Metrics for Turnaround
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Presented by:
Division of Accountability & Research

A variety of metrics should be tracked as part of a robust evaluation system

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

1 | 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

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

2 | 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: 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.

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

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.

4 — 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: 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.

5 — 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).

6 — 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.

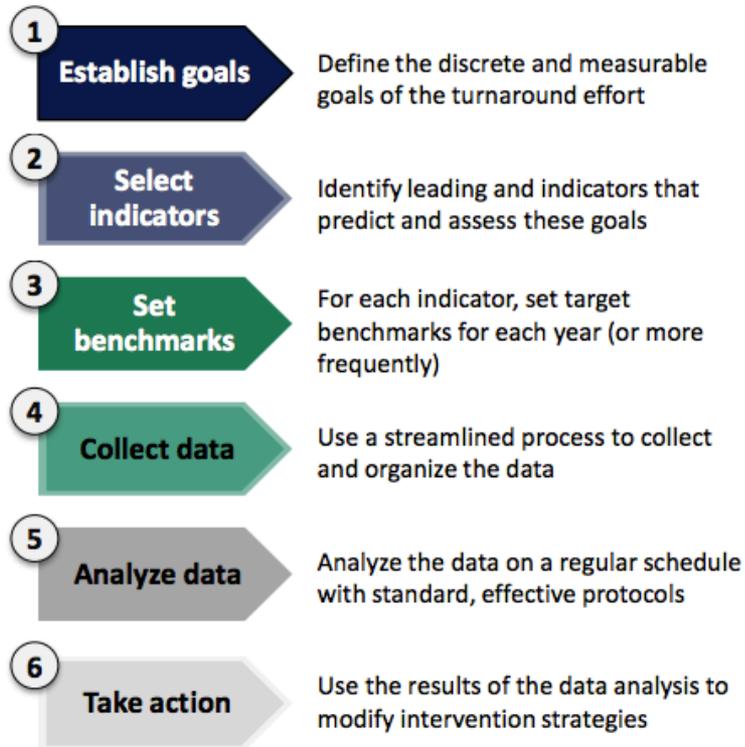- Disaggregating and analyzing all data by subgroups is a good Practice.

For Example:

Student population	% tested			% ELA proficiency		
	School	District	State	School	District	State
All students	93	95	96	45	53	57
African American/Black	90	91	92	42	47	52
Hispanic	88	87	86	38	41	49
Asian/Pacific Island	99	98	99	50	57	61
American Indian/Native American	--	95	96	--	53	60
White	95	96	98	52	60	63
Students with disabilities	89	90	91	39	50	52
Limited English Proficient students	91	89	90	37	48	50
Economically disadvantaged	90	93	93	45	52	54

- 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

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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.