



ESSA State Plans *50-State Landscape Analysis*

December 2017

Key Takeaways



The Good

- **Summative ratings:** In 44 states and DC, schools will earn a summative rating; in 14 of those states, schools will earn an A-F letter grade.
- **Minimum N:** All states plan to use a minimum N-size of 30 or less; 39 states and DC plan to use 20 or less.
- **Focus on student outcomes:** In 32 states, student outcomes account for 80 percent or more of an elementary school's rating; in 22 states, it's 90 percent or above.

The Not-so-good

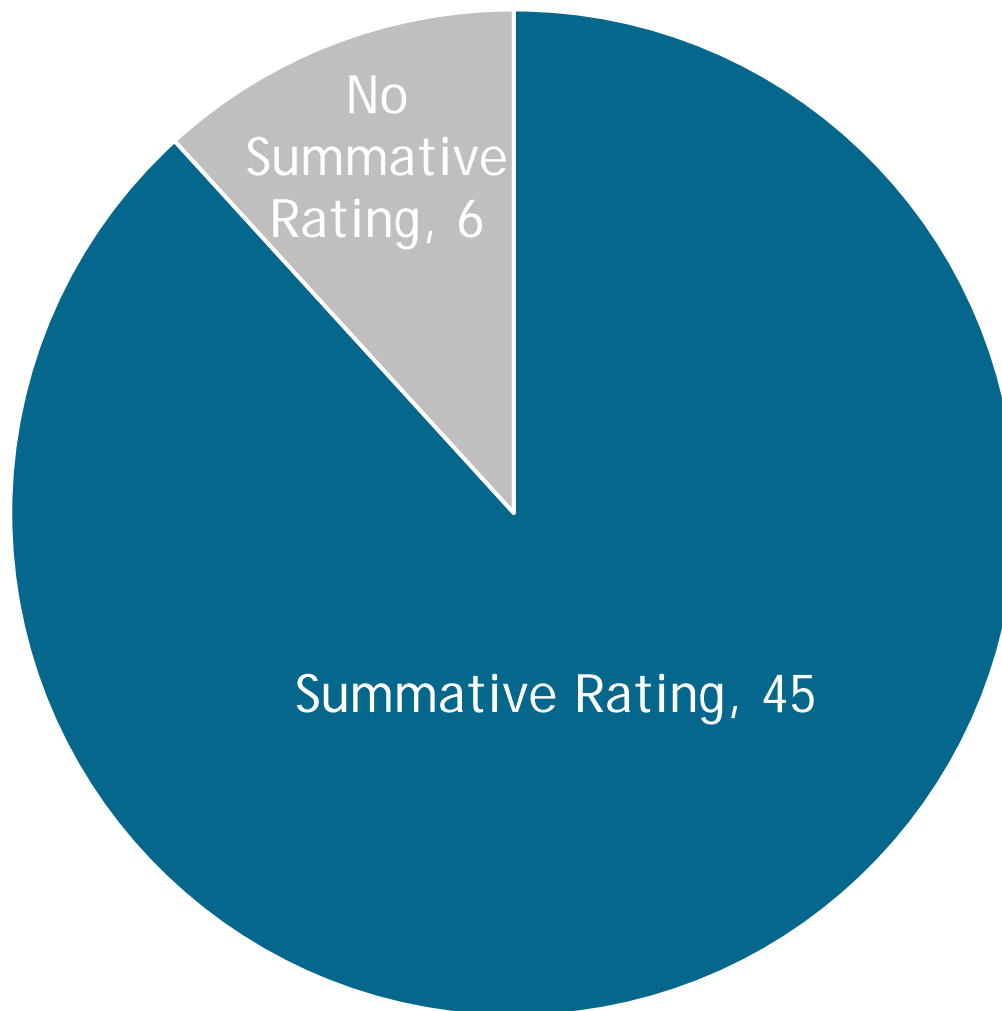
- **Measuring achievement:** Fewer than half the states will measure academic achievement based on the percent of students reaching proficiency.
- **Measuring growth:** Although 48 states plus DC will measure student-level growth, just 15 states will incorporate criterion-based growth models.
- **Interventions:** Most states lack a rigorous approach to school turnaround; just 19 states will use competitive grants to leverage federal funds.
- **Innovation:** State plans generally fail to discuss innovation; only 2 states plan to take advantage of the new Direct Student Services set aside.

Summative Ratings

Summative Ratings



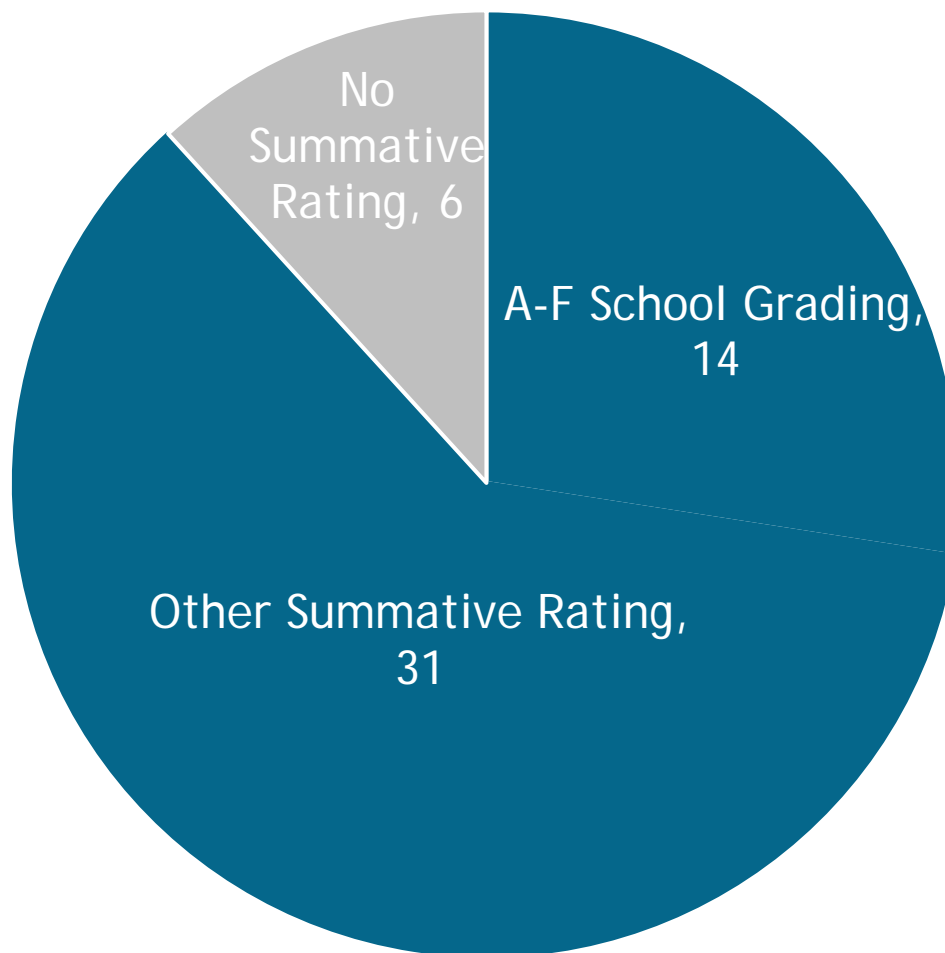
In 44 states and DC, schools will earn a summative rating



Summative Ratings



In 44 states and DC, schools will earn a summative rating.
In 14 states schools will earn an A-F school grades.







Summative Ratings



Some summative ratings fail to clearly articulate school performance

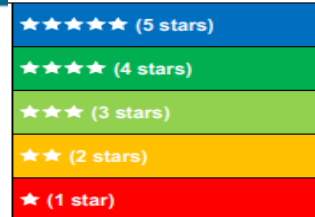
Superior
Satisfactory
Needs Improvement
Targeted
Comprehensive

Bulls Eye (also called Green, Level 4, )
On Target (also Yellow, Level 3, )
Near Target (also Orange, Level 2, )
Off Target (also Red, Level 1, )

Percentile Rank of Summative Scores

Exemplary
Commendable
Underperforming
Lowest

1 to 5 Stars



Excellent
Great
Good
Needs Improvement

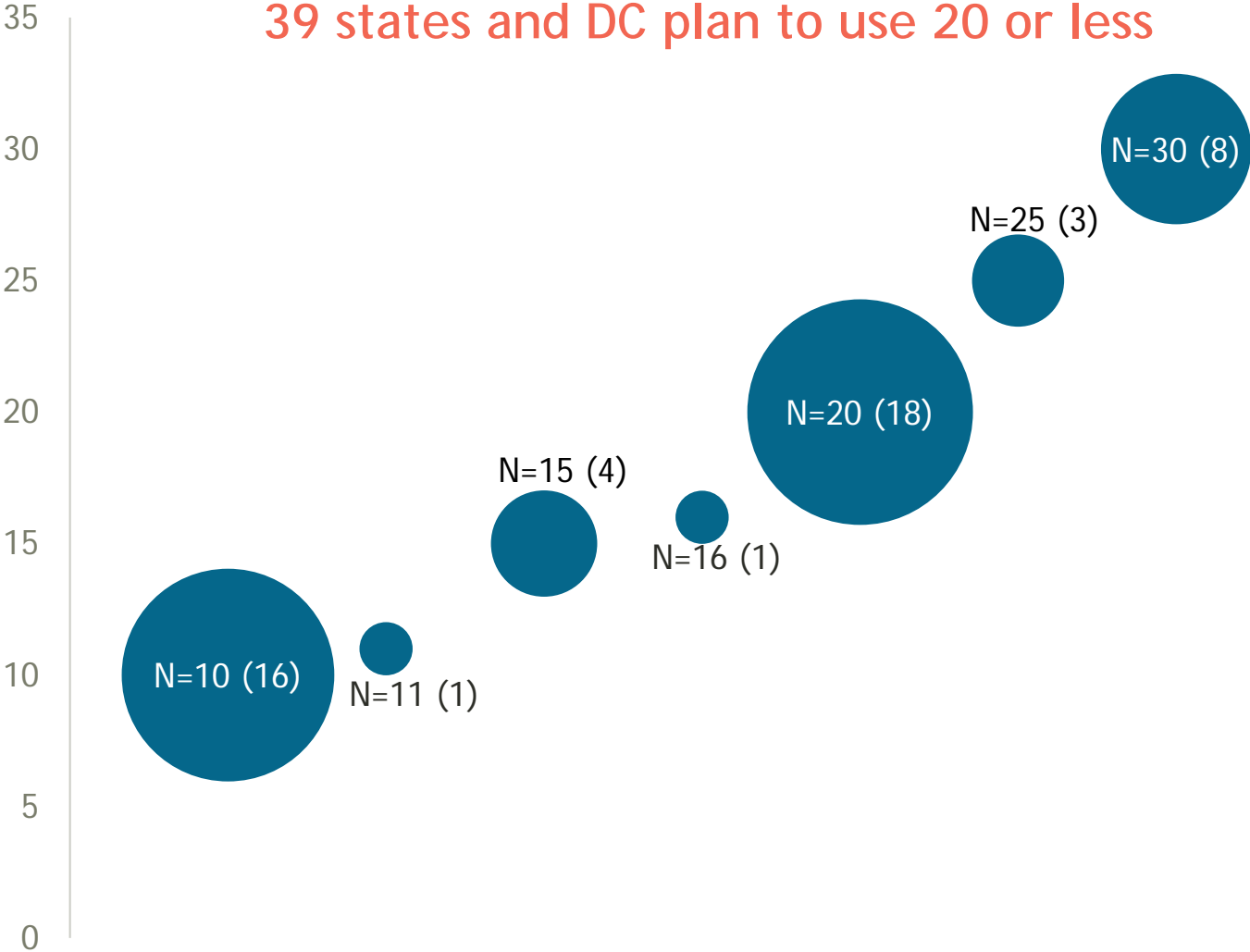
Exceeds State Expectations
Meets State Expectations
Below State Expectations
Requires Review

Minimum N-size for Accountability

Minimum N-size



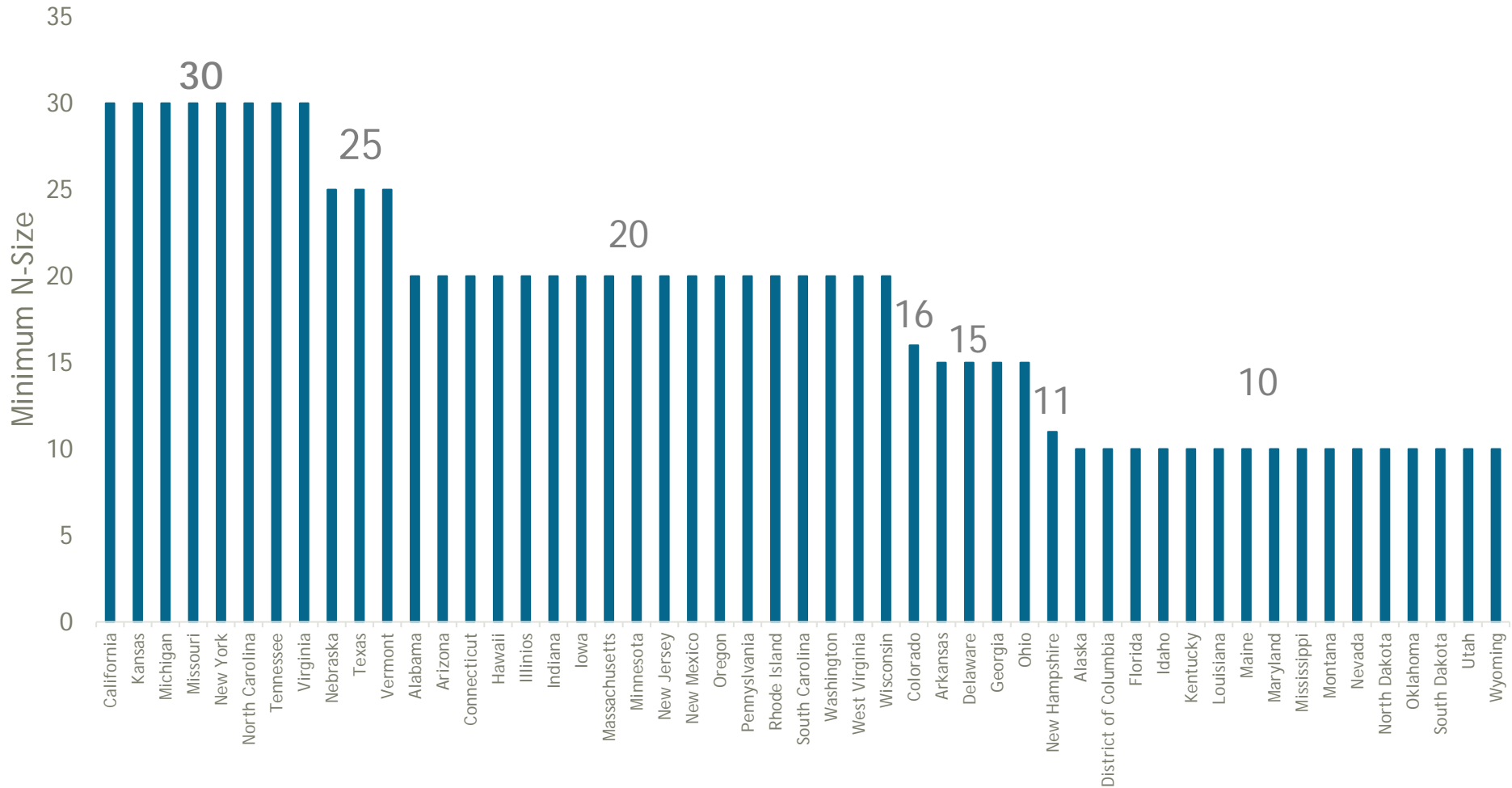
All states plan to use a minimum N-size of 30 or less;
39 states and DC plan to use 20 or less



Minimum N-size



40 states have a minimum N-size of 20 or less

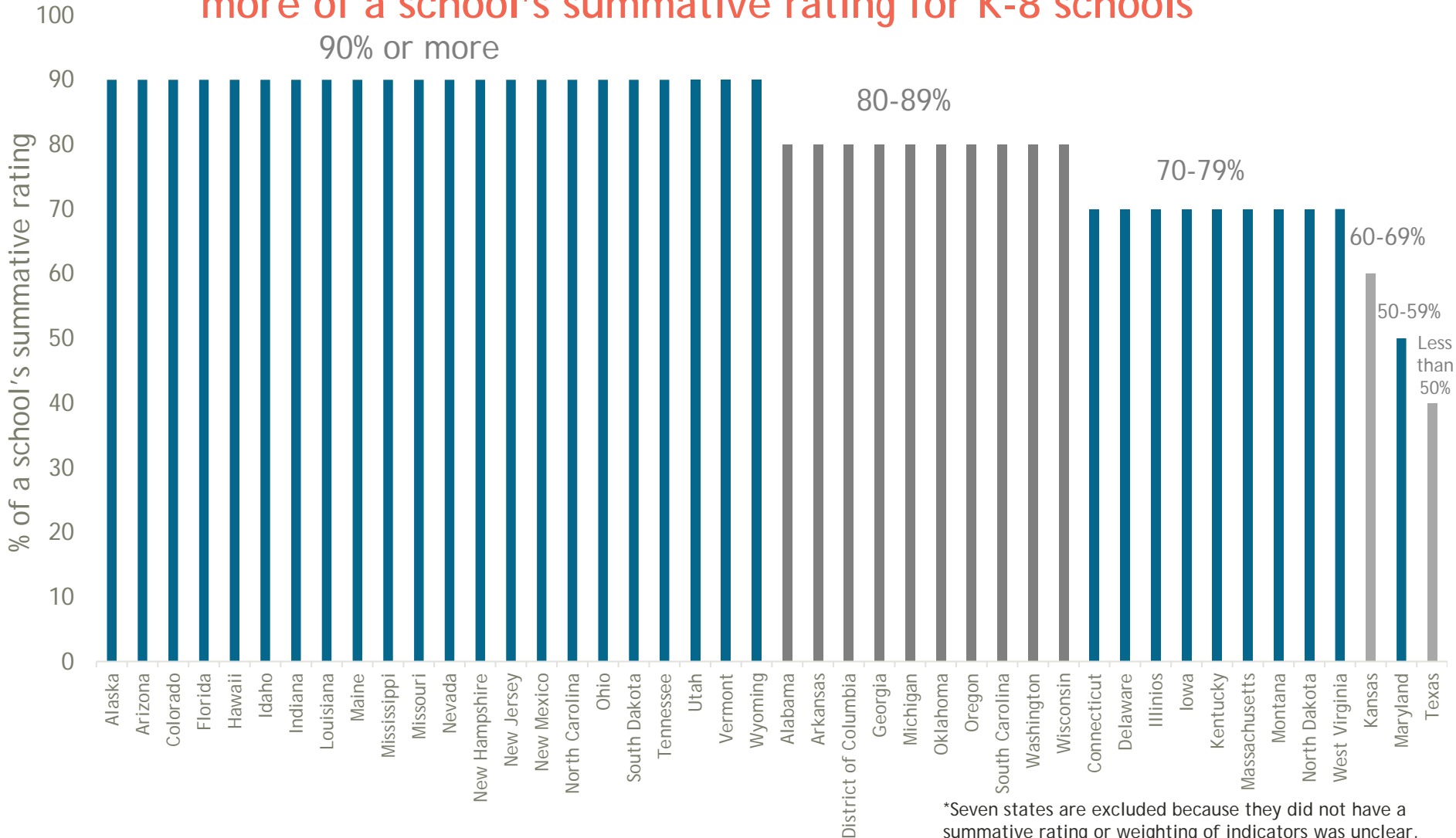


Weighting the Indicators

Weighting Student Outcome Measures: K-8



In 32 states, student outcomes account for 80 percent or more of a school's summative rating for K-8 schools*

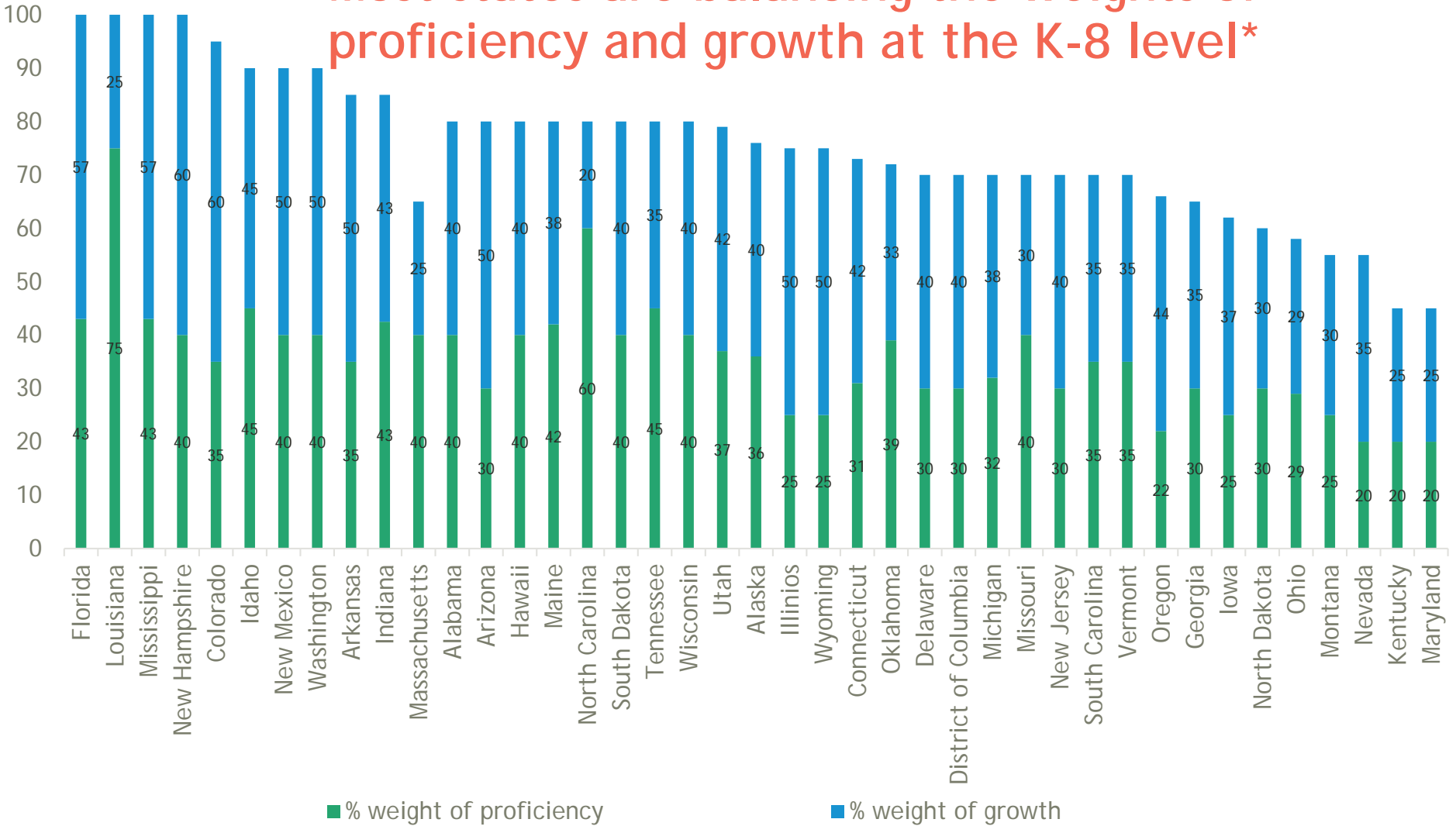


*Seven states are excluded because they did not have a summative rating or weighting of indicators was unclear.



Balancing Proficiency and Growth: K-8

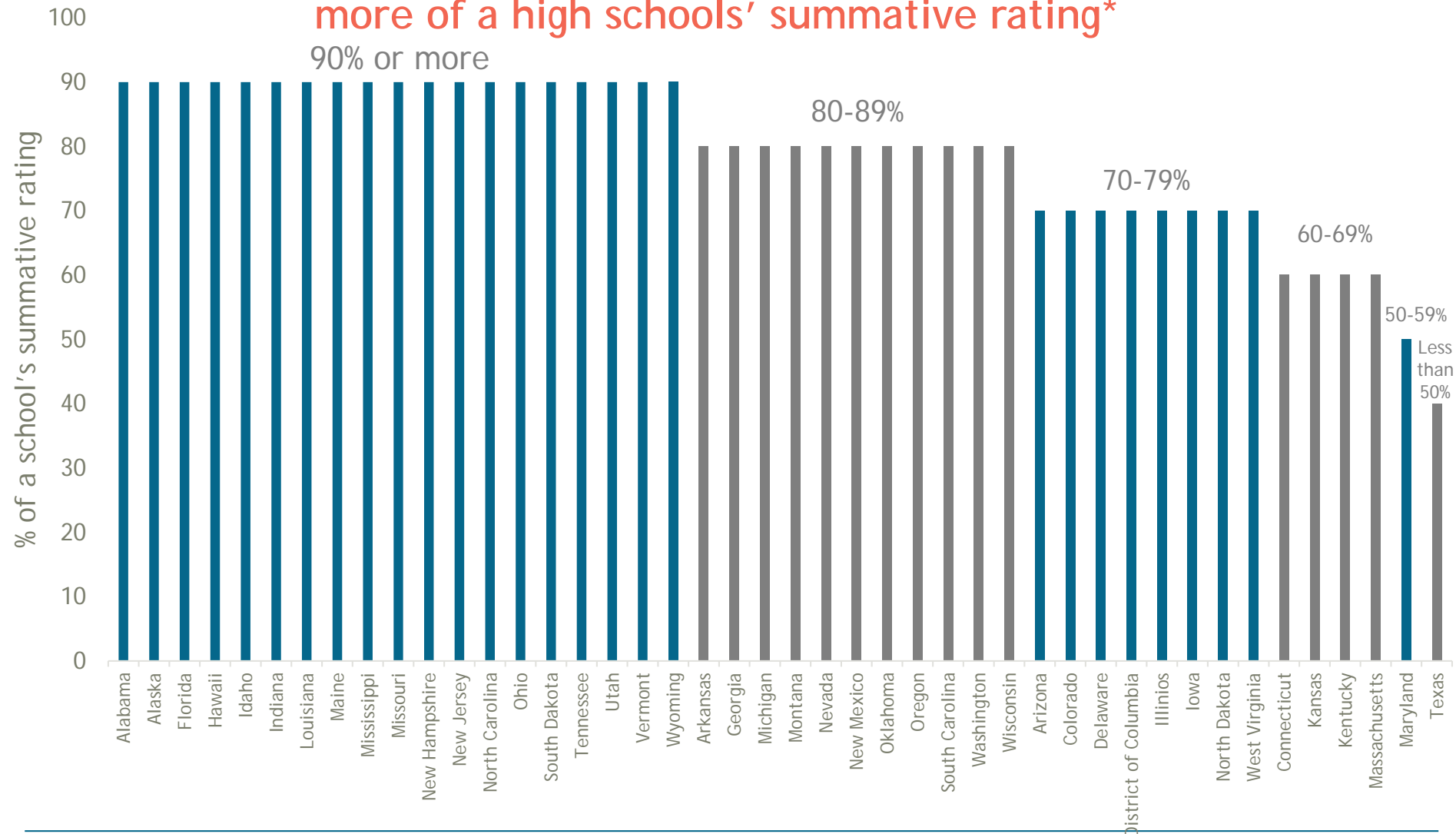
Most states are balancing the weights of proficiency and growth at the K-8 level*



Weighting Student Outcome Measures: High School



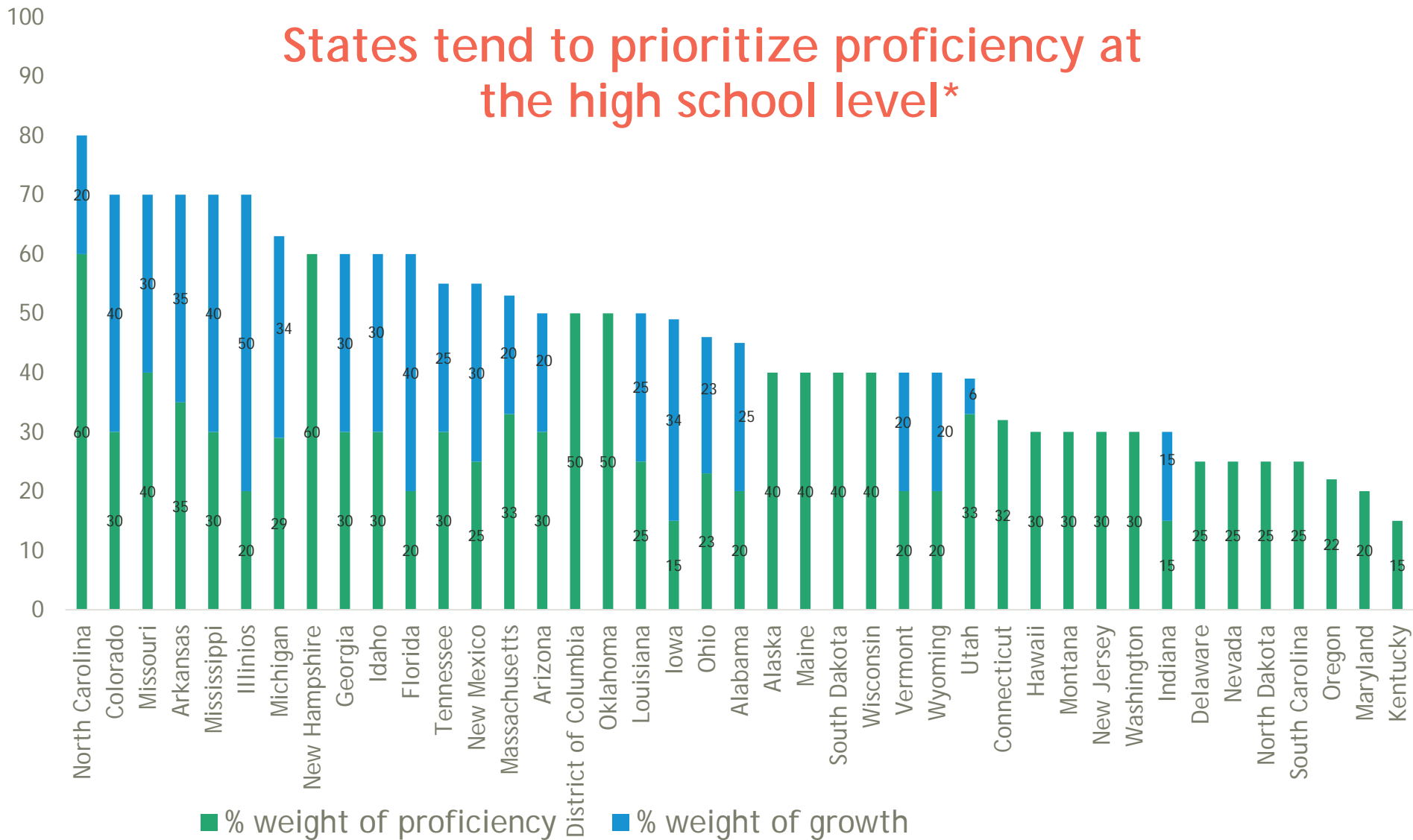
In 30 states, student outcomes account for 80 percent or more of a high schools' summative rating*



Balancing Proficiency and Growth: High School



States tend to prioritize proficiency at the high school level*



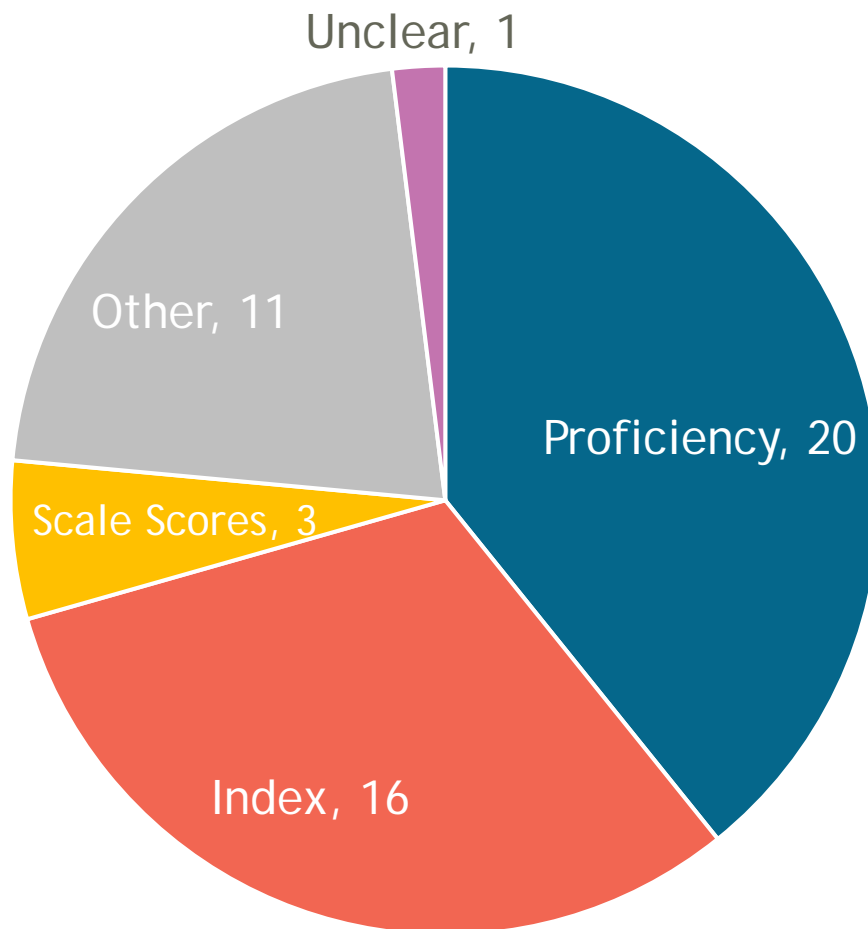
■ % weight of proficiency ■ % weight of growth

Indicators Used for Accountability

Measuring Academic Achievement



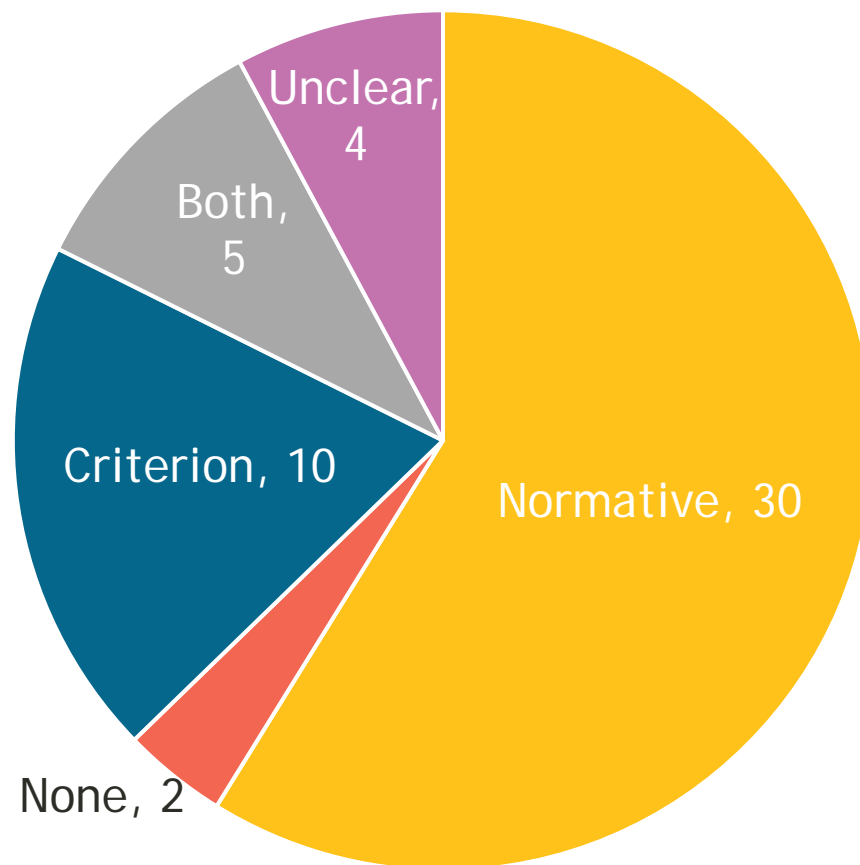
Fewer than half of the states plan to measure academic achievement based on percent proficient



Measuring Student Growth



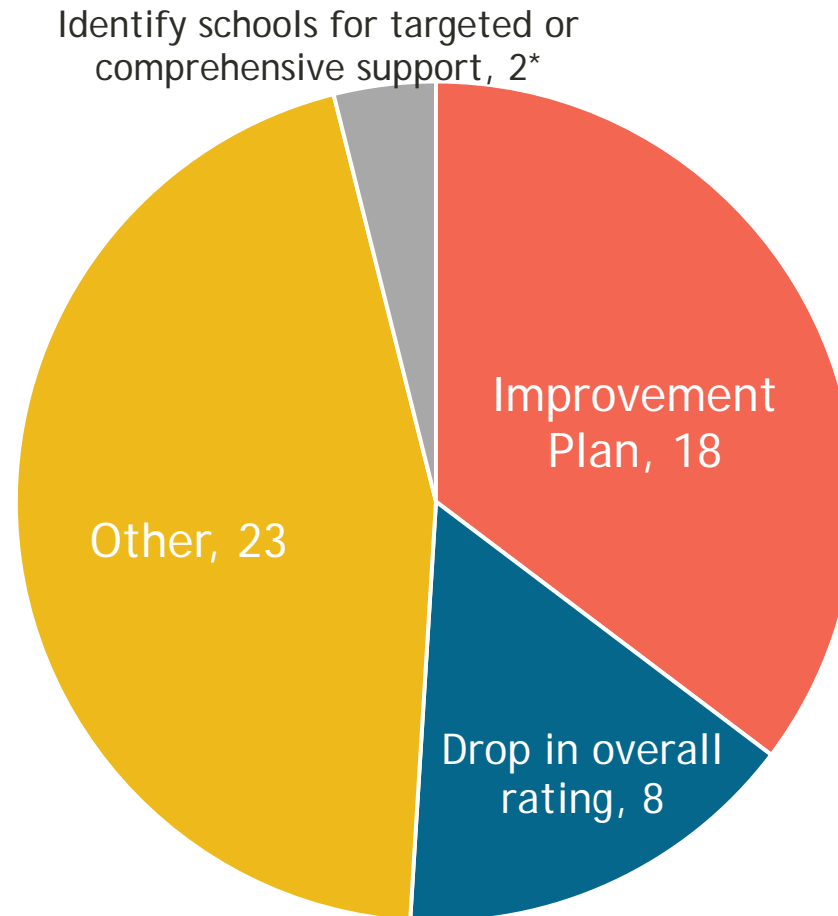
Just 15 states will incorporate growth models focused on measuring whether students are on track for college and career readiness



Participation Rates



States generally will not impose significant consequences on schools that fail to assess 95 percent of students

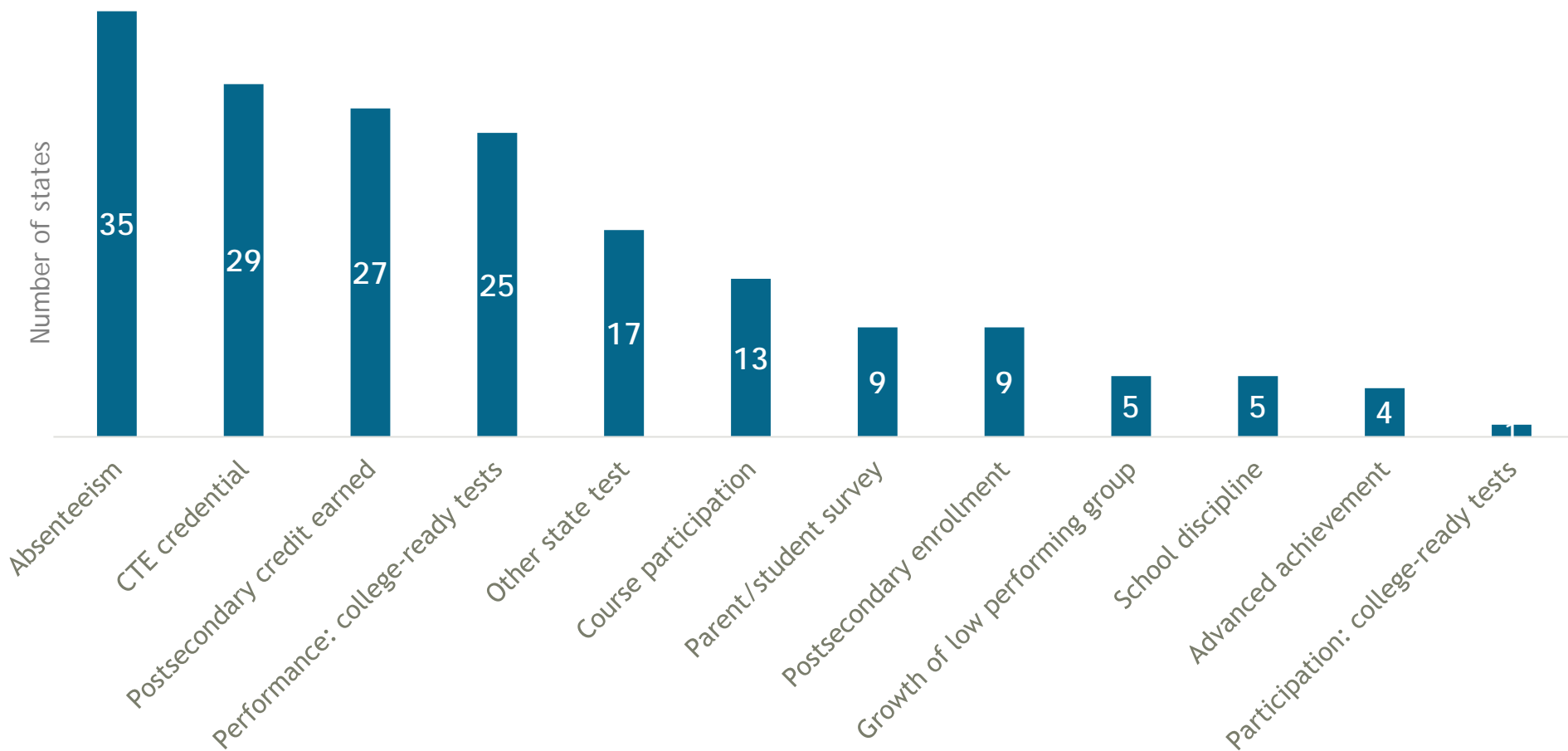


* Illinois and South Dakota are the only states to identify schools for either Targeted Support (TS) or Comprehensive Support (CS) for schools failing to test 95% of their students.

Indicators of School Quality and Student Success

School Quality/Student Success Indicators

While absenteeism measures are the most popular, most states are incorporating at least one measure of college/career readiness





Some states plan to innovate with other SQ/SS

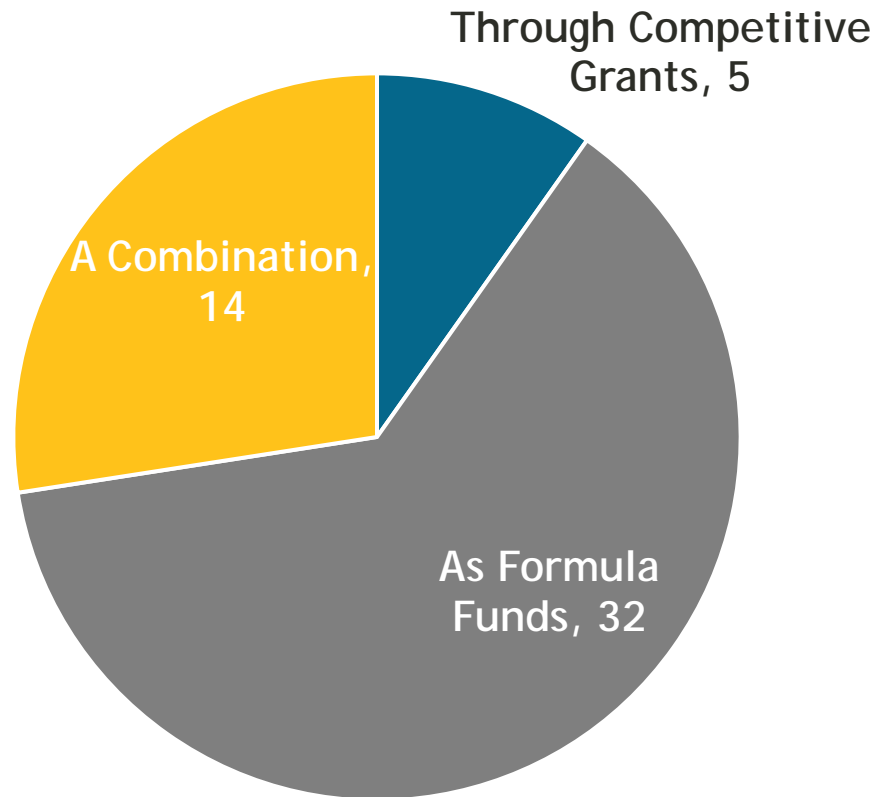
State	Other measures
Alaska	Reading by grade 3; freshman on-track; Alaska Performance Scholarships
Arizona	Decreasing 3 rd grade minimally proficient; special education inclusion in general classroom; military enlistment
Arkansas	Grade-level reading proficiency (3-10 grade); computer science credits earned; community service credits earned; on-time credits earned; ACE concurrent credits
District of Columbia	Alternate grad metric; Early childhood classroom program quality; Re-enrollment
Georgia	K-12 literacy; beyond the core; university entry without remediation
Illinois	9th grade on-track; P-2 quality
Kansas	Decreasing the percent of students scoring in API Levels 1 and 2
Massachusetts	Grade 9 course passing; extended engagement rate; annual dropout rate, MassCore
New York	Seal of Biliteracy; diploma with advanced designation; high School equivalency diploma
Ohio	Honors diplomas awarded
Pennsylvania	All grades career exploration
South Carolina	Performance on ASVAB; participation in youth apprenticeship programs

Interventions in Low-performing Schools

Distribution of School Improvement Funds



Five states will leverage competitive grants to push districts toward more rigorous school turnaround strategies; an additional 14 will distribute through a combination of competitive/formula





Very few states are planning to leverage ESSA's new Direct Student Services set aside

