

## FACT SHEET

### Statewide Accountability System and School Support and Improvement Activities

#### Statewide Accountability System

The statewide accountability system serves as the centerpiece of the Every Student Succeeds Act (ESSA) implementation. It is intended to both improve student academic achievement and school success and to close achievement gaps.

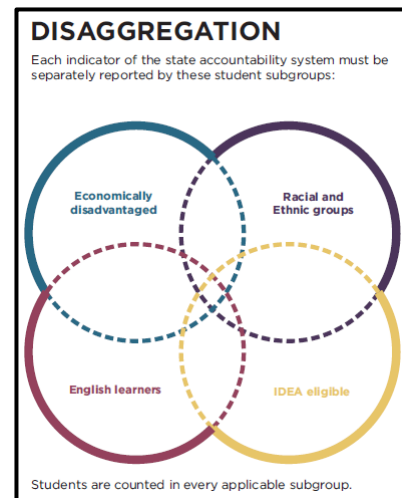
The accountability system must include the following components:

#### I. Subgroups of Students

ESSA requires information on each of the accountability system to be broken down into the following identified groups of students:

- Economically disadvantaged students;
- Students from each major racial/ethnic group;
- Children with disabilities as defined under IDEA;
- English learners.

This breakdown (or disaggregation) brings focus to the performance and expectations of historically low-performing groups of students visible to the public in order to identify any performance gaps.



For example, the annual State Data Display produced by the U.S. Department of Education shows information on how students with disabilities are performing on state assessments compared to all students in the state. (See the data for *your* state, beginning at: <https://osep.grads360.org/#report/apr/publicView>)

## PERFORMANCE ON STATEWIDE ASSESSMENTS

Grade and Subject Assessed	Proficient (%) General Assessment (CWD)	Proficient (%) Alternate Assessment (CWD)	Proficient (%) General Assessment (All Students)
4th grade reading/language arts	44	92	77
8th grade reading/language arts	32	90	75
High school reading/language arts	57	90	89
4th grade mathematics	51	95	83
8th grade mathematics	36	91	73
High school mathematics	53	89	82

Explanatory Note: The percentage of students in the state who scored at or above proficient (as determined by each state) on the general assessment for all students and children with disabilities (IDEA) in 4th grade, 8th grade, and high school, and the percentage of children with disabilities (IDEA) in the state who scored at or above proficient (as determined by each state) on the alternate assessment.  
Due to differences in the calculations used for the "all students" and "children with disabilities (IDEA)" subgroup, these percentages may differ from those reported for the CSPR. Data reported for 2014-15 Assessment, accessed from EDFacts on April 13, 2016.  
Achievement data submitted by the following states/ entities were flagged due to questionable data quality in one or more subject areas, grades, and assessment types: AS, IN, MH, MT, and NV.

*Excerpt of State Data Display 2016*

For school accountability purposes, these subgroup data are only used when the number of students in the subgroup meets or exceeds the "minimum" number of students set by the state. This number—also called N-size—varies by state.

## II. Indicators

The Every Student Succeeds Act requires states' accountability systems to include a number of indicators of student achievement, in order to hold schools accountable for student performance. Below are the Academic Indicators required by ESSA:

For Elementary and Middle Schools

- Student scores on annual state assessments in reading/language arts and mathematics
- Measure of student growth based on the annual assessments or other academic indicator(s)

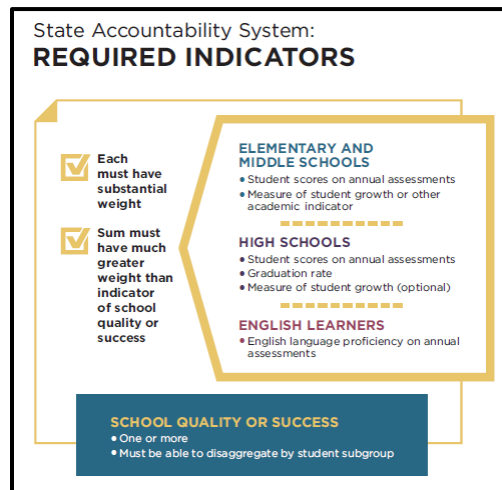
## For High Schools

- Student scores on annual state assessments in reading/language arts and mathematics (or another nationally recognized high school academic assessment)
- Graduation rate (the four-year adjusted cohort graduation rate and, if applicable, extended year adjusted cohort graduation rate)
- Measure of student growth based on the annual assessments (optional)

## For all Schools

- English language proficiency on the state's annual assessment of English language proficiency

*In addition to these Academic Indicators, states must also include one or more School Quality or Student Success indicators, also known as Non-Academic Indicators. Some examples of Non-Academic Indicators might include: chronic absenteeism, postsecondary readiness, advanced coursework completion and school climate.*



**Weighting** | States must identify the weight it will give each indicator when calculating school performance. ESSA requires that the weighting for academic indicators be much greater than the weight of the indicator(s) of school quality or student success.

### III. Long-term Goals and Measurements of Interim Progress

ESSA requires states to set long-term goals and also measurements of interim progress for each of the academic indicators (described above) for all students and for each student subgroup.

States determine the length of time to reach their goals. Many states have established a timeline of 12 years for goals to be reached -- the number of years a student spends in school.

Subgroups	ELA	ELA	Mathematics	Mathematics
	Starting Point (2015-2016)	Long-Term Goal (2030)	Starting Point (2015-2016)	Long-Term Goal (2030)
All students	52.09%	76.05%	40.49%	70.25%
Economically disadvantaged students*	35.60%	67.80%	25.42%	62.71%
Children with disabilities*	13.48%	56.74%	10.36%	55.18%
English learners	15.14%	57.57%	18.10%	59.05%
African American	36.19%	68.10%	23.39%	61.70%
American Indian or Alaska Native	56.90%	78.45%	40.74%	70.37%
Asian	76.92%	88.46%	73.40%	86.70%
Native Hawaiian/ Other Pacific Islander	50.00%	75.00%	42.86%	71.43%
Hispanic or Latino	40.69%	70.35%	29.73%	64.87%
White	64.43%	82.22%	52.87%	76.44%

*Sample of a state's long-term goals for proficiency rates in English/language arts (ELA) and mathematics. Parent Centers can insert their state's real data charts here.*

### IV. Annual Measurement of Achievement (Test Participation)

ESSA requires that 95 percent of all students and at least 95 percent of all student subgroups participate in the state assessments. This important provision makes sure that the test results reflect the vast majority of students and that they reflect the achievement and needs of all students and student subgroups. Without valid information on how students with disabilities are performing on state assessments, schools won't be able to make sound

decisions about their instructional needs. Furthermore, parents won't have the information they need to determine how the school is doing in serving these students.

## V. School Identification

ESSA requires states to use their accountability system to identify schools in need of improvement in two categories:

### **Comprehensive Support and Improvement Schools (CSI)**

Schools identified for Comprehensive Support and Improvement consist of those that are:

- a) the lowest-performing five percent of all schools receiving Title I funds;
- b) public high schools failing to graduate one-third or more of their students; and
- c) Title I schools that previously received targeted support and failed to improve.

States must identify this group of schools at least once every three years.

### **Targeted Support and Improvement Schools (TSI)**

This group of schools consists of:

- a) Any school with one or more "consistently underperforming" subgroups of students. "Consistently underperforming" is defined by the state, based on all indicators in the statewide accountability system. These schools are identified annually.
- b) Any school in which one or more subgroups of students is performing at or below the performance of **all students** in the lowest performing schools. These schools are identified at least once every three years.

As part of their Annual State Report Card, states must publish the number of schools identified in each of the categories, and also the names of all public schools identified. Local districts must publish the same information for schools within the district in their Annual District Report Cards.

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