

Measures Required by ESSA – Based on Federal Proposed Regulations

ESSA requires states to hold schools accountable in three different ways:

1. **Components of a schools' summative rating:** States must use a combination of accountability measures that result in summative school ratings that inform consequences and rewards. Accountability measures should apply to all public schools (traditional public and public charter). Each accountability indicator must measure performance for all students and separately for each subgroup, and a state's procedures for differentiating school performance must consider the performance of all subgroups on the indicators. Accountability systems must demonstrate variation across schools in the state; specifically, states must set at minimum three levels of performance for each indicator and for the summative school rating. As part of using this system of measures, states will identify schools into two specific groups:

Schools identified for Comprehensive Support are schools with low performance of all students. Particularly, these will include at least the bottom 5 percent of all Title I schools, as well as high schools with fewer than two thirds of their students graduating in four years.

Schools identified for Targeted Support are schools with low performing subgroups of students. This will include schools with subgroups that perform similarly to schools identified for "Comprehensive Support" (classified at the same time as these schools) and schools with consistently underperforming subgroups (classified annually). Schools with consistently low performing subgroups that do not improve after several years, will be also identified for "Comprehensive Support."

2. **Thresholds:** Some indicators must also serve as "thresholds," meaning that failure to meet certain thresholds would immediately result in a specific classification, regardless of other indicators. For example, based on the proposed regulations, high schools not meeting a 67 percent four-year cohort graduation rate would be identified for "comprehensive" support.
3. **Long-term and interim goals:** States should set long-term and interim goals on different indicators, where incremental progress for each goal is measured year by year (similar to "Annual Measurable Objectives"). The goals should apply to all students, and separately for each subgroup of students. Goals for low performing subgroups growth should be greater, aiming to close gaps.
4. **Reporting:** Public reporting includes a range of metrics beyond those used in the formal accountability system. Therefore, some measures on a report card are used to encourage transparency and data-driven improvement, but will not be used in a formal classification. All measures used in the formal accountability system (i.e., given weight to inform a classification) will be reported as well as the final summative accountability rating. States will report formal accountability system measures in the 2017-18 school year, however the full report card with additional metrics does not need to be published until December 2018.

The chart below walks through the requirements states must follow in schools’ summative ratings, including thresholds, long-term goals, and reporting for the following indicators: (a) achievement and growth on state assessments, (b) graduation, (c) English language proficiency, (d) school quality and student success, (e) subgroups, (f) participation, and (g) other indicators, based on the U.S. Department of Education’s proposed ESSA regulations.ⁱ

	Components of Schools’ Summative Ratings	“Thresholds”	Long-Term and Interim Goals	Reporting
Academic Achievement and Academic Growth	<p>The academic achievement indicator, graduation rate indicator, other elementary and middle school indicator, and English language proficiency indicator must collectively have the greatest weight towards schools’ final summative accountability rating.</p> <p>Growth or a different progress indicator will be required for elementary and middle schools. For high schools, growth may be part of the academic achievement indicator.</p>	<p>Academic achievement and growth are not a threshold by themselves, but based on the summative rating, at least once every three years, schools that are in the bottom 5% will be identified for “comprehensive” support. In addition, schools that are consistently underperforming for one or more subgroups, on the overall summative rating, will be identified for “targeted” support on an annual basis.</p>	<p>Set long-term goals and interim goals for all students and all subgroups based on achievement toward grade-level proficiency on the state assessment in reading/language arts and mathematics, respectively. States have flexibility in determining timeframe of goals, but goals should take into account the starting point for each student population and require accelerated progress for groups that are furthest behind.</p>	<p>Report disaggregated academic performance on state assessment in reading/language arts, mathematics, and science.</p>
Graduation	<p>Four-year cohort graduation rate required as an indicator toward a high schools’ final summative rating. Extended cohorts are optional.</p>	<p>Schools with lower than 67 percent four-year cohort graduation rate would be classified for comprehensive support.</p>	<p>Set one or more long term goals that is based on graduation rates for high schools. The four-year cohort rate is required. Goals for extended cohorts (e.g., five year, six year) are only required if extended cohort rates are used as part of the graduation rate indicator in the summative rating.</p>	<p>Report disaggregated graduation rate for high schools. Four-year cohort rate is required, extended cohort is optional.</p>
English Language	<p>State English language proficiency</p>	<p>English language proficiency is</p>	<p>Set a long-term goal that is based</p>	<p>Report proficiency on the state</p>

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Proficiency	assessment needs to be an indicator included in schools' final summative accountability rating.	not a threshold by itself, but based on the summative rating, which must include an English language proficiency indicator, at least once every three years, schools that are in the bottom 5% will be identified for "comprehensive" support and annually schools where English learners are consistently underperforming for one or more subgroups will be identified for "targeted" support.	on proficiency on the state English language proficiency assessment (which may differ from the goal or benchmark used for to the indicator in the summative rating). Goal(s) must include both annual progress toward proficiency and actual attainment.	English language proficiency assessment.
School Quality and Student Success <i>ESSA requires states to use at least one "indicator of school quality or student success" that "allows for meaningful differentiation in school performance" and "is valid, reliable, comparable, and statewide," alongside the other required annual assessment data in their accountability systems." For example, measures related to school climate, attendance, or access to advanced coursework.</i>	"School Quality and Student Success" metric needs to be an indicator included in a school's final summative rating.	"School Quality and Student Success" metric(s) is not a threshold by itself, but based on the summative rating, which must include school quality and student success indicator, at least once every three years, schools that are in the bottom 5% will be identified for "comprehensive" support and annually schools where ratings in this indicator are consistently underperforming for one or more subgroups will be identified for "targeted" support.	Not required.	Report disaggregated performance on the School Quality and Student Success accountability indicator.
Participation Rate	Draft regulations require the inclusion of participation rate to	Action is required for schools with lower than 95% participation (e.g.,	Not required.	Report disaggregated assessment participation rates.

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Subgroups	inform the summative rating but do not require a particular way to do so. Instead, the regulations provide options for how States may factor in low participation rates in schools where fewer than 95% of all students or 95% of each subgroup of students participate in assessments (e.g., lower summative rating).	lower summative rating, assign lowest rating, identify for targeted support).		
	<p>A unique "subgroup" measure is not required towards schools' final summative accountability rating. Each accountability indicator (except the English language proficiency indicator) must measure performance for all students and separately for each subgroup, and a state's procedures for differentiating school performance must consider the performance of all subgroups on the indicators.</p> <p>Subgroups used for accountability will include economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners.</p>	Based on the summative rating, Schools with subgroups that perform similarly to schools identified for "comprehensive" will be classified for targeted support and schools with "consistently low performing subgroups" will be classified for targeted support.	Set long-term goals and interim goals for all students and all subgroups based on achievement toward grade-level proficiency on the state assessment in reading/language arts and mathematics, respectively. States have flexibility in determining timeframe of goals, but goals should take into account the starting point for each student population and require accelerated progress for groups that are furthest behind.	<p>As described above, all accountability indicators should be disaggregated by subgroups and reported.</p> <p>For reporting, results will also be disaggregated by gender, homeless status, migrant status, foster care status, and status as a student with a parent who is a member of the Armed Forces on active duty.</p>
Additional indicators	Not applicable.			Progress towards meeting the state long term goals developed for

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			<p>ESSA purposes</p> <p>Schools identified for comprehensive and targeted support</p> <p>All indicators reported to Civil Rights Data Collection, disaggregated by student subgroups</p> <p>Percentages of inexperienced teachers and leaders, teachers with emergency credentials and out of field teachers</p> <p>State, local, and federal per-pupil expenditures including actual personnel and actual non-personnel expenditures, by funding source</p> <p>Number and percentage of students with disabilities taking the alternate assessment</p> <p>NAEP results</p> <p>Disaggregated postsecondary enrollment by school, if available</p>

ⁱ The full text from ESSA around indicator requirements is: ‘(B) INDICATORS.—Except for the indicator described in clause (iv), annually measure, for all students and separately for each subgroup of students, the following indicators: ‘(i) For all public schools in the State, based on the long-term goals established under subparagraph (A), academic achievement— ‘(I) as measured by proficiency on the annual assessments required under subsection (b)(2)(B)(v)(I); and ‘(II) at the State’s discretion, for each public high school in the State, student growth, as measured by such annual assessments.’ ‘(ii) For public elementary schools and secondary schools that are not high schools in the State— ‘(I) a measure of student growth, if determined appropriate by the State; or ‘(II) another valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance. ‘(iii) For public high schools in the State, and based on State-designed long term goals established under subparagraph (A)— ‘(I) the four-year adjusted cohort graduation rate; and ‘(II) at the State’s discretion, the extended- year adjusted cohort graduation rate. ‘(iv) For public schools in the State, progress in achieving English language proficiency, as defined by the State and measured by the assessments described in subsection (b)(2)(G), within a State-determined timeline for all English learners— ‘(I) in each of the grades 3 through 8; and ‘(II) in the grade for which such English learners are otherwise assessed under subsection (b)(2)(B)(v)(I) during the grade 9 through grade 12 period, with such progress being measured against the results of the assessments described in subsection (b)(2)(G) taken in the previous grade. ‘(v)(I) For all public schools in the State, not less than one indicator of school quality or student success that— ‘(aa) allows for meaningful differentiation in school performance; ‘(bb) is valid, reliable, comparable, and state-wide (with the same indicator or indicators used for each grade span, as such term is determined by the State); and ‘(cc) may include one or more of the measures described in subclause (II). ‘(II) For purposes of subclause (I), the State may include measures of— ‘(III) student engagement; ‘(IV) educator engagement; ‘(V) student access to and completion of advanced coursework; ‘(VI) postsecondary readiness; ‘(VII) school climate and safety; and ‘(VIII) any other indicator the State chooses that meets the requirements of this clause.