ESSA Accountability Requirements
Aligning the Federal and State Systems

Disaggregation (Closing the Gaps Domain Status Report)
• Student Groups
  ▪ Economically disadvantaged
  ▪ Children with disabilities
  ▪ English learners
  ▪ Major racial and ethnic groups
• Minimum size
  ▪ Fewest students needed for each indicator
  ▪ Same for each student group and all students combined

Long-Term Goals (Long-Term and Interim Goals for ESSA Federal Accountability)
• Ambitious and state designed
• Each student group and all students combined
• Measurements of interim progress
  ▪ Academic achievement as measured by state assessments
  ▪ Graduation rates
  ▪ STAAR growth
  ▪ Percentage of English learners making progress toward proficiency

Five Indicators
• Academic achievement (Yellow)
  ▪ State assessments in mathematics and ELA/reading
  ▪ Each grade 3–8 and once in high school
  ▪ High school student growth on assessments (at state’s discretion)
• Elementary, middle, and junior high schools (Green)
  ▪ Student growth (if state believes appropriate) or
  ▪ Indicator that meaningfully differentiates school performance
• Graduation rate (Green)
  ▪ Four-year cohort
  ▪ Extended-year adjusted cohort
• Progress of English learners (Blue)
  ▪ Each grade 3–8
  ▪ At least once in high school
• At least one additional indicator of school quality or student success (Orange)
  ▪ Valid, reliable, and meaningfully differentiates school performance
  ▪ Student or educator engagement
  ▪ Advanced coursework
  ▪ Postsecondary readiness
  ▪ School climate and safety
  ▪ Or another indicator chosen by the state
    o College, Career, and Military Readiness Performance Status (high schools/K–12)
    o STAAR Grade 3–8 Reading and Mathematics at or above Meets Grade Level Standard
      (elementary and middle schools)
Meaningful Differentiation

- Based on five indicators
- For all students combined and each student group
- Substantial weight to each of the first four indicators
- In the aggregate, much greater weight than fifth indicator
- Including schools with consistently underperforming student group(s) (Pale Yellow)

Identification of Schools

- Beginning in summer 2018 based on 2017–18 data
- At least every three years thereafter
- Comprehensive support and improvement
- Targeted support and improvement (Pale Yellow)
- Additional statewide categories at state discretion
- Comprehensive support and improvement
  - Lowest-performing five percent (Campuses with overall F)
  - High schools with less than 67 percent graduation rate (Green)
  - Certain targeted schools that don’t improve in a specified time
- Targeted support and improvement for schools with consistently underperforming student groups (Pale Yellow)