

# ESSA Accountability Requirements

## Aligning the Federal and State Systems

September 2017

### 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
    - College, Career, and Military Readiness Performance Status (high schools/K–12)
    - STAAR Grade 3–8 Reading and Mathematics at or above Meets Grade Level Standard (elementary and middle schools)

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### 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**)