

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.



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	<ul style="list-style-type: none"> Attendance/Chronic Absenteeism - 15% English Language Proficiency/Progress - 5% Student Achievement - 40% Student Growth - 40% 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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% 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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.

ATTACHMENT 1

	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	<ul style="list-style-type: none"> • SQSS (Attendance/Chronic Absenteeism; Science Achievement/Growth; Literacy/Reading) - 15% • Student Achievement - 35% • Student Growth (includes English Language Proficiency/Progress) - 50% 	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Attendance/Chronic Absenteeism • English Language Proficiency/Progress • School Discipline/Suspension Rate • Student Achievement • Student Growth 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • English Language Proficiency/Progress - 12% • SQSS (Attendance/Chronic Absenteeism; Science Achievement/Growth) - 16.7% • Student Achievement - 23.3% • Student Growth - 48% 	<ul style="list-style-type: none"> • 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)	<p>Growth: Includes progress in achieving English language proficiency.</p> <p>SQSS in Elementary/Middle School: Includes changes in chronic absenteeism & science achievement.</p> <p>SQSS in High School: Includes science achievement and student dropout rates.</p>
Connecticut	Index	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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)	<p>Points: 950 total for elementary school; 1000 total for middle school; 1550 total for high school.</p> <p>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.</p>

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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	<ul style="list-style-type: none"> English Language Proficiency/Progress - 10% SQSS (Attendance/Chronic Absenteeism; Science Achievement/Growth; Social Studies Achievement/Growth) - 20% Student Achievement - 30% Student Growth - 40% 	<ul style="list-style-type: none"> 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)	<p>Student Achievement in High School: includes student growth measured by SAT performance.</p> <p>SQSS in Elementary/Middle School: Chronic Absenteeism, Proficiency for Science (grades 5 & 8), Proficiency for Social Studies (grades 4 & 7).</p> <p>SQSS in High School: Chronic Absenteeism, Proficiency for Science (grade 10), Proficiency for Social Studies, College and Career Readiness.</p>
District of Columbia	1-5 Stars	<ul style="list-style-type: none"> English Language Proficiency/Progress - 5% SQSS (may include Attendance/Chronic Absenteeism; Student Dropout/Reenrollment Rates; Early Learning) - 25% Student Achievement - 30% Student Growth - 40% 	<ul style="list-style-type: none"> 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)	<p>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%</p> <p>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%</p> <p>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%</p>
Florida	A-F	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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)	<p>SQSS in Elementary School: Science - 100 points.</p> <p>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).</p> <p>SQSS in High School: Science - 100 points; Social Studies - 100 points; College and Career Readiness.</p>

	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	<ul style="list-style-type: none"> 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% 	<ul style="list-style-type: none"> 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)	<p>Other: Closing gaps in science and social studies.</p> <p>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.</p>
Hawaii	Index	<ul style="list-style-type: none"> Attendance/Chronic Absenteeism - 10% English Language Proficiency/Progress - 10% Student Achievement - 40% Student Growth - 40% 	<ul style="list-style-type: none"> Attendance/Chronic Absenteeism - 10% English Language Proficiency/Progress - 10% High School Graduation Rates - 50% Student Achievement - 30% 	HI ESSA Plan (submitted)	
Idaho	Dashboard	<ul style="list-style-type: none"> English Language Proficiency/Progress - 30% Student Achievement - 60% Student/Parent Engagement - 10% 	<ul style="list-style-type: none"> 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)	<p>Student/Parent Engagement: Survey administered to students.</p> <p>State plan notes that the accountability system will incorporate the higher of either achievement or growth for each indicator (see p. 25-26).</p>
Illinois	Descriptive	<ul style="list-style-type: none"> 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% 	<ul style="list-style-type: none"> 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)	<p>Other: Elementary/Middle School Indicator ("more robust than only 8th grade on-track").</p> <p>Weights listed are for the 2018-19 school year. For the 2019-20 school year and beyond, see p. 47 of ESSA plan.</p>

	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	<ul style="list-style-type: none"> Attendance/Chronic Absenteeism - 5% English Language Proficiency/Progress - 10% Student Achievement - 42.5% Student Growth - 42.5% 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> English Language Proficiency/Progress - 10% School Climate/Culture - 5% Student Achievement - 28% Student Growth 47% Test Participation - 10% 	<ul style="list-style-type: none"> 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)	<p>School Climate/Culture: Iowa Youth Survey measures safety, engagement, and environment.</p> <p>Weights listed are for spring 2018 reporting. For future weights, see p. 53-54.</p>
Kansas	Tiers of Support	<ul style="list-style-type: none"> Achievement Gap English Language Proficiency/Progress Student Achievement Other (See Notes column) 	<ul style="list-style-type: none"> Achievement Gap English Language Proficiency/Progress High School Graduation Rates Student Achievement Other (See Notes column) 	KS ESSA Plan (submitted)	<p>Other: Student success indicator will focus on students scoring at the lowest two levels on math and English-language arts assessments.</p> <p>Weights: see p.34.</p>
Kentucky	1-5 Stars	<ul style="list-style-type: none"> 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% 	<ul style="list-style-type: none"> 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)	<p>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.</p> <p>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)."</p> <p>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."</p> <p>Weights: Weights listed represent the lower and upper ranges possible for each indicator - see p.72-73 of ESSA plan.</p>

	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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Attendance/Chronic Absenteeism - 10% • English Language Proficiency/Progress - 10% • Student Achievement - 42% • Student Growth - 38% 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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% 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • English Language Proficiency/Progress - 10% • SQSS (Science Achievement/Growth; Attendance/Chronic Absenteeism) - 25% • Student Achievement - 40% • Student Growth - 25% 	<ul style="list-style-type: none"> • 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.

	Rating in ESSA Plan	Indicators & Weights in ESSA Plan for Elementary/Middle School	Indicators & Weights in ESSA Plan for High School	ESSA Plan	ATTACHMENT 1 Notes on ESSA Plan
Michigan	TBD	<ul style="list-style-type: none"> 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% 	<ul style="list-style-type: none"> 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)	<p>Test Participation includes English Learner participation.</p> <p>Other in Elementary/Middle School: Access to a librarian or media specialist.</p>
Minnesota	Descriptive	<ul style="list-style-type: none"> Attendance/Chronic Absenteeism English Language Proficiency/Progress Student Achievement Student Growth 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Achievement Gap - 200 points English Language Proficiency/Progress - TBD Science Achievement/Growth - 100 points Student Achievement - 200 points Student Growth - 200 points 	<ul style="list-style-type: none"> 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 points Student Achievement - 200 points Student Growth - 200 points 	MS ESSA Plan (submitted)	<p>Elementary/Middle School Weights: Points out of 700 total.</p> <p>High School Weights: Points out of 1000 total.</p>
Missouri	Index	<ul style="list-style-type: none"> Attendance/Chronic Absenteeism - 10% English Language Proficiency/Progress - 20% Student Achievement - 40% Student Growth - 30% 	<ul style="list-style-type: none"> Attendance/Chronic Absenteeism - 10% English Language Proficiency/Progress - 20% High School Graduation Rates - 30% Student Achievement - 40% 	MO ESSA Plan (submitted)	
Montana	Other	<ul style="list-style-type: none"> Attendance/Chronic Absenteeism - 20% English Language Proficiency/Progress - 10% School Climate/Culture - 5% Science Achievement/Growth - 10% Student Achievement - 25% Student Growth - 30% 	<ul style="list-style-type: none"> 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."

					ATTACHMENT 1
	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	<ul style="list-style-type: none"> Attendance/Chronic Absenteeism Student Achievement Student Growth Test Participation 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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% 	<ul style="list-style-type: none"> 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)	<p>Middle School Acceleration/High School Readiness: High school readiness and percent with academic learning plans.</p> <p>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.</p>
New Hampshire	Tiers of Support	<ul style="list-style-type: none"> Achievement Gap English Language Proficiency/Progress Student Achievement Student Growth 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Attendance/Chronic Absenteeism - 10% English Language Proficiency/Progress - 20% Student Achievement - 30% Student Growth - 40% 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> English Language Proficiency/Progress - 10% School Climate/Culture - 10% Science Achievement/Growth - 5% Student Achievement - 33% Student Growth (includes Achievement Gap) - 42% 	<ul style="list-style-type: none"> 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)	<p>Other: Measures a school's ability to increase the overall 4-year graduation rate from year to year.</p> <p>Weights provided are for the 2018-19 school year and beyond.</p>
New York	Tiers of Support	<ul style="list-style-type: none"> Attendance/Chronic Absenteeism English Language Proficiency/Progress Student Achievement Student Growth 	<ul style="list-style-type: none"> 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.

					ATTACHMENT 1
	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	<ul style="list-style-type: none"> English Language Proficiency/Progress - 1 point Science Achievement/Growth Student Achievement - 2 points Student Growth 	<ul style="list-style-type: none"> 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)	<p>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.</p> <p>On-Track to High School Graduation: Completion of Algebra II or Integrated Math II with a passing grade.</p> <p>Other: Students enrolled in CTE courses who met the standard on nationally normed workplace readiness test.</p>
North Dakota	Dashboard	<ul style="list-style-type: none"> English Language Proficiency/Progress - 10% School Climate/Culture - 30% Student Achievement - 30% Student Growth - 30% 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Achievement Gap (includes English Language Proficiency/Progress) - 15% Literacy/Reading - 15% Student Achievement (includes Attendance/Chronic Absenteeism) - 20% Student Growth - 20% 	<ul style="list-style-type: none"> 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)	<p>Achievement Gap: Includes English language arts, mathematics, graduation rate and progress in achieving English language proficiency.</p> <p>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."</p>
Oklahoma	A-F	<ul style="list-style-type: none"> Attendance/Chronic Absenteeism - 10 English Language Proficiency/Progress - 15 Science Achievement/Growth - 5 Student Achievement - 30 Student Growth - 30 	<ul style="list-style-type: none"> 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)	

					ATTACHMENT 1
	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)	<ul style="list-style-type: none"> Attendance/Chronic Absenteeism - 1 English Language Proficiency/Progress - 2 Student Achievement - 2 Student Growth - 4 	<ul style="list-style-type: none"> 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)	<p>Other: Students earning a regular or modified diploma or an extended diploma, GED or adult high school diploma.</p> <p>Weights: All points listed are out of 9 total points.</p>
Pennsylvania	Tiers of Support	<ul style="list-style-type: none"> Attendance/Chronic Absenteeism College and/or Career Readiness English Language Proficiency/Progress Student Achievement Student Growth 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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)	<p>Weights: RI does not assign specific weights to indicators - see methodology on p.35. Points listed are the maximum possible.</p> <p>Additional indicators listed for 2019 and beyond: High School Graduate Proficiency, Postsecondary Success, Science Proficiency.</p>
South Carolina	Descriptive	<ul style="list-style-type: none"> 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% 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Achievement Gap - 20% Attendance/Chronic Absenteeism - 10% English Language Proficiency/Progress - 10% Student Achievement - 40% Student Growth - 20% 	<ul style="list-style-type: none"> 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.

	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	<ul style="list-style-type: none"> Attendance/Chronic Absenteeism - 10% English Language Proficiency/Progress - 10% Science Achievement/Growth - 15% Student Achievement - 30% Student Growth - 35% 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> English Language Proficiency/Progress High Achieving Students Science Achievement/Growth Social Studies Achievement/Growth Student Achievement Student Growth 	<ul style="list-style-type: none"> College and/or Career Readiness English Language Proficiency/Progress High School Graduation Rates Student Achievement 	TX ESSA Plan (submitted)	<p>High Achieving Students: Percentage of assessments at or above the Meets Grade Level standard (postsecondary readiness) for all students and student groups by subject.</p> <p>Weights: See p.25 of the ESSA plan for an explanation of the rating calculation.</p>
Utah	A-F	<ul style="list-style-type: none"> Achievement Gap - 17% English Language Proficiency/Progress - 9% Science Achievement/Growth - 24% Student Achievement - 25% Student Growth - 25% 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> English Language Proficiency/Progress - 10% Physical Fitness - 10% Science Achievement/Growth - 10% Student Achievement - 70% 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Attendance/Chronic Absenteeism English Language Proficiency/Progress Science Achievement/Growth Student Achievement Student Growth 	<ul style="list-style-type: none"> 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.

					ATTACHMENT 1
	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)	<ul style="list-style-type: none"> • Attendance/Chronic Absenteeism - 5% • English Language Proficiency/Progress - 5% • Student Achievement - 30% • Student Growth - 60% 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Attendance/Chronic Absenteeism - 14% • English Language Proficiency/Progress - 14% • School Discipline/Suspension Rate - 14% • Student Achievement - 28% • Student Growth - 28% 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Attendance/Chronic Absenteeism - 15% • English Language Proficiency/Progress - 10% • Student Achievement - 37.5% • Student Growth - 37.5% 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Achievement Gap - 25% • English Language Proficiency/Progress - 25% • Student Achievement - 25% • Student Growth - 25% 	<ul style="list-style-type: none"> • 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

School Grades Work Group Survey Results

ATTACHMENT 2

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.

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	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.).