access to a well-rounded education is central to our shared work to provide equitable educational opportunities for all students and prepare them to succeed in college, careers, and life.” He further clarified that although the US Department of Education issued a Dear Colleague Letter on April 13, 2016, discussing how to maximize Federal funds to support and enhance STEM subjects, the letter dated July 13, 2016, was designed to “assist SEAs, LEAs, schools, and their partners understand ways that Federal formula grant funds may support humanities-based educational strategies”

King further explains that, “The benefits of a holistic education demonstrate that, in addition to the core subjects of English/language arts and mathematics, access to a broad range of coursework is essential for students in today’s world.”

King defines “humanities education” as including social studies (history, civics, government, economics and geography), literature, art, music, and philosophy “as well as other non-STEM subjects that are not generally covered by an English/language arts curriculum” then provides examples of how an SEA or LEA can use Title I funds to “provide students with the opportunity to engage in authentic humanities-focused content that aligns with their school day and to focus on hands-on, humanities-rich experiences.” A copy of this letter has been attached.

INDICATOR: Equal access to all of the courses, activities, and programming enumerated in the ESSA definition of a well-rounded education is available to provide equitable educational opportunities and experiences for all students and to prepare them to succeed in college, careers, and life.

Nevada schools provide their “opportunity dashboard” data to report the specific courses, activities, and programming provided to all students and if inequities are found, schools would be required to come up with an improvement plan to address the deficiencies in order to provide equity.

Equity is a big part of ESSA and should not be an option to measure, with the exception of schools where in fact student populations are uniform, which would be a small number of schools. Additionally, the issue of discipline disparity amongst African American students, IEP students, and other students of color should be an indicator of success with the growing population a watchful eye is a proactive eye.

## HS Comments

1. There are already tools and assessments in place to measure career readiness. In order to receive CTE College Credit from any of Nevada's community colleges, students must maintain a 3.0 GPA in their CTE program of study, pass the program of study's end of course assessment, and pass the state's workplace readiness exam. These students are considered CTE Completers.
2. ACT Work Keys and the National Career Readiness Certificate (NCRC) could be an alternate assessment for Career Readiness. It is an assessment that is being recognized more nationally and could be used as a replacement for the state's current workplace readiness exam.
3. I realize this may be complicated, but maybe an adjusted graduation rate goal for students who are at a school for all four years? I know there are schools whose graduation rates of students who attend all four years are significantly better than the students who only attend the school for the last year or two of high school.
4. Schools should be measured on students achieving a basic score on the ACT or Standardized Career Readiness exam. Not all students are college bound. Schools should have a measure and points for preparing students for Post-Secondary education options – Not only college or AP. EOC's determine whether a student can graduate high school. EOC exams could be removed from this altogether as long as the ACT is considered the one testing measure under ESSA. Students with IEP's receiving Option 2 diplomas should not be considered drop outs to the school as long as they have completed all course work and attempted all exams. Schools should receive bonus points towards their grad rate if non 4-year students graduate during the 5<sup>th</sup> year.

The NSPF should be a fair tool to evaluate schools. It cannot be something that we use because it is inexpensive to create or because we don't have the time to do it right. It needs to be applicable or have the ability to be modified if a school is small or large or if it has a unique student population. Schools are not all the same and this tool needs to acknowledge not punish schools that work to educate students differently or that have unique populations.

### Graduation Rate:

- Special education – Adjusted Diploma's should NOT count against a school's graduation rate.
- High School Equivalency Exams and students that move on to Adult Education should be calculated using a partial weight, instead of a drop out.
- Incarcerated students should not count as drop outs, this is beyond the control of the school.

### College and Career Readiness:

College Readiness:

- CTE
- IB
- AP Proficiency

Career Readiness:

- Internships

- Work Credits Issued
- CTE
- Community Service Credits Issued

*[Re: School Quality]* Perhaps this indicator could be the school climate indicator that could encompass student, parent, and staff perception data, average daily attendance, and other factors (discipline?, community involvement?, etc.). Non-academic skills measures may also fit in the school climate category.

For EOC exams, consider using a point system (ex. Level 1 = 1, level 2 = 2, etc.) and calculating an average score for each school so that the student performance indicator doesn't simply value reaching proficiency but also values progress towards and maintenance of proficiency (ex. Level 2) and advanced proficiency (ex. Level 4)

For a growth measure, consider using change in the average score as defined in bullet 2 above

\*note, suggesting move of graduation gap measure to gap category below

In addition to attendance, consider including a measure of a schools ability to maximize educational time through low suspensions, expulsions and mitigation of chronic truancy

### Gap or subgroup measure

- Each school would be awarded points within this category for the largest non-white racial/ethnic or special population subgroup (FRL, ELL, SPED) that they serve that makes up less than 90% of the population.
- Measure: Difference in subgroup EOC proficiency to state average
- Measure: Difference in subgroup graduation rate to state average
- Need to determine how points are reallocated if N is not big enough to provide statistical significance

The NSPF rating should reflect excellence within the national landscape in addition to creating comparability among schools within the state. Therefore, where possible, excellence should be defined by national data points and data sets. Since the EOC exams are Nevada-specific, making it hard to measure excellence in a national landscape, consider re-allocating points by adding value to the college/career readiness measures.

In addition to offering points for all students currently attending a school, consider an opportunity for schools to demonstrate the impact of serving students for their full high school career. This could be done by awarding a small number of points within the graduation indicator to schools based on the graduation rate for their 4-year cohort.

I do not believe ADA should be an indicator as ED has written that there is little differentiation between schools and does not recommend usage in accountability frameworks. I believe habitual absence should be used instead.

I do not believe that climate surveys should be used either as this data is very subjective and likely to be influenced by schools if used for accountability. It is important information that schools should have and

use, but if it is used for accountability it is likely that schools will use manipulation tactics to influence responses, not only unfairly influencing accountability scores, but also making them less valid for use in school improvement efforts.

Positive climate rating as measured by family, student and educator perception surveys.

Students are evaluated on Social Emotional and progress is tracked

- **Use average scale scores instead of proficiency rates.**

This will remove the incentive to focus on 'bubble kids' and put the focus on all kids.

You can see evidence and support for this here:

[Two changes to the Department of Education's ESSA implementation rule](#)

[A letter to the U.S. Department of Education \(final singatory list\)](#)

- **Instead of using average daily attendance for all students create a rate of students who miss a certain threshold (i.e. percent of students who are chronically absent).**

The reason for this is that average daily attendance can mask the chronic absenteeism.

It is the chronic absenteeism that research has connected with lower academic

achievement and higher dropout rates, not a school's overall ADA. See more here:

[Making a case for tracking chronic absences](#)

- Support for IEP students should play a role in this framework. It is suggested to include a measure of time that IEP students spend in their least restrictive environment.

- Student learning is impacted when teachers switch positions. This could be measured by teacher transiency. Learn more here:

[Education Week Teacher Beat](#)

- Like college and career readiness, elementary and middle school should have a measure to show students are being prepared for the next level. This is the idea behind included accelerated coursework.

- Thresholds for excellence should be done based on an examination of existing evidence. Determine what is possible, how various socioeconomic and demographic groups are impacted, and establish what ambitious growth is. This should create a body of evidence that supports targets, goals, and cut scores.

Equity is a big part of ESSA and should not be an option to measure, with the exception of schools where in fact student populations are uniform, which would be a small number of schools. Additionally, the issue of discipline disparity amongst African American students, IEP students, and other students of color should be an indicator of success with the growing population a watchful eye is a proactive eye.

## ES/MS Indicator Additions

- Culture Survey - students and parents
- Average Daily Attendance
- Test Participation
- Equal access to a well-rounded education including the humanities to provide equitable educational opportunities for all students and to prepare them to success in college, careers and life
- Access and participation rates are tracked with a "growth measurement" instrument
- Family Engagement
- Teacher quality as rated on the NEPF (rated using peer or external panels of teachers/admin from outside the school)
- Gap or subgroup measure
- Zero habitual absence
- Average Daily Attendance
- Reduction in Achievement Gaps
- Average Daily Attendance
- Measure Students Social Emotional Learning
- Average Daily Attendance
- Parental Engagement
- Licensed, well trained staff
- ES: Percent of students who go onto MS accelerated courses.
- MS: Algebra I and accelerated course enrollment
- % IEP students spending over 80% of time in least restrictive environment
- Teacher transiency rate
- Average Daily Attendance
- Equity, (measured by Test Scores indicated by subgroups)

## HS Indicator Additions

- College and Career Readiness – AP Proficiency, IB Testing, ACT Results, CTE End of Course Assessment Results or CTE student completers
- Average Daily Attendance
- Post-Secondary Options - Other college, career readiness like Dual Enrollment, College Enrollment, CTE, IB, AP.
- EOC Test Participation
- Equal access to a well-rounded education including the humanities to provide equitable educational opportunities for all students and to prepare them to success in college, careers and life
- Access and participation rates are tracked with a "growth measurement" instrument
- College and Career Readiness
- Credit Sufficiency (Earning 6 or more credits each school year, unless on-track senior)
- Teacher quality as rated on the NEPF (rated using peer or external panels of teachers/admin from outside the school)

- College and Career Readiness , CTE, IB, AP Proficiency ACT college benchmarks
- Reduction in achievement gaps-“measure of student growth”
- College and Career Readiness Measures
- Gap or subgroup measure
- College/career readiness, % of students who Score “College Ready” on ACT
- College and Career Readiness, CTE, IB, AP Proficiency
- Average Daily Attendance
- Reductions in Achievement Gaps
- College and Career Readiness
- College and Career Readiness, CTE, IB, AP Proficiency
- Graduation for Students with Disabilities
- Measure Students Social Emotional Learning
- College and Career Readiness
- Average Daily Attendance
- Parental Engagement
- Licensed, well trained staff
- College and Career Readiness, Eligible for college credit (CTE, IP, AP, Dual Credit)
- % IEP students spending over 80% of time in least restrictive environment
- Teacher transiency rate
- College and Career Readiness
- Average Daily Attendance
- Equity, (measured by Test Scores indicated by subgroups)