

Entry ID	3(b). How should SCHOOL success be measured? -- OTHER
12	A combination of the above
14	goal-based measures
17	Combo factors
21	Pre/post
24	variety
25	Goal based measures
28	Community satisfaction
33	College admission and career certifications
34	A variety of teacher evaluations and student standardized tests that are reliable
35	Student growth from year to year
36	All of the above
42	Student improvement
44	Student growth portfolios
45	Goal-based measures
49	Student growth on benchmarks
54	More than one measure
58	A combination of all factors above
59	Site determined measures
62	PORTFOLIOS DEMONSTRATING STUDENT ACHIEVEMENT
64	Student growth in multiple academic and social areas
69	College admissions and Career Certs.
70	No one thing. Is the school meeting the students' needs?
73	Student graduation portfolios
78	Student growth on curriculum.
79	Multiple measures of performance, not just one measure listed above.
84	Individual student growth plans
86	All of the above. You cannot use one source of data to measure success
95	Year long overview of success
97	None of the above. The choices mostly apply to a high school.
99	Multiple items that are currently listed and some that may yet be determined.
102	GPA's, attendance, student involvement
104	Offering diverse courses, demonstration of student growth via class grades and student cumulative work
112	SAT scores
119	All of the above.
123	Growth of students
126	Meeting district-specific goals
145	Growth
148	Student, parent, employee surveys... Graduation rates and success in personal endeavors
153	College admissions OR Career certifications
156	A combination of all these
158	schools vary too much in social-economic status and \$ to be compared to each
160	Districts should develop attributes of successful schools and ways to measure these attributes
162	Combination

165	Goal-based measures as above: how many students are meeting/exceeding their personal goals.
172	I believe all of the above should be factored in to the success of schools, possibly among other criteria as well.
173	Individual student growth as determined by multiple measures
174	A combination of graduation rate, college admission, drop out rate and standardized tests.
175	teacher retention rate/satisfaction
180	Site goals aligned to Continuous Improvement
184	Parent, teacher, administrator, and student surveys
187	The ability to meet the needs of students
191	Qualitative observation and evaluation of instructional practices
193	combinations of student scores, teacher and student retention, parent surveys
197	All of the above except standardized test scores.
199	Composite of all of the above
200	Students' scores on standardized tests but looking at measured growth of individual students
202	Goal based measures
203	Scores on standardized tests/grad rates
204	Overall big picture. All of the above.
208	Attendance only if parents are held accountable and student growth in learning, not standardized test results
210	Several criteria
211	Adequate yearly growth
212	Career and College success rates and job placement.
214	growth comparison of beginning of the year to end of the year
215	Growth of each individual student.
216	Growth of each individual student.
219	Parent and student satisfaction
220	Common core standards
221	Student satisfaction with classroom instruction
223	Multiple Measures
224	Portfolios with student worked well as clear goal- based measure completion
227	See below.
230	student created and project assessed curriculum
232	unsure
236	Student Growth Measures
237	All of the above should be used together to determine the success of a school.
239	Graduation rates, college & technical school admissions, & placement rates. Schools cannot control a household's inability to get their children to school relating to tardies, attendance, & drop out rates. if parents are not reading w/ their children at home & actively participating in their child's education, no school can change that problem. The state of AZ cannot continue to hold schools accountable for bad parenting!
241	A triangulation of attendance, class grades and some independent end of course assessment
245	Goal based measures
246	Success of a school can be seen by listening to the teachers at those schools and implementing the ideas presented.

247	overall student growth, teacher evaluations, parent satisfaction surveys
249	goal-based measures
250	individual student goals met
258	growth rates on standardized tests and a
261	I think it should be a combination of college success and career placement rates. I think college admissions is not a good measure, because a lot of students drop out of college because they are ill prepared.
262	Mixture of graduation rates, success rates (college, tech school etc.)
266	A combination of college admission and career certification rates. Definitely not a huge emphasis on standardized tests.
267	Parent satisfaction surveys
282	Student growth
283	Academic growth of children
285	These measures are dependent on socioeconomic area
291	Quantity of students who graduate from college or are placed in careers for 4 years
292	All of the above and then some (not the current, single metric system)
294	Very difficult to do and still be fair. Different demographics dictate student success rates.
295	Standardized test scores for grades 4 and up and a developmental continuum showing growth in K-3.
296	based on student progress, many of these students have so many outside factors that need to be addressed before they are able to focus on academics.
297	student growth as measured by goals set
298	Once again- a variety of measures (including parent satisfaction surveys, SBR based assessments measuring growth and achievement, etc.)
304	A natural mix of all of the above.
309	Combination of many things
311	Goal based measures based on individual students
314	See below
316	Ask students and families if the school was able to fulfil their promise to educate the children in the community.
317	Ask students and families if the school was able to fulfil their promise to educate the children in the community.
320	student academic gains
327	Using a dashboard of measures, including the above but also things like student access to art/music/PE and electives, availability of nurses, counselors, etc.
328	Real data based on a baseline assessment at the beginning of the year and a post assessment at the end.
333	A combination of student grades and district test scores which are based on the state standards.
336	Both college admissions AND career certificates and placements
337	Student success. Standardized tests are out of control.
338	All of the above. This list is woefully inadequate. All of the measures are important. So are growth scores and considerations like poverty rates, parent involvement, and parent levels of education.
342	goal-based measures
350	Combination of attendance/dropout/discipline rates, tests scores and graduation rates.

355	college admissions and success rates AND career certifications and placement rates. These are for different students who want different things!
359	Scores and college rates not all kids want to or can afford college.
360	There should be a composite score that factors in graduation rate, test scores, student growth on quarterly district benchmarks and teacher qualifications.
361	Schools need to be measured by the atmosphere and opportunities that they provide.
363	Again, you need to look at several areas to rate how successful a school is.
369	Showing student improvement
371	A little of everything. Can't be just one area.
373	Students' growth on standardized tests and district assessments
374	It depends on the school, the community in which that school resides - there should not be a one size fits all
380	district/state academic goals
381	meeting the needs of each student, individual student growth over the year
386	Something more robust than standardized test scores.
387	Post-secondary certificates and degrees
390	Scores that measure growth and overall involvement of staff in the success of the students.
391	Pre and post tests that are the same district wide.
393	I think demonstration is very important. They need to show that they have taught something well.
395	student overall scores, not just one test
398	Combination of test scores, graduation rate, college admissions
400	All of the above
402	all of these
403	Growth of the individuals who are attending full time, who speak english, and have reached their individual goals.
404	Success should be measured by looking at student growth from the beginning to the end of the school year.
410	A combination of standardized tests and district goals
411	based on the goals they have made
413	Students' academic growth
419	A combination of college success and longitudinal study of students' impact on the community and on society.
420	Student growth from year to year
421	Comprehensive data set
427	A multi-faceted metric that takes into account all of these factors.
429	academic achievement
431	Combination of assessments
432	It should not be measured!
433	I don't know anymore.
436	growth on district tests
443	Through student centered and owned project based outcomes evaluated by peers and community member-very similar to what we do in our Doctoral programs.
444	All of the above
453	A combination of options 3-5
457	explained below
460	Curriculum-based assessments that measure growth

461	Alternative teaching depending on need of student
463	Student & Family input
466	all of the above
467	goal completion
468	ALL of the above!
469	Percentage of students meeting goal based measures
478	Again, all of the above!
483	Student achievement of goals
490	School success should be measured by a combination of sources not by a single assessment.
491	all the above
492	both college admissions and career certifications
494	A reasonable combination
495	Combo of score on stand. test and independent evals from commonly trained group sent to all schools to measure certain components
500	Several sources
502	Again, Goal-based measures
503	Exiting happy, well-adjusted people
506	Student goal progress and success on differentiation (I.e. For IEP students)
508	Combination of the first two choices
509	Individual measures
510	Schools should be measured based on a combination of classroom performance (grades), standard based assessments, student growth, and attendance.
511	Local measures
514	Student/Parent/Teacher goal-based measures
515	Combination of college admission or career certification.
520	Student growth
524	Meeting students's needs to be successful. Materials/resources to accomplish this.
525	All of the above.
531	Whether students have met their own, personal, goals.
535	See below.
537	Less assessments. Goal measurments for ECE
538	Student Growth
540	a combination of all of the above
541	National normed tests
543	an overall assessmnet
548	Student success in achieving personal goals
549	student growth data and satisfaction surveys
552	Student growth
553	Students grades
556	It needs to be a diverse set of measurements to include all of the above.
557	Growth in clearly defined categories using some form of assessment.
560	All of the above
561	Let the school & community decide on needs
563	I think it should be reflected in the academic, artistic, social, and professional achievements that each student effectively demonstrates through their accomplishments and more student centered testing as well as the other items listed above.

564	I don't think standardized tests are the way to go anymore. Perhaps each site should set a goal at the beginning of the year and work towards that.
567	Using goal based measures that fit the school and the population it serves.
568	Yearly growth
569	Math reading and writing success of students
570	By their local community
571	Qualities of the faculty such as degrees, years of service, awards, etc
573	Overall student growth in grades
574	School success could be measured through a combination of student scores on proper course exit examinations, and graduation vs. dropout rates (given the school's location base upon socio-economic level), as well as, career certifications, college admission and college FRESHMEN success rates.
575	A combination of graduation rate, post-secondary admissions and success rates, and career certificates and placement rates
576	By tracking academic growth on each student each school year. From kindergarten thru twelfth grade.
578	none of these
579	Combination
580	A combination of the above measures. No one measure accurately reflects school success.
583	All of the above must be looked at together with a few other details and stats with the understanding that these things imply success but do not indicate it fully nor do they show the opposite fully when seen as negatives.
588	Student growth through out the year.
591	must be a combination of the choices listed above
592	Combination of all
593	portfolios
594	Showing student growth using a pre-test and post-test model
596	Overall student growth and performance from a variety of measures
597	STUDENT GROWTH
600	With all of the diversity we have in our schools standardized tests aren't a true measure of the school or student. We should measure school success over the course of the school year not 1 week out of that year
602	School success cannot be a 1 size fits all metric. Some schools are just going to have lower graduation and attendance rates because of demographics. When an area is predominately poor minority with parents who have not gotten educations themselves, the students are less likely to excel than a wealthier school where students have educated parents to help with homework, private tutors, and home computers. Assuming that all neighborhoods are the same is one of our greatest failures with Arizona schools and our teacher evaluation system.
608	Doesn't fit K-5
609	District tests
610	Most are important, but can't be the "end all be all" of school evaluation.
613	student growth in a number of areas including attendance, discipline, academic achievement, reading & math growth
614	Standardized scores if standardized tests were based on curriculum
616	Strategies to align all students with the "best fit" post secondary options
618	Depends on the school.

619	Depends on the school.
621	Progress on District Tests
629	A combination of attendance rates, student performance on uniform district tests, college AND career success rates, and graduation rates should all be factors.
635	2 Front Approach - Goals based measurement program and are they learning what they need to and when.
645	percentage of growth/progress made on standardized tests
647	Number of students who have mastered the content.
648	goal based measures
650	Goal-based measures.
652	Portfolio and varied assessments and graduation rates
654	happiness/community support
661	Data can always be manipulated and is rarely as precise an indicator of success as you (the state) would like to believe. I think you would need to look at all of the above factors except standardized tests. Stop dumping money into testing companies. I've taken at least 10 Pearson tests for professional licensing, and they are terrible. Exactly what teachers are taught not to do when creating a test.
669	growth based measures
670	Student growth in all areas including social emotional and academic
671	Goal based measures
672	student learning objective mastery
674	Success rates on independently measured goals
675	A variety of different ways
676	Based on the goal of the school.
677	Student attendance/class performance goals set by districts
678	Using goals specific to the children.
679	Culture & Climate
681	All of the above
687	GROWTH
688	pre and post test growth
690	Student achievement in the classes they take
691	pre and post test growth
693	a combination of all of the above
695	A set of indicators based on the level of school. Three of these measures are specifically for high schools which account for the smallest percentage of the schools in Arizona.
700	student scores on district tests
707	why are we measuring schools in the first place?
708	Combination of college admissions, career certs and jobs
709	a combination of all of the above
710	A combination of all of those
711	This is not a one size fits all. Different school would need to individually determine what success is. Promotion rate, test scores, and growth. It can be a three pronged stool. Not one measurement.
714	All of the above
715	Goal-based measures
719	Weekly data vs. high stakes tests
723	Student growth percentiles

724	A combination of tracking student retention and success at the next level of education or career placement.
726	A combination of attendance, Graduation rates, college and career success
738	Performance, observations
739	Progress students have made in grades, standardized tests, and progress made throughout the year.
741	College admissions, vocational training, job readiness.
744	They should be measured in relationship to that particular school's mission statement relative to its specific clientele.
745	They should be measured in relationship to that particular school's mission statement relative to its specific clientele.
749	Student improvement on standardized tests
752	District tests
755	District scores from their own tests.
758	success after high in student's chosen place in work force
759	Successful completion of individual goals - it looks different for each student
760	A combination of student scores on standardized tests, given at intervals (instead of yearly), graduation rates, and career and college readiness.
761	A combination of classroom grades, district tests and goal based measures.
763	We can't use a single measurement.
769	Goal based individual plans
770	All or several of the above
771	None of these alone should be used
773	School self-assessment.
774	I choose both college admissions and career certifications, etc. as one of these items alone will not meet the needs of all students. Both of these options come closer to meeting the needs of all students.
775	Combination of above
776	Goal based measures
777	A set of indicators based on the level of school. Three of these measures are specifically for high schools which account for the smallest percentage of the schools in Arizona.
780	survey of students and teacher
785	Student growth measures
787	All of the above
791	Both career readiness and college admission readiness.
793	a whole range of items including longitudinal data
794	student retention and growth
797	Combinations of the above
800	Teacher grades based on classroom objectives, goals and student progress.
803	Students meeting individualized individualized goals
804	Graduation rates and student drop out rates at all levels.
806	Goal-based measures
807	some of above measures are not appropriate at all levels, measures for elementary, middle, and high school should be based on different items and the items should be something the school can directly impact. For example, elementary schools have an affect on the graduation rate, but they can't influence what happens after students leave them.
813	varied exit exam scores based on student's course of studies

817	Goal-based measures collaboratively determined.
828	all of the above
838	A mix of many of those listed above.
839	A combination of all the above.
842	Career placements and college success, not ever student is made for a college path.
844	not sure
846	Yearly growth from district testing
847	Multiple measures
848	Attendance, interventions offered, if have all staff needed (psychologist, school counselor)
849	Attendance, interventions offered, if have all staff needed (psychologist, school counselor)
850	Attendance, interventions offered, if have all staff needed (psychologist, school counselor)
854	Growth on various tests, school level and district level
855	Student Progression
857	Meeting the diverse needs of the individual community.
859	A combination of the items listed above
861	student success
866	True graduations rates - not allowing students to pass to just graduate (happens a lot)
867	Student improvement from year to year.
868	A combo of all. Plus anecdotes from students and parents. School is more than one test.
872	Student Growth
875	By each child's individual growth for that year.
876	District assessments
882	Benchmark tests
883	School success should be measured on student growth per year based on their abilities
885	I don't think it's possible to have just one measure of success for students OR schools. It should be a combination of all of the above.
890	graduation/certification
891	all of these should be part of the measurement, not just one.
894	They should be measured based on student scores of a test that is appropriate for them.
897	Growth - students' growth
899	A combination of graduation rates and standardized scores, but not with the same methodology that is used with AIMS/AzMerit
906	Both college admissions/success rates & career certifications & placement rates
917	All of the above, equally.
918	combinatin of factors
920	There shouldn't be a standardized formula
923	Performance-based assessment
926	Post high school success- productive members of society
927	Individual goals met and growth. NOT last years 3rd graders to this years 3rd graders, but growth by each student.
934	Goal-based measures
935	All combined as well as an observation and study of the school
936	All of the above.
938	Overall student grades/attendance/discipline
941	outcomes of goal-based measures
949	Student success, teacher retention
950	Substantive Formative Assessment

951	a mixture of all of these.
954	Students growth on assessments
957	Continued enrollment. If parents are satisfied with their children's instruction, then they keep their children enrolled. If not, they can enroll their children in any other school they think is best.
958	A schools success should be measured through more than one data point and should incorporate many of the options listed.
959	Based on the performance of the kids and the administration leadership team.
961	Student growth on standardized tests
962	Performance
964	None of the above, as they are out of schools' control.
965	Their ability to help students meet growth goals
967	student achievement of goal-based measures
969	How engaged students are and the individual growth that they have experienced.
970	A variety of measures should be used.
973	See below
978	at grade level
983	Rate of annual growth of each student
984	Why are they separate. College admissions, success rates, career certification and placement rates.
985	None of these reflect a school's performance
986	a number of measures not just one
991	What about for elementary schools?
992	Again, a combination of all of these
994	Career certifications combined with college admissions
995	Combination
996	A blend of many things, but I think taking a look at a school's AdvancEd report would be a good start.
999	District CHOSEN standardized test scores
1002	Analysis of students meeting goal-based measures
1005	Goal-based measures
1006	I don't believe it is the state's place to measure this. It should be determined at a district level, where the needs and demographics of individual communities can be accounted for.
1007	A combination of College Admissions and Career Certifications.
1012	Annual site-based comprehensive school improvement goals
1016	A mix. Any one of these is too narrow.
1027	All of the above with the exception of Standardized testing, we don't all fit in a square box.
1033	A combined approach
1039	My focus is elementary education. Student engagement, community satisfaction, teachers who stay. Education is not a consumer product that can be rated like others.
1047	Factors that incorporate growth, poverty and retention
1051	Goals set for students based on their ability level
1052	Again a combination of attendance/dropout/discipline and student scores
1069	Goal-based measures
1071	Post secondary education rates and curriculum variety with points for foreign language . Arts and advanced in CTE courses.
1072	20 years later.

1079	Student growth showing through multiple measures
1083	goal based measures
1091	growth over time using many factors. AND no letter grades
1093	A combination of goal based measurements and standardized testing.
1094	All of the above
1097	Student progress
1099	Goal for students met
1103	All of those combined.
1104	Combined measures
1106	Graduation rates, college admission and success rates, career certifications and placement rates are not applicable to K-8 students. Furthermore, they shouldn't be used for 9-above students since there are extenuating circumstances that surround these topics that staff has no control. Why do schools need to be measured to determine success? A school is not a person and we should not be making the "school" a person nor holding those who work at it accountable for those that attend it. Staff at a school have only so much influence. To hold staff accountable for issues perpetrated in the home is unfair, which is why attendance and test scores are unfair to hold against a non human entity.
1118	A combination of parent surveys, benchmark targets, attendance rates, teacher qualifications, standardized test equal to national expectations
1119	Both career certification and college admissions
1122	all of the above
1123	Student growth from year to year
1127	Goal-based measures
1129	Overall student growth, based on ability, not standardized scores
1136	the last two options should be combined to measure success
1142	Can they interpret what they read? Can they think in terms of logic?
1143	A combination of surveys and student success
1146	A combination of college and career placement rates
1148	Goals met
1150	Growth-ayp on student goals prep to post
1152	It should be a combination of test scores and success rates for kids moving on in their future.
1153	There should be a weighted system with testing and grades counting together
1155	A combination of all of these options
1159	College and career success, that is the ultimate goal
1160	Progress
1162	Schools CANNOT be measured on one indicator. That is a ridiculous fallacy.
1165	All of the above
1170	District tests
1176	Goal based measures
1182	college admissions and career certifications/placements
1185	Perhaps student portfolios. Perhaps class and district assessments. Some standardized testing is fine, however the amount of testing now is ridiculous.
1186	Individualized goals
1187	all of the above
1188	Goal based measures
1190	Teacher/Student retention and Parent involvement

1193	I believe ALL of the above should be taken in account, maybe even equally.
1200	Student improvement data
1204	all together
1206	Combination of factors like data on success rates attendance/drop out rates. Not I single measure but several.
1208	all of the above
1210	Longitudinal growth testing
1217	Students are individuals, not one size fits all. Schools need to do a better job early on identifying student skills, abilities and interests in order to better educate, develop talents and prepare students for their futures. This would eliminate much of the fear, failure and lack of success impacting students today and schools. Hire more counselors and improve the counseling programs in schools. Bring in social workers to address the deep rooted social emotional issues impacting students, and begin working with kids and families properly.
1220	A successful school will promote a STRIVING toward academic excellence.
1224	See below
1226	The first two, standardized testing is highly impacted by attendance and discipline
1228	Student growth in reading and math.
1235	The ability of students to perform in an entry level at their chosen career. See boy scout standards for earning Eagle.
1237	a combination of the above
1239	Supported teachers
1242	Formative and Summative assessment based on goal-based measures.
1247	There cannot be ONE measure. There must be multiple measures.
1248	Student Growth
1249	worry less about measurement
1250	Student growth and goal attainment via approved district-wide assessments
1251	A combination of all the above.
1252	Through parent and student satisfaction surveys
1253	all should be weighed.
1255	Student and parent satisfaction
1263	A culmination of all the above measurements would be best
1268	Using qualitative data to explain quantitative results
1270	not needed
1273	A combination of college admissions and career certifications
1275	Coolege admissions and Career Certifications. Not every kid is college material, but every kid should be prepared to be a contributing adult.
1278	I think a school needs to be measured by the attendance of the teachers. Also how many classes they have taken to grow as teachers.
1281	Student passing rates on end of course exams
1283	A combination of the above. No one item should be the standard of success.
1290	All
1291	In the stake each child takes for his or her own success. Beginning with that and all of the above mentioned aspects will improve according to each child's utmost ability
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1295	Goal based measures
1302	student performance based on individual goals set
1306	Student growth.
1307	district pre/post test growth,
1308	Anything but standardized tests.
1309	College and career success, that is the ultimate goal
1315	College admin/Career certs, not everyone goes to college
1316	A combination of these things.
1317	Ideally, following the child's progress after they have left. But some of all of the above without too much emphasis on just one.
1320	A little of each of the above
1324	multiple ways
1328	Again, multiple measures
1331	It should be a combination of these and a community effort to work successfully with the school.
1332	All of the above and more.
1336	I think there should be a balance of a few categories in order to measure school success.
1341	several factors
1342	All of the above
1344	individual student progress
1350	A combination of several of the above, plus- attendance, test scores, interviews with staff, observations.
1351	Student growth from beginning of year to end.
1355	Benchmarks
1356	Meeting student learning goals
1357	See below
1359	Multiple ways
1362	Students are happy and curious.
1363	Last 3 items are best
1365	The next school or career would evaluate if that student was successful. So student performance would accumulate to generate a school grade.
1367	Attendance and overall progress of the students education. Every child's rate of learning varies.
1368	individual student growth from one year to the next on goal-based measures
1369	You can not "measure" school success based on any of the above, students are all different, therefore "measuring" schools can not be done in the same way
1370	College and Career placement
1371	ACT and/or SAT scores - if schools are competent in preparing students for college or career - then all students should take one of the college placement tests to have the choice of college or career.
1374	District scores
1375	Students ability to demonstrate their knowledge, whether it be through a project or ability to defend a position in a given subject.

1379	Teacher use of best practices
1382	success of students on goal-based measures
1387	Student growth
1392	all of the above
1394	Post high school learning and success
1395	Multiple factors
1396	How much growth each student shows.
1398	The execution of demanding, student-individualized learning plans tied to rigorous national standards
1402	None of the above - teacher satisfaction, teacher willingness to pursue future education to for the benefit of their students, ext.
1403	Parent, student, and faculty surveys
1413	See my last answer. Success should be multi-faceted, including state and district test scores, students in advanced classes, other items which are tied to research showing what it takes to be successful in work and life.
1414	Student achievement on a variety of levels and professional development and advancement
1416	new measurements
1419	Goal or performance based measures
1420	academic growth of individual students, not compared to other schools or the state
1422	Combination--attendance/dropout/graduation/college admission/job admission
1426	Graduation rate, College admissions, success rates, and career certifications
1430	A combination of these
1437	Career certifications and college admissions rates combined
1438	Teachers assessment of students ability to synthesize and analyze information
1441	Not able to answer this question
1443	combination of above
1444	All of the above
1446	Rate of improvement based on district assessments.
1447	It has to be multiple measures. These all should be part of measuring school success.
1450	All of these + number and success of diverse populations in the school
1453	student achievement
1458	a blend of almost all of the above!
1462	Use of formative assessments/progress monitoring in the classroom to guide instruction; implementation of prevention programs and student supports - with these in place, academic achievement will come naturally
1465	Analysis of school climate, parent and teacher satisfaction, and all of the above.
1466	Combination of college admission and career certification rates
1469	Mix of career placement and college admissions
1473	A combination of college admission and career certification
1476	portfolios
1478	Goal-based measures
1482	Graduate student survey asking how the school met their needs
1483	Amount or percentage of growth of their students
1484	Student growth and proficiency of students as shown on school based assessments.
1489	other
1491	A combination of college admissions/ success rates and career placement/success rates; it would be difficult, but perhaps based on student set goals for one year post graduation

1492	Yearly growth of individual students
1493	I'd say graduation rate, but when you are artificially setting a curriculum that simply is not pertinent to all, it is hard to say that passing Senior English is the most important thing when a student's career goal is to become a mechanic.
1497	Depends on grade level
1498	College admissions and Career training / trade school admissions
1499	A mix of these.
1501	a combination of the above
1503	Graduation rates and college admissions and success rates all important
1506	See below
1507	The success of a school should be measured on a variety of indicators.
1509	See below
1511	Student improvement (growth)
1513	All of the above
1521	Combination of all of the above
1530	Teacher rating & Student achievement rates
1531	Growth on tests
1532	All of the above equally.
1538	Student success measured by NON standardized testing, but by class performance
1539	Using a combination of several of these measurements based on growth from year to year would be most ideal.
1541	a combination of attendance/dropout/discipline rates & good college admissions/success rates & Career certifications/placement rates
1550	student academic growth considering where they started
1551	Progress made with student based, individualized goals
1553	College and career success rates
1554	Multiple Measures Aligned to Research Based CCR Indicators
1556	overall student growth
1560	Student reflections on course-by-course portfolios of their work that also demonstrate how they've met the course standards
1561	Student growth over time not meeting just benchmarks
1563	Combo: all of the above
1564	Multiple measures should be used AND they should take into account the demographics of the student body which the school cannot control.
1568	student growth goals set by qualified teachers
1571	combination
1573	School Observation, student growth, teacher input
1576	When there is a Goal-Based Culture within an educational community, the success rate should be measured according to the SMART goals that have been established, which are living and evolving .
1577	a combination of attendance and standardized test scores
1580	District Tests
1583	goal based measures
1584	There needs to be multiple measures to reflect a schools success. One measure will not adequately measure a school success.
1586	A visit from a qualified, impartial team much like the AdvancED accreditation team
1587	Growth on assessments FAY

1588	There is NO one way to measure success
1589	Growth over the course of one year.
1590	Student growth
1591	Student Growth
1593	A combination of all of the above.
1596	All of the above
1598	a mixture of all above
1600	All of the above (and more)
1603	All of these; single metric analysis is shortsighted and foolish
1605	Goal based measures
1606	a combination of all the above and ALL grades counted k-12
1608	combination of the above
1610	Student and parent satisfaction rates
1617	Increased Achievement of students from day one to day 180
1619	Individualized yearly benchmarks
1620	Individualized yearly benchmarks
1624	each students' personal growth!!!! as long as we see student A move from one performance level to the next, they may have not mastered the skill, but if there is growth that is what matters. How often we forget how students come into the class the first day of school.....teaching is not a perfect science, they come in with many needs, experiences, background knowledge, etc. Not one is the same
1626	student goal-based measures being met or not
1627	Student growth measured by class grades and student test scores.
1629	Student progress and achievement
1634	A combination of graduation rates, college admission, career certificates, and placement rates.
1641	Students improvement on standardized test over time while in attendance at that school.
1647	a mix of career/graduation
1649	Individual attainment of competency in life.
1651	Based on growth of students on the three tests.
1657	A combination of all of the above.
1659	A balance of teacher, admin, and student success. If test scores are used, students need motivation to actually try.
1663	PSAT test scores
1664	Project and Goal Based Education
1665	Growth
1666	Items that are under the direct control of the school.
1671	A combination of factors excluding standardized tests, but including all of the other factors.
1672	graduation plus scores
1676	Career placement and college admissions
1677	A metric that combines many of these.
1682	A combination of parent surveys/feedback, student surveys/feedback, goals, state testing, etc.
1683	There should be a combination of indicators to measure the overall success of our schools including the above items and community service, extra curricular participation, surveys, etc.
1691	Goal-based measures specific to each school and data collection

1693	Goal-based measures
1696	A combination of portfolios that demonstrate growth and test scores.
1710	Ongoing formal and authentic assessments of both students and teachers
1718	School should not be measured on one item. Too many variables
1719	Don't know but none of these options are reasonable
1722	Again, we want there to be a clear yes/no quantifying answer here. But the truth is that the BEST schools will be succeeding in ways that are difficult to standardize. What if we measure success of a school based on parent feedback and growth in the students over time. How much freedom the students have to learn in ways that support their individual needs. What unique real life skills are the school teaching them.
1724	What programs they have for teachers and students an the relations as a school we built with the community
1725	effective teaching based on grades, graduation, etc.
1728	Yearly growth toward Goal-based measures
1730	Growth-based measures
1733	Parent and student approval ratings
1736	multiple items
1739	Not with one metric
1745	standard based assessments/attendance/dropout/discipline rates
1746	A combination of factors, including polling questions that target how hopeful students feel; how strong their sense of well-being is; how connected they feel.
1749	a balance of both academic and school climate measures
1751	a mixture of all of the above
1757	Student growth and achievement
1759	Post-grad survey's that ensure graduates are following thru with their plans whether its more education or working.
1762	College admission and career certifications and placement rates
1763	Goals
1765	By student's growth on district tests.
1766	All of the above
1767	Growth overall of the student population from year to year.
1770	By the moral of the teachers and students. A happy environment makes the people in it happy.
1771	Progress measures
1772	Aggregation of formative assessment data
1773	Individual school goals based on demographics and needs of the students
1774	All of the above
1775	A combination of measures, including performance-based projects and goal-based measures at the campus level
1779	Student success
1790	An ability to move forward into college or career knowing the facts they need to know and having the confidence to stride into these areas because they are academically, psychologically and mentally capable.
1792	A combination of all of the above to some extent. The most important aspect that I think needs to be the primary focus has not been mentioned: Are the students growing to be responsible and good citizens?!

1794	I think schools should be measured on student growth rates tied to a variety of indicators that include academics, portfolios and surveys
1799	a multitude of measures should be used in conjunction in order to determine school success. One measure alone cannot determine school success.
1802	I am appalled at the singular answers we're supposed to come up with. All together makes the picture complete.
1806	Parent satisfaction, student satisfaction, becoming a productive member of society.
1808	Teacher created assessments
1810	District tests
1811	Graduation rates as well as college or career placements
1814	Student Growth
1819	see below
1820	see below
1823	Based on how much effort is used to ensure students are successful, but hold both student behavior and parents support and the schools help with the rest.
1825	Community unemployment rates and community satisfaction surveys.
1828	Rate of progress/achievement for all students
1830	Grades per class
1831	Evidence of students' growth and progression toward standards
1832	I think it should be a combination of college admissions and success rates and career certifications and success rates. Graduation rates alone cannot be a good measure. A party school would have great graduation rates, but the students might not have learned anything. The same goes for attendance/drop out/discipline rates. Also you have to know that economics and parent involvement matter when it comes to attendance/drop out/ and discipline rates. Some of the hardest working staff are at schools with bad attendance/dropout/discipline rates.
1838	Growth based on assessments given over the course of a school year
1844	Goal-based measures
1846	Annual growth
1847	I believe that attendance/dropout/discipline rate and graduation rates ... can be manipulated , college admission and success rate as well as career certificates and placement rates are a better indication as a combination not one or the other.
1856	Reasonable goals set for that district/school. Just like not all students are the same neither are all districts are schools.
1857	Some combination. Success is defined differently by different people. We aren't all squares.
1864	Student learning and improvement over time
1867	attendance/grades/graduation/college and career
1872	College and Career Readiness
1874	The ability to produce students who can think critically
1878	State tests
1883	Determined by each site. Individualized for each site's unique population.
1886	student improvement. If a child shows growth that is progress and a teacher is not "failing to do their job" Standardized testing does NOT indicate a teacher's ability in the classroom.
1887	There should be multiple indices that trend to continuous improvement
1896	Teacher satisfaction and staff morale
1899	Unsure how... Most likely a variety of measures

1904	Parent satisfaction and student progress as measured against personal goals in the student portfolio.
1905	College admission and success rates based on the students who enter and complete the curriculum in continuity.
1907	They should be measured on career certifications and placement rates. Grades are important also. Some students are cut out for college, but some are not.
1910	All of the above
1911	How much the kids enjoy attending school as well as overall improvement academically.
1913	all of the above
1915	Multiple Measures -- Stakeholders should be called together to brainstorm ideas.
1917	All of the above and adding in student growth
1922	Teacher assessment of total growth
1928	All of the above! Success is the aggregate of the above.
1929	I am answering here, but your stupid survey keeps saying "This field is required" and demands I mark a different box.
1933	a mixture of scores and rates
1934	A formula of all of the above
1937	College admissions, dropout, and career certifications.
1940	A combination of factors, including test scores, parent and student surveys, teacher retention rates
1945	Growth measured for each student
1947	a combination of factors, taking into account the number of SPED and ELL students in the school
1951	multiple indicators
1952	student growth
1954	By the amount of growth students have made.
1956	Multiple Measures
1965	Only one of these applies to elementary or middle school. This is a confusing question. What about state tests or goals for the school?
1971	By college or career readiness - success rates.
1972	Growth from year to year
1983	Student Growth from their starting point
1993	how well students are prepared for their next grade or graduation
1995	Using all of those measures.
1996	How well students are prepared for the next level in school or career.
1997	Student growth measured by class grades and student test scores.
2000	faculty and parent feedback
2001	All things being equal and equitable, schools should be measured by a combination of the things listed above as well as many other factors including teacher experience/longevity.
2005	student growth over a one year period, each year
2010	I believe all of the items listed should be included but take into consideration demographics, location, resources etc. One type of measurement does not fit all schools/students---look for growth and improvement
2011	By there community
2017	measured on results same year pre-post testing that shows targeted growth of students
2021	No one measure can adequately reflect a schools performance
2023	College AND Career admissions/placement rates

2027	Mixture of class grades and standardized test scores
2028	Student Growth/Success
2038	District pre/post for the same population
2041	College admissions/Career Certifications
2046	should be a combination of all items
2049	Parents vote with their feet.
2051	Once again I feel school success should have multiple measures and include all of these listed.
2052	Student growth from year to year
2054	Both college and career certifications and success
2055	Schools should not be measured based on just one thing. I think it should be an overall score dealing with the reality of life.
2059	Average percentage of all student's growth
2061	Combination of all
2070	Student's growth
2071	Measures reflecting student preparedness for post-school success.
2077	combination of several standards
2080	Goal-based Measure
2081	a combination of all of the above
2083	Students' progress & goal achievement
2085	Combination of goals and district measures of growth
2087	a combination of above and stakeholder satisfaction surveys
2091	Competency achievement of students
2096	Measured developed by the school approved by the state
2099	unsure
2103	Goals measured and attendance/competed school year.
2108	there is no one way to rate a school
2110	School success measured by other metrics than tests.
2116	Goals met
2117	Growth from beginning to end of year.
2126	A combination of each.
2133	Overall Grades/GPA
2139	all of the above
2148	Safety, family engagement, community involvement, and growth of student academic successes.
2149	growth, determined by pre and post tests that are identical
2150	All of these
2152	A combination of the above.
2153	Combination of these - but not sure how many years of the college admissions and success rates you need and what measures would be in place to evaluate that
2155	Continual improvements
2161	Achievement of goals set for them based on rigor and persistence.
2162	College and career success
2163	student growth and grade level standards achievement
2168	Classroom records and teacher observations
2169	With successful students
2172	both the college admissions and career placement rates

2176	Parent and student satisfaction surveys two years after leaving campus for any reason...drop out, transfer, or graduation.
2184	A mixture of these things
2185	Growth
2187	A combination of college admissions and success rates, graduation rates, and placement rates, insuring that all students are measured and counted toward toward success.
2192	College success rates and career certs & placement rates
2202	Pre and post test developed by district
2206	Combination of factors
2209	students successfully reaching the next level
2211	All of the above
2214	Student set their goal. School so should help them meet their goals. School should be rated based on students meeting their goals. Goals can be attending college attending trade school2574 W SAWTOOTH WAY, Queen Creek, AZ 85142 getting a job, etc.
2218	Multiple criteria; I wouldn't pick just one because there are inherent flaws in each.
2219	mixture of graduation/college/career rates
2220	All of the above
2224	Teacher Retention Rates
2230	Scores on the essays mentioned above.
2235	None of these merits alone are adequate measures
2244	Panel evaluations
2249	Evidence that every student leaves High School on a path to success.
2250	longitudinal studies of student engagement and participation.in school.
2257	On student success
2262	Teacher attendance, evaluations.
2263	none of the above
2266	Individual student grades and accomplishments
2268	Individual student progress over time.
2273	Individual grades and teacher performance
2292	it's not surprising the state has issues when these are the only things that ADE could come up with to measure school success
2295	District developed measures of academic progress gain through pre/post assessments, portfolios, etc.
2300	Growth measures. Schools should not be judged based on standardized test scores alone.
2311	Sucess can be measured by how welcome the students, parents, AND staff feel. By creating a safe environment for all, student success increases.
2327	Progression from one grade to the next based on key indicators of what a person at that grade level should be able to accomplish
2332	goal-based measures related to students achieving goal based measures
2340	Student Growth
2342	As with students, schools should be measured by more that one item.
2343	Teacher evaluations
2349	By students results on end of year projects showcasing what they learned
2360	In how well it develops students and the surrounding community to be the best it can be. It must include both objective and subjective evaluations over a spectrum of activities and time.
2365	Achievement scores blended with annual student progress

2366	Goal-based measures
2368	Combination of standardized tests and workforce/college attainment.
2370	A combination of 2-4, tested for validity and reliability.
2372	Goals that schools make based on their student population
2373	Schools should be measured on student grades
2376	student growth and development but not relying on standardized assessments.
2382	Graduation rates/attendance
2384	Attendance/dropout/discipline rates and test scores help reflect schools success.
2386	percentage of students that made a year's growth
2388	Portfolio measures that take into account where kids come from and where they end up
2390	Combination of above
2392	What is the poverty rate in that school's attendance area; how many had any pre-school experience; how many students in the classroom.
2394	Combination of indicators
2400	a combination of student scores on standardized tests, college admission and/or entering the work force as an intern, along with evaluations created by the schools, students, parents, community that give feed back and guidance on a year to year basis.
2401	By improvement...otherwise, really not sure. Most simply, where did the school start with scores, etc, and what interventions were used to make improvements and how did the school do.
2406	Feedback from students, parents and peer teachers
2421	By defining broader dimensions of learning and assessing those areas.
2433	A combination of graduation rate, college admission and career certification s
2438	How well are they prepared to move to further education? Certificate? AADegree? BA degree? The have to be able to get a job better than minimum wage.
2447	the extent to which student's performance, when controlling for socio-economic variables increases over time to a high performance rate
2450	Can we look to other parts of the country and other parts of the world for preven ways that work for specific populations. I don't believe there is one way that is best for everyone.
2451	All above should be taken into consideration.
2457	District tests
2458	Individual Goals Achieved
2462	It would be good to have a common standardized test across the nation (Something that is more consistent across state lines)
2463	T
2465	bench marking of goal based measures
2466	Student growth based on both test and informal measures
2468	Meeting grade level goals.
2474	Not sure
2475	It should be a combination of attendance/dropout/college admission and career certifications
2479	multiple measures of student growth
2482	students' academic growth on formative tests
2484	a combination of the above should be used, all important measures but no one measure says it all
2489	Ask teachers and parents to rate and give feedback on a regular basis.
2491	a combination of most of the above.

2494	Meeting their own goals set by the school and community
2495	Multiple measures should be used to include all of the above.
2497	Quarterly report cards that reflect many assignments over the course of a school year.
2500	Student engagement rubric
2502	Combination of all of these
2503	all of the above and more
2515	College admissions and career certifications and placement rates
2528	Authentic performance assessments.
2529	a variety of measures should be used to account for multiple elements that make up a positive and successful learning environment
2530	How well students meet the goals set by a certain grade level.
2531	Both college admission and career certification rates.
2536	Based on the progress of a student from year to year
2538	Not simply one item, but several. This is not an either-or choice. Several indicators are important. Standardized tests are low on my list.
2542	Students individualized growth...not class or group growth
2549	A metric incorporating student retention, a student-answered survey, and a district based peer-reviewed and written test
2553	learning achieved within one year. Be just to all language barriers. Cannot expect the same responses from a "newcomer-PEEBs" and a proficient student. Unfair to expect the same.
2556	all of the above, but not limited to the above
2560	Student's grades
2563	How much was retained
2564	High quality leadership and a broad curriculum
2569	See my note below
2572	Combination of the last three
2573	Years growth for individual children.
2574	definitely not a single determinant!
2577	By student, Teacher and parent input.
2578	See below
2581	A combination of the above
2586	Not just one way
2589	Multiple assessments that are not one size fits all but those that allow for various disciplines to assess teaching any learning.
2590	Teacher & parent satisfaction
2597	Student safety, health, parent input, student output
2602	Student growth scores
2605	Why does it need to be measured? There are too many variables to fairly measure school success.
2611	Based on student growth
2621	Student readiness for college [not everyone who is ready for college chooses to go]
2625	Growth of students
2626	Should be a multi-measure and not a single measure
2631	Combination of college admission and success rates along with career and technical certifications
2635	I think there needs to be a wide range being considered when deciding how successful a school is.

2636	Let teachers decide.
2637	multiple measurements
2644	A combination of national standardized test and district tests
2649	Students are nurtured and taught how to learn and question facts presented - to think and teachers nurtured as well
2651	see below
2661	Combination of the above
2664	A combination of all of these things
2665	How about we measure success thru feedback from students, their parents and the teachers
2666	A composite of several of the choices.
2669	happiness of students, faculty, and parents
2670	Multiple measures that are transparent
2671	Class grades
2677	College and career certification success/placement rates
2680	Many factors involved, one specific item should not be used to measure the success (i.e. tests scores)
2683	Parents and student surveys
2686	A combination of all of the above.
2687	College admissions and career certifications
2690	combination of college admissions and career certifications
2696	Very difficult to decide. No matter what you choose that is how the school will then form their culture. I don't know if grad rates are appropriate for elementary but it's the closest to how I feel.
2700	combination of class grades and National standardized testing
2703	I feel each district should decide
2713	District, state evaluation
2716	combination of attendance, graduation rates, college admissions, and career certifications/placement rates
2726	A combination of all the above
2728	The ability of schools to educate their students in basics, NOT TEACHING THE TEST!
2736	Get in the kids corner. Think out of the current box. Help qualification for scholarships. Don't threaten with excessive onumental scale testing. Weekly quizzes are harder on the teacher. but give the teacher a measurement of the job THEY are doing.
2740	Cannot be just one. There are too many other life experiences that can impact these
2743	Students meeting appropriate goal-based measures that demonstrate growth from where they started
2744	Students desire to succeed.
2747	A combination of the above
2748	The growth a student shows based on his/her individual learning. Did the school help a child to grow academically?
2751	It should vary from school to school
2752	I would like to combine college success rates and career success rates
2761	National standardized tests and student well-being
2762	If the children learn and enjoy learning
2764	Aggregate accomplishment on student goal-based measures

2770	Standardized tests are appropriate as 1 means of measurement with the ultimate goal preparedness for adulthood
2771	various: class environment, scores, goals, attendance, etc...
2774	See 3(a). Schools are successful if their goal is the target % of students meet the school wide goal(s).
2784	Goal-based measures
2794	SAT's ACT's
2799	student retention, teacher retention
2814	Student academic growth
2827	Perhaps a combination of several of these. However, one test will never accurately measure a student, nor should it measure a school.
2831	students excelling.
2840	Overall growth rate percentiles
2841	Any of the above are too subjective
2844	increase in goals
2880	A combination of factors
2887	Combination of these metrics plus poverty level in the school
2903	Student reports and class grades
2909	Combination of all
2910	all of the above.
2912	all of the above - no single metric can adequately measure success
2914	All of the above
2920	Individually based on the unique needs of their students and communities
2923	Combination of measures
2926	Goal setting
2935	combination of college and career success and placement rates.
2945	I feel that all of those measures need to be taken into account to accurately measure if a school is successful.
2948	Progress made by each student
2963	portfolios
2974	Combination of above
2979	Student growth based on school goals
2985	standardized testing with modifications for all types of learners
2988	Career placement either post secondary or after college
3003	growth in every student and each student learning not based on a standardized tests
3009	Achievement on the Goal - Based Measure
3011	Overall average grade of students, based on the end of year/course assessments given in each class/subject.
3022	national tests with consistent standards so students can attend out of state college or in-state
3036	What have the students learned?
3069	all of the above
3070	student happiness
3078	both college admissions and career certifications
3086	goal-based measures
3096	by the qualified leader/s in that school
3097	see below

3103	As mentioned above, schools are diverse and need multiple measures but lessen the focus on standardized tests.
3106	Internal systems and communication to parents
3119	parent, student, teacher, admin surveys regarding experience and effectiveness
3144	length of teacher tenure
3149	I don't think just 1 of these should measure success it is a combination
3150	combination of standardized tests, growth, and student's ability to cope with difficult situations and adapt (not sure how to measure it but it's a sure sign of success)
3153	A combination of graduation, college admissions and career placement rates.
3163	Combination of everything listed above.
3168	graduation rates AND career certifications AND college admissions
3174	did the students learn what the teacher's said their year's goal was to teach?
3182	College and career success
3197	rates of students reaching goal-based measures
3202	all of the above
3213	Child growth based on district goals
3214	Multiple measures including low absentee rates/ reduced discipline referrals. Plan for Multitiered systems of supports and feedback on their effectiveness.
3218	College and Career rates
3227	A blend of all these factors
3228	ECAP development and success
3247	A combination of performance and testing
3250	ask the stakeholders
3254	by multiple measures
3262	Career placement rates, and college admission success rates