

BRIEFING MEMO

# Summaries of States' ESSA Accountability Plans

*By Krista Kaput · Last updated 26 June 2017*

On April 3, 2017, sixteen states and the District of Columbia submitted their ESSA state accountability plans to either the US Department of Education (USDE) or their governor for review. States that submitted the plan to their governor will have until May 3rd to officially turn it into USDE. There are four primary areas or “big decisions” left up to states under ESSA, which they must address in their plans. Hawaii’s plan has been submitted to the governor for review, and has been included in this memo.

*1. School Quality or Student Success (SQ/SS) “Fifth Indicator”:* ESSA requires states to include one non-academic, SQ/SS indicator that meaningfully differentiates schools from one another. Some examples given in ESSA are student and educator engagement, postsecondary readiness, and school climate.

*2. Indicators and Weights:* ESSA requires four academic indicators—proficiency and growth for mathematics and reading, graduation rates, and English language proficiency—and one non-academic SQ/SS indicator describe above. In aggregate, the four academic indicator must count for “much more” than the SQ/SS indicator. States can choose to include other academic indicators like proficiency and growth on science assessments.

*3. Overall Rating System:* Due to Congress’ repeal of the Obama administration’s final state accountability regulations, states are no longer required to provide each school with an overall summative rating. Rather, states can choose to identify schools for support by a summative school rating system or a dashboard of multiple measures.

*4. Ninety-Five Percent Student Assessment Participation:* ESSA requires that states administer statewide assessments to all students in mathematics, reading or language arts, and science. ESSA also requires that 95 percent of “all students in each subgroup of students” take the assessments. Further, ESSA mandates that states provide a clear and understandable explanation of how they will factor the 95 percent assessment participation into their ESSA state accountability plans.

The Minnesota Department of Education (MDE) will submit Minnesota’s ESSA state accountability plan to USDE on September 18th. In order to provide information that can assist with and inform the work that MDE and stakeholders have already done and will do on the Minnesota’s ESSA accountability plan, we have created summary pages for what the fourteen states and DC have indicated they intend to do with regard to the four areas described above. We will update this memo as more ESSA plans are released and updated.

## 1. Arizona ([view state plan](#))

### SQ/SS Indicator Measures and Weights

The SQ/SS indicator for grades K-8 is “Acceleration/Readiness,” that provides a menu of options for schools to earn their 10 percent. The menu items are: i

- Grade 8 math end-of-course assessment
- Decreasing 3rd grade “minimally proficient”
- Student subgroup improvement
- Special education inclusion in the general education classrooms
- Chronic absenteeism

The SQ/SS indicator for grades 9-12 is “Career and College Readiness,” which includes a combination of measures for ACT, SAT, Advanced Placement (AP), as well as the Career and Technical Education (CTE) skills attainment assessment.

### Indicators and Weights

	<b>Proficiency</b>	<b>Growth</b>	<b>ELL Proficiency</b>	<b>Graduation Rates</b>	<b>SQ/SS</b>
<b>Grades K-8</b>	30%	50%	10%	N/A	10%
<b>Grades 9-12</b>	30%	20%	10%	20%	20%

### Rating System

Arizona will use the A-F letter grade summative rating system that was adopted by the [State Board of Education](#) in 2016.

### Ninety-Five Percent Student Assessment Participation

Schools and districts that fall below the mandated 95 percent participation rate will have that considered into whether or not they will be identified for school improvement. Additionally, schools that have consistent student participation rates below 95 percent will be monitored and, if required, interventions will be put in place.

## 2. Colorado ([view state plan](#))

### SQ/SS Indicator Measures and Weights

The SQ/SS measure for grades K-8 is a reduction in chronic absenteeism, which is when a student is absent 10% or more of the days enrolled in the public school during the school year. According to Colorado’s plan, the Colorado Department of Education staff will, in coordination with the state’s Technical Advisory Panel and other stakeholder groups, determine and finalize the methodology used to evaluate the reduction of chronic absenteeism in spring of 2018.

For grades 9-12 the SQ/SS measure is dropout rates, which is “the percentage of all students enrolled in grades 7-12 who leave school during a single year without subsequently attending another school.” Colorado has not yet finalized the weighting for either SQ/SS indicator.

### Indicators and Weights

Colorado has not yet determined the exact weightings that will be used for their indicators. The table below illustrates Colorado’s current priorities and may suggest how their future indicator weights could be allocated.

	<b>Proficiency</b>	<b>Growth</b>	<b>Postsecondary and Workforce Readiness</b>
<b>Grades K-8</b>	40%	60%	N/A
<b>Grades 9-12</b>	30%	40%	30%

### Rating System

Colorado will have three summative determinations—“Comprehensive Support and Improvement,” “Targeted Support and Improvement,” and “Neither.” If a school’s rating is “Neither,” then they are performing at a high enough level where they do not require support.

### Ninety-Five Percent Student Assessment Participation

Schools and districts that fall below the mandated 95 percent participation rate will be required to address the participation data as part of their Unified Improvement Plan. Additionally, the school’s rating will be lowered if the participation rate falls below 95 percent for two or more content areas. Importantly, the accountability participation rate will not include parental excusals.

### 3. Connecticut ([view state plan](#))

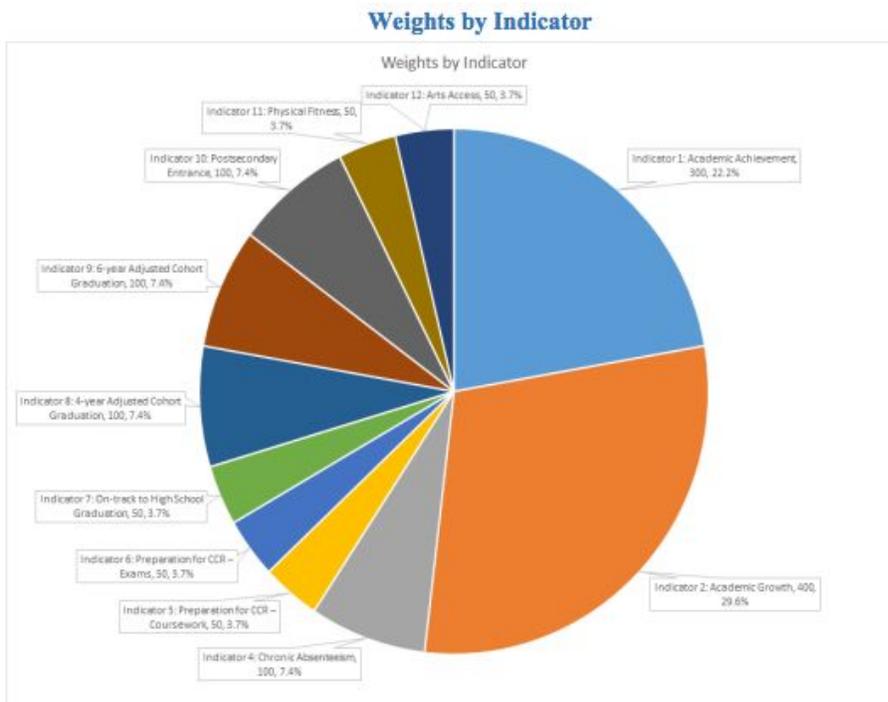
#### SQ/SS Indicator Measures and Weights

Connecticut will use a wide variety of SQ/SS measures. For grades K-12, they will use chronic absenteeism<sup>1</sup>, physical fitness, and arts access.

For grades 9-12, they will use participation in AP, IB and CTE courses, ninth grade “on-track” status, and postsecondary access.

#### Indicators and Weights

Below is the pie chart Connecticut included in their ESSA state plan.



#### Rating System

Connecticut will use an “accountability index” to provide schools with a summative rating, that will range from 0 to 100 points.

#### Ninety-Five Percent Student Assessment Participation

Schools and districts that fall below the mandated 95 percent participation rate will receive a lower summative score.

<sup>1</sup> For a definition of chronic absenteeism, refer to Colorado’s plan on page 3.

#### 4. Delaware ([view state plan](#))

##### SQ/SS Indicator Measures and Weights

One SQ/SS measure for grades K-12 will be chronic absenteeism<sup>2</sup>. Additionally, grades 9-12 will have another SQ/SS measure for college and career readiness. The measure is divided into two components:

1. *College Preparedness*: AP scores (3 or better), IB scores (4 or better), postsecondary credit attainment with B or higher, and SAT College and Career Readiness Benchmarks.
2. *Career Preparedness*: Industry credentials, certificate of Multiliteracy, postsecondary credit attainment with a B or higher, successful completion of an approved cooperative education and/or work-based learning extension, and Armed Forces Vocational Aptitude Battery General Technical score of 70+.

##### Indicators and Weights

Delaware indicated in their ESSA state plan that the proficiency indicator will also include proficiency rates for social studies and science.

	<b>Proficiency</b>	<b>Growth</b>	<b>ELL Proficiency</b>	<b>Graduation Rates</b>	<b>SQ/SS</b>
<b>Grades K-8</b>	25%	30%	10%	N/A*	25%
<b>Grades 9-12</b>	25%	30%	10%	10%	25%

\*Delaware did not account for which academic indicator would receive the 10 percent that is allocated for graduation rates in the ratings for grades 9-12.

##### Rating System

Delaware will aggregate all of the indicators, with their varying weights, into an overall score. The terminology used for the scores will be developed through “stakeholder consultation.” The range of possible overall scores is from 0 to 500.

##### Ninety-Five Percent Student Assessment Participation

Schools and districts that fall below the mandated 95 percent participation rate will be required to submit a plan that includes strategies for meeting participation requirements. Additionally, unspecified actions and interventions will be implemented for schools that do not meet the participation rate for multiple years or that do not show sustained improvement in meeting the 95 percent.

<sup>2</sup>For a definition of chronic absenteeism, refer to Colorado’s plan on page 3.

## 5. District of Columbia ([view state plan](#))

### SQ/SS Indicator Measures and Weights

The SQ/SS indicator for grades K-12 is “School Environment,” which will be comprised of a combination of multiple measures. One SQ/SS measure is chronic absenteeism. However, for this measure, DC has gone a different route than several of the other states. School will be able to receive points that will be based on which of two metrics they perform best on:

1. Percentage of students who had 90% or better attendance
2. Student growth percentile for the median student at a school when students are ordered from lowest to highest student attendance growth percentile.

The other SQ/SS measures included in the “School Environment” indicator are:

- *In-Seat Attendance*: Daily average percentage of enrolled students
- *Re-enrollment*: Percentage of students enrolled in year one who re-enroll in year two.
- *Access to Opportunities*: Promotes well-rounded experiences for students in engaging learning environments.

### Indicators and Weights

	Proficiency	Growth	ELL Proficiency	Graduation Rates	SQ/SS
<b>Grades K-8</b>	30%	40%	5%	N/A	25%
<b>Grades 9-12</b>	50%	N/A	5%	20%	25%

### Rating System

DC will use a 1-to-5 star school rating system.

### Ninety-Five Percent Student Assessment Participation

For schools and districts that fall below the mandated 95 percent participation rate, the Office of the State Superintendent of Education will implement a system of supports and provide technical assistance.

**6. Hawaii** ([view state plan](#))

SQ/SS Indicator Measures and Weights

The SQ/SS measure for grades K-12 will be chronic absenteeism.<sup>3</sup>

Indicators and Weights

	<b>Proficiency</b>	<b>Growth</b>	<b>ELL Proficiency</b>	<b>Graduation Rates</b>	<b>SQ/SS</b>
<b>Grades K-8</b>	40%	40%	10%	N/A	10%
<b>Grades 9-12</b>	30%	N/A	10%	50%	10%

Rating System

Hawaii will identify schools for comprehensive support and improvement based on low academic performance and low graduation rates.

Ninety-Five Percent Student Assessment Participation

For schools and districts that fall below the mandated 95 percent participation rate, they will be required to create a plan for “corrective action to increase student participation in statewide academic assessments.”

Additionally, schools and districts that fall below the mandated 95 percent participation rate will receive a “non-proficient” for the students who were supposed to test.

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<sup>3</sup> For a definition of chronic absenteeism, refer to Colorado’s plan on page 3.

## 7. Illinois ([view state plan](#))

### SQ/SS Indicator Measures and Weights

The SQ/SS indicator for grades K-8 will include chronic absenteeism<sup>4</sup> (10%)<sup>5</sup> and the [5Essentials Climate Survey](#) (5%). There are also two measures that will be added in future years—PreK-2 (5%) and College and Career Readiness (5%).

The SQ/SS indicator for grades 9-12 will include the following measures and weights—chronic absenteeism (7.5%), 5Essentials Climate Survey (5%), 9th Grade On-Track (6.25%), and College and Career Readiness (6.25%).

### Indicators and Weights

During the 2019-2020 academic year, Illinois will reduce the weight of proficiency rates for math and ELA and reallocate the weight to a science proficiency measure.

	<b>Math Proficiency</b>	<b>ELA Proficiency</b>	<b>Growth</b>	<b>ELL Proficiency</b>	<b>Graduation Rates</b>	<b>SQ/SS</b>
<b>Grades K-8</b>	10%	10%	50%	5%	N/A	25%
<b>Grades 9-12</b>	10%	10%	N/A	5%	50%	25%

### Rating System

Illinois will use a system with four tiers to meaningfully differentiate schools:

- *Tier 1: Exemplary* - No underperforming subgroups, graduation rate of greater than 67 percent, and performance is in the top 10 percent of schools statewide.
- *Tier 2: Commendable* - No underperforming subgroups, graduation rate above 67 percent, and not in the top 10 percent of schools statewide.
- *Tier 3: Underperforming* - One or more subgroups performing at or below the level of the “all students” group in the lowest 5 percent of Title I schools.
- *Tier 4: Lowest-Performing* - In the lowest-performing 5 percent of Title I schools, and high schools that have a graduation rate of 67 percent or less.

### Ninety-Five Percent Student Assessment Participation

Schools and districts that fall below the mandated 95 percent participation rate will be unable to reach the highest proficiency level. Additionally, they will be included in the methodology for identifying schools for targeted support and improvement.

<sup>4</sup> For a definition of chronic absenteeism, refer to Colorado’s plan on page 3.

<sup>5</sup> The percentages in parentheses are the weights

## 8. Louisiana ([view state plan](#))

### SQ/SS Indicator Measures and Weights

The SQ/SS indicator for grades K-12 will look at how each school is providing students access to quality visual and performing arts, foreign language instruction, technology consistent with current standards, and a variety of co-curricular activities (academic, athletic, and special interest clubs).

Middle schools will have an additional SQ/SS measure called the “Dropout Credit Accumulation Index,” which measures “the degree to which middle schools have prepared students to be successful in high school” by examining the credit accumulation of a student through the end of 9th grade.

The additional measure for high schools is the “Strength of Diploma,” which awards points based on the percentage of students who not only attain a high school diploma, but also postsecondary credits or credentials like an associate’s degree or a passing score on an IB or AP exam.

### Indicators and Weights

Louisiana indicated in their ESSA state plan that, with regard to the weights, they will combine ELA/math proficiency with ELL proficiency.

	<b>Proficiency and ELL Proficiency</b>	<b>Growth</b>	<b>Graduation Rates</b>	<b>SQ/SS</b>
<b>Grades K-5</b>	70%	25%	N/A	5%
<b>Grades K-8</b>	65%	25%	N/A	10%
<b>Grades 9-12</b>	50%	N/A	20%	30%

### Rating System

Schools will receive a School Performance Score of 0-150, which will translate to a letter grade based on an A-F letter grade summative rating system.

### Ninety-Five Percent Student Assessment Participation

Schools and districts that fall below the mandated 95 percent participation rate will receive a zero for the student who were supposed to test. This will factor into the calculation of the school performance score.

**9. Maine** ([view state plan](#))

SQ/SS Indicator Measures and Weights

For grades K-12, Maine will use chronic absenteeism<sup>6</sup> for their SQ/SS indicator.

Indicators and Weights

	<b>Proficiency</b>	<b>Growth</b>	<b>ELL Proficiency</b>	<b>Graduation Rates</b>	<b>SQ/SS</b>
<b>Grades K-8</b>	42%	38%	10%	N/A	10%
<b>Grades 9-12</b>	40%	N/A	10%	40%%	10%

Rating System

Schools will receive a one of four summative ratings—Exceeds state expectations, Meets state expectations, Below state expectations, and Requires review for supports.

Ninety-Five Percent Student Assessment Participation

Schools and districts that have between 76-94% testing participation will be required to submit to Maine’s Department of Education an action plan that outlines the steps that the school and/or district will take in order to increase participations levels. If a school or district has below 75% participation, then they will be required to submit “evidence of necessary steps” that they have taken to increase participation levels.

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<sup>6</sup> For a definition of chronic absenteeism, refer to Colorado’s plan on page 3.

## 10. Massachusetts ([view state plan](#))

### SQ/SS Indicator Measures and Weights

Grades K-12 will use a chronic absenteeism<sup>7</sup> measure. For grades 9-12, Massachusetts will use two additional measures:

- *Success in 9th grades course:* The percentage of students that do not fail any courses in 9th grade.
- *Successful completion of broad and challenging coursework* (AP, IB, Honors, etc.)

### Indicators and Weights

	<b>Proficiency</b>	<b>Growth</b>	<b>ELL Proficiency</b>	<b>Graduation Rates</b>	<b>SQ/SS</b>
<b>Grades K-8</b>	60%	25%	10%	N/A	5%
<b>Grades 9-12</b>	50%	20%	5%	17.5%%	7.5%

### Rating System

Schools will receive a School Performance Score of 0-100, which will translate to one of six different performance levels.

### Ninety-Five Percent Student Assessment Participation

Schools and districts that fall below the mandated 95 percent participation rate will receive a lower summative performance level.

<sup>7</sup> For a definition of chronic absenteeism, refer to Colorado's plan on page 3.

## 11. Michigan ([view state plan](#))

### SQ/SS Indicator Measures and Weights

The SQ/SS measures for grades K-12 are:

- *Chronic Absenteeism*<sup>8</sup>
- *Teacher Longevity*: Percentage of teachers employed in the same school for at least five years.
- *Administrator Longevity*: Percentage of school administrators employed in the same school for school for at least four years.
- *Time spent in Fine Arts, Music, and Physical Education*

Grades 9-12 will have an SQ/SS measure for “11-12 Advanced Coursework.” This measure will include the percentage of students in grades 11-12 that have successfully completed advanced coursework in Dual Enrollment, Early Middle College, CTE, AP, and IB.

### Indicators and Weights

	<b>Proficiency</b>	<b>Growth</b>	<b>ELL Proficiency</b>	<b>Graduation Rates</b>	<b>General Participation</b>	<b>ELL Participation</b>	<b>SQ/SS</b>
<b>Grades K-8</b>	29%	34%	10%	N/A	2%	1%	14%
<b>Grades 9-12</b>	29%	34%	10%	10%	2%	1%	14%

Michigan explained in their ESSA state plan that not all of their schools will have all of the indicators. For those schools, the weights of the indicators that they do not have will be reallocated proportionately “according to the initial weighting of all seven indicators.”

### Rating System

Michigan will use the A-F letter grade summative rating system.

### Ninety-Five Percent Student Assessment Participation

Schools and districts that fall below the mandated 95 percent participation rate will receive a lower proficiency rating.

<sup>8</sup> For a definition of chronic absenteeism, refer to Colorado’s plan on page 3.

## 12. Nevada ([view state plan](#))

### SQ/SS Indicator Measures and Weights

One SQ/SS measure for grades K-12 will be “Student Engagement.” For elementary schools, the measure will consist of chronic absenteeism<sup>9</sup> and school climate. For middle schools, the measure will include chronic absenteeism, school climate, high school readiness, and percentage of students with an academic learning plan. For high schools, it will be chronic absenteeism.

An additional measure for grades K-8 will be “Closing Opportunity Gap.” This measure will examine the percentage of students that met Adequate Growth Percentile for a state assessment, and who had not passed the state assessment in the previous year.

Grades 9-12 will have an additional measure for “College and Career Readiness.” This measure will include the average ACT composite score, post-secondary pathways options (AP, IB, Dual Credit), ninth and tenth grade credit sufficiency, academic learning plans, and percentage of students achievement college and career readiness status on the math, science, or ELA end-of-course exams.

### Indicators and Weights

	<b>Proficiency</b>	<b>Growth</b>	<b>ELL Proficiency</b>	<b>Graduation Rates</b>	<b>SQ/SS</b>
<b>Grades K-8</b>	25%	35%	10%	N/A	30%
<b>Grades 9-12</b>	25%	N/A	10%	30%	35%

### Rating System

Nevada will use a 1-to-5 star school rating system.

### Ninety-Five Percent Student Assessment Participation

Nevada will use a three-tier system for dealing with schools that miss the mandated 95 percent participation rate: Participation Warning, Participation Penalty, and Continuing Participation Penalty. Schools in the “Participation Warning” or “Participation Penalty” tiers will be publicly identified in the Nevada School Performance Framework school report. Schools in the “Continuing Participation Penalty” tier will “earn zero points for the Student Proficiency indicator.”

<sup>9</sup> For a definition of chronic absenteeism, refer to Colorado’s plan on page 3.

### 13. New Jersey ([view state plan](#))

#### SQ/SS Indicator Measures and Weights

The SQ/SS measure for grades 9-12 will be chronic absenteeism<sup>10</sup>.

#### Academic Indicators and Weights

	<b>Proficiency</b>	<b>Growth</b>	<b>ELL Proficiency</b>	<b>Graduation Rates</b>	<b>SQ/SS</b>
<b>Grades K-8</b>	30%	40%	20%	N/A	10%
<b>Grades 9-12</b>	30%	N/A	20%	40%	10%

#### Rating System

Schools will receive a summative score, which will then be used to calculate their percentile rank. New Jersey chose to use percentile rankings because it provides schools, families, and the public an easy-to-understand measure of how schools are performing on the indicators relative to the other schools in the state.

#### Ninety-Five Percent Student Assessment Participation

For schools and districts that fall below the mandated 95 percent participation rate, the students that did not take the test will be counted as “not proficient” in the calculation of a school’s proficiency rate, which will result in a lower score.

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<sup>10</sup> For a definition of chronic absenteeism, refer to Colorado’s plan on page 3.

## 14. New Mexico ([view state plan](#))

### SQ/SS Indicator Measures and Weights

The SQ/SS measure for grades K-12 will be “Opportunity-to-Learn,” which will use a survey to examine the quality of instruction and the school environment. Another SQ/SS measure for grades K-12 will be chronic absenteeism<sup>11</sup>.

Grades 9-12 will have an additional SQ/SS measure for “College and Career Readiness,” which will look at how many students are participating in college and career readiness programs (CTE, IB, AP, etc.) as well as how many students are meeting the benchmarks for those programs (ex. 3 or higher on AP).

### Indicators and Weights

The table below illustrates the weights for the accountability system in the year 2018-19 and onwards. The “Proficiency” percentage starting in 2018-19 will also include science.

	<b>Proficiency</b>	<b>Growth</b>	<b>ELL Proficiency</b>	<b>Graduation Rates</b>	<b>Graduation Growth Rates</b>	<b>SQ/SS</b>
<b>Grades K-8</b>	38%	42%	10%	N/A	N/A	10%
<b>Grades 9-12</b>	30%	30%	5%	9%	4%	22%

### Rating System

New Mexico will use the A-F letter grade summative rating system.

### Ninety-Five Percent Student Assessment Participation

The summative grade for schools and districts that fall below the mandated 95 percent will be reduced by one letter.

<sup>11</sup> For a definition of chronic absenteeism, refer to Colorado’s plan on page 3.

**15. North Dakota** ([view state plan](#))

SQ/SS Indicator Measures and Weights

The SQ/SS measure for grades K-12 will be “Student Engagement,” which will use a survey to provide “meaningful and actionable data” to improve teaching and learning practices.

An additional SQ/SS measure for grades 9-12 will be “College and Career Readiness.” The measure will examine the opportunities that students have, within their schools, to take courses that will prepare them for college, careers, or the military. There will also be a “School Climate/Engagement” measure, but information is not yet available for it.

Indicators and Weights

	<b>Proficiency</b>	<b>Growth</b>	<b>ELL Proficiency</b>	<b>Graduation Rates</b>	<b>GED Completion</b>	<b>SQ/SS</b>
<b>Grades K-8</b>	30%	30%	10%	N/A	N/A	30%
<b>Grades 9-12</b>	25%	22%	10%	13%	8%	22%

Rating System

North Dakota’s rating system will have three different categories—General Support, Comprehensive Support, and Targeted Support. The “General Support” is for schools that are performing at a higher level and, therefore, do not need intensive support.

Ninety-Five Percent Student Assessment Participation

Schools and districts that fall below the mandated 95 percent participation rate will be marked as demonstrating insufficient participation on the school’s or district’s public reports, which would in a reduction in program status. The school or district would also be required to do an improvement plan, which must include outreach efforts to parents, students, and the community.

## 16. Oregon ([view state plan](#))

### SQ/SS Indicator Measures and Weights

The SQ/SS measure for grades K-12 will be chronic absenteeism<sup>12</sup>. Grades 9-12 will have two additional SQ/SS measures:

- *Freshman On-Track*: Percentage of first-time 9th grade students who earn at least ¼ of their required graduation credits by the end of their first year in high school.
- *Five Year High School Completion Rates*: Percentage of students earning a diploma, modified diploma, extended diploma, GED, or adult high school diploma.

### Indicators and Weights

The accountability system will apply additional weights to academic growth for elementary and middle schools, as well as to graduation for high schools. The table below illustrates the weights for Oregon’s system.

Indicator	Grade Span			
	Elementary	Middle	High	Combined
Achievement in ELA	1	1	1	1
Achievement in Math	1	1	1	1
Growth in ELA	2	2		2
Growth in Math	2	2		2
EL Progress	2	2	2	2
Four-year cohort rate			2	2
Chronic Absenteeism	1	1	1	1
Freshmen on Track			1	1
Five-year completion rate			1	1
<b>Total</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>13</b>

### Rating System

Oregon will use a multiple measure dashboard system for identifying schools for support and will not use a summative rating system. Instead, they will use a three phase process—Initial Identification, Vetting, and Diagnostic.

### Ninety-Five Percent Student Assessment Participation

Schools and districts that fall below the mandated 95 percent participation rate will be identified for targeted improvement for participation and will be required to create and implement a plan for improving participation rates.

<sup>12</sup> For a definition of chronic absenteeism, refer to Colorado’s plan on page 3.

## 17. Tennessee ([view state plan](#))

### SQ/SS Indicator Measures and Weights

The K-12 SQ/SS measure will be chronic absenteeism.<sup>13</sup> Students who are absent or suspended will be included in the measure.

Grades 9-12 will also have a “Ready Graduate” SQ/SS measure, which be calculated by multiplying the graduation rate by the percentage of students who:

- Score 21 or higher on ACT/SAT equivalent OR
- Complete 4 early postsecondary options (EPSOs) OR
- Complete 2 EPSOs + earning industry certification OR
- Complete 2 EPSOs + scoring state-determined designated score on the Armed Services Vocational Aptitude Battery Armed Forces Qualifying Test

### Indicators and Weights

Tennessee indicated in their ESSA state plan that they will use graduation rates in calculating the “Ready Graduate” measure.

	<b>Proficiency</b>	<b>Growth</b>	<b>ELL Proficiency</b>	<b>Chronic Absenteeism</b>	<b>Ready Graduate</b>
<b>K-8</b>	45%	35%	10%	10%	N/A
<b>9-12</b>	30%	25%	10%	10%	25%

### Rating System

Tennessee will use the A-F letter grade summative rating system. However, how they calculate the overall letter grade is innovative. For each school, Tennessee will calculate a letter grade for all of the students and another letter grade for the school’s subgroup performance. Those two letter grades will be used to calculate the school’s overall letter grade. For examples of the calculations refer to pages 93 and 94 in Tennessee’s ESSA state plan.

### Ninety-Five Percent Student Assessment Participation

Schools and districts that fall below the mandated 95 percent participation rate will receive an “F” on the achievement indicator for the given group of students.

<sup>13</sup> For a definition of chronic absenteeism, refer to Colorado’s plan on page 3.

## 18. Vermont ([view state plan](#))

### SQ/SS Indicator Measures and Weights

The SQ/SS measures for grades K-12 will examine how well students are performing in science and physical education. Two additional SQ/SS measures for grades 9-12 will examine college and career readiness. Those measures are:

- How well seniors perform on career and college ready assessments
- Percentage of alumni pursuing career and college ready outcomes within 16 months of graduation

### Indicators and Weights

The table below indicates the weights for schools that have an ELL populations. To look at the weights for schools that do not have an ELL population, refer to p.51 in their state plan.

	<b>ELA Performance</b>	<b>Math Performance</b>	<b>ELL Proficiency</b>	<b>Graduation Rates</b>	<b>SQ/SS</b>
<b>Grades K-8</b>	35%	35%	10%	N/A	20%
<b>Grades 9-12</b>	20%	20%	10%	20%	30%

### Rating System

Vermont’s summative rating system will have four different levels—Off-Target, Near Target, On-Target, and Bull’s Eye.

### Ninety-Five Percent Student Assessment Participation

Schools and districts that fall below the mandated 95 percent participation rate will receive in a lower summative score.