



Briefing Memo: Summaries of States' ESSA School Quality/Student Success Measures

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Date: **June 2018**



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Introduction

In December 2015, President Obama signed the Every Student Succeeds Act (ESSA) into law, which replaced the much maligned No Child Left Behind. A primary component of the new law was the requirement that each state create a state accountability plan. As of June 2018, Secretary DeVos had approved plans for 46 states, the District of Columbia, and Puerto Rico. The remaining states—California, Florida, Oklahoma, and Utah—have received **feedback** and are working on revisions.

Under ESSA, the state accountability plans were required to include the following indicators:

- **Academic Achievement (All Schools):** Student proficiency on statewide assessments in mathematics and reading.
- **Academic Progress (Elementary and Middle Schools):** Student growth on statewide assessments in mathematics and reading.
- **Graduation Rates (High Schools):** Percentage of students who graduated within four years.
- **Progress Towards English Language Proficiency (All Schools):** Percentage of EL students proficient in English.
- **School Quality/Student Success (All Schools):** Non-academic measure that must meaningfully differentiate schools from one another and also be comparable across schools.

The last indicator, the School Quality or Student Success (SQ/SS) or “Fifth Indicator,” was one of the most talked about and biggest decisions that fell to the states in drafting their new ESSA accountability plans. Below are summaries of the most common SQ/SS measures that are included in the ESSA plans for the 50 states, DC, and Puerto Rico:

- **Chronic Absenteeism (37 States):** Percentage of students who missed ten percent or more of school days in which they were enrolled.
- **College and Career Readiness (34 States):** The specifics vary by state, but some of the common components are AP and IB participation rates and scores, ACT and SAT scores, and post-secondary/PSEO participation.
- **Science Proficiency (14 States):** Percentage of students who were proficient on the standardized statewide science assessment.
- **9th Grade On-Track (10 States):** The specifics vary by state, but they commonly measure the percentage of ninth grade students who earn enough credit to be one-fourth of the way to meeting high school graduation requirements.
- **Engagement and Climate Surveys (9 States):** The different surveys measure a variety of concepts, including student and teacher engagement, how safe students feel in school, family involvement, and more.
- **Social Studies Proficiency (7 States):** Percentage of students who were proficient on the standardized statewide social studies assessment.



ESSA SQ/SS Measures Matrix

State	Chronic Absenteeism	College and Career Readiness	Science Proficiency	On-Track	Surveys (Engagement/Climate)	Social Studies Proficiency
TOTALS	37	34	14	10	9	7
Alabama (p. 5)	X	X				
Alaska (p. 5)	X					
Arizona (p. 6)	X	X	X	X		
Arkansas (p. 7)	X	X	X	X	X	
California (p. 8)						
Colorado (p. 8)	X					
Connecticut (p. 9)	X	X		X		
Delaware (p. 9)	X	X	X	X		X
Florida (p. 10)			X			X
Georgia (p. 10)	X	X	X			X
Hawaii (p. 11)	X					
Idaho (p. 12)		X			X	
Illinois (p. 12)	X	X		X	X	
Indiana (p. 13)	X	X				
Iowa (p. 13)					X	
Kansas (p. 14)						
Kentucky (p. 15)	X					
Louisiana (p. 16)		X	X			X
Maine (p. 16)	X					
Maryland (p. 17)	X	X		X	X	
Massachusetts (p. 18)	X	X	X	X		
Michigan (p. 19)	X	X				
Minnesota (p. 19)	X					
Mississippi (p. 20)		X	X			X
Missouri (p. 21)	X					
Montana (p. 21)	X	X	X		X	



State	Chronic Absenteeism	College and Career Readiness	Science Proficiency	On-Track	Surveys (Engagement/Climate)	Social Studies Proficiency
Nebraska (p. 22)	X		X			
Nevada (p. 22)	X	X	X	X		
New Hampshire (p. 23)		X				
New Jersey (p. 24)	X					
New Mexico (p. 25)	X	X			X	
New York (p. 25)	X	X				
North Carolina (p. 25)		X				
North Dakota (p. 26)		X			X	
Ohio (p. 27)	X	X	X			X
Oklahoma (p. 28)	X	X				
Oregon (p. 29)	X			X		
Pennsylvania (p. 29)	X	X				
Rhode Island (p. 30)	X	X				
South Carolina (p. 31)		X			X	
South Dakota (p. 33)	X	X				
Tennessee (p. 33)	X	X				
Texas (p. 34)		X	X			X
Utah (p. 35)		X				
Vermont (p. 35)		X	X			
Virginia (p. 36)	X					
Washington (p. 36)	X	X		X		
West Virginia (p. 37)	X					
Wisconsin (p. 38)	X					
Wyoming (p. 38)		X				
D.C. (p. 39)	X	X				
Puerto Rico (p. 40)	X					



State Profiles

The following state profiles include an overview of each state's chosen SQ/SS measures, as well the allocated weights for the SQ/SS measures in the overall accountability system. There are a handful of states that decided to not summatively rate their schools. Because of this, they do not have specific weights for their SQ/SS measures. Instead, descriptions of how they plan to identify the bottom five percent of schools for support is provided.



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

SQ/SS Indicator Measures and Weights

The SQ/SS measure for grades K-12 will be Chronic Absenteeism. For grades 9-12, there will be an additional SQ/SS measure of College and/or Career Ready, which is based on the percentage of students who successfully complete at least one of the following:

- Receiving a benchmark score on the ACT
- Scoring 3+ on an Advanced Placement (AP) Exam or scoring 4+ on an International Baccalaureate (IB) Exam
- Scoring a silver level or above on the ACT WorkKeys assessment
- Earning a transcribed college credit while in high school
- Earning an Industrial Credential
- Being accepted for enlistment in any branch of the military

	Chronic Absenteeism	College and/or Career Ready
Grades K-8	15%	N/A
Grades 9-12	10%	10%



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

SQ/SS Indicator Measures and Weights

The SQ/SS measure for grades K-12 will be Chronic Absenteeism. Another measure for grades K-6 will be Grade 3 English Language Arts Proficiency, which will be measured by the percentage of students in third grade who are scoring “proficient” or “advanced” on the state’s ELA assessment.



	Chronic Absenteeism	3rd Grade ELA Proficiency
Grades K-6 with at least 10 EL students	10%	5%
Grades K-6 with less than 10 EL students	11.76%	5.88%
Grades 7-12 with at least 10 EL Students	10%	N/A
Grades 7-12 with less than 10 EL Students	11.11%	N/A



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

SQ/SS Indicator Measures and Weights

The SQ/SS indicator for grades K-8 will be Acceleration/Readiness, which includes a menu of possible measures. The measures applied to a given school are dependent on the grade configuration and course offerings. The menu of SQ/SS measures are:

- Grade 8 math end-of-course assessment results
- Decreasing the percent of third grade students who are “minimally proficient”
- Student subgroup academic improvement
- Special education inclusion in general education classrooms
- Chronic Absenteeism

The SQ/SS measure for grades 9-12 will be College and Career Readiness, which includes a combination of measures for ACT, SAT, AP, as well as a CTE skills attainment assessment.

	Acceleration Readiness	College and Career Ready
Grades K-8	10%	N/A
Grades 9-12	N/A	20%



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

SQ/SS Indicator Measures and Weights

Arkansas' SQ/SS indicator will be comprised of multiple measures, which are articulated in the table below. According to their plan, the Arkansas Department of Education wanted to create a "student-focused aggregation of indicators" that aligned with stakeholder input and desire to have multiple measures. Summatively, Arkansas' SQ/SS indicator will provide a comprehensive view of student engagement, access, readiness, completion, and success criterion.

Measure	Grade Level
Student Engagement	Grades K-11
Science Achievement	Grades 3-10
Science Growth	Grades 4-10
Reading at Grade Level	Grades 3-10
ACT/WorkKeys	Grade 12
Bonus for ACT Readiness Benchmark	Grade 12
GPA 2.8 or better on 4.0 Scale	Grade 12
Community Service Learning Credits Earned	Grade 12
On-Time Credits	Grades 9-11
Computer Science Course Credits Earned	Grade 12
AP/IB or Concurrent Credit Courses	Grade 12

For weighting purposes, the indicator will first be calculated at the student level. Every student will be given a score that is based of the percentage of points they earned out of the total number possible. The student-level scores will then be aggregated to the school level. The mean percentage of points earned per student will be used to calculate the school-level indicator value.

	SQ/SS Indicator
Grades K-12	15%



5. California ([view state plan](#))

SQ/SS Indicator Measures and Weights

The SQ/SS indicator for grades K-12 will be Suspension Rates, which will be measured by the percentage of students suspended at least one time over the course of an academic year.

Instead of assigning a summative rating to each school in order to identify them for support, California developed a “multiple measures accountability system that uses percentile distributions to create a five-by-five grid. This five-by-five grid provides 25 results that combine “Status” and “Change” to make an overall determination for each of the indicators.”

Importantly, the “Status” determination uses the school’s performance from the current year, while the “Change” determination is the difference between performance from the current year and the previous year, or between the current year and a multi-year weighted average.



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

SQ/SS Indicator Measures and Weights

One SQ/SS measure for grades K-8 will be a reduction in Chronic Absenteeism. According to their 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 2018. Another SQ/SS measure for grades K-8 will be Science Achievement, which will be measured by the mean scale scores on the 5th and 8th grade standardized state science assessments.

For grades 9-12, one SQ/SS measure will be 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.” Another SQ/SS measure will be Science Achievement, which will be measured by the mean scale scores on the 11th grade standardized state science assessment.

	SQ/SS Indicator
Grades K-8	16.7%
Grades 9-12	25%

 **7. Connecticut ([view state plan](#))**

SQ/SS Indicator Measures and Weights

The SQ/SS measures for grades K-12 will be Chronic Absenteeism and Access to Physical Fitness. Another SQ/SS measure for grades 6-12 will be On-Track to High School Graduation, which will measure the percentage of ninth grade students who earn at least five credits in an academic year. For grades 9-12, other SQ/SS measures will be preparation for College and Career Readiness, Postsecondary Entrance, and Access to the Arts.

	Chronic Absenteeism	Physical Education Access	On-Track	CCR Preparation	Postsecondary Entrance	Arts Access
Grades K-5	10.5%	5.25%	N/A	N/A	N/A	N/A
Grades 6-8	10%	5%	5%	N/A	N/A	N/A
Grades 9-12	6.5%	3.2%	3.2%	6.5%	6.5%	3.2%

 **8. Delaware ([view state plan](#))**

SQ/SS Indicator Measures and Weights

The SQ/SS measure for grades K-12 will be Chronic Absenteeism. Other SQ/SS measures will be Proficiency in Science for grades 5, 8, and 10 and Proficiency in Social Studies for grades 4, 7, and high school. Also, for grade 9, Delaware will use an On-Track measure that will follow the percentage of ninth grade students who earn a total of four or more combined credits in at least English language arts, mathematics, science, social studies, and world language.

Grades 9-12 will have another SQ/SS measure of College and Career Readiness, which will be divided into two components:

1. *College Preparedness*: Students who receive 3+ on AP scores, 4+ on IB scores, postsecondary credit attainment with a B or higher, or meet SAT College and Career Readiness Benchmarks.
2. *Career Preparedness*: Students who receive industry credentials, certificate of Multiliteracy, postsecondary credit attainment with a B or higher, successfully complete an approved cooperative education and/or work-based learning extension, or receive an Armed Forces Vocational Aptitude Battery General Technical score of 70+.

	School Environment
Grades K-8	25%
Grades 9-12	44%

 **9. Florida ([view state plan](#))****SQ/SS Indicator Measures and Weights**

The SQ/SS measure for grades K-12 will be Science Achievement, which will be measured by the percentage of students who pass the standardized state science assessments. Another SQ/SS measure for grades 6-12 will be Social Students Achievement, which will be measured by the percentage of students who pass the standardized state social studies assessment.

	SQ/SS Indicator
Grades K-5	14.3%
Grades 6-8	25%
Grades 9-12	22.22%

 **10. Georgia ([view state plan](#))****SQ/SS Indicator Measures and Weights**

For grades K-12, several SQ/SS measures, which are assigned to specific grade spans, will be combined to create a Readiness indicator and will include the following:

- *Science and Social Studies Proficiency (K-12)*: Measured by the percentage of students who are either “Developing”, “Proficient”, or “Distinguished” on the science and social studies state assessments. Students who are “Developing” will receive 0.5 points, students who are “Proficient” will receive 1.0 points, and students who are “Distinguished” will receive 1.5 points.
- *Closing gaps (K-12)*: Measured by the percentage of achievement targets met amongst all students and all student groups.
- *Literacy (K-12)*: Measured by the percentage of students demonstrating reading comprehension at or above the midpoint of the College and Career Ready “Stretch” Lexile Band for each tested grade level or course.
- *Student Attendance (K-12)*: Measured by the percentage of all students absent less than 10% of days enrolled. Several other states are referring to this measure as Chronic Absenteeism.



- *Beyond the Core (K-8)*: Measured by the percentage of all students who earn a passing score in specified enrichment courses beyond the core that expose students to a well-rounded curriculum.
- *Accelerated Enrollment (9-12)*: Measured by the percentage of 12th grade students who earn credit for accelerated enrollment via dual enrollment, postsecondary opportunities, AP courses, and/or IB courses.
- *Pathway Completion (9-12)*: Measured by the percentage of 12th grade students who complete an advanced academic, career/technical, fine arts, or world language pathway.
- *College and Career Readiness (9-12)*: Measured by the percentage of 12th grade students who have demonstrated College and Career Readiness through at least one of the following:
 - Entering Technical College System of Georgia or the University System of Georgia without needing remediation
 - 22+ on ACT
 - 480+ on SAT Reading and Writing and 530+ on SAT Math
 - 3+ on two or more AP Exams
 - 4+ on two or more IB exams
 - Passing an end of pathway assessment
 - Completing a work-based learning experience

	SQ/SS Indicator
Grades K-12	35%

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

SQ/SS Indicator Measures and Weights

The SQ/SS indicator for grades K-12 will be Chronic Absenteeism.

	Chronic Absenteeism
Grades K-12	10%



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

SQ/SS Indicator Measures and Weights

The SQ/SS measure for grades K-8 will be a Satisfaction and Engagement survey, which will be administered to students in grades 3-8. For grades 9-12 and alternative high schools, the SQ/SS measure will be College and Career Readiness and will be measured by the combination of students:

- Participating in advanced opportunities
- Earning industry recognized certification
- Participating in high school apprenticeship programs

	Satisfaction and Engagement Survey	College and Career Readiness
Grades K-8	10%	N/A
Grades 9-12 and Alternative HS	N/A	10%



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

SQ/SS Indicator Measures and Weights

One SQ/SS measure for grades K-12 will be Chronic Absenteeism. Another measure will be the 5Essentials survey, which captures the voices of students (grades 6-12), families, teachers, administrators, and Illinois State Board of Education on topics like school safety, relationships, and engagement.

For grades 9-12, two additional SQ/SS measures will be used. One will be On-Track, which measures students who have earned “at least five year course credits and no more than one semester ‘F’ in a core course in their first year of school.” Another measure will be College and Career Readiness, which will be split into two categories—Distinguished Scholar and Career Ready. For more information about specifics for this measure, [go to page 55 in Illinois’ ESSA plan](#).

	Chronic Absenteeism	5Essentials Survey	On-Track	College and Career Readiness
Grades K-8	10%	5%	N/A	N/A
Grades 9-12	7.5%	5%	6.25%	6.25%



14. Indiana ([view state plan](#))

SQ/SS Indicator Measures and Weights

The SQ/SS measure for grades K-8 will be Chronic Absenteeism. For grades 9-12, the measure will be College and Career Readiness, which will be measured by the percentage of students who do at least one of the following:

- Earn a 3+ on AP and/or 4+ on IB exams
- Earn an approved industry certification
- Earn at least three college credit hours from an approved course

	Chronic Absenteeism	College and Career Readiness
Grades K-8	5%	N/A
Grades 9-12	N/A	30%



15. Iowa ([view state plan](#))

SQ/SS Indicator Measures and Weights

For grades K-12, one SQ/SS measure will be Average Scale Scores. According to Iowa's plan, this measure "is calculated based on the Iowa Assessments. An average scale score in both reading and mathematics will be developed by grade level for each school."

Another SQ/SS measure for grades K-12 will be a Conditions for Learning Index student survey, which Iowa's Department of Education designed as part of a grant they were awarded from the Office of Safe and Supportive Schools in 2010. The index measures three domains of Conditions for Learning—Safety, Engagement, and Environment. Specifically, the survey examines:

1. Safety

- Physical Safety:* The extent to which students are safe from physical harm while on school property.
- Emotional Safety:* The extent to which students feel safe from verbal abuse, teasing, and exclusion.

2. Engagement

- Diversity:* The extent to which students and adults demonstrate respect for each other's differences (e.g. appearance, culture, gender, race, and learning differences).



- b. *Student-Student*: The extent to which students demonstrate care for, respect for, and collaborate with one another.
- c. *Adult-Student*: The extent to which adults demonstrate care for students, respect for students, and acknowledgement of students' work.

3. Environment

- a. *Expectations*: The extent to which clear rules are delineated and enforced
- b. *Physical Environment*: The extent to which the school facilities are adequate, clean, and up-to date.

	Conditions for Learning	Average Scale Scores
Grades K-8	5%	14%
Grades 9-12	5%	10%

For the 2019-20 academic year, Iowa will add a Post-Secondary Readiness measure, which will use a Post-Secondary Readiness Index that was not specified in their plan.

 **16. Kansas ([view state plan](#))**

SQ/SS Indicator Measures and Weights

The SQ/SS indicator for grades K-12 will measure the the percentage of students scoring at state performance level one on reading and mathematics state assessments. The Kansas State Department of Education will examine the decrease in the percentage of students at state performance level 1 and will disaggregate it by all student groups in the districts across Kansas. According to their plan, “The desired outcome is an increase in student achievement as represented by fewer students performing at the lowest level.”

Kansas will not use traditional weighted measures. Rather, they will calculate the rankings for each indicator and then rank the school buildings “lowest to highest to determine the state median.” From there, they will use standard deviations above and below the median to identify schools for support.



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

SQ/SS Indicator Measures and Weights

Kentucky's SQ/SS indicator will be Opportunity and Access and will be comprised of the following measures:

- *Rich Curriculum*: Access to standards-based courses in visual and performing arts; health and physical education; science; and social studies. There are also several components that are for only middle and high school—CTE (MS/HS); cultural studies and/or world languages (HS); essential skills (MS/HS).
- *Equitable Access*: Proportionality of student group access to gifted and talented services; rigorous coursework.
- *School Quality*: Chronic Absenteeism, behavior events, and restraint and seclusion.

Schools will also be able to choose two additional measures for Whole Child Supports from an approved list: student access to school-based counselor and/or mental health services provider; nurse or other health services provider; librarian/media specialist; family resource/youth services center; teachers with certification in their specialized area; and career counselors/career coaches.

In their plan, Kentucky notes that they use a “profile” approach, so there will be no single “weight” for any indicator. Rather, the “influence of each indicator varies by [grade] level in non-linear ways...Because there is no single weight that any indicator or measure has throughout all levels of the system, Kentucky has provided a range of weights.” The range of weights is in the table below.

Overall Accountability Weights

The table below are the approved weight ranges discussed with the Kentucky Board of Education that reflect the emphasis and importance of Kentucky's indicators within its State Accountability System.

	Proficiency (Reading and Mathematics)	Separate Academic Indicator (Science, Social Studies, and Writing)	Growth (Reading and Mathematics)	English Language Proficiency (Growth)	Achievement Gap Closure	Opportunity and Access	Transition Readiness (Composite at grades 5 & 8)	English Language Proficiency (Transition)	Graduation Rate (4 and 5 year cohort)
Elementary/Middle Schools	15-25	15-25	20-30		15-25	10-20	5-10	----	----
High Schools	10-40*	10-20	---	---	10-25	10-20	15-30	5-15*	
LEA (Districts)	10-20	10-20	10-20		10-20	10-20	10-20	5-15	

*Standard setting will establish the final weights. High school weights for ESSA Academic Indicators (Proficiency and Graduation Rate) combined will be greater than 50% of the total high school weight as required by ESSA.

From Kentucky's ESSA plan.

 **18. Louisiana ([view state plan](#))****SQ/SS Indicator Measures and Weights**

Louisiana's SQ/SS indicator will be Interests and Opportunities and it will be measured through a "menu approach that will allow LEAs to demonstrate a strong effort in a variety of ways." For grades K-5, the Interests and Opportunities indicator will be comprised of science and social studies assessments. For grades 6-8, the measures will be science and social studies assessments and the Dropout Credit Accumulations Index, which will be measured by student credit accumulation through the end of ninth grade.

For grades 9-12, the SQ/SS measures will be:

- *Strength of Diploma*: Awards points based on student attainment of credentials beyond just a high school diploma. Specifically, it awards points for graduates who earn associate's degrees, passed AP/IB/CLEPS exams, earned credit in AP/IB dual enrollment courses, earned industry credentials, graduated in five or six years, and completed a HiSET equivalency diploma.
- *Science and social studies end-of-course (EOC) assessments*: A biology EOC and a U.S. history EOC allow for a more complete measure of student success in high school.
- *ACT and WorkKeys*: The WorkKeys assessment measures foundational skills that are required for success in the workplace.

	Science and Social Studies	Dropout Index	ACT/WorkKeys	Strength of Diploma
Grades K-5	25%	N/A	N/A	N/A
Grades 6-8	23.33%	5%	N/A	N/A
Grades 9-12	4.17%	N/A	25%	8.33%

 **19. Maine ([view state plan](#))****SQ/SS Indicator Measures and Weights**

The SQ/SS indicator for grades K-12 will be Chronic Absenteeism. The weight of the indicator will be dependent on the number of EL students who took the ACCESS assessment.

	Chronic Absenteeism
Schools with at least 10 EL students taking ACCESS	10%
Schools with less than 10 EL students taking ACCESS	11%

 **20. Maryland ([view state plan](#))****SQ/SS Indicator Measures and Weights**

For grades K-12, there will be three SQ/SS measures:

1. *Chronic Absenteeism*
2. *School Climate*: Aggregate measure based on school climate survey of students and educators.
3. *Access to a Well-Rounded Education*: This will be different for elementary, middle, and high schools:
 - a. *Elementary School*: Percentage of fifth grade students enrolled in science, social studies, fine arts, physical education, and health courses.
 - b. *Middle School*: Percentage of 8th grade students enrolled in fine arts, physical education, health, and computational learning courses.
 - c. *High School*: Percentage of students graduating or exiting with a certificate of program completion, who enrolled in an AP or IB courses; participated in dual enrollment; or enrolled in an MSDE-approved Career and Technical Education program at the CTE concentrator level or higher. For students pursuing a certificate of program completion, it is the percentage of students enrolled in a general education core academic and/or elective course.

Another SQ/SS measure for grades 9-12 will be Readiness for Postsecondary Success, which will be measured by:

- *On-Track 9th Grade*: Percentage of ninth grade students earning at least four credits in any of: mathematics, English language arts, science, social studies, and/or world language.
- *Credit for Completion of Well-Rounded Curriculum*: Percentage of students graduating or exiting with a certificate of program completion and achieving at least one of the following:
 - Scored 3+ on AP exam and/or 4+ on IB exam
 - Met SAT (530+ math or 480+ reading) standard or ACT (21+) standard
 - Earned credit for dual enrollment

- Met the University of Maryland entry requirements
- Completed a youth or other apprenticeship training program approved by the Maryland Apprenticeship Training Council
- Completed an industry certification aligned with an MSDE-approved CTE program and achieved CTE concentrator level status or higher
- Completed an MSDE-approved Career and Technology Education program
- Met a standard on the ASVAB examination (standard to be determined pending study)
- Received the Seal of Biliteracy
- Obtained a Maryland High School Certificate of Program Completion

	Chronic Absenteeism	School Climate	Access to a well-rounded curriculum	On-Track in 9th Grade	Readiness for Postsecondary Success
Grades K-8	15%	10%	10%	N/A	N/A
Grades 9-12	15%	10%	10%	5%	5%

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

SQ/SS Indicator Measures and Weights

The SQ/SS measure for grades K-12 will be Chronic Absenteeism. For grades 9-12, there will be several other measures:

- *Grade 10 Science*: Average scale score equated to Next-Generation ELA and Math MCAS scale.
- *Extended Engagement Rate*: The sum of the percentage of students who have graduated from high school within five years plus the percentage of students who are still enrolled in school after five years.
- *Annual Dropout Rate*: The number of students who drop out in grades 9-11.
- *Success in Grade 9 Courses*: The percentage of students who did not fail a course in ninth grade.
- *Successful Completion of Broad and Challenging Coursework*: The percentage of all students enrolled in 11th and 12th grade that complete a broad course of study or achieve a passing score in challenging coursework, including but not limited to AP, IB, honors, dual enrollment, and other advanced courses in a school year.

	SQ/SS Indicator
Grades K-8 with Measurable EL Group	25%
Grades K-8 without Measurable EL Group	30%
Grades 9-12 with Measurable EL Group	35.8%
Grades 9-12 without Measurable EL Group	35.8%

 **22. Michigan ([view state plan](#))**

SQ/SS Indicator Measures and Weights

The SQ/SS measure for grades K-12 will be Chronic Absenteeism. For grades K-8, additional SQ/SS measures will include access to Arts/Physical Education and Access to Librarian/Media Specialists. For grades 9-12, two other SQ/SS measures will include 11-12th grade advanced coursework (AP/IB/Dual Enrollment/CTE), and postsecondary enrollment.

	Chronic Absenteeism	K-8 Access to Arts/ Physical Education	K-8 Access to a Librarian or Media Specialist	11-12th Grade Advanced Coursework	Postsecondary Enrollment
Grades K-8	4%	4%	1%	N/A	N/A
Grades 9-12	4%	N/A	N/A	3%	2%

 **23. Minnesota ([view state plan](#))**

SQ/SS Indicator Measures and Weights

Minnesota's SQ/SS indicator will be Chronic Absenteeism. Minnesota will not use a summative rating system to identify the bottom five percent of schools for support. Rather, they will use a multi-stage process, with Chronic Absenteeism being the final stage. The decision making process for identifying elementary and middle schools will be:

1. *Academic Achievement and ELP (Stage 1)*: Title I schools that are in the bottom twenty-five percent for at least one of the academic growth indicators—mathematics achievement, reading achievement, and/or progress towards EL proficiency—will move onto Stage 2.
2. *Academic Progress (Stage 2)*: Title I schools that are in the bottom twenty-five percent for either mathematics growth or reading growth will move onto Stage 3.
3. *Consistent Attendance (Stage 3)*: Consistent attendance will be used to identify about thirty-five elementary and nine middle schools for MDE support.



The decision making process for identifying high schools will be:

1. *Academic Achievement and ELP (Stage 1)*: Title I high schools that are in the bottom twenty-five percent for at least one of the academic growth indicators—mathematics achievement, reading achievement, and/or progress towards EL proficiency—will move onto Stage 2.
2. *Four-Year Graduation Rates (Stage 2)*: Title I high schools in the bottom half according to their four-year graduation rates will move onto Stage 3.
3. *Seven-Year Graduation Rates (Stage 3)*: Title I high schools in the bottom half according to their seven-year graduation rates will move onto Stage 4.
4. *Consistent Attendance (Stage 4)*: Consistent attendance will be used to identify about seven high schools for MDE support.



24. Mississippi ([view state plan](#))

SQ/SS Indicator Measures and Weights

One SQ/SS measure for grades K-12 will be Science Proficiency, which will be measured by the percentage of students who are proficient on the standardized state science assessments in grades 5 and 8, and the percentage of students who are proficient on the statewide biology end-of-course exam in high school. Another SQ/SS measure for grades 9-12 will be Social Studies Proficiency, which will be measured by the percentage of students who are proficient on the U.S. history end-of-course exam.

Additionally, grades 9-12 will also have SQ/SS measures of College and Career Readiness and Acceleration. The College and Career Readiness measure will be calculated from student performances on the ACT and the Acceleration measure will be calculated from the percentage of students taking and passing an AP, IB, AICE, or Mississippi Board of Education-approved industry exam.

	Science Proficiency	Social Studies Proficiency	Acceleration	College and Career Readiness
Grades K-8	13.5%	N/A	N/A	N/A
Grades 9-12	4.75%	4.75%	4.75%	4.75%



25. Missouri ([view state plan](#))

SQ/SS Indicator Measures and Weights

Missouri's SQ/SS indicator will be Chronic Absenteeism.

	Chronic Absenteeism
EL Population Present	10%
No EL Population	12.5%



26. Montana ([view state plan](#))

SQ/SS Indicator Measures and Weights

The SQ/SS measures for grades K-12 will be Chronic Absenteeism or Satisfactory Attendance, Science Proficiency, and a School Survey that covers improving school climate, reducing behavior issues, and increasing engagement.

For grades 9-12, College and Career Readiness will be another SQ/SS measure and will be measured by the percentage of students who do at least one of the following:

- 22+ on ACT
- Concentrator in a Career and Technical Education pathway, OR
- Completion (with passing grade) of a dual enrollment course, AP, or IB as data is available
- Military ready measure once data is available

	Science Proficiency	Satisfactory Attendance	School Survey	College and Career Readiness
Grades K-8	10%	20%	5%	N/A
Grades 9-12	N/A	15%	5%	15%

 **27. Nebraska ([view state plan](#))****SQ/SS Indicator Measures and Weights**

The SQ/SS measures for grades K-12 will be Chronic Absenteeism, Evidence Based Analysis (EBA), and Science Proficiency. The EBA examines six tenets of AQuESTT:

1. *Positive Partnerships, Relationships, and Student Success*: Measured by Individualized or Personalized Learning Plans, attendance rates, dropout rates, family engagement and access to community and support services.
2. *Transitions*: Focuses on supports for students transitioning between grade levels, programs, schools, districts, and college.
3. *Educational Opportunities and Access*: Expanded learning outcomes, as well as comprehensive and blended learning opportunities that prepare students for postsecondary education and career goals.
4. *Teaching and Learning*: Number of students who passed CTE assessments, as well as the percentage who went on to postsecondary education, advanced training, or employment.
5. *Assessment*: Average ACT scores, and student performance on the Nebraska state assessments in Reading, Math, Science, and Writing.
6. *Educator Effectiveness*: Teacher engagement and professional development opportunities.

Nebraska will identify schools for support through a decision process that “establishes the weight placed on each indicator and allows the state to prioritize and place much greater weight on the academic indicators in the first and second stages.” The SQ/SS measures will be combined together in the third and final stage. Since it comes last, this stage carries the least weight while still differentiating between schools that are low on the academic indicators.

 **28. Nevada ([view state plan](#))****SQ/SS Indicator Measures and Weights**

The SQ/SS measures for grades K-12 will be Chronic Absenteeism and Science Proficiency. For grades 6-8, they will also use the percentage of students meeting high school readiness, which will be measured by the number of students at the end of eighth grade who have earned at least one of the following:

- One and a half credits in English with a passing grade
- One and a half credits in mathematics with a passing grade



- One credit in science with a passing grade
- One credit in social studies with a passing grade

For grades 6-12, another SQ/SS measure will be the percentage of students with academic learning plans, which is measured by the districts who submit data “consisting of the number of all students at the school by the end of the year school and the number of all students with a signed academic learning plan.”

For grades 9-12, there will be several other SQ/SS measures:

- Average ACT Composite Score
- Percentage of students meeting the College and Career Readiness cut score on the end of course exams
- Percentage of students who are credit sufficient by the end of ninth and tenth grade

For grades K-12, there will be an opportunity to earn bonus points through Climate Surveys.

	Chronic Absenteeism	Science Proficiency	High School Readiness	Academic Learning Plans	College and Career Readiness	9th and 10th Grade Credits	ACT Performance
Grades K-5	10%	5%	N/A	N/A	N/A	N/A	N/A
Grades 6-8	5%	5%	3%	2%	10%	N/A	N/A
Grades 9-12	8%	5%	N/A	2%	10%	5%	10%



29. New Hampshire ([view state plan](#))

SQ/SS Indicator Measures and Weights

The SQ/SS measure for grades K-8 will “prioritize the mean Student Growth Percentiles (MGP) for the lowest quartile of achievers in the school as measured by the prior years’ content assessments.” In their plan, New Hampshire writes that the intention of the measure is to “incentivize schools to focus additional attention on providing supports and interventions for the school’s lowest achieving students.”

For grades K-8, Equity will be another SQ/SS measure that awards points for MGP of both the students in the lowest quartile of achievement and also awards points for the MGP of the remaining 75 percent. The measure’s score will be a “weighted average of the two rubric scores with a 4:1 weighting favoring the lowest quartile to make the policy intentions very clear.”

For grades 9-12, the SQ/SS measure will be Career and College Readiness, and it will be measured by the percentage of students who do two or more of the following:

- Complete a NH Scholars program of study (Standard, STEM, or Arts)
- Earn a C or better in a dual-enrollment course
- Earn SAT score that meets or exceeds the college and career readiness benchmark (480+ in Reading and 530+ in Mathematics)
- Earn ACT score that meets or exceeds the college and career readiness benchmark (18+ in English, 22+ in Mathematics, 22+ in Reading, and 23+ in Science)
- Score 3+ on AP exam
- Score 4+ on IB exam
- Earn a CTE industry-recognized credential
- Complete a NH career pathway program of study
- Score at least Level III on components of the ASVAB that comprise the Armed Forces Qualifying Test (AFQT)
- Complete the ACT National Career Readiness Certificate

New Hampshire does not assign specific weights their SQ/SS measures. Rather they use a series of decision rules to differentiate between schools. The greatest weight is given to academic achievement and growth (in elementary and middle schools) and academic achievement and graduation rate (in high schools). Progress toward English language proficiency by English language learners is weighted more than the school quality and student success indicators.



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

SQ/SS Indicator Measures and Weights

The SQ/SS indicator for grades K-12 will be Chronic Absenteeism.

	Chronic Absenteeism
Schools with more than 20 EL students	10%
Schools with less than 20 EL students	15%

 **31. New Mexico ([view state plan](#))****SQ/SS Indicator Measures and Weights**

The SQ/SS measures for grades K-12 will be Chronic Absenteeism and a student survey that examines the quality of instruction and the school environment.

Grades 9-12 will have an additional SQ/SS measure of College and Career Readiness, which will examine 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+ on AP).

	Attendance	Survey	CCR Participation	CCR Success
Grades K-8	5%	5%	N/A	N/A
Grades 9-12	3%	5%	5%	10%

 **32. New York ([view state plan](#))****SQ/SS Indicator Measures and Weights**

The SQ/SS measure for grades K-12 will be Chronic Absenteeism. Additionally, for grades 9-12, New York will use a College, Career, and Civic Readiness Index which will measure the percentage of students who pass high school courses, and provides additional credit for students who achieve specified scores on nationally recognized exams associated with these courses or who earn college credit for participation in dual enrollment courses. Additional elements of the index will include successful completion of a career-technical course of study, receipt of an industry-recognized credential, and completion of the Seal of Biliteracy, as well as results from students who participate in the New York State Alternate Assessments.

In their application, New York notes that they will not explicitly weight their indicators. Instead they will “use a series of decision rules to differentiate between schools.”

 **33. North Carolina ([view state plan](#))****SQ/SS Indicator Measures and Weights**

The SQ/SS measure for grades K-8 will be Growth, as measured by the Education Value-Added Assessment System, a value-added growth model that includes student performance on the English language arts/reading, mathematics, and science assessments.



The SQ/SS measure for grades 9-12 will be based on the following:

- Student performance on the biology end-of-course assessment
- Math course rigor as measured by the percentage of students passing the NC Math 3 course
- Percentage of students meeting UNC’s minimum ACT admission score of 17
- Percentage of CTE concentrators who achieve a silver or high distinction

	SQ/SS Indicator
Grades K-12	20%

34. North Dakota ([view state plan](#))

SQ/SS Indicator Measures and Weights

The SQ/SS measure for grades K-12 will be Student Engagement and will be measured through student surveys designed 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, which will measure the percentage of students who are on-track to graduate on time and “Choice Ready” in at least one of three areas:

1. *College Ready*: Students who plan to enroll in post-secondary institutions after graduation, and who have demonstrated high academic proficiency and “meet additional criteria that support the rigor of post-secondary clusters and provide a solid academia for transition to college.”
2. *Career Ready*: Students who plan to secure employment directly after graduation or to enroll in a short-term technical program.
3. *Military Ready*: Students who plan to enlist in the military branches.

	SQ/SS Indicator
Grades K-8	30%
Grades 9-12	41%



35. Ohio ([view state plan](#))

SQ/SS Indicator Measures and Weights

The SQ/SS measures for grades K-12 will be Chronic Absenteeism, as well as Science and Social Studies Achievement. Another SQ/SS measure for grades K-6 will be K-3 Literacy Improvement.

For grades 9-12, two additional SQ/SS measures will be:

1. *Gap Closing Component*: Measures how well schools are closing gaps for Ohio's "most vulnerable populations of students in English language arts, math, graduation, and English language acquisition." The specific student populations the measure examines are based on income, race, ethnicity, and disability.
2. *Prepared for Success*: Measures the percentage of students who complete one more of the following:
 - a. Earned at least three college credits in dual enrollment courses
 - b. Received non-remediation scores on all parts of the ACT or SAT
 - c. Received an Honors Diploma
 - d. Scored a 3+ on at least one AP test
 - e. Scored a 4+ on at least one IB test
 - f. Earned at least 12 points on an industry-recognized credential or bundle of credentials within one of the 13 career pathways

Importantly, for the Prepared for Success measure, when calculating which students are prepared for success, the measure is broken into two tiers. All students in the four- and five-year graduation rate cohorts are in the denominator. However, to be included in the numerator, a student must have done one or more of the following:

- Met the remediation-free score on all parts of the ACT or SAT
- Earned an honors diploma
- Earned an industry-recognized credential.

Once a student has met at least one of the conditions above, they can also earn "bonus" points by doing one of more of the following:

- Earned at least three dual enrollment credits
- Scored 3 or higher on at least one AP test
- Scored 4 or higher on at least one IB test



According to the ESSA plan, schools and districts can receive a grade in up to a total of six component grades—Achievement, Academic Progress, Graduation, Gap Closing, K-3 Literacy and Prepared for Success. The last three are SQ/SS measures and the table below illustrates their weights.

Graded Component	Summative Weighting
Achievement	20%
Academic Progress	20%
Graduation Rate	15%
Gap Closing	15%
K-3 Literacy Improvement	15%
Prepared for Success	15%

** This weighting structure is conceptual at the district level.*

From Ohio's ESSA plan.

36. Oklahoma ([view state plan](#))

SQ/SS Indicator Measures and Weights

The SQ/SS measure for grades K-12 will be Chronic Absenteeism. For grades 9-12, another SQ/SS measure will be postsecondary opportunities or College and Career Readiness. Schools will receive credit for the CCR measure based on the percentage of students who complete at least one of the following:

- AP Classes
- IB program
- Dual or concurrent enrollment in postsecondary courses
- An approved, work-based internship or apprenticeship
- Programs leading to industry certification

	Chronic Absenteeism	CCR
Grades K-8	10%	N/A
Grades 9-12	10%	10%

 **37. Oregon ([view state plan](#))**

SQ/SS Indicator Measures and Weights

The SQ/SS measure for grades K-12 will be Chronic Absenteeism. Grades 9-12 will have two additional SQ/SS measures:

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

	Chronic Absenteeism	Freshman On-Track	Five-Year Completion
Grades K-8	11.11%	N/A	N/A
Grades 9-12	11.11%	11.11%	11.11%

 **38. Pennsylvania ([view state plan](#))**

SQ/SS Indicator Measures and Weights

The SQ/SS measures for grades K-12 will be Chronic Absenteeism and Career Readiness, which will be calculated by measuring the percentage of all students and each subgroup of students who:

- By the end of grade 5 have demonstrated engagement in career exploration and preparation aligned to the CEW standards or a locally designed career exploration and preparation program.
- By the end of grade 8 have created an individualized career plan and participated in career preparation activities aligned to the CEW standards.
- By the end of grade 11 have implemented their individualized career plan through ongoing development of a career portfolio and participation in career preparation aligned to the CEW standards.

Pennsylvania will not use summative ratings. Rather, they will use a three-stage identification process where they first look at academic achievement and growth, the high school graduation rates and EL proficiency, and then finally Chronic Absenteeism and Career Readiness.

39. Rhode Island ([view state plan](#))

SQ/SS Indicator Measures and Weights

For the 2018-2019 academic year, the SQ/SS measures for grades K-12 will be the following:

- *Exceeds Expectations*: The percentage of students who exceed expectations on the Rhode Island Comprehensive Assessment System, Dynamic Learning Maps, and SAT Assessments.
- *Student Suspensions*: The number of out-of-school suspensions per 100 students in grades PreK-12.
- *Chronic Absenteeism*: In addition to measuring student chronic absenteeism, Rhode Island will also examine teacher chronic absenteeism.

In their plan, Rhode Island details that for the 2019-2020 academic year, they will include two additional measures for grades 9-12: Post-Secondary Success and High School Graduate Proficiency.

The tables below illustrate how Rhode Island will “weight” their different indicators and use their “Five Star” rating system. A school must meet all of the criteria in a given row to receive that star rating.

School Classification Rules*						
Achievement: ELA and Math (Max. 8 points)	Growth: ELA and Math (Max. 6 point)	English Language Proficiency (Max. 4 points)	Graduation Rate (HS Only) (Max 5 points)	Exceeds (ELA/Math) Absenteeism (Student/Teacher) and Suspension (Max. 15 points)**	Targeted Support and Improvement: Subgroups	School Rating
6 or more points (3 or 4 points each)	4 or more points (2 or 3 points each)	3 or more points	4 or more points	12 or more points	None identified	★★★★★
5 or more points (2-4 points each)	4 or more points (2 or 3 points each)	2 or more points	4 or more points	10 or more points	1 identified subgroup maximum	★★★★★
7 or more points		2 or more points	3 or more points	7 or more points	Could have multiple identified subgroups	★★★★
5 or more points		1 or more points	2 or more points	5 or more points	Could have multiple identified subgroups	★★★
2 or more points (1 point each)	2 or more points (1 point each)	1 or more points	1 or more points	5 or more points	Could have multiple identified subgroups	★

From Rhode Island’s ESSA plan.



School Performance Descriptors	
<p>5 Stars ★★★★★</p>	<p>Schools with five star ratings have strong performance on all indicators in the school accountability system. These schools' performance falls in the top row of the School Classification Rules chart for every indicator. Overall achievement and growth in math and English language arts and the performance of subgroups of students is among the highest in the state. These schools also have the highest percentage of English learners making sufficient progress towards attaining English language proficiency. High schools with this classification have 90% or higher composite graduation rates. Finally, these schools also demonstrate strong performance in the Exceeds Expectations, Student Chronic Absenteeism, Teacher Chronic Absenteeism, and Suspension indicators. These schools would be in the top row for performance on the High School Graduate Proficiency, Post-Secondary Success, and Science Proficiency indicators as well when those indicators are added in future years.</p>
<p>4 Stars ★★★★</p>	<p>Schools with four star ratings perform generally well on all indicators in the accountability system. These schools' performance falls in the second row or above of the School Classification Rules chart for every indicator. Overall achievement and growth in math and English language arts is moderately high in comparison to all Rhode Island schools. These schools may have one subgroup identified for targeted support and improvement. These schools have a moderate to high percentage of English learners making sufficient progress towards attaining English language proficiency. High schools with this classification have 85% or higher composite graduation rates. Finally, these schools may have some weaknesses in exceeding expectations, student chronic absenteeism, teacher chronic absenteeism, and/or suspension rates. These schools would also be in the second row or above for performance on any additional indicators.</p>
<p>3 Stars ★★★</p>	<p>Schools with three star ratings have some areas of weakness on school performance indicators in the school accountability system. These schools' performance falls in the third row or above of the School Classification Rules chart for every indicator. Overall achievement and growth in math and English language arts as well as English language proficiency is average, but these schools generally have at least one area of low performance in comparison to all Rhode Island schools. These schools may have multiple subgroups of students identified for targeted support and improvement. High schools with this classification have 80% or higher composite graduation rates. Finally, these schools often have some weaknesses in exceeding expectations, student chronic absenteeism, teacher chronic absenteeism, and/or suspension rates. These schools would be in the third row or above for performance on any additional indicators as well.</p>
<p>2 Stars ★★</p>	<p>Schools with two star ratings have weaknesses at the overall school level, likely in several of the indicators included in the accountability system. These schools' performance falls in the fourth row or above of the School Classification Rules chart for every indicator. Overall achievement and growth in math and English language arts as well as English language proficiency is low, but generally have at least one area of strength. Schools with two stars often have subgroups of students identified for targeted support and improvement. High schools with this classification may have composite graduation rates lower than 80%, but graduate at least two thirds of their students within four years. Finally, these schools often have weaknesses in exceeding expectations, student chronic absenteeism, teacher chronic absenteeism, and/or suspension rates. These schools would also be in the fourth row or above on any additional indicators.</p>
<p>1 Star ★</p>	<p>Schools with one star ratings are the lowest performing schools in Rhode Island in terms of academic achievement growth in achievement in mathematics and English language arts. These schools perform in the bottom row of the School Classification chart for at least one indicator. Schools with one star often have multiple subgroups of students identified for targeted support and assistance. High schools with this classification may graduate less than two thirds of their students within four years. Finally, these schools often have weaknesses in exceeding expectations, student chronic absenteeism, teacher chronic absenteeism, and/or suspension rates. They may also have weaknesses on additional indicators added in future years.</p>

From Rhode Island's ESSA plan.



40. South Carolina ([view state plan](#))

SQ/SS Indicator Measures and Weights

An SQ/SS measure for grades K-12 will be Positive and Effective Learning Environment, which uses a student engagement survey to “determine the degree to which the school climate supports and fosters high levels of engagement as perceived by a majority of the student population. Two other SQ/SS measures for grades K-8 will be:

1. *Preparing for Success*: Aggregate number of students who score at Levels 1-5 on the standardized state science and social studies assessments.
2. *College and Career Readiness*: Percentage of students who are on-track to college and career readiness as determined by the number of students scoring within grade level ranges in “Lexiles and Quantiles on the state summative assessments in English language arts and mathematics.”

Grades 9-12 will also use a Prepared for Success measure, which measures the aggregate number of students who score “at Levels 1-5 on US History and Biology End-of-Course Assessments.”



The other SQ/SS measure for grades 9-12 will be College and Career Readiness, which examines the degree to which students are ready for post-secondary opportunities based on meeting at least one of the nine-identified College and Career Readiness criteria. By Grade 12, a student can demonstrate “College Readiness” in at least one of the following ways:

- ACT composite score of 20+
- SAT benchmark of 1010+
- AP score of 3+ in English, mathematics, science, social studies, or AP Capstone
- IB exam score of 4+ in English, mathematics, science, and social studies
- Six hours of dual credit coursework in English, Science, Technology, and Mathematics
- Two-year/Four-year college transfer courses with a grade of C or higher
- Six hours of dual enrollment coursework in Career and Technology Education courses with a grade of B or higher

By Grade 12, a student may demonstrate “Career Readiness” in at least one of the following ways:

- WorkKeys National Career Readiness Certificate of Silver, Gold, or Platinum
- ASVAB score of 31+
- Completion of a registered Youth Apprenticeship program
- Completion of a CTE program with a state-recognized industry credential that leads to a living wage

	Preparing for Success	Positive and Effective Learning Environment	College and Career Readiness
Grades K-8	10%	10%	N/A
Grades 9-12	10%	5%	25%

 **41. South Dakota ([view state plan](#))**

SQ/SS Indicator Measures and Weights

The SQ/SS measure for grades K-8 will be Chronic Absenteeism. For grades 9-12, the SQ/SS measure will be High School Completion, which will examine the percentage of students in the most recently completed school year who have attained a high school diploma or a high school equivalency. Another SQ/SS measure for grades 9-12 will be College and Career Readiness, as described in the table below.

Assessment of Readiness	Progress Towards Post High School Credential
<i>Student must meet 1 readiness indicator</i>	<i>Student must meet 1 progress indicator</i>
English and Math Readiness <ul style="list-style-type: none"> • English Readiness (must meet 1 of 3 options) <ul style="list-style-type: none"> ○ SBAC Level 3 or 4 in ELA ○ ACT English sub-score of 18 ○ Completion of state-approved high school remediation for English • Math Readiness (must meet 1 of 3 options) <ul style="list-style-type: none"> ○ SBAC Level 3 or 4 in math ○ ACT math sub-score of 20 ○ Completion of state-approved high school remediation for math 	CTE Concentrator <ul style="list-style-type: none"> • 2 units within 1 career cluster
	Dual credit or concurrent course* <ul style="list-style-type: none"> • Completed with a C or better
	Advanced Placement course* <ul style="list-style-type: none"> • Completed with a C or higher
	Advanced Placement exam <ul style="list-style-type: none"> • Completed with a score of 3 or higher
National Career Readiness Certificate <ul style="list-style-type: none"> • Silver certification or higher 	2 CTE foundational courses or capstone experiences* <ul style="list-style-type: none"> • Completed with a C or higher

** denotes those pieces that will be phased in over time as data systems are developed*

From South Dakota's ESSA plan.

	SQ/SS Indicator
Grades K-8	10%
Grades 9-12	37.5%

 **42. Tennessee ([view state plan](#))**

SQ/SS Indicator Measures and Weights

The SQ/SS measure for grades K-12 will be Chronically Out of School (or Chronic Absenteeism). For grades 9-12, an additional measure will be Ready Graduate, which will be calculated by multiplying the graduation rate by the percentage of students who:

- Score 21+ on ACT/SAT equivalent, OR

- Complete four early postsecondary options (EPSOs), OR
- Complete two EPSOs + earning industry certification, OR
- Complete two EPSOs + scoring state-determined designated score on the Armed Services Vocational Aptitude Battery Armed Forces Qualifying Test

	Chronic Absenteeism	Ready Graduate
Grades K-8	10%	N/A
Grades 9-12	10%	20%

 **43. Texas ([view state plan](#))**

SQ/SS Indicator Measures and Weights

The SQ/SS measure for grades K-8 will be the “Student Achievement Domain STAAR”, which is the average of three performance levels on the ELA, mathematics, science, social studies, and writing assessments for students.

For grades 9-12, the SQ/SS measure will be College, Career, and Military Readiness, which will be measured by the percentage of students who do at least one of the following:

- Meet Texas Success Initiative benchmarks in reading or mathematics
- Satisfy relevant performance standards on AP (or similar) exams
- Earn dual course credits
- Enlist in the military
- Earn an industry certification
- Are admitted into postsecondary certification programs that require as a prerequisite for entrance successful performance at the secondary level
- Successfully complete a college preparatory course
- Successfully complete an OnRamps dual enrollment course
- Complete an associate’s degree while in high school

	Student Achievement Domain	College, Career, and Military Readiness
Grades K-8	10%	N/A
Grades 9-12	N/A	30%

 **44. Utah ([view state plan](#))****SQ/SS Indicator Measures and Weights**

One of the SQ/SS measures for grades K-12 will be Equitable Educational Opportunity, which examines the growth of the lowest-performing 25 percent of students in a school as measured by scores on statewide assessments from the previous school year. Another SQ/SS measure will examine achievement and growth for science, and will be measured by the percentage of students who score proficient or above on annual state administered science assessments.

For grades 9-12, there will be an additional measure of Postsecondary Readiness, which will be measured by the percentage of students who complete at least one of the following:

- C or better in an AP course
- C or better in an IB course
- C or better in a concurrent enrollment course
- Career and Technical Education Pathway

	SQ/SS Weight for Schools with greater than 10 EL students	SQ/SS Weight for Schools with less than 10 EL students
Grades K-8	41.93%	45.88%
Grades 9-12	28.14%	29.87%

 **45. 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:

1. How well seniors perform on career and college ready assessments. The acceptable levels of performance are:
 - a. SAT: Score 480+ on the Reading/Writing and 530+ on the Mathematics
 - b. ACT: Score 21+
 - c. Completion of a College Course: C or better in any accredited college course
 - d. AP Test: Score 3 or higher
 - e. IB Assessment: Score 24 points or higher
 - f. CLEP Assessments: Score of 50 or higher

- g. ASVAB (military): Depending on the branch, minimum scores range from 31 to 36
 - h. Industry Recognized Credential: No Standardized Cut Score Across Certifications
2. Percentage of alumni pursuing career and college ready outcomes within 16 months of graduation

The table below indicates the weights for schools that have an ELL population. To look at the weights for schools that do not have an ELL population, [refer to page 51 in their state plan](#).

	SQ/SS Indicator
Grades K-8	20%
Grades 9-12	30%

46. Virginia ([view state plan](#))

SQ/SS Indicator Measures and Weights

Virginia will use two SQ/SS measures for grades K-12:

1. *Chronic Absenteeism*
2. *Standards of Accreditation Rating*: Overall student proficiency and growth in achievement, achievement gaps among subgroups, absenteeism, graduation and completion, and dropout rates.

Virginia will identify schools for Comprehensive Support and Improvement through a three-stage process, with the SQ/SS measures used during the last stage.

47. Washington ([view state plan](#))

SQ/SS Indicator Measures and Weights

The SQ/SS measure for grades K-12 will be Chronic Absenteeism. There will be two additional SQ/SS measures for grades 9-12:

1. *9th Grade On-Track*: Percentage of first-time ninth grade students who earned credit for all attempted courses.
2. *Dual Credit*: Percentage of students who complete a dual credit course or program (AP, IB, College in High School, Cambridge Running Start, Advanced Certificate Courses, or Tech Prep)

Washington uses a weighting system, illustrated below. The weights for each indicator will vary based on the six different characteristics that can be applied to a school.

Table 11. Detailed weighting based on missing indicators due to small n or grade level of school.

Detailed Weighting Based on Missing Indicators Due to Small N or Grade Level of School	(i) Academic Achievement (ELA Proficiency)	(i) Academic Achievement (Math Proficiency)	(ii) Growth	(iii) Graduation	(iv) EL Progress	(v) School Quality or Student Success Indicators (averaged)
K 12 Schools (with all indicators)	15%	15%	25%	25%	5%	15%
K 8 (no graduation)	20%	20%	50%	0%	5%	5%
No Growth (typical HS)	15%	15%	0%	50%	5%	15%
K 12 (no EL progress)	17.5%	17.5%	25%	25%	0%	15%
K 8 (no graduation and no EL progress)	20%	20%	55%	0%	0%	5%
No Growth or EL Progress (HS with no EL)	17.5%	17.5%	0%	50%	0%	15%

From Washington's ESSA plan.



48. West Virginia ([view state plan](#))

SQ/SS Indicator Measures and Weights

The two SQ/SS measures for grades K-12 will be Chronic Absenteeism and School Suspensions.

	SQ/SS Indicator
Grades K-8	29%
Grades 9-12	37.5%

As a side, for grades 9-12, West Virginia will use two measures for their second Academic Indicator (these measures are not included in the weight allocation above):

1. *On-Track to Graduation*: Percentage of students meeting credit earned criteria
2. *Post-Secondary Achievement*: Percentage of students meeting achievement criteria

 **49. Wisconsin ([view state plan](#))****SQ/SS Indicator Measures and Weights**

The SQ/SS Indicator for grades K-12 will be Chronic Absenteeism.

	Chronic Absenteeism
Grades K-12	15%

 **50. Wyoming ([view state plan](#))****SQ/SS Indicator Measures and Weights**

The SQ/SS measure for grades K-8 will examine Equity by measuring the academic growth for any student who scores in the bottom quartile in reading, math, or both based on scale score cut points identified during the baseline year. A school's Equity score is based on the median growth of the consolidated subgroup of which that student is a part.

The SQ/SS measure for grades 9-12 will be Post-Secondary Readiness, which will measure the percentage of each school's 12th grade students who do at least one of the following criteria:

- Complete a college preparatory curriculum and one or more of the following: a college ready score on a standardized college entrance exam or eligibility to earn college credits through Advanced Placement, International Baccalaureate, or dual/concurrent courses.
- Complete a CTE pathway (minimum of a three course sequence) and one or more of the following: a passing score on a state-approved CTE exam or industry-recognized certification.
- Complete a college preparatory curriculum or a CTE pathway and a military-readiness score on the ASVAB.

	SQ/SS Indicator
Grades K-8	25%
Grades 9-12	20%



51. District of Columbia ([view plan](#))

SQ/SS Indicator Measures and Weights

The SQ/SS indicator for grades K-12 will be School Environment, which will be a combination of multiple measures, including Chronic Absenteeism. For the Chronic Absenteeism component of the indicator, schools will receive points based on which of two metrics they perform best:

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

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

- *In-Seat Attendance*: Daily average percentage of enrolled students.
- *Re-enrollment*: Percentage of students who are enrolled in a school one year and then re-enroll the following year. Students who are in terminal grade levels (the final grade level served by a given school) are not counted, nor are students who exit the state.
- *Access and Opportunities*: Promotes well-rounded experiences for students in engaging learning environments. According to DC's plan, because there are multiple ways to demonstrate a well-rounded education, they will seek to create a measure that provides "multiple options for schools to highlight results" in a given year. DC will pilot the measure during the 2018-19 academic year, and will formally add it to the accountability system for the 2019-20 academic year. They did not provide more specifics about what would be included in the measure.
- *AP/IB Participation*: Percentage of students who are taking at least one AP or IB course.
- *AP/IB Performance*: Percentage of students scoring 3+ on at least one AP exam and/or score 4+ on at least on IB exam.
- *CLASS*: Only applicable to schools with pre-K classrooms, this is a research-based observational tool that assesses the quality of classroom interactions to promote children's development and learning.
- *Alternative Graduation Metric*: Number of total graduates, in a given academic year, divided by the number of students in the four-year adjusted graduation cohort.

	SQ/SS Indicator
Grades K-8	20%
Grades 9-12	35%



52. Puerto Rico ([view plan](#))

SQ/SS Indicator Measures and Weights

The SQ/SS measures for grades K-8 will be Chronic Absenteeism, Assessment Participation Rates, and English as a Second Language Assessment for students in grades 3-8. For grades 9-12, the SQ/SS measures will be Chronic Absenteeism, Participation Rates, and College Board Results for students in grades 11-12.

If the data is unavailable for one of the components of the SQ/SS measure, the average of the available components will be calculated.

	SQ/SS Indicator
Grades K-12	20%