

Achieving Great Public Schools

GPS

INDICATORS FRAMEWORK



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INTRODUCTION

This chart is designed to give policymakers, educators, and advocates a framework to evaluate how well states, districts, and schools address areas critical to student success. The chart is designed similarly to a logic model—allowing states and districts to visualize the resources, policies, and practices fundamental to achieving student success.

BACKGROUND

In 2008, the National Education Association renewed its commitment to advocate for a “great public school” for every student. Shortly thereafter, NEA launched the Great Public Schools (GPS) Indicators Project. The primary objective of the GPS Indicators Project is to highlight the strengths and weaknesses in states’ and districts’ support of public schools. The Project’s goals are to: 1) develop criteria (i.e. characteristics or qualities of public schools, staff, and students) in seven critical areas; 2) identify appropriate ways to measure the key criteria; and, 3) report on the status of these indicators in the 50 states and the District of Columbia.

In 2010-2011, the GPS Indicators Project, with the assistance of an independent advisory panel consisting of leading researchers, developed an initial framework of indicators that would serve as a basis for analyzing resources, policies, practices, and outputs related to the GPS criteria. The final indicators are the result of over three years’ of research and collaboration. The final product is seven criteria, 31 subcriteria, and more than 200 research- and evidence-based qualitative and quantitative indicators at the state, district, and school levels.

HOW TO USE THIS GUIDE

The seven criteria—which represent general areas deemed critical to the success of public schools and students—are listed on the top row of the chart. The criteria are: 1) School Readiness; 2) Standards and Curriculum; 3) Conditions of Teaching and Learning; 4) Workforce Quality; 5) Accountability and Assessments; 6) Family and Community Engagement; and, 7) School Funding.

In the row below the GPS criteria you will find several subcriteria (e.g. Appropriate Student Assessments), each corresponding to a single GPS criterion. These subcriteria represent the outcomes integral to closing opportunity and achievement gaps and preparing students for the future with 21st century skills. The subcriteria are followed by the indicators that determine the extent to which states, districts, and schools address the GPS criteria.

The indicators are grouped by **Resources, Policies and Practices**, and **Outputs**. **Resource** indicators refer to the human capital, technical assistance, and funding that are needed to achieve outcomes. **Policies and Practices** are the indicators that need to be implemented to achieve outcomes. **Outputs**, such as “Percentage of students with less than 10 absences in a school year,” are a result of the resources invested and the policies and practices implemented, and measure proximity to the outcomes, or goals.

NOTE: This chart is a living document; the categories and descriptions you see here may change as advances in research are made. NEA has provided policy materials to accompany and support our advocacy work for all children, including those in poverty, students with disabilities, and English language learners.



GREAT PUBLIC SCHOOLS CRITERIA

It is incumbent upon state policymakers and districts to collect and publicly report on indicators data disaggregated by district, school, and student subgroups.* Indicators data can be used to pinpoint areas of strength and weakness and better enable stakeholders to implement legislative and practice changes at the state, district, and school levels, turning every school into a great public school.

All students have a basic right to a great public school. The framework is NEA's vision of what great public schools need and should provide. NEA's vision acknowledges that the changing global society requires a change in the criteria to prepare all students for the future. Meeting these GPS criteria require not only the continued commitment of all educators, families, and community stakeholders, but the concerted efforts of policymakers at all levels of government. We believe these criteria will:

- Prepare all students for the future with 21st century skills
- Create enthusiasm for learning and engage all students in the classroom
- Close achievement gaps and raise achievement for all students
- Ensure that all educators have the resources and tools they need to get the job done

These criteria form a basis for NEA's priorities in offering Congress a framework for the reauthorization of the Elementary and Secondary Education Act (ESEA). The reauthorization process must involve all stakeholders, especially educators. Their knowledge and insights are key to developing sound policies. For more information please visit nea.org/gpsindicators.

NOTE: These criteria are taken from NEA's Positive Agenda for ESEA Reauthorization, adopted July 2006. www.nea.org/home/13193.htm

*Student subgroups include race, ethnicity, gender, disability, English language learners, socioeconomic status, and temporary housing.

Quality programs and services that meet the full range of all children's needs so that they come to school every day ready and able to learn.

High expectations and standards with a rigorous and comprehensive curriculum for all students.

Quality conditions for teaching and lifelong learning.

A qualified, caring, diverse, and stable workforce.

Shared responsibility for appropriate school accountability by stakeholders at all levels.

Parental, family, and community involvement and engagement.

Sufficient, equitable, and sustainable funding.

CRITERIA		School Readiness				
SUB-CRITERIA		ACCESS TO HIGH-QUALITY EARLY CHILDHOOD	MANDATORY FULL-DAY KINDERGARTEN ATTENDANCE	TEACHER PREPARATION AND EFFECTIVENESS	COMPREHENSIVE SCREENING AND FOLLOW-UP	TRANSITIONAL ALIGNMENT
INDICATORS	RESOURCES	State subsidizes Early Head Start, Head Start, and Preschool.	State funds full-day kindergarten, at minimum, at the same level as grades 1–12.	<p>State provides funding for professional learning and technical assistance to state-funded preK programs.</p> <p>State provides financial support for teachers seeking certification in early- childhood education and development.</p> <p>State compensates teachers certified in early-childhood education and development on the same pay scale as comparably educated K–12 teachers.</p>	State provides public health insurance—state children’s health insurance program (SCHIP)—to all children from low-income families.	<p>State provides funding for transition activities.</p> <p>State-subsidized early-learning programs receive funds for joint professional learning activities for child care providers, preK, and kindergarten teachers.</p>
	POLICIES & PRACTICES	<p>State defines early-learning standards for child development and state-funded preK.</p> <p>State uses a Quality Rating and Improvement System (QRIS).</p> <p>Districts offer early education services for the home (e.g. home visitation, early literacy, prenatal, social services).</p>	<p>State requires that districts provide full-day, five-day/week kindergarten.</p> <p>State requires mandatory attendance for all eligible students.</p> <p>Districts provide full-day, five-day/week kindergarten.</p>	<p>State policy has standards for preparation of early-childhood educators.</p> <p>State monitors the credentials, licenses, and certification of all early-childhood educators.</p> <p>State monitors the credentials, licenses, and certification of all preK–3 educators.</p>	<p>State has implemented streamlined procedures to facilitate enrollment in Medicaid and SCHIP.</p> <p>State requires that all school-aged children are appropriately immunized before entering school.</p> <p>State requires that all school-aged children undergo developmental and comprehensive child health screenings (e.g. ear, oral, vision).</p>	<p>State-subsidized early-learning programs are required to implement early-childhood curricula that are aligned with state preK–grade 3 early-learning standards.</p> <p>State has a policy outlining transition from early-learning programs to elementary schools.</p> <p>State-funded preK programs implement early-childhood curricula aligned with state preK–grade 3 early-learning standards.</p> <p>Districts conduct transition activities for preK students and their families.</p> <p>Districts provide transition information to preK students and their families.</p> <p>Districts provide joint professional learning activities for child care providers, preK, and kindergarten teachers.</p>
	OUTPUTS	<p>Percentage of eligible students enrolled in state-funded Early Head Start.</p> <p>Percentage of eligible students enrolled in state-funded Head Start.</p> <p>Percentage of eligible children under age six receiving child care that is fully or partially paid for with a child care subsidy.</p> <p>Percentage of families that spend no more than 10 percent of the regional median family income on quality care (3–5 stars).</p> <p>Percentage of eligible students age zero–three enrolled in an early-intervention program.</p> <p>Percentage of eligible students participating in QRIS-rated programs.</p> <p>Percentage of students demonstrating readiness at kindergarten entry.</p>	Percentage of eligible students in full-day, five-day/week kindergarten.	<p>Percentage of teachers of state-funded preK with a bachelor’s degree or higher.</p> <p>Percentage of kindergarten teachers licensed and/or certified in early-childhood education and development.</p>	<p>Percentage of eligible children enrolled in SCHIP.</p> <p>Percentage of children who have undergone developmental and comprehensive child health screenings.</p> <p>Percentage of children from birth to age eight who have received all required immunizations.</p>	<p>Percentage of kindergarten teachers surveyed indicating alignment between early-learning programs and kindergarten.</p> <p>Percentage of parents surveyed who received transition information from their district.</p>

CRITERIA		Standards and Curriculum			
SUB-CRITERIA		INTEGRATED AND CONTINUOUS CURRICULUM DEVELOPMENT	COMPREHENSIVE CURRICULUM CONTENT	APPROPRIATE INSTRUCTIONAL SERVICES	ACCOMMODATION AND DIFFERENTIATION
INDICATORS	RESOURCES	<p>State provides high-quality resources that are aligned with standards and curriculum.*</p> <p>Districts provide resources to help educators understand and apply content standards.**</p> <p>*Resources may include textbooks, workbooks, technology, and supplies.</p> <p>**Resources may include funding for professional learning.</p>	<p>State provides funding to implement rigorous courses aligned with college- and career-ready standards for all districts.*</p> <p>State provides funding to implement college preparatory courses in math and science.**</p> <p>State provides funding to all districts for fine arts education.</p> <p>State provides funding to all districts for physical education.</p> <p>*Rigorous courses could include dual enrollment, Honors, Advanced Placement (AP), International Baccalaureate (IB), and career and technical education (CTE) certification.</p> <p>**College-preparatory courses are algebra 1, algebra 2, geometry, trigonometry, calculus, biology, chemistry, and physics.</p>	<p>State provides funding for job-embedded professional learning opportunities to help educators improve their instructional repertoire.</p>	<p>State provides funding for accommodations and differentiations in curriculum, instruction, and assessment.</p>
	POLICIES & PRACTICES	<p>State policy requires educator involvement in developing content standards and curriculum guidelines.</p> <p>State has an autonomous curriculum review board with a majority of active preK-12 educators.</p> <p>State policy requires educator involvement in developing implementation plans for standards and curriculum.</p> <p>State developed a plan to solicit feedback from classroom teachers and adjust curriculum guidelines and resources accordingly.</p> <p>State policy mandates alignment among content standards, curriculum, resources, and assessments.</p> <p>Schools include educators in curriculum design.</p> <p>Schools include educators in implementation plan development for standards and curriculum.</p>	<p>State developed a policy that requires alignment between curricular content and rigorous standards that address the needs of students of all abilities, linguistic, and cultural backgrounds in all academic subjects.</p> <p>State policy recognizes the value of fine arts in curricula.</p> <p>State policy recognizes physical education as a core subject.</p> <p>Schools align curriculum content to rigorous standards that address the needs of students of all abilities, linguistic, and cultural backgrounds in all academic subjects.</p> <p>Schools offer fine arts education to their students.</p> <p>Schools implement the National Association of Sport and Physical Education (NASPE) standards for physical education.*</p> <p>Schools use the community as a contextualized learning environment.**</p> <p>*NASPE recommends 150 minutes of instructional physical education for elementary school students and 225 minutes for middle and high school students per week for the entire school year.</p> <p>**Connect education to community through public libraries, zoos, parks, work experience opportunities, service learning, the school library, and afterschool programs.</p>	<p>Districts align professional learning with standards, curriculum, and assessments.</p> <p>Districts support regular, job-embedded professional learning opportunities.</p>	<p>State developed a policy that requires accommodations and differentiations in curriculum, instruction, and assessment to meet the range of students' needs.</p> <p>Districts provide job-embedded professional learning to help educators provide accommodations to meet the range of students' needs.</p> <p>Schools implement Response to Intervention (RTI).</p> <p>Schools implement Universal Design for Learning (UDL).</p> <p>Schools implement Positive Behavior Intervention and Supports/Positive Behavior Supports (PBIS/PBS).</p>
	OUTPUTS	<p>Percentage of educators surveyed indicating alignment among standards, curriculum, resources, and assessments.</p> <p>Percentage of educators surveyed indicating access to sufficient curriculum resources.</p>	<p>Percentage of students enrolled in a Gifted and Talented education program.</p> <p>Percentage of students enrolled in at least one Advanced Placement (AP) course.</p> <p>Percentage of high school seniors who have completed all college-preparatory courses in math and science.</p> <p>Percentage of students enrolled in a fine arts course.</p> <p>Percentage of students enrolled in a physical education course that meets NASPE standards.</p> <p>Percentage of students participating in service learning and/or an afterschool program.</p>	<p>Percentage of educators surveyed indicating alignment among professional learning, standards, curriculum, and assessments.</p> <p>Percentage of educators who participated in job-embedded professional learning opportunities in the previous year.</p>	<p>Percentage of teachers with at least eight hours of professional learning on analyzing student data to differentiate instruction for students with disabilities, as needed.</p> <p>Percentage of teachers with at least eight hours of professional learning on analyzing student data to differentiate instruction for students with limited English proficiency.</p> <p>Percentage of teachers with at least eight hours of professional learning on analyzing student data to differentiate instruction for students with gifts and talents.</p> <p>Percentage of teachers trained in PBIS/PBS.</p>

CRITERIA		Conditions of Teaching and Learning				
SUB-CRITERIA		GUIDANCE AND SUPPORTS FOR INSTRUCTION	GUIDANCE AND SUPPORTS FOR LEARNING	EDUCATOR VOICE IN ACCOUNTABILITY	POSITIVE CLASSROOM ECOLOGY	POSITIVE SCHOOL ECOLOGY
INDICATORS	RESOURCES	<p>State provides resources for planning, instructional support, and collaboration.*</p> <p>Districts provide funding for educators to access professional learning that addresses new education research and technology that will help improve instruction or support for students.</p> <p>*Instructional support and collaboration may include professional learning communities, professional learning teams, lesson study, cohort learning, mentoring, and induction.</p>	<p>State allocates funding towards comprehensive school guidance systems with standards and benchmarks that address the academic needs of all students.</p> <p>Districts provide a favorable student-to-specialized instructional support personnel (SISP) ratio.*</p> <p>Districts provide adequate resources for SISP to collaborate with teachers, education support professionals (ESP), parents, and students.</p> <p>*Optimal ratios include: school counselors–250:1 school nurses–750:1 school psychologists–500-700:1 school social workers–250:1</p>	<p>Districts dedicate resources toward lifting the educator voice.</p>	<p>Districts allocate funds to increase educators’ culturally relevant pedagogy.</p>	<p>Districts allocate resources toward interventions around student safety issues (e.g. LGBT bullying and harassment).</p>
	POLICIES & PRACTICES	<p>State policy supports regular, job-embedded planning, instructional support, and collaboration.</p> <p>State requires districts to obtain educator input on instructional minutes.</p> <p>Districts implement scheduled, job-embedded planning, instructional support, and collaborative time.</p> <p>Districts maintain and support a professional library of education publications for staff.</p> <p>Districts survey educators on teaching and learning conditions.</p> <p>Districts obtain educator input on instructional minutes.</p>	<p>State developed a policy that requires supports for students’ social, emotional, and physical well-being.</p> <p>Districts implement and track guidance standards and benchmarks for all students.</p> <p>Districts provide adequate professional learning time for SISP.</p> <p>Districts have outreach plans for harder-to-access student populations.*</p> <p>Eligible schools are enrolled in free and reduced-price school breakfast and lunch programs.</p> <p>*Outreach may include a peer-support program, mentors, and full-time specialized instructional support personnel (SISP).</p>	<p>State has an autonomous standards board, the majority of whom are active preK–12 educators.*</p> <p>State requires that all planning and decision-making bodies related to the educator profession include active preK–12 educators.</p> <p>Districts provide formal opportunities for educators to participate in district policy setting (e.g. accountability systems, hiring and evaluation of administrators).</p> <p>*Standards board jurisdiction includes teacher licensing, teacher preparation program approval, and professional learning approval.</p>	<p>State developed a comprehensive cultural competency policy to increase educators’ cultural and linguistic competence through preservice education, licensure, and ongoing professional learning.</p> <p>State policy mandates class size limits based on subject matter and grade level.</p> <p>Districts have class size limits based on subject matter and grade level.</p> <p>Districts track the relationship between student achievement and the amount of teacher training/education in culturally relevant pedagogy.</p>	<p>State developed a policy that requires annual reporting by school on school climate and student engagement.</p> <p>State policy requires schools to collect and publicly report data recording behavior and behavioral interventions leading to disciplinary exclusion from school.*</p> <p>Districts educate all school personnel on intervention techniques in incidents of student bullying and harassment.</p> <p>Schools annually report on school climate and student engagement.</p> <p>Schools have data-driven, site-based school climate, and student engagement plans.</p> <p>Schools collect and publicly report data recording behavior and behavioral interventions leading to disciplinary exclusion from school.</p> <p>Schools report on incidents of student bullying on a daily or weekly basis.</p> <p>*These disciplinary actions include in-school/out-of-school suspensions, expulsions, arrests, and referrals to law enforcement.</p>
	OUTPUTS	<p>Percentage of educators surveyed indicating satisfaction with the time dedicated to planning.</p> <p>Percentage of educators surveyed indicating satisfaction with instructional time.</p> <p>Percentage of educators surveyed indicating satisfaction with collaborative time.</p> <p>Percentage of educators surveyed indicating satisfaction with professional learning time and opportunities.</p> <p>Percentage of educators surveyed indicating satisfaction with guidance and supports for instruction.</p>	<p>Percentage of students surveyed indicating they feel supported in their school.</p> <p>Percentage of SISP surveyed indicating satisfaction with professional learning time.</p> <p>Percentage of eligible students enrolled in free and reduced-price school breakfast and lunch programs.</p>	<p>Percentage of educators surveyed indicating satisfaction with the number of opportunities to participate in school policy setting.</p> <p>Percentage of educators surveyed indicating satisfaction with the number of opportunities to participate in district policy setting.</p>	<p>Percentage of teachers who have received professional development in culturally relevant pedagogy.</p> <p>Percentage of students surveyed indicating satisfaction with the classroom environment.</p>	<p>Percentage of students subjected to disciplinary action in the past year.</p> <p>Percentage of students surveyed indicating they feel safe at their school.</p> <p>Percentage of students surveyed indicating they feel listened to and understood by their educators.</p> <p>Percentage of students with less than 10 absences in a school year (or less than 5 percent of the school year).</p> <p>Percentage of public school employees in each job category who have received in-service training on intervention techniques in incidents of student bullying and harassment.</p>

CRITERIA		Workforce Quality				
SUB-CRITERIA		HIGH-QUALITY EDUCATOR PREPARATION AND LICENSURE	LEADERSHIP TRAINING AND STABILITY	EDUCATOR QUALITY AND EFFECTIVENESS	EDUCATOR RECRUITMENT AND RETENTION	INCENTIVES AND SUPPORTS (ALL SCHOOL PERSONNEL)
INDICATORS	RESOURCES	<p>State provides funding for preparation programs to establish residency programs with local school districts.</p> <p>State provides funding for induction programs.</p>	<p>State provides funding for teacher and school leadership programs.</p> <p>State policy provides resources to complete voluntary national certification and endorsements that promote teacher leadership opportunities.</p>	<p>State provides funding for “peer assistance” and “peer assistance and review” (PAR) teams.</p>	<p>State provides funding and technical assistance to strengthen professional learning in high-poverty, high-minority areas with emphasis on mentoring and cultural competency.</p> <p>Districts provide extra resources and assistance for those in harder to staff schools.</p>	<p>Districts offer financial incentives for teachers to earn National Board certification.</p> <p>Districts offer incentives for teachers to take on differentiated or hybrid roles.</p> <p>Districts offer starting salaries at or above \$40,000 for teachers and \$28,000 for education support professionals (ESP).</p>
	POLICIES & PRACTICES	<p>State developed a policy to use Council for the Accreditation of Educator Preparation (CAEP) and Interstate Teacher Assessment and Support Consortium (InTASC) standards to accredit/ approve educator preparation programs and license educators.</p> <p>Districts mandate successful completion of a residency program prior to obtaining initial licensure.</p> <p>Districts developed selection criteria to identify cooperating teachers.</p> <p>Districts provide training for cooperating teachers.</p> <p>Districts partner with teacher preparation programs on teacher residencies and induction.</p> <p>Preparation programs require school-based experiences beyond a semester of student teaching.</p> <p>Preparation programs use preservice performance assessments to determine candidate preparedness prior to program completion and/or initial licensure.</p> <p>Preparation programs survey graduates about their preparedness to serve as the teacher-of-record and report their response rates.</p> <p>Preparation programs work with local school districts to recruit high-achieving high school graduates to pursue careers in education.</p>	<p>State policy includes a state-level endorsement/certificate for teacher leaders.</p> <p>State policy codifies Teacher Leader Model Standards and/or other standards for teacher leadership.</p> <p>State policy promotes ongoing professional learning and support for principals.</p> <p>State policy codifies principal retention.</p> <p>Districts provide teacher leadership development.</p> <p>Districts have differentiated pay structures for clearly defined roles and responsibilities that account for hybrid/ varied educator roles within a school.</p> <p>Districts use multiple measures to evaluate administrators and school leaders.</p> <p>Districts provide ongoing professional learning and support for principals.</p>	<p>State policy mandates multi-professional collaboration on educator support and evaluation systems staffed by active preK–12 educators.</p> <p>State policy requires that evaluations be based on multiple measures of performance to determine effectiveness.*</p> <p>State policy requires school districts to track the equitable distribution of effective teachers and leaders.**</p> <p>Districts design, monitor, and implement evaluation systems based on state framework in partnership with educators and their associations.</p> <p>Districts use performance evaluations employing multiple measures.</p> <p>Districts use evaluations aligned with induction.</p> <p>Districts provide educators with targeted support based on formative and summative evaluation results.</p> <p>Districts provide “peer assistance” or “peer assistance and review” (PAR) teams.</p> <p>Districts track the distribution of effective teachers and leaders.</p> <p>*Measures may include classroom observations, portfolios, leadership roles, and professional learning.</p> <p>**Teachers with full licensure and rated effective in their positions according to multiple measures of performance.</p>	<p>State policy supports recruitment of promising future educators including underrepresented populations.</p> <p>State tracks educator shortages.</p> <p>Districts have plans to recruit educators from underrepresented populations.</p> <p>Districts have plans to recruit educators for shortage areas, such as special education and second language acquisition.</p> <p>Districts have plans to recruit and retain accomplished educators.</p> <p>Districts have professional learning plans, including induction and mentoring, for teachers, education support professionals (ESP), and specialized instructional support personnel (SISP).</p> <p>Districts begin cultivation and recruitment a year prior to the present school year.</p>	<p>State law provides bargaining rights for public education employees over terms and conditions of employment.</p> <p>State law provides bargaining rights for public education employees over education policy that advances student support and learning.</p> <p>State law provides bargaining rights for public education employees over dues deduction.</p> <p>Districts are represented by unions with collective bargaining rights.</p> <p>District contracts include procedures for dispute resolution.</p> <p>Districts have binding arbitration.</p> <p>District contracts have defined benefit plans that provide replacement of at least 75 percent of final salary, protects against inflation, and is guaranteed by the state.</p> <p>Districts permit educators to bargain length of day/year.</p> <p>Districts permit educators to bargain preparation periods.</p> <p>Districts permit educators to bargain class load/size.</p> <p>Districts permit educator dues deduction, agency fee, and PAC deduction.</p> <p>Districts use the NEA professional growth salary scale.</p>
	OUTPUTS	<p>Percentage of teachers that have passed a preservice performance assessment prior to obtaining their initial license.</p> <p>Percentage of preparation program graduates surveyed indicating satisfaction with their preparedness to serve as the teacher-of-record.</p> <p>Percentage of licensed teachers that have successfully completed both a teacher residency program before becoming the teacher-of-record and induction program within the first three years of teaching.</p>	<p>Percentage of teacher leaders with a leadership endorsement/certificate.</p> <p>Principal retention.</p> <p>Percentage of teacher leaders rated effective based on multiple measures of performance.*</p> <p>Percentage of administrators rated effective based on multiple measures of performance.</p> <p>*Measures may include classroom observations, portfolios, leadership roles, and professional learning.</p>	<p>Percentage of teachers rated effective based on multiple measures of performance.</p>	<p>Educator shortage.</p> <p>Percentage of teachers teaching out of field.</p> <p>Percentage of teachers with less than 10 absences in a school year (or less than 5 percent of the school year).</p> <p>Percentage of teachers who leave the profession after five years.</p>	<p>Percentage of teachers surveyed indicating satisfaction with the terms of employment.</p> <p>Percentage of teachers surveyed indicating satisfaction with the conditions of employment.</p> <p>Percentage of teachers with National Board certification.</p>

CRITERIA		Accountability and Assessments			
SUB-CRITERIA		APPROPRIATE STUDENT ASSESSMENTS	POSITIVE ACHIEVEMENT OUTCOMES	ADEQUATE SCHOOL CAPACITY	SCHOOL EFFECTIVENESS
INDICATORS	RESOURCES	State allocates funding towards the development of a valid student assessment system.	State allocates funding to programs to ensure positive achievement outcomes for all students, including strategies to reduce learning gaps.	Districts provide resources and funding for job-embedded professional learning for teachers to become proficient users of formative and summative assessment data.	State offers support to low-performing schools.* *Support includes needs assessments, on-site evaluations, assistance and training in data analysis, additional funding for the school improvement planning process, professional learning, school support teams, and additional student resources.
	POLICIES & PRACTICES	<p>State developed a policy that requires the use of both formative and summative student assessments that adhere to the principles of Universal Design for Learning (UDL).</p> <p>State developed a policy that requires educators to be involved in assessment design and development.</p> <p>State policy requires that assessment systems employ multiple measures of student growth.*</p> <p>Districts use both formative and summative student assessments that adhere to the principles of UDL.</p> <p>Districts involve educators in assessment design and development.</p> <p>Districts assessment systems employ multiple measures of student growth.</p> <p>*Measures of student growth may include pre- and post-tests, percent change in GPA, group work or presentations, end-of-course papers or portfolios, and project-based inquiry activities.</p>	<p>State has policies and programs to prevent dropouts.</p> <p>State has policies and programs to increase the number of students who graduate and are college and career ready.</p> <p>Districts offer programs with 21st century interdisciplinary themes (e.g. global and financial literacy).</p>	<p>State requires that districts provide resources and job-embedded professional learning for teachers to become proficient users of formative and summative assessment data.</p> <p>State has a comprehensive, aligned, and integrated information management system that enables districts and schools to analyze, evaluate, and continuously improve student, educator, and school performance.*</p> <p>Districts train school personnel to interpret data system results to inform and improve instruction and identify needed supports.</p> <p>Districts routinely produce monthly data reports on multiple measures of student performance by class and subject.</p> <p>Districts release assessment results in time to inform learning.</p> <p>*A comprehensive system must include multiple measures of student, educator, and school performance.</p>	<p>State collaborates with educators to develop school performance indicators.</p> <p>State monitors results.</p>
	OUTPUTS	<p>Percentage of teachers surveyed indicating assessments adhere to the principles of UDL.</p> <p>Percentage of teachers surveyed indicating satisfaction with the quality of student assessments.</p> <p>Percentage of teachers indicating satisfaction with the sources used to measure student growth.</p>	<p>Percentage of third-grade students proficient in literacy.</p> <p>Percentage of students passing Algebra 1 in grades 7 and 8.</p> <p>Percentage of students at or above a 3.0 GPA.</p> <p>Percentage of students receiving a score of 3 or above on the AP exam.</p> <p>Percentage of students who took the SAT or ACT in the past year.</p> <p>Percentage of students who graduate.</p> <p>Percentage of students who dropout.</p> <p>Percentage of students who go on to a four-year college, vocational program, or public service.</p> <p>Percentage of students entering a two- or four-year college who do not require remediation or learning support courses.</p>	<p>Percentage of educators surveyed indicating they feel confident in analyzing and interpreting formative and summative assessment data.</p> <p>Percentage of educators surveyed indicating satisfaction with the time allotted to analyze assessment results and inform instruction.</p>	<p>Percentage of students in a school categorized as "low-performing" receiving additional supports.</p>

CRITERIA		Family and Community Engagement			
SUB-CRITERIA		COLLABORATION WITH FAMILIES TO IMPROVE ACHIEVEMENT	INCLUSIVENESS AND OUTREACH TO FAMILIES	COMMUNITY PARTNERSHIPS (WRAP-AROUND SERVICES)	STAFF PROFESSIONAL LEARNING IN FAMILY ENGAGEMENT
INDICATORS	RESOURCES	<p>State policy provides employer incentives for parents and/or caregivers to participate in school-related activities.</p> <p>State provides districts with technical assistance and support to address engagement strategies.</p>	<p>State provides resources to school districts to engage families and the community on school district policies, processes, and procedures.</p> <p>Districts hire school-community liaisons who enhance outreach efforts with knowledge of a community's history, language, and cultural background.</p>	<p>State provides resources for an integrated system of academic enrichment and social services to support children's intellectual, social, emotional, physical, and linguistic development.</p>	<p>State policy provides resources for professional learning in family and community engagement for all school personnel.</p>
	POLICIES & PRACTICES	<p>State policy supports family engagement as a driver of student academic performance and vital component of meeting school improvement goals.</p> <p>State requires annual reporting at the district level on family and community engagement.</p> <p>Districts annually report on family and community engagement.</p> <p>Schools developed data-driven, site-based family and community engagement plans.</p>	<p>State mandates family and community outreach.</p> <p>State maintains an information sharing system readily available to families and communities in multiple formats and languages.</p> <p>Districts share information on academic standards, school procedures, and student progress data in multiple formats and languages.</p> <p>Districts collect parent and caregiver feedback.*</p> <p>Schools host trainings for families.**</p> <p>*Methods of collection include surveys, focus groups, parent governing councils, etc.</p> <p>**Trainings could include information sessions on school policies, standards, and community services.</p>	<p>Schools provide access to extended onsite services for students and families. (e.g. school library, computer facilities, gym, etc.).</p> <p>Schools maintain partnerships/collaborations to provide development activities for caregivers.</p> <p>Schools maintain partnerships/collaborations with community providers to offer support for at-risk youth.*</p> <p>Schools maintain partnerships/collaborations with community providers to provide access to family support services/social services.</p> <p>Schools have a formal agreement with a community partner to provide student health services.</p> <p>*Support includes summer school, after-school programs, mentoring, and tutoring.</p>	<p>Districts collaborate with higher education institutions to infuse family and community involvement in education into teacher and administrator preparation programs.</p> <p>Districts provide professional learning in family and community engagement for all school personnel.</p>
	OUTPUTS	<p>Number of formal school-parent collaborations.*</p> <p>Percentage of parents surveyed indicating school-parent collaboration has contributed to improved student achievement.</p> <p>*Collaborations could include parent governing councils, parent classroom assistants, parent recess leaders, parent lunch leaders, parent readers, and parent after-school tutors.</p>	<p>Percentage of parents surveyed indicating satisfactory access to school materials and information.</p> <p>Percentage of parents surveyed indicating they feel listened to and included.</p> <p>Percentage of parents that attended a school training for families in the previous year.</p>	<p>Percentage of parents surveyed indicating satisfaction with student services.</p> <p>Percentage of parents surveyed indicating satisfaction with parent and family services.</p>	<p>Percentage of educators who have taken coursework on family and community engagement.</p> <p>Percentage of school personnel who have participated in professional learning designed to improve family and community engagement.</p>

CRITERIA		School Funding			
SUB-CRITERIA		SUFFICIENCY OF FUNDING	EQUITY IN FUNDING	PRODUCTIVE USE OF FUNDS	FUNDING SUSTAINABILITY
INDICATORS	RESOURCES	<p>State maintains or increases its fiscal effort (state funding of education relative to state fiscal capacity).</p> <p>State guarantees each school district a sufficient foundation level with appropriate adjustments for school level, school size and location, variation in costs across regions, and student characteristics.*</p> <p>*Student characteristics such as special needs, English language learners, and those in poverty and concentrated poverty.</p>	<p>State uses “pupil weights” in its base formula to adjust for diverse student needs.</p> <p>State rewards high fiscal effort, low wealth districts.</p>	<p>State offers performance incentives to ensure productive use of funds by school districts.</p> <p>State invests in capacity building to guide districts in the efficient use of resources.</p> <p>State maintains or increases its investment in research and development.*</p> <p>*Researching and developing improvements in productivity.</p>	<p>State funds local efforts to diversify revenue streams.</p>
	POLICIES & PRACTICES	<p>State determines the cost necessary for each student to meet state content and performance standards; updates costs as significant changes are made to its standards, and reports its findings publicly.</p> <p>State solicits educator input for cost studies.</p> <p>State incorporates findings of its cost study into its education finance system.</p> <p>State has an independent body of stakeholders that includes active preK–12 educators and administrators who annually assess if state funding is sufficient to provide all students the opportunity to meet rigorous academic standards.</p> <p>Districts adjust funding according to school level, school size and location, variation in costs across regions, and student characteristics.</p>	<p>State policy codifies equity in funding—recognizing explicitly that the amount of funding needed to provide a high-quality education varies from student to student.</p> <p>State mandates that districts report on the distribution of state-certified teachers, education support professionals (ESP), and specialized instructional support personnel (SISP).</p> <p>State mandates that districts report on average per-student expenditures disaggregated by federal, state, and local dollars.</p> <p>Districts use “pupil weights” in its base formula to adjust for diverse student needs.</p> <p>Districts report on personnel full-time equivalents (FTE) and salaries funded with state and/or local funds at the school level.*</p> <p>Districts report on non-personnel expenditures funded with state and/or local funds and federal, state, and/or local funds at the school level.</p> <p>*Personnel reporting categories include teachers, ESP, and SISP.</p>	<p>State requires annual district level compliance audits.</p> <p>Districts are part of a district-level consortium to bring down costs of bulk purchases.</p> <p>Districts post an up-to-date budget plan online.</p>	<p>State holds public events to inform government officials and voters of sustainability issues.</p> <p>State implements measures to broaden its tax base.</p> <p>State reports annually on the dollar amount of state tax expenditures.</p> <p>Districts hold public events to inform government officials and voters of sustainability issues.</p> <p>Districts implement measures to broaden their tax base.</p> <p>Districts have multi-year school budgets.</p>
	OUTPUTS	<p>Percentage of schools receiving sufficient levels of funding according to an independent body of stakeholders that includes active preK–12 educators and administrators.</p> <p>Percentage of principals surveyed indicating school funding levels are sufficient to meet rigorous academic standards.</p>	<p>Percentage of schools exhibiting a low correlation between property wealth and resources for students.</p>	<p>Percentage of schools that use their funds productively according to an independent body of stakeholders that includes active preK–12 educators and administrators.</p>	<p>Percentage of schools with a sustainable multi-year budget according to an independent body of stakeholders that includes active preK–12 educators and administrators.</p>

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