

Entry ID	In your own words, explain how you think the success of students and/or schools should be measured.
7	should be able to pick two -- also wanted to pick college admission
14	School should be measured using standardized tests, student growth schools and on way they obtain rigorous goals they set for themselves.
17	A combination of factors.
21	Students should be given an exam at the beginning of each term or year that is identical to a post test. And the scores improvement should be graded. Sometimes a students makes huge growth but is not "grade" level on standardized testing
22	The grades students earn in their classes, with taking into consideration the individual students' needs.
28	Internally measured based on intrinsic goals.
30	I want to see students being in school and wanting to be there. We need to find ways of getting kids more excited about school. It can't be hey what story in our textbook are we going to read today or what test am I taking only. We have to find ways to expand their minds which will help ensure they do grow.
32	Standardized assessments mean nothing when students know they have no value to them, just a numbers game for those in political offices. Students encouraged to succeed by movement shows more about a student drive and intellect than a week long exam.
33	Schools should be measured by how successful they are at preparing students for the real world
35	School success should be measured by how much students grow from year to year. Many students start school far behind their peers. Those students might grow a year or more during the course of an academic year, but because they lag behind better-prepared peers they are seen as failures.
36	Comprehensive models that include the above in addition to parent surveys, teacher retention rates should be considered to assess success
39	However the assessments must be testing understanding not technology!
40	Attendance is the first step to teaching - getting kids there. Kids are promoted regardless of their academic outputs. Standardized tests have too many outside influences to be an accurate reflection of the schools/teachers.
41	Student should be held accountable for attendance and effort. Students should not be passed along without both.
42	All these things do is promote quality teachers to leave low socio-economic schools. How can my poverty stricken school be compared to a wealthy school? Standardized tests put these schools at a disadvantage, as do college admissions/success rates, graduation rates, etc.
44	Using port folio/cummilative tracking of learning. Current use of testing only impacts teachers as it isn't factored into students grades.
45	Schools should use goal-based criteria, which are set by the district and schools, working in collaboration. It may consider attendance, graduation rates, and grades/test scores, but should not rely solely on one data point.
47	Graduation rates should tell part of the story. Also there is a place for standardized testing, if its done fairly throughout the state or nation.
49	Student growth measures (as assessed on school-decided benchmark tests)
50	Referrals to office, too. The overall child should be considered, not just the test scores.
51	Academic growth should be considered in addition to passing/not passing scores.

52	By the parents of the students who attend the school. Decisions should be made at the local level.
	Goal-based measures are the most accurate and personal way to measure each individual student. As for schools, they should be a place that students want to come. Once they are at school, they will get various aspects fulfilled in their life, whether it be academics, social, extracurricular, etc.
53	Therefore, attendance rates and drop out rates would reflect the success of the schools.
57	Standardized tests are really the best way to gauge all students' learning with validity.
58	It should be a combination of the factors above.
59	It should be site and district determined with performance based measurements
	Discipline rates shouldn't be held against schools. Too many schools don't suspend or discipline students
63	because it counts against them. It should count FOR THEM.
	Multiple indicators are best and would include parent satisfaction, graduation rates, future college and training placements, and a standardized assessment. The assessment would be but one
65	component.
	I understand that standardized tests are important but they can't be the end all be all of school
69	success.
	I am not sure if there is one specific answer to this. A successful school meets its students' needs but there is not a good way to measure this. I do NOT think standardized scores are the way to
70	go....not every student tests well and that is not fair.
	I believe we test our students too much. I think that if a teacher gives the students the grades that
71	they deserve that is all that matters.
	Schools cannot control dropout rates, as that is often a parental pressure. Students should create a plan for their future in 9th grade. The plan should be revised as the student's plans change. But, the final outcome should be a plan for after graduation. That could be a University, community college, technical training, apprenticeship. The completion of the plan should be a measurement of
73	school success.
	It is not fair to base success for all schools solely on standardized tests. There are so many factors
75	involved in test scores.
	Basing a school's performance from a standardized test is highly inappropriate and stressful for our students. For example, the AzMerit is not developmentally appropriate for 3rd graders. Teachers
76	should be able to show student growth through common formative assessments.
	CTE! CTE prepares students for the workplace by teaching employability and workplace standards. Also, CTE is typically academically integrated with STEM and other academic subjects in a "hands-on". project-based format that demonstrates relevance to academic courses and industry
77	standards. CTE keeps students in school!!!
78	Standardized tests don't account for the diverse learning styles and needs of children.
	Use a wide variety of multiple measures that are agreed upon by parents, teachers, administrators,
79	and school boards.
81	Growth through the years with standardized testing
	Assessments based on goals for students. Schools held accountable by success of students reaching
82	their goals.

After the years of standardized tests that have done nothing but demonize teachers and low funded districts anything will be a better measure of success. AZ Merit is not mandatory for graduation, so the students do not care and do not try very hard. If you measure a school by attendance, dropout rate and discipline records, you have a good snapshot of student engagement. With alternative schools, measures such as college admission rates would be unfair as many students will not attend college. Graduation rate is also unfair as many students come to alternative schools behind in 83 credits with little chance of graduating in their co-hort.

A yearly standardized test does not show the growth from the beginning of the year to the end of the year. Teachers should be honored for how far they move students, not penalized because a 84 student entered behind.

Schools should be measured on growth representative of the student population they serve. Not only should free and reduced lunch counts be used, but also mobility, access to health care, and 90 other uncontrolled factors should be represented along with student academic success and growth.

94 I don't value a high school diploma anymore after I found out you can graduate with a 1.5 gpa.

None of the above seem relevant to elementary schools. Standardized tests show a snapshot of one 95 day-BOO TO STANDARDIZED TESTS!!!!!!

School success should be measured by parent satisfaction, local student achievement results, community and governing board satisfaction, and for high schools-graduation rates and career path 97 completion. Not all career paths have relevant certifications.

There is no such thing as a one size fits all test. I believe that every student should have goals based measures based on the Arizona College and Career Readiness Standards with a pre and post done 101 at the start and end of year to see each students growth during the school year.

Schools should be measured by a student's GPA and how much the students are involved in school. 102 Standardized tests are not for all students.

I think if the teacher determines the student has successfully demonstrated mastery of the standards, then as long as a majority of the teachers can demonstrate student mastery (by any 103 assessment that they see fit) the the school has met mastery.

Success of schools should be measured based on what a school can actually control. Measuring 104 success based on factors such as attendance is unfair.

You can't just chose 1 measurement. Career certification is great for some students other student 105 are on a college track one measurement does not measure success.

112 For the purose of making improvements.

As a society we place far too much emphasis on test scores. Students are tested through district CRT's, county assessments, state assessments, the PSAT, and college entrance exams. We need to back off a little. For example, why in God's name do we continue to administer the AIMS Science test? We need to look at each test and decide the value of the time spent preparing for it, administering it, and then assessing the data of the results. And by "time spent preparing for it" I mean the time teachers spend reviewing and prepping students, as well as the hours and hours it takes to organize prior to the actual administration. We need some tests, of course, for formative assessments so we can adjust our teaching accordingly. But we do not need to administer all of the tests we currently rely on. We need to find a way instead to measure the growth of students 114 during the academic year.

116	This is a difficult question. Of course we want to know how our students are doing but there is so much pressure on teachers to teach to the test and on students to be successful. Students miss out on creating Valentine cards out of construction paper and doilies or observing a plant grow over a few weeks time. There is not enough time!
117	teacher retention and graduation rates reflects a school climate.
118	In addition to the college/vocational/post-high school success rates, other factors should be included to include student, family, community, and local economy commitments, support, and expectations for student success.
119	n/a
120	I think students should success should be measured by creating standard end based assessments for all content areas.
121	School's should be looked at in various areas to decide the success, observations of the employees and administration should play a role. The school's success should not be fully decided based on test scores.
122	I chose the above answer because our schools will be measy red on these scores whether it is most accurate or not.
123	We need to measure success based on growth. If a student is far below the standards at the start of the year it is unrealistic to expect them to grow to meet and exceeding in one year. ALL students need to be given the chance to learn starting at the level they are at. Growth means learning and that is success.
126	There is no one-size-fits-all. Students in small rural schools will perform differently than kids at well-funded suburban sites. Districts should be able to construct their own goals, with ADE input and approval, and then be measured against them.
129	I thinkif the teacher determines the student has successfully demonstrated mastery of the standards, then as long as a majority of the teachers can demonstrate student mastery (by any assessment that they see fit) the the school has met mastery.
132	Measuring success is very difficult. In my opinion we have not developed a good way to measure student and school success.
134	Setting goals and measuring success based on the following questions: Are schools meeting the needs of the communities in which they serve; are low income/Title I schools receiving every opportunity to provide an equitable education when compared to larger/wealthier school districts? Do teachers want to maintain employment at their school or is there a revolving door due to lack of materials, technology, extra-curricular activities, low salary? What gains have been made at each school site that show improvement in academics, discipline issues, maintaining employment of highly qualified, effective teachers?
136	There needs to be an attainable goal set, concepts taught and students able to demonstrate knowledge in a variety of modalities. Relying on a standardized test created arbitrarily does not measure if a student has shown progress. Teachers establish a starting point, where the students a at, then after delivery of new information students are tested on that new knowledge. Fewer tests and more proff of understanding within the classroom is more beneficial in planning what to teach next. Children with special learning needs need to be excused from all standardized tests and only assessed on thier improvement of all academic and social skills. Not everyone is college bound, yes we need to encourage that dream for all our rudeness but there will always be a need for craft and service people.

140	Students should have an electronic portfolio that travels with them through their K-12 years. The portfolio should focus on goal based measures that the teacher and student agree on. Schools no longer discipline, tardies are permitted and attendance is no longer enforced. Very sad. I don't agree on school success being measured by tests because not all students who are excelling students test well. Elementary schools get little recognition for college and career rates, but if it isn't for them, the high schools would not have those high rates.
143	There needs to be some standard measure, clear to all teachers, students, and parents.
144	We need to prepare students for college and/or their professional career. Standardized tests, such as AZ Merit, are useless and cost far too much money. That money should go to schools and not pay for testing.
145	Growth simple as that.
146	Standardized testing has been a bad thing for schools and students. So much effort is placed toward getting students to pass a test that, honestly, does not have any practical use beyond the schools. To have a student's ability to graduate or have earned credits for successfully completed courses compromised or nullified because of standardized test scores tells students that their achievements in their subjects do not matter that much.
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148	Schools need to be measured in a wholistic means... Not just a standardized test or a graduation rate... Student satisfaction, etc...o
151	Schools and students should be measured based on where they start and where they end. Ultimately, that means their success in life and how well we did in preparing them for life. A standardized test score does not tell us anything about the kind of person or their talents and strengths and how they have used those to benefit themselves and our world.
153	Students should set personal, realistic goals for their success based on the standards; teachers and administrators should support the student's goals. Schools that turn out students who are ready for college or a career should be rated as successful. This would work at a high school level, Elementary and middle schools would be successful based on the progress their student body is making as determined by entry and exit levels of the students in reading, writing, and mathematics.
154	Graduation rates & well-rounded education/curriculum participation.
158	Success needs to be measured individually for each child, not compared to others and certainly not among the schools. The schools are too different for comparison and the general public does NOT understand what the scores represent or what they mean.
162	A combination of all items above should be measured. Schools try to fit kids into boxes and make one size got all. That doesn't work do schools should be judged across many different areas. Maybe parental involvement should be considered.
165	Goal-based measures for students and schools: how many students are meeting/exceeding their personal goals.
167	Student's success should be measured by individual growth.
168	STandardized tests are just that, standard and fair for all students.
169	na

Our high-stakes testing is geared to generate revenue for companies like Pearson. Technology in the schools is a cash cow bringing billions of dollars to technology corporations. The technology is
 170 outdated the first day it id used and it will be purchased on the backs of our underfunded teachers.

Unfortunately, students can choose to fail academically and have their parents support their decision to do so. In a system that does not hold parents accountable to ensure their students strive to do their best academically, it is unjust to blame the schools or staff when all we can do is beg, plead, and encourage. About all that can be done is to take away the privilege of extracurricular activities which can often disrupt the relationship with schools and families. Therefore, I believe there are student outliers that should be excluded when comparing teachers, schools, and the success of every class. These outliers can be easily identified by failure in multiple core subjects (such as math, english, science; not PE or electives). They can be further identified by poor attendance records and multiple disciplinary infractions. Because the administrators and teachers at every school were not the cause of these issues and have little control over such issues, these students effectively "don't try their best" and cannot be included in such measures to be fair. For the remaining other students, all of the criteria suggested in 3(b) should be considered in addition to the student growth criteria I mentioned in 3(a). I think there is truth to the fact that learning is a journey, not a point in time as measured by an assessment of any kind. There is great gain if students compete to learn and do their best, and understand the value in developing a great
 172 work ethic.

Standardized scores are important however they only show a portion of a child's growth and abilities. Students who are either far below or at the top of their grade level may not be able to demonstrate their knowledge on a standardized test. Those well below grade level may be making substantial growth however because they are so far behind they are not able to access a standardized test. Those at the top may be able to preform at much higher levels than the test assesses. There needs to be both formal and informal means of assessment which are based on
 173 goals set for individual students.

Different communities have different needs and goals for their schools. Some communities have goals of college for all, where others want opportunities that allow students to achieve their goals
 177 whether college or work force careers.

179 # of students attending college

Success of students and/or schools should be measured on class scores which result in high
 181 graduation rates.

182 School assessment

The options listed above were illogical. Standardized test scores are always a poor measure of what really happens at a school, so that option is the least important to the professionals that matter. The other measures only really apply to high schools. In my opinion, school success needing to be measured is a waste of funding. When the members of a community talk to each other, when the parents of children enrolled in a school talk to each other, and when teachers ask each other about the work environment of a school, they gain more insight into the success of a school than any poorly-written test claims to measure. What's important to measure is how a school and a group of teachers set a child up for success in his or her
 184 future both academically and emotionally. That's the measure of success.
 188 teachers should not be measured by student test scores.

They should be measured by each students' progress on district or standardized tests. There are many that are not good test takers that will succeed in life, but do not look good on paper. If we track progress on each student we can identify what the strengths and weaknesses are to help them. If schools are showing students progressing, then they are doing their job. Each school should be measured by demographics and not equal. Rural schools have a disadvantage as there are few or no preschools or learning centers. Kindergarten is the 1st exposure to school and
189 learning.

The provided options for measuring school success more accurately reflect student demographics of given educational institutions than they do actual school or student success. Rather, I believe school success is best evaluated through qualitative observation of actual daily instructional
191 practices.

Grade inflation is so widespread that grades are meaningless. All students should take a standard state final exam for every course required to complete courses, especially in high school. In addition, if students cannot pass the final test for a class they should receive tutoring and be
192 required to retake the class or learn the material in an alternate satisfactory manner.

Rather than basing all measurements on a test taken in a week, achievement should be a
193 combination of tests throughout the year, parent surveys, teacher recommendations.

Student success is measured by their ability to obtain gainful employment and manage their life and lifestyle accordingly. Those who want more for themselves will continue to work and others will
195 find success in a different life style.

We are moving more toward a technological aspect which involves goal based setting and
196 personalized learning.

Student success, and by extension school success, should be measured by using classroom performance as the primary metric. However, this is contingent upon having qualified educators capable of designing appropriate course materials and also be capable of designing assessments that accurately measure student performance (in a way that standardized tests cannot). These qualified educators should also be able to engage in action research and use data acquired from these assessments (even observational data) to analyze BOTH students and teacher performance
197 and identify necessary adaptations and modifications to the curriculum to ensure student success.

Growth! My students should be measured and compared only to themselves. They should be
198 setting and meeting goals relevant to them!

Yes, schools need accountability. The list you have provided simply has too many outliers. For example, you measure all schools by discipline rates--both rural and inner city. Is that fair? Like formula funding, it should be a formula that takes into consideration that many social and cultural
199 challenges that are being faced.

This is a tough one. If you only do Attendance/dropout/etc then teachers/admin may not put in rigor to the curriculum. At the same time, if you work in a demographically poor area then your students' scores will not reflect necessary students' work or teacher's instruction; the good neighborhoods will continue to get good scores, while lower income areas will do poorly. Not everyone will go to college, so that measurement would not be valid. I am not sure about career and certification placement rates.

Also on standardized tests, remember that each year a new set of students is measured. If we could test the same students and if they continue to gain knowledge then that would be a better
200 measurement for the student and the schools.

203	I think standardized test work well, when the test is national, like the ACT or SAT. State created tests tell only how the students are doing in the state, compared to other students in the state. National tests tell how AZ students do compared to the national rate. Since we are a peripatetic society, high scores in AZ do not necessarily translate to high scores compare to the nation; especially since AZ is rated near the bottom in all categories relating to education.
205	Attendance grad rates career certifications physical education
206	Through a combination of standardized test such as the act, stand ford 10 and through district level assessments that are designed to answer the question is the student demonstrating a functional knowledge of the skills to be successful as they progress in the curriculum next year, next two years, etc.
207	I think it should be a combination of district tests, graduation rates, and attendance.
210	Success needs to be measured on skills, thinking ability, and student attitude towards learning in the short term but real success should be measured by where the students ends up in their future. This is not immediate and takes time, but short term measures only lead to short term goals.
211	Students should grow in knowledge each year. They should be one year further than where they started. The measurement should be as individual as the student.
214	I work for a Title 1 school. We celebrate individual student growth in a year's time. A school should also be measured with pre and post tests in a year.
215	Let's be real. The only thing that standardized tests, attendance and drop out rates, graduation rates, and college placements measure is the school's luck in getting the right student population. Success should be measured by what the school gets at the beginning of the year versus what the school puts out at the end of the year.
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217	Student success should be measured by the quality of their work and performance, not the quantity, or what a standardized assessment may reflect on a specific date. Assessments should be a blend of district/school benchmarks, based on what is taught in each grade level, for each period, and reflect the standards followed. More emphasis should be placed on student personal growth over time, with proof provided by portfolio, project-based evidence, and benchmark scores. At the end of a SY, the students' overall performance should reflect the combined scores from all of this evidence. This also puts more accountability and responsibility back in the hands of teachers. Then, school success can be measured by combined student/teacher outcomes and graduation rates.
219	I feel it should be a combination of all of the above. You need to be able to see the whole picture, not only one aspect of school performance. There are too many factors.
220	I think students should receive grades based on district tests based on the standards because each district knows how best to teach their students. School should be measured by the common core standards because the state standards are too rigourous and at a much higher grade level then what we as teachers are supposed to be teaching.

Measurement based on test scores alone does nothing to help students, and is ultimately used only in a punitive way. While standardized testing is one piece of data that can be used to help students, using it to measure school success does not seem appropriate. Using a balanced measure of test scores, graduation rates, job placement measures among other things seems more appropriate. Using information to evaluate school which may be out of the hands of the school is also

223 inappropriate, such as attendance.

Students are not the same and we cannot expect to give each child the same standardized test and see growth. Many children are above or below grade level and growing the below academic children should be the first step. I have had lower academic children grow two years on NWEA reporting but be below grade level. This is not reflected on AZMERIT and it is discouraging for students and their families. We don't expect teachers to teach to the middle so why are we giving a

224 test that does just that?

Students success should be measured based on a variety of things including grades, attendance, and college/career readiness. Schools should be measured based on a variety of things including

226 graduation rate, programs offered, district assessments, and student success after graduation.

Not everyone is cut out for college. Many are not, the success of schools should be measured by

227 BOTH college admissions and success rates and by career certifications and placement rates.

Students are creating projects that are serviced passed and will further their interest in continuing

230 education process

Success of students starts in preschool, getting parents and the community involved. In my

232 opinion there is too much testing.

I believe that the success of students and schools should be individualized. All students come from different environments and have been exposed to a variety of different life and academic experiences. It is near impossible to compare any two students much less an entire state, district or school population. I believe a true measure of success should be growth based. Students should be assessed at the beginning of the year as a baseline and then again at the end of the year to show their individual growth. Of course, a goal should be set that each students should gain at least one year growth, but it is unfair to expect a student that enters the 5th grade with a 2nd grade reading level to be compared to a 5th grade student that enters with a 6th grade reading level.

I have always found it astounding that the "proficient" or "meets" level equates to just over 50% of the test was passed. 50% is a fail under real world expectations, so why are we developing assessments that we EXPECT and ACCEPT FAILURE. Why are we developing assessments that the majority of our students cannot feasibly pass with an 80% or better? I am all for raising the bar of

236 expectation, but the bar should not be unattainable.

Please read my statement above. Unless AZ starts supporting families, offering more responsible

239 parenting classes and financially supporting public schools & teachers, nothing will EVER change!

State standardized tests and District benchmark tests - teachers, schools and PARENTS should be held accountable for students making a year's growth and passing these tests. If a student is not

240 passing, then they should have to achieve more than a year's growth.

241	Success is measured by students having three or more reference points that validate the success. Using a standards-based grading approach would be one excellent measure. Using an independently generated end of course test along with attendance would give the following year's educators a true idea of what students know and how they think.
242	Standardized tests don't work when not all students are standard.
243	I believe that many things should go into the evaluation of schools and their students. Standardized tests are the best way currently, that we can see what a student has learned from year to year.
244	Students need to be measured by what they do each day not how they do on one test! District assessments need to be limited to 3 a year as a checks and balance System! The focus on testing has gotten completely out of control.
246	Teachers are very good at seeing the shortcomings and quickly developing plans to reach success. Schools should be allowed to have teachers come together to see what works for the population they are servicing each year. What works one year may not work another. Allow the professionals to do their job and pay them for it!
247	I do not think that attendance or discipline should be used to measure school success. Sick children need to stay home so that germs do not spread. If discipline is used as a measure, then admin will walk a fine a line with regards to discipline and teachers will not be supported in the classroom when discipline issues arise.
248	As I mentioned, school and student success must not be measured by a single score. It is important to use a variety of avenues to assess schools and students.
249	Focusing all of our attention on standardized test scores, or even district tests, has led to wide-spread narrowing of curriculum, cheating, and teaching to the test. School and student success should be measured by multiple factors such as student growth, attendance, and college/career readiness.
253	What students do after they acquire the diploma is vital to gauge the effectiveness of high school education.
257	Students should be measured by whether or not they can support themselves with skills that make them employable
258	Students are best measured by qualified teachers working with them on a daily basis. Their grades should be the primary measure of student success. Schools need to show that they are developing their students, not just moving kids along. Standardized tests and value added measures can show the effect that schools have on their students learning.
260	Although I feel that students are over-tested, one, annual, standardized test would show how Arizona students are performing in relation to students across the country. Of the items listed for school measurement, standardized testing is the most appropriate because it could not be manipulated by the schools or districts.
262	Students held to high academic standards with performance based tests. Students held to strict attendance standards. Parent involvement at 85% or higher grades K-12 for schools to receive state funds. Increase NBCTs in schools.
265	Schools through college should prepare students for careers. From my personal experience I learned very little from my AZ education to prepare me for a job. All A.S.U. taught me was how to jump through hoops and do a lot of busy work. Thanks to MENTOR teachers on the job who shared their powerful knowledge on how to be an educator---and that was FREE!!!
266	A combination of college admission and career certification rates. Definitely not a huge emphasis on standardized tests.

I believe that standardized tests do not truly measure student success, especially considering the gaps that many students have in their educational career that attribute to their academic success. I feel like there has to be a better way to measure the success of students and of schools that does not include standardized tests. If these tests MUST be used, then they should be given every THREE years, instead of every year, in order to track student growth over time and to give some relief to students in having to take high-stakes tests so often. I believe that standards-based report cards should be utilized by all schools state-wide, as well, as they are a better, although not perfect, way
267 to assess student learning.

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Thanks to MENTOR teachers on the job who shared their powerful knowledge on how to be an
269 educator---and that was FREE!!!

A true measure is how the students complete the work necessary to graduate. I think there should be two tracks that cannot be changed after your junior year. If the students meet this, then the
270 school has succeeded.

I think we need to hold students and teachers accountable for student success. Students should be able to test on level and teachers should be required to show student improvement in order to
276 bonus.

280 Students should be measured by accomplishments and achievements over time, not just

281 It should be individualized for each student not standardized.

Currently, schools are assessed and rated by standardize test results. This sends the erroneous message to parents and other interest parties that low economic schools have inferior teachers and students. The fact that charter schools can decline admission to students that don't have certain academic proficiencies, require parents to volunteer at the school, or highly encourage struggling students to drop out and move to another school so that they can tout the highest scores (aka Basis) is ridiculous. The students are scoring high based on personal aptitude and parental support,
283 not due to superior teaching.

There is no single measurement which will accurately portray the success of a student/school. A
285 collection of measures should be taken into account.

A combination of the above would be great. College admissions and career placement are a great way to rate a high school of students stay through graduation. But that would be difficult to track. Standardized testing is fine but we have gone so overboard on testing that I lost five weeks of teaching last year just to take these tests. That's u acceptable. By the way, why do we have to rate schools. Give parents vouchers and they will be the judge of what schools r bets for their students. Schools will improve because they will ant to draw students and the \$ that comes with them.
288 Competition and the free enterprise system works to bring a quality product.

Students cannot and will not perform at their academic/intelligence level on a standardized test. These tests turn our teachers into robots that drill test prep for 2 months out of the 9 month school
289 year. The high stakes testing ruins the meaningful teaching that our students benefit so much from.

I think they can be measured by standardized tests. But they need to be tests that are well aligned with the curriculum that is covered at the time. They also need to be careful not to offer tests based on the ability of a student to type, and they have not had the time to learn how to type. That
290 does not measure the skill of the student on that standard.

Because I believe education's purpose is to ultimately provide society with an educated adult who works in society, I don't believe taking any kind of test should be the measure. The measure of a school's success should be whether the job of producing an educated adult who works in society was accomplished or not.

A comprehensive systematic approach is needed. A single metric letter grade system is pushing teachers to teach to tests rather than produce well balanced educational opportunities for kids.

Goals. Overall grades in the class from day to day. Not standardized testing.

It is easy to lump all learning into one category. Academic learning is what we all need to be focused on to the exclusion of all else is that what we are saying? If Arizona is truly going to have ALL students be successful it isn't all just academics. The children of Arizona deserve to have ALL areas supported. The child who just lost his father may not perform well on his standardized test but that has become the expectation. That the test scores measure the student and the school. We need teachers and schools who support the social, emotional, AND academic well-being of our future leaders.

I think they should be measured based on how the student is doing at the success school and compare it to how they were doing at their home school. For example if the student was always ditching at their home school but their attendance is improved at the success school, that is progress.

Standardized tests offer a one time glimpse at a student's abilities. It does not take into consideration any extenuating circumstances (emotional state, health, willingness to try).

As mentioned above- I think that there should be a variety of measures to be used to get a rounded picture (using stake-holder surveys, growth scores, achievement scores, and rubrics to measure 21st century skills (and growth across the spectrum).

If the students are ready to go to the next stage of life successfully then their schools were successful.

Every item in the list is a piece to a puzzle. Certainly, career certification/placement and college admissions/success rate play a large role.

This is difficult when you look at public schools that have to take the students that they are given and charter schools that can choose the students they take or get rid of the students that are not making it in school. There should be a formula to see how many students start as incoming freshmen and then graduate as seniors. You would also have to factor on those students who live in migrant families.

There are so many factors that play into a child's success in school and life: home life, parenting, learning disabilities, teachers, class sizes, safe environment, poverty, etc. So, in my opinion, none of the above choices will always accurately reflect a school's efforts and success.

When teachers, students and their families and the community work together to learn, apply knowledge, set goals with an action plan much success happens. To serve the educational needs of all our students we need to have baseline standards to hold teachers (schools), accountable for serving their communities. State and District standardized tests assist in this.

Exceptions can be afforded for some special populations.

something other than a standard test taking that really only shows if they are good test takers.

The schools should be compared to standardized tests that are national. I don't know what the state has developed, but the teachers don't feel it was a fair test and the students were frustrated by it. This what you are grading the schools on? It must have some sense of fairness. Why are students who are truly classified as special education, and often at least 2 years behind in math and reading skill asked to take the grade level test? Why are they not tested on what they are being taught?

A combination of tests both standardized nationally, such as the Stanford 9 test or something akin to it and some well designed state testing could be done. The schools could see, preferably before
309 October of the following year, how their students performed nationally and locally.

Goal based measures based on individual students means that students need to be evaluated on
311 their individual improvement in a wide variety of areas across the curriculum.

Student success should be measured using school grades and standardized test scores. Schools
312 should be measured using graduation rates and standardized test scores.

Teachers should help develop District tests and these should be given as a pre-test in August and a
313 post-test in May. We spend TOO MUCH TIME doing standardized tests!

Schools cannot control attendance, so that should NOT be part of the equation. Teachers/schools cannot teach the students who do not attend. All of these choices except the first 2 apply to HS level. Schools should be scored on 3rd grade reading % achievement, career/college placement and
314 graduation rate- depending on grade level.

At the beginning of the year students, parents, and schools need to come together to share expectations and goals. Throughout the year, students, parent, and schools need to meet to ensure that everyone is participating according to expectations and make necessary changes. At the end of the year, students, parents, and schools need to come together to honestly reflect on progress and
316 barriers. Large group meetings do not accomplish these tasks.

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317 barriers. Large group meetings do not accomplish these tasks.

318 If students are prepared for the next stage of development.

321 Report cards, graduation, career and college readiness

Again, it was difficult to decide. I think class grades are the best way to measure student success IF the teachers' expectations align with the standards. (I think this needs to be carefully monitored.) This is more effective than test scores, because students sometimes have a bad day or struggle with test anxiety, and don't show what they are really capable of. I think if student success is measured this way (based on grades that align with the standards), the graduation rates would reflect how
322 well schools are doing to help students know and be able to do what they need to do.

Education is difficult to measure as a group score as all students learn differently. However, overall increases in scores on knowledge based tests seems to reflect material learned. Keeping parents happy, which seems to be the current practice, is not a measure of school success. Successful
325 students should be the major consideration.

Students need to be assessed on the skills they are expected to master. Schools should be assessed on the job placement rate of students. Every other indicator can be skewed. Students will continue
326 to be passed along, referrals won't be written, etc.

Have all students shown one year of growth. Using a true baseline, we can determine these numbers rather than having our underachieving students holding onto that label and our excelling students not growing as much as they could if programs were in place. Use a measurement that
328 will determine if a year's growth was made for ALL students.

Based upon the success of the student in college and beyond. Secondary education sets the
329 framework for that.

There is no way to measure school success when certain schools in Arizona have students that are academically prepared for each grade they attend, and others do not because students have been socially promoted and are nowhere near ready for the curriculum they are being taught. When social promotion has been eliminated and students are promoted to each grade when they are
333 academically ready, then a standardized test would be the best way to measure school success.

334 A district test that is aligned to the standards. It should show a student's growth from year to year.

We need to reevaluate core requirements for graduation to make them more relevant to producing productive members of society. The traditional concept of teaching classical reading, writing, math, science and history is not working in our current society. We need to provide clear-cut "tracks" to help students be prepared for the real world and not assume that our cobbled together approach is going to do that. The sad part is that I teach high school and college science and the problem I see is that high school is not doing a good job of preparing students for college OR for a career because it is attempting to make everyone college-ready. I'm so sick of hearing about "college and career readiness" in Arizona because it ONLY ever seems to be concerned with the college part. Get more college faculty involved with the structuring of high school college-track standards and more vocational folks involved with career-track standards so that maybe we can do both better than the
336 current system.

Students need to be compared on a national level. But in addition to getting the bigger picture, we need to be able to zero in on smaller pieces. How do similar schools compare? How do similar groups of students compare? It amazes me that we currently believe the best teachers and students are magically flocking to high income/educational level neighborhoods. That does nothing to help us measure success at all levels, and it further promotes a myth that is detrimental to disadvantaged schools and neighborhoods. I have no problem offering one test to help answer
338 these questions as long as that test is not the only data a school uses to measure student success.

It can't just be standardized scores. That is a one and done way of assessing and we don't even do that as teachers. Standardized tests have their place, but some emphasize score over growth. Not to mention forcing a Sped student to test at grade level when they read 2-4 years below is
344 borderline child abuse! Have you ever proctored these tests and seen the look of defeat on these poor kids before they even begin? It's a disgusting requirement.

Students are not "standard", so standardized tests do not necessarily measure what a child has accomplished accurately. Even if a child does not "meet" on a standardized test, it does not mean
345 that child has not accomplished much learning throughout the school year or met many goals.

347 Mastering skills aligned to their personalized plans, work, training, school or military.

Success cannot be measured by a standardized test as all students are not the same. They should be based on student goals and showing growth in the area of study. This is why pre and post testing
349 is so important as they provide data that teachers can use to inform their teaching.

350	It is important to have several instruments to measure success because each school's population varies.
356	District made tests. The AZMerit test is ridiculous.
358	Not all students 'test' well. Some are very intelligent and well spoken but are unable to pass a 'standarized' test. All people are not 'standard' and a test is no way to judge them. Allow the teachers who work with them to decide if they are capable of moving forward. Take what educators say about their students with more than a grain of salt. Listen to your teachers allow them to guide testing both verbal and written.
359	See above
361	I work in a high risk area. Measuring students with only testing creates larger disparities. Many students can express their intelligence in ways that nobody measures. Attendance in these areas is often a parental issue more than a student one.
362	If the goal is to prepare students for college and career readiness then success should be measured as such. College bound students should use college entrance exams at the end of H.S. to measure readiness. Career track students should also be able to pass an exam specific to the skills needed for their areas with basic math and reading measures.
363	Arizona has lots of different areas, rural, metropolitan, language issues and such. Each district should be looked at as to what strengths they have. The rating should be based on that. some areas are geared for college prep, others are geared for survival.
364	In order to have it be a fair measure, all students should be taking the same test.
366	It isn't just about graduation, students should be tracked in college to measure weather or not their high school curriculum prepared them for the next level.
369	Some 9th graders read at a 3rd grade level. Do they move to 5th or 6th grade level? That's improvement! Even though it's not on level (yet), it's moving forward.
370	This is the hardest question and has been for a very long time. Schools should be judged primarily on what they have control over... attendance and dropout rates, in almost every case, has to do with what goes on outside of school. I would like to see schools being judged on the amount of AP/IB courses students take and not worry about the scores. A school that can increase minority students taking advanced/honors courses should be given high marks.
371	Parents surveys
372	Scores and discipline
373	I believe firmly that students success should be measured solely on the growth of students, using standardized and district assessments. My suggestion is that every student in Arizona takes the grade level standardized assessment within the first two weeks of school. Then issued again in the first two weeks of May. Mobility, especially in the inner city, is a major factor that needs to be considered. The other factor that should be considered is the elimination of computer based assessments for younger grades. As a third grade teacher, I do not believe that the AZMERIT accurately assessed some of my students abilities. I spent a large amount of time trying to teach the computer skills necessary to succeed on the assessment, and not nearly enough time on the core academic skills.

It depends on the school, the community in which that school resides - there should not be a one size fits all to measure an individual school's success. I teach in a predominantly middle class suburb. The challenges my students face, socio-economic realities are much different than other schools. Students at my high school do very well on standardized tests overall and most go on to college. Do I think that means I'm a better teacher or the administration does a better job than another school in a low income area? Nope. Comparing apples and oranges, and it's unfair to punish teachers and admins who choose to face those challenges and work as hard if not harder but in different ways than I do. All kids should have access to a world class education and academic rigor, but not all students are starting on the same rung of the ladder - that needs to be recognized and addressed before all other changes. New acronyms, learning targets, common tests, lap tops are not fixing the essential basic issues and challenges that students, their parents, the

374 communities, the teachers and admins experience.

Every student is unique and their success should be measured based on learning goals set for that unique individual. Schools should be measured on how well they instill in students a love of learning and therefore love coming to school.

378

I think that measuring the success of schools and students is an extremely difficult task that cannot be achieved by using a single form of measurement. Standardized test scores only show success of students who are good at test taking, but grade based success is not uniform. Graduation rates, attendance/dropout rates and grades should all be considered in the success of schools and

380 students.

Students should be assessed based on hands-on tasks that are at their levels. Their growth should be monitored over the year and compared to where they started. Schools should be measured by how they meet the needs of their students (providing services/support) and how students grow

381 over the year.

Our school system seems to be most concerned with a students test scores for 1 test. We should be a lot more concerned with making sure that students graduate high school. That is far more

384 important that 1 test they took each year.

While it might be appropriate to use standardized test scores from a well crafted test to measure students who are on track, I think alternative goals should be established for students who are not on track. These goals should be worked out on a case by case basis as each school with children that are significantly unprepared will have different meanings of appropriate goals.

386

Because students should exit high school prepared for post-secondary and career settings, capturing this data would be an ideal method of measuring school effectiveness. That being said,

387 schools should be assessed based on a variety of measures.

As public school, we cannot choose who comes into our school. Our job is to educate the student where they are at and to get them to improve to a standard that will make them successful in future classes or the real world therefore success of students needs to have several components to it as well as measuring efforts of the teachers to meet these success through continuing education, diverse curriculum, and family outreach. AZ Merit should be a part, small since it doesn't have a pre and post component to measure but other sources should be used.

390

Standardized test lead to stress and unnecessary pressure for both teachers and students.

Discipline rates can be altered in the fact that administration might not report or ignore discipline issues. If a district creates a test that is given in September and then in May it will measure growth.

391

393 Demonstration, testing, attendance (if school is rewarding and fun kids will keep coming)

Each student should have an individual growth plan and a set of goals to reach. If a student is able to reach the goals earlier than the 10 month (180 day school year) then the student can move on. If they are not able to reach the goals then they can stay longer to complete those goals before moving on and being lost from that point on. Example: No student should move from level 3 until there is reading fluency and comprehension. No student should move from level 4 mathematics until the multiplication table is comprehended and recalled. This way a school is not punished for giving help to those who still need it and the teachers aren't punished for having to move on to
403 higher skills that some have not mastered and would not test well on.

Pre- and Post-test scores should be a large part of measuring student, teacher, and school success
404 from the beginning to the end of the school year.

Schools should be given a clear guide as to what needs to be taught, and students should know
405 what they need to learn and why they need to learn it.

406 By the students grad rates

I believe that schools should be measured by all to the above except for attendance/dropout and discipline rates. I believe the parents and the student should be responsible for
409 attendance/dropout and discipline rates.

Schools should make smart goals based upon growth needs for its student population. If growth goals are met, and all students and staff follow through on performance expectations in order to
410 meet or exceed the goal, then the school will ever classified as a successful school.

416 Not sure but I do know that none listed work.

Students that have the opportunity to goal set, realize that success is not out of reach when they meet small goals to reach an end goal. They need to set ambitious goals for themselves not only for the present, but also for the future. Schools that can stand by discipline and have strong measures
417 will not have to worry about students leaving the classroom and miss learning opportunities.

The purpose of elementary and secondary schools should be to develop the complete human person to his highest potential. Therefore, success should be measured by critical thinking, independent thinking, reasoning skills, creativity, judgment, and ability to synthesize and
419 extrapolate from the grand schema.

Students should be measured by a multiple number of criteria. Standardized test scores, district tests and project based learning should all be accounted for. Schools should be measured based on
420 the students growth from year to year.

Student success should be measured by data that yields growth over time. School success should be
421 measured by a combination of school wide data, including the choices offered on item 3b.

The success of schools should be measured by students' class grades and the graduation rate. With a diverse population, college admission is not a good assessment because some students prefer the military or going into the workforce. Standardized testing does not accurately measure student and
422 school success!

While I believe that a test at the end of the year can give us valuable information, I do not believe it should be the only measure of a student or school. If students are setting and reaching goals, then they are learning and finding success. Schools should be supported for providing that sort of
425 support and getting students prepared to begin life as an adult.

426 There is no one way to assess if a school is reaching its students, its a multi faceted approach.

Students:

This is more individualized. Testing can show one aspect, class grades can show their body of work, attendance is an important measure, and project\goal based results show their ability to communicate and collaborate.

Schools:

Again, a multi-faceted metric that takes into account attendance, dropouts\transfers, discipline, Student test scores, surveys of stakeholders (parents, students, teachers), and student progress
427 from grade to grade, (readiness).

Students and schools should be measured by the academic growth of their students. A single
429 standardized assessment is insufficient to measure success.

There are many students who suffer from test anxiety. Giving a standardized test to a student who doesn't test well will not give a clear picture of what the student is truly capable of. For example, we are told and taught as teachers to differentiate instruction and make accommodations for students all year long in order to reach as many of our students as possible. But then at the end, we throw a standardized test at them and they are expected to test without differentiation or any accommodations and are expected to pass the test. Now third graders are also told, if you don't pass the test then you don't move on to 4th grade. I'm sure that makes every 8 year old feel great about taking that test! Isn't that like giving a child floaties and an instructor to teach them how to swim and then ready or not they get nothing and we throw them into the ocean! Sink or swim we tell them! I understand that we need some way to measure student success to ensure they are learning and make sure our teachers are doing what they are supposed to be doing. But there has to be a way to do this to ensure every student succeeds in some way. Districts know their students and the backgrounds they come from. They also know the social-economical standings of the families in their districts. Therefore wouldn't they be better at measuring their students and school successes as opposed to a standardized test that takes none of those things into account? I believe we need a huge change in the way we use standardized testing to measure student and school
430 success!

Success should be measured by a combination of assessments, not just one. Using standardized test scores should be included, but not be the exclusive indicator of success. The same is true for attendance/dropout/discipline rates, and graduation rates. Focus on these draws attention away from what is best for each individual student and instead becomes a "game" to figure out how to get the best numbers--teaching to the test, not dealing effectively with discipline issues, etc. Teacher input and local school boards should be considered. I support benchmark testing to identify students who are not reading fluently (and comprehending what is being read), at third grade. Current assessments measure the ability to identify and describe specific reading skills rather than assessing true reading ability. I believe that there should be a difference in the assessments given to elementary and secondary students. Expecting young students to complete assessments which can last 2-4 hours is contrary to child development research. At the secondary level, I would seek advice from colleges. Many disciplines are requiring authentic products rather than final tests, etc. My question would be, is the data showing that our students are more prepared for college/careers since implementing the statewide standardized testing? If not, then we many need to consider another form of assessment. Of course, as an educator, I believe that the professionals working the most closely with students should be the empowered to assess goals
431 as part of the measurement process.

432	Schools should not be measured. This places unfair labels on students, teachers, administrators and the community that supports them.
433	I just don't know anymore. I've been teaching for over 20 years and things have changed so much with the students. Attitudes are like nothing I have experienced from so many students at one time. Students are generally so ignorant overall. Cell phone should not be at school. Maybe success should be measured by graduation rates.
438	Go back to the Iowa test which compared the average American school/classroom to the school. I am not sure what these new tests are even measuring or if they are reliable and valid tests.
439	Standardized assessments mean nothing when students know they have no value to them, just a numbers game for those in political offices. Students encouraged to succeed by movement shows more about a student drive and intellect than a week long exam.
441	-definitely not standardized test scores -school success should be measured on attendance and portfolios of student work that demonstrates growth in subject areas -curriculum based testing that isn't so much multiple choice
442	Happiness
443	Students should be the primary creators and arbiters of their learning. That's what we do in the professional world. If we want professionals, we should mimic those systems. Students should play the lead in demonstrating what they have learned, how much they have grown, and defend what they've learned to a diverse panel of peers, professional educators, and professional community members. They should be measured against their own growth and progress, not against others arbitrarily. Failure in school, and subsequently in life occurs when young children decide that they are terminal failures who don't measure up to their peers. When hope of success is impossible in the mind of the individual, success in life is equally unattainable.
446	If graduation rate high, it means students like school and will to learning from school, then the school is running successfully.
447	If graduation rate high, it means students like school and will to learning from school, then the school is running successfully.
449	Personally, I don't like the idea of grades. Students don't get to learn as much as they can when they are focused on how stressed out they are. But, at least, a standardized test to show how much they learn over the year. Schools should go by success rates because it shows that the school is reliable and that parents should send their kids to that school.
450	I believe that the success of students and schools should be by the number of those that graduate and move on to college or into the workforce after graduation.
453	Students should define end goals for regular intervals during their K-12 career, and the school should be evaluated on what it's done to help them achieve those goals.
455	Success of a student should be measured by the achievement of their personal goals which I would assume would be graduation and taking the next leaps of their educational journey. Growth takes time. You can't judge a student on one test! At least courses you have a beginning and an end and all ups and downs are taken into consideration. Trust teachers as the professionals that they are. Doctors aren't told how good they are based on their patients tests but more on the procedures that they complete...look into other careers and see their points of measurement.
457	A school is successful if students are able to think and reason for themselves and can skillfully communicate ideas and opinions to others.

	AZMerit is an unfair measurement for school success rates. Though my thoughts on the test alone is a totally different subject that someday I hope to approach with the State - we should be focusing on a school's growth rate. Each school is different - populations consisting of different individuals - yet that State insists upon comparing all schools without consideration of the dynamics of the population itself. Simply focus on the school individually and what it is accomplishing (or not).
459	Schools are not all equal and should not be measured as such.
460	Student and school success should be measured by assessing growth on the curriculum that was taught.
461	According to individual success goals that student and teachers develop
462	Standardized tests level the playing field. Each student and/ or school can then be measured in the exact same way.
463	If they enjoy coming to school!
465	We need more trades back in the schools. More programs to involve students after school like in athletics, music, dance, drama, foreign languages, community outreach
466	Graduating students who are well-rounded, have shown growth yearly, and have had good attendance.
467	School and student success should be measured by the individual goals completed. Students are not the same; nor do they learn the same. Standardized tests is not a fair measure for what all students have learned. Goal based measures will measure each student's achievement individually.
469	Basing student/school success on one standardized test is not realistic. It does not show much in regards to the student or school. It leaves out way to many factors in a child's day. Students and schools should be measured on growth in each individual student. Did the student grow or plateau over the course of one school year. Children develop at different rates. Some years they may grow in leaps and bounds and other years not much at all. It could be due to internal and external factors (I.e. Life events such as divorce, abuse, moving, death in family, etc.) it should not be expected that every 9th grade student learn the exact amount of content in one year. Each child is completely different. There should be a series of goals measured at the beginning of the year. Goals based on standards. The same goals assessment should be given at the beginning and ending of each school year. The target is to see ANY growth. Did the student grow? Maybe the student even had a plateau year. That would be a true measure.
471	I think it would speak volumes about how well the school is performing about the percentage of students who graduate.
472	Teachers should be allowed to do their job and evaluate students based on how students truly perform and not be forced to pass them just to keep parents and coaches happy. Parents should be required to parent. I don't know how we enforce this but it is the biggest hindrance to education....parents painting teachers and admin as the bad guys who are just being mean. Schools should be measured on how well their students are achieving academically but not just on standardized tests which don't measure student success.
473	Since the number one goal is graduation, that should be the best determiner of success. Since college has become too expensive for many students(especially in Arizona where the poverty rate is high) that is an unfair measure. There is clear evidence that standardized scores are not an accurate measure of success. If we used career placement as a determiner there would have to be additional staff to implement placement. Lastly, if you were to use attendance/dropout/discipline rates schools in impoverished areas would be penalized.
478	Same as above
481	A combination of authentic and traditional assessments

482	There's too much testing going on, which is inconsistent from district to district and year to year. Success should really be measured individually as all students are individuals, not data.
484	A school's success depends on a number of things - supportive administration, quality teachers who care about their students, and how they are able to serve their population. I don't believe the same criteria are appropriate for all schools, and I don't believe in a "pass/fail" model for school effectiveness. This should not be punitive, it should SUPPORT schools!
487	student and parent evaluations/input should be KEY teacher input (anonymous?) regarding school success is valuable information graduation rates from BOTH HIGH SCHOOL and GRAD from college (not just admissions);
490	Success can be measured through a combination of project-based learning, district assessments, individual goal attainment, and a state standardized assessment.
491	I believe that in order to successfully measure education, that a variety of data indicators are needed.
493	Schools should not be measured on students with IEP's.
494	Schools and students should be measured by a combination of factors not just standardized tests.
496	Easier to tell you how it should NOT be measured. We must stop this idea that all students must go to college. We have created a society that has plenty of degree holding unemployed individuals. The only people getting rich are the Universities.
497	Standardized test have been misused for so many years, I am not sure how to fix them. They are used to judge kids, teachers, districts and programs. Standardized test is ONE day of the whole learning year. That is not a accurate view of the student or the teacher. Districts can create and use their own tests, but sadly after 19 years in the classroom most districts struggle to create and give tests that appropriate for the learner and give too many tests which leads to loss of time learning. Graduation rates are an important way to measure districts as it measure them at the end goal, which is graduation. I believe other assessments need to be given along the way so that student can be helped, not so students and teachers can be penalized.
498	I believe that students should be accountable by taking a standardize test and school should reflect what they have taught in students' scores on standardized tests results.
500	Several sources of data should be considered to measure school/student success: goal based measurements (consistent and on- going formative assessments), district assessments designed to measure progress within a rigorous curriculum.
501	The focus on standardized test scores needs to go away! Children are not standardized. It is fine to give students a test, but it is not fine to judge a student's -or school's- success or failure based on those test scores. Attendance is definitely something to consider.
503	Standardized tests are a joke. Get rid of them.
505	The caveat is that schools must be able to select the tests. A test that does not measure what is taught fails all parties.
506	The success of students based upon THEIR strengths, needs, and academic goals is MOST important. How is it fair that my students with IEPs whom have specific learning disabilities are expected to take grade level measurement standardized assessments? It is tortuous and cruel.
509	Every school is different and faces different challenges. I don't believe that a one-size fits all plan will work for the schools in AZ

513	Keeping students actively involved in school should be of utmost importance. I can't control a student's home life and shouldn't be penalized for it. Standardized tests are taking away from the days I actually have to teach!!
514	Local school districts should be able to set goals for success of students and schools. Goals should be written collaboratively with the input of all stakeholders. Individual schools and students would then be measured based on their achievement of those goals.
515	If our outcome is to make students college and career ready, the proper measure of that goal is whether or not the students go to college or get a career. It would be better to be able to track their success in college or career (to actually see if they were ready), but that is probably not realistic.
518	To be honest, attendance, dropout, and graduation rates are important, just as standardized tests and college admissions success rates.
519	Standardized testing is not the solution as it treats all students the same. Students come to us with varying abilities, backgrounds, home environments, and opportunities to go to college, etc. Therefore, I believe a better approach is to study students 5 and 10 years after graduation and see how many have either been successful in college OR a career.
520	Students should be measured on their own individual growth at their own level.
522	Students should be tested once a year. Now we are testing so much, we have no time to teach.
524	Each student learns differently and we need the resources that addresses their styles. Standardized tests don't reflect what the students know. Some are better at projects while others are better with paper and pencil. Students should be measured by achieving the final goal.
525	Success in school can only start if the student is actually in school, so attendance is key. Scores on standardized tests, such as AZ Merit and district-written Benchmark tests, are also important, as they allow parents and educators to compare student performance across the state / district. Graduation rates are vital, and schools should be able to track students who leave the district to go to other places - private, charter or other districts' schools - to accurately track graduation rates. College admissions need to be kept track of as well, as does the students' performance in college - does it take 4, 5, or 6 years to graduate? Some of that is data the University system should be tracking, but currently does not (where graduates went to high school, for example). Career certifications should also be tracked, and this would require overhauling the data collection of other departments outside the DOE to report this kind of data to DOE.
526	How are students being kept in school, and when in school, are they contributing positively to the learning environment? And trust teachers to award accurate scores within their classes.
528	I think a school should be measured based on individual student growth rates. Data on reservation schools sometimes seems like a wild goose chase. Only a quarter of the feeder schools are public and because the students do not have SAIS numbers we are not able to track their data. A state wide system across all schools operating in the state needs to be developed. The main thing however is individual student growth margins. We need to see development across the board and not focus on subgroups.
529	I believe in standardized test only to be used as a measure and it should not go against teacher evaluations or student success in the classroom. We are over testing in our schools.
530	Standardized test scores has only put fear in students' and teachers' lives. The success of the students upon graduation or after graduation should determine the success of the school.

531	Students aren't robots. We shouldn't push all students toward a university. Trade schools, junior colleges, and the workforce, are all legitimate post-high-school goals. Let's find out where kids want to be after graduation, what they want to become, and then help them get there. If they get there, the school has succeeded.
535	We need pre and post tests. Pre-tests show student academic strengths and needs. Goals can be set using pre-test results. I think Ohio still has this kind of pre/post testing. It's takes a bit of time to administer, but you have data about how well a student performed on the test in the fall and again in the spring.
536	The success of students and/or schools should be measured in a variety of ways. There are many contributing factors that influence student success. It is the state's responsibility to fully fund public education so that students have access to highly qualified teachers that earn a salary they can live on, have buildings that are updated with equal access to athletic facilities, and technology. There needs to be accountability for the schools to show growth of students, but equally important is the accountability from the state to fund school appropriately. Many schools in our state (mostly public, neighborhood or Title 1 schools) are responsible for educating, feeding, and providing social work services (dental, healthcare, clothing, etc). They have an added social dynamic which needs to be factored in when measuring student success. Public, neighborhood schools are finding that they are needing to provide additional resources beyond a high quality education and are not provided the funding or support from the state to do so. In turn, private or charter schools are able to turn students away if they don't "fit the mold" or share the learning characteristics that are reflected in the school's mission. Public, neighborhood schools have to take every child and are challenged with meeting all of their needs academically, behaviorally, and socially with much older buildings, technology, and higher teacher/student ratios. Therefore, I don't believe you can measure the success of student and/or schools by a single test or variable.
537	Growth models through developmentally appropriate measurements especially in Early Childhood education .
538	I believe that schools like I work in (alternative school) should be judged based upon student growth. Many of the students come in behind in their academic and social skills.
540	Don't put a higher emphasis on AP and college dual enrollment classes than on career prep classes (construction, auto, welding), when determining school success.
542	Success for many students should and will look different. We can't measure all success on college or career rates because there is too rigid a definition of both of those. We need to look at how students are behaving and what they are learning.
543	I am not sure but a school should be assessed by various categories, not just a standardized test.
544	I believe school success should be measured by graduation rates.
547	Standardized tests need to be better aligned with the curriculum taught!!
548	Standardized tests are doing more to promote failure than success. Achievement should be measured on a student by student basis.
549	student growth data (NWEA MAP Testing),and client satisfaction surveys
551	I think you can tell if a school district is successful by looking at the community they serve. Look at graduation rates, those going to college, those going straight into the workforce, as well as the dropout rate and area police statistics. A successful school district is one that puts students and "their" dreams into motion so that those students graduate and follow their dreams and become a successful part of the community.
553	The above answers have parental influence, school can NOT control these issues!

555	I don't think a school can be graded on one specific area. It should be a combination of areas. I suggest all of them.
556	Student and school success has to be measured using a diverse set of measurements that includes standardized test scores that take into consideration school demographics (i.e. poverty & homelessness), English language learners and students which special needs (i.e. SPED), attendance/dropout/graduation rates and student grades.
557	Growth in clearly defined categories using some form of assessment.
560	Critical thinking, problem solving, not holding just teachers accountable without providing teachers with the tools to be successful. Better training for administrators and stop putting teachers in test based boxes for success, life is not in a box.
561	Every school & community have different needs before they can succeed or pass a goal.
563	I believe that the success of both students and schools can be measured in so many different ways. The Civano school district in Vail is an excellent example of how this can be accomplished. Portfolio types of assessments by both students and faculty, works having to do with the arts, economy, environmental, and social as well as academic demonstrate perfectly what students learn and how they learn in a supportive and community based fashion. The students evaluate and assess what they learn in cooperation with their teachers. They work at their own pace while still meeting high expectations for what they learn and meet the standards in a realistic manner. The tangible forms of how they succeed and can apply it in a real world sense as well as academically are just as invaluable as what is shown in standardized tests. I believe that this is vital for a truly successful school system and their students.
567	I'm tired of the "one size fits all" method for measuring school success - why not work with the district to see what might serve their population better as a form of measurement. Kids hate taking the standardized test, how does measuring going to college and being successful help measure a school (especially K - 8). Allow schools to set goals for their students and measure it from there.
568	Students making a years worth of growth each school year, which may or may not match their grade level.
569	Do not pass students to next level of math and reading based on age/grade but on success of ability
570	Parents have the greatest interest in students. Next, their community and lastly bureaucrats. Local school boards need this power not state politicians. Especially not federal politicians or bureaucrats from the federal government.
573	Student success should be based on their grades - and not just if they are getting all A's. Growth should be shown throughout the year, whether it is an A student becoming an A+ student or an F student becoming a C student. School success should be measured the same way - but looking overall at each classroom. Did each class show growth? Standardized tests are so hard to do with the diversity of schools. Some schools have wonderful parent support who know the importance of education and make sure their children are there and prepared mentally and physically everyday whereas other schools are full of children who are just struggling to stay alive. The same goes for measuring schools on attendance and graduation rates.

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 status), as well as, career certifications, college admission and college FRESHMEN success rates. (There is a body of research which shows a certain success rate of college freshmen versus high school preparation
575	A combination of graduation rate, post-secondary admissions and success rates, and career certificates and placement rates. An aggregate should be developed that takes more than one factor into account.
578	Judging a school based on test scores continues to be ineffective especially if Arizona continues with the developmentally inappropriate AZ MERIT test. Judging a school based on attendance/dropout rates will not work unless there is appropriate funding to supply parents with education and resources, especially in low-income areas. Teachers will flee from low-income schools if attendance/dropouts are associated with school success. Discipline rates will never make an adequate measure of school success and will only encourage administrators to leave all disciplinary actions to the classroom teacher. This will then tickle down to behavior problems getting in the way of the learning environment. Please consider other ways to measure school success such as teacher observations and reviews, student observations and participation, and improvement.
579	There needs to be a combination of scores, surveys, teacher imputed and distinct evaluation.
581	It is time to either redo the standard multiple choice test with something that accurately measures what a student has learned. It is still way to easy for students to "cheat" on those tests. Project based learning is a more accurate way to measure if a student has actually learned what they have been taught. These projects need to be primarily done at school, not something they can take home where others can do the work for them.
583	It is not really possible to accurately measure the success of a school. All of the items listed above, taken together will give one a fair idea, but not a truly complete one. Schools should seek to employ the best practices, to hire the most qualified instructors, to hold students to the highest standards of performance, and to teach challenging material with the uttmost rigor, while also providing athletic, artistic, and musical opportunities to ensure that the students are engaging in the things necessary to a full and well rounded education
586	Student scores on standarized tests are convient for the number crunchers, but does not tell the real picture. Our goal is to teach, prepare, which results in graduation. This is also good for special needs and ESS students. Graduation means the school has fulfilled that students' education requirement.
587	Are the students happy successful in their own way. Are the teachers happy? What do they need more of? Are the parents satisfied with the school their child is attending?
588	Students should be given 2 test. 1 at the beginning of the school year and one at the end of the year to show growth
589	academic achievement is most important objective for any schools or parent/student , it should be based on it.
590	Student success should be measured given the daily accomplishments and progress through out the year. a week of testing does not indicate student success. Success can be different for each student. School success is also different depending on many factors. There is a huge difference with what is considered as success also based on level: elementary, middle school, high school. Everyone and every school does not fit neatly in one box.

592	Students success should be measured in many ways from many data points. We cannot forget the affective domain when looking at success.
593	I think students need personal portfolios to show measured growth through year.
595	Goals should be based on standards, which then schools should be measured on during state standardized tests.
596	<p>We need to stop judging teachers and their success/performance/effectiveness based on student scores. There are too many factors that impact student performance (language, poverty, effort, family support, unidentified learning struggles, etc.). Some teachers give their all to get students up to speed, but if the parents don't support them, or they don't want to try, it isn't going to happen. It is not fair to judge teachers by something they do not have full control of.</p> <p>When you take a child to the dentist, they are told to brush and floss every day. If you don't enforce that at home, or your child doesn't brush well, is it the dentist fault that your child gets cavities? Clearly the dentist didn't do his/her job.</p>
597	Student growth truly shows how much they learn! Students showing growth tells us they have taken what they have learned from their teachers and apply it to their current learning and towards other genres and life skills! Keeping learning exciting tremendously helps our students learn and grow...in turn students retain their learning!!
598	Measured based on LONG-TERM Analysis of success via college graduation rAtes, job placements, etc.
599	Report cards, graduation, career and college readiness
601	Standardized tests scores and growth scores for special education students.
602	If you are going with a goal based measure for students, then schools should be measured on the progress students make towards those goals.
603	I think the success of students and schools should be measured by the amount of growth each student has made, rather than by whether students have scored at the proficient level. It's much more impressive if a student has, for example, scored 35%+ higher by the end of the year, particularly if they were scoring at a level of 15-20% on proficiency tests at the beginning of the year. This seems to make much more sense, especially for ELL students.
606	Schools should be measured not on standardized test scores, but on the quality of the productive member of society they produce.
607	If students could learn at a challenging, but not impossible level for themselves, there would be increased graduation rates, fewer dropout rates, increased career certifications and placement rates, and college admission rates with the accompanying college graduation rates. With this level of expectation, schools would show better success in producing graduates who are prepared to step into the "real world". My opinion is that the most dangerous learners at the college and university level are the people who recognize they want more beyond what they had post-high school graduation...they have a personal interest in their future and growth.
608	Success at K-5 is different than high school. Choices don't reflect the K-5 world.
609	A combination of standardized tests (for comparison across districts) and district tests.
610	None of these can be fairly measured, and all of them can be cheated. Also, none of these statistics paint a fair picture because none of them correct for the extreme differences in each school's situation. All of these are probably important, but the only real way to judge a school is to go there and watch what happens.

613	Because our schools are currently segregated, it is unfair to measure schools based on graduation rates, attendance, drop out, standardized scores etc. We need to create a better system of identifying individual student's skill levels--then we can truly determine how students are developing in our schools & if we are effecting positive change.
614	Read above
615	This is difficult and can be different for different communities. Graduation rates show the overall effectiveness of the school system. Did the students complete all the academic requirements? Not all students will attend college and there are so many factors that may contribute to students' standardized test scores on the one test given at one time of the year, so neither of those measures are fair or accurate.
616	Promote/support parental involvement
617	I believe their needs to be a measurement and focus on skills students will need for their adult life. Spoken and written communication, technology skills, attendance and readiness to learn, organization and time management, following directions, completing a task, working independently and collaboratively, problem solving and critical thinking skills.
621	Success is academic progress. When the teachers have a reliable curriculum to teach from and district tests to measure expected levels (based on the curriculum) then the success of both students and teachers is evident.
622	This needs to be done individually and not based on a score. The whole child must be considered.
626	Students are more than a test score. Our schools should be provided with services that would allow the opportunities for students to be more successful
627	I would combine college admission with career certifications. The two metrics essentially say, "This percentage of students from this school were successfully in moving on to the next phase of their lives." Standardized tests do not indicate only a few skills. I may be biased because I tend to do poorly on standardized tests yet I excel at research and project management.
628	School success cannot be measured based on attendance and/or discipline rates because those factors are greatly influenced by parental involvement or the lack thereof, and cannot reflect poorly on the school. College admissions/certifications cannot effectively grade a school because a student can be very intelligent, but not take the path to college or the workforce. Graduation rates cannot be used to grade a school, because lower graduation rates are statistically higher in poverty stricken areas. Such data would only be a reflection of a community, not the school. Test scores on the same test for all students is your best way to get the most objective look at a school.
629	A combination of attendance rates, student performance on uniform district tests, college AND career success rates, and graduation rates should all be factors.
631	No matter how effective teachers are in the classroom, their influence is either positively reinforced or negatively undermined by what transpires when the school day ends. If parents do not instill in their children the importance of an education, there is not much even the best teachers can do. If parents do not help, how then should teacher be punished for student not doing their work, or passing any test.
633	Students should be measured on their academic improvement and individual success, not a standardized test.
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635	It is important for students to acquire the necessary skills at the appropriate times. At the same time we should expect students to exceed those standards so developing a common approach on measuring whether a student is making progress towards their academic goals.
638	Students are overtested; there are many other ways that students' growth can be measured. Attendance is a clear indicator in many cases of how well a student will do. All students need a high school diploma. Every student is different and will show success in different ways.
639	Fair tests, along with attendance, career readiness.
640	Our kids are tested to death and not taught enough about real life situations and how to be successful adults. The kids should be taking only district tests. Our kids should be on career paths in high school.
643	Competency based evaluation thst drives their curriculum.
645	I believe too much emphasis has been placed on standardized tests in determining the effectiveness of schools. There are a myriad of factors that go into one school being consistently successful, whereas 10 miles away in the same district it could be the exact opposite due to demographics. To level out the playing field, instead of comparing apples to oranges (affluent family schools v. low-income schools), more emphasis should be placed on the amount of academic progress made within one school year. For example, the grade-level standardized test is administered at the beginning of the year (or even attached to previous grade's end of year testing) and with the same standards being measured, it is given again at the end of the year. The average percentage of growth would be a better indicator if true academic progress was being made rather than the percentage of students passing or failing as assessed with the current system.
647	Every student is different. If a very low student writes two great paragraphs that is success. If a very high student writes two mediocre sentences it may not be a success. I think the measurement should be on summative assessments, and a final assessment (AZ Merit?).
649	Students should be measured by those who work closely with them. Schools should be measured as an aggregate of the student population.
650	I do think students should meet goals but the AzMerit computerized test was awful this year. Were we testing for standards or for knowledge of correctly using a computer?
651	Students need to be screened at the end of kindergarten. This screening would create a pathway for each student based on factors needed to be successful in 1st grade. Students not ready, would be placed in a transition grade instead of being pushed to 1st grade when they are not ready. Students from 2nd grade on up would be required to meet minimum scores in order to pass to the next grade, much like the current 3rd grade program Move on When....
652	Not all students can demonstrate learning via a paper and pencil timed or un-timed test. It is important for students to be able to demonstrate learning through other means. I know many individuals that can ace a test, but can't have a conversation or hold a job.
653	I think class grades can be used to measure student success if it is not solely based on tests. Students should have other opportunities than multiple choice or essay exams to demonstrate their knowledge of the material. Oral exams, projects and essays should be incorporated into the measure of awarding grades to students. If school structure is changed and students learn through experiential learning and are not expected to memorize to do well on exams and rather focus on actually learning the material then I think schools could be measured by graduation rates. Students should be able to graduate if they are supported and encouraged throughout their education and provided with an opportunity to learn material and understand it rather than memorize for exams and standardized tests.
654	Teacher retention, parent involvement / positive community feedback about the school.

656	Measure growth of each student
	I would choose more than one measure when developing criteria for a successful school. In many cases, just the use test scores does not give a whole picture into a school. We need to develop criteria that supports accurate accounts of teachers and accurate accounts of students and even
659	parents.
660	Success can be determined by how many graduates are accepted into four-year universities.
661	I think I articulated it above.
	Standardized test scores are important, but I think individualized class grades and district measures
662	are important, too.
	Standardized tests should not be used because not all students start at the same place or learn at the same pace. If you want to measure school success, then teacher and student growth should be looked at. Teacher growth is evident if they are provided with and attending PD-
	Student growth allows all students (low, on, or above grade level) to show that instruction as been
669	given to them at their level.
	Social emotional community.growth as well as academics. Standardize tests need to be in place but we put WAY TOO MUCH WEIGHT ON THEM esp kids with IEP should be tested at their own level.
670	You are setting them up for failure
	What I am really advocating is standardized tests, but not the tests of today in Arizona. We need independent measures of student learning, but the tests need to test content to much greater degree and in a much more straightforward manner. I prefer the tests from the end of the last
674	century or something closer to the Regents Exams on New York.
	Through a comparative test from the start to the end of the year as well as other assessments throughout the year. One day does not measure success or give a clear picture into someone's
675	success.
677	It would be a combination of student attendances/class grades/district tests.
	Our current Prop 301 money is based on student scores and compares year to year. This year I had an amazing class who scored very well. I'll probably never have a class that will score that high again. Does that mean I'm not as effective? No way! Every year I improve and advance my skills. We
678	should compare growth of a particular class. Not compare apples to oranges year after year.
	School isn't all about the grades. The growth of students is more important than just did they pass
680	or fail.
	I am the principal in a small alternative school that serves the most at risk student population in the state of AZ. Pregnant and parenting teens. My students represent many races and ethnicities, many languages, many abilities and most live in poverty. Our dropout rate is very high, student attendance is challenged by many stressors that they experience due to their situations and being young parents, and many do not graduate. But my school has also reorganized and we monitor students health, social and emotional wellness and academic gain regularly and then do our best to address student needs to they can participate in a rigorous curriculum. Whatever is used to measure school success it needs to not punish schools that work with students who enter school with many challenges. Every year my school educates many students in parenting and AZCCRS and students who have their basic needs met are successful, but if we use traditional measures (attendance, dropout rate, standardized tests, etc.) my school looks like a failing school when this is
681	in complete opposition to the multiple successes our students experience.

683	I think standardized tests are good quantitative measure in school success, but should not be the only measure. I think attendance, class sizes, and parent surveys could/should play a part as well.
684	Adult success in life does not come in a standardized way- some things taught in school although important may never be relevant. Success of students in high school should be measured over the long term by gathering data from their income taxes. this could be done by adding a question or two to the AZ tax forms.
686	There is too much fear put on children with all the testing requirements. All the strategies and learning taught are not used when students are tested in a way different from the learning. I.e.: testing on computer without the text in their hand to find the evidence.
687	Student GROWTH is the only model that is fair to schools that are in 'tougher' neighborhoods.
688	Not all students are good at taking tests. After all, we now see their is no correlation between the success rate of a college student vs. their score on an ACT or SAT. Then why are we basing a school high marks if their test scores are good or not. We need to look at the growth of students. After all we do have all different types of students (special needs, gifted, regular, self-contained) If a gifted child scores 100% on pre test, then they should be allowed to class skip and then be given the pre test for that next curriculum. All curriculum should have a pre and post tests to be able to show growth.
689	Set high standards for graduation. Once the student successfully completes all the coursework required for their chosen path of study, they can then graduate. Placement into college or a career could be a secondary indicator of success.
690	Standardized testing is not an adequate measure of a school or student success. Schools are being held to tests that are not a reflection of what students are capable of. Schools should be measured on how students are doing in the classes that they take. Have they mastered the skills that they are being taught in their classrooms?
691	Not all students are good at taking tests. After all, we now see their is no correlation between the success rate of a college student vs. their score on an ACT or SAT. Then why are we basing a school high marks if their test scores are good or not. We need to look at the growth of students. After all we do have all different types of students (special needs, gifted, regular, self-contained) If a gifted child scores 100% on pre test, then they should be allowed to class skip and then be given the pre test for that next curriculum. All curriculum should have a pre and post tests to be able to show growth.
692	Attendance success speaks volumes. A student did what they were supposed to do in a traditional school setting.
693	When school success is based on only one aspect, some schools focus only on that and the rest is ignored. Not all students will go to college, not all students are great at passing tests, not all teachers are ethical and will give valid grades. However, a combination can really show what a school is accomplishing.
695	Students can be measured using growth, attendance, discipline, surveys, and district created assessments.
700	In an ideal world, students would take revolving (as in there are several versions of the tests) district tests and do well on them.

	<p>Students need to come to school everyday that it is in session unless they are sick. We need truancy back in our school system and discipline. Students cannot learn if they do not consistently come to class. I do think test scores are important but they are not being used to judge the student they are used to judge the teacher. Everything on the above list is an important component for student and school success but the student must come first. If we are solely going to judge success on standardized testing then there is no need to teach anything but the test. This does not help students, in fact it hinders them and keeps them from wanting anything to do with higher academics. We need to measure a student's growth and performance in the classroom and use the data to make improvements where needed. We need to be the students guide mentor, motivator and promote success. Educators need to help them get there. We need curriculum that really is focused and formatted around what future education or college readiness really means. Using Common Core and exploratory ways to solve problems isn't what is done in high school or college so why are we not teaching our elementary students algorithms and essay writing? We need to</p>
703	<p>have a strong curriculum with back to basics and help students grow in all areas.</p>
707	<p>Schools and teachers have little control over "success." Achievement is based on student attitude, parent involvement, ability, and other factors. Achievement should be based on individual growth,</p>
708	<p>not adherence to a specific standard.</p>
709	<p>School success cannot be measured by any one item.</p>
710	<p>a schools success cannot be measured by just one criteria; there has to be an overview of all of the factors that make the school succeed and a measurable assessment to find where they can do</p>
711	<p>better.</p>
712	<p>It should be a combination of several factors. One test does not measure failure or success of a</p>
713	<p>student or school.</p>
714	<p>I teach special education. ALL children learn differently. My students for the most part will never pass grade level state testing. We need to look at growth of the individual students and stop trying</p>
715	<p>to put round pegs in square holes.</p>
716	<p>We need to back away from measuring school success through standardized testing. It does not show us our students best. All it does is show us if a student can take a standardized test or not. Not all students are good test takers and then they end up looking bad, that's not fair. Just because you can't take a standardized test does not mean you can't be successful. I was not good at standardized tests but I am still very successful. We need to look at student grades. With special education students we need to look at their progress on their IEP goals and use that to decide if they are actually being successful. We also need to look at how the teachers are teaching the student to work towards their goals. We need to consider our students home lives in why something might not be going well at school and we need to not hold that against the student or the school. Sometimes in harder neighborhoods a student's home life is so terrible that we teachers spend more time on the student's emotional well being than their academic progress because if they are not in the right emotional status they can't learn anyway. That needs to be understood and</p>
717	<p>worked on.</p>
718	<p>Students - attendance, grades</p>
719	<p>Schools - graduation rate, college admissions, career placement, teacher happiness</p>
720	<p>It is so difficult to measure a school's success. All of the factors above affect success.</p>

716	<p>The graduation rate as well as career readiness via specialized programs such as, but not limited to, Certified Nursing Assistant, welding, woodworking, and mechanical training will contribute to the development of citizens ready to make a positive contribution to the work force. Equal attention should be provided to those desiring to continue the educational path via college should also be considered in the overall success of an educational institution.</p>
718	<p>School success is more complex than just a standardized test - there are too many factors that impede testing that are out of a school's control for it to be considered a viable measure. Graduation, attendance, and discipline rates are more immediate as a measure, and can be tracked within the culture of the school district and climate (for example, a suburban school with greater resources will score better than an inner-city school with a high poverty rate) to ensure equity in measurement.</p>
719	<p>High stakes tests should be outlawed! They are abusive! Genuine and organic data that measures mastery of the standards should replace these standardized tests. Our state should use a standard benchmark that is tested biquarterly rather than once a year. A state pacing calendar would be beneficial for students who move often. These tests need to be written by teachers and not from an outside company who do not know students or their needs. AZ also needs to recognize that not all students are failures because they do not pass a standardized test for their specific grade level. They can show growth at their own level and still be considered successful. For example a student in fifth grade reads at the second grade level. At the end of the year he may not test at the end of the fifth grade level but rather at the end of third grade level. He made adequate growth and should be recognized for that rather than labeled failing because he is still not at grade level. We need to recognize THIS growth.</p>
721	<p>I like using Standardized tests as one measure of how well a school is doing, but once again, that should be one part of multiple ways to measure schools, students, and districts. Attendance is important as well as parent satisfaction. I also believe we need to make sure we have Highly qualified teachers in both public, private, and charter schools. We need to hold private and charter schools to the same standards as the public schools so that it is a level playing field for all.</p>
722	<p>It is most fair to measure school based on the success of their graduates, rather than the means that they took to get there (i.e. some students may face more discipline, but if they are eventually successful, that should be what is measured. If school are measured on discipline or standardized tests, there is not an even playing field between title 1 schools and schools in wealthier neighborhoods)</p>
723	<p>I think student success rates should be measured by individualized student growth rates. Each student should be measured by the amount they grow and compared to only themselves.</p>
724	<p>Having standards is valuable so that we have targets for student learning and achievement; however, standardized tests tend to measure students' test-taking ability as much as, or more than, their growth and understanding of processes and concepts essential to mastery in the various content areas. Looking at students' preparedness for and success with the next level of education or career placement will serve as more realistic indicators of schools' abilities to educate students in meaningful ways for success in college or career.</p>
725	<p>See above</p>

726	I think that we need to give teachers more time to teach and students more time to learn. This means less testing. If a student takes one standardized test a year, I would say that is the maximum. Teachers need training to use other methods to assess student learning other than a paper/pencil test. Districts need to refrain from their own testing unless aligned and certified by the state's assessment department, the same one who administers the standardized assessment. Formative assessments should test soft skills (teamwork, communication, time management, perseverance, decision making, tolerance, empathy, etc). High scores on hard skills aren't the only indicator of success.
731	Performance based assessments may offer a better measure of student achievement.
734	If students are doing their education job every day as an engaged learner, they will succeed and graduate with a diploma. This diploma means a standard of competency has been obtained. It speaks loudly. We need an educated public in Arizona.
736	Schools should NOT be measured by standardized test scores. If teachers need to differentiate learning why are district test standardized? Teachers are expected to know what is on these district and state tests while they are expected to teach to every learning ability and style which can NOT be measured by the same test for every student.
737	Student success should be measured by a teacher grade which includes a responsibility checklist test for work turned in on time, attendance, and tardies; and also a test, quiz, essay, and project grade on content knowledge.
738	In measuring schools we leave out the most valuable pieces such as school climate and human relationship.
741	Success can truly only be measured after the fact. Did this individual contribute to society. Was he or she competent at their chosen job? What did they make of their lives?
743	Informal testing, how many students graduate, how many get into college and how many graduate from college or a career school.
744	Read statement above.
745	Read statement above.
746	Students should be given proper assessments that reflect what is being taught. Students should be able to understand the test given and not tricked by so called higher order thinking questions. The system that is in place makes students feel defeated.
747	There should not be just one measurement of success for students and/or schools. It should be a combination of many factors.
748	A success of school should never be judged on attendance/drop out rates. You will always have schools in lower socio-economic areas at higher risks than more affluent ones. No matter how hard the school works at closing the gap, it is always an issue and schools should not be penalized for it. Schools in higher socio-economic areas, although have issues, do not suffer from the quantity of issues as lower socio-economic which leads to attendance issues as well as higher drop out rate!
749	Some schools are set up for failure unless we start grading on improvement throughout the school year.

I know that there are many excellent teachers in Arizona teaching, but we can only do so much. Without good attendance and parent support, much of what we do goes by the wayside. I think Arizona parents need to be at least partially accountable for how a school performs. I have taught for 10 years, and I have seen the difference in a child with parent support and one without, and this includes being at school on time and everyday with the exception of illness. I have documentation in the form of testing that supports my claims. A student who is read to, practices skills at home and comes to school regularly achieves at a far higher level than a student who doesn't. I personally know that my school does several things to encourage good attendance, but we can't control what is out of our control.

753
755 As I said above, District scores/tests

There are too many assessments given to the students. More focus should be on student success in the classroom and then learning skills necessary to be successful in the next grade level.

757
758 Grades tests attendance and state standard testing

If children are measured with numbers they will identify themselves as a number - no one wants to just be a number.

759
760 See my answer.

Classroom grades, district tests, and goal based measures are true indicators of student success. No standardized test will EVEN tell how successful a student will be. I did poorly on standardized test, including my ACT and presently have a Doctoral Degree in Education.

Students need to master set standards and learning goals. They should not feel held back because they learn quicker than their peers nor should they feel they have to keep up with others if they are slower learners. Standardized tests do not test learning or knowledge. They test skills of taking the tests with tricky wording and cultural bias. They are used as the end all but they lack accuracy. If professionals can teach and run a school then professionals will graduate students who are ready.

We don't have enough space to discuss how to measure. Each school and the students are different. How can we build up our youngest members of society when they are in struggling families due to factors beyond their control? We need to properly address socio-economic conditions, drugs, lack of jobs and potential jobs, access to health care. Once the playing field is leveled, then we can talk about a single indicator to measure success of students or their schools.

763
764 Students should be compared with other students with the same tests.

This is very subjective and would be difficult to create a rubric for all schools in the state or the nation to be measured; however, a broad combination of characteristics seems most fair and appropriate for this area so all schools can show success in multiple areas that would translate into an overall and more accurate measurement.

770
771 No idea, but a combination of factors would be best.

Students should be measured by a standard set by the "community" they live. Teachers would know best what is academically sound for the students they have. LISTEN TO TEACHERS...they are in the classrooms everyday with students. Do not have people who have never stood in front of 15-16 year olds make decisions of what is "best".

We are not fixing the problem by changing tests and changing standards. We have to start with expectations of the students and parents.

Students can be measured using growth, attendance, discipline, surveys, and district created assessments.

776
777
779 Standardized tests once per year

781	There needs to be measurable goals that allow for flexibility. Community involvement and parent/student feedback should also be taken in to consideration Schools should be measured on graduation rates,
782	I believe that all of the answers listed in 3(b) are equally important.
784	School success can't be just one aspect. It needs to be a combination. Schools can't be held responsible for drop outs and attendance and really discipline rates. That is on parents. So its hard to pick just one in question 3.
791	Students need to be prepared for college as well as daily life skills.
793	not just test scores and graduation rates or grades- include job and college placement, enrollment in different programs at the school including academic-sports-arts-career-community
794	Students and schools should be measured on how much the student has grown during the year. There is no other profession that bases success off of 1 measure as we do with the 1 standardized test at the end of the year.
796	Arizona needs to produce Quality graduates and not Quantity graduates. They should be well schooled in Math, Science, English, Reading and Writing. It should offer more Career and Technology courses to students who will not want to enter college.
797	We want successful adults at the end of the process of educating children. Respectful, intelligent, prepared adults with training for the jobs available or college admission.
798	Effective leadership, effective instruction, an aligned taught curriculum supports student learning and achievement
799	Students should be measured on their academic testing, their abilities of what they learned and what they know in Reading, Writing, and Mathematic Skills. After all these are the main things needed to succeed in life on the job.
800	This depends on the grade level. I feel teachers know their students best and should have the autonomy to implement grading based on district based goals...not by Azmerit!
801	The success of students should be measured by the teacher. They are the ones that are in front of that student for the majority of his/her academic career.
803	All children come to school with different skill sets, strengths, and areas where they need support. Since there are many variables, the success of a student should be measured on the attainment or growth of their specific goals. Not all students should have to take the same test and have their success be measured on how they do on one test at one particular time. Schools should also not be measured on the success of one test. Schoolso success should be measured on students individual growth and attainment of individualized goals. I do understand that there is curriculum that all students need to be taught, but the way they are assessed on that knowledge and the way schools are assessed on student success should not be a one-size-fits-all.
804	There should be more emphasis on elementary education because it provides the building blocks for a good foundation for all students. Academically, emotionally/mentally, physically and ethically for all students. If a child is behind in elementary school, the likelihood of this child dropping out is higher as he/she progresses into middle school and high school. Stronger assistance/interventions and help should be given when a child is young and impressionable. If schools could rethink the way they teach the "poor", "less fortunate", we could make waves in improving the graduation rates of colored/minorities in Arizona.
805	One can use all the measure in the world, but they little in comparison of attendance and its effect on success.

Schools should be measured based upon the mission and vision they were founded under (both public and charter). If this mission and vision was adequate to pass the certification/charter process, it should be quantifiable enough to measure progress. Schools (and students) should create goals, commit to those goals, and then be measured by those goals. I see the accountability system as being more centralized and focused on the needs of the school (for example, the Site-Based decision making systems in Texas). Arbitrary, one-sized fits all measurements do much to discourage development and innovation. For example, with the thriving charter market in Arizona, we should see many, many more charter schools with a focus on special populations (autism, transient, homeless, low income, ELL immersion, etc), however, a blanket accountability system for all schools in Arizona makes this nearly impossible. Of course, all schools need accountability, and underperforming schools should certainly be addressed, however the measurement system used to
806 evaluate this should not be such a blunt tool.

Looking at schools as individual entities might be appropriate. Schools have different strengths and challenges. They don't all need to improve in the same way. However schools are measured, it should take into account what they are working to improve. Traditionally rated A schools continue to grow as do struggling schools. Have the same measures and goals can make some schools
807 complacent and some schools unable to reach the other without steps in between.

Students should be measured by their personal ability to finish the work and on a timely manner
808 and individually. Because everyone learns differently.

Frustration for students begins when they fail to understand a lesson or a concept. Many times, they are unwilling or unable to express the fact that they are falling behind. Teachers should continue to assess their students daily if possible and strive to recognize gaps in understanding. Ideally, students would have individualized lesson plans that only allow them to move on to the next lesson, when they have fully grasped the current lesson. That is why smaller classes are a key
809 component to student success.

Each student has a right to learn what is of interest to him/her. Schools need to teach at different
813 levels as not everyone wants to or should go to college.

I think although tests play a key role, I see my students scoring perfect scores on worksheets and then missing problems on tests because they get themselves nervous. I also have smart kiddos that can explain their reasoning to me and do well in group activities but can't write the best paragraphs
814 even though I know they could give me a great verbal explanation.

Teachers, students, and administrators come together to determine the measurements of value for
817 their goals of academic rigor, social, and emotional learning.

Students should be able to exhibit the necessary skill, knowledge and communication skills to
820 succeed in a particular career/job track.

I am absolutely agree with Standardize Testing because it shows which teachers and school
822 administrators are doing their job and not just babysitting.

It should be based on standardized tests. A big problem is that passing the AZMERIT test is not a
823 graduation requirement, so the students don't try on the test.

This is the conundrum we are faced with... I actually think each of these should be considered when measuring the success of a school. There should be a more holistic approach to measuring the
828 success of a school.

829 See answers to questions 3 a and b.

830	My opinion is that human success is nearly impossible to measure objectively. That stated, student success should be based on INTERNATIONALLY-normed tests that have stood the test of time as a measure of knowledge on a world-class scale. Likewise, "school success" is difficult to measure objectively, but should be based on how well teachers implement world-class teaching pedagogy (what is in educators' control) rather than outcomes (largely out of educators' control due to myriad factors outside the school environment).
	Graduation rates may need to be adjusted to reflect the community, demographics, and/or SES.
834	Student success really needs to be a combination of all things listed above. There also needs to be an avenue to address children's needs as necessary dependent on life circumstances.
836	I believe that a school should have specific goals they would like to meet. I believe that using the SAT and ACT tests are a good measurement of how much a student has learned.
837	It takes more than a standardized test to measure the success of a child. I believe there is a need for standardized testing but there should also be measures utilized that focus on student growth. Our highly gifted children may exceed on all standardized testing but that doesn't show if they have grown in their thinking or developed their skills.
838	Success should be individually measured based on the students' goals, skills, and progress. If students are making progress toward their goal, schools should be considered successful. The goals must be individualized, not standardized.
839	With all the above measurements as each student/school has individual successes by trying to perform well in all these areas not just one specifically.
840	Students should be measured through a variety such as project base. Learning, subject test and classroom work, quarterly assessments, benchmark assessments.
841	All of the above- Just had to pick one.
844	A one-time standardized test does not correctly show the growth of a student. A combination of class grade and goal-based measures should be used since students learn at different rates based on their abilities. A student could have a whole years growth but it will not correctly show on a standardized test since they are not on grade level. Then the student will feel like their growth is not enough and will become demotivated. Also, expecting one test to see how well the students and/or school is doing is unfair to everyone. Some students have support of their parents and can get tutoring while in other school, they have no support and may have to worry about when they will eat again.
845	We spend time focusing on students' scores, but it is also important to stress the importance of attendance. Students need to be in class in order to benefit. As far as dropout rates, if there is a large dropout rate at a particular school, we need to ask why? Discipline is also a factor. Administration need to make the students accountable for their actions.
846	I am not a fan of standardized testing, it is only a snapshot of the hard work the students and teachers have done all year long. Students can have a good day or bad day that day of testing...with that being said, I know it is a necessary evil, but would rather see school success based on regular district testing and the growth shown throughout a school year, not just a one time shot.
847	Student and school success should be measured using multiple instruments. It is important to look at the long-standing, replicated results of educational research to determine the best practices.
854	Having students take a pretest when first entering a class, then taking a post test after completing the course and comparing the results.
855	Students progressing through grade levels while maintaining a C or better average

857	Meeting the diverse needs of the individual community. School participation and lower dropout rates, maybe base it on crime rates as it is proven that engaged with a real sense of purpose lowers the risk of those becoming involved in criminal activities when basic needs are met.
858	Students will be going in many different directions but a good knowledge of basics can prepare them for future endeavors so they must know enough to earn a high school diploma.
859	A school and it's teachers' and students' successes cannot be accurately measured by any one method on any one day.
861	By individual student success - not all students can pass a standardized test.
864	Students need to constantly be moving forward from where they are at academically. That growth may not meet typical standards if the child is struggling, just like that growth may greatly exceed typical standards. By setting one bar for everyone to reach we are doing students a disservice. We are making school too overwhelming for low kids and too boring for high kids. Students need to be challenged, while also finding success. They also need to like being at school so they will continue to come.
865	We tests student way too much. We need goal based measures because not all students learn the same or at the same rate. Students do not even start at the same level.
866	Students and schools need to get away from standardized testing. Not all students are paper and pencil students; some are artists, some are computer techs, etc.
868	In a perfect world, students' success would be measured for the use of their teachers only. Teachers need assessment only to better inform them if their students' needs. Schools and teachers need broad measures that take into account the teachers every day practice, student growth throughout the year, environment etc. One standardized test a year is NOT the answer.
871	Provide small classes. Resources for teachers and students during the year. From day one teachers should have a good classroom management by been prepared offering students interesting classes that will make students willing to come next day to school. Creativity is in their nature, we should give them more opportunities to develop confidence, leadership and learn by doing.
872	Exams that show growth should be a key component of measuring success. Otherwise students who are at the top consistently will still be challenged and those who are at risk of not graduating can move closer to the goal without being punished for being behind at the beginning of the year. I'm not referring to small amounts of growth; a substantial growth may necessary to move a student closer to being at grade-level. I just mean you can expect all students who are behind by more than 2 or 3 years to catch up in less than a year!
875	See above
877	As an educator my goal for students would be to receive a degree in College /University. Successful adults giving back to the community.
882	I believe that school success should be measured by Benchmark tests. These show the progress of a student from where they are at in the beginning of the school year and shows their progress periodically throughout the school year.
883	Students should take a test that covers core subject areas, an end of year exam reflecting what students should know by the end of the academic year. There should be academic growth between the Pretest and Posttest.

885	<p>Students should be measured according to their progress toward a goal that suits their learning style.</p> <p>Schools should be deemed successful if they meet goals for graduation, attendance, career certifications/placements, discipline, dropouts, and other things...no one thing should be used. And standardized tests should have no part in any of this. None.</p>
887	<p>The focus for all assessments should be growth based. It's unfair to determine teachers' or schools' abilities based on a flat score. Multiple tests should be administered throughout the school year to determine growth and then a specific amount of growth should determine success.</p>
890	<p>I do not believe all students must go to college so I do not agree that schools should be measured with that criteria. Not everyone is college material. I do think ALL students need to leave school prepared for the job market, again, to be a contributing member of society.</p>
891	<p>There needs to be an overall measurement based on numerous factors, not just one. And, the measurement of student achievement should be individual ... what has the individual student achieved each year or marking period (ie student progress). Attendance is a partial measure of student involvement and interest and can be used as a small part of the measurement as should graduation rates, college or career path or even job placement consideration. So much more goes into measuring education than just scores on standardized tests</p>
892	<p>This is tough! But they shouldn't be measured by standardized test results</p>
898	<p>Lets see how many students get placed into well paying jobs. Not every student is going to go to college but many of these students will still be successful, many times more successful than students that go to college.</p>
901	<p>Arizona seems to be fixated on school choice. Measure schools by how many students within the district choose to attend schools in their own district. Attendance/dropout/ and discipline rates can be factored in. The most important thing to me is are the families happy with their schools.</p>
904	<p>Basing school success on standardized test scores is a complete waste of everyone's time. There will always be students who don't care about testing AND we are OVERCASTING our students. Back off, let the grades students earn in their classroom be the determining factor. Either that or if standardized testing is continued, give the teachers the tools necessary to help them help their students be successful. Obligating teachers to test their students over material they were not aware of is the stupidest thing I've ever heard of.</p>
905	<p>Taking a test is in no way shape or form proving if a student has learned something. There are too many factors at play that can skew testing results. Our kids are too stressed. Elementary kids should not be throwing up during testing because they are so stressed out. Let kids be kids. Look to the grades they earned in class by attending, doing their work and proving to their teachers they understand the material.</p>
906	<p>I believe that having quarterly or semester academic goals for students to reach and obtain will provide schools with information that their students are meeting or not meeting goals. This will help schools to know if objectives are being taught or not or needs revision. Schools have always been measured on attendance/dropout/discipline rates - it's time for change. Arizona students move around without completing transfer paperwork. By measuring schools on college admissions & student success rates & career certifications and job placement rates - schools can see if their programs/academics are lined up for college & career readiness.</p>

WE. MUST. STOP. STANDARDIZED. TESTING!!! We're not all the same! How can we expect our children to learn the same way!?? And the stress of being held to someone else's standards is KILLING them!! I'm watching it happen! The stress of multiple tests in a single day (separate test for each standard, multiple standards a week, PLUS retests) is causing more stress than these young people should have to endure! I work with kids who have learning disabilities and I go home crying almost every week because I ache for these kids! It's not fair and I'm telling you it's killing them!!

If kids are showing up for school, there are minimal discipline issues, and they're not dropping out, we can be sure that they feel successful because they WANT to be there! THATS how a schools success should be measured. Students success should be measured based on their learning style, and they should be taught in the manner in which they learn. Yes, that means having more educators. And isn't that a worthwhile investment into our future?! And we're not going to find 907 good quality educators if we're paying them pennies- DUH!

912 Standardized test, but make them age appropriate.

916 Standardized test scores are the only secure measure of quality instruction.

Like ignoring your eyesight or your hearing, eliminating any one of these measures fails to produces a whole picture. Since school is far more than an academic setting, all of these measures together 917 should be considered on a rubric that evaluates the whole picture of a school.

Is there really one item that can measure success of a school ? NO Where is parental involvement 918 on your list? Where is teacher satisfaction? A combination of factors need to be considered.

Combination of Class grades, District Tests, Standardized Tests. Put all three together and get the 919 average score because the student is working for all these three purposes.

It depends on the goal of the school. Comparing University High, Catalina Foothills, and Basis, schools that primarily are in place to send students off to college should be measured differently 920 from schools where there are high dropout rates and difficult issues with demographics.

Student success should not be based off of test scores because they are not reflective of the whole child. It is unfair and cruel to judge a child on their success by looking at how well they did on a test, not every child has access to quality education and learning materials. They should be able to work towards measurable goals because it allows the child to really show their growth in content areas. 922 Graduation rates do measure how success schools are.

The choices here do not really reflect elementary level schools. However, if the elementary and middle schools are successful their students will go on to continue high school and graduate. All the schools need to create environments that make students want to learn. If they do students will 925 remain in school thus giving a higher graduation rate.

As all students progress through the K-12 system there should be points where progress is determined through grades, assessment and attendance/student survey measures. At these points it should be noted by a special education or gifted education teacher if identified students are meeting their individual expectations for growth. We have pushed special education students back to a level of frustration resulting in even lower self-esteem and at the same time we celebrate the gifted student who is underperforming his/her potential just because they meet standard. It is time 926 for individualization to return to the instruction for all students.

927 By using benchmark tests that assess the students learning on an individual basis.

930	The standardized tests for academics for minimum graduation requirement. There are other voluntary standardized tests for the college bound.
934	School and student success should be measured using a tool that is within the schools', teachers', and students' control. While teachers can control what curriculum they use and how they instruct students, they do not have any control over how well a student performs on a standardized test. Especially a test that currently means nothing! A tool that actually hold students accountable would be the first step.
936	Students need to be measured in many ways. Not everything that is of real importance in life can be measured in a multiple choice test. Our dependence on this is making teaching and learning difficult and painful. The curriculum needs to be fluid enough to encompass more than what is tested for. How do you measure a love of learning that will follow throughout life when it is stifled by this form. Schools need to be measured on all of the above choices.
937	There is too much emphasis on standardized testing. Students spend HOURS each WEEK taking tests. Students should be assessed based on individual goals, graduation rates, etc. Students are over tested and are burning out.
938	I think that having teachers concentrate on teaching to improve standardized test scores is ridiculous. Teachers should be able to teach the material, period. Making sure that the students understand and are able to apply the material being taught should be first priority. I don't believe that children's achievement should be judged on the basis of standardized test scores.
939	High schools have been challenge to prepare students for success in college, not just get into college. By accepting this goal, students not planning on college are still highly prepared for life and employment decisions. This also takes testing out of the hands of the state and federal government, hot topic points that are not necessary.
945	If our goal is ultimately for students to be successful beyond high school, then let's measure if we are actually meeting that goal!
947	Student success is a gestalt of many factors. If a student has poor attendance, clearly that student is not present to learn required information for success. Why is it that we do not hold students accountable for their school attendance? If a student does not complete daily homework tasks, clearly that student is not practicing the skills and concepts learned in the classroom. If a student does not practice daily, that student will likely perform poorly on any standardized/district/common assessment or any other measure of student achievement, resulting in increased dropout rates and fewer graduates. Why is it that we constantly make and accept excuses from parents/guardians/families regarding their children's lack or performance? Why is it that we do not educate the parents/guardians/families? No one has ever succeeded developing a skill without daily practice. Even Michael Jordan, Bill Gates, and Barbra Streisand practiced their skill every day, and still do!
949	Success means something different for every student, so seeing them improve should be given some measure of importance. As for the school's success, it should be measured by how well it is serving its students as well as whether it can keep good teachers from leaving.
950	People are not boxes to be checked. All students, teachers, facilities, etc., should be measured in a way that determines if they are having an positive impact on their life and on their part in the education process. This allows for multiple levels of "passing" and "satisfactory" development.
951	I do not believe that you can choose just one of these things to determine whether or not a school is successful.

the measurment of any academic institution is always measured by its ability to produce productive
953 members of society.

Success of students and schools should be based on the growth that students make on a
combination of scores such as district assessments, state tests, and classroom performance. I think
954 when students can show they are making growth, then we know that they are learning.

Ideally, parents would be given truthful information about their children's academic performance based on validated, scientifically-based diagnostics. Ongoing diagnostics would help parents and teachers tailor student instruction to their individual needs. Scientifically-based, subject-specific diagnostic tests support continuous improvement--not point-in-time performance parents and teachers find out about months after the assessment is administered (what possible good is that?). If parents are displeased with their child's progress, they should be able to go to any other school they think's best. Such competition would also promote the ongoing development of truly rigorous diagnostics-such as we're seeing in the wake of growing Common Core backlash. As a step-parent of four boys in public schools, I am VERY concerned that we are using an unvalidated assessment of student learning (AzMERIT) that we rent from Utah, was slap-dashed together over the course of several weeks to make it "uniquely" Arizonan, and somehow it is supposed to measure accurately student performance against Common Core-influenced "standards" that have yet to be fully reviewed or revised by our State Board as directed by our governor. We need to affirm parents' unalienable rights when it comes to the education of their children, and stop bullying parents who have legitimate reasons for opting out their children from our unvalidated assessment, which also measures non-academic, non-cognitive factors without their express permission. It is my hope that we do not renew AIR's AzMERIT contract next summer, and that we also end our test-rental
957 agreement with Utah.

Attendance, dropout rates, graduation rates, student scores and college/vocational admissions
958 should all be used to measure success.

Increase teacher salaries so they are competitive and attract he best. We as a state are just taking whomever we can get in the class. Raise the bar, provide better and relevant PD, raise teachers salaries to compare with other professionals. Get more teacher input and more teachers involved in
959 policy making

961 Measuring student growth is the best way to assess both student and institution accountability.

I don't think the standardized tests measure all student success, some of them it works for and
962 others need performance based assessments.

Schools spend WAY too much time taking test after test that it is difficult for students to engage and master new content and make it relative and meaningful. Students should be graded on a growth model that fits their unique needs, and only passed to the next grade of they meet their
965 expected growth for that year.

This is not a one-size-fits-all proposition. Measurement of student success is tremendously different for STEM students than for a student exceling in music, as an example. And the
967 measurement of school success should be the cummulative measurement of student success.

I do not think standardized tests are the best measurement. I trust classroom teachers' graded for
968 students as a more accurate measurement of achievement.

Testing is often not the best measurement. It is better to pay a visit to the school and talk to
969 students and staff. IB has a wonderful way for bettering our schools.

Student/parent surveys to measure the climate of the school and goal-based scores based on
970 individual student abilities.

973	The student must be able to read, write and perform mathematics operations at the 12th grade level for all students. The student, if community college or university bound, must perform at least at the 50th percentile on standardized tests in all content areas measured [As by the SAT and ACT]. Vocational education offerings [trades; allied health; business] for non-college bound students should be increased at existing high schools, so that they can either become employed after high school or be able to enter and be successful in certificate programs in community colleges in the commercial, vocational-technical and allied health areas.
977	Students learn differently, therefore; the system needs to adapt and be more accommodating to the learning styles of the pupils they teach. Student also view success very differently than adults, by listening and working with these young minds they will exceed our expectations.
978	specific individual needs met
980	Measured based on LONG-TERM Analysis of success via college graduation rates, job placements, etc.
981	I really do not believe in standardized test a lot. I know we need a way to measure students learning, but sometimes standardize test do not reflect the material learned during class, or the really potential a student posses in class and in their surroundings. We must to remember we have different types of intelligence.
982	Students with a strong educational foundation generally score higher in testing and continue their education in college and become a contributing factor to society
985	School performance is tricky. You cannot measure two or more schools in the same way. My local school is filled with "pre-loaded" students from middle and upper middle class households. The students show up on day one knowing the kindergarten curriculum already. You cannot compare their success to that of a poor urban school where kids come to school not even speaking English let alone knowing about letters, numbers, and colors. If I had to choose a way measure school effectiveness, it would have to be student improvement.
988	Students and schools should be measured according to multiple factors, including, but not limited to scores on growth-based assessments, graduation rates, and college and career placement rates.
991	Only one of these would be relevant for an elementary school. Not a valid question. If students were measured on goal based measures then there could be goals established for schools based on growth.
992	Districts, schools, administrators, teachers AND students all need to be held accountable. One test does not do this. Accountability should be a combination of testing, grades and standards achieved.
993	I think that schools should, increasingly toward high school, mirror the adult/professional world. Giving students meaningful tasks in school both motivates them to complete work at a high standard, and prepares them for what comes beyond their education. If students are prepared for college and their careers, we have succeeded, have we not?
994	We need to rely more on teachers to set high expectations and recognize excellence. This represents the most successful scenario I've witnessed as a parent who raised two daughters in public schools in Arizona. We could learn something from the European model. I'm most familiar with the German education system, which treats teachers as professionals at a similar pay scale as engineers and lawyers and tracts students into college prep and career readiness programs.

It's a complicated question, to be sure. There are so many hidden factors when dealing with the demographics of each school. Student growth, as measured by standardized tests, teacher
 995 retention, special programming, and student promotion can all be considered.

NOT WITH STANDARDIZED TESTS. Tests like these do not show the real data you should be looking for. Start by hiring good teachers and paying them for the difficult task of raising educated humans. Ask them to evaluate their students. Straight A's and high test scores do not necessarily reflect everything we need to know. A student that earns a C or D after a long line of F's is successful and for some that is grueling work. Our kids aren't made with cookie cutters, and so measurements of success shouldn't be either. Again, a blended approach that uses the well paid
 996 professional teacher as the evaluator.

The success of students and schools should be measured using many factors such as attendance, dropout rates, student scores on national goals, graduation and college admission rates as well as
 997 career certifications and placement tests. All of these will help us better gauge a school's success.

I think the goal for our school is to get students educated, graduated and on the road to their next
 998 step.

999 District CHOSEN standardized test scores

Graduation rates clearly define the success of education, many factors are included in that.
 1000 Attendance, test grades, placement rates, it covers most of the others listed

1001 Success should be measured based on the students readiness to enter the workforce or college.

Allow teachers to judge success. As professionals, we know how students are performing, and
 1004 should be given that benefit of the doubt.

Schools have such different challenges to face that I think it is next to impossible to create one blanket assessment or criterion to show they are successful or not. I think that by allowing schools to create goals and plans to show growth and success allows each school to meet the needs to their students. One school can focus on discipline issues while another can address drop out concerns. These issues can then use goals to show that they have worked toward becoming more successful.

One could consider attendance/drop out rates/discipline, but a lot of that is outside the realm of the school. For example, a student that comes from a family that does not value education and allows their student to miss school on a regular basis should not reflect the success of the school that student attends. Scores on standardized tests also prove to be difficult because not all schools have the same resources to prepare students for that test. Graduation rates also pose another problem. In some schools, students populations ebb and flow. Many high schools have more students start out at their school than finish. Does that mean the school is unsuccessful? How are other factors considered (i.e., transfer students, alternative programs, GED students, etc.)? College Admissions pose a problem because not every student goes on to a college after high school. This assumes that if a student is not successful if they do not go to college. Success rates seems to be too subjective in terms of what that might mean. Goal certifications and placement rates may be getting toward the right direction, but how does that apply to non-traditional schools or
 1005 elementary and middle schools?

1006	I believe we should stop obsessing about measurements. There is not one standard of success that can be applied to multiple individuals/schools/districts/states. Success for one student might be attending all of his classes for a week, while receiving a 4 on an AP exam may be a failure to another student. Measurements are only valid when individualized with personal buy-in.
1007	Sole focus on College Admissions or Career Certifications is too narrow. It is better to do the hybrid of both. Focus on both allows to hit the majority of demographics of our students without ignoring a portion of those students.
1009	Various assessments not just the State Tests
1010	Students that do well in the classroom grade wise and have reliable teachers will graduate. By graduating high school they should be ready for college or the work force. Some of that decision/choice involves the student and their mind set also.
1012	States, districts, and schools can collaborate on comprehensive school improvement goals for individual sites based on relevant data on instruction, learning, attendance, and other demographic measures.
1015	Attendance and discipline is largely the domain of the parent. I know - I teach in a Title 1 school where the priorities of families are VERY different from the middle class neighborhood from which I was raised. College admissions and success rates is not driven by K-12. Admissions is governed by student choice and the economic reality of a particular year. A student's success in college is determined by that person's drive and whether or not the person chose wisely.
1016	Test scores and grades tell only a limited story and students can be successful without going to college. Graduation rates and attendance/dropout/discipline rates adversely impact schools with a lower socio-economic population. To measure a school, all of these factors, as well as improvement for lower scoring schools, should be considered.
1017	With standardized tests that show GROWTH. Arizona students typically are not at grade level and testing them once in April is not fair to them or to their teachers. Students should be tested at the beginning (August) of the year and at the end (late May, early April). Student growth should be the measure until we stop passing students along. It is very disheartening to a 5th grade teacher with 36 students, some that are ELL, some that are ESS, and half that are below grade level, to be judged on how those students score on tests.
1018	Exit projects which reflect critical thinking that is age appropriate to the student.
1021	Students need to be measured by a combinations of class grades, District tests, college entrance test performance, attendance and drop out rate. All of these measure how successful a student is in a school setting.
1025	Put kids on a continuum and see their growth throughout the year. Kids should be EVALUATED on their performance not tested. Evaluations need to be in a variety of setting using a variety of methods. The people evaluating need to do so through observation and anecdotal notes. Parents need to be involved and included in the process. Education needs to be a community activity not just a place separate from their life.
1026	Actively engaged students want to be in school and participate fully in their own learning.

I would say for students that it should be between the teacher, parent and school. Standard testing is failing miserably and I don't see district testing any better. I can say after having a 3rd grader falling in the AZmerit "Move On When Reading" that the whole process has been a nightmare. We had to wait 2.5 months to even find out her results to know if she could even say she was moving on to 4th grade. That is a huge detriment emotionally and socially to place on a 3rd grader. She is an A/B student with marginal reading abilities(getting Title 1 asst.) and a horrible tester. While I do believe that the schools should be proactive in making sure the students are learning the skills they need to succeed what are the repercussions of what standardized testing is doing to our students under this situation. For the schools it should be measured by all the items listed. Attendance is crucial for student learning. I do not feel that standardized testing can in anyway determine or rank
1027 how well a school is succeeding.

Attendance is important. A student can not learn if they are not at school. Also out of school suspension should consist of the student going to an after-school or other place to still be educated. Students view OSS as a free day off of school and a ticket of getting out of doing work. So the
1030 behavior will continue to happen because OSS is fun and no learning is done.

Standardized tests do not accurately reflect student knowledge. There are too many factors that can play into a poor test score. College admissions and career certification rates accurately reflect
1031 graduates who are prepared for life outside of high school.

Accountability measures and interventions don't have to depend on the outcome of just one test. A big-data approach could be applied combining information from a number of different sources — graduation rates, discipline outcomes, demographic information, teacher-created assessments and, eventually, workforce outcomes. This information, in turn, could be used to gauge the performance
1033 of students, schools and teachers over time.

in elementary grades success should be measured by a student's willingness and passion for
1036 learning

Student scores on standardized tests and attendance/graduation rates should be a measure of
1038 school success.

All of the above, except test scores, indicate that a school is doing its job well. But time-restricted (a school year) evaluation based on statistics is inappropriate. Education is not a consumer product and cannot be evaluated accurately like one. Test scores are absolutely the worst, they reflect
1039 nothing more than students' behavior in taking the test at the time.

Every school is different and they cannot all be measured on the same criteria. None of the measures of school success listed would be appropriate for all schools. You cannot measure an elementary school with the same tool you use to measure a high school. You cannot measure a college prep school with the same tool you use to measure a school with a career focus. Each school must be considered on a case by case basis based on goals established by the individual
1040 school and the state.

1041 Quality programs for careers (not just college prep) school attendance and district assessments

1042 Growth...not some arbitrary standard to be reached..individualized

1046 The success of schools should be measured by district test that the teachers help make up.

Multiple measurement tools are the key to student and school success. Attendance is vital as well as graduation, but for non-college bound students, career certifications will be more meaningful than college admissions. In addition, standardized tests only take a snap-shot of one day in a student's life. Goal achievement is better suited to show growth, determination, and individual success. Mastery of content doesn't always translate into mastery of learning. While the implementation of such measures will be time-consuming and a vast learning curve for all parties involved, it will be a far better picture of the success of individual students and schools.

1050
1051 By measuring goals set for each student based on their ability level.

I believe class grades and occasional standardized testing would be helpful. All school success should not hinge on ONE test like the AIMS or the AzMerit test. If most of the students come to school on time, attend daily, and have good disciplined behavior, that is all that is needed.

1053
A collection of data which looks at completion, acceptance to post-secondary offerings (career and academic) and benchmark scores on a series of norm referenced criteria.

1055
1057 Let teachers teach core content subject areas!

1059 See every child as an individual

I wish there was a way to measure school and student pride. To measure community. To measure kindness and compassion-- those so-called soft skills we have forgotten.

1062
1064 They MUST be tied to grades (aka finals) or graduation to have students and parents support them!

1065 School environment

I think the preparation of students for with college or career is how I measure success. My son that graduated was not ready for college and suffered. My youngest is still in high school and as parents we struggle to make sure he will be ready in two years.

Not all students perform well on standardized tests. Many students get test anxiety and are therefore not as successful as they could be. Also, the students who are lower intelligence (based on psychological, etc. testing) frequently do not score well on standardized tests. Setting goals for students and working with those students to achieve the goals is more productive than having them sit down and spend several hours taking a test. Basing the success of a school on a test that students take on a particular day is, to me, as ridiculous as determining how good a teacher is from those tests. We make the kids sit there and take a test without regards to how they feel or what might have happened at home or in their life that day or the night before. Then we tell them to do the best they can and not stress about the test. Yet they can tell the teachers and administrators are stressed over the outcome of the tests.

1069
1070 In College Prep programs-college admissions success

Success should be measured by graduation. Post secondary enrollment, CTE/ AP/Dual enrollment classes & Arts as foreign language classes offered . With points for success with ELL and teacher experience/retention.

1071
1072 By what they do. Respect goes a long way.

AZ scores so low on national academic rankings that the other items on the two lists above are irrelevant. AZ is starting at the bottom and the only way up in my mind is to focus on academics and test scores. I do not understand how anyone could be satisfied with repeated dismal results year after year. At least the standardized tests would reflect what progress is being made by most of the student population.

1073
1077 Teacher retention, community satisfaction, graduation rates, yearly student evaluation

1078	If students are learning, they'll like their experience, value education, and attendance rates will be high.
1079	Students are not test scores! They work hard all year long, showing growth, Improvement , and madtery as they learn.
1081	Students should be seen as more than a grade on a piece of paper. We should be measuring their abilities to not only learn the information but also how hard they are trying. We should set goals and determine if they have been reached before assigning new materials. REAL learning can happen this way instead of memorizing information, taking a standardized test, and then forgetting that information in order to focus on the next test.
1087	Should schools be measured? I am not convinced.
1088	This survey would not let me choose other. That was my selection. We should let districts assess their schools with input from teachers, students and parents.
1089	This survey would not let me choose other. That was my selection. We should let districts assess their schools with input from teachers, students and parents.
1091	The letter grade system is ridiculous. There should just be profiles. There should just be student growth calculations, there should be climate measures as well.
1092	Attendance effects student success.
1094	There is not one factor that measures success.
1096	Success is more than a test score taken in one day. It should be a cumulative effort of student grades, test scores, academic performance over time, and graduation rates.
1098	All of the above!
1101	I think graduation rates are a good indicator of student and school success.
1103	Both students and schools need to be held accountable for their success in learning and understanding.
1106	Student success or failure is on said students and should not be part of a school or teacher label. Perhaps it is best to think about how "schools were measured" before the 1980's and the book "A Nation at Risk" was published. I think I got a good education during the 60's and early 70's, and to my knowledge schools weren't measured, students were based upon grades. If students didn't do well they were retained, end of subject. We have since got away from retaining, thus students know that they do not have to do the work and get to go forward with their peers. We don't want to hurt the little darlin's sensibilities. Perhaps if we take a look at the success rate of other countries we might just learn something.
1107	NOT on state tests. My son gets such test anxiety that he never performs well on those tests. How can a child not be affected when the classroom furniture has been moved and the stress level in the classroom is raised so high? If a child can show their understanding of the material in the classroom, that is good enough for me. I don't think my children get a good education when their teachers are teaching to a test.
1110	I think standardized tests are helpful, but there are a lot of inequalities in how the AZ Merit is given and prepared for, and it seems like no one is making the changes needed to fix this (or it's not a concern?). It is very disheartening.
1111	I do feel that teachers know their students well enough to determine success. Test are important at times when the students are prepared for them. Mandated tests that overwhelm both students and teachers are not the way to determine success.

1118	There is no perfect way to quantify the success of an individual student or the effectiveness of a teacher. It must be measured based on a multitude of factors and must take into account all the disadvantages that impede on students success. These variables make it impossible to see the hard work of poverty stricken communities as compared to the ease at which wealthier communities pass with minimal effort.
1119	Our job as educators is to prepare students to be successful as adults. This means that they should have the skills to start a career or attend college.
1121	Student success can not be measured by one exam; there are too many variables outside of the school environment. I believe by having students work towards a goal and show growth is a wonderful way to measure success. Schools should be judged on the fact that students attend school until graduation.
1123	Student growth from year to year is an excellent indicator of how successful a student is. We cannot compare students from one year to different students the following year. We need to track the growth of students. Have they made at least of year of growth in reading? Where were they in K, then 1st, 2nd grade, and so on. Comparing apples to oranges using standardized test scores do nothing and they do not show the success of individual students or teachers.
1125	They should be measured by their progress toward and completion of larger goals.
1126	Not everyone goes to college, we need students that can step into workforce more than those that can step into a college class room.
1130	Standardized tests are not developmentally appropriate for students.
1134	Combination of grades, graduation rates, standardized tests that are written for developmentally appropriate grade levels.
1138	If we are working towards students prepared for post high school success then the graduation rate should be a good indicator that students met the requirements the schools have laid out.
1143	A portfolio should be used as a way to measure success . A standardized test shows one thing. A snapshot and does not give the whole picture
1144	Success takes many forms, but I'd say happiness and independence as an adult are two measures we'd all like to have. K-12 can't do everything, but it can be a foundation and completion rates are a key measure of this.
1145	If a system can get them to graduate using the standards that the state has adopted then it is a success. goals based student achievement levels the field a bit more for the special education students. The goals measure allows for the demonstration of growth instead of a single event score on a test that is so far out of the ability level of some special needs kids it becomes an exercise in frustration and a discipline issue for the teacher and rest of the class.
1146	I absolutely think we should not be using standardized tests. They take the joy out of learning and it becomes rote memorization.
1147	If a system can get them to graduate using the standards that the state has adopted then it is a success. goals based student achievement levels the field a bit more for the special education students. The goals measure allows for the demonstration of growth instead of a single event score on a test that is so far out of the ability level of some special needs kids it becomes an exercise in frustration and a discipline issue for the teacher and rest of the class.
1148	The amount of progress students make in a year.

Students should be measured in how much they grow pre to post on goals, attendance, and preparedness set by teachers , parents, and admin Schools 1150 Should be measured on those results, maybe a parent-student-teacher eval of aspects of school.
1153 More testing is not the answer, and it certainly shouldn't be the ONLY way a student is measured.
1159 College and career placement after graduation
Progress. Schools, students, teachers, administrators should be judged/measured by their progress from beginning to end of year. You don't know my kid started 3rd grade at a pre-kindergarten level 1160 and ended at a first/second grade level by anything other than measuring progress.
Schools should be measured by many indicators: the above are important I, but one cannot be the almighty indicator. I also believe student, teacher, and parent surveys are essential for measuring success. Also student involvement in elective programs (arts, teachnology, AP) should be accounted 1162 for.
We should be preparing our students for post-secondary education whether that means a trade school or college. Measuring test scores is ridiculous because the tests are so bias. Measuring graduation rates significantly decreases the quality of education students receive because the bar is set sow the lowest kid to attain and kids today don't challenge themselves to accomplish more than 1164 the minimum.
I don't know of a better way to measure how kids are doing than tests that measure what they should be learning. However, I know that some children do not test well. So maybe there's needs to 1166 be more ways to measure them or alternatives for those who don't test well.
1168 They should be measured by their goals
Students are individuals. They make decisions, they choose to come to school and do their work. They choose to not do work. Teachers have to manage a lot in a class room. School success is 1169 difficult to gauge because of independent students.
Students are tested way too much. Looking at the district tests, which are aligned with district 1170 curriculum is a good way to look at the success of schools and students.
There are too many factors that affect standardized test scores and even attendance that are outside of a school's control. Therefor, schools should be measured by success rate of students 1172 entering into careers or college.
It must be a combination of things. You can't just define success by test scores. There are so many factors that influence the outcome of a test. This would be especially unfair to schools located in lower socio economic areas where there is less emphasis placed on the importance of education in home environments. Perhaps graduation requirements should also include the successful completion of a mentoring, intern opportunity, or a project that meets set standards that reflect 1173 the standards of the the test.
It should be the goal of all high schools to move all students 2 colleges and trade programs. Their 1174 success in this matter it should be measured by the state
1175 Grades are not a good a good way to judge success!!!!
Goal based measures could be a portfolio that demonstrates skill level achieved of each standard. 1176 These should be based on different methods of assessment.

1177	I think that a standardized test that truly measures that the state standards have been met is probably the only way to measure a whole school's success. Standardized tests don't have to be a bad thing. We just need to make sure that they are truly measuring the standards, the tests are written in a way that is clear for the students, and we don't overdo the tests. (Tests should be administered every other year or every third year.)
1178	The success of students should be measured with their own personal progress. As each person is an individual, they will all learn at different rates. It has been proven time and time again that standardized tests offer little to nothing in terms of retention and learning, meaning they should be abolished.
1179	Successful students are critical thinkers. They've learned to self-question new ideas and wonder how ideas fit, or not. Time for Socratic Seminars that showcase student thinking across curriculum, culture, laws. Then give a real-world problem....you must design a new school campus. What elements would you include? Provide a short list of laws that must be followed. Let the student show how they would approach the problem, and list their limitations. To create this, students must have the ability to COMPREHEND written information, not just read it.
1182	I believe that college admissions and career certifications/placements should be the same category. Some students may move on to a technical school but not necessarily a college.
1185	Students are complex people. No one test shows the best of everyone or all that everyone has learned. The whole person needs to be looked at.
1187	All of the above.
1190	A school can only be successful if the students want to be successful. Unfortunately, in underprivileged areas with minimal family support, academic achievement had been shown to suffer. Right now the schools with the highest ratings are the schools in more affluent areas. This is an unfair assessment of a school's success. However, retention shows that good things are happening. If students and employees want to stay at a school, then it means it is a good atmosphere for both the students and the employees.
1191	Success of students should be measured on their productivity of adulthood in society. A test score does not tell you how well a member of society contributes or not to the growth of our nation. How many days a student misses does not measure that student's success. Graduation rates are credible and important but graduating is the beginning, it is what they do AFTER graduation that makes the difference.
1198	Each child has a different path but discipline rates should be the problem for the families and student not the administrator and teachers. Teachers spend too much time working with behavioral students which takes away too much time from the students that want to learn. Teachers are asked to do too much of the parenting part - this is the families responsibility. Special education teachers also should not be expected to deal with violent and abusive students - its not good for sped students and that is why there is a shortage of Sped teachers.
1201	Attendance/drop out/discipline AND career-oriented students.
1202	Not all students will be post secondary students nor will they all go to the workforce.
1203	A whole picture view of the school with more emphasis on students individual growth than comparisons to other students.
1204	Should be multiple measures. My child is more than just a test score.
1206	Use several different measures not 1 single one.
1208	I think all of the above is important to look at and not solely based on standardized testing

1209	Secondary schools should be measured by the number of students with admittance to a 2- or 4- year college/university.
1210	Classroom longitudinal assessments
1212	NOT WITH TESTS! Every student learns differently. Tests do not measure anything but memorization.
1217	Student success is measured in all areas, not just one area. There are kids who can pass classes very successfully by taking tests only and they have sketchy attendance. We have students who come to school every day and they are not successful even if they turn in their homework and take tests. No one wants to take the time to evaluate each students issues and put together a success plan. I see first hand how impossible is it to get support from a school psychologist in my building and then not having a social worker to assist students with social-emotional issues, because I can only work on academics or if a student has a break down of behavior, I interview them, file a report, call home and refer to meds or some other agency. There is not real followup and support for the student in trouble.
1218	How children do on class testing and for high school, How they do on scholarships, College admissions and career program placements
1220	Striving toward academic excellence means that excellence matters. That doing well matters. Even though many students may only be getting a "C" in class. It is the reaching, the striving, the importance of achieving that is most important. Having great grades is not the issue, nor should it necessarily be the goal. Character tells us that a student is ready for what the world has to offer, not grades. I would rather have 10 "C" level kids that want to become "A" kids than to have 25 "A" kids that don't wish to learn. History has shown that many of our most successful entrepreneurs, business owners, and millionaires did not achieve high marks in school. Many were horrible students. But these people had drive and gumption. They had that which cannot be quantified. They were learners, innovators, and creative thinkers.
1222	A person is successful if they are able to provide for themselves and a future family if he or she chooses to have a family. Success can not be measured from a test.
1223	Give schools and the community they serve the freedom to determine their own measures of success.
1224	Schools should work with students and their parents to make individual goals, then be held to whether or not those goals were met. Only to a certain point though, as most responsibility should fall on the student. If the school or teacher did everything they could to position the student for success and the student fails to succeed, the fault should lie at the student
1226	A variety of measures are necessary. I don't disagree with standardized tests, they are useful to take a snapshot and measure growth year to year provided the test is valid and measures the same values over time. I also know I can look at student work as a measure of instructional need. Do we need state and district standardized assessments? I don't know the perfect answer. Am I going to continue to test my students during instruction? Yes, otherwise, what would I teach? Can we measure how much the student is supported outside of school?
1227	If we can help students find a career path that is going to lead to job satisfaction and uses students strengths.
1228	Formal assessments both at the district level and by the classroom teacher.
1230	For High school graduation rates are probably the best measure.
1231	Have students gained valuable skills, tools, knowledge and confidence to succeed in our new world economy and environment?

1232	If the students are happy and want to be there this is success. Morale should be high all around. Trust and communication are key.
1234	Standardized test seem to be leading to more poorly educated children. A students success should be a based on the quality of the students work and end of semester tests of learned materials. The schools success should be measured by how well they educate their students.
1235	Schools should be measured by the ability of their graduates to perform in an entry level position of their chosen career. A Culinary Art Student should be given the opportunity to run a kitchen at a restaurant for 1 week. A student wanting to study pre-law should be able to stand up and argue a point with supporting evidence at a Toastmasters meeting. Students drop out for many reasons holding schools responsible for teenage pregnant dropouts and the like does not measure what the school is able of teaching. Neither does holding schools accountable for the dismal scores of special needs children.
1236	The current formula that includes a variety of measures is probably as good as any we could come up with.
1237	A combination of different measures should be used. Arizona schools are diverse, and no single indicator would provide an accurate reflection of any school whose students are diverse and in a school whose needs reflect the differing needs of our many cultures and communities in the state.
1239	If teachers do not have quality curriculum that is aligned to the standards, then they will not succeed.
1240	Children need to be prepared for the real world. Schools should give them those skills. Maybe success should be measured by job placement. Testing of practical skills perhaps.
1241	It's not really fair to just allow one selection. Success of students and schools should be based on several different measurements, including standardized tests, local assessments, success rates of students in their various post graduate endeavors, graduation rates are just some.
1242	The success of students and / or schools should be based on multiple measures and criteria.
1246	Sorry but when a school stops teaching just to review the AIMS test (at time of my child's elementary schooling) so they can do better in the scores does not need to be teaching elementary school students. We the parents are sending our kids to get an education not to see if they can ALL PASS THE SAME TEST. Each kid is an individual and learns differently. Absorbs differently and learns differently. THEY ARE NOT ROBOTS that you want them to be. So teach them and to HELL WITH THE STANDARDIZED TESTING. The class tests will determine if the teacher is getting through to the kids. If low scores in the classroom then the teacher is not doing her/his job and they need to go back to school to learn how to teach in a way that could help. If the kids are unruly then send them to the principles office. If more than 2 times then call the parents or guardians and get them involved. IF there is a learning problem then send them to a teacher that would deal with special needs kids that have a learning problem. Then ALL teachings is in ENGLISH..... We the people of the USA voted that our official language is ENGLISH SO TEACH ALL CLASSES THAT WAY. ALL foreign language is not to be taught until the 5-8 grade and ONLY if the child wants it. DO NOT FORCE IT ON ALL KIDS UNLESS USA SALES ARIZONA TO A FOREIGN COUNTRY AND THEN WE WOULD HAVE TO. THIS INCLUDES COLLEGE TOO>>>>> NO one has the right to force foreign language on anyone that does not want it. INCLUDING YOU>>>>>

No matter which you are discussing - the measure of success must be of multiple measures, while also making note of variables that may affect those measures. It is ludicrous to continue measuring all schools using the same yardstick when they are not all equally funded, resourced, or supported. Standardized testing should be the smallest measure - there are TOO many variables in a testing environment - even when standardized and schools become too focused on getting the right scores
1247 and not the true goal of school - LEARNING.

We shouldn't worry so much about measurement. This puts further stress on everyone in an already demanding job. Instead worry about fostering environments where children feel loved, safe to learn and are encouraged positively. Is there an active PTO? Is there respect on the campus? How is the social well being of the school? Do students care about each other and serve each other? Are they encouraged to work together and have patience for each other? Do the teachers
1249 work hard and stay late every day? Do they love their students? If this is in place, schools succeed!

I believe that the success of the school looks different with the area, students, races, and many more variables that have nothing to do with the school and more to do with the environment. I feel that there should be pieces of several different data points that show a school's success. I also feel
1251 that the students and parents should be involved in the evaluation of the school's success.

The same specific success is not the same in upscale Scottsdale as in Maryvale. Scottsdale will obviously have more students going to college so success has a different meaning to a title I school. A weighted ratio of these attributes would give a more accurate picture. I would add which
1253 students had jobs within a year of graduation, not just college.

Surveys that record the student and parent level of satisfaction with student learning opportunities
1255 could be used to guide school focus and achievement.

1258 The relative (not absolute) progress of students.

The success of schools is how well students are prepared for the next step - elementary to middle;
1259 middle to high school; high school to college or career. Tests don't measure that.

A school that is really successful will have high attendance, low drop outs and little discipline issues as students that are interested and invested in what they are learning, will be actively engaged in their education. I am a high school dance teacher, I have seen this first hand. I have students that have told me that the only motivation for them to get up and off to school each morning is dance
1263 class. Among my students, I have little discipline issues, high attendance and low drop out rates.

A successful school is where students feel like they belong and that there is no other place they would rather be. We need to bring children into the management of the successful school so that
1266 they are listened to and feel responsible.

We have to look at the whole student, not just their test scores. Do they want to come to school?
1269 Do they feel safe at school? Do they contribute to a school's safe learning environment?

Student success should be made by the professionally trained teachers and school administrators
1270 who are working with the student(s)

This should be measured by their ability to set goals to create positive social change based on their
1272 own passions and always going above and beyond the basic requirements of an excellent GPA.

1273	Student should be able to reach certain goals, based on their needs and abilities. To do this, smaller class sizes are needed, more qualified teachers need to be put in the classroom. College isn't for everyone so encouraging students to find what they excel at would be extremely helpful when preparing them for the workforce.
1274	By showing proficiency on well defined standards in math, reading and writing.
1275	It should be left to the discretion of teachers and administrators. Yes testing needs to be done to see where you are, but CTE and SAT and ACT are there. Azmerit is a disaster created by politicians mostly and they need to get out of the classroom or take courses if they must make the decisions for teachers and administrators.
1277	Student success should be measured differently than a school/district success. If a student is meeting the district and/or state curriculum goals, then I would say they are successful. Districts and schools can be measured overall by a standardized test. This test shows a comparison of all schools, districts and states. There should be a limit to the number of tests that are given per grade level year and teachers should be able to STOP "teaching to the test".
1278	I see a lot of teachers that never attend another class of any kind. I think we need to grow as teachers and this is one way to measure a school is by the attendance of teachers and the classes they have taken.
1279	Standardized Test Scores & Measured and Documented Student Growth
1280	Many of these choices apply only to high schools. I would say not standardized tests for elementary level students, but benchmark tests as well as monthly progress tests and teacher charting and portfolios. Also, parental feedback is important
1281	All districts work together to create standardized end-of-course exams for all courses offered.
1283	See above
1288	I think that if a student graduates with the required courses, he/she should receive a diploma. A school's job is to help students matriculate through a rigorous curriculum and come out well-balanced.
1289	I think we all want our students to be good citizens, active in their school and community, respectful, responsible, caring, have good social skills, etc...How do we measure these things? I don't think it's enough to say that soft skills can't be measured--we clearly use them to identify quality employees later in life.
1291	Again, each child's success should be measured by the stake he or she personally puts into his or her education. If a child is given tools teaching him or her to think critically, given a safe free zone from shame if they do not answer what is considered the consensus response. He or she will respond to his or her personal limit, that is all you can request of the student. A child has the limitations of only having developed mentally as far as a child. We need to tailor skill sets well within reason of this. At times, we teach skill sets that are not transferable across subjects, at least in a child's eyes. Develop critical thinking curriculum honed for this, so a student can reinforce his academics from multiple subject matters, in short measure his or her critical thinking skills that can transfer across subject matter.

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1294 transfer across subject matter.

1299 The ability and desire to be a contributing member of society.

1300 Students should be able to make growth at their level.

I am concerned about using attendance and discipline rates to measure success. Schools have no control over student attendance. If discipline becomes a standard for evaluating schools, schools will no longer administer discipline and student behavior will plummet. Test scores are also not indicative of success. Take, for example, an 8th grader who enters 8th grade at a 5th grade reading level. Over the course of the year, that student makes TWO years' worth of growth thanks to the school and teacher....yet he will still be considered not proficient because he can't pass the test. Is his hard work and growth worth nothing? How discouraging for teachers and students alike. I believe in setting individual goals for students which take into consideration their home lives and experiences, goals which can be measured by whatever is appropriate for that student...for some, test scores. For others, grades or finished projects. Let's start treating kids and teachers like people

1302 instead of numbers.

1303 Standardized tests only test your ability to take standardized tests.

I think the success of students and/or schools should be measured by graduation rates, students

1304 success becoming productive members of society.

1306 Keeping portfolios to prove student growth and mastery of content.

District benchmarks which show growth on the curriculum being administered along with

1307 attendance and dropout rates for high schools.

1308	Anything but standardized tests. First, students have a high level of test anxiety so they do not perform as well as usual. Second, some students do not take standardized test seriously as they feel they are being compared to others and reduces self-esteem.
1309	College and career placement after graduation
1310	By students contributing in the world.
1314	Students success in career and college placement.
	<p>From my experience, most standardized tests are VERY poorly written. I don't think they truly measure student success; especially if the test has to be curved based on the data. BUT...testing students with a standardized test is the fastest way to collect information.</p> <p>Student's grades should accurately represent how much the student knows, and how successful they are in that course. BUT...we all know there are teachers who just "give" A's to students. Or there are teachers that are really hard on students.</p> <p>A school is successful if its students are successful in the future. That isn't the same for every school. Some schools are in neighborhoods where 90% of the students will go to college. Other schools are in neighborhoods where 90% of its students are going to enter the work force. As long</p>
1316	as we are producing positive contributors to society, we are successful!
1317	That's so difficult to say. There is a place for standardized tests, but too much is made of them.
1318	I don't think it can be ONE number or set of data. There needs to be a long-term view of Engagement after graduation (i.e. Kids with jobs, college, etc)
1319	Inspecting oftenly the learning process.
1321	If these three are in line then success is a more likely outcome for all areas.
1322	Attendance/dropout/discipline rates should be indicators of the student's engagement. However, they will remain indicators only if the school and/or community does not also receive funding to help with the underlying reasons for these issues. I am assuming that any increase in these measures will then in time positively affect graduation rates.
1323	The growth of progress that the student makes should be measured. Not all students come in working at the same levels.
1326	If students are able to think clesrly, read proficiently, calculate correctly (at least for real life applications), express themselves in writing and speaking, and are good and kind people.
1327	Success is measured by how well the school meets the needs of their students and communities. This is difficult to measure with a single indicator.
1328	All of the choices above and perception data as well from students, parents and business
1329	By the amount of children that graduate and if they are able to complete their goals.
1331	There has to be a combined effort to measure the success of the school. Graduation rates, student success, management are all important.
1333	This should be a holistic measurement based on appropriate individualized goals.
1335	Happy children making life test and easy academics
1341	<p>There shouldn't be one defining measure for school success. There are many factors that can be measured to include some listed on this question, but you cannot measure based on test scores. There are too many factors that impact test score which currently are not accounted for</p> <p>Therefore the results are not accurate as a whole.</p>
1344	<p>Student mobility needs to be better understood. In the computer age, student attendance needs to be tracked. If we have agreed on achievement measures, even with high mobility, student progress can be successfully measured. Schools could then be allocated "points" for moving a student ahead even if they attended for only part of a year. Schools should not be penalized for poor student progress if it is matched by poor student school attendance.</p>

1346	Career outcome data is more important than any other measure
1347	I am not sure how it should be measured, but the way it is now it puts so much pressure on teachers to "teach to a test" that a lot of class time is spent on this. A standardized test is probably the easiest way to measure, but not necessarily the fairest. Measuring individual improvement would be a better guide.
1349	If the State is going to set the standards then measure students on those standards. Don't make the assessments so complicated that it takes more time to teach how to take the test and spend that time teaching students the standards they must attain.
1350	It may be impossible, but one on one conferences, evaluation that includes student and staff input
1351	Standardized testing is a "necessary evil." It does not show student growth. It is simply a snapshot of where a student is at that particular time. Yet, we emphasize it to ridiculous extremes. A pre test and a post test is a much better measurement. It actually shows growth. It measures standards teachers have taught and it can still be standardized. Research shows that for students and teachers to be successful, they need to know what's being tested and how. Otherwise, you are not testing knowledge. You are testing how well a student can navigate a test and stand up under pressure. Research also shows that results should be returned within 2-3 days so teachers can analyze results and reteach where necessary. Our state tests give no opportunity like that.
1355	Multiple measures-standardized benchmarks, parent satisfaction rates, attendance and grad rates.
1356	All students do not have the same capabilities, but they all have the potential for growth. Their should be growth based measurements that challenge the students individually to reach their potential.
1357	Students/schools should be able to demonstrate learning through district assessments/projects.
1358	I think schools should be measured based on a couple of criteria of which standardized tests play a small role. graduation rates, decrease in dropout rates, good attendance and other factors should play a larger role in grading a school.
1359	Both need multiple measures because it is complex. It needs to be a continuum and supported with funding. Teachers need to be paid adequately, trained and mentored, and given some flexibility
1360	Successful integration into society.
1361	We need to see growth in students from year to year and that is where district tests and end of spouse assessments can be used. I think it is stupid to test kids in March and April on content they have not even learned yet. For schools success is growth in students and eventual graduation. How well kids do on a standardized test is so far from measuring how well they will do at a job, how well they will interact with others, and how well they will contribute to society.
1362	Whether students want to come back everyday.
1363	Low dropout figures, generous offerings of rigorous classes, college admission and success rates and career certifications and placement rates.
1365	Every student has a SAIS ID. The children would report that ID to the next school or job. That school or job would then grade the student. The accumulated grades will then determine the success of the prior school. If the student is ill prepared you can see the trends immediately. No more studies needed. The child either knows what is necessary or does not.
1366	Graduation rates, attendance, students' success,

1367	Attendance, overall student progress using grades or levels of math, reading, science knowledge, progress in all classes would give a general measure of student progress. Education is fluid. There are many variables that affect the learning of students and what the student brings to school everyday from their home life. So the school is therefore evaluated by the what goes on in the school as well as what is happening in every child's home that affects education. Do we measure the success of a dentist by how many cavities he has to fill or not fill in a years time or the doctor by the number of patients that die or go into the hospital in a year? So why is it critical to measure the success of a school?
1368	When we compare the test scores of districts in high income areas with those of low income-high ELL areas - it is analogous to comparing the morbidity rate of an oncologist with a podiatrist. We must sink the most resources into schools who face the most challenges in the students they serve. After all, schools are just a reflection of the population they serve and the issues they bring to the table.
1369	Each student is different, therefore you can't "measure" student success the same way for every student. 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	Students should be measured and compared using a state approved assessment developed and administered and reported by the local school districts. These scores should make up a significant portion of the students classroom grade therefore affecting graduation. Schools should be measured by students advancement rate (3rd to 4th grade success.... 8th to 9th grade success.... 12th grade to college and/or career placement success).
1371	See above
1372	Standardized test scores and class grades are pretty close in representing student achievement. Teachers also provide a number of weighs for students to be assessed rather than just pencil paper multiple choice tests.
1374	School district assessments and grades
1375	Standardized tests assume that all students learn the same, at the same rate, in the same manner. By using goals, students can strive for personal best and work towards building on previous knowledge. Just because a student tests well does not equate with knowledge or ability to use that knowledge.
1378	I think it is a variety of making students accountable by attending classes and their scores in schools.
1379	I teach at a Title 1 school, where 100% of students qualify for free breakfast and lunch. Many of our parents lack a middle school or high school education. We should measure school success based upon teacher use of best practices within the school day. If we were equipped with adequate instructional assistants and duty aids by which we could meaningfully employ RTI, I would readily add student growth as another measure of school success.
1382	Students should be measured on what they learn. The most powerful forms of assessment are performance based. This does not lend itself to standardized testing. If learning is to be student-centered then students must have some input and opportunity to demonstrate the extent to which they learned key instructional concepts.
1383	Success should be measured within global expectations or how else can we compare ourselves? Student not wishing to be college bound should be held to different expectations. Not everyone is college bound but that does not mean they are not successful. Those going to college should be held to national standards as this is truly a global society.
1384	A combination of graduation rates plus college admissions and nationally norm-based assessments.

1386	Continuing to jobs or higher learning
1387	There should not be one set factor for measuring success but looking very closely at where a student begins and how far they go is a better measure of success.
1389	Standardized testing is causing a decrease in the quality of instruction and learning happening in schools. If we focus more on teacher quality, the teachers can have more time to increase learning and better assess learning. Schools should be measured more by goals.
1393	Teach kids how to think, learn and do research - not how to take tests.
1394	Teachers need to have the time to create rubrics and goal-based assessments so students can show what they know in their own way. The students need time to work on solutions to these types of problems. The school's success should be dependent on what the students choose to do with their knowledge whether they choose a college, on the job training, vocational school, or other avenue of learning.
1395	Ideally, educators should look at many indicators of success (Standardized tests, class grades, goal based measures...) Practically, educators need to use Standardized test, keeping in mind that some students learn differently and the tests may not be a true indication of their learning. Schools should be assessed by multiple factors.
1396	I like Galileo's measurement of growth and achievement. You get to see both. Scores are not a true showing of achievement. Growth is what we can expect and what a teacher strives for.
1398	Adopt demanding, individualized learning plans for all students that are tied to rigorous national standards. Schools should be judged on both the execution of the plans and the ambition of the plans (no sense rewarding schools for setting a low bar and clearing it).
1401	Let the people teaching test students on the curriculum taught, not some random testing company's idea of an accurate testing measure.
1402	Teachers are encouraged to teach their students real world answers to real problems with out of the box projects and discussions, but then are not tesyed in the same way, yet teachers are still expected to to have student knowledge be off the charts. We cant expect student to show what they know if we do not ask them to show us what they know and evaluate and assess their knowledge on that.
1403	School sucess cannot be simply quantified by one indicator. Each of the options listed above are indicators, but are each subjective. It is reasonable to take multiple indicators including parent and student feedback when measurfing student success.
1412	I don't find it fair to grade a teacher if a student is far behind. I have seen kids just go through the process and go in to the next grade level only to watch them struggle even more.
1413	See comments in the other section of the two answers above. We must have a multi-faceted view of students success as described in my previous answers.
1415	Student accountability & parent support regard their students education
1416	Student mastery of standards should be measured in more ways than just test scores since many teachers feel the tests are not valid or reliable. Enforcement of penalties for absences from school should be in place. A quality of life rubric could measure how well schools are implementing programs to make sure all students succeed.
1420	I work in a very high achieving district. Our test scores cannot be compared to a neighboring district where there is more poverty and lack of parental support. It is important to me that students are measured on their own growth each year, and programs offered to support the needs/desires/interests of each population.

If you work on attendance in a non-punitive manner, that will likely address drop-out and graduation rates. If you implement restorative justice types of discipline, that will also address attendance and drop-out rates. We are a poor state - kids drop out and act out because of the many issues they are dealing with outside of school. We cannot punish children for that - we have to address those fundamental needs, and schools can and should actively participate in those 1421 efforts.

I think success of students--depending on the student--should be measured in a multitude of ways. I don't think a say all be all test is the way to measure student success. I think success can be measured by the students admission into college and success in their college classes. It could be measured by successful integration into the workforce. It may be successful entrance into a Job Corp or trade school program. For some students success may be not dropping out of high school and graduating. Each student is so different--success has to be measured in different way for different students, yet still holding high expectations for each student. Maybe exiting students should be grading the schools on how well prepared they feel they were when they graduated to go to college, work force, trade school. If the students feel they are well prepared and are able to be successful in their expectations--doesn't that show their 1422 school/teachers/staff were a success??

1424 Success of a student needs to be based on some testing, but not decided on a test score.

1426 Standardized test is not a good predictor of school success because there are too many variables.

Students should be assessed using district tests that are tailored to specific course content. Under no circumstances should a course be tailored to a test. Teachers should not be forced to teach to a test. Testing should be forced to assess course content. Designing the test should be the last step 1427 in planning a course, not the first step as it so often is.

Schools success should be measured by the GROWTH of each student! Beginning of the year ability to ability at the end of the year. Kids learn at their own rates, however teachers know they've done 1428 their job based on the growth observed and tested during the year

Attendance is very very important, however if kids are prepared to pass and go to the next level of 1429 education

A combination of measures. Standardized tests have their place. We cannot improve what we cannot measure. That said, standardized tests cannot be placed so high in the hierarchy that we teach children that their goal in life is to obey and comply with maximum efficiency, nor should teachers and schools be judged by tests that are invariant under instruction (that is, student scores are not even correlated with superior instruction). Similarly, college admissions and success might be an important criteria for some students, while career training is for others. Students need access to appropriate programs while also receiving a baseline education that supports their adult lives as 1430 both workers and citizens.

I believe in standardized testing, but would prefer to assess more than one time per year to 1431 measure learning and mastery.

Student success should be measured by class grades and goal based measures, especially if schools are integrating project based learning in their curriculum. School success should be evaluated by attendance rates, low discipline issues, and graduation rates. 1433 We know keeping students in school is critical to their becoming contributing community members.

I think we should prepare students for immediate work placement and college entry simultaneously. Students should be able to pick job skills they would like, and focus on college readiness. Teachers are ready and able to teach to all levels and prepare students for work and college because they go hand in hand. I feel students need job skills to be able to work through college, pay student debt, and have career skills needed for after the college degree.

Additionally, did you know that there are no longer actual typing classes in high school? With the CTE requirements in place and the compression of curriculum into "identifiable program areas", there is no longer a way to have a true typing class in any career program, anywhere. I've asked about this on behalf of parents and teachers. The answer is always the same: students should already know how to type before high school, they need to learn on their own, the state won't pay for single skill classes anymore, if it's not a funded class, we can't offer it... and still, students can't type. They can hunt and peck, but many people feel that typing is vital to any career and college readiness. I think every high school should offer typing before any CTE course program. I've seen students get MOUS office certified, pass the CTE tests, but still can't sit and type. It's painful to watch and does the students NO good. Employers want office staff ready to hire, and college students MUST type well to survive.

1437

Students need to be able to take the information they are presented synthesize and analyze it and think critically in order to create their own path. A successful school will produce students ready to meet the challenge of post secondary life whether that means college, trade school, entering the work force, travel or community service.

1438

1439 Attendance and graduation rates.

If we teach a love of learning that last a lifetime, then we will inevitably create students who will hopefully desire to further their education through colleges, universities and vocational programs.

1440

I am not able to answer this question. To measure school success is hard because every school is different according to the area in which each school resides. Another factor is what we think success really means. There is a wide range of successes in life. I am really not sure how we can measure success based as a whole. To me success is based on the individual.

1441

Attendance shows the students WANT to go to school. Standardized tests do not measure the ability to think deeply or creatively in any field so their use encourages a narrowed curriculum, outdated methods of instruction, and harmful practices such as grade retention and tracking, however, requiring all students to take the ACT, ASVAB and SAT exams could fulfill the need for such tests. Graduation rates must be a minimum of 90%, college admissions must be required; the student would not be to attend, just realize they are capable of doing so. Getting an admission letter could be required for graduation. Career certifications and placements would be helpful. Students have a career path immediately after graduation and a fall back should college not be what they thought it would be. This should also be a requirement; graduates need to know how to do something before they graduate. Auto shop, coding, cosmetology, culinary, massage therapy, nursing assistant, physical trainer and many more can be utilized.

1444

Going to school with a diverse group of people (ethnic, culture, race, socio-economic status) and hearing these diverse voices is a critical component of preparing our children to work within our society and learn how to collaborate with each other. Schools need to have a certain requirement for showing an effort to recruit and retain a diverse student body and teaching force. How well diverse groups of students perform on various tests needs to be part of the assessment plan and expectations that everyone can learn.

1450

1451	Each student is an individual and should be held accountable to their personal best - every day. But, no one should be held accountable to some standardized measure that ignores the individual. Student growth should be a combination of goals that move the student to adopted state standards and a portfolio that demonstrates student growth throughout a school year. Schools should be measured by education and experience of their teachers, growth of their students (as indicated in the above description) and community feedback.
1454	Showing how a failing student starts to raise their grades and graduates. Showing grades of a "B" or higher.
1455	Standardized testing has been the down fall of education. Graduation rates should measure schools and districts. Students should be measured by school or district created tests.
1458	well, much like our students, it should be a blend of success metrics. standardized testing is a useful tool, but should be dumped as a metric for school success (unless we mine the data a lot deeper, schools that have a preponderance of challenged and poor students just can't be compared with the same metric as those with a lot of children without those challenges), and, additionally, college success is a great metric for certain schools, while career certifications is good for other schools - no one size fits all will ever work
1460	Do away with the "business" of standardized testing. It would save a lot of money in the long run. School success should be measured by graduation rates combined with the rigor of the courses offered.
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. Using attendance, drop out, standardized testing, college admissions, career certifications are all invalid, as there are too many extraneous factors that are not directly related to the teachers or school. Student's academic achievement is most highly correlated with social-economic status and opportunities/parent education. If schools focus more on providing buffers to this, such as social-emotional learning and prevention programs, parent trainings, etc. I believe we would see more success, regardless of socio-economic status of that school's population. All would SES levels would benefit, and this would also help address one of the major concerns we have in our schools today - providing a SAFE education. Focus on prevention!
1463	Students that have shown they understand concepts by means of assessments that are not based on rote, fact memorization. The inch deep, mile wide system has got to go.
1464	Teachers create achievable goals for students and measure their progress frequently
1466	I am more concerned about how students live their lives after graduation than what they do with their lives. Enough measuring success based on economic growth. Why can't success be defined as being a good parent, husband/wife, friend, neighbor, employee/ employer?
1469	Students should be measured on something more objective than grades. Schools shouldn't be penalized for sending more kids successfully into the workforce vs. to college.
1471	Test scores are only one measure. Your question did not allow for more than one choice.
1474	Standardized tests measure nothing but a student's ability to take a test! Getting a student through school and graduating with a degree is much more meaningful!
1476	Students should describe their own learning from their school. The DOE can read and publish school portfolios. Administrators can collect personal anecdotes from school community and present a report to the state.
1477	Growth of students who perform below the mean

1478	It should not be measured by standardized tests. They don't show student growth or what students are truly capable of. The new online format is confusing to students, especially when they don't know how to type. Classroom time now has to be spent teaching them how to type so they can do a decent job on the writing test, which is way above their developmental level.
1479	We should focus on graduates becoming contributing members of society. College is only one avenue and certificate programs or direct employment are often the better choice for graduates. Are students completing college, completing certificate programs and finding employment? Are students entering directly into the job market?
1482	High graduation rates. Happy students after school. Students far more knowledgeable than when they started
1484	School based assessments that directly take into consideration the learning styles and diverse populations of students. Standardized assessments should only be a small measure of how our students are learning, growth data, and teacher assessments.
1488	Attendance is an important part of being successful. As is graduation rates. Students should want to come to school, even if they have issues and/or disorders. If a student attends class (and the teacher should be able to have students engaged) he/she will learn.
1489	This should be a combination of criteria, scores, college admission, career certifications, should be used to measure a schools success. In my day, if a student did not pass a test, there was no moving forward. There are far too many loopholes and exceptions that allow students to keep advancing or graduating. Students know that they will not be held accountable for having to meet certain standards before being able to advance, so they are not accountable for their learning. If a school has a academically strong student population, the school will be successful. Take BASIS school, they have very specific requirements of their students. If a student does not meet the expected GPA during the course of the school year, students must stay after school to work on the areas they are struggling with. They use GPA and testing hand-in hand. If a student is struggling, then their GPA is probably not in the expected range, and as a result that student will not perform well on assessments; this can be at the class level or at the state level. High stakes testing will always be a debate until a new and improved method is created. However high stakes testing that is based on the curriculum that is being taught and is a cumulative measure of an academic school year is a valuable tool for students and teachers and parents. Many parents don't care for the "high stakes" testing, but scores are one thing that many parents seek when looking at a school for their child.
1490	Graduation rates and post secondary outcomes along with parent satisfaction.
1491	Multiple measures which would include academic scores on standardized tests, student surveys, college/career placement
1496	I feel like our current grading system doesn't always give accurate information about student effort and natural ability
1498	I think Arizona is undermining the public school system and wants to see it fail so that schools can be privatized. So called Charter Schools providing Choice is a sham.
1502	If you measure a school by where their students move on to, that's measuring success.
1503	as above
1504	Success needs to be measured by one test at the state level. Each district is allowed to create their own quarterly assessments based on the standards they are teaching each quarter. If we allow districts to be ranked by district test, how accurate will the results be? How secure will the assessments be?

Measurement of success should be realistic. The things that our success is based on are not important to students, and honestly to me either. I'm successful when my students are, and for most of them that means they went from a 30% to a 50%. They over came their fear of something and mastered a skill. They went from being absent every Monday to being absent every other
1506 Monday.

The success of a student and their school should be measured on a variety of indicators. ESSA allows for a dashboard of indicators to measure success and we should take that opportunity. For instance, if we were to simply base success off of standardized test scores, then we're only taking a snapshot of what happens in our schools. That would be like basing the success of a company by
1507 looking at their financial status one day of the year.

All students learn differently and express their knowledge differently, standardized test do not
1508 allow us to see their thinking.

Obviously, there is no single measure of success for schools. However, standardized test scores are a poor measure for either students or schools. We have improved test scores (AIMS) for several years yet remain at the bottom in terms of achievement nationally. One might conclude that state to state comparisons are not valid due to different tests and standards, however Arizona had the
1509 opportunity to help rectify that with Common Core and decided to turn away from it.

It is unrealistic to have a base score that students need to have at a certain grade. If a student needs a 500 on a test, and say the first time they are tested they get a 230 and the next time they get a 389 that should be celebrated. To think that a non-English speaking student, Special Education student, or chronically absent student is going to score the same as someone who studies or has parental support is ridiculous. Also, in real life, not everyone is going to be a chemical engineer, and the person who can change my oil is way more valuable to me than the woman who
1511 flies to the moon.

As we all know in education, not all students perform the same in the classroom. Therefore, they should not be expected to perform the same on state testing. Giving students time to show mastery of concepts should be a school's ultimate goal. Showing that success through portfolios of
1515 student work, as an example, should be one way of measuring student performance.

1517 Standardized test scores are important, but what they are testing the kids on is ridiculous.

The individual grading system has worked forever. Why reinvent the wheel. ABCDF....tell me why that doesn't work. We want our kids to be individuals. This is the way to do it. I think P.E. class has to be reinstated as well. Most schools have turned into jungles without discipline. Authority to discipline kids has been taken from teachers who have to try and teach while babysitting. We pulled two of our kids out of high school (freshman and sophomore) because they were threatened and my daughter was beaten up in a bathroom by a group of girls. WAY too many kids for the number of adults to oversee them. We had them get their GED then they attended junior college and both
1520 now have outstanding jobs.

Again a hybrid approach would be best looking at all the metrics above. The goal of public education should be to create educated productive citizens and no single metric can determine if
1524 you succeeded.

The success of students should be measured by class performance. Not all students are good test takers, and standardized tests do not always indicate what that student has achieved. The success of a school should be measured by class performance of their graduates, how many go on to
1526 college, vocational schools, and into the work force.

Student success should not be measured by how many times they are allowed to re-do an assignment or test. The underpaid and overworked teacher now has more work to do and cannot get through all the material needed to ensure student success. Students do not learn anything from this except that they can be lazy. If a child/class is really struggling the teacher should have tutoring, or re cover the material with them. Everyone wants students to succeed, but it is how people are going about it that is a disservice to the students. Education is starting to become difficult for the teachers to teach what they need due to parents telling them what they can and can't do when it comes to not being 'allowed to fail a student.' I do feel that everyone wants an 'A' and that is too much of the focus lately, not if and what the students are learning.

As an educator, I do not like standardized tests; however, they are the easiest way to ensure all teachers, schools, and districts are on the same page with teaching the standards they are expected to. There are always flaws with these tests. Some of the flaws are: multiple choice allows students to guess and maybe they will get the right answer, special education or ELL students in particular may not be able to pass the tests due to barriers but are still expected to take the grade level test, as teachers we are strongly encouraged to have the students produce meaningful work which multiple choice tests do not allow for, sometimes the test question is not actually testing the standard it is saying it is testing, and the students need to be able to show their writing skills. How do we eliminate these flaws and still have a standardized test that all students will be held

1527 accountable on passing?

College admissions is nationwide, so this measurement is inclusive of standardized test scores. I believe this form of measurement is above and beyond standardized test scores, which is also

1528 above and beyond district tests.

Measures of success need to also be diverse without placing more weight on one measure over another (such as standardize test scores). The success of students should look at the whole child.

1532 The success of schools should also look at the whole school.

1533 The teacher should be the expert in his/her students' success.

While I do think standardized tests are an important measure of success, I think that success should be measured by the gains made by individual students instead of by reaching a predetermined "pass" score. If a student who was performing below grade level makes a full year, or more, of progress that should be a success even if the student still is not performing at grade level. Schools should be held accountable for encouraging students to be life-long learners -- instilling the habits of attendance and behavior needed to be successful learners. Schools should also be accountable for communicating with parents and incorporating technology and real-world learning into the

1537 curriculum.

Not every student learns the same way, on the same day or in the same environment. This is about CHILDREN, NOT money. Students should be assessed by classroom success. Not some standardized test created by someone that has no interest in making sure students have a feeling of being

1538 successful.

Measuring schools based on any or all of the above-mentioned criteria is just as detrimental as measuring a student's achievement using a single, standardized test. Arizona has such a diverse population, especially moving outside of Maricopa County, that using data points such as college admission rates, attendance rates and/or standardized test scores would require setting different benchmarks relevant to individual schools or districts. For example, stating that a school should have x% graduation rate would be OK for BASIS Schools or most of the big district high schools in Maricopa County. However, for small, alternative charter high schools or small, rural districts in Yavapai, Coconino or Mohave Counties, achieving x% graduation rate could be nearly impossible given the transient nature of the population or other factors not controlled by the school. It is very challenging to find teachers for schools in these areas as it is. Adding a nearly impossible benchmark of attendance/dropout rate, graduation rate, college admission rate and/or standardized test
1539 scores, would deter even more teachers from applying to these schools.

Schools should be measured by the number of students who have a successful next step, whatever
1540 that means to them.

Really, any measure for schools, if the measures for students is based on showing improvement/gains in effort, participation, engagement and demonstration of learning then there would be better attendance/dropout/discipline rates & good college admissions/success rates
1541 & Career certifications/placement rates

Students and teachers are so much more than a test score. Right now we judge a student on one type of test. Yet we know that all students learn differently and should be tested differently. Students should be measured on growth on any test. It shouldn't just be passing a test. It should be making growth over the year. Students with learning disabilities are not going to make huge growth
1542 and yet they get punished for it.

A hybrid of state and national standards should be measured as well as the practical attainment of student personal growth through involvement in the local community, including participation with
1544 and through business and industry.

1545 Standardized test are no longer the answer to measure human beings

If the curriculum is exciting and engaging students and reaching them then the attendance and
1548 goals that they reach should be a measure of success.

BUSY WORK AND TESTS ARE NOT ACCURATE IN DETERMINING LEARNING. Homework stresses students so that they become so frustrated that they don't soak up material, test very often do the same. Learning should be measured through student presentations, group activities, and practical
1549 curriculum applications.

I think it should be measured by how successful students are in their careers and after college. Educational success should be measured by students' ability to apply it to a successful future. Standardized tests do NOT reflect student success in any way. These tests measure strong test-
1553 taking abilities only.

Research has provided information on multiple indicators that are linked to college and career readiness. If we truly believe our schools should prepare students for the challenges and
1554 opportunities they will face in the life, then we should use the measures that are tied to CCR.

We can not judge schools on one test or measure. There needs to be multiple measures such as
1556 growth on benchmark tests, class projects, grades, and more.

Holistically, long term approach that considers the levels of students coming into a school. A school with students entering below grade level should have a different bar to show growth than a school
1557 with students coming in above grade level.

1560	Students should create portfolios of their work and all coursework should be assessed using a standards-based grading system in which students reflect on and present their progress at the end of each course.
1561	The current systems scores schools in low socio-economic areas have all odds against them in the current system. Although, these schools often support students in making more significant gains than the higher economic areas these gains are not recognized if the students are still below benchmarks. The higher economic areas may not have had significant growth, yet they show that they are doing well because students come to school more prepared. If there was a student growth grading system, there would be more equity in the grading system. Students who do not go to preschool, do not speak English, and experience the traumas involved with being in poverty come into kinder failing and we are always working to get them caught up to their higher socio-economic peers, we need a system that shows these schools are working hard, the students just started in a different place than their peers.
1563	Return to one standardized test every few years, as when we used to do the IOWAs. Test only skills like reading, writing, and mathematics. Look at classroom grades, college admissions and success rates and career certifications and placement rates.
1566	Over the last two decades, the stress of testing has become worse for students and teachers. There needs to be a balance between the student passing the class because they mastered the information, and standardized test scores. We had those test in the 80's & 90's and NEVER stressed about them. There is too much pressure on testing. If students can't pass the content on the standardized tests, how did they ever pass the class?
1567	They students should be leaving the school in a position to obtain employment or further education in the field of their choosing.
1568	Students and schools should be measured as a whole and engagement, expression, and attitudes should be included in the accountability system.
1569	Student success should be measured in multiple ways including district and national testing as well as level of engagement and ability to accomplish real-world tasks. Attendance and behavior should also be considered.
1571	I believe success can be measured in all of the ways listed above.
1572	By attendance and graduation rates with complete parental buy in and support.
1573	see 3b
1576	A Goal-Based Culture with high expectations, implemented through Positive, Professional Learning Communities, prevent teachers and students from working in isolation, challenging and rewarding everyone to strive forward progressively.
1577	A combination of attendance and standardized test scores should be used. College admissions, career certifications, and placement rates don't make sense when referring to elementary school.
1580	If I think that student success should be measured by the District Tests, then it stands to reason that schools should be measured in the same manner.

If a school is offering an environment that is highly engaging, intellectually stimulating, and values all people, students will want to be there. If a child feels valued, has success demonstrating what they know, engages with others, they will be at school (attendance), they will not drop out and will not cause discipline issues.

Likewise, when a student comes to school with emotional trauma and mental health issues, if not addressed by the school, the child cannot settle to learn. Schools offering quality mental health programming in conjunction to creating engaging environments, should be considered a high quality school. I personally have experienced with my own children a high school rating does not equate to a high quality school-the community going to the school creates the rating, not the teachers necessarily.

Student success should be measured by student improvement from pre to post within the same school year. There should also be a collection of data throughout the year, showing mastery and growth. Schools can use this same approach by using student growth toward mastery goals within the same school year.

Individual student(s) success based on their goals.

With increased focus on teacher accountability that moves away from standardized tests, graduation rates would be more plausible as a measure for success.

I think that the attempt to measure success the way it is currently done is misleading and tends to favor higher income areas. It is an effort to try to boost their scores and ratings, lower income schools take extras away from their students and focus only on ELA and math and therefore these kids are short changed and do not get the opportunities their wealthier peers receive.

Each child enters at his/her level. If this child has shown growth from his/her level at the beginning of the year, that is a significant fact. Some of our special education children must feel diminished because they also scored "FFB" on state tests, yet many showed personal growth for the school year. Same for ELL students. I would not want to be compared to an Olympic athlete! It would be disheartening.

Test scores only show how a student performed on one test on a specific date. We need to incorporate other things into success - the growth a child made across the board in all areas, not just academics. Rubrics instead of letter or percentage grades would tell us a lot more about a student's growth.

The true measure of success cannot be measured until the students are well beyond school years. Success is found in the end result and how students are as adults.

Schools should be held accountable to multiple measures that are indicative of the population they serve. For example, graduation rates should be a measure for all students, regardless of cohort and standardized test scores should not be the most important measure.

Student success should be measured by their teachers using common standards but not via standardized tests. School success should be measured by peer evaluation boards.

I believe that children should be able to show their knowledge of objectives, but one test will not do that. I believe that a mixture of measures is a better way to show what our students know.

The best measurement is assessments through State testing. Districts, schools, teachers and students will be held accountable through assessing student knowledge at each level.

1600	This is the hardest question to answer, because I do not believe we can only use one indicator as to the success of a school. Test Scores are most definitely NOT the only way a school should be judged. Attendance, test scores, percentage of students that require intervention classes, student growth from previous year, graduation rate, percentage of students involved in extra curricular activities, happiness of parents, community, students, and teachers should all be also taken into consideration.
1606	achievements made both on and off campus (inventors, etc.), growth on reading tests like DRA or the DIBELS Kids and schools are more than a number (social econ class, ethnicity, family dynamics, etc.)
1607	you want kids to desire to complete school to move forward in life and get the future they desire all schools should be GREAT schools---like it is in other states and countries
1608	You need to recognize all milestones (kindergarten promotion, middle school promotion, high school graduation, and college graduations). When you do then stop, it changes school culture and community.
1609	Student success should be measured on a number of goals set by the teachers and administration. Class grades, ACT test scores, discipline, and attendance should all be a part of those goals. Each goal should be weighted according to the achievement value. Schools should be measured by a combination of attendance, dropout rate, discipline rate, graduation rate, and survey scores from parents, teachers, students, and the taxpaying community.
1610	The motivation, goals, and life trajectories of the thousands of individuals filtering through the same school over any span of time is so variegated that no singular measure can encompass "success" for a meaningful majority of them. Only the students themselves, and the families that support and witness their education, can judge the degree to which the school has positively impacted their lives and furthered their progress towards their own unique goals.
1612	There are so many variables, and many of these should be combined to find the right answer. I know many like to bash standardized testing, but u think it's an important measure that gives a lot of data. It shouldn't be the only measure, but it should be included. It speaks volumes about performance.
1613	standardized tests provide a good measure for comparison between schools
1615	The class grade gives the best indication of what the student has learned in that class; but a standardized test gives the best indication of what the student has learned against the state's standards. Both are needed. The former are needed for local and institutional decisions; the latter are needed for university decisions and to compare the relative academic abilities of Arizona schools to those of other states. Schools themselves should be measured on a broad scale of graduation rates, dropout rates, college admission, and standardized tests results. Standardized tests by themselves have too much uncertainty in the measurement to be the sole measure of a school.
1617	Increased achievement for each student for the entire year.
1619	Students should have yearly goals based on where they are at when they enter a new grade each year. The academic goals should be revisited each quarter to assess successes and areas that need improving. The end of the year will see if the quarterly benchmarks ultimately assisted the student meet his or her yearly benchmark goals.

1620	Students should have yearly goals based on where they are at when they enter a new grade each year. The academic goals should be revisited each quarter to assess successes and areas that need improving. The end of the year will see if the quarterly benchmarks ultimately assisted the student meet his or her yearly benchmark goals.
1622	I think schools should be measured by their students' scores because I hear from teachers a push to inflate students' grades in order for many students to receive credit and graduate high school. I think there needs to be a collective effort to fight against grade promotion. At the same time I think there needs to be more protections for teachers for failing a large number of students who are not meeting the required level of education, and
1624	If a student shows growth from one performance level to the next, that is success, it may not be mastery, but it proves that he/she is growing. Teachers not only have to teach academics but all to often they must meet the social/emotional needs of each student before real learning can take place....if you ask me teachers should be given extra funds for acting as: counselor, nurse, and parent in the classroom, they wear many hats and have so much to do, not just teach academics!!!!
1625	Ideally, measure student success based on a variety/compilation of measures--class grades, portfolios or a body of work that shows change over time, attendance, effort. Schools could show the same--improvement in grades over time, by demographic and by grade; attendance and dropout rates; graduation and college admissions AND career placements--this isn't either/or, it's both/and.
1626	Standardized tests are not the answer. Not everyone learns at the same pace and level. There is no one size fits all test to measure the success of a student.
1627	There should be multiple measures used, including class grades and test scores because this will give a more thorough picture of student learning on an on-going basis. A one-time test score can be affected by so many outside influences while the year long class grades give a better picture of how the student is truly learning.
1628	Achievement of success goals could used to measure learning and evidence of that success, thus promoting student pride, and a better love of learning.
1629	Student growth and achievement allows for recognition of progress by those students who are below grade level while still holding schools accountable for moving those students who are at or above grade level.
1631	There are many definitions of success. However, the current system of letter grades perpetuates a distorted concept of success. When trying to measure human potential and assigning it a concrete value we tend to do ourselves a disservice not looking at all of the possible variables that make a school "successful."
1632	There should be a variety of measurement tools. Students who have reached their goals is one. College admission is another. Trade school and alternative program admission is another measurement.
1634	A combination of graduation rates, college admission, career certificates, and placement rates. I am not sure I trust AZ-Merit testing. It is too new and unknown, and I can't imagine that many students are low in performance. I think we should rely on SAT and ACT scores, graduate rate, Careers, and technical school outcomes. We should also look at GPA's.
1637	By each student showing personal growth. Tests are so unfair these days and they don't test intelligence.

1639	Not all students perform well on tests, and tests are not always a true measure of learning a subject. A successful school, to me, is one that the majority of students attain graduation and possibly some college credits besides. For students not interested in attending college, a successful high school should have trade programs in place so that students can become certified and employable upon graduation.
1640	Schools cannot just be measured on one item-the above choice is unacceptable. Schools need to be measured on K-16 achievement and on how they treat students.
1641	While student and school success could still be measured using standardized test scores, both need to include more emphasis on improvement over time for each specific student.
1643	Student success depends upon attendance and how they perform in the classroom. Not every student is a great test taker and not all tests are fair.
1644	The questions that allow for only one answer does not suffice. Attendance is key and should be maintained. We have kids that are gone the majority of the year and teacher's are asked "what can he or she do to pass"? They should not unless they have a 504 or medical situation (illness). Stick to the policy - if it is 14 days then ticket the parents or probation to exit. Stop coddling for money. We are hurting the kids. Tough love has shown, in my experience with kids, they actually would prefer to be with their peers, in school, learning and succeeding than allowed to fail by allowing poor attendance. Graduation rates and college admissions are a direct connection to attendance. Parents call kids out more than kids are truant. It is epidemic. What happened to consequences? We had to provide doctor's notes.
1645	Student success should not be measured by a 3 day test. Standardized testing is stressful and some students do not care to do their best.
1647	A lot of the ways that schools are tested put smaller or alternative schools at a disadvantage. These schools usually get a significant number of already failing students and have to get them to state standard level. it also puts students in poor areas at a disadvantage because they have to prioritize between getting a job or helping the family survive and their education.
1648	I believe testing is important and should be considered in measuring the success of schools and students, but success cannot be measured alone by these test. They need to have less emphasis put on them. Most students who are taught to read, persevere, be a part of a team, and how to attack problems will be successful on these tests.
1649	Students success should be assessed based on individually identified goals while school success should be assessed based on whether students are given the tools to lead successful competent lives post school. The definition of a competent life is tricky and may have to be individually defined.
1650	Students' scores on standardized tests. Some districts require benchmark testing but do not hold the students accountable. Therefore, the results of useless. The state is requiring students to take the AzMerit test with no accountability. Far too many students do not make an effort because there is no accountability. Again, the results of useless. The state/districts/teachers are just spinning their wheels.
1651	Beginning and end of year growth on tests AND end of the year tests compared to other schools on a curve so they know where they fall on the curve.... BUT acknowledge that it IS a curve and that someschool will be the lowest and some school will be the highest and we don't penalize schools or teachers for that... We review, support, change, based on data. Tests should be administered in a computer setting or cafeteria type setting with at least two adults present as proctors to ensure

1654	<p>We should all be in a college preparatory model. We are training ALL children to go to college. If some decide to take a vocational track, that is their decision, but they should all be college READY.</p> <p>We should look at a wide variety of skills rather than standardized test performance.</p>
1657	<p>One measure is not an accurate indicator of a school's overall success; the measure should include most of those measures. Standardized test scores should be part of the overall grade, but so should student success and graduation rate.</p>
1659	<p>Students have various strengths and tests are only a measure of a very limited range of knowledge. It doesn't tell you what that student has overcome or how much progress they've made in other areas like teamwork or even content knowledge, really. Teachers know their students and what they need and how hard to push them. The goals that should be set for students and schools should come from the bottom, not the top. We can't be told to differentiate instruction and then standardize the test.</p>
1663	<p>We should use a measure that is already financially feasible and nationally normed as a predictor of future success in college and career readiness. JUST ONE TEST with realistic turn around of scores. Waiting until TWO weeks before graduation or entry into the next grade is way TOO LATE for remediation or relief.</p>
1664	<p>Success needs to be measured in a way that is relevant to students. They need to be invested investing and achieving the goals of showing their progress.</p>
1665	<p>I have not had a single student cuss at me in my current posting at a charter school. It would be worthy of a referral at this school, where previous schools would need to take into account similar vocabulary used by parents while yelling at children. So discipline rates are easily skewed by population.</p> <p>As an elementary teacher in a constantly changing, low income, neighborhood - I rarely see students long enough to see them graduate or be admitted to college.</p> <p>All students can grow.</p>
1666	<p>Students should be measured by growth using an assessment that is transparent and created with meaningful input by teachers. We should not be using a cognitive abilities test to measure achievement.</p> <p>Students should be assessed at the beginning of the school year using a valid achievement test along with an assessment to measure cognitive abilities to gain understanding of a students' actual ability.</p> <p>In May, the same achievement test should be given and growth measured. Data from the cognitive ability test should then be used to look at ability vs. achievement.</p>
1671	<p>Standardized tests are meaningless. Success should be measured by how well students can put their education to use in the real world. How well are they helping their communities succeed? How well are they doing in college - not how many are accepted. Reading and doing math at or above grade level must be given. Students should demonstrate an excitement for learning and an understanding of how people, communities and businesses need to operate on this finite planet for people to thrive.</p>
1673	<p>Standardized tests keep everyone on an even playing field. If we only use one measure, it makes it very easy to manipulate the data at the expense of our kids. When we all have the same tool to measure student learning, it keeps everyone accountable.</p>
1674	<p>1) College opportunities realized followed closely by 2) Career certifications and placements</p>

A metric that combines performance on tests, teacher satisfaction, graduation rates, and
1677 certifications.

I think the students should be assessed with standardized tests, students and teachers need to know where they stand in regards to the school, community, and country. However, I think it should be taken into consideration the community and environment of the school and neighborhood. Teaching in an at risk community, we cannot ignore that these kids are under a lot of stress and this leaks into their academic success. There should be other factors considered when
1678 it comes to setting goals for the students of these schools, like growth, and attendance.

Students need to be highly functioning socially and competent in academic learning. High stakes
1679 testing doesn't support this goal.

Personal goal attainment and effort toward the goals. What are the action steps they will take
1683 toward achieving their goals and how are the adults supporting and mentoring young people.

Student success should be measured on a combination of grades and standardized test scores. Schools should be assessed on a combination of test scores, attendance and graduation rates. Factors such as special education students and second language learners need to be taken into
1684 consideration as well.

Without a common assessment and common standards across the nation, we have nothing to compare ourselves to. Multiple choice questions are not the best form of questions, however I have seen an increase in the rigor of the questioning since I have been teaching in Arizona. We need to
1687 retain measurements that are able to be tracked and compared.

standardized tests do not show the true ability of all students. The computer testing is a HUGE learning curve and limited/jeopardized many students real scores. Who says they are even truly aligned to the curriculum teachers are giving? Teachers need more help in getting students ready for the computer testing (more programs that are similar to that type of scenario but also
1688 engaging).

If students are well engaged in their subjects, allowed to reach goals set in the manner that not only shows rigor in the subject area, but the ability to be innovative in how they present what they've
1689 learned. Based on real life scenarios rather than theoretic academia.

Students need to be measured as they perform. One test during a school year does not determine the student's nor the teacher's success in the classroom. Measured by teacher based assessments,
1690 followed by a test given at the beginning of the year and a test given at the end of the year.

I think each student in every school should be able to speak articulately, present a project/idea/portfolio to others, explain their approach/work/strategy, and brainstorm applicability to real world situations.
1691 Standardized tests are my least favorite measure of success.

Each student, each school lives in a context-- socially, economically, and academically. Standardized tests fail to capture context, but we need some way to measure success and raise the bar for those contexts that would have kids achieving below a necessary baseline. Clearly, for some kids/schools, getting to baseline will require building capacity-- more input, and more resources than will other
1693 kids/schools. To my mind, that makes goal-based measures more sensible.

Student success should be based on a student's ability to master basic skills to either enter college
1696 or the work force. Growth should be demonstrated through portfolios.

1701	We need to look more at the whole picture - focusing not only at quantitative data from standardized assessments, but also at the qualitative data that can be received from project based learning and inquiry opportunities. Students should be able to choose a specific track, based on their strengths and focus on what they will need in the future.
1702	Keeping students interested in finishing the goal of education will lead to their motivation in college, or careers in the future.
1704	Successful students get in to college. The performance on a 3rd grade AZ merit test DOESN'T MATTER.
1706	There should be many measurements because success can take many forms. For example the autistic student who learns to communicate well enough to find employment at Walmart is as successful as the student who helps search for cures or the artist whose work brings peace or pleasure to others. The fact that I am permitted to select only one item in questions 3a and 3b disturbs me.
1708	Schools should be measured by the percentage of students engaged enough to graduate
1710	The effectiveness of the process and products (achievements) in the actual learning environments should be monitored and measured continuously/periodically, checking against benchmarks and larger goals.
1711	The success of students' and schools' should be measured by their efforts, not their abilities. While attendance may not be the best metric, it is better than testing.
1712	School success should be measured by a combination of college admissions (and success rates) and job placement data (to measure how prepared students are to immediately join the workforce).
1713	I think standardized tests need to be reformed and need to utilize qualitative assessments of school opportunities, teacher quality, and other qualities of a school that would not be reflected in standardized tests only answered by students. Qualitative evaluations should be standardized using coding methods for example. It may be time/energy intensive, but qualified contractors or consultants could accomplish this and provide better and higher quality insight into a school's success overall
1714	This is a difficult thing to measure in Arizona. We have many students who are ELL and we have a large refugee population.
1715	A percentage should be from standardized tests, but also from course work throughout the year.
1716	Success of students and schools should be measured by how much knowledge is gained over the course of the year. This should not be measured as "grade level," but as different skills and their mastery.
1720	When students leave the institution or move on to the next grade level and are successful, we have a way of measuring the effectiveness of the school's curriculum implementation.
1722	See above
1723	A students rate of success should be measured by their average grade of all classes, mixed with their completion of goal oriented projects and positive/negative leadership on campus. It is the job of the teacher or adviser to see the progression of a student in these areas. It is the job of the state to fund/pay teachers the appropriate wage to allow such work to thrive and not become cumbersome.
1724	I believe that relationships with students, parents, teachers, and administration can help bring success to a school.
1725	Many students are not effective at paper/pencil tests and "freeze" in testing situations. A well-rounded look at their grades, classes, homework, and in school tests should be included.

Every student is unique and a multitude of factors determine how they begin their year. A student who consistently fails to meet state standards, yet grows each year at a given school, deserves some credit- as does the school. A student who comes to a school with all the knowledge and abilities they are supposed to learn that year still should have growth goals of their own.

Basing school/student success on tests that are a one-shot deal is laughable. The complexities of the individual student can never truly allow a good measurement of success, certainly not for schools or teachers. Success should be measured through growth of the individual and through a larger assortment of measurements, even if it needs to include standardized testing, drop-out rates, etc. Some things are beyond the control of teachers, administrators, and schools.

While I believe testing must be used to measure success, I also think other factors should be considered and that we need to have less testing.

Unfortunately, every thing you have listed creates an environment of pressure that leads to less than altruistic behaviors. Worse still is that even the best intended activities (test prep) are more damaging to students than the manipulation of data. Bottom line is that no school is the same; no student population is the same; no parent population is the same. Schools need to be able to do what is necessary for their clientele and parent population. They need to be responsive in the same way a state education department needs to work with a segment of the national population that the breadth of the federal government's education department cannot address (nor does it understand). And they need to be held accountable in that sense.

Schools that are safe and supportive for all learners have higher attendance rates and lower drop-out/discipline rates. These factors correlate with higher academic achievement.

It should include basic data re: attendance/dropout/discipline rates but also the information from district tests that reflect the chosen curricula to show individual progress of students and success of teachers in teaching required materials.

Emphasizing individual school growth in test scores and/or progress towards goals

I think standardized test scores are not a quality measure of student performance because they can be affected by so many outside variables. What is most essential is that schools are producing functional members of society. This is what they should be evaluated on.

Most of the items on the list are important but we should caution that a student is a failure if he doesn't fit into the box of certain grades, completing college in 4 years, getting a certificate in a certain time frame etc. Life happens to people...changing majors, finding a new passion in learning is what college should also be about, finances change, working full time vs part time impacts the number of courses a student can take. It's foolish to think there is one path to success measured with a timeline. I know plenty of kids who came to college with enough AP classes to be mid level sophomores only to drop out because they had no 100 level classes to "cut their teeth on" as college requires emotional maturity to keep distractions at bay. Many of those "perfect on paper GPA/full ride scholars" dropped out and lost their funding and start over at junior college. They aren't failures, but the "wrong" metric will call them that. There are many paths to success---we need to paint with a broad brush if we are going to try to paint any picture of what it means to measure success.

Learning also isn't just measured by a score. Ask a teacher and she can tell you who is learning and who is not.

Unfortunately I was unable to choose more than one indicator in the two questions above. This question is attempting to simplify the question down to one indicator. A realistic answer would let us reflect that this is not a question that can be answered so simply.

1742	Standardized test have a role in measuring whether schools are improving over time, but should not be the only measure of the school's success, and should NEVER be the measure of teacher or student success. lots of factors - parent surveys, admission/success at the next level, outcome based measures, should all factor into school success goals.
1743	I feel students and/or schools should be measured based on a multitude of data rather than just one test administered at the end of the year.
1744	When students attend school, learning can be maximized and assessed.
1745	I think that standard based assessments are important to insure that our students are learning at least at the standard level. I also believe that in order for students to learn they need to be in school and actively involved in the learning process. Therefore attendance and discipline should be an important measure of the support provided from a school at all levels.
1746	In the 1980's and 90's (my own school high school years and the beginning of my teaching years), there was no way to "measure" schools, and my had the highest advanced placement pass rates in those years (a few years at 100% pass rate, while the national average is 62%). I am not suggesting we necessarily go back to not measuring schools, but we should--at the very least--consider a wide range of factors. Standardized test scores (AzMerit) should count for a very small portion of the measurement. I am not sure how to do it, but we need to more closely pay attention to the simple fact that test scores line up almost exactly with the surrounding community's socio-economic status.
1747	It is impossible to measure
1748	It really should be measured with a growth measurement based on a child's ability. Students with low ability will usually not make a full year's growth. These are the students that will drop out.
1749	School and student success needs to be measured by more than just a score on a standardized test. While those scores are useful, they do not provide an overall picture of how successful that school truly is in meeting the needs of ALL students. A measure of school climate (e.g., student attendance, discipline rates, or other data on school safety) will provide a more accurate picture to parents and other stakeholders regarding the true success of their schools.
1753	Student progress, experience and education/professional development of teachers and staff
1756	Teachers should not be "teaching to the test" as in years past. They should be able to facilitate learning in the way that is most appropriate for their students, and schools should foster a climate in which students feel comfortable taking responsibility for their education, and evaluating themselves as well as the school on how they are progressing towards those goals.
1757	School success should be measured by student growth each year, and should take into consideration what the community characteristics are as well. Students in high poverty areas require a lot more from the teachers and the school to be successful and they start school with lower vocabularies as well.
1759	It is important that we measure students against other students across the nation and measure school success by determining if graduates are following thru with their high school plan.
1760	Success of students should be measured by their classroom grades. Schools should be measured by their graduation rates and preparation of students for post high school both college or career.

Prior to all the standardized testing, I could not graduate unless I met certain standards making me college or vocation bound. I had to pass all the required courses, English, sciences, history, civics, several levels of mathematics, but I also had to complete electives for career development. Above and beyond these requirements, I also had to take and pass a consumer mathematics course, a government course, and an economics course. I credit these expectations for my success entering the work force and eventually earning my college degree. Many of my course work prior to high school and in high school offered well-rounded curriculum inclusions, such as Arizona history, diversity, and inclusive history that did not alter the true history of the United States as much as it presented facts and left them open to interpretation. In speaking to Arizona graduates today, they
1762 are grossly unaware of many historical figures and many civil rights pioneers.

1763 Goals that demonstrate mastery

1766 Success should be based on individual growth, goal setting, and attaining those goals

Measure data that students come in with/start the year with and check ins and post assessment to
1767 determine amount of growth that is made.

Students should know things well, but a teacher should be allowed to teach it as they please.

1770 Nothing is more embarrassing as an adult not knowing the states, or who the Vice President is.

Criterion-based or standardized summarize assessments tell very little about student learning rates,
1772 growth, discrepancies, or quality of teaching practices.

A variation of goals that include parental inclusion in to the needs of their child not about
1773 standardized test scores!

1774 Success should be based on individual growth, goal setting, and attaining those goals

Students should be measured by how much they grow in a year. Like a pre/post test. They all
1776 come in at different levels and are expected to pass the same test when there are huge gaps in
some of their learning.

1777 Grades

1779 student success

1785 Graduation rates and standardized tests.

This is a difficult question. There are graduated students who have scored amazingly well on
standardized tests, did not go to college, and are not working and vice versa. Students need to be
ready to be independent adults upon graduation. Goal-based measures and utilizing portfolios to
show student abilities is good. Students need to have the ability to express what they will do upon
graduation and how they will get there. They should be having these discussions all throughout
their education to give them the ability to create goals and work toward them. School success
should be measured by several measures. It cannot be solely standardized testing. That is not a full
picture. College admissions and career certifications should be factored into the equation. Follow
up with graduated students to glean how affective their education was would also be data to
1786 evaluate schools.

Teachers MUST have the say so on advancement. The teacher must know they are responsible for
that child being college and career ready. So they will have overarching guidelines, but not
standardized tests to be met. You are not teaching to a test, but a standard that all children must
1787 meet at that grade.

When to students are able to achieve the goals they have set out to accomplish: trades school,
college, business ownership. Whatever they chose to pursue, their success should be a reflection of
1789 their education.

Is a student able to read, to write well enough to articulate an idea or thought? Is a student able to understand the dynamics of credit, can they rent a home or manage a budget? Are they able to count on the education they have received moved them into the fields they are interested in? Are they confident? Do they feel supported? The measure of a student's success ought to be a combination of instructor and student setting and achieving personal goals and the student and the instructor deciding if they have met those goals.

1790
1791 Student behavior, attendance, and grade level Performance Base Pay SMAR goals

If I walk in a school where I see children and adults smiling, engaged in hands on or innovative ways of learning and applying what they learn, minimum behavior concerns as a result of this engagement, kind words on the playground and in hallways, I know the school is successful in what they should be aiming to accomplish. I don't think we should consider schools to be like businesses. Schools should not be factories producing good followers who will do manual labor with minimal or no independent thinking.

1792 We need to look at Finland as an example. A balanced approach is what's needed.

1793 By their progress.

I think schools should be measured on student growth rates tied to a variety of indicators that include academics, portfolios and surveys

I think that students knowledge should be based on what they know, what they can do, and not just based on a test that sometimes is not judging or made to assess what they really have learned because we test beyond their knowledge.

1794
1795
1796 The success of students and schools should be measured based on Academic achievement.

Schools should be measure using a COMBINATION of student grades, common formative assessments given throughout the school year, end of the year assessments, teacher evaluation scores, administration evaluation scores, and teacher/parent survey results based on the effectiveness of the superintendent.

1799
1801 Success doesn't mean passing a test. Success means positive assimilation of the student in the community and workplace.

Standardized testing is a PART of the equation, not the only thing. Graduation is the goal, so look at the graduation rate. Not everyone is going to go to college so not everyone needs the same "test"

1803
1804 Student success should be measured by a test score that is universal such as the ACT or SAT

Student and school success should be measured by how successful graduated students are after they leave high school. Are they prepared for the career field they chose, or the college/university they attend? Are they prepared for a trade school or the military? We do our job in education graduating students and sending them into the world, but are they successful? Are they getting fired from the job they received straight out of high school? Are they losing their academic scholarship in college even though they were in the top of their class/Valedictorian/Salutatorian? That is how success of education should be measured in Arizona. We should rise above and bring our education to a competitive level with the rest of the country. How do students from New York, Massachusetts, Connecticut, Oregon, and California fare in our {Arizona} Universities? Are they finding it academically easy without challenge? We should rise above and compete with the top rated educational schools in America. We should be disappointed in ourselves that we are looked at from surrounding states in shame. We should have firmer laws about attendance, and hold students AND parents accountable.

Test scores are important for assessing whether the instruction we teach is being learned. The
 1815 attendance, dropped out, and discipline rate will tell us if we're meeting the needs of the individual.

Measurement of learning is not a universal application as our students do not learn the same, nor do they demonstrate their understanding the same. A measurement tool should be compiled that considers various components of what a democratic society is made of, thus what we should be seeing in classrooms -- project based learning, character growth as well as academic, socialization
 1816 skills (MORE recess, not less).

1818 Students should be assessed by teachers.

I don't think that any scores for standardized tests should be used. In the classroom we always have to differentiate instruction because students learn differently. Why then, would we test them using standardized tests. It makes no sense. There should be other options to testing; projects,
 1819 district or classroom test scores, etc.

Students: Portfolios that take the whole child into account; standardized tests and districts tests are good progress monitors, but daily work and attendance contribute to how the student is achieving the goal-based measures.

Schools: School success should be measured on students' rate of improvement and not simply
 1820 stagnant ideal benchmark numbers

A combination of grades, standardized tests, district created tests, and performance tasks would be
 1821 ideal to give a more accurate picture of each student instead of looking at one test or task.

What happened to teaching a subject and testing for knowledge on the subject through quizzes,
 1827 and exams?

I think many things should be used as a measurement tool and less emphasis should be placed on standardized tests. Goals should be individualized when necessary and more hands on learning
 1829 should take place.

A school should be looking at the grades students are getting per grade level not district standard test or state testing. You want to know how children are doing on a consistent level not try and have
 1830 them remember everything they learned all year then test.

Evidence of student growth should be taken from standards-based assessments. Utilizing various modalities and combinations of formative and formal assessments, success should be based on evidence of students' growth and progression. Removing the "ceiling" for mastery, both schools and students should be measured for their growth and improvement, rather than only meeting a
 1831 certain mark of mastery.

I think that measuring school success solely on standardized testing does two things; makes many teachers teach to the test and makes many teachers dismiss things that should not be dismissed. Teachers who teach to the test and strip the class of anything not directly rated to the test are doing a disservice to our students and to their fellow teachers who do not do as they do. They skew the scores of standardized tests by spending exaggerated amounts of time on just reading and math. On paper they look amazing, but what have they really done? Do their students enjoy coming to school? Are they creating lifelong learners? Are they developing good citizens and leaders? No. There is no character education, no citizenship, no art, no life lessons in those classrooms. School and student success should be measured by a combination of things including testing, school climate, classroom climate, student and parent satisfaction, and perhaps some type of character/citizenship test given, maybe not every year, but every few years with a climate survey
 1832 that could be given along with the standardized test.

1835	I would like to see less testing, although I do believe that assessments are the basis by which we can measure advancement. But can we just settle on one test and quit adding more on.
1839	By how many students attend a community college or university.
1841	Every student is an individual, so schools should be rated on an individual's progress, you can't lump all these different kids into one category.
1846	Students should be measured on yearly growth. A student who is a fifth grader that comes in reading at a second grade level but grows two years is still reading below grade level but has made tremendous growth.
1847	I believe that college admissions and career certificates and placement and success rates are a better indication of the school than the attendance/dropout/discipline or graduation rates are because these can be manipulated.
1850	How much is learned, their understanding of reading, writing and math as well as sciences and arts each grading period.
1851	How much is learned, their understanding of reading, writing and math as well as sciences and arts each grading period.
1852	It varies from student to student!
1853	All of the options are legitimate ways to measure SOME SMALL PART of the whole of school success.
1856	When you choose to measure school success based on the previous choices, you set up schools and teachers in places of poverty for failure. Teachers can help students succeed, but we cannot change hundreds of years of social injustice, poverty, and parent choices. I am a teacher and when I look at those choices I feel like I should stop teaching at a Title 1 school as I will never be as "successful" as I would be at a school in a more affluent area. I taught several years at a private school with middle class students. I now teach students in poverty. Although I am a better teacher with more knowledge, experience, and skill, my students do worse now because of what they are coming from. By the previous choices you gave of success, though I work harder with these students than I did my previous ones, I and my school are not "successful." Schools with students of poverty deal with making students better citizens by teaching students social skills, responsibility, civic duty etc. that is not measured by those previous choices. Thus, school success is different for schools in affluent areas than schools with poverty.
1859	Local accountability
1860	In CTE Programs high schools that receive the Federal Carl Perkins CTE Grant are required to conduct placement follow ups on all graduates six months after they have graduated. This survey covers both job placement and or college admission. Both areas should be survey for all high schools students. Better yet, every high school student should be required to complete a CTE program.
1861	Classroom grades consistently are the best indicator of student success in college. Student success should be measured using grades and attendance rates. Schools should be measured by student grades, attendance rates, and graduation rates.
1862	I believe that students should demonstrate mastery of skills in order to receive top grades & move on to the next layer/level/step of content. It is my opinion that this "mastery of skills" approach can be applied to nearly any content area. It would have much more inclusive results for all of our students; the current model that schools usually apply results in content that is barely used & quickly forgotten.

1863	A school's success can be measured by the type of citizens it creates at graduation. Students that are fair, critical thinkers, kind, creative, flexible and academically ready for life beyond high school whether that be in college or in the workplace.
1864	Schools in different areas of Arizona will have very different student populations which makes using a single way of measuring school success generally unfair. Looking at student improvement over time may be one of the more widely applicable measures of success.
1865	Schools place so much value on the GRADE or SCORE, that they treat students like robots. School should be held accountable. To be accountable they need a mode of measurement. Grades are important, they need to be ready for college
1866	Students measured by standards have the opportunity to set clear goals, track progress, re-do/re-learn/explore options for their learning, and master skills necessary for the next step in their education/life. Schools who provide learning opportunities that set students up for success and treat each student as an individual learner will increase graduation rates by increasing opportunity for students to prove their achievement of the standards.
1867	Using data from multiple areas including; attendance, tests, graduation rates, and college and career placement would give a better picture than just one area.
1868	There is too much emphasis on standardized tests. They should only be for core academic subjects. They are too restrictive and irrelevant for the arts. There are some values and experiences that cannot be measured and quantified through standardized multiple choice tests.
1872	College credits gained while in HS, grad rates, AP indicators, good grades, state tests, multiple indicators.
1873	Off the top of my head what I can tell you IS NOT the way to measure student success is standardized testing.
1874	The only thing that students actually take with them after secondary school is the ability or inability to cope as an adult in the world. There are many, many ways to thrive in the world, but the ability to think critically gives anyone a fighting chance. Therefore, studies must be conducted to measure adult economic outcomes, because after school is over, all that matters is getting by, not getting by, or thriving.
1879	Because standards have already been set for graduation, achieving that benchmark can show success for the district.
1881	Portfolio based, rubric based.
1885	This only works if students are not being gratuitously graduated but earning their grades in rigorous course work. Also you have to look at how many students are not making it to graduation due to other reasons, like they moved to another school.
1887	There should be multiple indices that provides a preponderance of evidence of the ability of the faculty, staff, and families to create and sustain high expectations along with a culture of learning. Parent satisfaction, student achievement, closing achievement gap, availability of extended learning and enrichment, opportunities for learners to pursue personal interests, student centered learning, family/school engagement, highly effective teachers, attendance, discipline, positive school climate, shared communities that reflect the demographics, culture, values, and opportunity for input by all stakeholders
1888	At its core to the job of schools is to create an educated society. Graduation rates are the way to measure that.
1895	It has to be standardized so schools/students data can be compared.
1896	Define the purpose and need for measurement. ?

1901	Schools that create a safe environment with have students who attend and qualified teachers will create relevant and stimulating lessons if they feel safe and cared for. Too much stress or fear or violence in a community destroys attendance, making attendance a determining factor in a failing school. I've taught in some of the worst spaces, and I know that fearing a safe school through Best Practices is the number one way to bring kids to school and in horrible schools students don't attend.
1903	I think there should be one standerdzied test with the basics but other things should come into play including grades for student success and college entrance and career certification for high schools success.
1904	Parent satisfaction and student progress as measured against personal goals in the student portfolio.
1905	Goals should be set and measurable. The goals should be set based on curriculum standards that do not change every 1-5 years. Data should be collected through authentic means and should follow students throughout the school years.
1906	Student success should be measured in a well rounded manner not one way!
1907	This is a tough one, but we should try to follow our students as long as possible to see where they went. This is a question to ask the local community. I believe in more local control.
1908	Graduation rates tell it all. If the curriculum is too strict or too challenging, or just does not fit the interest and ability levels of a significant number of students, they will drop out, thus impacting the grad rate. If, despite tutoring, extended-time opportunities in the summer or after school -- differentiated instruction, the incorporation of online, self-paced programs, and more a student does not earn sufficient credits to earn a high-school diploma, he or she should not get one. Period. In many cases, such students finally mature and take ownership of their own learning. Their is nothing wrong with earning a GED at age 24 or older when reality hits that a high-school diploma will improve the quality of that person's life and the lives of their budding family. And if that reality never hits, there is always a need for dishwashers, fast-food workers, and such and while that might not be the life we would want for any kid/adult, it is the life that still has value, still has all the rights and responsibilities of citizenship.
1909	Stop with the standardized computerized test they are a waste of time and teach our children that computers determine their life they need to work hard start measuring school on their compliance on their attendance on their graduation rates
1911	Limited testing once or twice a year and different testing options for kids who don't test well for example an oral test if the kid responds better.
1913	A combination of many things!! All of the above. Happy teachers and kids who enjoy learning. Test scores should not be the main measure. Children cannot be reduced to data points.
1914	Placement of students in career-oriented training or career entry.
1918	Teachers evaluate students' success and principals evaluate teachers'. Standardized tests can be used sparingly to evaluate schools.
1922	why does there need to be a measurement of success? How will this measurement take into account mitigating factors which affect the results?
1925	Reaching the needs of individual students, whether college bound or job ready
1928	You just can not measure on one metric! Use all the metrics above and you can have a better understanding of a school! its complicated, it's not simple, it's complex, we're talking about rating how a school is doing overall. Multiple metrics are needed. Simple-minded State legislators don't understand this.

1929	Combo of graduation rates, student success, and teacher retention (which means you need to pay them better and treat them better so you quit losing amazing teachers to early retirement and burnt-out career changes).
1931	Parent and student surveys would be an interesting tool
1933	Schools should be measured using student growth data over the course of the year, not just one test on one day. Attendance and dropout rates are important as well.
1934	By providing what the community expects and realistic goals set together with all involved parties.
1935	They should be measured by how the parents, students and communities feel about their schools. If schools are meeting the needs of the communities with graduates and the placement of these graduates in either higher education or careers, schools have done their job.
1936	Multiple areas need to be measured.
1937	Schools should be measured in how many students are able to perform in real world situations.
1939	Not all students are proficient test takers. I personally don't like test and don't believe they are truly reflective of learning. There are many students who thrive in hands on learning environments and learn more from class participation rather than a strict testing environment.
1942	It should be measured on students but not just on a standardized test score. There are more to students than a score on a confusing test. Many ESL students are unfairly measured on these kinds of tests.
1944	Standard based grades is the most ideal form of measurement.
1946	Measured by all of the above in question #3
1951	I think school success can not be measured by one single indicator. Student growth based on a set of comprehensive criteria would be great since what really measures success is if students are able to grow even if it is not meeting a specific target, all students are individuals. This would require multiple indicators to show growth in academics as well as developmental (workplace) skills.
1952	Schools should not be measured by any one simplistic measurement. Schools in wealthy communities will rank differently than schools in poor or rural communities, often through no fault of the school. Student growth should be a primary measurement, showing how much students learned in a variety of skills. Special need students should be measured by reaching their IEP goals or ILLP goals for ELL students. Graduation rates should also be a factor, as well as college acceptance. Schools that offer more opportunities for leadership positions, enrichment opportunities, and advanced classes should be rewarded as well. Finally, discipline and school culture should be a metric.
1953	Only asking for one measure of success is misleading - there are too many factors to consider, including graduation rates, student involvement, student success after graduation, faculty retention and faculty involvement, etc.
1954	The measurement should actually measure what students are actually learning. Consideration needs to be given to the amount of questions a tester will actually answer before they give up and start to guess the answers. I can't tell you how many times I have watched students take tests and get tired after an hour (and rightly so!) and just start to guess the answers. Additionally, the number of stories that a child must read needs to be considered. How many times do we ask a child in grades K - 3 to read 10 stories in one day and answer questions about those stories. We don't. And yet, on tests this is what they are expected to do. And guess what? After the first 3 stories, they start to give up because it is not meaningful for them or to them.

1955	Stop focusing on testing and attendance. Everything is about school funding. Schools teach now a days to pass tests not to actually learn. They focus on attendance when schools should come up with ways that students can still get credit for class if they need to miss school for a week. Not all learning is done in a classroom. Not all families schedules work around the schools schedule.
1958	Graduation rates!!
1963	I think student/teacher retention and graduation rates are key performance indicators.
1965	See above.
1966	Student placement after high school; ACT or SAT scores might offer a correlation of success in school transferring to success in the real world.
1968	I think schools should be measured for accountability through success rating on graduation, college admissions, technical skill/trade admissions and student goal success and achievement. Our students are not standardized so we shouldn't measure a school with this type of measure.
1969	Simply using student scores to measure success will not give an accurate picture of how a school is doing. Including growth scores will show that schools are addressing the needs of students, especially those who struggle. Attendance is key to student success, and schools must address the chronic absences of students across the state. Dropout and discipline rates are also important, however these might not accurately describe the successes of many students.
1971	If students are employable when they leave school b/c they have a certificate or the success rate of college going students.
1975	Students and schools meeting goals, graduating, and following their dreams of going to college/university or getting vocational certification.
1977	How many students in the upper 10% complete college and are employed. No common core tests!
1981	Standardized tests are a joke and should never be used for measurement
1985	Students need to know how to work, support their families, balance a budget instead of all the college ready courses
1987	Students' class grades and schools' graduation rates should measure the success of students and schools. Teachers know their students, standardized tests do not know students or their visual impairment, difficulty writing, or test anxiety. A score on a test on 1 given day does not accurately portray the student.
1988	Again, all of the above should be part of our school systems measure of success.
1989	Qualified teachers have the best idea of student success. We don't need standardized tests. College entrance exams are the only standardized tests students need to take.
1993	Student success should be measured by those who know the student and supported by portfolios of student work throughout the year.
1995	Student success is based on multiple measures not just one. Ultimately, a student is successful if they complete high school and get a job.
1996	Whether students and/or parents report that students were appropriately prepared for the next grade level or career. Also, how students progressed on a variety of measurements of learning (e.g. standardized tests AND other measurements of progress).
1998	If the school cannot graduate the student then the game is pretty much over. Once graduation has been achieved then naturally college admissions/successes and career certifications and placements rates follow right behind naturally.

2000	Students spend the entire year with their teacher. Therefore, it only makes sense that the teacher should be give the evaluation for the child. Schools should be measured on faculty and family feedback, and maybe...maybe college admissions and success rate.
2001	LESS TESTING IS A GOOD START! Students are given far too many tests to collect data, but all the testing cuts into instructional time.
2003	Teachers know their students best and should be trusted to grade their students by not only what they know but how much effort they put in to their work. Tests do not show effort and many students do not test well. Standardized tests are not fair because students do not come in 'standards' they are human beings.
2004	I think that a school should be measured based on graduation rates. A child's education continues from Kindergarten through the culmination of graduation. One test taken in elementary school over a period of a few days does not, in any way, shape, or form show the true and accurate success or progress of a student. We assess children in all sorts of different ways - through paper and pencil testing, oral reporting, portfolios, etc. to address all childrens' abilities to show what they know by letting them show us how they can. Teachers are asked to teach using all different kinds of learning styles and modalities, but we continue to test in the same one way.
2005	student growth over a one year period measured each year from beginning to end of year
2009	It needs to come from more than just one test a year. Our students work so hard and understand the importance of that one test, yet all too often they don't earn the score they thought they deserved. I find it ironic that so much of our curriculum comes from big companies like Pearson, where students spend nearly all of their school career reading Pearson textbooks, yet when it comes time to test on a Pearson-created standardized test, they don't perform adequately. Again, it has to come from more than just a test. Human nature thrives on goal-setting and attainment; we encourage our students to set goals constantly. Why are we not using those measures to gauge their success?
2011	Local communities need to be in control of there schools not the state or the federal government. The governing board of the district should determine success with teacher, and parent input.
2012	USE A TEST THAT COMPARES US TO THE NATION
2013	I think that school success should be measured with more than one of the above scales including college admissions and success rates.
2014	Students shouldn't be held to such strong testing requirements - too many factors can sway this (test anxiety, high mobility, etc.)
2015	I think success is individualized and cannot be measured by one set standard but getting the kids in school, motivating them to stay in school and decreasing the drop out rates enables each student to find their own success.
2017	Student success should be measured on the school meeting the student at their level academically and growing that students scores by at least of full academic year if not more. Same year pre/post testing should be used to analyze that growth. Tests that pigeon hole a student simply based on a test for testing sake does a disservice to the student. Meeting the student where they are and moving forward from there makes the most sense. If this appraoch is fulfilled, the growth of the district is ensured, by default.
2020	Ask the teacher. Let her or him teach. Let them plan and have time with their peers to plan and share what is working in their classrooms.

2021	A balance between academic performance, outcomes and other measures that capture a school's impact on students. Schools should not be penalized because they serve the most challenged populations. Kids who come to school hungry, from unstable homes or less educated families are already at a disadvantage than kids who are read to every day and have a safe stable home environment. Schools should not be penalized or directly compared when their demographics are so different. That's why a goal based approach is better, meet kids where they are and measure their progress.
2025	Not every student is a good test taker but multiple measures are better than one standardized assessment.
2027	A compilation of single test scores does not measure the success of that school. ALL components should be combined and measured together. Look at the overall average grades, plus standardized tests then add in graduation rates along with college admission rates. Even a "climate" survey added in to measure how the parents feel their students are doing.
2028	I believe that schools should be measured by the success of their students. Success of students can be many things and can be different for every child. The end goal is that they are prepared for life after high school. For some students it could be learning a trade while others may be taking advanced courses in preparation for college. In the primary grades, student success could be simply having the foundation for the next year to build upon. In general, if a student is progressing towards being ready for a career or college after high school, then that student is successful.
2029	I believe in standardized test because I want the arizona child to be as good as the new yorker. Our students should learn what they learn in other states. Our kids should read at the speed of a new jersey kiddo.
2032	Success for anyone is measured by what you do in life. We go to school/college so we can learn and be productive in society.
2036	Teachers and students should set goals for student learning both for individual students and as a whole class. By setting established goals and working towards those goals, the learning is more focused and the students are held accountable for their own learning success. Education then has a purpose and is seen as a partnership between teacher, student, and parent. I would love to see standards-based report cards for all schools and subjects.
2037	Your answers for 3b don't seem to address goal based. Measures because career and placement rates seem to be your goal based standard.
2038	Although standardized testing means well, there is nothing such as standardized facilities, materials, and populations. So standardized is not really standardized.
2039	Students start a grade at different levels. I feel there should be a pre and post test given to see student growth and measure success of teaching.
2043	Not every child is going on to a four year degree. We need our students to be career and college ready, which ever they choose to do.
2045	Schools need to be building a community of learners, and that is greatly impacted by how well they are able to create and implement procedures, as well as consistent consequences. When students know what is expected of them, they're participation in class increases. We want students to be a part of the school, not just at school.
2048	Differentiated measurements

2049	Standardized tests in history, geography and civics would measure how well the school is preparing students to vote and read. Attendance and records on how well students complete assignments on time would document success in work ethic. There should be multiple math tracks and how well the school matches students with tracks would demonstrate school success.
2050	GROWTH in achievement measured by benchmark tests.
2051	There should be multiple measures to determine student and school success. And it is important to look at the demographics of a school and what obstacles the student or school has to overcome to succeed. Measure how much a student or school improves from one year to the next and not always compare them an arbitrary standard. And be sure to give students and schools the support and financial backing to ensure their success.
2052	Could be on standardized tests
2054	Not all students are willing and/or able to attend college. Schools should be able to help student choose a future ready path that they are excited about and determined to achieve. School and student success should be measured by how well students are prepared to move into their adult lives as productive and successful citizens of the world.
2055	The AZMerit is not a "bad" test. But, what is not good is being told by a district to use outdated material in which to teach the students. We are spending a lot of our own money to purchase supplemental material, which I do, because it helps the students. But, so many of the materials do not align with how the students are tested. We need a uniform type of test to check the results of learning. But, I am not sure that I even have an answer. The same goes for the schools.
2059	All kids are different, let's not compare them.
2060	Public educators have churned out thousands of students who are great testers!(Every Child Left Behind!) Schools should be measure by what our communities need. A collaborative committee composed of business, (leave the politicians out!) agriculture, technology, child and teen leaders, healthcare, transportation, teachers from ele+JH+HS+college levels should devise a plan from the grassroots level. This should include pre & post tests, compared to the input collected from the needs of the city/state/nation.Ask the practitioners, not the government workers! I was raised on an army base and understand how the government works.
2061	Grades should NOT be determined off of just state/national test!
2062	Career certifications and placement rates are very telling, if the students are not in school, they are not receiving the education required for certifications and placements, so I chose the first one. This first choice for 3(b) should include graduation rates as well. The measurement could be tiered to include the attendance/dropout/discipline rates, certifications, and graduations rates as well as certified teachers that match their teaching assignment.
2063	Student standardized tests should be passable by all students making a C. So that is a very average measurement.
2067	As educators we have to avoid the thought process of educating kids and getting them through the year and covering all of the standards as the ultimate measuring tool. Each educator should strive to help kids be prepared for their future careers which goes beyond just teaching the standards and having them score well on tests.
2068	By assessing the college enrollment of those students and college drop out rates.
2069	The ultimate goal of education is graduation. We are educating kids for graduation, we can't control drop out rates or when kids move or behave badly because they have issues at home.
2075	All of these must factor into the School and District Grades

2077	Progress is very important in measuring a students' academic success and a schools academic success.
2081	Using one measure of success does not fit all schools. A very rural school may not have a lot of college admissions. A school with a transient population won't do well on attendance. Standardized test are okay but schools with students entering below grade level will do poorly on these. A sophomore with no freshman credits will probably not do well in sophomore level classes or on sophomore level tests.
2083	Students are best assessed in their ongoing work and growth, rather than a one-time on-size-fits all standardized test measurement.
2085	I think it should be a combination of many different things NOT just one test the students took in the spring. All that test truly measures is how one student performed on a couple of mornings in April. It does not show the student who made 3 years of reading growth but may still be behind. It does not reflect academic growth when students are hungry, stressed or tired. I had 3rd grade students who were sick to their stomachs at the pressure. These are 8 and 9 year olds who are being told that they need to pass a test or not move on. Again it is ONE measure and SHOULD NOT be the end all/tell all of how they are doing.
2086	In our US workforce, all success is measured through growth and achievement of clearly measurable goals. Students need to be aware of, and participatory in setting goals for each activity they are involved in. Growth toward the goal should be measured and charted so that students and teachers can monitor progress. Our society has set high school graduation as one important terminal standard for gaining access to our work force. Studies show that students who do not attain this important milestone can generally anticipate less monetary success than students who not only graduate from high school, but also participate in some form of post graduate training. The other items listed above are all factors that contribute to higher graduation rates.
2087	We need a variety of measures including internal and external measures (national test, class work, preparation for life outside of school, students/parent satisfaction, career opportunities...) If you focus too much on any one area other areas get neglected.
2089	Success should be measured by increasing enrollment, goal attainment, and positive parental feedback.
2090	Attendance has shown that it is a big factor in the success of student achievement and future employment. Parents should be held responsible for students attendance. School nurses can reduce absenteeism and be sure that students can attend school.
2091	Success should be measured based on student mastery of core competencies and achievement of the student's learning objectives (i.e. for some students its a college degree, for another its entering a career)
2094	There is too much emphasis on standardized exams.
2096	Many variables in each school affect student and overall school performance. Variables are not in every school's control. Schools are as different as there are thousands of schools. Let each school, within state approvals, measure their success each year.
2101	Standardized test scores have a place in education, however they often fail to truly assess a student. Since each class is different, there should be a focus on goal-based measurements within the classroom. I understand the argument for standardized testing, but if we are truly hiring qualified teachers, then they should be providing a reasonable assessment. If a classroom teacher's assessment isn't a representation of a students' knowledge, then the problem is in the people that are being hired and not the assessment structure itself.

2103	Teachers can give their own checklist to measure their goals. Attendance and quarterly measured progress.
2105	Every child is different, therefore testing will be different, I believe it should be an individual goals and end of the year results.
2108	How many children are able to attend colleges or universities. A combination of things, graduation rates, college admissions, discipline, and test scores. There really is no one way.
2109	Unfortunately, a standardized test is the most 'fair' way to measure, but it is not always the most accurate. Education is not a one size fits all program. Some schools/districts struggle with attendance/dropout/discipline rates and graduation rates while others do not. While success by some is going to college for others it is a career certification and career right out of high school. How would schools and districts judge success rates of students who attend college?
2110	Not just tests!!
2116	Goals met
2118	Standardized tests need to account for other criteria. This is difficult but certainly can be done.
2119	Students should leave the k-12 system with a plan to continue with formal schooling in a post high school setting that includes: college, vocational training or apprenticeship.
2122	Standardized tests need to account for other criteria. This is difficult but certainly can be done.
2123	Test scores are important, but not the only way to measure success.
2124	Educators are trying to provide students the skills they need to be active members of society. No test can measure that.
2126	I think that the students grades, their test scores, and measurable goals should be used to develop an overall picture of the success of students and schools.
2131	The grades are manipulated, mostly in the deer valley school district. Graduation rates vs "standard" "class grades" that are again manipulated to get that A+ rating
2137	There is a direct correlation between Arizona employment rates and job ready students. AZ Economic Security needs to be more involved in matching workers to jobs with feedback to the Superintendent of Schools.
2139	A schools success should be measured by a combination of all of the criteria mentioned.
2143	A thriving student is only as good as the teacher. Note I said a thriving student. Teachers are only as good as the school administration, and administration is only as good as the School District. All need to support and balance each other. Have each other's back! A school is successful when it is ran with integrity, discipline, compassion, and consistency. Wanting the best, getting the best!
2148	Safety, family engagement, community involvement, and growth of student academic successes.

Schools can be measured in many ways. I think we need a combination of several metrics including but not limited to graduation rates, growth test scores, parent/student surveys, and bilingual programs. If a school's success is determined used college admissions then you must also give schools credit for students who enter the military and who have a job lined up after graduation. As a note: one thing that we need to do differently in Arizona is how we test new students. If standardized test scores are going to determine a school's success (which I completely disagree with) then you have to remove new students from the scoring model. A new student who shows up just in time for the AzMERIT test should not be part of a school's rating system because they weren't in attendance for the year. Generally, students who move around a lot have educational holes but that's not the fault of the teacher, school, or district. They should be exempt from the generalization brought on by standardized tests, if we use these tests to determine school success, which we shouldn't.

I think success would describe the big picture which would include participation, attendance, citizenship, academic achievement, a student's self-assessment, and contributions.

One measurement is how often do parents send their students to school? Schools are held accountable but there is no accountability on the parents! Measuring success needs all components accountable... not just the teachers and schools. Once this piece is in place, then discussion can take place on measuring success.

Difficult to find the perfect measure, there needs to be comparability across states and internationally

Multiple ways- graduation rates, AP test scores, career readiness

Using attendance/dropout/discipline results in problems being ignored. Relying on standardized tests results in narrow focus in learning. Due to the way tests are designed and implemented, they are unreliable for measuring success. Measuring by graduation rates is unfair in low SES districts where students have to drop out to help support their families, as is the use of college admission when low SES students can't afford to attend due to less state support for universities and resulting tuition increases. Schools should be measured the same way state officials are measured...by the well-being of the communities. When schools aren't supported by the state, the officials writing policies and budgets should be held accountable more than the schools and students.

Some of the best students choke on tests. A system of comparing grades, goals and achievements should be used.

Students and schools cannot be measured on a single snap-shot. I believe your list above in 3(b) presents single snap-shots: students are different; communities are different; challenges faces are different. There should be a realistic combination of measures utilized which measure the success of students' work.

It is very difficult to measure career placement, but career certifications can be measured. College entrance exams are a great indicator of student readiness for college.

I think a mix of student academic growth, for both low thru high performing students, along with mastery of grade level standards/reading/math levels.

All schools that receive taxpayer money should be held to the same financial transparency/reporting and accountability requirements.
Classroom vs administration spending pie charts should be easily available to the public for all schools/districts, traditional public or charter.

Arizona has had problems with performance in students for years. The best way to measure this is a standardized test

2167	Student scores on standardized tests that are appropriate for grade level and brain development.
2168	No one measure can give the whole picture of a human beings' strengths, challenges and talents. Measuring every school with the same instrument doesn't take into consideration each school's unique demographics and situation and level of improvement. We have found that teachers' classroom observations and records are as accurate, if not more, than standardized data.
2169	Success should be measured the same way it is in a business setting, i.e. with specific goals to accomplish and regular check-ins to make sure those markers are being met. If not, adjustments should be made, not punishments. Support for the teachers and outside consultation for the school and the district for unique problems if necessary. Every school system has it's unique challenges. Those challenges should be determined locally and specific steps should be put in place to overcome them.
2170	National standardized tests are the only reliable indication of a school's success. Any other metric can be cheated/gamed.
2171	More focus on recognizing each students individual achievements
2173	We need to be able to assess success in comparison to the rest of the country so standardized tests are important but each district needs autonomy to achieve the standards that are set
2176	Survey two years after leaving for any reason...drop out, transfer, graduation of both parents and student. Questions regarding all options listed in the question above.
2177	Everyone is gifted in thier own way. Understanding living skills and how to take what they learn into real life, problem solving etc
2178	If graduates can be successful in either a career or in college then the schools are being successful
2179	Teachers' judgement is really the best measurement of how students are doing. It's inconsistent, but it allows space for the reality that is humanity. Schools can be measured by their students' long-term success rates, if you can exert the effort to follow through. One round of standardized tests each year is probably fine for the kids and provides one more piece of data, but they're terrible as a comprehensive assessment.
2180	Some of the best students choke on tests. A system of comparing grades, goals and achievements should be used.
2181	Testing is one component but isn't the only one. Another marker of success is participating in progress beyond high school.
2183	If there are goals and measures the end result of success is graduation.
2184	Look at the whole picture of the student
2185	Student growth.
2186	That students are prepared to face adversity, to work hard, to problem solve and to ready for college or a career.
2198	Graduation rates and college entrance exams/admissions should adequately display how successful our schools are. Unfortunately, high stakes testing has taken over our school system.
2200	If there is a high rate of 4 year college acceptances, then it is more clear that academics is the focus of the school and that is a good measurement of success.
2203	Success should be measured individually. A student who is going on to college should be prepared for the academic rigors and a student going into the workforce should be prepared to be successful in their chosen career field.
2204	Graduation rates

2205	I want to see an emphasis on college readiness. But it also must be recognized that all students will not go to college and those students must be prepared for the work force as well.
2206	Standardized testing has significantly changed schools in a negative direction.
2211	Our students need to be forward thinking. Not just for the first year after school but building for the rest of their lives. Do our schools all of our schools provide this?
2212	Every child's giftings/passions/career goals are different. So goal based measures seem appropriate.
2214	To me, success is getting people where they want to be. Every student is so different. Some students want to go to four year schools after high school, some want to go to technical school, and some just want to get jobs right out of high school. To me the school is successful if they help the students reach their own personal goals. That goal could also be fluid. Kids may change their mind while they're in high school, and that should be OK. Schools should be there to support students, not force things upon students.
2217	Enough of the high stakes testing, enough of the Dept of Ed and their incompetence and at the national level. Enough of no regulation on Charter schools, get the scumbag money grabbing Mormon politicians out of school business. The greed from these vermin runs deep.
2218	Success = college admissions for some; career certifications/placements for others. Graduation rate shouldn't be the end of the story, nor should kids be pushed through without meeting some standard beyond that. It's almost as if the success of the state itself reflects the success of the educational system. When we have less need for so many jails, when people are able to support their families, when the state values education, then we will know we are on the right track.
2221	They should be measured on how the students are ready to go to college, trade school or the work force.
2228	Student success should be measured by students completing and attaining a high school degree as well as either being admitted to college or placed in a career readiness program and completing certification.
2229	I think standardized tests have a place in student and school assessment but should not be the *only* tools in the assessment toolbox. Teacher-directed and developed assessment should be primary in student assessment.
2230	Schools cannot succeed in any capacity unless their students are also succeeding; success is simply a measure of student knowledge and skill. As such, the best indicator of a student's knowledge and skill in any field is whether that student can articulately demonstrate a clear understanding of the purpose and application of knowledge and skill in that field in an essay. Even in mathematics and science, the most essential measure of ability is not something measurable by multiple choice options or a problem to enter into a calculator and solve, but rather an expression of how mathematics and science are best used beyond school testing. In the process of expressing this utility, a student will necessarily be called upon to demonstrate mastery of the particulars in each subject area. Without a measure that is thorough and student-generated in this manner, all we really know about is whether students can fill in bubble sheets and solve the puzzle of standardized testing formats. We do not need another generation of bubble-fillers, we need critical thinkers.
2232	Let the teachers assess via many measures. Tests, projects, improvements they see in student learning. This state has demonized teachers enough most have left the profession. Let the teachers decide what is best for the student. They are trained for this. Standardized testers and politicians are far removed from the classroom and they should stay away. They are making everything wrong in education because of their lack of knowledge.

2234	By how well they do in class, and how they meet goals they set with help from their teachers.
2240	Standard tests are the only accurate quantifiable measure. Success should be measured by actual success, such as college admission and success rates or
2242	career success upon graduation instead of perceived success of standardized state testing. I think it should be a combination of grades, parent satisfaction, drop in evaluations, how well a school meets the needs of various students based on set standards for stimulating academics,
2244	qualified teachers and differentiated instruction. Schools should be able to show that their students are prepared to the future. Students should be
2249	able to demonstrate that they are achieving at a high level in whatever their pathway is. Are students enjoying learning as is evident through continued growth and participation in rigorous or advancing educational endeavors. (Advancing to more advanced areas of study, trying new areas of instruction (fine and performing arts, advanced scientific studies, career vocational, technology focused, club activity involvement, extracurricular involvement, Advanced studies-Honors, AP, dual enrollment, vocational endeavors).
2250	enrollment, vocational endeavors). By graduation rates, also Voc Tec programs that prepare students for the outside world.
2253	NOT WITH STANDARDIZED testing!!11
2254	I don't think standardized tests are the answer, there is too much focus on these tests and not enough on their actual education. Base success rates on attendance, behavior, dropout rates and
2260	graduation rates. You can't measure a schools success by attendance or test scores because parents today do not care about education. Teachers can put 100% of themselves into their students and parents do not do the same. They expect the teachers to work miracles. They don't expect their children to actually have to WORK. They make excuses. There is no way to measure a school's success today, other than a teacher's attendance and what THEY put into education. Schools should not be
2262	measured on test scores or discipline ...those are products of parent failure, not the schools If schools and communities work together to bring back campuses and curriculum that allows kids and staff to thrive instead of suffocate them then ALL schools will succeed and it won't matter where you live because we all strive for the same thing. There are so many factors that affect the options provided and just because a child graduates or gets a GED or goes to college does NOT mean they'll be successful, the same goes for those that have high absences, drop out, or don't go
2263	to college. Our kids know this! Individual grades not standardized tests that schools "coach" the kids on.
2266	When I evaluate a student without interviewing or speaking with them, I look at several items: discipline record, attendance, placement tests, report cards (this is the least valuable as teachers in AZ tend to inflate), and standardized test scores. I also look for growth - potential of the student. The entire picture tells the story, not just one item. The school is a little harder - but I can guarantee you that if salaries were public, that would be a big priority - if the salary information is available, the exceptional teachers will flock to that school. Also, a student may have a great "rating", but the principal/director is obnoxious, has no teamwork/building skills, and berates his/her staff. Parent input should be given higher importance; of course, outliers should be
2268	discarded. A formula that would account for socio economic opportunities and goal attainment.
2270	A formula that would account for socio economic opportunities and goal attainment.
2272	A formula that would account for socio economic opportunities and goal attainment.

2273	Student success should be measured in their ability to demonstrate an understanding for what they've been taught. Schools success should be measured in the teachers ability to demonstrate that their students are learning what they are teaching. Teachers need to have the flexibility to teach outside of the school's set box of guidelines.
2274	Students will come to school if they enjoy it. it that more reasons too than just worksheets and tests!!!!
2277	Standardized testing being compared two other similar schools in the district and state. Discipline should not be considered nor should attendance because things come up that affect the attendance. I feel that schools soften the testing process to boost their numbers. If a student doesn't pass, they don't pass. All that is occurring is students that aren't ready to move to the next grade are being allowed to due to parent pressure or a concern for the statistics.
2278	Standardized testing being compared two other similar schools in the district and state. Discipline should not be considered nor should attendance because things come up that affect the attendance. I feel that schools soften the testing process to boost their numbers. If a student doesn't pass, they don't pass. All that is occurring is students that aren't ready to move to the next grade are being allowed to due to parent pressure or a concern for the statistics.
2280	Grades and test scores
2282	District testing and job readiness is how we should measure success. If we offered programs for all students, attendance would increase, drop out rates would decrease and graduation would increase. We are NOT meeting the needs of all students.
2284	Through students' test score, innovation, and academic achievements.
2286	It would be hard to measure but really it is about what they take away from the experience, not how they perform in a state standardized test
2291	Each teacher's renewal of teaching contract should be based on the test scores of their students. If their students scores show lack of individual growth, why do we keep renewing their contract. Teachers need to be personally responsible for the academic growth of all their students.
2292	How about authentic success of students as measured by portfolio assessment, parent and teacher satisfaction. If these things would improve, schools would too.
2293	Success can be measured in multiple ways. however standardized assessments provide a cumulative look at what the students learned in a school year. If the students' learning is not sufficient and does not align with standards that are recognized nationally, they will be at a disadvantage when seeking admission to colleges outside of AZ. The SAT and ACT measure learning based on national expectations of skills to be acquired in the K-12 educational system.
2295	It continues to be important that we use standardized tests; however, the results of such tests cannot be the sole measure for determining the success of an individual student or of a school. I believe we should use portfolio measures, district and teacher made formative assessments, attendance and behavior to measure student success. For schools, we should use an aggregation of student measures as well as teacher and administration retention and parent input.
2297	If students are held accountable for what they learn, they will be ready for graduation which will mean they are prepared for work/college.
2299	Tests showing what the students learned from that school

2300	Assessments can be used to collect baseline data at the beginning of the year. This data should be used to set realistic goals and schools should be judged on how effective they are at helping children achieve those goals. This would allow goals to be set to challenge students at their individual levels.
2303	Several things should be taken into account depending on the grade levels. Behavior, organizational abilities, being prepared for the work force or college & the ability to handle finances.
2307	Students should be measured by the local teacher with monthly evaluations and through their daily classroom assignments. Development plans should be discussed with the parents and plans made on how to improve an individual child's learning. A high-stakes, one snapshot, assessment should not be used to measure student performance nor school performance. Especially by an assessment that was never validated and also measures values, beliefs and attitudes= AzMERIT.
2311	I believe that the LEADERSHIP is the key to student success. When a leader/principal creates a safe environment for all, including teachers/staff, students, and parents, student success increases. Offering CLEAR EXPECTATIONS for all is one way that this can occur. CONSISTENT Support is also Key.
2312	School should be for preparing the next generation for the work place. If that is true, then: no standard test will actually help determine success graduation rates, without job or advancement to collage are a poor metric for success
2313	Graduation is the most important thing that we do as schools. Having students prepared for this major life event through rigorous academic expectations is important.
2315	Schools should be measured by the ultimate goal of school. Graduation success and NOT because everyone is passed through.
2322	Taking a test does not prove how smart you are. Taking a test shows only what you can do in a controlled environment, not what you can do in the real world!
2325	Schools need to graduate students but class grades must be based on content and not overridden by administration because we need students to pass. Students must be held to high standards and by teachers and administration needs to support teachers even if every kid in class fails.
2326	individualized education plans that help the student meet their career goals. This may be vocational, work and learn, STEM etc
2327	Success should be measured by setting clear expectations in the beginning. The parent/student/teacher relationship is critical to learning. My mom and dad worked full time and I am a baby boomer (parent/student/teacher)conferences were mandatory. knowing where you stand can help you move forward or can help you get the remediation you need.
2328	If students were brought to competency in the subject areas then this should show on the standardized tests.
2330	I think this is very hard to measure. But obviously graduation proves that kids are doing well enough to move on to the next step.
2331	It really should be based on their critical thinking skills and their overall developments. We have to look at the whole child and how they are learning in any school. Test scores do not reflect on a child learning, therefore we can look at other ways to evaluate a child without giving them test.
2332	goal-based measures
2334	If a child does not reach his/her goal which should be graduation. Then We/School have failed them.

2336	I'm not sure that the above measures are the only way to measure the success of schools. It should probably be some combination of them. I think standardized tests are important as are attendance/dropout/discipline rates. College admissions and success rates might be good for some students, but not for those headed to the workforce. It's not just a simple measure.
2338	Since so many students in AZ are not graduating from high school something must be wrong with this states goals for education. It should start with providing an adequate budget for funding schools and hiring qualified teachers.
2339	They should have a standardized test at the end of each year to see if they're prepared to move on. And if they're not, they should have support.
2340	Success of students and schools should be measured based on student growth. While standardized tests are important to see where students are in relationship to their grade level, it is not an accurate representation of student learning. A high achieving student will perform well on a standardized assessment, a low achieving student may not. However, celebrating growth actually demonstrates what a student has learned.
2342	Success should be measured by a combination of the factors listed above. Additionally, parents bear a responsibility in their child's success and should be held accountable as well.
2343	Schools should be measured by how observers see the teachers' at that schools' effectiveness. If you have an effective teacher all else will fall in place.
2345	If we meet students needs they will achieve on goals based outcome tests.
2346	Individualization!!! Any student who is unable to meet goals receives individual tutoring.
2348	The number of students that meet their personal GOALS and graduate from high school!
2348	Use standardized test scores, but only if those tests are actually measuring whether a student knows the skill. The most recent test in Arizona, AzMerit is a joke!
2349	Both students and schools should not be using high stakes testing to measure the effectiveness or learning of their students or teachers. Success should be shown with intensive depth producing research projects and advancement onto the following grade.
2351	Too many schools suspend children and or force the parent to withdraw their child. Grades and discipline are important.
2353	Children should be able to do basic math, writing, science etc. A standardized test would show what areas need improving by comparing schools in similar demographic areas.
2354	Based on drive to learn and master their course materials not their scores because not every student is good at everything. A schools success should be assessed based on their ability to help a student reach their goal be it college or entering the workforce post high school.
2358	How well the school does with what it has, both in terms of physical and monetary assets and the children it is dealing with - a class full of refugees who all speak a different language? A class full of kids who just came from home where daddy was beating mommy and there was no breakfast? Or a class full of trust fund kids who have a nanny but no parents?
2360	A successful school is one where the overall climate and interactions promote respect, discovery, active participation in a variety of academic, physical, artistic, cultural and community building activities that lead students to become actively engaged in the success of the world around them. It should enrich the lives of all who gather there, including parents, families, teachers and the broader community.

If standards are appropriate, then graduation rates is the best measure. If standards are manipulated to increase graduation rates, then this measure is meaningless. However, the other measures should be achieved if standards for graduation are appropriately set and achieved. By the way, this survey can easily be misused and distorted. Does it really matter what a majority of us think about all these topics? The majority does not have the expertise and experience to determine what is best with regard to all the questions being asked. There was a time when the majority believed the earth was flat, that the sun revolved around the earth, etc. If we decide what the best course of action is upon the opinion of the majority, our school system is in trouble.

2364
2366 I think a variety of measures is important. All of the above are important.

Each of the suggested forced-choice measures could be used in either a good or bad way. Standardized tests give a method to compare across schools/states, but also have created a 'teach to the test' environment. This needs to be balanced by another measure that addresses how to address individual student needs at the student level and also workforce development successes at the school level.

I'm not sure how standardized tests are created, but attendance/drop-out/discipline records are no trainers. There are reasons these records exist and it doesn't involve someone's hands on to decide a score on a test

I don't know. I am neither an educator, nor a statistician. However, it needs to be a combination of several factors that take into account the vast variation in students, schools, and teachers. I am opposed to any standardized test alone as a measure.

If the schools are doing their job, every student should be have the skills and knowledge to be successful in which arena they choose.

Not all students can, or need to go to college. All students do need to finish high school. Emphasis on working with students and families to assure attendance, help with emotions, tutoring will encourage higher graduation rates and student success for the future.

While attendance is important to look at, I think school success must be primarily pulled from something that is dependent only on the student, such as test scores. Too often family or community based circumstances can dictate attendance and graduation in Title 1 areas.

I know that not every student can...or wants to...go to college, but I can't see how you can have a student attend 12 years of school and not be able to do basic math, write a composition and read and understand the written word. I don't think that special needs students should be included in the requirement.

I am all for grade as it has always been, but society has change drastically and so should the measure of success for students. Setting goals while having grades will allow the student to be competitive while knowing that it's personalized specifically for that student.

The school success should be measured by the graduation rates and attendance because when the faculty is working to it's potential, the student will be engaged which will increase attendance. Everything is not on the rates, but on the quality of service and personalization provided to each class in order to improve overall success.

2384	Every child/student will not learn or retain knowledge at the same capacity. I feel test scores are good on the basis to measure the students at grade entry and at the end of the year. I feel success should be measured by percentage increase on each individual scale. Showing the number of students in the class and the percentage their learning scale has improved. Attendance is an important, as they need to be present to learn and it holds accountability. Dropout rate is important and the purpose behind any dropouts (learning disability, family concerns, homelessness) Teachers and/or administration should provided resources to help prevent dropout as often as possible.
2386	How did they come in and how do they leave... did they make a year's growth in the process of being here.
2388	I think that students should be measured according to where they start and where they end up. It should be a combo of both student growth and teacher narrative of how students are doing. No model currently exists that accurately reflects how well students are truly doing.
2389	Again, all of the above are important, to get the full picture of success there needs to be multiple measuring rubrics. Students don't learn in just one way, if attendance or discipline is an issue, students won't learn, if they don't graduate they won't be able to go further in their education, if they do graduate, they then need to have plans to go on with their education, a high school diploma is not enough to be able to earn a living wage.
2390	Students all come from different "places". There is no one single way to measure success of all of them. A combination is needed.
2391	..not only college admission and success rates but successful guidance into living wage careers. Excessive dropout and discipline rates should also be examined as related to an environment perhaps needing more support services.
2392	Number in classroom; class maintained by certified teacher or long-term sub?; how prevalent is poverty in this school's attendance area.
2394	Combination of student success in core subjects, offerings of advanced courses and meeting the special needs of ESS and ELL students. This is not measured by standardized tests.
2396	We cannot adequately measure student success with the legislature's continued non support of public education.
2398	Standardized test scores tend to even out the differences in how a particular person assess/grades a student. An A student in one school may only earn a C in another depending upon the expectations. They cannot be the sole indicator. Graduation rates, career certification rates are important, but understand that there are logical and important reasons why a student may drop out of school.
2399	Numbers of students performing at or above grade levels, support services for students needing help, and graduation rates can be important measures.
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	As is true with students, schools can be evaluated based on all of the above taking into account where they started. Identify and celebrate innovation in the school, leadership... Much of "success" has to be measured on the goals that were set and they need to be specific to the environment in that school..... set by staff ideally.

Measuring the success of students/schools based on college admissions or career certifications is flawed because not every student will attend college after high school or is moving on with a vocational career choice. Measuring success based on graduation rates does not distinguish whether students are college or noncollege bound but that they have successfully completed high school level of education, be it college prep bound or vocational. It is a more accurate measure of
2404 success.

Students who are valued and engaged in their learning will not have as many discipline issues. They
2405 will attend school because it is a place where their academic strengths and talents are valued.

The goal is to graduate them in preparation for perhaps a trade school or college education. A high
2407 school diploma lays the foundation.

Students who graduate must have the ability and skills to problem solve life's challenges. Schools should NOT promote unless basic educational and life skills (managing money, independent living
2408 etc.) are evident and demonstrated.

When using standardized test, we make the teacher teach the students to succeed at the test. This is not what education is.
Teachers have radically different population. They may be successful, but their students may not
2409 pass the tests. It depends where the students were at the beginning.

I understand that not all students want to go to college or are a good fit for college. Following students beyond HS whether in a trade school or in college would be a good measure. I am tired of the push for standardized testing and that being a measurement for a school's grade- it's not fair for those schools in rural or lower-economic communities or schools with a high percentage of SPED or SLL students. And, I worked in the schools before and after AIMS - the entire atmosphere changed and not for the better. Teachers became stressed and learning shifted for students from critical
2411 thinking and engaging to rushed and rote.

Schools need to focus on attendance and further investigate the causes and complete follow ups. They must find the causes for drop out rates and work on retaining the students.
The discipline rates also must be investigated, is the student's acting out in class to cover up their learning disabilities, illiterate status, crisis at home, poor eye vision, etc. if a student is experiencing these things, he may have already given up and is anticipating the inner stress will be relieved when
2415 the school expels them.

2417 Goal based measures, driven by student performance

By defining broader dimensions of learning and assessing those areas, for example: health of students (physical and mental), emotional intelligence, innovation/creativity, school climate, etc. And then answering basic questions: Do your students LIKE to learn at your school? Are they sufficiently challenged? Have students learned to solve problems or acquired the skills necessary for finding answers? Have they developed the skills required for maintaining peace of mind in a stressful and chaotic, increasingly "noisy" world? Have your students assessed their own strengths and weaknesses? Are they on a path which they have planned and created? Do they know how to
2421 manage and/or facilitate changes in that path?

2423	There is no cookie cutter way for schools to measure student success. Standardized tests are great to an extent, but some students are really bright and can't learn in this same type of environment and don't do well on these tests. Also, teachers find themselves with more requirements having to teach to a test rather than what kids will need to know to function outside the classroom. Ultimately, kids are going to need proper life skills and learn how to apply for jobs. A test score isn't going to help them do that, nor will it accurately reflect how hard a school is doing to get students to succeed.
2425	The standardized tests should be used only to evaluate schools, not individual students.
2426	Standardized tests to not allow for accommodations for those with learning disabilities. They are allowed accommodations all year and then be expected to pass a test without them. You can't measure student success this way.
2427	We should measure against rigorous national or international standards not on tests or standards devised to make us look good.
2429	We need to measure our students achievements against others in our state, other states, nationwide and other countries. That is the competition that the students must be prepared to be measured against.
2431	Student Survey's
2433	Not test scores, a an combination of graduation rates, college admission career certification and by input from the students.
2435	As long as graduation truly represents attainment of appropriate skills to enter either the workforce or ongoing schooling, it should be a major benchmark.
2438	Students have to be able to make a decent living. Not just minimum wage jobs. They need to be critical thinkers. They need to be able to do basic math, English and reading. HS grads for the majority can not do these basic skills. They are not prepared for higher Ed. This continued trend fails the student, the community they live in & ultimately our country. We must & can do better. But AZ government has to provide funding.
2440	Students will attend if the schools are inspirational and the quality of teaching is so high it cannot be ignored. If the school environment reflects the multicuture of students and teachers are trained to teach diverse students and are competent in their knowledge, students will respond. Treatment, fairness and respect is everything in a classroom and recognizing talent in students is an art. Use all the skills, talents and knowledge that students bring and guide them to their goals.
2447	Before any discussion of school success can be had, we first have to hold legislators accountable. When legislators do not value children, especially the most vulnerable, and do not value public education (because their children go to private schools), it is difficult to create any reasonable measure of school accountability. School resources and budgets need to be equalized across the state and the legislature needs to significantly increase school funding.
2448	Do the kids struggle in college? Are they prepared to make adult decisions? Do they get stuck taking remedial college classes to catch up to their peers from other schools? Can they speak and write correctly?
2450	I think the success of students and schools should be measured through goals.
2453	Again limiting to single choice as above is short sighted. I think success can be measured by all of the above.
2455	Use benchmark testing and not AZ Merit.
2457	Success can not depend on one

This list create a false equivalency. All should be factors, but each one listed could prove to provide false data and data that could be manipulated. Do any standard high school really provide career certification? Graduation rates could be passing students on no matter what. Dropout rates in many schools are because of difficult student situations that would not be a factor in some schools, so unfair to compare. Standard national tests would be the truest way to see students' comparison to others in the nation. That way Arizona could not fudge its data, and would provide a truer picture for the Department of Education and the legislature.

Every school should have goals that they need to accomplish. By bench marking these and comparing to others in state, they can see what works and doesn't

It is a mistake to base student/school success on standardized testing scores alone. For one, students often test poorly and the high stakes tests are not an accurate reflection of what they know. Standardized tests are also often culturally biased. In addition, when schools are being rated solely on standardized scores the instructional focus gets emphasized on increasing test scores rather than learning.

All schools should have a well-defined and transparent curriculum plan with attached goals. When those goals are met, the student is graduated. When those goals are NOT met, the student should not be graduated and a plan should be implemented to bring the student up to a graduating level or provide alternatives such as other schools or additional outside education or tutoring. Being able to guarantee that graduating students have achieved the goals outlined in the curriculum is the single best determining factor as to the quality of a school.

Graduation from HS is very important for the life trajectory of our students. It sets them on the path to success.

Schools should be measured on number of graduates and those who went on to college and those who went on to certifications

Schools need to be places for students to pursue and learn skills that will allow them to become contributing members of society both socially and financially.

Goal-based measures allow for individualization of measuring success and provides a better gauge of school success when other barriers or variables may be present. Student graduation rates help show the school's success in engaging and educating their students and helping them reach graduation. Research shows that students that graduate have better overall outcomes as adults.

Students success should be measured on there merit of growth, being by individual learning so base this on grading on this idea.

Schools need to be measured on the out comes of the students, the students that graduate, the ones that have stuck through school with out discipline problems. Also they need to look at not only graduates but number of those students that have been excepted to a higher education program both college/university or tech schools.

National standards/standardized tests, local norms, and long term outcome measures should all be considered.

A standardized test will not show the true abilities of my autistic son because sometimes he doesn't know what a question is asking just because of the way it's worded. For example: "What is the LCM of 6 and 12?" My son will get this question correct if worded differently, but not the way it is currently stated. May ckildren suffer extreme test anxiety which mayl further impact their scores. Some may simply run out of time, and not complete areas of the test when it is being timed.

2482	Student success should be measured, at a minimum, as one year's academic growth for one year of school attendance.
2489	Keep open dialogue amongst those involved in the school to always be looking for ways to change/improve. Each school should be measured by those involved in that school. Stop with all the testing!!
2492	Basic reading/writing and comprehension tests along with the goal of graduating from high school.
2494	Schools, parents, teachers and the community should work together to create improvement plans based on actual data, not a single testing point. Working together with the community, schools must develop the plan and have regular meetings with students, parents on progress towards meeting the goals. It is antiquated to think one "test" proves anything. It's a body of work that meets a goal.
2495	Both should have multiple measures - not only scores on a state standardized test, but also how many students go on to the next step whether that's certification or degree completion and how prepared are the students from that school to go on...perhaps by tracking students who are in developmental classes at community colleges. How about we measure the success of low income students as a primary measure to school success.
2497	Report cards reflect what the students have done in school throughout the year. This is a much better way to show real reflection of a student's success.
2498	Our schools need to be ranked against the other 50 states as we are in a global world. Standardized tests of mastery across the country are necessary. "I can read" and "do math" means very different things in Wisconsin and Minnesota vs. AZ.
2499	Measurement should be goal-based; did a student reach their goals?
2500	There are indicators of student engagement. Some areas in the country have created rubrics to measure these. Student engagement is the number one indicator of future success as an adult, and is also the best way to tell whether learning is occurring.
2501	Students should graduate job-ready. Not everyone is college material.
2502	Add student and parent participation to the above list. Also, the standardized tests simply teach students how to take tests, not how to be creative thinkers. Over reliance on tests turns the teachers into test monitors, so we lose the advantage of their insightful educational work.
2503	While all of the above are important there needs to be flexibility in how to assess whether a student has improved from where they started and not to treat all children the same. Each child has different abilities and interests and that must be accommodated. Portfolios might be one other way -- each student has their own successes in a portfolio of work that is assessed by a team of teachers.
2504	There are so many variables to consider when determining students' and/or schools' successes. Therefore, even when attempting to utilize a standardized test, the difference in students' background knowledge, educational experiences, etc., are so vast that the measures don't truly reflect what a student learned and mastered during the academic year. In this age, when we know what hardships and lack our students may be concerned with before they even enter the classroom door, it is difficult to accept that the academics are the only items of importance, especially since students experience blocks when their other needs go unmet.
2505	Preparing students for adulthood with the necessary knowledge to succeed in life. Knowing how to read, comprehend what they have read, a good foundation in math and science and knowing the history of the world and the United States and knowing how to respect others.
2506	Graduation rates.....better than they are now!

2507	Test scores are important, but at each grade level, there are objectives that students should be working for or towards, and testing of these objectives is important to see if the student has met these objectives. Evaluating further teaching methods, materials, and/ or curriculum, tutors, etc. to help the student meet these objectives.
2511	Students should create a portfolio of academic achievement and project based achievement.
2512	Student success should be goal-oriented and project based. It's more important that children are able to apply what they are learning in school to show mastery of the concept. I feel that standardized testing does not adequately determine student mastery of a concept. I feel that schools should be deemed successful by their graduation rates and their kids admissions to colleges and universities, showing that their high schools have prepared them for the next step in their education. I feel that college or university should be automatically assumed for every child and that high schools should strive to prepare all children for that.
2513	It would make sense to me to have both teacher & students set goals for their individual class and be evaluated on that.
2514	I'm not sure and am open to teachers expert opinions.
2515	College admissions and career certifications and placement rates
2520	There should be individual measurements based on each school's population and type of students, which vary a whole lot from area to area.
2521	Since college preparedness/completion is so important to obtain jobs in the workforce, I think schools should be measured on the success of their ability to prepare students for college.
2522	I feel teachers should base a student's grade on a variety of assessments. Class grades are fine to determine a student's success as long as a variety of assessments methods are used. We are all learners, but achieve class success in different ways. Therefore, we cannot all be successful if only 1 type of test is used. Some students need to be involved with their learning and others can simply learn it all from taking notes.
2523	School success is in preparing students to succeed in the world after graduation. They need to be able to think for themselves, analyze situations properly, and communicate. It is difficult to measure how a student will succeed while they are in school. However, standardized tests may be the best option.
2529	I think you need multiple measures to assess both students and schools on their success. High stakes measures are too narrow and not inclusive enough to measure all that goes in to making a good school or producing a good student.
2530	Each grade level or classroom needs to have goals for each student. Some goals will be school wide; others will pertain to a more specific population. To what degree a student meets those goals needs to be assessed at several timely intervals. The assessment instrument could be a brief written/verbal report (depending on the class) through a more detailed "report card". Parents and students need to be involved in setting the goals, but the teacher is the expert in knowing what should be expected at certain grades and what is acceptable progress.
2532	The success of students and schools should be measured by the amount of children who are prepared for college, the amount of children who are accepted and successfully complete a college degree. This shows that their previous schools have actively worked at making sure their children succeed.
2533	Standardized testing is the only fair and objective measure.

By using goal based measures, you won't question why a child succeeds or what it will look like when the do at all grade levels. Why do we always look at the student in terms of measuring school success? Shouldn't there be teacher accountability too in some form? Shouldn't the make up of the student population to be taken into account, including their risk factors? It shouldn't be on
2536 student scores alone, but based on all above, again depending on age appropriateness.

Noted above: a combination of goal-based measures that include both liberal and vocational studies/opportunities. Goals need to be measurable and/or observable, clear, understandable,
2538 doable. How to set the goals? I need much more thought on this.

Some should be trained for college, others for careers. It's a shame that we are one of the worse rated schools in the country. We need qualified teachers and administrators. Up tp date teaching
2539 techniques. Care more about the student then the test scores.

It is VERY important that students attend school at a very high percentage rate. Teachers cannot teach them if they are not there! High attendance indicates parental interest in education and student interest in what is being taught and how well it is being taught. High attendance indicates support and encouragement from parent(s) at home. It also indicates successful and effective teaching! A record should be kept of the number of books read by students--and the number of books read by teachers...for each year. This is a habit which should be encouraged for a lifetime of
2540 learning!!!

By how the students show personal growth. Im not sure the higher ups at school curriculum planning understand the age development process and or realize that children are brought to schools exposed to more than they ever have been yet know less then their peers of 20-30 years
2542 ago.

ALL students should graduate ready and able to be contributing members of society including
2545 advanced schooling, tech school or the work force.

Schools should be measured by their ability to educate students in a way that improves their understanding of subject matter by several orders of magnitude RELATIVE to their previous performance, NOT relative to their peers. There are many ways to measure, but the important. Students should be measured against their improvement from the beginning of the year to the end. The same test given in the beginning and the end to see what the relative improvement was. Students should also be placed appropriately based on the outcome of that relative learning, if they
2546 test 2 grade levels above, then they should be able to study from that curriculum.

There needs to be high expectations and I believe standardized tests make sure that that expectation is stated so schools have something to reach towards. That being said, standardized
2550 tests aren't always everything.

Do the students actually enjoy some part of their school day? Do they respect/dispise teaching
2554 staff? Do they personally feel prepared for life after K-12? Do they have college/career lined up?

of children with their goals and grades met, # of children who graduate, attendance records - keep children motivated to attend school, and dropout rates. A lot of children do poorly on state testing, some including one of mine rush and don't even read the questions. My other one is on an
2555 IEP, he never passes, so what is the point of the test other then to tell me my child is behind.

I think a variety of items need to be considered when measuring the growth rate of students and success of schools. Parent involvement and team work are huge factors in both of these areas.
2556 Unfortunately, parental involvement drops off drastically as kids get older and more independent.

A clear picture of current success and needs would be valuable. Providing the best educational experience possible for all students is an ongoing process of planning, delivering, reflecting and
2557 refining our services to all children.

2558 If we don't have test scores it is hard to compare folks in an apples to apples way.

2559 How the students will fare in the wider world, after graduation.

Schools should be measured by the grades students are receiving in their classes. If children aren't passing classes or performing then teachers should be held accountable to ensure that they are teaching the methods in a way all students can understand. Have a variety of different teaching
2560 methods.

Schools should measure on what was retained or learned during the time the student was attending. Pre tests and posts tests with no minimum standards should be used. The only standard
2563 should be a set percentage of improvement throughout the year.

If you have quality leadership that is going to bring in quality teachers with an enthusiasm for teaching and also offer a variety of subjects (science, technology, math, reading, etc.) including arts,
2564 music, extracurricular activities/clubs, that is setting up an child for success.

Your multiple choice answers above should allow for more than one answer. All of these are important, and an over reliance on standardized tests is ineffective. There is too much test taking in our schools which is time wasting and can lead to teachers teaching to the test. Mind numbing. The successful school has more than one way to measure student success, including teachers' tracking and evaluation of student work that is not tested. Give teachers more discretion in how they teach. We are losing gifted teachers because their hands are tied to teaching the test, students are unhappy and these professionals who are curtailed from innovative teaching methods should be
2568 accorded more independence and respect.

I do believe in standardized tests but the amount of pressure that goes into them are unfair to students and teachers. These tests need to show what the students really know and the questions should be in the same format that is taught. Often students struggle because the way question are presented are different from how they are taught in class. So yes, I believe in standardized tests but
2569 having kids test for hours at a time should not happen!

Students grades and ability to test well on the ACT and SAT should be utilized to measure success, because this will eliminate the problem of diluting curriculum so that schools push a 'teach to the test' environment. However, having the students take national based standardized tests like the Terra Nova (tests in ALL core courses), which is now aligned with Common Core standards, would be a beneficial measure of schools, but can be utilized more as a tool for teachers to use to assess
2570 how well students are grasping curriculum and identify which students need more assistance.

We have been successful if our students are prepared for the next step: university, community
2572 college, trade school, or the workforce.

Each ELA should have the local control to determine their annual student achievement outcomes with district/governing board approval because the school culture/climate matters! "school choice" should not just apply to curriculum implementation/school discipline/school climate; it should commensurately apply to expected outcomes based on student population and school application. I.E. a rigorous academic school culture should result in 100% college admissions, an arts school should result in fundamental academics & trade-worthy skills and a vocational school should result in fundamental academics & 100% hiring rates. #LocalControl with #StateOversight

2574 See above.

Should be measured in individual school improvement in student's scores on standardized tests as compared to that school's baseline from prior year.

Measuring success by graduation rates eliminates the bias of what is out of school control: attendance, poor test scores. If teachers create safe and interesting learning environments kids want to come to school and they want to learn.

The success of a school cannot be measured only by student scores. Too many factors outside of school influence a child's success. It has to be a mixture of grades, teacher observation and demographics. Look for innovation & engaged learners.

Students grades should be a major reflection of success. Some brilliant kids are poor test takers....the stress these kids have put on them to score well on standardized tests is ridiculous and I can only imagine it impacts there test scores.

Multiple and various assessments that allows students and teachers to measure teaching and learning. Not one test, one time a year to assess all the teaching and learning that takes place within the classroom. Assessments that are equitable for students and teachers.

Kids learn differently and at various paces. Kids are successful when they learn how they learn best. Takes a skilled teacher & small classes for teachers to know their students & learning styles. Students success can be measured by their grades & meeting or exceeding their goals or past score or grade. Schools can be measured by including (but not limited to) teacher & parent satisfaction. As well as student's grades, or performance on tests.

Previous question is geared toward high school only. Student success should be measured by each students progress/improvement, school succes by more than one factor. Standardized tests are important because they can't be skewed, graduation and attendance are great but how do we know they're not just letting everyone graduate? And attendance is key but doesn't guarantee success.

I'm not sure why you offered the first one since we know schools fudge on discipline rates. I teach special Ed students and have a class of 16 with reading levels from sight words to 5th grade. I'm working constantly to up this so I'm hoping that we raise our AIMS and AIMS-A scores. Can't fathom beyond that.

National standards testing MUST be part of our process. We need to come to grips with the reality of how our schools measure up compared to other states. No more hiding behind our own standards. National standards need to be part of the process. Test scores should be PART of how students and schools are measured.

Students are so much more than test scores. Schools are so much more than test scores. There are way too many variables beyond the control of teachers/schools to put a "rating" on them.

I don't want to select graduation rate because our schools pass students just to pass them. They are not passing them based off of their academics; only to look good on their passing rates.

Based on student's performance

2609	They should be measured by the scores of the end of the year state tests.
2612	Student evaluation of their school experience. This should be done on an annual basis, especially from graduating seniors.
2614	I'd pair college admissions and graduation rate together. I feel these standardized tests are garbage. My son excels HUGE on every test but struggles in class due to overcrowding and in turn teachers giving worksheet after worksheet which bores him to death. He then doesn't do the work and all the preparation for these tests, yet gets higher scores than most statewide.
2616	I don't think they should, at least at the elementary level, graduation is what should count.
2621	Student readiness rates [% passing advanced classes; graduation rates; and % going straight to work; % going to college].
2623	If the majority of the students are successful, and attendant some kind of higher form of education school or career certification then the school has been successful in the education of their of their students.
2624	Ask and involve the students in measuring their own success and the success of the school. Stop managing from top down and move towards bottom up assessment.
2625	Students - growth. Measure their individual growth. Schools - point-based system that accounts for the growth of each individual student.
2627	For my elementary school kids, college (Higher Learning) is an expectation not an option. Kids that embrace learning and go on to the college should be a metric
2630	How well students achieve based on where they start out. If a school draws from a low income neighborhood, but score above average on standardized tests compared to other schools with the same demographic, the school is successful. Also if school has a popular gifted program, it is not necessarily teaching well just because it's students score high by any standards, it should be compared to other programs with similar makeup.
2632	Students understanding material and financial, relationship, cooking classes, add computer technology vocational classes should consist of higher paying jobs not mechanic low paying non promotional dead end jobs. Equal playing field as the best schools.
2633	measure students academic achievements commensurate to workforce placements. Survey business/employers to ascertain graduating students come prepared to do the work needed.
2635	None of the above by itself is a perfect way to measure school's success. We have to take into account challenges that face different schools based on Socioeconomic status of the student population.
2636	It should be a combination of factors that include most of what is listed above. Testing should be a part of it at particular years but not the huge focus it has grown to be that is damaging education and stealing valuable instruction time.
2637	students show growth on a variety of assessments (formative and summative) based on standards pre and post assessments given at the start of the year and end of the year to measure growth
2638	Really a combination of college admissions and career certifications is needed to judge success. Not every student should go to college. We need people learning trades as well.
2639	It should be measured by the success rate of graduates, student scores, college success rates and career and placement rates.
2645	All of these measures are important and of course attendance, attrition and discipline should be tracked. But we must also focus on the positive outcomes, which is why I recommend also evaluating college admissions and success rates in the long-term.
2647	This is a hard one given that school is not just the teachers and administrators, it is the students and parents. Test scores do not help a student get a job.

2648	Teachers and principals know when students are engaged and excited - that's a great measure.
2649	Student program to assist success - joy of learning and mentoring to become all they can be - teach them how to learn then set them on path of inquiry - opportunity to explore their own interests instill the desire to be a productive part of society
2650	Not all students take the same post-high school path to higher learning or employment. Those differences should not penalize the school. Students should be part of the accountability formula - not just teachers or schools. End of course testing makes sense, but factors such as attendance, etc. should be included to make such measurements valid.
2651	Student "growth" year to year - growth in academics and in the kinds of personal skills required in the coming years - self-motivation, analyzing, discerning good information from lousy information.
2652	School success could best be measured by a combination of college admissions and career certifications. College is not the right path for every student, and the K12 education should be preparing all students, whether college bound or entering the work force immediately after graduation.
2656	Standardized tests only make teachers teach to the test. It may be as rigorous as an AP test or as "lenient" as AIMS or Merit testing, but it is nevertheless not helpful in the long run. Students will forget the material eventually and teachers/schools may cheat.
2657	Measured in more than one way. A sped student may have low reading grades because their comprehension is grades behind, but may excel in the arts. Recognition for their strengths, but also awarding students for both hard work and for top grades. So a mix
2660	The success should be measured by scores on tests but also on all other statistics.
2661	I think all the things listed have a place in determining school success. There should be a balanced approach taking many of the listed items in consideration.
2665	Every school should be offering anonymous surveys, at least 2x/yr, in order to assess what is actually thought of each and every subject. They will get frank and honest responses & will thereby have the info they need to implement necessary change.
2666	Student success should be from a composite evaluation of graduation rate, goal based measures, and possibly some standardized tests. Standardized test should be computer based and give immediate feedback.
2667	This is hard because it should be more individually rated based on the goals of the student and family. Ideally graduation should put students on the track they want whether it be a career right away or college.
2668	Classroom grades combined with standardized testing gives a true picture of student's learning. If schools can keep students engaged enough to graduate and instill a love of learning then the student will go on to learn a trade or go to college.
2669	surveys, student and faculty retention
2671	Get rid of the ridiculous standardized tests! They take up so much valuable time and resources. Don't make our children learn that education is about passing a test, let them learn, explore, discover and immerse themselves in a rich environment without the pressure of standardized tests. Teachers should be more than qualified to accurately assess the success of their students. School success should then be measured as a whole on a cumulative of the class grades, safety, offering a rich and positive environment to all students.
2672	Not all students are meant for college. graduation, clas grades, attendance should be looked at.

2673	Not by a standardize test scores which is a huge mistake to use as the symbol of learning. These test cost the state millions of dollars and they do nothing to prepare people for college or the workforce. Testing is about profits for the makers and graders of the test.
2674	The more children we can graduate successfully prepared for college and career fields, the better.
2675	PLEASE stop putting so much emphasis on standardized tests. Schools are teaching to the test. Nobody wants to teach anymore because the creativity and autonomy is taken out of teaching. Important subjects are being missed because too much emphasis is being placed on the subjects that are being tested on. Students are missing soft skills. Allow for teacher training in other cities than Phoenix.
2677	Arizona consistently performs near the bottom on standardized tests. As someone who recently graduated from ASU, I can say with certainty that there are college students currently enrolled who have difficulty stringing two sentences together. Should a student who has consistently demonstrated difficulty writing be given a pass on all writing assignments? Then neither should a state who consistently fails standardized tests.
2680	There is not a one size fits all component for how to measure success. The key is to look at many different aspects of schools to help determine success.
2681	Schools should be judged on the amount is growth students make- regardless of their starting levels.
2683	Goals
2687	Students are tested WAY too often. This creates stress on teachers to make sure they cover everything that's going to be on the exam, and multiple avenues of pressure for the students. They get pressure from their teachers to pass because that's how the teacher is evaluated, they get pressure from parents because it's a statewide test, and then there's simply the pressure of taking the exam. This leads to elevated stress hormones during a critical period of development which can stunt growth and actually hinder learning because their bodies are thinking they are in life-threatening situations. One standardized test to graduate high school should be sufficient to determine how much the students have learned. On the same token, if schools are graded on these tests, the pressure returns. If schools are adequately able to prepare their students for college or career, that should be what they are graded on.
2691	Success of students should be measured by class grades. Success of schools should be measured by attendance and graduation rates.
2693	According to the age of the students, indicators of success may be developed by the team of people most instrumental in each student's education. It'll will mean the more active engagement of parents/family/friends, whomever will champion each student towards success.
2694	When we are challenged, rewarded, by instructors we succeed in an environment we feel safe about.
2698	Testing and attendance is good for measuring success within a school system, but it should not be good enough for students to be testing well. Students need a purpose, not meaningless achievement. As for school success, schools should be highly interested in providing students readiness and confidence in their future living, not only a diploma whose application is confused and frustrated. Education should not be towards that high achievement moment of graduation, but for a strong and confident future thereafter.
2700	Not solely on one testing opportunity, but a collective performance throughout year - both for student and teacher/school. I do not agree with state testing, but feel we would better assess areas for improvement by national standardized testing.

2703	I feel like it varies, a high title one may use graduation rate. An affluent social economic may be college acceptance. It's varies, not all in one box
2708	Standardized tests are horrible. Measuring the students success by such a process is ridiculous. Children learn at different levels, styles, processes, and speed. The success of a school should be measured by the quality of classes and overall satisfaction of the students and parents.
2709	If you allow a student to reach their own goals on their own developmental curve, they will be able to be more self-confident in themselves, therefore producing more of a will to graduate.
2713	An evaluation process
2715	students are effectively prepared to enter college, trade school or the workforce.
2717	see above
2719	Schools should be measured on who many students graduate, and students shouldn't be measured on standardized tests or grades, as some students are extremely bright but do not excel under these measures.
2721	I understand the need for standardized tests and don't discredit them, however I think we need to not use them exclusively.
2722	I think there should be less focus on teaching students how to take standardized tests. Rather the instructors should be measuring their students progress on how they are picking up on the lessons.
2726	Schools and their students should be measured in relation to their ultimate objectives. For example, a technical school should be measured on its ability to adequately train and place students into that specific field of work (meet certification standards, certification & placement rates, etc.), and those students should be measured on their aptitude for the proper certifications and required skills/competencies for that field. If the ultimate objective of the school is to provide a broader set of competencies (for continued liberal arts and sciences education, for example), then success should be measured by a combination of admission into college, achievement of basic competencies, other academic contributions to society, and graduation rates. The ultimate goal of an educational institution should be to provide students with the tools and resources they need for success in any endeavor, so that goal needs to be in mind while determining metrics for "success."
2727	Students who finish school but continue to be eager learners show the success of a school. Not everyone will go to college but that doesn't mean they aren't well educated.
2729	Retention and graduation rates if it's vocational based then placement based goals
2732	I think the stress of taking exams is a toll on students. Students are not graded on how well they know the information, rather on how well they can take tests; completely two different things. Setting goals, whether they be daily goals, weekly, monthly, or even yearly goals, students can work towards each goal, becoming closer and closer to success. Schools should be measured on success rates, not on test scores.
2734	I believe the SAT test are a could measure of a students knowledge and should be used to rate the high schools. A standardized test at other levels would be appropriate as long as the teachers are not just teaching the test. MAYbe the standardized test should have questions that test the students abilities to apply what they have learned to real world problems such as the choices parents have to make and finance decisions and work ethic questions.
2736	I just did that under my "other" statement in the precinct question.

I think this depends on the focus of the school and/or the path of study a student has chosen within the school. If the goal is college, then the student goal should be graduating with the necessary qualifications for college acceptance, and the school goal should be based on student college admissions and success rate. If it is a CTE/Job readiness goal, then student success should be measured based on their successful completion of the program, and the school should be rated on
 2741 the number of certifications and job placements their students achieve/receive.

The reality is not all students are at grade level for various reasons, often out of the school's control (poor attendance, difficult home situations, transient population, English not first language, etc.) We need to measure student GROWTH from where they started at the beginning of the school year and also compare to previous years. The goal would be to work towards being at grade level, but
 2743 we also need to realistically assess students too starting at where they are beginning.

I think looking at how the students do in postsecondary programs and salaries or crime rates after
 2745 that, or even perhaps home ownership rates.

Success should be determined using multiple data points and measured by the increase from each individual school's baseline of those data points. The goal should be growth and improvement. It is important that schools also use the same definition for each data points. For example, persistence
 2747 and retention varies by district.

2749 We need to look at what students accomplish when they graduate.

A one-size fits all approach is not logical. Success looks different for different people and should also look different for different schools. Both students and schools should set realistic but challenging goals that help them become what they want to become, and then measure themselves
 2751 according to those goals.

I know that data is important to measure success, but I worry about individuality being lost in the data. I think that first of all it is imperative that we measure growth more than achievement, to recognize that some schools are fighting more of an uphill battle with lower income students and English language learners, while others are dealing with students with a lot of home support, engaged parents, and strong background knowledge. Also I think that "goal-based measures" is good because it allows us to choose many goals. The students who want college should do well on AP tests, the ACT, the SAT, and college admissions. The students moving directly into careers should earn certifications and job placements. Special needs students should transition successfully, and English language learners should prioritize fluency. More students should graduate than graduated
 2752 last year.

Locally. School districts across the state are quite diverse and success should not be one measure
 2753 across the board.

This is difficult, because all kids are different. I love PEC, Paradise Education Center, (I have 2 kids that go there) for it's high standards and focus on academics. They focus primarily on test scores and they teach to the test. That's great for kids that can handle the pressure. But, this is a horrible environment for kids that can't handle the pressure, which can cause lasting and traumatic self-esteem issues. District schools have to have a balance between teaching to the test, and teaching for real learning and enjoyment. In regards to Common Core, at least you know where your student and school stand in regards to the rest of the country. What do the other judging criteria tell you, as a parent, or as an educator about how well you're doing compared to anyone else? it's all relative. I feel like parents didn't like common core because it held up a mirror to how well their child was doing and how well they were doing as a parent. Also, with common core, it didn't leave room for struggling learners, or students that learned differently. That's why I believe there must be different types of schools for parents to choose from, even within the school district. Like Cambridge, at Marley Park, versus The Arts Academy at West Point (in Surprise). This is wonderful and parents should be able to choose which school they want their kids to go to, if there is space. Parents will naturally choose the school that best aligns with their values, and where their child can most thrive. Now, within each school, grades are how I measure my children. However it is part of life that grades have to work a lot harder for at the stricter schools like PEC, because of their higher expectations. Parents who want a more challenging school don't mind the stricter requirements. But, the AIMS, and AZ Merit scores are still incredibly important because it allows me to see where my children are in terms of their school and the country. They may have all A's but if their standardized math score is in bottom, it lets me know they have some work to do, and we practice, practice, practice.

2756 Are the students learning, happy, and ready to move to the next step

Standardized testing pretty much gives you everything you need to know about each individualized student and where you can change things for the following year.

I feel that students'/schools' success should be measured by a combination of factors; including, graduation rates, standardized test scores, attendance/dropout/discipline rates, and goal-based measures.

2762 Each student is unique and needs individualized plans.

Students should take a standardized test, like STAR, that identifies their abilities and their readiness on academic skills. Teachers should deliver curriculum targeted to student needs. Teachers and schools should be measured based on how much students improve compared to that baseline.

2765 success

Parent and student surveys twice a year. Do parents keep their kid there for more than a year? How many families withdraw their kids because they are dissatisfied. How often do they issue at home suspensions or expulsions, and how hard do they try to prevent that from happening? What measures are in use to provide flexibility to students in extenuating circumstances, and what's the completion/graduation rate among them. Stuff like that

I believe we are in an era where each student's success can be measured on their individual growth and have individual growth plans and goals set by either students or parents and students along with teachers.

All children can learn. Curriculum outcomes encompass the above. In order to learn children need to be healthy and safe. There are many ways to measure school success. It is a comprehensive evaluation.

2771	I feel strongly that a teachers' performance should be based on the more than one measure such as, academic growth and classroom environment. Additionally, academic growth should be weighted for teachers with large class sizes.
2774	See 3 a and b.
2778	Students that are not good test takers are sometimes some of the brightest children. I feel a portfolio of their work as well as teacher's observations of the students and classroom success should be how they are evaluated. Teachers should be evaluated on how successful their students are in the classroom.
2784	Schools with attendance and discipline issues should be provided more support to solve those problems rather than graded on in. Not all students are college bound and that's ok. A school's success should be based on students achieving their goals, whatever they might be.
2788	Schools should be preparing students for life beyond their K-12 education. Schools should not be overly pressured for discipline rates, graduation rates, or standardized tests because those pressures don't result in what is best for the child.
2799	not standardize tests. Performance tasks,
2803	Graduation rates, that show retention. Need to get students to show up, behave and find a level that is challenging but comfortable for them. They all do not need to be math genius to graduate.
2808	I think the testing should be more End of Course based like they used to be. We seemed to learn a lot when I was growing up and our scores were based on what we learned.
2814	School success should be measured on the amount of academic growth demonstrated through District level exams that align to State Standards. When we compare schools based on standardized tests, graduation rates, and college entrance rates we are really not taking into account the unique challenges that many school communities face. Many of these variables are more correlated to what students come to the table with rather than what progress they've made throughout the schooling process. Graduation rates, test scores, and
2821	Percent of students that are able to meet or exceed state standards.
2823	they attend school thru 12th grade then have the opportunity to go to college
2824	How many students go to work or higher education including technical schools.
2827	The success of students and schools can not be measured from one test. A percentage of all of the options, perhaps.
2829	This is not a fair question in that there is never one measure that indicates success. That is absolutely ridiculous. There definitely is a place for standardized assessment and test scores. However, that is not the only measure of success that schools should be held accountable. Graduation rates, college acceptance, assessment, al the above should be factors.
2831	Through appropriate grade level work and not all of the standardized testing that should never define a child.
2832	The type of support that all students can achieve according to their abilities and grade level.
2833	It has to be based upon the improvement that students grow individually. For example, if a student reads at a fourth grade level in Sept but ends up reading at a 7th grade level at the end of the year, that should be considered success. The student population is very transient in AZ to base success on "group" scores at each grade level is wrong and does not measure progress.
2836	Passing their classes.
2839	By monitoring in elementary levels the discipline and standard tests. At a High School Level, the college enrollment, not just graduation rates.

2841	Student success should be measured by comparing the previous year to the present year. The student should have to do better this year than they did last year. There is no way to accurately measure a school's success as no one can be responsible for the actions of the students but themselves.
2842	They should be asked to produce portfolios that display what students have done while in our schools.
2846	standardized tests are not the best measure of a students knowledge
2858	Tough to measure commitment, effort and love. With those three, you can't lose
2865	Graduation rates suggest how many students are doing well and are able to move on. Standardized testing is not currently the best aligned to schools and the curriculum. In addition, putting all the weight on standardized testing does not take into account the various other factors that could affect the test results.
2866	All students are different, therefore their curricula should also be different. In the 21st century we need to address diverse instructional methods and curricula to meet the needs of a diversified student population.
2869	Students need to be able to move out of school ready to be a part of the community and workforce, not just college.
2871	Students and schools need to be measured on the ability of students to move from one grade to the next and ultimately graduation rates. More time needs to be spent on instruction than on assessment.
2877	How many students graduated and became thoughtful, productive members of society.
2882	The success rate of ALL students after high school.
2887	Some combination of these metrics plus some weighting for free & reduced lunch percentage should be used because there is a very clear correlation between where children live and the income levels of families in the school catchment area that affect school performance. We have to adjust for these factors until we make changes in the system to equal the playing field for low income students.
2894	Portfolio assessment, self correction, success at next level
2895	This is a complex issue. Again, all of the items on the above lists are relevant and important. College admissions and career certifications are important. Standardized tests are useful but should not be the most important factor.
2896	Students, like workers, show up and do their job when they feel there is value in what they are tasked to do; they pay attention when basic needs (Maslow) are met; low scores in attendance reflect a poor cultural foundation for learning. Health, food and clothing need to be part of the concern especially in low income schools.
2898	As long a graduation means reasonable achievement of academic goals, graduation is a good goal.
2903	Because there are so many factors affecting students outside of a schools power to manage, I don't believe any of those above factors adequately judge schools. While graduation rates are a good indicator, they ignore reasons why students could dropout that has nothing to do with academics. Standardized Tests are inherently flawed and college admission and success rates would be a horror to try to manage. Schools should be judged on their students success in the school-- class grades. Teachers are not inflating their grades. Student effort and success should reflect how good a school is.
2905	using a variety of tools, projects, assignments and assessments all year not an individual test. How about success be measured in student happiness and smiles.

2906	Schools reflect the values of the community they represent. If education is not a priority or seen as a viable option for success how can you hold the school accountable? This seems to be a paradigm shift that is needed...I am not sure if individual schools can impact a wider national pandemic of a lack of value in learning and a focus on sports.
2907	Graduated of students and career readiness.
2910	I think all of the above in a combination should be measured when considering student/school success. Standardized tests are definitely necessary to ensure that our schools and students measure up against other states. The only way to do that is if you follow some sort of national standard.
2911	To assure that students are on track to reach their goals, I believe that quarterly standardized formatives can help guide teachers to assure students are learning. These tests will allow teacher to tweak their teaching to meet the goals of students throughout the year.
2913	Project based learning
2914	If a students cannot obtain the all the above measurements; the attendance is low and the drop out rate is high, students are not being challenged and inspired; hence school is not delivering and meeting it's purpose.
2918	graduation rates AND followup career/academic success
2920	Individually. Standardized tests can be a part of an overall plan to make sure that each student in each classroom in each school in each district is reaching their full potential, and if they aren't a plan to remediate that is quickly implemented.
2925	NOT BY STANDARDIZED TEST SCORES
2927	Tests should be second to student's success measurement. Career certifications and placement rates is what gets our students into higher learning environment.
2929	I think that this question seems to indicate that there is one answer that fits the needs of diverse student populations, but this is not the reality of today. For some students, success would be career certifications/placement rates. Not all students need/want to attend college (or at least go to a 4 year college), so college admissions is a relatively poor measure of success for those students. For other students, that is a good measure. Attendance/dropouts rates are important in helping students achieve academic success, but in and of themselves is a poor measure for determining a school's success.
2935	Not all students
2939	Students should be able to compete in a global society. They should graduate high school with the knowledge and skills needed to attend college, or be productive in the work force.
2941	Students should show improvement from their starting point of knowledge and schools should be based upon the furthering education of successfully obtaining college degrees.
2943	High graduation rates lead to college admissions and career/job placement rates
2945	They need to be measured by Standardized tests scores, student grades, attendance, meeting school created measurable goals. For High schools I would also include graduation/ drop out rate.
2948	Progress made by students in class and overall.
2958	If students are excited about learning they will stay in school.
2982	after graduation success
2985	One snap shot of a students ability does not represent that student, only that day. More realistically, a portfolio of grades would be more accurate.
2986	Standardized testing does give an accurate reading of what is going on. Every state however tries to cheat. If we used the ACT, an already nationalized test, we would be better off.

2988	The goal of school either k12 or post secondary is to produce a contributing citizen who is ready and able to join the workforce. Therefore success should be measured as such. Testing isn't relevant, nor is college acceptance. What is relevant is whether the student can translate the education into a career or job at whatever level they enter the workforce.
2990	I believe it should be multiple ways, class grades , test scores, projects
2992	I think we should look at other things in addition to standardized tests, such as goal-based assessments or portfolio items that are small enough not to be overwhelming to educators. For low-achieving students, measure growth instead of achieving a certain threshold.
2993	Not on so many standardized norm referenced tests. Make sure there are multiple ways to measure whether the students can meet the standards. Criterion referenced tests are best.
2999	Students should be held accountable. Students should not be held accountable through assessments that provide questions with multiple answers and questions that try to trick students. Questions should be straight forward, which will assess if students actually understand the answer.
3003	not all students succeed on a standardized test so it does not necessarily measure the students learning.
3009	Students should be assessed on their understanding of Achievement on the Goal - Based Measure and the district should compile that date to pass along to state. No money should be tied to this data, it encourages schools/teachers/ districts to be dishonest. We are professionals and should not have money be held over us like children who need to complete a chore, we don't tie successful surgeries to surgeon pay... It is an insult.
3011	Students learn in different ways, & excel in different subjects. Teacher/District made tests, which cover the standards taught (or should have been taught) should be used to measure student, teacher, & school success.
3015	School and student success should be measured by successful completion of the school program. Students should be prepared to move on to the next phase in their education or on to a career.
3018	It is the schools responsibility educate and graduate their students and held accountable for it.
3022	growth within standards
3024	By what types and kinds of young adults you produce...Grades are given to enhance the parents and administrators and governments ego's...No one cares what grade you got in real life..they care about what kind of a person you are
3025	Not every child is destined for college. Drop out/discipline/attendance rates would help to know so you can start to figure out what students need to be encourage to come to school, and get them successful for whatever they chose after high school.
3028	It can't be 'measured" Being a productive member of society can't be measured. College is not for everyone; manual and/or skilled labor is a vital part of our society and is no less successful than academic learning.
3029	Students preparation for college and the work force, placement in a tech school etc.
3031	Student success should be measured by the student's score on standardized testing.
3036	A standardized test won't tell you what my son's are capable of learning or what they have learned. My youngest son has ADHD. Why can't he tell you or show you what he has learned instead of taking a standardized test or paper/pencil test?

3039	Create a goal-based school district. It needs to be supported with a lot of ongoing training. Many schools are stuck with collecting data, but don't know what to do with it once it has been collected. So, what ends up happening is that teachers are left feeling like they are jumping through hoops for administration, and overworked for all the extra data input. I trained with a company named, Baldrige out of Florida about 15 years ago. These people are amazing, but it is a lot of work. The end result is clean data that is used to improve all school functions, including student improvement.
3043	Basically, when it comes to data, its all or nothing.
3044	Determined by graduates prepared for workforce or success in college
3047	I think student success should be measured against all students nationally. I think school success should be based on how many students get a job based on their training or get into a college.
3048	Ultimately colleges are looking at how they perform on standardized tests. If they don't perform well on the ACT/SAT it's over.
3049	I don't suppose there is a perfect way to do this and on any given year the measurement might not be reflective of school performance. But I do believe over time standardized tests scores are a indicator of school performance.
3050	It should be a combination of attendance, class scores- by the teaching staff AND standardized tests. Some kids really know hands on stuff but don't perform well on paper. Others might be able to take tests well but not have hands on knowledge of the subject. So it should not fall on just one thing.
3051	Combination of standards,
3053	Students should work closely with their teachers to set specific goals directly relevant to their individual interests and career preferences. Grades and tests are an outdated and unproven tool for measuring success. Likewise, schools/districts should not be measured by the quantity of passing students. Instead, success should be measured by how many students are placed in careers or degree programs relevant to their interests and goals.
3056	Not all students will go to college, but they still have a future if we provide trade and job training. Testing is not always the best indicator of college success.
3058	When students are eager to learn, attendance goes up, dropouts go down and discipline is self regulating. It's synergy.
3059	Students should not be promoted from grade to grade unless shows mastery of current grade. Students with excessive absences should automatically be held back, no matter what school they transfer too.. schools and teachers should have the final say on promotion to the next grade that can be backed up with data.
3060	At the end of the day, it is extremely hard to find success in the world without some form of post secondary education degree. That can be college, or technical training, but the days of getting a career straight out of high school are over. If high school doesn't prepare my kids for college or professional schools then the school will have failed them.
3061	I think both testing and attendance play a huge part in whether a child will or will not succeed, but not all schools meet the same testings based on what is taught to agree with standardized testing for state tests.
3063	I think graduation rates and student tracking all four years of high school would help.
3064	I believe all of the choices above play a vital role in the success of the student and the school so I think Arizona schools need to incorporate all of them.
3064	There is so much pressure for the kids to pass standardized tests right now, that we aren't focusing on if our students are learning the skills or making the connections with the content that they should.

3067	There is no one ideal measure. Therefore, I appreciate the wording "most closely reflects..." in the question. School success should be measured using a number of tools
3069	The school should be measured by it's well rounded curriculum including technology standards, as well as extra curricular activities. The success of each student should be measured separately. Each should be categorized by environmental factors and compared to students of like economical and environmental situations.
3072	THAT ALL STUDENTS HAVE AN OPPORTUNITY TO EXPLORE DIFFERENT AREAS OF SUBJECTS THAT WOULD BETTER HELP THEM IN THE FUTURE JOB AREA THEY CHOOSE TO BE IN.
3073	Standardized testing is important but we do too much of it. My kids are burned out of testing and have a careless attitude as a result. Class grades show how the student performs in the class and how they achieve success with their responsibilities there.
3078	Based on student engagement and ability to succeed in various aspects of learning and education. Not simply based on a test score.
3081	I believe standardized tests are always confusing and have some stupid questions so students don't exactly take them seriously.
3085	They should be measured through out the entire year and not just on one test. If kids perform well and graduate the school and the student both succeed.
3086	It should be the same success criteria. If individualized students have goals, to increase. Each school should be individualized as well. No one, school or student are at the same place.
3089	Students should be measured by class grades, not one standardized test a year. Some students have test-taking anxiety so I don't feel it's right to use one test to measure them, rather daily assignments and projects should be used.
3090	by their own improvement along with the teachers record of other kids in their class room
3092	Students score within the district and state wide.
3093	Along with the rate of successful college admission it is also important to notice career certification and placements rates. Not everyone is or should be college bound.
3094	Test scores are important but not every student is able to express what they have learned by tests alone. There needs to be other indicators also.
3096	Not by a one point in time assessment.
3097	Both college admissions and career certifications.
3102	Success isn't measured by one standardized test. Success is measured by how well children progress from one point to another (beginning of the year to the end of the year, from one semester to the next), and how many of them graduate from high school.
3103	By multiple measures. The more we measure on standardized tests, the more we fail our kids. Teachers end up teaching to the test instead of curriculum/standards which can be taught in a much more motivating way. Bottom line, move away from standardized teaching and learning.
3105	I believe that school success should be measured by graduation rate & career readiness & placement.
3106	Not fair to use scores and so on as student population will vary. But schools should be visited to evaluate support staff, administrators, and teachers level of knowledge. how well is run the school? Is it clean, safe, does it communicates with its outside stakeholders?
3114	Students success should be measured on their class grades. Students in my area are measured by their language (AZELLA) testing which enables those children with language barrier to be around other students with a proficient level.
3115	The answer to low state scores is NOT raising the standards. Instead it IS within decreasing the number of standards. Depth NOT Breath! We need students to be master a smaller number of standards at each grade level.

Student success should be measured by their efforts and their ability to take responsibility for their choices. This would show in their grades and/or rate of improvement with curriculum. Teachers should be trained and qualified to know if their students have successfully learned and retained the curriculum. This would probably need to be balanced with some form of standardized testing, but i don't think testing should be the only method for measuring student or school success because not everyone tests well. Also, teachers shouldn't feel like all they can spend their time doing is teaching to a test. This takes away from the creativity and diversity of both the teachers and students.

By both college acceptance rates, career certifications and readiness for the workforce. Not all kids are going to college; not all kids should be expected to go to college. But we do need to make sure those kids, and frankly those headed to college, are prepared to work. Work outside the confines of a classroom, as well as within.

Students should be evaluated on progress. A student who is a fast learner in a subject (or is otherwise advanced) will sit idle because she meets the standards while other students struggle or can't meet the expectation. A student who is not making progress is not successful. A student who struggles but makes progress is successful.

The ability of H.S. graduates to participate in and contribute to their community.

Student growth is the number one indicator of a good education.

Attendance/dropout/discipline rates are helpful because if teachers and administrators are doing their job, students will behave themselves, will be less likely to be absent from school and will not consider dropping out.

By how they do in class. Completing the assignments. Putting forth the time and effort.

Camelback high school did an abrupt turnaround under a principal named Chad. They enforced a drug policy, created a safe and loving, tough, encouraging environment for the students to grow in confidence and also discipline when kids acted out of line. Witnessed kids at Sunnyslope who administration knew were selling drugs, in trouble, failing grades and just let the kids coast. No drug counseling etc. Kids are dealing with stressful issues - including a large weed/drug/alcohol problem and having these kinds of support systems in place should be a measure of a safe learning environment. (Being able to go the the bathroom without dealing with kids smoking weed in the restroom.)

Success should be measured by the number of people that want to be teachers.

Providing a well rounded education - Career preparation, guidance for students that enhances their personal goals, graduation rates

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).

Students should be measured by factors such as readiness for college and the workplace.

Education is a complex process and requires complex solutions. My responses to the two items above summarize my thoughts.

The success of schools should be dependent upon a number of data points including college and career preparedness

through the engagement of the students in their learning environment.

Although there is more to school than reading and math and standardized tests, when it boils down to it, these are the essentials. If we can provide students with nothing else, then we must provide them with these. That being said, to lower ourselves to a standard that only requires this and measures students' success accordingly is unacceptable. While it is useful to judge academic success on standardized testing, we must look at how our schools prepare our students for further education and life to know how we are truly succeeding.

3159	Students need to be measured on what they can do!
3165	Success includes many different things. Students that have met thier goals and improved are successful. Students that graduate are successful. Not everyone test well and these kids are under a lot of pressure to perform.
3167	I do not think students and schools should be measured based on test scores. This seems unfair to me because not all students test well.
3168	A student or their school should show success in multiple ways - graduation rates, college and career readiness among them.
3171	Each and every school should have a stand alone measurement. Our state is very diverse and measuring a school where most of the kids will work on the family farm or ranch against an urban setting is not logical. In each situation areas of interest are vastly different to the point that their cultures are very different.
3174	Ideally each year students would be tested with school designed tests -- directed at seeing how well students retained what their own teachers had stated was the teaching goal for that year.
3178	Education means preparedness for future work and community involvement.
3182	Standardized tests, based on state standards (Arizona College and Career Readiness Standards) must be used as a measure of student growth but not be punitive for teachers or sites with high numbers of special education and socioeconomically at-risk students. A focus must be placed on using the standardized tests as data to drive improved instruction. We should be able to align student success in college and career with data-driven instruction, which includes master teachers, committed administrators, social programs in schools, and diverse curriculum that allows all students to leave high school with the tools necessary to be successful in college and/or career.
3184	If students show up to class they will be successful. Standardized testing does not do this.
3188	It's impossible to measure one school against another if they don't fall within the same socioeconomic strata. If one school has a 15% Free and Reduced Lunch rate, while another has a 30% rate, which one do you think will have a higher graduation rate, better attendance, higher test scores, etc.? Only compare schools similar to each other, otherwise it's totally unfair and will only drive good teachers away from poor schools.
3190	I don't think it should be based on a 4 year graduation rate, rather just graduating period.
3192	I feel the districts should set their own goals and objectives that align with what the state standards are. I think that each district should be able to set what is important for them but allow the state to set minimum standards so that the districts don't make it too easy for their students and there isn't enough rigor.
3198	Success is based on having students prepared for the next step in their lives: college, job, trade, military, etc.
3200	We need two diplomas: 1. Academic/college bound. More advanced classes and a higher GPA for graduation. 2. Vocational/completion. More vocational training, and classes designed for a more practical education.
3202	I think we are focused too much on measuring. It forces people to choose imperfect measurment tools and leads to poor outcomes for students and teachers.
3212	As stated above, prepared to enter the workforce through vocational training and earn a living wage or be adequately prepared to enter college for a continuing education.

3213	Standardized tests HAVE to go. Measuring a child one time, one day is shameful. Many times, due to the time of year, students are sitting at their desks with a trash can throwing up, due to a virus, because they have started their test. How can a child, school, or teacher be measured on such? I think districts should develop goals, by the teachers and standards, and be pre and post tested on those areas. Growth will show the success of the child. Teachers should not be measured on a child's test scores. Teachers do not raise these kids. Many of them go home to raise younger siblings, or hard home situations. What that child has been through, or has seen, effects how they work.
3214	Presence of multitiered systems of support to address the academic, social-emotional, behavioral and mental health needs of students. Use of nationally recognized assessments with proven validity.
3219	Attendance in conjunction with a strong intervention/enrichment program (academic and behavioral) that progress monitors students to make sure they are showing growth. Attendance is important because if students aren't in school they can't learn. However, this should not be the primary measure of school success.
3227	School success is far to complex to be defined in a sound bite.
3230	We should measure success based what the teacher sees everyday, not one test on one day.
3234	Schools should be measured on how rigorous and diverse a curriculum they offer and the graduation rates of their students. Acceptance into college can be a factor in school success, but students are starting to balk at the price of college and may be applying less.
3241	Students that are engaged and enjoy what they are learning are less likely to skip school, dropout or become a problem. When those measures decrease the school is more than likely meeting the needs of the students.
3247	Not all students excel on tests and not all students come from the same environments and shouldn't be measured as such.
3250	ask the students, parents, teachers, and the business that depend on the schools to provide a workforce
3252	Not every child can or should attend college but we do need them to have a set of skills that will allow them to be contributing members of our community.
3253	Formative Assessments based on student generated data
3254	because schools are asked to do so much, they should be measures in multiple ways
3258	Not all students are college bound and special ed student do not always do well on standardized tests. The schools hope the Advanced and Dual Test Scores will bring up the rest up the school.
3262	Kids who can take tests do not measure their success, I have A/B students who can't take tests well.