

A-F SCHOOL ACCOUNTABILITY AD HOC ADVISORY COMMITTEE

Pursuant to A.R.S. § 15-241, the State Board of Education is charged with final approval of criteria for each school and school district local education agency classification label used to determine A through F letter grades. In addition, the Board is to determine multiple measures of academic performance or other academically relevant indicators of school quality that are appropriate to assess the educational impact of a school during the academic year. This proposal suggests the formal creation of an A-F School Accountability Ad Hoc Committee. This committee's primary responsibility is to provide the Board with advice and policy recommendations regarding the State's A through F Accountability System.

RATIONALE

Presently, a number of policy considerations have been brought to the Board regarding A-F School Accountability. In addition, while the Department of Education has a technical advisory group to consider and review research-based methodology issues related to school accountability, the Board does not have a broad-based stakeholder group to consider and review policy considerations related to school accountability. The creation of the A-F School Accountability Ad Hoc advisory committee will:

- Ensure transparency in policy development by providing a public forum for discussion on accountability policy recommendations to the Board
- Discuss and propose multiple measures of academic performance or other academically relevant indicators of school quality
- Discuss and propose policy recommendations related to criteria for school and LEA classification labels used to determine A through F letter grades

COMMITTEE STRUCTURE AND PROCEDURES

The ad hoc advisory committee members will be appointed to a term for no more than one year by the Executive Committee of the Board. Membership shall be as follows:

- 3- SBE Members
- 1- Charter School Representative
- 2- Educational Policy Representatives
- 1- Member from the Governor's Office
- 2- Teachers (K-8 and 9-12)
- 2- Parent Representatives (K-8 and 9-12)
- 2- Superintendents

The mission of the A-F School Accountability Ad Hoc Advisory Committee is to assist in the development of policy recommendations regarding school accountability.

Arizona Open Meeting Law

- Arizona statutes generally define a quorum as a majority of the members of a board or commission. A.R.S. § 1-216
- If a quorum of a public body wants to discuss public business within that body's jurisdiction, they must do so during a properly posted meeting.
 - Types of communication subject to a quorum:
 - In person meetings
 - Phone calls
 - Group text
 - Emails – do not reply all

For more information on open meeting laws go to: <https://www.azag.gov/sgo>



Arizona State Board of Education

PRINCIPLES OF AGREEMENT

Philosophical Agreements:

1. A through F achievement profile will examine solely academically relevant information.
2. Multiple measures of performance provide more information about a school's quality than a single test score.
3. The achievement profile must recognize academic growth as an essential element of measurement: Schools must not be penalized for low scores if significant gains are made over the course of the academic year. However, at least one year's of growth must remain the expectation to ensure student's stay on pace to graduate prepared.
4. "A" schools must be truly excellent in their preparation of students for college and work as measured throughout the P-20 and career readiness system.
5. All schools must have the opportunity to achieve "A" status.
6. The system must meaningfully balance simplicity with transparency.
7. Arizona's A-F achievement profile should align with and reinforce the State Board of Education's policy goals for academic achievement.

Technical Agreements:

1. The A-F achievement profile shall provide timely, valid, and reliable information.
2. The state shall produce information for schools that identifies the students included in each measure.
3. School should receive data and accompanying technical documents so the schools may replicate and validate the findings.
4. The achievement profile should reflect both growth of students not at grade level, as well as students at or above grade level.
5. The achievement profile will reflect students' mastery of standards.
6. The achievement profile will utilize multiple years of data as available and appropriate.
7. The achievement profile will utilize postsecondary success measures

Implementation Agreements:

1. In order to ensure that each new measure captures the intent, the state should pilot portions of the achievement profile.
2. The state should verify the achievement profile to comply with technical requirements and/or statutes and State Board of Education rules.
3. The state will present the achievement profile and other agreed to measures of school quality to parents, educators, and policy makers in a timely, informative, and easy to understand format. This includes releasing formula or other updates to how the annual profiles are determined prior to the start of the school year the profile will reflect.
4. A coalition of technical and policy stakeholders must be consulted to create, evaluate and refine the methodologies used in the achievement profile to ensure transparency, feedback from the field and community, and compliance with Agreements.

ARS TITLE PAGE NEXT DOCUMENT PREVIOUS DOCUMENT

15-241. School, charter school and school district accountability; annual achievement profiles; classification; letter grade system; profiles; appeals process; failing schools tutoring fund; definition

A. The department of education shall compile an annual achievement profile for each public school and local education agency.

B. Each school, charter holder and school district shall submit to the department any data that is required and requested and that is necessary to compile the achievement profile. A school or local education agency that fails to submit the information that is necessary is not eligible to receive monies from the classroom site fund established by section 15-977.

C. The annual achievement profile compiled by the department shall be used to determine a standard measurement of acceptable academic progress for each school and local education agency and a school and local education agency classification pursuant to subsection F of this section. Any disclosure of educational records compiled by the department of education pursuant to this section shall comply with the family educational rights and privacy act of 1974 (20 United States Code section 1232g).

D. The annual achievement profile for schools and local education agencies shall include, at a minimum, the following academic performance indicators:

1. Multiple measures of academic performance or other academically relevant indicators of school quality that are appropriate to assess the educational impact of a school during the academic year as determined by the state board of education.

2. Academic progress on statewide assessments adopted pursuant to section 15-741 in English language arts and mathematics.

3. Academic progress on the English language learner assessments administered pursuant to section 15-756, subsection B and sections 15-756.05 and 15-756.06.

4. Progress toward college and career readiness for all schools and local education agencies that offer instruction in any of grades nine through twelve.

E. Subject to final adoption by the state board of education, the department shall determine the criteria for each school and local education agency classification label using a researched-based methodology. The methodology developed in collaboration with a coalition of qualified technical and policy stakeholders, at a minimum, shall include the performance of pupils at all achievement levels, account for pupil mobility, account for the distribution of pupil achievement at each school and local education agency and include longitudinal indicators of academic performance. For the purposes of this subsection, "researched-based methodology" means the systematic and objective application of statistical and quantitative research principles to calculate the indicators used to determine A through F letter grades.

F. The annual achievement profile shall be used to determine a school and local education agency classification based on an A through F letter grade system adopted by the state board of education in which a letter grade of A reflects an excellent level of performance and a letter grade of F reflects a failing level of performance. The A through F letter grade system shall indicate expected standards of performance for all schools and the manner in which schools may rise above or fall below those expected standards of performance. The state board of education may also assign a school a letter grade of F if the state board of education determines that the school is among the "persistently lowest-achieving schools" in the state under the federal school accountability requirements pursuant to section 1003(g) of the elementary and secondary education act (20 United States Code section 6303).

G. The classification for each school and the criteria used to determine classification pursuant to subsections E and F of this section shall be included on the school report card prescribed in section 15-746.

H. Subject to final adoption by the state board of education, the department of education shall use achievement profiles appropriately to assess the educational impact of accommodation schools, alternative schools and extremely small schools, may develop profiles for schools that participate in the board examination system prescribed in chapter 7, article 6 of this title and schools that participate in Arizona online instruction pursuant to section 15-808 and may develop other exceptions as prescribed by the state board of education for the purposes of this section.

I. The department of education shall establish a process for a school or local education agency to correct student data used to determine the school's or local

education agency's annual achievement profile. The state board of education shall establish an appeals process to allow a school or local education agency to appeal the school's or local education agency's final letter grade based on mitigating factors identified by the board. The board may delegate the administration of the appeals process to the department of education.

J. The failing schools tutoring fund is established consisting of monies collected pursuant to section 42-5029, subsection E as designated for this purpose. The department of education shall administer the fund. The department of education may use monies from the fund to purchase materials designed to assist students to meet the Arizona academic standards and to achieve a passing score on assessments adopted by the state board of education.

K. For the purposes of this section, "academic progress" means measures of both proficiency and academic gain.

Academic Indicators for ESSA and/or A-F Accountability

ADE collects the following academic indicators which are either explicitly required or may be included in Arizona's accountability system.

✓ = Required

✓ =

substantial weight individually and in the aggregate

? = Optional

Indicators	Measured by	ESSA (Federal)	A-F (State)
Test participation in ELA & Math	AzMERIT/MSAA	✓	?
Proficiency in ELA & Math	AzMERIT/MSAA	✓	✓
Progress/Growth on ELA & Math	AzMERIT/MSAA	✓	✓
Disaggregated Subgroup performance	AzMERIT/MSAA	✓	?
Bottom 25% Subgroup performance	AzMERIT/MSAA	?	?
English language proficiency & growth	AZELLA	✓	✓
High school completion	Adjusted cohort graduation rate(s)	✓	✓
	AIMS/AIMS A Science	?	?
"Other"; "Multiple measures" of Student Success or School Quality	Course enrollment/rigor/completion	?	?
	Attendance/absenteeism	?	?
	Persistence/re-enrollment	?	?
(i.e. Percentage of students graduating college and/or career ready, Percentage of students receiving a well-rounded education, Percentage of students on-track, etc.)	Dropout/Expulsion	?	?
	Postsecondary Readiness, CTE Tests	?	?
	Postsecondary Enrollment	?	?
Other currently collected, student-level success/quality measures		?	?

NPRM on ESSA Accountability, Report Cards, and State Plans

**Overview for Preparation of Comments
June 2016**

On Tuesday, May 31, 2016, the U.S. Department of Education (USED) published in the Federal Register a notice of proposed rulemaking (NPRM; Docket ID ED-2016-OESE-0032) to amend the regulations implementing programs under title I of the Elementary and Secondary Education Act of 1965 (ESEA) to implement changes to the ESEA by the Every Student Succeeds Act (ESSA) and to update the ESEA regulations to include requirements for the submission of State plans. Specifically, this NPRM addresses ESSA requirements with regard to accountability systems, State and LEA report cards, and consolidated State plans.

USED has identified a list of issues with regard to which public comments is specifically invited:

- Whether the suggested options for States to identify “consistently underperforming” subgroups of students in proposed § 200.19 would result in meaningful identification and be helpful to States; whether any additional options should be considered; and which options, if any, in proposed § 200.19 should not be included or should be modified. (§ 200.19)
- Whether we should include additional or different options, beyond those proposed in this NPRM, to support States in how they can meaningfully address low assessment participation rates in schools that do not assess at least 95 percent of their students, including as part of their State-designed accountability system and as part of plans schools develop and implement to improve, so that parents and teachers have the information they need to ensure that all students are making academic progress. (§ 200.15)
- Whether, in setting ambitious long-term goals for English learners to achieve English language proficiency, States would be better able to support English learners if the proposed regulations included a maximum State-determined timeline (e.g., a timeline consistent with the definition of “long-term” English learners in section 3121(a)(6) of the ESEA, as amended by the ESSA), and if so, what should the maximum timeline be and what research or data supports that maximum timeline. (§ 200.13)
- Whether we should retain, modify, or eliminate in the title I regulations the provision allowing a student who was previously identified as a child with a disability under section 602(3) of the Individuals with Disabilities Education Act (IDEA), but who no longer receives special education services, to be included in the children with disabilities subgroup for the limited purpose of calculating the Academic Achievement indicator, and, if so, whether such students should be permitted in the subgroup for up to two years consistent with current title I regulations, or for a shorter period of time. (§ 200.16)
- Whether we should standardize the criteria for including children with disabilities, English learners, homeless children, and children who are in foster care in their corresponding subgroups within the adjusted cohort graduation rate, and suggestions for ways to standardize these criteria. (§ 200.34)

Comments may be submitted on or before August 1, 2016, through the Federal eRulemaking Portal (www.regulations.gov) or via mail or delivery to Meredith Miller, U.S. Department of Education, 400 Maryland Avenue SW., room 3C106, Washington, DC 20202-2800.

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<p>Single Statewide Accountability System</p>	<p>NPRM: [§200.12] Addressing ESSA:</p> <ul style="list-style-type: none"> • 1111(c) • 1111(c)(4)(A) • 1111(c)(4)(B) • 1111(c)(4)(C) • 1111(c)(4)(D) • 1111(c)(5) • 1111(d) • 1111(d)(2)(A)(i) 	<p>Each state plan must describe a single statewide accountability system based on the challenging State academic standards for reading/language arts and mathematics in order to improve academic achievement and school success, including the following elements:</p> <ul style="list-style-type: none"> • Long-term goals and measurements of interim progress; • Indicators • Annual meaningful differentiation of all public schools; <p>Identification of schools to implement comprehensive or targeted support and improvement plans.</p>	<p>Statewide accountability systems would be required to:</p> <ul style="list-style-type: none"> • Be based on challenging State academic standards and academic assessments • Include all public schools in the State, including charters • Improve student academic achievement and school success. <p>Also proposes a general requirement for States to meet each key accountability and improvement system element:</p> <ul style="list-style-type: none"> • Long-term goals and measurements of interim progress [§200.13] • Indicators [§200.14] • Inclusion of all students and each subgroup of students, all public elementary and secondary schools [§200.15.17] • Annual meaningful differentiation of schools [§200.18] • Identification of schools for comprehensive and targeted support and improvement [§200.19] • Process to ensure development and implementation of comprehensive and targeted support and improvement plans [§200.21-.24] <p>Would require that accountability provisions for charter schools be overseen in accordance with State charter school law.</p>
<p>Long-Term Goals and Measurements of Interim Progress</p>	<p>NPRM: [§200.13] Addressing ESSA:</p> <ul style="list-style-type: none"> • 1111(c)(4)(A)(i)(I) 	<p>Each State must establish ambitious long-term goals, and measurements of interim progress for specific indicators, for all students and for each subgroup of students: economically disadvantaged students, students from major racial and ethnic groups, children with</p>	<p>For <u>Academic Achievement and Graduation Rates</u>, each State would be required to:</p> <ul style="list-style-type: none"> • Establish goals and measurements that are based on grade-level proficiency on the State's academic assessments and set separately for reading/language arts and mathematics

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	<ul style="list-style-type: none"> • 1.1111(c)(4)(A)(i)(II) • 1.1111(c)(4)(A)(i)(III) • 1.1111(c)(4)(A)(ii) 	<p>disabilities, and English learners.</p> <ul style="list-style-type: none"> • Must be set, at a minimum, for improved academic achievement, improved high school graduation rates, and increases in the percentage of English learners making progress toward English language proficiency. • Long-term goals for achievement and grad rates must use the same multi-year length of time for all students and each subgroup. • Goals must take into account the improvement needed among subgroups that must make greater progress to close gaps. <p>§1.1111(c)(4)(A)(i)(I) and (ii)</p>	<ul style="list-style-type: none"> • Apply the same high standards of academic achievement to all students and subgroups, except students with the most significant cognitive disabilities • Establish goals and measurements for graduation rates that are based on four- or extended-year adjusted cohort graduation rate • Set goals and measurements for academic achievement and graduation rates for all students and separately for subgroups that expect greater rates of improvement for subgroups that need to make more rapid progress to close rate gaps in the State • Use the same multi-year timeline in setting goals for academic achievement and graduation rates for all students and for subgroups <p>For <u>English Language Proficiency</u> each State would be required to:</p> <ul style="list-style-type: none"> • Establish goals and measurements for English learners toward attaining English language proficiency that set expectations to make annual progress <p>Developing a uniform procedure for setting such goals and measurements of interim progress that would be applied consistently to all English learners in the state, consider the proficiency level of the student, and may consider student-level factors: time in program, grade level, age, Native language proficiency, and limited or interrupted formal education</p> <p>The proposed regulations would clarify there are four distinct indicators for each school that are used to measure performance for all students and subgroups:</p> <ol style="list-style-type: none"> 1. <u>Academic Achievement Indicator</u> <ul style="list-style-type: none"> • Must have equal measure of grade-level
<p>Accountability Indicators</p>	<p>NPRM: [§200.14]</p> <p>Addressing ESSA:</p> <ul style="list-style-type: none"> • 1.1111(c)(4)(B) 	<p>Each State's accountability system must include, at a minimum, five indicators of student performance, measured for all students and subgroups in each school:</p> <ul style="list-style-type: none"> • Academic achievement (on state assessments); 	

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	<ul style="list-style-type: none"> • 1111(c)(4)(B)(i) • 1111(c)(4)(B)(ii) • 1111(c)(4)(B)(iii) • 1111(c)(4)(B)(iv) • 1111(c)(4)(B)(v) • 1111(c)(4)(B)(v)(i)(aa) 1111(c)(4)(B)(v)(i)(bb) 	<ul style="list-style-type: none"> • Student growth or another valid and reliable statewide academic indicator (elementary and secondary schools that are not high schools) • Measure of the four-year adjusted cohort graduation rate or extended-year adjusted cohort graduation rate (for high schools only) • Progress in achieving English language proficiency • Valid, reliable and comparable indicator of school quality or student success 	<p>proficiency on reading/language arts and mathematics assessments</p> <ul style="list-style-type: none"> • Must include performance of at least 95% of students and subgroups • For high schools, indicator may also measure student growth <p>2. <u>Academic Progress Indicator (ES/MS)</u></p> <ul style="list-style-type: none"> • Must measure either student growth on reading/language arts and mathematics assessments or another qualifying academic measure <p>3. <u>Graduation Rate Indicator (HS)</u></p> <ul style="list-style-type: none"> • Must use four-year adjusted cohort graduation rate • May also measure extended-year adjusted cohort graduation rate <p>4. <u>Progress in Achieving English Language Proficiency Indicator</u></p> <ul style="list-style-type: none"> • Based on performance on the English language proficiency assessments in grades 3-8 and in grades for which English learners are assessed in high school • Must include proficiency level and additional student-level characteristics, use objective and valid measures of student progress, and align with State-determined timeline for attaining English language proficiency <p>5. <u>School Quality or Student Success Indicator</u></p> <ul style="list-style-type: none"> • Must meet proposed 200.14(c) requirements • Indicators may differ by grade span and may

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			<p>include measures of: (1) Student access and completion of advanced coursework; (2) Postsecondary readiness; (3) School climate and safety; (4) Student engagement; (5) Educator engagement; (6) Any other measure that meets requirements</p> <ul style="list-style-type: none"> • Must be supported by research finding that performance or progress on such measure is likely to increase student academic achievement and must aid in the meaningful differentiation among schools <p>Additional requirements for the selection of indicators would include:</p> <ul style="list-style-type: none"> • Is valid, reliable, and comparable across all LEAs in the State • Is calculated the same for all schools across the State • Can be disaggregated for each subgroup of students <p>Includes a different measure than the State uses for any other indicator</p>
<p>Participation in Assessments and Annual Measurement of Achievement</p>	<p>NPRM: [§200.15] Addressing ESSA: 11.11(c)(4)(E)</p>	<p>Each State must measure the achievement of not less than 95% of all students, and 95% of all students in each subgroup, on the annual statewide assessments in reading/language arts and mathematics. Each State must also have an explanation of how the participation rate requirement will be factored into the accountability system. [Section 11.11(c)(4)(E)]</p> <p>The NPRM notes that this requirement must also be taken into account on the Academic Achievement Indicator - denominator used for calculations must include at least 95% of all students and 95% of students in each</p>	<p>State accountability systems requirements would include:</p> <ul style="list-style-type: none"> • Annual measurement of the achievement of at least 95% of all students, 95% of all student subgroups; calculated separately for reading/language arts and mathematics • If a school misses the participation requirement, the State must take one of the following actions: (1) assign a lower summative rating to the school; (2) assign the lowest performance level on the State's Academic Achievement indicator; (3) identify the school for targeted support and improvement; or (4) take another equally rigorous State-determined action that will result in a similar outcome and lead to

ESSA Element	Citations	Summary of Statutory Requirements	Highlights of Significant Proposed Regulation
		<p>subgroup enrolled in the school.</p>	<p>improvements in the school's assessment participation rate</p> <ul style="list-style-type: none"> Schools that miss the participation rate, must develop and implement improvement plans that address the reason(s) for low participation in the school and include interventions to improve rates in subsequent years. Plans must be developed in partnership with stakeholders, including parents, and must be monitored and approved by the LEA Any LEA with a large number of schools missing the 95% participation rate must develop and implement an improvement plan that includes additional actions to support the effective implementation of school-level plans to improve low assessment participation rates, reviewed and approved by the State A State must include a clear explanation in its report card of how it will factor the 95% participation rate requirement into its accountability system <p>The proposed rule would retain requirements from the current regulations with regard to: (1) prohibiting the systematic exclusion of students from required assessments; (2) counting students with the most significant cognitive disabilities who take alternative assessments as participants; (3) counting recently arrived English learners who take the English language proficiency assessment or reading/language arts assessments as participants</p>
<p>Subgroups of Students</p>	<p>NPRM: [§200.16]</p> <p>Addressing ESSA:</p> <ul style="list-style-type: none"> 1111(b)(3)(A) 1111(b)(3)(A)(i) 	<p>The following subgroups of students must be included in the statewide accountability systems:</p> <ul style="list-style-type: none"> Economically disadvantaged students Students from major racial and ethnic groups Children with disabilities 	<p>For accountability, each State would be required to:</p> <ul style="list-style-type: none"> Include each subgroup, separately, and the all students group, consistent with the State's n-size, when establishing long-term goals and measurements of interim progress, measuring school performance with the indicators, annually meaningfully differentiating schools, and identifying schools for comprehensive and targeted support and

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	<ul style="list-style-type: none"> • 1111(b)(3)(A)(ii) • 1111(b)(3)(B) • 1111(c)(2) • 1111(c)(4)(A) • 1111(c)(4)(C)(iii) • 1111(d)(2)(A)(i) • 1111(h)(1)(C) 	<ul style="list-style-type: none"> • English learners 	<p>improvement</p> <ul style="list-style-type: none"> • Include, at the discretion of the State, for not more than 4 years after a student exits the English learner subgroup, the performance of a student previously identified as an English learner on the Academic Achievement indicator within the English learner subgroup • Include, with respect to an English learner with a disability for whom there are no appropriate accommodations for one or more domains of required the English language proficiency assessment, as determined by the IEP or 504 team, performance on the English language proficiency assessment based on the remaining domains in which it is possible to assess the student • Select from two available options for the inclusion of recently arrived English learners in accountability and apply that exemption uniformly to all; or establish a uniform statewide procedure for determining how to apply the statutory exemptions for the inclusion of recently arrived English learners in the system <p>Report annually on the number and percentage of recently arrived English learners included in the accountability</p>
<p>Disaggregation of Data</p>	<p>NPRM: [§200.17]</p> <p>Addressing ESSA: 1111(c)(3)</p>	<p>Each State must determine, in consultation with stakeholders, a minimum number of students (“n-size”) that the State will use for accountability and reporting purposes This n-size must be statistically sound, the same for all students and for each subgroup of students, and sufficient to not reveal any personally identifiable information.</p>	<p>The proposed regulations would retain and reorganize the relevant requirements under the current regulations with regard to a State’s n-size, with updates to reflect new statutory requirements</p> <p>States would be required to set an n-size not exceed 30 students, unless the State is approved to use a higher number after giving justification</p> <p>The NPRM provides that an n-size sufficient to yield statistically reliable information for purposes of reporting (under 1111(h)) may be lower than the n-size used for</p>

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<p>Annual Meaningful Differentiation of School Performance</p>	<p>NPRM: [§200.18]</p> <p>Addressing ESSA:</p> <ul style="list-style-type: none"> • 1111(c)(4)(B) • 1111(c)(4)(C)(i) • 1111(c)(4)(C)(ii) 	<p>Each State must establish a system for meaningfully differentiating all public schools in the State each year.</p> <p>The system must be based on all of the indicators in the State accountability system under 1111(c)(4)(B) for all students and subgroups. It must also afford substantial weight to each of the following indicators:</p> <ul style="list-style-type: none"> • Academic achievement • Graduation rates for high schools • A measure of student growth or other valid and reliable academic indicator that allows for meaningful differentiation in school performance (elementary and secondary schools that are not high schools) • Progress in achieving English language proficiency <p>These indicators, combined, must be afforded much greater weight than the indicator or indicators of school quality or student success.</p>	<p>purposes of the statewide accountability system</p> <p>Each State's system of annual meaningful differentiation would be required to:</p> <ul style="list-style-type: none"> • Include the performance of all students and each subgroup of students in a school on all of the indicators • Include at least 3 distinct levels of performance for schools on each indicator that are clear and understandable and set in a way that is consistent with the schools' attainment of the State's long-term goals and measurements of interim progress • Provide information on each school's level of performance on each indicator separately, including as part of LEA report cards • Result in a single rating from among at least 3 distinct rating categories for each school, based on the level of performance on each indicator; describe a school's summative performance and rating on LEA report cards • Meet the requirements to annually measure the achievement of not less than 95% of all students and 95% of all students in each subgroup on the assessments • Inform the State's methodology to identify schools for comprehensive and targeted support and improvement <p>States would be required to use consistent weighting among the indicators for all schools within each grade span, with substantial weight given to each of the academic indicators. And States must give much greater weight to those indicators, in the aggregate, than to the indicator(s) of school quality or student success</p> <p>States would also be required to show that they have met</p>

ESSA Element	Citations	Summary of Statutory Requirements	Highlights of Significant Proposed Regulation
			<p>the "much greater weight" and "substantial weight" requirements as follows:</p> <ul style="list-style-type: none"> • Demonstrate that School Quality/Student Success indicator(s) may not be used to change the identity of schools that otherwise would be identified for Comprehensive Support and Improvement (unless the school makes significant progress for all students on at least one "substantial weight" indicator that can be measured for all students) or Targeted support and Improvement (unless Consistently Underperforming or Low-Performing Subgroups make significant progress on at least one "substantial weight" indicator) • Demonstrate, based on all students and ach subgroup, that a school performing in lowest performance level on any "substantial weight" indicators does not receive same summative rating as school in highest performance level <p>States are not required to afford the same substantial weight to each of the indicators that are required to receive a substantial weight in the system of annual meaningful differentiation</p>
<p>Identification of Schools</p>	<p>NPRM: [§200.19]</p> <p>Addressing ESSA:</p> <ul style="list-style-type: none"> • 1.111(c)(4)(C) • 1.111(c)(4)(C)(iii) • 1.111(c)(4)(D) • 1.111(c)(4)(D)(i) • 1.111(d)(2)(A)(i) 	<p>Each State must create a methodology, based on the system of annual meaningful differentiation, for identifying certain public schools for comprehensive support and improvement This must include three types of schools:</p> <ul style="list-style-type: none"> • The lowest-performing 5% of all Title I schools in the State • Any public high school in the State failing to graduate 1/3 or more of its students • Title I schools with a consistently underperforming subgroup that, on its own, is performing as poorly as all students in the lowest-performing 5% of Title I 	<p>In establishing a statewide category of schools for Comprehensive Support and Improvement, each State would have to include 3 types of schools:</p> <ul style="list-style-type: none"> • <u>Lowest-Performing Five Percent of Title I Schools</u> - taking into account (1) A school's summative rating among all students on the State's accountability indicators, averaged over no more than 3 years and (2) statutory requirement to assign substantial weight individually and much great weight overall, to the indicators of Academic Achievement, Academic Progress, Graduation Rates, and Progress in Achieving English Language Proficiency • <u>Low Graduation Rate High Schools</u> - to include any high school in the State with a four-year adjusted cohort graduation rate among all students below

ESSA Element	Citations	Summary of Statutory Requirements	Highlights of Significant Proposed Regulation
	<ul style="list-style-type: none"> • 11111(d)(2)(C) • 11111(c)(4)(D)(ii) 	<p>schools and that has failed to improve after implementation of a targeted support and improvement plan</p> <p>Further, States must use their method for annual meaningful differentiation to identify any public school in which one or more subgroups of students is consistently underperforming, and to notify each LEA in the State of any public school served by the LEA of such identification so that the LEA can ensure the school develops a targeted support and improvement plan. The notification must also identify if a subgroup of students in the school, on its own, has performed as poorly as all students in the bottom 5% of Title I schools that have been identified for comprehensive support and improvement.</p>	<p>67%, or below a higher percentage selected by the State, averaged over no more than 3 years</p> <ul style="list-style-type: none"> • <u>Schools with Chronically Low-Performing Subgroups</u> - any title I school with one or more subgroup that performs as poorly as all students in any of the lowest-performing five percent of title I schools and have not sufficiently improved, as defined by the State, after implementation of a Targeted Support and Improvement plan over no more than 3 years <p>In establishing a statewide category of schools for Targeted Support and Improvement, each State would have to include 2 types of schools:</p> <ul style="list-style-type: none"> • <u>Schools with Low-Performing Subgroups</u> - subgroup performance at a level at or below the summative performance of all students in any of the lowest-performing 5% of title I schools identified for CSI • <u>Schools with Consistently Low-Performing Subgroups</u> - schools identified using a state-established methodology, including any school with one or more “consistently low-performing” subgroup, taking into account (1) school performance on accountability indicators over not more than 2 years; and (2) assignment of substantial and much greater weight to academic indicators (may include any school missing the 95% participation requirement) • Each State must also identify subgroups consistently underperforming using a uniform definition across all LEAs <p>States would have to make the required identifications based on the following timeline and with the specified frequency:</p> <ul style="list-style-type: none"> • <u>Lowest Performing Title I Schools</u> and <u>Low Graduation Rate High Schools (CSI)</u> - first

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<p>Data Procedures for Annual Meaningful Differentiation and Identification of Schools</p>	<p>NPRM: [§200.20] Addressing ESSA:</p> <ul style="list-style-type: none"> • 1.1.1.1(c)(4)(B) • 1.1.1.1(c)(4)(C) • 1.1.1.1(c)(4)(D) • 1.1.1.1(c)(4)(F) 	<p>States must annually measure indicators and meaningfully differentiate among all public schools in the State, including by using disaggregated data on each subgroup in a school that meets the minimum subgroup size (n-size) set by the State (Section 1.1.1.1(c)(4)(B)); however, the statute is silent on how data averaging procedures may be applied for measuring performance on each indicator or for reporting.</p> <p>The performance of any student enrolled for at least half of the school year must be included on each indicator in the accountability system. Students enrolled for less than half of the school year in the same school may be excluded.</p> <p>For graduation rates, if a high school student enrolled for less than half of the school year drops out and does not transfer to a new school, such student must be included in the</p>	<p>identification before the start of the 2017-2018 school year; at least every 3 years thereafter</p> <ul style="list-style-type: none"> • <u>Title I Schools with Chronically Low-Performing Subgroups (CSI)</u> – first identification with state’s second identification of Low-Performing Title I Schools and Low Graduation Rate High Schools (no more than 3 yrs after 2017-2018) • <u>Schools with Consistently Underperforming Subgroups (TSI)</u> – first identification before the start of the 2018-2019 school year; annually thereafter • <u>Schools with Low-Performing Subgroups (TSI)</u> – first identification before the start of the 2017-2018 school year; at least once every 3 years thereafter, in conjunction with CSI identification <p>Proposed regulations would clarify how data averaging may be used in the statewide accountability system for annual meaningful differentiation and identification of schools.</p> <ul style="list-style-type: none"> • If a State averages data across years, the State must continue to report data for a single year, without averaging, on State and LEA report cards • A State that averages data across is required to explain its uniform procedure for averaging data in its State plan and specify the use of such procedure on the State report card • The approach used by an LEA for assigning “partial year” high school students who exit without a diploma and who do not transfer to another high school must be consistent with the approach established by the State for calculating the denominator of the 4-year adjusted cohort graduation rate <p>All students, regardless of length of enrollment in a school within an LEA during the academic year, must be included for purposes of reporting on the State and LEA report cards</p>

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		<p>denominator for calculating the four-year adjusted cohort graduation rate and assigned either to the school the student most recently attended, or to the school where the student was enrolled for the greatest proportion of school days during grades 9-12.</p>	
<p>Comprehensive Support and Improvement</p>	<p>NPRM: [§200.21]</p> <p>Addressing ESSA:</p> <ul style="list-style-type: none"> • 1111(d) • 1111(d)(1)(B) • 1111(d)(1)(C) • 1111(d)(1)(D) 1111(d)(3)(A)(i)(I) 	<p>A State must notify each LEA of any school served by the LEA that is identified for comprehensive support and improvement (Section 1111(d)). The LEA, in partnership with stakeholders, must then design and implement a comprehensive support and improvement plan:</p> <ul style="list-style-type: none"> • Is informed by the State's long-term goals and indicators • Includes evidence-based interventions • Is based on a school-level needs assessment • Identifies resource inequities • Is approved by the school, LEA, and SEA • Is monitored and periodically reviewed by the SEA <p>For any high school identified for comprehensive support and improvement due to low graduation rates, the State may permit differentiated improvement activities that utilize evidence-based interventions for schools that predominately serve students returning to school after exiting without a regular diploma or who are significantly off track to accumulate sufficient academic credits to meet high school graduation requirements</p>	<p><u>Additional requirements for giving notice of school identification</u> would include:</p> <ul style="list-style-type: none"> • States would be required to notify any LEA that serves a school identified for comprehensive support and improvement no later than the beginning of the school year for which the school is identified • The LEA would be required to promptly notify the parents of each student enrolled in the identified school; such notice must (1) be in an understandable and uniform format, (2) be written in a language that parents can understand or be orally translated, if needed, and (3) be provided in an alternative format accessible to a parent or guardian who is an individual with a disability <p>The school <u>needs assessment</u> would be required to include:</p> <ul style="list-style-type: none"> • Academic achievement information based on performance on State assessments in reading/language arts and mathematics • School's performance on all indicators and on the State's long-term goals and measurements of interim progress • The reason(s) the school was identified for comprehensive support and improvement • At the LEAs discretion, the school's performance on additional, locally selected indicators that are not included in the State's system of annual meaningful differentiation that affect student outcomes

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		<p>High schools with less than 100 students may be excluded from identification</p> <p>An LEA may provide all students enrolled in a school identified by the State for comprehensive support and improvement with the option to transfer to another public school served by the LEA</p> <p>States must establish statewide exit criteria for comprehensive support and improvement schools. If those criteria are not satisfied within a State-determined number of years (not to exceed 4), must result in more rigorous State-determined action in the school.</p>	<p>The <u>Comprehensive Support and Improvement plan</u> must:</p> <ul style="list-style-type: none"> • Be developed in partnership with stakeholders • Describe how early stakeholder input was solicited and taken into account in development and how stakeholder's will participate in implementation • Incorporate the results of the school-level needs assessment • Include one or more interventions that are: (1) evidence-based; (2) supported by the strongest level of evidence that is available and appropriate to meet the needs of the school; and (3) may be selected from among State-established evidence-based interventions or a State-approved list of evidence-based interventions • Identify and address resource inequities by including a review of LEA- and school-level resources among schools with respect to disproportionate rates of ineffective, out-of-field, or inexperienced teachers and per-pupil expenditures of Federal, State, and local funds and, at the discretion of the LEA, a review of LEA and school-level budgeting • Be made publicly available by the LEA • Be approved by the school, the LEA, and the State <p>Specific <u>responsibilities assigned to the State</u> would include:</p> <ul style="list-style-type: none"> • Review and approve each comprehensive support and improvement plan in a timely manner • Take all actions necessary to ensure that each school and LEA develops and implements a plan that meets all of the requirements • Monitor and periodically review each LEAs implementation of its plan

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<p>Targeted Support and Improvement</p>	<p>NPRM: [§200.22] Addressing ESSA: • 1111(d)</p>	<p>A State must notify each LEA of any school served by the LEA in which any subgroup of students is consistently underperforming, as well as ensure that the LEA provides notification to identified schools (Section 1111(d)).</p>	<p>States must also establish <u>exit criteria</u> and must ensure that a school meeting the exit criteria within a State-determined number of years not to exceed 4 years, both increases student outcomes and no longer meets the criteria for comprehensive support and improvement</p> <ul style="list-style-type: none"> If the exit criteria is not met, the States must require the LEA to conduct a new school-level needs assessment and amend its plan to: (1) address the reasons the school did not meet the exit criteria; (2) update how it will continue to address previously identified resource inequities and identify and address any new resource inequities; (3) implement additional interventions determined by the State, which must be more rigorous and based on strong or moderate levels of evidence, must be supported by evidence from a sample population or setting of that which will be served and may address school-level operations States must increase monitoring, support, and periodic review of each LEAs implementation of an amended comprehensive support and improvement plan based on a school's failure to meet the exit criteria <p>States and LEAs would be precluded from offering parents the <u>option to transfer (public school choice)</u> a student from a school identified for comprehensive support and improvement to another school identified for comprehensive support and improvement</p> <p>Additional requirements for giving <u>notice of school identification</u> would include:</p> <ul style="list-style-type: none"> States would be required to notify any LEA that serves a school identified for comprehensive support and improvement no later than the beginning of the school year for which the school is identified

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	<ul style="list-style-type: none"> • 11111(d)(2)(B)(i)-(iv) 11111(d)(2)(C) 	<p>Upon receiving notification from the LEA, the school, in partnership with stakeholders, must design a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system. The plan must:</p> <ul style="list-style-type: none"> • Be informed by all indicators, including student performance against the State's long-term goals • Include evidence-based interventions • Be approved by the LEA prior to implementation • Be monitored, upon submission and during implementation, by the LEA • Result in additional action following unsuccessful implementation of the plan after a number of years, to be determined by the LEA <p>Additional targeted support is required for schools with subgroups performing at or below the level of students in the lowest-performing 5%. Schools must also then identify resource inequities in the plan.</p> <p>States must also establish statewide exit criteria for schools requiring additional targeted support.</p>	<ul style="list-style-type: none"> • States must notify each LEA that serves one or more schools identified for targeted support and improvement, and then the LEA must notify each identified school - no later than the beginning of the school year for which the school is identified, including notice of the subgroup(s) that have been identified as consistently underperforming or low-performing • The LEA that receives notification must immediately notify the parents of each student enrolled in the identified school - must be understandable and accessible <p>The <u>Targeted Support and Improvement plan</u> must:</p> <ul style="list-style-type: none"> • Be developed by the school in partnership with stakeholders • Describe how early stakeholder input was solicited and taken into account and how they will participate in implementation • Be designed to improve student performance for the lowest-performing students on each of the indicators in the statewide accountability system that led to the school's identification • Take into consideration the school's performance on all indicators in the statewide accountability system and student performance against the State's long-term goals and measurements of interim progress, including student academic achievement on each of the assessments, and at the school's discretion, locally selected indicators • For any school operating a school-wide program, address the needs identified by the needs assessment • Include one or more interventions that must: (1) be

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			<p>evidence-based; (2) be appropriate to address the reason(s) for identification and to improve student outcomes for the lowest-performing students; (3) be supported by research conducted on a sample population or setting that overlaps; and (4) be selected from a State-approved list of evidence-based interventions</p> <ul style="list-style-type: none"> • Be submitted by the school to the LEA for review and approval • For a school with one or more low-performing subgroups that is identified for targeted support and improvement, the plan must identify and address resource inequities that affect the low-performing subgroup(s), including a review of LEA- and school-level resources with respect to disproportionate rates of ineffective, out-of-field, or inexperienced teachers and per-pupil expenditures of Federal, State and local funds reported annually <p>Further, a school identified under this section, may have a planning year to carry out stakeholder engagement, selection of interventions, and other activities necessary to prepare.</p> <p>Specific responsibilities assigned to the LEA would include:</p> <ul style="list-style-type: none"> • Review and approve each targeted support and improvement plan in a timely manner and take all actions required to ensure that each school can meet all requirements of this section to develop and implement plans within the timelines • Monitor each school's implementation of its plan • Make all plans and any amendments publicly available, including to parents

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			<p>LEAs must also establish <u>exit criteria</u> for schools implementing targeted support and improvement plans, except for title I schools with low-performing subgroups</p> <ul style="list-style-type: none"> Exit criteria must be publicly available In establishing exit criteria, LEAs must ensure that a school meeting the criteria successfully implemented its plan such that it no longer meets the criteria for identification <u>and</u> has improved student outcomes for its lowest-performing students If a school does not meet the exit criteria, the LEA must: (1) require the school to amend the targeted support and improvement plan to include additional actions that address the reasons the school did not meet the criteria; (2) review and approve the amended plan; and (3) increase its monitoring and support of the school's implementation of the plan <p>If schools do not meet the uniform statewide exit criteria for low-performing targeted support and improvement Title I schools, after a State-determined number of years (not to exceed 3), the State would be required to identify that school as a comprehensive and improvement school</p>
<p>State Responsibilities to Support Continued Improvement</p>	<p>NPRM: [§200.23]</p> <p>Addressing ESSA:</p> <ul style="list-style-type: none"> 1.1.1.1(d)(3)(A)(ii) 1.1.1.1(d)(3)(A)(iii) 1.1.1.1(d)(3)(B)(i) 1.1.1.1(d)(3)(B)(ii) 	<p>Each State must provide support for LEA and school improvement, including the periodic review of resource allocation to support school improvement in LEAs serving significant numbers of schools identified for either comprehensive support and improvement or targeted support and improvement (Section 1.1.1.1(d)(3)(A)(iii)).</p> <p>For LEAs serving significant numbers of schools identified for help, each State must provide technical assistance. States may take additional improvement actions in any LEA serving a significant number of schools</p>	<p>States would have to take the following actions with regard to <u>resource allocation</u>:</p> <ul style="list-style-type: none"> Each State must periodically review resource allocations, must consider allocations between LEAs and between schools, and must consider any inequities identified in school support and improvement plans Each State must take action to address any resource inequities identified during its review <p>States would have the following responsibilities with regard to <u>technical assistance</u> to support continued improvement:</p>

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		<p>identified for comprehensive support and improvement and not meeting State-established exit criteria or any LEA serving a significant number of schools identified for targeted support and improvement.</p> <p>States may establish alternative evidence-based, State-determined strategies that may be used by LEAs to assist schools identified for comprehensive support and improvement.</p>	<ul style="list-style-type: none"> Each State must describe in the State plan the technical assistance that will be provided including, at a minimum, a description of how the State will: (1) assist LEAs in developing and implementing comprehensive support and improvement plans and ensure that schools develop and implement targeted support and improvement plans; (2) conduct school-level needs assessments; (3) select evidence-based interventions; (4) review and address resource inequities
<p>Resources to Support Continued Improvement</p>	<p>NPRM: [§200.24]</p> <p>Addressing ESSA:</p> <ul style="list-style-type: none"> • 1003 • 1003(a) • 1003(b)(1)(B) • 1003(b)(2) • 1003(c) 	<p>ESSA provides dedicated resources for school improvement (Section 1003). States are required to reserve 7% of Title I, part A allocations for school improvement, at least 95% of which must be distributed to LEAs either competitively or by formula to serve schools implementing comprehensive or targeted support and improvement activities. The State report card must list all LEAs and schools receiving funds under this section.</p> <p>States may award sub grants for up to 4 years, which may include one planning year. These must be of sufficient size to enable an LEA to effectively implement selected strategies and</p>	<p>States may take <u>additional improvement actions</u> in:</p> <ul style="list-style-type: none"> Any LEA, or authorized public chartering agency consistent with State charter school law, serving a significant number of schools identified for comprehensive support and improvement and not meeting State-established exit criteria Any LEA, or authorized public chartering agency consistent with State charter school law, serving a significant number of schools implementing targeted support and improvement <p>Eligibility of LEAs would be clarified to provide that an LEA is eligible for funds if it has one or more schools identified for comprehensive or targeted support and improvement <u>and</u> if it applies to serve each school identified for comprehensive support and improvement before applying to serve a school identified for targeted support and improvement</p> <ul style="list-style-type: none"> Funds may not be used to serve schools identified for targeted support and improvement for low assessment participation rates because these funds are intended to serve low-performing schools <p>The LEA application must include:</p> <ul style="list-style-type: none"> A description of one or more evidence-based interventions based on strong, moderate, or

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	<p>•1003(i)</p>	<p>LEAs receiving a sub grant must represent the geographic diversity of the State.</p> <p>States must prioritize funds for LEAs that serve high numbers, or a high percentage, of schools identified for comprehensive support or improvement, LEAs with the greatest need for such funds, and LEAs with the strongest commitment to improving student achievement and outcomes.</p> <p>The State, with the approval of the LEA, may provide directly for the improvement activities, or through other entities.</p> <p>States must use any funds not distributed to LEAs to establish a method to allocate funds under section 1003, to monitor and evaluate the use of such funds by LEAs, and to reduce barriers and provide operational flexibilities for schools in the implementation of comprehensive and targeted support and improvement activities.</p> <p>An LEA must submit an application and include a description of how the LEA will carry out its responsibilities for school improvement in order to receive funds.</p>	<p>promising evidence that will be implemented in each school the LEA proposes to serve</p> <ul style="list-style-type: none"> • A description of how the LEA will: (1) carry out its responsibilities to develop and implement a comprehensive support and improvement plan; and (2) support each school identified for targeted support and improvement that the LEA applies to serve in developing, approving, and implementing a plan • A budget indicating how it will allocate school improvement funds among schools it intends to serve • The LEAs plan to monitor each school for which they receive school improvement funds • A description of the rigorous review process that the LEA will use to recruit, screen, select, and evaluate any external providers with which the LEA intends to partner • A description of how the LEA will align other Federal, State and local resources to carry out the activities in the schools • A description of how the LEA will modify practices and policies to provide operational flexibility • A description of any planning activities and timelines • An assurance that each school the LEA proposes to serve will receive all of the State and local funds it would have otherwise received <p>Requirements for the awarding of funds would include:</p> <ul style="list-style-type: none"> • States must review, in a timely manner, each application and award funds if regulations are met, in an amount that is sufficient to enable the LEA to effectively implement the plan • Each award must be at least \$50,000 per school for targeted plans and \$500,000 for each

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			<p>comprehensive plan</p> <ul style="list-style-type: none"> • If there are insufficient funds, the State must award funds through formula or a competition and plans for comprehensive support and improvement must be awarded before targeted plans • Priority must be given to an LEA that demonstrates it has the greatest need for the funds • Priority must be given to an LEA that demonstrates the strongest commitment to using the school improvement funds to enable the lowest-performing schools to improve • Geographic diversity within the state must be considered <p>Each State must:</p> <ul style="list-style-type: none"> • Establish the method to allocate school improvement funds • Monitor and evaluate the use of school improvement funds • Determine that the school is making progress on the indicators in the statewide accountability system • Reduce barriers and provide operational flexibility for schools receiving school improvement funds • If a State arranges for the provision of services through an external partner, the State must undertake a rigorous review process in recruiting, screening, selecting and evaluating the external partner <p>Each State must include in its State report card, a list of all LEAs and schools receiving funds, including the amount of funds each LEA receives to serve each school and the type of intervention(s) being implemented in each school</p>

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<p>Annual State Report Card</p>	<p>NPRM: [§200.30]</p> <p>Addressing ESSA:</p> <ul style="list-style-type: none"> • 1111(h)(1)(A) • 1111(h)(1)(B) • 1111(h)(1)(C) • 1111(i) 	<p>A State that receives assistance under Title I, Part A must disseminate widely to the public an annual State report card for the State as a whole (Section 1111(h)(1)(A)). This report card must be:</p> <ul style="list-style-type: none"> • Concise • Presented in an understandable and uniform format that is developed in consultation with parents • Presented to the extent practicable in a language that parents can understand • Widely accessible to the public <p>The content of the State report cards must include requirements for a State to include disaggregated information for certain data elements by subgroup, including migrant status, homeless status, status as a child in foster care, and a student with a parent who is a member of the Armed Forces on active duty.</p> <p>Disaggregation of data shall not be required if such disaggregation will reveal personally identifiable information about any student, teacher, principal, or other school leader, or will provide data that are insufficient to yield statistically reliable information.</p>	<p>States would be required to produce report cards for each authorizing public chartering agency in the State, with demographic and academic achievement data for each school authorized by such agency compared to the community in which the charter school is located</p> <p>Report cards must include, with parental input, a clearly labeled overview section with statewide results for all students and each subgroup of students on the following:</p> <ul style="list-style-type: none"> • State's academic assessments in each of the reading/language arts, mathematics, and science • Each measure within the Academic progress indicator for public elementary schools and secondary schools that are not high schools • Four-year adjusted cohort graduation rate • Each measure within each indicator of School Quality or Student Success • The number and percentage of English learners achieving English language proficiency on the State's English language proficiency assessment <p>The report card must be included on a single page of the SEAs web site</p> <p>Dissemination must occur no later than December 31 each year, beginning with information from the 2017-2018 year, with the option for a one-time, one-year extension from the Secretary</p> <p>LEA report cards would be required to be developed in consultation with parents and include a clearly labeled overview section that is prominently displayed and can be distributed to parents on a single piece of paper</p> <p>The overview must include the same information as is required on State report cards for all students and</p>
<p>Annual LEA Report Card</p>	<p>NPRM: [§200.31]</p> <p>Addressing ESSA:</p> <ul style="list-style-type: none"> • 1111(h)(1)(C) • 1111(h)(2)(A) 	<p>An LEA that receives assistance under Title I, Part A must prepare and disseminate an annual LEA report card that includes information on the LEA as a whole and each school served by the LEA (Section 1111(h)(2)(A)). These report cards must be:</p> <ul style="list-style-type: none"> • Concise 	<p>The report card must be included on a single page of the SEAs web site</p> <p>Dissemination must occur no later than December 31 each year, beginning with information from the 2017-2018 year, with the option for a one-time, one-year extension from the Secretary</p> <p>LEA report cards would be required to be developed in consultation with parents and include a clearly labeled overview section that is prominently displayed and can be distributed to parents on a single piece of paper</p> <p>The overview must include the same information as is required on State report cards for all students and</p>

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	<ul style="list-style-type: none"> • 11111(h)(2)(B) • 11111(h)(2)(C) • 11111(i) 	<ul style="list-style-type: none"> • Presented in an understandable and uniform format • Presented to the extent practicable in a language that parents can understand • Accessible to the public • Available on the LEAs website, or available to the public in another manner if no website is available <p>Must include disaggregated information for certain data elements by subgroup: migrant status, homeless status, status as a child in foster care, status as a student with a parent who is a member of the Armed Forces on active duty.</p> <p>Disaggregation of data is not required if such disaggregation will reveal personally identifiable information about any student, teacher, principal, or other school leader, or will provide data that are insufficient to yield statistically reliable information.</p>	<p>subgroups, plus information on the achievement on the State's academic assessments in reading/language arts, mathematics, and science of students served by the LEA compared to students in the State, and for each school, information on school-level accountability results - including identification for comprehensive or targeted support and improvement as well as basic LEA or school identifying information</p> <p>Dissemination must be on the same timeline as State report cards, although LEAs may request a one-time, one-year extension</p>
<p>Description and Results of a State's Accountability System</p>	<p>NPRM: [§200.32]</p> <p>Addressing ESSA:</p> <ul style="list-style-type: none"> • 11111(h)(1)(C)(i) • 11111(h)(2)(C) 	<p>State and LEA report cards must include a description of the State's accountability system (Section 1111(h)(2)(C)). This must include:</p> <ul style="list-style-type: none"> • The minimum number of students that the State determines are necessary to be included in each of the subgroups of students. • The long-term goals and measurements of interim progress for all students and subgroups. • The indicators used to meaningfully differentiate all public schools in the State. 	<p>Clarifications and requirements would include:</p> <ul style="list-style-type: none"> • A State or LEA may provide the Web address or URL of, or direct link to, the State plan or other location on the SEAs website to meet the reporting requirements for these accountability system elements • The LEA report cards must, for each school served, provide the performance level on each indicator, as well as the school's single summative rating • If the State accountability system includes more than one measure within any indicator, the report card must include results on all such measures individually in addition to the performance level for each indicator

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		<ul style="list-style-type: none"> The State's system for meaningfully differentiating all public schools in the State including: (1) The specific weight of the indicators in differentiation; (2) The methodology by which the State differentiates all such schools; (3) The methodology by which the State identifies a school as consistently underperforming for any subgroups; and (4) The methodology by which the State identifies a school for comprehensive support and improvement. The number and names of all public schools in the State identified for comprehensive support and improvement or implementing targeted support and improvement plans. <p>The exit criteria established by the State for schools who have comprehensive and targeted support and improvement plans.</p>	<ul style="list-style-type: none"> The report card must also include the reason for which the State identified a school for comprehensive support and improvement; if the basis is chronically low-performing subgroups, the report card must include the name of the subgroup(s)
Calculations for Reporting on Student Achievement and Meeting Measurements of Interim Progress	<p>NPRM: [§200.33]</p> <p>Addressing ESSA:</p> <ul style="list-style-type: none"> 1111(h)(1)(C)(ii) 1111(h)(1)(C)(vi) 1111(h)(1)(C)(vii) 1111(h)(2)(C) 	<p>State and LEA report cards must include information on student achievement on the academic assessments in reading/language arts, mathematics, and science at each level of achievement, for all students, and disaggregated by subgroup (Section 1111(h)(1)(C)(iii)).</p> <p>LEA report cards must also include information that shows the achievement on the academic assessments of students served by the LEA compared to students in the State as a whole. Also, information must be included for each school served by the LEA, corresponding information for the school's students compared to students served by the LEA and</p>	<p>State and LEA report cards would be required to include the percentages of students performing at each level of achievement on the State's academic achievement standards, by grade, for all students and disaggregated for each subgroup on the reading/language arts, mathematics, and science assessments using the following two calculation methods:</p> <ol style="list-style-type: none"> The method used in the State accountability system in which the denominator includes the greater of <ul style="list-style-type: none"> 95% of all students and 95% of each subgroup of students who are enrolled in the school, LEA, or State; or The number of such students participating in these assessments

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		<p>the State as a whole.</p> <p>The State and LEA report cards must also include, for all students and disaggregated by each subgroup, the percentage of students assessed and not assessed.</p>	<p>2. A method in which the denominator includes all students with a valid test score</p> <p>The calculation method must also include an indication of whether all students and each subgroup met or did not meet the State's measurements of interim progress for academic achievement which must be calculated in such a way as the denominator includes the greater of:</p> <ul style="list-style-type: none"> • 95% of all students and 95% of each subgroup; or • The number of all such students participating in these assessments <p>To meet the requirement that State and LEA report cards must include information on the percentage of all students and subgroups assessed and not assessed in the main classes, the State will use a calculation method where the denominator includes all students enrolled in the school, LEA, or State.</p>
<p>High School Graduation Rate</p>	<p>NPRM: [§200.34]</p> <p>Addressing ESSA:</p> <ul style="list-style-type: none"> • 11.11(c)(4)(F) • 1111(h)(1)(C)(iii)(II) • 8101(23) • 8101(25) 	<p>A State and its LEAs must report four-year adjusted cohort graduation rates, and at the State's discretion, extended-year adjusted cohort graduation rates on State and LEA report cards (Section 11.11(h)(1)(C)(iii)(II)).</p> <p>The adjusted cohort graduation rates must be reported in the aggregate for all students and disaggregated by subgroup at the school, LEA, and State levels.</p> <p>The States must use a specific definition and process for the calculation of the adjusted cohort graduation rate (Section 8101(23) and (25)).</p> <ul style="list-style-type: none"> • The denominator must consist of students who form the original grade 9 cohort, adjusted by adding students into the 	<p>The proposed regulations would revise and replace current regulations and clarify the following:</p> <ul style="list-style-type: none"> • For high schools that start after grade 9, States must calculate and report a four-year adjusted cohort graduation rate based on a time period shorter than 4 years • States must remove students who transfer to prison or juvenile facility only if such facility provides an educational program that results in regular high school diploma or State-defined alternate • "Regular high school diploma" does not include diplomas based solely on meeting IEP goals that are not fully aligned with the State's grade-level academic content standards • The extended-year adjusted cohort graduation rate is limited to 7 years • States must report graduation rates on time

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		<p>cohort who join later and subtracting students who leave the cohort.</p> <ul style="list-style-type: none"> The numerator must consist of: (1) Students who earn a regular high school diploma within 4 years and (2) Students with the most significant cognitive disabilities who are assessed using the alternative assessment aligned to alternate academic achievement standards and earn an alternate diploma defined by the State. An alternate diploma must be standards-based, aligned with State requirements for the regular high school diploma, and obtained within the time period. <p>Removal from cohort: transfers to juvenile justice facility, or prison, or deceased.</p>	<ul style="list-style-type: none"> States that offer State-defined alternative diplomas for students with the most significant cognitive disabilities (within the time period that the State ensures the availability of a FAPE) cannot delay reporting of the 4-year adjusted cohort graduation rate; rather a State would be required to report on-time graduation rates, and then annually update their adjusted rates for prior school years to include all qualifying students in the numerator <p>States can use either approach allowed under section 1111(c)(4)(F) in regards to students partially enrolled within a school year, however the same approach must be used across all LEAs</p>
<p>Per-Pupil Expenditures</p>	<p>NPRM: [§200.35]</p> <p>Addressing ESSA:</p> <ul style="list-style-type: none"> 1111(h)(1)(C)(x) 1111(h)(2)(C) 	<p>A State and its LEAs are required to annually report on the State and LEA report cards the per-pupil expenditures of Federal, State, and local funds (Section 1111(h)(1)(C)(x) and Section 1111(h)(2)(C)). This must include:</p> <ul style="list-style-type: none"> Actual personnel expenditures Actual non personnel expenditures Disaggregated by source of funds <p>For each LEA and each school in the State for the preceding fiscal year</p>	<p>States would be required to develop a single, statewide procedure that LEAs must use to calculate and report LEA-level per-pupil expenditures of Federal, State, and local funds, and a separate single, statewide procedure that LEAs must use to calculate and report school-level per-pupil expenditures of Federal, State, and local funds.</p> <p>A State and its LEAs are required to provide on State and LEA report cards the website or URL of, or direct link to, a description of the uniform procedure for calculating per-pupil expenditures</p> <p>There would also be the following minimum requirements for the State and LEA per-pupil expenditure uniform procedure:</p> <ul style="list-style-type: none"> A State and its LEA would be required to use current expenditures Include or exclude in the numerator certain types of

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			<p>expenditures consistent with existing Federal expenditure reporting requirements</p> <ul style="list-style-type: none"> Use an October 1 student membership count as the denominator <p>A State and its LEAs would be required to report per-pupil expenditures in total and disaggregated by: (1) Federal funds; and (2) State and local funds</p> <p>For disaggregation purposes, Title VII (Impact Aid) funds must be included with State and local funds, rather than Federal funds</p> <p>A State and its LEAs must separately report the current LEA per-pupil expenditures not allocated to public schools in the State</p>
<p>Postsecondary Enrollment</p>	<p>NPRM: [§200.36]</p> <p>Addressing ESSA:</p> <ul style="list-style-type: none"> 1.1.1.1(h)(1)(C)(xiii) 	<p>A State and its LEAs must report, where available and beginning in 2017, rates of enrollment of high school graduates in the academic year immediately following graduation in programs of public postsecondary education in the State and in programs of private postsecondary education in the State or programs of postsecondary education outside the State (Section 1111(h)(1)(C)(xiii)).</p> <p>The postsecondary enrollment cohort rate must be reported in the aggregate and disaggregated by each subgroup for each high school in the State for the immediately preceding school year.</p> <p>State and LEA report cards must include the professional qualifications of teachers (Section 1111(h)(1)(C)(ix)). This must include information on the number and percentage of:</p>	<p>For the purpose of calculating the postsecondary enrollment cohort rate, a State and its LEAs would be required to use as the denominator the number of students who in the immediately preceding year graduated with a regular high school diploma or State-defined alternate diploma</p> <p>The term "program of postsecondary education" would be defined to have the same meaning as the term "institution of higher education" under section 101(a) of the Higher Education Act of 1965</p> <p>States and LEAs that cannot meet the reporting requirement would be required to publish on their report cards the school year in which they expect to be able to report postsecondary enrollment information</p> <p>States would be required to adopt a uniform statewide definition of the term "inexperienced" and the phrase "not teaching in the subject or field for which the teacher is certified or licensed"</p>
<p>Educator Qualifications</p>	<p>NPRM: [§200.37]</p> <p>Addressing ESSA:</p> <ul style="list-style-type: none"> 1.1.1.1(h)(1)(C)(ix) 		

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		<ul style="list-style-type: none"> Inexperienced teachers, principals, and other schools leaders Teachers teaching with emergency or provisional credentials Teachers who are not teaching in the subject or field for which the teacher is certified or licensed <p>The information must be presented in the aggregate and disaggregated by high-poverty compared to low-poverty schools.</p>	<p>"High poverty school" would be defined as a school in the top quartile of poverty in the State and "low poverty school" as a school in the bottom quartile of poverty in the State</p>
<p>Overview of State Plan Requirements</p>	<p>NPRM: [§299.13]</p> <p>Addressing ESSA:</p> <ul style="list-style-type: none"> 8302 	<p>In order to receive Federal funding, each State must submit plans or applications for the following formula grant programs:</p> <ul style="list-style-type: none"> Title I, Part A - Improving Basic Programs Operated by LEAs Title I, Part C - Education of Migratory Children Title I, Part D - Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk Title II, Part A - Supporting Effective Instruction Title III, Part A - English Language Acquisition, Language Enhancement, Academic Advisement Act Title IV, Part A - Student Support and Academic Enrichment Grants Title IV, Part B - 21st Century Community Learning Centers Title V, Part, B, Subpart 2 - Rural and Low-Income School Program 	<p>SEAs would be required to engage in timely and meaningful <u>consultation</u>, including notification and outreach requirements, with required stakeholders in the development of a consolidated State plan or individual program State plans</p> <ul style="list-style-type: none"> SEAs must engage stakeholders during the design and development of the State plan, following the completion of the State plan, and prior to the submission of any revisions or amendments to the State plan SEAs must consult with the Governor during the development of the plan and prior to submitting that State plan to the Secretary <p>An SEA may request a 2-year extension if it is unable to calculate and report the educator equity data</p> <p>An SEA has the opportunity to revise its initial plans in response to a preliminary written determination by the Secretary - during which time the period of Secretarial review would be suspended</p> <p>Each SEA must publish the approved plan on its website Each SEA must periodically review and revise its plans, at</p>

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<p>Consolidated State Plans</p>	<p>NPRM: [§299.14 through 299.19] Addressing ESSA: • 8302</p>	<p>Each SEA, in consultation with the Governor, may apply for program funds through the submission of a consolidated State plan or a consolidated State application (Section 8302).</p> <p>The Secretary may establish procedures and criteria under which, after consultation with the Governor, an SEA may submit a consolidated State plan or a consolidated State application in order to simplify the application requirements and reduce burden for SEAs (Section 8302).</p> <p>The Secretary must establish, for each covered program under 8302 and any additional programs designated, the descriptions, information, assurances, and other material required to be included in a consolidated State plan or consolidated State application.</p>	<p>a minimum, every 4 years after engaging in timely and meaningful consultation</p> <p>The following five overarching <u>components</u> and corresponding elements would be required to be addressed in the plan - including descriptions, strategies, timelines, and funding sources:</p> <ul style="list-style-type: none"> • Consultation and Coordination • Challenging Academic Standards and Academic Assessments • Accountability, Support, and Improvement of Schools • Supporting Excellent Educators • Supporting all Students <p>SEAs must engage in timely and meaningful <u>consultation</u> with relevant stakeholders and coordinate plans across all programs under ESSA as well as other Federal programs such as the IDEA in order to ensure all children receive a fair, equitable, and high-quality education</p> <ul style="list-style-type: none"> • Must have consultation with regard to: Challenging Academic Standards and Assessments; Accountability, Support, and Improvement for Schools; Supporting Excellent Educators; and Supporting All Students <p>Each SEA must provide <u>evidence</u> that:</p> <ul style="list-style-type: none"> • It has adopted challenging academic content standards and aligned academic achievement standards in the required subjects and grades • It has adopted alternate academic achievement standards for students with the most significant cognitive disabilities

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			<ul style="list-style-type: none"> It has adopted English language proficiency standards <p>SEAs must describe how the State is meeting the requirements related to academic assessments - must identify the high-quality student academic assessments it is implementing in the required grades and subjects, including assessments for students with the most significant cognitive disabilities, English proficiency assessments, approved locally selected nationally recognized high school assessments, and exception for advanced middle school mathematics assessments</p> <p>Each SEA must provide a description of how they intend to use the formula grant funds awarded to support assessment and assessment-related activities</p> <p>Each SEA must provide its State-determined long-term goals and measurements of interim progress for academic achievement, graduation rates, and English language proficiency</p> <p>Each SEA must describe its statewide accountability system that:</p> <ul style="list-style-type: none"> Is based on challenging State academic standards for reading/language arts and mathematics Includes all indicators under 200.14 and meets the participation rate requirements Meaningfully differentiates all public schools in the State on an annual basis Identifies schools for comprehensive and targeted support and improvement <p>Each SEA must describe its State support and improvement activities for low-performing schools, and describe how it will allocate funds under 1003 as well as</p>

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		<p>the supports it is providing to LEAs with school identified for comprehensive and targeted support and improvement</p> <p>Each SEA must describe the process for approving, monitoring, and periodically reviewing LEA comprehensive support and improvement plans, as well as any additional activities to support continued improvement</p> <p>Each SEA must provide key descriptions, strategies, and funding sources outlining the State's approach to supporting excellent educators for all students</p> <p>Each SEA must describe its educator development, retention, and advancement systems, as well as describe how it intends to use Title II, Part A funds, and funds from other included programs</p> <p>Each SEA must describe how it will work with LEAs in the State to develop or implement State or local teacher and principal or other school leader evaluation and support systems and how it will improve educator preparation programs if it chooses to use funds from one or more of the programs included in its consolidated State plan</p> <p>Each SEA must describe how it will ensure that all children have a significant opportunity to meet the State's challenging academic standards and attain a regular high school diploma</p> <p>Each SEA would describe: strategies, rationale, timelines, funding sources, equitable access to a well-rounded education and rigorous coursework, school conditions to support student learning, effective use of technology, parent and family engagement, and the accurate identification of English learners and children with disabilities</p>

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			<p>Each SEA would be required to address essential program-specific requirements to ensure compliance with statutory requirements for particular programs included in the consolidated State plan</p> <p>Each SEA must describe the process and criteria it will use under section 1114(a)(1)(B) of the Act to grant waivers of the 40-percent poverty threshold required to operate a school-wide program.</p>