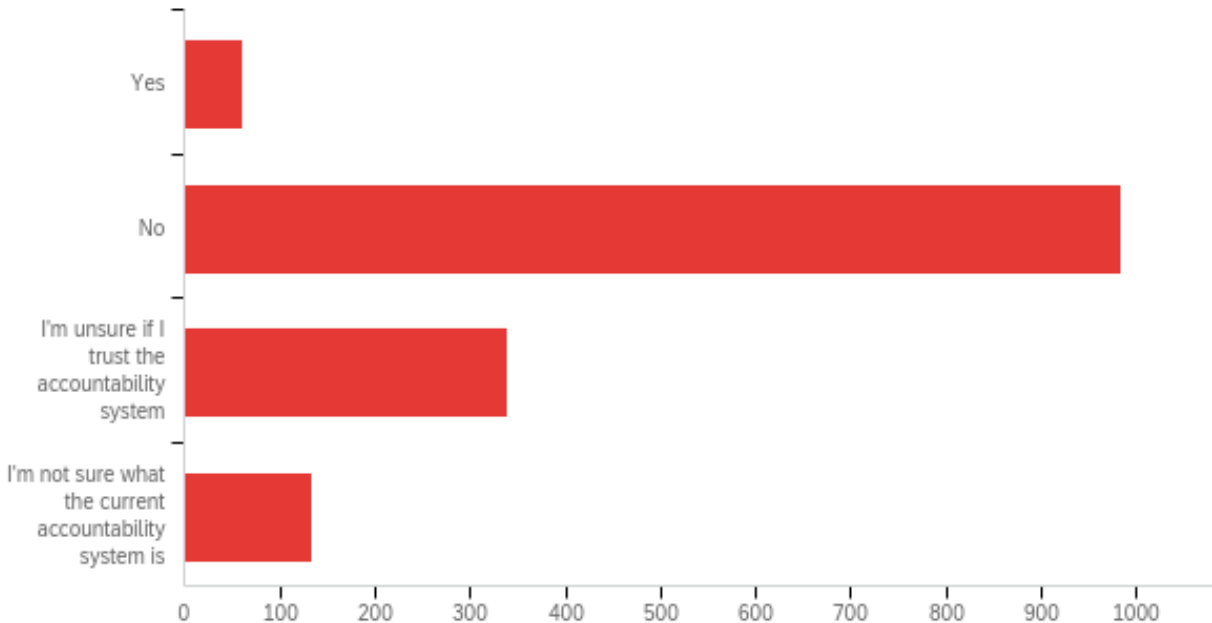


Q44 - Do you trust the current accountability system to accurately measure student, school, and district performance?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you trust the current accountability system to accurately measure student, school, and district performance?	1.00	5.00	2.67	1.13	1.28	1518

#	Answer	%	Count
1	Yes	3.95%	60
2	No	64.82%	984
4	I'm unsure if I trust the accountability system	22.40%	340
5	I'm not sure what the current accountability system is	8.83%	134
	Total	100%	1518

Q45 - How could the accountability system be improved?

How could the accountability system be improved?

Unsure

Not sure

???

By increasing teachers' voice.

Stop staffing evaluators: add trained people as teachers and mental health, GT, SpEd, paras instead!

Test the students at the ability

Realistic evaluation measures

Streamlined

Abolished

There needs to be flexibility in the evaluation rubric to account for part time teachers.

Totally scrap it and don't replace it. It is totally unnecessary baggage that does nothing for education.

not sure

Accountability should be more than a test score. Students can't learn if they aren't present for school.

It should be abolished. We are professionals. Treat us as such.

get rid of the overhead. To much waste

No sure

Remove the RANDA mandates for yearly review

Get rid of the system it never proved to work in the first place. Have more robust teacher training, mentors and support for all teachers to improve.

Stop using a state wide model.....let districts chose their own measure so we stop over testing children to death.

That the people making decisions realize things are so different especially after Covid. We are still catching kiddos up socially, emotionally and aca

I think the teacher evaluation model was well-intentioned but ineffective - I also think CDE should reduce licensure requirements for veteran teachers

It should be based on student learning, not on graduation rates.

Standardized testing tools at kindergarten and below not aligned to developmental abilities of children. Hands on assessment would be better

benefits based accountability! get rid of SPF/DPF and ed effectiveness.

Hire principals who know what they are doing

Do not use high stakes testing as a measure

Less focus on one test, less testing, less extensive testing. Look at other metrics.

The system is based on test scores and a lot of students don't try their best on tests so it isn't a fair representation of the teachers or students.

Better factoring of newcomer students to a school, and the impacts of low socioeconomic status on learning (homelessness, hunger, domestic violence)

Stop forcing teachers to be evaluated on things that they shouldn't be. If admin evaluates teachers, teachers should be able to eval admin.

Take teacher input

Removal of standardized tests.

Anyone who evaluates a teacher's performance should be required to actually spend time doing the job each year. We don't need armchair quarterbacks

Have more teacher input in the making of teacher evaluations.

It's based on a biased assessment that interrupts our teaching and learning. It is one measure on one day.

Less emphasis on test scores.

Teacher evaluations should be based on test scores. Maybe 15%, if at all.

Benchmark assessments multiple times throughout the year, vertical skills alignment

Testing needs to be different

Look at overall growth

Too much reliance on CMAS that does not reflect the community

Their currently is very little incentive to for students to demonstrate a achievement on stadardized test

The formula is unfair to school, students and special ed students.

repeal SB10-191

Comparing schools with the same populations of students instead of oranges to apples.

Not sure at this time.

Be an FAIR, RESPONSIVE measure of student learning. Have accessibility built in. Teachers, admins get real, qualitative feedback.

Teacher involvement and knowledge of their students achievements

Not sure.

trust us

Do we need a screener for teachers by elementary aged students? If there is such a teacher shortage, should we be evaluating teachers so much?

It could be more community lead.

Less emphasis on standardized testing, more diverse assessment measures, more focus on support and training for underperforming schools and teachers

Provide other ways for students to show knowledge, performance tasks, especially for ELL and SPED students.

Teachers dinged for working in low income

Not use SAT scores towards evaluations.

Take Pearson or other corporation out of the money making picture and base accountability on formative and summative assignment throughout the year

Looking at all factors per school and not using test scores to compare schools that may be the same grade level but have different needs.

Hear Teacher voices

Empower teacher voices without jeopardizing their position from the administration.

Reduce impact of test scores and look at some kind of metric that is based on students' ability to know themselves and be part of the community

Take more into account than test scores, attendance, etc.

It does not recognize the unique challenges of high poverty, high % of second language learners in schools

Focus less on the test!!! A lot less!!!

It is too focused on standardized assessment and changes that were made to the rating system have not transferred over to the documentation in APS.

Listen to teachers concerns and actually fix the concern

Peer evaluation needs to be taken away, and there need to be less indicators in the evaluation process.

Freaking get rid of it as an every year thing. Let's go back to every 3 years.

Quit relying on student performance on state assessments they don't care about.

n/a

Stop relying on CMAS scores as measurement of how well a school or teachers are doing.

Add parents to the equation.

Remove college matriculation rates from the school accountability report cards. Schools and districts have absolutely no control over this metric.

Be realistic in what teachers can be responsible for; we cannot control homelife, we can help create and build community; not alone & without support.

Measure training hours and elapsed time to implement new curriculum... and compare this to student outcomes, and only in subsequent years to that year

Teacher input on how leadership is functioning. Highest on the org chart have no accountability.

Stop rating students on test scores. Parents are not prioritizing school or testing. Most are not prioritizing college any more.

There is no integrity in the data. It's all made up and the district knows it and is complicit

Don't penalize me if I haven't had plan time to create meaningful lessons. Educators, not admin, need to be the drivers.

No more standardized testing for ELL students at level 1-3. No more connecting test scores to funding. In the current system low income schools fail.

It is inequitable for schools with students facing challenges especially when those schools don't have the funding to address the challenge

More guidance to school boards and administrators to advocate for the needs

Do away with standard test score rankings for funding allocation driven by property taxes of the neighborhoods. It's unethical and creates more divide

Trust the professionals in the classrooms to use their expertise while providing funding to support communities

Get rid of state testing

I *LOVE* the way my current District implements the accountability system, but I've been in other districts where it is not established in a good way.

Highly qualified teachers shouldn't be evaluated every year so administrators can focus on new or struggling teachers

Less pressure on standardized testing

Less pressure on standardize testing

On demand state test, less frequently.

Too much weight is put on standardized tests. It's 2023 and we should be able to prove student learning beyond a single measure

Actually listening to teachers who are in the classrooms, don't put so much pressure on standardized tests, elect administration who cares about staff

Weigh in factors affecting achievement like the impact of severe behaviors within the classroom. Make parents accountable.

Independent studies not funded by districts or state

We need to find a more effective way to support our schools than our current high-stakes testing system that doesn't adequately measure learning.

More streamlined system and rubric, meaningful feedback from Admin, less pressure for specific numbers/data

We need to find a way to better reflect the whole student. All student learn differently.

remove administrators from the process. most of them were bad teachers -- they don't know what good teaching looks like.

Giving the same test to students is only fair if ALL kids begin at the same starting point and have the exact same opportunities, access, & resources.

By repealing SB10-191 and all its enabling legislation

funding calculations and evaluations for schools are unfair and favor already advantaged communities.

Less testing, fewer admin, better teacher evaluation

Quit changing the test and raising the level you want the scores to be at. All of these changes are designed to prove the teachers are worthless.

Wide and varied assessment opportunities for students and educators.

LEAP is an awful framework to keep everyone just 'mediocre'

More culture teacher like tlcc survey being taken into account

IDK

Re-think high stakes testing.

For the framework to be shared in a user friendly and the use of less educational jargon.

Unsure

It needs to be content based not a one size fits all.

Ask stakeholders for input. Listen to what people are saying.

I have gotten used to it and have not tried it this year with new changes to formula.

Reduce/streamline the amount of elements within the rubric. Put the evaluation on a 3-year cycle.

Have realistic class sizes to be held accountable for

Less reliance on standardized tests

CMAS should not be the only testing factor and even that needs to improve so it shows growth of individuals vs year to year same grade

not sure which system you are referring too, local district or state

measure student engagement rather than achievement

Districts should need to share how many new things they ask educators to do each year

Authentic evaluation practices created in collaboration with educators. Accounting for the diverse circumstances that impact student outcomes.

Measuring based on student growth instead of achievement. Many students come from circumstances that disadvantage them that make comparison difficult

More teacher friendly

Stop mandatory testing for all students. Special education students should not be required to test if below a certain academic level.

The educator growth goal is a garbage metric.

???

There needs to be more in place to not penalize schools or educators with students and parents that just won't work to learn.

Ensuring students enter grade level ready.

A deeper look into the "why" behind scoring and not just the scores themselves.

Focus on how students have improved their learning, not of test scores which do not reflect the reality our students face.

Student learner and growth based systems on individual ability not some formula that places the majority of learning at the teacher level.

Stop using CMAS scores to hold teachers, schools and districts accountable!!!!

Minimizes cmass

I am only familiar with the 140+ teacher quality standards and RANDA. This is biggest paper-pushing waste of time! Poor admin oversight can skew it.

Center on interest, pathways and growth in academics not mastery or proficiency. Success should depend on individualized plans.

Kids and teachers are more than test scores

Cognitive Coaching

Student performance tested for knowledge not ability to take a test.

Not sure; every system of *measuring* accountability is flawed, because you can't be sure if the data collected actually reflects the right people.

We need better accountability for our administration.

Measure true growth by learning product. Change RANDA to not be used as a weapon against you by your admin. Hold admin accountable.

Get rid of CMAS testing.

It's too much to be accurate. Does not take into account specialized areas. We could trust our proven educators instead of an annual review.

a body of evidence, not just cmas

By being eliminated!!!

I think evaluations and SLO's are just a bunch of red tape, get rid of them or overhaul them.

Stop high stakes testing that does nothing but drain our education dollars. Trust your educators to do the job they were trained to do.

The assessments we give should be directly correlated to the curriculum that we teach. The expectations on each assessment should be the same.

More classroom teacher input and sharing

More friendly and student centered.

Security and safety, teacher effectiveness, discipline plan, benefits/insurance

The accountability system should have a "bottom-up" approach instead of a "top-down" approach, as is usually the case when "know-it-all" design it.

It needs to be differentiated based on student population and put more emphasis on meeting all students needs not just academic. Teachers need a voice

The system needs to take into account that there are many substitute teachers in the classroom teaching without content knowledge.

There has been a huge push for educators to change how information is being taught but we are still using metrics that are outdated and not equitable.

Get rid of it. It is a fools game that is bad actors will hide their behaviors and those with integrity will be punished for being honest.

Rely on growth data. Teachers to start at their previous year's rating, include language growth, demographics, stop penalizing for behaviors

Stop increasing student standards. Stop increasing difficulty of the assessments and standards. It creates a bigger learning gap in classrooms.

Use real standardized tests not tests based on standards.

I am unsure.

Have teachers design it.

Figure out measures that represent the less measurable impacts in school.

Less involved for experienced educator who have consistently exceeded expectations- evaluators with knowledge of the discipline of those evaluating

Have teachers develop a fair evaluation system & create a system where the public can comment on school safety in a non-threatening manner.

Less bureaucracy.

Making sure all students are socially and academically ready with fundamentally grounded and ready for the next grade. No more social promotion!

The current state testing system makes a lot of money for the companies selling the tests. It does nothing to prepare students for life after HS school

Discontinue using standardized test data to evaluate school performance.

Survey achievement in major subjects - specific sciences & social studies if not available. Assess oral presentation skills. Survey state employers.

Have instructional coaches and designated teacher-mentors participate in evaluations. They are in the classroom and can give better feedback.

Not being measured by test scores and student learning objectives

To many assessments

Have equal representation on committees

A 95% participation rate is impossible when there is 30% chronic truancy. Schools being marked down for this is inequitable and should be illegal.

Focus on growth, use measures beyond standardized tests....not sure?

Sending the results out to all stakeholders, sharing results in community publications, holding district leaders accountable for their management

It should be based on multiple factors and not just test scores. These factors should include mental health resources and support for the arts.

Not sure

Parents increasingly do not see the benefits of standardized testing. Testing is over-used as a performance evaluation.

Make sure the outside interference of parents controlling the school board is managed. Too many extreme candidates are in charge.

The testing is leading to teachers being forced to teach to the test.

More teacher input

Parents should be held legally accountable for truancy.

Eliminate it. We're educating children, not making widgets.

By having teacher voice, self evaluation, be part of the accountability and scoring.

Instead of automatically putting just a school on an audit based on one standardized test, a whole systemic evaluation of the K-12 system is needed

Involve educator voice in creating a fair system SB 191 needs to go

Students across districts are not the same. They should not be treated as if they all have the same needs.

not sure

No equity across the state in funding and resources, yet it is expected that all students score high on assessments. Why are assessments valued most?

150 characters is a joke!

School-wide standardized test scores should not impact my overall effectiveness rating.

Removal of all "feel good" teaching. Return to at least the education sys that was in 1960's. When teachers, parents, & community produced citizens

Just too many damn tests. I barely have time to teach before it's time for another progress monitoring test or state/district assessment

To measure success rate by student employee ability or successful entry in the higher education

Get rid of essa. State tests are only one measure. Add in attendance, staff and parent survwys, individual student growth, and anecdotal data

Since we have choice in schools, doesn't that lend to accountability. If parents are unhappy with their school they can choice to go elsewhere.

Teams of parents, teachers, staff and kids in every school that meet periodically during the school year to discuss accountability issues.

SB 191 created unnecessary paperwork requirements for certified staff that doesn't really make us better teachers or get rid of ineffective staff.

Control for socio-economic status when looking at test scores & graduation rates- these rating metrics favor rich white schools

Focus on coaching, support and resources over time (not one moment). More coverage to bring back learning labs and PD

It could be improved if it wasn't site based curriculum so the rules are different for each school.

Student measures of success are completely flawed. We are going backwards and are subjecting our student's computerized tests they cannot access.

Not only relying on standardized test scores

Stop pushing educators for teaching our most impacted students. Stop connecting value added measures to evaluations. Include teacher voice in revamp

Stop state testing for sped students

Growth from year to year without using hours of standardized tests

Independent evaluators, not principals. There are too many categories. It feels inauthentic and contrived. Too much planning time devoted to one goal.

Anything to do with Randa is a joke. Teachers pad their information to get everyone off their backs. Teachers are evaluated for 0.05% of their time.

Focus on growth not just proficiency

Everything is based on a test. Not equitable, fair, accurate or shows the complete picture.

Change the educator evaluation system significantly. Not use snapshot testing results as the determining factor. Allow educators to have a seat at the

The accountability system is based on made up metrics that are meant to further systemic racism & oppression by using state testing, etc...

use a multifaceted system that includes parent/staff/student input more than test scores

Looking at growth and the whole picture for the students, community, challenges, and supports in place instead of only achievement.

More diversity in who holds others accountable including folks who are neurodiverse and from multiple cultures

Student progress should be a bigger factor than test scores.

Administrators who don't confuse equity with White Savior Mentality

Less emphasis on standardized testing

We rely too much on CMAS. Overall we test too much.

Ensure educators are part of the process to determine the system

Kill all tests. It is burning out students and the data is not valid. Trust teachers to evaluate.

Trust the teachers more

Data that reflects the successful implementation of restorative practices or equivalent as it relates to student performance outcomes. (ie. on track)

Less weight on standardized testing

less politics and real people who are not power-hungry

Give teachers a say in how systems are built and revised

Stop penalizing schools for factors out of their control. Attendance is down across the country so take that into account when awarding points

Schools should be measured based on whether they are meeting the community expectations. Not on standardized testing. Not on arbitrary standards.

Teacher evaluations should NOT be tied to test scores. Teachers should have tenure and then only have quick yearly reviews but not tons of observation

I think LEAP is kind of bullshit. It isn't fair to some teachers when there is such rampant apathy among students, which can hurt teachers' evals.

Collect relevant data points

Less is more. The more tasks, tests, etc. we are given, the more time it takes away from teacher planning and preparing for students.

Extra teachers and support staff provided to struggling schools to lower class sizes and support students.

I'm not sure, but making standardized tests as part of the metric isn't working.

Remove testing numbers from it.

Identify factors that are successful-community schools are effective when not usurped by charters. Upper socioeconomic can't compare to high poverty

More focused on growth, making sure that schools have what they need before accountability

Holding administration accountable, not just the staff. Where is their LEAP evaluation?

Teacher voice

less cumbersome

Consider what is important for each district

Administrators are not generally teacher-leaders; evaluations should be conducted by a peer review, like other professions.

Best practice increases outcomes. We should be identifying high leverage practices and measuring districts on whether they are engaging in those.

Streamline--take less time

Students have no accountability when it comes to CMAS testing. The test needs to hold them accountable, and then I'm OK being held accountable.

Drop Senate Bill 10-191

Students with ELLs should not be penalized when those kids' scores are lower. Period.

Standardized testing doesn't take in account many factors, including students who may be learning English as a second language. It also it optional.

Stop using standardized testing for grades K-7 as a measure of success. They are not vetted for validity, reliability nor cultural bias.

Include local data in SPF/DPF. RANDA Rubric changes- focus on using observations for growth, not "gotcha"

I'm not sure what it is.

It feels like its all on the teachers to prove their worth, especially when it's clear that not all evaluators understand how to use it

Teachers are expected to differentiate instruction but are held accountable by a standardized assessment system. This makes no sense!

The current system is a one size fits all and that does not fit for any other aspect of our society! We should focus on growth and honor diversity.

It is based on data that doesn't consider child development, disability, mental health or SES of family or child. High SES college is only focus.

Less focus on just test scores. Kids aren't test scores.

The system is based on performance on a standardized system. It is outdated and created by people not in education (pay, testing, student money, etc.)

More teacher input

Less politics

We are not longer hiring highly qualified staff for positions and they are not well supported. How can we all be held accountable??

We participate in SCAP. It is the best way to keep districts accountable. I love it! I don't understand why it can't be the go to model for the state.

Classroom teacher voices in decision making

A better check and balance system getting rid of policy governance which gives superintendent too much control

We are testing kids esp ones who need the most support way more than we have time to teach them

More paren, community voices. Less top down decisions. Boards following their own policies.

Any policy makers should come in and see what it is like to accomplish the accountability measures with all students but especially primary students.

No more use of standardized tests to "rank" schools

More specific for teacher's core subjects.

Teachers who still teaching should have a voice in the structure of school accountability.

Start with following through with what is said is a good start Governor Polis buying down the BS factor to 0.

It can't be reflected in STAR data that our students don't take seriously.

By holding students and their parents accountable for their kids progress.

There isn't one! My school hides numbers of incidents to make it look like we are equitable. The state uses CMAS data which is useless!

I don't know but getting rid of state testing would be amazing

Take into account progress towards goals more than test scores; allocate more funds toward mental health so teachers can teach; recognize trauma

Less focus on standardized tests and goals

administrator pay seems insulated from school performance

Take out standardized test scores!!!! There is NOTHING to motivate students to do well on them, so many don't really try

Get rid of state mandated testing. Develop an imperial measure of academic achievement.

Use a dashboard of indicators that show the school is benefiting students.

Getting rid of the whole damn thing!

Have lack of attendance by students considered. We can teach kids who aren't there!

Let teachers teach. Get rid of the MSL/SLO

Take into account student absences. Stop teaching to the test.

not using reading test scores as a factor in the evaluation of teachers that don't teach reading

Focus on growth and change CMAS

I am not sure how exactly the accountability system should be improved, but it's evident that the current system has not been effective.

Based on the teacher's style and relationship with their students.

Teachers more involved in developing measures. Measure with realistic goals.

No one at the district level seems to have any one to hold them accountable. They're similar to dictators.

One test doesn't show student growth or knowledge. It's a snapshot and should be used to guide big picture items, but not be the end all be all.

Take into account student growth, take into account student poverty in a more fine-grained way, like Texas.

By relying less on standardized tests and more on individual student achievement. By closing opportunity gaps.

By empowering teacher voice

The accountability system could be improved by not relying so much on state standardized test scores. Educators do more than prepare students for tests

I don't understand how there is a random thing selected and that's what the whole school is graded on. It doesn't seem fair

Help us when we need help before judgment.

Stop looking at racist standardized tests; look at employee satisfaction levels, how students feel about their school, and family engagement on-site.

holding admin. accountable. Right now, the accountability system is a threat, and rarely follow through

Less celebration of graduation rates and more celebration of academic achievement.

I am new to Colorado so I can't speak to the accountability system in this state.

Take away SLO's

Reduce the impact of Top-down driven SLO's give more autonomy in the development of the evaluation rubric

To synthesize the data that we, as teachers, are obligated to collect; and make it make sense. What if we had to produce something tangible?

DPS is doing overkill with the data collection.

Less effort importance on standardized testing more importance on social emotional learning and mental health

Less emphasis on high stakes testing

Teacher voice and assessing students on material they are actually learning in that school year.

Unsure at this time. More resources to support teachers, less assumption of teachers to self-evaluate or self-report their success.

I think students should have grade level barriers, the state should not allow parents to waive students until they get to high school.

Just let us teach!!!!!! Stop this nonsense. Even filling this out takes time away from children. What are you able to do with it anyway.

Are we serving our population that is traditionally underserved. Are we helping students with very little/no resources access education

It doesn't focus on the positive things teachers are doing.

Having more than one person be part of feedback/evaluation. Holding families and students accountable, not just staff.

Put teachers in charge.

Get rid of it.

Not be based purely on standardized tests

More meaningful evaluations, appropriate evaluators, more focus on what is happening in classrooms daily.

Don't have a good answer for this

We have a subjective system that can vary by observer. Perhaps the system could focus on newer educators that require more support. Going back to part

You state exams more often. Principal observations are too subjective.

Current system is entirely subject to evaluator bias. If you're lucky, it doesn't matter. If not, it's career altering.

Points or % for achieving 95% of population taking SAT, less % on standard score, less % on applying or going to college: more % on rigor of school cu

End standardized testing of students. This forces districts to push their teachers to improve test scores when a single score shouldn't define anyone.

student growth measured more ..you couldnt use the sat. it does a poor job of measuring that.less focus on teacher as problem the situation is complex

Equity - teachers, admin, and district personal should have similar standards when being evaluated, also stop overloading

Account for pockets of poverty stacking the deck against schools. Not the teachers. Taught in rich/not, work much harder in schools with high poverty.

Measure student growth more than student achievement. Include a wider array of performance outcomes.

take away state and federal mandates about funding and let teachers educate without bullshit time-wasting proof of what they are doing.

Kids are still catching up from Covid. Do the tests show the growth emotionally and academically? Are emotional needs accounted for.

Measuring success holistically, and prioritizing social/emotional wellness.

Focus more on student work/experience / portfolios vs testing

Less emphasis on standardized tests.

Students should have accountability for their test scores. They don't take tests seriously and the only ones accountable for the scores are teachers.

Decide upon a grading criteria (be it standards based or old fashioned grades), either way, just keep it the same instead of changing it every 5-10 ys

Principals put their resources in The Tier two model, which includes intervention and prioritize instruction over basic safety and operations of the s

It has too many boxes to check - it's impossible to demonstrate proficiency at every level with so many metrics!

Teachers need a say a vote in it why is someone deciding who doesn't know our life in our shoes, let unions come together and decide together

Reduce the emphasis on reading/math test scores. Now schools frequent no longer teacher science and social studies. This is a tragedy.

Basing the value of school on assessment data only shows parents' SES

Not even colleges use the SAT - get rid of the SAT as a measure and give higher weight to student growth

Better curriculum aligned to child development and educational research, interim assessments aligned to the scope and sequence of the curriculum

I'm unsure

NOT SURE

Require accountability for administrators, teachers, parents and students at a proper level.

Less weight placed on standardized tests and more placed on daily coursework, new rating rubrics for teachers.

For all staff, the bar for achievement should be based upon percentage growth of each particular student, not a generic standardized test baseline.

Teacher input is key to the success of any school, they are the ones in touch with the pulse of the students and community.

Partner schools with reps from the district to see what's going on daily in schools

Based on what school does, not what district or state wants schools to do

Take away high stakes testing.

kill it

Standardized testing ignores all best practices of teaching. Students, staff, and schools should not be evaluated on a single, unaccommodated test.

Include measures of student learning which include what is learned in classrooms, not just on high-stakes tests.

Remove the historical context as schools, students, and staff are very different now!

I am unsure because of the blanket statement that includes students, teachers, district. I am unaware of the District accountability - by the state?

Make it more equal for all students and not just the students on fast track to college.

?

There are just so many factors that go into a student's learning capacity and readiness to succeed. We can only control what happens AT school.

Schools need more ability to put students who need be on probation and/or removed.

It needs to be less cumbersome. Having an evaluation which is also an improvement growth plan is silly. It makes it a games instead of true growth

functional outcomes of graduates. Survey of graduates

Many factors are biased against special education teachers and low income, minority or special education students.

That is a conversation, not a quick 120 word solution.

It has to be based on more than test scores and graduation rates.

The measure of CTE success should not be lumped in with academic success measures but skill/industry qualifications.

We need to make it more accountable. Just seen a score is different from doing something to make a change. Teachers don't get to see scores.

I don't know

Use criteria that is ACTIONABLE in a TIMELY MANNER for schools to improve - objective measures developed collaboratively. (CMAS is a joke.)

Student voice

Admin being held to quality evaluations - aka actually following evaluation protocol for their staff

Stop having standardized testing as the measure of a good school. Those tests are not valid and unreliable. Students have no accountability either.

Less emphasis on test scores. Asking teachers in the building WHY scores are what they are.

Too much focus on testing. State test results are not given in a timely fashion to teachers/parents have impact on instruction. State tests are a wast

Many of our students opt-out of the state tests, so it's hard for that to be an indicator of student learning.

I am not sure at this time, besides that test scores are not always an acute measure to student or teacher accountability.

Adjustments to take special education students into consideration

Get rid of high stakes assessments.

Transparency

I don't know enough to answer this question

be more transparent

We are using equity grading this year that gives students 50% for missing work. I am not sure whether this is actually beneficial or not.

Get the big publishing companies out of the role of making and distributing tests.

A lot of the burden and stress could be reduced if the test was given at the END of the school Year - like May! And shortened, and reformatted.

We are scored on student attendance, we cannot control that, remove it.

I would need to research this topic in more depth in order to adequately comment.

The accountability system needs to include more input from families.

it is too heavily laden with jargon and data and descriptors and quite frankly fluff---heart issues, that mold upstanding student for life are nil

Less focus should be placed on students' performance.

Hold parents accountable for student attendance and behavior, you can't teach anything when kids are out of control and there are no consequences

Have the criteria aligned closer to the content the teacher is utilizing.

Eliminate test scores

Take away district based data.

I think the system punishes schools and educators who are in low performing schools. We need equity in the accountability system.

I think test scores should not be such a large piece of the score as the test mean very little to the kids but so much to the school no accountability

I am often held accountable by people who have a different degree or background than I do.

We can't keep relying on how kids do on tests to show how good of teachers we are. It means that testing is overvalued compared to compassion.

Not sure

When a school is in turnaround or priority improvement status don't add to the school/teacher's plate, be strategic about the needs of the school.

So many issues-each school must be viewed in the context of its community. Test-scores only show the income level of the community.

I'm unsure of how the "best ranked schools" can use RANDA's evaluation system that principals utilize as objective data points for a school's performance

I don't know.

Any teacher new to a building/school should be on a probationary contract. If you change schools, you should lose tenure.

Looking at a body of student data throughout the year to measure student outcomes/growth. Providing new teachers with an understanding of the system.

Get rid of CMAS and implement a system that is more equitable to all students and which informs instruction in a more timely manner. End high stakes t

Increase equity to consider growth, not just overall performance. Don't punish schools who are in underprivileged areas for their location.

Focus on growth but NOT achievement. Teachers should be evaluated on a three-year average. Evaluate new teachers on best practices and not academics

Perhaps if educators had time to complete all of the paperwork, reflect on results, and create future improvement strategies it would be useful.

It needs to be looked through from an equity lens and match our job descriptions. Should be created by the people doing the job.

Actually report out accurate data.

The amount of documentation required is prohibitive. I have to upload lesson plans and such before my evaluator can move my rubric score above a 3.

Less emphasis on standardized testing

Stop having administrators evaluate teachers. This process should be either outsourced or peer driven.

More listening & observing of daily life in schools from decision-makers. Streamline initiatives way too many objectives are unreasonable.

Recognize the role of parents in education. Challenges families face day to day often affect the success of their students.

The Panorama data drives a lot of school change, but the data is also ambiguous because of the design of the questions.

Look at other factors too like suspensions, character traits, etc.

We are only evaluating schools not students so there is no buy in to do well in lower socio-economic areas.

Graduation rate is a joke to report. I see adults twist the system in schools in order to look better.

Put less of the focus on test scores and more focus on whole child supports for students.

Move away from standardized testing as a viable way to measure student progress & away from time-consuming endeavors that tax everyone in the system

Have teachers teach the standards and have their principal hold them accountable. State/district tests only prove where the poverty lines are.

Standardized tests cannot determine teacher effectiveness. Students learning is not standardized.

Have adults pick from 3-5 areas they would like to improve in their building. Number them and start the 2 items. Respect and being recognized

Again, this should not even BE. ON. THE. RADAR. Pay us a living waaaaaaggggggeeeee. Then get back to us.

Consistency

Test scores are only one data point. Students who have left the education system should be surveyed.

Surveys of students, parents, and teachers about the climate of the school. Data on other aspects such as suspensions, stability of staff, and mobility

SLO goals are ridiculous, made-up and a waste of educator's time; Yearly observations for teachers who are Highly Effective is insulting

Train teachers to design their own curriculum based on best practices; get ride of state standardized testing.

Not sure

Break down if specific sub groups. For example a student could be in multiple categories (ML, sped, and low income)

Some trust built into the system so teachers aren't being scrutinized every second, every day would be nice. Is society accountable? Families? Kids?

Allow teachers the freedom to use their talents without micromanagement

Giving educators more value, voice, decision making

It should include more opportunities for demonstrating a collaborative effort at consistently improving.

Standardized testing is an ineffective way to gauge learning for our multilingual learners, so the accountability system should rely on other factors.

Stop counting standardized testing against students and teachers when teachers are constantly differentiating in the classroom.

Stop grading schools on graduation data. Stop using one big test to decide a school's fate. Take into consideration the population of each school.

SAT or other test scores are not accurate measures of student growth or knowledge. We should not use graduation rates.

Include educators!

Get rid of the RANDA evaluation system. Quit basing everything on CMAS scores.

RANDA is extremely time consuming. This should be an everyother year process, not yearly. Too much for admin & teachers to complete. Wastes time.

not sure

What is the purpose of SLO's and PGP's? Give me the time to meet with my team and plan so I can be a better teacher instead of jumping through hoops.

Not based on meaningless tests

Due to the loftiness of RANDA/APEX administrators are unable to give the time and attention needed for this system to be effective.

It could be less complicated.

More educator involvement, current and/or past educators.

Have people who have actually been teachers for a LONG time be on the committee

I would like to see big publishing companies stop profiting from the failure of our students, they create test and books that DO NOT help our children

Admin makes decisions and teachers deal with the consequences. The role of principal should be abolished and replaced with teacher leadership teams.

By not punishing schools for having more newcomers/ELLs/kids in poverty which equals lower test scores.

Make it fair. The teacher accountability system is just extra work piled on top of everything else we have to do during the school day.

Should not be based on a standardized test. That's all that leadership cares about (scores).

simpler to understand.

State assessments only give a small picture of student abilities.

The people who actually perform the tasks that are being measured are going to be the best judge of how well it is being done.

You can not compare 2023 BMW's to 2000 Ford Escape. Demographics and workloads are different for each school, district, and teacher. Growth data

It is difficult to assess a teacher with one or two observations each year. It is also difficult to get rid of the handful of truly bad teachers.

Information needs to be shared. Teachers should not be left in the dark. Nepotism in buildings needs to stop.

Should not be based on a single test score. other factors should be included.

We are suppose to indivialize the learning for students and then we give them a standarized test to assessment them without the needed accommodations

Test scores only show a small window. Assessments are not equitable between all students and do not consider their social economic status or culture

More educator involvement at all levels. Admin duties and decisions delegated to teachers by election. Admin should focus solely on school welfare.

Teacher input on what matters in accountability.

less micromanagement. current factors do not feel important or impactful for students.

The accountability system is only focused on the teachers. Students, parents and administrators should also have a role and be held accountable.

The randa system for teachers is cumbersome.

At the high school level, more emphasis should be placed on teaching multiple preps of a class.

I think that title one schools should have teacher incentives.

If teachers are highly rated - TRUST US TO DO OUR JOB! RANDA is a waste of time - too time consuming and NOT helpful!

I am not qualified enough to answer that.

Go back to old system where veteran teachers are not burdened with meaningless paperwork like SLOs.

Take into account what students do daily in class and that growth.

Many current test measures indicate a student ability to mimic what it looks like and sounds like to be a student. Few test measures indicate thought.

It could be improved by looking at more measures of success rather than only standardized tests.

Move away from CMAS and Pearson and to the SAT or ACT series of tests. Multi-day tests that we don't receive immediate scores for are worthless.

We continue to have veteran teachers doing things the "good 'ole boy way" and getting away with it. Zero accountability, whatsoever.

Use better data, like MAPS scores, not CMAS. Stop using tests that are written for white middle/upper class students.

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To not base everything on one test

Remove the big tech companies from making money from their tests and curriculum.

Take teacher input into its design

First have teachers give input in the system. Some teachers can never receive the highest rating due to the fact they don't teach certain areas.

Use classroom data more and state testing data less. Consider poverty rates, number of SPED students and number of ELL students when measuring achieve

Less hoops to jump through. SLOs are not an effective way to hold teachers accountable.

Most the time educators are forced to go through the process, but administrators and others just "get it done" and information is not really true.

Have a lot on our plate already without having to do extra to show we are effective teachers.

have peers or other who know the content rate each other

It needs to be changed to be more equitable. Meaning that it needs to factor out resource shortage and then measure it equally. Walk the walk truly.

I don't even know where to start...

Factors other than test scores should be included in the "formulas" used to determine whether teachers are effective or not.

Randa does not take into account what Sp. Ed. teachers have to do each day. We are judged by the same criteria as gen. ed. teachers.

Standardized measures have been proven time and time again to be biased and unfair. Using those measures for teacher accountability is ridiculous.

There needs to be a system that evaluates special education students. Requiring a student with learning disabilities to test a grade level is wrong.

I am not sure

Use data that depicts the whole child over test scores. Healthy Kids Co Survey would be a good source.

How turnover among schools can impact scores, how low income schools are scored and measured

This depends on whether you're referring to building, district, or state accountability. More educator say and buy-in would be a start.

Taking into account the staffing shortages and how much more difficult our jobs become when we don't have proper supports.

Being held accountable is fine, but constantly having to defend your worth to keep your job is not. It should be around growth, not punishment.

The accountability system should be more timely with any results and RANEA evaluations should apply more to specific job descriptions.

less emphasis on state testing - one measure, one day - high stakes.

Not sure

October count needs to go. It's a ridiculous and inaccurate way of allocating funding to schools.

The data collected and reviewed to determine "excellence" could be improved. Including holistic data rather than from one source would be helpful.

Stop asking educators do do extra work to prove they are doing their jobs. It should be apparent whether I do my job from me ACTUALLY DOING MY JOB!

Not sure, but right now it seems very deficiency-based instead of strength-based.

put students first and see how students are doing in the classroom not by a test.

Let educators help determine the accountability system.

Look at the child as a whole instead of test scores. Many families opt out or do not have motivation as to the importance of testing to performance.

Honestly, DK

Have more trust that teachers are doing their jobs. Let teachers have a say in how they are accountable to stakeholders.

Change it so that it is not a waste of time and resources. It is just a ritual that we all spend time doing that has no impact, except for real estate

NA

Put it back on the parents before adding more to teachers' plates

Involve more teachers in deciding courses of action. Produce equitable situations for all plus have something more reliable than an SLO!

We need to get rid of high stakes tests like CMAS. This test doesn't help students or teachers perform better. It is a waste of time and resources.

There has to be some evaluation process that is individualized to measure different schools and programs,

Make it clear to educators, and allow them to have a say. Too many decisions are made by people who have no experience in education-they should sub!

Stop making more work for the teachers to do to prove they're good teachers. I should be spending time on planning

Students need some accountability for their scores, not just teachers and schools

Our district focuses on the grad. rate. It's a farce. They force students out to remote schools or give students tests for credit. Stats are inflated.

Test scores are always the least effective indicator we have yet everything rests on them

Stop using standardized test data to evaluate teachers and allow teachers to use classroom data that is differentiated to meet student's needs

It is hard to see school rated by performance when so many other factors go into a test score besides the schools impact. I was officials in schools.

Student growth over student achievement. Student gaps are wider than ever and yet we look for all students to measure to an arbitrary number.

The accountability system burdens teachers with added hoop jumping that has no positive impact on teaching and learning. It interferes with their work

Not enough words to explain. I tried and ran out of room

Students are far more than a score on a test. We need to realistically look at where students are and how to get them where they need to be.

SLOs seem very artificial and not a true measure of what's going on in the classroom

Post secondary institutions are moving away from using the measures we use. Students don't see the value and don't try. We need to re-think the standa

Look at the Climate surveys! My school SHM has had negative comments for YEARS and high turnover rates and LOW test scores and NOTHING is done.

Less overview.

Im not sure

IDK, shouldn't be written survey w/ poorly written questions- might be answered when people are in a bad mood/vindictive. People must be accountable

Randa is ineffective. Take things off admin's plate so they can do some more feedback observations.

No common core. Allow educators to focus on teaching based on the needs of individuals. Project based learning. Smaller classes. Educator Driven stand

Teachers who are awful teachers are continuing to teach. There should be way to get rid of horrible employees not tied to student measures.

I am not sure, probably less hoops to jump through and more meaningful feedback

have elected people in schools...not touring but in classes to see what teachers face with low attendance and behavior

Look at schools based on things more than graduation rates and test scores; this encourages schools and administrators to focus on 'faking' scores .

Give serious consideration to the voice of students, give administrators sufficient time & training to determine whether significant learning happens.

It should be based on growth, not benchmarks that can be challenging to achieve in low income schools and underrepresented populations

It should be more streamlined at the very least. It should also take into account cohorts and not necessarily to compare them against unlike outcomes.

It needs to recognize that low-income and special education students perform differently than typical peers and political standards

Administrators should evaluate administrative parts of my job. (Do I show up on time and follow the contract). Teachers should evaluate my teaching.

Still way to biased toward high income schools

Parents need to be held accountable for their own children and their success. Too much of it is on schools and teachers and we are expected to fix it.

By not determining a teacher's effectiveness through standardized test scores.

More funding & staffing

That's a very tough question. Testing does not provide an accurate measure, since I see firsthand how many students don't try on those tests.

Eliminate use of state assessments from teacher/staff evaluation. Teachers are not the only factor affecting these scores.

Remove state testing

I believe it needs to look at more than one type of assessment, create a body of evidence-including observations.

Stop quota.

make education a priority and hire well trained staff.

Make sure building-level administrators have adequate pay and time to be true educational leaders for their school.

An accurate system would have more measures associated with student feedback using their assessments of the culture in the building.

Admin don't observe enough to make accurate final evaluations in RANDA. Also, school testing scores are not accurate measures of holistic learning.

unsure

Word problems are real-works problems students face

Not sure

People know how to check off boxes but that doesn't mean work is actually happening. Teacher voices should be solicited separately from admin

Educator effectiveness is a waste of time- thing teacher Evals to assessments is not effective. it's time consuming for educators to complete document

Not sure

Taking the input of teachers, by having quality, veteran teachers help make the accountability system, not letting legislators who have no experience

Kids S/E well-being should take precedence over testing.

It's 5-7 years for ELLs to be proficient with CALP, yet schools w high ELL pops get poor ratings bc students don't meet growth targets. Ridiculous

Start putting in some accountability for parents having their students in school on a regular basis as well as for disruptive behaviors.

Less emphasis on one major test. It's not a realistic way to gauge a school/teacher/student

not sure.

Giving standardized tests in May at the end of the school year - not in April when we still have 6 weeks of instruction

Lower impact of any standardized tests; allow teachers to create meaningful goals and then hold them to achieving them.

Less reliance on standardized tests. Use other factors like the opportunity dashboard

Make it more transparent of who-what-how-when goes into it

Don't tie it to student achievement. There's too many variables that prevent some students from making adequate progress

I'm not sure

Listen to educators in the field and ask their opinions.

make it more equitable

Focus on the whole child.

Fewer tests so that we can actually teach.

Less of it

Require evaluation systems for ALL levels of education: superintendent, board of education, principal, teachers, custodians, et al.

It shouldn't just be based off of a test. They need to look at multiple measures, resources provided, etc.

Make STUDENTS accountable in the system as well. Tie district leadership accountability to staffing.

More time for teacher/SSP discussions with administration, less "going through the motions" of checking boxes

Unfortunately I don't think it could ever be one size fits all, so without getting into specifics and breaking it apart it is hard to tell.

I'm not totally sure about the current system so I do not have any suggestions yet.

Provide supports for districts to address issues, rather than threaten to sell them to corporations if they don't get the right test scores.

Less formal testing, more observation and anecdotal notes as well as informal measurement practices.

Make sure evaluators are not friends. Too much slips through the cracks when the evaluator can't evaluate objectively.

More teacher input. Less non educator input. More mental health intervention.

Utilize factors other than standardized test scores when evaluating public schools.

Do away with it and start from scratch

We could have more trust in teachers and less micro-managing. We could also focus more on day-to-day observations vs. a single online test.

Including all facets of educators and the community

It could be eliminated. I don't think this is a good way to measure schools.

More teachers teaching smaller class sizes, use growth of teachers/students (individualized accountability), professional development in the "asks"

account for the influence of parents on the students achievement

Weight on the student population it is serving, not just # of students and scores.

Stop punishing teachers for low CMAS scores.

Introduce qualitative factors--do students feel safe in the building? Do all students have a trusted adult? Do staff have time and space to regulate?

Taking into account student body and community and not comparing to others.

Relevant to my subject, which it is currently not

There needs to be support in the form of people in schools that are going through improvement.

Factor in SES and other factors that affect achievement.

Looking at multiple measures and also allowing for more avenues for students to demonstrate their learning

Equity in resources. Why do schools like Jenkins have SO much more and newer resources than other middle schools?

We have a serious degree of wealth and income inequality in our society. The wealthy should pay their fair share of taxes towards public education.

The system needs to take in account that not all students or schools are at the same level of educational achievement due to family, city, etc. needs.

A principal can destroy all of your seniority with 1 bad review. This happened to me. It takes three years to dig out of the hole.

Better data collection and analysis.

unsure

Portfolios instead of testing. Annotated grading. Standards based grading.

Evaluation based on colleagues in the classroom, not admin, not district admin.

For one, all charters and homeschools should use the same system.

Remove/Reduce standardized testing

not sure

Middle & upper management should be accountable to the employees, not just school board, through anonymous surveys. Exit interviews for anyone leaving

SB191 is colloquially referred to as BS191, & for good reason: It's a giant, complicated cookiecutter that assumes we all have the same job. We don't.

lessening the influence of administration which can make teachers, students, and staff hesitant to fully express concerns

We are placing unqualified staff into positions that reflect our performance which is unfair when we do not have resources to support/mentor effectively

Spend less money on State testing, more money on staff less on Admin

Based on factors that are immediate and important for student learning.

Burn it to the ground and start over.

Less emphasis on test scores since the test is biased and the access to content varies.

Not base everything on test scores. Those scores are only one point in time not the overall quality of the school.

Accountability should be equally shared between ALL parties involved. Parents, students, teachers and school administrators.

RANDA is a fantasy of accountability. We cannot measure the impact of education until our students' needs are met - Maslow's before Bloom's.

Student Peer and community designed accountability metrics

I'm not sure, a one size fits all does not work as the needs of rural CO are vastly different than those of urban CO.

The people at the top have no idea what is really happening in the local school they are politicians

Provide physical support not more busy work/training for schools who are performing below grade level.

Randa is terrible. Blow it up start over.

Focusing on how teachers are teaching versus the number on a test score.

not sure

I'm unsure. Perhaps more transparency and more voice from educators in the classroom.

I'm not sure why we decide that two observations a year shows how good of a teacher a person is.

More feedback from colleagues instead of administration.

Shorter, more frequent assessments to show growth over time.

Quit thinking one box fits all, assessments need to be able to measure a student where they are at rather than mandating this is where they should be.

Not sure

Start holding students accountable. Grades and actions mean nothing to them because there are no consequences for behavior and actions in classrooms.

Having frank discussions about student performance

Students need to be held accountable for their performance, engagement, and attendance.

More flexibility for schools and districts in different situations.

Too much reliance on standardized tests! Many students opt out or don't take it as seriously as the state does. And we test our students too much.

COVID learning gap and other mitigating factors seem to not be accounted for.

Don't know the answer, but I know something needs to change.

One big test, given one a year does not measure accurately what is happening in schools. Teachers are also drowning in paperwork instead of with kids.

Including short and free response questions for district benchmark assessments rather than rely on multiple choice

Less standardized testing

Recognize language learners and their natural patterns of learning.

The state writing test should not be typed. Keyboarding is a skill within itself. Testing a 3rd graders writing on a keyboard is absurd.

Less testing, more focus on community resources.

LEAP is degrading. We need a more wholistic and humanizing approach to evaluating teachers.

Holding schools accountable and not accepting growth as a measure, forcing schools to adhere to state standards, hiring highly qualified staff

Too much emphasis on standardized tests the kids and their parents don't buy in to. I do like the changes made to the teacher evaluation system.

Get rid of it

Stop punitive testing and threats of outsourcing and micromanagement. Let teachers lead the way in creating improvement plans.

We need a more accurate measure than standardized testing. We are also seeing glaring issues with the new effectiveness rating tools.

More options for evaluation.

Make more wholistic so it is lest based on test scores

It feels like there is no accountability for preschool programs that actually matter or make sense. They use elementary systems that do not apply

The accountability measures should consider additional data beyond state testing.

Not sure

Peer review and support.

CMAS takes away essential dollars we need to support kids with staff. District assessments and formative assessment can be used to evaluate staff.

There seems to be little accountability on people other than teachers.

Teachers can't be blamed for lower student test scores when class sizes are so big and para support is not available. It's an impossible situation.

Simplifying the evaluation process.

We work hard as educators but that doesn't mean the students we teach have that same drive or care as we do. To work in harder schools we shouldn't be

Not sure- but a test that adjusts to students level and measures growth would be better from a special education lens, a shorter test

Basing scores on tests that students don't care about is pointless.

We need to make sure teacher performance is a collaborative effort based on their goals not a random state form that is not differentiated.

Teacher performance should not be based on test scores of students. State testing, CMAS, does not benefit students or schools. It needs limits.

Take student growth out of the equation

Use student work that the teacher gives as your data

Teachers set their own goals and measure their own progress. Unsurprisingly almost every teacher meets expectations each year.

Less reliance on test performance to determine a school's standing. Should be more a body of evidence system.

There is no student accountability. The responsibility for all measures of success such as attendance and test scores rest solely on teachers.

Not sure

Trust teachers to do their job and requiring observations and drop ins stop with all the randa required items. Make certification easier for teachers.

I'm unsure.

I'm not sure

Greatly reduce the weight that standardized testing plays. Reduce the frequency and paperwork required of educators and administrators to focus on kid

Not sure...more teacher input?

Less beauracracy, as long as it can be turned into a checkbox, it's not something that's being implemented well

Teacher voice, keep those who have not been a paid member of an actual school in the last 5 years out of decision making.

Teacher input and oversight. More emphasis on data that informs teaching and intervention.

CDE needs to recognize the impact covid has had on learning and decrease the over reliance on test scores that is funneling students into special educ

If we are going to collect student assessment data, give teachers the resources they need to respond to data.

Have parent support and accountability for their children be part of the report.

I don't know, but student test scores from one point in time should not be a significant part of it.

More equitable measures, that are not biased toward a specific demographic or socioeconomic group

State testing is biased, those areas have an accountability system on a platter

Get rid of no child left behind/every child succeeds. They didn't work! Use RESEARCHED based curriculum. Stop allowing businesses to profit off studen

I'm unsure

EPLPs are way too long & time consuming

Currently we see and have to go after the district for many horrific mistakes. Have consequences for making so many mistakes.

More teacher input to develop and listen to their suggestions.

Not sure.

Stop penalizing schools for performance on standardized tests. Money spent on tests should be allocated to schools

More educator voice and community collaboration

Not all schools receive equal resources thus not all school should be expected to perform the same

Less paperwork. Look at growth scores for every teacher.

Less emphasis on standardized tests. CMAS is a waste of time and resources.

Allow for educators voice

Changing current law/SB 191 effects

Holding students and families accountable for performing well in everyday schooling

More emphasis on growth. More emphasis on mastering grade level standards and not just passing on students

Actually be equitable instead of talking equally but bringing it all the statistical diversity in the district.

Adjust grade level expectations to mirror the adjusted levels in a post COVID society.

Less percentage on test scores

Not solely measure district success on test scores. Or, support the districts that have low test scores MORE because they need more resources

Give credit, support, and services to schools serving low income populations instead of just blaming them for low test scores.

There are too many pieces for educators to keep track of and it's not always aligned to district/school vision. It becomes a compliance check list

Stop assessing students with a test that most colleges no longer requires. Look at what the students are accomplishing after graduation.

More diversified assessments

Get rid of it. Make it easier to test for accountability. Hold kids more accountable for their learning

Using growth scores across the board instead of standardized testing. We work to grow our students and that should be what is measured.

We do not need IReady & Dibels three times a year, CMAS, and all the other assessments to track student learning. Need parent accountability

Moving away from SB 191 has been huge. The pendulum seems to be swinging back growth and achievement are important but there needs to be a balance.

There are too many unfunded mandates in Colorado's education system. Our schools cannot keep up with the growing requirements and fewer resources.

There is a huge discrepancy between curriculums we are given and tests we have to administer. They need to align better.

Teacher evaluation is not helpful. IEGs are an absolute joke and a waste of time. Reliance on standardized tests is harmful

I don't know enough about it to comment

Let this who are actually in education have a large say in how it is determined

Instead of moving kids around to make a school look better, let's actually teach all kids!

stop testing students. assign grades based on standards.

If district uses standardized test, then all school across the district should be equally equipped with Mental Health support staff as well as MLE

Eliminate testing and develop a system based on examples of student work

Get rid of Randa/SLO - pure busywork.

Five more meaningful data

Use more data points besides test scores

give teachers/staff the money that was given to our district. stop paying admin our pay raises, we're in the battle w our students!!

take into account things like: student/community population, language/culture barriers, \$\$\$

Less testing, smaller classes, more teacher prep time hours in the day!

Eliminate standardized testing.

Taking the time to actually see that the system is failing

Not sure

Not sure

Make it equitable. Provide more resources for the wide range of student needs. Don't punish schools; give them more support instead.

Not sure

Parent accountability and involvement, community outreach (most parents DONT KNOW WHAT GOES ON IN SCHOOLS & DISTRICT OFFICES) educate community

Require less of teachers

Stop adding punishment for low test scores and look at the broken system that gave us students who are years behind with no desire to improve

Level the playing field for all with access to technology.

Trust educators and minimal standardized testing for accountability. Testing all schools on the same factors with the diverse populations we serve is

Student success needs to be more than achievement. Growth is currently a part, but should count more. Metrics beyond standardized testing are needed.

Stop basing accountability on state tests that are inadequate and expensive

National certification process of reflecting on your practice should be recognized

Stop making graduation rates the measure. It is far too simple fabricate those numbers. Every school does it through credit recovery courses.

Reduce testing scores' importance

By asking educators how to make improvements rather than legislators making decisions.

It could be more transparent

Clear, streamlined expectations

Relying last time the state mandated testing

Hold students accountable for attendance and behavior, not teachers.

Stop relying on assessments like CMAS. They cost too much money and don't prove much of anything. Assessments like NWEA are much better.

Growth in underperforming groups such as special education and ELL populations

Less reliance on test scores. Multiple evaluation points to avoid bias

Take student attendance into account,

It should go beyond CMAS or standardized test measurements.

Take the pressure off of teachers being scrutinized. CMAS scores are not an effective measure of student and staff performance.

Finding an alternative to CMAS as a measurement tool.

make it more uniform. some principals do formal obs 4 times on teachers who are HIGHLY EFFECTIVE! while others do 3 min "flybys" but never formal ones

admin needs to back their educators instead of backing the parents, especially when staff is getting hurt.

Increase emphasis on the presence of nursing staff, mental health supports, art programs, etc. when tabulating a school's efficacy.

Not used test scores

Not use cmas and use teacher data, not state data to measure growth

Administrators are not held accountable for current staff culture, student safety, and overall school effectiveness.

Not use a single test to measure a student's ability and performance.

NOT blaming teachers for school performance frameworks. Our district got dinged on a sped audit this summer and it seems like teachers are punished

If Colorado is truly a local control state, districts should establish their own systems, like S-CAP (Student-Centered Accountability Program).

Parents who do not bring their kids to school should be held accountable. We can't teach kids who do not attend. Performance is tied to attendance.

Students must be accountable for performance on CMAS or eliminate the test.

By not allowing a rest taken by children dictate if the school is performing especially in schools with high transient populations or schools who are

Less pay raises for administrators and more to classified

Not be based on a computer test educators know nothing about questions and isn't asking what is being taught

Take into account staffing, population served, needs of students, and input from educators in "under performing" buildings.

We could stop teaching to tests.

Not sure

Stop judging the success of a school based on graduation rates.

Holding students accountable for their learning as well as holding teachers accountable for their teaching.

Peer mentoring

Less testing and more time in the classroom.

Put supports in place so students succeed. We need more more intervention in math and reading- we need more TEACHERS, not expensive curriculum.

I don't know

1. Be clearer about how subcategories on SAT are connected to standard in high school contents. Be specific about academic growth measures.

Use more meaningful growth data such as ACCESS. Taking into account dual language learners test "poorly" in elementary but exceed peers later on.

Continued focus on strengths of districts and asset-minded accountability. More resources to schools who need them!

Using test scores to rate schools is antiquated. Perhaps the success rate of students who move on from a school can be factored in.

Focus less on test scores.

Less weight on standardized tests

Get rid of it

More data points, not just a test on one day.

Take into account Covid learning loss and not penalize for that. Also, not being compared to charter schools that can pick and choose who they accept.

More than just test scores, graduation rates, etc. Include measures of student, parent, and teacher satisfaction.

The administrators could be required to have experience teaching in a classroom. We are being "evaluated" by personnel who have never taught.

I have no idea but the current system does not accurately identify teacher effectiveness

Standardized testing is hugely inequitable and does not serve students or teachers.

Test results are over-emphasized. Engagement in learning! It's frustrating to see that run for funds to make \$ is so disruptive to actual learning!

Districts are using tests to predict state tests. Teachers can't teach, they're always prepping for a test.

Stop having it measured by curriculum companies out to make money. Stop constant assessment!

Additional measures not based on standardized test scores. Ability for schools to develop some systems to gather other growth factors. Writing is missed

I wish the system included qualitative data on student/educator experiences & put more resources in at-risk schools instead of punishing them

Measure SEL health and trauma factors when looking at test scores. Currently, it all favors kids with fewer barriers to success.

It doesn't reflect the loss of learning and social emotional impact COVID had on kids.

I don't know what it currently is, I just know our admin is not held accountable for a lot of things

More educator input.

Let students be evaluated on their individual growth not on a specific grade level standard. Not all kids grow at the same rate. Many factors

Fewer administrators

Stop evaluating teachers on student test score.

Get rid of it

Get rid of standardized testing and create a more fair evaluation rubric.

Look at impacts schools and teachers face

We have to stop listening to politicians, CED, people that have not been in field within the COVID years. Value teacher/ESP instead OF ADMIN.

Accountability should be divided between the school administration, teacher, the student & the parents. A teacher cannot do it alone.

Less reliance on test scores

Get rid of LEAP in DPS

Less emphasis on standardized tests that are intended for students who will attend Ivy League schools and using tests like ASFAB is most important

The new rubric for SPED teachers is a good start. However, the rubric needs needs some changes.

Admin talking to the staff that needs to be talked to! Blanket statements are made at staff meetings when it's the same 5-10 teachers causing problems

Have more qualitative measures. The best parts of education cannot always be measured quantitatively

My district is currently mandating certain (but most) parts of our goals--I don't like it. I resent it. They cannot get HR to function properly and th

Get rid of the tests that don't really help anyone, like the CMAS.

Lower testing volume

Build a system that works for today's time not fix or repair a severely outdated system.

I am not sure

On one hand, we need quality teachers who are pushed to improve every year. But we have many openings and at times are surviving and need any adult.

Some kids don't have food at home but are measured the same way as the ones playing on travel baseball teams. Account for struggles of Title I student

Ensure that students needs are being met (Maslow) before we begin to expect them to meet the demands of work/academics (Bloom)

Let principals manage their schools. Enough of RANDA already. There are 100 little boxed, it's too much to actual be useful.

Please hire administrators the trust their teachers!

Take into account more than just 1 bias academic test

More consistent feedback from Administrators. I enjoy hearing from admin ways I can support our school goals.

Student testing is not a good measure of anything - get rid of it and let us educators build common school/district assessments that will matter

Ask real questions that better pinpoint the true issues at every level: state, district, and building. Leadership presents veneers to cover issues.

Provide services for special needs students

Less emphasis on high stakes tests at the end of the year and more emphasis on tests at B-M-E to show growth.

Alternative teacher performance rubric/scoring based on accurate information measured a variety of ways long term.

Demographics and economic living standards must be factored in.

Unsure

By getting educator input and using measures which are meaningful to students.

Have leadership have more accountability

150 words? Include measures that impact student learning? Stop buying racist tests made by corporations that are actively working to destroy pub Ed?..

More teacher input

Make sure that staff actually has appropriate curriculum and training.

Stop using state testing

From a special education lens, I am appalled at how many educators are not meeting indicators. We are underperforming and not complying.

No idea

Integrity in data collection and more transparency with all stakeholders

Look for better metrics of a school

Have more parent input

Too much of it depends on non-school factors such as time parents read to their children, time kids are alone, student motivation to excellence.

using a body of evidence rather than singe point-in-time measure

0

less testing more importance & understanding to families.

Stop having some many standardized tests and select measure that support all subjects and encourage actual learning versus content specific informatio

get rid of it!

I'm not sure.

By not using test scores at all. Colleges rarely admit students through scores now, why are schools successful through arbitrary assessments?

Schools should be accountable for writing skills, social studies, and science, not just math and reading.

Evaluator said could put anything on an eval-it was a threat. He did it & got away with it. Fix this!! Eval. need training & accountability. Recourse?

Don't hold teachers accountable for test scores and. We don't control if kids take the test, try their best, etc.

Use student perception surveys

Teachers' voices

Consider if having an accountability system has made any positive impact on public education. Determine if it has caused harm.

Administration does not have the knowledge or experience to evaluate current instruction or systems of instruction including classroom management and

Less emphasis on testing.

Teachers at the forefront

Teachers are not to blame and SB 191 was not based on reliable evidence. I was forced to use garbage curriculum for years and students suffered.

Less emphasis on SAT testing

Truly listen to the teachers...we are the ones teaching.

It is punitive based. They should try supporting schools. Look into what is really causing the issues. Stop blaming teachers for all the failures.

Unsure, but test scores and RANDA aren't measuring the whole child or reflecting good teaching practices

Not sure

Trust teachers

Measure student growth, take into consideration ELA

Use what we are already doing in class and not add additional paperwork or data collection.

Not have it based on standardized test scores

I'm not sure

Reduce weight of standardized tests and let the professional educators input the data of how students are doing based on a rubric.

Not based on CMAS.

Get rid of standardized testing!!!!

There is zero accountability for superintendents.

More teacher input and little to no school closings.

In my district our systems for growing and supporting teachers are weak. Also the way we use data could be more actionable for student growth.

More input from the people doing the work on a daily basis of interacting and educating children.

If I knew this I would share with anyone and everyone

One time tests are not accurate measures. Tests are hard in secondary due to apathy.

not sure

The testing is still very lengthy and one sided. Anglo saxon literacy assessments with prompts that are too wordy. Math assessments are not skill base

It cannot be punitive. Should include all stakeholders.

Stop middle schools from giving students incompletes and passing them along to HS. Tell admin to stop forcing us to pass those who aren't

Look at how much is spent on administration and how many freaking job titles there are. All of the people with there made up job titles.

Less reliance on standardized assessment data - more inclusion of teacher selected data, peer observation and a culture of support

not in 150 characters...accountability for top heavy administrations AND school boards! Are Unions the less evil side of the coin?

The superintendent needs to. E accountable to employees and stakeholders

Unsure

Stop state testing and attendance for students with health conditions.

Provide the resources promised to families for their students. We are asked to do more with less and be accountable with our hands tied

I work in preschool I do not know

-

Highlight student growth over achievement

Students are not a measure from a test they are a whole person, therefore their well-being is just as important. Growth should be individualized.

Not sure

Using a body of evidence, showing growth in students

Standardized testing is laughable

Remove test scores from the equation. They are primarily a barometer of a student's socioeconomic situation rather than of instruction they receive.

Not use CMAS scores. District tests are more accurate and give more reliable information

Not sure

If there were a way to base accountability on more than a digital test taken once a year.

We don't need to micromanage experienced teachers. If there isn't a problem, we shouldn't have to go through the eval process every year.

Putting more accountability on legislators to fully fund education so we have more resources to do our jobs.

No peer evaluations.

It would start with the evaluation process. We need more competent administrators evaluating educators.

Less weight being placed on CMAS scores.

I'm not sure.

Differentiation

An state oversight committee of educators and government officials who can clearly identify how districts are allocating their publicly funded schools

Letting teachers know their kids and rate them that way.

Adequate technology for all schools. Rural schools do not have the same access to resources, but still take CMAS on computers.

Don't tied evacuation to test scores when so much is out of our control.

Making the state tests more reasonable and accessible. By considering a collection of data instead of only one point (aka CMAS).

Have district members come back and teach/sub every so often so they can actually understand what teachers do.

Don't have us start from scratch each year and teachers who are effective get evaluated every other year or every 3

Differentiation for districts based on their current state. More supports for struggling districts.

It should not be based on test scores.

Hold parents and students accountable for the student's behavior in school.

I don't really know.

Q58 - I can recognize a quality school in my community when I see...

I can recognize a quality school in my community when I see...

N/A

Engaged students, engaged teachers, respectful conversation and debate about how to sustainably serve students and the community.

Every student's needs are met daily. School Bus drivers, not outsourcing to Uber drivers. Consistent Fully staffed, not just a body. Thriving wages

Fully staffed schools

High achievement; motivated teachers; students making a difference in their community; and a large number of involved parent/community volunteers

Kids who feel safe and loved

Students who are thriving and excited about their learning. Families empowered, welcomed given options to participate. Low staff turnover.

Enough staff! Teachers and support staff who are not exhausted! Schools with more trained educators who are supported enough to remain for students

Test scores

Children who are happy and feel safe at school. Children who are free to focus on their learning.

School being used for other programs and community events. Cleanliness in and around school. Teachers live in the area.

Funding and people want to work at a school. Great music, sports, and specific programming

Teachers that are appreciated as professionals.

Love

a good rapport between students with teachers, and teachers with the principal.

Parent involvement (all races represented)

A fully staffed program, abundant resources.

Parents and students excited for students to go to school there

Teachers paid like comparable professionals.

A positive staff & school culture. A high level of academic engagement. Instruction that follows research/best practices. A conscious focus on equity.

teachers and staff that stay

Parents and community members actively involved in promoting and supporting school functions and activities.

Students and staff who are excited to enter the building because they look forward to the excitement of learning.

No staff shortages, staff stays for many years, school activities get the community involved.

Happy educators.

When each student is being supported no matter their socioeconomic level, ethnicity, intelligence. Each student should receive quality instruction

A well maintained building, clean grounds, a happy staff.

Parents, teachers and everyone involved and showing up to help in anyway possible.

satisfied students, families, and staff

Safe learning environments, free of excessive heat, student achievement at a high level and teachers willing to stay long term.

Families attracted to the school/district, happy successful children

educators who stay, happy students

Seasoned professionals who are supported by administrators who know what they are doing....unlike my principal!

Students belonging and welcoming all students with kindness & respect. All students have access to quality education in a safe environment.

Involved parents and low attrition rates.

Students who respect teachers and staff in the school, parents who support teachers and staff, and care about education and resources.

a guaranteed and viable curriculum, teachers actively communicating/connecting with families, admin with high expectations for staff and all students

Long term staff

Supported teachers who are included in on decisions and policy. Supporting teachers automatically supports students.

Subs are willing to come back to sub.

Students, educators, and families working towards everyones success.

Proud Teachers! We are highly educated and dedicated, yet treated and valued as amateurs. If a teacher is being properly valued; it is obvious.

Students who feel loved and encouraged, minority populations that feel equally welcomed at school as the non-minorities, innovative programs

High moral, high achievement

Good good working environment and culture with happy engaged students and staff who are eager to learn and show their best.

Lack of technology

High graduation rates

Stable staff. Low turnover

Teachers respected by admin and the community, schools not focused solely on test scores

The facilities are taken care of and students want to go to school.

Schools meeting the students' individual needs.

Please parents, students, and staff.

Teachers, kids and families LOVE to be there! Kids care about learning and are talking, laughing, asking questions, trying new things.

Teacher-student-parent cooperation Staff involvement in bullying situations. Mesa County has a huge bullying problem that gets ignored.

Parents and community invested in their children's education and the school.

Parents actively engaged in supporting efforts to improve schools.

happy teachers

Engaged students and families; longevity of staff; administration that values educators.

Certified teachers with degrees in education holding teaching positions. Paras, people attending college and teaching w/o degrees are not teachers.

Strong community, educators that know what is going on in their school & give proper attention to needed areas.

Equity is implemented

No turnover

Low turnover rates in teachers, high levels of community outreach and engagement by the school, students who are passionate about their school

systems in place, fully staffed, happy staff, students and parents. Strong leadership

Involvement of students/parents

Engaged students, teachers who are retained at the school, and community involvement, and strong leadership.

Kids and educators that want to come to school and seem to enjoy it.

Engaged and caring students and staff. All deserve to thrive.

Teachers that are happy and thriving. A place where learning is fun and interesting. A place where a budget is not the most important thing.

teachers staying at their jobs for 10+ years (low turnover); teachers happy and feeling supported by their administration

Low stress , less kids in classrooms, administrator and para support , etc

Students learning teachers happy and community members offering their support in the building and our partnerships

High test scores and confident learners

Reduced teacher turnover because that means teachers want to stay there and students can count on stable, positive influences

neighborhood families in attendance and students and families happy to be there

Dynamic teaching, enthusiasm, happy tudents, positive relationships

Teachers who are not exhausted and students who are showing growth

students learning life and academic skills shown through products, accurate and transparent discipline procedures and data, and teachers joyful at work

Smaller classes and teachers aren't spending much of their money to get things for students

Happy and supported educators; students who are proud of themselves and excelling in all academic areas.

Students wanting to go to school there and the community talking positively about the school.

educators who have worked a school for a long time and clean well kept building.

A school with low turn over rates.

high graduation rates; high college matriculation rates; teacher retention; athletic and academic programs that excel.

Well rounded resources inside school _ LGBTIQ , SpEd , ELL, SEL, Intervention, Mental Health, Physical, Passion among classified and licensed staff

Student engaged in learning, wanting to come to school to learn.

teachers supported and able to meet the needs of their students, students coming and staying in schools because they are educationally supported

Autonomy and trust, have each others back, fight back to the CDE and only implement 1 new curriculum per year with adequate training, not 5 new.

Happy students, staff and parents involved in the school

not a fair question

A clean, updated building; staff who care; students who are friendly; innovation

Teachers who care

Happy and healthy students and EDUCATORS. We are burned out!!

Every position filled, a robust electives program, small class sizes. Teachers and students are excited to be there every day

Happy students and teachers, strong structures in place, staff voice

Happy students, happy states and lots of 21st century learning

Investment in increasing the physical appearance/condition of the school sounds that the students feel valued. Poorer neighborhoods get ignored

Teachers able to use their expertise and autonomy to make decisions while having fully funded staff & classrooms with less standardized testing

Teachers willing to return every year

A place where children are safe, happy, respected, and showing growth in learning skills for positive and healthy success in the future.

Well staffed, well equipped, highly qualified educators

Parent involvement, community support happy and respectful successful students

Parent involvement, community support, happy, respectful, successful students

Longevity of teachers in the district

structure, consistency...outside matches inside

Voice for students and staff, respect of the community, and students that are growing and learning in ways that may not show in test scores.

Teachers who are given the freedom to engage and empower students in the ways that we know, instead of being micromanaged by people who don't teach.

Listening to teachers who have boots on the ground. Admin should have to teach at least 1 class a year to keep them grounded.

New building, involved, loving educators, engaged, supportive parents

Cohesiveness and camaraderie amongst staff and respect of school administration.

Teachers not being begged and forced to sponsor a club, coach a sport, work the gate at athletic events, chaperone dances daily

Majority of students at grade level academics, students and staff feel valued, school well maintained and clean that it's fully staffed, has manageable class sizes, and is filled w/ caring & empathetic staff who focus on growing great humans and not test scores.

Community support in public

Low class sizes, teachers living in their communities, admin involvement and teacher leadership.

Teachers & staff who enjoy working there for multiple years. That means working conditions are healthy & sustainable, which means students r supported

Students interacting with staff in general settings.

the way students and parents talk about their school

Students at the school are thriving academically, socially and emotionally because it is evident that their needs are being met and they feel safe.

Teachers who love going to work

Well-behaved students who are competent in mathematics, written and spoken English, and science, and who know enough history to be good citizens

students and staff are happy to be there.

Happy children and adults

Children thriving at their level. Children who love to come to school. Teachers who are happy and have fun in the classroom.

Students who are thriving cognitively, emotionally and socially. Teachers who have joy and stamina due to being well compensated monetarily and given

Families showing up to school events and taking pride in our school

Happy teachers

NO charter schools draining resources and student achievements.

Teachers who are trusted to teach the way that is best for their students without having to pay for resources out of their own pockets.

Students and parents support the school and have e gaged In activities as a community

Quality teachers being retained and compensated fairly, and students and educators are happy and productive.

Consistency in student expectations and accountability that allows them to become responsible people.

Our students growth and growth scores.

Staff that want to stay year to year. Admin that actually know your job title. Support in content areas.

Kids that enjoy going to school!

Parents are involved in their student's learning, student accountability, and Student respect for teachers and their school.

Laughter and Happiness of the students

Qualified, experienced staff, consistency of admin, low turnover rate of staff

Involved families

Teachers staying many years in the same school, community supporting the school by attending school events to fundraising, and volunteering.

engaged families and happy students. it is not about the educator, it is about the outcome

Good morale among the teachers, students who are engaged and have some ownership in their education leaders that value and respect teachers teachers

Involved people

minimal turnover in students and staff

Yes

Parent involvement and support, feeling of support from admin, collaboration between teachers

Engaged students in a classroom where the teacher and students have clarity on the relevancy of the content and skills being taught/applied/mastered.

Students participation in a variety of activities and programs, educators with freedom to innovate, joy and strong community support

Teachers having autonomy to make instructional decisions for their students so that students are engaged in meaningful learning.

Fully funded school where there is shared decision making with staff. Every decision (from funding to schedule) about student growth.

Well maintained building inside, outside

Smaller classes and teachers who are genuinely smiling.

Partnership between admin, staff and parents working toward a positive experience and not tearing educators down.

Involved parents. They are responsive and/or hands on. Organized, involved, thoughtful admin. They are student centered and back their teachers.

Educators thriving alongside their students.

Educators who enjoy doing their work because they feel supported. A school in which the "green, red, yellow" status do not drive everything we do.

Test scores that are good.

Happy and supportive parents and kids that actually get respect and value their time in education.

Students engaged in the learning process and excited to come into the building each day for learning. Teachers choosing to stay in the profession.

Much parental involvement

Happy Staff, Students and Families. Proud, positive school culture.

a strong and equitable school culture. Low teacher turnover. Offer variety of career pathways and success not just the state imposed tests.

Engaged students, teachers and parents with smiles.

(The operative word being "see", I'm assuming): Happy, Smiling Students and Teachers.

A happy school environment where kids, parents and teachers feel safe and thrive at school. Prioitizing resources, support staff& technology for kids

Families that want to be there, kids excited to walk in, adaptability to changing circumstances

Teachers wanting to stay at that school to teach. School culture is positive and up-lifting.

Happy staff, parents, and students

engaged happy teachers and students

Teachers and ESP staff not working extra jobs

Students and families engage with a wide variety of opportunities that are part of the school.

teachers who are happy, children that love school and parents who can't stop raving about how much they love their children's school

the community supporting the schools with adequate funding

Family members involved in school functions. Students and staff happy to go to school each day.

Teachers who have a real say in the school, involved parents and decision making centered around what is best for kids

High graduation rate and number of graduates pursuing further education/training

Respectful and Engaged school community.

Students learning, hallway free of elopement, happy teachers and staff, low turn-over (teacher returning every year), happy students, strong data

Students and parents are involved in the community, as evidenced by positive media coverage of this involvement.

Staff, parents and students working together to improve the school culture.

Parents and teachers partnering to support students. Admin who listens and uplifts (Like we have)

Parent involvement, well-kept grounds, new playground equipment (indicating resources inside the building...)

that professionals are allowed to use their own judgement and honest communication and feedback is exchanged between admin and teachers

Happy children and well-maintained buildings.

The school is fully staffed- it shows that people want to be there.

Happy students, parents and teachers, lack of corruption in the administration.

Stable staffing and extracurricular activities.

A happy and appreciated staff.

Happy students who are excited to go to school every day. Teachers who feel like they don't have to work 4 other jobs to live. Teacher flexibility.

Happy staff and students. Supplies for classrooms

Students happy calm and learning

Veteran teachers on staff

Strong leadership that is advocating for school safety alongside academic rigor.

Families that value their kids' educations. Districts with minimal bureaucracy that pay their teachers, deans, paras, psychologists etc.. well.

a supported community

Electives returned, kids wanting to come to school due to cultural academic changes, see a reflection of themselves in the classroom, happy teachers

Teachers given autonomy and respect to do their jobs, happy staff and students, connection with the community

Teachers who feel good about where they work and the people they work with. Students who are excited about going to school. Schools with pride.

Good test scores. Strong pursuit of further training/ higher education. Good attendance. Low drop-out rates. Favorable rating by employers in state.

Teachers and staff happy to be in their buildings; happy to be with their students; a lack of animosity directed at administration.

Teachers, parents, community working together and engaged

teachers and students thriving emotionally and academically -- not just high test scores.

Reasonable staff to student ratio, good test scores, strong connections with students and community.

Community active in the school, events, parent engagement, nice facility

Happy, engaged students, staff and families.

Proud stakeholders that push back against changes that could harm their community

Students staff and parents are happy, feel a sense of community and are supportive of each other.

Quality teaching

Happy educators. It's contagious.

Adequate staffing, pay, respect to educators and student

Happy educators who don't leave (low staff turnover)

Strong leadership that has a clear vision for all students and families.

the students engaged in activities other than book work.

Teachers staying longer than 2 years

Happy students and teachers.

Parents who are involved and demand a high quality product.

Admin visible in the building

Teachers who are happy in their work environments. Teachers that have a voice and are respected members of their school organization.

Support from parents and students

Parents are involved, but the administration is still in charge. The school has a code of ethics that each person is held accountable to uphold.

happy staff and students.

Teacher retention

students and teachers that are happy, students are able to learn equitably across our state, teachers and staff will join our workforce and stay.

Teachers, students and parents actively engaged and participating in the daily activities of the schools. Smiles, positive interaction, concern for

Valued staff members with adequate compensation

Teachers empowered to do their jobs with autonomy.

Students interested and motivated in learning. Aware of the U S Constitution and how the state and federal legislatures work

innovation; happy teachers and students; a wealth of programming; teachers and administrators who STAY

Teachers and parents working as a team

Classified staff happy to be at work. Parents who recognize teachers as professionals

Happy, well behaved students who are excited to go to school. Educators that are happy to go to work each day principals engaged with students, teachers who enjoy their job, have a good work/life balance and have supportive admin

proper furniture, new books and laptops, lots of extracurricular activities and clubs

Students getting jobs or going to college.

Happy Teachers

Improvement, decent scores, happy staff and students

Students happy to be at school

Evidence of Parents, teachers and staff engaged, teamed helping kids!

Students engaged in learning and teachers having time and resources to do their jobs without excess overhead.

Parent involvement and support, happy kids

Community members inside the buildings seeing what is going on, advocating and supporting their school. Students not choosing in to other places

All the stakeholders willing to put in the work.

Continued passion and involvement from staff and community instead of apathy and disinterest.

Teachers are compensated and don't feel overworked

All students receiving the opportunities and academic and social/emotional support they need to be successful at school.

We finally pass a local MLO as we haven't since 1999.

School Pride: Sports extra-curricular activities. Well maintained and up to date facilities: grounds, athletic fields, clean up graded.

Innovative learning, parent support and low teacher turn over

Teachers able to afford to live in the area they teach in without multiple additional jobs, teachers that choose to stay in the profession and school

Balance of academics, extra-curricular, resources. Students are connected to the school community and each member of the staff is equally valued.

Teachers talking about what they are doing in their classroom rather than the amount of money or time that they do not have. The morale is getting bad

Teachers with manageable classrooms and kids getting the support they need

Thriving students. Community involvement. School Pride. Equity for all students.

Happy educators, students and parents

Students and families have their needs met and teachers are supported authentically in their workload and environment.

Education over right wing culture warriors on school boards.

excited students, quality content and delivery, well-maintained campus, staff that stay for years, a good variety of extracurriculars

Well funded schools with happy educators, students, and community.

A sense of belonging among staff, students, and caregivers, a drive for students to attend and participate, an environment that adapts to be inclusive

Energized teachers

Engagement, True Equity, Accountability, growth minded students n staff

Happy teachers and students

Improvement in opportunities for students

Staff that has been in place for a while, open communication and a community that isn't actively using social media to attack staff.

Happy teachers

successful students, happy teachers, teachers who stay in that district

Community members getting involved in school activities

Low teacher turn over and high student engagement.

When the community (teachers, parents, students) are proud of their school and other students & teachers want to be a part of it.

joyful connections, respectful communication, visible celebrations, support for the whole child, abundance of diverse quality literature, math tools

Happy teachers and students who all engage with the community

students enjoying learning & making good progress in that learning.

teachers being given autonomy and respect to decide curriculum and assessment per their professional expertise. Community-based decisions.

Teachers who are not overworked.

Quality teachers who care about their students and who are doing innovative things in the classroom with their students

Happiness, authentic learning

staff with sufficient time to prepare and plan meaningful, community-related curricula for students.

Fully staffed and fully funded. Good, clean facilities. Full (but not overfull) classes.

Families excited to send their children to the neighborhood schools. When there is little teacher turnover. When students have activities they can do.

engagement and all students are getting what they need as well as teachers are getting what they need and are respected by the community

students smiling during their school day; teachers and other educators happy to be there.

parents engaged and helping students- not condemning teachers for enlisting their help--in at home reading/math paractice

a good principal, a building that is safe and clean, family engagement, and teachers who love to work there.

Special education caseload size 20-25 for one person. Not having to choose paperwork over supporting students. Having a space to work in the building

teacher are not stressed and burned out.

Teacher retention

Happy students and teachers and families that work together as a team.

Community events- parents hanging out at school, hearing a 'buzz' from families on social media at the grocery etc.

high attendance.

Programming that responds to the needs of the whole child and not just athletics or academics.

a place where students, parents, and teachers want to be. It truly is as simple as that.

schools and families engaged and working together for the success of all.

...good growth on CMAS scores, good graduation rates, and high levels of students attending college.

Unstressed educators teaching lessons joyfully without having excessive paperwork or second jobs

Happy teachers, happy and excited kids, happy parents, a school district leadership that is not making waves

Community members celebrating, volunteering in, and advocating for their school. Students are succeeding and teachers are staying.

Teachers who want to work there for years and years.

Educators who have the time and energy to be reflective professionals and continually grow in their practice.

Lots of community engagement and extra programs for students and families!

high teacher retention and happy kids

students being held accountable for their role in learning, parents and district supporting teachers

Families supporting school staff who support students.

Students that are happy to come to school and feel safe

Students who are actively engaged in learning and educators who feel valued and appreciated and like their professional expertise is valued.

1. Staff staying 2. children valued as people not an achievement score 3. Staff treated respectfully 4 District committees with staff being heard

Low staff turnover, parent involvement, and kids that are happy and learning.

Fair pay to live in the community, a close staff and knowledgeable admin. Teachers who do not need to work excessive hours. Community partnership.

Teachers choosing to stay on for longer careers and families keeping kids in their neighborhood schools when possible.

Happiness in parents, students and staff

Happy teachers and partnering parents

Family partnership and respect for teachers. Students reading at or above grade level bands. Support for students with disabilities

the community coming together to support teachers and students.

Building and grounds in good condition, curb appeal, foot traffic in and out of the school,

The behavior of students under control. Less administrators more teachers/support staff.

Happy teachers and students, high achievement, teachers having a voice

Teachers, students, and the community happy to be there

Friendly office staff/teachers, parent's students, admin connecting in the community/kids involved in daily school and extra curricular activities.

Teachers who want to stay at their school. Families who speak highly of their school, admin who help with the grunt work and trust their teachers job.

High quality resources, excellent teaching, opportunities for students to excel outside of the classroom.

Parent involvement and community engagement

A student body that is successful.

The appearance of the school itself and school grounds.

All STAFF being paid a livable wage and can afford healthcare and Colorado stop underfunding education.

Well staffed, small class sizes, administrators who are teacher leaders and not so far from the ground that they don't understand classrooms.

People who appreciate the staff in the schools for being there for their childrens needs.

Staff and students eager to be at school.

Happy teachers who feel valued (low teacher turnover, adequate support staff, available resources)

a partnership between the school and community; the school promoting outreach.

Well attended events at night

Students and teacher happy doing what they need to do.

Smiling adults working there; diversity in race, language and religion; a certain feeling of welcoming/belonging

Happy students and staff working together.

Participation from parents and students in after school activities

stable work force and involved parents

Staff send their own students to that school

Highly qualified employees working there being paid a competitive salary and supported by the district.

That there is low turnover in the staff of the school. Morale is high with students and staff.

Happy teachers

Everyone works together and values the input if all stakeholders.

Strong teachers who have developed relationships with the students and the community. Low turnover of teachers.

High academic scores in small communities where education, respect for teachers matter.

happy teachers

All students are growing towards grade level at higher rates and proficiency rates are increasing. Educators stay at the school and families are invol

a diverse community where students and staff have the resources they need and where academic growth and performance are strong and SEL is valued.

Happy teachers.

Teachers and students enjoying school

Happy teachers and admin, not stressed out. Students following rules and happy.

teachers who are open minded, willing to try new things, and students who are engaged

lower levels of risky behavior from students (reduced self harm, less drug use, teen pregnancy, etc).

Children and teachers are learning and happy.

Adequate funding that does not rely on butts in seats but instead considers the basic cost to run a school to support students.

Teachers valued and having a voice, kids moving onto post secondary education

Educators who can afford to live and work in their community.

students able to complete their classes, go on to college or vocational work and succeed, where there isn't any violence

students following rules and respecting each other.

genuinely happy staff members excited to be at work, engaged families, and supported, healthy students.

Community

student attendance and engagement, including respect for educators and school policies.

Happy, healthy teachers that leave looking happy at the end of their contract day. Teachers being able to leave when their contract hours end.

How the community supports programs and athletics that our students participate in.

committed educators students and community members working together for the success of the student. Low attendance issues, solid programming

self awareness, unity, and a penchant for liberation.

Parents involved in their student's education.

Happy teachers, happy staff, happy students. General calmness in the building. Paras who enjoy their job

Community Support

Families and teachers working together and students who are thriving in their learning environments.

Students forming friendships across grades, students demonstrating learning in new and different ways, and students proud to talk about their school

Engaged students

It regularly connect with families

Students thriving and parents buy in to the community. When there is a team of people schools tend to lean toward success. School of choice changed th

Children and families being treated with respect. Schools that diverentiate and don't focus souly on "The Test." Educators who earn enough to get by.

The school welcoming in the community, the community supporting the school with volunteering and other resources

parents and community participating in events, praise for high test scores (that seems to be what matters most)

happy teachers, reasonable class sizes, students receiving the services they need,

Equity efforts, teachers being paid appropriately, other education staff being paid appropriately.

Happy, thriving students and families

Reading/writing/math scores/results higher than the state scores - and those scores improve/increase each year to the current year..

no charter "schools":

A school culture and climate that values members

happy kids who are able to be themseves in all their culural and linguistic diversity

All staff members and students are respected for the work they do and who they are and are made to feel a part of the school wide community.

Involvement, support, and satisfaction of students, families, and community

Happy kids and families, happy teachers, trends showing academic growth, community involvement

more focus on academics.

Students offered multiple pathways for success after high school and understand those opportunities

community engagement, programming for ALL students, teachers who are happy and appreciated and not over worked/stressed, supportive ADMIN

Active parents

Teacher retention(15% new staff), strong extra curricular programs, amount of instructional time

Teacher retention and neighborhood families attending their neighborhood school instead of choosing other district schools, charters or private.

tightly knit staff. order in hallways and classrooms. students engaged. happy staff

Teacher and students enjoying going to work/school everyday Teachers feeling like they are making a difference

Student growth

Creative programming that encourages high school graduation. Community involvement. A teacher in every classroom/no vacancies.

the school has huge community support and buy-in. The staff talk highly of the school even if they don't always agree with everything.

students who are respectful and have a positive impact on the community.

enthusiasm for learning among all age groups of students

Parents and families involved.

Inclusive staffing reflecting needs of student population, community engagement, staff retention, and physically/emotionally safe work environments

Community activities/ Student involvement / Teacher Support/ Admin hands on

Kids and staff thriving. Clear expectations, behavior response protocols, and safety precautions established.

children demonstrating learned concepts appropriately in daily life.

Reasonable class sizes, robust art, pe, and music classes, clean buildings, plenty of ESP, happy, healthy students!

Strong support from parents, holding their students accountable and passing milk levies to build quality schools.

Veteran staff who have chosen to stay/work at a school for more than 3 years, student achievement, an engaging environment and loyalty from admin

staff in all positions needed - Well paid and happy educators - happiness of students and staff

Low student to teacher ratios, especially for preschool. The New ration of 20 students to two teachers is nothing less than criminal!

Students who are engaged in their community and are happy to come to school as well as teachers who creatively address their student's needs.

Kids walking to or from and they are kids of color

Student engagement, joy, growth, and authentic learning experiences.

Happy kids, teachers, staff, and parents. Also, low turnover of staff indicates something going right.

Students who enjoy being at school and have great goals for the future and know how to get there

Students who feel loved and who love learning

Qualified teachers in front of students.

Students who want to come to school

Parent involvement. Student supports.

A happy staff and happy students

Everyone working together to provide quality education, happy teachers, happy students and happy parents

Parent involvement, teachers who are respected by parents, students, and administrators, good energy, electives are included and not dumping grounds.

Engaged parents, happy students, stable staff, low to no teacher/paraprofessional grievances with administration, quality materials/curriculum

Students and parents giving as much effort as the teachers who work there, showing up and working as a community for student success.

parents coming in to help and staff going above and beyond their jobs

students attending class, and a vibrant community involvement.

Kids thriving and happy teachers.

Students being held accountable and educators valued. Proper working conditions for educators.

Happy staff, happy students, working together, freedom to teach

Kids going to school excited

A building that looks updated, not over 80 years old. Students smiling when they come outside. Engagement in the classroom.

the community aware of and engaged in school and district events and activities

Students and families/community who are involved in their local school.

staff who like to work there.

High teacher retention, academic growth in students, strong sense of belonging by students and staff

Parent support of the school and its programs. If parents are happy that their child's needs are being met, they will rally to support teachers/school.

People letting the teachers make decisions and are not second guessed.

Happy staff and students

Teachers that have time to do an outstanding job AND take care of themselves.

a community positively working together with a student and family focus, experience and moving forward in learning and life together

Students are held accountable for behavior, including being removed from the school environment. Quality school morale reflects this.

A place where staff has work life balance. A place where families and kids feels safe and they are able to access their education.

High teacher retention. Support from the community and parents. High attendance rates. Student involvement.

A positive atmosphere with students, parents and faculty

teachers who stay, administrators who are qualified, salaries that allow teachers enough money to live in our community

Happy staff and students

School staff not struggling to create resources where there are none.

I don't know but we have north schools who have tons of resources (rich areas) and south schools that have way less. It's sad and not equitable.

When that school meets the needs of their programs. My TEC school is under funded in resources and staff. Our mission does not fit the academic model.

Well paid staff, teachers treated and trusted as professionals, enough funds for a school to be innovative and provide for student needs

happy teachers and students engaging in learning.

Students wanting to go to school in elementary, feeling prepared for the world in secondary

Strong community and low stress environment - happy teachers and staff and happy students who are safe and successful

When students have caring, happy teachers and staff. Students are learning and happy to be at school. Students have the resources they need to learn.

When the staff looks genuinely happy to be in their position, and knows what to do and who to go to. As well as up to date materials for classrooms.

a community that supports its students, teaches, and schools. A community that works together for the betterment of kids.

Support from the community. Parent and community support makes the largest impact!

students excited about learning and families involved in their kids' education.

the support from administration and colleagues to help in the classroom.

No open positions in that school; low class sizes; adequate pay for educators to live in their own districts; less SEL stress amongst students

Teachers who have stayed for many years and students who feel good about coming to school

Students learning

safe buildings that are fully staffed by licensed professionals

thriving programs, community engagement, access to extracurricular activities, healthy students

Family and community engagement

resources available and used.

Fully staffed special education and mental health service staff. Equitable distribution of kids in sped, gen Ed, gifted, and honors.

There is a culture of respect and excellence, the school is welcoming, and the students have school spirit and pride.

Low number of title 1 students, (let's be honest here). Also if the Administration building is lean and there are fewer workers there

Small class sizes with high amounts of programming for student engagement, high attendance at events, students feeling like they belong somewhere

all kids making growth with multiple measures, teachers feeling supported and valued, no begging for resources, kids feeling safe and educated

Involved families, students, staff and administrators

Happy stakeholders and low turnover

The community engaged with what's happening at the school

Resources being distributed equally, family and community engagement happening and student engagement with social emotional and trauma informed suppo

good moral, happy students, happy teachers, well attended events, solid connections and relationships

low teacher turn over, a strong involved leader, and successful students

Teachers staying until they retire and feeling valued. Teachers choosing to send their own children to the school.as well.

Small class sizes, consequences for misbehaving students, positive admin, a full-time counselor and nurse

Facilities in good shape, new school's buildings shouldn't be that different from old schools

Teacher do not have to fight central administration for compensation. Schools do not exist without teachers. Admin is greedy

Student engagement, CTE pathways, parent involvement, district transparency

Positive school culture- students and staff happy to be there.

Engaged students

Community events, positive social media comments, happy teachers and students

Staff staying at the same school year after year and speaking highly of the school.

Students, parents and teachers happy

Students trying to attend there.

The community is happy and engaged and the school and staff is proactive. As a parent and educator I value small community schools that support needs.

Happy teachers building great relationships with students who are learning and growing.

Happy employees who have a healthy work life balance

Teachers that aren't stressed by poor student behavior and burnout.

staff working well together, kids enjoying going to school, public support of the school

staff and students building functioning relationships with each other. When resources are used for their intended purpose.

Staff who stay long-term and become a part of the community they work in, and a school that involves the families in decision-making.

the school as a center of the community

students' families involved supporting teachers and their children.

Educators being supported publicly.

Parents in the building.

Teachers who make a living wage so that we can recruit high quality teachers that want to stay. Teachers who stay=better quality school.

parents and admin coming together to give teachers what they need. Not blaming all of the school's problems and issues on classroom teachers.

Well-staffed schools with teachers and support personnel who feel empowered to give ideas, and students who are provided adequate resources including

happy teachers, engaged students, a welcoming environment.

Staff and students express a locus of control regarding the day-to-day experiences that can occur. The ability to improve that experience reasonably.

it as a hub for the community. People coming and going for events.

Community members and schools working in unison.

Teachers working together and less stress in the hallways Order in the classrooms/ hallways- less disorder

Teachers having uninterrupted and unsupervised time for genuine collaboration.

High teacher retention

Happy teachers.

Engaged students and parents

Safety, warmth from staff, managed physical environment, learning & engagement from students

Everyone works together to do what is best for the students.

Engaged students and educators with supporting parents working together.

positive adult and student culture that is centered on student growth.

Happy kids and teachers!

happy students, parents, and educators.

Students AND teachers who are happy to come to school each day

Parent involvement, adequate resources and staff for students

students feeling included and connected.

Teachers being retained within their school and district

my colleagues have their own children and relatives attend our school.

The outside taken care of and families hanging around chatting with teachers and each other after the bell.

Colleagues working together to define, and implement the processes that need work, and are very pertinent to the process.

Teachers who can actually afford to live in that community.

there is administrative support

Students and adults in the same building working to learn and grow. Students should want to be there and the classes should be meaningful.

Quality teachers that are improving every year. Small class sizes. Lots of resources for students and teachers. A great connection with the community.

when students needs are being met - basic needs (food, safety, etc), emotional, and are academically growing. Positive relationships between with kids

Teacher and staff retention. Family and community involvement.

An administrator and staff who put students first and bring in the community to be a part of the school. Students and teachers want to be at school.

Teachers who know how to backward planning - including assessment design - to create a curriculum relevant to their school and class community.

teachers are long term in a building

teachers who are respected and supported so they can best teach and support students....students who own their learning....

people moving into the neighborhood because of the school's performance

Thriving students, staff, families and communities

Teachers who, because they feel valued and supported (along with having a passion for educating) are holding their students to high expectations.

High community involvement, students who feel safe/seen/heard/valued, staff who matches the ethnic and cultural identity of the community, wrap-around

Parents involved in their child's education, happy children, schools and families working together.

Staff, student, parent, and community involvement & engagement.

When the school can bring in tons of money through fundraising and provide extras to their students. Such as better field trips, assemblies, etc

students engaged, and parents involved in school functions

Students are supported when educators' voices are asked for and heard

A place where growth happens. A place where teachers build a classroom community with their students. A place where people gather for festivals/events

Teacher retention

staff longevity and students scores improving

Longevity in the staff

Classrooms where all students are working.

you walk in and see teachers excited about what they are doing. Students are engaged. You can look at data and see growth at all levels.

Low turnover, family involvement,

Low turnover rate

Students engaged and taking pride in their learning.

All the adults in the building working together for the good of all the students.

Growing students, happy parents, and high community involvement with the school.

Full time art, music, and pe teacher, full time school psychologist, full time special ed team

Teachers and students are happy and getting what they need to be successful. Students and teachers are able to balance their lives in a healthful way

Teachers that have positive interactions (laugh, smile, fist bump) with students.

I currently do not see any quality schools in my community.

calm teachers

Students interacting with peers and school staff, smiling, talking, learning and socializing. When adults/students are regulated we can build trust.

When the staff, admin, and district are working together to do their very best for our kids.

A staff that is trusted by leadership, a community that is involved and invited into the school. Students who are engaged in differentiated learning.

sped parent fully appreciating the support we give their student.

the community participating in activities the school has to offer, strong PTO, teachers remaining in the school.

The number of support staff allocated to schools focused on mental health

Students who are happy and engaged in the school

teachers who enjoy teaching at their school. Teachers who are supported, rather than micromanaged by administrators/district staff.

Administrators enforcing policies and procedures. Holding students and parents accountable. We, the teachers, are not the parents!

Parent engagement, pride in the building and ground

Parents and student excited to attend, community and family engagement, staff wanting to come to be at school

Engagement and pride in the schools from the community. Longevity of the staff in the building, and relationships with the families.

Happy and healthy educators, students and staff. Low turnover and high achievement. Many clubs. Students are provided basic needs.

Clean floors and bathrooms, respectful students, smiles and laughter.

A group of teachers laughing and not with scowls on their faces.

Equal opportunities for all students

students attending and parents engaged

Teachers ideas and professionalism being valued.

community participation in school events and parents that support education

A commitment to academic excellence across the board and support of teachers.

diverse staff and positive relationships between school members and the community

Happy professional teachers that drive strong academic performance

Students and parents involved at the school, and when the school has a positive impact on the community.

the school focused on instruction and that work is evident in students' academic success.

The landscaping and appearance of the grounds. Not many students hanging around the school. They are in class or in the building.

Positive teacher to admin/teacher interactions

students explaining why or how they are completing tasks and the answer isn't because that's what the teacher did.

Parents and staff working together to educate children. When resources are in place to support both students and teachers to increase student growth.

Happy teachers.

Parents and administration supporting teachers with behavior, and intervention.

The teachers thriving; they are happy to be there, proud of their career, and feel supported by their administrators.

People will say test scores. I say the diversity of the student population. Test scores are not the way to judge schools. Condition of building too

Students excited to come to school, growth in students learning, parent involvement, happy staff members/teachers

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Happy staff, happy students. Scores are in line with the state or district benchmarks.

Rather *hear, students talking about school outside of school, and participating in events and activities.

When I see statistics reflecting a high percentage of reading capabilities

Parents involved in a supportive manner; innovative teaching.

Support from the community for schools and educators

Students involved with in the school and community. Staff knowing the strengths and weakness of each student. Student success rate.

Students with all the resources they need to engage in learning.

Parents supporting teachers, salary increase for teachers, fewer initiatives forced on an already demanding work load for teachers.

Educators who stay, and are invested in by the school by making it possible and paying to attend career advancement classes and conferences.

Not sure

Support from administration (principals, coordinators), quick responses from administration (emails, answering questions in timely manner).

It is not sight. In our district that schools that appear to be quality are not what they appear when you get inside and see the actual system.

equal resources distributed.

Parents hold their children accountable placed on students to attend school, participate in their learning, & contribute to a safe and positive school

Engaged families, low turnover among staff.

Student discipline and consequences, respect for teachers, parent involvement, clean classrooms, after school sports & interesting electives

happy students and parents strong growth data

Staff that has a long tenure with the school, families that feel connected to the school, facilities are safe and clean, and there is a sense of joy.

Fully staffed with quality educators, who are fully licensed/degreed and know what they are doing.

Students and families engaged and thriving. When the whole child is considered and teachers are respected and valued.

Adequate test scores and good attendance among all students.

Engaged students.

pride, involvement, good attendance, wellness, low achievement gaps

staff who are invested in meeting student needs and admin/district who support their staff

This is highly variable based on the needs and resources of the community.

Students, teachers, and parents working together to create more opportunities.

Achievement in growth scores, students who are excited to go to school, involved parents and teachers who remain at that school over time.

Parents support of teachers, students eager to come to school, staff staying at and continuing to be committed to a school community

Happy staff members who are not being respected and treated at a high level by school admin, parents, and district admin.

A sense of community within the building.

Administration and staff working WITH one another NOT for the other.

informed and compassionate leaders, funded classrooms and programs, happy and adequately paid staff, involved families and students

N/A

The way their program is working and they way their teacher interact with students and how they put students first.

Thriving students and teachers.

Kids and families involved in the school and working together with the school to help their student be successful.

Students and staff feeling safe, supported, and happy to be there. That then lends itself to quality academics. (Maslow's hierarchy of needs.)

Communities coming together to address the needs of its most vulnerable citizens including children.

Young adults functioning in the local work force.

Compassionate leadership

highly qualified teaching professionals being respected and students IN SCHOOL

Equity for all regardless of ethnic/socioeconomic background. A real attempt to educate ALL students regardless of background!

educators are seen as the expert of their classrooms and they have the autonomy to make decisions to support their students.

parent and community involvement, hear good things about the school from staff, students, and community members. Well maintained grounds

Building is updated, student class size is within appropriate level, teacher/student supplied with items they need to be successful-curriculum, tech

The school's physical appearance of the school is well kept and staff turnover is very low.

A school that is the hub of the community. Students, families and staff want to be there.

Teachers who want to be there kids excited about school and making gains in their education

Happy and healthy people in the building who are achieving the standards

Students and staff are satisfied to go there, students going on to college/industry and participating in society

People taking pride in the school and what it does to help kids

Content qualified staff and students that are happy and thriving socially, mentally, and academically.

Students getting the support they need from quality, loving teachers and specialists.

Happy teachers

administration who understand the unique circumstances we are in post-Covid; especially the wide learning gaps and lack of parental involvement

Teachers feeling valued, students thriving and excited by school, high quality administration that listens and values its teachers

All stakeholders working together in a respectful and kind way. Everyone is relatively happy and satisfied with their work.

Teachers smiling and happy to engage in district-led professional development, family involvement in after-school functions.

parents that want their children there and teachers that want to work there. Students in after school programs. The arts, sports, clubs, etc

Teachers want to be there, admin is supportive, students are challenged and held accountable (not babied and just passed on to the next grade!!!)

community members/BOEs valuing schools and teachers with pay levels commensurate with cost of living and the value teachers create in that community.

Teachers who have worked at the same school for several years and students respecting their school environment.

Student behaviors being addressed. So many children are losing out on a quality education b/c teachers have to deal with SO many discipline problems.

Successful students!!!!!!!

Smiling students and staff

Happy, successful students

excitement

a small staff to student ratio and more paras. Also, more paras trained specifically to do data collection and work with high need behavior students.

How enthusiastic the educators are about their school and their work.

good student/teacher relationships, schools committed to building student efficacy

Rested, joyfull, and pleasant teachers and students.

Students attending the school and parents seeing education and respect as a priority

happy teachers who are highly qualified. transportation for after-school participation. kids engaged in a wide-range of extra curriculurs at school.

Educators staying at the school for extended periods of time

Students and staff have a strong sense of belonging, sufficient resources & time, and the entire community has a learning mindset.

school presence in the community and community presence in the school

Students who recognize their school as a welcoming and warm environment to be in. Teachers who see students as more than just this year's "project."

parents supporting teachers through words and actions, and through the ways they teacher their children to show respect

Low turn-over, staff that goes out of their way to be part of the community.

I actually can't. A quality school is one where teachers are supported by administration. I cannot see this from the outside looking in.

Community participation in school activities

Parent involvement, staff consistency (little to no turnover),

Classrooms that are colorful and teachers that have been at a school for many years.

Engaged staff, students & parents who are enthusiastic about supporting that school.

the community and school working as a cohesive unit. School is involved in the community and the community is involved in the school.

Hard working, dedicated teachers doing their job

Students who enjoy going to school, teachers who are involved in the school/community; supportive parents.

Teachers and parents work together for the students.

Happy educators

not sure

a full staff and community involvement.

Students and staff who are happy about the climate and culture of the school.

pay and respect for educators

Parents, teacher, and students that are happy and making growth.

Students who are excited to go to school

engagement of students, families, and educators working together.

Rigor

Parents supporting teachers, administration holding students accountable

a high level of cooperation and congeniality between staff and admin.

Educators who feel valued for their expertise and experience who can financially afford to stay in the profession they love and not feel exploited.

a clean building, smiling teachers and an empty building on the weekend

Students from poor, nonWhite communities succeed

Students happy and learning

a school that retains their staff year after year and class sizes that are appropriate and beneficial for educators and students.

Teachers empowered to reach students using the skills and training they have acquired without continually jumping through meaningless hoops to prove..

Staff and educators not having to struggle with filling the gaps for lack of being fully staffed.

Quality instruction, high climate/culture , collaboration among educators , communication with families

Families actively engaged and supportive of their school.

reading fluency and math analysis high performance

Parent involvement

Involved parents, community members, and teachers who stay for more than a few years.

Educator performance and student growth (and READ Plan determination) isn't measured by a computerized standardized/normed test-kids can simply guess.

parents standing up for teachers in listening sessions with administration. It happened in Montrose this week!!

Involved parents and low staff turnover.

Educators that take their kids to the schools they teach at, are happy, Substitutes want to return, staff moral and culture is happy/ positive.

Students and teachers happy to be there. When ALL students are getting the necessary support to be successful.

Happy students Happy teachers A school that looks clean and safe

Community members coming and going and strong attendance, modern buildings, happy staff and students, innovative programs

Happy teachers and happy students.

students engaged in authentic learning

Engaged joyful students and families from all diverse groups

Growth, engagement, community/family partnership, use of technology and problem based learning, resources and support for CLD, low income, behavior

Parents investing their own time to support it (during the day, night time events, weekend carnival/sports etc)

Students needs beyond academics are met by trained professionals

Teachers who are supported.

All students getting what they need to grow and succeed

A district following developmentally appropriate practices that provide students an educational experience where needs are met and learning is catered

Safe and fun learning environments that are welcome by, fully staffed, and well supplied.

Supportive administration, routines, high expectations for teachers and students, parent involvement

Teachers who want to stay at their school for several years. A principal who trust and respects their teachers

People involved in it

Positive student behavior

a positive staff and student culture, students engaging in their learning, and staff and students that feel safe and valued in their schools.

Clean, safe buildings, low turn over rate among teachers, low student:teacher ratios, up to date resources.

academic and social emotional growth, fully staffed to serve all needs

Teachers who love their jobs, students who enjoy coming to school, growth as a community.

A fully staffed school with happy teachers.

Students enjoying education

Quality and well paid teachers, lower class size, resources for support personnel, teamwork, engaged students and parents, and strong leadership

high student growth.

Teachers want to work there. Students who are proud to go to that school. Intentional structures for student and staff support.

Community is speaking positively of it, teacher & staff retention is high, kids have a positive connection to school

Everyone working together in a healthy, happy, supportive environment.

teachers, parents, and community leaders coming together to ensure that their students can thrive in public schools.

Educators working ONE job and it is in the school setting.

Teachers who enjoy their work and students who enjoy being at school.

low turn over from year to year

I'm not sure

Teachers with long-standing relationships with students and families.

High enrollment, focused learning, consistency in staff, staff supported monetarily, staff supported \$\$, parent involvement, increasing test scores,

Students who can read, write and spell.

Positive attitude of the building staff resulting in school climate

Voting for funding and volunteering in schools

Teachers who are emotionally regulated and treat students with respect and patience even when faced with challenging situations.

Support for educators, good student to staff ratio, personalized instruction for students

low turn over rate in certified and support staff.

Equitable resources, staffing, teacher retention, elective classes, a library with a certified librarian

Balanced teacher and home life, parent involvement, community giving back and engaged with schools, equitable resources

Happy teachers, low staff turnover, safety, and good achievement.

students and staff that engage in learning, feel safe, and have adequate resources.

...the same problems in every school...

Community involvement, new resources and attention to improving facilities.

Educators that are not exhausted, schools that are fully staffed, and financial compensation that workers in other fields with comparable degrees earn.

Students, teachers, staff and parents working together to ensure that the students are receiving adequate knowledge to succeed in life.

Families and students feeling safe attending their neighborhood schools. Equity across neighborhoods with quality of schooling.

Engaged students that are held accountable for their actions.

Teachers who have been at the same school for a number of years.

Achievement and discipline. A strong culture of success.

Many veteran teachers

A colorful, clean campus. Student book choices are plentiful and teachers have access to many titles. High quality, nutrition rich meals and snacks.

High teacher retention rates.

Happy kids and teachers and an environment that looks and feels as good or better than a professional campus.

Diverse parent representation at school events, a focus on DEIB, all students accessing all opportunities.

Staff, students, families and Administration (top level) interacting

Happy, stable staff without much turnover, and with transparency in communication among administration and staff.

High Schools offering a wide variety of arts programs and AP courses for college credit.

enthusiastic staff, students doing well in classes

Administration following master contract and effectively collaborating with staff even when they may not agree.

More staff & fewer Admin, more Specialists FTE in the building, diverse staff, highly qualified staff, programing to meet community needs,

community involvement and more than just athletic reporting in the news and on social media

Teachers are free to approach teaching students in the best way possible.

Happy teachers

a thriving and welcoming school

Students and educators have good relationships students are engaged in class, parents feel comfortable entering the school

I view it as how the community comes together and the happiness of the educators and students.

The amount of parent involvement in the schools.

A supportive community

Staff who want to be there, families who have access to participating in their kids' educations, students who are well emotionally and learning.

Children that are already be in the learning process and out in the community improving other people's lives

activities taking place throughout the day and night, visual and performing arts as well as sports activities, visual support of the school, brandning

Community involvement and input. Solid family interactions

Nice/updated facilities, parent involvement, para support, average/high test scores, happy kids and teachers

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Everyone working for the benefit of the children's learning. There is joy in the building with the staff, students, and parents.

partnerships, involvement, engagement among staff, parents, community student engagement, kids excited to come to school, school spirit

Teachers and students that are thriving instead of burnt out and resentful.

students really engaged in the classroom.

Staff working as a team to support students. High attendance rates with students involved in extra curricular activities.

students excited to be at school and engaged, community outreach to be involved, happy teachers

adequate financial and parent/community support given to school to help with learning and emotional needs.

Students and staff are happy, engaging in lessons, and excited about learning.

Happy students and staff members engaged with each other.

community support, teachers teaching not jumping through district and state hoops all the time.

High student attendance; High student performance; Parent involvement

Student engagement and success in and out of the classroom.

That it is fully staffed

Teacher allowed to teach without interference. Teachers working together without fear to give kids the best possible education.

Educators that are able to do the most important part of our job, teaching, without being bogged down by one more new thing every day.

Happy students and staff working collaboratively with families and communities, rather than staff defending educational choices against outside voices

Harmony between the staff and community and students engaged in their learning

Happy and engaged staff members

Teachers are valued and community members do not accuse teachers of indoctrination students

Students making progress in academics and a healthy social community that has mental health supports.

Autonomy for students and teachers.

A sense of community within the school, including the parents and families involved.

Adequate staffing.

Higher test scores, happy staff, parents choosing to send their students to public school, teacher longevity, teachers' voices being recognized

Clean rooms, upkept buildings, a full staff to work, engaged stakeholders in all forms, trust for the teachers to do their job without micromanaging

All students succeeding regardless of other factors and a staff that feels supported.

I haven't seen one

Happy educators AND happy students. Both must be present. It is a sign educators feel fulfilled seeing students grow.

A full-staffed, well-built and maintained, safe learning environment that students and the community enjoy.

collaboration and support among all staff and administration.

Students actively learning and participating. Parents who are engaged in their children's education.

Staff feel capable and equipped to accomplish their job within contract hours and are paid a salary that allows for housing stability and saving money

Happy teachers and students

Fully staffed schools, supportive administration, resources provided, ability to be innovative and respond to needs in their community

Supportive leadership; collaboration with teachers, administration & parents; teacher voices uplifted; teaching without interference from above.

Teachers working together to provide the best possible education for all students

Educators stay, children are growing, and the community feels welcome.

Staff retention from year to year.

A fully staffed building with supported students and leaders who “see” all their educators.

Familiar faces and people that do not hate their work or school. Community events and engagement

A safe and inclusive community of educators and students, the absence of bullying and hate speech, enough staff to run the program at an optimal level

When the morale of the staff is high. That generally equates to excellent working conditions, supportive families, equitable monetary compensation, et

The way students, parents and staff are in the community.

A school fully staffed with little turnover, adequate support staff including interventionists, social workers school psychologists, parent participat

Teachers who are happy to go to work.

Students demonstrate school pride, respect for themselves and others, and live the core values of the district.

Students and teachers wanting to spend more/ extra time at the school doing events, activities and clubs. When people like a place, they spend time.

Teachers valued as human beings and people who have autonomy to meet the individual needs of their students. Teachers are paid like professionals.

School activities that bring families into the school.

Happy staff.

Low teacher turnover

Kids are happy and want to go to school.

Fully staffed buildings and reasonable class sizes with appropriate student behaviors.

People stay!

Community involvement, high academic achievement and low behavior problems. I see activities happening where all want to take part.

Children thriving and teachers relaxed and able to do their job well.

Everyone is happy being there- parents, students, teachers, and support staff. The school community is engaged with the outside community.

Happy families and happy teachers. No tears at work from myself or my colleagues.

Educators who want, and are able, to stay.

a happy staff.

Huge turn out for “fun” events, conferences, and parent involvement, where all feel its THEIR school.

Students having the opportunity to succeed no matter their situation. They are supported with all aspects of their lives by the soul

Happy students and happy teachers

The school is adequately staffed and programs are funded and staffed. Programs should include funded general education interventionists; and resources

An actual sends of community that looks beyond student test scores.

A happy school community meaning students, teachers, and parents are all happy. All parties are getting what they need to feel valued.

Happy students, student work displayed, no cursing in the halls or classroom, teachers happy or not crying, discipline ladder being used

A safe, inclusive learning environment for all students

an engaged parent community, teachers who have longevity symbolizing a commitment to their school and education, student work celebrated

High rates of educator retention and experience, and educators who like their building leader. These tend to have a stable identity and culture.

Kids getting what they need. Parent involvement. Pride by admin, staff, parent & students

teachers and students that do not leave for other schools

happy teachers with administration interacting with students and staff every day. Students going to class and school actively working on attendance.

Happy teachers, admin, students, parents, support staff

High graduation rates. College acceptance.

Staffing and longevity, low staff and student turnover rates. Well maintained facilities. Positive growth as demonstrated on common assessments

Teachers who aren't expected to work "for free" outside of contract hours-including meetings & other extra duties but also grading & communicating

Green grass with no trash in the parking lot. Parking lot not overgrown with weeds. Teachers outside when students are being picked up and dropped off

Options and INNOVATION!

Clean campus, technology and happy qualified teachers and administrators who work together with the staff. Trust their staff and value their skills.

Happy teachers and happy students.

Strong teaching practices with strong student engagement.

Happy educators and empowered students

Students are achieving growth academically, socially, and emotionally.

true collaboration, engaged community (i.e. families, students, educators)

Parents volunteering, school grounds kept up/clean, and student work posted and proud.

Community investment student academic success, teachers paid as professionals.

The neighborhood kids attending it and parent involvement.

Students overcoming barriers to learn at high levels. Teachers who stay for a long time. Consistent school leadership.

A staff that feels respected and has a voice which leads to happy students that are learning. An emphasis on mental health for students.

Well-trained teachers in how to teach science-based reading; well-trained school administrators; on-site mental health services for students

Teachers are treated with respect as a professional in terms of compensation and decision making.

Teachers compensated for their work and dedication. Parents and Community are supportive. The admin follows through and supports teachers.

Minimal student behavior issues impacting classroom instruction.

The community talking highly of the school.

Happy students and happy staff

People wanting to be there

Free before/after care, fully staffed positions in all areas, 1-1 technology, resources for clubs and activities

Teachers who stay at the school and are caring and qualified.

Community involvement, student driven projects

Students graduating from high school and becoming productive members in society.

Happy thriving students

Engagement, good facilities, teacher retention, graduation rate

Happy, passionate teachers and students

Teachers who are respected, supported, and encouraged; when I see administrators who are supportive, involved, and understand their classrooms.

Teachers who have autonomy; parents who care about education and support educators, principals who have the ability to lead not micromanage.

Happy teachers and students

Staff that sticks around! There is something wrong with schools that are losing teachers and support staff in droves!

Low staff turn over, high student engagement

Kids are well behaved, the school has high expectations for students, staff, and parents, is well maintained,

Positive parent involvement, students engaged in learning activities and extracurriculars, and well attended community events.

Students who feel safe, included, and supported both academically, socially, and emotionally.

Teachers making genuine connections with their students, parents, and other staff members because they enjoy their job and feel valued as an educator.

Students engaged in the school - clubs, athletics, extra-curricular offerings. Passing classes, graduating!

Happy students and teachers and community

Student and community engagement, a collaborative staff and administration.

Teachers and kids who love their building and who is in it!

Happy educators, students who want to be at school and parents who are involved.

students engaged in relevant learning

full time educators and full time mental health providers and full time nurses. Diversity and resources available for families.

Teachers feel valued, students behavior is appropriately managed

staff retention and strong parent involvement

A sense of belonging in students.

High community involvement and "buy-in"

Engaged teachers and students. Positive environment. Up to date technology and furniture. Clubs and sports programs are offered.

teachers receiving the money that our state gives our district. when students are held accountable for the actions and not hurting teachers/classes

students wanting to go to school.

Children engaging in their learning and teachers engaged in teaching. The energy is focused. Lots of movement and conversation. Smiles!

High attendance, rate, parental support and. Appreciation, administrative support and recognition factors, not superficial items, ie brand of shoes!

collaboration among staff as well as community

fully staffed schools where all students are growing academically.

A cohesive environment

Students are engaged and working on skills that transfer after high school. There are programs that inspire students to achieve and think creatively.

Teachers who smile and care for students. Admin who supports their teachers. All students welcome and prepared for school.

Happy teachers

Good test scores/rankings

Trust and encouragement in their educators from the admin staff and school board.

Happy thriving children and adults

content teachers who are listened to and regarded as professionals who are not micromanaged and given an unrealistic workload.

When they and their staff are an active part in the community and make their partnership known with all the neighbors.

Teachers supported by administration and low turnover

Teacher's and staff being respected and valued being paid that reflects the importance of our position

Parents in building, volunteering AND celebrating, high student attendance, high teacher retention & attendance, accountable student behavior, LEARNIN

An overlap between teachers, students, and families working together to support education

Parent involvement

Teachers who like their admin and colleagues. Students who respect the school and learning. Community involvement.

Community coming together to support the school

Children are safe, enjoying school, building a love of learning and making growth in literacy and math. Strong partnership with school and families.

happy healthy stable students, teachers, and high community involvement.

Teachers that are respected, parents volunteering, adequate curriculum needs being met, and experiences being available to kids.

Positive school culture

Community involvement in tangible ways. Volunteers, students returning to the school, parents/families attending events

happy, engaged students, energetic, positive staff, lack of micro-management, fun real-world experiences and programs, clean, well-maintained campus.

a vibrant and engaged student body.

Community support and buy in. Families have pride in where they are and the school they attend

A good staff, little turnover and a positive relationship between admin and staff.

Support staff, reasonable class sizes, full time counselors, reasonable caseloads for SPED teachers, interventionists.

Educators who do their job well and happily because they have the time, resources and are trusted to do so.

Happy, smiling teachers in the building and in the parking lots.

Dedicated and valued staff and happy families

Happy staff & students, feeling valued & respected and showing that to others, students engaged in learning from teachers who are passionate

Teachers who stay at the school long term.

Students that are cared for and parents that are proud of the school

parents and volunteers involved in the schools.

Positive leadership and community activities

Happy teachers, updated facilities, positive community connections

teachers not being hindered by the white-saviorism of their administrators

Teachers, parents, students, and administrators working collaboratively to create community schools that are welcoming to all families.

The community in the school and the school in the community.

When there is shared leadership with teachers and they can do what is best for their students.

Everyone on the same page

Teachers able to do their job and lead a balanced life without financial stress to make ends meet. ALL students are able to access resources.

Qualified staff who are paid based on their total educational experience, not a narrow job description or union statement.

Low staff turnover, high staff morale, educator voices matter

Parents actively involved, teachers staying there, students growing

strong leadership and equitable teaching practices in the building.

Students achieving professional goals

Low teacher turn over rates.

Safe working conditions for teachers and students with resources evenly allocated to foster learning.

Authentic collaboration between all stakeholders

Most students deeply engaged in some aspect of school: academics, CTSOs, extracurriculars.

Happy teachers

Experienced teachers and academic excellence

Student and teachers excited to learn and share

Not anymore. Too many who haven't taught aren't listening to us. Difference in the Demand between elementary and secondary is ridiculous and not right

Students of all abilities being given equal opportunities to flourish at their unique educational levels.

Improving graduation rates; increased teacher longevity and a reduction in turnover.

A cohesive community working towards building culture and academic growth in students

Teachers who love what they do because they feel valued for the work they do, students who want to be in school, and admin that respects the teachers

EVERY teacher and community member soul-heartedly believes that all students are capable of achieving high academic standards.

Fully staffed programs. A wide range of offerings for students

Parental involvement, artwork, kids being leaders.

Low staff turnover, happy students and involved community.

teachers being included in decision making, valued by staff and parents

Parents want their child to attend.

teachers that work as a team to better the school experience for students.

Students being appropriately understood, supported, and challenged to learn.

Students and staff generally happy.

Fully staffed buildings, teachers being supported, students actively participating in education.

Teachers who live in their communities and send their children to the districts in which they teach.

Family engagement, focus on literacy and math, diversity in its staff

Happy students

Engaged students, staff, and community members who communicate and collaborate on how to best support kids.

Low turnover rates of staff.

Premises are kept up, e.g. funding is sufficient to hire a gardener/landscaper to tend to the garden-supports teachers who cannot volunteer their time

Students and teachers enjoying learning together. Students working harder than teachers.

academic scores, climate and culture

Active engaged students and teachers

The school is clean and well taken care of. The school has enough resources- curriculum and extra curricular activities. The school has PBIS.

Happy faces on the staff and the kids.

Low staff turnover

Teachers working together to teach students and they are learning!

Community and school alignment. The community is a part of the school and vice versa.

Students are well-fed, playing freely and happily during breaks, engaged meaningfully during class time, & are engaging in school-sponsored activities

Long term teachers that want to stay. Economic growth and post graduate ready.

a full staff with all the people and resources to support students.

Promotion if STEAM. Teachers taking time to greet students in hallways. Parent and student accountability for work ethic and engagement in classrooms.

parents wanting send their kids to the school in their neighborhood boundary. When every neighborhood school has the full complement of services.

Partnership between parents and administrators

All students engaged in clubs and activities as well as increasing test scores- not just wealthy white kids (closing the gap)

Students and staff happy to go to school, students performing at a proficient or higher level, and staff who can afford necessities of everyday living

Kid work displayed

Happy teachers and kids.,

The principal taking care of their staff. Staff taking care of kids. Parents participating. Kids learning and having fun.

Teachers being treated as professionals with their opinions heard and valued.

Low staff turnover

Teacher, parent and student involvement at all levels and activities.

Families involved in the school community, teachers that stay at a school long term, and an admin team that is respected by their staff.

Happy teachers

Teachers who are not stressed.

Kids are welcomed and staff stay more than one year.

Educators leaving the school building at a decent time without carrying work home.

High parent involvement

A variety of options for students, long lasting staff and students

training for general education teachers on ways to accommodate special needs and MLL students in their classroom. Improved employment rates for sp. need

Engaged but hands off parents, teachers with enough prep time, engaged and respectful, less staff meetings to incr. prep time, adequate pay,

People talking positively about it

Students and staff recognized and valued.

Parental involvement

Passionate teachers committed to helping all students achieve measurable growth in all subject areas.

students participating in clubs, sports, and events; community involvement; staff input! Students reading!

Parents trusting teachers and treating teachers as professionals.

Good communication between school & community. Active participation from families and a strong, supportive principal with cohesive staff.

Happy Staff

Happy teachers, fully staffed, opened school library, student growth

Students who can read

Up to date buildings (including heat & AC) with nice supplies/materials, fully staffed, sub want to fill, and resources for most at need students.

Caring community of learners, loving and supportive staff.

Educators who are greeting their kids at the door and halls that are decorated with student work

Leaders in the district value the work their employees provide and fight for those providing direct services less ability to fund administration.

Community showing pride in school activities and celebrations

High teacher retention at a school

A culture of support

Teachers given all they need to teach

A full staff, happy and healthy students, and a fully-stocked classroom.

The needs and well-being of students as the priority over test scores and data.

A positive school culture and community support.

Student growth in test scores. Staff with low turn over. Adequate or better facilities.

Happy teachers!!!

recognition in the news

Happy students, educated and happy staff, supported staff.

families participating and coming together as part of the school community.

High percentage of students going to college. Kids interested in learning. Happy teachers

Teachers and students engaged in real learning because they have the resources needed. This is especially true for special education and ILC.

Fully staffed, genuinely happy teachers who don't take a lot of time off.

community engagement and school pride

Parent involvement, a school practicing school wide values that are an expectation for students, teachers, administration, and families.

Students and staff that want to be there

Spirit in the building community - buy in from students and staff.

Positive climate and culture.

All students having all their needs met.

Large teacher pay compared to other districts, passing MLOs, good administration and leadership

Fully staffed schools, classrooms that aren't packed with students and broken desks.

Students succeed and their confidence grow through caring people supporting them

Updated and cared for facilities

Happy and successful student. Students want to come to school and families feel confident sending them there. Staff is retained or promoted.

Parent and community involvement, low turn over in staff and student academic growth.

students engaged in meaningful learning, rigorous academics and positive culture and community

Teachers paid livable wages with reasonable work loads and student who want to learn and participate with parental support.

Community engagement that is upheld with integrity and decisions that include all stakeholders.

Decent test results; community buy in; respected teachers by the community and district; an appreciation for what we do

Teachers being valued especially severe needs teachers

Stable staffing at a school building. Staff members who are interested in investing in the same community where they work rather than living outside.

teachers empowered to make instructional decisions without fear, students excited to be at school because they feel empowered to learn

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Enough support staff, quality classroom furniture (not 50+ year old desks), and enough supplies for students use.

low staff turnover, glowing reviews from community is bonus

Where every community member is on the same page when it comes to educating children.

Test scores are high and physical education, Art, music in the school

Students and teacher who enjoy going to school and STAY in the community.

Student performance

Staff and students that enjoy going to school each day and test scores show consistent growth.

happy teachers, willing to teach any student at any level or income, these students would be happy to attend and engage in school and successful

happy students and teachers who come back year after year.

Teachers can do their job with integrity in a safe, supportive environment. Students can learn-& are challenged to do so-in a safe, supportive school

All major players are on the same team to benefit the students.

Quality instruction

Updated instructional practice.

Happy students, Happy teachers with enough energy to engage the community

A staff that stays year after year

Teachers getting paid what other professionals with comparable education, experience, and work experience, as well as being trusted to partake in deci

Students and teachers who want to be at school and are proud of the work they do

Administration backing teachers and not students or patents. Not being called "fag" or hearing "you're gay" every day.

Happy teachers, strong and visible leadership, modern learning environment, evidence-based teaching materials, engaged students performing at mastery

The school is well known to the community and has low staff turnover

Teachers working collaboratively with the admin and community who trust novice teachers. Happy students!

Fully staffed sped program. A principal in the classrooms.

Low staff turnover, parent involvement,reasonable class sizes

large number of parents involved with the school

Engaged students, parents, and staff

Small classroom sizes; inclusive practices; low teacher turn over

supports for the Whole child and the whole educator

Administration supporting its teachers, teachers doing their best, and students making growth

Understanding in what is involved with the job. This is not 150s-1980s anymore

A strong teacher union with great working relationships with the district and community.

engaged families, teachers and students.

Students engaged in learning and respectful.

That it is fully funded with adequate staff, after school enrichment for students, community/ parent involvement

Educators staying at the school long term

High test scores

Low turnover on staff.

Teachers treated as valued professionals; students with equitable resources; administrators/community members who support teachers & public schools

happy students, staff and parents and high student achievement and growth.

I don't think this is something easily seen from the outside

Happy teachers who are not overworked, and paid wages that are fair for their services, and students who want to be in school, learning from them.

The community excited about school.

Strong systems, happy kids and teachers, no gaps

Teachers that are happy and have good work life balance, kids that are safe and happy to come to school

Staff WILLINGLY collaborating, admin staff who values staff and gives them autonomy, parents and students have buy in

Happy teachers

Students and their families wanting to choice into a school based on their reputation; have teachers get to know students before grading them

High quality instruction. Anchor charts, student work. Pride.

Students and teachers interacting positively with each other focused on culturally responsive goal centered

Parent and community involvement

Engaged students, staff, and families.

Students who showcase career and college readiness

Happy kids happy employees and NO woke garbage like pride flags and other liberal propaganda.

Happy students, teachers and parents

A place families, educators and community members all have a shared passion for! People are involved in their students' education.

Happy staff

Summit Elementary

A leader who trusts teachers without micromanaging and a district that isn't experiencing declining enrollment

Community members speaking positively about public schools.

Teachers that are happy!

...High-paying salary schedules on the district website. Like, high enough so that a teacher could afford a studio apartment nearby.

happy teachers and students.

An increasing cost of homes ie when people want to move to a neighborhood with a good school.

Student progress and enrollment increasing

staff cared for and appreciated parents are excited to bring their children to school

When teachers have autonomy and are compensated for their work.

Parent involvement, student participation

High test scores and positive parent reviews.

A fully staffed school with valued educators.

Happy and thriving school community--students, families, teachers, etc.

Collaboration and compassion

students that are thinkers, with plans to be life-long learners.

Teachers supported, a school with resources to support students adequately, clean, safe environment for students

Happy kids who stay in the neighborhood schools

Low staff turnover and high engagement between families/staff and the community.

Community that enjoys to attend, and employees that like to work there

Proud and effective students and staff

Students who feel safe and valued at school and who are helped to grow and do their best.

Happy teachers who trust their administration

The community and parents/guardians involved, a clean and maintained school campus, and students excited to be at the school.

Diversity flourished with equity making students smile.

attendance and scores of students increased as well as no vacant positions at the school.

Committed staff that are retained year after year.

students engaged.

Leadership, community and engagement

Happy teachers, students and parents.

Engagement

A school librarian in every building.

Happy staff and happy kids

happy, responsible students who are excited to learn and teachers who have genuine smiles on their faces.

The students are excited to learn, the teachers have the resources to teach, and the teachers feel valued with compensation and trust to do the work

Parents supporting the teachers and helping put in the work with their children both in academics and behavior.

Students who want to be there and staff who are treated as professionals and not micromanaged

the number of parents participating in school programs and events.

Happy teachers

Licensed educators in every classroom

Families engaged and students liking their experiences

Fully staffed schools with small class sizes and high family engagement.

All our schools are headed for the dump.

Happy and growing children.

Enrollment up and teacher positions filled.

Supported educators who have the time, energy, and resources to do their job

Happy teachers and parents and community members that are volunteering time for school events and activities

happy and engaged staff members
