



Minnesota Accountability System Under the Every Student Succeeds Act

American Institutes for Research (AIR) has compiled profiles of each state educational agency's proposed accountability system under the Elementary and Secondary Education Act of 1965 as reauthorized by the Every Student Succeeds Act (ESSA) of 2015. The profile is based on initial plans submitted to the U.S. Department of Education. Upon final approval, profiles will be updated.

- Minnesota annually differentiates across all public schools based on scores for individual accountability measures (not annual summative ratings for all schools and all students); however, it identifies schools for comprehensive and targeted support and improvement (CSI/TSI) using business steps that set cut scores for the individual measures.
- For the calculation of most accountability measures, Minnesota averages the results for all subgroups including “counter-groups” to economically disadvantaged, English learners, and disabled students (i.e., all students not in those subgroups), to arrive at the measure score.

Accountability Snapshot

Snapshot data here capture accountability highlights across states. Accountability measures are grouped by readiness to learn, persistence, and college and career readiness to highlight states' data-based leverage points across the educational trajectory.

Annual Meaningful Differentiation		
<input type="checkbox"/> Annual summative rating (Annually calculates overall performance rating for all schools and “all students” using all indicators, beyond CSI/TSI schools)		
<input checked="" type="checkbox"/> Data dashboard only (CSI/TSI schools identification only)		
Summative Ratings		
Not applicable		
Accountability Measures	Included in Accountability	
Academic		
Achievement status	✓	
Achievement growth	✓	
GAP Achievement gap		
ELP English language proficiency/progress	✓	
4-year graduation rate	✓	
EAR Early learning		
WRE Well-rounded education		
Persistence		
EXT Extended-year graduation rate(s)	✓	
OTG On-track to graduation		
Dropout rate		
College and career readiness		
COL College enrollment		
ADV Advanced coursework or sequence		
CPT College placement test(s)		
CTE Career and technical education or work-based learning		
Readiness to learn		
CFL Conditions for learning/school climate		
SEL Social-emotional learning		
CHR Chronic absenteeism	✓	

Note: CSI=comprehensive support and improvement; TSI=targeted support and improvement

Student Groups for Accountability Determinations (N = 20 for accountability, N = 10 for reporting)	
Major racial/ethnic subgroups	
American Indian	
Asian	
Black	
Hispanic	
Pacific Islander	
Two or more races	
White	
Other required subgroups	
Economically disadvantaged	
Students with disabilities	
English learners	
Nonrequired subgroups	
The following “counter-groups” are included when the respective “other required” subgroups meets N size (see “Accountability Measure Descriptions” for usage):	
<ul style="list-style-type: none"> • Students not economically disadvantaged • Students not English learners • Students not disabled 	

Subjects Used for Accountability		
Subject	Status	Growth
Math	✓	✓
Reading/English language arts (ELA)	✓	✓
Writing		
Science		
Social studies		
Other		



Annual Differentiation System




Minnesota annually differentiates across all public schools based on scores for individual accountability measures (not annual summative ratings for all schools and all students across all indicators). Schools for CSI and TSI are identified using business steps (i.e., “stages”) that set cut scores for the individual measures.

To identify schools for CSI in the bottom 5% of Title I schools and schools for TSI, Minnesota applies the following business steps:

- Stage 1: Rank all Title I schools for each of the measures of **math proficiency**, **ELA proficiency**, and **ELP growth**, and flag all schools that fall in the bottom 25% for any of these measures (these measures effectively receive the highest weighting).
- Stage 2a: Rank all schools flagged in stage 1 by **4-year graduation rate** (high schools) or **student growth** (elementary and middle schools), and flag those that fall in bottom 50% for either measure (intermediate weighting).
- Stage 2b: Rank all schools flagged in stage 2a by **7-year graduation rate** (high schools) and flag those that fall in bottom 50% (intermediate weighting).
- Stage 3: Rank all schools flagged in stage 2a (elementary/middle) or 2b (high school) by **consistent attendance** and identify for CSI the lowest-ranked schools that make up 5% of Title I schools (lowest weighting).

Similar business steps are applied to all required subgroups to identify schools for TSI.

Minnesota Accountability Measures for Dashboard and CSI/TSI School Determination, 2017–18 Proposed State Plan

ESSA Indicator	State Measure	Measure Weightings for CSI/TSI Determination	
		Elementary/Middle Schools	High Schools
 Academic achievement	Proficiency (ELA, math)	Highest weighting (stage 1)	Highest weighting (stage 1)
 Other academic	Student growth (transition matrix for ELA, math)	Intermediate weighting (stage 2)	--
 Graduation rate	4-year graduation rate	--	Intermediate weighting (stage 2a)
	7-year graduation rate	--	Intermediate weighting (stage 2b)
ELP English language proficiency progress	ELP growth (average progress)	Highest weighting (stage 1)	Highest weighting (stage 1)
SQSS School quality or student success	Consistent attendance (chronic absenteeism)	Lowest weighting (stage 3)	Lowest weighting (stage 3)

Note: ELA=English/language arts




Accountability Measure Descriptions

For the calculation of each accountability measure (except ELP growth), the results for all subgroups (including “all students”) are averaged to determine the measure score. For each of the economically disadvantaged, English learners, and students with disabilities subgroups that meet *N* size, their respective “counter-groups” (e.g., students not economically disadvantaged) are included in the calculation.

For example, the graduation rate calculation for a school meeting *N* size for all students, White students, Black students, and students who are eligible for free or reduced-priced lunch, is as follows:

Student Group	All Students	White	Black	Eligible for Free or Reduced-Price Lunch	Not Eligible for Free or Reduced-Price Lunch (counter-group)
Graduation rate	84.1%	85.4%	80.2%	68.5%	88%

Graduation rate score = $(84.1 + 85.4 + 80.2 + 68.5 + 88) / 5 = 81.2\%$

ESSA Indicator	State Measure	Description
 Academic achievement	Proficiency (weighted equally for ELA, math)	Percentage of students scoring at the performance level indicating grade-level proficiency or higher on annual statewide assessments.
	<i>Participation rate inclusion</i>	The denominator of the proficiency calculation is the higher of the number of students actually participating or 95% of enrolled students in participating grades or subjects.
 Other academic	Student growth (ELA, math)	Average number of performance levels of improvement on statewide assessments from year to year across participating students. A transition matrix is used to assign point values to each student according to starting and ending performance level.
 Graduation rate	4-year graduation rate	4- or 7-year graduation rates are percentages of students within a respective adjusted cohort who graduate within 4 or 7 years with a regular high school diploma.
	7-year graduation rate	
ELP English language proficiency progress	ELP growth	Average percentage progress across students toward annual individual targets for being on-track to ELP based on state ELP test results. For example, if 2 students make 50% and 70% progress, respectively, toward their individual annual targets, then the measure score would be 60%.
SQSS School quality or student success	Consistent attendance	Percentage of students absent for less than 10% of enrolled school days.

Note: ELA=English language arts

School Improvement Categories

	Comprehensive Support and Improvement (CSI) Schools	Targeted Support and Improvement (TSI) Schools	Additional Targeted Support (ATS) Schools
Identification criteria	<ul style="list-style-type: none"> Low-performing school: Bottom 5% of Title I schools, as determined by business steps that rank and compare individual accountability measure scores (see “Annual Differentiation”). Low graduation rate school: 4-year graduation rate less than 67% Chronically underperforming subgroup (i.e., 3 years failure to exit Title I ATS status) 	Any school with consistently underperforming subgroup(s) based on performance below each of the measure-level thresholds set during identification of bottom 5% of Title I schools based on all students, for 3 consecutive years	<ul style="list-style-type: none"> Any school with a subgroup that scores below the average scores of schools identified for bottom 5% of Title I schools based on all students, for at least 1 measure in each of the 3 stages of identification (or for high schools, both stage 2 measures) For example, for middle schools, a subgroup with the following measure scores would be identified for ATS: <ul style="list-style-type: none"> Math proficiency (stage 1) below the average math proficiency of schools identified for the bottom 5% of Title I schools based on all students Student growth (stage 2) below bottom 5% average Consistent attendance (stage 3) below bottom 5% average
First year and frequency of identification	<ul style="list-style-type: none"> 2018–19 for low-performing and low graduation rate schools and every 3 years thereafter 2021–22 for chronically underperforming subgroup schools and every 3 years thereafter 	2018–19 and annually thereafter	2018–19 and every 3 years thereafter
Years of improvement to exit status	1 year of improvement is required to exit CSI status (after minimum 3 years in status)	States are not required to determine exit criteria for consistently underperforming subgroups	1 year of improvement is required to exit CSI status (after minimum 3 years in status)

Inclusion of Recently Arrived English Learners in Accountability

Under Sec. 1111(b)(2)(B)(v)(I) of ESSA, states may exempt English learners (ELs) who have been enrolled in a school in the United States for less than 12 months from taking the reading/ELA statewide assessment in their first year according to the following 3 options.

State Options Under Sec. 1111(b)(2)(B)(v)(I) of ESSA	Year of Student Enrollment		
	Year 1	Year 2	Year 3
1 (for all recent ELs)	Exempt all recent ELs from ELA/reading statewide testing	Test new ELs and include proficiency scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
2 (for all recent ELs)	✓ Test all recent ELs in ELA/reading but exclude from accountability	Test ELs and include achievement growth scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
3	Uniform procedure for assigning individual ELs to either Option 1 or Option 2		