



The *Every Student Succeeds Act (ESSA)* and Measures of School and Student Success

The Additional Indicator(s)

What's in this document?

-  What does ESSA Say?
-  What Does New Jersey Do Now?
-  Questions to Consider
-  Additional Resources



All Stakeholders can Play a Role:

Families and in-school personnel, including teachers, often have the best understanding of what impacts students the most, and know what information and action is needed in order to better serve all students.

Advocates, researchers, and philanthropists can support decision makers by pointing to research-based recommendations for action and supporting attention to conditions that disproportionately affect our highest-need students.

School and district leaders and other policy-focused stakeholders are often best positioned to support a systems-based understanding of the issues, to connect stakeholders and encourage their participation in shaping and implementing education policy.

Ask a Question or Submit a Comment!

The New Jersey Department of Education is seeking input from educators, parents, community members, and other stakeholders. Email essa@doe.state.nj.us if you would like your voice heard on any aspect of this system.



The *Every Student Succeeds Act (ESSA)* and Additional Indicator(s)

ESSA What does ESSA Say?

What is the “Additional Indicator”?

Each state has the opportunity to include **one or more indicators of school quality and/or student success** as part of its accountability system.

What are the Requirements for the Additional Indicator?

The Additional Indicator(s) must be:

- Valid, reliable, and comparable across all school districts;
- Able to be disaggregated by subgroup;
- Research-based and correlated with positive academic student outcomes;* and
- Based on valid, reliable, and available data (if there is no consistent reliable data collection method already established, so there is no way for the Department to accurately calculate the indicator).

How Will This Indicator be Used?

Like other accountability measures, e.g. test scores, the “additional indicator” is **used to rate schools in comparison to other schools across the state and to identify schools that are underperforming** (either overall or with respect to a particular subgroup) and in need of interventions and supports - both for the state allocation of resources, and for Title I funds.

What Are Some Examples?

- *Chronic absenteeism*
- *Suspension rates*
- *Expulsion rates*
- *Facilities quality*
- *Access to qualified teachers (including para-educators)*
- *Access to specialized support personnel*
- *Percentage of middle school students enrolled in advanced math courses*
- *Internet access*
- *Technology quality and access*
- *Teacher to student ratio/class size*
- *Social-emotional learning*
- *Kindergarten readiness*
- *College enrollment following HS graduation*
- *Career readiness indicators*
- *Family and community engagement*
- *Access to advanced coursework (including CTE pathways)*

Why is the Additional Indicator Important?

The “additional indicator” presents a new opportunity to look at aspects of school performance that might not always be apparent by looking only at academic success.

Consider the following:

- A narrow focus on academic performance under NCLB has led to the recognition that **in order to fully meet students’ needs, we need more information** about the overall teaching and learning environment that contributes to those test scores.
- **Indicators help communities make more informed decisions about how to best support students, teachers, and schools** by providing a more complete picture of school and student gaps. Including information in an accountability system is not just 1-way information distribution, but a means for communities to make informed decisions.
- **Non-academic indicators may help schools learn that students who are struggling academically are also struggling in other ways.** This would allow for more informed interventions that ultimately affect student academic success more positively.



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What Does New Jersey Do Now?

What Data is Currently Available in New Jersey?

- Chronic absenteeism
- Access to qualified teachers (including para-educators)
- Access to specialized support personnel (counselors, nurses, etc)
- Percentage of middle school students enrolled in algebra or geometry
- Teacher to student ratio/class size
- College enrollment following HS graduation
- Access to advanced coursework (including CTE pathways)



Questions to Consider

- Initially, indicators are limited to those for which data is already collected. With this in mind, **which school quality or student success indicator(s) should be included in the accountability system?** Why?
- **When collection of additional data can be established, which other indicators might be used?** How might the chosen indicators support school and district leaders implement more meaningful and effective interventions in struggling schools? Why or how?
- The additional indicator(s) must represent a much smaller weight in the accountability system than the other indicators. Keeping this in mind, **what should be the weight of the additional indicator(s)?** In other words, how much should they count for in school rating? Should these weights be different for elementary/middle and high schools?
- **What indicators should not be used as part of the accountability system** but may still be important for data collection and reporting on performance?
- **How can New Jersey ensure ongoing attention to the reliability and usefulness of the indicators chosen?** How will these indicators inform the actions and work of school leaders, families, advocates, and all stakeholders in their ongoing efforts to support students?

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Resources and Tools

Center for Mental Health in Schools

[ESSA: Will Adding a Nonacademic Accountability Indicator Enhance Student and Learning Supports?](#) | January 2016

Education Trust

[Students Can't Wait; Indicators: What to Include in School Ratings](#) | July, 2016

Consortium for Citizens with Disabilities

[Indicators of School Quality and Student Success in New Accountability Systems](#) | 2016

Martin J. Blank, director of the Coalition for Community Schools, Huffington Post

[Measuring School Quality: Non-Academic Measures in the Every Student Succeeds Act](#) | May 9, 2016

Learning Policy Institute

[Pathways to New Accountability Through the Every Student Succeeds Act](#) | April 2016

Council of Chief State School Officers

[Slide Deck: Exploring Equity Indicators](#) | May 2016

Attendance Works

[Count Us In! Toolkit 2016](#) | Septemebr 2016