



Great Public Schools for Every Student

Building Awareness of Non-Academic Indicators

Educator demonstrates how non-academic indicators (Opportunity Indicators) provide equitable opportunities for student success.

Key Method

The educator evaluates students' needs and identifies appropriate Opportunity Indicators based on research. The educator then advocates for indicators that will be most beneficial to their school or district as informed by the educator's research.

Method Components

The educator locates and interprets information in their state and local report cards, including requirements and elements of each report card.

The educator identifies and defines Opportunity Indicators. (See NEA Opportunity Dashboard in Resources section.)

The educator demonstrates the value of Opportunity Indicators by collecting research-based evidence of school improvement credited to their introduction.

The educator evaluates appropriate Opportunity Indicators for their students based on research.

The educator anticipates consequences and logistical barriers to implementation of proposed Opportunity Indicator.

The educator advocates for the adoption of the Opportunity Indicators most appropriate to his or her target population substantiated by research provided in his or her analysis.

Supporting Research

Farruggia, S.P., Han, C., Watson, L., Mos, T.P., & Bottoms, B.L. (2016). Noncognitive factors and college student success.

<http://journals.sagepub.com/doi/pdf/10.1177/1521025116666539>

Klugman, J., Gordon, M.F., Bender Sebring, P., & Sporte, S.E. (2015). A first look at the 5Essentials in Illinois schools

<https://consortium.uchicago.edu/sites/default/files/publications/Statewide%20E%20Report.pdf>

Resources

What You Need to Know About ESSA

<http://myschoolmyvoice.nea.org/essa-101/need-know-essa/>

ESSA Implementation Begins

<http://www.nea.org/home/65276.htm>

Information about the Opportunity Indicator

<http://www.aypf.org/college-and-career-readiness/essas-non-academic-indicator-what-are-we-talking-about/>

ESSA Implementation in Your State

<http://myschoolmyvoice.nea.org/in-your-state/>

Equity Audit Overview

http://blogs.edweek.org/edweek/inside-school-research/2015/09/how_does_an_equity_audit_work.html

Measuring School Quality: Non-Academic Measures in the Every Student Succeeds Act

http://www.huffingtonpost.com/martin-j-blank/measuring-school-quality_b_9871706.html

Indicators Overview

<https://studentscantwait.org/resource/indicators-include-school-ratings/>

NEA Opportunity Dashboard

<http://www.nea.org/assets/docs/NEA-Opportunity-Dashboard.pdf>

Innovation in Accountability: Designing Systems to Support School Quality and Student Success.

https://drive.google.com/drive/folders/0B_ul3N_y73yFaDJlNnpNcmDg

Resource Equity Provisions in the Every Student Succeeds Act:

https://drive.google.com/drive/folders/0B_ul3N_y73yFRjdHMDBIQXhIZ00

The National Center for Learning Disabilities: ESSA Deep Dive: The Importance of State & Local Report Cards.

https://drive.google.com/drive/folders/0B_ul3N_y73yFaDJlNnpNcmDg

The Data Quality Campaign: Shining a Light on Equity Opportunities to Use Data to Serve All Students

https://drive.google.com/drive/folders/0B_ul3N_y73yFaDJlNnpNcmDg

School Equity Checklist

<http://myschoolmyvoice.nea.org/your-school-checklist/>

ESSA Practice Guide

<http://myschoolmyvoice.nea.org/practice-guides/>

The Education Trust: The Every Student Succeeds Act: What's in It? What Does It Mean for Equity?

https://drive.google.com/drive/folders/0B_ul3N_y73yFaDJlNnpNcmDg

Measuring School Quality: Non-Academic Measures in the Every Student Succeeds Act.

https://drive.google.com/drive/folders/0B_ul3N_y73yFaDJlNnpNcmDg

NEA's general ESSA website

<http://myschoolmyvoice.nea.org/>

ESSA 101

<http://myschoolmyvoice.nea.org/essa-101/>

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must answer the questions with a passing score in Parts 1 (Overview Questions) and 3 (Reflection) and receive a proficient for both components in Part 2 (Work Examples/Artifacts).

Part 1. Overview Questions

500 word limit

Please answer each of the following:

Describe at least two Opportunity Indicators that you feel should be included in your local or state ESSA plan. Provide a rationale about why these should be included.

Explain why current supports are insufficient in addressing the need you believe will be fulfilled by inclusion of your Opportunity Indicators in your state/local plan. How are these issues currently being addressed at the level in which you are analyzing?

- Passing:** Responses address each of the two questions using examples and supporting evidence that clearly illustrate your knowledge of the level you've been working with and your understanding of Opportunity Indicators. Writing is organized and easy to understand.

Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit the following two artifacts:

Artifact 1: An evaluation of two current resources that includes information for the level you're working with that led you to select the Opportunity Indicators for Part 1. (Examples might include a state or local Report Card, an article, anecdotal notes, current research, a documented initiative, etc.) (600-word limit)

Artifact 2: Create an artifact that demonstrates understanding of how non-academic indicators (Opportunity Indicators) provide equitable opportunities for students' success that can be shared with an audience of stakeholders. (Examples might include a PowerPoint presentation, video, Prezi, infographic, brochure, series of posts on social media, etc.)

All artifacts should be in one single document of no more than 600 words. They can be submitted as links, screenshots, or other types of files.

null	Proficient	Basic	Developing
Artifact 1: Evaluation of current resource	Artifact 1: Evaluates and describes two resources Both resources are clearly connected to the Opportunity Indicators explained in Part 1 Writing is organized and easy to understand	Artifact 1: Evaluates and describes one resource, OR evaluates or describes two resources One resource is connected to the Opportunity Indicators explained in Part 1	Artifact 1: Does not evaluate a resource The resource(s) chosen are not clearly connected to the Opportunity Indicators explained in Part 1
Artifact 2 : Understanding of non-academic indicators provide equitable opportunities	Artifact 2: Artifact is tailored for audience, is engaging, is organized and easily understood, and shows how indicator changes will help students success	Artifact 2: Artifact shows some understanding of indicators and how changes will help student success Artifact is unorganized,	Artifact 2: Artifact not submitted or inaccessible

unclear, or difficult to understand

Reflection

600 word limit or 4-7 minute video/audio presentation. If you use video, please include a document with timestamps of where each element can be viewed.

Please answer each of the following questions:

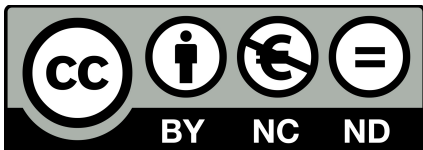
Provide a reflection on what you learned, using the following questions as guidance. Be sure to discuss the research that provides the basis for your conclusions and your method of analysis, and to reference specific information that illustrates your conclusions.

Which stakeholders should hear your conclusions and why?

How might sharing your conclusions increase student success?

What do you envision are your next steps?

- **Passing:** Passing: Reflections address each of the guiding questions using specific examples and supporting evidence that clearly illustrate your ideas and your understanding of the Opportunity Indicators and/or ESSA. Writing/speech is organized and easy to understand.



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