TOO MANY STATES MINIMIZE STUDENT SUBGROUP PERFORMANCE IN ESSA ACCOUNTABILITY SYSTEMS

The Every Student Succeeds Act (ESSA) is a civil rights law that works to ensure states provide all children with equal access to a high-quality education. ESSA does so, in part, by requiring states to hold schools accountable for student outcomes and identify schools to receive comprehensive, additional targeted, or targeted support and improvement (CSI, ATS, or TSI respectively) if their students, including historically underserved student subgroups, struggle to succeed. Despite this legal mandate, many states fail to include student subgroups meaningfully across two of the law's most important accountability provisions: (1) school ratings and (2) the definitions used to identify schools for TSI.

Seventeen states ensure school ratings reflect student subgroup performance in compliance with ESSA and receive a green rating. The plans from the remaining **thirty-five states** receive a yellow or red rating because they do not comply fully with ESSA's requirements or are at risk for noncompliance. Among them, **twelve states** do not include student subgroups in all school ratings and receive a red rating.

Only **six states** provide a strong, distinct definition of "consistently underperforming" student subgroup needing TSI and receive a green rating. An additional **thirty states** are minimally compliant with ESSA's requirements for TSI identification and receive a yellow rating. The plans approved from the remaining **sixteen states** receive a red rating. They do not comply clearly with ESSA and often use a definition for TSI that is not meaningfully different from the statutory definition of ATS. In addition, **eleven states**, regardless of their rating, are at risk for narrowing the group of schools identified for ATS by selecting them exclusively from schools identified for TSI. These states are noted with an asterisk (*) in the chart on the next page.

To learn more about individual state ESSA policies, see the chart or visit all4ed.org/essa/essa-in-your-state/.

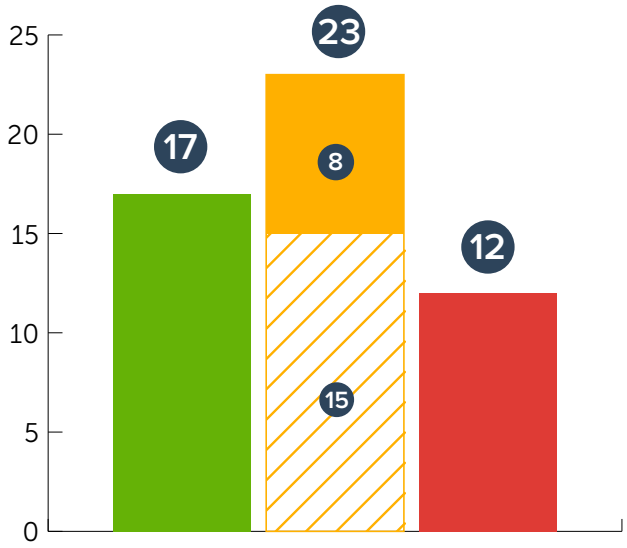
STUDENT SUBGROUPS IN SCHOOL RATINGS

G (1) State includes all ESSA student subgroups in all school ratings **or** (2) state uses a decision rule to ensure all school ratings reflect ESSA student subgroup performance.

Y (1) State includes student subgroups in all school ratings but does not include *all* ESSA student subgroups (e.g., state examines only the lowest-performing 25 percent of students in the school or "high-needs" students) **or** (2) state gives schools two overall ratings, one based on all students and another on all ESSA student subgroups.

YS State is at risk for obscuring or confusing student subgroup performance in reporting school data (i.e., unclear how state will present dashboard data or index scores).

R State does not include student subgroup performance in all school ratings (e.g., lowest performing 25 percent of students or another "super-subgroup" is included only in ratings provided to schools serving grades K–8).

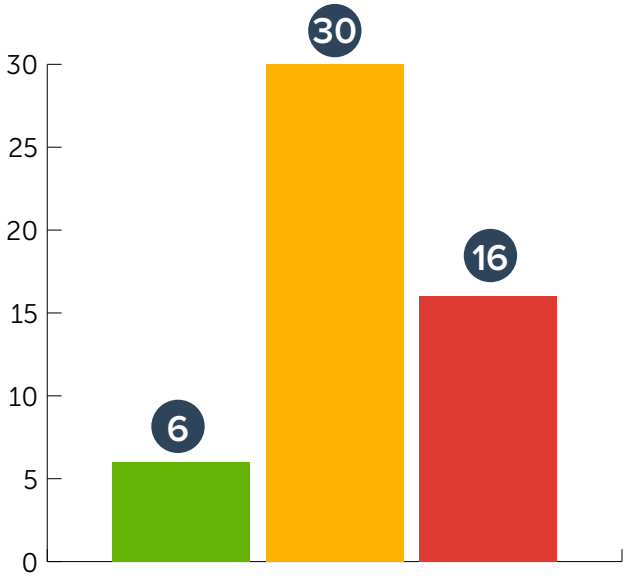


DEFINITION OF CONSISTENTLY UNDERPERFORMING STUDENT SUBGROUP

G Definition is meaningfully different from "low-performing" student subgroup needing ATS and triggers intervention based on low subgroup performance on a *subset* of indicators.

Y Definition is meaningfully different from "low-performing" student subgroup needing ATS but triggers intervention based on low subgroup performance across *all* indicators.

R Definition is not meaningfully different from, or is narrower than, statutory definition of "low-performing" student subgroup needing ATS or does not comply with ESSA.



To learn more about the methodology behind this analysis, visit all4ed.org/ESSA-Subgroup-Accountability-Method.

ALLIANCE FOR EXCELLENT EDUCATION

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State	Rating	Student Subgroups in School Ratings	Rating	Definition of Consistently Underperforming Student Subgroup
Alabama	YS	Index only for CSI and TSI	R	Not meaningfully different from ATS
Alaska	R	Index: No subgroups	R	Not meaningfully different from ATS
Arizona	R	A–F grades: No subgroups	R	Unspecified and vague definition
Arkansas	R	Index: No subgroups	R*	Bottom 1% of Title I schools on all indicators
California	YS	Dashboard: No overall ratings	R*	Not meaningfully different from ATS
Colorado	G	Index: 33% subgroups	G	Lowest rating on at least 3 indicators
Connecticut	Y	Index: 32–47% super-subgroup	Y*	Bottom 1% of schools on all 13 indicators
Delaware	R	Descriptive ratings: 10% super-subgroup (K–8)	R*	Bottom 5% of schools on subgroup index (caps # at 5% of schools)
District of Columbia	G	1–5 stars: 25% subgroups	R	Not meaningfully different from ATS
Florida	Y	A–F grades: 20–29% super-subgroup	Y	School gets a "D" or low subgroup "state" or "federal" index score
Georgia	G	Index: 10–15% subgroups	G*	Bottom 5% of schools on 50% of indicators
Hawaii	YS	Index only for CSI and TSI	Y	Bottom 10% of schools on all indicators
Idaho	YS	Dashboard: No overall ratings	G	35-point subgroup performance gap on any indicator
Illinois	G	Descriptive ratings: Subgroup decision rule	Y	Bottom 10% of schools on all indicators
Indiana	R	A–F grades: No subgroups	R	Not meaningfully different from ATS
Iowa	R	Index: No subgroups	R	Not meaningfully different from ATS
Kansas	G	Descriptive ratings: 25% subgroups	Y	1.5 standard deviations below statewide median across all indicators
Kentucky	G	1–5 stars: Subgroup decision rule	Y	Below bottom 10% of schools for "all students" on all indicators
Louisiana	G	A–F grades: Subgroup decision rule	Y	Gets an "F" across all indicators
Maine	G	Descriptive ratings: Subgroup decision rule	Y	Below state average and bottom 25% for subgroup on all indicators
Maryland	R	1–5 stars: No subgroups	Y	Misses targets on all indicators
Massachusetts	G	Index: Subgroup decision rule	R	Not meaningfully different from ATS
Michigan	G	Index: Equal weight to all subgroups	R	Not meaningfully different from ATS
Minnesota	G	Descriptive ratings: Equal weight to all subgroups	Y	Below bottom 25% of Title I schools across all indicators
Mississippi	Y	A–F grades: 19–25% super-subgroup	Y	Bottom 50% across all indicators & bottom 25% on gap measures
Missouri	YS	Index only for CSI and TSI	R	Not meaningfully different from ATS
Montana	YS	Index only for CSI and TSI	R	Not meaningfully different from ATS
Nebraska	R	Descriptive ratings: No subgroups	Y	Below bottom 25% of Title I schools across all indicators
Nevada	G	1–5 stars: Subgroup decision rule	G	Misses targets for achievement or 2 other indicators
New Hampshire	YS	Dashboard: No overall ratings	Y	In bottom 5% for that subgroup on all indicators
New Jersey	G	Index: 50% subgroups	Y	Misses targets and below state average on all indicators
New Mexico	Y	A–F grades: 30–42% super-subgroup	R	Not meaningfully different from ATS
New York	YS	Dashboard: No overall ratings	Y	In bottom 5% for that subgroup on all indicators
North Carolina	R	A–F grades: No subgroups	Y	Gets an "F" across all indicators
North Dakota	YS	Index only for CSI and TSI	R	Not meaningfully different from ATS (caps # at 10% of schools)
Ohio	G	A–F grades: 24–33% subgroup/super-subgroup	Y	In bottom 30% on all indicators & "D" or "F" on "gap closing" indicator
Oklahoma	Y	A–F grades: 36–47% super-subgroup	G	In bottom 5% for that subgroup on at least 2 indicators
Oregon	YS	Dashboard: No overall ratings	G	Low level on subset of indicators or graduation rate <67%
Pennsylvania	YS	Dashboard: No overall ratings	R	Not meaningfully different from ATS
Puerto Rico	YS	Index only for CSI and TSI	Y*	In bottom 10% for that subgroup on all indicators
Rhode Island	G	1–5 stars: Subgroup decision rule	Y*	Gets "1 star" across all indicators
South Carolina	R	Descriptive ratings: 18% super-subgroup (K–8)	Y	In bottom 10% of schools on all indicators
South Dakota	R	Index: 20% super-subgroup (K–8)	Y*	Below "all students" group across all indicators with 95% confidence
Tennessee	G	A–F grades: 40% subgroup/super-subgroup	Y	In bottom 5% for that subgroup on all indicators or school gets a "D"
Texas	G	A–F grades: Equal weight to all subgroups	Y	Misses targets on all indicators
Utah	Y	A–F grades: 11–17% super-subgroup	Y	Below bottom 5% of all schools across all indicators
Vermont	Y	Descriptive ratings: Separate subgroup rating	Y	Bottom 5% of "equity 1" schools in gap closure across all indicators
Virginia	YS	Dashboard: No overall ratings	Y*	Misses all targets + bottom 50% on growth + poor school accreditation
Washington	Y	1–10 rating: Separate subgroup rating	Y	Below bottom 5% of all schools across all indicators
West Virginia	YS	Dashboard: No overall ratings	Y*	Lowest rating (unsatisfactory) on all indicators
Wisconsin	YS	Dashboard: No overall ratings	Y*	Below bottom 10% for "all students" group & for that subgroup
Wyoming	R	Index: 25% super-subgroup (K–8)	Y	In bottom 10% for that subgroup on all indicators

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