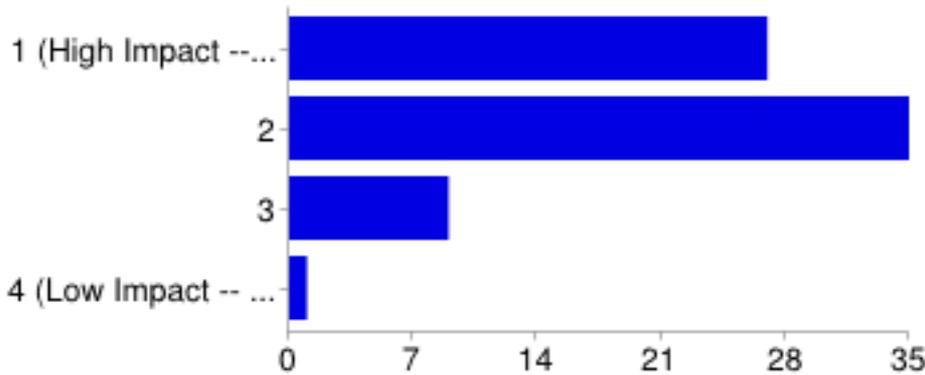# 72 responses
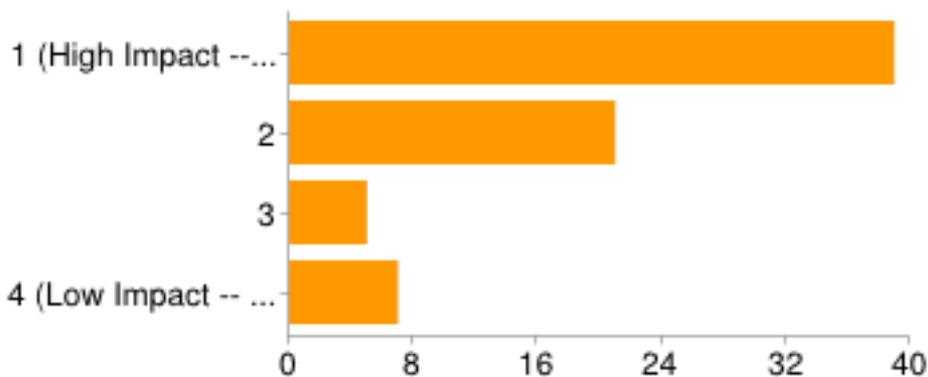
Summary

1. Student Proficiency [Each of the ACR criteria are listed below. Please indicate the impact you feel each should have.]
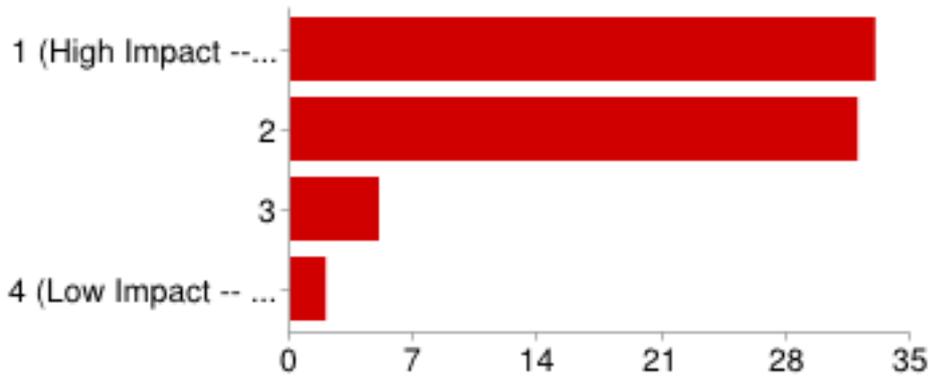

1 (High Impact -- Heavily Weighted)	**27**	38%
2	**35**	49%
3	**9**	13%
4 (Low Impact -- Minimally Weighted)	**1**	1%
1 (High Impact -- Heavily Weighted)	**27**	38%
2	**35**	49%
3	**9**	13%
4 (Low Impact -- Minimally Weighted)	**1**	1%

2. Student Academic Growth [Each of the ACR criteria are listed below. Please indicate the impact you feel each should have.]
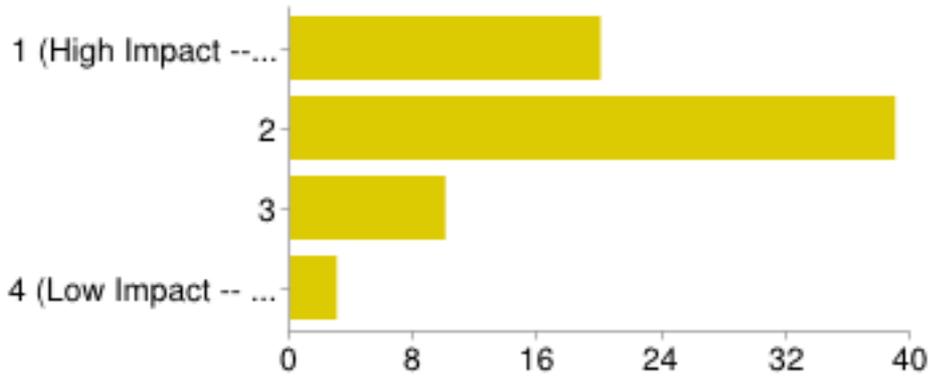
1 (High Impact -- Heavily Weighted)	39	54%
2	21	29%
3	5	7%
4 (Low Impact -- Minimally Weighted)	7	10%

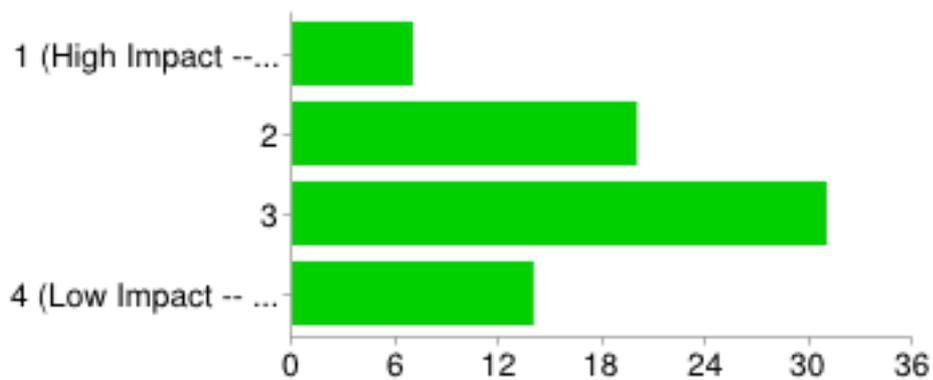## 3. Graduation Rates [Each of the ACR criteria are listed below. Please indicate the impact you feel each should have.]

1 (High Impact -- Heavily Weighted)	33	46%
2	32	44%
3	5	7%
4 (Low Impact -- Minimally Weighted)	2	3%

4. Attendance Rates [Each of the ACR criteria are listed below. Please indicate the impact you feel each should have.]

1 (High Impact -- Heavily Weighted)	**20**	28%
2	**39**	54%
3	**10**	14%
4 (Low Impact -- Minimally Weighted)	**3**	4%
1 (High Impact -- Heavily Weighted)	**20**	28%
2	**39**	54%
3	**10**	14%
4 (Low Impact -- Minimally Weighted)	**3**	4%

5. Parent Involvement, Engagement, and Satisfaction [Each of the ACR criteria are listed below. Please indicate the impact you feel each should have.]

1 (High Impact -- Heavily Weighted)	**7**	10%
2	**20**	28%
3	**31**	43%
4 (Low Impact -- Minimally Weighted)	**14**	19%
1 (High Impact -- Heavily Weighted)	**7**	10%
2	**20**	28%
3	**31**	43%
4 (Low Impact -- Minimally Weighted)	**14**	19%

6. Employee Turnover [Each of the ACR criteria are listed below. Please indicate the impact you feel each should have.]
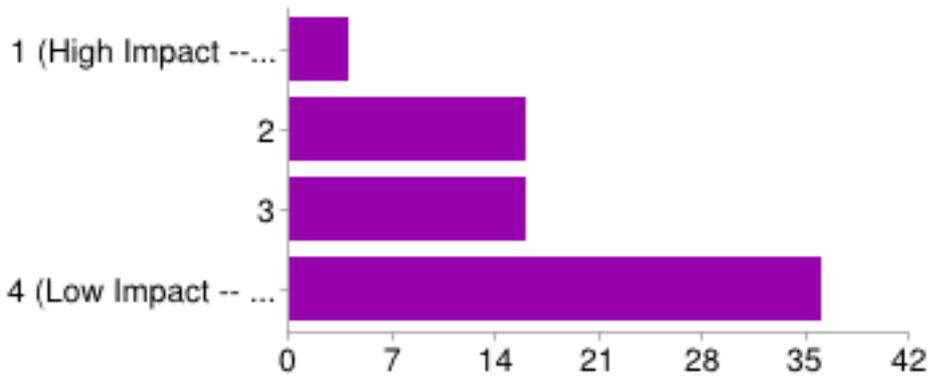
1 (High Impact -- Heavily Weighted)	**4**	6%
2	**16**	22%
3	**16**	22%
4 (Low Impact -- Minimally Weighted)	**36**	50%
1 (High Impact -- Heavily Weighted)	**4**	6%
2	**16**	22%
3	**16**	22%
4 (Low Impact -- Minimally Weighted)	**36**	50%

7. Community Activities and Involvement [Each of the ACR criteria are listed below. Please indicate the impact you feel each should have.]
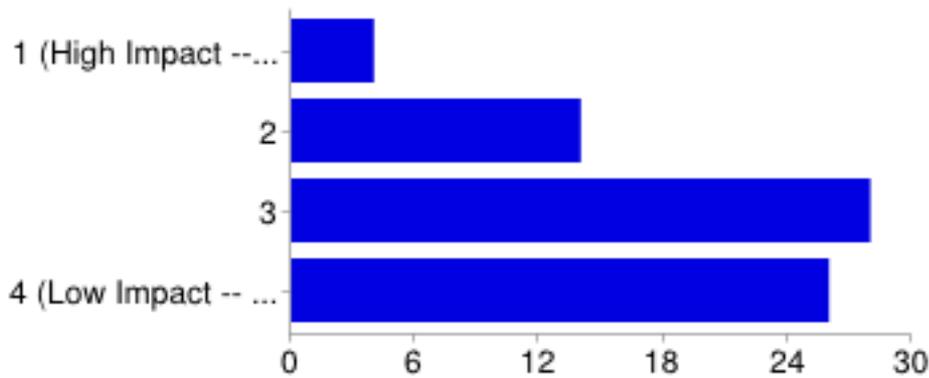

1 (High Impact -- Heavily Weighted)	**4**	6%
2	**14**	19%
3	**28**	39%
4 (Low Impact -- Minimally Weighted)	**26**	36%
1 (High Impact -- Heavily Weighted)	**4**	6%
2	**14**	19%
3	**28**	39%
4 (Low Impact -- Minimally Weighted)	**26**	36%

8. Closing Gap Score [Each of the ACR criteria are listed below. Please indicate the impact you feel each should have.]
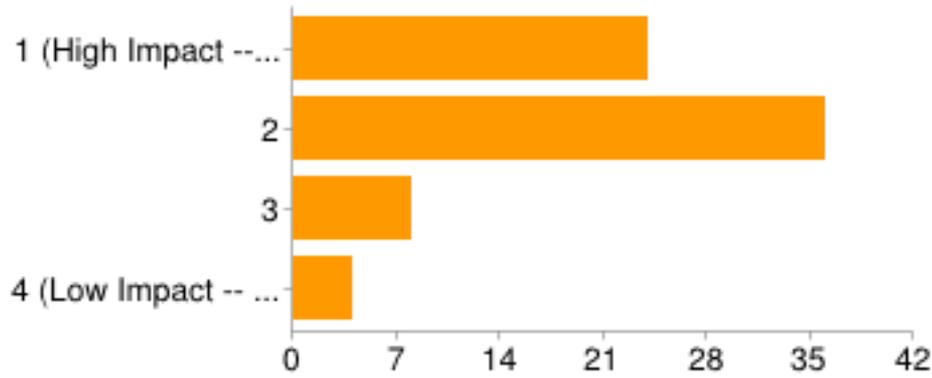
1 (High Impact -- Heavily Weighted)	**24**	33%
2	**36**	50%
3	**8**	11%
4 (Low Impact -- Minimally Weighted)	**4**	6%
1 (High Impact -- Heavily Weighted)	**24**	33%
2	**36**	50%
3	**8**	11%
4 (Low Impact -- Minimally Weighted)	**4**	6%

9. College Readiness Rates [Each of the ACR criteria are listed below. Please indicate the impact you feel each should have.]
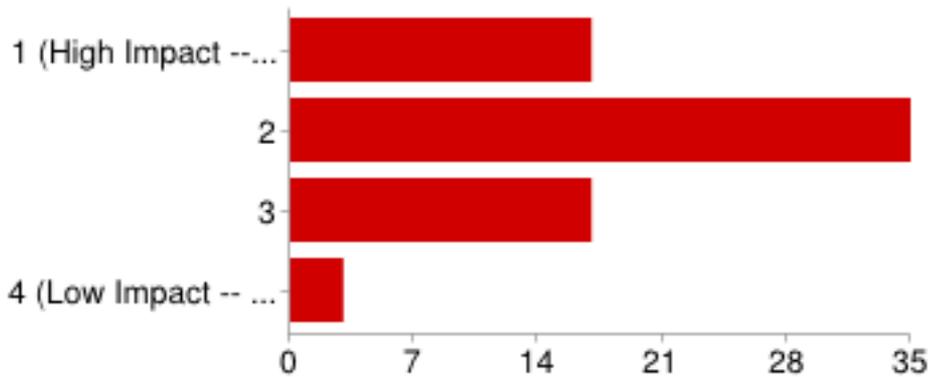
1 (High Impact -- Heavily Weighted)	**17**	24%
2	**35**	49%
3	**17**	24%
4 (Low Impact -- Minimally Weighted)	**3**	4%
1 (High Impact -- Heavily Weighted)	**17**	24%
2	**35**	49%
3	**17**	24%
4 (Low Impact -- Minimally Weighted)	**3**	4%

Comments:

Student growth is very important, but the metric used must be changed to actually measure growth in achievement that is reasonable and honestly reflects student growth. Perhaps consider some sort of safe harbor wherein if a student makes 2x the growth needed for students already proficient, then they would be considered to have shown growth regardless of whether they have met their trajectory. This would help to minimize the outrageous trajectory for those students who come to us significantly behind through no fault of the district.

I appreciate the work that has been done, but I think there is still a lot of work that needs to be done before we have a tool that will give us a true feel of the type of school we have.

In the growth and/or closing the gap areas we could add another category connecting poverty/ socio-economic levels with growth. We have to find a way to show and respect the hard work educators do in schools that have high levels of poverty and show growth but are below the cut scores for proficiency.

I assume I will receive additional funding to hire the individual needed to take care of all the data / state reports / and information requested by the DE

The comment came up about poverty. Poverty needs to be factored in somewhere in this conversation. Also, ELL is another factor. Tom Ahart's points today are well taken - some districts because of the students who enter their front door have "bigger hills to climb" with these students. Somehow all the good work these districts are doing under challenging conditions need to be taken into account with the ACR.

I don't feel the DE is ready for this and needs more time to study and prepare. This could be a disaster if they don't take more time to prepare themselves, prepare the school administrators before taking it to the public. DMPS brought up good considerations.

Please release a press release from the Department of Ed putting the Attendance Center Ranking data in the context that it is to be used. If you do not and leave it to local school districts and/or local media there will be an inconsistent message as well as a perception that local school districts are trying to explain away the data.

The focus on healthy indicators is appreciated, but the idea of ranking and comparing is counter productive. We appreciate your efforts to draw the focus to the productive piece as much as possible.

growth and college readiness are important measures. That doesn't imply I agree with the current method of calculations. We need to advocate for the resources necessary to move higher risk buildings and districts forward (SES, ELL). Teacher retention is a function of salary and community ability to pay, absolutely nothing more. It is a ridiculous metric

Closing the Gap score should be calibrated and applied differently to be high impact. Graduation rates currently skewed how 5th years IEP transition students are scored College Readiness should be balanced with workplace readiness (Work Keys assessment) Need for multiple assessment data points for student proficiency and growth

Student academic growth is important, but process the department plans to use to measure it will be just another measure of proficiency. I think the department should issue a couple of

"growth" ratings: one would be whether each individual student is making "expected growth" as defined by ITP, and the other would be whether each student is making sufficient growth to become college ready by the end of 11th grade.

Where is the evidence that college readiness is a reliable measure? Where else has it been used? How many $$ were wasted on a ranking system that will not improve education

It certainly seems like we are relying on ACT products and data.

Until there is a more comprehensive fair and reliable means of assessing growth with consideration and respect for the learner- as described by Des Moines, the DE needs to hold off the academic growth as a factor.

My biggest concern is report interpretation is in the eyes of the beholder. Those critical of public education will interprets in a negative light (including homeschooling legislators) even though the Department of Education interprets this as a growth opportunity. The local community will be confused and communication from the school could be damaged and suspicious in the crossfire. Tom Narak rightly indicated that the DE has a huge task and responsibility to communicate what this all means.

These ultimately depend on the assessments and measures that are being used...If only one measure, or a limited amount, I have an issue with any of them. It comes down to multiple measures, and recognizing that each district/school has a different community. To compare and measure all the same is not always the best manner.

While I understand the demands of requirement, I believe the two most important indicators is making sure that students graduate and are prepared for college and closing the gap for those students not achieving at proficient levels. While I also believe that student academic growth is key I have some reservations about the new benchmarks for making this determination

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