Report to the Legislative Education Study Committee

November 14, 2018

Senate Memorial 145 from the 2017 legislative session recommended the Legislative Education Study Committee study, collect, and analyze data and comments from education stakeholders, including school personnel, parents and community, and civic organizations regarding the state's school grading system. Chair Stewart led a workgroup over the 2017 and 2018 interims to provide recommendations for an improved school accountability and support system. The group met with national experts from Education Commission of the States, American Institutes for Research, the National School Climate Center, and the Center for Assessment as well as local stakeholders and organizations such as the Interfaith and Industrial Areas Foundation, two previous New Mexico teachers of the year, charter school representatives, Native American education representatives, local superintendents, local school principals, labor union representatives, parents, and community organizations. The following individuals participated directly in the work and made recommendations around four specific topics:

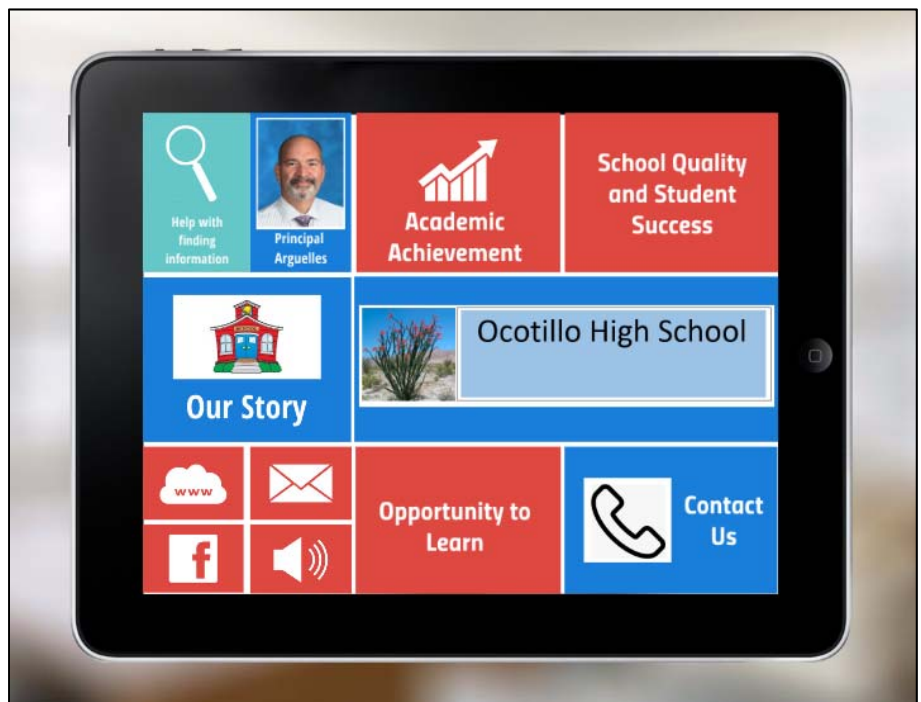### School Grades Workgroup - Report Topic Areas

Academic Achievement	
Matt Pahl	Charter School Representative
Beata Thorstensen	Parent Representative
Arsenio Romero	Local Superintendent Representative
Suchint Sarangarm	Public Education Department Representative
Kim Lanoy-Sandoval	Parent Representative
Stephanie Gurule-Leyba	Public School Teacher Representative
Opportunity to Learn	
Ellen Bernstein	Labor Union Representative
Glenn Wilcox	School Principal Representative
Jeff Tuttle	Public School Teacher Representative
David Morales	Public School Teacher Representative
Cindy Nava	Community Organization Representative
School Quality / Student Success	
Angelo Gonzales	Community Organization Representative
Betty Patterson	Labor Union Representative
Renatta Witte	Community Organization Representative
TJ Parks	Local Superintendent Representative
Mona Kirk	Local School Board Representative
Robyn Hoffman	Local School Board Representative
Summative Determination	
Kara Bobroff	Native American Education Representative
Armando Chavez	School Principal Representative
Patrick Arguelles	School Principal Representative
Erik Bose	Charter School Representative
Katarina Sandoval	Native American Education Representative
Cindy Montoya	School Principal Representative
Senator Mimi Stewart	Chair - LESC

The workgroup recommended four primary changes to the school support and accountability system in New Mexico.

1. The New Mexico school support and accountability system should provide a paradigm shift in philosophy from a focus on identifying and labeling failure to a focus on providing support. This shift to more of a reciprocal accountability framework reinforces that schools, the community, and the state share a mutual responsibility for providing adequate opportunities for school quality and student success. The pathway to school improvement is through meaningful, differentiated support - rather than labels.

2. The New Mexico school support and accountability system should provide an opportunity for schools to share their story with their community, and the story of a school is much more than reporting test scores. Academic achievement is a valuable outcome of public school systems but the conditions for teaching and learning impact improved academic achievement. The system should address both conditions and outcomes when contemplating school support and improvement.

3. The New Mexico school support and accountability system should rest upon an assessment system that supports assessment for student learning. Guidelines provided by the US Department of Education for state applications under federal Every Student Succeeds Act (ESSA) open the door for new, innovative assessment practices. New Mexico should take advantage of this opportunity to build an assessment system with the primary purpose of informing teaching and learning.

4. The New Mexico school support and accountability system should expand information available to families, policy makers and the community to include disaggregated information on: college, career, and civic readiness, on-track for graduation indicators, and more comprehensive information on school climate. Each of these indicators should be a part of New Mexico's plan to comply with ESSA. The school support and accountability system should also provide information on opportunity to learn indicators such as a school's curriculum and instruction, educational resources, and school staff competency.

Our Story: The School Spotlight Dashboard

To provide a platform for the paradigm shift in philosophy from a focus on identifying and labeling failure to a focus on providing support, the New Mexico school support and accountability system should build a user-friendly and easy to navigate dashboard where students and families can easily access both basic and detailed information about the school. For instance, the landing page should contain information about the principal, how to contact the school and links to more in depth information about the school, including academic achievement, school quality and student success, and opportunity to learn indicators.

The heart of the dashboard should be a link to the school's story. This page would allow teachers and administrators to spotlight their school's successes as well as their school's challenges. This page would also identify the level of support a school receives in compliance with ESSA, as well as the demographics of the students and staff at the school.

A System that Supports Assessment for Student Learning

Since the implementation of the federal No Child Left Behind Act, New Mexico has utilized end-of-year summative assessments to assess students in third through eighth grade and high school. These tests were designed and implemented in response to federal accountability requirements, and the primary aim of these tests has been to identify the percentage of students who are proficient on state standards. In short, the primary purpose of these tests has been to meaningfully differentiate schools.

The tests that New Mexico has adopted have accomplished this purpose. However, the nature of these assessments have made it a challenge for educators to use the data to improve instruction. The assessments are given in spring, and data have not been available until after the end of the school year. This means that any data produced cannot be utilized by teachers to improve instruction until the *following* school year. To provide data to teachers to inform teaching in the current school year, school districts must select and pay for their own interim assessments that are typically given two to three times a year. These assessments vary in their alignment to standards, language accessibility, and overall quality.

However, guidelines provided by the U.S. Department of Education for state applications under ESSA open the door for new, innovative assessment practices. States are offered choices pertaining to the types of assessment systems they wish to deploy that are different from the traditional model described above. Specifically, states can choose to build assessment systems that will "be administered through multiple statewide interim assessments during the course of the academic year that result in a single summative score that provides valid, reliable, and transparent information on student achievement or growth."

This option provides an opportunity to re-design as system that effectively balances assessment for improving teaching and learning and accountability for the first time.

Proposal

New Mexico should engage with school district and tribal representatives and linguistic and content experts to build a new, criterion-based assessment that would consist of a series of shorter, computer-adaptive interim assessments (given at the beginning, middle, and end of year) in English language arts and mathematics that yield a summative score for elementary, middle, and high school specifically tailored to the cultural and linguistic needs of students in New Mexico's schools.

This type of system:

- Would be designed to provide immediate, relevant information to teachers to inform current instructional practice and improve outcomes for students.
- Would identify opportunities for school support from school districts and the state.
- Would provide both growth and proficiency data across the learning continuum – elementary, middle and high school, allowing for the meaningful differentiation of schools.
- Would not require a separate, stand-alone test at the end of the school year.
- Would provide common data across districts.

New Mexico should consider applying for an Innovative Assessment grant from the U.S. Department of Education to facilitate this work, particularly in the arena of ensuring that these assessments effectively balance the measurement of student learning relative to the Common Core State Standards, being culturally and linguistically relevant to New Mexico's diverse student population, and providing comprehensive information relevant for the demonstration of college- and career-readiness at the end of high school to assist in the funding of this work.

Opportunity To Learn

The opportunity to learn section of the school support and accountability system provides a comprehensive view of the context in which learning takes place. It asks us to consider whether or not each student in every school and school district in the state has equitable and adequate learning opportunities. This section embodies a significant paradigm shift away from decades of accountability measures focused exclusively on outputs with little to no attention on inputs. Opportunity to learn indicators create a balance between oversight and support with an emphasis on mutual responsibility between school districts and the state. Importantly, when the opportunity to learn indicators receive low scores, this triggers supports, not sanctions, from the state. Our goal is to ensure access for all students to high-quality resources, including appropriate instructional materials and well-supported and prepared teachers.

Overarching Questions:	Input Categories on a School's Dashboard:
1. Does the school have adequate resources? 2. Are resources distributed and used effectively? 3. Is there equitable educational access?	1. Curriculum and Instruction 2. Resources 3. School Staff Competency 4. School Environment

Examples of Opportunity to Learn Standards

The following questions were paraphrased from *Opportunity to Learn Standards: Their Impact on Urban Students,* ERIC Clearinghouse on Urban Education New York NY.

1. **Curriculum and Instruction: Does every student have access to curriculum that**
   a. Meets the content standards for the subject?
   b. Is logically integrated with other coursework?
   c. Reflects the challenges of real-life problems?
   d. Presents materials in a context that is relevant to them and appropriate to learning needs?
   e. Is linguistically and culturally relevant?
   f. Informs and provides "well-roundedness?"

2. **Resources: Does every teacher have**
   a. Adequate time to teach in depth?
   b. The expertise, techniques, and support to teach meaningfully in a way that leads to mastery of course content and concepts?
   c. Time and support to develop as a professional?
   d. Access to supports for the well-being of themselves and the students?
   e. Sufficient technology, textbooks, educational resources, and facilities?

3. **School Staff Competency:** Does every student have access to teachers and support staff that
   a. Are fully licensed in the grade or subject they are assigned to teach?
   b. Utilize diverse strategies and student engagement techniques?
   c. Foster learning and demonstrate concern for students' well-being?
   d. Continue to develop professionally?

4. **School Environment:** Do the school district and school
   a. Expect staff and students to behave respectfully and caring toward each other and feel protected from potential violence?
   b. Support and respect all staff and students?
   c. Promote respect for diversity and protect student populations from discrimination?
   d. Have enough physical space to accommodate all their students safely?
   e. Have an adequate number of teachers, support staff, and classrooms?
   f. Keep buildings clean, secure, and safe from hazards, in good repair, and equipped with adequate heating and cooling?
   g. Have sufficient ancillary services and support staff to meet the needs of the students?

Expenditures funded with State and Local Funds	Number of FTE	Total School Expenditure	School-level per pupil spending	District-level per pupil spending
Teachers	139.40	$5,878,226.52	$2,324.33	$2,760.59
Instructional Aides	23.60	$244,435.60	$96.65	$291.16
Support Services Staff (for Pupils and for Instructional Staff)	18.10	$761,758.20	$301.21	$381.72
School Administration Staff	6.00	$355,481.63	$140.56	$182.94
Non-personnel expenditures		$328,024.11	$129.71	$107.13
Total Personnel (instructional, support services, and school administration)		$7,239,901.95	$2,862.75	$3,616.40

Expenditures funded with Federal, State, and Local Funds	Number of FTE	Total School Expenditure	School-level per pupil spending	District-level per pupil spending
Teachers	139.40	$6,124,429.09	$2,421.68	$2,922.08
Instructional Aides	24.60	$255,071.40	$100.86	$311.40
Support Services Staff (for Pupils and for Instructional Staff)	22.10	$898,599.03	$355.32	$424.00
School Administration Staff	7.00	$425,101.86	$168.09	$195.68
Non-personnel expenditures		$64,100.95	$25.35	$54.99
Total Personnel (instructional, support services, and school administration)		$7,703,201.38	$3,045.95	$3,853.16

School Information	Yes	No
Title I Classification	✓	
Special Education School		✓
Magnet Program		✓
Charter School		✓
Alternative School		✓
Offers Preschool		✓
Offers Kindergarten		✓
Offers Gifted/Talented Program	✓	
Offers AP Courses	✓	
Offers Dual Enrollment		✓
Offers IB Diploma Programme		✓
Offers Single-sex Classes		✓
Offers Interscholastic Athletics	✓	
Justice Facility		✓
All Students in Magnet Program		✓

Information on:
* Educational Resources
* School Staff Competency
* Curriculum and Instruction

Staffing Characteristics	School	District
Total Teachers (FTE)	139.4	5,665.8
Total Counselors (FTE)	7.0	207.7
Teachers Meeting all State Licensing and Certification Requirements (FTE)	97.1 %	95.3 %
Teachers in 1st Year of Teaching (FTE)	11.3 %	5.7 %
Teachers in 2nd Year of Teaching (FTE)	4.5 %	6.2 %
Teachers Absent > 10 Days of the School Year (FTE)	73.7	2,679.1
Students to Teachers (FTE) Ratio	18.14 : 1	15.19 : 1
Teachers employed during current school year	116	4,951
Teachers employed during both the current and previous school years	126	5,530
Number of FTE sworn law enforcement officers	0.0	0.0
Number of FTE security guards	0.0	13.0
Number of FTE nurses	1.0	90.0
Number of FTE psychologists	0.0	0.0
Number of FTE social workers	3.0	89.6

Teacher Salary Expenditures	All Schools	School
Average Teacher Salary Expenditures	$41,783.10	$42,168.05

School Expenditures	School Amount	School Per Pupil
Personnel Salary Expenditures - Teachers	$5,878,226.52	$2,324.33
Personnel Salary Expenditures - Instructional Aides	$244,435.60	$96.65
Non-Personnel Expenditures	$328,024.11	$129.71

School Quality and Student Success

Student success is broader than academic preparedness. It also means students are engaged in their learning and holistically well prepared for life after high school. School quality means four things:

First, school quality starts with the **caring and committed adults** who work in schools and who support children at home and in the community. These adults include parents and family members, teachers, school staff, and other community partners.

Second, school quality involves **communication and collaboration**. It means stakeholders who support children in a school community are regularly communicating in a culturally and linguistically appropriate manner and sharing

responsibility for helping all students succeed. It also means schools are highly responsive to students, families, and community partners, creating the conditions for trust and authentic relationship building.

Third, school quality means **high-quality curriculum and instruction**, with curriculum relevant to students' lived experiences, modern facilities and technology, and a diverse set of opportunities available to students – in school and out of school – to help prepare them for college, career, and life.

Fourth, school quality means the **environment** in which children learn is safe, engaging, and fun. At the same time, this environment should be a safe and welcoming space for teachers, school staff, families, and other community partners.

Primary School Quality and Student Success Indicator: Chronic Absenteeism

Defined as the percentage of students missing 10 percent or more of the school year for any reason, including excused absences, unexcused absences, and out-of-school suspensions. This definition is research-informed and in line with the recommendations from the national organization Attendance Works.

Other Considerations.
- This indicator meets all of the criteria under ESSA, including the ability to be disaggregated by ESSA subgroups. It is also already included in New Mexico's ESSA state plan, though state law may need to be updated to provide guidance to districts and a framework for districts to regularly gather these data.
- Research has shown that chronic absence is linked to lower academic achievement and a reduced likelihood of graduation from high school. It is also an indirect measure of both student engagement and school quality.
- Focusing attention on this indicator will draw attention to the importance of school attendance as a predictor of academic achievement and graduation, while incentivizing schools to be more targeted in their approach to helping students show up to school and engage more deeply in their learning.

Secondary School Quality and Student Success Indicator: College, Career, and Civic Readiness

Sub-Indicator 1: "On-track" to Graduate. Defined as the percentage of students who are on-track to graduate from high school. The workgroup recommends using a research-informed model of early warning indicators that includes attendance, behavior (or disciplinary referrals), and course grades or completion. The indicator should also be customized for each school level (elementary, middle, and high).
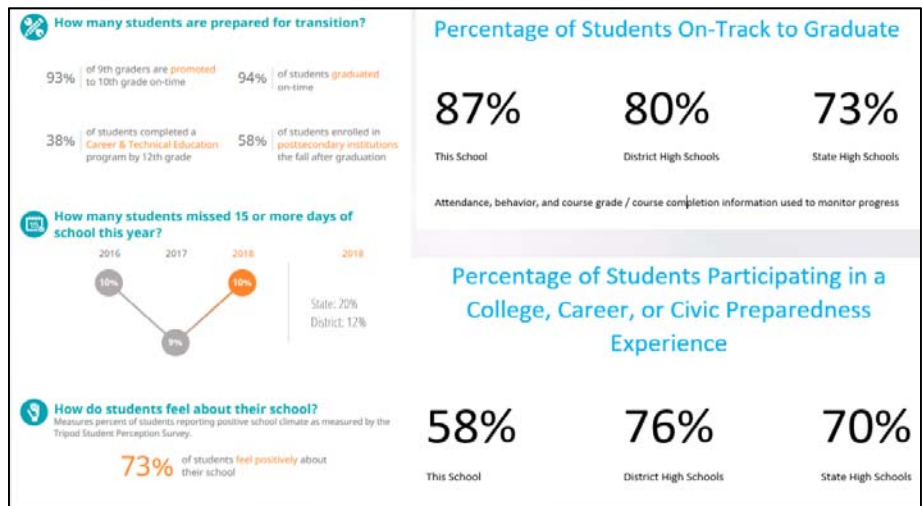
Sub-Indicator 2: Participation in a College, Career, and Civic Preparedness Experience. Defined as the percentage of students who participate in at least one college, career, and civic experience per year. Relevant experiences are culturally and linguistically appropriate and help students build the knowledge, skills, and attitudes associated with college, career, and civic readiness. Examples include service learning, project-based learning, capstone projects, internships, and other community-based learning experiences.

Other Considerations. Although the workgroup would like to go beyond measuring participation to assessing actual skill development in these experiences, there is little evidence suggesting a suitable measurement instrument exists at this time. Instead, the workgroup recommends the development of a guiding framework, such as a profile of the graduate, which would be used by schools to ensure that the experiences they are creating for students are developing a broad range of knowledge, skills, and attitudes beyond academic achievement.

Tertiary School Quality and Student Success Indicator: School Climate and Responsiveness

Defined as the percentage of school stakeholders who report the school provides an appropriate climate for learning, as measured by the three domains of school climate recommended by the U.S. Department of Education: engagement, safety, and environment. School stakeholders include students, parents and families, teachers, school staff, and other community partners who are part of a school's immediate environment.

School Climate Domains - Student Ratings

Domain	Negative	Neutral	Positive
Rules and Norms (N=299)	18%	39%	43%
Sense of Social-Emotional & Physical Security (N=300)	15%	34%	51%
Cyberbullying (N=295)	5%	14%	81%
Support for Learning (N=292)	10%	21%	70%
Social & Civic Learning (N=291)	27%	45%	29%
Social Support Adult-Student (N=284)	14%	20%	66%
Social Support Student-Student (N=286)	5%	19%	76%
Social Support Adult-Adult (N=288)	7%	20%	73%
Respect for Diversity (N=294)	16%	37%	47%
School Connectedness & Engagement (N=286)	14%	28%	58%
Physical Surroundings (N=284)	20%	42%	38%

0%   33%   67%   100%

- ■ % of individual ratings in the negative range (score lower than 2.5 on a 5-point scale)
- ■ % of individual ratings in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
- ■ % of individual ratings in the positive range (score above 3.5 on a 5-point scale)

Other Considerations.

- The school quality and student success indicator is rooted in the principle that we need to value and promote student, parent, and family voice at every opportunity. Students should be part of the development of solutions when possible, and the state should strive to make decisions *with* students, not just for students. Likewise, family engagement is about effective two-way communication and collaboration that is authentic and culturally and linguistically appropriate.
- In designing surveys, the workgroup recommends the state explore options, such as the U.S. Department of Education's school climate pilot surveys, and adopt a single instrument that could be implemented statewide, provided that the chosen instrument is culturally and linguistically appropriate, and provides information that can be used for school improvement.
- Finally, the state should consider options for eliciting additional information from schools to describe how they are using the information gleaned from these surveys to improve student success and school quality. The workgroup envisions such information could be displayed on the school's dashboard to demonstrate whether schools are being responsive to their communities.

AGENDA

LESC School Grades Work Group

John Milne Community Board Room
Albuquerque Public Schools Administrative Offices
6400 Uptown Boulevard Northeast
Albuquerque, New Mexico
October 31, 2017

<u>**Tuesday, October 31**</u>

9:00 **(1)** <u>Call to Order, Work Group Member Introductions, and Overview of Work Group Structure.</u> **Senator Mimi Stewart**, Chair

9:15 **(2)** <u>History of New Mexico School Accountability Efforts.</u> **Tim Bedeaux**, Fiscal Analyst, LESC; and **Denise Terrazas**, Program Evaluator, LESC

9:45 **(3)** <u>Overview of Current School Grading System.</u> **Tim Hand**, Director of Assessment and Accreditation, Burrell College of Osteopathic Medicine, New Mexico State University

11:15   Break

11:30 **(4)** <u>Overview of School Accountability Systems in Other States.</u> **Julie Rowland Woods**, Policy Analyst, Education Commission of the States; and **Alyssa Rafa**, Policy Researcher, Education Commission of the States

1:00   ADJOURN

AGENDA

LESC School Grades Work Group

John Milne Community Board Room
Albuquerque Public Schools Administrative Offices
6400 Uptown Boulevard Northeast
Albuquerque, New Mexico
January 12, 2018

Friday, January 12

  9:30 **(1)** Call to Order, Work Group Member Introductions. **Senator Mimi Stewart**, Chair

  9:35 **(2)** Overview of Previous Work Group Meeting and Discussion. **Dr. Tim Hand**, Deputy Director, LESC

10:30 **(3)** Overview and Assessment of Social and Emotional Learning. **Dr. Nicholas Yoder**, Senior Consultant and Researcher, American Institutes for Research (videoconference)

11:30 **(4)** Small Group Discussions. Facilitated by **LESC Staff**

12:30 **(5)** Reflect on Small Group Discussions. **Dr. Tim Hand**, Deputy Director

  1:00   ADJOURN

AGENDA

LESC School Grades Work Group

John Milne Community Board Room
Albuquerque Public Schools Administrative Offices
6400 Uptown Boulevard Northeast
Albuquerque, New Mexico
March 13, 2018

Tuesday, March 13

  9:00 **(1)** <u>Call to Order.</u> **Senator Mimi Stewart**, Chair

  9:05 **(2)** <u>Overview of 2018 Legislative Session.</u> **Senator Mimi Stewart**, Chair

  9:30 **(3)** <u>School Climate Measurement in New Mexico.</u> **LESC staff**.

  9:45 **(4)** <u>Overview of National School Climate Trends.</u> **National School Climate Center staff**.

11:30 **(5)** <u>School Grades Work Group Outcomes Discussion.</u> Facilitated by **LESC staff**.

  1:00   ADJOURN

AGENDA

LESC School Grades Work Group

Albuquerque Teachers Federation
530 Jefferson St. NE
Albuquerque, New Mexico
April 25, 2018

<u>**Wednesday, April 25**</u>

10:00   **(1)**   <u>Call to Order.</u> **Senator Mimi Stewart**, Chair

10:05   **(2)**   <u>Review of Previous Work Group Topics.</u> **LESC staff.**

10:30   **(3)**   <u>SWOT Analysis of Identified Final Products.</u> Facilitated by **LESC staff.**

12:00   **(4)**   Lunch

12:30   **(5)**   <u>Discussion of Homework Items and Guiding Questions.</u> Facilitated by **Dr. Tim Hand**, Deputy Director, LESC

 1:00   **(6)**   <u>Holistic Assessment of Student Learning Presentation and Discussion.</u> **Dr. Scott Marion**, Executive Director, Center for Assessment

 2:00   ADJOURN

AGENDA

LESC School Grades Work Group

John Milne Community Board Room
Albuquerque Public Schools Administrative Offices
6400 Uptown Boulevard Northeast
Albuquerque, New Mexico
June 12, 2018

Wednesday, April 25

  10:00 **(1)** <u>Call to Order.</u> **Senator Mimi Stewart**, Chair

  10:05 **(2)** <u>Homework Review and Major Provisions Within ESSA Regarding State Accountability Systems.</u> **LESC staff**

  10:45 **(3)** <u>State School Accountability Spotlight: Tennessee and Colorado.</u> **LESC staff**

  11:30 **(4)** Lunch

  12:00 **(5)** <u>School Support and Accountability Work Groups.</u> Facilitated by **LESC staff**

   2:00   ADJOURN

AGENDA

LESC School Grades Work Group

John Milne Community Board Room
Albuquerque Public Schools Administrative Offices
6400 Uptown Boulevard Northeast
Albuquerque, New Mexico
September 4, 2018

Tuesday, September 4th

9:00   **(1)**   Call to Order. **Senator Mimi Stewart**, Chair.

9:05   **(2)**   School Grading Presentation: Albuquerque Interfaith and Industrial Areas Foundation (IAF). **Joaquin R. Sanchez,** Interim Lead Organizer, IAF.

9:30   **(3)**   Work Group Meetings. **School Support and Accountability Workgroups.**

12:00   **(4)**   Lunch Break

1:00   **(5)**   School Support and Accountability Work Groups Presentations**. School Support and Accountability Workgroups.**

2:00   ADJOURN – Room reserved until 3:00pm for groups that would like to meet to continue group work.

AGENDA

LESC School Grades Work Group

John Milne Community Board Room
Albuquerque Public Schools Administrative Offices
6400 Uptown Boulevard Northeast
Albuquerque, New Mexico
October 30th, 2018

<u>**Tuesday, October 30th**</u>

10:00   **(1)**   <u>Call to Order.</u> **Senator Mimi Stewart**, Chair

10:05   **(2)**   <u>Discuss November LESC Hearing.</u>

10:15   **(3)**   <u>Work Group Meetings.</u>

11:15   **(4)**   <u>LESC Hearing Practice Run</u>**.**

12:00   Lunch Break

 1:00   **(5)**   <u>Review Legislation and Define Indicators.</u> **Dr. Tim Hand,** LESC Staff

 2:30   **(6)**   <u>Wrap Up.</u> **Senator Mimi Stewart**, Chair

 3:00   ADJOURN

April 23, 2018

MEMORANDUM

TO: Senator Mimi Stewart, Chair, LESC

CC: Rachel Gudgel, Director, LESC, and Dr. Tim Hand, Deputy Director, LESC

FR: Tim Bedeaux, Fiscal Analyst, LESC

RE: Update on LESC School Grades Work Group

Education stakeholders throughout New Mexico recognize the need to support and empower schools to improve student outcomes, but there is little consensus on the metrics that should be used to evaluate schools in an equitable manner. As such, New Mexico's school grading system continues to be a major topic of discussion in the education community. By classifying individual school performance, school accountability systems help policymakers recognize best practices in high-performing schools and provide targeted support to low-performing schools. However, opponents of New Mexico's school grades argue that grades are based too heavily on student performance on the Partnership for the Assessment of Readiness for College and Careers (PARCC) exam, introducing socioeconomic bias and leaving out a suite of other factors that may contribute to student achievement. The importance of the system will not diminish anytime soon, with school grades being the key metric used to identify and support low-performing schools in the state's Every Student Succeeds Act (ESSA) plan.

Senate Memorial 145. During the 2017 session, the Senate passed Senate Memorial 145, which requested the Legislative Education Study Committee (LESC) to convene a work group to collect and analyze data on school accountability in New Mexico and nationwide. Members applied and were selected based on their qualifications and are a representation of a population denoted in the memorial. Selected members represent school teachers, principals, administrators, superintendents, charter school executive directors, school board members, tribal representation, and representatives from the New Mexico Learning Alliance, Mission: Graduate, the Albuquerque Teachers Federation, and the National Education Association's New Mexico chapter. The work group has involved local and national experts in discussions about New Mexico's school grading system, accountability systems in other states, and innovative ideas that reimagine what schools can and should be held accountable for, including a school's climate and its ability to provide opportunities to learn.

New Mexico's School Grades and School Accountability in Other States. In its first meeting on October 31, 2017, the school grades work group reviewed New Mexico's accountability system and compared the state's system with systems in other states. LESC staff presented a brief history of school grades, how they are calculated, and trends in school grades over time, including a conversation about the difference between baseline proficiency and student growth in proficiency, and how each is used in the current school grading system. Proficiency refers to the ability of a student to answer a certain number of PARCC questions correctly. If students meet a designated cut score, they are considered proficient. However, poverty presents a large barrier to New Mexico's youth, with a smaller proportion of students in poverty able to reach proficiency. New Mexico's school grades also compare a student's year-over-year growth in proficiency to the growth of students with a similar history of scores. The growth model determines whether the

student grew at a rate higher or lower than what would be expected based on their peers' scores. Schools' growth scores are not as correlated with poverty, but the models used to calculate growth are difficult to understand, and have received resistance and skepticism from stakeholders.

Education Commission of the States (ECS) explained the rating systems other states have built to hold schools accountable. ESSA requires states to place "much greater weight" on academic indicators like student proficiency, student growth, and graduation rates, but there are also opportunities to measure school quality using indicators like college- and career-readiness, school climate, and social and emotional learning. States differ in how school performance data is presented to the public; some states give schools a single summative rating, like an A to F grade, one to five stars, or an index between zero and 100, while others give a narrative description of school performance. States use report cards, summative reports, and even online dashboards that allow stakeholders to click on elements of a school's rating and learn more about how their school compares to other schools, or how a particular element was calculated. See **Attachment 1, Education Commission of the States 50-State Comparison of Accountability Systems.**

Survey of Work Group. LESC staff reviewed the discussion from the first meeting and distributed a survey to the work group to examine potential areas of interest and goals for the work group. The survey asked the work group to rank several school characteristics in two separate lists: qualities of a good school, and things a school should be held accountable for. The list of characteristics were the same for both questions, but LESC staff wanted to understand if there was alignment between what the work group thought was important and what the work group thought should be measured. Among the top responses, there was general alignment between qualities of a good school and school accountability, with a plurality of responses ranking foundational academic skills, strong school leadership, experiential learning, and individualized learning highest in both categories. Some qualities of a good school appeared to be less important from an accountability standpoint, like students developing problem-solving skills, decision-making skills, and a disposition toward lifelong learning. Conversely, some qualities appeared to be less important to the work group, but still worth measuring, such as teacher turnover, graduation rates, and a school's use of innovative and authentic assessments. LESC staff analyzed the survey results and identified three major topics for further study: social and emotional learning, school climate, and holistic student assessment. See **Attachment 2, Results of School Grade Work Group Survey**.

Social and Emotional Learning and Student Achievement. On January 12, 2018, the work group focused their attention on the non-academic skills students need to succeed in college and the workforce. While the current school grading system uses PARCC scores to account for the academic achievement of students, a student's development of social and emotional skills can also have an impact on their success later in life. Dr. Nicholas Yoder from the American Institutes for Research presented about social and emotional learning and how to use it to evaluate school performance. Social and emotional skills, also sometimes called "soft skills," are every-day abilities that help students identify and regulate emotions, develop positive relationships with others, and make responsible decisions. See **Attachment 3, Collaborative for Academic, Social, and Emotional Learning Social and Emotional Competencies.** Students who develop strong social and emotional skills are more likely to succeed in the classroom, graduate from high school on time, graduate from college, and find full-time employment by age 25, and also decrease the likelihood a student is arrested or receives public housing or food assistance later in life.

Given the importance of social and emotional learning, there is debate regarding whether schools can and should be held accountable for their ability to impart these skills. If social and emotional learning is built into the accountability system, the system must be carefully designed so that the desired skills are made measurable, and the data used is transparent, fair, actionable, and meaningful. The assessment used to measure the social and emotional skills would need to be aligned with practice, ensuring the assessment is measuring what policymakers think it's

measuring, and then using the results to impact practice. For example, a school grades indicator that measures how students behave in the classroom would need to also be useful for schools and teachers to track and improve unwanted behaviors. Additionally, teachers would need to be trained to appropriately use the feedback they receive from the system. Carefully designed systems of this nature are currently not widespread. Under the right circumstances, social and emotional skills may be assessed directly with rubrics, performance-based tasks, and surveys. However, in practice, school accountability systems measure quantifiable outcomes associated with social and emotional health, like attendance rates, incidences of discipline, suspension, or expulsion, and graduation rates.

School Climate. Because many definitions of student success exist, the workgroup discussed on March 23, 2018 systems that hold schools accountable for creating a climate that breeds student success, rather than the success itself. New Mexico's school grades include a minor measurement of school climate in a category called "opportunity to learn." The opportunity to learn portion of grades is worth 10 out of 100 points for elementary schools and 8 out of 100 points for high schools, and measures student attendance and classroom practices. Attendance is measured by taking the average of the attendance rates on the first, second, and third reporting days. Schools earn the maximum number of points for attendance if the average of these days show more than 95 percent of students are present. Classroom practices are measured with a 10-question survey administered to students which asks whether students feel their teacher has created a positive learning environment. The questions all center on teacher practices, asking students whether they agree with statements like "my teacher explains why what we are learning is important" and "my teacher wants me to explain my answers." Schools receive maximum points if the average survey score is above 90 percent. LESC analysis suggests the opportunity to learn indicator in New Mexico's school grades is not robust, with a large majority of schools receiving more than 90 percent of the possible points in that indicator.

National research on school climate shows there is more to a positive school climate than students attending school and believing their teachers are effective. Darlene Faster of the National School Climate Center (NSCC) explained 13 characteristics present in positive school climates. See **Attachment 4, the 13 Dimensions of School Climate Measured by the Comprehensive School Climate Inventory (CSCI)**. These include the physical aspects of the school, like safety and cleanliness, as well as intangible aspects of the school's culture, including supportive teaching practices, but also spanning leadership with a clear vision, and positive relationships between teachers. NSCC developed a school climate survey called the CSCI, which the center distributes to students, teachers, parents, and administrators to evaluate climate in schools nationwide. Rather than focusing solely on teacher practices like New Mexico's 10-question survey, the CSCI examines each of these characteristics in depth and builds a robust index that can provide meaningful feedback based on responses. Research by the NSCC shows students in schools with the strongest climate according to the CSCI show significantly better performance on standardized tests and higher graduation rates.

Future Work Group Topics. In the survey administered by LESC staff, the work group defined several school accountability pursuits and outcomes. As the work group continues into the 2018 interim, it will narrow its focus and solidify a conclusive goal for its presentation to LESC at the end of the interim. Members of the work group indicated their interest in the topics already covered, with clear consensus on the final topic being innovative and authentic assessments. In its April meeting, the work group will look at performance- and competency-based assessments like New Hampshire's Performance Assessment of Competency Education (PACE), and identify how the relationship between assessments and accountability is systemic. The work group will also use its April meeting as a chance to self-reflect and consider possible end products. Outcomes like a comprehensive research report, potential legislation, or an advisory group to the incoming administration will be analyzed to determine the best course of action.

April 2018 Memo to LESC Re: School Grades Work Group   **ATTACHMENT 2**

EDUCATION COMMISSION OF THE STATES
Your education policy team.

50-State Comparison

Accountability and Reporting: ESSA Plans

December 2017

Click here for Accountability and Reporting: Current System.

	Rating in ESSA Plan	Indicators & Weights in ESSA Plan for Elementary/Middle School	Indicators & Weights in ESSA Plan for High School	ESSA Plan	Notes on ESSA Plan
Alabama	Tiers of Support	• Attendance/Chronic Absenteeism - 15% • English Language Proficiency/Progress - 5% • Student Achievement - 40% • Student Growth - 40%	• Attendance/Chronic Absenteeism - 10% • College and/or Career Readiness - 10% • English Language Proficiency/Progress - 5% • High School Graduation Rates - 30% • Student Achievement - 20% • Student Growth - 25%	AL ESSA Plan (submitted)	Rating: Alabama uses an A-F accountability system that is distinct from its federal accountability system.
Alaska	Index	• Attendance/Chronic Absenteeism - 4% • English Language Proficiency/Progress - 14% • Literacy/Reading - 3rd and/or 4th grade - 4% • Student Achievement - 36% • Student Growth - 40% • Other (See Notes column) - 2%	• Attendance/Chronic Absenteeism - 5% • College and/or Career Readiness - 5% • English Language Proficiency/Progress - 15% • High School Graduation Rates - 30% • On-Track to High School Graduation - 5% • Student Achievement - 40%	AK ESSA Plan (submitted)	Other: Interim Assessments - 2% College and/or Career Readiness: eligibility for Alaska Performance Scholarship (Students are eligible when they complete specified curriculum, earn a certain GPA, and earn a qualifying score on ACT/SAT/WorkKeys)
Arizona	A-F	• English Language Proficiency/Progress - 10% • Student Achievement - 30% • Student Growth - 50% • Other (See Notes column) - 10% (includes Literacy/Reading - 3rd and/or 4th grade; Achievement Gap; Students with Disabilities; Attendance/Chronic Absenteeism)	• College and/or Career Readiness - 20% • English Language Proficiency/Progress - 10% • High School Graduation Rates - 20% • Student Achievement - 30% • Student Growth - 20%	AZ ESSA Plan (approved)	Student growth includes a Student Growth Percentile indicator (25%) and a Student Growth to Target indicator (25%). Other: The K-8 Acceleration/Readiness indicator provides a menu of options. Schools can earn up to 10 points (10% weight) on the following: 1) End of Course math testing, 2) Decreasing 3rd grade minimally proficient in English-language arts, 3) Subgroup improvement, 4) Special education inclusion in general classroom, and/or 5) Chronic absenteeism.

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	Rating in ESSA Plan	Indicators & Weights in ESSA Plan for Elementary/Middle School	Indicators & Weights in ESSA Plan for High School	ESSA Plan	Notes on ESSA Plan
Arkansas	Index/A-F	• SQSS (Attendance/Chronic Absenteeism; Science Achievement/Growth; Literacy/Reading) - 15% • Student Achievement - 35% • Student Growth (includes English Language Proficiency/Progress) - 50%	• High School Graduation Rates - 15% • SQSS (Attendance/Chronic Absenteeism; Science Achievement/Growth; Literacy/Reading; College Entrance Exam (Participation/Achievement); On-Track to High School Graduation; Dual Enrollment; Other - See Notes Column) - 15% • Student Achievement - 35% • Student Growth (includes English Language Proficiency/Progress) - 35%	AR ESSA Plan (submitted)	High School SQSS indicator: Schools may receive points for: 1) chronic absences, 2) science achievement, 3) science growth, 4) reading at grade level, 5) ACT/WorkKeys (bonus for ACT Readiness Benchmark), 6) GPA 2.8 or better, 7) community service learning credits earned, 8) on-time credits, 9) computer science course credits earned, and 10) AP/IB/concurrent credit courses.
California	Dashboard (Performance levels: red, orange, yellow, green, blue)	• Attendance/Chronic Absenteeism • English Language Proficiency/Progress • School Discipline/Suspension Rate • Student Achievement • Student Growth	• College and/or Career Readiness • English Language Proficiency/Progress • High School Graduation Rates • School Discipline/Suspension Rate • Student Achievement	CA ESSA Plan (submitted)	Weights: "For each indicator, 'Status' and 'Change' have equal weight. In addition, each indicator is given equal weight when meaningfully differentiating schools, with ELA and Mathematics assessments considered as two separate indicators for school differentiation. Because six of the seven possible school-level indicators are academic, more weight is automatically attributed to academics without devaluing the importance of school quality (i.e., suspension rates)."
Colorado	Tiers of Support	• English Language Proficiency/Progress - 12% • SQSS (Attendance/Chronic Absenteeism; Science Achievement/Growth) - 16.7% • Student Achievement - 23.3% • Student Growth - 48%	• English Language Proficiency/Progress - 8% • High School Graduation Rates - 15% • Science Achievement/Growth - 10% • Student Achievement - 20% • Student Dropout/Reenrollment Rates - 15% • Student Growth - 32%	CO ESSA Plan (submitted)	Growth: Includes progress in achieving English language proficiency. SQSS in Elementary/Middle School: Includes changes in chronic absenteeism & science achievement. SQSS in High School: Includes science achievement and student dropout rates.
Connecticut	Index	• Attendance/Chronic Absenteeism - 100 • English Language Proficiency/Progress - 100 • On-Track to High School Graduation (middle school only) - 50 • Student Achievement (includes Science Achievement/Growth) - 300 • Student Growth - 400	• Arts Access/Participation - 50 • Attendance/Chronic Absenteeism - 100 • College and/or Career Readiness - 100 • English Language Proficiency/Progress - 100 • High School Graduation Rates - 200 • On-Track to High School Graduation - 50 • Physical Fitness - 50 • Postsecondary/Career Entrance - 100 • Student Achievement (includes Science Achievement/Growth) - 800	CT ESSA Plan (approved)	Points: 950 total for elementary school; 1000 total for middle school; 1550 total for high school. Student Achievement: English-language arts, math, and science weighted equally in elementary and middle school and at a 3:3:2 ratio in high school.

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	Rating in ESSA Plan	Indicators & Weights in ESSA Plan for Elementary/Middle School	Indicators & Weights in ESSA Plan for High School	ESSA Plan	Notes on ESSA Plan
Delaware	Descriptive	• English Language Proficiency/Progress - 10% • SQSS (Attendance/Chronic Absenteeism; Science Achievement/Growth; Social Studies Achievement/Growth) - 20% • Student Achievement - 30% • Student Growth - 40%	• English Language Proficiency/Progress - 10% • High School Graduation Rates - 15% • SQSS (Attendance/Chronic Absenteeism; Science Achievement/Growth; Social Studies Achievement/Growth; College and/or Career Readiness; On-Track to High School Graduation) - 35% • Student Achievement (includes Student Growth) - 40%	DE ESSA Plan (approved)	Student Achievement in High School: includes student growth measured by SAT performance. SQSS in Elementary/Middle School: Chronic Absenteeism, Proficiency for Science (grades 5 & 8), Proficiency for Social Studies (grades 4 & 7). SQSS in High School: Chronic Absenteeism, Proficiency for Science (grade 10), Proficiency for Social Studies, College and Career Readiness.
District of Columbia	1-5 Stars	• English Language Proficiency/Progress - 5% • SQSS (may include Attendance/Chronic Absenteeism; Student Dropout/Reenrollment Rates; Early Learning) - 25% • Student Achievement - 30% • Student Growth - 40%	• English Language Proficiency/Progress - 5% • High School Graduation Rates - 11% • SQSS (Attendance/Chronic Absenteeism; Student Dropout/Reenrollment Rates; College and/or Career Readiness; Other (See Notes column)) - 44% • Student Achievement - 40%	D.C. ESSA Plan (approved)	SQSS in Elementary School: Addressing Chronic Absenteeism - 5.775%; In-Seat Attendance - 3.85%; Re-Enrollment - 6.375%; Pre-K metrics (CLASS & In-Seat Attendance) - 4%; Well-Rounded Education (metric to be piloted in the 2018-19 school year and used for accountability in 2019-20) - 5% SQSS in Middle School: Addressing Chronic Absenteeism - 7.5%; In-Seat Attendance - 5%; Re-Enrollment - 7.5%; Well-Rounded Education (metric to be piloted in the 2018-19 school year and used for accountability in 2019-20) - 5% SQSS in High School: Addressing Chronic Absenteeism - 7.5%; In-Seat Attendance - 5%; Re-Enrollment - 7.5%; AP/IB Participation - 5%; AP/IB Performance - 5%; Alternate Graduation Metric - 9%; Well-Rounded Education (metric to be piloted in the 2018-19 school year and used for accountability in 2019-20) - 5%
Florida	A-F	• Achievement Gap - 200 points • Middle School Acceleration/High School Readiness - 100 points • Science Achievement/Growth - 100 points • Social Studies Achievement/Growth - 100 points • Student Achievement - 200 points • Student Growth - 200 points	• Achievement Gap - 200 points • College and/or Career Readiness - 100 points • High School Graduation Rates - 100 points • Science Achievement/Growth - 100 points • Social Studies Achievement/Growth - 100 points • Student Achievement - 200 points • Student Growth - 200 points	FL ESSA Plan (submitted)	SQSS in Elementary School: Science - 100 points. SQSS in Middle School: Science - 100 points; Social studies - 100 points; Middle School Acceleration (students passing a high school level EOC assessment or industry certification). SQSS in High School: Science - 100 points; Social Studies - 100 points; College and Career Readiness.

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	Rating in ESSA Plan	Indicators & Weights in ESSA Plan for Elementary/Middle School	Indicators & Weights in ESSA Plan for High School	ESSA Plan	Notes on ESSA Plan
Georgia	Index	• Achievement Gap - 7.5% • Attendance/Chronic Absenteeism - 6.67% • English Language Proficiency/Progress - 3.5% • Literacy/Reading - 6.67% • Science Achievement/Growth - 3.75% • Social Studies Achievement/Growth - 3.75% • Student Achievement - 22.5% • Student Growth - 31.5% • Well-Rounded Education (Access/Participation) - 6.67% • Other (See Notes column) - 7.5%	• Achievement Gap - 5% • Attendance/Chronic Absenteeism - 3% • College and/or Career Readiness - 6% • English Language Proficiency/Progress - 3% • High School Graduation Rates - 15% • Literacy/Reading - 3% • Science Achievement/Growth - 7.5% • Social Studies Achievement/Growth - 7.5% • Student Achievement - 15% • Student Growth - 27% • Well-Rounded Education (Access/Participation) - 3% • Other (See Notes column) - 5%	GA ESSA Plan (submitted)	Other: Closing gaps in science and social studies. College and/or Career Readiness: includes Accelerated Enrollment (dual enrollment, AP/IB) and College and Career Readiness (entering Technical College System of Georgia or University System of Georgia without needing remediation, ACT/SAT score, 2+ AP/IB exams, nationally recognized industry credential, or work-based learning experience) - 3% each.
Hawaii	Index	• Attendance/Chronic Absenteeism - 10% • English Language Proficiency/Progress - 10% • Student Achievement - 40% • Student Growth - 40%	• Attendance/Chronic Absenteeism - 10% • English Language Proficiency/Progress - 10% • High School Graduation Rates - 50% • Student Achievement - 30%	HI ESSA Plan (submitted)	
Idaho	Dashboard	• English Language Proficiency/Progress - 30% • Student Achievement - 60% • Student/Parent Engagement - 10%	• College and/or Career Readiness 10% • English Language Proficiency/Progress - 22.5% • High School Graduation Rates - 22.5% • Student Achievement - 45%	ID ESSA Plan (submitted)	Student/Parent Engagement: Survey administered to students. State plan notes that the accountability system will incorporate the higher of either achievement or growth for each indicator (see p. 25-26).
Illinois	Descriptive	• Arts Access/Participation - 0% • Attendance/Chronic Absenteeism - 20% • Early Learning • English Language Proficiency/Progress - 5% • School Climate/Culture - 5% • Science Achievement/Growth - 0% • Student Achievement - 20% • Student Growth - 50% • Other (See Notes column) - 0%	• Arts Access/Participation - 0% • Attendance/Chronic Absenteeism - 7.5% • College and/or Career Readiness - 6.25% • English Language Proficiency/Progress - 5% • High School Graduation Rates - 50% • On-Track to High School Graduation - 6.25% • School Climate/Culture - 5% • Science Achievement/Growth - 0% • Student Achievement - 20%	IL ESSA Plan (approved)	Other: Elementary/Middle School Indicator ("more robust than only 8th grade on-track"). Weights listed are for the 2018-19 school year. For the 2019-20 school year and beyond, see p. 47 of ESSA plan.

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	Rating in ESSA Plan	Indicators & Weights in ESSA Plan for Elementary/Middle School	Indicators & Weights in ESSA Plan for High School	ESSA Plan	Notes on ESSA Plan
Indiana	A-F	• Attendance/Chronic Absenteeism - 5% • English Language Proficiency/Progress - 10% • Student Achievement - 42.5% • Student Growth - 42.5%	• College and/or Career Readiness - 30% • English Language Proficiency/Progress - 10% • High School Graduation Rates - 30% • Student Achievement - 15% • Student Growth - 15%	IN ESSA Plan (submitted)	
Iowa	Tiers of Support	• English Language Proficiency/Progress - 10% • School Climate/Culture - 5% • Student Achievement - 28% • Student Growth 47% • Test Participation - 10%	• College and/or Career Readiness - 0% • English Language Proficiency/Progress -10% • High School Graduation Rates - 15% • School Climate/Culture - 5% • Student Achievement - 20% • Student Growth 40% • Test Participation - 10%	IA ESSA Plan (submitted)	School Climate/Culture: Iowa Youth Survey measures safety, engagement, and environment. Weights listed are for spring 2018 reporting. For future weights, see p. 53-54.
Kansas	Tiers of Support	• Achievement Gap • English Language Proficiency/Progress • Student Achievement • Other (See Notes column)	• Achievement Gap • English Language Proficiency/Progress • High School Graduation Rates • Student Achievement • Other (See Notes column)	KS ESSA Plan (submitted)	Other: Student success indicator will focus on students scoring at the lowest two levels on math and English-language arts assessments. Weights: see p.34.
Kentucky	1-5 Stars	• Achievement Gap - 15-25% • SQSS (Attendance/Chronic Absenteeism • School Climate/Culture • Science Achievement/Growth & Social Studies Achievement/Growth - 15-25% • Student Growth (includes English Language Proficiency/Progress) - 20-30% • Well-Rounded Education (Access/Participation) • Other (See Notes column) - 5-10% Student Achievement - 15-25% • Other (See Notes column)) - 10-20%	• High School Graduation Rates - 5-15% • Achievement Gap - 15-25% • Attendance/Chronic Absenteeism • College and/or Career Readiness (includes English Language Proficiency/Progress) - 20-30% • SQSS (Well-Rounded Education (Access/Participation) • Science Achievement/Growth & Social Studies Achievement/Growth - 10-20% • Student Achievement - 10-20% • Other (See Notes column)) - 10-20%	KY ESSA Plan (submitted)	SQSS: The Opportunity & Access indicator varies for elementary, middle, and high school students and incorporates multiple measures. See p.14 of ESSA plan. This indicator includes access to 1) a school-based counselor and/or a mental health services provider, 2) a nurse or other health services provider, 3) a librarian/media specialist, 4) family resources/youth services centers, and other elements. Other: Transition Readiness in elementary and middle school is defined as "meeting a benchmark on a composite score that combines student performance in reading, mathematics, science (in elementary at grade 4; in middle at grade 7), social studies and writing (in elementary at grade 5; in middle at grade 8)." College and/or Career Readiness: Transition readiness in high school is defined as "earn[ing] a regular or alternative high school diploma and achiev[ing] academic readiness; career readiness (additional credit for those in high-demand sectors); or military readiness as defined; and when English learners meet the criteria for English language proficiency to be English language ready." Weights: Weights listed represent the lower and upper ranges possible for each indicator - see p.72-73 of ESSA plan.

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	Rating in ESSA Plan	Indicators & Weights in ESSA Plan for Elementary/Middle School	Indicators & Weights in ESSA Plan for High School	ESSA Plan	Notes on ESSA Plan
Louisiana	A-F	• Science Achievement/Growth & Social Studies Achievement/Growth - 25% elementary & 23.33% middle • Student Achievement (includes English Language Proficiency/Progress) - 50% elementary & 46.67% middle • Student Growth - 25% • Other (See Notes column) - 5% middle.	• College Entrance Exam (Participation/Achievement) - 25% • College and/or Career Readiness - 8.33% • High School Graduation Rates - 41.67% • Science Achievement/Growth & Social Studies Achievement/Growth - 4.17% • Student Achievement (includes English Language Proficiency/Progress) - 20.83%	LA ESSA Plan (approved)	Other: Dropout/credit accumulation by the end of 9th grade.
Maine	Descriptive	• Attendance/Chronic Absenteeism - 10% • English Language Proficiency/Progress - 10% • Student Achievement - 42% • Student Growth - 38%	• Attendance/Chronic Absenteeism - 10% • English Language Proficiency/Progress - 10% • High School Graduation Rates - 40% • Student Achievement - 40%	ME ESSA Plan (approved)	
Maryland	1-5 Stars	• Attendance/Chronic Absenteeism - 15% • English Language Proficiency/Progress - 10% • School Climate/Culture - 10% • Student Achievement - 20% • Student Growth - 25% • Well-Rounded Education (Access/Participation) - 20%	• Attendance/Chronic Absenteeism - 15% • College and/or Career Readiness - 20% • English Language Proficiency/Progress - 10% • High School Graduation Rates - 15% • On-Track to High School Graduation - 10% • School Climate/Culture - 10% • Student Achievement - 20%	MD ESSA Plan (submitted)	Well-Rounded Education: access - 10% & completion - 10%. College and Career Readiness: access - 10% & completion - 10%.
Massachusetts	Descriptive	• English Language Proficiency/Progress - 10% • SQSS (Science Achievement/Growth; Attendance/Chronic Absenteeism) - 25% • Student Achievement - 40% • Student Growth - 25%	• English Language Proficiency/Progress - 5% • High School Graduation Rates - 5.8% • SQSS (Attendance/Chronic Absenteeism; College and/or Career Readiness; On-Track to High School Graduation; Science Achievement/Growth; Student Dropout/Reenrollment Rates; Other (See Notes column)) - 35.8% • Student Achievement - 33.3% • Student Growth - 20%	MA ESSA Plan (approved)	Other: Five-year cohort graduation rate plus percentage of students still enrolled in high school.

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	Rating in ESSA Plan	Indicators & Weights in ESSA Plan for Elementary/Middle School	Indicators & Weights in ESSA Plan for High School	ESSA Plan	Notes on ESSA Plan
Michigan	TBD	- Attendance/Chronic Absenteeism - 4% - English Language Proficiency/Progress - 11.11% - Student Achievement - 32.22% - Student Growth - 37.78% - Test Participation - 3.33% - Well-Rounded Education (Access/Participation) - 4% - Other (See Notes column) - 1%	- Attendance/Chronic Absenteeism - 4% - College and/or Career Readiness - 3% - English Language Proficiency/Progress - 10% - High School Graduation Rates - 10% - Postsecondary/Career Entrance - 2% - Student Achievement - 29% - Student Growth - 34% - Test Participation - 3%	MI ESSA Plan (submitted)	Test Participation includes English Learner participation. Other in Elementary/Middle School: Access to a librarian or media specialist.
Minnesota	Descriptive	- Attendance/Chronic Absenteeism - English Language Proficiency/Progress - Student Achievement - Student Growth	- Attendance/Chronic Absenteeism - English Language Proficiency/Progress - High School Graduation Rates - Student Achievement	MN ESSA Plan (submitted)	Weights: Stage-based process for meaningful differentiation - see p.23-24.
Mississippi	A-F	- Achievement Gap - 200 points - English Language Proficiency/Progress - TBD - Science Achievement/Growth - 100 points - Student Achievement - 200 points - Student Growth - 200 points	- Achievement Gap - 200 points - College Entrance Exam (Participation/Achievement) - 50 points - College and/or Career Readiness - 50 points - English Language Proficiency/Progress - TBD - High School Graduation Rates - 200 points - Science Achievement/Growth - 50 points - Social Studies Achievement/Growth - 50 pionts - Student Achievement - 200 points - Student Growth - 200 points	MS ESSA Plan (submitted)	Elementary/Middle School Weights: Points out of 700 total. High School Weights: Points out of 1000 total.
Missouri	Index	- Attendance/Chronic Absenteeism - 10% - English Language Proficiency/Progress - 20% - Student Achievement - 40% - Student Growth - 30%	- Attendance/Chronic Absenteeism - 10% - English Language Proficiency/Progress - 20% - High School Graduation Rates - 30% - Student Achievement - 40%	MO ESSA Plan (submitted)	
Montana	Other	- Attendance/Chronic Absenteeism - 20% - English Language Proficiency/Progress - 10% - School Climate/Culture - 5% - Science Achievement/Growth - 10% - Student Achievement - 25% - Student Growth - 30%	- Attendance/Chronic Absenteeism - 15% - College and/or Career Readiness - 15% - English Language Proficiency/Progress - 10% - High School Graduation Rates - 25% - School Climate/Culture - 5% - Student Achievement - 30%	MT ESSA Plan (submitted)	Rating: "Summative ratings will be the percentage of points a school has earned in this proposed system of annual meaningful differentiation."

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	Rating in ESSA Plan	Indicators & Weights in ESSA Plan for Elementary/Middle School	Indicators & Weights in ESSA Plan for High School	ESSA Plan	Notes on ESSA Plan
Nebraska	Descriptive	• Attendance/Chronic Absenteeism • Student Achievement • Student Growth • Test Participation	• Attendance/Chronic Absenteeism • High School Graduation Rates • Student Achievement • Student Growth • Test Participation	NE ESSA Plan (submitted)	Weights: Indicators are not weighted - see explanation on p. 103.
Nevada	1-5 Stars	• Achievement Gap - 20% • English Language Proficiency/Progress - 10% • SQSS (Attendance/Chronic Absenteeism; Middle School Acceleration/High School Readiness; Science Achievement/Growth) - 10% • School Climate/Culture - bonus 2% • Student Achievement (includes Literacy/Reading - 3rd and/or 4th grade) - 25% • Student Growth - 35%	• High School Graduation Rates - 30% • English Language Proficiency/Progress - 10% • SQSS (Attendance/Chronic Absenteeism; College Entrance Exam (Participation/Achievement); On-Track to High School Graduation; Other (See Notes column); Science Achievement/Growth) - 35% • School Climate/Culture - bonus 2% • Student Achievement - 25%	NV ESSA Plan (approved)	Middle School Acceleration/High School Readiness: High school readiness and percent with academic learning plans. Other in High School: Includes students meeting the college-and-career ready cut score on end-of-course exams and percent with academic learning plans.
New Hampshire	Tiers of Support	• Achievement Gap • English Language Proficiency/Progress • Student Achievement • Student Growth	• College and/or Career Readiness • English Language Proficiency/Progress • High School Graduation Rates • Student Achievement	NH ESSA Plan (submitted)	Weights: See decision trees on p.43-44.
New Jersey	Descriptive	• Attendance/Chronic Absenteeism - 10% • English Language Proficiency/Progress - 20% • Student Achievement - 30% • Student Growth - 40%	• Attendance/Chronic Absenteeism - 10% • English Language Proficiency/Progress - 20% • High School Graduation Rates - 40% • Student Achievement - 30%	NJ ESSA Plan (approved)	
New Mexico	A-F	• English Language Proficiency/Progress - 10% • School Climate/Culture - 10% • Science Achievement/Growth - 5% • Student Achievement - 33% • Student Growth (includes Achievement Gap) - 42%	• College and/or Career Readiness - 12% • English Language Proficiency/Progress - 5% • High School Graduation Rates - 9% • School Climate/Culture - 10% • Science Achievement/Growth - 5% • Student Achievement - 25% • Student Growth (includes Achievement Gap) - 30% • Other (See Notes column) - 4%	NM ESSA Plan (approved)	Other: Measures a school's ability to increase the overall 4-year graduation rate from year to year. Weights provided are for the 2018-19 school year and beyond.
New York	Tiers of Support	• Attendance/Chronic Absenteeism • English Language Proficiency/Progress • Student Achievement • Student Growth	• Attendance/Chronic Absenteeism • College and/or Career Readiness • High School Graduation Rates • Student Achievement • Student Growth	NY ESSA Plan (submitted)	New York State does not explicitly weight indicators, but rather uses a series of decision rules to differentiate between schools. See p.65 of plan.

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April 2018 Memo to LESC Re: School Grades Work Group　　　　　　　**ATTACHMENT 2**

	Rating in ESSA Plan	Indicators & Weights in ESSA Plan for Elementary/Middle School	Indicators & Weights in ESSA Plan for High School	ESSA Plan	Notes on ESSA Plan
North Carolina	A-F	• English Language Proficiency/Progress - 1 point • Science Achievement/Growth • Student Achievement - 2 points • Student Growth	• College Entrance Exam (Participation/Achievement) - 1 point • English Language Proficiency/Progress - 1 point • High School Graduation Rates - 1 point • On-Track to High School Graduation - 1 point • Science Achievement/Growth - 1 point • Student Achievement - 2 points • Student Growth • Other (See Notes column) - 1 point	NC ESSA Plan (submitted)	Weights: NC's ESSA plan references Session Law 206 (2017), which provides indicator points. Points listed are points per percent of students. Growth is included as an indicator on p.33 of the ESSA plan. On-Track to High School Graduation: Completion of Algebra II or Integrated Math II with a passing grade. Other: Students enrolled in CTE courses who meet the standard on nationally normed workplace readiness test.
North Dakota	Dashboard	• English Language Proficiency/Progress - 10% • School Climate/Culture - 30% • Student Achievement - 30% • Student Growth - 30%	• College and/or Career Readiness - 21% • English Language Proficiency/Progress - 10% • High School Graduation Rates - 16% • School Climate/Culture 20% • Student Achievement - 25% • Other (See Notes column) - 8%	ND ESSA Plan (approved)	Other: GED completion.
Ohio	A-F	• Achievement Gap (includes English Language Proficiency/Progress) - 15% • Literacy/Reading - 15% • Student Achievement (includes Attendance/Chronic Absenteeism) - 20% • Student Growth - 20%	• Achievement Gap (includes English Language Proficiency/Progress) - 15% • College and/or Career Readiness - 15% • High School Graduation Rates - 15% • Student Achievement (includes Attendance/Chronic Absenteeism) - 20%	OH ESSA Plan (submitted)	Achievement Gap: Includes English language arts, mathematics, graduation rate and progress in achieving English language proficiency. Weights: OH's ESSA plan explains, "In cases where a school or district has fewer than six components, (e.g., an elementary school that has no Graduation and no Prepared for Success components), the remaining components are weighted so that they contribute to the summative grade in the same proportion as when all six exist."
Oklahoma	A-F	• Attendance/Chronic Absenteeism - 10 • English Language Proficiency/Progress - 15 • Science Achievement/Growth - 5 • Student Achievement - 30 • Student Growth - 30	• Attendance/Chronic Absenteeism - 10 • College and/or Career Readiness - 10 • English Language Proficiency/Progress - 15 • High School Graduation Rates - 10 • Science Achievement/Growth - 15 • Student Achievement - 30	OK ESSA Plan (submitted)	

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	Rating in ESSA Plan	Indicators & Weights in ESSA Plan for Elementary/Middle School	Indicators & Weights in ESSA Plan for High School	ESSA Plan	Notes on ESSA Plan
Oregon	Dashboard (Performance levels assigned to each indicator)	• Attendance/Chronic Absenteeism - 1 • English Language Proficiency/Progress - 2 • Student Achievement - 2 • Student Growth - 4	• Attendance/Chronic Absenteeism - 1 • English Language Proficiency/Progress - 2 • High School Graduation Rates - 2 • On-Track to High School Graduation - 1 • Student Achievement - 2 • Other (See Notes column) - 1	OR ESSA Plan (approved)	Other: Students earning a regular or modified diploma or an extended diploma, GED or adult high school diploma. Weights: All points listed are out of 9 total points.
Pennsylvania	Tiers of Support	• Attendance/Chronic Absenteeism • College and/or Career Readiness • English Language Proficiency/Progress • Student Achievement • Student Growth	• Attendance/Chronic Absenteeism • College and/or Career Readiness • English Language Proficiency/Progress • High School Graduation Rates • Student Achievement	PA ESSA Plan (submitted)	Weights: PA's ESSA plan describes a multi-step process - see p.50-52.
Rhode Island	1-5 Stars	• English Language Proficiency/Progress - 4 points • SQSS (High Achieving Students; School Discipline/Suspension Rate; Attendance/Chronic Absenteeism) - 12 points • Student Achievement - 8 points • Student Growth - 6 points	• English Language Proficiency/Progress - 4 points • High School Graduation Rates - 4 points • SQSS (High Achieving Students; School Discipline/Suspension Rate; Attendance/Chronic Absenteeism) - 12 points • Student Achievement - 8 points • Student Growth - 6 points	RI ESSA Plan (submitted)	Weights: RI does not assign specific weights to indicators - see methodology on p.35. Points listed are the maximum possible. Additional indicators listed for 2019 and beyond: High School Graduate Proficiency, Postsecondary Success, Science Proficiency.
South Carolina	Descriptive	• English Language Proficiency/Progress - 10% • SQSS (Science Achievement/Growth; Social Studies Achievement/Growth) - 10% • School Climate/Culture - 10% • Student Achievement - 35% • Student Growth (includes Achievement Gap) - 35%	• College and/or Career Readiness - 20% • English Language Proficiency/Progress - 10% • High School Graduation Rates - 25% • School Climate/Culture - 15% • Student Achievement - 30%	SC ESSA Plan (submitted)	
South Dakota	Index	• Achievement Gap - 20% • Attendance/Chronic Absenteeism - 10% • English Language Proficiency/Progress - 10% • Student Achievement - 40% • Student Growth - 20%	• College and/or Career Readiness - 25% • English Language Proficiency/Progress - 10% • High School Graduation Rates - 12.5% • Student Achievement - 40% • Other (See Notes column) - 12.5%	SD ESSA Plan (submitted)	Other: High school completion measured by diploma or equivalency.

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April 2018 Memo to LESC Re: School Grades Work Group   **ATTACHMENT 2**

	Rating in ESSA Plan	Indicators & Weights in ESSA Plan for Elementary/Middle School	Indicators & Weights in ESSA Plan for High School	ESSA Plan	Notes on ESSA Plan
Tennessee	A-F	- Attendance/Chronic Absenteeism - 10% - English Language Proficiency/Progress - 10% - Science Achievement/Growth - 15% - Student Achievement - 30% - Student Growth - 35%	- Attendance/Chronic Absenteeism - 10% - College and/or Career Readiness - 20% - English Language Proficiency/Progress - 10% - High School Graduation Rates - 5% - Science Achievement/Growth - 7% - Student Achievement - 23% - Student Growth - 25%	TN ESSA Plan (approved)	
Texas	A-F	- English Language Proficiency/Progress - High Achieving Students - Science Achievement/Growth - Social Studies Achievement/Growth - Student Achievement - Student Growth	- College and/or Career Readiness - English Language Proficiency/Progress - High School Graduation Rates - Student Achievement	TX ESSA Plan (submitted)	High Achieving Students: Percentage of assessments at or above the Meets Grade Level standard (postsecondary readiness) for all students and student groups by subject. Weights: See p.25 of the ESSA plan for an explanation of the rating calculation.
Utah	A-F	- Achievement Gap - 17% - English Language Proficiency/Progress - 9% - Science Achievement/Growth - 24% - Student Achievement - 25% - Student Growth - 25%	- Achievement Gap - 6% - College and/or Career Readiness - 33% - English Language Proficiency/Progress - 6% - Science Achievement/Growth - 22% - Student Achievement (includes Student Growth) - 33%	UT ESSA Plan (submitted)	
Vermont	Descriptive	- English Language Proficiency/Progress - 10% - Physical Fitness - 10% - Science Achievement/Growth - 10% - Student Achievement - 70%	- College Entrance Exam (Participation/Achievement) - 10% - English Language Proficiency/Progress - 10% - High School Graduation Rates - 20% - Physical Fitness - 5% - Postsecondary/Career Entrance - 10% - Science Achievement/Growth - 5% - Student Achievement - 40%	VT ESSA Plan (approved)	
Virginia	Tiers of Support	- Attendance/Chronic Absenteeism - English Language Proficiency/Progress - Science Achievement/Growth - Student Achievement - Student Growth	- Attendance/Chronic Absenteeism - English Language Proficiency/Progress - High School Graduation Rates - Student Achievement	VA ESSA Plan (submitted)	Weights: See p.22-23 of ESSA plan for rating calculation methodology.

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April 2018 Memo to LESC Re: School Grades Work Group   **ATTACHMENT 2**

	Rating in ESSA Plan	Indicators & Weights in ESSA Plan for Elementary/Middle School	Indicators & Weights in ESSA Plan for High School	ESSA Plan	Notes on ESSA Plan
Washington	Index (1-10)	• Attendance/Chronic Absenteeism - 5% • English Language Proficiency/Progress - 5% • Student Achievement - 30% • Student Growth - 60%	• English Language Proficiency/Progress - 5% • High School Graduation Rates - 50% • SQSS (On-Track to High School Graduation; Attendance/Chronic Absenteeism; College and/or Career Readiness) - 15% • Student Achievement - 30%	[WA ESSA Plan (submitted)](#)	
West Virginia	Descriptive	• Attendance/Chronic Absenteeism - 14% • English Language Proficiency/Progress - 14% • School Discipline/Suspension Rate - 14% • Student Achievement - 28% • Student Growth - 28%	• Attendance/Chronic Absenteeism - 11% • College and/or Career Readiness - 11% • English Language Proficiency/Progress - 11% • High School Graduation Rates - 22% • On-Track to High School Graduation - 11% • School Discipline/Suspension Rate - 11% • Student Achievement - 22%	[WV ESSA Plan (submitted)](#)	Weights: Weights are approximate - see p.35-36 of ESSA plan.
Wisconsin	Index	• Attendance/Chronic Absenteeism - 15% • English Language Proficiency/Progress - 10% • Student Achievement - 37.5% • Student Growth - 37.5%	• Attendance/Chronic Absenteeism - 15% • English Language Proficiency/Progress - 10% • High School Graduation Rates - 37.5% • Student Achievement - 37.5%	[WI ESSA Plan (submitted)](#)	Weights: Weights provided are for schools with an English learner population of at least 10% of the total school population. See p. 41 for weights in schools with a smaller English learner population.
Wyoming	Descriptive	• Achievement Gap - 25% • English Language Proficiency/Progress - 25% • Student Achievement - 25% • Student Growth - 25%	• College and/or Career Readiness - 20% • English Language Proficiency/Progress - 20% • High School Graduation Rates - 20% • Student Achievement - 20% • Student Growth - 20%	[WY ESSA Plan (submitted)](#)	

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Helping State Leaders Shape Education Policy

Total responses: 21 of 23 (91%)

Factor	Qualities of a Good School (21 responses)				School Accountability (18 responses)				Change in Rank
	Points	Rank	Responses	% Mentioned	Points	Rank	Responses	% Mentioned	
Students demonstrate foundational academic skills (math, science, reading)	70	1	10	47.6%	83	1	10	55.6%	0
School has strong leadership	59	2	10	47.6%	58	2	9	50.0%	0
School provides opportunities for real world experiences	59	2	10	47.6%	50	6	8	44.4%	4
School provides learning opportunities that meet individual needs	59	2	9	42.9%	52	5	8	44.4%	3
School engages students	59	2	8	38.1%	54	3	9	50.0%	1
Students develop problem-solving skills	52	6	9	42.9%	37	13	9	50.0%	7
School promotes high academic standards	52	6	7	33.3%	43	9	6	33.3%	3
School promotes a culture of excellence	49	8	8	38.1%	37	13	5	27.8%	5
Students receive a culturally relevant education	49	8	8	38.1%	50	6	7	38.9%	(2)
School has positive, invitational	45	10	8	38.1%	24	17	4	22.2%	7
School provides adequate student access to academic and co-curricular opportunities (art, music, PE, etc.)	44	11	9	42.9%	39	12	7	38.9%	1
School engages families	44	11	7	33.3%	42	10	9	50.0%	(1)
Students demonstrate a lifelong learning disposition	37	13	6	28.6%	8	27	2	11.1%	14
Students develop healthy decision-making skills	35	14	7	33.3%	7	28	1	5.6%	14
Students develop resilience and an ability to learn from mistakes	32	15	5	23.8%	13	21	3	16.7%	6
School engages community and provides opportunities for service learning	30	16	7	33.3%	13	21	4	22.2%	5
School provides adequate student support opportunities (counseling, nutrition, extra-curricular)	28	17	6	28.6%	14	20	4	22.2%	3
School uses authentic and innovative assessment	28	17	6	28.6%	42	10	8	44.4%	(7)
Students learn to work well with others	27	19	6	28.6%	22	18	5	27.8%	(1)
Students develop empathy	26	20	3	14.3%	0	31	0	0.0%	11
School has high student attendance	24	21	6	28.6%	35	15	6	33.3%	(6)
School has low teacher and staff turnover	23	22	7	33.3%	53	4	10	55.6%	(18)
Students demonstrate effective communication skills	23	22	5	23.8%	25	16	3	16.7%	(6)
Students develop curiosity and initiative	22	24	3	14.3%	19	19	3	16.7%	(5)
Students graduate from high school	19	25	3	14.3%	44	8	8	44.4%	(17)
Students receive good grades	18	26	2	9.5%	0	31	0	0.0%	5
Students gain meaningful experience with computers and technology	15	27	3	14.3%	11	25	3	16.7%	(2)
Students develop civic engagement	12	28	3	14.3%	12	24	2	11.1%	(4)
Students develop creativity	11	29	2	9.5%	5	30	2	11.1%	1
School building is clean and well-designed	9	30	4	19.0%	13	21	5	27.8%	(9)
Students develop self-awareness and self-regulation	8	31	2	9.5%	6	29	1	5.6%	(2)
School uses restorative justice practices	7	32	2	9.5%	9	26	2	11.1%	(6)

Anything missing from list? (7 responses)
Closing achievement gaps
Do students want to be there
Putting "foundational skills" to work
Suspension and expulsion rates
Financial literacy
How invested are parents in student
Understand career strengths and interests

Know the most about (15 responses)
Student engagement (5)
Strong school leadership (5)
Socioemotional skill development (5)
Low staff turnover (4)
Foundational academic skills (3)
Culturally relevant education (3)
Real world experience (3)
Student attendance (2)
Promoting high academic standards (2)
Culture of excellence (2)
Engaging families (2)
Innovative and authentic assessment (2)
Students graduate from HS (2)

Want to know more (14 responses)
Innovative and authentic assessment (10)
Socioemotional skill development (9)
Students develop problem solving (4)
Restorative justice (3)
School engages community (4)
Low staff turnover (2)
Students develop civic engagement (2)

What Are Social and Emotional Competencies

Self-Awareness
- Recognize one's own feelings, interests, strengths, and limitations.

Self-Management
- Regulate emotions and manage daily stressors.

Social Awareness
- Take others' perspectives and appreciate similarities and differences.

Relationship Skills
- Exhibit prosocial behavior and demonstrate positive social skills in order to develop meaningful relationships.

Responsible Decision Making
- Make ethical decisions and strengthen the ability to develop appropriate solutions to identified problems.

Source: Collaborative for Academic, Social, and Emotional Learning, 2012.

SEL Solutions at American Institutes for Research

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The 13 Dimensions of School Climate Measured by the CSCI

National School Climate Center
Educating Minds and Hearts, because the 3 Rs Are Not Enough

Dimensions	Major Indicators
Safety	
1 Rules and Norms	Clearly communicated rules about physical violence, clearly communicated rules about verbal abuse, harassment, and teasing; clear and consistent norms and enforcement for adult intervention.
2 Sense of Physical Security	Students and adults feel safe from physical harm in the school.
3 Sense of Social-Emotional Security	Students feel safe from verbal abuse, teasing, and exclusion.
Teaching and Learning	
4 Support for Learning	Use of supportive teaching practices, such as: encouragement and constructive feedback, varied opportunities to demonstrate knowledge and skills, support for risk-taking and independent thinking, atmosphere conducive to dialogue and questioning, academic challenge, and individual attention.
5 Social and Civic Learning	Support for the development of social and civic knowledge, skills, and dispositions including: effective listening, conflict resolution, self-reflection, emotional regulation, empathy, personal responsibility, and ethical decision making.
Interpersonal Relationships	
6 Respect for Diversity	Mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student, adult-student, adult-adult and overall norms for tolerance.
7 Social Support—Adults	Pattern of supportive and caring adult relationships for students, including high expectations for students' success, willingness to listen to students and to get to know them as individuals, and personal concern for students' problems.
8 Social Support—Students	Pattern of supportive peer relationships for students, including friendships for socializing, for problems, for academic help, and for new students.
Institutional Environment	
9 School Connectedness/Engagement	Positive identification with the school; norms for broad participation in school life for students, staff, and families.
10 Physical Surroundings	Cleanliness, order, appeal of facilities; adequate resources and materials.
Staff Only	
11 Leadership	Administration creates and communicates a clear vision and is accessible to and supportive of school staff and staff development.
12 Professional Relationships	Positive attitudes and relationships among school staff that support effectively working and learning together.
All populations (except Elementary)	
13 Social Media	Students feel safe from physical harm, verbal abuse/teasing, gossip, and exclusion when online or on electronic devices (for example, Facebook, Twitter, and other social media platforms, by an email, text messaging, posting photo/video, etc.).

schoolclimate.org | The 13 Dimensions of School Climate Measured

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Why School Grades?

Statute and ESEA Waiver - Accountability

Identify the unique contributions of schools to student performance

Differentiate school performance amongst comparable schools

Selected Presentation Materials from School Grades Work Group

Essential Questions

How are School Grades Calculated ?

How will school grade calculations change in 2019 under ESSA?

New Mexico School Grades

Tim W. Hand

Current Standing

Current Standing

C - State benchmark established in 2012

	Possible Points	This School Earned
	40	D

C
17.65

Are students performing on grade level? Did they improve more or less than expected?

Current Standing

Knowing how many students are proficient is a measure of the school's overall success. Current Standing uses up to three years of student performance to provide a broader picture of school achievement. Current Standing also includes a measure of student growth (Value-Added Modeling) that looks at school size, student mobility, and prior student performance.

	All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading Proficient (%)	47	53	42	57	47	46	-	-	47	40	35
Points Proficiency	5.90										
Points Student Growth	3.93										
Math Proficient (%)	25	32	20	29	-	22	-	-	24	≤ 20	15
Points Proficiency	3.18										
Points Student Growth	4.64										

Source: PED

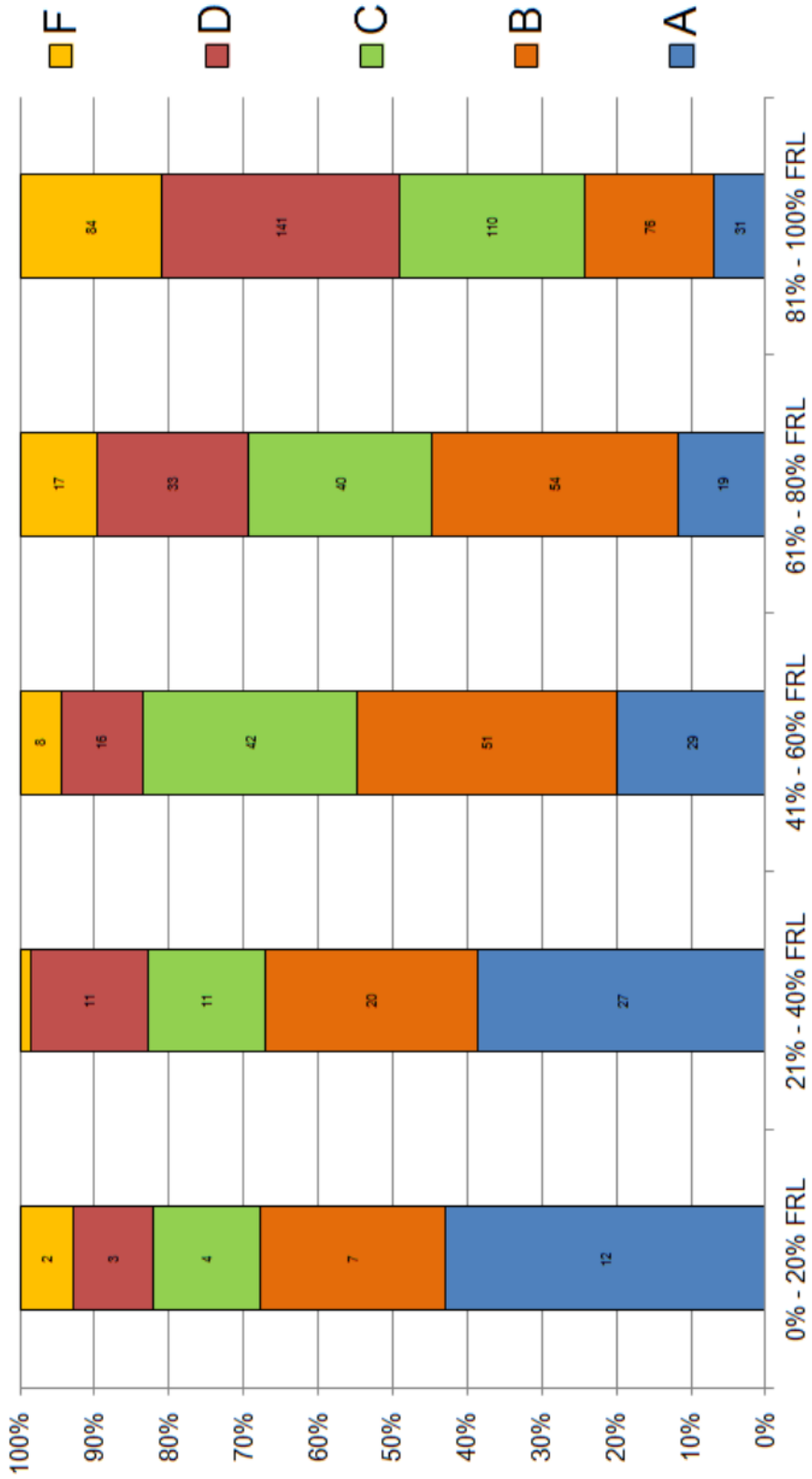**Selected Presentation Materials from School Grades Work Group**

Growth in Student Achievement Calculations for New Mexico School Grades

The Academic Peer Group (AGP) for 5th Grade Math Students is Identified using Previous Years' Math and Reading Scores for Students Statewide				The Predicted Score is estimated using the Current-Year Average Score for the AGP	The Predicted Score is also adjusted for Demographics	Which is then Compared with the Actual 5th Grade Math Score for a Student	To Calculate Growth in Student Achievement
Reading	Math	Reading	Math	Math	Math	Math	Math
650	690	700	710	703	705	710	0.22
3rd Grade		4th Grade		5th Grade	5th Grade	5th Grade	5th Grade

The expected score is predicted using the regression coefficients for each fixed effect (prior math and reading scores, student level mobility, school level mobility, whether the assessment is an alternative assessment, and school size) estimated by the hierarchical linear modeling of all students assessed by the 5th grade NMSBA Math Exam.	(+1 Point for Student Mobility, -1 Point for School Mobility, +0 Points for Alternative Assessment, +2 Points for School Size)	Note that the student scored the same scale score (710) as in 4th grade but shows growth because the actual score exceeds the predicted score.	Growth in Student Achievement is the Normalized Difference from Predicted Score to Actual Score (-3 to +3)

No student data is reported in this illustration. Regression coefficients, normalized scores, and actual scores are for illustrative purposes only. Actual coefficients will vary by test group and student.

Selected Presentation Materials from School Grades Work Group

Percent of Schools by 2015-16 School Grade, Free and Reduced-Fee Lunch (FRL)

	0% - 20% FRL	21% - 40% FRL	41% - 60% FRL	61% - 80% FRL	81% - 100% FRL
F	2		8	17	84
D	3	11	16	33	141
C	4	11	42	40	110
B	7	20	51	54	76
A	12	27	29	19	31

Review of Major ESSA Accountability Provisions

Tim Bedeaux, Fiscal Analyst LESC

Presented to the School Grades Work Group

June 12, 2018

Legislative EDucation Study Committee

Overview

▲ Recall: Tight/loose frameworks for implementing federal law

▲ Compliance with ESSA is required for states to receive Title I funding

ESSA sections relevant to public school accountability systems:

▲ Section 1111 (b) – Challenging Academic Standards and Academic Assessments

▲ Section 1111 (c) – Statewide Accountability System

Section 1111 (b) - Standards

▲ Tight Framework:

  ▲ Aligned with achievement standards that have no less than three levels

  ▲ Include standards for mathematics, reading or language arts, and science

  ▲ Apply to all schools and be the same for all students

  ▲ State may adopt standards for students with disabilities but must meet certain requirements

  ▲ Include English language proficiency standards that are derived from speaking, listening, reading, and writing and address proficiency levels of English learners

▲ Loose Framework:

  ▲ "Challenging academic content standards" – states determine their own standards

  ▲ Can include standards for any other subject as determined by the State

Section 1111 (b) - Assessments

▲ Tight Framework:

- ▲ Mathematics, reading or language arts, and science
- ▲ The same assessment for all students
- ▲ Aligned with challenging academic content standards
- ▲ Be used for purposes for which the assessment is valid and reliable
- ▲ Consistent with nationally recognized teaching standards
- ▲ Objectively measure academic achievement
- ▲ Does not evaluate or test personal beliefs or attitudes
- ▲ Produce individual student descriptive and diagnostic reports
- ▲ Enable results to be disaggregated by subgroups

▲ Loose Framework:

- ▲ States may assess subjects other than math, reading, and science
- ▲ Can include measures of student academic growth and may be partially delivered in the form of portfolios, projects, or extended performance tasks
- ▲ May be a single summative assessment or multiple interim assessments that result in a single summative score

Section 1111 (b) - Assessments

▲ Tight Framework:

- ▲ For mathematics and reading...
  - ▲ Administered once in each grade from third grade to eighth grade
  - ▲ Administered at least one in ninth through 12th grade

- ▲ For science...
  - ▲ Administered not less than once in
    - ▲ Third through fifth grade;
    - ▲ Sixth through ninth grade; and
    - ▲ 10th through 12th grade.

▲ Loose Framework:

- ▲ States may require students to take one mathematics or reading exam in ninth through 12th grade
- ▲ States may choose which grades students are tested in science
- ▲ States may choose to test students more than the minimum amount
- ▲ States have broad discretion over assessments for subjects other than math, reading and science

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Section 1111 (c) – Long Term Goals

▲ Tight Framework:

    ▲ The state shall "establish ambitious long-term goals"

    ▲ Goals must include...

        ▲ Improved academic achievement as measured by proficiency on the statewide assessment

        ▲ Increasing the state's four-year graduation rate

        ▲ Increasing the percent of English learners making progress toward English language proficiency

▲ Loose Framework:

    ▲ Goals listed are "minimum" goals; states are free to include other goals

    ▲ States can measure the extended-year cohort graduation rate at their discretion, but must set a "more rigorous" goal for these students.

Section 1111 (c) – Indicators

▲ Tight Framework:

- ▲ Academic achievement, as measured by proficiency on statewide assessments
- ▲ Elementary schools must measure either student growth or another valid and reliable metric (semi-loose requirement)
- ▲ For high schools, the four-year graduation rate
- ▲ Progress towards English language proficiency as measured by the statewide assessment
- ▲ "Not less than one indicator of school quality or student success," which must
  - ▲ Allow for meaningful differentiation in school performance; and
  - ▲ Be valid, reliable, comparable, and statewide.

▲ Loose Framework:

- ▲ Academic achievement can include a measurement of growth on statewide assessment
- ▲ High schools may measure the extended-year graduation rate
- ▲ The school quality and student success indicator is very flexible, allowing almost any metric the state can show meets the requirements

Section 1111 (c) – Other Requirements

▲ Tight Framework:

  ▲ The system must make an annual meaningful differentiation between all schools

  ▲ The system must afford substantial weight to each indicator, with much greater weight placed on the academic indicators

  ▲ The system must be used to identify the lowest performing 5 percent of Title I schools and all high schools with a graduation rate less than 67 percent

  ▲ The system must ensure 95 percent of students participate in assessments

▲ Loose Framework:

  ▲ Annual meaningful differentiation can take many forms (summative grade, rating, or other type of dashboard)

  ▲ "Much greater weight" is ambiguous

  ▲ Indicators like growth fall under academic indicators, and can be weighted substantially more than the fifth indicator

  ▲ States can identify additional categories of underperforming schools

ACCOUNTABILITY SYSTEMS ACROSS THE STATES

October 31, 2017

Julie Woods & Alyssa Rafa

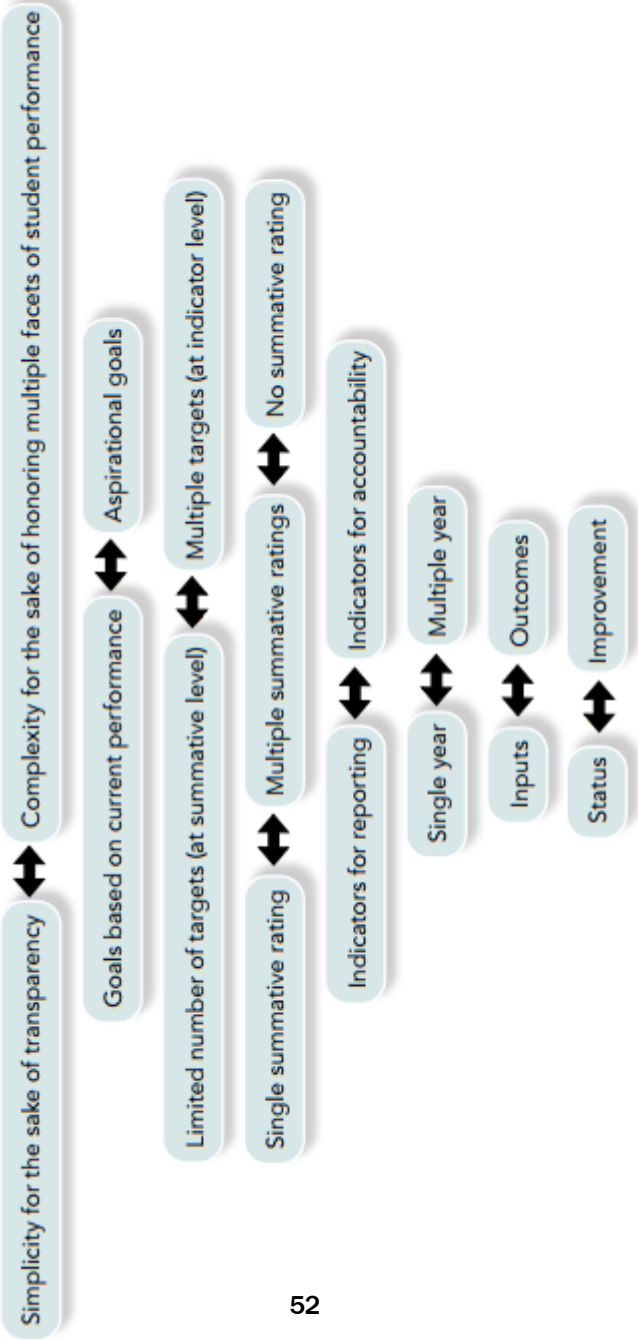**EDUCATION COMMISSION**
OF THE STATES

Your education policy team.

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Accountability: Balancing Tradeoffs

Selected Presentation Material from School Grades Work Group

Simplicity for the sake of transparency ⟷ Complexity for the sake of honoring multiple facets of student performance

Goals based on current performance ⟷ Aspirational goals

Limited number of targets (at summative level) ⟷ Multiple targets (at indicator level)

Single summative rating ⟷ Multiple summative ratings ⟷ No summative rating

Indicators for reporting ⟷ Indicators for accountability

Single year ⟷ Multiple year

Inputs ⟷ Outcomes

Status ⟷ Improvement

EDUCATION COMMISSION

Source: Council of Chief State School Officers, 2016

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2016-2017
School Name Report Card
Address Street
Address City, State, Zip

MICHIGAN Department of **Education**

Key Indicators

Student Groups Meeting Goals: 2/3

STUDENT PROFICIENCY
Students proficient in math or English language arts.
36% SCHOOL VALUE
38% STATE VALUE

ENGLISH LEARNER PROGRESS
Progress of English learners toward English language proficiency.
34% SCHOOL VALUE
40% STATE VALUE

STUDENT GROWTH
Student growth in math or English language arts.
41.5% SCHOOL VALUE
35% STATE VALUE

SCHOOL QUALITY/STUDENT SUCCESS
School quality and student success attainment.
100% SCHOOL VALUE
90% STATE VALUE

GRADUATION RATE
Students graduating on time/within 4 years of first entering high school.
81% SCHOOL VALUE
78% STATE VALUE

ASSESSMENT PARTICIPATION
Students participating in statewide testing.
88.35% SCHOOL VALUE
85% STATE VALUE

Additional Indicators

Postsecondary Readiness	Access/Equity	School Climate/Culture	Student Factors	Educator Engagement	Advanced Coursework
Remedial enrollment	Access to technology	Climate/Student Surveys (student, parent, teacher)	Dropout rate	Professional development opportunities	AP course completion / AP test taking/Passing
Postsecondary entrance rate	Art access	Support Titles (counselors, school nurses, librarians, etc.)	Student mobility	Appropriate placement of educators	CTE program completion
Postsecondary completion rate	Early learning access in public school system	Suspension (new data collection)	Attendance/Chronic Absenteeism		Dual enrollment course completion
College-ready graduation rate from high school	Achievement gap indicators	Expulsion	Extracurriculars		IB completion
		Class Size	LinkCrews (Special Education)		Michigan Merit Curriculum completion

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California School Dashboard

Selected Presentation Materials from School Grades Work Group

ATTACHMENT 3

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Accountability Indicators: 5th Indicator

- School Quality or Student Success (SQSS)
  - ESSA requirements
  - Common indicators across states

Most Common   Least Common

College &   Chronic   Well-   School   Social-
Career   Absenteeism   Rounded   Climate   Emotional
Readiness   Measures   Learning

55
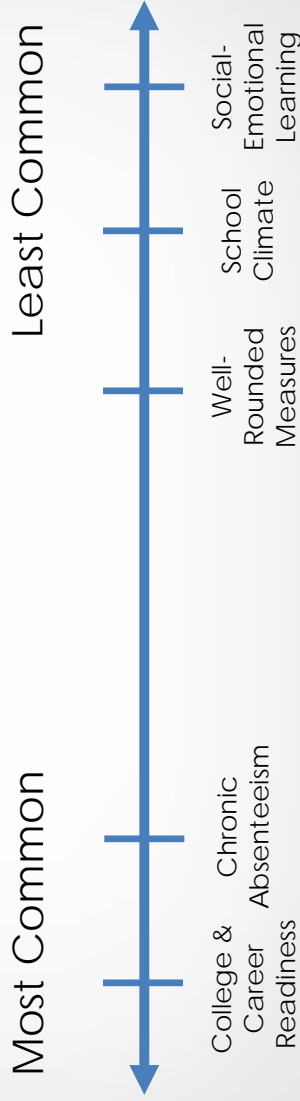
Advancing Social and Emotional Learning

How Schools and Classrooms Can Integrate SEL Into Daily Practice

Nick Yoder, PhD

Senior Consultant and Researcher

SEL Solutions
at American Institutes for Research ■

AIR®
AMERICAN INSTITUTES FOR RESEARCH®

March 2017

What Is SEL?

- SEL is the **process** of developing and using the skills, attitudes, behavior, and knowledge that help youth **and** adults (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2012).

  – Identify and regulate emotions.

  – Develop positive relationships.

  – Make responsible decisions.

What Are Social and Emotional Competencies

Self-Awareness
- Recognize one's own feelings, interests, strengths, and limitations.

Self-Management
- Regulate emotions and manage daily stressors.

Social Awareness
- Take others' perspectives and appreciate similarities and differences.

Relationship Skills
- Exhibit prosocial behavior and demonstrate positive social skills in order to develop meaningful relationships.

Responsible Decision Making
- Make ethical decisions and strengthen the ability to develop appropriate solutions to identified problems.

Source: CASEL, 2012.
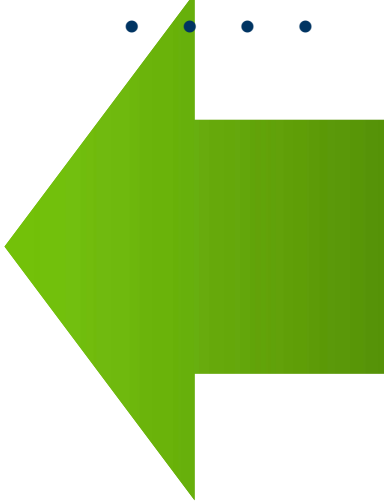
Why Is SEL Important for Students?

- Social and emotional skills help students, particularly students in low-performing schools

  – Recognize and build upon their strengths/assets;

  – Engage in respectful dialogue;

  – Resolve conflict peacefully;

  – Deeply engage with academic content;

  – Advocate for themselves, their families, their communities.

Why Is SEL Important?

Increases Students' Capacity to Learn

- Social-emotional skills (9 percentage points)
- Positive attitudes (5 percentage points)
- Prosocial behaviors (5 percentage points)
- Academic achievement (13 percentile points)

- Conduct problems (6 percentage points)
- Emotional distress (6 percentage points)
- Drug use (6 percentage points)

Source: Taylor, Oberle , Durlak , & Weissberg, 2017

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Why Is SEL Important?

SEL is important for life outcomes.

Teachers' ratings of student social and emotional competence at kindergarten predicts…

- On-time high school graduation
- Graduation from college
- Full-time job by age 25

Increased likelihood

- Involvement with police before adulthood
- Being arrested
- On wait list for public housing
- Receiving public assistance

Decreased likelihood

Source: Jones, Greenberg, & Crowley, 2015
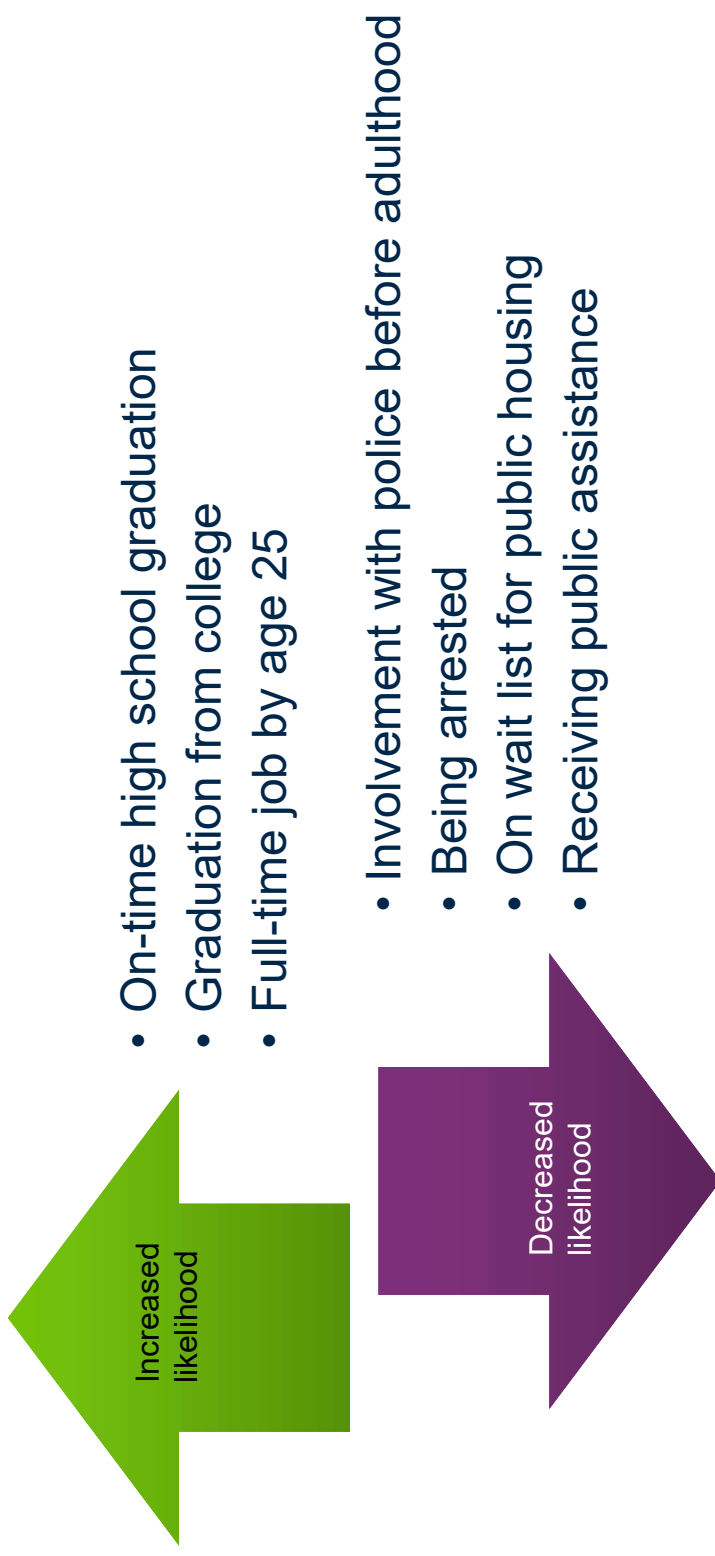
SEL and Employability

- ## SEL is important for everyone

  – Between 1980 and 2012, jobs with high social skill requirements grew by nearly 10 percentage points as a share of the U.S. labor force.

  – Math-intensive but less social jobs (including many science, technology, engineering, and mathematics occupations) shrank by about 3 percentage points in the same period.

Source: Deming, 2017

SEL SOLUTIONS AT AMERICAN INSTITUTES FOR RESEARCH

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NSCC OVERVIEW OF SCHOOL CLIMATE IMPROVEMENT

Presented by Darlene Faster, COO

National School Climate Center

Educating Minds and Hearts, because the 3 Rs Are Not Enough

What is school climate?

School climate refers to the quality and character of school life.

It is based on patterns of students', families', and school personnel's experience of school life.

It reflects:

◇Norms
◇Goals
◇Values
◇Interpersonal Relationships
◇Teaching and Learning Practices
◇Leadership Opportunities
◇Organizational Structures

National School Climate Center
Educating Minds and Hearts, because the 3 Rs Are Not Enough

What is a positive school climate?

A Positive School Climate includes. . .

- **Norms, values and expectations** that support people feeling **socially, emotionally and physically safe.**
- People are **engaged and respected.**
- Students, families and educators **work together** to develop, live and **contribute to a shared school vision.**
- Educators **model and nurture an attitude** that emphasizes the benefits and **satisfaction** from learning.
- **Each person** contributes to the **operations of the school and the care of the physical environment.**

National School Climate Council

2007

NSCC
National School Climate Center

School Climate Research Findings
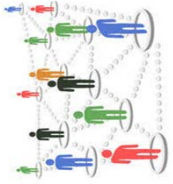
I. Individual Experience & Relationships:

➤ A positive school climate affects students' self-esteem, self-concept, and social interactions

II. Risk Prevention and Health Promotion:

➤ Effective risk prevention and health promotion efforts are positively correlated with safe, caring, participatory and responsive school climate settings.

III. Academic Achievement:

➤ Student academic achievement is strongly correlated to a safe, caring and responsive school climate setting.
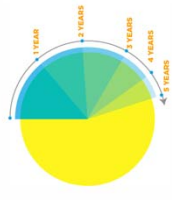
IV. Teacher Retention:

➤ Positive school climate is associated with greater teacher retention.

*For a summary of this school climate research, see: www.schoolclimate.org/publications/scholarship and/or Cohen, et. al 2013

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THE 13 DIMENSIONS OF SCHOOL CLIMATE MEASURED BY THE CSCI

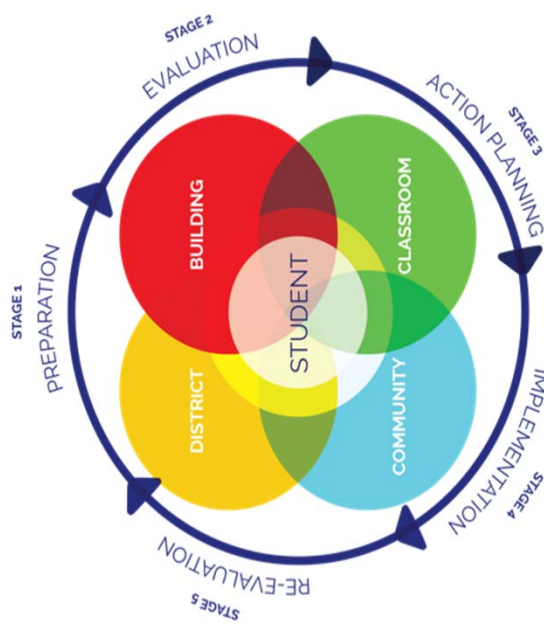| DIMENSIONS	MAJOR INDICATORS
Safety	
1 Rules and Norms	Clearly communicated rules about physical violence, clearly communicated rules about verbal abuse, harassment, and teasing, clear and consistent norms and enforcement for adult intervention.
2 Physical Security	Students and adults feel safe from physical harm in the school.
3 Social-Emotional Security	Students feel safe from verbal abuse, teasing, and exclusion.
Teaching and Learning	
4 Support for Learning	Use of supportive teaching practices, such as: encouragement and constructive feedback, varied opportunities to demonstrate knowledge and skills, support for risk-taking and independent thinking, atmosphere conducive to dialogue and questioning, academic challenge, and individual attention.
5 Social and Civic Learning	Support for the development of social and civic knowledge, skills, and dispositions including: effective listening, conflict resolution, self-reflection, emotional regulation, empathy, personal responsibility, and ethical decision making.
Interpersonal Relationships	
6 Respect for Diversity	Mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student, adult-student, adult-adult and overall norms for tolerance.
7 Social Support—Adults	Pattern of supportive and caring adult relationships for students, including high expectations for students' success, willingness to listen to students and to get to know them as individuals, and a personal concern for students' problems.
8 Social Support—Students	Pattern of supportive peer relationships for students, including friendships for socializing, for problems, for academic help, and for new students.
Institutional Environment	
9 School Connectedness-Engagement	Positive identification with the school; norms for broad participation in school life for students, staff, and families.
10 Physical Surroundings	Cleanliness, order, appeal of facilities; adequate resources and materials.
Social Media	
11 Social Media	Students feel safe from physical harm, verbal abuse/teasing, gossip, and exclusion when online or on electronic devices (ie: Facebook, Twitter, other social media platforms, by an email, text messaging, posting photo/video, etc.).
Staff Only	
12 Leadership	Administration creates and communicates a clear vision and is accessible and supportive of school staff development.
13 Professional Relationships	Positive attitudes and relationships among school staff that support effectively working and learning together.

schoolclimate.org | The 13 Dimensions of School Climate Measured

Shared Leadership Across Contexts

The school climate improvement process emphasizes the **shared leadership of all members of the school community.**

✧ **District:** Policy review and reform, leadership involvement, professional development engaging district staff, and infrastructure supports

✧ **School:** Opportunities for teachers, administrators, counselors, school staff and families; school climate efforts are "bottom-up" as well as "top-down."

✧ **Classroom:** Teachers implement social emotional learning and restorative discipline strategies; creating a classroom climate for learning and positive development

✧ **Student:** Youth participation and leadership, youth-adult partnerships, social skill and character development.

✧ **Community:** School-community partnerships, Network Improvement Communities (Bryk, Gomez, Grunow, 2011, *Frontiers of the Psychology of Education*, Carnegie Foundation for the Advancement of Teaching).

National School Climate Center
Educating Minds and Hearts, because the 3 Rs Are Not Enough

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School Climate &
Social Emotional Learning

Figure 1. A model of the distinct and overlapping elements of school climate and social and emotional competence with illustrative components

School climate

- Policies, procedures, and norms
- Cultural context
- Physical environment
- Partnerships with families and community

Social and emotional competence

- Social and emotional skills
- Values
- Perspectives
- Identities

- Supportive relationships
- Engagement
- Safety
- Cultural competence
- Cultural responsiveness
- Challenge and high expectations

Source: Osher, D. & Berg, J. (2017)

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Back to the Future

Scott Marion, Center for Assessment

April 25, 2018

Presentation to New Mexico School Grades Work Group

Center for Assessment

Concerns About Current Testing

✓ We've over-promised what our tests can do

✓ We're over-testing because of an incoherent Babel of tests

✓ We've under-delivered meaningful and useful information to teachers and students

✓ Many of our test are irrelevant for students

✓ We are not capitalizing on some key tech advances

✓ Lack of assessment literacy

Center for Assessment

Marion. Center for Assessment. NM School Grades Work Group April 24, 2018

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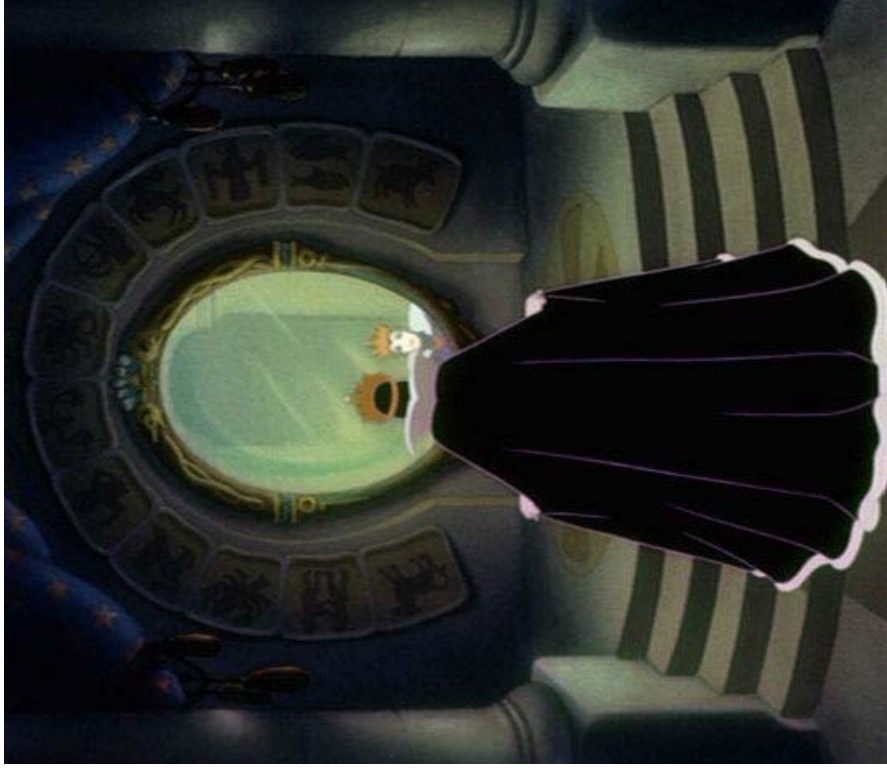
Performance Assessment

Performance-based assessments appear to be the common denominator!

*Performance assessments are generally multi-step activities ranging from quite unstructured to fairly structured. The **key feature** of such assessments is that **students** are **asked to produce a product or carry out a performance** (e.g., a musical performance) that is **scored** according to **pre-specified criteria**, typically contained in a scoring guide or rubric* (Marion & Buckley, 2016, p. 51).

Center for Assessment

Marion. Center for Assessment. NM School Grades Work Group April 24, 2018

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The assessment-instruction connection

Note that good assessment tasks are interchangeable with good instructional tasks.

a) Can you see 3/5 of something?

b) Can you see 5/3 of something?

c) Can you see 5/3 of 3/5?

d) Can you see 2/3 of 3/5?

e) Can you see 1 ÷ 3/5?

f) Can you see 5/4 ÷ 3/4?

Thompson, P.W. (1995). In J.T. Sowder & B.P. Schappelle (Eds.), Providing a Foundation for Teaching Mathematics in the Middle Grades.

We also have evidence that "teaching to" problem types like these improves learning.

Center for Assessment

Increasing cognitive complexity (using a math example)

Create a mathematical model that best reflects the results of your bouncy ball experiment and justify your decision for the chosen model.

Organize the results of your bouncy ball experiment in a table.

Fill in the given table with the results of your bouncy ball experiment

Marion. Center for Assessment. NM School Grades Work Group April 24, 2018

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PACE Example – Water Tower Proposal

HS Geometry PACE Common Task

- **The Problem:** Your town's population is predicted to increase over the next 3 years. As one of the town planners, you are asked to address this issue in terms of the town's water supply. In order to meet the future needs of the town, you need to make a proposal to add a water tower somewhere on town property that will be capable of holding 45,000 ± 2,000 cubic feet of water. The town is looking for a water tower to contain the most amount of water while using the least amount of construction material.

- **Student Task:** Your job is to prepare a proposal that can be submitted to the town planning committee. Using your calculations of surface area and volume for two different designs, describe and analyze the characteristics that lead you to a final recommendation.

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But we still have issues and challenges...

- **Scaffolding**—what is the role of the teacher or other adult in guiding the student toward competency?

- **Whose work is it (group)?** In many extended projects and tasks, having students work in groups for all or part of the task is both efficient and educationally appropriate.

- **Generalizability**—How much evidence does it take for you to believe that the student truly is competent? In other words, what amount and what type of evidence are **sufficient** to support your claims?

- **Comparability**—when students have choice in how they demonstrate competency, how do we know that the multiple ways are comparable (enough)?

- **Assessment literacy...**

Marion. Center for Assessment. NM School Grades Work Group April 24, 2018

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underscored material = new
[bracketed material] = delete

1   SENATE MEMORIAL 145

2   **53RD LEGISLATURE - STATE OF NEW MEXICO - FIRST SESSION, 2017**

3   INTRODUCED BY

4   Mimi Stewart

5

6

7

8

9

10   A MEMORIAL

11   REQUESTING THE LEGISLATIVE EDUCATION STUDY COMMITTEE, IN

12   CONSULTATION WITH THE PUBLIC EDUCATION DEPARTMENT, TO CONVENE A

13   SCHOOL GRADES WORK GROUP TO COLLECT AND ANALYZE EDUCATION DATA

14   ON BEST PRACTICES AND INNOVATIVE PROGRAMMING THAT IMPROVE

15   STUDENT LEARNING AND SCHOOL GRADES; COLLECT AND ANALYZE

16   EDUCATION STAKEHOLDER DATA AND OTHER INPUT REGARDING SCHOOL

17   GRADES; CONSIDER THE DISPARITY OF LEARNING AND TEACHING

18   RESOURCES THROUGHOUT THE STATE; AND PROVIDE FINDINGS AND

19   RECOMMENDATIONS FOR POTENTIAL IMPROVEMENTS FOR SCHOOLS AND THE

20   SCHOOL GRADING SYSTEM TO THE LEGISLATIVE EDUCATION STUDY

21   COMMITTEE BY DECEMBER 1, 2018.

22

23   WHEREAS, the A-B-C-D-F Schools Rating Act has not been

24   without controversy since it was enacted in 2011; and

25   WHEREAS, most of the controversy surrounds the opacity of

.208006.1

1   the system's complicated calculations and the wide swings in

2   individual school grades from year to year; and

3   WHEREAS, various stakeholders have different opinions as

4   to the factors that should be considered when grading schools,

5   such as improvements in truancy and absenteeism rates, parent

6   engagement activities, additional learning opportunities for

7   students, college and career readiness indicators and a broader

8   exploration of growth for all students; and

9   WHEREAS, better, more focused data collection and

10 reporting that defines student categories more precisely, such

11 as racial and ethnic group, gender, economic disadvantage,

12 disabilities, English proficiency status, homeless status,

13 foster care, military deployed parent, et cetera, will assist

14 local superintendents, head administrators and other school

15 personnel to pinpoint instructional or community resources to

16 those student groups needing concentrated attention;

17   NOW, THEREFORE, BE IT RESOLVED BY THE SENATE OF THE STATE

18 OF NEW MEXICO that the legislative education study committee,

19 in consultation with the public education department, be

20 requested to convene a school grades work group to meet during

21 the 2017 and 2018 interims to:

22   A.   study the results of literature searches on best

23 practices and innovative school programming;

24   B.   collect and analyze data from school districts

25 and charter schools and high-performing and low-performing

.208006.1

- 2 -

1   public schools;

2   C.   collect and analyze data and comments from

3   education stakeholders, including school personnel, parents and

4   community and civic organizations, regarding school grades and

5   student performance vis a vis school, home and community

6   environments and resources; and

7   D.   consider learning and teaching resource

8   disparities throughout the state; and

9   BE IT FURTHER RESOLVED that the school grades work group

10   consist of:

11   A.   two public school teachers in traditional

12   schools;

13   B.   two charter school representatives;

14   C.   two education labor union representatives;

15   D.   two school principals;

16   E.   two local superintendents;

17   F.   two school board members;

18   G.   two parents of students currently enrolled in a

19   New Mexico public school;

20   H.   two tribal leaders or tribal liaisons;

21   I.   two representatives from a community

22   organization with an education focus;

23   J.   the chair and vice chair of the legislative

24   education study committee, or designees from the committee; and

25   K.   two representatives from the public education

.208006.1

- 3 -

1   department; and

2   BE IT FURTHER RESOLVED that the school grades work group

3   present its findings and recommendations to the legislative

4   education study committee no later than December 1, 2018. The

5   work group's report shall include:

6   A. the appropriate point distribution between

7   student achievement measures and other school quality

8   indicators;

9   B. turnaround models for low-performing public

10   schools;

11   C. best practices from high-performing public or

12   private schools in high-poverty areas, including schools in

13   urban, rural and tribal environments;

14   D. innovative school programs from public or

15   private schools and how those programs affect student and

16   school performance;

17   E. best practices that focus on individual grading

18   indicators to increase improvement in those indicators;

19   F. best practices that increase the performance of

20   English language learners; and

21   G. other findings and recommendations of the work

22   group; and

23   BE IT FURTHER RESOLVED that copies of this memorial be

24   transmitted to the legislative education study committee and

25   the public education department for appropriate distribution.

.208006.1

- 4 -