

# Comparing the Statute with Final Regulations: Accountability



Provision	ESSA Statute	Final Regulations (No longer in effect)
Plan Submission Deadlines	Accountability requirements go into effect in the 2017-18 school year	State plans due April or September 2017
Summative Ratings	States must annually “meaningfully differentiate” among schools	<ul style="list-style-type: none"> <li>States can use 3 categories (comprehensive, targeted, other) as summative determination</li> <li>States with “consistently underperforming subgroup” must receive lower determination</li> </ul>
Accountability Indicators	States must establish and measure 4 required indicators annually	States must include 3 levels of performance within each indicator
School Quality Indicator	States must include an indicator of “school quality or student success” that is valid, reliable, comparable and statewide	<ul style="list-style-type: none"> <li>Indicator must be supported by research that high performance/improvement likely to increase student learning</li> <li>Must be weighted such that performance on the indicator cannot get a school out of being identified</li> </ul>
Assessment Participation / Opt Out	States must test 95% of students and must factor that requirement into accountability system	Provides states with non-exhaustive list of consequences including a “sufficiently rigorous” state-determined option
Minimum N	States set their own minimum N	If states set a minimum N greater than 30, they must show the impact of that decision
Super Subgroups	States must hold schools accountable for the performance of all student subgroups	Clarifies that states may not use “super subgroups” in place of individual subgroups

# Comparing the Statute with Final Regulations: Identification and Interventions



	ESSA Statute	Final Regulations (No longer in effect)
Timeline for Interventions	Accountability requirements go into effect in the 2017-18 school year	States identify schools after 2017-18 school year; begin interventions in the 2018-2019 school year
Identifying Comprehensive Support schools	States must identify for comprehensive support: bottom 5% of Title I schools plus high schools with grad rate less than 67%	Requires that states use the 4-year grad rate when identifying schools with grad rate less than 67%
Identifying Targeted Support schools	States must identify for targeted support schools with “consistently underperforming” subgroups as determined by the state	Requires that states identify schools based on 2 years of data, but allows states to request longer timeframe
State-approved Lists of Interventions	<ul style="list-style-type: none"> <li>For comprehensive support schools, the district must develop a plan including evidenced-based interventions</li> <li>Targeted support schools must develop plan including evidenced-based interventions</li> </ul>	Requires that evidence-based interventions be selected from a state list of options, if the state has such a list
Minimum School Improvement Grants	States must reserve 7 percent of Title I allocation to serve schools identified for Comprehensive or Targeted Support	Requires that the state provide at least \$50,000 to each targeted support schools and at least \$500,000 to each comprehensive support school unless state can justify lesser amounts