REPORT TO THE HOUSE AND SENATE COMMITTEES ON EDUCATION
OF THE LOUISIANA LEGISLATURE

RESPONSE TO SENATE RESOLUTION 190

OF THE 2015 REGULAR SESSION

FROM THE LOUISIANA DEPARTMENT OF EDUCATION

OVERVIEW OF THE RESOLUTION

Senate Resolution 190 of the 2015 Legislative Session requested that the Department study the reliability and validity of the current school and district accountability system and the performance scores resulting therefrom, in consultation with educational stakeholders that would include

- consideration of the criteria reviewed at the elementary, middle, and high school levels in determining school and district performance score;
- comparison of the method and manner that other states are using to conduct school and district performance scores and the public education accountability system;
- recommendations as to the appropriate elements and factors to be considered in determining school and district performance scores; and
- whether the elements and factors utilized should be the same for schools that have differing core missions (e.g., alternative schools).

This report offers a summary of Louisiana's current accountability system as well as an overview of the yearlong review process currently underway to work with stakeholders to study and recommend specific adjustments and enhancements to implement in the 2017-2018 school year.

STUDY OF LOUISIANA'S ACCOUTNABILITY SYSTEM & FINDINGS

BACKGROUND

As required by state and federal laws, Louisiana's accountability is designed to measure, incentivize, and publicly report specific indicators in order to ensure that all students are on a path to college and a career.

Federal Requirements

The Every Student Succeeds Act (ESSA) is the current federal law that regulates K–12 education across the country. The stated purpose of ESSA is "to provide all children significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps."

ESSA requires the creation of statewide accountability systems that include the following:

- Long-term goals and annual indicators of proficiency and growth toward those goals
- Annual meaningful differentiation of schools, including identification of schools in need of improvement

State Requirements

Louisiana law (R.S. 17:10.1) established that the school and district accountability system will

- require and support student achievement in each public school;
- provide assurance to the citizens that the quality of education in each public school is monitored and maintained at levels essential for each student to receive a minimum foundation of education;
- provide clear standards and expectations for schools and school systems so that assessment of their effectiveness will be understood; and

- provide information that will assist schools and school systems in order that energies and resources may be focused on student academic achievement.

BESE Bulletin 111 sets forth the specific regulations guiding implementation of state and federal accountability requirements, including the following:

- Indicators used in school and district performance scores;
- Weighting of indicators;
- Rules for student inclusion; and
- Method of calculation.

In line with these requirements and driven by the belief that Louisiana students are just as capable as their peers across the country, Louisiana worked to steadily increase expectations for students within its accountability system over two decades. The accountability system played a key role in defining those goals, measuring student performance, and reporting progress in achieving higher expectations.

After implementing statewide LEAP assessments in 1998 and 1999, Louisiana reported elementary and middle school results for the first time in 2000 using a star rating system. In 2002, high school results were reported publicly for the first time. In 2011, Louisiana transitioned to reporting using letter grades, rather than stars.

With a strong academic measurement system in place, academic achievement is at an all-time high for students of all ages and areas of the state (see Table I). Yet, Louisiana's current system does not expect students to achieve at levels that are competitive with their peers in other states. For example, although a score of "mastery" (or a level four out of five) denotes readiness to complete at least a year of college on time, a score of "basic" (or level three out of five) has been accepted as a mark of full proficiency.

Though Louisiana's student performance at "basic" proficiency has steadily increased (more than 15 points) over the last 10 years, Louisiana must now focus on increasing the rates of "mastery" student performance, ensuring that all students are on a path toward college or a career and that the accountability system expectations match the potential of students across the state.

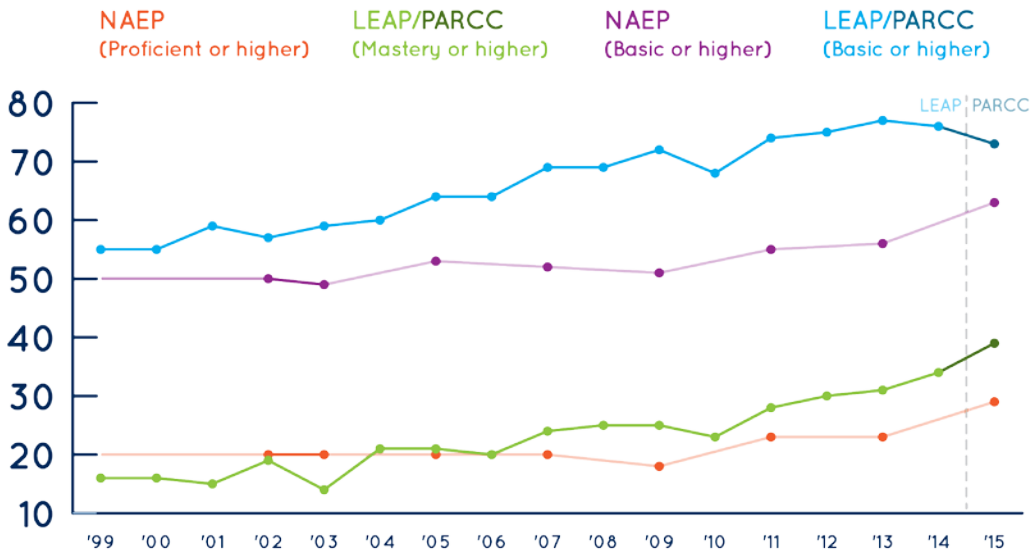


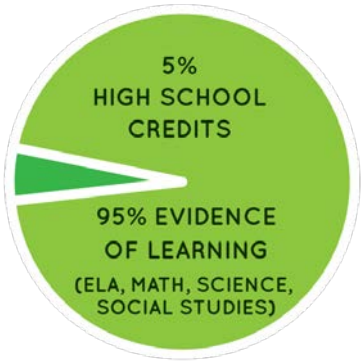
Table I: Comparison of Assessment Performance Levels

WHAT DOES LOUISIANA'S ACCOUNTABILITY SYSTEM MEASURE?

The Louisiana school and district accountability system measures, incentivizes, and reports performance specific to student enrollment (e.g., K–8, high school) as noted below. In other words, the formula for measuring an elementary school is different from the measure for middle schools, high schools, and combination schools. The formula for each is outlined below.

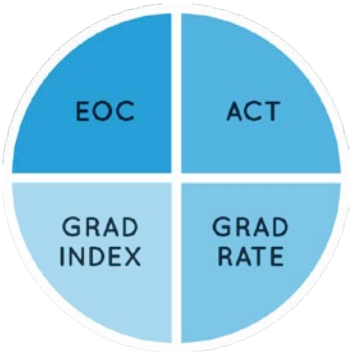
K–8 Accountability: For schools with grades K–7, the accountability system measures student assessment performance and progress points, and for schools with grade 8, it also includes a dropout/credit accumulation index. Up to 10 progress points may be awarded to K–8 schools that make academic gains with struggling students.

Elementary Schools



Middle Schools

High School Accountability: For schools with grades 9–12, the accountability system measures student assessment performance on end of course assessments, the ACT, progress points, cohort graduation rate, and the strength of students' diplomas. Up to 10 progress points may be awarded to high schools that make academic gains with struggling students.



High Schools

District and Combination School Accountability: District and combination school performance scores are based on the measure of both elementary and high school performance, as outlined above.

ACCOUNTABILTY SYSTEM RESULTS

From early childhood through postsecondary schooling, student achievement is improving statewide, particularly on those measures within the state's school and district accountability system.

K–8 Results: Increased expectations and accountability in grades 3–8 resulted in an increase in student achievement across the state since 1999, specifically in the number of students scoring at the "mastery" level.

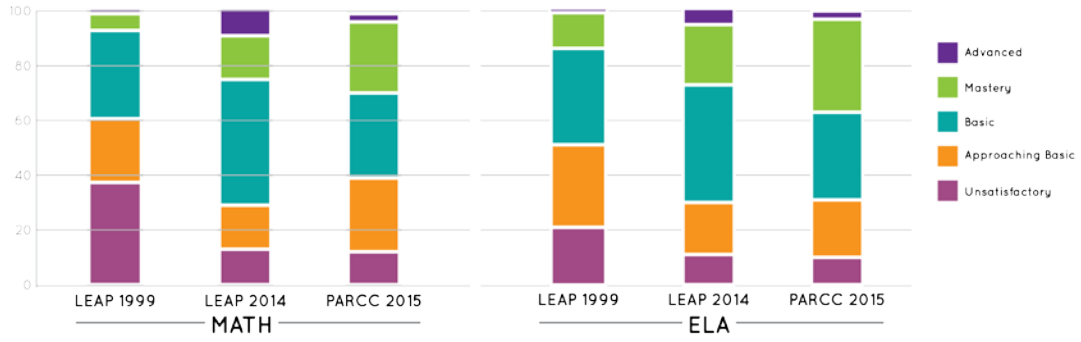


Table II: Grades 3–-8 Assessment Performance Comparison

High School Results: With a high school accountability system focused on access and achievement, Louisiana students achieved the following:

- The number of students earning a college-going score of 18 or above on ACT increased by nearly 1,000 students since 2014 and has grown by 6,312 since 2012. Louisiana's average composite score gain of 0.2 points topped all states testing 100 percent of students. Louisiana's average ACT score ranks third among six such southern states, ahead of Alabama, Mississippi, and North Carolina.
- Since 2012, Louisiana high school students have earned nearly 3,600 more qualifying scores of 3+ on Advanced Placement (AP) exams, an increase of 87 percent. In the last year alone, students scored nearly 1,300 more qualifying scores than in 2014, increasing 20 percent from 6,410 in 2014 to 7,703 in 2015.
- Louisiana's high school graduation rate, measuring the percentage of high school students that graduate on time, is at an all time high of 74.6 percent, which is 3.2 percent greater than in 2011.
- More students entered postsecondary education in 2014 than any other year, with 22,972 recent public high school graduates enrolled in college, an increase of 6 percent from 2013, and 16 percent since 2011.

Building on the Accomplishments to Raise Expectations

Louisiana students are just as capable as any students in the country. This belief has been the driving force to increase expectations for students steadily over the past two decades. In the coming years, Louisiana will continue to raise expectations so as to ensure that, by 2025, "A" schools average mastery of the content—a signal of true readiness.

The table below notes the current average performance of "A" schools and the current state average on the same metrics. Louisiana's Accountability Commission, which is comprised of educators, parents, business and industry, and other stakeholders, will be charged with recommending new expectations for an "A" graded school over the course of the next year as Louisiana continues to raise the bar to the 2025 goal.

2014-2015 Results	**Current "A" School Averages**	**Current State Averages**	**"A" School Averages by 2025**
3–8 Assessments: Mastery+	50%	27%	Accountability Commission will
3–8 Assessments: Basic+	86%	65%	

DCAI: Students with 6+ credits	92.5%	83%	recommend
EOC: Good+	79%	62%	
ACT: Students scoring 18 or above	79.8%	62%	
ACT: Students scoring 23 or above	41.4%	24%	
Graduation Rate: Average	88.1%	74.6%	
AP: Students scoring 3 or above	12.6%	5.3%	
Dual Enrollment: Average percentage of students earning dual enrollment credits	39.3%	28%	

Table III: 2014-2015 Comparison of "A" Schools versus State Average

VALIDITY AND COMPARABILITY OF LOUISIANA'S ACCOUNTABILTY SYSTEM

COMMON PRINCIPLES

According to the Council of Chief State School Officers (CCSSO) *Next-Generation State Accountability Taskforce*, consisting of accountability directors from across the country, a quality accountability system should include the nine principles as defined in the Principles and Processes for State Leadership on Next-Generation Accountability Systems (see Appendix I). This guide, written by states, for states, provides a roadmap on how to build an accountability system centered on preparing all students for success in college and career.

Principle 1: Alignment of performance goals to college- and career-ready standards

State accountability systems must set expectations for each student to graduate from high school and be successful in college and career. Additionally, the system must include and value continuous improvement for all schools and students to meet and exceed those expectations.

In a report produced by the Center for American Progress in cooperation with CCSSO in October of 2014, *Next Generation Accountability Systems: An Overview of Current State Policies and Practices* (see Appendix II), Louisiana's graduation index is noted as an exemplar in aligning performance goals to college and career standards. The index varies the points awarded to schools based on the rigor of the work completed by students. A high school diploma completed in four years earns the school 100 points; an equivalency diploma (GED/HiSET) earns the school 25 points; and a fifth-year high school graduate earns the school 75 points. A school will earn 150 points if a student scores high marks on a college-level assessment such as an AP exam.

Louisiana will continue to build on this alignment as it raises the core expectation from one of basic understanding to true mastery by 2025.

Principle 2: Annual determinations for each school and district

The system must make annual accountability determinations for all publicly funded schools and districts. The determinations must set a high bar for achievement and improvement for all students; make valid, reliable, and meaningful distinctions regarding the performance levels of schools and districts; and address both the current performance of the school or district and the extent to which that performance is improving.

Per federal and state law, Louisiana makes annual determinations for every school and district. These determinations address performance from the most recent school year, as well as growth of students who struggled in prior years. As Louisiana continues to improve its accountability system, consideration should be given to measuring the progress of all students, not just non-proficient students, to better represent changes in performance from year to year.

Principle 3: Focus on student outcomes

Primary accountability determinations used in accountability systems must focus on student outcomes, including both performance levels and growth toward college and career readiness.

Louisiana's system focuses on student outcomes and performance levels including, but not limited to, assessments in reading, math, and other content areas, graduation rates, and career preparedness as measured by industry certifications. Additionally, the system measures growth toward the progress point indicator for struggling students.

Principal 4: Continued commitment to all students

Systems must support disaggregation of student data for accountability determinations and reporting (such as by race, ethnicity, poverty, disability, and limited English proficiency) to help identify and address significant achievement gaps and ensure that the needs of particular subgroups are not masked by aggregate student achievement. This includes particular attention to schools with the lowest performing subgroups and/or the greatest gaps in performance.

Throughout the school year, the Department releases a series of assessment results for students in grades 3 through 12 and accountability results that provide local school districts with detailed information on how students are performing, including data disaggregated to identify particular subgroups and address significant achievement gaps. However, Louisiana will consider how to better represent and respond to subgroup performance gaps as it reviews its current system.

Principle 5: Reporting of timely, actionable, and accessible data

To improve teaching and learning and support policy improvements at all levels, data related to school and district performance must be reported in a manner that is timely, actionable, and accessible. This includes disaggregated reporting of student outcome data to promote efficiency and effectiveness.

In 2014-2015, the Department improved grades 3–8 math and English language arts student assessment reports. These improvements, based on parent feedback, provide clearer information on student performance, including support students need to be ready for the next grade level. The Department also released a Parent Guide to PARCC Student Results to help parents understand the data in the student reports and what it means about their child's academic performance last year.

Similarly, the 2014-2015 school and district public report cards included a number of improvements from previous years and were accompanied by a parent guide to school report cards:

- District report cards provided parents with an overview of an entire school district, including comparisons to national data where available.
- School report cards for alternative schools included an informational addendum to inform parents of additional measures specific to the needs of students enrolled in alternative settings.
- Additional subgroup data included at both the school and district level allowed comparisons between the school, district, and state level for historically underserved groups of students.

In June of 2014, the Education Commission of the States published *Rating States, Grading Schools: What Parents and Experts Say States Should Consider to Make School Accountability Systems Meaningful* (see Appendix III). The researchers involved in this study, which included parents, rated eight states, including Louisiana, as providing report cards that are easy to find, informative, and readable. They also identified thirteen states, including Louisiana, as including all five of the essential indicators in school reports and reporting all five indicators: student achievement, student achievement growth, achievement gap closure, graduation rates, postsecondary and career readiness.

The report commends resources available to parents and the general public, including a full-page excerpt used in 2013-2014 to communicate the transition in school performance score formulas and letter grades. Louisiana was noted as one of eight states scoring above average in all four categories for school report cards: findable, readable, understandable, and graphics.

Principle 6: Deeper diagnostic reviews

Student outcomes are the cornerstone of accountability. Each accountability system must include, as appropriate, deeper analysis and diagnostic reviews of school and district performance, particularly for low-performing schools, to create a tighter link between initial accountability determinations and appropriate supports and interventions.

To ensure educators fully understand their results and to support a deeper review of results so as to inform next steps, the Department provides Superintendent Profiles and Principal Profiles for district and school leaders. These profiles provide local school systems annually with an in-depth look at student achievement for a given year and include a component-by-component breakdown of school and district performance and subgroup data for current and prior years. After releasing the profiles, Department of Education network staff meets with each district and school to review the data and determine next steps for continued improvement.

Principle 7: Building school and district capacity

Each system will focus on building district and school capacity for significant and sustained improvement in student achievement toward college- and career-ready performance goals. This will require general systems of supports and interventions relevant to all schools and a continued focus on state capacity as well.

The Department uses a variety of structures and resources to support school and district capacity:

- **Network Teams:** regional teams that support districts in the planning and execution of their academic vision
- **Principal Fellowship:** program that develops and supports principals' instructional leadership skills
- **Teacher Leaders:** a group of 5,000 educators who are selected by their district or school to provide professional development for fellow educators, including redelivering sessions from events hosted by the Department (Collaborations and Summit)
- **Collaboratives:** quarterly statewide events that provide educators with access to high-quality tools, resources, and professional development

Principle 8: Targeting lowest performing schools

While accountability systems hold all schools and districts accountable, significant interventions should be focused on at least the lowest performing five percent of schools (elementary, middle, and high schools) and their districts (in addition to targeted interventions to address the lowest performing subgroups and/or schools with the greatest achievement gaps).

State and federal laws and regulations require state education agencies to provide for interventions for low performing schools. In Louisiana, these interventions have included school choice, turnaround plans, and inclusion in the Recovery School District for persistently low performing schools. In the report produced by the Center for American Progress in

cooperation with CCSSO in October of 2014, *Next Generation Accountability Systems: An Overview of Current State Policies and Practices*, Louisiana, along with many other states, including Michigan and Tennessee, are commended for creating recovery school districts to focus on intensive intervention and improvement in traditionally low performing schools. In 2003, Louisiana was the first state to adopt this school-intervention model.

Principle 9: Innovation, evaluation, and continuous improvement

Each state's accountability system should drive innovation and itself be dynamic—promoting innovative accountability approaches with rigorous evaluation to drive continuous improvement over time. Each state needs to develop and implement plans for evaluation and improvements related to the system as a whole, core elements of the system, and the impact of the system on individual schools and districts.

While Louisiana's accountability system encompasses many of these principles in its alignment to college and career readiness, timely reporting, and deeper diagnostic reviews, it is committed to continuous improvement within its own accountability system as will occur through the development of Louisiana's 2025 Accountability Plan.

ADDITIONAL CASES FOR COMPARABILITY

In December 2013, the Education Commission of the States conducted a study of the accountability systems used in all 50 states. This study, *50 State Comparison: State School Report Cards,* provides multiple documents comparing states on a number of measures, including accountability formulas, school report cards, and reporting. The State School Accountability Report Card Resource—Key Items and States includes a table of all 50 states with comparisons made between accountability measures and that which is actually reported.

According to this report, Louisiana's measures are very similar to that of most states in that they include assessment data, a growth or achievement gap measure, graduation, and nationally comparable assessments (e.g., ACT, SAT). The Formula—Summary and Formula—Full Text of the same report go into further detail for each state indicating the individual formulas used by each state in calculating school performance (see Appendices IV, V, and VI). The formulae indicate the weighting of each component.

This comparison also highlights some differences between what is used in Louisiana and in other states. Specifically, the use of a growth measure varies by state. Although the growth measure in Louisiana is used only in the calculation of progress points, in other states, including Colorado, Idaho, Minnesota, Nebraska, and Oklahoma, growth measures are included as a much larger part of the overall performance score. The role of growth will be a key consideration of the Accountability Commission as it considers and finalizes Louisiana's 2025 Accountability Plan.

In order for Louisiana to stay current on education trends, research, and best practices, the Department voluntarily participates in state collaboratives hosted by CCSSO to ensure validity and comparability of student outcomes with other states across the country. These workgroups are invaluable in providing opportunities for sharing of best practices, resources in support of measuring and incentivizing schools to improve student outcomes, and transparent policy making processes in other states.

VALIDITY OF LOUISIANA'S ACCOUNTABILITY SYSTEM

The USDOE approved Louisiana's school and district accountability system through Louisiana's ESEA waiver, approved in 2012. Since that time, USDOE reviewed and approved all significant adjustments to the system (e.g., inclusion of JumpStart credentials).

In an August 2014 study of Louisiana's accountability system, Dr. Douglas N. Harris, director and associate professor of economics at Tulane University, evaluated the current system based on its ability to meet the following criteria (see Appendix VII):

- C1: Does the system align performance measures with educational objectives?
- C2: Does the system align accountability incentives across levels of the school system (teachers, schools, and districts)?
- C3: Does the system align accountability with other elements of the school system, such as funding, standards, and information?
- C4: Does the system follow the cardinal rule of accountability: Hold people accountable for what they can control, specifically for how much student learning educators generate?
- C5: Does the system create incentives for *everyone* to improve?
- C6: Does the system attach stakes that are proportional to the validity and reliability of the measures?
- C7: Does the system diagnose problems and strengths, and rigorously evaluate educator responses and effects on student outcomes to avoid unintended consequences?
- C8: Is the system as simple as possible, but no simpler than is necessary to meet the other criteria?

Based on these criteria, Harris concluded that the overarching strengths of Louisiana's school accountability system are as follows:

- All the levels of accountability (district, school, teacher, student) focus on student outcomes that are widely seen as part of the core mission of schools—academic skills measured by student test scores.
- There are strong incentives to include as many students in the accountability system as is possible, thereby reinforcing the importance of achievement by every child.

He also states that Louisiana's school accountability has several solvable limitations:

- Alignment of school accountability with teacher accountability, which has since been resolved by the Act 240 committee with updates to the Compass evaluation policies in 2015
- Focus on end-of-year assessments as a "snapshot" of student achievement,
- Uneven incentives to improve by focusing on specific groups for significant incentives, a topic to be considered in the coming year as progress points and other measures are evaluated for improvement (i.e. should Louisiana measure the progress of all students?)
- Limited inclusion of non-test score measures

Harris concludes that, overall, "the current system is better than in most states. With additional changes, Louisiana's system would become one of the best in the country."

YEARLONG REVIEW PROCESS

Because Louisiana's accountability system establishes a definition of quality that impacts every school, district, and administrator, raising the bar for students in every school statewide starts with adjusting the definition of quality in the accountability system.

In response to Harris's study, the recent approval of ESSA (Every Student Succeeds Act), and the transition to a higher bar for "A" schools, the Department, in partnership with the Accountability Commission, will undergo a yearlong process of review and refinement to Louisiana's accountability system in order to ensure that schools are successful in reaching the 2025 goal.

Below is a brief outline and timeline of the work the Commission will assume during the next year:

	Phase of Work	Timeline
1	Research and brainstorming	spring to summer of 2016
2	Policy development	fall of 2016
3	BESE approval of policies	early 2017
4	Implementation of policy adjustments	2017-2018 school year

CONCLUSION

Although Louisiana has seen significant gains in measurable student outcomes, including ACT and graduation rates using the current accountability measures, the ten-year journey to raising the bar for students in Louisiana is only beginning. As noted in Harris's reports, the current system has much strength; however, there are still opportunities to improve Louisiana's system in the coming years. The yearlong process, which began in January with the Accountability Commission, will ensure the system achieves its intended purposes.

APPENDIX

Appendix I: *Principles and Processes for State Leadership on Next-Generation Accountability Systems*

Appendix II: *Next Generation Accountability Systems: An Overview of Current State Policies and Practices*

Appendix III: *Rating States, Grading Schools: What Parents and Experts Say States Should Consider to Make School Accountability Systems Meaningful*

Appendix IV: School Accountability Report Cards

Appendix V: School Accountability Reports Cards: Summary

Appendix VI: School Accountability Report Cards: Full Text

Appendix VII: Evaluation of Louisiana System of K-12 Education Accountability

Principles and Processes for State Leadership on Next-Generation Accountability Systems

CCSSO, on behalf of the states, hereby commits to further states' proactive leadership in promoting college- and career-readiness for all students by establishing next-generation state accountability systems. Our intent is to ensure that every student has access to an education that prepares them for success in college and career.

Through our Next-Generation State Accountability Taskforce, CCSSO has developed a *Roadmap on Next-Generation State Accountability Systems*. This Roadmap provides a guide written by states, for states, on building accountability systems centered on preparing all students for success in college and career. The ultimate goal of these systems is to ensure that every student has access to a high-quality education. States will achieve this goal by (1) driving school and district performance towards college- and career-readiness, (2) distinguishing performance in order to more meaningfully target supports and interventions to the students most in need, (3) providing timely, transparent data to spur action at all levels, and (4) fostering innovation and continuous improvement throughout the system.

The work of the Task Force was made possible with support from the Nellie Mae Education Foundation.

Outlined in this document are the main principles and processes that form the basis of the Roadmap and that will guide state action through the work to design and implement next-generation accountability systems aligned with college- and career-readiness.

Background

In our 21st century global economy and society, the success of individuals and our nation depends on our ability to educate all children to higher standards and to close long-standing achievement gaps. States are committed to the creation of education systems that promote continuous growth for all students, with the goal that they graduate high school with the rigorous knowledge and skills required for success in college and career.

Achieving this goal will require significant policy reforms. States are leading this effort through development and adoption of college- and career-ready, internationally benchmarked standards; development of aligned, improved assessments; development and implementation of P-20 data systems that can follow student progress; establishment and reporting of accurate graduation rates; development of growth models for accountability;

and, more recently, movement on new systems of educator evaluation anchored in student achievement. This is a bold and comprehensive agenda.

States developing and implementing next-generation accountability systems is the logical and necessary next step in state leadership. Accountability currently serves as a core strategy for education reform. Although concepts within the No Child Left Behind Act (NCLB) are vital to our continued progress (such as NCLB's focus on student achievement outcomes in assessing school, district, and state performance, and on disaggregation of data to help identify and close achievement gaps), NCLB's requirements as a whole are now outdated.

Next-generation accountability systems must *build upon* and *move beyond* present NCLB-based accountability systems. Our principles focus on school, district, and state accountability. Our goal for holding schools, districts, and states accountable must be to ensure that every student has access to an education that can significantly advance student achievement. Evidence and experience show that our current, narrowly defined, loosely coupled accountability systems are promoting incremental improvement at best.

Principles for Next-Generation State Accountability Systems

CCSSO, on behalf of its members, commits to continue state leadership in promoting college- and career-readiness by establishing next-generation state accountability systems consistent with the core principles listed below (as further defined in the Roadmap):

- Alignment of performance goals to college- and career-ready standards. The performance goals of each state's accountability system will be aligned with college- and career-readiness, to promote continuous growth for every student toward that performance level and beyond. This means that each state's accountability system must set annual performance benchmarks at levels that are on track for each student to graduate from high school with both the rigorous content knowledge and high-order skills necessary for success in college and career, and must further reflect and value continuous improvement for all schools and students to meet and exceed those expectations.

- Annual determinations for each school and district. Each system will make annual accountability determinations for all publicly funded schools and districts. The determinations must set a high bar for achievement and improvement for all students; make valid, reliable, and meaningful distinctions regarding the performance levels of schools and districts; and address both the current performance of the school or district and the extent to which that performance is improving.

- Focus on student outcomes. Initial accountability determinations will focus on student outcomes, including both status and growth toward college- and career-readiness, with students, subgroups, and/or schools performing below performance levels expected to make significant improvement toward being on

track to college-and career-ready graduation. Initial accountability measures will include, but not be limited to, improved assessments in reading and math and accurate graduation rates, as well as other measures based on each state's goals and context, such as additional subjects beyond reading and math; additional college-ready assessments and college credit accumulation; college entry, remediation, and persistence rates; career preparedness as measured by industry certifications and other measures; reading proficiency in the early grades; etc. States would have discretion to weigh measures and apply them conjunctively or on a compensatory basis, provided that the focus is on meaningful student outcomes.

- Continued Commitment to Disaggregation. Each system will continue to support disaggregation of student data for accountability determinations and reporting (such as by race, ethnicity, poverty, disability, and limited English proficiency), to help identify and address significant achievement gaps and ensure that the needs of particular subgroups are not masked by aggregate student achievement. This includes particular attention to schools with the lowest performing subgroups and/or the greatest gaps in performance.

- Reporting of timely, actionable, and accessible data. Data related to school and district performance will be reported in a manner that is timely, actionable, and accessible—to improve teaching and learning and support policy improvements at all levels. This includes disaggregated reporting of student outcome data as well as available input data and data on returns on investment—to promote efficiency and effectiveness.

- Deeper diagnostic reviews. Student outcomes will be the cornerstone of accountability. Moreover, each accountability system will include, as appropriate, deeper analysis and diagnostic reviews of school and district performance, particularly for low-performing schools, to create a tighter link between initial accountability determinations and appropriate supports and interventions. States may classify schools and local educational agencies not simply on the length of underperformance, as under NCLB, but on both student outcomes and deeper analysis of the data, conditions, plans, and capacities in each school and district, leveraging accreditation and other processes at state discretion.

- Building school and district capacity. Each system will focus on building district and school capacity for significant and sustained improvement in student achievement toward college- and career-ready performance goals. This will require general systems of supports and interventions relevant to all schools and a continued focus on state capacity as well.

- Targeting lowest performing schools. While states will be developing accountability systems that hold all schools and districts accountable, significant interventions will be focused on at least the lowest performing five percent of

schools (elementary and middle, and high schools) and their districts (in addition to targeted interventions to address the lowest performing subgroups and/or schools with the greatest achievement gaps). States must have flexibility to craft interventions that are rigorous, systemic, and context-specific in order to turn around the lowest performing schools on an urgent, ambitious, reasoned time line, with constant evaluation, sustained investment, and true results.

- Innovation, evaluation, and continuous improvement. Each state's accountability system should drive innovation and itself be dynamic—promoting innovative accountability approaches with rigorous evaluation to drive continuous improvement over time. Each state needs to develop and implement plans for evaluation and improvements related to the system as a whole, core elements of the system, and the impact of the system on individual schools and districts.

Formation of State Consortium on College- and Career-Ready Accountability Systems

Moving forward, CCSSO will work with its member states to help each state develop a state-specific accountability model consistent with the principles above (and the broader Roadmap), and we will work to inform and secure the support of other key state and local leaders for this effort, through CCSSO convening a new *Multistate Consortium on College- and Career-Ready Accountability Systems.*

Each state will be invited to join the Consortium and commit to building a new, college- and career-ready accountability system consistent with the principles above. The purpose of the Consortium will be to support each state's policy development process by providing a forum for cross-state interaction and learning, as well as expert support in dealing with tough issues, such as identifying valid outcome measures; developing growth models; establishing diagnostic review; and ensuring significant, effective interventions in the lowest-performing schools. The Consortium will support each state in developing its own accountability system, consistent with the principles outlined above, innovate over time, and ensure maximum federal flexibility and support. While participation in the Consortium is not a prerequisite to the design of an accountability system in line with the principles, work with member states is underway and will move quickly. Some states have already begun this work, and will present early models of state accountability consistent with the principles above.

State Call for Federal Action Consistent with State Principles

Earlier this year, CCSSO released a letter to Secretary Duncan and leaders in Congress committing to state leadership in standards, assessments, and accountability; calling on Congress to reauthorize the Elementary and Secondary Education Act (ESEA) in a manner that advances the bold state leadership; and, if ESEA reauthorization is delayed, calling on the Secretary to support state reform efforts through rigorous peer review and NCLB state waiver authority. We hereby strongly renew our pledge and call for federal action.

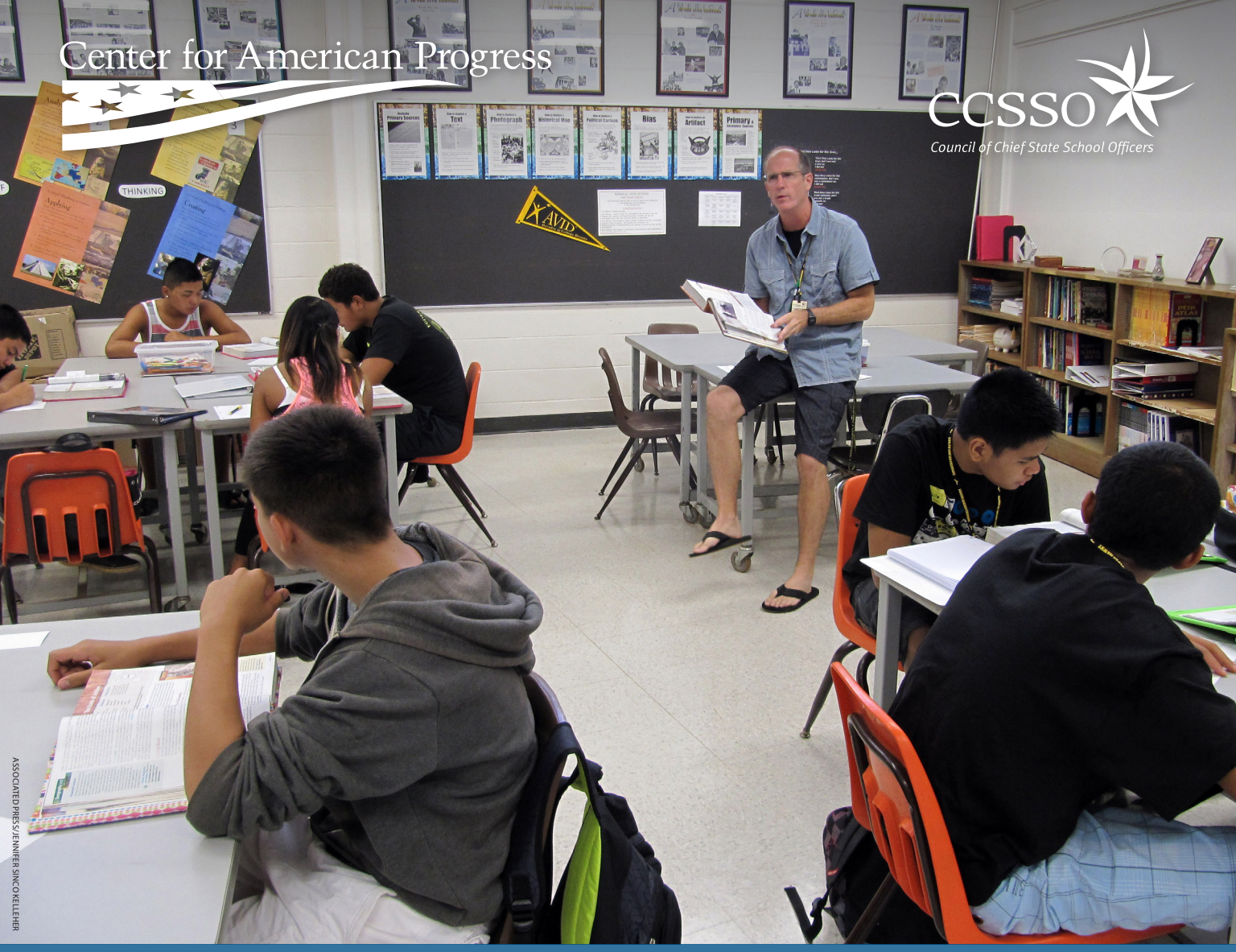
We call on Congress to reauthorize ESEA to codify the principles of next-generation accountability systems outlined above, while leaving full discretion to states to design the details of the systems and to promote continuous improvement over time. This remains our first choice for federal action.

In the absence of ESEA reauthorization this year, we hereby inform Secretary Duncan of the intention of our members to utilize the authority expressly granted to states under NCLB Section 9401 to propose new models of accountability. Beginning immediately and continuing over time, with support from the Consortium on College- and Career-Ready Accountability Systems, states will submit new accountability models for secretarial review and approval consistent with the principles above. And we call on Secretary Duncan to affirmatively establish a new, improved process of peer review, with deference to state judgment, to work collaboratively to review and approve these new models.

Finally, we commit to state evaluation and improvement of these new accountability systems over time—to best drive college and career ready performance, to inform future state leadership, and to inform future ESEA reauthorization if delayed. We will know we have succeeded if and only if accountability truly serves as a meaningful strategy in dramatically improving student achievement and closing achievement gaps, at scale, toward the goal of all students graduating from high school ready for college, career, and life.

Center for American Progress

CCSSO
Council of Chief State School Officers



ASSOCIATED PRESS/JENNIFER SINCO KELLEHER

Next-Generation Accountability Systems

An Overview of Current State Policies and Practices

Center for American Progress and the Council of Chief State School Officers October 2014

Center for American Progress

CCSSO
Council of Chief State School Officers

Next-Generation Accountability Systems

An Overview of Current State Policies and Practices

Center for American Progress and the Council of Chief State School Officers

October 2014

Contents

Introduction and summary

Over the past six years, there has been a significant shift in education. States recognized that students were not being taught at levels that adequately prepared them for college and careers and stepped up to develop and implement more rigorous standards. As part of this transition, states have also committed to better supports for educators to adapt to the new standards, better assessments to measure student learning, and better accountability systems to understand where schools are struggling and how to help them improve.

Accountability systems provide the underlying structure for school and district support and improvement. State systems should hold all stakeholders accountable for student success, starting with the state and ending with the teacher in the classroom. States, districts, and schools should provide the support and resources necessary to improve achievement for all students, including at-risk students. Accountability systems should include strategies and systems for development of the teaching profession. These systems must recognize success while also enforcing consequences and providing support to the schools and districts most in need of improvement.[1] States are moving forward on all of these fronts.

However, as educators and states were making progress, Congress remained stagnant, failing to revise and reauthorize the federal education accountability law, known as No Child Left Behind, or NCLB.[2] Frustrated by this inaction, state leaders came together in 2011 to put forth a proposal that modeled the next-generation accountability systems.[3] Building on the positive aspects of NCLB, the Council of Chief State School Officers, or CCSSO, released a vision for the future of accountability systems.[4] This vision described an accountability system that is grounded in college- and career-readiness standards, collects a broader array of data to more accurately understand school and district performance, and uses those data to better support schools and districts, with an emphasis on the lowest performing.

Since then, states have built upon these principles to advance accountability systems. Some states have taken advantage of the opportunity to request flexibility from specific provisions of NCLB from the U.S. Department of Education. States can receive flexibility from a few of NCLB's outdated requirements by adopting reforms in three key areas: college- and career-readiness standards and assessments, systems of differentiated accountability and support, and teacher and principal evaluation.[5]

In order to illustrate the variety of innovative approaches to accountability that states are exploring, this report provides examples of next-generation accountability concepts implemented by states. While this study provides an overview of the landscape, it is not fully representative of the variety of state approaches to accountability. In reviewing the work of the states and drawing upon the thinking in both CCSSO's 2011 proposal and "Accountability for College and Career Readiness: Developing a New Paradigm" by Linda Darling-Hammond, Gene Wilhoit, and Linda Pittenger, we found that current reforms fell into five broad categories, which we describe in detail in each section of this report:

- **Measuring progress toward college and career readiness**
  Many states are rethinking mechanisms for measuring progress based on assessments and are including additional measures of college and career readiness such as the percentage of high school graduates who require remediation coursework in college.

- **Diagnosing and responding to challenges via school-based quality improvement**
  Many states and districts are using a broad array of quality indicators, such as parent volunteer hours and attendance data, to measure school success and develop school-improvement plans, as well as making use of third-party experts to assist them in this work.

- **State systems of support and intervention**
  States and districts are rethinking the way they support struggling schools. Some of the most prevalent strategies include school support teams, pairing high-growth schools with low-performing schools, networks of low-performing schools, engaging external providers, and recovery school districts.

- **Resource accountability**
  Some states and districts are focusing more intently on the connections between resource allocation and outcomes, and several have tried to aggressively tackle inequitable school funding with new state funding formulas. Others are working to increase transparency and accountability for how funds are being spent to ensure that high-need students are receiving adequate support.

- **Professional accountability**
  Most states have adopted new systems for evaluating and supporting teachers and leaders. However, some states are leveraging these new evaluation systems to create more robust on-site embedded professional development systems and developing school leaders, such as principals, to effectively carry out teacher-evaluation systems and instructional leadership. In addition, a number of states are also rethinking other aspects of the teaching profession, including teacher licensure, teacher-preparation program approval and accreditation, and selection, retention, and tenure.

It is essential to note that the trends and state examples that follow are provided to illustrate patterns of reform across the 50 states, but that the individual state reforms we have highlighted may or may not have resulted in successful improvement of student outcomes. At the same time, through our review of the landscape, we have identified some barriers that states, districts, and schools must tackle in order to move this work forward. These barriers are complex and interconnected: They include transitioning to new assessments, developing richer measures of student and school success, staffing school improvement teams, creating resource accountability systems, and strengthening the teaching profession.

Policymakers developing accountability reforms should give considerable thought to system coherence across all five areas, rather than targeting one area in isolation. These systems should also be designed for continuous improvement, with a clear connection between design features and improved student achievement.[6]

As we look beyond No Child Left Behind, our understanding of innovation at the state level will inform and shape the conversation around accountability systems moving forward.

Background

When President Lyndon B. Johnson enacted the Elementary and Secondary Education Act, or ESEA, in 1965 as part of his War on Poverty program, resource accountability was at the heart of the law. Title I of ESEA provided additional funding for low-income students and created some checks to ensure that states and districts spent the federal funds appropriately.[7] Since its initial passage, ESEA has been reauthorized seven times.[8] The 1994 reauthorization—called the Improving America's Schools Act, or IASA—required states to develop content standards and assessments aligned to them. IASA also required that the standards apply to all students, as prior to IASA, states could have separate, less-challenging standards for low-income students.[9]

Enacted in 2001, No Child Left Behind is the most recent reauthorization of ESEA.[10] NCLB builds on the standards and assessments work of IASA by requiring states to test their students regularly. Critically, individual schools, districts, and states must publicly report test results, both in aggregate and for specific student subgroups. NCLB also went further than earlier laws by putting teeth into the federal requirements around standards and assessments: For the first time, the federal government required states and districts to monitor the achievement of all students and to take action in low-performing schools—or risk losing federal funding.[11]

However, although NCLB technically expired in 2007, Congress has yet to revise or reauthorize the act.[12] In response to this inaction, state leaders released a vision of next-generation accountability systems in CCSSO's report titled "Principles and Processes for Next-Generation Accountability Systems,"[13] outlining nine key components of an effective accountability system. These principles provide a framework for states to maintain the positive aspects of NCLB, while moving beyond the 2001 act to build and implement more thoughtful and nuanced systems of accountability that support the goal of ensuring all students are ready for college and careers.

Recognizing states' strong desire to advance past the limitations of NCLB, the Obama administration took advantage of an authority that exists in ESEA that allows states to apply for waivers from some of the more restrictive requirements of NCLB. States received flexibility in a number of areas, including student-achievement goals, interventions and supports for struggling schools, and highly qualified teacher provisions. In exchange for ESEA flexibility, states submitted proposals for improvements in three key areas:

- Adoption and implementation of college- and career-readiness standards and assessments that measure student achievement and growth

- Development and implementation of a differentiated accountability system that both recognizes high-achieving, high-growth schools and supports chronically low-achieving schools based on assessments and graduation rates

- Efforts to improve teacher quality by implementing teacher and principal evaluation based on multiple measures of effectiveness and support systems

Since February 2012, 43 states and the District of Columbia have received ESEA waivers and started implementing their alternative accountability plans.[14]

Measuring progress toward college and career readiness

Assessment results and graduation rates remain at the core of current accountability systems. However, as described below, many states are moving to more sophisticated assessments that are better aligned to college- and career-readiness expectations, while also developing and using other measures of student and school success. States are using assessment results in more sophisticated ways and are defining completion in ways that go beyond cohort graduation rates.

Use of assessments aligned to college and career readiness

In response to concerns that existing assessment systems were not aligned with the knowledge and skills needed for students to be successful in college and careers, and that, at best, the systems were incomplete indicators of student performance, states began developing new assessments that better measure student performance based on more rigorous standards.

In this vein, many states joined one of two state-led testing consortia working to develop new assessments that are better aligned to college- and career-readiness standards in mathematics and English language arts.[15] States can choose between the Smarter Balanced Assessment Consortium or the Partnership for Assessment of Readiness for College and Careers, or PARCC. While the two consortia are developing tests that are similar in content and cost, Smarter Balanced is an adaptive assessment—a computer-based test that adapts to the student's ability level.[16] The assessments being developed by these two consortia aim to move beyond traditional multiple-choice tests by using performance tasks to assess students' critical thinking, problem solving, and writing skills. Because these assessments rely on more open-ended questions, such as writing prompts or complex math problems, students will be better able to demonstrate their knowledge. These tests will give students, parents, and teachers more detailed information about their students' knowledge and skills.

Many of the states choosing not to participate in one of these consortia efforts are still moving toward assessments that are more aligned to college- and career-readiness expectations, such as Virginia's Standards of Learning.[17] For all states transitioning to new assessments, the data from these tests will become part of the states' accountability systems.[18]

Use of performance-based assessments

Some states are also seeking to incorporate locally developed annual student performance assessments into their accountability systems. Within these systems, states will still administer standardized assessments to serve as validating measures for locally chosen assessments of student outcomes; the state tests serve the purpose of ensuring that the local measures set a rigorous bar for student achievement.

Systemic use of performance assessments is relatively new, and many of these assessments are still being developed. Their development and validation are more resource intensive than standardized assessments, but a number of states feel that such investments are worthwhile if they can provide a more complete picture of students as learners and can increase educators' assessment and data literacy in the process.[19]

New Hampshire is currently in the process of developing a pilot accountability system for districts in which they can propose a locally designed Performance Assessment of Competency Education, or PACE, system to the state. PACE pilots will have to provide measurable student outcomes aligned with district goals and state priorities, including state-adopted standards and competencies. The assessment and accountability system proposed by the districts would be required to include annual determinations of student achievement and growth through locally designed and state-validated systems of performance assessments or college-readiness assessments.[20]

The new system would also require external validation of the performance assessments through the new Smarter Balanced statewide summative assessments in grades 4, 8, and 11. New Hampshire is supporting its districts' development of PACE models by concurrently developing common statewide performance tasks and necessary processes, tools, and protocols for validating high-quality local performance tasks aligned with state standards. The state is also organizing professional development institutes and regional support

networks, as well as developing a district peer-review and auditing process. New Hampshire will begin a minipilot of this system in a very small number of school districts during the 2014–15 school year.[21]

Similarly, high school diplomas in Maine are awarded based on demonstrations of proficiency in the Maine Learning Results academic standards and Guiding Principles, which describe a vision for what every Maine high school graduate should be able to do.[22] The awarding of high school diplomas must take into account "in addition to any local course work and accumulation of credits, a broad spectrum of learning experiences that may include internships, portfolios, long-term capstone projects" and other "appropriate learning experiences that provide opportunities to demonstrate proficiency."[23]

New Hampshire and Maine, along with several other states, are involved in CCSSO's Innovation Lab Network—an effort to build a shared performance assessment bank and use local performance assessments as part of statewide accountability systems.[24]

Use of new indicators of college and career readiness

Under NCLB, states were required to measure progress based on assessment scores that determined the percentage of students meeting the state's definition of proficiency. Recognizing the limitations of this method, states have designed more sophisticated approaches to defining student progress in state assessments. One major change is that states have moved to adding growth measures of student progress—as opposed to relying solely on absolute proficiency levels—in order to provide a more accurate portrait of the amount of progress made by schools and districts.[25]

States are also incorporating new measures of academic performance to measure school and district success in order to determine a rating or grading system for schools. While all states continue to use four-year cohort graduation rates in their accountability systems, many states are now also incorporating measures of college and career readiness such as SAT or ACT performance, or actual measures of post-graduation success such as enrollment in college or college-completion rates. Other states are including graduation portfolios that require high school students to demonstrate they have attained the skills and knowledge necessary for graduation.

While states are moving forward with new measures of college and career readiness, they are also focused on closing achievement gaps in these outcomes. States with ESEA waivers are required to publicly identify focus schools—those with the greatest achievement gaps—and support those schools to improve student achievement and narrow the gaps.[26] In developing their annual goals and rating systems for school and districts, some states have put additional emphasis on closing their achievement gaps or prioritizing the achievement of key subgroups.

Illinois, for example, includes results from English language proficiency exams in its new accountability system, thereby increasing school accountability for the performance of English learners.[27]

In New Mexico, each school receives a grade, A through F, based on an index that includes student achievement and growth, graduation rate, attendance, and college- and career-readiness indicators, including opportunities for high school students to access college-level coursework through Advanced Placement, or AP, courses. The state places extra focus on the growth of the lowest-performing students by giving schools twice as much credit for the growth of the bottom achievement quartile than for growth of the school overall.[28]

Oregon redesigned its new accountability system for schools and districts to emphasize growth over absolute achievement. Aligned to Oregon's Achievement Compacts—annual partnership agreements between the state and each school district that define key measures of student success and sets targets for achievement—the Oregon accountability system incorporates multiple measures. These include academic achievement, academic growth, subgroup growth, and—for high schools—graduation rates and subgroup graduation rates.[29]

In Georgia, college readiness is measured and included in their school rating system known as the College and Career Ready Performance Index, or CCRPI. One college readiness indicator measures the percentage of high school graduates entering a two- or four-year college who do not require remediation or learning support courses. Another measures student performance on the ACT, SAT, AP, or International Baccalaureate, or IB, assessments. College readiness is also measured by the percent of graduates earning course credit in dual enrollment, AP, or IB courses.[30]

Louisiana's graduation index varies the points awarded to schools based on the rigor of the work completed by students. A high school diploma completed in four years earns the school 100 points; a GED only earns the school 25 points, while a fifth-year high school graduate earns the school 75 points. On the more rigorous end, a school will earn 150 points if a student scores high marks on a college-level assessment such as an AP exam.[31]

New Jersey uses several factors beyond graduation rates in determining college- and career-readiness. As part of each school's accountability rating, the state factors in the remediation rates for students enrolled in New Jersey's postsecondary institutions, as well as the rates of students enrolled in postsecondary education within 6 months and 18 months of graduation. The state includes additional indicators of college- and career-readiness, including participation and performance on the SAT and AP exams and the percent of students who pass an industry certification exam.[32]

New Jersey will also use individual student data as part of an early warning system to help educators identify struggling students who are not on track for college and career readiness as early on as possible. The state will track a variety of research-based indicators, including attendance, growth, and credit accumulation, to determine when students get off track—and then help them get back on track. New Jersey is combining data from the National Student Clearinghouse with longitudinal data from the state's student-level data system to build a profile of a typical 2011 high school graduate enrolled in postsecondary education within four months of graduating high school. The profile includes state assessment scores, SAT scores, AP scores, and 12th-grade attendance data. In 2015, New Jersey will be able to create a profile of high school students who successfully completed postsecondary education. High schools can use these profiles to set their own specific goals for proficiency levels in all tested grade levels, SAT scores, and attendance trends.[33]

Minnesota uses a multiple-measure rating in their accountability system for schools, which places closing the achievement gap by cutting the disparity between current proficiency rates and 100 percent within six years at the center of the measure. A significant component of the rating is the achievement gap between the growth of a specific student group—which can include low-income students, students of color, English language learners, and students with disabilities—and that of higher-performing groups statewide.[34]

As part of its accountability reporting system, North Carolina reports on the implementation of a statewide high school graduation project. While this is no longer a graduation requirement as of 2009, many districts continue to require their students to complete a high school graduation project, and school report cards note whether or not a high school participates. The North Carolina graduation project consists of four components: a research paper, a product, a portfolio, and an oral presentation in a student's final year of high school. This project provides students the opportunity to connect content knowledge, acquired skills, and work habits to real world situations and issues.[35]

In Rhode Island, a high school diploma is contingent upon successful completion of at least two performance-based diploma assessments decided by the district. These assessments may include graduation portfolios, exhibitions, comprehensive course assessments—50 percent of which must be performance-based and include evaluation of knowledge application—or a certificate of initial mastery. Districts are charged with developing the performance-based diploma assessments, which must include demonstrations of both core content proficiency and applied learning skills such as critical thinking, problem solving, and research.[36] A panel evaluates the student's performance using a state-approved rubric.[37]

In 2011, Wisconsin replaced the Adequate Yearly Progress system with a multiple-measure accountability index comprising student achievement, student growth, closing achievement gaps, and an indicator of being on track for graduation and postsecondary readiness as measured by graduation rates, attendance rates, and ACT participation and performance, as applicable.[38]

Diagnosing and responding to challenges via school-based quality improvement

NCLB required districts to create school-improvement plans based on data from schools that did not make adequate yearly progress for two subsequent years. There is a growing effort in many districts and schools to focus on school-quality improvement processes that go beyond test scores and look at other quantitative and qualitative data to diagnose problems and develop improvement strategies. By providing a holistic assessment of a school's strengths and weaknesses, a school-quality improvement process plays a key role in a comprehensive accountability system.

A school-quality improvement process may include the following elements: an inspection team with educational expertise in school practice and diagnostic inquiry, a peer review to provide multiple perspectives, and robust quantitative and qualitative data analysis.[39] This sort of human-capital-intensive approach can be costly. As a result, some districts and schools can only provide it on a cyclical basis or have to limit its use to schools with low performance. Below are some examples of new approaches to school-quality improvement.

Use of an inspectorate model

An inspectorate model uses a team of educational experts to review a school's data and practices in order to improve performance. The inspection team often spends several days observing teachers in the classroom, watching principals interact with staff, and analyzing quantitative and qualitative data. At the end of their inspection, the team produces an individualized and comprehensive evaluation of the school's strengths and weaknesses and provides suggestions for how it can improve. While other countries, such as England, use regular inspections as a fundamental part of their accountability system,[40] states in the United States often use this strategy only after a school has been deemed poor performing. But inspections can also be used as a proactive school-improvement strategy. Most

schools are already subject to an accreditation process, which often resembles an inspection. Reforming the process might offer a cost-effective mechanism for implementing school-quality reviews or inspectorates across the country.

Kentucky uses a robust process of diagnostic review for schools that are struggling the most. While all schools and districts must complete a comprehensive improvement plan, these schools work collaboratively with parents, students, and community members to complete a more robust needs assessment. Using an online platform to collect qualitative and quantitative data about the school, the data are synthesized into causes and contributing factors, translated into needs, and then prioritized. Goals, objectives, strategies, and activities are developed to address the priority needs. In addition to district resources and supports, the state provides cross-functional teams with representation from all areas of the state education agency to review the submissions from all school districts and assess weaknesses that could become obstacles to successful completion of the plans. The teams assess levels of implementation and recommend appropriate and targeted interventions specifically designed to address the identified concerns.[41]

In addition to their diagnostic review for the lowest-performing schools, Kentucky also established a program-review system to assess the quality of programs in arts and humanities, writing, and practical living and career studies.[42] Program reviews are conducted internally at the school level three times a year by staff, parents, students, and relevant community members. An annual external review at the district level is then conducted at the end of each school year, whereby district review teams are able to request and review internal reports prepared by schools throughout the year.[43]

Missouri has a strong school accreditation process that is entirely aligned with the state's accountability system. For all schools, this includes measures of academic achievement and growth, subgroup achievement, college and career readiness, attendance, and graduation. Based on the scores in each of these areas, schools are either accredited with distinction, accredited, provisionally accredited, or unaccredited. Missouri Department of Education staff members, teachers or principals from local school districts, or representatives from higher education institutions conduct on-site reviews of schools that are provisionally accredited or unaccredited.[44] After the state finishes its review, it uses the rating to determine individualized supports and, if necessary, interventions at the school and district level.[45] The lower the rating, the more prescriptive the intervention. At all levels, the state uses the quantitative and qualitative data gained from the review to help target its supports.

Ohio conducts School Improvement Diagnostic Reviews, or SIDRs, for schools identified as underperforming based on testing data. To conduct the SIDRs, an external team of experienced and skilled reviewers follow a standard protocol for collecting evidence in order to diagnose a school's strengths and weaknesses. SIDR teams are responsible for making prioritized recommendations that are presented to the school several weeks later in a diagnostic report.[46]

Rhode Island uses an in-depth diagnostic screening process for schools that analyzes student performance overall and by subgroup, school culture and climate data, educator-evaluation outcomes, and an analysis of district spending. This screening then guides the selection of an intervention model and creates specific areas in which districts are held accountable for improving school performance. District leadership will oversee this process through quarterly performance reviews with the Rhode Island Department of Education.[47]

Modeled on the school inspection process in Great Britain and Hong Kong, New York City public schools developed a quality-review system as part of its Children First reform program, which paired greater autonomy with greater accountability for schools. Quality reviews involve two- or three-day school visits by experienced educators to each New York City public school.[48] While external evaluators were initially responsible for all quality reviews, New York City changed the process in 2010 to allow support networks to have a greater role in conducting reviews for new and high-performing schools.[49] Schools in New York City choose their own network: Some are run by district personnel and others by nonprofit organizations that provide support in a range of areas, from managing school budgets to analyzing student data to providing professional development.

For under-performing schools, an external evaluator visits classrooms, speaks with school leaders, and uses a rubric to evaluate how well the school is organized to support student achievement. A quality-review rating is then given to each school, along with a report that is published on the state's website. This is one of four options permitted by the state to support underperforming schools. Other state-approved options include a curriculum audit, assignment of a joint-intervention team, or use of a distinguished educator.[50]

Use of peer educators

Inspection teams and peer educators look similar from the outside: groups of education experts observing classrooms, interviewing the principal, or analyzing school data. But while inspectors are often employed by the state or district to evaluate schools full time, peer educators are often teachers who are still in the classroom. As a result, peer educators are likely to be closer to the day-to-day work of teachers and may have a different perspective from a state team.[51] The experience of observing and evaluating schools also serves as a professional development opportunity for peer educators. In a profession sometimes stymied by closed classroom doors, peer educators actually open doors between schools to develop a broader learning community. States are using peer educators in different ways, a few of which are described below.

As noted above, New Hampshire is working to implement a locally designed performance assessment system. In order to ensure that those assessments meet key technical requirements established by the state, New Hampshire plans to use a district peer-review audit process. Peer-review teams of external practitioners will review evidence that the district submits and will also collect additional data and provide feedback according to common criteria during site visits to the district. According to current designs, the peer-review process will be used solely to provide formative feedback about these performance assessments to districts during the first two years. By the third year, the audits will become integral to the approval process for districts seeking to implement a PACE model for accountability purposes. Over time, the state hopes to increase the number of participating districts.[52]

New York state uses a program of distinguished educators to support low-performing schools and districts. The commissioner of education appoints highly effective educators to assist schools and districts whose prior intervention efforts have failed. Whether in a district or school, these educators conduct a holistic intensive review from the physical structure and daily operations to high-level teaching and meaningful learning. They analyze all available data and develop an action plan based on their findings.[53]

Use of data to create a culture of continuous improvement

As described earlier, states are using measures beyond test scores and graduation rates in their accountability systems in order to provide a grade or rating for the school's performance. While that is important, some states are using the data as more than just a factor in an accountability formula; they are also reporting and analyzing the data to develop a more detailed and nuanced picture of school performance for principals and teachers, as well as parents and students, in order to build a culture of continuous improvement. These measures might include: assessments of college- and career-readiness skills such as AP or IB tests; student participation such as postsecondary transition data; and school climate data such as student, parent, and teacher surveys. Ideally, a school report card would incorporate many, if not all, of these measures. Some states are using these data in quality-review efforts described above to drive continuous improvement, while others use it to inform decisions about how to intervene in low-performing schools.

Kentucky has one of the richest sets of measurements for school performance. The state divides the measures into three categories: next-generation learners, next-generation instruction and support, and next-generation professionals. Next-generation learners include overall achievement, achievement of a new subgroup of historically underserved students, student growth, college- and career-readiness, and graduation rates. Next-generation instruction and support includes program reviews in arts and humanities, career studies, writing, K-3 reviews, and world language programs. Next-generation professionals include the percent of teachers and principals rated highly on the state's evaluation system. Kentucky is the only state to use teacher effectiveness as part of its evaluation of school and district performance.[54]

In an annual budget review process, New Mexico examines the rate at which students matriculate from third grade, register for ninth grade on-track for college and careers, and graduate from high school. If any student subgroups are significantly behind at these checkpoints, this triggers district intervention. [55]

In its evaluations, Wisconsin includes a student-engagement indicator, which exists outside the state's accountability index, but moderates a school's or district's accountability score by deducting points if designated goal thresholds are not met. Those goals include test participation, absenteeism, and dropout rates.[56]

School functioning and climate data

States and districts are also working to understand students' and stakeholders' broader experience with school, including school safety and parent engagement. School climate data can be gathered from student, parent, and teacher surveys and can include social-emotional learning and supports and opportunity-to-learn indicators such as school discipline and attendance data.

While not currently employed statewide, the California Office to Reform Education, or CORE, ESEA flexibility waiver includes the School Quality Improvement System for accountability that contains a School Quality Improvement Index as its key feature. The School Quality Improvement Index comprises weighted measures within three domains. The first domain equals 60 percent of the index and includes academic measures such as achievement and growth data, graduation rates, and persistence rates in grades 8 through 10. The second domain equals 20 percent of the index and includes social and emotional measures such as suspension and expulsion data, chronic absenteeism, and noncognitive skills. The third domain equals 20 percent of the index and measures school and district climate and culture by gauging the perceptions of students, staff, and parents; special education identification; and English learner entry and exit status.[57]

According to New Mexico's ESEA flexibility waiver, school ratings include an Opportunity to Learn measure. Half of this measure is comprised of a classroom survey that asks students whether the school fosters an environment that facilitates learning, while the other half is based off of attendance records for all students. The state also offers bonus points to schools for strong student and parent engagement in areas such as sports, fine arts, leadership for students, and mentoring and tutoring for parents.[58]

Oklahoma's accountability system uses parent and community engagement and school culture indicators as part of its school rating system. Schools can earn bonus points for high scores on a school climate survey, as well as high parent and community volunteer hours.[59]

Developing state systems of support and intervention

Intervention in the lowest-performing schools is an area of renewed focus for states. The track record for most school-turnaround efforts is uneven at best, so states are creating innovative ways to review and support all schools—struggling or not. The most common strategies include school support teams, pairing high-growth schools with low-performing schools, networks of low-performing schools, engaging external providers, and recovery school districts. While most states focus on low-performing schools, some states are also building district capacity for school improvement and then holding districts accountable for their schools' results.

Use of school support teams

In order to support low-performing schools, some states deploy teams of education experts to analyze the school's data, evaluate their instructional practices, and devise an action plan to improve the school.

As part of its new accountability system, California has created the California Collaborative for Educational Excellence, or CCEE. The CCEE is designed to mobilize expertise in the state in order to help districts improve the quality of teaching and school leadership and meet the needs of special populations such as English language learners, special education students, and students at risk of dropping out. It will offer particularly intense assistance to districts or schools that are struggling to meet the goals established in the Local Control Accountability Program, but its services will be available to schools and districts upon request. The CCEE will sponsor a system of review by expert educators and peers to help build a learning system within the state in order to stimulate the transfer of knowledge and best practices, while also encouraging innovation, experimentation, evaluation, and adaptation. The CCEE is designed to strengthen the state's capacity to assist schools and districts that need help but also to validate and share information about effectiveness across practices.[60]

Massachusetts requires superintendents with priority schools in their district to develop a redesign plan to assess district-level capacity to support priority schools, provide an intervention plan for each school, and set measurable annual goals to reach before exiting priority status. The District and School Assistance Centers' teams work with low-performing districts and schools to provide a range of planning and instructional supports to help them successfully implement their plans. Their services include:[61]

- District-level strategic planning
- Supporting school leaders in implementing major policy initiatives such as the new educator evaluation system
- Assisting districts in developing effective standards-based curricula
- Coaching principals and lead teachers on understanding and using student growth data

The District and School Transformation division in North Carolina supports the lowest-performing 5 percent of schools and 10 percent of districts. The state team conducts a comprehensive needs assessment of the school, works with the principal to develop a plan, and provides a school transformation coach to work with the school staff to implement the plan. North Carolina also has a system of three interlocking state and regional roundtables of expert educators that monitor current initiatives underway in districts, identify common needs, coordinate technical assistance, and target resources to the greatest needs.[62]

Pairing high-growth schools with low-performing schools

Drawing on international examples such as Shanghai's strategy of pairing successful schools with low-performing ones, some states match their low-performing schools with high-performing or high-growth schools.[63] Under the same rationale as peer educators, lower-performing schools may learn best from other schools—especially those with similar demographics that have achieved high growth.

While some states use school-partnership strategies as part of a larger accountability process, the California Office to Reform Education districts' waiver is unique because it describes school partnerships as the bedrock of their intervention

strategy. CORE districts will share their data with an agreed-upon third party such as the John W. Gardner Center for Youth and Their Communities at Stanford University. The third party will identify struggling schools and match them with a demographically similar high-performing school—a CORE "School of Distinction"—as an ongoing partner for improvement. Low-performing schools will use their school-quality review process to focus their work with the School of Distinction coaching team and target areas for reform and intervention.[64]

In Massachusetts, the state department of education designates schools that are high achieving, high growth, and have narrowed proficiency gaps as Commendation schools. Since 2012, as many as 5 percent of schools statewide fall into the Commendation school category. These Commendation schools may serve as demonstration sites, and depending on funding availability, they may be eligible for promising practice grants to encourage their involvement in networking activities. Commendation schools will also have the opportunity to partner with lower-performing schools that share similar demographic and performance profiles to share best practices.[65]

Tennessee identifies the highest performing 5 percent of schools and the most improved 5 percent and will create a competitive grant program for these schools to share best practices. The state will ask these Reward schools to serve as ambassadors to other schools by analyzing and sharing their best practices with neighboring schools, hosting visiting staff or conducting school visits to other schools, and creating mentorship opportunities between their staff and neighboring schools' staff.[66]

Creation of a network of low-performing schools

By developing networks of low-performing schools, teachers and leaders can brainstorm solutions to common problems and share resources. Through these networks, states can also target technical assistance and additional resources to these schools.

Colorado recently issued a request for proposals to districts with turnaround schools, inviting them to participate in a turnaround network. Members of the network agree to a consistent and robust planning and goal-setting process; common performance measures and monitoring; cross school and district learning facilitated by the state education department; flexibilities aligned to their improve-

ment strategies; and alignment of all available resources around the turnaround strategy. The state has several districts that are interested and expects the network to be in place within the next couple months.[67]

Connecticut's commissioner of education created the Commissioner's Network, which includes 25 of the state's lowest-performing schools. The commissioner selects schools for inclusion in the network and partners with local stakeholders to turn the school around. The network provides schools with additional resources, as well as a platform to share and learn effective practices from other schools in the network.[68]

Delaware created a network for their priority schools, which will receive technical assistance, additional funding, and targeted interventions. In exchange for these resources, districts also renegotiate collective-bargaining agreements in order to provide more operating flexibilities to participating schools. The expectation is that the added autonomy, along with the special state supports, will lead to a better environment for academic growth.[69]

Engagement with external providers and technology

While many states have engaged external providers in turnaround work, a number of states such as Virginia have made it easier for districts to work with third-party organizations with turnaround expertise. Illinois vets lead partners for school turnaround, and districts must select a lead partner in order to be eligible for turnaround funds. Indiana conducts a similar pre-approval process, and the state uses external partners when intervening directly in schools.[70]

Other noteworthy examples include New Jersey's Regional Achievement Centers, or RACs, which are state-level technical-assistance providers designed to provide capacity building at the school and district levels.[71] New Jersey has leveraged Title I money, requiring priority schools to use their funds to create certain coaching positions and implement the state's model curriculum and assessments. They are also funding the RACs with Title I dollars.

Florida is implementing an eight-step problem-solving model that is intended to help schools get at the causes of low performance and develop strategies for improvement. The state is in the process of developing an online school-improvement plan that will integrate all required plans for priority schools.[72]

Use of recovery school districts

Louisiana, Michigan, and Tennessee created recovery school districts, which are "separate entities focused on creating conditions to support aggressive turnaround in schools that have long resisted more incremental change efforts."[73]

In 2003, Louisiana was the first state to adopt this school-intervention model. Managed by the Louisiana State Board of Elementary and Secondary Education, the Recovery School District, or RSD, is a state agency that manages low-performing schools that gained control of most of the schools in New Orleans after Hurricane Katrina in 2005.[74] According to the 2003 legislation, which created the RSD, the state can take over failing schools—defined as any school that earns an F letter grade in a single year.[75] In other states, intervention in low-performing schools can mean tightly controlled guidance for school improvement, but the RSD takes its approach from the charter sector, which prioritizes choice for parents, autonomy for school leaders, and accountability for results.[76] While the RSD initially included traditional public schools, as of the start of the 2014–15 school year, the RSD will be the first all-charter school district.

Michigan's Education Achievement Authority, or EAA, has the ability to take over schools that have been in the bottom 5 percent for academic achievement for at least three years in a row.[77] Similar to Tennessee's example below, Michigan's EAA can manage the school itself or convert it into a charter school. The EAA currently has 12 direct-run schools and three charter schools.[78] EAA uses a student-centered, competency-based instruction model, which organizes students by instructional level rather than age and grade level.

Modeled after Louisiana's RSD, Tennessee created a statewide Achievement School District, or ASD, to intervene in the 35 lowest-performing schools in the state. The ASD employs two primary intervention strategies to dramatically increase student achievement: convert the school into a charter school or replace the district in directly managing daily operations of the school. When the ASD manages the schools, they focus on a few key levers of turnaround. First, the ASD hires key staff, such as principal and lead teachers, at least six months in advance and runs a robust induction program for them. They also provide school leaders with significant autonomy over personnel, budget, schedule, and program. All existing staff must reapply for a position with the ASD. The ASD maintains tight control over assessment, professional development, and performance management.

Building district capacity for school support

In addition to focusing improvement efforts on low-performing schools, some states are also building district capacity for school improvement and then holding districts accountable for their schools' results.

Recognizing that schools within respective districts are interdependent, and that achievement challenges are not isolated to a single campus within a district, Arkansas takes a coherent approach to working with districts to support struggling schools. Arkansas believes that some challenges are under the control of the school, while others may be influenced by district-level factors that are not easily mitigated within the school without district intervention and support. The Arkansas Department of Education therefore engages district leadership in diagnostic analysis of low-performing schools and needs assessment in partnership with school leadership. Where improvement efforts are successful, districts will have increased flexibility in their use of funds, as well as greater responsibility for achieving outcomes.[79]

Connecticut formed the Alliance District program, a unique and targeted investment in Connecticut's 30 lowest-performing districts. Alliance Districts are eligible for funding to support district strategies to dramatically increase student outcomes and close achievement gaps by pursuing bold and innovative reforms. Alliance Districts have their own tiered intervention and support plans leveraging increased Title I flexibility. The Alliance Districts work with the commissioner of education, who approves their plans and reviews district progress and performance relative to those plans and subsequent annual amendments, in the context of the district's overall strategy to improve academic achievement. The state Turnaround and Performance Offices also work to ensure that districts have the resources they need for successful interventions.[80]

Illinois has enhanced its current statewide system of support, or SSOS, to concentrate support and assistance at the district level to build district capacity to improve student outcomes in the state's lowest-performing schools. One of the foundational principles of SSOS is that the people working within the system focus on increasing the capacity of school districts to assume, with confidence, greater responsibility for the continuous improvement of instruction and student achievement within their schools. For districts that have priority schools, the Illinois State Board of Education will assign a district assistance team through the Illinois Center for School Improvement. The team will include a turnaround specialist; school coaches with

expertise in working with English language learners, low-income students, racial and ethnic minority students, or students with disabilities depending on the identified need; and content specialists whose skillsets align with the needs identified via a comprehensive audit. District assistance teams are required to utilize evidence-based strategies that support school turnaround. The Illinois Center for School Improvement will provide ongoing training and professional development for district assistance teams and ensure that school districts with the lowest-performing 5 percent of schools receive high-quality support and assistance.[81]

In Massachusetts, districts are "only as strong as their weakest school" and are therefore rated at the same level as their lowest-performing school.[82] The state sees district accountability and state assistance as closely linked. The highest-performing districts with successful schools across-the-board receive autonomy and flexibility from the state. All other districts receive more resources, support, and guidance from the state in accordance with their need.

Rather than requiring state-determined achievement goals for all districts, Oregon empowers districts to develop their own outcome goals that are targeted at driving student performance in a way that is most appropriate for each respective district. As part of its comprehensive accountability system, the state enters into annual partnership agreements with each of the 197 school districts to establish shared responsibility between the state and the district for setting ambitious goals aimed at ensuring that students are making the progress needed in all key outcomes to reach the state's performance goals. These partnership agreements, which Oregon calls Achievement Compacts, are intended to drive two-way accountability—state and district—in setting and achieving the goals. While districts are held accountable for results, they have flexibility and room for creativity in how to reach those goals.[83]

In Tennessee, the state converted their Field Service Centers—regional offices focused on compliance and monitoring—to Centers of Regional Excellence, or CORE, which provide professional development and support to districts. Typically staffed with district leader from that region, CORE provides a range of services, from data analysis support to math education professional development. The initiative's aim is to eliminate the capacity gap between districts by ensuring a base level of capacity to all districts, especially small rural districts with limited staff. The CORE office is held accountable, and the state evaluates the CORE director and team based on their districts' academic performance. At the same time, districts are allowed to set their own progress targets. In exchange, the state then holds the district responsible for reaching their targets.[84]

Use of triggers and criteria for intervention

As described above, states are required to identify both focus and priority schools as targets for intervention under ESEA flexibility. The 10 percent of schools with the largest within-school achievement gaps or with the lowest overall achievement subgroups in the state must be identified as focus schools. The schools in the bottom 5 percent of performance in terms of overall student achievement or graduation rate must be identified as priority schools. The state must also identify any Title I high school with a graduation rate less than 60 percent as either a focus or priority school. States must also establish a system of accountability and intervention to serve the other 85 percent of schools.

The required criteria for identifying focus and priority schools are currently limited to test scores and graduation rates. But these restrictions have not prevented states from going beyond test scores and graduation rates in other areas such as informing school improvement efforts, teacher evaluation ratings, and new school grading systems, often on an A through F scale. As described above, most states have also widened their scope of data collection beyond assessment to measures of college- and career-readiness, school climate, and student engagement such as attendance or noncognitive skills. Some states are not only using these data to grade a school's performance but are also using them to develop early warning systems to identify struggling students and schools.

For example, in its ESEA flexibility waiver, the California Office to Reform Education outlines a process for directing resources such as formative tasks, remediation, and professional development for teachers toward students in any school that falls below trigger thresholds, including performance on the 10th grade California High School Exit Exam, regardless of whether they are a priority or focus school.[85]

In addition to identifying schools with the largest achievement gaps, Mississippi identifies schools where the lowest-performing 25 percent of students are at the bottom of the statewide achievement threshold. These schools will receive a state-appointed support specialist who visits at least twice per month and must conduct a comprehensive needs assessment.[86]

In its ESEA flexibility waiver, New Mexico includes Strategic Schools, a category of schools above the required priority and focus threshold, as an additional group of schools for support and intervention. It views these schools as at risk for falling into a lower status and requires locally determined interventions to address identified low performance among student groups.[87]

Tennessee has created both achievement-gap and gap-closure targets, making it impossible for a school or district to avoid identification for improvement unless it is making progress for all groups of students. If a single subgroup is not making progress on a majority of its measures, the district must implement an aggressive corrective plan.[88]

Resource accountability

States are broadly engaged in efforts to focus attention on the use of resources. Some states have adopted new school finance policies to ensure that schools and districts serving high-need students receive the resources they need. For instance, a weighted student-funding model provides more dollars for programs to support students with greater needs such as students who are low income, English language learners, or in special education. In addition, some states are implementing mechanisms for holding districts or schools accountable for how they spend funds, including increasing transparency related to school spending.

Ensuring sufficient and fair funding

States use different methods to ensure equitable funding for all students—including additional resources for students with greater needs.

A number of years ago, Maine adopted a new Essential Programs and Services school-funding model that used school enrollment and demographic data to establish the amount of funding each district would need to ensure that all students, including high-need students, achieve the state's learning results standards. State funding for school districts flows through a formula that calculates a school district's ability to support its schools' essential programs as defined by the state formula, with the effect that greater state resources flow to the state's poorer communities.

While not implemented statewide, Baltimore City Public Schools recently implemented Fair Student Funding, a weighted student-funding system whereby each school receives its share of the total through a per-pupil formula that allocates a base level of funding for each student and supplements this with weights for students in particular categories and circumstances.[89] Baltimore's funding system allows principals to make key financial decisions for their schools. The results that principals are then expected to achieve are specific and transparent based on the categories used to justify funding requests.[90]

California recently adopted the Local Control Funding Formula, or LCFF, which provides a base grant for each district equivalent to $7,643 per student based on average daily attendance, with an extra 20 percent boost for each disadvantaged student and additional funding for those who attend schools where at least 55 percent of students are low income, English language learners, or in foster care. Districts must spend these additional funds on services for targeted students. Along with additional funds, California districts are required to develop, adopt, and annually update a three-year local control and accountability plan that includes identifying goals and measuring progress for student subgroups across multiple performance indicators. County superintendents review these plans to ensure alignment between projected spending, services, and goals.[91]

In New Jersey, the Abbott school equity and finance court decisions, starting with the state Supreme Court landmark ruling in 1985, remain central to how the state funds its urban and suburban schools. This series of rulings required schools in the 31 poorest communities—often called the Abbott districts—to receive additional funding to ensure those high-need students were provided a "thorough and efficient" system of education, as guaranteed by the state constitution.[92] For those districts, the *Abbott* decisions led to universal preschool, a substantial school construction and renovation program, and additional programs and funding.[93] As a result, New Jersey now uses an adequacy model to calculate the necessary state aid to school districts. The School Funding Reform Act, or SFRA—the current legislation behind the funding formula—assigns every school district an adequacy budget, or the amount a district needs to educate each student. The budget takes into account the district's number of low-income, special-education, and English-learner students. The formula then calculates the district's "fair share," which is the amount a district can contribute to their adequacy budget through local property taxes. The fair share is then subtracted from the adequacy budget, resulting in the final state equalization aid.[94]

As part of a slate of reforms to transfer more autonomy to schools and principals, New York City public schools are transitioning to a weighted student-funding system. The largest funding stream in New York City's school budget are Fair Student Funding dollars, which are used by schools to cover basic instructional needs and are allocated to each school based on the number of students enrolled at that school and their level of need.[95] New York uses 26 different student-need categories, including English language learners, special education, and low-income students.[96] Principals have complete control over all money allocated to schools through Fair Student Funding.

Former Ohio Gov. Ted Strickland (D) proposed the Ohio Evidence-Based Model, or OEBM, which connected a reform plan anchored in research-based programs that result in academic success with the appropriate funding to run them. For example, OEBM funded universal, full-day kindergarten at the same level as other grades. Recognizing the central importance of teachers and the challenge that low-income districts face in recruiting high-quality teachers, OEBM also provided additional funding for teacher compensation using the Ohio Instructional Quality Index, which factored in the wealth of a community, the poverty of students residing in the district, and the educational attainment of the adult population within the district. Because research has shown that small class sizes are beneficial in kindergarten through third grade , OEBM reduced class sizes for those grades. While this model is no longer in effect, we have included it in this study since it is one of few examples of resource accountability tied to the provision of specific services rather than specific dollars.[97]

Encouraging financial efficiency

Some states are using incentives or accountability mechanisms to promote consideration of the impact and efficiency of funding decisions.

New Mexico requires schools to monitor the return on investment for interventions in underperforming schools and to shift strategies if they are not seeing results. The state conducts annual monitoring through the budgeting process and also works to identify and replicate interventions that are showing strong effectiveness.[98] New Mexico also created one of the first funding formulas weighted based on student needs in the country in 1974. This formula separated student funding from property tax values and allocated dollars based on a set of identified student needs, providing additional resources to high-need students such as English language learners and students with special needs.[99]

New York recently began offering district management efficiency grants—a program that, according to the grant language, "rewards school districts that have implemented innovative strategies to improve the overall efficiency of school district management, while maintaining or improving student achievement."[100] Districts in the state can apply for the grant by creating a plan for cost savings in their districts. Twelve districts received the grants in 2013, after identifying more than $9 million in cost savings.[101]

Since 2003, Virginia has been conducting district-level fiscal analysis in order to "realize cost savings in non-instructional areas in order to redirect those funds toward classroom activities."[102] Outside consultants conduct the analysis for the districts, and both the state and the district share the costs. Since the program began, more than 30 districts in Virginia have gone through the program with more than $40 million in estimated savings.[103]

Professional accountability for teachers and leaders

In the past two decades, research has shown that students who receive high-quality teaching learn more. In fact, the effectiveness of a teacher is the single most powerful in-school variable for students.[104]

States have responded to this research by focusing on teacher effectiveness. They are developing and implementing policies that set high expectations for teaching practice, provide support to help teachers reach those standards, and hold teachers accountable for meeting that high bar. From teacher preparation and licensure to teacher evaluation and tenure, there has been a sea change in policy as it relates to the education profession. For example, in December 2012, a task-force of chief state school officers released a report titled "Our Responsibility, Our Promise,"[105] outlining strategies for examining and transforming how we prepare teachers and principals so that they can provide instruction and organize learning environments to help students reach heightened expectations. Twenty-five states have agreed to advance the recommendations included in the report to improve teacher preparation.[106]

Recognizing the need for effective school and district leadership, states are increasingly supporting principal and other school leader development as critical to school improvement.

Approval and accreditation of teacher-preparation programs

States are focusing on teacher preparation as a key leverage point to raise teacher effectiveness—through raising the selectivity of the programs, encouraging robust clinical training, providing programs better data about their graduates, and ultimately using those data to improve programs.

Delaware is moving to create a more selective and rigorous teacher-preparation sector. Under a recent law, teacher candidates must now have a 3.0 GPA or pass an academic skills test to enter a teacher-preparation program. Before graduating from the program, candidates must pass a more challenging test of content knowledge and must demonstrate teaching effectiveness through a performance assessment. Delaware also underscored the importance of clinical training by requiring an ongoing residency that requires working with a cooperating teacher and a range of teaching experiences such as participating in parent-teacher conferences and teaching students while being observed.

Louisiana started aligning teacher preparation with the needs of K-12 schools in the mid-1990s. The state formed the Blue Ribbon Commission for Educational Excellence, a task force of 36 members—including state, business, university, K-12, and community leaders—that was charged with recommending improvements to university-based teacher-training programs in the state to help raise the quality of Louisiana's teacher workforce. In 2006, teacher-training institutions received the first report that linked graduates of their programs to student achievement. As data about teacher preparation emerged, programs were rated on a five-point scale, with one being the most effective and five the least effective. The Louisiana Board of Elementary and Secondary Education created a policy to require those teacher-preparation organizations with scores of four or five to enter what is termed "programmatic intervention," which required organizations to develop and implement plans to address the weaknesses in program content.[107]

Massachusetts overhauled their regulations for educator preparation in 2012 and approved new standards for teachers and administrators that mirror the standards for effective practice embedded in the educator evaluation rubric. The new program review process focuses more on output measures in the classroom, such as employer data and program-completer effectiveness. In addition, the state raised standards for entry into the profession by requiring a series of assessments of academic skills, subject matter, and performance assessment for teacher entry and licensing. To encourage teacher preparation graduates to teach in high-need fields, the state has provided tuition incentives for academically successful students in high-need fields to become teachers.

In early 2014, both New Mexico and Texas piloted a model to evaluate teacher-preparation programs designed by the National Council on Teacher Quality. Unlike national accreditation, this inspectorate process—operated by the Tribal Group from Britain—evaluates the quality of training. Inspectors look specifically at selectivity, content knowledge, and clinical practice. At the end of a four-day review, inspectors will present their findings to provide institutions and the states information on the effectiveness of programs so they can decide whether to continue approval to operate.

Rhode Island is also collecting data from teacher-evaluation systems and reporting the data back to the institutions where teachers were trained. It will be using these data to inform approval of teacher-preparation programs in the state.

In 2013, Tennessee provided feedback information to educator preparation providers that included value-added scores of individual program completers disaggregated by the types of students in each completer's classroom. This policy change allowed programs to assess the effectiveness of individual programs and licensure tracks within an institution of higher education or alternative prep program. In addition, the state provided training modules for pre-service teachers and faculty to understand the value-added system and reports.

Raising the bar for teacher licensure

Some states are reimagining licensure as a meaningful signal of teacher effectiveness rather than as a measure of teaching experience and educational attainment.

In April, Georgia adopted a new, tiered licensure model that was phased in starting in July.[108] Before starting their student teaching, prospective teachers from a university or alternative certification program will earn a preservice certificate by passing a more rigorous content-knowledge exam and a subject-specific performance assessment, as well as a background check and ethics test. The induction certificate for new teachers will last three years, during which time the teacher must be rated proficient or exemplary on two out of three evaluations. The professional certificate is a five-year renewable license. To renew, a teacher must earn a proficient or exemplary rating on their evaluation for four out of five years. The expectation is that every teacher will earn a professional certificate.

There is also an advanced certificate with two pathways within that category. The first is the advanced professional pathway for highly effective master teachers who have earned an exemplary evaluation rating and have an advanced degree or are National Board-certified. The second is a lead professional pathway for teachers who have earned an exemplary evaluation rating and who wish to take on roles primarily working with adult learners such as mentoring, induction, and clinical faculty.[109]

Massachusetts is creating a comprehensive system of supports and requirements for educator knowledge and skills, with high standards for entry implemented through a series of assessments of academic skills and subject matter for teacher entry and licensing. The state also implemented performance assessments for licensure for both teachers and administrators. At the same time, the state now requires induction programs offered by trained mentors for both beginning teachers and administrators to provide support.[110]

Use of selection, retention, and tenure

Some states are placing teacher—and principal—effectiveness at the center of new policies that encourage highly effective professionals to stay in the classroom, teach in subject areas with a shortage of teachers, and lead in high-need schools.

In Colorado, tenure is a right that can be earned and unearned. Teachers must receive three consecutive years of positive evaluations to earn tenure, which guarantees them an appeals process before they can be fired. Teachers will lose tenure if they receive two ineffective ratings in a row. At the same time, safeguards such as an appeals process ensure that tenure is not removed capriciously.

Delaware has leveraged its evaluation system to retain effective teachers and principals through the Delaware Talent Cooperative, which provides retention awards to highly effective teachers and leaders willing to work and stay in high-need schools.[111]

The District of Columbia Public Schools system, or DCPS, has a Leadership Initiative for Teachers, or LIFT, a five-stage career-ladder system that increases opportunities and responsibilities for excellent teachers, as well as offering salary increases. Teachers progress up the LIFT ladder by earning effective or highly effective ratings, and DCPS raises the bar required to progress each step on the ladder. LIFT has four goals:

1. Retain top performers in the classroom

2. Reward experience by requiring a minimum of six years of experience before teachers can reach the top level of expert teacher

3. Broaden recognition for highly effective and effective teachers

4. Increase career stability because once a teacher reaches a particular stage, they will not revert to a previous one

Massachusetts provides tuition incentives to academically successful teacher candidates who maintain a 3.0 GPA in college and commit to teaching in a high-need field for two years in Massachusetts public schools. The state also offers a scholarship program for qualified high school students who are interested in teaching. The program provides four-year tuition and fees scholarships.[112]

Supporting teaching effectiveness through better professional development

As nearly every state is overhauling its evaluation systems, states—and some districts—are working to connect the information gleaned from evaluation to professional development in order to help improve teacher and principal effectiveness.

Delaware is developing a cohesive teacher pipeline. The state requires and funds multiyear new-teacher induction, makes program completion a requirement for licensure advancement, and requires three years of support for new teachers. The state also provides funding for mentors for beginning teachers[113] and principals. Delaware has also leveraged its evaluation system to inform teacher and principal preparation and development through the new Evaluation Report System database.[114]

Beyond supports for new teachers, the state Department of Education also maintains ongoing professional development opportunities for teachers through a set of approved professional development groups. These groups include subject-matter networks such as the Delaware Reading Project, Writing Project, and Science Coalition. Outside of subject-area expertise, Delaware also supports groups in response to intervention and positive behavior supports. Following the state's

Common Core State Standards adoption, it also launched an initiative led by a group of effective teachers across the state to develop materials and supports for job-embedded professional development around the new standards.

Teachers in Massachusetts create and maintain individual professional development plans as a requirement for license renewal. During the summer, the state offers free professional development around high standards, instructional practices, and rigorous curriculum.[115] Teachers are also encouraged and enabled to participate in professional development opportunities throughout the year.[116]

North Carolina created an online module for teachers that guides educators through the evaluation process and provides detailed information on each of the evaluation standards and its indicators. The system automatically links educator evaluation with professional development by recommending customized professional development—both virtual and in-person—depending on observation and evaluation results. Teachers who receive ratings on specific standards that are below proficient must develop a professional-development plan that specifically addresses these areas. Principals will have access to an interface that allows them to track the professional development that their staff is pursuing.

As one of the few districts to focus on the role of principal supervisors, Denver Public Schools took steps to enhance the capacity of the central office to coach and support principals whose schools were underperforming in 2010.[117] The district regrouped 20 of its lowest-performing schools geographically into two clusters and appointed an instructional superintendent and a deputy instructional superintendent to supervise each cluster of schools. This effectively reduced the number of campuses and principals for which each supervisor was responsible to five, significantly lower than the typically assigned amount.

The district also developed the Denver School Leadership Framework, a shared definition of leadership practices that serve as the criteria for principal evaluation.[118] The framework comprises leadership expectations around culture, equity, instruction, and human resources. Additionally, there are expectations around strategic, organizational, and community leadership. Principals self-assess, set goals in these areas, and meet twice annually with their evaluators. During the mid-year meeting, principals and evaluators collaboratively agree on target areas and plan for professional growth. Each principal must have a professional growth

plan in which target areas and goals are identified and professional development plans are articulated. Additionally, principals are allowed to self-select into affinity groups of approximately 15 school leaders who have come together around a particular problem or practice.

DCPS developed an educator portal that provides individualized professional development for teachers based on the results of their IMPACT evaluation, DCPS' teacher evaluation system. DCPS also developed IMPACT for school leaders. In anticipation of that rollout, DCPS doubled the number of instructional superintendents in order to facilitate greater support for campus principals, including more observation and feedback, as well as opportunities for school clusters to meet more regularly for customized professional development. According to Hilary Darilek, the deputy chief of the DCPS Principal Effectiveness Team, "The goal was to move the superintendent role from a compliance-based position to one where the superintendent could observe and support principals and have a consistent and significant presence in schools."[119]

As a pilot district for a new teacher-leadership model, Charlotte-Mecklenburg Schools, or CMS, in North Carolina created a teacher-leader support structure to assist principals with instructional leadership activities. Public Impact, an education policy think tank in Chapel Hill, is working with CMS to implement an opportunity culture across a subset of schools.[120] In this model, highly effective teachers assume formal leadership roles such as instructional facilitator. Teacher leaders can assist the principal in the observation process and provide coaching feedback to teachers.

CMS has focused principal professional development on coaching strategies needed to implement their teacher evaluation system. CMS has added district-level professional development focused on coaching and how to have conversations with teachers about changing practices. For example, principals are trained on how to differentiate their coaching strategies with teachers based on whether performance problems are the result of a lack of skill or a lack of will. Teachers who have performance deficits but a strong work ethic and desire to improve require a different coaching approach than teachers who have the requisite instructional knowledge but lack the motivation to do the work.

Challenges to implementing next-generation accountability

Based on our review of the landscape with respect to the movement of states and districts toward elements of what we have broadly called a next-generation accountability system, we have identified some barriers that states, districts, and schools must overcome. Federal, state, and local policymakers must work to support efforts to move beyond these challenges. Key challenges include transitioning to new assessments; developing, implementing, and validating richer measures of student and school success; implementing school-quality improvement systems; enforcing resource accountability; and strengthening the teaching profession.

Transitioning to new assessments

Students, parents, and teachers are understandably weary of the overemphasis on assessments—particularly low-quality assessments that can lead to drill and kill instruction methods. As states and districts move to implement more rigorous standards and assessments, there will inevitably be a rocky road during the transition period as curriculum, textbooks, and, most importantly, instruction are recalibrated to align with the new standards and assessments. There will likely be a drop in the number of students scoring on grade level as students, teachers, and systems adjust to the new standards. This can—and indeed has—led to political backlash against the new standards and the new assessments. Both CCSSO and the Center for American Progress have published recommendations for state and district leaders on how to convey the importance of the new standards and assessments and smooth the transition as they are merged into instruction.

In addition, innovation in assessment techniques, such as the efforts to develop performance-based assessments, can be expensive and may feel like more, not less, testing for students and parents. Ensuring that performance-based assessments are valid, reliable, and comparable across schools will also be challenging. Policymakers will need to invest in research and development efforts and support evaluations of their effectiveness.

Developing, implementing, and validating richer measures of student and school success

States are exploring new ways to assess learning outcomes for students and schools—assessments that go beyond the large-scale measures of achievement in math and English language arts used by states today. They are looking for ways to assess deeper learning outcomes through, for example, richer, performance-based assessments and tests of 21st century skills such as communication, collaboration, and higher-order thinking.

In this work, states face a host of barriers, not the least of which is that assessments of this type are still in development. Additionally, states, schools, and districts face the challenge of developing, implementing, and validating new assessments while also managing the implementation of the current suite of assessments required by state and federal law. As states begin relying on these new types of assessments, they will need to work with the U.S. Department of Education to have the flexibility to determine which assessments should be required as part of a state's comprehensive system and how to use these new measures for federal accountability purposes.

Implementing school-quality improvement systems

School-quality review systems will require a corps of professionals—whether they are third-party experts or peer educators—who are trained and qualified to offer support to schools. This will require new training programs and more robust career pathways for highly effective teachers to be put in place.

Enforcing resource accountability

Multiple barriers impede implementation of a strong resource accountability system. School finance is always an area fraught with peril for policymakers, and efforts to shift funding from one district or school to another invariably encounter rough political waters. Efforts to transform school financing systems through the adoption of weighted student-funding models, for example, must therefore be accompanied by a concurrent focus on transparency around school spending and increased accountability for results from the adults at the state, district, and school levels who actually spend the money.

Unfortunately, most data systems do not support a return on investment analysis to promote efficiency. Often, outcome data are not in the same system as spending data. Education accountability systems at the federal, state, and local level must ensure transparency, eliminate factors that mask disparities, such as the use of average teacher salaries district-wide instead of school-level salaries, and focus on using the funding in the most effective manner.

Strengthening the teaching profession

State policies around approving teacher-preparation programs lack rigor. As a result, there is a proliferation of poor quality teacher-preparation programs with low entry standards. Weak policies for licensure and tenure can also be barriers to ensuring that highly effective teachers enter and remain in the profession. State and district policies will need to change to allow for advancement opportunities for teachers.

Schools are not typically structured to support on-site, embedded professional development, and as a result, teachers often do not have sufficient time to engage in professional development, collaborate around instruction, or prepare for their classes. This will require rethinking school schedules, including the length of school days and years. States and districts also will need to dedicate resources to developing a corps of principals and teacher leaders to model good instruction and help with reviews of teacher practice.

System coherence

As described in this paper, many states have incorporated various aspects of the five broad categories of current movement in accountability reform: measuring progress toward college and career readiness; diagnosing and responding to challenges through school-based quality improvement; state systems of support and intervention; resource accountability; and professional accountability for teachers and leaders. Importantly, to ensure that these reforms actually lead to improved outcomes for students without creating unintended consequences or adverse incentives, states should implement accountability reforms with attention to how various aspects of the system work together to improve student outcomes.

The following descriptions provide examples of how states can tie together multiple components simultaneously in an effort to achieve greater system coherence.

As part of Kentucky's accountability system, the state is using a rich and varied set of measures for school performance, including the percentage of teachers and principals rated highly on the state's evaluation system. The state's Unbridled Learning accountability model[121] combines multiple system components, including measures of next-generation learners, next-generation instructional programs and support, and next-generation professionals. Kentucky uses this weighted combined score for accountability classifications—including distinguished, proficient, needs improvement and reward, priority, focus, and progressing—and reporting.

Under the next-generation learners component, which makes up 70 percent of combined score, the state relies on multiple measures of student learning. These include student achievement level, growth, performance gaps between subgroups, college and career readiness via ACT scores, and graduation rate.

Through the next-generation instructional programs and support component—which makes up 20 percent of the composite score—the state incorporates student performance in subjects other than English language arts and math through a multistep program review process.[122] Schools first self-assess evidence related to their curriculum, instruction, assessments, and teacher and leader development and monitoring. Districts then create a district improvement plan, leveraging the schools' self-reports, which they submit to the state for validation.

Lastly, under the next-generation professionals component—currently being piloted but eventually designed to count as 10 percent of the composite score—the state will incorporate teacher and principal effectiveness ratings into its district and school performance determinations. The state will also implement a series of strategies to support districts and schools in reaching their effectiveness targets such as supporting their use of data to acquire, professionally develop, retain, and equitably distribute effective teachers and leaders.[123] Kentucky is the only state that uses teacher effectiveness as part of its evaluation of school and district performance.

Kentucky also developed multiple strategies to enhance district- and school-based accountability and targeted intervention. All schools and districts must develop a rigorous diagnostic review process, both for priority and focus schools, as well as specific programs. As part of this review process, schools must solicit and incorporate community input. In addition to district resources and supports, the state also provides a cross-functional team to review improvement plans and give feedback on them. In their ESEA waiver, the state also identified 17 percent of all schools as either highest performing or fastest improving.[124] In addition to recognition and rewards, those schools will have the opportunity to partner with lower-performing schools to share their best practices.

Beyond more conventional state supports, Kentucky also evaluates its state's needs and responds to them. For example, Kentucky is partnering with the University of Louisville to provide targeted professional development for teachers regarding the needs of English language learners.[125] The state is also offering literacy support to special education teachers.

Massachusetts has prioritized district and school support, as well as professional accountability. The state provides a diverse range of support services to priority and focus schools. State teams assist both low-performing schools and low-performing districts, helping the latter to create infrastructure, processes, and capacity to better support their schools. The teams also build capacity at a school level by coaching principals and lead teachers on topics such as understanding and using student growth data.[126] In addition to state teams, the state also highlights high-performing and high-growth schools and leverages their experience to improve low-performing schools. The state matches these Commendation schools with lower-performing schools that share similar demographic and performance profiles.

In terms of professional accountability, Massachusetts has overhauled its teacher-preparation program approval process to focus on graduate effectiveness in the classroom. In addition, the state raised standards for entry into the profession by requiring a series of assessments of academic skills, subject matter, and performance assessment for teacher entry and licensing. To encourage teacher preparation graduates to teach in high-need fields, the state provided tuition incentives for academically successful students in high-need fields to become teachers. Massachusetts also developed a robust system of evaluation and support within the classroom. Districts base tenure decisions in part on teacher effectiveness data, which is also publicly reported at the school level.[127]

New Hampshire is advancing multiple components of accountability reform that are aligned to the state's vision for engaging all students in meaningful learning opportunities that achieve college- and career-readiness outcomes. The state raised the bar for all students by defining college and career-readiness to encompass the knowledge, skills, and work-study competencies that students need for postsecondary and lifelong success. Aligned with this definition, the state's approved ESEA waiver[128] detailed an accountability system based on multiple measures of student progress, including student achievement, growth, achievement gaps, and graduation rates.

The state also implemented a system of statewide networks on technical assistance, knowledge, and innovation to support districts in diagnosing and responding to challenges and promoting continuous improvement based on these outcome indicators. Furthermore, to promote more meaningful measures of student learning, the state is implementing Smarter Balanced assessments

statewide and is also providing leading districts the opportunity to propose locally designed systems of performance-based assessments as part of the PACE pilots described earlier in this paper.[129] The state intends to incorporate these broader assessment data as part of its accountability determinations for schools, districts, and—through the already statewide use of student learning objectives that will be tied to student competencies—for both student promotion and educator effectiveness determinations.

Lastly, to mitigate the increased capacity demands on both the state and its districts, the state is leading efforts designed to ensure high-quality implementation, including professional development institutes, regional scoring sessions, practitioner assessment experts, and a required peer-review process for auditing and adjusting system performance. Meanwhile, the state will not back away from rigorous interventions for low-performing schools and will continue to identify and provide support to priority and focus schools and districts as described in its ESEA waiver.

Conclusion

States are actively creating and implementing new ways to advance accountability systems that provide the resources necessary for system improvement while holding all stakeholders accountable for student success. Patterns across state accountability reforms can be categorized into five broad areas of movement:

- Measuring progress toward college and career readiness through multiple measures and more robust systems of assessment
- Measuring and supporting school-based quality improvement
- Rethinking state systems of support and intervention for struggling schools
- Promoting resource accountability
- Promoting professional accountability of teachers and leaders

While innovation in one or two of the above categories represents a desire to move beyond status quo, states should take care that their reforms do not create unintended consequences or adverse incentives for various stakeholders in the system. Rather, states should ensure that accountability reforms affect student outcomes in a positive direction by designing their system for coherence and continuous improvement in a way that does not mask gaps in progress by individual groups of students. States can achieve this by creating a theory of action that articulates how the goals of the accountability system drive key design decisions and which supports and interventions will be given at various system levels to provide capacity along the way.[130]

Methodology

In developing this overview of state action on accountability, we reviewed the work that states—and in some cases districts—are already doing to move their accountability systems forward. This report provides an overview of the landscape, but it is not fully inclusive of the variety of state approaches to accountability.

We did not detail the new grading systems in place or their treatment of subgroup performance, but we plan to do so in a separate paper. We focused primarily on states that received ESEA flexibility waivers, but we did not limit our sample to waiver states and included some district-level examples where state examples did not exist. We reviewed state flexibility plans to write this report, but we also relied on our own knowledge of work in the field.

This paper is the first in a series of work from the Center for American Progress on accountability. The Center for American Progress and the Council of Chief State School Officers partnered on this project in order to bring greater transparency and recognition to the innovative work being done at the state level.

Acknowledgements

We wish to thank The Eli and Edythe Broad Foundation and The William and Flora Hewlett Foundation for their sponsorship of this publication as well as their ongoing support of our education programs. The thoughts and opinions presented in this report are those of the Center for American Progress and the Council of Chief State School Officers alone, and do not necessarily represent the opinions of the foundations.

We also wish to express our gratitude to Sarah Rosenberg for providing much of the research and writing for the report, as well as shepherding the report through its many iterations. We would also like to thank the many others at the Center for American Progress and the Council of Chief State School Officers who provided a great deal of research assistance and generous feedback.

Endnotes

1 Jeremy Ayers and others, "A Way Forward: A Progressive Vision for Reauthorizing the Elementary and Secondary Education Act" (Washington: Center for American Progress, 2011), available at http://www.americanprogress.org/issues/education/report/2011/06/14/9847/a-way-forward/.

2 Sam Dillon, "Experts Say a Rewrite of Nation's Main Education Law Will Be Hard This Year," *The New York Times*, January 28, 2010, available at http://www.nytimes.com/2010/01/29/education/29child.html?module=Search&mabReward=relbias%3Aw%2C%7B%221%22%3A%22RI%3A5%22%7D&_r=0.

3 Council of Chief State School Officers, "Principles and Processes for State Leadership on Next-Generation Accountability Systems," available at http://www.ccsso.org/Resources/Publications/Principles_and_Processes_for_State_Leadership_on_Next-Generation_Accountability_Systems.html (last accessed August 2014).

4 Ibid.

5 U.S. Department of Education, "Bringing Flexibility & Focus to Education Law: Supporting State and Local Progress," available at http://www.ed.gov/sites/default/files/supporting-state-local-progress.pdf (last accessed September 2014).

6 Council of Chief State School Officers, "Recommendations from the CCSSO Accountability Advisory Committee" (2014), available at http://www.ccsso.org/Documents/CCSSO-Accountaiblity%20Advisory%20Committee%20Final%20for%20Website.pdf.

7 Janet Y. Thomas and Kevin P. Brady, "Chapter 3: The Elementary and Secondary Act at 40: Equity, Accountability, and the Evolving Federal Role in Public Education," *Review of Research in Education* 29 (51) (2005): 51–67.

8 U.S. Senate Committee on Health, Education, Labor, & Pensions, "Harkin Statement at the HELP Committee Hearing, 'No Child Left Behind: Early Lessons from State Flexibility Waivers,'" available at http://www.help.senate.gov/newsroom/press/release/?id=a63ca5a2-ded7-4530-997a-4048f01fee58 (last accessed September 2014).

9 New America Foundation, "No Child Left Behind - Overview," available at http://febp.newamerica.net/background-analysis/no-child-left-behind-overview (last accessed August 2014).

10 *No Child Left Behind Act of 2001*, Public Law 107-110, 107th Cong., 1st sess. (January 8, 2002).

11 Ibid.

12 U.S. Department of Education, "States Granted Waivers From No Child Left Behind Allowed to Reapply for Renewal for 2014 and 2015 School Years," Press release, August 29, 2013, available at http://www.ed.gov/news/press-releases/states-granted-waivers-no-child-left-behind-allowed-reapply-renewal-2014-and-201.

13 Council of Chief State School Officers, "Principles and Processes for State Leadership on Next-Generation Accountability Systems," available at http://www.ccsso.org/Documents/2011/Principles%20and%20Processes%20for%20State%20Leadership%20on%20Next-Generation%20Accountability%20Systems%20(Final)%20(2).pdf (last accessed September 2014).

14 U.S. Department of Education, "ESEA Flexibility," available at http://www2.ed.gov/policy/elsec/guid/esea-flexibility/index.html (last accessed August 2014).

15 Catherine Gewertz and Andrew Ujifusa, "National Landscape Fragments as States Plan Common-Core Testing," *Education Week*, May 20, 2014, available at http://www.edweek.org/ew/articles/2014/05/21/32assessment_ep.h33.html.

16 Center for K-12 Assessment & Performance Management at ETA, "Coming Together to Raise Achievement: New Assessments for the Common Core Standards" (2012), available at http://www.k12center.org/rsc/pdf/Coming_Together_April_2012_Final.PDF.

17 Gewertz and Ujifusa, "National Landscape Fragments as States Plan Common-Core Testing."

18 Ibid.

19 Ross Brenneman, "Performance Assessment Re-Emerging in Schools," *Education Week Teacher*, March 4, 2014, available at http://www.edweek.org/tm/articles/2014/03/05/ndia_performanceassessment.html.

20 New Hampshire Department of Education, "Executive Summary: Enriching New Hampshire's Assessment and Accountability Systems through Quality Performance Assessment" (2013), available at http://www.education.nh.gov/assessment-systems/documents/executive-summary.pdf.

21 Ibid.

22 Maine Department of Education, "What is Proficiency-Based Education?," available at http://www.maine.gov/doe/proficiency/about/proficiency-based.html (last accessed August 2014).

23 *An Act to Prepare Maine People for the Future Economy,* S.P. 439, 125 Maine Legislature. 1 sess. (2011), available at http://www.mainelegislature.org/legis/bills/getPDF.asp?paper=SP0439&item=1&snum=125.

24 Council of Chief State School Officers, "Innovation Lab Network," available at http://www.ccsso.org/What_We_Do/Innovation_Lab_Network.html (last accessed August 2014).

25 Mark Ehlert, "Choosing the Right Growth Measure," *Education Next* 14 (2) (2014), available at http://educationnext.org/choosing-the-right-growth-measure/.

26 U.S. Department of Education, "ESEA Flexibility."

27 Jeremy Ayers and Isabel Owen, "No Child Left Behind Waivers: Promising Ideas from Second Round Applications" (Washington: Center for American Progress, 2012), available at http://www.americanprogress.org/issues/education/report/2012/07/27/11815/no-child-left-behind-waivers/.

28 U.S. Department of Education, *New Mexico ESEA Flexibility Request* (2012), available at https://www2.ed.gov/policy/eseaflex/approved-requests/nmrequestp3.pdf.

29 Oregon Department of Education, "New Report Cards Focus on Growth and Student Outcomes," available at http://www.ode.state.or.us/news/announcements/announcement.aspx?=9408 (last accessed August 2014).

30 Georgia Department of Education, "2014 CCRPI Indicators" (2014), available at http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Documents/2014%20CCRPI%20Indicators%2004.01.14%20v2.pdf.

31 Louisiana Department of Education, "School Performance Scores," available at https://www.louisianabelieves.com/accountability/school-performance-scores (last accessed August 2014).

32 State of New Jersey Department of Education, "ESEA Waiver Request from New Jersey" (2012), available at https://www2.ed.gov/policy/eseaflex/approved-requests/nj.pdf.

33 Ibid.

34 The Education Trust, "NCLB Waiver Summary: Minnesota" (2012), available at http://www.edtrust.org/sites/edtrust.org/files/Minnesota_AccountabilitySummary_FINAL_2_29_12.pdf.

35 Public Schools of North Carolina, "Standards of Quality and Verification Process for High School Accountability" (2012), available at http://www.dpi.state.nc.us/docs/accountability/testing/eoc/gradproject14.pdf.

36 Rhode Island Department of Education, "The Rhode Island Diploma System," available at http://www.ride.ri.gov/StudentsFamilies/RIPublicSchools/DiplomaSystem.aspx (last accessed August 2014).

37 Ibid.

38 U.S. Department of Education, *Wisconsin ESEA Flexibility Request* (2012), available at http://oea.dpi.wi.gov/files/oea/pdf/Wi%20ESEA%20Flexibility%20Request%20Approved.pdf.

39 Linda Darling-Hammond, Gene Wilhoit, and Linda Pittenger, "Accountability for College and Career Readiness: Developing a New Paradigm," *Education Policy Analysis Archives* 22 (86) (2014), available at http://epaa.asu.edu/ojs/article/view/1724/1334.

40 Craig D. Jerald, "On Her Majesty's School Inspection Service" (Washington: Education Sector, 2012), available at http://www.educationsector.org/sites/default/files/publications/UKInspections-RELEASED.pdf.

41 U.S. Department of Education, *Kentucky ESEA Flexibility Request* (2012), available at http://education.ky.gov/school/Documents/NCLB%20Waiver.pdf.

42 Kentucky Department of Education, "Program Reviews," available at http://education.ky.gov/curriculum/pgmrev/Pages/default.aspx (last accessed September 2014.)

43 U.S. Department of Education, *Kentucky ESEA Flexibility Request*.

44 Missouri Department of Elementary & Secondary Education, "Comprehensive Guide to the Missouri School Improvement Program" (2014), available at http://dese.mo.gov/sites/default/files/MSIP-5-comprehensive-guide-3-13_1.pdf.

45 Missouri Department of Elementary & Secondary Education, "Missouri School Improvement Program: Support and Intervention" (2014), available at http://dese.mo.gov/sites/default/files/MissouriSchoolImprovementPlan.pdf.

46 Ohio Department of Education, "Diagnostic Review," available at http://education.ohio.gov/Topics/School-Improvement/Diagnostic-Review (last accessed August 2014).

47 Rhode Island Department of Education, "School Transformation: Providing Intervention, Monitoring, and Support to Schools," available at http://www.ride.ri.gov/InformationAccountability/Accountability/SchoolTransformation.aspx (last accessed August 2014).

48 NYC Department of Education, "Overview: Quality Review," available at http://schools.nyc.gov/Accountability/tools/review/Process/Overview/default.htm (last accessed August 2014).

49 Maureen Kelleher, "New York City's Children First: Lessons in School Reform" (Washington: Center for American Progress, 2014), available at http://cdn.americanprogress.org/wp-content/uploads/2014/03/NYCeducationReport.pdf.

50 New York State Education Department, "ESEA Flexibility Request" (2012), available at https://www2.ed.gov/policy/eseaflex/approved-requests/ny.pdf..

51 Daniel C. Humphrey and others, "Peer Review: Getting Serious About Teacher Support and Evaluation" (San Francisco, CA: The Stuart Foundation, 2011).

52 New Hampshire Department of Education, "Executive Summary."

53 New York State Education Department, "Distinguished Educators Program," available at http://www.p12.nysed.gov/accountability/de/home.html (last accessed August 2014).

54 Kentucky Department of Education, "Unbridled Learning Accountability Model (With Focus on the Next-Generation Learners Component)" (2012).

55 U.S. Department of Education, *New Mexico ESEA Flexibility Request*.

56 U.S. Department of Education, *Wisconsin ESEA Flexibility Request* (2012), available at http://oea.dpi.wi.gov/files/oea/pdf/Wi%20ESEA%20Flexibility%20Request%20Approved.pdf.

57 U.S. Department of Education, *California Office to Reform Education: Local Educational Agencies' Request for Waivers under Section 9401 of the Elementary and Secondary Education Act of 1965* (2012), available at http://www2.ed.gov/policy/eseaflex/approved-requests/corerequestfullredacted.pdf.

58 U.S. Department of Education, *New Mexico ESEA Flexibility Request* (2012), available at http://www2.ed.gov/policy/eseaflex/approved-requests/nm.pdf.

59 U.S. Department of Education, *Oklahoma will be C³ by 2020: All children will graduate from high school College, Career, and Citizen Ready by 2020* (2012), available at https://www2.ed.gov/policy/eseaflex/approved-requests/ok-amendment.pdf. Note: Oklahoma ESEA flexibility request.

60 Kimberly Beltran, "New Entity to Oversee, Support LCFF Accountability," Cabinet Report, November 22, 2013, available at https://cabinetreport.com/politics-education/new-entity-to-oversee-support-lcff-accountability.

61 Massachusetts Department of Elementary & Secondary Education, "Summary of Targeted Assistance Options," available at http://www.doe.mass.edu/apa/sss/dsac/services.pdf (last accessed September 2014).

62 Reform Support Network, "Turning Around the Lowest Achieving Schools," available at https://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/state-supports.pdf (last accessed September 2014); Public Schools of North Carolina, "Direct and School Transformation," available at http://www.dpi.state.nc.us/schooltransformation/ (last accessed August 2014).

63 Ben Jensen and Joanna Farmer, "School Turnaround in Shanghai" (Washington: Center for American Progress, 2013), available at http://cdn.americanprogress.org/wp-content/uploads/2013/05/ShanghaiReport-2.pdf.

64 U.S. Department of Education, *California Office to Reform Education: Local Educational Agencies' Request for Waivers under Section 9401 of the Elementary and Secondary Education Act of 1965*.

65 U.S. Department of Education, *ESEA Flexibility Request Massachusetts* (2012), available at https://www2.ed.gov/policy/eseaflex/approved-requests/ma.pdf.

66 U.S. Department of Education, *ESEA Flexibility Request* (2011), available at https://www2.ed.gov/policy/eseaflex/approved-requests/tnrequestamended072413.pdf. Note: Tennessee ESEA flexibility request.

67 Colorado Department of Education, "Turnaround Network," available at http://www.cde.state.co.us/accountability/turnaroundnetwork (last accessed August 2014).

68 Connecticut State Department of Education Turnaround Office, "Frequently Asked Questions" (2013), available at http://www.sde.ct.gov/sde/lib/sde/pdf/commissionersnetwork/csde_commissioners_network_faq.pdf.

69 Delaware Department of Education, *ESEA Flexibility Request Amendment Proposal* (2014), available at http://www.doe.k12.de.us/infosuites/ddoe/FlexFiles/ESEAFlexAmendmentProposalREVISED032714.pdf.

70 Lauren Morando Rhim and Sam Redding, eds., "The State Role in School Turnaround: Emerging Best Practices" (San Francisco, CA: The Center on School Turnaround, 2014), available at http://centeronschoolturnaround.org/wp-content/uploads/2014/01/The_State_Role_in_School_Turnaround.pdf.

71 State of New Jersey Department of Education, "ESEA Waiver Request from New Jersey" (2011), available at https://www2.ed.gov/policy/eseaflex/approved-requests/nj.pdf.

72 Florida Department of Education, "Florida State Application for FY13 SIG 1003(g) Funds" (2013), available at http://www2.ed.gov/programs/sif/apps2013/flapp13.pdf.

73 Ibid.

74 Lyndsey Layton, "In New Orleans, major school district closes traditional public schools for good," *The Washington Post*, May 28, 2014, available at http://www.washingtonpost.com/local/education/in-new-orleans-traditional-public-schools-close-for-good/2014/05/28/ae4f5724-e5de-11e3-8f90-73e071f3d637_story.html.

75 Louisiana Department of Education, "Recovery School District Legislatively Required Plan" (2006), available at *www.louisianaschools.net/lde/uploads/8932.doc*.

76 Louisiana Department of Education, "Our Approach," available at http://www.rsdla.net/apps/pages/index.jsp?uREC_ID=195270&type=d&pREC_ID=393783 (last accessed August 2014).

77 Public Impact, "Extraordinary Authority Districts: Design Considerations—Framework and Takeaways" (2014), available at http://www.ecs.org/html/NF2014/NF2014agendapresentations/Statewide-Recovery-Districts-Public-Impact.pdf.

78 Jessica Reed, "Learning from the Louisiana Example," Michigan Policy Network, May 20, 2014, available at http://www.michiganpolicy.com/index.php?option=com_content&view=article&id=1298:learning-from-the-louisiana-example-the-eaa-and-charter-schools&catid=35:k-12-education-policy-briefs&Itemid=117.

79 U.S. Department of Education, *Arkansas ESEA Flexibility Request* (2012), available at http://www2.ed.gov/policy/eseaflex/approved-requests/arreqamend712014.pdf.

80 Connecticut State Department of Education, "Alliance Districts," available at http://www.sde.ct.gov/sde/cwp/view.asp?a=2683&Q=334226 (last accessed August 2014); U.S. Department of Education, "Connecticut," available at http://www2.ed.gov/policy/elsec/guid/esea-flexibility/map/ct.html (last accessed August 2014).

81 U.S. Department of Education, "Illinois," available at http://www2.ed.gov/policy/elsec/guid/esea-flexibility/map/il.html.

82 Massachusetts Department of Elementary and Secondary Education, "Differentiated Recognition, Accountability, & Support" (2011), available at http://www.doe.mass.edu/apa/sss/turnaround/DRAS.pdf.

83 Oregon Education Investment Board, "Achievement Compacts: Questions and Answers" (2012), available at http://www.oregon.gov/Gov/OEIB/Docs/PFAchievementCompactsQandA.pdf?ga=t;

U.S. Department of Education, *ESEA Flexibility Request* (2012), available at http://www2.ed.gov/policy/eseaflex/approved-requests/or.pdf. Note: Oregon ESEA flexibility request.

84 Ken Green, chief district support officer, Tennessee Department of Education, interview with author, Washington, D.C., August 8, 2014.

85 U.S. Department of Education, *California Office to Reform Education: Local Educational Agencies' Request for Waivers under Section 9401 of the Elementary and Secondary Education Act of 1965*.

86 Mississippi Department of Education, "ESEA Flexibility Request" (2012), available at https://www2.ed.gov/policy/eseaflex/approved-requests/msamendreq72014.pdf.

87 U.S. Department of Education, *New Mexico ESEA Flexibility Request* (2012), available at https://www2.ed.gov/policy/eseaflex/approved-requests/nmrequestp3.pdf.

88 U.S. Department of Education, *ESEA Flexibility Request*. Note: Tennessee ESEA flexibility request.

89 Baltimore City Public Schools, "Adopted Operating Budget: Fiscal Year 2014" (2014), available at http://www.baltimorecityschools.org/cms/lib/MD01001351/Centricity/Domain/74/FY14-AdoptedBudget-CompleteBook.pdf.

90 Baltimore City Public Schools, "Fair Student Funding: What It Means for Your Child," available at http://www.baltimorecityschools.org/cms/lib/MD01001351/Centricity/domain/6625/pdf/20120316-FSF101-FINAL.pdf (last accessed September 2014).

91 California Department of Education, "Local Control Funding Formula Overview," available at http://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp (last accessed August 2014).

92 Syllabus to *Abbott v. Burke,* 199 NJ 140 (2009), available at http://www.edlawcenter.org/assets/files/pdfs/abbott-v-burke/M129309AbbottvBurke.pdf.

93 John Mooney, "Explainer: Abbot v. Burke, Changing the Rules for Funding Schools," NJ Spotlight, July 23, 2013, available at http://www.njspotlight.com/stories/13/0710/1649/.

94 School Board Notes, "A School Board Member's Guide to NJ's New School Funding Formula," available at http://www.njsba.org/sb_notes/20080124/faq.html (last accessed August 2014).

95 NYC Department of Education, "DOE Overview," available at http://schools.nyc.gov/AboutUs/funding/overview/default.htm (last accessed August 2014).

96 Lesli A. Maxwell, "New York School Funding: Is It Getting Fairer?" *Education Week,* April 10, 2013, available at http://blogs.edweek.org/edweek/District_Dossier/2013/04/new_york_schools_funding_is_it.html.

97 Ohio Department of Education, "Ohio's School Foundation Payment System: Pathway to Student Success (PASS) Form: An Evidence-Based Model" (2010), available at https://education.ohio.gov/getattachment/Topics/Finance-and-Funding/State-Funding-For-Schools/Financial-Reports/District-Payment-Reports/PASS-Summary-FY10-11v2.pdf.aspx.

98 U.S. Department of Education, *New Mexico ESEA Flexibility Request* (2012).

99 Jesse Levin and others, "Evaluation of Hawaii's Weighted Student Formula" (Washington: American Institutes for Research, 2013), available at https://www.hawaiipublicschools.org/DOE%20Forms/WSF/WeightedStudentFormulaEval061913.pdf.

100 Ulrich Boser, "Return on Investment: 2014: A District-by-District Evaluation of U.S. Education Productivity" (Washington: Center for American Progress, 2014), available at http://cdn.americanprogress.org/wp-content/uploads/2014/07/ROI-report.pdf.

101 New York State Governor's Office, "Governor Cuomo Awards Competitive Education Grants to Twelve Districts That Found More Than $9 Million in Efficiency Savings and Can Serve as Models to Other Districts," Press release, March 8, 2013, available at https://www.governor.ny.gov/press/03082013Competitive-Education-Grants-Awarded.

102 Boser, "Return on Investment: 2014: A District-by-District Evaluation of U.S. Education Productivity."

103 Virginia Department of Planning & Budget, "The Virginia School Efficacy Review Program," available at http://www.dpb.virginia.gov/school/index.cfm (last accessed August 2014).

104 Robert Gordon, Thomas J. Kane, and Douglas O. Staiger, "Identifying Effective Teachers using Performance on the Job" (Washington: Brookings Institution, 2006), available at http://www.brookings.edu/views/papers/200604hamilton_1.pdf; Raj Chetty, John N. Friedman, and Jonah E. Rockoff, "The Long-Term Impact of Teachers: Teacher Value-Added and Student Outcomes in Adulthood." Working Paper 17699 (National Bureau of Economic Research, 2011), available at http://obs.rc.fas.harvard.edu/chetty/value_added.pdf.

105 Council of Chief State School Officers, "Our Responsibility, Our Promise" (2012), available at http://www.ccsso.org/Documents/2012/Our Responsibility Our Promise_2012.pdf.

106 The states are: Arkansas, Colorado, Delaware, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Maine, Michigan, Missouri, Nebraska, New Hampshire, North Carolina, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Vermont, and Virginia. See Council of Chief State School Officers, "25 States Commit to Advancing Recommendations to Improve Educator Preparation," Press release, December 17, 2012, available at http://www.ccsso.org/News_and_Events/Press_Releases/25_States_Commit_to_Advancing_Recommendations_to_Improve_Educator_Preparation.html#sthash.8Tsgw7CQ.dpuf.

107 Jenny DeMonte, "Who is in Charge of Teacher Preparation?" (Washington: Center for American Progress, 2013), available at http://cdn.americanprogress.org/wp-content/uploads/2013/06/DeMonteTeacherPrepbrief-1.pdf.

108 Georgia Professional Standards Commission, "Understanding the 2014 Educator Certification Rule Changes" (2014), available at http://www.gapsc.com/Commission/policies_guidelines/Downloads/2014EducatorCertificationRuleChanges.pdf.

109 Georgia Partnership for Excellence in Education, "Top Ten Issues to Watch in 2014" (2014), available at http://www.gpee.org/fileadmin/files/PDFs/GPEE_Top_Ten_2014_Final.pdf.

110 New Teacher Center, "State Policy Review: Teacher Induction, Massachusetts" (2011), available at http://www.newteachercenter.org/sites/default/files/ntc/main/pdfs/StatePolicyReviews//Massachusetts.pdf.

111 White House and U.S. Department of Education, *Setting the Pace: Expanding Opportunity for America's Students Under Race to the Top* (2014), available at http://www.whitehouse.gov/sites/default/files/docs/settingthepacerttreport_3-2414_b.pdf.

112 Massachusetts Department of Higher Education, "Incentive Program for Aspiring Teachers Program," available at http://www.osfa.mass.edu/default.asp?page=aspireteacherswaiver (last accessed August 2014).

113 New Teacher Center, "Delaware" (2011), available at http://www.newteachercenter.org/state/delaware.

114 Ayers and Owen, "No Child Left Behind Waivers: Promising Ideas from Second Round Applications."

115 Massachusetts Department of Elementary & Secondary Education, "Professional Development: Resources and Tools for Educators," available at http://www.doe.mass.edu/pd/educators.html (last accessed September 2014).

116 Massachusetts Department of Elementary & Secondary Education, "Educator Evaluation," available at http://www.doe.mass.edu/edeval/ (last accessed August 2014).

117 Jennifer Gill, "Make Room for the Principal Supervisors" (New York, NY: Wallace Foundation, 2013), available at http://www.wallacefoundation.org/knowledge-center/school-leadership/district-policy-and-practice/Documents/Make-Room-for-the-Principal-Supervisors.pdf.

118 Denver Public Schools, "School Leadership Framework: The DPS School Leadership Framework," available at http://careers.dpsk12.org/school-leadership-framework/ (last accessed September 2014).

119 Lee Alvoid and Watt Lesley Black Jr., "The Changing Role of the Principal: How High-Achieving Districts are Recalibrating School Leadership" (Washington: Center for American Progress, 2014), available at http://cdn.americanprogress.org/wp-content/uploads/2014/06/PrincipalPD-FINAL.pdf.

120 Sharon Kebschull Barrett, "Charlotte's Project L.I.F.T. Flooded with Applications," Opportunity Culture, April 24, 2013, available at http://opportunityculture.org/charlottes-project-l-i-f-t-flooded-with-applications/.

121 Kentucky Department of Education, "Unbridled Learning Accountability Model (With Focus on the Next-Generation Learners Component)" (2012), available at http://education.ky.gov/comm/ul/documents/white%20paper%20062612%20final.pdf.

122 Melissa Mellor, "Kentucky's Next-Generation Instructional Programs and Support," *Policy Priorities* 20 (2) (2014): 5, available at http://www.ascd.org/publications/newsletters/policy_priorities/vol20/num02/Kentucky%27s_Next-Generation_Instructional_Programs_and_Support.aspx.

123 Kentucky Department of Education, "Next Generation Professionals Delivery Plan," available at http://education.ky.gov/COMMOFED/CDU/Pages/NxGenProfessionals.aspx (last accessed August 2014).

124 U.S. Department of Education, *Kentucky ESEA Flexibility Request*.

125 Ibid.

126 Massachusetts Department of Elementary & Secondary Education, "Summary of Targeted Assistance Options."

127 National Council on Teacher Quality, "2013 State Teacher Policy Yearbook: Massachusetts" (2013) http://www.nctq.org/dmsView/2013_State_Teacher_Policy_Yearbook_Massachusetts_NCTQ_Report.

128 U.S. Department of Education, *New Hampshire ESEA Flexibility Waiver* (2012), available at http://www.education.nh.gov/accountability-system/documents/flexibility-waiver-request20130605.pdf.

129 New Hampshire Department of Education, "NH Performance Assessment Network," available at http://www.education.nh.gov/assessment-systems/ (last accessed August 2014).

130 Council of Chief State School Officers, "Principles and Processes for State Leadership on Next-Generation Accountability Systems."

The Center for American Progress is a nonpartisan research and educational institute dedicated to promoting a strong, just and free America that ensures opportunity for all. We believe that Americans are bound together by a common commitment to these values and we aspire to ensure that our national policies reflect these values. We work to find progressive and pragmatic solutions to significant domestic and international problems and develop policy proposals that foster a government that is "of the people, by the people, and for the people."

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

Center for American Progress

CCSSO
Council of Chief State School Officers

the broad foundation education

1333 H STREET, NW, 10TH FLOOR, WASHINGTON, DC 20005 • TEL: 202-682-1611 • FAX: 202-682-1867 • WWW.AMERICANPROGRESS.ORG

Rating States, Grading Schools

What Parents and Experts say States Should Consider to Make School Accountability Systems Meaningful

Education Commission of the States

JUNE 2014

TABLE OF CONTENTS

Authors:

Marga Mikulecky
ECS Policy Analyst

Kathy Christie
ECS Vice President, Knowledge/Information Management & Dissemination

QUESTIONS? Contact kchristie@ecs.org

Designer:

Kym Bloom
ECS Print and Web Designer

Citation: Marga Mikulecky and Kathy Christie, *Rating States, Grading Schools: What Parents and Experts say States Should Consider to Make School Accountability Systems Meaningful* (Denver, CO: Education Commission of the States, May 2014).

This paper is available online at: www.ecs.org/docs/rating-states,grading-schools.pdf.

Note: American Samoa, Guam, Puerto Rico and the U.S. Virgin Islands are included in the ECS school accountability database, but their numbers are not included in this paper.

EXECUTIVE SUMMARY

Parents and policymakers have long sought to measure the quality of their public schools and to report that publicly in ways that are fair and equitable. In recent years, with a renewed focus on student outcomes, this effort has become a very public and sometimes acrimonious debate.

With this project, ECS sought to answer three key questions from various stakeholders in a way that assists parents and policymakers in creating school accountability systems or "report cards" that are transparent and effective.

The key questions we asked:

- ***Of researchers*** – Are the report cards easy to find?
- ***Of parents*** – Are the report cards easy to understand?
- ***Of experts*** – What indicators are essential for measuring school and district performance?

The responses, in brief:

Researchers agreed upon eight state report cards as easy-to-find, informative and readable. Their top three picks are in bold:

- ***Arizona***
- ***Illinois***
- ***Ohio***
- Delaware
- Kentucky
- Louisiana
- Massachusetts
- Maine

Parents identified six state report cards as the best of the 50 states, based on ease of reading, providing sufficient data and overall usefulness. Their top three picks are in bold:

- ***Delaware***
- ***District of Columbia***
- ***Illinois***
- Arkansas
- Ohio
- Wisconsin

Experts selected five indicators they see as essential for any state's school accountability system:

- ***Student achievement***
- ***Student academic growth***
- ***Achievement gap closure***
- ***Graduation rates***
- ***Postsecondary and career readiness***

The co-authors of this report then reviewed ECS' 50-state accountability database, released in January, and identified 13 states that are both including all five essential indicators in calculating their state school reports and publicly reporting all five indicators. Those 13 states:

- ***California***
- ***Colorado***
- ***Florida***
- ***Kentucky***
- ***Louisiana***
- ***New Mexico***
- ***North Carolina***
- ***Ohio*** *(final element coming in 2015)*
- ***Oklahoma***
- ***Pennsylvania***
- ***Tennessee***
- ***Utah***
- ***Wisconsin***

Interestingly, different states excelled in different aspects considered in this project. At ECS, we believe states can improve their education systems by learning from each other. We hope this report assists in those continuing efforts.

Introduction

State leaders are striving to increase transparency about how well their public schools are educating children. The result is an increase in the information about schools' challenges and successes being shared with their communities through annual reports, often in the form of "report cards." This wave of accountability makes it important — now more than ever — to analyze which measures best signal the quality of schools and how that information is effectively shared and used to improve performance.

Transparency is important but, unlike in years past, it is not itself the end goal. Ultimately, today's accountability systems are designed to hold schools responsible for their contribution to students' postsecondary success and to equip parents with the information they need to insist upon change if they don't believe their children are being well-served. Valid metrics are necessary if policymakers are to implement meaningful school ranking systems and, subsequently, school improvement plans that parents and others can trust.

This report includes input from three different groups in an attempt to help state policymakers create accessible, useful and effective school report cards.

The key questions and responding groups:

1. *Are the report cards easy to find?*
   Experienced researchers at the Education Commission of the States (ECS) were asked to find selected state report cards online to determine the accessibility of the cards.
2. *Are they understandable to parents?*
   More than a dozen parents were asked to rate the report cards on a 1-5 scale in the categories of "easy to read," "provides sufficient data" and "useful."
3. *What are best practices?*
   Finally, a dozen experts convened to discuss the essential metrics for any accountability system, key considerations for policymakers and important decision points.

Accountability Efforts: A National Evolution

State school accountability systems, and their goals, have evolved over the years:

- **Accountability 1.0** (1900–80) – Accreditation: Initially based on inputs such as staff degrees and numbers of library books, this version evolves in the 1980s into a focus on performance.
- **Accountability 2.0** (1990–2001) – Standards-Based Accountability: State lawmakers set academic standards and begin state testing, sometimes with rewards and/or sanctions. Florida launches the first state school report cards, grading schools from A to F.
- **Accountability 3.0** (2001–10) – No Child Left Behind: Federal lawmakers mandate state testing and outline incentives and consequences with an unprecedented level of detail. Parents in some states receive report cards with two sets of ratings, state and federal.
- **Accountability 4.0** (2010–present) – Race to the Top: With the renewal of NCLB stalled in Congress, President Obama entices states to implement reforms, such as linking student test scores to teacher evaluations, with Race to the Top grants.
- **Accountability 5.0** (2013–present) – Standards, Round 2: States adopting standards such as the Common Core are figuring out new assessments and tweaking accountability systems to measure and report results.

Door plates to D's: Common indicators of today's report cards

States have long sought to publicly report school quality but the measures used to determine quality look much different today than they did 100 years ago. As early as 1897, the state of Minnesota enacted a law requiring schools to meet certain minimum requirements to receive state aid. In 1907, Illinois began awarding door plates to schools it deemed "superior." And by 1925, 30 state departments of education were publicly reporting on factors such as the number of teachers with academic and professional qualifications and the frequency of community meetings.[1]

Today, every state annually publishes individual district and school report cards to provide a snapshot of how well that district and school is educating its students. The metrics used vary but the focus has clearly shifted from inputs, such as the number of library books in a school, to outcomes, such as student academic growth on state exams. Door plates have given way to report card rating systems including A-F grades, 1 to 5 stars, numerical index scores, colors such as green for good schools and red for struggling schools, or various descriptors, such as a "continuous improvement" or "reward" school.

Researchers at the Education Commission of the States compiled a 50-state database of what's measured and reported by each state. What's measured and what's reported are not necessarily identical. States may measure various data and use that information in calculating a final letter grade, index score, color or descriptor. But not all data collected by all states is factored into such calculations; some states simply report out additional information for the public to see.

As part of this report, ECS convened a School Accountability Advisory Group to discuss which measures should be included in every state's accountability system. The members, listed in the appendix, identified five essential indications. The indicators, and the states currently measuring and reporting those indicators according to the ECS accountability database, are shown below.

STATES AND THE FIVE ESSENTIAL INDICATORS FOR SCHOOL ACCOUNTABILITY

Data from ECS' 50-state database on school accountability systems show which states are using the indicators:

Indicator Used for School Accountability	No. of States Measuring	No. of States Reporting
Student achievement	50 + Washington, D.C.	50 + D.C.
Student academic growth	42 + D.C.	34 + D.C.
Achievement gap closure	36 + D.C.	39 + D.C.
Graduation rates	50 + D.C.	50 + D.C.
Postsecondary and career readiness	19 (explicit mention; 22 if count proxies for readiness)	13 (27 if count proxies for readiness)

Source: Education Commission of the States, http://www.ecs.org/html/educationissues/accountability/stacc_intro.asp.[2]

What's the difference between what's measured and what's reported?
What's measured refers to data that states use in calculating their school performance ratings. What's reported refers to data that states make publicly available but do not necessarily include in those calculations. Twenty-two states include all five essential indicators in measuring school performance: Alabama (2015-16), Alaska, California, Colorado, Florida, Hawaii, Indiana, Kentucky, Louisiana, Minnesota, New Mexico, North Carolina, Ohio, Oklahoma, Pennsylvania, South Carolina, Tennessee, Texas, Utah, Virginia, Wisconsin and Wyoming.

What is meant by postsecondary and career readiness indicators or their proxies?
Some states explicitly refer in their accountability laws to postsecondary and career readiness indicators while others use indicators that serve to suggest such readiness, including college-going rates and ACT/SAT results.

Communication and trust: Two factors that matter, but aren't rated

ECS' review of school accountability systems found calculations used by states to reach a school's final grade or rating are rarely simple, often relying on algebraic equations and other mathematical formulas. While this may be necessary to ensure numerous indicators are represented and to create the most accurate ratings, such formulas can be difficult to communicate clearly to the public.

Teachers, parents and communities like to have a basic understanding about how a school's grade was derived. Weights and proportions matter. States can measure carefully selected indicators of quality but if the indicators are weighted incorrectly — at least, according to some observers — the result can be a grade or rating that some members of the public see as inaccurate and, worse, intentionally so.

Trust is an issue. This is not surprising since the results of school ratings can range from accolades to staff firings to closures. Letter grades are easiest for parents and other constituents to understand. But if a clear rating sits atop a hill of measures that communities don't trust, questions are likely to follow.

Where does it go wrong? Here are some common complaints:

- The metrics aren't right. For example, too much emphasis is placed on test performance and/or too few subjects are tested.
- The metrics, weights, measures and formula do not accurately reflect school performance.
- Composite scores are seen as less transparent and nuanced than separate indicators.
- Communication about how the grades are determined is vague or inconsistent.
- Even a rocket scientist can't figure out the formula.
- The metrics, weights, formula and report card do not reflect public values.

Creating a robust, valid and easy-to-understand report card is harder than it sounds. State legislatures and departments of education have worked years to create such report cards — only to be rewarded with a cacophony of criticism from their constituents. The rest of this paper is divided into three sections — researchers, parents and experts — that seek to help state policymakers get it right.

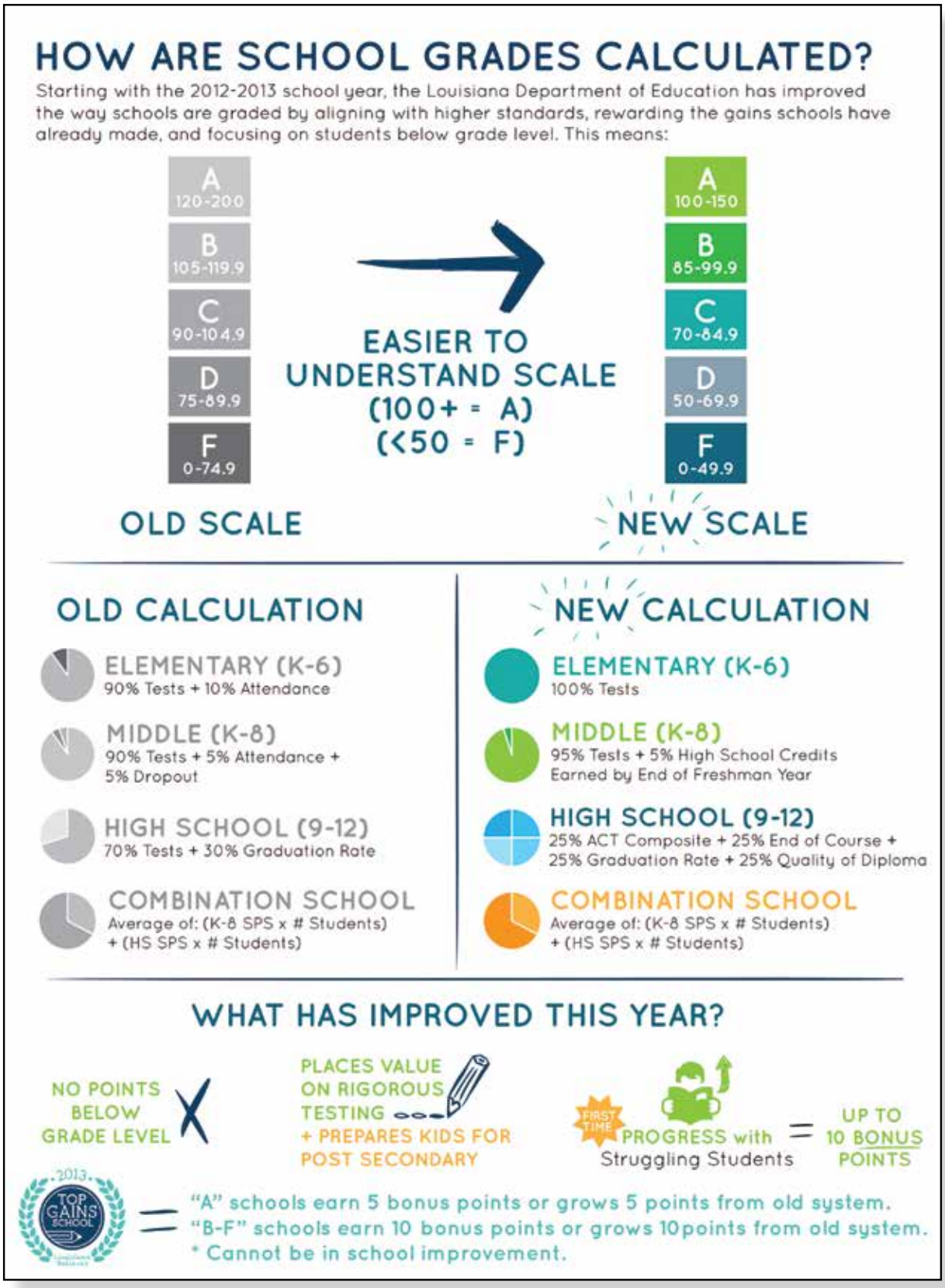
It's complicated: Attempting to overcome "composition bias"

An issue with nearly every performance indicator is composition bias. Simply stated, this refers to the correlation between a school's student demographics and its performance levels. Attempts to resolve this concern have resulted in greater attention to academic growth, rather than absolute performance levels, and a number of more complicated accountability systems.

For example, states may use regression analysis, a statistical process for estimating the relationships among variables, to determine the weight to give poverty. Or a state may use value-added modeling, charting student progress over time, in an attempt to determine teaching contributions to student growth. While these techniques may be used to improve accuracy, they can be difficult to easily explain in communications about accountability systems.

WHAT'S THE SECRET FORMULA? IT HAS TO BE UNDERSTANDABLE!

Examples of easy-to-understand state report card formulas include Louisiana, one of the top states selected by researchers and experts.



Source: http://www.louisianaschools.net/docs/test-results/8-19-13-report-card-infographic.pdf?sfvrsn=6

Section I: Researchers

Are the report cards easy to find?

Researchers with the Education Commission of the States were assigned to find state report cards online in an effort to see how easy the cards are to locate. They were given the name of a particular school in a particular state and asked to find its most recent report card. One goal was to ascertain the level of computer skill required to find the state-issued cards. In many cases, private school-rating websites such as GreatSchools.org, city-data.com or 50Can.org came up first in computer searches, while serious diligence and technical understanding were needed to find the state-sponsored reports.

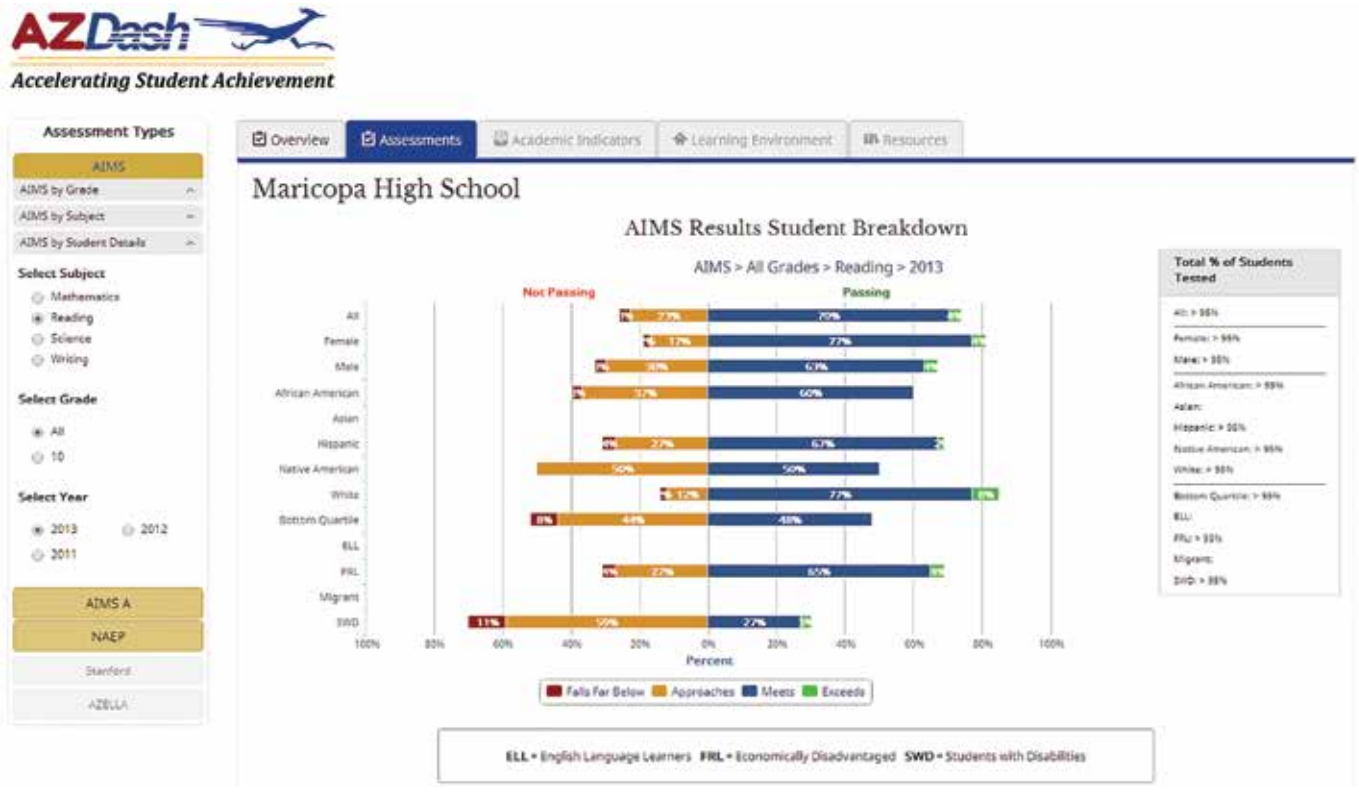
The three researchers were asked to rate each report card from 1 (unsatisfactory) to 3 (excellent) in the following categories: Findable, Readable, Understandable and Graphics. For the latter category, the question was "Were graphics used well to convey the information?" Even those experienced in online research had difficulty: "*I wasn't able to find school-level report cards*," lamented one while another noted, "*Could not find using a Google search – lots of confounding search results.*" They identified eight report cards as above average in all categories: Arizona, Delaware, Illinois, Kentucky, Louisiana, Massachusetts, Maine and Ohio. Of those, they agreed Arizona, Illinois and Ohio had overall the best easy-to-find, informative and readable report cards.

Researchers' Ratings: "These States Do It Best!"

ARIZONA

Summary: This report card received excellent ratings in nearly all categories. It was particularly noted for being easy to find and to understand, though the PDF version of the card was not rated as highly.

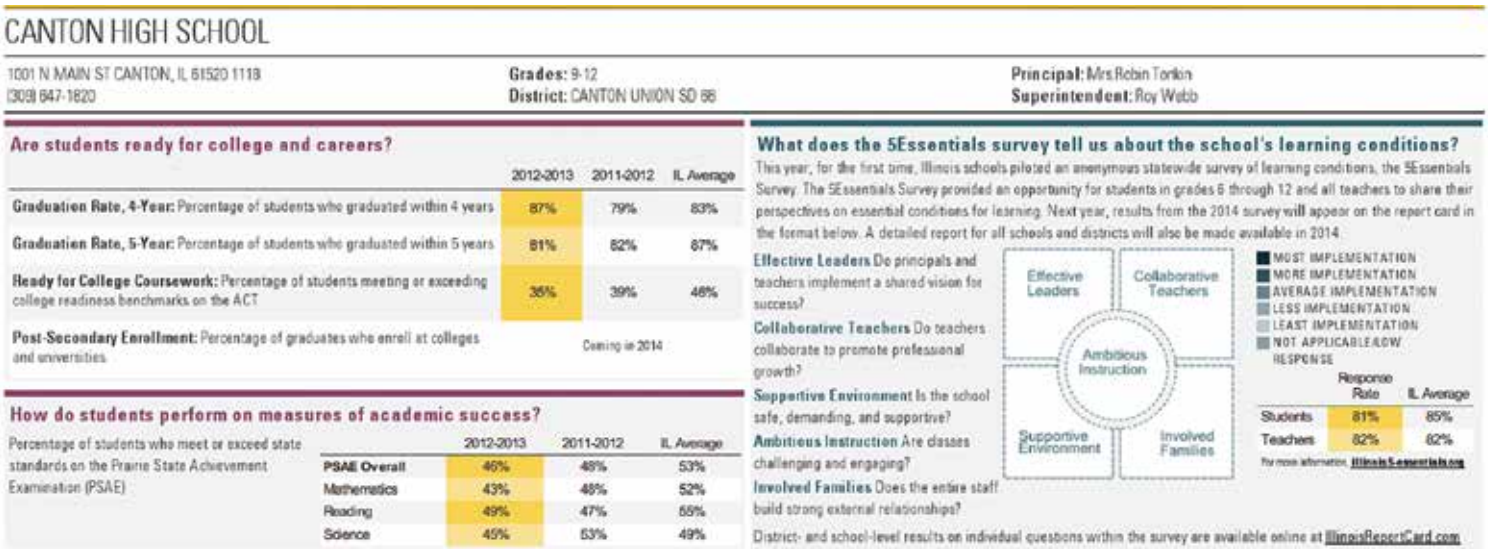
"The simple format is very reader-friendly. All the essential information is present and easy to process … The graphics are well-done and convey information at a glance."



ILLINOIS

Summary: Given top marks in most categories, this report card was particularly noted for being easy to understand and for its use of graphics. Also praised: Links allowing readers to "drill down" to learn more.

"I really like the overview on the first page with the snapshot and basic graphs. It made the basic information very easy to understand and to digest. I also liked how the graphics were interactive."



CANTON HIGH SCHOOL

1001 N MAIN ST CANTON, IL 61520 1119
(309) 647-1820

Grades: 9-12
District: CANTON UNION SD 66

Principal: Mrs Robin Torkin
Superintendent: Roy Webb

Are students ready for college and careers?

	2012-2013	2011-2012	IL Average
Graduation Rate, 4-Year: Percentage of students who graduated within 4 years	87%	79%	83%
Graduation Rate, 5-Year: Percentage of students who graduated within 5 years	81%	82%	87%
Ready for College Coursework: Percentage of students meeting or exceeding college readiness benchmarks on the ACT	35%	39%	46%
Post-Secondary Enrollment: Percentage of graduates who enroll at colleges and universities	Coming in 2014		

How do students perform on measures of academic success?

Percentage of students who meet or exceed state standards on the Prairie State Achievement Examination (PSAE)

	2012-2013	2011-2012	IL Average
PSAE Overall	46%	48%	53%
Mathematics	43%	48%	52%
Reading	49%	47%	55%
Science	45%	53%	49%

What does the 5Essentials survey tell us about the school's learning conditions?

This year, for the first time, Illinois schools piloted an anonymous statewide survey of learning conditions, the 5Essentials Survey. The 5Essentials Survey provided an opportunity for students in grades 6 through 12 and all teachers to share their perspectives on essential conditions for learning. Next year, results from the 2014 survey will appear on the report card in the format below. A detailed report for all schools and districts will also be made available in 2014.

Effective Leaders Do principals and teachers implement a shared vision for success?

Collaborative Teachers Do teachers collaborate to promote professional growth?

Supportive Environment Is the school safe, demanding, and supportive?

Ambitious Instruction Are classes challenging and engaging?

Involved Families Does the entire staff build strong external relationships?

MOST IMPLEMENTATION
MORE IMPLEMENTATION
AVERAGE IMPLEMENTATION
LESS IMPLEMENTATION
LEAST IMPLEMENTATION
NOT APPLICABLE/OW RESPONSE

	Response Rate	IL Average
Students	81%	85%
Teachers	82%	82%

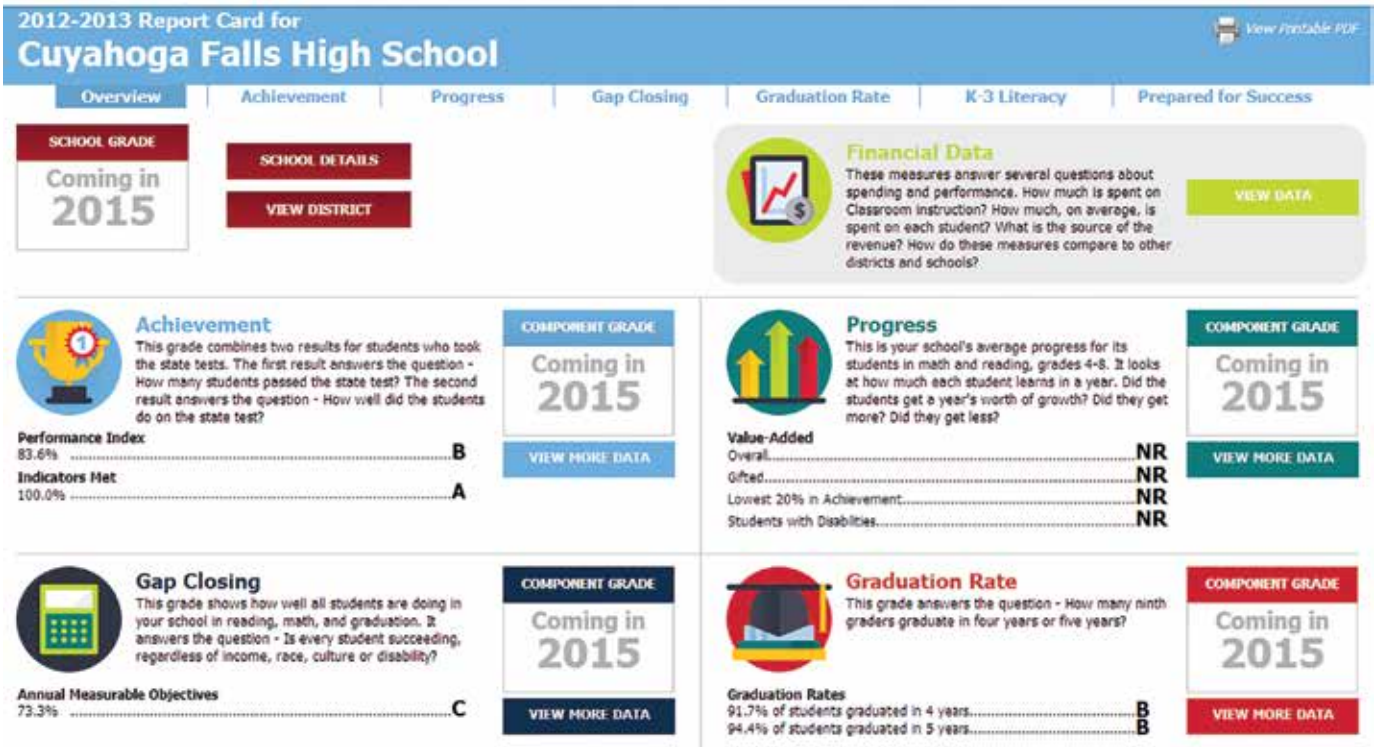
For more information, Illinois5essentials.org

District- and school-level results on individual questions within the survey are available online at IllinoisReportCard.com

OHIO

Summary: Another report card with nearly perfect scores, Ohio's effort was lauded for its graphics and for being easy to read and understand. One concern: Several data points are labeled "Coming in 2015."

"Very well-designed and easy to understand. The graphics are outstanding. I really like the little 'gauge' graphics." The different data points are explained well and concisely."



2012-2013 Report Card for
Cuyahoga Falls High School

View Printable PDF

Overview | Achievement | Progress | Gap Closing | Graduation Rate | K-3 Literacy | Prepared for Success

SCHOOL GRADE
Coming in 2015

SCHOOL DETAILS
VIEW DISTRICT

Financial Data
These measures answer several questions about spending and performance. How much is spent on Classroom Instruction? How much, on average, is spent on each student? What is the source of the revenue? How do these measures compare to other districts and schools?

VIEW DATA

Achievement
This grade combines two results for students who took the state tests. The first result answers the question - How many students passed the state test? The second result answers the question - How well did the students do on the state test?

Performance Index
83.6% ..... B
Indicators Met
100.0% ..... A

COMPONENT GRADE
Coming in 2015
VIEW MORE DATA

Progress
This is your school's average progress for its students in math and reading, grades 4-8. It looks at how much each student learns in a year. Did the students get a year's worth of growth? Did they get more? Did they get less?

Value-Added
Overall ..... NR
Gifted ..... NR
Lowest 20% in Achievement ..... NR
Students with Disabilities ..... NR

COMPONENT GRADE
Coming in 2015
VIEW MORE DATA

Gap Closing
This grade shows how well all students are doing in your school in reading, math, and graduation. It answers the question - Is every student succeeding, regardless of income, race, culture or disability?

Annual Measurable Objectives
73.3% C

COMPONENT GRADE
Coming in 2015
VIEW MORE DATA

Graduation Rate
This grade answers the question - How many ninth graders graduate in four years or five years?

Graduation Rates
91.7% of students graduated in 4 years ..... B
94.4% of students graduated in 5 years ..... B

COMPONENT GRADE
Coming in 2015
VIEW MORE DATA

Researcher Review "Likes"

Is the report card easy to find?

"It was relatively easy to find (after minimal digging) and I like that you can download the report."

"The school-specific information did not come up through an Internet search, but found relatively easily through the state education department."

Is the report card easy to read?

"The report card was very good. Easy to read. Not too much information shown, but links to more detailed information were easily accessible."

"I also liked that information was available in Spanish."

Is the report card easy to understand?

"I like that there's a two-page snapshot as well as the more detailed online version. Information was broken down into tabs, which I think is helpful."

"Nice balance of data and narrative explanation. 'For Parents' and 'for Educators' are GREAT features to see."

Does the use of graphics help convey information?

"The graph titles also provide additional information by hovering over the text."

"I really like the overview on the first page with the snapshot and basic graphs. It made the basic information very easy to understand and digest. I also liked how the graphics were interactive and allow users to click through for more details."

Researcher Review "Dislikes"

Is the report card easy to find?

"When I searched for report cards on the Department of Education site, the first link it brought up was broken. It took me nine minutes to get to the accountability reporting system page."

"Found right away with a Google search, but the website doesn't work right with Firefox. Worked fine with MS Explorer."

Is the report card easy to read?

"This report card was clearly not designed with parents in mind. It looks like it's just to meet state/or federal reporting requirements. There's no explanation of the contents and no total score or rating."

"I don't think the format (requires lots of clicks) is user-friendly."

Is the report card easy to understand?

"Oddly, the school's A-F grade doesn't appear on the report. You have to go to the Excel spreadsheet to get the A-F grade. There's information on the web page about how the grades are calculated, but you have to be willing to click and read several different documents."

"I see that the school got a four-star rating, but I don't see any content around that. Four out of what? Five? Ten?"

Does the use of graphics help convey information?

"There are a bunch of nice charts and graphs, but you have to click on each thing separately to see them."

"Nearly unreadable. It was very difficult to understand what was being tracked or scored."

Section II: Parents

Do the report cards contain useful information?

To determine how useful the report cards actually are to parents, ECS asked parents from across the country to follow a link to an individual school report card from each of the 50 states. The 14 parents were selected by ECS staff and represent a mix of educational attainment, ethnicity, income levels and geography, both in terms of urban/rural and in terms of U.S. states. Their children range in age from kindergarten to high school.

Each of the parents reviewed report cards from all 50 states and rated them from 1 (unacceptable) to 5 (excellent) in the categories of "easy to read," "provides sufficient data" and "useful." ECS selected for review a mix of elementary, middle and high schools that were moderately diverse in student population and that received ratings in the moderate to upper range.[3]

Overall, the parents favored report cards with clear graphics that made the data easy to understand. They also liked when additional information was available if a viewer wanted to drill down. However, there was not always consistent agreement. On the same high school report card, for example, one parent labeled the report card as unacceptable in each category while another parent labeled the report card as excellent in all categories.

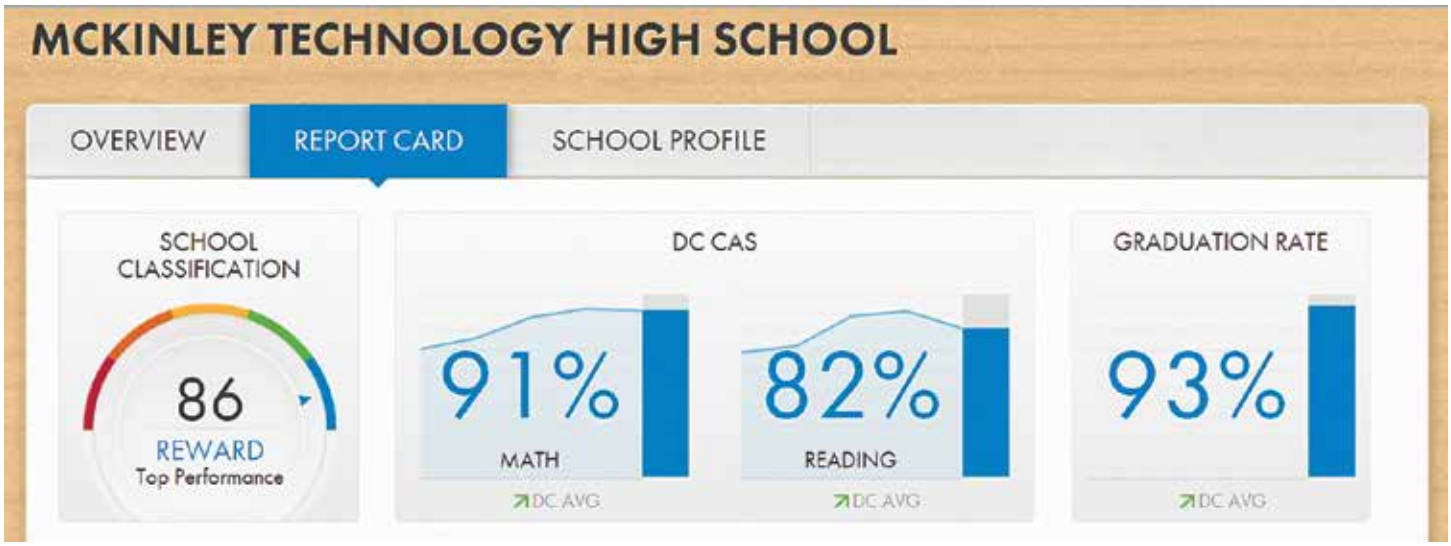
Report cards from Illinois and the District of Columbia were identified as favorites by a majority of parents, or eight of the 14. They were closely followed by Delaware (chosen by six parents) and then Arkansas, Ohio and Wisconsin (each selected by five parents).

Parents Speak: "These States Got It Right!"

DISTRICT OF COLUMBIA

Summary: Parents raved about the "very clear" presentation of information and features such as the ability to compare schools and the option to ask for more data via a readily available email form.

"Wow!! This is one of my favorites. The ability to 'explore' the data is really nice. No other school we looked at had this feature," said one parent while another noted, "I wanted to read it more."



ILLINOIS

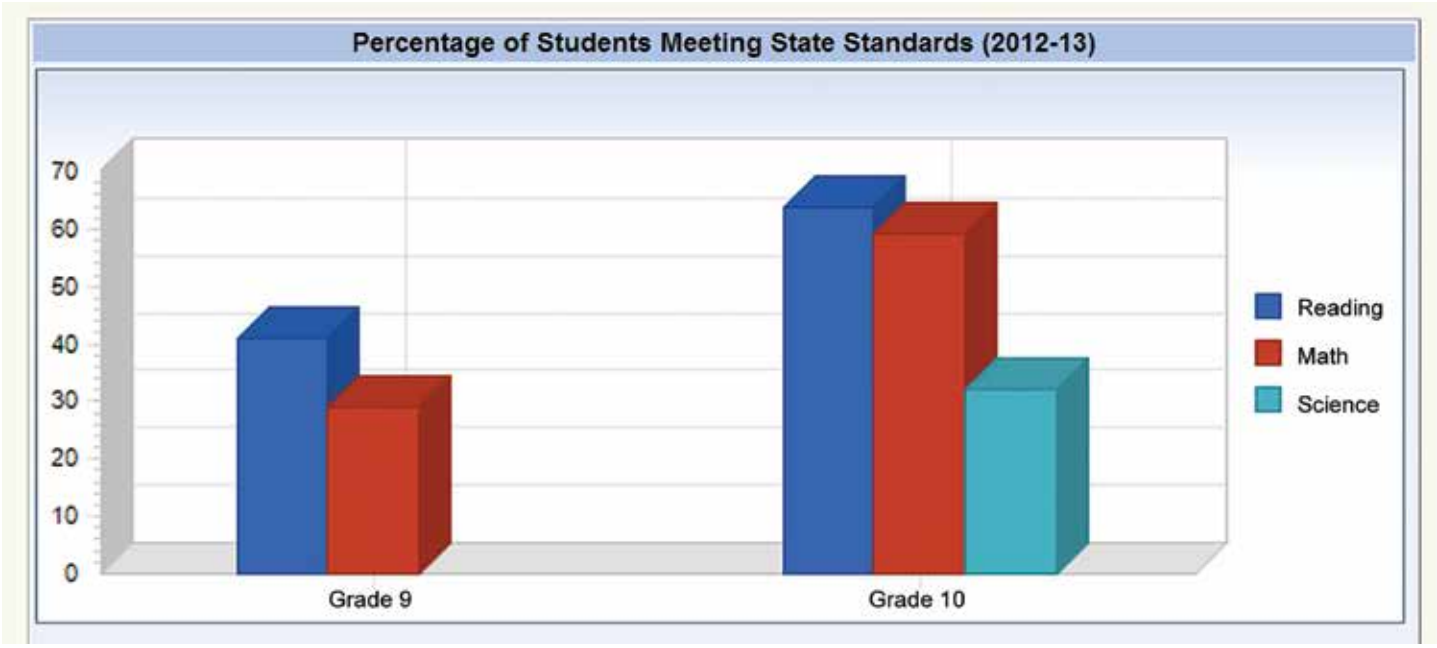
Summary: Parents applauded this site for being easy for navigate, noting its clear directions and 'appealing' graphics. They liked the ability to compare schools and to convert information to Excel.

"Fabulous graphics on Fast Facts front page. Also, terrific tech use of 'scan QR code' on the At-A-Glance report," said one parent while another noted "The whole website is really easy to interpret."

DELAWARE

Summary: Parents were enthusiastic about the inclusion of more staff data than other states and the ability to drill down from tabs labeled School, Student and Staff. A common refrain: "User friendly."

"Loved this one – especially the school, teachers, students tabs to help sort out data!" said one parent while another commented, "Nice front-page summary, easy to drill down for more data."

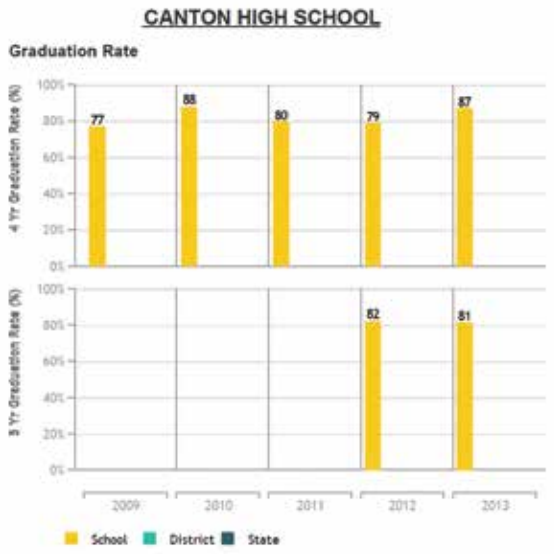


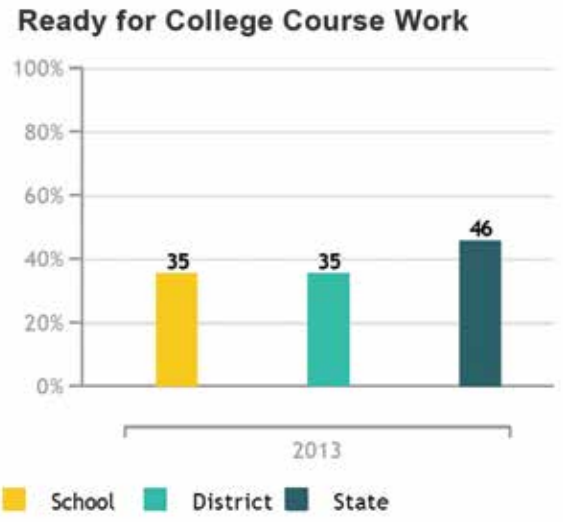
A Clear Winner: Illinois

Illinois was the only state whose school report cards, found easily at: www.illinoisreportcard.com, were selected in the top three by both researchers and parents.

The interactive site is rich with graphics, pop-up explanations and links to at-a-glance reports, videos and additional resources. Indicators are typically accompanied by tabs labeled "Explanation of Display," "Context" and "Resources."

An example is the display regarding student academic growth, a concept that can be tough to explain. Illinois uses a short video to explain the concept, describes how growth fits into the overall performance picture and links to a Frequently Asked Questions document prepared by the state.





Additional comments from parents:

"Easily accessible."

"Easy to navigate."

"Provided directions as to how to navigate the page and was not overwhelming with data."

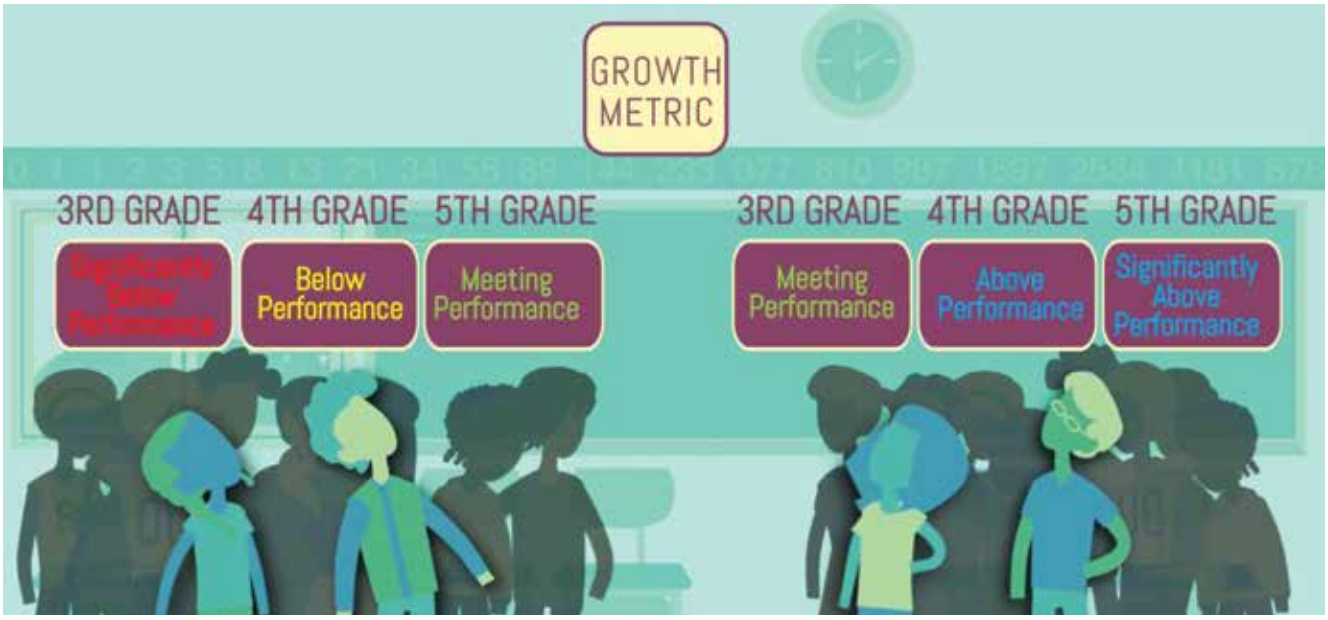
"Had links to compare the school to district & state."

"Very informative."

Additional comments from researchers:

"Very good. Easy to read. Not too much information shown, but links to more detailed information were easily accessible."

"THE BEST SO FAR. Easy to interpret, everything is clickable for more information."



Parent Review "Likes"

Is the report card easy to read?
"I like that the data is presented in both table and bar graph format. Four-color bar graph easy to decipher at a glance."
"Everything is on one page. You can get additional information from just one click on the graph and the breakdown of data pops up. The information is very clearly presented."
"Tabs across top make navigation quick."
Does the report card provide sufficient data?
"As a parent, I could find information that would be important to me when making decisions about schools. I felt like I got an understanding of the school without going there from what is on this site."
"I could learn about more than just data about the schools from this site."
"Very thorough – WOW! Could be a bit much to some but I'm sure most parents would love more information than less."
Is the report card useful?
"Additional information such as school safety, graduation rates, etc., help to paint a whole picture of this school."
"Great summary/comparison to the state – demonstrating this school outperforms state average."
"Postsecondary and workforce readiness category is nice to know."

Parent Review "Dislikes"

Is the report card easy to read?
"This report made the user have to use dropdown boxes and select what you wanted to see. Not easy to compare everything like charts and spreadsheets/graphs."
"They use words that are not meaningful to the general public (Cell Count, etc.)."
"+/- I really liked this report card although it is not supported for tablet or smartphone."
Does the report card provide sufficient data?
"So much emphasis on enrollment in the past 10 years, but not much information on performance or assessment."
"Not much reference or explanation of the 'B' grade in the upper right-hand corner. Amount of data insufficient."
"No growth comparisons from years past. Data is very limited."
Is the report card useful?
"Extremely boring and data in tables not clearly labeled or explained."
"Nice summary, but very little info. Would not be good if you were moving to area and wanted more school info. Where is the rest of the data?"
"Like reading a corporate financial report of 20 pages to get information. Lot of data that is scattered and not formatted to be easily understood."

An important consideration

Overall, parent reactions to the report cards broke down into a fairly even distribution — a third of the cards rose to the top, a third sank to the bottom and a third landed somewhere in the middle. Individual reactions to some state's accountability reports, however, were widely disparate. A sampling of those opinions is presented here to further illustrate how difficult it can be to create public reporting systems that please everyone:

One card, different responses: A matter of preference

While many of the scores reported by the parent panel were in the same range, there were definite differences of opinion.

ALASKA

PRO – "Performance index was easy to read and provides a good feel for each school's performance" and "Good data, easy to read!"

CON – "One 96-page document with one page for each school in Alaska. Rates three subjects and just gives percent proficient, not levels or what percentages were in previous years. No demographic or teacher data included. … What is a good score?"

VERMONT

PRO – "You have a lot of control in building the type of reports you want to view. If you know exactly what you are looking for, this is a useful website."

CON – "Vague, would like to see a grade in the district – A, B, C."

Section III: Experts

Essential metrics states should use to measure school success

Because of the complexities involved with selecting school measures that accurately and reliably signal the quality and health of schools, ECS convened a panel of 12 experts in December 2013 to look at what states measure and what they should report regarding the quality and health of their schools.[4] The robust discussion covered the maturation of state accountability and report card efforts, and the pitfalls facing states when the measures become political liabilities. The experts pinpointed essential metrics, caveats, key considerations and important policymaker decision points.

The ECS School Accountability Advisory Group grappled with many questions, including:

- Is more information necessarily better?
- Do metrics and formulas accurately measure which schools are doing well?
- What level of data is necessary? Student-level or cohort-level?
- Is there an absolute level on an indicator below which no school should operate?
- Do you weigh progress toward a goal or an absolute measure?
- Since you cannot account for everything, what are the best metrics for examining the health of a school or system?
- How do you ensure growth toward a goal is recognized while not losing focus on reaching the goal?

Key Findings:

1. Set a clear goal or "North Star"

The expert group noted that states need a clear goal or "North Star" of what they are trying to accomplish with renewed school improvement efforts.

For example, Kentucky lists its "College or career ready for all" goal with their formula and on the state landing page for its school report cards.

Or, if a state such as Massachusetts wants to focus on a P-20 system, measures should signal success throughout that system. That might mean inclusion of a pre-K indicator. Creating a common goal for the state encourages public buy-in and a cohesive message.

When choosing the indicators or metrics to measure school performance, experts say it is important to link the causes, interventions and reliable outcomes that will lead to achieving the overall goal or "North Star."

2. Beware unintended consequences

Prior to delving into essential indicators for states, the experts' panel discussed over-arching concerns about accountability. A major theme was that states and districts must be careful in how they hold schools accountable and how the information is reported to the public. That's because what is measured and reported has the possibility of driving bad behaviors.

For example, grading a school based on the number of expulsions may have the unintended consequence of encouraging teachers and administrators to be more lenient on behavioral infractions.

3. Ensure state systems can handle the data

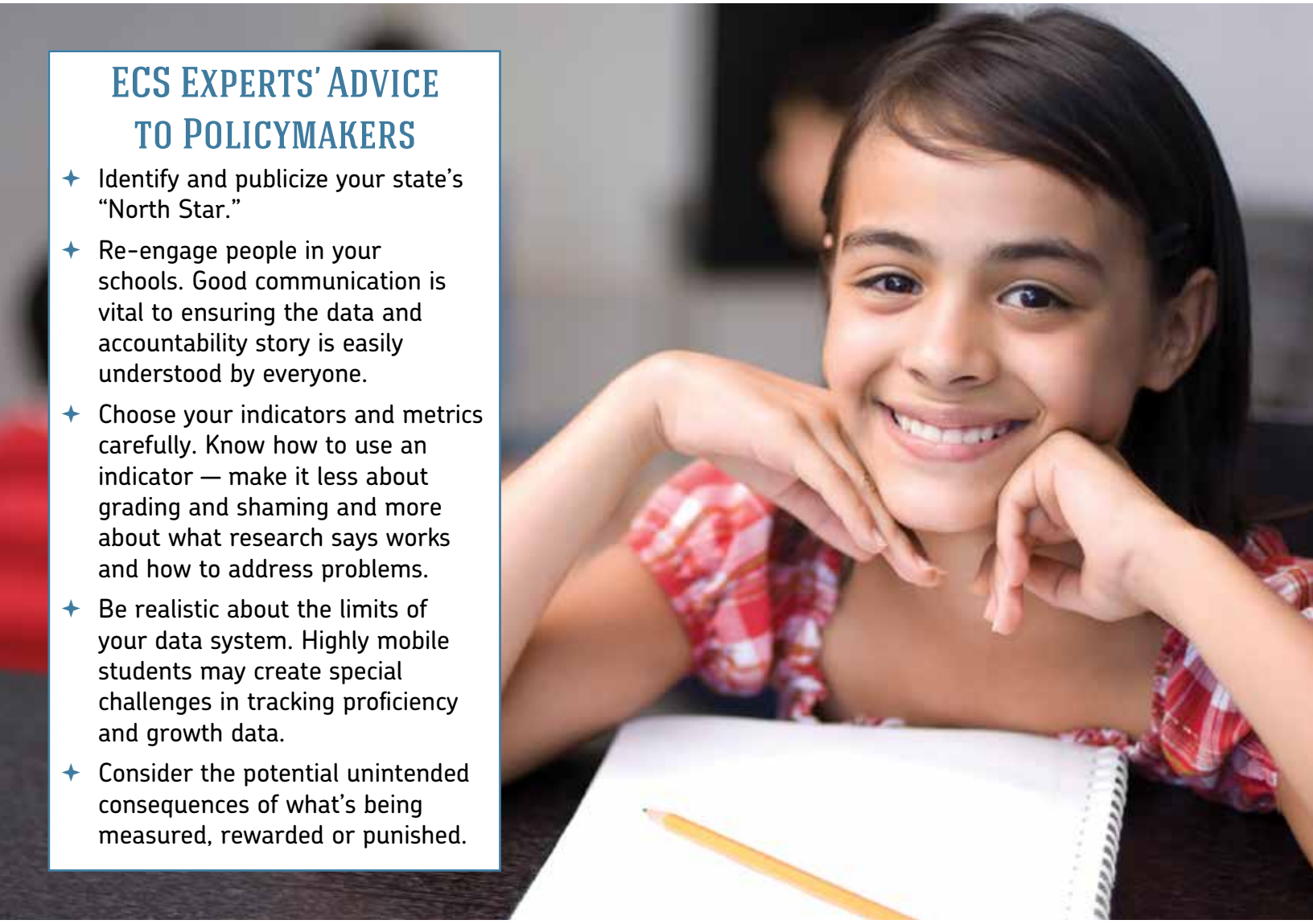
Because the most accurate accountability systems typically require a reliable student-level data system, the experts noted policymakers must consider the capacity of their state longitudinal data system and staff when choosing metrics. Many state data systems were initially created to track school-level accountability data and weren't designed to capture student-level data in a secure and shareable manner. Portability of data across schools, districts and platforms is critical for understanding the growth students are making, but existing state data systems may not be up to the task.

Five essential indicators every state should measure and report

While the experts encouraged additional metrics based on individual state and district issues, they recommended every state report card include these indicators:

- **Student achievement**
- **Student academic growth**
- **Achievement gap closure**
- **Graduation rates**
- **College and career readiness**

For each indicator, the experts examined the various metrics used, advantages, caveats and key state decision points. Detailed findings for each indicator are listed on the following pages.[5]



ECS Experts' Advice to Policymakers

- Identify and publicize your state's "North Star."
- Re-engage people in your schools. Good communication is vital to ensuring the data and accountability story is easily understood by everyone.
- Choose your indicators and metrics carefully. Know how to use an indicator — make it less about grading and shaming and more about what research says works and how to address problems.
- Be realistic about the limits of your data system. Highly mobile students may create special challenges in tracking proficiency and growth data.
- Consider the potential unintended consequences of what's being measured, rewarded or punished.

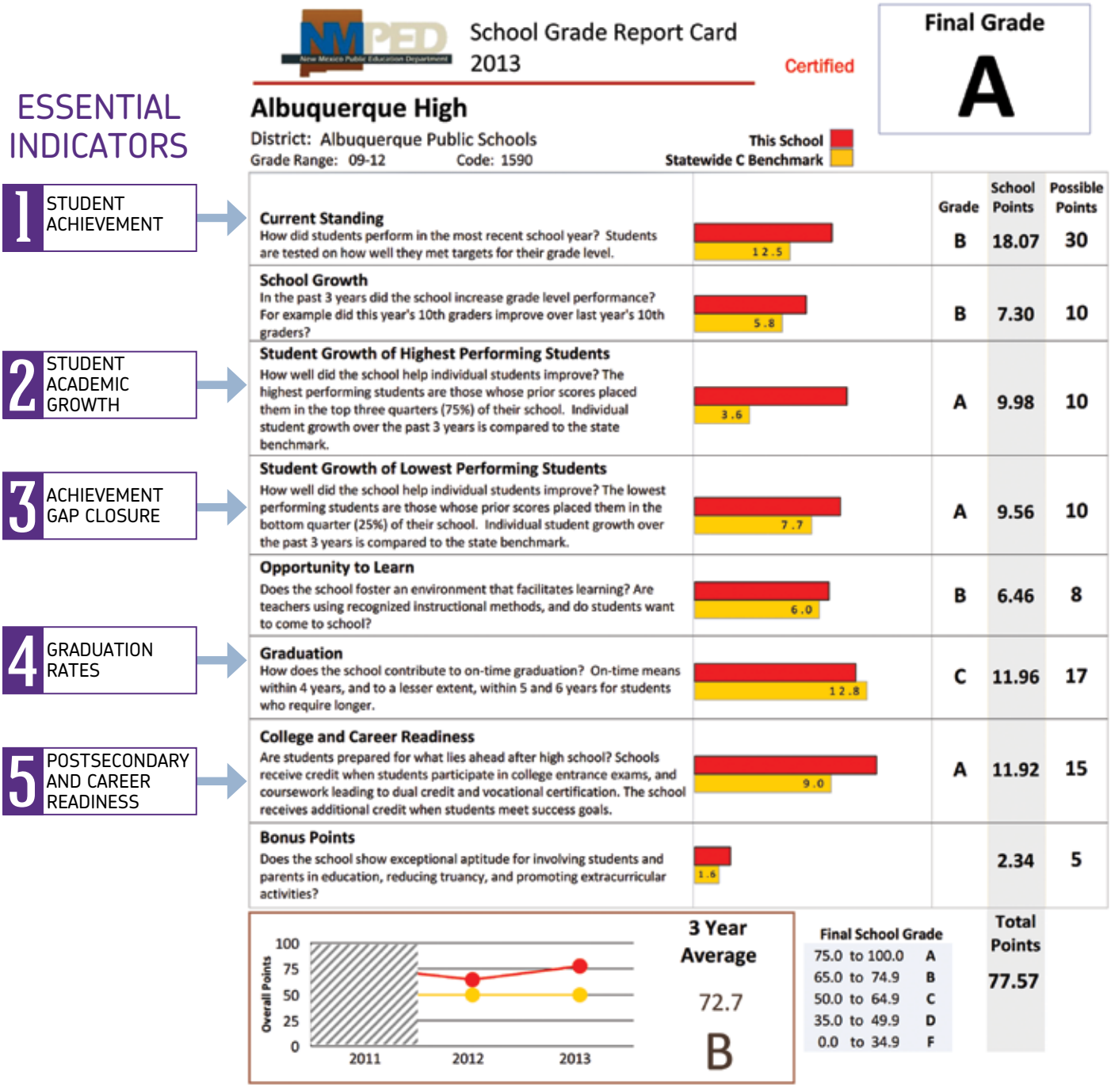
Making the Grade: States Meeting the Five Essential Indicators

The experts convened by ECS did not focus on how to find state report cards or, once found, how to navigate them. Their charge was different: Identify the essential metrics for any accountability system.

So it may not be surprising that there is little cross-over between the top states picked by parents and researchers and those states identified as measuring and reporting on the five essential indicators.

The 13 states identified as meeting the experts' criteria are California, Colorado, Florida, Kentucky, Louisiana, New Mexico, North Dakota, Ohio, Oklahoma, Pennsylvania, Tennessee, Utah and Wisconsin.

This example of a New Mexico state report card for Albuquerque High School illustrates the use of the five essential indicators:



Source: http://webapp2.ped.state.nm.us/SchoolData/docs/1213/SchoolGrading/001_590_ALBUQUERQUE_PUBLIC_SCHOOLS_ALBUQUERQUE_HIGH_SchoolGrading_2013.pdf

Essential Indicator #1: Student Achievement

Every state gives students standards-based assessments and reports those results to schools and parents. States choose the subjects to be tested and set the cut scores necessary for students to show proficiency. Reporting overall or absolute levels of student achievement typically indicates the number or percentage of a school's students who are deemed to be performing proficiently in particular subjects. Many states have defined proficient as achieving grade-level expectations.

But many students come to schools with significant disadvantages. Some states, such as Tennessee, seek to accommodate for such disadvantages with statistical models. These models attempt to reduce the likelihood that schools serving large numbers of disadvantaged students will have their performance designation affected by conditions over which they have little control.

Including absolute levels of student achievement as an indicator in an accountability system is typically seen as an advantage for schools serving more affluent populations. To balance that concern, many states include changes in school achievement levels over time in their ratings formulas and some include student academic growth measures. In addition, a number of states have created comparisons among schools of similar demographics. California, for example, ranks its schools statewide and compares each school to another 100 schools with similar rates of poverty, parent education and other indicators.

Factors for Policymakers to Consider:

- Critics believe a focus on test scores may create a "high-stakes" environment for students, teachers and administrators.
- Communities may have a hard time rallying behind the tests without alignment between the tests, grade levels and learning requirements.
- Setting the cut scores for proficiency on the tests is not a perfect science.
- If tests change, school accountability systems should too. When moving to a new assessment, states should carefully align the old and new tests to validate that the standards are being met.

Questions for Policymakers to Consider:

- Which subjects will be tested and in which grades?
- Do the tests fully align to the standards and do they meet college- and career-ready expectations?
- How are the cut scores for the assessments determined? Who makes those decisions and how often will the cut scores be re-examined?
- Will the results for groups of students, such as English language learners, minorities or low-income students, be explicitly reported as part of the accountability system? Will these results factor in a school's final ranking or grade?
- Does the accountability system consider trend data, such as the past two or three years, or is it based on one year's results?
- Will end-of-course exams or other assessments, such as college entrance tests including the ACT or SAT, be included in the school and district rating system?

Essential Indicator #2: Student Academic Growth

A small but increasing number of states are refining their accountability systems to measure and reward student academic growth. Based on a review of students' test score gains from previous grades, researchers can predict the amount of growth those students are likely to make in a given year and then compare to actual performance. This differs from changes in school-level performance over time because actual individual student performance is tracked, even as students move in and out of schools.

This prediction can help determine whether a student is making expected progress in a particular subject. Measuring student academic growth is one way of analyzing test data to measure teaching and learning. It's often referred to as "value-added" or looking to see whether a teacher has added value to a student's body of knowledge.

In addition, measuring student academic growth and using past growth to predict future results can be used as part of "catch up" or "keep up" indicators. The "catch up" indicator examines the progress of lower-performing students who need to catch up to the performance of their peers. The "keep up" indicator looks at the growth of the highest-performing students, who may stagnate if growth isn't recognized as a priority.

Measuring and reporting student academic growth is generally seen as a way of resolving concerns about composition bias and of recognizing schools and districts that are working hard, even if their results fall short of absolute performance goals.

Factors for Policymakers to Consider:

- "Growth" is often perceived as being too confusing — people may not understand it because the underlying statistical calculations are complex and not easily replicated by non-statisticians.
- Communication strategies for explaining growth are critically important. It is possible to keep the explanations simple, even if the methodology is complex.
- Because simple growth models depend largely on the formula determining individual student growth, it is possible to game the system and make the data look better than it actually is. Calculations should address students who switch schools midyear, those who start or finish a course outside of the normal academic calendar, who have missing data or those who are far below or above grade level for their cohort.
- Attempting to control for student demographics may increase the precision of results in models that don't use all available prior achievement data, but it might have the effect of implying there are different standards for different students.

Questions for Policymakers to Consider:

- Will growth be measured against an absolute proficiency standard or against "peer" schools with similar demographics?
- How can growth calculations keep from working against or accommodate for high-performing schools with less room for growth? Does your state rating formula ensure that achievement growth within the highest-performing quartile also matters?
- Will student academic growth be considered in evaluating teacher performance? If so, does the system used for determining growth align with what's needed to measure teacher performance?

Essential Indicator #3: Achievement Gap Closure

Gaps in achievement separating groups of students by income and ethnicity have been the focus of numerous studies, policy innovation and public concern for many years. Researchers have identified a variety of factors that appear related to these achievement gaps, including family income, parent education levels, access to high-quality preschool, peer influences, curricular and instructional quality, and teacher expectations.

Many states have chosen to focus on these particular achievement gaps as a means of ensuring progress — or a lack thereof — is highlighted. Equally as important, however, are indicators that focus on achievement gaps such as those between English language learners and native English speakers, students performing in the lowest quartile versus those performing better, male students and female students, and so on. In short, the intent of reporting and/or measuring achievement gaps should be to ensure that all students are being served.

It's also important to consider the size of the groupings used in this analysis. For example, the performance of all boys versus all girls in a school may not be useful. But a further breakdown by academic subject and grade may yield more helpful data.

Factors for Policymakers to Consider:

- While challenging, experts agree it is important to measure and report disparities in performance levels among different groups of students.
- Closing achievement gaps should benefit all students – accelerating the growth of lower performers without reducing growth in higher achievers.
- In addition to subgroups based on student demographics, consider subgroups based solely on achievement. For example, closing gaps between historically struggling and higher-performing readers in a grade level or school.
- Decisions surrounding determination of subgroup size matter. Subgroup size can enhance fairness but the use of "super subgroups" — such as grouping all ethnicities under the term minority versus breakdowns by individual ethnicity — may risk covering up low performance by smaller subgroups.
- Federal regulations governing the reporting of assessment results for minimum sample sizes, to avoid releasing personally identifiable information, should be consulted.

Questions for Policymakers to Consider:

- Which achievement measures will be used — test scores, graduation rates, growth, etc.?
- Which subgroups should be included and which excluded — by income, race, achievement level, etc.?
- Are achievement gaps measured within schools and within districts?
- Are multiple years of data used for school performance measures?
- Should performance measures specifically target academic growth of the lowest quartile by giving that group additional weight in the accountability formula?
- How can unintended consequences of subgroup size be accommodated in small, rural schools?

Essential Indicator #4: Graduation Rates

Measuring graduation rates is intended to encourage all schools to ensure all students complete requirements to receive a diploma. The credential, which data has long demonstrated results in better employment prospects and higher pay, can have a profound impact on student life outcomes.

The U.S. Department of Education's required calculation for a school's four-year graduation rate is to divide the number of students graduating in four years with a regular high school diploma by the number of students who entered the school as freshmen four years previously. This calculation is adjusted to account for student movement in and out of the school during the four-year period.

A graduation rate would seem to be a fairly easy metric on its face. Yet it offers a myriad of complexities when considering how to encourage schools to serve students who might "count" against them, such as those who have left school and returned or who have been slow to accumulate enough credits to graduate. For example, how does a state consider students who take five or six years to graduate? Such decisions can have a significant influence on the effort schools put forth in educating at-risk students.

Factors for Policymakers to Consider:

- Allowing credit for five-year and six-year graduation rates, in addition to the four-year rate, could encourage schools to work with struggling students.
- Alternately, does allowing credit for five-year and six-year graduation rates reduce pressure to help students reach credential completion within four years?
- Because graduation requirements differ in states, with some requiring end-of-course exams versus credit accumulation, accurate cross-state comparisons are difficult.
- Managing student mobility data requires a strong longitudinal data tracking system.
- Even with common calculations, schools have the potential to "game the system" by being selective about which students are included in a four-year graduation rate.

Questions for Policymakers to Consider:

- Should five-year and six-year graduation rates be included in the state accountability system to encourage schools to work with struggling students?
- Will a school's graduation rate be measured against an absolute goal, such as 100 percent, or a state average when determining a grade or score for the report card?
- Similarly, should a school's graduation rate be compared against demographically similar or "peer" schools, all schools or perhaps both?
- Will trend data, such as three years' worth of graduation rates, be used to determine if progress is being made?
- Consider potential loopholes schools might use to improve their ratings, such as excluding some students, and figure out how to close them.
- Is there a minimum graduation rate below which a school would fall into the lowest performance category?

Essential Indicator #5: Postsecondary and Career Readiness

While many states are working to define postsecondary and career readiness, the ECS School Accountability Advisory Panel defined it as when a student can perform college level-work without the need for remediation. Often, the more explicit definition in terms of metrics is provided at the state level. An indicator of career readiness creates the need for clarity in defining what career-ready looks like.

These indicators of postsecondary and career readiness were commonly used by states:

- Dual enrollment participation and/or completion
- Advanced Placement participation and/or results
- ACT/SAT participation and/or results
- International Baccalaureate program participation
- College-going rate
- Percentage of students taking algebra in grade 8
- Industry certifications earned
- Percentage of students enrolled in postsecondary programs
- Percentage of students assessed as needing college remediation

Factors for Policymakers to Consider:

- No single formula or definition guarantees freshman-year college success.
- States must increase the dialogue between all aspects of K-12 and postsecondary education to create an aligned P-20 system. Each part of the system provides a necessary building-block for postsecondary success or workforce readiness. Those blocks must be aligned for individual college- and career-readiness measures.
- Measures related to dual enrollment should recognize that dual enrollment may be limited by student location or availability of online courses. Additionally, whether students take part in dual enrollment may be limited by counseling availability and teacher support.
- When including courses and tests that students select into, such as Advanced Placement, ACT and SAT, include both the course or test-taking and the course or test-passing rates.
- Including Advanced Placement participation and results in an accountability formula bring into question the availability of courses offered in person and online and test cut scores.
- Determining whether students entered college ready to perform college-level work requires a relatively stable student population and a strong longitudinal data tracking system.

Questions for Policymakers to Consider:

- What other metrics might be considered to measure postsecondary or career readiness? Is the data capability available to measure those?
- Which advanced offerings, such as Advanced Placement, International Baccalaureate or dual enrollment courses, are available to all students?
- Does the state have the longitudinal student-level data necessary to determine if students are successful in postsecondary education and/or the workforce?
- Do the state metrics accurately tell the story of whether K-12 students are attending college without the need for remediation?

Conclusion

For more than a century, states have created different ways of reporting on the quality of their public schools. It's only in the last 30 years, however, that the reporting has shifted from inputs to outcomes and to how well children are being served. This is a dramatic change and one that likely will continue to evolve.

Increased public reporting about school performance has prompted concerns about the fairness of comparing schools serving different populations. Many states have sought to address this issue by compensating for poverty, which is linked to many out-of-school factors affecting achievement, in some way in their district and school rating systems. Often, this has sparked criticism that expectations are lower for different groups of students. Balancing fairness for all schools and rigor for all students is widely viewed as a challenge in creating accountability systems.

The findings of the ECS School Accountability Advisory Group, the results from researchers and the survey of parents make it clear that communication of a state's overarching goal for schools is imperative. To what end are schools being graded? Schools have long served, and continue to serve, as community centers. Accountability systems impacting schools carry the potential for disrupting communities. For a state school and district rating system to be most effective, students, parents, teachers, administrators, policymakers, employers and community members must understand the state's goal and what their schools are doing — or not doing — to achieve it.

Is your state's "North Star" ensuring college and career readiness for all? Is it graduating students with 21st century skills? Is it serving the whole child? Is it reducing the gap between high-achieving and low-achieving students and providing opportunities for all students? Is it providing an accurate picture of school quality — or the lack thereof?

As states continue with their efforts, some may need to re-evaluate their ratings systems and make necessary course corrections to reach their goals. State leaders should consider whether the public reports are providing increased transparency and serving the needs of parents and communities. A perfect metric, accountability formula or school report card does not exist. There is always room for improvement and the accountability landscape will continue to evolve. The key is to determine which metrics will drive the desired outcomes and whether measuring, reporting, incentivizing or leveling sanctions will best move the state closer to its goal.

Appendix

Members of the ECS School Accountability Advisory Group

The Education Commission of the States convened its School Accountability Advisory Group on Dec. 12-13, 2013 in Denver. Members are the following:

- *Facilitator - Christopher Cross*
  Chairman of Cross & Joftus, LLC and an ECS 2014 Distinguished Senior Fellow
- *Jean-Claude Brizard*
  President, UpSpring Education and former Chief Executive Officer, Chicago Public Schools
- *Sandy Kress*
  Partner, Akin, Gump, Straus, Hauer & Feld, LLP
- *Eric Lerum*
  Vice President for National Policy, Students First
- *Patricia Levesque*
  Chief Executive Officer, Foundation for Excellence in Education
- *Aaron Pallas*
  Professor of Sociology and Education, Teachers College Columbia University
- *Paul Reville*
  Professor of Educational Policy and Administration, Harvard Graduate School of Education
- *Joan Sullivan*
  Chief Executive Officer, Partnership for Los Angeles Schools
- *Philip "Uri" Treisman*
  Executive Director, Charles A. Dana Center at the University of Texas, Austin
- *John White*
  SAS EVAAS, SAS Institute
- *Priscilla Wohlstetter*
  Senior Research Fellow, Consortium for Policy Research in Education

Endnotes

1. *Education in the States: Nationwide Development since 1990*, Jim B and Edgar Fuller (editors), Pearson (Author), National Education Association (Publisher), 1969.
2. Data notes for this graph:
   - Determinations were based on statutory requirements, although we also reviewed state-requested waivers to the No Child Left Behind Act. Reconciling the two made it difficult to maintain accurate counts.
   - Achievement gap elements reflect state statutory language explicitly targeting closing achievement gaps or explicit targeting of the lowest-performing quartile or English Language Learners.
   - Some states explicitly measure college and/or career readiness (and measure via proxies such as ACT/SAT scores, dual enrollment, college-going rate, industry certifications) while others might simply measure and/or report on the proxies of readiness.
3. Education Commission of the States' School Accountability Parent Panel reviewed state school report cards between Jan. 20 and Feb. 10, 2014. For parent feedback, ECS selected a mix of elementary, middle and high schools that were moderately diverse in student population and received ratings that were in the moderate to upper range. This resulted in a total of 700 report card reviews - 14 parents, each reviewing 50 state school report cards = 700 report card reviews.
4. The ECS School Accountability Advisory Group met Dec. 12-13, 2013 in Denver. Members of the group are identified by name and title in an appendix to this report. The group was facilitated by Christopher Cross, chairman of Cross & Joftus, LLC, and an ECS 2014 Distinguished Senior Fellow.
5. Gillian Locke, Joe Ableidinger, Bryan C. Hassel and Sharon Kebschull Barrett, *Virtual Schools: Assessing Progress and Accountability, A Final Report of Study Findings* (Washington D.C.: National Charter School Resource Center at American Institutes for Research, February 2014), http://www.charterschoolcenter.org/sites/default/files/Virtual%20Schools%20Accountability%20Report.pdf.

Below are links where you can find school accountability reports for each state.

Alabama	Idaho	Minnesota	North Dakota	Vermont
Alaska	Illinois	Mississippi	Ohio	Virginia
Arizona	Indiana	Missouri	Oklahoma	Washington
Arkansas	Iowa	Montana	Oregon	West Virginia
California	Kansas	Nebraska	Pennsylvania	Wisconsin
Colorado	Kentucky	Nevada	Rhode Island	Wyoming
Connecticut	Louisiana	New Hampshire	South Carolina	Washington D.C.
Delaware	Maine	New Jersey	South Dakota	American Samoa
Florida	Maryland	New Mexico	Tennessee	Guam
Georgia	Massachusetts	New York	Texas	Puerto Rico (Spanish)
Hawaii	Michigan	North Carolina	Utah	U.S. Virgin Islands

Education Commission of the States
700 Broadway, Suite 810
Denver, CO 80203
www.ecs.org
ecs@ecs.org


"Williams: Texas Will Get A-F School Rating System"
Associated Press, April 2, 2013
"Oklahoma House Passes Bill Changing A-F Grading System"
The Oklahoman, March 5, 2013
"Grades for Utah Schools Expected to Stir Controversy"
Deseret News, Aug. 27, 2013
"Some Michigan School Leaders Criticize New Scorecards that Give Few Schools High Ratings"
Detroit Free Press, Aug. 20, 2013
"Maine Public Schools To Be Assigned Letter Grades: Democratic Legislators, School Officials Cry Foul Over Gov. Paul Lepage's Education Initiative"
Portland Press Herald, April 27, 2013
"Georgia About to Roll Out New Grading System for Schools and Districts"
The Atlanta Journal-Constitution, April 4, 2013
"Schools Get Taste of Own Medicine: States Assign A-F Grades"
Wall Street Journal, Jan. 9, 2013
EXIT

EDUCATION COMMISSION OF THE STATES

Your education policy team.

50-S Com

School Accountability "Report Cards"

December 2013

	Rating System	What gets measured?	What gets reported?
Alabama	A-F	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ End-of-course exams ✔ ACT/SAT - Scores ✔ Advanced Placement - scores ✔ Int'l Baccalaureate - participation rate ✔ College and career readiness ✔ Workkeys - scores ✔ Dual/Concurrent enrollment ✔ Attendance rate - elementary/middle ✔ Graduation rate ✔ Academic trend data ✔ National industry certifications ✔ Other ✔ Teacher/Admin performance	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ College and career readiness ✔ Graduation rate ✔ Teachers - % highly qualified ✔ Teachers - % provisionally certified ✔ Teachers - % HQ in high poverty/low perf ✔ Academic trend data
Alaska	1-5 stars	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ ACT/SAT - Scores ✔ College and career readiness ✔ Workkeys - scores	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ End-of-course exams ✔ ACT/SAT - Participation ✔ Advanced Placement -

		✔ Attendance rate - secondary ✔ Attendance rate - elementary/middle ✔ Graduation rate	participation rate ✔ % College remediation rate ✔ Attendance rate - secondary ✔ Attendance rate - elementary/middle ✔ Dropout rate ✔ Graduation rate ✔ % student retention ✔ Safety/discipline infractions ✔ Teachers - % highly qualified ✔ Teachers - % provisionally certified ✔ Teachers - % advanced degrees ✔ Teachers - % HQ in high poverty/low perf ✔ % attending school of choice ✔ Parental/community involvement ✔ Other ✔ Accreditation status ✔ Other fiscal **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data ✔ Expenditures per pupil ✔ Teacher/Admin salaries ✔ Institutional/curricular materials
Arizona	A-F	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ ELL achievement gains ✔ Academic progress of lowest quartile ✔ Dropout rate ✔ Graduation rate	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ ELL achievement gains ✔ Dropout rate ✔ Graduation rate
Arkansas	1-5	✔ Achievement gap closure ✔ Assessment scores/student achievement ✔ Annual Measurable Objective AMO or AYP ✔ Attendance rate - elementary/middle ✔ Graduation rate	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Annual Measurable Objective AMO or AYP ✔ % College remediation rate ✔ Attendance rate - elementary/middle ✔ Graduation rate ✔ % student retention ✔ Teachers - % highly qualified ✔ Teachers - % provisionally

			certified ✔ Teachers - % advanced degrees ✔ Teachers - % HQ in high poverty/low perf ✔ % attending school of choice ✔ Other **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data ✔ Expenditures per pupil ✔ Teacher/Admin salaries
California	Academic Performance Index Score	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ Advanced Placement - participation rate ✔ Int'l Baccalaureate - participation rate ✔ College and career readiness ✔ Dual/Concurrent enrollment ✔ % taking higher level coursework ✔ Attendance rate - secondary ✔ Attendance rate - elementary/middle ✔ Graduation rate ✔ % student retention	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ Advanced Placement - courses offered ✔ College and career readiness ✔ Graduation rate ✔ Student credits earned ✔ Safety/discipline infractions ✔ Teachers - % highly qualified ✔ Teachers - % outside certification ✔ Academic trend data ✔ Other ✔ School Climate ✔ CTE Certifications/competencies **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data ✔ Enrollment ✔ Class size ✔ Facilities ✔ Support Staff ✔ Expenditures per pupil ✔ Institutional/curricular materials
Colorado	Performance Plan Improvement Plan Priority Improvement Plan Turnaround	✔ Achievement gap closure ✔ Assessment scores/student achievement ✔ Growth/Academic progress ✔ ELL achievement gains ✔ ACT/SAT - Scores ✔ College and career readiness ✔ Dropout rate	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ ELL achievement gains ✔ ACT/SAT - scores ✔ College and career readiness ✔ Dropout rate

	Plan	✔ Graduation rate ✔ Growth of highest-achievers	✔ Graduation rate ✔ Growth of highest-achievers
Connecticut	Category One Category Two Category Three Category Four Category Five	✔ Assessment scores/student achievement ✔ Growth/Academic progress ✔ Graduation rate	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ ACT/SAT - Participation ✔ ACT/SAT - Scores ✔ Advanced Placement - participation rate ✔ Advanced Placement - scores ✔ % enrolled in PS or post HS programs ✔ Dual/Concurrent enrollment ✔ Attendance rate - secondary ✔ Attendance rate - elementary/middle ✔ Dropout rate ✔ Graduation rate ✔ Student credits earned ✔ Safety/discipline infractions ✔ Teacher attendance ✔ Other **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data ✔ Enrollment ✔ Class size ✔ Support Staff ✔ Expenditures per pupil ✔ Teacher/Admin salaries
Delaware	None evident	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ Graduation rate	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ ACT/SAT - Scores ✔ Attendance rate - secondary ✔ Attendance rate - elementary/middle ✔ Graduation rate ✔ Safety/discipline infractions

District of Columbia	Index Score (1-100) Reward Rising Developing Focus Priority	✔ Assessment scores/student achievement ✔ Growth/Academic progress ✔ Attendance rate - elementary/middle ✔ Graduation rate	✔ Assessment scores/student achievement ✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ ACT/SAT - Participation ✔ Advanced Placement - participation rate ✔ Attendance rate - elementary/middle ✔ Graduation rate ✔ Teachers - % highly qualified ✔ Other **PROFILE INFORMATION:** ✔ Enrollment
Florida	A-F	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Academic progress of lowest quartile ✔ End-of-course exams ✔ Advanced Placement - scores ✔ Int'l Baccalaureate - participation rate ✔ College and career readiness ✔ Dual/Concurrent enrollment ✔ Attendance - high school ✔ Attendance - elementary/middle ✔ Graduation rate ✔ % student retention ✔ National industry certifications ✔ High school readiness ✔ Growth of highest-achievers ✔ Other	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ College and career readiness ✔ Attendance rate - secondary ✔ Attendance rate - elementary/middle ✔ Graduation rate ✔ % student retention ✔ Kindergarten readiness ✔ High school readiness
Georgia	Numerical Score on College and Career Ready Performance Index	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ ELL achievement gains ✔ End-of-course exams ✔ ACT/SAT - Scores ✔ Advanced Placement - scores ✔ College and career readiness ✔ % College remediation rate ✔ Dual/Concurrent enrollment	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Graduation rate

		✔ % taking higher level coursework ✔ Attendance rate - secondary ✔ Dropout rate ✔ Graduation rate ✔ National industry certifications ✔ 9th grade on track to grad ✔ CTE Certifications/competencies	
Hawaii	Recognition Continuous Improvement Focus Priority Superintendent's Zone	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ ACT/SAT - Scores ✔ College and career readiness ✔ College going rate ✔ Attendance rate - elementary/middle ✔ Graduation rate ✔ Academic trend data ✔ High school readiness	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Attendance rate - secondary ✔ Attendance rate - elementary/middle ✔ Dropout rate
Idaho	Five-Star Rating System One-Star Two-Star Three-Star Four-Star Five-Star	✔ Assessment scores/student achievement ✔ Growth/Academic progress ✔ ACT/SAT - Scores ✔ College and career readiness ✔ % taking higher level coursework ✔ Graduation rate	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Annual Measurable Objective AMO or AYP ✔ Graduation rate ✔ Teachers - % provisionally certified ✔ Teachers - % advanced degrees ✔ Teachers - % HQ in high poverty/low perf **PROFILE INFORMATION:** ✔ Class size ✔ Facilities ✔ Expenditures per pupil ✔ Institutional/curricular materials
Illinois	None specified	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Annual Measurable Objective AMO or AYP ✔ Attendance rate - elementary/middle ✔ Graduation rate	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ Advanced Placement - courses offered

			✔ Int'l Baccalaureate - participation rate ✔ College and career readiness ✔ % students taking Algebra in 8th grade ✔ % enrolled in PS or post HS programs ✔ % College remediation rate ✔ Dual/Concurrent enrollment ✔ Attendance rate - secondary ✔ Attendance rate - elementary/middle ✔ Student credits earned ✔ Avail counseling/support services ✔ Student surveys ✔ Kindergarten readiness ✔ Teacher attendance ✔ Parental/community involvement ✔ Academic trend data ✔ 9th grade on track to grad ✔ High school readiness ✔ School Climate **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data ✔ Enrollment ✔ Mobility ✔ Expenditures per pupil
Indiana	A-F	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Academic progress of lowest quartile ✔ End-of-course exams ✔ ACT/SAT - Scores ✔ Advanced Placement - scores ✔ Int'l Baccalaureate - participation rate ✔ College and career readiness ✔ Dual/Concurrent enrollment ✔ Graduation rate ✔ National industry certifications ✔ Growth of highest-achievers **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data	✔ Assessment scores/student achievement ✔ ACT/SAT - Participation ✔ ACT/SAT - Scores ✔ Advanced Placement - participation rate ✔ Advanced Placement - scores ✔ Int'l Baccalaureate - participation rate ✔ % taking higher level coursework ✔ Attendance rate - secondary ✔ Attendance rate - elementary/middle ✔ Dropout rate ✔ Graduation rate ✔ Safety/discipline infractions ✔ Teachers - % highly qualified ✔ Parental/community involvement ✔ Other ✔ Program & course offerings ✔ Other fiscal

			PROFILE INFORMATION: ✔ Student demographic/socioeconomic data ✔ Enrollment ✔ Mobility ✔ Class size ✔ Expenditures per pupil ✔ Teacher/Admin salaries
Iowa	None specified	✔ Assessment scores/student achievement ✔ Dropout rate ✔ Graduation rate	✔ Assessment scores/student achievement ✔ Dropout rate ✔ Graduation rate
Kansas	Academic Warning Approaches Standard Meets Standard Exceeds Standard Exemplary	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ Academic progress of lowest quartile ✔ Graduation rate	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Annual Measurable Objective AMO or AYP ✔ Attendance rate - secondary ✔ Attendance rate - elementary/middle ✔ Graduation rate ✔ Teachers - % highly qualified ✔ Teachers - % provisionally certified ✔ Teachers - % outside certification ✔ Accreditation status **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data ✔ Enrollment
Kentucky	None Specified	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ End-of-course exams ✔ ACT/SAT - Participation ✔ ACT/SAT - Scores ✔ College and career readiness ✔ Graduation rate	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ End-of-course exams ✔ ACT/SAT - Participation ✔ ACT/SAT - Scores ✔ College and career readiness ✔ Workkeys - scores ✔ College going rate ✔ % enrolled in PS or post HS programs

			✔ Attendance rate - secondary ✔ Attendance rate - elementary/middle ✔ Graduation rate ✔ % student retention ✔ Safety/discipline infractions ✔ Teachers - % highly qualified ✔ Teachers - % provisionally certified ✔ Teachers - % advanced degrees ✔ Teachers - % outside certification ✔ Teachers - % HQ in high poverty/low perf ✔ Parental/community involvement ✔ National industry certifications ✔ Other ✔ Program & course offerings ✔ GED passage ✔ CTE Certifications/competencies **PROFILE INFORMATION:** ✔ Enrollment ✔ Student/teacher ratio ✔ Expenditures per pupil
Louisiana	A-F	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ End-of-course exams ✔ ACT/SAT - Scores ✔ Advanced Placement - scores ✔ Int'l Baccalaureate - participation ✔ Dual/Concurrent enrollment ✔ Dropout rate ✔ Graduation rate ✔ Student credits earned ✔ 9th grade on track to grad	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ End-of-course exams ✔ ACT/SAT - Scores ✔ Advanced Placement - scores ✔ Int'l Baccalaureate - participation rate ✔ College and career readiness ✔ Dropout rate ✔ Graduation rate ✔ Student credits earned
Maine	A-F	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Academic progress of lowest quartile ✔ Graduation rate	✔ Assessment scores/student achievement ✔ Growth/Academic progress ✔ Graduation rate
Maryland	Strand 1		

	[highest] Strand 2 Strand 3 Strand 4 Strand 5 [lowest]	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ Attendance rate - secondary ✔ Attendance rate - elementary/middle ✔ Graduation rate	✔ Assessment scores/student achievement ✔ Advanced Placement - participation rate ✔ Int'l Baccalaureate - participation rate ✔ College and career readiness ✔ College going rate ✔ % enrolled in PS or post HS programs ✔ % taking higher level coursework ✔ Dropout rate ✔ Graduation rate ✔ Teachers - % highly qualified ✔ Teachers - % provisionally certified ✔ Teachers - % outside certification ✔ Teachers - % HQ in high poverty/low perf **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data ✔ Enrollment ✔ Mobility ✔ Expenditures per pupil
Massachusetts	1-5	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Dropout rate ✔ Graduation rate ✔ Academic trend data	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ ELL achievement gains ✔ NAEP scores ✔ Dropout rate ✔ Graduation rate ✔ Teachers - % highly qualified ✔ Teachers - % provisionally certified ✔ Teachers - % outside certification ✔ Other **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data ✔ Enrollment ✔ Student/teacher ratio
Michigan	Green, Lime, Yellow, Orange, Red	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Attendance rate -	✔ Assessment scores/student achievement ✔ Attendance rate - elementary/middle

		elementary/middle ✔ Graduation rate	✔ Graduation rate
Minnesota	Reward Celebration Eligible Continuous Improvement Focus Priority	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Advanced Placement - participation rate ✔ Int'l Baccalaureate - participation rate ✔ College and career readiness ✔ Dual/Concurrent enrollment ✔ % taking higher level coursework ✔ Graduation rate ✔ Safety/discipline infractions ✔ National industry certifications **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data ✔ Enrollment	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ Advanced Placement - participation rate ✔ Int'l Baccalaureate - participation rate ✔ College and career readiness ✔ Dual/Concurrent enrollment ✔ % taking higher level coursework ✔ Graduation rate ✔ HS grad at-risk 8th graders ✔ Safety/discipline infractions ✔ National industry certifications ✔ Other ✔ Program & course offerings ✔ School Climate **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data ✔ Mobility ✔ Student/teacher ratio
Mississippi	A-F	✔ Assessment scores/student achievement ✔ Growth/Academic progress ✔ Graduation rate	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ NAEP scores ✔ Attendance rate - secondary ✔ Attendance rate - elementary/middle ✔ Graduation rate ✔ Teachers - % highly qualified ✔ Teachers - % provisionally certified **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data ✔ Enrollment

Missouri	Accredited with Distinction Accredited Provisionally Accredited Unaccredited	✔ Assessment scores/student achievement ✔ End-of-course exams ✔ ACT/SAT - Scores ✔ Advanced Placement - scores ✔ Int'l Baccalaureate - participation rate ✔ College and career readiness ✔ College going rate ✔ % enrolled in PS or post HS programs ✔ Dual/Concurrent enrollment ✔ % taking higher level coursework ✔ Attendance rate - secondary ✔ Attendance rate - elementary/middle ✔ Graduation rate ✔ High school readiness	✔ Assessment scores/student achievement ✔ ACT/SAT - Participation ✔ ACT/SAT - Scores ✔ College going rate ✔ % enrolled in PS or post HS programs ✔ Attendance rate - secondary ✔ Attendance rate - elementary/middle ✔ Dropout rate ✔ Graduation rate ✔ Safety/discipline infractions ✔ Teachers - % advanced degrees **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data ✔ Enrollment ✔ Student/teacher ratio ✔ Administrator ratio ✔ Expenditures per pupil ✔ Teacher/Admin salaries
Montana	None (except for AYP)	✔ Assessment scores/student achievement ✔ ACT/SAT - Scores ✔ Advanced Placement - scores ✔ Attendance rate - secondary ✔ Attendance rate - elementary/middle ✔ Dropout rate ✔ Graduation rate ✔ Student credits earned ✔ Teachers - % highly qualified **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data ✔ Enrollment ✔ Student/teacher ratio ✔ Administrator ratio ✔ Support Staff ✔ Teacher/Admin salaries	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Annual Measurable Objective AMO or AYP ✔ Attendance rate - secondary ✔ Attendance rate - elementary/middle ✔ Graduation rate ✔ Teachers - % highly qualified ✔ Teachers - % provisionally certified ✔ Academic trend data **PROFILE INFORMATION:** ✔ Enrollment
Nebraska	Exceeds standards, meets standards,	✔ Assessment scores/student achievement ✔ Growth/Academic progress	✔ Assessment scores/student achievement ✔ Growth/Academic progress

	below standards	✔ Graduation rate	✔ Graduation rate **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data
Nevada	1-5 Stars, Focus, Priority, Reward	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ ACT/SAT Participation ✔ Advanced Placement - scores ✔ College and career readiness ✔ % College remediation rate ✔ Attendance rate - secondary ✔ Graduation rate ✔ Student credits earned ✔ 9th grade on track to grad ✔ Other	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ NAEP scores ✔ % College remediation rate ✔ Attendance rate - elementary/middle ✔ Dropout rate ✔ Graduation rate ✔ % student retention ✔ Safety/discipline infractions ✔ Teachers - % highly qualified ✔ Teachers - % provisionally certified ✔ Teachers - % outside certification ✔ Teachers - % HQ in high poverty/low perf ✔ Teacher attendance ✔ Academic trend data ✔ Other **PROFILE INFORMATION:** ✔ Mobility ✔ Student/teacher ratio ✔ Class size ✔ Facilities ✔ Support Staff ✔ Expenditures per pupil
New Hampshire	None specified	✔ Assessment scores/student achievement ✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ Advanced Placement - participation rate ✔ Attendance rate - secondary ✔ Attendance rate - elementary/middle ✔ Dropout rate ✔ Graduation rate	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ Attendance rate - secondary ✔ Attendance rate - elementary/middle ✔ Graduation rate ✔ Safety/discipline infractions ✔ Teachers - % highly qualified

		✔ Safety/discipline infractions ✔ Teachers - % highly qualified ✔ Teachers - % provisionally certified ✔ Teachers - % advanced degrees ✔ Teachers - % HQ in high poverty/low perf ✔ Academic trend data ✔ Other fiscal **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data ✔ Enrollment ✔ Class size ✔ Facilities ✔ Support Staff ✔ Expenditures per pupil ✔ Teacher/Admin salaries	✔ Teachers - % provisionally certified ✔ Teachers - % advanced degrees ✔ Teachers - % outside certification ✔ Teachers - % HQ in high poverty/low perf **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data ✔ Mobility ✔ Support Staff
New Jersey	Peer Rank (percentile) Statewide Rank (percentile) % of Targets Met Categories on each: Very High Performance High Performance Average Performance Lagging Performance Significantly Lagging Performance	✔ Assessment scores/student achievement ✔ Growth/Academic progress ✔ Attendance rate - elementary/middle ✔ Graduation rate	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ ACT/SAT - Participation ✔ ACT/SAT - Scores ✔ Advanced Placement - courses offered ✔ Advanced Placement - participation rate ✔ Advanced Placement - scores ✔ College and career readiness ✔ % enrolled in PS or post HS programs ✔ Dropout rate ✔ Graduation rate ✔ Safety/discipline infractions ✔ Academic trend data ✔ Other **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data ✔ Enrollment ✔ Student/teacher ratio
New Mexico	A-F	✔ Assessment scores/student	✔ Assessment scores/student

		achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ Academic progress of lowest quartile ✔ ACT/SAT - Participation ✔ ACT/SAT - Scores ✔ Advanced Placement - participation rate ✔ Advanced Placement - scores ✔ Int'l Baccalaureate - participation rate ✔ College and career readiness ✔ Dual/Concurrent enrollment ✔ Attendance rate - secondary ✔ Attendance rate - elementary/middle ✔ Graduation rate ✔ Student surveys ✔ Parental/community involvement ✔ Academic trend data ✔ School Climate ✔ CTE Certifications/competencies ✔ Growth of highest-achievers **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data	achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Academic progress of lowest quartile ✔ ACT/SAT - Participation ✔ ACT/SAT - Scores ✔ Advanced Placement - participation rate ✔ Advanced Placement - scores ✔ Int'l Baccalaureate - participation rate ✔ College and career readiness ✔ Dual/Concurrent enrollment ✔ Attendance rate - secondary ✔ Attendance rate - elementary/middle ✔ Graduation rate ✔ Student surveys ✔ Parental/community involvement ✔ Academic trend data ✔ School Climate ✔ CTE Certifications/competencies
New York	Reward School Good Standing Local Assistance Plan Focus Priority	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ College and career readiness ✔ Graduation rate	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ ELL achievement gains ✔ % enrolled in PS or post HS programs ✔ Attendance rate - secondary ✔ Attendance rate - elementary/middle ✔ Dropout rate ✔ Graduation rate ✔ Safety/discipline infractions ✔ Teachers - % highly qualified ✔ Teachers - % provisionally certified ✔ Teachers - % advanced degrees ✔ Teachers - % outside certification ✔ Teachers - % HQ in high poverty/low perf ✔ Other

			PROFILE INFORMATION: ✔ Student demographic/socioeconomic data ✔ Class size
North Carolina	A-F	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ End-of-course exams ✔ ACT/SAT - Participation ✔ ACT/SAT - Scores ✔ College and career readiness ✔ NAEP scores ✔ Attendance rate - secondary ✔ Attendance rate - elementary/middle ✔ Graduation rate ✔ Academic trend data ✔ CTE Certifications/competencies	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ End-of-course exams ✔ ACT/SAT - Scores ✔ Attendance rate - secondary ✔ Attendance rate - elementary/middle ✔ Graduation rate ✔ Safety/discipline infractions ✔ Teachers - % highly qualified ✔ Teachers - % advanced degrees ✔ Other ✔ Teacher/Admin performance **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data ✔ Class size ✔ Institutional/curricular materials
North Dakota	Adequate Yearly Progress (AYP) Status	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Annual Measurable Objective AMO or AYP ✔ Attendance rate - elementary/middle ✔ Graduation rate ✔ Academic trend data **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Annual Measurable Objective AMO or AYP ✔ Attendance rate - elementary/middle ✔ Graduation rate ✔ Academic trend data **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data
Ohio	A-F (eff. 2015)	✔ Assessment scores/student achievement ✔ Achievement gap closure	✔ Assessment scores/student achievement ✔ Achievement gap closure

		✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ ACT/SAT - Participation ✔ ACT/SAT - Scores ✔ Advanced Placement - participation rate ✔ Advanced Placement - scores ✔ College and career readiness ✔ Dual/Concurrent enrollment ✔ Attendance rate - secondary ✔ Attendance rate - elementary/middle ✔ Graduation rate	✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ Academic progress of lowest quartile ✔ Advanced Placement - participation rate ✔ Advanced Placement - scores ✔ College and career readiness ✔ Dual/Concurrent enrollment ✔ Graduation rate
Oklahoma	A-F	✔ Assessment scores/student achievement ✔ Growth/Academic progress ✔ Academic progress of lowest quartile ✔ End-of-course exams ✔ ACT/SAT - Participation ✔ ACT/SAT - Scores ✔ Advanced Placement - participation rate ✔ Advanced Placement - scores ✔ Int'l Baccalaureate - participation rate ✔ Dual/Concurrent enrollment ✔ % taking higher level coursework ✔ Attendance rate - secondary ✔ Attendance rate - elementary/middle ✔ Dropout rate ✔ Graduation rate ✔ HS grad at-risk 8th graders ✔ Parental/community involvement ✔ National industry certifications ✔ High school readiness ✔ Other ✔ School Climate	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ Academic progress of lowest quartile ✔ ACT/SAT - Participation ✔ ACT/SAT - Scores ✔ Advanced Placement - participation rate ✔ Advanced Placement - scores ✔ % taking higher level coursework ✔ Attendance rate - secondary ✔ Attendance rate - elementary/middle ✔ Dropout rate ✔ Graduation rate ✔ HS grad at-risk 8th graders ✔ Parental/community involvement ✔ Academic trend data ✔ High school readiness ✔ School Climate **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data
Oregon	1-5	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Academic progress of lowest quartile	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ ELL achievement gains ✔ ACT/SAT - Participation

		✔ Graduation rate	✔ ACT/SAT - Scores ✔ % enrolled in PS or post HS programs ✔ Attendance rate - secondary ✔ Attendance rate - elementary/middle ✔ Dropout rate ✔ Graduation rate ✔ Safety/discipline infractions ✔ Teachers - % highly qualified ✔ Teachers - % provisionally certified ✔ 9th grade on track to grad ✔ Other ✔ Program & course offerings **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data ✔ Enrollment ✔ Mobility ✔ Class size ✔ Expenditures per pupil
Pennsylvania	Academic Score (with symbolic colored icons) Federal Designation (where applicable)	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ ACT/SAT - Participation ✔ ACT/SAT - Scores ✔ Advanced Placement - participation rate ✔ Advanced Placement - scores ✔ Int'l Baccalaureate - participation rate ✔ College and career readiness ✔ % taking higher level coursework ✔ Attendance rate - elementary/middle ✔ Graduation rate ✔ % student retention ✔ National industry certifications	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ ACT/SAT - Scores ✔ Advanced Placement - participation rate ✔ Advanced Placement - scores ✔ Int'l Baccalaureate - participation rate ✔ % enrolled in PS or post HS programs ✔ Dual/Concurrent enrollment ✔ Attendance rate - secondary ✔ Attendance rate - elementary/middle ✔ Dropout rate ✔ Graduation rate ✔ % student retention ✔ Teachers - % highly qualified ✔ Teachers - % provisionally certified ✔ Teachers - % HQ in high poverty/low perf ✔ Academic trend data ✔ National industry certifications

			✔ Other ✔ CTE Certifications/competencies **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data ✔ Enrollment
Rhode Island	Commended Schools Leading Schools Typical Schools Warning Schools Focus Schools	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ Graduation rate ✔ Other ✔ Growth of highest-achievers	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Graduation rate **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data
South Carolina	Excellent Good Average Below Average At Risk	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ End-of-course exams ✔ Graduation rate ✔ CTE Certifications/competencies	✔ Assessment scores/student achievement ✔ Growth/Academic progress ✔ End-of-course exams ✔ Advanced Placement - participation rate ✔ Advanced Placement - scores ✔ Int'l Baccalaureate - participation rate ✔ % enrolled in PS or post HS programs ✔ Attendance rate - secondary ✔ Attendance rate - elementary/middle ✔ Graduation rate ✔ Dropout rate ✔ % student retention ✔ Student surveys ✔ Safety/discipline infractions ✔ Teachers - % highly qualified ✔ Parental/community involvement ✔ Academic trend data ✔ Other ✔ Accreditation status ✔ Program & course offerings ✔ CTE Certifications/competencies **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data ✔ Student/teacher ratio

			✔ Expenditures per pupil ✔ Teacher/Admin salaries
South Dakota	Exemplary Status Progressing Priority Focus	✔ Assessment scores/student achievement ✔ Growth/Academic progress ✔ ACT/SAT - Scores ✔ College and career readiness ✔ Attendance rate - elementary/middle ✔ Graduation rate ✔ Other ✔ Teacher/Admin performance ✔ School Climate	✔ Assessment scores/student achievement ✔ College and career readiness ✔ Attendance rate - elementary/middle ✔ Graduation rate ✔ Other
Tennessee	Districts: ✔ Exemplary ✔ Intermediate ✔ In Need of Improvement ✔ In Need of Subgroup Improvement Schools: ✔ Reward ✔ Priority ✔ Focus	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ ACT/SAT - Scores ✔ Graduation rate	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ ACT/SAT - Scores ✔ College and career readiness ✔ NAEP scores ✔ Attendance rate - secondary ✔ Attendance rate - elementary/middle ✔ Graduation rate ✔ Safety/discipline infractions ✔ Teachers - % highly qualified ✔ Other fiscal **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data ✔ Enrollment
Texas	A-F (2014)	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ College and career readiness ✔ % enrolled in PS or post HS programs ✔ Dropout rate ✔ Graduation rate ✔ Student credits earned ✔ National industry certifications	✔ Assessment scores/student achievement ✔ Graduation rate ✔ Other fiscal **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data ✔ Class size ✔ Expenditures per pupil

		PROFILE INFORMATION: ✔ Student demographic/socioeconomic data ✔ Enrollment	
Utah	A-F	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Academic progress of lowest quartile ✔ ACT/SAT - Scores ✔ College and career readiness ✔ Graduation rate	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ ACT/SAT - Participation ✔ ACT/SAT - Scores ✔ Advanced Placement - participation rate ✔ Advanced Placement - scores ✔ Dual/Concurrent enrollment ✔ Dropout rate ✔ Graduation rate ✔ Teachers - % highly qualified ✔ Teachers - % advanced degrees ✔ Parental/community involvement ✔ Academic trend data **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data ✔ Enrollment ✔ Mobility ✔ Class size
Vermont	AYP Status	✔ Assessment scores/student achievement ✔ Attendance rate - secondary ✔ Attendance rate - elementary/middle ✔ Dropout rate ✔ Graduation rate ✔ % student retention	✔ Assessment scores/student achievement ✔ Growth/Academic progress ✔ Achievement gap closure ✔ Annual Measurable Objective AMO or AYP ✔ % enrolled in PS or post HS programs ✔ Dual/Concurrent enrollment ✔ Graduation rate ✔ Academic trend data **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data ✔ Enrollment
Virginia	A-F (eff. 2014-15)	✔ Assessment scores/student	✔ Assessment scores/student

		achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ Academic progress of lowest quartile ✔ College and career readiness ✔ Dual/Concurrent enrollment ✔ Graduation rate ✔ Academic trend data ✔ CTE Certifications/competencies	achievement ✔ Achievement gap closure ✔ Annual Measurable Objective AMO or AYP ✔ Graduation rate **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data ✔ Enrollment
Washington	Exemplary Very Good Good Fair Struggling	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ Academic progress of lowest quartile ✔ Graduation rate ✔ Academic trend data ✔ Other	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Annual Measurable Objective AMO or AYP ✔ Academic progress of lowest quartile ✔ Attendance rate - secondary ✔ Attendance rate - elementary/middle ✔ Dropout rate ✔ Graduation rate ✔ Academic trend data ✔ Other **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data ✔ Enrollment ✔ Expenditures per pupil
West Virginia	1-100 Total Index Score	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Attendance rate - elementary/middle ✔ Graduation rate	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ Attendance rate - elementary/middle ✔ Graduation rate **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data ✔ Enrollment

Wisconsin	Significantly Exceeds Expectations Exceeds Expectations Meets Expectations Meets Few Expectations Fails to Meet Expectations	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ ACT/SAT - Participation ✔ ACT/SAT - Scores ✔ Advanced Placement - participation rate ✔ College and career readiness ✔ % enrolled in PS or post HS programs ✔ Attendance rate - secondary ✔ Attendance rate - elementary/middle ✔ Dropout rate ✔ Graduation rate ✔ Other **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data ✔ Enrollment ✔ Support Staff ✔ Institutional/curricular materials	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ College and career readiness ✔ Attendance rate - secondary ✔ Attendance rate - elementary/middle ✔ Dropout rate ✔ Graduation rate ✔ % student retention ✔ 9th grade on track to grad **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data ✔ Enrollment
Wyoming	Exceeding Expectations Meeting Expectations Partially Meeting Expectations Not Meeting Expectations	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ ACT/SAT - Participation ✔ ACT/SAT - Scores ✔ College and career readiness ✔ Graduation rate ✔ 9th grade on track to grad **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data	✔ Assessment scores/student achievement ✔ Achievement gap closure ✔ Growth/Academic progress ✔ ACT/SAT - Scores ✔ Graduation rate **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data ✔ Enrollment
American Samoa	None evident	✔ Assessment scores/student achievement ✔ Attendance rate - elementary/middle ✔ Graduation rate	✔ Assessment scores/student achievement ✔ Graduation rate ✔ Teachers - % advanced degrees ✔ Teacher attendance **PROFILE INFORMATION:** ✔ Student demographic/socioeconomic data

			✔ Enrollment
Puerto Rico	Adequate Yearly Progress designation only	✔ Assessment scores/student achievement ✔ Annual Measurable Objective AMO or AYP ✔ ELL achievement gains ✔ Graduation rate	✔ Assessment scores/student achievement ✔ Annual Measurable Objective AMO or AYP ✔ ELL achievement gains ✔ Graduation rate ✔ Teachers - % highly qualified ✔ Teachers - % provisionally certified ✔ Teachers - % advanced degrees ✔ Teachers - % HQ in high poverty/low perf
Virgin Islands	Adequate Yearly Progress only (Federal)	✔ Assessment scores/student achievement ✔ Annual Measurable Objective AMO or AYP ✔ Attendance rate - elementary/middle ✔ Graduation rate	✔ Assessment scores/student achievement ✔ Annual Measurable Objective AMO or AYP ✔ Attendance rate - elementary/middle ✔ Graduation rate ✔ Teachers - % highly qualified ✔ Teachers - % outside certification ✔ Teachers - % HQ in high poverty/low perf

Your Education Policy Team www.ecs.org

EDUCATION COMMISSION OF THE STATES
Your education policy team.

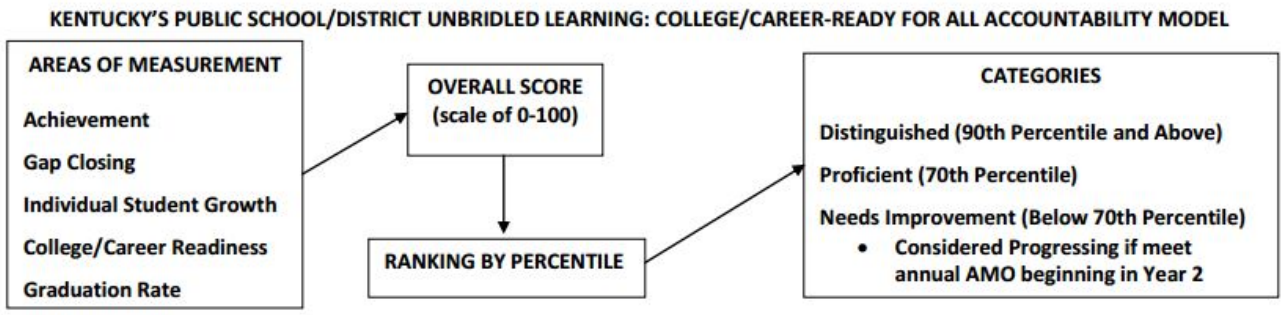
50-S Com

School Accountability "Report Cards"
Formulas Used to Calculate Performance - Summaries

December 2013

	Formula summary
Alabama	None evident
Alaska	100-point scale with weighting for various indicators
Arizona	State statute requires that half of the letter grade determinations for schools and LEAs should consist of academic progress. The academic progress measurement consists of the relative growth of all pupils enrolled at the school or LEA and the relative growth of 25 percent of pupils with the lowest academic performance measurement enrolled at the school or LEA. In order to comply with statute and offer more sensitive measures of school accountability, the Arizona Department of Education (ADE) uses parallel models to evaluate the following types of schools: 1. Traditional schools 2. Alternative schools 3. Small schools 4. K-2 schools
Arkansas	School-level Individualized Annual Measurable Objectives (AMOs) The Annual School Performance Rating System is based on augmented benchmark scores for grades 3-8, End-of-Course Algebra, End-of-Course Geometry, and Grade 11 Literacy Exams. School ratings include two categories: gains or improvement (changes in student performance across two adjacent years) and status (student performance from one year). https://adedata.arkansas.gov/arc/
California	AB 484 (2013) modified so that beginning with the 2015–16 API cycle: State assessment results may only constitute 60% of a high school's API 40% must be from other indicators such as career and college readiness, graduation data, etc. Academic Performance Index (API)

	Details continue to evolve. The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The sta has set 800 as the API score that schools should strive to meet.
Colorado	Colorado Growth Model is both • A statistical model to calculate each student's progress on state assessments. • A tool for displaying student, school, and district results to educators and to the public.
Connecticut	School performance index with weighted indices
Delaware	Growth model
District of Columbia	Classification system based on student proficiency and growth to provide each school with a school index score (covering all students), and a subgroup index scores for all subgroups for which the school is accountable. Index scores identify high-performing, high-progress, and struggling schools on an annual basis.
Florida	Revised 2014, effective 2014-15 school year. Details coming.
Georgia	Star Ratings beginning 2013-2014 College and Career Ready Performance Index Score
Hawaii	None specified
Idaho	100-point scale Under the Five-Star System, schools with grades K-8 are measured based on the following factors: • Academic growth: how much progress did students make over the past school year. • Academic proficiency: how many students have reached grade-level or higher in each subject area on the ISAT. • Participation: Schools must demonstrate that at least 95 percent of students in the schools were tested. Under the Five-Star System, schools with a grade 12 are measured based on the following factors: • Academic Growth: The state measures how much progress students made over the past school year. • Academic Proficiency: The state measures how many students have reached grade-level or higher in each subject area on the ISAT. • Postsecondary and Career Readiness Metrics: The state measures a school’s graduation rate, the number of students enrolled in and successfully completing advanced courses, and student scores on college entrance exams, such as the SAT, ACT, ACCUPLACER or COMPASS. The state currently pays for all students to take the SAT or ACCUPLACER. • Participation: Schools must demonstrate that at least 95 percent of students in the

	schools were tested. After calculating these measures, each school receives a Star Rating.
Illinois	None specified
Indiana	100-point scale index
Iowa	None specified
Kansas	None specified
Kentucky	
Louisiana	• Elementary schools: 100 percent of the school grade is based on student achievement or annual assessments in English language arts, math, science, and social studies. • Middle schools: 95 percent of the school grade is based on student achievement on annu assessments with the final 5 percent based on credits earned through the end of student 9th grade year. • High schools: Half of the school grade is based on student achievement (25 percent on tl ACT and 25 percent on End-of-Course assessments). Half of the school grade is based on graduation (25 percent on the graduation index, which rewards achievements like Advanced Placement and International Baccalaureate exam credit, and 25 percent on th cohort graduation rate).
Maine	None specified
Maryland	School Progress Index
Massachusetts	Progress and Performance Index (PPI) Points assigned as Above Target, On Target, Improved Below Target, No Change or Declined across 4 core indicators Above Target (100 points) On Target (75 points) Improved Below Target (50 points) No Change (25 points) Declined (0)
Michigan	Based on target areas: In general, meeting a target will yield 2 pts or the full point value. Meeting a target through safe harbor or improvement will yield 1 point or half the point

	value (NOT true for Ed Evals and Compliance Factors targets) Not meeting a target will yield 0 points. Determine the school's % points received and apply it to the color scale: Green: pts >85% Light Green: 70%-85% Yellow:: 60%-70% Orange: 50%-60% Red: pts<50% http://www.michigan.gov/mde/0,4615,7-140-22709_25058---,00.html
Minnesota	Multiple Measurements Rating (MMR) Uses four ratings, weighted equally, to measure school performance: • **Proficiency -** Schools earn points in the MMR by meeting AYP proficiency goals in individual student subgroups. The percentage of subgroups that make AYP determines the percentage of points a school receives. • **Growth -** Students are measured by their current performance on the Minnesota Comprehensive Assessments (MCAs) as relative to their performance in the most recent year they took the test. Each student receives a growth score, and schools get a growth score based on the average growth of all students in the school. • **Achievement Gap Reduction -** Schools are measured based on how the growth of their students from the seven lower-performing subgroups (Black, Hispanic, Asian, American Indian, English Learners, free and reduced lunch, and special education students) compares to the statewide average growth of higher-performing subgroups. Schools earn MMR points based on their ability to reduce the achievement gap. This measurement answers the question, "Is the growth of my lower-performing students such that it is reducing the achievement gap?" • **Graduation rate -** Schools earn points through the same methodology as proficiency: by the percentage of the subgroups that reach the AYP target for graduation rates. Minnesota is using a new, federally-mandated, cohort-adjusted graduation rate calculation methodology. In summary, the MMR is generated by dividing the total number of points earned by the total number of points possible. The percentage of possible points that each school earns will generate a Multiple Measurements Rating (MMR). Source: http://education.state.mn.us/MDE/SchSup/ESEA/FedAcc/005949
Mississippi	Annual Performance Report Score Once the scores for Academic Achievement, Subgroup Achievement, College and Career or High School Readiness, Attendance Rate and Graduation Rate have been generated, they are combined into a single score. The APR score is used to differentiate among LEA performance and to make classification determinations of accreditation, Accredited with Distinction, Accredited, Provisional and Unaccredited.
Missouri	Annual Performance Report Score (APR)

	Total points earned is divided by the total points possible for the school or LEA then multiplied by 100 to determine the percent of points earned rounded to the tenth. The tota percent of points possible earned is then used at the district level to determine a district's accreditation status. The accreditation status of three (3) consecutive APRs is then used to inform district classification recommendations to the State Board of Education.
Montana	None specified (except for determining AYP)
Nebraska	**Status scores**- Status is calculated by determining the average of all the students' scale scores. For example in reading for grades 3-5, all the students' scale scores for reading will b added together and divided by the number of students. **Improvement Scores**- Improvement is calculated as the average scale score for all student in a group (i.e. third grade) one year compared to average scale score of the students in th same group (i.e. third grade) the next year. For example, all scores for students in grade 3 are averaged. The second year the scores are averaged for all students in grades 3. The difference in the two averages is the improvement. The two groups contain different individuals. **Growth Scores**- Growth is a calculation in which the scale scores of the same individual students are matched—and the differences found. For example, student A takes the reading test in grade 3. He earns a 135 scale score. In grade 4 the same student takes the 4th grade reading test and earns a 140 scale score. His scale score from grade 3 is subtracted from th scale score for grade 4; the difference of 5 points is the growth. The differences in scale scores are averaged for all students in the group. For growth to be included for a student, the student must be in the same school district both years of the NeSA testing.
Nevada	Index The Nevada School Performance Framework or NSPF produces an index score based on 100 points for each of Nevada's public schools. The basis was determined using the performance of Nevada schools from the 2010-2011 school year. These thresholds determine leveled criteria that are rooted in the relative performance of Nevada schools. All of the indicators in the NSFP are measured against established criteria which define 5 levels. The maximum points possible for each indicator are determined by schools that perform at the 95th percentile of schools in that index. In this way, the NSPF sets high but attainable goals for a of Nevada's schools. The indicator levels and associated points can be found on the tables i the full text field.
New Hampshire	None specified
New Jersey	Calculation of Annual Progress Targets, which are indicators to measure schools' progress toward meeting the State proficiency benchmark of 90%
New Mexico	Schools are grouped into categories that have similar proportions of English language learne (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students. Higher ranking schools had more points in that indicator. Scaled scores (SS) range from 0 to 80, and 40 is the threshold for proficiency (on grade level). For a more detailed history see the NMPED website: http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html
New York	Proficiency and growth

North Carolina	0-point grading system with each school being designated as an A, B, C, D, or F and potential inclusion of SAS's Education Value-Added Assessment System (EVAAS) for measurin school growth.
North Dakota	None specified (except for determining AYP)
Ohio	Performance Index Performance Indicators
Oklahoma	1. Fifty percent (50%) on whole school performance, as measured by allocating one point for each student who scores proficient or advanced on the criterion-referenced tests and end-of-instruction tests and alternative test scores divided by the number of students taking the tests; 2. Twenty-five percent (25%) on whole school growth, as measured by allocating one point for each student who improves proficiency levels or improves substantially within a proficiency level on criterion-referenced tests and end-of-instruction tests divided by the number of students taking the tests; and 3. Twenty-five percent (25%) on growth in the bottom quartile of students, as measured by allocating one point for each student in the bottom quartile who improves proficiency levels or improves substantially within a proficiency level on criterion-referenced tests and end-of-instruction tests divide by the number of students taking the tests.
Oregon	Growth model. Oregon's approved ESEA waiver application shifts the emphasis to whether schools are helping individual students improve performance from one year to the next, and whether each student is on a trajectory towards eventual college and career readiness. Sources: http://www.ode.state.or.us/superintendent/priorities/oregon-esea-flexibility-approved_exec-summary.docx http://www.ode.state.or.us/wma/policy/accountability/growth/student-growth-percentile faq.pdf
Pennsylvania	Growth model
Rhode Island	Composite Index Score (CIS)
South Carolina	Index - Absolute Ratings Index - Growth South Carolina uses a separate system for schools enrolling students in only grade two or below. See full text field for more details.
South Dakota	Index Accountability system is based on a 100-point index, called the School Performance Index, SPI. The SPI consists of key indicators to measure a school's performance. A numeric value i assigned to each of the indicators. These values are added to create a total SPI score out of 100 points. Two distinct indexes are used: 1) one for elementary/middle school accountability, and 2) one for high school accountability. Portions of the indexes will be phased in, with full implementation in the 2014-15 school year. Two metrics--effective teachers and principals and school climate--will take effect with the

	2014-15 school year.
Tennessee	Tennessee Value Added Assessment System Grade Scale
Texas	Index (Performance index framework considers four areas *(including student groups that are part of that index))*
Utah	A, 100% - 80%; B, 79% - 70%; C, 69% - 60%; D, 59% - 50%; and F, 49% or less. When 85% of schools receive an A or B, the State Board of Education is to increase the endpoints of the ranges by five percentage points, except the lower endpoint of the A range may not be greater than 90%. The board is to lower a school's grade by one letter grade if: (a) student participation in a statewide assessment is fewer than 95%; or (b) the participation of nonproficient students as determined by prior year test scores is fewer than 95%.

Figure 1. Structure for Elementary and Middle Schools

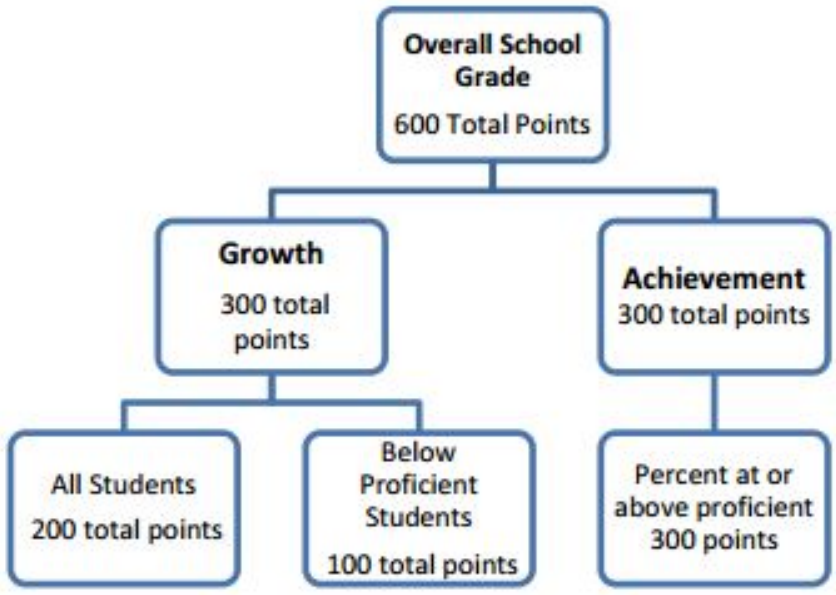
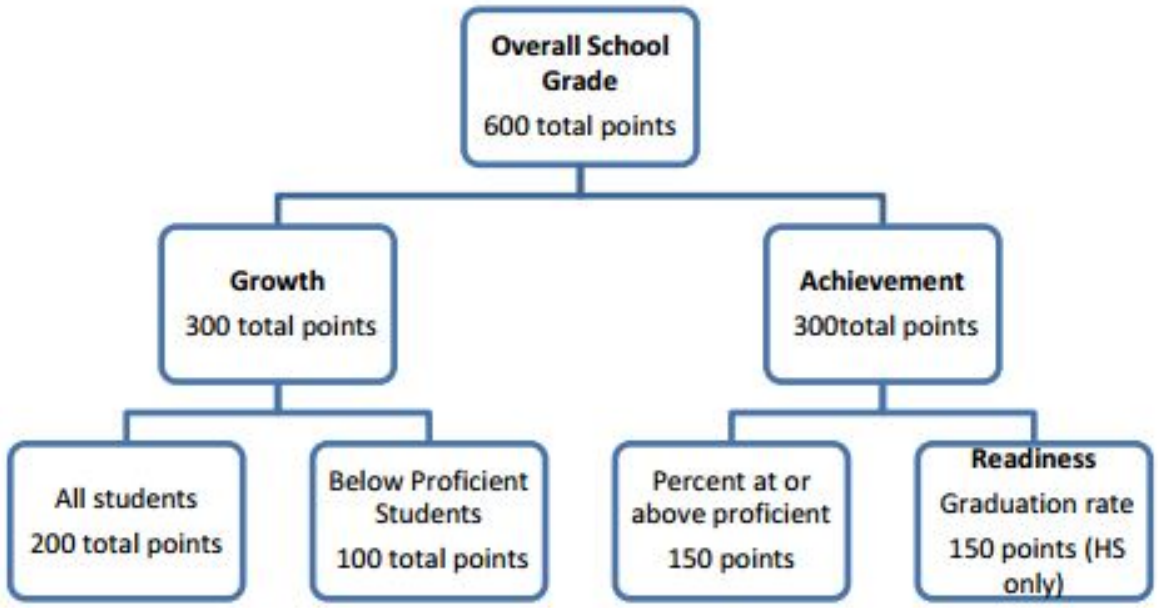


Figure 2. Structure for High Schools



Vermont	None specified
Virginia	Annual accountability ratings are based on achievement during the previous academic year o combined achievement from the three most recent years. School accreditation and federal accountability ratings for a specific school year are based on student achievement on tests taken during the previous academic year. Source: report cards https://p1pe.doe.virginia.gov/reportcard/report.do?division=All&schoolName=1548 http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.p
Washington	Index
West Virginia	100-point index
	Index

Wisconsin	
Wyoming	Index
American Samoa	None evident
Guam	Weighted average of numerical equivalents using a combination of indicators appropriate fc each level. Extra credit for increasing percentage of students performing at proficient and advanced levels by at least 5 percentage points compared to previous year.
Puerto Rico	None evident except Adequate Yearly Progress status
Virgin Islands	None evident

EDUCATION COMMISSION OF THE STATES
Your education policy team.

50-S Com

School Accountability "Report Cards"
Formulas Used to Calculate Performance - Full Text

December 2013

	Formula full text
Alabama	None evident
Alaska	• Based on all students group • Average of % proficient on three tests • Reading • Writing • Math • Weighted 35% for grades K-8, 20% for grades 9-12 • All students tested are included, not just "full academic year" students • Growth and proficiency index (capped at 100 points earned) • All students group and 4 primary subgroups: • AK Native/Am Indian • Economically disadvantaged • Students with disabilities • English learners (LEP students) • Subgroups included if 5 or more students test in that subgroup • Each subgroup included weighted 10% of progress score; all students group receiving re • Progress indicator weighted at 35% for all grades • For schools that have 25 or fewer students in the cohort (the denominator of the fraction u graduation indicator based on aggregated graduation rate data for up to three consecutive (denominator of the fraction) is larger than 25. For schools that have insufficient data to m over three consecutive years, and the cohort for the current year is two or fewer, the schoo rate for four consecutive years, including the current year, demonstrates progress of at leas

Participation Rate

- SBAs weighted at 5% for all grades
- WorkKeys weighted at 2% for 11th graders who take test

Participation Rate	Points
95-100	100
90-94	50
0-89	0

Indicators for Elementary/Middle Grades K-8

Category	Weighting in Overall Score
Academic Achievement - % of all students proficient or above (average of % proficient on reading, writing and math SBAs)	35%
School Progress – growth and proficiency index score for all students group and for each primary subgroup (AN/AI, economically disadvantaged, SWDs, and LEPs)	35%
Attendance Rate (all students	25%
Participation Rate in SBAs (all students)	5%
Total	100%

College & Career Ready Indicator

- Points earned for each certificate/score level as shown – ACT & SAT scores levels align with APS scholarship levels
- # students tested (current 12th graders tested in either 11th and/or 12th grades) in any WorkKeys, ACT, or SAT assessment
- % calculated based on total number of points earned divided by number of students tested

WorkKeys Certificate	ACT Score	SAT Score	Points
Gold or Platinum	25	1680	100
Silver	23	1560	95
Bronze	21	1450	80

Indicators for High School Grades 9-12

Category	Weighting in Overall Score
Academic Achievement - % of all students proficient or above (average of % proficient on reading, writing and math SBAs)	20%
School Progress – growth and proficiency index score for all students group and for each primary subgroup (AN/AI, economically disadvantaged, SWDs, and LEPs)	35%
Attendance Rate (all students	10%
Participation Rate in SBAs (all students)	5%
Graduation rate (cohort of all students)	20%
WorkKeys certificate rate (11th graders)	8%
WorkKeys participation rate (11th graders)	2%
Total	100%

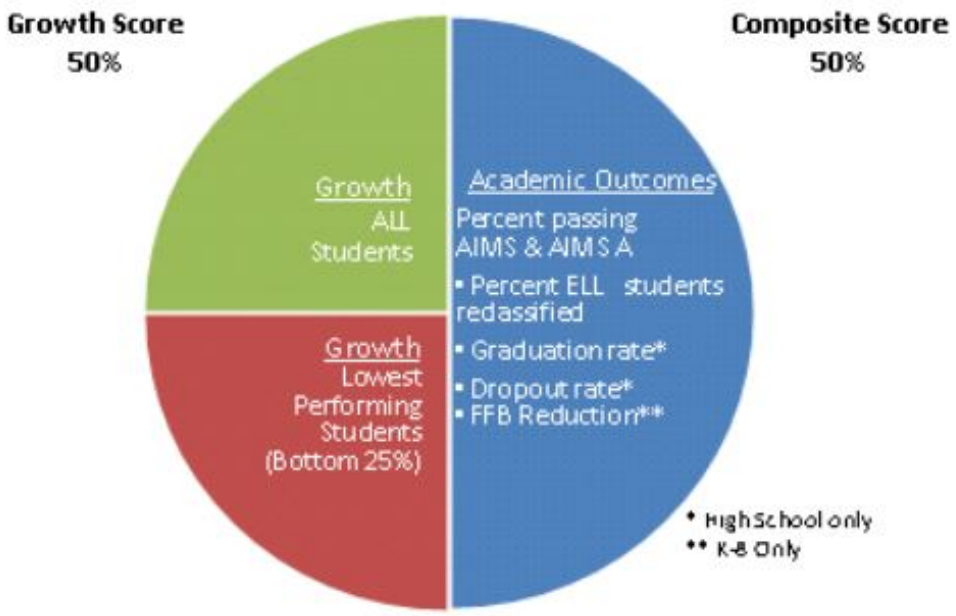
Comparison of Stars and AYP

# Schools in each category compared to AYP levels						
	AYP levels					
Proposed ASPI Star Ratings	0	1	2	3	4	5
1 star	5	3	6	5	2	30
2 stars	2	7	3	5	5	29
3 stars	63	39	10	13	8	46
4 stars	81	30	18	17	4	17
5 stars	52	4	0	1	0	1

Source: http://education.alaska.gov/akaccountability/esea/ak_waiver_principle2.pptx

Arizona	State statute mandates that half of the letter grade determinations for schools and LEAs shou consists of the relative growth of all pupils enrolled at the school or LEA and the relative growt measurement enrolled at the school or LEA. In order to comply with statute and offer more sensitive measures of school accountability, AD 1. Traditional schools 2. Alternative schools 3. Small schools 4. K-2 schools

2013 Traditional Model



(Growth Score + Composite Score = Total Points)
(100 points possible + 100 points possible + 3 + 3 +3 = 200+ points possible)

Figure 1. Components of the Traditional Model

Full academic year = FAY

The table below describes the grade-level and FAY requirements for each component of the A-F Letter Grade Accountability System.

Table 1. Accountability Data Inclusion

Component	FAY	Grades
Growth All Students	✓	3-8, 10
Growth Bottom 25	✓	3-8, 10
AIMS Percent Passing	✓	ALL
AIMS A Percent Passing	✓	ALL
ELL reclassification	✓	ALL
ELL 95% tested		ALL
ELL n-count		ALL
Graduation rate		12
Dropout rate		9-12
Falls Far Below reduction	✓	3 or 8
Alternative schools 3-year pooled SGP	✓✓✓	3-8, 10
Alternative schools AIMS improvement		ALL
Alternative schools academic persistence		ALL
Percent tested		3-8, 10
Stanford 10 On-target	✓	2
Stanford 10 Percent passing	✓	2

The following equation describes the method used to determine the percentage of students te
the K-2 model utilize the grade two Stanford 10 in assessing the percentage of students teste
than K-2 only, the percentage of students tested is based on grade 3 through grade 8 and gra
held accountable for testing all students enrolled in grades 6, 7, 8, and all students enrolled in
their second year of high school). The majority of the students in the tested high school cohor
tested high school cohort for fiscal year 2013.

Percent Tested = .50 (Number of students tested in Reading + Number of students tested in M
date + Number of students enrolled on Mathematics test date)

	In addition to the 95% tested rule, federal mandates require that no more than 1% of an LEA's state's alternative assessment for students with significant cognitive disabilities. If AIMS A dat statewide assessment and there is no approved waiver of the 1% cap for the LEA, the perforr Point Scale All schools and LEAs, with the exception of alternative schools and LEAs consisting of only al point bands below. The total points earned by a school or LEA were compared to the classific A-F Letter Grade Point Scale A 140 – 200 B 120 - 139 C 100 - 119 D 0 - 99 Schools under the Alternative Model used a distribution-based letter grading scale. More...see link. http://www.azed.gov/research-evaluation/files/2013/11/2013-a-f-technical-manual.pdf
Arkansas	Individualized Annual Measurable Objectives (AMOs) set for each school, district, and the st 2010 graduation rate data was used to set graduation rate AMOs. AMOs are yearly targets th the state will be held accountable for a 50 percent reduction in the proficiency or growth g the percentage of students not scoring proficient. Growth measures whether or not a stude by grade 8. The growth gap is the percentage of students who met growth subtracted from graduation rate and one hundred. To increase the number of schools accountable for students at risk, the Targeted Achieveme all of the following subgroups: economically disadvantaged, English Learners (EL), and Stud was not determined by the scores of student groups with less than 40 students. Under Flexi groups with as few as 25 students. Under Flexibility, every Arkansas school has been identified as one of the following: Achievi Improvement Priority. A description of each classification is stated below: To be classified as Achieving, the school and district are accountable for meeting performar the TAGG. In addition, they must test at least 95 percent of their students. High schools mu An Exemplary school based on performance is ranked in the top of its range and the scores for grades 6-8 and 9-12. Exemplary performance used test results to calculate a three-year combined for 2009 through 2011. A school can also be identified as Exemplary based on high determined by comparing the three-year weighted average percent proficient for 2008 thro through 2011. A Needs Improvement school tests less than 95 percent of its students or has proficiency an rates less than the AMOs for All Students or TAGG. Needs Improvement Focus schools include ten percent of Title I schools with the largest ach with the same achievement gaps as the selected Title I schools are also included in the Nee based on 2009 through 2011 data. Priority schools include five percent of the lowest performing Title I schools based on 2009 performance are also included in the Needs Improvement Priority group. If a school meets its AMOs for two consecutive years and follows its improvement plans, it b Improvement Priority school status. Flexibility is in place through the 2012-13 and 2013-14 school years unless ESEA is reauthori

California

AB 484 (2013) modified so that beginning with the 2015–16 API cycle:
State assessment results may only constitute 60% of a high school's API

40% must be from other indicators such as career and college readiness, graduation data, et
Academic Performance Index (API)

Details continue to evolve.

2.02(A) **Student Longitudinal Academic Growth.**

2.02(A)(1)

2.02(A)(2)

Student longitudinal academic growth shall be calculated based on the percentage of all stu
longitudinal academic growth, Move-Up Growth and Statewide Median Growth, as well as th
Schools or the Institute's Public Schools.

The Department shall calculate *adequate* longitudinal academic growth in such a way that a
student who scored at Unsatisfactory or Partially Proficient Achievement Level on the State
academic growth necessary to score at the Proficient Achievement Level within three years
a student who scored at the Proficient or Advanced2.02(A)(3)

Achievement Level on the Statewide Assessments in the previous academic year, which is th
Achievement Level or higher for the succeeding three years or until the tenth grade, whiche

The Department shall calculate Move-Up Growth in such a way that it means, for a student
Assessments, the amount of academic growth the student must attain to score at the Advar
tenth grade, whichever is sooner.

2.02(B) **Student Achievement on the Statewide Assessments.**

2.02(B)(1)

2.02(B)(2)

Student achievement on the Statewide Assessments shall be calculated based on the percer
at each of the Achievement Levels included in the Statewide Assessments.

For purposes of calculating student achievement on the Statewide Assessments, the Departı
state, the student's Achievement Level in the subjects included in the Statewide Assessmer
Statewide Assessments.

2.02(C) **Postsecondary and Workforce Readiness.**

2.02(C)(1) Postsecondary and Workforce Readiness shall be calculated based on the followir

2.02(C)(1)(a)

2.02(C)(1)(b)

2.02(C)(1)(c)

either: (i) the overall percentages of students enrolled in the eleventh grade in the public h
standardized, curriculum- based, achievement, college entrance examination administered
Postsecondary and Workforce Readiness Assessment, as described in § 22-7-1003(16), C.R.S.
included in the public high schools statewide who score at each Achievement Level on the F
public high schools;

	the statewide student dropout rate and the statewide student graduation rate, as defined b student dropout and graduation rates, the Commissioner, to the extent practicable, shall er re-engaging students and ensuring that all students successfully graduate; and beginning with the 2011-12 school year or as soon as practicable, the overall percentage of receive diplomas that are endorsed for Postsecondary and Workforce Readiness, as describe received diplomas that are endorsed for exemplary demonstration of Postsecondary and Wo 2.02(D) **Progress Made on Closing the Achievement and Growth Gaps.** 2.02(D)(1) Progress made on closing the achievement and growth gaps shall be calculated b 2.02(D)(2) To calculate progress made on closing the achievement and growth gaps, the Department sh across Student Groups to determine progress made by the Public Schools of the state in inc academic achievement, Postsecondary and Workforce Readiness, and graduation rate, and i Student Groups who are underperforming in comparison to other groups. Source: http://www.cde.state.co.us/sites/default/files/documents/accountability/downlo
Colorado	9.02 (A)**Student Longitudinal Academic Growth.** Student longitudinal academic growth sha 9.02 (A) (1) the percentage of all students enrolled in the Public School who attain adequat (A) (2) of these rules; 9.02 (A) (2) the percentage of all students enrolled in the Public School who attain Move-up 9.02 (A) (3) the percentage of all students enrolled in the Public School who attain Statewi 9.02 (A) (4) the Median Student Growth among students enrolled in the Public School. 9.02 (B)**Student Achievement on the Statewide Assessments.** Student achievement on the Statewide Assessments shall be calculated based on the percer the Achievement Levels included in the Statewide Assessments, as calculated pursuant to s 9.02(C) **Postsecondary and Workforce Readiness.** Postsecondary and Workforce Readiness shall be calculated for each public high school base 9.02(C)(1) the overall percentages of students enrolled in the eleventh grade in the Public School who achievement, college entrance examination administered as a Statewide Assessment or the the Public School who score at each Achievement Level on the Postsecondary and Workforc 9.02(C)(3) beginning with the 2011-12 school year and for each school year thereafter, the overall per diplomas that are endorsed for Postsecondary and Workforce Readiness as described in § 22 endorsed for exemplary demonstration of postsecondary or workforce readiness as describe the Public School's dropout rate and graduation rate, as calculated pursuant to section 13.0 9.02(D) **Progress made on closing the achievement and growth gaps.** 9.02(D)(1) Progress made on closing the achievement and growth gaps shall be calculated b

	9.02(D)(2) The Department shall compare the percentages and the assessment Achievement School in increasing over time each Student Group's longitudinal academic growth, academ 9.02(D)(1)(a) the percentage of students enrolled in the Public School who attain adequate of these rules; 9.02(D)(1)(b) the percentage of students enrolled in the Public School who attain Move-up (9.02(D)(1)(c) the percentage of students enrolled in the Public School who attain statewide 9.02(D)(1)(d) the Median Student Growth attained by students enrolled in the Public School 9.02(D)(1)(e) for a public high school, the percentage of students enrolled in the Public Sch each of the subjects included in the Statewide Assessments; and 9.02(D)(1)(f) for a public high school, the overall percentage of students enrolled in the ele the standardized, curriculum-based achievement college entrance examination or the perce public high schools who score at each Achievement Level on the Postsecondary and Workfor overall percentages of students graduating from the Public School who receive a diploma th endorsement for exemplary demonstration of Postsecondary and Workforce Readiness; and pursuant to section 13.00 of these rules. Source: http://www.cde.state.co.us/sites/default/files/documents/accountability/downlo In terms of Colorado Growth Model, a student growth percentile of 60 indicates the student how that recent test score compares to all the other test scores. Even students with test sc The Adequate Growth calculation combines Catch Up and Keep Up student data into a sing Keep Up students it uses their Keep Up number. A student needing to Catch Up had a previous year score in that content area that was belo probably get this student scoring at the proficient level in the near future: his or her Catch score in that content area that was above the minimum required for a Proficient rating; the this student scoring at the proficient level in the near future: his or her Keep Up number. C taking the median (a kind of average) gives us the amount of growth that these students on http://www.schoolview.org/GMFAQ.asp#Q29
Connecticut	Sec. 18. Section 10-223e of the 2012 supplement to the general statutes is repealed and the followir (a) As used in this section: (1) "School performance index" means the weighted sum of the subject performance indices for mat (2) "School subject performance index for mathematics" means the sum of the school mastery test d (A) The percentage of students scoring below basic, (B) the percentage of students scoring at basic, students scoring at goal, and (E) the percentage of students scoring at advanced, except that the Sta formula at grade levels other than elementary grade levels. (3) "School subject performance index for reading" means the sum of the school mastery test data of percentage of students scoring below basic, (B) the percentage of students scoring at basic, (C) the scoring at goal, and (E) the percentage of students scoring at advanced, except that the State Board grade levels other than elementary grade levels. (4) "School subject performance index for writing" means the sum of the school mastery test data of percentage of students scoring below basic, (B) the percentage of students scoring at basic, (C) the scoring at goal, and (E) the percentage of students scoring at advanced, except that the State Board grade levels other than elementary grade levels. (5) "School subject performance index for science" means the sum of the school mastery test data of percentage of students scoring below basic, (B) the percentage of students scoring at basic, (C) the scoring at goal, and (E) the percentage of students scoring at advanced, except that the State Board grade levels other than elementary grade levels. (6) "Category five schools" means schools with the lowest performance as indicated by factors set fo

pursuant to subsection (b) of this section, that may include, but are not limited to, the school perform
achievement as measured by standardized assessments, and high school graduation and dropout ra
(7) "Category four schools" means schools with the lowest performance other than category five sch
and support plan, prepared pursuant to subsection (b) of this section, that may include, but are not li
time, growth in student achievement as measured by standardized assessments, and high school gr
students.
(8) "Category three schools" means schools with higher performance than category four and five sch
factors set forth in the state-wide performance management and support plan, prepared pursuant to
performance index, change in school performance index over time, growth in student achievement a
dropout rates for the entire student population and for subgroups of students.
(9) "Category two schools" means schools that have higher performance than category three, catego
schools as indicated by factors set forth in the state-wide performance management and support pla
not limited to, the school performance index, change in school performance index over time, growth i
school graduation and dropout rates for the entire student population and for subgroups of students.
(10) "Category one schools" means schools that have the highest performance as indicated by facto
prepared pursuant to subsection (b) of this section, that may include, but are not limited to, the schoo
student achievement as measured by standardized assessments, and high school graduation and dr
(11) "Focus schools" means schools that have a low performing subgroup of students using measure
subgroups over time, including any period of time prior to July 1, 2014.

Delaware

Delaware revisited the achievement standards in reading, writing and math for students in gra
the achievement levels that were set in 1999 and adjusted some of the performance cuts duri
and adjusted at grades 3, 5, 8, and 10 in reading, writing and math, Delaware educators set fi
4, 6, 7, and 9. The State Board of Education adopted these performance cut scores in the fall
reading and math at grade 2. The grade 2 assessments have fewer items; therefore three lev

Performance below proficiency has been divided into two subcategories to better demonstrate
“Well Below” category, performance level 1, the performance cut score for the subcategory at
determined to be at the scale score point where the cumulative percentage of students scorin
“Below the Standard” category, performance level 2, the subcategory was set by dividing the
The levels at or above proficiency, performance levels 3 through 5, are collapsed into one cat
used in traditional model including status or safe harbor. Cut scores for reading and math hav

For further details, see: Delaware's approved growth model - http://www.doe.k12.de.us/aab
110906.pdf

District of Columbia

Table 2.B.ii. Calculating Index Scores: Methodology

Score	Description	Sample Calculation
School Index Score	The school index score is a weighted average of the value-table points assigned in reading and mathematics combined. This index identifies priority, reward, developing and rising schools.	(sum of all index scores for all students that are Full Academic Year/ number of FAY scores for tested grades and subjects = school index score)
Subgroup Index Scores	To identify focus schools, individual index scores for students within a subgroup, and for each subject, are averaged together to produce subgroup subject index scores.	(sum of subgroup subject index scores for all students that are Full Academic Year (FAY)) and belong to subgroup / number of FAY individual index scores that belong to subgroup = subgroup subject index score)

Source: http://osse.dc.gov/sites/default/files/dc/sites/osse/release_content/attachments

Florida

This section has been revised by S.B. 1642 (2014) but not yet updated here.

(3) DESIGNATION OF SCHOOL GRADES.—
(a) Each school that has students who are tested and included in the school grading system shall r

1. A school shall not receive a school grade if the number of its students tested and included in the
on accepted professional practice, for statistical reliability and prevention of the unlawful release of p
2. An alternative school may choose to receive a school grade under this section or a school impro
of an alternative school pursuant to State Board of Education rule, the decision to receive a s
3. A school that serves any combination of students in kindergarten through grade 3 which does no
school grading system shall receive the school grade designation of a K-3 feeder pattern school iden
feeder pattern exists if at least 60 percent of the students in the school serving a combination of stud
school.
(b)1. A school's grade shall be based on a combination of:
a. Student achievement scores, including achievement on all FCAT assessments administered und
s. 1008.22(3)(c)2.a., and achievement scores for students seeking a special diploma.
b. Student learning gains in reading and mathematics as measured by FCAT and end-of-course as
students seeking a special diploma, as measured by an alternate assessment tool, shall be in
c. Improvement of the lowest 25th percentile of students in the school in reading and mathematics
unless these students are exhibiting satisfactory performance.
2. Beginning with the 2009-2010 school year for schools comprised of high school grades 9, 10, 11
on a combination of the factors listed in sub-subparagraphs 1.a.-c. and the remaining 50 percent on
a. The high school graduation rate of the school;
b. As valid data becomes available, the performance and participation of the school's students in C
dual enrollment courses, and Advanced International Certificate of Education courses; and the stude
Certification Funding List, pursuant to rules adopted by the State Board of Education;
c. Postsecondary readiness of the school's students as measured by the SAT, ACT, or the common
d. The high school graduation rate of at-risk students who scored at Level 2 or lower on the grade 8
e. As valid data becomes available, the performance of the school's students on statewide standard
c.; and
f. The growth or decline in the components listed in sub-subparagraphs a.-e. from year to year.
(c) Student assessment data used in determining school grades shall include:
1. The aggregate scores of all eligible students enrolled in the school who have been assess
courses required for high school graduation, including, beginning with the 2010-2011 school y
2012 school year, the end-of-course assessments in geometry and Biology; and beginning wit
assessment in civics education at the middle school level.
2. The aggregate scores of all eligible students enrolled in the school who have been assess
(c)2.a., and who have scored at or in the lowest 25th percentile of students in the schoo
satisfactory performance.
3. The achievement scores and learning gains of eligible students attending alternative scho
to s. 1003.53. The term "eligible students" in this subparagraph does not include studen
policies for expulsion for repeated or serious offenses, who are in dropout retrieval prog
who are in programs operated or contracted by the Department of Juvenile Justice. The
subparagraph shall be included in the calculation of the home school's grade. As used
which the student would be assigned if the student were not assigned to an alternative
student performance data for eligible students identified in this subparagraph shall not
calculation of the alternative school's grade. A school district that fails to assign the FCA
scores of each of its students to his or her home school or to the alternative school th
for 1 fiscal year. School districts must require collaboration between the home school
collaboration must include an annual discussion between the principal of the alternat
the most appropriate school assignment of the student.
4. For schools comprised of high school grades 9, 10, 11, and 12, or grades 10, 11, and 12, the dat
Education determines such data are valid and available:
a. The high school graduation rate of the school as calculated by the Department of Educati
b. The participation rate of all eligible students enrolled in the school and enrolled in College
enrollment courses; Advanced International Certificate of Education courses; and courses or s
Industry Certification Funding List, pursuant to rules adopted by the State Board of Education;
c. The aggregate scores of all eligible students enrolled in the school in College Board Adva
International Certificate of Education courses;
d. Earning of college credit by all eligible students enrolled in the school in dual enrollment p
e. Earning of a national industry certification identified in the Industry Certification Funding L
f. The aggregate scores of all eligible students enrolled in the school in reading, mathematic
placement test for postsecondary readiness;
g. The high school graduation rate of all eligible at-risk students enrolled in the school who s

	examinations; h. The performance of the school's students on statewide standardized end-of-course asses i. The growth or decline in the data components listed in sub-subparagraphs a.-h. from year The State Board of Education shall adopt appropriate criteria for each school grade. The crite designated with a grade of "C," making satisfactory progress, shall be required to demonstrate lowest 25th percentile in reading and mathematics on the FCAT and end-of-course assessme satisfactory performance. Beginning with the 2009-2010 school year for schools compr criteria for school grades must also give added weight to the graduation rate of all eligi 2010 school year, in order for a high school to be designated as having a grade of "A," students, as defined in this paragraph, in the school are making adequate progress. (4) SCHOOL IMPROVEMENT RATINGS.—The annual report shall identify each school's performa improvement rating shall be based on a comparison of the current year's and previous year's studen eligible for school recognition awards pursuant to s.1008.36. Source: http://archive.flsenate.gov/Statutes/index.cfm?App_mode=Display_Statute&Searc
Georgia	Greatest Gain in Percentage of Students Meeting and Exceeding Standards or Highest Percentage of Students Meeting and Exceeding Standards The Performance Index recognizes schools with the greatest gains and schools with the high • Includes Full Academic Year (FAY) student assessment results. • Utilizes scores from grades 1-8 for all 5 CRCT subjects (reading, English language arts, mat • Utilizes scores from 4 GHSGT subjects (English, math, science, social studies) from grade 1 The state has a data system with a unique student identifier that allows for assessment data t The proposed growth model assigns points based on the combination of a student's performa Appendix I). The calculations for the content areas of reading and math are done separately. the NCLB stakeholder group. The model values individual student growth from one year to th accountability system. This is realized by not misclassifying schools or districts that are indee proficient and then maintaining proficiency.
Hawaii	None specified
Idaho	100-point scale. All of the measures are rolled into a cumulative measure. For More details: http://www.sde.idaho.gov/site/assessment/docs/Star%20Rating%20Busine
Illinois	None specified
Indiana	Accountability System Review Panel's recommendations (October 2013): IV. SCHOOL ACCOUNTABILITY SYSTEM RECOMMENDATIONS The Panel recommends the following interdependent components for the Indiana school accountabil (1) The grading scale for the A - F system, currently a 4-point scale, will be changed to a 100-point s (2) The accountability system model will have different frameworks for grades 1-8 and grades 9-12. (3) The accountability system will have two domains: performance and growth. (4) The model will allow for changes in assessments, including any new assessments that may be se (5) As required under IC 20-31-8-1, the performance of a school's students on the ISTEP program te approved by the State Board are the primary and majority means of assessing a school's improveme (6) The model will include the data points to measure reading growth and performance in grades 1-1 (7) The model will measure CCR indicators in both domains of performance and growth. (8) The CCR indicators will include the PSAT as a data point. (9) The model will measure targeted growth. (10) The targeted growth for each student will be determined annually.

(11) The model will measure categorical growth improvement.
(12) The model will allow targeted growth to be measured for high school when data becom
assessments that enable the development of a vertical scale.
(13) The model will use improvement rates as data points for growth in the 10th to 12th gra
(14) The model will retain the CCR goal at 25% student attainment (the current level) and t
an increase in the significance of the CCR goal.
(15) The model will use a categorical improvement indicator for the super subgroups in the
(16) Title I category descriptors will be aligned with the model by identifying terms that ali
makes no recommendation concerning what the terms should be.
(17) The model will be developed to have vertical scale alignment with assessments in grad
(18) The model will expand to at least 5 performance categories that are delineated within th
http://www.doe.in.gov/sites/default/files/news/asrpgb1-rp.pdf

Iowa	None specified
Kansas	None specified
Kentucky	**Process** Individual student data collected from the assessments and rates listed in the chart above are used to generate a numeric value for each category of Next-Generation Learners — Achievement, Gap, Growth, College/Career Readiness and Graduation Rate. The value for each category is weighted to create a final overall score for Next-Generation Learners. The following table illustrates the weights.

Grade Range	Achievement	Gap	Growth	College/Career Readiness	Graduation Rate	Total
Elementary	30	30	40	N/A	N/A	100
Middle	28	28	28	16	N/A	100
High	20	20	20	20	20	100

A standard setting process will establish the cut scores to classify a school or district as Distinguished, Proficient or Needs Improvement. Cut scores are the numeric values where schools or districts enter or exit the classifications.

Achievement Calculation: For each content area, one point is awarded for each percent of students scoring proficient or distinguished. One-half point is awarded for each percent of students scoring apprentice. No points are awarded for novice students.

KBE directed that a bonus for distinguished be added that does not mask or overcompensate for novice performance. To calculate the bonus, each percent distinguished earns an additional one-half point, and the percent novice earns a negative one-half point, so that when the distinguished and novice values are combined, the novice points may offset the distinguished bonus. If the novice performance completely offsets the distinguished bonus, no points are added to or subtracted from the achievement calculation.

Gap Calculation: Kentucky's goal is 100 percent proficiency for all students. The distance from that goal or gap is measured by creating a student Gap Group — an aggregate count of student groups that have historically had achievement gaps. Student groups combined include ethnicity/race (African American, Hispanic, Native American), Special Education, Poverty (free/reduced-price meals) and Limited English Proficiency that score at proficient or higher.

(Excerpt from revised, approved ESEA flexibility request:
http://education.ky.gov/comm/UL/Documents/Revised%20Approved%20KY%20ESEA%20flexi

Louisiana	See formula summary.
Maine	None specified
Maryland	The School Progress Index (SPI) and the school's result on each of the Indicators of the Inde targets. Once the School Progress Index is calculated (with values of 0 to 1 or greater), the sc and recognition to schools. Schools in Strand 1 will be schools meeting all targets and school will, as always, have very unique profiles, the Maryland State Department of Education (MSD issues these schools face when meeting their targets. This Strand categorization allows MSD schools by magnitude of need while precise diagnosis occurs at the school.

STRAND 1
If schools fall into Strand 1, the schools have a School Progress Index score of 1.0 or better a
(elementary/middle schools) or Achievement, Gap, and College- and Career-Readiness indic
and exceeding the academic standards for all students. Schools that score in this Strand may
achievement gaps but will, through development of the School Improvement Plan (SIP), want
they have that indicate any need whether academic, physical, emotional, or cultural and deve

Monitoring for these schools is left to the LEA and its theory of action. Each year the LEA will
in Strand 1. The LEA Superintendent will report on the examination of these plans through the
inadequacies will be addressed in these and all other SIPs. This will allow MSDE to have insi
perspective and the school will receive feedback that will assist with the continued improveme

STRAND 2
If schools fall into Strand 2, the schools have a School Progress Index score greater than or e
Achievement, Gap, and Growth (elementary/middle schools) or Achievement, Gap, and Colle
successes and challenges of schools in Strand 2 will be varied. Schools may excel at Mathem
Achievement, Growth, Gap Reduction and College- and Career-Readiness Goals can yield re
could lead them to enter Strand 1.

STRAND 3
If schools fall into Strand 3, the schools have a School Progress Index score greater than or e
Achievement, Gap, and Growth (elementary/middle schools) or Achievement, Gap, and Colle
3 schools will show an increase in the intensity of needs identified by the School Improvemen
achieve standards or may have intensive, pervasive problems for one very low-performing su

STRAND 4
If schools fall into Strand 4, the schools have a School Progress Index score greater than or e
and Growth (elementary/middle schools) or Achievement, Gap, and College- and Career-Rea
those that are generally not meeting targets. These schools fall close to the bottom of progres
strand but they are near that point. Rarely will these schools have focused problems with one
address all instruction as well as those ancillary supports, like classroom management trainin
for the improvement of instruction, the retraining of the leadership staff, and intensified outrea
addressed by all schools in this strand and with LEA oversight. LEAs should look carefully at t
current path to improvement. Schools with serious needs require the attention and support of
activities to create community involvement.

STRAND 5
If schools fall into Strand 5, the schools have a School Progress Index score lower than 0.9 b
Growth (elementary/middle schools) or Achievement, Gap, and College- and Career-Readine
schools in the State will fall into Strand 5. Schools falling into this strand will generally display
LEA. These schools are also going to present the most need from student services. Required
Improvement Grant (SIG) process. The SIG process provides clear needs assessments and s
Strand may have access to additional school improvement dollars with well defined plans for i
support from the LEA.

http://msp.msde.state.md.us/SpiStrands.aspx?PV=14:0:15:0812:3

Massachusetts

Composite Performance Index or CPI shall mean a 100-point index that assigns 100, 75, 50, 25, c
their performance. The total points assigned to each student are added together and the sum is divi
and 100, which constitutes a district, school or group's CPI for that subject and student group. T
proficiency (a CPI of 100) in English Language Arts (ELA), mathematics, and science. CPIs are g
district, school, and studen

Classification of schools. All schools with sufficient data, including charter schools, are class

goals in Level 1 and those that require the most intervention and assistance in Levels 3, 4, an
school or at least 30 students in a subgroup were assessed on ELA and mathematics MCAS

Approximately eighty percent of schools are classified into Level 1 or 2 based on the cumulati
classified into Level 1, the cumulative PPI for all students and high needs students must be 75
be assessed on ELA, mathematics, and science MCAS tests. If either condition is not met, the

A school is classified into Level 3 if: it is among the lowest performing 20 percent relative to ot
school percentile; one or more subgroups in the school are among the lowest performing 20 p
persistently low graduation rates (defined as a 2012 four-year cohort graduation of less than 6
less than 60 percent) for any student group; or the school has very low MCAS participation ra

The lowest achieving, least improving Level 3 schools are candidates for classification into Le
accountability system. The decision to classify a school into Level 4 or 5 is made by the Comm

A small number of schools each year are not classified into a level: very small schools, schoo
sufficient data.

Table 9: School classifications and potential reasons

Level	Reason	
Insufficient data	*Insufficient data*	Very small scho
Level 1	*Meeting gap narrowing goals*	Schools for whic or higher that do
Level 2	*Not meeting gap narrowing goals*	Schools for whic 74 or lower that
	Low MCAS participation (less than 95%)	Schools with les not otherwise m
Level 3	*Among lowest performing 20% of schools*	Schools with sch criteria for classi
	Among lowest performing 20% of subgroups	Schools with on lower relative to lower relative to otherwise meet *schools*
	Among lowest performing 20% of schools and subgroups	Schools meetin classification int
	Persistently low graduation rate for one or more groups	Schools in which graduation of les graduation rates classification int
	Very low MCAS participation (less than 90%)	Schools with les not otherwise m
Level 4	*Among lowest achieving and least improving schools*	Level 3 schools
Level 5	*Chronically underperforming school*	Level 4 schools

Commendation schoo

A subset of Level 1 schools are recognized as *Commendation schools* for their academic acc
following reasons:

High achievement: High achieving schools are those with the highest relative performance i achievement indicators (i.e., CPI, percent Warning/Failing, percent Advanced, annual dropou be commended for high achievement, a school must

- Be classified in Level 1;
- Assess 30 or more high needs students in each of the last four years;
- Rank within the top 10 percent of schools (90^{th} percentile) in the same school type catego
- Demonstrate improvement on the CPI for all subgroups in both ELA and mathematics ove
- For high schools, achieve an aggregate five-year cohort graduation rate of 94 percent or h

High progress: High progress schools are those with the highest relative performance on the both ELA and mathematics for students in the aggregate. To be eligible to be commended for

- Be classified in Level 1;
- Assess 20 or more students in the aggregate in each of the most recent four years;
- Rank within the top 10 percent of schools in the same school type category on the PPI gro
- Demonstrate improvement on the CPI in the aggregate and for all subgroups in both ELA
- For high schools, demonstrate improvement in the five-year cohort graduation rate for stu an aggregate five-year cohort graduation rate of 94 percent or higher for three consecutive

Narrowing proficiency gaps: Schools commended for narrowing proficiency gaps are those indicators in both ELA and mathematics for students in the high needs subgroup. To be eligibl

- Be classified in Level 1;
- Assess 30 or more high-needs students in each of the most recent four years;
- Rank within the top 10 percent of schools in the same school type category on the PPI gro
- Demonstrate improvement on the CPI for all subgroups in both ELA and mathematics ove
- For high schools, demonstrate improvement in the five-year cohort graduation rate for stu or achieve a five-year cohort graduation rate of 94 percent or higher for the high needs su

http://www.doe.mass.edu/apa/accountability/
(NOTE: “Criteria for awarding Progress and Performance Index (PPI) points to districts, schoo http://www.doe.mass.edu/apa/ayp/2013/PPICriteria.pdf)

Michigan

- Reward Schools, based on the top 5% of schools in the ranking as well as the schools wit which are those schools either outperforming their expected ranking or outperforming o
- Focus Schools, based on the achievement gap component of this list.
- Priority (formerly Persistently Lowest Achieving), Schools based on the bottom 5% of thi

All schools are included in the ranking if they have two years of assessment data for 30 or n

PRIORITY SCHOOL - Identified in bottom 5% if Michigan’s Top-to-Bottom list of schools

- Any school with a graduation rate of less than 60% for three consecutive years
- Any school that received SIG funds to implement a turnaround model
- Any school identified in 2010 or 2011 as a PLA (Persistently Low Achieving) School http://www.michigan.gov/documents/mde/UnderstandingPriorityStatus_427340_7.pdf?

FOCUS SCHOOLS – Identified as the ten percent (10%) of MI schools having the widest gap In student achievement between their lowest and highest performing students.
The top to bottom ranking uses three metrics: Achievement, Improvement in achievement, REWARD SCHOOLS consist of schools that made AYP and were also identified in one of three traditional barriers to student achievement and are outperforming schools with similar risk

Identification as a Reward School results from:

- Making Adequate Yearly Progress

AND

- Achieving one or more of the following distinctions:
    - Being in the top 5% of the Top-to-Bottom ranking
    - Being in the top 5% of schools on the improvement metric in the Top-t
    - Being a school identified as “Beating the Odds” (BTO). BTO schools wi
- Determined by Based on the Top-to-Bottom (TTB) ranking methodology which includes d
    - Achievement results
    - Improvement results
    - Achievement gap results
- All tested subjects are included in the ranking where possible for a school.
- A ranking is determined for all schools with 2 years of data for:
    - 30 or more students
    - In 2 or more tested subjects
- After all schools are ranked based on achievement, improvement, and achievement gap

Minnesota

Measures	Definition
AMO	
Participation and Proficiency Status	2011 -Current Participation and Proficiency Index Ratings 2012- Participation and Proficiency Index. New custom targets for each cell designed to ensure gaps between minority and non-minority groups are reduced 50% by 2018
Multiple Measures	
Proficiency Status	2011 -Current Proficiency Index Ratings 2012- Participation and Proficiency Index using new index targets for each cell designed to ensure gaps between minority and non-minority groups are reduced 50% by 2018
Growth	Growth is based on the difference between each student's most recent MCA or MTAS score and their score in the prior year. Using the Minnesota Growth Model methodology, statewide averages are calculated for each prior year score and subtracted from the most recently observed score to determine each student's growth. Student growth is averaged to determine school growth rankings.
Growth Gap	Answers the question, "In which schools are disadvantaged students outpacing the growth of their more advantaged peers, thereby contributing to achievement gap closure?" Growth exhibited by students eligible for free or reduced price lunch, English learners, special education students, and students identifying as American Indian, Asian, Black, or Hispanic is compared to the statewide average growth targets of advantaged reference groups. Average student growth gaps within each school, weighted by the number of students in each group, are used to determine school rankings.
Graduation Rate	Exclusion Adjusted Cohort Four Year Rate- Cohorts determined annually with first time ninth graders and adjusted for transfers in and transfers out based on statewide data.

Source: http://education.state.mn.us/mdeprod/idcplg?IdcService=GET_FILE&dDocName=0(

Also see pp. 58-60 of H.F. 630 (enacted May 2013): http://wdoc.house.leg.state.mn.us/leg

Mississippi

See details at: http://ors.mde.k12.ms.us/report/lettergrade.aspx

Missouri

MSIP 5 Generating the APR (Annual Performance Report) Score

Generating the APR Score
Once the scores for Academic Achievement, Subgroup Achievement, College and Career or High School Readiness, Attendance Rate and Graduation Rate have been generated, they are combined into a single score. The APR score is used to differentiate among LEA performance, and to make classification determinations of accreditation; Accredited with Distinction, Accredited, Provisional and Unaccredited

Table 19. Computational Table for Generating a Final Score

	Standard 1: Academic Achievement					
	English Language Arts	Mathematics	Science	Social Studies	K-12	K-8
Status Score	0 – 9 – 12 – 16	0 – 9 – 12 – 16	0 – 9 – 12 – 16	0 – 5 – 6 – 8		
Progress Score	0 – 3 – 6 – 12	0 – 3 – 6 – 12	0 – 3 – 6 – 12	0 – 1.5 – 3 – 6		
Growth Score	0 – 6 – 12	0 – 6 – 12				
Possible Points	Max Score: 16	Max Score: 16	Max Score: 16	Max Score: 8	Max: 56	Max: 48
Points Earned:						
	Standard 2: Subgroup Achievement					
	English Language Arts	Mathematics	Science	Social Studies	K-12	K-8
Status Score	0 – 2 – 3 – 4	0 – 2 – 3 – 4	0 – 2 – 3 – 4	0 – 1 – 1.5 – 2		
Progress Score	0 – 1 – 2 – 3	0 – 1 – 2 – 3	0 – 1 – 2 – 3	0 – .5 – 1 – 1.5		
Growth Score	0 – 2 – 3	0 – 2 – 3				
Possible Points	Max Score: 4	Max Score: 4	Max Score: 4	Max Score: 2	Max: 14	Max: 12
Points Earned:						
	Standard 3: College and Career Readiness (K-12) and Standard 3: High School Readiness (K-8)					
	CCR*1-3	CCR*4	CCR*5-6	HSR	K-12	K-8
Status Score	0 – 6 – 7.5 – 10	0 – 6 – 7.5 – 10	0 – 6 – 7.5 – 10	0 – 6 – 7.5 – 10		
Progress Score	0 – 2 – 4 – 7.5	0 – 2 – 4 – 7.5	0 – 2 – 4 – 7.5	0 – 2 – 4 – 7.5		
Possible Points	Max Score: 10	Max Score: 10	Max Score: 10	Max Score: 10	Max: 30	Max: 10
Points Earned:						

Total points earned is divided by the total points possible for the school or LEA then multipl
tenth. The total percent of points possible earned is then used at the district level to deter
(3) consecutive APRs is then used to inform district classification recommendations to the S

Notes:
• Three (3) APRs, each reflecting three (3) years of performance data, will be used for class
districts, the department will review a district's 2013 APR, 2014 APR, and 2015 APR for MSI
warrants a change from its classification prior to 2015, the district's fourth cycle APR will b
• The percent of overall points may be earned through Status, Progress or Growth (where a
• APR Reports located in Missouri Comprehensive Data System at http://mcds.dese.mo.gov/

http://www.dese.mo.gov/qs/documents/MSIP-5-comprehensive-guide-3-13.pdf

Montana	None specified (except for determining AYP)
Nebraska	None specified
Nevada	**How is the NSPF index score computed?** The Nevada School Performance Framework index score is a composite of several performance ind performance indicator is itself a composition of multiple factors. The index score is the sum of all regarding the performance indicators and their factors can be found on the "Index Point Criteria" p

Elementary/Middle School Index (100 points possible)
Growth (40 points possible)
School Median Growth Percentile (MGP)
Overall % of Students Meeting Adequate Growth Percentile (AGP)
Status (30 points possible)
Overall % of Students Meeting Proficiency Expectations
Gap (20 points possible)
% of IEP, ELL and FRL Students Meeting AGP
Other Indicator (10 points possible)
Average Daily Attendance (ADA)

The Nevada School Performance Framework index score is a composite of several performance ind performance indicator is itself a composition of multiple factors. The index score is the sum of all regarding the performance indicators and their factors can be found on the "Index Point Criteria" p

High School Index (100 points possible)
Status/Growth (30 points possible)
Overall % of 10th Grade Students Meeting Proficiency Expectations
Cumulative % of 11th Grade Students Meeting Proficiency Expectations
School Median Growth Percentile for 10th Grade (MGP)
Gap (10 points possible)
Cumulative % of 11th Grade IEP, ELL, FRL Proficiency Gap
Graduation (30 points possible)
Overall Graduation Rate
Graduation Rate Gap for IEP, ELL and FRL Students
College and Career Readiness (16 points possible)
% of Students in NV Colleges Requiring Remediation
% of Students Earning an Advanced Diploma
AP Proficiency
ACT/SAT Participation
Other Indicators (14 points possible)

	Average Daily Attendance (ADA) % of 9th Grade Students who are Credit Deficient Source: http://nspf.doe.nv.gov/Home/Points
New Hampshire	None specified
New Jersey	See for details: http://www.state.nj.us/education/title1/accountability/progress/13/unde
New Mexico	Schools are grouped into categories that have similar proportions of English language learner disadvantaged (ED), and mobile students. Different schools are in each category set. A comp students. Higher ranking schools had more points in that indicator. Scaled scores (SS) range from 0 to 80, and 40 is the threshold for proficiency (on grade level http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html The Statewide C grade was established in the first year of school grading as the midpoint of a and is not recalculated each year. Final letter grades are established at the 90th and 50th percentiles, which represent 75 and 5 5-year or 6-year graduation cohorts, the scale is abbreviated and letter grades are adjusted to years. However high high schools that were graded on this restricted scale have their points a

School Growth

School growth compares the students enrolled in the current year to students from prior years. While these are partly different sets of students, the school that is improving will do a better job each year of impacting their achievement. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficient.

School Growth is augmented with Value Added Modeling (VAM) which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED"s School Grading Technical Manual at: http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx

	Reading	*Math*
Difference from Expected Growth (SS Points)	2.091	0.300
Points Earned	2.91	1.29

School Growth is shown in scaled score points, which range from 0 to 80 for both reading and math. A school that grows an average of +2 scaled score points a year shows that the school is generally improving their ability to increase student achievement.

Student Growth

Just like schools, individual student achievement is expected to improve over time. Student growth is shown as the average change in scaled score (SS) points per year, and is averaged for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups.

Scores on the assessment range from 0 to 80, and a score of 40 indicates that a student is proficient or on grade level. A student's prior test scores are used to estimate how the student should perform today. When growth is positive (+) students score better than expected in the current year:

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding, especially when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected. While some students may have performed better than anticipated (positive growth), they were equally balanced by students that did poorer (negative growth).
- Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of Student Growth and scaled scores are explained in the Technical Guide on the PED website: http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx

	Source: http://webapp2.ped.state.nm.us/SchoolData/docs/1112/SchoolGrading/A-F_School_C
New York	Subdivision (j) establishes the Performance Criteria (Elementary-Middle Level and High Scho Elementary-Middle Level science and graduation rate) used to make school and school distr English language arts, mathematics, and science; and the goals and progress targets for the defines the annual high school cohort, the annual high school alternative cohort, and the gr Subdivision (k) specifies the processes by which schools will be identified for registration re

Special Act School Districts.

Excerpt, Regulations:

2. Section 100.18 of the Regulations of the Commissioner of Education is added, effective Septembe
§100.18 ESEA accountability system
(13) Performance criteria shall mean the performance criteria set forth in subdivision (j) of this sectio
(14) Performance levels shall mean:
(i) for elementary and middle grades:
(a) Level 1 (Below Standards)
(1) not on track to be proficient: a score of level 1 on State assessments in English language arts an
targets as established by the commissioner, the student's growth percentile does not meet or exceec
percentile target; or a score of level 1 on a State alternate assessment.
(2) on track to be proficient: a score of level 1 on State assessments in English language arts and m
as established by the commissioner, the student's growth percentile meets or exceeds his or her gro
(3) for science: a score of level 1 on State assessments in science or other State assessments, or a
(b) Level 2 (Meets Basic Standards)
(1) not on track to be proficient: a score of level 2 on State assessments in English language arts an
targets as established by the commissioner, the student's growth percentile does not meet or exceec
percentile target; or a score of level 2 on a State alternate assessment;
(2) on track to be proficient: a score of level 2 on State assessments in English language arts and m
level 2 on State assessments in English language arts and mathematics, provided that using the stu
the student's growth percentile meets or exceeds his or her growth percentile target;
(3) for science: a score of level 2 on State assessments in science or other State assessments, or a
(c) Level 3 (Meets Proficiency Standards)
(1) a score of level 3 on State assessments in English language arts, mathematics and science or a
(2) a score of 65 or higher on a Regents Examination in science for students in grade eight pursuan
(d) Level 4 (Exceeds Standards): a score of level 4 on State assessments in English language arts,
(ii) for high school:
(a) Level 1 (Below Standards)
(1) a score of 64 or less on the Regents Comprehensive Examination in English
or a Regents mathematics examination;
(2) a failing score on a State-approved alternative examination for those
Regents examinations.
(3) a score of level 1 on a State alternate assessment;
(4) a cohort member who has not been tested on the Regents Comprehensive Examination in Englis
examination for these Regents examinations;
(b) Level 2 (Meets Basic Standards)
(1) a score between 65 and 74 on the Regents Comprehensive Examination in English or between 6
(2) a score of level 2 on a State alternate assessment;
(c) Level 3 (Meets Proficiency Standards)
(1) a score between 75 and 89 on the Regents Comprehensive Examination in English or between 8
alternative to those Regents examinations;
(2) a score of level 3 on a State alternate assessment;
(d) Level 4 (Exceeds Standards)
(1) a score of 90 or higher on the Regents Comprehensive Examination in English or a Regents mat
(2) a score of level 4 on a State alternate assessment;
(14) Performance index shall be calculated based on the student performance levels as follows:
(i) For elementary and middle grades, each student scoring at level 1 who is not on track to be profic
track to be proficient with 100 points, and each student scoring at level 1 or 2 who is on track to be p
accountability group will be calculated by summing the points and dividing by the number of students
(ii) For high school, each student scoring at level 1 will be credited with 0 points, each student scorir
points. The performance index for each accountability group will be calculated by summing the points
(15) Student growth means the change in student achievement for an individual student between tw
(16) Student growth percentile means the result of a statistical model that calculates each student's
assessment and compares each student's performance to that of similarly achieving students.
(17) Median student growth percentile means the result of rank-ordering the student growth percenti
(18) The student growth percentile target means the rate of annual growth necessary in English lang
years, or by 8th grade, whichever is earlier.

	Source: http://www.regents.nysed.gov/meetings/2012Meetings/September2012/912p12a2. Additional source: Summary of ESEA flexibility waiver - http://www.p12.nysed.gov/account
North Carolina	**Calculation Methodology** To calculate the school performance grades, use the state mean to set the criteria for each indicator and then translate to a point scale for A, B, C, D, and F reporting. The criteria wil static, or fixed, and periodically re-visited. This provides schools an opportunity to demonst progress over time. The first step is to analyze the statewide data to determine, for each component of the Sch Performance Grades, the state mean, or average performance, and standard deviation. Usi state mean as the center of the distribution, values will be converted to a scale for use in a letter grades, consistent with a point scale as specified in the Session Law. In order to preve extreme values for any given component from skewing the final grade, each component wil capped on each end of the scale. The positive outcomes of this methodology are that it allows for each indicator to be report based on the true statewide performance of students, increasing the validity of the overall Starting with the state mean as the baseline in year one of calculating school performance ensures that the grades will meaningfully differentiate between schools. The relative diffic the indicators are, in some cases, unknown at this point (the new EOCs and EOGs). In the ca where the relative difficulty of achieving the standards for each indicator are known, they quite variable in difficulty. Starting with the state mean to assign points, ensures that the indicators that are easier to achieve will not inflate all schools' grades and indicators that a harder to achieve will not deflate all schools' grades. **Growth** Incorporate growth as a one-step increase in the letter grade for schools that meet or exce growth expectations as calculated by EVAAS. Given this, the NCDPI has recommended increasing a school's grade by one letter grade if th meets or exceeds growth. For example, a school with a letter grade of C that met growth w have a final letter grade of B. Source: http://www.ncleg.net/documentsites/committees/JLEOC/Reports%20Received/201
North Dakota	None specified (except for determining AYP)
Ohio	Performance Indicators show how many students have a minimum, or proficient, level of knowledge. achievement for each student in a grade and subject. For each test, starting in the 2013-14 school ye "proficient" or better in order to "meet" an indicator. This change signals that more students are expe The Performance Index measures the achievement of every student, not just whether or not they rea student's level of achievement. The higher the student's level, the more points the school applies tow improve the performance of highest and lowest performing students. Source: http://education.ohio.gov/getattachment/Topics/Data/Report-Card/The-New-A-F-I Statutory language: 3302.01 Performance standard As used in this chapter: (A) "Performance index score" means the average of the totals derived from calculations for each su the weighted proportion of untested students and students scoring at each level of skill described in prescribed by divisions (A) and (B)(1) of that section. The department of education shall assign weigh

	and students who take an assessment receive progressively larger weights dependent upon the leve weights to students who have been permitted to pass over a subject in accordance with a student ac student attains the proficient score prescribed under division (A)(2)(c) of section 3301.0710 of the Re the weight prescribed for the next higher scoring level. If such a student attains the advanced score, an assessment, the department shall assign to the student an additional proportional weight, as appr included in the performance index score and the student attains the proficient score on an assessme basis. Students shall be included in the "performance index score" in accordance with division (K)(2) of sec (B) "Subgroup" means a subset of the entire student population of the state, a school district, or a scl (1) Major racial and ethnic groups; (2) Students with disabilities; (3) Economically disadvantaged students; (4) Limited English proficient students; (5) Students identified as gifted in superior cognitive ability and specific academic ability fields under academic ability fields, the department shall use data for those students with specific academic abilit shall also include data for students with specific academic ability in that field. (6) Students in the lowest quintile for achievement statewide, as determined by a method prescribed (C) "No Child Left Behind Act of 2001" includes the statutes codified at 20 U.S.C. 6301 et seq. and a pursuant to those statutes, guidance documents, and any other policy directives regarding implemen (D) "Adequate yearly progress" means a measure of annual academic performance as calculated in (E) "Supplemental educational services" means additional academic assistance, such as tutoring, re the regular school day by a provider approved by the department in accordance with the "No Child L (F) "Value-added progress dimension" means a measure of academic gain for a student or group of s methodology to individual student achievement data derived from the achievement assessments pre dimension" shall be developed and implemented in accordance with section 3302.021 of the Revised (G) (1) "Four-year adjusted cohort graduation rate" means the number of students who graduate in four y students who form the adjusted cohort for the graduating class. (2) "Five-year adjusted cohort graduation rate" means the number of students who graduate in five y form the adjusted cohort for the four-year graduation rate. (H) "State institution of higher education" has the same meaning as in section 3345.011 of the Revise (I) "Annual measurable objectives" means a measure of student progress determined in accordance department of education.
Oklahoma	§70-1210.545 (D through G) D. The grade of a school shall be based on a combination of: 1. Fifty percent (50%) on whole school performance, as measured by allocating one point for each s end-of-instruction tests administered under Section 1210.508 of this title and alternative test scores a number of students taking the tests; 2. Twenty-five percent (25%) on whole school growth, as measured by allocating one point for each proficiency level on criterion-referenced tests and end-of-instruction tests administered under Sectior 3. Twenty-five percent (25%) on growth in the bottom quartile of students, as measured by allocating levels or improves substantially within a proficiency level on criterion-referenced tests and end-of-ins number of students taking the tests. E. In addition to the components outlined in subsection D of this section, the following bonus points 1. For schools comprised of high school grades: a. five points for meeting the criteria for an "A" for the high school graduation rate of the school, as d b. one point for meeting the criteria for an "A" for performance or participation of students in College concurrent enrollment courses, Advanced International Certificate of Education courses, or the achie by the Board, c. one point for meeting the criteria for an "A" for participation or performance in SAT tests administe rules adopted by the Board, d. one point for meeting the criteria for an "A" for the high school graduation rate of students who sc referenced tests in reading and mathematics, e. as valid data becomes available, one point for the performance of students on the end-of-instructi adopted by the Board, and f. one point for the growth or decline in the components listed in subparagraphs a through e of this p 2. For schools comprised of middle school grades: a. two points for meeting the criteria for an "A" for the drop-out rate of the school, as defined by rules

b. two points for meeting the criteria for an "A" for the percentage of students who are taking higher
the Board, and
c. six points for meeting the criteria for an "A" for attendance, as defined by rules adopted by the Bo
3. For schools comprised of elementary school grades, ten points for meeting the criteria for an "A" f
F. Student test data used in determining school grades shall include:
1. The aggregate scores of all eligible students enrolled in the school who have been administered t
Section 1210.508 of this title; and
2. For schools comprised of high school grades, the data listed in paragraph 1 of this subsection, an
are valid and available:
a. the high school graduation rate of the school as calculated by the Department,
b. the participation rate of all eligible students enrolled in the school in College Board Advanced Plac
regional site of the Oklahoma School of Science and Mathematics, International Baccalaureate cours
Education courses, courses or sequence of courses leading to national industry certification identifie
granted cooperative college alliance credit taken at a technology center school, and science, technol
Oklahoma School of Science and Mathematics,
c. the aggregate scores of all eligible students enrolled in the school in College Board Advanced Pla
regional site of the Oklahoma School of Science and Mathematics, International Baccalaureate cours
d. earning of college credit by all eligible students enrolled in the school in concurrent enrollment pro
alliance courses taken at a technology center school,
e. earning of a national industry certification identified pursuant to rules adopted by the Board,
f. the aggregate scores of all eligible students enrolled in the school in reading, mathematics, and o
and the ACT,
g. the high school graduation rate of all eligible students enrolled in the school who scored at limited
reading and mathematics,
h. the performance of students on statewide end-of-instruction tests administered under Section 121
i. the growth or decline in the data components listed in subparagraphs a through h of this paragrap
G. Grades shall be calculated by combining the points earned for whole school performance, whole
to subsection D of this section, and any bonus points earned pursuant to subsection E of this section
1. Ninety-seven percent (97%) to one hundred percent (100%) = A+;
2. Ninety-three percent (93%) to ninety-six percent (96%) = A;
3. Ninety percent (90%) to ninety-two percent (92%) = A-;
4. Eighty-seven percent (87%) to eighty-nine percent (89%) = B+;
5. Eighty-three percent (83%) to eighty-six percent (86%) = B;
6. Eighty percent (80%) to eighty-two percent (82%) = B-;
7. Seventy-seven percent (77%) to seventy-nine percent (79%) = C+;
8. Seventy-three percent (73%) to seventy-six percent (76%) = C;
9. Seventy percent (70%) to seventy-two percent (72%) = C-;
10. Sixty-seven percent (67%) to sixty-nine percent (69%) = D+;
11. Sixty-three percent (63%) to sixty-six percent (66%) = D;
12. Sixty percent (60%) to sixty-two percent (62%) = D-; and
13. Fifty-nine percent (59%) and below = F.

Oregon	Annual Measurable Objectives (AMOs) are targets set for student achievement in the subjects of rea ESEA Flexibility Waiver revised the AMOs for reading and math and also changed the way these AM Yearly Progress (AYP) will no longer be reported. Instead, the new Oregon Report Card will provide a the ratings received in each of the following five indicators: Achievement Growth Subgroup Growth Graduation (high schools only) Subgroup Graduation (high schools only) AMO targets are incorporated into the Achievement, Graduation, and Subgroup Graduation ratings. Source: http://www.ode.state.or.us/wma/data/schoolanddistrict/reportcard/docs/amosum
Pennsylvania	The Growth Model recognizes the efforts of schools and districts/LEAs whose students have not ach exams. The Growth Model will be calculated for Performance Indicators (i.e., the all student group including students who are proficient. If a projected score cannot be calculated for a partic be *applied* to an AYP Performance Indicator ***only*** if the indicator cohort has not met AYP pe PASA scores, PSSA-M scores, 3rd grade scores, and 11th grade scores are always used, as wel projection.

	Source: http://paayp.emetric.net/Home/About
Rhode Island	Each of Rhode Island's schools will have a Composite Index Score (CIS) ranging from 20 to 100 poi applicable level (i.e. elementary, middle and high). The scores will be earned within each of the seve divide the range of scores into five levels of performance. There are also three metrics which are not the classification of schools and districts. These are the Graduation Rate Target, the Participation Ra Each of the metrics of the accountability system, except for the high school graduation rate, is compr and mathematics) and different student population subgroups. The subgroups used include: 1. All Students who were tested; 2. The Consolidated Minority and Economically Disadvantaged Subgroup, which includes African-An as students receiving Free/Reduced Price Lunch (FRPL); 3. The Consolidated Program Subgroup, which includes students with an Individualized Education Pl Language Learner (ELL) students; IEP students include those who are actively receiving IEP service ELL students included Monitored Year 1 and Monitored Year 2 students and 4. The Performance Reference Subgroup, which includes students who are not economically disadv not used for independent measurements but is used for calculating gaps. 5. ESEA Subgroups, which are subgroups required to be measured by the Elementary and Seconda Flexibility Request. For all of the metrics, each subcomponent is measured separately. For the point-bearing metrics, sub scores is then calculated to create a score for each metric. The scores for each individual metric are 30 points, together totaling a possible maximum of 100 points. The individual scores for each metric provides a summary of the metrics of performance, the subcomponents, and the weights assigned. For more details: http://www.eride.ri.gov/eride40/reportcards/13/documents/RI%20Accoun
South Carolina	South Carolina uses a **separate set of metrics for schools enrolling students in only grade** Since February 2006, the state has used the following criteria: • To ensure that sufficient data are available, ratings are calculated only for schools that calculated for primary schools in operation for less than four years. • Prime instructional time: Prime instructional time is a measure of the amount of school and is calculated in the same manner as for other South Carolina schools. (See Appendix • Pupil-teacher ratios: Pupil-teacher ratio is calculated by dividing the number of student number of teachers in the school (excluding counselors, librarians, administrative perso education). • Parent involvement: Involvement is calculated by dividing the number of students in the conference (unduplicated count) during the school year by the 135th-day average daily • External accreditation: Accreditation that is early childhood specific is determined by a Department of Education (SCDE) accreditation through early childhood specific accredit accreditation by the American Montessori Society or the National Association for the Edu • Professional development: The professional development time devoted exclusively to kn calculated. • Percentage of teachers having advanced degrees: Percentage of teachers having advanc is calculated in the same manner as for other South Carolina schools. (See Appendix A of • Percentage of teachers returning from the previous school year: Percentage of teachers continuity and stability, is calculated in the same manner as for other South Carolina sch The Absolute Ratings are calculated using a mathematical formula that results in an index. Growth Ratings: For schools enrolling students in only grade two or below, the rating will be index from year to year. The Growth Ratings are calculated using a mathematical formula t Absolute Rating index for the prior year from the Absolute Rating index for the year on whi **For other schools and districts:** **For Schools with grades 3-8:**

Absolute Ratings are calculated using a process that results in a number (the Absolute Index
The Absolute Index is converted to the Absolute Rating, a verbal description of the overall a
& Rating, indices are first created for each of four subject areas: ELA, Mathematics, Scienc
subject areas are then combined to create an Absolute Index. The Absolute Index is then co

When a school contains both elementary school grades, the computation is more complex b
absolute index differ from the subject area weights for creating a middle school absolute in
type, creating the absolute index for a school with both elementary and middle school occu
1) Create an absolute index using data from any elementary grades (3, 4, & 5).
2) Create an absolute index using data from any middle grades (6, 7, & 8).
3) Create the school absolute index as a weighted average of the elementary absolute index
in the elementary school grades and the middle school grades.

The EOC adopted the following Growth Value Table to be used in the calculation of element
report cards. Students scoring Not Met 1 or Not Met 2 receive 20 additional points for increa
alternative 2. Further increases in achievement are rewarded by an additional 10 points.

The Growth Ratings are calculated using a mathematical formula that results in an index. T
for the prior year from the Absolute Rating index for the year on which the report card is ba

High Schools

http://www.eoc.sc.gov/Reports%20%20Publications/Current%20Reports%202008-14/Account
14%20Accountability%20Manual.pdf

Absolute Ratings—School Districts
The district Absolute Rating index is calculated based on the following components:
(1) Student data used for the ratings calculations are listed in the table below. (data from s
are not to be included in the calculation of the local school district ratings. Ratings for char
separately on the school district report card.)

Table 29
Students Whose Data Are Used to Calculate District Absolute Ratings

Rating Measure	Students
Palmetto Assessments of State Standards (PASS), End-of-Course Assessments administered in middle schools, & SC-Alt, Grades 3-8	Enrolled in district by 45th day and on first day of testing of year for which Absolute Rating is calculated.
HSAP First Attempt and SC-Alt	Enrolled in district during school year for which Absolute Rating is calculated; this includes students enrolled in junior high schools or other school organizations which include grade 9 and in which students are tested with HSAP in addition to students enrolled in high school. Also includes students tested with SC-Alt assessment.
On-time Graduation Rate	Enrolled in grade 9 first time four years prior to year on-time graduation rate calculated (e.g., expected senior year) (includes data from summer following current school year.)
End-of-Course Test Results	Enrolled in district during school year for which Absolute Rating is calculated (includes data from summer following current school year.)
5-year Graduation Rate	Members of the prior year's on-time graduation cohort

(2) An index calculated using PASS and End-of-Course assessment performance and SC-Alt Assessment performance of district students in grades three through eight using the same mathematical formula for calculating an Absolute rating index for schools enrolling students in grades three through eight. The index should be calculated using the subject area weights for grades 3-5 and grades 6-8 specified in Act 254. The district index is an average of the indices from grades 3-5 and grades 6-8 weighted by the total number of test scores across grades 3-8. Students who should be tested on PASS or HSAP but are not tested will

be assigned a weight of zero points in the Absolute rating.

Note: Since the performance rating categories Not Met 1 and Not Met 2 are not available fr
Absolute and Growth Indices should be used:

Table 30
Weights for Calculation of Indices Using SC-Alt Data

SC-Alt Score	Point Weight
Level 1	1.5
Level 2	3
Level 3	4
Level 4	5

(3) Points for district high school student performance based on the criteria in Table 31. These performance requirements were approved by the EOC in August 2010.

Table 31
High School Components of School District Absolute Ratings

Component	5 Points	4 Points	3 Points	2 Points	1 Point
On-time Graduation Rate	88.3% or more	79.7%-88.2%	69.0%-79.6%	63.6%-68.9%	63.5% or less
1st Attempt HSAP	87.2% or more	79.9%-87.1%	65.3%-79.8%	58.1%-65.2%	58.0% or less
End-of-Course Tests	74.3% or more	65.0%-74.2%	46.2%-64.9%	36.9%-46.1%	36.8% or less
5-year Graduation Rate	95.2% or more	84.2%-95.1%	73.2%-84.1%	67.7%-73.1%	67.6% or less

(4) A district index based on the data weights listed in the table below.

Table 32
Weights for Components of District Absolute Ratings

District Rating Component	Weight for Calculating Rating
Elementary and Middle School Component	
PASS, SC-Alt and middle school End-of-Course results, Grades 3-8	50%
High School Components:	
On-time Graduation Rate	30%
HSAP First Attempt Passing Rate	5%
End-of-Course Test Results	5%
Five-Year Graduation Rate	10%
Total	100%

(5) The sum of the weighted index points awarded to each component in the district index. Round the sum to the nearest hundredth; this is the district Absolute rating index.
The resulting index determines the school district's Absolute rating as follows:

Table 33
District Absolute Rating Criteria

Range of Indices Corresponding to District Absolute Rating				
Excellent	**Good**	**Average**	**Below Average**	**At Risk**
3.4 or above	3.18–3.39	2.65–3.17	2.32–2.64	2.31 or below

Table 34
Sample Calculation of an Absolute Rating for a School District

School Level	Measure	Performance Level	Points Assigned		Weight		Weighted Index Points
Elementary/Middle	PASS Grades 3-8	2.92	2.92	X	0.50	=	1.460
High School	HSAP 1st Attempt	79.4%	3	X	0.05	=	0.150
	End-of-Course Tests	70.2%	4	X	0.05	=	0.200
	On-time Graduation Rate	81.3%	4	X	0.30	=	1.200
	5-year Graduation Rate	80.0%	3	X	0.10		0.300
District Index							3.310

District index rounded to nearest hundredth: 3.31
Absolute Rating: Good

Source: http://www.eoc.sc.gov/Reports%20%20Publications/Current%20Reports%202008-1414%20Accountability%20Manual.pdf

South Dakota

School Performance Index - Elementary/Middle Schools

SCHOOL YEAR	INDICATOR #1: **Student Achievement**	INDICATOR #2: **Academic Growth**	INDICATOR #3: **Attendance**	INDICATOR #4: **Effective Teachers & Principals**	IND #5: **Sc Cli**
Fall 2012 (transition)	Points: 80	Points: 0	Points: 20	Points: 0	Poi
2012-13 & 2013-14	Points: 80	Points: 0	Points: 20	Points: 0	Poi
2014-15 & beyond	Points: 25	Points: 25	Points: 20	Points: 20	Poi

School Performance Index – High Schools

SCHOOL YEAR	INDICATOR #1: **Student Achievement**	INDICATOR #2: **High School Completion**	INDICATOR #3: **College & Career Ready**	INDICATOR #4: **Effective Teachers & Principals**	IN #5 **Sc Cl**
Fall 2012 (transition)	Points: 50	Points: 25	Points: 25	Points: 0	Po
2012-13 & 2013-14	Points: 50	Points: 25	Points: 25	Points: 0	Po
2014-15 &	Points: 25	Points: 25	Points: 20	Points: 20	Po

	beyond

CLASSIFICATION OF SCHOOLS

Based on SPI scores, the Department of Education classifies schools as follows:

• **Exemplary** schools = SPI score at or above the top 5 percent of schools
• **Status** schools = SPI score at or above the top 10 percent (minus Exemplary schools)
• **Progressing** schools = SPI score less than top 10 percent and greater than bottom 5 perce
• **Priority** schools =
- SPI score at or below the bottom 5 percent OR
- Title I eligible high school with graduation rate below 60 percent for last two years
• **Focus** schools are classified based on specific SPI indicators, as they relate to the performa schools.

Tennessee

One piece of the formula:

TVAAS Composite: State of Tennessee, All Schools

The Tennessee Value-Added Assessment System (TVAAS) is a statistical analysis used to measure the impact of districts, schools and teachers on the academic progress rates of groups of students from year-to-year. The TVAAS Composites listed here are scores that assess growth at the school or district level based on student performance on statewide assessments across all available subjects and grades. For districts that opted to test students in grades K-2 in 2012-13, those scores are included in the composite.

TVAAS Composite scores listed here are based on growth for one year from the previous academic year. The scores are given on a 1-5 scale with 1 being the lowest and 5 being the highest.

The Overall score includes all available data in math, reading/language arts, science and social studies. The Numeracy score includes all available data in math. The Literacy score includes all available data in reading/language arts. The Literacy and Numeracy score includes math and reading/language arts but excludes science and social studies.

Grade Scale

Grade	Status	Writing Assessment	Achieveme 3 - 8
		Goal: 4	Reading/ Language
A	Exemplary	4 – 6	>=55
B	Above Average	3.5 – 3.9	50-54
C	Average	3 – 3.4	45-49
D	Below Average	2.5 – 2.9	40-44
F	Deficient	0 – 2.4	<=39

Grade	Status	Mean Gain F
		Reading/ Language
A	Exceptional	>=1.75
B	Exceeds State Growth Standard	0.5 to 1.74

C	**Maintains State Growth Standard**	-0.49 to 0.49
D	**Below State Growth Standard**	-2 to -0.50
F	**Deficient**	<-2.0

Note: The 2009 baseline provides a fixed transition point prior to the 2009-10 school year im
reflective of national and international student performance in the 21st Century. The 2009 ach
considered the new baseline for future public reporting. These converted achievement scores
scale that are updated to reflect the current status of educational attainment in the state. The
achievement reporting including state, district, and school-level scores and grades. For 2009
level data.

(*3-yr average of state CRT NCE's)
Status:

Above means that students in this school made significantly more progress in this subject tha
Below means that students in this school made significantly less progress in this subject than
NDD means that the progress of students in this school was Not Detectably Different from the

Source: http://edu.reportcard.state.tn.us/pls/apex/f?p=200:504:167227483463527

Texas

Performance index framework that considers four areas *(including student groups that are pa*

- **Student Achievement** – Represents a snapshot of performance across all subjects, on b
standard. *(All Students)*
- **Student Progress** – Provides an opportunity for diverse campuses to show improvement
subject and student group. *(All Students; Student Groups by Race/Ethnicity; English Lang*
- **Closing Performance Gaps** – Emphasizes advanced academic achievement of the econ
race/ethnicity student groups at each campus or district. *(All Students; Student Groups by*
- **Postsecondary Readiness** – Includes measures of high school completion, and beginnin
performance at the postsecondary readiness standard. This measure emphasizes the imp
foundation necessary for success in college, the workforce, job training programs or the m
Learners; Special Education)

District and campuses with students in Grade 9 or above must meet targets on all four indexe
targets on the first three indexes (excluding Postsecondary Readiness).
Districts, campuses and charters will receive one of three ratings:

- **Met Standard –** Met accountability targets on all indexes for which they have performance
- **Met Alternative Standard** – Met modified performance index targets for alternative educa
- **Improvement Required** – Did not meet one or more performance index targets

http://ritter.tea.state.tx.us/perfreport/account/2013/20130328coe/overview_20130423.p

Utah

See formula summary o S.B. 209, enacted 2014:http://le.utah.gov/~2014/bills/static/SB02

Vermont

None specified

Virginia

Graduation & Completion Index

The GCI calculation comprises students in the cohort of expected on-time graduates (students who were first-time ninth graders four years earlier, plus transfers in and minus transfers out) and students carried over from previous cohorts. A student earning a diploma who entered ninth grade for the first time five years ago is an example of a carryover student. Carryover students are included in annual GCI calculations until they graduate or otherwise leave school. Students with disabilities and limited-English proficient students are included in the GCI calculation when they earn a diploma, GED or certificate of completion; drop out or otherwise exit high school; or are no longer eligible for free public education services.

OUTCOME	*POINT VALUE*
Board-Recognized Diploma	100
GED	75
Still in School	70
Certificate of Program Completion	25
Dropout	0

The weighted index points are totaled and then divided by the sum of cohort students and carryover students who earned a credential or stayed in school, plus all cohort and carryover students who dropped out or left school without earning a credential. In the following example, the 80 students in a school earn a total of 7,155 points and achieve a GCI of 89.

OUTCOME	*CALCULATION*		*RESULTS*
	# of students	*Point value*	*# of students x Point Value*
Diplomas	66	100	6,600
GEDs	3	75	225
Certificates of Completion	2	25	50
Students still in school	4	70	280
Dropouts	5	0	0
TOTALS	**80**		**7,155**
GCI: 7,155 ÷ 80 = 89			

A GCI of at least 85 is required for full accreditation. High schools are eligible for a rating of provisionally accredited-graduation rate until 2015-2016, as shown in the following table.

PROVISIONAL ACCREDITATION BENCHMARKS

Washington	Index There are four indicators: achievement by students who are not from low-income families, achievement by students from low-income families, achievement vs. a school's "statistical peers," and a school's improvement from the previous year. A separate achievement gap mat measures the progress a school is making in closing achievement gaps by comparing White a Asian student achievement (combined) to Hispanic, Black, American Indian/Alaska Native, ar Hawaiian/Pacific Islander student achievement (combined). The achievement gap measure indicates improvement from one year to the next as well as a peers rating.

Numbers and tiers:
Each cell of the matrix is rated on a 7-point scale (from 1 to 7). The 7-point scale gives sufficient “spread” in the results. Each of the four subjects is rated using the same set of benchmarks across the entire school/district (i.e., all subjects have the same set of benchmarks and the assessment results are the aggregate totals for all the tested grades). The overall Index is the simple average of all 20 ratings, ranging from 1.0 to 7.0. The higher the Index score, the better the performance level of the school/district. The 7- point scale lines up to a 5-level tier scale ranging from Exemplary to Struggling.

A Learning Index is used to calculate Achievement vs. Peers and Improvement.

The Achievement vs. Peers measure is determined by predicting the average level of achievement that would occur in schools and districts with similar student characteristics – that is, similar percentages of students who are from low-income families, are English Language Learners, are mobile, or who are in special education or gifted programs. Ratings are based on how far a school or district is above or below the predicted level.

The Learning Index measures Achievement vs. Peers in reading, writing, math, and science. This Index is based on the percentage of students who score at each proficiency level on Washington’s standards-based tests:

4 = exceeds standards
3 = meets standards
2 = partially meets standard
1 = well below standard

The Learning Index averages all the student results. The Learning Index ranges from 0 to 4 a

Thus, if a school’s Learning Index is above what is predicted by .20 (similar to a difference in
This score recognizes that the school outperformed those with similar student characteristics.
is performing on par with peers with similar student characteristics. Scores at the bottom of th

A distinctive feature of the Learning Index is that it includes a measure for students who exce
reward for having students meet the highest level of achievement.

The Learning Index is also used to measure Improvement. The improvement score is the amo
Higher ratings are given when the Learning Index increases and lower ratings are given wher
decline.

Source: http://www.sbe.wa.gov/documents/FAQ%20Achievement%20Index.pdf

West Virginia	100-point Index <u>Elementary</u> Proficiency: 95% of the index Attendance: 5% of the index <u>Intermediate</u> Proficiency: 40% of the index Achievement gaps closed: 20% of the index Observed growth: 15% of the index Adequate growth: 20% of the index Attendance: 5% of the index <u>High School</u> Proficiency: 35% of the index

	Achievement gaps closed: 20% of the index Observed growth: 5% of the index Adequate growth: 10% of the index Graduation rate: 30% of the index Source: http://wvde.state.wv.us/esea/performance/scores.php
Wisconsin	Beginning in 2011-12, a comprehensive accountability index replaced the Adequate Yearly P classifies schools along a rating continuum. The ratings determine the level of support a sch schools to state intervention for the lowest performing schools in the state. Accountability the School Report Card. Accountability report cards include outcomes in four priority areas: • Student Achievement measures the level of knowledge and skills among students in the of reading and mathematics performance by the "all students" group in the Wisconsin St • Student Growth describes how much student knowledge of reading and mathematics in t positive credit for students progressing toward higher performance levels, and negative attainment, but the pace of improvement in student performance, no matter where stu performance and little room to grow are not penalized. • Closing Gaps shows how the performance of student groups experiencing statewide gaps the importance of having all students improve, while focusing on the need to close gaps students with disabilities, economically disadvantaged students, and English language le • On-Track to Graduation and Postsecondary Readiness indicates the success of students in postsecondary success. It includes the graduation rate for schools that graduate student third-grade reading and eighth-grade mathematics achievement, and ACT participation a Accountability scores are provided for each priority area. Student Engagement Indicators ar the soundness of the index. Each indicator has a goal, and schools that fail to meet that goa looking at statewide data and establishing thresholds that identify schools contributing the 1. Test Participation (minimum 95%) - The calculation is based on three years of data. The l 2. Absenteeism (below 13%) - Related to attendance, the absenteeism rate is the percentag 3. Dropout Rates (below 6%) Schools not meeting the threshold for any Student Engagement Indicator will have points de than 95 percent, but at least 85 percent, five points are deducted from the school's overall absenteeism rate in the school is 13 percent or more, 5 points are deducted from its score. less than 6 percent. If the school does not meet that goal, 5 points are deducted from its sc Accountability Rating a school receives. Source: http://acct.dpi.wi.gov/acct_home
Wyoming	**21-2-204. Wyoming Accountability in Education Act; statewide education accountability syste** ... (h) Measured performance results obtained and collected pursuant to this section, together with subs and measures maintained and acquired under W.S. 21-2-202(a)(xxi), 21-2-304(a)(v)(H), 21-3-110(a)(providing periodic and uniform reporting on the progress of state public education achievement comp process for consolidating, coordinating and analyzing existing performance data and reports for purp student achievement incorporated into the statewide system. In establishing a reporting system unde school in Wyoming. The performance report shall: (i) Include an overall school performance rating along with ratings for each of the indicators and cont (A) Supports the overall school performance rating; and (B) Provides detailed information for analysis of school performance on the various components of th

	(ii) In a manner to maintain student confidentiality, be disaggregated as appropriate by content level, this paragraph, reported subgroups of students shall include at minimum, economically disadvantage students with disabilities; (iii) Provide longitudinal information to track student performance on a school, district and statewide b (iv) Include, through the use of data visualization techniques, the development of longitudinal studen information to parents, teachers and other school personnel regarding student progress toward colle maintained by the district in each student's permanent record within the district's student data system (v) Provide valid and reliable data on the operation and impact of the accountability system establish and to identify system improvements that may be necessary. (j) Beginning school year 2014-2015, and each school year thereafter, the state board shall through t including but not limited to a review of the appropriateness of the performance indicators, the measu performance, the target levels and statewide, district and school attainment of those levels and the s 2015, and each September 1 thereafter, the state board shall report to the joint education interim cor accountability system for each school in the state. (k) As used in this section, the "January 2012 education accountability report" means the report prep addresses phase one of the statewide accountability in education system and establishes the design inspection from the legislative service office. http://legisweb.state.wy.us/statutes/statutes.aspx?file=titles/Title21/T21CH2.htm
American Samoa	None evident
Guam	See summary.
Puerto Rico	See formula summary
Virgin Islands	None evident

An Evaluation of the Louisiana System of K-12 Education Accountability

Douglas N. Harris, Director
Associate Professor of Economics
Tulane University

July 21, 2014

Introduction

- Accountability is important
- But hard to do well
- Trade-offs and misperceptions
- Accountability done well can improve student outcomes; done poorly can make things worse

Summary

- Today
  - Summarize criteria for evaluating almost any accountability system
  - Describe key elements of teacher, school, and district accountability for the state
  - Evaluate the accountability system based on the criteria
- Later
  - Recommendations for improving accountability

Criteria 1-3: Alignment

1. Align performance measures with educational objectives
2. Align measures and incentives across system levels (teacher, school, district)
3. Align accountability with other elements of the school system, such as funding, standards, and information

Criteria 4-6: Incentives

4. Follow the cardinal rule of accountability: hold people accountable for what they can control by focusing on student learning
5. Create incentives for everyone to improve; avoid performance "cliffs"
6. Attach stakes that are proportional to the validity and reliability of the measures

Criteria 7-8: Other

7. Diagnose problems and strengths and rigorously evaluate the system
8. Keep the system as simple as possible, but no simpler than is necessary to meet the other criteria

Broader Themes on Accountability

- These criteria can conflict with one another
  - Aligning across levels v. cardinal rule
  - Simplicity v. everything else
- Highlights the challenge of doing accountability well
- Criteria based on education and social science research

Overall Evaluation

(Range: Needs Improvement (NI) to Good)

Criteria	Overall Evaluation
1. Align measures w/ objectives	Good/OK
2. Align across system levels	NI/OK
3. Align accountability w/ other policies	Good
4. Accountable for what educators control	NI
5. Avoid cliffs	NI
6. Stakes proportional to measure validity	OK
7. Diagnose/evaluate accountability system	OK
8. Simplicity	OK

Louisiana Compared with Other States

- No, above evaluation based on what we know is feasible, not on how Louisiana is doing compared with other states
- Many of the problems apply in other states as well
- This is a real opportunity to move Louisiana ahead of the rest of the nation

Good News First

- General agreement that the main (not only) objective of schools is to generate basic academic skills
  - Test-based accountability aligns with this criterion
  - Also need good standards and tests
- System is aligned with standards

School and District Accountability

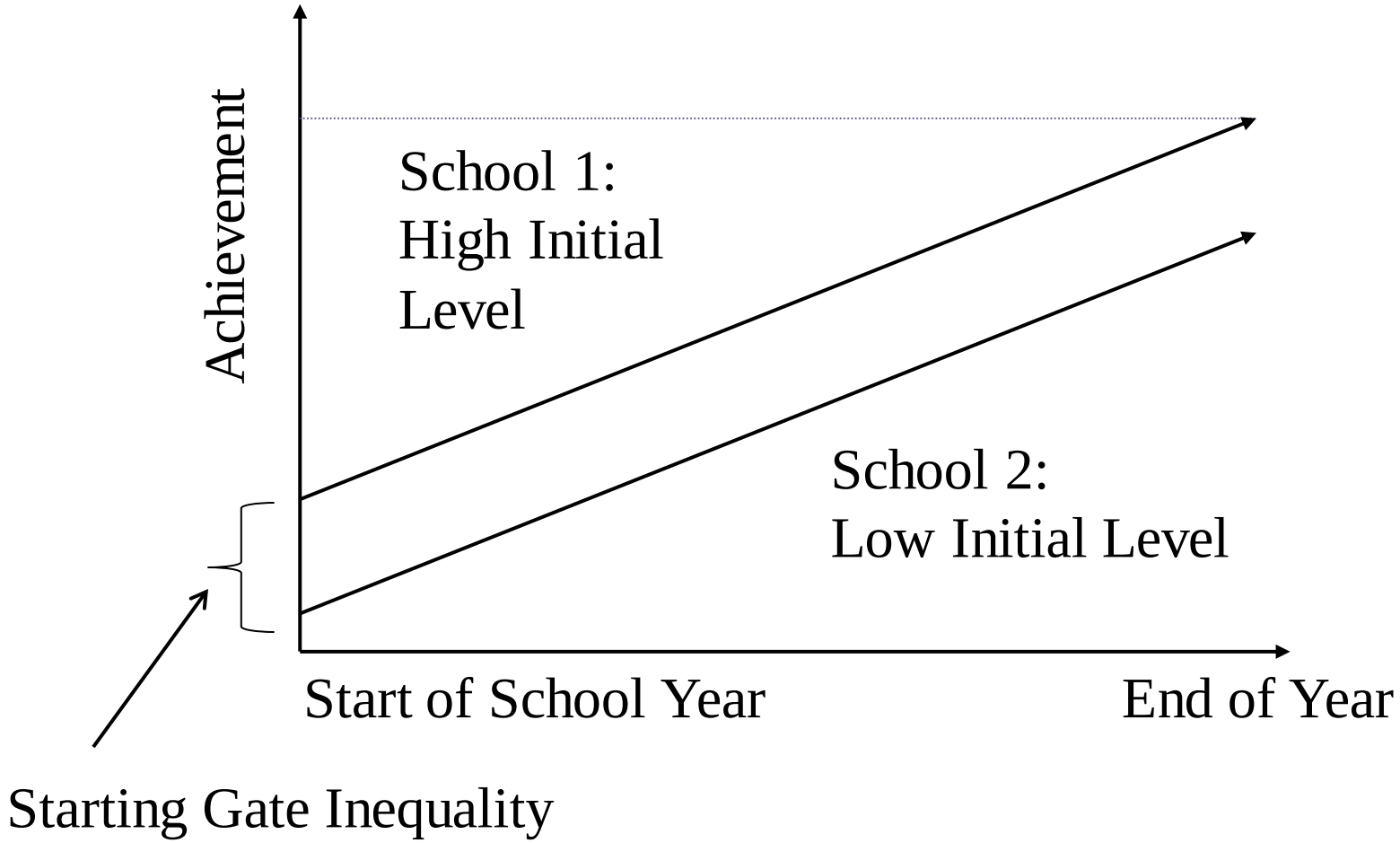
School and District Accountability Policy Summary

- School accountability based on the School Performance Score (SPS)
- SPS is a weighted average of student achievement levels
- District accountability is a "roll up" of the SPS to the district level

Problem #1: Focus on Levels

- Schools can control student learning/growth, but this is not what they are held accountable for
- Students start schools at different levels (outside the control of schools)—"starting gate inequality"
- Differences in initial achievement not accounted for in the SPS
- This is not only unfair but counter-productive
- A valid accountability system focuses mainly on student learning/growth

Illustration of Need for Focus on Learning/Growth



LDOE has taken some steps, but not enough

- Each student provides a max of 150 points on the above levels portion
- Some consideration of growth:
  - "Progress points" based on non-proficient students doing better than expected on tests (Max 10 points added to SPS)
  - "Top gains" based on SPS growth over time (No additional points to SPS; just the Top Gains label)
    - Cohort-to-cohort growth

Solution: Focus more on student growth

- This would better align the system with teacher accountability (which is also focused on growth).
- It would also do a better job of measuring school performance

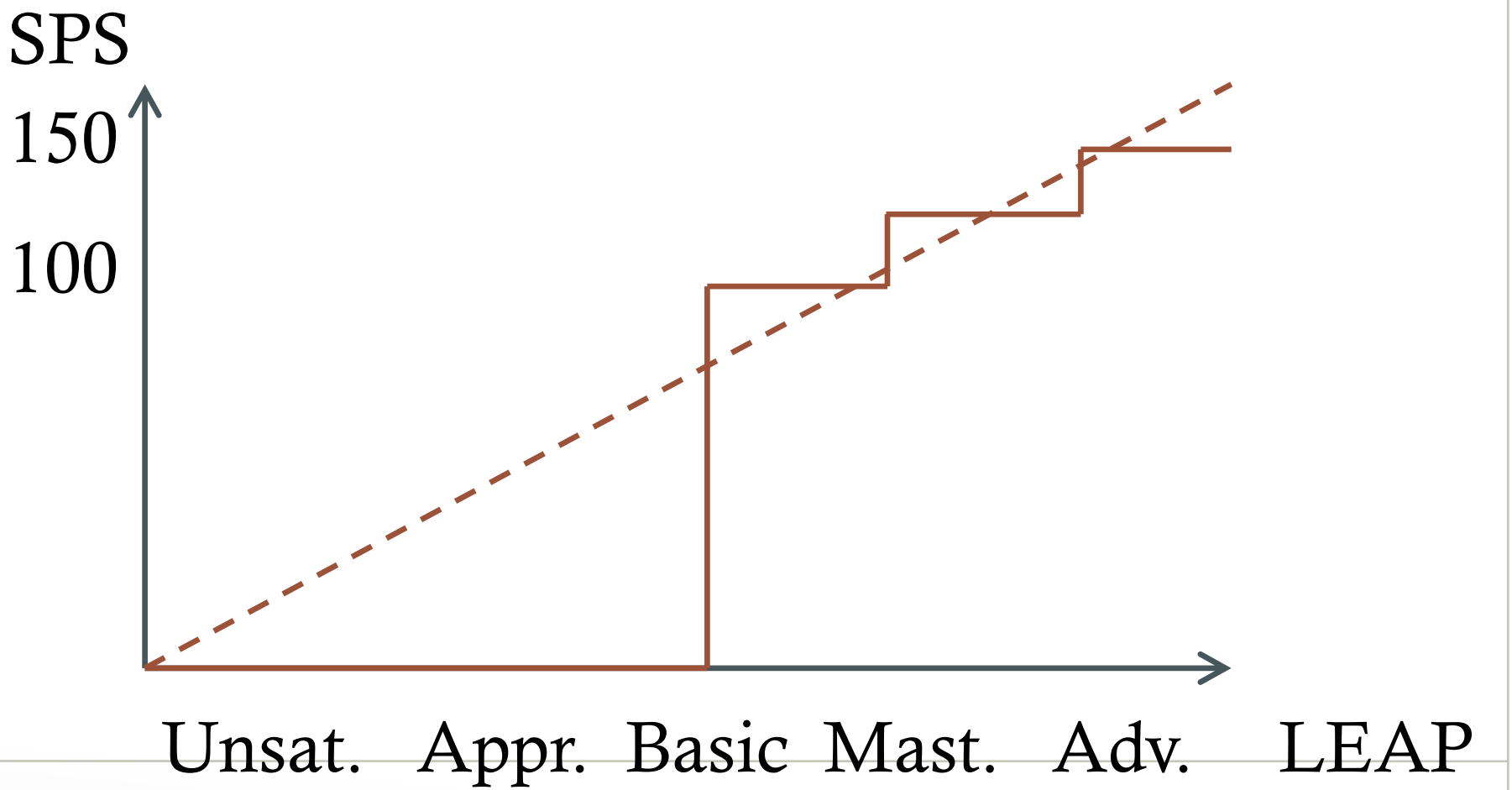
Any Counter-Arguments?

- The main reason most state accountability systems focus on levels is the misperception that this would "set lower expectations" for some students
- Not true, we should expect all students to reach Basic, but expectations ≠ performance measures
- The best way to help students meet expectations is to provide incentives for schools to help students learn—that's what growth does

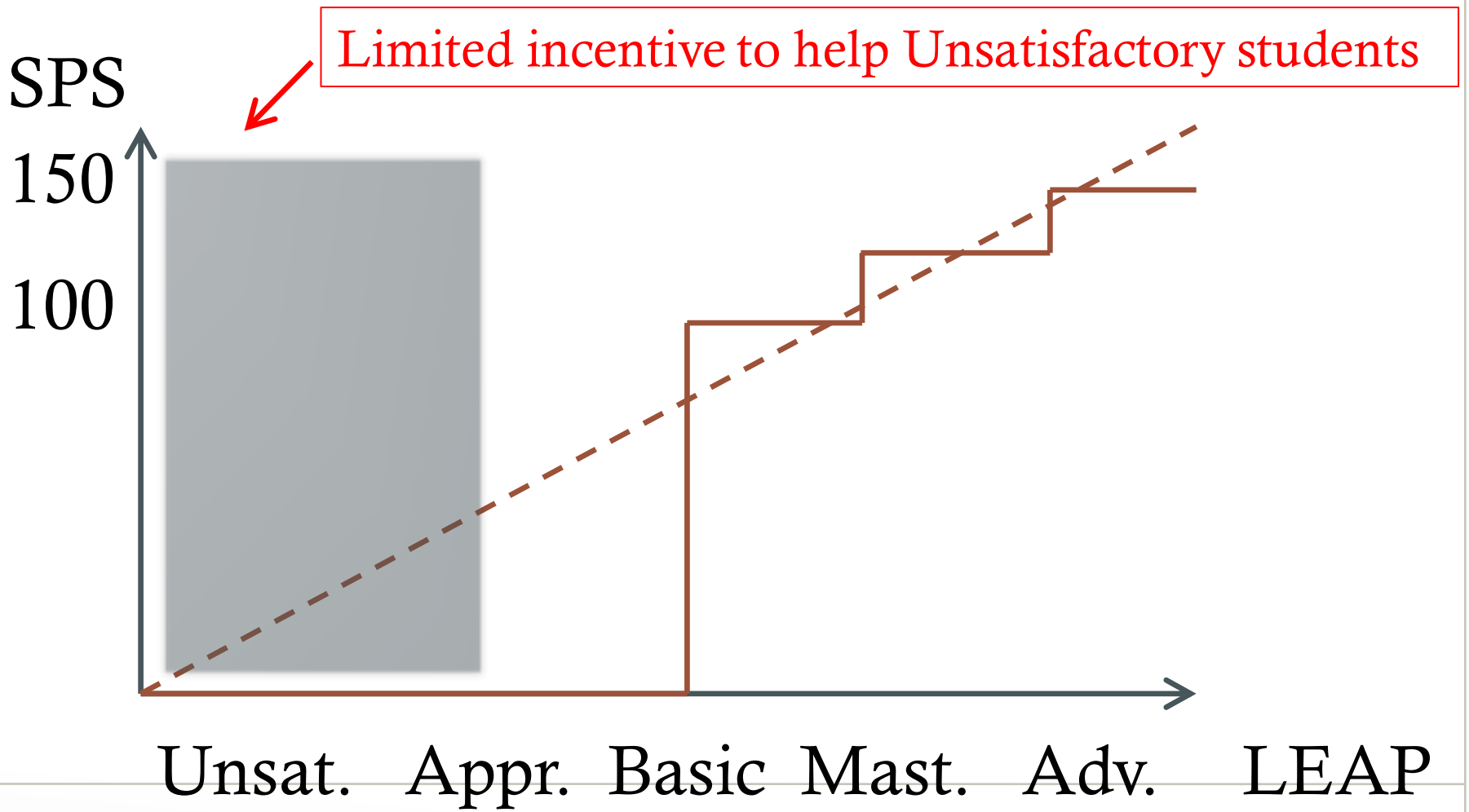
Problem #2: Cliffs

- Test scores measure small changes in learning (a continuous measure)
- For various reasons, we lump students into groups based on performance standards (Basic, etc.)
- This can become a problem if there are too few groups OR if there are strong incentives for school to focus on getting students over one particular bar

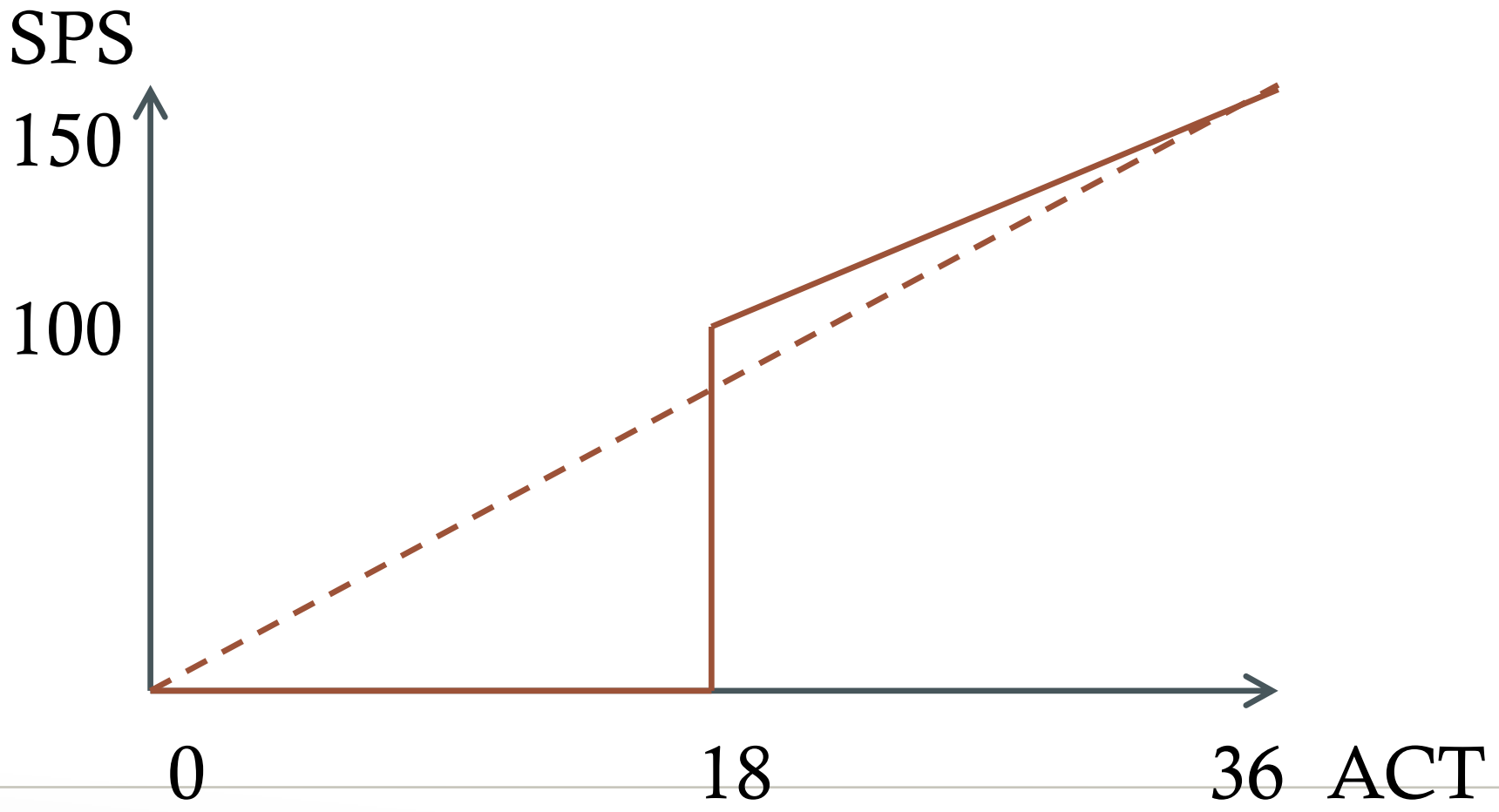
Falling Off Cliff #1



Falling Off Cliff #1



Falling Off Cliff #2



Counter-Arguments?

- Misperception that use of cliffs help low-performing students
- Cliffs create incentives to focus on those near cliff, not those far below, or far above
  - We can focus attention on student growth of all low-performing students using student growth
  - If we want to focus attention on particular groups, give more weight to their growth

Another Cliff

- SPS is on a scale of 0-150 points (with some limited progress points)
- Again, we break schools into groups (A-F)
- Schools in the middle of a grade range have less incentive to improve
  - Getting from the middle of the B range to A is extremely difficult

Teacher Accountability

Teacher Accountability

- Compass evaluates teachers based on 50% student growth and 50% classroom observations
  - In tested grades and subjects (1/3 of teachers), student growth is measured by value-added (VA) and Student Learning Targets
  - In non-tested areas (2/3 of teachers), use Student Learning Targets (SLTs) alone, established with principal
- Combination yields single index score, which is used to place each teacher into a performance category
  - Ineffective, Effective:Emerging, Effective:Proficient, Highly Effective
- For VA portion four categories based on statewide percentiles: 0-10, 11-50, 51-80, 81+

Teacher Accountability (cont.)

- The "over-ride": If a teacher is Ineffective on either student outcomes (including VA) or classroom observation, then automatically Ineffective overall
  - Implication: High-VA teachers can be Ineffective and Low-VA teachers can NEVER be Effective or above
  - Goal: Make sure low-performers don't get "off the hook"
- Principals have discretion over the classroom observations
- 4% Ineffective statewide last year (because most teachers don't have VA measures and evaluators are not as stringent as the VA system)

Teacher Stakes

- Tenure
  - To obtain tenure, have to be Highly Effective for five years within a six-year period
  - A teacher deemed Ineffective for a single year loses tenure
  - Grandfather clause; teachers with tenure keep it until receiving Ineffective rating
- Dismissal
  - Districts must takes steps to dismiss teachers who are Ineffective for two consecutive years
- Act 1 is winding its way through the courts

Evaluation of Teacher Accountability

- Strengths:
  - Focused on what educators contribute to learning
  - Fairly well aligned with objectives (multiple measures)
  - Classroom observations provide actionable info
  - Some diagnostics on value-added by LDOE
- Weaknesses:
  - Lack of system evaluation
  - Over-ride means stakes disproportionate to validity and reliability

Confidence Intervals

- I have generally recommended reporting confidence intervals
  - Reflect the uncertainty in the "true" performance level
- LDOE does not—reason for concern?
- On the one hand, uncertainty in measures is accounted for in other ways, e.g., have to be Ineffective for three years in a row
- On the other hand, lose tenure if Ineffective for two years

Evaluating the Overall System of Accountability

Problem #3: System Alignment

- Why does teacher accountability focus on student growth but school accountability does not?
  - There is no educational reason for this
  - In fact, school value-added is more valid and reliable than teacher value-added
- This is yet another reason to focus the SPS on growth

Misalignment Yields Inconsistent Results

- In the June Accountability Commission meeting, LDOE staff showed F schools with many "Highly Effective" teachers and A schools with many "Ineffective" teachers
- This is exactly what we would expect
- SPS is a weak measure of school performance

But We Can't Rely Entirely on Growth

- Most tests are subject to "ceiling effects" so it's difficult to produce growth in students who start at very high levels
- Also, testing regime starts in Grade 3, so can only get growth starting in Grade 4
  - Shift entirely to growth would create incentives to reduce achievement among K-3 students
- Need a balance of levels and growth

Other Resources

- My book: *Value-Added Measures in Education* (Harvard Education Press, 2011)
- Recent podcast from the Lens on teacher value-added
- Recent Education Week articles
- Carnegie Foundation's Knowledge Network on Value-Added