

School Indicator & Profile Activity

Directions

The indicators in the following tables are those that ESSA will require states to include in their school rating system at the Elementary School, Middle School and High School levels. Note that the required indicators for Elementary and Middle Schools are the same.

The tables have two blank rows for you to add one or two indicators you believe should be included if you believe indicators are missing. Complete the Priority, Weight and Excellence columns for each indicator in the tables below.

Priority – rank order the indicators where 1 is the highest priority in your judgement. Higher numbers indicate lower rank order. Please do not allow for ties between indicators.

Weight – indicate what percent of weight you believe each indicator should carry in the school rating system. The sum of the weights should add to 100%. The AAC has made some recommendations to this end. You are encouraged to consult those recommendations but are free to diverge if you disagree with them.

Excellence – in your judgement, what school earned measure would you see for this indicator at a top rated school. Test scores are typically measured in percent proficient, growth is on a scale of 1 to 99 where an SGP of greater than 65 is considered greater than typical, English Language Proficiency is recommended to be measured as the percent of students on track to be language proficient in 5-years, and school quality can be interpreted a number of ways.

Finally, there is space provided below the tables for you to provide clarifying comments and/or descriptions of your judgements.

Examples are being provided to illustrate possible solutions.

Elementary and Middle Schools

(The following is an example)

Priority	Indicator	Weight	Excellence
2	Test Scores	30%	87% Proficient
1	A “measure of student growth” or other academic indicator that allows for meaningful differentiation among student groups	40%	MQP 66
3	English Language Proficiency	10%	60% Met Target
5	At least one indicator of school quality or success that allows for meaningful differentiation among student performance	5%	Positive Climate Rating
4	<i>Average Daily Attendance</i>	15%	95% Attendance

Narrative: *The measure for school climate should be based entirely on the student perception survey*

Priority	Indicator	Weight	Excellence
	Test Scores	%	
	A “measure of student growth” or other academic indicator that allows for meaningful differentiation among student groups	%	
	English Language Proficiency	%	
	At least one indicator of school quality or success that allows for meaningful differentiation among student performance	%	
		%	
		%	

Narrative:

High Schools

(The following table is an example)

Priority	Indicator	Weight	Excellence
1	Test Scores (in addition to this, state may use student growth based on annual assessments)	25%	85% Proficient
2	Four-year graduation rate (In addition to this states may use an extended-year graduation rate)	30%	90% 4-Year 95% 5-Year
4	English Language Proficiency	10%	60% Met Target
6	At least one indicator of school quality or success that allows for meaningful differentiation among student performance	5%	Positive School Climate
3	<i>College and Career Readiness</i> <ul style="list-style-type: none"> • <i>CTE, IB, AP Proficiency</i> 	20%	75% Pass Rate
5	<i>Average Daily Attendance</i>	10%	95% Attendance

Narrative: *Include 5-year cohort graduation rate and more measures of career readiness*

Priority	Indicator	Weight	Excellence
	Test Scores (in addition to this, state may use student growth based on annual assessments)	%	
	Four-year graduation rate (In addition to this states may use an extended-year graduation rate)	%	
	English Language Proficiency	%	
	At least one indicator of school quality or success that allows for meaningful differentiation among student performance	%	
		%	
		%	

Narrative: