



## Summary of State Accountability Snapshots

With the passage of the Every Student Succeeds Act (ESSA) in December 2015, education leaders are presented with the opportunity to revise or reinvent their school accountability systems. State educational agencies were required to submit plans to the U.S. Department of Education, describing how their new accountability systems would address the provisions of the federal law. Sixteen states and the District of Columbia submitted draft accountability plans in spring 2017, and another 34 states and Puerto Rico submitted their plans in fall 2017. American Institutes for Research (AIR) reviewed and synthesized the key elements of these state accountability plans, resulting in State Accountability snapshots, available at <http://www.air.org/ESSAAccountability>.

## Key Points

The following proposed practices emerged across state plans after a review of the 35 state accountability plans submitted in the fall of 2017:

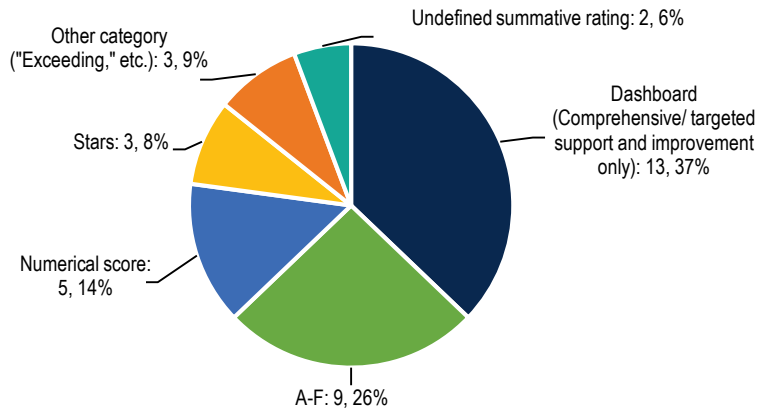
- **Annual summative ratings versus dashboards.** States are split on how they annually differentiate across all public schools for all students using the required indicators. Twenty-two states (63%) use annual school-level summative ratings such as an A–F rating (9 states), numerical rating (5 states), categorical ratings like “Superior” or “Exceeds” (3 states), or a “Star” system (3 states). Alternatively, 13 states (37%) are proposing some form of data dashboard that reports the results of individual measures annually (while using “Comprehensive Support and Improvement” [CSI] as their only summative rating for all students/all indicators, every 3 years).
- **Innovative measures.** States are utilizing the flexibility of the school quality or student success indicator and other academic indicator by integrating an array of innovative measures into their accountability systems (i.e., to meet requirements for each of the 5 federally required accountability indicators). 26 states (74%) propose some college and career readiness measure, and 24 states (69%) propose to measure chronic absenteeism. Other states employ measures of conditions for learning or school climate (13 states, 37%), participation in a well-rounded education (9 states, 26%), and credit accumulation for being on-track to graduation (6 states, 17%).
- **Beyond proficiency in English language arts (ELA) and mathematics.** More than half of the 35 states use a simple measure of the percentage of students proficient in ELA and mathematics (21 states, 60%); however, more states are moving toward more complex measures of proficiency. For example, 11 states are integrating proficiency indices that reward student progress at levels both below and above the proficiency standard and four states propose scale scores. Perhaps more significantly, nearly all states use a measure of student-level growth; only 3 of 35 states do not use a growth measure. Fewer states opted to integrate test results other than ELA and mathematics; 15 states (43%) include science performance and 8 states (23%) use social studies performance.
- **Participation rate on state assessments.** ESSA requires that states incorporate participation rate into their statewide accountability systems. Eighteen of 35 states (51%) propose to integrate participation rates into the achievement calculation, most commonly by treating nonparticipants as if they had scored a “zero” on the respective state test. States also propose to require improvement plans for low-participation schools (13 states) or lower summative ratings in cases of insufficient test participation (9 states). Four states propose to use participation rate as a separate measure in a composite index or other methodology.
- **Subgroup accountability.** ESSA requires that the following disaggregated student groups are included in the accountability system: students with disabilities, English language learners, economically disadvantaged students and students from major racial and ethnic groups. Twelve states propose to use some configuration of combined subgroups. Eight states propose to use results from the combined subgroup of the lowest 20–25% of performers and 3 other states use combined subgroups of minority students and/or otherwise historically underserved students. Additionally, 2 states use subgroups consisting of students who are not from racial/ethnic minority or disadvantaged populations (which these states refer to as “countergroups”). Meanwhile, states’ *N* sizes demonstrate a relatively narrow range in distribution compared with NCLB levels. *N* sizes for accountability calculations range from 10 to 30 with a median and modal value of 20, whereas *N* sizes for inclusion of data for reporting range from 5 to 25 with a median and modal value of 10.

# State Accountability Practices

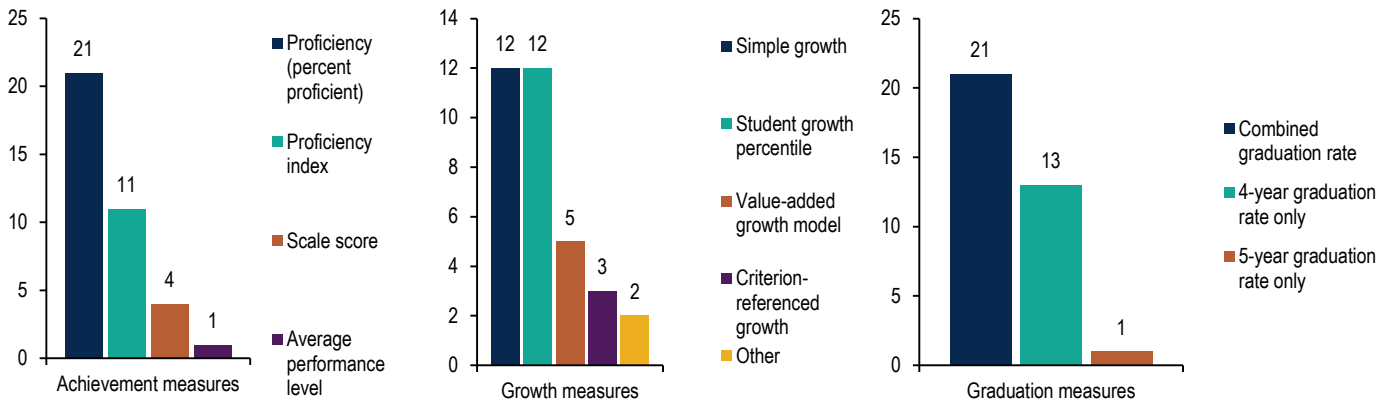
**Summative ratings.** States are split on how they annually differentiate across all public schools and all students using all required indicators.

More than a third are using some form of a dashboard that reports the results of individual measures annually (13 states, 37%).

Of those using an annual summative rating, 9 states will use an A–F rating, whereas others will use stars, numerical scores, and other categories such as “Exceeding” or “Superior.”

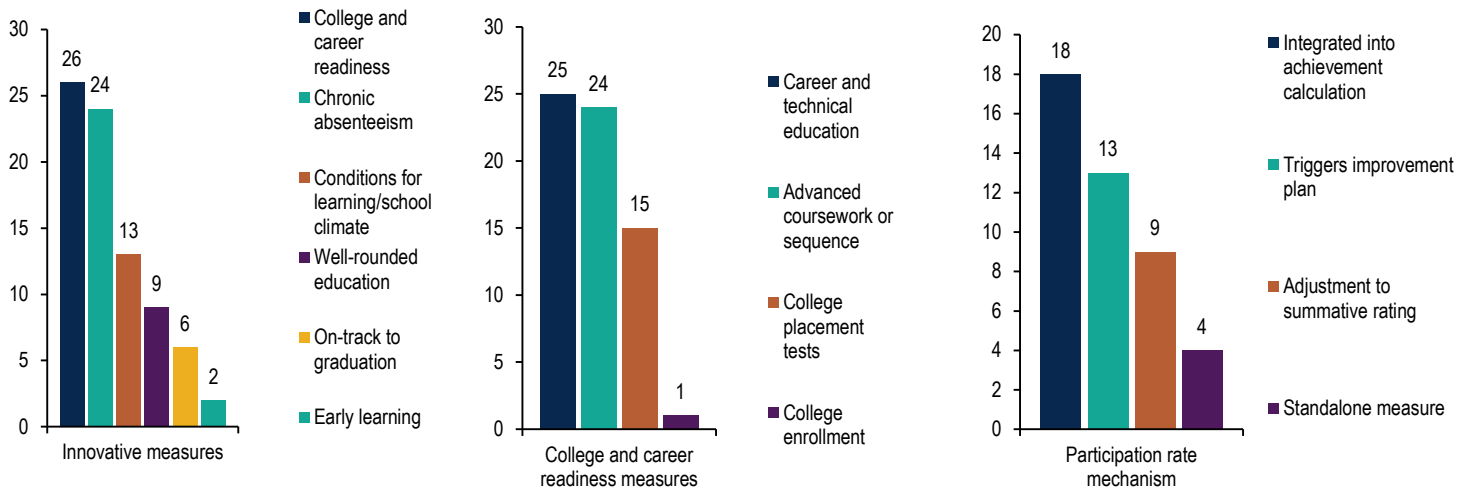


**Academic measures.** States are going beyond minimum ESSA requirements by using a diversity of models for measuring achievement, student growth, and graduation rate.



Note: Future versions of this document will include data on the English language proficiency progress measure as states finalize models that are described in varying stages of development in state plans.

**Innovative measures.** Through flexibility of the school quality and student success indicator and the “other academic” indicator, states have proposed innovative measures at all stages in the prekindergarten to workforce educational trajectory that predict important student outcomes.



## State-by-State Tables

The following state data tables and explanation of terms summarize key factors in differentiating schools annually and identifying schools for comprehensive support and improvement (CSI) and targeted support and improvement (TSI) based on all students or subgroup performance, respectively.

State	Summative Ratings (number of performance ratings)	Achievement Measure(s)	Growth Measure(s)	State Test Subjects Beyond ELA, Math	Participation Rate Inclusion
Alabama	Summative "classification" (undefined)	Proficiency	Simple	n/a	Summative, Plan
Alaska	"Comprehensive Support" to "Superior" (5)	Proficiency	Simple	n/a	Achv, Summative, Plan
Arkansas	A–F	Index	VAM, SGP	SCI	Plan
California	CSI/TSI only	Scale score	n/a	n/a	Measure
Florida	A–F	Proficiency	Simple	SCI, SS	Summative, Plan
Georgia	1–100 index value	Index	SGP	SCI, SS	Achv
Hawaii	CSI/TSI only	Proficiency	SGP	n/a	Achv
Idaho	CSI/TSI only	Proficiency	n/a	n/a	Plan
Indiana	A-F	Proficiency	Criterion	n/a	Achv
Iowa	1–100 score	Proficiency, Scale score	SGP	n/a	Measure
Kansas	CSI/TSI only	Proficiency	n/a	n/a	Plan
Kentucky	Stars (5)	Index	Simple	SCI, SS	Achv
Maryland	Stars (5)	Proficiency, Average Performance Level	SGP	SCI	Achv
Minnesota	CSI/TSI only	Proficiency	Simple	n/a	Achv
Mississippi	A–F ("+"/"–")	Proficiency	Simple	SCI, SS	Summative
Missouri	CSI/TSI only	Index	VAM	n/a	Achv
Montana	0–100% index value	Proficiency	Other	SCI	Achv
Nebraska	Needs Improvement to Excellent (4)	Scale score	Simple	SCI	Measure
New Hampshire	CSI/TSI only	Proficiency	SGP	n/a	Achv
New York	CSI/TSI only	Index	SGP	SCI, SS	Achv, Plan
North Carolina	A–F	Proficiency	VAM	SCI	Achv
Ohio	A–F	Index	VAM	SCI, SS	Achv
Oklahoma	A–F (and "–")	Scale score	Simple	SCI	Summative
Pennsylvania	CSI/TSI only	Proficiency	Other	SCI	Plan
Puerto Rico	CSI/TSI only	Proficiency	Simple	Spanish language arts	Measure
Rhode Island	Stars (5)	Index	SGP	n/a	Achv, Summative
South Carolina	"Unsatisfactory" to "Excellent" (5)	Index	VAM	SCI, SS	Achv, Summative, Plan
South Dakota	1–100 score	Index	Criterion	n/a	Achv, Plan
Texas	A–F	Proficiency	Simple	SCI, SS, WRT	Plan
Utah	A–F	Proficiency	SGP, Criterion	SCI	n/a (reported only)
Virginia	CSI/TSI only	Proficiency	Simple	n/a	Plan
Washington	1–10 score	Proficiency	SGP	n/a	Achv, Summative, Plan
West Virginia	CSI/TSI only	Index	Simple	n/a	Achv
Wisconsin	CSTI/TSI only	Index	SGP	n/a	Achv
Wyoming	Overall performance levels (undefined)	Proficiency	SGP	n/a	Summative
<b>State totals</b>	CSI/TSI only (13, 37%); A–F (9, 26%); Numerical (5, 14%); Other category (3, 9%); Stars (3, 8%); Undefined (2, 6%)	Proficiency (21); Index (11); Scale Score (4); Other (1)	SGP (12); Simple (12); VAM (5); Criterion (3); n/a (3); Other (2)	n/a (18); SCI (15); SS (8); WRT (1); Spanish 2nd (1)	Achv (18); Plan (13); Summative (9); Measure (4); n/a (1);

## State-by-State Tables

State	Graduation Rate Measure	Innovative Measures		Non-required subgroups	N-size for subgroups (Accountability/Reporting)
		College/Career Readiness	Other		
Alabama	Combined	ADV, CPT, CTE	CHR	n/a	20/10
Alaska	Combined	ADV, CPT, CTE	CHR, EAR, OTG, WRE	n/a	10/5
Arkansas	Combined	ADV, CPT, CTE	CHR, OTG, WRE	n/a	15/10
California	4-year	ADV, CTE	CFL, CHR, WRE	Foster youth, Homeless	30/11
Florida	4-year	ADV, CTE	n/a	Lowest 25%	10/10
Georgia	Combined	ADV, COL, CPT, CTE	CFL, CHR, WRE	n/a	15/15
Hawaii	4-year	n/a	CHR	n/a	20/20
Idaho	4-year	ADV, CTE	CFL	CRE	10/5
Indiana	Combined	ADV, CTE	CHR	n/a	20/10
Iowa	Combined	n/a	CFL	n/a	20/10
Kansas	4-year	n/a	CFL, CHR	n/a	30/10
Kentucky	Combined	ADV, CPT, CTE	CFL, CHR, WRE	CHU	10/10
Maryland	Combined	ADV, CTE	CFL, CHR, OTG, WRE	n/a	10/30
Minnesota	Combined	n/a	CHR	Counter group	20/10
Mississippi	4-year	ADV, CPT, CTE	n/a	Lowest 25%	10/10
Missouri	4-year	n/a	CHR	n/a	30/10
Montana	4-year	ADV, CPT, CTE	CFL, CHR	n/a	20/20
Nebraska	Combined	n/a	CFL, CHR	n/a	25/10
New Hampshire	5-year	ADV, CPT, CTE	WRE	Lowest 25%	11/11
New York	Combined	ADV, CTE	CHR, WRE	n/a	20/10
North Carolina	4-year	ADV, CPT, CTE	n/a	n/a	30/10
Ohio	Combined	ADV, CPT, CTE	EAR, CHR	Gifted, Lowest 25%	15/10
Oklahoma	Combined	ADV, CTE	CHR	Counter group	10/10
Pennsylvania	Combined	CTE	CHR	n/a	20/20
Puerto Rico	4-year	CPT	CFL, OTG	n/a	20/20
Rhode Island	Combined	n/a	CFL, CHR	n/a	20/10
South Carolina	4-year	ADV, CPT, CTE	CFL	Lowest 20%	20/20
South Dakota	4-year	ADV, CPT, CTE	CHR	CHU, Lowest 25%	10/10
Texas	Combined	ADV, CTE	n/a	n/a	25/25
Utah	Combined	ADV, CPT, CTE	n/a	Lowest 25%	10/10
Virginia	Combined	n/a	CHR	n/a	30/10
Washington	Combined	ADV, CTE	CHR, OTG	n/a	20/10
West Virginia	Combined	ADV, CTE	CFL, CHR, OTG	n/a	20/10
Wisconsin	Combined	n/a	CHR	n/a	20/20
Wyoming	4-year	ADV, CPT, CTE	WRE	Lowest 25%	20/10
<b>State totals</b>	Combined (21, 60%); 4-year rate (13, 37%); 5-year only (1, 3%)	CTE (25); ADV (24); CPT (15); n/a (9); COL (1)	CHR (24); CFL (13); EAR (2); WRE (9); OTG (6); n/a (5)	n/a (22); Low performers (8); CHU (2); Counter group (2); Gifted (1); CRE (1); Foster (1); Homeless (1)	Accountability: Median = 20, Mode = 20, Mean = 19, Range = 10–30 Reporting: Median = 10, Mode = 10, Mean = 12, Range = 5–25

# Explanation of Terms Used in State-by-State Tables

<p><b>Summative Ratings</b></p> <ul style="list-style-type: none"> <li>• A–F: Grade of A, B, C, D, or F</li> <li>• Categorical: Labels such as Excellent, Needs Improvement, etc.</li> <li>• CSI/TSI only: No annual summative rating is calculated for all schools, all students using all required indicators; the only ratings used are for CSI schools (every 3 years) and for TSI schools (subgroups annually)</li> <li>• Numerical: Single numerical value (no differentiated performance levels)</li> <li>• Stars: 1 or more stars usually presented graphically ★ ★ ★ ★</li> </ul> <p><b>Achievement (current year status on statewide tests)</b></p> <ul style="list-style-type: none"> <li>• Index: Point values are assigned to performance levels on state tests, and results are weighted-averaged by number of participants</li> <li>• Proficiency: Percentage of students proficient</li> <li>• Scale score: Average scale score or other scale score</li> </ul> <p><b>Student Growth Metrics (change in state test results from year to year)</b></p> <ul style="list-style-type: none"> <li>• Criterion: Growth relative to an objective standard for proficiency</li> <li>• SGP: Student growth percentile that ranks students' growth</li> <li>• Simple: Average change in scale score or number of performance levels achieved</li> <li>• VAM: Value-added growth model that compares predicted with actual student-level results</li> </ul> <p><b>Subjects</b></p> <ul style="list-style-type: none"> <li>• SCI: Science; SS: Social studies; WRT: Writing</li> </ul> <p><b>Participation rate inclusion</b></p> <ul style="list-style-type: none"> <li>• Achv: Participation rate is integrated into achievement calculation</li> <li>• Measure: Participation rate is a separate measure</li> <li>• Plan: Low participation triggers required school plan</li> <li>• Summative: Low participation rate automatically adjusts school rating</li> </ul>	<p><b>Graduation rate measures</b></p> <ul style="list-style-type: none"> <li>• 4-year: <a href="#">4-year adjusted cohort graduation rate</a> only</li> <li>• 5-year: 5-year adjusted cohort graduation rate only</li> <li>• Combined rate: Includes the 4-year rate and any of the 5-year, 6-year, and/or 7-year graduation rates, either through a simple average, weighted-average or some other method.</li> </ul> <p><b>College and Career Readiness measures</b></p> <ul style="list-style-type: none"> <li>• ADV: Advanced coursework (e.g., Advanced Placement) or sequence (e.g., 4 years ELA and 3 years math in high school)</li> <li>• COL: 2- or 4-year college enrollment and/or persistence</li> <li>• CPT: College placement test(s) (e.g., ACT, SAT)</li> <li>• CTE: Career and technical education or work-based learning</li> </ul> <p><b>Other Innovative Measures</b></p> <ul style="list-style-type: none"> <li>• CFL: Conditions for learning/school climate</li> <li>• EAR: Early learning (academic readiness up to Grade 3)</li> <li>• OTG: On-track to graduation (e.g., credit accumulation)</li> <li>• WRE: Well-rounded education (e.g., arts, foreign language coursework)</li> </ul> <p><b>Nonrequired subgroups</b></p> <ul style="list-style-type: none"> <li>• CHU: Combined historically underserved (e.g., English learners, African Americans)</li> <li>• Counter group: Non-minority or non-historically underserved subgroups</li> <li>• CRE: Combined racial/ethnic (e.g., African Americans, Hispanic)</li> <li>• Gifted, Homeless, Foster youth, other</li> <li>• Lowest performers: Students with lowest scores on previous year's state test</li> </ul> <p><b>N size: Minimum number of students required for</b></p> <ul style="list-style-type: none"> <li>• Accountability: Calculations for annual differentiation and CSI/TSI determination</li> <li>• Reporting: Calculations for annual report cards only</li> </ul>
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