

## ESSA Accountability Statutory Requirements

### System Indicators

Each state's accountability system must be based on multiple indicators and measure annual performance on those indicators (including status and/or growth as determined by the state).

- The required indicators include
  - 1) academic achievement (which may include growth) as measured by state assessments in math and reading/language arts (3–8 and once in high school),
  - 2) one other academic indicator for elementary and middle schools,
  - 3) graduation rates for high schools,
  - 4) English proficiency for ELLs, and
  - 5) at least one other indicator that is valid, reliable, comparable, and statewide (such as measures of student engagement, educator engagement, advanced coursework, postsecondary readiness, or school climate and safety). ESEA §1111 (c)(4)(B).
- In making annual determinations, indicators 1–4 above must each be given “substantial weight” and in the aggregate, much greater weight” than the other indicator(s) in 5. ESEA §1111 (c)(4)(C).
- Systems must annually measure the achievement of at least 95% of all students (and students in each subgroup), and states will likely determine how this factors into accountability. ESEA §1111 (c)(4)(E).
- ESSA requires state high-quality assessments in reading/language arts and math in grades 3–8 and once in high school (and grade-span tests in science)

### System Reporting and Determinations

- ESSA requires that each state set long-term and interim accountability goals disaggregated by subgroup. ESEA §1111 (c)(4)(A).
- ESSA requires that states annually measure and make accountability determinations for each school based on data for the school overall and for each subgroup. ESEA § 1111(c)(4)(B), (C).
- ESSA requires that each state/district annually report accountability data for each school overall and for each subgroup, as well as other data points. ESEA §1111(h)(l), (2).
- ESSA requires that states set a statistically-sound "minimum number" for subgroup data reporting and accountability, in consultation with key stakeholders. ESEA §1111(c)(3)(A).

### Identifying Schools

- Comprehensive Support and Improvement Schools: Include lowest performing 5 percent of Title I schools  
Including all high schools with graduation rate below 67 percent (State can determine criteria for identifying schools)
- Targeted Support and Improvement Schools  
Include schools where one or more groups of students are “consistently underperforming” as determined by the state
- Additional Targeted Support and Improvement Schools  
Schools that have one or more groups of students who are performing as poorly as the bottom 5 percent of Title I schools

## Accountability Regulations

- 1) Academic achievement (which may include growth) as measured by state assessments in math and reading/language arts (3–8 and once in high school)
  - a) Rules required that the academic achievement indicator include a student’s grade-level proficiency on the math and ELA/reading tests including the option to include student’s performance above or below grade-level proficiency so long as
  - b) A school receives less credit for students who are not proficient than for students who are proficient or exceeding proficiency; and
  - c) The credit a school receives for students exceeding proficient does not fully compensate for the students who are not yet proficient. Must include the performance of at least 95 percent of all students and 95 percent of all students in each subgroup
- 2) One other academic indicator for elementary and middle schools, must include either
  - a) a measure of student growth based on the annual assessments required under ESSA, or
  - b) another academic measure that is valid, reliable, comparable, and calculated in the same way for all schools across the state.
- 3) Graduation rates for high schools
  - a) Must measure the four-year adjusted cohort graduation rate
  - b) May measure the extended-year adjusted cohort graduation rate
- 4) English proficiency for ELLs
  - a) Goals for this measure must include progress in increasing the percentage of ELLs making annual progress toward attaining English language proficiency.
- 5) At least one other indicator that is valid, reliable, comparable, and statewide (such as measures of student engagement, educator engagement, advanced coursework, postsecondary readiness, or school climate and safety). ESEA §1111(c)(4)(B).
  - a) Indicators may vary by each grade span
  - b) May include one, or more, of the following:
    - 1) Student access to and completion of advanced coursework
    - 2) Postsecondary readiness
    - 3) School climate and safety
    - 4) Student engagement
    - 5) Any other indicator the state chooses that is valid, reliable, comparable, and calculated in the same way for all schools across the state; also aids in meaningful differentiation of schools.