

# KEY TAKEAWAYS: STATE ESSA PLANS

Twelve states and the District of Columbia have submitted plans for implementation of the Every Student Succeeds Act. The law gives states significant new leeway to set student achievement goals and calls for looking beyond test scores in gauging school performance.

	<b>GOALS</b> States must set student achievement and graduation-rate goals.	<b>SCHOOL RATINGS</b> States must identify their bottom 5 percent of schools and those with low graduation rates, plus schools that are struggling with subgroups of students.	<b>ACADEMIC INDICATORS</b> States must measure academic achievement and graduation rates for high schools. They must measure proficiency and can pick another indicator for elementary and middle schools.	<b>SCHOOL QUALITY INDICATOR</b> ESSA requires states to choose at least one indicator of student success or school quality.	<b>MEASURING SUBGROUPS (“N”-SIZE)</b> States may set any minimum subgroup size for accountability.	<b>TESTING OPT-OUTS</b> States must address in some way schools that fall below 95 percent test participation.
Connecticut	100 percent of all students and subgroups will hit various growth targets by 2029-30; 94 percent will graduate high school in four years by 2029-30.	Rating based on a 0-100 index score	Achievement in reading and math; growth in reading and math; 4-year adjusted cohort for graduation; 6-year adjusted cohort for graduation.	Chronic absenteeism; preparation for college and career coursework and exams; participation rates on tests; postsecondary enrollment; physical fitness; access to arts education; on-track graduation for 9th graders	20 students	A school otherwise getting highest or second-highest ranking would be knocked down one ranking.
Delaware	Cut in half the share of all students and subgroups not proficient on English/language arts and math exams by 2030; cut in half the share of high school students not graduating after four years.	Index score to create a “text-based” rating	Achievement; growth; social studies in certain grades; growth of students; on-track high school graduation for 9th graders; progress in English-language proficiency; 4-, 5-, and 6-year cohort graduation rates; science in certain grade spans	Chronic absenteeism; college and career preparedness (including things like SAT and ACT scores and career certification)	15 students	A school would have to submit plan to increase testing participation, with further state action possible.
District of Columbia	By 2038-39, 85 percent of all students and subgroups will score a level 4 or 5 on the PARCC exam; 90 percent of high school students will graduate after four years.	Five-tier performance rating system	Achievement, growth, graduation rates, English-language proficiency; college-readiness measured by ACT, AP, and IB participation and scores	Chronic absenteeism; a mix of attendance indicators; choice to re-enroll in same school; standardized observations that take into account factors including classroom organization, emotional support, and instructional support	10 students	A system would monitor and assist school, with interventions possible after multiple years.
Illinois	By 2032, 90 percent of all students and subgroups will be proficient in English/language arts and math; by 2032, students in grades 3, 5, and 9 and high school graduates will meet four other percentage-based goals; 90 percent of students will graduate.	Four-tier school-rating system, ranging from “exemplary” to “lowest-performing”	Proficiency, growth, English-language proficiency, graduation rates; plans to do science proficiency; exploring fine arts and another indicator for elementary and middle schools	Chronic absenteeism; climate surveys; whether 9th graders are on track to graduate; an early-childhood education indicator; exploring an arts indicator	20 students	A school could not get top score for academic proficiency; participation rate would factor into school-improvement decisions.
Louisiana	Annual average improvement target of 2.5 percentage point gains in achievement on state reading and math tests between 2018 and 2025 for all students and student subgroups. Plan includes goal of reaching a graduation rate of 90 percent by 2025 for all students and student subgroups.	A-F school grades, based on an index scores ranging from 0-150, would be given to schools. Ratings system would shift in 2021 and again in 2024.	Achievement on state exams, including high school end-of-course exams and an ACT/WorkKeys index; growth index; graduation rate index; English-language proficiency index; school quality indicators including access to a well-rounded education and “strength of diploma” depending on grade level.	Middle schools would be measured on credit accumulation through 9th grade. High schools would be measured on the “strength of diploma” students receive. All schools would be measured on “interests and opportunities” that cover access to arts, physical education, and foreign language programs, among others.	10 students	All nonparticipants in the state exam will receive a score of zero, which will in turn impact school scores on the state’s accountability system.
Maine	By 2030, 90 percent of Maine students will graduate “college and career ready”	A four-tier rating system, similar to one the state already uses, from “exceeds state expectations” to “requires review for supports”	Achievement; growth; 4-, 5-, and 6-year graduation rates; progress for English-learners	Percentage of students who have consistent attendance	10 students	Schools with participation rates between 75 and 94 percent would have to submit a plan; schools below 75 percent would have to show steps taken; participation not factored into summative school rating.
Massachusetts	No long-term academic goals are set because state says it must wait for new baselines; increase overall and subgroup graduation rates by 5 percentage points by 2020.	Six-tier rating system, based on 1-100 index	Achievement in reading and math; growth in reading and math; achievement in science; 4- and 5-year graduation rates plus percentage of students still enrolled in high school; drop-out rates; English-language proficiency	Chronic absenteeism; success in 9th grade courses; successful completion of a broad and challenging high school curriculum (including things like AP and IB course-taking)	20 students	A school’s overall summative rating would decline.
Michigan	Proposes that 75 percent of schools and 75 percent of all student subgroups reach various proficiency targets on state exams in English/language arts, math, science, and other subjects by 2024-25	The state included two options for A-F school grades, with one giving schools a final, summative grade, and the other only giving A-F grades to different components of the accountability system. The state also plans to create a dashboard system combining the system’s six elements	100-point achievement index; 100-point growth index; four-, five-, and six-year cohort graduation rates; 100-point English-learner progress index; various school-quality indicators depending on grade level; participation in state assessments	State would include four factors in this indicator: chronic absenteeism; time spent in arts, library, and physical education programs in K-8; advanced coursework in grades 11-12; and postsecondary enrollment rates	30 students, except for English-learners, whose N-Size would be 10 students	Eligible students who do not take state exams would be recorded as having a score of zero when determining proficiency rates in the state accountability system
Nevada	By 2022, have 61 percent of all students and subgroups proficient in English/language arts and 41 percent proficient in math; have 84 percent of high school students graduate after four years.	Five-star rating tool, based on 1-100 index	Proficiency; English-language proficiency; growth; graduation rates for high schools	Student engagement; college-and-career readiness (for high schools) closure of opportunity gaps for elementary and middle schools	10 students	A school would initially be labeled with a “warning,” then subject to increasing penalties after multiple years.
New Jersey	By 2030, have 80 percent of all students and subgroups meet or exceed expectations on PARCC; have 95 percent of all students and subgroups graduate after four years in high school by 2030.	Score based on 100-point scale	Achievement, growth, 4- and 5-year graduation rates, English-language progress	Chronic absenteeism	20 students	As ESSA requires, each student at the school causing a participation rate below 95 percent would be scored not proficient.
New Mexico	By 2022, 64.9 percent of students will be proficient on PARCC English/language arts test, and 61.2 percent proficient on PARCC math test.	A-F grading system	Four-, 5-, and 6-year graduation rates; achievement; growth in 4-year graduation rate; STEM readiness; English-language proficiency	“Opportunity to learn surveys” to capture climate, student engagement, and more; attendance measures; college-and-career readiness, including remediation and persistence	20 students	A school will have its A-F grade decrease by one letter if 95 percent of students don’t take the state English/language arts or math test.
Tennessee	Perform in top half of 4th and 8th grade NAEP scores among states by 2019; 75 percent of 3rd graders proficient in reading by 2025; average ACT composite score of 21 by 2020; 95 percent graduation rate by 2024-25.	A-F grading system	Achievement; growth; graduation rates combined with college, career- or military-readiness measures; English-language proficiency	Chronic absenteeism and out-of-school suspensions; graduation rate indicator incorporates whether students have met ACT benchmarks or earned military or workforce certification	30 students	A school would get an F grade in academic proficiency for all student groups not reaching 95 percent participation.
Vermont	All schools score, on average, at the midpoint of the Smarter Balanced test’s proficiency range by 2025; 90 percent graduation rates for all students and subgroups by 2025.	There would be five separate ratings for different accountability measures.	Achievement, growth, 4- and 6-year graduation rates, English-language proficiency, English language proficiency in schools with sufficient numbers of ELLs	College and career readiness, physical education, science, postsecondary outcomes	25 students	School’s initial summative score would be multiplied by the percentage of students who took the exam.