



RATING THE RATINGS

**AN ANALYSIS OF THE 51 ESSA
ACCOUNTABILITY PLANS**

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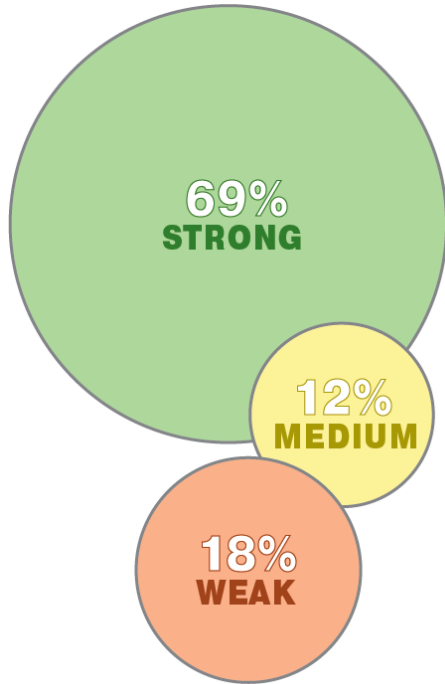
Our Criteria – in our view, states should:

- 1.) Assign annual ratings to schools that are clear and intuitive;
- 2.) Encourage schools to focus on all students, not just their low performers;
- 3.) Fairly measure and judge all schools, including those with high rates of poverty.

Clear, intuitive labels

- **Strong:** A-F, five stars, or the equivalent
- **Medium:** Text labels that are easy to understand
- **Weak:** Data dashboards or text labels that aren't clear regarding a school's quality, or identification of only schools eligible for improvement

Clear, intuitive labels

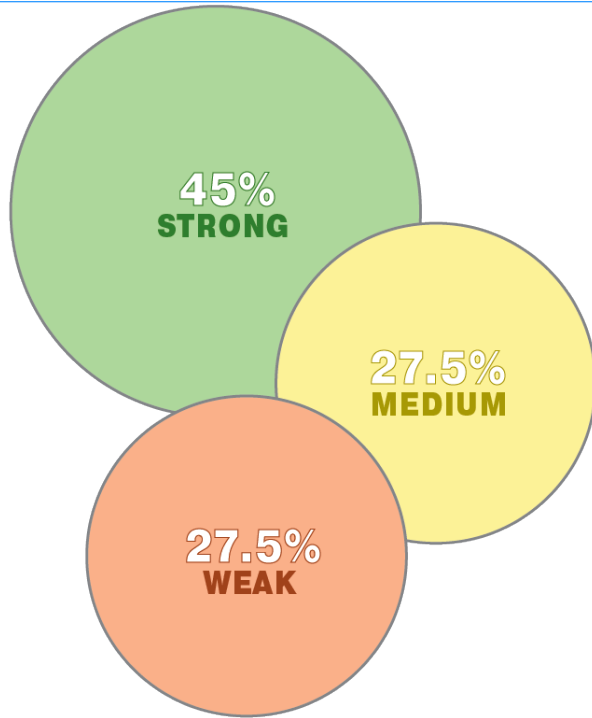


- **Exemplar: Arizona** uses A-F letter grades to clearly convey to all observers how well a given school is performing.

Focus on all students

- **Strong:** At least **50 percent** of schools' annual ratings are made up of a performance index or average scale scores; and growth for all students.
- **Medium:** Between **33 and 50 percent** of schools' annual ratings are made up of a performance index or average scale scores; and growth for all students.
- **Weak:** Less than **33 percent** of schools' annual ratings are made up of a performance index or average scale scores; and growth for all students.

Focus on all students

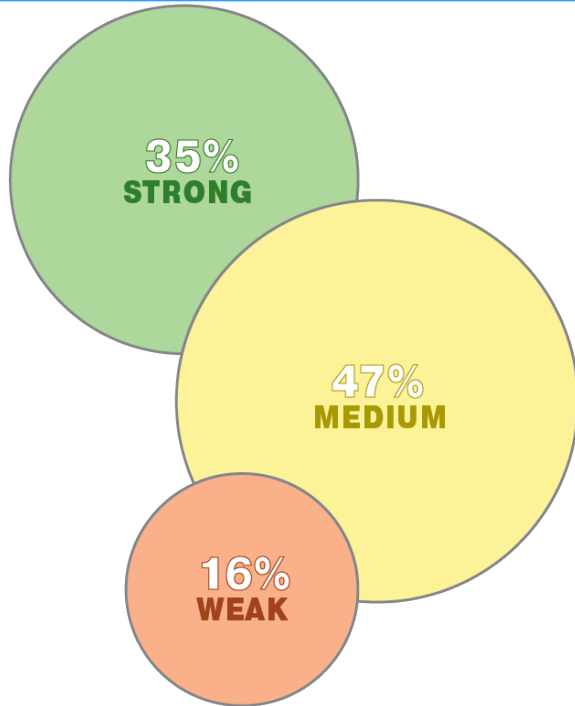


- Exemplar: 95 percent of **Colorado's** school rating is composed of scale scores and a growth measure for all students.

Fair to high-poverty schools

- **Strong:** Academic growth of any kind constitutes at least **50 percent** of a state's summative rating system
- **Medium:** Academic growth of any kind constitutes between **33 and 50 percent** of a state's summative rating system
- **Weak:** Academic growth of any kind constitutes less than **33 percent** of a state's summative rating system

Fair to high-poverty schools



- **Exemplar: Tennessee** is strong on this metric because various academic growth measures will constitute 80 percent of schools' annual ratings.