



Pennsylvania 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. For an overview and full set of profiles, visit www.air.org/ESSAAccountability.

- Pennsylvania uses a data dashboard to annually differentiate across all public schools by assigning performance ratings to each individual accountability measure; a series of business steps is used to identify schools for comprehensive and targeted support and improvement (CSI/TSI).
- Pennsylvania may direct schools or districts with a participation rate on statewide tests below 95% to conduct an assessment audit.

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 and reporting)	
Major racial/ethnic subgroups	
African American/Black	
American Indian or Alaskan Native	
Asian (not Hispanic)	
Hawaiian Native or Pacific Islander	
Hispanic	
Multiracial (not Hispanic)	
White	
Other required subgroups	
Economically disadvantaged	
Students with disabilities	
English learners	
Nonrequired subgroups	
Not applicable	

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



Annual Differentiation System

Pennsylvania uses a data dashboard to annually differentiate across all public schools by assigning performance ratings to each individual accountability measure (performance ratings not defined). To identify CSI and TSI schools, Pennsylvania uses the following business steps, which effectively weight student growth and proficiency higher than other measures (see also “School Improvement Categories”):

- Step 1: Flag schools with low scores for both proficiency and student growth for all students (these measures, in effect, receive higher weighting)
- Step 2: From among this preliminary group of schools, identify those scoring in the lowest 25% of schools for any other dashboard measure (lower weighting)

Pennsylvania Accountability Dashboard Measures and Weightings for CSI/TSI Determinations, 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)	Higher weighting (step 1)	Higher weighting (step 1)
 Other academic	Average growth index (ELA, math, science)	Higher weighting (step 1)	Higher weighting (step 1)
 Graduation rate	4-year or 5-year graduation rate	--	Lower weighting (step 2)
ELP English language proficiency progress	On-track to English language proficiency	Lower weighting (step 2)	Lower weighting (step 2)
SQSS School quality or student success	Chronic absenteeism	Lower weighting (step 2)	Lower weighting (step 2)
	Career readiness	Lower weighting (step 2)	Lower weighting (step 2)

Note: ELA=English language arts; VAM=value-added model of student growth from year to year

Accountability Measure Descriptions

ESSA Indicator	State Measure	Description
 Academic achievement	Proficiency (ELA and math)	Percentage of students scoring at the performance level indicating grade-level proficiency or higher on annual statewide assessments.
	Participation rate	Schools with participation rate less than 95% must develop an improvement plan and the school or local education agency may also be required to conduct an assessment audit.
 Other academic	Average growth index (ELA, math, science)	Growth measure that determines whether specific student groups are gaining, maintaining or declining in performance from year to year, based on statewide test results comparing estimated results to actual results.
 Graduation rate	4-year or 5-year graduation rate	The percentage of students within an adjusted cohort who graduate within 4 or 5 years, respectively, with a regular high school diploma. (pending clarification)
ELP English language proficiency progress	On-track to ELP	Percentage of students meeting annual individual target for sufficient progress toward ELP proficiency within a state-determined number of years, based on state ELP test results.
SQSS School quality or student success	Chronic absenteeism	Percentage of students absent for more than 10% of enrolled school days.
	Career readiness	For the respective grade span, percentage of students who attain of the following benchmarks: <ul style="list-style-type: none"> demonstrate engagement in career awareness and preparation, via a state or locally designed career exploration and preparation program/curriculum (Grade 5) create an individualized career plan and participate in career preparation activities (Grade 8) implement an individualized career plan through ongoing development of a career portfolio and participation in career preparation activities (Grade 11)

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 rules that set cut score for individual accountability measures (see “Annual Differentiation”) Low graduation rate school: 4-year/5-year graduation rate less than 67% (pending clarification) Chronically underperforming subgroup (i.e., 4 years failure to exit ATS status) 	Any school with consistently underperforming subgroup(s) based on the same business rules used to identify low-performing CSI schools, for 1 year	Any school that is identified for having a consistently underperforming subgroup for 2 of the 3 previous years
First year and frequency of identification	<ul style="list-style-type: none"> 2018–19 for low-performing and low graduation rate schools, every 3 years thereafter 2023–24 for chronically underperforming subgroup schools 	2019–20 and annually thereafter	2019–20 and annually thereafter
Years of improvement to exit status	Single year of improvement required to exit CSI status	States are not required to determine exit criteria	Exit criteria to be finalized fall 2018

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	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	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		
Other state-proposed option	✓	<p>Year 1: Provide an exception to the participation requirement for ELA and mathematics assessments for recently arrived ELs who scored below 4.5 overall composite proficiency level on the state ELP assessment during first year enrolled in U.S. schools</p> <p>Year 2: Assess ELA and mathematics but exclude results from accountability and use for reporting only</p> <p>Year 3: Assess ELA and mathematics but include results only in the growth measure for accountability</p> <p>Year 4: Assess ELA and mathematics and fully include results in accountability (i.e., including proficiency)</p>	