GPS
INDICATORS
FRAMEWORK
INTRODUCTION

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

BACKGROUND

In 2008, the National Education Association (NEA) renewed its commitment to advocate for a “great public school” for every student. Shortly thereafter, the NEA launched the Great Public Schools (GPS) Indicators Project. The primary goal of the GPS Indicators Project was to highlight the strengths and weaknesses in states’ and districts’ support of public schools. The project’s objectives were to develop criteria in seven critical areas (i.e., characteristics or qualities of public schools, staff, and students); identify appropriate ways to measure the key criteria; and report on the status of these indicators in all 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, outputs, and outcomes related to the GPS criteria. The indicators are the result of more than three years of research and collaboration. The final product is seven criteria, 31 subcriteria, and more than 300 research- and evidence-based indicators at the state, district, and school levels.

HOW TO USE THIS GUIDE

The seven criteria—the components that are critical to any valid evaluation—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 listed—for example, Appropriate Student Assessments—each corresponding to a single GPS criterion. These subcriteria represent the elements integral to closing opportunity and learning 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 subcriteria.

The indicators are grouped by Resources; Policies and Practices; and Outputs and Outcomes. Resources refer to the human capital, technical assistance, and funding that are needed to achieve outcomes. Policies and Practices are the policies and practices that need to be implemented to achieve outcomes. Outputs, such as percentage of eligible students enrolled in state-funded Early Head Start, are a result of the resources invested and the policies and practices implemented. Outcomes are the changes in knowledge, skills, and/or behavior we expect to see as a result of the outputs, such as percentage of students demonstrating readiness at kindergarten entry.

NOTE: This chart is a living document; the categories and descriptions you see here may change as advances in research are made. The 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.
It is incumbent upon states and districts to collect and publicly report on the measures listed within the framework and disaggregate the data by 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 the GPS criteria requires not only the continued commitment of all educators, families, and community stakeholders but also the concerted efforts of policymakers at all levels of government. We believe these criteria will produce the following outcomes:

- Students prepared for the future with 21st-century skills;
- Engaged students and an enthusiasm for learning;
- Reduction of opportunity and learning gaps; and
- Educators equipped with the skills, resources, and tools they need to get the job done.

These criteria form the basis for the NEA’s priorities in all legislation, including successive reauthorization of the Elementary and Secondary Education Act (ESEA), and they are the foundation of related resources, including the NEA Opportunity Checklist and NEA Opportunity Audit. For more information, please visit nea.org/gpsindicators.

NOTE: These criteria are taken from the NEA’s Positive Agenda for ESEA Reauthorization, adopted July 2006.

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

<table>
<thead>
<tr>
<th>ACCESS TO HIGH-QUALITY EARLY CHILDHOOD</th>
<th>MANDATORY FULL-DAY KINDERGARTEN ATTENDANCE</th>
<th>EDUCATOR PREPARATION AND EFFECTIVENESS</th>
<th>COMPREHENSIVE SCREENING AND FOLLOW-UP</th>
<th>TRANSITIONAL ALIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RESOURCES</strong></td>
<td></td>
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</tr>
</tbody>
</table>
| State subsidizes Early Head Start and Head Start.  
  State funds pre-kindergarten (preK). | State funds full-day kindergarten, at minimum, at the same level as grades 1–12.  
  State provides funding for professional learning and technical assistance to state-funded preK programs.  
  State provides financial support for teachers seeking certification in early childhood education and development.  
  State provides financial support for educators seeking a Child Development Associate (CDA) credential or equivalent.  
  State compensates teachers certified in early childhood education and development on the same pay scale as comparably educated K–12 teachers. | State requires that districts provide full-day, five-day/week kindergarten.  
  State requires mandatory attendance for all eligible students.  
  Districts provide full-day, five-day/week kindergarten.  
  State policy has standards for preparation of early childhood educators.  
  State monitors the credentials, licenses, and certification of all early childhood educators.  
  State monitors the credentials, licenses, and certification of all preK-grade 3 educators. | State applies the broadest possible enrollment and reimbursement criteria for in-school Children’s Health Insurance Program (CHIP) and Medicaid programs.  
  State ensures the broadest possible enrollment for eligible children in CHIP and Medicaid.  
  State and/or district pays for school-based health workforce, including nurses and counselors. | State provides funding for transition activities.  
  State-subsidized early learning programs receive funds for joint professional learning activities for child care providers as well as preK and kindergarten teachers. |
| State has comprehensive, aligned, and culturally responsive early learning and development standards.  
  State policy prohibits the use of expulsion, suspension, and other exclusionary discipline practices in publicly funded early childhood programs.  
  State implements a Continuous Quality Improvement System (CQIS).  
  Data on classroom quality is systematically collected on an annual basis, and local programs and the state both use information from the CQIS to improve policy or practice.  
  Districts offer early education services for the home (e.g., home visitation, early literacy, prenatal, social services). | State requires that districts provide full-day, five-day/week kindergarten.  
  State requires mandatory attendance for all eligible students.  
  Districts provide full-day, five-day/week kindergarten.  
  State policy has standards for preparation of early childhood educators.  
  State monitors the credentials, licenses, and certification of all early childhood educators.  
  State monitors the credentials, licenses, and certification of all preK-grade 3 educators. | State has implemented streamlined procedures to facilitate enrollment in CHIP and Medicaid.  
  State requires that all school-age children are appropriately immunized before entering school.  
  State requires that all school-age children undergo developmental and comprehensive child health screenings (e.g., ear, oral, vision). | State-subsidized early learning programs are required to implement early childhood curricula that are aligned with state preK-grade 3 early learning standards.  
  State has a policy outlining transition from early learning programs to elementary schools.  
  State-funded preK programs implement early childhood curricula aligned with state preK-grade 3 early learning standards.  
  Districts conduct transition activities for preK students and their families.  
  Districts provide transition information to preK students and their families.  
  Districts provide joint professional learning activities for child care providers as well as preK and kindergarten teachers. | State provides funding for transition activities.  
  State-subsidized early learning programs receive funds for joint professional learning activities for child care providers as well as preK and kindergarten teachers. |
| **INDICATORS & PRACTICES**               |                                            |                                        |                                        |                        |
| Percentage of eligible students enrolled in state-funded Early Head Start.  
  Percentage of eligible students enrolled in state-funded Head Start.  
  Percentage of eligible students enrolled in preK.  
  Percentage of families that spend no more than 10 percent of the regional median family income on quality care.  
  Percentage of students demonstrating readiness at kindergarten entry.  
  Percentage of eligible students age 0–3 enrolled in an early intervention program. | Percentage of eligible students in full-day, five-day/week kindergarten.  
  Percentage of teachers of state-funded preK with a bachelor’s degree or higher.  
  Percentage of kindergarten teachers licensed and/or certified in early childhood education and development.  
  Percentage of paraeducators of state-funded preK or kindergarten with a CDA or equivalent. | Percentage of eligible children enrolled in CHIP and Medicaid.  
  Percentage of children who have undergone developmental and comprehensive child health screenings.  
  Percentage of children age 0–8 who have received all required immunizations.  
  Number and type of in-school health workers. | Percentage of kindergarten teachers surveyed indicating alignment between early learning programs and kindergarten.  
  Percentage of parents surveyed who received transition information from their district. |                        |
| **OUTPUTS & OUTCOMES**                   |                                            |                                        |                                        |                        |
# Standards and Curriculum

## Integrated and Continuous Curriculum Development
- State provides high-quality resources that are aligned with standards and curriculum. Resources may include textbooks, workbooks, technology, and supplies.
- Districts provide resources to help educators understand and apply content standards. Resources may include funding for professional learning.

## Comprehensive Curriculum Content
- State provides funding to implement rigorous courses aligned with college- and career-ready standards for all districts.*
- State provides funding to ensure curricular content is inclusive of students of every ability, race, ethnicity, socio-economic status, gender, and gender identity.
- State provides funding to implement career preparatory courses in math and science.**
- State provides funding to increase enrollment of historically underrepresented students in advanced courses.
- State provides funding to all districts for fine arts education.
- State provides funding to all districts for physical education.
  *Rigorous courses may include dual enrollment, Honors, Advanced Placement (AP), International Baccalaureate (IB), and career and technical education (CTE) certification.
  **College preparatory courses are Algebra 1, Algebra 2, Geometry, Trigonometry, Calculus, Biology, Chemistry, and Physics.
- State policy mandates alignment among content, curriculum, resources, and assessments.
- Schools include educators in curriculum design.
- Schools include educators in implementation plan development for standards and curriculum.
- State policy requires educator involvement in developing content standards and curriculum guidelines.
- State has an autonomous curriculum review board with a majority of active preK-12 educators.
- State policy requires educator involvement in developing implementation plans for standards and curriculum.
- State developed a policy that requires alignment between curricular content and rigorous standards and is inclusive of every ability, race, ethnicity, socio-economic status, gender, and gender identity.
- Schools implement practices (e.g., universal screening, open enrollment, universal enrollment) that increase enrollment of historically underrepresented students in advanced courses.
- State policy recognizes the value of fine arts in curricula.
- Schools align curriculum content to rigorous standards that is inclusive of students of every ability, race, ethnicity, socio-economic status, gender, and gender identity.
- Schools implement an anti-racist curriculum.
- Schools implement the Welcoming Schools program founded by the Human Rights Campaign.
- Schools implement the National Association of Sport and Physical Education (NASPE) standards for physical education.*
- Schools use the community as a contextualized learning environment.**
  *NASPE recommends 150 minutes of instructional physical education for elementary school students and 225 minutes for middle and high school students per week for the entire school year.
  **Connect education to community through public libraries, zoos, parks, work experience opportunities, service learning, the school library, and after-school programs.
- Schools implement Positive Behavior Interventions and Supports (PBIS/PBS).
- Schools implement Response to Intervention (RTI).
- Schools implement Universal Design for Learning (UDL).
- Districts align professional learning with standards, curriculum, and assessments.
- Districts support regular, job-embedded professional learning opportunities.

## Appropriate Instructional Services
- State provides funding for job-embedded professional learning opportunities to help educators improve their instructional repertoire.
- State provides funding for accommodations and differentiations in curriculum, instruction, and assessment.

## Accommodation and Differentiation
- State developed a policy that requires equitable accommodations and differentiations in curriculum, instruction, and assessment to meet the range of students’ needs.
- Districts provide job-embedded professional learning to help educators provide accommodations to meet the range of students’ needs.
- Schools implement Response to Intervention (RTI).
- Schools implement Universal Design for Learning (UDL).
- Schools implement Positive Behavior Intervention and Supports (PBIS/PBS).

## Outputs & Outcomes
- Percentage of educators surveyed indicating alignment among standards, curriculum, resources, and assessments.
- Percentage of educators surveyed indicating access to sufficient curriculum resources.
- Percentage of students surveyed who agree the curriculum is inclusive of students of every ability, race, ethnicity, socio-economic status, gender, and gender identity.
- Percentage of historically underrepresented students enrolled in the Gifted and Talented education program.
- Percentage of historically underrepresented students enrolled in at least one Advanced Placement (AP) course.
- Percentage of historically underrepresented students who have completed all college preparatory courses in math and science.
- Percentage of students enrolled in a fine arts course.
- Percentage of students enrolled in a physical education course that meets NASPE standards.
- Percentage of students participating in service learning and/or an after-school program.
- Percentage of students indicating they agree that the school curriculum is inclusive of all students.
- Percentage of educators surveyed indicating alignment among professional learning, standards, curriculum, and assessments.
- Percentage of educators who participated in job-embedded professional learning opportunities in the previous year.
- Percentage of educators with at least eight hours of professional learning on analyzing student data to differentiate instruction for students with disabilities, as needed.
- Percentage of teachers with at least eight hours of professional learning on analyzing student data to differentiate instruction for students with limited English proficiency.
- Percentage of teachers with at least eight hours of professional learning on analyzing student data to differentiate instruction for students with gifts and talents.
- Percentage of teachers trained in PBIS/PBS.
## Conditions of Teaching and Learning

<table>
<thead>
<tr>
<th>Sub-Criteria</th>
<th>Guidance and Supports for Instruction</th>
<th>Guidance and Supports for Learning</th>
<th>Educator Voice in Accountability</th>
<th>Positive Classroom Ecology</th>
<th>Positive School Ecology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicators</strong></td>
<td>State provides resources for planning, instructional support, and collaboration.*</td>
<td>State allocates funding toward comprehensive school guidance systems with standards and benchmarks that address the social and academic needs of all students. Districts provide a favorable student-to-specialized instructional support personnel (SISP) ratio. *</td>
<td>Districts dedicate resources toward lifting and amplifying educator voice (e.g., dedicate funds to engagement). Districts dedicate funding to support educator engagement with educator leadership organizations and learning networks. Districts dedicate resources to design professional learning that supports educator leadership and teacher agency.</td>
<td>The state allocates funding to class size reduction. Districts allocate funds to advance educators’ competence in culturally responsive pedagogy. Districts allocate funds to advance educators’ awareness of implicit bias. Districts allocate funds to advance educators’ understanding of trauma-informed practices. Districts allocate funds to advance educators’ understanding of equity and racial and social justice.</td>
<td>Districts allocate funds to ensure schools are inclusive of students of every ability, race, ethnicity, socio-economic status, gender, and gender identity. Districts allocate resources toward interventions around student safety issues (e.g., LGBT+ bullying and harassment). Districts allocate resources toward restorative practices. Districts allocate resources to a workforce wellness and safety program, ensuring educators of color and LGBT+ educators feel safe and cared for in their schools.</td>
</tr>
<tr>
<td><strong>Criteria</strong></td>
<td>Percentage of educators surveyed indicating satisfaction with the time dedicated to planning. Percentage of educators surveyed indicating satisfaction with instructional time.</td>
<td>Percentage of students meeting benchmarks. Percentage of students surveyed indicating they feel supported in their school. Percentage of eligible students who participate in a peer support program, are part of a mentoring program, and/or regularly visited by SISP. Percentage of eligible students enrolled in free and reduced-price school breakfast and lunch programs. Percentage of eligible students enrolled in an extended learning opportunity. Percentage of SISP surveyed indicating satisfaction with time dedicated toward collaboration.</td>
<td>Percentage of educators surveyed indicating satisfaction with the number of opportunities to participate in school policy setting. Percentage of educators surveyed indicating satisfaction with the number of opportunities to participate in district policy setting. Percentage of educators surveyed indicating satisfaction with the number of formal teacher leadership opportunities.</td>
<td>State policy mandates class size limits based on subject matter and grade level. State developed a comprehensive culturally responsive teaching policy, covering equity and racial and social justice, to increase educators’ cultural and linguistic competence through pre-service education, licensure, and ongoing professional learning. Districts have class size limits on subject matter and grade level. Districts dedicate professional learning time to culturally responsive pedagogy. Districts dedicate professional learning time to implicit bias. Districts dedicate professional learning time to trauma-informed practices. Districts dedicate professional learning time to equity and racial and social justice.</td>
<td>State developed a policy that requires annual reporting by school on school climate and student engagement. State policy requires schools to collect and publicly report demographic data recording behavior and behavioral interventions leading to disciplinary exclusion from school.* Districts educate all school personnel on intervention techniques in incidents of student bullying and harassment, such as restorative practices and Positive Behavioral Intervention and Supports (PBIS). Schools offer alternatives to traditional behavioral interventions, such as restorative practices. Schools annually report on school climate and student engagement. Schools have data-driven, site-based school climate and student engagement plans. Schools collect and publicly report demographic data recording behavior and behavioral interventions leading to disciplinary exclusion from school. Schools report disaggregated data on incidents of student bullying on a daily or weekly basis. *These disciplinary actions include in-school/out of school suspensions, expulsions, arrests, and referrals to law enforcement.</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>State policy supports regular job-embedded planning, instructional support, and collaboration. State requires districts to obtain educator input on instructional minutes. Districts implement scheduled job-embedded planning, instructional support, and collaborative time. Districts maintain and support a professional library of current education publications for staff, including publications specific to teaching and engaging Native students and students of color. Districts survey educators on teaching and learning conditions. Districts obtain educator input on instructional minutes. Districts use a variety of student, educator, and system data to plan, assess, and evaluate professional learning. Districts integrate theories, research, and models of human learning into the planning and design of professional learning.</td>
<td>State developed a policy that requires supports for students’ social, emotional, and physical well-being. Districts implement and track guidance standards and benchmarks for all students. Districts have outreach plans for underserved student populations. Eligible schools are enrolled in free and reduced-price school breakfast and lunch programs. Districts provide extended learning opportunities for students. Districts provide SISP with adequate time to collaborate with teachers and ESPs. <em>Outreach may include peer support programs, mentors, and full-time specialized SISP.</em></td>
<td>Districts have an autonomous standards board, the majority of whom are active PreK-12 educators and are ethnically and racially representative of the student body. State requires that all planning and decision-making bodies related to the educator profession include active PreK-12 educators. Districts provide formal opportunities for educators to participate in district policy setting (e.g., accountability systems, hiring and evaluation of administrators). Districts provide SISP with adequate time to collaborate with teachers and ESPs. Districts educate all school personnel on intervention techniques in incidents of student bullying and harassment. Schools annually report on school climate and student engagement. Schools have data-driven, site-based school climate and student engagement plans. Schools collect and publicly report demographic data recording behavior and behavioral interventions leading to disciplinary exclusion from school. *Districts allocate resources toward restorative practices, such as restorative justice and restorative practices. States have data-driven, site-based school climate and student engagement plans. States collect and publicly report demographic data recording behavior and behavioral interventions leading to disciplinary exclusion from school. States report disaggregated data on incidents of student bullying on a daily or weekly basis.</td>
<td>State policy mandates class size limits based on subject matter and grade level. State developed a comprehensive culturally responsive teaching policy, covering equity and racial and social justice, to increase educators’ cultural and linguistic competence through pre-service education, licensure, and ongoing professional learning. Districts have class size limits on subject matter and grade level. Districts dedicate professional learning time to culturally responsive pedagogy. Districts dedicate professional learning time to implicit bias. Districts dedicate professional learning time to trauma-informed practices. Districts dedicate professional learning time to equity and racial and social justice.</td>
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</tr>
</tbody>
</table>
# Workforce Quality

## Sub-Criteria

<table>
<thead>
<tr>
<th>HIGH-QUALITY EDUCATOR PREPARATION AND LICENSURE</th>
<th>LEADERSHIP TRAINING AND STABILITY</th>
<th>EDUCATOR QUALITY AND EFFECTIVENESS</th>
<th>EDUCATOR RECRUITMENT AND RETENTION</th>
<th>INCENTIVES AND SUPPORTS (ALL SCHOOL PERSONNEL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>State provides funding for preparation programs to establish residency programs with local school districts. State provides funding for induction programs. State provides resources to grow preparation programs in minority-serving institutions. State provides funding for educator and school leadership programs. State policy provides resources to complete voluntary national certification and endorsements that promote teacher leadership opportunities. State provides funding for &quot;peer assistance&quot; and &quot;peer assistance and review&quot; (PAR) teams. State provides funding and technical assistance to strengthen professional learning in areas with high concentrations of poverty, Native students, and students of color, with emphasis on mentoring, implicit bias, and cultural competency. Districts provide extra resources and assistance for those educators in hard-to-staff schools. State and/or district contributions for health coverage increase at least enough to keep up with health care inflation. State or district provides access to affordable, quality health insurance for education employees and their families. Districts offer financial incentives for teachers to earn National Board certification. Districts offer incentives for teachers to take on differentiated or hybrid roles. Districts offer teachers starting salaries comparable to other professionals with similar skills, knowledge, and education as well as ESPs at least a minimum wage. Districts offer financial incentives for educators working in hard-to-staff schools.</td>
<td>State policy includes a state-level endorsement certificate for teacher leaders. State policy includes a state-level endorsement certificate for teacher leaders. State policy includes a state-level endorsement certificate for teacher leaders. State policy includes a state-level endorsement certificate for teacher leaders. State policy includes a state-level endorsement certificate for teacher leaders. State policy includes a state-level endorsement certificate for teacher leaders. State policy includes a state-level endorsement certificate for teacher leaders. State policy includes a state-level endorsement certificate for teacher leaders. State policy includes a state-level endorsement certificate for teacher leaders. State policy includes a state-level endorsement certificate for teacher leaders. State policy includes a state-level endorsement certificate for teacher leaders.</td>
<td>State policy mandates multi-professional collaboration on educator support and evaluation systems staffed by active preK-12 educators. State policy mandates multi-professional collaboration on educator support and evaluation systems staffed by active preK-12 educators. State policy mandates multi-professional collaboration on educator support and evaluation systems staffed by active preK-12 educators. State policy mandates multi-professional collaboration on educator support and evaluation systems staffed by active preK-12 educators. State policy mandates multi-professional collaboration on educator support and evaluation systems staffed by active preK-12 educators. State policy mandates multi-professional collaboration on educator support and evaluation systems staffed by active preK-12 educators. State policy mandates multi-professional collaboration on educator support and evaluation systems staffed by active preK-12 educators. State policy mandates multi-professional collaboration on educator support and evaluation systems staffed by active preK-12 educators. State policy mandates multi-professional collaboration on educator support and evaluation systems staffed by active preK-12 educators. State policy mandates multi-professional collaboration on educator support and evaluation systems staffed by active preK-12 educators.</td>
<td>State policy supports recruitment of promising future educators, including under-represented populations. State tracks educator shortages. Districts have plans to recruit educators from underrepresented populations, such as Native People and People of Color. Districts have plans to recruit educators for shortage areas, such as special education and second language acquisition. Districts have plans to recruit and retain accomplished educators. Districts have professional learning plans, including induction and mentoring, for teachers, ESPs, and STSP. Districts begin a cultivation and recruitment a year prior to the present school year.</td>
<td>State law permits educators to bargain length of day/year. State law permits educators to bargain preparation periods. State law permits educators to bargain class load-size. State law permits educators to bargain dues deduction. Public education employees are represented by unions with collective bargaining rights. Local bargaining agreements include procedures for dispute resolution. Local bargaining agreements provide guaranteed and adequate defined benefit plans for all education employees. * Districts use the NEA professional growth salary framework. **Plans must be funded in a manner that assures the long term security of the plan, provides at least 17% salary replacement income, and provides cost of living adjustments that are added to the base and in line with the rate of inflation.</td>
</tr>
</tbody>
</table>

## Indicators & Practices

**Measures may include classroom observations, portfolios, leadership roles, and professional learning.**

- Percentage of teachers that have passed a pre-service performance assessment prior to obtaining their initial license.  
- Percentage of preparation program graduates surveyed indicating satisfaction with their preparedness to serve as the teacher of record.  
- Percentage of licensed teachers that have successfully completed both a teacher residency program before becoming the teacher of record and induction program within the first three years of teaching.  
- Percentage of teachers who occupy hybrid roles.  
- Percentage of principals who remain in school/district leadership for more than seven years.  
- Percentage of teacher leaders with a leadership endorsement/certificate.  
- Percentage of teacher leaders with a leadership endorsement/certificate.  
- Percentage of teachers teaching out of field.  
- Presence of an educator leadership opportunities.  
- Percentage of teachers who leave the profession after five years.  
- Percentage of teachers surveyed indicating satisfaction with the terms of employment.  
- Percentage of teachers surveyed indicating satisfaction with the conditions of employment.  
- Percentage of teachers with National Board certification.
# Accountability and Assessments

<table>
<thead>
<tr>
<th>APPROPRIATE STUDENT ASSESSMENTS</th>
<th>POSITIVE ACHIEVEMENT OUTCOMES</th>
<th>ADEQUATE SCHOOL CAPACITY</th>
<th>SCHOOL EFFECTIVENESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>State allocates funding toward the development of a valid student assessment system. State developed a policy that requires the use of both formative and summative student assessments that adhere to the principles of Universal Design for Learning (UDL). Districts offer programs with 21st-century interdisciplinary themes (e.g., global and financial literacy). State accountability system holds schools accountable for multiple measures of school quality and student success. *</td>
<td>State allocates funding to programs to ensure positive achievement outcomes for all students, including strategies to reduce opportunity and learning gaps. Districts has policies and programs to prevent dropouts among Native students and students of color. Districts offer programs with 21st-century interdisciplinary themes (e.g., global and financial literacy). State requires that districts provide resources and job-embedded professional learning for teachers to become proficient users of formative and summative assessment data. State provides sufficient supports to all schools so that they perform well across multiple measures of school quality and student success. State offers additional support to schools identified for improvement.*</td>
<td>Districts provide resources and funding for job-embedded professional learning for teachers to become proficient users of formative and summative assessment data. Districts require that districts provide resources and job-embedded professional learning for teachers to become proficient users of formative and summative assessment data. State offers additional support to schools identified for improvement.*</td>
<td>State provides sufficient supports to all schools so that they perform well across multiple measures of school quality and student success. State offers additional support to schools identified for improvement.*</td>
</tr>
<tr>
<td>State created a commission to examine the racial bias in standardized testing and put forth recommendations. Districts involve educators in assessment design and development. Districts provide resources and funding for job-embedded professional learning for teachers to become proficient users of formative and summative assessment data. State accountability system holds schools accountable for multiple measures of school quality and student success. *</td>
<td>Districts fund dropout prevention with special focus on Native students and students of color. Districts has policies and programs to increase the number of students who graduate and are college- and career-ready. Districts offer programs with 21st-century interdisciplinary themes (e.g., global and financial literacy). State requires that districts provide resources and job-embedded professional learning for teachers to become proficient users of formative and summative assessment data. State provides sufficient supports to all schools so that they perform well across multiple measures of school quality and student success. State offers additional support to schools identified for improvement.*</td>
<td>Districts fund dropout prevention with special focus on Native students and students of color. State monitors results. State collaborates with educators to develop school performance indicators. State requires that districts provide resources and job-embedded professional learning for teachers to become proficient users of formative and summative assessment data. State provides sufficient supports to all schools so that they perform well across multiple measures of school quality and student success. State offers additional support to schools identified for improvement.*</td>
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</tr>
<tr>
<td>*Measures of student growth may include pre- and post-tests, percent change in GPA, group work or presentations, end-of-course papers or portfolios, and project-based inquiry activities.</td>
<td>*Multiple measures may include chronic absenteeism, school climate, and access to advanced and rigorous courses.</td>
<td>*A comprehensive system must include multiple measures of student, educator, and school performance.</td>
<td>*Multiple measures may include chronic absenteeism, school climate, and access to advanced and rigorous courses.</td>
</tr>
</tbody>
</table>

### Indicators & Practices

<table>
<thead>
<tr>
<th>Percentage of teachers surveyed indicating assessments adhere to the principles of UDL. State has policies and programs to prevent dropouts among Native students and students of color.</th>
<th>Percentage of students proficient in literacy in grade 3.</th>
<th>Percentage of educators surveyed indicating feelings of confidence in analyzing and interpreting formative and summative assessment data.</th>
<th>Percentage of students in a school identified for improvement receiving additional supports. Percentage of schools that exit improvement status within five years.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of teachers surveyed indicating satisfaction with the quality of student assessments. State has policies and programs to prevent dropouts among Native students and students of color.</td>
<td>Percentage of students passing Algebra 1 in grades 7 and 8.</td>
<td>Percentage of educators surveyed indicating satisfaction with the time allotted to analyze assessment results and inform instruction.</td>
<td>Percentage of schools receiving additional supports. Percentage of schools that exit improvement status within five years.</td>
</tr>
<tr>
<td>Percentage of teachers indicating satisfaction with the sources used to measure student growth.</td>
<td>Percentage of students at or above a 3.0 GPA.</td>
<td>Percentage of educators surveyed indicating satisfaction with the time allotted to analyze assessment results and inform instruction.</td>
<td>Percentage of schools receiving additional supports. Percentage of schools that exit improvement status within five years.</td>
</tr>
<tr>
<td>Percentage of students receiving a score of 3 or above on an AP exam.</td>
<td>Percentage of students who took the SAT or ACT in the past year.</td>
<td>Percentage of educators surveyed indicating feelings of confidence in analyzing and interpreting formative and summative assessment data.</td>
<td>Percentage of schools receiving additional supports. Percentage of schools that exit improvement status within five years.</td>
</tr>
<tr>
<td>Percentage of students who who took the SAT or ACT in the past year.</td>
<td>Percentage of students who graduate.</td>
<td>Percentage of educators surveyed indicating satisfaction with the time allotted to analyze assessment results and inform instruction.</td>
<td>Percentage of schools receiving additional supports. Percentage of schools that exit improvement status within five years.</td>
</tr>
<tr>
<td>Percentage of students who dropout.</td>
<td>Percentage of students who go on to a four-year college, vocational program, or public service.</td>
<td>Percentage of educators surveyed indicating feelings of confidence in analyzing and interpreting formative and summative assessment data.</td>
<td>Percentage of schools receiving additional supports. Percentage of schools that exit improvement status within five years.</td>
</tr>
<tr>
<td>Percentage of students entering a two- or four-year college who do not require remediation or learning support courses.</td>
<td>Percentage of students entering a two- or four-year college who do not require remediation or learning support courses.</td>
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</tr>
<tr>
<td><strong>COLLABORATION WITH FAMILIES TO IMPROVE STUDENT OUTCOMES</strong></td>
<td><strong>INCLUSIVENESS AND OUTREACH TO FAMILIES</strong></td>
<td><strong>COMMUNITY PARTNERSHIPS (WRAP-AROUND SERVICES)</strong></td>
<td><strong>STAFF PROFESSIONAL LEARNING IN FAMILY ENGAGEMENT</strong></td>
</tr>
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<td>-----------------------------------------------------------</td>
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<tr>
<td>State policy provides employer incentives for parents and/or caregivers to participate in school-related activities.</td>
<td>State provides resources to school districts to engage families and the community on school district policies, processes, and procedures.</td>
<td>State provides resources for an integrated system of academic enrichment and social services, such as the Community Schools model, to support children's intellectual, social, emotional, physical, and linguistic development.</td>
<td>State policy provides resources for professional learning in family and community engagement for all school personnel.</td>
</tr>
<tr>
<td>State provides districts with technical assistance and support to address engagement strategies.</td>
<td>Districts hire school-community liaisons who enhance outreach efforts with knowledge of a community's history, language, and cultural background.</td>
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<tr>
<td>State maintains a state-level appointee or initiative for family and community engagement.</td>
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<tr>
<td>State funds innovative engagement strategies targeting historically marginalized students, such as Native students and students of color.</td>
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<tr>
<td><strong>SUB-CRITERIA</strong></td>
<td><strong>CRITERIA</strong></td>
<td><strong>RESOURCES</strong></td>
<td><strong>POLICIES &amp; PRACTICES</strong></td>
</tr>
<tr>
<td>State policy supports family engagement connected to student learning as a driver of student academic performance and vital component of meeting school improvement goals.</td>
<td>State mandates family and community outreach. State maintains an information sharing system readily available to families and communities in multiple formats and languages. Districts share information on academic standards, school procedures, and student progress data in multiple formats and languages. Districts collect parent and caregiver feedback.*</td>
<td>State policy supports the implementation of the Community Schools model. Districts support collaborations with educators and community-based organizations to provide home visits. Schools provide on-site family/caregiver volunteer opportunities. Schools provide access to extended on-site services for students and families (e.g., school library, computer facilities, gym, etc.). Schools maintain partnerships/collaborations to provide development activities for caregivers, which may include family literacy and financial education. Schools maintain partnerships/collaborations with community providers to offer support for at-risk youth.*</td>
<td>Districts collaborate with higher education institutions to infuse family and community involvement in education into teacher and administrator preparation programs. Districts provide professional learning in family and community engagement for all school personnel, specifically highlighting engagement of under-represented families, such as Native families and families of color.</td>
</tr>
<tr>
<td>State requires annual reporting at the district level on family and community engagement.</td>
<td>Schools recognize the diversity among families as an asset and strive to leverage this to improve student outcomes. Schools developed data-driven, site-based family and community engagement plans.</td>
<td>Schools host trainings for families. **</td>
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<td>Districts annually report on family and community engagement.</td>
<td>School materials and information.</td>
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<tr>
<td>Schools recognize the diversity among families as an asset and strive to leverage this to improve student outcomes.</td>
<td>Percentage of parents surveyed indicating satisfactorily access to school materials and information.</td>
<td></td>
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<tr>
<td>Schools developed data-driven, site-based family and community engagement plans.</td>
<td>Percentage of parents surveyed indicating they feel listened to and included, disaggregated by race, ethnicity, and income.</td>
<td></td>
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</tr>
<tr>
<td>Percentage of parents surveyed indicating that they had been made aware of opportunities to join decision-making groups focused on school improvement and annual planning, disaggregated by race, ethnicity, and income.</td>
<td>Percentage of parents surveyed indicating knowledge of and satisfaction with parent and family services.</td>
<td></td>
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</tr>
<tr>
<td>Percentage of parents that attended a school training for families in the previous year.</td>
<td>Percentage of parents surveyed indicating satisfaction with student services.</td>
<td></td>
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</tr>
<tr>
<td><strong>Number of formal school-parent collaborations.</strong>*</td>
<td><strong>Percentage of parents surveyed indicating satisfactory access to school materials and information.</strong></td>
<td><strong>Percentage of parents surveyed indicating satisfaction with student services.</strong></td>
<td><strong>Percentage of educators who have taken coursework, including continuing education, on family and community engagement.</strong></td>
</tr>
</tbody>
</table>

*Collaborations may include parent governing councils, parent classroom assistants, parent resource leaders, parent lunch leaders, parent readers, and parent after-school tutors.**Methods of collection include surveys, focus groups, parent governing councils, etc. **Trainings may include information sessions on school policies, standards, and community services.

**Support includes summer school, after-school programs, mentoring, and tutoring.**
**School Funding**

### Indicators of Sufficiency of Funding

- **State maintains or increases its fiscal effort (state funding of education relative to state fiscal capacity):**
  - States with higher values in the graph invest more of their total economy (gross state product or GSP) in K–12 education—that is, they put forth more “effort.” However, states with larger economies might exhibit less effort than states with smaller economies but still achieve the same funding levels.

- **State determines the cost necessary for each student to meet state content and performance standards:**
  - Updates costs as significant changes are made to its standards and reports its findings publicly.

- **State provides all students the opportunity to meet rigorous content and performance standards:**
  - Defined as the percentage of the total number of school-age children as well as total charter school-age children in school districts.

- **Districts report on the distribution of state funds to diverse student needs:**
  - Defined as the percentage of the total number of 3- and 4-year-olds enrolled in school districts.

### Indicators of Equity in Funding

- **State allocates funds to districts based on need (student characteristics such as special needs, English language learners, and those in poverty and concentrated poverty):**
  - States with higher values in the graph invest more of their total economy (gross state product or GSP) in K–12 education—that is, they put forth more “effort.” However, states with larger economies might exhibit less effort than states with smaller economies but still achieve the same funding levels.

- **State provides all students the opportunity to meet rigorous content and performance standards:**
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  - Defined as the percentage of the total number of 3- and 4-year-olds enrolled in school districts.

### Indicators of Use of Funds

- **Teacher/salary competitiveness ratio:**
  - (The ratio of teachers’ wages to wages of other professionals in the same state, controlling for factors such as age and education) using the data sets at schoolfinancedata.org.

- **Predicted staffing ratios (teacher-to-student ratios by district poverty adjusted for district size, regional wage variation, and population density) using the data sets at schoolfinancedata.org:**
  - Can be compared with high- and low-poverty districts in each state.

### Indicators of Sustainability

- **State holds public events to inform government officials and voters of sustainability issues:**
  - State implements measures to broaden its tax base.

- **State maintains or increases its investment in research and development:**
  - State funds local efforts to diversify revenue streams.

### Sub-Criteria

**Sufficiency of Funding**

- State’s ranking on fiscal effort (combined state and local direct education expenditures as a percentage of gross state product or aggregate personal income) using the data sets at schoolfinancedata.org.

- State’s ranking on sufficiency or adequacy of spending relative to common outcome goals (comparing a state’s adjusted spending at a given poverty level to the estimated spending level that would be required to achieve national average test scores in the previous year) using the data sets at schoolfinancedata.org.

- State’s ranking on sufficiency or adequacy of spending on the highest-poverty districts (comparing a state’s adjusted spending to that of other states at a given poverty level) using the data sets at schoolfinancedata.org.

**Equity in Funding**

- State’s ranking on substantial progressivity (the ratio of adjusted state and local revenue in higher-poverty districts [10, 20, or 30 percent poverty] to that of the lowest-poverty districts [0 percent poverty within a given state]) using the data sets at schoolfinancedata.org.

- State’s ranking on systemic progressivity (the correlation between revenue and poverty [labor-market centered] among all districts within a given state) using the data sets at schoolfinancedata.org.

**Use of Funds**

- State’s ranking on substantial progressivity (the ratio of adjusted state and local revenue in higher-poverty districts [10, 20, or 30 percent poverty] to that of the lowest-poverty districts [0 percent poverty within a given state]) using the data sets at schoolfinancedata.org.

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**Sustainability**

- State implements measures to broaden its tax base.

- State funds local efforts to diversify revenue streams.

### Resources

**Sub-Criteria**

**Criteria**

**State maintains or increases its fiscal effort (state funding of education relative to state fiscal capacity):**

- State guarantees each school district’s sufficient foundation level with appropriate adjustments for school level, school size and location, variation in costs across regions, and student characteristics.

- *Student characteristics such as special needs, English language learners, and those in poverty and concentrated poverty.

**State determines the cost necessary for each student to meet state content and performance standards:**

- Updates costs as significant changes are made to its standards and reports its findings publicly.

**State provides all students the opportunity to meet rigorous content and performance standards:**

- Defined as the percentage of the total number of school-age children as well as total charter school-age children in school districts.

**State allocates funds to districts based on need:**

- Defined as the percentage of the total number of 3- and 4-year-olds enrolled in school districts.

**Teacher/salary competitiveness ratio:**

- (The ratio of teachers’ wages to wages of other professionals in the same state, controlling for factors such as age and education) using the data sets at schoolfinancedata.org.

**Predicted staffing ratios (teacher-to-student ratios by district poverty adjusted for district size, regional wage variation, and population density) using the data sets at schoolfinancedata.org:**

- Can be compared with high- and low-poverty districts in each state.

**State implements measures to broaden its tax base:**

- State requires annual district-level compliance audits.

- Districts are part of a district-level consortium to bring down costs of bulk purchases.

**State funds local efforts to diversify revenue streams:**

- Teacher/salary competitiveness ratio.

- Predicted staffing ratios (teacher-to-student ratios by district poverty adjusted for district size, regional wage variation, and population density) using the data sets at schoolfinancedata.org.

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