As schools and communities embrace a broader, more comprehensive definition of student success that prepares graduates for college, career, citizenship, and lifelong learning, next-generation accountability systems must expand to address and support additional components.

**Multiple measures of performance for students, educators, and schools should include data beyond test scores.** The definition of student success must be based on more than the results of their performance on math and English language arts state tests. Accountability systems should align with these broader goals of college and career readiness, thus ensuring that schools are delivering a more comprehensive education and are addressing the wide-ranging needs of all students. Educator effectiveness cannot be accurately measured by student test scores because test scores do not necessarily reflect the many ways that educators contribute to student achievement and success. Rather, educators should be evaluated on a variety of measures, the results of which must help drive continuous support and improvement. Using a wide array of indicators to measure school quality is essential to assure parents and the public that schools are working toward the success of each student and that they are providing engaging and safe educational environments for students, staff, and the community.

**The public should be provided with clear and understandable information on student and school performance and progress.** Results on state standardized tests, although they provide only a snapshot of student performance, should continue to be disaggregated and reported publicly. Accountability systems should clearly inform parents and the public about the measures used to evaluate student achievement over time and how they are used and weighted. Recording and reporting on additional community-level data helps to remind stakeholders of their mutual responsibility for school and student success and of the roles they can play to contribute to such success.

**The personalized and protected use of qualitative and quantitative data should be used for decision making.** The use of technology in educational settings continues to grow, and it offers opportunities for educators to further personalize and differentiate instruction to students as well as opportunities for both educators and parents to give and receive robust and timely feedback about students. Policymakers must balance the need for availability and appropriate uses of data, but the utmost priority for educators should be protecting student data privacy.

**We must create a model for continuous improvement and promote a growth mindset.** Student achievement and educator effectiveness must be supported with systems that recognize the potential of each individual and promote instructional and learning changes that address their unique needs. Accountability systems can and should be designed to allow educators to assess individual students’ strengths and areas for growth and provide students with a positive view of their talents and abilities. A robust federal investment in time and resources is necessary to support personalized professional development that recognizes educators’ strengths and enhances their effectiveness.

**Flexibility and autonomy in decision making is crucial, but schools must maintain a focus on ongoing support for the most in-need students.** Local leaders know the best ways to allocate limited resources to maximize learning, but they must ensure that those resources are allocated equitably and effectively to benefit all students.
Teachers and school leaders are the two most important in-school factors affecting student achievement, and these educators deserve the recognition and resources necessary to maximize student learning and prepare our young people for the future. Policymakers must ensure that each student has access to effective educators and that each educator has access to supports and training across the career continuum.

**Educator development needs to reflect an ongoing and comprehensive approach to preparation, support, and continuous improvement.** This development should embody the principle of lifelong learning and recognize the variety of roles that educators play throughout their careers. Appropriate incentives can ensure the recruitment and retention of high-achieving students into the profession. Beginning teachers benefit from periods of induction, with multiple opportunities for feedback and mentoring by experienced professionals. And veteran educators benefit from personalized, ongoing, job-embedded, collaborative development opportunities. This multitiered approach requires sustained investments in time and resources to support educators along the entire career continuum, so that all students have access to effective educators in all classes.

**Flexibility in routes to licensure is essential to meet today’s demand for effective educators, particularly in high-need schools.** This flexibility, however, must not sacrifice the rigorous professional standards to which educators expect to be held. States should work in a coordinated fashion to provide reciprocity to licensed educators and help facilitate the free movement of educators to fill positions.

**Institutions of higher education should collaborate with local districts regarding educator preparation programs.** To best prepare new educators to meet the unique needs of local districts and schools, institutions of higher education should be encouraged to seek input from school districts to help inform their teacher preparation programs. District and school leaders should regularly communicate with teacher preparation program administrators to share data, school culture and climate survey results, demographic changes, and any other information that can help to address the needs of each school district and best place the teachers and school leaders that graduate from these programs.
A foundation of systemic support—across families, schools, and communities—is necessary for students to achieve and thrive. Now, more than ever, the development and growth of the whole child must be systemically promoted through a variety of educational conditions and supports.

To ensure all children have the supports necessary for classroom engagement and school success, they must have access to nurturing environments, both in and out of school. Student mental and physical health are essential for school engagement and achievement. Schools must provide not only instruction in social and emotional learning but also integrated services and programs that build students’ capacity for academic achievement and lifelong success. In addition, addressing children’s mental health needs contributes to better attendance, behavior, and overall student achievement. Schools, communities, and health care providers must collaborate to create a system of supports, services, and programs that address the comprehensive health needs of all students and their families.

Individual and creative approaches to teaching and learning ensure that all students have the opportunity to meet their maximum potential. Instruction must be designed to promote each student’s individual growth, to recognize and nurture individual strengths, and to provide opportunities to attain the comprehensive knowledge and skills necessary for life beyond high school. When educators and fellow students embrace each child’s unique cultural background and individual characteristics, they can leverage these differences as a way to bring value to classroom learning. Finally, to ensure schools maintain a climate that supports teaching and learning, children’s behavioral challenges should be addressed through supportive rather than punitive educational interventions.

Community- and school-based extended learning opportunities provide all students, particularly disadvantaged ones, with further opportunities for engagement and academic enrichment. Participation in extended learning opportunities—both in and outside of school—help narrow achievement gaps, improve academic and behavioral outcomes, and reduce school absences. Such opportunities encourage participation in many programs—such as civics, the arts, and physical activities—that help build cooperative and collaborative skills. Schools can partner with parents and community groups to provide these opportunities to enhance student well-being, engagement, and academic success.

Schools should provide access to transitional supports to prepare students for postsecondary pursuits. Students graduating from high school face many challenges in the transition to adulthood, whether they are college bound or heading into the workforce. They need guidance and support to make this milestone transition toward greater independence and autonomy. Such supports should be built into the high school experience, and educators should receive special instruction and training to help aspiring students achieve their goals.

Federal and state governments play a crucial role in supporting student success. Funding and collaboration are two essential components for school, educator, and student success. Policymakers must address existing funding, resource, and opportunity inequities across states, districts, and communities to help mitigate the effects of poverty in our schools and families and ensure all students meet college- and career-readiness expectations. And they can maximize the limited availability of school and community resources by encouraging agencies to collaborate and align programs.