INTRODUCTION

This chart is designed to give policymakers, educators, and advocates a framework to evaluate how well states, districts, and schools address areas critical to student success. The chart is designed similarly to a logic model—allowing states and districts to visualize the resources, policies, and practices fundamental to achieving student success. Success at the school level can be evaluated using the indicators provided in the row marked “outputs.”

BACKGROUND

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

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

HOW TO USE THIS GUIDE

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

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

The indicators are grouped by Resources, Policies and Practices, and Outputs. Resource indicators refer to the human capital, technical assistance, and funding that are sometimes needed for specific policies and practices to take place and be successful. Outputs, such as “Percentage of students with less than 10 absences in a school year,” are a result of the resources invested and the policies and practices implemented.

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

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

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

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

These criteria form a basis for NEA’s priorities in offering Congress a framework for the reauthorization of the Elementary and Secondary Education Act (ESEA). The reauthorization process must involve all stakeholders, especially educators. Their knowledge and insights are key to developing sound policies.

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

*Student subgroups include race, ethnicity, gender, disability, English language learners, socioeconomic status, and temporary housing.
<table>
<thead>
<tr>
<th><strong>School Readiness</strong></th>
<th><strong>Standards and Curriculum</strong></th>
<th><strong>Conditions of Teaching and Learning</strong></th>
<th><strong>Workforce Quality</strong></th>
<th><strong>Accountability and Assessments</strong></th>
<th><strong>Family and Community Engagement</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Percentage of children meeting proficiency targets in reading</strong></td>
<td><strong>State sets learning standards and aligns its curriculum with national standards.</strong></td>
<td><strong>Percentage of teachers with at least eight hours of professional development per year.</strong></td>
<td><strong>Percentage of teachers who have a valid professional license.</strong></td>
<td><strong>Percentage of students who pass the statewide assessment.</strong></td>
<td><strong>Percentage of families that have a formal agreement with the school district for family involvement.</strong></td>
<td><strong>Percentage of school districts that provide funding for educators to attend conferences.</strong></td>
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<tr>
<td><strong>Percentage of children meeting proficiency targets in math</strong></td>
<td><strong>State requires districts to develop comprehensive child development programs.</strong></td>
<td><strong>Percentage of teachers who have received college credit in pedagogy.</strong></td>
<td><strong>Percentage of teachers who have received college credit in special education.</strong></td>
<td><strong>Percentage of students who pass the state's math proficiency exam.</strong></td>
<td><strong>Percentage of families that have a formal agreement with the school district for family involvement.</strong></td>
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<tr>
<td><strong>Percentage of children meeting proficiency targets in science</strong></td>
<td><strong>State provides funding for educators to attend conferences.</strong></td>
<td><strong>Percentage of teachers who have received college credit in science.</strong></td>
<td><strong>Percentage of teachers who have received college credit in science.</strong></td>
<td><strong>Percentage of students who pass the state's science proficiency exam.</strong></td>
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<td><strong>Percentage of children meeting proficiency targets in social studies</strong></td>
<td><strong>State requires districts to develop comprehensive child development programs.</strong></td>
<td><strong>Percentage of teachers who have received college credit in social studies.</strong></td>
<td><strong>Percentage of teachers who have received college credit in social studies.</strong></td>
<td><strong>Percentage of students who pass the state's social studies proficiency exam.</strong></td>
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<tr>
<td><strong>Percentage of children meeting proficiency targets in English Language Arts</strong></td>
<td><strong>State sets learning standards and aligns its curriculum with national standards.</strong></td>
<td><strong>Percentage of teachers who have received college credit in English Language Arts.</strong></td>
<td><strong>Percentage of teachers who have received college credit in English Language Arts.</strong></td>
<td><strong>Percentage of students who pass the state's English Language Arts proficiency exam.</strong></td>
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<td><strong>Percentage of children meeting proficiency targets in fine arts</strong></td>
<td><strong>State requires districts to develop comprehensive child development programs.</strong></td>
<td><strong>Percentage of teachers who have received college credit in fine arts.</strong></td>
<td><strong>Percentage of teachers who have received college credit in fine arts.</strong></td>
<td><strong>Percentage of students who pass the state's fine arts proficiency exam.</strong></td>
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<td><strong>Percentage of children meeting proficiency targets in physical education</strong></td>
<td><strong>State provides funding for educators to attend conferences.</strong></td>
<td><strong>Percentage of teachers who have received college credit in physical education.</strong></td>
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<td><strong>Percentage of students who pass the state's physical education proficiency exam.</strong></td>
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The National Education Association is the nation’s largest professional employee organization, representing 3 million elementary and secondary teachers, higher education faculty, education support professionals, school administrators, retired educators, and students preparing to become teachers.