

WHEN EQUITY IS OPTIONAL

HOW STATE CHOICES AFFECT SCHOOL RATINGS AND IDENTIFICATION FOR SUPPORT UNDER ESSA

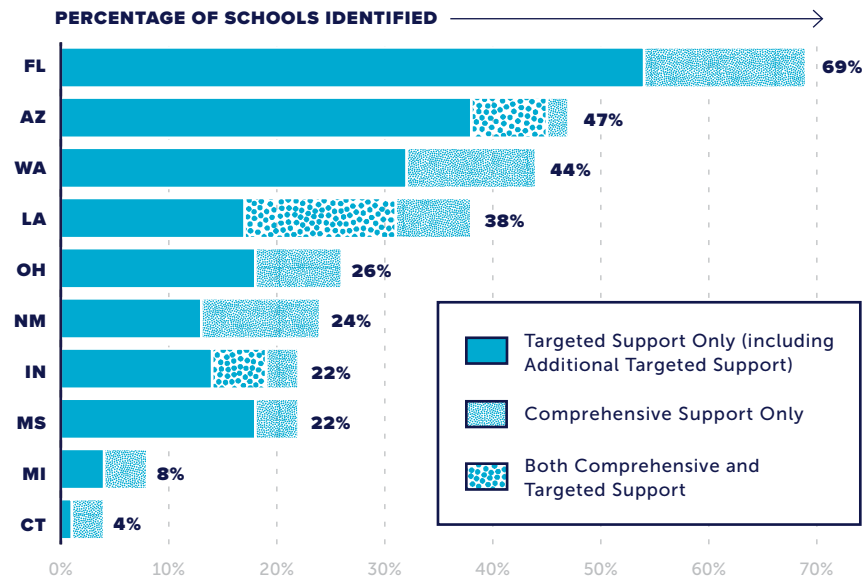
The Alliance for Excellent Education compiled school-level data from 10 states from the first year of implementation of the Every Student Succeeds Act (ESSA). We found that states have used ESSA's flexibility to take such varied approaches that students in low-performing schools—who are more likely to be students of color or from low-income families—in different states have very different odds of getting the supports they need. **Under ESSA, the state in which a student lives matters a great deal.**

FINDING 1 School ratings skewed slightly high.

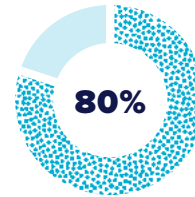
Among the seven states that rated schools used A–F grades:

- ☑ fewer than one-third of schools received a D or F in every state but New Mexico
- ☑ in three states—Arizona, Florida, and Indiana—a majority of schools received an A or B grade

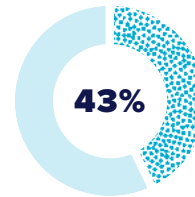
FINDING 2 The likelihood that a school was identified for support varied widely by state.



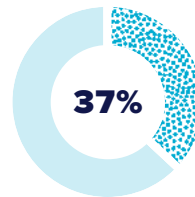
FINDING 3 Low-rated schools were often overlooked for support.



80% of Michigan schools in the bottom 5% of the index were not identified for comprehensive or targeted support.



43% of Mississippi F schools were not identified for comprehensive or targeted support.



37% of Connecticut schools in the bottom 5% of the index were not identified for comprehensive or targeted support.

FINDING 4 High-rated schools were rarely identified for targeted support.

