Q3 What measures of school quality or student success should be included in a school accountability system?

Answered: 914   Skipped: 63

#	Responses	Date
1	Ongoing "Assessment of assessment" - empirical, reflective re-engineering of all assessments that distills and delivers crucial-only data while minimizing the impact of collection.	11/26/2016 9:33 AM
2	Each student should be able to excel, even if small steps	11/24/2016 7:36 AM
3	State level assessments in math, ELA, science, and history;district-based assessments that are developed by NH teachers; student growth measures; graduation rates; types of classes offered	11/23/2016 12:26 PM
4	Reading level need to increase.	11/23/2016 11:30 AM
5	When it comes to special education- should focus more on qualitative measurement- such as portfolio rather than state/nationwide standard test...	11/23/2016 11:01 AM
6	How students perform throughout the year in the classroom is the best measure of accountability. Individual growth should be recognized. Nationwide standards are not an appropriate measure.	11/23/2016 9:57 AM
7	Professor/lecturer devotion and care to the education of their students.	11/23/2016 8:51 AM
8	Graduation rate (competencies demonstarted) and eligibility to attend college or trade school	11/22/2016 1:58 PM
9	Have students pass tests demonstrating knowledge to move on to the next level courses. Without meaning, students don't take testing seriously, and results reflect the adult's efforts more than student's learning. Also, special education students shouldn't be made to complete the same tests, if they could pass they wouldn't be identified!	11/21/2016 3:42 PM
10	I think that making sure each student is learning and growing at his/her best possible pace should be the goal for all.	11/21/2016 3:03 PM
11	Year over year student improvement. By that I mean individual student improvement	11/21/2016 12:55 PM
12	Standardized teacher testing. Individual growth. Parent & community involvement. Student:teacher ratios. Supplemental programs and opportunities for students.	11/21/2016 12:45 PM
13	Portfolios of students work as well as pre and post testing. Data can be used to track students as well as identify weaker teachers that may need more support / dismissal.	11/21/2016 10:38 AM
14	Attendance; social and emotional support; proficiency in writing, reading, and math; teachers adequately qualified for their roles; teachers paid livable wages	11/21/2016 10:20 AM
15	Student growth data; leadership initiatives; parent and community engagement; graduation rates and post-secondary school enrollment; technology; school climate surveys; social and emotional supports; well-rounded curriculum	11/21/2016 9:45 AM
16	Happiness of the student	11/21/2016 8:45 AM
17	Parent involvement/ family involvement.	11/21/2016 6:59 AM
18	Reading on grade level and math competencies at grade level.	11/20/2016 10:10 PM
19	Community involvement, individual growth	11/20/2016 9:30 PM
20	differentiated assessments that measure learning of all types - from music, visual and theater arts to science, math, english and history - as well as exposure to technical skills necessary in the world.	11/20/2016 9:03 PM
21	Student testing, teacher evaluation	11/20/2016 8:54 PM
22	Graduation rates, college bound,	11/20/2016 8:19 PM
23	Parent involvement	11/20/2016 7:26 PM
24	Many parents are advocating for 504 for their kids- unfair. Most unnecessary, SPED being abused	11/20/2016 7:12 PM
25	Performance on reading, writing, math, and science assessments that are standardized. These PACE assessments are not valid or reliable enough to include in a comparative system of accountability. College going rates and college success. Attendance sounds like a good idea, but it is more of a leading indicator than an outcome measure - in short, don't make leading indicators accountability indicators.	11/20/2016 6:21 PM

26	graduation rates, some form of assessment that the public has access to.	11/20/2016 6:20 PM
27	School culture surveys, teacher/student ratio should be 12:1. I know what you're thinking...impossible. See question 4.	11/20/2016 6:14 PM
28	Seriously, you want me to list them all? How about we start with the happiness level of children and their desire to learn, rather than their desire to not be there!	11/20/2016 5:26 PM
29	Academic progress should be measured by a growth model. Students, parents, community members and staff should be surveyed to determine perceptions of efficacy and success based on commonly agreed upon criteria for non-academic school success.	11/20/2016 5:21 PM
30	Cleanliness, attendance, thinking outside the box	11/20/2016 4:51 PM
31	behavior grade	11/20/2016 4:46 PM
32	The numbers of students who demonstrate learning at or above grade level each year; the total number of students who graduate from high school and go on to either full employment or higher education.	11/20/2016 12:55 PM
33	The aility of the graduate to participate knowledgeably and effectively in the political and cultural community he or she is a member of.	11/19/2016 7:14 AM
34	There is a wealth of information (aka"answers") on the internet. Students today should demonstrate an ability to formulate and ask good questions. To be engaged in inquiry-based learning, synthesize their learning through self-designed projects.	11/18/2016 9:45 PM
35	Student exposure to various careers and the arts so they understand that what they are learning has a place in the real world.	11/18/2016 9:13 PM
36	Student success should be measured by their interest and engagement the curriculum and school community. On going, even daily, qualitative as well as quantitative measures should be used. A variety of measures - not just one and given only one time.	11/18/2016 5:11 PM
37	what colleges students get into, SAT scores, ability to communicate well in written and spoken English, students who take advanced math and science and foreign language classes - leveled classes so that all students are challenged - stop dumbing down the curriculum so that "no child is left behind" and that "everyone feels good about themselves"	11/18/2016 4:10 PM
38	Safety, academics and a clean learning environment.	11/18/2016 3:23 PM
39	1. Ability to deal with complexity and ambiguity; 2. Capacity for sound judgment; 3. Attention to purpose (exploring alternative goals) as much as results; 4. Perseverance; 5. Strong work ethic; 6. Capacity for collaboration; 7. Ability to articulate and communicate; 8. Community involvement	11/18/2016 1:58 PM
40	relationships to an adult/teacher, after school activities, including computer access, use of technology (not everyone has an IPad, but technology that is useful), scores (schools with low scores say their students learn differently, but at least 10% should be able to take the information learned and get some answers correct), arts, PE, Music (Are students exposed to all of these subjects at school and not just getting credit for doing something they already do or an online class. We want them to be exposed to more then what they already do.)	11/18/2016 1:53 PM
41	Academic accomplishments as well as work habits including citzenship	11/18/2016 12:21 PM
42	Grades, attendance, clubs, sports.	11/18/2016 10:56 AM
43	Can we measure happiness, feelings of safety and acceptance? Can we measure how well a school builds community among its students and families, how well it is able to connect with the larger community where the school is based? Can we measure students' sense civic responsibility—both to their school community and to the larger communities they belong to—town, state, country—their sense of pride and agency as they share real work with those communities? Can we measure students' awareness of their own particular strengths and increased capacity to play to them? Can we measure how the confidence that comes from building on personal strengths supports kids' capacity to work harder in areas that are challenging for them?	11/18/2016 10:29 AM
44	Narratives from visits	11/18/2016 9:58 AM
45	Schools should submit their plans/policies regarding student behavior & academic/vocational prep.	11/18/2016 9:09 AM
46	multiple measures including state/national normed assessment, local literacy benchmarks, learner portfolio tailored to individual needs and goals	11/18/2016 6:41 AM
47	Grades and citizenship	11/17/2016 10:44 PM

48	This, as always, is an incredibly difficult answer. As I noted above, tests prove nothing but that the student is capable of memorizing information for the short term. I do think that the standards should be as high as possible. Perhaps not as many students will meet those standards, but they will be far better off educationally than low standards that have a high pass rate. The latter might make administrators and educators feel good, but it does a great disservice to the students and the future of NH.	11/17/2016 8:41 PM
49	access to the arts, the ability to think creatively not just regurgitate facts, the ability to distinguish between fact and opinion, collaborative projects from science, to history, etc., portfolios of a students' work over time	11/17/2016 8:29 PM
50	Student Happiness, Class Quality, Class Variety, Accomplishment of student body overall	11/17/2016 8:14 PM
51	Evaluations; colleague evaluations (with training); student evaluations. NOT test scores.	11/17/2016 7:45 PM
52	Creative students, creative opportunities for jobs, jobs wont be created until after they leave..so students should leave well rounded	11/17/2016 3:52 PM
53	A quality school system will develop healthy bodies and healthy minds. Every student should be able to demonstrate through a variety of activities, that he or she is in control of his/her body. This does not mean passing a PE test, though it could be a party of that demonstration. It might be demomstrating skill with a wheelcchair or visual or hearing imaired activities. The same goes for the mind. Students should not just be required to score something on standardized tests which have only one "right" response. They should show the ability to locate needed information along with the ability to distinguish the difference between false and factual information. They should also demonstrate an ability to think creatively to oslve a problem.	11/17/2016 3:19 PM
54	workplace/college readiness, student-teacher ratio	11/17/2016 3:06 PM
55	Demonstrated respect to people and resources, demonstrated interest in learning through involvement in classroom, school and community.	11/17/2016 2:44 PM
56	Teacher grades, standardized assessments but also project based learning and competency based learning.	11/17/2016 2:28 PM
57	Data that recognizes the closing of learning gaps over time, student surveys, and behavioral/suspension reports.	11/17/2016 2:18 PM
58	The NH guidelines for education of deaf and hard of hearing students, now NH needs to develop some way that the guidelines are being implemented across the state consistently, by creating a hub of professionals who have the knowledge and experience to provide oversight. Currently there is too much inconsistency from SAU to SAU.	11/17/2016 1:32 PM
59	Personal empowerment and competence, community engagement	11/17/2016 12:50 PM
60	Not only improved grades and decreased dropout rates, but also an increase in created school groups and activities such as Art projects, Music groups (Jazz Band, Studies of American & World Roots music, theater, school newspaper, or student awareness clubs for community consciousness raising etc.	11/17/2016 12:25 PM
61	Student attendance, grades completing their work achieving to their potential	11/17/2016 12:03 PM
62	?	11/17/2016 11:30 AM
63	Level of integration of Arts in corriculum	11/17/2016 11:20 AM
64	The Hamilton Project at the Brookings Institution has released a new report entitled "Lessons for Broadening School Accountability under the Every Student Succeeds Act." The report offers a roadmap for states in the process of selecting a new indicator of "student success and school quality," as mandated by the Every Students Succeeds Act (ESSA), for inclusion in their statewide accountability system. The report concludes that based on lessons learned from No Child Left Behind and the technical specifications laid out under ESSA, states should consider adopting chronic absenteeism as the "fifth indicator" of student success and school quality. An interactive 50-state map accompanies the report and highlights the distribution of rates of chronic absenteeism for each state. I saw on the Louisiana ESSA framework that chronic absenteeism is one of the indicators being considered for inclusion – we recommend that it be the sole indicator in its category. To learn more about the new report's findings, we encourage you to review the report and the interactive. I and the Director of The Hamilton Project, Diane Schanzenbach, would also welcome the opportunity to brief you and your colleagues, either in person or by phone, on the findings of our new research. We are available to provide technical assistance as you continue your accountability system development process.	11/17/2016 10:57 AM
65	graduation rates	11/17/2016 10:55 AM
66	More skill set testing of communication and problem solving	11/17/2016 10:45 AM
67	I am truly not sure	11/17/2016 10:43 AM
68	Lack of Out-of-school suspensions, student engagement,	11/17/2016 10:42 AM
69	I prefer competency based learning. I'm encouraged by the movement away from grades. I believe that this promotes a better learning environment.	11/17/2016 10:00 AM

70	Teachers should have the same financial and social standing in the community as firemen and policemen	11/17/2016 9:43 AM
71	Success rate, student outcomes	11/17/2016 9:21 AM
72	Community participation and service, active participation in activities and groups, attendance, student self-motivation and determination.	11/17/2016 9:20 AM
73	There are too many measures in place right now, so I don't know	11/17/2016 9:05 AM
74	positive behavioral should be mandated in order to measure school climate	11/17/2016 8:12 AM
75	Proficiency; Students demonstrate ability to apply what they have learned.	11/17/2016 6:49 AM
76	Student growth, student input	11/17/2016 6:38 AM
77	Retainage, graduation rate	11/17/2016 6:23 AM
78	The schools must compete with other schools in the area and the parent should be able to transfer the student charter schools if the current school is failing	11/17/2016 1:57 AM
79	Both teacher and student evaluation.	11/16/2016 10:00 PM
80	Graduation rate, college and other career path rates, reading on grade level by 3rd Grade, arts opportunities k-12	11/16/2016 8:48 PM
81	Project based learning, discussions, homemade books, photo and video documentation.	11/16/2016 8:27 PM
82	school safety measure, measure of school climate (my voice?), student academic progress not single proficiency measures; summative and local assessments; attendance; parent and staff surveys;	11/16/2016 7:45 PM
83	Growth model for every child.	11/16/2016 7:31 PM
84	basic competency similar to MCAS in MA or GED exams; termination of ranking schools by graduation rates (which forces teachers to pass students they would not pass without their Guidance Dept. pressure to do so).	11/16/2016 7:22 PM
85	Student, parent, teacher and administrative observation and surveys, NOT test scores.	11/16/2016 6:50 PM
86	Graduation rates, and employment 2years out of high school and college Sucess	11/16/2016 6:26 PM
87	Interviews with students from each grade level. Do you feel recognized as a whole person? Do you feel you have the tools to improve? Do you feel you have the resources to formulate and follow up on questions that interest you?	11/16/2016 5:54 PM
88	A writing sample from graduating students, oral presentations and science and math fairs	11/16/2016 5:30 PM
89	Different measures for different populations in school.	11/16/2016 5:26 PM
90	Level of student participation in arts programs.	11/16/2016 4:20 PM
91	A true auditorium. Audience seating. Safe staging.	11/16/2016 4:09 PM
92	Conpetency-based systems will allow students to demonstrate their individual skills and content knowledge through portfolios (physical and digital) as well as traditional testing.	11/16/2016 3:35 PM
93	Culture and climate. Quality of support services (including funding/financial support=commitment) allowing all students to access the curriculum. Arts (visual, music, theater, dance, creative writing/other) programs strengths. Retention rates.	11/16/2016 3:33 PM
94	The use of a variety of normed measures to assess and monitor student abilities and learning in math and reading	11/16/2016 2:53 PM
95	Student surveys	11/16/2016 2:34 PM
96	some testing, graduation rates, graduates' records of success after graduation	11/16/2016 2:34 PM
97	four basic math processes memorized and working understanding of fractions, decimals and percentages before moving on to upper level math. Same with English. mastery of parts of speech, sentence and paragraph writing. How to research and outline. Mastery of Earth Science, Biology, and Chemistry. Working understanding of our nation's government, economics,, geography and history. Awareness of world affairs and their affects on our nation, the arts are so important for self expression and problem solving. The arts supply daily living experiences and a chance for success for students who are not as strong in core academics. Physical education and health. Also extremely important as in my opinion we are such an unhealthy nation due to diet and lack of exercise. Health so important to educate students on the care of their bodies and minds, sex and birth control	11/16/2016 2:32 PM
98	graded reflect an equal playing field amongst the students	11/16/2016 2:31 PM
99	Level of student engagement in learning and outcomes in academic content areas and the arts, Number of advanced courses offered in HSs and student outcomes, High-quality technical education in collaboration with CCSNH and student outcomes, Quality of student leadership opportunities	11/16/2016 2:29 PM

100	Competencies in all relevant subject areas, including the arts, that assess individual growth as well as growth in comparison to peers.	11/16/2016 2:15 PM
101	There needs to be better tracking of student mental health and of surveys that follow our students beyond their high school graduation. While I understand that taxpayers are stakeholders and that schools must be held to certain basic standards, standardized testing dehumanizes our children. Test scores to not take into account the myriad of ways that human beings excel and grow. Applying a business model to education does not work; social services organizations must shift away from tests that simply reduce our students to a number.	11/16/2016 2:09 PM
102	competency	11/16/2016 2:03 PM
103	Graduation rate, student feedback, students signing up for AP classes, Running Start or other early college programs, NOT on testing!	11/16/2016 2:01 PM
104	Percent of students who either go on to higher education or are immediately employed following graduation, collaborations between the schools and the broader community (including local businesses), truancy/drop-out rates, teacher and educator turnover.	11/16/2016 1:58 PM
105	I am not a teacher so I defer to the educators, for whom I have much respect.	11/16/2016 1:52 PM
106	Success of students, feedback from teachers and parents.	11/16/2016 1:50 PM
107	Ensure that every student gets a high school diploma.	11/16/2016 1:36 PM
108	Proof of social/emotional interventions and differentiated instruction practices	11/16/2016 1:27 PM
109	Are the children happy at learning? Does learning excite them? Are they allowed to have free time to explore projects? Do they have ample recess and physical education time? Look at Norway.	11/16/2016 1:26 PM
110	Public displays of students showing they can write well, speak well, make well and think independently and have a sense of civic obligation. Nothing that can be gathered from a standardized test, test scores of any kind or any one size fits all sound bite-able garbage that sounds good coming out of a politicians mouth.	11/16/2016 1:21 PM
111	In addition to standard skills the ability to think creatively, to be applied in any field, is most valuable in our changing world.	11/16/2016 12:59 PM
112	ability to succeed after school, independence after k-12 learning	11/16/2016 12:51 PM
113	The Arts should be measured by the degree to which schools provide Access- The number of programs in Dance, Media Srts, Music Theatre and Visula Arts; the degree of Participation- how many students participate in the programs and what % of the entire school population; and Quality-insuring that the teachers in the programs are certified not only as teachers but in their speciality as well.	11/16/2016 12:46 PM
114	this is time-consuming because it is complex, but let's let teachers do some self-assessments and peer assessments and have principals carry the conversations. Education is a human endeavor and I can get behind lots of different educational philosophies if the students come first and the teacher is conscious and conscientious in what she is doing to fulfill her philosophy. I hate the standardized tests. Can any of us really call that education? We do that because we don't have the time, money, or courage to have real conversations about teaching and learning.	11/16/2016 12:28 PM
115	student centered goals and learning, access and participation in school culture, climate, arts education, guardian and community engagement with the school, demonstrating competencies through multiple means and experiential learning, not only through tests. Encourage the Arts (visual arts, theater, dance, music, media, and literary arts) as a way for students to learn in all subjects, contribute to school culture, and be part of Title I, II, & IV plans.	11/16/2016 11:40 AM
116	A combination of standardized assessments, data from RTI systems, highly qualified teachers,	11/16/2016 11:24 AM
117	measurements that show critical thinking and passion to be engaged with the world and their learning	11/16/2016 11:07 AM
118	Classroom based assessments, a standardized measure of academic achievement, personal student improvement, a measure of growth mindset	11/16/2016 10:38 AM
119	success rate for graduates in their chosen field five years and ten years after graduation, whenever the field includes further training, military, a job, or college. School climate. Student participation in school and community activities and improvement	11/16/2016 10:35 AM
120	I'm not qualified to answer this. I do hope that when I send a child to school, she will get an excellent education, and I think it's fine for that to be measured with the occasional (no more than 2 hours per year) standardized test, but I think the best way to ensure excellence in teaching is to pay teachers competitive salaries (competitive with other highly important professions), give them support, and have effective management that works with them.	11/16/2016 10:03 AM
121	attendance, graduation rates, criterion referenced assessments of reading and math (not just norm-referenced)	11/16/2016 9:39 AM
122	How well the students do in later years, whether they are well adjusted and intelligent.	11/16/2016 9:25 AM

123	I want to see all children able to learn at their pace and level of ability	11/16/2016 9:18 AM
124	Competency in communication and math skills as well as a knowledge of history, mores, and traditions of our country.	11/16/2016 9:13 AM
125	Student growth should be measured comparing individual student growth against themselves. Administrators should be evaluated for effectiveness by looking at school and program growth.	11/16/2016 9:10 AM
126	The role of the parent needs to be ever emphasized in academic achievement. Too much responsibility is placed on teachers and not enough on the main care providers. If parents recognize how important their active engagement with their child's learning is, there will be a marked increase in student success.	11/16/2016 9:05 AM
127	satisfaction of parents, students and teachers that students are getting a valuable and satisfying education.	11/16/2016 8:49 AM
128	Ability to work in teams, communicate clearly in written and spoken language, have strong higher order thinking and content knowledge to compete in a global marketplace.	11/16/2016 8:49 AM
129	Attendance, (although schools need help with attendance accountability)	11/16/2016 8:28 AM
130	Ability to think creatively, problem solve and have apathy toward others	11/16/2016 8:25 AM
131	Subjective measures, such as classroom climate, not standardized testing.	11/16/2016 8:13 AM
132	College readiness	11/16/2016 8:09 AM
133	combination of team-based evaluations, individual testaments of achievement, and teacher-based assessments	11/16/2016 8:07 AM
134	Testing is handy to reveal underlying strengths or gaps in a student's grasp, and easy to apply almost equally to every student. I cannot suggest what kind of standardized test, or schedule of testing.	11/16/2016 7:56 AM
135	Students should be able to show that they can perform certain tasks (read, write, do math). The SAT is a fine test but students who don't do well on it should not get the same diploma as competent students.	11/16/2016 7:43 AM
136	we should include some form of social/emotional learning outcomes	11/16/2016 7:39 AM
137	teacher attendance	11/15/2016 9:07 PM
138	I don't know specifically, but I do know there are plenty of measures available. In general I favor standards that measure success at the next level of education or life, or that measure present parameters with a proven relationship to future success.	11/15/2016 8:31 PM
139	Curriculum review, revision, and implementation on a 5 year, continuous cycle, with continuity in all strands, K- 12.	11/15/2016 8:00 PM
140	Students abilities to apply their learning in real world situations.	11/15/2016 6:52 PM
141	Student work and projects, not just tests. Evidence of student work in the school. Opportunities for place-based and service learning that connect students with their local community and environment.	11/15/2016 5:32 PM
142	children who achieve well in High School	11/15/2016 5:31 PM
143	The level of education of teachers, the graduation success rate, the relative small classroom sizes and the lengthy tenure of faculty	11/15/2016 4:54 PM
144	Individualized instruction rubrics, get rid of letter/number grades, how else can we assess student on their ability at their level.	11/15/2016 4:37 PM
145	capable of showing mastery of basic skills	11/15/2016 4:06 PM
146	Transfer of knowledge and student engagement	11/15/2016 3:43 PM
147	% Drop outs, % seeking higher education	11/15/2016 3:27 PM
148	NWEA's	11/15/2016 3:27 PM
149	The extent to which there is collaboration, communication, and respect within the school environment. Not just correct answers on tests (IE SAT's, NWEA's)	11/15/2016 3:20 PM
150	I am not opposed to Smarter Balanaced testing or the SAT.	11/15/2016 3:06 PM
151	To me individual progress is as important as progress for a school as a whole.	11/15/2016 3:02 PM
152	Rate of student discipline as well as daily school environment	11/15/2016 2:48 PM
153	Personal Competencies, Students showing growth over time measured against their previous performance, high graduation rate	11/15/2016 2:34 PM
154	coprehensive elvaluation of skills acquired, relationships formed, general happpiness evaluated each year	11/15/2016 2:12 PM

155	Project based learning, some standards based assessment. Where is my child according to the average child of that age?	11/15/2016 2:11 PM
156	Completion rates, attendance, retention rates, greater input from families and students, data on student outcomes	11/15/2016 1:50 PM
157	Standardized achievement tests.	11/15/2016 1:47 PM
158	assessment data, rigorous course offerings, personal competencies	11/15/2016 1:46 PM
159	NWEA scores	11/15/2016 1:44 PM
160	It would be wonderful if teachers could pinpoint an "aha!" moment for each child weekly, or monthly.	11/15/2016 1:40 PM
161	personal growth/development	11/15/2016 1:38 PM
162	graduation rates, student surveys, parent surveys	11/15/2016 1:25 PM
163	You can't compare oranges to apples-not all kids learn at the same rate or have the same abilities or home support. I'd like to see a system that tracks if we were able to take Student A from the level they started at and move them forward.	11/15/2016 1:02 PM
164	Measures of school quality should include the amount of a school's collaboration with community organizations, school wide events that are open to families, the amount of resources available (guidance counselor, behavioral specialist, special education, as well as art, music, p.e., foreign language). We should also be looking at the amount of time that students are able to be outside (both for recess and class studies). Access to nature and freedom of movement increase physical and mental health as well as academic performance.	11/15/2016 12:50 PM
165	performance tasks as a necessary component of graduation--including public demonstrations of learning	11/15/2016 12:31 PM
166	Individual student progress tracked over time based on district benchmark tests (which should be tied directly to district curriculum).	11/15/2016 12:13 PM
167	focus on grades, not testing	11/15/2016 11:39 AM
168	The productivity of their adult life	11/15/2016 11:19 AM
169	Test scores are important but also each school should be monitoring their teachers, parents and student's opinions and concerns as well.	11/15/2016 11:18 AM
170	Student reflection, teacher -- student evaluation, community involvement.	11/15/2016 10:59 AM
171	On top of reading, writing, and math, the opportunities students have to apply these skills to critical thinking, group projects beyond the classroom, and to other curriculum such as science and environmental education are needed. These are critical steps to sending kids into the world as engaged and civil citizens and successful problem solvers.	11/15/2016 10:47 AM
172	Obviously a difficult question to answer. I think there needs to be acedemic performance standards as well as individual development/growth considerations.	11/15/2016 10:27 AM
173	Exposure to and a basic understanding of the Life, Earth, Physical Sciences and Environmental Sciences.	11/15/2016 10:17 AM
174	Whether students enjoy school or feel as if they are learning	11/15/2016 9:53 AM
175	Responsibiltiy for presence and performance	11/15/2016 9:51 AM
176	Measurement of the process of student learning.	11/15/2016 9:21 AM
177	Engagement, performance, and outcomes	11/15/2016 9:20 AM
178	look at placement 6 months, 2 years, 5 years after graduation	11/15/2016 9:15 AM
179	test scores are one measure but there muast be a more comprehensive and meaningful rubric that educators have developed	11/15/2016 9:04 AM
180	Whatever system is used, it needs to take into account that not all schools or student bodies are the same, and the class of one year may be very different from the class before or class after. Comparing the achievement of one year's class to the next is not necessarily a valid comparison. Maybe the measure is whether individual students have increased their knowledge and understanding over the course of a school year? It's more difficult to create the metrics to measure something where the baseline changes from year to year and student to student, but not taking these variations in account won't accurately measure what learning has taken place.	11/15/2016 8:56 AM
181	teacher performance measures, student performance measures (not just test scores)	11/15/2016 8:55 AM
182	smarter people than I have grappled with this, but teaching to standardized tests seems to come at too big a compromise on the arts, music, language, etc.f	11/15/2016 8:37 AM
183	rigorous and broad exposure to topics, teaching enough to prepare children	11/15/2016 8:26 AM

184	This is a work in progress and students should be involved in designing this system	11/15/2016 8:24 AM
185	Competency in science, reading, writing and math	11/15/2016 8:20 AM
186	competency in basic algebra, high school reading level, ability to write a 5 paragraph essay, general understanding of the scientific method, basic knowledge of earth/environmental science	11/15/2016 8:17 AM
187	Local control!	11/15/2016 7:11 AM
188	Being accountable for bullying and abuse. Learn best practices for pollution control,	11/15/2016 5:55 AM
189	Not what we do now or moderate it a great deal. If your standards are not fairly possible those in the system will "cheat" so they do not lose their jobs or status. For some students success should be measured by their gains in spite of their disabilities or home life. These might be very small for some of them. Ultimately the true measure should be whether they will be employable and able to take care of themselves adequately, so they are not a burden to society.	11/14/2016 7:05 PM
190	Cleanliness, bright, welcoming, well-equipped, inclusive and accommodating to all members.	11/14/2016 5:35 PM
191	Responsibility, common core and stem	11/14/2016 5:07 PM
192	Graduation rates, percentage that move onto higher education or job training programs	11/14/2016 3:49 PM
193	I would favor an evaluation system that measures a student's ability to solve problems and apply their knowledge in a meaningful manner. Testing to determine whether a student can memorize facts is of little value.	11/14/2016 3:34 PM
194	student engagement, progress, happiness, cooperation, altruism	11/14/2016 3:23 PM
195	Graduation rates, college enrollment rates, college remediation percentages, teacher success	11/14/2016 3:12 PM
196	can they draw on what has been learned to solve problems	11/14/2016 3:09 PM
197	Student voice and parent voice surveys. Dial back the obsessive over reliance upon metrics only.	11/14/2016 3:07 PM
198	Some nationally-standardized testing, some state-based standardized testing.	11/14/2016 3:04 PM
199	Classroom testing averages and standardized testing.	11/14/2016 2:59 PM
200	innovative self assessments, peer assessments that are broader than just filling in a circle.	11/14/2016 2:54 PM
201	creative, applied learning, not regurgitation of facts.	11/14/2016 2:39 PM
202	Structured professional development for teachers and a way of tracking student sucess other than standardized testing. Summarizing daily performace of students (not just one standard test). Have teachers learn how to look/anakyze their students data (on a daily/weekly basis). Allow students to demonstrate their knowledge of a topic in as many ways as possible (orally (formal/informal, writing, other creative summaries). Attendance. Surveys done by parents frequently- as a way to facilitate more communication/parent involvement.	11/14/2016 2:36 PM
203	Higher-level learning preparedness. Too many students today have to focus on too many tests and so never get some of the basic skills needed to be successful at college-level courses. This applies to younger students as well. Elementary school students should be taught the skills needed to succeed in middle and high school. There are exceptionally few standardized tests in the work force - but the ability to think critically and understand how subjects and people relate to each other is of paramount importance.	11/14/2016 2:30 PM
204	Student critical thinking skills need to be improved & utilized in school accountability assessments.	11/14/2016 2:23 PM
205	student performance in class and peer and supervisory review of teacher performance	11/14/2016 2:22 PM
206	Testing of programs that include the sciences, particularly environmental science. Climate change is real and needs to be addressed.	11/14/2016 2:19 PM
207	In higher grades i think the student body should critique the school system.	11/14/2016 2:18 PM
208	The ability for all students to have the education they need to be accepted to college	11/14/2016 2:17 PM
209	Students should graduate being able to perform task/trade or go on to receive additional education. I think a high quality school would produce adults that can maintain jobs, make financial decisions and give back to the community.	11/14/2016 2:16 PM
210	This is difficult to measure because of different socio-economic populations. Rather than assessing student success, the students should be given the opportunity to evaluate their school and teachers .	11/14/2016 2:16 PM
211	Participation in environmental awareness activities and educating them about all natural resources.	11/14/2016 2:16 PM
212	A regular, comprehensive, survey/inspection schedule like we do with our mental health and developmental disability centers.	11/14/2016 2:12 PM
213	The length of teacher tenure, teacher satisfaction.	11/14/2016 2:11 PM

214	feedback from the students	11/14/2016 2:11 PM
215	Don't know	11/14/2016 2:09 PM
216	Students understand natural processes, cause and effect and who are comfortable in and engaged with the natural environment.	11/14/2016 2:04 PM
217	Grades and measure against the "rubrics" & self sustaining themselves after school is done. (balance their own checking account, understand the value and hard work of a dollar, decision making, understanding their family and community values.There are alot of great things happening. I just hope the system is adaptable enough to change as fast as the world around us.	11/14/2016 11:22 AM
218	I believe student growth should be factored in to school accountability. If a school has a beginning reference point, and then can test the students at the end of the year, and they are making a certain amount of progress, then they should be commended for growth in the system.	11/14/2016 10:46 AM
219	It would be nice to know how our students are doing five years after graduation although I know this information would be hard to get. Outwise I would look at test scores, dropout rate attendance rate and any other information the school could supply on student success.	11/14/2016 9:16 AM
220	Career success following high school or secondary education.	11/14/2016 8:20 AM
221	number of students attending post secondary schools	11/13/2016 4:10 PM
222	Program completion	11/13/2016 10:26 AM
223	Standardized test scores and college acceptance rate.	11/13/2016 9:50 AM
224	Are graduates competent to enter college without taking remedial courses - especially in math and English. Placement tests used by colleges should be administered in 10th grade so remedial steps can be taken before students graduate from HS. Courses focusing on these skills should be required until competency is achieved. Are students knowledgeable about basic civics and science to be intelligent members of our community as adults? Students should perform projects in the community to demonstrate their understanding of these issues	11/13/2016 9:30 AM
225	Long range studies that follow grads and track student employment	11/13/2016 9:27 AM
226	Student & parent opinion! Questionnaires, feedback, statistics, success of students after graduation or milestones (were they as successful in middle school as elementary; high school compared to middle, etc.).	11/13/2016 9:26 AM
227	teacher evaluations, graded projects	11/13/2016 8:55 AM
228	Ability of students to problem solve, think critically, work with others and take responsibility for their actions.	11/13/2016 7:55 AM
229	school ranking - I want to know what the kids are learning and how they compare against other schools in the state, country, world	11/12/2016 9:54 AM
230	More teacher training - not about what stitch education rules are going to be implemented. Training about new techniques and resources to foster a positive learning environment. Recertification. Teachers sometimes fizzle out and continue doing things the old way. Flexibility and change is necessary prepare our children for theirs and our planets future.	11/11/2016 3:28 PM
231	State standards that are consistent for all disciplines.	11/11/2016 1:32 PM
232	Fine arts, music, dance, theater, media arts programs	11/11/2016 12:14 PM
233	Broader learning concepts and means of measurement.	11/10/2016 5:19 PM
234	Self reflection and evaluation, student portfolio, competency based assessments and minimal standardized testing	11/10/2016 5:08 PM
235	Parents/family at top of heirarchy over students; NOT teachers. Communication/Transparency.	11/10/2016 3:10 PM
236	Reading and math levels of students each year	11/10/2016 1:21 PM
237	Happiness and success of students after high school.	11/10/2016 10:56 AM
238	Student academic achievement, participation, amount of time dicsiplining/crisis management of students.	11/10/2016 9:42 AM
239	Community involvement. Relevancy of projects to student interests. Rate of student engagement over time. Extension of student literacy based on nationally derived topics.	11/10/2016 9:30 AM
240	Social emotional learning	11/10/2016 9:26 AM
241	Parent involvement........ idea #1. In order for report cards to go home they would need to schedule an appointment with teachers at which report cards would be given out.	11/10/2016 9:25 AM
242	students' and teachers' satisfaction and happiness	11/10/2016 9:15 AM

243	growth/learning rates, engagement, bad behavior/crime stats, teacher turnover	11/10/2016 7:56 AM
244	Yearly grade assessment in reading, writing ability and computation skills appropriate for grade level.	11/9/2016 8:00 PM
245	student surveys, grad rate, post secondary completion	11/9/2016 5:26 PM
246	See NEASC. Employability skills, core academic skills, ability to research and analyze information from valid resources, social/emotional development and tools to grow/self-modify if SE development is lagging.	11/9/2016 2:48 PM
247	literacy, math, improved science and environmental literacy comprehension	11/9/2016 2:24 PM
248	Mandatory PD for above comment; part of teachers' annual reviews	11/9/2016 1:12 PM
249	Student and parent happiness and overall health	11/9/2016 12:32 PM
250	parent and student feedback; test scores; graduation rates	11/9/2016 12:24 PM
251	community/stakeholder surveys, student portfolios	11/9/2016 12:11 PM
252	NWEAs, SBAC among others.	11/9/2016 11:53 AM
253	Student success should include multiple assessments including testing results, ability to reach individual student goals, graduation rates, student engagement in higher level thinking and project based-learning. A school's quality should be based on the individual success of it's students as judged through a variety of assessments as well as the ability of teachers to meet their own learning and teaching goals.	11/9/2016 11:24 AM
254	Understanding of place and the importance of the enviorment and a healthy environment for the best life quality.	11/9/2016 10:55 AM
255	Some standardized testing, but not too much. The testing is too much right now. It takes a way form teaching time and stresses students.	11/9/2016 9:17 AM
256	preparedness to be successful in the workplace, or college	11/8/2016 10:58 PM
257	Authentic application of knowledge - not standardized tests	11/8/2016 6:36 PM
258	Student emotional health, student achievements, overall climate of the school.	11/8/2016 4:23 PM
259	benchmarks involving core compentencies in standard curriculum, also benchmarks in environmental literacy and awareness	11/8/2016 3:26 PM
260	SAT	11/8/2016 6:57 AM
261	Get rid of tenure so under-performing teachers can be replaced by effective educators.	11/7/2016 10:26 PM
262	tracking students after graduation for 10 years to determine % in secondary education, military, direct path to career and incarceration rates	11/7/2016 9:43 PM
263	if the kids are succeeding and learning despite what the testing says - not all intelligent kids are good at standardized testing!	11/7/2016 8:20 PM
264	some testing, student reviews of years later.	11/7/2016 6:58 PM
265	tests and or evaluation geared to the students learning	11/7/2016 6:22 PM
266	Measurement of overall growth (quarter to quarter/year to year) vs grades	11/7/2016 6:19 PM
267	SAT scores, student attendance	11/7/2016 6:13 PM
268	Surveying graduates of schools is a good measure to see how successful the education was that they received. Testing students is the obvious answer to understand what they have learned, but sometimes that doesn't tell the whole story. Teachers should also be held more accountable in some way. Parents could also weigh in as to their views of how the school is working for their child, as they are the taxpayers that help fund it and have a vested interest in their children succeeding, or should at least.	11/7/2016 5:58 PM
269	Student happiness & willingness to learn as well as improved student ability	11/7/2016 5:53 PM
270	Teacher retention	11/7/2016 4:00 PM
271	student engagement and motivation, application of 21st century skills in real world, perseverance and ownership ones work	11/7/2016 1:35 PM
272	Real world experiences through using the environment as a context for learning. Allowing students to use problem solving and critical thinking skills.	11/7/2016 1:06 PM
273	The fewer tests the better. School quality should be measured by how relevant education is to the real world.	11/7/2016 10:28 AM
274	involvement with wider community	11/7/2016 10:22 AM

275	We need a system to track students after they leave their schools. This would provide us with a wealth of data how students are prepared for their next academic or work challenge. IEP for all students to look at their overall academic growth not just based on test scores.	11/7/2016 10:03 AM
276	narratives that speak to a child's individual abilities in addition to a general comparison to same-aged peers	11/7/2016 10:01 AM
277	school climate surveys, standardized test scores, teacher evaluations	11/7/2016 9:27 AM
278	helping classroom teachers improve their practice with observations and conferences - like doctors and other professions.	11/7/2016 9:12 AM
279	Student assessments should conpare student progress to him/herself not to others.	11/6/2016 9:17 PM
280	Ensuring that students are provided with monitored access to electronics, class sizes are appropriate, discipline should be fair and consistent, and the curriculum should be challenging enought to allow all student to learn to their full potential	11/6/2016 4:07 PM
281	Progress based grading system for students that locates each child on a spectrum of proficiently allowing individuals to learn at different rates in different ways with out being stuck in a punitive grading system.	11/6/2016 10:31 AM
282	the percentage of honors students that graduate each year	11/5/2016 12:46 PM
283	graduation rate, teacher retention, testing scores, level of education of teaching staff, job placement and college acceptance rates for recent graduates with follow up surveys at the 1 year and 5 year marks	11/5/2016 12:44 PM
284	Student progress should be monitorred on an individual student basis, tracking progress from year-to-year. Assessment opportunities should be relivant and meaningful to students. Student should be provided feedback from their assessments. Teachers should be closely involved in the creation and administration of assessments as well as the post-assessment communication. Parents should be well informed about their children's progress.	11/5/2016 12:41 PM
285	Identify some life skills in addition to basic/standard learning. Assess ingenuity, innovation, creativity, perfectionism, in other words, all skills that will ultimately come in handy as they grow up. Enrichment programs are a good start.	11/4/2016 9:28 PM
286	Some limited amount of testing, track the percentage of students go on to advance their education as well as seek ways to keep lower achieving students in school.	11/4/2016 5:09 PM
287	Have the students fill out quarterly forms on their teachers and other staff. Truly anonymous forms so they can be heard for real.	11/4/2016 4:03 PM
288	it really depends on what you're measuring - a lot of this is available already - but the obvious, surveys, third party analysis, comparing school to national standards	11/4/2016 3:19 PM
289	parent feedback, student scores, teacher assessments	11/4/2016 1:46 PM
290	good question	11/4/2016 1:26 PM
291	Objective factual knowledge as well as critical thinking skills	11/4/2016 12:20 PM
292	parent satisfaction	11/4/2016 12:07 PM
293	reading, writing, math ability, on time graduation and promotion rates, negative behavior tracking (absenteeism, violence, drug use, theft, etc.); information of extra curriculars available	11/4/2016 11:55 AM
294	Demonstrated competence. Tests and otherwise.	11/4/2016 11:31 AM
295	ways to measure climate, sense of community and engagement	11/4/2016 11:31 AM
296	Teachers and specialists conducting assessments for IEP qualification should have training in the disabilities they are assessing; use the same screening (ex.- DIBELS or AimsWeb) every year to track progress.	11/4/2016 11:19 AM
297	Quality Performance Assessments. Locally developed parent and student surveys, fittness data in addition to SBAC	11/4/2016 10:50 AM
298	That teachers and support staff who are not successful can be removed.	11/4/2016 9:40 AM
299	Involvement with their community; local environmental education	11/4/2016 8:46 AM
300	a variety of ways of students expressing knowledge versus just testing e.g. videos, presentations, projects, peer teaching	11/4/2016 8:18 AM
301	A series of national standard exams in each subject area in the senior year, not all the testing we have now	11/4/2016 7:10 AM
302	School quality	11/4/2016 7:08 AM
303	Student and teacher surveys to get the best understanding from the people involved in the learning process.	11/4/2016 12:29 AM
304	Does a system encourage critical thinking?	11/3/2016 9:36 PM

305	graduation rates, highly qualified teachers, curriculum that meets state standards	11/3/2016 7:45 PM
306	Longitudinal data	11/3/2016 7:31 PM
307	Triangulate many sources of data, including valid class data (without over testing) to look at how students are doing from a variety of different perspectives as we look at a whole person approach to the work that we do as educators.	11/3/2016 4:26 PM
308	improvement in skills over time	11/3/2016 4:22 PM
309	Graduation rates, % of those that go onto college or trade school and abililty to be independent citizens	11/3/2016 3:52 PM
310	Social/economic factors; home support; programs offered	11/3/2016 3:32 PM
311	While we do need effective tests that measure what students can do without assistance, we need fewer tests and more genuine transfer tasks.	11/3/2016 3:26 PM
312	Individual assessements, meeting the students where they are and in the way they can best explain their understanding. Rubrics can be tuned to determine a student's comprehension of a topic of study in a variety of ways.	11/3/2016 2:59 PM
313	some standardized assessment, but more diversified; competency based assessment reports; graduation rates, but most importantly, post-graduation outcomes 1 year out, 5 years out, etc	11/3/2016 2:34 PM
314	teacher driven subject specific accountability	11/3/2016 2:14 PM
315	Student testing data is important to show growth, but it shouldn't be the sole measure of school quality or student success.	11/3/2016 2:06 PM
316	Student happiness, students' ability to think creatively, students' ability to think about their community and their education holistically.	11/3/2016 1:24 PM
317	Student/Staff/Parent surveys on school climate, college acceptance rates, student drop out rates, and student involvement in community programs should all be considered as measures of school quality and student success.	11/3/2016 1:21 PM
318	Graduations rates, college or post secondary placement (ie trade schools)	11/3/2016 1:08 PM
319	students need to be accountable	11/3/2016 12:51 PM
320	Application of knowledge in real world context.	11/3/2016 12:33 PM
321	in-class summative assessment (transfer tasks), standardized tests, academic growth, attendance, hs graduation rate	11/3/2016 12:30 PM
322	Less reliance on standardized testing and more on competencies as they integrate into the system...much more inclusion of effort and attitude of students as a measure of their success. A growing number, near majority now, of students are simply not trying, giving up, and too many teaches are simply passing them or finding a way for them to pass. Teachers, and the system, must hold students accountable for lack of effort. The system will have to trust the teachers and find a way to quantify this effort. Effort and attitude as a necessary life skill has been too long ignored in the schools. Is there a more important 21st Century skill than effort and a "try" attitude? The kids are not coming to school ready to learn (parents??), and schools are being asked to magically solve this.	11/3/2016 12:28 PM
323	in lower grades, reading tests should indicate if students are ready to move onto middle school . . . in high school, grades similar to college with categories separated for skills	11/3/2016 12:22 PM
324	Competencies	11/3/2016 12:22 PM
325	What level of parental involvement is there? How much have students grown--not whether they meet some arbitrary benchmark, but how much better are they at the end of the year than the beginning?	11/3/2016 12:12 PM
326	Students should have access to an effective school library program staffed by a certified school library media specialist. School uses a variety of measures, including accreditation measures (NEASC), teacher generated Performance Assessment of Competency Education (PACE) assessments, standardized measurement, college and career/credentialed placement; achievement of personal learning plan goals; portfolio evidence to show growth over time	11/3/2016 12:10 PM
327	Results from a balanced assessment system. Also, the use of a social/emotional program such as responsive classroom.	11/3/2016 11:32 AM
328	Accomplished young adults who can find employment and be responsible citizedns.	11/3/2016 10:26 AM
329	Giving our students a chance to display the work they have accomplished.	11/3/2016 10:22 AM
330	Graduation rate.	11/3/2016 10:12 AM
331	ability to solve practical issues and problems that one encounters in life	11/3/2016 9:38 AM

332	Task completion and quality of work among students. How much work is on time and well done? How much is extended and is that work exceptional, average, or below par?	11/3/2016 9:38 AM
333	Measuerment tools other that written tests	11/3/2016 8:25 AM
334	Standardized tests should not be the main measure. Student work including class work should weigh heavily.	11/3/2016 7:49 AM
335	Collect data of where students go when they leave high school. How many graduate, the number that go on to universities or institutions of higher learning, how many enter a career within six months of graduation. If this is the outcome desired from our school systems, shouldn't it be measured?	11/3/2016 7:48 AM
336	School wide rubrics.	11/3/2016 7:23 AM
337	There MUST be multiple measures, some student chosen, some school/community chosen and some state-wide and I have concern about adopting ANY system that takes student data and testing information and gives it to a 3rd party-- especially a private, for profit company. Standardized testing has a place, but not the central place and it needs to be the New Hampshire way	11/3/2016 6:45 AM
338	Less testing. I think it should be up to the teacher.	11/3/2016 6:16 AM
339	Performance tasks to prove student comprehension. Standardized test scores for progress monitoring as well as help in guiding instruction. Administration observational reviews of teachers and their ability to reach students and the intended competencies.	11/3/2016 5:40 AM
340	The amount of outdoor classroom experiences (courtyards, greenhouses, playgrounds).	11/2/2016 10:30 PM
341	Skills are more important than content. Student success should partially be measured through real-world applicability: perhaps environmental and social literacy. Students who graduate can submit honest reviews of their teachers-- this could be part of an assessment. Teachers should be more open to observation and feedback from administrators and other faculty, both in their district and beyond (perhaps requirements to observe and give feedback to a teacher in another district each year?) so that they consider themselves LEARNERS, not just teachers. Certainly skills beyond just reading and math should be assessed.	11/2/2016 10:22 PM
342	Daily Attendance rate; graduation rate. Percentage at 4 yr 2 year ir trade school or military	11/2/2016 8:39 PM
343	resources available to staff need to be improved drastically	11/2/2016 7:23 PM
344	all students should be measured individually to show that they have made progress. Not all students are equal and thus the across the board tests do not adequately measure certain students.	11/2/2016 3:24 PM
345	Standardized testing and qualitative data.	11/2/2016 2:51 PM
346	e-portfolios	11/2/2016 2:38 PM
347	I feel that there should be measures that all students are succeeding and not just the lower level students being brought to competency. Higher achieving students must also be taught & encouraged to their highest levels.	11/2/2016 12:30 PM
348	access and participation in "non-academic" opportunities	11/2/2016 10:49 AM
349	As far as school quality i think more quantity and quality needs to be put into school lunches, half the time the menu doesn't even give the kids what is listed, leaving children to not eat because they don't like whats served or cannot eat whats being served.	11/2/2016 9:05 AM
350	The ability to question authority and innovate.	11/2/2016 12:20 AM
351	No one has ever been able to convince me that any teacher would keep the job and not care about the kids. "Feedback" on student outcomes is crucial. "Accountability" is largely unnecessary and a bit off-target. Student achievement can be measured in many ways--both in and after their scholastic careers. If this information is given to teachers and administrators, they will work to improve, assuming they are given the time and resources to do so. Any "accountability" should be considered at all levels, from teacher to administrator to school board to community to government.	11/1/2016 10:48 PM
352	Less testing...or the ability maybe to test out of some material???	11/1/2016 5:28 PM
353	grades and attitude	11/1/2016 4:07 PM
354	Projects and performance-based assessments should be included.	11/1/2016 1:56 PM
355	School accountability should begin with those that teach. If we want our youth and students to succeed we must provide them with the tools to do just that. We must hold ourselves higher and accountible for all actions. In turn our students will rise	11/1/2016 10:51 AM

356	Student success should be a measured through frequently collected data and actual outcomes, tempered with the understanding that all students come with different strengths & needs. Accountability should be collaborative, guardians, teachers & students	11/1/2016 10:43 AM
357	By looking at what the students accomplish 5 years after they graduate	11/1/2016 10:29 AM
358	graduation rate, rate of students continuing with education.	11/1/2016 10:01 AM
359	Unfortunately standardized testing is NOT indicative of student success. Teachers should not be evaluated by their students' grades and test scores, they should be evaluated by how they teach and convey the information, motivating the students to want to learn and welcoming them to come for help.	11/1/2016 9:19 AM
360	The measure should be that the teachers help the students learn (active model) rather than "teach" the students which usually becomes a passive environment for learning	11/1/2016 7:07 AM
361	Track student success through time. See if students still love learning through time. What do we want students to be able to do by graduation? Everything leads up to how to prepare a student for a productive life.	11/1/2016 5:53 AM
362	Full credit of Personal Finance.	10/31/2016 9:34 PM
363	Realistic measure of life skills, accountability and resonsibility.	10/31/2016 9:21 PM
364	wages; % of students happy with their education	10/31/2016 9:06 PM
365	see above. also, how are you defining student success? Is this an issue of norm-referencing or criterion referencing? At what point is it reasonable to look at the ways in which students are growing or making progress compared to themselves and establishing goals for their learning based on identified standards?	10/31/2016 6:58 PM
366	the fact that each student is moving forward some may be slower than others	10/31/2016 4:22 PM
367	portfolio assessments; performance & competency based assessments to measure success - less on the TEST (fill in the bubble) activities	10/31/2016 4:20 PM
368	Student learning outcomes	10/31/2016 4:19 PM
369	minimal standardized tests - as few as possible	10/31/2016 3:43 PM
370	Social emotional	10/31/2016 3:01 PM
371	Student/teacher ratio (including classes for children wth special needs and developmental disabilities), performance against national benchmarks for STEM, reading and history/social studies, and a demonstrable dedication to providing students opportunities to engage in and explore the arts and music.	10/31/2016 2:17 PM
372	I think students and teachers should have some type of evaluation of skills and information learned.	10/31/2016 2:05 PM
373	Measures should be linked to student development and not by age or grade level	10/31/2016 1:43 PM
374	Participation in music, music course offerings (does a school offer band, chorus, general music, african drumming, etc.), is music required through 9th grade? (many schools get away with not offering 7th or 8th grade music other than band and chorus even though we have k-12 competencies required for graduation)	10/31/2016 1:30 PM
375	Inquiry process, problem solving and communication.	10/31/2016 1:28 PM
376	classroom learning assessments. NOT standardized testing!	10/31/2016 1:26 PM
377	Portfolios	10/31/2016 1:04 PM
378	parent, school AND student accountability	10/31/2016 12:58 PM
379	Schools should be able to have local control over their accountability system. Common programs like NWEA testing or common performance assessments, which are already imbedded into instruction should be used, instead of another outside test like Smarter Balance.	10/31/2016 12:57 PM
380	sturdents demonstrate their learning	10/31/2016 12:50 PM
381	more than just standardized tests, look at actual programs	10/31/2016 12:37 PM
382	Parent & student survey results... is the public happy with the local school? That says a lot.	10/31/2016 12:27 PM
383	All students should have access to an effective school library program staffed by a certified librarian.	10/31/2016 12:27 PM
384	A variety of means including: grades, graduation rates, types of courses and "paths" to graduate, variety of school resources to support the student, options for college and career information, options for students who need supports (emotionally and academically) and sharing the information with the community.	10/31/2016 11:57 AM
385	Students ability to think logically. NOT just answer multiple choice true/ false questions	10/31/2016 11:31 AM

386	Reporting the students' success based upon the standards/competencies of a particular subject.	10/31/2016 10:52 AM
387	Parent assessment of family support provided. Student's assessment of needs being served.	10/31/2016 10:06 AM
388	Wellness Policy, Student achievement based on individualized goals attained and not by standardized test scores	10/31/2016 8:58 AM
389	A strong music program	10/31/2016 8:53 AM
390	Inclusive portfolios. Standardized tests should be banned.	10/31/2016 7:46 AM
391	Require accreditation at all levels, not just high school	10/31/2016 4:02 AM
392	1. Teachers should have direct input into decision making regarding all aspects of school life. 2. The arts programs should be emphasized as much or more than the sports programs. Check the studies on what music does for the developing brain.	10/31/2016 2:29 AM
393	I don't believe there should be a strong focus on the current standardized testing that is used. Multiple assessments should be used. There are many factors that influence a child's success, some of which a school is going to have minimal ability to influence. Currently I feel that schools are too focused on getting kids prepared for standardized tests versus meeting the needs of the student.	10/31/2016 1:01 AM
394	lists of course offerings, teacher satisfaction, and student growth	10/30/2016 11:16 PM
395	Student achievement (academically and personally)	10/30/2016 9:00 PM
396	Students should be able to demonstrate the ability to draw reasonable conclusions from learned data.	10/30/2016 8:17 PM
397	Student success should be measured both in progress towards a curriculum goal and progress from their baseline of knowledge.	10/30/2016 8:14 PM
398	Administration's input & its faculty input. Select the required assessment tools that accurately reflect student progress based on the reliability/validity of the measures. Consider teacher's recommendations and let us optimize the ;learning with more time teaching instead of progress monitoring to death. For me, I'm learning what I need to know about my students in literacy with Fountas & Pinnell three times per year. The AIMS WEB literacy testing fluency is another measure/predictor of success that is normed. Having a Core Reading program and other multiple reading texts to guide the literacy instruction allows for excellent differentiation. Getting bogged down with Unit Tests in the Core Reading program is incredibly time consuming which takes away from more time on task reading with the children. The school is holding me accountable to tracking the students' progress. Trust the teachers if they tell you which assessments accurately reflect student learning. If a teacher has student evidence to document progress that's quality. Project based learning is getting harder and harder to implement with all these "must dos" to be teaching from a Core reading program with such fidelity~ making it harder to work on performance standards because one is literally being tugged and pulled in so many directions. TRUST the grade level teachers to use/do what they know with less MUST DOs. We have the local control & expertise to choose the assessments wisely and can build in more teaching time if we would be allowed to let Fountas & Pinnell, AIMS Web/Math, & A Writing Rubric drive the instruction. if a teacher thinks a Core Reading unit test help him/her let that happen but in my case I know I lose 2-3 days of literacy instruction for a unit test that is simply an all inclusive test designed for students receiving only instruction from those materials, which would be stepping backwards in time.	10/30/2016 5:51 PM
399	Each school is different and consists of students from various walks of life. Each school can create the measures for their school quality and success.	10/30/2016 5:28 PM
400	Testimonials from students on what or how they learned, students grades with a breakdown of rubrics and how they are actually being graded instead of just seeing the number	10/30/2016 5:23 PM
401	All areas including the arts, wellness and media	10/30/2016 5:11 PM
402	Values – shared values – practical, social values to which everyone can relate and which will benefit all.	10/30/2016 3:21 PM
403	# that graduate,# going on to college, # entering the work force with the skills that they need.	10/30/2016 3:00 PM
404	Student questionnaires, parent questionnaires	10/30/2016 1:52 PM
405	Safe physical plant and campus, high academic standard, meeting the needs of the ever widening spectrum of student needs,	10/30/2016 1:49 PM
406	student engagement/active learning, academic achievement, application of knowledge/skills, competency-based, promotion based on knowledge/skills/application, not on age	10/30/2016 12:52 PM
407	Performance standards should be set based on the school and students should be accountable to uphold those standards	10/30/2016 12:35 PM
408	Student evaluations of their teachers; parent evaluations of their child's overall experience and progress but NOT about teachers (I believe parents often blame teachers for problems that may stem from parenting issues)	10/30/2016 11:25 AM

409	Attendance, graduation rate, assessment system, advanced coursework, special education system that meets student needs, school climate, parental involvement, student-teacher ratio, access to arts and library, adequate facilities and materials	10/30/2016 9:25 AM
410	Accountability should not be based solely on test scores.	10/30/2016 7:28 AM
411	providing a well-rounded education balanced with arts	10/30/2016 6:08 AM
412	Fair assessments...not standardized tests.	10/30/2016 5:45 AM
413	Success is not always the highest grades given from testing. Success is the ability of every student to learn what they need to fit into society, and to be able to learn these skills/lessons at a rate they can absorb for mastery. Learning something just to pass a test is useless if the student cannot connect the dots of how to use the lessons in a practical way throughout his/her life. I find that a lot of students don't understand the integration part of transference ....how is everything connected and useful.	10/29/2016 10:34 PM
414	Academic achievement, graduation rate, English language proficiency, arts participation	10/29/2016 8:56 PM
415	Surveys of parent and student feedback like this	10/29/2016 8:51 PM
416	Not everything should be seen as a grade: See one's own physical improvements	10/29/2016 8:46 PM
417	testing for student knowledge - but much less as compared to today	10/29/2016 8:31 PM
418	Self studies done by schools to gather data on student growth and achievement. Standardized tests are not a good measure of quality or success.	10/29/2016 8:24 PM
419	the arts, physical education, student conduct	10/29/2016 8:08 PM
420	Community service, portfolios, tests that assess what the student is actually learning and will use in life.	10/29/2016 7:54 PM
421	I think the amount of offerings provided to students are the most	10/29/2016 7:46 PM
422	The use of standardized test over the past several years has been proven to be an ineffective measure of student achievement. In fact a good many colleges have stopped using standardized test scores as a valid measure of student success in college. With the move to competency based-learning, a system of measuring students achieving the competencies within each course offering can be a great measure of a school's success.	10/29/2016 7:30 PM
423	I believe that students can participate in creating their own goals.	10/29/2016 7:21 PM
424	NOT standardized testing	10/29/2016 7:12 PM
425	Students should be held accountable for their efforts. Retention and summer courses should be instituted if necessary. Academics should be the priority. Additional electives, counseling, etc. should be made available only after the academic courses have been finished for the day.	10/29/2016 7:03 PM
426	Participation in extracurricular activities	10/29/2016 6:58 PM
427	1) Quality of life 2) Access/Performance with authentic learning experiences 3) progress on academics	10/29/2016 1:49 PM
428	Student motivation and parent/guardian support must be considered, as well as optional measures of testing for those who do not have the skills to complete standardized testing.	10/29/2016 10:44 AM
429	Rating and reviewing the teachers. Have parents provide feedback on teachers and administrators. Hold them all accountable instead of placing all the emphasis on student test scores.	10/29/2016 10:24 AM
430	Respecting the process. And foremost, to keep the learning relevant.	10/29/2016 9:11 AM
431	Mastery of competency in subject content, life skills and employability skills	10/29/2016 8:17 AM
432	Employment in area of training; Successful enrollment and retention in post secondary institution not including remedial courses.	10/28/2016 8:09 PM
433	I believe that quality accountability is qualitative. Not all students fit in the standardized assessment box. School quality and student success should be measured by a student's or teacher's growth not just in academic areas.	10/28/2016 7:27 PM
434	Do the children and teachers usually love the time they spend together? Is there an expectation for ALL to be respectful to each other? Do children have adequate time to learn and play outside? Are all faculty and administrators informed about multiple intelligence theories? Are children respectful to each other, their school staff and the materials they use? Are parents always welcome to visit or observe?	10/28/2016 7:15 PM
435	A metric of student happiness and sense of belonging should be included in school accountability. If many students consistently report that they hate school, we are failing those students.	10/28/2016 5:24 PM
436	Portfolios, access to arts education	10/28/2016 3:57 PM

437	portfolio evidence to show growth over time	10/28/2016 3:53 PM
438	Students creative success should be measured based on the Taxonomy of Creative Design which is an analytical tool for assessing the originality of an object, not by measuring its difficulty but by measuring how far an object reaches beyond what has come before and some of the mechanics for how it achieved those gains. • Imitation: Is the creation the same or virtually the same as something that already exists? • Variation: Is it a slight change to an existing object, such that it is different, but still retains the identity of the original object? • Combination: Is it a mixture of two or more things, such that it can be said to be both or all? • Transformation: Is it a re-creation of something in a new context, such that it has some characteristics of the original object, but it cannot be said to still be that kind of object? • Original Creation: Does it appear to have no discernible qualities of pre-existing objects or ideas?	10/28/2016 3:46 PM
439	The physical health and well-being of students	10/28/2016 3:20 PM
440	Student standardized test scores, quality of school arts and world language programs, collaborative school vision	10/28/2016 2:57 PM
441	I woudl lkie to see a felxible research to practce evaluation system that supports high expectation for all	10/28/2016 2:43 PM
442	Demonstration of knowledge such as a intricate project or portfolio.	10/28/2016 1:45 PM
443	following trends from year to year, to see that students fare well in secondary school	10/28/2016 12:55 PM
444	More physical education	10/28/2016 12:29 PM
445	Standardized Testing needs to be deemphasized. It is a one dimensional way of looking at schools, children, and learning. It distracts us from the most important teaching which is organic and embedded in the every day practice of education.	10/28/2016 12:19 PM
446	Performance Tasks, Project-based learning, demographics, fitness, measures of the whole child (w	10/28/2016 11:37 AM
447	highly qualified staff, students meeting expectations/demonstrating knowledge and skills in a variety of ways - not just assessments, access to necessary technology for everyone	10/28/2016 9:58 AM
448	Grades, curriculum, College Graduates	10/28/2016 9:52 AM
449	Performance reviews and goals set with student, teacher and parent.	10/28/2016 9:32 AM
450	Grades and test scores are good data points, but a system where we can ensure that students' basic needs are met, as well as opportunities for them to find out what they are good at, are critical.	10/28/2016 8:17 AM
451	True student success is a student that knows how to care for and live phhysicaly fit for their life.	10/28/2016 7:53 AM
452	I don't think this should be over-regulated or mandated outside local control. Student evaluation should be sought and included.	10/28/2016 7:35 AM
453	difficult to measure-a combincation of standardized testing, graduation, enrichment opportunities for students, highly qualified teachers,	10/27/2016 4:24 PM
454	performances and galleries of student's work	10/27/2016 3:18 PM
455	Schools should be held accountable for student academic growth and for opportunities to participate in a variety of extracurricular activities.	10/27/2016 2:46 PM
456	participation, presentation of final works/performances, community involvement, student performance data	10/27/2016 2:45 PM
457	Attendance responsibility for students and families	10/27/2016 2:40 PM
458	Science based standardized testing. A supervision model emphasizing the quality and integrity of service delievery. Schools within a district should remain consistent in policy, procedure and practice. Students identified for specialized services ahould be monitored more closely with a greater emphasis on the quality of instruction / intervention. Comprehensive case reviews should be done routinely with an emphasis on effective measurement of the impact of services, interventions and programs.	10/27/2016 2:11 PM
459	The student to staff ratios and IEP to regular ed ratios.	10/27/2016 1:57 PM
460	portfolios in content areas. NO standardized testing	10/27/2016 1:12 PM
461	the physical plant	10/27/2016 12:47 PM
462	Parents accountability, administration accountability as well as teacher accountability.	10/27/2016 12:23 PM
463	college acceptances	10/27/2016 12:06 PM
464	Tracked progress following the same student through the years.	10/27/2016 11:43 AM
465	Smaller class size, qualified teachers and staff, student portfolios in addition to test scores.	10/27/2016 11:39 AM

466	Less testing more experiences to show what they know	10/27/2016 11:27 AM
467	schools climate and a sense of community.	10/27/2016 11:10 AM
468	whole student education not just STEM	10/27/2016 11:10 AM
469	I feel that standardized test scores are not a full measurement of the success and quality of a school. Factors such as graduation rates, college acceptance can also be used as a measure of school quality.	10/27/2016 10:57 AM
470	We should not rely on a "testing" system that creates a data base on which everything from funding, program creation and even the big SAT scores are used as a model for content understanding, educational advancement and educator/school/district success. We should have a variety of resources that generate data that are worked into the accountability system such as Alumni input, anonymous student reflection responses, models/examples of opportunities that are offered to ALL students with a Variety of Interests.	10/27/2016 10:41 AM
471	Core Classes, Unified/Specials Classes, Enrichments, etc.	10/27/2016 10:36 AM
472	Well rounded education- teaching the whole child!	10/27/2016 10:25 AM
473	Something other than test scores.	10/27/2016 10:19 AM
474	Actual grades. The current elementary "grades" on report cards don't measure anything. It is a disservice to kids who are earning A's on every assignment, only to get a simple "meets expectations" on their report card. What message does that send kids? Don't bother going above and beyond because it's all just "meets expectations" anyway? It disincentivizes hard work.	10/27/2016 9:32 AM
475	Graduation /advancement rate	10/27/2016 9:21 AM
476	NEASC has proven to be helpful in improving what our school provides our students. State testing, such as NECAP's, to measure student succes is not necessary. Though, an assessment like SAT's is meaningful because it evaluates students abilities AND is a tool colleges/universities use for their enrollment so it opens doors for our students. I do not think teachers should be held responsible for poor test scores because demographics are a key factor with poor test scores.	10/27/2016 9:19 AM
477	I am not certain. I have never been a fan of standardized tests as children test differently. Right now I am not sure what purpose the Star testing is for, it never changes the level at which my children learn.	10/27/2016 9:14 AM
478	We have really good teachers in NH schools, some exceptional, but all the social issues are a HUGE stumbling block to learning and keeping a classroom moving foreward. We need a statewide discussion about these issues and how are we as a state want to move forward. If teachers could just teach without kids walking out when they don't want to do something(and I mean young kids) or not wanting to turn your back on a class because you can't trust some students or feel threatened.	10/27/2016 9:11 AM
479	NEASC accreditation is a terrific system	10/27/2016 9:09 AM
480	If you are going to use a standardized test to hold teachers accountable, then the SATII in Chem should be used to rate a chemistry teacher not the current state science test which has very little chemistry on it. I am tried of being told to teach geology to my chemistry students because of that test. It takes time away from what they need to learn in order to be successful chemistry students at the university level.	10/27/2016 9:01 AM
481	100 percent of school quality and student success	10/27/2016 8:54 AM
482	Measuring student success is difficult as some students do not "test" well, to base the success of a school on test scores is skewed. Mastering concepts is a more defined way to measure success.	10/27/2016 8:53 AM
483	Project based learning	10/27/2016 8:53 AM
484	support groups, and diverse activities, student lead projects	10/27/2016 8:37 AM
485	Performance based assessments and competencies.	10/27/2016 8:23 AM
486	Demonstrating competency	10/27/2016 8:14 AM
487	Socio-economic situations play a huge role...no standardized way will work. It has to be situational.	10/27/2016 8:07 AM
488	High Standards based Competencies met by all students. For this to happen we need higher minimum standards from the state.	10/27/2016 7:59 AM
489	College acceptance - Carrer education	10/27/2016 7:57 AM
490	Competencies met that are a higher standard than our minimum standards.	10/27/2016 7:51 AM
491	A number of measures including exhibitions, portfolios, written exams, reports, and personal reflections.	10/27/2016 7:49 AM
492	individual growth of a child	10/27/2016 7:30 AM

493	Parent, student, and educator input. School boards should include 1/4-1/2 educators who know education. School boards without educators are like emergency rooms with hairstylist for a doctor.	10/27/2016 5:50 AM
494	More emphasis on parental responsibility in their own child's education, i.e. Tardiness, absence, cleanliness, adhering to deadlines.	10/26/2016 11:21 PM
495	Competencies, testing.	10/26/2016 9:47 PM
496	Administration can't be afraid of parents	10/26/2016 9:23 PM
497	Not standardized testing!	10/26/2016 9:07 PM
498	Student success should be measured through project based learning that demonstrated critical thinking skills.	10/26/2016 8:16 PM
499	To a certain degree this should be included as a student success is the final product	10/26/2016 8:04 PM
500	College acceptance rates, # of students in upper level course, some standardized testing but not limited to just that.	10/26/2016 7:54 PM
501	Reduce testing, demonstrate competency through exhibits, theatre, demonstrations of knowledge	10/26/2016 7:10 PM
502	Can they think for themselves.	10/26/2016 6:41 PM
503	Safe learning environment, adequate access to peripheral curriculum (Unified Arts), collaboration between teachers, administrators, and community.	10/26/2016 6:21 PM
504	Mandatory full day kindergarten offered in all schools, Drop out rate, no more than one standardized test that takes less 1 school day, self-study evaluations, on-site state visitations to school/classrooms, teacher qualifications, post graduate experiences.	10/26/2016 6:01 PM
505	Not the ones we have now! High stakes testing has ruined public schools!	10/26/2016 5:28 PM
506	Can students demonstrate their learning through real life applications? Is there quality professional development offered for teachers?	10/26/2016 4:56 PM
507	Life skills, citizenship skills, world skills, more than just math and science scores.	10/26/2016 4:52 PM
508	A strong arts program with several performing ensembles and performance opportunities for all students. Music classes should be available to all students, K-12.	10/26/2016 4:19 PM
509	Not just standardized test, portfolios of cumulative student work is also important.	10/26/2016 4:07 PM
510	Personal interviews would be far too tedious, but I doubt one would get an accurate picture of the individual pieces without it. On the grand scale, yes, testing, similar to MCAS (or NHEAP, etc).	10/26/2016 4:04 PM
511	Less state mandated testing	10/26/2016 3:59 PM
512	Procedures for accurate attendance, lesson planning, clearly communicated class expectations.	10/26/2016 3:57 PM
513	Whether students enjoy school. Students that enjoy school are usually successful.	10/26/2016 3:39 PM
514	• academic achievement • physical and mental health • social-emotional development • creativity and innovation • citizenship and democracy • school climate	10/26/2016 3:38 PM
515	Teacher obervations	10/26/2016 3:31 PM
516	practical applications & leadership evaluations	10/26/2016 3:30 PM
517	financial backing	10/26/2016 3:29 PM
518	Physical, emotional, intellectual and technological accessibility, student involvement in curricular and extra-curricular offerings, documentation of student growth in all areas, teacher education and support through on-site training, mentor programs, resources, materials, and other learning opportunities.	10/26/2016 3:23 PM
519	Teachers are asked to do an extremely difficult job with little help and resources yet they are judged harshly when they don't get the results administration wants. If education where a business it would fail under the same conditions.	10/26/2016 3:22 PM
520	There are a variety of learning styles in which students learn. Standardized tests do not always tap into this, and should not be the primary measure for student success. Students should be assessed in a variety of ways, since they learn in a variety of ways. Standardized tests can be one of these many ways, but also through creativity, projects, and portfolios.	10/26/2016 3:20 PM
521	student collboration or team work in not only sports but in academics and arts.	10/26/2016 3:06 PM
522	Do not expect an art teacher to assess students on the finished products. SLOs are difficult for a visual art teacher to have to write and complete. Students need the 45 minutes once a week to make art not to be assessed or fill out rubrics and waste their art making time.	10/26/2016 3:01 PM

523	multi faceted evaluation system that takes in account availability of resources, test scores, and final outcomes.	10/26/2016 2:57 PM
524	Students' perceptions of school atmosphere.	10/26/2016 2:55 PM
525	School's should be expected to show a master schedule that intentionally leads students through a balanced curriculum.	10/26/2016 2:55 PM
526	GROWTH...through classroom-based and standardized testing	10/26/2016 2:25 PM
527	For students: Standardized testing results compared across a wide variety of geographic areas, success in higher education environments after graduation. For teachers: student success as measured by progress for each student. In my opinion, we currently do not have a good measure for individual progress for each student. Also, teachers need to be rated, at least in part, by their students' ability to master grade level material.	10/26/2016 1:58 PM
528	GPA, SAT, GRE, GMAT, College Acceptance	10/26/2016 1:19 PM
529	student competency assessed through project based cirriculums	10/26/2016 12:21 PM
530	Multiple measurements that are appropriate and valid for particular students	10/26/2016 11:14 AM
531	Appropriate basic skills problem solving individual and in groups	10/26/2016 10:50 AM
532	normed and criterion referenced measures,	10/26/2016 10:45 AM
533	Qualitative reports and testimonials, parent surveys, child surveys, adaptive testing like the STAR assessment conducted 3x's per year for all students with results provided to parents within one week of testing and comparisons to peers at school, state, nation, quantitative survey of school programs	10/26/2016 10:44 AM
534	School quality should be measured using a number or pieces of information including performance task work, survey data from parents and staff, and school reports that would be generated every five or ten years that lay out what has happened and what the goals are moving forward.	10/26/2016 10:35 AM
535	Highly qualified teachers.	10/26/2016 8:28 AM
536	# of graduates, # of graduates going on to college, # of graduates acquiring meaningful good paying jobs right out of high school.	10/26/2016 8:09 AM
537	Not test scores but application of learning and knowledge. All DOE staff and legislatures should watch Most Likely To Succeed. Teachers should be rated by observation, interviews with kids and parents, classroom culture -- not test scores that have no relevance to the real world.	10/26/2016 5:43 AM
538	When students and community feel welcome, more time learning than disciplinary actions, student's prepared for their post secondary goals, students can show their learning in a multitude of ways	10/25/2016 10:59 PM
539	Less standardized. More soft skills.	10/25/2016 8:29 PM
540	Percentage of students reporting positive interactions with teachers, percentage of teachers who report working in a positive environment, percentage of teachers who report they have freedom to experiment in their classrooms	10/25/2016 7:04 PM
541	College and career ready,	10/25/2016 3:09 PM
542	Students should have access to an effective school library program staffed by a certified school librarian School uses a variety of measures, including accreditation measures (NEASC), teacher generated Performance Assessment of Competency Education (PACE) assessments, standardized measurement, college and career/credentialed placement; achievement of personal learning plan goals; portfolio evidence to show growth over time	10/25/2016 2:05 PM
543	% of students graduatingform HS and also % going on to college; measurement of progressive learning year to year. Not so much emphais on standard tests.	10/25/2016 1:31 PM
544	Varied instructional programming; school climate; less emphasis on test scores	10/25/2016 12:41 PM
545	Absences and School Climate, student "grit" and mindset, continual growth regardless of current achievement level.	10/25/2016 12:14 PM
546	What is meant by student success, it's far to open ended and much can be read into answers. Grades should not be the only way to determine success. Often time they really mean nothing, especially standardized test of any kind. And those standardized test scores should never be used to determine a teachers merit. Competencies is a better way of assessing (not the same as grading) students true abilities. Competencies should also be used when determining teachers effectiveness. Test scores don't represent a teachers abilities neither do straight classroom observation. We all know teachers often change their daily routine when they know they are being observed.	10/25/2016 11:56 AM
547	Ability of students to empathize, communicate and engage with the people in society.	10/25/2016 11:55 AM
548	Testing, but less of it, trying to limit to one standardized assessment per year.	10/25/2016 10:21 AM

549	There is no way to fairly assess school quality in a state where local school districts are required to fund their local schools. It is inherently unequal. Using common assessment tools is one measure but they favor good test-takers. Graduation rates are not reliable given the varied graduation requirements across the state. To be accountable for student performance can't take into account the varied ability of each student. True accountability of a school system can be measured by the ability of those graduates to support themselves and lead productive independent lives.	10/25/2016 10:17 AM
550	achievement of personal learning plan goals	10/25/2016 10:09 AM
551	A school that start after 8:30 to account for teen biology as a means to increase learning	10/25/2016 9:54 AM
552	Curriculum and Instruction standards along with performance based standards. Teacher and student opinion of of their school - great place to learn or support from administration, etc.	10/25/2016 9:34 AM
553	Drop standardized test scores. Include support from community. Community relations.	10/25/2016 8:51 AM
554	Exit surveys. Progress made from entry to exit. How many students see themselves as productive after they leave us	10/25/2016 7:59 AM
555	A few different ways that can give a clearer view of what's going on. Survey students, parents, staff alongside the testing done. Have a point system for each	10/25/2016 6:23 AM
556	Academic habits	10/24/2016 9:27 PM
557	Students should have access to an effective school library program staffed by a certified school librarian	10/24/2016 8:51 PM
558	SAT scores; MAP testing. Smarter balanced testing for older students.	10/24/2016 7:05 PM
559	A variety of course offerings, a variety of ways students can demonstrated learning, all students should have access to an effective school library program staffed by a certified school librarian, every district should have a method for preparing & planning for the future with students & every student should leave our K-12 schools with a plan for leaving school (college, workforce, military) and know where to go when they need help	10/24/2016 6:52 PM
560	Are students competing the competencies that are pertinent	10/24/2016 6:50 PM
561	Qualitative in addition the the quantitative	10/24/2016 5:37 PM
562	parent survey, student survey, observation	10/24/2016 2:01 PM
563	Curriculum based measures, social emotional/behavioral outcomes (possibly PBIS data or the like), less emphasis on high stakes testing	10/24/2016 1:58 PM
564	portfolios and authentic learning, not tests	10/24/2016 1:49 PM
565	Retention rate, expulsion rate, teacher productivity/burn out	10/24/2016 12:21 PM
566	Have a parent advisory board - NOT made up of people selected by the school board!!!	10/24/2016 11:59 AM
567	Teachers should be certified. Children should have attendance requirements.	10/24/2016 11:36 AM
568	A wide variety of digital networks, platforms, and content resources will help learners and learning agents connect and learn. Some of those tools will use rich data to provide insight into learning and suggest strategies for success.	10/24/2016 11:32 AM
569	Subject matter, not always grades.	10/24/2016 11:17 AM
570	Portfolio assessment showing measurable growth over the course of the year.	10/24/2016 11:16 AM
571	The Restorative Justice model should have a part in school accountability.	10/24/2016 11:15 AM
572	NWEA, Smarter Balanced and internal vetted common assessments	10/24/2016 11:14 AM
573	Time spent on free time/genius hours/play/project-based learning; ability to show they can use what they learn in the real world	10/24/2016 11:12 AM
574	Drop out rate, drug use stats, happiness/well being of students	10/24/2016 11:10 AM
575	In addition to standardized tests (which mostly seem to measure the quantity of data a student has absorbed) there should be tools to measure the QUALITY of students' critical thinking and reasoning skills, including their ability to write and speak effectively.	10/24/2016 11:04 AM
576	What money is going to each programs	10/24/2016 10:57 AM
577	Degree of family/caregiver inclusion and involvement, student growth and participation	10/24/2016 10:56 AM
578	Various measures of student achievement that are linked directly to student progress and individual needs.	10/24/2016 10:46 AM
579	Teachers of the Deaf, and other support personnel who are trained in the field of deafness should be included in the deaf child's education. Oversight of the development and implementation of IEP by trained personnel. A checklist of services and providers should be included in every deaf and hard of hearing child's education.	10/24/2016 10:41 AM

580	I passionately believe that it is not the educators responsibility to 'parent' my child. Meaning: they have enough on their plate. It is my responsibility to parent, and other parents who are failing need to be held accountable because their failures effect MY child's education at school. I also expect my child to be diligent during school hours, but after school, it is not appropriate for him to have *hours* of homework.	10/24/2016 10:41 AM
581	1. connections to parents - educating them on what role they can play to improve their child's outcome; 2. amount of time dedicated to learning social/emotional skills such as problem solving, emotional regulation, work completion; 3. relevance of curriculum to life after high school; 4. how students ask for help/support, and how the school responds to those requests; 5. a grading system that doesn't punish non-traditional learners, and meets them where they ARE versus where they "should" be	10/24/2016 10:35 AM
582	Results (preparedness to work and be productive members of society)	10/24/2016 10:29 AM
583	Student's level of improvement within a subject, student feedback	10/24/2016 10:29 AM
584	Academic indicators, character development, and parent/community involvement	10/24/2016 9:52 AM
585	Social and emotional skills.	10/24/2016 8:14 AM
586	Standardized testing should be cut way back. I want my children to be successful in the world not professional test takers. Assessment of their skills and learning should be done through research projects, experiential demonstrations of their ability to pull concepts together, problem solving that involves teamwork and oral presentations. Physical education should be a part of any accountability system and assessment of student success should happen using conditioning tests, meal planning and meal preparation to determine understanding of health and nutrition concepts. Students should complete teacher evaluations every quarter snd teachers should self-evaluate and make adjustments accordingly.	10/24/2016 1:21 AM
587	As many as possible, within reason.	10/23/2016 9:00 PM
588	Continuous growth in academic ability is essential. However, the evidence of a healthy school is where the staff, parents and students are able to work toward the same goals encouraging positive, purposeful growth that can be seen by the families and the community.	10/23/2016 4:24 PM
589	Students should have access to an effective school library program staffed by a certified school librarian. Schools should also use a variety of measures (NEASC, PACE, college/career placement, etc.)	10/23/2016 3:55 PM
590	At a state level for high school, just the SATs. At an elementary level, testing once every 3 years.	10/23/2016 6:32 AM
591	Student engagement as determined by student achievement (testing and grades achieved) and anecdotal evidence (both student and teacher).	10/22/2016 5:50 PM
592	Some sort of nationally normed testing, combined with local assessments	10/22/2016 3:58 PM
593	Not standardized tests. Individual growth as witnessed by teachers and parents.	10/22/2016 12:35 PM
594	Engagement. Problem solving skills. The ability to innovate. Communication skills. You see these clearly in those from other countries while it is being lost in those in the US. Accountability is another.	10/22/2016 8:30 AM
595	Authentic student data!!! So many kids do not perform well on computerized testing due to anxiety, disconnect, or inability to focus. It does not show what they know and can do. Authentic assessment should be the priority form of accountability.	10/22/2016 8:20 AM
596	Performance based learning, health and happiness of students surveyed, how engaging is the school day.	10/21/2016 10:19 PM
597	teacher evaluation, state testing should be easily made available to teachers	10/21/2016 8:51 PM
598	Report cards/student competencies	10/21/2016 8:30 PM
599	and Integrity for teachers	10/21/2016 6:55 PM
600	Evidence of progress the student makes.	10/21/2016 5:34 PM
601	Parents should be informed when teachers call out sick.	10/21/2016 4:28 PM
602	standardized testing	10/21/2016 3:55 PM
603	Individual assesments based on the child's ability to learn	10/21/2016 3:39 PM
604	High School Graduation Rates	10/21/2016 3:28 PM
605	it shouldn't be all just grades	10/21/2016 3:14 PM
606	a variety of assessments to demonstrate knowledge K-4; if colleges and universities continue to use standardized scores to determine entrance, then high school assessment formats should mimic the format of those assessments; social skills training is a must	10/21/2016 1:07 PM

607	Teachers should be measured on their students success instead of tenure and paid accordingly, and student conduct or bad attitudes should be more severe - detention or suspension. It's a school, not a YDC progam and parents need to take accountability of their kids instead of making the schools do it.	10/21/2016 11:30 AM
608	District/school created competencies.	10/21/2016 11:25 AM
609	Environment, safety, inclusion, self/peer/teacher evaluations, data.	10/21/2016 11:03 AM
610	Individual measures of success	10/20/2016 9:44 PM
611	number and variety of programs offered to students	10/20/2016 6:26 PM
612	Number of students that graduated, and went onto either college or a technical school.	10/20/2016 5:42 PM
613	attendance.	10/20/2016 2:22 PM
614	Reaching set goals.	10/20/2016 10:16 AM
615	Whatever is needed to answer these questions: Are students happy? Are they engaged in authentic learning? Does the faculty and staff feel autonomous and respected? Are there varied and regular opportunities for two-way communication between school & home?	10/20/2016 9:58 AM
616	Behavioral statistics	10/20/2016 9:43 AM
617	Meaningful testing, post-graduation surveys/evaluation of student success	10/20/2016 9:32 AM
618	Every student should make academic and social progress, but for every student that could mean something different depending on their individual needs.	10/20/2016 8:11 AM
619	Rate at which high school graduates enter the work force or higher educational institution 1 year, 2 years and 5 years after high school graduation.	10/20/2016 8:04 AM
620	Teacher and student progress...must be able to comprehend and pass to move forward	10/20/2016 4:43 AM
621	each community should determine this for themselves. Teachers should eb more accountable to parent satisfaction than to test scores.	10/19/2016 11:13 PM
622	Success in communities - volunteering, or learning from other means. Also, student success should be measured through means other than test.	10/19/2016 5:35 PM
623	safe environment	10/19/2016 12:41 PM
624	Not sure how to interpret this question	10/19/2016 12:32 PM
625	not sure	10/19/2016 11:48 AM
626	Are the kids/teachers/parents happy?	10/19/2016 11:25 AM
627	School quality measures should include having tools that are in place for student learning. This would include making sure students and teachers have what is needed to have a successful educational experience. This should not be limited to inside the classroom but also outside the classroom i.e. Transportation to various industries or future employers. Success should be measured by how many students have gone on to higher education or employment after graduation.	10/19/2016 10:56 AM
628	To answer in the negative, I don't think standardized tests are helpful.	10/19/2016 10:10 AM
629	local defined measures to evaluate local initiatives & state measures to evaluate state initiatives	10/19/2016 9:13 AM
630	Standarized tests and parent feedback	10/19/2016 8:58 AM
631	tests given sparingly	10/19/2016 8:49 AM
632	Success in college; College prep	10/19/2016 8:48 AM
633	Hold teachers and administrators more accountable. We need vibrate, energized faculty with supportive administrators.	10/19/2016 8:05 AM
634	Obviously some form of knowledge growth should be included but too often how that child progresses through the struggles of becoming a caring individual are overlooked. Schools are responsible for building and shaping character as well and I think they should be given the credit they deserve or be held accountable to their detriment.	10/19/2016 7:41 AM
635	Test scores, college acceptance, AP courses	10/18/2016 10:08 PM
636	SUCCESS OF EVERY STUDENT THAT MAKE A CONCERTED EFFORT TO DO THE WORK	10/18/2016 9:47 PM
637	individual student growth for the year, a student can grow without making the testing cut-off requirements	10/18/2016 8:16 PM

638	self assessment and public reporting, similar to accreditor models with a larger focus on honest and authentic assessment of mission and vision statements and evidence that those missions are being acted upon. inquiry based portfolios of teacher professional development with scholarly research requirements. I would also like to see NH schools results on international assessments like PISA, which assesses various characteristics of school, student, and community.	10/18/2016 7:26 PM
639	School quality should be measured by the size of the K-6 class sizes, the amount of art and music classes available at all grade levels, amount of recess time in grades K-6, availability of many AP classes at the high school level.	10/18/2016 5:50 PM
640	That students show more interest in the process of learning, than test results may indicate	10/18/2016 5:30 PM
641	Assessment data from performance tasks and tests.	10/18/2016 3:51 PM
642	The measures included in school accountability should be based on expectations of doing what is provided by a fully funded school,that is providing exceptional outcomes, and then looking at what may be diminished from that schools ability to provide the same successful outcomes based on that schools lack of consistent funding.	10/18/2016 3:43 PM
643	Proficiency in learning standards,	10/18/2016 2:42 PM
644	graduation rates	10/18/2016 2:24 PM
645	Competency and graduation rates.	10/18/2016 2:10 PM
646	Student survey; hear the student's voice.	10/18/2016 1:53 PM
647	The total package, not just competency based grading	10/18/2016 1:38 PM
648	Measures should show that each student is making progress and working at his or her own ability level.	10/18/2016 1:33 PM
649	Infrequent widescale standardized testing (every 3 to 4 grades at most) should be a gatekeeper. Students do not move on until they demonstrate grade level proficiency in all fundamentals. Staff evaluations must be tied to student performance and staff that exhibit skills unequal to the task must be taken out of the position where students are being penalized. It should be much easier for teachers to be evaluated and for administrators to move non-performers out of the classrooms.	10/18/2016 1:15 PM
650	Inquiry based tasks and portfolios that reflect student mastery of concepts or that document growth are the best measure both of student success and the quality of a school. Standardized tests provide but a snapshot, and they lead to a climate of stress and anxiety.	10/18/2016 1:05 PM
651	Minimum standard testing to pass each grade. Teachers are not forced to abide by a certain curiculum but that children must be able to pass the minimum standard test per grade level.	10/18/2016 1:03 PM
652	Number of students participating in an arts-based event: band, chorus, art, cabaret, plays, poetry out loud, etc.	10/18/2016 1:00 PM
653	Follow up for years after leaving a given school to gain insights into effectiveness of instruction...	10/18/2016 12:47 PM
654	Parent and student teacher/staff evaluation survey.	10/18/2016 11:50 AM
655	number of extracurriculars offered, testing of children	10/18/2016 11:40 AM
656	The politics are horrid - hiringboersons from the community can be both good and bad. Really not passing judgement on student due to family situation s race color gender etc.	10/18/2016 11:07 AM
657	We should look at the whole child - not just academics. We should look at more than the standardized tests or performance assessments. Maybe using a portfolio approach where you collect actual artifacts and evidence of student learning.	10/18/2016 10:23 AM
658	Job Training Initiatives	10/18/2016 10:06 AM
659	Community members should measure school quality	10/18/2016 9:50 AM
660	An integrated system that looks at: 1. NWEA Standardized test scores over a 3 year period that demonstrate growth; 2. Perceptual data gathered from parents, students and staff 3. Some sort of factoring tool that takes into account per pupil spending and community demographics before declaring that a particular school is failing. How do we know that Hanover or Moultonborough or Oyster River actually provide a better education than Franklin or Dover?	10/18/2016 9:18 AM
661	attendance, promotion, engagement in extracurricular activities,	10/18/2016 8:46 AM
662	Multiple indicators: local state national	10/18/2016 8:43 AM
663	teacher assessments of students' knowledge of the concepts and ideas that are included in their curriculum, less standardized testing as it only measures one moment in time and do not take into account all the factors that influence that student's performance on any given day	10/18/2016 8:25 AM

664	testa/projects and reasonable amounts of homework that accurately depicts what the child is learning, not having standardized tests on subjects that aren't taught	10/18/2016 8:08 AM
665	A school accountability system should include a way to look at the collaboration between special education and regular education. Schools should not know ahead of time, nor be able to choose the students that are being audited. State testing should not be the sole method of measuring schools. Individual student growth should be the key to measuring. When you put a school in Bedford next to a school in Hudson with a much higher SES population, you are comparing apples to oranges. Student success for some of my students is just showing up to school for two consecutive days. There is a huge parent accountability piece missing in education.	10/18/2016 8:02 AM
666	A low drop out rate and a high graduation rate regardless of the further paths that students choose.	10/18/2016 7:20 AM
667	Community.	10/18/2016 2:28 AM
668	Our current pre-disposition appears to be that all high school graduates should be College Ready. One only needs to look at the feverish pace at which we proceeded away from the Smarter Balance test in high schools towards the SAT for juniors (in the early spring of their junior year.) The state has long since used the Accuplacer Assessment to measure the academic preparedness of our many college bound students who are taking advantage of the many programs in our community colleges to prepare themselves for careers in the trades and for four year college programs. The vast majority of our graduates seeking college experiences will begin in our community college system. Lets look at the numbers, and ask ourselves why we have selected the measurement stick to be the singular data point used by many four year institutions known as the SAT? Lets have a choice. Let those who are motivated by a free SAT for a four year college program take that, and allow the rest to complete what is most likely what will be in their path, the Accuplacer.	10/17/2016 9:32 PM
669	curriculum based assessments	10/17/2016 8:18 PM
670	Reading and math	10/17/2016 7:47 PM
671	Portfolios of academic work (math, language, and reading). Standardized tests do not accommodate all learning styles hence makes that invalid and unreliable.	10/17/2016 6:20 PM
672	**** Each facet of the school system should focus upon one measurable goal that can be quantifiably assessed at the end of the "year". The school will teacher to many goals, but there needs to be a focus that can be measured. Parents should be involved in setting the goals.	10/17/2016 5:08 PM
673	Proven working knowledge that students understand academic lessons	10/17/2016 3:41 PM
674	Attendance, grades, growth	10/17/2016 3:36 PM
675	Do we have the necessary services available to meet the needs of our students? Do we have the appropriate systems in place to deliver such services? Attendance is important so is a good data point. We also need to consider the response(s) and/or interventions that were employed to address truancy. Please follow the individual child... meaning did we we make demonstrable and measurable progress with each student in our care?	10/17/2016 3:35 PM
676	Portfolio work, performance--not just pen/paper/fill in the bubble	10/17/2016 3:33 PM
677	not this over use of standardized testing!!!! Just one test	10/17/2016 3:02 PM
678	Each studnet should be expected to become a proficient reader and writer. Other learning will then fall into place. Literacy should be the end goal.	10/17/2016 3:01 PM
679	Schools should be audited like healthcare by the state for a more accurate picture of student success and teacher accountability. Standardized testing is a poor marker of students true success or teachers abilities in a diverse environment.	10/17/2016 2:21 PM
680	student movement in a positive direction and not tying it into staff evealuations.	10/17/2016 2:04 PM
681	Career goals based as well as academic/grades based.	10/17/2016 1:33 PM
682	Student happiness; student mental well-being	10/17/2016 1:25 PM
683	Data notebooks with students' goals and work portfolio.	10/17/2016 1:19 PM

684	Metrics should include the 5 years post high school, to the degree that that data is accessible. There have been a number of suicides of young men, post high school. Some were certainly due to mental illness, but I believe many were the result of loss of school community and peer and teacher support, lack of meaningful work and economic and educational opportunity. This needs to change. In addition, the athletic departments need to realize they are operating in an educational setting, and as such, the focus on winning at all costs (including the mental, emotional and physical strain on athletes who are still, in large part, children) should be changed to a focus on character building - teaching the values of team cohesiveness, integrity, ethical play, etc. Third, a continued focus on results based learning, and learning over making the grade, will be essential. Fourth, successes of students in the arts should be measured by the number of students feeling it is socially acceptable to join the drama club, chorus, etc.., and resources for arts programs should be equal to that of athletics.	10/17/2016 1:18 PM
685	None. End the teachers union and allow bad teachers to be fired. Unless bad teachers can be fired, there is no accountability.	10/17/2016 1:06 PM
686	teachers that determine curriculum instead of teaching to a test	10/17/2016 1:03 PM
687	Self examination of the process so that we are using data collection that is meaningful. Also, recognition of the reality that there is a relational component that can not be measured. What can be measured is asking each student whom do they go to at school when troubled.	10/17/2016 12:56 PM
688	Where do our students end up and are they ready for that challenge.	10/17/2016 12:53 PM
689	Student outcomes in higher ed and the workforce. Progress towards those outcomes.	10/17/2016 12:35 PM
690	Well rounded students - opportunities for each student to experience art and movement each week, along with meeting core skills	10/17/2016 12:21 PM
691	We have discussed this many times with the school board. As a K-8 elementary school that is high performing, performance on standardized instruments, while important to gaining an overall vision of the school's progress, it is much more important to measure and evaluate individual student growth. The growth model works whether a student fits into the 99th%ile or the 9th. These views are part of the hard data that we assemble to help determine our effectiveness. We also analyze closely the transition our students make moving into the secondary school level, be that private or public. Well prepared elementary students that flourish academically, socially and emotionally in high school is a pretty fair barometer of the elementary school's program and effectiveness. Finally, we look, via Parent Surveys, at the satisfaction rate of our parents in how they assess our effectiveness. Through these measures we have found a good, multi-layered process of identifying genuine school effectiveness.	10/17/2016 11:56 AM
692	Separate levels for different levels of students, i.e. Title I student scores listed separately from the higher level student. A grade a C is not equal across all students.	10/17/2016 10:55 AM
693	A body of work such as a portfolio that has examples which demonstrate the students applied their knowledge and understandings across disciplines in real world applications.	10/17/2016 8:43 AM
694	professional development hours, student surveys, outsider classroom observations	10/17/2016 8:43 AM
695	Some standardized tests/achievements	10/17/2016 8:16 AM
696	For school quality - surveys and faulty turnover are some such measures. Student success can be easier in testing as well as student involvement in programs and activities . The more engaged they are in their school, the more likely they are to be so succeeding in their education.	10/17/2016 7:27 AM
697	Test scores and teacher evaluations. Eliminate the teachers unions and tenure.	10/16/2016 8:23 PM
698	Grad rate, income, school budget, experience of teachers.	10/16/2016 4:59 PM
699	Students should have access to an effective school library program staffed by a certified school librarian. School uses a variety of measures, including accreditation measures (NEASC), teacher generated Performance Assessment of Competency Education (PACE) assessments, standardized measurement, college and career/credentialed placement; achievement of personal learning plan goals; portfolio evidence to show growth over time.	10/16/2016 1:31 PM
700	That the school uses a variety of measures, such as: portfolio evidence from students to show growth over time, teacher, administrator and superintendent assessments and observations to assure compliance with state goals and initiatives.	10/16/2016 9:44 AM
701	individual student gains from skill level at beginning of year	10/15/2016 7:00 PM
702	Strong leadership, quality teaching, discipline, test results.	10/15/2016 6:44 AM
703	grades, standardized test scores, attendance, graduation/drop-out rate, disciplinary actions (number and type), IEP numbers	10/14/2016 11:52 PM
704	Less standardized testing - get rid of CORE! Start testing once or twice a year and refocus on mastery of fundamental skills in the primary grades so students will be more successful later.	10/14/2016 3:08 PM

705	student and PARENT accountability	10/14/2016 3:07 PM
706	Improvement in CORE subject areas, active UA programs, leveled grading for those students who succeed in one area...like music or art...as opposed to only look at their academics.	10/14/2016 2:57 PM
707	School culture & climate	10/14/2016 2:52 PM
708	A variety of formative assessments should be implimented for students who do not perform well on standardized tests.	10/14/2016 1:24 PM
709	Follow the child model.... each child makes progress at different rates. One size fits all doesn't work.	10/14/2016 1:07 PM
710	College acceptance, scores on college entrance exams	10/14/2016 10:05 AM
711	They are given consequences for actions both good and bad.	10/14/2016 9:50 AM
712	Basic reading, writing and math diagnostics...would love to see a citizenship component as well	10/14/2016 9:49 AM
713	Research says that this is tough. We need a test for graduation for our students like Massachusetts.	10/14/2016 9:47 AM
714	School funding, class size, para accessibility, technology	10/14/2016 9:42 AM
715	Are the students happy to be there, are they learning, expressing their understanding, sharing their mastery? Is the school connected to it's neighborhood and families that have students in attendance.	10/14/2016 7:00 AM
716	opportunities for living OUTSIDE of academics, clubs, sports access for all - beyond those that made the "school team", community events monthly! NOT JUST TEACHERS doing extra - volunteers from Fire department, police, area business, chefs - offer quick cooking classes, tradesmen, the whole VILLAGE	10/14/2016 5:32 AM
717	Parent involvement, poverty level, successful completion of competencies	10/13/2016 3:32 PM
718	Less testing more talking	10/13/2016 3:16 PM
719	High school: SAT scores, true graduation rate (Graduates/ 9th graders entering); 1-8: standardized test scores, parent evaluations	10/13/2016 2:49 PM
720	Assessment data, as well as extracurricular opprotunities, and after school programs.	10/13/2016 2:47 PM
721	habits of mind, achievement on competencies	10/13/2016 2:10 PM
722	I believe that real-world, capstone type projects allow students to grow more than standardized tests.	10/13/2016 1:40 PM
723	Grades - not test scores	10/13/2016 1:09 PM
724	Graduation from 4-yr colleges, SAT/ACT scores	10/13/2016 12:52 PM
725	graduates who enroll in a post secondary institution/trades school	10/13/2016 12:37 PM
726	Student growth as measured by local district formative and summative assessments; student growth as reflected in student and parent surveys; writing portfolios; pre- and post tests given by teachers, evidence of work in subject area and in technology portfolios	10/13/2016 11:52 AM
727	Student growth, not measured by "high bars" but rather through an system that measures where a student is at one point and the growth they can demonstrate in a given period of time, with an expectation that not all students will grow at the same rate and that all students do not start at the same place. Remove the idea of failure if a child does not score proficient, it is the growth we are looking for.	10/13/2016 11:43 AM
728	Academics (SBAC and PACE are two good assessmenmts) and work habits (grit, problem solving, communication, collaboration)	10/13/2016 11:01 AM
729	Students should have access to an effective school library program staffed by a certified school librarian School uses a variety of measures, including accreditation measures (NEASC), teacher generated Performance Assessment of Competency Education (PACE) assessments, standardized measurement, college and career/credentialed placement; achievement of personal learning plan goals; portfolio evidence to show growth over time	10/13/2016 10:58 AM
730	Library media specialists, include information literacy in the standards	10/13/2016 10:50 AM
731	Parent satisfaction with discipline and communication.	10/13/2016 10:45 AM
732	Students should be assessed by numerous measures both standardized and classroom samples. Schools need to demonstrate student baseline knowledge then measure growth based on that particular student's needs, and abilities.	10/13/2016 9:25 AM
733	Maybe a list of things that students should be able to do to get into the next grade.	10/13/2016 7:20 AM
734	The ability to show improvement in student performance at all levels and inclusion opportunities.	10/13/2016 6:18 AM

735	Response to NH DOE Autumn 2016 Education Survey, Question 3: "What measures of school quality or student success should be included in school accountability systems? Measures of "school quality" and / or "student success" that should be included in school accountability systems are: A. To recognize that the goal of "school quality" and the goal of "student success" MAY NOT BE in fact one and the same thing! B. School Quality Measures: 1. Safe learning community of mutual trust and acceptance through all the layers and tiers. 2. Reduction of student dropouts and incarcerated ex-students. (Stop "flushing" students!) 3. Teachers, administration, and all staff need to "pull together". Teachers need to be involved in their teaching life..not just there for the summer vacation, not just putting in time, not just punching the clock, and teachers NEED respect and support from ALL sectors of the larger Education team, including students, families, the public. 3B. ALL members of the Education Arena need to be quality role models for this difficult 2016 world that our students have no choice but to navigate as best they can. 4. Make families of students feel "they count too". C. STUDENT SUCCESS MEASURES: 1. Help them self- identify their learning styles, hard and soft skills, personal presentation, communication skills (verbal, nonverbal, handwritten, keyboard, technology), their IQ, EQ, ID(not "identity), strengths & challenges. C2. Meaningful scaffolding: not "giving up" while also avoiding "dumbing down". C4. Give REAL educational opportunities to the 'forgotten' sector of school population: G&T. the Gifted and Talented.	10/12/2016 10:54 PM
736	College admission rates	10/12/2016 7:52 PM
737	A grading system that is clear. Ability to move up or down levels easily based on performance not just parent request. No tenured teachers.	10/12/2016 7:50 PM
738	My child has been attending Bicentennial Elementary since the 2nd grade and EVERYONE at the school has been amazing! I think the school should be used as a model as to how a school should run! My daughter has thrived and her anxiety issues are all but non-existent with how the staff came together and came up with a plan to make school easier for her! I have full confidence with their choices and decisions they make for her! Each and every school she attends after her years at Bicentennial come to an end have a lot to live up to because the bar has been set VERY HIGH!	10/12/2016 6:48 PM
739	limited reliance on standardized data, hands-on demonstrations of learning, local control	10/12/2016 6:19 PM
740	Improvement by students over the course of a year, rather than specific skill level benchmarks.	10/12/2016 2:44 PM
741	Fining parents for repeated bad behaviors of children, suspension	10/12/2016 1:54 PM
742	Student proficiency through grading and test scores that they have thoroughly mastered a subject. Do not move students through the grades just because they should stay with their peers.	10/12/2016 12:58 PM
743	basic life skills	10/12/2016 12:50 PM
744	Clear expectations / competencies with easily understood rubrics.	10/12/2016 12:13 PM
745	Teacher satisfaction, Student/Parent engagement and attachment to the school, Students involved in community service, students participating in character development activities at school	10/12/2016 12:06 PM
746	Students' opinions, staff opinions, success in core subjects and ability to perform on national standardized tests.	10/12/2016 12:00 PM
747	Collecting and analyzing data about learning objectives, curriculum, and staff.	10/12/2016 11:49 AM
748	Looking st the whole child with many formative and sumative data points.	10/12/2016 11:48 AM
749	classroom numbers	10/12/2016 11:29 AM
750	An overall evaluation of the students' eagerness to follow the protocols that are laid out in each class.	10/12/2016 10:20 AM
751	1) Kids reading on grade level by 3rd grade. 2)Strong pre-school program/Kindergarten 3)School climate that actively welcomes/involves all parents. 4)Uses assessments that gives information that helps students move forward not just for government use.	10/12/2016 9:37 AM
752	That varies with socioeconomics.	10/12/2016 9:14 AM
753	Performance on objective standardized testing must be a central part of school accountability.	10/12/2016 8:38 AM
754	The satisfaction and happiness of the students	10/11/2016 7:19 PM
755	Critical thinking, community, knowledge of areas of interest	10/11/2016 7:07 PM
756	Students should have access to an effective school library program staffed by a certified school librarian, portfolio evidence to show student growth over time	10/11/2016 5:54 PM
757	following latest studies in human visual development	10/11/2016 4:08 PM
758	HQ Teachers, student portfolios	10/11/2016 3:52 PM

759	Students should have access to an effective school library program staffed by a certified school librarian School uses a variety of measures, including accreditation measures (NEASC), teacher generated Performance Assessment of Competency Education (PACE) assessments, standardized measurement, college and career/credentialed placement; achievement of personal learning plan goals; portfolio evidence to show growth over time	10/11/2016 12:52 PM
760	I would like to see annual Teacher Evaluation results, Student Performance info, and School Climate data	10/11/2016 12:19 PM
761	Quality of administration, teacher satisfaction, student satisfaction	10/11/2016 11:55 AM
762	The best measure would be to ask teachers to reflect on their practices to encourage them to pursue improvement.	10/11/2016 11:33 AM
763	Students should acquire the skills to be able to participate in society and move forward for advanced training, education or into the workforce	10/11/2016 11:31 AM
764	That no child is left out	10/11/2016 11:28 AM
765	attendance	10/11/2016 11:14 AM
766	Assuming that state testing is well-made and accurately measures the required skills, these tests should be given every few years to ensure school quality and student success. Extensive annual testing is too much!	10/11/2016 10:28 AM
767	Students should have access to an effective school library program staffed by a certified school librarian	10/11/2016 10:22 AM
768	Both summative and formative assessments along with student artifacts and accomplishments.	10/11/2016 9:44 AM
769	Students should have access to an effective school library program staffed by a certified school librarian.	10/11/2016 8:25 AM
770	Community demographics, teacher in-put, longitudinal data	10/11/2016 8:14 AM
771	Children can read, children go to school happily and willingly.	10/10/2016 8:43 PM
772	growth performance	10/10/2016 8:34 PM
773	I'm not opposed to SBAC or some other CCSS related assessment, but test designers need to listen to feedback and make adjustments. Some elementary students are spending 15-18 hours on test taking. It's too long! I have mixed feelings about other measures. I don't think school quality or student success should be based on one assessment, but I also don't want schools to be overwhelmed and lose instructional time due to other requirements to prove themselves. What about having each school/district do a self-assessment, set annual goals and submit a short report back on progress?	10/10/2016 4:45 PM
774	One of the most important measures is whether or not a student can gain meaningful employment or continue their education in a post secondary setting. A school of quality develops a person that has depth of knowledge and can apply their knowledge in creative, innovative, and critical way to new ideas.	10/10/2016 1:13 PM
775	How schools use their former retired teachers as subs. School s who use the automated AESOP sub calling destroys consistent student learning. This is an automated system that does not allow e	10/10/2016 8:06 AM
776	Teacher assesments	10/9/2016 10:18 PM
777	Hands on and project-based learning. Students need real world connections to what they are learning in school.	10/9/2016 5:03 PM
778	NO standardized tests! Those numbers are NOT accurate and should NOT drive instruction!	10/9/2016 12:01 PM
779	Student portfolios of their best work. Authentic assessment - do they know it or not!	10/9/2016 11:01 AM
780	promotion and graduation rates, attendance, teacher salaries/communities' votes to support budgets	10/8/2016 5:49 PM
781	Parent satisfaction survey, rates of student participation in all school programs, inclusion of all students, valid/relevant/authentic assessments	10/8/2016 3:24 PM
782	Performance Tasks that are embedded in the curriculum - not assessment that take away from the learning constantly.	10/8/2016 11:22 AM
783	Figure out how to make parents accountable for their parenting. ..impossible I know.	10/8/2016 6:00 AM
784	student surveys, project based learning	10/7/2016 7:49 PM
785	Students prepared to be productive citizens in their community through training programs for employment, college acceptance, full time employment or military service, which ever of these four the student chooses.	10/7/2016 7:09 PM
786	Acceptance to college programs	10/7/2016 5:57 PM
787	Post graduation job/college/military acceptance; community satisfaction surveys; student satisfaction surveys; and, to a LESSER extent, standardized test scores	10/7/2016 5:18 PM

788	An important component that should be included is whether a school has the right amount of support for students with severe learning challenges (well below grade level). Too often this is not the case. Measures of conceptual understanding in math, reading. language, and science should be included as well.	10/7/2016 3:18 PM
789	Diversity of programming, technology integration, student involvement	10/7/2016 12:55 PM
790	student participation in activities, testing (but only as one of many metrics), attendance, student happiness, for high schools - %age that go on to college/military	10/7/2016 12:08 PM
791	Each school needs to develop a electronic prtfolio system so that the learners can have a record of evidence that they have mastered competnencies.	10/7/2016 11:40 AM
792	Programs for all...challenge the gifted and help the ones who struggle	10/7/2016 11:34 AM
793	Every student should be known personally, assessed appropriately and be supported in meeting very high expectations for academic and social skills.	10/7/2016 10:46 AM
794	Parental involvement and student happiness. The school needs to provide a safe environment to learn socially, emotionally and academically.	10/7/2016 10:18 AM
795	Student feedback regarding curriculum and presentation should be considered	10/7/2016 9:56 AM
796	Teachers should be held accountable for the planning and execution of their own curriculum,however, there are too many independent variables for student success to be a meaningful part of a school accountability system.	10/7/2016 9:51 AM
797	Data that demonstrates student achievement with regard to real-world tasks.	10/7/2016 9:25 AM
798	Passing courses	10/7/2016 8:53 AM
799	Happiness, contentment and a balanced view of life	10/7/2016 7:58 AM
800	The highest level of professional competency for all staff and goals, not strictly testing scores to show student success.	10/7/2016 7:46 AM
801	Not standardized testing... quality of school life could be one. Some sort of social measures.	10/7/2016 12:00 AM
802	There is no true measure of success each school should have there own way to measure	10/6/2016 11:15 PM
803	NOT state/national tests that the students don't take seriously, have the teachers develop a test (by each department) and then have someone administer that test	10/6/2016 10:36 PM
804	Attendance of the students If they are enjoying learning the teacher is succesful and it is a win / win atmosphere. will go to	10/6/2016 9:45 PM
805	Students passion for learning, self-direction, ability to communicate, collaborate, innovate.	10/6/2016 7:33 PM
806	What we see in the student's ability and how they are progressing on a daily basis, not a test.	10/6/2016 6:25 PM
807	certified teachers and portfolio of student chosen work	10/6/2016 4:13 PM
808	There should be more than just test scores. Maybe a long term research plan to follow students through their education and see how they do past grade 12.	10/6/2016 4:04 PM
809	Student achievement; reading and math levels. Assessments should provide accurate student achievements. Teacher absenteeism rates. Professional development provided to staff. Family engagement.	10/6/2016 3:31 PM
810	Following students after graduation....2 yrs, 5 yrs, 10 yrs, and even 20 yrs out.	10/6/2016 3:17 PM
811	giving teachers more than the minimal tools in order to help the student be successful but also having a mechanism in place when a students doesn't put in the adequate amount of effort to help themselves.	10/6/2016 2:28 PM
812	tools to measure if competency is met	10/6/2016 2:19 PM
813	High percentage of college acceptance. Quality vocational opportunities and students accepted into old jobs. Excellent teacher pay. Adequate State funding, including full funding of special education.	10/6/2016 2:16 PM
814	Nobody goes hungry	10/6/2016 2:15 PM
815	Teaching excellence and supportive administration	10/6/2016 2:10 PM
816	student growth model for measuring progress,	10/6/2016 1:46 PM
817	The students are well prepared for today's challenges in business and in the world	10/6/2016 12:48 PM
818	student oriented assessments, progress reports, reporrt cards	10/6/2016 12:43 PM

819	NWEA testing to assess student's knowledge and 2 more NWEA tests mid year and conclusion of school year to measure student literacy & knowledge; pre & post tests when introducing specific social skills; writing periods for self-assessment	10/6/2016 12:29 PM
820	Students to meet academic standards, testing should have less weight, teacher evaluations	10/6/2016 12:16 PM
821	some way measure and/or evaluate what graduating students are doing. Test scores (SAT, ACT, PSAT, etc.) DO NOT accurate measure the quality of a school	10/6/2016 12:08 PM
822	Teacher training	10/6/2016 11:39 AM
823	No more data. I would rather know from the teachers what my child's effort is. Not their I-Ready scores.	10/6/2016 11:29 AM
824	Good test scores. Students being accepted to quality colleges	10/6/2016 10:56 AM
825	Class room space, teacher-student ratio, facilty support, technonlogy support and constant training	10/6/2016 10:54 AM
826	graduation rate and success in further schooling or jobs	10/6/2016 10:50 AM
827	Skill assessments?	10/6/2016 10:42 AM
828	There should be a set of goals that govern student learning but those goals might be different for each student. A plan needs to be developed for each learner that enables each to reach success. No path may be the same but the ultimate goals/competencies that are achieved would be universal.	10/6/2016 10:40 AM
829	Measure of student improvement. Resources within a school for special education students.	10/6/2016 10:12 AM
830	Attendance, student accountability	10/6/2016 9:46 AM
831	Student placement after high school, jobs, military, college	10/6/2016 9:39 AM
832	courses/options offered, teacher retention,	10/6/2016 8:52 AM
833	Growth and progress should trump test scores. Too much testing is not helpful, and can be detrimental.	10/6/2016 8:52 AM
834	College readiness	10/6/2016 8:50 AM
835	Parent input. Teacher input. Student input. TEacher and local community choosing methods and means to assess students growth.	10/5/2016 9:17 PM
836	process not just product.	10/5/2016 11:55 AM
837	Evidence of student achievement through multiple methods of assessment, not just standardized test scores.	10/5/2016 10:04 AM
838	portfolios containing completed projects, surveys, samples of student work	10/5/2016 8:52 AM
839	100%	10/5/2016 8:15 AM
840	Ask questions of schools, for example How many students are taking this course online when you have a teacher who can teach it and why? Then survey those families as to why as well. Regular surveys done by schools to families that the state also examines. How many students are moving out and attending private schools in certain grades and what might be the factor or trend in that? What is going on in that community(school)?	10/4/2016 8:56 PM
841	Graduation rates, student individual growth, access to pre-K and kindergarten, arts investment and performance.	10/4/2016 8:41 PM
842	Grades and projects...LESS standardized testing	10/4/2016 5:15 PM
843	Are students content? Do they go on (to high school, college, etc.) to further their learning? Are students allowed to show their learnings in a variety of ways? Is creativity embraced and encouraged? The bar should be set high so we don't restrict student learning.	10/4/2016 11:55 AM
844	Including the Arts	10/4/2016 9:05 AM
845	fluency in writing- correct grammar, punctuation, spelling etc.	10/4/2016 8:56 AM

846	Not sure. Success of students continuing and graduating from pse or well employed would be more meaningful than standardized testing. Producing students who can and do move up to the next grade level successfully, or to a higher course level successfully are also better indicators than standardized testing. Tests should be for teachers to understand what the student is ready for, rather than to prove the success of the school to distant boards. I think focus on grad rates has led to lack of opportunity for ELL math students in 9-12th--due to fear of encouraging students to take on challenge, lest the student fail and not graduate. Perhaps consider proportion of non-IEP students in high school who move up from remedial math to college prep level math --or similarly in other subjects, with the goal of always achieving more, not just graduation requirements. SAT is designed to be a college admission test; fee waiver eligible students should NOT be asked to use their fee-waiver for the state assessment, as many need to use their limited fee waivers at the most appropriate time for their college admission &/or college scholarship eligibility. If students are in the wrong math class when given the state assessment, they are placed at a disadvantage for college admission testing when they use their fee waiver for state assessment; this happened last year. Perhaps also a focus on having a lower number of suspensions and negative behavioral outcomes; or find a way to measure schools that develop creative ways to engage students in positive civic behavior; focus on the number and ways of students who participate positively in the community--including working, while succeeding academically.	10/3/2016 10:32 PM
847	Quality schools have clearly articulated and robust expectations for student learning in all areas. They also provide the instructional time and resources necessary to make those expectations realistic. Students in quality schools understand what is expected of them, and show growth. Students, teachers, parents, administrators, school board and community members are partners in education in quality schools, all working towards the same goal. As a parent, I want to make sure that schools are using the best instructional and assessment strategies practice, that they are reflective about student performance and use data and current research in education to make choices about what's best for my kids. I want my kids' school to have equal opportunities in every major subject area (ELA, Science/Engineering, Math, World Languages, Visual and Performing arts, Heath & Wellness, Career & Technical fields).	10/3/2016 8:13 PM
848	Students should be able to read and comprehend what is read. Students should be able to balance a checkbook, add and make change, create and maintain budgets, and understand the danger of credit cards. Schools should test students with finals at the end of each high school year with a reasonable passing grade to be promoted to the next step of education. Elementary and middle school students should be measured on reading and math skills appropriate to their ability level with a grade level goal as the expectation. We test too much now and teach too little!	10/3/2016 2:55 PM
849	As few standardized tests as possible.	10/3/2016 2:38 PM
850	Portfolios of student work and a variety of interesting programs to help keep students engaged.	10/3/2016 1:45 PM
851	suitable testing structures that take into consideration individual learning needs and interests, community input, administrative input, teacher input, student input, diagnostic assessments	10/3/2016 1:29 PM
852	school quality should be measured by how students are involved in learning and doing with enthusiasm and joy	10/3/2016 1:11 PM
853	Who wrote this question? It is two questions and therefore should be separated. School quality can be measured by student survey, parent survey, teacher survey and outside evaluation. Student success and its definition varies among individuals and can't be included in a school accountablity system that includes punishments for the system or the teachers.	10/3/2016 11:35 AM
854	Student exit interviews.	10/3/2016 11:27 AM
855	Measures should include graduation rate, participation in non-academic programs, and activity level of a PTSA	10/3/2016 9:58 AM
856	Multiple various styles of assessment through tests, projects, songs, discussion, etc. NOT so heavy on standardized testing!!!	10/3/2016 9:31 AM
857	The overall joy of learning that clearly takes place upon entering a school.	10/3/2016 9:18 AM
858	Student interviews, data from grade level classes (not standardized tests solely)	10/3/2016 9:13 AM
859	bigger picture assesmnet	10/3/2016 8:23 AM
860	Student growth over time	10/3/2016 7:51 AM
861	Student success in all subjects including the Arts based on scores, as well as parent involvement	10/3/2016 7:33 AM
862	The diversity it has to meet the he industry video duals needs.	10/2/2016 9:34 PM
863	Student growth	10/2/2016 4:48 PM
864	measures of svhool qualtiy should be done not only minutes from learning, but years. Adults, 40 years old, should be asked what was valuable to them in their adult lives.	10/2/2016 3:41 PM

865	How are students doing compared to other students in the same socio-economic strata. Comparing achievement of students in wealthy towns to achievement of students in districts with high poverty is beyond useless. Household income is the number one indicator of student academic outcomes - this needs to be taken into account when measuring achievement. Many parents assume that Manchester, for example, has terrible schools based on the low test scores when the reality is that Manchester's low test scores are a symptom of the fact that Manchester has the highest childhood poverty rate in the state. Parents and legislators need to be educated in this reality.	10/2/2016 2:40 PM
866	Evaluation of teachers, administrators, superintendent & school board as well as students.	10/2/2016 2:10 PM
867	I am not qualified to answer this question. So much of a student's success is linked to what goes on at home. A student needs positively engaged parents.	10/2/2016 12:10 PM
868	Number of students in arts programs, number of students meeting competencies/standards	10/2/2016 8:59 AM
869	NOT test scores!!!	10/2/2016 6:58 AM
870	Performance based assessments and not overarching standardized testing should be used to measure student success. Portfolios are individualized and show better what a student does and does not know, rather than a one size fits none test.	10/1/2016 7:54 PM
871	Degree of student growth	10/1/2016 4:22 PM
872	continued site visits to insure the community of the school is in keeping with the vision of the NH DOE and the people the DOE represent	10/1/2016 3:36 PM
873	State and federal broad spectrum tests do not measure school success or student success. The school's student population, demographics, etc... have a huge impact on what students bring with them when they enter the school building. Measure growth! Measure the willingness to not let students advance in grade level until they their reading and math skills meet grade level expectations. Pass these students harms the kids who are keeping up. Further, many of these pass along kids are frustrated and angry. Other pass along kids have learned they don't have to do anything during the school year. These kids know they will be with their friends because they have always been passed along.	10/1/2016 3:29 PM
874	Accrediting along state guidelines, completed by a group that consists of both out-of-district and in-district peers, administrators, and school board members, and in-district community members, including parents, grandparents, and students.	10/1/2016 2:35 PM
875	Level of competency in all subjects at the k-5 level	10/1/2016 12:16 PM
876	Student engagement and progress through objectives.	10/1/2016 10:38 AM
877	Student achievement measures always need to be multi-pronged and also about measuring the growth of the student and not simply comparing them to a base number or score.	10/1/2016 10:15 AM
878	Data on graduation rates, post-graduation success in colleges, technical schools or employment. Standardized tests do NOT measure a school's success.	10/1/2016 8:20 AM
879	Everything	10/1/2016 8:12 AM
880	Accountability should not be based on test scores. Assessments should be designed by teachers individually and collaboratively. Student success should be determined on a case by case basis, not by tests that are not valid predictors or measures of how a student is doing. I am furious that the state is using the SAT as an assessment for high school students. Where have you been?? The SAT is supposedly a test to determine college readiness, not a measure of what a student actually knows. This test is being thrown out by college after college and is no longer used as a criteria for entrance to many higher institutions of learning.	9/30/2016 10:07 PM
881	Drop Smarter Balance and conduct ONE annual standardized test in grades 3, 5, 7, 9, and 11 that measures ELA, math, science, and social studies, no more than 2 days; Do parent surveys on school climate and effectiveness.	9/30/2016 9:51 PM
882	None. Our increasing mania with assessment, evaluation, measurement, documentation, and accountability do not really seem to be creating schools that produce a higher quantity of high-quality students. We use numbers to avoid having to apply our own judgment and make decisions for which we would then be held truly accountable - if we can point at crappy numbers that support the poor decisions that we make regarding education, then we can avoid accountability and say that the numbers were bad. This is good for the people who make money generating the crappy numbers - they come up with a reason that their measurements were insufficient and say that they have come up with a plan or process for assessment and measurement which will produce more "accurate" data, and they get another contract.	9/30/2016 9:44 PM
883	Students should have portfolios that reflect their educational experience. Standardized tests to that reflect student growth and student accountability for learning. Test scores should be put on transcripts. Too many students do not take standardized tests or test scores seriously. Is the school meeting the vision the administration has put forth. Match student IQ to what is being achieved. Students in general need to be held accountable - too much social promotion starting in the middle schools	9/30/2016 8:21 PM

884	Teacher determined assessments and one standardized test that teachers support and believe informs their teaching.	9/30/2016 8:06 PM
885	Is it s system where only the core subjects are valued or thewhole student is valued?	9/30/2016 7:35 PM
886	Graduation rate, college credits earned, accreditation.	9/30/2016 5:23 PM
887	Panel reviews	9/30/2016 5:11 PM
888	social and emotional supports, progress on individualized growth objectives, student-centered evidence of learning	9/30/2016 12:30 PM
889	Reading and math levels (compare growth of student to self, not others - i.e. chart grades & growth vertically vs. horizontally)	9/30/2016 11:34 AM
890	work force readiness. objective measures. NOT STANDARD TESTING. Everyone learns differently. Applied learning	9/30/2016 10:12 AM
891	grades calculated so they are comparable form school to school; suspension or exclusonary discipline	9/30/2016 8:36 AM
892	School climate, and student success.	9/30/2016 8:10 AM
893	Ready to Colege Work curriculum	9/29/2016 5:36 PM
894	student and teachers staying in the educactional system. followup post grad.	9/29/2016 9:33 AM
895	5 and 10 year reports of the status of former students	9/29/2016 6:51 AM
896	Certainly evaluation results (SAT etc), and a register of students continueing their education/post secondary, but also a measure of success that looks at the job market, local employers, ability to find and keep a job/career, etc. Student success can't simply be based on their academic scores.	9/28/2016 4:33 PM
897	wide range of measures that include standardized as well as school based	9/28/2016 3:24 PM
898	Growth of students in all areas, not only academic	9/28/2016 3:16 PM
899	Attendance, academic progress, discipline	9/28/2016 1:54 PM
900	student, teacher and parent surveys as well as hard data on achievement	9/28/2016 12:51 PM
901	Can a student do a task that is "not on a test"? In other words, they should be able to synthesize their learning to create something that utilizes their learning.	9/28/2016 12:49 PM
902	How well they do once they leave	9/28/2016 12:31 PM
903	Standardized testing	9/28/2016 11:06 AM
904	The ability of students to demonstrate both soft and hard skills. The graduation rate should not so heavily weighed since learning requires commitment from both the educator and the student.	9/28/2016 11:00 AM
905	High measure.	9/28/2016 10:58 AM
906	Student, Parent and Educator Surveys	9/28/2016 10:54 AM
907	connectedness, environment, growth, skills assesments.	9/28/2016 10:53 AM
908	student opinions/ self-assessment	9/28/2016 10:44 AM
909	Teacher to student ratios, available student support interventions, student achievement, professional development that supports instructional growth	9/28/2016 10:43 AM
910	Student growth ovwer time	9/28/2016 10:32 AM
911	Administrators should determine and document how teachers and students are performing.	9/28/2016 10:07 AM
912	Simple A, B, C, D system that parents can understand.	9/27/2016 12:31 PM
913	common assessment that holds students, teachers, and parents accountable	9/26/2016 8:18 AM
914	Less standardized testing	9/21/2016 2:51 PM