Metrics for Turnaround
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Presented by:
Division of Accountability & Research
A comprehensive data tracking system should include leading and lagging indicators in the following 6 categories:

1. **Demographic data.** Describing the population of students served.
2. **School environment data.** Reflecting the school climate and culture.
3. **Student achievement data.** Measuring students’ academic achievement.
4. **Perception data.** Representing student, staff, and community opinions about the school.
5. **Instructional data.** Describing the teaching staff and instruction.
6. **Facilities and resources data.** Capturing school resources and operations.

- The following sides list potential variables in each category; not all variables will be tracked.
- There must be thought in selecting the variables that are most relevant to assessing and driving impact in their own system; these parties must balance the burden of tracking and understand many variables with the desire to obtain a comprehensive picture of the situation.
Metrics to track as part of a robust Evaluation System

**Demographic Data**

- Enrollment by grade
- Race/Ethnicity breakdown
- Gender breakdown
- % English language learners (ELL)
- % Special education
- % gifted and talented
- % economically disadvantaged (i.e., qualifying for Free or Reduced Lunch)
- Title I status (NCLB)
- % potential first-generation college students

**School Environment Data**

- Average daily attendance rate
- Truancy rate
- Drop-out/retention rate
- # of Suspensions
- Student stability (% moving in and out of School during the year)
- Site visit or quality review scores

**Description**: Demographic data are descriptive and capture the composition of the student population. These data should be collected and tracked regularly and throughout the turnaround process.

**Description**: Improvement to the school environment provide a good indication of long-term success and therefore they are leading measures of turnaround. During years 1 and 2 of turnaround, educators should focus on school climate and stability.
## Metrics to Track (Page 2 of 3)

### Student Achievement Data
(*Note: See slide 6*)

- Graduation rate (within 4 years; within 6 years)
- State standardized test scores (ELA; math; other)
- NAEP scores
- NCLB school-level accountability status and Adequate Yearly Progress (# of AYP criteria; # of criteria met)
- Average GPA
- Course passage rate; # of students earning Ds and Fs
- Credit accumulation (# of under-aged, under-credited students)
- Capstone project evaluation
- # enrolled in an AP or IB course
- % receiving a passing AP/IB score
- PSAT, SAT, and ACT participation rate and scores
- College enrollment, retention, and completion data
- % employed/in postsecondary programs after graduation
- % receiving temporary assistance/food stamps after graduation

### Perception Data

- Student, parent, and teacher perceptions of school safety and culture
- Student, parent, and teacher perceptions of student engagement
- Student, parent, and teacher perceptions of academic expectations
- Student, parent, and teacher perceptions of parent/community engagement
- Community understanding of school turnaround

**Description:** The ultimate goal of any turnaround effort should be improved student achievement. Though there is a demand for fast and dramatic gains in academic achievement, these metrics take much longer to address and begin to affect improvements; therefore, these are usually lagging indicators.

**Description:** Perceptions should begin to improve in years 1 and 2, making these metrics good leading indicators. Student, staff, and parent perceptions should continue to improve throughout the turnaround process.
### Metrics to Track (Page 3 of 3)

#### Human Capital and Instructional Data
- Student-to-teacher ratio
- Average class size
- Student-to support staff ratio
- % of educators with teaching license; 2+ years of teaching experience; a Master’s degree or higher
- % of core classes taught by highly-qualified teachers (NCLB definition/measure)
- Average number of staff absences
- Hours of professional development
- Informal and formal teacher evaluations

**Description:** Improved human capital is a key input for school turnaround; therefore, these metrics may predict the success of the turnaround efforts. However, some of these data represent long-term investments (e.g., teacher quality metrics can also be lagging indicators).

#### Facilities and Resources Data
- Safety and cleanliness of school facilities
- Safety and availability of school transportation
- Accuracy of budget projections
- % of budget devoted to classroom purposes
- Ratio of students and staff to computers
- Internet/Network availability
- Average time for the order and delivery of classroom supplies

**Description:** An increase in resources is a key ingredient for turnaround; therefore, many of these improvements should be immediate and are leading indicators of turnaround. Some measures of efficiency (e.g., accuracy of budget projections) may take longer to appear.
**A Note on Reporting Data by Subgroups**

Current NCLB accountability and reporting standards require schools to provide aggregate data and disaggregated data for various subgroups.

- Subgroups include: **1)** all students, **2)** English proficiency status, **3)** students with disabilities, **4)** migrant status, **5)** economically disadvantaged status, and **6)** major racial/ethnic groups.
- If the subgroup has an “N” greater than 40 students, then the school must report data for that group, which will then be evaluated according to AYP.
- Disaggregating and analyzing all data by subgroups is a good Practice.

### For Example:

<table>
<thead>
<tr>
<th>Student population</th>
<th>% tested</th>
<th>% ELA proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>District</td>
</tr>
<tr>
<td>All students</td>
<td>93</td>
<td>95</td>
</tr>
<tr>
<td>African American/Black</td>
<td>90</td>
<td>91</td>
</tr>
<tr>
<td>Hispanic</td>
<td>88</td>
<td>87</td>
</tr>
<tr>
<td>Asian/Pacific Island</td>
<td>99</td>
<td>98</td>
</tr>
<tr>
<td>American Indian/Native American</td>
<td>--</td>
<td>95</td>
</tr>
<tr>
<td>White</td>
<td>95</td>
<td>96</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>89</td>
<td>90</td>
</tr>
<tr>
<td>Limited English Proficient students</td>
<td>91</td>
<td>89</td>
</tr>
<tr>
<td>Economically disadvantaged</td>
<td>90</td>
<td>93</td>
</tr>
</tbody>
</table>

- Disaggregated data allow school leaders to identify and address trends within the school.
- Disaggregated data can always be aggregated up (to the “all student level”), but aggregated data cannot be disaggregated unless properly coded.
Setting and Measuring Targets

General Process

1. Establish goals
   - Define the discrete and measurable goals of the turnaround effort

2. Select indicators
   - Identify leading and indicators that predict and assess these goals

3. Set benchmarks
   - For each indicator, set target benchmarks for each year (or more frequently)

4. Collect data
   - Use a streamlined process to collect and organize the data

5. Analyze data
   - Analyze the data on a regular schedule with standard, effective protocols

6. Take action
   - Use the results of the data analysis to modify intervention strategies

ACTION Zone Process

- Finalize Zone Schools
- Finalize Goals and Metrics
- Set Benchmarks (Targets)
- Align targets for all plans (UIP, Innovation, etc.)
- Collect Data Regularly
- Analyze for Trends
- Take Action to correct course

Once ACTION Zone schools are finalized, the process can move quickly. However, premature setting of targets can result in arbitrary goals and a lack of staff commitment to take action.