DRAFT – For Discussion Purposes Only

Proposed Quality Metrics
These tables compare the priorities of the School Performance and Opportunity Indices to the EAC Definition of Quality in their final report.

School Performance Index	EAC Definition	Best Practices and Ideas
1. The school's students grow academically	• Student academic growth[1] in all grades	
2. The school's students achieve MCAS proficiency and graduate prepared for college and career success	• Academic excellence in all grades	
3. The school closes achievement gaps	• Academic excellence and student academic growth across all subgroups of race, ethnicity, English Language Learners and students with disabilities	
4. The school environment is safe and conducive to learning	• Safe and positive school climate[2]	
5. The school is family-friendly and welcoming	• Parent engagement and a sense of community within and outside of the school	
(Not represented)		

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[1] EAC has one statement that is broken across 3 performance index categories. The full statement read: "Academic excellence and student academic growth in all grades, across all subgroups of race, ethnicity, English Language Learners and students with disabilities" (EAC Recommendations – Final 2-27-2013, p.5)
[2] EAC definition includes the statement "Safe and positive school climate including social and emotional support" which was broken into two parts – one about the climate (SPI 4) and one for supports (SOI 3)

School Opportunity Index	EAC Definition	Best Practices and Ideas
1. The school is staffed by highly-qualified and effective teachers and school leaders	• Principal effectiveness and teacher excellence with caring teachers and school staff	
2. The school offers a multitude of learning opportunities	• Focus on the development of the whole child and the needs of all learners, though arts, music, athletics, and program and course offerings	
3. The school provides students with necessary supports	• Social and emotional support	
4. The school provides essential learning tools, facilities, and services	• Effective community partnerships[3] • Adequate and appropriate facilities	
5. The school is equitably funded		
(Not represented)	• As close to home as possible	

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[3]"Partnerships" was not considered a separate category in the opportunity index because partners provide learning opportunities (2), supports (3), facilities and services (where it is currently listed – 4) and, in a way, reflects equitable funding (5) when the partnerships are funded out of the central office budget.