

WAUNAKEE COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION DIVERSITY, EQUITY, INCLUSION AD HOC COMMITTEE
Tuesday, January 19, 2021
6:00 PM

Waunakee Community School District
905 Bethel Circle
Waunakee, WI 53597

This meeting shall be conducted as a virtual meeting.
Members may be participating in the meeting from remote locations through the use of communications technology.
The public may view this meeting at the physical location of the meeting, which shall be 905 Bethel Circle, Waunakee, WI
Only the Executive Assistant will be physically present at that location for the purpose of public viewing and taking meeting minutes.

AGENDA

I. CALL TO ORDER

II. ROLL CALL

Introductions of Committee Members

III. APPROVAL OF MINUTES

3

IV. APPROVE AGENDA

V. DISCUSSION OF EVENTS WITHIN THE WAUNAKEE SCHOOL DISTRICT AND IN THE STATE AND NATION AS IT RELATES TO DIVERSITY, EQUITY AND INCLUSION

30 Minutes Allowed

A. Anonymous Reporting System - Tim Schell

Tim Schell will have items to share on this topic that will be attached to Boardbook on Monday morning. He will also put these items into the google shared drive over the weekend.

VI. DISCUSSION AND POSSIBLE ACTION ON INTERIM RECOMMENDATIONS TO THE WCSD BOARD OF EDUCATION REGARDING ISSUES OF IMMEDIATE CONCERN

30 Minutes Allowed

VII. NEA EQUITY AUDIT

6

60 minutes Allowed

The purpose of this agenda item is to begin the process of completing Criteria II of the equity audit using the NEA equity audit tool.

Please view the Criteria 2 slides at this link, a PDF version is also attached.

Two other documents of use are attached.

You may find the link to the full audit [here](#), a PDF version of this document is also attached.

You may find the in-depth framework for the audit [here](#). A PDF version of this document is also attached.

VIII. FUTURE MEETINGS

Next meeting is scheduled for 2/16/21

IX. ADJOURN

“Any person who has a qualifying disability as defined by the Americans with Disabilities Act who requires assistance with access or materials should contact the Waunakee Community School District Office at 849-2000, 905 Bethel Circle Drive Waunakee, WI 53597, at least twenty-four hours prior to the commencement of the meeting so that necessary arrangements can be made to accommodate the request.”

Minutes of Diversity, Equity, Inclusion Committee

The Board of Education Waunakee Community School District

A Diversity, Equity, Inclusion Committee of the Board of Education of Waunakee Community School District was held Tuesday, December 15, 2020, beginning at 6:00 PM in the Waunakee Community School District

905 Bethel Circle

Waunakee, WI 53597.

I. CALL TO ORDER

Chairman Brandt called the meeting to order at 6:05 PM.

II. ROLL CALL

Audrey Deppen, Bethany Pottinger, Brian Hoefer, Cathy Kittel, Christina Shepppleman, Diane Treis Rusk, Emily Meier, Izabella Moore, Joel Lewis, Katie Grundahl, Lara Ostrander, Leslie Petty, Melanie Meister, Melissa Hernandez, Mike Brandt, Michelle Berg, Monique Mobley, Nia Vang, Pamela Potter, Paul Whitley, Gina Pagel, Sam Kaufmann, Tim Schell, Allison Voeller.

III. APPROVAL OF MINUTES

A motion was made by Brian Hoefer, second by Joel Lewis to approve the minutes of the 11/17/20 meeting as presented. Motion carried

IV. APPROVE AGENDA

A motion was made by Sam Kaufmann, second by Monique Mobley, to approve the agenda as posted.

V. NEA EQUITY AUDIT

Katie Grundahl, Melanie Meister, Gina Pagel, and Allison Voeller reviewed norms, went through items on Criteria I and explained the process the committee will be going through. Members of the committee expressed that perhaps as a whole the committee was not the best body to do this audit, since they didn't feel they had the information needed to make an informed decision. The facilitation group assured the committee that this survey was written for a mixed group of educators, parents, students and community members. This is exactly what this committee is made of. The facilitation group added that the committee will be asked to give feedback at the end of this first portion and then the committee may adjust how they complete the rest of the audit. The committee completed this portion of the survey and started discussing/reviewing the items. Due to time, they will complete the rest of the review of this portion of the audit at a later time.

VI. DISCUSSION OF EVENTS WITHIN THE WAUNAKEE SCHOOL DISTRICT AND IN THE STATE AND NATION AS IT RELATES TO DIVERISTY, EQUITY AND INCLUSION

Joel asked the committee if they were able to review the items in this folder. There are many items that are concerning . There is a mix of community and school related incidents.

There was discussion of the actual animity of this document, since you can look at the history to see who added to it. Gina mentioned this though Neiamiah had an anonymous system. Tim will look into this for the next regular meeting and agrees that a completely anonymous reporting system is needed. It was asked that this topic be added to the agenda.

Joel asked the committee to consider this priority. There will be more conversation surrounding this item as it will always be on the agenda.

VII. DISCUSSION AND POSSIBLE ACTION ON INTERIM RECOMMENDATIONS TO THE WCSD BOARD OF EDUCATION REGARDING ISSUES OF IMMEDIATE CONCERN

Mike Brandt opened up this discussion advising the committee that they can work with BOE to make suggestions to improve equity within the district.

Some ideas to get the committee thinking would be proposing an anyomous reporting system for students and staff, havng a policy to band Native American imaging, having a zero tolerance policy toward racism.

Mike asked the committee to bring any ideas to the next regular meeting of this committee.

VIII. FUTURE MEETINGS

The committee wanted to have a meeting before the winter break for the purpose of completeing the review of the first portion of the audit. They agreed to have a meeting on Tuesday, 12/22/20 at 6:00 PM.

The next regular meeting with a full agenda will be January 19, 2021 at 6:00 PM

IX. ADJOURN

A motion was made by Joel Lewis, second by Diane Treis Rusk, to adjourn the meeting at 7:59PM. Motion carried.

Minutes of Diversity, Equity, Inclusion Committee

The Board of Education Waunakee Community School District

A Diversity, Equity, Inclusion Committee of the Board of Education of Waunakee Community School District was held Tuesday, December 22, 2020, beginning at 6:00 PM in the Waunakee Community School District 905 Bethel Circle
Waunakee, WI 53597.

I. CALL TO ORDER

Chairperson Mike Brandt called the meeting to order at 6:05PM

II. ROLL CALL

Bethany Pottinger, Brian Hoefer, Diane Treis Rusk, Joel Lewis, Lara Ostrander, Leslie Petty, Melissa Hernandez, Mike Brandt, Mike Pisani, Monique Mobley, Nia Vang, Paul Whitley, Gina, Pagel, Sam Kaufmann, Tim Schell.

III. APPROVAL OF MINUTES

A motion was made by Joel Lewis, second by Brian Hoefer, to approve the minutes of the last meeting.

IV. APPROVE AGENDA

A motion was made by Joel Lewis, second by Tim Schell, to approve the agenda as posted.

V. NEA EQUITY AUDIT

The purpose of this agenda item is to finish the review process of completing the first portion of the equity audit that was started on 12/15/20.

Gina Pagel introduced who was helping to facilitate at this meeting. She reviewed the norms and reviewed what the focus was going to be for this meeting.

The committee, facilitated by Gina, reviewed items C-E for Criteria I. They asked for more information regarding item E. The information requested was noted by the facilitation team. Gina will work with the Co-Chairpeople to determine how to figure this additional information into the plan.

Gina previewed Criteria II. She also shared with the committee a link so they may be able to preview the audit. If after previewing this material, you need more information of any of the items, please feel free to contact Gina.

Tim Schell will share some data with the committee in advance of the next meeting.

VI. FUTURE MEETINGS

The next meeting is scheduled for 6:00 PM on 1/19/21.

VII. ADJOURN

A motion was made by Diane Treis Rusk, second by Brian Hoefer, to adjourn the meeting at 7:15 PM.



OPPORTUNITY & ACTION FOR
 **EVERY STUDENT**
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OPPORTUNITY AUDIT



CONDUCTING AN OPPORTUNITY AUDIT

Working together, we can build the schools our students deserve! Think about your school – do you need a way to assess what’s going well in your school, and what may need to be improved for the success of all students? This Opportunity Audit will help you develop a plan to make sure your students have everything they need, eliminate inequities, and strengthen student learning. This Audit will help you assess and take action on both the accessibility and effectiveness of policies, programs, and budgeting that allow you to create the quality learning environment necessary for all students to succeed. The NEA Opportunity Audit data in conjunction with our GPS Indicators Framework (www.nea.org/gpsindicators) will assist you in creating a plan to eliminate inequities and elevate student achievement.

The Every Student Succeeds Act (ESSA) has opened the door for educators, parents, and students to be leaders in fulfilling the promise of a great public school for every student. ESSA requires that states, districts, and schools engage stakeholders in plans to help ensure the success of all students. ESSA also stipulates that plans be based on needs assessments, similar to the one you and your colleagues complete with this Opportunity Audit. The data you collect from your Audit and by engaging parents and the community can help inform which resources and programs get written into local ESSA plans. Additional resources and supports are available at myschoolmyvoice.nea.org.



THREE STEPS FOR A SUCCESSFUL OPPORTUNITY AUDIT

1 Build Common Understanding. Review the terminology and definitions to ensure a common understanding throughout the audit process.

2 Analyze the Continuum. Use the audit continuum consistently for each indicator. What does it mean for an element to be Emerging, Improving, or Flourishing?

3 Assess Your School. Complete the audit for each element. Where along the continuum is your school for each indicator?

Your Audit Team

When conducting your audit, do not feel like you need to conduct it alone! Engage colleagues within your school, parents/families who will work with you to share their thoughts and input, and others whose valuable input may help create a fuller picture of your school's successes and opportunities. Using the chart below, identify who can work with you on the audit, and what they will contribute.

TEAM MEMBER	ROLE ON TEAM	TASKS	TIMELINES



Opportunity Audit Continuum

N/A	DOES NOT EXIST	NOT APPARENT	EMERGING	IMPROVING	FLOURISHING
Element does not apply to my school. (Ex. The element discussed preschools and I work in a high school.)	Element does not exist at my school.	Element is not demonstrated or evident at the school or district level.	Element exists as a written policy or practice, but is not sufficiently implemented or funded at the school or district level.	Element is demonstrated in compliance with school and district policies.	Element exceeds compliance and demonstrates innovation and inclusiveness in school improvement.

Criteria I: Schools exemplify readiness for all students and educators.

	N/A	ELEMENT	DOES NOT EXIST	NOT APPARENT	EMERGING	IMPROVING	FLOURISHING
A		The opportunity exists for all students in our community to access high quality early learning programs.					
B		Our school offers full-day kindergarten in compliance with state and local mandates.					
C		PreK-grade 3 educators at our school are trained and licensed in compliance with state licensure requirements.					
D		Our school administers developmental and comprehensive health screenings, including hearing and vision exams, facilitates enrollment in Medicaid and SCHIP (as needed/ appropriate), and ensures all school-age children are immunized pursuant to state regulations. (Where to Find: Medicaid and SCHIP are offered through federal-state partnerships. Information about your specific CHIP and Medicaid programs, which work closely together, can be found at www.benefits.gov)					
E		Our school has a funded plan to ensure successful transition from early learning programs to elementary school and the plan is aligned with state early learning standards.					

Criteria II: All students have access to a rigorous curriculum, including advanced coursework, rooted in high academic standards.

	N/A	ELEMENT	DOES NOT EXIST	NOT APPARENT	EMERGING	IMPROVING	FLOURISHING
A(i)		Educators at our school are actively engaged in the development of standards-based curriculum.					
A(ii)		Our school has a plan in place to solicit educator feedback on content standards, curriculum, resources, and assessments. (Where to Find: Converse with your school's mathematics and literacy specialists, staff development teacher, or team leader.)					
B(i)		Students at our school have access to a full and rich curriculum, including fine arts, physical education, play, advanced coursework, career and technical education programs, and other experiential or work-based learning opportunities.					
B(ii)		Curriculum is clearly aligned to college and career ready standards, addressing the needs of students with different abilities and from diverse backgrounds.					
C		Students have access to developmentally-appropriate practices and instruction, enhanced by educators' access to regular, job-embedded professional learning opportunities.					
D		The learning community in our school provides various means to accommodate, scaffold, and enrich instruction for students with diverse needs, such as language-rich instruction, UDL, PBS, RTI, etc.					



NOTES	NEXT STEPS

Criteria III: Conditions at schools foster positive climates that support teaching and learning for educators and students.

	N/A	ELEMENT	DOES NOT EXIST	NOT APPARENT	EMERGING	IMPROVING	FLOURISHING
A		Our school has high quality facilities with heating and cooling systems, safe indoor air quality, and running water.					
B		Our school provides clear goals and support for the work of our educators, including planning time, collaborative time with fellow educators, and access to professional publications, research, and technology.					
C		Students at our school have access to services that support their social, emotional, and physical well-being, through favorable student-to-SISP ratios, school policies, and the allocation of resources. (Where to Find: Converse with your school's specialized instructional support personnel and administration.)					
D(i)		Our school ensures that those who work closest with students have the authority to make decisions about their work.					
D(ii)		Our school honors all educators through authentic incorporation of educator voice in decision-making.					
E(i)		Our school fosters positive teaching and learning conditions, supporting culturally-relevant instruction through professional learning opportunities focused on cultural competence and understanding implicit bias.					
E(ii)		Our school has a plan to evaluate the relationship between educator training (on cultural competence and implicit bias) and student achievement.					
F(i)		Our school has a policy addressing student safety issues, on and offsite (such as bullying, bias-related incidents, and violence against marginalized persons or groups). (Where to Find: Consider your school and district policy on identifying, preventing, resolving, and reporting these safety issues.)					
F(ii)		Our school has policies in place that follow a best practices model regarding discipline.					
F(iii)		Our school conducts annual school climate surveys and allocates resources for intervention and improvement.		14			
G		Our school has a school library program.					

Criteria IV: All students have access to capable, qualified educators.

	N/A	ELEMENT	DOES NOT EXIST	NOT APPARENT	EMERGING	IMPROVING	FLOURISHING
A		Our school hires educators who complete an accredited, state-mandated residency program prior to obtaining initial licensure or have access to complete an equivalent alternative					
B		Our school offers opportunities to grow educational leaders through formal and informal pathways, such as mentoring, state/national endorsements, or other methods.					
C(i)		Effective educators and school leaders are equitably distributed throughout the district. (Where to Find: Using your district's demographic information, examine the distribution of students and educators throughout the district.)					
C(ii)		Educator evaluations are based on multiple measures to demonstrate effectiveness. (Where to Find: Consider your district educator evaluation and professional growth systems.)					
D		Our district works with area higher education programs to identify and recruit aspiring educators from underrepresented populations and for critical shortage areas.					
E		Our district offers competitive educator compensation and working conditions, incentivizes National Board Certification, honors representation by unions with collective bargaining rights, and permits educators to bargain teaching and learning conditions.					



NOTES	NEXT STEPS

Criteria V: Schools maintain accountability by utilizing multiple indicators to assess student achievement, instructional effectiveness, and school performance.

	N/A	ELEMENT	DOES NOT EXIST	NOT APPARENT	EMERGING	IMPROVING	FLOURISHING
A		Our educators are engaged with the district in developing formative and summative assessments that employ multiple measures of growth, pursuant to state policies.					
B		Our school ensures all students graduate college and career ready by implementing programs and practices proven to address barriers to advancement, such as SAT/ACT preparation, college and career counseling, and complying with state and local policies.					
C(i)		Our school receives adequate resources and funding from the district to provide educator training on the use of data to improve instruction and assessment.					
C(ii)		Educators have timely access to student data and assessment results.					
D(i)		Educators are given opportunities to collaborate with the state and district to develop school performance indicators. (Where to Find: Consider your state and district Every Student Succeeds Act (ESSA) plan. Both may provide specific or implicit ways to collaborate.)					
D(ii)		Low-performing schools provide additional supports and funding to students, such as needs assessments, on-site evaluations.					
D(iii)		Our school works closely with students, families, and support networks to ensure the success of students who are at risk for academic failure.					



NOTES	NEXT STEPS

Criteria VI: Schools engage with families and communities to collaborate in learning, advocacy, and securing resources.

	N/A	ELEMENT	DOES NOT EXIST	NOT APPARENT	EMERGING	IMPROVING	FLOURISHING
A(i)		Our school successfully engages families by accommodating family schedules and offering home visits.					
A(ii)		Our school submits data to our district annually on family and community engagement.					
B(i)		Our school has a full-time community liaison, tasked with engaging and representing families, as well as conveying school policies and procedures.					
B(ii)		Our school empowers family members and caregivers to access and utilize school materials and information in their context, including providing information in multiple formats and languages.					
C		Our school offers out-of-school-time learning programs and wrap-around services, such as health, language, mentoring, and tutoring.					
D		Our schools requires all educators and administrators to participate in professional development, focusing on family and community engagement, with input from higher education institutions and community stakeholders, as part of licensure programs and professional learning.					

Criteria VII: All schools are sufficiently and equitably funded to provide the resources and supports required to meet all students' needs.

	N/A	ELEMENT	DOES NOT EXIST	NOT APPARENT	EMERGING	IMPROVING	FLOURISHING
A(i)		Our district guarantees sufficient funding and makes adjustments for school level, size, and location.					
A(ii)		Our school has access to sufficient funds to support students in meeting rigorous academic standards. (Where to Find: Consider your district budget and funding levels that provide more than the basic needs of the school.)					
B		Our district adjusts funding for diverse student needs, allowing for students in schools with the greatest need to receive additional funding. (Where to Find: Consider if your district allocates sufficient funding and resources for English for Speakers of Other Languages (ESOL), special education, Title I, and Free and Reduced Meals (FARMS) to your school.)					
C(i)		Educators and families at our school have access to an up-to-date school budget and are included in the school budgeting process.					
C(ii)		State and district funding programs incentivize evidence-based innovation at our school.					
D		Current educators and administrators in our school have opportunities to meaningfully participate in the development of a sustainable, multi-year budget. Local efforts to diversify revenue streams are supported by the state.					



NOTES	NEXT STEPS

AFTER CONDUCTING YOUR AUDIT

Share your Audit.

- Host 10 Minute Meetings to discuss your audit and get feedback.
- Access myschoolmyvoice.nea.org to view a sample meeting agenda.

Build your team.

- Recruit members, parents, and community leaders who are interested in creating your district/school ESSA plan.
- Identify examples of success and inequity throughout the school.

Reference the GPS Indicators Framework.

- Do a deep dive on the indicators to assess strengths and weaknesses to guide next steps.

Engage others.

- Share your team findings with other education stakeholders.
- Coordinate community capacity to achieve your shared vision.

Create a detailed advocacy plan.

- Build a roadmap to achieve your goals.
- Use Advocating for Great Public Schools.

NEXT STEPS

Now that my audit is complete...

When will I hold a 10 minute meeting in my school to share the findings and outcomes?

Who can work with me to address the opportunities identified in our audit?

What support will I need to deep-dive into the NEA GPS Indicators Framework to continue the work of moving our school forward?

What will our timeframe be to build our plan of action to address our school's opportunity gaps? How will we use our expertise to help build our school's ESSA plan to meet these and other needs of our students?

OPPORTUNITY AUDIT DEFINITIONS

1. **Advanced Course Opportunities** generally refers to accelerated coursework that incorporates elevated rigor, including coursework that provides students opportunities to earn postsecondary credit. Examples include International Baccalaureate programs, Advanced Placement Programs, or dual enrollment.
2. **Community-based organization** means a public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segments of a community and provides educational or related services to individuals throughout the community.
3. **Developmentally Appropriate Practice (DAP)** is an approach to teaching grounded in research on how children develop and learn that involves teachers meeting young children where they are in their stage of development and helping each child meet challenging and achievable learning goals.
4. **Educators** includes classroom teachers, paraprofessionals, education support professionals (ESP), specialized instructional support personnel (SISP), librarians, administrators, and higher education professionals.
5. **Full-Service Community School** means a public elementary or secondary school that participates in community-based efforts to integrate educational, health, and other comprehensive services through public, community-based, and private partnerships; and provides access to such services year round, including when school is out.
6. **Indicators** refers to metrics that all public schools in the state must identify for data collection and measurement in their state plans, consisting of not less than one valid, reliable indicator of school quality or student success that allows for meaningful differentiation in school performance, such as measures of engagement, educator engagement, student access to and completion of advanced coursework, postsecondary readiness, or another indicator. States must report on mandatory federal indicators, and, at the state's discretion, additional state indicators.
7. **Language Rich Instruction (LRI)** provides a classroom environment that accelerates oral language and academic vocabulary development through exposure to content-rich language, cooperative learning opportunities, and other tools to aid comprehension and language development for English Language Learners and native speakers.
8. **Pupil Weights** means weighted per-pupil allocations for underserved students.
9. **Response to Intervention (RtI)** is a tiered approach to the early identification and support of students with learning and behavior needs through high-quality instruction and screening of all students in the general education classroom and appropriate progression to appropriate interventions and comprehensive evaluation.
10. **Rigorous** means academically, intellectually, and individually challenging curriculum and learning goals.
11. **School** means a public or private kindergarten, a public or private elementary school or secondary school, or a home school.
12. **Student** means any child or individual age 3 through 21.
13. **Universal Design for Learning (UDL)** is an educational framework based on research in the learning sciences, including cognitive neuroscience, which guides the development of flexible learning environments that can accommodate individual learning differences.
14. **Positive Behavior Support (PBS)** was originally developed to provide an alternative to aversive school discipline procedures often used with students with significant disabilities; now, PBS is a general term that refers to the culturally appropriate application of positive behavioral interventions and systems to achieve socially important behavior change.

NATIONAL EDUCATION ASSOCIATION

The National Education Association is the nation's largest professional employee organization, representing more than 3 million elementary and secondary teachers, higher education faculty, education support professionals, school administrators, retired educators and students preparing to become teachers.

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GPS

INDICATORS FRAMEWORK



GPS

INDICATORS FRAMEWORK

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.

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 opportunity and 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 needed to achieve outcomes. **Policies and Practices** are the indicators that need to be implemented to achieve outcomes. **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, and measure proximity to the outcomes, or goals.

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. For more information please visit nea.org/gpsindicators.

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.

Quality programs and services that meet the full range of all children's needs so that they come to school every day ready and able to learn.

High expectations and standards with a rigorous and comprehensive curriculum for all students.

Quality conditions for teaching and lifelong learning.

A qualified, caring, diverse, and stable workforce.

Shared responsibility for appropriate school accountability by stakeholders at all levels.

Parental, family, and community involvement and engagement.

Sufficient, equitable, and sustainable funding.

CRITERIA		School Readiness				
SUB-CRITERIA		ACCESS TO HIGH-QUALITY EARLY CHILDHOOD	MANDATORY FULL-DAY KINDERGARTEN ATTENDANCE	TEACHER PREPARATION AND EFFECTIVENESS	COMPREHENSIVE SCREENING AND FOLLOW-UP	TRANSITIONAL ALIGNMENT
INDICATORS	RESOURCES	State subsidizes Early Head Start, Head Start, and Preschool.	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 compensates teachers certified in early-childhood education and development on the same pay scale as comparably educated K–12 teachers.	State provides public health insurance—state children's health insurance program (SCHIP)—to all children from low-income families.	State provides funding for transition activities. State-subsidized early-learning programs receive funds for joint professional learning activities for child care providers, preK, and kindergarten teachers.
	POLICIES & PRACTICES	State defines early-learning standards for child development and state-funded preK. State uses a Quality Rating and Improvement System (QRIS). 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–3 educators.	State has implemented streamlined procedures to facilitate enrollment in Medicaid and SCHIP. State requires that all school-aged children are appropriately immunized before entering school. State requires that all school-aged 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, preK, and kindergarten teachers.
	OUTPUTS	Percentage of eligible students enrolled in state-funded Early Head Start. Percentage of eligible students enrolled in state-funded Head Start. Percentage of eligible children under age six receiving child care that is fully or partially paid for with a child care subsidy. Percentage of families that spend no more than 10 percent of the regional median family income on quality care (3–5 stars). Percentage of eligible students age zero–three enrolled in an early-intervention program. Percentage of eligible students participating in QRIS-rated programs. Percentage of students demonstrating readiness at kindergarten entry.	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 eligible children enrolled in SCHIP. Percentage of children who have undergone developmental and comprehensive child health screenings. Percentage of children from birth to age eight who have received all required immunizations.	Percentage of kindergarten teachers surveyed indicating alignment between early-learning programs and kindergarten. Percentage of parents surveyed who received transition information from their district.

CRITERIA		Standards and Curriculum			
SUB-CRITERIA		INTEGRATED AND CONTINUOUS CURRICULUM DEVELOPMENT	COMPREHENSIVE CURRICULUM CONTENT	APPROPRIATE INSTRUCTIONAL SERVICES	ACCOMMODATION AND DIFFERENTIATION
INDICATORS	RESOURCES	State provides high-quality resources that are aligned with standards and curriculum.* Districts provide resources to help educators understand and apply content standards.** *Resources may include textbooks, workbooks, technology, and supplies. **Resources may include funding for professional learning.	State provides funding to implement rigorous courses aligned with college- and career-ready standards for all districts.* State provides funding to implement college preparatory courses in math and science.** State provides funding to all districts for fine arts education. State provides funding to all districts for physical education. *Rigorous courses could 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 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.
	POLICIES & PRACTICES	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 plan to solicit feedback from classroom teachers and adjust curriculum guidelines and resources accordingly. State policy mandates alignment among content standards, curriculum, resources, and assessments. Schools include educators in curriculum design. Schools include educators in implementation plan development for standards and curriculum.	State developed a policy that requires alignment between curricular content and rigorous standards that address the needs of students of all abilities, linguistic, and cultural backgrounds in all academic subjects. State policy recognizes the value of fine arts in curricula. State policy recognizes physical education as a core subject. Schools align curriculum content to rigorous standards that address the needs of students of all abilities, linguistic, and cultural backgrounds in all academic subjects. Schools offer fine arts education to their students. 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 afterschool programs.	Districts align professional learning with standards, curriculum, and assessments. Districts support regular, job-embedded professional learning opportunities.	State developed a policy that requires 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/Positive Behavior Supports (PBIS/PBS).
	OUTPUTS	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 enrolled in a Gifted and Talented education program. Percentage of students enrolled in at least one Advanced Placement (AP) course. Percentage of high school seniors 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 afterschool program.	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 teachers 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.

CRITERIA		Conditions of Teaching and Learning				
SUB-CRITERIA		GUIDANCE AND SUPPORTS FOR INSTRUCTION	GUIDANCE AND SUPPORTS FOR LEARNING	EDUCATOR VOICE IN ACCOUNTABILITY	POSITIVE CLASSROOM ECOLOGY	POSITIVE SCHOOL ECOLOGY
INDICATORS	RESOURCES	State provides resources for planning, instructional support, and collaboration.* Districts provide funding for educators to access professional learning that addresses new education research and technology that will help improve instruction or support for students. *Instructional support and collaboration may include professional learning communities, professional learning teams, lesson study, cohort learning, mentoring, and induction.	State allocates funding towards comprehensive school guidance systems with standards and benchmarks that address the academic needs of all students. Districts provide a favorable student-to-specialized instructional support personnel (SISP) ratio.* Districts provide adequate resources for SISP to collaborate with teachers, education support professionals (ESP), parents, and students. *Optimal ratios include: school counselors–250:1 school nurses–750:1 school psychologists–500-700:1 school social workers–250:1	Districts dedicate resources toward lifting the educator voice.	Districts allocate funds to increase educators' culturally relevant pedagogy.	Districts allocate resources toward interventions around student safety issues (e.g. LGBT bullying and harassment).
	POLICIES & PRACTICES	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 education publications for staff. Districts survey educators on teaching and learning conditions. Districts obtain educator input on instructional minutes.	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 provide adequate professional learning time for SISP. Districts have outreach plans for harder-to-access student populations.* Eligible schools are enrolled in free and reduced-price school breakfast and lunch programs. *Outreach may include a peer-support program, mentors, and full-time specialized instructional support personnel (SISP).	State has an autonomous standards board, the majority of whom are active preK–12 educators.* 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). *Standards board jurisdiction includes teacher licensing, teacher preparation program approval, and professional learning approval.	State developed a comprehensive cultural competency policy to increase educators' cultural and linguistic competence through preservice education, licensure, and ongoing professional learning. State policy mandates class size limits based on subject matter and grade level. Districts have class size limits based on subject matter and grade level. Districts track the relationship between student achievement and the amount of teacher training/education in culturally relevant pedagogy.	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 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. 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 data recording behavior and behavioral interventions leading to disciplinary exclusion from school. Schools report 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.
	OUTPUTS	Percentage of educators surveyed indicating satisfaction with the time dedicated to planning. Percentage of educators surveyed indicating satisfaction with instructional time. Percentage of educators surveyed indicating satisfaction with collaborative time. Percentage of educators surveyed indicating satisfaction with professional learning time and opportunities. Percentage of educators surveyed indicating satisfaction with guidance and supports for instruction.	Percentage of students surveyed indicating they feel supported in their school. Percentage of SISP surveyed indicating satisfaction with professional learning time. Percentage of eligible students enrolled in free and reduced-price school breakfast and lunch programs.	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 teachers who have received professional development in culturally relevant pedagogy. Percentage of students surveyed indicating satisfaction with the classroom environment.	Percentage of students subjected to disciplinary action in the past year. Percentage of students surveyed indicating they feel safe at their school. Percentage of students surveyed indicating they feel listened to and understood by their educators. Percentage of students with less than 10 absences in a school year (or less than 5 percent of the school year). Percentage of public school employees in each job category who have received in-service training on intervention techniques in incidents of student bullying and harassment.
		33				

CRITERIA		Workforce Quality				
SUB-CRITERIA		HIGH-QUALITY EDUCATOR PREPARATION AND LICENSURE	LEADERSHIP TRAINING AND STABILITY	EDUCATOR QUALITY AND EFFECTIVENESS	EDUCATOR RECRUITMENT AND RETENTION	INCENTIVES AND SUPPORTS (ALL SCHOOL PERSONNEL)
INDICATORS	RESOURCES	State provides funding for preparation programs to establish residency programs with local school districts. State provides funding for induction programs.	State provides funding for teacher and school leadership programs. State policy provides resources to complete voluntary national certification and endorsements that promote teacher leadership opportunities.	State provides funding for “peer assistance” and “peer assistance and review” (PAR) teams.	State provides funding and technical assistance to strengthen professional learning in high-poverty, high-minority areas with emphasis on mentoring and cultural competency. Districts provide extra resources and assistance for those in harder to staff schools.	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 starting salaries at or above \$40,000 for teachers and \$28,000 for education support professionals (ESP).
	POLICIES & PRACTICES	State developed a policy to use Council for the Accreditation of Educator Preparation (CAEP) and Interstate Teacher Assessment and Support Consortium (InTASC) standards to accredit/ approve educator preparation programs and license educators. Districts mandate successful completion of a residency program prior to obtaining initial licensure. Districts developed selection criteria to identify cooperating teachers. Districts provide training for cooperating teachers. Districts partner with teacher preparation programs on teacher residencies and induction. Preparation programs require school-based experiences beyond a semester of student teaching. Preparation programs use preservice performance assessments to determine candidate preparedness prior to program completion and/or initial licensure. Preparation programs survey graduates about their preparedness to serve as the teacher-of-record and report their response rates. Preparation programs work with local school districts to recruit high-achieving high school graduates to pursue careers in education.	State policy includes a state-level endorsement/certificate for teacher leaders. State policy codifies Teacher Leader Model Standards and/or other standards for teacher leadership. State policy promotes ongoing professional learning and support for principals. State policy codifies principal retention. Districts provide teacher leadership development. Districts have differentiated pay structures for clearly defined roles and responsibilities that account for hybrid/varied educator roles within a school. Districts use multiple measures to evaluate administrators and school leaders. Districts provide ongoing professional learning and support for principals.	State policy mandates multi-professional collaboration on educator support and evaluation systems staffed by active preK–12 educators. State policy requires that evaluations be based on multiple measures of performance to determine effectiveness.* State policy requires school districts to track the equitable distribution of effective teachers and leaders.** Districts design, monitor, and implement evaluation systems based on state framework in partnership with educators and their associations. Districts use performance evaluations employing multiple measures. Districts use evaluations aligned with induction. Districts provide educators with targeted support based on formative and summative evaluation results. Districts provide “peer assistance” or “peer assistance and review” (PAR) teams. Districts track the distribution of effective teachers and leaders. *Measures may include classroom observations, portfolios, leadership roles, and professional learning. **Teachers with full licensure and rated effective in their positions according to multiple measures of performance.	State policy supports recruitment of promising future educators including underrepresented populations. State tracks educator shortages. Districts have plans to recruit educators from underrepresented populations. 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, education support professionals (ESP), and specialized instructional support personnel (SISP). Districts begin cultivation and recruitment a year prior to the present school year.	State law provides bargaining rights for public education employees over terms and conditions of employment. State law provides bargaining rights for public education employees over education policy that advances student support and learning. State law provides bargaining rights for public education employees over dues deduction. Districts are represented by unions with collective bargaining rights. District contracts include procedures for dispute resolution. Districts have binding arbitration. District contracts have defined benefit plans that provide replacement of at least 75 percent of final salary, protects against inflation, and is guaranteed by the state. Districts permit educators to bargain length of day/year. Districts permit educators to bargain preparation periods. Districts permit educators to bargain class load/size. Districts permit educator dues deduction, agency fee, and PAC deduction. Districts use the NEA professional growth salary scale.
	OUTPUTS	Percentage of teachers that have passed a preservice 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 teacher leaders with a leadership endorsement/certificate. Principal retention. Percentage of teacher leaders rated effective based on multiple measures of performance.* Percentage of administrators rated effective based on multiple measures of performance. *Measures may include classroom observations, portfolios, leadership roles, and professional learning.	Percentage of teachers rated effective based on multiple measures of performance.	Educator shortage. Percentage of teachers teaching out of field. Percentage of teachers with less than 10 absences in a school year (or less than 5 percent of the school year). 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.

CRITERIA		Accountability and Assessments			
SUB-CRITERIA		APPROPRIATE STUDENT ASSESSMENTS	POSITIVE ACHIEVEMENT OUTCOMES	ADEQUATE SCHOOL CAPACITY	SCHOOL EFFECTIVENESS
INDICATORS	RESOURCES	State allocates funding towards the development of a valid student assessment system.	State allocates funding to programs to ensure positive achievement outcomes for all students, including strategies to reduce learning gaps.	Districts provide resources and funding for job-embedded professional learning for teachers to become proficient users of formative and summative assessment data.	State offers support to low-performing schools.* *Support includes needs assessments, on-site evaluations, assistance and training in data analysis, additional funding for the school improvement planning process, professional learning, school support teams, and additional student resources.
	POLICIES & PRACTICES	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). State developed a policy that requires educators to be involved in assessment design and development. State policy requires that assessment systems employ multiple measures of student growth.* Districts use both formative and summative student assessments that adhere to the principles of UDL. Districts involve educators in assessment design and development. Districts assessment systems employ multiple measures of student growth. *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.	State has policies and programs to prevent dropouts. State 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 has a comprehensive, aligned, and integrated information management system that enables districts and schools to analyze, evaluate, and continuously improve student, educator, and school performance.* Districts train school personnel to interpret data system results to inform and improve instruction and identify needed supports. Districts routinely produce monthly data reports on multiple measures of student performance by class and subject. Districts release assessment results in time to inform learning. *A comprehensive system must include multiple measures of student, educator, and school performance.	State collaborates with educators to develop school performance indicators. State monitors results.
	OUTPUTS	Percentage of teachers surveyed indicating assessments adhere to the principles of UDL. Percentage of teachers surveyed indicating satisfaction with the quality of student assessments. Percentage of teachers indicating satisfaction with the sources used to measure student growth.	Percentage of third-grade students proficient in literacy. Percentage of students passing Algebra 1 in grades 7 and 8. Percentage of students at or above a 3.0 GPA. Percentage of students receiving a score of 3 or above on the AP exam. Percentage of students who took the SAT or ACT in the past year. Percentage of students who graduate. Percentage of students who dropout. Percentage of students who go on to a four-year college, vocational program, or public service. Percentage of students entering a two- or four-year college who do not require remediation or learning support courses.	Percentage of educators surveyed indicating they feel confident in analyzing and interpreting formative and summative assessment data. Percentage of educators surveyed indicating satisfaction with the time allotted to analyze assessment results and inform instruction. 35	Percentage of students in a school categorized as "low-performing" receiving additional supports.

CRITERIA		Family and Community Engagement			
SUB-CRITERIA		COLLABORATION WITH FAMILIES TO IMPROVE ACHIEVEMENT	INCLUSIVENESS AND OUTREACH TO FAMILIES	COMMUNITY PARTNERSHIPS (WRAP-AROUND SERVICES)	STAFF PROFESSIONAL LEARNING IN FAMILY ENGAGEMENT
INDICATORS	RESOURCES	State policy provides employer incentives for parents and/or caregivers to participate in school-related activities. State provides districts with technical assistance and support to address engagement strategies.	State provides resources to school districts to engage families and the community on school district policies, processes, and procedures. Districts hire school-community liaisons who enhance outreach efforts with knowledge of a community's history, language, and cultural background.	State provides resources for an integrated system of academic enrichment and social services to support children's intellectual, social, emotional, physical, and linguistic development.	State policy provides resources for professional learning in family and community engagement for all school personnel.
	POLICIES & PRACTICES	State policy supports family engagement as a driver of student academic performance and vital component of meeting school improvement goals. State requires annual reporting at the district level on family and community engagement. Districts annually report on family and community engagement. Schools developed data-driven, site-based family and community engagement plans.	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.* Schools host trainings for families.** *Methods of collection include surveys, focus groups, parent governing councils, etc. **Trainings could include information sessions on school policies, standards, and community services.	Schools provide access to extended onsite services for students and families. (e.g. school library, computer facilities, gym, etc.). Schools maintain partnerships/collaborations to provide development activities for caregivers. Schools maintain partnerships/collaborations with community providers to offer support for at-risk youth.* Schools maintain partnerships/collaborations with community providers to provide access to family support services/social services. Schools have a formal agreement with a community partner to provide student health services. *Support includes summer school, after-school programs, mentoring, and tutoring.	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.
	OUTPUTS	Number of formal school-parent collaborations.* Percentage of parents surveyed indicating school-parent collaboration has contributed to improved student achievement. *Collaborations could include parent governing councils, parent classroom assistants, parent recess leaders, parent lunch leaders, parent readers, and parent after-school tutors.	Percentage of parents surveyed indicating satisfactory access to school materials and information. Percentage of parents surveyed indicating they feel listened to and included. Percentage of parents that attended a school training for families in the previous year.	Percentage of parents surveyed indicating satisfaction with student services. Percentage of parents surveyed indicating satisfaction with parent and family services.	Percentage of educators who have taken coursework on family and community engagement. Percentage of school personnel who have participated in professional learning designed to improve family and community engagement.

CRITERIA		School Funding			
SUB-CRITERIA		SUFFICIENCY OF FUNDING	EQUITY IN FUNDING	PRODUCTIVE USE OF FUNDS	FUNDING SUSTAINABILITY
INDICATORS	RESOURCES	State maintains or increases its fiscal effort (state funding of education relative to state fiscal capacity). State guarantees each school district a 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 uses “pupil weights” in its base formula to adjust for diverse student needs. State rewards high fiscal effort, low wealth districts.	State offers performance incentives to ensure productive use of funds by school districts. State invests in capacity building to guide districts in the efficient use of resources. State maintains or increases its investment in research and development.* *Researching and developing improvements in productivity.	State funds local efforts to diversify revenue streams.
	POLICIES & PRACTICES	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 solicits educator input for cost studies. State incorporates findings of its cost study into its education finance system. State has an independent body of stakeholders that includes active preK–12 educators and administrators who annually assess if state funding is sufficient to provide all students the opportunity to meet rigorous academic standards. Districts adjust funding according to school level, school size and location, variation in costs across regions, and student characteristics.	State policy codifies equity in funding—recognizing explicitly that the amount of funding needed to provide a high-quality education varies from student to student. State mandates that districts report on the distribution of state-certified teachers, education support professionals (ESP), and specialized instructional support personnel (SISP). State mandates that districts report on average per-student expenditures disaggregated by federal, state, and local dollars. Districts use “pupil weights” in its base formula to adjust for diverse student needs. Districts report on personnel full-time equivalents (FTE) and salaries funded with state and/or local funds at the school level.* Districts report on non-personnel expenditures funded with state and/or local funds and federal, state, and/or local funds at the school level. *Personnel reporting categories include teachers, ESP, and SISP.	State requires annual district level compliance audits. Districts are part of a district-level consortium to bring down costs of bulk purchases. Districts post an up-to-date budget plan online.	State holds public events to inform government officials and voters of sustainability issues. State implements measures to broaden its tax base. State reports annually on the dollar amount of state tax expenditures. Districts hold public events to inform government officials and voters of sustainability issues. Districts implement measures to broaden their tax base. Districts have multi-year school budgets.
	OUTPUTS	Percentage of schools receiving sufficient levels of funding according to an independent body of stakeholders that includes active preK–12 educators and administrators. Percentage of principals surveyed indicating school funding levels are sufficient to meet rigorous academic standards.	Percentage of schools exhibiting a low correlation between property wealth and resources for students.	Percentage of schools that use their funds productively according to an independent body of stakeholders that includes active preK–12 educators and administrators.	Percentage of schools with a sustainable multi-year budget according to an independent body of stakeholders that includes active preK–12 educators and administrators.

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NATIONAL EDUCATION ASSOCIATION

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.

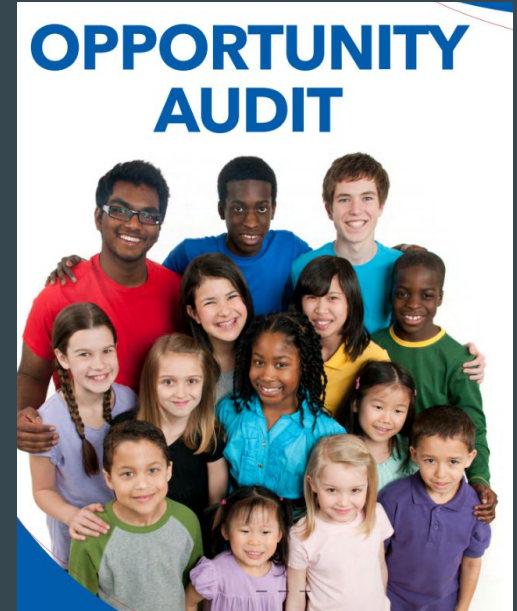


Opportunity Audit Criteria 2

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1.19.2021

39



Preview of Tonight's Work

Note taker: Allison

Timekeeper: Nia

Monitor of Raised Hands: Mike

Information: Tim

Facilitator: Gina

Support: Katie

Review Norms/Continuum, Protocol (2 min.)

Curriculum & Instruction data (10 min.)

Take Criteria II Assessment- Google form (10 minutes)

Discussion on Criteria II (10 min. Discussion/Vote x6)

40

Briefly Preview Criteria 3 (5 min.)



Committee Norms

[Link to Norms](#)- Agreed upon in Sept

What are you going to focus while going through this process?



Overview of Great Public Schools Indicators: Criteria Areas 1-7

Through research and collaboration with leaders in education policy and practice the National Education Association has identified seven areas critical to the success of public schools and students. They are:

1. **School Readiness:** Our schools provide quality programs and services that meet the full range of all children's needs so that they come to school every day ready and able to learn.
- ➡ 2. **Standards and Curriculum:** Our schools set high expectations and standards with a rigorous and comprehensive curriculum for all students.
3. **Conditions of Teaching and Learning:** Our schools provide quality conditions for teaching and lifelong learning. (climate)
4. **Workforce Quality:** Our schools have a qualified, caring, diverse, and stable workforce.
5. **Accountability and Assessments:** Stakeholders at all levels share responsibility for appropriate school accountability.
6. **Family and Community Engagement:** Our schools facilitate parental, family, and community involvement and engagement.
7. **School Funding:** Our schools are supported by sufficient, equitable, and sustainable funding.

Tonight we will continue with Criteria II...



Criteria II: All students have access to a rigorous curriculum, including advanced coursework, rooted in high academic standards.

	N/A	ELEMENT	DOES NOT EXIST	NOT APPARENT	EMERGING	IMPROVING	FLOURISHING
A(i)		Educators at our school are actively engaged in the development of standards-based curriculum.					
A(ii)		Our school has a plan in place to solicit educator feedback on content standards, curriculum, resources, and assessments. (Where to Find: Converse with your school's mathematics and literacy specialists, staff development teacher, or team leader.)					
B(i)		Students at our school have access to a full and rich curriculum, including fine arts, physical education, play, advanced coursework, career and technical education programs, and other experiential or work-based learning opportunities.					
B(ii)		Curriculum is clearly aligned to college and career ready standards, addressing the needs of students with different abilities and from diverse backgrounds.					
C		Students have access to developmentally-appropriate practices and instruction, enhanced by educators' access to regular, job-embedded professional learning opportunities.					
D		The learning community in our school provides various means to accommodate, scaffold, and enrich instruction for students with diverse needs, such as language-rich instruction, UDL, PBS, RTI, etc.					

Defining Opportunity Audit Continuum



Opportunity Audit Continuum

N/A	DOES NOT EXIST	NOT APPARENT	EMERGING	IMPROVING	FLOURISHING
Element does not apply to my school. (Ex. The element discussed preschools and I work in a high school.)	Element does not exist at my school.	Element is not demonstrated or evident at the school or district level.	Element exists as a written policy or practice, but is not sufficiently implemented or funded at the school or district level.	Element is demonstrated in compliance with school and district policies.	Element exceeds compliance and demonstrates innovation and inclusiveness in school improvement.

Educators at our school are actively engaged in the development of standards-based curriculum.

Our school has a plan in place to solicit educator feedback on content standards, curriculum, resources, and assessments.

(Where to Find: Converse with your school's mathematics and literacy specialists, staff development teacher, or team leader.)

Students at our school have access to a full and rich curriculum, including fine arts, physical education, play, advanced coursework, career and technical education programs, and other experiential or work-based learning opportunities.

Curriculum is clearly aligned to college and career ready standards, addressing the needs of students with different abilities and from diverse backgrounds.

Students have access to developmentally-appropriate practices and instruction, enhanced by educators' access to regular, job-embedded professional learning opportunities.

The learning community in our school provides various means to accommodate, scaffold, and enrich instruction for students with diverse needs, such as language-rich instruction, UDL, PBS, RTI, etc.

Information & Data to Support Criteria 2

Protocol

1. Each member completes the Google Form independently
2. For each element:
 - a. Facilitator will preview data for committee reflection.
 - b. Facilitator opens the floor for discussion
 - c. Facilitator will make a motion for placement on continuum based on form results and discussion.
 - d. Committee will agree with a fist to five motion. Facilitator will ask any “1-3” people for the reasoning.
 - e. May need to complete fist to five again.

46



Voting via Google Form, Discussion, & Placement on Continuum

[Link to Discussion notes](#)

“A group has arrived at consensus when it meets two criteria.

1. All points of view have not merely been heard, but have been actively solicited.
2. The will of the group is evident *even to those who most oppose it.*”

-DuFour, et al, *Learning by Doing, third edition* (2016). Solution Tree. page 32.

Preview- Criteria III

Conditions at schools foster positive climates that support teaching and learning for educators and students.

Element
A. Our school has high quality facilities with heating and cooling systems, safe indoor air quality, and running water.
B. Our school provides clear goals and support for the work of our educators, including planning time, collaborative time with fellow educators, and access to professional publications, research, and technology.
C. Students at our school have access to services that support their social, emotional, and physical well-being, through favorable student-to-SISP ratios, school policies, and the allocation of resources. (Where to Find: Converse with your school's specialized instructional support personnel and administration.)
D(i). Our school ensures that those who work closest with students have the authority to make decisions about their work.
D(ii). Our school honors all educators through authentic incorporation of educator voice in decision-making.
E(i). Our school fosters positive teaching and learning conditions, supporting culturally-relevant instruction through professional learning opportunities focused on cultural competence and understanding implicit bias.
E (ii). Our school has a plan to evaluate the relationship between educator training (on cultural competence and implicit bias) and student achievement.
F (i). Our school has a policy addressing student safety issues, on and offsite (such as bullying, bias-related incidents, and violence against marginalized persons or groups). (Where to Find: Consider your school and district policy on identifying, preventing, resolving, and reporting these safety issues.)
F(ii). Our school has policies in place that follow a best practices model regarding discipline.