ESSA Winter Regional Meetings Survey: Preliminary Results

Stakeholder Feedback Analysis

March 27, 2017

Overview and purpose of presentation

- This presentation synthesizes and analyzes our stakeholders' preferences on a range of topics – from using school performance data to hiring principals in the state's low-performing schools

- This feedback will help inform strategies we include in our Every Student Succeeds Act (ESSA) state plan

Context/Background

Context/background

- ESSA offers states a new opportunity to refine their strategic vision for education. The new federal law allows education leaders and stakeholders to rethink their own accountability, funding, school improvement and grant-making systems by gathering input from the people who know their state best

- ESSA requires extensive outreach and engagement efforts to everyone from policymakers to educators to tribal organizations to parents

- To get initial feedback and input from stakeholders, we:
  - Held 80+ regional meetings in March and early April across the state (at least one in each of the state's 37 BOCES (Boards of Cooperative Educational Services)
  - Posted an online survey for meeting participants
  - Will hold public hearings in May-June once a draft plan is finished to get more feedback

ESSA Winter Regional Meetings overview

Regional Meeting Statistics

- 39 regional meetings included in this analysis
- Over 1,000 participants
- Stakeholder groups invited to various meetings: Students, Parents, Teachers; School principals; School staff, District staff, Superintendents, Business representatives; Higher education staff; Statewide education organizations, General public
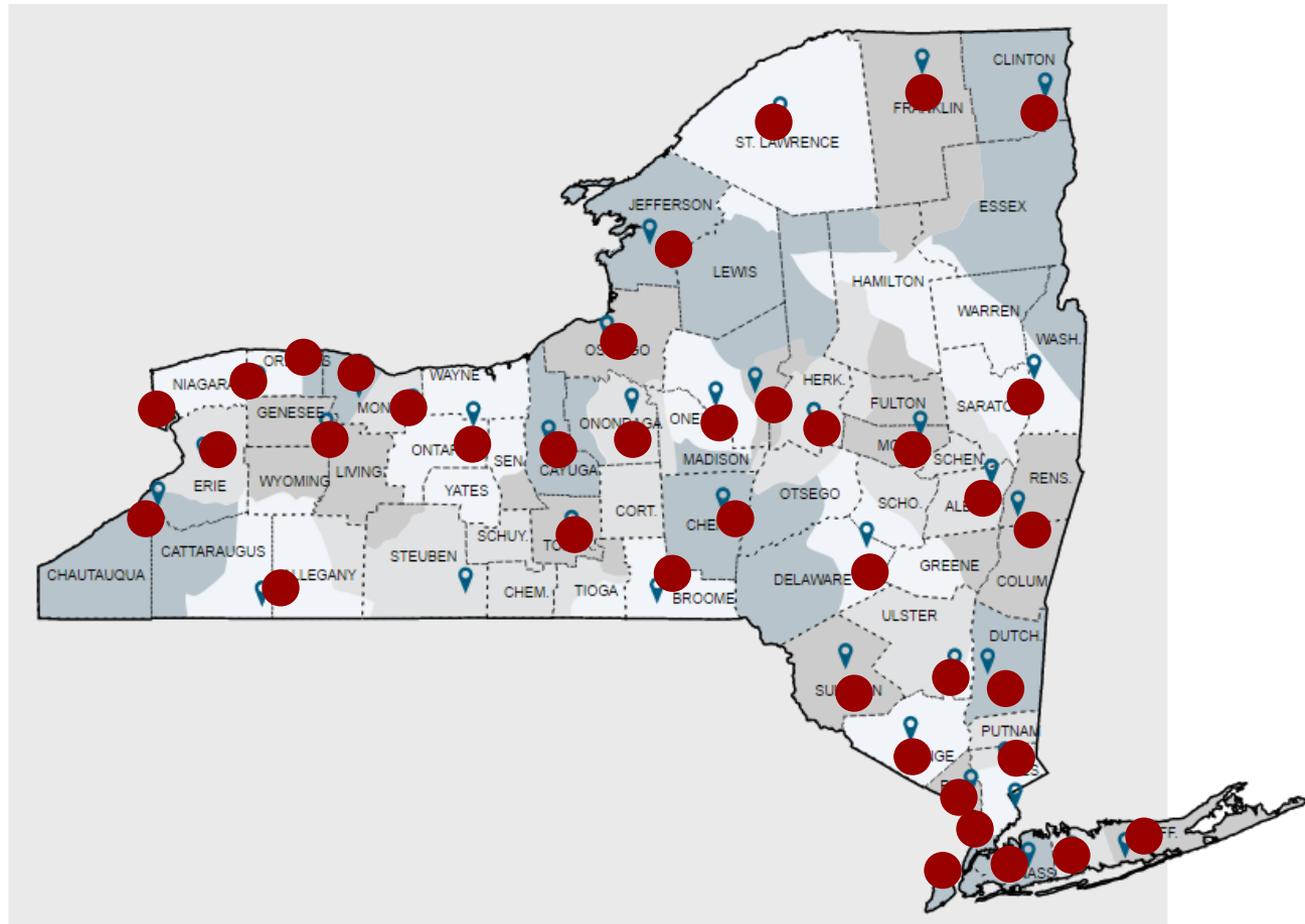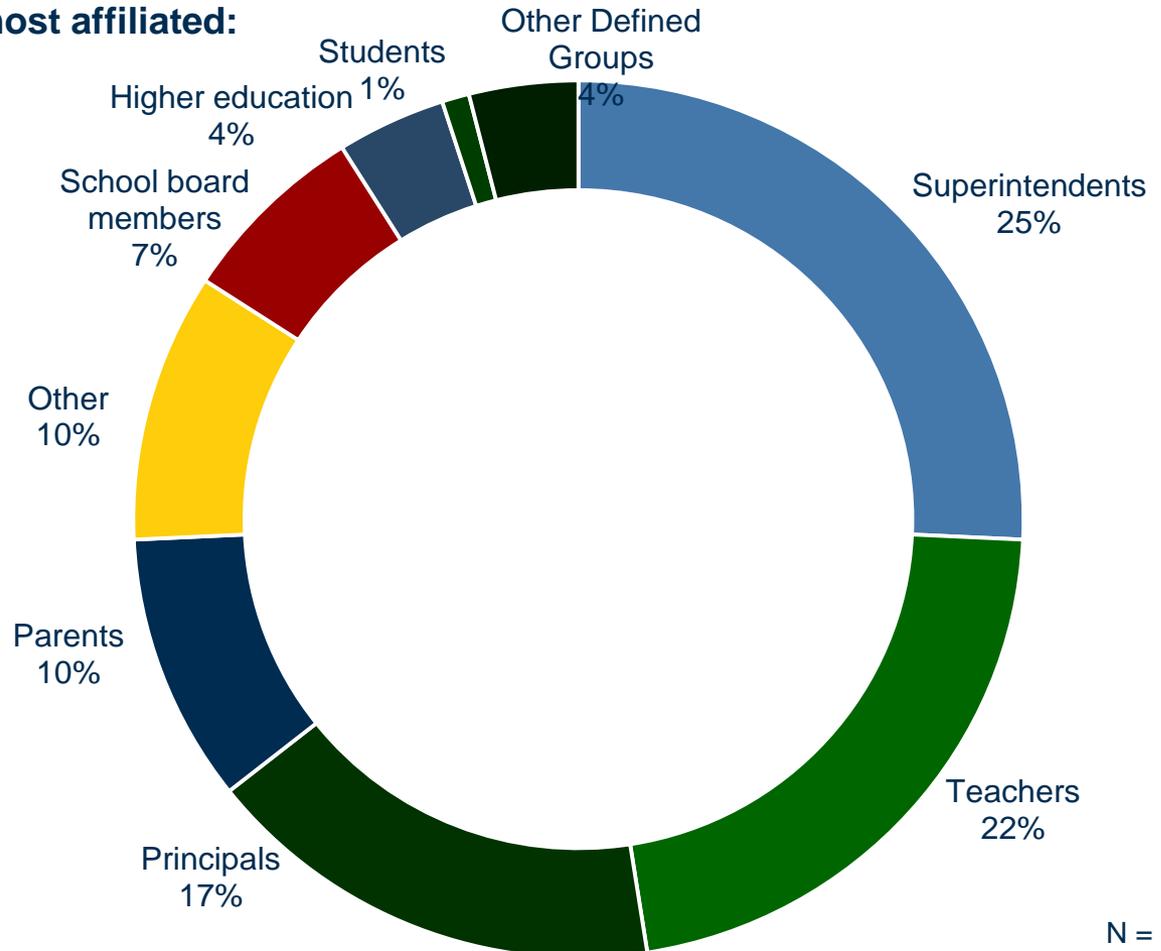

● = Regional meetings held

📍 = BOCES

ESSA Winter Regional Meetings overview: *Survey respondents*

Survey Statistics

- Opened on February 23, 2017

- Overall number of responses = 185

Please identify the stakeholder group to which you consider yourself most affiliated:

Students 1%

Other Defined Groups 4%

Higher education 4%

School board members 7%

Superintendents 25%

Other 10%

Parents 10%

Teachers 22%

Principals 17%

N = 178

*Other Defined Group includes: Charter School Leaders (0.6%); Community-Based Organizations (0.6%); Civil Rights Organizations (0.6%); and Private School Officials (0.6%)

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Key Findings

Indicators:
Goals for + use of results

- **Long-term goals for indicators**
  - 57% of meeting participants preferred setting individualized long-term goals for each subgroup within each school that ensured gap-closing rather than set statewide goals that are the same for all schools.

- **Use of data from "Opportunity to Learn" indicators**
  - There was strong support among meeting participants to both report results on these indicators (e.g., class size, ratio of school counselors to students) to the school, along with data on similar schools locally and statewide, and make this information publicly available.
  - There was little support for using the indicators for accountability purposes, which is somewhat inconsistent with the results from the Survey on School Quality and Student Success.
  - There were also a number of participants who thought the state shouldn't do anything with the data.

School performance data and use:
Measures + use of results to differentiate school performance

- **Measures to differentiate school performance ***

Elementary/Middle Level	High School
• Growth in ELA and math • Progress in ELA and math • Achievement in ELA and math	• Progress in ELA and math • Graduation rate • Achievement in ELA and math

- **Use of indicator results to differentiate among schools**

    – Survey respondents wanted to create decision rules based on individual indicator results, rather than create single summative scores. Meeting feedback shows that respondents struggled with the question because they did not know what the decision rules or indicators would be. For some, summative scores seemed easiest to interpret.

* Results come from an online survey that 169 regional meeting attendees completed and from feedback forms at the regional meetings. For elementary/middle school measures, the feedback at the meetings matches online survey results. At the high school level, feedback from the meeting indicates that respondents chose graduation rate as the most important measure, with progress in ELA and math as the second-most important.

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Low-performing schools:
State strategies for principals + school choice options

- **State strategies to ensure that districts hire highly skilled principals for schools in the bottom 5%** of the state
  - None of the 8 potential strategies presented received more than 30% support from meeting participants
  - The most-supported option was not having additional conditions for principals of schools in bottom 5%

- **Top school choice options for students in the bottom 5% of schools** (in districts with Comprehensive Supports and Improvement Schools)
  - Approximately one-third of meeting participants supported two of the three options presented:
    - Be permitted to offer the option to transfer to EITHER a School in Good Standing OR a Targeted Support and Improvement School
    - Be permitted to offer the option to transfer to a Targeted Support and Improvement School only in instances when there are no schools in Good Standing serving students in that grade in the district
  - There was little support for restricting School Choice solely to Good Standing Schools.

Other:
Accountability for students + assessment

- **Accountability for students educated outside of the school district**
  - Most meeting participants said the results for these students should be assigned to students' home district, rather than their home school. (Note: This would be implemented by NY maintaining Focus District designations or some similar mechanism.)

- **Assessment**
  - Innovation Assessment Demonstration Authority
    - More than 85% of meeting participants said NY should apply for this authority, and a majority of participants expressed support for classroom-based performance assessments or project-based performance assessments.
  - ELA testing options for ELLs/MLLs
    - Most meeting participants suggested that all recently arrived English language learners (ELLs)/multi lingual learners (MLLs) within the first year of enrollment should be exempted from taking the ELA in year 1, and take the ELA in year 2 and onward to measure achievement and possible growth, as opposed to testing students in ELA in Year 1 and using their growth between Year 1 and 2 for accountability purposes. 11

Long-term goals for indicators: *Percent supporting options*

ESSA requires that New York establish long-terms goals for, at the minimum, indicators in the areas of language arts, mathematics, acquisition of English proficiency, and graduation rate for all students and for all accountability subgroups (i.e., English language learners, low-income students, racial/ethnic groups and students with disabilities). In establishing these long-term goals, should New York:

Option 1: Set a single common statewide long-term goal on an indicator that applies to all schools in the state and all subgroups within the school, regardless of the baseline performance of the school for a subgroup.	**Option 2:** Set a single, common, statewide, long-term goal on an indicator that is different for each subgroup based on the subgroup's baseline performance, regardless of the baseline performance of the school for that subgroup.	**Option 3:** Set individualized long-term goals on an indicator for each subgroup within a school based on the subgroup's baseline performance in a way that ensures that the long-term goals for the school will result in reducing any gaps in the performance among subgroups in the school.	**Option 4:** Combine either Option 1 and Option 2 with Option 3 such that there is a statewide, long-term goal for each school, as well as an individual, long-term goal for each subgroup in the school.
5%	8%	**57%**	30%

Key Takeaway(s):
- Meeting participants supported **individualized goals for subgroups within each school informed by their baseline score**. There also was considerable support for the idea of establishing both common state wide subgroup **long-term goals for all schools combined with individualized goals for each school.**

Use of data from various indicators:
Options for data use

What should New York do with information regarding such things as class sizes, ratio of school counselors to students, availability of certified librarians, and percentage of students receiving instruction in music and arts? (Rank the choices in the order that best applies. Rank only those choices that should apply.)

a. Report the information to the school along with data on similar schools and schools statewide.	**b. Make this data publicly available along with data on similar schools and schools statewide.**	c. Create recommended state standards and make this data publicly available along with data on similar schools statewide.	d. Use metrics, such as this, as part of the state system to differentiate school performance for accountability purposes.
e. Require schools identified for improvement to review these metrics and address them, as appropriate, in their improvement plans.	f. Require schools identified for improvement to take actions to meet minimum standards on these benchmarks established by the state.	g. Nothing.	h. Other.

Key Takeaway(s):

- There was **strong support among meeting participants to both report the information to the school**, along with data on similar schools locally and statewide, **and make it publicly available**. There were also **a number of participants who thought the state shouldn't do anything with the data**

N = 149

School Performance Data and Use

School performance data and use:
Ranking of measures to differentiate school performance

Please list in rank order the following measures, as part of the process of differentiating school performance. Place a one next to the measure you believe should be given the most weight. If you wish to weight measure(s) equally, give them the same number.

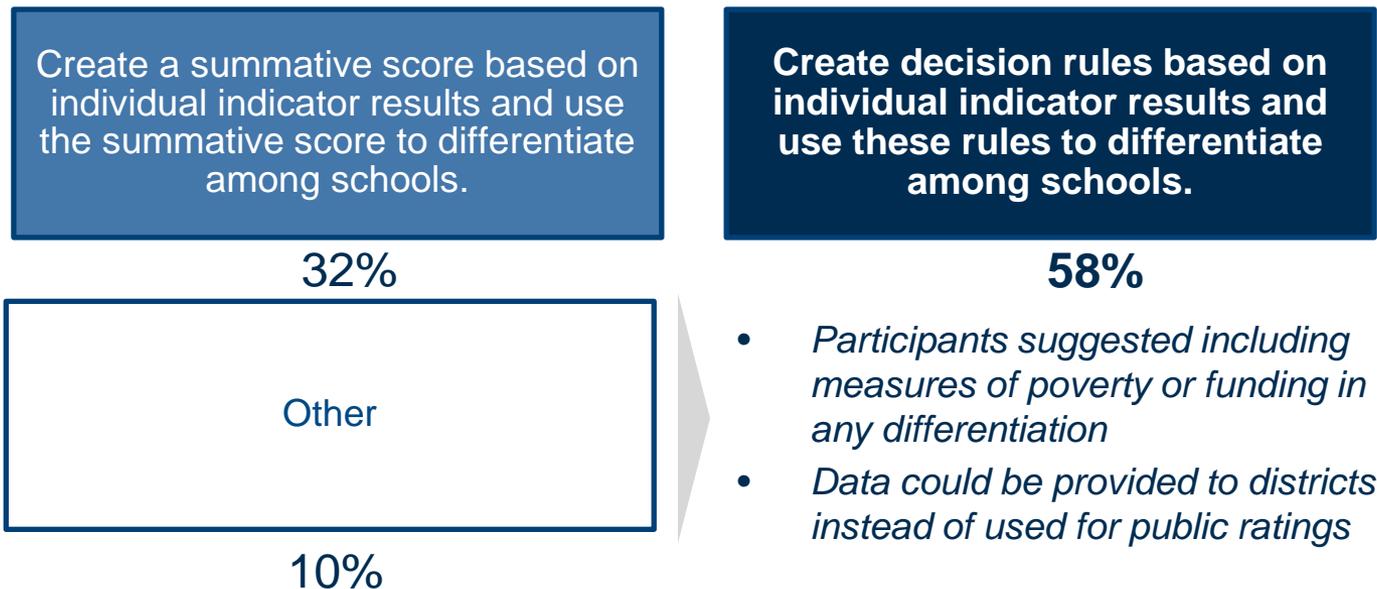| Elementary/Middle Levels	High School
• Rank #1: Growth in ELA and math • Rank #2: Progress in ELA and math • Rank #3: Achievement in ELA and math • Rank #4: Achievement in Grades 4 and 8 Science • Rank #5: Acquisition of Proficiency by English language learners	• Rank #1: Progress in ELA and math • Rank #2: Graduation Rates • Rank #3: Achievement in ELA and math • Rank #3: Achievement in Social Studies and Science • Rank #5: Acquisition of Proficiency by English language learners

Key Takeaway(s):
- Meeting participants raised questions about the **difference between growth and progress**. They also worried about having to make a choice in importance between ELA/math and science and social studies. In high schools, participants noted that ELL enrollment varies widely in districts and that **graduation rate, while ranked highly, may not indicate academic rigor.**

How should the Department use the results from indicators to differentiate among schools?

Create a summative score based on individual indicator results and use the summative score to differentiate among schools.	Create decision rules based on individual indicator results and use these rules to differentiate among schools.
32%	**58%**

Other

10%

- *Participants suggested including measures of poverty or funding in any differentiation*
- *Data could be provided to districts instead of used for public ratings*

Key Takeaway(s):
- Many meeting participants commented that **they struggled to answer this question because it was not clear what the indicators or decision rules would be**. Many suggested **providing the information to districts** without using it to compare schools.

Low-Performing Schools

Low-performing schools:
State strategies to ensure that districts hire highly skilled principals for schools

Should the state pursue any of the following strategies to ensure that districts hire highly skilled principals for schools in the bottom 5% of the state? (select all that apply):

Key Takeaway(s):
- **None of the potential strategies presented received more than 30%** support from meeting participants
- **The most supported option was not having additional conditions for principals** of schools in bottom 5%

a. The state should develop a High-Needs/Turnaround School Leader extension/endorsement for the School Building Leader license that requires additional experience and coursework pertaining to high-needs schools beyond what is expected of the current School Building Leader license.

b. Principals of schools in the bottom five percent will not automatically be replaced; however, if a principal vacancy exists at the school, the newly hired principal must have prior experience as a principal.

c. Principals of schools in the bottom five percent will not automatically be replaced; however, if a principal vacancy exists at the school, the newly hired principal must have prior experience as a principal or assistant principal.

d. Principals of schools in the bottom five percent will not automatically be replaced; however, if a principal vacancy exists at the school, the newly hired principal must have been rated Effective or Highly Effective in his/her two most recent annual evaluations.

e. Principals of schools in the bottom five percent will not automatically be replaced; however, if a principal vacancy exists at the school, the newly hired principal must have a minimum of five years' experience in education.

f. Principals of schools in the bottom five percent will not automatically be replaced; however, if a principal vacancy exists at the school, the district must assert that the newly hired principal has recent statistical evidence of successful improvement.

g. Principals of schools in the bottom five percent will not automatically be replaced; however, if a principal vacancy exists at the school, the newly hired principal must have previous experience as a teacher or leader at a School in Good Standing OR as a district employee in a District in Good Standing.

h. I am not in favor of any additional conditions for principals of schools in the bottom 5 percent.

i. I am in favor of combining the options from B to G above to create criteria in which the newly hired principal must meet one OR another one of the conditions. I would support a requirement that the newly hired principal must _____ OR _____ (please specify what this would be).

Low-performing schools:
School choice options for students

If the Districts with Comprehensive Supports and Improvement Schools offer Public School Choice for students in schools in the bottom 5 percent, should the districts:

| a. Only offer the option for students to transfer to a School in Good Standing. | b. Be permitted to offer the option to transfer to EITHER a School in Good Standing OR a Targeted Support and Improvement School. | c. Be permitted to offer the option to transfer to a Targeted Support and Improvement School only in instances when there are no schools in Good Standing serving students in that grade in the district. | Other | Some meeting participants did not like any of the options presented, and said "none of the above" |

Key Takeaway(s):
- Approximately **one-third of meeting participants supported both options b and c**
- A few meeting participants were vocal about not supporting school choice, while others noted that some districts couldn't offer these options, particularly if they are in rural areas with a limited number of schools
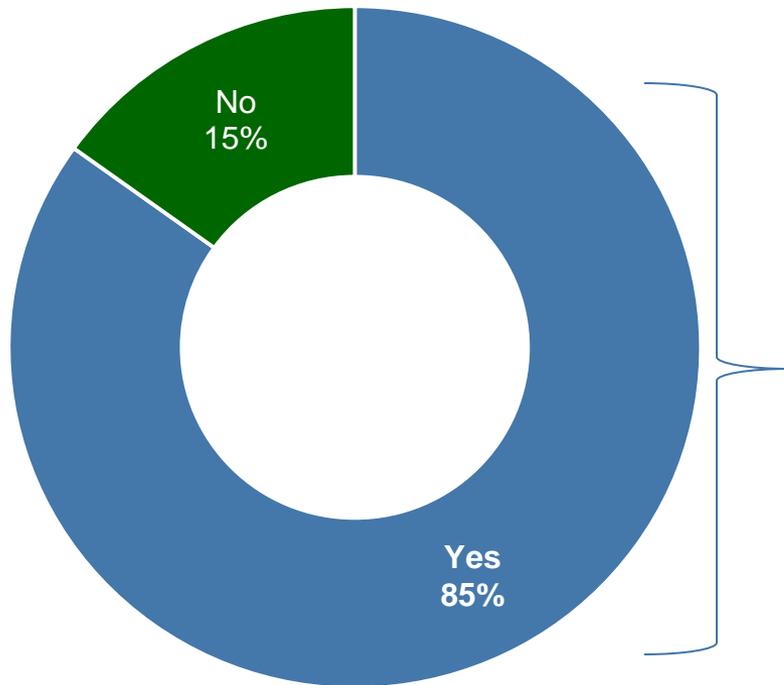
Assessment

Should NY consider applying for the Innovative Assessment Demonstration Authority (assuming the program moves forward)? Yes or No?
If yes, why should NY apply? Please rank order your reasons:

No
15%

Yes
85%

N = 156

Key Takeaway(s):
- An **overwhelming majority of meeting participants believed the state should apply for the Innovative Assessment Demonstration Authority**
- **Ranking of reasons to apply:**
    1. **To pilot project-based assessments (34%)**
    2. To pilot classroom-based performance assessments (e.g., performance tasks, or portfolios) (28%)
    3. To use interim assessments to incorporate multiple measures of student achievement into annual, summative determinations (classifications) of performance (22%)
    4. To take advantage of technological advances in educational assessment, such as computer adaptive assessments (21%)
- *Other feedback: Meeting participants questioned whether assessments would be consistent across districts and raised concerns about differences in access to technology. They asked about accommodations for students with special needs or ELLs*

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Most Critical Areas of Need for Educators

Most critical areas of need for educators:
Support for specific areas of need

What do you see as the most critical areas of need regarding the preparation of new educators (both teachers and school leaders)?

1. Preparation of new educators

Areas of Need	Percent
Expanding programs that provide greater opportunities for candidates to apply the knowledge and skills they acquire in authentic settings.	**60%**
Identifying and recruiting promising candidates into educator preparation programs.	**54%**
Improving communication between districts/BOCES and institutions of higher education (IHE)/preparatory programs, so that candidates are taking courses and pursuing certification in shortage areas.	**51%**
Requiring the student teaching placement to include a full-time workload for an extended period (e.g., one semester).	44%
Increasing the minimum field experience requirement of 100 hours prior to the student teaching placement.	31%
Other • *Meeting participants suggested that new educators receive exposure to many classroom settings and student types* • *They called for fewer certification hurdles, a more practical experience and better communication with IHEs*	22%
Requiring IHE/preparatory programs to align program completion to a candidate's demonstration of positive impact on student outcomes.	19%

N = 162

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Most critical areas of need for educators:
Support for specific areas of need

What do you see as the most critical areas of need regarding mentoring, induction and other supports for early career educators (both teachers and school leaders)?

2. Mentoring, induction and other supports for early career educators

Areas of Need	Percent
Encouraging districts/BOCES to adopt induction models that provide differentiated supports to educators during the first three years of their careers.	**66%**
Encouraging districts/BOCES to develop mentoring programs that provide educators with differentiated supports aligned to areas of need.	**53%**
Revising the current requirement that educators receive a mentoring experience in their first year to explicitly require that the mentoring experience span an educator's first 180 school days of employment.	37%
Other • *Meeting participants raised questions about funding necessary for these improvements* • *Participants strongly urged the design of these programs to be as locally developed as possible through districts or BOCES* • *Participants urged greater focus on the quality of the mentor (including requiring that mentors teach in the same content area as the new teacher) instead of the mentors' years of experience*	16%

N = 160

Most critical areas of need for educators:
Support for specific areas of need

What do you see as the most critical areas of need regarding ongoing professional support for educators (both teachers and school leaders), including opportunities for advancement (e.g., career ladders)?

3. Ongoing professional support for educators, including opportunities for advancement (e.g., career ladders)

Areas of Need	Percent
Encouraging districts/BOCES to adopt systems of professional development and supports that are tailored to specific needs of educators, particularly for those educators who are experiencing a change in their role or assignment.	**57%**
Providing better professional learning and support for current and aspiring school building leaders.	**47%**
Developing programs focused on promoting effective educational leadership (aligned to the State's leadership standards) and that address emerging needs.	43%
Assisting districts/BOCES to develop or refine career ladders that enable educators with a demonstrated record of effectiveness to take on additional roles and responsibilities and expand their reach.	42%
Other • *Meeting participants encouraged creation of more opportunities for classroom teachers to advance without becoming administrators* • *Participants suggested that supports should be as tailored as possible to educators' and leaders' needs, perhaps regionally*	14%

N = 159