



## School Quality Indicators Scan

The *Every Student Succeeds Act (ESSA)* requires that States reconsider their accountability systems for schools and districts. While many of the accountability requirements required under the No Child Left Behind Act remain, such as academic measures of proficiency on annual assessments, graduation rates, and English language proficiency progress, ESSA will provide states an opportunity to be flexible in the choice of not less than one indicator of school quality or student success.

This requirement may include non-traditional factors besides assessments. To meet this requirement, States may include one or more measures of student engagement; educator engagement; student access to and completion of advanced coursework; postsecondary readiness; school climate and safety; or any other indicator the State chooses that meets the requirement to meaningfully differentiate in school performance and is valid, reliable, comparable and statewide.

These alternate indicators attempt to measure the learning conditions, supports, and/or opportunities for students. Below are a number of possible indicators States may consider as they revise and reconstruct their state accountability systems.

### Considerations for Alternate Indicators

#### *Possible Climate and Safety Indicators*

- Student, staff, and/or parent surveys
- Student, staff, and/or parent focus groups
- Discipline and incidence data (e.g., in-school and out-of-school suspensions, expulsions, fights, harassment/bullying, alternative school assignments)
- Attendance records of students and staff
- Data on chronic absenteeism

#### *Possible Postsecondary Readiness Indicators*

- Student enrollment in and successful completion of dual-credit college coursework
- Student participation in and successful completion of Career and Technical Education courses
- Students attainment of certificates and licenses
- Postsecondary enrollment rates
- Postsecondary persistence rates
- Student participation in and performance on college entrance and/or college placement exams

### *Possible Student Access to and Completion of Advanced Coursework Indicators*

- Student completion of required credits by year to determine “on track” status
- Student successful completion of required courses for graduation
- Student successful completion of required courses for college entrance
- Student participation in Advanced Placement, International Baccalaureate, honors courses

### *Possible Student Engagement Indicators*

- Student access to high quality materials
- Student access to safe and clean facilities
- Student access to highly qualified teachers
- Student access to counselors
- Student access to engaging coursework (e.g., project-based learning, wide selection of offerings, etc.)

### *Possible Educator Engagement Indicators*

- Teacher evaluations that support continuous improvement
- Principal evaluations that support continuous improvement
- Professional learning opportunities that support effective teaching strategies
- Variety of professional learning opportunities that meet teacher needs in various stages of development
- Program reviews that provide actionable information

## **Key Questions for State Educational Agencies (SEAs) to Consider as they Revise Their State Accountability Systems**

- What current indicators provide us with meaningful, valid, reliable, comparable, statewide data?
- What additional indicators reflect the needs of our state?
- What data is available for each indicator that we consider?
- How readily available is that data?
- What capacity do we have to assist districts in using these data for planning and improvement?
- What additional data may we need to collect?
- How does the combined set of indicators inform our work?

As states select indicators to include in their revised accountability systems, they should consider how the indicators, both individually and collectively, allow for meaningful differentiation in school performance. These indicators will ultimately inform how the state and districts support schools; consequently, states should consider how well these data will guide support efforts and inform the community of school quality and progress.

## Key Resources

Center on Standards and Assessment Implementation (2016) *Review of State Accountability Systems That Include a Student Growth Indicator* [http://www.csai-online.org/sites/default/files/CSAI\\_Report\\_State%20Growth%20Measures\\_proofedv6.pdf](http://www.csai-online.org/sites/default/files/CSAI_Report_State%20Growth%20Measures_proofedv6.pdf)

Center on Standards and Assessment Implementation (2016) *School Climate and Stakeholder Engagement Measures in States* [http://www.csai-online.org/sites/default/files/CSAI%20Report\\_SchoolClimate.pdf](http://www.csai-online.org/sites/default/files/CSAI%20Report_SchoolClimate.pdf)

Center on Standards and Assessment Implementation (2016) *Scan of Measures Used in States' Accountability and Accreditation Systems* [http://www.csai-online.org/sites/default/files/CSAI\\_StateAccountabilityandAccreditationSystems\\_Measures.pdf](http://www.csai-online.org/sites/default/files/CSAI_StateAccountabilityandAccreditationSystems_Measures.pdf)

AdvaceED (2016) *Designing State Accountability Systems for Continuous School Improvement: A Call to Action* <https://www.advanced.org/sites/default/files/ESSA%20Call%20to%20Action%20Whitepaper.pdf>

Learning Policy Institute (2016) *Pathways: New Accountability Through Every Student Succeeds Act* [https://learningpolicyinstitute.org/wp-content/uploads/2016/04/Pathways\\_New-Accountability\\_Through\\_Every\\_Student\\_Succeeds\\_Act\\_04202016.pdf](https://learningpolicyinstitute.org/wp-content/uploads/2016/04/Pathways_New-Accountability_Through_Every_Student_Succeeds_Act_04202016.pdf)